

PROJECTS IN THE DECATUR AREA THAT SERVE DROPOUTS.

Planned Parenthood, Sherry Thomas, Health Educator.

988 S. Main  
Decatur IL 62521  
429-9211

See attachment #1

Some projects are aimed at preventing dropping out of school, esp. those projects aimed at teens.

No figures are available re: numbers of populations served

GED Center

Richland Community College  
2425 Federal Drive  
Decatur IL 62526  
875-7200 Extension 319

See attachment #2

In order to take the GED test, you must be 18 and the class you began high school with must have graduated.

Enrollment FY '85 was 1300, graduated from 1980 - 1985 was 2,366

Futures Unlimited, Mary Atkins Director

1424 East North Street  
Decatur IL 62521  
429-1054

See attachment #3

Four components: high school credit, middle school, GED, and truancy prevention.

Enrollment for past year: 273

Also contacted DOVE

NED PARENTHOOD SERVICES  
Address: 988 S. Main St., Decatur, Ill.  
Telephone: (217) 429-9211

Supply Hours: 11:30 - 6:30 Monday  
9:00 - 1:00 Tu., Wed., Fri.  
9:00 - 4:00 Thursday  
Office Hours: 11:30 - 6:30 Monday  
9:00 - 4:00 Tu. - Fri.

Medical Services:

Pelvic exam  
Breast exam  
Pap smear  
Urinalysis  
Red blood cell count  
STD screening  
Blood pressure/pulse  
Heart/lung/thyroid check

Prescription contraceptives: oral contraceptives (pills), IUD, diaphragm  
Non-prescription contraceptives: foam, condoms, contraceptive sponges

Referrals and counseling for:  
sterilization  
infertility  
STDs  
health problems other than reproductive

Follow-up in prescriptive contraceptive use and reproductive health problems

Educational Services:

Community group presentations:  
classrooms - high school/college  
youth groups  
parent groups  
parent/child groups  
business clubs/civic organizations  
agency personnel and/or clients  
handicapped populations  
professionals/paraprofessionals  
Format:  
one-session programs (1-2 hrs)  
series of programs  
workshops (1/2 day, full day)

Subject matter:  
communication skills  
relationships  
responsible decision-making  
media messages  
human sexuality  
reproductive health, male and female  
anatomy and physiology  
birth control methods  
prevention of child sexual abuse  
reproductive rights  
STDs  
services of P.P./ clinic procedures  
sterilization  
parent to child about sex  
child/youth development  
infertility  
reproductive freedom  
PMS  
menopause

Also offer consultation to others offering programs in similar areas.

Social Services:

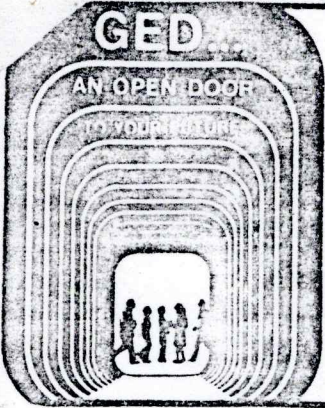
Pregnancy testing by appointment  
Problem pregnancy counseling  
Referral as requested  
Follow-up as indicated

On-Going Programs:

Clinics available by appointment to anyone interested in family planning  
and of reproductive age  
Pregnancy testing and counseling by appointment  
Classes in Natural Family Planning/Fertility Awareness  
DMH prenatal clinics - medical and education staff available weekly

Other Things to Know:

Services are confidential (at any age)  
Fees are based on ability to pay  
Public Aid and medicaid patients are welcome  
Services are available regardless of marital status, race, place of residence, etc.



# The GED Program

## How do I get into the GED Program at Richland?

Your first step is to take a GED pre-test which is a placement test given every Wednesday morning to 10:20 a.m. at Richland. The room number will be posted in the main lobby. From this pre-test we can help access your current skills to determine if you need GED classes. The pre-test is FREE and lasts about 2 hours. No pre-registration is required. If an evening time is needed, call us for an appointment.

## How much do the classes and books cost?

The GED classes and books are free.

## How long will it take to get my GED Certificate?

This is a question that cannot be answered until you have taken the pre-test. Classes are offered at several levels and the pre-test will determine the level at which you need to begin. If you do not need classes, we will recommend that you take the GED test.

## When and where are classes held?

GED classes begin every semester and often throughout any given semester. They are held morning, afternoon, and evening. Classes are held at the Main Campus in Park 101, in community centers, at the Clinton Center, and in various satellite centers within the community college district.

## When do I register for GED classes?

You may sign up at regular college registration times, or if the class starts during the semester, registration is by appointment in the GED Center.

## How old must I be to take classes?

We recommend that you be 18. In order to take the GED test, you must be 18 and the class you began high school with must have graduated.

## May I take other college courses?

No, not until you have passed the GED test.

GED CENTER  
 Richland Community College  
 2425 Federal Drive, Decatur, IL 62526  
 (217) 875-7200, Ext. 319.

# FUTURES UNLIMITED

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1424 east north street  
decat,ur, illinois 62521  
PHONE (217) 429-1054 MARY ATKINS, DIRECTOR

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Administrative Agent • Dr. David Coopider • Macon County Regional Superintendent of Schools

Futures Unlimited is the alternative school for Macon County.  
We presently have the following components:

- 1) high school credit - students make up credit and work on behaviors needed to successfully return to his/her home school
- 2) middle school - students prepare to take the eighth grade equivalency test and begin our high school credit program. (These are students who are over age and behind.)
- 3) GED - for students who are old enough and far enough behind that they prefer to prepare for the GED test.
- 4) Truancy Prevention - Three full time outreach workers work with referrals from Decatur and county middle schools to reduce truancy

This past year we were able to serve 144 credit students, 54 middle school and 75 truants. Our retention/completion rate for the high school and middle school programs was 85%.

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Vol. XV, No. 37

# VOICE

Of The Black Community

Decatur, Illinois

Wednesday September 10, 1986

## A Bold Attack On The Dropout Problem

“What’s at stake is America’s children, says National Education Association (NEA) President Mary Futrell of her group’s new dropout prevention effort. “What’s at stake,” she adds, “is America’s hope.”

NEA, along with teachers, principals, and other concerned citizens around the country are giving all of us new hope by launching a bold attack on our nation’s huge school dropout problem. NEA’s “Operation Rescue” has started the ball rolling with leadership, ideas and seed money. And some school leaders are following through with the day-to-day, nitty gritty efforts needed to help keep potential dropouts in school.

“Operation Resuce” is helping educators and other pool their ideas on how to keep

more of our children from droppig out. NEA has gathered teachers and other school officials, business and industry representatives, parents, and students around the meeting table to figure out approaches that will work. The result, released in May, is a “Blueprint” designed to help schools and communities develop more effective dropout prevention progrms.

“Operations Rescue” also provides another essential ingredient of success: money. NEA’s dropout prevention “war chest” will make local grants affiliates to either start or expand dropout prevention efforts.

A recent NEA conference highlighted several schools that are already leading the way:

The David School in David

Kentucky reaches out to youngsters who have left the school system, have little parental support, and suffer from a poor self-image. The school offers these “forgotten youth” a second chance, in an individual program tailored to each youth’s needs. Students receive a complete educational program leading to a diploma, vocational and on-the-job training, and help connecting with community programs and services they need. In a country with a 50 percent dropout rate, David School students follow through to graduation and most seek employment or post-secondary training.

The Middle College High School in Long Island City, New York, seeks out youngsters who have a record of absenteeism and school failure but who still have the

potential to go on to college. The school draws out that potential by offering these youngsters peer role models, teaching them in small classes, and giving them strong support services. Students both earn credits and learn about their community by doing volunteer work in hosptials, schools, police stations, and social service agencies. The overwhelming majority go on to graduate, and of those who do, three-quarters go on to college.

These schools are showing us that we can fight our dropout problem and win. If we all join their struggle, we can meet NEA President Mary Futrell’s goal’ to cut the dropout rate in half by 1990. Whether or not our nation achieves that ambitious goal, we have everything to gain by trying.

These are actual letters written by students at Futures Unlimited explaining the reasons why they dropped out of school and some of the things that could be done to help.

1. One reason was I guess I thought I really never fit in. Here I was use to getting alot of attention in jr high and elementary school. Well when I got in to H.S. it all changed, plus the work some of it was easy it was just the way the teacher made us do it sometimes. you would think that we were college graduates. Some of the work was almost ridiculous.

Then there were the teachers. If you weren't a prep and dressed like one it was like you couldnt even get any help. Sure they might brief you about it but as far as sitting down and really explaining how to do instead of telling you what you should do. It was almost impossible to get anything done.

Then comes where you just give up. Then you start goofing off, you get so fed up with class you start looking at going to that class as if it was a prison. I used to get a real bad attitude when I went to a certain class. It was almost nobody could even reason with me. Then I started cuttin class. I asked them to put me in a different class or a different teacher. What do they do next year. Give me the same teacher and class. So finally I got tired of being in trouble for cuttin that class that it mess me up with the rest of my classes so I quit.

About going back. I hate too, cause I quit one semester one time thought If I got a little time off to get straightened up and go back 2nd semester things would change. no deal with that. It was the same if not worse. When ever I go back from Futures I am gonna go in there with an open mind but things will *probably* be the same maybe not. I hope not. Cause I would love to graduate.

\*2. I came to Futures because I moved from a smaller school district in Wyoming, and I had problems adjusting to the larger Decatur schools. If it hadn't been for Futures I would probably have dropped out. I want to go to college and without Futures I would never be able to.

I will be graduating from Saturday school.

3. I came to Futures Unlimited because in public schools they are over crowded and you can't get enough help on your work.

Here you can get individual help, you can also catch-up if you're behind a grade or behind in credits. If I hadn't come to Futures and made up credits, I would have dropped out for sure.

Sometimes I have fears of going back to high school because I might start failing again.

1. I dropped out because I didn't like the teachers, and the rules were pretty stupid. The teachers would give you a detention for stupid reasons like forgetting your pencil or not having paper. They shouldn't give you a detention when you could borrow it from some one else. They didn't give us enough time to eat lunch or anything like that. I don't think that there is anything you can do to Futures to keep the kids from dropping out. I don't think they need to do anything, I don't think a kid would drop of futures because it's one of the best schools to go to. I almost messed up and got dropped because I missed 5 days, it's a good thing there's an understanding person like Mary here. At Stephen Decatur they wouldn't let me back in school. The main thing I'm afraid of about going back to S.D is that I'm afraid I won't do any work or I'll get in trouble all the time or something like that.
5. I didn't get along with the dean and I was behind on my credits. Those were the only reasons I dropped out to come here; otherwise I would still be at Stephen Decatur. No, I don't because I am going to avoid going in the dean's office, all my friends are there. I get along great with the teachers and I am going to work very hard.
6. I dropped out because I couldn't handle the pressure of the students teasing and making fun plus the teachers not helping nor listening. If the students were supervised more in class and out I think it would be better for everyone. P.E was the worst for me because I am heavy I was made fun when I was made to dress. It got to the point that I refused to dress and was kicked out of class and couldn't go back. And it's not just one school; it's them all because I've been to them all. If the students were supervised more I think it would help. It's not all the teachers' fault because the classes are too big. No one person can teach 40 students and help the ones who need it plus keep the others in line. I will never go back to a Decatur Public school again. I take my GED test next month, so I won't have to.
7. I dropped out because of too many fights. I don't think there could be anything done about it because they tried but still nothing has improved. When I go back to school I think there are going to be a lot of problems because I have a lot of enemies.



7. But it's already rough. There are a lot of jealous girls and they will fight you over a boy. but if they try to start something with me I am just going to walk away because I don't want to get suspended. If I get suspended I will be right back at Futures. If I don't get nothing else out of life I do want to graduate with cap and gown.

8. I didn't drop out of school, but I was placed in state's custody. I was not allowed to go to school for the last 3 months. I thought that was really unfair because I was the only one hurt because of it. I studied at the shelter but that didn't count for anything and I was considered a drop out. I wasn't given any credit for the work done at the shelter. If I would have been given credit I could have went on into the ninth instead of going through the Futures program. There will probably be quite a few problems adjusting to public schools. I don't know anyone here, and it will take a while getting to know people and catching up on work I've missed

9. I dropped out because of my grades at Roosevelt and I got in too many fights. There was too many kids in one class and the teachers never help if you need it, I did not like to go to school each day and the teachers were mean. They would yell at you if you didn't do something they told you to do.

The hours were too long and lunch was short. The time that they gave you to get to your class was too short. People would steal things from you. School is boring because the teacher stood for an hour and talk. Teachers would talk to other teachers when they come in to the room for twenty-minutes.

10. The reason I dropped out of school is because I had too much on my mind; so much happened over the summer I just wasn't ready to face anyone afraid of what questions might be asked or what people would say

Teachers never took the time to help you they just gave you the basics and said it's done at the end of the hour.

The problems I have of going back is still facing people that I know and what they will say. getting used to the school again and the long classes not learning much

11. I dropped out because I already missed too many days; plus schools so long + lunch hour too short. You got 4 minutes to go to the bathroom get a drink and get to class. It's too hot, teachers are so busy with the other teachers they don't want to spend no more than 5 minutes on the kids. you have to stand out in snow up to your knees to get there. Pouring down rain outside it's not worth the time. Better rules here!

2. I came to catch up on my credits cause I'm far behind. Only fear I have is that when I return to regular school, they won't give me the credit I legally earned. I did have problems in regular school mostly because of all the students and I just wanted to have fun, well this school has less students and is a great advantage; this is the last hope for many students such as me
3. Somethings that worry a little is going back to school and skip almost everyday. Also trying to get along with some of the students also maybe the homework because I used to do my work in class if it wasn't done at the end of hour I wouldn't take it home. Not paying attention.
4. In the eighth grade I missed too many days and I got behind. So I came here at first to get my eighth grade diploma, but I'm still behind a grade so I'm staying here until I get my credits. I'm not scared to go to high school, I want to real bad. I just hope I make it before I'm 18. I really want people to be proud of me. not disappointed in me. I can't handle that crap. I feel I have to do something good to feel good about myself.
5. I am here because I didn't get along with anybody-my teachers, school mates no one. I had an attitude of I don't care my mom couldn't do nothing with me or nobody. I don't think there was nothing to be done nobody could do anything.
6. Drugs and suspensions are why I am here. I got suspended for holding drugs for a friend and later expelled. Nothing could have changed what happened unless I wouldn't have been so stupid.

I think the reason why teens drop out is the authority teachers think they have. It's like the kids don't matter, Teacher is right: kid is wrong. It might help if they got younger teachers

7. I am here because after my dad's death I lost interest in all things I use to do. School was one of the things that I lost interest in because I didn't feel like going. I didn't want to leave home. I started getting sick a lot from my nervous stomach. I missed my dad; all I could do is think about him. This school has helped me by getting on track with the hours and the amount of classes; I like it because you don't rush the work and all different classes at once. You talk about your problems and learn more here.
8. I am at Futures because I got kicked out of public school for truancy. The reason I was truant is because school lasts too long, also they don't give you a lot of the help you need. Sometimes it's because I didn't feel like going because I knew if I went I'd have to sit there all day, the favorite part of school to me is math class, I really think more people would go to school, it wasn't so long. They need to give breaks also, not just lunch. Some people say school is stupid; but it isn't they're the ones stupid; school is what helps

you learn; school's important, its also the place you spend most of your time until you graduate, school needs to not last so long, I think more people would go.

9. The reason I dropped out of school is that it seemed that I had no reason to be there. I mean I went to maybe 2 or 3 classes a day and rest of my classes I skipped. I had a few classes I never even went to. Put it this way, I never <sup>went</sup> to full day of school all of last year. I at least skipped one class a day. Then there was the dean of students he always suspended me everytime I skipped and I would get violated from my probation office so finally I figured I would go ahead to Futures and get some credits.

I really dont want to go back to public schools because all friends go there that I skipped with. But when I go back I am really going to try because I aint got that far to go. I need to graduate to get into the service. I am just going to stay away from all my friends I skipped with last year and just <sup>go</sup> to my classes. Its going to be hard, but Ill have to do it.

10. I came here for a purpose, I wasn't doing very well in 8th grade last year and I missed alot and Mr. Graham the Truancy officer came alot to my house asking me why wasn't I in school. So now I went to Mound, then, they told me I could come here.

The reason I'm here at Futures is because I flunked 8th grade and the asst. principle at Mound thought it would be best if I came here.

I missed alot of days last year but I really plan on staying at school this year. I'm gonna do my best and get through all my home work.

11. The reason I'm here is that the school thought it would be best for me and to put me in my right grade and so far it is working.

12. I am at Futures because I missed too may days of school. I moved four times back and forth from Decatur and a variety of different states. When I did stay in Decatur I skipped school alot because school was boring to me. The last three months of school I dropped out.

I basically think Public schools are a bore because I feel public teachers just "read out of the book." If school is boring I wont make an effort to learn.

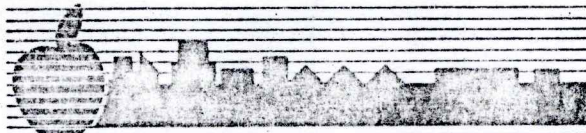
13. The reason I got behind on my credits is because I didn't care about school, so I would get in fights and mouth-off to teachers then they would suspend me.

One thing school can do is quit suspending people.

14. I'm at Futures because in a regular school the teachers always gave me a hard time so I gave them a hard time back so they flunked me and I was about to flunk again before I came here. Once I came here the teachers were easy to get along with, it was a little more easy to do the

26. The only reason I'm out of school is because I missed too many days. The school could have talked to my parents tutoring and teachers could of helped me catch up. That's a lot of the reason I am here it because teacher wouldn't take the time to help me. I asked and asked till my face turned blue. My parents asked. My mom called 8 times for one teacher to call her back, the teacher never called. She went to the school to talk to him and he told her to set an appointment all that trouble just to get extra help before or after school. I needed the credit.
27. The reason I got behind in school so much was because I didn't go I just skipped school and also I didn't like the people in the bus.

I think that if the school wants more students to come they ought to have less people on the bus because there was so many people on the bus there was 3 people to a seat.



## PARTNERS IN EDUCATION

2240 E. Geddes • Decatur, Illinois 62526 • 217/424-3437

Report of the  
Research Committee  
Partners in Education  
Drop Out Task Force  
December 3, 1986

The Research Committee has compiled reports of several hundred school programs for at-risk students, from throughout the United States.

The following statement by Dr. Harold Hodgkinson, of the Institute for Educational Leadership, summarizes the committee's findings:

Common characteristics of successful drop out prevention programs are:

- individualized intensive training in basic skills and work-related projects,
- small classes,
- personal attention to pupil needs,
- rewards for student achievement,
- follow-up when students leave school.

In addition, the local League of Women Voters survey supports national research on the importance of these factors:

- student involvement and
- counseling.

The committee will distribute research materials to the appropriate committees.

**Criteria:**

Pregnant or young parent with a child.

**Purpose or Expected Outcomes:**

To further the education of the student and to develop the skills necessary to raise and support their children.

**Program:**

A comprehensive program that offers education, health, counseling, vocational and child care services to pregnant adolescents and adolescent parents. The program would be housed in a separate facility in conjunction with other alternative programs in a magnet school setting. The school would provide a warm, caring and nurturing atmosphere which encourages the teen to mature and gain self esteem and self confidence.

