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ANNUAL REPORT

OF THE

WIL LOU GRAY

OPPORTUNITY SCHOOL



For the Year Ending June 30, 1976

Printed Under the Direction of the
State Budget and Control Board

ANNUAL REPORT

OF THE

WIL LOU GRAY

OPPORTUNITY SCHOOL



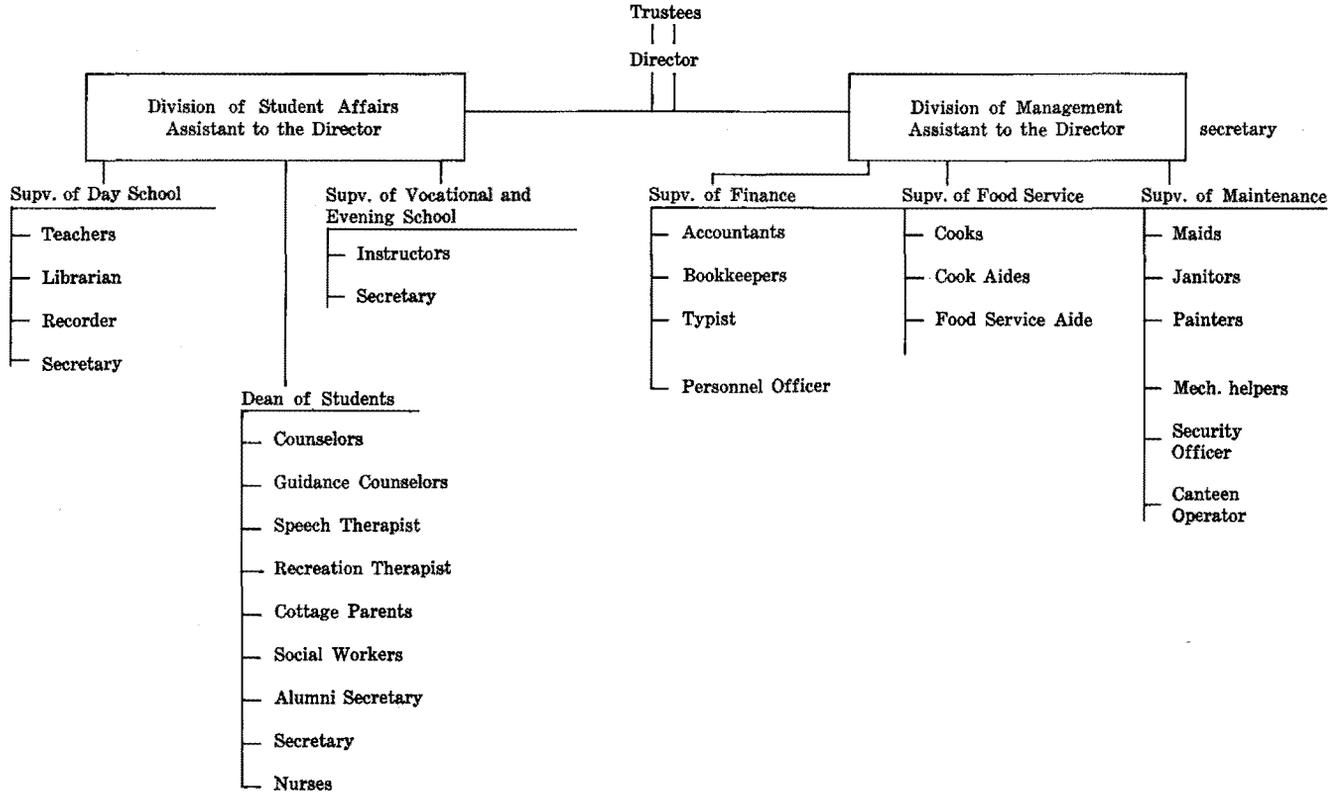
For the Year Ending June 30, 1976

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State Budget and Control Board**

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**Chart of the Administrative Organization
of the Opportunity School**



