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Implementing Agency:	Ironbound Youth Project, Inc.
Project Director:	Patricia Jarecke, Program Administrator Independence High School 179 Van Buren Street Newark, New Jersey 07105
Report Date:	12/31/76
Period Covered:	9/1/74 - 8/31/76 (2 School years)
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ACQUISITIONS

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1.1 Project Description

Independence High School is an "alternative" school which originated because ordinary schools in the Ironbound district were considered seriously deficient in meeting the needs of many students. These schools were felt to be irrelevant and boring, to contribute to low self-esteem and aimlessness, leading to truancy, dropping out, and sometimes to alcohol, drugs and crime. Independence High School attempted to deal with this problem by providing a concerned, unpressured setting in which students could explore their confusions while acquiring skills and attitudes which prepare them for dealing constructively with the future. It uses small classes and extensive counseling of various kinds, with heavy stress on basic skills, plus the development of interests, self-motivation and vocational skills and goals through special skills courses, a supervised work program and college preparation. It encourages student participation in school decisions and is engaged in a constant process of self-evaluation which results in continuing refinements in teaching, administration, and all aspects of the school's functioning.

IHS opened in September, 1971, sponsored by the Ironbound Youth Project, Inc. It received funds from the High Impact program from September, 1973 through August, 1976 and is currently funded by a SLEPA bloc grant, DYFS and other sources. It is located in Ironbound, a working-class, mainly white area with diverse ethnic groups, and serves the youth of this area, as well as elsewhere in Newark. It is approved by the State Department of Education as a diploma-granting institution.

IHS occupies a relatively small, three-story building which was formerly a factory; its capacity was 65 students during the 1974-76 school years and is 80 at present. Its students have prior histories of dropping out and other school adjustment problems and half had been arrested. The school is informal in feeling and the students seem to be comfortable there; the staff is highly committed. Funding, however, is a constant struggle.

2.0 Goals and Objectives

2.1 Performance Objectives

1. To reduce the incidence of target crime committed by Ironbound youth.
2. To keep recidivism on the part of recruited delinquent youth to a maximum of 10%; to prevent non-delinquent participants from entering the CJS for the first time.
3. To keep the attrition rate of recruited students to a maximum of 10%.
4. To improve student competency and basic educational skills.
5. To prepare students to make choices of college or vocational career a matter of personal preference rather than one of educational or class determination.
6. To offer participating youth the opportunity to pursue specific interests and develop particular skills.

2.2 Capability Objectives

1. To initiate and complete school start-up activities.
2. To recruit, select and enroll students to bring the total student body to 65.
3. To continue to develop, refine and administer the Career Exposure/Resource Education Program.
4. To develop and improve the overall curriculum and schedule for the student body.
5. To continue to develop, refine and administer the counseling and guidance program, and to develop a variety of therapeutic relationships for students.
6. To involve students in decision-making and administration.

2.3 Goals and objectives of 1976-77 Continuation Grant Proposal

The objectives noted above are those of the 1974-75 continuation grant proposal and constitute the basis upon which the present evaluation is structured. A later proposal, that of 1976-77, has modified and added to the above objectives, but these new goals and objectives are presumed to pertain to the 1976-77 school year whereas the present study's coverage extends through August, 1976.

The new goals and objectives, however, are of interest because they reflect changes and refinements in the project that have evolved from experience; they are therefore presented for review in Appendix A and some of them are noted in relation to the achievement of present project objectives in Section 5.0.

3.0 Focus and Sources

An interim evaluation report was issued in November, 1975 covering the first year that IHS operated under High Impact funding. The present report will be the final evaluation under High Impact funding and will focus mainly on the past two school years, from September, 1974 through August, 1976, although it will also encompass the period from the project's origin in 1971 until High Impact funding began in September, 1973. Most of the findings pertain to the 122 students who were in the program at any time during September, 1973 through and including September, 1975; students who left the program before September, 1973, or were admitted after September, 1975 are excluded from the 122. As with other High Impact project evaluations, the basic format of this report will be to assess the extent to which the project has achieved its stated aims, utilizing objective types of measures when available.

Information for the study has been obtained from a number of sources. These have included records and reports on file at the project and at the Newark Office of Criminal Justice Planning, documents such as SLEPA Quarterly Narrative Reports and NOCJP Monthly Checklists, NPD computer-generated data on reported crime and arrests, on-site observation, and interviews with staff members. The project's funding proposals for the 1974-75 and 1976-77 grants have provided a good deal of descriptive information, plus some statistical data, for understanding the background and operation of the project.

4.0 Findings and Conclusions

1. This project has been extremely successful in recruiting new students and maintaining its active enrollment at or near 65 students. As of June 1976 there were 125 people on the waiting list.

2. The project has maintained an overall participant dropout rate of 10% or less, in fulfillment of its objective. In contrast, approximately half the students had dropped out of their previous schools.

3. The percentage of students receiving credit for basic skills courses (reading, writing, mathematics) appears to be slightly under 60% for the 1974-76 school years. There was a substantial decline in this percentage during the Spring 1976 cycle.

4. One of the major reasons why many students do not receive credit is poor attendance. Available data indicate that attendance was about 50% in basic skills classes and close to 60% in special skills, but both reflected the overall in-school attendance of approximately 65%. The school now requires a minimum class attendance of 60% for credit to be given.

5. Among all students at IHS since its inception in 1971, 49 had graduated by June 1976, including 34 who had been at IHS under High Impact funding (which began September 1973). Of the 49 graduates, 22 took jobs, 21 started college and one entered technical training.

6. The project has had considerable success with its special skills program, offering courses in drawing, painting, sketching, ceramics, carpentry, photography, videotape, music lessons, drama, physical education, typing and stenography. Of the 49 graduates from IHS, 14 are working or taking technical or college training in fields in which they became interested through the special skills program.

7. The work placement program has continued to function successfully. In most cycles more than 90% of students have participated, attendance has been 85% or higher and evaluations of student performance have been consistently high. More than 80 varied work sites are now available, with about 40 used each cycle.

8. Counseling and guidance continue to be a key part of the IHS program. Each student is required to have a regular ongoing relationship with a counselor, who is also a teacher, and various other types of counseling are available. The counseling role is part of the total commitment that most staff members feel is necessary, but this may be so emotionally draining as to be self-defeating in the long run. There is also a danger of over-involvement in students' lives, and counselors must learn when not to deal with certain problems themselves.

9. The extent of student participation in decision making and administration has fluctuated. It was considerable at first and then steadily declined, but recently, after a period of trial and error, new and promising modes of student participation have been evolving.

10. The files of student records are extremely difficult to use. Folders are disorganized and confusing, with diverse forms and entries, so that meaningful information is very hard to extract. The inadequacy of the record system is recognized by the staff and corrective action has begun.

11. There is little or no evidence that the project has reduced the incidence of target crime committed by Ironbound youths. This objective is almost impossible to measure and, as presently stated, is too ambitious. The project cannot be responsible for all youth of Ironbound whether participants in the project or not. This objective has wisely been omitted from the 1976-77 continuation proposal.

12. The project has achieved its objective of holding down recidivism among recruited delinquents to below 10% per year and in preventing non-delinquent participants from entering the criminal justice system for the first time. In terms of High Impact target crimes, 5% of delinquents and no non-delinquents were arrested for such crimes during the year after their admission to IHS.

5.0 Project Status with Respect to Objectives

5.1 Performance Objectives

1. To reduce the incidence of target crime committed by Ironbound youth.

The achievement of this objective can be measured only indirectly and imprecisely because the kind of information needed for more accurate measurement is not available. The data source for this objective is computer printouts generated by the Newark Police Department on reported crime and on arrests. The objective will be interpreted in terms of target crimes committed in the Ironbound district by juveniles, rather than target crimes committed by juveniles who reside in Ironbound regardless of where they commit the crimes; the latter would be impossible to determine. Since NPD statistics are given by police sector, the Ironbound district is considered to consist mainly of sectors 315 and 316. Another sector, No. 314, is partly in Ironbound and partly in downtown Newark, but the great majority of the crimes reported for this sector occur in the downtown part rather than in the Ironbound part, and the sector is therefore omitted from the findings.

Although the incidence of crime is best indicated by reported crimes, as measured by NPD figures on "actual complaints", the reported crime statistics do not accurately reflect the age of the offender because the latter is often not seen by the victim, especially in burglaries. In contrast, NPD arrest statistics are broken down into juvenile and adult arrestees and the figures for juveniles can be used, with reservations, as the only available data suggestive of trends in juvenile target crime. The findings cover (a) reported target crime and (b) juvenile target crime arrests, for 1973, 1974 and 1975, in police sectors 315 and 316 (Table 1).

Findings

During the three years 1973, 1974 and 1975, there was an increase in reported target crimes in Ironbound. The figures for those years were 786, 940 and 982, respectively, and they included adult as well as youth crime. The increase reflects the rise in burglaries (breaking and entering), which constitute three-fourths of all reported target crime in Ironbound, whereas violent crime (murder, rape, robbery, assault) remained comparatively stable.

Against the increase in reported target crime the arrest figures for target crime by juveniles show a mixed pattern for the three years, rising sharply and then falling even more sharply: there were 46, 65 and then 36 arrests, respectively, in 1973, 1974 and 1975. Burglaries were by far the principal charge, accounting for four-fifths of the juvenile target crime arrests, and they increased from 1973 to 1974 but declined in 1975 to a lower level than in 1973. The number of juvenile arrests for violent crime seems to be relatively small and showed a decline: 11, 9 and 7 arrests, respectively, for 1973, 1974 and 1975. None was for murder, one was for rape (in 1973), and a handful or less per year were for robbery and for assault.

No one really knows the extent to which the NPD figures on juvenile target crime arrests are indicative of the actual incidence of juvenile target crime, even if allowance is made for the fact that far more crimes are committed than result in arrest. In the Ironbound district during the period covered there were more than five times as many target crimes reported as there were target crime arrests. Yet the juvenile arrest figures are the only available figures that approximate what the objective calls for.

If one assumes that if a given percentage of juvenile arrests for a crime equals the percentage of offenses committed by juveniles, one arrives at Table 2, which shows that the estimated number of target offenses committed by juveniles in Sectors 315 and 316 (Ironbound) rose from 308 in 1973 to 397 in 1974 to 412 in 1975. These are estimates, however, and they are probably rather tenuous.

Although exact measurement of this objective is difficult, it would appear doubtful that this objective has been met. The continuing increases in reported target crime and in estimated juvenile target crimes committed, and the increase followed by a decrease in juvenile target crime arrests, provide little or no evidence that it has been met. This objective would seem to be too ambitious; a school with a capacity of 65 students, half of them with no previous arrests, cannot reasonably be expected to have much effect on the juvenile crime incidence of a populous urban area such as Ironbound. This objective, in fact, has been omitted from the 1976-77 continuation grant proposal.

Table 1. Target Crime Reported and Juvenile and Adult Target Crime Arrests in Police Sectors 315 and 316 (Ironbound) - 1973, 1974, 1975

Type of Target Crime	Number of Crimes Reported	Number of Arrests				Arrests as of % of Reported Crime
		Juvenile	Adult	Total	Juv. as % of Total	
Violent Crime						
Murder						
1973	9	-	3	3	-	33%
1974	12	-	2	2	-	17%
1975	2	-	1	1	-	50%
Rape						
1973	8	1	2	3	33%	38%
1974	7	-	2	2	-	29%
1975	9	-	5	5	-	56%
Robbery						
1973	116	6	12	18	33%	16%
1974	147	4	19	23	17%	16%
1975	128	4	24	28	14%	22%
Assault						
1973	85	4	32	36	11%	42%
1974	85	5	26	31	16%	36%
1975	99	3	37	40	8%	40%
Total Violent						
1973	218	11	49	60	18%	28%
1974	251	9	49	58	16%	23%
1975	238	7	67	74	9%	31%
Burglary (B&E)						
1973	550	35	40	75	47%	14%
1974	689	56	52	108	52%	16%
1975	744	29	27	56	52%	8%
Total Target						
1973	768	46	89	135	34%	18%
1974	940	65	101	166	39%	18%
1975	982	36	94	130	28%	13%
Burglary as % of Total Target						
1973	72%	76%	45%	56%		
1974	73%	86%	51%	65%		
1975	76%	81%	29%	43%		

Table 2

Estimated Number of Crimes Committed by Juveniles, Sectors 315, 316 (Ironbound) in 1973, 1974 and 1975

	1973	1974	1975
Murder	0	0	0
Rape	3	0	0
Robbery	38	25	18
Assault	9	14	8
Breaking and Entering	258	358	386
Total	308	397	412

2. To keep recidivism on the part of recruited delinquent youth to a maximum of 10%; to prevent non-delinquent participants from entering the CJS for the first time.

Sources

The usual source of arrest information on High Impact project participants is the Case Tracking System, particularly for arrests after admission. Because of IHS concern about the sensitiveness of this kind of information, a modification of the usual CTS procedure was devised for obtaining the required data from the Newark Police Department. The modified procedure was used in January 1974 for 51 participants, and additional NPD data may have been retrieved once during 1975. The limited amount of information thus obtained has been supplemented for the present report with the project's own information on participant arrests before and after admission, some from project records, or from the law firms that provided legal services to participants who become involved with the law, or from participants themselves. In most cases the project's information agrees with that of NPD, but that of arrests during the past year and a half comes entirely from the project. Any arrests that occur while a student is enrolled at IHS become known to IHS sooner or later, and these include some arrests that are not recorded by NPD, such as those occurring outside Newark, or instances of a policeman claiming to "arrest" a student but not booking the student or following up in any way. The project does not find out about arrests that take place after a student leaves IHS, except for students who graduate (IHS maintains periodic contact with them), or if any staff member or current or former student should hear about such arrests and informs IHS about them. This means that there is a lack of information on arrests after leaving IHS for students who left during the past year and a half, perhaps longer. All other information provided by the project on recent arrests is probably fairly accurate, because of the general agreement between the project and NPD on past arrests.

