

ED 032 559

CG 004 341

Secondary Student Status Survey. 1967-68. Part II. Research Report No. 65A.

Hawaii State Dept. of Education, Honolulu.

Pub Date 30 Aug 68

Note-200p.

EDRS Price MF-\$1.00 HC-\$10.10

Descriptors-Data Collection, *Dropout Identification, Educational Objectives, Educational Planning, Followup Studies, Instructional Programs, *Post Secondary Education, *Secondary School Students, Student Attitudes, *Student Characteristics, Student Motivation, Student Opinion, Student Promotion, *Surveys Identifiers-Hawaii

The Secondary Student Status Survey, Part Two, consists of various sub-surveys that are significant as individual studies and as basic material for other related sub-surveys and essential to a total core of data concerning the "product" of the school system. The core of data consists of pertinent statistics, research findings, and recommendations to be reviewed for instructional program planning and evaluation. The first section deals with general information on secondary students, their enrollment, promotion-retention, holding power, and courses pursued. Section Two concerns the plans after graduation of the class of 1968. Out of 10,409 seniors in Hawaii who indicate they have definite plans after high school, 84.9% plan to further their education. Section Three is a follow-up survey of 1967 high school graduates. As in Section Two, the purpose, procedure, findings, and summary of the survey are given. Appendices are included. At the end, a proposed set of procedures for the early identification of potential dropouts, prepared for general use at any grade level, is presented together with results of a run. (Author/KJ)

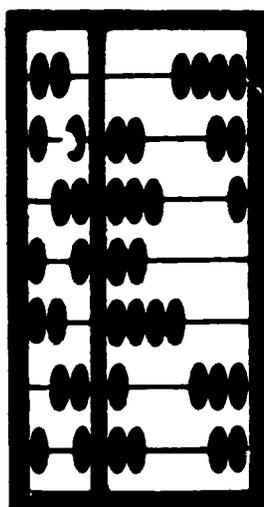
ED0 32559

MATERIALS COURTESY OF
Guidance Program - General Education Branch
Office of Instructional Services
Department of Education P. O. Box 2360
Honolulu, Hawaii 96804

SECONDARY STUDENT STATUS SURVEY
1967-68

PART II

Research Report No. 65A



State of Hawaii
Department of Education
August 30, 1968

CG 004341

STATE OF HAWAII BOARD OF EDUCATION
1966-1970

Dr. Richard E. Ando (Chairman), Honolulu
Mr. Ronald Harker (Vice Chairman), Kauai
Mr. George S. Adachi, Leeward Oahu
Mr. John B. Connell, Windward Oahu
Mr. Eugene Harrison, Central Oahu
Mrs. Myrtle K. Kaapu, Oahu-At-Large
Mr. Robert C. Loveless, Oahu-At-Large
Mr. Phillip Mayer, Oahu-At-Large
Mrs. Ruth Tabrah, Hawaii
Mr. Kiyoto Tsubaki, Maui
Mr. Hiroshi Yamashita, Hawaii

Mr. Ralph H. Kiyosaki
Superintendent of Education

OFFICE OF RESEARCH

Dr. William G. Savard, Assistant Superintendent
Mr. Ronald L. Johnson, Staff Specialist, Research
Mr. Charles T. Araki, Education Statistician
Miss Beatrice L. Q. Loui, Staff Specialist, Testing
Mr. Richard B. Arakaki, Research Statistician

ACKNOWLEDGMENT

The Office of Research is especially grateful to the Statewide Information System for the computerized results in Part II, Sections II and III (plans of seniors and follow-up of graduates), and the Guidance Branch of the Office of Instructional Services, the Department of Social Services, and the Neighborhood Youth Corps and Job Corps agencies for the supporting data in Part I (Dropout Study) of this report.

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

**THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.**

**SECONDARY STUDENT STATUS SURVEY
1967-68**

PART II

Research Report No. 65A

**State of Hawaii
Department of Education
August 30, 1968**

PREFACE

The 1968 publication of the Secondary Student Status Survey was made available in two parts to allow for the early distribution of data on the 1966-67 dropouts. Additional data compiled for the dropout study were extensive enough this year to warrant the publication of the Secondary Student Status Survey in two separate parts, Part I and Part II. The 1967-68 edition of the Secondary Student Status Survey (Parts I and II) includes:

1. General information of secondary students (public school): enrollment, promotions, retentions, holding power, and courses pursued.
2. Dropout study (public school): group description, courses pursued, and follow-up data of social welfare recipients and participants in the Neighborhood Youth Corps and Job Corps.
3. Educational and vocational plans of the Class of 1968 (public and private schools): major fields of study, specific occupations, etc.
4. Follow-up data of the Class of 1967 (public and private): post-graduate status, fulfillment of plans, and consistency of post-high school activities with plans.
5. Study of a special group of 1967 public high school graduates, those who were employed rather than enrolled in school within a year after graduation and whose "class standing" ranked in the lowest quintile group, group description, courses pursued, and comparison with dropouts.

FOREWORD

Since the inception in 1965-66 of a newly outlined plan for the annually published Secondary Student Status Survey, identifiable progress has been and continues to be made to provide a comprehensive "core" of data reporting the characteristics of Hawaii's high school students. The core of data consists of pertinent statistics, research findings, and recommendations to be reviewed for instructional program planning and evaluation.

The Secondary Student Status Survey consists of various sub-surveys that are significant as individual studies and as basic material for other related sub-surveys and essential to a total core of data concerning the "product" of the school system. Data on the degree of fulfillment of plans and consistency of post-high school activities with plans is made possible only through highly technical computerization of data selected from both of the surveys. The 1967-68 study comparing dropouts and graduates required, basically, data compiled for the Follow-Up Survey of 1967 High School Graduates, one of the sub-surveys. The sub-surveys are a ready reference for any such study or probing of secondary school issues that arise periodically.

The annual sections (General Information on Secondary Students, Dropout Study, Follow-Up Survey, and Graduate Plans Survey) were generally similar to those conducted in the past. Another survey, the Opinion Survey of High School Students, was not included this year.

With vigorous local interest and programs stressing the urgency of the problem of dropouts, it was inevitable that the dropout section, this year, would receive greater emphasis than in the past.

A two-year study of dropouts has made it possible so far to establish the following: consistency of dropout characteristics; identification of characteristics more commonly descriptive (of dropouts) than others; similarities and differences between graduates and dropouts; a summary profile of Hawaii's public school dropouts; and a proposal of procedures for the early identification of potential dropouts. Additional data were compiled on the follow-up of dropouts:

- 1) those participating in the Job Corps and Neighborhood Youth Corps, and
- 2) those identified as public welfare recipients.

TABLE OF CONTENTS

	Page
Preface	i
Foreword	iii
Introduction	ix
 Section I -- General Information on Secondary Students	
Enrollment	3
Promotion-Retention	8
Holding Power	10
Courses Pursued	13
 Section II -- Plans After Graduation , Class of 1968 (Public and Private)	
Purpose	23
Procedure	23
Statistical Table	29
Summary	39
Plans for Furthering Education	39
Major Fields of Study	40
Location of Schools	40
Occupations	42
Plans for No Immediate Further Education	42
 Section III -- Follow-Up Survey of 1967 High School Graduates (Public and Private)	
Purpose	47
Procedure	47
Findings	49
Status Within a Year After Graduation	49
Relationship Among Quintile Class Standings and Activities	51
Relationship of Plans Before Graduation and Actual Activities One Year After Graduation	54
College and School Locations of Graduates Pursuing Further Education	59
Occupations of the Working Graduates	59
Marital Status	59
School by School Distribution	60
Summary	63
Appendix	105
 A Proposed Set of Procedures and Report on A Subsequent Test Run	

LIST OF TABLES

No.		Page
Section I		
General Information on Public School, Secondary Students		
I	Secondary Student (Gr. 9-12) Enrollment	3
II	Secondary Student (Gr. 9-12) Enrollment Increase, 1955-56 through 1970-71	5
III	Federally-Connected Public School Membership, Per Cent of Statewide Enrollment	6
IV	Comparison of Public High School (Gr. 9-12) Enrollments, By Large School Systems and By Rate of Increase/Decrease	7
V	Promotions and Retentions, 1967-68	9
VI	Per Cent Retentions, 1963-1968	9
VII	Holding Power of Secondary Public Schools	11
VIII	Comparison of Holding Power Rates of Public High Schools	12
IX	Number of Students Enrolled in Subject Area Electives, Grades 9- 12, 1967-68	15
X	Distribution of Freshmen, Sophomores, Juniors, Seniors, By Subject Areas Elected	17
XI	Comparison of 1966-67 and 1967-68 Enrollments in Elected Subject Areas, Per Cent of Grade Level Enrollment	19
Section II		
Plans After Graduation, Class of 1968 (Public and Private)		
I B	Plans of 1968 High School Seniors (Public and Private)	27
II B	School Locations of Those Furthering Education	28
III B	Major Field of Study of Those Furthering Education	30
IV B	Occupations for Those Planning to Work Full-Time	33
V B	Continuing Plans of Those Not Furthering Education	34

No.		Page
VI B	School By School Breakdown, Not Further Education	35
VII B	School By School Breakdown, Further Education	37

Section III
Follow-Up Survey of 1967 High School Graduates (Public and Private)

I C	Activities of 1967 High School Graduates (Sample)	50
II C	Quintile Groups, By Activities (Sample Total - Public and Private).	52
III C	Consistency of Actual Activity with Plans	56
IV C	Fulfillment of Plans	57
V C	College and School Locations of the 1967 Graduates Pursuing Further Education (Public and Private)	61
VI C	Occupations of the 1967 Working Graduates (Public and Private) . .	62
VII C	Activities by Marital Status	64
VIII C	Participation, By School, Number of Graduates, Per Cent Response, By Quintile Group, Public and Private	65
IX C	Further Education of Sample Graduates	75
X C	Non-Further Education of Sample Graduates	90

INTRODUCTION

Patterns of informing the public keep emerging out of a profusion of common interests. When the interests and expectations of many groups affected by education coincide, and educational decisions reflect this agreement and the best data available, educational decisions are likely to be both sound and productive of general satisfaction. Opportunities need to be made available for all who may be interested to express their views and to be heard.

Through the Secondary Student Status Survey, the secondary students as among those interested, reveal to some extent their interests and role in the shaping of our educational policies and programs. Their aspirations, plans, activities, and problems can indicate how, as by-products, they gain or fail to benefit from our educational system.

As pupils begin to plan for their post-high school activities, an assessment of their school experiences should inevitably take shape. Did the school provide adequate program and course experiences for the possible fulfillment of post-graduate plans? The system may not be able to provide a curriculum designed to refine the entire range of human talent found within it, but it should be able to ensure that these talents will be cultivated and further developed by other educational agencies within our society.

This survey is based on the premise that students can be depended upon to make decisions and judgments relating themselves to the task at hand. Students are directly involved in responding to the survey questionnaires. Students need to be heard. What other opportunities can a system provide for direct pupil involvement so that needs and interests can be expressed and appropriately appraised for educational planning and evaluation?

In any system there is evident a pyramidal scale of levels of responsibility, from societal -- to institutional -- to instructional. Tapering at the pinnacle is the level of "societal" (school board members, state legislators, and federal officials) responsibility followed closely by the level of institutional (school) responsibility. At the base of the pyramid rests the broad instructional level of responsibility. It is at this level that students should be necessarily involved. Their needs and interests can help teachers and administrators to determine immediate and long-range instructional programs of significance and satisfaction to all concerned.

The educational pyramid cited above is clearly implied in Dr. William Savard's paper entitled The Hierarchy of Curriculum Instruction System Documentation: It must be recognized that there is a hierarchy of documents which shape the actualities of education. These range all the way from law down to a teacher's daily lesson plans. Each level of this hierarchy of documents has its own function but must be consonant with the levels above.

The above statement projects a needed word of caution: that as student involvement becomes increasingly urgent in the formulation and assessment of educational endeavors, it is equally urgent that all such interests are without undue loss of purpose and direction.

The many and varied expressions of interests in evidence recently in matters of education, compel educators to re-examine periodically educational schemes and policies long taken for granted without the close attention and review they require. All interested groups should be expected to want to participate in the important task of educating the public, and recent events (student demonstrations and activities) are poignant proof of further "explosive" interest in public education.

Section I

General Information on Public School Secondary Students

ENROLLMENT

School Year 1967-68

Table I shows the enrollment count of grade 9-12 students at three different times during the school year. As was noted last year, a decrease in enrollment is evident during the course of the school year in every grade level except in grade 9.

Table I

Secondary Student (Gr. 9-12) Enrollment*

Grade	Sept. 1967	Dec. 1967	June 1968	% of Decrease Sept.-June
9	11,923	11,977	11,828	0.08
10	11,847	11,646	11,338	04.3
11	10,663	10,539	10,130	05.0
12	9,759	9,684	9,476	02.9
Total	44,192	43,846	42,772	04.3

1955 to 1970

Aside from the upward trend of growth in secondary student enrollment, the rate of enrollment increase from year to year differs unpredictably at times for Hawaii's public high schools (see Table II) possibly because of such factors as varying migratory patterns of military family groups, transiency of civilian families (for temporary or permanent residence in Hawaii), etc. When massive military transfers of troops and families coincide with school enrollment count dates, enrollment statistics can be affected significantly.

*"Special Students" (in special education classes: MRE, learning disability, etc.) are not included.

Similar problems face other city school systems. For instance according to the definition of "pupil mobility"* by Schreiber, the largest amount of pupil mobility in 1963-64 occurred in Los Angeles where the annual total was more than 100,000: 51,841 in and 50,865 out. Other city school systems with high pupil mobility show (in 1962-63): New York, 75,000; 37,432 in and 39,864 out for a loss of 2,432; Washington, D. C., gain of 2,685 pupils; and Philadelphia, loss of 5,453. These numbers in gain and loss give some indication of how pupil mobility can affect enrollment statistics, offsetting normal trends and estimates.

Table III shows the extent of federally-connected student membership in Hawaii's public schools. Federal defense spending in Hawaii determines to what extent federally-connected civilian and military families transfer in and out of Hawaii. The transiency of these federally-connected groups can significantly affect Hawaii's school membership.

The rates of enrollment increase and decrease for 19 large school systems are listed in Table IV for comparison with Hawaii's rates. Generally, all the systems listed, including Hawaii, show large increases up to 1963. An abrupt tapering off is noted in 1964 and the rates remain relatively stable and low since then for most of the systems.

* ...number of pupils who transfer into and out of a school system from other school systems (these systems may be situated in the same state or in different states).

Source: Schreiber, Daniel: Holding Power/Large City School Systems, Washington, D. C. (1964), p. 21.

Table II
 Secondary Student (Gr. 9-12)
 Enrollment Increase
 1955-56 through 1970-71

Year	Enrollment	% Increase
1955-56	24,899	-
1956-57	26,102	4.83
1957-58	28,451	9.00
1958-59	30,934	8.73
1959-60	33,192	7.30
1960-61	35,454	6.81
1961-62	37,370	5.40
1962-63	38,729	3.64
1963-64	40,164	3.71
1964-65	40,818	1.63
1965-66	41,389	1.40
1966-67	42,675	3.11
1967-68	43,846	2.74
1968-69 (estimated)	46,432	5.90
1969-70 (estimated)	47,410	2.11
1970-71 (estimated)	48,789	2.91

Table III

Federally-Connected Public School Membership*
Per Cent of Statewide Enrollment

Survey Date	<u>K-12</u>	<u>Federally-Connected</u>			
	<u>Total Enrollment</u>	<u>Military</u>		<u>Civilian</u>	
	No.	No.	%	No.	%
March 1965	158,018	24,227	15.3	24,647	15.6
April 1966	160,077	24,940	15.6	23,874	14.9
April 1967	164,756	26,293	16.0	26,276	15.9
October 1967	169,190	27,387	16.2	26,349	15.6

*As reported to U. S. Office of Education.

Table IV

Comparison of Public High School (Gr. 9-12) Enrollments
By Large School Systems and
By Rate of Increase/Decrease a/

School District by Size	1960 (no data)	1961	1962	1963	1964	1965	1966	1967
New York City		5.01	3.86	(.93) ^{b/}	(.012)	4.22	5.31	2.79
Los Angeles		4.44	7.99	6.95	4.00	3.82	2.79	2.70
Chicago		5.89	8.75	16.06	3.26	.87	(.63)	(1.79)
Philadelphia		16.89	4.99	4.21	1.07	(6.96)	.42	4.43
Miami		10.96	11.43	5.17	3.24	4.22	4.53	5.82
Baltimore City		7.98	8.12	5.67	2.55	(1.12)	(1.01)	-- ^{c/}
Houston		10.42	10.05	10.52	7.33	5.35	7.90	2.13
Cleveland		8.64	10.53	9.34	2.89	.70	(.79)	11.32
Milwaukee		9.93	9.12	8.17	3.50	.49	4.41	2.09
Jacksonville		11.09	10.02	9.21	2.11	.22	2.66	4.54
San Francisco		4.66	5.42	7.62	2.19	2.45	(.84)	(-3.03)
Baltimore County		13.49	11.59	9.11	5.54	1.19	3.26	4.31
Montgomery County		15.82	13.54	10.67	5.31	4.99	5.99	6.40
Atlanta		11.33	9.68	8.83	2.37	4.74	(2.12)	1.94
New Orleans		8.64	7.73	7.79	2.13	(1.98)	3.79	2.20
St. Louis		4.06	13.65	5.41	1.94	.25	(1.25)	1.14
Marlboro		14.59	14.32	13.26	8.27	5.97	7.33	7.54
Indianapolis		13.86	9.83	7.64	3.44	2.53	1.56	5.41
Columbus		11.31	11.35	11.55	4.93	2.16	2.18	2.67
Total		8.12	7.92	6.75	2.83	2.01	2.69	2.76

a/ Source: A survey of holding power rates conducted by Hawaii Department of Education, Office of Research in April, 1968.

Rates are based on October enrollments.

b/ () Denotes decrease.

c/ Increase of only one pupil from 1966 to 1967.

PROMOTION - RETENTION

To achieve promotion in grades 9-11, students must earn four or more units each year. Actual grade placement may be determined by administrative conditions peculiar to each school (schools may take into consideration individual differences and may waive certain requirements). Graduation is based on credits earned in grades 9-12. A total of 18 is required, 14 of which must be earned in grades 10-12.

Required Credits

English	4
Social Studies	4
Physical Education	1
Mathematics	1
Science	1
Health	1/2
Electives	6 1/2

The following Tables V and VI list rates of retention in grades 9-12. Generally throughout the years, the rates have steadily increased.

The 1967-68 Dropout Study comparing graduates and dropouts of Hawaii's public high schools indicates a far greater percentage of non-failing students among the graduates (78.8) than among the dropouts (33.6). Other state studies on dropouts have consistently shown that students not promoted are especially "dropout prone." In the light of such studies, the soundness of present promotion-retention policies and practices is questionable. A reconsideration of existing procedures appears to be long overdue.

Table V
Promotions and Retentions, 1967-68*

Grade	June Enrollment	Promoted	Retained	% Retained
9	11,828	11,539	289	2.44
10	11,338	10,927	411	3.62
11	10,130	9,879	251	2.48
12	9,476	9,273	203	2.14
Total	42,772	41,618	1,154	2.70

Table VI
Per Cent Retentions, 1963-1968*

Grade	1963-64	1964-65	1965-66	1966-67	1967-68
9	1.60	1.57	2.52	2.72	2.44
10	2.16	1.88	1.50	2.71	3.62
11	1.19	1.85	1.30	1.79	2.48
12	1.89	2.05	1.81	2.38	2.14
Total	1.78	1.86	1.83	2.48	2.70

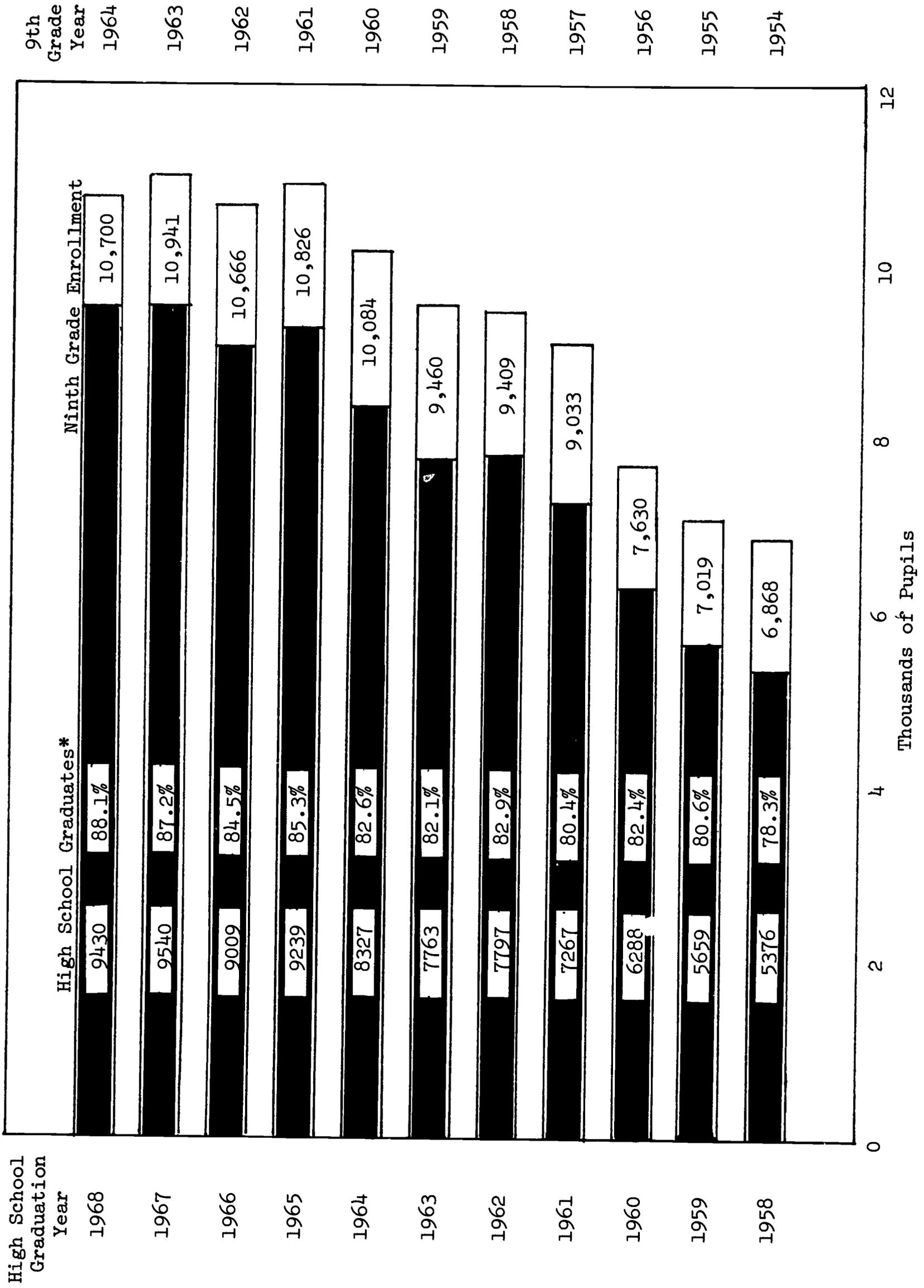
*"Special" students are not included.

HOLDING POWER

Holding power was indicated here by noting the number of students who entered grade 9 in a given year and the number who graduated four years later. The rate of holding power was determined by dividing the number who graduated by the number who entered grade 9. This present method of calculation is oversimplified and crude and can be improved only by a total pupil accounting system. Records of transfers, dropouts, deaths, and holdovers can then be fully accounted for in calculating true holding power rates.

A look at Table VII readily indicates that the holding power rate of Hawaii's public secondary schools has increased during the past decade. The per cent of 1964 ninth graders who graduated in 1968 was 88.1. Table VIII compares Hawaii's holding power with those of other states. This rise in holding power may be attributed to intensified interest at the national and state levels to diminish the number of school dropouts and the continuing effort of schools to improve instructional and guidance programs. The dropout rate, however, is not the only factor which affects the holding power. The number of students promoted and retained and the number of out-of-state or private school transfers also have direct relationships on holding power.

Table VII
HOLDING POWER OF SECONDARY PUBLIC SCHOOLS



*Not adjusted for migration.

Table VIII

Comparison of Holding Power Rates
Of Public High Schools*

Public High School Graduates in 1966-67
As Per Cent of Ninth Graders in Fall 1963

<u>Rank</u>	<u>%</u>	<u>Rank</u>	<u>%</u>		
1.	Minnesota	92.0	26.	Nevada	77.6
2.	California	89.5	27.	Indiana	77.2
3.	Iowa	89.4	28. {	Alaska	76.9
4.	Wisconsin	89.1		Maryland	76.9
5.	South Dakota	88.4		New York	76.9
6.	Hawaii	87.2	31.	Missouri	76.8
7.	North Dakota	86.4	32.	Illinois	75.9
8.	Washington	86.1	33.	Wyoming	75.7
9.	Nebraska	85.6	34.	Kansas	75.5
10.	Utah	85.2	35.	Virginia	73.6
11.	Massachusetts	84.4	36.	New Mexico	73.2
12. {	Montana	83.8	37.	Oklahoma	73.0
	New Jersey	83.8	38.	Arizona	72.8
14.	Rhode Island	82.6	39.	South Carolina	72.2
15.	Oregon	82.0	40.	Florida	71.9
16.	Ohio	81.6	41.	West Virginia	71.0
17. {	Idaho	81.4	42.	Texas	70.2
	Pennsylvania	81.4	43.	Tennessee	70.0
19.	Delaware	80.8	44.	Arkansas	69.4
20.	Colorado	80.5	45.	Louisiana	67.5
21.	Vermont	80.1	46.	North Carolina	66.6
22.	Connecticut	79.9	47. {	Alabama	66.0
23.	Michigan	79.2		Mississippi	66.0
24.	New Hampshire	79.0	49.	Kentucky	65.8
25.	Maine	78.6	50.	Georgia	64.9
UNITED STATES		77.8		American Samoa	84.6
				Canal Zone	75.3
				Guam	74.7
				Puerto Rico	64.5
				Virgin Islands	53.2

*Source: National Education Association, Research Division. Rankings of the States, 1968. Research Report 1968-R1, Washington, D. C.: the Association (1968), p. 28.

COURSES PURSUED

Among the many common inquiries related to the analyses of courses pursued are:

1. Is the school time of each pupil being spent on the appropriate number and kinds of courses?
2. What proportion of the pupils' programs is made up of academic subjects? Of non-academic subjects?
3. What subjects enroll greater numbers of pupils and how does this affect planning for teacher preparation and deployment?

Hawaii offers a single curriculum framework, called in various schools a "constants-with-variables curriculum," made up of requirements common to all pupils, and electives. This is in contrast to other multiple-type curriculums or courses of study with a pattern of courses rather specifically outlined for each curriculum. It is the purpose of this report to present enrollment statistics especially for the elective program. Required program enrollments are easily determined by total grade level enrollments.

The annual summary of courses pursued by the high school students is essential in the planning and evaluation of the curriculum. Courses to be emphasized and encouraged at the school level are determined by a number of factors such as national concerns (as evidenced by the space-age need to train more scientists and mathematicians), changing college entrance requirements, and local community interests such as the Master Vocational Plan now under study by the Department of Education. Elective courses, either as extensions of required courses or to meet special needs of pupils, are strategically important for all students, college-bound or otherwise. The pattern of elective courses

needs to be periodically examined to plan for appropriate staffing, program planning, etc.

Elective Subject Areas

The following are included among the conditions and policies set forth in the Secondary Program of Studies for Hawaii public high schools:

Credits for Graduation: One year of mathematics and one year of science required for graduation should be taken any time between ninth and eleventh grades. Students expecting to major in engineering, science, or mathematics should take four years each of mathematics and science. All other college preparatory students are expected to take at least two years each of mathematics and science. (Such college requirements predetermine the enrollment of college-bound students in elective courses.)

The Elective Program: The elective courses are designed to meet the special needs of the students to the fullest extent. In most cases it is an extension of the required courses. It is obvious that small secondary schools cannot offer as many courses as the larger schools. Schools are encouraged to develop, within their resources, as broad a selection of electives as possible to help meet the needs of students.

The following tables enumerate the electives pursued by the secondary students for the school year 1967-68. Also, a comparison is made between elective subject areas for 1966-67 and 1967-68.

Table IX gives the number of students, by grade levels, enrolled in the subject areas. The relationship of these numbers to the grade level enrollment, total grades 9-12 subject area enrollment, and total secondary (grades 9-12) enrollment are expressed in per cent.

Table IX

Number of Students Enrolled in
Subject Area Electives, Grades 9-12, 1967-68

SUBJECT AREA	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12					
	No. of Students	% of Enrollment	% of Subject Enrollment	No. of Students	% of Enrollment	% of Subject Enrollment	No. of Students	% of Enrollment	% of Subject Enrollment	No. of Students	% of Enrollment	% of Subject Enrollment	No. of Students	% of Enrollment	% of Subject Enrollment			
Language Arts	1,621	13.6	26.7	3.7	830	7.0	13.6	1.9	1,357	12.7	22.3	3.1	2,274	23.3	37.4	5.1	6,082	13.8
Social Studies	81	.7	2.8	.2	181	1.5	6.2	.4	686	6.4	23.5	1.6	1,965	20.1	67.5	4.4	2,913	6.6
Math ^{a/}					8,714	73.6	46.6	19.7	6,393	60.0	34.2	14.5	3,574	36.6	19.1	8.1	18,681	42.3
Math ^{b/}					7,669	64.7	44.2	17.4	6,138	57.6	35.4	13.9	3,538	36.3	20.4	8.0	17,345	39.2
Sciences ^{a/}					6,736	56.9	44.5	15.2	5,116	48.0	33.8	11.6	3,288	33.7	21.7	7.4	15,140	34.3
Sciences ^{b/}					5,793	48.9	41.5	13.1	4,912	46.1	35.2	11.1	3,255	33.4	23.3	7.3	13,960	31.6
Health & Phys. Ed.									769	7.2	59.4	1.7	526	5.4	40.6	1.2	1,295	2.9
Foreign Language	2,736	22.9	15.7	6.2	5,907	49.9	34.0	13.4	5,552	52.1	31.9	12.6	3,192	32.7	18.4	7.2	17,387	39.3
Business Education	3,357	28.2	18.7	7.6	3,518	29.7	19.6	8.0	5,799	54.4	32.3	13.1	5,289	54.2	29.4	12.0	17,963	40.6
Agriculture ^{a/}	854	7.2	26.2	1.9	717	6.1	21.9	1.6	915	8.6	28.1	2.1	774	7.9	23.7	1.8	3,260	7.4
Agriculture ^{b/}	846	7.1	26.0	1.9	717	6.1	22.0	1.6	915	8.6	28.1	2.1	774	7.9	23.8	1.8	3,252	7.3
Industrial Arts ^{a/}	2,505	21.0	19.1	5.7	3,011	25.4	23.0	6.8	4,031	37.8	30.8	9.1	3,540	36.3	27.0	8.0	13,087	29.6
Industrial Arts ^{b/}	2,480	20.8	18.9	5.6	3,011	25.4	23.1	6.8	4,031	37.8	30.8	9.1	3,540	36.3	27.1	8.0	13,062	29.5
Home Economics ^{a/}	1,784	15.0	28.1	4.0	793	6.7	12.5	1.8	1,346	12.6	21.2	3.0	2,416	24.8	38.1	5.5	6,339	14.3
Home Economics ^{b/}	1,766	14.8	27.9	3.9	793	6.7	12.5	1.8	1,346	12.6	21.2	3.0	2,416	24.8	38.2	5.5	6,321	14.3
Speech	2,018	16.9	35.9	4.6	778	6.6	13.9	1.8	1,357	12.7	24.2	3.1	1,459	15.0	26.0	3.3	5,612	12.7
Art	840	7.0	13.9	1.9	1,141	9.6	18.9	2.6	2,003	18.8	33.2	4.5	2,049	21.0	34.0	4.6	6,033	13.7
Music	2,066	17.3	28.5	4.7	1,690	14.3	23.3	3.8	1,756	16.5	24.3	4.0	1,727	17.7	23.9	3.9	7,239	16.4

a/ Includes students required to take these courses.

b/ "Purified" figures. The number of students who were required to take these courses has been subtracted from the above row.

Table X shows in summary form the proportion of secondary students electing these areas.

