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Andrews University
School of Graduate Studies

ASSESSING STUDENT CO-CURRICULAR
NEEDS AND INTERESTS THROUGH
AN OBJECTIVE METHOD

A Thesis Project
Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Peter J. McCann
May 1977

Approval

ABSTRACT OF GRADUATE STUDENT RESEARCH

Project

Andrews University

Department of Education

Title: ASSESSING STUDENT CO-CURRICULAR NEEDS AND INTERESTS
THROUGH AN OBJECTIVE METHOD

Name of Researcher: Peter J. McCann

Name and title of faculty adviser: Edward A. Streeter, Ed.D.

Date completed: May 1977

Problem

Previous research has shown that when potential dropouts are actively involved in the school program, the dropout rate is reduced. Co-curricular activities have been found to be the most effective method of getting potential dropouts involved. The problem has been that implementation of co-curricular activities has relied on the subjective value judgment of administrators. This project attempted to develop an objective method for assessing student co-curricular needs and interests.

Method

There were three phases to this project. The first phase was an extensive review of the literature in order to determine factual evidence. The second phase was the development of testing instruments. The third phase was the field testing of the instruments for the purpose of assessing co-curricular needs and interests.

Results

The results are that the patterns described in the Review of Literature were found to be present in the schools tested. The schools were found to be lacking co-curricular programs that interested students defined as potential dropouts.

Conclusions

As a result of this project, the schools tested need to make certain program changes and additions. Co-curricular needs and interests of the students can be objectively assessed and the results used to improve school programs.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

In 1962, 40% of all secondary public school students were dropouts (Lichter). These students came from homes with low educational backgrounds and little involvement with the educational system. According to the study done by Lichter of intellectually capable students who were dropouts, the major cause leading to dropping out was credited to psychological problems related with negative attitudes toward the educational system.

In 1974, the National dropout rate was down to 25% (Urdal) and further research by Urdal revealed that there were variables that were 68% effective for predicting dropouts. These four variables were the educational level of the father, the student's attitude toward the educational system, the student's language skill scores, and the student's participation in co-curricular activities.

In 1975, Combs reflected the theory that the dropout was "the person for which education has no personal meaning." Under this theory, if the potential dropout could be provided with activities that had a personal meaning to him or which met his needs and interests, his attitude toward the system could be changed (Combs).

Therefore, the problem presented was how to assess

the needs and interests of the students in regard to possible co-curricular programs that would enhance the student's attitude toward the educational system (Urdal).

Purpose of the Study

The purpose of this study was to assess the present co-curricular program of two public secondary schools (See Chapter II) with regard to the rates of participation, certain demographic characteristics of the students in the activities, to identify potential dropouts, and to extract from the students possible alternatives that might better meet the needs and interests of the individuals who are not participating in the co-curricular program.

Objectives

1. To measure the Gestalt of student involvement in co-curricular activities.
2. To develop a profile of the students involved and not involved in activities with regard to certain demographic characteristics.
3. To determine from the students themselves, alternative programs to better meet their needs and interests.
4. To determine by objective methods, from existing and alternative programs, activities that interest the potential dropouts and the greatest

number of students.

5. To determine if the faculty had the interest and skills needed to effectively run alternative programs.
6. To develop a standardized instrument usable by school administrators.

Need for the Study

Most co-curricular activities came from the following sources: an administrator copying neighboring schools; an aggressive co-curricular programs director; an outside sponsoring agency; teachers seeking self-fulfillment; or community pressure (Ovard). Millholen reported that the great majority of students depended on the schools for their social experiences. The people that needed the most input into the activities program were usually the ones that had the least. They were the students (Millholen).

When the potential dropout lacked a positive attitude toward education, was under-achieving academically, had no parental pressure to finish, and there were no co-curricular programs that met his needs or interests, the school had failed. Therefore, a method needed to be developed for school administrators to go directly to the students on an objective basis and extract the information that would enable planning and revising programs to meet the needs and interests of the greatest number of students

as well as the potential dropouts.

Limitations

This study was primarily concerned with objectively assessing student co-curricular needs and interests. To do this, the study attempted certain functions. First, the study assessed the current rates of participation and demographic relationships between activities and the students. Secondly, the study tried to assess activity preferences with regard to certain demographic configurations. Thirdly, the study attempted to predict which activities had the greatest chance of increasing student participation rates, especially among potential dropouts.

This study did not attempt to assess the faculty attitudes. It did not try to correlate language skill scores with attitude or participation. This study did attempt to present a picture of activities participation with regard to the variables mentioned in the following chapters.

The findings of this study were applicable to the population studied only. They were not transferable. Hopefully, the techniques developed could be usable on a generalized basis.

Basic Assumptions

Basic to this study was the reliability of the questionnaire as an instrument. It was also necessary that the sample populations could read the questions and answer them.

It was assumed that previous works used as the basis of this study were valid. If the foundation premises and theories were correct, this study could produce valid results.

Definitions

Co-curricular - semantic with extra-curricular. An activity that students engage in on a voluntary basis that generally was social or athletic in nature and carried no academic credit.

Demographic Characteristics - a construct of relationships between the student and other variables: socio-economic status, work, age, grade, sex, busing, GPA, etc.

Gestalt - configurationism; a synchronic construct of the integration of the parts - Gestalt psychology.

Socio-economic Status - for this study, the summarization by Warner and Lunt in The Social Life of a Modern Community (Yale University Press,

New Haven, 1941) is used. It is limited to three classifications instead of six and based on occupation alone. The three classes used for this study are lower class, middle class and upper-middle class.

Student Activities - for this study, meaning co-curricular.

CHAPTER II

A REVIEW OF THE LITERATURE

From 1919 to 1976, there were scores of books and articles written on the extra-curricular phase of the educational program. During the half century that co-curricular programs had been in the American school systems, writers on the topic generally limited themselves to two areas: the management of such programs and assessing the programs. It was in the area of assessment that this study was aimed.

The assessment of co-curricular programs had two major phases. The first phase, which began almost as soon as extra-curricular programs started, was the assessment of programs on a subjective basis (Ovard). Under this system, programs were initiated and terminated on the basis of the beliefs of the administrators. In the second phase, which was less than thirty years old, objective inquiries were made of the student body, and the results were used subjectively in the decisions as to the types and extent of co-curricular programs (Tompkins-Trump).

Historical Methodologies

The basic method used throughout the history of assessing extra-curricular programs had been the questionnaire. Questionnaires had been developed to be used on students, to be completed by administrators, and to be completed by accrediting teams.

One of the first assessments of co-curricular activities by questionnaire was published in 1930 by Bellingrath. In this study, a sample of senior high school students was selected in five New Jersey and New York metro-area schools. The students were given a questionnaire which asked them to tell what activities they were participating in and to list any offices held in that activity. Answers were compared to school records (Bellingrath).

Little significant work was done in this field until after World War II. Then, in 1950, the Office of Education published Tompkins' research. Tompkins had the students in Illinois schools complete a short questionnaire each day. The students were asked to check the activities they were going to be involved in that day. The students were also asked to suggest new activities. The information gathered each day was processed in the central office to establish participation rates. New programs were to be initiated on the basis of student suggestions (Tompkins).

In 1957, Gordon published the results of his research on extra-curricular activities. Gordon was interested in determining if extra-curricular participation was related to social status. Using a questionnaire, Gordon asked the students to list their activities. He then asked the students to complete a sociometrics test. The results were that activities participation was related to social status (Gordon).

Although the experimental trend was to go to the students for assessing extra-curricular activities, the functional evaluation was still at the administrative level. This was evidenced by the 1960 edition of Evaluation Criteria. This book provided school administrators and visiting committees with a fourteen page checklist for "providing the factual background for evaluation."

Along this same line of administration evaluation of programs, the NEA published Profiles of Excellence in 1966. While the book covered the entire educational program, extra-curricular evaluation was done on only one page. The administrators were asked to give their opinion.

In 1968, the Fresno California Unified School District published an HEW-funded, pilot study of a student needs and interest assessment. Extra-curricular interests were included. Under this method, randomly selected students were placed into seventy discussion groups. The conclu-

sions the groups reached were the findings of the report (Fresno California Unified School District).

In the same year, the NASSP sponsored a study conducted by Glatthorn. The object of the study was how to get rebellious and uncommitted students involved in activities through the actions of the student council.

Glatthorn recommended that administrators use open-ended questionnaires to be completed by the faculty members.

Jacobson, in his book The Principalship: New Perspective, reported the dissertation work done by L.F. Millholen. Through the use of questionnaires completed by students in grades 9 - 12, it was discovered that there was a difference in the rates of participation between large and small schools with small schools having the larger rates. There was difference in participation between 9th and 10th grades and 11th and 12th grades, with 11th and 12th grades dominating. Millholen discovered that the prime reason for students not participating was that the activities offered did not meet the needs and interests of the students (Jacobson).

By the 1970's, the method of using questionnaires to assess student participation and interests in extra-curricular activities had become an accepted practice as witnessed by the HEW funded studies of Kassera and Tolbert. Both of these studies were done at the college level. A random sample was selected and given questionnaires to

complete (Kassera and Tolbert).

Jacobson reported in 1973 the results of his questionnaire. Randomly selected students were asked to answer rating scales. The first questionnaire asked them to rate the source of activities that brought them the most personal meaning. The results were that extra-curricular activities helped them develop friendships and a positive attitude toward school. Also, the students rated extra-curricular activities as the greatest source of personal satisfaction with unplanned peer activities as the least satisfying (Jacobson).

The question of reliability of questionnaires as a research instrument when assessing extra-curricular needs and interests arose. The next section will answer this question.

Validity and Reliability

Although student questionnaires were used from the 1930's until the present, the reliability of the data produced was seriously questioned. For example, The 7th Mental Measurement Yearbook carried criticisms of student attitude and inventory questionnaires. The critics for the yearbook made the generalized statement when reviewing William Cottle's School Interest Inventory that no test labeled as attitude or inventory had reliability.

However, while questionnaires were not accepted as valid, other techniques of assessing student attitudes and interests were developed. Lichter and associates spent 1954 through 1957 involved in a longitudinal study of dropouts. Through the use of psycho-diagnosis instruments, Lichter discovered that dropouts differentiated from other students on the basis of attitude toward school; they and their parents had negative attitudes toward school problems, and the students had poor academic grades. Lichter found that the schools were not meeting the dropouts' needs and interests. Through the use of special programs that met the needs and interests of the students, Lichter found a change in attitude and a decrease in the propensity to drop out (Lichter).

The validity of student questionnaires was estab-

lished by two longitudinal studies. The first study was published in 1963 by Urdal. Urdal identified potential dropouts through the use of variables and by subjecting the students to longitudinal testing. There were four major variables that identified the dropout:

- Language skill scores
- Educational level of the father
- Degree of participation in clubs and activities
- Attitude toward school

At the end of the longitudinal study, Urdal's method had been 68% correct (Urdal).

The second study that upheld the validity of student questionnaires was done by Maxey. Borrowing a technique similar to the Bellingrath study, Maxey administered a self-report test to a sample of high school students. He then compared the test answers with school records and found there was 81% to 86% accuracy in student answers. However, students did tend to answer nearly perfectly questions related to the variables of sex, age, income levels, etc. There was distortion when students were asked to report grades. Lower achieving students tended to over-report their marks (Maxey).

Variables

Extra-curricular participation was subject to influence by variable effectors. Identification of these variables had been mostly through the use of student questionnaire techniques.

Assuming that the Maxey and Urdal studies were valid, then we can assume that other student questionnaires are also valid, and that the variables identified that influence extra-curricular participation are reliable.

Bellingrath identified sex, age and social status as effectors in activities participation. By studying those students involved in activities, he found that leadership in activities for male students was dependent on age, socio-economic background, and attitude toward school. It was not dependent on physical measurement, grades and school habits. However, for females, leadership was dependent on grades and school habits as well as physical measurement. There were two variables similar between males and females, age and socio-economic background. In coed activities, males tended to dominate (Bellingrath).

The next attempt to identify variables influencing activities participation was done by Trump. This was a study undertaken for North Central Accrediting. Of over 3,500 students in grades 9 - 12, Trump found that 25% did not participate in activities. Using a questionnaire,

he discovered that grade level and socio-economic status did influence the type and rate of participation in activities. Activities tended to be dominated by upper classmen and higher socio-economic students. Trump also disclosed through his research that activities were not instituted for the purpose of meeting the needs and interests of the students (Trump).

Hand was quoted by Frederick in a 1959 publication. Hand used student record cards to determine which variables influenced student participation in extra-curricular activities. He found that the variables were the time the event was held, work commitments, residence, transportation, cost, parental attitude, and student self-concept (Frederick).

Besides helping to establish the creditability of questionnaires, Urdal also identified certain variables that influenced both dropout rates and participation in activities. The variables were that dropouts had twice the absence rate of other students, had lower attitude toward school, lower socio-economic status, greater number of schools attended, and personal problems (Urdal).

Urdal also found that dropouts had a lower attitude toward academics, that absence was related to personal problems and grades received had little effect on dropout prevention. The key to dropout prevention was participation in extra-curricular activities. Participation had

a strong correlation with an attitude for remaining in school (Urdal).

This Urdal study strongly upheld the findings of the Lichter study and the 1975 study by Hill. Personal involvement in the educational system by the student was a strong effector in dropout prevention (Hill).

Grinder did a 1967 study into occupational and social goals of youth through the use of questionnaires. As a finding of his study, Grinder discovered that students became involved in activities that had personal meaning to them. He identified three reasons for involvement: to fill expectation of social status; self-fulfillment; and sex gratification (Grinder).

A 1967 dissertation study done by McCray in the Gary, Indiana high schools of the relationship between selected factors and the extent of student participation in co-curricular activities found that school size was not a variable in participation. He did find that cost to the student had a positive effect on participation; that there was a correlation between family background and participation; and that college prep students had more involvement in activities (McCray).

McCray's study supported the thesis of Ovard who wrote that activities were socio-economically oriented.

The question of whether physical ability was an effector in participation rates of activities was the topic of

the dissertation work of Thomas in 1968. She discovered that the relationship between physical fitness and four other variables (intellect, academic performance, occupational status of the parents, and co-curricular participation) was not significant. There was no relationship between physical fitness and the number of activities that female high school students participated in (Thomas).

In his 1973 dissertation work, Sherrodd studied the relationship between attitude and participation in activities. Using the California Study Methods Survey, he found there was a direct relationship between participation and a positive attitude toward school. Sherrodd also found that participation was directly related to the school administrator's rating of the student on the basis of social ability, citizenship, scholastic potential and responsibility. Participation was found to be inversely related to ratings in leadership, social activity, timidity and character (Sherrodd).

Conclusions of the Review

As a result of the review of literature, the most successful method of assessing co-curricular participation and interests was the student questionnaire. The question of the reliability of student questionnaires was not completely answered. However, based on the work of Urdal and Maxey, the findings of any questionnaire could be used as generally reliable data. There is a high degree of error in this approach which must be taken into account.

The variables identified as influencing participation are attitude, socio-economic status, the orientation of the activities, opportunities and the type of activity.

It has been shown that if activities are instituted on the basis of the needs and interests of the students, they can have a positive effect on the students' attitude toward school.

CHAPTER III

METHODOLOGY

Population and Sample

There were 350 students, grades 9 - 12, in Bridgman High School and just over 1,400 students, grades 9 - 12, in St. Joseph High School. In keeping with the sample recommendations of the NEA ("Small Sample Techniques," NEA Research Bulletin, 38, December 1960, p. 99) and the recommendations of Morgan and Krejcie ("Determining Sample Size for Research Activities," Educational and Psychological Measurement, 30, Autumn 1970, pp. 607 - 610), a total of 188 students was used in Bridgman, 47 at each grade level, and a sample of 302 students, 75 at each grade level, was used in St. Joseph.

Due to conditions imposed by the schools for this study, pure random sampling was not possible. Instead, entire class sections were chosen to achieve as near as possible an equal division on the basis of sex and grade level.

