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CRAIG, DAVID HAROLD
A STUDY OF NON-PROMOTION IN NORTH CAROLINA
PUBLIC SCHOOL SYSTEMS FROM 1973 THROUGH 1976.

THE UNIVERSITY OF NORTH CAROLINA AT
GREENSBORO, ED.D., 1978

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A STUDY OF NON-PROMOTION IN NORTH CAROLINA PUBLIC
SCHOOL SYSTEMS FROM 1973 THROUGH 1976

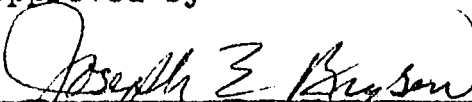
by

David Harold Craig

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirement for the Degree
Doctor of Education

Greensboro
1978

Approved by


Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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CRAIG, DAVID HAROLD. A Study of Non-Promotion in North Carolina Public School Systems from 1973 through 1976. (1978) Directed by: Dr. Joseph E. Bryson. Pp. 101.

The purpose of this study was to determine if a significant relationship exists between North Carolina Public School Systems' non-promotion rates and selected characteristics of the schools, and secondly to provide a profile of non-promotion information about the school systems of the state.

METHODOLOGY

The steps in developing the purpose of the study included: (1) a review of selected literature and research, (2) collection of all pertinent data from school system reports, (3) arranging all data on computer cards and tape, (4) conducting a one-way analysis of variance on the data, and (5) interpreting the data.

Variables were chosen that represent basic characteristics of all public school systems, but are different from system to system because of student, administrative, or community interactions. These variables are: daily absence rates, withdrawal rates, federal funding, per-pupil expenditure, grade grouping patterns, minority percentages, urban-rural location, size, and geographic location within the state.

CONCLUSIONS

The conclusions drawn from this study are as follows:

1. Non-promotion was practiced in all school systems in North Carolina. However, wide variations exist in non-promotion practices throughout the state.

2. North Carolina's school systems vary widely in the number of pupils absent daily, size, per-pupil expenditures, amount of federal funding, minority enrollment, arrangement of grades by school, withdrawal rate, and geographic settings.

3. Non-promotion was significantly related to the size of a school system. The larger the school system, the more heavily weighted was their proportion of non-promotions.

4. Non-promotion was significantly related to withdrawals. School systems with high non-promotion rates have correspondingly high withdrawal rates.

5. No other variable tested in this study was significantly related.

The profile of each variable in relation to North Carolina contains many points for comparison. The profile points to the variability of North Carolina Public Schools on nine elements common to each system. Although no school system was identified, any interested educational system can provide itself a profile of its ranking with North Carolina school systems.

ACKNOWLEDGMENTS

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A very personal debt of gratitude is reserved for the writer's wife, Brenda, for her encouragement and patient understanding. Honorable mention is given to the writer's children, Todd and Beth, for their contribution in the completion of this study.

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CHAPTER I

INTRODUCTION

Non-promotion is the practice of requiring a pupil to remain in the same grade level for another period of time, usually a year. Inherent in most, if not all, non-promotion is the student's repetition of the same subject matter for this ensuing time period. The practice of non-promotion has a nation-wide scope and a history as old as educational institutions themselves.

Educators who favor the use of grade retention usually claim that it serves two major purposes: to remedy inadequate academic progress and to aid in the development of students who are judged to be immature. Schools most frequently require a student to repeat a grade when the student has not gained the level of knowledge and skills expected upon completion of that grade. The rationale is that students who have not adequately mastered the material at the grade level they have just completed will not be equipped to profit from the material at the next higher grade level and, for their own good, should not be promoted.¹ Students

¹John I. Goodlad and Robert H. Anderson, The Nongraded Elementary School (New York: Harcourt, Brace & World, Inc., 1963), p. 32.

sometimes are retained in grade because school personnel judge that they are emotionally or socially immature for their age. These students are seen as unable to relate adequately to their peers or to deal with the responsibilities assigned to students at a particular grade level. It is presumed that such students will be in a better position to develop if they are held back a year and placed in a class where responsibilities coincide more closely with their level of maturity.²

The best source of national grade-retention figures is unpublished data collected in the Elementary and Secondary Schools Surveys conducted by the United States Office for Civil Rights in the Department of Health, Education, and Welfare. Estimates from their latest data suggest that 1,007,539 elementary and secondary school pupils were retained in grade for the 1971-72 school year.³

A 1962 survey of North Carolina Public School Administrators revealed: more than half of the principals consider promotion a major problem, two-thirds of the superintendents believe non-promotion is a significant factor in a student's

²B. A. Scott and J. B. Ames, "Improved Academic, Personal, and Social Adjustment in Selected Primary-School Repeaters." The Elementary School Journal, (69, 1969), pp. 431-439.

³Gregg B. Jackson, "The Research Evidence on the Effects of Grade Retention." Review of Educational Research, Volume 45 (Fall, 1975), pp. 613-635.

dropping out of school, and sixty-four percent of the school systems in North Carolina do not have written promotion policies.⁴

Concerns over promotion and non-promotion are being voiced publicly all over North Carolina at present. The July 14, 1977 issue of The Charlotte Observer contained the following excerpts from the leading editorial:

To hear many educators talk, you'd think a high rate of student failure was an indicator of academic excellence; that we must flunk many students who don't (or can't) measure up. A better interpretation of rising retention rates might be that the schools themselves, not the students, are deficient.

America has, of course, given its schools a nearly impossible task. The courts have said every child has the right to an education. We expect the schools to take children with wide-ranging backgrounds and abilities and turn out uniformly literate citizens.

Educators can't possibly succeed in every case. But recent local and national statistics indicate they could do better. . . . The key lies in recognizing that students learn those skills in different ways, at different rates. There are other options besides giving social promotions or flunking large numbers of kids.

The schools should reassess their expectations, beef up teacher training, and search for more flexible approaches to teaching. That doesn't mean watering down standards. It simply means we shouldn't penalize children who don't reach an arbitrary goal in an arbitrary amount of time.

Flunking a grade can be a traumatic experience for the student and counterproductive for the school system. It should be the last resort in our store of teaching tools.⁵

⁴Amos Olivia Clark, *Pupil Promotion Practices and Policies in the Elementary School, with Particular Reference to North Carolina*. (Unpublished Doctoral Dissertation, Duke University, Durham, N. C., 1962.)

⁵"More Kids Fail: Do Schools Measure Up?" The Charlotte Observer, July 14, 1977.

Another recent public concern over promotion and non-promotion practices was voiced in a Winston-Salem Journal article of July 14, 1977. The article, entitled, "Board Won't Set Failure Policy," stated in part:

Although about 10 percent of the public schools in the state did not fail a single student in the 1975-76 school year, the State Board of Education is unlikely to set up a policy on failures, officials said.

A. Craig Phillips, state superintendent of public instruction, told school superintendents Thursday the policy remains in local hands and the board is not likely to set a policy on promotions or failures.

'There is no magic percentage or magic formula for promotions,' said one of Phillips' assistants, William W. Peek. 'That notion would be the worst possible outcome from this meeting.'

. . . He said he hopes school superintendents will 'stop and take a look at their promotion policies' in light of the figures, and 'sit down with knowledgeable local people to come up with some guidelines that deal with the factors that must be considered before a student is retained.'⁶

Some of the facts on state-wide non-promotion in North Carolina are as follows. The North Carolina Public Schools non-promotion rate for the school year 1975-76 was 4.28%. This amounted to 49,312 non-promoted students in the 1975-76 school year. Every school system in North Carolina has a record of non-promotions each year. This non-promotion rate varies tremendously from school system to school system, from school to school, and from grade to grade. The range of school system non-promotion rates for 1975-76 was from a high of 10.5% down to a low of 1.4%. For this same year,

⁶"Board Won't Set Failures Policy," The Winston-Salem Journal, July 14, 1977.

individual schools in North Carolina had a non-promotion range from 28.9% to zero. Table I shows wide fluctuations existing in non-promotion rates from Local Education Agency (LEA)⁷ by grade level.

TABLE I⁸

SCHOOL SYSTEM RANGES OF NON-PROMOTION RATES BY GRADE LEVEL
1975-76

<u>Grade</u>	<u>Range of Non-Promotion Rates</u>	<u>State Average</u>
K	0- 4.08%	.5%
1	0-25.00%	7.3%
2	0-12.22%	3.3%
3	0- 7.87%	1.8%
4	0- 7.28%	1.1%
5	0- 6.30%	.9%
6	0-26.24%	1.0%
7	0-24.04%	3.2%
8	0-21.69%	3.8%
9	0-30.99%	8.4%
10	0-31.12%	11.6%
11	0-23.91%	7.4%
12	0-10.19%	3.4%

The non-promotion rate for the state declined steadily from the 1966-1967 school year until the 1973-1974 school year. Non-promotion rates for the 1974-1975 and 1975-1976 school years are rising from the 1973-1974 lows. This is illustrated in Table II.

⁷ Department of Public Education, Statistical Profile-- North Carolina Public Schools-1977, Division of Management Information Systems (Raleigh: State Department of Public Education, 1977), pp. I-4, II-597.

⁸ Ibid., pp. I-9, I-10.

TABLE II⁹

NORTH CAROLINA NON-PROMOTIONS 1964-1976

<u>Academic Year</u>	<u>Non-Promotions</u>	<u>%Non-Promoted</u>
1964-65	69,990	6.07
1965-66	71,246	6.17
1966-67	71,331	6.17
1967-68	70,057	5.01
1968-69	65,189	5.59
1969-70	59,095	5.10
1970-71	51,110	4.44
1971-72	43,095	3.78
1972-73	42,060	3.74
1973-74	41,383	3.73
1974-75	44,737	3.90
1975-76	49,312	4.28

A different view of non-promotions is gained from a grade by grade analysis. First grade leads the elementary school non-promotions and the rate decreases through grade six. Then starts an upward trend to grade ten where it peaks. Grades eleven and twelve show a decline from the grade ten peak. This is illustrated statistically in Table III on page 7.

The relationship of how a school system in North Carolina ranks in the percent of pupils promoted or non-promoted at the end of the year is shown in Table IV on page 8. This table groups the systems by grade and by elementary and secondary classifications in addition to grade by grade analysis.

⁹Ibid., p. I-4.

TABLE III¹⁰
 NON-PROMOTION BY GRADE
 1967-68 to 1975-76

School Year	GRADE											
	1	2	3	4	5	6	7	8	9	10	11	12
1967-68	10.7	6.0	4.8	3.6	2.7	2.2	3.6	3.5	9.9	11.3	7.7	3.6
1968-69	10.3	5.5	4.3	3.1	2.5	1.8	3.1	3.3	9.4	10.9	7.5	3.1
1969-70	10.1	5.0	3.3	2.4	1.7	1.3	2.9	3.0	8.6	10.9	7.3	3.0
1970-71	9.1	4.4	2.5	1.4	1.0	0.8	2.5	2.5	7.8	10.4	7.1	2.7
1971-72	7.8	3.4	2.0	1.0	0.6	0.6	2.0	2.3	7.3	9.6	6.5	2.9
1972-73	7.5	3.3	1.9	1.0	0.7	0.7	2.2	2.5	6.9	9.6	6.3	2.7
1973-74	7.0	3.4	1.9	1.0	0.7	0.6	2.2	2.6	6.9	10.2	6.6	3.1
1974-75	6.9	3.2	1.9	1.9	0.8	0.8	2.4	2.7	7.2	11.5	7.6	3.2
1975-76	7.3	3.3	1.8	1.1	0.9	1.0	3.2	3.8	8.4	11.6	7.4	3.4

¹⁰Ibid., p. I-10.

TABLE IV

SCHOOL SYSTEM AVERAGE PROMOTION RATES--1975-76

Promotion as % of Membership Last School Day	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.1-8	Non-Promotion as % of Membership Last School Day
100	6	10	16	29	41	43	22	27	1	0.0
99.9-97.5	14	51	91	105	105	97	89	84	84	0.1-2.5
97.4-95.0	26	48	31	17	6	8	30	26	56	2.6-5.0
94.9-92.5	34	29	7	0	0	3	7	7	11	5.1-7.5
92.4-90.0	29	12	4	0	0	0	3	4	0	7.6-10.0
Under 90.0	43	2	3	1	0	1	1	4	0	Over 10.0

Promotion as % of Membership Last School Day	Gr.9	Gr.10	Gr.11	Gr.12	Gr.9-12	Gr.1-12	Non-Promotion as % of Membership Last School Day
100	9	4	6	19	0	0	0.0
99.9-97.5	23	9	16	75	13	37	0.1-2.5
97.4-95.0	30	19	53	43	37	81	2.6-5.0
94.9-92.5	22	39	28	7	49	28	5.1-7.5
92.4-90.0	24	24	27	4	29	6	7.6-10.0
Under 90.0	44	57	22	4	24	0	Over 10.0

Examining the per-pupil expenditure for North Carolina, one finds an average sum of \$1,106.78 spent per pupil in the 1975-76 school year (\$221.21 from local sources, \$145.71 from federal sources, and \$739.86 from state sources).¹¹ Projecting that amount for each of the non-promoted pupils for the 1976-77 school year, \$54,573,535.36 would be added to the state school budget to provide the same grade educational experience for these pupils. If the per-pupil expenditure continues to rise each year, the reteaching cost will become substantially higher.

A recent North Carolina Advancement School study showed that 14 percent of students in North Carolina public schools have been retained once, and 3 percent have been retained two or more times by the time they reach junior high school.¹² This implies that many dollars have been and are currently pouring into the cycle of reteaching the non-promoted pupils. Non-promotion is an issue that faces education not only in North Carolina but everywhere. It is an issue that must be resolved so education can be most effective for children.

THE PROBLEM

Statement of the Problem

The purposes of this study were: (1) to determine if a significant relationship exists between North Carolina Public

¹¹Ibid., p. I-47.

¹²Ernestine Godfrey, *The Tragedy of Failure*. North Carolina Education, II. (October, 1971), pp. 10-11.

School Systems' non-promotion rates and selected characteristics of the schools, and (2) to provide a profile of information about the school systems of the state for the same characteristics.

This was a study of non-promotion of children in North Carolina's Public School System for the school years 1973-1974 through 1975-1976. This research describes:

- (1) the non-promotion rates of the public schools;
- (2) the withdrawal rates and their comparison to non-promotion rates;
- (3) the student daily absence rates and their comparison to non-promotion rates;
- (4) comparison of the non-promotion rates of school systems to their percent of minority students;
- (5) comparison of the non-promotion rates of school systems to their percent of federal funding;
- (6) comparison of non-promotion rates of school systems with their per-pupil expenditure ranking within the state;
- (7) comparison of non-promotion rates of school systems with their methods of school grade groupings;
- (8) comparison of urban to rural samples of school system's non-promotion rates;
- (9) comparison of non-promotion rates of school systems according to a size breakdown;
- and (10) comparison of school systems' non-promotion rates according to geographical locations within the state.

Importance of the Study

This research was important in that it:

1. Defined the scope of non-promotions in the public

schools of North Carolina in relation to school system statistical data.

2. Surveyed the existing research on non-promotion of students nationwide and in North Carolina.
3. Correlated the non-promotion rates of the public schools of North Carolina with a selected number of variables.
4. Analyzed these correlations throughout a three-year time span (1973-74 through 1975-76) to ascertain the longitudinal aspects of the data.
5. Provided a profile of North Carolina in relation to each of the nine variables and non-promotion.

Further, the information gathered and presented by this study can be used on the national, regional, state, and local levels in educational planning and decision making. Attitudes toward non-promotion of students may be influenced significantly to redirect resources and effort into a policy more beneficial to children than is now the practice.

Finally, this research was important in that no data presently exist in this format. This research may serve as a model for other states to develop a profile of their non-promotion status.

Specific Objectives of This Study

1. To determine the non-promotion rates, daily absence rates, and the withdrawal rates for North Carolina school systems for the school years 1973-74 through 1975-76.