The program would be developed by a volunteer staff that would be involved in the program. The program could be developed by research from various successful programs in other cities and states. Health and counseling services would be provided to the students and their children. All students would have their children at the school and assist in the room where the children are cared for.

The curriculum would be developed to meet the graduation requirements, plus the special needs of the students (child development, parenting, personal and child health care, etc.).

**Who Is Responsible:**

1. Decatur School District #61,
2. Regional Superintendent of Schools,
3. Various agencies in the community who have services to provide to these persons (Public Aid, Macon County Health Department, Visiting Nurses Association, etc.).

*previous Varley people  
Baby Talk Planned Parenthood*

*MHS - 27 girls this year*

AN ALTERNATIVE PROGRAM FOR ELEMENTARY STUDENTS  
(AFFECTIVE CONCERNS)

**IDENTIFIERS:** History of absenteeism not related to illness (shown in earlier grades); displays habitual lack of interest in school; evidence of not working up to potential; academically, may be reading below grade level; behavioral problem not evidenced.

**TARGETED GROUP:** Third and Fourth Graders

**WHO RESPONSIBLE:** Administrators and specially trained teachers

**DURATION OF PROGRAM:** Academic term

**DESCRIPTION OF PROGRAM:** The students spend 1/4 to 1/2 of a school day in a program designed to build self-esteem, self-assuredness, and self-worth. The activities should include: (1) an investigation into how students feel toward self, others, and education; and (2) a systematic approach that leads to enhancing one's value of the importance of education.

While the academics can be indirectly incorporated into the program, the primary focus should be on developing the affective domain.

Note: It is suggested that the program is at the end of the school day so that the student leaves school with a positive feeling toward school. Also, parental involvement should be cultivated.

**EVALUATION:** Students should be administered a self-concept test at the beginning of the program. At the conclusion of the academic term, a post test should be administered.

Teacher and parent observational reports should be included in the evaluation.

**OPERATIONAL DEFINITIONS:** SELF-ESTEEM - Pride in oneself

SELF-ASSUREDNESS - Having or showing self-confidence and sureness

SELF-WORTH - The value one places on self.

Rock Island

VIP PROGRAM  
VOCATIONAL IMPROVEMENT PROGRAM

1. Student Characteristics

Drop Outs or Potential Drop Outs age 16-20  
20 full day or 40 half day students

- Admission by application - Director decides who will be accepted

2. Description of Program

A combination of merchandising and high school classes  
Students help run a thrift shop (sale of donated items) and  
attend classes there at the same time

Proceeds from store are used to send kids to college or  
vocational programs - VIP program in Rock Island has sales  
of \$50 to \$100 a day

Program consists of a Director-teacher and an additional  
teacher, plus another part-time worker hired to help out in  
the store.

Store hours are 9-3, Monday through Saturday

Director has sole authority for program - decides who gets in,  
who is out - has leeway to make his own rules (such as no  
swearing or you are out)

Academic aspect

Classes are small (10 or so)

Classes are informal

Students must be on time, do assignments

Test every Friday - must show improvement

Students can earn 5 credits a year, need 20 to graduate

Some credits may be college credits from the community college

Students who graduate will be assisted with post high school  
education - if they flunk out of college they are fined \$100  
and must pay back what they spent from the program's funds  
they lose any college credits they earned in the VIP program  
until they do so.

Merchandising aspect

Wait on customers

Sort clothes

Mop floors

Keep records

Write thank-you notes and receipts for donations

3. Expected Outcomes

75% of the VIP students will graduate from high school

4. Who is responsible for implementation?

The Director and teacher would be employees of District 61 or  
the Regional Office of Education.

Community businesses could support the program by providing a  
location at a nominal rent, by donating the equipment  
necessary to start up the business, by financial donations  
to offset the cost of the teachers salaries above the state  
aid received and the cost of utilities.



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DROPOUT ALTERNATIVE  
TRUANCY

CHARACTERISTICS OF STUDENTS:

1. ten to twenty students, 7th-12th graders
2. chronic truants, last step prior to expulsion
3. staff of program, Options to Prevent Truancy worker, administrator of school, and coordinator at Keil would select students for participation

EXPECTED OUTCOMES:

1. truant students would improve attendance to the point that they could return to the regular school setting
2. students self-esteem would improve do to success in a school program

DESCRIPTION OF PROGRAM:

1. an alternative site would be developed for this program (ex.- AVC classroom or a storefront with easy access to vocational/work)
2. identified students would be transported to the site if they did not arrive
3. each student would be placed in the academic program at his/her own level
4. vocational/work experiences would be provided
5. ideally students would attend an academic program for one half the day and the vocational/work component the other half
6. materials would be provided by District 61 current curricular offerings
7. staff would consist of a teacher, home intervention worker, and vocational/work coordinator/teacher

WHO'S RESPONSIBLE FOR IMPLEMENTATION:

1. District 61, Regional Office of Education, or District 61 with assistance from Partners in Education or combination of all three
2. lead teacher would direct program in conjunction with administrative oversight by Associate Superintendent of District 61, unless developed and funded by Regional Office of Education

**PROGRAM: NEW FUTURES SCHOOL  
ALBUQUERQUE, NEW MEXICO**

**DESCRIPTION:** New Futures School is a comprehensive program offering educational, health, counseling, vocational, and child care services to pregnant adolescents and adolescent parents. It is an alternative school of the Albuquerque Public Schools and is also supported by a non-profit, community based organization, New Futures, Inc. This highly non-judgemental program gives emphasis to the students becoming independent, responsible adults who have increased self-worth and self-esteem due to their participation in the program.

**HISTORY:** The program opened in the basement of the Y.W.C.A. with two students in January, 1970. When the Y.W.C.A. expressed its desire to cease sponsorship in 1976, the Albuquerque Public Schools assumed primary responsibility for the program. Since that time, over 3,500 adolescent mothers have been provided services by New Futures School, which is housed in its own school building. At the same time, a new community-based organization dedicated to furthering the cause of services for adolescent parents was formed so that community involvement and support could be maintained. This organization, New Futures, Inc., maintains vital linkage between New Futures School and the community.

**FUNDING:** Funding for New Futures School is provided primarily by the Albuquerque Public Schools, with additional funding from New Futures, Inc., the New Mexico Department of Human Services (Family Services & Day Care vendor payments), the New Mexico Health & Environment Department, and group & individual donations. The Albuquerque Public Schools has continued its strong support of New Futures School, making possible the provision of comprehensive services with individualized attention.

**IN SCHOOL SERVICES:** There are two departments of the New Futures School in-school program. The largest and oldest, now called the Perinatal Program serves the teen who enters during her pregnancy and remains until the end of the semester in which her child is born. The second department, called the Young Parents' Center, is designed to serve school-age mothers who, for identified reasons, cannot successfully participate in the regular school program in the year(s) following the birth of their child(ren). Enrollment is limited to the most high risk group, with students accepted after a screening process. The students may remain in this program as long as their need exists if they are showing steady progress toward their diploma or GED.

**CHILD CARE FACILITIES:** New Futures School operates three child care facilities on its premises for children of NFS clients. Each is licensed to serve 25 children. The child care facilities serve four functions: 1) provision of child care enabling young mothers to continue program participation; 2) provision of an opportunity for staff to observe the young mother, and sometimes the father, in a parenting relationship to the child; 3) provision of the opportunity for a young mother to breastfeed with minimum interference with her educational program; 4) provision of laboratory experiences for students in Child Development, Children's Literature, and Care & Raising of Toddlers classes. The child care facilities are under the direction of a teacher trained in Home Economics and are staffed by para-professional caregivers and NFS students. Developmental activities for children are included in the daily program. Child care is provided only while the child's mother is in class. One child care center serves the Perinatal component, and the other two serve the Young Parents' Center.

**EDUCATION:** The education services of New Futures School include those academic classes which are required for high school graduation, Special Education classes, classes to prepare the young mother for caring for herself during pregnancy, vocational classes, and classes in parenting and child development. The perinatal health and parenting classes are required for all students. All of these courses carry credit toward graduation. Classes are success oriented and, in most cases, individually paced. Students, when asked why they like the program, comment most frequently on the positive relationships between themselves and the staff. Staff members are selected for and evaluated on their competence, their respect for each individual, their respect for multi-ethnic traditions and cultures, and their genuine belief in the capability of each client.

**HEALTH:** The University of New Mexico School of Medicine's Maternity and Infant Care Project operates a weekly prenatal clinic in the NFS facility. The services of this clinic are free. Delivery charges at the UNM Hospital are based on a sliding scale. The School of Medicine also brings a Family Practice Clinic, staffed by a resident, to NFS once a week. A weekly WIC Clinic is also held at the school. The Public Health department brings a Well-Child Clinic to the school once a month.

Health services include individual health counseling, group health instruction and nutrition counseling. The health staff consists of a Health Director who is an R.N. with a Masters degree in Health Education, another R.N. with a Masters in Health Education, a third R.N., and an L.P.N.

**OUTREACH:** New Futures operates an outreach program which targets school-alienated youth in a low-income area of their community. This program, staffed by a bilingual nurse, sees students on a one-to-one basis in their homes and neighborhood. Students are encouraged to enroll in New Futures.

### OTHER SIGNIFICANT INFORMATION

..92% of teens who attend NFS complete a secondary education, while nationally fewer than half of teen parents complete high school

..In the 1985-86 enrollment, 36% of the students in the Perinatal Program and 63% of the students in the Yopung Parents program had been previous school drop-outs.

..Repeat pregnancy rates for NFS clients are less than a third of the national rates for teenage pregnancies, 6-8% for NFS students compared to 18-25% national rates.

..Low birthweight rates for babies born to NFS mothers are 7%, compared to national rates of 15% for 14-yr-old mothers and 11% for 15-17 year old mothers.

..One-third of the pregnant students who enter NFS are 15 years old or younger.

..New Futures includes school-age fathers in its program. They may enroll in GED class, receive parenting education, and participate in individual and couples' counseling sessions.

..Any pregnant teenager who has not graduated from high school may enroll at any time.

..There are five counselors available with a case load of 40 students each. In addition, there is a family counselor.

..At semester-time, girls may opt to go back to their home school if they have child-care, otherwise they may be eligible for the "Young Parents' Center".

..Girls who deliver are given two weeks off school. Nurses visit during this time to work with mother and baby.

..A 6 weeks series of childbirth classes are given at night. Hospitals tell them that they can always tell which mothers have been through the program at NFS, as they are prepared.

..Mothers have full responsibility for their child at lunchtime. They pick them up from nursery and take to the lunch room, which is equipped with about 50 high chairs.

..Class size ratio is 1-15.

..Graduated 90 girls last year. Of these, 4 received scholarships and 68% went on to some type of higher education!

TOTAL NUMBER OF CLIENTS SERVED	Perinatal	YPC	TOTAL
In classes	298	157	455
South Valley Outreach Program			58

SERVICES TO NON-ENROLLED ADOLESCENTS	Regular Program	So. Valley Project	TOTAL
Individual personal counseling and health counseling	252	NA	252
Outreach groups (schools, churches, youth groups, etc.)	1,315	93	1,408
Young fathers	232	15	247

SERVICES TO ADULTS	Regular Program	So. Valley Project	TOTAL
Outreach groups	1,176	45	1,221
Services to family members	632	27	659
In-building visitors			186

DEMOGRAPHIC DATA ON REGULARLY ENROLLED CLIENTS	Perinatal Program	Young Parents'	TOTAL
<b>Ethnic Background</b>			
Anglo	94 (32%)	43 (27%)	137 (30)
Black	15 (05%)	6 (04%)	21 (05)
Hispanic	165 (55%)	92 (59%)	257 (58)
Native American	22 (07%)	14 (09%)	36 (08)
Other	2 (01%)	2 (01%)	4 (01)
<b>Age</b>			
12	2 (01%)	0	2 (01)
13	5 (02%)	2 (01%)	7 (02)
14	17 (06%)	2 (01%)	19 (04)
15	64 (21%)	19 (12%)	83 (19)
16	90 (30%)	39 (25%)	129 (29)
17	90 (30%)	44 (28%)	134 (30)
18	24 (08%)	35 (23%)	59 (13)
19	5 (02%)	9 (06%)	14 (03)
20	1 (---)	5 (03%)	6 (01)
21	0	2 (01%)	2 (01)

EDUCATIONAL DATA ON REGULARLY ENROLLED CLIENTS (cont'd)	Perinatal Program	Young Parents'	TOTAL
Previous School drop-out (%)	108 (36%)	99 (63%)	207
<b>Source(s) of Referrals</b>			
Word-of-mouth	199	98	297
Agencies	37	20	57
APS Staff	42	24	66
Doctors	7	4	11
Media Information	10	7	17
Other	2	4	6
<b>Reason for leaving program</b>			
<b>Pre-delivery</b>			
Remain at home	29	27	56
Work	4	7	11
GED	7	22	29
Return to Home School	15	23	38
Graduated	10	20	30
Unknown	11	6	17
Moved	21	6	27
YPC	0	25	25
Vocational School	1	1	2
Health	1	0	1
<b>YPC</b>			
Stay home		40	
Work		3	
GED		30	
Return to Home School		4	
Graduated		23	
Unknown		3	
Moved		9	

A total of 308 home visits were made by our Home/School Liaison, Chris Griego.

HEALTH STATISTICS ON REGULARLY ENROLLED CLIENTS

Deliveries	202
Adoptions	7 (3.5%)
Maternal Complications	
Cesarean section	33 (includes one set of twins)
	1 with premature labor; 1 with uterine infection
	1 with prolonged labor and blood clot after delivery; 1 with infection during labor, 1 induced labor; 1 had suffered a broken pelvis one month before delivery; 1 with toxemia and prolonged labor.

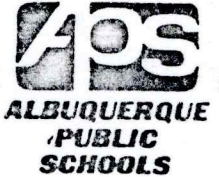
# NEW FUTURES



# HIGH SCHOOL

1985-1986

## REPORT to the COMMUNITY



### From the Principal...

I am very proud of the New Futures School and of each individual who contributes to its success. First...the students. They come to NFS for many reasons—continuation or renewal of their education, health services, counseling, parenting classes, or to be with others who find themselves in similar situations. They care about our school and contribute in many significant ways to its success. It is rewarding to see them mature into responsible young parents who can make mature decisions about themselves and their children.

Staff members are also vital keys to the success of this program. These caring, dedicated, and skilled individuals plan and carry out the multiplicity of day-to-day activities at New Futures. No group of people could do it better.

Many others also contribute to our success. A variety of individuals and agencies in Albuquerque and around New Mexico provide us with funds, materials, services, and good will...each of which is important.

We believe that we are the best school for adolescent parents in the United States. I am proud to say that we all work hard every day to make this true.

### New Futures Makes A Difference

New Futures collects data which show that attendance at New Futures does improve the lives of mothers and babies. Cost savings to the community result from the educational, vocational, health and counseling services provided by N.F.S. Significant data include:

...The repeat pregnancy rate at one year is 6-8% for NFS students, compared to national rates of 18-25%.

...Low birthweight rates for babies born to NFS mothers are 7%, compared to national rates of 15% for 14-year-old mothers to 11% for 15 to 17-year-old mothers.

...92% of teens who attend NFS complete a secondary education, while nationally fewer than half of teen parents complete high school.

...43% of the students in the Perinatal Program and 40% of the students in the Young Parents Center had been dropouts from school before enrolling in NFS. National studies show that being a school drop-out is the most significant predictor of welfare dependency for a teen parent.

The comments we hear from current and former students and their families & friends are as important to us as these statistics. They tell us that New Futures does make a difference...by helping families to cope with the crisis a teen pregnancy brings.... and by helping teens to become more responsible adults and better parents.

# A COMPREHENSIVE PROGRAM

New Futures School provided during 1985-86 the four services generally recognized as most important in a program serving pregnant and parenting adolescents.

These services are:

## EDUCATION.....

accredited classes leading toward a high school diploma

basic skills classes leading toward attainment of a GED

accredited classes in perinatal health, child development, and parenting

classes in Business skills

Special Education classes

## HEALTH.....

health instruction and health counseling

medical care available on-site

nutrition instruction and counseling

health assessments for mothers and children

home visits

## COUNSELING/SOCIAL SERVICES.....

group counseling weekly

individual counseling whenever needed

counseling for families & young fathers

crisis counseling

adoption counseling

social services assistance & referrals

## CHILD CARE.....

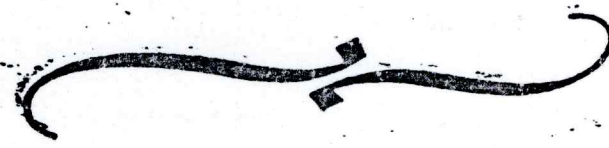
3 age-divided child care centers on-site

child care centers serve as learning laboratories for students

state-approved and licensed

These services are provided in a caring nurturing atmosphere which encourages the teen to mature and gain self-esteem and self-confidence.

## In A Caring Environment



New Futures seeks to accomplish its goals through five program components:

### THE PERINATAL PROGRAM.....

for pregnant teens. Students may remain in this program until the end of the semester in which their child becomes 3 months old. All of the four services described above are available to students in this program.

### THE YOUNG PARENTS' CENTER.....

for teen parents, both female and male. Enrollment is limited to those teen parents who it appears could not successfully attend a regular school. All of the four services described above are available to students in this program.

### THE SOUTH VALLEY OUTREACH PROGRAM.....

for out-of-school pregnant and parenting teens. These teens are assisted with life management skills, encouraged to utilize appropriate health care services, taught about parenting, and encouraged to enter an educational program appropriate for them.

### SUMMER SCHOOL.....

for pregnant or parenting teens. Classes are free, but course offerings are limited.

Individual health counseling and personal counseling are provided once a week throughout the summer. One medical clinic functions weekly throughout the summer.

### VOLUNTEER SERVICES/COMMUNITY WOMEN.....

in which carefully selected and trained volunteers are matched with pregnant or parenting teens who need supportive services from a caring adult in their neighborhood in order to meet their educational goals, vocational goals, life management tasks, and health needs. Volunteers are supported and assisted by the NFS Coordinator of Volunteers and work closely with NFS counselors and nurses.

# Community Involvement with New Futures School

## Volunteers...

Volunteers provide a number of important services to New Futures School. Some serve as Community Women, others operate a Thrift Shop for students, while others care for babies in NFS Day Care Centers. All volunteers are carefully screened and participate in 6 hours of training before being certified as NFS Volunteers.

## Cooperating Agencies...

These agencies provide services to NFS students on a regular basis:

City of Albuquerque-Bookmobile  
Programs for Children-UNM Mental  
Health Center  
Public Health Department  
University of New Mexico Maternity  
& Infant Care Project  
University of New Mexico School of  
Medicine Family Practice Dept.  
Women, Infant, Children's Nutrition  
Program (WIC)

## Contributions...

Financial contributions have come this year from:

Commissioners for the N.M. Commission  
on the Status of Women  
Evening Optimist Club  
GE Employees Good Neighbor Fund  
The Levi Strauss Foundation  
New Mexico Supervisors Organization  
Sperry Flight Systems Employees  
United Way Donor Option Designation

Many of these were small amounts of money, but they are important both for the services they provided and for the broad-based support they represented.

A comprehensive program for pregnant and parenting adolescents must work closely with the community within which it functions. Many community agencies and individuals provide NFS with services or financial support.

