DOCUMENT RESUME

ED 245 871 RC 014 826

TITLE Statewide Survey of Indian Education. Washington State.
INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE 84
NOTE 29p.; For related document, see RC 014 825.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *American Indian Education; *Attendance Patterns; Dropout Research; *Dropouts; Elementary Secondary Education; *School Counseling; School Holding Power; State Surveys; Student Placement; *Tutoring
IDENTIFIERS *Washington

ABSTRACT

Questionnaire responses from 65 of 72 Washington school districts with significant Indian populations provided quantitative data about 13,522 American Indian students in grades K-12 in 1981-82. Results showed that 11.3% transferred to or from the districts during the year. Results also showed that American Indian students were at the expected grade level for their age and had not been retained scholastically. No attendance patterns emerged for specific grades, but attendance levels in high school were significantly lower than for earlier years. Results showed a downward trend in reading and mathematics achievement scores, which fell from above average in grade 1 to well below average in grade 12, with a large drop after grade 9. American Indian students used personal counselors increasingly throughout their school years, with an elementary school peak in grade 2 and another around grade 7. However, they decreased their use of tutoring over the years, with a high in grades 7 and 8. American Indian students dropped out of school for various reasons, including withdrawal by parents, expulsion, legal detention, and illness. The reasons for 51% of the dropouts was unknown. American Indian children had a lower dropout rate than the general population. Results should be interpreted carefully. (SB)

## Acknowledgements

Members of the Washington State Native American Education Advisory Committee who gave of their own time to participate in policy and procedure discussions contributing to the survey are hereby recognized with appreciation.

We would also like to acknowledge the assistance and cooperation of the following persons as well as those school districts responding to our request for data.

Dr. Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

Mrs. Mona H. Bailey
Assistant Superintendent
Division of Instructional Programs and Services

Warren H. Burton
Director
Multicultural and Equity Education

Dr. Willard E. Bill
Supervisor of Indian Education

Emmett S. Oliver
Former Supervisor of
Indian Education
Retired, 1982

Harold L. Patterson
Former Associate Supervisor of
Indian Education
Retired, 1981 and
Consultant on this Project

Dr. [illegible] Johnson
Supervisor of Program Evaluation.

# STATEWIDE SURVEY OF INDIAN EDUCATION

## Preface

The concept of a statewide survey of Indian Education in the State of Washington originated as a result of discussions in meetings of the Washington State Native American Education Advisor Committee to the State Superintendent of Public Instruction in 1980. This was a period of time when the effectiveness of Indian Education programs under Johnson-O'Malley and Title IV-A grants was being questioned by the United States Congress. Audits and investigations were being conducted to determine whether there was duplication of effort in these two programs.

In general, the position of the Indian Education community in the State of Washington was that the two programs were complementary to each other. This position was premised on the ground that funding under either JOM or Title IV-A alone would be inadequate and that Title IV-A serves Indian children not eligible for JOM funds, especially in urban areas.

It was felt that some of the agencies and individuals engaged by the federal government to evaluate programs did not have the background to fairly interpret the impact of these two funding sources in local communities. In general, local programs were able to demonstrate their own value and effectiveness, but it became clear to us that no agency was making the effort to survey the overall status of Indian children in the schools of Washington State. There appeared to be merit in providing some vehicle by which educators in the State could get an objective picture of what is happening to Indian children in the education process.

Such information would provide a basis for sharing between local programs and for addressing the questions of the Congress and others with some degree of knowledge and accuracy.

The Supervisors of Indian Education in the Office of the State Superintendent of Public Instruction had a reporting system in place for 10 years which had been effective for gathering information from the local JOM programs which they supervised. As a service to the educational community, the Superintendent of Public Instruction determined to make the services of his office available to conduct the survey on a broader basis and is herein reported.

THE STATEWIDE SURVEY OF INDIAN EDUCATION

Executive Summary

The Statewide Survey of Indian Education is the best study ever done of the education of a single ethnic/cultural group in the State of Washington. It is a shame that we do not have similar data on other minorities in the State, and it is to be devoutly hoped that this study will point the way for many further studies regarding many different groups.

Having said all that, we must hasten to add that this is a pioneer work and has many faults and shortcomings. The children studied are not representative of any identifiable group, and the results must be interpreted very carefully and very broadly. Nevertheless, the data do lend themselves to such interpretation and are, at the very least, extremely suggestive.

Retention. Some observers believe that Indian children have records of excessive failures in school. The ages of the 13,177 children studied gave absolutely no evidence of this. At every grade level, Indian students were almost exactly at their expected ages.

Attendance. No attendance patterns emerged excepting the average around ninety percent (90%) in grades kindergarten through eight and the average around eighty-six percent (86%) in the secondary grades.

Achievement. An interesting pattern emerged here: There was an overall downward trend in achievement scores in reading and mathematics from above average in grade one to well below average in grade twelve, with little variation from grade two to grade nine.

Counseling and Tutoring. The general patterns here were an increase in personal counseling from kindergarten to twelfth grade, with a brief high level around junior high entry, and a steady reduction in academic tutoring from kindergarten to grade twelve, with a brief high in grades seven and eight.

Dropping Out. Like most studies of the reasons students drop out of school, this one has to report that the reasons for most dropouts are "unknown." However, unlike, for example, the well-known Minnesota study which reported 89% of the reasons unknown, the Statewide Survey of Indian Education had to give "unknown" for only fifty-one and a quarter percent (51.25%) of its cases. The most common known cause in either the elementary or the secondary grades was "withdrawn by parents." The second most common reason at both levels was "expelled." The third was "illness" at the secondary level.

Interestingly enough, when compared with the dropout rates for the general population, those for grades nine through twelve were lower for Native American boys and girls, excepting seventh grade, where it was two percent

higher. Unfortunately, no other study provides dropout rates for grades kindergarten through grade eight, which we might compare with the date in the present study.

As we said, it would be nice to think that this study will be replicated in the future for other ethnic/cultural groups and for the general population.

## Uses of the Survey

The purpose of the survey was to provide objective data on the status of Indian children in the schools of Washington State. This included the two tribal schools which also cooperated in this effort. This was done by providing numerical statistics on age-in-grade attrition, through transfers and dropouts, percent of attendance, numbers of high school graduates, and 8th grade completions.

By nature, this information is quantitative, not evaluative. Two educational practices are reported quantitatively; namely, counseling and tutoring. These two practices were selected for display because it was found that, historically, the bulk of Indian Education funds have been used in this way.

