

DOCUMENT RESUME

ED 072 073

TM 002 299

**TITLE** Educational Needs Assessment: A Community Survey. A Project to Determine District Goals and Objectives and Establish Priorities for the Beverly Hills Unified School District, October, 1972.

**INSTITUTION** Beverly Hills Unified School District, Calif.

**PUB DATE** Oct 72

**NOTE** 187p.

**EDRS PRICE** MF-\$0.65 HC-\$6.58

**DESCRIPTORS** Child Development; Community Attitudes; \*Educational Legislation; \*Educational Needs; Educational Objectives; Educational Research; Financial Policy; Information Needs; \*Parent Responsibility; \*Questionnaires; \*School Responsibility; Surveys; Technical Reports

**IDENTIFIERS** \*Beverly Hills; California

**ABSTRACT**

In an effort to serve several purposes with the same instrument, a questionnaire was designed so that respondents could indicate their requirements for information concerning schools, to rank goals and objectives, and make determination as to which aspects of a child's development were primarily a home responsibility and which aspects were the school's responsibility. The final section of the questionnaire was designed to do two things. The first purpose was to determine the level of confidence in, and support of, the total educational program for Beverly Hills schools. The second was to rank budget allocations. Basic questions in the questionnaire include: (1) Which are the best information sources concerning Beverly Hills Schools? (2) In what areas is more information needed? (3) In what areas should the schools expend resources? (4) Where, between home and school, does the primary responsibility lie for the student's development in other than academic areas? and (5) What is the level of confidence in the schools? (Author/CK)

ED 072073

TM 002 099 - 300

**Beverly Hills Unified School District**

**EDUCATIONAL NEEDS  
ASSESSMENT**

**A COMMUNITY SURVEY**

**OCTOBER, 1972**

ED 072073

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

EDUCATIONAL NEEDS ASSESSMENT

A Community Survey

A Project to Determine District Goals and Objectives and Establish Priorities for the Beverly Hills Unified School District, October, 1972.

Board of Education

Bernice H. Hutter, President  
Jack Paul, Vice-President  
Herbert J. Young  
Melvin P. Spitz  
Arthur Malin, M.D.

Kenneth L. Peters, Superintendent of Schools

Sybil F. Jaffy, Coordinator, Special Projects

### ACKNOWLEDGMENTS

Gratitude is expressed to the hundreds of citizens, students, and employees of the Beverly Hills Unified School District, who offered the information and opinions contained in this report, and to the professional staff, who contributed questions relating to the goals of their respective programs. Particular acknowledgment is expressed to Kenneth K. Gelms, who was responsible for drafting the information section of the questionnaire, and for categorizing the free response section from parents as well as over-all assistance in all aspects of the survey. Appreciation is expressed to Sam Frias and the graphic arts students who printed the questionnaire, and to Stuart J. Silver and his staff for their work with Dr. James E. Bruno of UCLA who programmed and prepared computer printouts of the data.

Finally, we are indebted to Bernice H. Hutter, President of the Board of Education, who brought her expertise to the task of proof reading so that a technically correct questionnaire was produced.

TABLE OF CONTENTS

INTRODUCTION. . . . . 1

RESEARCH PLAN . . . . . 3

PRESENTATION TO THE BOARD OF EDUCATION  
Major Findings. . . . . 4

FINDINGS

    I. Characteristics of Respondents. . . . . 26

    II. Public Information: Sources & Needs. 30

    III. Prioritizing Program and Goals and  
        Objectives. . . . . 37

    IV. Delineating Home and School  
        Responsibilities. . . . . 47

    V. Level of Support and Budget  
        Allocations . . . . . 55

    VI. Free Response: Comments and  
        Suggestions . . . . . 74

APPENDIX I The Data . . . . . I

APPENDIX II The Questionnaire. . . . . A

## INTRODUCTION

### The Problem:

Need was expressed for definitive data regarding the desires of this community concerning their expectations and priorities in relation to the public schools. This expressed desire paralleled the current legislative requirement to develop goals and objectives for each of the school districts in the State of California. In an effort to serve several purposes with the same instrument, a questionnaire was designed so that respondents could indicate their requirements for information concerning the schools, to prioritize goals and objectives, and make determinations as to which aspects of the child's development were primarily a home responsibility and which aspects were basically the school's responsibility. The final section of the questionnaire was designed to do two things. The first purpose was to determine the level of confidence in, and support of, the total educational program for Beverly Hills schools, and secondly, to prioritize budget allocations.

Additional space was provided for comments and suggestions from respondents concerning any aspect of their relationship with the schools.

The basic questions posed in each section of the questionnaire were as follows:

1. Which are the best information sources concerning Beverly Hills Schools?  
Items 28-39
2. In what areas is more information needed?  
Items 40-49
3. In what areas should the schools expend its resources?  
Items 50-97
4. Where, between home and school, does the primary responsibility lie for the student's development in other than academic areas?  
Items 98-117

INTRODUCTION - The F . . . (continued)

5. What is the level of confidence in the schools in terms of allocation of resources, relationship with school hierarchy, and present Board of Education policy?

Items 118-143

An identification section (Items 5-20) provided for cross tabulations so that responses for each item could be tabulated for each classification of respondent. Correlations were also computed between specific items for the purposes of verification and comparison.

What was produced was an enormous quantity of data which should be used as a basic source of information, and which contains answers to specific questions, which, because of time and space, could not be treated in this resultant report. All of the original data, as well as a copy of the actual questionnaire used, is reprinted in Appendix I and II of this report. It is anticipated the students, staff, parents, and taxpayers in this community will make use of this data as specific questions and needs arise.

In addition to the structured data, the free-response items have been classified according to topics covered, and they are presented in frequency arrangement so that those topics which elicited the highest number of comments are presented first and continue in declining numerical order. These are contained in Section VI of this report.

RESEARCH PLAN



## RESEARCH PLAN

In order to gather data to answer the questions posed, the questionnaire containing 143 response items was distributed in April, 1972, to all students, parents and district employees. Questionnaires were also sent to other taxpayer groups selected randomly, which included non-parents, senior citizens and businessmen.

|                                 | No. Mailed or Distributed | No. Returned                         | Pct. Return Per Category |
|---------------------------------|---------------------------|--------------------------------------|--------------------------|
| <u>Parents</u>                  | 3700                      | No Comments 953<br>With Comments 460 | <u>38%</u>               |
| <u>Non-Parents</u>              | 400                       | No Comments 50<br>With Comments 16   | <u>16%</u>               |
| <u>Businessmen</u>              | 300                       | No Comments 23<br>With Comments 9    | <u>10%</u>               |
| <u>Senior Citizens</u>          | 150                       | No Comments 14<br>With Comments 5    | <u>12%</u>               |
| <u>Students</u><br>(12th Grade) | 500                       | No Comments 232<br>With Comments 105 | <u>67%</u>               |
| <u>Employees</u><br>(BHUSD)     | 550                       | No Comments 213<br>With Comments 40  | <u>46%</u>               |
| <b>TOTAL</b>                    | <u>5600</u>               | <u>2120</u>                          | <u>37%</u>               |

The average rate of response was in excess of 37%, and the total response rate in Student, Parent, and Employee groups was greater than 38% for all categories. It would be less reliable to generalize for Senior Citizens, Businessmen, and Non-Parents, in that order. However, by survey research standards, the response is sufficient to generalize for all categories.

PRESENTATION TO BOARD OF EDUCATION  
MAJOR FINDINGS

PRESENTATION TO THE BOARD OF EDUCATION

Major Findings

It is not the purpose of this report to suggest or recommend policy, but rather to provide information to the school community and its elected policy makers, the Board of Education, to assist in their continuing efforts to formulate sound and constructive policy for the benefit of all children served by the Beverly Hills Schools.

The comprehensive data presented in this report is intended to serve as a baseline against which to make subsequent inquiries in particular areas as the need may arise.

Characteristics of Respondents:

• Relatively stable community

24% were residents for more than 10 years

8% were Beverly High School graduates

9% were parents of a Beverly High School graduate

Public Information — Sources and Needs:

|   |     |
|---|-----|
| most useful-talks with teachers             | 36% |
| least useful PTA meetings                   | 7%  |
| wrote in "child" or "children"              | 10% |
| most frequently read newspapers:            |     |
| L. A. Times, Westside Section               | 87% |
| Beverly Hills Courier                       | 52% |
| least read newspaper:                       |     |
| Herald Examiner                             | 19% |
| best source of school information:          |     |
| L. A. Times, Westside Section               | 29% |
| more school information needed:             |     |
| how to help the child at home<br>and school | 44% |
| news about Board of Education               | 43% |
| counseling and guidance<br>services         | 40% |

Prioritizing Goals and Objectives:

Skill acquisition and factual learning was given top priority:

|                        |     |
|------------------------|-----|
| Math Skills            | 93% |
| Communication Skills   | 93% |
| Reading Comprehension  | 92% |
| Oral Expression        | 92% |
| Math Application       | 87% |
| American History Facts | 85% |

Educational counseling ranked in the first four along with

|                           |     |
|---------------------------|-----|
| Academic Skills and Facts | 83% |
|---------------------------|-----|

and ranked slightly ahead of

|              |     |
|--------------|-----|
| Basic Skills | 82% |
|--------------|-----|

The middle range included the fostering of

|  |     |
|--|-----|
| An Approach to Education, Interest in Learning | 81% |
|--|-----|

and

|                        |     |
|------------------------|-----|
| Self-Directed Learning | 71% |
|------------------------|-----|

Most of the special programs fell in the lower middle range:

|                                |     |
|--------------------------------|-----|
| Handicapped Programs           | 63% |
| Classes for Gifted Students    | 58% |
| Classes for Potential Dropouts | 57% |

Prioritizing Goals and Objectives: (continued)

The lower range included most of the programs that serve a fewer number of students and are more highly specialized such as:

|                    |     |
|--------------------|-----|
| Art Programs       | 35% |
| Media Skills       | 35% |
| School Productions | 34% |

It should be noted that these highly specialized programs, while they serve a fewer number of students, they are extremely important to the clientele that they serve and are an integral part of a comprehensive high school.

A similar trend toward skills and factual learning was found

|                        |     |
|------------------------|-----|
| American History Facts | 95% |
|------------------------|-----|

compared with

|                                |     |
|--------------------------------|-----|
| Increase Community Involvement | 45% |
|--------------------------------|-----|

Some exceptions were physical education

|                         |     |
|-------------------------|-----|
| Encourage Sportsmanship | 71% |
|-------------------------|-----|

compared with

|                        |     |
|------------------------|-----|
| Teach Skills and Games | 46% |
|------------------------|-----|

Theater Arts, gain broader understanding through

|       |     |
|-------|-----|
| Drama | 38% |
|-------|-----|

compared with

|                              |     |
|------------------------------|-----|
| Skills in School Productions | 24% |
|------------------------------|-----|

Prioritizing Goals and Objectives: (continued)

Music

|                                       |     |
|---------------------------------------|-----|
| Develop Appreciation                  | 53% |
| Develop Performing and Reading Skills | 31% |

The implications for goal statements which pertain to academic programs and pupil services are quite clear in terms of what respondents want from their school system. The committee involved in this process should be guided by the data.

**.Delineating Home and School Responsibilities:**

There were three areas that were designated as primarily a responsibility of the home:

|                                      | <u>Home</u> |
|--------------------------------------|-------------|
| Religious Commitment                 | 80%         |
| Acceptance of Responsibility         | 66%         |
| Understanding the Importance of Life | 65%         |

This information should guide the district committee which has the continuing responsibility of writing district goals to modify those goal statements that pertain to these areas so that they are stated as primarily a responsibility of the home with the school assisting the implementation.

The following are indicated as equally shared responsibilities between home and school:

|  | <u>Percent That Replied</u><br><u>Home Responsibility</u> |
|--|---|
| Attitude Toward Sex                                    | 55%   |
| Political Philosophy                                   | 51%   |
| Loyalty to Democracy                                   | 50%   |
| Principles of Health and Safety                        | 50%   |
| Achievement of Goals                                   | 50%   |
| Teaching Rights and Responsibilities<br>of Citizenship | 50%   |
| Learning to Adjust                                     | 44%   |

Goal statements in these areas should be designated as shared responsibilities.



Delineating Home and School Responsibilities: (continued)

Respondents felt that the school has the primary responsibility for the following:

|                                   | <u>Percent That Replied</u><br><u>Home Responsibility</u> |
|-----------------------------------|---|
| Develop Ability to Make Decisions | 38%   |
| Obligations in Society            | 34%   |
| Determining Career                | 33%   |
| Desire to Learn                   | 33%   |
| Teach About Religions             | 28%   |
| Develop Special Interests         | 24%   |
| Effects of Drugs                  | 24%   |
| Concept of Self Worth             | 23%   |
| Knowledge of American Heritage    | 12%   |

While respondents were limited to the choices presented, these were derived on the basis of frequency of occurrence from goal statements of numerous school districts similar in composition to Beverly Hills. The purpose was to obtain sufficient input to revise and/or formulate goals for this district in these most frequently specified areas.

Level of Support and Budget Allocations:

| <u>Areas of Most Agreement -</u><br><u>60% or More</u>  | <u>Agree</u> | <u>Disagree</u> | <u>No Opinion</u> |
|---|--------------|-----------------|-------------------|
| <u>Item 118</u> - Children get a better education in Beverly Hills                            | 91%          | 3%              | 3%                |
| <u>Item 142</u> - Don't reduce salary levels  | 74%          | 8%              | 12%               |
| <u>Item 143</u> - Reduce staff to reduce budget   | 13%          | 68%             | 13%               |
| <u>Item 136</u> - Taxpayers get their money's worth from Beverly Hills Schools                | 64%          | 10%             | 19%               |
| <u>Item 130</u> - The excellence of the teacher is more important in learning than class size | 70%          | 17%             | 5%                |
| <u>Item 133</u> - State should contribute half of local school funds                          | 59%          | 9%              | 23%               |

Respondents were quite agreed on the fact that Beverly Hills has a superior school system; further that no budget reductions should be made that would change this quality, and they would want the State to supply half the funds necessary.

They were also agreed that a superior teacher is a more important factor in learning than class size.

Level of Support and Budget Allocations: (continued)

| <u>Areas of Moderate Agreement -<br/>Less than 60%-Greater than 30%</u>                          | <u>Agree</u> | <u>Disagree</u> | <u>No Opinion</u> |
|--|--------------|-----------------|-------------------|
| <u>Item 139</u> - Would vote for a tax override  | 57%          | 13%             | 20%               |
| <u>Item 129</u> - School administrators give a fair and impartial hearing                        | 52%          | 11%             | 28%               |
| <u>Item 120</u> - District meets individual needs of children                                    | 59%          | 18%             | 15%               |
| <u>Item 122</u> - Elementary teachers are superior   | 53%          | 15%             | 25%               |
| <u>Item 124</u> - Not sufficient access to teacher for information                               | 16%          | 52%             | 23%               |
| <u>Item 135</u> - Would vote for higher taxes  | 55%          | 19%             | 18%               |
| <u>Item 127</u> - School administration is interested in what citizens think                     | 51%          | 16%             | 23%               |
| <u>Item 126</u> - Board of Education is interested in what citizens think                        | 53%          | 18%             | 23%               |
| <u>Item 121</u> - District should maintain grooming standards                                    | 63%          | 29%             | 4%                |
| <u>Item 123</u> - High school teachers are superior  | 47%          | 13%             | 33%               |
| <u>Item 125</u> - School administration give a fair hearing to differing opinions about my child | 43%          | 11%             | 36%               |

Level of Support and . . . . . cations: (continued)

Respondent. . . . . vote for a tax override or increase their taxes to maintain schools.

Administrators give a fair hearing and are interested along with the Board of Education in what citizens think.

Elementary and high school teachers are superior, however the positive responses for elementary teachers show a slightly larger percentage.

Respondents also think that the district should maintain grooming standards.

| <u>Areas of Least Agreement -<br/>Less than 30%</u>                   | <u>Agree</u> | <u>Disagree</u> | <u>No Opinion</u> |
|---|--------------|-----------------|-------------------|
| <u>Item 134</u> - School budget is spent wisely                       | 46%          | 18%             | 28%               |
| <u>Item 119</u> - Homework is inadequate                              | 24%          | 45%             | 24%               |
| <u>Item 132</u> - Needs of less able students are met                 | 42%          | 21%             | 29%               |
| <u>Item 131</u> - College preparation is the main purpose of school   | 33%          | 50%             | 8%                |
| <u>Item 141</u> - Curtail special programs to reduce budget           | 30%          | 47%             | 15%               |
| <u>Item 128</u> - Class size is the most important factor in learning | 50%          | 37%             | 6%                |

Level of Support and Budget Allocations: (continued)

| <u>Areas of Least Agreement -</u><br><u>Less than 30%</u>                             | <u>Agree</u> | <u>Disagree</u> | <u>No Opinion</u> |
|---|--------------|-----------------|-------------------|
| <u>Item 140</u> - The student's appearance affects his school attitude                | 50%          | 39%             | 6%                |
| <u>Item 138</u> - Programs which serve the needs of few students should be eliminated | 45%          | 37%             | 21%               |
| <u>Item 137</u> - School programs should be determined by local community             | 40%          | 32%             | 11%               |

In relation to programs there was divergence of opinion on whether or not to curtail special and specialized programs, and whether or not school programs should be determined by the local community.

Item 134, the wisdom with which the school budget is spent, contrasts sharply with the 93% reply to children in Beverly Hills receive a superior education.

Homework is inadequate and needs of less able students are met.

College preparation is the main purpose of school. Answers here might be based on whether or not the respondent has a college bound student.

Class size is the most important factor in learning.

There were some rather divergent opinions in the various populations sampled, and rather than speculate on reasons for some of the more dichotomous responses, it is more productive to examine the cross-tabulations of these items.

Cross-Tabulations:

Areas of Least Agreement from Linear Data

Item 134 - School budget is spent wisely

Combined Agree 46%                      Disagree 18%

On TABLE I, note the contrast between the positive responses for Home Owners, Businessmen, and Renters in Items 134 and 136.

T-134 Budget Spent Wisely

Combined Agree Response.

| Home Owners | Businessman | Renters |
|-------------|-------------|---------|
| 47%         | 46%         | 42%     |

T-136 We get our money's worth from schools

Combined Agree Response, T-136

|     |     |     |
|-----|-----|-----|
| 81% | 78% | 81% |
|-----|-----|-----|

The reader is free to speculate on this disparity.

Correlation

T-136 We get our money's worth from schools.  
T-139 Would vote for tax override

Combined Agree Responses

|                                   |     |
|-----------------------------------|-----|
| Strongly Agree, T-136, T-139      | 66% |
| Strongly Agree T-136, Agree T-139 | 84% |
| Agree T-136, Strongly Agree T-139 | 89% |

Cross-Tabulations: (continued)

Areas of Least Agreement from Linear Data

Item 128 - Teacher/pupil ratio (class size) is the most important factor in learning.

Combined Agree 50%                      Disagree 37%

On TABLE II, note that businessmen and renters are in more agreement with Item 128, but they each have the greatest percentage of No Opinion.

T-128 Class size is most important factor in learning

Combined Agree Responses

|                   | Home Owners | Businessmen | Renter | Employee | Student |
|-------------------|-------------|-------------|--------|----------|---------|
|                   | 48%         | 56%         | 57%    | 54%      | 54%     |
| <u>No Opinion</u> | 5%          | 24%         | 31%    | 2%       | 10%     |

Compare this with

T-130 The excellence of the teacher is the most important factor in learning - Linear data

Combined Agree 70%                      Disagree 17%

The cross-tab for Item 130 on TABLE II makes a very strong case for the excellence of the teacher being a more important factor in learning than class size.

Combined Agree Responses

|  | Home Owners | Businessmen | Renter | Employee      | Student |
|--|-------------|-------------|--------|---------------|---------|
|  | 76%         | 79%         | 80%    | Not Tabulated | 75%     |

Cross-Tabulations: (continued)

Areas of Least Agreement from Linear Data

Item 140 - The student's appearance affects his attitude toward school.

Combined Agree 50%                      Disagree 39%

On TABLE III, consistency is seen for all population groups with the exception of students.

Combined Agree Responses

|                |                 |        |          |         |          |
|----------------|-----------------|--------|----------|---------|----------|
| Home<br>Owners | Business<br>Men | Renter | Employee | Student | Graduate |
| 60%            | 62%             | 55%    | 54%      | 11%     | 51%      |

There was even stronger agreement in all but the student group in Item 121 which states that district should maintain grooming standards.

Combined Agree Responses

|                |                 |        |          |         |          |
|----------------|-----------------|--------|----------|---------|----------|
| Home<br>Owners | Business<br>Men | Renter | Employee | Student | Graduate |
| 73%            | 78%             | 75%    | 72%      | 13%     | 65%      |

This is a slight increase in the percentage of positive response to Item 140 in the K-12 progression.

T-14 with 140  
Parent of K-3 Child

T-17 with 140  
Parent of 9-12 Child

Combined Agree 55%                      Disagree 58%



Cross-Tabulations: (continued)

Areas of Least Agreement from Linear Data

Item 132 - The school district provides for the needs of the less academically able.

Combined Agree 42%                      Disagree 21%

On TABLE IV, the large percentage of No Opinion response would indicate that parents who responded did so on the basis of their own experience. This experience seems to have improved somewhat as the child moves through the grades. However this would seem to be an area for further study.

T-132 The school district provides for the needs of the less academically able.

|                | T-14<br>Parent of K-3 Child | T-17<br>Parent of 9-12 Child |
|----------------|-----------------------------|------------------------------|
| Combined Agree | 48%                         | 48%                          |
| Disagree       | 19%                         | 21%                          |
| No Opinion     | 32%                         | 30%                          |

There is much greater agreement with Item 120 which states that the school program is meeting my child's individual needs in relation to his abilities.

|                | T-14<br>Parent of K-3 Child | T-17<br>Parent of 9-12 Child |
|----------------|-----------------------------|------------------------------|
| Combined Agree | 80%                         | 72%                          |
| Disagree       | 11%                         | 22%                          |
| No Opinion     | 4%                          | 4%                           |

Cross-Tabulations: (continued)

Areas of Least Agreement from Linear Data

Item 131 - The main purpose of the educational program is to prepare my child for college entrance.

Combined Agree 33%                      Disagree 50%

TABLE V shows that the majority of parents disagree with this statement, which may be rather revealing to those who believe that parents are primarily concerned about college entrance. There is however a 10% increase in agreement as the child moves into the high school.

T-131 with

|                | T-14<br>Parent of K-3 Child | T-17<br>Parent of 9-12 Child |
|----------------|-----------------------------|------------------------------|
| Combined Agree | 30%                         | 40%                          |
| Disagree       | 67%                         | 53%                          |
| No Opinion     | 3%                          | 4%                           |

Cross-Tabulations: (continued)

Areas of Least Agreement from Linear Data

Item 138 - Programs which serve the needs of few students and are expensive should be eliminated.

Combined Agree 45%                      Disagree 37%

Item 141 - In order to reduce budget, special programs should be curtailed or eliminated.

Combined Agree 38%                      Disagree 47%

The Disagree response in TABLE VI shows that in a choice between eliminating programs which are expensive and serve fewer students such as fine arts or physical education programs, or eliminating or curtailing special programs for the handicapped, gifted, potential dropouts, etc., respondents generally feel that this second group of programs is more needed.

T-141

|            | Home Owners | Business Men | Renter | Employee | Student | Graduate |
|------------|-------------|--------------|--------|----------|---------|----------|
| Disagree   | 46%         | 43%          | 54%    | 53%      | 59%     | 46%      |
| No Opinion | 16%         | 20%          | 18%    | 7%       | 16%     | 12%      |

T-138

|            |     |     |     |     |     |     |
|------------|-----|-----|-----|-----|-----|-----|
| Disagree   | 35% | 33% | 47% | 42% | 45% | 27% |
| No Opinion | 22% | 27% | 29% | 10% | 20% | 18% |

The high percentage of No Opinion response would indicate that respondents may not have known what "Special Programs" are or the distinction between the two groups. It should be noted also that the State supplies a portion of funding for Special Programs for students with special needs — educationally handicapped, gifted, potential dropouts, etc. Also, that Adult Education is self sustaining by and large.

Cross-Tabulations: (continued)

Areas of Moderate Agreement from Linear Data

Item 126 - The Board of Education is interested in what the ordinary citizen thinks.

Combined Agree 53%                      Disagree 18%

Item 127 - The school district administration is interested in what the ordinary citizen thinks.

Combined Agree 51%                      Disagree 18%

TABLE VII shows almost the same response to Item 126 and Item 127 from all population groups.

|                | Home Owners | Business Man | Renter | Employee | Student |
|----------------|-------------|--------------|--------|----------|---------|
| T-126          |             |              |        |          |         |
| Combined Agree | 58%         | 55%          | 56%    | 68%      | 32%     |
| Disagree       | 17%         | 18%          | 13%    | 16%      | 31%     |
| No Opinion     | 22%         | 25%          | 29%    | 15%      | 32%     |
| T-127          |             |              |        |          |         |
| Combined Agree | 58%         | 56%          | 55%    | 75%      | 34%     |
| Disagree       | 17%         | 18%          | 13%    | 12%      | 31%     |
| No Opinion     | 23%         | 24%          | 30%    | 11%      | 33%     |

Notice the increase in Combined Agree with BHUSD Employee. The student group is in much stronger disagreement with both statements as might be anticipated.

Cross-Tabulations: (continued)

Areas of Moderate Agreement from Linear Data

Item 122 - Beverly Hills elementary teachers are superior to teachers in other districts.

Combined Agree 53%                      Disagree 15%

Item 123 - Beverly Hills secondary teachers are superior to teachers in other districts.

Combined Agree 47%                      Disagree 13%

Parents are generally supportive of both elementary and secondary teachers. The percentage of parents who disagree with either or both of these items range between 12% and 17%.

A cross-tabulation was performed for parents only.

T-122 Elementary teachers superior

|                | K-3<br>Parent | 4-5<br>Parent | 6-8<br>Parent | 9-12<br>Parent |
|----------------|---------------|---------------|---------------|----------------|
| Combined Agree | 67%           | 66%           | 66%           | 54%            |
| Disagree       | 12%           | 14%           | 15%           | 17%            |
| No Opinion     | 19%           | 18%           | 17%           | 28%            |

T-123 Secondary teachers superior

|                | 9-12<br>Parent |
|----------------|----------------|
| Combined Agree | 61%            |
| Disagree       | 15%            |
| No Opinion     | 22%            |

It should be noted in the free response section that there were very pointed and vociferous comments on the points of view expressed in the objective data.

Cross-Tabulations: (continued)

Areas of Moderate Agreement from Linear Data

Item 135 - I would be willing to increase taxes to maintain the present program in Beverly Hills Schools.

Item 139 - I would vote for a tax override to maintain the present level of programs in Beverly Hills Schools.

TABLE IX shows that a decided majority of taxpayers would increase their tax load to maintain the present level of education in Beverly Hills—if given that opportunity. There is a slight increase in Item 139, the tax override. It is significant to note that business owners expressed stronger agreement with both items than the other two groups. Note also that while taxpayers are willing to increase their tax load locally, they are equally supportive of Item 133, which states the State should contribute at least half the funds.

Cross-Tabulations: (continued)

Areas of Moderate Agreement from Linear Data

T-135 Would increase taxes.

|                | Home Owners | Businessmen | Renters |
|----------------|-------------|-------------|---------|
| Combined Agree | 66%         | 67%         | 68%     |
| Disagree       | 26%         | 22%         | 15%     |
| No Opinion     | 5%          | 10%         | 15%     |

T-139 Would vote for override.

|                |     |     |     |
|----------------|-----|-----|-----|
| Combined Agree | 69% | 74% | 70% |
| Disagree       | 20% | 16% | 10% |
| No Opinion     |     |     |     |

T-133 State should supply half the funds.

|                |     |     |     |
|----------------|-----|-----|-----|
| Combined Agree | 66% | 60% | 68% |
| Disagree       | 1%  | 10% | 7%  |
| No Opinion     | 24% | 27% | 2%  |

Only 1% of home owners disagreed with Item 133 compared to 10% disagreement for business owners. This may reflect the difference between whether local property taxes or state sales and excise taxes would be depended upon for school support.

Cross-Tabulations: (continued)

Areas of Most Agreement

Item 142 - In order to reduce budget, present salary levels should be reduced.

Combined Agree      8%                      Disagree      74%

Item 143 - In order to reduce budget, staff should be reduced.

Combined Agree      13%                      Disagree      68%

TABLE X shows that of these two statements concerning reducing the budget not more than 4% of any group sampled was in strong agreement. The student group showed the highest percentage of agreement with a 10% response, to Item 142—reduce salaries to reduce budget. Businessmen showed the highest percentage of agreement with 11% response to Item 143—to reduce staff. As could be expected, BHUSD employees showed the highest percentage of disagree with both items.

This data of course reaffirms the previous high percentage of negative responses to questions concerning reduction of programs. While respondents express disagreement with certain programs and policies, they are in strong agreement that they want no fundamental changes in the existing structure and programs of this district.

Item 118 - Children in Beverly Hills are getting a better education than children in most cities in California.

Combined Agree      91%                      Disagree      3%

There is no population sample which indicates more than 5% disagreement with this statement. See TABLE XII.



### FINDINGS

- I. Characteristics of Respondents
- II. Public Information: Sources and Needs
- III. Prioritizing Program Goals and Objectives
- IV. Delineating Home and School Responsibilities
- V. Level of Support and Budget Allocations
- VI. Free Responses Comments and Suggestions

I. Characteristics of Respondents

## FINDINGS

### I. Characteristics of Respondents

The identification section of the questionnaire (Items 5-20) revealed the following characteristics of the respondents:

#### Item 5 - Number of Years Lived in Beverly Hills

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| 1 to 2 yrs.             | 263       | 0.13       |
| 3 to 5 yrs.             | 381       | 0.18       |
| 6 to 10 yrs.            | 361       | 0.17       |
| 10 yrs. & over          | 495       | 0.24       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 238       | 0.11       |

#### Item 6 - Own Home in Beverly Hills

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 1018      | 0.49       |
| No                      | 345       | 0.17       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 375       | 0.18       |

#### Item 7 - Own Business in Beverly Hills

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 248       | 0.12       |
| No                      | 806       | 0.39       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 684       | 0.33       |

#### Item 8 - Rent Apartment in Beverly Hills

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 413       | 0.20       |
| No                      | 691       | 0.33       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 634       | 0.31       |

I. Characteristics of Respondents (continued)

Item 9 - Employed in Beverly Hills

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 378       | 0.18       |
| No                      | 676       | 0.33       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 684       | 0.33       |

Item 10 - Employed by BHUSD

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 238       | 0.11       |
| No                      | 815       | 0.39       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 685       | 0.33       |

Item 11 - Student at BHHS

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 356       | 0.17       |
| No                      | 881       | 0.42       |
| Student                 | 0         | 0.0        |
| Number of Non Responses | 838       | 0.40       |

Item 12 - Graduate of BHHS

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 168       | 0.08       |
| No                      | 772       | 0.37       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 798       | 0.38       |

Item 13 - Moved Primarily for Beverly Hills Schools

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 1054      | 0.51       |
| No                      | 305       | 0.15       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 379       | 0.18       |

I. Characteristics of Respondents (continued)

Item 14 - Kindergarten thru 3rd Grade

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| One child               | 367       | 0.18       |
| 2 children              | 100       | 0.05       |
| 3 children              | 15        | 0.01       |
| 4 children              | 0         | 0.0        |
| More than 4             | 1         | 0.00       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 1255      | 0.60       |

Item 15 - 4th thru 5th Grade

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| One child               | 330       | 0.16       |
| 2 children              | 30        | 0.01       |
| 3 children              | 8         | 0.00       |
| 4 children              | 2         | 0.00       |
| More than 4             | 0         | 0.0        |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 1368      | 0.66       |

Item 16 - 6th thru 8th Grade

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| One child               | 469       | 0.23       |
| 2 children              | 92        | 0.04       |
| 3 children              | 18        | 0.01       |
| 4 children              | 1         | 0.00       |
| More than 4             | 0         | 0.0        |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 1158      | 0.56       |

Item 17 - 9th thru 12th Grade

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| One child               | 542       | 0.26       |
| 2 children              | 154       | 0.07       |
| 3 children              | 27        | 0.01       |
| 4 children              | 4         | 0.00       |
| More than 4             | 1         | 0.00       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 1010      | 0.49       |

I. Characteristics of Respondents (continued)

Item 18 - Children - Preschool

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| One child               | 121       | 0.06       |
| 2 children              | 17        | 0.01       |
| 3 children              | 2         | 0.00       |
| 4 children              | 3         | 0.00       |
| More than 4             | 0         | 0.0        |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 595       | 0.77       |

Item 19 - Children - Graduated from BHHS

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| One child               | 187       | 0.09       |
| 2 children              | 86        | 0.04       |
| 3 children              | 20        | 0.01       |
| 4 children              | 5         | 0.00       |
| More than 4             | 1         | 0.00       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 1439      | 0.69       |

Item 20 - Not Applicable Category

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Not applicable          | 198       | 0.10       |
| Student                 | 337       | 0.16       |
| Number of Non Responses | 1538      | 0.74       |

The profile of the typical respondent indicated that he has owned a home in Beverly Hills for more than ten years, is the parent of a high school student and moved into this community primarily because of the school system. It should be noted that this last response was 51%.

II. Public Information: Sources and Needs

## FINDINGS

### II. Public Information: Sources and Needs

The need was felt to determine from a broad sampling of the community what their sources of information are concerning the schools, and to further determine those specific areas where the need for more information was required. Responses to Items 21-49 are presented to answer those questions.

#### Item 21 - Newspapers

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Most Useful             | 395       | 0.19       |
| Usually Useful          | 358       | 0.17       |
| Useful                  | 377       | 0.18       |
| Occasionally Useful     | 391       | 0.19       |
| Not Useful              | 103       | 0.05       |
| Number of Non Responses | 451       | 0.22       |

#### Item 22 - Talks With Teacher

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Most Useful             | 741       | 0.36       |
| Usually Useful          | 361       | 0.17       |
| Useful                  | 252       | 0.12       |
| Occasionally Useful     | 178       | 0.09       |
| Not Useful              | 79        | 0.04       |
| Number of Non Responses | 464       | 0.22       |

#### Item 23 - District Publications

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Most Useful             | 346       | 0.17       |
| Usually Useful          | 276       | 0.13       |
| Useful                  | 337       | 0.16       |
| Occasionally Useful     | 261       | 0.13       |
| Not Useful              | 195       | 0.09       |
| Number of Non Responses | 709       | 0.34       |



II. Public Information: Sources and Needs (continued)

Item 24 - Newsletters

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Most Useful             | 297       | 0.14       |
| Usually Useful          | 276       | 0.13       |
| Useful                  | 337       | 0.16       |
| Occasionally Useful     | 261       | 0.13       |
| Not Useful              | 195       | 0.09       |
| Number of Non Responses | 709       | 0.34       |

Item 25 - Newsettes (PTA)

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Most Useful             | 213       | 0.10       |
| Usually Useful          | 220       | 0.11       |
| Useful                  | 320       | 0.15       |
| Occasionally Useful     | 286       | 0.14       |
| Not Useful              | 311       | 0.15       |
| Number of Non Responses | 725       | 0.35       |

Item 26 - PTA Meetings

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Most Useful             | 142       | 0.07       |
| Usually Useful          | 138       | 0.07       |
| Useful                  | 196       | 0.09       |
| Occasionally Useful     | 313       | 0.15       |
| Not Useful              | 413       | 0.20       |
| Number of Non Responses | 873       | 0.42       |

Item 27 - Others

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Most Useful             | 215       | 0.10       |
| Usually Useful          | 44        | 0.02       |
| Useful                  | 25        | 0.01       |
| Occasionally Useful     | 13        | 0.02       |
| Not Useful              | 45        | 0.02       |
| Number of Non Responses | 1733      | 0.84       |

II. Public Information: Sources and Needs (continued)

Which newspapers do you read regularly?

Item 28 - Beverly Hills Courier

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Read Regularly          | 1088      | 0.52       |
| Number of Non Responses | 987       | 0.48       |

Item 29 - Beverly Hills Independent

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Read Regularly          | 974       | 0.47       |
| Number of Non Responses | 1101      | 0.53       |

Item 30 - Beverly Hills Post

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Read Regularly          | 450       | 0.22       |
| Number of Non Responses | 1625      | 0.78       |

Item 31 - Highlights

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Read Regularly          | 664       | 0.32       |
| Number of Non Responses | 1411      | 0.68       |

Item 32 - Los Angeles Examiner

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Read Regularly          | 401       | 0.19       |
| Number of Non Responses | 1674      | 0.81       |

Item 33 - Los Angeles Times - Westside Section

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Read Regularly          | 1814      | 0.87       |
| Number of Non Responses | 261       | 0.13       |

II. Public Information: Sources and Needs (continued)

Which is the best source for information about schools?

Item 34 - Beverly Hills Courier

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Source Information      | 509       | 0.25       |
| Number of Non Responses | 1566      | 0.75       |

Item 35 - Beverly Hills Independent

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Source Information      | 557       | 0.27       |
| Number of Non Responses | 1518      | 0.73       |

Item 36 - Beverly Hills Post

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Source Information      | 91        | 0.04       |
| Number of Non Responses | 1984      | 0.96       |

Item 37 - Highlights

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Source Information      | 411       | 0.20       |
| Number of Non Responses | 1664      | 0.80       |

Item 38 - Los Angeles Examiner

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Source Information      | 23        | 0.01       |
| Number of Non Responses | 2052      | 0.99       |

Item 39 - Los Angeles Times - Westside Section

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Source Information      | 605       | 0.29       |
| Number of Non Responses | 1470      | 0.71       |

II. Public Information: Sources and Needs (continued)

Where do you need more information?

Item 40 - Subject Taught Grades

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 540       | 0.26       |
| Number of Non Responses | 1535      | 0.74       |

Item 41 - Counseling Service

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 835       | 0.40       |
| Number of Non Responses | 1240      | 0.60       |

Item 42 - Grade Homework Policy

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 684       | 0.33       |
| Number of Non Responses | 1391      | 0.67       |

Item 43 - How Reading, Math, Science, etc. Taught

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 423       | 0.20       |
| Number of Non Responses | 1652      | 0.80       |

Item 44 - Information Special Class

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 386       | 0.19       |
| Number of Non Responses | 1689      | 0.81       |

Item 45 - District Financial Status

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 474       | 0.23       |
| Number of Non Responses | 1601      | 0.77       |

II. Public Information: Sources and Needs (continued)

Item 46 - Current News - Board of Education

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 890       | 0.43       |
| Number of Non Responses | 1185      | 0.57       |

Item 47 - Help at Home and School

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 921       | 0.44       |
| Number of Non Responses | 1154      | 0.56       |

Item 48 - Child Doing in School

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 723       | 0.35       |
| Number of Non Responses | 1352      | 0.65       |

Item 49 - Others Specify

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| More Information?       | 73        | 0.04       |
| Number of Non Responses | 2002      | 0.96       |

Respondents indicated that talks with teachers were their best source of school information with PTA Newsettes being the least used source. It should be noted that of the 10% who indicated some other source as most useful, (Item 27) the vast majority of these referred to their children and other children. In the category of print sources, district publications and newspapers accounted for between 15 and 17% of those who found printed material their most useful source.