**Wil Lou Gray Opportunity School
Board of Trustees**

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Honorable Cyril Busbee, State Supt. of Education—Ex-Officio

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The Rev. James B. MitchellColumbia July 2, 1977

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Dr. Lois T. ScottFlorence July 2, 1977

Dr. Oliver ThomasNinety Six July 2, 1976

Dr. M. B. WebbRidge Spring July 2, 1977

Mrs. Jack WilsonWilliamston July 2, 1980

A Brief History of the S. C. Opportunity School

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "lay-by-time" so that farm women and girls could attend, opened August 2, 1921, at Tamassee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend public school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school, and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the state could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from fourteen to fifty-one, and representing thirteen counties, attended the 1922 school. There was no school for men.

Erskine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931 the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults". Directed by Dr. W. S. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University, this study, with the use of standardized test, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942, at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in the early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who for a variety of reasons were unable to complete their formal schooling.

These one-month terms of the Opportunity School held over a period of twenty-five years had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G. I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the de-activated Columbia Army Air Base were acquired by a quit claim deed through the War Assets Administration for the joint use of the Opportunity School and Trade School on a ten-year probationary basis. The School's first session in this permanent home opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

Modern facilities have replaced the temporary Air Base buildings which served over twenty years. Revising and expanding its programs to meet changing needs, in a home-like atmosphere, the Opportunity School continues its mission of teaching adults.

Purposes

The school is organized and patterned after the Danish Folk Schools of the nineteenth century. It provides academic and vocational training for out-of-school youths and adults in a good citizenship environment. Each student is placed in each subject area on a level of difficulty commensurate with his achievement level. The teacher-pupil ratio is on a one to seventeen basis providing for individual attention by the teacher to each pupil. The instructional program purposes to prepare each student to live a more meaningful life.

Legal Status

The school is an agency of state government chartered for the purpose of providing out-of-school youths and adults academic and vocational training. It is managed by a Board of Trustees. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years.

Two of the trustees are appointed by the Alumni Association and each serving for a term of four years. The Governor of the state and the State Superintendent of Education are ex-officio members of the board.

Functions of the Departments of the School

The administration plans, supervises, and evaluates all facets of the school operation. It is responsible for developing the annual budget for all operational needs and for pursuing its adoption by the Budget and Control Board and the Legislature.

The administration leads in the developing of short and long range plans which will facilitate the achievement of the school's purposes.

The administration evaluates all facets of the operation and reports the findings of the evaluation to the Board of Trustees.

The Educational program provides academic training ranging in difficulty from low elementary level through high school. The elementary courses are basic courses; reading, arithmetic, English, science, and social studies.

Each student is given a standardized achievement test at the time of registration. He is placed in each subject area on the level of difficulty determined by his score on the test for that subject area. He remains in that level of difficulty until the teacher believes that he is ready for a higher level of difficulty. At that time, the teacher recommends to the Director of Education that the student be moved to a higher level of difficulty. If a student feels frustrated in a level of work above his achievement, he can request of the Director of Education to be moved to a lower level.

The academic training on high school level is offered for two purposes. One is to prepare students for the high school equivalency test. Students are given the standardized achievement test and are assigned to levels of work as in the previous paragraph for elementary students. At the time that the test results indicate a student is achieving above tenth grade level, the school recommends that the student take the high

school equivalency test. If the student makes a score of 180 or more, he is given a high school certificate. If he makes 200 or more, he is given an Opportunity School diploma.

The second purpose is to permit students to earn Carnegie units for a standard high school diploma.

REPORT FOR THE YEAR 1975-76

The following lines report the activities of the 55th year of operation of the South Carolina Opportunity School, now the Wil Lou Gray Opportunity School. Perhaps the most significant event of the year was changing the name of the school to bear the name of the founder of the school. While methods and materials have changed, the philosophy and the goals as adopted by the distinguished founder have changed very little. The school is still humanitarian in purpose. It continues to try to develop those attributes which are the trademark of the qualified, respected, productive, happier citizen.