2. To compare the non-promotion rate to the absence rates and to the withdrawal rates to obtain a possible correlation of these items as they exist in North Carolina Public Schools for the years 1973-74 through 1975-76.
3. To compare North Carolina school systems' non-promotion rates with their percent of federal funding and to determine a possible correlation.
4. To compare North Carolina school systems' non-promotion rates with their per-pupil expenditure ranking within the state and to determine possible correlation.
5. To compare North Carolina school systems' non-promotion rates with the patterns of grouping grades together in schools and to determine a possible correlation.
6. To compare North Carolina school systems' non-promotion rates with their percentage of minorities and to determine any possible correlation.
7. To compare the non-promotion rates of randomly selected urban-rural samples of North Carolina school systems.
8. To compare the non-promotion rates of small (0-4,999 students), medium (5,000-7,999 students), and large (8,000-up) North Carolina school systems.
9. To compare the non-promotion rates of Mountain, Piedmont, and Coastal Plain school systems of North Carolina.

Delimitation of the Study

This study originally intended to summarize five years of data concerning North Carolina schools. However, the data

collection procedures underwent changes in 1973 that prevented continuous statistics. The information from 1973-74 through 1975-76 is reliable and complete. Therefore this study will deal only with data from this three-year period.

DEFINITION OF TERMS

1. Non-promotion: this term refers to the policy of keeping a child in the same grade for a second or subsequent years.
2. Grade retention: this phrase is synonymous with non-promotion.
3. Withdrawal: this term is used within this research to identify those who left school without graduating, dying, or going to another school.
4. Minority student: this phrase is used to identify children who are not members of the Caucasian race.
5. Per-pupil expenditure: this phrase is used to identify the dollar amount used to educate a child for one school year.
6. Membership last day: this phrase is used to identify the number of students enrolled on the last day of school in a given year.

CHAPTER II

SELECTED LITERATURE AND RESEARCH

Selected literature and research in the area of non-promotion of students is quite extensive. A current ERIC Search provided one hundred and thirty-nine article abstracts, a dissertation search provided twenty-nine abstracts with a non-promotion key descriptor, and a cross referencing and library search provided numerous books with a variety of non-promotion material.

Achievement and personal development are the two major concerns of researchers in the field of non-promotion. It is in these two areas that critical questions have been raised about the impact of non-promotion not only on the student but on the instructional framework of the school as well.

Also explored are possible causality factors of non-promotion. This area of research is somewhat limited. However, the studies and literature do give insight into definitive reasons why children are not promoted.

NON-PROMOTION AND ACHIEVEMENT

The 1911 study of Keyes is the first research that actually compared students' achievement after they were non-promoted with their previous achievement. Keyes points out:

Repeating a grade does not result in any permanent improvement of the scholarship of the arrest. There is usually some improvement the next year after the repeating. Then comes a loss of at least half of all that had been gained; and the third year finds the arrest back to his old level of low scholarship. Of the whole number of arrests, 21 percent do better after repeating than before; 39 percent show no change; and 40 percent actually do worse.

This is clearly evidence that current organization of schools fails to meet the condition of the backward children in our schools. To go at a pace to which they are unequal, even with the help and oversight of special teachers, and then to return and spend another year on the same work with children younger and of better capacity, and for whom the subject matter has not been robbed of its interest, is not the solution of the problem.

There is every evidence that we must accept arrests and accelerates as special classes and treat them accordingly.¹³

Research by Arthur in 1936 with a matched group of non-promoted students with their promoted equals on the basis of mental age, pointed up that there was no significant gain in achievement by either group during a two-year period.¹⁴

"The cause-and-effect relationship of a given factor can be clarified only by holding constant other factors likely to be influential." Klene and Branson took cognizance of this fact when they equated children, all of whom were to have been retained in the grade, on the basis of chronological

¹³Charles Henry Keyes, Progress Through the Grades of City Schools. (New York: Teachers College, Columbia College, 1911), pp. 63-64.

¹⁴G. A. Arthur, "A Study of the Achievement of Sixth Grade Repeaters as Compared with That of Non-Repeaters of the Same Mental Age," Journal of Experimental Education (May, 1936), pp. 203-205.

age, mental age, and sex. Half were then promoted, and half were retained. They concluded that, on the whole, "potential repeaters profited more from non-promotion, so far as achievement was concerned."¹⁵

Cheyney and Boyer concluded that "lack of readiness for the work of a given grade is largely due to a slow learning rate, which will not be improved by repeating a grade section."¹⁶

Coefield and Blommer's study involved 289 Iowa schools which identified pupils in the seventh grade who had failed once following the second grade. Statistical analysis indicated that nothing is gained in achievement by requiring the repetition of a grade. The achievement levels of pupils who were promoted and those who were failed tended to remain the same.¹⁷

Dobbs' and Neville's study is of interest to this review. Thirty pairs of first and second grade children were matched on: (a) race, (b) sex, (c) socio-economic level, (d) type of classroom assignment, (e) age, (f) mental ability, and (g) reading achievement. Each pair consisted of a

¹⁵Vivian Klene and Ernest P. Branson, "Trial Promotion Versus Failure," Educational Research Bulletin (Los Angeles City Schools), 8 (January, 1929), pp. 6-11.

¹⁶W. Walker Cheyney and Phillip Boyer, Division of Educational Research, Philadelphia. A study reported in Mimeograph Form. Extracts quoted in Elementary School Journal, 33, (May, 1933), pp. 647-651.

¹⁷W. H. Coefield and P. Blommers, "Effects of Non-Promotion on Educational Achievement in the Elementary School." Journal of Educational Psychology (April, 1956), 47, pp. 235-249.

once-retained first grader and a never-retained second grader. The children were white, low socio-economic slow learners from urban areas. Metropolitan Achievement Test scores for 1962, 1963, and 1964 were used as a measure of the reading and arithmetic achievement gain of the two groups over the two-year period of the study.

The t-test for matched pairs, using the data on the 30 matched pairs, showed both the reading and arithmetic achievement gain of the promoted group to be significantly greater than that of the non-promoted group during the first year of the study. An analysis of variance, using the data of the 24 matched pairs whose achievement scores were available the second year of the study, showed both the reading and arithmetic achievement gain of the promoted group to be significantly greater than that of the non-promoted group over the two-year period of the study.¹⁸

Street and Leigh conducted a follow-up of 1968-1969 first graders in Kentucky--where the first grade retention rate is high--which led to the conclusion that "a youngster who attempts first grade twice is not substantially better off than he was the first time."¹⁹

¹⁸Virginia Dobbs and Donald Neville, "The Effect of Non-Promotion on Achievement of Groups Matched From Retained First Graders and Promoted Second Graders," Journal of Educational Research, (July-August, 1967).

¹⁹P. Street and T. M. Leigh, "Suffer the Little Kentucky First Graders," Bureau of School Service Bulletin, 1971, 43, 3, pp. 5-18.

In a Wisconsin study of more than 600 metropolitan high school students repeating an entire grade (8, 9, 10, or 11), although on the whole grade repeaters generally improved their marks in subjects they had previously failed (and in mathematics and science subjects they had already passed), the amount of improvement during the second year was judged hardly sufficient to justify a whole year's extra work.²⁰

Aebersold studied facts relating to the lives and school careers of 198 ex-students who had the experience of being non-promoted. He found that their achievement and school work had suffered more after they had been held back in their school progress. He reported that none of his group had successful school careers and had done very poorly in their lives.²¹

Results of an Advancement School research project conducted in January, 1970, revealed some basic differences between students who had been retained and those who had not.

More than 1200 students in grades six and seven from 14 representative North Carolina schools were tested and the data analyzed to differentiate between repeaters and non-repeaters. Results of this testing revealed that sixth and seventh graders who had not been retained were reading on the average at a 6.8 grade level, according to results of standardized achievement testing. Students who had repeated one grade scored at a 5.2 grade level and students who had repeated two or more grades dropped to a 4.5 grade level. On mathematics achievement, students who had not repeated averaged in the 27th

²⁰A. J. H. Gaite, On the Validity of Non-Promotion As An Educational Procedure. Madison, Wisconsin, 1969.

²¹William Aebersold, "Retention in Grade--Case Reports." Reports." (Unpublished Doctoral Dissertation, Wayne State University, Detroit, Michigan, 1971), pp. 1-87.

percentile; students who had repeated one grade scored in the 10th percentile; and students who had repeated two or more grades dropped to the fifth percentile.

In both reading and math, the two skills considered most essential, students who had been retained performed far below their classmates. These data point out that retaining students did not result in helping them "catch up" academically--the usual justification for having students repeat.²²

Otto and Estes were led to conclude from their non-promotion research that:

. . .repetition of grades has no special educational value for children; in fact, the educational gain of the majority of nonpromoted students subsequent to their nonpromotion is smaller than that of their matched age mates who were promoted. Similarly, the threat of failure has no appreciable positive effect on the educational gain of those threatened. The personal and social adjustment of regularly promoted students is better than that of students who have experienced nonpromotion, and the average level of student achievement tends to be higher in school systems with high promotion rates. A high rate of nonpromotion does not decrease the variability of student achievement and thus does not free the teacher from the important task of adapting instruction to individual differences.²³

Reinherz and Griffin studied the achievement and progress of boys who repeated one of the first three grades and found:

The sample consisted of 57 boys in the first three grades of school who were repeating a grade for the first time. All were at least of normal intelligence as measured by scores on standardized group tests.

Data were collected from a variety of sources including interviews with mothers, principals, guidance

²²Godfrey, loc. cit.

²³H. J. Otto and D. M. Estes, "Accelerated and Retarded Progress," in Encyclopedia of Educational Research, Third Edition (New York: McMillan Publishing Company, Inc., 1960), pp. 8.

personnel, and teachers as well as from comprehensive cumulative school records. The mothers' interviews included mother's perception of child's school problem, adjustment at home and with peers, and assessment of change during the retention period. The semi-structured interview also tapped general parental attitudes towards education as well as beliefs in the child's ability and future. Data secured from school personnel and records included an evaluation of the child's academic, interpersonal, and emotional adjustment before and after retention.

Of greatest salience in the study has been the clear indication of storm signals in the careers of many of the elementary school boys studied even prior to first grade entry. Although formal screening devices are useful, the comments of kindergarten and first grade teachers as well as parents themselves provided indication of a lack of readiness for learning on the part of a particular child. Retention at the earliest time possible is not advocated as a universal panacea to prevent hard core learning problems compounded by social stigma and hardening of unfavorable parental attitudes.²⁴

Saunders summed up an extensive survey of studies into the effects of non-promotion upon school achievement as follows:

It may be concluded that non-promotion of pupils in elementary schools in order to assure mastery of subject matter does not often accomplish its objective. Children do not appear to learn more by repeating a grade, but experience less growth in subject-matter achievement than they do when promoted. Therefore a practice of non-promotion because a pupil does not learn sufficient subject matter in the course of a school year, or for the purpose of learning subject matter is not justifiable.²⁵

Finally, Jackson, in his critique of thirty studies on non-promotion, points out that there are various strengths

²⁴Helen Reinherz and Carol Lee Griffin, "The Second Time Around," The School Counselor (January, 1970), p. 218.

²⁵Carleton M. Saunders, Promotion or Failure for the Elementary School Pupil? (New York: Columbia University, 1941), p. 49.

and weaknesses of all the studies. He points out that:

There is no reliable body of evidence to indicate that grade retention is more beneficial than grade promotion for students with serious academic or adjustment difficulties.²⁶

NON-PROMOTION AND PERSONAL DEVELOPMENT

The area of what non-promotion does to a student personally has not been as thoroughly researched as the area of the effects on achievement. However, an indication of a strong relationship between school failure and the decrease of interest in school, discouragement, delinquency, aggressive and attention-getting behavior, and emotional maladjustment is revealed frequently enough in case studies to give cause for concern.

Portions of Glasser's comments to the National Elementary School Principals' Convention in 1968 are pertinent to this area of discussion.

Now let us look at what failure means to a child. When a child feels failure, he doesn't just feel failure here, there, or some place else; it pervades his whole system. Ask a child, and I've asked plenty of them in the schools where I work, 'What happens when you get a low grade on your report card? What does it mean?' The kids all say, 'I'm a bad person.' Invariably they say that. When you gave the grade, to you it was just a low grade; but to the child it means that he is a bad person--somebody who is no good. It means failure identity. We have to be very careful about this kind of a label. Anything we do which makes a child feel failure causes him to further interpret that feeling of failure

²⁶Jackson, op. cit., p. 627.

as, 'I'm not only a failure in school; I'm a failure, period. I'm a bad person.'²⁷

Glasser cites a personal experience to bring more meaning to a discussion of failure in schools.

After I completed my psychiatric residency, I went to the Ventura School for Girls, which is a California school for older, adolescent, delinquent girls. The 400 most delinquent girls in the state are put into this school, and we worked with them to help them try to rehabilitate themselves. Over the 11 years I was there, one of the things the girls said frequently was: 'Dr. Glasser, we always failed in school.' And they had failed, starting very early in school. They said, 'It was usually in elementary school that we began to feel we weren't really wanted by the people there. And we didn't do very well.' They admitted quite honestly that they did lots of things that made the people in the school not want them--they certainly cooperated in that way. Nevertheless, their feeling about school was that it wasn't a very good place, that they weren't going to make it there, that they weren't cared for by the teachers and in turn they didn't care much for them. They cut school frequently and felt that everybody was happier when they did.

When these girls came to the Ventura School, they just couldn't cut school anymore. We also had another strong advantage; we could say honestly to the girls, 'You can't flunk out of this school; there's no place else we can send you. If you want to give us a hard time and make everybody miserable, then of course, you are free to do so. We can't stop it. But, really, since we can't send you anywhere, it's foolish. You are just making life hard for yourself, also.'

Sometimes the girls would say, 'You know, this isn't a bad school.' I would ask, 'Why?' And they would say, 'Well, you don't fail here. Whatever you do, whether you do well or do poorly, you don't fail. And if you do poorly, they give you time to catch up.' In a sense, our school had to start every week because girls entered 52 weeks a year, so we didn't have the distinct semesters and time spans which hamper public schools.

²⁷William Glasser, "The Effect of School Failure on the Life of a Child," The National Elementary Principal, XLIX (November, 1969), p. 12.

The girls started, they progressed, they worked, and that was it.²⁸

From an analysis by Glasser we move to where Godfrey looked at the student's feelings of self worth in "The Tragedy of Failure."

What effect does failing have on the student's feelings of self-worth? The Tennessee Self Concept Scale was used to measure self-concepts of the 1,200 students tested. It yields scores on 10 sub-scales: self-criticism, total positive, identity, self-satisfaction, behavior, physical self, moral-ethical self, personal self, family self, and social self. And on every sub-scale, students who had repeated grades scored lower than those who had not. Students who had repeated two or more grades scored far below the mean on each subscale.

Students who fail tend to doubt their own self-worth, have little confidence in themselves, see themselves as inadequate in social and family situations, and have an unfavorable view of their own behavior and moral worth. Scores on these tests showed that grade retention resulted in poor attitudes as well as the belief by the students that they could not achieve goals possible for most people.

Does the student feel he is responsible for his failure, or does he blame others? The Intellectual Achievement Responsibility Scale was used to test these students. Those who had not repeated scored 12.5 (total possible score of 17); those who had repeated one grade, 12.0; and those who had repeated two or more grades, 10.8. These results show that students who have been failed tend to blame this on external forces over which they have no control.²⁹

Caswell and Foshay analyzed evidence and concluded that non-promotion often results in emotional depression and discouragement, in the pupil's distrust of his own ability

²⁸William Glasser, "The Effect of School Failure on the Life of a Child," The National Elementary Principal, XLV (September, 1969), pp. 8-10.

²⁹Godfrey, loc. cit.

and ultimately in his expectation of further failure. Caught up in a situation where he does not succeed and where continued striving does not lead to accomplishment and satisfaction, the child tends to rationalize his failure and to build up explanatory defense mechanisms.³⁰

Sandin compared non-promoted pupils through the grades with the general population of regularly promoted children. Some findings pertinent to the questions raised were these:

- 1) Repeaters more frequently preferred to associate with companions from upper grades.
- 2) Repeaters, generally speaking, did not receive the social approval or acceptance of the regularly promoted.
- 3) Repeaters received significantly more ratings as being unfriendly, cruel, and bullying to classmates.
- 4) Intensive analysis of selected non-promoted children revealed that they were lacking to an alarming degree in self-confidence, self-respect, and general feelings of well-being.³¹

Goodlad discovered that non-promotion, low level of school achievement, lethargic school habits, and often intensely negative attitudes towards school and schooling are common among delinquent boys. In another Goodlad study, teachers and principals who assisted in the collection of

³⁰Hollis L. Caswell and Arthur W. Foshay, Education in the Elementary School, 3rd ed., (New York: American Book Co., 1957), p. 392.

