

*Public Secondary School
Dropouts*

in Pennsylvania

2005-06

Report
to the
General Assembly

*Public Secondary School
Dropouts*

*in Pennsylvania
2005-06*

*Compiled
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OVERVIEW

Act 49 of 1987 requires the Secretary of Education to provide the General Assembly with an annual report on public school dropouts in Pennsylvania. The purpose of this report is to document the actual number of students who drop out each year and to provide various characteristics about these students. The type of data collected about each dropout consists of the reason for dropping out, race, gender, age, grade, academic program, post-dropout activity and whether the dropout was classified as any of the following: economically disadvantaged, migrant, English language learner or special education. The term “dropout,” as used in this publication, refers to a student who, for any reason except death, leaves school before graduation without transferring to another school/institution. This report also details information about students who are enrolled in state-funded dropout prevention programs. Specific characteristics and data about these students and an evaluation of the overall success of these programs are also provided.

The focus of Part 1 of this report is information on students who dropped out in the 2005-06 school year, specifically during the 12-month period from October 1, 2005, to September 30, 2006. Part 2 of this report provides details about the Successful Students' Partnership (SSP) and the related Education Mentoring (EM) initiative for the 2005-06 school year.

The high school dropout count is used in the current calculation of the graduation rate as follows:

$$[(\text{Number of Graduates for year 4}) \div (\text{Number of Graduates for year 4} + \text{Grade 12 dropouts for year 4} + \text{Grade 11 dropouts from year 3} + \text{Grade 10 dropouts from year 2} + \text{Grade 9 dropouts from year 1})] \text{ multiplied by } 100 = \%$$

Pennsylvania is taking steps to better align the state's high school data indicators with the rest of the nation. In 2005, Governor Rendell joined with governors from all 50 states in signing the National Governors Association's (NGA) Graduation Counts Compact. As part of this compact, governors signed on to use a standard graduation rate based on a four-year cohort model and the Compact Formula as follows:

Graduation rate = [students graduating within four years with a regular or advanced diploma] ÷ [(first-time entering ninth graders four years earlier) + (transfers in) – (transfers out)].

The denominator can be adjusted for transfers in and out of the system, tracking individual students with a longitudinal, student-unit-record data system. Special education students and recent immigrants with limited English proficiency can be assigned to different cohorts to allow them more time to graduate. ¹

The Department will be able to calculate the cohort graduation rate beginning with 9th graders in 2006-07 who will be the class of 2010. More information is available at www.nga.org under Center for Best Practices/High Schools.

Questions regarding the information on 2005-06 dropouts included in Part 1 should be addressed to the Division of Data Services at (717) 783-6752. Any questions regarding the SSP/EM in Part 2 should be addressed to the Bureau of Community and Student Services at (717) 783-3755.

¹ Note: according to NCLB, Section 1111(b) (2) (C) (vi): graduation rate is defined as “the percentage of students who graduate from secondary school with a regular diploma in the standard number of years”.

HIGHLIGHTS 2005-06

Part 1²

- Since the passage of Act 49 of 1987, the annual dropout rate has ranged from a high of 3.4% in 1988-89 to a low of 1.9% in 2003-04, 2004-05 and 2005-06.
- The dropout rate remained the same at 1.9% while secondary enrollments continued to increase.
- The annual dropout rates and their one-year changes by racial/ethnic category were:
 - 2.6% (+1.1) for American Indian/Alaskan Natives
 - 1.6% (-0.1) for Asian/Pacific Islanders
 - 4.0% (-0.2) for Blacks
 - 4.8% (-0.1) for Hispanics
 - 1.3% (stayed the same) for Whites.
- Of the 606 local education agencies (LEAs) surveyed, 49.7% had an annual dropout rate that was less than 1.0%.

Part 2

- The 2005-06 Successful Students' Partnership statewide dropout prevention initiative served 2,722 students in 14 school districts grades K to 12; 1,044 of those students were in grade nine.
- Under the 2005-06 Education Mentoring statewide dropout prevention initiative, a total of 18 mentoring projects were funded serving 674 students in 34 school buildings within 21 school districts.

2 (Source of dropout data: Electronic Dropout/Graduate Report (EDGR) 2005-06, Web-based reporting system.)

PART 1

PUBLIC SECONDARY SCHOOL DROPOUTS

Pennsylvanians have historically had a vested interest in both our educational system and the students who are served by that system. A good education is a keystone in our modern technological society and an ingredient that contributes to a fulfilling and successful life. Today's labor market, because of technological advances, has created a demand for a highly skilled labor force. A minimum requirement for entry into this changing labor market is a high school diploma.

Many potential problems face young adults who withdraw from school prior to graduation. Historically, compared with high school graduates, more dropouts are unemployed and those dropouts who do find employment earn far less money than high school graduates. This earning gap is significant when applied over an individual's working lifetime. Jobs available to dropouts tend to be unstable and have limited opportunities for advancement.

PDE has collected the same dropout data elements since 1986-87. This data collection also supports the U.S. Department of Education, National Center for Education Statistics (NCES) process of developing a national database of public school dropout rates. With the passage of the No Child Left Behind (NCLB) legislation, beginning with the 2001-02 dropout data, PDE collected four additional data elements: economically disadvantaged, migrant, English language learner (ELL) and special education.

HOW DROPOUT RATES ARE MEASURED

The dropout problem can be measured by different rates. The two most widely used are the annual or "event" rate, and the "cohort" rate.

The annual or "event" rate, which is used by Pennsylvania and the National Center for Education Statistics (NCES), measures the proportion of students enrolled who drop out during a single school year. An annual rate is important because it reveals how many students are leaving school each year and how each year's rate compares with previous ones.

The dropout rate methodology reported herein uses the total number of dropouts over a 12-month period divided by enrollments on a single day, October 1. The total number of dropouts was counted for the 12-month period from October 1, 2005, to September 30, 2006, while the total secondary enrollment was obtained from secondary enrollments on October 1, 2005 (a snapshot view).

The "cohort" rate generally requires tracking a given class or cohort of students over time (for example, from grade 9 to grade 12). It measures the cumulative impact of dropouts over a number of years.

RECENT TRENDS

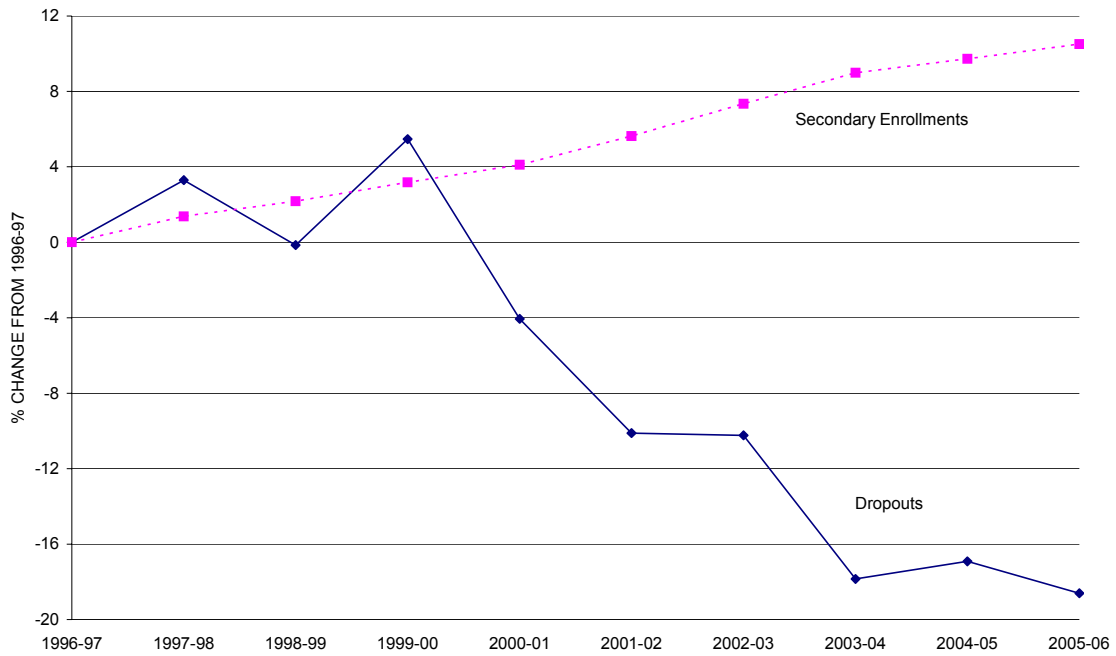
As shown in Table 1, throughout the past decade, secondary enrollments increased annually. The number of dropouts has fluctuated during this period, increasing in 1997-98, 1999-00 and 2004-05; and decreasing in 1996-97, 1998-99, 2000-01 thru 2003-04 and 2005-06. During the last ten years, the dropout rate has ranged from a high of 2.6% in 1996-97 to a low of 1.9% in 2003-04 thru 2005-06. These rates are all below the high of 3.4% in 1988-89.

