




# PHASE I DATA

April 13, 2012

compiled by  
**StAmbrose**  
University

## Our Vision



Every school day, three Quad-City students drop out. When students drop out of school, it is a loss to them and the community. Studies show that, on average, each student who drops out of school will cost our community over \$500,000 in lost tax revenue, increased crime and additional health problems. When the math is done, we can see that dropouts from the last four years will incur - over their lifetimes - a cost of \$1 billion to the Quad Cities.

Achieve is a multi-sector, regional alliance of [community partners](#) working to increase the graduation rate by 5% over the next 10 years.



## 'Achieve Q-C' targets dropout rate

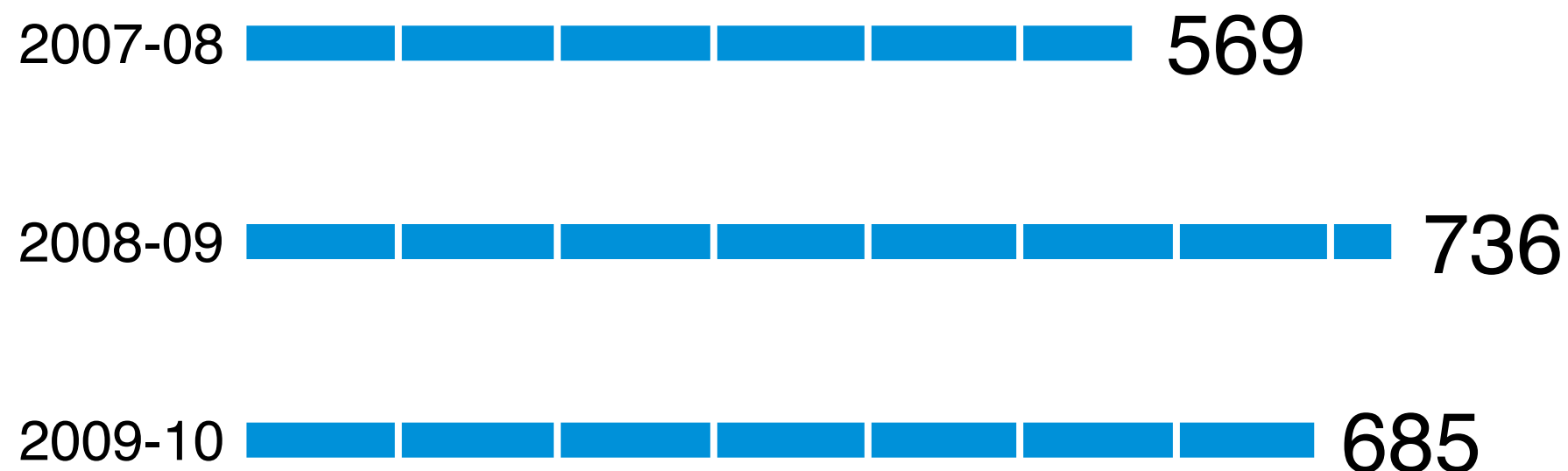
**Brian Wellner | Posted: Thursday, June 3, 2010 10:38 pm**

Studies show approximately three students drop out of school in the Quad-Cities every school day. The Community Vitality Scan and Snapshot shows that more than 500 students in the area drop out annually.

As of 2010...

Every school day, 3 Quad-City students drop out.

## Dropouts in QC Area



**1,990** dropouts from 2007-2010  
(**663** per year)



$$\frac{1,990 \text{ dropouts in 3 years}}{1095 \text{ days in 3 years}} = 1.8 \text{ dropouts per day}$$

$$\frac{1,990 \text{ dropouts in 3 years}}{156 \text{ weeks in 3 years}} = 12.8 \text{ dropouts per week}$$

$$\frac{26,280 \text{ hours in 3 years}}{1,990 \text{ dropouts in 3 years}} = 13.2 \text{ hours per dropout}$$

$$\frac{1,990 \text{ dropouts in 3 years}}{540 \text{ school days in 3 years}} = 3.7 \text{ dropouts per school day}$$

$$\frac{1,990 \text{ dropouts in 3 years}}{108 \text{ "school weeks" in 3 years}} = 18.4 \text{ dropouts per school week}$$

$$\frac{3,780 \text{ "school hours" in 3 years}}{1,990 \text{ dropouts in 3 years}} = 1.9 \text{ school hours per dropout}$$

## Scariness

## Assumptions

More than **one dozen** QC area students drop out **each week**.



