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DEVELOPMENT OF A MODEL
HIGH SCHOOL ORIENTATION PROGRAM

A Field Project
Presented to the
Department of Educational Administration
and the
Faculty of the Graduate College
University of Nebraska

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education
University of Nebraska at Omaha

by
E. Gene Hobart
July, 1992

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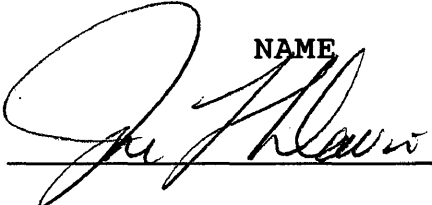

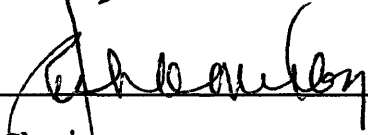


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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree, Specialist in Education, University of Nebraska at Omaha.

Supervisory Committee

NAME	DEPARTMENT
	<u>Counseling</u>
	<u>July 6 1992</u>
	Chairperson
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CHAPTER ONE

Introduction

Educating children is, without a doubt, one of the largest tasks taking place today in the United States. Education is a big business and can be categorized as an investment to develop our human resources (Bodley and Shapiro, 1969). The National Center for Education Statistics (1990) reports that by the year 1993, \$180 billion will be spent annually on elementary and secondary public education. Almost seven million professionals and support personnel are employed in public schools. Expenditures for public education constitute nearly four percent of the gross national product (Swanson and King, 1991).

The history of the United States has consistently affirmed that public education is the responsibility of the states and local communities. A legal basis for this role is documented in the Constitution of the United States. The Tenth Amendment clearly indicates that "The powers not delegated to the United States by the Constitution nor prohibited by it to the states, are reserved to the states or to the people." Consequently, if power and authority are not forbidden in scope with the Constitution and if not forbidden thereon, they become local concerns (Garvue, 1969).

State educational systems are as different in operation as the states themselves. Organizational structures and funding mechanisms differ from state to state. The common factor, however, is the children. Common also is the fact that thousands of school age children across the United States enter a new grade in school each year. Movement to a new grade level is accompanied by transition into a new school setting for many of the students. Transitions move students from familiar to unfamiliar settings. Facilitating transition to a new school and easing the associated problems are an inherent component of most school programs throughout the United States. When students move from a grade school to a middle or junior high school or from an intermediate school to a senior high school, they are faced with a multitude of situations including disorientation and intimidation (Warchol, 1978). Hopson and Adams (1977) regard any transition as having two components: (1) a personal awareness of discontinuity; and (2) new behavioral responses. Schlossberg (1981) defines a transition as a phenomenon that generates a change in assumptions about oneself and about the world. Based upon the student's new assumptions of how things are, or are going to be, this change requires a corresponding alteration of behavior and relationships. Louis (1980) categorizes transition as both change in the situation and the person and as a period of

time in which the change takes place. Fears and anxieties, coupled with the fact that the new learning environment is usually larger and more impersonal, compounds insecurity already being experienced by changes associated with adolescence. Students and their parents believe that the youth will be lost in a "sea of anonymity" (Kavinsky, 1980).

Most definitions of transition imply a period of change. Change affects both students and their parents and can create problems, including student behavior alteration, when adapting to a new setting (Brinkopf, 1962). The change associated with transition to a new school often requires major socialization adjustments. Socialization is defined as the process by which students acquire the values and beliefs thus allowing them to function in society and in the groups they will be a part throughout their lifetimes (Beals and Hoijer, 1959). Students must relate to new school personnel, adjust from having been a member of the status group in one school to becoming a part of an anonymous, least mature group, and assume increased responsibility for making more significant decisions which have impact on the future (Mitchell, 1985).

Statement of the Problem

Most school systems provide an orientation activity to ensure more efficient assimilation to the next grade level (Baker, 1981). A properly designed orientation program is

thought to alleviate student and parental anxiety in establishing a positive, friendly school environment (Bent, 1976). Since orientation programs form the foundation upon which the educational process begins, it is imperative to analyze and evaluate transitional orientation programs. Identification of the components of successful transition programs can ultimately lead to the development of orientation programs that assist students in making a successful transition into a new educational setting.

What are the components of an orientation program that help students successfully make the transition from a middle level school to a high school? The purpose of this study is to develop an ideal or model orientation program for transition to high school.

Definition of Terms

Orientation Program: Activities that assist students in making the transition to the next grade.

Middle Level School: A junior high school (grades 7,8,9) or middle school (grades 6,7,8).

Event Orientation: A transition program that typically lasts from an hour to half a day.

Process Orientation: A transition program that is comprised of a series of coordinated activities that take place over a period of time.

Limitations

D

For the purpose of this study, information collected was limited to five class A high schools in eastern Nebraska.

Assumptions

For the purpose of this study, it was assumed that all survey participants were familiar with the components of the orientation program in their respective schools.

Delimitations

The orientation program study was concerned only with the orientation programs that assisted students in making the transition to high school.

CHAPTER TWO

Review of Related Literature

Orientation is designated as an event if it consists of short-term occurrences. The planned activities usually occur during a short span of time in an effort to provide an intense program of setting familiarization (Baker, 1981). A typical event based orientation program would resemble a one day visit to the new setting. Activities would include small group tours of the new facility, lunch in the cafeteria, and an informational meeting at which a variety of school personnel would speak. Participants would include the school administrators, counselors, teachers, student council president and athletic/activity director (Baker, 1981).

Event type orientation programs are advantageous in that they represent a structured, economical use of time and energy. All necessary information is delivered in a short time span. The disadvantage to the approach is its intense nature. Too much information may be covered, so there is a possibility of overkill. Additionally, the large number of participants at one time does not allow for determination of individual needs as well as sufficient follow-up opportunities (Baker, 1981).

A process based orientation program is a series of events coordinated over a longer period of time. Each event

delivers information about the transition to the next grade level, but the deliverance of the data takes place in shorter sessions on a less massive scale (Bent, 1976). Characteristically, in a process approach, orientation activities take place throughout the year before the actual transition takes place. For example, ninth grade students would participate in a series of planned, coordinated activities throughout the year before matriculation to tenth grade. The activities, each planned as a supplement to the other, could include audio-visual presentations about the senior high, visitations from senior high personnel, visits to the senior high for students and their parents, mailings covering curriculum information as well as extracurricular activities offered, and pre-transition counseling sessions conducted by the senior high counselors (Baker, 1981). After students arrive at the senior high to begin their tenth grade year, counseling efforts would continue, often in concert with thematic topics that coincide with the academics. Topics emphasized could include note taking skills, test taking skills, and pressure coping skills (Bent, 1976).

Process modeled orientations have advantages and disadvantages. Positively speaking, the process approach facilitates the gradual distribution of information, in small doses, over a period of time. Chances for students to

assimilate information, to ask questions, and to interpret the prescribed learning situations are increased. Anxiety levels resulting from the changes are reduced when blended with the time extension (Baker, 1981). The fact that the process orientation requires a large investment of time and a great expenditure of energy may be the primary disadvantage. The coordination of events over the time period represents additional time constraints on an already burdened school staff and may result in systematic breakdowns. Additionally, the approach may be subject to over application so that the program becomes more elaborate than necessary (Baker, 1981).

A comparison of the event and process methods basically reveals that the event model has more administrative advantages while the process mode is more student centered (Baker, 1981). Considering the psycho-social adjustments that the adolescent experiences in a transition, it would appear that the process orientation model would be superior. Given the fact that the process strategy requires more staff and administrative effort, implementation of process orientation programs represents of formidable challenge.

All orientation programs strive for a smooth student transition into the new setting. The individual objectives of programs are a distinguishing characteristic. Common to all orientation programs is the objective that new students

be familiarized with the building. This objective has been customarily achieved by providing new students with a map and conducting a tour of the building. Another common aspect of orientation programs is the establishment of the new school's behavioral expectations. Review of the handbook has been the means by which acceptable behaviors and attitudes have reinforced. Individual orientation programs with these goals, satisfy the needs of the school and the home. Both need sources are entwined so that the needs of the one are not totally satisfied without fulfillment of the other (Kavinsky, 1980). By aiming at the basic goals of environment and rule familiarization, orientation programs have evolved into an event.

Orientation programs focus on change factors and address the needs of transition by targeting additional objectives. In addition to familiarizing the new students with the building, rules, and expectations, orientation programs strive to alleviate the fear of meeting school personnel by conducting sessions or school visits where the personnel make presentations. Parents are included in the orientations so that their concerns can be reduced as information regarding curriculum and extracurricular activities is discussed. Another objective of some orientation programs is to instruct students in ways to cope with different situations encountered in the new setting.

Orientation programs that address change and transitional factors are larger in emphasis and duration than event modeled programs. Programs become process driven in that they require additional planning and are person centered. Cognizant of adolescent developmental needs, problems associated with change, and parental anxieties, process orientation programs assist in the efficient movement of students into a new educational setting.

The public school system in Norwalk, Connecticut developed a program of transition for students in a selected elementary, middle, and high school. Tracy Elementary, covering grades one through five, West Rocks Middle School, housing grades six through eight, and Norwalk High School, serving 2,300 students in grades ten through twelve were chosen. Each school was a feeder to the next school and the student body of the three facilities was a cross section of the city's racial and ethnic composition.

The transitional orientation programs each began in the fall before the student was to make the grade and building transition in the next academic year. Activities took place throughout the year prior to the move and concluded during Orientation Week which was the first week of the year in the new setting. Although age appropriate activities varied throughout the entire process, the orientation program was characterized by several common features. First, students,

parents, and faculty brainstormed to determine anticipated problems associated with bridging school. Second, principals and counselors visited feeder schools to establish familiarity with the school personnel and procedures. Floor plans, handbook, and schedules were distributed in the spring. During this time, students would visit the feeder schools to share their questions and concerns. Additionally, incoming students would be invited to the new setting for tours and to participate in assemblies and special programs. Finally, during the first week of attendance at the new school, the opening began on a staggered basis so that the new students received the complete attention of the entire staff. The cost of the transitional orientation program was minimal. However as is inherent with the process philosophy, the time investment for planning and implementation was extensive. Students, parents, counselors, teachers, administrators, and central office personnel all had responsibilities during certain phases of the program (Warchol, 1979).

Incoming seventh grade students at Goodyear Junior High School in Akron, Ohio are oriented with a similar process based program. A unique feature of the Goodyear Junior High program is the incorporation of the elementary Parent Teacher Association in the plan. The role of the PTA is to broaden parental involvement in the orientation program.

PTA meetings devoted to sixth grade transition include building tours of the new setting, classroom visitations, explanation of the school's curriculum and services, and question and answer sessions. The active parental affiliation strengthens both the school-home relationship and the orientation program (Kavinsky, 1980). Another key component of the Goodyear Junior High orientation program is the yearly evaluation that is conducted. A questionnaire is given to 75 students and 25 parents on a random basis. Results have indicated general satisfaction with the program in that anxiety is relieved to the degree that both parents and students feel comfortable with the transition. Teachers also verify that students have fewer adjustment problems and possess a better understanding of school policies and procedures after participating in the program (Kavinsky, 1980).

Orientation programs that assist students in making the transition to senior high schools have customarily been event oriented. One full day or half day assemblies before school began have emphasized floor plan familiarization as well as interpretation of schedules and handbooks. Because the beginning of the year is one of the busiest times for senior high school guidance personnel, counselors become overwhelmed with schedule problems and new student registration. As a result, orientation of new students

becomes one of many occurrences and develops according to the event philosophy. The best time for senior high orientation programs to occur is before students make the actual transition to the new environment (Sabatini, 1989).

The Teacher Advisor Program (TAP) of Cambridge Massachusetts Rindge and Latin School is a representative transitional program that is process based. TAP assists ninth grade students in making the transition to high school. Within the supportive environment of teacher advisory groups, ninth grade students learn group skills that will help them participate in senior high classes and extracurricular activities. Students learn interpersonal skills that will help them deal with everyday life and leadership roles at the senior high. Students participate in weekly sessions during the entire freshman year. Goals for the first semester's activities are for students to get to know each other and become acquainted with their new high school. The second semester's activities target learning patterns, behavior patterns, and socioeconomic patterns. Students are also given techniques on how to make responsible decisions regarding their own education (Wasserman, 1982).

A similar process based orientation program has been constructed for eighth grade students attending the West Hempstead Middle School in West Hempstead, New York. This

program, created by a middle school counselor and a high school social worker, helps students make the move from a structured and disciplined middle school environment to the high school which allows much greater freedom and less structure. The program teaches students to think independently and to resolve their own conflicts and problems. Participants are divided into small groups which meet periodically throughout the eighth grade year. Meetings are divided into phases which have different themes. Themes include establishing an environment of trust and sharing, developing problem solving skills and application of these skills in a leadership role. Evaluations of the program have revealed positive responses to questions dealing with the value and worth of the presented information (Sabatini, 1989).

The literature indicates that an ideal or model orientation program is process based spread over a period of time. Components of a model orientation program should focus on transition factors such as building familiarization, personnel introduction, and typical day orientation. Components targeting change factors such as coping with the new environment as well as parent informational sessions should be included in the model orientation program.

CHAPTER THREE

Design of the Study

The purpose of this study was to develop an ideal or model orientation program for transition to high school. To develop an ideal high school orientation program, the following tasks were completed.

