

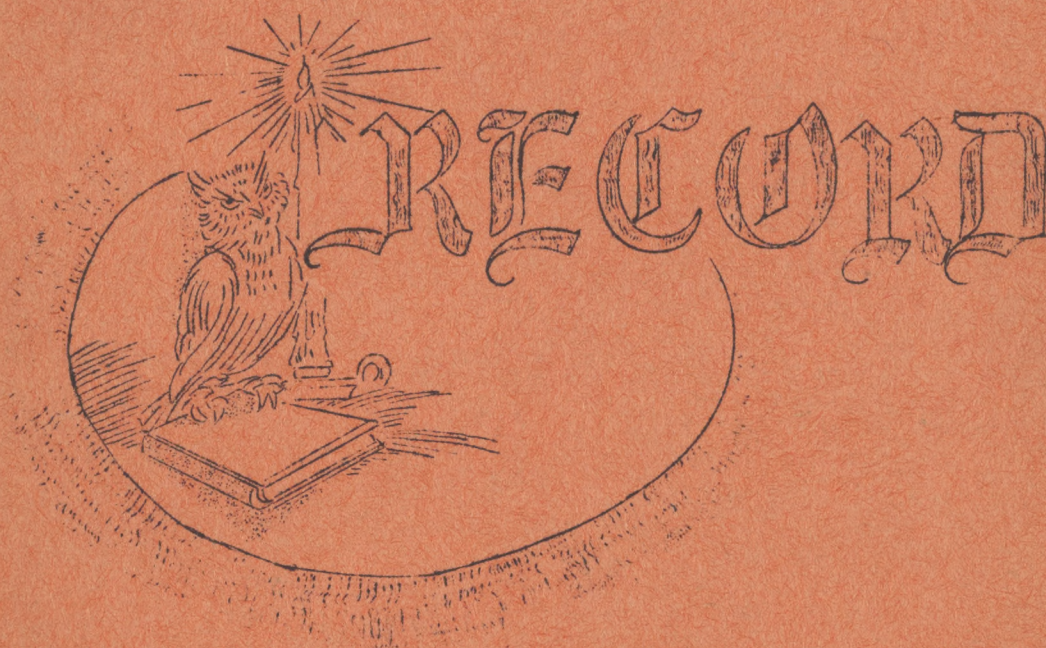
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# CUMULATIVE