To differentiate between enrollments for required and elective courses, the enrollments for the following required courses were deducted accordingly from the total gross enrollments:

English 1-2, 3-4, 5-6, and 7-8; Non-graded Language Arts

Social Studies: Grade 9 (Citizenship, Government, Guidance, Economic Education), World History, United States History, and American Problems

Health and Physical Education 1-2 and 3-4

Mathematics and Science: The following table was again relied upon to attempt a differentiation between required and elective course enrollments. This table was formulated by the Office of Research, last year, on the basis of estimates by high school principals, vice principals, and registrars. The percentages listed account for the students who, for one reason or the other, belatedly fulfill their one year math and science requirements in grade 10, 11, or 12. The majority of students meet their requirements in grade 9.

Per Cent of Math and Science Enrollments
in Grades 10, 11, 12 Enrolled to Meet
One-Credit Graduation Requirement

Grade	Math	Science
10	12%	14%
11	4%	4%
12	1%	1%

Grade 9 Industrial Arts, Agriculture, Home Economics: Estimated 1 per cent enrollment (due to belated fulfillment of requirements normally met in grade 8) was deducted from gross enrollments.

Table XI compares subject area enrollments for 1966-67 and 1967-68.

Enrollment in HPE electives has dropped considerably this year from 5.2 per cent to 2.9 per cent. Smaller decreases are evident in the areas of business education, industrial arts, home economics, science, and speech. The greatest increase in enrollment is noted for the area of foreign languages, from 31.6 per cent to 39.3 per cent. Increases are also noticeable for language arts, mathematics, and art.

Table XI

Comparison of 1966-67 and 1967-68 Enrollments
in Elected Subject Areas
Per Cent of Grade Level Enrollment

	Freshmen		Sophomores		Juniors		Seniors		Grades 9-12	
	1966-67	1967-68	1966-67	1967-68	1966-67	1967-68	1966-67	1967-68	1966-67	1967-68
Language Arts	11.9	13.6	5.8	7.0	12.8	12.7	20.5	23.3	12.5	13.8
Social Studies	.8	.7	1.0	1.5	6.2	6.4	18.6	20.1	6.2	6.6
Math ^a / _b			73.3	73.6	55.8	60.0	36.1	36.6	40.6	42.3
Math ^b / _a			64.5	64.7	53.5	57.6	35.7	36.3	37.7	39.2
Science ^a / _b			60.9	56.9	48.5	48.0	37.5	33.7	36.0	34.3
Science ^b / _a			52.3	48.9	46.6	46.1	37.1	33.4	33.2	31.6
Health & Physical Education					15.9	7.2	6.2	5.4	5.2	2.9
Foreign Language	15.6	22.9	38.2	49.9	45.4	52.1	28.6	32.7	31.6	39.3
Business Education	27.0	28.2	33.5	29.7	58.0	54.4	58.9	54.2	43.4	40.6
Agriculture ^a / _b	6.4	7.2	6.7	6.1	8.3	8.6	7.6	7.9	7.2	7.4
Agriculture ^b / _a	6.3	7.1	6.7	6.1	8.3	8.6	7.6	7.9	7.2	7.3
Industrial Arts ^a / _b	23.2	21.0	25.2	25.4	38.6	37.8	39.9	36.3	31.2	29.6
Industrial Arts ^b / _a	23.0	20.8	25.2	25.4	38.6	37.8	39.9	36.3	31.2	29.5
Home Economics ^a / _b	17.0	15.0	7.4	6.7	13.1	12.6	24.7	24.8	15.3	14.3
Home Economics ^b / _a	16.8	14.8	7.4	6.7	13.1	12.6	24.7	24.8	15.3	14.3
Speech	15.7	16.9	9.9	6.6	14.9	12.7	15.5	15.0	14.0	12.7
Art	6.5	7.0	9.8	9.6	16.5	18.8	19.0	21.0	12.6	13.7
Music	18.1	17.3	14.3	14.3	16.9	16.5	17.7	17.7	16.7	16.4

a/ Includes students required to take these courses.

b/ "Purified" figures. The percentage of students who were required to take these courses has been subtracted from the above row.

Section II

Plans After Graduation Class of 1968 (Public and Private)

20/21

PURPOSE

Educators generally agree that the main objectives of a comprehensive high school should be: 1) to provide a general education for all future citizens; 2) to provide good elective programs for those who wish to use their acquired skills immediately on graduation; and 3) to provide satisfactory programs for those whose vocations will depend on the subsequent education in a college or university.

Public high schools usually attempt to fulfill all three of the objectives (as recognized by Conant and others as well). The private high schools appear to emphasize the third objective mainly. With objectives firmly established, educational programs are assumed to be planned accordingly. By the time the students are ready for post-high school activities, it should not be too difficult for them to arrive at decisions regarding post-high school plans. Throughout their high school years, the students are guided by academic and vocational counseling and testing.

The annual graduate plans survey helps to crystallize the plans of graduating seniors. The data compiled annually help to provide substantial background information for program planning at the school, district, and state levels; inform the community of any changes regarding education and employment of youth; provide the State Department of Labor and Industrial Relations with information regarding prospective youth employment trends; and provide post high school institutions with information for future planning.

PROCEDURE

Information reported in this section was collected through a questionnaire (see pp. 25). The questionnaire was completed by 90.0 per cent

of all private and public high school seniors in the State in a classroom or large-group testing situation during the latter part of the school year. This year's questionnaire format is essentially the same as last year except for more detailed coverage of major fields of study and an adjustment for the change-over of technical schools to community colleges. To keep some kind of consistency with data collected since 1952, the questionnaire was designed to render essentially the same information as past instruments as well as certain other data.

STATISTICAL TABLES

Table I-B reports the plans of the 1968 senior class, private and public. The table shows that 10,829 seniors responded out of 12,048, for a 90.0 per cent return. Separate totals for public and private school seniors are indicated, and per cent figures are based on these separate totals. Those seniors who reported they had definite plans were broken down into two groups -- "further education" and "not further education." No subsequent enumeration of those without plans was made. Seniors who intended to further their education but did not know yet what type of school they would enroll in are found in the row labeled "Don't Know" under the general heading of "Further Education." In similar manner, those seniors who had no intention of furthering their education, but did not know exactly what they were going to do after graduation are found in the row labeled "Don't Know" under the general category of "Not Further Education." The per cent figures under the categories of "Further Education" and "Not Further Education" are based on the totals for each category.

Table II-B reports the region or country where those seniors who planned to further their education intend to take up their studies. All fifty states,

SURVEY OF 1968 HIGH SCHOOL GRADUATES

State of Hawaii . Department of Education

PLEASE PRINT	LAST NAME	FIRST NAME	MIDDLE	SEX	NAME OF SCHOOL
				<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	
PLEASE PRINT	PRESENT ADDRESS OR WHERE MAIL MAY REACH YOU IN THE FUTURE			TELEPHONE	
NUMBER	STREET NAME	CITY	STATE		

Question No. 1

Do you have plans immediately after this summer or sometime in the future? YESIf you marked yes,
go on to Question No. 2 NOIf you marked no,
you have completed
the questionnaire.

STOP

Question No. 2

Do you plan to further your education for the next one or more years?

 YESIf you answered yes,
answer questions 2A, 2B,
2C, 2D in this block. Do
not cross the heavy black
line. NOIf you answered no, answer
questions 2E, 2F, 2G in
this block. Do not cross
the heavy black line.

Question No. 2A

What kind of school do you plan to
attend? (Check one only.)

- 01 Four-year college
 02 Two-year junior college and
 community college with
 college transfer program.
 03 Occupational school (beauty,
 business, community college,
 technical)
 04 Other (Specify: _____)
 05 I don't know

Question No. 2B

Name of school you plan to attend:
(Leave blank if you don't know yet)

Question No. 2C

Enter code number of state where
school is located. (Refer to back of
questionnaire. Leave blank if you
don't know yet)

Question No. 2D

Major field you plan to study.
(Mark one only.)

- I. Four-year college, junior and
 community college with college
 transfer program. See back of
 questionnaire and enter code
 no. of major field here _____.
- II. Occupational School (Beauty,
 business, community college,
 technical). See back of
 questionnaire and enter code
 no. of major field here _____.

STOP

Question No. 2E

Do you plan to further your educa-
tion at a later time? Yes No I don't know.

Question No. 2F

What are your plans for the next
one or more years? (Answer either
A, B, C, or D. You must choose
only one.)

- A. Work full-time (specify type
 of occupation by referring to
 back of questionnaire and
 entering code number of
 occupation here _____)
- B. Enter military service
- C. Other plans (specify: _____)
- D. I don't know.

Question No. 2G

Do you consider the above plan
(A, B, C, or D) permanent or
non-permanent? Non-permanent Permanent I don't know.

STOP

TABLE I B
PLANS OF 1968 HIGH SCHOOL SENIORS (PUBLIC AND PRIVATE)

	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
RESPONDENTS	10829	8862	100.0	1967	100.0
WITH PLANS	10409	8464	95.5	1945	98.9
WITHOUT PLANS	420	398	4.5	22	1.1
			% OF PUB FUR EDUC		% OF PRIV FUR EDUC
FURTHER EDUCATION	8840	6988	100.0	1852	100.0
4 YEAR COLLEGE	4588	3227	46.2	1361	73.5
2 YEAR COLLEGE	1439	1201	17.2	238	12.9
OCCUPATIONAL SCHOOL	2304	2120	30.3	184	9.9
OTHER SCHOOL	114	99	1.4	15	.8
DON'T KNOW	395	341	4.9	54	2.9
			% OF PUB NOT FUR EDUC		% OF PRIV NOT FUR EDUC
NOT FURTHER EDUCATION	1569	1477	100.0	92	100.0
WORK	435	407	27.5	28	31.2
MILITARY	920	864	58.5	56	60.2
OTHER	117	112	7.6	5	5.4
DON'T KNOW	97	94	6.4	3	3.2

TABLE II B
SCHOOL LOCATIONS OF THOSE FURTHERING EDUCATION

STATE	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
ALABAMA	5	4	.06	1	.05
ALASKA	5	4	.06	1	.05
ARIZONA	19	11	.16	8	.43
ARKANSAS	6	5	.07	1	.05
CALIFORNIA	689	464	6.64	225	12.15
COLORADO	110	61	.87	49	2.65
CONNECTICUT	6	3	.04	3	.16
DELAWARE	13	12	.17	1	.05
DISTRICT OF COLUMBIA	10	5	.07	5	.27
FLORIDA	12	9	.13	3	.16
GEORGIA	12	8	.11	4	.22
HAWAII	5096	4382	62.72	714	38.55
IDAHO	25	19	.27	6	.32
ILLINOIS	18	13	.19	5	.27
INDIANA	19	10	.14	9	.49
IOWA	12	7	.10	5	.27
KANSAS	13	9	.13	4	.22
KENTUCKY	7	5	.07	2	.11
LOUISIANA	6	5	.07	1	.05
MAINE	1	0	.00	1	.05
MARYLAND	12	4	.06	8	.43
MASSACHUSETTS	25	7	.10	18	.97
MICHIGAN	24	15	.21	9	.49
MINNESOTA	6	4	.06	2	.11
MISSISSIPPI	3	2	.03	1	.05
MISSOURI	13	12	.17	1	.05
MONTANA	3	1	.01	2	.11
NEBRASKA	8	5	.07	3	.16
NEVADA	4	2	.03	2	.11
NEW HAMPSHIRE	3	0	.00	3	.16
NEW JERSEY	10	4	.06	6	.32
NEW MEXICO	11	10	.14	1	.05
NEW YORK	48	22	.31	26	1.40
NORTH CAROLINA	6	4	.06	2	.11
NORTH DAKOTA	2	2	.03	0	.00
OHIO	21	13	.19	8	.43
OKLAHOMA	12	6	.09	6	.32
OREGON	178	97	1.39	81	4.37
PENNSYLVANIA	16.	12	.17	4	.22
RHODE ISLAND	4	4	.06	0	.00
SOUTH CAROLINA	4	2	.03	2	.11
SOUTH DAKOTA	2	0	.00	2	.11
TENNESSEE	10	9	.13	1	.05
TEXAS	39	26	.37	13	.70
UTAH	24	16	.23	8	.43
VERMONT	5	2	.03	3	.16
VIRGINIA	23	16	.23	7	.38
WASHINGTON	201	100	1.43	101	5.45
WEST VIRGINIA	2	2	.03	0	.00
WISCONSIN	19	8	.11	11	.59
WYOMING	7	4	.06	3	.16
U S TERRITORIES	2	2	.03	0	.00
TRUST TERRITORY	2	2	.03	0	.00
FOREIGN COUNTRIES	19	12	.17	7	.38
UNKNOWN	1986	1523	21.80	463	25.00
GRAND TOTAL	8839	6987	100.0	1852	100.0

Washington, D. C., U.S. territories and foreign countries are listed. Those who are not yet definite about their future school location are found in the row labeled "Unknown."

Table III-B indicates in what fields graduates who intend to further their education will be majoring. The major fields are first listed by broad categories and according to the type of school where students plan to enroll. Data on the type of school at which major fields will be pursued can provide information as to approximately when and how many professional and technical personnel will be available for employment within specified periods of time (with education and training time accounted for). A business major at a two-year occupational school will generally be available for employment at the end of the two years with training suitable for specific levels of employment. In contrast, a business major pursuing four years of education and training at a college or university will generally be available for employment at the end of four years, with training suitable for higher occupational levels and which may differ to some degree from those of two-year occupational school graduates.

Table IV-B reports the occupations of those who plan to work full time. Table V-B shows the distribution of continuing plans of the 1,562 seniors not furthering their education. The reported figures do not total 100 per cent because the seniors may fall into more than one category.

Tables VI-B and VII-B report the plans of seniors school by school. The left portion of Table VI-B shows the number of seniors who completed the questionnaire. Of these, a further enumeration is made on the number with plans and the number without. Throughout this report, only the number of those with plans is used as the base, not the number of respondents. The

TABLE III B
MAJOR FIELD OF STUDY OF THOSE FURTHERING EDUCATION

MAJOR FIELD	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
FOUR-YR. JUNIOR & COMM. COLLEGE WITH COLLEGE TRANSFER PROGRAM					
AGRICULTURE	84	52	1.53	22	1.53
ART	208	163	4.01	45	3.13
ARCHITECTURE	133	92	2.41	40	2.78
ASIAN STUDIES	14	3	.20	6	.42
DRAMA AND THEATER	61	44	1.08	17	1.18
ENGLISH	131	84	2.07	47	3.27
HISTORY	106	70	1.72	36	2.50
LANGUAGES	128	86	2.12	42	2.92
MUSIC	95	77	1.89	18	1.25
OVERSEAS CAREER PROGRAM	22	13	.32	3	.63
PHILOSOPHY	43	29	.71	14	.97
RELIGION	21	13	.44	3	.21
SPEECH	32	29	.69	4	.28
BUSINESS	932	697	17.15	235	16.34
EDUCATION	1136	937	23.05	199	13.84
ENGINEERING	589	410	10.09	178	12.38
DENTISTRY	39	30	.74	8	.56
GENETICS	2	1	.02	1	.07
MEDICAL TECHNOLOGY	46	32	.79	14	.97
MEDICINE	107	61	1.50	46	3.20
NURSING	195	147	3.62	48	3.34
PATHOLOGY	4	3	.07	1	.07
PHARMACOLOGY	14	9	.22	5	.35
PHYSIOLOGY	10	7	.22	1	.07
FASHION DESIGN	99	63	1.55	35	2.43
FOOD AND NUTRITIONAL SCIENCES	10	9	.22	1	.07
HOME ECONOMICS	62	51	1.25	11	.76
LIBRARY	25	20	.49	5	.35
ANTHROPOLOGY	22	13	.32	9	.63
ARCHAEOLOGY	3	5	.12	3	.21
ASTRONOMY	11	10	.25	1	.07
BIOLOGY	96	74	1.82	22	1.53
BOTANY	9	9	.22	0	.00
CHEMISTRY	48	39	.96	9	.63
ECONOMICS	14	10	.25	4	.28
GEOGRAPHY	8	4	.10	4	.28
GEOLOGY	5	4	.10	1	.07
MATHEMATICS	196	115	2.83	71	4.94
OCEANOGRAPHY	140	100	2.46	40	2.78
PHYSICS	31	23	.57	3	.21
POLITICAL SCIENCE (including law)	103	75	1.85	28	1.95
PSYCHOLOGY	132	98	2.43	44	3.06
SOCIAL SCIENCES	64	42	1.03	22	1.53
SOCIOLOGY	30	49	1.21	31	2.16
ZOOLOGY	29	18	.44	11	.76
SOCIAL WORK	167	128	3.15	39	2.71
TOTAL	5503	4065		1438	

TABLE III B
MAJOR FIELD OF STUDY OF THOSE FURTHERING EDUCATION

MAJOR FIELD	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
OCCUPATIONAL SCHOOL					
AERONAUTICS TECHNOLOGY	60	51	2.56	2	4.92
ARCHITECTURAL DRAFTING TECHNOLOGY	39	35	1.76	4	2.19
AUTO BODY REPAIR & PAINTING	46	45	2.26	1	.55
AUTOMOTIVE TECHNOLOGY	113	109	5.48	4	2.19
BEAUTY/COSMETOLOGY	278	262	13.16	16	8.74
BUSINESS DATA PROCESSING	200	182	9.15	18	9.94
BUSINESS, GENERAL	411	366	18.39	45	24.59
CAFETERIA MANAGEMENT	5	3	.15	2	1.09
CARPENTRY	39	36	1.81	2	1.09
CIVIL ENGINEERING TECHNOLOGY	3	7	.35	1	.55
COMMERCIAL BAKING	5	5	.25	0	.00
COMMERCIAL SEWING	18	18	.90	0	.00
COMPUTER PROGRAMMING	59	53	2.66	6	3.28
CONSTRUCTION TECHNOLOGY	6	5	.25	1	.55
DENTAL ASSISTING	16	15	.75	1	.55
DRAFTING FOR BUILDING TRADES	13	16	.90	0	.00
ELECTRONICS TECHNOLOGY	127	120	6.03	7	3.83
ENGINEERING DRAFTING	19	19	.95	0	.00
FASHION ARTS	43	44	2.21	4	2.19
FIRE SCIENCE	16	15	.75	1	.55
HEAVY EQUIP MAINTENANCE & REPAIR	17	15	.75	2	1.09
HOTEL-RESTAURANT MANAGEMENT	84	75	3.77	9	4.92
INDUSTRIAL ELECTRICITY	16	16	.80	0	.00
MACHINE SHOP TECHNOLOGY	21	19	.95	2	1.09
MECHANICAL DRAWING	3	3	.15	0	.00
NURSING	130	115	5.78	15	8.20
PLUMBING TECHNOLOGY	21	20	1.01	1	.55
POLICE SCIENCE	32	25	1.26	7	3.83
RADIO & TELEVISION REPAIR	14	13	.65	1	.55
REFRIG & AIR CONDITIONING TECHNOLOGY	32	30	1.51	2	1.09
SECRETARIAL SERVICE	227	210	10.55	17	9.29
SHEET METAL	9	9	.45	0	.00
WELDING	37	32	1.61	5	2.73
TOTAL	2173	1990		183	

TABLE III B
MAJOR FIELD OF STUDY OF THOSE FURTHERING EDUCATION

MAJOR FIELD	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
DON'T KNOW	1098	880		218	
OTHER	66	53		13	

SUMMARY

MAJOR FIELD OF STUDY
OF THOSE FURTHERING EDUCATION
1966-67 and 1967-68

Major Field*	1967		1968	
	% of Public	% of Private	% of Public	% of Private
Agriculture	.75	.57	.88	1.18
Arts and Sciences	17.16	30.77	22.09	34.17
Business	25.00	17.72	21.57	17.33
Education	12.45	10.38	13.40	10.74
Engineering	5.13	7.95	5.86	9.61
Health Sciences	4.04	7.23	6.03	7.55
Home Economics	1.26	.98	1.76	2.53
Trade/Industrial	14.95	3.41	15.01	4.37

MAJOR FIELD OF STUDY,
BY TYPE OF SCHOOL PLANNED
1968

Major Field*	College		Occupational	
	% of Public	% of Private	% of Public	% of Private
Agriculture	.88	1.18		
Arts and Sciences	22.09	34.17		
Business	9.97	12.68	11.60	4.65
Education	13.40	10.74		
Engineering	5.86	9.61		
Health Sciences	4.17	6.69	1.86	.86
Home Economics	1.76	2.53		
Trade/Industrial			15.01	4.37

*Excluded are "Other" and "Don't Know" categories.

TABLE IV B
OCCUPATIONS FOR THOSE PLANNING TO WORK FULL-TIME

OCCUPATION	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
ACCOUNTANT	1	1	.25	0	.00
ARTIST	2	1	.25	1	3.57
BABYSITTER	1	1	.25	0	.00
BAKER	3	3	.74	0	.00
BEAUTICIAN	2	2	.49	0	.00
BELLBOY	2	1	.25	1	3.57
BOOKKEEPER-MACHINE OPERATOR	1	1	.25	0	.00
BUSBOYS/BUSGIRLS	1	1	.25	0	.00
BUSINESS OWNER	2	2	.49	0	.00
CANNERY WORKER	6	6	1.47	0	.00
CARHOP	2	2	.49	0	.00
CARPENTER	5	5	1.23	0	.00
CASHIER	9	9	2.21	0	.00
CLECK	9	9	2.21	0	.00
COOK	2	1	.25	1	3.57
COUNTER GIRL	7	7	1.72	0	.00
DELIVERY MAN	2	2	.49	0	.00
DENTAL ASSISTANT	1	1	.25	0	.00
DRAFTSMAN	1	1	.25	0	.00
DRIVER-TRUCK, BUS OR TAXI	3	3	.74	0	.00
ELECTRICIAN	2	2	.49	0	.00
ENTERTAINER, INCLUDING MUSICIAN	6	6	1.47	0	.00
FARMER	3	3	.74	0	.00
FIREMAN	3	3	.74	0	.00
HEAVY EQUIPMENT OPERATOR	4	4	.98	0	.00
HOTEL WORKER	7	6	1.47	1	3.57
HOUSEMAID	1	1	.25	0	.00
JEWELRY APPRENTICE	1	1	.25	0	.00
JOURNALIST OR WRITER	1	1	.25	0	.00
LABORER, CONSTRUCTION, ETC	7	7	1.72	0	.00
LIBRARY AIDE	3	3	.74	0	.00
MACHINIST, HELPER OR APPRENTICE	7	7	1.72	0	.00
MAILMAN	2	2	.49	0	.00
MAINTENANCE MAN	1	1	.25	0	.00
MANAGER	1	1	.25	0	.00
MEAT CUTTER	4	4	.98	0	.00
MECHANIC, HELPER OR APPRENTICE	14	14	3.44	0	.00
MISSIONARY WORKER	18	17	4.18	1	3.57
MODEL	6	6	1.47	0	.00
NURSE, PRACTICAL OR AIDE	8	8	1.97	0	.00
PEACE CORPS, VISTA, NYC	7	7	1.72	0	.00
PLUMBER, HELPER OR APPRENTICE	2	2	.49	0	.00
POLICEMAN	11	8	1.97	3	10.71
PRINTER	2	2	.49	0	.00
PRODUCE CLERK	1	1	.25	0	.00
PROFESSIONAL ATHLETE	1	1	.25	0	.00
RADIO OPERATOR	2	2	.49	0	.00
RECEPTIONIST	8	8	1.97	0	.00
RECREATION LEADER OR ASSISTANT	2	2	.49	0	.00
REPAIRMAN-APPLIANCES	1	1	.25	0	.00
SALESMAN/SALESGIRL	32	29	7.13	3	10.71
SEAMSTRESS, SEWING MACHINE OPERATOR	2	1	.25	1	3.57
SECRETARY OR STENOGRAPHER	18	14	3.44	4	14.29
SERVICEMAN-SOLDIER, AIRMAN, ETC	1	1	.25	0	.00
SERVICE STATION ATTENDANT	3	3	.74	0	.00
STEWARDESS/STEWARD	34	31	7.62	3	10.71
STOCK BOY	3	3	.74	0	.00
TEACHER AID	2	2	.49	0	.00
TECHNICIAN X-RAY ASSISTANT	1	1	.25	0	.00
TELEPHONE OPERATOR	14	12	2.95	2	7.14
TELLER	4	4	.98	0	.00
TOUR GUIDE	2	2	.49	0	.00
TYPIST	6	5	1.23	1	3.57
WAITER/WAITRESS	16	15	3.69	1	3.57
WAREHOUSEMAN	2	2	.49	0	.00
WELDER OR SHITML WRKR, HLPR OR APPR	3	3	.74	0	.00
DONT KNOW	90	85	20.88	5	17.86
TRAVEL AGENT	2	2	.49	0	.00
LUMBER JACK	1	1	.25	0	.00
GAME WARDEN	1	1	.25	0	.00
GRAND TOTAL	435	407	100.0	28	100.0

TABLE V B
CONTINUING PLANS OF THOSE NOT FURTHERING EDUCATION

	TOTAL	PUBLIC	%	PRIVATE	%
FURTHER EDUCATION AT A LATER DATE	677	623	42.2	54	58.1
			% OF PUBLIC		% OF PRIVATE
PLANS ARE PERMANENT	664	612	41.4	52	56.5
PLANS ARE NON-PERMANENT	341	314	21.3	27	29.4
DON'T KNOW	564	551	37.3	13	14.1
TOTAL	1,569	1,477	100.0	92	100.0

TABLE VI B
SCHOOL BY SCHOOL BREAKDOWN

SCHOOL NAME	RESPONDENTS WITH OR WITHOUT PLANS			NOT FURTHER EDUCATION									
	TOTAL RESPONDENTS	WITH PLANS NO	WITHOUT PLANS NO	TOTAL NO	% W/PLANS	WORK NO	% NFE	MILITARY NO	% NFE	OTHER NO	% NFE	DON'T KNOW NO	% NFE
<u>PUBLIC SCHOOLS</u>													
FARRINGTON HIGH	694	666	28	132	96.0	42	31.8	78	59.1	7	5.3	5	3.8
KAIMUKI HIGH	675	635	40	64	94.1	16	25.0	36	56.3	5	7.8	7	10.9
KALANI HIGH	578	561	17	81	97.1	31	38.3	39	48.1	4	4.9	7	8.6
MCKINLEY HIGH	663	631	32	82	95.2	28	34.1	43	52.4	9	11.0	2	2.4
ROOSEVELT HIGH	494	476	18	46	96.4	18	39.1	25	54.3	2	4.3	1	2.2
AIEA HIGH	246	234	12	33	95.1	10	30.3	20	60.6	1	3.0	2	6.1
LFILFHUA HIGH	382	374	8	68	97.9	20	29.4	38	55.9	2	2.9	8	11.8
RADFORD HIGH	420	390	30	67	92.9	24	35.8	30	44.8	10	14.9	3	4.5
WAIALUA HIGH	153	152	1	45	99.3	8	17.8	27	60.0	3	6.7	7	15.6
CAMPBELL HIGH	178	172	6	28	96.6	9	32.1	16	57.1	0	.0	3	10.7
WAIANA HIGH	305	298	7	90	97.7	23	25.6	53	58.9	9	10.0	5	5.6
WAIAPAHU HIGH	424	405	19	70	95.5	22	31.4	44	62.9	3	4.3	1	1.4
CASTLE HIGH	351	328	23	98	93.4	32	32.7	56	57.1	5	5.1	5	5.1
KAHUKU HIGH	108	100	8	32	92.6	9	28.1	19	59.4	1	3.1	3	9.4
KAILUA HIGH	745	698	47	136	93.7	37	27.2	64	47.1	20	14.7	15	11.0
HILO HIGH	678	640	38	80	94.4	16	20.0	54	67.5	5	6.3	5	6.3
HONOKAA HIGH	109	103	6	10	94.5	2	20.0	8	80.0	0	.0	0	.0
KAU HIGH	58	56	2	11	96.6	0	.0	10	90.9	0	.0	1	9.1
KOHALA HIGH	74	71	3	12	95.9	1	8.3	9	75.0	1	8.3	1	8.3
KONAMAENA HIGH	157	150	7	33	95.5	11	33.3	12	36.4	10	30.3	0	.0
LAUPAHEHE HIGH	52	48	4	14	92.3	2	14.3	12	85.7	0	.0	0	.0
PAHUA HIGH	26	26	0	6	100.0	0	.0	6	100.0	0	.0	0	.0
BALDWIN HIGH	365	347	18	40	95.1	7	17.5	25	62.5	2	5.0	6	15.0
HANA HIGH	14	10	4	6	71.4	0	.0	4	66.7	1	16.7	1	16.7
LAHAINA HIGH	138	136	2	29	98.6	6	20.7	22	75.9	1	3.4	0	.0
LANAI HIGH	50	48	2	10	96.0	4	40.0	6	60.0	0	.0	0	.0
MAUI HIGH	159	152	7	21	95.6	1	4.8	19	90.5	0	.0	1	4.8
MOLOKAI HIGH	65	64	1	30	98.5	3	10.0	22	73.3	3	10.0	2	6.7
KAPAA HIGH	156	152	4	28	97.4	5	17.9	22	78.6	1	3.6	0	.0
KAUAI HIGH	197	193	4	47	98.0	13	27.7	26	55.3	5	10.6	3	6.4
WAIHEA HIGH	148	148	0	27	100.0	6	22.2	19	70.4	2	7.4	0	.0
<u>TOTAL PUBLIC SCHOOL</u>	<u>8862</u>	<u>8464</u>	<u>398</u>	<u>1476</u>	<u>95.5</u>	<u>406</u>	<u>27.5</u>	<u>864</u>	<u>58.5</u>	<u>112</u>	<u>7.6</u>	<u>94</u>	<u>6.4</u>

TABLE VI B
SCHOOL BY SCHOOL BREAKDOWN

SCHOOL NAME	RESPONDENTS WITH OR WITHOUT PLANS			NOT FURTHER EDUCATION							DON'T KNOW NO % NFE
	TOTAL RESPONDENTS	WITH PLANS NO %	WITHOUT PLANS NO %	TOTAL NO % W/PLAN	WORK NO % NFE	MILITARY NO % NFE	OTHER NO % NFE				
<u>PRIVATE SCHOOLS</u>											
THE ACADEMY	17	17 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	
DAMIEN MEMORIAL HIGH	115	112 97.4	3 2.6	13 11.6	4 30.8	9 69.2	0 .0	0 .0	0 .0	0 .0	
HAWAII SCHOOL FOR GIRLS	11	11 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	
HAWAIIAN MISSION ACADEMY	73	72 98.6	1 1.4	2 2.8	1 50.0	1 50.0	0 .0	0 .0	0 .0	0 .0	
HONOLULU JUNIOR ACADEMY	12	11 91.7	1 8.3	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	
IDLANI	129	129 100.0	0 .0	1 .8	0 .0	0 .0	1 100.0	0 .0	0 .0	0 .0	
KAMEHAMEHA-BOYS	142	135 95.1	7 4.9	24 17.8	4 16.7	19 79.2	0 .0	1 4.2	0 .0	0 .0	
KAMEHAMEHA-GIRLS	162	159 98.1	3 1.9	10 6.3	10 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	
MARYKNOLL HIGH	94	93 98.9	1 1.1	4 4.3	1 25.0	3 75.0	0 .0	0 .0	0 .0	0 .0	
MID-PACIFIC	86	86 100.0	0 .0	4 4.7	1 25.0	1 25.0	1 25.0	1 25.0	1 25.0	1 25.0	
PACIFIC PREP ACADEMY	13	13 100.0	0 .0	1 7.7	0 .0	1 100.0	0 .0	0 .0	0 .0	0 .0	
PUNAHOU	335	332 99.1	3 .9	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	
ST ANDREWS PRIORY	109	109 100.0	0 .0	1 .9	1 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	
ST FRANCIS CONVENT	64	64 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	
ST LOUIS HIGH	71	71 100.0	0 .0	4 5.6	1 25.0	1 25.0	2 50.0	0 .0	0 .0	0 .0	
STAR OF THE SEA HIGH	193	192 99.5	1 .5	10 5.2	1 10.0	8 80.0	0 .0	1 10.0	0 .0	0 .0	
SACRED HEARTS SEMINARY	38	38 100.0	0 .0	2 5.3	2 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	
ST ANNS ELEM & HIGH	2	2 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	
ST STEPHENS SEMINARY HIGH	25	24 96.0	1 4.0	1 4.2	1 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	
HAWAII PREP ACADEMY	37	37 100.0	0 .0	1 2.7	0 .0	1 100.0	0 .0	0 .0	0 .0	0 .0	
ST JOSEPHS HIGH	70	69 98.6	1 1.4	6 8.7	0 .0	6 100.0	0 .0	0 .0	0 .0	0 .0	
ST ANTHONYS-BOYS	74	74 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	0 .0	
ST ANTHONYS-GIRLS	31	31 100.0	0 .0	5 16.1	0 .0	5 100.0	0 .0	0 .0	0 .0	0 .0	
TOTAL PRIVATE SCHOOL	47	47 100.0	0 .0	2 4.3	2 100.0	0 .0	0 .0	0 .0	0 .0	0 .0	
	16	16 100.0	0 .0	1 6.3	0 .0	0 .0	1 100.0	0 .0	0 .0	0 .0	
	1967	1945 98.9	22 1.1	93 4.8	29 31.2	56 60.2	5 5.4	3 3.2	3 3.2	3 3.2	

ENROLLMENT

School Year 1967-68

Table I shows the enrollment count of grade 9-12 students at three different times during the school year. As was noted last year, a decrease in enrollment is evident during the course of the school year in every grade level except in grade 9.