Definitions

The objective contains several terms that need to be defined. "Delinquent" will be defined as a student who had one or more arrests before admission to IHS, regardless of whether the arrests were for target crimes or other offenses. A "non-delinquent" is defined as a student with no arrests of any kind prior to enrolling at IHS. Although the objective refers to "delinquent youth", anyone with arrests will be considered, even those who were 18 or older at admission.

"...recidivism...a maximum of 10%" will be considered to mean the arrest rate for target crimes during the year after admission. In the formula for this rate the numerator will be the number of delinquents who were arrested for one or more target crimes during the first year after they began attending IHS, and the denominator will be the total number of delinquents. Both the numerator and denominator will include only delinquents for whom at least a year elapsed between their admission to IHS and August 31, 1976. The recidivism rate is the numerator divided by the denominator, with the quotient multiplied by 100.

"...entering the CJS for the first time" is difficult to measure or even to understand. This terminology refers to non-delinquent participants and will be interpreted so as to be comparable to delinquents, which means that the arrest rate for target crime among non-delinquents should be zero during their first year after admission. The rate will be computed in the same way as that of delinquents, except that it will pertain only to non-delinquents.

For determining whether the objective has been met, the only arrests to be considered for delinquents or non-delinquents will be target crime arrests occurring during the first year after admission to IHS. The discussion, however, will go beyond these and will include non-target crime arrests, and arrests of any kind more than a year after admission.

Findings: arrest rates

For all the 122 students admitted September, 1975 or earlier, at least a year elapsed from the time they started at IHS to August 31, 1976. They were evenly divided between "delinquents" and "non-delinquents"--60 had been arrested before admission to IHS while the other 62 had not.

Among the 60 delinquents, three were arrested for target crimes and one was arrested for unknown charges during the year after admission, so that up to four might have had target crime arrests. The recidivism rate would thus be either 5% or 7%, in either case below the 10% stipulated in the objective. Among the 62 non-delinquents, none was arrested for a target crime during the first year after their admission to IHS. The objective has thus been achieved, according to the definitions used. The three delinquents with known target charges had four target crime arrests among them, two for robbery and one each for assault and burglary; they also had four non-target crime arrests.

It should be noted that the objectives in the latest proposal (1976-77) use higher arrest rates than those of the proposal being evaluated. The latest proposal calls for maximum rates of 15% for delinquents and 5% for non-delinquents, both of these rates considerably above the actual rates achieved thus far. However, if the rates thus far were computed on the basis of all arrests instead of only target crime arrests, they happen to be 15% for delinquents and 5% for non-delinquents, exactly the amounts called for in the latest proposal.

Arrest rates going beyond the first year after admission may be computed for the 83 students for whom two or more years had elapsed between their admission and the end of August, 1976. Among the 49 of these who were non-delinquents, no target crimes are known to have occurred at all so that their percent with target crime arrests during two years after admission is zero. Among the 44 delinquents with two or more years since admission, two had target crime arrests during their first year after admission, for a 5% first-year recidivism rate, three had target crime arrests during their second year after admission, for a 7% second-year rate, and these five, with first or second year target crime arrests, produce a two-year rate of 11%, which is almost precisely the one year rate defined as appropriate for the objective. (The student with the unknown charge was not counted as an arrestee in this computation.)

Charges

A total of 24 students is known to have been arrested at any time after admission to IHS, for target and/or non-target crimes, among the 122 for whom at least a year had elapsed between their admission and August 31, 1976. Seven of the arrestees are female and one of them was arrested for a target crime. All 24 arrestees had 39 arrests among them, ranging from one to six per student, including seven arrests for target crimes. The charges for the arrests are as follows (counting one charge per arrest, using only the most serious charge in a multiple charge arrest, according to UCR rank):

Rape	1	Vandalism	1
Robbery	2	Tresspassing	1
Assault & Battery	3	Creating a disturbance	2
Breaking and Entering	1	Drunk	1
Larceny	8	Resisting arrest	1
Narcotics	8	Contempt of court	1
Possession of stolen property	1	Escape from Youth House	1
Possession of stolen auto	3	Violation of probation	1
Unlicensed driver	1	Charge unknown	1
False identification	1		

Larceny (including theft, shoplifting and purse snatching) and narcotics were the largest categories. Several arrests centered around stolen cars and some were for disorderly behavior. On the whole they seem to represent the more common and probably less harmful crimes of youth. But four involved bodily injury: one rape and three assaults, and the two robberies entailed actual or threatened injury. All but three of the arrests occurred while the students were enrolled at IHS, the other three subsequently. Table 3 presents information on each of the 24 students who are known to have been arrested after admission to IHS, including the arrest charges. Table 4 gives the number of arrests before and after admission for the 122 students.

Table 3. Selected Information on Individual Students Arrested After Admission to IHS (as of 8/31/76)

					No. of Prior Arrests		Each Arrest After Admission	
ID#	Sex	Age at Admission	Date Admitted	Date Terminated	Total	Target	Date	Charge(s)
3	F	21	9/72	4/74	4	0	11/73	Narcotics
5	M	18	9/72	6/75	5	0	10/73	Shoplifting
							1/74	Assault & battery
7	M	17	4/73	6/76	5	0	6/74	Poss. marijuana
							6/74	Creating disturbance
							8/74	Rape
							11/74	Vandalism
							5/75	Contempt of court
							12/75	Poss. marijuana & LSD
12	F	16	1/72	4/74	1	0	8/74	Narcotics
13	M	17	4/73	5/75	0	0	2/74	Poss. marijuana
28	M	15	9/72	Active	2	0	6/74	Poss. marijuana
29	F	17	9/73	4/74	4	0	4/75	Assault & battery
32	M	16	9/73	Active	2	0	1/75	Purse snatching
33	F	16	4/73	6/74	0	0	5/74	False identification
							5/74	Unlicensed driver
37	M	15	9/73	Active	2	0	10/73	Creating disturbance
							11/73	Stolen auto
42	M	17	1/73	6/75	1	0	1/74	Poss. heroin
46	M	14	9/73	1/74	15	4	1/74	Unknown
50	M	16	9/73	6/75	1	0	2/75	Resisting arrest
55	F	19	1/74	6/75	0	0	7/74	Poss. stolen property
71	M	15	9/74	3/76	5	0	9/74	Drunk
							1/75	Theft
							3/75	B&E, poss. stolen property
							4/75	A&B, poss. dang. weapon
78	M	15	9/74	5/76	1	1	5/76	Poss. stolen auto

Table 3. (Continued)

ID#	Sex	Age at Admission	Date Admitted	Date Terminated	No. of Prior Arrests Total	No. of Prior Arrests Target	Each Arrest After Admission Date	Each Arrest After Admission Charge(s)
82	M	17	9/74	10/75	5	0	1/75 3/75	Poss. narcotics Armed robbery
93	M	15	1/75	10/75	3	1	1/75	Larceny
99	M	17	4/75	12/75	7	1+	9/75	Armed robbery, B&E, larceny, poss. stolen auto
							10/75 (est.)	Escape from Youth House
108	M	17	9/75	Active	1	1	10/75 11/75 11/75	Minor larceny, disorderly Larceny Violation of probation
116	M	15	9/75	Active	2	1	10/75	Theft
119	F	17	9/75	Active	1	0	1/76	Aiding escape, poss. stolen auto
							5/76	Shoplifting
122	F	14	9/75	1/76	0	0	9/75	Tresspassing

Table 4. Arrests of Individual Students Before and After Admission to IHS (As of 8/31/76) (N=122 students in IHS 9/73 or admitted through 9/75)

				No. of Arrests Before Admission		No. of Arrests After Admission			
						During 1st Year		After 1st Year	
ID#	Sex	Date Admitted	Date Terminated	Total	Target	Total	Target	Total	Target
1	M	4/73	5/75	0	0	0	0	0	0
2	F	1/72	6/74	2	0	0	0	0	0
3	F	9/72	4/74	4	0	0	0	1	0
4	F	1/73	6/75	0	0	0	0	0	0
5	M	9/72	6/75	5	0	0	0	2	1
6	M	1/73	6/74	6	1	0	0	0	0
7	M	4/73	6/76	5	0	0	0	6	1
8	M	9/72	6/74	0	0	0	0	0	0
9	M	9/72	6/74	0	0	0	0	0	0
10	M	9/73	6/74	0	0	0	0	0	0
11	M	9/73	4/74	0	0	0	0	0	0
12	F	1/72	4/74	1	0	0	0	1	0
13	M	4/73	5/75	0	0	1	0	0	0
14	M	9/72	6/74	10	0	0	0	0	0
15	M	9/73	6/74	0	0	0	0	0	0
16	M	9/73	6/74	2	0	0	0	0	0
17	F	9/72	Active	0	0	0	0	0	0
18	F	4/73	Active	6	0	0	0	0	0
19	M	9/73	5/75	0	0	0	0	0	0
20	M	9/73	Active	0	0	0	0	0	0
21	F	4/73	1/75	1	0	0	0	0	0
22	F	10/71	6/74	0	0	0	0	0	0
23	M	9/73	6/76	0	0	0	0	0	0
24	M	9/73	6/76	0	0	0	0	0	0
25	M	9/73	1/75	1	1	0	0	0	0

Table 4. (Continued)

				No. of Arrests Before Admission		No. of Arrests After Admission			
						During 1st Year		After 1st Year	
ID#	Sex	Date Admitted	Date Terminated	Total	Target	Total	Target	Total	Target
26	M	9/73	11/75	0	0	0	0	0	0
27	F	9/73	Active	1	0	0	0	0	0
28	M	9/72	Active	2	0	0	0	1	0
29	F	9/73	4/74	4	0	0	0	1	1
30	F	1/73	6/75	5	0	0	0	0	0
31	M	9/72	11/74	3	0	0	0	0	0
32	M	9/73	Active	2	0	0	0	1	0
33	F	4/73	6/74	0	0	0	0	2	0
34	F	9/72	6/75	1	0	0	0	0	0
35	F	9/72	6/75	1	0	0	0	0	0
36	F	9/73	1/75	0	0	0	0	0	0
37	M	9/73	Active	2	0	2	0	0	0
38	F	9/73	11/75	1	1	0	0	0	0
39	M	4/73	6/74	4	0	0	0	0	0
40	F	9/72	2/74	3	0	0	0	0	0
41	F	9/73	Active	1	0	0	0	0	0
42	M	1/73	6/75	1	0	0	0	1	0
43	F	1/72	6/74	0	0	0	0	0	0
44	M	9/73	1/76	0	0	0	0	0	0
45	F	1/73	6/74	0	0	0	0	0	0
46	M	9/73	1/74	15	4	1	?	0	0
47	M	9/73	1/75	3	0	0	0	0	0
48	M	9/73	6/74	0	0	0	0	0	0
49	F	9/72	11/74	0	0	0	0	0	0
50	M	9/73	6/75	1	0	0	0	1	0
51	M	10/73	6/76	1	0	0	0	0	0

Table 4. (Continued)

						No. of Arrests After Admission			
				Before Admission		During 1st Year		After 1st Year	
ID#	Sex	Date Admitted	Date Terminated	Total	Target	Total	Target	Total	Target
52	F	1/74	12/75	0	0	0	0	0	0
53	F	1/74	6/75	0	0	0	0	0	0
54	F	1/74	11/74	0	0	0	0	0	0
55	F	1/74	6/75	0	0	1	0	0	0
56	F	1/74	11/75	1	1	0	0	0	0
57	M	1/74	Active	0	0	0	0	0	0
58	F	1/74	6/74	0	0	0	0	0	0
59	M	4/74	11/74	1	0	0	0	0	0
60	F	1/74	1/76	0	0	0	0	0	0
61	M	4/73	9/75	2	0	0	0	0	0
62	F	4/74	6/75	1	0	0	0	0	0
63	M	4/74	6/75	0	0	0	0	0	0
64	F	4/74	6/75	0	0	0	0	0	0
65	F	4/74	9/76	5	0	0	0	0	0
66	F	4/74	6/75	0	0	0	0	0	0
67	M	4/74	Active	20	2	0	0	0	0
68	M	4/74	6/75	0	0	0	0	0	0
69	M	4/74	Active	0	0	0	0	0	0
70	F	9/74	9/76	2	0	0	0	0	0
71	M	9/74	3/76	5	0	4	2	0	0
72	M	9/74	Active	0	0	0	0	0	0
73	F	9/74	10/75	0	0	0	0	0	0
74	M	9/74	Active	0	0	0	0	0	0
75	M	9/74	9/75	0	0	0	0	0	0

Table 4. (Continued)