It is valuable to know when distributing press releases that 87% of respondents regularly read the Westside Section of the Los Angeles Times, followed by the Beverly Hills Courier with 52%. Further, of all newspaper sources, the Times, The Courier, and The Independent are within 5% points in terms of their value as a source of information concerning the schools.

II. Public Information: Sources and Needs (continued)

The need for more information, (Items 40-49) indicated that information on what to expect from the child at certain ages and how parents can help at home was the major concern, followed by a need for more information on current Board of Education actions and more information on counseling and guidance services. As might be expected, the need for more information on special classes was expressed least.

III. Prioritizing Program Goals and Objectives

## FINDINGS

### III. Prioritizing Program Goals and Objectives

The need to develop specific program goals and objectives for the BHUSD was given further impetus by Assembly Committee Resolution 127, passed in November, 1971, which stated in part "That it is the intent and purpose of the Legislature that teachers, students, administrators, parents, and other community members be given the opportunity to meet together for the purpose of developing educational goals relevant to the instructional program of the schools in their district."

The passage of Assembly Bill 2430 in June, 1970, amended the Education Code so that the Legislature would "set broad, minimum standards and guidelines for educational programs, and to encourage local districts to develop programs that will best fit the needs and interests of the pupils, pursuant to stated philosophy, goals, and objectives," Section 7561, which defines "Philosophy", "Goal", and "Objective" according to the intent of the legislation.

Further impetus to establish educational goals are provided by the requirements of the Stull-Ryan Act and Program Budgeting.

In order to comply with the foregoing, and to serve the expressed needs of this district, tentative district goals were developed in the summer of 1970. A small representative group of students, staff and Board of Education members developed eight goal statements which are reprinted here for the purpose of comparison with the data that is now available in Sections III and IV of this report.

#### A. Goal Relating to Intellectual Discipline and Awareness

The District shall provide for the development of proficiency in academic skills, and the utilization of these skills in the synthesis, application, and evaluation of knowledge.

1. Every learner to reach his full potential in academic areas, and develop specific competencies in skills.

<sup>1</sup>Program Planning Budgeting System, A Report, July, 1970. 47



### III. Prioritizing Program Goals and Objectives (continued)

2. The learner will be helped to develop the ability to learn how to learn.
3. The learner will develop self-direction in learning and independent study habits.
4. The learner will develop an inquiring mind and a desire to learn.
5. The learner will recognize problems and select appropriate methods of solving them.

#### B. Goal Relating to Economic and Technical Competency

The District shall provide for the development of an intelligent producer and consumer and as a contributing participant to the American economic system.

1. The learner will be able to apply his skills and knowledges to take a productive role in the society.

#### C. Goal Relating to Citizenship and Civic Responsibility

The District shall provide for the development of a responsible citizen who is able to adapt to social change and accelerating technology while preserving those principles upon which this country was founded.

1. The learner will develop an awareness of ecological balance and the need for its preservation.
2. The learner will be equipped to contribute to a world of accelerating technology.
3. The learner will gain his rightful place as a fully participating member of society.

#### D. Goal Relating to Competence in Human and Social Relationships

The District shall provide for the development of a positively involved human being who is competent in his social relationships and is able to contribute to the progress of the human community.

III. Prioritizing Program Goals and Objectives (continued)

D. Goal Relating to Competence in Human and Social Relationships (continued)

1. The learner will have a commitment to the society.
2. The learner will be able to empathize with the needs of others.
3. The learner will take responsibility for his fellowmen.
4. The learner will have the ability to make wise, just, and courageous decisions.
5. The learner will practice the concepts involved in racial, ethnic, and socio-economic integration.

E. Goal Relating to Ethical Values

The District shall provide for the development of the basic integrity of each individual as well as respect for other people as individuals or groups.

1. The learner will have the ability to live in a world with others in a spirit of tolerance and understanding.

F. Goal Relating to Mental and Physical Health

The District shall provide for the development of sound physical and mental health practices.

1. To Be Developed

### III. Prioritizing Program Goals and Objectives (continued)

#### G. Goal Relating to Self Realization

The District shall provide for the development of an understanding of oneself and an appreciation of his worthiness as a member of society.

1. The child will develop as a person with unique distinctions.
2. The child will develop a realistic self-image in terms of his unique strengths and limitations.
3. The child will develop a positive attitude toward life.
4. The child will have an appreciation of his worthiness as a member of society, and a sense of purpose and identity.
5. The child will have the ability to deal with psychological tensions.
6. The child will have the ability to adapt to change.
7. The child will be inner directed.

#### H. Goal Relating to Aesthetic and Cultural Awareness

The District shall provide for the development of an awareness of the cultural and artistic heritage of mankind leading to creative self-expression and aesthetic appreciation.

1. The learner shall be provided the climate for creative self-expression and growth.
2. The learner shall develop the skills necessary to express himself in these areas.

### III. Prioritizing Program Goals and Objectives (continued)

The task then was to ascertain the degree to which the community's expectations and priorities were expressed in these goal statements. Items 50-97 on the questionnaire, which state the goals of each program, were written by staff members in order to make this determination from respondents.

The data presentation below which shows the rank order listing of all educational goals placed emphasis in generally the same areas that were expressed in the 1970 Tentative Goal Statements. The data provides additional confirmation that acquisition of basic skills has been given highest priority by all respondents.

| <u>ITEMS</u>                                 | <u>SCALE</u>       |                  |
|--|--------------------|------------------|
|  | Not Necessary<br>0 | Essential<br>100 |
| 78 - Skills in Math                          | _____              | 93               |
| 50 - Fundamental Communication Skills        | _____              | 93               |
| 66 - Understanding Written Material          | _____              | 92               |
| 52 - Oral Expression                         | _____              | 87               |
| 79 - Application in Math                     | _____              | 87               |
| 74 - Facts in American History               | _____              | 85               |
| 51 - Communicate Ideas                       | _____              | 84               |
| 81 - Knowledge of Scientific Facts           | _____              | 83               |
| 59 - Counseling for Educational Planning     | _____              | 83               |
| 62 - Acquisition of Basic Skills             | _____              | 82               |
| 60 - Foster an Interest in Learning          | _____              | 81               |
| 80 - Meet College Entrance Math Requirements | _____              | 80               |
| 61 - Self-Directed Learning                  | _____              | 78               |
| 69 - Encourage Sportsmanship                 | _____              | 71               |
| 67 - Appreciation of Literature              | _____              | 71               |
| 76 - Today's World Social Science            | _____              | 71               |
| 82 - Scientific Procedures                   | _____              | 65               |
| 83 - Interest in Nature                      | _____              | 65               |
| 70 - Student Physiological Development       | _____              | 65               |

III. Prioritizing Program Goals and Objectives (continued)

| <u>ITEMS</u>                                     | <u>SCALE</u>  |           |
|--|---------------|-----------|
|  | Not Necessary | Essential |
|  | 0             | 100       |
| 90 - Handicapped Programs                        | _____         | 63        |
| 58 - Vocational Planning                         | _____         | 63        |
| 95 - Skills for Personal Use                     | _____         | 62        |
| 75 - Develop Related Fields of<br>Social Science | _____         | 59        |
| 97 - Employable Skills                           | _____         | 58        |
| 91 - Classes for Gifted Students                 | _____         | 58        |
| 92 - Classes for Dropouts                        | _____         | 58        |
| 73 - P.E. for Release of Tension                 | _____         | 57        |
| 57 - Help with Personal Problems                 | _____         | 56        |
| 63 - Understanding Foreign Languages             | _____         | 55        |
| 68 - Judging Written Materials                   | _____         | 55        |
| 96 - Exposure to Technical Skills                | _____         | 54        |
| 87 - Music Appreciation                          | _____         | 53        |
| 65 - Attitude Towards Foreign<br>Languages       | _____         | 48        |
| 71 - Knowledge of Games                          | _____         | 46        |
| 77 - Student's Community Involvement             | _____         | 45        |
| 64 - Different Customs and Cultures              | _____         | 44        |
| 94 - Non-English Speaking Students               | _____         | 41        |
| 89 - Concepts in Music                           | _____         | 40        |
| 86 - Dramatic Literature                         | _____         | 38        |
| 72 - P.E. Skills During Leisure Time             | _____         | 37        |
| 54 - Develop Taste for Art                       | _____         | 36        |
| 53 - Mass Media                                  | _____         | 36        |
| 55 - Develop Art Media Skills                    | _____         | 35        |
| 56 - Develop Fine Works of Art                   | _____         | 35        |
| 84 - Taste in Theater Arts                       | _____         | 34        |
| 88 - Creative Musical Skills                     | _____         | 31        |
| 93 - Adult Education Classes                     | _____         | 27        |
| 85 - School Theatrical Productions               | _____         | 24        |

What may be equally significant is the comparison of goals within the various academic programs and services as they have been ranked by the respondents.

The chart on the following pages presents the data in this manner.

III. Prioritizing Program Goals and Objectives (continued)

| <u>ITEMS</u>   | <u>SCALE</u> |           |
|--|--------------|-----------|
|  | Not Nec.     | Essential |
|  | 0            | 100       |
| <u>COMMUNICATIONS SKILLS:</u>                                    |              |           |
| Fundamental Skills, Reading, Writing, Grammar, Punctuation, etc. | _____        | 93        |
| Communicate Ideas  | _____        | 84        |
| Oral Expression  | _____        | 87        |
| Develop Mass Media Standards                                     | ___36        |           |
| <u>ART:</u>  |              |           |
| Develop Taste  | ___36        |           |
| Develop Skills   | ___35        |           |
| Develop Knowledge and Understanding                              | ___35        |           |
| <u>COUNSELING AND GUIDANCE:</u>                                  |              |           |
| Help With Personal Problems                                      | _____56      |           |
| Provide Vocational Planning                                      | _____63      |           |
| Provide Educational Planning                                     | _____83      |           |
| <u>BASIC EDUCATIONAL GOALS:</u>                                  |              |           |
| Develop Interest in Learning                                     | _____81      |           |
| Encourage Self-Directed Learning                                 | _____78      |           |
| Acquisition of Basic Skills                                      | _____82      |           |
| <u>FOREIGN LANGUAGE:</u>   |              |           |
| Understand, Speak, Read, Write                                   | _____55      |           |
| Appreciate Customs, Ways of Living                               | _____44      |           |
| Develop Positive Attitude  | _____48      |           |
| <u>READING:</u>  |              |           |
| Develop Skills in Understanding                                  | _____92      |           |
| Appreciate Literature  | _____71      |           |
| Judgment of Written Material                                     | _____55      |           |

III. Prioritizing Program Goals and Objectives (continued)

| <u>ITEMS</u>                                  | <u>SCALE</u> |           |
|---|--------------|-----------|
|   | Not Nec.     | Essential |
|   | 0            | 100       |
| <u>PHYSICAL EDUCATION:</u>                    |              |           |
| Encourage Sportsmanship                       | _____        | 71        |
| Foster Physical Development                   | _____        | 65        |
| Teach Skills and Games                        | _____        | 46        |
| Teach for Carry Over to<br>Leisure Activities | _____        | 37        |
| Provide Avenue for Release<br>of Tension      | _____        | 57        |
| <u>SOCIAL STUDIES:</u>                        |              |           |
| Facts About American History                  | _____        | 85        |
| Knowledge of Humanities/<br>Related Fields    | _____        | 59        |
| Understanding of Contemporary<br>World        | _____        | 71        |
| Increase Community Involvement                | _____        | 45        |
| <u>MATHEMATICS:</u>                           |              |           |
| Fundamental Skills                            | _____        | 93        |
| Application in Life                           | _____        | 87        |
| Meet College Entrance Requests                | _____        | 80        |
| <u>SCIENCE:</u>                               |              |           |
| Knowledge of Facts and Principles             | _____        | 83        |
| Application of Procedures in<br>Daily Life    | _____        | 65        |
| Interest in Nature & Science                  | _____        | 65        |
| <u>THEATRE ARTS:</u>                          |              |           |
| Develop Taste and Selectivity                 | _____        | 34        |
| Skills in School Productions                  | _____        | 24        |
| Gain Broader Understanding<br>Through Drama   | _____        | 38        |

III. Prioritizing Program Goals and Objectives (continued)

| <u>ITEMS</u>                            | <u>SCALE</u> |           |
|---|--------------|-----------|
|   | Not Nec.     | Essential |
|   | 0            | 100       |
| <u>MUSIC:</u>                           |              |           |
| Develop Appreciation and Discrimination | _____        | 53        |
| Develop Performing, Reading Skills      | _____        | 31        |
| Develop Concepts and Understanding      | _____        | 40        |
| <u>SPECIAL PROGRAMS:</u>                |              |           |
| For the Handicapped                     | _____        | 63        |
| For Gifted Students                     | _____        | 58        |
| For Potential Dropouts                  | _____        | 58        |
| For Adults                              | _____        | 28        |
| For Non-English Speaking                | _____        | 41        |
| <u>JOB SKILLS:</u>                      |              |           |
| For Personal Use                        | _____        | 62        |
| Exposure to Vocational/Technical Skills | _____        | 54        |
| Equip With Employable Skills            | _____        | 58        |

The other choices on this scale in Section E was District to Provide if Funds Permit. For these responses, the reader is referred to Appendix I.

In summary, the total responses to Essential for District to Provide and Not Necessary for District to Provide indicated that in most academic program areas, the emphasis was placed on skill acquisition and factual learning. In the area of pupil services, highest priority was placed on providing the student with educational planning. This ranked higher than vocational planning and help with personal problems provided by Counseling and Guidance. These responses were consistent with those in the area of job skills. This is also consistent with Goal Statement A.



### III. Prioritizing Program Goals and Objectives (continued)

In the area of Special Programs, classes for the handicapped, the gifted, and for potential dropouts were seen as more important than classes for Non-English speaking and adult education.

The choices that respondents made in this section were from goals of educational programs that are provided in the district. We have a rather clear-cut expression from respondents as to where they placed the emphasis. However, the areas of shared responsibility provided more of a challenge to respondents. These are discussed in the following section.

IV. Delineating Home and School Responsibilities

## FINDINGS

### IV. Delineating Home and School Responsibilities

In the goal setting process, it is generally acknowledged that both home and school strive to help the child reach his optimal level in both his own and in society's terms. Because much of the responsibility for this development is shared between home and school, it becomes important to determine from the community where, in its opinion, the major share of the responsibility lies. It is equally important for the school to know those areas where the community feels it has the major responsibility. <sup>2</sup>The large number of multiple responses indicated that the areas of self-esteem, learning to accept responsibility for one's actions, developing a desire to learn, etc., which are covered in Items 98-117, were seen as a continuum between home and school. While there is no line of demarcation between where one begins and the other ends, there is still a distinction to be made between who has the primary responsibility, because this is where the ultimate accountability is. The twenty responses are presented in declining order of what respondents considered primarily a responsibility of the home.

#### Item 117 - Religious Commitment

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1656      | 0.80       |
| School                  | 52        | 0.03       |
| Undecided               | 179       | 0.09       |
| Multiple                | 31        | 0.01       |
| Number of Non Responses | 157       | 0.08       |

#### Item 113 - Accept Responsibility

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1364      | 0.66       |
| School                  | 257       | 0.12       |
| Undecided               | 90        | 0.04       |
| Multiple                | 277       | 0.13       |
| Number of Non Responses | 87        | 0.04       |

IV. Delineating Home and School Responsibilities (continued)

Item 115 - Importance of Life

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1347      | 0.65       |
| School                  | 270       | 0.13       |
| Undecided               | 95        | 0.05       |
| Multiple                | 270       | 0.13       |
| Number of Non Responses | 93        | 0.04       |

Item 107 - Sex Attitude

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1135      | 0.55       |
| School                  | 385       | 0.19       |
| Undecided               | 119       | 0.06       |
| Multiple                | 330       | 0.16       |
| Number of Non Responses | 106       | 0.05       |

Item 100 - Political Philosophy

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1049      | 0.51       |
| School                  | 484       | 0.23       |
| Undecided               | 302       | 0.15       |
| Multiple                | 90        | 0.04       |
| Number of Non Responses | 150       | 0.07       |

Item 101 - Loyalty Democracy

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1038      | 0.50       |
| School                  | 545       | 0.26       |
| Undecided               | 209       | 0.10       |
| Multiple                | 136       | 0.07       |
| Number of Non Responses | 147       | 0.07       |

Item 106 - Health Principles

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1034      | 0.50       |
| School                  | 628       | 0.30       |
| Undecided               | 88        | 0.04       |
| Multiple                | 216       | 0.10       |
| Number of Non Responses | 109       | 0.05       |

IV. Delineating Home and School Responsibilities (continued)

Item 105 - Achieve Goals

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1032      | 0.50       |
| School                  | 470       | 0.23       |
| Undecided               | 139       | 0.07       |
| Multiple                | 347       | 0.17       |
| Number of Non Responses | 87        | 0.04       |

Item 98 - Rights and Responsibilities

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 1032      | 0.50       |
| School                  | 662       | 0.32       |
| Undecided               | 112       | 0.05       |
| Multiple                | 172       | 0.08       |
| Number of Non Responses | 97        | 0.05       |

Item 114 - Learning to Adjust

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 916       | 0.44       |
| School                  | 618       | 0.30       |
| Undecided               | 135       | 0.07       |
| Multiple                | 313       | 0.15       |
| Number of Non Responses | 93        | 0.04       |

Item 110 - Making Decisions

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 789       | 0.38       |
| School                  | 808       | 0.39       |
| Undecided               | 108       | 0.05       |
| Multiple                | 246       | 0.12       |
| Number of Non Responses | 124       | 0.06       |

Item 99 - Obligations in Society

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 708       | 0.34       |
| School                  | 970       | 0.47       |
| Undecided               | 118       | 0.06       |
| Multiple                | 151       | 0.07       |
| Number of Non Responses | 128       | 0.06       |

IV. Delineating Home and School Responsibilities (continued)

Item 104 - Determine Career

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 681       | 0.33       |
| School                  | 861       | 0.41       |
| Undecided               | 178       | 0.09       |
| Multiple                | 236       | 0.11       |
| Number of Non Responses | 119       | 0.06       |

Item 103 - Desire to Learn

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 679       | 0.33       |
| School                  | 941       | 0.45       |
| Undecided               | 94        | 0.05       |
| Multiple                | 268       | 0.13       |
| Number of Non Responses | 93        | 0.04       |

Item 116 - Major Religions

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 572       | 0.28       |
| School                  | 1169      | 0.56       |
| Undecided               | 129       | 0.06       |
| Multiple                | 107       | 0.05       |
| Number of Non Responses | 98        | 0.05       |

Item 109 - Develop Special Interests

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 502       | 0.24       |
| School                  | 1089      | 0.52       |
| Undecided               | 101       | 0.05       |
| Multiple                | 274       | 0.13       |
| Number of Non Responses | 109       | 0.05       |

Item 108 - Effects of Drugs

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 506       | 0.24       |
| School                  | 916       | 0.44       |
| Undecided,              | 142       | 0.07       |
| Multiple                | 402       | 0.19       |
| Number of Non Responses | 109       | 0.05       |

IV. Delineating Home and School Responsibilities (continued)

Item 102 - American Heritage

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 251       | 0.12       |
| School                  | 1484      | 0.72       |
| Undecided               | 97        | 0.05       |
| Multiple                | 114       | 0.05       |
| Number of Non Responses | 129       | 0.06       |

Item 111 - Memorize Information

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 135       | 0.07       |
| School                  | 1461      | 0.70       |
| Undecided               | 194       | 0.09       |
| Multiple                | 85        | 0.04       |
| Number of Non Responses | 200       | 0.10       |

Item 112 - Locate Information

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| Home                    | 92        | 0.04       |
| School                  | 1684      | 0.81       |
| Undecided               | 51        | 0.02       |
| Multiple                | 120       | 0.06       |
| Number of Non Responses | 128       | 0.06       |

Looking at the data in another way, the items that showed the greatest percentage of multiple and undecided response, and where opinion seems to be most equally divided, would appear to be those areas of most equally shared responsibility between home and school as indicated by all respondents in the data below.

Item 105 - Concept of Self-worth and Goal Achievement

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| School                  | 470       | 0.23       |
| Home                    | 1032      | 0.50       |
| Undecided               | 139       | 0.07       |
| Multiple                | 347       | 0.17       |
| Number of Non Responses | 87        | 0.04       |

IV. Delineating Home and School Responsibilities (continued)

Item 107 - Healthy Attitude Toward Sex

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| School                  | 385       | 0.19       |
| Home                    | 1135      | 0.55       |
| Undecided               | 119       | 0.06       |
| Multiple                | 330       | 0.16       |
| Number of Non Responses | 106       | 0.05       |

Item 114 - Learning to Adjust and Get Along With Others

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| School                  | 613       | 0.30       |
| Home                    | 916       | 0.44       |
| Undecided               | 135       | 0.07       |
| Multiple                | 313       | 0.15       |
| Number of Non Responses | 93        | 0.04       |

Item 100 - Develop the Student's Political Philosophy

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| School                  | 484       | 0.23       |
| Home                    | 1049      | 0.51       |
| Undecided               | 302       | 0.15       |
| Multiple                | 90        | 0.04       |
| Number of Non Responses | 150       | 0.07       |

Item 101 - Develop Loyalty to Democratic Ideals

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| School                  | 545       | 0.26       |
| Home                    | 1038      | 0.50       |
| Undecided               | 209       | 0.10       |
| Multiple                | 136       | 0.07       |
| Number of Non Responses | 147       | 0.07       |

Item 106 - Principles of Health and Safety

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| School                  | 628       | 0.30       |
| Home                    | 1034      | 0.50       |
| Undecided               | 88        | 0.04       |
| Multiple                | 216       | 0.10       |
| Number of Non Responses | 109       | 0.05       |



IV. Delineating Home and School Responsibilities (continued)

Item 98 - Right and Responsibilities in Society

|                         | Frequency | Percentage |
|-------------------------|-----------|------------|
| School                  | 662       | 0.32       |
| Home                    | 1032      | 0.50       |
| Undecided               | 112       | 0.05       |
| Multiple                | 172       | 0.08       |
| Number of Non Responses | 97        | 0.05       |

It can be seen then that seven of these twenty items, or approximately 1/3, showed the greatest number of multiple responses, as well as the most divergent opinion as to where the primary responsibility for development lies. To recapitulate, these included:

- . Development of Self-worth and Confidence in Ability to Achieve Goals
- . Development of a Healthy Attitude Toward Sex
- . Learning to Get Along With Others and to Adjust Successfully to a Variety of Situations
- . Development of Political Philosophy
- . Development of Loyalty to our Democracy
- . Understanding and Practicing the Principles of Health and Safety
- . Understanding of Rights and Responsibilities of Individuals in our Society

Respondents have designated the home as having primary responsibility in these three areas:

- . Accepting Responsibilities for One's Own Actions
- . Development of a Religious Commitment
- . Enhancing the Student's Feeling of the Importance of Life and Living

Insofar as the school's having the primary responsibility, the ten areas including:

- . Locating Information
- . Memorizing Information
- . Understanding the American Heritage
- . Teaching the Effect of Drugs
- . Developing the Child's Special Interests

#### IV. Delineating Home and School Responsibilities (continued)

- . Teaching About Major Religions
- . Developing a Desire to Learn
- . Determining Careers
- . Teaching Obligations to the Society
- . Developing the Ability to Make Decisions

and in that order, respondents felt the school has the major share of responsibility. It should be noted that 75% of all respondents were from the community, and that of these, approximately 60% were from parents.

The main purpose here was to make determinations from the community, and in view of the high percentage of community response, no cross tabulations were performed.

The implications for educational goals for this school district would appear to be first, that in the areas of sex education, development of a political philosophy, loyalty to the democracy, principles of health and safety, concept of self-worth and confidence, rights and responsibilities of citizens, and ability to get along with others and adjust, that these are quite definitely shared responsibilities and should be so stated in Goals III, IV, V, VI, and VII.

A District Steering Committee, which was initiated during the 1971-72 school year, had as one of its primary responsibilities the drafting of district goals for presentation and adoption by the Board of Education. The information presented in Sections III and IV should serve as a resource guide in the completion of this task.

V. Level of Support and Budget Allocations

## FINDINGS

### V. Level of Support and Budget Allocations

As might be expected from the sensitive nature of the questions asked, this part of the questionnaire elicited more divergent opinions and was the source of most of the comments by respondents in the free-response section. There are any number of ways to display the resultant data and a variety of statistical techniques that could be applied. The major considerations in handling this data were visibility and ease in understanding.

In the first display, the data are arranged from areas of greatest agreement to areas of greatest divergence of opinion from all respondents to Items 118 through 143.

Please note that Strongly Agree and Agree responses have been combined. Refer to Appendix I for this breakdown.

| <u>Areas of Most Agreement -</u><br><u>60% or More</u>  | <u>Agree</u> | <u>Disagree</u> | <u>No Opinion</u> |
|---|--------------|-----------------|-------------------|
| <u>Item 118</u> - Children get a better education in Beverly Hills                            | 91%          | 3%              | 3%                |
| <u>Item 142</u> - Don't reduce salary levels  | 74%          | 8%              | 12%               |
| <u>Item 143</u> - Reduce staff to reduce budget   | 13%          | 68%             | 13%               |
| <u>Item 136</u> - Taxpayers get their money's worth from Beverly Hills Schools                | 64%          | 10%             | 19%               |
| <u>Item 130</u> - The excellence of the teacher is more important in learning than class size | 70%          | 17%             | 5%                |

V. Level of Support and Budget Allocations (continued)

Areas of Most Agreement -                      Agree      Disagree      No Opinion  
60% or More

Item 133 - State should contribute half of local school funds                      59%                      9%                      23%

Areas of Moderate Agreement -  
Less than 60%-Greater than 30%

Item 139 - Would vote for a tax override                      57%                      13%                      20%

Item 129 - School administrators give a fair and impartial hearing                      52%                      11%                      28%

Item 120 - District meets individual needs of children                      59%                      18%                      15%

Item 122 - Elementary teachers are superior                      53%                      15%                      25%

Item 124 - Not sufficient access to teacher for information                      16%                      52%                      23%

Item 135 - Would vote for higher taxes                      55%                      19%                      18%

Item 127 - School administration is interested in what citizens think                      51%                      16%                      23%

Item 126 - Board of Education is interested in what citizens think                      53%                      18%                      23%

Item 121 - District should maintain grooming standards                      63%                      29%                      4%

V. Level of Support and Budget Allocations (continued)

Areas of Moderate Agreement - Agree Disagree No Opinion  
Less than 60%-Greater than 30%

|   |     |     |     |
|---|-----|-----|-----|
| <u>Item 123</u> - High school teachers<br>are superior  | 47% | 13% | 33% |
| <u>Item 125</u> - School administration<br>give a fair hearing to<br>differing opinions<br>about my child | 43% | 11% | 36% |

Areas of Least Agreement -  
Less than 30%

|  |     |     |     |
|--|-----|-----|-----|
| <u>Item 134</u> - School budget is<br>spent wisely   | 46% | 18% | 28% |
| <u>Item 119</u> - Homework is<br>inadequate  | 24% | 45% | 24% |
| <u>Item 132</u> - Needs of less able<br>students are met   | 42% | 21% | 29% |
| <u>Item 131</u> - College preparation<br>is the main purpose<br>of school                          | 33% | 50% | 8%  |
| <u>Item 141</u> - Curtail special<br>programs to reduce<br>budget                                  | 30% | 47% | 15% |
| <u>Item 128</u> - Class size is the<br>most important fac-<br>tor in learning                      | 50% | 37% | 6%  |
| <u>Item 140</u> - The student's appear-<br>ance affects his<br>school attitude                     | 50% | 39% | 6%  |
| <u>Item 138</u> - Programs which serve<br>the needs of few stu-<br>dents should be elim-<br>inated | 45% | 37% | 21% |
| <u>Item 137</u> - School programs<br>should be determined<br>by local community                    | 40% | 32% | 11% |

## FINDINGS

### V. Level of Support and Budget Allocations

#### Cross-Tabulations

The determinations as to which cross-tabulations would be most relevant were made by the committee of staff members which included the P.P.B.S. Task Force. It was considered appropriate to cross-tabulate all of the items in Section 118-143 pertaining to level of support and budget allocations. These items were cross-tabbed with population information pertaining to relationship with BHUSD, (Items 6-12) and with grade placement of child or children (Items 14-19).

- Item 118 Better Education in Beverly Hills
- Item 128 Class Size is Most Important Factor in Learning
- Item 130 Excellence of Teacher is Most Important Factor in Learning
- Item 140 Student Appearance Affects School Attitude
- Item 141 Curtail Special Programs to Reduce Budget
- Item 142 Reduce Salaries to Reduce Budget
- Item 143 Reduce Staff to Reduce Budget

The following items were cross-tabulated with parent replies to grade placement only (Items 14-19).

- Item 119 Homework is Inadequate
- Item 120 Individual Needs Are Served
- Item 122 Elementary Teachers Are Superior
- Item 125 School Administration Gives a Fair Hearing
- Item 129 School Administrators Give a Fair and Impartial Hearing
- Item 131 College Preparation is the Main Purpose of School

## V. Level of Support and Budget Allocations

### Cross-Tabulations (continued)

The items below were cross-tabulated only with Items 6-12 which referred to the respondent's relationship with Beverly Hills Schools.

- Item 132 Needs of Slower Students Are Met
- Item 121 Grooming Standards
- Item 126 Board of Education is Interested in What Citizens Think
- Item 127 District Administration is Interested in What Citizens Think
- Item 136 Taxpayers Get Their Money's Worth From Schools
- Item 133 The State Should Contribute Half of School Funds
- Item 134 The School Budget is Spent Wisely
- Item 135 Would Increase Taxes to Maintain Schools
- Item 137 Local Community Should Determine School Programs
- Item 138 Eliminate Expensive Programs to Cut Budget
- Item 139 Would Vote For Tax Override

Finally, for verification purposes, items that were similar or that were expected to be correlative were cross-tabulated.

#### Verification Items

#### Correlation Items

|         |         |         |
|---------|---------|---------|
| 103-105 | 118-136 | 136-139 |
| 105- 57 | 120-134 | 141-134 |
| 114- 57 | 122-142 | 141-135 |
| 121-140 | 123-143 | 141-139 |
| 125-129 | 126-134 | 142-134 |
| 138-141 | 127-137 | 142-135 |
|         | 130-128 |         |
|         | 130-142 |         |



## V. Level of Support and Budget Allocations

### Cross-Tabulations (continued)

Those cross-tabulations that were significant to the degree that they indicated differing opinion among the groups sampled, or which may have answered particular concerns, are discussed here. The reader is referred to Appendix I for the complete data. In reading the cross-tab print-out, Appendix I, note that only those respondents who answered both questions were included in the cross-tabulation.

The cross-tabulation between Item 118 and 6 reads:  
T-Item 118  
T-Item 6

#### Better Education in Beverly Hills With Own Home

|                | Yes (Home Owner) | No (Non-Owner) |
|----------------|------------------|----------------|
| Strongly Agree | 618 (0.50)       | 224 (0.18)     |
| Agree          | 312 (0.51)       | 35 (0.15)      |
| Disagree       | 33 (0.46)        | 12 (0.17)      |
| No Opinion     | 23 (0.35)        | 10 (0.15)      |

This means that 658 homeowners, or 50% of those respondents who answered "Strongly Agree" to Children in Beverly Hills Get a Better Education, also identified themselves as homeowners in Item 6. Because of the relationship that the percentage expresses, it is confusing in understanding the data. For the purpose of analysis, it is more clear to add all homeowners' responses and arrive at percentages for each of the categories.

#### T-6 Home Owners and T-118 Children Get a Better Education in Beverly Hills

|                |     |
|----------------|-----|
| Strongly Agree | 62% |
| Agree          | 31% |
| Disagree       | 3%  |
| No Opinion     | 2%  |

## V. Level of Support and Budget Allocations

### Cross-Tabulations (continued)

In this way, we can see that 93% of homeowners believe that children in Beverly Hills receive a better education than children in most other cities in California.

Only the positive identifications were considered as respondents in other categories would have identified themselves there. This information has been charted on the following pages.

Cross-tabulations are analyzed in the section of the report titled, PRESENTATION TO THE BOARD OF EDUCATION: Major Findings.

T-134

The school district budget is spent wisely for the benefit of all students.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|
| Strongly Agree | 11%                  | 10%                    | 14%           | 17%                       | 12%             |
| Agree          | 36%                  | 36%                    | 38%           | 47%                       | 22%             |
| Disagree       | 17%                  | 16%                    | 12%           | 27%                       | 33%             |
| No Opinion     | 33%                  | 35%                    | 34%           | 7%                        | 31%             |

T-136

As taxpayers we get our money's worth for dollars we invest in schools in Beverly Hills.

|                | T-6<br>Home<br>Owner | T-7<br>Business | T-8<br>Renter |
|----------------|----------------------|-----------------|---------------|
| Strongly Agree | 33%                  | 34%             | 35%           |
| Agree          | 48%                  | 44%             | 46%           |
| Disagree       | 11%                  | 13%             | 4%            |
| No Opinion     | 7%                   | 7%              | 13%           |

T-136 and T-139 Correlation

T-136 As taxpayers we get our money's worth for dollars we invest in schools in Beverly Hills.

T-139 I would vote for a tax override to maintain the present level of programs in Beverly Hills Schools.

|                | Strongly Agree   | Agree      | Disagree   | No Opinion |
|----------------|------------------|------------|------------|------------|
| Strongly Agree | 375 (0.66) - 66% | 108 (0.19) | 25 (0.04)  | 41 (0.07)  |
| Agree          | 135 (0.17) - 23% | 369 (0.48) | 128 (0.17) | 107 (0.14) |
| Disagree       | 31 (0.15) - 5%   | 36 (0.18)  | 86 (0.43)  | 34 (0.17)  |
| No Opinion     | 42 (0.11) - 7%   | 67 (0.17)  | 28 (0.07)  | 236 (0.61) |

TABLE C

T-128

Teacher/pupil ratio (class size) is the most important factor in learning.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | F-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|------------------|
| Strongly Agree | 21%                  | 10%                    | 11%           | 26%                       | 22%             |                  |
| Agree          | 27%                  | 46%                    | 46%           | 28%                       | 32%             |                  |
| Disagree       | 46%                  | 18%                    | 13%           | 41%                       | 35%             |                  |
| No Opinion     | 5%                   | 24%                    | 31%           | 2%                        | 10%             |                  |

T-130

The excellence of the teacher is a more important factor in learning than class size (ratio of students to teachers).