TABLE 1
 ANNUAL DROPOUT DATA
 1996-97 THROUGH 2005-06

	DROPOUTS	SECONDARY ENROLLMENTS	DROPOUT RATE
1996-97	20,675	804,662	2.6
1997-98	21,356	815,697	2.6
1998-99	20,644	822,243	2.5
1999-00	21,806	830,214	2.6
2000-01	19,836	837,758	2.4
2001-02	18,584	849,994	2.2
2002-03	18,560	863,771	2.1
2003-04	16,986	877,021	1.9
2004-05	17,178	882,908	1.9
2005-06	16,829	889,226	1.9

FIGURE 1

PERCENT CHANGE IN DROPOUTS AND SECONDARY ENROLLMENTS
 1996-97 THROUGH 2005-06



DROPOUTS FOR 2005-06

Dropout statistics for the current year are presented in the following tables and graphs.³ When considering age, over 73% of the dropouts were 17 or 18 years of age.

TABLE 2
DROPOUTS BY AGE AND GENDER
2005-06

	MALE	FEMALE	TOTAL	%
TOTAL	9,753	7,076	16,829	100.0
Age:				
12-14	113	122	235	1.4
15	125	118	243	1.4
16	567	428	995	5.9
17	3,635	2,908	6,543	38.9
18	3,424	2,352	5,776	34.3
19-21	1,889	1,148	3,037	18.0

Note: Percentage total might not add due to rounding.

³ (Source of dropout data: Electronic Dropout/Graduate Report (EDGR) 2005-06, Web-based reporting system.)

The percentage of dropouts decreased from 2004-05 in grades 9 and 10 and increased in grades 7, 8, 11, 12 and ungraded. The largest increase occurred in grade 12, from 29.7% in 2004-05 to 30.7% in 2005-06, while the largest decrease occurred in grade 9, from 15.2% to 13.7% for the same period. More than 83% of dropouts occurred in grades 10, 11 and 12.

TABLE 3
DROPOUTS BY GRADE AND GENDER
2005-06

	MALE	FEMALE	TOTAL	%
TOTAL	9,753	7,076	16,829	100.0
Grade 7	87	59	146	0.9
Grade 8	101	79	180	1.1
Grade 9	1,390	913	2,303	13.7
Grade 10	2,398	1,765	4,163	24.7
Grade 11	2,754	1,959	4,713	28.0
Grade 12	2,938	2,235	5,173	30.7
Ungraded	85	66	151	0.9

FIGURE 2
PERCENT OF DROPOUTS BY GRADE
2005-06

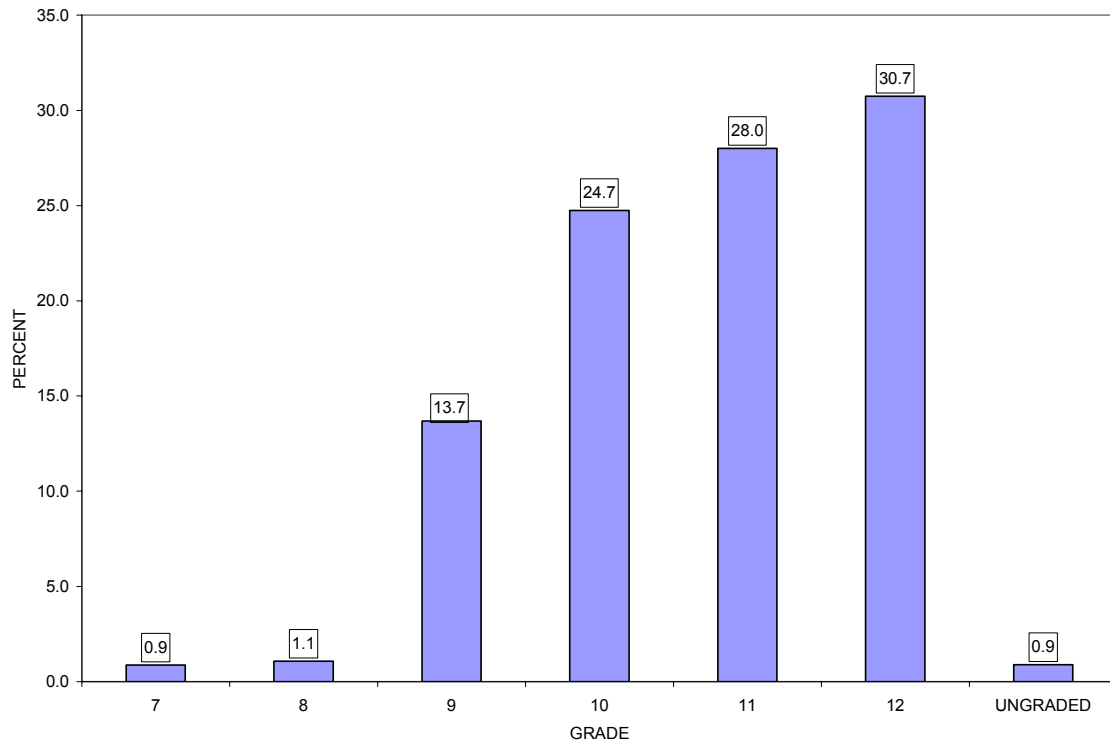


Table 4 provides a profile about the reasons students drop out of school. When analyzing this data, it must be considered that many students do not grant school authorities an exit interview, and school districts may be lacking records on why students drop out. Therefore, this table shows data for the six known reasons and excludes "other," which includes unknown reasons. Because of this exclusion, Table 4 contains data on about 49% of all dropouts.

The most prevalent reasons why students dropped out continued to be: "disliked school," "wanted to work" and "academic problem." From 2004-05 to 2005-06 there was a decrease in the percentage for "disliked school" and "wanted to work," while the percentages increased in the remaining categories.

TABLE 4
DROPOUTS BY PROGRAM AND REASON
2005-06

	PERCENTAGES				
	Total	Academic or College Prep	Vocational/ Technical	Exceptional	General
TOTAL	100.0	100.0	100.0	100.0	100.0
Academic Problem	17.7	20.5	19.0	11.2	17.4
Behavioral Problem	8.6	9.5	9.5	9.0	8.0
Disliked School	44.5	45.4	38.8	54.0	44.6
Child Care, Marriage or Pregnancy	7.2	6.1	8.5	6.4	7.3
Wanted to Work	18.5	14.3	21.6	16.7	19.0
Runaway or Expelled	3.5	4.2	2.6	2.7	3.7

Note: 1. Based on data for about 49% of all dropouts. Excludes dropout reason "other."
2. Exceptional program includes all exceptional students not reported in one of the other programs.

Table 5 contains 2005-06 dropouts and secondary enrollments for all racial/ethnic categories. Black and Hispanic categories comprised 15.4% and 5.6% of secondary enrollments, but had a disproportionate 32.7% and 14.2% of the dropouts, respectively.