Table I

Secondary Student (Gr. 9-12) Enrollment*

Grade	Sept. 1967	Dec. 1967	June 1968	% of Decrease Sept.-June
9	11,923	11,977	11,828	0.08
10	11,847	11,646	11,338	04.3
11	10,663	10,539	10,130	05.0
12	9,759	9,684	9,476	02.9
Total	44,192	43,846	42,772	04.3

1955 to 1970

Aside from the upward trend of growth in secondary student enrollment, the rate of enrollment increase from year to year differs unpredictably at times for Hawaii's public high schools (see Table II) possibly because of such factors as varying migratory patterns of military family groups, transiency of civilian families (for temporary or permanent residence in Hawaii), etc. When massive military transfers of troops and families coincide with school enrollment count dates, enrollment statistics can be affected significantly.

*"Special Students" (in special education classes: MRE, learning disability, etc.) are not included.

TABLE VII A
SCHOOL BY SCHOOL BREAKDOWN

SCHOOL NAME	FURTHER EDUCATION											DON'T KNOW %		
	TOTAL NO	% W/PLAN	4-YR COLL NO	% FF	2-YR COLL NO	% FF	BUS SCH NO	% FE	TECH SCH NO	% FE	NURS SCH NO		% FF	OTHER SCH NO
<u>PRIVATE SCHOOLS</u>														
THE ACADEMY	17	100.0	4	47.1	8	47.1	1	5.0	0	.0	0	.0	0	.0
DAMIEN MEMORIAL HIGH	99	88.4	57	57.6	18	18.2	16	16.2	0	.0	8	8.1	0	.0
HAWAII SCHOOL FOR GIRLS	11	100.0	6	54.5	5	45.5	0	.0	0	.0	0	.0	0	.0
HAWAIIAN MISSION ACADEMY	70	97.2	60	85.7	3	4.3	5	7.1	1	1.4	1	1.4	0	.0
HONOLULU JUNIOR ACADEMY	11	100.0	1	9.1	7	63.6	2	18.2	1	9.1	0	.0	0	.0
IOLANI	128	99.2	119	93.0	5	3.9	0	.0	2	1.6	2	1.6	0	.0
KAMEHAMEHA-BOYS	111	82.2	66	59.5	24	21.6	16	14.4	2	1.8	3	2.7	0	.0
KAMEHAMEHA-GIRLS	149	93.7	93	62.4	26	17.4	27	18.1	0	.0	3	2.0	0	.0
MARYKNOLL HIGH	89	95.7	72	80.9	9	10.1	4	4.5	0	.0	4	4.5	0	.0
MID-PACIFIC	82	95.3	68	82.9	7	8.5	3	3.7	1	1.2	3	3.7	0	.0
PACIFIC PREP ACADEMY	12	92.3	5	41.7	3	25.0	3	25.0	1	8.3	0	.0	0	.0
PUNAHOU	332	100.0	304	91.6	22	6.6	0	.0	1	.3	5	1.5	0	.0
ST ANDREWS PRIORY	108	99.1	86	79.6	7	6.5	12	11.1	0	.0	3	2.8	0	.0
ST FRANCIS CONVENT	64	100.0	51	79.7	7	10.9	2	3.1	0	.0	4	6.3	0	.0
ST LOUIS HIGH	67	94.4	37	55.2	13	19.4	14	20.9	1	1.5	2	3.0	0	.0
STAR OF THE SEA HIGH	192	94.8	131	72.0	28	15.4	12	6.6	1	.5	10	5.5	0	.0
SACRED HEARTS SEMINARY	36	94.7	19	52.8	3	8.3	13	36.1	0	.0	1	2.8	0	.0
ST ANN'S ELEM & HIGH	2	100.0	0	.0	2	.0	0	.0	0	.0	0	.0	0	.0
ST STEPHENS SEMINARY HIGH	23	95.9	13	56.5	6	26.1	4	17.4	0	.0	0	.0	0	.0
HAWAII PREP ACADEMY	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
ST JOSEPH'S HIGH	36	97.3	31	86.1	5	13.9	0	.0	0	.0	0	.0	0	.0
ST ANTHONY'S-BOYS	63	91.3	30	41.9	5	7.9	16	25.4	3	4.8	0	.0	0	.0
ST ANTHONY'S-GIRLS	74	100.0	62	83.8	6	8.1	3	4.1	0	.0	3	4.1	0	.0
TOTAL PRIVATE SCHOOL	26	83.9	11	42.3	10	38.5	5	19.2	0	.0	0	.0	0	.0
	45	95.7	10	22.2	8	17.8	25	55.6	1	2.2	1	2.2	0	.0
	15	93.9	12	80.0	1	6.7	1	6.7	0	.0	1	6.7	0	.0
	1852	95.2	1361	73.5	239	12.9	184	9.9	15	.8	54	2.9	0	.0

right portion of Table VI-B is an enumeration of those who have no plans to further their education. Table VII-B is an enumeration of those who have plans to further their education.

S U M M A R Y *

Of the 10,409 seniors who indicate they have definite plans after high school, 84.9 per cent plan to further their education. This is a slight increase of .3 per cent over last year's 84.6 per cent. A steady increase is noted over the years in the per cent of graduates indicating plans for further education.

Conversely a steady decrease is noted in the proportion of seniors who plan to seek full-time employment right after high school. Plans of the Class of 1967 showed 4.8 per cent planning for employment, whereas, the Class of 1968 shows a lower 4.1 per cent.

Plans for Furthering Education

As it is the responsibility of the public schools to provide for all segments of the population, it is to be expected that the per cent of college-bound seniors from public schools is offset by those terminating their education or planning for enrollment in two-year occupational schools instead. Private schools are generally college preparatory and this is reflected in annual statistics on college plans. The per cent of private school seniors planning for four years of college education continues to remain higher than that of public schools, 73.5 per cent for private schools compared to 46.2 per cent for public schools.

*(The summary above is based on the statewide data in Tables I-B through V-B. Schools should utilize the data in Tables VI-B and VII-B for their own use.)

Major Fields of Study

Among the broad categories of major fields, arts and sciences are more frequently selected as major areas of study. Business ranks next in frequency of selection. Except for trade/industrial programs of study and training, the other fields of study generally rank similarly for both private and public schools: education, engineering, health sciences, home economics, and agriculture.

Again, as in the past, a greater percentage of the public school students plan for trade/industrial study and training, 15.0 per cent for public schools as compared to 4.4 per cent for private schools.

A substantial per cent of 13.4 public school students and 12.5 private school students still are not certain about their field of interest. Students may take as long as a part or all of their undergraduate years in college to decide on their major field. This period of exploration may prove to be advantageous for some, while others will stand to gain from early pursuit of a chosen field.

School Locations

Plans for the location of the school continues along the same pattern as in the past with 62.7 per cent of the public school students remaining in Hawaii and 38.5 per cent of the private school seniors planning likewise. Hawaii students who plan to attend school outside of Hawaii tend to concentrate along the westernmost states of the mainland: California, Oregon, Colorado, and Washington. Eastern states are selected in greater frequency by private school seniors. As stated in the past, private school seniors are assumed to come from more affluent families that can afford out-of-state educational expenses for their youngsters. The number of four-year colleges is limited in Hawaii and students continue to move on to the mainland for individual preferences.

COMPARISON OF PLANS BETWEEN
PUBLIC AND PRIVATE SCHOOLS,
BY MAJOR FIELD

<u>Rank Order</u>	<u>PUBLIC</u>		<u>PRIVATE</u>	
		<u>% Intention</u>		<u>% Intention</u>
1	Arts & Sciences	22.09	Arts & Sciences	34.17
2	Business	21.57	Business	17.33
3	Trade/Industrial	15.01	Education	10.74
4	Education	13.40	Engineering	9.61
5	Health Sciences	6.03	Health Sciences	7.55
6	Engineering	5.86	Trade/Industrial	4.37
7	Home Economics	1.76	Home Economics	2.53
8	Agriculture	.88	Agriculture	1.18

Occupations

Selection of occupations for full-time employment after high school is limited to service and unskilled work such as saleswork, waiting on tables, missionary work, and trade apprenticeship. (See Table IV-B for details.) The following summarizes the most frequently selected occupations by public high schools (private school listing is not included because of negligible numbers involved).

<u>Occupation</u>	<u>No.</u>	<u>Per cent of Public</u>
Stewardess/steward	31	7.6
Salesman/salesgirl	29	7.1
Missionary worker	17	4.2
Waiter/waitress	15	3.7
Mechanic helper or apprentice	14	3.4

The annual follow-up survey of 1967 public high school graduates indicated that of all the working graduates, the following were involved in similar service and unskilled types of work:

<u>Occupation</u>	<u>No.</u>	<u>Per cent of Public</u>
Sales	118	8.5
Clerk	111	8.0
Service station attendant	90	6.5
Laborer	68	4.9
Waiter, waitress	67	4.8

Plans of graduates do not heavily include "service station attendant" and "laborer" but, in reality, these appear to be among the few occupations that can absorb the graduates who do not go on for further education.

Plans for No Immediate Further Education

Of the 10,829 respondents to the survey questionnaire, 1,569 students (14.5 per cent) indicated no plans for immediate further education after high school. However, 42.2 per cent of the public and 58.1 per cent of the private

school seniors reported plans to further their education at a later date. Of all those not furthering their education, only 41.4 per cent of the public and 56.5 per cent of the private school seniors indicate that their decisions are permanent. These responses indicate an awareness on the part of the youngsters that plans can be made flexible enough to adjust to changing needs and conditions.

Section III

Follow-Up Survey of 1967 High School Graduates (Public and Private)

44/45

PURPOSE

A follow-up of graduates one year after graduation can possibly provide the following kinds of information: 1) consistency of senior-year plans with post-high school activities, 2) relationship of final college and other school placements to class rankings, and 3) statistical data (percentages qualifying for enrollment at various types of schools, types of employment for those "fully employed," and percentage of graduates failing to pursue definite post-high school activities within a year after graduation) for the evaluation of school objectives and programs offered (college preparatory, general, or vocationally-oriented). The report on the status of Hawaii's 1967 graduates was designed to provide such information as well as a broad basis for other analyses and comparisons.

PROCEDURE

In recognition of the reliability and economy (in terms of time, materials, and effort) of sampling procedures and for the purpose of minimizing work load at the school level, the follow-up survey of 1967 graduates was designed to include only a sampling of the total public and private school graduates. At a confidence level of .95 per cent, 5,882 graduates were randomly selected.

The key instrument in collecting data for this survey was the Follow-Up Survey (IBM) card:

FOLLOW-UP SURVEY OF 1967 HIGH SCHOOL GRADUATES
HAWAII STATE DEPARTMENT OF EDUCATION

NAME - LAST	FIRST	MIDDLE	SEX	M OR S	SCHOOL
ADDRESS			CITY OR STATE		PHONE
					STUDENT NO.

MARK ONE ONLY

- | | | | |
|--|--------------------------|---|--|
| 01. Four Year College | <input type="checkbox"/> | 07. Employed Full Time (including night school) | <input type="checkbox"/> |
| 02. Two Year College & Community College with college transfer program | <input type="checkbox"/> | <i>If Mark is on 07. answer the following</i> | |
| 03. Occupational School (Beauty, Business, Community College, Tech.) | <input type="checkbox"/> | 08. Job Title or Kind of Work, code no. | <input type="checkbox"/> |
| 04. Other School | <input type="checkbox"/> | Employed By | |
| <i>If Mark is 01. through 04., answer the following</i> | | | |
| 05. Name of School Now In | | 09. Not Employed and Not in School | <input type="checkbox"/> |
| Location of School (State), code no. | <input type="checkbox"/> | 10. In Military Service | <input type="checkbox"/> |
| 06. Major Field of Study, code no. | <input type="checkbox"/> | 11. Location Unknown | <input type="checkbox"/> |
| | | 12. Deceased | <input type="checkbox"/> |
| | | Class | |
| | | Standing | 100-81% 80-61% 60-41% 40-21% 20-1% |
| | | In High School | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

In February of 1968, cards for each graduate were sent to all public and private schools with a 1967 graduating class. All cards were completed by the beginning of May. This Office had earlier requested all local post-high school institutions, universities, colleges, commercial, technical schools, etc., to submit lists of 1967 high school graduates enrolled in their respective institutions. With the information thus provided, many of the cards were filled in by this Office and sent to the schools only for confirmation and the entering of the graduate's class rank and marital status.

For those graduates whose names had not been reported by the local educational institutions, school personnel indicated their after-high-school activity after checking with relatives or friends still in school, calling the graduate's home, or getting the necessary information by some other means. Schools were specifically instructed not to send the cards home as this procedure resulted in very few responses in the past.

Limitations

1. Non-direct response: As explained above, the results should not be considered as direct responses from the graduates. A choice had to be made between obtaining direct responses from the graduates, and settling for few returns, and the non-direct method with perhaps less accuracy, but almost 100 per cent coverage of all sample graduates. The latter plan was chosen.
2. Class Rank: The schools that responded to the request for their listings of criteria used for determining class rank reported averaging grades earned in all the courses pursued from grades 9-12. Limitation should be recognized, however, in the existing differences in grading standards from teacher to teacher and from school to school.

3. Immediate Activities: Activities reported should not be considered either permanent or non-permanent enterprises. The survey makes no attempt to differentiate along these lines. Actually, it can be said that just about all those in school are in a non-permanent category. This may be just as true for those in military service, although a substantial number may be career persons. Some of those working full-time may have school plans later and those in junior colleges or other schools may enter a four-year college or university before their school careers end. The activities indicated, then, should be regarded as immediate -- within one year after graduation.

FINDINGS

Status Within a Year After Graduation

Though this year's follow-up study included only a sample group of 5,882 out of a total of 11,715 graduates, final data are similarly distributed among the various activities (specified in Table I-C) as last year's. (Of the total sample group, follow-up data for 5,842 [99.3 per cent] were compiled.) Among the selected sample graduates, 66.9 per cent are engaged in furthering their education, an increase of 1.3 per cent over last year's 65.6 per cent in this category. As last year, a substantially larger group (62.3 per cent) of those furthering their education are enrolled in four-year colleges.

The category of "occupational school" includes business schools, technical schools, and two-year junior and community colleges that provide occupational training within, generally, two years. This year, an attempt was made to differentiate between those who are enrolled in two-year colleges for eventual transfer to four-year colleges and those who are enrolled for occupational training, generally,

TABLE I C ACTIVITIES OF 1967 HIGH SCHOOL GRADUATES (SAMPLE)

ACTIVITIES	PUBLIC SCHOOL	%	PRIVATE SCHOOL	%	MALE	%	FEMALE	%	GRAND TOTAL	%
FOUR YEAR COLLEGE	1418	32.7	1016	67.7	1170	39.3	1264	44.1	2434	41.7
TWO YEAR JR COLLEGE	192	4.4	102	6.8	163	5.5	131	4.6	294	5.0
OCCUPATIONAL SCHOOL	942	21.7	160	10.7	417	14.0	685	23.9	1102	18.9
OTHER SCHOOL	59	1.4	15	1.0	23	.8	51	1.8	74	1.3
EMPLOYED FULL TIME	530	12.2	70	4.7	288	9.7	312	10.9	600	10.3
NOT EMPLOYED, SCHOOL	307	7.1	34	2.3	86	2.9	255	8.9	341	5.8
MILITARY SERVICE	612	14.1	69	4.6	665	22.4	16	.6	681	11.7
LOCATION UNKNOWN	276	6.4	33	2.2	156	5.2	153	5.3	309	5.3
DECEASED	5	.1	2	.1	7	.2	0	.0	7	.1
TOTAL RESPONDENTS	4341	100.0	1501	100.0	2975	50.9	2867	49.1	5842	100.0

for two years only. Table I-C shows that 5.0 per cent of the sample graduates are enrolled in two-year colleges pursuing a college transfer program. Those enrolled for occupational training total 18.9 per cent of the sample group. A total of 23.9 per cent are enrolled in two-year post-high institutions. This compares similarly to last year's 23.4 per cent.

The trend of more graduates furthering their education and fewer of them entering full employment continues with the Class of 1967:

	<u>1962</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Further Education	55.0%	61.0%	65.2%	65.6%	66.9%
Employment	15.0	15.0	13.3	13.0	10.3

Not unusual differences are noted between the activities of public and private school graduates. Among private school graduates, 86.2 per cent are found to be furthering their education and among public school graduates, 60.2 per cent are enrolled in school. The per cent of private school graduates (67.7%) enrolled in four-year colleges more than doubles the per cent of similarly enrolled public school graduates (32.7%). This is expected of the almost wholly college preparatory private schools with a carefully selected pupil population.

Relationship Among Quintile Class Standings and Activities

Table II-C again specifies the nine activity categories, but this time the distribution is rearranged according to the graduates' quintile standings as reported by the schools. Schools were requested to determine each graduate's standing by applying the same method they use in filling out college applications.

A variety of analyses and comparisons can be made from the data in Table II-C from which inferences can be made. Rather than going into a great amount of detail (the reader is encouraged to make other comparisons from this table as well as the

TABLE II C - QUINTILE GROUPS, BY ACTIVITIES (SAMPLE TOTAL - PUBLIC AND PRIVATE)

ACTIVITIES	TOTAL			QUINTILE GROUPS			C L A S S			S T A N D I N G			NO DATA								
	M	F	BOTH	80-81%			60-61%			40-21%			M	F							
				M	F	BOTH	M	F	BOTH	M	F	BOTH									
FOUR YEAR COLLEGE	1170	1264	2434	391	596	987	328	356	684	215	185	400	149	81	230	84	44	128	3	2	5
TWO YEAR JR COLLEGE	163	131	294	6	21	27	22	34	56	39	41	80	41	17	58	53	18	71	2	0	2
OCCUPATIONAL SCHOOL	417	685	1102	9	68	77	50	147	197	128	200	328	135	164	299	93	105	198	2	1	3
OTHER SCHOOL	23	51	74	8	5	13	2	6	8	1	7	8	5	12	17	7	21	28	0	0	0
EMPLOYED FULL TIME	288	312	600	6	35	41	18	64	82	44	62	106	83	69	152	137	82	219	0	0	0
NOT EMPLOYED, SCHOOL	86	255	341	2	20	22	7	38	45	9	60	69	26	68	94	42	69	111	0	0	0
MILITARY SERVICE	665	16	681	9	0	9	67	5	72	145	4	149	214	3	217	230	4	234	0	0	0
LOCATION UNKNOWN	156	153	309	14	25	39	23	31	54	31	29	60	36	39	75	51	29	80	1	0	1
DECEASED	7	0	7	1	0	1	1	0	1	2	0	2	1	0	1	2	0	2	0	0	0
TOTAL	2975	2867	5842	446	770	1216	518	681	1199	614	588	1202	690	453	1143	699	372	1071	8	3	11

school-by-school breakdown in Table IX-C and X-C), the following schematic design is presented to show which quintile groups have the most and the least representation in the major activity categories, and in which quintile group the median falls for each activity:

- - The quintile group under which the large circle is placed has the largest number of graduates for that particular activity category.
- - the quintile group under which the small circle is placed has the smallest number of graduates for that particular category.
- - the quintile group, under which the black dot with a horizontal line running through it is placed, represents the group in which the median falls for each category.

Activity Categories	QUINTILE GROUPS				
	5 1%-20%	4 21%-40%	3 41%-60%	2 61%-80%	1 81%-100%
Four-Year College	○			●	○
Two-Year Jr. College			○		○
Occupational School			○		○
Employed	○	●			○
Military	○	●			○
Not Employed, Not in School	○	●			○

From the above, it can be readily seen that the distribution of graduates is skewed left in the four-year college category, and the mode and median move

to the left as one reads downward to the last listed category, not employed/not in school. (The categories are not necessarily listed according to a rank or "social ladder.")

A difference is noted between last year's and this year's placement of the mode for the two-year junior college category. The mode fell in the 21%-40% quintile group last year, whereas, it falls in the 41%-60% group this year. This is very likely attributed to the change, this year, in categorizing only students with plans for a college transfer program within the "two-year junior college" activity. Others pursuing occupational training are categorized within "occupational school" regardless of their "two-year college" status.

Relationship of Plans Before Graduation and Actual Activities Within a Year After Graduation

As a total group, the 5,842 sample graduates of 1967 displayed some stability between their plans (May 1967) before graduation and their actual activities one year later (May 1968):

<u>Plans</u> <u>May, 1967</u>		<u>Actual Activities</u> <u>May, 1968</u>
84.6%	Further Education	66.9%
4.8	Full-time Employment	10.3
8.2	Military Service	11.7
3.8	No Definite Plans	////
////	Not in School or Employed	5.8
////	Deceased	.1
////	Location Unknown	5.3

A further breakdown of those in the "further education" category shows the following:

Educational Plans <u>May, 1967</u>		Educational Status <u>May, 1968</u>
53.5%	Four-Year College	62.3%
22.6	Two-Year Junior College	7.5
17.1	Occupational School	28.2
3.2	Other School	1.9
3.5	Don't Know	////

Differences in the two-year junior college and occupational school categories are a result of the attempt, this year, to differentiate between those who attend a two-year college for eventual transfer to a four-year college and those who attend for occupational training, generally, for two years in preparation for full-time employment. It can be deduced here that though 22.6 per cent planned to further their education in a two-year college, only 7.5 per cent actually enrolled in a college transfer type of program a year later. The rest of those who planned on a two-year college enrolled for occupational training in the two-year colleges and other business and technical schools.

The discussion so far has been limited to plans and actual activities of the graduates, collectively as a group. The data in Table III-C and IV-C add a great deal more light to the picture as each individual graduate's plan was matched with his actual status one year later. Table III-C groups the graduates according to their actual activity (by columns) and their original plans (by rows) are enumerated. Table IV-C groups the graduates according to their original plans (by columns) and their actual activities (by rows) are enumerated. (These figures reflect only major categories.)

TABLE III C CONSISTENCY OF ACTUAL ACTIVITY WITH PLANS
ACTUAL ACTIVITY WITHIN ONE YEAR AFTER GRADUATION, 1968

PLANS BEFORE GRADUATION	4-YR. COLL.		2-YR. JR. COLL.		DCCUP. SCH.		OTHER SCH.		FULLY EMPLOYED		NOT EMP/SCH		MIL. SERVICE	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
	2433		294		1102		74		600		341		681	
MAY, 1967	2257	92.8	54	18.4	77	7.0	4	5.4	50	8.3	40	11.7	37	5.4
FOUR YEAR COLLEGE	98	4.0	180	61.2	454	41.2	12	16.2	90	15.0	59	17.3	85	12.5
TWO YEAR COLLEGE	22	.9	19	6.5	438	39.7	16	21.6	137	22.8	65	19.1	83	12.2
OCCUPATIONAL SCHOOL	6	.2	5	1.7	28	2.5	21	28.4	26	4.3	19	5.6	33	4.8
OTHER SCHOOL	1	.0	5	1.7	25	2.3	2	2.7	102	17.0	55	16.1	29	4.3
FULLY EMPLOYED	12	.5	10	3.4	30	2.7	6	8.1	71	11.8	20	5.9	318	46.7
MILITARY SERVICE	3	.1	1	.3	3	.3	1	1.4	17	2.8	21	6.2	7	1.0
OTHER PLANS	34	1.4	20	6.8	47	4.3	12	16.2	107	17.8	62	18.2	89	13.1

To read this table:

Each column groups the 1967 sample graduates, public and private, according to their actual activities one year after graduation, as identified in each column heading. The column heading also includes the number of respondents in that particular group. Reading vertically, one can say that of the 681 sample graduates who are in the military, 318 had planned before graduation to enter the armed forces, 37 had planned to attend a four-year college instead, 89 had no definite plans, and so on. Figures are not additive because only major categories are shown.

TABLE IV C FULFILLMENT OF PLANS
PLANS BEFORE GRADUATION, MAY 1967

ACTUAL ACTIVITY	4-YR COLL.		2-YR JR COLL.		1040		829		149		253		501		62		409	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
WITHIN 1 YR. AFTER GRADUATION, 1968	2257	86.3	99	9.4	22	2.7	6	4.0	1	.4	12	2.4	3	4.8	34	8.3		
FOUR YEAR COLLEGE	54	2.1	180	17.3	19	2.3	5	3.4	5	2.0	10	2.0	1	1.6	20	4.9		
TWO YEAR JR. COLL.	77	3.0	454	43.7	439	52.8	28	18.8	25	9.9	30	6.0	3	4.8	47	11.5		
OCCUPATIONAL SCHOOL	4	.2	12	1.2	16	1.9	21	14.1	2	.8	6	1.2	1	1.6	12	2.9		
OTHER SCHOOL	50	1.9	90	9.7	137	16.5	26	17.4	102	40.3	71	14.2	17	27.4	107	26.2		
FULLY EMPLOYED	40	1.5	59	5.7	65	7.8	19	12.8	55	21.7	20	4.0	21	33.9	62	15.2		
NOT EMPLOYED/SCHOOL	37	1.4	85	8.2	83	10.0	33	22.1	29	11.5	318	63.5	7	11.3	89	21.8		
MILITARY SERVICE																		

To read this table:

Each column groups the 1967 sample graduates, public and private, according to their plans, which are identified in each column heading. The column heading also includes the number of sample graduates in that particular group. Reading vertically, one can say that of the 2,598 who aspired to enter a four-year college, 2,257 followed through and the rest changed their minds -- 54 went to a two-year junior college instead, 77 to occupational schools and so on. One can also say that among those who had no definite plans, the largest number became fully employed. Figures are not additive because only major categories are shown.

Discussion of the data in these two tables can go on almost endlessly. The reader is left to find inferences of value. Of significance is the fact that those in four-year colleges showed the most stability between plans and actual activity. In Table III-C, of the 2,433 sample graduates in the four-year college category a year after high school, 92.8 per cent had planned to enroll in this type of school before graduation. In Table IV-C, of the 2,598 seniors in high school in 1967 who planned to attend a four-year college, 86.9 per cent fulfilled their plans while others enrolled in other types of schools, found employment, entered military service, or were still "not employed nor in school." Changes noted (Table IV-C) in the fulfillment of plans for enrollment in a two-year college are explained by the distinction made this year between students enrolled in college transfer programs and those enrolled in two-year occupational training programs.

In the military service category, a high level of stability (compared to that of other categories) is noted between plans and the actual activity a year later. Of the actual number in military service a year later, 46.7 per cent had previously planned to enter military service (Table III-C). Of the students who contemplated upon entering military service, 63.5 per cent fulfilled their plans (Table IV-C).

Only 17.0 per cent of those fully employed a year later had planned to work full-time, while 16.1 per cent of those "not employed nor in school" a year after graduation had planned to enter the work force before graduation. Of those who planned for full-time employment, 40.3 per cent fulfilled their plans.

It can be seen in Table IV-C that among those who had "other plans," 33.0 per cent were found to be not employed nor in school, and of those with "no plans," 26.2 per cent became fully employed and 15.2 per cent were not

employed nor in school. The table also shows that 40.3 per cent of those who planned to work full time after high school found employment.

College and School Location of Graduates Pursuing Further Education

Again, as in the past, every state in the union has at least one 1967 graduate from a Hawaii high school attending a post-high school institution. Table V-C shows that the graduates are enrolled in greatest numbers at the following locations: Hawaii (67.3 per cent), California (9.5 per cent), Washington (4.5 per cent), and Oregon (3.4 per cent). The location of 1.5 per cent of the in-school graduates could not be determined.

Occupations of the Working Graduates

Table VI-C shows that the 600 sample graduates (10.3 per cent of the total sample) who are employed full time are most frequently engaged in clerical, sales, unskilled, and service job classifications as listed below:

Clerical	7.3%
Sales	6.8
Service Station Attendant	6.5
Waiter, Waitress	5.7
Laborer	4.8

To occupationally inexperienced graduates the above job classifications appear to be more easily and frequently available than others with perhaps fewer turnover of vacancies, more specialized skills, etc.

Marital Status

Similarly as last year, only 2.57 per cent (2.87 per cent for 1966) of the graduates are married, and of this group, 77 per cent are females. Of the married

graduates (almost entirely females), 52.6 per cent are not employed nor in school. Among the male married graduates, 61.8 per cent are fully employed. See Table VII-C.

School-by-School Breakdown

Table VIII-C, IX-C, and X-C are presented primarily for use by individual schools. Table VIII-C gives the number of sample graduates of both public and private schools for 1967 and the number of sample respondents (5,842) accounted for in this survey (99.3 per cent for all public and private schools). Total numbers of graduates are also listed for each school. The public schools (by districts) are listed first, followed by the private schools. The number of respondents per school is broken down into quintile groups (based on the graduates' class standings or ranks which are usually determined on grade-point averages). Comparison of quintile group distributions of various schools should not be made without taking into consideration differences in grading standards and group characteristics. (The "total" percentages in Table VIII-C are based on the number of sample June graduates; the percentages for each quintile group are based on the number of respondents.)