## New Futures Reaches Out

- New Futures reaches out to the community in a number of ways. New Futures responds to requests by schools, church youth groups, and youth-serving organizations to talk with young people about the realities and problems of adolescent pregnancy. The presentation frequently includes use of the NFS videotape "See What The Future Will Bring" in which NFS students discuss the problems they encounter as teen parents. On occasion, panels of NFS students talk directly with teens, in an effort to discourage teen pregnancy. State funding allows us to provide these services throughout the state of New Mexico.

- New Futures also responds to requests by adult groups locally, in the state, and throughout the United States, for workshops or presentations on adolescent pregnancy services and related topics. These presentations may focus on general awareness-building or on more specific skills needed in working with adolescent parents.

- New Futures School staff played a lead role in the formation of the National Organization on Adolescent Pregnancy & Parenting (NOAPP) and the New Mexico Organization on Adolescent Pregnancy & Parenting (NMOAPP). NFS staff currently serve on the Boards of both organizations.

- New Futures School staff work closely with a number of human service organizations. There is at least one NFS staff member on the New Mexico Citizens Review Board for Foster Care, the Maria Amadea Shelter Board, the City Child Abuse Council, the Greater Albuquerque Coalition for Children and the State Adolescent Health Promotion Task Force. Other staff have served on ad hoc task forces and planning committees at both the local and state levels.

- "Family Talks" is the name of a program designed to reduce the incidence of teen pregnancy by helping parents to be better communicators with their children. NFS staff member Linda Barr has conducted several "Family Talks" workshops for interested parents and for professionals.

New Futures is assisted by a non-profit, community-based organization, New Futures, Inc., which funds some services at NFS, serves in an advisory role for program services, and carries out community service and awareness projects related to adolescent pregnancy. The Rev. Dale Knudsen serves as President of New Futures, Inc. The 15-member Board also includes a banker, several businesswomen and businessmen, women attorneys, parents of New Futures School students, and concerned community volunteers.



# DID YOU KNOW THAT...

New Futures staff are special. They are selected not only for their competence and academic training, but additionally for their genuine belief in the capability of each teen parent, and for their ability to work with each student as an individual.

New Futures School includes school-age fathers in its program. They may enroll in GED class, receive parenting education, and participate in individual and couples' counseling sessions.

Over 40% of NFS students had dropped out of school before they enrolled here.

Our Day Care Centers are learning labs where NFS students can learn first-hand about meeting the physical and emotional needs of children, as well as care centers which provide developmental care for the children while their mothers are in school.

One-third of the pregnant students who enter NFS are 15 years old or younger.

Educational materials for teen parents and for adults who work with them written by New Futures-staff Linda Barr, Toni Berg, Catherine Monserrat and Mary Schwartz, have sold over 35,000 copies around the world.

New Futures has been described in several national publications this year as a national model.

## Who May Attend New Futures School?

- Any pregnant teenager who has not graduated from high school may enroll at any time.
- Any teen parent, female or male, may apply at any time for acceptance into the Young Parents' Center. Applications are screened by a staff committee. Acceptance is based upon a determination as to whether the teen parent genuinely needs our services or could reasonably be expected to be successful in a regular school. There is frequently a waiting list for the Young Parents' Center because only seventy children can be accepted for day care.
- Any out-of-school pregnant or parenting teen who applies is accepted for services in the South Valley Outreach Program. While they are provided with services on an individual basis these teens are also encouraged to enroll in a GED program, a regular school, or in New Futures School.
- A New Futures student does not have to reside in the Albuquerque Public Schools district. Approximately 10-15% of our students live elsewhere and commute to NFS daily.
- New Futures is a middle school as well as a high school. One-third of our students are 15 years old or younger.
- New Futures School has open enrollment throughout the year. A pregnant teen may enroll any day during the school year, and start classes that same day. Applications for the Young Parents' Center are accepted throughout the year; applications are screened, and teen parents are accepted into YPC as space becomes available.
- A teen does not have to be transferring directly from another school in order to enroll in New Futures. Over 40% of our students have been school drop-outs before enrolling in NFS.
- Former students may continue to receive personal counseling, and health counseling after they leave New Futures High School.

## Webster-Cantrell Hall School Program

### Philosophy and Goals

The Webster-Cantrell Hall School Program is a treatment program for emotionally and socially maladjusted youth whose behaviors are such that they can not benefit from public schools.

Webster-Cantrell Hall's philosophies that these youths can benefit from a program which is highly intensive, works with students on an individual or small group basis, and that in order for significant school behavior changes to take place, that social behavior and interaction must be shaped and that the entire family unit must be involved.

In order for our students to meet the goals of improved scholastic achievement, school and social behaviors, several methods are used. The roots of our program is behavior modification. A point program is in place which identifies specific behaviors for each individual student to work on to improve. Improvements in these behaviors will allow a student to earn a higher school allowance and special activities.

We also help students shape their behaviors through individual and group therapy sessions.

We firmly believe that in order for a student to meet the goals of improved achievements, behaviors, and interactions, the student and his/her family must be involved. The social worker will meet with the student and his/her family on a regular basis.

### General Characteristics of client population

- a) Educable Mentally Handicapped
  - Mild
- b) Learning Disabled
  - Neurologically Impaired
  - Perceptually Impaired
- c) Educationally Handicapped
  - Educational Maladjustment
- d) Behavior Disordered
  - Mild
  - Moderate
  - Neurotic
  - Social adjustment problems
- e) Junior and Senior high age students

### Description of Population Program

#### Schedule

At least 180 days of planned instructional program for a minimum of 6 hours per day will be offered each school year.

Youth will remain in the program for a minimum of 1 semester.

### Staff

The classroom will be staffed with a special education certified teacher and a child care worker. A full-time social worker will be on-duty during the school day. This social worker will provide individual and group therapy during the school day. They will also help design the individual program for the youth as well as meeting with the parents on a regular basis to help insure success while the youth is in education program and to help insure carry-over when the youth is with his/her parents and when they leave the program. Consulting psychological services are available. These staff members will meet with the program administrator on a weekly basis.

### Classroom size

This program is designed to serve a population of 10 full-time students.

### B.D. Program

The purpose of this BD program is to provide counseling and education to the youth of Macon County who are exhibiting maladaptive behaviors in the home, school and community at large. This program will provide services to those youth who require greater intervention than is currently provided by Decatur Public Schools Secondary Adjustment Class and who do not qualify for services through Day Probation Class, provided by Decatur Public Schools too.

The Social Service Department will provide counseling on an individual, group and family basis.

Attached is an outline describing a BD Classroom Program. Hopefully, this program will help these youths learn adaptation and control of their own behavior so they might successfully return to the public school system or exit directly into the community.

### Behavior Disorder Instructional Program

#### I. Description of population

A. Residential and non-residential behavioral disordered children.

1. Adolescent reaction
2. Pre-delinquent behavior
3. Truancy
4. Drug and alcohol experimentation
5. Neglected/abused
6. Learning disabilities

7. Experiencing severe deterioration of adjustment within family system.

B. Varying ability levels

C. Junior high and high school students (possibly)

D. Full and part-time participation in program. (possible)

## II. Primary responsibility of class

A. Teach appropriate behaviors through a total programming concept.

### 1. Goals

a. Develop effective and appropriate social relationships.

b. Develop internal controls.

c. Develop effective and appropriate communication skills.

### 2. Methods

a. Highly structural environment

(1) schedule

B. Youth will be able to refine and practice personal and social competencies, such as acceptable manners and behaviors, developing personal values; and character development, which will promote social and civic experiences that will contribute to a satisfying home and community life.

C. Youth will develop competencies performing acts of good citizenship in the home, with peer groups and in the community. The student will also become acquainted with the past and present movements in history and their contribution to the development of democracy. The youth will be exposed to current social problems and develop competencies which will allow him to cope with these problems.

## V. P.E.

A. Body awareness, spatial relationships, group cooperation and good sportsmanship are emphasized. The development of both gross and fine motor coordination skills is stressed.

B. Youth will develop competency in skills needed for sports that will provide leisure time.

## VI. Fine arts

A. Youth will learn to appreciate and create through a variety of media, such as music and arts, by acquiring the essential habits, attitudes and skills necessary to enjoy and express

oneself.

## VII. Pre-Vocational

A. Youth will identify and explore his personal abilities and interests as they relate to vocational choices. The youth should be helped to see that his vocational choice is not limited by his immediate environment. The youth should start identifying a place for himself in the world of work.

B. Youth will be provided with information about many careers and job opportunities to help the youth discover his own potential in certain job areas. The youth should develop proper work attitudes and good work habits.

### Educationally Handicapped

The purpose of this E.H. program is to provide special educational programs and services to youths (ages 11-17), who, because of their home and community environment, are subject to such language, cultural, economic and like disadvantages that it is unlikely they will graduate from high school.

This program will include individualized psychological services, individualized instruction, remedial instructional, activities planned to broaden the cultural experience of such youth, working relationships with parents and/or guardians of such youth, special guidance and counseling of such youth and persons in the homes of such youth and such other programs as are directed to the stimulating of the educational and cultural capabilities of such youth.

Attached is an outline of an E.H. Program. Hopefully, this program will assist and encourage high school dropouts to complete their requirements for graduation.

### E.H. Program

#### I. Language Arts - lots of language, few, if any pictures

A. Youth will know and apply words attack skills which will enable him to read independently with good comprehension, will develop and use a functional vocabulary correctly, and will be able to communicate orally with the people with whom they come in contact.

B. Youth will use independent reading and comprehension skills in practical situations, will be able to locate and use resource material such as newspapers, library materials, telephone directories, etc; and will apply other communication skills, (writing, speaking, and listening) to situations which are relevant to adult living.

C. Youth will reinforce communication skills through practice and application in actual social situations.

## II. Mathematics

A. Youth will be involved in developing skills in the four fundamental processes of mathematics. The application of these fundamental skills as they are used in everyday life are introduced and practiced in activities, such as telling time, making change and measurement.

B. Youth will be provided with daily practice in the fundamental skills of mathematics and their application to money terminology values and use, and to measurement concepts and devices.

## III. Science

A. Youth will understand how the individual can manipulate the scientific environment to suit his needs by understanding the interaction which occurs between man and his surroundings.

B. Youth will understand and gain an appreciation of the effects and the demands of science beyond the immediate environment, and study conservation, automation, climate and natural phenomenon and basis health principles.

C. Youth will become involved personally and practically with the aspects of health, sex education, safety, and environmental conditions which affects the individuals personal lives.

## IV. Social Studies

A. Youth will learn through application, how to understand himself, social situations and how to become an acceptable group member. He will become aware of the world around him and how it affects him.

- a. daily classroom schedule
- b. individual student schedule

### (2) Rules

- a. classroom rules
- b. individual target behaviors based on IEP and observations

### (3) School report - note

- a. points earned and docked
- b. worked assigned, completed and grade earned
- c. homework

### (4) Aggression management

- a. 10 "R's"
- b. G.P.G.
- c. Alternate education (restriction)

- (5) Social Skills Training
- (6) Relaxation Techniques Training

B. Teach basic functional skills through individualized instruction.

1. Survival skills

- a. handling money/banking
- b. filling out forms and applications
- c. heading labels
- d. price comparison
- e. catalog ordering
- f. budgeting
- g. telling time
- h. reading signs
- i. looking up information
- j. phone book
- k. want ads
- l. newspaper
- m. maps, charts, schedules
- n. following directions

2. Basic academics

- a. math computation, concepts, application
- b. reading comprehension/spelling/creative writing
- c. language arts and grammar (parts of speech)
- d. U.S. states and capitals
- e. U.S. and Illinois Constitution
- f. U.S. History
- g. P.E.
- h. art
- i. handwriting
- j. science (human body)

Expected Outcome

The overall goal for all youths in the education program is to aid the youth to make behavior adjustments necessary so that he/she might return to the appropriate public school program.

Implementation of Program

Both Webster-Cantrell and School District 61 would be responsible for implementing the program.

Salaries

Program Coordinator	\$18,000	
Teacher	\$17,200	
Caseworker	\$15,000	
Child Care Worker	\$10,400	
Executive Director (5%)	\$ 1,408	
Ass't. Ex. Director (7%)	\$ 1,293	
Clinical Director (5%)	\$ 924	
Office Supervisor (3%)	\$ 286	
Ass't. Bookkeeping (3%)	\$ 210	
Secretary/Receptionist (5%)	\$ 331	
Total Salaries	\$65,052	
Fringes (20%)	\$13,010	
Psychologist Consultant	\$ 2,000	
Education supplies	\$ 3,000	
Utilities	\$ 1,460	
Transportation	\$ 4,000	
Office Supplies	\$ 250	
Misc/M. G.	\$ 250	
Telephone	\$ 300	
	<u>\$89,322</u>	$\div 206 = \$433.60$
	433.60	$\div 10 = 43.36$
	43.36	$\times 206 = \$89,322$



Dee

PM

1 AN ACT relating to the establishment, administration and 57  
2 operation of a Statewide program for dropout youth, amending 58  
3 an Act therein named. 59

4 Be it enacted by the People of the State of Illinois, 62  
5 represented in the General Assembly:

6 Section 1. Article IV is added to "The Adult Education 65  
7 Act", approved August 14, 1967, as amended, the added Article 66  
8 to read as follows:

9 ARTICLE IV. HARD CORE DROPOUTS 68  
10 (Ch. 122, new par. 204-1) 70

11 Sec. 4-1. Hard Core Dropouts. School boards or 72  
12 community college boards may establish or enter into 73  
13 contracts with public or private agencies for approved 74  
14 programs which provide essential academic and employability  
15 skills needed to obtain gainful employment for hard core 75  
16 dropout youth between the ages of 16 and 23 years who are no 76  
17 longer enrolled in school, including necessary support 77  
18 services.

19 Pursuant to appropriation, the State Board of Education 79  
20 may award grants for the establishment and operation of such 80  
21 programs which are contained within the area adult education 81  
22 plans as required under this Act. Such grants, to the extent 82  
23 of academic achievement and attendance as well as the extent 83  
24 of contributions to such programs by proposed recipients. 84  
25 The State Board of Education shall promulgate rules for the 85  
26 administration of grants and the operation and evaluation of 86  
27 such programs.

\* AMEND VETO TO AGE 21

Vetoed

P. A. # 84-662

HB2158 Enrolled

LRB8404669RCm1

APP. 9-20-85

49  
50 EFF. 9-20-85

1 AN ACT to amend Sections 2-3.11, 26-2a and 34-18 of and  
2 add Sections 2-3.11a and 10-20.25a to "The School Code",  
3 approved March 18, 1961, as amended. 51

4 Be it enacted by the People of the State of Illinois, 55  
5 represented in the General Assembly:

6 Section 1. Sections 2-3.11, 26-2a and 34-18 of "The 58  
7 School Code", approved March 18, 1961, as amended, are 59  
8 amended, and Sections 2-3.11a and 10-20.25a are added 60  
9 thereto, the amended and added Sections to read as follows:

(Ch. 122, par. 2-3.11) 62

10 Sec. 2-3.11. Report to Governor. To report to the 64  
11 Governor annually on or before January 14 the condition of 65  
12 the schools of the State for the preceding year, ending on 66  
13 June 30.

14 \* Such annual report shall contain reports of the State 68  
15 Teacher Certification Board; the schools of the State 69  
16 charitable institutions; reports on driver education, special 70  
17 education, and transportation; and for such year the annual 71  
18 statistical reports of the State Board of Education, 72  
19 including the number and kinds of school districts; number of 73  
20 school attendance centers; number of men and women teachers; 74  
21 enrollment by grades; total enrollment; total days 75  
22 attendance; total days absence; average daily attendance; 76  
23 number of elementary and secondary school graduates; the 78  
24 statewide high school dropout rate by grade level, sex, race  
25 and program categories; assessed valuation; tax levies and 81  
26 tax rates for various purposes; amount of teachers' orders,  
27 anticipation warrants, and bonds outstanding; and number of 82  
28 men and women teachers and total enrollment of private 83  
29 schools. The report shall give for all school districts 84  
30 receipts from all sources and expenditures for all purposes 85  
31 for each fund; the total operating expense and the per capita 86  
32 cost; federal and state aids and reimbursements; new school 87

1	buildings, and recognized schools; together with such other	88
2	information and suggestions as the State Board of Education	89
3	may deem important in relation to the schools and school laws	90
4	and the means of promoting education throughout the state.	92
5	<u>The Auditor General shall annually perform a compliance audit</u>	
6	<u>of the State Board of Education's performance of the</u>	93
7	<u>reporting duty imposed by this amendatory Act of 1985.</u>	95
	(Ch. 122, new par. 2-3.11a)	97
8	<u>Sec. 2-3.11a. Report to General Assembly. To report to</u>	99
9	<u>the General Assembly annually on or before January 14 the</u>	100
10	<u>following information for the preceding year ending on June</u>	101
11	<u>30: the statewide dropout rate; and the statewide number of</u>	102
12	<u>students who graduate from, transfer from or otherwise leave</u>	103
13	<u>bilingual school programs. The Auditor General shall</u>	
14	<u>annually perform a compliance audit of the State Board of</u>	104
15	<u>Education's performance of the reporting duty imposed by this</u>	105
16	<u>Section.</u>	
	(Ch. 122, new par. 10-20.25a)	107
17	<u>Sec. 10-20.25a. Report of student statistics. To report</u>	109
18	<u>to the State Board of Education the annual student dropout</u>	110
19	<u>rate and number of students who graduate from, transfer from</u>	111
20	<u>or otherwise leave bilingual programs.</u>	
	(Ch. 122, par. 26-2a)	113
21	Sec. 26-2a. A "truant" is defined as a child subject to	115
22	compulsory school attendance and who is absent without valid	116
23	cause from such attendance for a school day or portion	117
24	thereof.	
25	"Valid cause" for absence shall be illness, death in the	119
26	immediate family, family emergency, and shall include such	120
27	other situations beyond the control of the student as	121
28	determined by the board of education in each district, or	122
29	such other circumstances which cause reasonable concern to	
30	the parent for the safety or health of the student.	123
31	"Chronic or habitual truant" shall be defined as a child	125
32	subject to compulsory school attendance and who is absent	126

1 without valid cause from such attendance for 10 out of 40 127  
2 consecutive school days.