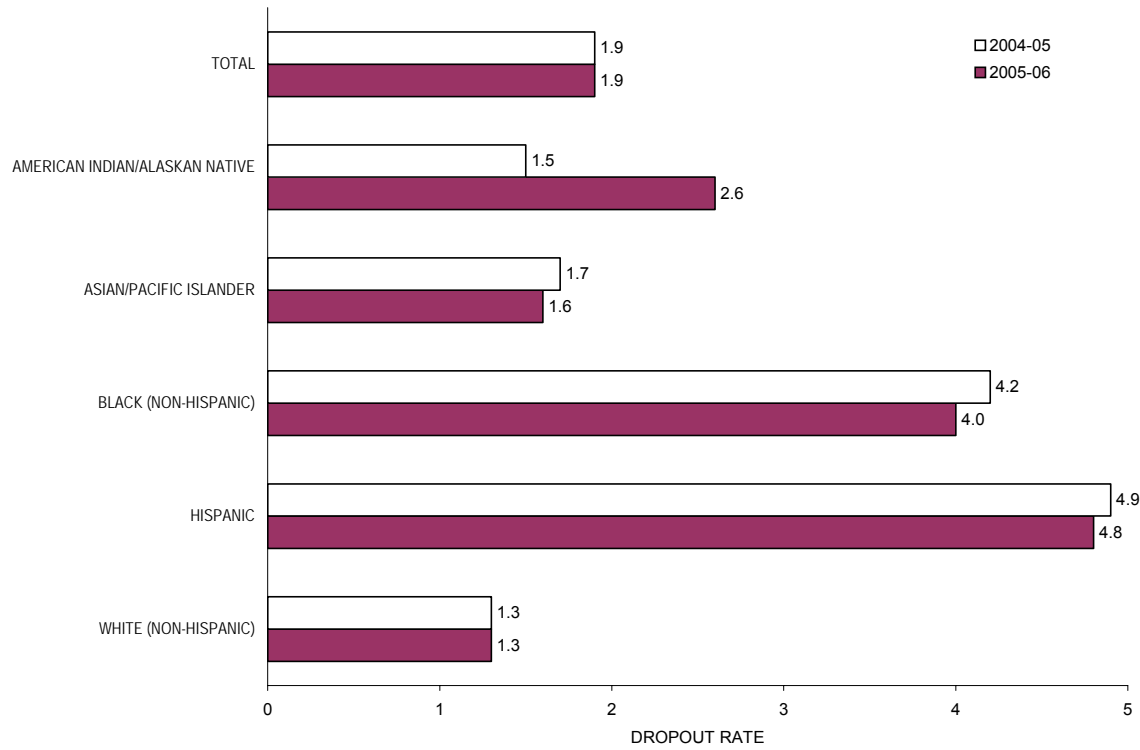
TABLE 5
DROPOUTS AND ENROLLMENTS BY RACE AND GENDER
2005-06

	SECONDARY ENROLLMENT	DROPOUTS			DROPOUT RATE
		Male	Female	Total	
TOTAL	889,226	9,753	7,076	16,829	1.9
American Indian/Alaskan Native	1,276	23	10	33	2.6
Asian/Pacific Islander	20,540	197	124	321	1.6
Black (Non-Hispanic)	136,984	3,114	2,389	5,503	4.0
Hispanic	50,078	1,365	1,025	2,390	4.8
White (Non-Hispanic)	680,348	5,054	3,528	8,582	1.3

Compared to 2004-05, Figure 3 shows that the dropout rate increased for American Indian/Alaskan Native and declined for Asian/Pacific Islander, Hispanic and Black, while White remained constant. The 2005-06 Hispanic dropout rate was still the largest at 4.8%, followed by Black at 4.0%.

FIGURE 3

ANNUAL DROPOUT RATES BY RACE
2004-05 AND 2005-06



In Table 6, post-dropout activities were reported for about 39.8% of the 16,829 dropouts. Similar to the situation encountered with the reasons for dropping out in Table 4, many LEAs do not compile complete data on this subject.

GED or other education was the most frequent post-dropout activity, followed by blue-collar worker. When comparing post-dropout activities by race, Asian/Pacific Islander and Black categories showed the highest percentage for GED or other education. For American Indian/Alaskan Native, GED and other education showed the same percentage as blue-collar worker.

The highest percentage for Hispanic and White was blue-collar worker. Asian/Pacific Islander reported the highest percentage for service worker.

TABLE 6
POST-DROPOUT ACTIVITY BY RACE
2005-06

	PERCENTAGES					
	Total	American Indian/ Alaskan Native	Asian/Pacific Islander	Black (Non-Hispanic)	Hispanic	White (Non-Hispanic)
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Homemaker	5.6	0	0	5.7	4.8	5.8
Military	1.2	0	0	1.3	0.7	1.2
White Collar Worker	2.9	0	0	2.5	4.6	2.9
Blue Collar Worker	28.8	30.0	24.4	17.3	35.4	29.8
GED or Other Education	29.9	30.0	39.0	39.1	19.2	29.6
Service Worker	14.6	20.0	24.4	10.6	16.2	14.9
Unemployed	17.0	20.0	12.2	23.6	19.2	15.8

Note: Based on about 39.8% of all dropouts. Excludes "other" activity.

For 2005-06, 606 LEAs reported including: 500 school districts, 10 Career and Technical Centers (CTCs), 94 charter schools and two special program jointures. The number of charter schools increased from 85 in 2004-05 and their dropout rate increased from 2.7% to 3.0%. The dropout rate decreased for the CTCs from 3.2% to 2.8%. The school districts showed a decrease from 1.9% to 1.8%.

TABLE 7
DROPOUTS BY CATEGORY OF INSTITUTION
2005-06

	NUMBER	SECONDARY ENROLLMENTS	DROPOUTS			DROPOUT RATE
			Male	Female	Total	
Charter Schools	94	25,743	356	413	769	3.0
Career and Technical Centers	10	6,919	117	78	195	2.8
School Districts	500	856,345	9,219	6,530	15,749	1.8

Note: 1. Data for the nine CTCs in the Philadelphia City School District are listed with the data for school districts.