Table IX-C indicates (school by school in the same order as Table VIII-C and by quintile group) the activities of the 1967 graduates who are furthering their education. For each individual school, this and Table X-C are a starting point for the correlation of what graduates are doing within one year after high school and their high school standing. The "total" percentages for each school are based on the number of respondents for all activity categories in Table IX-C and X-C. The percentages for each quintile group are based on the number of respondents falling in each particular activity category. Schools may compare the

TABLE V-C
COLLEGE AND SCHOOL
LOCATIONS OF THE 1967 GRADUATES PURSUING FURTHER EDUCATION
(PUBLIC & PRIVATE)

STATE	MALE	FEMALE	BOTH	PERCENT
ALABAMA	3	2	5	.13
ALASKA	1	0	1	.03
ARIZONA	13	9	22	.56
ARKANSAS	1	0	1	.03
CALIFORNIA	215	154	369	9.45
COLORADO	43	46	89	2.28
CONNECTICUT	5	1	6	.15
DISTRICT OF COLUMBIA	2	3	5	.13
FLORIDA	3	3	6	.15
GEORGIA	5	3	8	.20
HAWAII	1106	1523	2629	67.34
IDAHO	7	8	15	.38
ILLINOIS	15	19	34	.87
INDIANA	12	4	16	.41
IOWA	9	11	20	.51
KANSAS	8	5	13	.33
KENTUCKY	0	1	1	.03
LOUISIANA	2	1	3	.08
MAINE	1	0	1	.03
MARYLAND	10	9	19	.49
MASSACHUSETTS	11	12	23	.59
MICHIGAN	12	7	19	.49
MINNESOTA	3	8	11	.28
MISSISSIPPI	1	0	1	.03
MISSOURI	8	10	18	.46
MONTANA	4	1	5	.13
NEBRASKA	3	6	9	.23
NEVADA	2	1	3	.08
NEW HAMPSHIRE	2	0	2	.05
NEW MEXICO	5	3	8	.20
NEW YORK	20	8	28	.72
NORTH CAROLINA	1	1	2	.05
NORTH DAKOTA	0	1	1	.03
OHIO	10	6	16	.41
OKLAHOMA	1	2	3	.08
OREGON	72	61	133	3.41
PENNSYLVANIA	10	4	14	.36
RHODE ISLAND	6	1	7	.18
SOUTH CAROLINA	3	3	6	.15
TENNESSEE	3	3	6	.15
TEXAS	7	20	27	.69
UTAH	7	13	20	.51
VERMONT	3	1	4	.10
VIRGINIA	6	5	11	.28
WASHINGTON	85	90	175	4.48
WISCONSIN	7	9	16	.41
WYOMING	1	0	1	.03
FOREIGN COUNTRIES	4	8	12	.31
UNKNOWN	15	45	60	1.54
GRAND TOTAL	1773	2131	3904	100.00

TABLE VI C
OCCUPATIONS OF THE 1967 WORKING GRADUATES (PUBLIC & PRIVATE)

OCCUPATION	MALE	FEMALE	BOTH	PERCENT
BABYSITTER	1	2	3	.50
BAKER	1	0	1	.17
BEAUTICIAN	0	1	1	.17
BELLBOY	1	0	1	.17
BUSBOYS & GIRLS	5	1	6	1.00
CAFETERIA WORKER	1	1	2	.33
CANNERY WORKER	2	1	3	.50
CASHIER	0	12	12	2.00
CLERK	4	40	44	7.33
COOK	4	1	5	.83
COUNTER GIRL	1	16	17	2.83
CUSTODIAN	3	1	4	.67
DELIVERY MAN	12	1	13	2.17
DENTAL ASSISTANT	0	3	3	.50
DESK CLERK	0	4	4	.67
DISHWASHER	4	0	4	.67
DRIVER-VEHICLE	7	1	8	1.33
ELECTRICIAN	2	0	2	.33
ENTERTAINER INCLUDING MUSICIAN	1	5	6	1.00
FACTORY WORKER	4	1	5	.83
FARMER	2	1	3	.50
GLAZIER APPRENTICE-GLASS	1	0	1	.17
GUARD OR WATCHMAN	1	0	1	.17
HOTEL WORKER	4	6	10	1.67
KEYPUNCH AND TAB MACHINE OPERATOR	0	3	3	.50
LABORER-CONSTRUCTION ETC	26	3	29	4.83
LAUNDRY-PRESSING, FOLDING	1	0	1	.17
LIBRARIAN	1	1	2	.33
MACHINIST	4	1	5	.83
MAINTENANCE MAN	3	0	3	.50
MANAGER	1	0	1	.17
MASON	1	0	1	.17
MEAT CUTTER	2	0	2	.33
MECHANIC	4	0	4	.67
MESSENGER	2	1	3	.50
MISSIONARY WORKER	1	6	7	1.17
NURSE-PRACTICAL OR AIDE	1	9	10	1.67
PHOTOGRAPHER	0	1	1	.17
PLANTATION LABORER	1	0	1	.17
PLUMBER	2	0	2	.33
POLICEMAN	4	0	4	.67
PRINTER	1	0	1	.17
PRODUCE CLERK	4	0	4	.67
RANCHER, COWBOY	1	0	1	.17
RECEPTIONIST	0	5	5	.83
REPAIRMAN-APPLIANCES	2	0	2	.33
SALESMAN, SALESGIRL	8	33	41	6.83
SEAMSTRESS	0	1	1	.17
SECRETARY OR STENOGRAPHER	0	10	10	1.67
SERVICE STATION ATTENDANT	39	0	39	6.50
STEVEDORE	1	0	1	.17
STEWARDESS, STEWARD	3	1	4	.67
STOCK BOY	13	0	13	2.17
TELEPHONE OPERATOR	0	7	7	1.17
TELLER	0	2	2	.33
TYPIST	0	6	6	1.00
USHER OR USHERETTE	0	6	6	1.00
WAITER OR WAITRESS	2	32	34	5.67
WAREHOUSEMAN	2	0	2	.33
WELDER OR SHEET METAL WORKER	6	0	6	1.00
YARDMAN	1	0	1	.17
DON'T KNOW	60	63	123	20.50
OTHERS	30	23	53	8.83
GRAND TOTAL	288	312	600	100.00

distribution of the percentages for each quintile group with the data in Table II-C. (The public schools show an uneven distribution for the four-year college activity. The higher quintile groups having higher percentages; those private schools that are college-preparatory show a more even distribution.)

Table X-C may be used in the same manner as Table IX-C. The activity categories in Table X-C are those that are not related to further education.

SUMMARY

The follow-up information presented in this section reflects only the activities or status of our graduates within one year after high school. Though the activities reported may be of temporary nature for some of the graduates for a year or more, the compiled statistics indicate the immediate result of each graduate's effort to plan ahead (undoubtedly in varying degrees) academically and occupationally. For those whose activities show inconsistency with plans for further education, there is no question about the need for vocational guidance (in and out of school), financial assistance, and opportunities to enroll in occupational schools and colleges. Clearly, the high degree of inconsistency of occupational activities with plans indicates to educators that vocational guidance and instructional programs must coincide to prepare (for long-range planning) those who contemplate terminating formal education for a year or more. Unprepared "fully employed" graduates will eventually need to further educate or train (occupationally) themselves if they are to fulfill their hopes and aspirations.

Future longitudinal follow-up studies of our graduates should further assist the Department of Education in evaluating and planning for adequate instructional programs for Hawaii's youngsters.

TABLE VII C ACTIVITIES BY MARITAL STATUS

ACTIVITIES	TOTAL		SINGLE		MARRIED		%
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
FOUR YEAR COLLEGE	1170	1264	1167	1261	3	6	42.66
TWO YEAR COLLEGE	163	131	161	130	2	3	5.11
OCCUPATIONAL SCHOOL	417	685	414	677	3	8	19.17
OTHER SCHOOL	23	51	23	49	0	2	1.26
EMPLOYED FULL TIME	288	312	267	301	21	32	9.98
NOT EMPLOYED, SCHOOL	86	255	84	178	2	79	4.60
MILITARY SERVICE	665	16	663	16	2	2	11.93
LOCATION UNKNOWN	156	153	155	139	1	15	5.17
DECEASED	7	0	7	0	0	0	.12
TOTAL	2975	2867	2941	2751	34	150	97.43
							2.57

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			PCT
			M	F	BOTH	
FARRINGTON HIGH	HONOLULU	X (NO DATA)	0	0	0	.0
		1 (100-81%ILE)	12	41	53	21.0
		2 (80-61%ILE)	18	29	47	18.7
		3 (60-41%ILE)	21	35	56	22.2
		4 (40-21%ILE)	30	16	46	18.3
		5 (20-1%ILE)	36	14	50	19.8
		TOTAL	117	135	252	98.8
KAIMUKI HIGH	HONOLULU	X	0	0	0	.0
		1	15	42	57	22.5
		2	21	31	52	20.6
		3	27	26	53	20.9
		4	26	21	47	18.6
		5	25	19	44	17.4
		TOTAL	114	139	253	100.0
KALANI HIGH	HONOLULU	X	3	0	3	1.3
		1	9	44	53	23.6
		2	17	29	46	20.4
		3	13	20	33	14.7
		4	34	20	54	24.0
		5	29	7	36	16.0
		TOTAL	105	120	225	98.3
MCKINLEY HIGH	HONOLULU	X	1	0	1	.4
		1	14	31	45	18.7
		2	22	28	50	20.7
		3	32	23	55	22.8
		4	23	21	44	18.3
		5	27	19	46	19.1
		TOTAL	119	122	241	98.4
ROOSEVELT HIGH	HONOLULU	X	0	0	0	.0
		1	19	37	56	23.6
		2	16	27	43	18.1
		3	22	23	45	19.0
		4	33	21	54	22.8
		5	31	8	39	16.5
		TOTAL	121	116	237	98.8
AIEA HIGH	CENTRAL	X	0	0	0	.0
		1	15	32	47	26.6
		2	15	23	38	21.5
		3	20	17	37	20.9
		4	18	10	28	15.8
		5	14	13	27	15.3
		TOTAL	82	95	177	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE SAMPLE

SCHOOL	DISTRICT	QUINTILE GROUP	RESPONDENTS			PCT
			M	F	BOTH	
LEILEHUA HIGH	CENTRAL	X	2	1	3	1.5
		1	16	32	48	23.6
		2	13	27	40	19.7
		3	24	14	38	18.7
		4	23	15	38	18.7
		5	27	9	36	17.7
		TOTAL	105	98	203	100.0
RADFORD HIGH	CENTRAL	X	0	0	0	.0
		1	11	21	32	19.2
		2	9	24	33	19.8
		3	18	20	38	22.8
		4	20	14	34	20.4
		5	22	8	30	18.0
		TOTAL	80	87	167	97.7
WAIALUA HIGH	CENTRAL	X	1	0	1	.9
		1	4	6	10	8.7
		2	8	7	15	13.0
		3	15	21	36	31.3
		4	16	13	29	25.2
		5	14	10	24	20.9
		TOTAL	58	57	115	100.0
CAMPBELL HIGH	LEEWARD	X	1	0	1	.8
		1	8	20	28	21.2
		2	17	11	28	21.2
		3	16	14	30	22.7
		4	9	10	19	14.4
		5	19	7	26	19.7
		TOTAL	70	62	132	100.0
WAIANAE HIGH	LEEWARD	X	0	0	0	.0
		1	10	18	28	18.3
		2	13	26	39	25.5
		3	15	11	26	17.0
		4	19	15	34	22.2
		5	17	9	26	17.0
		TOTAL	74	79	153	99.4
WAIPAHU HIGH	LEEWARD	X	0	0	0	.0
		1	13	27	40	21.2
		2	15	20	35	18.5
		3	26	20	46	24.3
		4	25	9	34	18.0
		5	21	13	34	18.0
		TOTAL	100	89	189	100.0
Total Sample			M	F	Both	
			230	216	446	
			105	98	203	
Total Sample			M	F	Both	
			206	215	421	
			80	91	171	
Total Sample			M	F	Both	
			79	76	155	
			58	57	115	
Total Sample			M	F	Both	
			104	113	217	
			70	62	132	
Total Sample			M	F	Both	
			138	149	287	
			75	79	154	
Total Sample			M	F	Both	
			210	190	400	
			100	89	189	

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			PCT
			M	F	BOTH	
CASTLE HIGH	WINDWARD	X	0	0	0	.0
		1	18	21	39	20.7
		2	11	24	35	18.6
		3	15	25	40	21.3
		4	23	12	35	18.6
		5	26	13	39	20.7
		TOTAL	93	95	188	100.0
KAHUKU HIGH	WINDWARD	X	0	1	1	1.3
		1	7	10	17	22.4
		2	13	7	20	26.3
		3	4	3	7	9.2
		4	8	5	13	17.1
		5	10	8	18	23.7
		TOTAL	42	34	76	96.2
KAILUA HIGH	WINDWARD	X	0	0	0	.0
		1	14	38	52	21.1
		2	23	29	52	21.1
		3	20	26	46	18.6
		4	26	20	46	18.6
		5	33	18	51	20.6
		TOTAL	116	131	247	99.6
HILO HIGH	HAWAII	X	0	0	0	.0
		1	23	24	47	19.6
		2	20	29	49	20.4
		3	21	25	46	19.2
		4	29	21	50	20.8
		5	37	11	48	20.0
		TOTAL	130	110	240	98.8
HONOKAA HIGH	HAWAII	X	0	0	0	.0
		1	4	10	14	15.9
		2	8	11	19	21.6
		3	8	12	20	22.7
		4	11	9	20	22.7
		5	10	5	15	17.0
		TOTAL	41	47	88	98.9
KAU HIGH	HAWAII	X	0	0	0	.0
		1	3	7	10	19.6
		2	4	6	10	19.6
		3	6	5	11	21.6
		4	7	4	11	21.6
		5	6	3	9	17.6
		TOTAL	26	25	51	98.1
Total Sample	M	185	197	382		
	F	93	95	188		
Total Sample	M	63	62	125		
	F	42	37	79		
Total Sample	M	367	415	782		
	F	117	131	248		
Total Sample	M	332	316	648		
	F	131	112	243		
Total Sample	M	55	61	116		
	F	41	48	89		
Total Sample	M	31	30	61		
	F	26	26	52		

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			PCT
			M	F	BOTH	
KOHALA HIGH	HAWAII	X	0	0	0	.0
		1	2	9	11	20.0
		2	2	10	12	21.8
		3	6	4	10	18.2
		4	9	2	11	20.0
		5	8	3	11	20.0
		TOTAL	27	28	55	100.0
	M	F	Both			
Total Sample	31	32	63			
	27	28	55			
KONAWEAENA HIGH	HAWAII	X	0	0	0	.0
		1	6	13	19	15.1
		2	17	15	32	25.4
		3	14	16	30	23.8
		4	12	8	20	15.9
		5	14	11	25	19.8
		TOTAL	63	63	126	98.4
	M	F	Both			
Total Sample	88	78	166			
	65	63	128			
LAUPAHOEHOE HIGH	HAWAII	X	0	0	0	.0
		1	4	5	9	19.1
		2	3	6	9	19.1
		3	9	1	10	21.3
		4	5	3	8	17.0
		5	8	3	11	23.4
		TOTAL	29	18	47	100.0
	M	F	Both			
Total Sample	32	20	52			
	29	18	47			
PAHOA HIGH	HAWAII	X	0	0	0	.0
		1	2	5	7	25.0
		2	1	3	4	14.3
		3	3	2	5	17.9
		4	5	1	6	21.4
		5	3	3	6	21.4
		TOTAL	14	14	28	100.0
	M	F	Both			
Total Sample	15	15	30			
	14	14	28			
BALDWIN HIGH	MAUI	X	0	0	0	.0
		1	16	22	38	22.2
		2	24	18	42	24.6
		3	23	11	34	19.9
		4	22	13	35	20.5
		5	11	11	22	12.9
		TOTAL	96	75	171	100.0
	M	F	Both			
Total Sample	195	175	370			
	96	75	171			
HANA HIGH	MAUI	X	0	0	0	.0
		1	0	3	3	18.8
		2	0	3	3	18.8
		3	3	1	4	25.0
		4	2	1	3	18.8
		5	3	0	3	18.8
		TOTAL	8	8	16	100.0
	M	F	Both			
Total Sample	9	7	16			
	8	8	16			

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			PCT
			M	F	BOTH	
LAHAINALUNA HIGH	MAUI	X	0	0	0	.0
		1	5	17	22	22.7
		2	4	13	17	17.5
		3	16	1	17	17.5
		4	17	4	21	21.6
		5	13	7	20	20.6
		TOTAL	55	42	97	99.0
LANAI HIGH	MAUI	X	0	0	0	.0
		1	3	5	8	20.5
		2	0	7	7	17.9
		3	2	6	8	20.5
		4	5	4	9	23.1
		5	4	3	7	17.9
		TOTAL	14	25	39	100.0
MAUI HIGH	MAUI	X	0	0	0	.0
		1	7	14	21	17.9
		2	13	12	25	21.2
		3	19	12	31	26.3
		4	16	4	20	16.9
		5	16	5	21	17.8
		TOTAL	71	47	118	100.0
MOLOKAI HIGH	MAUI	X	0	0	0	.0
		1	2	10	12	25.0
		2	6	4	10	20.8
		3	3	5	8	16.7
		4	5	3	8	16.7
		5	5	5	10	20.8
		TOTAL	21	27	48	100.0
KAPAA HIGH	KAUAI	X	0	0	0	.0
		1	7	17	24	22.0
		2	8	9	17	15.6
		3	15	13	28	25.7
		4	12	12	24	27.0
		5	11	5	16	14.7
		TOTAL	53	56	109	100.0
KAUAI HIGH	KAUAI	X	0	0	0	.0
		1	4	23	27	19.9
		2	9	18	27	19.9
		3	16	16	32	23.5
		4	17	7	24	17.6
		5	18	8	26	19.1
		TOTAL	64	72	136	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	RESPONDENTS			PCT
			M	F	BOTH	
WAIMEA HIGH						
	KAUAI	X	0	0	0	.0
		1	9	17	26	22.2
		2	14	7	21	17.9
		3	11	6	17	14.5
		4	19	11	30	25.6
		5	19	4	23	19.7
		TOTAL	72	45	117	99.2
			2180	2161	4341	99.3
TOTAL PUBLIC SCHOOLS						
DAMIEN MEMORIAL HIGH						
	HONOLULU	X	0	0	0	.0
		1	23	0	23	22.8
		2	31	0	31	30.7
		3	17	0	17	16.8
		4	23	0	23	22.8
		5	7	0	7	6.9
		TOTAL	101		101	99.0
HAWAII BAPTIST ACADEMY						
	HONOLULU	X	0	0	0	.0
		1	4	2	6	20.7
		2	1	5	6	20.7
		3	1	4	5	17.2
		4	4	1	5	17.2
		5	3	4	7	24.1
		TOTAL	13	16	29	96.7
HAWAII SCHOOL FOR GIRLS						
	HONOLULU	X	0	0	0	.0
		1	0	1	1	33.3
		2	0	1	1	33.3
		3	0	1	1	33.3
		4	0	0	0	.0
		5	0	0	0	.0
		TOTAL	3	3	3	100.0
HAWAIIAN MISSION ACADEMY						
	HONOLULU	X	0	0	0	.0
		1	5	6	11	22.0
		2	4	5	9	18.0
		3	5	5	10	20.0
		4	7	4	11	22.0
		5	5	4	9	18.0
		TOTAL	26	24	50	100.0
HONOLULU JUNIOR ACADEMY						
	HONOLULU	X	0	0	0	.0
		1	0	1	1	11.1
		2	2	0	2	22.2
		3	1	1	2	22.2
		4	2	0	2	22.2
		5	2	0	2	22.2
		TOTAL	7	2	9	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	RESPONDENTS			PCT
			M	F	BOTH	
IOLANI	HONOLULU	X	0	0	0	.0
		1	18	0	18	18.6
		2	17	0	17	17.5
		3	23	0	23	23.7
		4	17	0	17	17.5
		5	22	0	22	22.7
		TOTAL	97	97	97	100.0
KAMEHAMEHA-BOYS	HONOLULU	X	0	0	0	.0
		1	24	0	24	23.5
		2	22	0	22	21.6
		3	17	0	17	16.7
		4	13	0	13	12.7
		5	26	0	26	25.5
		TOTAL	102	102	102	98.1
KAMEHAMEHA-GIRLS	HONOLULU	X	0	0	0	.0
		1	0	27	27	25.2
		2	0	26	26	24.3
		3	0	16	16	15.0
		4	0	19	19	17.8
		5	0	19	19	17.8
		TOTAL	107	107	107	100.0
MARYKNOLL HIGH	HONOLULU	X	0	1	1	1.4
		1	3	13	16	21.9
		2	4	12	16	21.9
		3	7	6	13	17.8
		4	9	6	15	20.5
		5	10	2	12	16.4
		TOTAL	33	40	73	100.0
MID-PACIFIC	HONOLULU	X	0	0	0	.0
		1	5	11	16	21.1
		2	4	11	15	19.7
		3	5	11	16	21.1
		4	8	7	15	19.7
		5	11	3	14	18.4
		TOTAL	33	43	76	100.0
PACIFIC PREP ACADEMY	HONOLULU	X	0	0	0	.0
		1	2	1	3	33.3
		2	3	1	4	44.4
		3	2	0	2	22.2
		4	0	0	0	.0
		5	0	0	0	.0
		TOTAL	7	2	9	81.8
Total Sample	M	130	186	186		
	F	97	107	107		
	Both	130	186	186		
Total Sample	M	184	186	186		
	F	104	107	107		
	Both	184	107	107		
Total Sample	M	44	52	96		
	F	33	43	76		
	Both	44	33	33		
Total Sample	M	9	3	12		
	F	9	2	11		
	Both	9	9	9		

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE
SAMPLE

SCHOOL	DISTRICT	QUINTILE GROUP	RESPONDENTS			PCT
			M	F	BOTH	
PUNAHOU	HONOLULU	X	0	0	0	.0
		1	19	18	37	18.9
		2	14	23	37	18.9
		3	13	20	33	16.8
		4	29	20	49	25.0
		5	28	12	40	20.4
		TOTAL	103	93	196	100.0
SACRED HEARTS ACADEMY	HONOLULU	X	0	0	0	.0
		1	0	7	7	9.7
		2	0	20	20	27.8
		3	0	26	26	36.1
		4	0	12	12	16.7
		5	0	7	7	9.7
		TOTAL	0	72	72	100.0
ST ANDREWS PRIORY	HONOLULU	X	0	0	0	.0
		1	0	13	13	27.1
		2	0	12	12	25.0
		3	0	9	9	18.8
		4	0	10	10	20.8
		5	0	4	4	8.3
		TOTAL	0	48	48	100.0
ST FRANCIS CONVNT	HONOLULU	X	0	0	0	.0
		1	0	12	12	17.1
		2	0	18	18	25.7
		3	0	14	14	20.0
		4	0	13	13	18.6
		5	0	13	13	18.6
		TOTAL	0	70	70	100.0
ST LOUIS HIGH	HONOLULU	X	0	0	0	.0
		1	29	0	29	22.7
		2	21	0	21	16.4
		3	33	0	33	25.8
		4	21	0	21	16.4
		5	24	0	24	18.8
		TOTAL	128	0	128	100.0
STAR OF THE SEA HIGH	HONOLULU	X	0	0	0	.0
		1	0	10	10	20.8
		2	0	8	8	16.7
		3	0	9	9	18.8
		4	0	7	7	14.6
		5	0	14	14	29.2
		TOTAL	0	48	48	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			PCT
			M	F	BOTH	
U OF H LAB SCHOOL	HONOLULU	X	0	0	0	.0
		1	7	3	10	16.4
		2	7	7	14	23.0
		3	6	7	13	21.3
		4	9	4	13	21.3
		5	3	8	11	18.0
		TOTAL	32	29	61	98.4
SACRED HEARTS SEMINARY	WINDWARD	X	0	0	0	.0
		1	3	0	3	100.0
		2	0	0	0	.0
		3	0	0	0	.0
		4	0	0	0	.0
		5	0	0	0	.0
		TOTAL	3	0	3	100.0
ST ANNS ELEM & HIGH	WINDWARD	X	0	0	0	.0
		1	0	4	4	26.7
		2	0	2	2	13.3
		3	0	3	3	20.0
		4	0	3	3	20.0
		5	0	3	3	20.0
		TOTAL	0	15	15	100.0
ST STEPHENS SEMINARY	WINDWARD	X	0	0	0	.0
		1	8	0	8	100.0
		2	0	0	0	.0
		3	0	0	0	.0
		4	0	0	0	.0
		5	0	0	0	.0
		TOTAL	8	0	8	100.0
HAWAII PREP ACADEMY	HAWAII	X	0	0	0	.0
		1	6	0	6	14.3
		2	8	1	9	21.4
		3	9	1	10	23.8
		4	8	1	9	21.4
		5	6	2	8	19.0
		TOTAL	37	5	42	100.0
ST JOSEPHS HIGH	HAWAII	X	0	0	0	.0
		1	2	11	13	20.3
		2	10	3	13	20.3
		3	4	8	12	18.8
		4	8	6	14	21.9
		5	9	3	12	18.8
		TOTAL	33	31	64	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES,
PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			PCT
			M	F	BOTH	
ST ANTHONYS-BOYS	MAUI	X	0	0	0	.0
		1	6	0	6	18.8
		2	6	0	6	18.8
		3	8	0	8	25.0
		4	6	0	6	18.8
		5	6	0	6	18.8
		TOTAL	32		32	100.0
ST ANTHONYS-GIRLS	MAUI	X	0	0	0	.0
		1	0	7	7	15.6
		2	0	11	11	24.4
		3	0	10	10	22.2
		4	0	5	5	11.1
		5	0	9	9	20.0
		TOTAL		45	45	100.0
SEABURY HALL	MAUI	X	0	0	0	.0
		1	0	2	2	15.4
		2	0	2	2	15.4
		3	0	3	3	23.1
		4	0	3	3	23.1
		5	0	3	3	23.1
		TOTAL		13	13	92.9
TOTAL PRIVATE SCHOOLS			795	706	1501	99.5
GRAND TOTAL			2075	2867	5842	99.3

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP	FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHCOL		%
		F	M	F	M	F	M	F	M	
HONOLULU	X	0	0	0	0	0	0	0	0	0
	1	9	30	39	0	5	6	0	0	9.8
	2	9	11	20	1	8	9	0	0	14.8
	3	4	4	8	1	14	20	0	1	32.8
	4	0	0	0	1	8	15	0	0	24.6
	5	1	0	1	1	5	11	0	0	18.0
TOTAL		23	45	68	4	40	61	0	1	24.2
KAIMUKI HIGH	X	0	0	0	0	0	0	0	0	0
	1	13	34	47	0	3	4	0	0	6.5
	2	17	17	34	1	8	9	0	0	14.5
	3	12	10	22	0	10	18	0	0	29.0
	4	6	4	10	3	10	18	0	0	29.0
	5	1	2	3	2	6	13	0	0	21.0
TOTAL		49	67	116	6	37	62	0	0	24.5
KALANI HIGH	X	2	0	2	1	0	0	0	0	0
	1	8	37	45	0	1	1	0	0	2.3
	2	12	18	30	0	7	7	0	0	16.3
	3	5	8	13	2	8	12	0	0	27.9
	4	3	7	10	7	5	16	0	0	37.2
	5	0	2	2	4	2	7	0	0	16.3
TOTAL		30	72	102	14	23	43	0	0	19.1
MCKINLEY HIGH	X	0	0	0	0	0	0	0	0	0
	1	10	23	33	0	2	3	1	0	1.6
	2	12	12	24	1	8	12	0	0	4.7
	3	6	9	15	0	10	22	0	0	18.8
	4	2	2	4	0	10	14	0	0	34.4
	5	1	1	2	0	7	12	1	0	21.9
TOTAL		31	47	78	1	37	64	0	1	26.6

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL		%	
	M	F	M	F	M	F	M	F		
ROOSEVELT HIGH	X	0	0	0	0	0	0	0	0	.0
	1	19	30	0	0	0	3	0	0	7.9
	2	14	21	0	0	3	3	0	0	7.9
	3	13	7	2	0	8	11	0	0	28.9
	4	17	3	4	2	10	13	0	0	34.2
	5	3	2	5	0	3	8	0	0	21.1
TOTAL	56	63	119	2	27	38	0	0	0	16.0
CENTRAL AIEA HIGH	X	0	0	0	0	0	0	0	0	.0
	1	13	29	0	0	0	1	0	0	2.2
	2	9	11	0	0	7	9	0	0	20.0
	3	2	1	1	1	10	19	0	0	42.2
	4	1	1	2	0	6	10	0	0	22.2
	5	0	0	0	0	3	6	0	0	13.3
TOTAL	25	42	67	2	24	45	0	0	0	25.4
LEILEHUA HIGH	X	1	0	0	0	0	1	0	0	7.7
	1	15	25	1	0	0	3	0	0	11.5
	2	8	16	0	1	2	3	0	0	11.5
	3	5	4	0	0	2	5	0	0	19.2
	4	2	0	2	1	8	10	0	0	38.5
	5	0	0	0	0	2	3	0	0	11.5
TOTAL	31	45	76	3	18	26	1	0	0	12.8
RADFORD HIGH	X	0	0	0	0	0	0	0	0	.0
	1	10	18	0	1	0	0	0	0	.0
	2	4	9	1	0	5	6	0	0	23.1
	3	4	3	3	1	11	12	0	0	46.2
	4	2	3	1	1	1	2	0	1	7.7
	5	0	0	2	0	4	6	1	0	23.1
TOTAL	20	33	53	7	21	26	1	1	1	15.6
TOTAL	20	33	53	7	21	26	1	1	1	1.2

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP		FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL		%	
	M	F	M	B	M	F	M	B	M	F	M	B		
WAIALUA HIGH	X	0	0	0	1	0	1	50.0	0	0	0	0	0	.0
	1	3	5	8	0	0	0	.0	0	0	0	0	0	.0
	2	4	4	8	0	0	0	.0	0	0	0	0	0	.0
	3	2	2	4	20.0	1	0	50.0	4	12	16	2	0	7.7
	4	0	0	0	.0	0	0	.0	0	4	4	0	0	61.5
	5	0	0	0	.0	0	0	.0	0	4	4	1	2	15.4
TOTAL	9	11	20	17.4	2	0	1.7	6	20	26	1	2	22.6	1.7
LEEWARD	X	0	0	0	0	0	0	.0	0	0	0	0	0	.0
	1	4	9	13	54.2	0	3	37.5	0	1	0	0	0	4.2
	2	5	3	8	33.3	1	1	25.0	2	3	5	0	0	20.8
	3	2	0	2	8.3	1	1	25.0	4	4	8	0	0	33.3
	4	1	0	1	4.2	0	0	.0	0	4	4	0	1	16.7
	5	0	0	0	.0	1	0	12.5	3	3	6	0	0	25.0
TOTAL	12	12	24	18.2	3	5	6.1	9	15	24	0	1	18.2	.8
WAIANA E HIGH	X	0	0	0	.0	0	0	.0	0	0	0	0	0	.0
	1	6	7	13	56.5	1	1	22.2	1	5	6	0	0	22.2
	2	2	6	8	34.8	1	1	22.2	3	7	10	0	0	37.0
	3	1	0	1	4.3	1	1	22.2	0	4	4	1	1	14.8
	4	1	0	1	4.3	3	0	33.3	2	1	3	0	0	11.1
	5	0	0	0	.0	0	0	.0	0	4	4	1	1	14.8
TOTAL	10	13	23	15.0	6	3	5.9	6	21	27	1	3	17.6	2.6
WAIPA HU HIGH	X	0	0	0	.0	0	0	.0	0	0	0	0	0	.0
	1	9	20	29	60.4	0	0	.0	0	6	8	0	0	15.1
	2	5	5	10	20.8	0	0	.0	2	6	8	0	0	15.1
	3	3	3	6	12.5	0	2	100.0	7	9	16	0	0	30.2
	4	2	0	2	4.2	0	0	.0	8	6	14	0	1	26.4
	5	0	1	1	2.1	0	0	.0	2	5	7	0	1	13.2
TOTAL	19	29	48	25.4	0	2	1.1	21	32	53	0	2	28.0	1.1

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL	
	M	F	M	F	M	F	M	F
WINDWARD								
CASTLE HIGH	X	0	0	0	0	0	0	0
	1	18	31	0	4	4	0	1
	2	6	14	1	7	8	0	0
	3	2	3	0	14	19	0	0
	4	2	2	0	6	8	0	0
	5	1	1	2	4	5	2	1
TOTAL	29	22	51	3	35	44	2	4
				2.7		23.4		2.1
KAHUKU HIGH	X	0	1	0	0	0	0	0
	1	5	9	0	4	4	0	0
	2	4	6	0	2	3	0	0
	3	0	0	0	1	1	0	0
	4	2	2	1	2	2	0	0
	5	1	2	0	2	2	0	0
TOTAL	12	8	20	1	11	12	0	0
				1.3		15.8		.0
KAILUA HIGH	X	0	0	0	0	0	0	0
	1	12	39	0	1	1	0	0
	2	12	22	3	9	11	1	0
	3	7	15	0	2	3	0	1
	4	4	5	2	3	5	0	0
	5	1	1	0	2	2	1	1
TOTAL	36	46	82	5	17	22	1	3
				3.6		8.9		1.2
HAWAII								
HILO HIGH	X	0	0	0	0	0	0	0
	1	17	38	3	2	3	0	1
	2	10	25	0	8	14	1	1
	3	9	17	0	11	16	0	0
	4	2	3	1	13	22	1	3
	5	1	3	2	2	5	2	2
TOTAL	39	47	86	6	36	60	5	7
				3.8		25.0		2.9