³¹Adolph Sandin, Social and Emotional Adjustments of Regularly Promoted and Non-Promoted Pupils, Child Development Monographs, No. 32, (New York: Columbia University, 1944).

data reported more occurrences of stealing, more incidents demanding disciplinary action, and greater resistance to the schools' civic efforts among non-promoted children.³²

Sandin reported findings similar to those of Goodlad. He concluded that the attitude of retarded-progress children toward school and school life was less favorable than that of their regular-progress peers. A large proportion of the non-promoted children wanted to quit school just as soon as the first opportunity to do so presented itself.³³

A study by Goodlad was most revealing in the area of Social Acceptance. The study revealed the sharpest group differences in the area of peer-group relationships. The non-promoted children, at a high level of statistical significance (consistently better than 1 percent), showed up poorly on all three types of inventories used. Self-ratings, peer-ratings, and teacher-ratings revealed an alarming picture of social inadequacy among the non-promoted group. At the beginning of the year, their new classmates selected the non-promoted children more frequently as children they wanted for friends--but also rejected them as friends more frequently. This, at first glance, appears to be a strange contradiction, but there seems to be a logical explanation.

³²John I. Goodlad, *The Male Institutional Juvenile Delinquent*. (Unpublished Master's Thesis, University of British Columbia, 1946).

³³Sandin, loc. cit.

At the beginning of the year, the non-promoted children were old-timers; they "knew the ropes." Doubtless, some beginners were impressed with this and sought out the veterans as leaders. Contrariwise, some aggressive children may have seen the older, non-promoted children as threats to their own developing leadership abilities, with resulting clashes. The non-promoted children received a high rating for bullying which could have resulted from clashes with established leaders among the incoming group, as did their initial rejection as friends by many of the beginners.

Meanwhile, at the beginning of the year, the paired group who were promoted to the second grade the previous year was not making a significantly noticeable entry into classroom society. They were neither accepted nor rejected by their peers at a level that might be considered normal. They appeared not to be noticed by their classmates.

Significant changes had occurred by the end of the year. The non-promoted children no longer were wanted, even by each other. A tight mutual acceptance circle present initially among the non-promoted group had broken down completely. But the rejection pattern persisted; non-promoted children, initially unwanted by many, were even more unwanted by year's end. The promoted group, meanwhile, grew in acceptance to a level of normal expectancy by the end of the year. Their very low level of rejection did not change.³⁴

³⁴John I. Goodlad, *Some Effects of Promotion and Non-Promotion on The Social and Personal Adjustment of Children*. (Unpublished doctoral dissertation, University of Chicago, 1949).

Non-promoted children in general are less favorably adjusted socially in their class groups than are their classmates. Moreover, they exhibit behavior and attitudes which leave much to be desired and which indicates that for most of them school life is not a happy one. The modern schools aim to promote the all-round development of the child-- physical, social, emotional, and intellectual. This presents a problem as far as repeaters are concerned: on the one hand, they are not up to grade standards academically and therefore are not promoted; on the other hand, associated with their non-promotion are dislocations in personal and social adjustment.

Strom in Psychology for the Classroom puts it this way:

Relations are affected by academic loss even during the elementary grades. Left behind his promoted fellows, the failer is obliged to accept membership in a new group; his retention forces an association with children to whom he felt superior in the past. Always visible as the person who did not "pass," separated from his former classmates, and reluctant to concede that his age and greater social experience do not count for much, the non-promoted child may encounter many instances of conflict with students and teacher. Nonetheless, a number of heroic personalities attempt to rebound from humiliation and to overcome ridicule of students in both classes, where they are known by adapting, by making an attempt to fulfill their perceived role in the new circumstance. Too often, however, this individual may find himself prevented from contributing to class activities, find his efforts ignored, or find himself relegated to carry on the obviously menial tasks of the group. Soon he realizes he has become the victim of a stereotypical view. The obvious downward mobility and loss of status within the school society add to the unpleasantness of the whole non-promotion experience.³⁵

³⁵Robert D. Strom, Psychology for the Classroom (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1969), pp. 71-72.

Although a cause-and-effect relationship has not been clearly established, failure to be promoted has been found to be associated with a negative self-concept, and elementary-school pupils who have failed more than once tend to have a more negative self-concept than those who have been retained only once. Low self-concept has been found to interfere with scholastic motivation, especially among pupils from lower socioeconomic backgrounds and minority groups.

Compared with their "socially promoted" peers, non-promoted pupils "show more symptoms of social and emotional maladjustment, are more often socially rejected by their new classmates, and are more often viewed unfavorably by their teachers." Pupils who view their non-promotion as a "vote of no confidence" tend to doubt their own ability to achieve and, therefore, tend to put forth less than their best efforts.³⁶

Negative attitudes toward school abound among the non-promoted. Daydreaming and apathy, frequently observed, are believed to be mechanisms of self-defense against the ego-shattering effects of a full awareness by the pupils of their having been branded failures. Failure is self-perpetuating; its effects are cumulative. Repeated failure tends to induce expectation of further failure.³⁷

³⁶The School District of Philadelphia, The Promotion and Retention Dilemma: What Research Tells Us (Philadelphia: Philadelphia Public Schools, 1973), p. 9.

³⁷Ibid.

A study of Baltimore Head Start pupils found, even in early childhood, "a cycle of frustration and failure in which the child's academic defects become cumulative."³⁸

An Arizona study of minority-group elementary-school pupils noted that each year of accumulating regression carried with it a growing indifference to learning.³⁹

Numerous other studies have demonstrated a direct relationship between non-promotion and the tendency to drop out of school before graduation. A Michigan study of school dropouts confirmed that:

The effects of early school failure experiences have long-term consequences for both a child's subsequent achievement in school and eventual mental health. . . . It appears that the great majority (of school leavers) drop out because they simply cannot tolerate more failure and the commensurate feelings of low self-worth and self-esteem.⁴⁰

These studies point to many negative feelings being generated by non-promotion. The research points to alienation, a failure syndrome, hostile or not caring attitudes, and, in general, undesirable personal feelings being developed in the non-promoted child. No reports were found that pointed to positive personal trait development or maintenance in non-promotion cases.

³⁸L. Gisenburg, Some Children Are Convinced They Can't Win (Baltimore: Baltimore Public Schools, Head Start, 1967).

³⁹Arizona State Department of Public Instruction, A Report for the Superintendent of Public Instruction (Phoenix, Arizona: Arizona State Department of Public Instruction, December, 1969).

⁴⁰S. Hawthorne, Dropouts: A Challenge to Society (Knoxville, Tennessee: Tennessee Occupational Research and Development Coordinating Unit, 1967).

CAUSATIVE FACTORS RELATING TO NON-PROMOTION

Caswell's 1933 study of non-promotion speaks of approaches to education that were designed to insure an orderly plan for student development. These were grade standards and equalization of educational opportunity.⁴¹

Grade standards are requirements that all students have to meet in order to move to the next grade level. These are curriculum goals that are geared to the individual's abilities and aptitudes.

In both of these, students are moved in a staircase fashion through desirable educational curricula. Once a student does not measure up to what he should accomplish, he is then recycled through the sequence another time. Grade standards force non-promotion to insure the recycling. On the other hand, various approaches to individualized instruction (i.e., non-graded programs, continuous programs, etc.) have tried to meet the demands of a truly equalized educational opportunity program.

Grade standards as an evaluation process has meant that all students meet one set demand. "That theory dominated the promotion of pupils almost without question throughout the period 1904-1911."⁴² This has still been most

⁴¹Hollis L. Caswell, Non-Promotion in Elementary Schools (Nashville, Tennessee: George Peabody College for Teachers, 1933), pp. 28-29.

⁴²Ibid.

prevalent in schools since this period. However, many efforts have been made to evaluate pupils as individuals and recognize that all pupils do not have the same tools to do educational work.

All pupils do not progress from one grade to the next without being held back in order to be recycled. What are some causative factors that relate to non-promotion?

One of the earliest investigations concerning the causes of children's failure was made by eight committees of forty principals of New York City in 1910. They listed twelve causes of failure or non-promotion. No attempt was made to rank the causes in their order of importance. Causes were: irregular attendance, truancy, late entrance to school, ignorance of the English language, transfer from school to school, physical defects, sluggish mentality, prolonged or frequent absences of teachers, excessive class size, varying standards of rating pupils, inefficient teaching, improper methods of promotion.⁴³

Ayer reported earlier studies by Gulick and Ayeres, who assigned the major causes of failure and elimination to ill health, physical defects, irregular attendance, and a faulty course of study.⁴⁴ Studies by Wagner and Morton placed

⁴³Carleton M. Saunders, Promotion or Failure (New York: Columbia University, 1941), p. 16.

⁴⁴Ibid., p. 17.

a certain amount of emphasis upon such causes of non-promotion as mental incapacity, poor home conditions, and poor teaching.⁴⁵

While these studies as a whole were related to retardation, nevertheless causes of retardation and failure were highly correlated. Bliss reported twelve causes of retardation in twenty Indiana cities.⁴⁶ Many other investigators have stressed the importance of native mental deficiency as a primary cause of school failure.

Results of a study by the research committee of the California Kindergarten-Primary Association gave causes of failure as immaturity, low intelligence, poor attendance, language difficulties, and undesirable home conditions.⁴⁷

The National Education Association Department of Superintendence conducted an investigation in which over 500 school superintendents replied to the question, "What are the bases for pupil promotion in your school system?" The replies indicated that promotion from Kindergarten to first grade was based largely upon chronological age, teachers' judgment, and educational achievement. Beyond the second grade, current practice of that period (1931) considered the acquisition of subject matter by the pupil the chief prerequisite for promotion. By implication, lack of achievement in subject matter and inadequate mental or chronological age appeared to have

⁴⁵ Ibid. ⁴⁶ Ibid. ⁴⁷ Ibid.

been the chief causes of non-promotion of elementary school pupils.⁴⁸

Vaughn found in a study of 110 pupils who were enrolled in grade four of a city school system in Virginia in the 1965-1966 school year that:

The following factors appeared to influence the promotion and retention of pupils: below average IQ, poor attendance, high incidence of broken homes, working mothers, large families, low socioeconomic backgrounds, fathers employed in unskilled labor jobs, poor attitudes toward school, little parental interest in school, in addition to the grades earned by pupils.

Furthermore, promotion and retention should not be decided on the basis of academic achievement alone, but on all of the factors that affect promotion and retention.⁴⁹

Ayers found factors such as physical defects, irregular attendance, younger age at time of school entrance, and being male have the highest correlation with school non-promotion.⁵⁰

The decision regarding whether to promote a student is an important one. A counselor, working with the problem in one school district, found: teachers tend to overemphasize such things as regular attendance, unobtrusive and "good" behavior, and obvious "effort" in making their decisions.

⁴⁸Ibid., p. 18.

⁴⁹Richard Lynn Vaughn, "An Analysis of the Relationships Among Factors Related to the Promotion and Retention of Pupils." (Unpublished Doctoral Dissertation, University of Virginia, Charlottesville, Virginia, 1968), pp. 1-109.

⁵⁰Leonard P. Ayers, *Laggards in Our Schools* (New York: Charities Publication Committee, 1909), p. 507.

They think of what the child has done during the past year, and not the broad complex of factors that make him achieve.⁵¹

Troyer points out that most of the failing and unsatisfactory grades on homework, special papers, projects, class recitations, examinations, and, finally, report cards go to the children in the lower one-fourth of the ability distribution.⁵²

Sex of the child seems to play a major role in non-promotion causation. Sister Josephina studied non-promotion data from two large city school systems. She found that:

In every grade the percentage of non-promoted boys surpasses that for girls. However, such percents do not indicate an inferiority among the boys. Intelligence tests show no significant differences in over-all performance between boys and girls. Because of the other intengibles in behavior, as interests, attitudes, personality, besides achievement, boys appear to be less favored by teachers.⁵³

Caplan states that teachers appear to decide whether or not to promote girls partly on the basis of their behavior and not on their achievement.⁵⁴

Strom points out that unfortunate is the procedure of requiring a student to repeat a year because he persistently

⁵¹May V. Seagoe, The Learning Process and School Practice (Scranton, Pennsylvania: Chandler Publishing Company, 1970), p. 76.

⁵²Maurice E. Troyer, Accuracy and Validity in Evaluation Are Not Enough (Syracuse: Syracuse University Press, 1947), p. 5.

⁵³Sister Josephine, "Promotion, A Perennial Problem," Education, (February, 1962), pp. 373-376.

⁵⁴Paula J. Kaplan, "The Role of Classroom Conuuct in the Promotion and Retention of Elementary School Children." Journal of Experimental Education, Spring, 1973, p. 41.

misbehaves in class. Boys more often than girls are victims of this criterion, especially in classes in which teachers allow factors other than achievement to govern grading. Strom's investigation reveals that even though boys and girls may have identical scores on standardized tests, their teachers often tend to give higher grades to girls. Then too, low-achieving girls may be promoted while boys with equal achievement ratings are retained. The point is that even if boys get along less well with teachers than girls, the differences in relationship should not be reflected by a greater incidence of failure among males.⁵⁵

John Holt, writing in his book, How Children Fail, points to a number of "schooling factors" as causes for failure:

They fail because they are afraid, bored, and confused.

They are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud.

They are bored because the things they are given and told to do in school are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capacities, and talents.

They are confused because most of the torrent of words that pours over them in school makes little or no sense. It often flatly contradicts other things they have been told, and hardly ever has any relation to what they really know--to the rough model of reality that they carry around in their minds.⁵⁶

⁵⁵Strom, op. cit., pp. 69-70.

⁵⁶John Holt, How Children Fail (New York: Dell Publishing Company, 1971), p. 16.

The question of realism and relevance applies to other criteria used in decisions about non-promotion. Consider the old-fashioned virtue of regular attendance as a principal determinant of school promotion. Summarizing 27 separate investigations completed between 1925 and 1945 on the causes of non-promotion, Lafferty states that "irregular attendance" ranked first among the stated reasons. In some systems policy requires that pupils who have been absent a certain number of days during the school year must automatically repeat the grade in spite of evidence that many pupils with poor records of attendance are able to maintain acceptable marks. Difficulties arise also when recourse to the criterion of "maturity" is optioned as a justification for retention. Very often teachers working with low IQ children reason that promotion is unwise because the students simply are not ready for work required at the next higher grade. The fact that repeating a grade invariably results in a poorer performance than when promotion occurs is mute testimony to the weakness of such a criterion. For students of the low-ability level, as well as for all of their age peers, the usual criteria for non-promotion seem untenable.⁵⁷

Smith, Krouse and Atkinson state that the Minnesota Teacher Attitude Inventory, which ranked teachers on the basis of their interest in children and the number of students the teacher failed, indicated that teachers with high

⁵⁷Strom, op. cit., p. 70.

interest in their students were less likely to fail children. This indicates that the personality of the individual teacher affects the promotion or non-promotion rate in a particular school.⁵⁸

Henry J. Otto has stated, "The closely associated activities of marking (giving grades), reporting to parents, and determining promotion or non-promotion are probably the most disagreeable, disheartening, frustrating, and confusing duties of a teacher." This is particularly true in light of recent community demands to upgrade public education. The percentage of grade failure has sometimes been construed as an indication of a school's desire for quality and insistence on high standards, and many educators have given credence to this proposition. Yet evidence indicates that the schools that have the smallest failure rate have the highest degree of measurable pupil achievement.⁵⁹

Coffield and Blommers compared the achievement test scores of 25 schools having a rigid promotion policy and 28 schools having a lenient promotion policy (as judged by the percentage of non-promoted pupils). The average achievement of the seventh-grade pupils was slightly higher in the schools with a lenient promotion policy, although not

⁵⁸Edward W. Smith, Stanley W. Krouse, Jr., and Mark M. Atkinson, The Educators' Encyclopedia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 439.

⁵⁹*Ibid.*, p. 438.

sufficiently higher to be statistically significant. This study indicates that if greater achievement is the goal of non-promotion or the threat of non-promotion, such policies do not measurably attain their purposes.⁶⁰

These reports vary from investigation to investigation with irregular attendance, low ability, and early school entrance being consistent causes. These are individual causes looked at in rather small samples. The overall picture for a large statewide study has not been done.

⁶⁰Ibid.