FIGURE 4
PUBLIC SCHOOL DROPOUT RATES BY COUNTY
2005-06

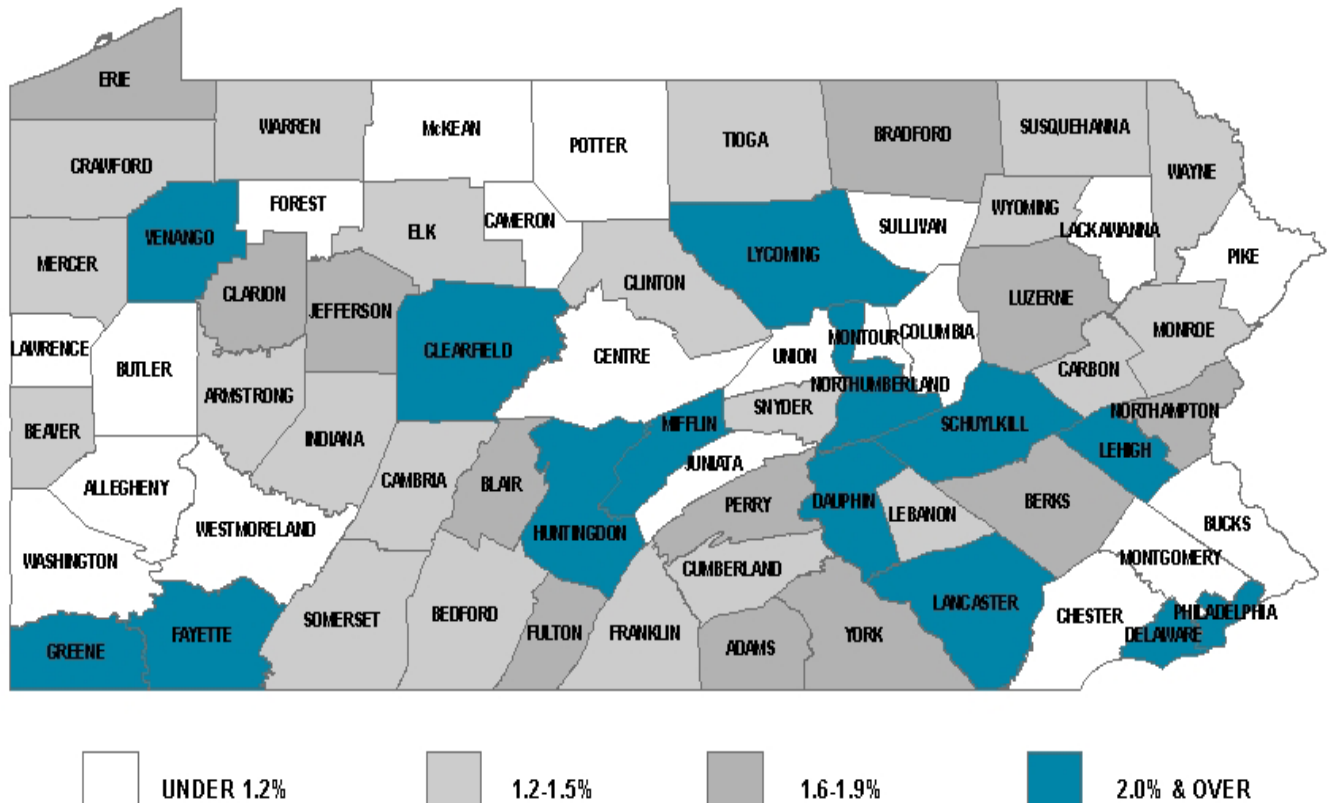


Figure 4 and Table 8 show that both urban and rural counties may vary in their range of dropout rates. Of the 67 counties, 14 had a dropout rate higher than the state average of 1.9%. These included Clearfield, Fayette, Greene, Huntingdon, Lycoming, Mifflin, Northumberland, Schuylkill, Venango and the urban counties of Dauphin, Delaware, Lancaster, Lehigh and Philadelphia.

On the other hand, 20 counties had dropout rates of less than 1.2%. These included Butler, Cameron, Centre, Columbia, Forest, Juniata, Lawrence, McKean, Montour, Pike, Potter, Sullivan, Union, Washington and the urban counties of Allegheny, Bucks, Chester, Lackawanna, Montgomery and Westmoreland.

Dropout rates ranged from a low of 0.2% in Sullivan County to a high of 5.4% in Philadelphia County. Overall, 77.9% of Pennsylvania dropouts were from the 19 urban counties.

TABLE 8
PUBLIC SCHOOL DROPOUTS BY COUNTY
2005-06

	SECONDARY ENROLLMENTS	DROPOUTS			DROPOUT RATE
		Male	Female	Total	
TOTAL	889,226	9,753	7,076	16,829	1.9
Adams	7,273	83	34	117	1.6
Allegheny	81,877	497	364	861	1.1
Armstrong	5,424	42	30	72	1.3
Beaver	15,895	110	87	197	1.2
Bedford	3,932	28	23	51	1.3
Berks	33,139	330	257	587	1.8
Blair	9,443	101	69	170	1.8
Bradford	5,372	57	30	87	1.6
Bucks	45,896	237	151	388	0.8
Butler	13,408	73	47	120	0.9
Cambria	9,345	50	58	108	1.2
Cameron	465	2	0	2	0.4
Carbon	4,574	35	27	62	1.4
Centre	7,342	33	23	56	0.8
Chester	34,686	203	139	342	1.0
Clarion	3,461	31	23	54	1.6
Clearfield	6,993	90	58	148	2.1
Clinton	2,390	23	12	35	1.5
Columbia	5,558	32	24	56	1.0
Crawford	5,476	44	37	81	1.5
Cumberland	14,545	101	81	182	1.3
Dauphin	19,178	199	179	378	2.0
Delaware	35,617	399	305	704	2.0
Elk	2,188	21	9	30	1.4
Erie	20,354	180	139	319	1.6
Fayette	9,695	125	77	202	2.1
Forest	370	3	0	3	0.8
Franklin	8,924	62	44	106	1.2
Fulton	1,089	12	6	18	1.7
Greene	2,899	43	32	75	2.6
Huntingdon	2,923	30	39	69	2.4
Indiana	5,678	50	26	76	1.3
Jefferson	3,201	31	21	52	1.6
Juniata	1,526	8	3	11	0.7
Lackawanna	13,537	76	59	135	1.0
Lancaster	34,273	463	321	784	2.3
Lawrence	7,240	43	33	76	1.0
Lebanon	8,986	72	64	136	1.5
Lehigh	24,986	346	252	598	2.4
Luzerne	21,100	194	138	332	1.6
Lycoming	8,895	125	85	210	2.4
McKean	3,591	22	18	40	1.1
Mercer	9,609	73	71	144	1.5
Mifflin	3,164	42	31	73	2.3
Monroe	17,018	142	63	205	1.2
Montgomery	51,705	259	198	457	0.9
Montour	1,268	6	6	12	0.9
Northampton	22,871	248	168	416	1.8
Northumberland	6,535	110	69	179	2.7
Perry	3,622	41	24	65	1.8
Philadelphia	98,908	3,095	2,274	5,369	5.4
Pike	2,829	14	7	21	0.7
Potter	1,369	9	5	14	1.0
Schuylkill	9,604	117	80	197	2.1
Snyder	2,660	22	14	36	1.4
Somerset	5,619	38	33	71	1.3
Sullivan	409	1	0	1	0.2
Susquehanna	4,022	28	29	57	1.4
Tioga	3,191	31	18	49	1.5
Union	2,113	12	12	24	1.1
Venango	4,626	58	33	91	2.0
Warren	3,037	32	11	43	1.4
Washington	14,810	94	72	166	1.1
Wayne	4,833	39	21	60	1.2
Westmoreland	27,203	177	124	301	1.1
Wyoming	2,217	14	12	26	1.2
York	33,240	345	277	622	1.9

For the fifth year data was collected on economically disadvantaged, migrant, English language learner and special education students for No Child Left Behind purposes. Of the total 16,829 dropouts for 2005-06, there were 6,427 economically disadvantaged, 3,773 special education, 649 English language learner and 89 migrant students. Compared to 2004-05, all racial/ethnic groups had an increase in dropouts reported as special population.

The largest special population dropout category was economically disadvantaged, which consisted of 56.6% minorities. For all racial/ethnic groups except Asian/Pacific Islander, the predominant category reported was economically disadvantaged, followed by special education. For Asian/Pacific Islander, the predominant category was English language learner followed by economically disadvantaged. In the migrant and English language learner categories, Hispanic predominated.

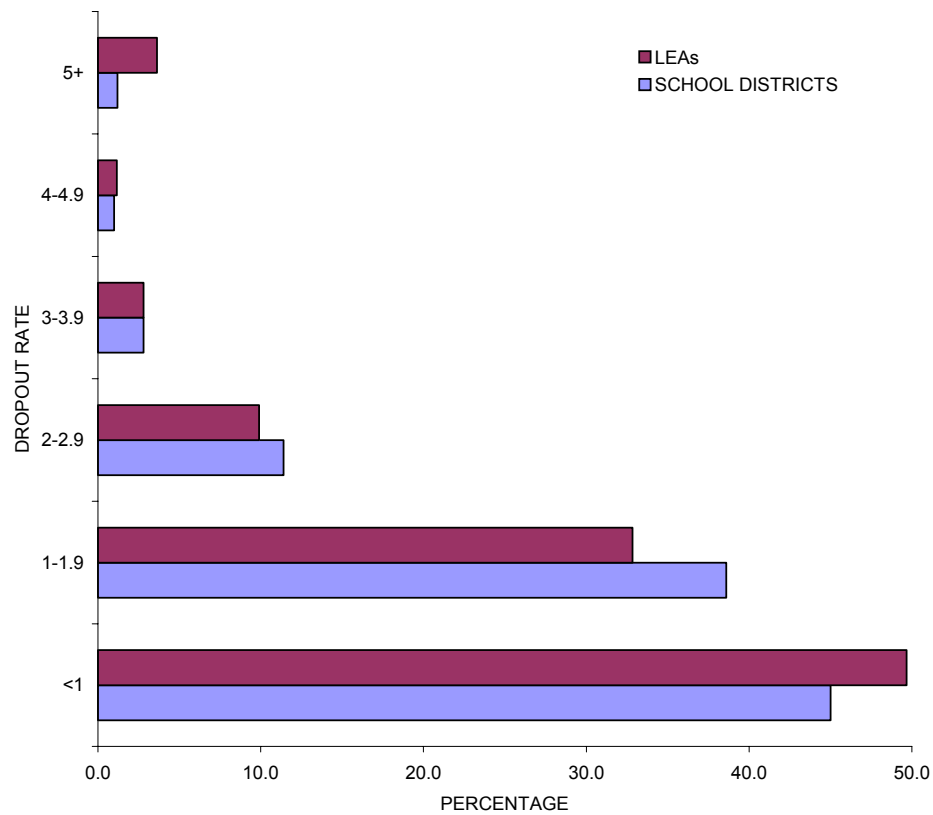
TABLE 9
SPECIAL POPULATION DROPOUTS BY RACE
2005-06

	ECONOMICALLY DISADVANTAGED	MIGRANT	ENGLISH LANGUAGE LEARNER	SPECIAL EDUCATION
TOTAL	6,427	89	649	3,773
American Indian/Alaskan Native	13	0	2	4
Asian/Pacific Islander	87	15	98	14
Black (Non-Hispanic)	2,310	3	37	1,111
Hispanic	1,225	67	455	516
White (Non-Hispanic)	2,792	4	57	2,128

Figure 5 shows a comparison of the dropout rates for the LEAs, which includes all categories of institutions listed in Table 7, and the school districts category specifically. Many LEAs have a very low dropout rate. Regarding the school districts, 81.4% had a dropout rate that was less than the state average of 1.9%.

