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ABSTRACT

Two high school classes, from each of five high schools, separated by five years in time of graduation, are studied and analyzed in depth. Their educational and employment activities as well as selected attitudes towards the high school experience are reported in abundant detail. The research method used was stratified sampling. The crucial question was whether a stratum is related to the post-graduation activity or attitude of students. The graduate's sex, race, high school program, and grade-point average were found to be most germane to the survey's purpose. A statistical description of the class of 1973 is followed by statistical data on the graduates in such areas as: educational and occupational activity a year later; type of education institution attending; educational goals; employment situation and attitude; usefulness of high school courses in present activity; person most helpful in planning for the future; the value of membership in extra-curricular activities; the helpfulness of high school in learning selected skills; evaluations of instructors and counselors. Similar data is then presented for the class of 1969. Brief remarks clarify tables of data; there is no comparison of the two groups, and no summarization or conclusion.

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An Analysis of the Evaluation of High School Experiences
in Reference to the Personal and Educational Characteristics
of the Graduating Classes of 1973 and 1969

an educational and occupational status
survey by applied sampling technique

SALINAS UNION HIGH SCHOOL DISTRICT

Dr. Lawrence LeKander
Asst. Supt.-Instructional Services

Mr. Robert P. Binns
Superintendent

Board of Trustees

Mr. Edwin Angstadt, President
Mr. Larry J. Balentine
Mr. Daniel J. Krishun
Mr. Seymour Lesser
Mr. James F. Reavis

Frederick M. Greaves
Research Assistant

September 1974

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Preface

In order to continue receiving state and federal vocational education funds, school districts are required to determine the employment status of students who have terminated their education prior to graduation, or who have recently graduated, if those students completed state or federally funded occupational classes. In compliance, form VE 45 reports whether the former student is unemployed, or, if employed, whether the job is unrelated, somewhat related, or very related to their previous occupational training.

While conducting the annual survey, school districts are encouraged to expand the employment survey to include the balance of the graduating class and to inquire into other matters that may be of interest to the district.

So from that reason for beginning has grown the present follow-up practices of the Salinas Union High School District.

Comprehensive follow-up studies of recently graduated classes have been performed since 1970. It became practice to study in great detail the most recently graduated class and only the current activity of classes graduated a year and two years earlier. This follow-up study is a departure from that practice in that two classes separated five years in time of graduation are studied and analyzed in depth. These are the graduating classes of 1969 and 1973. Their educational and employment activities as well as selected attitudes towards the high school experience are reported in abundant detail.

"She relives" through five years in an instant, and behind her trail the great shadowy memories that are life's real substance and the spirit's strength."

The Fortunate Pilgrim
Mario Puzo

Introduction

In Project Trace I, the Santa Barbara County Office of Education contracted with Human Factors Research Incorporated to conduct a follow-up study of the 1971 graduates from five high schools in that county. Human Factors is a firm specializing in market analysis and related professional sampling techniques associated with population studies. The survey of graduates was conducted in 1972.

Project personnel from Human Factors meet with representatives of the five schools' administrative, counseling and teaching staffs to work out the survey instrument's contents. In addition, the student school record was reviewed to select pertinent data for a descriptive profile of each graduate. At that time it was not known which student characteristic would prove to be predictive of post-graduation activities and attitudes; so many were selected.

The survey effort produced a response from the graduates of a little over 80%. A return of this magnitude made it possible to construct an accurate description of the post-graduation activities and attitude of the 1971 graduating classes. Following development of the description based upon the 80% return, computer programs were written to test whether two sampling methods, had either been used, would have produced significantly different results than the complete census approach. The two sampling methods were a single stage random sample and a multi-staged stratified, systematic random sample. It was learned that either sampling method would have produced results well within acceptable sampling error limits, but the stratified method yielded the least error.

A complete census of a graduating class of 1200 students, which is approximately what Salinas graduates each year, would require at least 1800 first-class mailings of questionnaires as well as approximately 1000 business reply returns. The cost of these mailings alone is three hundred dollars. Stratified sampling of the same graduating class would require about 60 first-class mailings and 360 business reply returns and a mail cost of about one hundred and five dollars. The cost benefit alone makes the sampling method attractive. Since the error from the

"true" results associated with this method is no greater than three to five percent, the method is even more attractive.

The stratification concept is simple. For instance, a population of high school students could first be stratified into class: freshmen, sophomores, et cetera, then stratified by sex, then by race, high school program, grade point average, ad infinitum. Producing an infinite number of strata would be pointless. The crucial question is whether a strata is related to the post-graduation activity or attitude of students. Human Factors also investigated this question to determine which student profile characteristic was in fact related to activity and attitude. The graduate's sex, ethnic racial group, high school program, and grade point average were found to be most germane to the survey's purpose.

Project Trace II and III were state-wide field tests of the stratified, systematic random sampling method. Selected school districts representing the rural-urban, agricultural-industrial, affluent-impooverished, high-low ethnic and racial proportions of student population diversity of California were invited to become project participants. Salinas was privileged to participate in both field testings.

The product each participant district received after each field test was a quantified computer print out expressing response to each questionnaire item in number and percent of respondents tabulated by total and for each of the several strata. The quantified data are the bare bones of the survey. To be helpful and useful to most people that data must be interpreted qualitatively. That is the purpose of this study.

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PART I

FOLLOW UP SURVEY OF THE GRADUATING CLASS OF 1973

DESCRIPTION OF THE GRADUATING CLASS OF 1973

Ethnic/Racial Composition
reported by high school with district summation
in number of persons and (percent) of class

	Alisal	North Salinas	Salinas	District	
Black	8 (2)	3 (1)	5 (1)	16 (1)	n %
Caucasian	220 (55)	257 (71)	295 (73)	772 (66)	
Spanish Surname	125 (31)	49 (13)	49 (12)	223 (19)	
Other	47 (12)	54 (15)	56 (14)	157 (13)	
Not classifiable	2 (-)	- (-)	- (-)	2 (-)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

The ethnic/racial composition of a graduating class is a reflection of the population of families with school-age children living within the attendance area served by that school.

Grade Point Average by Sex

Females

	Alisal	North Salinas	Salinas	District	
0-1.9	19 (10)	13 (6)	27 (13)	59 (10)	n %
2-2.9	121 (61)	120 (59)	125 (58)	366 (60)	
3-4.0	58 (29)	69 (35)	63 (29)	190 (30)	
Total	198	202	215	615	n
Percent	(100)	(100)	(100)	(100)	%

Males

	Alisal	North Salinas	Salinas	District	
0-1.9	35 (17)	32 (20)	34 (18)	101 (18)	n %
2-2.9	122 (60)	97 (60)	118 (62)	337 (61)	
3-4.0	45 (22)	32 (20)	38 (20)	115 (21)	
Total Percent	202 (100)	161 (100)	190 (100)	553 (100)	n %

In general females maintain higher grade point averages than males. At the same time there appears to be more uniformity in the grading of males between schools, than females.

High School Program*

	Alisal	North Salinas	Salinas	District	
College Preparatory	76 (19)	90 (25)	141 (35)	307 (26)	n %
General	220 (55)	195 (54)	190 (47)	605 (52)	
Vocational Prep	106 (26)	78 (21)	74 (18)	258 (22)	
Total Percent	402 (100)	363 (100)	405 (100)	1170 (100)	n %

*(Note: High school programs are not mutually exclusive. Some General and Vocational Preparatory students complete College Preparatory classes and vice versa. A large number of classes are common to all programs: English, Social Studies, Physical Education and others. Perhaps the chief distinction between programs is as an expression or statement of personal expectation or meaning.)

The definition of which classes constitute each program is critical. Although three attempts were made during the series of projects to clarify the specific composition of each program, these efforts failed. Therefore, the results of the survey will not be compared and

contrasted between these characteristics in this part of the study. However, the statistics displayed above are reasonably accurate.

The chief difference between schools is in the proportion of College Preparatory students. The reasons underlying the differences are unknown. At this point answers would be speculative at best.

Number of Years of Attendance at High School
Prior to Graduation

	Alisal	North Salinas	Salinas	District	
1	11 (3)	14 (4)	24 (6)	49 (4)	n %
2	15 (4)	22 (6)	19 (5)	56 (5)	
3	31 (8)	21 (6)	30 (7)	82 (7)	
4	343 (85)	306 (84)	332 (82)	981 (84)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

At least 90% of the graduating class had attended Salinas public high schools for three or four years. Eighty-four percent had attended for four years. Not only does this statistic indicate population stability, but considerable authority to the evaluations obtained from the respondent. It should be noted that the 981 students with four years of attendance represented 61.3% of the ninth grade class that began high school in September 1969.

Graduating Class, Size of Survey Sample and Survey Response*

	Alisal	North Salinas	Salinas	District	
Number in Graduating Class	402	363	405	1170	n
Number in Survey Sample	155	146	153	454	n
Number of Survey Responses	117	127	133	377	n
Rate of Response	75	87	87	83	%

* (Note: The survey samples are designed to produce validity with an 80% or more response. One school, Alisal, fell four persons short of the requirement. Therefore, its results are slightly less reliable (error associated with its statistics is approximately $\pm 5\%$). The error associated with statistics for both of the other schools is about $\pm 3\%$)

ACTIVITY IN ALL OCCUPATIONAL ACTIVITY AS OF FEBRUARY 1974

Activity by School with District Summation
(activities are not mutually exclusive)

	Alisal	North Salinas	Salinas	District	
In School Full Time	197 (49)	167 (46)	219 (54)	583 (50)	n %
In School Part Time	40 (10)	47 (13)	41 (10)	128 (11)	
In School and Working	121 (30)	120 (33)	142 (35)	383 (33)	
Working Full Time	109 (27)	91 (25)	109 (27)	309 (26)	
Working Part Time	129 (32)	123 (34)	138 (34)	390 (33)	
Armed Forces	12 (3)	18 (5)	20 (5)	50 (4)	
Home Work	8 (2)	7 (2)	8 (2)	23 (2)	
Unreported Activity	36 (9)	33 (9)	12 (3)	81 (7)	n %

Follow up studies of consecutive graduating classes enable the following comparison.

Activity	<u>Graduating Class of</u>					
	<u>1971</u>		<u>1972</u>		<u>1973</u>	
	Persons	%	Persons	%	Persons	%
In School	630	(57)	663	(60)	711	(61)
Full Time	540	(49)	533	(48)	583	(50)
Part Time	90	(8)	130	(12)	128	(11)
Working	584	(53)	671	(61)	700	(59)
Full Time	302	(27)	285	(26)	309	(26)
Part Time	282	(25)	386	(35)	390	(33)
In School and Working	300	(27)	375	(34)	383	(33)

The proportion of graduates making major commitments to full time school or full time work has remained remarkably stable. It should be anticipated that approximately one-half of a graduating class will matriculate as full time college students. Another twenty-five percent will enter full-time employment. Another significant part, perhaps ten to fifteen percent, will be engaged in part-time work and/or part-time school. About five percent will enter the armed forces. Another three to four percent of the women will become housewives.

Although the next four years in the life of a graduating class will make a substantial reduction in the proportion of the class actually graduating from a four-year college to about 20%, the first and most significant change in activity occurs within three months following graduation from high school.