CHAPTER III

PROCEDURES USED IN THIS STUDY

The major steps in executing this study were:

1. A review of the related literature in the subject of non-promotion of school children. This review establishes: (a) the history of inquiries into the subject of non-promotion; (b) the findings of inquiries relating to causative factors of non-promotion; and (c) the findings of inquiries relating to effects of non-promotion on student achievement and personal development. The related literature, in part, helps to establish the place of non-promotion in educational practices and policies. It also establishes non-promotion as a major and continuing problem for education as well as for students. The review of the content of the inquiries and the design of their research components shows the need for an investigation using statewide data to assess what patterns exist in non-promotion related to school system operations.

2. Differences between school systems are: per-pupil expenditure, minority populations, funding, daily absence rate, withdrawal rate, size, location, and school grade groupings. These differences were chosen to use as variables to compare against non-promotion rates. The differences

between systems were identified in conferences with school system personnel and state department officials. With the assistance of the Division of Management and Information Services of the North Carolina Department of Public Instruction, all reporting data of the public schools were analyzed and the available descriptive materials were organized to present profiles of the state school systems. From all different data, those which represented significant and complete portrayals of school system operation were chosen for this study.

3. In the area of data collection, permission was secured from the Annual Data Plan Committee, North Carolina Department of Public Instruction, to use the public school report data. This permission stipulated that no school system could be identified.

The public schools of North Carolina submit attendance reports monthly. These reports contain daily absence, withdrawal, enrollment, and daily attendance figures. A summative report including promotion and non-promotion, is submitted by the school unit at the end of each school year. This report contains ethnic distributions, per pupil expenditures, funding breakdowns, school grade grouping patterns, and other descriptive information. These are collected by Management Information System Division of the State Department of Public Instruction.

Selected information from the Principals' Monthly School Reports and Annual Report were key punched on cards

and then merged on computer tape for the years 1973 through 1976. It was at this point that quality control measures, such as edit sheets, were used to insure correct information.

4. The hypotheses to be tested in this investigation are those of significance between the non-promotion rate of school systems and nine variables. In every case, this study assumes the null hypothesis. That is to say, there is no significant relationship between non-promotion and any of the chosen variables. Table V on page 43-44 illustrates the hypotheses, analysis, and acceptance or rejection of the hypotheses.

In order to test the hypotheses, the continuous data was then input to a program that translated it into discrete information by classifying the absolute distances from the mean for the given variable. The new discrete data along with the constant data was then put out to a disk file in the computer's secondary memory. This merged file was used as input for breakdown programs which yielded physical representation of the data and caused a one-way analysis of variance to be performed on the data. This information is shown with the other information in the chapter pertaining to the individual variable.

The one-way analysis of variance allows statistical testing of whether the means of the measurements significantly differ from each other. The actual testing has been done by comparing the computed F ratio, which is reported in the

analysis of variance table, to the F ratio of the known sampling distribution. This is dependent on the level of significance, arbitrarily set at 1%, and the degrees of freedom, which are also given in the analysis of variance table. If the computed F is larger than the value reported in the table, ($F > .01$), the null hypothesis that the means are equal can be rejected. If it is smaller, ($F < .01$), the null hypothesis cannot be rejected.

5. The data used was, in most instances, shown in profile form for the state as ranges, means, and medians. The arrangement in this manner was to aid local school administrators in contrasting local performance with this data. Although no systems are identified, contrasts and comparisons can augment local systems' positions relative to what is occurring in each variable statewide for the three-year span of time of this study.

TABLE V
SUMMARY OF HYPOTHESES TESTED AND STATISTICAL ANALYSES

Hypotheses	Analysis	Accept or Reject
<u>Hypotheses related to School Attendance Characteristics:</u>		
1. There was no significant relationship between school system non-promotion rate and the daily absence rate.	Analysis of variance	Accept
2. There was no significant relationship between school system non-promotional and the withdrawal rate.	Analysis of variance	Reject
<u>Hypotheses related to School System Administrative Characteristics:</u>		
3. There was no significant relationship between school system non-promotion rate and the Federal Funding rate.	Analysis of variance	Accept
4. There was no significant relationship between school system non-promotion rate and the local per pupil expenditure rate.	Analysis of variance	Accept
5. There was no significant relationship between school system non-promotion rate and the grade grouping patterns.	Analysis of variance	Accept
<u>Hypotheses related to School System Characteristics:</u>		
6. There was no significant relationship between school system non-promotion rate and the minority enrollment.	Analysis of variance	Accept
7. There was no significant relationship between school system non-promotion rate and geographical location in the state.	Analysis of variance	Accept

TABLE V (continued)

Hypotheses	Analysis	Accept or Reject
<u>Hypotheses related to School System Characteristics (continued):</u>		
8. There was no significant relationship between school system non-promotion rate and the size of student enrollment.	Analysis of variance	Reject
9. There was no significant relationship between school system non-promotion rate and an urban or rural location.	Analysis of variance	Accept

CHAPTER IV

NORTH CAROLINA STUDENT ATTENDANCE CHARACTERISTICS

Each of the public school systems in North Carolina have common elements but have their own particular identity. This uniqueness of identity is created by the characteristics of the school system's community size, wealth, location, industrialization, and so on. The mix of these community characteristics with the quality of local government and the influence of the state and national government's participation in the local school system's operation is complex and varied. The result is differences in all school systems, even though there are many common elements because of state control and commonality of purpose.

The total integration of all these many factors influencing the local school system also interacts with the way students participate in the schools. Students are either given the many personal and curricular components deemed necessary to be happy and successful or consequently, they lose the feeling of being an integral part of the school community and its activities.⁶¹ Students who are not successfully immersed in their educational environment show

⁶¹Strom, Psychology for the Classroom, p. 71.

some of their frustration in daily absences and/or their complete withdrawal from school.⁶²

This chapter will analyze absences and withdrawals on a school system basis by comparing these relationships to the school system's non-promotion rate. This will indicate if these areas are significantly related at the most discreet statistical level. Also, a school system profile will be given to show the variance of daily absence rates and withdrawal rates throughout the state.

NON-PROMOTION COMPARED TO DAILY ABSENCES

School systems operate on a one hundred eighty day schedule for student instructional purposes. An absence is recorded for a student each time one half day or more is missed. This reporting of absences is done by each system on a monthly basis to the North Carolina State Department of Public Instruction, and the data used in this section originated from these reports.

The reporting of absences is very important and its reliability is stressed, because the funding of teaching positions is based to a great extent on this report. Also, many school systems use absence records to partially evaluate the academic progress of students and some systems base

⁶²Hal D. Funk, "Non-Promotion Teaches Children They Are Inferior," Illinois School Journal, (November, 1969), pp. 38-39.

promotion decisions on how many days a student was absent and for what reason the absence occurred.⁶³

The profile for North Carolina Public School Systems for the years 1973-1976 reveals that an individual school system's absence rate was rather stable with a slight decline for most. Of the one hundred and forty-eight school systems, only forty-five showed any increase. The majority of school systems, one hundred and three, were constant or showed a slight decline. Overall, any fluctuation by a school system was within one percent plus or minus of its mean rate for the three years of this study. Table VI indicates the yearly absence rate for the state and the translation of the rate into actual students absent daily.

TABLE VI
SCHOOL SYSTEM DAILY ABSENCE RATES 1973-1976

<u>Year</u>	<u>State Average</u>	<u>Students</u>	<u>School System Range</u>	
			<u>System High</u>	<u>System Low</u>
1973-74	6.4	73,813	9.0	4.2
1974-75	6.3	73,103	9.4	4.0
1975-76	6.3	73,522	9.7	4.1

The school system ranges for the three years were included in Table VI to indicate the disparity between systems with regard to how many students they have absent daily.

Table VI shows that the pupils absent daily has been somewhat constant or on a slight decline statewide. This

⁶³Department of Public Education, op. cit., pp. I-2-I-3.

This has occurred while each year the total enrollment of North Carolina schools has increased slightly.

In order to ascertain a relationship of daily absence rates for school systems with their non-promotion rate, the statistical procedure of one-way analysis of variance was performed. In order to be considered significant, the probability of F had to be .01 or less. The null hypothesis was stated in terms of assuming that there would not be any relationship between the two variables other than just chance occurrence. The analysis was done on a year by year basis.

TABLE VII

ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION RATES
AND ABSENCE RATES OF SCHOOL SYSTEMS

<u>Year</u>	<u>df</u>	<u>Value</u>	<u>Probability Level</u>
1973-74	(4,143)	.894	.47
1974-75	(4,143)	.305	.59
1975-76	(4,143)	.631	.63

Table VII shows all probabilities are above .01. The null hypothesis was accepted as a true statement. There seems to be no significant relationship between a school system's pupils absent daily rate and their corresponding non-promotion rate.

NON-PROMOTION COMPARED TO WITHDRAWALS

Students leave school for various reasons. School systems report this withdrawal information on the monthly attendance reports. Systems are allowed to classify withdrawals in four ways: student transfers, withdrawal of the student from school, student died, and the student graduated (mid-year). All data in this section were obtained from these school system reports.

This study only includes those students specifically coded as withdrawing from school. Students who left school for the other reasons are not indicating that they are rejecting the school system by their actions. The withdrawal students predominantly are those who have a problem significant enough to make them terminate the school experience. The school system cannot solve all problems, but the degree to which it does is a measure of success.⁶⁴ Therefore, those who are forceouts, dropouts, or expelled will be used as a classification to show those who actually leave the school systems prior to completion and yet remain a part of society.

The profile of North Carolina Public School Systems in relation to withdrawal data shows a general decline over the years 1973-1976. Of the one hundred forty-eight school systems, one hundred and nine declined each year while twenty-one showed increases each year, and eighteen had a mixture of decline and increase. All change was rather

⁶⁴ Glasser, op. cit., p. 14.

small, and no large fluctuation was noted in any system. Table VIII shows the state averages and ranges of school system withdrawals. Included in this table also is a median withdrawal figure. On inspection of the number of withdrawals per school system, it is evident that the few large withdrawal figures have made the state average of withdrawals skewed in their direction.

The statistical analysis of withdrawal data and non-promotion data was accomplished by a one-way analysis of variance. The level of .01 was again set as the level that the F probability must be less than in order to show a significant relationship. The analysis of this data was done on an individual year basis.

TABLE VIII
SCHOOL SYSTEM WITHDRAWALS IN 1973-1976

<u>Year</u>	<u>State</u>	<u>State Median</u>	<u>Range</u>	
			<u>System High</u>	<u>System Low</u>
1973-74	230	158	2192	12
1974-75	196	131	1897	11
1975-76	187	134	1686	8

The analysis of variance revealed a significant relationship for each year between these variables. Table IX on page 51 shows that all probabilities are below the .01 level. The null hypothesis which assumed no relationship of the variables was rejected. A relationship exists that is significant far beyond what would happen by chance occurrence.

TABLE IX

ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION RATES
AND WITHDRAWAL RATES OF SCHOOL SYSTEMS

<u>Year</u>	<u>df</u>	<u>Value</u>	<u>Probability Level</u>
1973-74	(4,143)	17,172	.00
1974-75	(4,143)	39,492	.00
1975-76	(4,143)	48,394	.00

CHAPTER V

NORTH CAROLINA SCHOOL SYSTEM ADMINISTRATIVE
CHARACTERISTICS

The differences that are apparent when student variables were looked at are also evident when applied to the administrative area of school systems. Here again are common components and thrusts evident, but each system is unique. How much local money is available and actually allocated to be spent on educating each student is one area. Federal funding is another administrative area common to all systems, but the amount a system is entitled to, and that it has the ability to earn above this set level does vary widely in North Carolina.⁶⁵ Perhaps slightly different, but yet still an administrative characteristic, is the way the grades contained in schools are arranged by the school system's administration.

Each of these three administrative areas will be examined in the context of their relationship with the system's non-promotion rate. It is the characteristic of different approaches to education and the ability to implement programs that allow the possibilities of a significant relationship to exist.

⁶⁵Department of Public Education, op. cit., pp. I-46-I-56.

NON-PROMOTION COMPARED TO FEDERAL FUNDING

This area deals with the money a school system gets from the federal government. All school systems receive some money in this form. However, the amounts vary widely, because the money is allocated under certain conditions, and this money must be spent to correct or eliminate those conditions. Federal money also comes by way of grants to projects. School systems vary widely in their ability to write proposals to justify the allocation of funds in this way. The 1965 Elementary and Secondary School Act, particularly Title I, has provided the major source of these funds.⁶⁶

The figures used in this study dealing with federal funds were obtained from Current Expense Disbursements by Sources of Funds.⁶⁷ Each superintendent must submit a report at the close of each year, and it contains a summarization of all data pertinent to the school system's funding. These reports are compiled into the above mentioned publication.

The profile of North Carolina Public Schools in relation to federal funding reveals that all systems do indeed receive some of these funds.⁶⁸ The percentage of this type

⁶⁶United States Department of Health, Education, and Welfare, Title I ESGA: How It Works (Washington: Government Printing Office, 1973), pp. 3-12.

⁶⁷North Carolina Department of Public Education, Current Expense Disbursements by Source of Funds (Raleigh: Controller's Office, 1973-1976), pp. 1-90.

⁶⁸Ibid.

funding in a school system's total budget ranged from a high of 29.7 in one system to a low of 5 in another system. The average rates per year were 12.6% in 1973-74, 13.3% in 1974-75, and 13.2% in 1975-76. These interpreted into dollars spent per year per pupil are shown in the accompanying Table X.

A breakdown by school system revealed that eighty-two systems increased in federal assistance each year, twenty-nine decreased each year, and thirty-seven showed no definitive movement pattern. The state as a whole showed a slight percentage increase; however, the local school fund dependence is increasing faster than state or federal. The state tax funds far exceed any other source in supporting the public schools.

TABLE X⁶⁹

COMPARISON OF PER PUPIL EXPENDITURES, 1973-74 to 1975-76
CURRENT EXPENSE DISBURSEMENTS ONLY

	Per Pupil Expenditure, By Source				Percent of Total		
	State	Federal	Local	Total	State	Federal	Local
1973-74	629.07	115.42	170.66	915.15	68.8	12.6	18.6
1974-75	712.62	140.14	202.92	1055.68	67.5	13.3	19.2
1975-76	739.86	145.71	221.21	1106.78	66.8	13.2	20.0

⁶⁹Ibid.

One-way analysis of variance was employed in analyzing non-promotion data with regard to differences in Federal Funding. Again, the F probability had to be below the .01 level to show a significant relationship. The null hypothesis was stated that no significance would exist.

The results were conclusive that no relationship was found. The F probabilities all exceed .01 and the null hypothesis was therefore accepted. Table XI lists the analysis of variance results.

TABLE XI
ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION
RATES AND FEDERAL FUNDING

<u>Year</u>	<u>df</u>	<u>Value</u>	<u>Probability Level</u>
1973-74	(4,143)	.008	.12
1974-75	(4,143)	.331	.68
1975-76	(4,143)	.334	.68

NON-PROMOTION COMPARED TO LOCAL PER PUPIL EXPENDITURE

Every school system in North Carolina derives from its community a base of tax dollars critical for that system's success. The amount of these dollars is directly related to the wealth of the community and the school system's ability to obtain and manage the funds. Thus the amount of local funds available per pupil varies widely across North Carolina and is somewhat administrative in character.⁷⁰ This section

⁷⁰State Board of Education, Public School Laws of North Carolina (Raleigh: State Board of Education, 1975), pp. 84-94.

concerns itself with this local money used to support student education and not with monies from other sources.

The data gathered here are from the Current Expense Disbursements by Source of Funds that superintendents must submit reports to each year. Local school systems vary in tax rates, tax bases, and in the procedures in using it for capital outlay expenses or current expenses.⁷¹ The figures used here are from current expenses only and are exclusive of federal or state funds.

The profile of local per pupil expenditures is quite varied across the state. There has been a steady rise each year in expenditures. Individually, one hundred nineteen systems have increased their expenditure each year, twenty-seven have fluctuated over the three years, and only two have reduced their local per pupil expenditure each of the three years. All increases and decreases have been small, and no drastic change was evident.

The range of these expenditures is shown in Table XII below.

TABLE XII
LOCAL PER PUPIL EXPENDITURE CURRENT EXPENSE FUNDS

	System High	System Low	Average
1973-74	\$389.61	\$56.06	\$170.66
1974-75	\$459.86	\$56.03	\$202.92
1975-76	\$474.57	\$74.11	\$221.21

⁷¹North Carolina Department of Public Education, loc. cit.

