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THE NATURE AND USE OF CUMULATIVE RECORDS IN ELEMENTARY

SCHOOLS OF COMMUNITY UNITS IN CITIES OF 10,000 OR LESS (TITLE)

BY

Marie Owen

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER OF SCIENCE IN EDUCATION AND PREPARED IN COURSE

Education 490

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY, CHARLESTON, ILLINOIS

1965

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

July 29, 1965

ADVISER

DEPARTMENT HEAD

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CHAPTER I

INTRODUCTION

In the past twenty-five years the cumulative record has become an important tool of the elementary teacher, as well as of the guidance worker. For this reason, it seems appropriate to present in this paper, a brief history of the use of the cumulative record, some necessary criteria for the selection and use of the cumulative record, together with samples of the types of records frequently in use today.

There is no intention to make this a complete study of the cumulative record. It will present rather a sampling of the nature and use of the cumulative record, as it is found in sixteen small school systems today.

For the sample records and other helpful information, I am indebted to many elementary school principals.

CHAPTER II

HISTORY OF THE CUMULATIVE RECORD, AND RELATED RESEARCH

Interest in the improvement of educational records came about with the beginning of the guidance movement. The main purpose in improving the early records was to provide more accurate information for national reports by means of uniformity in methods of record keeping.

The greatest incentive to the growth of interest in the cumulative record was furnished by the publication in June, 1928, of the report of the Committee on Personnel Methods of the American Council on Education.

This report, prepared by Ben D. Wood, of Columbia University, presented the record form which came to be known as the American Council Cumulative Record Folder. Following the work of this committee, the American Council on Education published four cumulative record forms—a folder for college students, a card for elementary school pupils, a folder for high school students, and a card that could be used in either elementary or high school. About half a million of these record forms were distributed. In addition to these, many school systems developed records based on these forms.

One of the best known adaptations of the original American Council form is the cumulative record card devised by Eleanor Perry Wood and Winston B. Stevens in 1933 for the Educational Research Bureau. This card, planned to fit the ordinary letter size file, covers a six-year period, with a year's data given in a single column. This record is easy to understand and use, but is mainly a record of subjects, grades, credits, and test results.

Also, in the early years of research on the cumulative record,

David Segel studied the records of 177 school systems. His study showed

that 113 of the school systems had provision for elementary records, 87 for

junior high records, and 136 for senior high records. Thirty-five had

record forms which provided for records from elementary through senior high

school. Segel also classified the items found on the records into categories

and tabulated the frequency of occurrence of each type of item.

In 1940, the American Council on Education appointed a committee with Eugene Randolph Smith as chairman, for the purpose of revising cumulative record forms. The Smith committee prepared revisions which included cumulative record folders for junior and senior high schools, colleges, Grades 4, 5, and 6, and for primary grades. These folders were similar to the original ones, except that they placed less emphasis on subjects, credits, and grades, and more emphasis on behavior and personality.

From these studies have come the record forms in use in most schools today. Many schools have adapted portions of the American Council forms and the Educational Records Bureau forms, since these are not copyrighted.

Cumulative records, while not in universal use, are used in parts of Austria, France, the United Kingdom, and elsewhere. In France, many experimental types of records have been used. Most generally in use in France, in recent years, is a record in which the first part contains everything concerning the family, the second part contains health records, and the third part, a summary of school work. The fourth part contains aptitudes and teachers' remarks, and the fifth part an analysis of interests of students. It also includes a questionnaire concerning family, school, etc., to aid teachers in their observations.

In England, cumulative records may include anything from a record of school subjects to very comprehensive records of pupil progress. Usually they include a record of I. Q., special aptitudes, attainments in and out of school, interests, home background, health, and personality. At the end of primary school, the record is sent on to secondary school with the student, and is used in deciding what courses are to be taken in the secondary school.

In the United States, the name cumulative record was rarely mentioned before 1925 and has been commonly used only since 1930. This parallels a period of development of group testing in the public school and the beginning of elementary guidance programs.

Cumulative records, even though they originate from a vocational program, are in general intended to aid the teacher in fulfilling the task of the guidance of his own pupils.

CHAPTER III

METHOD AND TREATMENT OF DATA

The cumulative record has often been identified with the guidance program, particularly that of vocational guidance. Most school guidance programs require the development and maintenance of cumulative record systems. Too often, however, this has become an end in itself and is expected to be the answer to educational and vocational problems.

It is also found that many smaller school systems do not yet have guidance programs, or if they do have a guidance program, it is centered about the high school. While this may be necessary from a financial standpoint, it gives little or no consideration to the elementary school child, who may also be in need of help.