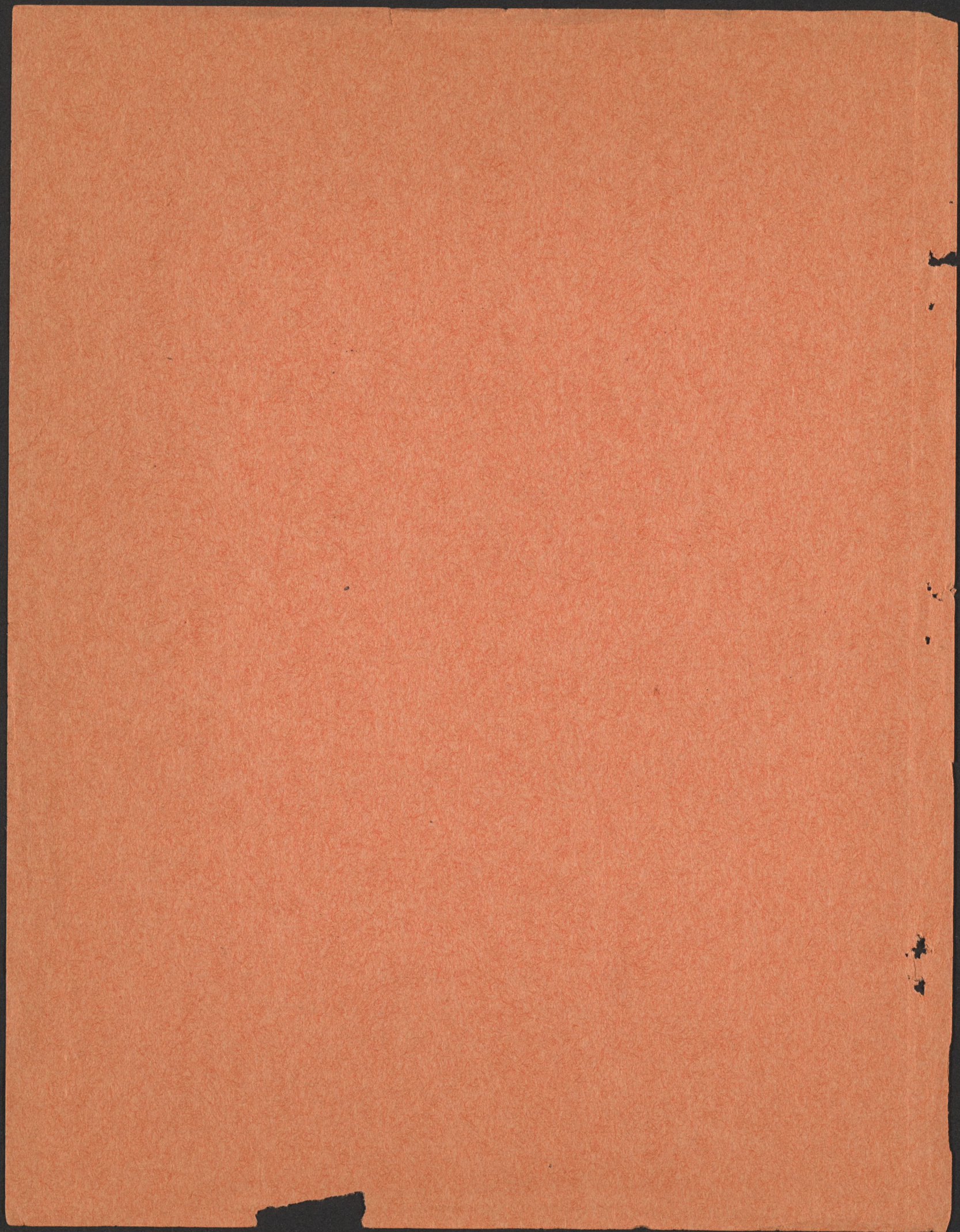


TRI-STATE HIGH SCHOOL

NEWELL, CALIFORNIA

MARCH, 1943







# CUMULATIVE RECORD

## HANDBOOK

This handbook includes directions for the establishment and use of the "Cumulative Record" Form #10.12-A. It further includes a summary of the research upon which the record was based. Each item is numbered on the record and keyed with its title and explanation in this book.

BY

A. GLENWOOD WALKER

Transcribed by:

HISA MIYAMOTO

Typed by:

MIEKO YOSHIMOTO

Mimeographed by:

AGNES MORIOKA & TOSHIKO TSUJIKAWA

"This is a confidential professional record"



TRI-STATE HIGH SCHOOL  
Newell, California

CUMULATIVE RECORD

Introduction

Although record keeping is a fundamental school activity few standardized procedures have been evolved. Forms have been as different as there are numbers of them. Usually they have been designed by persons wishing to inaugurate an individual system or by those who have kept adding forms to patch up an otherwise inadequate system of record keeping.

The author has studied recent recommendations, criteria of record keeping of such organizations as:

Commission of Standard Forms, Dept. of Secondary Principals, N.E.A.

Cumulative Record Folder for Secondary School Students, American Council on Education.

Committee on Cumulative Records, Recommended Form: Rev. March 1940  
Cumulative Record, Oakland Junior & Senior High Schools

as well as sample Cumulative Records from the following schools:

Educational Test Bureau, Educational Publishers, Inc., Minneapolis - Nashville - Philadelphia. Ready Record System, Form A-9

Statistical Card--Correctional Schools Commonwealth of Pennsylvania,  
Dep't of Welfare, Harrisburg, Pa.  
9-26-32 500

Institute of Practical Arts, Old Concord, Pennsylvania. ACME 21835-8

Cumulative Record Adopted in Michigan

Cumulative Records, City of New York

Cumulative Record - Elementary Schools, Los Angeles County Schools

Cumulative Record - Junior & Senior High Schools, Montebello Unified School District

in setting up this record which attempts to meet the needs of this unique situation.