At Bridgman High School the following students were questioned:

9th Grade	2nd Hour Social Studies (Mr. Fanaly)
	6th Hour Social Studies (Mr. Ridgeway)
10th Grade	2nd Hour Health (Mr. Planutis/Ms. Weaver)

11th Grade 2nd and 4th Hours History (Mr. Ridgway)

12th Grade 4th and 5th Hours Sociology (Mr. Fanaly)

At St. Joseph High School the following students were questioned:

9th Grade 1st and 3rd Hours American Political
Behavior - Government (Mr. Denekes)

10th Grade 1st, 2nd, 3rd Hours Mathematics
(Mr. Muhlenkamp)

11th Grade } 3rd, 4th, 5th Hours History (Mr. Harmon)
12th Grade } 3rd, 4th, 6th Hours History (Mr. Bruno)

The student questionnaires were administered in the normal classroom environment during the regularly scheduled program. The testing dates for Bridgman High School were March 30th for the first test and May 12th for the second. Testing in St. Joseph High School was conducted April 1st and May 5th.

Teacher sampling at both schools was done by total population. Questionnaires were distributed through the teachers' mailboxes with instructions to complete and return to the office by the specified date. The teachers' test at Bridgman was May 11th through May 13th. Teacher testing at St. Joseph was from May 3rd to May 5th.

Description of the Instruments

In this study five different questionnaires were prepared.

The first questionnaire, containing 164 items, was written at the fifth grade vocabulary level. The students were asked not to give their names to avoid any possible conflict with the right to privacy laws. Based on the study done by Maxey, names were not necessary. This questionnaire was designed to gain data related to the variables of age, sex, grade level, academic grades, ethnic background, educational level of the father, program track, socio-economic level, attitude, opportunity to participate, participation, absenteeism, reasons for absence, and activity preferences. To determine the relationship between students and their activity patterns as well as their choices for possible alternative activities, the questionnaire was divided into four parts: demographics, current activities, selected alternative activities, and short answers. This information was subjected to data processing.

Because the results differed between the two schools, it was necessary to write a separate, second questionnaire for each school. Alternative activity items having a response greater than 14% (Maxey) as well as all current activity items were written into each second questionnaire. Items appearing in the short answer part which did not

appear on the alternative activities list were also entered into the second questionnaire. In addition, the second questionnaire asked for information related to age, sex, grade level, program track, academic grades, educational level of the father, socio-economic level, and attitude.

A separate questionnaire was prepared for the teachers in each school. There were two parts. The first part asked questions suggested by Cornell (Educational Accountability Through Evaluation) as possible influencers of activity involvement. The variables asked were age, sex, years of teaching experience, degree held, department, type of college, and personal activity history. The second part was the same as the students' second questionnaire with regard to activities interests. The objective was to see if the teachers had the interest and/or skills to advise or coach the items selected by the students and if there were relationships between teacher choices and the variables mentioned.

Development of the Tests

The tests used in this study were developed on the basis of previous work done in the area of student questionnaires. (See Review of Literature) The prime sources for the questions were the studies done under HEW grants at the University of Wisconsin, the National Longitudinal

Study and Tompkins. Other sources included Maxey, Cohen ("Student Characteristics: Personality and Dropout Propensity"), and Greive ("A Survey of Student Attitudes"). While the basic questions were used, the structure was changed and the reading level reduced.

The validity of the tests was based on the work of Maxey. He established the accuracy of student questionnaires at 81% to 86%. The reliability of the teacher's questionnaire is not established. It is suggested that the findings of this study be implemented to see if the teachers will actually advise or coach the activities in which they indicated an interest (Maxey).

Method of Analysis: First Student Questionnaire

In order to establish a Gestalt of the student population, identify the percentage of potential dropouts, and obtain a profile of the students who are involved in co-curricular activities, a simple descriptive type of analysis was used for the first questionnaire. The completed questionnaires were reduced to keypunch cards and then processed at the Andrews University Computer Center. This method pertained to the first 159 questions only. Because the last five questions were subjective, they were scored manually.

The responses to the questionnaire were divided into categories as follows:

1. Total sample responses
2. Students who participate in activities
3. Students in athletics only
4. Students in non-athletics only
5. Students in both athletics and non-athletics
6. Non-participants
7. Potential dropouts
8. Working non-participants
9. Bused non-participants
10. Student senate members
11. Officers
12. Socio-economic status

In order for a student's response to be categorized into one of the above, the responses had to meet certain criteria.

1. Total Sample Responses - This was a measurement of how the entire sample answered each of the questions. The objective of this data was to validate that the sampling had a representative number from each grade level and sex.

2. Students Who Participate in Activities - Any student who answered affirmatively to at least one item between items 27 - 69 (list of Current Activities) was entered into this category.

3. Students in Athletics Only - Only students who answered affirmatively to one item between numbers 27 -

40 and negatively to items numbered 41 - 69 were included.

4. Non-Athletic Activities - Students who answered affirmatively to any item between 41 - 69 and negatively to items 27 - 40 were included.

5. Students in Both Athletics and Non-Athletics - Students who answered affirmatively to at least one item in numbers 27 - 40 and 41 - 69 were included.

6. Non-Participants - Students who answered negatively to items numbered 27 - 69 were included.

7. Potential Dropouts - This category measured the number of students who fell into the construct established by Urdal. The students had to answer item #18 (Educational Level of the Father) with a 1, 2, or 3; item #84 with a 5 (No Activities); and/or items #27 - 69 (Activities) negatively. Because the language skill scores for the student sample were not available, academic grades were substituted on the assumptions of the Lichter study. This was item #11 and the answers were 5, 6, 7 or 8. The students also had to answer item #12 with a 2, and/or item #85 with a 1, 4 or 5. Items #12 and #85 pertained to attitude.

8. Working Non-Participants - Students who answered item #71 with a 1 and/or item #85 with a 2 were placed in this category. They also had to answer items #27 - 69 with a 2.

9. Bused Non-Participants - Students had to answer

item #8 with 1, item #73 with 1, and items #27 - 69 with 2.

10. Student Senate Members - An answer of 1 to item #23 signified membership and an answer of 2 to item #23 , non-membership.

11. Officers - An answer of 1 to item #26 signified officer in an activity and an answer of 2 to item #26 was a non-officer.

12. Socio-Economic Status - This was determined from the answers to item #17. This was a post-test entry. Depending upon the student's response, the answer was categorized into low, middle, and upper-middle classes. The Warner-Lunt criteria was applied for categorizing. Those students giving no response were deemed "unclassified."

Each of the forementioned categories was cross-referenced with other variable information in order to produce the desired Gestalt and profiles.

The students in categories 1 - 5 were related to these variables:

<u>Item Number</u>	<u>Variable</u>
2	Age
3	Sex
4	Grade level
5	Program track
6 (Answer 1) and 7 (Answers 2 - 8)	Hours of work
8 (Answer 1)	Busing
9 (Answer 1)	Drive to school

10 (Answer 1)	Car ownership
11	Academic grades
12	School spirit
14	Ethnic background
15	Financial support
16 (Answers 2 or 3)	Self-support
17 (Answers 1, 2 or 3)	Socio-economics
21	Source of friends
22	Satisfaction
71 (Answer 1)	Work conflicting with opportunity
73 (Answer 1)	Busing conflicting with opportunity
84	Participation

Students who fell into Category 7, "Potential Drop-outs," were cross-referenced with the additional variables in:

<u>Item Number</u>	<u>Variable</u>
13	The first grade attended at that school
19	Days absent
20	Reason for absence
86 - 159	Preferences of activities

Students who fell into Category 8, "Working Non-Participants," were related to item 7, answers 2 - 8 (the number of hours worked.)

Students who fell into Category 9, "Bused Non-Participants," were cross-referenced with item 73.

Students who fell into Category 10, "Student Senate Members," were referenced to the variables:

<u>Item Number</u>	<u>Variable</u>
2	Age
3	Sex
4	Grade level
5	School program
11	Academic grades
14	Ethnic roots
15	Financial support
17	Socio-economic level
18	Educational level of the father
24	Perception of the senate
25	Control of the senate

Students who fell into Category 11, "Officers,"
were referenced with the variables of:

2	Age
3	Sex
4	Grade
5	School program
17	Socio-economic level

Students who fell into Category 12, "Socio-economic
Status," were cross-referenced with item #84, participation
rates.

Method of Analysis: Second Student Questionnaire

In this questionnaire, the students were asked to
give the same demographic data and to make activity choices.
There were two parts to the activity choices, athletic
activities and non-athletic activities. The students were
asked to select only the three or four athletic activities

and three or four non-athletic activities in which they would most like to be involved. This number was selected based on the work of Millholen with participation rates in schools. He found 3.1 activities per year to be an expected rate.

The responses for this questionnaire were again reduced to keypunch cards, computer processed, and divided into two categories, Potential Dropouts and Total Sample. The criteria for the "Potential Dropout" category were responses 5, 6, 7 or 8 to item #5 (academic grades); responses 1, 2, or 3 to item #7 (educational level of the father); and response 2 to item #8 (attitude). While this combination is even less valid for determining dropouts than the one in the first questionnaire, it did encompass those who fell into the dropout pattern as well as others.

The "Total Sample" category determined how each item was rated by the entire sample population.

Teacher's Questionnaire

The teachers of each school were given a list of the same activity choices as the students. They were asked to check activities they had the skills to advise or coach or had an interest in. These choices were then manually cross-referenced with sex, age, teaching experience, degree held, department, type of college, and personal activity history in order to determine if there were any

discernable patterns.

The activity choices of the students were then compared with the choices made by the teachers. The objective was to determine which activities had the greatest chance of success and if there were any discrepancies between student needs and interests and the faculty's ability to meet those needs and interests.

CHAPTER IV

RESULTS

Each of the six objectives of this project is re-stated below, and how the objective was met is described briefly. Supporting Tables follow the findings.

Objective 1 To measure the Gestalt of student involvement in co-curricular activities.

Using the definition of Gestalt as the configurationism of the synchronic construct of the integration of the parts, in this case, the parts were the school, the co-curricular program and the students, a picture of how the three parts related to each other was generalized.

St. Joseph

In the findings:

- There was a relationship between the socio-economic status of the students and participation (Table 1).
- There was a relationship between participation and attitude toward school (Table 2).
- There was a relationship between the activity opportunities provided by the school and the students' participation (Table 3).
- There was a relationship not only between academic grades and participation, but between

opportunity to participate. Work and busing conflicts with activities did reduce the numbers who participated (Table 3).

TABLE 1

SOCIO-ECONOMIC STATUS OF THE STUDENTS AND PARTICIPATION

Total Sample	Participants	Non-Participants
26% Lower Class	22% Lower Class	49% Lower Class
38% Middle Class	39% Middle Class	35% Middle Class
29% Upper-middle Class	32% Upper-middle Class	10% Upper-middle Class
7% Unclassified		

academic grades and the type of activity the students participated in (Table 4).

- Students with higher academic grades tended to dominate non-athletic activities or to be involved in both athletic and non-athletic activities (Table 4).
- Students in athletics only tended to have lower academic grades (Table 4).
- Students of Middle and Upper-middle classes tended to dominate disproportionately the leadership position in activities and membership in activities (Table 5).
- Program track was related to both leadership and participation (Table 6).
- Participation in activities did not depend on ethnic background (Table 7).
- Participation in activities did depend on the opportunity to participate. Work and busing conflicts with activities did reduce the numbers who participated (Table 3).

TABLE 1

SOCIO-ECONOMIC STATUS OF THE STUDENTS AND PARTICIPATION

Total Sample	Participants	Non-Participants
26% Lower Class	22% Lower Class	49% Lower Class
38% Middle Class	39% Middle Class	35% Middle Class
29% Upper-middle Class	32% Upper-middle Class	10% Upper-middle Class
7% Unclassified		

TABLE 2
ATTITUDE AND PARTICIPATION

Total Sample	Participants	Non-Participants
75% positive	82% positive	21% positive

TABLE 3
OPPORTUNITY AND PARTICIPATION

Total Sample	Non-Participants
30% lacked time to be in school activities	19% claimed lack of transportation to be in activities
11% did not have transportation to be in school activities	58% claimed work conflicted with school activities
	95% of working non-participants claimed conflict with school activities
	100% of bused non-participants claimed lack of transportation to be in activities

TABLE 4
RELATIONSHIP BETWEEN PARTICIPATION AND ACADEMICS

Participants	Non-Participants
15% Mostly A's	6% Mostly A's
27% Half A's/Half B's	15% Half A's/Half B's
24% Mostly B's	31% Mostly B's
24% Half B's/Half C's	20% Half B's/Half C's
7% Mostly C's	17% Mostly C's
2% Half C's/Half D's	6% Half C's/Half D's
	4% Mostly D's

TABLE 4 (continued)

Students in Athletics Only

5% Mostly A's
 13% Half A's/half B's
 41% Mostly B's
 32% Half B's/half C's
 8% Mostly C's
 3% Below C's

Students in Non-Athletics Only

16% Mostly A's
 32% Half A's/half B's
 28% Mostly B's
 15% Half B's/half C's
 7% Mostly C's
 2% Half C's/half D's

Students in Both Athletics and Non-Athletics

18% Mostly A's
 28% Half A's/half B's
 17% Mostly B's
 29% Half B's/half C's
 8% Mostly C's
 2% Half C's/half D's

TABLE 5

LEADERSHIP AND MEMBERSHIP

Total Sample	Officers	Senate Members
26% Lower Class	15% Lower Class	9% Lower Class
38% Middle Class	33% Middle Class	45% Middle Class
29% Upper-middle Class	44% Upper-middle Class	45% Upper- Middle Class

TABLE 6
RELATIONSHIP OF PROGRAM TRACK TO
LEADERSHIP AND PARTICIPATION

<u>Total Sample</u>	<u>Participants</u>
76% College Prep	81% College Prep
13% Vocational	10% Vocational
10% Business	8% Business
	<u>Senate Members</u>
	95% College Prep
	5% Business
	<u>Officers in Activities</u>
	81% College Prep
	10% Vocational
	6% Business

TABLE 7
ETHNIC BACKGROUND AND PARTICIPATION

<u>Total Sample</u>	<u>Participants</u>	<u>Non-Participants</u>
62% N. European	67% N. European	38% N. European
8% S. European	7% S. European	13% S. European
5% Amer. Indian	5% Amer. Indian	8% Amer. Indian
1% Black	1% Black	0% Black
1% Chicano	1% Chicano	0% Chicano
20% Other	18% Other	31% Other
		6% No response

Bridgman

In the findings:

- There was no apparent relationship between socio-economic status and participation (Table 8).
- There was a relationship between attitude and participation (Table 9).
- There was a relationship between academic grades and participation. Students involved in non-athletic and both non-athletic and athletic activities tended to have higher academic grades than students in athletics only (Table 10).
- Student leadership was not related to socio-economic status (Table 11).
- Participation was not related to program track (Table 12).

TABLE 8

SOCIO-ECONOMIC STATUS OF THE STUDENTS AND PARTICIPATION

Total Sample	Participants	Non-Participants
55% Lower Class	52% Lower Class	67% Lower Class
26% Middle Class	28% Middle Class	17% Middle Class
6% Upper-middle Class	7% Upper-middle Class	3% Upper-middle Class
11% Unclassified	11% Unclassified	

TABLE 9
ATTITUDE AND PARTICIPATION

Total Sample	Participants	Non-Participants
87% positive	82% positive	57% negative

TABLE 10
RELATIONSHIP BETWEEN PARTICIPATION AND ACADEMICS

Participants	Non-Participants
16% Mostly A's	0% Mostly A's
24% Half A's/half B's	11% Half A's/half B's
17% Mostly B's	4% Mostly B's
27% Half B's/half C's	29% Half B's/half C's
8% Mostly C's	29% Mostly C's
6% Half C's/half D's	14% Half C's/half D's
1% Mostly D's	14% Mostly D's

Students in Athletics Only

13% Mostly A's
17% Half A's/ half B's
17% Mostly B's
30% Half B's/half C's
13% Mostly C's
4% Half C's/half D's
4% Mostly D's

Students in Non-Athletics Only

11% Mostly A's
18% Half A's/half B's
22% Mostly B's
29% Half B's/half C's
3% Mostly C's
11% Half C's/half D's

TABLE 10 (continued)

Students in Both Athletics and Non-Athletics

18% Mostly A's
 27% Half A's/half B's
 15% Mostly B's
 25% Half B's/half C's
 8% Mostly C's
 4% Half C's/half D's

TABLE 11

LEADERSHIP AND SOCIAL STATUS

Total Sample	Officers	Senate Members
55% Lower Class	45% Lower Class	33% Lower Class
26% Middle Class	30% Middle Class	33% Middle Class
6% Upper-middle Class	10% Upper-middle Class	16% Upper-middle Class
11% Unclassified	15% Unclassified	16% Unclassified

TABLE 12

PARTICIPATION AND PROGRAM TRACK

Total Sample	Participants	Non-Participants
34% College Prep	37% College Prep	14% College Prep
43% Vocational	39% Vocational	64% Vocational
14% Business	13% Business	17% Business

Objective 2 To develop a profile of the students involved and not involved in activities with regard to certain demographic characteristics.