"From many points of view, the most crucial period of adjustment for individuals is in the elementary school years. Later education and adjustments must be superimposed upon the foundations laid in the early and formative years of a child's life. Also, the greatest number of children can be reached during the so-called primary years, since more of them are attending school during those years than in either preschool or later periods. Cumulative records furnish the basis for adjustment at the elementary level as well as for guiding the pupil in his later school career."

Ethel Kawin, "Use of Records in the Elementary School," Nature and Use of the Cumulative Record, Bulletin No. 3, (1938), 16.

Although there are many variations, there seem to be four general types of records as follows:

- 1. A plain folder with perhaps only the student's name on the folder itself. Loose sheets containing information about the individual are placed inside the folder. There are no samples of this type included in this study.
- 2. A printed form--the form used by the Newman schools and included in this study is an example of this type.
- 3. A printed form which serves as a file holder--important information about the individual is summarized on the printed form. Less important information is on loose sheets inside the folder. The form used by the Arcola schools is an example of this type.²
- 4. A printed form and a separate file with loose sheets, reports, samples of pupil's work, etc. This is the most elaborate of all types. Since only a small amount of information is included on some of the forms in this study, it is possible that they may be used along with such a separate file.

The main objection to the first and the last two types is that they too often become overloaded with unnecessary material. However, in the samples included in this study, it will be noted that a majority fall into these three types.

When selecting a record form, each school system should keep in mind its own particular needs. However, from the sample records and from the opinions of most authors and publishers herein considered, some of the

Appendix, p. 18.

²Appendix, p. 19.

basic principles of the cumulative record are given below.

- 1. The cumulative record should include only essential data.
- 2. Data should be continuous, cumulative, and organized by time sequence.
- 3. The cumulative record should point up significant trends.
- 4. The cumulative record should move with the child.
- 5. The cumulative record should be available to administrators, teachers, and specialists. However, it should be used in a professional manner, not as a public record.
- 6. The cumulative record should be easy to read and to reproduce (by photograph, for example).
- 7. The cumulative record should avoid duplication.

It has been commented by teachers and administrators that the first and last of these principles are the ones most often violated. The teacher may find the folder stuffed with miscellaneous and disorganized material. This may give the impression that since there is so much material about the child, that he is a "problem child". Or finding information may be too much bother and the teacher may stop there. Only information which is pertinent should be collected, and this should be organized and reviewed periodically so that it will be usable. The purpose of the record is defeated when teachers spend so much time collecting and searching through material that they do not have sufficient time to help the students with their problems.

In most school systems today, it is partly or entirely the job of the teacher to collect and record the information to be contained in the cumulative records. Since this is the case, it seems only fair that teachers should serve on committees to develop the record system which will be maintained by them. Introduction of any record system should come from a study

of the needs and values by the school staff. Once the record form has been selected, it should be introduced gradually, starting in the primary grades.

After a record system has been selected, and introduced into a system, consideration should be given to a permanent place for the records. In some schools, including the one in which I teach, records are kept in the classroom. In some schools, records are kept in the principal's office or in a workroom. In school systems where several people need to have access to the records, such as guidance personnel, school nurse, administrators, and others, it would seem best to have a center filing system, easily accessible to all.

The maintenance of the records must also be planned for. Perhaps additional clerical help will be needed. This, however, could pose a problem. The record system must be so administered as to observe ethical and professional standards in the handling of personal information. Some information must be treated very confidentially. For example, we might have in our schools pupils whose fathers have served prison terms. A knowledge of such facts frequently explains pupil behavior and needs, but should be considered confidential and perhaps not even recorded on the cumulative record. Such confidential information might be kept in a separate file which is not so easily accessible. A small sign on the cumulative record might indicate that someone else has added information.

When students drop out or graduate, records should be streamlined and placed in an inactive file. Such a record should be kept up to date for five years after the student has been out of high school.

The uses made of the cumulative record are many. As stated earlier, the cumulative record originally came into use through the guidance program.

The record remains an important tool of the counselor today. The counselor uses the cumulative record in diagnosing personal and social maladjustments and in planning their treatment, in guiding pupils toward vocational choices, and in recommending graduates to colleges or prospective employers.

The cumulative record is used by administrators in placing new and transfer students in courses to which they are suited, in setting up ability groups, in discovering the gifted so that special work may be recommended, and in appraising the work of the school and introducing modifications.

The cumulative record is used by university and college admission officers as one type of evidence on which to base decisions concerning admission of applicants.

In the elementary school today, perhaps, the record is of greatest use to classroom teachers, who may use it to get acquainted with pupils quickly and to plan instruction according to the abilities of the class.

The teacher also uses the record to identify weaknesses of individual students and to plan treatment. The cumulative record is also used by teachers, and others as well, in planning and carrying out parent conferences.

After a record system has been put into use, it should be evaluated regularly by the staff. The check list which follows might be used in this evaluation.