Activity by School and Sex of the Graduate

	<u>In School Full/Part Time</u>				n	%
	Alisal	North Salinas	Salinas	District		
Female	127 (64)	125 (62)	146 (68)	398 (65)	n	%
Male	109 (54)	89 (55)	112 (59)	310 (56)	n	%

In School Full/Part Time and Working Full/Part Time

	Alisal	North Salinas	Salinas	Percentage
Female	58 (29)	65 (32)	75 (35)	100
Male	69 (34)	53 (33)	67 (35)	100

Working Full/Part Time

	Alisal	North Salinas	Salinas	Percentage
Female	106 (53)	117 (58)	124 (58)	100
Male	136 (67)	98 (61)	122 (64)	100

Generally, difference in the sex of the graduate accounts for more of the variability in activity than difference in school of graduation. Typically between sixty and seventy percent of the Seniors are employed. About the same proportion will work full or part time after graduation. It is the proportion that continue with school that drops sharply to approximately sixty percent.

Activity by School and Graduate's Ethnic/Racial Background

In School Full/Part Time

	Alisal	North Salinas	Salinas	Percentage
Black	3 (33)	3 (100)	1 (25)	100
Caucasian	128 (58)	136 (53)	180 (61)	100
Spanish Surname	69 (55)	30 (61)	34 (69)	100
Other	40 (82)	39 (72)	43 (76)	100

In School Full/Part Time and Working Full/Part Time

	Alisal	North Salinas	Salinas	District	
Black	- (-)	- (-)	1 (25)	1 (6)	n %
Caucasian	68 (31)	82 (32)	97 (33)	247 (32)	
Spanish Surname	36 (29)	14 (28)	19 (38)	69 (31)	
Other	12 (25)	19 (36)	22 (40)	53 (34)	n %

Working Full/Part Time

	Alisal	North Salinas	Salinas	District	
Black	3 (33)	3 (100)	5 (100)	11 (69)	n %
Caucasian	121 (55)	158 (61)	183 (62)	462 (60)	
Spanish Surname	90 (72)	25 (50)	31 (63)	146 (65)	
Other	28 (57)	30 (56)	29 (52)	87 (55)	n %

However loosely defined, analysis of activity by ethnic/racial background appears to demonstrate that there are no barriers to any of the usual post secondary choices of activity. With the exception that more of the other group, Filipinos and American Asians, choose additional education, and more blacks choose to work, there is virtually no ethnically related difference in activity.

Activity by Grade Point Average

In School Full/Part Time

	Alisal	North Salinas	Salinas	District	
0-1.9	21 (38)	20 (45)	25 (41)	66 (41)	n %
2-2.9	126 (52)	109 (50)	139 (57)	374 (53)	n %
3-4.0	88 (85)	83 (82)	95 (94)	266 (87)	n %

In School Full/Part Time and Working Full/Part Time

	Alisal	North Salinas	Salinas	District	
0-1.9	10 (19)	8 (17)	17 (28)	35 (22)	n %
2-2.9	70 (29)	74 (34)	85 (35)	229 (33)	n %
3-4.0	40 (39)	40 (40)	38 (38)	118 (39)	n %

Working Full/Part Time

	Alisal	North Salinas	Salinas	District	
0-1.9	30 (56)	25 (56)	48 (78)	103 (64)	n %
2-2.9	156 (64)	137 (63)	156 (64)	449 (64)	n %
3-4.0	53 (51)	52 (51)	44 (44)	149 (49)	n %

It is very clear that Grade Point Average in high school and the decision to continue on to college are strongly associated.

Apparently fewer high G.P.A. students attend college and work part time than the middle G.P.A. group (high G.P.A. 44%, middle 61%).

What the long term importance of these details are is unknown.

3. TYPE OF POST SECONDARY EDUCATIONAL INSTITUTION ATTENDING

	Alisal	North Salinas	Salinas	District	
Four Year College/ University	45 (19)	34 (16)	68 (26)	47 (21)	n %
Technical School*	2 (1)	- (-)	3 (1)	5 (1)	
Trade School*	2 (1)	2 (1)	- (-)	4 (1)	
Private Business School*	9 (4)	- (-)	3 (1)	12 (2)	
Community College	175 (74)	176 (82)	187 (72)	538 (76)	
Total Percent	237 (100)	214 (100)	260 (100)	711 (100)	n %
Number Graduated	402	363	405	1170	

*(Note: Since Technical, Trade, and Private Business Schools do not attract many graduates at this point in their post-secondary careers, they will not be treated further).

The proportion of a graduating class attending a four-year college or university during the first year after completing high school should be expected to remain within a range of 15 to 25% of the class:

Graduation Class of

1970*	1971	1972	1973	
(24)	(21)	(16)	(21)	%

*from 1972 study of class

And the proportion attending a community college has remained quite stable:

1970	1971	1972	1973	
(73)	(75)	(78)	(76)	%

The balance each year were attending technical, trade or business colleges.



Type of College Attended by School and Sex of the Graduate

Four-Year College/University Attendance by Sex

	Alisal	North Salinas	Salinas	District	
Female	29 (64)	24 (71)	38 (56)	91 (62)	n %
Male	16 (36)	10 (29)	30 (44)	56 (38)	
Total Percent	45 (100)	34 (100)	68 (100)	147 (100)	n %

Community College Attendance by Sex

	Alisal	North Salinas	Salinas	District	
Female	88 (50)	101 (57)	105 (56)	294 (55)	n %
Male	87 (50)	75 (43)	82 (44)	244 (45)	n %
Total Percent	175 (100)	176 (100)	187 (100)	538 (100)	n %

About half again as many females attend four-year colleges as males. This is a reversal not only of state trends but national as well. This year's study of the class of 1969 indicates that more Salinas females earn four-year degrees than males.

Type of College/University Attendance by School
and Graduate's Ethnic/Racial Background

Four Year College/University Attendance by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	3 (7)	- -	- -	3 (2)	n %
Cuban	22 (49)	25 (74)	56 (82)	103 (70)	
Spanish Surname	15 (33)	- -	6 (9)	21 (14)	
Other	3 (11)	9 (26)	6 (9)	20 (14)	
Total Percent	45 (100)	34 (100)	68 (100)	147 (100)	n %

Community College Attendance by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	- (-)	3 (2)	1 (1)	4 (1)	n %
Caucasian	92 (53)	105 (60)	125 (67)	322 (60)	
Spanish Surname	51 (29)	30 (17)	25 (13)	106 (20)	
Other	32 (18)	38 (21)	36 (19)	106 (20)	
Total	175	176	187	538	n
Percent	(100)	(100)	(100)	(100)	%

There is a superficial relationship between ethnic/racial background and attendance at four-year colleges. It cannot be demonstrated from the data, but it is reasonable to think attendance at four-year colleges is much more influenced by family economic ability rather than ethnic background per se. But the matter cannot be reduced to the pocketbook alone. It is a very complicated matter dealing with many sociological, psychological, economic, religious and intellectual influences.

Type of College/University Attendance by School
and Grade Point Average

Four-Year College/University Attendance by Grade Point Average

	Alisal	North Salinas	Salinas	District	
0-1.9	7 (15)	- -	3 (2)	10 (7)	n %
2-2.9	12 (27)	9 (26)	22 (32)	43 (29)	
3-4.0	26 (58)	25 (74)	43 (66)	94 (64)	
Total	45	34	68	147	n
Percent	(100)	(100)	(100)	(100)	%

Community College Attendance by Grade Point Average

	Alisal	North Salinas	Salinas	District	
0-1.9	14 (8)	20 (11)	20 (11)	54 (10)	n %
2-2.9	105 (60)	94 (53)	114 (61)	313 (58)	
3-4.0	56 (32)	62 (36)	53 (28)	171 (32)	
Total Percent	175 (100)	176 (100)	187 (100)	538 (100)	n %

4. EDUCATIONAL GOALS OF GRADUATES ATTENDING COMMUNITY COLLEGES

	Alisal	North Salinas	Salinas	District	
Transfer to Four- Year College	79 (45)	113 (64)	125 (67)	317 (59)	n %
A. A. Degree only	53 (30)	28 (16)	36 (19)	117 (22)	
Certificate Program	9 (5)	9 (7)	- (-)	18 (4)	
No Clear Plans	34 (20)	23 (13)	26 (15)	83 (15)	
Total Percent	175 (100)	176 (100)	187 (100)	538 (100)	n %

Community College Students Who Plan Two-Year
A.A. Program Only by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	-	-	-	-	
Caucasian	32 (56)	20 (67)	20 (58)	72 (60)	n %
Spanish Surname	22 (39)	7 (23)	7 (21)	36 (30)	
Other	3 (5)	3 (10)	7 (21)	13 (10)	
Total Percent	67 (100)	30 (100)	34 (100)	121 (100)	n %

Community College Students Who Plan Two-Year
A.A. Program Only by Grade Point Average

	Alisal	North Salinas	Salinas	District	
0-1.9	14 (24)	- (-)	12 (33)	26 (21)	n %
2-2.9	38 (64)	13 (45)	24 (67)	75 (62)	
3-4.0	7 (12)	16 (55)	- -	21 (17)	
Total Percent	59 (100)	29 (100)	36 (100)	122 (100)	n %

As would be expected about two-thirds of the graduates attending four-year colleges have high grade point averages. However, twice as many high G.P.A.'s attend community colleges as four-year schools. It was learned in the follow up of the class of 1972 that the high G.P.A. community college students do not transfer from the community colleges at the completion of the first year of college.

Of the three hundred and seventy-five 1971 graduates who attended Hartnell, one hundred graduated in June 1973 and were awarded an Associate of Arts degree or other certificate. Dr. Victor Willits, Hartnell Dean of Students, indicated that another fifty students completed the second year but did not fulfill the requirements for the degree or certificate. In other words, about 40% of the original group completed two years of study. About fifteen students transferred from community colleges to four-year colleges upon completion of their first year of study.

1. COLLEGE OR UNIVERSITY ATTENDED

	Alisal	North Salinas	Salinas	District	n	%
Any Univ. of California	2 (1)	6 (3)	21 (8)	29 (4)	29	2.47
Any Calif. State Univ.	12 (5)	26 (12)	21 (8)	59 (8)	59	5.04
Calif. Community College	175 (74)	173 (81)	188 (73)	536 (77)	536	45.81
Any Other Calif. College	33 (14)	4 (2)	18 (7)	55 (8)	55	4.70
Any College Outside Calif.	9 (4)	- -	10 (4)	19 (3)	19	1.62
Total	236 (100)	214 (100)	258 (100)	708 (100)	708	59.64

About 60% (or 320) of the students plan to transfer eventually to four-year colleges; however, previous follow-up experience indicates that perhaps between 100 to 120 will transfer.

Surprisingly, approximately half of the low G.P.A. students indicate plans to transfer. And about a quarter of the medium, but only twelve percent of the high G.P.A. students plan to transfer.