St. Joseph

The students who were participants in activities presented a generalized profile distinguishable from students who did not participate. The generalized participant in St. Joseph High School was predominately Northern European in heritage, came from a Middle to Upper-middle class family, and was financially dependent on the family. He was in the college prep program, had a positive school spirit, was in two to three or more activities per year, and achieved a high percentage of personal satisfaction from school (Table 13).

The generalized non-participant had an ethnic background not predominately Northern European, came from a family of lower socio-economic class, and had a job. He had less of a tendency to be in the college prep program, had no school spirit, had a higher degree of work conflict with activity opportunities and achieved most of his personal satisfaction out of school (Table 14).

The category of prime interest in this study was the potential dropout. Using the criteria described in preceding chapters to identify him, this test found that St. Joseph High School had a potential dropout rate of 3.2% or 44 students. The official posted dropout rate was 1.9% (Guidance Department).

The generalized profile of the potential dropout in St. Joseph High School was that the student came from the lower socio-economic class and did not work. He was in the 9th or 11th grade, had little satisfaction in school, had little involvement in school, and had friendships that were made out of school (Table 15).

TABLE 13
PROFILE OF PARTICIPANTS

Participants
81% College prep program
82% Positive school spirit
71% were in two to three or more activities per year
67% Northern European background
78% were financially dependent on the family
71% Middle to Upper-middle class
31% said that school activities provided their most personal satisfaction

TABLE 14
PROFILE OF NON-PARTICIPANTS

Non-Participants
48% College prep program
27% Vocational program
23% Business program
56% had a job
58% had a work conflict with school activities
79% Negative school spirit
49% Lower Class
35% Middle Class
31% Northern European background
98% personal satisfaction from non-school activities

TABLE 15
 PROFILE OF POTENTIAL DROPOUTS

Potential Dropouts	
50%	9th grade level
50%	11th grade level
60%	did not work
80%	Lower class
0%	personal satisfaction from school activities
60%	of all friends were made out of school

Bridgman

The generalized participant in Bridgman High School was predominately European in ethnic background, came from the lower socio-economic class, and had a parttime job. He was in either a college prep or vocational program, had a positive school spirit, was in two to three or more activities, and achieved the majority of personal satisfaction in non-school activities (Table 16).

The generalized non-participant was predominately male, came from the lower socio-economic class, and did not work. He was in the vocational program, had a negative school spirit, and achieved no personal satisfaction from school or school activities (Table 17).

The generalized potential dropout derived by the Urdal criteria equaled 4.3% of the sample population or 15 students in the school (350 total population x 4.3%).

The rate of 4.3% was assumed valid on the grounds that the official posted rate was between 4% and 4.5% (Guidance Department).

The generalized profile of the potential dropout in Bridgman High School was that the student was male, did not know his ethnic background, came from the lower socioeconomic class, and did not work. He was in grades 9 and 11, was in the vocational program, had a negative school spirit, and had a negative attitude toward school and school activities (Table 18).

TABLE 16
PROFILE OF PARTICIPANTS

Participants	
37%	College prep program
39%	Vocational program
51%	had at least a parttime job
82%	Positive school spirit
64%	were in two to three or more school activities per year
60%	Northern European background
52%	Lower class
74%	personal satisfaction from non-school activities

TABLE 17
PROFILE OF NON-PARTICIPANTS

Non-Participants	
75%	Male
64%	Vocational program
61%	did not work
57%	negative school spirit
0%	personal satisfaction from school activities
69%	Lower class

TABLE 18
PROFILE OF POTENTIAL DROPOUTS

Potential Dropouts	
100%	Male
100%	9th or 11th grade
85%	Vocational program
72%	did not work
71%	negative school spirit
85%	Lower class
0%	personal satisfaction from school activities
71%	did not like school activities
71%	felt they had better things to do

Objective 3 To determine from the students themselves alternative programs to better meet their needs and interests.

The results of this objective were non-conclusive.
The students were given three lists of activities: one

was current activities, one was alternatives, and the third was a fill-in for the students to suggest activities. Response was good. The only discernable pattern was in the types of activities chosen by the total sample and the potential dropout category. The potential dropouts tended to choose activities not normally associated with school programs (Tables 19 and 20).

TABLE 19

SAMPLE OF ST. JOSEPH HIGH SCHOOL
ACTIVITY CHOICES FROM THE FIRST QUESTIONNAIRE

Potential Dropouts	Activity Choices*	Total Sample
70%	Automobiles	29%
60%	Bowling	43%
50%	Karate	21%
50%	Archery	23%
40%	Volleyball	47%
40%	Judo	20%
40%	Hunting	25%
40%	Fishing	34%
20%	Basketball	45%
0%	Tennis	44%
20%	Skiing	49%
30%	Canoeing	75%

* See pages 65 and 81, Appendix A.

TABLE 20
 SAMPLE OF BRIDGMAN HIGH SCHOOL
 ACTIVITY CHOICES FROM THE FIRST QUESTIONNAIRE

Potential Dropouts	Activity Choices*	Total Sample
86%	Pool	40%
71%	Hunting	41%
71%	Trapping	24%
71%	Canoeing	60%
57%	Football	31%
57%	Baseball	40%
57%	Ping Pong	37%
57%	Card Games	35%
42%	Basketball	45%
42%	Forestry	34%
42%	Conservation	22%

* See pages 99 and 115 for complete list.

Objective 4 To determine by objective methods, from existing and alternative programs, activities that interest the potential dropout and the greatest number of students.

This was the purpose of the second questionnaire (See Appendix E). The choices made on the first questionnaire that had more than a 14% response (See Maxey) were included in the questionnaire. The result was that there was a discernable difference between the activity preferences of the total student sample and the potential dropouts. In many cases, there appeared to be more total student interest in alternative activities than in existing ones. This trend held through both schools.

This trend was noted by comparing total sample responses in both questionnaires (Tables 21 and 22).

TABLE 21

ST. JOSEPH HIGH SCHOOL SECOND QUESTIONNAIRE
ITEMS WITH HIGHEST PERCENTAGE OF RESPONSE

Potential Dropouts	Activities*	Total Sample
54%	Pool	20%
46%	Shooting/Skeet	13%
46%	Music Lessons	26%
46%	Motorcycle Club	15%
46%	Stereo Club	20%
46%	Hunting/Fishing	16%
39%	Archery	14%
39%	Camping/Hiking	35%
39%	Nonsense Activities	46%
31%	Ping Pong	24%
31%	Judo	10%
31%	Karate	12%

* See pages 93 and 94 for complete list.

TABLE 22

BRIDGMAN HIGH SCHOOL SECOND QUESTIONNAIRE
ITEMS WITH HIGHEST PERCENTAGE OF RESPONSE

Potential Dropouts	Activities*	Total Sample
61%	Ping Pong	25%
61%	Hunting/Fishing	32%
46%	Karate	23%
38%	Pool	26%
38%	Shooting/Skeet	19%
38%	Judo	18%
38%	Auto Club	24%
30%	Football	20%
30%	Canoeing	36%
30%	Forestry/ Conservation	
30%	Camping/Hiking	24%
30%	Rock Band	25%
30%	Nonsense Activities	25%

* See pages 127 and 128 for complete list.

Objective 5 To determine if the faculty had the interest and skills needed to effectively run alternative programs.

There was a 60% response out of 84 teachers in St. Joseph and a 70% response out of 24 teachers in Bridgman. The first part was to determine if there would be a relationship between the demographic variables asked and activity choices. There were no discernable patterns observable between activity choices made and the variables. The only noticeable pattern was between the number of activities a teacher participated in while in high school.

or college and the number of choices made on the activities list. The general pattern was the greater the number of past activities, the greater the number of activities checked on the activities list of the test. This was an observed pattern only and not shown in this report.

The total number of teachers who checked any particular activity was compared to the percentage of students who had chosen that activity. The findings were that in most cases, at least one teacher expressed an interest in the activities chosen by the dropouts and the total student sample. In a few cases, (Example: Judo and Karate) the student interest was high but there was no teacher interest (Tables 23 and 24).

TABLE 23

ACTIVITY CHOICES OF ST. JOSEPH HIGH SCHOOL
TEACHERS BY RANKING COMPARED WITH STUDENT CHOICES

Activities	Number of Teachers	Percentage of Potential Dropouts	Percentage of Total Sample
Nonsense			
Activities	13	39	46
Snow Skiing	13	16	38
Football Team	11	8	14
Basketball			
Team	11	8	21
Golf	10	8	9
Canoeing	10	15	44
Youth Problems	10	8	12
Boating and			
Sailing	9	0	31
Bike Club	9	0	24
Track and			
Field	8	8	22

TABLE 23 (continued)

Activities	Number of Teachers	Percentage of Potential Dropouts	Percentage of Total Sample
Drama	8	0	11
Hunting and Fishing	8	46	16
Tennis	7	0	20
Girls Volleyball	7	16	26
Camping and Hiking	7	39	35
Math Club	7	0	5
Football			
Intramurals	6	0	8
Baseball Team	6	8	14
Baseball			
Intramurals	6	0	11
Swimming			
Intramurals	6	0	15
Tennis			
Intramurals	6	8	21
Shooting and Skeet	6	46	13
Swimming and Diving Team	5	0	16
Gymnastics	5	8	18
Water Skiing	5	23	34
Racquetball	5	0	7
Girls Softball	5	15	19
Photography	5	23	25
Cinema	5	0	12
Handcrafts	5	16	6
Music Club	5	8	13
Law and Society	5	8	7
Newspaper	5	0	10
Yearbook	5	0	17
Class			
Organizations	5	0	5
Cheerleaders	5	0	6
Cross Country	4	0	3
Handball	4	8	7
Roller Skating	4	16	12
Ice and Figure Skating	4	0	11
Summer Stock	4	0	5
Debate Team	4	0	7
Wood and Metal Working	4	8	5

TABLE 23 (continued)

Activities	Number of Teachers	Percentage of Potential Dropouts	Percentage of Total Sample
Art Club	4	0	12
Cards and Games	4	8	5
Space and Astronomy	4	8	5
Girls Football	3	0	10
Archery	3	39	14
Ping Pong	3	31	24
Boys Volleyball	3	0	6
Badminton	3	15	20
Cooking and Sewing	3	0	7
Auto Club	3	23	6
Animal Care	3	0	15
Business Club	3	0	5
Foreign Language Club	3	0	8
Choral	3	0	16
Honeybears	3	0	2
Pool	2	54	20
Weightlifting	2	23	8
Wrestling	2	0	4
Dance Class	2	8	7
Music Lessons	2	8	15
Plant Care	2	8	11
History Club	2	0	4
Band	2	0	15
Ice Hockey	1	8	4
Soccer	1	8	9
Boys Softball	1	8	8
Boxing	1	8	7
Rock Band	1	46	26
Stereo Club	1	46	20
Biology Club	1	0	3
Photography Club	1	0	7
Judo	0	31	10
Karate	0	31	12
Motorcycle Club	0	46	15
Model Craft	0	0	2
Forestry and Conservation	0	16	14
Radio Club	0	16	7
Sociology Club	0	0	5
Supernatural	0	23	16
English Club	0	0	2

TABLE 24

ACTIVITY CHOICES OF BRIDGMAN HIGH SCHOOL
TEACHERS BY RANKING COMPARED WITH STUDENT CHOICES

Activities	Number of Teachers	Percentage of Potential Dropouts	Percentage of Total Sample
Canoeing	5	30	36
Baseball Team	5	15	26
Boys Volleyball	4	7	11
Bowling	4	7	32
Softball	4	15	18
Forestry and Conservation	4	30	16
Youth Problems	4	7	12
Swimming and Diving Rec.	3	46	18
Tennis Team	3	15	28
Tennis Recreation	3	7	29
Golf	3	15	12
Hunting and Fishing	3	61	32
Music Appreciation	3	7	11
Biking	3	7	21
Camping and Hiking	3	30	24
Nonsense Activities	3	30	25
Football Team	2	30	20
Baseball Team	2	15	20
Badminton	2	0	17
Wrestling	2	15	9
CB Radio	2	23	19
Hand Crafts	2	7	16
Biology Club	2	0	8
Auto Club	2	38	24
Theatre	2	0	11
Geology	2	0	2
Photography	2	15	9
Band	2	7	11
Science Club	2	0	9
Football Intramurals	1	7	3
Girls Football	1	0	17
Baseball Intramurals	1	30	10

TABLE 24 (continued)

Activities	Number of Teachers	Percentage of Potential Dropouts	Percentage of Total Sample
Swimming and Diving Team	1	20	20
Gymnastics	1	0	12
Ping Pong	1	61	25
Pool	1	38	26
Shooting and Skeet	1	38	19
Soccer	1	7	28
Girls Volleyball	1	0	18
Snow Skiing	1	15	17
Water Skiing	1	15	29
Ice and Figure Skating	1	7	11
Weightlifting	1	15	6
Art Club	1	7	11
Plant Care	1	7	8
Business Club	1	0	9
Education Club	1	0	8
Sociology Club	1	0	6
Supernatural	1	1	7
Chemistry Club	1	0	7
Baking and Cooking	1	7	8
Foreign Language Club	1	0	7
Astrology	1	0	3
Choral	1	15	9
Newspaper	1	0	8
Yearbook	1	0	9
Class Organizations	1	0	3
GAA	1	7	9
Baseball			
Intramurals	0	15	14
Track and Field	0	30	20
Handball	0	15	9
Field Hockey	0	7	6
Judo	0	38	18
Karate	0	46	23
Ice Hockey	0	7	6
Cross Country	0	0	7
Law and Society	0	23	13
Games	0	7	9
Philosophy Club	0	0	3
Gunsmithing	0	7	12

TABLE 24 (continued)

Activities	Number of Teachers	Percentage of Potential Dropouts	Percentage of Total Sample
Music Lessons	0	0	13
Motorcycle Club	0	23	26
Rock Band	0	30	25
Woodcrafting	0	7	9
Cinema Club	0	7	10
Dance Class	0	0	13
Debate Team	0	0	10
FHA	0	7	1
RMS	0	7	2
Cheerleaders	0	0	6

Objective 6 To develop a standardized instrument usable by school administrators.

This questionnaire project was constructed on the basis of past research into the area of student co-curricular interests and participation patterns. By the comparison of the results of this study with the materials mentioned in the Review of Literature, it was found that many of the patterns found by previous researchers also appeared in the findings of this study. For example, there is a relationship between participation and socio-economic status (Gordon). See Tables 1 and 8. Students do not participate in activities because their needs and interests are not met (Jacobson). See Objectives 3 through 5 in this chapter. Schools are a prime source of friends (Jacobson). See Table 25 on the following page.

TABLE 25
SOURCES OF FRIENDS

St. Joseph	Sources	Bridgman
84%	School	89%
2%	Family	2%
4%	Church	2½%
1%	Work	0%
5%	Neighborhood	3%
4%	Other	2½%

Extra-curricular activities are the greatest source of personal satisfaction for students who participate. (Jacobson). See Table 26 below.

TABLE 26
SOURCES OF PERSONAL SATISFACTION
FOR PARTICIPATING STUDENTS

St. Joseph	Sources	Bridgman
3%	Class Work	2%
29%	School Activities	24%
18%	Out of School Activities	12%
6%	Work	8%
10%	Hobbies	12%
28%	Unplanned Activities	36%
0%	Other	3%

Work commitments and transportation are influencers in participation in activities (Frederick) (Table 27).