Even distribution

Every **13 hours**, a QC area student drops out of school.



Even distribution

Every **school day**, **3** QC area students drop out.



Even distribution; 180 school days; students only drop out on school days

Every **school week**, **18** QC area students drop out of school.



Even distribution; 5 days per school week; students only drop out on school weeks

During a **school day**, one QC area student drops out **every 2 hours**.



Even distribution; 7 hours per school day; 180 school days per year; students only drop out during school hours

## Dropouts by District

	06-07	07-08	08-09	09-10	10-11
District 1	303	258	448	437	
District 2		79	79	82	
District 3		79	87	55	
District 4		58	61	42	
District 5	37	52	24	26	
District 6	19	22	23	27	
District 7	18	21	14	16	
<b>Sum</b>		<b>569</b>	<b>736</b>	<b>685</b>	



	06-07	07-08	08-09	09-10	10-11
District 1 Freshmen Grad Rate				92.9%	99.6%
State Dropout Rate	1.6%	1.8%	1.2%	1.5%	
District 2 Freshmen Grad Rate				92.8%	96.3%
State Dropout Rate	2.5%	3.6%	1.7%	1.8%	
District 3 Freshmen Grad Rate				83.6%	82.3%
State Dropout Rate	--	--	--	--	
District 4 Freshmen Grad Rate				79.8%	80.7%
State Dropout Rate	--	--	--	--	
District 5 Freshmen Grad Rate				74.8%	89.2%
State Dropout Rate	6.0%	5.2%	8.9%	9.5%	
District 6 Freshmen Grad Rate				--	--
State Dropout Rate	1.8%	2.1%	2.3%	2.7%	
District 7 Freshmen Grad Rate				--	--
State Dropout Rate	--	--	--	--	



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# of diplomas awarded in a year  
# of freshmen enrolled 4 years earlier

# of dropouts in a year  
# of students in grades 9-12

09-10

District 1 Freshmen Grad Rate 92.9%

State Dropout Rate 1.5%

District 2 Freshmen Grad Rate 92.8%

State Dropout Rate 1.8%

District 5 Freshmen Grad Rate 74.8%

State Dropout Rate 9.5%

## Illinois State Board of Education

Gery J. Chico, Chairman  
Dr. Christopher Koch, State Superintendent



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### Data Analysis & Progress Reporting