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP		FOUR YEAR COLLEGE		TWO YEAR COLLEGE		JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL	
	M	F	B	%	M	F	B	%	M	F	B	%
HONOKAA HIGH	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	5	40.0	0	1	1	50.0	1	2	3	12.0
	2	5	5	50.0	0	1	1	50.0	0	3	3	12.0
	3	0	1	5.0	0	0	0	.0	2	8	10	40.0
	4	0	0	.0	0	0	0	.0	3	3	6	24.0
	5	1	0	1	5.0	0	0	.0	2	1	3	12.0
TOTAL	9	11	20	22.7	0	2	2	2.3	8	17	25	28.4
KAU HIGH	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	2	66.7	1	4	5	62.5	0	0	0	.0
	2	1	1	33.3	1	2	3	37.5	0	0	0	.0
	3	0	0	.0	0	0	0	.0	4	4	4	57.1
	4	0	0	.0	0	0	0	.0	2	0	2	28.6
	5	0	0	.0	0	0	0	.0	1	0	1	14.3
TOTAL	3	3	6	11.8	2	6	8	15.7	3	4	7	13.7
KOHALA HIGH	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	7	47.4	0	0	0	.0	2	2	2	18.2
	2	2	4	31.6	0	0	0	.0	3	3	3	27.3
	3	2	1	15.8	0	0	0	.0	1	1	3	27.3
	4	1	0	5.3	0	0	0	.0	0	0	3	27.3
	5	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL	7	12	19	34.5	0	0	0	.0	5	6	11	20.0
KONAWAENA HIGH	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	6	13	39.6	0	0	0	.0	0	0	0	.0
	2	14	7	43.8	3	2	5	38.5	6	6	6	18.2
	3	2	6	16.7	4	3	7	53.8	5	6	11	33.3
	4	0	0	.0	1	0	1	7.7	5	7	12	36.4
	5	0	0	.0	0	0	0	.0	4	0	4	12.1
TOTAL	22	26	48	38.1	8	5	13	10.3	14	19	33	26.2
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	5	40.0	0	1	1	50.0	1	2	3	12.0
	2	5	5	50.0	0	1	1	50.0	0	3	3	12.0
	3	0	1	5.0	0	0	0	.0	2	8	10	40.0
	4	0	0	.0	0	0	0	.0	3	3	6	24.0
	5	1	0	1	5.0	0	0	.0	2	1	3	12.0
TOTAL	9	11	20	22.7	0	2	2	2.3	8	17	25	28.4
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	2	66.7	1	4	5	62.5	0	0	0	.0
	2	1	1	33.3	1	2	3	37.5	0	0	0	.0
	3	0	0	.0	0	0	0	.0	4	4	4	57.1
	4	0	0	.0	0	0	0	.0	2	0	2	28.6
	5	0	0	.0	0	0	0	.0	1	0	1	14.3
TOTAL	3	3	6	11.8	2	6	8	15.7	3	4	7	13.7
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	7	47.4	0	0	0	.0	2	2	2	18.2
	2	2	4	31.6	0	0	0	.0	3	3	3	27.3
	3	2	1	15.8	0	0	0	.0	1	1	3	27.3
	4	1	0	5.3	0	0	0	.0	0	0	3	27.3
	5	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL	7	12	19	34.5	0	0	0	.0	5	6	11	20.0
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	6	13	39.6	0	0	0	.0	0	0	0	.0
	2	14	7	43.8	3	2	5	38.5	6	6	6	18.2
	3	2	6	16.7	4	3	7	53.8	5	6	11	33.3
	4	0	0	.0	1	0	1	7.7	5	7	12	36.4
	5	0	0	.0	0	0	0	.0	4	0	4	12.1
TOTAL	22	26	48	38.1	8	5	13	10.3	14	19	33	26.2
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	5	40.0	0	1	1	50.0	1	2	3	12.0
	2	5	5	50.0	0	1	1	50.0	0	3	3	12.0
	3	0	1	5.0	0	0	0	.0	2	8	10	40.0
	4	0	0	.0	0	0	0	.0	3	3	6	24.0
	5	1	0	1	5.0	0	0	.0	2	1	3	12.0
TOTAL	9	11	20	22.7	0	2	2	2.3	8	17	25	28.4
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	2	66.7	1	4	5	62.5	0	0	0	.0
	2	1	1	33.3	1	2	3	37.5	0	0	0	.0
	3	0	0	.0	0	0	0	.0	4	4	4	57.1
	4	0	0	.0	0	0	0	.0	2	0	2	28.6
	5	0	0	.0	0	0	0	.0	1	0	1	14.3
TOTAL	3	3	6	11.8	2	6	8	15.7	3	4	7	13.7
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	7	47.4	0	0	0	.0	2	2	2	18.2
	2	2	4	31.6	0	0	0	.0	3	3	3	27.3
	3	2	1	15.8	0	0	0	.0	1	1	3	27.3
	4	1	0	5.3	0	0	0	.0	0	0	3	27.3
	5	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL	7	12	19	34.5	0	0	0	.0	5	6	11	20.0
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	6	13	39.6	0	0	0	.0	0	0	0	.0
	2	14	7	43.8	3	2	5	38.5	6	6	6	18.2
	3	2	6	16.7	4	3	7	53.8	5	6	11	33.3
	4	0	0	.0	1	0	1	7.7	5	7	12	36.4
	5	0	0	.0	0	0	0	.0	4	0	4	12.1
TOTAL	22	26	48	38.1	8	5	13	10.3	14	19	33	26.2
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	5	40.0	0	1	1	50.0	1	2	3	12.0
	2	5	5	50.0	0	1	1	50.0	0	3	3	12.0
	3	0	1	5.0	0	0	0	.0	2	8	10	40.0
	4	0	0	.0	0	0	0	.0	3	3	6	24.0
	5	1	0	1	5.0	0	0	.0	2	1	3	12.0
TOTAL	9	11	20	22.7	0	2	2	2.3	8	17	25	28.4
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	2	66.7	1	4	5	62.5	0	0	0	.0
	2	1	1	33.3	1	2	3	37.5	0	0	0	.0
	3	0	0	.0	0	0	0	.0	4	4	4	57.1
	4	0	0	.0	0	0	0	.0	2	0	2	28.6
	5	0	0	.0	0	0	0	.0	1	0	1	14.3
TOTAL	3	3	6	11.8	2	6	8	15.7	3	4	7	13.7
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	7	47.4	0	0	0	.0	2	2	2	18.2
	2	2	4	31.6	0	0	0	.0	3	3	3	27.3
	3	2	1	15.8	0	0	0	.0	1	1	3	27.3
	4	1	0	5.3	0	0	0	.0	0	0	3	27.3
	5	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL	7	12	19	34.5	0	0	0	.0	5	6	11	20.0
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	6	13	39.6	0	0	0	.0	0	0	0	.0
	2	14	7	43.8	3	2	5	38.5	6	6	6	18.2
	3	2	6	16.7	4	3	7	53.8	5	6	11	33.3
	4	0	0	.0	1	0	1	7.7	5	7	12	36.4
	5	0	0	.0	0	0	0	.0	4	0	4	12.1
TOTAL	22	26	48	38.1	8	5	13	10.3	14	19	33	26.2
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	5	40.0	0	1	1	50.0	1	2	3	12.0
	2	5	5	50.0	0	1	1	50.0	0	3	3	12.0
	3	0	1	5.0	0	0	0	.0	2	8	10	40.0
	4	0	0	.0	0	0	0	.0	3	3	6	24.0
	5	1	0	1	5.0	0	0	.0	2	1	3	12.0
TOTAL	9	11	20	22.7	0	2	2	2.3	8	17	25	28.4
TOTAL	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	2	66.7	1	4	5	62.5	0	0	0	.0
	2	1	1	33.3	1	2	3	37.5	0	0	0	.0
	3	0										

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP		FOUR YEAR COLLEGE		TWO YEAR COLLEGE		JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL		%
	M	F	M	B	M	B	M	B	M	F	M	B	
LAUPAHOEHOE HIGH	X	0	0	0	0	0	0	0	0	0	0	0	.0
	1	4	8	0	0	0	0	0	0	0	0	0	.0
	2	1	6	0	0	0	0	0	1	1	0	0	25.0
	3	2	2	0	0	0	0	0	1	1	0	0	12.5
	4	0	1	0	0	0	0	0	1	4	0	0	50.0
	5	0	0	0	0	0	0	0	1	1	0	0	12.5
TOTAL	7	10	17	0	0	0	0	4	4	8	0	0	17.0
PAHOA HIGH	X	0	0	0	0	0	0	0	0	0	0	0	.0
	1	2	7	0	0	0	0	0	0	0	0	0	.0
	2	1	3	0	0	0	0	0	0	0	0	0	.0
	3	0	0	0	0	0	0	0	1	1	0	0	33.3
	4	2	2	0	0	0	0	0	1	1	0	0	16.7
	5	0	0	0	0	0	0	0	2	3	1	0	50.0
TOTAL	5	7	12	0	0	0	0	2	4	6	1	1	21.4
BALDWIN HIGH	X	0	0	0	0	0	0	0	0	0	0	0	.0
	1	15	31	0	0	0	0	0	2	2	0	0	5.0
	2	16	23	2	6	3	4	3	7	10	0	0	25.0
	3	4	6	11	13	4	6	4	6	10	0	0	25.0
	4	1	1	5	5	7	5	7	5	12	0	0	30.0
	5	0	0	1	1	2	4	2	4	6	1	2	15.0
TOTAL	36	25	61	9	16	24	16	24	40	2	1	3	23.4
HANA HIGH	X	0	0	0	0	0	0	0	0	0	0	0	.0
	1	0	0	0	0	0	0	0	0	0	0	0	.0
	2	0	0	0	0	0	0	0	0	0	0	0	.0
	3	0	0	0	0	0	0	0	0	0	0	0	.0
	4	0	0	0	0	0	0	0	0	0	0	0	.0
	5	0	0	0	0	0	0	0	0	0	0	0	.0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	.0
TOTAL		0	0	0	0	0	0	0	0	0	0	0	.0
		0	0	0	0	0	0	0	0	0	0	0	.0
		0	0	0	0	0	0	0	0	0	0	0	.0
		0	0	0	0	0	0	0	0	0	0	0	.0
		0	0	0	0	0	0	0	0	0	0	0	.0
		0	0	0	0	0	0	0	0	0	0	0	.0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	25.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL			
		M	F	B	%	M	F	B	%	M	F	B	%
LAHAINALUNA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	5	12	17	54.8	0	3	2	75.0	2	2	0	9.1
	2	2	9	11	35.5	0	0	2	.0	3	0	0	13.6
	3	2	0	2	6.5	1	0	0	25.0	4	0	0	18.2
	4	1	0	1	3.2	0	0	2	.0	7	1	1	31.8
	5	0	0	0	.0	0	0	2	.0	6	1	1	27.3
TOTAL	10	21	31	32.0	1	3	8	4.1	22	22.7	2	2.1	
LANAI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	5	8	66.7	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	4	.0	4	0	0	30.8
	3	0	4	4	33.3	0	0	1	.0	3	0	0	23.1
	4	0	0	0	.0	1	1	1	100.0	5	1	1	38.5
	5	0	0	0	.0	0	0	0	.0	1	2	2	7.7
TOTAL	3	9	12	30.8	1	1	6	5.1	13	33.3	3	7.7	
MAUI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	7	10	17	65.4	0	1	3	12.5	3	0	0	6.7
	2	3	2	5	19.2	2	2	8	50.0	10	0	0	22.2
	3	4	0	4	15.4	0	1	8	12.5	17	1	1	37.8
	4	0	0	0	.0	1	1	2	25.0	9	0	0	20.0
	5	0	0	0	.0	0	0	4	.0	6	1	1	13.3
TOTAL	14	12	26	22.0	3	5	23	6.8	45	38.1	2	1.7	
MOLOKAI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	4	4	100.0	0	1	1	100.0	1	1	1	20.0
	2	0	0	0	.0	0	0	1	.0	1	1	1	20.0
	3	0	0	0	.0	0	0	1	.0	1	0	0	20.0
	4	0	0	0	.0	0	0	0	.0	2	1	1	40.0
	5	0	0	0	.0	0	0	0	.0	0	2	2	40.0
TOTAL	0	4	4	8.3	0	1	3	2.1	5	10.4	5	10.4	

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE FOUR YEAR COLLEGE		TWO YEAR		JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL		%
	M	F	M	F	M	F	M	F	M	F	
KAUAI	X	0	0	0	0	0	0	0	0	0	0
	1	7	16	0	0	0	1	1	0	0	2.9
	2	5	1	0	1	0	6	8	0	0	22.9
	3	2	4	0	0	0	7	14	0	0	40.0
	4	1	0	0	0	0	6	9	0	0	25.7
	5	0	0	0	0	0	1	3	0	0	8.6
TOTAL	15	21	36	0	1	1	14	21	0	0	32.1
KAUAI HIGH	X	0	0	0	0	0	0	0	0	0	0
	1	4	17	0	0	0	0	4	4	0	13.3
	2	5	11	2	2	4	0	2	2	0	6.7
	3	5	1	0	3	3	6	10	0	0	33.3
	4	2	2	2	0	2	4	6	2	0	20.0
	5	1	0	1	1	2	5	8	3	0	26.7
TOTAL	17	31	48	5	6	11	15	15	30	0	22.1
WAIMEA HIGH	X	0	0	0	0	0	0	0	0	0	0
	1	7	14	0	0	0	1	2	3	0	10.3
	2	9	6	0	0	0	3	0	3	0	10.3
	3	3	2	0	0	0	2	2	4	0	13.8
	4	3	0	3	1	0	5	10	5	0	34.5
	5	1	0	1	0	0	7	9	2	0	31.0
TOTAL	23	22	45	1	0	1	18	11	29	0	24.8
TOTAL PUBLIC SCHOOL	942										
HONOLULU	X	0	0	0	0	0	0	0	0	0	0
	1	22	0	0	0	0	0	0	0	0	0
	2	25	0	0	0	0	4	0	4	0	21.1
	3	7	0	2	0	2	5	0	5	0	26.3
	4	5	0	1	0	1	7	0	7	0	36.8
	5	0	0	0	0	0	3	0	3	0	15.8
TOTAL	59	0	59	3	0	3	3.0	19	0	19	18.8

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
 ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP		FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL		%	
	M	F	B	%	M	F	B	%	M	F		B
HAWAII BAPTIST ACADEMY	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	4	1	20.8	0	0	0	.0	0	0	0	.0
	2	1	5	25.0	0	0	1	100.0	0	0	0	.0
	3	1	4	20.8	0	0	0	.0	0	0	0	.0
	4	3	1	16.7	0	0	0	.0	0	0	0	.0
	5	2	2	16.7	1	0	0	100.0	0	0	0	.0
TOTAL	11	13	24	82.8	1	0	1	3.4	1	0	0	3.4
HAWAII SCHOOL FOR GIRLS	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	1	50.0	0	0	0	.0	0	0	0	.0
	2	0	1	50.0	0	0	0	.0	0	0	0	.0
	3	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	.0	0	1	1	100.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	.0
TOTAL	0	2	2	66.7	0	1	1	33.3	0	0	0	.0
HAWAIIAN MISSION ACADEMY	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	5	11	28.2	0	0	0	.0	0	0	0	.0
	2	3	8	20.5	0	0	0	.0	0	0	0	.0
	3	4	9	23.1	0	0	0	.0	0	0	0	.0
	4	7	8	20.5	0	0	0	.0	0	2	2	40.0
	5	1	3	7.7	0	0	0	.0	0	0	2	40.0
TOTAL	20	19	39	78.0	0	0	2	10.0	2	0	0	.0
HONOLULU JUNIOR ACADEMY	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	.0	0	1	1	100.0	0	0	0	.0
	2	2	2	66.7	0	0	0	.0	0	0	0	.0
	3	0	1	33.3	0	0	0	.0	0	0	0	.0
	4	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	.0	0	0	2	100.0
TOTAL	2	1	3	33.3	0	1	1	11.1	2	0	2	22.2

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL		%	
	M	F	M	F	M	F	M	F		
IOLANI	X	0	0	0	0	0	0	0	0	.0
	1	18	18	0	0	0	0	0	0	.0
	2	16	16	0	0	0	0	0	0	.0
	3	23	23	0	0	0	0	0	0	.0
	4	17	17	0	0	0	0	0	0	.0
	5	20	20	1	0	1	0	1	0	100.0
TOTAL	94	0	94	0	1	0	1	0	0	1.0
KAMEHAMEHA-BOYS	X	0	0	0	0	0	0	0	0	.0
	1	24	24	0	0	0	0	0	0	.0
	2	17	17	0	0	0	0	0	0	.0
	3	10	10	1	0	0	0	0	0	60.0
	4	2	2	0	0	1	0	1	0	20.0
	5	6	6	3	0	1	0	1	0	20.0
TOTAL	59	0	59	0	5	0	5	0	0	4.9
KAMEHAMEHA-GIRLS	X	0	0	0	0	0	0	0	0	.0
	1	0	22	0	0	0	0	0	0	16.7
	2	0	13	0	1	0	0	0	0	16.7
	3	0	6	0	1	0	0	0	0	27.8
	4	0	5	0	2	0	0	0	0	22.2
	5	0	4	0	1	0	0	0	0	16.7
TOTAL	0	50	0	5	0	0	0	0	0	16.8
MARYKNOLL HIGH	X	0	1	0	0	0	0	0	0	.0
	1	3	13	0	0	0	0	0	0	.0
	2	4	12	0	0	0	0	0	0	.0
	3	5	10	0	0	1	0	0	0	28.6
	4	6	8	1	1	2	0	0	0	28.6
	5	5	5	1	1	2	0	0	0	42.9
TOTAL	23	33	56	2	4	3	4	7	0	9.6

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE FOUR YEAR COLLEGE			TWO YEAR JR COLLEGE			OCCUPATIONAL SCHOOL			OTHER SCHOOL			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%
MID-PACIFIC	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	5	11	16	24.2	0	0	0	.0	0	0	0	.0
	2	4	11	15	22.7	0	0	0	.0	0	0	0	.0
	3	5	11	16	24.2	0	0	0	.0	0	0	0	.0
	4	4	6	10	15.2	0	0	1	100.0	0	0	0	.0
	5	7	2	9	13.6	1	0	0	.0	0	0	0	.0
TOTAL	25	41	66	86.8	1	0	1	1.3	1.3	0	0	0	.0
PACIFIC PREP ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	1	3	75.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	25.0	1	0	0	66.7	0	0	0	.0
	3	0	0	0	.0	1	0	1	33.3	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL	2	2	4	44.4	2	0	3	33.3	33.3	0	0	0	.0
PUNAHOU	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	18	18	36	21.6	0	0	0	.0	0	0	0	.0
	2	14	23	37	22.2	0	0	0	.0	0	0	0	.0
	3	12	15	27	16.2	0	4	4	20.0	0	0	1	100.0
	4	28	16	44	26.3	1	1	1	50.0	0	0	0	.0
	5	17	6	23	13.8	10	4	14	70.0	1	0	0	.0
TOTAL	39	78	167	85.2	11	9	20	10.2	1.0	1	0	1	.5
SACRED HEARTS ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	7	7	17.5	0	0	0	.0	0	0	0	.0
	2	0	15	15	37.5	0	1	1	14.3	0	0	0	.0
	3	0	16	16	40.0	0	4	4	57.1	0	4	1	100.0
	4	0	2	2	5.0	0	0	6	42.9	0	0	0	.0
	5	0	0	0	.0	0	2	2	28.6	0	3	0	.0
TOTAL	0	40	40	55.6	0	7	7	9.7	19.4	0	1	1	1.4

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP		FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		OCCUPATIONAL SCHOOL		OTHER SCHOOL			
	M	F	B	%	M	F	B	%	M	F	B	%
ST ANDREWS PRIORY	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	13	31.7	0	0	0	.0	0	0	0	.0
	2	0	10	24.4	0	1	0	.0	0	0	0	.0
	3	0	8	19.5	0	0	0	.0	0	0	0	.0
	4	0	8	19.5	0	0	1	100.0	0	0	0	.0
	5	0	2	4.9	0	2	0	.0	0	0	0	.0
TOTAL	0	41	41	85.4	0	3	1	2.1	0	0	0	.0
ST FRANCIS CONVENT	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	9	26.5	0	0	3	14.3	0	0	0	.0
	2	0	13	38.2	0	0	4	19.0	0	0	0	.0
	3	0	7	20.6	0	1	4	19.0	0	0	0	.0
	4	0	3	8.8	0	1	5	23.8	0	0	0	.0
	5	0	2	5.9	0	3	5	23.8	0	0	0	.0
TOTAL	0	34	34	48.6	0	5	21	30.0	0	0	0	.0
ST LOUIS HIGH	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	29	29	30.9	0	0	0	.0	0	0	0	.0
	2	21	21	22.3	0	0	0	.0	0	0	0	.0
	3	26	26	27.7	3	0	1	10.0	0	0	0	.0
	4	11	11	11.7	1	0	0	50.0	0	0	0	.0
	5	7	7	7.4	7	0	4	40.0	0	0	0	.0
TOTAL	94	94	94	73.4	11	0	10	7.8	0	0	0	.0
STAR OF THE SEA HIGH	X	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	9	32.1	0	0	1	7.1	0	0	0	.0
	2	0	5	17.9	0	0	3	21.4	0	0	0	.0
	3	0	6	21.4	0	1	0	.0	0	0	0	.0
	4	0	4	14.3	0	0	2	14.3	0	0	0	.0
	5	0	4	14.3	0	0	8	57.1	0	0	0	.0
TOTAL	0	28	28	58.3	0	1	14	29.2	0	0	0	.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE FOUR YEAR COLLEGE		TWO YEAR JR COLLEGE		COLLEGE OCCUPATIONAL SCHOOL		OTHER SCHOOL	
	F	B	F	B	F	B	F	B
SEABURY HALL	0	0	0	0	0	0	0	0
1	0	2	0	0	0	0	0	0
2	0	1	0	0	1	1	0	0
3	0	2	0	0	0	0	0	0
4	0	3	0	0	0	0	0	0
5	0	0	0	0	2	2	0	0
TOTAL	0	8	0	0	0	3	0	0
TOTAL PRIVATE SCHOOL	1016	102	160	15				

1016 102 160 15

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED		FULL TIME		NOT EMPLOYED,		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
HONOLULU														
FARRINGTON HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	4	10.3	0	1	1	4.2	0	1	2.5	0	2	20.0
	2	2	4	15.4	0	1	1	4.2	0	4	10.0	0	4	40.0
	3	2	5	17.9	1	9	10	41.7	1	6	15.0	0	1	10.0
	4	4	3	17.9	2	5	7	29.2	0	15	37.5	0	1	10.0
	5	10	5	38.5	3	2	5	20.8	0	14	35.0	0	2	20.0
TOTAL	18	21	39	15.5	6	18	24	9.5	1	40	15.9	5	10	4.0
KAIMUKI HIGH														
	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	2	9.7	0	2	2	16.7	0	0	0	0	1	10.0
	2	0	4	12.9	0	1	1	8.3	0	1	6.7	0	2	20.0
	3	2	3	16.1	1	1	2	16.7	0	3	20.0	0	3	30.0
	4	2	3	16.1	1	3	4	33.3	0	5	33.3	0	2	20.0
	5	9	5	45.2	0	3	3	25.0	0	6	40.0	0	2	20.0
TOTAL	14	17	31	12.3	2	10	12	4.7	0	15	5.9	3	7	4.0
KALANI HIGH														
	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	6	25.1	0	0	0	0	0	1	4.2	0	0	0
	2	1	2	8.7	0	1	1	9.1	0	4	16.7	0	0	0
	3	0	1	4.3	1	2	3	27.3	0	1	4.2	0	1	25.0
	4	2	3	21.7	2	0	2	18.2	0	9	37.5	0	3	75.0
	5	9	0	39.1	2	3	5	45.5	0	9	37.5	0	0	0
TOTAL	12	11	23	10.2	5	6	11	4.9	0	24	10.7	0	4	1.8
MCKINLEY HIGH														
	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	2	9.1	0	0	0	0	0	0	0	0	0	0
	2	2	0	9.1	0	0	0	0	0	0	0	0	7	14.3
	3	1	0	4.5	0	0	0	0	0	6	33.3	0	10	20.4
	4	6	3	40.9	0	4	4	66.7	0	5	27.8	0	3	20.4
	5	5	3	36.4	0	2	2	33.3	0	7	38.9	0	15	30.6
TOTAL	14	8	22	9.1	0	6	6	2.5	0	18	7.5	27	49	20.3

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED		FULL TIME		NOT EMPLOYED,		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED			
	GROUP M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
ROOSEVELT HIGH	X	0	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	1	0	3	3	0	0	0	.0	0	0	0	0	0	0	0	.0
	2	1	2	3	0	0	0	.0	0	0	0	1	1	0	0	.0
	3	1	4	5	19.2	0	3	23.1	1	0	1	1	1	0	0	.0
	4	6	2	8	30.8	3	2	38.5	10	0	10	2	2	0	0	.0
	5	6	1	7	26.9	4	1	38.5	6	0	6	3	3	0	0	.0
TOTAL	14	12	26	11.0	7	6	13	5.5	18	0	18	4	6	10	4.2	.0
CENTRAL	X	0	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	1	1	0	1	0	2	2	20.0	0	0	0	0	0	1	7.1	.0
	2	1	2	3	0	1	1	10.0	2	0	2	1	2	3	21.4	.0
	3	1	2	3	11.1	0	2	20.0	4	0	4	2	4	0	0	.0
	4	6	3	9	33.3	0	0	.0	3	0	3	2	3	0	0	.0
	5	6	5	11	40.7	1	4	5	50.0	2	0	2	1	3	21.4	.0
TOTAL	15	12	27	15.3	1	9	10	5.6	11	0	11	7	14	7.9	.0	.0
LEILFHUA HIGH	X	0	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	1	0	2	2	0	2	2	11.1	0	0	0	0	0	0	0	.0
	2	1	5	6	0	2	2	11.1	1	0	1	1	2	0	0	.0
	3	8	2	10	30.3	0	4	4	22.2	6	1	7	1	1	1	50.0
	4	5	2	7	21.2	1	4	5	27.8	11	0	11	0	0	0	50.0
	5	5	3	8	24.2	1	4	5	27.8	19	0	19	0	0	0	.0
TOTAL	19	14	33	16.3	2	16	18	8.9	37	1	38	2	4	2.0	1.0	.0
RADFORD HIGH	X	0	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	1	0	1	1	0	1	1	11.1	0	0	0	0	0	0	0	.0
	2	0	4	4	33.3	0	1	1	11.1	3	1	4	1	4	4.5	.0
	3	1	0	1	8.3	0	2	2	22.2	7	0	7	2	3	18.2	.0
	4	1	1	2	16.7	0	2	2	22.2	13	0	13	2	5	22.7	.0
	5	4	0	4	33.3	2	1	3	33.3	8	1	9	2	5	31.8	.0
TOTAL	6	6	12	7.2	2	7	9	5.4	31	2	33	8	14	22	13.2	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED		FULL TIME		NOT EMPLOYED,		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
WAIALUA HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	1	1	0	0	1	0	0	0	0	0
	2	1	2	3	12.0	7.1	0	0	1	4.0	0	0	0	0
	3	2	5	7	28.0	21.4	1	2	5	20.0	0	0	0	0
	4	2	4	6	24.0	42.9	2	4	11	44.0	0	0	0	0
	5	6	3	9	36.0	21.4	0	3	7	28.0	1	1	100.0	0
TOTAL	11	14	25	21.7	3	11	14	12.2	25	0	25	21.7	1	0
LEEWARD	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	1	1	6.7	0	0	0	0	0	0	0	0	0
	2	0	1	1	6.7	18.2	0	2	1	6.7	0	0	0	0
	3	2	3	5	33.3	45.5	1	4	3	20.0	0	0	0	0
	4	2	1	3	20.0	18.2	0	2	4	26.7	2	2	0	0
	5	4	1	5	33.3	18.2	0	2	7	46.7	4	1	0	0
TOTAL	8	7	15	11.4	1	10	11	8.3	15	0	15	11.4	22	12
CAMPBELL HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	1	1	6.7	0	0	0	0	0	0	0	0	0
	2	0	1	1	6.7	18.2	0	2	1	6.7	0	0	0	0
	3	2	3	5	33.3	45.5	1	4	3	20.0	0	0	0	0
	4	2	1	3	20.0	18.2	0	2	4	26.7	2	2	0	0
	5	4	1	5	33.3	18.2	0	2	7	46.7	4	1	0	0
TOTAL	8	7	15	11.4	1	10	11	8.3	15	0	15	11.4	22	12
WAIANA E HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	2	2	4	11.8	0	0	0	0	0	0	0	0	0
	2	1	6	7	20.6	28.0	2	5	4	14.3	0	0	0	0
	3	3	5	8	23.5	4.0	0	1	9	32.1	1	0	1	33.3
	4	5	4	9	26.5	36.0	1	8	6	21.4	0	1	1	33.3
	5	5	1	6	17.6	20.0	2	3	9	32.1	1	0	1	33.3
TOTAL	16	18	34	22.2	5	20	25	16.3	28	0	28	18.3	2	1
WAIPAHU HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	1	1	2.6	6.3	0	1	1	2.7	0	0	0	0
	2	2	4	6	21.4	31.3	0	5	6	16.2	0	0	0	0
	3	3	4	7	25.0	12.5	1	1	12	32.4	0	1	1	33.3
	4	3	2	5	17.9	12.5	2	0	9	24.3	1	0	1	33.3
	5	5	4	9	32.1	37.5	4	2	9	24.3	1	0	1	33.3
TOTAL	13	15	28	14.8	8	8	16	8.5	37	0	37	19.6	2	1

TABLE X C. NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE EMPLOYED FULL TIME		NOT EMPLOYED, SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED		
	M	F	M	F	M	F	M	F	M	F	
WINDWARD											
CASTLE HIGH											
X 1	0	0	0	0	0	0	0	0	0	0	0
1	0	1	0	2	0	0	0	0	0	0	0
2	1	5	0	4	0	0	0	0	0	0	0
3	2	3	0	5	0	1	1	1	0	0	0
4	9	1	0	3	6	6	0	0	0	0	0
5	5	3	0	4	11	14	1	1	0	0	0
TOTAL	17	13	2	18	2	32	1	2	0	0	0
KAHUKU HIGH											
X 1	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	0	2	0	0	0	0	0
2	1	0	1	1	0	6	1	2	0	0	0
3	1	1	0	0	3	3	1	1	0	0	0
4	0	0	0	1	4	4	2	3	0	0	0
5	3	1	1	2	5	5	2	2	0	0	0
TOTAL	5	2	2	5	20	20	1	9	0	0	0
KAILUA HIGH											
X 1	0	0	0	0	0	0	0	0	0	0	0
1	0	4	0	0	0	0	0	0	0	0	0
2	0	4	1	1	0	0	2	5	0	0	0
3	3	7	1	3	3	4	1	3	0	0	0
4	6	8	1	5	0	3	5	8	0	0	0
5	3	5	2	7	5	11	3	14	0	0	0
TOTAL	12	28	11	16	22	23	24	17	0	0	0
HAWAII											
HILO HIGH											
X 1	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	1	0	0	0
2	0	3	0	0	1	1	2	4	0	0	0
3	1	2	0	1	5	6	1	1	0	0	0
4	5	1	1	4	10	10	0	0	0	0	0
5	16	2	1	3	8	8	4	6	0	0	0
TOTAL	22	8	2	8	25	26	7	12	0	0	0

TABLE X.C. NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED		FULL TIME		NOT EMPLOYED,		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED		
	GROUP	M	F	B	M	F	B	%	M	F	B	M	F	B	%
HONOKAA HIGH	X	0	0	0	0	0	0	.0	0	0	0	0	0	0	.0
	1	0	1	1	1	1	1	11.1	0	0	0	0	0	0	.0
	2	0	1	1	1	1	1	11.1	3	3	0	0	0	0	.0
	3	2	1	3	2	2	2	22.2	4	4	0	0	0	0	.0
	4	3	2	5	3	3	3	33.3	5	5	0	0	0	0	.0
	5	6	1	7	2	2	2	22.2	1	0	1	0	0	0	.0
TOTAL		11	6	17	9	9	10.2	13	0	13	0	0	0	0	.0
KAU HIGH	X	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	1	0	0	0	1	1	16.7	0	0	0	0	0	0	0	.0
	2	0	1	1	0	0	.0	2	0	2	0	0	0	0	.0
	3	2	0	2	1	1	33.3	3	0	3	0	0	0	0	.0
	4	0	3	3	1	1	16.7	5	0	5	0	0	0	0	.0
	5	0	0	0	2	2	33.3	5	0	5	0	0	0	0	.0
TOTAL		2	4	6	5	6	11.8	15	0	15	0	0	0	0	.0
KOHALA HIGH	X	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	1	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	2	0	1	1	0	0	0	0	2	2	0	0	0	0	.0
	3	1	0	1	1	1	10.0	1	0	1	1	1	1	1	100.0
	4	0	0	0	1	1	40.0	2	0	2	0	0	0	0	.0
	5	1	2	3	1	1	50.0	3	0	3	0	0	0	0	.0
TOTAL		2	3	5	3	10	18.2	6	2	8	1	1	1	1.8	
KONAWAENA HIGH	X	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	1	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	2	0	0	0	0	0	.0	0	0	0	0	0	0	0	.0
	3	0	0	0	0	0	.0	3	0	3	0	0	0	0	.0
	4	0	1	1	0	0	0	.0	6	0	6	0	0	0	.0
	5	4	5	9	1	1	10.0	6	0	6	2	2	2	2	100.0
TOTAL		4	6	10	7	9	7.9	15	0	15	2	2	2	1.6	