TABLE 27

WORK COMMITMENTS AND TRANSPORTATION

<u>St. Joseph</u>	
58%	of working non-participants claimed work conflicted with their opportunity to participate
19%	of the non-participants claimed busing interfered with their opportunity to participate
<u>Bridgman</u>	
32%	of working non-participants claimed work conflicted with their opportunity to participate
10%	of the non-participants claimed busing interfered with their opportunity to participate

There is a relationship between attitude toward school and participation (Sherrodd). See Objective 1, Tables 2 and 9.

When the dropout identifiers were applied to the sample used in the study, the results were a match in Bridgman, 4.3% vs 4.5%, but a large difference in St. Joseph, 3.2% vs 1.9%. The validity of this questionnaire, while not proven, did indicate a certain degree of reliability.

Since this questionnaire was able to be keypunched and computer analyzed, the format and procedures are

usable on a generalized basis.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Bridgman High School

On the basis of the findings of this study, Bridgman was not meeting the needs of the potential dropouts. The need in this case was that they have an active involvement in the school. Both Lichter and Urdal found that active involvement was necessary to change the student's attitude toward school and prevent dropping out. Participation was the best way to accomplish this goal.

It is recommended that the administration in the Bridgman High School consult the Activities Preferences list in the Appendix and make a feasibility study of implementing the type of activities the potential dropouts and other students expressed the greatest interest in.

St. Joseph High School

Based on the findings of this study, St. Joseph was not meeting the needs of the potential dropouts to be involved in the school. It is recommended that the St. Joseph Administration seriously re-evaluate the entire program and facilities use schedule. The lack of opportunity to participate, not a factor in dropout participa-

tion, was a factor for many other students.

It is also recommended that alternative activities be offered that interest more than just the Middle and Upper-middle class students. Appendix B, page 93, contains a list of alternative activities as rated by the total sample and the potential dropouts. The number of interested teachers is also given. Serious consideration should be given to implementing these activity preferences in order to prevent a sharp rise in school dropouts. A feasibility study should be made reasonably soon.

General Recommendation

It is recommended that a replication of this study be done in an effort to refine the process.

Due to the fact that this study was synchronic, a longitudinal study in each school should be made to verify the findings of this study.

It is recommended that this survey/follow-up technique, because of the simplicity of its nature, be used and redesigned as needed in secondary schools on a generalized basis. The identification and prevention of dropouts is not only an educational goal, it is an ethical requirement and a social necessity.

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APPENDIX A

St. Joseph High School
First Questionnaire Results

Total Sample N = 311 100%

Distribution by:

Age

8%	14 or younger
26%	15
18%	16
27%	17
20%	18 or older

Sex

44%	Male
56%	Female

Grade Level

23%	9th Grade
22%	10th Grade
21%	11th Grade
33%	12th Grade

Program Track

76%	College Prep
13%	Vocational
10%	Business

Jobs

50%	Have a job
5%	Work less than 5 hours/week
11%	Work 6 - 10 hours/week
11%	Work 11 - 15 hours/week
10%	Work 16 - 20 hours/week
9%	Work 21 - 25 hours/week
9%	Work 26 - 30 hours/week
2%	Work 31 or more hours/week

Transportation

41%	Rode the bus to school
28%	Drove to school
17%	Own a car

Academic Grades

14%	Mostly A's
25%	Half A's and half B's
25%	Mostly B's
24%	Half B's and half C's
9%	Mostly C's
3%	Half C's and half D's
1%	Mostly D's

School Spirit

75%	Positive
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First Grade Attended in the School

2%	Did not initiate high school in St. Joseph
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Ethnic Background

62%	Northern European
8%	Southern European
20%	Other
5%	American Indian
1%	Black
1%	Chicano

Financial Support

77%	Dependent on their families
4%	Supported one other person
5%	Supported two or more persons

Socio-Economic Level

26%	Lower Class
38%	Middle Class
29%	Upper-middle Class
7%	Unclassified

Educational Level of the Father

3%	Did not go to high school
5%	Did not finish high school
27%	Graduated high school
33%	Attended college
12%	Graduated college
8%	Post college degree
4%	Doctorate degree
8%	Did not know

Absence

29%	0 - 2 days
28%	3 - 5 days
22%	6 - 9 days
9%	10 - 12 days
6%	13 - 15 days
3%	16 - 20 days
2%	21 - 24 days
1%	25 - 30 days
1%	Over 30 days

Reason for Absence

21%	Medical appointment
44%	Illness
5%	Travel
1%	Drug Problems
12%	Personal Problems
1%	To avoid tests and reports
5%	To go somewhere with their friends
12%	Didn't feel like coming to school
7%	Other

Source of Friends

84%	School
2%	Family
4%	Church
1%	Work
5%	Neighborhood
4%	Other

Personal Satisfaction

3%	Class work
25%	School activities
18%	Out of school activities
6%	Work
11%	Hobbies
34%	Unplanned activities
4%	Other

Student Senate

7%	Members
47%	Felt the Senate was doing a good job
53%	Felt the Senate was not doing a good job
16%	Felt the Senate was a strong voice for the students
33%	Felt the Senate was controlled by a few
27%	Felt the Senate had no influence
23%	Felt the Senate was controlled by the faculty and administration

Officers in School Activities

20% Affirmative response

Activities Involvement: Percentage represented positive responses to the activities listed below.

<u>Percentage</u>	<u>Activity</u>
11%	Football
12%	Track and Field
2%	Cross Country
10%	Swimming and Diving
11%	Basketball
6%	Tennis
4%	Golf
4%	Bowling
5%	Skiing
9%	Volleyball
9%	Softball
9%	Baseball
3%	Wrestling
14%	Other athletic activity

Band

25%	Were members
21%	Would like to continue in band
12%	Would like to join
41%	Would not like to join
23%	Would like to learn an instrument

Choral

25%	Were members
27%	Would like to continue in choral
21%	Would like to join
55%	Would not join

<u>Percentage</u>	<u>Activity</u>
7%	Yearbook
5%	Newspaper
4%	Freshman Class Organization
6%	Sophomore Class Organization
3%	Junior Class Organization
12%	Senior Class Organization
14%	Drama
3%	Science Club
3%	Cheerleaders

<u>Percentage</u>	<u>Activity</u>
8%	Art Club
.3%	English Club
2%	German Club
3%	Math Club
4%	Thesbians
11%	Honor Society
10%	French Club
1%	Honeybears
4%	Spanish Club
2%	Troupers
20%	Letter Club
4%	Sophlighters

Opinions

69%	Liked the activities in the school
30%	Did not have time to be in activities
3%	Claimed the school would not allow them to be in activities
11%	Did not have the necessary transportation to be in activities
84%	Had parental support for being in activities
56%	Belonged to a team or club not connected with the school
64%	Had most of their activities out of school
64%	Felt coaches and advisors played favorites
86%	Liked to attend sport events
60%	Liked to attend concerts
74%	Liked to attend plays
44%	Liked to attend club events
26%	Attended school events regularly
64%	Attended school events sometimes
4%	Attended school events only when they had to
6%	Never attended school events
12%	Were in over 6 activities per year
16%	Were in 4 - 6 activities per year
34%	Were in 2 - 3 activities per year
16%	Were in one activity per year
23%	Were in no activities

Activity Preference: Percentage indicates positive responses.

<u>Percentage</u>	<u>Activity</u>
26	Football
45	Basketball
34	Baseball
35	Track and Field
37	Swimming and Diving
23	Archery
44	Tennis
25	Gymnastics
39	Ping Pong
37	Pool
15	Handball
18	Shooting, Skeet, Riflery
13	Ice Hockey
7	Field Hockey
22	Soccer
27	Dancing
47	Volleyball
49	Skiing
18	Ice and Figure Skating
32	Badminton
43	Bowling
11	Weightlifting
6	Wrestling
22	Racquetball
20	Judo
21	Karate
25	Hunting
11	Gunsmithing
34	Fishing
8	Blacksmithing
75	Canoeing
14	Trapping
4	Rock Hounding
31	Forestry
32	Ecology
30	Conservation
14	Government Studies
31	Youth Problems
16	Student/Faculty Relations
19	Law and Society
12	Inter - school Relations
17	Foreign Language
12	CB Radio
8	Commercial and Ham Radio
13	Chess
3	Bridge

<u>Percentage</u>	<u>Activity</u>
25	Monopoly
11	Scrabble and Probe
30	Card Games
25	Painting
28	Ceramics
16	Modeling
15	Sculpture
18	Art Shows
31	Hand Crafts
38	Music or Music Appreciation
11	Geology
21	Biology
22	Space and Astronomy
11	Chemistry
19	Math Club
30	Plant Care
29	Automobiles
24	History
22	Business
14	Philosophy
16	Education
22	Sociology
14	Astrology
38	Supernatural
22	Dramatic Arts

Participants Students who participate in either athletic or non-athletic activities. 84%

Distribution by:

Age

8%	14 or younger
27%	15
18%	16
27%	17
19%	18 or older

Sex

43%	Male
57%	Female

Grade Level

25%	9th Grade
22%	10th Grade
21%	11th Grade
31%	12th Grade

Program Track

81%	College Prep
10%	Vocational
8%	Business

Jobs

49%	Have a job
6%	Work less than 5 hours/week
11%	Work 6 - 10 hours/week
10%	Work 11 - 15 hours/week
8%	Work 16 - 20 hours/week
2%	Work 21 - 25 hours/week
1%	Work 26 - 30 hours/week

Transportation

41%	Rode the bus to school
26%	Drove to school
14%	Own cars

Academic Grades

15%	Mostly A's
27%	Half A's and half B's
24%	Mostly B's
24%	Half B's and half C's
7%	Mostly C's
2%	Half C's and half D's

School Spirit

82%	Positive
-----	----------

Participation in School Activities

14%	Were in 6 activities or more
17%	Were in 4 - 6 activities
40%	Were in 2 - 3 activities
17%	Were in one activity
12%	None

Ethnic Background

5%	American Indian
1%	Black
1%	Chicano
67%	Northern European
7%	Southern European
18%	Other

Financial Support

78%	Financially dependent on their families
4%	Supported one other person
5%	Supported two or more persons

Socio-Economic Level

22%	Lower Class
39%	Middle Class
32%	Upper-middle Class
7%	Unclassified

Sources of Personal Satisfaction

3%	Class work
29%	School activities
18%	Out of school activities
6%	Work
10%	Hobbies
28%	Unplanned activities

Non-Participants 15.4%

Students who did not participate in any school activity.

Distribution by:

Age

4%	14 or younger
21%	15
19%	16
29%	17
27%	18 or older

Sex

50%	Male
50%	Female

Grade Level

10%	9th Grade
21%	10th Grade
15%	11th Grade
52%	12th Grade

Jobs

56%	Have a job
58%	Claimed work conflicted with their opportunity to participate
4%	Worked 6 - 10 hours/week
6%	Worked 11 - 15 hours/week
12%	Worked 16 - 20 hours/week
15%	Worked 21 - 25 hours/week
10%	Worked 26 - 30 hours/week
6%	Worked 31 or more hours/week

Transportation

40%	Rode the bus to school
19%	Claimed busing interfered with their opportunity to participate

School Spirit

79%	Negative
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Ethnic Background

6%	No response
8%	American Indian
4%	Oriental
38%	Northern European
13%	Southern European
31%	Other

Financial Support

66%	Financially dependent on their families
8%	Supported one other person
4%	Supported two or more people

Socio-Economic Level

49%	Lower Class
35%	Middle Class
10%	Upper-middle Class
6%	Unclassified

Personal Satisfaction

0%	Class work
2%	School Activities
15%	Out of school activities
4%	Work
19%	Hobbies
54%	Unplanned activities
6%	Other

Intramural Interest

52%	Positive response
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Program Track

48%	College prep
27%	Vocational
23%	Business

Academic Grades

6%	Mostly A's
15%	Half A's and half B's
31%	Mostly B's
20%	Half B's and half C's
17%	Mostly C's
6%	Half C's and half D's
4%	Mostly D's

Students in Athletics Only 12.5%

Distribution by:

Age

13%	14 or younger
38%	15
23%	16
18%	17
7%	18 or older

Sex

74%	Male
26%	Female

Grade Level

46%	9th Grade
21%	10th Grade
13%	11th Grade
20%	12th Grade

Program Track

79%	College Prep
15%	Vocational
5%	Business

Jobs

44%	Have a job
5%	Worked less than 5 hours/week
15%	Worked 6 - 10 hours/week
18%	Worked 11 - 15 hours/week
3%	Worked 16 - 20 hours/week
3%	Worked 21 - 25 hours/week

Transportation

28%	Rode the school bus
5%	Claimed busing interfered with opportunity to participate
18%	Drove to school
13%	Own a car

Academic Grades

5%	Mostly A's
13%	Half A's and half B's
41%	Mostly B's
32%	Half B's and half C's
8%	Mostly C's
3%	Below C's

School Spirit

69%	Positive
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Ethnic Background

3%	No response
5%	American Indian
64%	Northern European
13%	Southern European
15%	Other

Socio-Economic Level

18%	Lower Class
44%	Middle Class
23%	Upper-middle Class
15%	Unclassified

Financial Support

74%	Financially dependent on their families
10%	Supported one other person
10%	Supported two or more persons

Personal Satisfaction

5%	Class work
23%	School activities
18%	Out of school activities
5%	Work
8%	Hobbies
8%	Unplanned activities

Participation

2%	Were in over 6 activities per year
5%	Were in 4 - 6 activities per year
33%	Were in 2 - 3 activities per year
33%	Were in one activity per year
25%	None

Students in Non-Athletic Activities Only 30.2%

Distribution by:

Age

11%	14 or younger
28%	15
10%	16
30%	17
22%	18 or older

Sex

70%	Female
30%	Male

Grade Level

20%	9th Grade
24%	10th Grade
16%	11th Grade
37%	12th Grade

Program Track

70%	College Prep
9%	Vocational
11%	Business

Jobs

47%	Have a job
30%	Claimed work conflicted with opportunity to participate in activities
4%	Worked less than 5 hours/week
9%	Worked 6 - 10 hours/week
10%	Worked 11 - 15 hours/week
12%	Worked 16 - 20 hours/week
10%	Worked 21 - 25 hours/week
4%	Worked 26 - 30 hours/week

Transportation

43%	Rode the school bus
15%	Claimed busing interfered with opportunity to participate in activities
21%	Drove to school
13%	Own a car

Academic Grades

16%	Mostly A's
32%	Half A's and half B's
28%	Mostly B's
15%	Half B's and half C's
7%	Mostly C's
2%	Half C's and half D's

School Spirit

83%	Positive
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Financial Support

82%	Financially dependent on their families
4%	Supported two or more persons

Socio-Economic Level

20%	Lower Class
36%	Middle Class
28%	Upper-middle Class
6%	Unclassified

Students Who Participate in Athletic and Non-Athletic Activities 41.8%

Distribution by:

Age

5%	14 or younger
22%	15
23%	16
28%	17
22%	18 or older

Sex

51%	Male
49%	Female

Grade Level

23%	9th Grade
21%	10th Grade
23%	11th Grade
33%	12th Grade

Program Track

82%	College Prep
10%	Vocational
7%	Business

Jobs

53%	Have a job
24%	Claimed work conflicted with opportunity to participate in activities
8%	Worked less than 5 hours per week
12%	Worked 6 - 10 hours per week
12%	Worked 11 - 15 hours per week
11%	Worked 16 - 20 hours per week
8%	Worked 21 - 25 hours per week
2%	Worked 26 - 30 hours per week
2%	Worked 31 or more hours per week

Transportation

45%	Rode the school bus
8%	Claimed busing interfered with opportunity to participate in activities
31%	Drove to school
15%	Owned a car

Academic Grades

18%	Mostly A's
28%	Half A's and half B's
17%	Mostly B's
29%	Half B's and half C's
8%	Mostly C's
2%	Half C's and half D's

Ethnic Background

2%	No response
6%	American Indian
1%	Black
1%	Chicano
2%	Oriental
66%	Northern European
5%	Southern European
17%	Other

Financial Support

77%	Financially dependent on their families
5%	Supported one other person
4%	Supported two or more persons

Socio-Economic Level

18%	Lower Class
39%	Middle Class
38%	Upper-middle Class

Personal Satisfaction

4%	Class work
42%	School activities
13%	Out of school activities
4%	Work
10%	Hobbies
20%	Unplanned activities
5%	Other