The one class of data which can be categorized as evaluative is the reporting of mean normal curve equivalent scores derived from achievement tests for each grade level. The potential users of these data should be aware that many participating local education agencies did not report NCE's; and most of those that did, reported them on selected grade levels. This is because the survey did not request schools to test students. They were only requested to report what testing has been done in the normal course of events. For these reasons, the composite scores reported are not represented as reflecting a total picture of Indian achievement, only a sampling. Specific information as to which schools tested and on which grade levels they tested is available but is not reported herein.

The introduction of these data provides a basis for some questions. For instance, the highest number of counseling sessions per pupil, 8.6, is reported for the seventh grade level. Is this related to the fact that the highest number of grade school dropouts are also reported for the seventh grade or that the seventh grade has a lower percent of attendance than the other elementary grades? In other words, are the practitioners concentrating services on needy levels?

The highest number of tutoring sessions per pupil in high school are reported for grades 9 and 12. Is this data related to the NCE's for those two grades? Actually, such questions can be answered only by determining whether those districts which reported tutoring also reported NCE's for the grade levels being examined. The aforementioned questions are useful only if they are used as a basis for discussing educational practices on a local program level.

The reporting of NCE's gives some basis for comparisons with "national norms." Whether or not this information is evaluative depends on how the reader uses the test data.

One purpose of this brief discussion is to illustrate that information of this type is capable of misuse if interpreted superficially. We caution readers to avoid gross generalizations in the use of the data. Further analytical information is displayed in the body of the report.

## Procedures for the Survey

After the basic decision to implement the survey were made, the primary responsibility to carry it out was placed with Emmett Oliver, Supervisor of Indian Education within the Office of the Superintendent of Public Instruction, State of Washington. Mr. Oliver personally contacted every local education agency in the State which had identified Indian populations to request their cooperation. He also discussed the survey with representatives of the Bureau of Indian Affairs to obtain their concurrence in the effort since it involved entities under contract with that agency.

At the end of the 1981-82 school year, the school districts in Washington with significant Indian populations were asked to complete and submit an "Indian Education Program Summary Report." Sixty-five of the seventy-two eligible local districts and Educational Service District 121 (outside of Fife and other major districts) submitted data. Of the 13,618 students enrolled on October 1, 1981, there were 794 transfers out of the districts involved and 698 transfers into those districts. Thus, there were 96 fewer students for whom the districts were accountable at the end of the year than there had been at the beginning. This is a loss of seven tenths of one percent for the year. The students for whom the districts were accountable that year totalled 13,522.

Number of students who transferred in and out during the year:

| | Number of Students | % of Ending Total |
|---|---|---|
| Elementary Grades: | 1,126 | 11.9% |
| High School Grades: | 366 | 9.8% |
| TOTALS: | 1,492 | 11.3% |

Discussion: Elementary students are slightly more mobile than high school students. Over 11% of the Indian student population changed schools during the reporting year (1981-82). Data is available to anyone interested in determining whether urban Indians are more mobile than rural and/or reservation-based Indians.

Following the initial contact, the Indian Education Office continued to make frequent contact with the cooperating programs to explain procedures and to encourage promptness in submitting reports. As previously mentioned, this effort was very effective.

The format of this statewide Indian Education survey consisted of a questionnaire which provided for reporting of data on the front and a summary of annual program objectives and results on the back. This form was originally developed to obtain information to satisfy the

contractual requirements of the Johnson-O'Malley programs for which SPI is responsible. Since there were only 23 such programs in Washington State during fiscal year 1982 and the survey anticipated responses from 77 identified JOM and Title IV-A Indian Education programs in the State, it is obvious that most of those which responded did so on a purely voluntary basis.

Eighty-four percent (84%) of the identified JOM and Title IV-A Indian Education programs responded to the survey. These cooperative programs represent ninety-two percent (92%) of the identified Indian children in public and tribal schools in Washington State.

When the data were in, SPI engaged Harold Patterson, former Associate Supervisor of Indian Education within that agency, to summarize the data and to coordinate the interpretation and display of the information. This involved discussions which led to the development of the format of the report.

Dr. Alfred Rasp, Director of Testing, Evaluation and Accountability in SPI, cooperated in providing technical assistance in correlating data through the services of Dr. Harry Johnson, Supervisor of Evaluation.

After much of the data was summarized, charted and graphed, the task of interpreting and narrating the survey was carried out with the input of several individuals:

—Dr. Harry Johnson, SPI
—Harold L. Patterson, Consultant
—[illegible] Anne Harris
—Dr. Donald Barlow

## RESULTS

### Evidence Regarding Retention

Figure #1

The ages of the Indian students on October 1, 1982, averaged as follows:

| | Mean | Standard Deviation | Gain |
|---|---|---|---|
| Pre-Kindergarten | 4.073 | .262 | |
| Kindergarten | 5.164 | .402 | 1.091 |
| Grade 1 | 6.212 | .470 | 1.048 |
| Grade 2 | 7.196 | .444 | .984 |
| Grade 3 | 8.201 | .504 | 1.009 |
| Grade 4 | 9.210 | .462 | 1.009 |
| Grade 5 | 10.202 | .489 | .992 |
| Grade 6 | 11.235 | .505 | 1.033 |
| Grade 7 | 12.253 | .535 | 1.018 |
| Grade 8 | 13.241 | .565 | .988 |
| Grade 9 | 14.247 | .536 | 1.006 |
| Grade 10 | 15.342 | .634 | 1.095 |
| Grade 11 | 16.265 | .538 | .923 |
| Grade 12 | 17.201 | .495 | .936 |

There are no non-Indian data of a comparable nature by which to evaluate these findings. Future comparisons with data on Indian students might be interesting. The present data (above), however, give no indication whatever of retention of these students at any grade level. In the 12 years from kindergarten to high school senior level, ages progress 12.037 years. Among the 24 elementary ungraded students, there were at least one or two at every age level from age six to age fifteen, except at age eight, where there were none. At the secondary level, there was one ungraded student reported, with an age of fifteen.