3 A "dropout" is defined as a child who has not received a 129  
4 high school diploma and is not enrolled in a regular course 130  
5 of study leading to a high school diploma. 132

(Ch. 122, par. 34-18) 134

6 Sec. 34-18. Powers of the board. The board shall 136  
7 exercise general supervision and management of the public 137  
8 education and the public school system of the city, and shall 138  
9 have power:

10 1. To make suitable provision for the establishment and 140  
11 maintenance throughout the year or for such portion thereof 141  
12 as it may direct, not less than 9 months, of schools of all 142  
13 grades and kinds, including normal schools, high schools, 143  
14 night schools, schools for defectives and delinquents, 144  
15 parental and truant schools, schools for the blind, the deaf 145  
16 and the crippled, schools or classes in manual training, 146  
17 constructional and vocational teaching, domestic arts and  
18 physical culture, vocation and extension schools and lecture 147  
19 courses, and all other educational courses and facilities, 148  
20 including establishing, equipping, maintaining and operating 149  
21 playgrounds and recreational programs, when such programs are 150  
22 conducted in, adjacent to, or connected with any public 151  
23 school under the control of the board. To admit to such 152  
24 schools without charge foreign exchange students who are  
25 participants in an organized exchange student program which 153  
26 is authorized by the board. The board shall permit all 154  
27 students to enroll in apprenticeship programs in trade 155  
28 schools operated by the board, whether those programs are 156  
29 union-sponsored or not. No student shall be refused  
30 admission into or be excluded from any course of instruction 157  
31 offered in the common schools by reason of that student's 158  
32 sex. No student shall be denied equal access to physical 159  
33 education and interscholastic athletic programs supported 160  
34 from school district funds or denied participation in 161

1 comparable physical education and athletic programs solely by 161  
2 reason of the student's sex. Equal access to programs 162  
3 supported from school district funds and comparable programs 163  
4 will be defined in guidelines promulgated by the Board of 164  
5 Education of the City of Chicago in consultation with the 165  
6 Illinois High School Association;

7 2. To furnish lunches to pupils and make a reasonable 167  
8 charge therefor; also to use school funds for the payment of 168  
9 such expenses as the board may determine are necessary in 169  
10 conducting the school lunch program; 170

11 3. To co-operate with the circuit court; 172

12 4. To make arrangements with the public or quasi-public 174  
13 libraries and museums for the use of their facilities by 175  
14 teachers and pupils of the public schools; 176

15 5. To employ dentists and prescribe their duties for the 178  
16 purpose of treating the pupils in the schools, but accepting 179  
17 such treatment shall be optional with parents or guardians; 180

18 6. To grant the use of assembly halls and classrooms 182  
19 when not otherwise needed, including light, heat, and 183  
20 attendants, for free public lectures, concerts, and other 184  
21 educational and social interests, free of charge, under such 185  
22 provisions and control as the board may prescribe;

23 7. To divide the city into sub-districts and apportion 187  
24 the pupils to the several schools, but no pupil shall be 188  
25 excluded from or segregated in any such school on account of 189  
26 his color, race, sex, or nationality. The board shall, as 190  
27 soon as practicable, and from time to time thereafter, change 191  
28 or revise existing sub-districts or create new sub-districts 192  
29 in a manner which will take into consideration the prevention 193  
30 of segregation and the elimination of separation of children  
31 in public schools because of color, race, sex, or 194  
32 nationality. Except that children may be committed to or 195  
33 attend parental and social adjustment schools established and 196  
34 maintained either for boys or girls only. All records 197  
35 pertaining to the creation, alteration or revision of 198

1 sub-districts shall be open to the public. Nothing herein 198  
2 shall be construed to permit or empower the State Board of 199  
3 Education to order, mandate, or require busing or other 200  
4 transportation of pupils for the purpose of achieving racial 201  
5 balance in any school;

6 8. Subject to the limitations in this Article, to 203  
7 prescribe the course and methods of study in the various 204  
8 schools and employ teachers and other educational employees 205  
9 and fix their compensation. The board shall prepare such 206  
10 reports related to minimal competency testing as may be 207  
11 requested by the State Board of Education;

12 9. To employ non-teaching personnel or utilize volunteer 209  
13 personnel for non-teaching duties not requiring instructional 210  
14 judgment or evaluation of pupils. The board may further 211  
15 utilize volunteer non-certificated personnel or employ 212  
16 non-certificated personnel to assist in the instruction of 213  
17 pupils under the immediate supervision of a teacher holding a 214  
18 valid certificate, directly engaged in teaching subject 215  
19 matter or conducting activities. The teacher shall be 216  
20 continuously aware of the non-certificated persons' 217  
21 activities and shall be able to control or modify them. The 218  
22 general superintendent shall determine qualifications of such 219  
23 personnel and shall prescribe rules for determining the 219  
24 duties and activities to be assigned to such personnel;

25 10. To provide television studio facilities in not to 221  
26 exceed one school building and to provide programs for 222  
27 educational purposes, provided, however, that the board shall 223  
28 not construct, acquire, operate, or maintain a television 224  
29 transmitter; to grant the use of its studio facilities to a 225  
30 licensed television station located in the school district; 226  
31 and to maintain and operate not to exceed one school radio 227  
32 transmitting station and provide programs for educational 227  
33 purposes;

34 11. To offer, if deemed appropriate, outdoor education 229  
35 courses, including field trips within the State of Illinois, 230

1 or adjacent states, and to use school educational funds for 231  
2 the expense of the said outdoor educational programs, whether 232  
3 within the school district or not;

4 12. During that period of the calendar year not embraced 234  
5 within the regular school term, to provide and conduct 235  
6 courses in subject matters normally embraced in the program 236  
7 of the schools during the regular school term and to give 237  
8 regular school credit for satisfactory completion by the 238  
9 student of such courses as may be approved for credit by the 239  
10 State Board of Education;

11 13. To insure against any loss or liability of the board 241  
12 or of any officer, agent or employee thereof, resulting from 242  
13 alleged violations of civil rights arising from incidents 243  
14 occurring on or after September 5, 1967 or from the wrongful 244  
15 or negligent act or omission of any such person whether 245  
16 occurring within or without the school premises, provided the 246  
17 officer, agent or employee was, at the time of the alleged  
18 violation of civil rights or wrongful act or omission, acting 247  
19 within the scope of his employment or under direction of the 248  
20 board; and to provide for or participate in insurance plans 249  
21 for its officers and employees, including but not limited to 250  
22 retirement annuities, medical, surgical and hospitalization 251  
23 benefits in such types and amounts as may be determined by 252  
24 the board; provided, however, that the board shall contract  
25 for such insurance only with an insurance company authorized 253  
26 to do business in this State. Such insurance may include 254  
27 provision for employees who rely on treatment by prayer or 255  
28 spiritual means alone for healing, in accordance with the 256  
29 tenets and practice of a recognized religious denomination; 257

30 14. To contract with the corporate authorities of any 259  
31 municipality or the county board of any county, as the case 260  
32 may be, to provide for the regulation of traffic in parking 261  
33 areas of property used for school purposes, in such manner as 262  
34 is provided by Section 11-209 of "The Illinois Vehicle Code", 263  
35 approved September 29, 1969, as amended;

1           15. To provide, on an equal basis, access to the school 265  
 2 campus to the official recruiting representatives of the 266  
 3 armed forces of Illinois and the United States for the 267  
 4 purposes of informing students of the educational and career 268  
 5 opportunities available in the military if the board has  
 6 provided such access to persons or groups whose purpose is to 269  
 7 acquaint students with educational or occupational 270  
 8 opportunities available to them. The board is not required 271  
 9 to give greater notice regarding the right of access to 272  
 10 recruiting representatives than is given to other persons and  
 11 groups;

12           16. (a) To sell or market any computer program 274  
 13 developed by an employee of the school district, provided 275  
 14 that such employee developed the computer program as a direct 276  
 15 result of his or her duties with the school district or 277  
 16 through the utilization of the school district resources or  
 17 facilities. The employee who developed the computer program 278  
 18 shall be entitled to share in the proceeds of such sale or 279  
 19 marketing of the computer program. The distribution of such 280  
 20 proceeds between the employee and the school district shall 281  
 21 be as agreed upon by the employee and the school district, 282  
 22 except that neither the employee nor the school district may  
 23 receive more than 90% of such proceeds. The negotiation for 283  
 24 an employee who is represented by an exclusive bargaining 284  
 25 representative may be conducted by such bargaining 285  
 26 representative at the employee's request.

27           (b) For the purpose of this paragraph 16: 287

28           (1) "Computer" means an internally programmed, general 289  
 29 purpose digital device capable of automatically accepting 290  
 30 data, processing data and supplying the results of the 291  
 31 operation.

32           (2) "Computer program" means a series of coded 293  
 33 instructions or statements in a form acceptable to a 294  
 34 computer, which causes the computer to process data in order 295  
 35 to achieve a certain result.



1 (3) "Proceeds" means profits derived from marketing or 287  
2 sale of a product after deducting the expenses of developing 288  
3 and marketing such product;

4 17. To delegate to the general superintendent of 301  
5 schools, by resolution, the authority to approve contracts  
6 and expenditures in amounts of \$10,000 or less; and 302

7 18. Upon the written request of an employee, to withhold 304  
8 from the compensation of that employee any dues, payments or 306  
9 contributions payable by such employee to any labor 307  
10 organization as defined in the Illinois Educational Labor  
11 Relations Act. Under such arrangement, an amount shall be 308  
12 withheld from each regular payroll period which is equal to 309  
13 the pro rata share of the annual dues plus any payments or 310  
14 contributions, and the board shall transmit such withholdings  
15 to the specified labor organization within 10 working days 311  
16 from the time of the withholding; 312

17 19. To report to the State Board of Education the annual 314  
18 student dropout rate and number of students who graduate 315  
19 from, transfer from or otherwise leave bilingual programs. 316

20 The specifications of the powers herein granted are not 318  
21 to be construed as exclusive but the board shall also 319  
22 exercise all other powers that they may be requisite or 320  
23 proper for the maintenance and the development of a public 321  
24 school system, not inconsistent with the provisions of this 322  
25 Code which apply to all school districts. 323  
26 Section 2. This Act takes effect July 1, 1985. 325

*Approved: 9/20/85 Effective: 9/20/85*

cc: Principals

Revised

STUDENT MOBILITY

For Time Period 6/4/84 to 3/15/85

Movement Within the District

Number of transfers (not students)  
from one District 61 school to  
another; this does not count pro-  
motional moves.

6153

Movement In and Out of the District

Admits from:		Withdrawals to:	Net Change
339	1. Public schools in Macon County other than District 61	323	(+ 16)
410	2. Public schools outside Macon County, in Illinois	412	(- 2)
165	3. Private schools in District 61	151	(+ 14)
7	4. Private schools outside District 61, in Illinois	19	(- 12)
4	5. Youth Commission (court system)	16	(- 12)
3	6. Governmental custodial care (not delinquency)	3	( -- )
485	7. Outside Illinois	690	(-205)
	8. Drops (including some students who reenter and drop again)	213	
	9. Expulsions	21	

Richland  
Job Training Center  
2555 Federal Drive  
875-1981

40-50

Robin  
Jackie Madison

424-1475  
317 N. Water  
& Project Road  
1450 E. North  
424-1346  
Ellen Jana Sutorski

Dear Sir or Madame:

The League of Women Voters, in cooperation with the local NAACP, is currently studying the school drop-out situation in Decatur. 3/5

If you come in contact with anyone who qualifies, please have him or her complete this questionnaire. Your cooperation is appreciated.

Please call the person whose name is listed at the bottom of this page when you have a number of questionnaires completed. We will then pick them up. If you would like results of our tabulations sent to you, please let any of the League members know.

Thank you for your very needed assistance in this valuable work.

Sincerely,

Phone# \_\_\_\_\_

This survey, written and distributed by the League of Women Voters and the NAACP, is designed to help the Decatur community discover the reasons for school drop-outs, and to help students so that the drop-out will not occur. ALL INFORMATION IS CONFIDENTIAL. IF YOU EVER DROPPED OUT OF SCHOOL PLEASE FILL THIS FORM OUT. Please fill out only one questionnaire.

What grade were you in, or had you finished, when you dropped out? \_\_\_\_\_ What time of year did you quit school? \_\_\_\_\_  
What schools did you attend? Grade School \_\_\_\_\_  
State and Town, if not Decatur? \_\_\_\_\_  
Junior High \_\_\_\_\_ High School \_\_\_\_\_  
What did you like best about school? \_\_\_\_\_  
What did you hate the most? \_\_\_\_\_  
Did you feel school was doing you any good? \_\_\_\_\_ If not, tell us why? \_\_\_\_\_

Check the reasons you dropped out. (You may check more than one.)

Pregnancy	<input type="checkbox"/>	Got in with bad crowd	<input type="checkbox"/>
Kids didn't like me	<input type="checkbox"/>	Spending money on smoking, dope or drinking	<input type="checkbox"/>
Teachers didn't like me	<input type="checkbox"/>	Wanted to spend more time with boyfriend or girlfriend who dropped out of school	<input type="checkbox"/>
Principal or Assistant had it in for me	<input type="checkbox"/>	Had a baby and couldn't take care of it	<input type="checkbox"/>
Didn't have enough money to do things others did	<input type="checkbox"/>	Any other reasons	<input type="checkbox"/>
Didn't have nice clothes	<input type="checkbox"/>		
Counselors no help	<input type="checkbox"/>		

Please tell us all of the reasons you dropped out even if they seem silly now. \_\_\_\_\_

Have you gone back to school or passed your GED? \_\_\_\_\_

Do you expect to if you haven't so far? \_\_\_\_\_

Do you wish you hadn't dropped out of school? \_\_\_\_\_

Why? \_\_\_\_\_

How do you support yourself? \_\_\_\_\_

If you could become any kind of worker you wanted to be, what would you choose? \_\_\_\_\_

What would you like to do with your life? \_\_\_\_\_

What in your opinion can schools do to encourage students to stay in school? \_\_\_\_\_

If you now have, or ever do have children, what will you do to keep them in school? \_\_\_\_\_

If you attended a Decatur H. S., did the fact you had to pay to ride a city bus have any effect on your staying in school? \_\_\_\_\_

Did you take part in any of these in school? Check those you did.

Band	<input type="checkbox"/>	PomPom Squad	<input type="checkbox"/>
Orchestra	<input type="checkbox"/>	School Newspaper	<input type="checkbox"/>
Chorus	<input type="checkbox"/>	Soccer	<input type="checkbox"/>
Swing Choir	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>
Student Council	<input type="checkbox"/>	Other Sports	<input type="checkbox"/>
Football	<input type="checkbox"/>	Class Officer	<input type="checkbox"/>
Basketball	<input type="checkbox"/>	Other Activity	<input type="checkbox"/>
Cheerleader	<input type="checkbox"/>		

Did you have an outside job while in school? \_\_\_\_\_

Did you get your homework done regularly? \_\_\_\_\_

If no, why not? \_\_\_\_\_

Who lived at home with you? \_\_\_\_\_

Did you have your own room? \_\_\_\_\_ If not, how many people shared it? \_\_\_\_\_

Did your parents see that you did your homework? \_\_\_\_\_

Is your mother a high school graduate? \_\_\_\_\_

Is your father a high school graduate? \_\_\_\_\_

Have your brothers or sisters dropped out? \_\_\_\_\_

Will you please give us your name and address (It will be held confidential, but if you do not wish to give your name that will be all right).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SM

average rates (as reported by State)

	81-82	82-83	83-84	
if include Cook				
Illinois	6,993	7,357	6,898	
State	5,666	4,768	4,956	
Rockford	8,511	8,255	8,378	2% higher
Champaign	5,858	4,667	5,017	2% higher
Urbana	4,726	4,091	4,745	
Maui-tic-Ham.	9,523	4,918	7,222	
Mt Zion	2,338	2,201	1,802	
Argenta. O	3,260	2,947	5,620	
Peoria	10,987	9,152	14,825	
Springfield	4,755	5,589	5,028	
Quinnell	8,257	6,104	6,818	about same a little lower
Kankakee	7,182	5,445	5,904	
Marion City	10,431	8,898	7,682	higher
East St. Louis	16,250	8,965	5,565	

4000

GED: General Educational Testing

G.E.D. TEST -- MACON COUNTY

The Regional Superintendent of Schools is the administrator of the G.E.D. high school equivalency testing program. During the calendar year 1983, there were 540 persons who took the G.E.D. test series, the third largest number ever for Macon County.

Last year 373 adults passed all five parts of the G.E.D. examination and were awarded the high school equivalency certificate.

	<u>Test Takers</u>	<u>Number Passed</u>	<u>Per Cent Passed</u>
1974	175	135	77.1%
1975	225	143	63.6%
1976	307	189	61.6%
1977	271	150	55.4%
1978	313	224	71.6%
1979	372	267	72.0%
1980	536	418	77.9%
1981	621	470	75.7%
1982	581	429	73.8%
1983	540	373	69.1%

DISADVANTAGED, MINORITIES DROPPED OUT MOST OFTEN IN 1980

Urban, minority and disadvantaged students were the most likely students to drop out of school in 1980, according to the National Center for Education Statistics.

Of the more than half million dropouts, most left school in the 11th grade. More boys than girls of all racial, ethnic and socioeconomic backgrounds were likely to leave school, and most of both sexes soon regretted the decision, NCES said.

Male dropouts most frequently cited poor grades, dislike of school and a job opportunity as reasons for dropping out, while females cited marriage as often as they did school factors.

The descriptions of dropouts are contained in a High School and Beyond study, which included two surveys and a follow-up questionnaire on students' reasons for leaving school and their subsequent activities.

American Indians and natives of Alaska had the highest dropout rates, 29 percent, followed by Hispanic and black students. Asian Americans, who were four times less likely than whites to drop out, had the lowest rate of 3 percent.

In line with previous data, the survey results showed that those students who had poor grades, were enrolled in non-academic programs or who came from poorer backgrounds were more likely to drop out.

Dropout rates also varied among students at different kinds of schools. About 2 percent of students from Catholic schools dropped out, compared with about 15 percent of public school students, a finding that may reflect "differences in the selection of students for these schools."

As of February 1982, only about 60 percent of the male and 33 percent of the female dropouts were employed full or part time, and most of the jobs were unskilled, according to the survey. About a third of the females said they were homemakers without other jobs.

According to the students' own reports, 51 percent of the males and 55 percent of the females regretted

(more)

1980 High School Sophomores  
Who Dropped Out Before Graduation

	Male	Female	Total
All students	14.7%	12.6%	13.6%
Race/ethnicity			
American Indian and Alaskan Natives	27.2	31.8	29.2
Hispanic	18.1	18.0	18.0
Black	20.3	14.1	17.0
White	13.0	11.5	12.2
Asian American	3.5	2.7	3.1
Socioeconomic status			
High	7.0	3.2	5.2
Middle	9.6	8.3	9.0
Low	17.8	17.1	17.4
Unknown	32.3	30.9	31.6
Community type			
Urban	20.8	17.0	18.9
Suburban	12.5	11.0	11.8
Rural	13.6	12.0	12.8
Geographic region			
Northeast	13.4	9.0	11.3
North Central	12.2	11.7	12.0
South	16.4	14.0	15.2
West	17.0	16.3	16.6
High school program			
Academic	4.5	3.6	4.0
General	12.7	13.0	12.9
Vocational-technical	16.9	13.2	15.1
School type			
Public	15.5	13.6	14.5
Catholic	3.2	1.6	2.3
Other private	.	.	.
Self-reported grade			
Mostly As	2.0	3.5	2.9
Mostly Bs	7.8	8.4	8.1
Mostly Cs	18.1	19.1	18.5
Mostly Ds	41.7	44.1	42.5

Note: All percentages are based on computations using weights that are adjusted for non-response and unequal probabilities of sample selection.

\*Not included because of a small sample size and a high non-response rate in the base-year survey.