1. The relevant literature was reported.
2. The components of an ideal type orientation program were identified.
3. A questionnaire to assess the desirability and the use of the components of an orientation program identified through the literature was developed.
4. The identified components of an ideal orientation program in five Nebraska high schools were rated by principal, counselor, teacher, parent, and student perceptions.
5. The perceptions of the respective respondents were tabulated and displayed.
6. Differences between the ideal and real means, as rated by principals, counselors, teachers, parents, and students, were tabulated and ranked.
7. Based upon the relevant literature and the mean difference rankings, an ideal orientation model was developed.

Method

The principals, counselors, teachers, parents, and students of five Nebraska class A high schools were surveyed to obtain their perceptions of a high school orientation program. High schools included in the survey were Columbus, Fremont, Hastings, Norfolk, and Omaha Westside. Criteria used to select the five class A schools was relative equal enrollment and grade configuration of a single middle level school feeding into a single high school.

Tenth grade students, their parents, teachers, counselors, and administrators at South Sioux City NE Senior High School participated in a pilot administration of the survey. Suggestions for improvement of the survey instrument were obtained from the pilot study groups in January, 1992. A final draft of the survey instrument was completed using the results of the pilot study.

Secondary students in grade nine were given the survey in February, 1992 at Hastings High School, Columbus High School, and Westside High School. All three school systems were comprised of numerous 1-5 grade level elementary schools, one 6-8 grade level middle school and one 9-12 grade level high school configuration. To avoid receiving responses from ability grouped students, the surveys were administered to randomly selected students in a regular track section of a required course. One hundred students of the 280 member ninth grade class at Hastings High School

were asked to participate in the survey. One hundred students from Columbus High School's 309 member ninth grade class were given the survey. One hundred of the approximately 350 ninth grade students at Omaha Westside High were asked to respond to the questionnaire. The surveyed ninth grade students in each school were asked to have their parents complete a survey and to return it to school. Ninth grade teachers, administrators, and counselors in the three schools completed the orientation program survey.

Secondary students at Fremont High School and Norfolk High School were surveyed in a regular level required course in February, 1992. Participants from the two schools were tenth grade students. Fremont Public Schools and Norfolk Public Schools are comprised of numerous 1-6 grade level elementary schools, one 7-9 grade level junior high school and one 10-12 grade level senior high school configuration. To avoid receiving responses from ability grouped students, the surveys were administered to randomly selected students in a regular track required class. One hundred students from the 292 member tenth grade class at Fremont High School were asked to participate in the survey. One hundred students from Norfolk High School's 285 member tenth grade class were asked to complete the questionnaire. The tenth grade students were asked to have their parents complete a

survey and to return it to school. Tenth grade teachers, administrators, and counselors in both schools were surveyed.

Survey questionnaires (See Appendices A-I) were individually constructed for each group. Orientation component questions were identical in each questionnaire. The odd numbered survey questions directed survey participants to respond to identified ideal components of a high school orientation program. Even numbered questions asked participants to assess if the identified ideal components were implemented in their high school's orientation program. A Likert type scale was used to document the respondents' answers. Responses were divided into five categories of Strongly agree (ST AGR), Agree (AGR), No opinion (NO OPN), Disagree (DIS), and Strongly disagree (ST DIS).

Frequencies, percentages and means were compiled and tabulated for the groups of students, parents, teachers, and administrators and counselors in the participating schools. Data computation was achieved with the use of the Statistical Package for the Social Sciences/Personal Computer software.

Differences between the mean scores for responses regarding the ideal orientation component and the real orientation component questions were computed. A large

difference between the ideal component mean and the real component mean resulted when the surveyed group rated the ideal situation high and the real situation low.

The difference indicated the importance each group placed upon components of an orientation program. A zero difference indicated the surveyed group felt there was harmony in their school between the ideal and real situations. A negative difference meant the surveyed group felt their school was excelling in the orientation component indicated by the ideal situation. The differences were averaged and rank ordered to reveal the most important components documented by each surveyed group. From the rank order, a model orientation program was developed.

CHAPTER FOUR

Presentation and Analysis of Data

Students, parents, teachers, administrators, and counselors from five class A Nebraska high schools participated in the orientation program study. Participants were asked to respond to ideal and real orientation program components in their school. A total of 432 out of 500 students (86 percent) completed the survey. A response rate of 73 percent was derived when 73 out of 100 teachers returned the survey. A total of 162 out of 500 parents (32 percent) completed and returned the survey to their respective school. A total of 28 out of 40 (70 percent) administrators and counselors completed the orientation program survey (see Table 1).

Rank Order of Orientation Components

The differences between the means for the ideal and real responses were tabulated for each orientation program component for each surveyed group. The differences were averaged to calculate a mean difference for students, parents, teachers, and administrators and counselors. When the mean differences were ranked, an order of importance of orientation program components was identified by the surveyed groups (see Table 2).

Table 1

High School Orientation Program Survey Participants

High School	Students	Parents	Teachers	Administrators/ Counselors
Columbus	92	0	19	7
Fremont	83	33	9	5
Hastings	96	36	18	6
Norfolk	61	37	11	3
Westside	100	56	16	7
Total	432	162	73	28

Student Ranking - First Four Components

Students in the survey ranked receiving information about a typical school day as their most important orientation program component. Second in importance to the students was receiving information about how to cope with the pressures encountered in high school. The third most important orientation program component for the students was to be introduced to key personnel in the school. Fourth in importance to the students was to have orientation programs required for all first year high school students.

Parent Ranking - First Four Components

When the mean difference of parent responses for orientation program components were ranked, information on how to cope with pressures encountered in high school was

Table 2

Rank Order of Program Components by Students, Parent,
Teachers, and Administrators/Counselors

Rank Order	Stud. Rank	Mean Diff	Par. Rank	Mean Diff	Tea. Rank	Mean Diff	Ad/Cl. Rank	Mean Diff
1.	Typic. day	.597	Coping w/pres.	1.034	Coping w/pres.	1.330	Req. partici.	.853
2.	Coping w/pressure	.592	Coun. services	.659	Time format	.948	Coping w/pressure	.688
3.	Intro personnel	.479	Intro personnel	.576	Parent meeting	.919	Intro personnel	.245
4.	Req. partici	.352	Parent meeting	.562	Req. participation	.872	Typic. day	.228
5.	Info. school rules	.335	Req. participation	.548	Info on school rules	.766	Parent meeting	.214
6.	Coun. services	.302	Info on school rules	.540	Coun. services	.747	Info. school rules	.168
7.	Time format	.184	Typical day	.432	Intro. personne	.678	Coun. services	.119
8.	Parent meeting	.137	Time format	.425	Typical day	.579	Time format	.092

the most important component. Receiving information on counseling services and extracurricular activities was rated second by the parents when mean differences were ranked. The orientation program component of introducing key personnel in the school was ranked third. Fourth, according to the parent ranking, was to have a parent meeting as a component in an orientation program where high school information could be disseminated.

Teacher Ranking - First Four Components

The ranking of the mean differences from teacher responses rated coping with pressures encountered in high school as the most important orientation program component. The time format issue where orientation information was presented to students before they arrived at the high school and then again after they matriculated was rated second in importance for the teachers. The ranking of the mean differences for teachers' responses rated having a parent information meeting to deliver high school information as third in importance. Fourth in importance from the teachers' responses was the required participation component in an orientation program for incoming students.

Administrator/Counselor Ranking - First Four Components

Required participation in an orientation program for incoming students was the most important component of an orientation program when the mean differences from the surveyed administrators and counselors were ranked. The group's ranked mean differences to ideal and real component responses rated delivering information to students about how to cope with pressures encountered in high school as second in importance. The orientation program component of introducing key personnel to first year high school students was rated third from the ranked mean differences of administrator and counselor responses. Fourth in importance

to the group was disseminating information to first year high school students on a typical school day.

The results of the study reveal the importance of orientation program components in various Nebraska high schools as measured by the participating student, parent, teacher, and administrator/counselor groups. The rank order of the results provide a basis from which an ideal high school orientation program will be developed.

Required Participation Component

The first ideal question on the survey sought responses to the statement that students should be required to participate in an orientation program before entering high school. The question that addressed the real situation sought responses that students were required to participate.

Student Responses

The difference between the ideal and real means for student responses ranged from a low of .200 for Westside High School to .511 for Columbus High School. When the difference between the ideal and real mean was ranked, the required participation component of an orientation program was rated fourth in importance out of eight components by the students (see Table 3).

Parent Responses

The difference between means of responses from parents of first year high school students on the same

Table 3

Means and Mean Differences of Student Responses to
Required Participation in a High School Orientation
Program

High School	Ideal	Real	Difference
Columbus	3.772	3.261	0.511
Fremont	2.867	2.398	0.469
Hastings	3.323	3.021	0.302
Norfolk	3.967	3.689	0.278
Westside	3.690	3.490	0.200
Mean	3.524	3.172	0.352
N= 432	Rank= 4th out of 8 components		

ideal and real component questions yielded a larger range of differences. The differences varied from a low of .378 from Norfolk High School parents to a high of .940 for Fremont High School parents. Ranking of the ideal and real mean difference ranked the required participation component fifth in importance out of eight program components according to the surveyed parents (see Table 4).

Teacher Responses

Teacher mean differences from the five surveyed high schools varied within the group. Norfolk High School and Westside High School teachers recorded the

Table 4

Means and Means Differences of Parent Responses to
Required Participation in a High School Orientation
Program

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.273	3.333	0.940
Hastings	4.250	3.806	0.444
Norfolk	4.324	3.946	0.378
Westside	4.357	3.929	0.428
Mean	4.301	3.754	0.548
N= 162	Rank= 5th out of 8 components		

lowest mean differences with .363 and .375 respectively. The highest differences recorded were 1.333 for Hastings High School teachers and 1.445 for Fremont High School teachers. The required participation component of an orientation program rated first in importance out of eight components when the teachers' mean difference in responses was ranked (see Table 5).

Administrator/Counselor Responses

The differences in the mean responses from the administrator and counselor group ranged from a -.143 for Westside High School to 1.143 for Columbus High

Table 5

Means and Mean Differences of Teacher Responses to
Required Participation in a High School Orientation
Program

High School	Ideal	Real	Difference
Columbus	4.474	3.632	0.842
Fremont	4.556	3.111	1.445
Hastings	4.611	3.278	1.333
Norfolk	4.727	4.364	0.363
Westside	4.750	4.375	0.375
Mean	4.624	3.752	0.872
N= 73	Rank= 4th out of 8 components		

School, 1.333 for Hastings High School, and 1.600 for Fremont High School. The negative difference for Westside High School was obtained when the group rated the real situation higher than the ideal response. When the mean difference was ranked, the administrators and counselors rated the required participation component of an orientation program as number one in importance out of eight components (see Table 6).

Time Format Component

The second high school orientation program component that was examined dealt with the time format of the orientation program. Responses were obtained to an

Table 6

Means and Mean Differences of Administrator/Counselor Responses to Required Participation in a High School Orientation Program

High School	Ideal	Real	Difference
Columbus	4.429	3.286	1.143
Fremont	4.600	3.000	1.600
Hastings	4.500	3.167	1.333
Norfolk	5.000	4.667	0.333
Westside	4.286	4.429	-0.143
Mean	4.563	3.710	0.853
N= 28	Rank= 1st out of 8 components		

ideal time format where orientation information was delivered in the spring before entering high school and then in the fall after the student matriculated. The real situation dealt with the existence of the two part time format in each school.

Student Responses

Differences of the means from student responses to the time format issue ranged from a low of .100 from Westside High School to a high of .361 from Norfolk High School. The small mean differences at all schools indicated that students felt the time component was of lesser importance

compared to other components surveyed. The students rated the time format issue as seventh in importance out of eight components when the average mean difference was ranked (see Table 7).

Table 7

Means and Mean Differences of Student Responses to the Time Format of the Orientation Program

High School	Ideal	Real	Difference
Columbus	3.815	3.663	0.152
Fremont	3.386	3.205	0.181
Hastings	3.583	3.458	0.125
Norfolk	4.033	3.672	0.361
Westside	3.800	3.700	0.100
Mean	3.723	3.540	0.184
N= 432	Rank= 7th out of 8 components		

Parent Responses

Parent response mean differences to the time format orientation program component ranged from a low of .222 at Hastings High School to a high of .788 at Fremont High School. Although the Fremont High School orientation program followed the exact operational time format of providing students with information in the spring and then again in the fall after entering high

school, Fremont High School parents rated the real situation low when compared to the ideal. The time format of an orientation program was rated eighth out of eight or least important to the parents when the mean difference was ranked (see Table 8).

Table 8

Means and Mean Differences of Parent Responses to the Time Format of the Orientation Program

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.030	3.242	0.788
Hastings	4.111	3.889	0.222
Norfolk	4.162	3.703	0.459
Westside	4.196	3.964	0.232
Mean	4.125	3.700	0.425
N= 162	Rank= 8th out of 8 components		

Teacher Responses

The differences between means of the ideal and real situation time format question from the surveyed teachers' point of view were large. The differences ranged from a low of .316 at Columbus High School to high differences of 1.000 at Hastings High School, 1.222 at Fremont High School, and 1.454 at Norfolk High School. Fourteen teachers from the various surveyed

schools wrote on their survey questionnaires that they felt that the repetition of information spread out through time was a sound orientation strategy. Teachers from Fremont High School, Hastings High School, and Norfolk High School rated the real situation lower in their schools despite the fact that the orientation program in each school utilized some type of a split time format for delivering orientation information. As a group, however, when the mean difference was ranked, the split time format of giving information to students in the spring before they entered high school and again in the fall after they arrived was rated second in importance for the teachers out of eight program components (see Table 9).