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED		FULL TIME		NOT EMPLOYED,		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
LAUPAHOEHDE HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	1	14.3	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	1	7.7	0	0	0	0
	3	0	0	0	0	0	0	0	7	53.8	0	0	0	0
	4	0	0	0	0	1	1	50.0	2	15.4	0	0	0	0
	5	5	1	6	85.7	0	1	50.0	3	23.1	0	0	0	0
TOTAL	5	2	7	14.9	0	2	4.3	13	27.7	0	0	0	0	0
PAHOA HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	1	1	50.0	0	0	0	2	33.3	0	0	0	0
	4	0	0	0	0	0	0	0	3	50.0	0	0	0	0
	5	0	1	1	50.0	0	0	0	1	16.7	0	0	0	0
TOTAL	0	2	2	7.1	0	0	0	6	21.4	0	0	0	0	0
MAUI	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	2	22.2	0	0	0	0	0
	4	2	1	3	60.0	0	3	60.0	4	44.4	0	0	0	0
	5	1	1	2	40.0	0	2	40.0	3	33.3	0	0	0	0
TOTAL	3	2	5	2.9	0	5	2.9	9	5.3	12	8	20	11.7	0
BALDWIN HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	2	22.2	0	0	0	0	0
	4	2	1	3	60.0	0	3	60.0	4	44.4	0	0	0	0
	5	1	1	2	40.0	0	2	40.0	3	33.3	0	0	0	0
TOTAL	3	2	5	2.9	0	5	2.9	9	5.3	12	8	20	11.7	0
HANA HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	1	50.0	0	0	0	0	0	0	0
	2	0	1	1	25.0	0	1	50.0	0	0	0	0	0	0
	3	1	0	1	25.0	0	0	0	2	33.3	0	0	0	0
	4	1	0	1	25.0	0	0	0	1	33.3	0	0	0	0
	5	1	0	1	25.0	0	0	0	2	33.3	0	0	0	0
TOTAL	3	1	4	25.0	0	2	12.5	5	6	37.5	0	0	0	0

TABLE X C. NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED		FULL TIME		NOT EMPLOYED,		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
LAHAINALUNA HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	1	14.3	0	1	1	33.3	1	0	0	0	0
	3	0	1	1	14.3	0	0	0	0	9	0	0	0	0
	4	1	1	2	28.6	0	0	0	0	10	0	0	0	0
	5	1	2	3	42.9	0	2	2	66.7	8	0	0	0	0
TOTAL	2	5	7	7.2	0	3	3	3.1	28	0	0	0	0	
LANAI HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	
	1	0	0	0	0	0	0	0	0	0	0	0	0	
	2	0	0	0	0	0	0	0	0	0	0	0	0	
	3	0	0	0	0	0	0	0	0	0	3	100.0	0	0
	4	0	0	0	0	0	1	1	25.0	0	0	0	0	0
	5	0	0	0	0	0	1	1	25.0	0	0	0	0	0
TOTAL	0	0	0	0	1	3	4	10.3	2	0	3	7.7	0	
MAUI HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	
	1	0	0	0	0	0	0	0	0	0	0	0	0	
	2	0	0	0	0	0	0	0	0	0	0	0	0	
	3	0	0	0	0	0	2	2	22.2	6	0	0	0	0
	4	0	0	0	0	2	1	3	33.3	6	0	0	0	0
	5	3	0	3	100.0	2	2	4	44.4	7	0	0	0	0
TOTAL	3	0	3	2.5	4	5	9	7.6	25	0	0	0	0	
MOLOKAI HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	
	1	1	1	2	16.7	0	1	1	12.5	0	0	0	0	
	2	1	1	2	16.7	1	1	2	25.0	4	0	1	50.0	
	3	0	2	2	16.7	0	2	2	25.0	3	0	0	0	
	4	1	0	1	8.3	1	1	2	25.0	1	0	1	50.0	
	5	2	3	5	41.7	1	0	1	12.5	2	0	0	0	
TOTAL	5	7	12	25.0	3	5	8	16.7	11	0	2	4.2	0	

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, 8Y QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP		FULL TIME		NOT EMPLOYED		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
KAUAI	X 1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	1	0	0	0	0	0	0	0	0	0	0	0
	4	1	3	0	0	0	0	0	0	0	1	1	0	0
	5	3	0	0	1	1	100.0	0	0	0	2	2	0	1
	TOTAL	4	5	9	8.3	0	1	.9	0	2	21	19.3	5	4.6
KAUAI HIGH	X 1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	2	0	0	0	0	0	0	0	0	0	0	0
	3	2	3	0	3	37.5	0	0	2	2	9.5	2	40.0	0
	4	2	1	1	2	25.0	0	0	4	1	19.0	1	20.0	0
	5	0	2	1	2	37.5	0	0	6	0	28.6	1	20.0	0
	TOTAL	4	8	12	8.8	2	6	5.9	20	1	21	15.4	5	3.7
WAIMEA HIGH	X 1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	1	0	0	0	0	0	0	0	1	6.3	0	10.0	0
	3	0	0	0	0	0	0	0	1	2	12.5	0	0	0
	4	1	0	1	2	28.6	0	0	4	0	25.0	1	20.0	0
	5	5	2	7	77.8	0	0	0	5	4	25.0	2	60.0	0
	TOTAL	7	2	9	7.7	2	5	6.0	15	1	16	13.7	6	8.5
TOTAL PUBLIC SCHOOL HONOLULU														
										612			276	5
DAMIEN MEMORIAL HIGH	X 1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	1	11.1
	3	0	0	0	0	0	0	0	2	2	25.0	0	0	0
	4	2	0	0	0	0	0	0	1	1	12.5	2	22.2	0
	5	1	0	0	0	0	0	0	4	0	50.0	4	44.4	0
	TOTAL	3	0	3	3.0	0	0	0	8	0	7.9	9	8.9	0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP	EMPLOYED		FULL TIME		NOT EMPLOYED		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
		M	F	%	M	F	%	M	F	M	F	%	M	F	%
HAWAII BAPTIST ACADEMY	X	0	0	.0	0	0	.0	0	0	0	0	0	0	0	0
	1	0	0	.0	0	0	.0	0	0	0	0	0	0	0	0
	2	0	0	.0	0	0	.0	0	0	0	0	0	0	0	0
	3	0	0	.0	0	0	.0	0	0	0	0	0	0	0	0
	4	0	0	.0	0	0	.0	0	0	0	0	0	0	0	0
	5	0	2	100.0	0	0	0	.0	0	0	0	0	0	0	0
TOTAL		0	2	6.9	0	0	.0	1	0	1	3.4	0	0	0	0
HAWAII SCHOOL FOR GIRLS	X	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	1	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	2	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	3	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	4	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	5	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
TOTAL		0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
HAWAIIAN MISSION ACADEMY	X	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	1	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	2	0	0	.0	0	0	.0	0	0	1	50.0	0	0	0	0
	3	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	4	0	1	50.0	0	0	.0	0	0	0	.0	0	0	0	0
	5	0	1	50.0	0	1	100.0	.0	1	0	1	50.0	1	1	100.0
TOTAL		0	2	4.0	0	1	2.0	2	0	2	4.0	1	1	2.0	0
HONOLULU JUNIOR ACADEMY	X	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	1	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	2	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	3	1	0	100.0	0	0	.0	0	0	0	.0	0	0	0	0
	4	0	0	.0	0	0	.0	0	0	0	.0	0	0	0	0
	5	0	0	.0	2	0	100.0	.0	2	0	0	.0	0	0	0
TOTAL		1	0	11.1	2	0	22.2	0	0	0	.0	0	0	0	0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP		FULL TIME		NOT EMPLOYED		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
IOLANI	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KAMEHAMEHA--BOYS	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	1	0	1	0	0	0	0	0	0	0	0	0	0
	3	1	0	1	0	0	0	0	0	0	1	0	0	0
	4	3	0	3	0	0	0	0	5	0	0	0	0	0
	5	2	0	2	0	0	0	0	3	0	0	0	0	0
TOTAL	7	0	7	0	0	0	0	18	0	8	0	0	0	0
KAMEHAMEHA--GIRLS	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	1	0	0	0	0	0	0	0	0	0	0	0
	2	0	6	0	3	0	0	0	0	0	0	0	0	0
	3	0	2	0	1	0	0	0	0	0	0	0	0	0
	4	0	6	0	1	0	0	0	0	0	1	0	0	0
	5	0	9	0	0	0	0	0	1	0	1	0	0	0
TOTAL	0	24	0	6	0	0	0	18	0	8	0	0	0	0
MARYKNOLL HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	1	0	0	0	0	0	1	0	0	0	0	0
	5	0	0	0	0	0	0	0	2	0	0	0	0	0
TOTAL	0	1	0	0	0	0	0	5	0	0	0	0	0	0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	EMPLOYED FULL TIME		NOT EMPLOYED		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
		M	F	M	F	M	F	M	F	M	F	M	F
MID-PACIFIC	X	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	.0	.0	0	0	0	0	0	0
	2	0	0	0	0	.0	.0	0	0	0	0	0	0
	3	0	0	0	0	.0	.0	0	0	0	0	0	0
	4	0	0	0	0	.0	.0	4	0	0	0	0	0
	5	0	1	1	0	0	.0	20.0	1	0	2	100.0	0
TOTAL		0	1	1	0	1.3	6.6	5	0	2	2.6	0	0
PACIFIC PREP ACADEMY	X	0	0	0	0	.0	.0	0	0	0	.0	0	0
	1	0	0	0	0	.0	.0	0	0	0	.0	0	0
	2	0	0	0	0	.0	.0	0	0	0	.0	0	0
	3	0	0	0	0	.0	.0	0	0	0	.0	0	0
	4	0	0	0	0	.0	.0	0	0	0	.0	0	0
	5	0	0	0	0	.0	.0	0	0	0	.0	0	0
TOTAL		0	0	0	0	.0	.0	0	0	0	.0	0	0
PUNAHOU	X	0	0	0	0	.0	.0	0	0	0	.0	0	0
	1	0	0	0	0	.0	.0	0	0	0	.0	0	0
	2	0	0	0	0	.0	.0	0	0	0	.0	0	0
	3	0	0	0	1	33.3	.0	0	0	0	.0	0	0
	4	0	1	1	1	33.3	.0	0	0	0	.0	0	0
	5	0	0	1	1	33.3	.0	0	0	1	100.0	0	0
TOTAL		0	1	3	3	1.5	.0	0	0	1	.5	1	1
SACRED HEARTS ACADEMY	X	0	0	0	0	.0	.0	0	0	0	.0	0	0
	1	0	0	0	0	.0	.0	0	0	0	.0	0	0
	2	0	0	0	3	60.0	.0	0	0	0	.0	0	0
	3	0	0	0	0	.0	.0	0	0	1	33.3	0	0
	4	0	2	1	1	20.0	.0	0	0	1	33.3	0	0
	5	0	0	1	1	20.0	.0	0	0	1	33.3	0	0
TOTAL		0	2	5	5	6.9	.0	0	0	3	4.2	0	0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP	EMPLOYED		FULL TIME		NOT EMPLOYED		SCHOOL		MILITARY SERVICE		LOCATION: UNKNOWN		DECEASED	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
ST ANDREWS PRIORY	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	1	100	0	0
	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		0	2	2	4.2	0	0	0	0	0	0	1	2.1	0	0
ST FRANCIS CONVENT	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	1	50.0	0	0	0	0	0	0	0	0
	3	0	2	2	28.6	0	0	0	0	0	0	0	0	0	0
	4	0	3	3	42.9	0	0	0	0	0	0	1	100	0	0
	5	0	2	2	28.6	0	1	50.0	0	0	0	0	0	0	0
TOTAL		0	7	7	10.0	2	2.9	0	0	0	0	1	1.4	0	0
ST LOUIS HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	1	0	1	50.0	0	0	2	22.2	0	0	0	0	0	0
	4	0	0	0	0	0	0	3	33.3	1	0	1	100	0	0
	5	1	0	1	50.0	0	1	100.0	4	44.4	0	0	0	0	0
TOTAL		2	0	2	1.6	1	.8	9	7.0	1	0	1	.8	0	0
STAR OF THE SEA HIGH	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	1	1	33.3	0	0	0	0	0	0	1	50.0	0	0
	4	0	0	0	0	0	0	0	0	0	0	1	50.0	0	0
	5	0	2	2	66.7	0	0	0	0	0	0	0	0	0	0
TOTAL		0	3	3	6.3	0	0	0	0	0	2	2	4.2	0	0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QUINTILE GROUP	EMPLOYED FULL TIME		NOT EMPLOYED, SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
		M	F	M	F	M	F	M	F	M	F
U OF H LAB SCHOOL	X	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0	0	0	0
WINDWARD	X	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0	0	0	0
SACRED HEARTS SEMINARY	X	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0	0	0	0
ST ANNS FLFM & HIGH	X	0	0	0	0	0	0	0	0	0	0
	1	0	2	0	0	0	0	0	0	0	0
	2	0	1	0	0	0	0	0	0	0	0
	3	0	1	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	1	1	0	0
	5	0	2	0	1	0	0	0	0	0	0
TOTAL		0	6	0	1	0	1	1	6.7	0	0
ST STEPHENS SEMINARY	X	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0	0	0	0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED		FULL TIME		NOT EMPLOYED,		SCHOOL		MILITARY SERVICE		LOCATION UNKNOWN		DECEASED	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
HAWAII														
HAWAII PREP ACADEMY	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	1	100.0	1	100.0	0	0	0	0
	4	0	0	0	1	0	1	100.0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	0	1	0	1	2.4	1	2.4	0	0	0	0
ST JOSEPHS HIGH														
	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	1	0	1	16.7	0	0	0	0	0	0
	2	1	0	1	1	1	2	33.3	2	20.0	0	0	0	0
	3	0	0	0	2	0	2	33.3	0	0	0	0	0	0
	4	0	1	1	0	0	0	0	3	30.0	0	0	0	0
	5	0	0	0	1	1	1	16.7	5	50.0	0	0	0	0
TOTAL		1	1	2	4	2	6	9.4	10	15.6	0	0	0	0
MAUI														
ST ANTHONYS-BOYS	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	0	1	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	1	0	1	100.0	1	12.5	0	0	0	0
	3	0	0	0	0	0	0	0	1	12.5	0	0	0	0
	4	2	0	2	0	0	0	0	3	37.5	1	100.0	0	0
	5	0	0	0	0	0	0	0	3	37.5	0	0	0	0
TOTAL		3	0	3	1	0	1	3.1	8	25.0	1	3.1	0	0
ST ANTHONYS-GIRLS														
	X	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	2	0	2	66.7	0	0	0	0	0	0
	4	0	0	0	1	1	1	33.3	0	0	0	0	0	0
	5	0	1	1	0	0	0	0	0	0	0	0	0	0
TOTAL		0	1	1	3	0	3	6.7	0	0	0	0	0	0

TABLE X C. NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE EMPLOYED FULL TIME			NOT EMPLOYED, SCHOOL			MILITARY SERVICE			LOCATION UNKNOWN			DECEASED		
	GROUP	M	F	M	F	B	M	F	B	M	F	B	M	F	B
SEABURY HALL	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	1	1	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	1	1	0	0	0	0	0	0	0	0	
TOTAL		0	0	0	2	2	0	0	0	0	0	0	0	0	0
TOTAL PRIVATE SCHOOL		70	34	69	33	2									

APPENDIX

**A PROPOSED SET OF PROCEDURES
FOR
THE EARLY IDENTIFICATION
OF POTENTIAL DROPOUTS**

AND

**A REPORT ON A
SUBSEQUENT TEST RUN**

**State of Hawaii
Department of Education
July 1, 1968**

PREFACE

The proposed set of procedures for the early identification of potential dropouts was prepared for general use at any grade level (elementary-secondary) but with particular appropriateness for grades 9-12 (procedures were based on data concerning characteristics of dropouts recorded as of grade 9, 10, 11, or 12). A test run was conducted to establish the overall practicality of the proposed instrument and to establish guidelines appropriate for those grade levels below high school. Results of the test run are presented here as Part II.

PART I

A PROPOSED SET OF PROCEDURES
FOR
THE EARLY IDENTIFICATION
OF POTENTIAL DROPOUTS

FOREWORD

The experience of two years of effort in collecting, analyzing, and reporting data descriptive of secondary students in the public schools of Hawaii has brought into clearer and sharper relief the plight of the student who chooses to drop out of school rather than complete the requirements for graduation from high school. In former years the student dropout was treated simply as a reported statistic, generally without formal identification, and with little if any regard for his personal plight, which was held to be a social problem that one must expect and accept. It was reasoned that, after all, in any given school a certain number of students are bound to leave school -- the pattern of the past clearly predicts this as a natural social phenomenon. Faced with this statistical fact of life, the dropout must accept his destiny and learn to live with it -- after all it was his choice.

But was it -- completely?

The direct involvement of the federal government in public education and its particular interest in student dropouts does more than suggest that the dropout represents a greater problem to society than he does to himself, and that society, in its failure to recognize its obligation to provide alternatives for the potential dropout, shares in the decision when he decides to leave school. At the very least it concurs passively with this decision; at the worst it provides an impetus to forcing him out.

In any case he is still very much the responsibility of society, whether in school or not, and probably will continue to be throughout much, if not all, of his adult life.

It is the reality of the dropout's decision to leave school and the possible lifetime cost to society of this decision that makes imperative that the potential dropout be identified at the earliest possible point in his life and that substantial study and effort be given to the correction of those conditions which are determined to be major contributing factors underlying his decision to leave school.

Mrs. Janet Sumida, a researcher with the Office of Research, after making a thorough study of the characteristics of dropouts has identified certain distinguishing traits which set the potential dropout apart from his peers, and she advances the belief that when these traits are ascertained in students at an early age and in the lower elementary grades, steps can be taken to prevent a given student who is identified as a potential dropout from leaving school.

TABLE OF CONTENTS

	Page
Preface	i
PART I, A PROPOSED SET OF PROCEDURES	
Foreword	v
Introduction	ix
General Procedures	1
Checklist for Identification of Potential School Dropouts, Form 419-B (Proposed)	3
Prediction Points Based on Scaled Ratings for Students Who Perversere and Potential Dropouts	4
Procedures by Phase I-II-III	8
Follow-Up of Potential Dropouts at the School Level, Form 419C (Proposed).	11
Appendix	
A. Special Project to Identify and Report Potential Dropouts: Pupil Personnel Action, Form 419-A	12
Computer Printouts, Pupil Personnel Action.	12a
B. Checklist for Identification and Prediction of Potential Dropouts, Form 419-B (Proposed).	13
Conclusion	14
PART II, A REPORT ON A SUBSEQUENT TEST RUN	
Purpose	18
Limitations	20
Individual Case Histories	20
Procedures	21
Findings	23
Summary	26
Appendix	
A. Checklist for Identification of Potential School Dropouts, Form 419-B (Proposed).	29
B. Sample Printouts of Proposed Form 419-B for Grade Four, Six, Eight, and Nine-Twelve Levels	31
C. Case Histories of Dropouts	49

INTRODUCTION

The proposed procedures for the early identification of and follow through with potential school dropouts, grew out of a study which had as one of its major purposes careful scrutiny of those characteristics of dropouts which are distinguishably different from those students who persevere through twelve years of school and graduate from high school. To sharpen these differences, individual high school graduates were selected from among all graduates because their general characteristics and school records evidenced a marked similarity to those of students who had left school.

These sample graduates were selected from among those in the lowest quintile group who had joined the labor force rather than continue their education beyond high school graduation. When these graduates were compared with the dropouts, characteristics which were commonly held as well as those which were distinctly different became vividly apparent. All members of both groups scored low (dropouts' IQ median: 91; graduates' IQ median: 92) on the California Mental Maturity Test given in the third grade; scored below the mean on the standardized achievement test given in the fourth grade, had a record of poor attendance; had a natural father of same or similar ethnic background; had parents of similar educational level; and came from families with approximately the same number of siblings. Proportionately, both groups had about the same number of males and females.

Certain differences existing between the two groups became apparent when the school records of dropouts were closely examined. Personal records of dropouts revealed that as individuals they were judged to have poor

or unsatisfactory character traits; that they had frequent discipline problems; that they had failed to pass one or more times between grades 8 to 12 (resulting in overage in grade placement); and that their academic performance was regarded as generally poor.

With these differences identified, it should be possible to apply them as factors which can reasonably predict the potential dropout while there is still time to alter the pattern which threatens to lead to his leaving school. Just how that pattern may be altered does not lie within the scope of this proposal for this concerns an area of highly specialized knowledge and training and should not be dealt with in any routine or arbitrary fashion.

GENERAL PROCEDURES

Because the establishment of a fully functional pupil accounting system is still some years in the future; and because the social problem of dropouts continues to increase in significance and concern within the larger context of the Hawaii State Government as well as the State Department of Education, some method, some set of procedures should be instituted now which can provide the data required in administering to the problem, and which can be converted to machine processing with a minimum effort at some time in the future. To meet these two conditions, the following set of procedures are proposed for early adoption by the administration of the Department.

General Procedures for Phase I-II-III

1. A standard checklist (to be designated as Form 419-B, a supplement to the presently existing Form 419 and 419-A) can be used for elementary through high school grade levels. The factors listed are the categories of characteristics established as different for dropouts and graduates. Scale values of one to four for each factor show tendencies to drop out from "least likely" to "most likely." Total scores can range from zero to 20 points. The checklist can be presented on a single page or on an "IBM" card.
2. Continuing with the absence criterion set by the Special Project to Identify and Report Potential High School Dropouts (initiated in February 1968), absence of 8.0 per cent (14 days) or more is newly designated as a guide for the initial screening and identification of students as potential dropouts. (See

Appendix A for the summary of Special Project...)

3. Upon initial identification (according to the criterion for absence), further screening is based on scale values assigned to the categories of characteristics for each student. The following table provides a cut-off point differentiating between positive ratings for persisters and negative ratings for potential dropouts.

No. of Days Absent^{a/} to Date _____

Date _____

District Sch Code Sex Gr. Age Last name First Middle I.D. No.

Below are listed potential factors in early school leaving and persistence in school. Negative and positive characteristics are indicated by scale value. Check only one block for each factor.

FACTOR

FACTOR	Per Cent Poor				
	0	up to 25	26-50	51-75	76-100
A. Unsatisfactory or poor character traits ^{b/}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4
B. Number of disciplinary notations ^{c/}	0	1	2	3	4 or More
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4
C. Retention at grade level	None	K-7	No. of Retentions (gr. 8-12)		
	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3 or More
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4
D. Age-grade placement	above-even	-1	-2	-3	-4 or More
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4
E. Academic performance (D's and F's) ^{d/}	None	up to 25	Per Cent D's and F's		
	<input type="checkbox"/>	<input type="checkbox"/>	26-50	51-75	76-100
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4

TOTAL SCORE _____

^{a/} Report pupils who have been absent for 14 days or more this school year.

^{b/} Traits include personal and social attitudes, health and safety attitudes, work habits, industry, initiative, concern for others, leadership, and responsibility. "Poor" is based on a preponderance of 3's, -'s, or D's and F's.

^{c/} Notations can include records of expulsion, suspension, warnings, anecdotes, etc.

^{d/} Grades assigned at end of the quarter, semester, or year.

**Prediction Points Based on Scaled Ratings
For Students Who Persevere and Potential Dropouts**

FACTOR	Positive Scaled Ratings for Persisters			Negative Scaled Rating for Potential Dropouts	
A. Unsatisfactory or poor character traits	0%	up to 25%	26-50%	51-75%	76-100%
Scale Value	①	②	③	④	
B. No. of disciplinary notations	0			1, 2, 3, 4 or More	
Scale Value	①			② ③ ④	
C. Retention at grade level	None, K-7			<u>No. of Retentions (Gr. 8-12)</u> 1, 2, 3 or More	
Scale Value	①	②		③ ④	
D. Age-grade placement	Above - even			<u>Below</u> -1 -2 -3 -4 or More	
Scale Value	①			② ③ ④	
E. Academic perform- ance, D's and F's	None	up to 25%	26-50%	51-75%	76-100%
Scale Value	①	②	③	④	
Maximum Scores	5			20	

The maximum points that still permit a rating of "positive" would be 5 points. For example:

<u>Factor</u>	<u>Rating</u>	<u>Scale Value or Score</u>
A. Unsatisfactory or poor character traits	26-50%	2
B. No. of disciplinary notations	0	0
C. Retention at grade level	K-7	1
D. Age-grade placement	above-even	0
E. Academic performance	26-50%	2
	Total	<u>5 Points</u>

Any score beyond 5 points would be rated as "negative." Those whose ratings total 20 points would be considered most likely to drop out and, conversely, zero points would mean most likely not to drop out. The probability of dropping out will decrease proportionately with decreasing scale values or scores.

Screening (by scale values) for follow-up purposes can be processed methodically. Total rating scores can help determine priority, if necessary, of individual or group cases to be examined. Individual factor scale values can be the basis for combining students for group counseling or other activities. Instructional program planning and evaluation can be initiated through a study of the problem areas that present themselves as checklists are processed and data compiled.

4. Follow-up of Potential Dropouts:
 - a. All students initially identified on the criterion of absence alone, regardless of rating, will be contacted for appropriate follow-up for: return to school, modification of individual instructional program, vocational training, employment placement, etc., following procedures to process Form 419-A.
 - b. Screening for full or part-time employment, return to school, job training, etc., will depend on combinations of negative and positive categories.
 - c. Planning for appropriate follow-up school programs for individuals will depend upon the severity of problems as indicated by the individual scores for the various factors. Each factor requires special consideration and planning. For example, five points for age-grade placement means that the student may need to be specially placed in grade level subjects and other school activities. Any administrator on reviewing the rating sheet should be able to detect the youngster's problem (relating prolonged absence to overage) and investigate further the other factors involved.
 - d. Progress Report: The following Follow-up Form 419-C will assist the administrator to quickly summarize and follow-up whatever appropriate measures have been taken to cope with the youngster's specific prob-

lems. For specificity and clarity each factor rated "negative" should be pursued individually and summarized one factor per sheet.

Procedures By Phase I-II-III

The following proposed chart, Procedures by Phase, lists briefly checklist and follow-up requirements for each phase: source of information, personnel, materials, and time due.

Phase I. Without facilities or funding for computerization, the identification and follow-up of potential dropouts can still be implemented immediately through "paper-and-pencil" procedures for screening and identification. "Paper-and-pencil" means a manual and non-computerized operation.

Phase II. Continue present provision of computerized printouts listing students with consecutive or cumulative absence of 20 days or more. The new proposal is to provide additional computerized data (factors indicating dropping out or persistence in school) for each individual. With proposed screening procedures that can accommodate processing of more students, the base of 20 days can be adjusted to 14 days. The checklist will be key-punched for data processing. The proposed comprehensive printout will present total scaled values for each student to distinguish between positively and negatively rated students. A proposed printout layout is presented to compare with the present 1967-68 format. See Appendix A-B.

Phase III. With a total pupil accounting system projected for 1972, the identification of potential dropouts can eventually be continued as a totally computerized operation.

Taped information on school history and family background

can quickly produce periodic reports identifying potential drop-outs. Checklist information need not wait for the here-and-now, "paper-and-pencil" screening of students (by attendance reports) but can be initiated and supplied by computer technology whenever data on selected factors are needed. Convenient combinations of selected factors can be readily assembled for interpretation.

(m)



Statewide Pupil Accounting System

Interim Computerized Processing

Paper-and-Pencil Processing

Procedures by Phase:

Checklist, Form 419-B

Source of information

Cumulative folders, Form 12-13 →

Personnel

Attendance records →

Clerk under supervision of professional staff member (to process checklists) →

Materials

One-page checklist, Form 419-B

Data processing staff →

Data processing checklist card, Form 419-B →

Computerized printouts, including data from Form 419-A →

Time due

Bi-weekly

Weekly

Tape reservoir for pupil accounting system

Weekly

Follow-up

Source of information

Teacher, counselor, administrator →

Personnel

Clerk under supervision of professional staff member →

Professional staff at school level →

Resource help from district and state levels and community agencies →

Materials

One-page progress report →

Time due

End of quarter or semester →

APPENDIX A
PUPIL PERSONNEL ACTION, FORM 419-A

State of Hawaii
DEPARTMENT OF EDUCATION

PUPIL PERSONNEL ACTION
FORM 419-A 1/2/68

DO NOT FOLD

THIS SIDE TO BE COMPLETED BY SERVICING AGENCY ONLY

Name..... Last First Middle School..... District.....
Date of Action..... Month Day Year

Readmitted to school or Dropped from school and to be serviced after this date by
.....
(Servicing Agency) (Signature of Worker)

List student's reasons for absences: 1. (List primary first and others thereafter in rank order.)
2.
3.

The back portion of this form will be completed by the Investigating Agencies upon completion of action (readmitted or dropped) and submitted to the Employment Opportunity Center for transmittal to the DOE Special Services Branch.

State of Hawaii
DEPARTMENT OF EDUCATION

PUPIL PERSONNEL ACTION
FORM 419-A 1/2/68

DO NOT FOLD

THIS SIDE TO BE COMPLETED BY SCHOOL ONLY

1. Name..... Last First Middle
2. School..... 3. District.....
Home
4. Address..... Street
.....
City Island
Home
5. Phone..... 6. Grade..... 7. Sex.....
8. Birthdate..... Month Day Year
9. Date of Action..... Month Day Year

10. Check one of the following:
a. Unexpected/unexplained absence for 10 days within a school year.
b. Suspended pending dismissal.

11. Other ways to reach home; other information.....
.....
.....
Signature of Principal Date

MAIL THIS TO DOE SPECIAL SERVICES BRANCH

FORM 419-A

COMPUTER CENTER NUMBER THREE

DEPARTMENT OF EDUCATION
PUPIL PERSONNEL ACTION

WEEK ENDING _____

DIST	SCH CODE	SCHOOL	INITIAL				COMPLETED			REASONS FOR ABSENCES	
			DATE OF ACTION	ACTION	OTHER INFO	HOME PHONE	DATE OF ACTION	ACTION			
ID NO.	NAME ADDRESS	GRADE	SEX	BIRTHDATE	DATE OF ACTION	ACTION	OTHER INFO	HOME PHONE	DATE OF ACTION	ACTION	REASONS FOR ABSENCES

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT _____ SCH CODE _____ SCHOOL _____ DATE _____

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
--------	-----	-----	----	------------	-------	--------	---------------------------------	----------------------------------	--------------------------	---------------------	----------------------	--------------------	--------------------

In Conclusion

There is no magic in this set of procedures. The usefulness of all procedures can only be measured by the personal effectiveness of those persons who are held responsible in carrying them out.

PART II

A TEST RUN OF
A PROPOSED SET OF PROCEDURES
FOR THE EARLY IDENTIFICATION
OF POTENTIAL DROPOUTS

PREFACE

The proposed set of procedures for the early identification of potential dropouts was prepared for general use at any grade level (elementary-secondary) but with particular appropriateness for grades 9-12 (procedures were based on data concerning characteristics of dropouts recorded as of grade 9, 10, 11, or 12). A test run was conducted to establish the overall practicality of the proposed instrument and to establish guidelines appropriate for those grade levels below high school. Results of the test run are presented here as Part II.

PURPOSE

This report begins with the assumption that had dropouts been identified early as potential dropouts, had their problems been identified, and had provisions been made for the alleviation of their problem(s), they probably could have been encouraged to remain in school longer. It is also assumed that since the proposed checklist was devised from the findings of the dropout study, a test run rating each dropout for his or her last high school year should produce negative ratings. The more important question is, "How early can potential dropouts be identified before high school when, because of age, the student must remain in school and there is still time for the school to help the student?" Can the proposed checklist help produce sufficient evidence at an early enough time to identify youngsters with problems that can eventually lead to their dropping out of school?

To test the practicality of the instrument, it was proposed that a test run be conducted showing actual ratings of high school dropouts. It was also proposed that the same instrument be used to test rate the dropouts at various intervals of their early school life at grades four, six, and eight. Findings from the study of 1966-67 dropouts show significant differences (as per cent of sample) between elementary and secondary levels, and such differences as listed below readily indicate that the cut-off point applicable at the high school level would not specifically differentiate between potential dropouts and persisters at the lower grade levels. A test run should confirm the need for separate cut-off points for grade levels below high school.