For purposes of clarification, 59.64% of the 1973 graduating class were enrolled at a post-secondary, two/four-year college at the time of the survey. The distribution was as follows (% of graduating class):

	n	%
Any Univ. of California	29	(2.47)
Any Calif. State Univ.	59	(5.04)
Any Calif. Community College	536	(45.81)
Any Other Calif. College	55	(4.70)
Any College Outside Calif.	19	(1.62)

University of California Attendance by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	-	-	-	-	n %
Caucasian		2 (33)	8 (38)	10 (34)	n %
Spanish Surname	2 (100)		8 (38)	10 (34)	
Other	-	4 (66)	5 (24)	9 (32)	
Total	2 (100)	6 (100)	21 (100)	29 (100)	n %

80% of the admission (23 students) were females. All admittee's were in the 3.0-4.0 grade point average range.

California State University Attendance by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	-	-	-	-	
Caucasian	4 (33)	12 (46)	8 (38)	24 (41)	n %
Spanish Surname	8 (67)	-	8 (38)	16 (27)	
Other		14 (54)	5 (24)	19 (32)	
Total	12 (100)	26 (100)	21 (100)	59 (100)	n %

60% of the admission (35 students) were males. Admittee's proportions by G.P.A. were:

	n	%
0-1.9	19	(33)
2-2.9	16	(27)
3-4.0	24	(40)

5. COLLEGIATE MAJORS (ALL COLLEGES AND UNIVERSITIES)* BY SCHOOL

Area	Alisal	North Salinas	Salinas	District	
None	53 (33)	55 (26)	79 (31)	187 (30)	n %
Business	41 (25)	19 (9)	38 (15)	98 (16)	
Education	6 (4)	15 (7)	8 (3)	29 (5)	
Engineering	3 (2)	6 (3)	3 (1)	12 (2)	
English	3 (2)	19 (9)	3 (1)	25 (4)	
Fine Arts	8 (5)	21 (10)	10 (4)	39 (6)	
Police Fire	8 (5)	13 (6)	3 (1)	24 (4)	
Sciences	27 (14)	57 (27)	69 (27)	149 (24)	
Social Sciences	15 (9)	15 (7)	46 (18)	76 (12)	
Total	162	212	254	628	n
Percent	(100)	(100)	(100)	(100)	%

*minus trade, technical and private business schools/colleges

About 60% of those without plans are males. Ethnic/Racial background does not appear to influence planning or lack of it. However, difference in G.P.A. is significant, more than 52% of those without plans were from the 0-1.9 grade group. The least in need of planning assistance were the highest G.P.A. group.

7. PRESENT EMPLOYMENT SITUATION

	Alisal	North Salinas	Salinas	District	
Unemployed, but looking for a job	69 (23)	55 (21)	46 (16)	170 (20)	n %
Apprenticeship Prog.	24 (8)	8 (3)	9 (3)	41 (5)	
On the job training	45 (15)	49 (19)	65 (25)	159 (19)	
Entered job fully qualified	128 (43)	117 (45)	157 (55)	402 (48)	
Job status not known	33 (11)	31 (12)	3 (1)	67 (8)	
Total	298	260	285	843	n
Percent	(100)	(100)	(100)	(100)	%

Relationship of Employment or Job Looking For to High School Training

	Alisal	North Salinas	Salinas	District	
Specifically related	21 (7)	13 (5)	9 (3)	43 (5)	n %
Somewhat related	63 (21)	75 (29)	77 (27)	215 (26)	
Unrelated	185 (62)	169 (65)	180 (63)	534 (63)	
Do not know rela- tionship	30 (10)	3 (1)	17 (6)	50 (6)	
Total	298	260	285	843	n
	(100)	(100)	(100)	(100)	%

Relationship Between Present Job and Job Held During High School

	Alisal	North Salinas	Salinas	District	
Very related	55 (23)	74 (32)	90 (32)	219 (29)	n %
Somewhat related	50 (21)	30 (13)	56 (20)	136 (18)	
Not Related	133 (56)	126 (54)	134 (48)	393 (53)	
Total	238	230	280	748	n
Percent	(100)	(100)	(100)	(100)	%

Business or Industry in Which Employed

	Alisal	North Salinas	Salinas	District	
Agriculture	15 (6)	2 (1)	12 (5)	29 (4)	n %
Construction	10 (4)	11 (5)	10 (4)	31 (4)	
Finance/Real Estate	15 (6)	17 (8)	2 (1)	34 (5)	
Government	17 (7)	24 (11)	34 (14)	75 (11)	
Manufacturing	22 (9)	19 (9)	25 (10)	66 (9)	
Transportation/ Communication	15 (6)	11 (5)	15 (6)	41 (6)	
Wholesale/Retail Merchandising	119 (49)	103 (48)	93 (38)	315 (45)	
Service	17 (7)	17 (8)	42 (17)	76 (11)	
Other	12 (5)	9 (4)	12 (5)	33 (5)	
Total	242	215	246	703	n
Percent	(100)	(100)	(100)	(100)	%

Major Occupational Groups of the Employed by Sex

(numbers are numbers of persons)

Males

	Alisal	North Salinas	Salinas	District	
General Office	18	8	12	38	n
Semi-skilled	35	37	30	102	
Unskilled	35	26	46	107	
Total	131	103	123		n

Females

	Alisal	North Salinas	Salinas	District	
General Office	42	55	68	165	n
Restaurant	14	3	4	21	
Sales	28	15	6	49	
Unskilled	10	6	18	34	
Total	111	112	123		

Distance of Work from High School of Graduation

Males

Miles	Alisal	North Salinas	Salinas	District	
0-10	75 (57)	85 (83)	73 (59)	233 (65)	n %
11-25	42 (32)	8 (8)	27 (22)	77 (22)	
26-50	- (-)	3 (3)	2 (2)	5 (1)	
51-100	- (-)	- (-)	6 (5)	6 (2)	
More than 100	10 (8)	3 (3)	12 (10)	25 (7)	
Total Percent	131 (100)	103 (100)	123 (100)	357 (100)	n %

Females

Miles	Alisal	North Salinas	Salinas	District	
0-10	98 (88)	97 (87)	102 (83)	297 (86)	n %
11-25	- (-)	9 (8)	6 (5)	15 (4)	
26-50	- (-)	- (-)	6 (5)	6 (2)	
51-100	3 (3)	- (-)	4 (3)	7 (2)	
More than 100	7 (6)	6 (5)	4 (3)	17 (5)	
Total Percent	111 (100)	112 (100)	123 (100)	346 (100)	n %

Those Who Helped Graduate Find Employment by School
and Sex of the Graduate

Males

	Alisal	North Salinas	Salinas	District	
Parents, relatives, friends	56 (43)	58 (56)	57 (46)	171 (48)	n %
High School Voca- tional Counselor	12 (9)	- (-)	9 (7)	21 (6)	
On Own	51 (39)	25 (24)	44 (36)	120 (34)	
Private Agency	- (-)	4 (4)	- (-)	4 (1)	
Public Agency	8 (6)	8 (8)	9 (7)	25 (7)	
Other	5 (4)	8 (8)	5 (4)	18 (5)	
Total Percent	131 (100)	103 (100)	123 (100)	357 (100)	n %

Females

	Alisal	North Salinas	Salinas	District	
Parents, relatives, friends	24 (22)	31 (28)	31 (25)	86 (25)	n %
High School Voca- tional Counselor	8 (7)	7 (6)	17 (14)	32 (9)	n
On Own	65 (59)	63 (56)	54 (44)	182 (53)	
Private Agency	- (-)	3 (3)	- (-)	3 (1)	
Public Agency	8 (7)	- (-)	7 (6)	15 (4)	
Other	4 (4)	9 (8)	14 (11)	27 (8)	
Total Percent	111 (100)	112 (100)	123 (100)	346 (100)	n %

Analysis of the employment situation is always very difficult. We know from our student surveys that more than half of the Juniors and two-thirds of the Seniors have part-time jobs. Most of these jobs were obtained by the students on their own initiative. Forty-seven percent of the employed graduates indicated that their present employment was somewhat or very related to jobs they had during high school. But only 31% stated their present jobs were somewhat or specifically related to high school training. And finally, 60% reported they were fully qualified at entry into their jobs.

The central feature concerning employment opportunities during the later part of high school and following graduation is that nearly half of the jobs that are found in retail/wholesale industry would involve clerical or general office work.

Seventy-five percent of the employed graduates work within ten miles of their high school of graduation. About 95% work within a radius of 25 miles. Females more than males tend to work close to their high school.

The principal difference between help in getting jobs and the sex of the graduate is that about one-half of the girls found employment on their own initiative while males tended to turn for help from their parents, relatives and friends.

8. GRADUATES' ATTITUDE RELATED TOWARD THEIR EMPLOYMENT - AGREEMENT WITH STATEMENTS

Agreement With The Statement: "The Work is Interesting to Me."

	Males				n
	Alisal	North Salinas	Salinas	District	
Strongly agree	17 (13)	12 (12)	31 (25)	60 (17)	8
Agree	75 (57)	62 (60)	36 (29)	173 (48)	
Not sure	5 (4)	4 (4)	26 (21)	35 (10)	
Disagree	12 (9)	8 (8)	22 (18)	42 (12)	
Strongly disagree	22 (17)	16 (16)	9 (7)	47 (13)	
Total	131	103	123	357	n
Percent	(100)	(100)	(100)	(100)	%

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	29 (26)	40 (36)	27 (22)	96 (28)	n %
Agree	62 (56)	47 (42)	62 (50)	171 (49)	
Not sure	8 (7)	9 (8)	14 (11)	31 (9)	
Disagree	12 (11)	12 (11)	14 (11)	38 (11)	
Strongly disagree	- (-)	- (-)	4 (3)	4 (1)	
Total	111	112	123	346	n
Percent	(100)	(100)	(100)	(100)	%

At this point in their employed lives females find their work more interesting than males. It is possible, since they often do different kinds of work, that the jobs of young women are more interesting.

Agreement with the Statement: "My Chances for Advancement Are Good"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	22 (17)	25 (24)	26 (21)	73 (20)	n %
Agree	46 (35)	25 (24)	48 (39)	119 (33)	
Undecided	29 (22)	33 (32)	26 (21)	88 (25)	
Disagree	5 (4)	12 (12)	5 (4)	22 (6)	
Strongly disagree	22 (17)	8 (8)	14 (11)	44 (12)	
Total	131	103	123	357	n
Percent	(100)	(100)	(100)	(100)	%

	<u>Females</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	21 (19)	25 (22)	31 (25)	77 (22)	n %
Agree	12 (11)	12 (11)	23 (19)	47 (14)	
Undecided	33 (30)	31 (28)	23 (19)	87 (25)	
Disagree	29 (26)	25 (22)	14 (11)	68 (20)	
Strongly disagree	12 (11)	12 (11)	23 (19)	47 (14)	
Total	111	112	123	346	n
Percent	(100)	(100)	(100)	(100)	%

Males more often than females tend to be optimistic about the possibility of promotion. It may be that there are more steps on the male employment ladder.

Agreement with Statement: "The Pay is Good, Considering
My Training and Experience."