Participation

16%	Were in over 6 activities per year
28%	Were in 4 - 6 activities per year
45%	Were in 2 - 3 activities per year
5%	Were in one activity per year

Students Identified as Potential Dropouts 3.2%

Distribution by:

Age

40%	15
10%	16
30%	17
20%	18 or older

Sex

50%	Male
50%	Female

Grade Level

50%	9th Grade
50%	11th Grade

Program Track

20%	College Prep
60%	Vocational
20%	Business

Jobs

40%	Have a job
40%	Claimed work conflicted with opportunity to participate in activities
10%	Worked 6 - 10 hour/week
10%	Worked 11 - 15 hours/week
10%	Worked 21 - 25 hours/week
10%	Worked 31 or more hours/week

Transportation

30%	Rode the school bus
100%	Claimed that busing was not a factor in their not being in activities
30%	Drove to school
30%	Own a car

Academic Grades

100%	C or below
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School Spirit

90%	Negative
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First Grade Attended in the School

50%	9th Grade
40%	10th Grade
10%	11th Grade

Ethnic Background

20%	American Indian
20%	Northern European
10%	Southern European
50%	Did not know

Financial Support

50%	Financially dependent on their families
10%	Supported one other person
20%	Supported two or more persons

Socio-Economic Level

80%	Lower Class
20%	Unclassified

Educational Level of the Father

30%	Did not graduate high school
70%	Graduated high school

Absence

20%	3 - 5 days
40%	6 - 9 days
20%	10 - 12 days
10%	13 - 15 days
10%	21 - 24 days

Reason for Absence

10%	Medical appointment
10%	Illness
30%	To go somewhere with friends
50%	Did not feel like coming to school

Source of Friends

40%	School
50%	Neighborhood
10%	Other

Personal Satisfaction

20%	Out of school activities
60%	Unplanned activities
20%	Other

Student Senate

80%	Felt the Senate was not doing a good job
10%	Felt the Senate was a strong voice for the students
30%	Felt the Senate was controlled by a few
20%	Felt the Senate had no influence
40%	Felt the Senate was controlled by the faculty and administration

Other Attitudes

90%	Did not like the activities in school
0%	Felt they were being barred from participation in school activities
50%	Felt their parents liked them to be in school activities
30%	Belonged to teams or clubs not connected with the school
50%	Would like to see other kinds of activities
70%	Felt coaches and advisors played favorites

Reason for not Being in Activities

30%	Preferred to do things with friends
30%	Worked
20%	Felt they had better things to do
10%	Thought activities were dumb
10%	Other

Intramurals

60%	Expressed an interest in an intramural program
40%	Undecided

Alternative Activities Having a Response Greater Than 10%

<u>Percentage</u>	<u>Activity</u>
20	Football
20	Basketball
30	Baseball
30	Swimming
50	Archery
30	Gymnastics
30	Ping Pong
30	Pool
30	Shooting, Skeet and Riflery
20	Ice Hockey
20	Dancing
40	Volleyball
20	Skiing

<u>Percentage</u>	<u>Activity</u>
20	Badminton
60	Bowling
20	Racquetball
40	Judo
50	Karate
40	Hunting
30	Gunsmithing
40	Fishing
20	Blacksmithing
30	Canoeing
20	Trapping
20	Forestry
20	Conservation
20	Youth Problems
30	CB Radio
20	Card Games
20	Painting
20	Ceramics
30	Hand Crafts
30	Space and Astronomy
20	Plant Care
70	Automobiles
20	Sociology
20	Astrology
30	Supernatural

Working Non-Participants 7%

Distribution by:

Age

24%	15
5%	16
29%	17
43%	18 or older

Sex

57%	Male
43%	Female

Grade Level

10%	9th Grade
14%	10th Grade
10%	11th Grade
67%	12th Grade

Program Track

52%	College Prep
29%	Vocational
19%	Business

Jobs

10%	Worked less than 5 hours/week
10%	Worked 11 - 15 hours/week
14%	Worked 16 - 20 hours/week
29%	Worked 21 - 25 hours/week
24%	Worked 26 - 30 hours/week
14%	Worked 31 or more hours/week

School Spirit

71%	Negative
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Socio-Economic Level

52%	Lower Class
29%	Middle Class
14%	Upper-middle Class

Opportunity

95%	Claimed work conflicted with participation in school activities
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Bused Students Who Did Not Participate 10.9%

100% answered busing interfered with opportunity to participate in school activities.

Participation By Socio-Economic Level

Distribution by:

Lower Class

26.3% of Total Sample

7%	Were in 6 activities or more per year
5%	Were in 4 - 6 activities per year
35%	Were in 2 - 3 activities per year
12%	Were in one activity per year
38%	None

Middle Class

38.2% of Total Sample

9%	Were in over 6 activities per year
22%	Were in 4 - 6 activities per year
32%	Were in 2 - 3 activities per year
9%	Were in one activity per year
26%	None

Upper-middle Class

28.2% of Total Sample

15%	Were in over 6 activities per year
21%	Were in 4 - 6 activities per year
39%	Were in 2 - 3 activities per year
10%	Were in one activity per year
13%	None

Student Senate Members 7.07%

Distribution by:

Age

5%	14 or younger
27%	15
18%	16
27%	17
23%	18 or older

Sex

82%	Female
18%	Male

Grade Level

14%	9th Grade
32%	10th Grade
19%	11th Grade
35%	12th Grade

Program Track

95%	College Prep
5%	Business

Jobs

55%	Did not work
-----	--------------

Transportation

54%	Rode the school bus
22%	Drove to school
5%	Own a car

Academic Grades

82%	Half A's and half B's or better
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School Spirit

90%	Positive
-----	----------

Socio-Economic Level

9%	Lower Class
45%	Middle Class
45%	Upper-middle Class

Educational Level of the Father

4%	Did not go to high school
18%	Graduated high school
4%	Attended college
36%	Graduated college
22%	Post college degree
13%	Doctorate degree

Source of Friends

95%	School
-----	--------

Personal Satisfaction

36%	Student activities
31%	Unplanned activities

Student Senate

59%	Felt the Senate was doing a good job
4%	Felt the Senate was a strong voice for the students
50%	Felt the Senate was controlled by a few
27%	Felt the Senate had no influence
18%	Felt the Senate was controlled by the faculty and administration
40%	Were officers of other clubs and activities

Students Not on the Senate 93%Attitude Towards the Senate

52%	Felt the Senate was doing a good job
17%	Felt the Senate was a strong voice for the students
31%	Felt the Senate was controlled by a few
26%	Felt the Senate had no influence
23%	Felt the Senate was controlled by the faculty and administration

Students Who Are Officers in School Activities

18.9%

Distribution by:

Age

4%	14 or younger
22%	15
15%	16
28%	17
30%	18 or older

Sex

64%	Female
36%	Male

Grade Level

15%	9th Grade
18%	10th Grade
22%	11th Grade
44%	12th Grade

Program Track

81%	College Prep
10%	Vocational
6%	Business

Transportation

38%	Rode the school bus
32%	Drove to school
11%	Own a car

Academic Grades

94%	Half B's and half C's or better
-----	---------------------------------

Ethnic Background

3%	No response
5%	American Indian
1%	Chicano
1%	Oriental
72%	Northern European
3%	Southern European
11%	Other

Socio-Economic Level

15%	Lower Class
33%	Middle Class
44%	Upper-middle Class

APPENDIX B

St. Joseph High School
Second Questionnaire Results

Total Sample N = 302 100%

Distribution by:

Age

7%	14 or younger
24%	15
20%	16
26%	17
23%	18 or older

Sex

55%	Female
45%	Male

Grade Level

24%	9th Grade
21%	10th Grade
22%	11th Grade
32%	12th Grade

Program Track

79%	College Prep
10%	Vocational
9%	Business

Academic Grade

16%	Mostly A's
24%	Half A's and half B's
23%	Mostly B's
26%	Half B's and half C's
7%	Mostly C's
3%	Half C's and half D's
1%	Mostly D's

Socio-Economic Level

27%	Lower Class
52%	Middle Class
19%	Upper-Middle Class
2%	Unclassified

School Spirit

76% Positive

Educational Level of the Father

4%	Did not go to high school
3%	Did not finish high school
25%	Graduated high school
16%	Attended college or trade school
28%	Graduated college
10%	Post college degree
6%	Doctorate degree
9%	Did not know

Students in the Potential Dropout Category 4.3%

Distribution by:

Age

8%	14 or younger
31%	15
8%	16
23%	17
30%	18 or older

Sex

69%	Male
31%	Female

Grade Level

46%	9th Grade
54%	11th Grade

Program Track

15%	College Prep
69%	Vocational
15%	No response

Academic Grade

100%	C or below
------	------------

Socio-Economic Level

85%	Lower Class
15%	Middle Class

Educational of the Father

15%	Did not go to high school
15%	Did not finish high school
69%	Graduated high school

School Spirit

100%	Negative
------	----------

Activities Preferences Comparative analysis results of
 Second Student Questionnaire and Teacher's Questionnaire.
 Student responses are in percentages; teachers' responses
 are in actual number.

<u>Activity</u>	<u>Total Sample %</u>	<u>Dropout %</u>	<u>Teacher Response</u>
Animal Care	15	0	3
Archery	14	39	3
Art Club	12	0	4
Auto Club	6	23	3
Badminton	20	15	3
Band	15	0	2
Baseball Intramurals	11	0	6
Baseball Team	14	8	6
Basketball Intramurals	18	0	9
Basketball Team	21	8	11
Bike Club	24	0	9
Biology Club	3	0	1
Boating and Sailing	31	0	9
Bowling	18	15	8
Boxing	7	8	1
Business Club	5	0	3
Canoeing	44	15	10
Cards and Games	5	8	4
Cheerleaders	6	0	5
Choral	16	0	3
Cinema Club	12	0	5
Class Organizations	5	0	5
Cross Country	3	0	4
Dance Class	15	8	2
Debate Team	7	0	4
Drama Club	11	0	8
English Club	2	0	0
Football-Girls	10	0	3
Football Intramurals	8	0	6
Football Team	14	8	11
Foreign Language Club	8	0	3
Forestry and Conservation	14	16	0
Golf	9	8	10
Gymnastics	18	8	5
Handball	7	8	4
Hand Crafts	6	16	5
History Club	4	0	2

<u>Activity</u>	<u>Total Sample %</u>	<u>Dropout %</u>	<u>Teacher Response</u>
Honeybears	2	0	3
Hunting and Fishing	16	46	8
Ice and Figure Skating	11	0	4
Ice Hockey	4	8	1
Judo	10	31	0
Karate	12	31	0
Law and Society	7	8	5
Math Club	5	0	7
Motorcycle Club	15	46	0
Music Club	13	8	5
Music Lessons	15	8	2
Newspaper	10	0	5
Philosophy Club	7	0	1
Photography Club	25	23	5
Ping Pong	24	31	3
Plant Care	11	8	2
Pool	20	54	2
Racquetball	7	0	5
Radio Club	7	16	0
Rock Band	26	46	1
Roller Skating	12	16	4
Sewing and Cooking Club	7	0	3
Skiing - Snow	38	16	13
Skiing - Water	34	23	5
Shooting, Skeet and Riflery	13	46	6
Soccer	9	8	1
Sociology Club	5	0	0
Softball - Boys	8	8	1
Softball - Girls	19	15	5
Space and Astronomy	5	8	4
Stereo Club	20	46	1
Summer Stock Theatre	5	0	4
Supernatural	16	23	0
Swimming and Diving Intra.	15	0	6
Swimming and Diving Team	16	0	5
Tennis Intramurals	21	8	6
Tennis Team	20	0	7
Track and Field	22	8	8
Volleyball - Boys	6	0	3
Volleyball - Girls	26	16	7
Weightlifting	8	23	2
Wood and Metal Working	5	8	4
Wrestling	4	0	2
Yearbook	17	0	5
Youth Problems	12	8	10

APPENDIX C

Bridgman High School
First Questionnaire Results

Total Sample N = 188 100%

Distribution by:

Age

10.5%	14 or younger
30.4%	15
29.1%	16
21.7%	17
8.1%	18 or older

Sex

51.5%	Males
48.4%	Females

Grade

32.92%	9th Grade
22.4%	10th Grade
25.5%	11th Grade
18.0%	12th Grade

Program Track

33.54%	College Prep
43.48%	Vocational
14.29%	Business

Jobs

49.07%	Have a job
5.5%	Work less than 5 hours/week
12.4%	Work 6 - 10 hours/week
6.8%	Work 11 - 15 hours/week
11.8%	Work 16 - 20 hours/week
6.2%	Work 21 - 25 hours/week
3.7%	Work 26 - 30 hours/week
3.1%	Work 31 or more hours/week

Busing

37.27%	Are bused
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Drive

32.30%	Drive to school
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Cars

33.54% Own cars

Academic Grades

13.04% Mostly A's
 21.74% Half A's and half B's
 14.91% Mostly B's
 27.33% Half B's and half C's
 11.80% Mostly C's
 7.45% Half C's and half D's
 3.11% Mostly D's

School Spirit

78.26% Positive

First Grade Attended in the School

90% 9th Grade
 2% 10th Grade
 3% 11th Grade
 2% 12th Grade

Ethnic Background

5.59% No response
 8.70% American Indian
 1.24% Black
 1.24% Oriental
 50.31% Northern European
 6.21% Southern European
 26.71% Other

Financial Support

70.19% Depend on their families
 5.59% Support one other person
 6.21% Support two other persons

Socio-Economic Level

55% Lower Class
 26% Middle Class
 6% Upper-middle Class
 11% Unclassified

Educational Level of the Father

8.7% Did not go to high school
 16.7% Did not graduate high school
 27.3% High school graduates
 14.9% Attended college
 8.1% Graduated college

2.4%	Post college degree
1.2%	Doctorate
20.5%	Do not know

Absence

21.7%	0 - 2 days
29.1%	3 - 5 days
15.5%	6 - 9 days
17.3%	10 - 12 days
2.4%	13 - 15 days
1.8%	16 - 20 days
2.4%	21 - 24 days
3.1%	25 - 30 days
4.3%	Over 30 days

Reason for Absence

21.7%	Appointments
40.4%	Illness
4.3%	Travel
1.2%	Drug problems
6.2%	Personal problems
0.0%	Avoidance of tests
5.6%	To go somewhere with friends
13.66%	Did not feel like coming to school
6.2%	Other

Source of Friends

89.4%	School
1.8%	Family
2.4%	Church
0.0%	Work
3.1%	Neighborhood
2.5%	Other

Personal Satisfaction

1.8%	Classwork
19.8%	School activities
12.4%	Out of school activities
14.3%	Work
11.2%	Hobbies
36.0%	Unplanned activities
3.1%	Other

Student Senate

3.7%	Members
72.7%	Felt the Senate was doing a good job
26.1%	Felt the Senate was a strong voice for the students
43.5%	Felt it was controlled by a few

8.1%	Felt the Senate had no influence
20.5%	Felt the Senate was controlled by the faculty/administration

Officers

87.5%	Were not officers in any clubs or organizations
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Activities Involvement: Percentage represented positive responses to the activities listed below.

<u>Percent</u>	<u>Activity</u>
12.4%	Football
16.7%	Track and Field
.62%	Cross Country
1.86%	Swimming and Diving
24.8%	Basketball
9.94%	Tennis
6.8%	Golf
3.1%	Bowling
.62%	Skiing
24.8%	Volleyball
13.7%	Softball
16.1%	Baseball
6.8%	Wrestling
16.7%	Other athletic activities

Band

17.4%	Were members
12.4%	Would like to continue in band
3.7%	Would like to be in band
59.6%	Would not like to be in band
22.9%	Would like to learn an instrument

Choral

22.4%	Were Members
20.5%	Would like to continue in choral
12.4%	Would like to join
66.5%	Would not like to join

PercentActivity

8.1%	Newspaper
11.8%	Yearbook
8.7%	Freshman Class Organization
9.9%	Sophomore Class Organization

<u>Percent</u>	<u>Activity</u>
13.1%	Junior Class Organization
11.8%	Senior Class Organization
14.9%	Drama
3.7%	FHA
1.1%	RMS
23.6%	Science Club
6.2%	Cheerleaders
6.8%	Art Club
4.9%	English Club
5.5%	German Club
4.9%	Math Club
10.5%	Honors Society
7.4%	French Club
.62%	Medical Club
6.2%	GAA
3.7%	Letter Club

Opinions

57.1%	Liked the clubs and activities in school
24.2%	Worked and did not have time to be in activities
3.7%	Are not allowed to be in activities by the school
8.1%	Rode the bus and did not have the transportation to be in activities
80.7%	Felt their parents wanted them to be in activities
27.3%	Belonged to teams and clubs not connected with the school
72.0%	Wanted to see more kinds of activities in the school
55.9%	Had most of their activities out of school
66.5%	Felt the coaches and advisors played favorites
76.0%	Liked to attend sports events
45.0%	Liked to attend concerts
71.0%	Liked to attend plays
30.0%	Liked to attend club activities
24.0%	Attended school events regularly
59.0%	Attended school events sometimes
3.0%	Attended school events only when they had to
13.0%	Never attended school events
7.4%	Were in over 6 activities per year
16.7%	Were in 4 - 6 activities per year
31.0%	Were in 2 - 3 activities per year
18.0%	Were in one activity per year
26.0%	Were in no activities

Activities Preference: Percentage indicates positive responses.