ID#	Sex	Date Admitted	Date Terminated	No. of Arrests Before Admission Total	No. of Arrests Before Admission Target	No. of Arrests After Admission During 1st Year Total	No. of Arrests After Admission During 1st Year Target	No. of Arrests After Admission After 1st Year Total	No. of Arrests After Admission After 1st Year Target
76	M	9/74	1/75	0	0	0	0	0	0
77	F	9/74	1/75	0	0	0	0	0	0
78	M	9/74	5/76	1	1	0	0	1	0
79	F	9/74	Active	0	0	0	0	0	0
80	M	9/74	9/75	1	1	0	0	0	0
81	M	9/74	10/75	0	0	0	0	0	0
82	M	9/74	10/75	5	0	2	1	0	0
83	M	9/74	1/76	2	1	0	0	0	0
84	F	1/75	10/75	0	0	0	0	0	0
85	M	1/75	Active	0	0	0	0	0	0
86	F	1/75	Active	0	0	0	0	0	0
87	M	1/75	1/76	1	0	0	0	0	0
88	F	1/75	4/75	0	0	0	0	0	0
89	M	1/75	9/75	0	0	0	0	0	0
90	M	1/75	2/76	2	0	0	0	0	0
91	F	1/75	4/75	0	0	0	0	0	0
92	F	1/75	4/75	0	0	0	0	0	0
93	M	1/75	10/75	3	1	1	0	0	0
94	M	4/75	Active	0	0	0	0	0	0
95	F	4/75	Active	0	0	0	0	0	0
96	M	4/75	10/76	0	0	0	0	0	0
97	F	4/75	11/75	6	0	0	0	0	0
98	M	4/75	9/75	1	0	0	0	0	0
99	M	4/75	12/75	7	1+	2	1	0	0
100	M	4/75	5/76	100	D.K.	0	0	0	0

Table 4. (Continued)

ID#	Sex	Date Admitted	Date Terminated	No. of Arrests Before Admission		No. of Arrests After Admission			
						During 1st Year		After 1st Year	
				Total	Target	Total	Target	Total	Target
101	M	9/75	Active	0	0	0	0	0	0
102	M	9/75	Active	1	0	0	0	0	0
103	M	9/75	Active	1	1	0	0	0	0
104	F	9/75	6/76	1	0	0	0	0	0
105	M	9/75	10/75	1	1	0	0	0	0
106	M	9/75	10/75	2	1	0	0	0	0
107	F	9/75	Active	0	0	0	0	0	0
108	M	9/75	Active	1	1	3	0	0	0
109	M	9/75	9/76	20	3+	0	0	0	0
110	F	9/75	Active	1	1	0	0	0	0
111	F	9/75	4/76	0	0	0	0	0	0
112	F	9/75	6/76	0	0	0	0	0	0
113	M	9/75	Active	1	1	0	0	0	0
114	M	9/75	6/76	0	0	0	0	0	0
115	F	9/75	Active	0	0	0	0	0	0
116	M	9/75	Active	2	1	1	0	0	0
117	F	9/75	Active	0	0	0	0	0	0
118	M	9/75	10/76	0	0	0	0	0	0
119	F	9/75	Active	1	0	2	0	0	0
120	M	9/75	9/76	5	0	0	0	0	0
121	M	9/75	Active	0	0	0	0	0	0
122	F	9/75	1/76	0	0	1	0	0	0

3. To keep the attrition rate of recruited students to a maximum of 10%.

Information for this objective was obtained from project staff, Student History forms and Face Sheets.

The data pertain to the 122 students who were in the program at any time from September, 1973 through September, 1975 and, among these students, to those who left the program for any reason before September, 1976. The findings thus cover everyone who was alreadv in the program when High Impact funding began or who entered subsequently through September, 1975, and for whom at least one school year can have elapsed before September, 1976.

The term "attrition" in the objecrive is defined as dropping out--leaving the program before graduating and without apparent cause or adequate alternative. In fact, the 1976-77 proposal substitutes "drop-out" for "attrition" in the objective. Although the discussion below is focused on dropping out, it covers all reasons for leaving the program, including graduation. Capability Objective #2 gives the dates on which students entered or left the program, and the numbers of students involved.

Of the 122 students, there were 36 who were still enrolled as of August, 1976. The other 86 had left, including 12 who had dropped out, sometimes following a period of poor attendance. The 12 drop-outs represent 9.8% of the 122 and the objective of a miximum attrition rate of 10% has therefore been achieved. If the one expelled student is grouped with the drop-outs, the percentage is raised to 10.7%, which is still very close to the stipulated amount.

Many students had been school drop-outs before entering IHS. Available data on the 122 students indicate that 46% had dropped out of and 8% had been expelled or suspended from their previous schools. Over half thus had histories of removal from school, voluntary or otherwise. In view of the fact that IHS was planned by and for drop-outs and activelv recruits them, the 10% drop-out rate that has been achieved with such a student body suggests that IHS has definitely made inroads into the problem. The 12 students who dropped out of IHS appear to have had especially painful terminations from their previous schools: five had been expelled and one had been suspended.

Reasons for termination

Students left the program for various reasons, as shown on Table 5. The principal reason was graduation, which occurred for 35 students, or 41% of the 86 who left. (Another 14 students graduated before September, 1973, but they are not included in the 122.) Some students who did not graduate nevertheless left for activities that could be considered as "gainful", including nine who left to go to work and two who entered military service; there were also four women who left to get married, to have a baby or to carry through a pregnancy.

Another important reason for leaving was that the student moved too far away to attend IHS, in most cases to another state such as Pennsylvania or Florida; 14 students moved, usually because their families moved. Two students were forced to leave because they were jailed. There were also eight students who continued their schooling or training elsewhere: five transferred to programs similar to IHS (sometimes nearer home) or to regular high school, and three who were unsuitable for IHS were transferred to Mt. Carmel Guild or a mental hospital. One student was expelled. There were also the 12 who dropped out.

Information on reasons for termination was obtained by the evaluator from the project administrator on a case-by-case basis for each of the 86 students who left, with some detailed discussion of most of these students. Each termination was a unique and sometimes complex event, at times difficult to classify into a single reason, but the classification was carefully done. Various circumstances attended the terminations. Some students who went to work had to do so. Military service and moving away alone are sometimes viewed as needed escapes from harmful situations or neighborhood influences. Most moves were family moves, but were sometimes due to harmful neighborhood influences and were preceded by a period of poor performance at IHS.

Graduation

The diametric opposite of dropping out is graduation. As noted above, 35 students graduated, comprising 41% of the 86 who left and 29% of the 122 who were enrolled at any time from September, 1973 through September, 1975. Another 14 students graduated before September, 1973, making a total of 49 graduates. Considered against the fact that most IHS students had formerly been drop-outs or suspended or expelled, the volume of graduates and the 10% IHS drop-out rate suggest a considerable achievement.

Table 5. Reasons for Termination from Independence High School*

Reason for Termination	Number of Students	Percent of All Students (N = 122)	Percent of Students Who Terminated (N = 36)
Total	122	101%	
Not terminated (active 8/76)	36	30	
Terminated: total	86	71	99%
Transferred to another school	5	4	6
Transferred to Mt. Carmel Guild or mental hospital	3	2	3
Graduated	35	29	41
Work	8	7	9
Military service	2	2	2
Marriage, pregnancy, care of baby	4	3	5
Jail	2	2	2
Moved too far to attend IHS	14	11	16
Dropped out	12	10	14
Expelled	1	1	1

* Pertains to the 122 students who attended IHS at any time from 9/73 through 9/75 and, among these, to the 86 who terminated from 9/73 through 8/76.

Note: Percentages do not add to 100% because of rounding.

4. To improve student competency and basic educational skills.

This is one of the most important functions of IHS--the improvement of basic educational skills, and a considerable part of the school's effort goes toward its achievement. Every student is required to enroll in three basic skills courses each cycle that he attends the school, until graduation. Extensive diagnostic work is done with new students to assure their assignment to classes appropriate to their level of skills, additional classes are scheduled if needed to accommodate the various skills levels, and each student's progress is carefully monitored and evaluated throughout his stay at the school. The staff constantly seeks to improve its ability to teach these skills, and adopts special techniques such as the Gettagno Word-Color System; a learning laboratory began operating in September, 1976.

How well has the project achieved this objective? Information to answer this question was obtained from individual student files at the project, Student History Forms, various project records and documents, discussions with project staff (particularly the coordinator of English) and observation of two classes followed by brief discussions with their teachers. Unfortunately, almost none of the required information was already compiled, or organized so that it could be extracted without difficulty. It was necessary for the evaluator to spend a good deal of time culling through disorganized and confusing student folders, attempting to understand their diverse forms and types of entries, and then trying to extract what seemed to be meaningful. It was not even possible to select a scientific sample because at the time the records were worked with the project had not yet been able to furnish a suitable student roster from which such a sample could be chosen, nor were the files organized so as to be usable for this purpose. The files, of course, were set up to serve the internal needs of the school rather than the needs of evaluation, but the two types of needs coincide in many respects, and the files are probably hard to use even for internal purposes. The problem is not the lack of information, but the difficulty of extracting and assembling it. The project has recently begun to assemble information on credit received for courses, but this is for a later period than is covered by the evaluation. Several staff people recognize the problem and efforts seem to have begun to correct it.

The objective calls for improving competence and basic skills, but this will be interpreted to mean improved competence in basic skills. The school considers basic skills to include reading, writing, mathematics and social studies, but the evaluation will consider only the first three because social studies does not fit the usual conception of basic skills. Although a commonly acceptable way to measure educational progress is by means of "before" and "after" grade levels on standardized tests, this is not possible because IHS has not always used standardized tests and, when it has used them, it has done so in its own way and mainly to determine a student's level on specific skills rather than his overall level in a given subject. On the other hand, IHS has assessed students' overall levels of competence in reading, in writing and in mathematics, but it has not used the standardized tests for this purpose, or at least not in the prescribed manner. Instead, IHS has used its own tests and the parts of standardized tests it has found useful (although recently IHS has begun to use standardized tests in their prescribed manner). Some of the tests that have been used are the Gates-McKillop Oral Reading Test, a silent reading test adapted from the California Achievement Test, the Test of Adult Basic Education, and a mathematics test developed by the IHS mathematics Department.

Because "before-after" achievement levels are not available on standardized test scores, progress in basic skills at IHS will be examined through initial diagnostic levels, credit received and attendance.

Initial diagnostic level

Among all 122 students, information on initial diagnostic level was available for 103 students (84%) in reading and writing and for 91 (75%) in mathematics.* There are four levels: 1 is basic, 2 and 3 are intermediate (both will be combined) and 4 is advanced. The percentages of students at each level are as follows (among those for whom the information is available):

	Reading	Writing	Mathematics
Basic	15%	16%	27%
Intermediate	50%	47%	42%
Advanced	35%	37%	31%
Total	100%	100%	100%

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*There were differences in information availability between the first 93 cases (over 90% available) and the remaining 29 (12, or 41% available on reading and writing and zero available on mathematics). Among the 29, no information at all was available in 5 cases because they were not in the "sample", whereas some sample cases had no information on diagnostic level.

The levels were approximately the same in reading and writing, but somewhat lower in mathematics, although in all three subjects approximately one-third of the students were classified ad advanced (the evaluator saw examples of student writing and can attest that some of it was clearly "advanced"). The principal level was "intermediate": approximately half the students were at this level in reading and writing, slightly fewer in mathematics. At the lowest, or "basic" level, were one-sixth of the students in reading and in writing, but one-fourth in mathematics. Essentially, the overwhelming majority of students are intermediate or better in basic skills when they start at IHS, a fair proportion are advanced, yet more than a few are at the lowest level, especially in mathematics.

The school has its own criteria for defining each level, but does not attempt to equate its levels with grade numbers, as is done with standardized tests. The criteria for reading and writing are presented in Appendix B, along with the mathematics diagnostic test. The following examples are criteria for the reading levels:

Level 1.	Student cannot read at all, or barely reads.
Level 2.	Student can read but with trouble, and slowly.
Level 3.	Student can read fairly well but does not read much on his own.
Level 4.	Student likes to read, or reads very well.

These criteria, along with other considerations, are used in assigning each student to an appropriate class.

Credit received

A student who receives credit for a course, according to staff, has met certain standards of attendance and of mastery of the specific skills taught in that course. Credit is, therefore, an indication of progress; in the case of basic skills achievement, it is the only available measure of progress.

Information on credit received was obtained for a sample of 43 students who attended IHS at some time during the 1974-76 school years. The sample was not scientifically chosen because the staff had not yet provided the necessary information for compiling a roster from which a representative sample could be chosen. Instead, records were chosen of 41 students who were known to have been admitted in September, 1974 or later, plus two who were admitted earlier. The 41 comprise 77% of the 53 students admitted from September, 1974 through September, 1975, and, simply by being such a large majority of the 53, are likely to be quite representative of them. They were selected in three consecutive groups (to enlarge the sample) and without conscious bias. It is not known how similar they are to students admitted before September, 1975, in terms of credit received.

Information on credit received was noted for each of the five cycles of the 1974-76 school years (beginning 9/74, 1/75, 4/75, 9/75 and 1/76). Many students, however, were not enrolled during all five cycles and, for some students recorded as enrolled in particular basic skills courses, there was no indication of whether or not they received credit. The following figures summarize the proportions receiving credit or no credit for each of the basic skills during the two years combined, but the limitations of the sample should be kept in mind; Table 6 presents a more detailed breakdown by cycle and Table 7 presents the credit outcome and initial diagnostic levels for the individual students in the sample.*

	Reading	Writing	Mathematics
Percent receiving credit	59	54	57
Percent receiving no credit	41	46	43

The basic pattern that cuts across all three subjects is that less than 60% in each resulted in credit. The pattern began to emerge in preliminary tabulations that were discussed with two staff members, both of whom stated that they were not surprised. In fact, the latest funding proposal (for 1976-77) uses the 60% figure in its basic skills objective:

> #5. To maintain a basic skills credit achievement percentage average of at least 60%.

Although the method of computation for the new objective will probably be different from that of the present study, the 60% figure represents a reasonable level of achievement in the view of the staff.

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*Two other aspects of methodology should be noted. Reading and writing courses were designated in four ways: Reading, Writing, Reading and Writing, and English; with either of the last two, although the record showed a single outcome (credit or no credit), that outcome was counted twice, once for reading and once for writing, on the advice of program staff. Also, six students took two reading and/or writing courses in a given cycle; each outcome was counted if recorded.