	<u>Males</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	22 (17)	37 (36)	31 (25)	90 (25)	n %
Agree	80 (61)	41 (40)	53 (43)	174 (49)	
Undecided	12 (9)	8 (8)	9 (7)	29 (8)	
Disagree	12 (9)	4 (4)	17 (14)	33 (9)	
Strongly disagree	5 (4)	12 (12)	14 (11)	31 (9)	
Total	131	103	123	357	n
Percent	(100)	(100)	(100)	(100)	%

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	41 (37)	19 (17)	41 (33)	101 (29)	n %
Agree	41 (37)	68 (61)	44 (36)	153 (44)	
Undecided	12 (11)	7 (6)	7 (6)	26 (8)	
Disagree	17 (15)	7 (6)	14 (11)	38 (11)	
Strongly disagree	- (-)	12 (11)	14 (11)	26 (8)	
Total	111 (100)	112 (100)	123 (100)	346 (100)	n %

There is no apparent difference between the sexes in their attitude towards the amount of pay received on their jobs. We do not know whether there is an equality of pay per hour, day or week that would support the agreement.

Agreement with Statement: "I Am Satisfied With My Job At This Stage."

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	12 (9)	21 (20)	36 (29)	69 (19)	n %
Agree	75 (57)	45 (44)	39 (32)	159 (45)	
Undecided	12 (9)	12 (12)	17 (14)	41 (11)	
Disagree	12 (9)	12 (12)	14 (11)	36 (10)	
Strongly disagree	17 (13)	12 (12)	17 (14)	46 (13)	
Don't know	5 (4)	- (-)	- (-)	5 (1)	
Total	131 (100)	103 (100)	123 (100)	357 (100)	n %

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	29 (26)	28 (25)	31 (25)	88 (25)	n %
Agree	41 (37)	53 (47)	44 (36)	138 (40)	
Undecided	17 (15)	12 (11)	10 (8)	39 (11)	
Disagree	21 (19)	7 (6)	14 (11)	42 (12)	
Strongly Disagree	4 (4)	9 (8)	21 (17)	34 (10)	
Don't know	- (-)	3 (3)	4 (3)	7 (2)	
Total	111	112	123	346	n
Percent	(100)	(100)	(100)	(100)	%

There is also remarkable uniformity in the graduates' satisfaction with their advancement at this stage of their career.

Agreement with Statement: "My Job is Related
To My Ultimate Occupational Objectives

	Alisal	Males North Salinas	Salinas	District	
Strongly agree	17 (13)	8 (8)	17 (14)	42 (12)	n %
Agree	34 (26)	12 (12)	14 (11)	60 (17)	
Undecided	12 (9)	12 (12)	26 (21)	50 (14)	
Disagree	17 (13)	25 (24)	14 (11)	56 (16)	
Strongly disagree	39 (30)	45 (44)	53 (43)	137 (38)	
Don't know	12 (9)	- (-)	- (-)	12 (3)	
Total	131	103	123	357	n
	(100)	(100)	(100)	(100)	%

	<u>Females</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	12 (11)	16 (14)	17 (14)	45 (13)	n %
Agree	17 (15)	19 (17)	14 (11)	50 (14)	
Indecided	17 (15)	31 (28)	17 (14)	65 (19)	
Disagree	17 (15)	9 (8)	31 (25)	57 (16)	
Strongly disagree	49 (44)	31 (28)	41 (33)	121 (35)	
Don't know	- (1)	7 (6)	4 (3)	11 (3)	
Total	111 (100)	112 (100)	123 (100)	346 (100)	n %

Many of the jobs for both males and females appear to be jobs of chance or convenience; therefore, a strong relationship to ultimate occupational objectives ought not to be expected.

9. USEFULNESS OF HIGH SCHOOL COURSES IN PRESENT ACTIVITY
(completed one or more semesters)

	<u>Art/Music</u>				n %
	Alisal	North Salinas	Salinas	District	
Number in class who took one or more classes	205 (51)	207 (57)	227 (56)	639 (55)	n %
Not useful	66 (32)	66 (32)	52 (23)	184 (29)	
Somewhat	70 (34)	87 (42)	104 (46)	261 (41)	
Very	70 (34)	50 (24)	68 (30)	188 (29)	n %

	<u>Drama/Speech</u>				n %
	Alisal	North Salinas	Salinas	District	
Number in class who took one or more classes	68 (17)	105 (29)	122 (30)	287 (25)	n %
Not useful	9 (17)	24 (23)	33 (27)	66 (23)	
Somewhat	21 (31)	41 (39)	40 (33)	102 (36)	
Very	38 (56)	37 (35)	48 (39)	123 (43)	n %

English, Literature, Writing

	Alisal	North Salinas	Salinas	District	
n	402	363	405	1170	n
%	(100)	(100)	(100)	(100)	%
Not useful	36	33	53	122	
	(9)	(9)	(13)	(10)	
Somewhat	137	156	146	439	
	(34)	(43)	(36)	(38)	
Very	217	171	203	591	n
	(54)	(47)	(50)	(52)	%

Foreign Language

	Alisal	North Salinas	Salinas	District	
n	249	247	275	771	n
%	(62)	(68)	(68)	(66)	%
Not useful	70	84	118	272	
	(28)	(34)	(43)	(35)	
Somewhat	105	101	105	311	
	(42)	(41)	(38)	(40)	
Very	75	57	52	184	n
	(30)	(23)	(19)	(24)	%

Mathematics

	Alisal	North Salinas	Salinas	District	
n	382	345	385	1112	n
%	(95)	(95)	(95)	(95)	%
Not useful	34	38	46	118	
	(9)	(11)	(12)	(11)	
Somewhat	168	110	185	463	
	(44)	(32)	(48)	(42)	
Very	180	197	154	527	n
	(46)	(57)	(40)	(47)	%

Science

	Alisal	North Salinas	Salinas	District	
n	345	345	365	1056	n
%	(95)	(95)	(90)	(90)	%
Not useful	135	135	120	376	
	(39)	(39)	(33)	(36)	
Somewhat	110	110	128	408	
	(32)	(32)	(35)	(39)	
Very	93	93	117	255	n
	(27)	(27)	(32)	(24)	%

Social Studies

	Alisal	North Salinas	Salinas	District	
n	362	352	377	1091	n
%	(90)	(97)	(93)	(93)	%
Not useful	148 (41)	141 (40)	139 (37)	428 (39)	
Somewhat	156 (43)	134 (38)	147 (39)	437 (40)	
Very	44 (12)	74 (21)	90 (24)	208 (19)	n %

Agriculture/Hort./Forestry

	Alisal	North Salinas	Salinas	District	
n	48	80	45	173	n
%	(12)	(22)	(11)	(15)	%
Not useful	4 (9)	23 (29)	23 (50)	50 (29)	
Somewhat	9 (18)	17 (21)	11 (25)	37 (21)	
Very	31 (64)	34 (42)	11 (25)	76 (44)	n %

Business/Office Practice

	Alisal	North Salinas	Salinas	District	
n	197	218	255	670	n
%	(49)	(60)	(63)	(57)	%
Not useful	26 (13)	20 (9)	33 (13)	79 (12)	
Somewhat	39 (20)	92 (42)	84 (33)	215 (32)	
Very	122 (62)	98 (45)	125 (49)	345 (51)	n %

Sales/Merchandising/Distributive Ed

	Alisal	North Salinas	Salinas	District	
n	36	36	20	92	n
%	(9)	(10)	(5)	(8)	%
Not useful	9 (25)	6 (18)	4 (20)	19 (21)	
Somewhat	14 (38)	20 (55)	8 (40)	42 (46)	
Very	14 (38)	10 (27)	8 (40)	32 (35)	n %

Health/Medical/Hospital

	Alisal	North Salinas	Salinas	District	n
	84 (21)	69 (19)	53 (13)	206 (18)	%
Not useful	9 (11)	26 (38)	15 (29)	50 (24)	
Somewhat	49 (58)	20 (29)	23 (43)	92 (40)	
Very	22 (26)	23 (33)	11 (21)	56 (27)	n %

Home Economics/Consumer Education

	Salinas	North Salinas	Salinas	District	n
	137 (34)	102 (28)	154 (38)	393 (34)	%
Not useful	14 (10)	28 (27)	45 (29)	87 (22)	
Somewhat	62 (45)	38 (37)	71 (46)	171 (44)	
Very	43 (35)	31 (30)	31 (20)	110 (28)	n %

Industrial/Technical/Trade Skills

	Salinas	North Salinas	Salinas	District	n
	72 (18)	94 (26)	101 (25)	267 (23)	%
Not useful	-	17 (18)	26 (26)	43 (16)	
Somewhat	29 (41)	20 (21)	22 (22)	71 (27)	
Very	42 (59)	51 (54)	53 (52)	146 (55)	n %

Work Experience

	Salinas	North Salinas	Salinas	District	n
	129 (32)	138 (38)	158 (39)	425 (36)	%
Not useful	13 (16)	23 (17)	41 (26)	77 (18)	
Somewhat	58 (45)	53 (39)	41 (26)	152 (36)	
Very	58 (45)	61 (37)	76 (48)	197 (44)	n %

Physical Education

	Alisal	North Salinas	Salinas	District	n
	386 (96)	352 (97)	393 (97)	1131 (97)	n %
Not useful	85 (22)	70 (20)	126 (32)	281 (25)	
Somewhat	170 (44)	106 (30)	138 (35)	414 (37)	
Very	120 (31)	151 (43)	122 (31)	393 (35)	n %

Grouping those areas in which more than fifty percent of the graduating class completed one or more classes and grouping the somewhat and very useful responses produces the following evaluation of usefulness or value.

	%
English	90
Mathematics	89
Business	83
P.E.	72
Art and Drama	70
Foreign Language	64
Sciences	63
Social Studies	59

The minor areas in which less than fifty percent of the graduates completed one or more classes and grouping the somewhat and very useful categories together produced the following evaluation of usefulness in their present activity.

	%
Industrial Skills*	82
Sales and Merchandising	81
Work Experience	80
Drama/Speech	79
Home Economics	72
Health	72
Agriculture	65

* (note: industrial, technical and trade skill education received the highest rating of any major or minor area in its usefulness to the graduate. Fifty-five percent responded it was "very" useful.)

Usefulness of Subject Areas in Present Activity (District composite)
(reported by percent)*

	not useful	somewhat	very
Art/Music	29	41	29
Drama/Speech	23	36	43
English/Literature/Writing	10	38	52
Foreign Language	35	40	24
Mathematics	11	42	47
Science	36	39	24
Social Studies	39	40	19
Agriculture/Horticulture/ Forestry	29	21	44
Business/Office Practice	12	32	51
Sales, etc.	21	46	35
Health, etc.	24	45	27
Home Economics, etc.	22	44	28
Industrial Education, etc.	16	27	55
Work Experience	18	36	44
Physical Education	25	37	35

*the balance of 100%, if any, gave no answer

10. RANKING CURRICULAR AREAS BY FIRST, SECOND OR THIRD MOST USEFUL.
 (direct comparison cannot be made because all graduates did not take
 classes in all areas)

Most Useful of All

	Alisal	North Salinas	Salinas	District	
Business and Office Practice	52 (13)	69 (19)	77 (19)	198	n %
English/Literature Writing	80 (20)	65 (18)	73 (18)	218	
Industrial/Trade/Technical Skills	40 (10)	29 (8)	24 (6)	93	
Mathematics	64 (16)	69 (19)	36 (9)	169	
Science	20 (5)	22 (6)	41 (10)	83	n %

Second Most Useful

	Alisal	North Salinas	Salinas	District	
Business and Office Practice	64 (16)	51 (14)	45 (11)	160	n %
English/Literature Writing	56 (14)	65 (18)	57 (14)	178	
Mathematics	48 (12)	69 (19)	105 (26)	222	
Science	28 (7)	25 (7)	49 (12)	102	n %

Third Most Useful

	Alisal	North Salinas	Salinas	District	
Business and Office Practice	48 (12)	36 (10)	28 (7)	112	n %
English/Literature Writing	60 (15)	51 (14)	53 (13)	164	
Mathematics	44 (11)	22 (6)	41 (10)	107	
Science	17 (4)	10 (3)	45 (11)	97	n %

First, Second and Third Combined

	Alisal	North Salinas	Salinas	District	n
Business and Office Practice	103 (41)	156 (43)	150 (37)	470 (40)	?
English/Literature/Writing	196 (49)	181 (50)	183 (45)	560 (48)	
Mathematics	156 (39)	160 (44)	182 (45)	498 (43)	
Science	64 (16)	83 (23)	135 (33)	282 (24)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

11. EDUCATIONAL PROGRAM COMPLETED IN RETROSPECT (Do graduates wish they had completed a different program, if so, which one?)