Administrator/Counselor Responses

Administrators and counselors from Norfolk High School and Westside High School rated the real time format situation of their school's orientation programs higher than the ideal situation. The negative difference between the mean responses for the two schools indicated that the surveyed group felt that they were presently delivering orientation information to students before they arrived at their senior high school. More information was then given to first year students after their enrollment in the fall. The mean response differences

Table 9

Means and Mean Differences of Teacher Responses to the Time Format of the Orientation Program

High School	Ideal	Real	Difference
Columbus	4.263	3.947	0.316
Fremont	4.111	2.889	1.222
Hastings	4.167	3.167	1.000
Norfolk	4.545	3.091	1.454
Westside	4.750	4.000	0.750
Mean	4.367	3.419	0.948
N= 73	Rank= 2nd out of 8 components		

from the remaining administrators and counselors ranged from a low difference of .167 at Hastings High School to a high difference of .571 at Columbus High School. When the average difference between means of the ideal and real responses was ranked, the administrators and counselors rated the time format issue eighth in importance out of eight components (see Table 10).

Typical School Day Component

The third component of an orientation program that was surveyed dealt with a typical school day. Responses were obtained regarding the ideal program situation that dealt with whether information on a typical school day should be

Table 10

Means and Mean Differences of Administrator/Counselor Responses to the Time Format of the Orientation Program

High School	Ideal	Real	Difference
Columbus	3.714	3.143	0.571
Fremont	4.400	4.200	0.200
Hastings	4.500	4.333	0.167
Norfolk	4.667	5.000	-0.333
Westside	4.571	4.714	-0.143
Mean	4.370	4.278	0.092
N= 28	Rank= 8th out of 8 components		

delivered as well as whether the typical day information was actually a part of each school's orientation program.

Student Responses

The difference between the ideal and real means from student responses ranged from a low difference of .206 at Columbus High School to a high difference of .823 at Hastings High School. From the students' point of view, information on a typical school day was number one in importance out of eight components when the average difference of the means of their ideal and real responses was ranked (see Table 11).

Table 11

Means and Mean Differences of Student Responses
to Information About a Typical Day

High School	Ideal	Real	Difference
Columbus	4.054	3.848	0.206
Fremont	4.108	3.386	0.722
Hastings	4.198	3.375	0.823
Norfolk	4.459	3.803	0.656
Westside	4.420	3.840	0.580
Mean	4.248	3.650	0.597
N= 432	Rank= 1st out of 8 components		

Parent Responses

The differences between the ideal situation response and real situation response means from the parents regarding the typical day orientation program component varied from a low difference of .321 from Westside High School to a high of .667 from Fremont High School. Written comments from some parents on their surveys indicated that they did not know if information about a typical day was given to students through their orientation programs or if the students gleaned the information as they progressed through the first day. When the mean difference between the ideal and real mean responses was ranked, the typical day

component of an orientation program ranked seventh in importance to the parents out of eight components (see Table 12).

Table 12

Means and Mean Differences of Parent Responses to Information About a Typical Day

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.364	3.697	0.667
Hastings	4.250	3.917	0.333
Norfolk	4.324	3.919	0.405
Westside	4.500	4.179	0.321
Mean	4.360	3.928	0.432
N= 162	Rank= 7th out of 8 components		

Teacher Responses

The difference between the means for teacher responses regarding the ideal and real situation of providing information about a typical school day during orientation programs ranged from a low difference of .250 from Westside High School to a high difference of .777 from Fremont High School and .889 from Hastings High School. The teachers from Hastings and Fremont gave the ideal situation a high rating but evaluated

the real situation in their respective schools lower. The typical day component of an orientation program rated eighth in importance out of eight when the average difference in mean responses from the teachers was ranked (see Table 13).

Table 13

Means and Mean Differences of Teacher Responses to Information About a Typical Day

High School	Ideal	Real	Difference
Columbus	4.368	3.842	0.526
Fremont	4.333	3.556	0.777
Hastings	4.556	3.667	0.889
Norfolk	4.636	4.182	0.454
Westside	4.750	4.500	0.250
Mean	4.529	3.949	0.579
N= 73	Rank= 8th out of 8 components		

Administrator/Counselor Responses

The difference in mean responses regarding the typical day component of an orientation program varied among administrators and counselors of the surveyed schools. Westside High School recorded a negative difference of $-.143$ while Fremont High School recorded no difference in the ideal and ideal situation. The other schools recorded mean response differences of $.285$ from

Columbus High School, .333 from Hastings High School, and .667 from Norfolk High School. As a group, when the average mean difference for the typical day component was ranked, the administrators and counselors rated giving information about a typical school day as fourth in importance out of eight components (see Table 14).

Table 14

Means and Mean Differences of Administrator/Counselor Responses to Information About a Typical Day

High School	Ideal	Real	Difference
Columbus	4.571	4.286	0.285
Fremont	4.600	4.600	0.000
Hastings	4.500	4.167	0.333
Norfolk	5.000	4.333	0.667
Westside	4.571	4.714	-0.143
Mean	4.648	4.420	0.228
N= 28	Rank= 4th out of 8 components		

Introduction of Key Personnel Component

The fourth high school orientation program component that was examined dealt with introduction of key personnel. Responses were obtained to an ideal situation where key personnel in the new building were introduced during the orientation process. The responses to the real

situation evaluated the actual introduction process in the surveyed schools.

Student Responses

Mean differences from student mean responses to the key personnel component ranged from a low difference of .130 from Columbus High School to a high difference of .738 from Norfolk High School. As a surveyed group, the introduction to key personnel orientation component was rated third in importance out of eight when the mean difference was ranked (see Table 15).

Table 15

Means and Mean Differences of Student Responses to Introduction of Key Personnel in the Building

High School	Ideal	Real	Difference
Columbus	3.967	3.837	0.130
Fremont	3.855	3.181	0.674
Hastings	3.771	3.396	0.375
Norfolk	4.279	3.541	0.738
Westside	4.110	3.630	0.480
Mean	3.996	3.517	0.479
N= 432	Rank= 3rd out of 8 components		

Parent Responses

Parent response mean differences to the key

personnel issue of an orientation program ranged from a low of .361 from Hastings High School to a high difference of 1.000 from Fremont High School. Written comments on six of the Fremont parents' surveys indicated that their incoming first year high school student was the first student in their family to attend senior high school. As a result, the parents disclosed a lack of knowledge of senior high administrators and counselors. When the average mean difference was ranked, the key personnel component was rated third in importance out of eight components (see Table 16).

Table 16

Means and Mean Differences of Parent Responses to Introduction of Key Personnel in the Building

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.515	3.515	1.000
Hastings	4.250	3.889	0.361
Norfolk	4.324	3.919	0.405
Westside	4.429	3.893	0.536
Mean	4.380	3.804	0.576
N= 162	Rank= 3rd out of 8 components		

Teacher Responses

The differences between the ideal and real

response means for the introduction of key personnel orientation component differed greatly within the group. The mean difference for the Westside High School teachers of .000 indicated that the Westside staff felt that the ideal and real components were the same in their school. The remaining mean differences ranged from a low of .612 from Hastings High School, to .685 from Columbus High School and 1.000 from Fremont High School. When the average mean difference for the group was ranked, teachers rated the introduction to key personnel component as seventh in importance out of eight components (see Table 17).

Table 17

Means and Mean Differences of Teacher Responses to Introduction of Key Personnel in the Building

High School	Ideal	Real	Difference
Columbus	4.474	3.789	0.685
Fremont	4.444	3.444	1.000
Hastings	4.556	3.944	0.612
Norfolk	4.273	3.182	1.091
Westside	4.500	4.500	0.000
Mean	4.449	3.772	0.678
N= 73	Rank= 7th out of 8 components		

Administrator/Counselor Responses

The difference in response means for the key personnel component from the administrator and counselor group ranged from a low difference of $-.143$ from Westside High School and $.000$ from Columbus High School to a high difference of 1.000 from Norfolk High School. Westside and Columbus administrators and counselors felt that key personnel were being introduced in their actual high school orientation program. When the mean difference for the group was ranked, the introduction to key personnel component was rated third in importance out of eight by the surveyed administrators and counselors (see Table 18).

Information on Counseling Services and Extracurricular Activities Component

The fifth high school orientation program component that was examined dealt with counseling service and extracurricular activity information. The ideal type question sought responses to whether a high school orientation program should provide counseling service and extracurricular activity information. The real scenario question sought an indication if the surveyed high school's orientation program did in actuality deliver the indicated information.

Student Responses

The difference between the ideal and real response

Table 18

Means and Mean Differences of Administrator/Counselor Responses to Introduction of Key Personnel in the Building

High School	Ideal	Real	Difference
Columbus	4.429	4.429	0.000
Fremont	4.600	4.400	0.200
Hastings	4.500	4.333	0.167
Norfolk	4.000	3.000	1.000
Westside	4.286	4.429	-0.143
Mean	4.363	4.118	0.245
N= 28	Rank= 3rd out of 8 components		

means for the surveyed students ranged from a low difference of -.510 from Hastings High School to a high difference of .639 from Fremont High School. By evaluating the real situation higher than the ideal situation, students from Hastings High School felt that they received information about counseling services and extracurricular activities from their high school orientation program. When the mean difference for the students was ranked, information about counseling services and extracurricular activities was sixth in importance out of eight components (see Table 19).

Table 19

Means and Mean Differences of Student Responses to Information on Counseling Services and Extracurricular Activities

High School	Ideal	Real	Difference
Columbus	4.120	3.750	0.370
Fremont	3.904	3.265	0.639
Hastings	3.146	3.656	-0.510
Norfolk	4.148	3.607	0.541
Westside	4.260	3.790	0.470
Mean	3.916	3.614	0.302
N= 432	Rank= 6th out of 8 components		

Parent Responses

Parent response mean differences to the information on counseling services and extracurricular activity component ranged from a low difference of .339 from Westside High School to a high difference of 1.091 from Fremont High School. The information on counseling services and extracurricular activities component of an orientation program was rated second in importance out of eight when the average difference between mean responses was ranked (see Table 20).

Table 20

Means and Mean Differences of Parent Responses to Information on Counseling Services and Extracurricular Activities

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.455	3.364	1.091
Hastings	4.278	3.722	0.556
Norfolk	4.378	3.730	0.648
Westside	4.482	4.143	0.339
Mean	4.398	3.740	0.659
N= 162	Rank= 2nd out of 8 components		

Teacher Responses

The differences between the means of the ideal and real responses to the information on counseling services and extracurricular activities component for a high school orientation program varied within the group of surveyed teachers. The differences ranged from a low .526 from Columbus High School to a high difference of 1.091 from Norfolk High School. The average difference between the means of the ideal and real responses placed the information on counseling services and extracurricular activities orientation component sixth in importance out of eight components for the

teachers of the surveyed schools (see Table 21).

Table 21

Means and Mean Differences of Teacher Responses to Information on Counseling Services and Extracurricular Activities

High School	Ideal	Real	Difference
Columbus	4.421	3.895	0.526
Fremont	4.556	3.778	0.778
Hastings	4.667	3.889	0.778
Norfolk	4.727	3.636	1.091
Westside	4.813	4.250	0.563
Mean	4.637	3.890	0.747
N= 73	Rank= 6th out of 8 components		

Administrator/Counselor Responses

The differences of the administrator and counselor response means between the ideal and real situation questions dealing with the information on counseling services and extracurricular activities component of an orientation program revealed three schools with a difference of .000. Administrators and counselors at Fremont High School, Norfolk High School, and Westside High School felt that their high school orientation programs were disseminating information on counseling services and extracurricular activities. Columbus High

School and Hastings High School had differences of .428 and .167 respectively. The orientation program component of delivering information on counseling services and extracurricular activities was rated seventh in importance out of eight components when the mean difference to their responses was ranked (see Table 22).

Table 22

Means and Mean Differences of Administrator/Counselor Responses to Information on Counseling Services and Extracurricular Activities

High School	Ideal	Real	Difference
Columbus	4.571	4.143	0.428
Fremont	4.600	4.600	0.000
Hastings	4.500	4.333	0.167
Norfolk	4.667	4.667	0.000
Westside	4.571	4.571	0.000
Mean	4.582	4.463	0.119
N= 28	Rank= 7th out of 8 components		

Information About School Rules Component

Delivering information about school rules was the sixth orientation component that was surveyed. Responses were sought to an ideal situation where school rules were discussed during the high school orientation. The question

in the survey that addressed the real situation sought responses to the statement that the school's orientation program did provide information about school rules.

Student Responses

The difference in the means between the ideal and real student responses regarding the information on school rules component of an orientation program ranged from a low difference of .218 from Columbus High School to a high difference of .375 from Hastings High School. When the mean difference for ideal and real responses from the student were ranked, the orientation component of discussing school rules was rated fifth in importance (see Table 23).