<u>Percentage</u>	<u>Activity</u>
31	Football
45	Basketball
40	Baseball
32	Track and Field
42	Swimming and Diving
31	Archery
49	Tennis
14	Gymnastics
37	Ping Pong
40	Pool
21	Handball
26	Shooting, Skeet and Riflery
19	Field Hockey
34	Soccer
29	Dancing
53	Volleyball
36	Skiing
22	Figure Skating
27	Badminton
59	Bowling
12	Weightlifting
14	Wrestling
32	Judo
39	Karate
57.8	Indicated an interest in intramurals
35.4	Undecided on intramurals
41	Hunting
18	Gunsmithing
44	Fishing
11	Blacksmithing
60	Canoeing
24	Trapping
34	Forestry
15	Ecology
22	Conservation
22	Youth Problems
19	Law and Society
31	CB Radio
23	Chess
26	Monopoly
35	Card Games
36	Painting
28	Ceramics
18	Modeling
13	Sculpture

PercentageActivity

18	Art Shows
32	Hand Crafts
21	Music or music appreciation
26	Biology
25	Plant Care
37	Automobiles
20	Business
11	Philosophy
9	Education
15	Sociology
29	Supernatural
15	Dramatic Arts

Participants Students who participate in either athletic or non-athletic activities. 82.6%

Distribution by:

Age

10.5%	14 or younger
30.8%	15
26.3%	16
22.5%	17
9.7%	18 or older

Sex

46.6%	Male
53.4%	Female

Grade Level

31%	9th Grade
24%	10th Grade
20%	11th Grade
21%	12th Grade

Program Track

37%	College Prep
39%	Vocational
13%	Business

Jobs

51%	Have a job
6%	Work less than 5 hours/week
11%	Work 6 - 10 hours/week
8%	Work 11 - 15 hours/week
12%	Work 16 - 20 hours/week
6%	Work 21 - 25 hours/week
3%	Work 26 - 30 hours/week
3%	Work 31 or more hours/week

Busing

36%	Are bused
-----	-----------

Drive

35%	Drive to school
-----	-----------------

Cars

32%	Own cars
-----	----------

Academic Grades

16%	Mostly A's
24%	Half A's and half B's
17%	Mostly B's
27%	Half B's and half C's
8%	Mostly C's
6%	Half C's and half D's
1%	Mostly D's

School Spirit

82%	Positive
-----	----------

Participation

9%	Over 6 activities per year
19%	4 - 6 activities per year
36%	2 - 3 activities per year
19%	One activity per year
15%	None

Ethnic Background

6%	No response
7%	American Indian
1%	Black
1%	Oriental
54%	Northern European
6%	Southern European
21%	Other

Support

70%	Financially dependent on their families
5%	Support one other person
6%	Support two or more persons

Socio-Economic Level

52%	Lower Class
28%	Middle Class
7%	Upper-middle Class
11%	Unclassified

Sources of Personal Satisfaction

2%	Class work
24%	School activities
12%	Out of school activities
8%	Work
12%	Hobbies
36%	Unplanned activities
3%	Other

Non-Participants 17.4%

Students who do not participate in any school activity.

Distribution by:

Age

11%	14 or younger
28%	15
42%	16
18%	17
0%	18 or older

Sex

75%	Male
25%	Female

Grade Level

39%	9th Grade
10%	10th Grade
50%	11th Grade
0%	12th Grade

Program Track

14%	College Prep
64%	Vocational
17%	Business

Jobs

39%	Have a job
32%	Claim work conflicts with their opportunity to participate
3%	Work less than 5 hours/week
17%	Work 6 - 10 hours/week
7%	Work 16 - 20 hours/week
3%	Work 21 - 25 hours/week
7%	Work 26 - 30 hours/week

Transportation

42%	Rode the school bus
10%	Claimed busing interfered with their opportunity to participate

School Spirit

57%	Negative
-----	----------

Ethnic Background

14%	American Indian
32%	Northern European
3%	Southern European
50%	Other

Financial Support

75%	Financially dependent on their families
7%	Supported one other person
3%	Supported two or more persons

Socio-Economic Level

67%	Lower Class
17%	Middle Class
3%	Upper-middle Class

Personal Satisfaction

0%	Class work
0%	School activities
10%	Out of school activities
42%	Work
7%	Hobbies
35%	Unplanned activities
3%	Other

Intramural Interests

14%	Positive response
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Academic Grades

0%	Mostly A's
11%	Half A's and half B's
4%	Mostly B's
29%	Half B's and half C's
29%	Mostly C's
14%	Half C's and half D's
14%	Mostly D's

Students in Athletic Activities Only 14.2%

Distribution by:

Age

8%	14 or younger
26%	15
43%	16
21%	17

Sex

70%	Male
30%	Female

Grade Level

30%	9th Grade
34%	10th Grade
17%	11th Grade
13%	12th Grade

Program Track

39%	College Prep
34%	Vocational
8%	Business

Jobs

39%	Have a job
8%	Claimed work conflicted with opportunity to participate
8%	Work less than 5 hours/week
8%	Work 6 - 10 hours/week
13%	Work 16 - 20 hours/week
8%	Work 21 - 25 hours/week

Transportation

26%	Rode the school bus
4%	Claimed busing interfered with opportunity to participate
43%	Drive to school
30%	Own a car

Academic Grades

13%	Mostly A's
17%	Half A's and half B's
17%	Mostly B's
30%	Half B's and half C's
13%	Mostly C's
4%	Half C's and half D's
4%	Mostly D's

School Spirit

78%	Positive
-----	----------

Ethnic Background

17%	No response
4%	American Indian
56%	Northern European
4%	Southern European
17%	Other

Socio-Economic Level

65%	Lower Class
13%	Middle Class
17%	Upper-middle Class

Financial Support

73%	Financially dependent on their families
4%	Support one other person
4%	Support two or more persons

Personal Satisfaction

4%	No response
0%	Class work
26%	School activities
4%	Out of school activities
13%	Work
13%	Hobbies
34%	Unplanned activities
4%	Other

Participation

8%	Were in 4 - 6 activities
39%	Were in 2 - 3 activities
43%	Were in one activity

Students in Non-Athletic Activities Only 16.7%

Distribution by:

Age

22%	14 or younger
25%	15
29%	16
14%	17
7%	18 or older

Sex

67%	Female
33%	Male

Grade Level

48%	9th Grade
7%	10th Grade
33%	11th Grade
11%	12th Grade

Program Track

18%	College Prep
51%	Vocational
11%	Business

Jobs

41%	Have a job
33%	Claimed work conflicted with opportunity to participate in activities
7%	Work less than 5 hours/week
11%	Work 6 - 10 hours/week
7%	Work 11 - 15 hours/week
3%	Work 16 - 20 hours/week
3%	Work 21 - 25 hours/week
4%	Work 26 - 30 hours/week
7%	Work 31 or more hours/week

Transportation

37%	Rode the school bus
29%	Drove to school
29%	Own a car
7%	Claimed busing interfered with opportunity to participate in activities

Academic Grades

11%	Mostly A's
18%	Half A's and half B's
22%	Mostly B's
29%	Half B's and half C's
3%	Mostly C's
11%	Half C's and half D's

School Spirit

77%	Positive
-----	----------

Financial Support

48%	Financially dependent on families
3%	Support one other person
49%	No response

Socio-Economic Level

51%	Lower Class
22%	Middle Class
25%	Unclassified

Students Who Participate in Athletic and Non-AthleticActivities 51.5%

Distribution by:

Age

7%	14 or younger
33%	15
20%	16
25%	17
11%	18 or older

Sex

55%	Female
45%	Male

Grade Level

26%	9th Grade
27%	10th Grade
16%	11th Grade
27%	12th Grade

Program Track

43%	College Prep
36%	Vocational
15%	Business

Jobs

57%	Have a job
5%	Work 5 hours or less per week
12%	Work 6 - 10 hours/week
10%	Work 11 - 15 hours/week
15%	Work 16 - 20 hours/week
7%	Work 21 - 25 hours/week
3%	Work 26 - 30 hours/week
3%	Work 31 or more hours/week

Transportation

38%	Rode the school bus
34%	Drove to school
33%	Own a car

Academic Grades

18%	Mostly A's
27%	Half A's and half B's
15%	Mostly B's
25%	Half B's and half C's
8%	Mostly C's
4%	Half C's and half D's

Ethnic Background

4%	No response
7%	American Indian
2%	Black
1%	Oriental
54%	Northern European
4%	Southern European
25%	Other

Financial Support

75%	Financially dependent on their families
6%	Support one other person
9%	Support two or more persons

Socio-Economic Level

49%	Lower Class
34%	Middle Class
7%	Upper-middle Class
8%	Unclassified

Personal Satisfaction

2%	Class work
30%	School activities
12%	Out of school activities
7%	Work
9%	Hobbies
33%	Unplanned activities
3%	Other

Participation

13%	Were in over 6 activities
25%	Were in 4 - 6 activities
40%	Were in 2 - 3 activities
12%	Were in one activity

Students Identified as Potential Dropouts 4.3%

Distribution by:

Age

42%	15
28%	16
28%	17

Sex

100%	Male
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Grade Level

42%	9th Grade
14%	10th Grade
42%	12th Grade

Program Track

85%	Vocational
14%	Business

Jobs

28%	Have a job; all work less than 10 hours/week
14%	Claimed work conflicted with opportunity to participate in activities

Transportation

28%	Rode the school bus
0%	Drove to school
28%	Own a car

Academic Grades

100%	C's or below
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School Spirit

71%	Negative
-----	----------

First Grade Attended* in the School

85%	9th Grade
14%	11th Grade

Ethnic Background

14%	American Indian
85%	Did not know

Financial Support

85%	Financially dependent on their families
14%	Supported one other person

Socio-Economic Level

85%	Lower Class
14%	Middle Class

Educational Level of the Father

28%	Did not go to high school
14%	Did not graduate high school
57%	Did graduate high school

Absence

28%	0 - 2 days
28%	2 - 4 days
28%	10 - 12 days
14%	Over 30 days

Reason for Absence

57%	Illness
14%	To go somewhere with friends
14%	Did not feel like coming to school
14%	Other

Source of Friends

100%	School
------	--------

Personal Satisfaction

14%	Out of school activities
57%	Work
14%	Hobbies
14%	Unplanned activities

Student Senate

74%	Felt the Senate was doing a good job
42%	Felt the Senate was a strong voice for the students
14%	Felt the Senate was controlled by a few
14%	Felt the Senate had no influence
28%	Felt the Faculty and Administration controlled the Senate

Other Attitudes

71%	Did not like the school activities
0%	Felt they were being barred from school activities
42%	Felt their parents liked them to be in school activities
14%	Belonged to other clubs or organizations not in the school
28%	Would like to see more kinds of activities in the school
28%	Felt coaches and advisors played favorites

Reason for not Being in Activities

14%	No response
14%	Preferred to be with friends
71%	Felt they had better things to do

Intramurals

57%	Would join an intramural program
42%	Undecided
0%	Negative response

Alternative Activities Having a Response Greater Than 14%

<u>Percentage</u>	<u>Activity</u>
57	Football
42	Basketball
57	Baseball
28	Swimming
57	Archery
28	Tennis
57	Ping Pong
86	Pool
42	Shooting, Skeet, and Riflery
25	Ice Hockey
27	Field Hockey
28	Soccer
28	Volleyball
28	Badminton
76	Bowling
57	Judo
42	Karate
71	Hunting
28	Gunsmithing
70	Fishing
71	Canoeing
71	Trapping
42	Forestry
28	Ecology

<u>Percentage</u>	<u>Activity</u>
42	Conservation
28	Chess
28	Monopoly
57	Card Games
29	Modeling
28	Hand Crafts
28	Geology
28	Automobiles

Working Non-Participants 5.5%

Distribution by:

Age

11%	15
66%	16
22%	17

Sex

88%	Male
12%	Female

Grade Level

22%	9th Grade
77%	11th Grade

Program Track

22%	College Prep
66%	Vocational
11%	Business

Jobs

11%	Work less than 5 hours/week
33%	Work 6 - 10 hours/week
11%	Work 16 - 20 hours/week
11%	Work 21 - 25 hours/week
11%	Work 26 - 30 hours/week

School Spirit

55%	Negative
-----	----------

Socio-Economic Level

66%	Lower Class
11%	Middle Class
11%	Upper-middle Class
11%	Unclassified

Opportunity

100%	Claimed work conflicted with participation in school activities
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Bused Students Who Did Not Participate 6.2%

100% answered busing interfered with opportunity to participate in school activities.

Participation By Socio-Economic Levels

Distribution by:

Lower Class

55% of Total Sample

6%	Were in over 6 activities per year
12%	Were in 4 - 6 activities per year
31%	Were in 2 - 3 activities per year
22%	Were in one activity per year
27%	None

Middle Class

26% of Total Sample

5%	Were in over 6 activities per year
35%	Were in 4 - 6 activities per year
37%	Were in 2 - 3 activities per year
5%	Were in one activity per year
16%	None

Upper-middle Class

6% of Total Sample

23%	Were in over 6 activities per year
7%	Were in 4 - 6 activities per year
30%	Were in 2 - 3 activities per year
15%	Were in one activity per year
23%	None

Student Senate Members 3.7%

Distribution by:

Age

50%	14 or younger
17%	17
33%	18 or older

Sex

66%	Female
34%	Male

Grade Level

50%	9th Grade
50%	11th Grade

Program Track

50%	College Prep
16%	Vocational
34%	Business

Jobs

66%	Have a job
-----	------------

Transportation

33%	Rode the bus to school
50%	Drove to school
50%	Own a car

Academic Grades

16%	Mostly A's
33%	Half A's and half B's
33%	Half B's and half C's
16%	Mostly C's

School Spirit

100%	Positive
------	----------

Socio-Economic Level

33%	Lower Class
33%	Middle Class
16%	Upper-middle Class
16%	Unclassified

Educational Level of the Father

16%	Did not finish high school
16%	Graduated high school
16%	Attended college
33%	Graduated college
16%	Did not know

Source of Friends

83%	School
16%	Family

Personal Satisfaction

33%	Class work
33%	School activities
16%	Out of school activities
16%	Unplanned activities

Student Senate

83%	Felt the Senate was doing a good job
66%	Felt the Senate was a strong voice for students
16%	Felt it had no influence
50%	Were officers of other clubs and activities

Students Not on the Senate 96.3%

Attitude Towards the Senate

72%	Felt the Senate was doing a good job
24%	Felt the Senate was a strong voice for students
45%	Felt the Senate was controlled by a few
7%	Felt the Senate had no influence
21%	Felt the Senate was controlled by the faculty and administration

Students Who Are Officers in School Activities 12.4%

Distribution by:

Age

20%	15
35%	16
30%	17
15%	18 or older

Sex

55%	Female
45%	Male

Grade Level

5%	9th Grade
40%	10th Grade
25%	11th Grade
30%	12th Grade

Program Track

45%	College Prep
35%	Vocational
20%	Business

Transportation

35%	Rode the school bus
60%	Drove to school

Academic Grades

80%	B or above
-----	------------

Ethnic Background

5%	American Indian
75%	European

Socio-Economic Level

45%	Lower Class
30%	Middle Class
10%	Upper-middle Class
15%	Unclassified

APPENDIX D

Bridgman High School
Second Questionnaire Results

Total Sample N = 182 100%

Distribution by:

Age

8%	14 or younger
25%	15
31%	16
23%	17
11%	18 or older

Sex

52%	Male
48%	Female

Grade Level

30%	9th Grade
23%	10th Grade
29%	11th Grade
16%	12th Grade

Program Track

37%	College Prep
43%	Vocational
14%	Business

Academic Grades

13%	Mostly A's
21%	Half A's and half B's
17%	Mostly B's
25%	Half B's and half C's
11%	Mostly C's
9%	Half C's and half D's
1%	Mostly D's

Socio-Economic Level

58%	Lower Class
25%	Middle Class
11%	Upper-middle Class

Educational Level of the Father

7%	Did not go to high school
17%	Did not finish high school
29%	Graduated high school
14%	Attended college or trade school
9%	Graduated college
3%	Post college degree
1%	Doctorate degree
15%	Did not know

School Spirit

75%	Positive
-----	----------

Students in the Potential Dropout Category

8%

Distribution by:

Age

15%	15
53%	16
30%	15

Sex

100%	Male
------	------

Grade Level

23%	9th Grade
7%	10th Grade
61%	11th Grade
7%	12th Grade

Program Track

15%	College Prep
53%	Vocational
23%	Business

Academic Grade

100%	C or below
------	------------

Socio-Economic Level

76%	Lower Class
15%	Middle Class
7%	Upper-middle Class

Educational Level of the Father

15%	Did not go to high school
38%	Did not finish high school
46%	Graduated high school

School Spirit

100%	Negative
------	----------

Activities Preferences Comparative analysis results of
 Second Student Questionnaire and Teacher's Questionnaire.
 Student responses are in percentages; teachers' responses
 are in actual number.