	Alisal	North Salinas	Salinas	District	n
Same Program	217 (54)	200 (55)	219 (54)	636 (54)	?
No Answer	52 (13)	22 (6)	20 (5)	94 (8)	
Different Program	133 (33)	142 (39)	166 (41)	441 (38)	?
Different Program Would Have Taken					
College Preparatory	84 (63)	89 (63)	106 (64)	279 (63)	?
Vocational Program	31 (23)	40 (28)	30 (18)	101 (23)	?

A little over half of the graduates are satisfied with the programs they chose to complete. Nearly a half wish they had completed a different program. About two-thirds of the non-satisfied wish they had completed the College Preparatory program. The follow up of the class of 1969 will show that the percentage of the graduates who wish they had completed a different program remains about the same. However, the College Preparatory program loses some of its attractiveness and about an equal percentage wish they had completed vocational programs.

Apparently dreams, hopes and plans for graduation from college are deeply ingrained in our students and are replaced slowly by other aspirations.

2. WHO THE GRADUATE RECEIVED THE MOST HELP FROM IN PLANNING FOR THE FUTURE WHILE IN HIGH SCHOOL

	Alisal	North Salinas	Salinas	District	n
Parents and relatives	101 (25)	113 (31)	150 (37)	364 (31)	%
On-campus friends	64 (16)	22 (6)	41 (10)	127 (11)	
Off-campus friends	52 (13)	44 (12)	57 (14)	153 (13)	
School counselors	68 (17)	134 (37)	113 (28)	315 (27)	
Teachers	113 (28)	54 (15)	69 (17)	236 (20)	
Work Experience Advisor	32 (8)	15 (4)	8 (2)	55 (5)	
Myself	80 (20)	65 (18)	49 (12)	194 (17)	
More than one	84 (21)	65 (18)	69 (17)	218 (19)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

The evaluation of influential figures is a very uncertain art. How much of the information above can be taken at face value is unknown. It is reasonable to believe that the graduates associate the separate figures above with the proportion of importance stated above. The actual decision to do some specific thing in the future may be associated with whatever figure is close at hand when the decision is made. In that sense they were facilitators rather than instigators.

13. THE VALUE OF MEMBERSHIP IN VARIOUS EXTRA-CURRICULAR ORGANIZATIONS

Membership Proportions

	Alisal	North Salinas	Salinas	District	
Were members	273 (68)	265 (73)	292 (72)	830 (71)	n %
Were not members	129 (32)	98 (27)	113 (28)	340 (29)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

Type of Extra-Curricular Organization

Student Government

	Alisal	North Salinas	Salinas	District	
Members	88	94	89	271	n
% of Graduating Class	(22)	(26)	(22)	(23)	%
Worthwhile	40 (45)	64 (68)	59 (66)	163 (60)	
Not Worthwhile	48 (55)	30 (32)	30 (24)	108 (40)	n %

Athletic Teams

	Alisal	North Salinas	Salinas	District	
Members	141	145	182	468	n
% of Graduating class	(35)	(40)	(45)	(40)	%
Worthwhile	118 (84)	135 (93)	153 (84)	406 (87)	
Not worthwhile	23 (16)	10 (7)	29 (16)	62 (13)	n %

Scholastic Clubs

	Alisal	North Salinas	Salinas	District	
Members	96	109	113	318	n
% of Graduating Class	(24)	(30)	(28)	(27)	%
Worthwhile	43 (45)	55 (50)	69 (61)	167 (47)	
Not worthwhile	53 (55)	54 (50)	44 (39)	151 (40)	n %

School Publication

	Alisal	North Salinas	Salinas	District	
Members	72	62	53	187	n
% of Graduating Class	(18)	(17)	(13)	(16)	%
Worthwhile	34	20	30	84	
	(47)	(33)	(57)	(45)	
Not worthwhile	38	42	23	103	n
	(53)	(66)	(43)	(55)	%

Vocational Clubs

	Alisal	North Salinas	Salinas	District	
Members	80	62	69	211	n
% of Graduating Class	(20)	(17)	(17)	(18)	%
Worthwhile	58	27	23	108	
	(72)	(44)	(33)	(51)	
Not worthwhile	22	35	46	103	n
	(28)	(56)	(66)	(49)	%

Music/Acting Groups

	Alisal	North Salinas	Salinas	District	
Members	153	131	113	397	n
% of Graduating Class	(38)	(36)	(28)	(34)	%
Worthwhile	118	101	82	301	
	(77)	(77)	(73)	(76)	
Not worthwhile	35	30	31	96	n
	(23)	(23)	(27)	(24)	%

Cheer leader/Drill Team

	Alisal	North Salinas	Salinas	District	
Members	52	44	49	145	n
% of Graduating Class	(13)	(12)	(12)	(12)	%
Worthwhile	17	17	15	49	
	(33)	(33)	(31)	(34)	
Not Worthwhile	35	27	34	96	n
	(67)	(62)	(69)	(66)	%

Extra-curricular organizations are a vital part of every school. Seven out of ten students will belong to one or more club activity or organization. The Athletic Teams and Music and Acting groups are the most significant in terms of number of members (865) and the feeling that participation in those activities was worthwhile (707).

14. THE HELPFULNESS OF HIGH SCHOOL IN LEARNING SELECTED SKILLS

Reading for Instruction and Pleasure

	Alisal	North Salinas	Salinas	District	
Not helpful	44 (11)	40 (11)	49 (12)	133 (12)	n %
Somewhat	145 (36)	142 (39)	186 (46)	473 (41)	
Very helpful	205 (51)	167 (46)	166 (41)	538 (47)	n %

Reading for Instruction and Pleasure by Grade Point Average

	Alisal	North Salinas	Salinas	District	
		<u>Not Helpful</u>			
0-1.9	15 (27)	8 (17)	4 (7)	27 (17)	n %
2-2.9	14 (4)	24 (11)	34 (14)	72 (9)	
3-4.0	16 (16)	9 (9)	10 (10)	35 (11)	
		<u>Somewhat</u>			
0-1.9	19 (36)	22 (50)	26 (43)	67 (42)	n %
2-2.9	130 (38)	89 (41)	109 (45)	328 (41)	
3-4.0	33 (32)	31 (31)	48 (48)	112 (37)	n %

Alisal North Salinas Salinas District

Very Helpful

	Alisal	North Salinas	Salinas	District	n	%
0-1.9	19 (36)	15 (33)	31 (50)	65 (41)		
2-2.9	185 (54)	89 (41)	95 (39)	369 (46)		
3-4.0	54 (52)	61 (60)	42 (42)	157 (51)		

Numbers

0-1.9	54	45	61	160
2-2.9	343	217	243	803
3-4.0	103	101	101	305

Writing Letters, Reports and Notes

Alisal North Salinas Salinas District

	Alisal	North Salinas	Salinas	District	n	%
Not helpful	36 (9)	44 (12)	57 (14)	137 (12)		
Somewhat	153 (38)	171 (47)	158 (39)	482 (42)		
Very helpful	193 (48)	142 (39)	182 (45)	517 (46)		

Working Numerical and Financial Problems

Alisal North Salinas Salinas District

	Alisal	North Salinas	Salinas	District	n	%
Not helpful	44 (11)	65 (18)	69 (17)	178 (16)		
Somewhat	169 (42)	123 (34)	198 (49)	490 (44)		
Very helpful	157 (39)	160 (44)	126 (31)	443 (40)		

Speaking Before Groups of People

	Alisal	North Salinas	Salinas	District	
Not helpful	101 (25)	116 (32)	138 (34)	355 (31)	n
Somewhat	181 (45)	116 (32)	158 (39)	455 (40)	
Very helpful	105 (26)	113 (31)	101 (25)	319 (28)	n

Preparing for Marriage and Family

	Alisal	North Salinas	Salinas	District	
Not helpful	185 (46)	116 (32)	207 (51)	508 (46)	n
Somewhat	129 (32)	167 (46)	130 (32)	326 (30)	n
Very helpful	52 (13)	65 (18)	49 (12)	166 (15)	n

Getting and Maintaining a Job

	Alisal	North Salinas	Salinas	District	
Not helpful	129 (32)	113 (31)	117 (29)	359 (32)	n
Somewhat	129 (32)	156 (43)	203 (50)	488 (44)	
Very helpful	121 (30)	80 (22)	69 (17)	270 (24)	n

Using Proper Spoken English

	Alisal	North Salinas	Salinas	District	
Not helpful	13 (3)	14 (12)	49 (12)	106 (9)	n
Somewhat	157 (39)	171 (47)	174 (43)	502 (44)	
Very helpful	217 (55)	138 (38)	174 (43)	529 (47)	n

Thinking Out Issues and Form Opinions

	Alisal	North Salinas	Salinas	District
Not helpful	44 (11)	36 (10)	81 (20)	161 (14)
Somewhat	169 (42)	160 (44)	166 (41)	495 (44)
Very helpful	169 (42)	160 (44)	146 (36)	475 (42)

The foregoing evaluations by the graduates of specific skills may provide important feedback to school personnel.