Only 119 of the 606 LEAs, or 19.6%, had a dropout rate equal to, or higher than, the state average. This is in comparison to 21.5% in 2004-05.

FIGURE 5
ALL LEAs VS SCHOOL DISTRICTS ONLY
DROPOUT RATES
2005-06



CONCLUSION

The dropout rate remained at 1.9%, compared to the prior year. In 2005-06, while secondary enrollments increased by 6,318, the total number of dropouts decreased by 349. Throughout the years, Pennsylvania continues making progress in reducing the dropout rate, but still had 16,829 dropouts in 2005-06.

PART 2

SUCCESSFUL STUDENTS' PARTNERSHIP: A STATEWIDE DROPOUT PREVENTION INITIATIVE

The Successful Students' Partnership (SSP) is a statewide dropout prevention initiative authorized by Pennsylvania Act 49 of 1987. The program, administered by the Pennsylvania Department of Education, grew out of a concern over the significant amount of Pennsylvania youth who leave school every year without a high school diploma. The intent of the initiative is to provide funds to school districts with high numbers of dropouts (those with a dropout rate which is greater than the state average) to develop and design local resources and strategies to meet their unique needs.

The SSP Program provides funding to schools/school districts for the development and expansion of dropout prevention, truancy reduction and other programs to assure the successful education of all students. All SSP activities must support and augment academic achievement, doing everything possible to ensure participating students meet state and local standards in core content areas, such as reading, math and science. SSP brings together educators, community resources, parents, business resources and prevention strategies to address absenteeism/truancy, academic failure and school dropouts to reduce or eliminate the negative impact on students as well as the community. The specific goals of the SSP Initiative are a reduction in student dropout rates and an increase in student levels of academic achievement.

Successful Students' Partnership programs must:

- have a well-defined mission targeted at potential dropout students to increase their attendance and academic performance in school and
- be broad-based initiatives involving home, community and school to provide a comprehensive program.

To meet these requirements, Successful Students' Partnership programs must coordinate and collaborate closely with school and community resources such as: prevention programs, intervention programs, Title I services, Student Assistance Teams, social service agencies, neighborhood groups, parents and other stakeholders to support student academic success. Programs activities include:

- academic coursework;
- remedial education;
- other courses required for graduation;
- anti-truancy and attendance improvement strategies;
- peer mediation and conflict resolution programs;
- mentoring;
- involvement of parents and guardians of youth enrolled in dropout prevention programs;
- partnerships with businesses, vocation education and school-to-work transition;
- programs of employment and training and related services, counseling and assessment;
- human, social and community services and/or
- public information and outreach activities.

During the 2005-06 school year, 14 Pennsylvania school districts received grants under the Successful Students' Partnership Initiative. School districts with Successful Students' Partnership programs received amounts ranging between \$20,941 and \$39,000 (Table 10).

TABLE 10

SCHOOL DISTRICTS WITH SSP PROGRAMS AND GRANT AMOUNTS
2005-06

SCHOOL DISTRICT	GRANT AMOUNT
Allentown	\$ 39,000
Bradford Area	39,000
Chester-Upland	39,000
Lancaster	39,000
Milton Area	39,000
Norristown Area	39,000
Reading	39,000
Rochester Area	39,000
Scranton	38,950
Shamokin Area	20,941
Shenandoah Valley	39,000
Susquenita	39,000
Wilkesburg Borough	38,635
William Penn	39,000
TOTAL	\$566,526

Source: PDE, Bureau of Community and Student Services

During the 2005-06 school year, over 2,722 students from kindergarten to 12th grade benefited from specific programs and activities targeted toward increasing the academic success of children and youth at risk. By grade, the greatest number of students served (1,044) was in the ninth grade (Table 11). The program served 1,366 male and 1,356 female students. Between the 1998 and 2005 grant years, over 29,191 children and youth have been served through specific activities intended to improve academic success.

TABLE 11
NUMBER OF SSP STUDENTS BY GRADE AND NUMBER IMPROVING GPA
2005-06

GRADE	NUMBER STUDENTS	NUMBER GRANTEES REPORTING GPA IMPROVEMENT	REPORTED NUMBER STUDENTS IMPROVING GPA	NUMBER GRANTEES REPORTING AVERAGE GPA	AVERAGE GPA
Kindergarten	10	-	-	-	-
Grade 1	13	-	-	-	-
Grade 2	0	-	-	-	-
Grade 3	6	-	-	-	-
Grade 4	51	-	-	-	-
Grade 5	67	-	-	-	-
Grade 6	51	1	3	3	2.63
Grade 7	131	4	10	6	2.33
Grade 8	73	4	10	7	2.31
Grade 9	1044	6	127	10	2.16
Grade 10	495	5	39	7	2.13
Grade 11	416	3	34	7	2.13
Grade 12	365	4	26	7	2.19
TOTAL	2722	-	249	-	-

Source: SSP 2005-06 Annual Summary Data Set.

(Several respondents did not submit valid data; their responses are not included here, lowering the sum of students improving their GPA.)

Table 11 shows that 249 participating students increased their grade point average between 2004-05 and 2005-06, although several counts of improved GPA were not included here given data quality issues. The participants were absent on average for 18.8 days during 2005-06, a slight decrease from 23.0 days from the previous year. There were 14 grantees for each grade, however, as the table shows, not all of the grantees responded regarding GPA improvement and average GPA, leaving an incomplete picture of student improvement overall.

Table 12 indicates the number of students who had various medical or physical conditions. “Special learning disabilities” were by far the most common condition among grantees’ students.

TABLE 12
MEDICAL AND PHYSICAL CONDITIONS OF SSP STUDENTS
2005-06

CONDITION	NUMBER STUDENTS
Autism	1
Deaf-Blindness	0
Developmental Delay	2
Emotional Disturbance	81
Hearing Impairment	1
Mental Retardation	56
Multiple Disabilities	1
Orthopedic Impairment	0
Other Health Impairments	13
Special Learning Disabilities	407
Speech / Language Impairments	6
Traumatic Brain Injury	0
Visual Impairments	2

Source: SSP 2005-06 Annual Summary Data Set.
Note: Duplicated counts of students across categories.

Examples of SSP successes at the individual school district level include:

Allentown School District’s students who participated enjoyed the Partners In Progress program, fully participated in all activities and often initiated discussions. They took full advantage of having individual mentor/tutors, who were volunteers. The students respected the mentor/tutors and valued the time they spent together. Both the students and parents were forthcoming with their expectations of the program. The program staff was able to form genuine and trusting relationships with the students’ parents. Parents often called to ask for assistance when scheduling meetings with guidance counselors and to discuss their child’s academic problems/progress.

The Partners in Progress program met once each week for two hours, providing both tutoring and mentoring for students; there were six students with perfect or nearly perfect attendance. Many times students worked right through the activity portion of the program because they were getting the one on one help they needed from their tutors. One program highlight was bringing students from Allen and Dieruff High Schools together to play laser tag to work on team building skills. Since teams had to include members from both high schools, the students had to quickly get to know one another, then discuss a strategy to beat the opposing team. The students enjoyed getting to know students from the other high school.