ENROLLMENT

The School continued to serve those people ages 15 through 71 who, for various reasons, dropped out of public school before they had received their High School diploma. These students were served by a variety of programs.
Day School

Enrollment in the Day School Program continued on a level with that of many previous years.

The year began on August 21 with a meeting of the entire staff for a day of orientation. Several new people were introduced at this time. For the first time the school had a manager of Business Affairs whose responsibility it is to assist with the planning and the supervising of the financial, food service and maintenance service departments. A new principal was employed for a one year interim period. In addition there was one new classroom teacher, a new dean of students, and three new cottage parents.

Registration of students began on August 25 with 244 students registering. Enrollment fluctuated between 200

and 245 throughout the year with an average enrollment of 216. Most of the students were living on the campus with an average of 20 students commuting on a regular basis.

All but five counties in the state were represented in the enrollment and several neighboring states had one or more students on campus. States represented were North Carolina, Virginia, New York, Ohio, Georgia and Florida.

ENROLLMENT BY COUNTIES

County	Enrollment	County	Enrollment
Abbeville	2	Greenwood	0
Aiken	43	Hampton	1
Allendale	7	Horry	12
Anderson	23	Jasper	2
Bamberg	1	Kershaw	3
Barnwell	3	Lancaster	5
Beaufort	9	Laurens	15
Berkeley	17	Lee	2
Calhoun	1	Lexington	68
Charleston	84	Marion	3
Cherokee	0	Marlboro	0
Chester	1	McCormick	1
Chesterfield	1	Newberry	3
Clarendon	0	Oconee	2
Colleton	26	Orangeburg	24
Darlington	10	Pickens	9
Dillon	4	Richland	99
Dorchester	7	Saluda	1
Edgefield	1	Sumter	19
Fairfield	8	Spartanburg	16
Florence	17	Union	4
Georgetown	12	Williamsburg	3
Greenville	20	York	9
		Out-of-State	9

A total of 598 were enrolled in this program at some time during the year.

ENROLLMENT BY AGE

15	81
16	153
17	124
18	83
19	46
20	22
21	18
Over 21	71

ENROLLMENT BY RACE, SEX AND AVERAGE GRADE PLACEMENT

	Enrollment	Av. G. P.
Female Black	71	5.1
Female White	132	6.8
Male Black	177	4.4
Male White	218	6.1

One hundred sixty-three students were enrolled in some program other than Day School. Twenty were registered for vocational evaluation in the summer of 1975. "Project Upreach 1976" registered eight new students. Total enrollment for the "Project Upreach 1976" was 105. Five clients of Vocational Rehabilitation registered for a one week vocational evaluation in June. The other Participants in the seminar had previously registered for some other program. Total number of students served in some capacity during 1975-76 was 759 students.

	Enrollment
Summer Evaluation 1975	20
Day School	596
"Project Upreach 1976"	8 new
Evening School	135
	<hr/>
	759

The average age of the male student was 17.9 and for the female was 18.6. The combined average age was 18.1 and the Median age was 17.2.

Achievement

Only thirty eight students were achieving at or above the grade level that they had attained in public school. The average grade level attained in public school was 8.6. The average achievement level at the time of registration at the Opportunity School was 5.6 grade. As accurately as standardized tests measure, this would indicate that, on the average, the students were achieving three grade levels below attainment in public school.

Tests result are not entirely accurate and serve only as indicators of characteristics of the students that the school served. They provide some input to the instructional staff in planning the instructional program.