Table 23

Means and Mean Differences of Student Responses to Information About School Rules

High School	Ideal	Real	Difference
Columbus	4.109	3.891	0.218
Fremont	3.904	3.542	0.362
Hastings	4.125	3.750	0.375
Norfolk	4.164	3.803	0.361
Westside	4.290	3.930	0.360
Mean	4.118	3.783	0.335
N= 432	Rank= 5th out of 8 components		

Parent Responses

The differences in the means for the ideal and real responses from parents to the information on school rules component of an orientation program varied within the surveyed group. The differences ranged from a low difference of .393 from Westside High School to a high difference of .697 from Fremont High School. The information on school rules component of an orientation program rated sixth out of eight when the mean difference for the parents was ranked (see Table 24).

Table 24

Means and Mean Differences of Parent Responses to Information About School Rules

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.636	3.939	0.697
Hastings	4.444	3.806	0.638
Norfolk	4.459	4.027	0.432
Westside	4.536	4.143	0.393
Mean	4.519	3.979	0.540
N= 162	Rank= 6th out of 8 components		

Teacher Responses

The differences in the mean responses from the

surveyed teachers for the ideal and real questions that dealt with the school rule component varied. The differences ranged from a low difference of .313 from Westside High School teachers to high differences of 1.000 from Fremont High School and 1.222 from Hastings High School. Teachers rated the school rule component as fifth important out of eight components when the mean difference of the means was ranked (see Table 25).

Table 25

Means and Mean Differences of Teacher Responses to Information About School Rules

High School	Ideal	Real	Difference
Columbus	4.789	3.947	0.842
Fremont	4.333	3.333	1.000
Hastings	4.778	3.556	1.222
Norfolk	4.727	4.273	0.454
Westside	4.813	4.500	0.313
Mean	4.688	3.922	0.766
N= 73	Rank= 5th out of 8 components		

Administrator/Counselor Responses

The differences between the means of the ideal and real situation responses for the administrators and counselors again found Westside High School with a

negative difference. The Westside High School surveyed group rated the real situation of delivering information during orientation programs higher than the ideal situation. The other schools' differences ranged from .167 from Hastings High School to .428 from Columbus High School. When the mean difference for the administrators and counselors was ranked, the school rule orientation component rated sixth in importance to the group out of eight components (see Table 26).

Table 26

Means and Mean Differences of Administrator/Counselor Responses to Information About School Rules

High School	Ideal	Real	Difference
Columbus	4.571	4.143	0.428
Fremont	4.400	4.200	0.200
Hastings	4.167	4.000	0.167
Norfolk	5.000	4.667	0.333
Westside	4.143	4.429	-0.286
Mean	4.456	4.288	0.168
N= 28	Rank= 6th out of 8 components		

Coping With Pressures Encountered in High School

Component

Providing information on how to cope with

pressures encountered in high school was the seventh orientation component surveyed by the ideal question. Responses were sought to the real situation of whether such information was actually delivered in each school's orientation program.

Student Responses

The differences between the ideal and real response means from the students ranged from a low difference of .413 from Columbus High School to a high difference of .747 from Fremont High School. Ranking of the mean difference rated the information on coping with pressure encountered in high school component second in importance by the surveyed students out of eight components (see Table 27).

Table 27

Means and Mean Differences of Student Responses to Information About Coping with High School Pressure

High School	Ideal	Real	Difference
Columbus	3.870	3.457	0.413
Fremont	3.578	2.831	0.747
Hastings	3.802	3.188	0.614
Norfolk	3.656	3.131	0.525
Westside	3.890	3.230	0.660
Mean	3.759	3.167	0.592
N= 432	Rank= 2nd out of 8 components		

Parent Responses

The differences in the means of the ideal and real responses from the parents were the greatest in their group of all of the measured orientation program components. Norfolk, Hastings, Westside, and Fremont parents' differences were .838, .862, 1.071, and 1.364 respectively. When the mean difference for the group was ranked, the information on coping with pressure encountered in high school orientation program component rated first in importance by parents out of eight orientation program components (see Table 28).

Table 28

Means and Mean Differences of Parent Responses to Information About Coping With High School Pressure

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.273	2.909	1.364
Hastings	4.306	3.444	0.862
Norfolk	4.243	3.405	0.838
Westside	4.357	3.286	1.071
Mean	4.295	3.261	1.034
N= 162	Rank= 1st out of 8 components		

Teacher Responses

The surveyed teachers' differences between the ideal response means and the real response means for the coping with pressure component were the greatest for the group of all the measured orientation components. The mean differences were .895 from Columbus High School, 1.250 from Westside High School, 1.333 from Hastings High School, 1.445 from Fremont High School, and 1.727 from Norfolk High School. When the mean difference for the coping with pressures encountered in high school was ranked, the teachers rated the component first in importance out of eight components (see Table 29).

Table 29

Means and Mean Differences of Teacher Responses to Information About Coping With High School Pressure

High School	Ideal	Real	Difference
Columbus	4.211	3.316	0.895
Fremont	3.889	2.444	1.445
Hastings	4.444	3.111	1.333
Norfolk	4.091	2.364	1.727
Westside	4.500	3.250	1.250
Mean	4.227	2.897	1.330
N= 73	Rank= 1st out of 8 components		

Administrator/Counselor Responses

The difference between the real and ideal mean responses from the administrator and counselors concerning the coping with pressure encountered in high school revealed a low difference of .200 from Fremont High School and a high difference of 1.143 from Columbus High School. The coping with pressure component of an orientation program was rated second in importance by the administrators and counselors out of eight components when the mean difference was ranked (see Table 30).

Table 30

Means and Mean Differences of Administrator/Counselor Responses to Information About Coping With High School Pressure

High School	Ideal	Real	Difference
Columbus	4.286	3.143	1.143
Fremont	3.200	3.000	0.200
Hastings	4.500	3.167	1.333
Norfolk	4.333	4.000	0.333
Westside	4.143	3.714	0.429
Mean	4.092	3.405	0.688
N= 28	Rank= 2nd out of 8 components		

Parent Informational Meeting Component

The eighth orientation component that was measured was existence of a parent meeting to receive senior high school information. The ideal question asked whether such a meeting should be a part of an orientation program while the real situation question sought responses regarding whether a parent meeting was a part of the surveyed school's orientation program.

Student Responses

The difference in the ideal and real response means from the students varied. Columbus High School students evaluated the real situation higher than the ideal thus resulting in a $-.109$ discrepancy. The difference in the means for the other schools ranged from a low difference of $.082$ from Norfolk High School to a high difference of $.422$ from Fremont High School. The parent meeting component of an orientation program rated eighth in importance by students out of eight program components when the mean difference was ranked (see Table 31).

Parent Responses

The differences between response means from the parents for the parent meeting orientation program component varied greatly. The differences ranged from a low difference of $.179$ from Westside High School to a high difference of 1.576 from Fremont High School.

Table 31

Means and Mean Differences of Student Responses to a Meeting for Parents to Receive High School Information

High School	Ideal	Real	Difference
Columbus	3.391	3.500	-0.109
Fremont	3.265	2.843	0.422
Hastings	3.625	3.427	0.198
Norfolk	3.689	3.607	0.082
Westside	3.940	3.850	0.090
Mean	3.582	3.445	0.137
N= 432	Rank= 8th out of 8 components		

When the mean difference for the parent meeting component of an orientation program was ranked, the component rated fourth in importance out of eight components for the parent group (see Table 32).

Teacher Responses

Teacher response mean differences for the parent meeting orientation program component ranged from a low difference of .316 from Columbus High School to high differences of 1.454 from Norfolk High School and 1.666 from Fremont High School. The parent meeting component of an orientation program rated third important by the teachers out of eight components when

Table 32

Means and Mean Differences of Parent Responses to a Meeting for Parents to Receive High School Information

High School	Ideal	Real	Difference
Columbus	0	0	0
Fremont	4.182	2.606	1.576
Hastings	4.222	3.972	0.250
Norfolk	4.189	3.946	0.243
Westside	4.500	4.321	0.179
Mean	4.273	3.711	0.562
N= 162	Rank= 4th out of 8 components		

the mean difference was ranked (see Table 33).

Administrator/Counselor Responses

The difference in the mean response from the administrators and counselors regarding the parent meeting component ranged from a -.142 from Westside High School to .142 from Columbus High School. The Westside administrators and counselors rated the real component situation in their school higher than the ideal component situation. The parent meeting component of a high school orientation program was rated fifth in importance by the surveyed administrators and counselor out of eight program components (see Table 34).

Table 33

Means and Mean Differences of Teacher Responses to a Meeting for Parents to Receive High School Information

High School	Ideal	Real	Difference
Columbus	4.421	4.105	0.316
Fremont	4.222	2.556	1.666
Hastings	4.667	3.944	0.723
Norfolk	4.636	3.182	1.454
Westside	4.813	4.375	0.438
Mean	4.552	3.632	0.919
N= 73	Rank= 3rd out of 8 components		

Table 34

Means and Mean Differences of Administrator/Counselor Responses to a Parent Meeting to Receive High School Information

High School	Ideal	Real	Difference
Columbus	4.571	4.429	0.142
Fremont	4.000	3.600	0.400
Hastings	4.667	4.333	0.334
Norfolk	4.667	4.333	0.334
Westside	4.429	4.571	-0.142
Mean	4.467	4.253	0.214
N= 28	Rank= 5th out of 8 components		

CHAPTER FIVE

Conclusion

The purpose of this study was to develop a model high school orientation program. The orientation program components of the ranked order of mean differences between ideal and real responses of the top four components for each surveyed group provide a basis for the model.

The required participation component was rated highest in importance by the surveyed administrators and counselors and fourth by students and teachers. Teachers ranked the time format issue of providing orientation information in the spring before the student enters high school and again in the fall after matriculation occurs as the second most important component.

The one orientation component that was ranked first or second by all surveyed groups was the dissemination of information to students on how to cope with the pressures encountered in high school. Parents and teachers ranked the component as most important while students and administrators and counselors rated the component as second in importance.

Students and the administrator/counselor groups indicated that information on a typical school and the introduction of key personnel in the building were important orientation program components. Student responses placed

the typical day information as the most important component and introduction of key personnel as third. Administrator and counselor responses concurred with the key personnel introduction rank but placed typical day information as fourth.

The responses from the parents placed the orientation program component of counseling service and extracurricular information as second in importance and a parent meeting to obtain high school information as fourth in rank. Teacher responses also addressed the importance of a parent meeting by placing the component as third in importance.

Model High School Orientation Program

From the results of the study, a model high school orientation program should consist of four basic components: (1) required participation, (2) split time format, (3) change factors, and (4) a parent informational session .

The model orientation program should be a required activity for all first year high school students. Orientation information should be delivered over a period of time starting before the student makes the move to the new school and after the actual matriculation has occurred, the program should take place during the school day. The time format component lends itself to repetition of information covered in the spring. Dissemination of information in the fall will reinforce critical concepts.

Change factors such as how to cope with the pressures encountered in high school should be disseminated in the first part of the split time format. Additional orientation components addressing information on a typical school day, introduction of key personnel, and information on counseling services and extracurricular activities should also be handled by a visit to the new school in the spring before the transition is made.

A model orientation program must also acquaint the parents of first year students with the new school setting. This type of a parent orientation would bring interested parents into the senior high building and classrooms.

Recommendations for Future Studies

The data collected for this study can be used as a baseline for future studies.

Supporting the process driven orientation program requires an expenditure of time and money for implementation. Release time or extended contract time should be sought for the development of activities and plans to facilitate the program.

Because transitions occur at other educational levels, kindergarten and middle school orientation programs should be the focus of additional studies.

Orientation programs that assist students who transfer into a new educational setting should also be studied.

This model can serve as an evaluation model for existing orientation programs.