There were differences in credit achievement between the two school years. From 1974-75 to 1975-76 the percent receiving credit increased slightly in reading, but declined in writing and especially in mathematics:

	Reading	Writing	Mathematics
1974-75	56%	59%	67%
1975-76	61%	49%	47%

There was also a consistent pattern of differences between cycles, with the same trend in each of the three subjects, although with different figures. The percentages receiving credit, by cycle, are as follows:

	Reading	Writing	Mathematics
9/74	50%	65%	75%
1/75	43	38	58
4/75	70	67	67
9/75	68	70	65
1/76	54	50	25

After the 9/74 cycle, there was a decline, followed by an increase, followed by a leveling off, followed by a decline in the 1/76 cycle; this last decline was especially precipitous for mathematics, with a drop from 65% to 25% receiving credit. The percentages for the 1/76 cycle are supported by figures compiled by the project for all enrollees, although the project's figure for mathematics, 40%, is higher than the 25% found for the sample but still indicative of a strong decline. The meaning of the trend is not clear, and the latest decline seems significant, especially since it followed a period of leveling off at relatively high percentages. In fact, the relatively high percentages were fairly common: among the 15 percentages shown, seven ranged from 65% to 75%, suggesting that the 60% goal in the latest proposal may be realistic. Staff members state that one reason for the decline during the 1/76 cycle may be the influx of 20 JINS students at the time. Pressure from their funding source resulted in these students being admitted somewhat hastily, with less than the full screening usually given to IHS applicants, and their presence also made for larger classes.

Attendance

One of the major reasons why students do not receive credit is that their attendance is too poor. The minimum attendance required for credit (along with satisfactory work) has varied from time to time and with teachers. Poor attendance has been so pervasive a problem that for the 1976-77 school year, IHS set a minimum school-wide standard of 60%, and for some courses such as mathematics, it is higher. The 1976-77 proposal, in Objective #4, calls for "...a Basic skills attendance percentage average of at least 65%." In reviewing student folders, the evaluator found numerous instances in which credit was not given because of poor attendance; as one teacher wrote,"you rarely showed up." The evaluator's notes based on student folders further illustrate the problem:

> "Very poor attendance"
> "Made a good start, then began to be absent a lot."
> "Seemed to start very well, then very poor attendance; sometimes came to school but not to classes, came late and left early."

In addition to teachers' comments and the evaluator's notes, the project compiled the following attendance figures for the 1974-75 school year:

	1st Cycle	2nd Cycle	3rd Cycle
Reading	46%	50%	60% (English)
Writing	54%	51%	
Mathematics	58%	55%	50%

The eight figures range from 46% to 60%, and five range from 50% to 55%. The general pattern is thus for slightly over 50% attendance.

It is not clear how these figures were computed and the project has not compiled comparable figures for the 1975-76 school year. Attendance figures found in the records of some of the 43 sample cases, however, tend to corroborate the above figures for 1974-75 and also for 1975-76.

What does it mean that attendance in the basic skills classes, which are so crucial a part of the program, is approximately half? An impression gained from review of teacher evaluations of individual students is that many students have difficulty in getting themselves involved in classwork or in maintaining an involvement that they might have started with. It seems likely that the problem is related to students' prior experiences with school, especially the fact that more than half the students had dropped out of or been suspended or expelled from school before they enrolled at IHS, often after a period of poor attendance. Many were educationally retarded when they started at IHS: in terms of the highest grade completed before entering IHS, 63% were at least one year behind the appropriate grade for their age and 37% were two or more years behind. Students' personal and family problems often continue during enrollment at IHS, as do distracting involvements with peers outside IHS, and these also contribute to poor attendance. The school's greater leniency in attendance standards prior to 1976-77 may have played a part. In any event, a variety of factors is responsible for the poor attendance at basic skills classes and the poor attendance, in turn, is a major reason why less than 60% of the basic skills course enrollments result in credit being received.

It should be noted, however, that basic skills attendance is mainly a reflection of overall school attendance, which was approximately two-thirds during the 1974-75 school year. The factors noted above, therefore, apply essentially to attending school at all rather than to basic skills attendance as such. Why basic skills attendance is lower than overall school attendance is probably a different but lesser problem. It may be related to the nature of the basic skills, to the prior difficulties many students had with them in regular schools, and to the fact that they are required rather than elective courses. In contrast with the basic skills, the special skills courses, which are elective and with which the students may not have had prior experience or difficulty, had attendance percentages during 1974-75 that were nearly ten points above those of the basic skills, even though lower than overall school attendance. (See Performance Objective #6).

Achievement of the objective

Has IHS succeeded in improving student competence in basic skills? Can a credit achievement record of under 60% be regarded as "success" (assuming that the sample on which it is based is fairly representative)? Taken at face value, it seems a little low but considered against the magnitude of the problems involved, it may not be too low, particularly since it suggests that most students did progress, and since many of the students might not be in school at all if not for IHS. Perhaps it should be a little higher, 65% for example, as was often achieved for the individual subjects by cycle, but this is not very different from 60%.

In the future, the credit data should be regularly extracted and compiled for all students, and before-after grade levels on standardized tests should be developed for all students during at least one year, so as to have at least one outside measure of basic skills improvement in addition to the IHS credit data.

One final note. The difficulty of working with student records does not negate the quality of some of these records. In particular, the evaluations of each student in a course, as written by the teacher at the end of the cycle, give the impression of being carefully and sensitively conceived, each for a particular individual, giving an honest appraisal of the student's work while conveying the teacher's respect and concern for the student as a person. These evaluations somehow epitomize the value that IHS accords to the individual student.

TABLE 6.

Receipt of Credit or No Credit by Cycle, 1974-76 School Years

	1974-75 School Year			1975-76 School Year		Totals		Grand Total
Reading	9/74	1/75	4/75	9/75	1/76	74-75	75-76	
Credit (C)	9	6	16	17	13	31	30	61
No Credit (NC)	9	8	7	8	11	24	19	43
-	1	3	1	8	2	5	10	15
Total (C+NC+-)	19	17	24	33	26	60	59	119
Subtotal (C+NC)	18	14	23	25	24	55	49	104
% of Subtotal:								
C	50%	43%	70%	68%	54%	56%	61%	59%
NC	50%	57%	30%	32%	46%	44%	39%	41%
Writing								
C	11	5	14	16	11	30	27	57
NC	6	8	7	7	11	21	28	49
-	1	1	1	6	2	3	8	11
Total	18	14	22	29	24	54	63	117
Subtotal (C+NC)	17	13	21	23	22	51	55	106
% of Subtotal:								
C	65%	38%	67%	70%	50%	59%	49%	54%
NC	35%	62%	33%	30%	50%	41%	51%	46%
Mathematics								
C	9	7	14	15	5	30	29	50
NC	3	5	7	8	15	15	23	38
-	1	3	1	7	5	5	12	17
Total	13	15	22	30	25	50	55	105
Subtotal (C+NC)	12	12	21	23	20	45	43	88
% of Subtotal:								
C	75%	58%	67%	65%	25%	67%	47%	57%
NC	25%	42%	33%	35%	75%	33%	53%	43%

NOTE: A dash (-) indicates that the records showed a student to be enrolled in a course but not whether the student received credit for it.

SOURCE: A non-scientifically chosen sample of 43 students, 41 of them admitted from 9/74 through 9/75.

Table 7.

Initial Diagnostic Level and Credit Received in Reading, Writing and Mathematics by Sample of Individual Students, 1974-75 and 1975-76, by Cycle (N=43)

Note: Data under each subject requirement start of cycle. C=Credit, NC=No Credit.
Level 1=basic, 2 and 3=intermediate, 4=advanced.

		READING						WRITING						MATHEMATICS					
ID #	Date Admitted	Level	9/74	1/75	4/75	9/75	1/76	Level	9/74	1/75	4/75	9/75	1/76	Level	9/74	1/75	4/75	9/75	1/
67	4/74	1	NC	NC	C	C	C	1	NC					2		NC	C	C	NC
			NC						NC										
70	9/74	3	NC	C	C	C	NC	4	NC	NC	C	C	NC	3					
71	9/74	2	C	–	C	–	NC	2	C	C	C	–	NC	2	C	NC	C		
72	9/74	1	C	NC	NC	C	C	1	C					1	NC		C	NC	NC
			C						C	NC	NC	C	C						
74	9/74	1	C	C	C	NC	C	1	C	C	C			1	C	C	C	C	NC
75			C																
76	9/74	3	C	–				4	NC	–				4	C	–			
77	9/74	3	NC					3	C					2	C				
78	9/74	3	NC	NC	NC	NC		3	NC	NC	NC	NC		1	NC	NC	NC	NC	
79	9/74	3	C	NC	C	NC	C	3	C	NC	C	NC	C	2	C	C	C	C	NC
80	9/74	3	NC	NC	C			3	C	NC	C			1	C	C	C		
81	9/74	3	NC	–	–	–		3	NC	–	–	–		2	NC	–	NC	–	
82	9/74	1	NC	NC	C			1	C	NC	NC			2	C	–	NC		
					NC														
83	9/74	1	C	C	NC	–		1	C	NC	NC	NC		1	C	NC	C	–	NC
84	1/75	3	C	C				4	C	C				4		NC	C		
85	1/75	2		C	NC	C	C	2	C	NC	C	C		3		C	NC	C	NC
86	1/75	3		NC	C	NC	NC	4	NC		C	NC	NC	1		C	NC	C	NC
92	1/75	2						3						4					
93	1/75			NC	NC	–				NC						C	C	NC	
95	4/75				C	–	C			C		C					C		NC
96	4/75	2			C	C	NC	2		C	C	NC					C	C	NC
97	4/75				C	–				C	–						C	NC	
100	4/75				C		NC			C	–	NC					NC	–	
101	9/75					C	C				C	C						C	NC
102	9/75					C	C				C	C						C	C
103	4/75				C	C	NC			C	C	NC					NC	C	NC
						NC	NC												NC
104	9/75										NC	NC						NC	NC
105	3/75				NC					NC							NC		
106	9/75					–					–							–	

Table 7. (Continued)

		READING						WRITING						MATHEMATICS				
ID #	Date Admitted	Level	9/74	1/75	4/75	9/75	1/76	Level	9/74	1/75	4/75	9/75	1/76	Level	9/74	1/75	4/75	9/75
107	9/75	4				C	NC	4				C	NC					C
108	9/75	3				-	-	3				-	-					-
109	9/75	2				C	-	2				C	-					NC
110	9/75	3				NC	NC	3				NC	NC					C
111	9/75	4				C	NC	4				C	NC					C
112	9/75	3				C	C	3				C	C					C
114	9/75	4				C	C	4				C	C					-
115	9/75	1				NC	C	1				NC	C					NC
116	9/75	2				C	C	2				C	C					NC
117	9/75	4				C	NC	4				C	NC					C
120	9/75					C						C						-
121	9/75	4				C	C	4				C	C					C
?	10/73		-						-									

Source: A non-scientifically chosen sample of 43 students, 41 of whom were admitted from 9/74 through 9/75, taken from project files.

Note: A dash (-) means that the records showed a student to be enrolled in a course but not whether he received credit for it.

5. To continue to develop, refine and administer the counseling and guidance program, and to develop a variety of therapeutic relationships for students.

Information on the counseling and guidance program was obtained from the continuation grant proposals for 1974-75 and 1976-77 and from discussions with the project staff, (mostly from one member). The 1976-77 proposal has an especially complete discussion of the program. No recent quantified data are available, although the evaluation report of November, 1975 contains figures on the extent of various types of counseling activity students engaged in during the 1973-74 school year, based on Student Progress Forms; these forms are no longer used. The evaluation of this objective will be essentially descriptive.

Counseling and guidance have always been a key part of the IHS program because the students all have had difficulty in adjusting to regular schools, and most have family and personal problems and many have been in trouble with the law. IHS has attempted to serve the many needs of its students through various kinds of counseling and guidance services. It has utilized the regular teaching and administrative staff to provide these services as much as possible, but this proved to be so demanding and time-consuming that two specialists were added to the staff to deal primarily with counseling responsibilities. The use of staff, especially teachers, to engage in counseling is part of the IHS philosophy of dealing with the whole person in deeper and more varied relationships than that of simply providing instruction: counseling, as well as participation in other activities such as outings, is viewed as a natural extension of the teacher-student relationship.

The most basic type of counseling at IHS is the regular, ongoing relationship that each student is required to have with a counselor throughout the student's stay at IHS. This begins when the counselor interviews a newly enrolling student to understand the student's background, problems and aspirations, to orient the student about the school, and to agree on a plan for the student's program and goals at IHS. After that, the student and counselor meet approximately once a week to review progress and deal with problems, including nonacademic problems. There is also a weekly group meeting between the counselor and all her or his counselees (usually eight). The purpose of this meeting is to discuss individual problems, relationships between staff and students, and issues that pertain to the school as a whole (this is a form of student participation in school decision-making). At the end of each academic cycle, the counselor meets with each student to evaluate progress and problems and to plan for the subsequent cycle. The 1976-77 proposal summarizes the counselor role as follows:

> Counselors are responsible for the quality of their students' experience in, and use of, the school, and also for meeting whatever needs might keep a student from functioning at capacity. Therefore, counselors are necessarily involved with the full range of students' academic, vocational, financial, familial, medical, legal, and personal problems. Counselors often visit students and their families and are often called on for help by families, at all hours, and for every conceivable emergency.

This description also illustrates that the role allows broad scope and challenge to the teacher-counselor but can be extremely demanding.