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | F-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|
| Strongly Agree | 43%                  | 44%                    | 42%           |                           | 39%             |
| Agree          | 33%                  | 35%                    | 28%           | Not<br>Tabulated          | 36%             |
| Disagree       | 18%                  | 14%                    | 23%           |                           | 14%             |
| No Opinion     | 4%                   | 4%                     | 4%            |                           | 9%              |

TABLE IV

T-121

It is appropriate for the district to maintain dress and grooming standards.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-9<br>Work in<br>BH | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|----------------------|---------------------------|-----------------|------------------|
| Strongly Agree | 36%                  | 43%                    | 39%           | 43%                  | 36%                       | 4%              | 30%              |
| Agree          | 37%                  | 35%                    | 36%           | 36%                  | 36%                       | 9%              | 35%              |
| Disagree       | 20%                  | 17%                    | 19%           | 16%                  | 23%                       | 80%             | 29%              |
| No Opinion     | 3%                   | 2%                     | 4%            | 3%                   | 4%                        | 5%              | 4%               |

T-140

A student's appearance affects his attitude toward school.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|------------------|
| Strongly Agree | 25%                  | 29%                    | 25%           | 20%                       | 4%              | 25%              |
| Agree          | 35%                  | 33%                    | 30%           | 34%                       | 7%              | 26%              |
| Disagree       | 32%                  | 31%                    | 37%           | 30%                       | 81%             | 40%              |
| No Opinion     | 6%                   | 6%                     | 6%            | 4%                        | 6%              | 8%               |

with child in grades

|                | T-14<br>K-3 | T-17<br>9-12 |
|----------------|-------------|--------------|
| Strongly Agree | 22%         | 27%          |
| Agree          | 33%         | 31%          |
| Disagree       | 34%         | 34%          |
| No Opinion     | 7%          | 6%           |

TABLE III

T-132

The school discript provides for the needs of the less academically able with child in grades

|                |             |              |
|----------------|-------------|--------------|
| Strongly Agree | T-14<br>K-3 | T-17<br>9-12 |
| Agree          | 4%          | 8%           |
| Disagree       | 44%         | 40%          |
| No Opinion     | 19%         | 21%          |
|                | 32%         | 30%          |

T-120

The school program is meeting my child's individual needs in relation to his abilities.

with child in grades

|                |             |              |
|----------------|-------------|--------------|
| Strongly Agree | T-14<br>K-3 | T-17<br>9-12 |
| Agree          | 22%         | 25%          |
| Disagree       | 58%         | 47%          |
| No Opinion     | 11%         | 22%          |
|                | 4%          | 4%           |

TABLE IV

T-131

The main purpose of the educational program is to prepare my child for college entrance.

with child in grades

|                | <u>T-14</u><br><u>K-3</u> | <u>T-17</u><br><u>9-12</u> |
|----------------|---------------------------|----------------------------|
| Strongly Agree | 12%                       | 13%                        |
| Agree          | 18%                       | 27%                        |
| Disagree       | 67%                       | 53%                        |
| No Opinion     | 3%                        | 4%                         |

TABLE 7

T-138

There are educational programs that should be eliminated because they are too expensive and serve only the needs of a few students.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|------------------|
| Strongly Agree | 15%                  | 12%                    | 9%            | 13%                       | 11%             | 13%              |
| Agree          | 28%                  | 26%                    | 20%           | 33%                       | 20%             | 27%              |
| Disagree       | 35%                  | 33%                    | 40%           | 42%                       | 45%             | 33%              |
| No Opinion     | 22%                  | 27%                    | 29%           | 10%                       | 20%             | 18%              |

T-141

In order to reduce the budget, special programs should be curtailed or eliminated.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|------------------|
| Strongly Agree | 8%                   | 8%                     | 7%            | 10%                       | 5%              | 6%               |
| Agree          | 29%                  | 27%                    | 28%           | 28%                       | 17%             | 34%              |
| Disagree       | 46%                  | 43%                    | 54%           | 53%                       | 59%             | 46%              |
| No Opinion     | 16%                  | 20%                    | 18%           | 7%                        | 16%             | 12%              |

TABLE VI



T-126

The Board of Education is interested in what the ordinary citizens think.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|
| Strongly Agree | 12%                  | 10%                    | 11%           | 20%                       | 7%              |
| Agree          | 46%                  | 45%                    | 45%           | 48%                       | 25%             |
| Disagree       | 17%                  | 18%                    | 13%           | 16%                       | 31%             |
| No Opinion     | 22%                  | 25%                    | 29%           | 15%                       | 32%             |

T-127

The school district administration is interested in what the ordinary citizens think.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|
| Strongly Agree | 11%                  | 10%                    | 11%           | 22%                       | 7%              |
| Agree          | 47%                  | 46%                    | 44%           | 53%                       | 27%             |
| Disagree       | 17%                  | 18%                    | 13%           | 12%                       | 31%             |
| No Opinion     | 23%                  | 24%                    | 30%           | 11%                       | 33%             |

TABLE VII

T-122

Beverly Hills elementary teachers are superior to teachers in other districts.

with child in grades

|                | T-14<br>K-3 | T-15<br>4-5 | T-16<br>6-8 | T-17<br>9-12 |
|----------------|-------------|-------------|-------------|--------------|
| Strongly Agree | 25%         | 25%         | 27%         | 21%          |
| Agree          | 42%         | 41%         | 39%         | 33%          |
| Disagree       | 12%         | 14%         | 15%         | 17%          |
| No Opinion     | 19%         | 18%         | 17%         | 28%          |

T-123

Beverly Hills secondary teachers are superior to teachers in other districts.

with child in grades

|                | T-17<br>9-12 |
|----------------|--------------|
| Strongly Agree | 24%          |
| Agree          | 37%          |
| Disagree       | 15%          |
| No Opinion     | 22%          |

T-120

The school program in meeting my child's individual needs in relation to his abilities.

with child in grades

|                | T-14<br>K-3 | T-15<br>4-5 | T-16<br>6-8 | T-17<br>9-12 |
|----------------|-------------|-------------|-------------|--------------|
| Strongly Agree | 22%         | 20%         | 22%         | 25%          |
| Agree          | 58%         | 52%         | 52%         | 47%          |
| Disagree       | 11%         | 22%         | 21%         | 22%          |
| No Opinion     | 4%          | 4%          | 4%          | 4%           |

T-133

The State of California should contribute at least half of the funds required to support local school districts.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter |
|----------------|----------------------|------------------------|---------------|
| Strongly Agree | 33%                  | 31%                    | 36%           |
| Agree          | 33%                  | 29%                    | 32%           |
| Disagree       | 1%                   | 10%                    | 7%            |
| No Opinion     | 24%                  | 27%                    | 2%            |

T-135

I would be willing to increase taxes in order to maintain the present program in Beverly Hills Schools.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter |
|----------------|----------------------|------------------------|---------------|
| Strongly Agree | 32%                  | 33%                    | 31%           |
| Agree          | 34%                  | 34%                    | 37%           |
| Disagree       | 26%                  | 22%                    | 15%           |
| No Opinion     | 5%                   | 10%                    | 15%           |

T-139

I would vote for a tax override to maintain the present level of programs in Beverly Hills Schools.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter |
|----------------|----------------------|------------------------|---------------|
| Strongly Agree | 36%                  | 38%                    | 32%           |
| Agree          | 33%                  | 36%                    | 38%           |
| Disagree       | 20%                  | 16%                    | 10%           |
| No Opinion     | 8%                   | 9%                     | 18%           |

TABLE X

T-142

In order to reduce the budget, present salary levels should be reduced.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|------------------|
| Strongly Agree | 2%                   | 2%                     | 3%            | 3%                        | 4%              | 3%               |
| Agree          | 5%                   | 3%                     | 4%            | 2%                        | 10%             | 3%               |
| Disagree       | 82%                  | 86%                    | 79%           | 91%                       | 61%             | 87%              |
| No Opinion     | 10%                  | 9%                     | 12%           | 3%                        | 23%             | 5%               |

T-143

In order to reduce the budget, staff should be reduced.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|---------------------------|-----------------|------------------|
| Strongly Agree | 3%                   | 3%                     | 3%            | 4%                        | 4%              | 4%               |
| Agree          | 12%                  | 11%                    | 6%            | 9%                        | 9%              | 12%              |
| Disagree       | 71%                  | 68%                    | 78%           | 80%                       | 65%             | 73%              |
| No Opinion     | 12%                  | 11%                    | 11%           | 5%                        | 19%             | 9%               |

TABLE XI

Children in Beverly Hills are getting a better education than children in most cities in California.

|                | T-6<br>Home<br>Owner | T-7<br>Business<br>Man | T-8<br>Renter | T-9<br>Work in<br>BH | T-10<br>Work for<br>BHUSD | T-11<br>Student | T-12<br>Graduate |
|----------------|----------------------|------------------------|---------------|----------------------|---------------------------|-----------------|------------------|
| Strongly Agree | 62%                  | 62%                    | 65%           | 63%                  | 60%                       | 56%             | 67%              |
| Agree          | 31%                  | 30%                    | 28%           | 28%                  | 32%                       | 32%             | 30%              |
| Disagree       | 3%                   | 3%                     | 3%            | 3%                   | 3%                        | 5%              | 1%               |
| No Opinion     | 2%                   | 3%                     | 2%            | 2%                   | 3%                        | 5%              | 5%               |

with child in grades

|                | T-14<br>K-3 | T-15<br>4-5 | T-16<br>6-7 | T-17<br>9-12 | T-18<br>Pre-school | T-19<br>Child graduated |
|----------------|-------------|-------------|-------------|--------------|--------------------|-------------------------|
| Strongly Agree | 65%         | 65%         | 67%         | 64%          | 60%                | 58%                     |
| Agree          | 30%         | 29%         | 27%         | 30%          | 33%                | 34%                     |
| Disagree       | 3%          | 3%          | 2%          | 2%           | 2%                 | 3%                      |
| No Opinion     | 1%          | 2%          | 1%          | 1%           | 3%                 | 3%                      |

TABLE XII

VI. Free Response: Comments and Suggestions

## FINDINGS

### VI. COMMENTS AND SUGGESTIONS

<sup>3</sup> The relatively high percentage of questionnaires that were returned with comments indicated that respondents welcomed the opportunity to express their opinions on all aspects of the operation of the school district as well as on the quality and potential usefulness of the questionnaire itself. Most of the comments were expressed anonymously as was the intent, however, approximately 50 were signed and some 15 enclosed additional letters with their questionnaires to express themselves more fully. Among this last group was a retired Beverly Hills Municipal Court Judge. All of the original data will be kept on file.

From comparison with the objective data, it can be seen that there is no particular correlation between this data and the volume and frequency of the free response items. However, categories of free response items were established on the basis of frequency and volume with representative samplings of directly quoted comments all presented here.

The free response comments are presented in three groups; Community (parent and non-parent indicated), employees, and students.

<sup>3</sup> See Page 5.



## VI. COMMUNITY COMMENTS AND SUGGESTIONS

### Attitude Toward Questionnaire (100)

23 persons made a favorable comment about the questionnaire and liked the idea of a periodic survey. 8 respondents thought the entire thing was a waste of time and money. 69 people noted that certain questions were ambiguous or otherwise difficult to answer, with the vast majority citing Section F for not having another category for home/school "shared" responsibilities in regard to certain attitudes to be developed (i.e. patriotism, self-esteem, etc.)

"I would like to receive a copy of the results of this survey, which I believe is a very constructive concept. I hope that the Board of Education pays careful attention to the results." PARENT

"Dear Mr. Malin - This is the most interesting survey I have ever seen and read. It is a terrific idea, and merits good results, particularly from young parents. Am writing this on an airplane enroute to New Orleans for a Holiday." NON-PARENT

"Board of Education should send home a blank page for comments like this at least twice a year. You need current feedback." PARENT

"Excellent questionnaire." PARENT

"Many of the questions could not be answered as you requested." PARENT

"There are many goals for children in which school and home share the responsibility. It is neither the primary responsibility of one or the other but both!" NON-PARENT

"Many of these questions are much too complex to be answered with a yes or no answer." PARENT

"Section F. questions are only frame. Most of these responsibilities must be shared." PARENT

"Complete waste of time and money." NON-PARENT

"These questions are a laughable matter." PARENT

"This is a loaded questionnaire. I strongly disapprove of this means of surveying the community on Serrano. Should cut-backs become necessary, I would suggest that the elaborate inter-school sports program might be trimmed, along with some of the drama programs. However, my major resentment is at the means Administration and Board are using to whip up the Community. Our children are being instructed, 'Thou shalt remain privileged no matter what'." PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward Beverly Hills Schools (101)

83 people specifically noted that they were pleased with the schools, while 18 made unfavorable comments.

"A good system without experimenting too much with unknown theories. Programs seem to be somewhat tested before adopted at BH schools which is a good situation perhaps experimentation belongs in the University elementary laboratories." PARENT

"I moved back to Bev. Hills because I was an elementary teacher for the Los Angeles Schools and I believe that standards of education in Bev. Hills are superior." PARENT

"The Beverly Hills schools are even ahead and beyond what I had heard and expected them to be." PARENT

"Since moving to the Beverly Hills area, specifically for the school system, we realized how inadequate the L.A. school system is." PARENT

"Although I did not move to B.H. because of the schools I have remained here because of them." PARENT

"It is the greatest school system in the nation. Keep up the great work and always keep the standards in every department high." PARENT

"I am thrilled with the change in my eight year old since leaving L.A.'s Third Street school and upon entering Beverly Vista." PARENT

"The B.H. School Dist. is one that all others would like to equal. Their methods are excellent and they should fight to maintain the same standards as in the past." NON-PARENT

"I am more than satisfied and would do whatever I can to maintain this quality of excellence we have here in Beverly Hills." PARENT

"At all levels Beverly Hills Unified School District 'employees' CARE about the students and the community." PARENT

"Excellent schools!" PARENT

"Our schools are doing a good job." PARENT

"I feel fortunate (and feel my children have been fortunate) to have had the benefits of a superior education in a district that cares about education and the student." PARENT

"In general we have been dissatisfied with the B.H. school district. We moved here for the schools, at a certain sacrifice and find the schools notoriously "average" - like any other public school." PARENT

"The schools are vastly overrated." PARENT

"Having had experiences in schools in the East, I feel they are far above our standards in Beverly Hills." PARENT

Note: Undoubtedly many of the positive statements reflect satisfaction with the teachers. This should be kept in mind when reviewing the next category.

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward the Quality of Teachers in General (60)

22 unfavorable comments were made about the quality of teachers in general, citing most often inflexibility and insensitivity, while 6 specifically lauded the teachers. 15 attacked tenure in some way, saying in effect "keep the good teachers but get rid of the poor ones." Replies to the effect that there were both good and bad teachers were not tallied. Lack of direct teacher/student/parent communication was listed 17 times, with the majority of concerns directed at high school teachers.

"Equipment doesn't substitute for teaching excellence and there are far too many ordinary teachers in the system." PARENT

"I was shocked at the calibre of teachers when we moved here. They have a very impersonal feeling about the children." PARENT

"My youngest child has never had anything other than mediocre or poor teaching in 9 years." PARENT

"If a teacher such as (name edited), is allowed to instruct, due to his seniority, then there is something wrong with that system and that is a waste of taxpayers money. Why should children be bored and have such an intense dislike for a teacher. This seems to be a serious consensus of opinion that the staff is aware of and does nothing about." PARENT

"My only complaint in all of these years is the tendency to protect teachers who are rigid and inflexible and insist on teaching in the old 'rote' style." PARENT

"Efforts should be made to eliminate tenure so that life time contracts with incompetents are no longer made." PARENT

"I strongly suggest that the Beverly Hills School District regularly review the results, methods, and abilities of its teaching staff (by way of testing, grading by students and parents) and get rid of those teachers, regardless of tenure, who are not teaching." PARENT

"In six years I have found most teachers unwilling to spend five minutes per month to confer with parents." PARENT

"There is very little relationship between teacher and student and especially teacher and parent." PARENT

"The things I like are the class size - the interest and enthusiasm of most of the teachers and students and the feeling that I have, in a district of this size, a say in overall school policy." PARENT

"The personal interest and attention which the teachers and administrators are able to give each child is remarkable." PARENT

"Teachers are sensitive and aware of each child as an individual." PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward Taxes (56)

29 respondents said they were willing to "pay" to maintain the excellence of the schools. Of these, some made the comment to "do whatever needs to be done to maintain quality." Another 12 people, however, reported that their taxes were high enough now or too high. 15 other people noted that some type of tax reform had to be accomplished, but generally insisted on maintaining a good program.

Note: Since this area should be of substantial interest to members of the staff and the Board of Education, I have included more comments than for other categories.

"We strongly support a dynamic and vibrant and current school program and are willing to pay for such." PARENT

"We are in favor of a tax increase to keep our schools at a level of excellence. Education is one of the best ways to insure society in the future." PARENT

"I would be for a tax increase, only if the tax money is used exclusively for Beverly Hills Schools and no other schools." PARENT

"If necessary, we should pay additional taxes to maintain the high level of education in Bev. Hills. In a wealthy area like ours, it would be shameful if we let our students take the brunt of the loss of funds in our district through the redistribution of taxes." PARENT

"We wish to maintain its (school district) present character even if it costs a little more to do so. We ( ? ) that no cutbacks be made; we would rather pay more taxes (we do anyway)!" PARENT

"I would be quite willing to double my property tax to maintain or improve the school systems. If the system loses its excellence, I plan to move out of the city and send my children to private school?" PARENT

"Tax override to maintain our schools is essential." PARENT

"With regard to the current statewide financial problem for schooling: I would suggest that Beverly Hills create a large physical, Performing and Cultural Arts Center, funded by the City. Thereby allowing the state funds to go directly to academic programs. Then, split the sessions, sending children ½ days to the Center and half days to school - so that some way we do not lose what we have moved to B.H. for." PARENT

"I strongly urge that everything possible should be done, including the raising of taxes to maintain this quality. I feel this way despite the fact that three of my four youngsters are already of post-high school age, and the fourth will be entering 11th grade." PARENT

"Raise the taxes - maintain our high scholastic standards." PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward Taxes (56) - Continued

"I would support any program recommended by the district to maintain the schools excellence, to the extent that I would be willing, as a parent, to pay special taxes or tuition, if you prefer to call it that, in order to support the district in its efforts. I would not hesitate to pay special fees to see the foreign language program continued, also special training in music, art, and drama." PARENT

"Important to maintain quality education." PARENT

"P.S. Yes, we will pay through the nose to retain the educational advantages ... the alternatives are very depressing!" PARENT

"I have seen the de-stating effects of education because of lack of funds. I would not hesitate to give my services and support to a foundation to raise funds for our schools if our crisis must resolve in that way. We must not lose our excellent educational system." PARENT

"For heaven's sake, spend more, not less, I am willing to work an extra hour each day to increase the school budget. Please, let our school thrive - our city streets go a little longer without repair, Pay the teachers - and less money for welfare. Reward the educator not the dropout!" PARENT

"one of the things which makes Beverly Hills outstanding, is its school system. We must do everything to keep these standards. I believe if the standards drop - so will property values." PARENT

"I don't want to pay more taxes but I will - if it's for education." PARENT

"I believe that the Serrano decision was eminently fair (B.H. has everything: many children have no real educational opportunities). I do not believe B.H. must lower their educational standards and practices as a result of this decision." PARENT

"Let's keep up with what we already have but without increased taxes to home owner." PARENT

"My taxes now for the school district are ridiculously high." PARENT

"Our property taxes are exorbitant compared to the taxes in other fine school districts across the nation." PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward Taxes (56) - Continued

"School administrators and members of the Board of Education should study our archaic tax structure. There is no basis in logic or equity for an ad valorem tax on real estate at such rates as to cover a high percentage of our local government expenses. As an aftermath of recent court action some people including some school administrators are foolishly advocating a state tax on real estate. The owners of real estate should pay taxes in a sufficient amount to pay for the services which are rendered to real estate. All of us, including property owners, should through other forms of taxation pay the other expenses of government including education." PARENT

"My ( ? ) indicate unhappiness about TAXES - mine have increased 50% in two years. Unfortunately, this affects schools. Answer: Since property taxes are now confiscatory - find other sources for our schools!" PARENT

"Other sources than property taxes should be implemented when keeping up the schools. I am against increasing tax property when other sources could be implemented." PARENT

"If we are short of funds the community should request help from the federal government, perhaps they could find a few million from "war" ~~favor~~ ~~the~~ ~~individual~~ is being over taxed right now." PARENT

"Be wise enough to find a way to get the funds from the State and Gov. and not from the property owner."



VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward Program Emphasis (38)

11 people commented that the district's programs in general are not geared enough toward the average child. 2, however, knocked the program because it was geared to the average and not to the more intellectual. 8 called for a stronger emphasis on the "basics." 8 wanted greater discipline; 3 said there was too much discipline. 5 indicated too much rote memorization work.

"I feel that there is too much emphasis put on enrichment programs for gifted students...Since most of the students fall, by mere definition of the work, into the 'average' category, that should be the main focus." PARENT

"A mandatory program should be in force always for the less academically able students." PARENT

"There is too little concern for the underachiever and no special efforts made to tap their potential. They obviously need more help than the highly motivated academically oriented child - for whom Beverly's program is geared, and they do not represent the largest number but rather a minority of the student body." PARENT

"The school (BHHS) caters to the very bright, motivated child and the unmotivated ones just seem to wander. Too much freedom of choice. No parent communication." PARENT

"I still get the impression that learning is geared to the medium or average student and the very bright or very slow child is at a disadvantage." PARENT

"Beverly Hills does not offer anything to challenge and stimulate the intellectually capable student."

"The main problem with the Beverly Hills School District educational system is the extremely weak foundation the children receive in the basic skills." PARENT

"Basic skills, reading 'riting' rithmetic should be taught at school. Value judgements on life and living should be learned at home." PARENT

"Tighten up on discipline." PARENT

"There is not enough freedom." PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward BHHS Student Appearance (24)

21 respondents mentioned the "disgusting" appearance of the high school students, with most indicating a necessity for enforcing at least a minimum dress standard. 3 noted that there should be no return to a dress code:

"I believe that the personal appearance of large numbers of students is disgraceful. The school (Beverly Hills High) should enlist help of police to break up gangs and clusters of long haired hippies and their girl friends smoking and fondling one another across the street from the school grounds. I am a mature writer and motion picture producer - not an old lady in tennis shoes - and I find it revolting!" PARENT

"I strongly suggest there be some sort of dress code. My observations of children on campus indicate that there are no standards at all - poor preparation for what life will soon demand." PARENT

"It is really a disgusting sight to see how the students are dressed at Beverly High! There are no grooming standards maintained and the attitude of the student is as lax in his studies as he is in his dress." PARENT

"I firmly believe in a 'dress code'! The students at B.H.H generally look like bums ----!" PARENT

"In regard to the present dress code, I deplore the present standards. I feel the school and the administrators are to be highly respected, regardless what the parents have voted for...I would like to know where I and all the other parents who feel the same as I about the dress code were when this vote was being considered." PARENT

"If by grooming you mean cleanliness, wearing of shoes, etc. - then it is appropriate. If you mean mode of dress, length of hair, etc. - then it is not." PARENT

"A student's appearance should be standardized by the parents - it is the home guidance, not the schools." PARENT

"I am strongly against reinstatement of a dress code." PARENT



VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward MOD-70 (18)

16 respondents stated that MOD-70 was either an out-and-out failure or that it should be modified greatly. Suggestions for improvement most often cited were "fewer independent study periods" and "having the program only for seniors or for seniors and juniors." 2 people specifically listed MOD-70 as "good."

"In the high school the Mod Plan should be done away with. You cannot take average children out of primary school and place them in a college plan. The few bright ones benefit, the others manage to survive." PARENT

"Remove open campus idea. Student should be under adult supervision while at school." PARENT

"I think the Modular scheduling is a complete failure. A lot of time is wasted by students. They should not have to teach themselves." PARENT

"Eliminate the Mod 70 program at the high school - it is a waste of money - time - teachers and most important our children and their potential. I had three children graduate from the high school - but will not send my fourth to waste his time roaming around instead of being in school - if the program remains." PARENT

"I truly believe an even better school situation could result with a return to a more structured system -- all the way from a return to a moderate dress code to an overhaul of Mod 70, reserving free afternoon periods for those students maintaining at least a B average." PARENT

"I would like to see the Mod 70 Program modified. Freshman students should be compelled to stay a full school day. If their grades, attitudes, achievement, etc. prove acceptable, perhaps in sophomore year one or two earned rights should be given. Junior year more earned rights - such as the responsibility for dealing with their own time at 1:00 p.m. in the afternoon. By senior year perhaps the Mod 70 philosophy is just fine and most students hopefully are reliable, well educated and well-adjusted young adults. But to toss this program to them at 14 years old!!! I say no." PARENT

"We generally approve of the individual programming at Beverly High. We would like to see a similar program instituted at the Elementary level." PARENT

"I would like a real good survey of whether or not the Mod 70 program really sufficiently prepares the student for college. I so often feel that my child seemingly has too much spare time - that is not being channeled into any direction." PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward FLES (19)

15 people said FLES was a waste of time, while 4 championed the program and regretted any any cutbacks.

"I feel the FLES in the elementary schools is very poor and should be started in 6th grade or above. My son is 5th grade (Spanish) has learned very little the past two years, and part of this is caused by a teacher who cannot control or interest the class. A waste of time!" PARENT

"Both (two children) are extremely good students; both hate the FLES program, are learning to dislike the learning of a foreign language vehemently, and are getting very little out of it. We feel that something is radically wrong!" PARENT

"The foreign language program in the primary school-is a complete waste of time due to lack of time and no individual attention to the students." PARENT

"We are happy with the school system (although regretting what has happened to FLES)." PARENT

"I do believe that the basic idea of this survey is to decide about the "FLES" Program. The french language education in the BH school system is a very imp. and integral part of the entire system and in destroying it, the B.H. School System is approaching the lower academic levels of education of L.A." PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward Out-of-District and/or Multi-Cultural Program (18)

18 respondents were quite adamant about eliminating all out-of-district students: employees children, illegal students (feeling was the district doesn't do enough about this problem), and multi-cultural permit students (particularly if Serrano goes through). No one made a favorable comment.

"I cannot agree to educate at taxpayers expense, students who live outside the B.H. district - any students - and especially at the 'expense' of bona-fide B.H. students." PARENT

"If all out-of-district students were identified and sent back to the schools they should be attending, I am sure it would be of great benefit to the Beverly Hills school district. It is very upsetting to know of these children attending at no cost and even worse to hear parents brag about how clever they are. We pay inflated prices for decrepit houses in order that our children can have the benefit of the B.H. Schools. We therefore cannot help but resent freeloaders." PARENT

"Keep students who live outside of B.H. out of B.H. schools with no exceptions." PARENT

"We would like to see multi-cultural program eliminated entirely as it is not fulfilling its purpose. Students from Emerson are not mixing with our students and it is over crowding classes. If it can't be eliminated entirely, would like to see less affluent youngsters enrolled instead of those who could well afford private schools. More effort spent on finding the non-residents attending B.H. schools. Perhaps a full-time employce to do this would be worth the money." PARENT

"There are too many out of district students! There are too many children of school employees who live outside the district. The efforts to get out of district students out of the schools (B.H.) are inadequate. You probably could save 2 or more class rooms and teachers if all students whose parer's don't live in live in the district were removed from school." PARENT

"Students on special permit should be returned to their home district. This includes cultural exchange students (over 100!) plus children of employees (a courtesy!). Why should our children have their class size increased by their children who are not residents of our city? We moved to B.H. for our children to have these advantages. Why should they be penalized? PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Attitude Toward Program Cuts (14)

9 said there should be no program cuts, while 5 agreed in cutting back.

"I believe it would be a 'crime' to cut the school program in any way. The best teacher in the world is ineffective in an overcrowded classroom!" PARENT

"I would have to see a reduction in any of our fine educational services. I would gladly pay to see that my children have a good education." PARENT

"I think that every effort must be made to maintain the present school standards (including AP classes, teacher/pupil ratio, etc.) even if it means an unpopular taxation. We have a superb school system (of course I have gripes - What parent doesn't)." PARENT

"I am very much against cutting down the teaching staff in the primary grades."

"I feel, under the present circumstances, that the Board of Education is spending money foolishly...I feel it is absurd to build parking lots in two schools when next year we must increase class size and fire staff." PARENT

"I feel it is important to maintain the quality of the local schools. If necessary some of the expensive frills can be eliminated: summer school enrichment, but not at the expense of remedial. The FLES program can be trimmed and some of the expensive extras can be cut, but not at the expense of the general quality of education." PARENT

"Since great interest in learning in B. Hills and to our knowledge, no districts pay higher, teachers may stay if salary reduced. Staff should be reduced in only certain areas like FLES, a program not necessary."

"Programs to be eliminated not because they are too expensive but because they are not effective or need revision. ( ? ) pupil teacher ratio - at present level is ridiculous - teachers, good ones, could easily handle larger class load!" PARENT

"Why is the B.H. teachers organization against budget cuts? Do they feel that they are being deprived? In my experience with the system, I cannot rate 50% of the teachers my children have had as outstanding teachers. It seems that most of them are a product of the B.H. school system and this was an important factor in their being hired rather than their teaching ability!" PARENT

VI. COMMUNITY COMMENTS AND SUGGESTIONS - Continued

Other Attitudes Reported Five or Six Times Were as Follows:

Other attitudes reported five or six times were as follows:

- o Guidance and counseling is poor. (6)
- o Greater citizen participation is needed. (5)
- o "Get drugs out of the schools." (5)
- o Cafeteria food is poor. (5)
- o Foundation funding plan endorsed. (5)

14 other attitudes -- some diametrically opposed to one another -- were expressed from 1 to 3 times.

## VI. EMPLOYEES COMMENTS AND SUGGESTIONS

### Attitude Toward Questionnaire

Of the 40 employees who offered comments and suggestions, 13 of these pertained to the questionnaire itself and 12 of these were critical of some or all parts of the instrument.

"Beware of generalizations and "black-white" issues. You must deal with the student as an individual and you must deal with the "gray" areas of issues at hand."

"Many of these questions can't be answered with "agree or disagree"."

"I feel questions in this form are worded to solicit answers which will support board actions for cut-backs. However, disagreement with a particular statement does not mean that a contrary statement would be true."

"Questions are very vague - I hate to say "Flora's" should be cut without specifying which ones. Also, so many questions depend on the parent or on the teacher."

"In order to reduce the budget". I question the expenditure for the elaborate printed brochures, publicity and this questionnaire. Having a background in P.R., I have a fairly good idea of the costs involved and do not feel that the questions asked permit a true sampling of community feeling. Am sure the results will be published in a thick book and it will be difficult for me to justify any decisions you might make based on this sampling."

"Interesting questions. Hope the findings will be published."

VI. EMPLOYEES COMMENTS AND SUGGESTIONS (continued)

Comments on Budget Reductions

17 employees made particular comments about the quality of programs and possible areas for budget reduction.

"We should seek to continue the present quality of our schools, since it is our children which will directly benefit from our investment."

"The well-being of the community rests in part upon the quality of our young people's education."

"Regardless of what other cities do, B.H.U.S.D. should seek to provide the best education possible for our children."

"The Board should be careful in spending our educational dollars, but not unwise in reducing the quality of the schools through budget cuts!"

"The Board should sample our opinion more often, not just during times of crisis!"

"Why didn't you include the question: 'If you expect a cost of living increase in your salary should not the staff also receive a cost of living increase?'"

"Emphasis on basic academic subjects would possibly insure a decent economic potential in later years of life. Also job study skills would help a lot of the kids that aren't planning to further their education. A lot of funds are unnecessarily spent on classes and projects that, although they are a learning experience in themselves, will not put 'bread on the table' after graduation."

"On the subject of funding ... the Governor should release funds immediately to the school districts that are having problems."

"Ceiling should be placed on salaries."

"If necessary -

- 1.) First eliminate extended day.
- 2.) Second eliminate summer school."



VI. EMPLOYEES COMMENTS AND SUGGESTIONS (continued)

Comments on Budget Reductions

"Only by "natural" attrition rates, however. In general, the budget should not be reduced in any of these ways; rather, the present staff should be reassigned to produce more teachers and counsellors, and less administrators; every existing administrator should be involved directly in teaching/counselling at least one (1) class per day every day of the week."

"The converse is true, in my opinion: A student's attitude toward school affects his appearance."

"There are administrators in the district whose positions are too costly to maintain in view of the overall benefit to the district: Supervisors, P.R."

Comments on Home and School Responsibilities

3 comments are reprinted here from a total of 7.

"I do not think Section F can be divided so stringently. The school and home have almost equal responsibility in many of the categories."

"Part F. The home has an equal responsibility in raising their children."

"In Section F, school and home responsibilities are both marked because I feel that in many cases both should deal with these."



VI. EMPLOYEES COMMENTS AND SUGGESTIONS (continued)

Other Comments Related to Class Size, the Fles Program, the Library Program, and Student Appearance. They are presented in that order.

"The elementary primary levels should by all means be small classes. Teacher/pupil ratio (class size) is the most important factor in learning! This is the period when a child needs individualized instruction and problem, are uncovered, so the upper grades can be larger. Keep classes in primary grades small!"

"The Fles Program should be entirely eliminated or offered as an elective. I feel this because the promise of children being able to communicate and speak fluently in a foreign language after 12 years has not been fulfilled and I don't know how the taxpayers could have been fooled for so long. The failure cannot be corrected. There must be a new technique or none at all. 12 years of impounding language into a child's head hasn't accomplished anything and it was apparent from the start that nothing could be accomplished with vocabulary lists, memorization and regurgitation, (especially memorization in conjugations), the attitude of administrators in the Foreign Language Department will not at the present rate, provide for change or improvement within the system."

"I feel that the proposed reduction in library service is unwise. Section E, Basic Communication Skills. Ability to recognize propaganda and bias in various media should be provided to the greatest possible extent."

"Q. 140 - The converse is true, in my opinion: A student's attitude toward school affects his appearance."

## EMPLOYEES COMMENTS AND SUGGESTIONS

on

### COMMUNITY SURVEY

1. The Fles Program should be entirely eliminated or offered as an elective. I feel this because the promise of children being able to communicate and speak fluently in a foreign language after 12 yrs has not been fulfilled and I don't know how the taxpayers could have been fooled for so long. The failure cannot be corrected. There must be a new technique or none at all. 12 years of impounding language into a child's head hasn't accomplished anything and it was apparent from the start that nothing could be accomplished with vocabulary lists, memorization and regurgitation, (especially memorization in conjugations), the attitude of administrators in the Foreign Language Dept. will not at the present rate, provide for change or improvement within the system.
2. If necessary -
  - 1.) First eliminate extended day.
  - 2.) Second eliminate summer school.
3. There were no questions pertaining to the library program in our schools.
4. Qs. 128 and 130 are poorly stated. The two statements go hand in hand, along with many other variables that apply to maximum learning in the classroom. If class size becomes too great, even the best teacher will not be able to do an adequate job of instructing. At the same time, a poor teacher will not do well under either condition (large or small class size), but would most certainly do her worst job with a large class. Using the words "most" and "more" important in these statements causes confusion.

Regarding #122 - I'm sure one could find just as many "good" teachers in another district as we have in B.H. All you need is dedication.
5. I hope the community, administration and members of the Board of Education continue to make the best decisions for the district and thus continue to have one of the best school districts in the nation, and a pride of Beverly Hills.
6. This is a poor questionnaire. Its questions show a definite administrative bias and do not tell the public the true intent of this poll. No information is given for who are "not informed".
7. Interesting questions. Hope the findings will be published.

8. "In order to reduce the budget". I question the expenditure for the elaborate printed brochures, publicity and this questionnaire. Having a background in P.R. I have a fairly good idea of the costs involved and do not feel that the questions asked permit a true sampling of community feeling. Am sure the results will be published in a thick book and it will be difficult for me to justify any decisions you might make based on this sampling.

9. Saving money by reducing the non-teaching staff.

10. Q. 143. Only by "natural" attrition rates, however.

In general, the budget should not be reduced in any of these ways (141-143); rather, the present staff should be reassigned to produce more teachers and counsellors, and less administrators - every existing administrator should be involved directly in teaching/ counselling at least one (1) class per day every day of the week.

Q. 140 - The converse is true, in my opinion: A student's attitude toward school affects his appearance.

Q. 138 - There are administrators in the district whose positions are too costly to maintain in view of the overall benefit to the district: Supervisors, P.R.

11. I feel that the proposed reduction in library service is unwise. Section E, Basic Communication Skills. Ability to recognize propaganda and bias in various media should be provided to the greatest possible extent.

12. My first suggestion is that this questionnaire needs major revision of at least two sections. Section F, with the exception of a couple of items, is concerned with shared responsibilities. In Section G, Items 128 and 130 cannot possibly be answered correctly with the short answers provided; there are too many variables for these two items to provide valid results. Items 125 and 129 seem to ask the same thing. Item 138 is grammatically incorrect, and the responses must be open to broad interpretation. Items 141, 142, and 143 are loaded!

a. These items, so phrased, are comparable to: "In order to improve your marriage, you should stop beating your wife."

b. In order to answer these intelligently, a person would have to have pertinent information and would have to give qualified answers.

c. They seem to assure that the budget will be reduced and lead the respondent to feel that he should choose what seems to be the least damaging of the three.

d. They portend doom, leaving no room for positive thinking.

e. If you wish to measure emotional reaction rather than intelligent opinion, at least remove the words "in order to reduce the budget".

f. Care must be taken that the responses to these items are not interpreted as a vote in favor of reducing the budget, but rather as a choice of methods.

13. Beware of generalizations and "black-white" issues. You must deal with the student as an individual and you must deal with the "gray" areas of issues at hand.

14. Many of these statements are poorly phrased. On Page 3 there are several statements which should apply equally to home and school; (i.e.) it is every adult's obligation to help a child develop a positive self-image and confidence in his own ability to cope. On P. 4 such alternatives as diversified staffing need to be included as means of budget reductions - not all teachers are worth the same salary at any level - and paraprofessionals are needed to decrease the pupil/adult ratio - more adults are needed.

15. Many of these questions can't be answered with "agree or disagree".

16. Questionnaire is loaded in Section G. (Budget, Reductions, Staffing, etc.) B.H. citizen is given point to "reduce budget staff should be reduced" - no background - no varying points of view - cut and cut - most arbitrary!

Background on "Pre-Serrano Jitters" of Board and Administration should be aired!

17. I feel questions in this form are worded to solicit answers which will support board actions for cut-backs however disagreement with a particular statement does not mean that a contrary statement would be true.

18. Section "E" not clear if items were to apply to all students.

Section "F" add check box for both school and home responsibility.

19. Re: Section F, School vs. Home - All those virtues should be developed thru joint action of school and home with the home bearing the ultimate responsibility. Unless the home wishes to "cope out."

But "sloppiness" may allow a student a mode of expression that doesn't interfere with his other activities.

20. Is the community supposed to understand whether these questions and answers relate to pre-Serrano or post-Serrano implementation times (i.e. next year or some year after equalization of school finance)? It seems to me that the community would want top quality as long as bargain-basement prices are available! (If they were really aware of the present bargain). Doesn't top quality educational opportunity help greatly in maintaining property values in Beverly Hills? Why shouldn't both (educational and property) values be maintained for as long as these prices are available? Why solicit reductions prematurely? (last three questions).

21. The Board of Education must assume the responsibility for causing severe damage to the educational program through financial cutbacks initiated solely by their own arbitrary decisions. It is very discouraging!!

22. I do not think Section F can be directed stringently. The school and home have almost equal responsibility in many of the categories.

23. Very poorly constructed questionnaire!

24. We should seek to continue the present quality of our schools, since it is our children which will directly benefit from our investment.

The well-being of the community rests in part upon the quality of our young people's education.

Regardless of what other cities do, B.H. should seek to provide the best education possible for our children.

The Board should be careful in spending our educational dollars, but not unwise in reducing the quality of the schools through budget cuts!

The Board should sample our opinion more often, not just during times of crisis!

25. Q.#140. Budget should not be reduced.

26. Part F. The home has an equal responsibility in raising their children.

27. #142 - Ceiling should be placed on salaries.  
#143 -

28. In section F school and home responsibilities are both marked because I feel that in many cases both should deal with these.

29. It was very difficult to answer some of these questions wisely and accurately - either because the wording of the question was not specific enough or because the answer could not be reduced to such simple "black and white" categories.

In my opinion the questionnaire's validity could be questioned. It should have been more scientifically designed and more clearly explicated.

30. Why didn't you include the question: "If you expect a cost of living increase in your salary should not the staff also receive a cost of living increase?"

31. Building program could be slowed temporarily until we see what happens regarding the state-wide property tax.

32. The district is top heavy administratively with high salaries in that area. If the staff is reduced, it should be in this area. Superintendents or Dept. Heads should or could be put into the classroom to fill vacancies. An outstanding teaching ability will not be nearly as well used if he must spend all his time with problems due to large class size.

By reducing salaries, better teachers would find it easier to change to other districts with less tension, more trust and better educational programs.

33. The elementary primary levels should by all means be small classes. Teacher/pupil ratio (class size) is the most important factor in learning! This is the period when a child needs individualized instruction and problems are uncovered, so the upper grades can be larger. Keep classes in primary grades small!

34. Teacher pupil ratio is important.

Why not reword to ask if salary should be raised? This is extremely unsatisfactory. Don't teachers need cost of living raise?

35. Questions are very vague - I hate to say "Programs" should be cut without specifying which ones. Also, so many questions depend on the parent or on the teacher.

36. Section F should include a Section that allows you to express the need for joint responsibility on the relative strength of each's influence.

37. This district has too many administrators.

38. I feel that this survey was extremely limited in many respect, but may be very useful to you. You've got a hell of a problem! Good Luck.

39. Emphasis on basic academic subjects would possibly insure a decent economic potential in later years of life. Also job study skills would help a lot of the kids that aren't planning to further their education. A lot of funds are unnecessarily spent on classes and projects that, although they are a learning experience in themselves, will not put "bread on the table" after graduation.

On the subject of funding ... the Governor should release funds immediately to the school districts that are having problems.

40. The district seems to have lost the ability to encourage high morale among its staff, thus dividing teachers instead of helping them move in a unified fashion to solve the problems that presently face us.

41. Question 143 -Only after alternatives have been carefully considered. Those with heavy workloads should not be required to absorb the extra work!

42. Too much generality in Section E. and F.



## VI. STUDENTS' COMMENTS AND SUGGESTIONS

### Attitude Toward Questionnaire

Of the 337 students who returned questionnaire, 105 contained comments and suggestions. A sampling of the 35 of these , which pertained to the questionnaire itself, are quoted here.

"#116 and #117 imply that religion is necessary. It is not."

"Good evaluation, but most of the questions are very controversial!"

"You can only agree or disagree with what you have stated. Give us a questionnaire where we supply all the answers to tell you what is wrong, what needs drastic improvement."

"This prejudiced questionnaire I find revolting. First of all, it presumes patriotism is a positive thing and also that a so called "religious commitment" is essential, necessary or even good. For the most part, students don't give a damn about learning which is the right attitude for the schools in this country and the society they are about to enter. For learning will not make you happy or get you money or fulfill your needs."

"This questionnaire is much too long for the average mentality."

"The school (B.H.H.S.) WASTES too much money on buying supplies (such as science lab, planetarium, etc.) which students are too irresponsible to obtain knowledge."

"This survey would more adequately be spent on hiring better teachers for schools in underprivileged communities."

## VI. STUDENTS' COMMENTS AND SUGGESTIONS (continued)

### Attitude Toward Questionnaire

"In most of the questions, I had comments because my answers didn't fit into the categories you provided. The fact you narrowed the categories down so much makes you lose information you should want to know. I didn't feel that it was a fair survey."

"There should have been a section concerning the worth of the guidance counselors."

### Comments on Budget Allocations

There were 15 comments that related to budget allocations, and a sampling is presented.

"What is this "In order to reduce the budget" business? I think the budget should be increased."