10. THE GRADUATE'S EVALUATION OF SELECTED COUNSELING SERVICES

Agreement with Statement: "My Counselor Gave Me Good Information
In Planning My High School Program"

	Alisal	North Salinas	Salinas	District	n	%
Strongly agree	48 (12)	80 (22)	109 (27)	237 (20)		
Agree	105 (26)	142 (39)	138 (34)	385 (33)		
Indecided	52 (13)	51 (14)	49 (12)	152 (13)		
Disagree	117 (29)	62 (17)	77 (19)	256 (22)		
Strongly disagree	72 (18)	22 (6)	28 (7)	127 (11)		
Total Percent	402 (100)	363 (100)	405 (100)	1177 (100)	n	%

Agreement with Statement: "My Counselor Was Helpful in Planning
My Activity After Graduation"

	Alisal	North Salinas	Salinas	District	n	%
Strongly agree	36 (9)	54 (15)	49 (12)	139 (12)		
Agree	40 (10)	83 (23)	93 (23)	216 (19)		
Indecided	64 (16)	61 (17)	55 (14)	180 (16)		
Disagree	137 (34)	77 (21)	134 (33)	348 (31)		
Strongly disagree	117 (29)	33 (9)	41 (10)	191 (17)		
Total Percent	402 (100)	363 (100)	405 (100)	1177 (100)	n	%

My Counselor Was Helpful in Planning My Activity After Graduation
By Sex

Males

	Alisal	North Salina.	Salinas	District	
Strongly agree	22 (11)	14 (9)	21 (11)	57 (10)	n 8
Agree	16 (8)	21 (13)	36 (19)	73 (13)	
Undecided	48 (24)	48 (30)	40 (21)	136 (25)	
Disagree	65 (32)	53 (33)	44 (23)	162 (30)	
Strongly disagree	48 (24)	21 (13)	40 (21)	109 (20)	
Don't know	6 (3)	3 (2)	8 (4)	17 (3)	
Total Percent	202 (100)	161 (100)	190 (100)	553 (100)	n 8

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	14 (7)	38 (19)	28 (13)	80 (13)	n %
Agree	22 (11)	63 (31)	56 (26)	141 (23)	
Undecided	22 (11)	20 (10)	34 (16)	76 (12)	
Disagree	69 (35)	48 (24)	86 (40)	203 (33)	
Strongly disagree	65 (33)	22 (11)	11 (5)	98 (16)	
Don't know	4 (2)	10 (5)	- (-)	14 (2)	
Total Percent	198 (100)	202 (100)	215 (100)	615 (100)	n %

My Counselor Was Helpful in Planning My Activity After Graduation
By Ethnic/Racial Group

Strongly Agree

	Alisal	North Salinas	Salinas	District	
Black	- (-)	- (-)	- (-)		
Caucasian	22 (10)	36 (14)	44 (15)	102 (13)	n %
Spanish surname	11 (9)	3 (7)	5 (10)	19 (9)	
Other	3 (6)	13 (24)	2 (4)	18 (11)	n %

Agree

Black	5 (67)	- (-)	2 (33)	7 (44)	n %
Caucasian	13 (6)	54 (21)	62 (21)	129 (17)	
Spanish surname	4 (4)	16 (34)	10 (20)	31 (14)	
Other	4 (8)	14 (27)	16 (29)	38 (24)	n %

	Alisal	<u>Undecided</u>			n
		North Salinas	Salinas	District	
Black	3 (33)	3 (100)	2 (33)	8 (50)	3
Caucasian	35 (16)	46 (18)	50 (17)	131 (17)	
Spanish Surname	28 (22)	16 (33)	15 (30)	59 (26)	
Other	3 (6)	3 (5)	10 (17)	16 (10)	8

	Alisal	<u>Disagree</u>			n
		North Salinas	Salinas	District	
Black	- (-)	- (-)	2 (33)	2 (13)	3
Caucasian	101 (46)	64 (25)	103 (35)	268 (35)	
Spanish Surname	21 (17)	10 (20)	15 (30)	46 (21)	
Other	12 (25)	23 (43)	16 (29)	51 (32)	8

	Alisal	<u>Strongly Disagree</u>			n
		North Salinas	Salinas	District	
Black	- (-)	- (-)	- (-)		
Caucasian	44 (20)	44 (17)	30 (10)	118 (15)	3
Spanish Surname	54 (43)	- (-)	5 (10)	59 (26)	
Other	21 (44)	3 (5)	12 (21)	36 (23)	8

My Counselor Was Helpful in Planning My Activity After Graduation
By Grade Point Average

	Alisal	<u>Strongly Agree</u>			n
		North Salinas	Salinas	District	
0-1.0	- (-)	4 (8)	- (-)	4 (3)	3
2-2.9	27 (8)	33 (15)	22 (9)	82 (10)	
3-4.0	13 (13)	17 (17)	33 (23)	63 (21)	3

Agree

	Alisal	North Salinas	Salinas	District	
0-1.9	-	8	9	17	n
	-	(17)	(14)	(11)	%
2-2.9	34	43	49	126	
	(10)	(20)	(20)	(16)	
3-4.0	13	31	32	76	n
	(13)	(31)	(32)	(25)	%

Undecided

0-1.9	24	11	18	53	n
	(45)	(25)	(29)	(33)	%
2-2.9	69	39	41	149	
	(20)	(18)	(17)	(19)	
3-4.0	-	17	16	33	n
	(-)	(17)	(16)	(11)	%

Disagree

0-1.9	15	15	22	52	n
	(27)	(33)	(36)	(33)	%
2-2.9	123	67	92	282	
	(36)	(31)	(38)	(35)	
3-4.0	33	20	23	76	n
	(32)	(20)	(23)	(25)	%

Strongly Disagree

0-1.9	15	8	4	27	n
	(27)	(17)	(7)	(17)	%
2-2.9	82	24	39	145	
	(24)	(11)	(16)	(13)	
3-4.0	40	11	6	57	n
	(39)	(11)	(6)	(19)	%

Considering that almost half of the graduates wished they had different high school programs, it is not surprising that the district's counseling services received some hard raps. Apparently, graduates feel that their counselor should have insisted or forced them to take a different program. Perhaps the counselors felt it was the student's responsibility to make the decision. It has not been demonstrated that when proper and important advice is given, the counselee recognizes and accepts the advice as such. (During the 1974-75 school year, the Salinas Union High School District has been extended an invitation to join in a National Science Foundation funded research project operated by the American Institute for Research in Education which will seek to discover the importance that

students place upon given information in the decision process. That is, can they separate important from unimportant information and make a decision relevant to the information given.) The results of that project will tell us what value is to be placed upon the evaluation given the counseling services such as the foregoing.

16. THE GRADUATES' EVALUATION OF THEIR INSTRUCTORS - AGREEMENT WITH STATEMENTS

Most of My Teachers Made Their Courses Interesting and Enjoyable

	<u>Males</u>				n
	Alisal	North Salinas	Salinas	District	
Strongly agree	22 (11)	6 (4)	11 (6)	39 (7)	%
Agree	127 (63)	66 (41)	105 (55)	298 (54)	
Undecided	28 (14)	34 (21)	29 (15)	91 (16)	
Disagree	22 (11)	27 (17)	25 (13)	74 (13)	
Strongly disagree	6 (3)	24 (15)	21 (11)	51 (9)	%

	<u>Females</u>				n
	Alisal	North Salinas	Salinas	District	
Strongly agree	34 (17)	12 (6)	34 (16)	80 (13)	%
Agree	125 (63)	105 (52)	108 (50)	338 (55)	
Undecided	18 (9)	36 (18)	34 (16)	88 (14)	
Disagree	18 (9)	36 (18)	39 (18)	93 (15)	
Strongly disagree	4 (2)	12 (6)	- (-)	16 (3)	%

In general females are a bit more appreciative of their teachers' efforts to make their courses interesting and enjoyable. The males who disagree tend to be from the low grade point average group.

Most of My Teachers Tried to Meet My Specific Educational Needs

	<u>Males</u>				n
	Alisal	North Salinas	Salinas	District	
Strongly agree	32 (16)	6 (4)	11 (6)	49 (9)	%
Agree	85 (42)	69 (43)	86 (45)	240 (43)	
Undecided	38 (19)	27 (17)	44 (23)	109 (20)	
Disagree	32 (16)	39 (24)	29 (15)	100 (18)	
Strongly disagree	16 (8)	18 (11)	21 (11)	55 (10)	%

	<u>Females</u>				n
	Alisal	North Salinas	Salinas	District	
Strongly agree	18 (9)	22 (11)	13 (6)	53 (9)	%
Agree	103 (52)	63 (31)	86 (40)	252 (41)	
Undecided	34 (17)	38 (19)	67 (31)	139 (23)	
Disagree	30 (15)	65 (32)	41 (19)	136 (22)	
Strongly disagree	14 (7)	12 (6)	0 (3)	32 (5)	%

The graduate's sex did not produce a highly noticeable difference in agreement or disagreement. The strong disagreement was not associated with a specific identifiable characteristic. It was spread equally across all categories.

Most of My Teachers Related Their Subjects to the Needs of Today

	<u>Males</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	26 (13)	11 (7)	17 (9)	54 (10)	
Agree	117 (58)	69 (43)	68 (36)	254 (46)	
Undecided	16 (8)	27 (17)	51 (27)	94 (17)	
Disagree	42 (21)	35 (22)	36 (19)	113 (20)	
Strongly disagree	- (-)	17 (11)	17 (9)	34 (6)	n %

	<u>Females</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	12 (6)	30 (15)	32 (15)	74 (12)	n %
Agree	113 (57)	71 (35)	90 (42)	274 (45)	
Undecided	34 (17)	57 (28)	56 (26)	147 (24)	
Disagree	30 (15)	42 (21)	28 (13)	100 (16)	
Strongly disagree	12 (6)	4 (2)	11 (5)	27 (4)	n %

The majority of graduates of both sexes agree that the courses are related to today's needs.

Most of My Teachers Were Not Prejudiced Toward Minority Group Students

	Alisal	North Salinas	Salinas	District	n %
Strongly agree	96 (24)	80 (22)	85 (21)	261 (22)	n %
Agree	201 (50)	163 (45)	203 (50)	567 (48)	
Undecided	63 (17)	69 (19)	77 (19)	214 (18)	
Disagree	2 (2)	23 (7)	24 (6)	57 (5)	
Strongly disagree	16 (4)	22 (6)	8 (2)	46 (4)	
Total Percent	402 (100)	363 (100)	405 (100)	1170 (100)	n %

Agreement by Ethnic/Racial Group

	Alisal	North Salinas	Salinas	District	
<u>Strongly agree</u>					
Black	5 (67)	3 (100)	- (-)	8 (50)	n %
Caucasian	44 (20)	44 (17)	53 (18)	141 (18)	
Spanish Surname	28 (22)	13 (27)	10 (20)	51 (23)	
Other	15 (31)	18 (33)	18 (33)	51 (32)	n %
<u>Agree</u>					
Black	- (-)	- (-)	5 (100)	5 (31)	n %
Caucasian	114 (52)	126 (49)	168 (57)	408 (53)	
Spanish Surname	60 (48)	23 (47)	67 (30)	150 (67)	
Other	26 (56)	18 (33)	46 (29)	90 (57)	n %
<u>Undecided</u>					
Black	-	-	-	-	
Caucasian	44 (20)	54 (21)	53 (18)	151 (20)	n %
Spanish Surname	28 (22)	6 (13)	20 (40)	54 (24)	
Other	3 (6)	8 (14)	10 (17)	21 (13)	n %
<u>Disagree</u>					
Black	-	-	-	-	
Caucasian	4 (2)	18 (7)	9 (3)	31 (4)	n %
Spanish Surname	- (-)	0 (13)	5 (10)	11 (5)	
Other	1 (2)	3 (5)	7 (13)	11 (7)	n %

	Alisal	North Salinas	Salinas	District	
<u>Strongly Disagree</u>					
Black	-	-	-	-	
Caucasian	15 (6)	10 (4)	3 (1)	26 (3)	n %
Spanish Surname	5 (4)	- (-)	- (-)	5 (2)	
Other	- (-)	8 (14)	2 (4)	10 (6)	n %

Generally, the graduates gave their instructors satisfactory marks. Part of the evaluation appears to indicate that more attention to individual educational needs would be desirable. This cannot be construed to mean that more packaged individualized instructional materials are mandated as an answer. Perhaps what is meant is that instructors should advise students what to do about individual educational problems, for instance, reading for comprehension, clarity of oral and written expression, and how to improve upon individual strengths. Perhaps even a personal reference to another course in the school that would help alleviate the problem. The graduates gave their instructors very high marks for their lack of prejudice or discriminatory attitude or treatment of minorities.