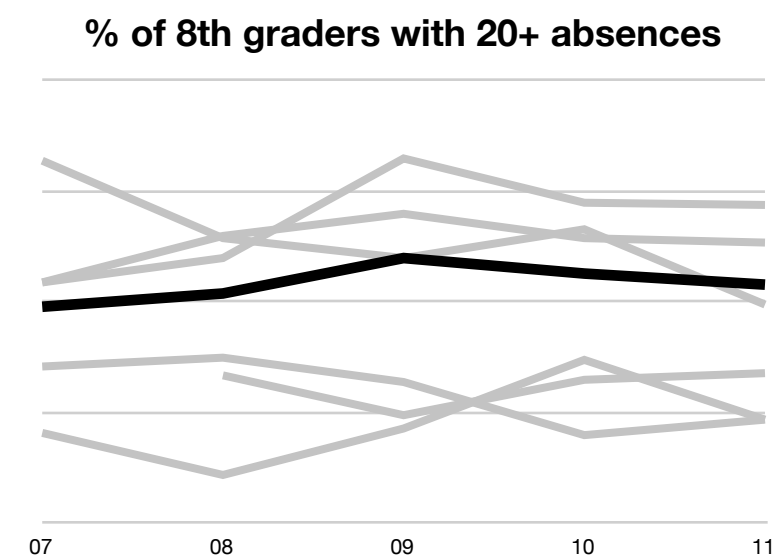
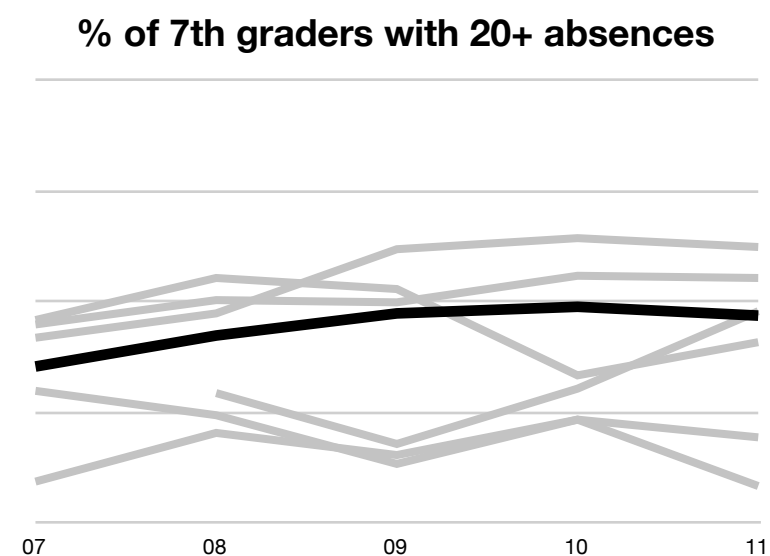
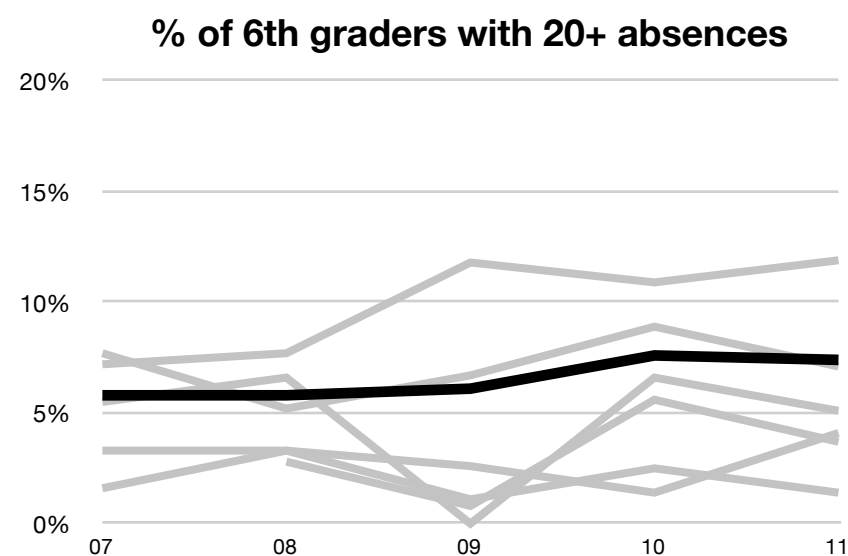
#### *End-of-Year Reports - effective January, 2012*

*Reports containing state- and district-level suspension, expulsion, dropout, graduate, and truant data that were previously displayed on this page have been taken down until ISBE can review these and other data in the public domain for small cell sizes related to student privacy issues.*

1. What does this tell us?
2. What does this **not** tell us?
3. What next steps can we take, individually & collectively?