The analysis of the per pupil expenditure data was by the analysis of variance technique. The significance level was set at .01 and the null hypothesis that no significant relationship existed was used. All probabilities were above the .01 level and therefore the null hypothesis was accepted. This is shown in Table XIII.

TABLE XIII
ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION
RATES AND LOCAL PER PUPIL EXPENDITURE

<u>Year</u>	<u>df</u>	<u>Value</u>	<u>Probability Level</u>
1973-74	(4,143)	1.324	.26
1974-75	(4,143)	3.050	.02
1975-76	(4,143)	2.798	.03

NON-PROMOTION COMPARED TO GRADE GROUPING PATTERNS

The final category of administrative characteristics deals with the way school systems have arranged different grades into a school organization. The North Carolina Education Directory lists each school system in the state and details each school as to the grades it contains. North Carolina varies widely in the predominant methods for grouping grades into schools.⁷²

⁷²North Carolina State Department of Public Instruction, North Carolina Education Directory: 1976-77 (Raleigh: State Department of Public Instruction, 1976), pp. 32-127.

The basic reasons for the different grouping patterns are evident in historical reviews of education. Cubberley points to a number of these factors in reviewing philosophical trends and foreign influences on American education. In his book The History of Education, he characterizes the most prevalent pattern of grade grouping as: grades one through eight as elementary schools, and nine through twelve as high school. However, he shows the development of primary school organizations, middle school development, and finally the junior high school concept. Many influences exerted pressures on grade grouping of schools.⁷³

A more contemporary viewpoint is expressed by Silberman as he writes Crisis in the Classroom. He points up many different trends in education and specifically speaks to the graded nature of schools.⁷⁴

Whatever the influences, North Carolina public schools have no one set grade grouping pattern. Table XIV on page 59 shows the variability by listing school systems into groups by their predominant grade grouping pattern.

These widely divergent means of grouping grades together in schools could have an influence on whether the system has more or fewer non-promotions. This central

⁷³Ellwood P. Cubberley, The History of Education (Boston: Houghton Mifflin Company, 1920), pp. 676-743.

⁷⁴Charles Silberman, Crisis in the Classroom (New York: Vintage Books, 1971), pp. 166-168.

TABLE XIV
GROUPING PATTERNS⁷⁵

<u>Number of Groupings</u>	<u>Description</u>	<u>Number of Systems</u>
One	K-12	2
Two	K-8, 9-12 K-7, 8-12 K-6, 7-12	43
Three	K-5, 6-8, 9-12 K-6, 7-9, 10-12 K-7, 8-9, 10-12	55
Four	K-6, 7, 8-9, 10-12 K-4, 5-6, 7-9, 10-12 K-5, 6-7, 8-9, 10-12	23
Five	K-2, 3-5, 6-7, 8-9, 10-12 K-4, 5-6, 7-8, 9-10, 11-12 K-2, 3-4, 5-6, 7-9, 10-12	5
Mixed	Mixed--no identifiable grade grouping pattern exists in the system	20

question is the thrust for the interest in this administrative characteristic.

The data was analyzed by one-way analysis of variance with the significance level set at .01. The null hypothesis again was that there was no significant relationship between grade grouping patterns and non-promotion.

Table XV on page 60 shows that the analysis of variance probabilities are all beyond the .01 level. The null hypothesis was accepted.

⁷⁵North Carolina State Department of Public Instruction, loc. cit.

TABLE XV

ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION
RATES AND PREDOMINANT GRADE GROUPING PATTERN

<u>Year</u>	<u>df</u>	<u>Value</u>	<u>Probability level</u>
1973-74	(6,141)	.898	.50
1974-75	(6,141)	1.418	.21
1975-76	(6,141)	1.498	.18

CHAPTER VI

NORTH CAROLINA SCHOOL SYSTEM CHARACTERISTICS

These characteristics differ from the student and administrative characteristics in that the school system basically has no control in this area. The unique identity of a school system is directly affected by size, minority enrollment, location in the state, and location in an urban or rural setting, but the school system is powerless to make many change affecting these items. The central focus is to ascertain what relationship these characteristics have with non-promotion.

The classification of school systems according to each item was done with the aid of the Statistical Profile of North Carolina Public Schools,⁷⁶ the Census Report of 1970,⁷⁷ and a map of North Carolina. Classification according to region was done with the aid of North Carolina Assessment of Educational Progress⁷⁸ regional divisions of the state.

⁷⁶Department of Public Education, op. cit., p. I-18.

⁷⁷United States Bureau of the Census, 1970 Census of Population--Number of Inhabitants of North Carolina (Washington: Government Printing Office, 1971), pp. 3-4.

⁷⁸State Department of Public Instruction, State Assessment of Educational Progress in North Carolina (Raleigh: Division of Research, 1972), p. 129.

NON-PROMOTION COMPARED TO MINORITY ENROLLMENTS

Student information was obtained from the Statistical Profile of North Carolina Public Schools. Students were classified as white or minority. Minority represents Black, Indian, Hispanic, and Asian student populations.⁷⁹ The actual classifications were given in several different forms on different reports required by the Office of Civil Rights, Department of Health, Education and Welfare. The number of students in each category can be obtained from Table XVI.

TABLE XVI⁸⁰

PUPIL MEMBERSHIP BY RACE/ETHNIC ORIGIN

	American Indian	Black American	Asian American	Spanish Surnamed American	Others	Total
1973-74	14,938	347,235	1611	1168	804,369	1,169,321
1974-75	15,295	345,216	2276	1865	805,379	1,170,031
	American or Indian or Alaskan Native	Black	Asian or Pacific Islander	Hispanic	White	Total
1975-76	15,380	348,393	2090	1479	815,480	1,182,822

⁷⁹Department of Public Education, loc. cit.

⁸⁰Ibid.

The profile of school systems in relation to their ratios of minority populations reveals a rather stable situation for the three-year period. The state averages of minorities were 32.9% in 1973-74, 32.9% in 1974-75, and 33.2% in 1975-76. Individual school systems vary greatly. One school system has 87.2 percent of their population in the minority classification, whereas another system only has 2 percent minority students. There seems to be a diverse but stable minority population in the state scholl system.

The system's minority percentage was analyzed in relation to its non-promotion rate by the one-way analysis of variance technique. The significance level of .01 was set to indicate a meaningful relationship. The null hypothesis was assumed.

TABLE XVII

ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION
RATES AND MINORITY ENROLLMENT

<u>Year</u>	<u>df</u>	<u>Values</u>	<u>Probability Level</u>
1973-74	(4,143)	.649	.62
1974-75	(4,143)	.357	.65
1975-76	(4,143)	.290	.57

As Table XVII illustrates, these are not significant at the .01 level and the null hypothesis was confirmed. There was no significant relationship between a school system's minority rate and its non-promotion rate.

NON-PROMOTION COMPARED TO GEOGRAPHICAL LOCATION

North Carolina is diverse in geographical setting from the eastern shore to the mountainous west. School systems are different because they are located in a particular geographic locale. Each school system was given a regional designation based on their location in the Mountains, Piedmont, or Coastal Area. The division lines which separated school units in each region were obtained from the North Carolina Assessment Program. This program studied the state and set regional dividing lines. Every system was identified by its regional location and labeled accordingly. The map of North Carolina on page 65 can be consulted for the regional breakdown by school unit.⁸¹

Numerically, there are 33 systems designed as Mountain, 55 as Piedmont, and 60 as Coastal Plain. These designations did not change over the three years of the study.

The analysis of the data was done by the one-way analysis of variance technique. The significance level was set at .01. The null hypothesis of no relationship between the variables was assumed.

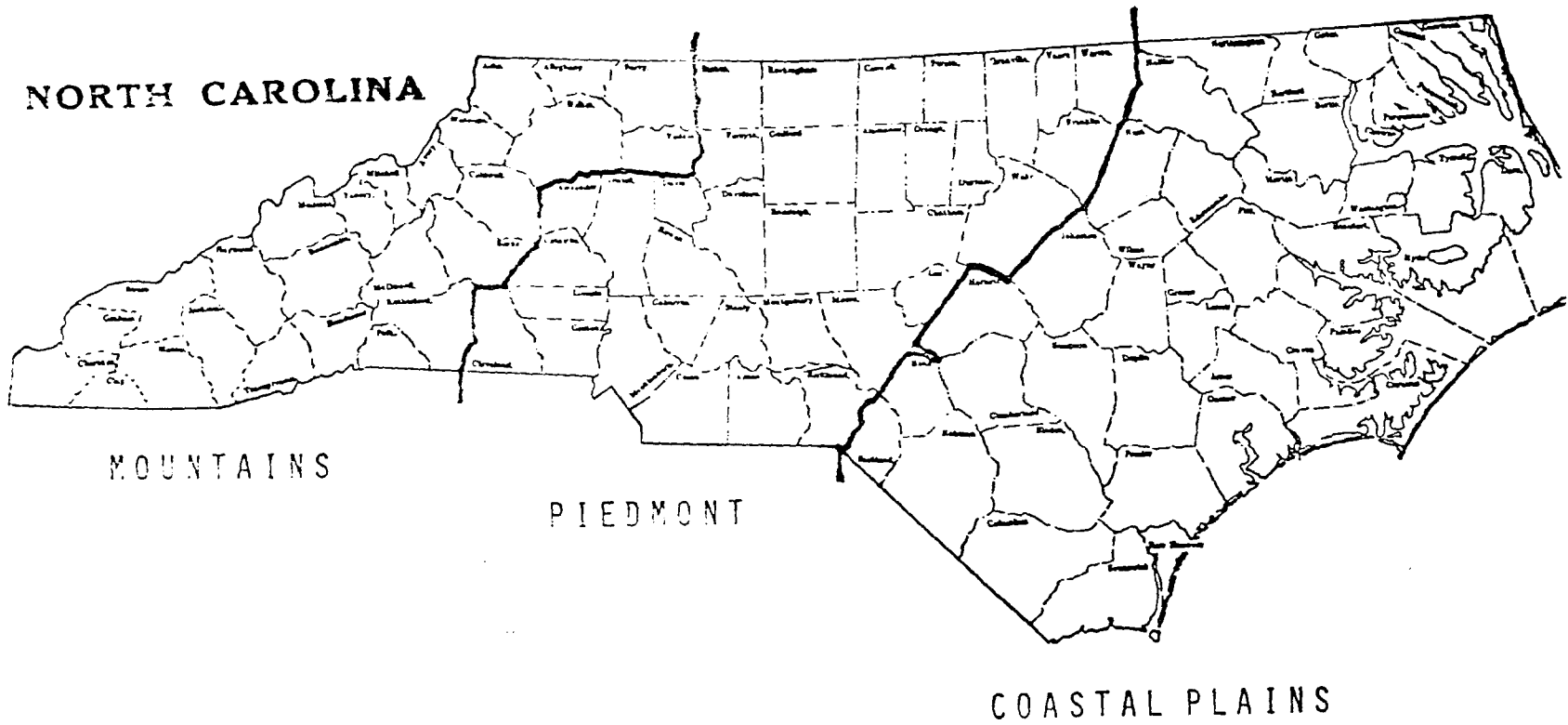
TABLE XVIII

ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION
RATES AND GEOGRAPHICAL REGION

<u>Year</u>	<u>df</u>	<u>Values</u>	<u>Probability Level</u>
1973-74	(2,145)	4.520	.02
1974-75	(2,145)	1.851	.16
1975-76	(2,145)	2.216	.11

⁸¹State Department of Public Instruction, loc. cit.

FIGURE I
REGIONAL MAP OF NORTH CAROLINA



Although Table XVIII indicates these are rather low probabilities, they are above the .01 level and indicate no significant relationship over the span of three years. The null hypothesis was accepted.

NON PROMOTION COMPARED TO SIZE OF SYSTEM

School system size is dependent on many factors. There have been many recent consolidations in North Carolina and this increases school system size, eliminates some systems, and reduces the state variability of differing size units. Those systems mainly disappearing are the small city or town systems and the county systems are enlarging.⁸² There have been studies of combining small county systems to enlarge the size of an administrative system. This, however, has not been done in North Carolina at the time of this study.

School systems were divided into three categories for the purpose of this study. This categorization was based on numbers of students enrolled. The divisions were made between groupings of the small, medium, and large clusters of populations where few systems were located. Small school systems were up to 4,999 enrollment, medium from 5,000 to 7,999 enrollment, and large were from 8,000 up in enrollment. There were 46 small systems, 54 medium systems, and 48 large systems.

⁸²Department of Public Education, op. cit., pp. II-6 to II-597.

The relationship of a school system's size classification to its non-promotion rate was accomplished by one-way analysis of variance technique. The null hypothesis assumes that there is no significant relationship between these variables. The F probability to indicate significance is set at the .01 level.

TABLE XIX

ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION RATES
AND SCHOOL SYSTEM SIZE

<u>Year</u>	<u>df</u>	<u>Value</u>	<u>Probability Level</u>
1973-74	(2,144)	9.030	.00
1974-75	(2,144)	13.371	.00
1975-76	(2,144)	10.528	.00

Table XIX illustrates that all F probabilities are less than .01 for each year of the study. This shows the highly significant relationship of size and non-promotions. The null hypothesis has been rejected.

Further inspection of size data reveals a rather dramatic variation in the mean number of non-promotions each year between the three size categories. There is a constant rise in non-promotions as the size of the school systems becomes larger. The same trend is evident in the comparison of non-promotion rates illustrated in Table XX, page 68.

TABLE XX *
NON-PROMOTIONS BY SIZE OF SYSTEM

	Small Less than 5,000		Medium 5,000-7,999		Large 8,000 up	
	Students	%	Students	%	Students	%
1973-74	105.36	4.23	314.87	4.87	647.12	5.27
1974-75	91.58	3.67	208.70	3.78	528.19	4.35
1975-76	109.67	4.21	224.05	4.16	566.75	4.67

*Students totals reflect the mean number of non-promotions. Percents reflect the percent of the actual non-promotions of the median system size.

NON-PROMOTION COMPARED TO AN URBAN-RURAL SAMPLE

North Carolina is basically a rural state. However, urban, metropolitan areas do exist.⁸³ All other variables in this study include all systems in North Carolina, but because of the blend of urban, rural, and indeterminable type school systems in the state, it was not possible to include all systems in the consideration of this variable. Where it was indeterminable as to the classification of a particular school system, the system was omitted from this variable.

Numerically there were 48 systems classified as urban and 33 classified as rural. Sixty-seven systems were omitted.

⁸³C. Horace Hamilton, North Carolina Population Trends--A Demographic Sourcebook (Chapel Hill, N. C.: University of North Carolina, 1975), p. 77.

Urban systems reflect student populations drawn from mostly town or city areas. Rural systems reflect the absence of sizable towns or cities and the majority of students are from the country. Consolidated systems of city and country students were omitted.

The focus of the analysis of this variable was on the relationship that a clearly defined urban or rural setting would have on non-promotion rates. The urban samples' non-promotion rate was compared to the rural samples' non-promotion rate to make this determination. The null hypothesis is assumed that this relationship would be meaningless. Analysis of the data was done by the one-way analysis of variance with the significance level set at .01.

TABLE XXI
ANALYSIS OF VARIANCE RESULTS FOR NON-PROMOTION RATES
AND OF URBAN-RURAL LOCATION

<u>Year</u>	<u>df</u>	<u>Values</u>	<u>Probability Level</u>
1973-74	(2,78)	2.043	.14
1974-75	(2,78)	0.006	.10
1975-76	(2,78)	0.042	.32

Table XXI indicates the relationship was not significant. The null hypothesis was accepted. Urban and rural school systems' settings do not significantly affect non-promotion rates.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine if a significant relationship exists between North Carolina Public School Systems' non-promotion rates and selected characteristics of the schools, and secondly to provide a profile of non-promotion information about the school systems of the state.

The steps in developing the purpose of the study included: (1) a review of selected literature and research; (2) collection of all pertinent data from school system reports; (3) arranging all data on computer cards and tape; (4) conducting a one-way analysis of variance on the data; and (5) interpreting the data.

Variables were chosen that represent basic characteristics of all public school systems, but are different from system to system because of student, administrative, or community interactions. These variables are: daily absence rates, withdrawal rates, federal funding, per-pupil expenditure, grade grouping patterns, minority percentages, urban-rural location, size, and geographic location within the state.