- 1. Is the record a unified picture of the student and his position in the total school system?
- 2. Is it arranged in chronological order?
- 3. Have most teachers contributed to it?
- 4. Has repetition been eliminated?
- 5. Have important items been omitted?
- 6. Is there some personal information as well as data?
- 7. Is it clearly and legibly transferrable?
- 8. Has the record helped parents, teachers, and students?
- 9. Is the record used?

CHAPTER IV

FINDINGS OF THE STUDY

From the sixteen sample records collected here, the following items indicated by the topical headings which follow are generally included in the cumulative record.

1. Preschool and entry data

Date of entry into school, name, sex, birthdate, and birthplace, along with proof of such to fulfill state or local requirements, name and address of parent or guardian and their occupation, and number of brothers and sisters are found here. Information about the child's preschool life may also be included in this section. Such items as his physical and emotional health, interests, social adjustment, ability to perform tasks, and important intellectual and personality factors would be found here.

Some schools require a brief report from the parent to gain this information. For example, the parent might be asked to write a few sentences about the child's background, what they feel his problems in school might be, what he's like at home, and any other information the parent adds to be helpful. Even if they don't write anything, or they say they don't want to, this fact should go on the record as an interesting piece of information about the child's parents. Frequency with which the various

items of preschool information occur may be found in Table I.

TABLE I FREQUENCY OF OCCURRENCE OF PRESCHOOL AND ENTRY DATA

Item	зу
Name	
Birthplace	
Birthdate	
Number of siblings	
Proof of birth	
Race or nationality	
Home Conditions	
Address	
Telephone number	
Mother's name and occupation	
Father's name and occupation	
Color	
Sex	
Religion	
Educational attainment of parents	

2. Scholastic information

Grades, test records (achievement, mental, and special), school attendance, hobbies and interests, work experience, extra-curricular activities, honors, teacher remarks, autobiography, and a record of any other schools attended are included here. The latter record, along with any other accompanying information transferred by the other school, may

either be summarized and incorporated into the system's own record, or the transferred sheet or folder simply placed, as is, in the record. Frequency of occurrence of scholastic information may be found in Table II,

TABLE II

FREQUENCY OF OCCURRENCE OF SCHOLARSHIP AND ACTIVITIES INFORMATION

Item	Frequency
Attendance	
Tardiness	
Grades, by subject and grade .	
Extracurricular activities and	honors
and frequency of occurrence of	test scores in Table III.

TABLE III

FREQUENCY OF OCCURRENCE OF TEST SCORES

Item		Frequency
Achievement		5
Reading		3
Intelligence		8
Special		3
Space given for	st results, but no specification as to	kind 12

3. Health record

Some type of health record is necessary, as periodic examination by a doctor is now a part of our state health requirements. In some of the schools considered in this study, especially those which have school nurses,

this record is not a part of the cumulative record, but is kept separately in the office of the school nurse. However, most printed forms of the cumulative record have a section for health information. Therefore, we should consider briefly some of the health data which is usually included in these records. A history of past diseases and illnesses, a record of the results of a doctor's examination, and special note of any current defects which might affect the present physical or emotional behavior of the student are usually included. Vision, auditory, dental, and inoculation records are also included. Records of height and weight are usually made once or twice a year on the record. Five of the samples included in this study have a separate health card. These samples were all alike. They were either published by the Illinois Department of Public Health, or were locally printed copies of the Department's card. A copy of this card is included in the appendix. Table IV shows the frequency of occurrence of items of health information.

TABLE IV FREQUENCY OF OCCURRENCE OF HEALTH INFORMATION

Item							7														F	re	quency
Past illnesses																							
Immunizations				•									*			•			•				14
Dental														•						 *		*	14
Audio																							
Vision																							14
Height and Wei	ght																•						15
Space for heal	th	cc	mn	er	its	3 1	у	t	ea	che	er	OI		nuı	cse								15

4. Follow up information

Follow up information considered in the records was brief. It included graduation or drop out date, college or special training entered, and the first job placement. Further information on follow up material may be found in Table V.

5. Miscellaneous

Three of the records examined in this study contained separate cards kept within the record folder for recording basic reading test scores and basic readers completed. Frequency of occurrence of other miscellaneous items are considered in Table V.

TABLE V

FREQUENCY OF OCCURRENCE OF MISCELLANEOUS INFORMATION

Item	Frequency
Personality rating	13
Follow up information	
Transcript sent	7
College or special training entered	11
First job placement	7
Marriage	1
Picture	9
Anecdotal record or remarks	15
High School record	12

6. Anecdotal records

In most of the records examined in this study, some space is given for the use of the anecdotal record. An anecdotal record is an explicit

note based on careful observation of behavior. When assembled over a period of time, anecdotal records should indicate a pattern of development and behavior. They may furnish clues for good methods of guidance. The observation should be written down as quickly as possible after the incident occurs. These observations should be as accurate as possible. The day, month, time of day, and duration of the observation should be noted. The notes should be precise and detailed. Personal opinions or guesses about a child's feelings should not be included.