"Entirely too much emphasis is placed on the performing arts in the High School. I think the Drama and Music Departments could take a sizeable cutback in funds without falling apart; unfortunately, I think it will be the Technical Arts department that will get the cutback. Some of the money that is spent to send the orchestra all over the place should be spent to inform the students and parents that a technical arts department exists. You'd be surprised at the number of people who don't even know what the technical arts are."

"Beverly has definitely spent too much money on things like: the whole Media Services Department and all that equipment (only a very small number of students are at all interested) and the information retrieval equipment, etc. It's great for some people, but not enough benefit from it. Other things should be improved first - the library, for one thing. More books."



VI. STUDENTS' COMMENTS AND SUGGESTIONS (continued)

Comments on Budget Allocations

"I disagree with changing the budget of the high school to be spread over the L.A. schools because the ratio of the amounts used for each school will not improve them that much."

"While I feel that programs in school for select groups of students should remain, I feel classes such as auto shop and progressive courses in the sciences and humanities should be added."

"Knowledge is man's most important resource. I want the best money can buy - but I also want to eliminate waste. Financially, I think the school should be more conservative. The waste that occurs at Beverly basically by the students is absurd. Like last year, the kids broke all those glass doors; that's my money - that's being thrown out, and I think the School Board, Vice Principal, should take a much stronger standpoint about people that are destructive to the schools."

"I feel some of the money that is spent is wasted money. We don't need a half dozen librarians or other personnel which are around."

"The Counseling Department should be improved."

Comments on Shared Responsibility

12 comments concerned the shared responsibility of home and school.

"I did not answer Section F, because both the home and the school offer biases which might not agree with the individual. He should learn these things on his own. On the other hand, if that individual needs help in these segments of life, the help should come from both the school and the home."

VI. STUDENTS' COMMENTS AND SUGGESTIONS (continued)

Comments on Shared Responsibility

"Section F is quite ludicrous; you ask for an evaluation and yet we must paint everything black and white. Many, many of those situations are the responsibility of both home and school."

"Section F, you left out one important responsibility, the student's own. He, himself, should develop attitudes without help of school or parents."

"All spaces I have marked in Section F below patriotism as "undecided" means I feel both school and home have equal responsibility in,

I believe religion should be more strongly emphasized in the schools, and bans on prayers and other religious expression should be eliminated. They are a violation of freedom rights. Encourage communion with God and the spiritual side of life."

"For Section F, many answers apply for both school and home commitment."

"Section F is not an effective gauge, as there should be a section for both home and school."

7 Comments Were About Staff Members

"As a student at Beverly, I have found in my 4 years that the only good classes are the ones with good teachers. Class size, etc., is secondary. Budget cuts must be done without harming special programs. I feel unable to answer certain questions, i.e. 134 because of a lack of complete knowledge of the area."

VI. STUDENTS' COMMENTS AND SUGGESTIONS (continued)

7 Comments Were About Staff Members

"In Section G., reference to student/teacher ratio does not include the point that the level of the student is very important. An excellent teacher teaching a large group of advanced students will create a stimulated educational experience. If, however, there are 10 students that cannot help the pace with the others, the whole level of the class will be brought down."

"I really don't believe the teaching staff should be reduced. Some of the new teachers are really excellent, and it would be a shame, because they would be the first ones that would have to leave. One such teacher is Mr. Jack Porter, Spanish teacher. In all the years I have taken foreign languages, I never had a teacher that was so capable and really concerned that his students are learning."

The Balance of Student Comments Were Rather General in Nature and Included the Counseling Service, the Art Curriculum, Grading Policies, and General Observations on the Total School Program

"This district and city are known for Beverly's quality education. It is an accepted fact that many people move to our city simply for our school system. If our system's quality is reduced (Questions - 141, 142, and 143) by these means, our city will lose its most important resource for community and business involvement - education. Our superior education must be maintained and strengthened. The B. H. City Council and Chamber of Commerce must work with B.H.U.S.D. to provided funds if necessary."

"At all costs, the present school system should be maintained. At all costs!"

"The school is responsible for the child 6-8 hours a day; consequently, many responsibilities are the schools and also parents."

VI. STUDENTS' COMMENTS AND SUGGESTIONS (continued)

Balance of Student Comments (continued)

"The counseling service is terrible. They are always at a meeting when I need them. I can never get the classes I want; only once have I been pleased with their help."

"The school was a better school, to me, when there were 7 periods, and a large supervised study hall. A Senior."

"If possible, classes in the arts should be retained. The school (especially upper grades in high school) should serve more as a resource for the individual student's needs, than in a structured situation. All of the expensive programs don't mean anything if there aren't good teachers and there are still a lot of teachers who are hindering the personal development of students, rather than encouraging it. The schools have to make all of the subjects enjoyable, and applicable to daily life. More Good Teachers!"

"There is far too much emphasis on grades rather than learning for the sake of knowledge. This has been very bad and must be stopped."

"The Board is too concerned with community; it's not the Board's fault - it's the community's? If the community elected them, they should have enough trust in them to let them work for the student's benefit ... not so they work to impress the community."

"There are no unnecessary programs offered at BHHS. Everyone is different and every course at BHHS is needed to meet some of the needs of some of the individuals."

"I'm graduating so whatever happens won't really matter to me, but this is a great school ... don't let it deteriorate! The only department where cut-backs could be - should be made are the P.E. Departments."

VI. STUDENTS' COMMENTS AND SUGGESTIONS (continued)

Balance of Student Comments (continued)

"Better pay for teachers."

"This questionnaire does not enable one to give one's real opinion because it has been written with certain biases and preconceptions. The whole educational system needs to be changed. In answer to Question E, school should be more individualized since not everyone needs academic education, even some need primarily vocational education (Yes, even in Beverly Hills), while others would do well in less structured free-schools. For this reason, it's hard to say what the district should provide - it's different for different students."

"The school is great for the College prep student, but lacks many things that could improve even this. For instance, allow people to graduate early without any hassels. Furthermore, there are teachers only teaching 3 or 4 classes a day (less than 3 hours); this is ridiculous. The quality of education could be improved with small classes and more specialized classes. We have the faculty, but they could be used much more effectively."

APPENDIX I

117/118

| QUESTION NUMBER 5       |           |            |
|-------------------------|-----------|------------|
| 5 YEARS LIVED IN B H    |           |            |
|                         | FREQUENCY | PERCENTAGE |
| 1 TO 2 YRS              | 263       | 0.13       |
| 3 TO 5 YRS              | 381       | 0.18       |
| 6 TO 10 YRS             | 361       | 0.17       |
| 10 YRS OVER             | 495       | 0.24       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 238       | 0.11       |

| QUESTION NUMBER 6       |           |            |
|-------------------------|-----------|------------|
| 6 OWN HOME IN B H       |           |            |
|                         | FREQUENCY | PERCENTAGE |
| YES                     | 1018      | 0.49       |
| NO                      | 345       | 0.17       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 375       | 0.18       |

| QUESTION NUMBER 7       |           |            |
|-------------------------|-----------|------------|
| 7 OWN BUSINESS IN B H   |           |            |
|                         | FREQUENCY | PERCENTAGE |
| YES                     | 248       | 0.12       |
| NO                      | 806       | 0.39       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 684       | 0.33       |

| QUESTION NUMBER 8       |           |            |
|-------------------------|-----------|------------|
| 8 RENT APT IN B H       |           |            |
|                         | FREQUENCY | PERCENTAGE |
| YES                     | 413       | 0.20       |
| NO                      | 691       | 0.33       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 634       | 0.31       |

| QUESTION NUMBER 9       |           |            |
|-------------------------|-----------|------------|
| 9 EMPLOYED IN B H       |           |            |
|                         | FREQUENCY | PERCENTAGE |
| YES                     | 278       | 0.13       |
| NO                      | 676       | 0.33       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 684       | 0.33       |

| QUESTION NUMBER 10      |           |            |
|-------------------------|-----------|------------|
| 10 EMPLOYED BY BUSD     |           |            |
|                         | FREQUENCY | PERCENTAGE |
| YES                     | 238       | 0.11       |
| NO                      | 815       | 0.39       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 685       | 0.33       |

UARCC BUSINESS FORMS 1971  
 14113  
 PRINTED IN U.S.A.

215902

QUESTION NUMBER 11  
 11 STUDENT AT BHHS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| YES                     | 356       | 0.17       |
| NO                      | 881       | 0.42       |
| STUDENT                 | 0         | 0.0        |
| NUMBER OF NON RESPONSES | 838       | 0.40       |

QUESTION NUMBER 12  
 12 GRADUATE OF BHHS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| YES                     | 168       | 0.08       |
| NO                      | 772       | 0.37       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 798       | 0.28       |

QUESTION NUMBER 13  
 13 MOVED PRIMARILY BH

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| YES                     | 1054      | 0.51       |
| NO                      | 305       | 0.15       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 379       | 0.18       |

QUESTION NUMBER 14  
 14 K THRU 3RD GRD

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ONE CHILD               | 367       | 0.18       |
| 2 CHILDREN              | 100       | 0.05       |
| 3 CHILDREN              | 15        | 0.01       |
| 4 CHILDREN              | 0         | 0.0        |
| MORE THAN 4             | 1         | 0.00       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 1255      | 0.60       |

QUESTION NUMBER 15  
 15 4TH THRU 5TH GRD

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ONE CHILD               | 330       | 0.16       |
| 2 CHILDREN              | 30        | 0.01       |
| 3 CHILDREN              | 8         | 0.00       |
| 4 CHILDREN              | 2         | 0.00       |
| MORE THAN 4             | 0         | 0.0        |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 1368      | 0.66       |

QUESTION NUMBER 16  
 16 6TH THRU 8TH GRD

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ONE CHILD               | 469       | 0.23       |
| 2 CHILDREN              | 92        | 0.04       |
| 3 CHILDREN              | 18        | 0.01       |
| 4 CHILDREN              | 1         | 0.00       |
| MORE THAN 4             | 0         | 0.0        |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 1158      | 0.56       |

120



| QUESTION NUMBER 17      |           |            |
|-------------------------|-----------|------------|
| 17 9TH THRU 12TH GRD    |           |            |
|                         | FREQUENCY | PERCENTAGE |
| ONE CHILD               | 542       | 0.26       |
| 2 CHILDREN              | 154       | 0.07       |
| 3 CHILDREN              | 27        | 0.01       |
| 4 CHILDREN              | 4         | 0.00       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 1010      | 0.49       |

| QUESTION NUMBER 18      |           |            |
|-------------------------|-----------|------------|
| 18 CHILDREN PRESCHOOL   |           |            |
|                         | FREQUENCY | PERCENTAGE |
| ONE CHILD               | 121       | 0.06       |
| 2 CHILDREN              | 17        | 0.01       |
| 3 CHILDREN              | 2         | 0.00       |
| 4 CHILDREN              | 3         | 0.00       |
| MORE THAN 4             | 0         | 0.0        |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 1595      | 0.77       |

| QUESTION NUMBER 19      |           |            |
|-------------------------|-----------|------------|
| 19 CHILDREN GRADUATED   |           |            |
|                         | FREQUENCY | PERCENTAGE |
| ONE CHILD               | 187       | 0.09       |
| 2 CHILDREN              | 86        | 0.04       |
| 3 CHILDREN              | 20        | 0.01       |
| 4 CHILDREN              | 5         | 0.00       |
| MORE THAN 4             | 1         | 0.00       |
| STUDENT                 | 337       | 0.16       |
| NUMBER OF NON RESPONSES | 1439      | 0.69       |

| QUESTION NUMBER 20                  |           |            |
|-------------------------------------|-----------|------------|
| 20 NO APPL CATEGORY                 |           |            |
|                                     | FREQUENCY | PERCENTAGE |
| <del>ONE CHILD NOT APPLICABLE</del> | 198       | 0.10       |
| <del>2 CHILDREN ?</del>             | 2         | 0.00       |
| <del>3 CHILDREN</del>               | 0         | 0.0        |
| <del>4 CHILDREN</del>               | 0         | 0.0        |
| <del>MORE THAN 4</del>              | 0         | 0.0        |
| STUDENT                             | 337       | 0.16       |
| NUMBER OF NON RESPONSES             | 1538      | 0.74       |

| QUESTION NUMBER 21      |           |            |
|-------------------------|-----------|------------|
| 21 NEWSPAPERS           |           |            |
|                         | FREQUENCY | PERCENTAGE |
| MOST USEFUL             | 395       | 0.19       |
| USUALLY USEFUL          | 358       | 0.17       |
| USEFUL                  | 377       | 0.18       |
| SOMEWHAT USEFUL         | 391       | 0.19       |
| NOT USEFUL              | 103       | 0.05       |
| NUMBER OF NON RESPONSES | 451       | 0.22       |

QUESTION NUMBER 22  
22 TALKS WITH TEACHER

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MOST USEFUL             | 741       | 0.36       |
| USUALY USEF             | 361       | 0.17       |
| USEFUL                  | 252       | 0.12       |
| OCCN USEFUL             | 178       | 0.09       |
| NOT USEFUL              | 79        | 0.04       |
| NUMBER OF NON RESPONSES | 464       | 0.22       |

QUESTION NUMBER 23  
23 DIST PUBLICATIONS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MOST USEFUL             | 346       | 0.17       |
| USUALY USEF             | 335       | 0.16       |
| USEFUL                  | 357       | 0.17       |
| OCCN USEFUL             | 259       | 0.12       |
| NOT USEFUL              | 158       | 0.08       |
| NUMBER OF NON RESPONSES | 620       | 0.30       |

QUESTION NUMBER 24  
24 NEWSLETTERS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MOST USEFUL             | 297       | 0.14       |
| USUALY USEF             | 276       | 0.13       |
| USEFUL                  | 337       | 0.16       |
| OCCN USEFUL             | 261       | 0.13       |
| NOT USEFUL              | 195       | 0.09       |
| NUMBER OF NON RESPONSES | 709       | 0.34       |

QUESTION NUMBER 25  
25 PTA NEWSLETTERS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MOST USEFUL             | 213       | 0.10       |
| USUALY USEF             | 220       | 0.11       |
| USEFUL                  | 320       | 0.15       |
| OCCN USEFUL             | 286       | 0.14       |
| NOT USEFUL              | 311       | 0.15       |
| NUMBER OF NON RESPONSES | 725       | 0.35       |

QUESTION NUMBER 26  
26 PTA MEETINGS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MOST USEFUL             | 142       | 0.07       |
| USUALY USEF             | 138       | 0.07       |
| USEFUL                  | 196       | 0.09       |
| OCCN USEFUL             | 313       | 0.15       |
| NOT USEFUL              | 413       | 0.20       |
| NUMBER OF NON RESPONSES | 873       | 0.42       |

QUESTION NUMBER 27  
27 OTHERS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MOST USEFUL             | 215       | 0.10       |
| USUALY USEF             | 44        | 0.02       |
| USEFUL                  | 25        | 0.01       |
| OCCN USEFUL             | 13        | 0.01       |
| NOT USEFUL              | 45        | 0.02       |
| NUMBER OF NON RESPONSES | 1733      | 0.84       |

28 B H COURIER

20

READ REG FREQUENCY PERCENTAGE  
 1088  
 NUMBER OF NON RESPCASES 987 0.52  
 0.48

QUESTION NUMBER 29  
 29BH INDEPENDENT

REAL REG FREQUENCY PERCENTAGE  
 974  
 NUMBER OF NON RESPONSES 1101 0.47  
 0.53

QUESTION NUMBER 30  
 30BH POST

READ REG FREQUENCY PERCENTAGE  
 450  
 NUMBER OF NON RESPONSES 1625 0.22  
 0.78

QUESTION NUMBER 31  
 31HIGHLIGHTS

READ REG FREQUENCY PERCENTAGE  
 664  
 NUMBER OF NON RESPONSES 1411 0.32  
 0.68

QUESTION NUMBER 32  
 32LA EXAMINER

READ REG FREQUENCY PERCENTAGE  
 401  
 NUMBER OF NON RESPONSES 1674 0.19  
 0.81

QUESTION NUMBER 33  
 33LA TIMES W'S SECT

READ REG FREQUENCY PERCENTAGE  
 1814  
 NUMBER OF NON RESPONSES 261 0.87  
 0.13

QUESTION NUMBER 34  
 34BH COURIER

SOURCE INFO FREQUENCY PERCENTAGE  
 509  
 NUMBER OF NON RESPONSES 1566 0.25  
 0.75

QUESTION NUMBER 35  
 35BH INDEPENDENT

SOURCE INFO FREQUENCY PERCENTAGE  
 557  
 NUMBER OF NON RESPONSES 1518 0.27  
 0.73

QUESTION NUMBER 36  
 36BH POST

SOURCE INFO FREQUENCY PERCENTAGE  
 91  
 NUMBER OF NON RESPONSES 1984 0.04  
 0.96

## 37 HIGHLIGHTS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SOURCE INFO             | 411       | 0.20       |
| NUMBER OF NON RESPONSES | 1664      | 0.80       |

QUESTION NUMBER 38  
38LA EXAMINER

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SOURCE INFO             | 23        | 0.01       |
| NUMBER OF NON RESPONSES | 2052      | 0.99       |

QUESTION NUMBER 39  
39LA TIMES W S SECT

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SOURCE INFO             | 605       | 0.29       |
| NUMBER OF NON RESPONSES | 1470      | 0.71       |

QUESTION NUMBER 40  
40SUBJ TAUGHT GRADES

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MORE INFO ?             | 540       | 0.26       |
| NUMBER OF NON RESPONSES | 1535      | 0.74       |

QUESTION NUMBER 41  
41COUNSELING SERV

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MORE INFO ?             | 835       | 0.40       |
| NUMBER OF NON RESPONSES | 1240      | 0.60       |

QUESTION NUMBER 42  
42GRD HOMEWK POLICY

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MORE INFO ?             | 684       | 0.33       |
| NUMBER OF NON RESPONSES | 1391      | 0.67       |

QUESTION NUMBER 43  
43HOW R M S TAUGHT

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MORE INFO ?             | 423       | 0.20       |
| NUMBER OF NON RESPONSES | 1652      | 0.80       |

QUESTION NUMBER 44  
44INFO SPECIAL CLASS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MORE INFO ?             | 386       | 0.19       |
| NUMBER OF NON RESPONSES | 1689      | 0.81       |

QUESTION NUMBER 45  
45DISTR FINAN STATUS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| MORE INFO ?             | 474       | 0.23       |
| NUMBER OF NON RESPONSES | 1601      | 0.77       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 46 CURRENT NEWS BD ED   | 890       | 0.43       |
| MORE INFO ?             |           |            |
| NUMBER OF NON RESPONSES | 1185      | 0.57       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 47 HELP AT HOME & SCH   | 921       | 0.44       |
| MORE INFO ?             |           |            |
| NUMBER OF NON RESPONSES | 1154      | 0.56       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 48 CHILD OCING IN SCH   | 723       | 0.35       |
| MORE INFO ?             |           |            |
| NUMBER OF NON RESPONSES | 1352      | 0.65       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 49 OTHERS SPECIFY       | 73        | 0.04       |
| MORE INFO ?             |           |            |
| NUMBER OF NON RESPONSES | 2002      | 0.96       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 50 FUNDAMENTAL SKLLS    | 1932      | 0.93       |
| ESSENTIAL               |           |            |
| IF FUNDS                | 47        | 0.02       |
| NOT NECESSY             | 13        | 0.01       |
| NUMBER OF NON RESPONSES | 83        | 0.04       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 51 COMMUNICATE IDEAS    | 1737      | 0.84       |
| ESSENTIAL               |           |            |
| IF FUNDS                | 170       | 0.08       |
| NOT NECESSY             | 29        | 0.01       |
| NUMBER OF NON RESPONSES | 139       | 0.07       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 52 ORAL EXPRESSION      | 1809      | 0.87       |
| ESSENTIAL               |           |            |
| IF FUNDS                | 136       | 0.07       |
| NOT NECESSY             | 24        | 0.01       |
| NUMBER OF NON RESPONSES | 106       | 0.05       |

| QUESTION NUMBER         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| 53 MASS MEDIA           | 745       | 0.36       |
| ESSENTIAL               |           |            |
| IF FUNDS                | 820       | 0.40       |
| NOT NECESSY             | 345       | 0.17       |
| NUMBER OF NON RESPONSES | 165       | 0.08       |

QUESTION NUMBER 54  
54 DEVELOP TASTE ART

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 755       | 0.36       |
| IF FUNDS                | 931       | 0.45       |
| NOT NECESSY             | 246       | 0.12       |
| NUMBER OF NON RESPONSES | 143       | 0.07       |

QUESTION NUMBER 55  
55 DEVELOP SKILLS MEDIA

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 736       | 0.35       |
| IF FUNDS                | 951       | 0.46       |
| NOT NECESSY             | 231       | 0.11       |
| NUMBER OF NON RESPONSES | 157       | 0.08       |

QUESTION NUMBER 56  
56 DEVELOP FINE ART

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 726       | 0.35       |
| IF FUNDS                | 992       | 0.48       |
| NOT NECESSY             | 238       | 0.11       |
| NUMBER OF NON RESPONSES | 119       | 0.06       |

QUESTION NUMBER 57  
57 HELP PERS PROBLEMS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1152      | 0.56       |
| IF FUNDS                | 614       | 0.30       |
| NOT NECESSY             | 188       | 0.09       |
| NUMBER OF NON RESPONSES | 121       | 0.06       |

QUESTION NUMBER 58  
58 VOCATIONAL PLANNG

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1309      | 0.63       |
| IF FUNDS                | 543       | 0.26       |
| NOT NECESSY             | 100       | 0.05       |
| NUMBER OF NON RESPONSES | 123       | 0.06       |

QUESTION NUMBER 59  
59 EDUCATIONAL PLANNING MISSING IN DECK

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1712      | 0.83       |
| IF FUNDS                | 236       | 0.11       |
| NOT NECESSAR            | 38        | 0.02       |
| NUMBER OF NON RESPONSES | 89        | 0.04       |

QUESTION NUMBER 60  
60 INTEREST IN LEARNG

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1685      | 0.81       |
| IF FUNDS                | 217       | 0.10       |
| NOT NECESSY             | 62        | 0.03       |
| NUMBER OF NON RESPONSES | 111       | 0.05       |



QUESTION NUMBER 61

61 SELF DIRECT LEARNG

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1617      | 0.78       |
| IF FUNDS                | 262       | 0.13       |
| NOT NECESSY             | 54        | 0.03       |
| NUMBER OF NON RESPONSES | 142       | 0.07       |

QUESTION NUMBER 62

62 ACQ OF BASIC SKLLS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1693      | 0.82       |
| IF FUNDS                | 198       | 0.10       |
| NOT NECESSY             | 39        | 0.02       |
| NUMBER OF NON RESPONSES | 145       | 0.07       |

QUESTION NUMBER 63

63 UNDERSTD FRGN LANG

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1134      | 0.55       |
| IF FUNDS                | 712       | 0.34       |
| NOT NECESSY             | 135       | 0.07       |
| NUMBER OF NON RESPONSES | 94        | 0.05       |

QUESTION NUMBER 64

64 DIFFERENT CUSTOMS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 915       | 0.44       |
| IF FUNDS                | 808       | 0.39       |
| NOT NECESSY             | 217       | 0.10       |
| NUMBER OF NON RESPONSES | 135       | 0.07       |

QUESTION NUMBER 65

65 ATTITUDE FRGN LANG

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 986       | 0.48       |
| IF FUNDS                | 688       | 0.33       |
| NOT NECESSY             | 262       | 0.13       |
| NUMBER OF NON RESPONSES | 139       | 0.07       |

QUESTION NUMBER 66

66 UNDERSTDG WRIT MTL

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1904      | 0.92       |
| IF FUNDS                | 74        | 0.04       |
| NOT NECESSY             | 11        | 0.01       |
| NUMBER OF NON RESPONSES | 86        | 0.04       |

QUESTION NUMBER 67

67 APPREC LITERATURE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1470      | 0.71       |
| IF FUNDS                | 415       | 0.20       |
| NOT NECESSY             | 79        | 0.04       |
| NUMBER OF NON RESPONSES | 111       | 0.05       |

QUESTION NUMBER 68  
68 JUDGE WRIT MATERIAL

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1133      | 0.55       |
| IF FUNDS                | 596       | 0.29       |
| NOT NECESSY             | 206       | 0.10       |
| NUMBER OF NON RESPONSES | 140       | 0.07       |

QUESTION NUMBER 69  
69 SPORTSMANSHIP

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1480      | 0.71       |
| IF FUNDS                | 353       | 0.17       |
| NOT NECESSY             | 133       | 0.06       |
| NUMBER OF NON RESPONSES | 109       | 0.05       |

QUESTION NUMBER 70  
70 PHYSIO DEVELOPMENT

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1343      | 0.65       |
| IF FUNDS                | 453       | 0.22       |
| NOT NECESSY             | 141       | 0.07       |
| NUMBER OF NON RESPONSES | 138       | 0.07       |

QUESTION NUMBER 71  
71 KNOWLEDGE OF GAMES

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 952       | 0.46       |
| IF FUNDS                | 761       | 0.37       |
| NOT NECESSY             | 207       | 0.10       |
| NUMBER OF NON RESPONSES | 155       | 0.07       |

QUESTION NUMBER 72  
72 SKILLS LEISURE TIME

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 774       | 0.37       |
| IF FUNDS                | 834       | 0.40       |
| NOT NECESSY             | 323       | 0.16       |
| NUMBER OF NON RESPONSES | 144       | 0.07       |

QUESTION NUMBER 73  
73 RELEASE OF TENSION

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1186      | 0.57       |
| IF FUNDS                | 540       | 0.26       |
| NOT NECESSY             | 227       | 0.11       |
| NUMBER OF NON RESPONSES | 122       | 0.06       |

QUESTION NUMBER 74  
74 FACTS AMER HISTORY

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1754      | 0.85       |
| IF FUNDS                | 182       | 0.09       |
| NOT NECESSY             | 42        | 0.02       |
| NUMBER OF NON RESPONSES | 97        | 0.05       |



QUESTION NUMBER 75

75SOC PSYCH HUMANITI

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1231      | 0.59       |
| IF FUNDS                | 635       | 0.31       |
| NOT NECESSY             | 79        | 0.04       |
| NUMBER OF NON RESPONSES | 130       | 0.06       |

QUESTION NUMBER 76

76SOC SCI TCODAYS WLD

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1467      | 0.71       |
| IF FUNDS                | 435       | 0.21       |
| NOT NECESSY             | 62        | 0.03       |
| NUMBER OF NON RESPONSES | 111       | 0.05       |

QUESTION NUMBER 77

77 COMMUNITY INVOLVEMENT MISSING IN DECK

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 928       | 0.45       |
| IF FUNDS                | 748       | 0.36       |
| NOT NECESSAR            | 257       | 0.13       |
| NUMBER OF NON RESPONSES | 132       | 0.06       |

QUESTION NUMBER 78

78SKILLS IN MATH

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1933      | 0.93       |
| IF FUNDS                | 33        | 0.02       |
| NOT NECESSY             | 13        | 0.01       |
| NUMBER OF NON RESPONSES | 96        | 0.05       |

QUESTION NUMBER 79

79APPLICATN IN MATH

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1808      | 0.87       |
| IF FUNDS                | 131       | 0.06       |
| NOT NECESSY             | 25        | 0.01       |
| NUMBER OF NON RESPONSES | 111       | 0.05       |

QUESTION NUMBER 80

80COLL ENT REQ MATH

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1652      | 0.80       |
| IF FUNDS                | 248       | 0.12       |
| NOT NECESSY             | 54        | 0.03       |
| NUMBER OF NON RESPONSES | 121       | 0.06       |

QUESTION NUMBER 81

81SCIENTIFIC FACTS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1714      | 0.83       |
| IF FUNDS                | 213       | 0.10       |
| NOT NECESSY             | 33        | 0.02       |
| NUMBER OF NON RESPONSES | 115       | 0.06       |

QUESTION NUMBER 82

QUESTION NUMBER 82 SCIENTIFIC PROCED

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1350      | 0.65       |
| IF FUNDS                | 481       | 0.23       |
| NOT NECESSY             | 105       | 0.05       |
| NUMBER OF NON RESPONSES | 139       | 0.07       |

QUESTION NUMBER 83

83 INTEREST IN NATURE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1344      | 0.65       |
| IF FUNDS                | 503       | 0.24       |
| NOT NECESSY             | 104       | 0.05       |
| NUMBER OF NON RESPONSES | 124       | 0.06       |

QUESTION NUMBER 84

84 TASTE IN THEAT ART

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 698       | 0.34       |
| IF FUNDS                | 993       | 0.48       |
| NOT NECESSY             | 275       | 0.13       |
| NUMBER OF NON RESPONSES | 109       | 0.05       |

QUESTION NUMBER 85

85 SKILLS IN SCHL PROD

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 492       | 0.24       |
| IF FUNDS                | 1121      | 0.54       |
| NOT NECESSY             | 326       | 0.16       |
| NUMBER OF NON RESPONSES | 136       | 0.07       |

QUESTION NUMBER 86

86 DRAMATIC LITERATUR

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 781       | 0.33       |
| IF FUNDS                | 906       | 0.44       |
| NOT NECESSY             | 277       | 0.13       |
| NUMBER OF NON RESPONSES | 111       | 0.05       |

QUESTION NUMBER 87

87 MUSIC APPRECIATION

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1100      | 0.53       |
| IF FUNDS                | 736       | 0.35       |
| NOT NECESSY             | 135       | 0.07       |
| NUMBER OF NON RESPONSES | 104       | 0.05       |

QUESTION NUMBER 88

88 SKILLS IN CREATING

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 649       | 0.31       |
| IF FUNDS                | 1045      | 0.50       |
| NOT NECESSY             | 257       | 0.12       |
| NUMBER OF NON RESPONSES | 124       | 0.06       |



QUESTION NUMBER 89

89 CONCEPTS IN MUSIC

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 831       | 0.40       |
| IF FUNDS                | 914       | 0.44       |
| NOT NECESSARY           | 222       | 0.11       |
| NUMBER OF NON RESPONSES | 108       | 0.05       |

QUESTION NUMBER 90

90 HANDICAPPED PROG

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1313      | 0.63       |
| IF FUNDS                | 564       | 0.27       |
| NOT NECESSARY           | 105       | 0.05       |
| NUMBER OF NON RESPONSES | 93        | 0.04       |

QUESTION NUMBER 91

91 CLASSES GIFTED STD

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1198      | 0.58       |
| IF FUNDS                | 660       | 0.32       |
| NOT NECESSARY           | 105       | 0.05       |
| NUMBER OF NON RESPONSES | 112       | 0.05       |

QUESTION NUMBER 92

92 CLASSES DROPOUTS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1394      | 0.58       |
| IF FUNDS                | 637       | 0.31       |
| NOT NECESSARY           | 133       | 0.06       |
| NUMBER OF NON RESPONSES | 111       | 0.05       |

QUESTION NUMBER 93

93 CLASSES FOR ADULTS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 565       | 0.27       |
| IF FUNDS                | 1027      | 0.49       |
| NOT NECESSARY           | 353       | 0.17       |
| NUMBER OF NON RESPONSES | 130       | 0.06       |

QUESTION NUMBER 94

94 CLASSES NON ENGLISH

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 845       | 0.41       |
| IF FUNDS                | 836       | 0.40       |
| NOT NECESSARY           | 258       | 0.12       |
| NUMBER OF NON RESPONSES | 136       | 0.07       |

QUESTION NUMBER 95

95 SKILLS PERSONAL USE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1293      | 0.62       |
| IF FUNDS                | 588       | 0.28       |
| NOT NECESSARY           | 77        | 0.04       |
| NUMBER OF NON RESPONSES | 117       | 0.06       |

QUESTION NUMBER 96

96 EXPOSURE TECH SKILL

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1112      | 0.54       |
| IF FUNDS                | 724       | 0.35       |
| NOT NECESSY             | 105       | 0.05       |
| NUMBER OF NON RESPONSES | 134       | 0.06       |

QUESTION NUMBER 97

97 EMPLOYABLE SKILLS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| ESSENTIAL               | 1211      | 0.58       |
| IF FUNDS                | 585       | 0.28       |
| NOT NECESSY             | 156       | 0.08       |
| NUMBER OF NON RESPONSES | 123       | 0.06       |

QUESTION NUMBER 98

98 RIGHTS & RESPONBL

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 662       | 0.32       |
| HOME                    | 1032      | 0.50       |
| UNDECIDED               | 112       | 0.05       |
| MULTIPLE                | 172       | 0.08       |
| NUMBER OF NON RESPONSES | 97        | 0.05       |

QUESTION NUMBER 99

99 OBLIGATIONS IN SOC

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 970       | 0.47       |
| HOME                    | 708       | 0.34       |
| UNDECIDED               | 118       | 0.06       |
| MULTIPLE                | 151       | 0.07       |
| NUMBER OF NON RESPONSES | 128       | 0.06       |

QUESTION NUMBER 100

100 POLITICAL PHILSHY

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 484       | 0.23       |
| HOME                    | 1049      | 0.51       |
| UNDECIDED               | 302       | 0.15       |
| MULTIPLE                | 90        | 0.04       |
| NUMBER OF NON RESPONSES | 150       | 0.07       |

QUESTION NUMBER 101

101 LOYALTY DEMOCRACY

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 545       | 0.26       |
| HOME                    | 1033      | 0.50       |
| UNDECIDED               | 209       | 0.10       |
| MULTIPLE                | 136       | 0.07       |
| NUMBER OF NON RESPONSES | 147       | 0.07       |

102 AMERICAN HERITAGE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 1464      | 0.72       |
| HOME                    | 251       | 0.12       |
| UNDECIDED               | 97        | 0.05       |
| MULTIPLE                | 114       | 0.05       |
| NUMBER OF NON RESPONSES | 129       | 0.06       |

QUESTION NUMBER 103

103 DESIRE TO LEARN

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 941       | 0.45       |
| HOME                    | 679       | 0.33       |
| UNDECIDED               | 94        | 0.05       |
| MULTIPLE                | 268       | 0.13       |
| NUMBER OF NON RESPONSES | 93        | 0.04       |

QUESTION NUMBER 104

104 DETERMINE CAREER

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 861       | 0.41       |
| HOME                    | 681       | 0.33       |
| UNDECIDED               | 178       | 0.09       |
| MULTIPLE                | 236       | 0.11       |
| NUMBER OF NON RESPONSES | 119       | 0.06       |

QUESTION NUMBER 105

105 ACHIEVE GOALS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 470       | 0.23       |
| HOME                    | 1032      | 0.50       |
| UNDECIDED               | 139       | 0.07       |
| MULTIPLE                | 347       | 0.17       |
| NUMBER OF NON RESPONSES | 87        | 0.04       |

QUESTION NUMBER 106

106 HEALTH PRINCIPLES

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 628       | 0.30       |
| HOME                    | 1034      | 0.50       |
| UNDECIDED               | 88        | 0.04       |
| MULTIPLE                | 216       | 0.10       |
| NUMBER OF NON RESPONSES | 109       | 0.05       |

QUESTION NUMBER 107

107 SEX ATTITUDE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 385       | 0.19       |
| HOME                    | 1135      | 0.55       |
| UNDECIDED               | 119       | 0.06       |
| MULTIPLE                | 330       | 0.16       |
| NUMBER OF NON RESPONSES | 106       | 0.05       |

QUESTION NUMBER 108  
108EFFECTS OF DRUGS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 916       | 0.44       |
| HOME                    | 506       | 0.24       |
| UNDECIDED               | 142       | 0.07       |
| MULTIPLE                | 402       | 0.19       |
| NUMBER OF NON RESPONSES | 109       | 0.05       |

QUESTION NUMBER 109  
109DEVELOP SPEC INTR

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 1089      | 0.52       |
| HOME                    | 502       | 0.24       |
| UNDECIDED               | 101       | 0.05       |
| MULTIPLE                | 274       | 0.13       |
| NUMBER OF NON RESPONSES | 109       | 0.05       |

QUESTION NUMBER 110  
110MAKING DECISIONS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 808       | 0.39       |
| HOME                    | 789       | 0.38       |
| UNDECIDED               | 108       | 0.05       |
| MULTIPLE                | 246       | 0.12       |
| NUMBER OF NON RESPONSES | 124       | 0.06       |

QUESTION NUMBER 111  
111MEMORIZE INFORM

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 1461      | 0.70       |
| HOME                    | 135       | 0.07       |
| UNDECIDED               | 194       | 0.09       |
| MULTIPLE                | 85        | 0.04       |
| NUMBER OF NON RESPONSES | 200       | 0.10       |

QUESTION NUMBER 112  
112LOCATE INFORMATN

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 1684      | 0.81       |
| HOME                    | 92        | 0.04       |
| UNDECIDED               | 51        | 0.02       |
| MULTIPLE                | 120       | 0.06       |
| NUMBER OF NON RESPONSES | 128       | 0.06       |