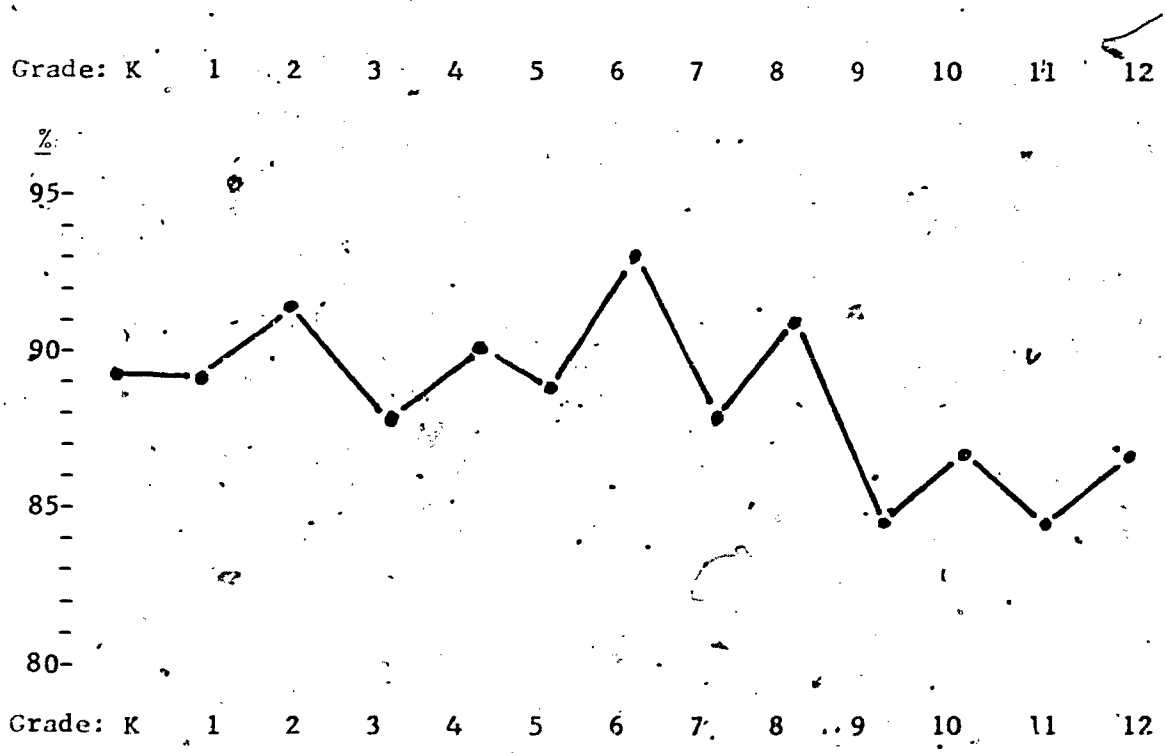
Attendance

Attendance levels for the different grades also lend themselves to graphing. Trends or critical points stand out sharply. However, applied to the attendance levels for 1981-82, the only generalizations which become evident are (1) there are no significant trends throughout kindergarten or the first eight grades, and (2) the attendance levels in high school are significantly lower than those for the earlier years; none of the high school levels are as high as the lowest level in the lower grades.

GRAPH #1

Attendance Levels at the Various Grades for Indian Students

1981-82

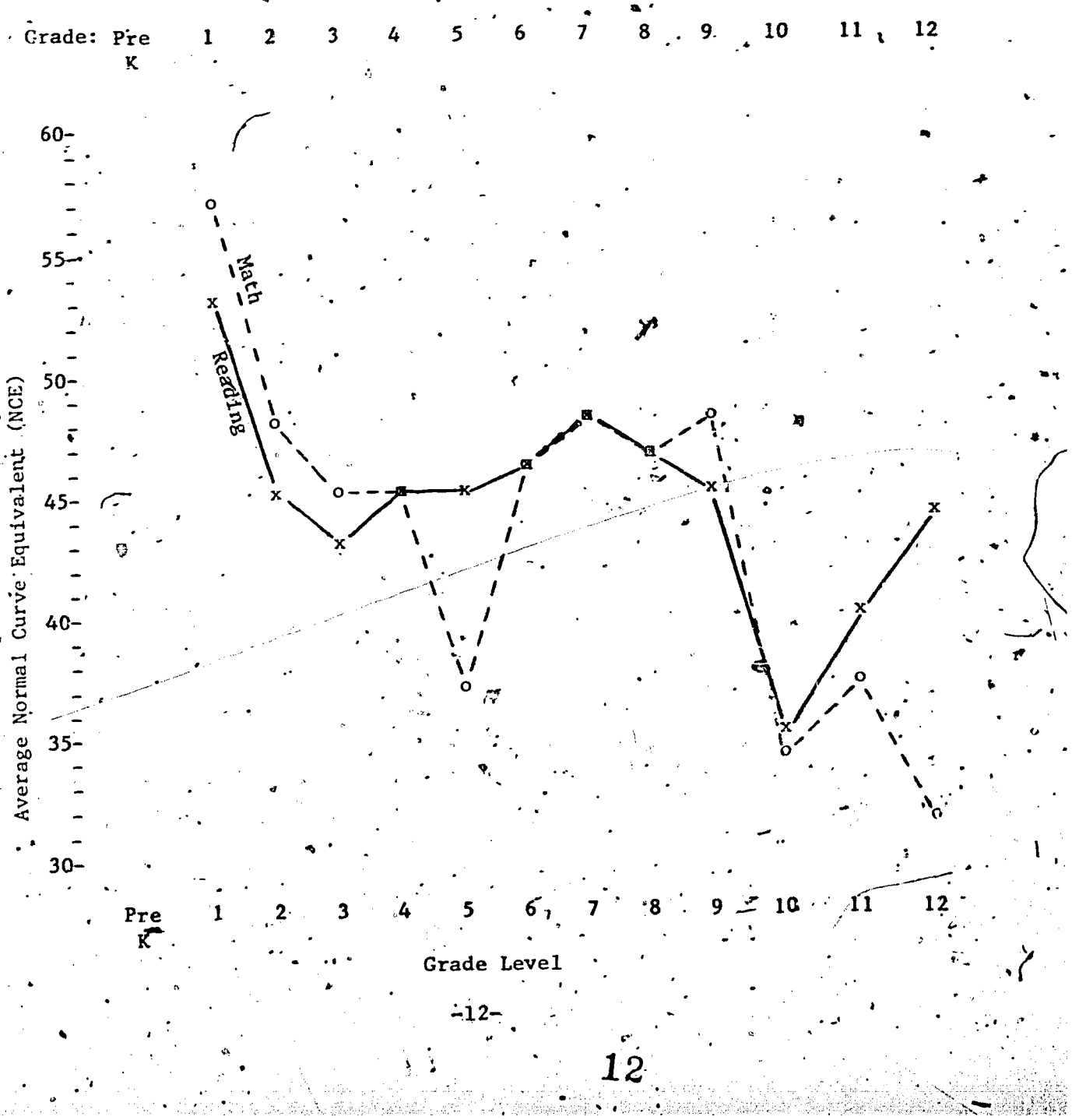


Achievement

The scores reported for reading and math are difficult to interpret. Assuming that every child's score has been converted to an NCE (Normal Curve Equivalent) before the scores for the group are averaged, we still do not know when the tests were administered. So we are combining fall