Of the sixteen records examined for this study, three were of the single card type, six were the folder type, and seven were folders plus additional inserts.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The statement was made in the beginning of this paper that it is not the intent to make this a complete study of cumulative records. Rather it is a study of a sampling of records used in small school systems of the community unit type. Upon this sampling the following brief conclusions are made.

- 1. Some type of cumulative record is considered to be helpful, if not essential, to the teacher, counselor, administrator, parent, and student.
- 2. The form of the record itself is not so important as the purpose and use of the record. In general, the record should follow the principles set forth in Chapter III, provided they fit the purpose which has been established.
 - 3. A system of maintenance for the records should be established.
- 4. Schools which are considering the adopting of a cumulative record system should first establish the need for such a record. Then commercially printed records may be observed. It may well be that the school will wish to make up a record of its own for local printing. Whatever type of record is used, the cooperation of all of those people who use it is essential.

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Permanent Record

GRADE SCHOOL

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Permanent Record Newman

HIGH SCHOOL

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INSTRUCTION TO THE TEACHER: This card must be preserved. It may be passed along from school to school. If the child withdraws from school or the school is closed this record should be returned to the office of the Unit District Superintendent. The teacher is responsible for keeping these records, which should faithfully represent the teacher's best judgment of the pupil's work. After completing the 8th grade the card is to be returned to the Unit District Superintendent who shall introduce the system into each respective high school. Transcripts are to be made available to the pupil on request. THESE MARKS ENTERED ARE A PERMANENT RECORD OF THE CHILD'S SCHOOL HISTORY AND SHOULD BE ENTERED ON THE RECORD ONLY AFTER CAREFUL CONSIDERATION.

First

UNIVERSAL CUMULATIVE RECORD

ARCOLA - HINDSBORO COMMUNITY UNIT DISTRICT NO. 306

PERSONAL AND FAMILY HISTORY

ENTERED ON II	HE RECORD (JULY ALIEK	AKEFUL CONSIDERATION			10111			/
BIRTH: Year	Mont	h (Day Place		Address:	Telephone:			
Number of Brothers	: Older	Younger	Number of Sisters: Older	Younger	/				
Proof of Birth			Race or Nationality						
Home Conditions:	Good	Average	Poor Date (Graduated					
		ENTRANCE	AND WITHDRAWAL RECOR	D	Parent's Name	Occupation	Nationality	THIS SPACE FO	
Date Entered	Grade	School	Date of Withdrawal	Cause of Withdrawal	Father				
					Mother				
					Guardian				
					Family Physician				
					*If Father or Mother is dead give cause and ye	ear of death:	,		
		l			Pupil lives with:			Age: Date:	

				ATT	ENDA	NCE CS		LANG	UAGE	ARTS		латн.			SOCI	AL STU	IDIES		IATURA	L SCII	ENCE	F	INE AR	TS	4.	Prac A
A				s Attendance	s Absent*	Tardy							7	tory		tory	id Manners	y, Health and Safety					udy		Education	Arts
Name of School	Grade	School Year	Teacher	Total Days	Total Days	Times Ta	Reading	Writing	Spelling	Language			Geography	U. S. Histo	Civics	State Histor	Morais an	Physiology,	Agricultur	Science		Music	Picture St	Drawing	Physical E	Industrial
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nce (1) Illness, (2) Work, (3) Travel, (4) Truancy, (5)_

For Sale by The Randolph School Supply Co., Champaign, Illinols.

By E.H. Mellon, Ed.D By E. P. Randolph.

A	SCHOOL	HEALTH	DECORD

Date IMMUNI- ZATIONS Date Year Grade Age	Height 1	Weight 2	Scalp 3		PHOID Posture 5	Deformities 6	Nutrition 7	SCHICK TEST General Appearance 8	Speech 9	Beha Probl	vior ems	CAVIT	EETH	6 Yr. Molar Ext. 13	REVAC.	DBSERVATIONS	s		RECO	OMMENDATIONS
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3. SECONDARY SCHOLASTIC AND ATTENDANCE RECORD

								High School Record —	Grades 7 t	o 12 or 9 to 12								
SEVENTH GRADE:	Da	ite 19 1	L9			H. R	. Teacher		EIGH	TH GRADE:	Da	te 19	19			H. R	. Teacher	
SUBJECTS	No.	No. Periods	1st.	MARKS	S	Credits	Teacher	Special Ability, Ed. or Vocational Suggestions by H. R. Teacher or		SUBJECTS	No.	No. Periods	1st.	MARK	S	Credits	Teacher	Special Ability, Ed. or Vocation Suggestions by H. R. Teacher Counselor
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Public Schools