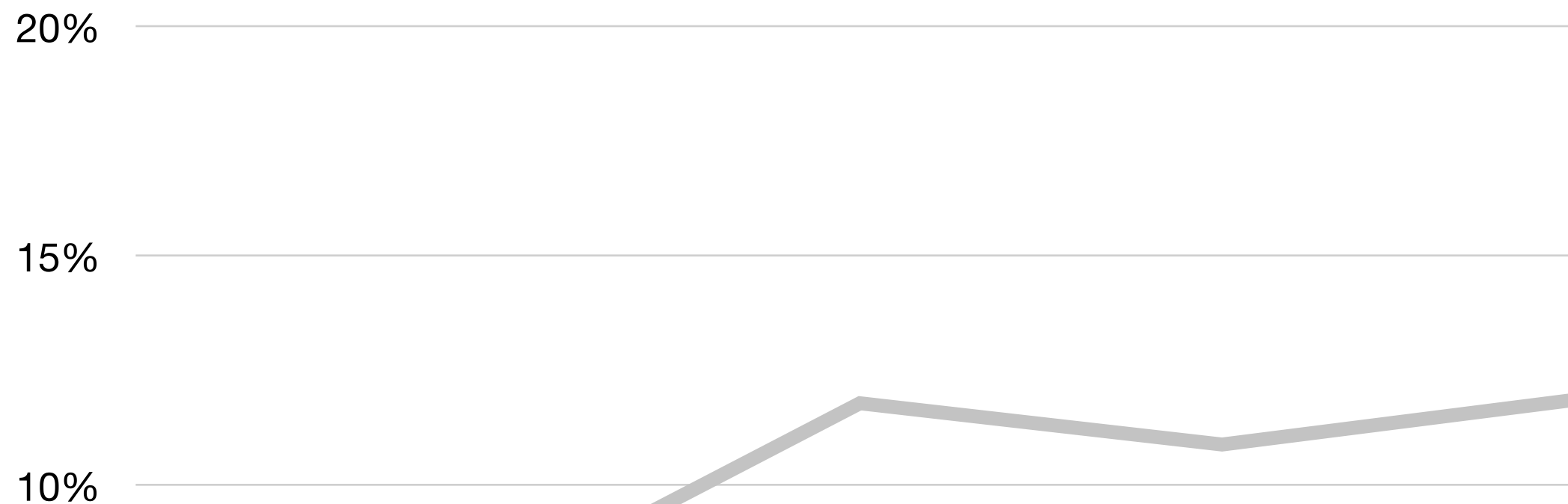
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	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11
Lowest	1.6%	2.8%	0.0%	1.4%	1.4%	1.9%	4.1%	2.7%	4.7%	1.7%	4.1%	2.2%	4.3%	4.0%	4.7%
Mean	5.5%	5.8%	6.1%	7.6%	7.4%	7.1%	8.5%	8.8%	9.4%	9.3%	9.8%	10.4%	12.0%	11.3%	10.8%
Highest	7.7%	7.7%	11.8%	10.9%	11.9%	9.2%	11.1%	12.4%	12.9%	12.5%	16.4%	13.0%	16.5%	14.5%	14.4%
Total # of students	159/2887	167/2905	183/2986	235/3076	235/3156	206/2907	246/2888	263/2972	285/3026	288/3093	298/3043	300/2881	344/2870	339/2995	327/3030
Missing	1 district					1 district					1 district				