<u>Activity</u>	<u>Total Sample %</u>	<u>Dropout %</u>	<u>Teacher Response</u>
Archery	18	46	3
Art Club	11	7	1
Astrology	3	0	1
Auto Club	24	38	2
Badminton	17	0	2
Baking and Cooking Club	8	7	1
Band	11	7	2
Baseball Intramurals	10	30	1
Baseball Team	20	15	2
Basketball Intramurals	14	15	0
Basketball Team	29	15	5
Biking Club	21	7	6
Biology Club	8	0	2
Bowling	32	7	4
Business Club	9	0	1
Canoeing	36	30	5
Cheerleaders	6	0	0
Chemistry Club	7	0	1
Choral	9	15	1
Cinema Club	10	7	0
Class Organizations	3	0	1
Cross Country	7	0	0
Dance Class	13	0	0
Debate Team	10	0	0
Education Club	8	0	1
FHA	1	7	0
Field Hockey	6	7	0
Foreign Language Club	7	0	1
Forestry and Conservation	16	30	4
Football - Girls	17	0	1
Football Intramurals	3	7	1
Football Team	20	30	2
GAA	8	7	1
Games	9	7	0
Geology Club	2	0	2
Golf	12	15	3
Gunsmithing	12	7	0

<u>Activity</u>	<u>Total Sample</u> %	<u>Dropout</u> %	<u>Teacher Response</u>
Gymnastics	12	0	1
Handball	9	15	0
Handcrafts	16	17	2
Camping and Hiking	24	30	3
Hunting and Fishing	32	61	3
Ice and Figure Skating	11	7	1
Ice Hockey	6	7	0
Judo	18	38	0
Karate	23	46	0
Law and Society	13	23	0
Motorcycle Club	26	23	0
Music Appreciation	11	7	3
Music Lessons	13	0	0
Newspaper	9	0	1
Nonsense Activities	25	30	3
Philosophy Club	3	0	0
Photography Club	9	15	2
Ping Pong	15	61	1
Plant Care	8	7	1
Pool	26	38	1
Radio - CB	19	23	4
RMS	2	7	0
Rock Band	25	30	0
Shooting, Skeet and Riflery	19	38	1
Soccer	28	7	1
Sociology Club	6	0	1
Skiing - Snow	17	15	1
Skiing - Water	29	15	1
Softball	18	15	4
Supernatural	7	1	1
Swimming and Diving	20	20	1
Swimming and Diving Rec.	11	15	1
Tennis Recreational	29	7	3
Tennis Team	28	15	3
Track and Field	25	30	0
Volleyball - Boys	11	7	4
Volleyball - Girls	18	0	1
Weightlifting	6	15	1
Woodcrafting	9	7	0
Wrestling	9	15	2
Yearbook	9	0	1
Youth Problems	12	7	4

APPENDIX E

STUDENT INTEREST QUESTIONNAIREDirections

Do Not put your name on this test.

Answer each of the following questions as best as you can.

Put your choice in the box on the left of each question.

PART I

- ☐ 1. I attend:
1. SJHS
 2. BHS
- ☐ 2. My age is:
1. 14 or younger
 2. 15
 3. 16
 4. 17
 5. 18 or older
- ☐ 3. Sex:
1. Male
 2. Female
- ☐ 4. My present grade level is:
1. 9th
 2. 10th
 3. 11th
 4. 12th
- ☐ 5. My school program is:
1. College Prep
 2. Vocational
 3. Business
- ☐ 6. Do you have a job?
1. Yes
 2. No
- ☐ 7. How many hours per week do you work?
1. I do not work.
 2. 5 or less
 3. 6 - 10 hours
 4. 11 - 15 hours
 5. 16 - 20 hours
 6. 21 - 25 hours
 7. 26 - 30 hours
 8. 31 or more hours

- ☐ 8. Do you ride the bus to school?
1. Yes
 2. No
- ☐ 9. Do you drive yourself to school?
1. Yes
 2. No
- ☐ 10. Do you own a car?
1. Yes
 2. No
- ☐ 11. How are your school grades?
1. Mostly A's
 2. Half A's and half B's
 3. Mostly B's
 4. Half B's and half C's
 5. Mostly C's
 6. Half C's and half D's
 7. Mostly D's
 8. Below D's
- ☐ 12. Do you feel you have school spirit?
1. Yes
 2. No
- ☐ 13. What was the first grade level you attended in this school?
1. 9th Grade
 2. 10th Grade
 3. 11th Grade
 4. 12th Grade
- ☐ 14. What are your ethnic roots?
1. American Indian
 2. Black - Afro-American
 3. Chicano
 4. Oriental
 5. Northern European
 6. Southern European
 7. Other _____
- ☐ 15. Do you depend on your family for financial (money) support?
1. Yes
 2. No
- ☐ 16. How many people depend on you for support?
1. None
 2. One
 3. Two or more

☐ 17. What is your father's job (occupation)?

☐ 18. What is the highest level of your father's education?

1. Did not go to high school
2. Did not finish high school
3. High school graduate
4. Attended college
5. College graduate
6. Post college degree
7. Doctorate degree
8. I do not know

☐ 19. How many days have you been absent this year?

1. 0 - 2
2. 3 - 5
3. 6 - 9
4. 10 - 12
5. 13 - 15
6. 16 - 20
7. 21 - 24
8. 25 - 30
9. Over 30

☐ 20. The main reason for being absent had been:

1. Dentist and Doctor appointments
2. Illness
3. Family travel
4. Drug problems
5. Personal problems
6. To avoid tests and reports
7. To go somewhere with my friends
8. I didn't feel like coming to school
9. Other _____

☐ 21. Most of my friends come from:

1. School
2. Family
3. Church
4. Work
5. Neighborhood
6. Other _____

☐ 22. Which gives you the most personal satisfaction?

1. Class work
2. Sports or school activities
3. Out of school activities
4. Outside work
5. Hobbies
6. Doing things with friends (unplanned activities)
7. Other _____

PART II

- ☐ 23. Are you on the Student Senate?
1. Yes
 2. No
- ☐ 24. Do you feel the Student Senate is doing a good job?
1. Yes
 2. No
- ☐ 25. Do you feel the Student Senate:
1. Is a strong voice for the student
 2. Is controlled by a few
 3. Has no influence in the school
 4. Is controlled by the teachers and administration
- ☐ 26. Are you an officer in any school club or organization?
1. Yes
 2. No
- ☐ 27. Do you play on a school football team?
1. Yes
 2. No
- ☐ 28. Do you play on a school track team?
1. Yes
 2. No
- ☐ 29. Do you play on a cross country team?
1. Yes
 2. No
- ☐ 30. Are you a member of a swimming and diving team?
1. Yes
 2. No
- ☐ 31. Do you play on a basketball team?
1. Yes
 2. No
- ☐ 32. Do you play on a tennis team?
1. Yes
 2. No
- ☐ 33. Do you play on a golf team?
1. Yes
 2. No
- ☐ 34. Do you play on a bowling team?
1. Yes
 2. No

- ☐ 35. Are you a member of a ski team?
1. Yes
 2. No
- ☐ 36. Do you play on a volleyball team?
1. Yes
 2. No
- ☐ 37. Do you play on a softball team?
1. Yes
 2. No
- ☐ 38. Do you play on a baseball team?
1. Yes
 2. No
- ☐ 39. Are you a member of a wrestling team?
1. Yes
 2. No
- ☐ 40. Are you a member of any other sport/athletic activity?
1. Yes _____
 2. No
- ☐ 41. Are you a member of the band or orchestra?
1. Yes
 2. No
- ☐ 42. Would you like to:
1. Continue in band
 2. Be in a band
 3. Not be in a band
 4. Learn to play an instrument
- ☐ 43. Are you in any choral groups?
1. Yes
 2. No
- ☐ 44. Would you like to:
1. Continue in choral groups
 2. Join a choral group
 3. Not be in a choral group
- ☐ 45. Are you involved in the newspaper?
1. Yes
 2. No
- ☐ 46. Are you involved in the yearbook?
1. Yes
 2. No

- ☐ 47. Are you involved in the Freshman class organization?
1. Yes
2. No
- ☐ 48. Are you involved in the Sophomore class organization?
1. Yes
2. No
- ☐ 49. Are you involved in the Junior class organization?
1. Yes
2. No
- ☐ 50. Are you involved in the Senior Class organization?
1. Yes
2. No
- ☐ 51. Are you involved in Drama?
1. Yes
2. No
- ☐ 52. Are you involved in FHA?
1. Yes
2. No
- ☐ 53. Are you involved in RMS?
1. Yes
2. No
- ☐ 54. Are you involved in Science Club?
1. Yes
2. No
- ☐ 55. Are you a Cheerleader?
1. Yes
2. No
- ☐ 56. Are you involved with the Art Club?
1. Yes
2. No
- ☐ 57. Are you involved with the English Club?
1. Yes
2. No
- ☐ 58. Are you involved with the German Club?
1. Yes
2. No
- ☐ 59. Are you involved with the Math Club?
1. Yes
2. No

- ☐ 60. Are you a member of the Thesbians?
1. Yes
2. No
- ☐ 61. Are you a member of the Honor Society?
1. Yes
2. No
- ☐ 62. Are you a member of the French Club?
1. Yes
2. No
- ☐ 63. Are you a member of the Honeybears?
1. Yes
2. No
- ☐ 64. Are you involved with the Medical Club?
1. Yes
2. No
- ☐ 65. Are you involved with the Spanish Club?
1. Yes
2. No
- ☐ 66. Are you a member of the Troopers?
1. Yes
2. No
- ☐ 67. Are you a member of the GAA?
1. Yes
2. No
- ☐ 68. Are you in the Letter Club?
1. Yes
2. No
- ☐ 69. Are you a member of the Sophlighters?
1. Yes
2. No
- ☐ 70. I like the clubs and activities in the school.
1. True
2. False
- ☐ 71. I work and do not have time to be in school activities.
1. True
2. False

- ☐ 72. The school will not allow me to be in any school activities.
1. True
 2. False
- ☐ 73. I take the bus and do not have transportation to be in school activities.
1. True
 2. False
- ☐ 74. My parents like me to be in school activities.
1. True
 2. False
- ☐ 75. I belong to a team or club not connected with the school.
1. True
 2. False
- ☐ 76. I would like to see more kinds of activities in this school.
1. True
 2. False
- ☐ 77. Most of my activities are out of school.
1. True
 2. False
- ☐ 78. I feel the activities' advisors and coaches play favorites.
1. True
 2. False
- ☐ 79. I like to attend school sporting events.
1. True
 2. False
- ☐ 80. I like to attend school concerts.
1. True
 2. False
- ☐ 81. I like to attend school plays.
1. True
 2. False
- ☐ 82. I like to attend club activities.
1. True
 2. False
- ☐ 83. I attend school sponsored events:
1. Regularly
 2. Sometimes
 3. When I have to
 4. Never

☐ 84. I am involved in:

1. Over 6 activities this year
2. 4 - 6 activities this year
3. 2 - 3 activities this year
4. 1 activity this year
5. No activities this year

☐ 85. I am not in any school activities because:

1. I prefer to be with my friends.
2. I work.
3. I have a hobby.
4. I have better things to do.
5. Activities are dumb.
6. I am already involved in school activities.
7. Other _____

PART III

Directions:

Please put a check in the box on the left of the number for any that apply.

What kind of sports would you like to be in?

- ☐ 86. Football
- ☐ 87. Basketball
- ☐ 88. Baseball
- ☐ 89. Track and Field
- ☐ 90. Swimming
- ☐ 91. Archery
- ☐ 92. Tennis
- ☐ 93. Gymnastics
- ☐ 94. Ping-Pong
- ☐ 95. Pool
- ☐ 96. Handball
- ☐ 97. Shooting and Skeet
- ☐ 98. Ice Hockey
- ☐ 99. Field Hockey
- ☐ 100. Soccer
- ☐ 101. Dancing
- ☐ 102. Volleyball
- ☐ 103. Skiing
- ☐ 104. Figure Skating
- ☐ 105. Badminton
- ☐ 106. Bowling
- ☐ 107. Weightlifting
- ☐ 108. Wrestling
- ☐ 109. Raquetball

- / / 110. Squash
- / / 111. Judo
- / / 112. Karate
- / / 113. Other _____

- / / 114. Would you join a team that was on an intramural basis only?
- 1. Yes
 - 2. No

Would you join an activity that was involved in any of the following?
(Please check the ones that interest you.)

- ☐ 115. Hunting
- ☐ 116. Gunsmithing
- ☐ 117. Fishing
- ☐ 118. Blacksmithing
- ☐ 119. Canoeing
- ☐ 120. Trapping
- ☐ 121. Rock hounding
- ☐ 122. Forestry
- ☐ 123. Ecology
- ☐ 124. Conservation
- ☐ 125. Government studies
- ☐ 126. Youth problems
- ☐ 127. Student-Faculty relationships
- ☐ 128. Law and Society
- ☐ 129. Inter-school Relationships
- ☐ 130. Foreign Languages
- ☐ 131. CB
- ☐ 132. Commercial and Ham Radio
- ☐ 133. Chess
- / / 134. Bridge

- ☐ 135. Monopoly
- ☐ 136. Scrabble or Probe
- ☐ 137. Card Games
- ☐ 138. Painting
- ☐ 139. Ceramics
- ☐ 140. Modeling
- ☐ 141. Sculpture
- ☐ 142. Art Shows
- ☐ 143. Hand Crafts

Would you like to join a group to learn any of the following:
(Please check the ones you are interested in.)

- ☐ 144. Music or Music Appreciation
- ☐ 145. Geology
- ☐ 146. Biology
- ☐ 147. Space and Astronomy
- ☐ 148. Chemistry
- ☐ 149. Math
- ☐ 150. Plant Care
- ☐ 151. Automobiles
- ☐ 152. History
- ☐ 153. Business
- ☐ 154. Philosophy
- ☐ 155. Education
- ☐ 156. Sociology
- ☐ 157. Astrology
- ☐ 158. Supernatural
- ☐ 159. Dramatic Arts
- ☐ 160. Other (you suggest) _____

PART IV

Directions:

You may write in short answers.

1. What are your favorite activities that are not sports?
2. What are your favorite sports?
3. What are your favorite out-of-school activities?
4. What student activities would you like to see in this school?

ST. JOSEPH HIGH SCHOOL
STUDENT INTEREST QUESTIONNAIRE

Part II

The answers you put on the first questionnaire were tabulated electronically. The activity choices below are the results.

