

# Five Year Study Shows 71% Fewer Drop-Outs

A **five year study** conducted at Bloom Trail High School in Chicago Heights, IL **proves** that freshman who take the one semester curriculum course, Personal and Social Responsibility, have a **significantly lower drop-out rate** than their freshman classmates who do not. Each year of the study the freshman class of 500 students was randomly divided in half. One half (250 students) took the curriculum and one half (250 students) did not.

## PERCENT OF FRESHMAN WHO DROPPED OUT EACH YEAR

	89-90	90-91	91-92	92-93	93-94
1/2 Freshman class <b>Not in Program</b>	7.1%	11.0%	15.4%	13.7%	18.2%
1/2 Freshman class <b>In Program</b>	4.0%	5.9%	3.4%	4.4%	0.8%

## NUMBER OF FRESHMAN WHO DROPPED OUT EACH YEAR

	89-90	90-91	91-92	92-93	93-94
1/2 Freshman class <b>Not in Program</b>	16	30	37	37	51
1/2 Freshman class <b>In Program</b>	10	16	9	12	2

**For more information on this powerfully effective curriculum,  
Personal and Social Responsibility, call our office.**

# **DROP-OUTS DECREASE**

**Data From  
Bloom Trail High School  
Chicago Heights, Illinois**

## **Community Background**

Bloom Trail first opened as a 4 year school in 1976. It serves students from five surrounding communities. (1) Ford Heights, an essentially black community, is one of the poorest municipalities in the United States. (2) Lynwood is a racially mixed community that is growing and is prospering economically. (3 & 4) Sauk Village and South Chicago Heights are small racially mixed communities of predominantly blue collar workers and are both experiencing some economic difficulty as noted in vacant houses and businesses. (5) Steger is racially integrated, is doing fairly well economically, and is the site of some housing development. About 20% of the parents of students have a college degree or beyond.

## **Ethnic Diversity Of Student Population**

The student population at Bloom Trail High School has remained fairly consistent over the past several years both in total number enrolled (averaging about 1,700) and in ethnic diversity. About 60% of the student body is Caucasian; 33% is Black; and 7% is Hispanic.

## **How The “Personal and Social Responsibility” Curriculum Was Measured In this Study**

For five years the freshman class of 500 students was randomly divided in half. One half (250 students) took the “Personal and Social Responsibility” curriculum and one half (250 students) did not. Those students taking the course took the class for one period each day for one semester. About 125 students took the class during the first semester and about 125 students took the class during the second semester.

## Data on School Drop-outs in the Freshman Class for Five Years

Class of 1997 August, 1993 - June, 1994 Average Enrollment: 531				
	<b>In Program</b> Average Enrollment: 244		<b>Not In Program</b> Average Enrollment: 280	
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Number of dropouts	2	0.8	51	18.2

Class of 1996 August, 1992 - June, 1993 Average Enrollment: 546				
	<b>In Program</b> Average Enrollment: 275		<b>Not In Program</b> Average Enrollment: 271	
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Number of dropouts	12	4.4	37	13.7

Class of 1995 August, 1991 - June, 1992 Average Enrollment: 507				
	<b>In Program</b> Average Enrollment: 267		<b>Not In Program</b> Average Enrollment: 240	
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Number of dropouts	9	3.4	37	15.4

Class of 1994 August, 1990 - June, 1991 Average Enrollment: 531				
	<b>In Program</b> Average Enrollment: 244		<b>Not In Program</b> Average Enrollment: 280	
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Number of dropouts	16	5.9	30	11.0

Class of 1993 August, 1989 - June, 1990 Average Enrollment: 478				
	<b>In Program</b> Average Enrollment: 244		<b>Not In Program</b> Average Enrollment: 280	
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Number of dropouts	10	4.0	16	7.1