GRAPH #2

Average NCE Scores in Reading and Mathematics
For Indian Students
1981-82



and spring tests and tests in between. Assuming that all of that is legitimate and "average out," we can graph the average NCE's for the various grades and make some interesting observations. The graph on the previous page (Graph #2) strongly suggests four notions: (1) In first grade, the Indian children achieved above average scores on both math and reading, plunged to below average in second grade, and stayed at about the same level through junior high school; (2) the bottom fell out of their math scores in fifth grade but they recovered in sixth; (3) in tenth grade, both scores plunged; and (4) in twelfth grade, reading scores shot up and math scores fell.

## Counseling and Tutoring

The numbers of personal counseling sessions and the numbers of academic tutoring sessions per child at each grade level are interesting. The rates are presented below.

Figure #2

Counseling and Tutoring Sessions with Indian Students at Various Grade Levels 1981-82

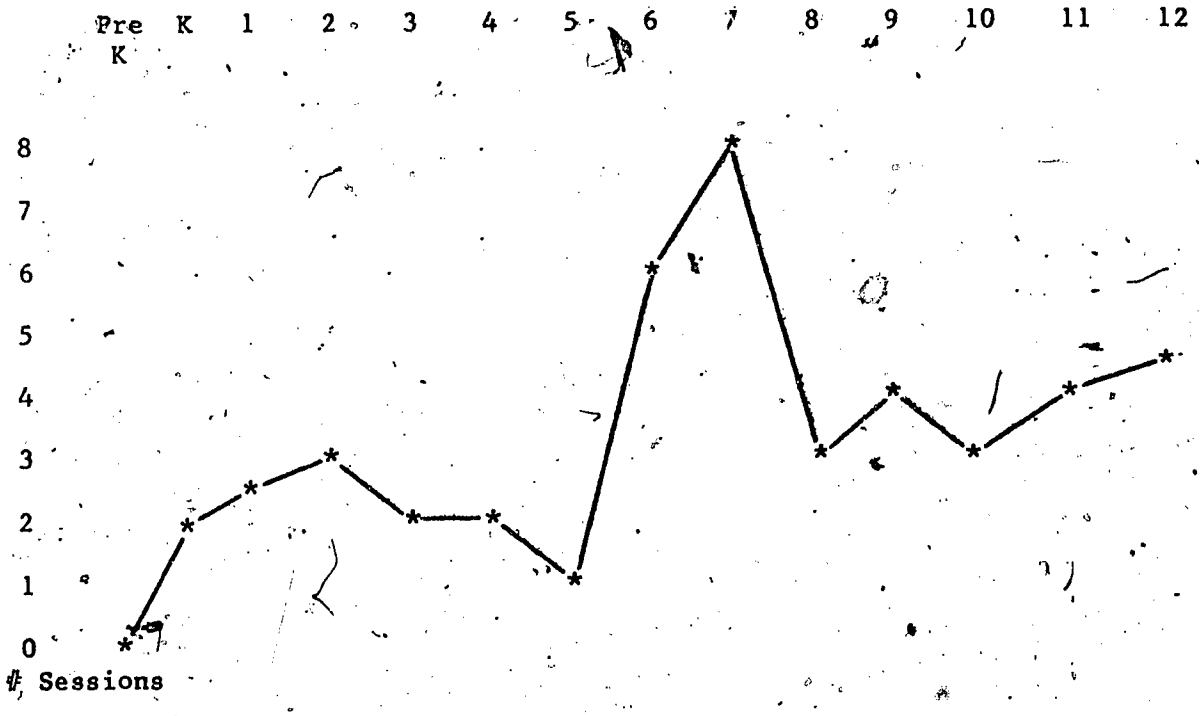
| Grade Level | Students for Whom Districts are Accountable | Counseling Sessions Per Student | Tutoring Sessions Per Student |
|---|---|---|---|
| Pre-K | 85 | 0.00 | 10.21 |
| K | 839 | 1.92 | 8.05 |
| 1 | 932 | 2.79 | 10.56 |
| 2 | 1045 | 3.15 | 8.51 |
| 3 | 1008 | 2.15 | 9.30 |
| 4 | 1147 | 2.00 | 8.62 |
| 5 | 1196 | 1.41 | 7.51 |
| 6 | 1182 | 6.09 | 5.49 |
| 7 | 1016 | 7.92 | 8.26 |
| 8 | 980 | 3.02 | 10.73 |
| 9 | 1043 | 4.12 | 5.91 |
| 10 | 1002 | 3.27 | 4.18 |
| 11 | 893 | 3.88 | 5.42 |
| 12 | 809 | 4.43 | 7.86 |

For some reason, the number of personal counseling sessions required by the primary children climbed steadily to a peak in second grade. It then fell off until the fifth grade, which seems to be the most comfortable year in elementary school. In the sixth grade, the number of personal counseling sessions suddenly more than doubled and then climbed again in seventh grade. Seventh grade seems to be the most tramatic year in school, with the most personal counseling sessions and the most sessions overall (counseling plus tutoring). In eighth grade, personal problems seem to subside, but academic problems hit