Selected literature and research were reviewed in relation to (1) the history of inquiries into the subject of non-promotion, (2) the findings of inquiries in relation to the causative factors of non-promotion, and (3) the findings of inquiries relating to the effects of non-promotion on student achievement and personal development.

All data was analyzed by one-way analysis of variance technique by Statistical Package for Social Sciences Computer Program. The hypothesis tested was that there is no relationship between non-promotion and the selected variables at the .01 level or less ($F > .01$). The one-way analysis of variance revealed a significant relationship between a school system's non-promotion rate and its withdrawal rate ($F < .01$). The variable of school size also indicated a significant relationship with non-promotion ($F < .01$).

Seven variables did not show a significance ($F > .01$) and were not considered as having an effect on non-promotion rates. These variables were: school system daily absence rate, federal funding, local per pupil expenditure, grade grouping patterns, minority percentages, urban-rural location, and geographical location within the state.

CONCLUSIONS

The major purpose of this study was to analyze the characteristics common to all public school systems in North Carolina in relation to their non-promotion data and ascertain

Through an analysis of the school system report data of 1973-1976, collected by the North Carolina Department of Public Instruction, and with due consideration of the various differences of public school systems, the following conclusions are presented.

1. Non-promotion practices vary widely from school system to school system in North Carolina. The major findings in profiling non-promotions are:

- A. Non-promotion is practiced in all school systems in North Carolina.
- B. Most school administrators in North Carolina feel non-promotion is a problem of importance.
- C. Non-promotion rates for school systems ranged from a high of 10.5% down to a low of 1.4% in 1976.
- D. Individual school non-promotion rates ranged from 0% to 28.9% in 1976.
- E. The first, sixth, ninth and tenth grades have the highest percentages of non-promotion annually.
- F. The average per-pupil expenditure, from all sources, was \$1,106.78 in 1976. Significant cost is incurred each time a student is required to spend an extra year in school.

2. North Carolina public school systems are under the jurisdiction of both state and local rules and regulations. Federal laws and guidelines also impose some measure of similarity from system to system. Despite local, state, and

federal regulations, the variability among school systems is quite apparent. This uniqueness of identity is created by the characteristics of the school systems' community size, wealth, location, industrialization, governmental quality, etc.

Among the differences found to exist among school systems are:

- A. A range of 917% to 4.0% in average pupils absent daily, with a statewide average of 6.3% for 1976.
- B. The state average of absences has slightly declined from 1973 to 1976.
- C. The state average of withdrawals from school has slightly declined from 1973 to 1976.
- D. The range of withdrawals during the period 1973-1976 is from 2192 students to 8 students. The median state school system withdrawal figure was 187 students in 1976.
- E. Federal funding per school system was increased from \$115.42 in 1973 to \$145.76 in 1976.
- F. All school systems in North Carolina receive federal funds.
- G. The state average local per-pupil expenditures ranged from \$474.57 to \$56.03.
- H. The state average local per-pupil expenditure has risen from \$170.66 in 1973 to \$221.21 in 1976.

- I. The way school systems group grades into schools varies from only one grouping (K-12) to five (K-2, 3-5, 6-7, 8-9, 10-12 as one example).
 - J. Some school systems have no systematic grouping practice throughout the system.
 - K. School system ranges of minority students was from a high of 87.2 percent to a low of 2 percent in 1976.
 - L. The state school system average of minority students in 1976 was 33.2 percent.
 - M. There were thirty-three school systems designated as Mountain Region, fifty-five as Piedmont Region, and sixty as Coastal Plain.
 - N. Forty-six school systems in North Carolina enroll less than 5,000 students, fifty-four enroll from 5,000 to 7,999, and forty-eight enroll more than 7,999 students.
3. Non-promotion and withdrawal rates of school systems are significantly related. The one-way analysis of variance on the data reported probabilities less than the .01 significance level ($F < .01$). High non-promotion of students within a school system is significantly related with having a high rate of withdrawals.

This supports data that was presented in the review of literature by Hawthorne Gisenburg, School District of Philadelphia, and others. They found that many non-promoted children become likely candidates to drop out of school.

4. Size was the other characteristic that proved to have a significant relationship with non-promotion. As the size of school systems increases, the number of non-promoted children goes up and so does their percent of non-promotions. Size is a contributing factor in the growth of a school system's non-promotion rate.

The one-way analysis of variance on school system size data compared with non-promotion data yielded a significant relationship ($F < .01$).

5. The other characteristics that this study used as variables did not show a significant relationship to non-promotion. However, the rate of pupils absent daily, minority ratios, per-pupil expenditures, federal funding, urban-rural setting, location in the state, and grade grouping patterns were investigated and reported as profile information.

RECOMMENDATIONS

The information collected and analyzed in this study reveal areas that merit further study and consideration. It is recommended that:

1. North Carolina educators should examine the non-promotion practices that currently exist in their school system.

Although research and literature indicate that non-promotion does not enhance achievement and causes personal problems, North Carolina had a non-promotion rate of approximately 4% for 1973-1976. In addition, North Carolina is

devoid of a state policy on non-promotions and most individual school systems do not have a written policy.

2. Alternative teaching methods should be examined as methods for helping children who are not progressing properly.

Instead of the current practice of retaining a child in the same subject matter-grade level as a non-promotion practice, efforts should be made to individualize instruction, present material in an innovative manner, redirect program emphasis, or place the child in a part-time, catch-up learning program.

Special emphasis should be on keeping the child with his peer group and having new materials to challenge the student's ability.

3. Curriculum programs and practices should be studied to ascertain their impact on non-promotion.

Vocation education, competency based instruction, social promotion, and ability grouping merit consideration as topics for study in relation to non-promotion.

4. Accurate, long term and descriptive information pertaining to non-promotions should be maintained by the state and local school systems.

Further research into the area of non-promotion can be immeasurably aided by school systems maintaining comprehensive records.

5. Finally, other states should examine this study as a model for reporting non-promotion data and should analyze their data in similar fashion.

The interactions of the variables reported in this study should be considered in other states to ascertain the patterns that may exist in education nationwide. This would allow maximum resources to minimize non-promotion effects.

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APPENDIX A
PRINCIPAL'S NINTH MONTH REPORT

PRINCIPAL'S NINTH MONTH REPORT 19__-19__

(Do not include trainable mentally retarded pupils any place on this report.)

PRINCIPAL'S WORK COPY-BLUE
 STATE DEPT.'S COPY-WHITE (ORIGINAL)
 SUPERINTENDENT'S COPY-YELLOW
 PRINCIPAL'S FILE COPY-GREEN

INSTRUCTIONS: PRINCIPAL TO SUBMIT YELLOW AND WHITE COPIES TO SUPERINTENDENT WITHIN ONE WEEK AFTER THE END OF SCHOOL MONTH. SUPERINTENDENT TO SUBMIT ALL WHITE COPIES FOR HIS UNIT WITHIN TWO WEEKS AFTER END OF SCHOOL MONTH TO: DEPT. OF PUBLIC EDUCATION, M.I.S. DIVISION, 44 EDUCATION BUILDING, RALEIGH, N.C. 27611

ADMINISTRATIVE UNIT	SCHOOL NAME AND ADDRESS	SCHOOL CODE
SCHOOL MONTH _____	BEGINNING DATE _____, 19__	ENDING DATE _____, 19__ NO. DAYS IN SCHOOL MONTH _____

CODE	GRADE	ENROLLMENT						WITHDRAWALS				PUPILS IN MEMBERSHIP	SUM OF DAILY MEMBERSHIP	SUM OF PUPILS PRESENT DAILY	SUM OF PUPILS ABSENT DAILY	NON-PROMOTIONS
		E1	E2	R1	R2	R3	TOTAL	W1	W2	W3	W4					
00	KINDERGARTEN *															
01	1															
02	2															
03	3															
04	4															
05	5															
06	6															
07	7															
08	8															
17	EXCEPTIONAL **															
18	ELEM. TOTAL															
19	9															
20	10															
21	11															
22	12															
25	EXCEPTIONAL **															
26	HIGH SCH TOTAL															
27	GRAND TOTAL															

*DO NOT INCLUDE KINDERGARTEN IN ANY TOTALS.
 **BEING TAUGHT BY EXCEPTIONAL TEACHERS IN SELF-CONTAINED CLASSES.

ENROLLMENT CODES:

- E1--PUPIL'S FIRST ENROLLMENT IN A PUBLIC SCHOOL IN THE STATE THIS SCHOOL YEAR. PUPILS TRANSFERRING FROM A NON-PUBLIC SCHOOL WITHIN THIS OR ANOTHER STATE SHALL BE CODED E1. (ONCE A PUPIL HAS ENTERED A SCHOOL FOR THE FIRST TIME, HE REMAINS CODED AS AN ENROLLMENT EVEN IF HE WITHDRAWS. ONLY THE MEMBERSHIP CHANGES--E1 CAN NEVER DECREASE.)
- E2--PUPIL PREVIOUSLY ENROLLED THIS YEAR IN A PUBLIC SCHOOL IN ANOTHER STATE.
- R1--PUPIL RECEIVED FROM ANOTHER ROOM IN THE SAME SCHOOL AND UNDER THE SAME PRINCIPAL.
- R2--PUPIL RECEIVED FROM ANOTHER PUBLIC SCHOOL IN THE SAME ADMINISTRATIVE UNIT.
- R3--PUPIL RECEIVED FROM ANOTHER PUBLIC SCHOOL IN THIS STATE BUT OUTSIDE THE ADMINISTRATIVE UNIT.

WITHDRAWAL CODES:

- W1--TRANSFERS
- W2--WITHDRAWAL FROM SCHOOL
- W3--STUDENT DIED
- W4--GRADUATED (MIDYEAR)

I HEREBY CERTIFY THAT THIS RECORD IS CORRECT.

 PRINCIPAL'S SIGNATURE

 DATE

APPENDIX B
PRINCIPAL'S FINAL REPORT

PRINCIPAL'S FINAL REPORT 19 -19

Administrative Unit (Name)	School Name	School Code

I. ENROLLMENT, WITHDRAWALS, MEMBERSHIP AND ATTENDANCE

Grade	Code E1	Code E2	Code R1	Code R2	Code R3	Total Enrollment	Total Withdrawals	Total Membership	Sum of Daily Memberships	Sum of Pupils Present Daily	Sum of Pupils Absent Daily
1K											
1											
2											
3											
4											
5											
6											
7											
8											
Other											
1 Elem											
9	254	1		1	1	257	28	229	62205	39172	2733
10	193	1				194	15	179	32794	31229	1565
11	144					144	13	131	24134	23373	761
12	139					139	9	130	23432	22654	778
Other											
H.S.											
Total	730	2		1	1	734	65	669	122565	116728	5837

II. ORGANIZATION AND PERSONNEL

Items	Men	Women	Total
1 Total elementary (grades 1-8)			
a Teachers			
b Librarians			
c Classified principals			
2 Total high school (grades 9-12)			
a Regular teachers	11	12	26
b Vocational teachers	6	2	8
c Librarians	0	1	1
d Guidance counselors	0	1	1
e Classified principals*	1	0	1
3 Total instructional personnel (item 1 plus item 2)	21	16	37
4 No janitors and maids	2	0	2

*Classify building principals as teachers under 1a or 2a.

III. CENSUS, CONTAGION, TRANSPORTATION, AND GRADUATES

Items	Total
1 Total final census, age 6 to 20, inclusive	659
2 Days lost due to contagion	6187
3 Number vehicles operated	11
4 Average number pupils transported daily	519
5 Total daily mileage, all vehicles	4529
6 High school graduates: Boys 59 Girls 71	130

This report is to be prepared in quadruplicate, type if possible. Send the Superintendent's Copy and the State Department's Copy to the superintendent, who will review and send State Department's Copy from all schools to Director of Statistical Services, State Department of Public Instruction, Raleigh, N. C. Do not include statistics regarding truant children in this report.

IV. BUILDINGS AND EQUIPMENT

1 Site, other trances			534
2 Buildings owned—		Masonry	Wood
Number classroom buildings	3		0
Number classrooms	30		0
Auxiliary buildings	1		0
Auditorium	0		0
Gymnasium	1		0
Vocational	2		0
Other	0		0
3 Number library volumes—	Elementary	High School	Total
	0	1299	1299
4 Values (to nearest dollar)—		Amount	
Site		22,000.00	
Classroom buildings:			
Used		377,182.00	
Not used		0	
Auxiliary buildings		205,000.00	
Furniture, equipment		5,000.00	
Library books		13,500.00	
Total Value		640,682.00	
		667,682.00	

Principal _____
SIGNATURE

Teaching address _____

Date _____

DO NOT INCLUDE KINDERGARTEN IN ANY TOTAL

Principal's Work Copy—Blue
 State Department's Copy—White (Original)
 Superintendent's Copy—Yellow
 Principal's File Copy—Green

V ENROLLMENT, ATTENDANCE, AND PROMOTION DATE

ELEMENTARY SCHOOL

Age as of Sept. 1 to nearest birthday	ELEMENTARY SCHOOL										Total Elementary
	1 Kind.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Other	
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21 and over											
1. Enrollment (E1 & E2)											
2. ADM											
3. ADA											
4. Membership*											
5. Promotions											
6. Non-Promotions											

*Last day of school

Age as of Sept. 1 to nearest birthday	SECONDARY SCHOOL						Elementary and Secondary GRAND TOTAL	VI ANALYSIS OF WITHDRAWALS			
	Ninth	Tenth	Eleventh	Twelfth	Other	Total Secondary		Withdrawal Code	Elementary Total	High School Total	TOTAL
6								W1*			
7								W2			
8								W3			
9								W4a	8		
10								W4b	3		
11								Sub total Transfers	11		
12											
13	4	7				4	4	W5			
14	118	93				125	125	W6	43		
15	90	83				183	183	W7			
16	35	9	90	1		209	209	W8			
17	7	2	18	75		139	139	W9	2		
18	1		1	54		61	61	W10			
19			2	8		10	10	W11	7		
20				1		1	1	W12			
21 and over											
1. Enrollment (E1 & E2)	255	194	144	139		732	732	Sub-total Dropouts	53		
2. ADM	240	186	137	133		696	696	W13			
3. ADA	224	177	133	129		663	663	W14	1		
4. Membership*	229	179	131	130		669	669	Sub-total (W13-W14)	1		
5. Promotions	195	144	129	130		598	598	Total Withdrawals	65		
6. Non-Promotions	34	35	2	0		71	71				

*Last day of school

DO NOT INCLUDE KINDERGARTEN IN ANY TOTALS

*Must equal R1

APPENDIX C
"SUMMARIZED DATA OF VARIABLES"