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Appendix A

STUDENT RESPONSE-QUESTION #1

Participation in an orientation program should be required
before starting senior high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	5	5.4%	11	13.3%	7	7.3%	2	3.3%	3	3.0%	28	6.5%
DIS	6	6.5%	24	28.9%	12	12.5%	3	4.9%	12	12.0%	57	13.2%
NO OPN	16	17.4%	17	20.5%	30	31.3%	9	14.8%	15	15.0%	87	20.1%
AGR	43	46.7%	27	32.5%	37	38.5%	28	45.9%	53	53.0%	188	43.5%
ST AGR	22	23.9%	4	4.8%	10	10.4%	19	31.1%	17	17.0%	72	16.7%
NUMBER	92		83		96		61		100		432	
MEAN	3.772		2.867		3.323		3.967		3.690		3.507	

STUDENT RESPONSE-QUESTION #2

Students are required to participate in an orientation program before
attending _____ Senior High School.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	5	5.4%	14	16.9%	7	7.3%	2	3.3%	3	3.0%	31	7.2%
DIS	18	19.6%	34	41.0%	23	24.0%	9	14.8%	17	17.0%	101	23.4%
NO OPN	28	30.4%	25	30.1%	33	34.4%	4	6.6%	20	20.0%	110	25.5%
AGR	30	32.6%	8	9.6%	27	28.1%	37	60.7%	48	48.0%	150	34.7%
ST AGR	11	12.0%	2	2.4%	6	6.3%	9	14.8%	12	12.0%	40	9.3%
NUMBER	92		83		96		61		100		432	
MEAN	3.261		2.398		3.021		3.689		3.490		3.155	

TEACHER RESPONSE-QUESTION #1

Participation in an orientation program should be required
before starting senior high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	1	1.4%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	10	52.6%	4	44.4%	7	38.9%	3	27.3%	1	6.3%	25	34.2%
ST AGR	9	47.4%	5	55.6%	11	61.1%	8	72.7%	14	87.5%	47	64.4%
NUMBER	19		9		18		11		16		73	
MEAN	4.474		4.556		4.611		4.727		4.750		4.616	

TEACHER RESPONSE-QUESTION #2

Students are required to participate in an orientation program before
attending _____ Senior High School.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	1	11.1%	2	11.1%	0	0.0%	0	0.0%	3	4.1%
DIS	3	15.8%	1	11.1%	3	16.7%	1	9.1%	2	12.5%	10	13.7%
NO OPN	5	26.3%	4	44.4%	4	22.2%	1	9.1%	1	6.3%	15	20.5%
AGR	7	36.8%	2	22.2%	6	33.3%	2	18.2%	2	12.5%	19	26.0%
ST AGR	4	21.1%	1	11.1%	3	16.7%	7	63.6%	11	68.8%	26	35.6%
NUMBER	19		9		18		11		16		73	
MEAN	3.632		3.111		3.278		4.364		4.375		3.753	

PARENT RESPONSE-QUESTION #1 Participation in an orientation program should be required before starting senior high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		1	3.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%
DIS	0		1	3.0%	1	2.8%	1	2.7%	2	3.6%	5	3.1%
NO OPN	0		1	3.0%	2	5.6%	3	8.1%	3	5.4%	9	5.6%
AGR	0		15	45.5%	20	55.6%	16	43.2%	24	42.9%	75	46.3%
ST AGR	0		15	45.5%	13	36.1%	17	45.9%	27	48.2%	72	44.4%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.273		4.25		4.324		4.357		4.309	

PARENT RESPONSE-QUESTION #2 Students are required to participate in an orientation program before attending _____ Senior High School.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		4	12.1%	0	0.0%	0	0.0%	1	1.8%	5	3.1%
DIS	0		10	30.3%	5	13.9%	3	8.1%	6	10.7%	24	14.8%
NO OPN	0		1	3.0%	6	16.7%	4	10.8%	7	12.5%	18	11.1%
AGR	0		7	21.2%	16	44.4%	22	59.5%	24	42.9%	69	42.6%
ST AGR	0		11	33.3%	9	25.0%	8	21.6%	18	32.1%	46	28.4%
NUMBER	0		33		36		37		56		162	
MEAN	0		3.333		3.806		3.946		3.929		3.784	

ADMIN/CSLR RESPONSE-QUESTION #1 Participation in an orientation program should be required before starting senior high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	1	3.6%
AGR	4	57.1%	2	40.0%	3	50.0%	0	0.0%	3	42.9%	12	42.9%
ST AGR	3	42.9%	3	60.0%	3	50.0%	3	100.0%	3	42.9%	15	53.6%
NUMBER	7		5		6		3		7		28	
MEAN	4.429		4.600		4.500		5.000		4.286		4.500	

ADMIN/CSLR RESPONSE-QUESTION #2 Students are required to participate in an orientation program before attending _____ Senior High School.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%
DIS	0	0.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%
NO OPN	2	28.6%	1	20.0%	3	50.0%	0	0.0%	1	14.3%	7	25.0%
AGR	1	14.3%	1	20.0%	1	16.7%	1	33.3%	2	28.6%	6	21.4%
ST AGR	4	57.1%	1	20.0%	2	33.3%	2	66.7%	4	57.1%	13	46.4%
NUMBER	7		5		6		3		7		28	
MEAN	3.286		3.000		3.167		4.667		4.429		4.036	

Appendix B

STUDENT RESPONSE-QUESTION #3

High School orientation programs should be comprised of two parts so that students receive information about high school in the 8th/9th grade before they move to the high school and in 9th/10th after the actual move.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	2	2.4%	3	3.1%	2	3.3%	3	3.0%	12	2.8%
DIS	8	8.7%	13	15.7%	13	13.5%	2	3.3%	7	7.0%	43	10.0%
NO OPN	19	20.7%	28	33.7%	20	20.8%	6	9.8%	21	21.0%	94	21.8%
AGR	39	42.4%	31	37.3%	45	46.9%	33	54.1%	45	45.0%	193	44.7%
ST AGR	24	26.1%	9	10.8%	15	15.6%	18	29.5%	24	24.0%	90	20.8%
NUMBER	92		83		96		61		100		432	
MEAN	3.815		3.386		3.583		4.033		3.800		3.708	

STUDENT RESPONSE-QUESTION #4

The orientation program of _____ Senior High School is comprised of two parts so that students receive information in the _____ and _____ grades.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	3	3.6%	3	3.1%	0	0.0%	1	1.0%	9	2.1%
DIS	10	10.9%	13	15.7%	14	14.6%	5	8.2%	8	8.0%	50	11.6%
NO OPN	20	21.7%	36	43.4%	24	25.0%	15	24.6%	25	25.0%	120	27.8%
AGR	45	48.9%	26	31.3%	46	47.9%	36	59.0%	52	52.0%	205	47.5%
ST AGR	15	16.3%	5	6.0%	9	9.4%	5	8.2%	14	14.0%	48	11.1%
NUMBER	92		83		96		61		100		432	
MEAN	3.663		3.205		3.458		3.672		3.700		3.539	

TEACHER RESPONSE-QUESTION #3

High School orientation programs should be comprised of two parts so that students receive information about high school in the 8th/9th grade before they move to the high school and in 9th/10th after the actual move.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	1	5.3%	1	11.1%	1	5.6%	0	0.0%	0	0.0%	3	4.1%
NO OPN	0	0.0%	1	11.1%	2	11.1%	1	9.1%	1	6.3%	5	6.8%
AGR	11	57.9%	3	33.3%	8	44.4%	3	27.3%	1	6.3%	26	35.6%
ST AGR	7	36.8%	4	44.4%	7	38.9%	7	63.6%	14	87.5%	39	53.4%
NUMBER	19		9		18		11		16		73	
MEAN	4.263		4.111		4.167		4.545		4.750		4.384	

TEACHER RESPONSE-QUESTION #4

The orientation program of _____ Senior High School is comprised of two parts so that students receive information in the _____ and _____ grades.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	1	9.1%	0	0.0%	1	1.4%
DIS	0	0.0%	3	33.3%	4	22.2%	2	18.2%	3	18.8%	12	16.4%
NO OPN	5	26.3%	4	44.4%	8	44.4%	4	36.4%	1	6.3%	22	30.1%
AGR	10	52.6%	2	22.2%	5	27.8%	3	27.3%	5	31.3%	25	34.2%
ST AGR	4	21.1%	0	0.0%	1	5.6%	1	9.1%	7	43.8%	13	17.8%
NUMBER	19		9		18		11		16		73	
MEAN	3.947		2.889		3.167		3.091		4.000		3.507	

PARENT RESPONSE-QUESTION #3

High School orientation programs should be comprised of two parts so that students receive information about high school in the 8th/9th grade before they move to the high school and in 9th/10th after the actual move.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0		0	0.0%	2	5.6%	0	0.0%	4	7.1%	6	3.7%
NO OPN	0		5	15.2%	3	8.3%	4	10.8%	2	3.6%	14	8.6%
AGR	0		22	66.7%	20	55.6%	23	62.2%	29	51.8%	94	58.0%
ST AGR	0		6	18.2%	11	30.6%	10	27.0%	21	37.5%	48	29.6%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.030		4.111		4.162		4.196		4.136	

PARENT RESPONSE-QUESTION #4

The orientation program of _____ Senior High School is comprised of two parts so that students receive information in the _____ and _____ grades.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		4	12.1%	0	0.0%	0	0.0%	0	0.0%	4	2.5%
DIS	0		4	12.1%	2	5.6%	3	8.1%	2	3.6%	11	6.8%
NO OPN	0		6	18.2%	6	16.7%	9	24.3%	9	16.1%	30	18.5%
AGR	0		18	54.5%	22	61.1%	21	56.8%	34	60.7%	95	58.6%
ST AGR	0		1	3.0%	6	16.7%	4	10.8%	11	19.6%	22	13.6%
NUMBER	0		33		36		37		56		162	
MEAN	0		3.242		3.889		3.703		3.964		3.741	

ADMIN/CSLR RESPONSE-QUESTION #3

High School orientation programs should be comprised of two parts so that students receive information about high school in the 8th/9th grade before they move to the high school and in 9th/10th after the actual move.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%
AGR	3	42.9%	3	60.0%	3	50.0%	1	33.3%	3	42.9%	13	46.4%
ST AGR	2	28.6%	2	40.0%	3	50.0%	2	66.7%	4	57.1%	13	46.4%
NUMBER	7		5		6		3		7		28	
MEAN	3.714		4.400		4.500		4.667		4.571		4.321	

ADMIN/CSLR RESPONSE-QUESTION #4

The orientation program of _____ Senior High School is comprised of two parts so that students receive information in the _____ and _____ grades.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%
DIS	2	28.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	7.1%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	3	42.9%	4	80.0%	4	66.7%	0	0.0%	2	28.6%	13	46.4%
ST AGR	1	14.3%	1	20.0%	2	33.3%	3	100.0%	5	71.4%	12	42.9%
NUMBER	7		5		6		3		7		28	
MEAN	3.143		4.200		4.333		5.000		4.714		4.179	

Appendix C

STUDENT RESPONSE-QUESTION #5 High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	0	0.0%	2	2.1%	2	3.3%	1	1.0%	7	1.6%
DIS	4	4.3%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	5	1.2%
NO OPN	13	14.1%	8	9.6%	5	5.2%	0	0.0%	7	7.0%	33	7.6%
AGR	41	44.6%	55	66.3%	59	61.5%	25	41.0%	40	40.0%	220	50.9%
ST AGR	32	34.8%	19	22.9%	30	31.3%	34	55.7%	52	52.0%	167	38.7%
NUMBER	92		83		96		61		100		432	
MEAN	4.054		4.108		4.198		4.459		4.420		4.238	

STUDENT RESPONSE-QUESTION #6 The orientation program of _____ Senior High School provided information about a typical school day (room locations, schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	3	3.6%	6	6.3%	2	3.3%	1	1.0%	14	3.2%
DIS	8	8.7%	8	9.6%	14	14.6%	6	9.8%	11	11.0%	47	10.9%
NO OPN	15	16.3%	31	37.3%	22	22.9%	6	9.8%	17	17.0%	91	21.1%
AGR	44	47.8%	36	43.4%	46	47.9%	35	57.4%	45	45.0%	206	47.7%
ST AGR	23	25.0%	5	6.0%	8	8.3%	12	19.7%	26	26.0%	74	17.1%
NUMBER	92		83		96		61		100		432	
MEAN	3.848		3.386		3.375		3.803		3.840		3.646	

TEACHER RESPONSE-QUESTION #5 High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	1	1.4%
AGR	12	63.2%	3	33.3%	8	44.4%	4	36.4%	4	25.0%	31	42.5%
ST AGR	7	36.8%	5	55.6%	10	55.6%	7	63.6%	12	75.0%	41	56.2%
NUMBER	19		9		18		11		16		73	
MEAN	4.368		4.333		4.556		4.636		4.750		4.548	

TEACHER RESPONSE-QUESTION #6 The orientation program of _____ Senior High School provided information about a typical school day (room locations, schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	1	11.1%	1	5.6%	0	0.0%	0	0.0%	2	2.7%
NO OPN	7	36.8%	3	33.3%	6	33.3%	1	9.1%	1	6.3%	18	24.7%
AGR	8	42.1%	4	44.4%	9	50.0%	7	63.6%	6	37.5%	34	46.6%
ST AGR	4	21.1%	1	11.1%	2	11.1%	3	27.3%	9	56.3%	19	26.0%
NUMBER	19		9		18		11		16		73	
MEAN	3.842		3.556		3.667		4.182		4.500		3.959	

PARENT RESPONSE-QUESTION #5

High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0		0	0.0%	4	11.1%	2	5.4%	1	1.8%	7	4.3%
AGR	0		21	63.6%	19	52.8%	21	56.8%	26	46.4%	87	53.7%
ST AGR	0		12	36.4%	13	36.1%	14	37.8%	29	51.8%	68	42.0%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.364		4.250		4.324		4.500		4.377	

PARENT RESPONSE-QUESTION #6

The orientation program of _____ Senior High School provided information about a typical school day (room locations, schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		2	6.1%	0	0.0%	0	0.0%	0	0.0%	2	1.2%
DIS	0		2	6.1%	2	5.6%	0	0.0%	1	1.8%	5	3.1%
NO OPN	0		3	9.1%	7	19.4%	9	24.3%	5	8.9%	24	14.8%
AGR	0		23	69.7%	19	52.8%	22	59.5%	33	58.9%	97	59.9%
ST AGR	0		3	9.1%	8	22.2%	6	16.2%	17	30.4%	34	21.0%
NUMBER	0		33		36		37		56		162	
MEAN	0		3.697		3.917		3.919		4.179		3.963	

ADMIN/CSLR RESPONSE-QUESTION #5

High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	3	42.9%	2	40.0%	3	50.0%	0	0.0%	3	42.9%	11	39.3%
ST AGR	4	57.1%	3	60.0%	3	50.0%	3	100.0%	4	57.1%	17	60.7%
NUMBER	7		5		6		3		7		28	
MEAN	4.571		4.600		4.500		5.000		4.571		4.607	

ADMIN/CSLR RESPONSE-QUESTION #6

The orientation program of _____ Senior High School provided information about a typical school day (room locations, schedule interpretation, etc.).