### Directions

The Cumulative Record is valuable only to the extent to which it is kept up-to-date. Home Room Advisers, Counselors, Dean of Girls-Boys, and Principal should feel free to check out a Cumulative Record any time to add data especially when they are adding reports to the folder, as the information on the cover of the Cumulative Record serves as an index to its contents.

| <u>NUMBER</u> | <u>TITLE</u>             | <u>EXPLANATION</u>  |
|---------------|--------------------------|---|
| 1             | Name                     | Both English and Japanese names should be given, placing the name student desires to use above other name.  |
| 2             | Sex                      | Check male or female.   |
| 3             | Race                     | Japanese  |
| 4             | Nat. Extraction          | Japanese  |
| 5             | Photo                    | 1 <sup>1</sup> / <sub>2</sub> " square. Student may be able to provide such a photo, or during the spring months, we hope to obtain the services of a photographer to take individual photos of every student.                      |
| 6             | Title                    | Please do not show this folder to anyone as it is a confidential personal folder and should be used only by the regular full-time teacher. The assistant should feel free to use it under the supervision of the full-time teacher. |
| 7             | Date of Birth            | Year, month, day (Should be stated in this manner for computation of actual age).   |
| 8             | Type of Verifying Record | Require verification, and indicate which was provided from the list below: Birth Certificate, baptismal record, church record, record's office, or passport.  |
| 9             | Place of Birth           | City and county, if possible. State or country. If in Japan, prefecture or province.  |
| 10            | Father, Guardian-Kin     | If father or mother is deceased, state kin of guardian as well as age. (If possible, verify this.)  |
| 11            | Occupation               | Before evacuation   |
| 12            | Nat. Extraction          | For the most part Japanese, however, there may be exception to this case for either father or mother.   |
| 13            | Citizen                  | Yes or no. (Check one.)   |
| 14            | Mother's name            | Be sure to indicate her maiden name as well.  |



| <u>NUMBER</u> | <u>TITLE</u>               | <u>EXPLANATION</u>   |
|---------------|----------------------------|--|
| 15            | Nat. Extraction            | Japanese for the most part.  |
| 16            | Status                     | Please state whether parents are living together, mother deceased, father deceased, or separated.  |
| 17            | Parent's Residence         | Former residence and colony residence if it differs from pupil's address.  |
| 18            | Pupil's Address            | Place in space after first consecutive letter, leaving the remaining spaces for changes of address.  |
| 19            | Entered From               | Name and Address of last high school attended before evacuation.   |
| 20            | Type                       | Public, private, parochial (accredited, or non-accredited if it is possible to obtain this information).   |
| 21            | Date                       | Date of last day attended.   |
| 22            | Age                        | Age when leaving this school.  |
| 23            | Grade                      | Grade finished when leaving this school.   |
| 24            | Curriculum Chosen          | Whether student has chosen College Preparatory or Vocational curriculum. We should encourage students to make their decision. If they are unable to do so at the time of the completion of this form indicate "no choice" in pencil. Each home room advisor should be responsible for guiding the student into making his choice before the beginning of the junior year, if possible. Do not write "general", as this encourages students not to make up their mind. You may tell them that if they graduate without entering into either curriculum that we will be forced to merely indicate on their diploma that they have been attending high school four years. |
| 25            | Course Elected             | The specific course chosen under the above curriculum taken from the "Program of Studies" for the respective fields.   |
| 26            | Credits from Other Schools | The total number of credits appearing on transcript from former school, and indicate the curriculum and course in which he was enrolled in former school if it differs from his present choice of course or curriculum.  |
| 27            | Counsellor                 | Current counsellor should be written in pencil as it may change from year to year.   |



NUMBER    TITLEEXPLANATION

- 28    Homeroom Adviser    Should be written in pencil and should correspond to the second period subject teacher.