17. MISCELLANEOUS QUESTIONS

Relationship of Present Job to Jobs in High School

Question:

"If you work now and worked in high school, how related are the jobs?"

	Alisal	North Salinas	Salinas	District	
Not related	99 (56)	106 (54)	108 (48)	313 (52)	n %
Somewhat related	37 (21)	25 (13)	45 (20)	107 (18)	
Very related	41 (23)	63 (32)	72 (32)	176 (29)	n %

QUESTION:

"Do you feel that a consumer education course in high school would be helpful to you now?"

	Allied	North Salinas	Salinas	District	n	%
No	32 (10)	31 (10)	59 (18)	122 (13)		
Not sure	48 (15)	40 (13)	40 (12)	128 (13)		
Yes	207 (65)	235 (76)	224 (68)	666 (70)		
No answer	32 (10)	3 (1)	7 (2)	42 (4)	n	%

There appears to be a degree of continuity between the type of job held during high school and after graduation. It would be possible when the questionnaires are returned to determine whether the type(s) of jobs that are held are a particular class or type of job. Are those jobs that are not related entirely new types to this age group? Or are the non-related jobs personally non-related, but strongly related to jobs performed by others in their age group before?

The graduates have given a very strong indication that a course in consumer education would be helpful to high school graduates as they assume more mature responsibilities.

18. THE GRADUATE'S OVERALL EVALUATION OF THE HIGH SCHOOL EXPERIENCE

Agreement with Statement: "I Feel That High School Was/a Pleasant and Rewarding Experience"

	Alisal	North Salinas	Salinas	District	
Strongly agree	169 (42)	113 (31)	126 (31)	408 (35)	n
Agree	165 (41)	123 (34)	174 (43)	462 (39)	
Undecided	20 (5)	58 (16)	53 (13)	131 (11)	
Disagree	16 (4)	40 (11)	24 (6)	80 (7)	
Strongly disagree	12 (3)	29 (8)	20 (5)	61 (5)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

Agreement with Statement by Ethnic/Racial Group

	<u>Strongly Agree</u>				
	Alisal	North Salinas	Salinas	District	
Black	- (-)	3 (100)	3 (67)	6 (38)	n %
Caucasian	79 (36)	64 (25)	86 (29)	229 (30)	
Spanish Surname	88 (22)	23 (47)	10 (20)	121 (54)	
Other	15 (31)	18 (33)	21 (38)	54 (34)	n %

	<u>Agree</u>				
	Alisal	North Salinas	Salinas	District	
Black	- (-)	- (-)	2 (33)	10 (62)	n
Caucasian	11 (5)	11 (33)	139 (47)	344 (45)	
Spanish Surname	1 (3)	1 (2)	20 (40)	17 (73)	
Other	1 (2)	1 (2)	1 (33)	1 (3)	n

Alisal North Salinas Salinas District

Undecided

Black	- (-)	- (-)	- (-)		n %
Caucasian	9 (4)	39 (15)	32 (11)	80 (10)	
Spanish Surname	5 (4)	6 (13)	10 (20)	21 (9)	
Other	6 (13)	10 (19)	10 (17)	26 (17)	n %

Disagree

Black	- (-)	- (-)	- (-)		n %
Caucasian	13 (6)	26 (10)	18 (6)	57 (7)	
Spanish Surname	- (-)	3 (7)	5 (10)	8 (4)	
Other	3 (6)	10 (19)	2 (4)	15 (10)	n %

Strongly Disagree

Black	- (-)	- (-)	- (-)		n %
Caucasian	4 (2)	33 (13)	12 (4)	49 (6)	
Spanish Surname	5 (4)	- (-)	- (-)	5 (2)	
Other	3 (6)	- (-)	5 (8)	8 (5)	n %

Agreement with Statement by Grade Point Average

Strongly Agree

Black	24 (45)	15 (33)	22 (36)	61 (38)	n %
Caucasian	165 (46)	60 (33)	66 (27)	296 (37)	
Spanish Surname	22 (32)	27 (39)	39 (39)	103 (34)	n %

Grade Point Average	<u>Agree</u>				
	Alisal	North Salinas	Salinas	District	
0-1.9	19 (30)	8 (17)	22 (36)	49 (31)	
2-2.9	144 (42)	82 (38)	102 (42)	328 (41)	
3-4.0	49 (48)	34 (34)	48 (48)	131 (43)	n
		<u>Undecided</u>			
0-1.9	5 (9)	8 (17)	9 (14)	22 (14)	n
2-2.9	14 (4)	39 (18)	34 (14)	87 (11)	
3-4.0	6 (6)	11 (11)	10 (10)	27 (9)	n
		<u>Disagree</u>			
0-1.9	10 (18)	11 (25)	4 (7)	25 (16)	n
2-2.9	7 (2)	11 (5)	19 (8)	37 (5)	
3-4.0	3 (3)	17 (17)	- (-)	20 (7)	n
		<u>Strongly Disagree</u>			
0-1.9	5 (9)	4 (8)	- (-)	9 (6)	n
2-2.9	7 (2)	22 (10)	15 (6)	44 (5)	
3-4.0	3 (3)	6 (6)	3 (3)	12 (4)	n

Three out of four graduates of the class of 1973 felt that high school was a pleasant and rewarding experience. There is considerable variability in the graduates' response to this question related to which of the high schools they had graduated from.

In general the ethnic racial groups that are the least content with their overall high school experience are the "other" group. This group consists of American Indians, Filipinos and Mexican Asians. Caucasians are the next least content. Only 6 of the Spanish born are discontent and no Black students are discontent with their high school experience.

More than half of the dissatisfied (55%) had grade point averages between 2 and 2.9, and 23% and 22% came from the 0-1.9 and 3-4.0 groups respectively. The dissatisfied group is probably related to the group of graduates who wished they had completed a different program. Considerable attention needs to be given to the process whereby the student makes a final selection of high school program. The question that must be answered is whether completion of the program will leave the graduate with a feeling of accomplishment or disillusion.

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PART II

FOLLOW UP SURVEY OF THE GRADUATING CLASS OF 1969

"For when fear is overcome, curiosity and constructiveness are free, and man passes by natural impulse towards the understanding and embellishment of life."

Will Durant: Our Oriental Heritage

1. DESCRIPTION OF THE GRADUATING CLASS OF 1969

Ethnic/Racial Composition reported by high school with district summation in number of persons and (percent) of class

	Alisal	North Salinas	Salinas	District	
Black	1 (-)	2 (1)	3 (1)	6 (-)	n %
Caucasian	254 (65)	265 (79)	264 (78)	783 (74)	
Spanish Surname	106 (27)	48 (14)	44 (13)	198 (19)	
Other*	29 (7)	20 (6)	26 (8)	75 (7)	
Total	390	335	337	1062	n
Percent	(100)	(100)	(100)	(100)	%

*The "other" group is a composite of American Indian, Filipino, and American Asian persons.

The most significant increase in number of graduates between 1969 and 1973 was in the increase in number of the "other" group. It increased about 110%. The Spanish Surname group increased by 13%. The Black group increased dramatically, but only constitutes about 1.5% of the graduating class.

Grade Point Average by Sex

	<u>Females</u>				
	Alisal	North Salinas	Salinas	District	
0-1.9	48 (23)	55 (31)	28 (17)	131 (24)	n %
2-2.9	116 (57)	92 (51)	105 (61)	313 (56)	
3-4.0	41 (20)	32 (18)	38 (22)	111 (20)	
Total	205	179	171	555	n
Percent	(100)	(100)	(100)	(100)	%

Males

	Altisal	North Salinas	Salinas	District	
...	63	68	36	167	n
	(34)	(44)	(22)	(33)	%
...	106	68	102	276	
	(57)	(44)	(61)	(54)	
...	16	20	28	64	
	(9)	(12)	(17)	(13)	
...	185	156	166	507	n
Percent	(100)	(100)	(100)	(100)	%

In the interval between 1969 and 1973 very significant changes occurred in the sexes in the grade point average characteristic. The number of graduates who earned medium (2-2.9) and high (3-4.0) grade point averages increased sharply. Whether the meaning is that the more recent graduates are better workers, or whether the elementary school preparation of the later graduates was more thorough, or whether grading practices have become more relaxed is unknown. What is likely is that for some combination of reasons, grade point averages have increased.

High School Program

The reservations apply to program definitions as applied to the classes of 1973. The definitions used in coding the classes of 1969 and 1973 tend to be classical definitions requiring the completion of thirty or thirty hours or more in a clear coherent sequence of classes. This definition would be a description of a Program written with a capital "P". Others might well take the position that the minimum definition of vocational preparation would be the completion of two classes preparing the person with entry level skills in some definite occupational area. Therefore, this information appears as information only with the stipulation clearly understood that program definitions are less refined than any of the other characteristics.

	Altisal	North Salinas	Salinas	District
...	53	53	132	...
	(25)	(25)	(39)	...
...	97	97	37	...
	(44)	(39)	(24)	...
...	133	...
	...	(40)	(30)	...
...
Percent	100	...

The most significant apparent program change in the 1969 to 1973 interval was a sixty percent reduction in the number of graduates completing a classically defined Vocational Preparatory program. It should be noted that many of the College Preparatory and General Program graduates have completed one or more classes in the Vocational Preparatory Program.

Number of Years of Attendance at High School Prior to Graduation

	Alisal	North Salinas	Salinas	District	
1	15 (4)	6 (2)	3 (1)	24 (2)	n %
2	15 (4)	9 (3)	18 (5)	42 (4)	
3	24 (6)	22 (7)	17 (5)	63 (6)	
4	336 (86)	298 (89)	299 (89)	933 (88)	
Total	390 (100)	335 (100)	337 (100)	1062 (100)	n %

Sixty-four percent of the Freshman class of 1965-66 graduated from Salinas high schools four years later. The difference in family mobility within specific high school attendance areas is quite distinct. The following approximate percents of the Freshman classes graduated from a Salinas high school four years later:

	%
Alisal High School	47
North Salinas High School	86
Salinas High School	74

The following approximate percents of the graduating class of 1973 are:

	%
Alisal High School	37
North Salinas High School	67
Salinas High School	59

It is noted that the number of graduates from the District who completed one or more classes in the Vocational Preparatory Program in the 1969 to 1973 interval was a sixty percent reduction from the original number of graduates in the Vocational Preparatory Program.

district "X" or "Y" high schools, or vice versa. Changes in attendance boundaries are not retroactive to members of existing high school classes. Since 1971, any student can remain with their original class even though their parents may move into a different attendance area or school district. This privilege is contingent upon the parents providing their own transportation.

Therefore, the continuity of a class in our high schools ranges from a high of 2 to between 7 and 8 out of 10.