Staff members do not receive special training before they begin to counsel, but they are supervised by the Director of Guidance and Counseling, who is a trained therapist. The Director meets weekly with each counselor to provide individual supervision, and with all the counselors as a group. Presumably, these meetings focus on the student's adjustment to school and on personal and family problems. Much of the counseling, of course, pertains to directly academic problems and to the student's progress toward graduation and future work. In addition, there are the two special counselors, one of whom is concerned with social service agency contacts of students and handles these directly or by facilitating the regular counselors' dealings with these agencies. The other specialist deals mostly with students who require a great deal of counseling time, sometimes including home visits.

The school also provides college counseling for students who are considering college after graduation. This helps the students to decide whether to go to college and to go through the complex procedures of deciding on appropriate colleges and applying to them. Another form of counseling is therapy, both individual and group, which is conducted by the Director of Guidance and Counseling, who is a trained therapist. Participation in therapy is voluntary, whereas participation in basic counseling is required, and the therapy is confidential. During any cycle, there is at least one therapy group, consisting of 5 or 6 students, and 4 to 8 students are in individual therapy. Therapy is sometimes long-term and some students continue it after leaving IHS.

Some of the other types of counseling are legal, medical and dental, and sex education, including birth control. These are handled largely by contract with agencies outside IHS and to some extent might be regarded as services rather than as counseling as such.

Although no current figures are available on the extent of the various types of counseling given, the evaluation report of November, 1975 presented data for the 1973-74 school year. There were 59 students who received a total of 2,701 hours of counseling, of which the principal types were core group and individual (each with 30% of the total number of hours), followed by employment (19%), college (9%), group therapy (6%), medical (4%) and individual therapy (2%). The average amount of counseling received during the school year was 46 hours per student, and 60% of the total hours were used for the basic counseling (core group and individual), with the other 40% used for the specialized forms. It is not known how comparable the figures for the subsequent school years would be.

A recent innovation with the basic counseling has been the use of the counselor as a "home room" teacher. At the beginning of each day, before going to classes, each counselor and his or her counselees assemble in their room to discuss whatever concerns them, including such matters as family problems from the night before. This provides a daily outlet for ventilating student concerns in a supportive atmosphere, while keeping counselors in touch with what is taking place with their students. It also adds to the self-help that students receive from one another, in addition to the support and understanding given by teachers and staff other than their counselors.

In general, the project seems to have succeeded in meeting its objective of continuing "to develop, refine and administer the counseling and guidance program, and to develop a variety of therapeutic relationships for students".

Two problems were sensed during visits to IHS and discussions with staff, but could not be investigated during the course of the evaluation. Both stem from the attempt by the school not only to deal with the full range of problems presented by each student, but to do so primarily through the teaching and administrative staff. One problem is that the degree of total commitment required of a full-time staff member seems likely to be so emotionally draining that it might be self-defeating in the long run. Part of the commitment stems from dealing with problems that become known through counseling. The question is: how does staff learn to handle the extreme emotional demands of the work, in terms of individual modes of coping and structural changes such as the addition of two special counselors? The second problem is that, with the apparent deep involvement of staff members in the personal lives of the students and the probability of psychological problems among many students, staff members may sometimes have difficulty in learning to control their involvement so that it does not hurt the students or themselves, and in learning when not to attempt to deal with certain problems themselves. To what extent is this a problem? How well do the weekly meetings of the counselors with the Director of Guidance and Counseling serve to deal with it? What other approaches are used?

6. To offer participating youth the opportunity to pursue specific interests and develop particular skills.

This objective translates into what is known as the Special Skills program, a group of courses other than the required courses of English, Mathematics and Social Sciences. The Special Skills courses are all elective but approximately 75% of the students enroll in at least one every cycle, according to project statistics. Although many of these courses teach the kinds of activities that are often engaged in as hobbies, they also have vocational potential, and a number of students later seek to make their vocations in a skill they became interested in and developed through IHS special skills courses.

A visitor to IHS is immediately greeted by evidences of the special skills program. He hears music, usually a piano, drums and guitar coming from the second floor studio, where students often practice on their own for several hours at a time. Walking beyond the office at the entrance of the building, he sees photographs on walls, many of the photographs by students, and one wall is that of the dark room where students frequently work on their own. Further into the building on the ground floor there is the carpentry shop, with various constructions in different stages of progress, the graphics workshop, where some of the work for the yearbook is done, and another room where painting, drawing and other art work take place; a mural was in progress at the time. Examples of special skills work appear elsewhere in the building as well. It is obvious that the special skills are an important part of the IHS curriculum.

According to the wording of the objective, IHS must provide the opportunity for developing special skills. Taken literally, one way to measure this is simply by listing the special skills course offerings. During the 1975-76 school year the following special skills courses were offered:

Drawing, painting, sketching, ceramics
Carpentry
Photography, videotape
Music, instrument lesson (piano, woodwinds, guitar, drums)
Drama
Physical education (swimming, volleyball, horseback-riding, etc.)
Typing, stenography
Group therapy

The offerings were approximately the same in 1974-75 and 1976-77. Two courses, typing and stenography, are clearly vocational. Group therapy, while not a skill, is also included. In terms of their number and diversity, the offerings seem to satisfy the objective of providing opportunity. They also satisfy it in terms of scheduling: most special skills courses meet three hours per week, some more often, and they are scheduled at various times of the day in order to maximize their availability. When not scheduled for classes, some of the shops, studios and other facilities are open to students who wish to use them. On the whole, IHS seems definitely to provide the opportunity for special skills training.

Although the opportunity is provided, it is not fully utilized, according to available attendance figures. For the second and third cycles of the 1974-75 school year, the attendance percentages for special skills classes were 58% and 60%, respectively. They were somewhat higher than those of the basic skills classes, and somewhat lower than the in-school attendance of 65% and 67%, respectively, for the same periods. Attendance at special skills classes, and at basic skills classes to a slightly lesser extent, thus mainly reflect attendance at the school itself: students attended the school two thirds of the time, the special skills classes three-fifths of the time, and the basic skills classes about half the time. This problem has been discussed under Performance Objective #4.

Some information is available as to whether or not credit was received for the special skills courses and it indicated that in most cases credit was received. The evidence comes from the same "sample" as was used for the findings on credit received for the basic skills, although available for fewer students; however, it is not known how representative these 27 students are, although they comprise half of the 53 who were admitted from September, 1974 through September, 1975. There were 133 instances of "credit" or "no credit" outcomes available on special skills courses taken by the 27 students during the five cycles of the 1974-75 school years. Two-thirds (68%) of these outcomes were for credit, one-third for no credit. Perhaps the percent of credit outcomes should be higher, considering the fact that special skills courses are elective and probably do not evoke memories of earlier school difficulties as with basic skills. But the principal reason for not receiving credit is poor attendance which, as previously noted, is primarily a function of not coming to school at all rather than not attending particular classes.

Some of the special skills utilize the basic skills and thus reinforce the latter. Mathematics is used in carpentry and photography and English skills are used in drama, videotape and the secretarial courses. The special skills are also utilized in the work program. If a student becomes especially interested in one of the special skills, particularly if he considers making it his vocation, the school tries to give him a work program placement where he can further develop the skill as well as observe how it is practiced in an actual job setting. This is shown by project statistics for students in the work programs of 1976: in January there were 25% and in the summer there were 16% who were placed in work settings related to students' special skills interests. Going beyond work program placements, special skills interests also lead to career choices: among the 49 students who graduated from IHS, 14 are working or taking technical or college training in fields in which they became interested through the special skills program.

There are stated and unstated purposes of the special skills program. In the 1974 proposal, they are stated in terms of the pursuit of interests and the development of skills. They are broadened in the 1976-77 proposal, in which Goal #5 states that the program "...encourages the recognition and development of particular skills and talents, provides training, and makes possible further exploration and enjoyment" and Objective #6 calls for "...initial exploration, skills development, training, career preparation and further placement..."

An unstated purpose may be that of giving students confidence with respect to school in general and basic skills in particular--a kind of transfer or generalization effect. A special skill may have more intrinsic interest for many students than the basic skills and is less likely to trigger unhappy recollections of prior schooling. Some of its subskills may be more easily mastered and their mastery is more concrete than that of the basic skills. Some students with very poor basic skills excel in special skills. The transfer effect of special skills success to basic skills, however, varies among students and may not always occur.

Another unstated purpose may be that the interests aroused by the special skills contribute to an overall sense of self-directedness, as noted under Performance Objective #5.

At the very least, the program attempts to give the student a skill which he feels is his. In addition, it tries to give talented students the technical training, discipline and broadened background in the field of their talent; some students with musical talent, for example, may be able to play only by ear, and the special skills program trains them to do much more. The acquisition of a special skill also teaches the student a pleasurable activity, even if it may not lead to a career. The special skills in general attempt to enrich the student's overall experience while at IHS and, hopefully, later in life as well.

There had been a problem with special skills standards that weakened the motivation of the students and demoralized the teachers. In its emphasis on the basic skills IHS may have tended to neglect the special skills. The latter have not only been elective but students were permitted to learn as little as they wanted of a given skill during a cycle. Some students came to perceive the special skills as subjects that are easier to learn than the basic skills rather than as having value in themselves. The special skills teachers began to question the importance of their work and of their entire purpose in the school. Now, as part of its movement toward more explicit standards, the school has set a minimum 60% attendance requirement for credit and students enrolled for a special skill must learn it fully as offered in a given cycle; they are also taught the importance of doing things well and having discipline. Student attitudes and teacher morale are said to have improved.

The special skills teachers work on a part-time basis. The classes mix students of different levels of skill, unlike the basic skills classes which are homogeneous in this respect. There is a department head and regular staff meetings are held.

Information for "measuring" the achievement of this objective was obtained from project records and statistics, discussion with the project director, observation of an instrument lesson, and informal talks with staff and observations at the school.

The project appears to have achieved the objective, not only as stated in the 1974 proposal but also as expanded in the 1976-77 proposal.

5.2 Capability Objectives

1. To initiate and complete school start-up activities.

This objective has long since been achieved. In September, 1976 IHS began its sixth year of operation as a school and its fourth year under LEAA funding. It is obviously a functioning organization, well beyond start-up activities, concerned for several years with maintaining and improving itself.

2. To recruit, select and enroll students to bring the total student body to 65.

The number of students enrolled at IHS at any given time since September, 1973 has been computed on the basis of the admission and termination dates of the 122 students who were in the project at that time or who were admitted subsequently through September, 1975. This information was obtained from Face Sheets, Student History Forms and project staff. Although the objective applies to the 1974-75 and 1975-76 school years, the project was unable to furnish information on students who were admitted after September, 1975, except to state that at least 20 new students were admitted during the cycle beginning in January, 1976. Table 8 shows changes in project enrollment from 9/73 through 12/75 as of the date of each change.

The project admits new students only at the beginning of an academic cycle. Prior to the 1975-76 school year, there were three cycles per year, beginning in September, January and April; subsequently, the school began a two-cycle year, the cycles beginning in September and January. It can be seen that the 93 students who were admitted from 9/73 through 9/75 all entered during the months when the cycles began. The 69 who terminated (regardless of reason) ended their stays at IHS virtually any month of the year, although the greatest concentrations took place in June because that is the principal time for graduation.

What IHS has done is to try to raise its enrollment to the desired amount at the beginning of each cycle by admitting a sufficient number of new students. The 65-student enrollment called for by the objective was nearly reached before the 1974-74 school year when, in April, 1974, enrollment was 63. During the 1974-75 school year, it was slightly below the objective in September and January, when it was 62 each time, but went slightly over the objective to 66 in April, 1975. It was again 66 at the beginning of the next school year in September, 1975. It was 67 according to the Quarterly Narrative Report for January-March 1976 which, however, does not specify a date for the 67 enrollment; the report itself was completed in June. In any case, the project has achieved the objective reasonably well, particularly since April, 1975.

Table 8. Changes in Number of Students Enrolled at IHS 9/73-12/75

(Excludes students admitted after 9/75)

Date	No. of New Students Added	No. of Students Terminating	No. of Students Enrolled
9/73	23		52*
1/74	8	1	59
2/74		1	58
4/74	9	4	63
6/74		15	48
9/74	14		62
11/74		4	58
1/75	10	6	62
4/75	7	3	66
5/75		3	63
6/75		14	49
9/75	22	5	66
10/75		7	59
11/75		4	55
12/75		2	53
Total	93	69	

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* Includes 29 previously admitted students plus the 23 new students who were admitted 9/73.

NOTE: Underlined dates represent start of academic cycles and underlined figures represent enrollment at those dates.

Recruitment and Selection

The project has been extremely successful in recruiting new students, to the extent that it has accumulated a waiting list so large that most applicants on it would probably have to wait at least two years before they could be admitted. As of June, 1976, there were 125 people on the waiting list; by comparison, the average number of new students admitted each year has been approximately 35 for the past three years. Even with the school's capacity increased to 80 in September, 1976, people on the list would still need to wait years before entering. As a result, the school has been warning new applicants of the long waiting time. The growth of the waiting list suggests that IHS has been acquiring a favorable reputation among referral sources and in the community.

Recruitment is accomplished through referrals from various agencies and requests by individuals and families. The school now has an agreement with the Division of Youth and Family Services (DYFS) to enroll 20 JINS (Juvenile In Need of Supervision--in effect, pre-delinquent) youths each year, and thereby receives some of its funding through DYFS; these students must meet JINS standards of eligibility, as well as those of IHS.