ELEMENTARY SCHOOL RECORD

- 29    Elementary School Record    This information should be obtained from the student as complete as possible. You will have to help the student in recalling this information. For example : He may remember when he began school and when he was graduated from the 6th grade, and then you may be able to piece the other items together cooperatively. Any information which the student is not sure should be followed by a "?" mark. We feel that it is wise to go through this completely in order to get the outstanding points, such as years repeated, skipped, etc. Information on those students being promoted from the 6th grade will be transposed from the elementary school cumulative record to this one.
- Grade Enrolled    Spaces are provided for nursery school (N), kindergarten (K), 1st to 6th grade, and 2 spaces for retardations or repeated grades.
- Name of Teacher    Core room teacher or subject teacher having students for the longest period of time.
- School    School in which student is enrolled each consecutive year.
- Semester    First or second.
- Subject    Place correct letter of grading system in square opposite semester in which the student was enrolled in subject. If school is not organized by semesters, it should be placed in the last square.
- Unit or Area of Experience    If the organization is informal, list the units of experience such as Vikings, Indians, Farm, etc.
- Days Absent    By semester or by total year
- Times Tardy    Same as above
- Promoted To    Next highest grade. This is used to indicate repeats or retardations.
- 30    Other Significant Data    Include date, data, and recorder's initials.  
(c ) All other data not asked elsewhere and which is recorded here such as:



NUMBER TITLEEXPLANATION

|   |  |
|---|--|
| Delinquency   | Reason for irregular attendance        |
| Family background   |  |
| Food habits   | Reasons for not attempting to graduate |
| Handedness  |  |
| Home duties   | Recreation                             |
| Honesty   | Reinstatement                          |
| Individual case study--<br>(date and by whom)                                 | Self Direction                         |
| Leadership  | Self support and support of dependents |
| Nail Biting   | Sleeping habits                        |
| Notable Accomplishments   | Social attitudes                       |
| Observations  | Special high school                    |
| Outstanding number of books read  | Suspension                             |
| Part-time employment  | Thumb sucking                          |
| Personal traits--Cooperation, responsibility, work habits, working to ability | Unusual experiences                    |
| Punctuality   | Use of tobacco, alcohol, tea, coffee   |

(b) Environment--(Family, home, and community)

Family      Living \_\_\_\_\_ Dead \_\_\_\_\_

Brothers    Living \_\_\_\_\_ Dead \_\_\_\_\_

Sisters     Living \_\_\_\_\_ Dead \_\_\_\_\_

Rank \_\_\_\_\_ Language \_\_\_\_\_

Condition: Normal, above average, broken, step parents, foster, parents, or institutions.

31    Transfer, Withdrawal,  
      Re-entry Record

|            |   |
|------------|---|
| Date       | Date of change of status  |
| TWR        | (T) Transferred (W) Withdrew (R) Re-entry   |
| From or To | The school coming from or transferred to  |
| Reason     | Graduate, over-age, work (position), leaving project, college, moved, deceased, institution, illness-home teacher. (Attendance Secretary should be responsible for this portion of the record.) |

32    Credits Sent To      Registrar should indicate where credits were sent.

33    Parent Conferences

|                    |  |
|--------------------|--|
| Date               | Date of conference   |
| FMG                | Whether conference was with F (father) M (Mother), or G (guardian).  |
| Problem Discussed- | The title of the problem. Actual description of the parent conference should be filled with the chronologically filed material in the folder as more complete details. |



NUMBER   TITLEEXPLANATION

By Whom

The subject teacher, home room adviser, counsellor, Dean of Girls or Boys, or Principal, who had the conference.