EDUCATIONAL RECORD

Clinton, Illinois

Name									25 25 CO		Da	ate of Bi	irth		A	uthority	for Bin	rth Date	9		
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Public Schools

SOCIAL AND PERSONAL RECORD

Clinton, Illinois

Name	Last	First	Middle		Date of Bi	rth	Day	Year Se	exR	ace
☐ Father living	* Mother Livin	ng * Living With	: * Doth Parents] Father	☐ Mother	☐ Stepfather	☐ Stepmo	ther Le	gal Guardia	n 🗌 Others
Constitution for	ı	NAME *	A	DDRESS *		Phone *		SPECIAL R	EMARKS	
Complete for Parents and	Father									
or persons with whom	Mother									
Student is living.										
mg.										
Other C	hildren in Family	(List in order with	oldest first)			Othe	rs Living In Ho	ome *	Re	lationship *
NA	AME	Year born	NAME		Year born					
3										
Father's O	ccupation *	Mother	s Occupation *			Voca	tional Experien	nces		
				Date	Kind of	Work	Employer	Employe	d From:	To:
		1	PERSONALITY			COMMENTS				
								*—Subject to Pencil.	change—F	ill in with

SCHOOL HEALTH RECORD

Disease History	Date		Immur	rization			Date	Date	Date	Date	Date	Date	Date
Chickenpox		Diphthe	ria										
Chorea		Scarlet	Fever										
Diphtheria		Smallpo	x										
Encephalitis		Typhoi		*									
				3									
German Measles			ng Cough										
Infantile Paralysis		Polio											
Measles		Other											
Mumps													
Pneumonia													
Rheumatic Fever		A STATE OF THE STA	Tes	sts			Date	Date	Date	Date	Date	Date	Dat
Scarlet Fever		Dick	7-		1								
Smallpox		Schick											
-		Tuberci	ılin			1							
Typhoid		Tuberct											
Undulant Fever								EXAMI					
Whooping Cough			O—Sa	tisfacto				efect;		ttention	Desire	d;	
					3 2		nmediat	te Atten	tion.		1		J. I
Physical Exam. Date									REC	COMME	NDATI	ONS	
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Weight													
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Eyes													
Vision													
Ears													
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Nose													
Throat													
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Lungs Orthopedic													
Physician's Name													
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Dental Exam. Date	h ÷ 1		100			3			REC	COMME	CNDATI	ONS	3
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Cavities Malocclusion Gums Care Needed									REC	COMME	ENDATI	ONS	
Cavities Malocclusion Gums Care Needed						7			REC	COMME	CNDATI	ONS	

Н	ealth Record by Years	1	2	3	4	5	6	7	8		Activities by Years	1	2	3	4	5	6	7	8		Photograph
	Age										Reading Circle										\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
	Height										Club Work										
	Weight							20			Jr. Red Cross-T. B. Seals										
TNO Defect Slight Defect Defect Requiring Correction Corrected	Eyes		1								Harmonica Band	1									
ction	Ears										Orchestra										
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t Der	Teeth										Basket Ball										College
Sligh	Heart										Volley Ball or Football										
	Lungs										Baseball										University
×ō	Posture																				
j	Chicken Pox																				Honors or Office
communicable disease record. ch the child has had.	Diphtheria										Tests-Scores-Profile-Yrs.	1	2	3	4	5	6	7	8		
ad.	Infantile Paralysis										Kind:										
dise	Measles																				
cable ild h	Middle Ear Infection																				Ageness:
nuni ie ch	Mumps			1000																	O = Over
comr	Pneumonia								100												N = Normal
child's asses which	Scarlet Fever									120											U = Under
e chi	Small Pox																1~0	200			
This section is for the child's communicable disease Check ($$) those diseases which the child has had.	Tonsillitis							4.1													Progress:
is to those	Tuberculosis																			3 1	R = Rapid
Sticn	Typhoid Fever																				N = Normal
This section is for the Check (\checkmark) those disea	Whooping Cough																				S = Slow
t d											Citizenship Traits-Yrs.	1	2	3	4	5	6	7	8		Remarks:
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	Small Pox										Courtesy										
	Diphtheria										Industry										

Form 114-E Model Pub. Co., St Louis

Compiled by County Superintendents'
Records and Report Committee

altamont

NA																						2	PE	RM	1AN	IEI	1T	RE	CC	DRE) R	lace Sex
Dat	(Last Name e of Birth	e)							((Other !	Names	3)																				
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Pare	ent or Guardian																			ANI	D											
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		1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem	Yr.	1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem.	Yr.	1st Sem.	2nd Sem.	Yr.	Red Ink
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PHYSICAL RECORD