Bradford Area School District’s dropout prevention activities facilitated growth and development in each student’s area of weakness, as demonstrated by increases in bi-monthly reading and math assessments. Students also developed and maintained a positive attitude toward school achievement in general, as was evidenced by their willingness to complete daily tasks that they had previously avoided. The close relationships

that the participating students developed with their teacher and peers helped to foster a renewed confidence in their abilities and enthusiasm toward achievement. Consistent attendance, increased assessment scores and overall grades in class were among the measurable improvements realized by the students.

Chester-Upland School District's dropout prevention activities included identification of 93 students to be served. 64 completed an intensive period of instruction utilizing Plato mathematics and language arts software during the months of April, May and June 2006. Absences of participating students decreased from 26% to 8%. Tardiness decreased from 15% to 3%. Average grade gains were 2.91 in language arts, 1.38 in reading and 2.14 in mathematics.

Lancaster School District dropout prevention staff instituted several strategies to increase student attendance and achievement:

- 1) Greeting students in front of the school each day to encourage promptness, with special attention given to chronically tardy students;
- 2) Providing an alternative to in-school and out-of-school suspensions provided to students who agreed to: two days per week of after-school tutoring, using their IEP plan more effectively (e.g., forcing themselves to ask questions and/or go to the supporting teacher for help), cutting fewer classes or writing essays on topics such as respect, subordination, pornography or punctuality;
- 3) Serving 115 students in the Lancaster Partnership Program through which students work towards a scholarship at Millersville University;
- 4) Facilitating more than 200 mediations which reduced the number of fights, improved teacher-student relationships, restored teacher-teacher relationships and increased the number of available mediators;
- 5) Forming a Freshman Orientation Committee which facilitated spring and summer orientation sessions; the comprehensive 8th-9th grade transition program helped freshmen students feel more at ease at the high school;
- 6) Incorporating a peer mentoring program through which REACH Peer Leadership students track specific students throughout the school year and
- 7) Facilitating positive interactions with parents and their children to help them to feel at ease and more positive about the school.

Milton Area School District experienced increased academic success of the 6th and 7th grade students; while this increase cannot be attributed solely to the SSP funded strategies, the fact that ongoing support was provided to students as soon as they began to experience academic difficulty did contribute to this success. The district also experienced a reduction in the number of dropouts at the senior high level by 15%, which is attributed to SSP activities.

Norristown Area School District's truancy prevention efforts facilitated a decrease in the number of disciplinary referrals for the participating students. The SSP activities also facilitated a better school-home connection for the students.

Reading School District had seventeen students that consistently attended the Supper Club meeting; of those students, eight were able to graduate in June 2006 with their class and four students completed requirements to graduate from summer school. Both the attendance rate and grades of the participating students increased.

Rochester Area School District: of fifty-eight students the district identified as being habitually late, twenty-four ceased their truant behavior; of the eight middle school students who were regularly truant, five improved their attendance. This was facilitated by making parents aware of the district's attendance policy and their responsibility for their child's regular attendance, and the work of the social worker and guidance counselor with students to identify and solve the problems that kept them from attending school on a regular basis. The district was able to serve additional students through their cyber component. The district increased the number and depth of its community partnerships.

Scranton School District's tutoring program, held before/during/after-school, has facilitated increases in the attendance rate and decreases in disciplinary referrals. The teachers in this tutoring program provide hands-on instructional strategies and the participating students are more motivated to succeed.

Shamokin Area School District's science tutor noted that one student in her tutoring session became more actively involved in her science class due to the confidence he obtained through the tutoring. He improved his grade and finished all class work with which he had previously struggled.

Shenandoah Valley School District's dropout prevention activities included both tutoring services and a credit retrieval program that demonstrated success in reducing the dropout rate. The district was also able to provide a summer program for students in grades 4-6, a population not previously served in summer school, and extend the Title 1 program for grades K-3 for one hour to include physical activities and team building experiences.

Susquenita School District's success stories include:

- 1) A repeating freshman student who appreciated the opportunity to earn two credits in the credit recovery program; her overall GPA improved from 68% to 74% and her attitude and behavior improved dramatically; she now helps to teach and tutor other students and is on track to graduate with her class.
- 2) A male student in 12th grade who was in danger of not graduating due to both academic and personal issues; he was mentored and tutored in the After School Student Center and was able to graduate with his class.

Wilkinsburg School District's math consultant developed quarterly instruments that reflect the curricular content in the ninth grade integrated math, algebra and geometry curricula. In addition, as the quarterly examinations were being piloted, the math consultant collaborated with CompassLearning[®] representatives to embed them in a module that allows for computer-assisted administration, scoring and feedback. Output from each quarterly assessment provides a wealth of information about individuals and classes, including item analyses of subskills. These data have allowed for closer and more meaningful collaboration among the High School's math teachers in adjusting instruction to meet the demonstrated needs of their students. The Collaborative Planning Committee laid the groundwork for implementation of the core components of the project — an extended-day "choice" program and the replication of the Kansas City Family Advocacy System. Chief among their work products was the development of twenty-one course outlines for extended-day experiences, including: Astronomy, Resume Writing and Job Seeking, Introduction to the World Wide Web and Search Engines, The Evolving Universe, Piano 101 and Hands-On Science. The district put into practice a series of steps that will bring the management of attendance-improvement measures under the direct control of district employees who will oversee a renewed, in-house focus on common sense measures designed specifically for Wilkinsburg students. These steps include making regular attendance an attractive, positive alternative to truancy.

William Penn School District's Pathway Twilight Program provided a constructive academic and developmental experience for the students. Positive results from the program include five recovered dropouts who were able to earn sufficient credits to graduate from high school, a high number of students who continued to attend classes until the end of June (despite the regularly scheduled high school year end in mid June) and several students who requested the opportunity to come in during the day over the summer to continue their academic progress in assigned classes.

**EDUCATION MENTORING:
A STATEWIDE DROPOUT PREVENTION INITIATIVE**

A portion of the dropout prevention funding during the 2005-06 school year funded a total of 18 Education Mentoring (EM) projects that served students at-risk. The grant amounts ranged from \$19,222 to \$28,375. During that year, 555 mentors assisted 674 children and youth in grades K through 12 in 34 school buildings in 21 school districts. Among these students, 355 were in grades seven and higher (Table 13). Since the initiative began in 1998 through the 2005 grant year, more than 11,020 children and youth have been served through specific activities focused on school success.

TABLE 13
NUMBER OF STUDENTS BY GRADE LEVEL
2005-06

GRADE	NUMBER OF STUDENTS	NUMBER PROMOTED OR GRADUATED	NUMBER IMPROVING GPA
Kindergarten	13	12	-
Grade 1	17	17	5
Grade 2	31	31	13
Grade 3	61	57	12
Grade 4	45	44	9
Grade 5	48	47	15
Grade 6	104	104	26
Grade 7	126	118	37
Grade 8	108	104	45
Grade 9	41	36	5
Grade 10	38	37	20
Grade 11	30	26	11
Grade 12	12	11	7
TOTAL	674	644	205

Source: Education Mentoring 2005-06 Annual Summary Data Set

EM program efforts during the 2005-06 program year resulted in:

- At the end of the 2005-06 school year, 633 (96 percent) of the 662 mentees in grades K-11 were promoted (Table 13). Eleven of twelve seniors (92 percent) graduated at the end of the 2005-06 school year.
- Across all grade levels, 205 mentees (about 30 percent of total mentee enrollment) increased their grade point average (GPA) between the 2004-05 and the 2005-06 school years.
- Mentees had on average, 10.3 school days absent in 2004-05 and 9.4 days in 2005-06; a slight improvement.

Over 550 mentors served students in the EM program in 2005-06. These mentors were most often between the ages of 18 and 24 years old, and predominantly white. Each grantee varied in the type of training they provided to these mentors. To illustrate, Table 14 shows the frequency of different types of training and information mentors received during the program year. For example, 19 percent of grantees informed mentors once during the program year about program policies and procedures, while about 48 percent of grantees did so two to three times.