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	1	16.7%	1	33.3%	0	0.0%	2	7.1%
AGR	5	71.4%	2	40.0%	3	50.0%	0	0.0%	2	28.6%	12	42.9%
ST AGR	2	28.6%	3	60.0%	2	33.3%	2	66.7%	5	71.4%	14	50.0%
NUMBER	7		5		6		3		7		28	
MEAN	4.286		4.600		4.167		4.333		4.714		4.429	

Appendix D

STUDENT RESPONSE-QUESTION #7 High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL FREQ	TOTAL PERCENT
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT		
ST DIS	2	2.2%	0	0.0%	2	2.1%	0	0.0%	1	1.0%	5	1.2%
DIS	2	2.2%	5	6.0%	5	5.2%	2	3.3%	5	5.0%	19	4.4%
NO OPN	22	23.9%	16	19.3%	22	22.9%	3	4.9%	9	9.0%	72	16.7%
AGR	37	40.2%	48	57.8%	51	53.1%	32	52.5%	52	52.0%	220	50.9%
ST AGR	29	31.5%	14	16.9%	16	16.7%	24	39.3%	33	33.0%	116	26.9%
NUMBER	92		83		96		61		100		432	
MEAN	3.967		3.855		3.771		4.279		4.110		3.979	

STUDENT RESPONSE-QUESTION #8 Senior High School's orientation program introduced the Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL FREQ	TOTAL PERCENT
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT		
ST DIS	3	3.3%	4	4.8%	6	6.3%	1	1.6%	2	2.0%	16	3.7%
DIS	2	2.2%	13	15.7%	13	13.5%	13	21.3%	10	10.0%	51	11.8%
NO OPN	20	21.7%	33	39.8%	22	22.9%	5	8.2%	24	24.0%	104	24.1%
AGR	49	53.3%	30	36.1%	47	49.0%	36	59.0%	51	51.0%	213	49.3%
ST AGR	18	19.6%	3	3.6%	8	8.3%	6	9.8%	13	13.0%	48	11.1%
NUMBER	92		83		96		61		100		432	
MEAN	3.837		3.181		3.396		3.541		3.630		3.523	

TEACHER RESPONSE-QUESTION #7 High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL FREQ	TOTAL PERCENT
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT		
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	12.5%	2	2.7%
NO OPN	0	0.0%	0	0.0%	1	5.6%	0	0.0%	0	0.0%	1	1.4%
AGR	10	52.6%	5	55.6%	6	33.3%	8	72.7%	2	12.5%	31	42.5%
ST AGR	9	47.4%	4	44.4%	11	61.1%	3	27.3%	12	75.0%	39	53.4%
NUMBER	19		9		18		11		16		73	
MEAN	4.474		4.444		4.556		4.273		4.500		4.466	

TEACHER RESPONSE-QUESTION #8 Senior High School's orientation program introduced the Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL FREQ	TOTAL PERCENT
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT		
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	1	11.1%	0	0.0%	3	27.3%	0	0.0%	4	5.5%
NO OPN	8	42.1%	5	55.6%	7	38.9%	4	36.4%	0	0.0%	24	32.9%
AGR	7	36.8%	1	11.1%	5	27.8%	3	27.3%	8	50.0%	24	32.9%
ST AGR	4	21.1%	2	22.2%	6	33.3%	1	9.1%	8	50.0%	21	28.8%
NUMBER	19		9		18		11		16		73	
MEAN	3.789		3.444		3.944		3.182		4.500		3.849	

PARENT RESPONSE-QUESTION #7 High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0		0	0.0%	1	2.8%	1	2.7%	0	0.0%	2	1.2%
NO OPN	0		0	0.0%	1	2.8%	4	10.8%	2	3.6%	7	4.3%
AGR	0		16	48.5%	22	61.1%	14	37.8%	28	50.0%	80	49.4%
ST AGR	0		17	51.5%	12	33.3%	18	48.6%	26	46.4%	73	45.1%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.515		4.250		4.324		4.429		4.383	

PARENT RESPONSE-QUESTION #8 _____ Senior High School's orientation program introduced the Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		2	6.1%	0	0.0%	0	0.0%	0	0.0%	2	1.2%
DIS	0		4	12.1%	1	2.8%	0	0.0%	4	7.1%	9	5.6%
NO OPN	0		5	15.2%	7	19.4%	10	27.0%	8	14.3%	30	18.5%
AGR	0		19	57.6%	23	63.9%	20	54.1%	34	60.7%	96	59.3%
ST AGR	0		3	9.1%	5	13.9%	7	18.9%	10	17.9%	25	15.4%
NUMBER	0		33		36		37		56		162	
MEAN	0		3.515		3.889		3.919		3.893		3.821	

ADMIN/CSLR RESPONSE-QUESTION #7 High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	28.6%	3	10.7%
AGR	4	57.1%	2	40.0%	3	50.0%	1	33.3%	1	14.3%	11	39.3%
ST AGR	3	42.9%	3	60.0%	3	50.0%	1	33.3%	4	57.1%	14	50.0%
NUMBER	7		5		6		3		7		28	
MEAN	4.429		4.600		4.500		4.000		4.286		4.393	

ADMIN/CSLR RESPONSE-QUESTION #8 _____ Senior High School's orientation program introduced the Administrators and Counselors.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	1	3.6%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	1	3.6%
AGR	4	57.1%	3	60.0%	4	66.7%	2	66.7%	2	28.6%	15	53.6%
ST AGR	3	42.9%	2	40.0%	2	33.3%	0	0.0%	4	57.1%	11	39.3%
NUMBER	7		5		6		3		7		28	
MEAN	4.429		4.400		4.333		3.000		4.429		4.250	

Appendix E

STUDENT RESPONSE-QUESTION #9 High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	1	1.1%	3	3.6%	1	1.0%	2	3.3%	0	0.0%	7	1.6%
DIS	4	4.3%	3	3.6%	0	0.0%	1	1.6%	2	2.0%	10	2.3%
NO OPN	12	13.0%	12	14.5%	14	14.6%	5	8.2%	9	9.0%	52	12.0%
AGR	41	44.6%	46	55.4%	50	52.1%	31	50.8%	50	50.0%	218	50.5%
ST AGR	34	37.0%	19	22.9%	31	32.3%	22	36.1%	39	39.0%	145	33.6%
NUMBER	92		83		96		61		100		432	
MEAN	4.120		3.904		3.146		4.148		4.260		4.120	

STUDENT RESPONSE-QUESTION #10 The orientation program of ____ High School provided information on counseling services and extracurricular activities.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	4	4.8%	0	0.0%	3	4.9%	2	2.0%	11	2.5%
DIS	5	5.4%	11	13.3%	9	9.4%	8	13.1%	7	7.0%	40	9.3%
NO OPN	23	25.0%	34	41.0%	23	24.0%	8	13.1%	17	17.0%	105	24.3%
AGR	46	50.0%	27	32.5%	56	58.3%	33	54.1%	58	58.0%	220	50.9%
ST AGR	16	17.4%	7	8.4%	8	8.3%	9	14.8%	16	16.0%	56	13.0%
NUMBER	92		83		96		61		100		432	
MEAN	3.750		3.265		3.656		3.607		3.790		3.625	

TEACHER RESPONSE-QUESTION #9 High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	11	57.9%	4	44.4%	6	33.3%	3	27.3%	3	18.8%	27	37.0%
ST AGR	8	42.1%	5	55.6%	12	66.7%	8	72.7%	13	81.3%	46	63.0%
NUMBER	19		9		18		11		16		73	
MEAN	4.421		4.556		4.667		4.727		4.813		4.630	

TEACHER RESPONSE-QUESTION #10 The orientation program of ____ High School provided information on counseling services and extracurricular activities.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	1	1.4%
NO OPN	7	36.8%	4	44.4%	6	33.3%	6	54.5%	0	0.0%	23	31.5%
AGR	7	36.8%	3	33.3%	8	44.4%	3	27.3%	9	56.3%	30	41.1%
ST AGR	5	26.3%	2	22.2%	4	22.2%	2	18.2%	6	37.5%	19	26.0%
NUMBER	19		9		18		11		16		73	
MEAN	3.895		3.778		3.889		3.636		4.250		3.918	

PARENT RESPONSE-QUESTION #9 High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0		0	0.0%	0	0.0%	1	2.7%	0	0.0%	1	0.6%
NO OPN	0		0	0.0%	3	8.3%	0	0.0%	0	0.0%	3	1.9%
AGR	0		18	54.5%	20	55.6%	20	54.1%	29	51.8%	87	53.7%
ST AGR	0		15	45.5%	13	36.1%	16	43.2%	27	48.2%	71	43.8%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.455		4.278		4.378		4.482		4.407	

PARENT RESPONSE-QUESTION #10 The orientation program of ____ High School provided information on counseling services and extracurricular activities.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		2	6.1%	1	2.8%	0	0.0%	0	0.0%	3	1.9%
DIS	0		4	12.1%	2	5.6%	1	2.7%	3	5.4%	10	6.2%
NO OPN	0		8	24.2%	8	22.2%	12	32.4%	3	5.4%	31	19.1%
AGR	0		18	54.5%	20	55.6%	20	54.1%	33	58.9%	91	56.2%
ST AGR	0		1	3.0%	5	13.9%	4	10.8%	17	30.4%	27	16.7%
NUMBER	0		33		36		37		56		162	
MEAN	0		3.364		3.722		3.730		4.143		3.796	

ADMIN/CSLR RESPONSE-QUESTION #9 High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	3	42.9%	2	40.0%	3	50.0%	1	33.3%	3	42.9%	12	42.9%
ST AGR	4	57.1%	3	60.0%	3	50.0%	2	66.7%	4	57.1%	16	57.1%
NUMBER	7		5		6		3		7		28	
MEAN	4.571		4.600		4.500		4.667		4.571		4.571	

ADMIN/CSLR RESPONSE-QUESTION #10 The orientation program of ____ High School provided information on counseling services and extracurricular activities.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	6	85.7%	2	40.0%	4	66.7%	1	33.3%	3	42.9%	16	57.1%
ST AGR	1	14.3%	3	60.0%	2	33.3%	2	66.7%	4	57.1%	12	42.9%
NUMBER	7		5		6		3		7		28	
MEAN	4.143		4.600		4.333		4.667		4.571		4.429	

Appendix F

STUDENT RESPONSE-QUESTION #11 High school orientation programs should provide information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	1	1.2%	1	1.0%	0	0.0%	0	0.0%	2	0.5%
DIS	3	3.3%	5	6.0%	2	2.1%	4	6.6%	3	3.0%	17	3.9%
NO OPN	12	13.0%	12	14.5%	10	10.4%	2	3.3%	8	8.0%	44	10.2%
AGR	49	53.3%	48	57.8%	54	56.3%	35	57.4%	46	46.0%	232	53.7%
ST AGR	28	30.4%	17	20.5%	29	30.2%	20	32.8%	43	43.0%	137	31.7%
NUMBER	92		83		96		61		100		432	
MEAN	4.109		3.904		4.125		4.164		4.290		4.123	

STUDENT RESPONSE-QUESTION #12 The orientation program of _____ Senior High School provided information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	1	1.1%	1	1.2%	1	1.0%	3	4.9%	1	1.0%	7	1.6%
DIS	7	7.6%	8	9.6%	5	5.2%	2	3.3%	8	8.0%	30	6.9%
NO OPN	15	16.3%	29	34.9%	20	20.8%	11	18.0%	13	13.0%	88	20.4%
AGR	47	51.1%	35	42.2%	61	63.5%	33	54.1%	53	53.0%	229	53.0%
ST AGR	22	23.9%	10	12.0%	9	9.4%	12	19.7%	25	25.0%	78	18.1%
NUMBER	92		83		96		61		100		432	
MEAN	3.891		3.542		3.750		3.803		3.930		3.789	

TEACHER RESPONSE-QUESTION #11 High school orientation programs should provide information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	1	1.4%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	4	21.1%	3	33.3%	4	22.2%	3	27.3%	3	18.8%	17	23.3%
ST AGR	15	78.9%	5	55.6%	14	77.8%	8	72.7%	13	81.3%	55	75.3%
NUMBER	19		9		18		11		16		73	
MEAN	4.789		4.333		4.778		4.727		4.813		4.726	

TEACHER RESPONSE-QUESTION #12 The orientation program of _____ Senior High School provided information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	1	1.4%
DIS	0	0.0%	1	11.1%	3	16.7%	1	9.1%	0	0.0%	5	6.8%
NO OPN	7	36.8%	3	33.3%	5	27.8%	0	0.0%	0	0.0%	15	20.5%
AGR	6	31.6%	2	22.2%	7	38.9%	5	45.5%	8	50.0%	28	38.4%
ST AGR	6	31.6%	2	22.2%	3	16.7%	5	45.5%	8	50.0%	24	32.9%
NUMBER	19		9		18		11		16		73	
MEAN	3.947		3.333		3.556		4.273		4.500		3.945	