Screening is conducted partly by the referring agencies, in terms of their knowledge of the types of students appropriate for IHS. It is mainly done by the IHS screening committee which, as of 1975, consisted of two old and two new staff members who review the various referral papers and interview the applicant and perhaps the applicant's parents, and then decide whether the applicant is suitable for IHS. Screening is also used to produce the desired proportions of adjudicated and non-adjudicated, of drop-outs, and of residents of Ironbound *versus* other areas.

The following agencies have made referrals to IHS:

Division of Youth and Family Services
Essex County Probation Department
Bureau of Special Education, Newark Board of Education
The Vindicate Society
The North Ward Educational and Cultural Center
The Family Service Bureau
The Ironbound Community School
Essex County Welfare

3. To continue to develop, refine and administer the Career Exposure/Resource Education Program.

The Career Exposure/Resource Education Program is commonly known as the Work Program although the 1976-77 proposal, which goes beyond the period covered by the present evaluation, calls it the Career Education Program and is more explicit in purpose and expanded in scope:

> "...enables each student to develop clear and meaningful career goals, and to require significant steps toward these goals as prerequisite for graduation." (Goal #6)
>
> "...a comprehensive Career Education Program which includes vocational counseling; vocational testing; vocational guidance; work preparation courses; a series of graduated job placements, with stipends; job training; vocational preparation." (Objective #8)

This last objective spells out the elements of the "comprehensive" program that is desired and which is in the process of being achieved. It represents a culmination of continuing "...to develop, refine and administer" the program as called for in the objective being evaluated. What is known as the Work Program is represented mainly by one of the elements- the "series of graduated job placements with stipends," although it encompasses the job-training and vocational preparation elements as well. What is now a comprehensive program was initially the work program, although some elements such as vocational counseling and guidance were done in the past but were less developed and professional than they are at present, or are intended to be in the future. There is also overlap between this objective and Performance Objective #6, which pertains to college and vocational choices being made through students' own preferences rather than class and educational tracking.

Information for evaluating this objective was obtained from the 1974 and 1976-77 funding proposals, from the SLEPA Quarterly Narrative Reports, from a special "Work Program Evaluation" report prepared by project staff (undated but probably 1975), from discussions with the two staff members who direct the Work Program and from other sources. This evaluation will focus on the Work Program, but as part of the project's overall activities to prepare students for the world of work.

History, Development and Effects of the Program

The project has always been concerned with preparing students for the world of work, especially because so many of the students for whom IHS was designed are dropouts. Being dropouts, and/or having other problems as well, their chances for finding satisfying work are minimal. The intent of IHS has been to improve these chances through its academic program and through various activities that are more directly vocational. The latter begin with the admission interview, in which the student is asked about his vocational history and goals. Afterward and throughout his stay at IHS there is continuing discussion with counselors toward selecting and clarifying vocational goals and taking steps to achieve them. The special skills program and even the college preparation program are all part of this effort but the Work Program is the most directly relevant activity.

The idea for the Work Program took root during the second year of IHS after some students had visited an alternative high school in Cleveland which made extensive use of out-of-school sites for learning. It was felt that a work program would be crucial because many students who would graduate from IHS were not expected to go to college. Students would be placed in real work settings and be given real jobs for which they would be paid. The pay would come from IHS rather than employers because this would enable IHS to set the rules for employment so that students could be given meaningful work placements rather than be relegated to menial, dead-end types of tasks. Although the Work Program was desired earlier, no money was available for the stipends until IHS came under High Impact funding, and the Work Program therefore started during the 1973-74 school year. The program was originally intended to operate throughout the school year, with students attending school for half a day and working the other half, but the IHS staff as well as employers felt that this arrangement involved certain disadvantages. Having all academic work in the morning would put too much pressure on the schedule and would eliminate the special skills classes. Double travel arrangements would be entailed which would be costly and time-consuming to students. Employers felt that students working only afternoons would not have enough time each day for job training to be meaningful. It was therefore decided that the work and school sequences would be separated, with students working only or going to school only. Thus, during the 1973-74 school year there were three ten-week academic cycles, each of the first two followed by a one-month work cycle and the third followed by a two-month work cycle in the summer.

The same pattern was followed in the 1975-76 school year, but during the 1975-76 year, when there were only two academic cycles, there was a one month winter work cycle and a two month summer work cycle.

The work sites where students are placed are developed according to student needs and, during the years that the Work Program has operated, so many work sites have been developed that a student has had as many as 85 to choose from. In the fall of 1973, when the Work Program began, the students at IHS were asked about their vocational preferences and interests which, although not yet crystallized for many students, still provided a basis for the staff in deciding which employers to approach for participation. Later, student vocational preferences and interests continued to be the basis for approaching prospective employers, but the list of work placements has now stabilized as a result of the program's experience and the refinement of supervisory and other procedures. The willingness of so many employers to participate, and their acceptance of the school's standards of appropriate types and conditions of work, attest to the success of the program. The list of work placements for the summer of 1976 (see Appendix C) illustrates the wide range of work placements and, by inference, the care and resourcefulness of the staff in seeking out such placements to satisfy diverse student needs. The placements include a prestigeous art gallery in Manhattan, a library, a guitar studio, a tenant's association, a day care center, a hospital, an auto body works, the Public Defender's Office, and many others. The number of such placement sites acutally used was 42 in the spring of 1974 and 36 in the summer, although more than 80 sites were available.

Many staff members took part in developing the placements, with the special skills teachers developing placements related to their specializations. Staff members also supervise placed students by site visits and in other ways, while maintaining ongoing contact with employers. The employer provides supervision, in a manner agreed upon with the school, and writes an evaluation of the student at the end of the work cycle, as does the IHS staff supervisor. These evaluations are used in awarding credit for work placements (beginning in the 1975-76 school year) along with student attendance at work program orientation and student evaluation of their summer work experiences (by questionnaire and group meetings). Up to 5 credits could be earned for the January 1976 cycle, up to 7 for the summer 1976 cucle. Credits earned at work are counted toward the amount needed for graduation. Students also receive stipends for their work, at the rate of two dollars for each hour actually worked, with a maximum of 30 hours per week. As part of the winter 1976 cycle students were required to do research evaluating their work placements, in terms of skills, advancement, unions, salaries, application, job market, etc. but the types of information required were found to be inapplicable to several of the placements.

Choosing a work placement is done during the academic cycle by student and counselor. Some students immediately make choices related to their vocational goals, some choose in relation to long-standing interests other than vocational goals, some choices occur through basic skills courses, and some are made in other ways.

IHS has refined and improved the Work Program in a number of ways in addition to greatly increasing the number and variety of work placements sites, refining supervisory and administrative procedures, developing good working relationships with employers and gaining their willing acceptance, and the use of evaluation feedback from supervisors and students. The program has begun to focus increasingly on helping students to make vocational choices; for example, it has acquired an "Occu-File" containing basic up-to-date information on a wide variety of specific occupations, and some staff members have become increasingly knowledgeable with regard to occupational information and increasingly skilled in vocational guidance. IHS has also begun discussions with Project Co-Ed, which provides vocational education in a setting more suitable for IHS types of students than that of the regular schools. All of these activities appear to provide convincing evidence that IHS has achieved the objective of continuing "...to develop, refine and administer the Career Exposure/ Resource Education Program" as called for by the objective, and to evolve toward the Career Education Program noted in the 1977-77 proposal.

The Work Program has produced several beneficial effects and has faced problems as well but the staff feels it has been highly successful. One of its benefits is that it reinforces the basic skills; a student returning to IHS after a job-placement may appreciate the need for and have improved his understanding of something he had been taught in English or Mathematics which was relevant to the job. A work placement may also reinforce a special skill, especially one in the same field, by giving the student broader and realistic exposure to that skill; it may help the student to decide whether or not to really pursue this type of work as a vocation. It provides students with a realistic yet carefully supervised exposure to the world of work with its requirements, responsibilities, satisfactions and possibilities for the future, meanwhile, by acting as a somewhat cushioned transition, removing the fear-of-the-unknown that many students have. This same facilitating effect occurs when returning students talk to new students about their work experiences. The work program helps to foster an orientation toward the future which many students lack, particularly if the experience is satisfying and meaningful (which it is structured to be). By enabling students to sample different types of work the program eliminates the fear that a student is making an irrevocable commitment to his placement choice. The program also gives students the good feeling that they have money in their pockets, money they have earned, and helps to speed the maturing of many students.

Among the problems of the work program have been those common to new programs in general: setting up and refining guidelines and procedures, developing a suitable number and range of work placement sites, enlisting the cooperation of employers, raising the knowledge and skills level of staff, evolving an appropriate administrative structure, etc. Another problem has been that some students are not successful in their work placements, especially those with poor basic skills; this seems to be a recurrent problem which the program has not yet learned how to solve. And while the Work Program itself seems to have achieved a relatively smooth and effective level of operation, some of the other activities in the broader Career Education Program, of which the Work Program is a part, need further development and all the activities need to crystallize into an integrated Career Education Program as such; such development, however, is more a requirement of the 1976-77 proposal than that of 1974. A serious and recurrent problem is that of funding the stipends which, as of this writing, has been achieved only for the JINS students.

The number of participants in the Work Program was about 60 during most of the 1974 and 1975 work cycles (for an over-90% participation rate), 50 in the summer of 1975, and attendance was over 85% in 1974 over 90% in the winter cycle of 1975. Work Program placements also lead to job placements, and a number of graduates go to work in jobs developed through their work placements.

4. To develop and improve the overall curriculum and schedule for the student body.

This objective pertains to the number and kinds of courses offered, the times and frequency when a given course meets each week, individual student programs in terms of courses enrolled in and the scheduling of these courses, course content and teaching methods, and related matters. The evaluation of how well this objective has been achieved cannot feasibly be measured quantitatively. Instead, it will be based on materials from the Quarterly Narrative Reports prepared for SLEPA, discussion with the curriculum coordinator, and use of other available sources.

Perhaps the best documentation of the school's activities for improving curriculum and schedules is provided by the following selection of entries from the Quarterly Narratives, listed chronologically:

2nd Quarter 1974:

Developed new Social Studies course for college-bound students, new Social Studies course for entry level students, new Women's Studies course for entire student body and new Art course.

Year-end evaluation developed new system for integrating basic skills and special skills.

3rd Quarter 1974:

Developed four new Social Studies courses as part of a comprehensive Social Studies design. Expanded Special Skills with Art and Music classes in addition to those offered last year. Vastly expanded our Physical Education program. Developed Child Care course for mothers. Developed a schedule which mixes Basic Skills and Special Skills.

4th Quarter 1974:

Initiated new, integrated Social Studies curriculum and new teaching system in Math I.

All Basic Skills areas (English, Math, Social Studies) held weekly planning and evaluation meetings to analyze and improve curriculum offerings.

Curriculum was revised to make Basic Skills work even more individually focused.

1st Quarter 1975:

Completed comprehensive evaluation of 2nd cycle academic and work programs, including basic and special skills. Refinement of skills testing gave us more sensitive indicators, leading to greater class diversity; twelve English classes at six different skills levels, and seven Math levels. More concentrated Beginning Reading program, concentrating on remediation, meant more focus on low-skills students.

Staff seminars conducted about problems of teaching, curriculum and direction of school.

2nd Quarter 1975:

Developed combined English Courses (which raised Reading and Writing attendance), college-level English course for graduating students, and Black History and World History courses as part of Social Studies.

Carried out comprehensive end-of-year evaluation for all departments, and planning and curriculum development for next year.

3rd Quarter 1975:

Developed a schedule with most basic skills in the morning and special skills in the afternoon.

Developed improved system for comprehensive statistical attendance evaluation.

4th Quarter 1975:

Completed Planned Parenthood six-session seminar on sex education.

Curriculum revisions discussed concerning space use, class flow, teaching methodology, course content, materials used, class size, re-evaluating needs of present students and estimating those of incoming students. Curriculum committee met weekly.

Meeting held with Project USE on possible program of survival skills training, camping, hiking, etc.

1st Quarter 1976:

Schedule revised to include Friday activities period and activities electives program.

2nd Quarter 1976:

At staff and departmental meetings that were held continuously during the last two weeks of June, curriculum for the next fall cycle was discussed, along with other topics.

3rd Quarter 1976:

We have started a Reading and Writing Skills Center, located in the library, to supplement regular English classes. Students work with individually tailored packets, usually on their own, with staff members present.

The foregoing entries seem to demonstrate fairly convincingly that the school has made continuing efforts to improve its curriculum and scheduling.

Some of the purposes of improving curriculum and scheduling are to increase the number of course offerings, to give more choices of courses scheduled for the same time, and to solidify student schedules so that students do not have large blocks of unused time. A variety of approches has been used, including preference sheets filled out by students for program planning, written evaluations of courses by their teachers, verbal course evaluations with other teachers in the same department, student checklists evaluating courses and teachers, student vocational preferences as expressed to counselors, and problems that emerge in class. The departmental meetings which take place weekly, at the end of each cycle and at the end of the school year are, of course, one of the most important vehicles for continuing self-evaluation and resulting efforts toward improved curriculum and scheduling.

Sometimes IHS arranges with outside organizations to give special courses such as a sex education course by Planned Parenthood. A typing course at IHS involved so many problems of setting up and maintaining equipment that other schools were felt to be better suited. Negotiations with Project Co-Ed for vocational courses involve some of these same considerations.

Along with curriculum and scheduling is the question of class size. Although IHS has always felt that small classes are desirable for its students, class size has increased, along with the class size believed to be optimal. Average class size was initially eight students and is now twelve. It varies by subject; math classes have 15 students enrolled, social studies 15-20, Words-in-Color 2-5. Actual attendance is less than enrollment because of absenteeism. Classes have gotten larger because IHS enrollment has increased and social studies classes are probably larger than desirable. Team teaching is sometimes used in larger classes, especially in mathematics and social studies, and particularly with students who have low-level skills.