Source: National Center for Education Statistics



# DataFile

## DROPOUT RATES OF HIGH SCHOOL SOPHOMORES IN 1980

Background Characteristics	Dropouts as Percent of Sophomores			Sample Size		
	Total	Male	Female	Total	Male	Female
<b>Total</b>	<b>13.6%</b>	<b>14.7%</b>	<b>12.6%</b>	<b>28,119</b>	<b>13,905</b>	<b>14,214</b>
<b>Race/ethnicity:</b>						
White	12.2	13.0	11.5	18,545	9,162	9,383
Black	17.0	20.3	14.1	3,712	1,721	1,991
Hispanic	18.0	18.1	18.0	5,039	2,589	2,450
Asian or Pacific Islander	3.1	3.5	2.7	426	213	213
<b>Socioeconomic status:</b>						
Low	17.4	17.8	17.1	7,057	3,143	3,914
Middle	9.0	9.6	8.3	11,836	5,822	6,014
High	5.2	7.0	3.2	5,876	3,141	2,735
Unknown	31.6	32.3	30.9	3,350	1,799	1,551
<b>Self-reported grades:</b>						
Mostly A's	2.9	2.0	3.5	9,507	4,148	5,359
Mostly B's	8.1	7.8	8.4	11,559	5,553	6,006
Mostly C's	18.5	18.1	19.1	5,976	3,524	2,452
Mostly D's	42.5	41.7	44.1	834	547	287
<b>Self-reported school program</b>						
Academic	4.0	4.5	3.6	8,831	4,144	4,687
General	12.9	12.7	13.0	11,359	5,608	5,751
Vocational	15.1	16.9	13.2	5,119	2,622	2,497
<b>Community type</b>						
Urban	18.9	20.8	17.0	6,384	3,080	3,304
Suburban	11.8	12.5	11.0	13,760	6,799	6,961
Rural	12.8	13.6	12.0	7,975	4,026	3,949
<b>Region</b>						
Northeast	11.3	13.4	9.0	6,282	3,092	3,189
North Central	12.0	12.2	11.7	5,720	2,808	2,912
South	15.2	16.4	14.0	11,068	5,455	5,613
West	16.6	17.0	16.3	5,050	2,550	2,500
<b>Type of school</b>						
Public	14.5	15.5	13.6	24,611	12,200	12,411
Catholic	2.3	3.2	1.6	2,616	1,167	1,449

## REASONS CITED BY 1980 SOPHOMORE DROPOUTS FOR LEAVING HIGH SCHOOL BEFORE GRADUATION

	Total		Male		Female		
	Total	Total	White	Minority	Total	White	Minority
			Percent				
<b>School-related</b>							
School was not for me	33.1%	34.8%	45.6%	14.8%	31.1%	34.1%	24.9%
Had poor grades	33.0	35.9	38.4	31.2	29.7	30.0	30.0
Couldn't get along with teachers	15.5	20.6	19.8	22.0	9.5	10.2	8.1
Expelled or suspended	9.5	13.0	12.3	14.3	5.3	6.3	3.2
Didn't get into desired program	6.1	7.5	4.7	12.8	4.5	4.2	5.0
School grounds too dangerous	2.3	2.7	2.9	2.2	1.7	1.1	3.1
<b>Family-related</b>							
Married or planned to get married	17.8	6.9	7.6	5.5	30.7	36.4	19.2
Had to support family	11.1	13.6	9.3	21.5	8.3	7.1	10.6
Was pregnant	10.9	---	---	---	23.4	20.5	29.2
<b>Peer-related</b>							
Couldn't get along with students	5.8	5.4	4.7	6.6	5.9	6.0	5.7
Friends were dropping out	4.8	6.5	6.7	6.0	2.4	2.7	1.7
<b>Health-related</b>							
Illness or disability	5.5	4.6	4.6	4.7	6.5	5.3	9.0
<b>Other</b>							
Offered job and chose to work	19.5	26.9	28.4	24.1	10.7	9.7	12.8
Wanted to travel	6.8	7.0	7.3	6.5	6.5	8.5	2.4
Wanted to enter military	4.3	7.2	6.7	8.3	.8	.6	1.1
Moved too far from school	3.8	2.2	2.2	2.2	5.3	5.2	5.5

SOURCE: U.S. Department of Education, National Center for Education Statistics.



Illinois  
State Board of  
Education

Educational Statistics  
for Illinois Elementary  
and Secondary Schools

Department of Planning,  
Research and Evaluation  
100 North First Street  
Springfield, Illinois 62777

# 1984



Walter W. Naumer, Jr., Chairman/Illinois State Board of Education  
Donald G. Gill, State Superintendent of Education

### STATE BOARD OF EDUCATION MEMBERS

	Term Expires
Walter W. Naumer, Jr., Chairman, DuQuoin	1985
Thomas Lay Burroughs, Vice Chairman, Collinsville	1987
Dorothy J. O'Neill, Secretary, Champaign	1989
Jacqueline T. Atkins, Chicago	1985
Carblyn W. Bergan, Chicago	1985
Ronald Blackstone, Homewood	1989
Hugh R. Brown, Evanslon	1989
Carroll E. Ebert, Naperville	1985
Carol N. Johnston, Des Plaines	1987
David W. Juday, Sycamore	1987
Louis Mervis, Danville	1989
Peter R. Monahan, Northfield	1989
Frederick B. Rabenstein, Ottawa	1989
Nilda M. Solar, Chicago	1987
G. Howard "Bud" Thompson, Prophetstown	1987
Jack Witkowski, Chicago	1985
Arlene Zielke, Chicago	1985

### PUPIL ENROLLMENT 1983-84

	Pre K-8	9-12	Total	Percent
Public	1,271,525	681,791	1,853,316	84.0%
Nonpublic <sup>a</sup>	263,552	86,797	352,518 <sup>b</sup>	16.0%
Total	1,535,077	668,588	2,205,834	
Percent	70%	30%		100.0%

<sup>a</sup> All nonpublic school data were reported voluntarily.  
<sup>b</sup> Some nonpublic schools reported total enrollment only.

### NUMBER OF PUBLIC SCHOOL DISTRICTS 1983-84

	Elementary	Secondary	Unit <sup>a</sup>	Department of Corrections	Total
Operating	435	124	450	1	1,010
Nonoperating	0	1	0	0	1

<sup>a</sup> Includes 3 other state-funded school districts: (1) Dept. of Rehabilitation Services, (2) Board of Regents, (3) Board of Trustees.

### NUMBER OF PUBLIC AND NONPUBLIC ATTENDANCE CENTERS 1983-84

	Public		Nonpublic		Total
Elementary	2,733	Elementary	1,069		
Junior High	586	Secondary	133		
High School	725	Unit	177		
Special Education and Others	213	Special Education	150		
Total	4,257		1,529		

### 12TH GRADE GRADUATES 1982-83

	Male	Female	Total
Public	63,718	65,096	128,814
Nonpublic	10,094	9,953	20,047
Total	73,812	75,049	148,861

### PUBLIC SCHOOL DROPOUTS 1982-83

	Secondary Enrollment	Dropouts	Dropout Rate
Male	305,725	15,901	5.2%
Female	287,706	12,048	4.2%
Total	593,431	27,949	4.7%

### PUBLIC SCHOOL FOUR-YEAR SECONDARY ENROLLMENT ATTRITION

Interval	Initial Enrollment	Attrition <sup>a</sup>	Attrition Rate
1979-1983	167,180	33,967	20.3%

<sup>a</sup> Attrition is the difference between the September ninth grade enrollment and the June twelfth grade enrollment four years later.

School Year	Elementary	Secondary	Sp. Ed.
1981	21.4	19.1	5.1
1982	21.3	18.8	5.4
1983	21.3	18.2	5.4
1984	21.5	18.4	5.3

Affiliation	Percentage
Catholic	76.6%
Lutheran	8.0%
Independent—Regular	3.7%
Other Religious	2.6%
Christian Schools Intl.	1.9%
Baptist	1.5%
Montessori	1.5%
Independent—Special Ed.	1.4%
Ill. Assn. of Christian Sch.	1.2%
Jewish	0.8%
Seventh-Day Adventist	0.5%
Greek Orthodox	0.2%
Amish	.
Islamic/Moslem	.
Mennonite	.
Methodist	.
Presbyterian	.
Protestant Episcopal	.
Other Than Listed	.

\*Less than one-tenth percent.

Status	Polio	DTP/TD <sup>b</sup>	Measles	Rubella
Protected—in Compliance	96.8%	90.1%	98.1%	97.2%
Unprotected—in Compliance <sup>a</sup>	1.8%	8.5%	0.7%	1.7%
Unprotected—in Noncompliance	1.4%	1.4%	1.2%	1.1%
	100.0%	100.0%	100.0%	100.0%

<sup>a</sup> Unprotected but in compliance because of religious objection, medical exception or an approved completion schedule.

<sup>b</sup> Diphtheria/Tetanus/Pertussis or Tetanus/Diphtheria.

	Public	Nonpublic
Pre-Kindergarten Teachers	217.1	698.1
Kindergarten Teachers	2,968.5	914.4
Elementary Teachers	53,511.2	9,851.2
Secondary Teachers	29,846.0	4,450.9
Special Education Teachers	15,149.2	1,149.3
Administrators	1,843.0	1,917.2
Principals and Assistant Principals	— <sup>a</sup>	—
Pupil Personnel Specialists	4,089.4	1,002.1
Other Certificated Staff	5,021.7	— <sup>b</sup>
Supervisors	— <sup>b</sup>	549.4
Noncertificated Personnel	5,574.2	5,035.0
Total Personnel	50,190.8	177,411.1
	177,411.1	25,567.6

<sup>a</sup> Included in administrators above.

<sup>b</sup> Not applicable.

Staff Category	Male	Female	Total
Regional Superintendents	\$40,500	\$44,000	\$40,500
District Superintendents	41,047	42,000	41,100
District Administrative Staff	42,000	35,948	41,365
Principals	34,200	33,152	34,028
Assistant Principals	34,121	30,858	33,950
Pupil Personnel Specialists	28,440	23,264	25,631
Supervisors	35,546	29,980	33,500
Sp. Ed. & Speech Corr. Staff	22,037	19,138	19,446
Elementary Teachers (Pre K-8)	23,000	21,213	21,624
Secondary Teachers (9-12)	26,705	22,715	25,020

\* Does not include Chicago, District 299.

#### RACIAL-ETHNIC DISTRIBUTION OF STATEWIDE PUBLIC SCHOOL ENROLLMENT 1983-84

	Enrollment	Percent
White Non-Hispanic	1,275,195	68.8%
Black Non-Hispanic	404,047	21.8%
Hispanic	135,352	7.3%
Asian or Pacific Islander	36,585	2.0%
American Indian or Alaskan Native	2,137	.1%
Total	1,853,316	100.0%

(1983-84 Total percent of minority students 31.2%)

(1978-79 Total percent of minority students 27.1%)

#### PUBLIC SCHOOL BILINGUAL CENSUS COUNT BY MAJOR NON-ENGLISH LANGUAGES 1982-83\*

Language	Count
Spanish	97,263
Greek	5,716
Italian	4,992
Korean	4,947
Philippino	4,086
Polish	3,107
German	3,061
Arabic	2,795
Vietnamese	2,510
Hindustani	2,422
Cantonese	2,321
Other Languages	21,169

Total = 154,389 (8% of 1982-83 Public Enrollment)

\*These numbers include students who are of limited English fluency and in need of bilingual education and students who are from a non-English speaking background but are not in need of bilingual education.

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LMP1715h

# Dropout Rate in Schools Rose Sharply Since '72

By GERALD M. BOYD

Special to The New York Times

WASHINGTON, Jan. 5 — The Education Department said today that the number of students dropping out of high school had risen sharply from 1972 to 1982.

The Secretary of Education, T. H. Bell, said in making public the results of a study on the dropout rate that the increase had occurred despite a period of increased spending on schools.

The researchers, for the first time, drew together a number of educational indicators under a state-by-state breakdown that compared data for 1982 with that for the period 10 years earlier.

Mr. Bell said the increase in the dropout rate after increased spending on schools underscored the Reagan Administration's argument that no clear pattern existed between the level of spending on education by states and the level of scholastic achievement.

He said he based that conclusion on a finding that some states low in education spending had high state averages on college entrance examinations.

## Criticism From Education Groups

The report, which made a state-by-state comparison of 32 such education-related indicators, was criticized sharply by education groups and drew expressions of concern from several testing services that the information on college entrance scores was being misapplied.

"The education statistics are misleading and could undermine efforts by states that are already making progress by spending more money on education," said Mary Hatwood Futrell, president of the National Education Association, the largest teachers' organization.

Many of the findings have been previously reported, such as the decline in test scores in recent years. Among the other already known findings is a wide disparity in teachers' salaries, which ranged from \$29,000 annually for teachers in Alaska to \$13,000 for teachers in Mississippi.

Mr. Bell said the information on the rate of students graduating from high school showed that nationally, 77.2 percent had finished in 1972 as against 72.8 percent in 1982. The pattern varied from a high in Minnesota of 89 percent two years ago to only 55 percent in the District of Columbia.

"I think we ought to move to the point where not more than 10 percent are dropping out of school," Mr. Bell said. He did not say how local officials should meet that goal.

The survey's findings for New York State were similar to those reported nationwide. For example, the percentage of students graduating in New York was 74.7 percent in 1972 but de-

clined to 66.3 percent in 1982.

College entrance examination scores in New York, as reflected on the Scholastic Aptitude Test, averaged 955 in 1972 and 896 in 1982, as against national averages of 937 in 1972 and 893 in 1982. Teachers' salaries in New York rose from \$11,000 annually to \$20,000, the seventh highest in the nation, while the number of pupils per teacher dropped to 17.6 in 1982 from 19 in 1972.

In New Jersey, the graduation rate remained at about 78 percent for both 1972 and 1982, while test scores declined to 869 from 916. Salaries for teachers nearly doubled from \$9,500 in 1972, while the teacher-pupil ratio dropped to 15.9 pupils per teacher from 19.6.

The graduation rate in Connecticut declined from 83.4 percent in 1972 to 71.2 percent in 1982, according to the survey. It showed a drop in S.A.T. scores to 896, from 945, and a rise in teachers' salaries to \$17,440 annually in 1982, from \$10,079 in 1972. Connecticut had a decline in the pupil-teacher ratio to 15.0, from 19.4.

## Bell Notes States Differ

Mr. Bell said the states' differing characteristics, such as varied makeup of student populations, made it difficult to draw definite conclusions from the survey. He also noted that not all students take college entrance examinations and not all take the same one.

But he said the survey would be "useful to state officials as they prepare to convene their state legislatures in coming weeks" by providing a comparison with trends in other states. He further urged the state officials to do a similar study district by district.

"The highest-spending states are not necessarily the highest-achieving states," Mr. Bell said. He noted that Idaho, South Dakota and New Hampshire were among low-spending states whose students scored high on tests.

Organizations such as the College Board, which administers the S.A.T., have long discouraged the use of the test results to make comparisons among the states. Kitty Clendinning, a spokesman for the New York-based College Board, said such comparisons were "invalid" because the tests were not given to all students and the participation rate varied greatly.

Scott Widmeyer, a spokesman for the American Federation of Teachers, said the survey failed to take into account the changing population of the nation's public schools, which he said have a greater percentage of Asian and refugee students now than in 1972.

Mrs. Futrell, of the rival N.E.A., said test scores were only one way to evaluate students' academic achievement. She said the use of such a narrowly defined measuring tool was "unfair and deceptive."



## DROPOUT STUDY

December, 1984

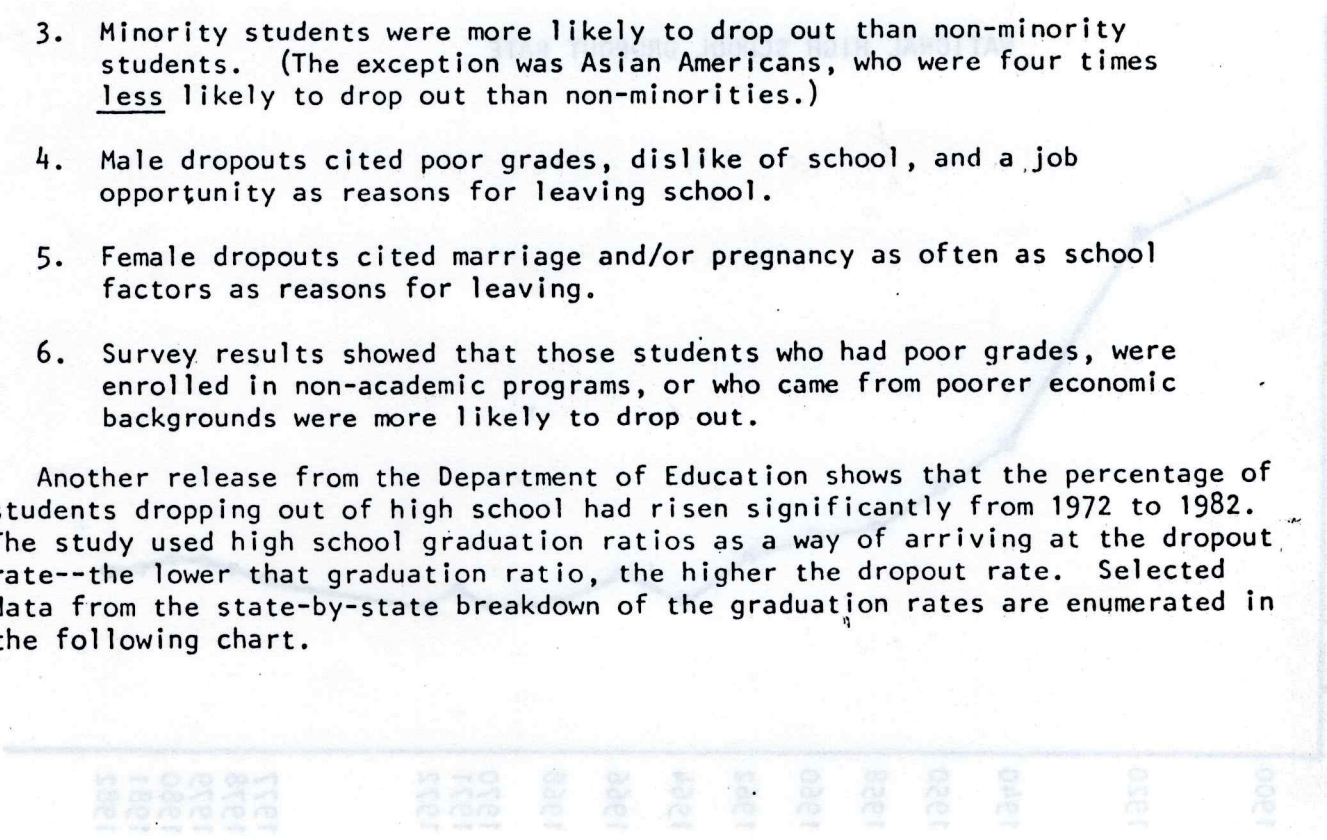
Dropout figures for local schools are much easier to establish than those for the state and nation. The 1980 census data show that, for the first time, more than half the people over 25 years old in all states have completed four years of high school. Of adult Americans, 66.3% are high school graduates, compared to 41% who finished high school at the time of the 1960 census.

Most reported dropout rates are overstated because it is difficult to document the extent to which dropouts receive further training. The U.S. Department of Education estimates that about 25% of the male dropouts and 17% of the females receive some form of training after leaving school. These estimates include 14% of the males and 9% of the females who enroll in diploma equivalency programs.