QUESTION NUMBER 113  
113ACCEPT RESPONSIBL

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| SCHOOL                  | 257       | 0.12       |
| HOME                    | 1364      | 0.66       |
| UNDECIDED               | 90        | 0.04       |
| MULTIPLE                | 277       | 0.13       |
| NUMBER OF NON RESPONSES | 87        | 0.04       |

| QUESTION NUMBER 114     |           |            |
|-------------------------|-----------|------------|
| 114 LEARN TO ADJUST     |           |            |
|                         | FREQUENCY | PERCENTAGE |
| SCHOOL                  | 618       | 0.30       |
| HOME                    | 916       | 0.44       |
| UNDECIDED               | 135       | 0.07       |
| MULTIPLE                | 313       | 0.15       |
| NUMBER OF NON RESPONSES | 93        | 0.04       |

| QUESTION NUMBER 115     |           |            |
|-------------------------|-----------|------------|
| 115 IMPORTANCE OF LIFE  |           |            |
|                         | FREQUENCY | PERCENTAGE |
| SCHOOL                  | 270       | 0.13       |
| HOME                    | 1347      | 0.65       |
| UNDECIDED               | 95        | 0.05       |
| MULTIPLE                | 270       | 0.13       |
| NUMBER OF NON RESPONSES | 93        | 0.04       |

| QUESTION NUMBER 116     |           |            |
|-------------------------|-----------|------------|
| 116 MAJOR RELIGIONS     |           |            |
|                         | FREQUENCY | PERCENTAGE |
| SCHOOL                  | 1169      | 0.56       |
| HOME                    | 572       | 0.28       |
| UNDECIDED               | 129       | 0.06       |
| MULTIPLE                | 107       | 0.05       |
| NUMBER OF NON RESPONSES | 98        | 0.05       |

| QUESTION NUMBER 117     |           |            |
|-------------------------|-----------|------------|
| 117 RELIGIOUS COMMIT    |           |            |
|                         | FREQUENCY | PERCENTAGE |
| SCHOOL                  | 52        | 0.03       |
| HOME                    | 1656      | 0.80       |
| UNDECIDED               | 179       | 0.09       |
| MULTIPLE                | 31        | 0.01       |
| NUMBER OF NON RESPONSES | 157       | 0.08       |

| QUESTION NUMBER 118     |           |            |
|-------------------------|-----------|------------|
| 118 BETTER EDUC IN BH   |           |            |
|                         | FREQUENCY | PERCENTAGE |
| STRONG AGREE            | 1262      | 0.61       |
| AGREE                   | 613       | 0.30       |
| DISAGREE                | 72        | 0.03       |
| NO OPINION              | 66        | 0.03       |
| NUMBER OF NON RESPONSES | 62        | 0.03       |

| QUESTION NUMBER 119     |           |            |
|-------------------------|-----------|------------|
| 119 INADEQUATE HOMEWK   |           |            |
|                         | FREQUENCY | PERCENTAGE |
| STRONG AGREE            | 140       | 0.07       |
| AGREE                   | 355       | 0.17       |
| DISAGREE                | 930       | 0.45       |
| NO OPINION              | 492       | 0.24       |
| NUMBER OF NON RESPONSES | 158       | 0.08       |



| QUESTION NUMBER 120     |           | INDIVIDUAL NEEDS |  |
|-------------------------|-----------|------------------|--|
|                         | FREQUENCY | PERCENTAGE       |  |
| STRONG AGREE            | 373       | 0.18             |  |
| AGREE                   | 852       | 0.41             |  |
| DISAGREE                | 276       | 0.13             |  |
| NO OPINION              | 302       | 0.15             |  |
| NUMBER OF NON RESPONSES | 172       | 0.08             |  |

| QUESTION NUMBER 121     |           | GROOMING STANDARD |  |
|-------------------------|-----------|-------------------|--|
|                         | FREQUENCY | PERCENTAGE        |  |
| STRONG AGREE            | 635       | 0.31              |  |
| AGREE                   | 662       | 0.32              |  |
| DISAGREE                | 600       | 0.29              |  |
| NO OPINION              | 90        | 0.04              |  |
| NUMBER OF NON RESPONSES | 88        | 0.04              |  |

| QUESTION NUMBER 122     |           | TEACHERS SUPERIOR |  |
|-------------------------|-----------|-------------------|--|
|                         | FREQUENCY | PERCENTAGE        |  |
| STRONG AGREE            | 453       | 0.22              |  |
| AGREE                   | 653       | 0.31              |  |
| DISAGREE                | 316       | 0.15              |  |
| NO OPINION              | 519       | 0.25              |  |
| NUMBER OF NON RESPONSES | 134       | 0.06              |  |

| QUESTION NUMBER 123     |           | TEACHERS SUPERIOR |  |
|-------------------------|-----------|-------------------|--|
|                         | FREQUENCY | PERCENTAGE        |  |
| STRONG AGREE            | 398       | 0.19              |  |
| AGREE                   | 591       | 0.28              |  |
| DISAGREE                | 266       | 0.13              |  |
| NO OPINION              | 681       | 0.33              |  |
| NUMBER OF NON RESPONSES | 139       | 0.07              |  |

| QUESTION NUMBER 124     |           | CONFERENCES & INF |  |
|-------------------------|-----------|-------------------|--|
|                         | FREQUENCY | PERCENTAGE        |  |
| STRONG AGREE            | 105       | 0.05              |  |
| AGREE                   | 237       | 0.11              |  |
| DISAGREE                | 1069      | 0.52              |  |
| NO OPINION              | 479       | 0.23              |  |
| NUMBER OF NON RESPONSES | 185       | 0.09              |  |

| QUESTION NUMBER 125     |           | FAIR HEARING |  |
|-------------------------|-----------|--------------|--|
|                         | FREQUENCY | PERCENTAGE   |  |
| STRONG AGREE            | 211       | 0.10         |  |
| AGREE                   | 686       | 0.33         |  |
| DISAGREE                | 238       | 0.11         |  |
| NO OPINION              | 751       | 0.36         |  |
| NUMBER OF NON RESPONSES | 189       | 0.09         |  |



QUESTION NUMBER 126

126CITIZENS INTEREST

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGRE             | 244       | 0.12       |
| AGREE                   | 843       | 0.41       |
| DISAGREE                | 372       | 0.18       |
| NO CPINION              | 468       | 0.23       |
| NUMBER OF NON RESPONSES | 148       | 0.07       |

QUESTION NUMBER 127

127DISTRICT INTEREST

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGRE             | 235       | 0.11       |
| AGREE                   | 839       | 0.40       |
| DISAGREE                | 334       | 0.16       |
| NO CPINION              | 470       | 0.23       |
| NUMBER OF NON RESPONSES | 197       | 0.09       |

QUEST CN NUMBER 128

128TEACHR PLPL RATIC

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGRE             | 455       | 0.22       |
| AGREE                   | 577       | 0.28       |
| DISAGREE                | 772       | 0.37       |
| NO CPINION              | 129       | 0.06       |
| NUMBER OF NON RESPONSES | 142       | 0.07       |

QUESTION NUMBER 129

129FAIR HEARING

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGRE             | 200       | 0.10       |
| ACREE                   | 880       | 0.42       |
| DISAGREE                | 220       | 0.11       |
| NO-OPINION              | 587       | 0.28       |
| NUMBER OF NON RESPONSES | 188       | 0.09       |

QUESTION NUMBER 130

130CLASS SIZE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGRE             | 815       | 0.39       |
| AGREE                   | 646       | 0.31       |
| DISAGREE                | 361       | 0.17       |
| NO OPINION              | 112       | 0.05       |
| NUMBER OF NON RESPONSES | 141       | 0.07       |

QUESTION NUMBER 131

131PREPARE FOR CLGE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGRE             | 245       | 0.12       |
| AGREE                   | 442       | 0.21       |
| DISAGREE                | 1044      | 0.50       |
| NO CPINION              | 166       | 0.08       |
| NUMBER OF NON RESPONSES | 178       | 0.09       |

QUESTION NUMBER 132

132LESS ACADEMICALLY

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 125       | 0.06       |
| AGREE                   | 739       | 0.36       |
| DISAGREE                | 430       | 0.21       |
| NO OPINION              | 598       | 0.29       |
| NUMBER OF NON RESPONSES | 183       | 0.09       |

QUESTION NUMBER 133

133FUND LOCAL SCHOOL

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 629       | 0.30       |
| AGREE                   |           | 0.29       |
| DISAGREE                | 18        | 0.09       |
| NO OPINION              | 471       | 0.23       |
| NUMBER OF NON RESPONSES | 189       | 0.09       |

QUESTION NUMBER 134

134BUDGET SPENT WISE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 265       | 0.13       |
| AGREE                   | 691       | 0.33       |
| DISAGREE                | 374       | 0.18       |
| NO OPINION              | 582       | 0.28       |
| NUMBER OF NON RESPONSES | 163       | 0.08       |

QUESTION NUMBER 135

135INCREASE TAXES

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 562       | 0.27       |
| AGREE                   | 587       | 0.28       |
| DISAGREE                | 395       | 0.19       |
| NO OPINION              | 374       | 0.18       |
| NUMBER OF NON RESPONSES | 157       | 0.08       |

QUESTION NUMBER 136

136MONEYS WORTH

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 567       | 0.27       |
| AGREE                   | 775       | 0.37       |
| DISAGREE                | 200       | 0.10       |
| NO OPINION              | 385       | 0.19       |
| NUMBER OF NON RESPONSES | 148       | 0.07       |

QUESTION NUMBER 137

137PROGP IMPLEMENTED

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 386       | 0.19       |
| AGREE                   | 644       | 0.31       |
| DISAGREE                | 657       | 0.32       |
| NO OPINION              | 223       | 0.11       |
| NUMBER OF NON RESPONSES | 165       | 0.08       |

QUESTION NUMBER 138  
138 ELIMINATE PROGRS

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 237       | 0.11       |
| AGREE                   | 499       | 0.24       |
| DISAGREE                | 760       | 0.37       |
| NO OPINION              | 439       | 0.21       |
| NUMBER OF NON RESPONSES | 140       | 0.07       |

QUESTION NUMBER 139  
139 TAX OVERRIDE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 591       | 0.28       |
| AGREE                   | 592       | 0.29       |
| DISAGREE                | 273       | 0.13       |
| NO OPINION              | 422       | 0.20       |
| NUMBER OF NON RESPONSES | 197       | 0.09       |

QUESTION NUMBER 140  
140 STUDENT APPEARANCE

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 435       | 0.21       |
| AGREE                   | 598       | 0.29       |
| DISAGREE                | 803       | 0.39       |
| NO OPINION              | 127       | 0.06       |
| NUMBER OF NON RESPONSES | 112       | 0.05       |

QUESTION NUMBER 141  
141 PROGRAMS CUTTAILED

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 149       | 0.07       |
| AGREE                   | 483       | 0.23       |
| DISAGREE                | 969       | 0.47       |
| NO OPINION              | 311       | 0.15       |
| NUMBER OF NON RESPONSES | 163       | 0.08       |

QUESTION NUMBER 142  
142 SALARY REDUCED

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 61        | 0.03       |
| AGREE                   | 106       | 0.05       |
| DISAGREE                | 1534      | 0.74       |
| NO OPINION              | 241       | 0.12       |
| NUMBER OF NON RESPONSES | 133       | 0.06       |

QUESTION NUMBER 143  
143 STAFF REDUCED

|                         | FREQUENCY | PERCENTAGE |
|-------------------------|-----------|------------|
| STRONG AGREE            | 71        | 0.03       |
| AGREE                   | 206       | 0.10       |
| DISAGREE                | 1402      | 0.68       |
| NO OPINION              | 260       | 0.13       |
| NUMBER OF NON RESPONSES | 136       | 0.07       |

CROSS-TABULATION ANALYSIS FOR THE QUESTIONNAIRE

57 59 57HELP PERS PROBLEMS WITH 58EDUCATIONAL PLANNING MISSING IN DEC  
 ESSENTIAL IF FUNDS NOT NECESSAR  
 1032 (0.90) 90 (0.08) 9 (0.01)  
 IF FUNDS 487 (0.79) 106 (0.17) 13 (0.02)  
 NOT NECESSY 138 (0.73) 34 (0.18) 15 (0.03)

58 104 58VOCATIONAL PLANNING WITH 104DETERMINE CAREER  
 SCHCOL UNDECIDED MULTIPLE  
 ESSENTIAL 592 (0.45) 385 (0.29) 119 (0.04) 168 (0.13)  
 IF FUNDS 207 (0.58) 229 (0.42) 43 (0.08) 50 (0.09)  
 NOT NECESSY 28 (0.28) 54 (0.54) 7 (0.07) 9 (0.09)

74 77 74FACTS AMER HISTORY WITH 77 COMMUNITY INVOLVEMENT MISSING IN C  
 ESSENTIAL IF FUNDS NOT NECESSAR  
 850 (0.46) 652 (0.37) 207 (0.12)  
 IF FUNDS 51 (0.28) 89 (0.45) 40 (0.22)  
 NOT NECESSY 16 (0.38) 5 (0.12) 18 (0.43)

98 102 98FIGHTS & RESPONBL WITH 102AMERICAN HERITAGE  
 SCHCOL UNDECIDED MULTIPLE  
 SCHOOL 560 (0.65) 46 (0.07) 24 (0.04) 6 (0.01)  
 HOME 755 (0.72) 190 (0.18) 41 (0.04) 21 (0.02)  
 UNDECIDED 74 (0.66) 8 (0.07) 28 (0.25) 0 (0.0 )  
 MULTIPLE 70 (0.41) 6 (0.03) 3 (0.02) 85 (0.49)

99 77 99CBLIGATIONS IN SOC WITH 77 COMMUNITY INVCLVEMENT MISSING IN I  
 ESSENTIAL IF FUNDS NOT NECESSAR  
 SCHOOL 456 (0.47) 364 (0.38) 117 (0.12)  
 HOME 298 (0.42) 275 (0.39) 108 (0.15)  
 UNDECIDED 54 (0.46) 38 (0.32) 23 (0.19)  
 MULTIPLE 83 (0.55) 52 (0.34) 10 (0.07)



103 105 103 DESIRE TO LEARN SCHOOL HOME WITH 105 ACHIEVE GOALS UNDECIDED MULTIPLE

|           |            |            |           |            |
|-----------|------------|------------|-----------|------------|
| SCHOOL    | 354 (0.38) | 411 (0.44) | 59 (0.06) | 102 (0.11) |
| HOME      | 89 (0.13)  | 507 (0.75) | 31 (0.05) | 50 (0.07)  |
| UNDECIDED | 11 (0.12)  | 31 (0.33)  | 47 (0.50) | 5 (0.05)   |
| MULTIPLE  | 7 (0.02)   | 75 (0.28)  | 1 (0.00)  | 183 (0.68) |

105 57 105 ACHIEVE GOALS ESSENTIAL IF FUNDS WITH 57 HELP PERS PROBLEMS NOT NECESSY

|           |            |            |            |
|-----------|------------|------------|------------|
| SCHOOL    | 276 (0.59) | 128 (0.27) | 40 (0.09)  |
| HOME      | 549 (0.53) | 357 (0.33) | 102 (0.10) |
| UNDECIDED | 89 (0.64)  | 33 (0.24)  | 15 (0.11)  |
| MULTIPLE  | 206 (0.55) | 103 (0.30) | 25 (0.07)  |

114 57 114 LEARN TO ADJUST ESSENTIAL IF FUNDS WITH 57 HELP PERS PROBLEMS NOT NECESSY

|           |            |            |            |
|-----------|------------|------------|------------|
| SCHOOL    | 375 (0.61) | 161 (0.26) | 40 (0.09)  |
| HOME      | 458 (0.51) | 306 (0.32) | 102 (0.11) |
| UNDECIDED | 82 (0.61)  | 41 (0.30)  | 17 (0.09)  |
| MULTIPLE  | 194 (0.62) | 88 (0.28)  | 19 (0.06)  |

118 6 118 BETTER EDUC IN BH YES NO WITH 6 OWN HOME IN BH STUDENT

|              |            |            |            |
|--------------|------------|------------|------------|
| STRONG AGREE | 628 (0.50) | 224 (0.18) | 177 (0.14) |
| ACRFE        | 312 (0.51) | 95 (0.15)  | 100 (0.16) |
| DISAGREE     | 53 (0.46)  | 12 (0.17)  | 17 (0.24)  |
| NO OPINION   | 23 (0.35)  | 10 (0.15)  | 20 (0.30)  |

116 7 118 BETTER EDUC IN BH YES NC WITH 7 OWN BUSINESS IN BH STUDENT

|              |            |            |            |
|--------------|------------|------------|------------|
| STRONG AGREE | 149 (0.12) | 509 (0.40) | 177 (0.14) |
| AGREE        | 74 (0.12)  | 244 (0.40) | 100 (0.10) |
| DISAGREE     | 8 (0.11)   | 23 (0.32)  | 17 (0.24)  |
| NO OPINION   | 8 (0.12)   | 21 (0.32)  | 20 (0.30)  |

118 8 118BETTER EDUC IN BH WITH 8 RENT APT IN B H

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 263 (0.21) | 436 (0.35) | 177 (0.14) |
| AGREE        | 113 (0.18) | 212 (0.35) | 100 (0.16) |
| DISAGREE     | 14 (0.19)  | 19 (0.26)  | 17 (0.24)  |
| NO OPINION   | 10 (0.15)  | 16 (0.24)  | 20 (0.30)  |

118 9 118BETTER EDUC IN BH WITH 9 EMPLOYED IN B H

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 243 (0.19) | 430 (0.34) | 177 (0.14) |
| AGREE        | 104 (0.17) | 198 (0.32) | 100 (0.16) |
| DISAGREE     | 12 (0.17)  | 21 (0.25)  | 17 (0.24)  |
| NO OPINION   | 12 (0.18)  | 16 (0.24)  | 20 (0.30)  |

118 10 118BETTER EDUC IN BH WITH 10 EMPLOYED BY BHUSD

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 142 (0.11) | 526 (0.42) | 177 (0.14) |
| AGREE        | 76 (0.12)  | 235 (0.38) | 100 (0.16) |
| DISAGREE     | 8 (0.11)   | 23 (0.32)  | 17 (0.24)  |
| NO OPINION   | 8 (0.12)   | 21 (0.32)  | 20 (0.30)  |

118 11 118BETTER EDUC IN BH WITH 11 STUDENT AT BHHS

|              | YES        | NO         | STUDENT |
|--------------|------------|------------|---------|
| STRONG AGREE | 187 (0.15) | 564 (0.45) | 0 (0.0) |
| AGREE        | 108 (0.18) | 257 (0.42) | 0 (0.0) |
| DISAGREE     | 19 (0.26)  | 26 (0.36)  | 0 (0.0) |
| NO OPINION   | 20 (0.30)  | 23 (0.35)  | 0 (0.0) |

118 12 118BETTER EDUC IN BH WITH 12 GRADUATE OF BHHS

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 111 (0.09) | 491 (0.39) | 177 (0.14) |
| AGREE        | 50 (0.08)  | 225 (0.37) | 100 (0.16) |
| DISAGREE     | 3 (0.04)   | 24 (0.33)  | 17 (0.24)  |
| NO OPINION   | 1 (0.02)   | 22 (0.33)  | 20 (0.30)  |



112 14 118BETTER EDUC IN BH

|              |            |            |            |            |             |            |
|--------------|------------|------------|------------|------------|-------------|------------|
| STRONG AGREE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| AGREE        | 237 (0.19) | 56 (0.04)  | 11 (0.01)  | 0 (0.0)    | 0 (0.0)     | 177 (0.14) |
| DISAGREE     | 110 (0.18) | 36 (0.06)  | 3 (0.00)   | 0 (0.0)    | 0 (0.0)     | 100 (0.16) |
| NO OPINION   | 11 (0.15)  | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 1 (0.01)    | 17 (0.24)  |
|              | 6 (0.09)   | 6 (0.05)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 20 (0.30)  |

118 15 118BETTER EDUC IN BH

|               |            |            |            |            |             |            |
|---------------|------------|------------|------------|------------|-------------|------------|
| STRONGS AGREE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| AGREE         | 212 (0.17) | 18 (0.01)  | 4 (0.00)   | 2 (0.00)   | 0 (0.0)     | 177 (0.14) |
| DISAGREE      | 97 (0.16)  | 10 (0.02)  | 3 (0.00)   | 0 (0.0)    | 0 (0.0)     | 100 (0.16) |
| NO OPINION    | 10 (0.14)  | 2 (0.03)   | 1 (0.01)   | 0 (0.0)    | 0 (0.0)     | 17 (0.24)  |
|               | 7 (0.11)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 20 (0.30)  |

116 16 118BETTER EDUC IN BH

|               |            |            |            |            |             |            |
|---------------|------------|------------|------------|------------|-------------|------------|
| STRONGS AGREE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| AGREE         | 314 (0.25) | 59 (0.05)  | 11 (0.01)  | 1 (0.00)   | 0 (0.0)     | 177 (0.14) |
| DISAGREE      | 127 (0.21) | 29 (0.05)  | 5 (0.01)   | 0 (0.0)    | 0 (0.0)     | 100 (0.16) |
| NO OPINION    | 13 (0.18)  | 2 (0.03)   | 2 (0.03)   | 0 (0.0)    | 0 (0.0)     | 17 (0.24)  |
|               | 8 (0.12)   | 1 (0.02)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 20 (0.30)  |

118 17 118BETTER EDUC IN BH

|               |            |            |            |            |             |            |
|---------------|------------|------------|------------|------------|-------------|------------|
| STRONGS AGREE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| AGREE         | 347 (0.27) | 89 (0.07)  | 17 (0.01)  | 3 (0.00)   | 0 (0.0)     | 177 (0.14) |
| DISAGREE      | 163 (0.27) | 51 (0.08)  | 6 (0.01)   | 0 (0.0)    | 1 (0.00)    | 100 (0.16) |
| NO OPINION    | 15 (0.21)  | 9 (0.13)   | 2 (0.03)   | 1 (0.01)   | 0 (0.0)     | 17 (0.24)  |
|               | 9 (0.14)   | 4 (0.06)   | 2 (0.03)   | 0 (0.0)    | 0 (0.0)     | 20 (0.30)  |

118 18 118BETTER EDUC IN BH

|               |           |            |            |            |             |            |
|---------------|-----------|------------|------------|------------|-------------|------------|
| STRONGS AGREE | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| AGREE         | 73 (0.06) | 11 (0.01)  | 0 (0.0)    | 2 (0.00)   | 0 (0.0)     | 177 (0.14) |
| DISAGREE      | 40 (0.07) | 6 (0.01)   | 1 (0.00)   | 1 (0.00)   | 0 (0.0)     | 100 (0.16) |
| NO OPINION    | 3 (0.04)  | 0 (0.0)    | 1 (0.01)   | 0 (0.0)    | 0 (0.0)     | 17 (0.24)  |
|               | 4 (0.06)  | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 20 (0.30)  |

| 118 19       | 118BETTER EDUC IN BH | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT |
|--------------|----------------------|-----------|------------|------------|------------|-------------|---------|
| STRONG AGREE | 108 (0.09)           | 54 (0.04) | 18 (0.01)  | 3 (0.00)   | 1 (0.00)   | 177 (0.14)  |         |
| AGREE        | 63 (0.10)            | 25 (0.04) | 1 (0.00)   | 2 (0.00)   | 0 (0.0)    | 190 (0.15)  |         |
| DISAGREE     | 7 (0.10)             | 4 (0.06)  | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 17 (0.24)   |         |
| NO OPINION   | 6 (0.09)             | 1 (0.02)  | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 20 (0.50)   |         |

| 118 134      | 118BETTER EDUC IN BH | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|----------------------|--------------|------------|------------|------------|
| STRONG AGREE | 233 (0.18)           | 472 (0.37)   | 133 (0.15) | 312 (0.25) |            |
| AGREE        | 26 (0.04)            | 192 (0.31)   | 144 (0.23) | 214 (0.35) |            |
| DISAGREE     | 2 (0.03)             | 13 (0.18)    | 36 (0.50)  | 20 (0.28)  |            |
| NO OPINION   | 4 (0.06)             | 14 (0.21)    | 9 (0.14)   | 31 (0.47)  |            |

| 118 136      | 118BETTER EDUC IN BH | STRONG AGREE | AGREE     | DISAGREE   | NO OPINION |
|--------------|----------------------|--------------|-----------|------------|------------|
| STRONG AGREE | 460 (0.36)           | 475 (0.37)   | 81 (0.09) | 196 (0.16) |            |
| AGREE        | 76 (0.12)            | 270 (0.44)   | 89 (0.15) | 142 (0.23) |            |
| DISAGREE     | 5 (0.07)             | 12 (0.17)    | 34 (0.47) | 18 (0.25)  |            |
| NO OPINION   | 6 (0.09)             | 13 (0.20)    | 14 (0.21) | 27 (0.41)  |            |

| 119 14       | 119INADEQUATE HOMEWK | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT |
|--------------|----------------------|-----------|------------|------------|------------|-------------|---------|
| STRONG AGREE | 29 (0.21)            | 6 (0.04)  | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 21 (0.15)   |         |
| AGREE        | 66 (0.19)            | 22 (0.06) | 1 (0.00)   | 0 (0.0)    | 0 (0.0)    | 35 (0.09)   |         |
| DISAGREE     | 187 (0.20)           | 45 (0.05) | 12 (0.01)  | 0 (0.0)    | 0 (0.0)    | 151 (0.19)  |         |
| NO OPINION   | 79 (0.16)            | 25 (0.05) | 1 (0.00)   | 0 (0.0)    | 0 (0.0)    | 89 (0.16)   |         |

| 119 15       | 119INADEQUATE HOMEWK | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT |
|--------------|----------------------|-----------|------------|------------|------------|-------------|---------|
| STRONG AGREE | 29 (0.21)            | 1 (0.01)  | 1 (0.01)   | 1 (0.01)   | 0 (0.0)    | 21 (0.15)   |         |
| AGREE        | 83 (0.23)            | 4 (0.01)  | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 33 (0.09)   |         |
| DISAGREE     | 171 (0.18)           | 24 (0.03) | 4 (0.00)   | 1 (0.00)   | 0 (0.0)    | 151 (0.19)  |         |
| NO OPINION   | 40 (0.08)            | 0 (0.0)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)    | 85 (0.18)   |         |



| 119 16       | 119 INADEQUATE HOMEWK | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 16 6TH THRU 8TH GRD | MORE THAN 4 | STUDENT |
|--------------|-----------------------|-----------|------------|------------|------------|---------------------|-------------|---------|
| STRONG AGREE | 45 (0.32)             | 6 (0.06)  | 5 (0.02)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 21 (0.15)   |         |
| AGREE        | 51 (0.26)             | 17 (0.05) | 5 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 33 (0.09)   |         |
| DISAGREE     | 259 (0.28)            | 50 (0.05) | 7 (0.01)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)             | 151 (0.16)  |         |
| NO OPINION   | 55 (0.11)             | 17 (0.03) | 2 (0.00)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 59 (0.15)   |         |

| 119 17       | 119 INADEQUATE HOMEWK | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 17 9TH THRU 12TH GRD | MORE THAN 4 | STUDENT |
|--------------|-----------------------|-----------|------------|------------|------------|----------------------|-------------|---------|
| STRONG AGREE | 43 (0.31)             | 12 (0.05) | 1 (0.01)   | 1 (0.01)   | 1 (0.01)   | 1 (0.01)             | 21 (0.15)   |         |
| AGREE        | 118 (0.33)            | 34 (0.10) | 7 (0.02)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)              | 33 (0.09)   |         |
| DISAGREE     | 276 (0.30)            | 88 (0.05) | 4 (0.02)   | 2 (0.00)   | 0 (0.0)    | 0 (0.0)              | 151 (0.16)  |         |
| NO OPINION   | 93 (0.17)             | 14 (0.03) | 4 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)              | 89 (0.14)   |         |

| 120 14       | 120 INDIVIDUAL NEEDS | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 14 K THRU 3RD GRD | MORE THAN 4 | STUDENT |
|--------------|----------------------|-----------|------------|------------|------------|-------------------|-------------|---------|
| STRONG AGREE | 81 (0.22)            | 19 (0.05) | 4 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 41 (0.11)   |         |
| AGREE        | 209 (0.25)           | 59 (0.07) | 8 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 105 (0.13)  |         |
| DISAGREE     | 53 (0.14)            | 17 (0.05) | 2 (0.01)   | 0 (0.0)    | 1 (0.00)   | 1 (0.00)          | 70 (0.19)   |         |
| NO OPINION   | 16 (0.05)            | 1 (0.00)  | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 66 (0.22)   |         |

| 120 15       | 120 INDIVIDUAL NEEDS | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 15 4TH THRU 5TH GRD | MORE THAN 4 | STUDENT |
|--------------|----------------------|-----------|------------|------------|------------|---------------------|-------------|---------|
| STRONG AGREE | 65 (0.17)            | 9 (0.02)  | 1 (0.00)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)             | 41 (0.11)   |         |
| AGREE        | 169 (0.20)           | 15 (0.02) | 4 (0.00)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)             | 109 (0.13)  |         |
| DISAGREE     | 72 (0.19)            | 4 (0.01)  | 3 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 70 (0.19)   |         |
| NO OPINION   | 13 (0.04)            | 1 (0.00)  | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 66 (0.22)   |         |

| 120 16       | 120 INDIVIDUAL NEEDS | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 16 6TH THRU 8TH GRD | MORE THAN 4 | STUDENT |
|--------------|----------------------|-----------|------------|------------|------------|---------------------|-------------|---------|
| STRONG AGREE | 101 (0.27)           | 14 (0.04) | 3 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 41 (0.11)   |         |
| AGREE        | 233 (0.27)           | 55 (0.06) | 5 (0.01)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)             | 109 (0.15)  |         |
| DISAGREE     | 94 (0.25)            | 17 (0.05) | 6 (0.02)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 70 (0.19)   |         |
| NO OPINION   | 18 (0.06)            | 2 (0.01)  | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 66 (0.22)   |         |

| 120 17       | 120INDIVIDUAL NEEDS | ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 17 STH THRU 12TH GRD | 4 CHILDREN | MORE THAN 4 | STUDENT    |
|--------------|---------------------|-----------|------------|------------|------------|----------------------|------------|-------------|------------|
| STRONG AGREE | 131 (0.35)          | 35 (0.09) | 4 (0.01)   | 2 (0.01)   | 0 (0.0)    | 41 (0.21)            | 0 (0.0)    | 0 (0.0)     | 41 (0.21)  |
| AGREE        | 243 (0.29)          | 80 (0.09) | 14 (0.02)  | 1 (0.00)   | 0 (0.0)    | 105 (0.15)           | 0 (0.0)    | 0 (0.0)     | 105 (0.15) |
| DISAGREE     | 117 (0.31)          | 30 (0.08) | 7 (0.02)   | 1 (0.00)   | 1 (0.00)   | 70 (0.25)            | 1 (0.00)   | 1 (0.00)    | 70 (0.25)  |
| NO OPINION   | 23 (0.05)           | 4 (0.01)  | 1 (0.00)   | 0 (0.0)    | 0 (0.0)    | 66 (0.22)            | 0 (0.0)    | 0 (0.0)     | 66 (0.22)  |

| 120 134      | 120INDIVIDUAL NEEDS | STRONG AGRE | AGREE      | DISAGREE   | NO OPINION | WITH 134BUDGET SPFNT WISE | NO OPINION |
|--------------|---------------------|-------------|------------|------------|------------|---------------------------|------------|
| STRONG AGREE | 120 (0.32)          | 132 (0.36)  | 43 (0.12)  | 26 (0.18)  | 271 (0.32) | 26 (0.18)                 | 271 (0.32) |
| AGREE        | 74 (0.09)           | 354 (0.42)  | 121 (0.14) | 116 (0.31) | 116 (0.31) | 116 (0.31)                | 116 (0.31) |
| DISAGREE     | 29 (0.07)           | 83 (0.22)   | 64 (0.21)  | 107 (0.35) | 107 (0.35) | 107 (0.35)                | 107 (0.35) |
| NO OPINION   | 34 (0.11)           | 93 (0.31)   | 64 (0.21)  | 107 (0.35) | 107 (0.35) | 107 (0.35)                | 107 (0.35) |

| 121 6        | 121GROOMING STANDARD | YES        | NC         | STUDENT    | WIFE 6 OWN HOME IN B.H |
|--------------|----------------------|------------|------------|------------|------------------------|
| STRONG AGREE | 371 (0.58)           | 115 (0.19) | 11 (0.02)  | 11 (0.02)  | 11 (0.02)              |
| AGREE        | 381 (0.58)           | 151 (0.20) | 23 (0.03)  | 23 (0.03)  | 23 (0.03)              |
| DISAGREE     | 198 (0.33)           | 74 (0.12)  | 256 (0.43) | 256 (0.43) | 256 (0.43)             |
| NO OPINION   | 38 (0.04)            | 15 (0.01)  | 16 (0.01)  | 16 (0.01)  | 16 (0.01)              |

| 121 7        | 121GROOMING STANDARD | YES        | NC         | STUDENT    | WITH 7 OWN BUSINESS IN BH |
|--------------|----------------------|------------|------------|------------|---------------------------|
| STRONG AGREE | 105 (0.17)           | 272 (0.43) | 11 (0.02)  | 11 (0.02)  | 11 (0.02)                 |
| AGREE        | 85 (0.13)            | 306 (0.46) | 23 (0.03)  | 23 (0.03)  | 23 (0.03)                 |
| DISAGREE     | 43 (0.07)            | 170 (0.26) | 256 (0.43) | 256 (0.43) | 256 (0.43)                |
| NO OPINION   | 7 (0.01)             | 37 (0.05)  | 16 (0.02)  | 16 (0.02)  | 16 (0.02)                 |

| 121 8        | 121GROOMING STANDARD | YES        | NC         | STUDENT    | WITH 8 RENT APT IN B.H |
|--------------|----------------------|------------|------------|------------|------------------------|
| STRONG AGREE | 155 (0.24)           | 249 (0.39) | 11 (0.02)  | 11 (0.02)  | 11 (0.02)              |
| AGREE        | 146 (0.22)           | 257 (0.39) | 23 (0.03)  | 23 (0.03)  | 23 (0.03)              |
| DISAGREE     | 77 (0.13)            | 141 (0.23) | 256 (0.43) | 256 (0.43) | 256 (0.43)             |
| NO OPINION   | 17 (0.03)            | 30 (0.05)  | 16 (0.02)  | 16 (0.02)  | 16 (0.02)              |

121 9 121GROOMING STANDARD WITH 9 EMPLOYED IN B H

| STRONG AGREE | AGREE      | DISAGREE   | NO OPINION | WITH STUDENT |
|--------------|------------|------------|------------|--------------|
| 162 (0.26)   | 130 (0.21) | 60 (0.10)  | 12 (0.13)  | 17 (0.02)    |
| 226 (0.36)   | 253 (0.38) | 147 (0.24) | 33 (0.37)  | 25 (0.03)    |
|              |            |            |            | 256 (0.43)   |
|              |            |            |            | 16 (0.18)    |

121 10 121GROOMING STANDARD WITH 10 EMPLOYED BY BHUSD

| STRONG AGREE | AGREE      | DISAGREE   | NO OPINION | WITH STUDENT |
|--------------|------------|------------|------------|--------------|
| 82 (0.13)    | 82 (0.12)  | 55 (0.09)  | 10 (0.11)  | 11 (0.02)    |
| 287 (0.45)   | 312 (0.47) | 162 (0.27) | 36 (0.40)  | 25 (0.03)    |
|              |            |            |            | 256 (0.43)   |
|              |            |            |            | 16 (0.18)    |

121 11 121GROOMING STANDARD WITH 11 STUDENT AT BHHS

| STRONG AGREE | AGREE      | DISAGREE   | NO OPINION | WITH STUDENT |
|--------------|------------|------------|------------|--------------|
| 15 (0.02)    | 31 (0.05)  | 262 (0.44) | 17 (0.19)  | 0 (0.0)      |
| 305 (0.49)   | 333 (0.50) | 183 (0.30) | 37 (0.41)  | 0 (0.0)      |
|              |            |            |            | 0 (0.0)      |
|              |            |            |            | 0 (0.0)      |

121 12 121GROOMING STANDARD WITH 12 GRADUATE OF BHHS

| STRONG AGREE | AGREE      | DISAGREE   | NO OPINION | WITH STUDENT |
|--------------|------------|------------|------------|--------------|
| 51 (0.08)    | 58 (0.09)  | 48 (0.08)  | 8 (0.09)   | 11 (0.02)    |
| 275 (0.43)   | 300 (0.45) | 149 (0.25) | 33 (0.37)  | 23 (0.03)    |
|              |            |            |            | 256 (0.43)   |
|              |            |            |            | 16 (0.18)    |

121 140 121GROOMING STANDARD WITH 140 STUDENT APPEARANCE

| STRONG AGREE | AGREE      | DISAGREE  | NO OPINION | WITH STUDENT |
|--------------|------------|-----------|------------|--------------|
| 336 (0.55)   | 76 (0.11)  | 13 (0.02) | 0 (0.0)    | 22 (0.03)    |
| 201 (0.32)   | 321 (0.48) | 51 (0.08) | 18 (0.20)  | 45 (0.07)    |
|              |            |           |            | 36 (0.05)    |
|              |            |           |            | 24 (0.27)    |

122 14 122TEACHERS SUPERIOR

|            |            |            |            |                   |            |             |            |
|------------|------------|------------|------------|-------------------|------------|-------------|------------|
| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 14 K THRU 3RD GRD | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| 93 (0.21)  | 22 (0.05)  | 7 (0.02)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)    | 0 (0.0)     | 38 (0.05)  |
| 152 (0.23) | 36 (0.06)  | 3 (0.00)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)    | 0 (0.0)     | 79 (0.10)  |
| 51 (0.10)  | 7 (0.02)   | 2 (0.01)   | 0 (0.0)    | 0 (0.0)           | 1 (0.00)   | 1 (0.00)    | 65 (0.20)  |
| 63 (0.12)  | 30 (0.06)  | 2 (0.00)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)    | 0 (0.0)     | 130 (0.25) |

122 15 122TEACHERS SUPERIOR

|            |            |            |            |                     |            |             |            |
|------------|------------|------------|------------|---------------------|------------|-------------|------------|
| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 15 4TH THRU 5TH GRD | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| 84 (0.18)  | 9 (0.02)   | 0 (0.0)    | 1 (0.00)   | 1 (0.00)            | 0 (0.0)    | 0 (0.0)     | 38 (0.05)  |
| 130 (0.21) | 11 (0.02)  | 4 (0.01)   | 1 (0.00)   | 1 (0.00)            | 0 (0.0)    | 0 (0.0)     | 65 (0.10)  |
| 45 (0.14)  | 5 (0.02)   | 4 (0.01)   | 0 (0.0)    | 0 (0.0)             | 0 (0.0)    | 0 (0.0)     | 63 (0.20)  |
| 59 (0.11)  | 5 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 0 (0.0)    | 0 (0.0)     | 130 (0.25) |

122 16 122TEACHERS SUPERIOR

|            |            |            |            |                     |            |             |            |
|------------|------------|------------|------------|---------------------|------------|-------------|------------|
| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 16 6TH THRU 8TH GRD | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| 126 (0.28) | 24 (0.05)  | 2 (0.00)   | 0 (0.0)    | 0 (0.0)             | 0 (0.0)    | 0 (0.0)     | 38 (0.05)  |
| 166 (0.25) | 37 (0.06)  | 0 (0.01)   | 1 (0.00)   | 1 (0.00)            | 0 (0.0)    | 0 (0.0)     | 65 (0.10)  |
| 79 (0.25)  | 15 (0.05)  | 7 (0.02)   | 0 (0.0)    | 0 (0.0)             | 0 (0.0)    | 0 (0.0)     | 63 (0.20)  |
| 80 (0.15)  | 15 (0.03)  | 3 (0.01)   | 0 (0.0)    | 0 (0.0)             | 0 (0.0)    | 0 (0.0)     | 130 (0.25) |

122 17 122TEACHERS SUPERIOR

|            |            |            |            |                      |            |             |            |
|------------|------------|------------|------------|----------------------|------------|-------------|------------|
| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 17 9TH THRU 12TH GRD | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| 110 (0.24) | 27 (0.06)  | 1 (0.00)   | 2 (0.01)   | 2 (0.01)             | 0 (0.0)    | 0 (0.0)     | 38 (0.05)  |
| 190 (0.29) | 59 (0.09)  | 12 (0.02)  | 1 (0.00)   | 1 (0.00)             | 1 (0.00)   | 1 (0.00)    | 65 (0.10)  |
| 85 (0.26)  | 39 (0.12)  | 9 (0.03)   | 0 (0.0)    | 0 (0.0)              | 0 (0.0)    | 0 (0.0)     | 63 (0.20)  |
| 139 (0.27) | 26 (0.05)  | 5 (0.01)   | 0 (0.0)    | 0 (0.0)              | 0 (0.0)    | 0 (0.0)     | 130 (0.25) |

122 18 122TEACHERS SUPERIOR

|           |            |            |            |                       |            |             |            |
|-----------|------------|------------|------------|-----------------------|------------|-------------|------------|
| ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 19 CHILDREN GRADUATED | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| 40 (0.09) | 28 (0.06)  | 3 (0.01)   | 1 (0.00)   | 1 (0.00)              | 0 (0.0)    | 0 (0.0)     | 38 (0.05)  |
| 56 (0.09) | 26 (0.04)  | 12 (0.02)  | 1 (0.00)   | 1 (0.00)              | 0 (0.0)    | 0 (0.0)     | 65 (0.10)  |
| 38 (0.12) | 16 (0.05)  | 2 (0.01)   | 2 (0.01)   | 2 (0.01)              | 0 (0.0)    | 0 (0.0)     | 63 (0.20)  |
| 49 (0.09) | 14 (0.03)  | 2 (0.00)   | 1 (0.00)   | 1 (0.00)              | 1 (0.00)   | 1 (0.00)    | 130 (0.25) |