STUDENTS WHO TOOK THE ACHIEVEMENT TEST UPON REGISTRATION AND AT END OF YEAR

First Test

Students	No.	Read.	Arith.	Eng.	Av.
Female	54	6.1	6.2	5.7	6.0
Male	89	5.7	5.9	4.7	5.4
All	143	5.8	6.0	5.1	5.6

Second Test

Students	No.	Read.	Arith.	Eng.	Av.
Female	54	6.7	6.5	6.7	6.6
Male	89	5.9	6.1	5.3	5.8
All	143	6.2	6.2	5.8	6.1

Difference

Students	No.	Read.	Arith.	Eng.	Av.
Female	54	.6	.3	1.0	.6
Male	89	.2	.2	.6	.4
All	143	.4	.2	.7	.5

One hundred forty-three students were in school long enough to take the second achievement test. This test was administered to measure student progress. The average progress

of 143 students was one half year. The average length of stay was 6 months. Female students made one half grade more progress than the male students made. Thirty six students made a year or more progress. The student who received the Efron, Antley, Davis, & Adams Award for making the most progress was in school for approximately six months. She made five years of progress as measured by the test.

RESULTS OF FIRST TEST

Students	Number	Reading Arithmetic English			Average
		Level	Level	Level	
Female	193	6.3	6.4	6.3	6.3
Male	371	5.8	6.3	5.1	5.6
All	564	6.0	6.1	5.5	5.9

Each student was given the Iowa Test of Basic Skills at the time of registration. He was placed in a level of English and arithmetic commensurate with his achievement score on the English test and arithmetic test respectively. He was placed in reading, science, and social studies on his reading score. He remained in that level of difficulty until the teacher judged by his performance in class that he was ready for a higher level. These scores were recorded on the student's permanent record and each progress report.

The California Test of Adult Basic Education (TABE) was administered to all students for diagnostic purposes and for prescribing their course of study in English and arithmetic. These scores were not recorded on the student's records but were retained by the subject teacher for the purposes just mentioned.

Accreditation

The school completed its second year of accreditation by the State Department of Education. The accreditation on the elementary program was moved from an "advised" status to an "all clear" status and the secondary program accreditation was moved from a "warned" status to an "advised" status. One teacher in the secondary program had five daily preparations. Three students graduated after having completed 18 units of credit for a standard high school diploma.

PROJECT UPREACH 1976

The summer program, "Project Upreach 1976", began on May 31 with 105 students enrolling. Eight of these were new students.

The project was an experiment conducted jointly with the Office of Adult Education of the State Department of Education and the Opportunity School. The program materials and methods were titled Adult Performance Level (APL). Instruction was given in five general knowledge areas. They were: Occupational Knowledge, Consumer Economics, Health, Community Resources, and Government & Law. The materials used and the instruction provided assisted in building the following basic skills: reading, writing, computation, speaking-listening, problem solving, and inter-personal relations. The instruction was provided by a team of teachers in each general knowledge area. The materials, primarily, were issues of the daily newspapers with some other programmed materials.

Each participant was given the R/EAL Test at the beginning of the one month program to determine the amount of general knowledge that he had in each area. He was then assigned certain tasks to perform which would build his skills and increase his knowledge in the areas that have been determined by many research teams to be necessary for adults to have to cope in today's world.

Each teacher selected the general knowledge area that he was most interested in. The team in each area then developed certain objectives for that area, planned the tasks that would assist students in reaching these objectives, and then provided the materials that would assist the students in gaining that knowledge.

The R/EAL test indicated the knowledge that a student had and the tasks that he could perform well. Thus, he did not spend time on tasks that he had already performed well.

The second administration of the R/EAL test indicates that 12 students increased their raw score and 10 showed a decrease in the raw score.

As stated earlier, this program was an experiment, the first using this approach in the state. It is impossible at this time to properly evaluate the results in terms of value to the students and in terms of effectiveness of methods and materials.

Work Scholarships

The Wil Lou Gray Endowment Fund provides work scholarships for any students who cannot pay their fees, who are not eligible for services provided by any other agency, and who are deserving of the privilege to attend the school. The recipient must work an average of ten hours weekly and for this work, his fees of \$855 are marked paid and he receives \$3.00 weekly for spending money. There were 25 students who received work scholarships during the year 1975-76. Some of these were for a short term only and others were for the entire year. Total cost to the Endowment Fund was \$9,044.20.