TEST RECORD34   Aptitude, Intelligence  
and Personality Test Data

|                    |   |
|--------------------|---|
| Test               | Name of the test  |
| Form               | The form, series number, or letter  |
| Teacher            | Home room adviser, core room teacher  |
| Date of Test       | Actual date test was given  |
| Chr. Age           | Actual age in years and months  |
| Chr. Age Placement | See Chronological Age Placement-under (Standardized Achievement Test.)                                      |
| Total              | Total mental factors  |
| M.A.               | Mental age.   |
| I.Q.               | Intelligence quotient   |
| Language           | Language factors  |
| M. A.              | Mental age  |
| I. Q.              | Intelligence quotient   |
| Non-Language       | Non-language factors  |
| M. A.              | Mental age  |
| I. Q.              | Intelligence quotient   |
|                    | The non-language factor is very important for those students who have difficulty with the English Language. |
| Remarks            | Any observation or peculiarities noted about students being tested.   |

35   This space is reserved for aptitude and personality tests. It is divided into "Rating", 3 index number spaces, and a "Remarks" column. (It should be modified for each type of test given.)

36   Standardized Achievement Test Data

|                    |   |
|--------------------|---|
| Test               | Name of test  |
| Form               | Number, or letter of forms, or series   |
| Teacher            | Home room adviser, or core room teacher   |
| Date of Test       | Date test given   |
| Chr. Age           | Age in years and months as of date of test  |
| Chr. Age Placement | Can be read directly from "Age-Grade Table" by quoting the Chronological Age in years and months, and choosing the grade where the month column corresponds with the year column. |



NUMBER    TITLE

EXPLANATION

Actual Grade  
Placement

To obtain "Actual Grade Placement", add pupil's grade to the following decimals:

|           |    |          |    |
|-----------|----|----------|----|
| September | .0 | February | .5 |
| October   | .1 | March    | .6 |
| November  | .2 | April    | .7 |
| December  | .3 | May      | .8 |
| January   | .4 | June     | .9 |

(Please refer to Age-Grade Table)

Intelligence  
Grade Placement

The achievement level where the student should be working according to his ability. It is based on the Mental Age taken from the latest Intelligence Test and computed in the following manner: In order to make comparisons it is absolutely necessary that the Mental Age be the same date as the Achievement Test. To obtain such a corrected Mental Age (M.A.), take the child's Chronological Age at the time of the Achievement Test.

Example

Reduce this to months (119), multiply by the I.Q. as a decimal (.89). This gives a new M.A. in months (105.9) which can be reduced to years and months (8 yrs. and 9.9 mos. or 8-10). For grade 1 to 6, it will be based on the Intelligence Grade Placement Tables published by the Inglewood City Schools, and grades 7-12 should be based on "Achievement Expectancy Analysis Chart," Tule Lake Proj. High School.

Example:

| Enrolled<br>in<br>Grade | Teacher                  | Date<br>of<br>Test | Act.<br>G.P. | Chr.<br>age | Chr.<br>G.P. | Act.<br>G.P. | Int.<br>G.P. | Grade Placements and<br>Indexes of Expectancy |             |             |             |           |           |           |
|-------------------------|--------------------------|--------------------|--------------|-------------|--------------|--------------|--------------|---|-------------|-------------|-------------|-----------|-----------|-----------|
|                         |                          |                    |              |             |              |              |              | RDG   | Comp        | Arith       | Eng         | Spelling  | Lang      | Total     |
| E X A<br>4              | M P L E<br>Dorothy Jones | 10<br>40           | 4.1          | 9-11        | 4.5          | 8-10         | 3.4          | 26<br>-8                                      | 2.2<br>-1.2 | 2.6<br>-1.8 | 3.7<br>+1.3 | 3.4<br>-0 | 2.6<br>-8 | 2.9<br>-5 |

Grade Placements  
and Indexes of  
Expectancy  
Score

Reading vocabulary

The Arabic number in the left-hand section of the score refers to grade placement on that particular section. In the lower right-hand corner, the index of expectancy should be placed.