School Year: 1973-1974

TYPE	SIZE	REGION	PERCENT OF MINORITIES	PERCENT OF FED FUNDING	PER PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	WITHDRAWAL	NONPROMOTION
1	1	2	22.9	11.0	127.16	3	6.4	0328	0387
2	1	2	24.7	09.1	208.82	4	6.0	0176	0337
0	2	2	08.5	06.4	081.54	2	5.8	0115	0166
0	2	1	03.2	17.1	118.96	2	6.4	0049	0005
0	2	2	61.6	15.7	088.96	7	5.6	0158	0121
0	2	1	01.3	14.2	118.40	2	6.7	0119	0022
0	3	1	00.7	16.1	058.71	2	6.6	0090	0137
1	2	3	46.2	14.6	093.66	2	5.5	0109	0139
2	2	3	39.4	17.2	130.51	7	5.2	0112	0067
0	2	3	76.3	25.7	090.77	3	6.7	0214	0294
0	2	3	50.0	13.6	124.97	7	6.3	0190	0333
0	1	3	32.5	14.0	124.90	7	8.6	0253	0163
1	1	1	04.4	07.7	116.84	2	7.5	0724	0714
2	2	1	34.8	15.1	271.04	4	8.8	0324	0265
0	1	1	08.8	06.3	179.88	3	6.0	0439	0430
1	1	2	12.4	07.8	152.58	3	4.7	0219	0231
2	3	2	29.5	10.2	200.08	3	5.4	0104	0065
2	2	2	20.0	07.8	168.34	4	6.8	0232	0256
0	1	1	07.6	09.5	135.06	2	6.9	0383	1998
0	2	3	46.4	15.7	103.34	3	5.1	0032	0054
0	2	3	16.6	16.9	125.53	2	7.0	0252	0110
0	2	2	58.1	15.0	099.05	3	6.6	0187	0201
1	1	2	08.0	06.1	139.62	3	5.6	0296	0222
2	2	2	18.4	08.0	150.04	3	5.7	0202	0137
2	3	2	13.8	07.7	140.74	4	5.0	0079	0126
0	2	2	37.8	09.3	157.24	2	5.1	0164	0339
0	2	1	08.2	16.9	041.79	2	6.2	0123	0092
0	3	3	56.3	14.7	182.23	7	5.5	0061	0104
0	3	1	00.7	16.3	134.47	2	5.5	0044	0052
1	1	1	32.1	08.8	124.88	4	6.9	0226	0288
2	2	1	23.2	07.6	174.55	4	6.9	0156	0156
2	2	1	29.4	10.3	211.78	4	6.3	0130	0067
1	1	3	41.0	19.3	138.47	2	5.0	0243	0351
2	3	3	35.0	16.3	099.17	4	5.6	0095	0175
1	1	3	35.9	26.2	092.88	3	6.7	0155	0263
2	2	3	40.4	13.4	145.29	4	8.9	0227	0514
1	1	3	29.7	18.9	098.27	3	6.2	0946	0873
2	1	3	55.5	19.6	213.95	4	6.3	0271	0760
0	3	3	26.1	11.7	179.01	3	7.1	0075	0105
0	3	3	07.4	10.2	260.29	7	5.6	0068	0084
1	1	2	04.5	07.2	078.79	3	5.9	0369	0432
2	2	2	28.7	07.9	174.53	5	7.1	0150	0137
2	3	2	34.1	16.3	149.83	4	6.3	0103	0161
0	2	2	14.2	08.0	090.37	2	5.4	0081	0116
0	1	3	43.5	17.4	098.04	3	6.8	0288	0398
1	1	2	25.0	07.4	225.06	3	7.1	0417	0594
2	1	2	70.9	17.6	356.47	4	8.2	0464	0471
1	2	3	67.5	24.0	075.31	2	6.9	0319	0583
2	3	3	48.4	13.9	123.32	4	6.3	0120	0209
0	1	2	31.5	09.3	294.87	5	7.1	1183	1189

School Year: 1973-1974

TYPE	SIZE	REGION	PERCENT OF MINORITIES	PERCENT OF FED FUNDING	PER PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	WITHDRAWAL	NONPROMOTION
1	2	2	50.0	15.5	108.13	2	6.0	0125	0303
2	3	2	60.7	18.5	064.50	2	6.2	0071	0103
0	1	2	15.8	07.8	167.94	3	7.3	1232	1311
0	3	3	66.1	15.6	137.38	3	6.9	0049	0035
0	3	1	06.0	21.1	027.06	1	6.7	0053	0069
0	2	2	53.6	14.9	106.57	2	7.0	0256	0370
0	3	3	61.8	21.9	104.67	7	5.2	0113	0248
1	1	2	14.7	06.4	192.31	7	5.9	0549	0799
2	1	2	39.5	07.7	308.95	5	7.3	0810	0599
2	1	7	36.3	09.6	267.89	3	7.6	0441	0503
1	1	3	87.2	28.3	087.93	3	9.0	0310	0478
2	3	3	00.0	17.9	174.72	7	5.3	0066	0081
2	3	3	76.7	20.5	100.48	2	6.5	0053	0157
0	1	3	34.0	18.3	128.52	1	6.2	0316	0424
0	1	1	02.1	12.4	168.52	3	6.5	0230	0179
1	1	1	02.0	08.8	103.84	3	6.9	0242	0190
2	3	1	20.2	07.4	284.94	4	6.8	0045	0044
0	2	3	72.7	20.2	102.48	3	7.0	0192	0349
0	2	3	66.5	20.2	103.16	7	7.6	0179	0286
0	3	3	60.2	15.8	122.07	2	6.3	0028	0023
1	1	2	18.4	07.0	097.05	2	5.6	0363	0466
2	3	2	22.4	11.1	177.67	4	5.5	0081	0152
2	2	2	34.7	13.9	227.12	3	6.3	0175	0313
0	3	1	06.0	15.3	127.67	2	6.4	0078	0074
0	1	3	27.4	14.2	130.18	2	5.2	0331	0613
0	3	3	62.1	19.6	100.15	3	6.2	0068	0077
0	2	2	26.9	10.7	150.28	3	5.8	0233	5288
1	2	3	40.3	17.4	163.75	3	6.2	0186	0280
2	2	3	56.6	12.7	208.00	4	5.9	0208	0282
0	1	2	13.1	06.4	100.27	3	6.8	0136	2478
0	3	1	02.0	11.8	136.76	2	5.8	0071	0099
0	3	1	00.3	21.9	065.07	2	6.7	0113	0096
0	2	3	54.1	17.4	155.86	2	6.2	0151	0210
0	2	1	05.6	08.5	112.68	3	7.7	0194	0126
0	1	2	33.6	06.6	389.61	3	8.8	2192	2824
0	3	1	00.3	14.2	056.06	2	7.6	0079	0060
0	2	2	35.2	14.1	127.60	3	5.1	0146	0181
0	1	2	33.3	14.9	195.41	2	6.2	0295	0328
1	1	3	53.1	15.7	119.39	4	8.0	0412	0420
2	2	3	52.1	09.9	206.24	5	6.1	0245	0249
0	1	3	28.1	11.4	206.27	5	8.0	0811	9989
0	2	3	79.8	21.7	076.54	3	4.2	0155	0430
0	1	3	22.0	19.0	060.36	7	6.2	0504	0650
1	2	2	37.3	10.0	157.58	4	7.8	0170	0223
2	2	2	31.2	11.7	323.59	3	4.9	0065	0116
0	3	3	45.6	21.0	089.26	7	6.5	0073	0136
0	2	3	44.6	17.2	124.86	7	6.5	0186	0250
0	2	3	54.0	18.5	112.32	3	5.5	0168	0309
0	3	2	56.1	16.2	132.28	3	5.4	0035	0114
0	2	3	41.8	11.8	156.90	3	8.1	0195	0237

School Year: 1973-1974

TYPE	SIZE	REGION	PERCENT OF MINORITIES	PERCENT OF FED FUNDING	PER PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	WITHDRAWAL	NONPROMOTION
1	1	3	53.2	19.3	127.70	7	6.5	0321	0457
2	2	1	42.6	15.0	176.56	3	6.7	0140	0160
1	3	1	10.3	12.9	099.58	2	6.0	0056	0072
2	3	2	77.1	11.3	190.58	2	6.1	0012	0025
1	1	2	08.8	05.0	092.26	2	6.7	0476	0515
2	2	2	10.5	06.1	157.76	3	6.5	0118	0118
0	1	3	37.6	14.7	104.31	7	6.6	0331	0387
1	1	3	80.3	24.6	069.17	2	5.1	0308	0354
2	3	3	69.7	21.5	144.52	3	6.9	0120	0140
2	2	3	40.5	14.1	110.12	4	5.4	0123	0251
2	3	3	82.5	25.5	070.35	3	6.0	0051	0047
2	3	3	73.1	20.4	104.59	3	5.9	0040	0216
2	3	2	52.0	24.6	066.75	2	5.9	0058	0080
1	2	2	25.2	09.4	181.78	7	5.9	0169	0279
2	2	2	16.7	06.7	169.36	4	6.6	0126	0186
2	3	2	21.3	10.5	170.01	7	6.4	0087	0129
2	2	2	40.0	08.3	174.49	4	6.4	0155	0231
1	1	2	16.6	07.6	059.27	3	6.5	0341	0411
2	3	1	43.2	15.3	246.94	3	6.0	0090	0137
0	1	3	16.4	13.6	145.20	2	7.5	0321	0255
1	1	3	45.0	18.9	091.53	2	5.9	0215	0118
2	3	3	46.5	12.3	138.51	4	5.8	0122	0095
0	2	3	50.2	16.4	178.06	7	6.1	0276	0175
1	2	2	14.2	08.0	163.30	2	4.9	0184	0193
2	3	2	16.7	09.8	253.66	3	5.3	0075	0051
0	2	2	10.7	09.2	120.95	3	5.7	0120	0113
1	1	1	05.8	10.2	080.83	2	6.1	0249	0083
2	3	1	07.3	07.3	231.53	3	7.0	0018	0043
2	3	1	11.0	09.0	153.04	3	6.0	0048	0093
0	3	1	08.5	16.2	067.12	2	6.0	0072	0079
0	2	1	05.8	08.5	169.34	3	5.6	0112	0104
0	3	3	57.7	22.7	166.05	2	5.4	0023	0022
1	1	2	21.1	11.6	127.56	3	6.0	0337	0361
2	3	2	33.5	07.2	186.90	3	6.4	0099	0230
0	1	2	56.9	11.5	165.40	3	7.8	0184	0476
1	1	2	24.0	09.9	186.06	4	5.6	0806	1221
2	1	2	35.5	09.7	255.39	3	5.9	0636	0713
0	3	2	78.7	23.4	118.45	3	7.6	0130	0235
0	3	3	53.8	19.6	172.20	3	6.7	0102	0199
0	2	1	01.1	02.5	208.67	2	6.5	0123	0100
1	1	3	31.1	21.4	079.56	3	6.1	0268	0427
2	2	3	60.8	25.3	151.76	7	6.8	0233	0216
0	0	1	06.4	12.1	105.77	2	5.8	0205	2127
1	2	3	48.3	22.6	152.09	7	7.1	0108	0110
2	3	3	58.2	14.1	132.12	2	4.8	0047	0044
2	2	3	50.1	12.6	179.40	2	7.1	0234	0344
0	2	1	06.2	08.9	096.62	2	6.0	0113	0135
0	3	1	01.4	16.3	057.15	3	8.8	0088	0089

School Year: 1974-1975

TYPE	SIZE	REGION	PERCENT OF MINORITIES	PERCENT OF FUNDING	PER PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	WITHDRAWALS	NONPROMOTIONS
1	1	2	22.6	10.5	161.31	3	6.1	0241	0412
2	1	2	25.4	08.5	276.31	4	5.3	0127	0252
0	1	2	08.5	07.0	083.27	2	6.0	0099	0233
0	3	1	02.8	14.1	114.94	2	6.1	0032	0013
0	2	2	62.8	17.6	101.60	7	5.7	0106	0139
0	2	1	01.3	15.6	099.37	2	6.8	0106	0054
0	3	1	00.6	12.4	075.47	2	7.8	0090	0129
1	2	3	46.6	16.2	114.66	2	6.1	0092	0186
2	2	3	39.0	17.2	163.66	7	5.9	0093	0061
0	2	3	75.7	25.5	099.67	3	6.9	0155	0243
0	2	3	46.8	18.9	138.86	7	6.4	0130	0408
0	1	3	32.2	15.6	208.92	7	8.2	0233	0142
1	1	1	04.5	08.3	150.83	2	7.3	0564	0636
2	2	1	34.8	19.2	354.20	4	8.3	0288	0291
0	1	1	08.4	07.1	196.33	3	5.7	0373	0818
1	1	2	12.0	07.6	182.58	3	4.5	0199	0304
2	3	2	30.2	09.7	265.80	3	4.7	0080	0106
2	2	2	20.4	07.4	208.30	4	6.5	0171	0177
0	1	1	07.3	10.3	131.51	2	6.4	0341	0387
0	2	3	40.7	18.2	093.88	3	5.3	0056	0048
0	2	3	10.6	14.7	136.35	2	7.3	0258	0153
0	2	2	57.5	17.9	103.14	3	6.0	0129	0219
1	1	2	08.6	07.3	154.53	3	5.2	0265	0238
2	2	2	18.1	10.8	180.90	3	5.8	0167	0105
2	3	2	12.7	09.7	183.34	4	4.9	0081	0111
0	2	2	37.3	10.6	184.54	2	5.3	0108	0308
0	2	1	08.4	14.7	070.55	2	5.5	0068	0119
0	3	3	55.0	21.8	229.93	7	5.5	0065	0120
0	3	1	01.3	17.2	160.80	2	5.9	0034	0022
1	1	1	31.2	12.0	130.66	4	6.4	0176	0270
2	2	1	23.8	11.8	222.61	4	6.0	0138	0109
2	2	1	31.1	12.4	243.60	4	6.0	0096	0046
1	1	3	41.5	19.4	156.23	2	5.0	0203	0302
2	3	3	35.3	14.8	122.68	4	5.7	0060	0110
1	1	3	35.4	24.2	104.54	3	5.7	0210	0372
2	2	3	39.4	14.3	178.73	4	9.4	0245	0374
1	1	3	31.2	20.2	136.09	3	6.2	0838	0868
2	1	3	50.0	19.2	297.66	4	6.3	0188	0649
0	3	3	24.3	14.3	184.28	3	6.6	0063	0107
0	3	3	07.6	11.0	263.71	7	6.6	0060	0182
1	1	2	04.1	07.5	100.78	3	5.7	0268	0487
2	2	2	29.0	09.0	202.24	3	6.7	0113	0118
2	3	2	34.4	15.7	183.86	4	5.4	0071	0187
0	2	2	13.9	07.8	094.96	2	5.2	0066	0119
0	1	3	42.8	19.5	119.63	3	6.8	0250	0308
1	1	2	26.1	09.1	289.97	3	7.0	0499	0651
2	1	2	73.4	16.7	420.80	4	8.5	0399	0476
1	2	3	67.0	24.7	090.71	2	7.2	0225	0437
2	3	3	48.8	13.4	150.34	4	5.3	0079	0161
0	1	2	31.6	08.5	344.78	5	6.6	0940	1325

School Year: 1974-1975

TYPE	STATE	REGION	PERCENT OF MINORITIES	PERCENT OF PER FUNDING	PK PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	WITHDRAWAL	NONPROMOTION
1	2	2	55.0	14.3	130.02	2	0.4	0128	0274
2	3	2	62.1	15.0	085.91	2	5.4	0048	0081
0	1	2	15.0	58.4	190.10	3	7.1	0910	1134
0	3	3	65.6	19.3	142.38	3	6.9	0046	0056
0	3	1	06.7	19.4	125.71	1	6.8	0044	0052
0	2	2	53.7	14.6	135.88	2	7.4	0218	0317
0	3	3	62.0	24.7	135.46	7	4.8	0091	0309
1	1	2	14.9	06.6	210.56	7	6.1	0495	0645
2	1	2	40.4	09.3	339.40	5	7.4	0697	0524
2	1	2	38.1	12.2	303.87	3	7.2	0416	0578
1	1	3	87.2	25.5	110.92	3	9.2	0272	0441
2	3	3	06.2	11.0	195.60	7	5.5	0070	0045
2	3	3	78.1	10.2	150.12	2	6.6	0053	0102
0	1	3	35.0	27.1	122.69	1	6.0	0272	0483
0	1	1	02.1	15.3	195.90	3	6.9	0192	0153
1	1	1	02.4	05.4	131.90	3	7.0	0203	0163
2	3	1	20.4	06.5	409.75	4	6.8	0026	0045
0	2	3	72.7	18.5	117.67	3	7.1	0125	0268
0	2	3	60.1	22.5	169.67	7	0.9	0173	0216
0	3	3	55.0	15.2	180.27	2	6.5	0029	0015
1	1	2	17.5	09.7	112.60	2	5.6	0288	0444
2	3	2	23.6	05.1	222.62	4	5.3	0068	0149
2	2	2	37.1	16.5	249.95	3	5.8	0112	0274
0	3	1	05.0	15.0	156.42	2	6.5	0062	0070
0	1	3	26.9	15.5	163.54	2	5.0	0283	0751
0	3	3	61.3	20.7	124.77	3	6.1	0069	0114
0	2	2	26.5	12.4	212.53	3	5.4	0216	0226
1	2	3	38.5	17.0	182.85	3	6.1	0148	0339
2	2	3	57.5	12.7	242.42	4	6.3	0222	0427
0	1	2	12.9	08.1	147.42	3	7.0	0192	0217
0	3	1	02.2	14.3	174.20	2	5.9	0087	0108
0	3	1	00.6	22.6	095.90	2	7.5	0059	0073
0	2	3	54.1	16.6	200.19	2	0.1	0125	0246
0	2	1	05.7	09.3	121.04	3	7.9	0202	0180
0	1	2	35.0	07.4	459.86	3	8.8	1897	2910
0	3	1	00.2	13.6	056.03	2	7.6	0084	0089
0	2	2	33.9	14.4	140.49	3	4.9	0086	0200
0	1	2	32.0	14.3	255.76	2	5.7	0276	0398
1	1	3	72.4	10.7	140.27	4	8.4	0363	0556
2	2	3	51.0	10.9	244.73	5	5.4	0180	0364
0	1	3	28.4	10.9	235.45	5	7.9	0698	0787
0	2	3	48.6	21.2	080.59	3	4.0	0133	0316
0	1	3	22.0	19.4	101.57	7	6.3	0397	0611
1	2	2	35.7	12.0	210.52	4	7.8	0174	0224
2	2	2	28.0	10.0	393.33	3	4.8	0027	0097
0	3	3	44.0	21.8	105.61	7	6.2	0053	0120
0	2	3	45.4	16.3	167.34	7	6.6	0186	0202
0	2	3	54.0	12.0	130.63	3	5.2	0150	0240
0	3	2	55.1	17.6	147.51	3	6.0	0020	0110
0	2	3	42.5	13.0	183.92	3	6.6	0145	0318