EVENING SCHOOL PROGRAM

The Evening School Program was provided primarily for commuting adults. The basic education program, ranging in difficulty from grades one through eight, provided instruction in reading, arithmetic, and English. The G. E. D. program offered instruction ranging in difficulty from grades nine through twelve. In addition to these two programs some courses were offered for unit credit. The total enrollment for the Evening School Program was 166. One hundred four of these were residents of Lexington County and sixty-two were residents of Richland County. There were thirty-two black male students, twenty-eight black female students, fifty-one white male students and fifty-five white female students. Eighty-two of these students were in school for long enough to take the second achievement test. Results of the first test, second test and the difference are recorded in the table below:

First Test Results

Students	No.	Read.	Arith.	Eng.	Av.
Female	26	7.5	7.6	7.3	7.5
Male	56	7.2	7.7	7.5	7.3
All	82	7.3	7.6	7.4	7.4

Second Test Results

Students	No.	Read.	Arith.	Eng.	Av.
Female	26	8.2	8.1	8.1	8.1
Male	56	8.5	8.0	8.0	8.2
All	82	8.5	8.0	8.0	8.0

Difference

Students	No.	Read.	Arith.	Eng.	Av.
Female	26	.7	.5	.8	.6
Male	56	1.3	.3	.5	.9
All	82	1.2	.4	.6	.6

The average age of these students was 37. Twelve of the Evening School students graduated on June 26. Three of these earned standard high school diplomas and 5 earned the Wil Lou Gray Opportunity School diploma by making more than 200 points on the High School Equivalency test. As a part of the Evening School Program several courses were offered for enrichment. These courses were Art, Ceramics, Woodcraft, typing, shorthand, and bookkeeping. Some of these classes met for two hours each night for two nights and some for three hours for three nights each week.

Vocational Courses

As a part of the Evening School Program, training in five vocations was provided. The courses were: auto mechanics, building construction, food service, industrial sewing, and welding. The students completing 240 hours of training and doing the required work, were given certificates. Of a total enrollment in vocational courses of one hundred-fifty-four, eleven certificates were awarded for completion of the course. Certificates were awarded as follows: auto mechanics, one; building construction, one; food service, three; industrial sewing, six.

Driver's Education

Two classes in driver's education were taught to a total of 37 students. Included in this number were hearing impaired, deaf, and orthopedically handicapped. Ten of these received driver's licenses.

Hearing Impaired

Sixty-six students were enrolled who had a hearing impairment or were deaf. These were served by a special instructor who was trained in deaf education. The instructor provided training in the areas of reading, writing and computational skills. The students were placed in classes by their approximate achievement level. Some few of the higher verbal level were scheduled in one or more regular classes.

Students ranged in achievement from no previous formal education, no reading, writing, or communication skills at all (oral or manual) to those having completed high school but needing more academic and or vocational guidance.

Total communication (signs, speech, use of residual hearing and visual clues) was used except when working with individuals found to have high enough residual hearing to learn by the phonetic or oral approach.

The purpose of this instruction was to give the students a working vocabulary and some skills to enable them to become self-sufficient enough to enter the work world. Several were successfully placed.

Speech and Hearing Program

Audio-metric speech and vision screening was administered by the Speech Therapist to 177 students. Of this number, 22 failed the initial hearing screening and were retested. Ten of these students were referred for complete audio-metric evaluations. Forty seven failed the initial visual screening. These were seen by an Otologist or Otolaryngologist. Twenty-seven students failed the initial speech screening. All of these students were given a speech evaluation. Twenty-four of this twenty-seven received speech therapy. Ten students who had been tested the previous school year were also provided with speech therapy.

Guidance Program

The guidance counselors served several purposes during the year. The first activity was to introduce and familiarize the new students with the academic and vocational courses of-

ferred. They interpreted the school rules and regulations that were printed in the student's handbook. On a daily basis they provided individual and group counselling regarding personal, social, educational and vocational problems. They attempted to assist the students in understanding their own personal assets and limitations and to develop worthwhile goals.