The Grade Placement taken from norms provided with Achievement Test--In the lower right-hand corner, Index of Expectancy, which is gotten by adding or subtracting from or to the Reading-Vocab. Grade Placement (left-hand corner) from or to the Intelligence Grade Placement (See Example).



NUMBER   TITLEEXPLANATION

|                                    |  |
|------------------------------------|--|
| Reading Comp                       | Left-hand corner of square--Reading Comp. Grade Placement. Right-hand corner--Index of Expectancy by adding or subtracting from or to Intelligence Grade Placement. (See Reading Vocab.) |
| Total Reading                      | Left-hand corner of square--Total Reading Grade Placement. Right-hand corner--Index of Expectancy of Total Reading.  |
| Arithmetic Reasoning (Arith. RSNG) | Left-hand corner--Arithmetic Reasoning Grade Placement. Right-hand corner--Index of Expectancy.  |
| Arithmetic Fund                    | Left-hand corner--Grade Placement. Right-hand corner-- Index of Expectancy.  |
| Language                           | Left-hand corner--Language Grade Placement. Right-hand corner--Index of Expectancy.  |
| Total                              | Left-hand corner--Total Grade Placement. Right-hand corner--Total Index of Expectancy.   |

This Index of Expectancy is very important as it shows approximately how above or below his Intelligence Grade Placement student is actually working, i.e., it shows how much he is retarded or advanced, and whether he is working up to his ability.

HEALTH RECORD

- 37    Special Problems    Should be placed in red ink or red pencil. Here we should record all special health problems which are dangerous, and for which the school program should be adapted or modified. They might include handicaps, defects, or deformities, recent extreme illnesses, emotional health, asthma, and other diseases. Recommendation should be made together with date and initials of recorder. THIS SHOULD ONLY BE USED FOR EXTREME CASES.
- 38    Emergency M.D.    Doctor to whom student should be sent in an emergency and his address. This will be the Base Hospital in most cases, however, there may be a choice of doctors. It is placed here as protection for those students whose parents do not wish medical attention such as certain religious groups.

39 Examination Record

Date of Examination Current date of examination

Age    Chronological age in years and months on date of examination. (If over 15 days, it should be counted



NUMBERTITLEEXPLANATION

as the next consecutive month.)

Grade

Grade in which student is enrolled at time.

Structural

Height

In inches

Weight

(In points if student is 10% or more under-weight, "U" or "O" if student is 10% over-weight. Do not bother with weight except recording number of pounds otherwise, as a student's family history is a factor to be considered in these cases.)

Growth

Normal or Retarded. (N) Normal (R) Retarded (Refers actual maturity of student.)

Posture

Indication of type of posture such as lordosis, kyphosis, or scoliosis-Also range of posture from 1--Excellent, 2--Average, 3--Poor.

Organic

Eye vision according to Schieller Eye Charts with the excellent being 20-20, or with Bett's Telebinocular Test indicating whether student needs further diagnosis and remedial treatment.

Ears

Whether student has good or bad hearing, and results of Audiometer Test indicating the percentage of hearing lost, (Percentages above 6% are dangerous.)

Teeth

Number of fillings needed, number of extractions-condition of gums. (Mark good-G, fair-F, or poor-P.

Others

The examining chief will examine the students for the following and indicate which is a problem: When the follow-up work is complete, the defect or disease should be crossed out with a "P" placed in the lower left hand corner of the square, indicating the date treatment was received and the initials of the person recording it in the lower right-hand corner respectively.