PARENT RESPONSE-QUESTION #11 High school orientation programs should provide information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0		0	0.0%	1	2.8%	1	2.7%	0	0.0%	2	1.2%
NO OPN	0		1	3.0%	1	2.8%	2	5.4%	0	0.0%	4	2.5%
AGR	0		10	30.3%	15	41.7%	13	35.1%	26	46.4%	64	39.5%
ST AGR	0		22	66.7%	19	52.8%	21	56.8%	30	53.6%	92	56.8%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.636		4.444		4.459		4.536		4.519	

PARENT RESPONSE-QUESTION #12 The orientation program of _____ Senior High School provided information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		2	6.1%	1	2.8%	0	0.0%	0	0.0%	3	1.9%
DIS	0		0	0.0%	2	5.6%	1	2.7%	3	5.4%	6	3.7%
NO OPN	0		3	9.1%	7	19.4%	6	16.2%	5	8.9%	21	13.0%
AGR	0		21	63.6%	19	52.8%	21	56.8%	29	51.8%	90	55.6%
ST AGR	0		7	21.2%	7	19.4%	9	24.3%	19	33.9%	42	25.9%
NUMBER	0		33		36		37		56		162	
MEAN	0		3.939		3.806		4.027		4.143		4.000	

ADMIN/CSLR RESPONSE-QUESTION #11 High school orientation programs should provide information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	1	3.6%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	3	42.9%	3	60.0%	2	33.3%	0	0.0%	6	85.7%	14	50.0%
ST AGR	4	57.1%	2	40.0%	3	50.0%	3	100.0%	1	14.3%	13	46.4%
NUMBER	7		5		6		3		7		28	
MEAN	4.571		4.400		4.167		5.000		4.143		4.393	

ADMIN/CSLR RESPONSE-QUESTION #12 The orientation program of _____ Senior High School provided information about school rules.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	1	3.6%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	6	85.7%	4	80.0%	3	50.0%	1	33.3%	4	57.1%	18	64.3%
ST AGR	1	14.3%	1	20.0%	2	33.3%	2	66.7%	3	42.9%	9	32.1%
NUMBER	7		5		6		3		7		28	
MEAN	4.143		4.200		4.000		4.667		4.429		4.250	

Appendix G

STUDENT RESPONSE-QUESTION #13 High school orientation programs should give information about how to cope with pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	2	2.4%	1	1.0%	0	0.0%	4	4.0%	9	2.1%
DIS	8	8.7%	10	12.0%	5	5.2%	9	14.8%	10	10.0%	42	9.7%
NO OPN	16	17.4%	21	25.3%	23	24.0%	9	14.8%	16	16.0%	85	19.7%
AGR	40	43.5%	38	45.8%	50	52.1%	37	60.7%	33	33.0%	198	45.8%
ST AGR	26	28.3%	12	14.5%	17	17.7%	6	9.8%	37	37.0%	98	22.7%
NUMBER	92		83		96		61		100		432	
MEAN	3.870		3.578		3.802		3.656		3.890			

STUDENT RESPONSE-QUESTION #14 The orientation program of _____ High School provided information how to cope with the pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	8	9.6%	4	4.2%	0	0.0%	2	2.0%	16	3.7%
DIS	16	17.4%	18	21.7%	17	17.7%	19	31.1%	27	27.0%	97	22.5%
NO OPN	28	30.4%	40	48.2%	35	36.5%	18	29.5%	27	27.0%	148	34.3%
AGR	30	32.6%	14	16.9%	37	38.5%	21	34.4%	34	34.0%	136	31.5%
ST AGR	16	17.4%	3	3.6%	3	3.1%	3	4.9%	10	10.0%	35	8.1%
NUMBER	92		83		96		61		100		432	
MEAN	3.457		2.831		3.188		3.131		3.230			

TEACHER RESPONSE-QUESTION #13 High school orientation programs should give information about how to cope with pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	1	11.1%	0	0.0%	1	9.1%	1	6.3%	3	4.1%
NO OPN	1	5.3%	1	11.1%	1	5.6%	0	0.0%	2	12.5%	5	6.8%
AGR	13	68.4%	5	55.6%	8	44.4%	6	54.5%	1	6.3%	33	45.2%
ST AGR	5	26.3%	2	22.2%	9	50.0%	4	36.4%	12	75.0%	32	43.8%
NUMBER	19		9		18		11		16		73	
MEAN	4.211		3.889		4.444		4.091		4.500			

TEACHER RESPONSE-QUESTION #14 The orientation program of _____ High School provided information on how to cope with the pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	2	22.2%	0	0.0%	3	27.3%	1	6.3%	6	8.2%
DIS	1	5.3%	2	22.2%	1	5.6%	2	18.2%	4	25.0%	10	13.7%
NO OPN	11	57.9%	4	44.4%	14	77.8%	5	45.5%	5	31.3%	39	53.4%
AGR	7	36.8%	1	11.1%	3	16.7%	1	9.1%	2	12.5%	14	19.2%
ST AGR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	25.0%	4	5.5%
NUMBER	19		9		18		11		16		73	
MEAN	3.316		2.444		3.111		2.364		3.250			

PARENT RESPONSE-QUESTION #13 High school orientation programs should give information about how to cope with pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0		1	3.0%	1	2.8%	2	5.4%	2	3.6%	6	3.7%
NO OPN	0		5	15.2%	2	5.6%	1	2.7%	1	1.8%	9	5.6%
AGR	0		11	33.3%	18	50.0%	20	54.1%	28	50.0%	77	47.5%
ST AGR	0		16	48.5%	15	41.7%	14	37.8%	25	44.6%	70	43.2%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.273		4.306		4.243		4.357			

PARENT RESPONSE-QUESTION #14 The orientation program of _____ High School provided information how to cope with the pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		3	9.1%	2	5.6%	1	2.7%	2	3.6%	8	4.9%
DIS	0		7	21.2%	3	8.3%	4	10.8%	11	19.6%	25	15.4%
NO OPN	0		15	45.5%	15	41.7%	12	32.4%	18	32.1%	60	37.0%
AGR	0		6	18.2%	9	25.0%	19	51.4%	19	33.9%	53	32.7%
ST AGR	0		2	6.1%	7	19.4%	1	2.7%	6	10.7%	16	9.9%
NUMBER	0		33		36		37		56		162	
MEAN	0		2.909		3.444		3.405		3.286			

ADMIN/CSLR RESPONSE-QUESTION #13 High school orientation programs should give information about how to cope with pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	2	7.1%
NO OPN	1	14.3%	1	20.0%	0	0.0%	0	0.0%	1	14.3%	3	10.7%
AGR	3	42.9%	1	20.0%	3	50.0%	2	66.7%	4	57.1%	13	46.4%
ST AGR	3	42.9%	1	20.0%	3	50.0%	1	33.3%	2	28.6%	10	35.7%
NUMBER	7		5		6		3		7		28	
MEAN	4.286		3.200		4.500		4.333		4.143			

ADMIN/CSLR RESPONSE-QUESTION #14 The orientation program of _____ High School provided information how to cope with the pressures encountered in high school.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	3	42.9%	2	40.0%	1	16.7%	0	0.0%	1	14.3%	7	25.0%
NO OPN	1	14.3%	1	20.0%	4	66.7%	1	33.3%	2	28.6%	9	32.1%
AGR	2	28.6%	2	40.0%	0	0.0%	1	33.3%	2	28.6%	7	25.0%
ST AGR	1	14.3%	0	0.0%	1	16.7%	1	33.3%	2	28.6%	5	17.9%
NUMBER	7		5		6		3		7		28	
MEAN	3.143		3.000		3.167		4.000		3.714			

Appendix H

STUDENT RESPONSE-QUESTION #15

High school orientation programs should include a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	7	7.6%	7	8.4%	6	6.3%	4	6.6%	1	1.0%	25	5.8%
DIS	8	8.7%	12	14.5%	7	7.3%	8	13.1%	5	5.0%	40	9.3%
NO OPN	31	33.7%	23	27.7%	21	21.9%	6	9.8%	19	19.0%	100	23.1%
AGR	34	37.0%	34	41.0%	45	46.9%	28	45.9%	49	49.0%	190	44.0%
ST AGR	12	13.0%	7	8.4%	17	17.7%	15	24.6%	26	26.0%	77	17.8%
NUMBER	92		83		96		61		100		432	
MEAN	3.391		3.265		3.625		3.689		3.940		3.588	

STUDENT RESPONSE-QUESTION #16

The orientation program of _____ Senior High School provided a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	2	2.2%	5	6.0%	3	3.1%	4	6.6%	2	2.0%	16	3.7%
DIS	9	9.8%	20	24.1%	9	9.4%	5	8.2%	4	4.0%	47	10.9%
NO OPN	35	38.0%	45	54.2%	32	33.3%	14	23.0%	18	18.0%	144	33.3%
AGR	33	35.9%	9	10.8%	48	50.0%	26	42.6%	59	59.0%	175	40.5%
ST AGR	13	14.1%	4	4.8%	4	4.2%	12	19.7%	17	17.0%	50	11.6%
NUMBER	92		83		96		61		100		432	
MEAN	3.500		2.843		3.427		3.607		3.850		3.454	

TEACHER RESPONSE-QUESTION #15

High school orientation programs should include a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	1	1.4%
NO OPN	1	5.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%
AGR	9	47.4%	4	44.4%	6	33.3%	4	36.4%	3	18.8%	26	35.6%
ST AGR	9	47.4%	4	44.4%	12	66.7%	7	63.6%	13	81.3%	45	61.6%
NUMBER	19		9		18		11		16		73	
MEAN	4.421		4.222		4.667		4.636		4.813		4.575	

TEACHER RESPONSE-QUESTION #16

The orientation program of _____ Senior High School provided a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	1	11.1%	0	0.0%	1	9.1%	0	0.0%	2	2.7%
DIS	0	0.0%	3	33.3%	1	5.6%	3	27.3%	1	6.3%	8	11.0%
NO OPN	3	15.8%	4	44.4%	4	22.2%	2	18.2%	2	12.5%	15	20.5%
AGR	11	57.9%	1	11.1%	8	44.4%	3	27.3%	3	18.8%	26	35.6%
ST AGR	5	26.3%	0	0.0%	5	27.8%	2	18.2%	10	62.5%	22	30.1%
NUMBER	19		9		18		11		16		73	
MEAN	4.105		2.556		3.944		3.182		4.375		3.795	

PARENT RESPONSE-QUESTION #15

High school orientation programs should include a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0		2	6.1%	0	0.0%	2	5.4%	0	0.0%	4	2.5%
NO OPN	0		3	9.1%	7	19.4%	3	8.1%	0	0.0%	13	8.0%
AGR	0		15	45.5%	14	38.9%	18	48.6%	28	50.0%	75	46.3%
ST AGR	0		13	39.4%	15	41.7%	14	37.8%	28	50.0%	70	43.2%
NUMBER	0		33		36		37		56		162	
MEAN	0		4.182		4.222		4.189		4.500		4.302	

PARENT RESPONSE-QUESTION #16

The orientation program of _____ Senior High School provided a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0		8	24.2%	0	0.0%	0	0.0%	0	0.0%	8	4.9%
DIS	0		10	30.3%	1	2.8%	2	5.4%	1	1.8%	14	8.6%
NO OPN	0		4	12.1%	7	19.4%	5	13.5%	1	1.8%	17	10.5%
AGR	0		9	27.3%	20	55.6%	23	62.2%	33	58.9%	85	52.5%
ST AGR	0		2	6.1%	8	22.2%	7	18.9%	21	37.5%	38	23.5%
NUMBER	0		33		36		37		56		162	
MEAN	0		2.606		3.972		3.946		4.321		3.809	

ADMIN/CSLR RESPONSE-QUESTION #15

High school orientation programs should include a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NO OPN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AGR	3	42.9%	3	60.0%	2	33.3%	1	33.3%	4	57.1%	13	46.4%
ST AGR	4	57.1%	2	40.0%	4	66.7%	2	66.7%	3	42.9%	15	53.6%
NUMBER	7		5		6		3		7		28	
MEAN	4.571		4.000		4.667		4.667		4.429		4.536	

ADMIN/CSLR RESPONSE-QUESTION #16

The orientation program of _____ Senior High School provided a meeting for parents to receive basic information about the senior high.

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL	TOTAL
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
ST DIS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DIS	0	0.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	2	7.1%
NO OPN	0	0.0%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	1	3.6%
AGR	4	57.1%	1	20.0%	4	66.7%	0	0.0%	3	42.9%	12	42.9%
ST AGR	3	42.9%	2	40.0%	2	33.3%	2	66.7%	4	57.1%	13	46.4%
NUMBER	7		5		6		3		7		28	
MEAN	4.429		3.600		4.333		4.333		4.571		4.286	

Appendix I
TEACHER RESPONSE-QUESTION #17 How long have you taught at _____ Senior High School?

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL TOTAL	
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
1-5 yrs	9	47.4%	1	11.1%	2	11.1%	4	36.4%	6	37.5%	22	30.1%
6-10 yrs	2	10.5%	2	22.2%	3	16.7%	2	18.2%	2	12.5%	11	15.1%
11-15 yrs	3	15.8%	0	0.0%	5	27.8%	1	9.1%	2	12.5%	11	15.1%
16-20 yrs	0	0.0%	4	44.4%	2	11.1%	2	18.2%	1	6.3%	9	12.3%
21 + yrs	5	26.3%	2	22.2%	6	33.3%	2	18.2%	5	31.3%	20	27.4%
	19		9		18		11		16		73	

ADMIN/CSLR RESPONSE-QUESTION #17 How long have you worked at _____ Senior High School?