122 1'2 122TEACHERS SUPERIOR

|              |           |             |            |                        |
|--------------|-----------|-------------|------------|------------------------|
| STRONG AGREE | 14 (0.03) | STRONG AGRE | 16 (0.04)  | WITH 142SALARY REDUCED |
| AGREE        | 12 (0.02) | AGREE       | 37 (0.06)  | DISAGREE               |
| DISAGREE     | 15 (0.06) | DISAGREE    | 25 (0.08)  | NO OPINION             |
| NO OPINION   | 11 (0.02) | NO OPINION  | 25 (0.08)  |                        |
|              |           |             | 355 (0.68) | 117 (0.23)             |

123 14 123TEACHERS SUPERIOR

|              |            |            |            |            |            |                   |
|--------------|------------|------------|------------|------------|------------|-------------------|
| STRONG AGREE | 51 (0.13)  | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 14 K THRU 3RD GRD |
| AGREE        | 98 (0.17)  | AGREE      | 13 (0.03)  | AGREE      | 2 (0.01)   | 4 CHILDREN        |
| DISAGREE     | 36 (0.14)  | DISAGREE   | 24 (0.04)  | DISAGREE   | 4 (0.01)   | 0 (0.0)           |
| NO OPINION   | 171 (0.25) | NO OPINION | 5 (0.02)   | NO OPINION | 2 (0.01)   | 0 (0.0)           |
|              |            |            | 54 (0.08)  |            | 4 (0.01)   | 1 (0.00)          |
|              |            |            |            |            | 4 (0.01)   | 0 (0.0)           |
|              |            |            |            |            |            | 56 (0.14)         |

123 14 123TEACHERS SUPERIOR

|              |            |            |            |            |            |                   |
|--------------|------------|------------|------------|------------|------------|-------------------|
| STRONG AGREE | 51 (0.13)  | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 14 K THRU 2RD GRD |
| AGREE        | 98 (0.17)  | AGREE      | 13 (0.03)  | AGREE      | 5 (0.01)   | 4 CHILDREN        |
| DISAGREE     | 36 (0.14)  | DISAGREE   | 24 (0.04)  | DISAGREE   | 4 (0.01)   | 0 (0.0)           |
| NO OPINION   | 171 (0.25) | NO OPINION | 5 (0.02)   | NO OPINION | 2 (0.01)   | 0 (0.0)           |
|              |            |            | 54 (0.08)  |            | 4 (0.01)   | 0 (0.0)           |
|              |            |            |            |            |            | 56 (0.14)         |

149

123 15 123TEACHERS SUPERIOR

|              |            |            |            |            |            |                     |
|--------------|------------|------------|------------|------------|------------|---------------------|
| STRONG AGREE | 51 (0.13)  | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 15 4TH THRU 5TH GRD |
| AGREE        | 88 (0.15)  | AGREE      | 5 (0.01)   | AGREE      | 0 (0.0)    | 4 CHILDREN          |
| DISAGREE     | 26 (0.14)  | DISAGREE   | 8 (0.01)   | DISAGREE   | 4 (0.01)   | 1 (0.00)            |
| NO OPINION   | 145 (0.21) | NO OPINION | 4 (0.02)   | NO OPINION | 2 (0.01)   | 1 (0.00)            |
|              |            |            | 13 (0.02)  |            | 2 (0.01)   | 0 (0.0)             |
|              |            |            |            |            |            | 0 (0.0)             |
|              |            |            |            |            |            | 56 (0.14)           |

123 15 123TEACHERS SUPERIOR

|              |            |            |            |            |            |                     |
|--------------|------------|------------|------------|------------|------------|---------------------|
| STRONG AGREE | 51 (0.13)  | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 15 4TH THRU 5TH GRD |
| AGREE        | 88 (0.15)  | AGREE      | 5 (0.01)   | AGREE      | 0 (0.0)    | 4 CHILDREN          |
| DISAGREE     | 26 (0.14)  | DISAGREE   | 8 (0.01)   | DISAGREE   | 4 (0.01)   | 1 (0.00)            |
| NO OPINION   | 145 (0.21) | NO OPINION | 4 (0.02)   | NO OPINION | 2 (0.01)   | 0 (0.0)             |
|              |            |            | 13 (0.02)  |            | 2 (0.01)   | 0 (0.0)             |
|              |            |            |            |            |            | 0 (0.0)             |
|              |            |            |            |            |            | 56 (0.14)           |



123 16 123TEACHERS SUPERIOR

|              |                        |                         |                            |  |                        |                      |
|--------------|------------------------|-------------------------|----------------------------|--|------------------------|----------------------|
| STRONG AGREE | ONE CHILD<br>95 (0.24) | 2 CHILDREN<br>16 (0.04) | WITH 3 CHILDREN<br>0 (0.0) | 16 6TH THRU 8TH GRD<br>4 CHILDREN<br>0 (0.0) | MORE THAN 4<br>0 (0.0) | STUDENT<br>58 (0.15) |
| AGREE        | 140 (0.24)             | 28 (0.05)               | 6 (0.01)                   | 1 (0.00)                                     | 0 (0.0)                | 85 (0.15)            |
| DISAGREE     | 64 (0.24)              | 9 (0.03)                | 4 (0.02)                   | 0 (0.0)                                      | 0 (0.0)                | 56 (0.21)            |
| NO OPINION   | 147 (0.22)             | 38 (0.06)               | 8 (0.01)                   | 0 (0.0)                                      | 0 (0.0)                | 56 (0.14)            |

123 16 123TEACHERS SUPERIOR

|              |                        |                         |                            |  |                        |                      |
|--------------|------------------------|-------------------------|----------------------------|--|------------------------|----------------------|
| STRONG AGREE | ONE CHILD<br>95 (0.24) | 2 CHILDREN<br>16 (0.04) | WITH 3 CHILDREN<br>0 (0.0) | 16 6TH THRU 8TH GRD<br>4 CHILDREN<br>0 (0.0) | MORE THAN 4<br>0 (0.0) | STUDENT<br>58 (0.15) |
| AGREE        | 140 (0.24)             | 28 (0.05)               | 6 (0.01)                   | 1 (0.00)                                     | 0 (0.0)                | 85 (0.15)            |
| DISAGREE     | 64 (0.24)              | 9 (0.03)                | 4 (0.02)                   | 0 (0.0)                                      | 0 (0.0)                | 56 (0.21)            |
| NO OPINION   | 147 (0.22)             | 38 (0.06)               | 8 (0.01)                   | 0 (0.0)                                      | 0 (0.0)                | 56 (0.14)            |

123 17 123TEACHERS SUPERIOR

|              |                         |                         |                             |  |                        |                      |
|--------------|-------------------------|-------------------------|-----------------------------|--|------------------------|----------------------|
| STRONG AGREE | ONE CHILD<br>129 (0.32) | 2 CHILDREN<br>23 (0.06) | WITH 3 CHILDREN<br>1 (0.00) | 17 9TH THRU 12TH GRD<br>4 CHILDREN<br>2 (0.01) | MORE THAN 4<br>0 (0.0) | STUDENT<br>58 (0.15) |
| AGREE        | 195 (0.33)              | 71 (0.12)               | 16 (0.03)                   | 1 (0.00)                                       | 1 (0.00)               | 88 (0.15)            |
| DISAGREE     | 90 (0.30)               | 33 (0.12)               | 5 (0.02)                    | 0 (0.0)  | 0 (0.0)                | 55 (0.11)            |
| NO OPINION   | 116 (0.17)              | 23 (0.03)               | 5 (0.01)                    | 1 (0.00)                                       | 0 (0.0)                | 52 (0.14)            |

123 17 123TEACHERS SUPERIOR

|              |                         |                         |                             |  |                        |                      |
|--------------|-------------------------|-------------------------|-----------------------------|--|------------------------|----------------------|
| STRONG AGREE | ONE CHILD<br>129 (0.32) | 2 CHILDREN<br>23 (0.06) | WITH 3 CHILDREN<br>1 (0.00) | 17 9TH THRU 12TH GRD<br>4 CHILDREN<br>2 (0.01) | MORE THAN 4<br>0 (0.0) | STUDENT<br>58 (0.15) |
| AGREE        | 195 (0.33)              | 71 (0.12)               | 16 (0.03)                   | 1 (0.00)                                       | 1 (0.00)               | 88 (0.15)            |
| DISAGREE     | 80 (0.30)               | 33 (0.12)               | 5 (0.02)                    | 0 (0.0)  | 0 (0.0)                | 56 (0.21)            |
| NO OPINION   | 118 (0.17)              | 23 (0.03)               | 5 (0.01)                    | 1 (0.00)                                       | 0 (0.0)                | 56 (0.14)            |

123 19 123TEACHERS SUPERIOR

|              |                        |                         |                             |  |                        |                      |
|--------------|------------------------|-------------------------|-----------------------------|--|------------------------|----------------------|
| STRONG AGREE | ONE CHILD<br>39 (0.10) | 2 CHILDREN<br>30 (0.08) | WITH 5 CHILDREN<br>3 (0.01) | 19 CHILDREN GRADUATED<br>4 CHILDREN<br>0 (0.0) | MORE THAN 4<br>0 (0.0) | STUDENT<br>56 (0.15) |
| AGREE        | 60 (0.11)              | 24 (0.04)               | 12 (0.02)                   | 2 (0.00)                                       | 0 (0.0)                | 88 (0.15)            |
| DISAGREE     | 31 (0.12)              | 16 (0.06)               | 3 (0.01)                    | 1 (0.00)                                       | 0 (0.0)                | 55 (0.21)            |
| NO OPINION   | 46 (0.07)              | 14 (0.02)               | 2 (0.00)                    | 2 (0.00)                                       | 1 (0.00)               | 56 (0.14)            |

|              |                       |                                    |            |
|--------------|-----------------------|------------------------------------|------------|
| 123 143      | 123 TEACHERS SUPERIOR | WITH 143 STAFF REDUCED<br>DISAGREE | NO OPINION |
| STRONG AGREE | 18 (0.05)             | 56 (0.05)                          | 305 (0.77) |
| AGREE        | 23 (0.04)             | 76 (0.13)                          | 416 (0.70) |
| DISAGREE     | 16 (0.06)             | 32 (0.12)                          | 167 (0.63) |
| NO OPINION   | 12 (0.02)             | 55 (0.08)                          | 466 (0.69) |
|              |                       |                                    | 126 (0.19) |

|              |                  |                        |           |            |             |            |
|--------------|------------------|------------------------|-----------|------------|-------------|------------|
| 125 14       | 125 FAIR HEARING | WITH 14 K THRU 3RD GRD | CHILDREN  | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| STRONG AGREE | 45 (0.21)        | 2 CHILDREN             | 6 (0.03)  | 0 (0.0)    | 0 (0.0)     | 15 (0.07)  |
| AGREE        | 151 (0.22)       | 42 (0.06)              | 42 (0.06) | 0 (0.0)    | 0 (0.0)     | 51 (0.07)  |
| DISAGREE     | 23 (0.10)        | 5 (0.02)               | 5 (0.02)  | 0 (0.0)    | 1 (0.00)    | 103 (0.43) |
| NO OPINION   | 135 (0.18)       | 42 (0.06)              | 42 (0.06) | 0 (0.0)    | 0 (0.0)     | 116 (0.15) |

|              |                  |                          |           |            |             |            |
|--------------|------------------|--------------------------|-----------|------------|-------------|------------|
| 125 15       | 125 FAIR HEARING | WITH 15 4TH THRU 5TH GRD | CHILDREN  | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| STRONG AGREE | 45 (0.21)        | 2 CHILDREN               | 3 (0.01)  | 0 (0.0)    | 0 (0.0)     | 15 (0.07)  |
| AGREE        | 139 (0.20)       | 16 (0.02)                | 16 (0.02) | 2 (0.00)   | 0 (0.0)     | 51 (0.07)  |
| DISAGREE     | 26 (0.15)        | 2 (0.01)                 | 2 (0.01)  | 0 (0.0)    | 0 (0.0)     | 103 (0.43) |
| NO OPINION   | 100 (0.13)       | 9 (0.01)                 | 9 (0.01)  | 0 (0.0)    | 0 (0.0)     | 116 (0.15) |

|              |                  |                          |           |            |             |            |
|--------------|------------------|--------------------------|-----------|------------|-------------|------------|
| 125 16       | 125 FAIR HEARING | WITH 16 6TH THRU 8TH GRD | CHILDREN  | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| STRONG AGREE | 64 (0.20)        | 2 CHILDREN               | 13 (0.02) | 0 (0.0)    | 0 (0.0)     | 15 (0.07)  |
| AGREE        | 207 (0.30)       | 42 (0.06)                | 42 (0.06) | 1 (0.00)   | 0 (0.0)     | 51 (0.07)  |
| DISAGREE     | 44 (0.12)        | 13 (0.03)                | 13 (0.03) | 0 (0.0)    | 0 (0.0)     | 103 (0.43) |
| NO OPINION   | 132 (0.18)       | 21 (0.03)                | 21 (0.03) | 0 (0.0)    | 0 (0.0)     | 116 (0.15) |

|              |                  |                           |           |            |             |            |
|--------------|------------------|---------------------------|-----------|------------|-------------|------------|
| 125 17       | 125 FAIR HEARING | WITH 17 9TH THRU 12TH GRD | CHILDREN  | 4 CHILDREN | MORE THAN 4 | STUDENT    |
| STRONG AGREE | 68 (0.22)        | 2 CHILDREN                | 17 (0.03) | 0 (0.0)    | 0 (0.0)     | 15 (0.07)  |
| AGREE        | 219 (0.32)       | 62 (0.05)                 | 62 (0.05) | 4 (0.01)   | 0 (0.0)     | 51 (0.07)  |
| DISAGREE     | 54 (0.23)        | 13 (0.03)                 | 13 (0.03) | 0 (0.0)    | 0 (0.0)     | 103 (0.43) |
| NO OPINION   | 172 (0.23)       | 46 (0.06)                 | 46 (0.06) | 0 (0.0)    | 1 (0.00)    | 116 (0.15) |

| 125 129 125FAIK HEARING |             | 129FAIR HEARING |            |
|-------------------------|-------------|-----------------|------------|
|                         | STRONG AGRE | AGREE           | DISAGREE   |
| STRONG AGRE             | 123 (0.58)  | 70 (0.33)       | 3 (0.01)   |
| AGREE                   | 45 (0.07)   | 538 (0.78)      | 33 (0.03)  |
| DISAGREE                | 3 (0.01)    | 55 (0.23)       | 144 (0.61) |
| NO OPINION              | 21 (0.03)   | 196 (0.26)      | 32 (0.04)  |
|                         |             |                 | 484 (C.04) |
|                         |             |                 | NO OPINION |
|                         |             |                 | 9 (C.04)   |
|                         |             |                 | 55 (C.08)  |
|                         |             |                 | 30 (C.13)  |

| 126 6 126CITIZENS INTEREST |             | 6 OWN HOME IN BH |            |
|----------------------------|-------------|------------------|------------|
|                            | STRONG AGRE | AGREE            | DISAGREE   |
| STRONG AGRE                | 119 (0.49)  | 44 (0.18)        | 23 (0.09)  |
| AGREE                      | 451 (0.53)  | 159 (0.19)       | 71 (0.06)  |
| DISAGREE                   | 171 (0.46)  | 51 (0.14)        | 103 (0.28) |
| NO OPINION                 | 220 (0.47)  | 76 (0.16)        | 95 (0.20)  |
|                            |             |                  | STUDENT    |

152

| 126 7 126CITIZENS INTEREST |             | 7 OWN BUSINESS IN BH |            |
|----------------------------|-------------|----------------------|------------|
|                            | STRONG AGRE | AGREE                | DISAGREE   |
| STRONG AGRE                | 24 (0.10)   | 96 (0.39)            | 23 (0.09)  |
| AGREE                      | 103 (0.13)  | 363 (0.43)           | 71 (0.08)  |
| DISAGREE                   | 43 (0.12)   | 131 (0.35)           | 103 (0.28) |
| NO OPINION                 | 60 (0.13)   | 179 (0.38)           | 95 (0.20)  |
|                            |             |                      | STUDENT    |

| 126 8 126CITIZENS INTEREST |             | 8 RENT APT IN BH |            |
|----------------------------|-------------|------------------|------------|
|                            | STRONG AGRE | AGREE            | DISAGREE   |
| STRONG AGRE                | 43 (0.18)   | 83 (0.36)        | 23 (0.09)  |
| AGREE                      | 175 (0.21)  | 314 (0.37)       | 71 (0.08)  |
| DISAGREE                   | 53 (0.14)   | 121 (0.3)        | 103 (0.28) |
| NO OPINION                 | 112 (0.24)  | 140 (0.30)       | 95 (0.20)  |
|                            |             |                  | STUDENT    |

| 126 10 126CITIZENS INTEREST |             | 10EMPLOYED BY BHUSD |            |
|-----------------------------|-------------|---------------------|------------|
|                             | STRONG AGRE | AGREE               | DISAGREE   |
| STRONG AGRE                 | 46 (0.19)   | 85 (0.35)           | 23 (0.09)  |
| AGREE                       | 100 (0.13)  | 373 (0.44)          | 71 (0.08)  |
| DISAGREE                    | 36 (0.10)   | 135 (0.37)          | 103 (0.28) |
| NO OPINION                  | 33 (0.07)   | 185 (0.40)          | 95 (0.20)  |
|                             |             |                     | STUDENT    |



| 126 11 126CITIZENS INTEREST |            | WITH 11 STUDENT AT 6HHS |         |
|-----------------------------|------------|-------------------------|---------|
|                             | YES        | NC                      | STUDENT |
| STRONGS AGREE               | 24 (0.10)  | 99 (0.41)               | 0 (0.0) |
| AGREE                       | 78 (0.09)  | 400 (0.47)              | 0 (0.0) |
| DISAGREE                    | 109 (0.29) | 147 (0.40)              | 0 (0.0) |
| NO OPINION                  | 100 (0.21) | 197 (0.42)              | 0 (0.0) |

| 126 134 126CITIZENS INTEREST |              | WITH 134 BUDGET SPENT WISE |                     |
|------------------------------|--------------|----------------------------|---------------------|
|                              | STRONG AGREE | AGREE                      | DISAGREE NO OPINION |
| STRONGS AGREE                | 102 (0.42)   | 79 (0.32)                  | 28 (0.11)           |
| AGREE                        | 103 (0.12)   | 390 (0.46)                 | 113 (0.13)          |
| DISAGREE                     | 17 (0.05)    | 93 (0.25)                  | 165 (0.44)          |
| NO OPINION                   | 29 (0.00)    | 114 (0.24)                 | 59 (0.13)           |
|                              |              |                            | 252 (0.71)          |

| 126 137 126CITIZENS INTEREST |              | WITH 137 PRGR IMPLEMENTED |                     |
|------------------------------|--------------|---------------------------|---------------------|
|                              | STRONG AGREE | AGREE                     | DISAGREE NO OPINION |
| STRONGS AGREE                | 74 (0.30)    | 60 (0.25)                 | 80 (0.35)           |
| AGREE                        | 154 (0.19)   | 327 (0.39)                | 266 (0.32)          |
| DISAGREE                     | 71 (0.19)    | 105 (0.28)                | 142 (0.38)          |
| NO OPINION                   | 74 (0.16)    | 151 (0.28)                | 173 (0.32)          |
|                              |              |                           | 97 (0.21)           |

| 127 6 127DISTRICT INTEREST |            | WITH 6 OWN HOME IN 6 H |           |
|----------------------------|------------|------------------------|-----------|
|                            | YES        | NC                     | STUDENT   |
| STRONGS AGREE              | 107 (0.40) | 47 (0.20)              | 21 (0.09) |
| AGREE                      | 447 (0.53) | 157 (0.19)             | 74 (0.09) |
| DISAGREE                   | 162 (0.49) | 44 (0.13)              | 50 (0.27) |
| NO OPINION                 | 222 (0.47) | 75 (0.16)              | 94 (0.20) |

| 127 7 127DISTRICT INTEREST |            | WITH 7 OWN BUSINESS IN 6 H |           |
|----------------------------|------------|----------------------------|-----------|
|                            | YES        | NC                         | STUDENT   |
| STRONGS AGREE              | 54 (0.10)  | 87 (0.37)                  | 21 (0.09) |
| AGREE                      | 109 (0.13) | 359 (0.43)                 | 74 (0.09) |
| DISAGREE                   | 42 (0.13)  | 122 (0.37)                 | 50 (0.27) |
| NO OPINION                 | 57 (0.12)  | 162 (0.35)                 | 94 (0.20) |



| 127 | 8 | 127DISTRICT INTEREST | WITH 8 RENT APT IN B H | STUDENT   |
|-----|---|----------------------|------------------------|-----------|
|     |   | YES                  | NO                     |           |
|     |   | 43 (0.18)            | 81 (0.34)              | 21 (0.09) |
|     |   | 168 (0.20)           | 314 (0.37)             | 74 (0.09) |
|     |   | 50 (0.15)            | 112 (0.34)             | 50 (0.27) |
|     |   | 114 (0.24)           | 147 (0.31)             | 94 (0.20) |

| 127 | 10 | 127DISTRICT INTEREST | WITH 10EMPLOYED BY BRUSE | STUDENT   |
|-----|----|----------------------|--------------------------|-----------|
|     |    | YES                  | NO                       |           |
|     |    | 49 (0.21)            | 82 (0.35)                | 21 (0.09) |
|     |    | 117 (0.14)           | 359 (0.43)               | 74 (0.09) |
|     |    | 27 (0.08)            | 135 (0.40)               | 50 (0.27) |
|     |    | 26 (0.06)            | 194 (0.41)               | 54 (0.20) |

| 127 | 11 | 127DISTRICT INTEREST | WITH 11STUDENT AT GPHS | STUDENT |
|-----|----|----------------------|------------------------|---------|
|     |    | YES                  | NO                     |         |
|     |    | 22 (0.09)            | 95 (0.40)              | 0 (0.0) |
|     |    | 82 (0.10)            | 355 (0.47)             | 0 (0.0) |
|     |    | 95 (0.28)            | 139 (0.42)             | 0 (0.0) |
|     |    | 59 (0.21)            | 200 (0.43)             | 0 (0.0) |

| 127 | 137 | 127DISTRICT INTEREST | WITH 137PRCSR IMPLEMENTED | NO OPINION |
|-----|-----|----------------------|---------------------------|------------|
|     |     | STRONG AGREE         | ACREE                     | DISAGREE   |
|     |     | 74 (0.31)            | 53 (0.23)                 | 93 (0.35)  |
|     |     | 142 (0.17)           | 331 (0.39)                | 270 (0.32) |
|     |     | 64 (0.19)            | 50 (0.27)                 | 140 (0.42) |
|     |     | 31 (0.17)            | 125 (0.29)                | 142 (0.30) |
|     |     |                      |                           | 9 (0.04)   |
|     |     |                      |                           | 73 (0.09)  |
|     |     |                      |                           | 28 (0.08)  |
|     |     |                      |                           | 101 (0.21) |

| 128 | 6 | 128TEACHR PUPPL RATIO | WITH 6 LWN HOME IN B H | STUDENT    |
|-----|---|-----------------------|------------------------|------------|
|     |   | YES                   | NO                     |            |
|     |   | 220 (0.48)            | 87 (0.19)              | 82 (0.14)  |
|     |   | 279 (0.48)            | 90 (0.16)              | 94 (0.17)  |
|     |   | 420 (0.24)            | 130 (0.17)             | 103 (0.13) |
|     |   | 52 (0.40)             | 21 (0.16)              | 31 (0.24)  |

125 7 128TEACHR PUPL RATIO WITH 7 OWN BUSINESS IN BR

|              | YES       | NC         | STUDENT    |
|--------------|-----------|------------|------------|
| STRONG AGREE | 53 (0.12) | 174 (0.38) | 62 (0.14)  |
| AGREE        | 66 (0.11) | 216 (0.37) | 99 (0.17)  |
| DISAGREE     | 95 (0.12) | 335 (0.43) | 103 (0.13) |
| NO CP.NIGN   | 17 (0.13) | 47 (0.36)  | 31 (0.24)  |

126 8 128TEACHR PUPL RATIO WITH 8 RENT APT IN BR

|              | YES        | NC         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 98 (0.22)  | 152 (0.32) | 62 (0.14)  |
| AGREE        | 119 (0.21) | 179 (0.31) | 99 (0.17)  |
| DISAGREE     | 135 (0.17) | 293 (0.38) | 104 (0.13) |
| NO CP.NIGN   | 51 (0.24)  | 59 (0.30)  | 31 (0.24)  |

128 10 128TEACHR PUPL RATIO WITH 10EMPLOYED BY BHUSD

|              | YES       | NC         | STUDENT    |
|--------------|-----------|------------|------------|
| STRONG AGREE | 59 (0.12) | 473 (0.38) | 64 (0.14)  |
| AGREE        | 65 (0.11) | 207 (0.35) | 99 (0.17)  |
| DISAC        | 92 (0.12) | 348 (0.45) | 103 (0.13) |
| NO P.N       | 6 (0.05)  | 52 (0.40)  | 31 (0.24)  |

128 11 128TEACHR PUPL RATIO WITH 11STUDENT AT BHHS

|              | YES        | NC         | STUDENT |
|--------------|------------|------------|---------|
| STRONG AGREE | 70 (0.15)  | 193 (0.42) | 0 (0.0) |
| AGREE        | 102 (0.18) | 225 (0.39) | 0 (0.0) |
| DISAGREE     | 110 (0.14) | 371 (0.48) | 0 (0.0) |
| NO CP.NIGN   | 32 (0.25)  | 54 (0.42)  | 0 (0.0) |

128 14 128TEACHR PUPL RATIO WITH 14 K. THRU 3RD GRD.

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
|--------------|------------|------------|------------|------------|-------------|------------|
| STRONG AGREE | 90 (0.20)  | 24 (0.05)  | 3 (0.01)   | 0 (0.0)    | 0 (0.0)     | 62 (0.14)  |
| AGREE        | 105 (0.18) | 26 (0.05)  | 5 (0.01)   | 0 (0.0)    | 1 (0.00)    | 99 (0.17)  |
| DISAGREE     | 143 (0.19) | 31 (0.05)  | 7 (0.01)   | 0 (0.0)    | 0 (0.0)     | 103 (0.13) |
| NO CP.NIGN   | 17 (0.13)  | 8 (0.05)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 31 (0.24)  |

128 15 128TEACHS PUPIL RATIO

| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 15 4TH THRU 5TH GRD | CHILDREN MORE THAN 4 | STUDENT    |
|------------|------------|------------|------------|---------------------|----------------------|------------|
| 79 (0.17)  | 5 (0.01)   | 2 (0.00)   | 0 (0.0)    | 0 (0.0)             | 0 (0.0)              | 52 (0.11)  |
| 102 (0.18) | 12 (0.02)  | 2 (0.00)   | 2 (0.00)   | 2 (0.00)            | 0 (0.0)              | 95 (0.17)  |
| 121 (0.18) | 12 (0.02)  | 4 (0.01)   | 0 (0.0)    | 0 (0.0)             | 0 (0.0)              | 103 (0.13) |
| 19 (0.15)  | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 0 (0.0)              | 31 (0.24)  |

128 16 128TEACHS PUPIL RATIO

| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 16 5TH THRU 8TH GRD | CHILDREN MORE THAN 4 | STUDENT    |
|------------|------------|------------|------------|---------------------|----------------------|------------|
| 115 (0.25) | 21 (0.05)  | 5 (0.01)   | 0 (0.0)    | 0 (0.0)             | 0 (0.0)              | 65 (0.14)  |
| 119 (0.20) | 27 (0.05)  | 7 (0.01)   | 1 (0.00)   | 1 (0.00)            | 0 (0.0)              | 57 (0.17)  |
| 192 (0.25) | 34 (0.04)  | 10 (0.01)  | 0 (0.0)    | 0 (0.0)             | 0 (0.0)              | 103 (0.13) |
| 27 (0.21)  | 5 (0.07)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)             | 0 (0.0)              | 31 (0.24)  |

128 17 128TEACHS PUPIL RATIO

| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 17 9TH THRU 12TH GRD | CHILDREN MORE THAN 4 | STUDENT    |
|------------|------------|------------|------------|----------------------|----------------------|------------|
| 114 (0.25) | 30 (0.07)  | 3 (0.01)   | 1 (0.00)   | 0 (0.0)              | 0 (0.0)              | 62 (0.14)  |
| 159 (0.28) | 42 (0.07)  | 4 (0.01)   | 2 (0.00)   | 2 (0.00)             | 0 (0.0)              | 95 (0.17)  |
| 212 (0.27) | 71 (0.05)  | 14 (0.02)  | 1 (0.00)   | 1 (0.00)             | 1 (0.00)             | 103 (0.13) |
| 31 (0.24)  | 8 (0.06)   | 4 (0.03)   | 0 (0.0)    | 0 (0.0)              | 0 (0.0)              | 31 (0.24)  |

128 143 128TEACHS PUPIL RATIO

| STRONG AGREE | AGREE      | DISAGREE   | NO OPINION | WITH 143 STAFF REDUCED | CHILDREN MORE THAN 4 | STUDENT    |
|--------------|------------|------------|------------|------------------------|----------------------|------------|
| 25 (0.01)    | 24 (0.05)  | 350 (0.77) | 43 (0.09)  | 0 (0.0)                | 0 (0.0)              | 9 (0.00)   |
| 13 (0.02)    | 41 (0.07)  | 440 (0.78) | 62 (0.11)  | 0 (0.0)                | 0 (0.0)              | 77 (0.06)  |
| 31 (0.04)    | 117 (0.15) | 503 (0.65) | 100 (0.13) | 0 (0.0)                | 0 (0.0)              | 93 (0.42)  |
| 1 (0.01)     | 9 (0.07)   | 77 (0.60)  | 40 (0.51)  | 0 (0.0)                | 0 (0.0)              | 103 (0.13) |

129 14 129FAIR HEARING

| ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 14 K THRU 3RD GRD | CHILDREN MORE THAN 4 | STUDENT    |
|------------|------------|------------|------------|-------------------|----------------------|------------|
| 43 (0.21)  | 9 (0.04)   | 3 (0.01)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)              | 9 (0.00)   |
| 159 (0.23) | 58 (0.07)  | 7 (0.01)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)              | 77 (0.06)  |
| 28 (0.13)  | 5 (0.02)   | 3 (0.01)   | 0 (0.0)    | 0 (0.0)           | 1 (0.00)             | 93 (0.42)  |
| 84 (0.14)  | 25 (0.04)  | 2 (0.00)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)              | 103 (0.13) |



129 15 129FAIR HEARING  
 ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN MORE THAN 4 STUDENT  
 STRONG AGREE 48 (0.24) 4 (0.02) 0 (0.0) 0 (0.0) 0 (0.0) 9 (0.04)  
 AGREE 181 (0.21) 17 (0.02) 4 (0.02) 2 (0.00) 0 (0.0) 77 (0.09)  
 DISAGREE 25 (0.11) 2 (0.01) 4 (0.02) 0 (0.0) 0 (0.0) 53 (0.06)  
 NO OPINION 64 (0.11) 7 (0.01) 0 (0.0) 0 (0.0) 0 (0.0) 103 (0.16)

129 16 129FAIR HEARING  
 ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN MORE THAN 4 STUDENT  
 STRONG AGREE 63 (0.31) 15 (0.07) 1 (0.00) 0 (0.0) 0 (0.0) 9 (0.04)  
 AGREE 252 (0.30) 48 (0.05) 10 (0.01) 1 (0.00) 0 (0.0) 77 (0.09)  
 DISAGREE 34 (0.15) 13 (0.03) 5 (0.02) 0 (0.0) 0 (0.0) 55 (0.42)  
 NO OPINION 89 (0.15) 14 (0.02) 2 (0.00) 0 (0.0) 0 (0.0) 103 (0.16)

129 17 129FAIR HEARING  
 ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN MORE THAN 4 STUDENT  
 STRONG AGREE 73 (0.36) 14 (0.07) 2 (0.01) 0 (0.0) 0 (0.0) 9 (0.04)  
 AGREE 283 (0.32) 82 (0.09) 14 (0.02) 4 (0.00) 1 (0.00) 77 (0.09)  
 DISAGREE 45 (0.20) 21 (0.10) 3 (0.01) 0 (0.0) 0 (0.0) 93 (0.42)  
 NO OPINION 116 (0.20) 26 (0.05) 7 (0.01) 0 (0.0) 0 (0.0) 103 (0.16)

130 1 130CLASS SIZE  
 ENICH ADM WITH RFA NE CNAL H KIVARICPIN IN ENTH  
 STRONG AGREE 0 (0.0) 0 (0.0)  
 AGREE 0 (0.0) 0 (0.0)  
 DISAGREE 0 (0.0) 0 (0.0)  
 NO OPINION 0 (0.0) 0 (0.0)

130 6 130CLASS SIZE  
 YES NO WITH 6 OWN HOME IN E H STUDENT  
 STRONG AGREE 418 (0.51) 144 (0.18) 112 (0.14)  
 AGREE 327 (0.51) 52 (0.18) 107 (0.17)  
 DISAGREE 175 (0.49) 70 (0.21) 42 (0.18)  
 NO OPINION 46 (0.41) 18 (0.16) 29 (0.20)

130 7 130CLASS SIZE WITH 7. UMN BUSINESS IN BH  
 YES STUDENT  
 STRONG AGRE 106 (0.13) 335 (0.74)  
 AGREE 82 (0.13) 247 (0.38)  
 DISAGREE 35 (0.10) 154 (0.43)  
 NO OPINION 11 (0.10) 44 (0.35)

130 8 130CLASS SIZE WITH 8 RENT APT IN BH  
 YES STUDENT  
 STRONG AGRE 164 (0.20) 250 (0.36)  
 AGREE 113 (0.17) 210 (0.33)  
 DISAGREE 93 (0.26) 120 (0.33)  
 NO OPINION 19 (0.17) 38 (0.34)

130 11 130CLASS SIZE WITH 11 STUDENT AT BHHS  
 YES STUDENT  
 STRONG AGRE 122 (0.15) 371 (0.46)  
 AGREE 112 (0.17) 207 (0.41)  
 DISAGREE 45 (0.12) 166 (0.46)  
 NO OPINION 30 (0.27) 47 (0.42)

130 14 130CLASS SIZE WITH 14 K THRU 3RD GRD  
 ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN MORE THAN 4 STUDENT  
 STRONG AGRE 144 (0.18) 42 (0.05) 9 (0.01) 0 (0.0) 1 (0.00) 112 (0.14)  
 AGREE 122 (0.15) 36 (0.06) 4 (0.01) 0 (0.0) 0 (0.0) 107 (0.17)  
 DISAGREE 74 (0.20) 12 (0.03) 2 (0.01) 0 (0.0) 0 (0.0) 2 (0.12)  
 NO OPINION 16 (0.14) 5 (0.04) 0 (0.0) 0 (0.0) 0 (0.0) 25 (0.26)