Another aspect of curriculum and scheduling improvement is the tightening of attendance standards. As noted under Performance Objective #4, the school now requires a minimum of 60% attendance in a course in order to achieve credit (along with the course's performance standards), and some courses such as mathematics have even higher attendance requirements. The attendance requirements are part of the school's overall tightening of standards, another example of which is that students in special skills courses must now complete a mimimum required amount of work rather than as much as they want to.

As illustrated by the Quarterly Narrative items (enumerated above), IHS engages in constant self-examination to uncover problems and find solutions. This "soul-searching" is deeply ingrained, involves students as well as staff, and encompasses curriculum and scheduling improvement, which the school has obviously made strong and continuing efforts to achieve, along with every other aspect of IHS functioning.

The evidence indicates that the objective has been achieved.

In reviewing this and other educational objectives with the curriculum committee head, there was a discussion of what IHS has learned regarding educational practice and policy with the kinds of students served. IHS began with the belief that its ways of teaching are better than those of the public schools. IHS tries to be relevant to student expericences and interests through appropriate content and materials. It focuses on the individual student by thorough diagnosis of basic skills and careful assessment of each student's strengths, rate of learning, blocks to learning and other unique attributes that affect learning. IHS has found that it is important to deal with very specific skills and to be precise in diagnosing these skills and in the methods used for improving them. With respect to techniques of teaching, "discovery" learning is most effective (using projects, discussions, etc., by which students notice and learn), lectures do not work, and active learning, as in the special skills, is helpful. The special skills balance the basic skills and enable the student to make a concrete product which evolves before him (sometimes quickly as with a photograph being developed), thereby letting him measure his own progress, which is important to him. One of the most useful lessons learned is that each student must be dealt with as a whole person, including the wide range of life problems that arise in addition to those that pertain to school; the teacher and counselor must talk to the student about non-school matters and be open, accessible, and sharing in a variety of activities during and after school hours.

What seems to emerge from this discussion is that IHS has learned that in order to deal effectively with the kinds of students it serves, a school must develop a custom-tailored approach to the unique educational and other needs of each student, using precise diagnostic methods and dealing with highly specific skills. Teaching must be done in ways with which students are comfortable, including proper balance of concrete and abstract tasks, yet with suitable standards. There must also be a climate which shows its concern for the educational and personal growth of the whole individual, and a commitment which goes beyond teaching as such.

5. To prepare students to make choices of college or vocational career a matter of personal preference rather than one of educational or class determination.

Underlying this objective is the belief that students can be taught to realize that they can influence the direction of their lives by making choices and taking actions appropriate to those choices. Although the objective is phrased in terms of college and career choices, it can be viewed as part of a broader goal of self-direction and self-responsibility, with the awareness that these are possible and important. It encompasses dealing with external forces such as the educational and class structures, and with internal forces such as impulsiveness and the need to foresee the consequences of one's acts.

The achieveing of this objective cannot readily be quantified except for some figures which will be presented on the college and vocational activities of graduates. In addition, the reasons why this objective was considered necessary will be discussed, as well as the methods used to achieve it. Information on this objective was obtained mainly from the project administrator, plus reports on graduates.

The reason for the objective is that most students come to IHS with histories of having been "tracked"--educationally, and therefore, vocationally--rather than having chosen their objectives. The tracking occurs along the lines of class, race and cultural background and its effects are low skills, negative self-image, a lack of defined goals and inability to function in school. Such goals as students have are unrealistic--too high or too low, and self-images are often underestimations or fantasies. There is also a lack of future orientation; many students simply do not think in terms of the future, its possibilities, its realities, and this naturally impairs their ability to make essential choices for it. In effect, the students require a form of "consciousness raising" which includes thinking in terms of the future, that it is possible as well as desirable to make one's own choices, and that the individual has some power to implement these choices.

The school attempts to achieve the objective by way of orientation and counseling, the special skills courses, the social studies courses, the work program, preparation for graduation, and by other means. It imposes on the student the requirement to make a variety of choices, but does not make the choices for him.

The eliciting of choices begins when a student first enrolls at IHS. The student attends orientation sessions where he is told about school requirements and expectations; in effect, he must choose to try to meet these as a condition of continuing enrollment. He meets with a counselor who attempts to determine his interests and goals (such as they are), as a basis for overall planning and for beginning to develop interests if they are weak or nonexistent; counseling continues to play a crucial role in choice making throughout a student's stay at IHS. Each cycle, the student makes choices of special skills courses, on the basis of what he knows interests him or believes will interest him. This is part of encouraging choices on the basis of interests, and of inculcating the idea that it is legitimate to make vocational choices on this basis. Similarly, a student's assingment to a place of work in the work program is made on the basis of his interests, particularly any vocational interests he has expressed. Planning for graduation also entails choices, whether the student intends to go to college or directly to work; it also entails implementation of the choice, especially regarding college, because the student must undertake the entire process of finding out which colleges are appropriate for him and then applying to them. The social science courses help the student to become aware of the social and economic forces acting upon him and that it may be possible to do something about them. This is reinforced by student participation in governing the school, by showing that problems and complaints can be dealt with through existing channels or by creating appropriate new channels. Students are also encouraged to think in terms of the likely consequences of their acts, both short term and long term, and thereby to make choices that will probably lead to desirable consequences or to the avoidance of undesirable results. All throughout his stay at IHS, in effect, the student actually makes personal choices, with respect to college and career, as well as many other matters, and is encouraged to make those that bring him the greatest long-term benefit.

As for the outcome of choice making regarding college and career, recent data are available on the 49 students who graduated (including 15 who graduated before September, 1973). Just after graduating, 21 began attending college; the college attended was one that the student himself chose and applied to, presumably to facilitate achieving a vocational goal which the student also chose. Another 22 went to work, many of them in types of work which they preferred. One entered technical training and five were not working.

Recent follow up of the 49 graduates found that 29 continued the activities they engaged in just after graduation and the other 21 changed, in some cases to activities that seem to represent preferred choices. For example, five changed to technical training and three changed to college. All but five were in college, technical school or working; the other five were unemployed or doing odd jobs. The follow up thus suggests that some time after graduation, the great majority continued to engage in preferred activities. Even more important is the fact that two-thirds of the graduates (32) had been school dropouts before entering IHS. Without IHS and its fostering of positive personal choices and future orientation, it is likely that most of the graduates would not have completed high school or gone on to college, that for those who would have worked their jobs would have been at lower levels than the jobs the graduates actually found, and would probably not be preferred vocational choices, and that far more would be unemployed or partially employed.

The evidence suggests that the project has achieved the objective.

6. To involve students in decision-making and administration.

Students were involved in conceiving and founding IHS and their participation in decision-making and administration has been a guiding principle of IHS ever since. But student participation has been changing during the past five years in terms if the amount that has occurred, the amount permitted, organization and focus, and effectiveness. Underlying the change has been the increase in student population and staff and the growing complexity and institutionalization of the school. The result was a steady decline in the magnitude and effectiveness of student participation, although recently, after a period of trial and error, new and promising approaches have been evolving.

The early history of student participation at IHS is well documented in the 1974-75 continuation grant proposal. Other information on student participation was obtained through discussion with the project administrator.

When IHS began, it was intended to be "totally participative", with students and teachers sharing in decision-making and administration. During the first year, when the school was small and informal, some sharing of administration took place through joint administrative forms such as a student-faculty council and student-faculty committees. Evidently, these forms did not work and the sharing became unequal, with the faculty assuming the major responsibility, while students seemed interested in, but not prepared to take on, administrative roles. An all school meeting at the end of the year concluded that administration should be handled by a full-time paid "core staff" (which would also be responsible for teaching and counseling) but the forms of student participation were not specified.

The core staff was selected and it functioned as intended during the second year, while the students exercised influence through their reactions to actual or projected decisions. The chief mode of student participation was the all-school meeting called by students or staff, often because of frustrations or crises. The meetings were often chaotic and came to be regarded as a clumsy vehicle for decision-making, even though decisions were made. Another major form for student participation was the counseling group, consisting of a counselor and her or his counselees, but this too was ineffective. In any case, by the end of the second year, there was still no resolution of the forms or areas of student participation or of the balance of power between students and faculty, and by then IHS had been "...transformed from an ambiguously participative school to an open, felxible but staff-run school...".

Subsequently, there seems to have been a further decline in the extent and effectiveness of student participation and in the 1975-76 school year there were no counseling group meetings for decision-making purposes. During that same year, however, an indication of improvement occurred with the formation and competent functioning of the Student-Staff Participation Committee. This committee planned the all-school meetings throughout the year and because of the planning, according to staff, the meetings were conducted smoothly and without the chaos that has characterized them in the past. The committed also made decisions regarding disciplinary rules and established the Student-Faculty Disciplinary Committee to deal with infractions. It is functioning again during the current (1976-77) school year, chaired as before by students and faculty, continuing to plan the all-school meetings, and is beginning to discuss student involvement in other areas of the school's operation such as office work, the building, and evaluation of various aspects of the school.

Another sign considered "healthy" by staff is the occurrence of spontaneous student meetings to discuss problems that trouble the students. Staff members are barred from these meetings, but the discussions appear to be serious and focused and their outcomes are transmitted to staff.

In summary, the objective of involving students in decision-making and administration has been met with varying degrees of success..or lack of success..at different times in the history of IHS. The hope of a "fully participative" school clearly has not been met and perhaps the best that can ever be expected is a limited degree of participation. But the IHS practices of constant self-evaluation, seeking after improvement, and trial and error seem to have placed the school on the path toward evolving more substantial and effective modes of student participation than those of the past.

Appendix A. Goals and Objectives of 1976-77 Continuation Grant Proposal

B. Goals

1. To reduce juvenile crime in Newark by keeping the percentage of recidivism, among previously adjudicated students, to a maximum of 15% per year.

2. To reduce juvenile crime in Newark by keeping the percentage of ~~firstx~~ first arrests, among our non-adjudicated students, to a maximum of 5% per year.

3. To keep the drop-out rate of the total student body to a maximum of 10% per year.

4. To continue to recruit and enroll students defined by the educational and criminal justice systems as drop-outs, JINS, delinquent-prone and delinquent youth, and to provide them with a flexible and comprehensive basic skills education, in a therapeutic setting, which significantly raises their skills levels.

5. To provide all students with a Special Skills program, which encourages the recognition and development of particular skills and talents, provides training, and makes possible further exploration and enjoyment.

6. To provide a Career Education Program which enables each student to develop clear and meaningful career goals, and to require significant steps toward those goals as a prerequisite for graduation.

C. Objectives

1. To recruit and enroll at least 80 students, all of whom will be Newark residents, at least 75% will be drop-outs, at least 50% will be previously adjudicated.

2. To provide a comprehensive, intensive and flexible Basic Skills Program which raises each student's skills level, in English and Math, by at least one skills level per year. (In some cases at both Remedial and Advanced levels, it will not be possible to show an increase of one skills level because of the nature of our levels system. In those cases, significant skills increase will be demonstrated.)

3. To maintain an In-School attendance rate (comparable to Board of Education homeroom attendance figures) of at least 75%.

4. To maintain a Basic Skills Attendance Percentage Average of at least 65%. (The basic skills percentage is the percentage of total possible basic skills classes each student actually attends. The average is that rate for the entire student body.)

5. To maintain a basic skills credit achievement percentage average of at least 60%. (Basic skills credit achievement percentage is the percentage of total possible basic skills credits each student actually receives.)

6. To provide an intensive Special Skills program which offers initial exploration, skills development, training, career preparation and further placement in: Art, Music, Photography, Ceramics, Carpentry, Videotape, Drama, and Physical Education.

7. To provide an intensive counselling program which includes: the assignment of individual counsellors; the development of a counselling group which provides individual and peer-group counselling; the provision of outreach counselling and family counselling, especially for those students who use the school less successfully.

8. To provide a comprehensive Career Education Program which includes: vocational counselling; vocational testing; vocational guidance; work preparation courses; a series of graduated job placements, with stipends; job trainingvocational preparation.

9. To make individual and group therapy available, on a regular basis, to the entire student body.

10. To implement a comprehensive social service program, including: free medical and dental care; free legal aid; transportation subsidies; a lunch program; a wide range of social service referrals.

11. To implement a clear evaluation, credit and graduation program, utilizing maximum student participation, so that each student, at graduation, has achieved a college acceptance, a placement guaranteeing additional skills training, or a job offer, each of which represents the next significant step toward career and life goals.

12. To implement a precise evaluation system so that we can record, measure and evaluate the performance of each of our students, as well as the school's overall performance.

Appendix B. Independence High School Criteria for Diagnostic Levels in Reading, Writing and Mathematics

Reading:

Placing Students in Levels

We place people in classes at various reading levels based on all the information we get from the individual oral reading test and reading comprehension test. This information includes attitudes toward reading, a student's vocational goals and expectations at the high school, reading skills that the student has and those he or she needs to work on (see breakdown of reading skills) and reading interests. Students who cannot read at all (or barely) would be in Reading I. Students who can read but have trouble and read slowly would probably be in Reading II. Students who read fairly well but do not read much on their own would probably be in Reading III. Students who like to read and those who read very well would probably be in Reading IV. These are general statements and should be taken along with the skills breakdown, and other information about each student. Other factors, such as age, maturity, student relationships with other students and teachers may be considered in some cases. A student with some strong interest in topic or type of reading can do an individual reading project with a teacher's supervision and suggestions. Placements in reading levels are very flexible because of the size of the school and classes. A student who finds a class too easy or too difficult can easily move to another class. If there is a question about a person's level, he or she may be asked to do another oral test, or the teacher whose class the student is placed in will be made aware of the situation.