The National Center for Educational Statistics (NCES) reports that only about three-fourths of those who entered 5th grade in 1970 graduated with their classmates in 1978. However, the Center's statistical chief states that, "No-one has any good figures on dropouts. . . they are very expensive to get." The High School and Beyond Study conducted by NCES traced more than half a million 1980 high school sophomores who dropped out before graduating. The findings of that study were as follows:

1. Most dropouts left school in the 11th grade.
2. More boys than girls of all backgrounds left school before graduating.
3. Minority students were more likely to drop out than non-minority students. (The exception was Asian Americans, who were four times less likely to drop out than non-minorities.)
4. Male dropouts cited poor grades, dislike of school, and a job opportunity as reasons for leaving school.
5. Female dropouts cited marriage and/or pregnancy as often as school factors as reasons for leaving.
6. Survey results showed that those students who had poor grades, were enrolled in non-academic programs, or who came from poorer economic backgrounds were more likely to drop out.

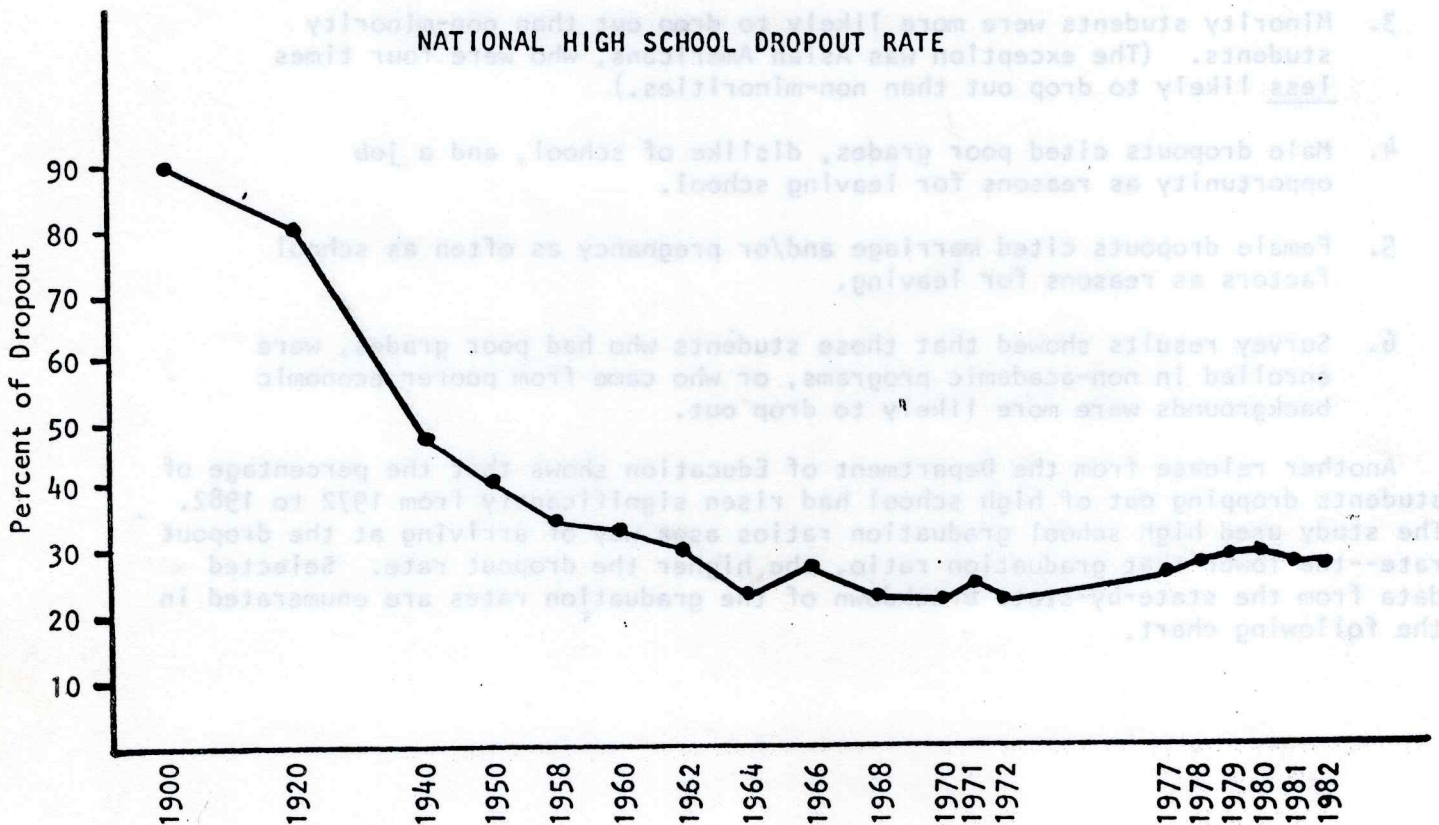
Another release from the Department of Education shows that the percentage of students dropping out of high school had risen significantly from 1972 to 1982. The study used high school graduation ratios as a way of arriving at the dropout rate--the lower that graduation ratio, the higher the dropout rate. Selected data from the state-by-state breakdown of the graduation rates are enumerated in the following chart.



	<u>*High School Graduation Ratio</u>		<u>State Ranking</u>	
	<u>1972</u>	<u>1982</u>	<u>1972</u>	<u>1982</u>
Illinois	78.0	74.8	28th	28th
Indiana	76.1	76.9	34th	21st
Iowa	89.5	85.8	3rd	3rd
Michigan	81.0	72.7	17th	32nd
Minnesota	91.5	89.2	1st	1st
Mississippi	57.6	63.0	50th	49th
Missouri	77.5	75.4	31st	25th
New York	74.7	66.3	36th	45th
U.S. Average	77.2	72.8		

\*A higher graduation ratio indicates a lower dropout rate.

Because procedures used in arriving at dropout rates are so varied, it is difficult to chart national and state figures with a high degree of accuracy. Nevertheless, using the data available, the graph below delineates the national trend during this century. It graphically shows the dramatic decrease in the dropout rate which occurred following World War I, the more gradual decline experienced after World War II, and finally the leveling off reached in the mid-sixties.



Methodology of Local Studies

As was stated earlier, local figures for studying the dropout picture are more readily accessible. The population of each of the dropout studies in this report is made up of all students enrolled as 9th graders for the first time in a given year. These students are followed through enrollment records for a period of six years. In cases where students transfer and later return or drop and later return, the final status alone is counted. For the purposes of the studies, students deceased and students transferred to other districts are deleted in computing the dropout rates.

Population Changes

During the time span of this report, there has been a gradual increase in the percentage of minority students enrolled in the local high schools. This fact, together with the different rates of mobility, affects the percentage of minority and non-minority in the original groups and the final groups studies each year.

Composition of Original Groups

<u>Class of:</u>	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>1984</u>
Non-Minority Male	42.8%	41.6%	40.8%	37.8%	38.8%
Non-Minority Female	38.3%	38.9%	36.7%	39.0%	34.3%
Total Non-Minority	81.1%	80.5%	77.5%	76.8%	73.1%
Minority Male	10.3%	10.9%	10.8%	12.4%	14.3%
Minority Female	8.6%	8.6%	11.7%	10.8%	12.6%
Total Minority	18.9%	19.5%	22.5%	23.2%	26.9%

Transfers to Other Districts  
(Percentage of Original Groups)

<u>Class of:</u>	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>1984</u>
Non-Minority Males	15.7%	15.4%	19.1%	26.0%	18.7%
Non-Minority Females	18.9%	17.8%	18.1%	20.0%	19.5%
Minority Males	10.2%	12.6%	17.6%	20.9%	13.5%
Minority Females	10.2%	13.4%	12.6%	12.8%	17.1%
All Students	16.0%	15.7%	17.9%	21.6%	18.0%
Deceased (Number)	6	3	2	2	3



Composition of Groups Studied

<u>Class of:</u>	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>1984</u>
Non-Minority Male	42.9%	42.8%	40.1%	35.6%	38.3%
Non-Minority Female	37.2%	38.0%	36.6%	39.8%	33.8%
Total Non-Minority	80.0%	80.8%	76.7%	75.4%	72.1%
Minority Male	10.9%	11.4%	10.9%	12.5%	15.1%
Minority Female	9.1%	8.8%	12.4%	12.1%	12.8%
Total Minority	20.0%	20.2%	23.3%	24.6%	27.9%

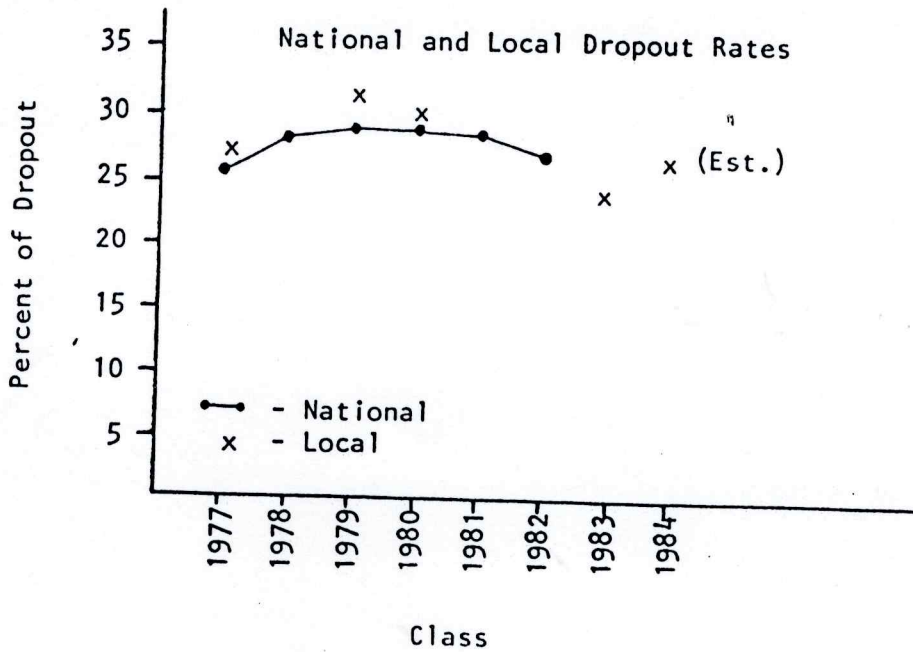
District 61 Dropout Rates

- 1977 - The students in this study were juniors the year that the N & W explosion forced the district to provide only half-day sessions for students from Stephen Decatur and Lakeview.
- 1979 - These students were in 9th grade the year that the N & W explosion forced the district to provide only half-day sessions for the students from Stephen Decatur and Lakeview.
- 1980 - These students entered high school after the re-opening of Lakeview High School. They were not involved in any of the competency testing design work.
- 1983 - These students were the first class to be held to the minimum competency requirements. It is also interesting to note that they were also the class in kindergarten the year the district first used the Kindergarten Skills Inventory and the first class to use the Lippincott Reading Materials in first grade.
- 1984 - The final results for this class cannot be reported since the six-year study interval has not elapsed. Fifty-one students of this group are still enrolled in high school as of mid-November. For this reason, the rates listed areranges with the lowest and highest possible, depending on what the 51 enrollees do. An estimated rate is given based on this range.

Dropout Rates

Class of:	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>'84 Range</u>	<u>'84 Estimate</u>
Non-Minority Male	24.5%	30.1%	27.8%	25.9%	28.1-31.0	29.0%
Non-Minority Female	18.1%	24.3%	23.9%	18.0%	15.9-16.9	16.4%
Minority Male	56.4%	53.0%	53.1%	38.5%	36.7-49.4	43.1%
Minority Female	29.9%	41.1%	32.5%	22.5%	19.9-29.8	24.9%
Total Group (Decatur)	26.1%	31.5%	29.7%	23.9%	24.2-28.9	26.6%
National	25.3%	27.8%	28.1%	*Not available		

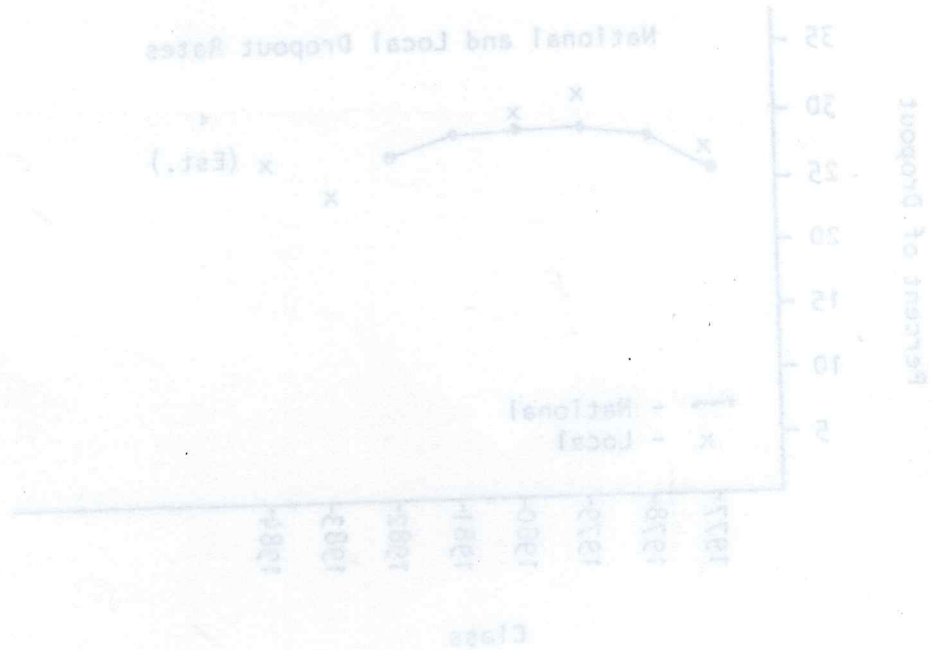
\*1982 National - 27.2%



## Summary

The information in this report appears to lead to the following conclusions:

1. Male students are more likely to drop out than female students. (This follows the national trend.)
2. Minority students are more likely to drop out before graduating than are non-minority students. (Also, a national finding.)
3. The class of 1983 had a much better overall rate than the other years reported. (Perhaps due to factors listed in the description of this class.)
4. The non-minority female population in the class of 1984 had an outstanding record of high school completion.
5. In comparison with state and national figures, District 61's dropout rate is probably about the same as the Illinois figure and slightly better than the national rate.



abandonment later (as reported by State)

	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	
<i>if include Cook</i> Alton	6,993	7,357	6,898	
State	<u>5,666</u>	<u>4,768</u>	<u>4,956</u>	
Rockford	8,511	8,255	8,378	2 <sup>nd</sup> highest
Champaign	5,858	4,667	5,017	2 <sup>nd</sup> highest
Urbana	4,726	4,091	4,745	
Maui-tau-Harr.	9,523	4,918	7,222	
Mt Zion	2,338	2,201	1,802	
Argenta. O	3,260	2,947	5,620	
Peoria	<del>10,987</del>	<del>9,152</del>	<del>10,825</del>	
Springfield	4,755	5,589	5,028	
Decatur	8,257	6,104	6,818	about same a little lower
Kankakee	7,182	5,445	5,904	
Granite City	10,431	8,898	7,682	higher
East St. Louis	16,250	8,965	5,565	

4000

GED: General Educational Testing

G.E.D. TEST -- MACON COUNTY

The Regional Superintendent of Schools is the administrator of the G.E.D. high school equivalency testing program. During the calendar year 1983, there were 540 persons who took the G.E.D. test series, the third largest number ever for Macon County.

Last year 373 adults passed all five parts of the G.E.D. examination and were awarded the high school equivalency certificate.

	<u>Test Takers</u>	<u>Number Passed</u>	<u>Per Cent Passed</u>
1974	175	135	77.1%
1975	225	143	63.6%
1976	307	189	61.6%
1977	271	150	55.4%
1978	313	224	71.6%
1979	372	267	72.0%
1980	536	418	77.9%
1981	621	470	75.7%
1982	581	429	73.8%
1983	540	373	69.1%

DISADVANTAGED, MINORITIES DROPPED OUT MOST OFTEN IN 1980

Urban, minority and disadvantaged students were the most likely students to drop out of school in 1980, according to the National Center for Education Statistics.

Of the more than half million dropouts, most left school in the 11th grade. More boys than girls of all racial, ethnic and socioeconomic backgrounds were likely to leave school, and most of both sexes soon regretted the decision, NCES said.

Male dropouts most frequently cited poor grades, dislike of school and a job opportunity as reasons for dropping out, while females cited marriage as often as they did school factors.

The descriptions of dropouts are contained in a High School and Beyond study, which included two surveys and a follow-up questionnaire on students' reasons for leaving school and their subsequent activities.

American Indians and natives of Alaska had the highest dropout rates, 29 percent, followed by Hispanic and black students. Asian Americans, who were four times less likely than whites to drop out, had the lowest rate of 3 percent.

In line with previous data, the survey results showed that those students who had poor grades, were enrolled in non-academic programs or who came from poorer backgrounds were more likely to drop out.

Dropout rates also varied among students at different kinds of schools. About 2 percent of students from Catholic schools dropped out, compared with about 15 percent of public school students, a finding that may reflect "differences in the selection of students for these schools."

As of February 1982, only about 60 percent of the male and 33 percent of the female dropouts were employed full or part time, and most of the jobs were unskilled, according to the survey. About a third of the females said they were homemakers without other jobs.

According to the students' own reports, 51 percent of the males and 55 percent of the females regretted

(more)

1980 High School Sophomores  
Who Dropped Out Before Graduation

	Male	Female	Total
All students	14.7%	12.6%	13.6%
Race/ethnicity			
American Indian and Alaskan Natives	27.2	31.8	29.2
Hispanic	18.1	18.0	18.0
Black	20.3	14.1	17.0
White	13.0	11.5	12.2
Asian American	3.5	2.7	3.1
Socioeconomic status			
High	7.0	3.2	5.2
Middle	9.6	8.3	9.0
Low	17.8	17.1	17.4
Unknown	32.3	30.9	31.6
Community type			
Urban	20.8	17.0	18.9
Suburban	12.5	11.0	11.8
Rural	13.6	12.0	12.8
Geographic region			
Northeast	13.4	9.0	11.3
North Central	12.2	11.7	12.0
South	16.4	14.0	15.2
West	17.0	16.3	16.6
High school program			
Academic	4.5	3.6	4.0
General	12.7	13.0	12.9
Vocational-technical	16.9	13.2	15.1
School type			
Public	15.5	13.6	14.5
Catholic	3.2	1.6	2.3
Other private			
Self-reported grade			
Mostly As	2.0	3.5	2.9
Mostly Bs	7.8	8.4	8.1
Mostly Cs	18.1	19.1	18.5
Mostly Ds	41.7	44.1	42.5

Note: All percentages are based on computations using weights that are adjusted for non-response and unequal probabilities of sample selection.

\*Not included because of a small sample size and a high non-response rate in the base-year survey.