130 15 130CLASS SIZE WITH 15 5TH THRU 8TH GRD  
 ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN MORE THAN 4 STUDENT  
 STRONG AGRE 132 (0.16) 9 (0.01) 3 (0.00) 1 (0.00) 0 (0.0) 112 (0.14)  
 AGREE 101 (0.16) 14 (0.02) 3 (0.00) 0 (0.0) 0 (0.0) 107 (0.17)  
 DISAGREE 71 (0.20) 6 (0.02) 2 (0.01) 1 (0.00) 0 (0.0) 42 (0.12)  
 NO OPINION 19 (0.17) 1 (0.01) 0 (0.0) 0 (0.0) 0 (0.0) 25 (0.26)





| 130 16 | 130CLASS SIZE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5 CHILDREN | 6TH THRU 8TH GRD | MORE THAN 4 | STUDENT    |
|--------|---------------|------------|------------|------------|------------|------------|------------------|-------------|------------|
|        | STRONG AGREE  | 104 (0.24) | 35 (0.04)  | 9 (0.01)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)          | 0 (0.0)     | 112 (0.14) |
|        | AGREE         | 149 (0.23) | 35 (0.03)  | 3 (0.00)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)          | 0 (0.0)     | 107 (0.17) |
|        | DISAGREE      | 89 (0.25)  | 17 (0.03)  | 4 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)          | 0 (0.0)     | 42 (0.12)  |
|        | NO OPINION    | 19 (0.17)  | 3 (0.03)   | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)          | 0 (0.0)     | 29 (0.26)  |

| 130 17 | 130CLASS SIZE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5 CHILDREN | 6TH THRU 12TH GRD | MORE THAN 4 | STUDENT    |
|--------|---------------|------------|------------|------------|------------|------------|-------------------|-------------|------------|
|        | STRONG AGREE  | 231 (0.26) | 70 (0.05)  | 13 (0.02)  | 1 (0.00)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 112 (0.14) |
|        | AGREE         | 156 (0.26) | 41 (0.07)  | 6 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 107 (0.17) |
|        | DISAGREE      | 102 (0.26) | 26 (0.07)  | 4 (0.01)   | 2 (0.01)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 52 (0.12)  |
|        | NO OPINION    | 22 (0.20)  | 9 (0.05)   | 2 (0.02)   | 0 (0.0)    | 1 (0.01)   | 1 (0.01)          | 1 (0.01)    | 29 (0.26)  |

| 130 128 | 130CLASS SIZE | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION | 128TEACHERS | PUPL RATIO |
|---------|---------------|--------------|------------|------------|------------|-------------|------------|
|         | STRONG AGREE  | 129 (0.17)   | 190 (0.23) | 433 (0.53) | 38 (0.04)  |             |            |
|         | AGREE         | 89 (0.14)    | 205 (0.12) | 289 (0.44) | 51 (0.08)  |             |            |
|         | DISAGREE      | 187 (0.22)   | 129 (0.36) | 25 (0.10)  | 5 (0.01)   |             |            |
|         | NO OPINION    | 27 (0.24)    | 32 (0.19)  | 13 (0.12)  | 34 (0.30)  |             |            |

| 130 142 | 130CLASS SIZE | STRONG AGREE | AGREE     | DISAGREE   | NO OPINION | 142SALARY REDUCED | NO OPINION |
|---------|---------------|--------------|-----------|------------|------------|-------------------|------------|
|         | STRONG AGREE  | 35 (0.04)    | 39 (0.05) | 647 (0.79) | 71 (0.09)  |                   |            |
|         | AGREE         | 11 (0.02)    | 35 (0.02) | 491 (0.76) | 94 (0.15)  |                   |            |
|         | DISAGREE      | 10 (0.03)    | 23 (0.06) | 233 (0.70) | 37 (0.10)  |                   |            |
|         | NO OPINION    | 3 (0.05)     | 5 (0.04)  | 71 (0.65)  | 53 (0.25)  |                   |            |

| 131 14 | 131PREPARE FOR CLGE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5 CHILDREN | 6TH THRU 8TH GRD | MORE THAN 4 | STUDENT    |
|--------|---------------------|------------|------------|------------|------------|------------|------------------|-------------|------------|
|        | STRONG AGREE        | 44 (0.19)  | 11 (0.04)  | 1 (0.00)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)          | 0 (0.0)     | 47 (0.19)  |
|        | AGREE               | 77 (0.17)  | 14 (0.03)  | 3 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)          | 0 (0.0)     | 71 (0.16)  |
|        | DISAGREE            | 222 (0.21) | 67 (0.06)  | 7 (0.01)   | 0 (0.0)    | 0 (0.0)    | 1 (0.00)         | 1 (0.00)    | 151 (0.13) |
|        | NO OPINION          | 14 (0.08)  | 5 (0.03)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)          | 0 (0.0)     | 31 (0.19)  |

|     |    |                     |            |            |            |         |             |            |
|-----|----|---------------------|------------|------------|------------|---------|-------------|------------|
| 131 | 15 | 131PREPARE FOR CLGE | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5TH GRD | MORE THAN 4 | STUDENT    |
|     |    | CARE CHILD          | 3 (0.02)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0) | 0 (0.0)     | 47 (0.19)  |
|     |    | STRONG AGREE        | 51 (0.21)  | 0 (0.0)    | 0 (0.0)    | 0 (0.0) | 0 (0.0)     | 71 (0.19)  |
|     |    | AGREE               | 70 (0.16)  | 2 (0.00)   | 0 (0.0)    | 0 (0.0) | 0 (0.0)     | 131 (0.13) |
|     |    | DISAGREE            | 188 (0.13) | 5 (0.00)   | 2 (0.00)   | 0 (0.0) | 0 (0.0)     | 131 (0.13) |
|     |    | NO OPINION          | 11 (0.07)  | 2 (0.01)   | 1 (0.01)   | 0 (0.0) | 0 (0.0)     | 31 (0.19)  |

|     |    |                     |            |            |            |         |             |            |
|-----|----|---------------------|------------|------------|------------|---------|-------------|------------|
| 131 | 16 | 131PREPARE FOR CLGE | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5TH GRD | MORE THAN 4 | STUDENT    |
|     |    | CARE CHILD          | 9 (0.05)   | 3 (0.01)   | 0 (0.0)    | 0 (0.0) | 0 (0.0)     | 47 (0.19)  |
|     |    | STRONG AGREE        | 63 (0.25)  | 3 (0.01)   | 0 (0.0)    | 0 (0.0) | 0 (0.0)     | 71 (0.19)  |
|     |    | AGREE               | 111 (0.25) | 2 (0.00)   | 0 (0.0)    | 0 (0.0) | 0 (0.0)     | 131 (0.13) |
|     |    | DISAGREE            | 249 (0.24) | 10 (0.01)  | 1 (0.00)   | 0 (0.0) | 0 (0.0)     | 131 (0.13) |
|     |    | NO OPINION          | 21 (0.13)  | 2 (0.01)   | 0 (0.0)    | 0 (0.0) | 0 (0.0)     | 31 (0.19)  |

|     |    |                     |            |            |            |          |             |            |
|-----|----|---------------------|------------|------------|------------|----------|-------------|------------|
| 131 | 17 | 131PREPARE FOR CLGE | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 12TH GRD | MORE THAN 4 | STUDENT    |
|     |    | CARE CHILD          | 24 (0.10)  | 4 (0.02)   | 0 (0.0)    | 0 (0.0)  | 0 (0.0)     | 47 (0.19)  |
|     |    | STRONG AGREE        | 78 (0.32)  | 4 (0.02)   | 0 (0.0)    | 0 (0.0)  | 0 (0.0)     | 71 (0.19)  |
|     |    | AGREE               | 143 (0.32) | 5 (0.01)   | 1 (0.00)   | 1 (0.00) | 1 (0.00)    | 71 (0.19)  |
|     |    | DISAGREE            | 273 (0.26) | 15 (0.02)  | 3 (0.00)   | 0 (0.0)  | 0 (0.0)     | 131 (0.13) |
|     |    | NO OPINION          | 21 (0.13)  | 7 (0.04)   | 0 (0.0)    | 0 (0.0)  | 0 (0.0)     | 31 (0.19)  |

|     |    |                      |                     |                   |
|-----|----|----------------------|---------------------|-------------------|
| 132 | 10 | 132LESS ACADEMICALLY | 10EMPLOYED BY BRUSE | 11STUDENT AT 8Hrs |
|     |    | YES                  | STUDENT             | STUDENT           |
|     |    | STRONG AGREE         | 43 (0.36)           | 0 (0.0)           |
|     |    | AGREE                | 247 (0.59)          | 0 (0.0)           |
|     |    | DISAGREE             | 163 (0.53)          | 0 (0.0)           |
|     |    | NO OPINION           | 272 (0.45)          | 0 (0.0)           |

|     |    |                      |                     |                   |
|-----|----|----------------------|---------------------|-------------------|
| 132 | 11 | 132LESS ACADEMICALLY | 10EMPLOYED BY BRUSE | 11STUDENT AT 8Hrs |
|     |    | YES                  | STUDENT             | STUDENT           |
|     |    | STRONG AGREE         | 60 (0.40)           | 0 (0.0)           |
|     |    | AGREE                | 325 (0.74)          | 0 (0.0)           |
|     |    | DISAGREE             | 177 (0.41)          | 0 (0.0)           |
|     |    | NO OPINION           | 274 (0.40)          | 0 (0.0)           |





132 12 132LESS ACADEMICALLY WITH 12GRADUATE OF EPFS

|              | YES       | NO         | STUDENT   |
|--------------|-----------|------------|-----------|
| STRONG AGREE | 4 (0.02)  | 55 (0.44)  | 16 (0.13) |
| AGREE        | 79 (0.11) | 204 (0.36) | 55 (0.13) |
| DISAGREE     | 37 (0.09) | 153 (0.36) | 91 (0.21) |
| NO OPINION   | 44 (0.07) | 258 (0.43) | 81 (0.14) |

132 14 132LESS ACADEMICALLY WITH 14 K THRU 3RD GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT   |
|--------------|------------|------------|------------|------------|-------------|-----------|
| STRONG AGREE | 17 (0.14)  | 5 (0.04)   | 1 (0.01)   | 0 (0.0)    | 0 (0.0)     | 19 (0.13) |
| AGREE        | 155 (0.21) | 34 (0.05)  | 4 (0.01)   | 0 (0.0)    | 0 (0.0)     | 55 (0.13) |
| DISAGREE     | 70 (0.16)  | 17 (0.04)  | 2 (0.02)   | 0 (0.0)    | 1 (0.00)    | 91 (0.21) |
| NO OPINION   | 118 (0.19) | 40 (0.07)  | 2 (0.00)   | 0 (0.0)    | 0 (0.0)     | 81 (0.14) |

132 15 132LESS ACADEMICALLY WITH 15 4TH THRU 5TH GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT   |
|--------------|------------|------------|------------|------------|-------------|-----------|
| STRONG AGREE | 19 (0.15)  | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 14 (0.13) |
| AGREE        | 134 (0.18) | 16 (0.02)  | 1 (0.00)   | 2 (0.00)   | 0 (0.0)     | 55 (0.13) |
| DISAGREE     | 78 (0.13)  | 3 (0.01)   | 4 (0.01)   | 0 (0.0)    | 0 (0.0)     | 91 (0.21) |
| NO OPINION   | 89 (0.15)  | 10 (0.02)  | 2 (0.00)   | 0 (0.0)    | 0 (0.0)     | 81 (0.14) |

132 16 132LESS ACADEMICALLY WITH 16 6TH THRU 12TH GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT   |
|--------------|------------|------------|------------|------------|-------------|-----------|
| STRONG AGREE | 30 (0.24)  | 4 (0.03)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 16 (0.13) |
| AGREE        | 172 (0.23) | 38 (0.05)  | 7 (0.01)   | 1 (0.00)   | 0 (0.0)     | 95 (0.13) |
| DISAGREE     | 103 (0.24) | 24 (0.05)  | 4 (0.01)   | 0 (0.0)    | 0 (0.0)     | 91 (0.21) |
| NO OPINION   | 140 (0.23) | 24 (0.04)  | 0 (0.01)   | 0 (0.0)    | 0 (0.0)     | 81 (0.14) |

132 17 132LESS ACADEMICALLY WITH 17 9TH THRU 12TH GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT   |
|--------------|------------|------------|------------|------------|-------------|-----------|
| STRONG AGREE | 44 (0.35)  | 2 (0.02)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)     | 16 (0.13) |
| AGREE        | 206 (0.28) | 53 (0.07)  | 10 (0.01)  | 3 (0.00)   | 0 (0.0)     | 95 (0.13) |
| DISAGREE     | 109 (0.25) | 42 (0.10)  | 8 (0.01)   | 6 (0.0)    | 1 (0.00)    | 91 (0.21) |
| NO OPINION   | 155 (0.26) | 45 (0.06)  | 10 (0.02)  | 1 (0.00)   | 0 (0.0)     | 81 (0.14) |



132 16 132LFSS ACADEMICALLY

| ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 13CHILDREN PRESCHOOL | MORE THAN 4 | STUDENT   |
|-----------|------------|------------|------------|----------------------|-------------|-----------|
| 3 (0.02)  | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)              | 0 (0.0)     | 15 (0.12) |
| 44 (0.06) | 6 (0.01)   | 1 (0.00)   | 2 (0.00)   | 2 (0.00)             | 0 (0.0)     | 55 (0.13) |
| 22 (0.05) | 4 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)              | 0 (0.0)     | 91 (0.21) |
| 49 (0.06) | 5 (0.01)   | 1 (0.00)   | 1 (0.00)   | 1 (0.00)             | 0 (0.0)     | 51 (0.14) |

132 18 132LFSS ACADEMICALLY

| ONE CHILD | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 13CHILDREN PRESCHOOL | MORE THAN 4 | STUDENT   |
|-----------|------------|------------|------------|----------------------|-------------|-----------|
| 3 (0.02)  | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)              | 0 (0.0)     | 16 (0.03) |
| 47 (0.06) | 6 (0.01)   | 1 (0.00)   | 2 (0.00)   | 2 (0.00)             | 0 (0.0)     | 99 (0.13) |
| 22 (0.05) | 4 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)              | 0 (0.0)     | 91 (0.21) |
| 49 (0.06) | 5 (0.01)   | 1 (0.00)   | 1 (0.00)   | 1 (0.00)             | 0 (0.0)     | 61 (0.14) |

132 141 132LFSS ACADEMICALLY

| STRONG AGREE | AGREE      | NO OPINION | DISAGREE   | STRONG DISAGREE |
|--------------|------------|------------|------------|-----------------|
| 24 (0.15)    | 29 (0.23)  | 29 (0.48)  | 9 (0.07)   | 9 (0.07)        |
| 56 (0.06)    | 207 (0.28) | 373 (0.50) | 93 (0.11)  | 93 (0.11)       |
| 37 (0.08)    | 106 (0.25) | 213 (0.52) | 52 (0.12)  | 52 (0.12)       |
| 23 (0.04)    | 118 (0.20) | 279 (0.47) | 157 (0.20) | 157 (0.20)      |

133 6 133FUND LOCAL SCHOOL

| YES        | NO         | STUDENT    |
|------------|------------|------------|
| 314 (0.50) | 121 (0.19) | 59 (0.09)  |
| 303 (0.50) | 114 (0.19) | 70 (0.12)  |
| 94 (0.31)  | 27 (0.15)  | 29 (0.21)  |
| 234 (0.50) | 62 (0.15)  | 110 (0.23) |

133 7 133FUND LOCAL SCHOOL

| YES       | NO         | STUDENT    |
|-----------|------------|------------|
| 72 (0.11) | 201 (0.41) | 59 (0.09)  |
| 67 (0.11) | 256 (0.43) | 70 (0.12)  |
| 24 (0.13) | 67 (0.36)  | 39 (0.21)  |
| 62 (0.13) | 132 (0.59) | 110 (0.23) |



133 8 133FUND LOCAL SCHOOL YES WITH 6 RENT API IN R F STUDENT

|              |            |    |            |            |
|--------------|------------|----|------------|------------|
| STRONG AGREE | 138 (0.22) | NC | 226 (0.36) | 59 (0.09)  |
| AGREE        | 125 (0.20) |    | 29 (0.36)  | 70 (0.12)  |
| DISAGREE     | 31 (0.17)  |    | 55 (0.35)  | 59 (0.21)  |
| NO OPINION   | 86 (0.19)  |    | 153 (0.32) | 110 (0.23) |

133 10 133FUND LOCAL SCHOOL YES WITH 10EMPLOYED BY BHUSD STUDENT

|              |            |    |            |            |
|--------------|------------|----|------------|------------|
| STRONG AGREE | 100 (0.16) | NC | 253 (0.12) | 58 (0.07)  |
| AGREE        | 69 (0.11)  |    | 254 (0.42) | 70 (0.12)  |
| DISAGREE     | 21 (0.11)  |    | 71 (0.38)  | 39 (0.21)  |
| NO OPINION   | 23 (0.05)  |    | 192 (0.41) | 130 (0.23) |

133 11 133FUND LOCAL SCHOOL YES WITH 11STUDENT AT OFFS STUDENT

|              |            |    |            |         |
|--------------|------------|----|------------|---------|
| STRONG AGREE | 67 (0.11)  | NC | 287 (0.46) | 0 (0.0) |
| AGREE        | 76 (0.13)  |    | 275 (0.46) | 0 (0.0) |
| DISAGREE     | 40 (0.22)  |    | 81 (0.44)  | 0 (0.0) |
| NO OPINION   | 115 (0.24) |    | 150 (0.42) | 0 (0.0) |

133 12 133FUND LOCAL SCHOOL YES WITH 12GRADUATE OF BHHS STUDENT

|              |           |    |            |            |
|--------------|-----------|----|------------|------------|
| STRONG AGREE | 46 (0.08) | NC | 252 (0.40) | 59 (0.09)  |
| AGREE        | 63 (0.10) |    | 236 (0.39) | 70 (0.12)  |
| DISAGREE     | 14 (0.06) |    | 70 (0.38)  | 39 (0.21)  |
| NO OPINION   | 32 (0.07) |    | 178 (0.36) | 110 (0.23) |

134 6 134BUDGET SPENT WISE YES WITH 6 GRN FCME IN R F STUDENT

|              |            |    |            |            |
|--------------|------------|----|------------|------------|
| STRONG AGREE | 111 (0.42) | NC | 57 (0.22)  | 33 (0.12)  |
| AGREE        | 358 (0.52) |    | 143 (0.21) | 61 (0.09)  |
| DISAGREE     | 169 (0.45) |    | 51 (0.14)  | 100 (0.27) |
| NO OPINION   | 319 (0.55) |    | 77 (0.13)  | 93 (0.26)  |

| 134 | 7 | 134 BUDGET SPENT WISE | YES       | NO         | NC         | WITH 7 OWN BUSINESS IN BH | STUDENT |
|-----|---|-----------------------|-----------|------------|------------|---------------------------|---------|
|     |   | STRONG AGREE          | 24 (0.09) | 103 (0.39) | 33 (0.12)  |                           |         |
|     |   | AGREE                 | 84 (0.12) | 365 (0.55) | 61 (0.09)  |                           |         |
|     |   | DISAGREE              | 37 (0.10) | 130 (0.35) | 100 (0.27) |                           |         |
|     |   | NO OPINION            | 82 (0.14) | 224 (0.38) | 59 (0.20)  |                           |         |

| 134 | 8 | 134 BUDGET SPENT WISE | YES        | NO         | WITH 8 RENT APT IN B F | STUDENT |
|-----|---|-----------------------|------------|------------|------------------------|---------|
|     |   | STRONG AGREE          | 56 (0.21)  | 89 (0.34)  | 35 (0.12)              |         |
|     |   | AGREE                 | 150 (0.22) | 258 (0.37) | 61 (0.09)              |         |
|     |   | DISAGREE              | 47 (0.13)  | 121 (0.32) | 100 (0.27)             |         |
|     |   | NO OPINION            | 131 (0.23) | 169 (0.32) | 93 (0.16)              |         |

| 134 | 10 | 134 BUDGET SPENT WISE | YES        | NO         | WITH 10 EMPLOYED BY BH/UC | STUDENT |
|-----|----|-----------------------|------------|------------|---------------------------|---------|
|     |    | STRONG AGREE          | 38 (0.14)  | 99 (0.37)  | 33 (0.12)                 |         |
|     |    | AGREE                 | 103 (0.15) | 314 (0.45) | 51 (0.09)                 |         |
|     |    | DISAGREE              | 40 (0.15)  | 122 (0.33) | 100 (0.27)                |         |
|     |    | NO OPINION            | 17 (0.03)  | 242 (0.42) | 93 (0.16)                 |         |

| 134 | 11 | 134 BUDGET SPENT WISE | YES        | NO         | WITH 11 STUDENT AT BHHS | STUDENT |
|-----|----|-----------------------|------------|------------|-------------------------|---------|
|     |    | STRONG AGREE          | 35 (0.14)  | 114 (0.43) | 0 (0.0)                 |         |
|     |    | AGREE                 | 66 (0.16)  | 231 (0.46) | 0 (0.0)                 |         |
|     |    | DISAGREE              | 104 (0.26) | 143 (0.36) | 0 (0.0)                 |         |
|     |    | NO OPINION            | 56 (0.16)  | 250 (0.43) | 0 (0.0)                 |         |

| 135 | 6 | 135 INCREASE TAXES | YES        | NO         | WITH 6 OWN HOME IN 3 H | STUDENT |
|-----|---|--------------------|------------|------------|------------------------|---------|
|     |   | STRONG AGREE       | 316 (0.57) | 100 (0.16) | 26 (0.06)              |         |
|     |   | AGREE              | 334 (0.57) | 106 (0.18) | 47 (0.08)              |         |
|     |   | DISAGREE           | 260 (0.66) | 46 (0.12)  | 24 (0.14)              |         |
|     |   | NO OPINION         | 57 (0.15)  | 76 (0.20)  | 125 (0.33)             |         |

135 7 135INCREASE TAXES WITH 7 OWN BUSINESS IN BH

|              | YES       | NO         | STABLE     |
|--------------|-----------|------------|------------|
| STRONG AGREE | 78 (0.14) | 245 (0.41) | 59 (0.10)  |
| AGREE        | 79 (0.13) | 261 (0.44) | 47 (0.08)  |
| DISAGREE     | 52 (0.13) | 305 (0.42) | 54 (0.14)  |
| NO OPINION   | 23 (0.06) | 99 (0.26)  | 125 (0.33) |

135 8 135INCREASE TAXES WITH 8 RENT APT IN BH

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 121 (0.22) | 210 (0.37) | 50 (0.10)  |
| AGREE        | 147 (0.25) | 212 (0.36) | 47 (0.08)  |
| DISAGREE     | 80 (0.15)  | 163 (0.31) | 54 (0.11)  |
| NO OPINION   | 60 (0.10)  | 78 (0.21)  | 125 (0.33) |

135 118 135INCREASE TAXES WITH 118 BETTER EDUC IN SH

|              | STRONG AGREE | AGREE      | DISAGREE  | NO OPINION |
|--------------|--------------|------------|-----------|------------|
| STRONG AGREE | 43 (0.17)    | 98 (0.17)  | 10 (0.02) | 7 (0.01)   |
| AGREE        | 364 (0.65)   | 182 (0.31) | 10 (0.02) | 9 (0.02)   |
| DISAGREE     | 172 (0.45)   | 155 (0.35) | 23 (0.04) | 23 (0.05)  |
| NO OPINION   | 200 (0.53)   | 156 (0.36) | 15 (0.04) | 21 (0.05)  |

135 139 135INCREASE TAXES WITH 139 TAX OVERNIDE

|              | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | 464 (0.23)   | 55 (0.10)  | 8 (0.01)   | 24 (0.04)  |
| AGREE        | 85 (0.14)    | 414 (0.71) | 20 (0.03)  | 43 (0.07)  |
| DISAGREE     | 9 (0.02)     | 51 (0.15)  | 225 (0.57) | 80 (0.20)  |
| NO OPINION   | 25 (0.07)    | 50 (0.15)  | 8 (0.02)   | 270 (0.72) |

136 6 136MONEYS WORTH WITH 6 OWN HOME IN BH

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 32 (0.07)  | 198 (0.33) | 43 (0.08)  |
| AGREE        | 470 (0.61) | 114 (0.16) | 21 (0.04)  |
| DISAGREE     | 112 (0.50) | 17 (0.06)  | 49 (0.24)  |
| NO OPINION   | 72 (0.19)  | 61 (0.21)  | 129 (0.34) |



136 7 136MONEYS WORTH WITH 7 OWN BUSINESS IN BH

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 79 (0.14)  | 252 (0.46) | 25 (0.08)  |
| AGREE        | 103 (0.12) | 325 (0.43) | 61 (0.07)  |
| DISAGREE     | 20 (0.14)  | 79 (0.34)  | 47 (0.24)  |
| NO OPINION   | 18 (0.05)  | 116 (0.20) | 129 (0.34) |

136 8 136MONEYS WORTH WITH 8 RENT APT IN BH

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 137 (0.21) | 218 (0.38) | 45 (0.07)  |
| AGREE        | 132 (0.23) | 278 (0.36) | 61 (0.08)  |
| DISAGREE     | 19 (0.09)  | 77 (0.38)  | 49 (0.24)  |
| NO OPINION   | 52 (0.14)  | 93 (0.24)  | 129 (0.34) |

136 135 136MONEYS WORTH WITH 135 INCREASE TAXES

|              | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | 305 (0.08)   | 97 (0.17)  | 40 (0.07)  | 29 (0.05)  |
| AGREE        | 104 (0.13)   | 354 (0.51) | 151 (0.23) | 75 (0.10)  |
| DISAGREE     | 28 (0.14)    | 37 (0.18)  | 115 (0.37) | 18 (0.09)  |
| NO OPINION   | 39 (0.10)    | 51 (0.13)  | 43 (0.12)  | 243 (0.03) |

136 139 136MONEYS WORTH WITH 139 TAX OVERRIDE

|              | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | 375 (0.66)   | 103 (0.19) | 25 (0.04)  | 41 (0.07)  |
| AGREE        | 135 (0.17)   | 369 (0.48) | 123 (0.17) | 107 (0.14) |
| DISAGREE     | 31 (0.15)    | 36 (0.18)  | 56 (0.45)  | 34 (0.17)  |
| NO OPINION   | 42 (0.11)    | 67 (0.17)  | 23 (0.07)  | 236 (0.61) |

137 6 137PROGR IMPLEMENTED WITH 6 OWN HOME IN BH

|              | YES        | NO         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 234 (0.61) | 56 (0.15)  | 29 (0.10)  |
| AGREE        | 326 (0.51) | 115 (0.18) | 70 (0.11)  |
| DISAGREE     | 313 (0.48) | 110 (0.17) | 117 (0.16) |
| NO OPINION   | 90 (0.40)  | 42 (0.19)  | 54 (0.24)  |

137 7 137PROGR IMPLEMENTED WITH 7 OWN BUSINESS IN BH

|              | YES       | NC         | STUDENT    |
|--------------|-----------|------------|------------|
| STRONG AGREE | 55 (0.14) | 170 (0.44) | 39 (0.10)  |
| AGREE        | 67 (0.14) | 260 (0.40) | 70 (0.11)  |
| DISAGREE     | 59 (0.11) | 250 (0.40) | 117 (0.19) |
| NO OPINION   | 17 (0.08) | 76 (0.34)  | 54 (0.24)  |

137 8 137PROGR IMPLEMENTED WITH 8 RENT API IN BH

|              | YES        | NC         | STUDENT    |
|--------------|------------|------------|------------|
| STRONG AGREE | 69 (0.18)  | 159 (0.41) | 39 (0.10)  |
| AGREE        | 155 (0.21) | 231 (0.36) | 73 (0.11)  |
| DISAGREE     | 121 (0.20) | 212 (0.32) | 117 (0.18) |
| NO OPINION   | 29 (0.22)  | 55 (0.25)  | 34 (0.24)  |

137

137 10 137PROGR IMPLEMENTED WITH 10 EMPLOYED BY BHUSD

|              | YES       | NC         | STUDENT    |
|--------------|-----------|------------|------------|
| STRONG AGREE | 40 (0.10) | 173 (0.45) | 39 (0.10)  |
| AGREE        | 85 (0.19) | 277 (0.43) | 73 (0.11)  |
| DISAGREE     | 76 (0.12) | 258 (0.39) | 117 (0.18) |
| NO OPINION   | 16 (0.08) | 71 (0.32)  | 54 (0.24)  |

137 11 137PROGR IMPLEMENTED WITH 11 STUDENT AT BHHS

|              | YES        | NC         | STUDENT |
|--------------|------------|------------|---------|
| STRONG AGREE | 42 (0.11)  | 150 (0.49) | 0 (0.0) |
| AGREE        | 75 (0.12)  | 296 (0.46) | 0 (0.0) |
| DISAGREE     | 125 (0.19) | 276 (0.42) | 0 (0.0) |
| NO OPINION   | 57 (0.26)  | 76 (0.25)  | 0 (0.0) |

137 12 137PROGR IMPLEMENTED WITH 12 GRADUATE OF BHHS

|              | YES       | NC         | STUDENT    |
|--------------|-----------|------------|------------|
| STRONG AGREE | 36 (0.10) | 163 (0.42) | 39 (0.10)  |
| AGREE        | 61 (0.09) | 252 (0.39) | 70 (0.11)  |
| DISAGREE     | 47 (0.07) | 252 (0.38) | 117 (0.18) |
| NO OPINION   | 14 (0.06) | 71 (0.32)  | 54 (0.24)  |



125 6 126ELIMINATE PROGGS

|             | YES        | NC         | WITH STUDENT<br>6 CAN HOME IN B.H. |
|-------------|------------|------------|------------------------------------|
| STRONG AGRE | 139 (0.57) | 32 (0.13)  | 36 (0.15)                          |
| AGREE       | 277 (0.56) | 71 (0.17)  | 50 (0.12)                          |
| DISAGREE    | 345 (0.45) | 139 (0.16) | 122 (0.17)                         |
| NO OPINION  | 218 (0.50) | 81 (0.19)  | 61 (0.14)                          |

126 7 126ELIMINATE PROGGS

|             | YES       | NC         | WITH STUDENT<br>7 CAN BUSINESS IN RH |
|-------------|-----------|------------|--------------------------------------|
| STRONG AGRE | 29 (0.12) | 92 (0.39)  | 30 (0.13)                            |
| AGREE       | 61 (0.12) | 202 (0.40) | 60 (0.12)                            |
| DISAGREE    | 79 (0.10) | 306 (0.40) | 129 (0.17)                           |
| NO OPINION  | 64 (0.15) | 174 (0.40) | 61 (0.14)                            |

128 8 128ELIMINATE PROGGS

|             | YES        | NC         | WITH STUDENT<br>8 RENT APT IN B.H. |
|-------------|------------|------------|------------------------------------|
| STRONG AGRE | 38 (0.16)  | 81 (0.34)  | 36 (0.15)                          |
| AGREE       | 79 (0.16)  | 195 (0.39) | 60 (0.12)                          |
| DISAGREE    | 157 (0.21) | 257 (0.34) | 129 (0.17)                         |
| NO OPINION  | 112 (0.26) | 137 (0.31) | 61 (0.14)                          |

129 10 129ELIMINATE PROGGS

|             | YES       | NC         | WITH STUDENT<br>10 EMPLOYED BY BRUSS |
|-------------|-----------|------------|--------------------------------------|
| STRONG AGRE | 30 (0.13) | 82 (0.36)  | 30 (0.13)                            |
| AGREE       | 73 (0.15) | 202 (0.40) | 60 (0.12)                            |
| DISAGREE    | 63 (0.12) | 308 (0.41) | 129 (0.17)                           |
| NO OPINION  | 23 (0.05) | 168 (0.43) | 61 (0.14)                            |

128 11 128ELIMINATE PROGGS

|             | YES        | NC         | WITH STUDENT<br>11 STUDENT AT BHHS |
|-------------|------------|------------|------------------------------------|
| STRONG AGRE | 36 (0.15)  | 100 (0.42) | 0 (0.0)                            |
| AGREE       | 64 (0.13)  | 223 (0.45) | 0 (0.0)                            |
| DISAGREE    | 140 (0.18) | 332 (0.44) | 0 (0.0)                            |
| NO OPINION  | 65 (0.15)  | 194 (0.44) | 0 (0.0)                            |





138 12 136ELIMINATE PROGS

|              | YES       | NC         | WITH STUDENT |
|--------------|-----------|------------|--------------|
| STRONG AGREE | 22 (0.09) | 86 (0.34)  | 30 (0.12)    |
| AGREE        | 45 (0.09) | 194 (0.39) | 70 (0.12)    |
| DISAGREE     | 64 (0.08) | 248 (0.38) | 122 (0.17)   |
| NO OPINION   | 51 (0.07) | 176 (0.40) | 61 (0.14)    |

126GRADUATE OF EMHS

|              | WITH STUDENT |
|--------------|--------------|
| STRONG AGREE | 30 (0.12)    |
| AGREE        | 70 (0.12)    |
| DISAGREE     | 122 (0.17)   |
| NO OPINION   | 61 (0.14)    |

138 141 136ELIMINATE PROGS

|              | STRONG AGREE | AGREE      | WITH DISAGREE | NO OPINION |
|--------------|--------------|------------|---------------|------------|
| STRONG AGREE | 91 (0.33)    | 72 (0.26)  | 20 (0.07)     | 15 (0.05)  |
| AGREE        | 27 (0.09)    | 245 (0.50) | 140 (0.20)    | 61 (0.12)  |
| DISAGREE     | 21 (0.03)    | 84 (0.11)  | 387 (0.77)    | 46 (0.06)  |
| NO OPINION   | 0 (0.01)     | 70 (0.15)  | 182 (0.27)    | 185 (0.42) |

141PNCGRMS CURTAILED

|              | WITH DISAGREE | NO OPINION |
|--------------|---------------|------------|
| STRONG AGREE | 20 (0.07)     | 15 (0.05)  |
| AGREE        | 140 (0.20)    | 61 (0.12)  |
| DISAGREE     | 387 (0.77)    | 46 (0.06)  |
| NO OPINION   | 182 (0.27)    | 185 (0.42) |

139 6 139TAX OVERRIDE

|              | YES        | NC         | WITH STUDENT |
|--------------|------------|------------|--------------|
| STRONG AGREE | 349 (0.59) | 93 (0.16)  | 54 (0.09)    |
| AGREE        | 324 (0.55) | 110 (0.19) | 61 (0.10)    |
| DISAGREE     | 150 (0.73) | 34 (0.12)  | 25 (0.04)    |
| NO OPINION   | 34 (0.20)  | 89 (0.21)  | 127 (0.30)   |

6 OWN HOME IN B H

|              | WITH STUDENT |
|--------------|--------------|
| STRONG AGREE | 54 (0.09)    |
| AGREE        | 61 (0.10)    |
| DISAGREE     | 25 (0.04)    |
| NO OPINION   | 127 (0.30)   |

139 7 139TAX OVERRIDE

|              | YES       | NC         | WITH STUDENT |
|--------------|-----------|------------|--------------|
| STRONG AGREE | 67 (0.15) | 252 (0.42) | 54 (0.09)    |
| AGREE        | 81 (0.14) | 262 (0.44) | 61 (0.10)    |
| DISAGREE     | 30 (0.03) | 127 (0.17) | 25 (0.05)    |
| NO OPINION   | 21 (0.05) | 125 (0.30) | 127 (0.30)   |

7 CAN BUSINESS IN B H

|              | WITH STUDENT |
|--------------|--------------|
| STRONG AGREE | 54 (0.09)    |
| AGREE        | 61 (0.10)    |
| DISAGREE     | 25 (0.05)    |
| NO OPINION   | 127 (0.30)   |

139 8 139TAX OVERRIDE

|              | YES        | NC         | WITH STUDENT |
|--------------|------------|------------|--------------|
| STRONG AGREE | 126 (0.21) | 222 (0.39) | 54 (0.09)    |
| AGREE        | 148 (0.25) | 215 (0.36) | 61 (0.10)    |
| DISAGREE     | 39 (0.14)  | 119 (0.44) | 25 (0.09)    |
| NO OPINION   | 70 (0.17)  | 100 (0.24) | 127 (0.30)   |

8 RENT API IN B H

|              | WITH STUDENT |
|--------------|--------------|
| STRONG AGREE | 54 (0.09)    |
| AGREE        | 61 (0.10)    |
| DISAGREE     | 25 (0.09)    |
| NO OPINION   | 127 (0.30)   |



| 140 6        | 140 STUDENT APPEARANCE |            | WITH 6 OWN HOME IN BH |  |
|--------------|------------------------|------------|-----------------------|--|
|              | YES                    | NC         | STUDENT               |  |
| STRONG AGREE | 250 (0.57)             | 78 (0.18)  | 12 (0.03)             |  |
| AGREE        | 350 (0.59)             | 120 (0.30) | 19 (0.03)             |  |
| DISAGREE     | 319 (0.40)             | 174 (0.14) | 246 (0.31)            |  |
| NO OPINION   | 66 (0.52)              | 21 (0.17)  | 17 (0.13)             |  |

| 140 7        | 140 STUDENT APPEARANCE |            | WITH 7 OWN BUSINESS IN BH |  |
|--------------|------------------------|------------|---------------------------|--|
|              | YES                    | NC         | STUDENT                   |  |
| STRONG AGREE | 70 (0.16)              | 176 (0.40) | 12 (0.03)                 |  |
| AGREE        | 79 (0.13)              | 266 (0.49) | 17 (0.03)                 |  |
| DISAGREE     | 75 (0.09)              | 258 (0.32) | 248 (0.31)                |  |
| NO OPINION   | 15 (0.12)              | 52 (0.41)  | 17 (0.13)                 |  |

| 140 8        | 140 STUDENT APPEARANCE |            | WITH 8 RENT APT IN BH |  |
|--------------|------------------------|------------|-----------------------|--|
|              | YES                    | NC         | STUDENT               |  |
| STRONG AGREE | 101 (0.23)             | 156 (0.36) | 12 (0.03)             |  |
| AGREE        | 117 (0.20)             | 271 (0.45) | 17 (0.03)             |  |
| DISAGREE     | 147 (0.18)             | 205 (0.25) | 248 (0.31)            |  |
| NO OPINION   | 25 (0.20)              | 43 (0.34)  | 17 (0.13)             |  |

| 140 10       | 140 STUDENT APPEARANCE |            | WITH 10 EMPLOYED BY BHUSD |  |
|--------------|------------------------|------------|---------------------------|--|
|              | YES                    | NC         | STUDENT                   |  |
| STRONG AGREE | 56 (0.12)              | 187 (0.43) | 12 (0.03)                 |  |
| AGREE        | 57 (0.15)              | 293 (0.49) | 19 (0.03)                 |  |
| DISAGREE     | 99 (0.09)              | 260 (0.32) | 243 (0.31)                |  |
| NO OPINION   | 11 (0.09)              | 52 (0.41)  | 17 (0.13)                 |  |

| 140 11       | 140 STUDENT APPEARANCE |            | WITH 11 STUDENT AT BHHS |  |
|--------------|------------------------|------------|-------------------------|--|
|              | YES                    | NC         | STUDENT                 |  |
| STRONG AGREE | 15 (0.03)              | 200 (0.46) | 0 (0.00)                |  |
| AGREE        | 23 (0.04)              | 324 (0.34) | 0 (0.00)                |  |
| DISAGREE     | 255 (0.12)             | 279 (0.35) | 0 (0.00)                |  |
| NO OPINION   | 21 (0.17)              | 53 (0.42)  | 0 (0.00)                |  |



140 12 140STUDENT APPEARANCE YES AC WITH 126GRADUATE OF BHHS STUDENT

|              |           |            |            |
|--------------|-----------|------------|------------|
| STRONG AGREE | 42 (0.10) | 177 (0.43) | 12 (0.03)  |
| AGREE        | 47 (0.07) | 290 (0.73) | 19 (0.03)  |
| DISAGREE     | 67 (0.08) | 234 (0.29) | 242 (0.61) |
| NO OPINION   | 14 (0.11) | 43 (0.38)  | 17 (0.12)  |

140 14 140STUDENT APPEARANCE ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN 14 K THRU 2ND GRD MORE THAN 4 STUDENT

|              |            |           |          |         |          |            |
|--------------|------------|-----------|----------|---------|----------|------------|
| STRONG AGREE | 60 (0.16)  | 17 (0.04) | 6 (0.01) | 0 (0.0) | 1 (0.00) | 12 (0.03)  |
| AGREE        | 131 (0.22) | 26 (0.04) | 4 (0.01) | 0 (0.0) | 0 (0.0)  | 18 (0.03)  |
| DISAGREE     | 124 (0.15) | 47 (0.06) | 4 (0.00) | 0 (0.0) | 0 (0.0)  | 245 (0.51) |
| NO OPINION   | 27 (0.21)  | 5 (0.04)  | 1 (0.01) | 0 (0.0) | 0 (0.0)  | 17 (0.13)  |

140 15 140STUDENT APPEARANCE ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN 15 5TH THRU 8TH GRD MORE THAN 4 STUDENT

|              |            |           |          |          |         |            |
|--------------|------------|-----------|----------|----------|---------|------------|
| STRONG AGREE | 79 (0.16)  | 6 (0.01)  | 1 (0.00) | 1 (0.00) | 0 (0.0) | 12 (0.03)  |
| AGREE        | 111 (0.29) | 10 (0.02) | 1 (0.00) | 1 (0.00) | 0 (0.0) | 19 (0.03)  |
| DISAGREE     | 107 (0.13) | 22 (0.01) | 6 (0.01) | 0 (0.0)  | 0 (0.0) | 255 (0.51) |
| NO OPINION   | 24 (0.19)  | 2 (0.02)  | 0 (0.0)  | 0 (0.0)  | 0 (0.0) | 17 (0.13)  |

140 16 140STUDENT APPEARANCE ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN 16 6TH THRU 8TH GRD MORE THAN 4 STUDENT

|              |            |           |           |          |         |            |
|--------------|------------|-----------|-----------|----------|---------|------------|
| STRONG AGREE | 122 (0.26) | 10 (0.04) | 3 (0.01)  | 0 (0.0)  | 0 (0.0) | 12 (0.03)  |
| AGREE        | 159 (0.27) | 23 (0.05) | 5 (0.01)  | 1 (0.00) | 0 (0.0) | 16 (0.03)  |
| DISAGREE     | 140 (0.17) | 31 (0.04) | 10 (0.01) | 0 (0.0)  | 0 (0.0) | 246 (0.51) |
| NO OPINION   | 31 (0.24)  | 12 (0.03) | 0 (0.0)   | 0 (0.0)  | 0 (0.0) | 17 (0.13)  |

140 17 140STUDENT APPEARANCE ONE CHILD 2 CHILDREN 3 CHILDREN 4 CHILDREN 17 9TH THRU 12TH GRD MORE THAN 4 STUDENT

|              |            |           |           |          |          |            |
|--------------|------------|-----------|-----------|----------|----------|------------|
| STRONG AGREE | 143 (0.33) | 33 (0.04) | 6 (0.01)  | 1 (0.00) | 0 (0.0)  | 12 (0.03)  |
| AGREE        | 166 (0.28) | 53 (0.03) | 7 (0.01)  | 1 (0.00) | 1 (0.00) | 19 (0.03)  |
| DISAGREE     | 179 (0.22) | 54 (0.07) | 13 (0.02) | 2 (0.00) | 0 (0.0)  | 248 (0.51) |
| NO OPINION   | 35 (0.26)  | 11 (0.03) | 1 (0.01)  | 0 (0.0)  | 0 (0.0)  | 17 (0.13)  |