Oral Reading Test currently used is based on the Gates-McKillop Diagnostic. Reading Comprehension test is based on the test of Adult Basic Education adapted from the California Achievement test.

How do Students move from one Reading level to another?

Basically, students move from one level to another when teacher, student and department head agree that the student has acquired the skills which are emphasized in the class the student is in (see reading skills breakdown). Usually, a switch in levels takes place at the end of a term, when the student and teacher evaluate the student's progress for that cycle. Students may and sometimes do change classes mid-cycle. We had roughly (2 to 4 students). It should be said that a move from Reading I to Reading II is a bigger jump than a move from Reading III to Reading IV. In the first case, a non-reading student learns to read, which may increase opportunities and options in his life. In the second case, a student who can read well moves to more challenging reading material.

Assessing Students' learning progress, when no level change occurs

Many students do not change reading levels during the course of the year. This does not indicate that no learning is going on. Many students come to Independence with a history of bad reading experiences. Some cannot read at all. Reversing these patterns, which often connect directly to a student's self-image and confidence, takes time. Reading is not easy unless you have done it all your life. For each reading level, there are skills to learn which require practice (see reading skills breakdown). When a student begins the term, we focus as well as we can on the skills he or she already has and the particular problems or skills which need working on. This may be done formally, as in Rose's checklist for Reading I, or through conversations, observation, and a mental note on the teacher's part. The more it is focused specifically on skills needed, the easier it will be to measure the student's progress. If we are aware of skills, progress on each skill can often be seen all term long.* At the end of the term, when we write evaluations for students we are able to say in terms of specific skills - "Here's where you were when you started, the skills you had then. Here's where you are now, the skills you've learned this term. Here are the skills you still need to work on." It is also easier for the student to measure his own progress if he is aware of specific skills he is working on. The student evaluations are the statement of learning progress during each term.

What kind of student does each level work best for?

Rather than saying that each level "works best" for certain kinds of students, which implies some kind of magic formula, we can make some general statements about kinds of students who tend to make up each level in terms of the skills involved in reading. These are, necessarily, generalizations, and there are students at each level who they will not describe. Students in Reading IV read very well, like to read, and read on their own. They are self-motivated, capable of working independently, and of concentrating on reading for periods of time. For many of these students, college is a realistic goal, and reading a requirement for reaching that goal.

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*Progress in classes around specific skills is measured by tests of those skills. In most cases, tests are designed by the teacher of the class. Some of our materials include pre and post tests.

Most students in Reading III read fairly well, but do not read very much or read sporadically on their own. Reading is not a priority activity in their lives, and if it's a choice between reading and any other activity, reading often loses. They are motivated, capable of independent work, and of concentrating on reading if they are initially interested in the topic or book. The connection between reading skills and their vocational goals is not as clear, and since they can do basic reading, the question "Why work on reading?" constantly nags.

Students in Reading II have some basic reading skills and some problems which makes reading slow and difficult for them. They are aware that they do not read well, and may often put the blame for this on themselves rather than on the schools which have failed to teach them. They would like to improve their reading, because they understand that not reading well limits their job possibilities, but past failures and lack of confidence discourage them from giving the time and effort it would take to learn to read better. Motivation for reading comes if the material is interesting, about "real" things. Interest fluctuates. They are not able to concentrate on reading for long periods of time. These may be younger students, whose needs for both social acceptance and self-confidence are stronger than the need to read better.

Reading I students read minimally or not at all. Here too, past failure and lack of confidence in their ability to learn to read make students fearful, even though they very much want to learn to read. Because of this they may start off extremely dependent on the teacher and teacher approval. The time and effort they give the reading and the amount of time they can concentrate on it may develop as they begin to see themselves as capable of learning, and as doers in the process. A focus on the student's underlying lack of confidence may be as necessary or even prior to direct work on reading skills. Reading I students take reading with our reading specialist using the Words in Color program developed by Educational Solutions, Inc. A Skills Center has been developed this year, September 1976. The objective is to give students in levels 1 and 2 additional needed work (24 to 36 hrs. cycle, 2/3 hrs. a week) on skills.

WRITING SKILLS - Ideally, a student leaving each of the levels would have learned the following:

Level I -
1) Capitalization - first word in sentence
geographical names
I
2) Identifying sentences and non-sentences
3) End punctuation
4) Homonyms - the most troublesome and common
5) Subject/verb agreement
6) Simple tenses
7) Contractions
8) Possessives

Level II -
1) Capitalization - books, movies, formal titles, brand names, languages, courses
2) Commas - in a series, direct address, city and states, dates, letters
3) Direct quotes
4) Homonyms
5) Subject verb agreement
6) Simple tenses
7) Nouns (subjects), verbs, and adjectives
8) parallel construction - keeping verbs the same
9) Outlines, simple
10) Contractions
11) Possessives

Level III -
1) Fragments, run-ons, clauses, identifying sentences
2) Commas - in clauses, in apposition (Jane, the tall woman,)
3) Quotes - indirect, direct
4) Homonyms
5) Subject/verb agreement - trickier: A basket of peaches was
6) Participles - have gotten instead of havegot
7) Adjectives and Adverbs, Prepositional phrases as modifiers
8) Parrallel construction
9) Outlines
10) Pronouns - objective/subjective
pronouns which take objects (my-mine)
antecedents

Level IV -
1) Colons - the following:
2) Homonyms
3) Agreement - specific and tricky
4) Verbals
5) Connecting words for formal writing - apparently, therefore
6) Outlines
7) Pronouns
8) Prefixes and Suffixes - roots, word~~s~~ families

reference materials students should know:
dictionary, table of contents and index, encyclopedia,

Math Diagnostic Test

Name________________________________

Put these numbers in numerical order. Smallest number first.

14   135   7352   0   3752

10045   -5   1045   -14   1350

______; ______; ______; ______; ______; ______; ______; ______

______; ______.

Add

$\begin{array}{r}7\\8\\+\ 4\\\hline\end{array}$ $\begin{array}{r}21\\13\\+\ 45\\\hline\end{array}$ $\begin{array}{r}32\\75\\+\ 96\\\hline\end{array}$ $\begin{array}{r}1297\\+\ 504\\\hline\end{array}$

$\begin{array}{r}19876\\+\ 4365\\\hline\end{array}$ $\begin{array}{r}3502\\+\ 8067\\\hline\end{array}$ $6137 + 124 = \square$

Subtract

$\begin{array}{r}38\\-\ 7\\\hline\end{array}$ $\begin{array}{r}59\\-\ 16\\\hline\end{array}$ $\begin{array}{r}27\\-\ 19\\\hline\end{array}$ $\begin{array}{r}101\\-\ 27\\\hline\end{array}$ $\begin{array}{r}36211\\-\ 8877\\\hline\end{array}$ $\begin{array}{r}6000\\-\ 1999\\\hline\end{array}$

Multiply

$\begin{array}{r}32\\ \times 4\\ \hline\end{array}$ $\begin{array}{r}27\\ \times 5\\ \hline\end{array}$ $\begin{array}{r}376\\ \times 28\\ \hline\end{array}$ $\begin{array}{r}172\\ \times 108\\ \hline\end{array}$ $\begin{array}{r}1072\\ \times 703\\ \hline\end{array}$ $\begin{array}{r}1734\\ \times 36\\ \hline\end{array}$

Division

$7\overline{)14}$ $3\overline{)36}$ $421 \div 9 =$

$5\overline{)1501}$ $53\overline{)11182}$ $22\overline{)4466}$

Fractions:

$\frac{3}{8} + \frac{2}{8} =$ $\frac{5}{9} - \frac{2}{9} =$ $\frac{3}{4} + \frac{2}{3} =$

$\frac{2}{3} - \frac{3}{5} =$ $4\frac{1}{2} + 3\frac{1}{2} =$

$\frac{3}{5} \times \frac{2}{3} =$ $6\frac{1}{8} \times 1\frac{3}{4} =$ $\frac{15}{9} \div \frac{3}{4} =$

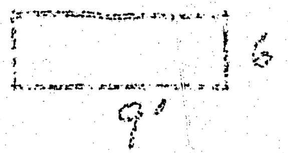
$3\frac{1}{5} \div \frac{2}{3} =$

④

Area:

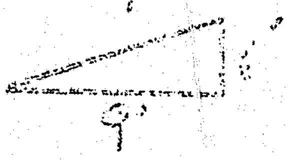
Find the area of:

Rectangle



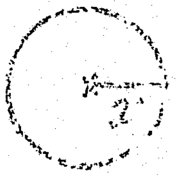
A = ______

Triangle



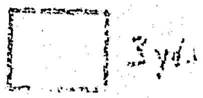
A ______

Circle



A = ______

Square



A = ______

Word Problems

1) If a car is traveling at 25 miles/hour, how long will it take to travel 75 miles?

Ans. ______

2) It took a person 2½ hrs. to walk 10 miles. How fast (miles/hr.) was this person walking?

Ans. ______

3) What is 25% of $168.00

Ans. ______

4) 15 is 60% of what number?

Ans. ______

5) Frank bought a motorcycle for $900.00. He paid 5% sales tax and $12 for registration. How much did it cost to get the bike on the road?

Ans. ______

Write these fractions as decimals

$3/4 =$ $\frac{7}{8} =$ $4/10 =$ $2\frac{1}{3} =$

Add: $3.2 + 7.23 + 32.9 =$

Subtract: $23.2 - 4.2 =$

$21.4 - 3.78 =$

Multiply: $42.9 \times .35 =$

$7.2 \times .03 =$

Divide: $32.4 \div 2.4 =$

$.22\overline{)4.987}$

Write these decimals as fractions.

$.75 =$ $2.5 =$ $4.35 =$

$.210 =$

Appendix C

1976 Summer Work Program
Composite List of Sites

Marlboro Gallery
60 West 57th St.
New York, N.Y.
212-541-4900
Mr. Plaut

7/6/76 to 7/12/76
hours: 9:30-3:30
Monday- Friday

new
Bobby
Chip Elwell Studio
1 Union Square
N.Y., N.Y. - 212-243-0409
hours
10-?
M-F

Rutger's Computer Center
92 New St. 3rd floor
(Rutger's Graduate School of Business)
Newark, N.J.
Marian McDuffie supervisor
Mrs. Ardath-Day Center Director
648-5037

Hours: 10-4
Monday- Friday

Franklin Radio
34 Freeman St.
Newark, N.J.
Bob
344-6652

Hours: 10-4
Monday to Friday

New Art Gallery
71 East Cherry St.
Rahway, N.J.
Walter Brown
574-8464

Hours: 10-4
Monday - Friday

East Orange Tenant's Association
380 Main St. 2nd floor
East Orange, N.J.
Woodie Wildow
675-3240

Hours: 10-2 5-7
Monday - Friday Tues. & Thurs.
Also- Reading 4 to 6 hrs/week

Martland Hospital
65 Bergen St.
Newark, N.J.
Mrs. Rittman
643-3051

Hours: 9-5 Josephine (nurses also)
7:30-1 Brian (x-ray)
Monday - Friday

~~[illegible]~~
~~[illegible]~~
~~Newark, N.J.~~
~~[illegible]~~
~~[illegible]~~

~~[illegible]~~
~~Monday - Friday~~

* ~~[illegible]~~

Preventative Medicine Program
New Jersey College of Med. & Dent.
100 Bergen St.
Newark, N.J.
Jim Foster
456-4928

Hours: 9-4
Monday - Friday

** Sharon Gasell transfered to Chen Day Care 7/19/76

Chen Day Care Center
600 Broad St. (YWCA)
Newark, N.J.
Barbara Rowan
624-1681

Hours: 9-3:30 Mary Jo
9-3 everyone else
Monday- Friday

North Jersey Community Union
Day Care Center
105 Charlton St.
Newark, N.J.
Mrs. Betty Blanford
242-2147 (ask for Day Care Center)
Hours:
Monday - Friday

Independence Park
Essex County Park Commission
Van Buren St.
Newark, N.J.
Doug Allen
482-6400 ext. 227
Hours: 9-3:30
Monday - Friday

Bloomfield College- Upward Bound (Six week program 6/27/76 to 8/6/76)
Bloomfield College
467 Franklin St.
Bloomfield, N.J.
Frank Alston
748-9000 ext. 364
Hours: 8:30-2:30
Monday - Friday Judy only
Marvin & Reuben- 7 day residential

New Jersey News Photo
50 Park Place 2nd floor
Newark, N.J.
Dan Davidson
643-3357
Hours: 11-5
Monday - Friday

Market Body Works
537 Mccarter Highway
Newark, N.J.
Mr. John Kyfrowitz
622-1161
Hours: 9-3:30
Monday - Friday

Youth Chance Office of Mt. Carmel Guild
1 Summer Ave. 1st floor (Recreation & tutoring)
Newark, N.J.
Miss Gray or Mr. Bleaion
482-0100
Hours: 9-3:30
Monday - Friday

Ironbound Pre-School
146 Wilson Ave.
Newark, N.J.
Jane Nuzzo
589-6873
Hours: 10-4
Monday - Friday

Helping Hand Welfare Rights Day Care Center
370 South 7th St.
Newark, N.J.
Jeannice Day
243-6555
Hours: 9-5
Monday - Friday

C.Y.O. Camp
Fredon-Marksboro Rd.
Blairstown, N.J.
Sister Mary Peter
362-8066
Hours: Residential for 7 weeks
6/28/76 to 8/14/76

Project USE- Wildcat Mountain Wilderness Center
Headquarters- 228 Alexander Rd.
Princeton, N.J.
Phil Costello Director or Sharon/Fran
609-921-2021
Hours: Residential for 8 weeks

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