TABLE 14

NUMBER OF GRANTEES PROVIDING VARIOUS INFORMATION AND TRAINING TO MENTORS
2005-06

	FREQUENCY	COUNT	%
Mentors -Program Policies, Procedures and Requirements	Never	0	0
	Once	4	19.0
	2-3 Times	10	47.6
	4-5 Times	1	4.8
	6+ Times	6	28.6
Mentors - Mentor Roles and Responsibilities	Never	0	0
	Once	4	19.0
	2-3 Times	9	42.9
	4-5 Times	1	4.8
	6+ Times	7	33.3
Mentors - Communication Skills	Never	0	0
	Once	7	33.3
	2-3 Times	8	38.1
	4-5 Times	1	4.8
	6+ Times	5	23.8
Mentors - Time Management	Never	2	9.5
	Once	8	38.1
	2-3 Times	7	33.3
	4-5 Times	1	4.8
	6+ Times	3	14.3
Instructional Activities to Mentors	Never	5	23.8
	Once	3	14.3
	2-3 Times	7	33.3
	4-5 Times	3	14.3
	6+ Times	3	14.3
Mentors -Child Development Issues	Never	1	5.0
	Once	4	20.0
	2-3 Times	11	55.0
	4-5 Times	1	5.0
	6+ Times	3	15.0
Mentors - Child Abuse Prevention/Education	Never	1	4.8
	Once	12	57.1
	2-3 Times	6	28.6
	4-5 Times	0	0
	6+ Times	2	9.5
Mentors - Building Self-Esteem	Never	1	4.8
	Once	4	19.0
	2-3 Times	7	33.3
	4-5 Times	1	4.8
	6+ Times	8	38.1

Source: Education Mentoring Annual Summary Data Set, 2005-06

Some unique examples of individual success stories in the 2005-06 Education Mentoring Program include:

Alternative Community Resource Program provided one to one mentoring, teen and parent support groups, and life skills training. Ninety percent of the mentees stayed in school and completed the 2005-06 school year. Over 80% of the mentees maintained their grade point average, and absenteeism was reduced by at least 50% among all mentees. A mentee from the ACRP Alternative Program was admitted to the school after being on homebound instruction for much of his 11th grade year for discipline issues. With the help of a mentor, this student improved his attendance, worked on anger management with great success, received a B for his final grade on an extensive senior project and graduated with honors. This student planned to enter the Marine Corps in the fall of 2006.

Big Brothers Big Sisters of Beaver County highlights this story, as told by the Big Sister: "*The first time I met (little sister) was during the final week of February 2006. While (little sister) performed well in some classes, she needed help in others, and she was frequently involved in verbal and sometimes physical altercations with her classmates. I knew that as part of the program, I would meet with her once a week until school was finished for the year in early June. At the beginning of my volunteer experience, I thought that (little sister) and I would have time enough to get to know each other and become friends, but that meeting for fifty minutes once a week for just a few short months would not provide enough time to create a difference in (little sister)'s social or academic skills. The program at Aliquippa is great. During our final meeting together, I gave (little sister) a "summer goody bag" filled with her favorite things: bubble gum, Skittles and gift cards to Bruster's Ice Cream. Before diving into the candy or gum, (little sister) carefully opened the letter that I had written to her and read it out loud. She gave me a hug and we walked together to her gym class. During gym class, one of her classmates began to tease (little sister). I could see that (little sister) was trying so hard to control her anger, and I was so very proud of her when she walked over to the bleachers, pulled out the letter from her goody bag, walked over to her classmate and read aloud the words of advice that I had written: please remember the things that we talked about like taking time to stop and think before reacting to something someone may say or do that might be upsetting to you. That is important to remember now and all through life. Stay calm and in control. After she had finished sharing this with her classmate, (little sister) said "see, that's what I'm going to do...stay calm and in control" and with the composure and self-assurance that many adults aspire to possess, she rejoined her classmates. I was equally impressed with (little sister) and the mentoring program a few weeks later when the agency's case manager shared (little sister)'s final-year report card with me. She improved in every subject and in some cases jumped an entire letter grade. Fifty minutes, once a week, can make a difference. I can't wait until school starts!"*

Big Brothers Big Sisters of Berks County served a female eighth grader in the S.M.A.R.T. Program in 2005-06 with a history of getting into fights and spending time with the "wrong crowd" at school; she was using drugs and alcohol and constantly skipped school. She was matched with a Big Sister who shared a similar past with the youth and was from the same neighborhood. They talked on the phone almost daily, and spent time talking about what was going on in the mentee's life. The mentee made tremendous improvements in her life; she is no longer involved with drugs and alcohol, and has greatly improved her behavior at school. She greatly reduced her number of discipline referrals and received no suspensions (she was suspended twice during the 2004-05 school year). In addition, the mentee improved her grade point average from a 2.77 to a 3.63 by the end of the 2005-06 school year, and was named to the honor roll – a first time accomplishment. When she received her Honor Roll Award at her eighth grade graduation, her Big Sister was there to cheer her on.

Big Brothers Big Sisters of Lancaster County's best success story is about a Little Sister and Big Sister who were in the final year of their three-year match in 2005-06. The Big Sister helped the mentee through changing schools in both the 7th and 8th grade. The Big Sister encouraged the mentee to make the move a positive one, so the mentee joined the track team (first time ever in an organized sport) and won many of her events. The mentee excelled academically, never getting below a B in any class. Due to her exceptional academic progress in 2005-06, the mentee was encouraged and supported by her mentor to apply as a foreign exchange student. The mentee was accepted – as one of only five School District of Lancaster students selected to participate.

Big Brothers Big Sisters of the Capital Region has documented increases in mentees' self-esteem, attendance, peer interaction and problem-solving skills.

Boys and Girls Club of Western PA had over 100 mentors, mentees, family members and school staff at their annual awards ceremony.

Catholic Social Services/Big Brothers Big Sisters of the Bridge served a nine year old (little sister) who has two parents, but education was not a priority for the family. (Little sister) has done fairly well in school, but has never really talked about what she wanted to do when she got older. (Little sister) was matched with her Big Sister, a student from a local college, who was extremely consistent in her contacts with (little sister). They spent a great deal of time on campus working on homework together, eating in the cafeteria, going to activities on campus and going to the library. Not only has this given (little sister) the opportunity to be introduced to new activities, but she is beginning to see what her work in elementary school can mean for her future. At a match evaluation meeting she declared that she wanted to go to college when she graduates from high school.

Children's Aid Society has anecdotal evidence from the teachers, principal, parents and students that the program was a success. The students enjoyed participating and the teacher saw improvements, especially citing improvements in peer relationship issues in the 5th grade students.

Communities in Schools of the Lehigh Valley reported that at one program site the students behaved well doing homework, but were behaving inappropriately during the mentoring activities. A mentor who was an art education major in his senior year in college agreed to lead an art project. By mid-year the students had completed three handsome murals, they were working together as a team and the volunteer mentor had secured a student teaching internship at the school. The year's end field trip to a low ropes course demonstrated that the students had truly come together as a team. Through the art projects, and the ropes course activity, the students improved their patience, their social skills and their team work as they made joint decisions and practiced compromise.

Community Education Alliance of West Philadelphia served over 200 students in the mentoring program, and many more students requested a mentor; this speaks to the success of relationships that were in place and modeled for the entire student body. Students without a mentor were instructed to write a letter indicating why it was important to them to be put on a list to receive a mentor. Through dozens of notes collected, the students stated that having a mentor would help them complete their homework, provide them with a "buddy" that they could talk to and give them more incentive to attend the after-school program.

Employment Opportunities and Training Center of Northeastern PA/Family Center of Scranton had a student who was a mentee for three years, and achieved her high school graduation in 2006. This student began in the AMIGOS program when she first arrived in the USA. She came to her first few group activities and spoke almost no English; three years later she speaks fluent English. She has worked with three mentors and has included all of her younger siblings in the mentoring program. Through the efforts of the agency staff and her mentors, this student has learned how to drive, has obtained her driver's license, secured a job locally and applied to two colleges in the area to major in nursing.

Family Guidance, Inc.'s goal is to train and prepare local churches to implement and sustain mentoring programs in their local community. In April 2006 the agency expanded their menu of volunteer/mentor opportunities to include a family mentoring option, as well as a school-based tutoring option.