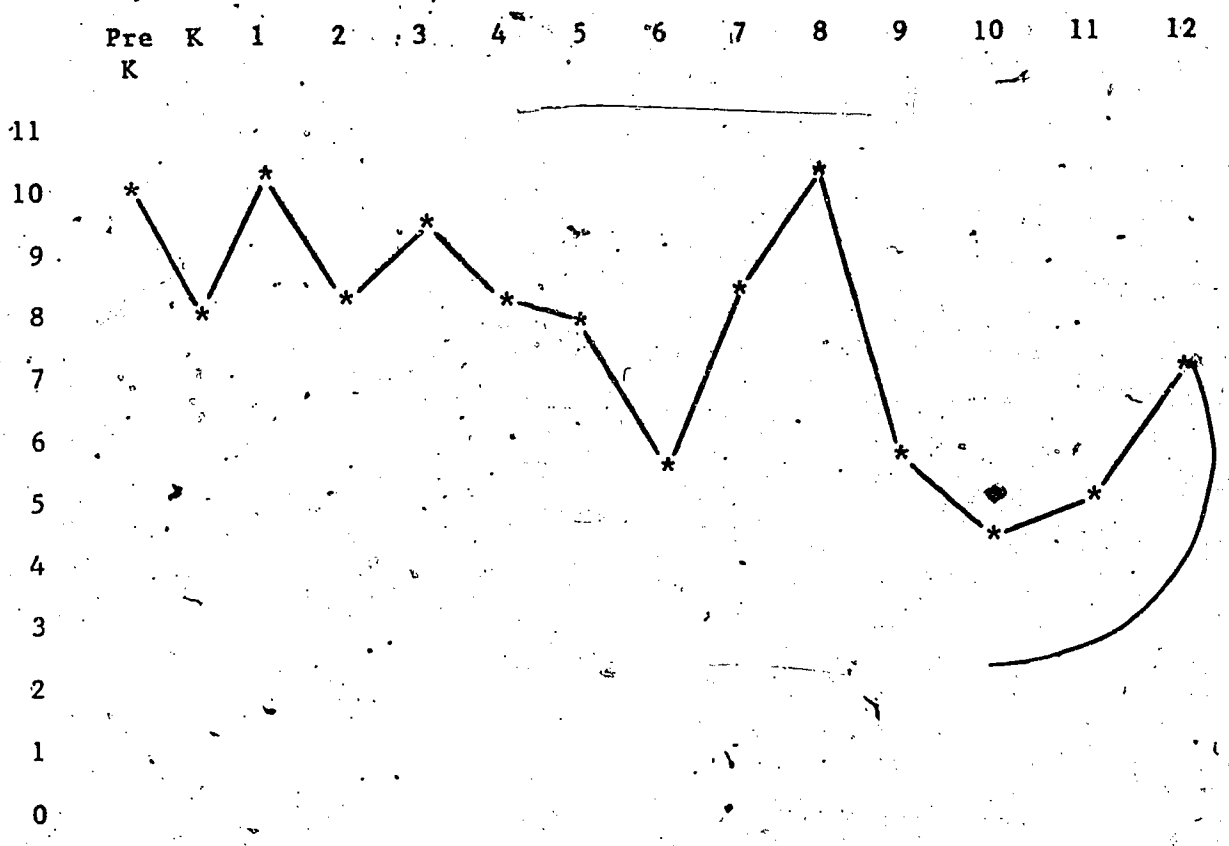
a new high. The sophomore year seems to be the most comfortable year in high school, with a slowly mounting number of problems, both personal and academic, as graduation (or failure to graduate) approaches.

A review of the data is much easier to do in graphic form. One can see trends, significant points, and (if the graphs are presented one above the other) similarities and contrasts between the two kinds of individual help. The two graphs (Graphs 3 and 4) are presented one above the other on the following page.

PERSONAL COUNSELING SESSIONS PER INDIAN STUDENT IN WASHINGTON




ACADEMIC TUTORING SESSIONS PER INDIAN STUDENT IN WASHINGTON



Dropping Out

Dropouts were reported, at least upon rare occasions, at every grade level from first on up--except fourth grade. In first and second grade the only reason given was "withdrawn by parents." Whether parents then placed the children in private schools or taught them at home is not known. In grades three and five a new element was introduced. Two students at each of those levels were dropped for reasons of employment.

In grade seven other reasons for dropping out began to appear. Children were detained by law agencies or expelled, and dropout rates in grades seven and eight jumped to double the elementary rates. However, the seventh grade rate (.007) was less than one percent (1%) and the eighth grade rate (.022) was just over two percent (2%), neither very alarming.

Figure #3

1982 Dropouts by Categories

| Grade | A | B | C | D | E | F | G | H | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| Pre-Kg. | | | | | | | | | | |
| Kg. | | | | | | | | | | |
| 1 | 2 | | | | | | 1 | 3 | | |
| 2 | 4 | | | | | | | 4 | | |
| 3 | | | 2 | | | | 2 | 4 | | |
| 4 | | | | | | | | | | |
| 5 | 3 | | 2 | | | | 1 | 6 | | |
| 6 | 7 | | | | | | 1 | 8 | | |
| 7 | 7 | | 1 | 4 | | | 3 | 7 | 22 | |
| 8 | 5 | | | 2 | 1 | | 5 | 7 | 20 | |
| U | | | | | | | | | | - 67 |
| 9 | 11 | | 2 | 6 | 3 | | 7 | 42 | 71 | |
| 10 | 13 | 7 | 1 | 1 | 3 | 2 | 10 | 37 | 74 | |
| 11 | 8 | 2 | 3 | 2 | 3 | | 6 | 39 | 63 | |
| 12 | 8 | 2 | | 1 | 3 | | 4 | 27 | 45 | - 253 |
| Totals | 68 | 11 | 11 | 16 | 13 | 2 | 35 | 164 | 320 | |

A--Withdrawn by parents
B--Marriage
C--Employment
D--Detained by law agencies
E--Illness
F--Death
G--Expelled
H--Unknown

The Indian dropout rates at the high school level are given below. For comparison purposes, the most recent dropout rates available for all students in Washington State (1979-80) are also presented.

Figure #4

School-Year Dropout Rates for Indians and Non-Indians in Washington High Schools

| GRADE LEVEL | INDIAN DROPOUT RATE (1981-82) | TOTAL DROPOUT RATE (1981-82) |
|---|---|---|
| 9 | .07 | .05 |
| 10 | .07 | .08 |
| 11 | .06 | .09 |
| 12 | .06 | .07 |

Again, these data suggest nothing to be alarmed about any more for Indian students than for non-Indians except, possibly, the suggestion that Indian students who drop out do so earlier. On the contrary; the schools seem to be losing non-Indian students considerably faster than Indian students.