Directions

Do NOT put your name on this paper.

Put your choice in the box on the left of each question.

/ / 1. Age:

1. 14 or younger
2. 15
3. 16
4. 17
5. 18 or older

/ / 2. Sex:

1. Male
2. Female

/ / 3. Grade:

1. 9th
2. 10th
3. 11th
4. 12th

/ / 4. School Program

1. College prep
2. Vocational
3. Business

/ / 5. How are your school grades?

1. Mostly A's
2. Half A's and half B's
3. Mostly B's
4. Half B's and half C's
5. Mostly C's
6. Half C's and half D's
7. Mostly D's
8. Below D

/ / 6. What is your father's occupation (job)?

/ / 7. What is the highest level of your father's education?

1. Did not go to high school
2. Did not finish high school
3. High school graduate
4. Attended college or trade school
5. College graduate
6. Post college degree
7. Doctorate degree
8. I do not know

/ / 8. Do you feel you have school spirit?

1. Yes
2. No

Directions

From the following list, select 3 or 4 different sports you'd like to be in. Put a check in the box on the left of your choice.

Sports

- / / 9. Football (school team)
- / / 10. Football (Intramural)
- / / 11. Girls "powder puff" football
- / / 12. Basketball (school team)
- / / 13. Basketball (Intramural - girls or boys)
- / / 14. Baseball (school team)
- / / 15. Baseball (Intramural)
- / / 16. Track and Field
- / / 17. Swimming (school team)
- / / 18. Swimming (Intramural and Recreational)
- / / 19. Archery
- / / 20. Tennis team
- / / 21. Tennis (Intramural and Recreational)
- / / 22. Gymnastics
- / / 23. Ping-Pong

- / / 24. Pool
- / / 25. Shooting and Skeet (Riflery)
- / / 26. Ice Hockey
- / / 27. Soccer (school team or Intramurals)
- / / 28. Girls Volleyball
- / / 29. Boys Volleyball
- / / 30. Snow Skiing
- / / 31. Water Skiing
- / / 32. Badminton
- / / 33. Bowling League
- / / 34. Racquetball
- / / 35. Judo
- / / 36. Karate
- / / 37. Cross Country
- / / 38. Handball
- / / 39. Roller Skating
- / / 40. Ice and Figure Skating
- / / 41. Weightlifting
- / / 42. Wrestling
- / / 43. Boys Softball
- / / 44. Girls Softball
- / / 45. Golf (Boys or Girls)
- / / 46. Boxing

Directions

From the following list, select 3 or 4 different clubs that you'd like to join. Put a check in the box on the left of your choice.

Clubs

- / / 47. Dance Club
- / / 48. Rock Bands

- / / 49. Music lessons
- / / 50. A theatre group or drama club
- / / 51. Summer Stock theatre
- / / 52. Photography
- / / 53. Debate team
- / / 54. Sewing and cooking club
- / / 55. Camping and hiking club
- / / 56. Canoeing
- / / 57. Boating and sailing
- / / 58. Cinema club (movies)
- / / 59. Bike club
- / / 60. Motorcycle club
- / / 61. Auto club
- / / 62. Model craft club
- / / 63. Stereo club
- / / 64. Handcraft club
- / / 65. Woodworking and metal working club
- / / 66. Hunting and fishing club
- / / 67. Forestry and conservation club
- / / 68. Radio (CB, Ham)
- / / 69. Art club (painting, sculpture, shows, ceramics, etc.)
- / / 70. Card and game club
- / / 71. Music club
- / / 72. Biology club
- / / 73. Space and astronomy club
- / / 74. Math club
- / / 75. Plant care club

- / / 76. Animal care club
- / / 77. History club
- / / 78. Business club
- / / 79. Sociology club
- / / 80. Supernatural
- / / 81. Philosophy
- / / 82. Youth problems
- / / 83. Law and Society
- / / 84. Foreign language clubs
- / / 85. English club
- / / 86. Band
- / / 87. Choral
- / / 88. Newspaper
- / / 89. Yearbook
- / / 90. Class organizations
- / / 91. Honeybears
- / / 92. Cheerleaders
- / / 93. Nonsense activities (Frisbees, Tug-O-Wars, Skateboard Races, etc.)

ST. JOSEPH HIGH SCHOOL

TEACHER'S QUESTIONNAIRE

This questionnaire is complementary to the questionnaire given to a sampling of students, grades 9 - 12, on the topic of activities interests. No employee of the St. Joseph School District will review this answer sheet.

Directions

Do NOT put your name on this paper.

Answer each question as best you can.

Put your choice in the box to the left of each question.

- / / 1. Sex:
1. Male
 2. Female
- / / 2. Age:
1. Under 25
 2. 26 - 31
 3. 32 - 36
 4. 37 - 42
 5. 43 or over
- / / 3. Number of years of teaching experience:
1. Less than 5
 2. 6 - 10
 3. 11 - 15
 4. 16 - 20
 5. Over 20
- / / 4. Highest degree held:
1. Bachelor's
 2. Master's
 3. Doctorate
- / / 5. Department (Choose the one that you do the majority of teaching in.)
1. History
 2. English
 3. Physical Education
 4. Mathematics
 5. Science
 6. Business
 7. Foreign languages
 8. Industrial Education
 9. Other _____

- / / 6. Type of college you graduated from:
1. A Michigan public college
 2. A Michigan private college
 3. An out-of-state public college
 4. An out-of-state private college
7. Please list your activities in high school.
8. Please list your college activities.

Directions

Below are the activities chosen by the students that they would like to see in the school. Please place a check mark in the box to the left of any item you would like to coach or advise or have an interest in.

Sports

- / / 9. Football team
- / / 10. Football Intramurals
- / / 11. Girls "powder puff" football
- / / 12. Basketball team
- / / 13. Basketball (Intramurals - boys and girls)
- / / 14. Baseball team
- / / 15. Baseball Intramurals
- / / 16. Track and Field
- / / 17. Swimming team
- / / 18. Swimming (Intramurals and Recreational)
- / / 19. Archery
- / / 20. Tennis team

- / / 21. Tennis (Intramurals and Recreational)
- / / 22. Gymnastics
- / / 23. Ping Pong
- / / 24. Pool (Billiards)
- / / 25. Shooting, Skeet, Riflery
- / / 26. Ice Hockey
- / / 27. Soccer (school team or intramurals)
- / / 28. Girls Volleyball
- / / 29. Boys Volleyball
- / / 30. Snow Skiing
- / / 31. Water Skiing
- / / 32. Badminton (Boys and Girls)
- / / 33. Bowling League
- / / 34. Racquetball
- / / 35. Judo
- / / 36. Karate
- / / 37. Cross Country
- / / 38. Handball
- / / 39. Roller Skating
- / / 40. Ice and Figure Skating
- / / 41. Weightlifting
- / / 42. Wrestling
- / / 43. Boys Softball
- / / 44. Girls Softball
- / / 45. Golf
- / / 46. Boxing

Clubs

- / / 47. Dance club
- / / 48. Rock Band
- / / 49. Music lessons
- / / 50. Theatre or drama club
- / / 51. Summer Stock theatre
- / / 52. Photography club
- / / 53. Debate team
- / / 54. Sewing and cooking club
- / / 55. Camping and hiking club
- / / 56. Canoeing
- / / 57. Boating and sailing club
- / / 58. Cinema club
- / / 59. Biking club
- / / 60. Motorcycle club
- / / 61. Auto club
- / / 62. Model Craft club
- / / 63. Stereo club
- / / 64. Handcraft club
- / / 65. Woodworking and metal working club
- / / 66. Hunting and fishing club
- / / 67. Radio club (CB, Ham)
- / / 68. Art club
- / / 69. Card and game club
- / / 70. Music club
- / / 71. Biology club

- / / 72. Space and Astronomy club
- / / 73. Math club
- / / 74. Plant care club
- / / 75. Animal care club
- / / 76. History club
- / / 77. Business club
- / / 78. Sociology club
- / / 79. Supernatural
- / / 80. Philosophy club
- / / 81. Youth problems
- / / 82. Law and Society
- / / 83. Foreign language club
- / / 84. Band
- / / 85. Choral
- / / 86. Newspaper
- / / 87. Class organizations
- / / 88. Yearbook
- / / 89. Honeybears
- / / 90. Cheerleaders
- / / 91. Nonsense activities (Frisbee, Tug-O-War,
Skateboard Races, etc.)

BRIDGMAN HIGH SCHOOL

STUDENT INTEREST QUESTIONNAIRE

Part II

The answers you put on the first questionnaire were tabulated electronically. The activity choices below are the results.

Directions

Do NOT put your name on this paper.

Put your choice in the box on the left of each question.

/ / 1. Age:

1. 14 or younger
2. 15
3. 16
4. 17
5. 18 or older

/ / 2. Sex:

1. Male
2. Female

/ / 3. Grade:

1. 9th
2. 10th
3. 11th
4. 12th

/ / 4. School Program:

1. College prep
2. Vocational
3. Business

/ / 5. How are your school grades?

1. Mostly A's
2. Half A's and half B's
3. Mostly B's
4. Half B's and half C's
5. Mostly C's
6. Half C's and half D's
7. Mostly D's
8. Below D

/ / 6. What is your father's job (occupation)?

/ / 7. What is the highest level of your father's education?

1. Did not go to high school
2. Did not finish high school
3. High school graduate
4. Attended college or trade school
5. College graduate
6. Post college degree
7. Doctorate degree
8. I do not know

/ / 8. Do you feel you have school spirit?

1. Yes
2. No

Directions

From the following list, select 3 or 4 different sports you'd like to be in. Put a check in the box on the left of your choice.

Sports

- / / 9. Football team
- / / 10. Football Intramurals
- / / 11. Girls Football
- / / 12. Basketball team
- / / 13. Basketball Intramurals
- / / 14. Baseball team
- / / 15. Baseball Intramurals
- / / 16. Track and Field
- / / 17. Swimming and Diving team
- / / 18. Swimming and Diving (Intramurals and Recreational)
- / / 19. Archery
- / / 20. Tennis Team
- / / 21. Tennis (Intramurals and Recreational)
- / / 22. Gymnastics
- / / 23. Ping-Pong

- / / 24. Pool
- / / 25. Shooting, Skeet and Riflery
- / / 26. Handball
- / / 27. Field Hockey
- / / 28. Soccer
- / / 29. Girls Volleyball
- / / 30. Boys Volleyball
- / / 31. Bowling
- / / 32. Snow Skiing
- / / 33. Water Skiing
- / / 34. Ice and Figure Skating
- / / 35. Judo
- / / 36. Karate
- / / 37. Ice Hockey
- / / 38. Weightlifting
- / / 39. Badminton
- / / 40. Cross Country
- / / 41. Golf
- / / 42. Softball
- / / 43. Wrestling

Directions

From the following list, select 3 or 4 different clubs that you'd like to join. Put a check in the box on the left of your choice.

Clubs

- / / 44. Hunting and fishing club
- / / 45. Canoeing
- / / 46. Forestry and Conservation club

- / / 47. Youth problems
- / / 48. Law and Society
- / / 49. CB Radio club
- / / 50. Games (Chess, cards, Monopoly, etc.)
- / / 51. Art club (painting, ceramics, shows, etc.)
- / / 52. Hand Crafts
- / / 53. Music and/or Music Appreciation
- / / 54. Biology Club
- / / 55. Plant Care Club
- / / 56. Auto club
- / / 57. Business club
- / / 58. Philosophy club
- / / 59. Education club
- / / 60. Sociology club
- / / 61. Supernatural
- / / 62. Drama or Theatre group
- / / 63. Chemistry club
- / / 64. Gunsmithing
- / / 65. Geology club
- / / 66. Music lessons
- / / 67. Biking club
- / / 68. Camping and hiking club
- / / 69. Motorcycle club
- / / 70. Rock Bands
- / / 71. Woodcrafting
- / / 72. Cooking and baking club
- / / 73. Cinema club (movies)

- / / 74. Dance class
- / / 75. Foreign language club
- / / 76. Debate team
- / / 77. Photography club
- / / 78. Astrology club
- / / 79. A nonsense activity (Frisbee, Skateboard Races, etc.)
- / / 80. Band
- / / 81. Choral
- / / 82. Newspaper
- / / 83. Yearbook
- / / 84. Class organizations
- / / 85. FHA
- / / 86. RMS
- / / 87. Science club
- / / 88. Cheerleaders
- / / 89. GAA

BRIDGMAN HIGH SCHOOL

TEACHER'S QUESTIONNAIRE

This questionnaire is complementary to the questionnaire given to a sampling of students, grades 9 - 12, on the topic of activities interests. No employee of the Bridgman School District will review this answer sheet.

Directions

Do NOT put your name on this paper.

Answer each question as best you can.

Put your choice in the box to the left of each question.

/ / 1. Sex:

1. Male
2. Female

/ / 2. Age:

1. Under 25
2. 26 - 31
3. 32 - 36
4. 37 - 42
5. 43 or over

/ / 3. Number of years of teaching experience

1. Less than 5
2. 6 - 10
3. 11 - 15
4. 16 - 20
5. Over 20

/ / 4. Highest degree held:

1. Bachelor's
2. Master's
3. Doctorate

/ / 5. Department (Choose the one that you do the majority of teaching in.)

1. History
2. English
3. Physical Education
4. Mathematics
5. Science
6. Business
7. Foreign Languages
8. Industrial Education
9. Other _____

- / / 6. Type of college you graduated from:
1. A Michigan public college
 2. A Michigan private college
 3. An out-of-state public college
 4. An out-of-state private college
7. Please list your activities in high school.
8. Please list your college activities.

Directions

Below are the activities chosen by the students that they would like to see in the school. Please place a check mark in the box to the left of any item you would like to coach or advise or have an interest in.

Sports

- / / 9. Football team
- / / 10. Football Intramurals
- / / 11. Girls Football
- / / 12. Basketball team
- / / 13. Basketball Intramurals
- / / 14. Baseball team
- / / 15. Baseball Intramurals
- / / 16. Track and Field
- / / 17. Swimming and Diving team
- / / 18. Archery
- / / 19. Tennis team
- / / 20. Tennis (Intramurals and Recreational)

- / / 21. Gymnastics
- / / 22. Ping Pong
- / / 23. Pool
- / / 24. Shooting, Skeet and Riflery
- / / 25. Handball
- / / 26. Field Hockey
- / / 27. Soccer
- / / 28. Girls Volleyball
- / / 29. Boys Volleyball
- / / 30. Bowling
- / / 31. Snow Skiing
- / / 32. Water Skiing
- / / 33. Ice and Figure Skating
- / / 34. Judo
- / / 35. Karate
- / / 36. Ice Hockey
- / / 37. Weightlifting
- / / 38. Badminton (Boys and/or Girls)
- / / 39. Cross Country
- / / 40. Softball
- / / 41. Golf
- / / 42. Wrestling

Clubs and Activites

- / / 43. Hunting and fishing
- / / 44. Canoeing
- / / 45. Forestry and Conservation

- / / 46. Youth problems
- / / 47. Law and Society
- / / 48. CB Radio
- / / 49. Art club (painting, ceramics, shows, etc.)
- / / 50. Hand Crafts
- / / 51. Music or Music Appreciation
- / / 52. Biology
- / / 53. Plant care
- / / 54. Auto club
- / / 55. Business club
- / / 56. Philosophy club
- / / 57. Education club
- / / 58. Sociology club
- / / 59. Supernatural
- / / 60. Drama or theatre group
- / / 61. Chemistry club
- / / 62. Gunsmithing
- / / 63. Geology
- / / 64. Music lessons
- / / 65. Biking club
- / / 66. Camping and hiking club
- / / 67. Motorcycle club
- / / 68. Cooking and baking club
- / / 69. Cinema (movies)
- / / 70. Dance class
- / / 71. Foreign language club

- / / 72. Debate team
- / / 73. Photography club
- / / 74. Astrology
- / / 75. Nonsense activities (Frisbee, Skateboard Races,
Snow Sculpture, etc.)
- / / 76. Band
- / / 77. Choral
- / / 78. Newspaper
- / / 79. Yearbook
- / / 80. Class organizations
- / / 81. FHA
- / / 82. RMS
- / / 83. Science club
- / / 84. Cheerleaders
- / / 85. GAA