The Guidance Center/Big Brothers Big Sisters of Elk and McKean Counties's most compelling success story is from the Kane School-Based group - comprised of kindergarten, second and fourth grade student mentees - that met each Tuesday afternoon from 3:30-4:30 PM at the Kane Community Center. In January 2006, one of the participating fourth graders was struck by a car as he was getting on the school bus in the morning. The children in the mentoring group were deeply affected by the news; luckily the child was treated for only minor injuries. During the group's activity that day, the mentors and mentees decided they wanted to make "Get-Well Cards" and craft projects for the injured student. Since the program transports the children home after the activity, the mentees personally delivered the gifts to him and each gave him a hug.

ProJeCt of Easton had a student who had been matched early in the school year and had many issues that were preventing him from succeeding in school; including the necessity of living independently. The greatest challenge for this student was the newly instituted school district policy that if students are tardy more than 15 times, that student will automatically fail the first period subject. With the support of his mentors, the Mentor Coordinator and school guidance counselor, he enrolled in 2006 summer school to recover lost credit and plans to graduate with the Class of 2007. This young man has remarkable determination to complete his high school education and to make the best of what he has today.

Retired and Senior Volunteer Program of Montgomery County stated that according to school reports, 87% of the participating students exhibited satisfactory or improved behavior and attitudes; one 8th grader won his school's award for most improved behavior. End of the year reports indicated that 100% of the participating students were happy with their mentors; 69% of the mentors spent time with their mentees outside of school, attending cultural events, working on life skills such as money management or career exploration or engaging in recreational activities. Mentors have attended their mentees' school graduations, musical performances, sporting events and awards ceremonies.

Tuscarora Intermediate Unit Foundation, Inc. had a mentee who entered the Project YES program in 2004 as a 5th grader; he was referred due to violent behaviors, lack of self-control, impulsiveness and limited socialization. Due to significant and long-term family issues, he was having problems socially and academically, exhibiting both anger and bullying behaviors. The student joined the Project YES mentoring program in 2005. Since his mentor started helping him with his homework, his grades have improved and he shows more pride in his work. The mentor and mentee have shared activities such as the Project YES Career Fair and the end of the year picnic; the mentor has also volunteered to chaperone on the mentee's school field trips. The mentee began to mention some goals for his future; he would like to someday own his own landscaping company.

Young Men's Christian Association of the Juniata Valley Big Brothers Big Sisters was able to update their approach to recruiting high school volunteers; in April 2006 they recruited at every high school in both counties served. They promoted the recruitment events, increased their visibility at the schools, and used current high school mentors to assist in recruiting fellow students. These efforts resulted in a tripling of volunteer inquiries, which should significantly increase the number of children served in the future.

Youth Places, Inc.'s program has a strong emphasis on academic achievement, improving citizenship performance and improving attendance. One male student that entered the program as an 11th grader expressed an interest in attending a 4-year college or university after high school. Upon review of his first semester grades, it was found that his grade point average was below 2.4, he didn't know his guidance counselor and he had never taken the SAT exam. The student identified his guidance counselor, attended school every day for two weeks, improved his grades and school participation and registered for the SAT exam. He made the school basketball team, and later the volleyball team; he displayed a noticeable sense of pride and confidence based on these accomplishments. He completed the year with a 3.0 grade point average and made the honor roll.

The Education Mentoring Initiative and Successful Students' Partnership data provide weak correlative evidence that program participation is related to GPA improvement, particularly among students in lower grades. More extensive data and research methods, showing linkages between resiliency and a child's ability to self-correct and bounce back from adversity, are necessary to substantiate this relationship. Although limited, the current reporting indicates that mentees' improving their GPAs are less likely to drop out of school. Continued training and technical assistance to grantees to strengthen their programs in areas such as volunteer recruitment, school-community partnerships, resiliency and improved data collection methods will sustain the program's work to improve participants' academic performance.

APPENDIX A

GLOSSARY

CAREER AND TECHNOLOGY CENTER (CTC) - (formerly comprehensive area vocational-technical school (AVTS) - A school that enrolls secondary students and provides a total educational program and services for both specialized career and technical education and academic education.

CHARTER SCHOOL - An independent public school established and operated under a charter from the local board of school directors and in which students are enrolled or attend. A charter school must be organized as a public nonprofit corporation. Charter schools are exempt from most state mandates except those insuring the health, safety and civil rights of students.

COHORT RATE - A rate that measures the proportion of a single group of students who drop out over a period of time.

COMMONWEALTH SECONDARY SCHOOL DIPLOMA - A diploma issued by the Department of Education to Pennsylvania residents who successfully passed the GED test, or who completed one year or 30 semester hours of college work.

DROPOUT - A student who, for any reason other than death, leaves school before graduation without transferring to another school/institution.

ECONOMICALLY DISADVANTAGED - A student who utilizes the free/reduced lunch program at his/her school.

ENGLISH LANGUAGE LEARNER (ELL) - A student whose first language is not English and who is in the process of learning English.

EVENT RATE - An annual rate that measures the proportion of students enrolled who drop out during a single school year.

EXCEPTIONAL STUDENTS – Those who are eligible for the Individuals with Disabilities Education Act (IDEA) or who are gifted, as set forth in Chapter 342 of the Special Education Standards.

GENERAL EDUCATIONAL DEVELOPMENT (GED) CERTIFICATION - A high school equivalency certification obtained through achievement of satisfactory scores on comprehensive tests that measure the educational development of students who have not completed their formal high school education.

GRADE POINT AVERAGE (GPA) - The average obtained by dividing the total number of grade points earned by the total number of credits earned.

LOCAL EDUCATION AGENCY (LEA) - A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a career and technical education program.

MIGRANT - A child who is, or whose parent or spouse is, a migratory agricultural worker, including a migrating dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work (a) has moved from one school district to another; (b) in a State that is comprised of a single school district, has moved from one administrative area to another within such district.

RACIAL/ETHNIC CATEGORIES - Categories used to describe groups to which individuals belong, identify with or belong in the eyes of the community. These categories do not denote scientific definitions of anthropological origins. However, no person may be counted in more than one racial/ethnic category.

AMERICAN INDIAN/ALASKAN NATIVE - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

ASIAN/PACIFIC ISLANDER - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.

BLACK (NON-HISPANIC) - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

HISPANIC - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

WHITE (NON-HISPANIC) - A person having origins in any of the original peoples of Europe, North Africa or the Middle East (except those of Hispanic origin).

RURAL - By the definition of the Center for Rural Pennsylvania, counties with less than 274 persons per square mile according to the 2000 Census are considered rural.

SPECIAL EDUCATION – Student who is eligible for services under the Individuals with Disabilities Education Act (IDEA) and who has an Individualized Education Program (IEP), excluding “gifted”; an IEP means a written statement for a child with a disability that is developed, reviewed and revised in a team meeting in accordance with the regulations governing Special Education programs in PA. The IEP specifies the individual educational needs of the child and what education and related services are necessary to meet the needs.

SPECIAL PROGRAM JOINTURE - A special program jointure is an entity established by the boards of school directors in two or more school districts, with approval of the Pennsylvania Department of Education, under Sections 1701-1709 of the Public School Code of 1949, as amended. A school formed as a result of a special program jointure that enrolls high-risk students or students who previously dropped out (consortium-operated alternative high school).

URBAN - By the definition of the Center for Rural Pennsylvania, counties with 274 persons or more per square mile according to the 2000 Census are considered urban.

APPENDIX B

SOURCES

1. Electronic Dropout/Graduate Report (EDGR) 2005-06
2. Public School Enrollment Report (ESPE) 2005-06
3. *Enrollment Projections by Grade through 2012-13*, Pennsylvania Department of Education, Division of Data Services
4. Successful Students' Partnership 2005-06 Annual Summary Data Set, Pennsylvania Department of Education, Bureau of Community and Student Services and the Center for Schools and Communities.
5. Education Mentoring 2005-06 Annual Summary Data Set, Pennsylvania Department of Education, Bureau of Community and Student Services and the Center for Schools and Communities.
6. The Center for Rural Pennsylvania, 200 North Third Street, Suite 600, Harrisburg, PA 17101
http://www.ruralpa.org/rural_urban.html (accessed May 24, 2007).