Source: National Center for Education Statistics

# DataFile

## DROPOUT RATES OF HIGH SCHOOL SOPHOMORES IN 1980

Background Characteristics	Dropouts as Percent of Sophomores			Sample Size		
	Total	Male	Female	Total	Male	Female
<b>Total</b>	<b>13.6%</b>	<b>14.7%</b>	<b>12.6%</b>	<b>28,119</b>	<b>13,905</b>	<b>14,214</b>
<b>Race/ethnicity:</b>						
White	12.2	13.0	11.5	18,545	9,162	9,383
Black	17.0	20.3	14.1	3,712	1,721	1,991
Hispanic	18.0	18.1	18.0	5,039	2,589	2,450
Asian or Pacific Islander	3.1	3.5	2.7	426	213	213
<b>Socioeconomic status:</b>						
Low	17.4	17.8	17.1	7,057	3,143	3,914
Middle	9.0	9.6	8.3	11,836	5,822	6,014
High	5.2	7.0	3.2	5,876	3,141	2,735
Unknown	31.6	32.3	30.9	3,350	1,799	1,551
<b>Self-reported grades:</b>						
Mostly A's	2.9	2.0	3.5	9,507	4,148	5,359
Mostly B's	8.1	7.8	8.4	11,559	5,553	6,006
Mostly C's	18.5	18.1	19.1	5,976	3,524	2,452
Mostly D's	42.5	41.7	44.1	834	547	287
<b>Self-reported school program</b>						
Academic	4.0	4.5	3.6	8,831	4,144	4,687
General	12.9	12.7	13.0	11,359	5,608	5,751
Vocational	15.1	16.9	13.2	5,119	2,622	2,497
<b>Community type</b>						
Urban	18.9	20.8	17.0	6,384	3,080	3,304
Suburban	11.8	12.5	11.0	13,760	6,799	6,961
Rural	12.8	13.6	12.0	7,975	4,026	3,949
<b>Region</b>						
Northeast	11.3	13.4	9.0	6,282	3,092	3,189
North Central	12.0	12.2	11.7	5,720	2,808	2,912
South	15.2	16.4	14.0	11,068	5,455	5,613
West	16.6	17.0	16.3	5,050	2,550	2,500
<b>Type of school</b>						
Public	14.5	15.5	13.6	24,611	12,200	12,411
Catholic	2.3	3.2	1.6	2,616	1,167	1,449

## REASONS CITED BY 1980 SOPHOMORE DROPOUTS FOR LEAVING HIGH SCHOOL BEFORE GRADUATION

	Total		Male		Female		
	Total	Total	White	Minority	Total	White	Minority
			Percent				
<b>School-related</b>							
School was not for me	33.1%	34.8%	45.6%	14.8%	31.1%	34.1%	24.9%
Had poor grades	33.0	35.9	38.4	31.2	29.7	30.0	30.0
Couldn't get along with teachers	15.5	20.6	19.8	22.0	9.5	10.2	8.1
Expelled or suspended	9.5	13.0	12.3	14.3	5.3	6.3	3.2
Didn't get into desired program	6.1	7.5	4.7	12.8	4.5	4.2	5.0
School grounds too dangerous	2.3	2.7	2.9	2.2	1.7	1.1	3.1
<b>Family-related</b>							
Married or planned to get married	17.8	6.9	7.6	5.5	30.7	36.4	19.2
Had to support family	11.1	13.6	9.3	21.5	8.3	7.1	10.6
Was pregnant	10.9	---	---	---	23.4	20.5	29.2
<b>Peer-related</b>							
Couldn't get along with students	5.6	5.4	4.7	6.6	5.9	6.0	5.7
Friends were dropping out	4.6	6.5	6.7	6.0	2.4	2.7	1.7
<b>Health-related</b>							
Illness or disability	5.5	4.6	4.6	4.7	6.5	5.3	9.0
<b>Other</b>							
Offered job and chose to work	19.5	26.9	28.4	24.1	10.7	9.7	12.8
Wanted to travel	6.8	7.0	7.3	6.5	6.5	8.5	2.4
Wanted to enter military	4.3	7.2	6.7	8.3	.8	.6	1.1
Moved too far from school	3.6	2.2	2.2	2.2	5.3	5.2	5.5

SOURCE: U.S. Department of Education, National Center for Education Statistics.



Illinois  
State Board of  
Education

Educational Statistics  
for Illinois Elementary  
and Secondary Schools

Department of Planning,  
Research and Evaluation  
100 North First Street  
Springfield, Illinois 62777

# 1984



Walter W. Naumer, Jr., Chairman/Illinois State Board of Education  
Donald G. Gill, State Superintendent of Education

### STATE BOARD OF EDUCATION MEMBERS

	Term Expires
Walter W. Naumer, Jr., Chairman, DuQuoin	1985
Thomas Lay Burroughs, Vice Chairman, Collinsville	1987
Dorothy J. O'Neill, Secretary, Champaign	1989
Jacqueline T. Atkins, Chicago	1985
Carlyn W. Bergan, Chicago	1985
Ronald Blackstone, Homewood	1989
Hugh R. Brown, Evanston	1989
Carroll E. Ebert, Naperville	1985
Carol N. Johnston, Des Plaines	1987
David W. Juday, Sycamore	1987
Louis Mervis, Danville	1987
Peter R. Monahan, Northfield	1989
Frederick B. Rabenstein, Ottawa	1989
Nilda M. Soler, Chicago	1987
G. Howard "Bud" Thompson, Prophetstown	1987
Jack Witkowski, Chicago	1985
Arlene Zielke, Chicago	1985

### PUPIL ENROLLMENT 1983-84

	Pre K-8	9-12	Total	Percent
Public <sup>a</sup>	1,271,525	681,791	1,853,316	84.0%
Nonpublic <sup>b</sup>	263,552	86,797	352,518 <sup>b</sup>	16.0%
Total	1,535,077	668,588	2,205,834	100.0%
Percent	70%	30%		

<sup>a</sup> All nonpublic school data were reported voluntarily.  
<sup>b</sup> Some nonpublic schools reported total enrollment only.

### NUMBER OF PUBLIC SCHOOL DISTRICTS 1983-84

	Elementary	Secondary	Unit <sup>a</sup>	Department of Corrections	Total
Operating	435	124	450	1	1,010
Nonoperating	0	1	0	0	1

<sup>a</sup> Includes 3 other state-funded school districts: (1) Dept. of Rehabilitation Services, (2) Board of Regents, (3) Board of Trustees.

### NUMBER OF PUBLIC AND NONPUBLIC ATTENDANCE CENTERS 1983-84

	Public	Nonpublic	Total
Elementary	2,733	Elementary	1,069
Junior High	586	Secondary	133
High School	725	Unit	177
Special Education and Others	213	Special Education	150
Total	4,257		1,529

### 12TH GRADE GRADUATES 1982-83

	Male	Female	Total
Public	63,718	65,096	128,814
Nonpublic	10,094	9,953	20,047
Total	73,812	75,049	148,861

### PUBLIC SCHOOL DROPOUTS 1982-83

	Secondary Enrollment	Dropouts	Dropout Rate
Male	305,725	15,901	5.2%
Female	287,706	12,048	4.2%
Total	593,431	27,949	4.7%

### PUBLIC SCHOOL FOUR-YEAR SECONDARY ENROLLMENT ATTRITION

Interval	Initial Enrollment	Attrition <sup>a</sup>	Attrition Rate
1979-1983	187,180	33,967	20.3%

<sup>a</sup> Attrition is the difference between the September ninth grade enrollment and the June twelfth grade enrollment four years later.



School Year	Elementary	Secondary	Sp. Ed.
1981	21.4	19.1	5.1
1982	21.3	18.8	5.4
1983	21.3	18.2	5.4
1984	21.5	18.4	5.3

Affiliation	Percentage
Catholic	76.6%
Lutheran	8.0%
Independent—Regular	3.7%
Other Religious	2.6%
Christian Schools Intl.	1.9%
Baptist	1.5%
Montessori	1.5%
Independent—Special Ed.	1.4%
Ill. Assn. of Christian Sch.	1.2%
Jewish	0.8%
Seventh-Day Adventist	0.5%
Greek Orthodox	0.2%
Amish	.
Islamic/Moslem	.
Mennonite	.
Methodist	.
Presbyterian	.
Protestant Episcopal	.
Other Than Listed	.

\*Less than one-tenth percent.

Status	Polio	DTP/TD <sup>b</sup>	Measles	Rubella
Protected—In Compliance	96.8%	90.1%	98.1%	97.2%
Unprotected—In Compliance <sup>a</sup>	1.8%	8.5%	0.7%	1.7%
Unprotected—In Noncompliance	1.4%	1.4%	1.2%	1.1%
	100.0%	100.0%	100.0%	100.0%

<sup>a</sup> Unprotected but in compliance because of religious objection, medical exception or an approved completion schedule.

<sup>b</sup> Diphtheria/Tetanus/Perussis or Tetanus/Diphtheria.

	Public	Nonpublic
Pre-Kindergarten Teachers	217.1	698.1
Kindergarten Teachers	2,968.5	914.4
Elementary Teachers	53,511.2	9,851.2
Secondary Teachers	29,846.0	4,450.9
Special Education Teachers	15,149.2	1,149.3
Administrators	1,843.0	1,917.2
Principals and Assistant Principals	4,089.4	— <sup>a</sup>
Pupil Personnel Specialists	5,021.7	1,002.1
Other Certificated Staff	5,574.2	— <sup>b</sup>
Supervisors	— <sup>b</sup>	549.4
Noncertificated Personnel	59,190.8	5,035.0
Total Personnel	177,411.1	25,567.6

<sup>a</sup> Included in administrators above.

<sup>b</sup> Not applicable.

Staff Category	Male	Female	Total
Regional Superintendents	\$40,500	\$44,000	\$40,500
District Superintendents	41,047	42,000	41,100
District Administrative Staff	42,000	35,948	41,365
Principals	34,200	33,152	34,028
Assistant Principals	34,121	30,858	33,950
Pupil Personnel Specialists	28,440	23,264	25,631
Supervisors	35,546	29,980	33,500
Sp. Ed. & Speech Corr. Staff	22,037	19,138	19,446
Elementary Teachers (Pre K-8)	23,000	21,213	21,624
Secondary Teachers (9-12)	26,705	22,715	25,020

\* Does not include Chicago, District 299.

#### RACIAL-ETHNIC DISTRIBUTION OF STATEWIDE PUBLIC SCHOOL ENROLLMENT 1983-84

	Enrollment	Percent
White Non-Hispanic	1,275,195	68.8%
Black Non-Hispanic	404,047	21.8%
Hispanic	135,352	7.3%
Asian or Pacific Islander	36,585	2.0%
American Indian or Alaskan Native	2,137	.1%
Total	1,853,316	100.0%

(1983-84 Total percent of minority students 31.2%)  
(1978-79 Total percent of minority students 27.1%)

#### PUBLIC SCHOOL BILINGUAL CENSUS COUNT BY MAJOR NON-ENGLISH LANGUAGES 1982-83\*

Language	Count
Spanish	97,263
German	3,081
Arabic	2,795
Greek	5,716
Vietnamese	2,510
Italian	4,992
Hindustani	2,422
Korean	4,947
Cantonese	2,321
Pilipino	4,086
Other Languages	21,169
Polish	3,107

Total = 154,389 (8% of 1982-83 Public Enrollment)

\*These numbers include students who are of limited English fluency and in need of bilingual education and students who are from a non-English speaking background but are not in need of bilingual education.

Printed by authority of the State of Illinois, April, 1984; 12,000; 40685

LMP1715h

# Dropout Rate in Schools Rose Sharply Since '72

By GERALD M. BOYD

Special to The New York Times

WASHINGTON, Jan. 5 — The Education Department said today that the number of students dropping out of high school had risen sharply from 1972 to 1982.

The Secretary of Education, T. H. Bell, said in making public the results of a study on the dropout rate that the increase had occurred despite a period of increased spending on schools.

The researchers, for the first time, drew together a number of educational indicators under a state-by-state breakdown that compared data for 1982 with that for the period 10 years earlier.

Mr. Bell said the increase in the dropout rate after increased spending on schools underscored the Reagan Administration's argument that no clear pattern existed between the level of spending on education by states and the level of scholastic achievement.

He said he based that conclusion on a finding that some states low in education spending had high state averages on college entrance examinations.

## Criticism From Education Groups

The report, which made a state-by-state comparison of 32 such education-related indicators, was criticized sharply by education groups and drew expressions of concern from several testing services that the information on college entrance scores was being misapplied.

"The education statistics are misleading and could undermine efforts by states that are already making progress by spending more money on education," said Mary Hatwood Futrell, president of the National Education Association, the largest teachers' organization.

Many of the findings have been previously reported, such as the decline in test scores in recent years. Among the other already known findings is a wide disparity in teachers' salaries, which ranged from \$29,000 annually for teachers in Alaska to \$13,000 for teachers in Mississippi.

Mr. Bell said the information on the rate of students graduating from high school showed that nationally, 77.2 percent had finished in 1972 as against 72.8 percent in 1982. The pattern varied from a high in Minnesota of 89 percent two years ago to only 55 percent in the District of Columbia.

"I think we ought to move to the point where not more than 10 percent are dropping out of school," Mr. Bell said. He did not say how local officials should meet that goal.

The survey's findings for New York State were similar to those reported nationwide. For example, the percentage of students graduating in New York was 74.7 percent in 1972 but de-

clined to 66.3 percent in 1982.

College entrance examination scores in New York, as reflected on the Scholastic Aptitude Test, averaged 955 in 1972 and 896 in 1982, as against national averages of 937 in 1972 and 893 in 1982. Teachers' salaries in New York rose from \$11,000 annually to \$20,000, the seventh highest in the nation, while the number of pupils per teacher dropped to 17.6 in 1982 from 19 in 1972.

In New Jersey, the graduation rate remained at about 78 percent for both 1972 and 1982, while test scores declined to 869 from 916. Salaries for teachers nearly doubled from \$9,500 in 1972, while the teacher-pupil ratio dropped to 15.9 pupils per teacher from 19.6.

The graduation rate in Connecticut declined from 83.4 percent in 1972 to 71.2 percent in 1982, according to the survey. It showed a drop in S.A.T. scores to 896, from 945, and a rise in teachers' salaries to \$17,440 annually in 1982, from \$10,079 in 1972. Connecticut had a decline in the pupil-teacher ratio to 15.0, from 19.4.

## Bell Notes States Differ

Mr. Bell said the states' differing characteristics, such as varied makeup of student populations, made it difficult to draw definite conclusions from the survey. He also noted that not all students take college entrance examinations and not all take the same one.

But he said the survey would be "useful to state officials as they prepare to convene their state legislatures in coming weeks" by providing a comparison with trends in other states. He further urged the state officials to do a similar study district by district.

"The highest-spending states are not necessarily the highest-achieving states," Mr. Bell said. He noted that Idaho, South Dakota and New Hampshire were among low-spending states whose students scored high on tests.

Organizations such as the College Board, which administers the S.A.T., have long discouraged the use of the test results to make comparisons among the states. Kitty Clendinning, a spokesman for the New York-based College Board, said such comparisons were "invalid" because the tests were not given to all students and the participation rate varied greatly.

Scott Widmeyer, a spokesman for the American Federation of Teachers, said the survey failed to take into account the changing population of the nation's public schools, which he said have a greater percentage of Asian and refugee students now than in 1972.

Mrs. Futrell, of the rival N.E.A., said test scores were only one way to evaluate students' academic achievement. She said the use of such a narrowly defined measuring tool was "unfair and deceptive."



## Board seeks ways to cut dropout rate

Decatur school board members want to see the district's 26.5 percent dropout rate decrease and have asked for administrative recommendations on ways to do it.

The dropout rate for the class of 1985 remained consistent with that of the previous year, according to the report from Jahala DeMoulin, director of research. The rate for 1984 was 26.6 percent.

Neither of those rates are final figures. The district tracks student progress from the freshman year to two years after the normal graduation time. Some students scheduled to graduate in the spring of 1985 are still in school.

DeMoulin also keeps statistics for individual groups, including non-minority males and females and minority males and females. Locally and nationally, minority students are more likely to drop out before graduating than non-minority students, the report said.

In Decatur, the estimated rate for minority males is 33.1 percent, better than past years, DeMoulin said. But the rate for minority females, usually less than minority males, is estimated at 36.9 percent for 1985. That compares to 24.7 percent a year ago.

The estimates for non-minority males is 26.3 percent, and for non-minority females, 20.3 percent.

Board members asked the administration to check with other large districts to determine how they handle the dropout problem.

In other action, the board:

- Heard from district secretaries and a service employee representative who asked that the holiday for Martin Luther King Jr.'s birthday be a paid one for all employees.

Those employee groups will have the day off Monday without pay, but may use a personal or vacation day to receive compensation. Those provisions were negotiated in their contracts.

The board took no action on the request.

- Hired Anne Noland, a counselor at Durfee School, to assume the principalship at Southeast School. She will replace Marge Handley, who is the district's new director of compensatory education. Her salary is \$35,157.

Jeanelle Norman, board president, had requested that the board seek a minority for the job. Although a minority was not hired for the position, she said an effort was made and urged a commitment be maintained to find minorities to fill vacancies.

- Approved new graduation requirements affecting credits for music courses and exemptions for physical education.

Students who take music courses will now earn the same amount of credit as they earn for other academics. Previously, music earned half the credit.

The physical education exemptions primarily involve provisions for student athletes. Juniors and seniors will be allowed to take another class or study hall in lieu of physical education if they demonstrate they will participate in a sport.

Other exemptions also will be granted for students who need a specific course for college entrance or lack courses necessary for high school graduation.

- Approved music and industrial arts task force reports, subject to budget considerations.



# Decatur Public Schools

OTTO C. KEIL BUILDING

101 WEST CERRO GORDO STREET  
DECATUR, ILLINOIS 62523

DISTRICT No. 61  
OFFICE of the SUPERINTENDENT

June 27, 1977

TELEPHONE 424-3000, AREA CODE 217

TO: Mr. Charles Meyerson  
FROM: Mr. Tinch  
RE: Alternative Education Possibilities  
for Potential and Actual Drop-outs

*Handwritten: "How many?"*

POTENTIAL DROP-OUTS: Problem students (mostly disciplinary) are recommended by the deans, assistant principals and/or principals to the Director of Secondary Education. The Director consults with the administrative staff (and frequently the counselor) regarding suggestions. The parent(s) make an appointment with the Director for a conference with said Director, student and parent(s). The Director ascertains the best placement (if assessed as needed), explains the alternatives and attempts to achieve acceptance of such. Incidentally, one alternative is to return the student to school. In 1976-77 this was determined and was successful about 21 times out of 27 recommended. Sometimes outside counseling is recommended (Mental Health Clinic, Family Services, medical advice, private assistance, etc.) as the solution or in conjunction with the decision.

*Handwritten: "30"*

If the decision for placement is the Secondary Adjustment Program (SAP), then Walter Grant, Assistant Director of Special Education for District #61, is contacted and a psychological is recommended (by our staff psychologist). If SAP is appropriate, then there is a staffing (psychologist, the involved school administrative staff, SAP staff and Special Education administration). The Secondary Adjustment Program was equipped and staffed to accommodate 30 secondary youth. When deemed appropriate by the SAP staff there is a recommendation that the student be returned to the regular school. Normally such a transfer is made at the beginning of one of the quarters and is consummated after approval by the Director of Secondary Education. Students returned to regular school have about 60% chance of successful continuance in regular classes. Although the maximum number is 30 students, due to the return policy, SAP in reality met the needs of 42 students in 1976-77. For 1977-78 the SAP program (housed at Ullrich School) will be staffed to accommodate 40 students. Because this program is a Special Education program the Special Education Department works with the organization very closely, not only in identifying but in attempting to remedy the special problems of these students.