## % of 6th graders with 20+ absences



Lowest

06-07

1.6%

07-08

2.8%

08-09

0.0%

09-10

1.4%

10-11

1.4%

Mean

5.5%

5.8%

6.1%

7.6%

7.4%

Highest

7.7%

7.7%

11.8%

10.9%

11.9%

Total # of students

159/2887

167/2905

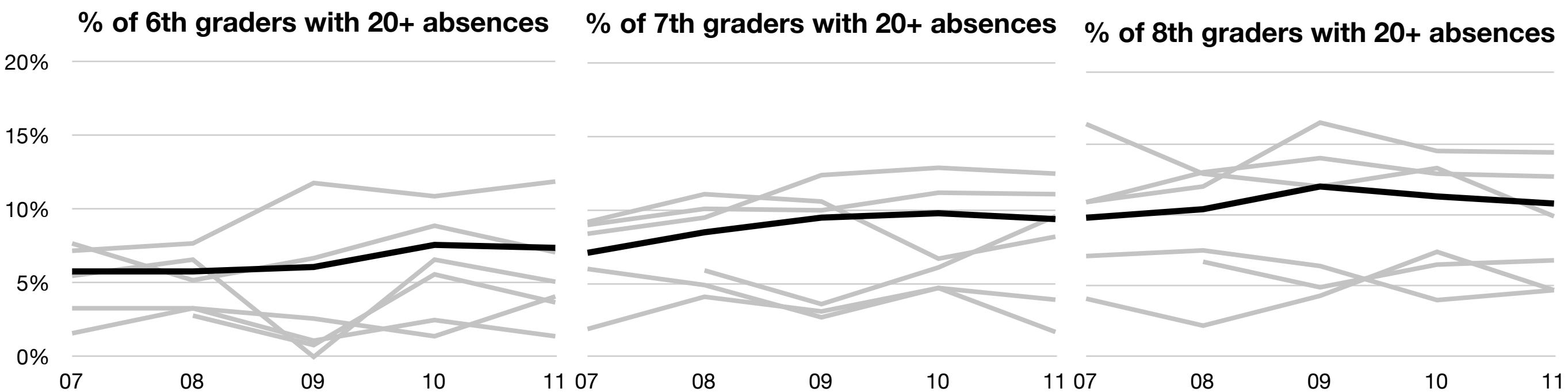
183/2986

235/3076

235/3156

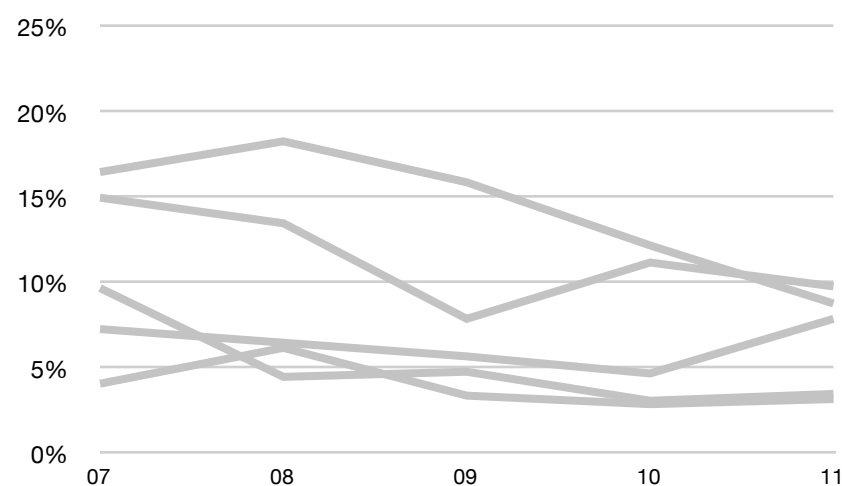
Missing

1 district

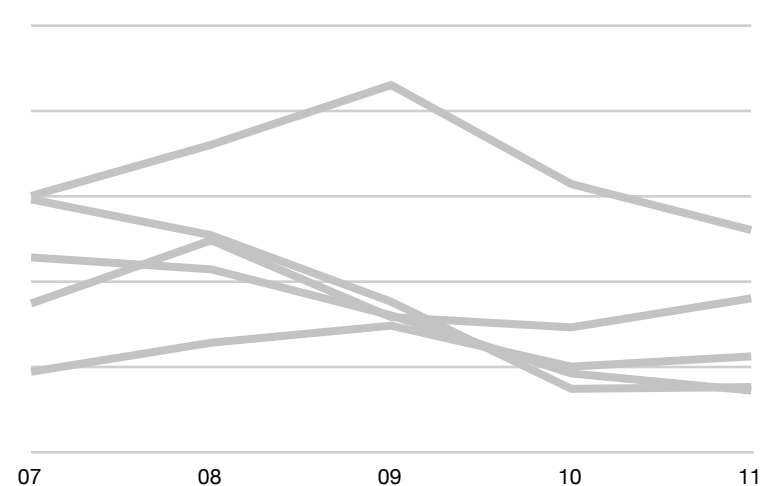


3. What next steps do we have as individuals, schools, and collectively?

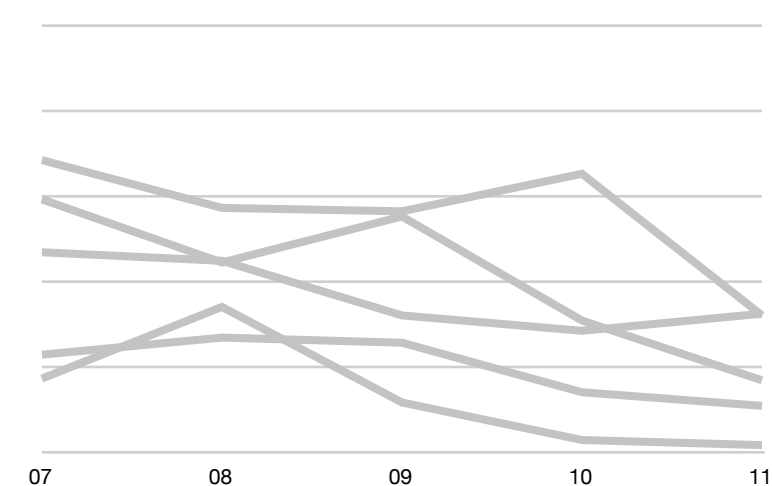
**% of 1st year HS off-track**



**% of 2nd year HS off-track**

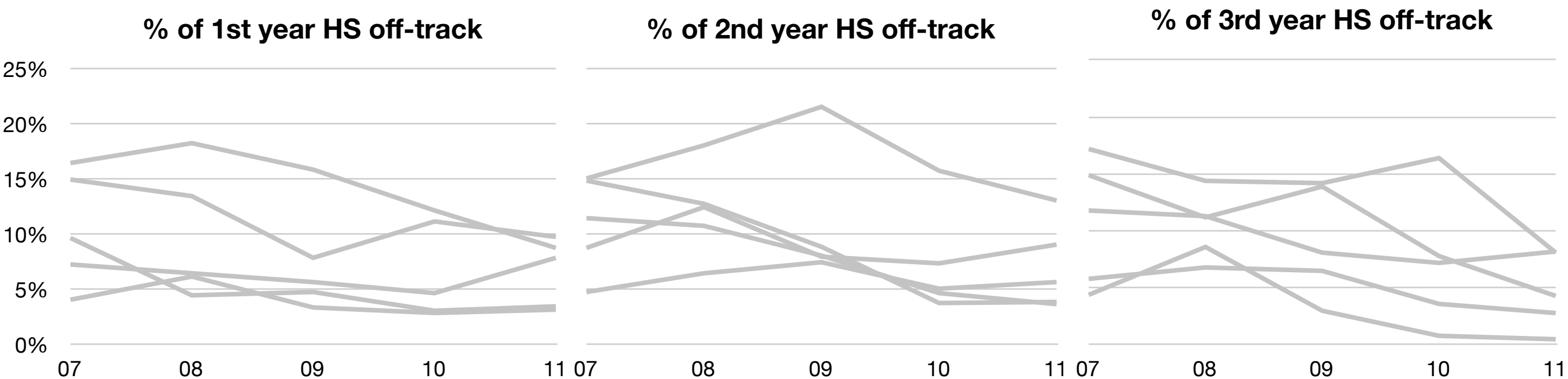


**% of 3rd year HS off-track**



	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11
Lowest	4.1%	4.5%	3.4%	2.9%	3.2%	4.8%	6.5%	7.5%	3.8%	3.7%	4.4%	6.8%	3.0%	0.8%	0.5%
Highest	16.5%	18.3%	15.9%	12.2%	28.5%	15.1%	18.1%	21.6%	15.8%	24.9%	17.2%	14.4%	14.2%	16.4%	14.2%
Total # of students	230/2081	231/2110	177/2076	155/2046	512/3378	239/2030	257/2031	239/2013	165/2009	416/3031	209/1901	208/1923	174/1882	151/1916	241/2917
Missing	2 districts	2 districts	2 districts	2 districts	1 district	2 districts	2 districts	2 districts	2 districts	1 district	2 districts	2 districts	2 districts	2 districts	1 district





3. What next steps do we have as individuals, schools, and collectively?



# PHASE I DATA

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