	<u>Elementary</u>	<u>Secondary</u>
<u>Academic performance</u>		
Poor or worse	29.5%	72.5%
<u>Character trait ratings</u>		
Below average	30.5	56.0
<u>No. of disciplinary notations</u>		
None found	62.5	33.5

Records of a group of 100 (50 per cent of the sample dropouts) were to be examined for the test run. Cumulative folders (Form 12-13) of dropouts were to be examined to determine ratings for the following factors as listed on the checklists: (1) unsatisfactory character traits, (2) number of disciplinary notations, (3) retention at grade level, (4) age-grade placement, and (5) academic performance. (See Appendix A.)

STAFFING TEST RUN

It is suggested in the charted "Procedures by Phase I-II-III" that a school clerk be designated to process checklists at the school level. This designation is made on the assumption that clerical details of the identification process can be handled routinely.

Again, a test run was considered. A high school attendance clerk was to be requested to participate in the test run.

Procedural details were to be reviewed by the clerk and the supervisor provided from the professional staff. Cumulative folders were to be examined and absence records noted for the purpose of processing checklists. Only high school ratings were to be included in the test run. (Ratings for lower grade

levels are assumed to required clerical skills no different and no more difficult.)

LIMITATIONS

Ratings are based on records available only on Form 12-13. Omission of notes and data within folders can have a limiting effect upon the calculation of ratings marked on the checklists. The accuracy of rating such factors as "number of disciplinary notations" is especially dependent upon completeness of records.

INDIVIDUAL CASE HISTORIES

Along with checklist ratings, supplementary data on character and academic progress were to be provided in the form of brief case histories to point out evidences of consistently poor progress and "never-solved" problems. Teacher comments recorded and filed within cumulative folders since grade one were to be briefly quoted and charted to provide cumulative data on each student. Teacher comments were to be categorized as negative and positive. (See Appendix B.)

At the elementary levels, it has been customary for teachers to post significant data about the student on Form 13 confined to the space of a line or two. Comments are found to be usually very brief phrases about character traits and academic performance. Records of absence are frequently cited as significant data by teachers of both elementary and secondary levels.

At the high school level, problems are usually reported on forms that vary from school to school and on Guidance Form 419. Informal notes from teachers citing disciplinary and academic problems are also commonly on file

within cumulative folders. The report card forms handled by Computer Center No. 3 list Department of Education coded comments that appear as follows:

Explanation of Comment Codes

- X - Student is doing excellent work
- S - School work is progressing satisfactorily
- O - Student is improving in this course
- 1 - Student is achieving below apparent ability
- 2 - Absences are affecting school work
- 3 - Tardiness is affecting school work
- 4 - Books and materials are not brought to class
- 5 - Assignments are not completed regularly
- 6 - Participation is poor
- 7 - Study habits need improving
- 8 - Behavior is unacceptable
- 9 - Please contact teacher through counselor

PROCEDURES

The following procedures were established for consistent calculations of averages and ratings:

1. Calculation of ratings:

- Grade 4 ratings: take average of grades 1-4 data
- Grade 6 ratings: take average of grades 5-6 data
- Grade 8 ratings: take average of grades 7-8 data
- Grade 9 ratings: use grade 9 data only
- Grade 10 ratings: use grade 10 data only

Grade 11 ratings: take average of grades 10-11 data

Grade 12 ratings: take average of grades 10-12 data

2. "Days absent" to be recorded only for grades four, six, eight, and dropout year (grade 9, 10, 11, or 12) without averaging cumulative absences.
3. When there are no grades (for any of the factors) for the year of dropping out, take the most recent marks or grades. For example, for a grade 11 dropout the only recent grades for character traits may be those of grade 9.
4. When there are "No Data" or incomplete recent data for any of the factors, consult teachers directly involved with the student, counselor, vice principal, principal, etc. In the meantime, note "No Data" in the marginal space before the factor number.
5. Retentions of more than one year: For dropouts with more than one retention in lower grades (K-7) only, mark the K-7 block disregarding the frequency of retentions.*

Rating at High School Level. If retentions occurred in both grades K-7 and grades 8-12, mark only for retentions that occurred within grades 8-12. If retentions occurred only in grades K-7, mark the K-7 block.

6. Tabulation of Data

Form 419-B (proposed) Computer Printout

Prepare separate listings for grades four, six, eight, and dropout year (grade 9, 10, 11, or 12).

*Frequency will be automatically implied by the rating of "age-grade placement."

FINDINGS

The high total average score (11.2) for grades 9-12 is found to be as predicted within the negative range of 6-20. It appears that scores are relatively low in the early years but grow progressively worse with the passing years in school. This is evidenced by the following summary:

Summary of Ratings and Absence Records*

Grade Level	Range of Scores	Average Scores	Range of Days Absent	Average Days Absent
4	0-12	3.7	0-80	17.5
6	0-10	3.9	0-99	16.3
8	1-15	5.2	1-142	23.8
9-12	3-18	11.2	5-148	36.1

*Based on known data only.

The above summary shows that average scores for grade four, six, and eight levels tend to fall lower than that for grades 9-12: 3.7 for grade four, 3.9 for grade six, and 5.2 for grade eight. Though lower, these average scores are indicative of problem areas and should serve appropriately as cut-off points for the identification of potential dropouts. Lower scores for grades four, six, and eight are largely due to the greater frequency of zero ratings for three of the following factors: (1) number of disciplinary notations, (2) retention, and (3) age-grade placement. (In the study of high school dropouts, these three factors were found to more commonly characterize grade 9-12 dropouts.) In contrast to the ratings of these three factors, the others (of character traits and academic performance) show ready evidence of problems requiring early review and follow-up at the lower grade levels. On an individual basis, scores register

as high as 15 points.

The only possible evidences of disciplinary notations at the elementary level are the brief teacher comments posted on Form 13. Disciplinary notations were not considered and marked as such unless teacher comments strongly indicated disciplinary problems. Such comments are as follows as they appear on Form 13: entered cafeteria one evening with cousin; has had to be reprimanded a couple of times; tends to fight if provoked; etc.

Supplementary data (filed in student cumulative folders) presented here as case histories appear to confirm the "negative" inclinations of ratings (in the areas of character traits, academic performance, and absence) no matter to what extent they deviate from the cut-off point differentiating between persisters and potential dropouts.

In a majority of case histories at the elementary level, comments for individuals are found to be consistent from year to year whether of negative or positive type. Generally, negative comments were found to far outnumber positive remarks.

Following is a summary of scale values per factor for the various grade level intervals:

Factors	Range of Individual Scale Values				Average Scale Values			
	4	6	8	9-12	4	6	8	9-12
A. Unsatisfactory character traits	0-4	0-4	0-4	0-4	1.6	1.7	1.8	3.1
B. No. of disciplinary notations	0-4	0-2	0-4	0-4	.2	.3	.4	2.4
C. Retention of grade level	0-1	0-1	0-3	0-4	.1	.1	.3	1.3
D. Age-grade placement	0-2	0-2	0-2	0-4	.2	.3	.4	1.1
E. Academic performance	0-4	0-4	0-4	2-4	1.6	1.6	2.5	3.6

Individual ratings for lower grade levels indicate a range of severity of personal and academic problems. For many of the students who score very low in all the five factors, a high absence record is usually the case. Individual case histories reveal consistent "negative" absence records. (See Appendix C.) The following teacher comments include evidences of poor family circumstances and/or disregard and lack of concern for good school attendance:

1. Frequent absences due to lack of lunch money.
2. Frequent absences due to mother keeping her home to do housework and to watch younger siblings.
3. Home condition--big contributing factor--frequent absences cause for underrating his ability.

The problem of absence is almost always cited at both elementary and high school levels.

At the high school level, problems cited are usually infractions of school regulations such as smoking and cutting class and other behavior problems, truancy, and academic failure.

Results of Staffing Test Run

No difficulty was encountered by the clerk in processing the checklists. Familiarity with school forms and general school procedures appeared to have simplified the task for the clerk. Usually, it took not more than five minutes to process each checklist. It was concluded that a time allotment of five to ten minutes should suffice to process each checklist. It was also concluded that a trained teacher assistant can just as competently assume the responsibility for processing the checklists.

SUMMARY

At the intermediate and high school levels the checklist, according to the test run, will serve adequately to screen further those with absence records of 14 days or more. Students will be screened and identified as potential dropouts and persisters by the use of the checklist.

At the elementary grade levels, the checklist with newly formulated cut-off points (three for grade four, three for grade six, and five for grade eight) and supplementary data (teacher comments and referrals such as those that appear in the attached case histories) can help teachers and administrators identify problem areas and take appropriate follow-up measures.

Because degrees of differences between elementary and high school problems (in the areas of disciplinary notations, number of retentions, and age-grade placement) affect rating scores (resulting in lower scores for the elementary levels), it is suggested that teacher comments and other pertinent information on file serve as supplementary data to checklist ratings for elementary grade levels. Any factor rating, no matter how low, moving in the direction of negative classification should generate warning signals at all grade levels with special emphasis at the elementary level where early identification and follow-up may mean the difference between persistence and dropping out in later years.

Disciplinary notations are very seldom on file for the lower elementary grade levels. This is perhaps an indication that problems are either less pronounced, less severe, less disruptive, or still manageable to those who are in daily contact with the students. If this is so, constructive steps taken at the elementary levels in terms of guidance, activities, instructional techniques,

student-teacher relationships (including acceptance of non-middle class values), etc., can perhaps more easily build wholesome attitudes toward school life and learning. In the case of potential dropouts, it is especially critical that school life offers opportunities for the achievement of success and satisfaction as opposed to constant failure and disillusionment.

Differences in standards and format of evaluating student progress may be of significant hindrance to the early identification and follow-up of potential dropouts. At elementary levels, ratings are not as detailed as those of high school level. Elementary school students are rated generally on a three-point scale of E for excellent, S for satisfactory, and U for unsatisfactory progress. As contrasted, a five-point scale of A-F in high school appears to differentiate students more critically. Perhaps a more detailed diagnostic evaluation, not necessarily a scale of A-F, of student progress at the elementary level can help to identify problems much earlier in time for effective guidance and instruction.

Certain elementary school records such as counseling reports are lacking or are not systematically on file within cumulative folders for ready reference. This absence of important data, found more frequently on the elementary than on the secondary level, is evidence of follow-up of problems significant enough to require prompt action by teachers, administrators, counselors, and parents. Systematically recorded "action" can minimize educational "accidents" throughout the difficult school years of youngsters with special problems.

Cumulative folders are of little value to those responsible for the academic progress and welfare of the child unless they are kept up-to-date and contain essential data on file for ready reference. "Once a lifetime" psychological reports without evidence of follow-up are of little consequence to the

child.

Staffing for Processing Checklists

The test run conducted indicates that checklist ratings can be processed routinely by a school clerical staff member.

Checklist for Identification of Potential School Dropouts, Form 419-B.

No. of Days Absent^{a/} to Date _____ Date _____

District Sch Code Sex Gr. Age Last name First Middle I.D. No.

Below are listed potential factors in early school leaving and persistence in school. Negative and positive characteristics are indicated by scale value. Check only one block for each factor.

FACTOR

A. Unsatisfactory or poor character traits ^{b/}	Per Cent Poor				
	0	up to 25	26-50	51-75	76-100
	<input type="checkbox"/>				
Scale Value	0	1	2	3	4

B. Number of disciplinary notations ^{c/}	0	1	2	3	4 or More
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4

C. Retention at grade level	No. of Retentions (gr. 8-12)				
	None	K-7	1	2	3 or More
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4

D. Age-grade placement	above-even	-1	-2	-3	-4 or More
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale Value	0	1	2	3	4

E. Academic performance (D's and F's) ^{d/}	Per Cent D's and F's				
	None	up to 25	26-50	51-75	76-100
	<input type="checkbox"/>				
Scale Value	0	1	2	3	4

TOTAL SCORE _____

^{a/} Report pupils who have been absent for 14 days or more this school year.

^{b/} Traits include personal and social attitudes, health and safety attitudes, work habits, industry, initiative, concern for others, leadership, and responsibility. "Poor" is based on a preponderance of 3's, -'s, or D's and F's.

^{c/} Notations can include records of expulsion, suspension, warnings, anecdotes, etc.

^{d/} Grades assigned at end of the quarter, semester, or year.

APPENDIX B

SAMPLE PRINTOUTS OF
PROPOSED GUIDANCE FORM 419-B

APPENDIX B (SECTION I, GRADE 4)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES				AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL				
1	F	10	4				0	0	0	0	0	0	12	
2	F	--					--	--	--	--	--	--	--	
3	M	10					0	0	0	0	4	8	80	
4	M	10					0	0	0	0	4	8	4	
5	M	10					0	0	0	0	1	3	19	
6	M	10					0	0	0	0	1	3	12	
7	F	--					--	--	--	--	--	--	--	
8	F	10					0	0	0	0	1	1	49	
9	M	10					0	0	0	0	1	1	12	
10	M	10					2	0	0	0	3	8	7	
11	M	10					0	0	0	0	0	1	7	
12	M	10					0	0	0	0	4	8	12	
13	M	--					--	--	--	--	--	--	--	
14	M	--					--	--	--	--	--	--	--	
15	F	--					--	--	--	--	--	--	--	
16	F	10					0	0	0	0	3	7	7	
17	M	10					0	0	0	0	2	4	21	
18	F	10					0	0	0	0	3	4	70	
19	M	--					--	--	--	--	--	--	--	
20	F	10					0	0	0	0	0	0	25	
21	F	10					0	0	0	0	2	4	27	
22	F	10					0	0	0	0	1	2	0	
23	M	--					--	--	--	--	--	--	--	
24	M	10					0	0	0	0	1	1	2	
25	F	10					1	1	0	0	1	3	42	
26	M	10					1	1	0	0	2	5	14	
27	M	10					0	0	0	0	0	1	20	
28	M	10					0	0	0	0	1	2	6	

(continued)

APPENDIX B (SECTION I, GRADE 4)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DATE _____

DISTRICT	SCH CODE	SCHOOL	ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT	
										UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE			
			29	F	10	4				0	0	0	0	0	1	3	15
			30	M	10					0	0	0	0	0	1	2	8
			31	M	11					0	--	--	1	1	4	--	--
			32	M	--					--	--	--	--	--	--	--	--
			33	M	10					1	0	0	0	0	1	4	12
			34	M	10					0	0	0	0	0	1	2	9
			35	M	10					0	0	0	0	0	2	4	12
			36	M	10					0	0	0	0	0	2	4	16
			37	M	10					0	0	0	0	0	1	3	10
			38	F	10					0	0	0	0	0	0	0	8
			39	M	10					1	0	0	0	0	0	3	6
			40	M	10					0	0	0	0	0	1	4	8
			41	M	--					--	--	--	--	--	--	--	--
			42	M	--					--	--	--	--	--	--	--	--
			43	M	10					1	0	0	0	0	1	3	8
			44	F	--					--	--	--	--	--	--	--	--
			45	M	--					--	--	--	--	--	--	--	--
			46	F	10					0	0	0	0	0	3	6	25
			47	F	--					--	--	--	--	--	--	--	--
			48	M	--					--	--	--	--	--	--	--	--
			49	M	11					1	0	0	0	0	2	7	13
			50	F	10					0	0	0	0	0	0	0	21
			51	M	--					--	--	--	--	--	--	--	--
			52	F	--					--	--	--	--	--	--	--	--
			53	M	11					0	0	1	1	4	10	18	18
			54	M	--					--	--	--	--	--	--	--	--
			55	F	10					0	0	0	0	1	2	1	1
			56	M	--					--	--	--	--	--	--	--	--
			57	M	10					0	0	0	0	2	3	46	46

(continued)

FORM 419-B

APPENDIX B (SECTION I, GRADE 4)
CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT				
58	M	10	4				1	0	0	0	0	1	2	4
59	M	10					1	0	0	0	0	1	2	4
60	M	10					1	0	0	0	0	1	2	21
61	M	10					2	0	0	0	0	1	3	4
62	M	10					1	1	0	0	0	2	4	27
63	M	11					4	1	1	0	4	4	11	--
64	M	10					0	0	0	0	0	1	1	15*
65	M	10					0	0	0	0	0	0	0	19
66	F	10					1	0	0	0	1	2	2	16
67	M	--					--	--	--	--	--	--	--	--
68	F	10					0	0	0	0	1	1	1	29
69	M	--					--	--	--	--	--	--	--	--
70	F	10					1	0	0	0	1	2	2	21
71	M	--					--	--	--	--	--	--	--	--
72	M	--					--	--	--	--	--	--	--	--
73	F	10					3	0	0	0	1	4	4	3
74	M	10					3	0	0	0	3	6	6	10
75	M	10					2	1	0	0	2	5	5	4*
76	M	11					3	0	0	0	3	7	7	6
77	M	10					3	0	0	0	3	6	6	5
78	F	10					0	0	0	0	2	2	2	6
79	M	11					4	4	1	1	2	12	12	37
80	F	10					1	0	0	0	1	2	2	18
81	M	11					1	0	0	0	1	3	3	63
82	M	--					--	--	--	--	--	--	--	--
83	M	11					4	0	0	0	4	8	8	7
84	F	10					1	0	0	0	0	1	1	12
85	M	11					2	0	0	1	4	8	8	15
86	M	10					1	0	0	0	1	2	2	9

(continued)

APPENDIX B (SECTION I, GRADE 4)
CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

ID NO.	SEX	AGE	GR	SCHOOL	LAST NAME,	FIRST	MIDDLE	SCALE VALUES							NO. OF DAYS ABSENT
								UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES		
87	M	10	4					0	1	0	0	0	1	2	38
88	M	12						2	0	--	--	1	5	1	1
89	F	10						0	0	0	0	0	0	0	21
90	M	11						1	0	1	1	4	7	48	
91	F	10						3	0	0	0	4	7	41	
92	M	--						--	--	--	--	--	--	--	--
93	M	--						--	--	--	--	--	--	--	--
94	M	10						0	0	0	0	1	1	8	8
95	M	11						2	0	1	1	3	7	2	2
96	M	10						0	0	0	0	0	0	0	8
97	F	11						1	0	1	1	2	5	12	12
98	M	10						2	0	0	0	1	3	3	3
99	M	10						1	0	0	0	2	3	43	43
100	M	11						2	0	1	1	3	7	10	10
GRAND TOTAL								121	16	8	14	122	281	1,274	
Average								1.6	.2	.1	.2	1.6	3.7	17.5	
Total No. of Cases with Data								75	75	71	75	75	75	73	

*Number of days for nearest grade level other than indicated because of lack of data.

** -- Denotes no data.

FORM 419-B

APPENDIX B (SECTION II, GRADE 6)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT _____ SCH CODE _____ SCHOOL _____ DATE _____

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE		
1	F	12	6				0	0	0	0	0	0	15
2	F	--					--	--	--	--	--	--	--
3	M	12					0	0	0	0	0	4	99
4	M	12					0	0	0	0	0	8	1
5	M	12					0	0	0	0	0	5	5
6	M	12					0	0	0	0	0	7	0
7	F	--					--	--	--	--	--	--	--
8	F	12					0	0	0	0	0	0	0
9	M	12					1	0	0	0	0	4	12
10	M	12					1	0	0	0	0	4	9
11	M	12					0	0	0	0	0	0	19
12	M	12					3	2	0	0	2	7	10
13	M	--					--	--	--	--	--	--	--
14	M	--					--	--	--	--	--	--	--
15	F	--					--	--	--	--	--	--	--
16	F	12					2	0	0	0	2	4	17
17	M	12					2	0	0	0	2	4	35
18	F	12					3	0	0	0	4	7	51
19	M	--					--	--	--	--	--	--	--
20	F	12					0	0	0	0	0	0	17
21	F	12					1	0	0	0	4	5	32
22	F	12					0	0	0	0	0	0	1
23	M	--					--	--	--	--	--	--	--
24	M	12					1	0	0	0	1	2	7
25	F	12					1	2	0	0	3	6	73
26	M	12					4	1	0	0	2	7	5
27	M	12					0	1	0	0	0	1	1
28	M	12					3	1	0	0	1	5	18
29	F	12					4	0	0	0	1	5	19
30	M	12					1	1	0	0	1	3	5

(continued)

APPENDIX B (SECTION II, GRADE 6)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

ID NO.	SEX	AGE	GR	SCH CODE	SCHOOL	LAST NAME,	FIRST	MIDDLE	SCALE VALUES				AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
									UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL				
31	M	13	6						2	1	--	1	1	3	7	6
32	M	13							1	1	--	1	1	3	6	11
33	M	12							1	1	0	0	0	1	3	10
34	M	12							1	0	0	0	0	0	1	30*
35	M	12							1	0	0	0	0	0	1	7
36	M	12							1	1	0	0	0	0	2	13
37	F	12							2	0	0	0	0	0	2	17
38	M	12							2	0	0	0	1	3	3	13*
39	M	12							2	1	0	0	1	4	4	1
40	M	12							3	0	0	0	1	4	4	6
41	M	--							--	--	--	--	--	--	--	--
42	M	--							--	--	--	--	--	--	--	--
43	M	12							0	0	0	0	0	0	0	16
44	F	--							--	--	--	--	--	--	--	--
45	M	--							--	--	--	--	--	--	--	--
46	F	12							3	0	0	0	2	5	5	26
47	F	--							--	--	--	--	--	--	--	--
48	M	--							--	--	--	--	--	--	--	--
49	M	13							4	2	--	1	3	10	11	11
50	F	12							0	0	0	0	0	0	0	26
51	M	--							--	--	--	--	--	--	--	--
52	F	--							--	--	--	--	--	--	--	--
53	M	12							1	0	1	1	4	7	4	4
54	M	--							--	--	--	--	--	--	--	--
55	F	12							2	0	0	0	4	6	6	11
56	M	--							--	--	--	--	--	--	--	--
57	M	12							2	0	0	0	3	5	5	56
58	M	12							1	0	0	0	1	2	2	1
59	M	12							3	1	0	0	3	7	7	7

(continued)

APPENDIX B (SECTION II, GRADE 6)
CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	SCALE VALUES				AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
								NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL				
60	M	12	6				1	0	0	0	0	0	1	2	2
61	M	12					3	0	0	0	0	0	1	4	4
62	M	12					2	0	0	0	0	0	2	4	4
63	M	13					2	0	1	1	1	4	4	8	11
64	M	12					1	0	0	0	0	1	1	3	21
65	M	12					0	0	0	0	0	0	0	0	9
66	F	12					1	0	0	0	0	0	3	4	20
67	M	--					--	--	--	--	--	--	--	--	--
68	F	12					0	0	0	0	0	0	0	0	23
69	M	12					1	0	0	0	0	1	1	2	7
70	F	12					1	0	0	0	0	3	3	4	14
71	M	--					--	--	--	--	--	--	--	--	--
72	M	--					--	--	--	--	--	--	--	--	--
73	F	12					2	0	0	0	0	3	3	5	2
74	M	12					3	0	0	0	0	3	3	6	0
75	M	12					1	1	0	0	0	2	2	4	8
76	M	13					4	0	0	0	1	3	3	8	9
77	M	12					1	0	0	0	0	2	2	3	8
78	F	12					--	--	--	--	--	--	--	--	--
79	M	13					1	0	1	1	1	0	0	3	8
80	F	12					1	0	0	0	0	1	1	2	13
81	M	13					2	1	--	--	1	1	1	5	90
82	M	--					--	--	--	--	--	--	--	--	--
83	M	12					2	0	0	0	0	1	1	3	7
84	F	12					1	0	0	0	0	0	0	1	7*
85	M	13					1	0	1	1	1	1	1	4	15
86	M	14					3	0	1	1	2	3	3	9	10
87	M	12					2	0	0	0	0	1	1	3	11
88	M	14					0	0	0	0	2	1	1	3	33
89	F	13					1	0	--	--	1	2	2	4	9
90	M	13					2	0	--	1	1	4	4	8	18*

(continued)

FORM 419-B

APPENDIX B (SECTION II, GRADE 6)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT	SCH CODE	SCHOOL	ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE			SCALE VALUES							DATE
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT				
			91	F	13	6				1	0	0	1	2	4	31	
			92	M	--				--	--	--	--	--	--	--	--	
			93	M	--				--	--	--	--	--	--	--	--	
			94	M	12				0	0	0	0	1	2	2	28	
			95	M	13				1	0	1	1	0	3	3	3	
			96	M	12				0	0	0	0	1	3	3	4	
			97	F	13				0	0	1	1	2	6	6	21	
			98	M	12				0	0	0	0	2	5	5	2	
			99	M	12				0	0	0	0	2	6	6	16	
			100	M	13				0	0	1	1	2	6	6	35	
			GRAND TOTAL						126	22	9	19	124	300	1,236		
			Average						1.7	0.3	0.1	0.3	1.6	3.9	16.3		
			Total No. of Cases with Data						76	76	69	76	76	76	76		

*Number of days for nearest grade level other than indicated because of lack of data.

**--Denotes no data.

APPENDIX B (SECTION III, GRADE 8)
CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT	SCH CODE	SCHOOL	ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT	
										UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE			
			1	F	14	8					0	0	0	0	4	7	39
			2	F	--						--	--	--	--	--	--	--
			3	M	14						0	0	0	0	4	8	112
			4	M	14						1	0	0	0	4	7	100
			5	M	14						0	0	0	0	4	8	20
			6	M	14						0	0	0	0	4	7	1
			7	F	--						--	--	--	--	--	--	--
			8	F	14						0	0	0	0	3	5	26
			9	M	14						0	0	0	0	2	2	17
			10	M	14						1	0	0	0	3	7	36
			11	M	14						0	0	0	0	2	3	5
			12	M	14						0	0	0	0	1	2	2
			13	M	15						0	0	0	0	2	4	22
			14	M	14						0	0	0	0	1	2	7*
			15	F	14						0	0	0	0	1	2	22
			16	F	14						0	0	0	0	2	3	21
			17	M	14						0	0	0	0	3	5	24
			18	F	14						0	0	0	0	4	6	28
			19	M	14						1	0	0	0	3	6	38
			20	F	14						0	0	0	0	2	2	16
			21	F	15						0	0	0	0	10	10	70*
			22	F	14						0	0	0	0	2	2	13
			23	M	14						0	0	0	0	2	2	11
			24	M	14						0	0	0	0	2	2	4
			25	F	15						0	0	0	0	9	9	40
			26	M	14						4	0	0	0	3	9	7
			27	M	14						0	0	0	0	1	1	7
			28	M	14						0	0	0	0	4	4	7
			29	F	15						0	0	0	0	9	9	20
			30	M	14						0	0	0	0	4	4	31

(continued)

APPENDIX B (SECTION III, GRADE 8)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

ID NO.	SEX	AGE	GR	SCHOOL	DISTRICT	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT
									UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE		
31	M	15	8						2	0	--	1	3	6	22
32	M	15							2	0	--	1	3	6	17
33	M	14							1	0	0	0	1	2	5
34	M	14							1	0	0	0	1	2	25
35	M	14							1	0	0	0	1	2	7
36	M	16							2	4	2	2	2	12	15
37	F	14							2	1	0	0	3	6	34
38	M	14							1	1	0	0	3	5	1
39	M	14							1	1	0	0	2	4	4
40	M	14							1	0	0	0	2	3	11
41	M	--							--	--	--	--	--	--	--
42	M	--							--	--	--	--	--	--	--
43	M	14							1	0	0	0	1	2	21
44	F	--							--	--	--	--	--	--	--
45	M	--							--	--	--	--	--	--	--
46	F	14							2	0	0	0	2	4	17
47	F	--							--	--	--	--	--	--	--
48	M	--							--	--	--	--	--	--	--
49	M	15							1	0	--	1	2	4	4
50	F	14							--	0	0	0	0	0	15
51	M	14							3	0	0	0	4	7	34
52	F	14							1	0	0	0	2	3	6
53	M	14							3	0	1	1	4	9	19
54	M	14							1	0	0	0	2	3	14
55	F	14							2	0	0	0	3	5	30
56	M	14							1	0	0	0	1	2	3
57	M	14							2	0	0	0	3	5	56
58	M	16							3	2	3	2	4	14	45
59	M	14							3	0	0	0	4	7	13

(continued)

FORM 419-B

APPENDIX B (SECTION III, GRADE 8)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL				
60	M	14	8				2	1	0	0	0	0	0	3	26
61	M	14					3	0	0	0	0	0	4	7	5
62	M	14					3	0	0	0	0	0	4	7	14
63	M	15					3	0	1	1	1	2	2	7	8
64	M	16					2	4	3	3	4	4	4	15	29
65	M	14					2	0	0	0	0	2	2	4	25
66	F	14					1	0	0	0	0	1	1	2	19
67	M	--					--	--	--	--	--	--	--	--	--
68	F	14					1	0	0	0	0	1	1	2	18
69	M	15					2	0	--	--	1	2	2	5	2
70	F	14					2	4	0	0	0	3	3	9	39
71	M	15					0	0	--	--	1	1	1	2	--
72	M	--					--	--	--	--	--	--	--	--	--
73	F	14					1	0	0	0	0	3	4	4	1
74	M	14					1	0	0	0	0	2	3	3	3
75	M	14					1	0	0	0	0	2	2	3	18
76	M	15					4	2	--	--	1	4	4	11	16
77	M	14					0	0	0	0	0	3	3	3	41
78	F	14					1	0	0	0	0	4	5	5	48
79	M	15					1	0	1	1	1	1	4	4	30
80	F	14					1	0	0	0	0	2	3	3	27
81	M	15					0	0	1	1	1	2	4	4	65*
82	M	--					--	--	--	--	--	--	--	--	--
83	M	14					2	0	0	0	0	2	4	4	22
84	F	14					0	0	0	0	0	0	0	0	10
85	M	15					2	0	1	1	1	4	8	8	68
86	M	16					2	0	1	1	2	4	9	9	12
87	M	14					3	0	0	0	0	3	6	6	28
88	M	16					2	0	--	--	2	3	7	7	15
89	F	15					1	0	--	--	1	3	5	5	31

(continued)

APPENDIX B (SECTION III, GRADE 8)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT	SCH CODE	SCHOOL	ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					AGE-GRAD. PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
										UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL				
			90	M	15	8				2	0	1	1	3	7	35		
			91	F	15					4	0	1	1	4	10	142		
			92	M	15					--	0	--	1	1	2	--		
			93	M	--					--	--	--	--	--	--	--		
			94	M	14					1	0	0	0	2	3	15		
			95	M	15					1	0	1	1	2	5	18		
			96	M	14					2	4	0	0	2	8	11		
			97	F	15					0	0	1	1	3	5	16		
			98	M	14					4	4	0	0	4	12	19		
			99	M	14					3	0	0	0	4	7	8		
			100	M	15					1	0	1	1	3	6	2		
GRAND TOTAL										151	35	23	32	217	458	2,050		
Average										1.8	0.4	0.3	0.4	2.5	5.2	23.8		
Total No. of Cases with Data										86	88	78	88	88	88	86		

*Number of days for nearest grade level other than indicated because of lack of data.
 ** -- Denotes no data.