Figure #5

Dropouts by grade

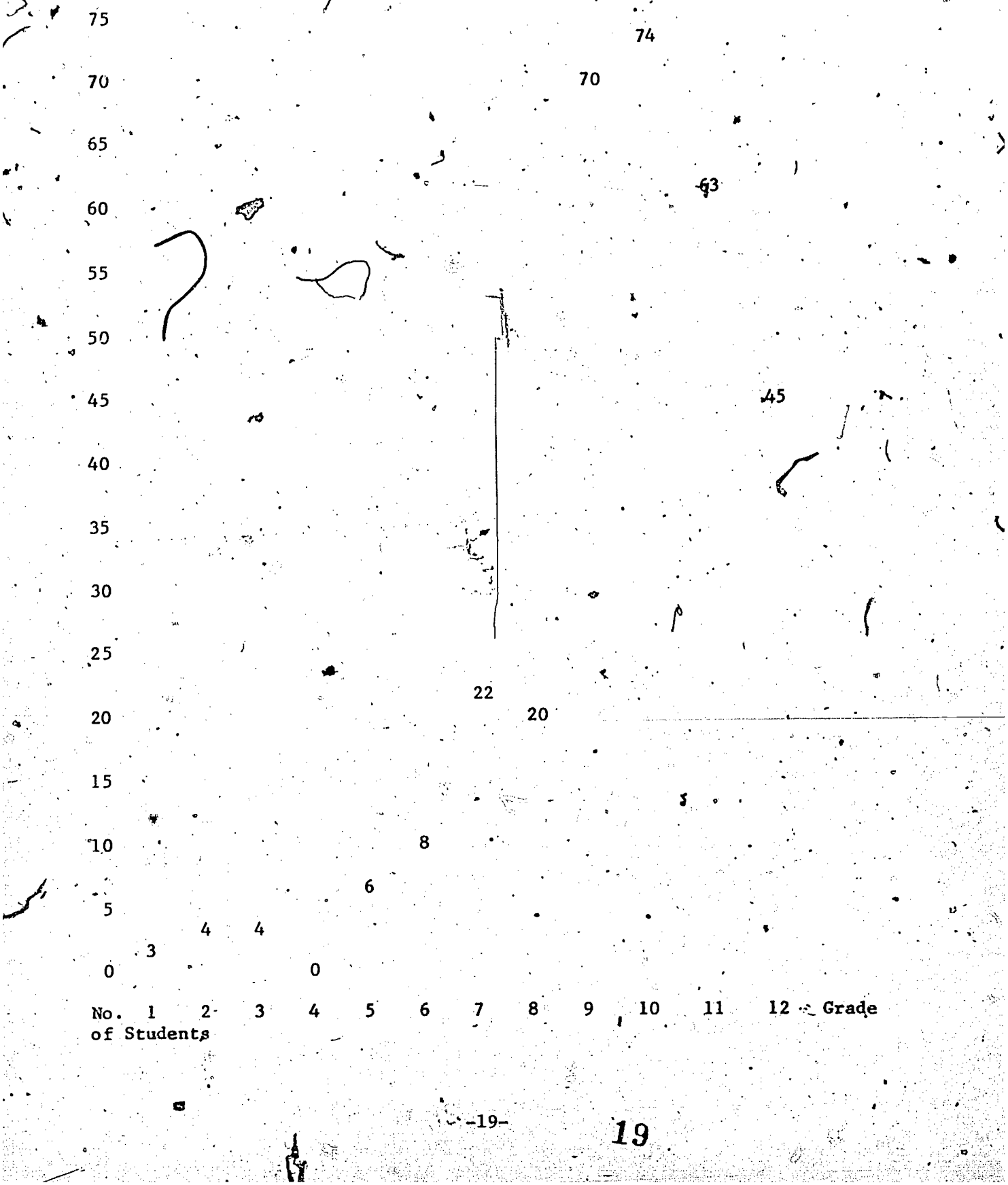


Figure #6

Dropouts by Category

| Categories | Number of Dropouts |
|---|---|
| a) withdrawn by parents | 68 |
| b) marriage | 11 |
| c) employment | 11 |
| d) detained by law agencies | 16 |
| e) illness | 13 |
| f) death | 2 |
| g) expelled | 35 |
| h) other/unknown | 164 |

Discussion: Since only 42 of the 65 reporting LEA's reported dropouts, it is safe to assume the data is incomplete. Several of the districts with The largest Indian populations did not report dropouts. This report is based on available information only and did not request that LEA's generate data not normally recorded so there is no reason to assign a negative reason to this. The result, therefore, is that we can only regard the foregoing data as a sampling of the Indian dropout picture.

It is necessary to allow for some subjective interpretation of the reasons for [illegible]uts. For example, it is risky to assume that five elementary students left school because the students, themselves, became gainfully employed. Possibly the reporters had in mind that changes in the parents' employment status caused the student to leave school.

Category (a): It is interesting to note that 21% of the students reported as leaving school apparently were taken out by direct action of parents, LEA's having significant attrition in this category might do well to determine what is motivating Indian parents to remove their children.

Category (h): Other/unknown is a necessary catch-all, for the simple reason that school personnel often have neither the time nor the resources to follow up on students who leave school. This category represents 51% of the dropouts reported.

Figure #7

Superintendent of Public Instruction
Indian Education Offices
Old Capitol Building, FG-11
Olympia, WA 98504

STATEWIDE INDIAN STUDENT SURVEY
1981-82

School District: _____
School Reporting: _____

th grade completions where appropriate: _____
ndian 8th grade graduates or completions: 100
ndian 12th grade graduates: 68