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History of Illness: Measles Mumps Chickenpox Whooping Cough Scarlet Fe						
Typhoid FeverInfluenzaInfantile ParalysisDiphtheria						
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Form 207-Model Pub. Co., St. Louis

Theenville NAME COLOR (W) (C) SEX (M) (F) NAME (Check) Middle Last Middle (Check) 4. SCHOOL HEALTH RECORD MEDICAL HISTORY VISION TEST Grade DATE AND REMARKS IMMUNITY STATUS (Enter Dates) ILLNESS UNCORRECTED CORRECTED GLASSES BOOSTER DOSES DISEASE BASIC DATE CHICKEN POX VISUAL ACCUITY VISUAL ACCUITY ADVISED OR OF TEST DIPHTHERIA RECEIVED TETANUS L R L GERMAN MEASLES DIPHTHERIA MEASLES WHOOP'G COUGH 2 TYPHOID FEVER MUMPS 3 WHOOPING COUGH SMALL POX 4 POLIOMYELITIS POLIO # 4 5 SCARLET FEVER 6 SMALLPOX 7 TYPHOID FEVER TESTS Ng. or Ps. 8 PNEUMONIA SCHICK 9 EAR INFECTIONS DICK 10 TONSILLITIS T-B TEST 11 EPILEPSY X-RAY 12 Contact WITH TUBERCULOSIS **INJURIES** SURGERY HEARING TESTS DIABETES OTHER HISTORY (Including Emotional and Social) TREATMENT GROUP INDIVIDUAL REFERRED ALLERGY RECEIVED SCREENING TEST TUBERCULOSIS RHEUMATIC FEVER PHYSICAL EXAMINATION (See Code Below) DENTAL EXAMINATIONS DATE DATE 3 GRADE GRADE 4 NEUROLOGICAL 5 UNFILLED DECIDUOUS POSTURE CARIOUS 6 TEETH PERMANENT NUTRITION 7 SKIN 8 **EXTRACTIONS** DECIDUOUS HAIR-SCALP APPARENTLY 9 INDICATED PERMANENT EYES 10 EARS EVIDENCE OF 11 DENTAL CARE NOSE 12 THROAT PROPHYLAXIS NEEDED MOUTH BREATHING HEIGHT AND WEIGHT RECORD ORTHODONTIST EXAM-SPEECH DEFECT INATION NEEDED NORMAL SEPT. FEB. APRIL HEIGHT WEIGHT DATE DENTAL ATTENTION WEIGHT NEEDED HT. WT. HT. WT. HT. -WT. THYROID PARENT PRESENT LYMPH GLANDS DENTAL RECOMMENDATIONS (X-Ray, Sodium Fluoride): 2 HEART 3 LUNGS 4 CHEST 5 ABDOMEN 6 HERNIA MEDICAL RECOMMENDATIONS (Effect on School 'ivities): 7 ORTHOPEDIC 8 GENERAL APPEARANCE 9 URINALYSIS 10 BLOOD COUNT

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PHYSICAL RECORD

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EVIDENCE OF DENTAL CARE						
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PARENT PRESENT						
DENTAL RECOMMENDATIONS	(X-Ray,	Sodium	Fluorid	e):		

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MEDICAL RECOMMENDATIONS (Effect on School

Attend-

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PUPIL'S CUMULATIVE HEALTH AND SCHOLARSHIP RECORD

1. PERSONAL AND FAMILY HISTORY

BIRTH: Year		Aonth	D	ay o	Place						Ad	dress:								Telep	phone:													
Number of Brothe	ers: Older	You	nger	Number o	Sisters:	Older	Younger																											
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BLOOD COUNT

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Address:

Last

BIRTH: Year

Number of Brothers: Older

First

Middle

Place

Number of Sisters: Older

(Check)

Last

First

Telephone:

Middle

(Check)

INSTRUCTION TO THE TRACMER: This card must be preserved, it may be passed along from school to school. If the child withdraws from school or the school is closed this record should be returned to the City Superintendent of Schools' office. The teacher is nesponable for keeping these records, which should faithfully represent the teacher's best judgment of the pupil's work. Transcripts are to be made awadable to the pupil on request. THESE MARKS ENTERED ARE A PERMANENT RECORD OF THE CHILD'S SCHOOL HISTORY AND SHOULD BE ENTEREI ON THE RECORD ONLY AFTER CAREFUL CONSIDERATION