School Year: 1974-1975

TYPE	SIZE	REGION	PERCENT OF MINORITIES	PERCENT OF FED FUNDING	P-P-R PUPIL EXPENDITURE	SCH GRADU GROUPING	ABSENCE RATE	WITHDRAWAL	NONPROMOTION
1	1	3	51.7	19.6	186.30	7	6.2	0270	0440
2	2	1	42.2	11.5	250.26	3	7.0	0159	0153
1	3	1	11.0	11.3	125.01	2	5.6	0033	0088
2	3	2	20.8	08.3	242.83	2	6.5	0011	0035
1	2	2	06.7	07.72	107.72	2	6.3	0359	0509
2	2	2	10.9	06.9	201.30	3	5.7	0131	0131
0	1	3	38.1	13.0	117.23	7	6.5	0236	0342
1	1	3	79.0	25.7	103.54	2	5.4	0291	0413
2	3	3	71.0	24.7	100.87	3	6.2	0081	0188
2	2	3	41.3	14.7	135.65	4	5.2	0094	0187
2	3	1	83.4	29.2	687.50	3	5.2	0034	0063
2	3	3	72.2	22.9	129.83	3	6.1	0041	0094
2	3	2	51.0	27.2	059.59	2	5.6	0040	0060
1	2	2	25.3	09.4	197.70	7	6.3	0131	0237
2	2	2	16.4	07.9	217.95	4	6.2	0126	0190
2	3	2	20.8	10.3	172.87	7	5.0	0078	0165
2	2	2	41.2	11.4	201.18	4	5.9	0137	0142
1	1	2	16.0	09.0	123.92	3	6.1	0286	0414
2	3	1	44.0	17.2	288.94	3	6.3	0071	0159
0	1	3	16.0	13.5	160.64	2	7.7	0258	0294
1	1	3	45.1	21.5	112.08	2	6.1	0242	0263
2	2	3	63.0	14.5	159.94	4	5.7	0115	0116
0	2	3	49.0	14.7	181.48	7	6.1	0210	0214
1	2	2	12.0	07.1	183.04	2	4.8	0157	0163
2	2	2	17.2	10.2	297.87	3	5.4	0077	0078
0	2	2	09.7	09.8	137.18	3	5.5	0128	0132
1	1	1	05.1	11.6	059.12	2	6.1	0235	0067
2	3	1	07.4	09.7	272.68	3	6.1	0018	0034
2	3	1	11.5	10.2	194.76	3	5.8	0052	0070
0	3	1	08.4	16.7	100.23	2	6.3	0039	0066
0	3	1	05.8	10.6	175.86	3	5.3	0083	0078
0	3	3	54.7	28.1	174.70	2	6.2	0019	0013
1	1	2	20.5	14.4	140.42	3	5.9	0269	0458
2	3	2	34.4	08.4	221.98	3	5.5	0094	0134
0	1	2	55.7	14.3	193.62	3	7.3	0162	0316
1	1	2	23.2	10.1	223.68	4	5.4	0762	1463
2	1	2	36.5	09.2	284.82	3	5.6	0513	0741
0	3	2	79.3	22.7	130.79	3	7.5	0071	0232
0	3	3	54.8	14.3	177.47	3	8.2	0078	0185
0	2	1	00.4	13.5	162.64	2	7.0	0139	0066
1	1	3	32.0	23.8	091.40	3	5.6	0272	0066
2	2	3	61.7	19.8	221.85	7	6.0	0264	0223
0	2	1	05.1	13.4	126.78	2	6.0	0229	0163
1	2	3	40.3	21.9	183.86	7	7.1	0126	0173
2	3	3	50.0	14.9	180.02	2	7.1	0035	0043
2	2	3	49.7	14.3	187.82	2	6.6	0201	0350
0	2	1	06.0	09.5	107.71	2	5.7	0080	0159
0	3	1	00.3	27.0	070.25	3	8.4	0067	0087

School Year: 1975-1976

TYPE	SIDE	SECTION	PERCENT OF MEMBERS	PERCENT OF FEE FUNDING	PER PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	WITHDRAWAL	NONPROMOTION
1	1	2	23.1	14.4	159.17	3	5.9	0234	0273
2	1	2	26.5	15.4	267.54	4	5.3	0148	0207
0	2	2	06.0	04.7	095.71	2	6.7	0149	0192
0	3	1	03.1	15.4	107.03	2	6.5	0042	0018
0	2	2	62.0	20.2	110.45	7	5.7	0114	0088
0	1	1	01.5	19.5	120.90	2	7.9	0108	0065
0	3	1	00.7	15.7	084.49	2	7.8	0085	0210
1	2	3	46.0	15.4	145.00	2	5.4	0089	0239
2	2	3	38.7	14.2	155.25	7	5.6	0101	0104
0	2	3	75.3	21.3	094.01	3	6.9	0186	0355
0	2	3	48.0	17.6	152.45	7	5.9	0128	0386
0	1	3	31.0	14.7	270.04	7	7.2	0240	0238
0	1	1	04.0	09.3	185.87	2	7.2	0561	0259
2	2	1	30.3	11.1	384.88	4	8.6	0197	0327
0	1	1	08.8	07.6	213.59	3	5.6	0370	0302
1	1	2	12.4	07.3	189.07	3	5.0	0240	0348
2	3	2	31.2	11.1	267.39	3	4.4	0093	0115
2	1	2	20.7	10.1	207.28	4	6.7	0178	0210
0	1	1	07.2	09.4	141.94	2	6.6	0420	0333
0	2	4	44.2	15.4	164.69	3	5.3	0058	0096
0	2	3	15.0	13.6	164.60	2	6.3	0301	0209
0	2	2	57.2	19.5	105.65	3	6.0	0139	0316
0	1	2	08.7	09.6	198.01	3	5.6	0281	0304
2	2	2	18.7	11.6	194.47	3	6.0	0237	0133
2	3	2	13.2	12.3	231.02	4	5.4	0095	0087
0	2	2	05.9	12.2	200.01	2	5.4	0151	0293
0	2	1	05.9	17.2	074.25	2	6.2	0101	0108
0	3	3	53.0	21.2	213.05	7	5.3	0058	0106
0	1	1	01.1	15.1	145.89	2	6.3	0029	0091
0	1	1	30.8	12.7	140.34	4	5.8	0184	0265
2	2	1	22.7	11.7	213.75	4	6.2	0126	0056
2	2	1	30.8	13.9	267.17	4	5.7	0083	0050
1	1	3	41.0	18.3	190.36	2	5.1	0217	0300
2	1	3	30.4	13.6	173.33	4	5.9	0048	0312
1	1	3	30.0	26.6	092.19	3	5.2	0159	0455
2	2	3	38.5	14.2	140.57	4	7.5	0301	0443
1	1	3	31.2	17.3	208.15	3	5.7	0755	0892
1	1	3	56.2	20.0	314.88	4	6.1	0245	0565
2	1	3	21.0	13.2	262.47	3	7.7	0118	0160
0	1	3	06.4	11.0	249.74	7	7.2	0017	0130
0	1	2	04.1	07.6	104.55	3	5.6	0326	0437
1	2	2	29.2	19.2	211.82	5	6.8	0118	0154
2	2	2	36.7	12.9	209.37	2	5.8	0061	0114
0	2	2	13.9	08.4	114.56	2	5.6	0068	0091
0	1	1	42.7	18.9	132.01	3	6.7	0215	0376
0	1	1	26.6	08.2	302.31	3	6.8	0404	0749
1	1	2	75.5	14.3	482.25	4	9.7	0451	0647
2	2	3	46.0	24.7	103.43	2	7.5	0241	0360
1	3	3	48.7	16.2	142.71	2	5.3	0060	0225
2	1	2	32.4	09.3	369.67	5	6.5	0798	1141

School Year: 1975-1976

TYPE	SIZE	REGION	PERCENT OF MINORITIES	PERCENT OF FED FUNDING	PER PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	ATHLETIC	CONSTRUCTION
1	2	2	54.7	19.0	135.70	2	6.2	0133	0354
2	3	2	61.9	17.7	109.94	2	5.1	0226	0763
0	1	2	15.8	68.7	204.35	3	7.0	1225	1167
0	3	3	64.3	20.7	182.11	3	6.4	0533	0777
0	3	1	07.7	15.5	153.29	1	7.6	0063	0745
0	2	2	55.5	15.5	139.24	2	6.7	0167	0412
0	3	3	61.5	21.3	166.59	2	5.4	0103	0727
1	1	2	15.6	66.0	232.05	2	6.1	0520	0732
2	1	2	41.9	10.2	374.51	5	7.1	0554	0796
2	1	2	39.5	10.9	333.25	3	7.2	0347	0443
1	1	3	80.2	25.9	101.02	2	9.1	0247	0514
2	3	3	06.4	00.1	222.43	2	5.9	0064	1042
2	3	3	77.3	17.2	191.74	2	6.3	0045	0101
0	1	3	33.5	20.7	151.20	1	5.7	0266	0474
0	1	1	02.1	10.6	202.76	3	6.6	0232	0150
1	1	1	02.5	02.5	157.65	3	6.9	0215	0253
2	3	1	21.4	08.2	431.47	4	6.7	0432	0044
0	2	3	71.1	21.0	137.51	3	7.4	0152	0292
0	2	3	65.3	12.6	160.68	2	7.4	0210	0269
0	3	3	58.9	15.3	177.44	2	6.1	0015	0025
1	1	2	16.0	10.9	118.30	2	5.6	0000	0422
2	3	2	24.2	08.7	199.86	4	5.2	0000	0173
2	2	2	40.6	09.0	270.23	3	5.6	0000	0275
0	3	1	05.4	15.2	155.53	2	5.5	0074	0065
0	1	3	27.2	15.4	161.10	2	5.2	0295	0586
0	3	3	58.6	18.2	141.14	3	6.1	0040	0133
0	2	2	26.4	11.0	190.70	3	6.2	0151	0158
1	2	3	36.3	15.5	194.93	3	6.3	0177	0227
2	2	3	50.5	12.8	263.29	4	6.3	0190	0436
0	1	2	13.5	08.3	167.32	3	6.9	0198	0203
0	3	1	02.3	12.3	162.99	2	5.6	0067	0075
0	3	1	00.6	22.1	135.62	2	4.8	0088	0140
0	2	3	53.7	17.5	234.23	2	5.5	0131	0408
0	2	1	05.7	10.7	135.07	3	8.3	0249	0184
0	1	2	35.3	09.2	474.57	3	8.4	1686	2960
0	3	1	00.2	13.7	097.78	2	7.5	0101	0101
0	2	2	33.4	15.0	154.46	3	4.6	0132	0186
0	1	2	33.2	14.3	291.94	2	5.9	0312	0330
1	1	3	56.5	16.3	179.62	4	6.3	0304	0681
2	2	3	51.0	11.1	265.61	5	5.5	0188	0307
0	1	3	28.3	10.2	242.48	5	7.4	0570	0288
0	2	3	49.1	21.4	087.71	3	4.1	0086	0299
0	1	3	22.0	16.9	143.04	7	6.0	0378	0586
1	2	2	34.4	09.5	260.10	4	7.3	0173	0289
2	2	2	28.2	06.3	424.90	3	4.9	0041	0204
0	3	3	43.8	21.2	117.51	7	6.0	0071	0112
0	2	3	44.6	19.2	182.70	7	7.2	0166	0146
0	2	3	52.9	19.4	180.00	3	5.2	0120	0236
0	3	2	53.8	15.7	167.64	3	6.7	0027	0157
0	2	3	42.3	13.4	183.79	3	5.9	0174	0298

School Year: 1975-1976

TYPE	SEX	REGION	PERCENT OF FACILITIES	PERCENT OF POPULATION	PER PUPIL EXPENDITURE	SCH GRADE GROUPING	ABSENCE RATE	WITHDRAWAL	NONPROMOTION
1	1	1	51.6	19.5	227.41	7	6.4	0291	0523
2	1	1	44.8	11.7	265.29	3	7.0	0116	0207
1	1	1	11.4	14.3	147.73	2	5.6	0044	0044
2	1	2	25.1	25.1	251.64	2	6.1	0008	0014
1	1	2	26.5	28.1	118.27	2	6.5	0333	0418
2	1	2	11.9	27.7	215.01	2	5.6	0080	0085
1	1	3	38.7	15.4	132.34	7	6.3	0253	0313
1	1	3	40.0	27.0	287.17	2	5.2	0796	0469
2	1	3	70.7	25.2	290.65	3	5.6	0079	0179
2	2	3	41.9	14.0	143.71	4	5.0	0088	0197
2	2	3	34.0	26.7	103.65	3	5.6	0040	0042
2	2	3	71.0	24.4	124.33	3	5.8	0040	0094
2	2	3	51.0	24.3	230.69	2	5.4	0054	0067
1	2	2	25.1	19.5	185.31	7	6.5	0102	0114
2	2	2	18.0	25.0	233.79	4	6.5	0107	0355
2	2	2	21.1	16.3	212.79	7	5.2	0078	0210
2	2	2	41.9	12.1	222.33	4	6.0	0135	0167
1	1	2	15.7	23.0	135.65	3	6.1	0332	0534
2	1	3	43.4	13.0	319.86	3	6.2	0066	0110
1	1	3	18.7	11.6	174.48	2	7.6	0326	0284
1	1	3	42.2	21.2	120.75	2	5.8	0156	0233
2	2	3	44.4	14.2	178.99	4	6.4	0111	0117
0	0	3	49.1	14.5	172.40	7	5.0	0207	0147
1	1	2	12.7	24.2	202.01	2	4.8	0162	0143
2	2	2	28.2	10.2	220.28	3	5.7	0084	0058
0	0	2	10.6	23.9	175.59	3	5.4	0122	0175
1	1	1	25.0	17.1	105.55	2	6.4	0192	0132
2	2	1	28.2	14.1	271.32	3	6.2	0022	0040
2	2	1	11.4	11.4	204.77	3	6.1	0056	0085
0	0	1	09.8	17.0	290.11	2	6.9	0040	0183
0	0	1	26.2	11.4	197.07	3	5.9	0085	0105
1	1	3	58.5	27.2	225.25	2	6.0	0012	0026
1	1	2	23.7	11.7	159.20	3	5.5	0255	0407
2	2	2	39.9	17.3	230.01	3	5.3	0084	0126
0	0	1	55.3	17.2	204.62	3	6.9	0146	0425
1	1	2	22.6	10.2	252.14	4	5.5	0667	1695
2	2	2	38.2	20.7	303.51	3	5.8	0474	0920
0	0	2	80.5	23.1	140.44	3	7.2	0078	0244
0	0	3	54.0	17.8	191.73	3	7.7	0123	0288
0	0	1	01.1	12.2	195.25	2	7.6	0097	0160
1	1	3	32.0	21.5	129.09	3	6.0	0247	0296
2	2	3	63.7	21.3	254.60	7	6.9	0119	0289
0	0	1	06.3	12.3	132.55	2	6.6	0297	0196
1	1	3	46.5	43.2	190.12	7	7.7	0134	0234
2	2	3	58.4	17.9	190.60	2	6.4	0030	0027
2	2	3	50.1	13.0	137.83	2	6.7	0000	0288
0	0	1	05.9	27.7	201.79	2	5.6	0000	0139
0	0	1	01.6	15.3	274.11	3	9.1	0000	0091