Several students were assisted in securing on-campus part-time jobs through the Comprehensive Manpower Program. Twenty-five of the students worked six hours per week for which they received \$2.30 per hour. Two assertive training groups were organized and met on a weekly basis. Membership averaged from eight to ten in each of these groups. Bachelor degree trainees, who were graduate students at the University of South Carolina, assisted the school's two guidance counselors in the afternoons with their counselling program as well as in other special programs. Some of the topics discussed in these special programs were for the benefit of the staff and students as well. They included rape, drug and alcohol addiction, V. D., abortion, family planning, money management, securing a job, state parks, hunting and fishing available in the state, financial aid for college or technical school, attendance, social service benefits, risk factors concerning heart problems, first aid, leather craft, childcare, manpower, law enforcement and deterrents to crime. Average attendance at these meetings was thirty-two. Films and speakers from State agencies, such as the Department of Mental Health, The Department of Health and Environmental Control, State Law Enforcement Division, Central Correctional Institute and Lexington County Manpower Office assisted in these programs.

The Sixteen Personality Factor Test, the Geist Picture Interest Inventory and the Curtis Sentence Completion tests were administered to many students who either sought the assistance of the guidance counselors or were referred to the guidance department. Counselors used the Adelerian, Transactional Analysis, Gestalt, and Carkhuff counseling methods.

The guidance department estimated that they were able to influence one out of every ten potential drop-outs to remain in school.

Infirmary

An average of fifteen students was seen by the nurse each morning. Treatment was primarily for headaches and similar maladies, perhaps the result of school phobia.

Many students were on prescribed medicine primarily for the purpose of controlling seizures. The nurses supervised the administering of this medicine which was given to the student by the cottage parent in his dormitory.

A registered nurse supervised the infirmary and was on duty daily from 8 o'clock a.m. to 12 noon. Students with chronic illness or extended illness were sent home to receive more adequate care.

ACTIVITIES PROGRAM

Each student had a choice of many different activities to participate in for the afternoons and evenings. All vocational training was offered after the regular school day beginning at 2:45 each afternoon, Monday through Friday. The classes met one and one-half hours to three hours depending upon the amount of time that each student wished to spend in the class. The enrichment courses, as previously mentioned, were offered after dinner two evenings each week.

One of the guidance counselors and another representative of the dean's staff selected and previewed entertaining movies which were later shown in the auditorium Monday evening of each week. Films of a guidance nature and discussion groups led by representatives from the Department of Mental Health and The Department of Health and Environmental Control involved as many students as desired to attend sessions on Tuesday evenings of each week. A group of students from Columbia Bible College provided programs on Wednesday evenings of each week. Some of these were of a religious nature and others were for entertainment only. Chapel and Vespers were planned weekly on a rotating basis. Talent shows, group discussions and weekend-camping trips were provided for all who cared to participate.

The evening staff supervised the students in volley ball, soft ball, baseball, handball, tennis, table tennis, archery, putt

putt golf, badmitton, shuffle board, horse shoes, bowling, horseback riding, and swimming. These activities were supervised by a staff of five people who were available from the time the students got out of class in the afternoon until curfew was called.

The Platt Springs Methodist Church of West Columbia provided programs of interest one night of each month. They served refreshments at each of these programs.

Alumni Affairs

The Alumni Association was active again this year. The Christmas Banquet on December 6 was a grand occasion. Representatives of 44 families were in attendance. The classes of 1936-1940 and 1961-65 were honored. Testimonies by former students telling of what the school had meant to them was a highlight of the program. Many of these students remained over-night at the school.

The Alumni Luncheon was held in conjunction with the commencement program and the special ceremonies changing the name of the school to the Wil Lou Gray Opportunity School. Twenty-four of the former students remained for the activities of the week-end which included a film, "Two Hundred Candles", a cook-out and a Bi-Centennial Ball in the gymnasium. The week-end of activity was concluded with a dutch-treat breakfast on Sunday morning at Sambo's restaurant.