| Indian Enrollment as of October 1 | | | | | | | | | | | | | | | | | Total Oct. 1 Enrlmt. | Trnsfrs. (1) In | Trnsfrs. (1) Out | Dropouts (2) a | b | c | d | e | f | g | h | Total Ending Enrlmt | No. of Counseling Sessions (3) | No. of Tutoring Sessions (4) | Reading (Normal Curve Equivalent (5) | Math (Normal Curve Equivalent (6) | % of Attendance (7) | Total District Enrollment (8) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19+ | | | | | | | | | | | | | | | | | |
| | | 76 | 6 | | | | | | | | | | | | | | | 82 | 6 | 3 | | | | | | | | 85 | | 868 | | | | 564 |
| | | | 709 | 121 | 7 | 1 | | | | | | | | | | | | 838 | 64 | 63 | | | | | | | | 839 | 1,805 | 6,751 | | | 89 | 27,526 |
| | | | 2 | 772 | 163 | 18 | 2 | | | | | | | | | | | 957 | 59 | 81 | 2 | | | | | | 1 | 932 | 2,611 | 9,872 | 53 | 57 | 89 | 30,243 |
| | | | | 2 | 867 | 172 | 19 | | | | | | | | | | | 1,060 | 55 | 66 | 4 | | | | | | | 1,045 | 3,309 | 8,930 | 45 | 48 | 91 | 29,215 |
| | | | | | 10 | 834 | 143 | 35 | 1 | | | | | | | | | 1,023 | 51 | 62 | | | 2 | | | | 2 | 1,008 | 2,175 | 9,047 | 43 | 45 | 88 | 29,068 |
| | | | | | | | 931 | 191 | 24 | 1 | | | | | | | | 1,147 | 67 | 67 | | | | | | | | 1,147 | 2,298 | 9,890 | 45 | 45 | 90 | 30,451 |
| | | | | | | | 15 | 967 | 203 | 26 | 2 | | | | | | | 1,213 | 60 | 71 | 3 | | 2 | | | | 1 | 1,196 | 1,700 | 9,054 | 45 | 37 | 89 | 33,783 |
| | | | | | | | | 4 | 947 | 207 | 38 | 1 | | | | | | 1,197 | 53 | 60 | 7 | | | | | | 1 | 1,182 | 7,246 | 6,536 | 46 | 46 | 93 | 33,974 |
| | | | | | | | | | 6 | 814 | 185 | 42 | 1 | | | | | 1,048 | 56 | 66 | 7 | | 1 | 4 | | 3 | 7 | 1,016 | 3,016 | 9,399 | 48 | 48 | 88 | 34,101 |
| | | | | | | | | | | 14 | 791 | 160 | 43 | 4 | | | | 1,012 | 51 | 63 | 5 | | | 2 | 1 | 5 | 7 | 980 | 3,017 | 10,734 | 47 | 47 | 91 | 32,411 |
| | | | | 2 | 2 | | 6 | 4 | 3 | 3 | 2 | 1 | 1 | | | | | 24 | 1 | 1 | | | | | | | | 24 | 124 | 58 | | | | 302 |
| | | 76 | 717 | 897 | 1049 | 1025 | 1116 | 1201 | 1184 | 1065 | 1018 | 204 | 45 | 4 | | | | 9,601 | 523 | 603 | 28 | | 5 | 6 | 1 | 8 | 19 | 9,454 | 33,301 | 81,499 | 46 | 46 | 90 | 282,749 |
| | | | | | | | | | | | 17 | 862 | 211 | 32 | 3 | | | 1,125 | 56 | 67 | 11 | | 2 | 6 | 3 | 7 | 42 | 1,043 | 4,590 | 6,581 | 46 | 48 | 85 | 33,748 |
| | | | | | | | | | | | | 3 | 784 | 241 | 48 | 9 | 3 | 1,088 | 58 | 70 | 13 | 7 | 1 | 1 | 3 | 2 | 10 | 38 | 1,002 | 2,515 | 4,498 | 36 | 35 | 87 | 32,316 |
| | | | | | | | | | | | | | 7 | 718 | 199 | 23 | 5 | 952 | 29 | 25 | 8 | 2 | 3 | 2 | 3 | 2 | 6 | 39 | 893 | 3,711 | 5,177 | 40 | 38 | 85 | 31,886 |
| | | | | | | | | | | | | | 1 | 14 | 667 | 149 | 19 | 850 | 37 | 28 | 8 | 2 | | 1 | 3 | | 4 | 27 | 809 | 3,780 | 6,712 | 45 | 32 | 87 | 31,558 |
| | | | | | | | | | | | | | | | | | 1 | 1 | | 1 | | | | | | | | 1 | 23 | 4 | | | | 176 |
| | | | | | | | | | | | 17 | 865 | 1004 | 1005 | 917 | 181 | 28 | 4,017 | 175 | 191 | 40 | 11 | 11 | 10 | 12 | 2 | 27 | 145 | 3,748 | 15,619 | 22,972 | 42 | 40 | | 129,684 |
| | | 76 | 717 | 897 | 1049 | 1025 | 1116 | 1201 | 1184 | 1065 | 1035 | 1069 | 1049 | 1009 | 917 | 181 | 20 | 13,618 | 698 | 794 | 68 | 11 | 11 | 16 | 13 | 2 | 35 | 164 | 13,202* | 48,920 | 10,447 | 45 | 45 | 89 | 412,433 |

dents known to have re-enrolled in another school of any type.

reporting dropouts, show numbers in alphabetical columns by grade for the lowing categories: a) withdrawn by parents, b) marriage, c) employment, detained by law agencies, e) illness, f) death, g) expelled, or other/unknown.

ase enter the annual total of counseling sessions recorded for each grade el. Counseling sessions are defined as sessions in which the primary purpose is to provide personal consultation based on self-referrals, teacher, or ent referral.

ase enter the annual total of tutoring sessions recorded for each grade el. Tutoring sessions are defined as sessions in which the primary purpose to provide academic assistance; i.e., reading, math, social studies, arts, guage, etc.

(5) If the school administers standardized reading achievement tests, please show the average normal curve equivalent for all the Indians of each class separately. Name of test(s): _____

(6) If the school administers standardized math achievement tests, please show the average normal curve equivalent for the Indians of each class separately. Name of test(s): _____

(7) To determine the percent of attendance, divide the number of days present by the sum of the number of days present and the number of days absent.

(8) Note that this is the only entry for non-Indian students.

_____
SIGNATURE OF PROGRAM OFFICIAL

*Information based on 50% of programs

Figure #8

Statewide Indian Ed. Survey 1982
Selected Data by LEA

| LEA | No. Students Total | No. Indian Students | Indian Percent of Attendance | Indian Dropouts | NCE Reading #Stud Tested | NCE Reading Mean NCE | NCE Math #Stud Tested | NCE Math Mean NCE | #Indian Completion and Grades 8 | #Indian Completion and Grades 12 |
|---|---|---|---|---|---|---|---|---|---|---|
| een | 3834 | 107 | 92 | 2 | - | - | - | - | 9 | 6 |
| n | 8327 | 272 | 86 | 17 | - | - | - | - | 15 | 12 |
| ngham | 8405 | 187 | 87 | 20 | 110 | 40 | 110 | 48 | 13 | 5 |
| rton | 5190 | 249 | - | 17 | 135 | 43 | 135 | 46 | 21 | 16 |
| Flattery | 363 | 282 | 88 | 13 | 224 | 50 | 224 | 48 | 18 | 23 |
| al Kitsap | 8140 | 139 | - | 1 | - | - | - | - | 11 | 5 |
| al Valley | 10948 | 112 | 91 | 4 | - | - | - | - | 4 | 8 |
| r Park | 12662 | 182 | - | 4 | - | - | - | - | 11 | 6 |
| bia | 245 | 32 | 88 | 0 | - | - | - | - | 1 | 1 |
| k | 362 | 41 | 90 | 2 | 15 | 43 | 15 | 44 | 1 | 0 |
| ds | 16688 | 280 | - | 15 | - | - | - | - | 28 | 21 |
| 21 | 32185 | 391 | - | No Data | - | - | - | - | 34 | 51 |
| | 1686 | 112 | 92 | 6 | - | - | - | - | 10 | 10 |
| | 1984 | 59 | 91 | 0 | 24 | 53 | 24 | 51 | 6 | 3 |
| ndale | 1323 | 58 | 82 | 4 | 22 | 38 | 22 | 34 | 3 | 1 |
| Coulee Dam | 1215 | 216 | 88 | 4 | - | - | - | - | 23 | 16 |
| er | 954 | 78 | 82 | 4 | - | - | - | - | 6 | 1 |
| ine | 16105 | 681 | - | No Data | - | - | - | - | 62 | 53 |
| Canal | 314 | 79 | 92 | 0 | 79 | 49 | 79 | 50 | 7 | - |
| lim | 232 | 182 | 91 | 1 | 154 | 52 | 154 | 53 | 8 | 10 |
| qua | 7494 | 38 | 92 | 4 | 10 | 57 | 10 | 47 | 6 | 1 |