Adenoids

Anemia

Cervical Glands

Chest

Corneal Defects

Digestive Organs

Elimination Habits

Endocrinous

Enuresis

Feet

Genitals

Heart

Kidneys

Lung

Lymph

Nasal



NUMBER   TITLEEXPLANATION

|                           |                      |
|---------------------------|----------------------|
| Nerves                    | Reflexes             |
| Nervous Disorders         | Regularity           |
| Neuromuscular             | Scalp                |
| Nose                      | Skeletal Deformities |
| Nutrition                 | Skin                 |
| Orthopedic                | Speech               |
| Otorrhea                  | Spine                |
| Palate                    | Strabismus           |
| Phimosiis                 | Throat               |
| Psychological Examination | Thyroid              |

Examined by      The examiner-health clerk, school physician, school optometrist, school dentist or dental assistant.

Follow-up Code      (P) Parent notified (C) Correction made (V) Visited doctor or dentist, (T) Under treatment, together with the date in the lower right-hand corner. (See follow-up code at bottom of the examination record).

40    Test and  
Immunization

|          |   |
|----------|---|
| Test     | Name of test or immunization age  |
| Date     | Date administered   |
| Age      | Age at time test was given in months and years.                                   |
| Reaction | Whether the test was positive or negative. If positive, indicate follow-up taken. |

41    Communicable  
Disease Record

|         |  |
|---------|--|
| Disease | Name of disease  |
| Date    | Date of the beginning of the infectious stage in the upper left-hand corner of square, quarantined--left-hand corner, date ended or end of after effects in lower right-hand corner. |

|     |  |
|-----|--|
| Age | Years and months at the time of disease. |
|-----|--|

|                |   |
|----------------|---|
| Other Diseases | They might include chorea, tonsillitis, typhoid, asthma, influenza, convulsions, or eczema. |
|----------------|---|

JUNIOR-SENIOR HIGH SCHOOL RECORD

42    Junior, Senior  
High School Record      There are spaces for 7 years for grades 7 through 12, and one repeat. (Grade record should be placed consecutively from left to right across the folder as 7th, 8th, and 9th years.)

|        |   |
|--------|---|
| School | If this school, Tri-State High School. If student |
|--------|---|



NUMBER    TITLE

EXPLANATION

|                 |                             |  |
|-----------------|-----------------------------|--|
|                 |                             | has attended other schools, reserve sufficient number of spaces for each record.   |
| Grade           |                             | Grade in which he was enrolled.  |
| Year            |                             | School year such as, 1942-1943.  |
| H.R. Adv.       |                             | Home room advisor.   |
| Days Absent     |                             | Total days absent during the entire year   |
| Times Tardy     |                             | Total number of times tardy during entire year.  |
| Subject         |                             | Include subject exactly as it appears in Student's Handbook. They should be arranged alphabetically. TITLE OR SUBJECT MUST BE UNIFORM.   |
| Marks           |                             | 1st S (First Semester), 2nd S. (Mark received at the end of the second semester).  |
| Period          |                             | Length of period. At present, 45 minutes--so, "45".  |
| WK.             |                             | Days of week. At present, 5; however, it may be 6 if we begin school at Saturdays.   |
| Final Grade     |                             | Final grade in that subject which should include average of the 2 semester marks, as well as any other requirements. Teachers and students should set up cooperatively for these subjects or courses.  |
| Unit of Credits |                             | Although California Secondary Schools use the semester hour system, granting 10 semester hours for one year's work, we feel that we should use the old Carnegie unit of credit, which is 1 credit for a subject taken one period a day, five days a week for the entire school year, due to the fact that most students will be going to the Middle-west and Eastern parts of the country. The registrar can easily transpose these into semester hours by giving 5 semester hour credit for every $\frac{1}{2}$ unit credit according to the Carnegie System. |
| Teacher         |                             | Subject teacher's name. (For 7th and 8th grades, list uniform subjects which appear on Semester Report such as language arts, mathematics, social studies, science, and possibly physical education. These may change from year to year, and some may become units of work or experience.)   |
| 43              | Extra-Curricular Activities | Exact activity as listed in Extra-Curricular Activity list issued by Director of Extra-Curricular Activities should be placed here.  |