Day

PUPIL'S CUMULATIVE HEALTH AND SCHOLARSHIP RECORD

COMMUNITY UNIT SCHOOL DISTRICT NO. 1

CARLYLE, ILLINOIS

1. PERSONAL AND FAMILY HISTORY

Issued by Superintendent's Office

Conditions:	Good	Average	Poor D	ate Graduated				- -							-				 			_		THIS	SPACE	FOR
		ENTRANCE	AND WITHDRAWAL REG	ORD				_ _			Parent's	Name				Occ	upation		National	ty			PI		RAPH O	
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								Pu	pil lives	with:												1-	lge:		Date:	
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Name of	School	Grade	School Year	Teacher	Total Days Attend	Total Days Absent	Times Tardy	Reading	Writing	Spelling	Language	Arithmatic		Geography	U. S. History	Civics	State History	Morals and P	Physiology, Health	Agriculture	Science		Music	Picture Study	Physical Education	Industrial Arts
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- 1						GERMAN MEASLES					DIPHTHERIA					-	
2						MEASLES					WHOOP'G COU	SH					
3						MUMPS WHOOPING COUGH					TYPHOID FEVER						
4	15					POLIOMYELITIS					SMALL POX	1	2	3	4	-	
5						SCARLET FEVER					POLIO #		2	13	4	-	
6						SMALLPOX										+	
7						TYPHOID FEVER					TESTS	Ng. or Ps					
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4						GRADE		/			GRAD	E					
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7						NUTRITION											
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9						EYES					APPARENTLY INDICATED	PERMANEN	IT				
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12		Was directed and				THROAT					PROPHYLAXIS N	IEEDED					
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1						THYROID					PARENT PRESEN	Г					
2						LYMPH GLANDS					DENTAL RECOM	MENDATION	S (X-Ray,	Sodium Fl	uoride):		
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6						ABDOMEN HERNIA	1				WEDICAL DECO.		10. 1511)		
7						ORTHOPEDIC		-			MEDICAL RECOM	MENDATIO	NS (Effect	on School	Activities):		
8						GENERAL APPEARANCE											
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S. PERSONALITY RATING RECORD

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S. PERSONALITY RATING RECORD

7 8 9 10 11 12 THIS SPACE TO BE USED FOR COMMENTS BY ANY TEACHER:

Industry
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Personal Appearance

SERIOUSNESS OF PURPOSE K

(M) (r)

Last

BIRTH: Year

Number of Brothers: Older

First

Day

Middle

Place

Number of Sisters: Older

(Check)

Address:

Last

First

Telephone:

Middle

(Check)

INSTRUCTION TO THE TRACMER: This card must be preserved, it may be passed along from school to school. If the child withdraws from school or the school is closed this record should be returned to the City Superintendent of Schools' office. The teacher is neeponable for keeping these records, which should faithfully represent the teacher's best judgment of the pupil's work. Transcripts are to be made swalfs-ble to the pupil on request. THESE MARKS ENTERED ARE A PERMANENT RECORD OF THE CHILD'S SCHOOL HISTORY AND SHOULD BE ENTEREI ON THE RECORD ONLY AFTER CAREFUL CONSIDERATION

PUPIL'S CUMULATIVE HEALTH AND SCHOLARSHIP RECORD

COMMUNITY UNIT SCHOOL DISTRICT NO. 1

CARLYLE, ILLINOIS 1. PERSONAL AND FAMILY HISTORY

Issued by Superintendent's Office

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PUPILS CUMULATIVE RECORD - SHELBYVILLE COMMUNITY UNIT SCHOOL

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RECORD OF TEST DATA

Shelbyville Community Schools Shelbyville, Illinois

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Last

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Middle

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PUPILS CUMULATIVE RECORD - SHELBYVILLE COMMUNITY UNIT SCHOOL

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3. SECONDARY SCHOLASTIC AND ATTENDANCE RECORD - High School Record - Grades 7 to 12 or 9 to 12

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EXPLANATION OF SCHOLARSHIP MARKINGS

Markings—Grades 1-6

Markings—Grades 7–8

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Left school to ren	nain at ho	ome														Social Attitudes:		1				1			d				
Permanent illness													i			Courtesy		1	1						1		1		
Commitment to																Willingness to cooperate													
To work at																Respect for rights of others													
Transfer to													i			Care of property			1										
Other reasons for	withdraw	val														Dependability													
II				HO	ME	RE	COL	RD								Self control													
NAME																													
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Father living			K	1	2	3	4	5	6	1	8	9	10	11	12	Is neat and clean							1						
															1	Practices good habits	-	1								1			
Mother living	mathan		-				1								-	Attends school regularly Is never late for school	-		1								1		
Do parents live tog Are you living wit		dian					1					1	1		-	Is never late for school	-											1	
No. of children	n a Guar	ulan	-			1			1			1	1	1	-	Outside Activities			1				-						
No. of brothers									1			1		1	-	Music	-						-	- 1				-	
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EXPLANATIONS AND DIRECTIONS

Permanent Records

I. Census Information

To be filled in from enrollment cards, census cards, and/or by contacting parents.