Statewide Indian Ed. Survey 1982
Selected Data by LEA

| EA | No. Students Total | No. Indian Students | Indian Percent of Attendance | Indian Dropouts | NCE Reading #Stud Tested | NCE Reading Mean NCE | NCE Math #Stud. Tested | NCE Math Mean NCE | %Indian Completion and Grades 8 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4370 | 189 | 93 | 9 | - | - | - | - | 25 | 12 |
| | 15404 | 136 | 89 | 1 | - | - | - | - | 7 | 7 |
| cat | 140 | 6 | 90 | 0 | - | - | - | - | 0 | 1 |
| er | 426 | 128 | 87 | 3 | 27 | 62 | 27 | 65 | 7 | 1 |
| tevens | 3132 | 81 | 94 | 1 | - | - | 42 | 56 | 6 | 14 |
| shington | 17977 | 80 | 87 | 19 | 33 | 59 | - | - | 9 | 4 |
| | 411 | 30 | 84 | 1 | 29 | 46 | 29 | 47 | 2 | 0 |
| ille | 6266 | 267 | 86 | 11 | 87 | 46 | 87 | 46 | 21 | 12 |
| alker | 486 | 63 | 94 | 0 | 17 | 34 | 17 | 45 | 5 | 3 |
| | 2823 | 17 | - | 0 | - | - | - | - | 2 | 0 |
| ams | 833 | 471 | - | 0 | 434 | 43 | 434 | 46 | 25 | 5 |
| em | 228 | 219 | 92 | 0 | 162 | 46 | 166 | 44 | 24* | - |
| ck Valley | 1034 | 37 | - | 1 | - | - | - | - | 0 | 1 |
| Kitsap | 3888 | 180 | 92 | 1 | 101 | 42 | 104 | 49 | 16 | 1 |
| more | 13495 | 29 | 93 | 0 | 15 | 62 | 17 | 57 | 2 | 3 |
| Thurston | 8665 | 175 | 90 | 1 | 64 | 50 | 64 | 51 | 8 | 15 |
| le | 353 | 53 | 92 | 2 | 53 | 45 | 53 | 43 | 5 | 3 |
| Beach | 976 | 93 | 83 | 4 | 52 | 49 | 52 | 47 | 3 | 4 |
| an | 922 | 80 | 87 | 1 | - | - | - | - | 6 | 6 |
| a | 7170 | 80 | - | 2 | - | - | - | - | 7 | 3 |
| | 1699 | 298 | 91 | 13 | 159 | 44 | 159 | 45 | 18 | 11 |
| l Sherman | 110 | 105 | 89 | 0 | - | - | - | - | 14 | - |

Statewide Indian Ed. Survey 1982
Selected Data by LEA

| LEA | No. Students Total | No. Indian Students | Indian Percent of Attendance | Indian Dropouts | NCE Reading #Stud Tested | NCE Reading Mean NCE | NCE Math #Stud Tested | NCE Math Mean NCE | #Indian Completion and Grades 8 | #Indian Completion and Grades 12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Angeles | 4562 | 222 | 89 | 2 | 123 | 49 | 123 | 47 | 9 | 11 |
| Gambie | 32 | 32 | - | 0 | - | - | - | - | - | - |
| an | 2311 | 49 | - | 1 | - | - | - | - | 4 | 4 |
| lup | 12157 | 63 | 93 | 4 | 20 | 47 | 20 | 46 | 3 | 4 |
| ene | 279 | 20 | 94 | 1 | - | - | - | - | 1 | 4 |
| layute Valley | 1541 | 107 | 89 | 0 | 102 | 50 | 94 | 51 | 1 | 8 |
| ault | 316 | 24 | 89 | 0 | - | - | - | - | 0 | 1 |
| on | 12697 | 255 | 88 | 0 | 79 | 60 | 79 | 58 | 18 | 26 |
| le | 45867 | 1326 | 84 | 0 | 1157 | 43 | 1157 | 37 | 96 | 53 |
| im | 1915 | 49 | 94 | 0 | 38 | 50 | 38 | 51 | 0 | 6 |
| ton | 3279 | 111 | 91 | 10 | 28 | 17 | 28 | 21 | 9 | 5 |
| n Bend | 574 | 75 | 94 | 3 | - | - | - | - | 7 | 1 |
| h Kitsap | 8535 | 488 | - | 34 | - | - | - | - | 31 | 39 |
| ane | 27511 | 1185 | 87 | 49 | - | - | - | - | 58 | 35 |
| ma | 28511 | 738 | - | 7 | 555 | 48 | 555 | 52 | 68 | 33 |
| lah | 182 | 184 | 93 | 0 | - | - | - | - | 18 | - |
| enish | 2322 | 342 | 90 | 13 | 264 | 35 | 264 | 38 | 20 | 15 |
| ouver | 14194 | 309 | 95 | 0 | - | - | - | - | 16 | 6 |
| to | 2567 | 657 | 88 | 14 | 578 | 44 | 578 | 44 | 39 | 20 |
| pinit | 215 | 253 | 84 | 6 | 168 | 49 | 168 | 56 | 15 | 10 |
| ma | 10841 | 433 | - | 0 | - | - | - | - | 33 | 11 |
| n | 2557 | 102 | 91 | 0 | - | - | - | - | 8 | 0 |

SPI

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504



IPS/622/84