141 6 141PROGRAMS CURTAILED WITH 6 OWN HOME IN B H  
 YES STUDENT  
 STFC'S AGRE 82 (0.55) 28 (0.19) 17 (0.11)  
 AGREE 293 (0.59) 74 (0.15) 51 (0.11)  
 DISAGREE 49 (0.44) 183 (0.15) 174 (0.17)  
 NO OPINION 158 (0.51) 45 (0.14) 47 (0.16)

141 7 141PROGRAMS CURTAILED WITH 7 OWN BUSINESS IN BH  
 YES STUDENT  
 STFC'S AGRE 20 (0.13) 64 (0.42) 17 (0.11)  
 AGREE 65 (0.13) 208 (0.43) 51 (0.11)  
 DISAGREE 101 (0.10) 377 (0.39) 193 (0.17)  
 NO OPINION 47 (0.15) 115 (0.37) 49 (0.16)

141 8 141PROGRAMS CURT ILD WITH 8 RENT APT IN B H  
 YES STUDENT  
 STFC'S AGRE 28 (0.19) 52 (0.35) 17 (0.11)  
 AGREE 76 (0.16) 190 (0.35) 51 (0.11)  
 DISAGREE 210 (0.22) 312 (0.32) 168 (0.17)  
 NO OPINION 58 (0.22) 103 (0.33) 49 (0.16)

141 10 141PROGRAMS CURTAILED WITH 10 EMPLOYED BY BHUSD  
 YES STUDENT  
 STFC'S AGRE 24 (0.16) 65 (0.44) 17 (0.11)  
 AGREE 62 (0.13) 205 (0.42) 51 (0.11)  
 DISAGREE 118 (0.12) 377 (0.39) 158 (0.17)  
 NO OPINION 16 (0.05) 126 (0.41) 49 (0.16)

141 11 141PROGRAMS CURTAILED WITH 11STUDENT AT BHHS  
 YES AG  
 STFC'S AGRE 18 (0.12) 72 (0.48) 0 (0.0 )  
 AGREE 54 (0.11) 224 (0.45) 0 (0.0 )  
 DISAGREE 182 (0.19) 409 (0.42) 0 (0.0 )  
 NO OPINION 50 (0.16) 131 (0.42) 0 (0.0 )

141 12 141PROGRAMS CURTAILED

WITH 12GRADUATE OF BPHS

|              | YES       | NO         | STUDENT    | MORE THAN 4 | STUDENT    |
|--------------|-----------|------------|------------|-------------|------------|
| STRONG AGREE | 10 (0.07) | 65 (0.44)  | 17 (0.11)  | 1 (0.01)    | 17 (0.11)  |
| AGREE        | 56 (0.12) | 190 (0.36) | 51 (0.11)  | 0 (0.0)     | 51 (0.11)  |
| DISAGREE     | 75 (0.08) | 329 (0.37) | 133 (0.17) | 0 (0.0)     | 133 (0.17) |
| NO OPINION   | 21 (0.07) | 117 (0.25) | 49 (0.16)  | 0 (0.0)     | 49 (0.16)  |

141 14 141PROGRAMS CURTAILED

WITH 14 K THRU 3RD GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
|--------------|------------|------------|------------|------------|-------------|------------|
| STRONG AGREE | 29 (0.15)  | 3 (0.02)   | 1 (0.01)   | 0 (0.0)    | 1 (0.01)    | 17 (0.11)  |
| AGREE        | 78 (0.16)  | 15 (0.03)  | 5 (0.01)   | 0 (0.0)    | 0 (0.0)     | 51 (0.11)  |
| DISAGREE     | 164 (0.18) | 58 (0.08)  | 2 (0.01)   | 0 (0.0)    | 0 (0.0)     | 133 (0.17) |
| NO OPINION   | 51 (0.20)  | 20 (0.05)  | 4 (0.01)   | 0 (0.0)    | 0 (0.0)     | 49 (0.16)  |

141 15 141PROGRAMS CURTAILED

WITH 15 4TH THRU 5TH GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
|--------------|------------|------------|------------|------------|-------------|------------|
| STRONG AGREE | 23 (0.15)  | 2 (0.01)   | 2 (0.01)   | 0 (0.0)    | 0 (0.0)     | 17 (0.11)  |
| AGREE        | 80 (0.17)  | 6 (0.01)   | 3 (0.01)   | 0 (0.0)    | 0 (0.0)     | 51 (0.11)  |
| DISAGREE     | 175 (0.18) | 18 (0.02)  | 1 (0.00)   | 1 (0.00)   | 0 (0.0)     | 133 (0.17) |
| NO OPINION   | 43 (0.14)  | 4 (0.01)   | 2 (0.01)   | 1 (0.00)   | 0 (0.0)     | 49 (0.16)  |

141 16 141PROGRAMS CURTAILED

WITH 16 6TH THRU 8TH GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
|--------------|------------|------------|------------|------------|-------------|------------|
| STRONG AGREE | 38 (0.26)  | 4 (0.03)   | 2 (0.01)   | 0 (0.0)    | 0 (0.0)     | 17 (0.11)  |
| AGREE        | 119 (0.25) | 22 (0.05)  | 6 (0.01)   | 0 (0.0)    | 0 (0.0)     | 51 (0.11)  |
| DISAGREE     | 226 (0.23) | 39 (0.04)  | 4 (0.00)   | 0 (0.0)    | 0 (0.0)     | 133 (0.17) |
| NO OPINION   | 61 (0.20)  | 20 (0.05)  | 4 (0.01)   | 1 (0.00)   | 0 (0.0)     | 49 (0.16)  |

141 17 141PROGRAMS CURTAILED

WITH 17 9TH THRU 12TH GRD

|              | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | MORE THAN 4 | STUDENT    |
|--------------|------------|------------|------------|------------|-------------|------------|
| STRONG AGREE | 40 (0.27)  | 11 (0.07)  | 6 (0.04)   | 0 (0.0)    | 0 (0.0)     | 17 (0.11)  |
| AGREE        | 142 (0.29) | 51 (0.11)  | 9 (0.02)   | 1 (0.00)   | 0 (0.0)     | 51 (0.11)  |
| DISAGREE     | 258 (0.27) | 61 (0.07)  | 4 (0.00)   | 2 (0.00)   | 0 (0.0)     | 133 (0.17) |
| NO OPINION   | 72 (0.23)  | 23 (0.07)  | 7 (0.02)   | 1 (0.00)   | 1 (0.00)    | 49 (0.16)  |

141 134 141 PROGRAMS CURTAILED WITH 134 FOLGET SPENT WISE  
 STRONG AGREE 24 (0.16) STRONG AGREE 37 (0.25) DISAGREE 57 (0.33) NO OPINION 26 (0.19)  
 ACREE 56 (0.12) 159 (0.41) 103 (0.21) 106 (0.27)  
 DISAGREE 164 (0.12) 370 (0.38) 169 (0.17) 252 (0.25)  
 NO OPINION 26 (0.08) 68 (0.22) 35 (0.11) 176 (0.57)

141 135 141 PROGRAMS CURTAILED WITH 135 INCREASE TAXES  
 STRONG AGREE 46 (0.32) STRONG AGREE 24 (0.16) DISAGREE 55 (0.38) NO OPINION 19 (0.13)  
 ACREE 201 (0.21) 129 (0.20) 152 (0.31) 76 (0.18)  
 DISAGREE 329 (0.35) 311 (0.32) 120 (0.12) 174 (0.18)  
 NO OPINION 61 (0.20) 54 (0.30) 57 (0.12) 93 (0.30)

141 139 141 PROGRAMS CURTAILED WITH 139 TAX OVERKICE  
 STRONG AGREE 48 (0.32) STRONG AGREE 23 (0.15) DISAGREE 40 (0.27) NO OPINION 25 (0.17)  
 ACREE 56 (0.20) 159 (0.33) 116 (0.14) 90 (0.19)  
 DISAGREE 305 (0.38) 298 (0.31) 90 (0.08) 126 (0.12)  
 NO OPINION 61 (0.20) 96 (0.31) 29 (0.09) 110 (0.35)

142 6 142 SALARY REDUCED WITH 6 OWN HOME IN 6 H  
 YES NO  
 STRONG AGREE 27 (0.44) 10 (0.16) 14 (0.23)  
 ACREE 49 (0.48) 12 (0.12) 25 (0.28)  
 DISAGREE 793 (0.52) 276 (0.19) 172 (0.17)  
 NO OPINION 58 (0.41) 37 (0.15) 72 (0.30)

142 7 142 SALARY REDUCED WITH 7 OWN BUSINESS IN 8 H  
 YES NO  
 STRONG AGREE 5 (0.06) 25 (0.41) 14 (0.23)  
 ACREE 7 (0.07) 42 (0.40) 26 (0.25)  
 DISAGREE 198 (0.13) 620 (0.41) 173 (0.11)  
 NO OPINION 21 (0.09) 94 (0.35) 72 (0.30)

174

142 8 142SALARY REDUCED  
 YES  
 STRONG AGREE 14 (0.23) 17 (0.26) 14 (0.23)  
 AGREE 17 (0.16) 34 (0.32) 28 (0.25)  
 DISAGREE 314 (0.20) 551 (0.36) 172 (0.11)  
 NO OPINION 50 (0.21) 25 (0.27) 72 (0.30)

142 10 142SALARY REDUCED  
 YES  
 STRONG AGREE 8 (0.13) 23 (0.36) 14 (0.23)  
 AGREE 5 (0.05) 44 (0.42) 28 (0.26)  
 DISAGREE 205 (0.13) 627 (0.41) 172 (0.11)  
 NO OPINION 7 (0.03) 92 (0.38) 72 (0.30)

142 11 142SALARY REDUCED  
 YES  
 STRONG AGREE 14 (0.23) 25 (0.41) 0 (0.0)  
 AGREE 31 (0.25) 45 (0.42) 0 (0.0)  
 DISAGREE 187 (0.12) 689 (0.45) 0 (0.0)  
 NO OPINION 73 (0.30) 92 (0.38) 0 (0.0)

142 12 142SALARY REDUCED  
 YES  
 STRONG AGREE 6 (0.10) 13 (0.30) 14 (0.23)  
 AGREE 6 (0.06) 39 (0.37) 28 (0.26)  
 DISAGREE 145 (0.04) 597 (0.35) 172 (0.11)  
 NO OPINION 9 (0.04) 55 (0.37) 72 (0.30)

142 14 142SALARY REDUCED  
 YES  
 STRONG AGREE 9 (0.15) 2 CHILDREN 2 CHILDREN 3 CHILDREN 14 K THRU 3RD GRD  
 AGREE 20 (0.19) 1 (0.02) 1 (0.02) 1 (0.02) 0 (0.0) 0 (0.0) 0 (0.0) 14 (0.23)  
 DISAGREE 296 (0.19) 82 (0.05) 11 (0.01) 11 (0.01) 11 (0.01) 11 (0.01) 1 (0.00) 23 (0.22)  
 NO OPINION 38 (0.16) 11 (0.05) 0 (0.0) 0 (0.0) 0 (0.0) 0 (0.0) 0 (0.0) 172 (0.11)  
 72 (0.30)





2 15 142SALARY REDUCED

|              |            |            |            |            |            |                   |             |            |
|--------------|------------|------------|------------|------------|------------|-------------------|-------------|------------|
| STRONG AGREE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5 CHILDREN | 6TH THRU 12TH GRD | MORE THAN 4 | STUDENT    |
| AGREE        | 8 (0.15)   | 2 (0.03)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 14 (0.25)  |
| DISAGREE     | 21 (0.20)  | 2 (0.02)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 25 (0.26)  |
| NO OPINION   | 275 (0.18) | 25 (0.02)  | 7 (0.00)   | 2 (0.00)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 172 (0.11) |
|              | 20 (0.08)  | 1 (0.00)   | 1 (0.00)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 72 (0.30)  |

142 16 142SALARY REDUCED

|              |            |            |            |            |            |                   |             |            |
|--------------|------------|------------|------------|------------|------------|-------------------|-------------|------------|
| STRONG AGREE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5 CHILDREN | 6TH THRU 12TH GRD | MORE THAN 4 | STUDENT    |
| AGREE        | 15 (0.25)  | 2 (0.03)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 14 (0.25)  |
| DISAGREE     | 27 (0.25)  | 2 (0.02)   | 1 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 28 (0.26)  |
| NO OPINION   | 373 (0.24) | 74 (0.05)  | 13 (0.01)  | 1 (0.00)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 172 (0.11) |
|              | 38 (0.16)  | 9 (0.04)   | 3 (0.01)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 72 (0.30)  |

142 17 142SALARY REDUCED

|              |            |            |            |            |            |                   |             |            |
|--------------|------------|------------|------------|------------|------------|-------------------|-------------|------------|
| STRONG AGREE | ONE CHILD  | 2 CHILDREN | 3 CHILDREN | 4 CHILDREN | 5 CHILDREN | 6TH THRU 12TH GRD | MORE THAN 4 | STUDENT    |
| AGREE        | 17 (0.28)  | 7 (0.11)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 14 (0.23)  |
| DISAGREE     | 26 (0.25)  | 1 (0.01)   | 2 (0.02)   | 0 (0.0)    | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 28 (0.26)  |
| NO OPINION   | 424 (0.28) | 128 (0.08) | 20 (0.01)  | 4 (0.00)   | 0 (0.0)    | 0 (0.0)           | 0 (0.0)     | 172 (0.11) |
|              | 56 (0.23)  | 13 (0.05)  | 5 (0.02)   | 0 (0.0)    | 1 (0.00)   | 1 (0.00)          | 1 (0.00)    | 72 (0.30)  |

142 134 142SALARY REDUCED

|              |              |            |            |            |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
| 13 (0.21)    | 11 (0.18)    | 24 (0.39)  | 9 (0.15)   |            |
| 17 (0.18)    | 40 (0.26)    | 26 (0.25)  | 18 (0.17)  |            |
| 216 (0.14)   | 588 (0.38)   | 280 (0.18) | 401 (0.26) |            |
| 13 (0.05)    | 40 (0.17)    | 33 (0.14)  | 147 (0.61) |            |

142 135 142SALARY REDUCED

|              |              |            |            |            |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
| 24 (0.35)    | 13 (0.21)    | 16 (0.28)  | 5 (0.00)   |            |
| 19 (0.18)    | 28 (0.28)    | 39 (0.37)  | 15 (0.12)  |            |
| 478 (0.21)   | 450 (0.32)   | 275 (0.28) | 251 (0.18) |            |
| 33 (0.14)    | 47 (0.20)    | 57 (0.24)  | 97 (0.40)  |            |



143 9 143STAFF REDUCED WITH 6 CAN MOVE IN P H

|               | YES        | NC         | WITH STUDENT |
|---------------|------------|------------|--------------|
| STRONGS AGREE | 30 (0.51)  | 9 (0.13)   | 14 (0.20)    |
| AGREE         | 122 (0.55) | 25 (0.12)  | 27 (0.13)    |
| DISAGREE      | 654 (0.49) | 264 (0.19) | 186 (0.13)   |
| NO OPINION    | 123 (0.47) | 36 (0.15)  | 60 (0.23)    |

143 7 143STAFF REDUCED WITH 7 CAN BUSINESS IN BH

|               | YES        | NC         | WITH STUDENT |
|---------------|------------|------------|--------------|
| STRONGS AGREE | 9 (0.13)   | 27 (0.32)  | 14 (0.20)    |
| AGREE         | 27 (0.12)  | 83 (0.40)  | 27 (0.13)    |
| DISAGREE      | 159 (0.11) | 579 (0.41) | 156 (0.12)   |
| NO OPINION    | 36 (0.14)  | 92 (0.35)  | 60 (0.23)    |

143 8 143STAFF REDUCED WITH 8 RENT APT IN B H

|               | YES        | NC         | WITH STUDENT |
|---------------|------------|------------|--------------|
| STRONGS AGREE | 13 (0.18)  | 22 (0.21)  | 14 (0.20)    |
| AGREE         | 15 (0.12)  | 75 (0.32)  | 27 (0.13)    |
| DISAGREE      | 309 (0.22) | 478 (0.34) | 183 (0.13)   |
| NO OPINION    | 47 (0.18)  | 87 (0.33)  | 60 (0.23)    |

143 10 143STAFF REDUCED WITH 10EMPLOYED BY BHUSD

|               | YES        | NC         | WITH STUDENT |
|---------------|------------|------------|--------------|
| STRONGS AGREE | 9 (0.13)   | 26 (0.37)  | 14 (0.20)    |
| AGREE         | 22 (0.11)  | 29 (0.43)  | 27 (0.13)    |
| DISAGREE      | 191 (0.13) | 565 (0.40) | 166 (0.13)   |
| NO OPINION    | 13 (0.05)  | 106 (0.41) | 60 (0.23)    |

143 11 143STAFF REDUCED WITH 11STUDENT AT BHHS

|               | YES        | NC         | WITH STUDENT |
|---------------|------------|------------|--------------|
| STRONGS AGREE | 15 (0.21)  | 23 (0.29)  | 0 (0.0)      |
| AGREE         | 29 (0.14)  | 93 (0.35)  | 0 (0.0)      |
| DISAGREE      | 201 (0.14) | 621 (0.44) | 0 (0.0)      |
| NO OPINION    | 61 (0.23)  | 109 (0.42) | 0 (0.0)      |

143 12 143STAFF REDUCED

|              |            |            |                        |            |
|--------------|------------|------------|------------------------|------------|
| STRONG AGREE | 6 (0.09)   | 24 (0.34)  | STUDENT                | 14 (0.20)  |
| AGREE        | 23 (0.11)  | 75 (0.36)  | WITH 3 CHILDREN        | 27 (0.13)  |
| DISAGREE     | 121 (0.09) | 546 (0.35) | 4 CHILDREN             | 150 (0.15) |
| NO OPINION   | 15 (0.00)  | 59 (0.30)  | WITH 14 K THRU 3RD GRD | 60 (0.23)  |

143 14 143STAFF REDUCED

|              |            |           |                          |           |            |           |          |            |
|--------------|------------|-----------|--------------------------|-----------|------------|-----------|----------|------------|
| STRONG AGREE | 10 (0.14)  | 2 (0.01)  | 3 CHILDREN               | 0 (0.00)  | 4 CHILDREN | 0 (0.00)  | 1 (0.01) | 14 (0.20)  |
| AGREE        | 36 (0.17)  | 5 (0.02)  | ONE CHILD                | 2 (0.02)  | 2 CHILDREN | 2 (0.01)  | 0 (0.00) | 27 (0.13)  |
| DISAGREE     | 270 (0.19) | 75 (0.05) | WITH 15 4TH THRU 5TH GRD | 12 (0.05) | 3 CHILDREN | 12 (0.01) | 0 (0.00) | 166 (0.13) |
| NO OPINION   | 45 (0.17)  | 12 (0.05) | 4 CHILDREN               | 0 (0.00)  | 4 CHILDREN | 0 (0.00)  | 0 (0.00) | 60 (0.23)  |

143 15 143STAFF REDUCED

|              |            |           |                          |          |            |          |          |            |
|--------------|------------|-----------|--------------------------|----------|------------|----------|----------|------------|
| STRONG AGREE | 5 (0.13)   | 3 (0.04)  | 3 CHILDREN               | 1 (0.01) | 4 CHILDREN | 0 (0.00) | 0 (0.00) | 14 (0.20)  |
| AGREE        | 36 (0.17)  | 2 (0.01)  | ONE CHILD                | 0 (0.00) | 2 CHILDREN | 0 (0.00) | 0 (0.00) | 27 (0.13)  |
| DISAGREE     | 249 (0.18) | 23 (0.02) | WITH 16 5TH THRU 8TH GRD | 5 (0.00) | 3 CHILDREN | 2 (0.00) | 0 (0.00) | 153 (0.15) |
| NO OPINION   | 29 (0.11)  | 2 (0.01)  | 4 CHILDREN               | 1 (0.00) | 4 CHILDREN | 0 (0.00) | 0 (0.00) | 60 (0.23)  |

143 16 143STAFF REDUCED

|              |            |           |                           |           |            |          |          |            |
|--------------|------------|-----------|---------------------------|-----------|------------|----------|----------|------------|
| STRONG AGREE | 14 (0.20)  | 4 (0.06)  | 3 CHILDREN                | 2 (0.03)  | 4 CHILDREN | 0 (0.00) | 0 (0.00) | 14 (0.20)  |
| AGREE        | 45 (0.22)  | 9 (0.04)  | ONE CHILD                 | 2 (0.01)  | 2 CHILDREN | 0 (0.00) | 0 (0.00) | 27 (0.13)  |
| DISAGREE     | 343 (0.24) | 64 (0.05) | WITH 17 9TH THRU 12TH GRD | 11 (0.01) | 3 CHILDREN | 1 (0.00) | 0 (0.00) | 156 (0.13) |
| NO OPINION   | 51 (0.20)  | 10 (0.04) | 4 CHILDREN                | 2 (0.01)  | 4 CHILDREN | 0 (0.00) | 0 (0.00) | 60 (0.23)  |

143 17 143STAFF REDUCED

|              |            |            |                           |           |            |          |          |            |
|--------------|------------|------------|---------------------------|-----------|------------|----------|----------|------------|
| STRONG AGREE | 12 (0.27)  | 14 (0.20)  | 2 CHILDREN                | 3 (0.04)  | 4 CHILDREN | 0 (0.00) | 0 (0.00) | 14 (0.20)  |
| AGREE        | 59 (0.29)  | 20 (0.10)  | ONE CHILD                 | 5 (0.02)  | 2 CHILDREN | 0 (0.00) | 0 (0.00) | 27 (0.13)  |
| DISAGREE     | 375 (0.27) | 100 (0.07) | WITH 17 9TH THRU 12TH GRD | 14 (0.01) | 3 CHILDREN | 2 (0.00) | 0 (0.00) | 153 (0.15) |
| NO OPINION   | 69 (0.27)  | 15 (0.06)  | 4 CHILDREN                | 5 (0.02)  | 4 CHILDREN | 0 (0.00) | 1 (0.00) | 60 (0.23)  |

143 128 143 STAFF REDUCED 128 (EACH) PUPIL RATIO

|              | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | 25 (0.22)    | 13 (0.18)  | 31 (0.44)  | 1 (0.01)   |
| AGREE        | 24 (0.12)    | 41 (0.20)  | 117 (0.57) | 9 (0.04)   |
| DISAGREE     | 350 (0.25)   | 440 (0.31) | 503 (0.26) | 77 (0.05)  |
| NO OPINION   | 45 (0.17)    | 66 (0.25)  | 100 (0.33) | 40 (0.15)  |

143 134 143 STAFF REDUCED WITH 13-BUDGET SPENT WISE

|              | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | 16 (0.23)    | 19 (0.27)  | 24 (0.34)  | 9 (0.13)   |
| AGREE        | 13 (0.09)    | 62 (0.60)  | 50 (0.24)  | 48 (0.23)  |
| DISAGREE     | 207 (0.25)   | 526 (0.25) | 251 (0.18) | 370 (0.26) |
| NO OPINION   | 16 (0.06)    | 1 (0.20)   | 37 (0.14)  | 143 (0.57) |

143 131 143 STAFF REDUCED WITH 13 INCREASE TAXES

|              | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | 20 (0.25)    | 15 (0.21)  | 19 (0.27)  | 6 (0.05)   |
| AGREE        | 22 (0.16)    | 53 (0.26)  | 73 (0.32)  | 36 (0.17)  |
| DISAGREE     | 452 (0.32)   | 444 (0.31) | 231 (0.16) | 241 (0.17) |
| NO OPINION   | 38 (0.15)    | 69 (0.26)  | 62 (0.24)  | 82 (0.32)  |

143 139 143 STAFF REDUCED WITH 13 TAX OVERHAUL

|              | STRONG AGREE | AGREE      | DISAGREE   | NO OPINION |
|--------------|--------------|------------|------------|------------|
| STRONG AGREE | 24 (0.24)    | 15 (0.21)  | 14 (0.20)  | 12 (0.17)  |
| AGREE        | 37 (0.18)    | 53 (0.26)  | 58 (0.28)  | 43 (0.21)  |
| DISAGREE     | 471 (0.34)   | 447 (0.32) | 160 (0.11) | 283 (0.14) |
| NO OPINION   | 43 (0.17)    | 62 (0.24)  | 34 (0.13)  | 101 (0.39) |

THE NUMBER OF RESPONDENTS 2075



T: 002 ~ 00

APPENDIX II



BEVERLY HILLS UNIFIED SCHOOL DISTRICT • 255 SO. LASKY DRIVE, BEVERLY HILLS, CALIF. 90212  
Area Code (213) 277-5900

April 25, 1972

Dear Friends:

We need a few minutes of your time to assist us in reassessing and establishing goals for the Beverly Hills Unified School District. Your responses to the attached community survey will provide valuable and necessary data in our continuing effort to evaluate our current program and to project educational goals for the Seventies.

All segments of our community are represented in our sampling: parents, non-parents, single-unit and multi-unit residents, business and professional people, students, and school district employees. No signatures are requested.

Would you take a few minutes today and complete the survey and return it in the addressed, stamped envelope provided? We need your answers in our data bank. We need all returns by May 16, 1972.

We appreciate your time and assistance in making what we consider a good school district better.

Yours very truly,

Arthur Malin, M. D.  
President, Board of Education

K. L. Peters  
Superintendent of Schools

AM/KLP:vc  
Enclosure

A

181

## The Beverly Hills Community Looks at its Schools

*In order to correlate responses from various segments of the community, but not to identify individuals, would you please indicate on the appropriate lines in each section the items that describe your situation.*

### Section A

|  | 1                        | 2                        | 3                        | 4                        |    |
|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
|  | 1-2                      | 3-5                      | 6-10                     | Over                     |    |
|  | yrs.                     | yrs.                     | yrs.                     | 10 yrs.                  |    |
| How many years have you lived in Beverly Hills?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5  |
|  | Yes                      | No                       |                          |                          |    |
| I own a home in Beverly Hills.   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 6  |
| I own a business in Beverly Hills.   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 7  |
| I rent an apartment in Beverly Hills.  | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 8  |
| I am employed in Beverly Hills.  | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 9  |
| I am employed by the Beverly Hills Unified School District.                              | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 10 |
| I am a student at Beverly Hills High School.   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 11 |
| I am a graduate of Beverly Hills High School.  | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 12 |
| I moved here primarily in order for my child (children) to attend Beverly Hills Schools. | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          | 13 |

### Section B

*Check the category (categories) in which your child (children) is enrolled in the Beverly Hills Unified School District, and check other categories which may apply.*

|   | Number of Children       |                          |                          |                          |                          |    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|
|   | 1                        | 2                        | 3                        | 4                        | More                     |    |
| K through 3rd grade                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14 |
| 4th through 5th grade                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 |
| 6th through 8th grade                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16 |
| 9th through 12th grade                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17 |
| Child (Children) preschool                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18 |
| Child (Children) graduated from Beverly Hills High School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19 |
| No applicable category                                    | <input type="checkbox"/> |                          |                          |                          |                          | 20 |

### Section C

*Which are your best sources of information about Beverly Hills Schools? Please rate each source in spaces below.*

|  | 1                        | 2                        | 3                        | 4                        | 5                        |    |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|
|  | Most Useful              | Usually Useful           | Useful                   | Occasionally Useful      | Not Useful               |    |
| Newspapers                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21 |
| Talks with teachers and other school personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22 |
| District publications                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23 |
| Periodic newsletters from your principal       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24 |
| PTA newsletters                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25 |
| PTA meetings                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26 |
| Others (specify) _____                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27 |

**Section D**

*Which newspapers do you read regularly? Check the appropriate space or spaces.*

|  |                          |    |
|--|--------------------------|----|
| Beverly Hills Courier                              | <input type="checkbox"/> | 28 |
| Beverly Hills Independent                          | <input type="checkbox"/> | 29 |
| Beverly Hills Post                                 | <input type="checkbox"/> | 30 |
| Highlights (Beverly Hills High School publication) | <input type="checkbox"/> | 31 |
| Los Angeles Herald-Examiner                        | <input type="checkbox"/> | 32 |
| Los Angeles Times, West Side Section               | <input type="checkbox"/> | 33 |

*Of these, which is your best source of information about Beverly Hills Schools? Check one space.*

|  |                          |    |
|--|--------------------------|----|
| Beverly Hills Courier                              | <input type="checkbox"/> | 34 |
| Beverly Hills Independent                          | <input type="checkbox"/> | 35 |
| Beverly Hills Post                                 | <input type="checkbox"/> | 36 |
| Highlights (Beverly Hills High School publication) | <input type="checkbox"/> | 37 |
| Los Angeles Herald-Examiner                        | <input type="checkbox"/> | 38 |
| Los Angeles Times, West Side Section               | <input type="checkbox"/> | 39 |

*In which of the following area(s) would you like more information? Check the appropriate space or spaces.*

|   |                          |    |
|---|--------------------------|----|
| Subjects that are taught in individual grades   | <input type="checkbox"/> | 40 |
| Counseling and guidance services  | <input type="checkbox"/> | 41 |
| Grading and homework policies   | <input type="checkbox"/> | 42 |
| How reading, math, science, etc. are taught   | <input type="checkbox"/> | 43 |
| Information on special classes (for hard of hearing, speech handicapped, high intelligence, etc.) | <input type="checkbox"/> | 44 |
| District financial status   | <input type="checkbox"/> | 45 |
| Current news of Board of Education actions  | <input type="checkbox"/> | 46 |
| What to expect from your child at certain ages and how you can help at home and school.           | <input type="checkbox"/> | 47 |
| How well your child is doing in school  | <input type="checkbox"/> | 49 |
| Others (specify) _____  | <input type="checkbox"/> | 49 |

**Section E**

*These are the kinds of educational goals that are listed most frequently for school districts. How do you rate them in order of importance for students? Check one space for each item.*

|   |  |  |
|---|--|--|
| 1                                       | 2  | 3  |
| Essential<br>for District<br>to Provide | District to<br>Provide if<br>Funds<br>Permit | Not<br>Necessary<br>for District<br>to Provide |

**BASIC COMMUNICATION SKILLS:**

|   |                          |                          |                          |    |
|---|--------------------------|--------------------------|--------------------------|----|
| Fundamental skills—to be able to read, spell, punctuate, use correct grammar and legible penmanship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50 |
| To communicate ideas in writing effectively   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 51 |
| Oral expression—to be able to listen and speak with understanding and think intelligently           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 52 |
| Mass media—to develop standards for judgment of T.V., radio, magazines and newspapers               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 53 |

**ART:**

|   |                          |                          |                          |    |
|---|--------------------------|--------------------------|--------------------------|----|
| To develop taste and discrimination in art                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 54 |
| To develop skills in the use of art media                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 55 |
| To develop knowledge and understanding of fine works of art | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 56 |

**Section E**

*These are the kinds of educational goals that are listed most frequently for school districts. How do you rate them in order of importance for students? Check one space for each item.*

|   | 1<br>Essential<br>for District<br>to Provide | 2<br>District to<br>Provide if<br>Funds<br>Permit | 3<br>Not<br>Necessary<br>for District<br>to Provide |    |
|---|--|---|---|----|
| <b>COUNSELING and GUIDANCE SERVICES:</b>  |  |   |   |    |
| To help students deal with personal problems  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 57 |
| To provide vocational planning, including job requirements and trends                             | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 58 |
| To provide educational planning, including high school, college and career                        | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 59 |
| <b>BASIC EDUCATIONAL GOALS:</b>   |  |   |   |    |
| To foster a continuing interest in learning   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 60 |
| To encourage self-directed learning   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 61 |
| To provide for the acquisition of basic skills  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 62 |
| <b>FOREIGN LANGUAGE:</b>  |  |   |   |    |
| To be able to understand, speak, read and write a foreign language                                | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 63 |
| To understand and appreciate different customs and ways of living                                 | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 64 |
| To develop a positive attitude toward the learning of a foreign language                          | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 65 |
| <b>READING:</b>   |  |   |   |    |
| To develop skills in understanding written materials  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 66 |
| To develop an appreciation of literature  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 67 |
| To develop standards for judging written materials  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 68 |
| <b>PHYSICAL EDUCATION:</b>  |  |   |   |    |
| To encourage sportsmanship  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 69 |
| To foster the physiological development of the student  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 70 |
| To develop knowledge of games and use of equipment  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 71 |
| To provide students with these skills to carry over into their leisure time                       | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 72 |
| To provide an avenue for wholesome release of tension   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 73 |
| <b>SOCIAL SCIENCES:</b>   |  |   |   |    |
| To develop knowledge and learn facts of American history, government, geography, etc.             | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 74 |
| To develop knowledge of related fields such as anthropology, social psychology and the humanities | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 75 |
| To develop an understanding of the influences of the social sciences in today's world             | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 76 |
| To increase the student's community involvement   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 77 |
| <b>MATHEMATICS:</b>   |  |   |   |    |
| Fundamental skills--to be able to add, subtract, multiply, divide                                 | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 78 |
| Application--to be able to use skills in everyday situations                                      | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 79 |
| To meet college entrance requirements in mathematics  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 80 |



**Section E**

*These are the kinds of educational goals that are listed most frequently for school districts. How do you rate them in order of importance for students? Check one space for each item.*

|  | 1<br>Essential<br>for District<br>to Provide | 2<br>District to<br>Provide if<br>Funds<br>Permit | 3<br>Not<br>Necessary<br>for District<br>to Provide |    |
|--|--|---|---|----|
| <b>SCIENCE:</b>  |  |   |   |    |
| To assist the student to gain knowledge of scientific facts and principles                     | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 81 |
| To encourage the student to apply scientific procedures in daily living                        | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 82 |
| To develop interest in and appreciation of the nature and purposes of science                  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 83 |
| <b>THEATER ARTS:</b>   |  |   |   |    |
| To develop taste and selectivity in the theater arts   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 84 |
| To develop performing skills in school productions   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 85 |
| To gain a broader understanding through knowledge of dramatic literature                       | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 86 |
| <b>MUSIC:</b>  |  |   |   |    |
| To develop appreciation and discrimination in the world of music                               | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 87 |
| To develop skills in reading, creating and performing  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 88 |
| To develop concepts and an understanding of the elements of music                              | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 89 |
| <b>SPECIAL PROGRAMS:</b>   |  |   |   |    |
| To provide classes for the physically, mentally or emotionally handicapped                     | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 90 |
| To provide classes for gifted students   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 91 |
| To provide classes for potential dropouts  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 92 |
| To provide classes for adults  | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 93 |
| To provide classes for non-English speaking students   | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 94 |
| <b>JOB SKILLS:</b>   |  |   |   |    |
| To help the student gain skills in business, education, technical arts, etc., for personal use | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 95 |
| To provide exposure to a wide area of vocational and technical skills                          | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 96 |
| To equip the student with employable skills after high school graduation                       | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                            | 97 |

**Section F**

*Which of the following goals are primarily a school responsibility, and which are primarily a home responsibility?*

|  |  |  |           |  |
|--|--|--|-----------|--|
|  | 1  | 2  | 3         |  |
|  | Primarily<br>a School<br>Responsi-<br>bility | Primarily<br>a Home<br>Responsi-<br>bility | Undecided |  |

**CITIZENSHIP:**

To help children understand the rights and responsibilities of individuals in our society

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

98

To teach obligations and responsibilities of a democratic society

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

99

To help develop the student's political philosophy

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

100

**PATRIOTISM:**

To develop loyalty to the ideals of our democracy

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

101

To develop an understanding of our American heritage

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

102

**ATTITUDES TOWARD SCHOOL:**

To help the child develop a strong desire to learn

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

103

To help the student determine his career goals

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

104

**SELF-ESTEEM:**

To help the student develop a sense of his own worth and to build confidence in his ability to achieve his own goals

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

105

**HEALTH and SAFETY:**

To help the student understand and practice the principles of health and safety

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

106

To help the student understand and have a healthy attitude toward sex

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

107

To help the student understand the effects of drugs

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

108

**INDIVIDUAL GROWTH:**

To encourage each student to explore and develop his special interests and abilities

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

109

To encourage each student to think through problems before making decisions

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

110

To encourage the student to memorize and retain information

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

111

To develop in the student the ability to locate needed information

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

112

**RESPONSIBILITY:**

To help the student learn to accept responsibility for his own actions

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

113

**RELATIONSHIPS TO OTHERS:**

To assist the student in learning to get along with others and to adjust successfully to a variety of situations

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

114

**RESPECT FOR LIFE:**

To enhance the student's feeling of the importance of life and living

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

115

**RELIGIONS:**

To acquaint the student with major religions of the world

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

116

To instill a sense of religious commitment

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

117

**Section G**

*Please indicate your feelings about the following statements relating to educational programs in Beverly Hills by responding to the questions below:*

|   | 1<br>Strongly<br>Agree   | 2<br>Agree               | 3<br>Disagree            | 4<br>No Opinion<br>or Not<br>Applicable |     |
|---|--------------------------|--------------------------|--------------------------|---|-----|
| Children in Beverly Hills are getting a better education than children in most cities in California.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 118 |
| Homework assignments are inadequate for my child's needs.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 119 |
| The school program is meeting my child's individual needs in relation to his abilities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 120 |
| It is appropriate for the district to maintain dress and grooming standards.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 121 |
| Beverly Hills elementary teachers are superior to teachers in other districts.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 122 |
| Beverly Hills secondary teachers are superior to teachers in other districts.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 123 |
| As a parent I do not have sufficient access to my child's teachers for conferences and information.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 124 |
| The school administrators give a fair hearing to differing opinions in matters relating to my child's progress in school.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 125 |
| The Board of Education is interested in what the ordinary citizens think.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 126 |
| The school district administration is interested in what the ordinary citizens think.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 127 |
| Teacher/pupil ratio (class size) is the most important factor in learning.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 128 |
| Generally the school administrators give a fair and impartial hearing to matters relating to my child's progress in school.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 129 |
| The excellence of the teacher is a more important factor in learning than class size (ratio of students to teachers).               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 130 |
| The main purpose of the educational program is to prepare my child for college entrance.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 131 |
| The school district provides for the needs of the less academically able.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 132 |
| The State of California should contribute at least half of the funds required to support local school districts.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 133 |
| The school district budget is spent wisely for the benefit of all students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 134 |
| I would be willing to increase taxes in order to maintain the present program in Beverly Hills Schools.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 135 |
| As taxpayers we get our money's worth for dollars we invest in schools in Beverly Hills.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 136 |
| The local community should determine what programs are implemented in the schools.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 137 |
| There are educational programs that should be eliminated because they are too expensive and serve only the needs of a few students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 138 |
| I would vote for a tax override to maintain the present level of programs in Beverly Hills Schools.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 139 |
| A student's appearance affects his attitude toward school.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 140 |
| In order to reduce the budget, special programs should be curtailed or eliminated.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 141 |
| In order to reduce the budget, present salary levels should be reduced.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 142 |
| In order to reduce the budget, staff should be reduced.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                | 143 |

*This space is for your comments and suggestions:*

187