Two activities were undertaken by the Alumni. Each member of the Alumni Association was sent a pledge card on which he was asked to pledge membership in the \$500.00 Club. Reports on the results of that drive will be reported later. The other activity was a contest between the Alumni to sell as many games, Palmetto Patriots, as each would. Results on that drive will also come at a later date.

Continuing Education

More than 4300 participants were on the campus for programs scheduled from an hour in length to three days in length. Some of the organizations using the facilities were

the American Legion Speakers Contest, Adult Education Workshop, The Wil Lou Gray Reading Council, and the South Carolina Association of Public and Continuing Adult Education.

WORK SCHOLARSHIPS:

The Endowment Fund provided work scholarships for 25 students. The total cost to the fund was \$9,044.20. This was spent to pay the \$855.00 fees and the \$3.00 weekly for spending money for students who could not pay their own way and who were not eligible for services provided by an other agency. The recipients worked an average of ten hours weekly to earn the scholarship. Some were enrolled for only a short period of time and others for the entire year.

STAFF

The administration sought to maintain an adequate staff in terms of number and qualifications which would promote and embrace the philosophy of the school through adherence to the policies of the Board of Trustees, nurture personal growth, and cooperate with and support the administration.

A chart showing the organization of the staff is a part of the report. Some of the positions were not filled because of insufficient funds. Several people joined the staff at the beginning or during the year. The manager of business affairs was a new position and was filled August 1, 1975. A principal was employed for a one-year interim period. Other new employees were a classroom teacher, three cottage parents, vocational instructors and the Dean of Students.

The average salary of the Staff was \$8,946.00. The average salary of the classroom teacher was \$11,045.00 and of the non-professional employee was \$8,170.00. There were 63 full time employees and 10 part time employees as follows:

Regular Class Room Teachers	15
Special Class Room Teachers	2
Evening School Teachers (part time)	5
Vocational Instructors (part time)	5
Guidance Counselors	2

Speech Therapist	1
Recreation Therapist	2
Food Service Personnel	9
Maintenance Service Personnel	12
Finance and Bookkeeping Personnel	2
Cottage Parents	5
Finance Officer	1

1976 BUDGET

Function	Appropriations	Expenditures
Administration	\$116,800.00	\$111,508.00
Educational Program	251,169.00	257,597.00
Infirmary	5,730.00	5,489.00
Evaluation Center	51,582.00	45,158.00
Plant Maintenance	190,904.00	202,928.00
Dietary	212,985.00	178,433.00
Dormitories	37,168.00	37,714.00
Federal Projects	118,477.00	122,580.00
	<u>984,815.00</u>	<u>961,407.00</u>

STATEMENT OF REVENUE-ESTIMATED AND ACTUAL
FOR THE FISCAL YEAR ENDED JUNE 30, 1976

	Estimated Revenue	Actual Revenue	Actual to Estimated
U.S.D.A.-Food Program..	\$ 13,617.00	\$ 33,585.00	\$ 19,968.00
Book & Testing Fees	1,630.00	1,990.00	360.00
Board	140,591.00	141,195.00	604.00
Dormitory Fees	45,120.00	44,382.00	(738.00)
Day Student Fees	2,807.00	3,340.00	533.00
Night Student Fees	679.00	764.00	85.00
V.R.E.C.	10,000.00	11,089.00	1,089.00
Maintenance-employees .	8,059.00	6,833.00	(1,226.00)
Gray Trust Account	4,894.00	4,368.00	(526.00)
C. & S. Trust Account ..	9,000.00	—0—	9,000.00
Miscellaneous	7,063.00	2,876.00	4,187.00
Federal Project	149,174.00	23,000.00	26,174.00
	<u>\$392,634.00</u>	<u>\$373,422.00</u>	<u>\$ 19,212.00</u>