NUMBER   TITLEEXPLANATION

|    |                                  |  |
|----|----------------------------------|--|
|    | Years in School                  | Indicate points or credits received during that year for that activity.  |
| 44 | Vocational or Advocational Plans | Place in pencil plans as formulated by either parent or student for students. If parent's plan, place (P) in square; if student's, place (S) in square. These may change from time to time.  |
|    | Advocational                     | Hobby or hobbies--What student does in his free time.  |
| 45 | Counsellors' Recommendation      | Title of recommendation, and date, reserving the complete report for the files.  |
| 46 | Graduation Data                  | School--Whether elementary, junior high or senior high.  |
|    | Date                             | Month and year of graduation   |
|    | Grade                            | Grade from which graduated   |
|    | Number in Class                  | Total number in graduating class   |
|    | Rank                             | Place in Graduating class  |
|    | Percentile                       | Percentile range in graduating class placed on a basis of 100.   |
|    | Honors and awards                | Award, place of honor in class, honorary society, or other scholarship or special awards.  |
|    | Total Credits                    | Total credits earned. Present total credits should be placed in pencil and number of credits at time when record is examined. This is for convenience of counsellors, home room advisers, and Dean of Girls or Boys, or Principal, to save him the necessary labor of counting the total number of points. |
|    | Date                             | Should be indicated in pencil with month and year.   |
|    | TCG                              | Total number of credits earned at time of graduation.  |

Home room advisers are responsible for checking out records and posting all information up-to-date IN LINK by the end of every reporting period four times a year, and should sign name opposite schedule below signifying that she has posted information called for in the directions below.

| Period                  | Deadline Date | Signature |
|-------------------------|---------------|-----------|
| End of 1st Mid-Semester | _____         | _____     |
| End of 1st Semester     | _____         | _____     |
| End of 2nd Mid-Semester | _____         | _____     |
| End of 2nd Semester     | _____         | _____     |



### Uses of Data

According to a recent study there are five main uses of permanent record forms as reported by Principals and specialists who served as judges:

1. To assist in guidance (including classification and placement)
2. To improve classroom teaching methods by giving the teacher access to information regarding the individual differences of his pupils.
3. To assist in research.
4. To meet requirements of, and provide basis for, reports to State, county, and local authorities.
5. To motivate pupils' work. (Questionable-A.G.W.)

Home Room Advisers, Counselors, and Dean of Girls-Boys, and Principal should feel free to check out Cumulative records at any time which should be circulated in the same manner generally used in the circulation of a reserve library book for one hour periods, and used in the Conference Room ONLY. (Teachers desiring to use Cumulative Records in any other location or for a longer period of time than stated above should secure written permission from Principal, as these records should always be available and should always BE CHARGED OUT OF CENTRAL FILES).

Subject teachers should consult home room advisers, or counselor, and they should obtain information from them.

They should only check out "Cumulative Records" of their students after they have consulted the home room adviser and counselor who should give them permission to do so. (This is to eliminate unnecessary use of Cumulative Records, since the home room adviser and counselor maintain case records of each student). Subject teachers should feel free to maintain individual records in the Teacher's Daily Record Book or in a special notebook where a page of space is reserved for each student.

The responsibility for the use of this record must be centered in individual teachers who are using it. Under no circumstances is it to be examined nor used by students. Student help must not be used in the recording of the information.

"THIS IS A CONFIDENTIAL PROFESSIONAL RECORD"

March 13, 1943

A. Glenwood Walker







(34) APTITUDE, INTELLIGENCE, & PERSONALITY TEST DATE-- TEST RECORD -- STANDARDIZED ACHIEVEMENT TEST DATA (36)

[illegible]

(37) Special Problems (Red)

HEALTH RECORD

(38) Emergency M.D.

(41)

(39) Examination Record

(40)

Test & Imm.

[illegible]

Disease

DteAge

[illegible]

Examined by Code: (P) Parent Notified (C) Correction Made-Date (V) Visited doctor or dentist (T) Under Treatment