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL TOTAL	
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
1-5 yrs	4	57.1%	3	60.0%	3	50.0%	0	0.0%	0	0.0%	10	35.7%
6-10 yrs	0	0.0%	1	20.0%	1	16.7%	0	0.0%	1	14.3%	3	10.7%
11-15 yrs	1	14.3%	1	20.0%	1	16.7%	0	0.0%	2	28.6%	5	17.9%
16-20 yrs	0	0.0%	0	0.0%	1	16.7%	1	33.3%	3	42.9%	5	17.9%
21 + yrs	2	28.6%	0	0.0%	0	0.0%	2	66.7%	1	14.3%	5	17.9%
	7		5		6		3		7		28	

TEACHER RESPONSE-QUESTION #18 What is your current educational preparation?

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL TOTAL	
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
BA	0	0.0%	0	0.0%	1	5.6%	0	0.0%	0	0.0%	1	1.4%
BA+	6	31.6%	3	33.3%	2	11.1%	3	27.3%	1	6.3%	15	20.5%
MA	2	10.5%	0	0.0%	5	27.8%	3	27.3%	6	37.5%	16	21.9%
MA+	11	57.9%	6	66.7%	10	55.6%	4	36.4%	9	56.3%	40	54.8%
EdS	0	0.0%	0	0.0%	0	0.0%	1	9.1%	0	0.0%	1	1.4%
EdD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	19		9		18		11		16		73	

ADMIN/CSLR RESPONSE-QUESTION-#18

What is your current educational preparation?

	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL TOTAL	
	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT
MA	1	14.3%	0	0.0%	1	16.7%	0	0.0%	2	28.6%	4	14.3%
MA+	4	57.1%	2	40.0%	5	83.3%	2	66.7%	5	71.4%	18	64.3%
EdS	2	28.6%	2	40.0%	0	0.0%	1	33.3%	0	0.0%	5	17.9%
EdD	0	0.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%
	7		5		6		3		7		28	

STUDENT RESPONSE-QUESTION #17

How many activities will you participate in during your first year in high school?

# OF ACTIV	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL FREQ	TOTAL PERCENT
	FREQ	PER CENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT		
NONE	18	19.6%	18	21.7%	23	24.0%	14	23.0%	13	13.0%	86	19.9%
1-3	55	59.8%	52	62.7%	57	59.4%	36	59.0%	58	58.0%	258	59.7%
4-6	14	15.2%	10	12.0%	15	15.6%	7	11.5%	21	21.0%	67	15.5%
7 OR MORE	5	5.4%	3	3.6%	1	1.0%	4	6.6%	8	8.0%	21	4.9%
TOTAL	92		83		96		61		100		432	

PARENT RESPONSE-QUESTION #17

How many visits have you made to _____ High School so far this year?

# OF VISIT	COLUMBUS		FREMONT		HASTINGS		NORFOLK		WESTSIDE		TOTAL FREQ	TOTAL PERCENT
	FREQ	PER CENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT	FREQ	PERCENT		
NO VISITS	0		2	6.1%	4	11.1%	3	8.1%	3	5.4%	12	7.4%
1-3	0		11	33.3%	12	33.3%	8	21.6%	7	12.5%	38	23.5%
4-6	0		7	21.2%	8	22.2%	11	29.7%	15	26.8%	41	25.3%
7-9	0		5	15.2%	3	8.3%	4	10.8%	11	19.6%	23	14.2%
10 +	0		8	24.2%	9	25.0%	11	29.7%	20	35.7%	48	29.6%
TOTAL	0		33		36		37		56		162	

Appendix J

**HIGH SCHOOL ORIENTATION PROGRAM SURVEY
STUDENT EDITION**

Now that approximately half of your first year in high school is over, it is important to review how the year started by analyzing Columbus Senior High School's orientation program.

Please complete the following survey regarding the orientation program that introduced you to high school. Using the following scale, circle your answer as you analyze components of a high school orientation program.

SA - Strongly Agree
A - Agree
N - No opinion
D - Disagree
SD - Strongly Disagree

- | | | | | | | |
|----|--|----|---|---|---|----|
| 1. | Participation in an orientation program should be required before starting senior high school. | SA | A | N | D | SD |
| 2. | Students are required to participate in an orientation program before attending Columbus Senior High School. | SA | A | N | D | SD |
| 3. | High school orientation programs should be comprised of two parts so that students receive information about high school in eighth grade before they move to the high school and in ninth grade after they have made the actual move to high school. | SA | A | N | D | SD |
| 4. | The orientation program at Columbus Senior High is comprised of two parts so that students receive high school information in eighth and ninth grades. | SA | A | N | D | SD |
| 5. | High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 6. | The orientation program of Columbus Senior High School provided information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 7. | High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors. | SA | A | N | D | SD |
| 8. | Columbus Senior High School's orientation program introduced the Administrators and Counselors. | SA | A | N | D | SD |
| 9. | High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high. | SA | A | N | D | SD |

10. The orientation program of Columbus Senior High School provided information on counseling services and extracurricular activities. SA A N D SD
11. High school orientation programs should provide information about school rules. SA A N D SD
12. The orientation program of Columbus Senior High School provided information about school rules. SA A N D SD
13. High school orientation programs should give information about how to cope with the pressures encountered in high school. SA A N D SD
14. The orientation program of Columbus Senior High School provided information on how to cope with the pressures encountered in high school. SA A N D SD
15. High school orientation programs should include a meeting for parents to receive basic information about the senior high. SA A N D SD
16. The orientation program of Columbus Senior High School provided a meeting for parents to receive basic information about the senior high. SA A N D SD
17. How many high school activities (for example, music, athletics, clubs, speech, debate, drama, cheerleading, flag team, drill team, student government, etc.) will you have participated in during your freshman year at Columbus Senior High School? A. None
B. 1-3
C. 4-6
D. 7 +

When you have completed CIRCLING your responses, please return the survey to your teacher.

Thank you for your help!!

Appendix K

**HIGH SCHOOL ORIENTATION PROGRAM SURVEY
PARENT EDITION**

Now that approximately half of your student's first year in high school is over, it is important to review how the year started by analyzing Columbus Senior High School's orientation program.

Please complete the following survey regarding the orientation program that introduced your student to high school. Using the following scale, circle your answer as you analyze components of a high school orientation program.

SA - Strongly Agree
A - Agree
N - No opinion
D - Disagree
SD - Strongly Disagree

- | | | | | | |
|---|----|---|---|---|----|
| 1. Participation in an orientation program should be required before starting senior high school. | SA | A | N | D | SD |
| 2. Students are required to participate in an orientation program before attending Columbus Senior High School. | SA | A | N | D | SD |
| 3. High school orientation programs should be comprised of two parts so that students receive information about high school in the eighth grade before they move to high school and in ninth grade after they have made the actual move to high school. | SA | A | N | D | SD |
| 4. The orientation program at Columbus Senior High is comprised of two parts so that students receive high school information in eighth and ninth grades. | SA | A | N | D | SD |
| 5. High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 6. The orientation program of Columbus Senior High School provided information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 7. High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors. | SA | A | N | D | SD |
| 8. Columbus Senior High School's orientation program introduced the Administrators and Counselors. | SA | A | N | D | SD |
| 9. High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high. | SA | A | N | D | SD |

10. The orientation program of Columbus Senior High School provided information on counseling services and extracurricular activities. SA A N D SD
11. High school orientation programs should provide information about school rules. SA A N D SD
12. The orientation program of Columbus Senior High School provided information about school rules. SA A N D SD
13. High school orientation programs should give information about how to cope with the pressures encountered in high school. SA A N D SD
14. The orientation program of Columbus Senior High School provided information on how to cope with the pressures encountered in high school. SA A N D SD
15. High school orientation programs should include a meeting for parents to receive basic information about the senior high. SA A N D SD
16. The orientation program of Columbus Senior High School provided a meeting for parents to receive basic information about the senior high. SA A N D SD
17. How many visits (conferences, athletic contests, concerts, etc.) have you made to Columbus Senior High School so far this year?
 a. no visits
 b. 1-3 visits
 c. 4-6 visits
 d. 7-9 visits
 e. 10 + visits

When you have completed CIRCLING your responses, please have your student return the survey to school.

Thank you for your help!!

Appendix L

**HIGH SCHOOL ORIENTATION PROGRAM SURVEY
TEACHER EDITION**

Now that approximately half of the year is over, it is important to review how the year started for freshmen by analyzing Columbus Senior High School's orientation program.

Please complete the following survey regarding the orientation program that introduced freshmen to high school. Using the following scale, circle your answer as you analyze components of a high school orientation program.

SA - Strongly Agree
A - Agree
N - No opinion
D - Disagree
SD - Strongly Disagree

- | | | | | | | |
|----|--|----|---|---|---|----|
| 1. | Participation in an orientation program should be required before starting senior high school. | SA | A | N | D | SD |
| 2. | Students are required to participate in an orientation program before attending Columbus Senior High School. | SA | A | N | D | SD |
| 3. | High school orientation programs should be comprised of two parts so that students receive information about high school in the eighth grade before they move to high school and in ninth grade after they have made the actual move to high school. | SA | A | N | D | SD |
| 4. | The orientation program at Columbus Senior High is comprised of two parts so that students receive high school information in eighth and ninth grades. | SA | A | N | D | SD |
| 5. | High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 6. | The orientation program of Columbus Senior High School provided information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 7. | High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors. | SA | A | N | D | SD |
| 8. | Columbus Senior High School's orientation program introduced the Administrators and Counselors. | SA | A | N | D | SD |
| 9. | High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high. | SA | A | N | D | SD |

10. The orientation program of Columbus Senior High School provided information on counseling services and extracurricular activities. SA A N D SD
11. High school orientation programs should provide information about school rules. SA A N D SD
12. The orientation program of Columbus Senior High School provided information about school rules. SA A N D SD
13. High school orientation programs should give information about how to cope with the pressures encountered in high school. SA A N D SD
14. The orientation program of Columbus Senior High School provided information on how to cope with the pressures encountered in high school. SA A N D SD
15. High school orientation programs should include a meeting for parents to receive basic information about the senior high. SA A N D SD
16. The orientation program of Columbus Senior High School provided a meeting for parents to receive basic information about the senior high. SA A N D SD
17. How long have you taught at Columbus Senior High School?
 a. 1-5 years
 b. 6-10 years
 c. 11-15 years
 d. 16-20 years
 e. 21 + years
18. What is your current educational preparation?
 a. BA
 b. BA+
 c. MA
 d. MA+
 e. EdS
 f. EdD

When you have completed CIRCLING your responses, please return the survey to the Principal's office.

Thank you for your help!!

Appendix M

**HIGH SCHOOL ORIENTATION PROGRAM SURVEY
ADMINISTRATOR/COUNSELOR EDITION**

Now that approximately half of the year is over, it is important to review how the year started for freshmen by analyzing Columbus Senior High School's orientation program.

Please complete the following survey regarding the orientation program that introduced freshmen to high school. Using the following scale, circle your answer as you analyze components of a high school orientation program.

SA - Strongly Agree
A - Agree
N - No opinion
D - Disagree
SD - Strongly Disagree

- | | | | | | |
|---|----|---|---|---|----|
| 1. Participation in an orientation program should be required before starting senior high school. | SA | A | N | D | SD |
| 2. Students are required to participate in an orientation program before attending Columbus Senior High School. | SA | A | N | D | SD |
| 3. High school orientation programs should be comprised of two parts so that students receive information about high school in the eighth grade before they move to high school and in ninth grade after they have made the actual move to high school. | SA | A | N | D | SD |
| 4. The orientation program at Columbus Senior High is comprised of two parts so that students receive high school information in eighth and ninth grades. | SA | A | N | D | SD |
| 5. High school orientation programs should provide information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 6. The orientation program of Columbus Senior High School provided information about a typical school day (room locations, class schedule interpretation, etc.). | SA | A | N | D | SD |
| 7. High school orientation programs should acquaint students with key personnel in the building such as Administrators and Counselors. | SA | A | N | D | SD |
| 8. Columbus Senior High School's orientation program introduced the Administrators and Counselors. | SA | A | N | D | SD |
| 9. High school orientation programs should provide information on counseling services and extracurricular activities that are available at the senior high. | SA | A | N | D | SD |

10. The orientation program of Columbus Senior High School provided information on counseling services and extracurricular activities. SA A N D SD
11. High school orientation programs should provide information about school rules. SA A N D SD
12. The orientation program of Columbus Senior High School provided information about school rules. SA A N D SD
13. High school orientation programs should give information about how to cope with the pressures encountered in high school. SA A N D SD
14. The orientation program of Columbus Senior High School provided information on how to cope with the pressures encountered in high school. SA A N D SD
15. High school orientation programs should include a meeting for parents to receive basic information about the senior high. SA A N D SD
16. The orientation program of Columbus Senior High School provided a meeting for parents to receive basic information about the senior high. SA A N D SD
17. How long have you worked at Columbus Senior High School?
 a. 1-5 years
 b. 6-10 years
 c. 11-15 years
 d. 16-20 years
 e. 21 + years
18. What is your current educational preparation?
 a. MA
 b. MA+
 c. EdS
 d. EdD

When you have completed CIRCLING your responses, please return the survey to the Principal's office.

Thank you for your help!!