*Handwritten: "40"*

Although this was a program at only one middle school, the Work Experience Career Education Program (WECEP) was inaugurated to attempt to deter potential drop-outs. These students were identified by the counselor and the Director of WECEP at that school. Twenty-six youngsters were involved in the program (determined as best in the State by I.O.E.-A.V.T.E.) and the Director feels that the program has become a deterrent to at least 20 of those youngsters. Hopefully the 1977-78 year will see an increase in this program.

After the conference with the Director, parent(s) and student, as mentioned in paragraph one, the student may be recommended for the Day Probation Center

34 (located at the YMCA). A student must be adjudicated and his placement must be cosigned by both the Director of Secondary Education and the judge involved in the case. Sometimes the process works in reverse to the extent that the probation officer contacts the Director of Secondary Education and makes a request for placement in the Day Probation Center. The Director of Secondary Education does not honor such a request until after he has a consultation with the dean and/or principal at the student's school. In 1976-77 the Day Probation Center was designed to accommodate 25 students as a maximum (the Decatur School District provides only two instructors for this program); however, as in the case of the Secondary Adjustment Program, the students can be returned to the regular school with agreement between the Day Probation Staff Director and the Director of Secondary Education. During the 1976-77 year the Day Probation Center had contact with 34 youngsters.

The Decatur Public School System also maintains a School for Pregnant Girls. This school operates in the evenings and is located at the Area Vocational Center. It is designed to prevent pregnant girls who are desirous of continuing their education from being penalized academically. During the 1976-77 year 110 pregnant girls were accommodated by this school. It reached a top enrollment of 71 students. Normally, the counselors or deans make the initial recommendation for such and they also assist in making the necessary arrangements. There is no charge for this service. Pregnant girls are not required to leave regular school and then attend the Pregnant Girls Class -- rather they are provided the opportunity for such.

Sometimes, after the aforementioned conference, the student is recommended for Home Bound Study. When this is the recommendation the Director of Secondary Education holds a conference with Walter Grant to determine the desirability of such placement. During 1976-77 there were 12 students in this program. Once again students may be transferred back to the regular school after a conference is held among the Home Bound instructor, Mr. Grant and the Director of Secondary Education.

All of the above programs are with the intent of assisting the students to acclimate themselves to an educational climate that will eventually produce for them a sound education and ultimately a high school diploma. None of the programs should be considered essentially punishment or terminal.

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7  
1  
ACTUAL DROP-OUTS: The Decatur Public School System maintains a Saturday High School Credit Class which meets each Saturday from 8:00 AM until noon. Some students (120) take this Saturday morning class with the approval of their principal. Such students can acquire 1/2 unit of credit every 15 weeks. This process is often used as a deterrent for the potential drop-out and is only used when a form, signed by the principal, is presented to the Director of the Saturday High School Credit Class. There is a fee of \$20.00 per 1/2 unit of credit for enrollment in this school. A person who is not officially enrolled in the Decatur Public School System may also enroll in these sessions. Such a person can conceivably acquire 1/2 unit of credit every 5 weeks. These persons (40) may also acquire a regular high school diploma which is identified as a Decatur Public School System high school diploma. The fee for this is also \$20.00 per 1/2 unit of credit. The minimum age for attendance in this school is 18; however, the Director of Secondary Education and the Director of the Saturday High School Credit Class have sometimes mutually agreed to waive this requirement (which is a Decatur School System established requirement). The total number of students accommodated in this class in 1976-77 was 160.

On Monday and Wednesday evenings, from 6:30 PM to 9:30 PM the Decatur Public School System maintains an Adult Basic Education Class. In 1976-77 there were 400 involved in the class. This class is designed for those persons who have less than an 8th grade education. There is no charge for it. The class sometimes does take students who have more than an 8th grade education. These persons are non-qualifiers for the G.E.D. class given at Richland Community College and are only accepted when Richland says they are not acceptable for their program and are recommended to our district. Richland Community College does offer a course as a preparation for the G.E.D. test. Sometimes students or non-students are recommended to the Richland Community College for acceptance in this program.

\*\*\*\*\*

In addition to the above the Director of Secondary Education has a good working relationship with some social agencies in the community. For example, there is the VAST program at Meyer Zone Center which is primarily designed for returning parolees; the Youth Program (formerly PACE) at the Meyer Zone Center for mentally and emotionally disturbed youngsters; the Vocational Alternatives Program (VAP) which is designed for those students who have had criminal problems; the Vocational Rehabilitation Program which is designed to help those who are out of school and are in need of some kind of vocational training.

PET/mk

P.S. Although it may not be considered an alternative program, per se the Webster-Cantrell Program is an alternative program for the approximately 13 to 15 youngsters who are in residence there and are not considered appropriate to attend regular school. During the course of the 1976-77 year this on-site school dealt with 17 different youngsters, all of who came from Chicago or Champaign.

## DROPOUT STUDY

December, 1984

Dropout figures for local schools are much easier to establish than those for the state and nation. The 1980 census data show that, for the first time, more than half the people over 25 years old in all states have completed four years of high school. Of adult Americans, 66.3% are high school graduates, compared to 41% who finished high school at the time of the 1960 census.

Most reported dropout rates are overstated because it is difficult to document the extent to which dropouts receive further training. The U.S. Department of Education estimates that about 25% of the male dropouts and 17% of the females receive some form of training after leaving school. These estimates include 14% of the males and 9% of the females who enroll in diploma equivalency programs.

The National Center for Educational Statistics (NCES) reports that only about three-fourths of those who entered 5th grade in 1970 graduated with their classmates in 1978. However, the Center's statistical chief states that, "No-one has any good figures on dropouts. . . they are very expensive to get." The High School and Beyond Study conducted by NCES traced more than half a million 1980 high school sophomores who dropped out before graduating. The findings of that study were as follows:

1. Most dropouts left school in the 11th grade.
2. More boys than girls of all backgrounds left school before graduating.
3. Minority students were more likely to drop out than non-minority students. (The exception was Asian Americans, who were four times less likely to drop out than non-minorities.)
4. Male dropouts cited poor grades, dislike of school, and a job opportunity as reasons for leaving school.
5. Female dropouts cited marriage and/or pregnancy as often as school factors as reasons for leaving.
6. Survey results showed that those students who had poor grades, were enrolled in non-academic programs, or who came from poorer economic backgrounds were more likely to drop out.

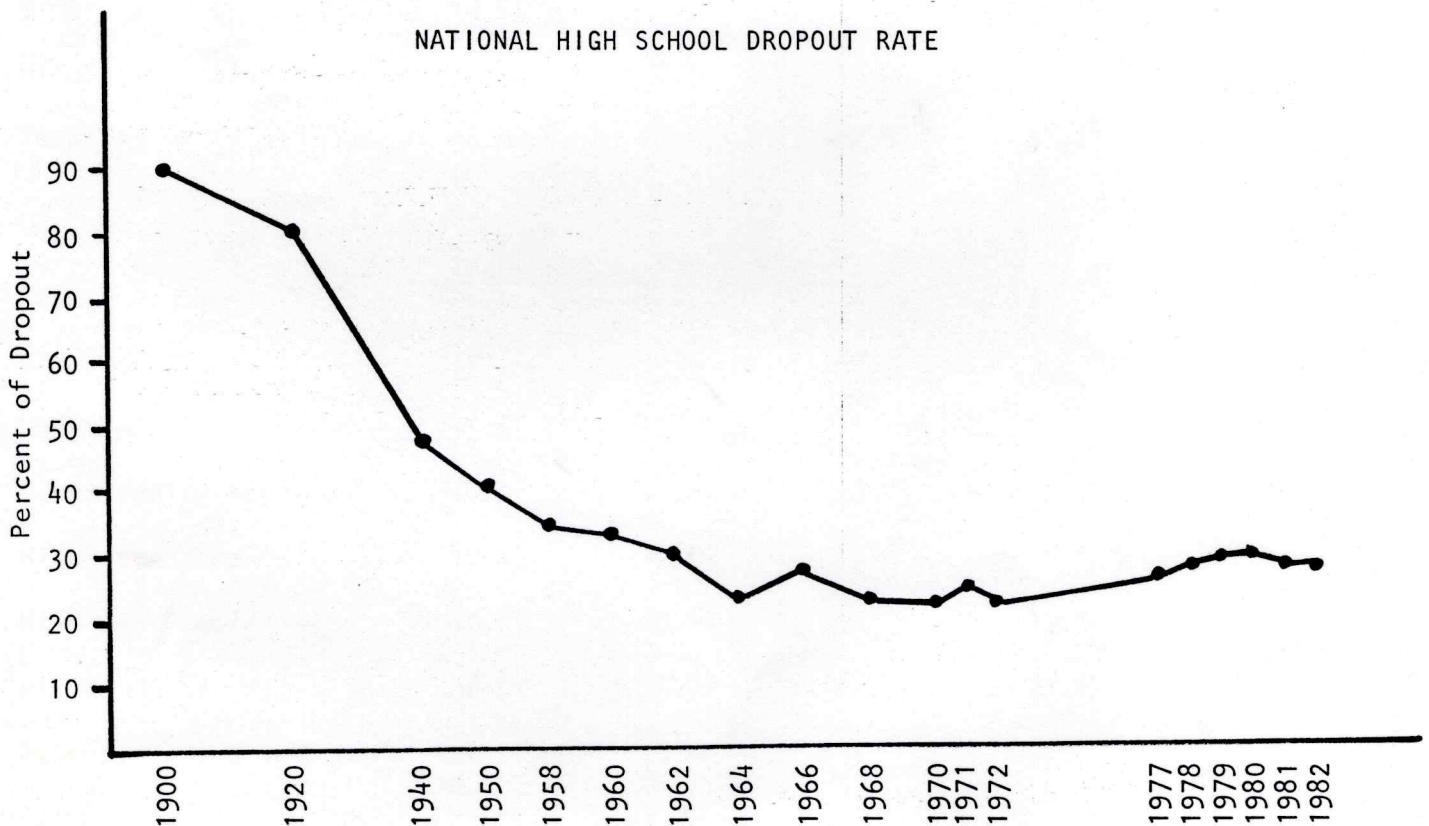
Another release from the Department of Education shows that the percentage of students dropping out of high school had risen significantly from 1972 to 1982. The study used high school graduation ratios as a way of arriving at the dropout rate--the lower that graduation ratio, the higher the dropout rate. Selected data from the state-by-state breakdown of the graduation rates are enumerated in the following chart.



	*High School Graduation Ratio		State Ranking	
	1972	1982	1972	1982
Illinois	78.0	74.8	28th	28th
Indiana	76.1	76.9	34th	21st
Iowa	89.5	85.8	3rd	3rd
Michigan	81.0	72.7	17th	32nd
Minnesota	91.5	89.2	1st	1st
Mississippi	57.6	63.0	50th	49th
Missouri	77.5	75.4	31st	25th
New York	74.7	66.3	36th	45th
U.S. Average	77.2	72.8		

\*A higher graduation ratio indicates a lower dropout rate.

Because procedures used in arriving at dropout rates are so varied, it is difficult to chart national and state figures with a high degree of accuracy. Nevertheless, using the data available, the graph below delineates the national trend during this century. It graphically shows the dramatic decrease in the dropout rate which occurred following World War I, the more gradual decline experienced after World War II, and finally the leveling off reached in the mid-sixties.



## Methodology of Local Studies

As was stated earlier, local figures for studying the dropout picture are more readily accessible. The population of each of the dropout studies in this report is made up of all students enrolled as 9th graders for the first time in a given year. These students are followed through enrollment records for a period of six years. In cases where students transfer and later return or drop and later return, the final status alone is counted. For the purposes of the studies, students deceased and students transferred to other districts are deleted in computing the dropout rates.

## Population Changes

During the time span of this report, there has been a gradual increase in the percentage of minority students enrolled in the local high schools. This fact, together with the different rates of mobility, affects the percentage of minority and non-minority in the original groups and the final groups studies each year.

<u>Class of:</u>	<u>Composition of Original Groups</u>				
	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>1984</u>
Non-Minority Male	42.8%	41.6%	40.8%	37.8%	38.8%
Non-Minority Female	38.3%	38.9%	36.7%	39.0%	34.3%
Total Non-Minority	81.1%	80.5%	77.5%	76.8%	73.1%
Minority Male	10.3%	10.9%	10.8%	12.4%	14.3%
Minority Female	8.6%	8.6%	11.7%	10.8%	12.6%
Total Minority	18.9%	19.5%	22.5%	23.2%	26.9%

<u>Class of:</u>	<u>Transfers to Other Districts</u> (Percentage of Original Groups)				
	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>1984</u>
Non-Minority Males	15.7%	15.4%	19.1%	26.0%	18.7%
Non-Minority Females	18.9%	17.8%	18.1%	20.0%	19.5%
Minority Males	10.2%	12.6%	17.6%	20.9%	13.5%
Minority Females	10.2%	13.4%	12.6%	12.8%	17.1%
All Students	16.0%	15.7%	17.9%	21.6%	18.0%
Deceased (Number)	6	3	2	2	3

Composition of Groups Studied

<u>Class of:</u>	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>1984</u>
Non-Minority Male	42.9%	42.8%	40.1%	35.6%	38.3%
Non-Minority Female	37.2%	38.0%	36.6%	39.8%	33.8%
Total Non-Minority	80.0%	80.8%	76.7%	75.4%	72.1%
Minority Male	10.9%	11.4%	10.9%	12.5%	15.1%
Minority Female	9.1%	8.8%	12.4%	12.1%	12.8%
Total Minority	20.0%	20.2%	23.3%	24.6%	27.9%

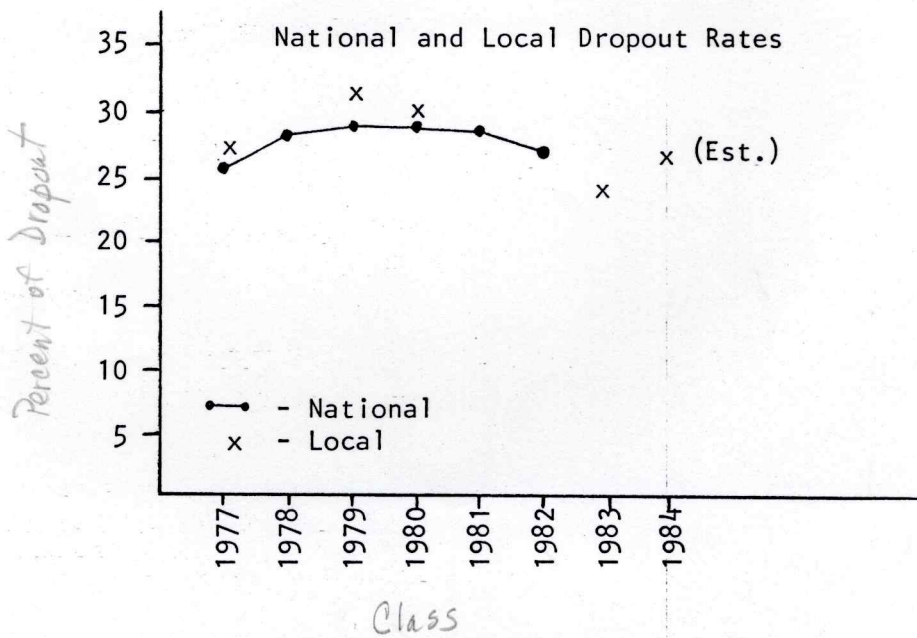
District 61 Dropout Rates

- 1977 - The students in this <sup>study</sup> student were juniors the year that the N & W explosion forced the district to provide only half-day sessions for students from Stephen Decatur and Lakeview.
- 1979 - These students were in 9th grade the year that the N & W explosion forced the district to provide only half-day sessions for the students from Stephen Decatur and Lakeview.
- 1980 - These students entered high school after the re-opening of Lakeview High School. They were not involved in any of the competency testing design work.
- 1983 - These students were the first class to be held to the minimum competency requirements. It is also interesting to note that they were also the class in kindergarten the year the district first used the Kindergarten Skills Inventory and the first class to use the Lippincott Reading Materials in first grade.
- 1984 - The final results for this class cannot be reported since the six-year study interval has not elapsed. Fifty-one students of this group are still enrolled in high school as of mid-November. For this reason, the rates listed are ranges with the lowest and highest possible depending on what the 51 enrollees do. An estimated rate is given based on this range.

Dropout Rates

Class of:	<u>1977</u>	<u>1979</u>	<u>1980</u>	<u>1983</u>	<u>'84 Range</u>	<u>'84 Estimate</u>
Non-Minority Male	24.5%	30.1%	27.8%	25.9%	28.1-31.0	29.0%
Non-Minority Female	18.1%	24.3%	23.9%	18.0%	15.9-16.9	16.4%
Minority Male	56.4%	53.0%	53.1%	38.5%	36.7-49.4	43.1%
Minority Female	29.9%	41.1%	32.5%	22.5%	19.9-29.8	24.9%
Total Group (Decatur)	26.1%	31.5%	29.7%	23.9%	24.2-28.9	26.6%
National	25.3%	27.8%	28.1%	*Not available		

\*1982 National - 27.2%



## Summary

The information in this report appears to lead to the following conclusions:

1. Male students are more likely to dropout <sup>words</sup> than female students.  
(This follows the national trend.)
2. Minority students are more likely to drop out before graduating than are non-minority students. (Also, a national finding.)
3. The class of 1983 had a much better overall rate than the other years reported. (Perhaps due to factors listed in the description of this class.)
4. The non-minority female population in the class of 1984 had an outstanding record of high school completion.
5. In comparison with state and national figures, District 61's dropout rate is probably about the same as the Illinois figure and slightly better than the national rate.



**PUBLIC  
DISTRICT 61**

**OTTO C. KEIL ADMINISTRATION BUILDING  
101 West Cerro Gordo Street  
Decatur, Illinois 62523  
(217) 424-3000**

June 21, 1985

Mrs. Linda Hughes  
2125 Clearmont  
Decatur, IL 62526

Dear Mrs. Hughes:

I am pleased to see that the League will be concentrating on educational issues. We will be more than pleased to work with your committee in any way we can.

Sincerely,

Robert Oakes  
Superintendent

RO:anh

2125 Clearmont  
Decatur, IL. 62526  
June 19, 1985

Robert Oakes, Superintendent  
Decatur Public Schools  
101 West Cerro Gordo Street  
Decatur, Illinois 62523

Dear Mr. Oakes:

The League of Women Voters is concerning itself this year with problems associated with education. This is a focus of the state body as well as our local League. One of the areas which we have elected to study in depth is the drop-out problem. We understand that the NAACP is also studying this area, and so we will be working with them from time to time.

Our committee is co-chaired by Eunice Dansby and Betty Melville; other members are Karen Jensen and Lori Thornton. As president, I of course will be an ex-officio member. We sincerely hope that our study will produce some clearly defined causes, and from those, perhaps, some answers will follow.

We appreciate your cooperation with our group in the past and hope that, together, we may be of real service to the school community and the city in general.

Sincerely,

Einda C. Hughes, President

*Robert*

Mr. ~~Bob~~ Oakes, Supt.  
District #61  
Keil Bldg; 101 W. Cerro Gordo  
Decatur, Il. 62523

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We appreciate your cooperation with our group in the past and hope that, together, we may be of real service to the school community and the city in general.

~~For the time being, at least, we will be working from Nate Anderson's research for the NAACP. We will, in all probability, want to verify his work plus check for new figures. We know we will have your blessing in this important work.~~

Sincerely,

Linda Hughes, President  
League of Women Voters