II. Home Record

To be answered with yes, no numbers, or letters. (For examples on education—H.S., 7th, etc.)

III. Remarks

To be used as necessary and as teacher sees fit. Any remarks should be dated and initialed by the recording teacher.

If a lengthy or anecdotal type remark seems justified it should be recorded on a loose sheet, also dated and initialed or signed.

IV. Citizenship: Habits and Attitudes

This section must be completed for each year/grade. Give it due consideration. Markings are indicated.

V. Special Honors and Awards

State contest, District awards, School honors, etc.

VI. Extra Curricular Activities: Self-explanatory

VII. Elementary Achievement Record

Attendance to be taken from register. Explanation of markings in upper right hand corner. Fill in completely each year—both years in case of retention.

VIII. Test Record

This form is arranged to conform with results obtained from Cal. Achievement total scores. Use only Mental age, chronological age and I.Q. from Mental Maturity or I.Q. tests. Be certain to show name of test, form used, date administered, and teacher administering.

Upper left gives explanation of markings for Metropolitan & Lee Clark tests.

On back of folder is table for grade placement at time of testing.

Chronological age is pupil's age in years and months at date of testing.

Profile sheet from each test to be separated from test booklet and inserted loose-leaf in this folder.

TABLE 2. Grade Placement at Time of Testing

Date of	SEPT. 1-	SEPT. 16-	Ocr. 16-	Nov. 16-	DEC. 16-	JAN. 16-	FEB. 16-	MAR. 16-	APR. 16-	MAY 16-
Testing	SEPT. 15	OCT. 15	Nov. 15	DEC. 15	JAN. 15	FEB. 15	MAR. 15	APR. 15	MAY 15	JUNE 15
Grade Placement	.0	.1	.2	.3	.4	.5	.6	.7	.8	.9

PERMANENT RECORD — HILLSBORO COMMUNITY UNIT SCHOOL DISTRICT NO. 3

NAME:						•••••		•••••	S	SEX		AD	DRESS		••••••		•••	•••••					. PHOI	NE:	
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CLASS RECORD SHEET

lowa Tests of Basic Skills

HOUGHTON MIFFLIN COMPANY										Names of Pupils		City, or District	Grade
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BOS									a	Age in Years t Last Birthday	>		Semester (1st or 2nd)
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Kindergarten Through Sixth Grade PERSONAL AND FAMILY HISTORY

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TESTING RECORD

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	PERTINENT HEA	ALTH and EMOTION	AL PROBLEMS	
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ich would require special handling. I	Please record your name and the d	ate with each entry.		
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NAME	_ SEX	(M)(F)	BIRTH DATE	FAMILY PHYSICIAN	
LAST FIRST MIDDLE		CCHECKI			

PUPIL'S CUMULATIVE RECORD — VANDALIA COMMUNITY SCHOOLS

JUNIOR HIGH

PARENT'S NAME	OCCUPATION
FATHER	
MOTHER	
STEP-PARENT	
GUARDIAN	
PUPIL LIVES WITH	

ADDRESS	PHONE	YEAR

ENTRANCE RECORD

ENTERED FROM	GRADE	DATE			
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WITHDRAWAL RECORD

CAUSE	. GRADE	DATE

SCHOLASTIC and ATTENDANCE RECORD

				ARITHMETIC	SOCIAL STUDIES	ART	SCIENCE	неастн & РЕ	MUSIG	BAND					DAYS PRESENT	DAYS ABSENT	IMES TARDY	*DISPOSITION
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PICTURE

Marking System: A, excellent; B, good; C, average; D, below average but passing; F, failing.

* P, promoted (passing grades) T, transferred to next grade (failing grades);

R, retained (failing grades).

PICTURE

SCHOOL HEALTH RECORD

NAME					DATE OF BIRTH_		SEX M	F RACE							
SCHOOL	E	NTRY DA	TE		SCHOOL			ENTRY DATE							
SCHCOL															
PAN OR	-		-												
GUARDIAN					ADDRESS										
HOME PHONE	OCCUPAT							BUSINESS PHONE	:						
FAMILY					FAMILY										
		PHO	ONE					PHONE_							
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ILLNESS	DATE A	ND REMA	RKS			IMMUNITY S	TATUS (ENTER DATES)							
CHICKEN POX					DISEASE	BAS	ıc	STIMULATING	G TEST						
DIPHTHERIA					DIPHTHERIA										
GERMAN MEASLES					TETANUS				xxx						
MEASLES					WHOOPING COUGH	1			xxx						
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TUBERCULOSIS															
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