FORM 419-B

APPENDIX B (SECTION IV, GRADES 9-12)
CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DATE _____

DISTRICT _____ SCH CODE _____ SCHOOL _____

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	SCALE VALUES			AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
								NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL				
1	F	16	10				3	0	0	0	0	7	39	
2	F	16	10				4	2	0	0	0	9	29	
3	M	16	10				4	0	0	0	0	8	112*	
4	M	20	10				4	1	2	4	4	15	38	
5	M	19	10				3	4	4	3	4	18	44*	
6	M	17	11				3	1	0	0	4	8	7*	
7	F	17	11				4	0	0	0	2	6	13*	
8	F	16	10				1	0	0	0	2	3	18*	
9	M	17	10				4	4	2	2	4	15	58*	
10	M	18	10				2	0	2	2	4	10	33*	
11	M	17	10				3	0	2	1	3	9	23*	
12	M	19	12				3	4	2	1	4	14	26	
13	M	17	10				1	3	---	1	4	9	45*	
14	M	17	11				0	4	0	0	4	8	21	
15	F	16	10				2	4	2	1	4	13	53	
16	F	18	12				4	0	0	0	4	8	22	
17	M	16	10				2	4	0	0	3	9	39	
18	F	16	10				4	0	0	0	4	8	30	
19	M	17	10				1	4	2	1	4	12	40	
20	F	16	10				4	4	0	0	4	12	50	
21	F	17	10				4	4	1	1	4	14	53	
22	F	16	10				4	4	0	0	4	12	44	
23	M	17	11				4	2	0	0	9	15	15	
24	M	17	10				4	4	2	1	15	27	27	
25	F	17	10				4	4	1	1	14	18	18	
26	M	18	11				4	4	2	1	15	--	--	
27	M	18	11				4	4	2	1	15	15	16	
28	M	17	11				4	4	0	0	12	12	5*	
29	F	18	11				4	1	2	1	12	12	26	
30	M	18	10				4	4	3	2	17	17	39	

(continued)

APPENDIX B (SECTION IV, GRADES 9-12)
CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT	SCH CODE	SCHOOL	ID NO.	SEX	AGE	GR	LAST NAME,			SCALE VALUES				AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT				
			31	M	20	12				4	4	2	2	4	4	16	16*
			32	M	17	10				4	2	--	1	4	4	11	40
			33	M	17	10				4	4	2	1	2	2	13	21*
			34	M	17	10				4	4	2	1	4	4	13	22
			35	M	18	12				4	4	0	0	3	3	11	38
			36	M	18	10				4	4	3	2	4	4	17	54
			37	F	18	11				4	4	3	2	4	4	17	40
			38	M	19	11				4	4	2	2	4	4	12	42
			39	M	18	11				4	4	2	2	4	4	15	16
			40	M	18	11				4	4	2	2	4	4	9	62
			41	M	18	11				4	4	2	2	4	4	9	35
			42	M	17	11				--	0	2	1	4	4	7	87
			43	M	16	10				3	0	0	0	4	4	7	23
			44	F	17	10				--	0	--	1	4	4	5	39
			45	M	17	10				2	0	2	2	4	4	10	55
			46	F	17	10				4	4	2	2	4	4	15	32
			47	F	18	12				3	1	2	1	4	4	11	24
			48	M	16	10				2	0	--	2	3	7	--	--
			49	M	21	12				4	4	2	3	4	13	13	29
			50	F	18	11				3	3	2	1	4	10	14	14
			51	M	18	10				4	4	3	2	4	17	22*	22*
			52	F	18	11				4	0	2	1	4	11	11	33
			53	M	19	10				4	4	3	3	4	18	18	27
			54	M	19	12				2	4	2	1	4	13	13	--
			55	F	16	10				4	1	0	0	4	9	9	71
			56	M	18	11				3	4	2	1	4	14	14	20
			57	M	16	10				2	4	0	0	4	10	10	6
			58	M	17	9				--	--	--	--	--	--	--	42
			59	M	18	12				2	4	0	0	3	9	9	9
			60	M	18	10				1	4	2	2	2	11	11	20
			61	M	18	11				4	4	2	2	4	15	15	11

(continued)

FORM 419-B

APPENDIX B (SECTION IV, GRADES 9-12)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL	RETENTION AT GRADE LEVEL				
62	M	17	11				4	0	0	0	0	4	12	75	
63	M	18	10				4	2	2	2	2	3	12	9	
64	M	19	11				4	3	3	3	3	4	17	13	
65	M	18	11				3	--	--	--	1	4	8	50*	
66	F	18	12				3	0	0	0	0	3	7	9	
67	M	18	9				4	2	2	2	3	3	12	31	
68	F	18	11				3	--	--	--	1	4	9	37	
69	M	19	12				2	--	--	--	1	4	7	9	
70	F	18	10				4	3	3	3	2	3	16	52	
71	M	17	10				3	--	--	--	1	3	11	14	
72	M	20	12				4	--	--	--	2	4	12	35	
73	F	17	11				4	0	0	0	0	4	12	6*	
74	M	17	11				3	0	0	0	0	4	11	11	
75	M	16	10				2	0	0	0	0	4	10	69	
76	M	19	11				3	4	4	4	2	2	11	8	
77	M	18	12				1	0	0	0	0	2	7	11	
78	F	16	10				3	--	--	--	0	2	8	64	
79	M	19	11				4	1	1	1	2	4	13	102	
80	F	17	10				4	2	2	2	2	4	12	115	
81	M	20	11				4	--	--	--	1	3	12	100	
82	M	19	11				2	--	--	--	3	3	10	148	
83	M	18	11				4	2	2	2	2	4	11	57	
84	F	18	11				4	0	0	0	1	4	10	19	
85	M	18	10				3	0	0	0	1	4	12	42	
86	M	20	12				4	1	1	1	2	4	15	46	
87	M	16	9				--	--	--	--	1	4	7	18	
88	M	17	9				--	--	--	--	--	--	--	--	
89	F	16	9				1	--	--	--	1	3	6	27	
90	M	16	9				--	0	1	1	1	4	6	33	

(continued)

APPENDIX B (SECTION IV, GRADES 9-12)
CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT	SCH CODE	SCHOOL	ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE			SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE					
			91	F	16	9				--	3	--	1	--	11	--
			92	M	19	12				--	4	--	2	3	13	13
			93	M	19	11				2	4	2	1	3	10	27
			94	M	16	9				3	1	1	1	4	10	54
			95	M	17	10				3	1	0	0	4	8	29
			96	M	15	9				3	1	1	1	4	9	46
			97	M	18	11				2	1	2	1	4	15	55
			98	M	18	11				4	4	0	0	4	11	34
			99	M	15	9				4	3	0	0	4	11	18
			100	M	19	12				2	4	1	1	2	10	
GRAND TOTAL									286	230	110	103	355	1,084	3,431	
Average								3.1	2.4	1.3	1.1	3.6	11.2	36.1		
Total No. of Cases with Data								91	94	82	97	97	97	95		

*Number of days for nearest grade level other than indicated because of lack of data.
 **--Denotes no data.

APPENDIX C
CASE HISTORIES OF DROPOUTS

CASE NO. 1

Grade	Factors*					Total Scores	Days Absent
	A	B	C	D	E		
4	0	0	0	0	0	0	12
6	0	0	0	0	0	0	15
8	1	0	0	0	3	4	65
9 (10) 11 12	3	0	0	0	4	7	39

Grade	Positive	Grade	Negative
1	1. Able to complete own work		
	2. Learns well		
	3. Cooperative		
2	4. Well-adjusted child	2	1. Should participate more in group discussion
	5. Willing and dependable		
3	6. Has good work habits		
	7. Developing dependable leadership		
	8. Showed active participation		
4	9. Conscientious and dependable worker		
	10. Consistent in work habits		
5	11. Adjusted very well to class	5	2. Slow in grouping concept
	12. Amiable	6	3. Needs much help in establishing good working habits
			4. Playful
		10	5. (1, 2, 5)

*Refer to checklist factors A-E

CASE NO. 2

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	4	0	0	0	4	8	80
6	1	0	0	0	3	4	99
8	4	0	0	0	4	8	112
9 (10) 11 12	4	0	0	0	4	8	N.D.

Grade	Positive	Grade	Negative
		1	1. Cannot express himself, mumbles
		2	2. Shy and sensitive
		3	3. Shy and sensitive
		4	4. Quiet -- cries easily
		5	5. Poor speech
		6	6. Slow learner
		7	7. Referred for psychometric evaluation
		8	8. Sensitive, insecure, very slow
		9	9. Insecure and immature socially and emotionally
		10	10. Speaks incoherently
		11	11. Frequent absences due to lack of lunch or lunch money
		12	12. Irresponsible parents
		13	13. Poor achievement
		14	14. Poor attendance
		15	15. Timid
		16	16. Has difficulty expressing himself
		17	17. Socially maladjusted
		18	18. Frequent absence
		19	19. Very slow academically
9	1. Conscientious enough to complete work	9	20. Naturally slow and easily distracted
	2. Pleasant child	10	21. Absent frequently
			22. (2, 6, 7, 9)

CASE NO. 3

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	4	0	0	0	4	8	4
6	4	0	0	0	4	8	1
8	2	1	0	0	4	7	100
9 (10) 11 12	4	1	2	4	4	15	38

Grade	Positive	Grade	Negative
1	1. Always seems happy	1	1. Has no sense of law and order
		2	2. Parents separated, lacks home care
3	2. Mother seems loving and shows much concern over child's welfare (helps him with his schoolwork)	3	3. Has difficulty speaking in complete and intelligible sentences
	3. Is eager to share and confide		4. Tendency to daydream all day in class hampers his academic progress
	4. Dressed in neat and clean clothes		5. Must always be called on two or three times before he hears teacher (hearing checked is normal)
			6. Teacher has difficulty in understanding what he's trying to say
		4	7. A rather nervous child with a quick temper
			8. His work is not neat because he's always in such a rush
			9. His vocabulary is quite limited but full of expressive sounds
		5	10. Tremendous vitality manifested purposefully in sports, but aimlessly when he resorts to histrionics; spirited staccato verbal salvos and muscular motions should be channeled into creativity and learning

(continued)

CASE NO. 3
(continued)

Grade	Positive	Grade	Negative
		6	11. Functioning at third grade level in arithmetic 12. Reading at 2 ₂ level only 13. Very poor work habits 14. Tense child
		8	15. Failed all subjects 16. Failure recommended
		9	17. Playful, wastes much time
		10	18. Working below ability 19. (2, 3, 5)

CASE NO. 4

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	1	3	19
6	3	0	0	0	2	5	5
8	4	0	0	0	4	8	20
9 (10) 11 12	3	4	4	3	4	18	44 (gr.9)

Grade	Positive	Grade	Negative
2	1. Very alert	2	1. Inattentive
			2. Needs guidance
		3	3. Impulsive child
			4. Has yet to learn to restrain himself
4	2. Gained a little in self-control	4	5. Needs much guidance
5	3. Has shown some progress	5	6. Poor work habits
			7. Must improve in work habits
6	4. Has gained in self-control and considerations	6	8. Still needs to improve
			9. Below average work habits
		9	10. Cutting class and truancy after suspension and re-instatement
		10	11. Truant
			12. Disrespectful
			13. Cutting classes

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	1	3	12
6	3	0	0	0	4	7	0
8	3	0	0	0	4	7	1
9 10 (11) 12	3	1	0	0	4	8	N.D.

Grade	Positive	Grade	Negative
1	1. A willing worker	1	1. Slow
	2. Strives to do work		2. Aggressive on playground
2	3. Conforms in classroom	2	3. Easily offended by minor bumps, quick to fight back
3	4. Willing to learn	3	4. Slow learner
	5. Reading improved		
4	6. Tries hard	4	5. Mother refused to consider Linekona placement
			6. Achievement way below grade level
		5	7. Works at below grade level
			8. Poor coordination
			9. Untidy work
6	7. Cooperates nicely	6	10. Ref. -- special school
			11. Is a slow learner
		10	12. Very poor handwriting
			13. Requires constant supervision
			14. Inattentive, shows no interest
			15. Appears tired frequently
			16. Fails to turn in assignments
		11	17. Poor participation
			18. Disturbs class
			19. Does not accept and respect authority

CASE NO. 6

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	0	0	0	0	1	1	49
6	0	0	0	0	0	0	82
8	2	0	0	0	3	5	26
9 (10) 11 12	1	0	0	0	2	3	18 (gr.9)

Grade	Positive	Grade	Negative
1	1. Friendly and gets along well with others	2	1. Talkative and has to be reminded to complete work
		3	2. Talkative
		3	3. Does not get along with some children
		4	4. Could do better work with less absence
		5	5. Chronic absentee
		6	6. Has ability, but does not use it
		6	7. Frequent absences
		6	8. Does not seem to put full effort into work
		6	9. Very careless with school-work

CASE NO. 7

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	0	0	0	0	1	1	12
6	2	1	0	0	1	4	12
8	0	0	0	0	2	2	17
9 (10) 11 12	4	4	2	1	4	15	58(gr.10)

Grade	Positive	Grade	Negative
6	1. Does work in class	6	1. Defiant, does not seem to respond to any type of discipline
			2. Gets into trouble outside of class
			3. Recommended for psychological guidance
			4. Home situation should be looked into
		9	5. Suspended twice
			6. Smoking during morning recess
			7. Many referrals and complains by teachers
			8. Generally obnoxious
		10	9. (2, 5)

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	3	2	0	0	3	8	7
6	2	1	0	0	1	4	9
8	3	1	0	0	3	7	36
9 (10) 11 12	2	0	2	2	4	10	33 (1964)

Grade	Positive	Grade	Negative
1	1. Does pretty good work	1	1. Still immature
		2	2. Spends most of his time walking around the room and disturbing others
		3	3. Wastes too much time
			4. Needs reminding to complete lesson
			5. Entered cafeteria one evening with cousin
		4	6. Hardly does homework
			7. Needs constant reminders
			8. Has a hard time accepting reasoning
5	2. Has helped others cheerfully in his group all year		
	3. Quite conscientious		
	4. Average work	6	9. Talkative
			10. Does his work when he's in the mood, which is rarely
			11. Rarely does his homework
			12. Has had to be reprimanded a couple of times

CASE NO. 9

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	0	0	0	0	1	7
6	0	0	0	0	0	0	19
8	1	0	0	0	2	3	5
9 (10) 11 12	3	0	2	1	3	9	23 (gr.9)

Grade	Positive	Grade	Negative
1	1. Able to do work independently		
2	2. Willing to cooperate	2	1. Slow moving
3	3. Sweet	3	2. Always forgetting to take messages home
3	4. Parents are cooperative	4	3. Talkative
4	5. Cooperative mother	4	4. Inattentive at times
4	6. Quiet and cooperative when he realized that rules had to be obeyed	4	5. Rather lazy
6	7. Has good power of recall	4	6. Seldom does his homework
		10	7. Excessive tardiness
			8. Truant
			9. Smoking

CASE NO. 10

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	4	0	0	0	4	8	12
6	3	2	0	0	2	7	10
8	1	0	0	0	1	2	2
9 10 11 (12)	3	4	2	1	4	14	26

Grade	Positive	Grade	Negative
		5	1. Very slow in all areas of work
			2. At times refuses to speak when scolded or questioned
		6	3. He is arrogant when asked to get down to his task
			4. Possesses a belligerent attitude and stubborn trait when he is reprimanded for not doing his assignment
			5. He is a poor sport -- when he loses he wants to fight
			6. Was a behavior problem in former class
			7. Slow in reading and arithmetic
		10	8. (1, 2, 4, 6)

CASE NO. 11

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	4	0	0	0	3	7	7
6	2	0	0	0	2	4	17
8	1	0	0	0	2	3	21
9 10 11 (12)	4	0	0	0	4	8	22

Grade	Positive	Grade	Negative
2	1. Sweet and friendly child	2	1. Very slow in reading and numbers
		3	2. Does not have much interest in school
		4	3. Slow in her reading and other academic subjects
			4. Easily distracted and inattentive
		12	5. (2, 5, 6, 7)

CASE NO. 12

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	2	4	21
6	2	0	0	0	2	4	35
8	2	0	0	0	3	5	24
9 (10) 11 12	2	4	0	0	3	9	39

Grade	Positive	Grade	Negative
1	1. Tries hard 2. Usually cheerful child	1	1. Needs much help in all areas 2. Pouts when reprimanded 3. Loud in speech
2	3. Sings well 4. Enjoys performing before groups	2	4. Does not speak clearly 5. Limitations in comprehension and memory work 6. Rough at play 7. Talks loudly 8. Pushes children around
3	5. Was making a good adjustment 6. Trying hard	3	9. Complained about being tired everytime he tried to read 10. Needed easier material for reading 11. Slow learner
4	7. Tries hard	4	12. Needs a great deal of individual help in reading and language
5	8. His obliging personality more than compensates for his lack of achievement 9. A willing helper	5	13. Capacity for learning is limited
6	10. Seems eager to learn 11. Well-mannered 12. Assumes responsibilities eagerly and well	6	14. Has difficulty learning academic subjects
		10	15. Not interested 16. Non-attendance 17. Failure to complete required work 18. Laziness in class 19. Does unnecessary talking in class

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	0	0	0	3	4	70
6	3	0	0	0	4	7	51
8	2	0	0	0	4	6	28
9 (10) 11 12	4	0	0	0	4	8	30

Grade	Positive	Grade	Negative
1	1. Has shown progress in reading and writing after very slow start	K	1. Speaks very incoherently
		1	2. Still is not very articulate in speech
		2	3. Does not speak clearly
			4. Difficult to understand her
			5. Frequent absences
		3	6. Difficulty in expressing herself
			7. Inclined to be shy and withdrawn
		4	8. Inarticulate
			9. Very poor in academic work
		5	10. Very shy and withdrawn
			11. Frequent absences due to mother keeping her home to do housework and watching youngsters
			12. Slow learner
		6	13. Can do better work if attendance were better
			14. Very unreliable
		10	15. Excessive absence

CASE NO. 14

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--
8	2	1	0	0	3	6	38
9 (10) 11 12	1	4	2	1	4	12	40

Grade	Positive	Grade	Negative
1	1. Pleasant and likable	2	1. Rather sickly so does not have stamina for working
3	2. Improved somewhat academically	3	2. Needs plenty of help
5	3. Behaves well	4	3. Asthmatic
6	4. Behaves well	4	4. Frequently absent due to his asthma spells
		5	5. Slow student
		6	6. Very slow in academic achievement
		7	7. Was absent 37 days this year, mostly due to asthmatic attacks
		8	8. Does not cooperate
		9	9. Wastes time talking to other students
		10	10. Noisy
		11	11. Not cooperative
		12	12. Lazy most of the time
9	5. Nice boy	13	13. Asthmatic, absent very often
		14	14. Slow academically
		15	15. Non-attendance
		16	16. Lack of interest
		17	17. Failure in all but one subject
		18	18. Continued truancy
		19	19. Fighting on campus

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	0	0	0	0	0	0	25
6	0	0	0	0	0	0	17
8	1	0	0	0	1	2	16
9 (10) 11 12	4	4	0	0	4	12	50

Grade	Positive	Grade	Negative
1	1. Mature behavior		
	2. Cooperative, reliable		
	3. Good leader		
2	4. Friendly and helpful		
	5. Good leader		
3	6. Cooperative and helpful		
	7. Good leader		
4	8. Good leader		
	9. Helpful, cooperative, pleasant		
5	10. Cooperative		
	11. Enjoys music		
6	12. Good leader	6	1. Tends to be overly talkative in class
		10	2. (1, 2, 5, 6, 7, 9)

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	2	4	27
6	1	0	0	0	4	5	32
8	4	0	1	1	4	10	70 (gr.7)
9 ⑩ 11 12	4	4	1	1	4	14	53

Grade	Positive	Grade	Negative
1	1. Quiet and conforming	1	1. Lacks self-confidence
2	2. Good-natured	2	2. Has difficulty expressing self clearly
3	3. Works quietly	3	3. Lacks self-confidence
4	4. Reads well	4	4. Poor in comprehension
	5. Works quietly		5. Very untidy
	6. Very quiet		6. Stubborn at times and does not respond to questioning at times
	7. Good in spelling		7. Takes a long time to make adjustments
5	8. Conscientious about school work	5	8. Weakest areas: comprehension and composition
	9. Gets work done on time		
6	10. Likes music and singing	10	9. Non-attendance
	11. Works quietly		10. Failure to do almost all assignments
	12. Gets work done		

CASE NO. 17

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	0	0	0	1	2	0
6	0	0	0	0	0	0	1
8	1	0	0	0	1	2	13
9 (10) 11 12	4	4	0	0	4	12	12

Grade	Positive	Grade	Negative
1	1. Very intelligent 2. Outstanding command of numbers 3. Active, independent worker 4. Made much progress socially	1	1. Not very friendly 2. Needs lots of affection
2	5. Improved socially 6. Capable of doing good work		
3	7. Genial with adults 8. Conscientious worker	3	3. Quiet, does not make friends easily
4	9. Congenial, studious, helpful		
5	10. Capable of doing better work	5	4. Talkative 5. Frequently inattentive
6	11. Well-mannered and willing to work hard 12. Contributes much to class discussions		6. Should strive to be more attentive to other speakers
		10	7. (2, 5, 6, 7)

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	0	0	0	0	1	1	2
6	1	0	0	0	1	2	7
8	1	0	0	0	1	2	4
9 10 11 12	4	4	2	1	4	15	27

Grade	Positive	Grade	Negative
1	<ol style="list-style-type: none"> 1. Neatly dressed 2. Enthusiastic reader 	1	<ol style="list-style-type: none"> 1. Quiet and often very moody 2. Careless and needs reminders in area of routines 3. Needs encouragement to participate in art and music
2	<ol style="list-style-type: none"> 3. Tries hard in his work 4. Health has improved 	2	<ol style="list-style-type: none"> 4. Loses his temper easily
3	<ol style="list-style-type: none"> 5. Satisfactory progress in work 6. Has controlled his temper quite well 		
4	<ol style="list-style-type: none"> 7. No evidence of strong temper shown 8. Neat 9. Good work habits 	4	<ol style="list-style-type: none"> 5. Needs encouragement to express himself
		6	<ol style="list-style-type: none"> 6. Experiencing difficulty in doing work
		10	<ol style="list-style-type: none"> 7. Has not progressed too far 8. Non-attendance 9. Continued tardiness 10. Gambling 11. Incomplete assignments 12. Failure to take examinations 13. Study habits need improving 14. Poor participation

CASE NO. 19

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	1	0	0	1	3	42
6	1	2	0	0	3	6	73
8	4	0	1	1	3	9	40
9 (10) 11 12	4	4	1	1	4	14	18

Grade	Positive	Grade	Negative
1	1. Good monitor	1	1. Frequently absent
2	2. Likes classroom work	2	2. Thumb-sucking
3	3. Writes and reads well	3	3. Works slowly
	4. Parents show much concern		4. Sucks thumb frequently
4	5. Does average work	3	5. Frequent absences have set her back
		4	6. Very poor in arithmetic, poor reasoning
		5	7. Often forgets to do assignments
		6	8. Misses much work because of frequent absences
			9. Frequent absences
			10. Poor attitude towards school and work
			11. Little respect for authority
			12. Very selfish and inconsiderate of others
		10	13. Plays and talks a lot
			14. Excessive absence
			15. Tardiness is affecting school work
			16. Poor participation
			17. Study habits need improving

CASE NO. 20

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	1	0	0	2	5	14
6	4	1	0	0	2	7	5
8	2	4	0	0	3	9	7
9 10 (11) 12	4	4	2	1	4	15	N.D.

Grade	Positive	Grade	Negative
4	<ol style="list-style-type: none"> 1. Showing more interest in studies 2. Participating more in classwork 	4	<ol style="list-style-type: none"> 1. Tends to fight if provoked
		5	<ol style="list-style-type: none"> 2. Needs to be helped learning responsibility for self and in relationship with others 3. Needs to develop better work habits
		6	<ol style="list-style-type: none"> 4. Poor work habits 5. Needs much encouragement in doing work
		10	<ol style="list-style-type: none"> 6. (1, 4, 5, 6, 7)

CASE NO. 21

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	0	0	0	0	1	20
6	0	1	0	0	0	1	1
8	1	0	0	0	0	1	7
9 10 (11) 12	4	4	2	1	4	15	16

Grade	Positive	Grade	Negative
5	<ol style="list-style-type: none"> 1. Made very good progress in several areas of work 2. Respectful of elders 	5	<ol style="list-style-type: none"> 1. Needs to improve responsibility for handing work in. 2. Needs to control his temper
6	<ol style="list-style-type: none"> 3. Very well informed on rocketry and space (perhaps a gifted pupil in area of science) 	6	<ol style="list-style-type: none"> 3. Needs to improve manners 4. At times pressured needed to do required assignments
		11	<ol style="list-style-type: none"> 5. (2, 3, 4, 5) 6. Makes no effort

CASE NO. 22

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	0	0	0	1	2	6
6	3	1	0	0	1	5	18
8	2	0	0	0	2	4	7
9 10 (11) 12	4	4	0	0	4	12	5 (gr.10)

Grade	Positive	Grade	Negative
		6	1. Very poor listener 2. Constantly talking and attracting attention of others 3. Has not learned to wait his turn
		9	4. Constant disruption to class 5. Seldom does class assignments
		11	6. Talking and playing in class 7. Gambling 8. Continued truancy 9. Failure to respect school regulations 10. Class cuts 11. (1, 2, 5, 6, 7)

CASE NO. 23

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	1	3	15
6	4	0	0	0	1	5	19
8	2	0	2	1	4	9	20
9 10 (11) 12	4	1	2	1	4	12	26

Grade	Positive	Grade	Negative
1	1. Has grown much 2. Tries hard and is quite happy	2	1. Has difficulty in following directions
3	3. Tries hard to do her best work	3	2. Needs much help in building up self-confidence
4	4. Has good work habits	4	3. Needs to develop initiative
5	5. Tries her best in school work	5	4. Needs to answer when someone speaks to her
			5. Needs to express herself in class
		6	6. Poor adjustment to class
			7. Made little effort to participate in class recitations and projects
		11	8. Absent too often
			9. (1, 2, 5, 6, 7, 8, 9)

CASE NO. 24

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	0	0	0	1	2	8
6	1	1	0	0	1	3	5
8	1	0	0	0	3	4	31
9 (10) 11 12	4	4	3	2	4	17	39

Grade	Positive	Grade	Negative
6	1. Shows marked improvement in classroom behavior 2. Working hard in skill areas	4	1. Cries very easily 2. Frequent absence 3. Involved in numerous fights
		5	
10	4. Inattendance		

CASE NO. 25

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	N.D.	1	1	4	--
6	2	1	N.D.	1	3	7	6
8	2	0	N.D.	1	3	6	22
9 10 11 (12)	4	4	2	2	4	16	16 (gr.11)

Grade	Positive	Grade	Negative
5	1. Appears quiet	5	1. Sometimes provokes aggravating situation with peers
			2. Has difficulty in concentrating on school work
		6	3. Slow in all areas
		11	4. Continual cutting of classes
			5. Walking around with forged pass
			6. Needs better study habits
			7. Failed to turn in most of his assignments
		12	8. Poor attendance
			9. Cutting class
			10. Complete disinterest
			11. Utter rudeness
			12. Non-completion of assignments
			13. Study habits need improving

CASE NO. 26

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	--	--	--	--	--	--	--
6	1	1	N.D.	1	3	6	11
8	2	0	N.D.	1	3	6	17
9 (10) 11 12	4	2	N.D.	1	4	11	40

Grade	Positive	Grade	Negative
5	1. Very helpful and cooperative	5	1. Talkative at times
6	2. Looked up to by others	6	2. Seems to be involved in many petty quarrels
			3. Somewhat of a bully
			4. Has to be coerced to do academic work
		10	5. Inattendance
			6. (2, 3, 5)

CASE NO. 27

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	1	0	0	1	4	12
6	1	1	0	0	1	3	10
8	1	0	0	0	1	2	5
9 (10) 11 12	4	4	2	1	2	13	21 (gr.9)

Grade	Positive	Grade	Negative
4	1. Very clear in speech	4	1. Very talkative child 2. Needs to be reminded all the time about being considerate of others
5	2. Has capabilities and ability to do really good work	5	3. Inclined to be very talkative and boisterous 4. Very sloppy at times in dress
6	3. Has capabilities for much better work	6	5. Quite inattentive
		10	6. Continued cutting of classes 7. Failure to get haircut 8. Smoking, cutting classes, insubordination 9. Detriment to moral and discipline of school 10. (1, 2, 7, 9)

CASE NO. 28

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	1	0	0	0	1	2	9
6	1	0	0	0	0	1	30 (gr.5)
8	1	0	0	0	1	2	25
9 (10) 11 12	2	4	2	1	4	13	22

Grade	Positive	Grade	Negative
1	1. Has made much progress 2. Now does average work and takes great interest in them	1	1. Was immature and cried often at beginning of year 2. He still cries when he does not want to eat his lunch
2	3. Excellent student otherwise	2	3. Very sensitive 4. Brings home lunch and cries whenever he has school lunches
3	4. Pleasant and matured 5. Now shows much interest in his work 6. Good student		
4	7. Has matured considerably 8. Has shown much interest in his school work		
5	9. Obedient about doing as told 10. Ability to be much better student	5	5. Absent 30 days, many for babysitting, etc. 6. Little interest in school
6	11. On the good side	6	7. Home condition -- big contributory factor -- frequent absences cause for underrating his ability
		10	8. Non-attendance 9. Loitering around campus without pass 10. Cut class

CASE NO. 29

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	2	4	12
6	1	0	0	0	0	1	7
8	1	0	0	0	1	2	7
9 10 11 (12)	4	4	0	0	3	11	38

Grade	Positive	Grade	Negative
1	1. Neat in his work 2. He is cooperative and will try to do anything	1	1. Small for his age
		2	2. Poor work habits 3. Very seldom participates in class discussions unless called upon 4. Does not speak clearly
3	3. Fine helper	3	5. Needs more effort and self-confidence
4	4. Does good work	4	6. Slow in finishing his school work
5	5. Responds well to individual encouragement and help	5	7. Does not get along well with peers 8. Lacks confidence in himself 9. Easily distracted from his work
		6	10. Does average work but not consistent 11. Needs lots of encouragement

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	2	4	16
6	1	1	0	0	0	2	13
8	2	4	3	2	2	13	15
9 (10) 11 12	4	4	3	2	4	17	54

Grade	Positive	Grade	Negative
1	1. He can do his work	1	1. He does not tell the truth to his parents
		2	2. Is handicapped by non-cooperation on the part of his parents
3	2. Work habits improved	3	3. Rather untidy
	3. Take interest in his classroom work		
	4. A nice boy		
4	5. Reading improved as a result of 2 years of remedial reading	4	4. Gives an "innocent appearance," but is full of the devil
	6. Has tried to cooperate		5. Very poor comprehension
			6. Expresses himself poorly
			7. Talkative
5	7. Has improved in his reading	5	8. Poor work habits
6	8. Does good written work	6	9. Still too talkative
	9. Can display an interest and ability to do good work		10. Easily distracted
	10. Has improved in work habits		11. Has poor social attitudes-- loves to argue and "cut up"
		8	12. Needs to do daily assignment
			13. Has to be told what to do every minute
			14. Tardy to class
			15. Poor participation
			16. Insubordinate and tardy all semester
9	11. Enjoys reading and drawing automobiles (hopes to become a mechanic some-day)	9	17. Insubordination -- striking teacher
			18. Indifferent about studies
			19. Performs only when prodded

(continued)

CASE NO. 30 (continued)

Grade	Positive	Grade	Negative
		10	20. Content to sit, daydream, draw 21. Attitude to teacher and work -- sneer of disgust 22. Cutting classes 23. Not meeting terms of probation after suspension 24. (1, 2, 5, 7, 9)

CASE NO. 31

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	0	0	0	1	3	10
6	2	0	0	0	0	2	17
8	2	1	0	0	3	6	34
9 10 (11) 12	4	4	3	2	4	17	40

Grade	Positive	Grade	Negative
K	1. Mother seems interested in child's well being and school program		
2	2. Speaks well before group	1	1. Poor eating and rest habits
		2	2. Very restless child
			3. Seldom completes written work
		3	4. Has very poor work habits
4	3. Excellent in art work	4	5. Interest span short
			6. Not interested in academic work
			7. Irresponsible
5	4. Just beginning to take interest in her work		
6	5. Work habits have improved	6	8. Loves to talk and chew gum
		8	9. Poor attendance
		9	10. Tardiness
			11. Class cuts
		10	12. Non-attendance
			13. Class cuts
			14. No participation*
			15. Did not do homework
			16. Truant
		11	17. (2, 9)

40

CASE NO. 32

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	0	0	0	0	0	0	8
6	2	0	0	0	1	3	13 (gr.5)
8	1	1	0	0	3	5	1
9 10 (11) 12	4	0	2	2	4	12	42

Grade	Postive	Grade	Negative
7	1. He is capable of doing better	7	1. Had to be reminded constantly not to disrupt those classmates who sat near him
			2. His bad habit -- loves to play
		8	3. Paul is an "easy going boy"
			4. He fools around about anything that he does
			5. He seems to lack the capacity for sustained effort and study; consequently he has missed a lot that he should have learned
		9	6. Paul plays too much with those around him
			7. Needs to put his mind to his work

CASE NO. 33

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	2	1	0	0	0	3	6
6	2	1	0	0	1	4	1
8	1	1	0	0	2	4	4
9 10 (11) 12	4	4	2	1	4	15	16

Grade	Positive	Grade	Negative
1	1. Likable child	1	1. Pouts when he can't get his way and cries until he forgets
2	2. Reads very well	2	2. Talkative and very active
3	3. Pleasant and happy child	3	3. Happy-go-lucky
4	4. Have cooperative parents	4	4. Needs to improve speech and writing
4	5. Helpful and volunteers for errands and odd jobs	4	4. Needs to improve speech and writing
5	6. Worked to capacity	5	5. Extreme bursts of temper when games don't go his way
5	7. As individual, he's nice and pleasant	5	5. Extreme bursts of temper when games don't go his way
		11	6. Non-attendance
			7. Poor work habits
			8. Smoking in school
			9. Walked out of class in defiance of teacher