Graduating Class, Size of Survey Sample, and Survey Response*

	Alisal	North Salinas	Salinas	District	
Number in Graduating Class	390	335	337	1062	n
Number in Survey Sample	187	178	171	536	n
Number of Survey Respondents	111	117	108	346	n
Percent Response	59	66	63	65	%

*Note: The apparent lowness of response is misleading. The size of the survey sample was increased 5% for each year since graduation. Therefore, the response is entirely adequate as a basis for projection of final statistics and evaluation.)

2. SCHOOLS FROM WHICH GRADUATES HAVE COMPLETED A PROGRAM OR RECEIVED A DEGREE SINCE HIGH SCHOOL

	Alisal	North Salinas	Salinas	District	n
No Schools	207 (53)	181 (54)	168 (50)	556 (52)	8
Four-Year College or University	35 (9)	40 (12)	81 (24)	156 (15)	
Technical School	8 (2)	3 (1)	13 (4)	24 (2)	
Trade School	8 (2)	9 (3)	- (-)	17 (2)	
Private Business School	16 (4)	6 (2)	7 (2)	29 (3)	
Community College	90 (23)	87 (26)	91 (27)	268 (25)	
Two-year A.A. Program	66 (17)	74 (22)	74 (22)	214 (20)	
Certificate Program	4 (1)	3 (1)	3 (1)	10 (1)	
Other Program	8 (2)	6 (2)	3 (1)	17 (2)	
Don't Know Program	16 (4)	3 (1)	10 (3)	29 (3)	
Other Type of School	4 (1)	- (-)	13 (4)	17 (2)	
Don't Know Type	35 (9)	20 (6)	13 (4)	68 (6)	8

There is remarkable agreement in the proportion of each graduating class that does not complete an additional educational program or degree. There is similar agreement in the proportion of each graduating class that completes the requirements for the two-year community college Associate of Arts degree. The difference in proportion of four-year degrees may be related to the economics of family income.

In the follow-up studies of the graduating classes of 1970 and 1971 it was speculated that the lack of a local four-year state university acted as a restraining influence upon the number of four-year college degrees earned by Salinas graduates. It is clearer now that not only are the numbers reduced, but the constraint is expressed differentially, possibly interacting directly with family wealth as the major effective variable.

These considerations point out or emphasize the difficulty of making judgments about the total high school experience in terms of "outcome" or "pay off" evaluation. The merits of a specific high school's curriculum cannot be assumed, either positively or negatively, on the basis of number or proportion of four-year college graduates. Family ability to pay intervenes and is decisive in many instances.

The number of graduates completing technical, trade or private business schools and colleges remains, even five years later, remarkably small (7% of the graduating class).

Completion of Four-Year College/University Degree
by Graduate's Sex

	Alisal	North Salinas	Salinas	District	
Number completed	35	40	81	156	n
Male	13 (36)	28 (71)	31 (38)	72 (46)	n %
Female	22 (64)	12 (29)	50 (62)	84 (54)	n %

There is no clear school-to-school pattern. The figures from several graduating classes would be necessary to know why one school is dissimilar to the other two. The overall district proportions are similar to the composition by sex of the graduating class of 1969.

Completion of a Community College Degree or Certificate

	Alisal	North Salinas	Salinas	District	
Number completed	90	87	91	268	n
Male	45 (50)	44 (50)	53 (59)	142 (53)	n %
Female	45 (50)	43 (50)	38 (41)	126 (47)	n %

Overall the graduate's sex does not appear to be predictive of completion of additional degrees.

Completion of Four-Year College/University Degrees
by Ethnic/Racial Group

	Alisal	North Salinas	Salinas	District	
Black	1 (100)	2 (100)	- (-)	3 (50)	n %
Caucasian	10 (4)	24 (9)	74 (28)	108 (14)	
Spanish Surname	8 (8)	6 (12)	- (-)	14 (7)	
Other	13 (44)	8 (38)	8 (30)	29 (39)	
Total Completed	35	40	81	156	n

Removing the "Black" group from consideration because of its smallness the "other" ethnic/racial group consisting of American Indians, Filipinos, and American Asians has associated with it the highest proportion of college graduates.

Completion of Community College Degrees and Certificates
by Ethnic/Racial Group

	Alisal	North Salinas	Salinas	District	
Black	-	-	-	-	
Caucasian	61 (24)	58 (22)	74 (28)	193 (25)	n %
Spanish Surname	17 (16)	14 (29)	6 (13)	37 (19)	
Other	13 (44)	13 (63)	10 (40)	36 (48)	
Total	90	97	91	268	n

Again, members of the "other" group were associated with the largest proportion of two-year college degrees and certificates.

Completion of Four-Year College/University Degree
by High School Program

	Alisal	North Salinas	Salinas	District	
College Preparatory	18 (24)	32 (39)	62 (47)	112 (39)	n %
General Program	10 (6)	6 (6)	10 (12)	26 (8)	
Vocational Program	9 (6)	- -	4 (3)	13 (3)	n %

Completion of a college preparatory program in high school is much more predictive of earning a four-year degree than either of the others. Four out of ten of the college preparatory group completed a four-year degree program within five years of graduation from high school.

Completion of Community College Degree or Certificate
by High School Program

	Alisal	North Salinas	Salinas	District	
College Preparatory	32 (43)	35 (42)	50 (38)	117 (40)	n %
General Program	30 (18)	18 (19)	13 (16)	61 (18)	
Vocational Program	30 (20)	31 (20)	23 (19)	84 (20)	n %

About one out of five of the graduates completing the General or Vocational program also complete the requirements for a degree or certificate at a community college. About two out of five of the college preparatory students do so.

Completion of Four-Year College/University Degree
by Grade Point Average

	Alisal	North Salinas	Salinas	District	
	7 (6)	6 (5)	6 (9)	19 (6)	n %
	13 (6)	11 (7)	35 (17)	59 (10)	
	32 (11)	22 (42)	36 (54)	90 (41)	n %
		40	31	100	n

The strongest indicator (or predictor) of future completion of a four-year college degree is a high grade point average in high school. One out of every two members of the high grade point average group graduated from a four-year college. One out of every ten of the middle group, and one out of every sixteen in the low group completed a four-year college degree program within the five-year period after graduation.

The strongest indicator of the identifiable graduate characteristics (sex, ethnic/racial group, high school program, and grade point average) in terms of eventual graduation from a four-year college is grade point average.

Completion of Community College Degree or Certificate Program
by Grade Point Average

	Alisal	North Salinas	Salinas	District	
0-1.9	10 (9)	15 (12)	8 (13)	33 (11)	n 8
2-2.9	53 (24)	48 (30)	64 (31)	165 (28)	
3-4.0	27 (47)	22 (42)	20 (31)	69 (39)	
Total	90	87	91	268	n

About one out of every ten of the low G.P.A. group completed a community college degree or certificate program. About three out of every ten middle G.P.A. group completed community college programs. And about four out of every ten of the high group earned a community college degree or certificate.

3. EDUCATIONAL AND OCCUPATIONAL ACTIVITY AS OF MAY 1974

Activity by School with District Summation

(activities are not mutually exclusive)

	Alisal	North Salinas	Salinas	District	
In School Full Time	35 (9)	60 (18)	84 (25)	179 (17)	n %
In School Part Time	39 (10)	10 (3)	40 (12)	89 (8)	
In School and Working	43 (11)	20 (6)	71 (21)	134 (13)	
Working Full Time	234 (60)	151 (45)	185 (55)	570 (54)	
Working Part Time	39 (10)	27 (8)	51 (15)	117 (11)	
Armed Forces	20 (5)	23 (7)	14 (4)	57 (5)	
Housewife	51 (13)	57 (17)	24 (7)	132 (12)	
No Activity Reported	16 (4)	23 (7)	10 (3)	49 (5)	n %
Class of Graduating Class	390	335	337	1062	n

Eighteen percent of the Class of 1969 has graduated from a four-year university. An undetermined part of that body of graduates is continuing on to a university to pursue advanced degrees and/or credentials. An additional part of the Class of 1969 somewhere between 5 to 15% in magnitude is currently working towards a four-year degree. The majority of the second group are attending four-year colleges. Therefore the actual percentage of the Class of 1969 that will complete a four-year university program ranges between a low estimate of 20% and a high estimate of 30%.

Analysis of Present Occupational and Educational Activities
by the Graduate's Characteristics

(activities at the close of the fifth year after high school graduation)

Attending College Full/Part Time by Graduate's Sex

	Alisal	North Salinas	Salinas	District	
Male	56 (30)	45 (29)	75 (45)	176 (35)	n %
Female	18 (9)	25 (14)	51 (30)	94 (17)	
Total % of class	74 (19)	70 (21)	126 (37)	270 (25)	n %

Although completion of the requirements of the four-year college degree during the first five years following graduation from high school slightly favored females. The trends in continuing students noted above indicates in the end a higher proportion of males than females will have graduated from college.

Attending College Full/Part Time
by Graduate's Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	-	-	-		
Caucasian	25 (10)	53 (20)	92 (35)	170 (22)	n %
Spanish Surname	37 (35)	6 (12)	23 (53)	66 (33)	n %
Other	10 (33)	10 (50)	10 (40)	30 (40)	n %
Total	72	69	125	266	n

Attending College Full/Part Time
by Graduate's Grade Point Average

	Alisal	North Salinas	Salinas	District	
0-1.9	20 (18)	17 (14)	17 (26)	54 (18)	n %
2-2.9	47 (21)	34 (21)	79 (38)	160 (27)	
3-4.0	7 (17)	19 (37)	30 (46)	56 (32)	
Total % of class	74 (19)	70 (21)	126 (37)	270 (25)	n %

About two-thirds of this group are attending college full time. The follow-up studies of the classes of 1970 through 1973 support the expectation that, during the first year after graduation from high school, fifty percent of the class of 1969 attended college full time. By the fifth year following graduation seventeen percent of the class was still attending full time. The proportion of the class attending college part time changed very little over time: about 10% during the first year and during the fifth year.

Working Full/Part Time By Graduate Sex

	Alisal	North Salinas	Salinas	District	
Male	133 (72)	84 (54)	120 (72)	337 (66)	n %
Female	137 (67)	93 (52)	113 (69)	348 (63)	
Total	270 (69)	177 (53)	233 (71)	685 (65)	n %

There is virtually no difference in the percentage of the class that is working between the classes of 1969 and 1973.

However when "working" is separated into full and part time the following information emerges:

Graduating Class of

	<u>1973</u>	<u>1969</u>	
Full Time	309 (26)	376 (54)	n %
Part Time	290 (11)	117 (11)	n %

As would be expected, the employment situation, as expected, were similar to full time employment. There is little difference between the two classes in terms of the graduate's sex.

Working Full/Part Time by Graduate's Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	1 (100)	2 (100)	3 (100)	6 (100)	n %
Caucasian	185 (73)	133 (59)	190 (72)	508 (65)	
Spanish American	34 (70)	34 (71)	29 (66)	137 (69)	
Other	23 (73)	8 (38)	16 (60)	47 (63)	
Total	243 (73)	177 (53)	238 (71)	698 (66)	n %

The following table presents information on full-time employment only

Full-time Employment by Graduate's Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	1 (100)	- (-)	3 (100)	4 (67)	n %
Caucasian	165 (65)	119 (45)	143 (54)	427 (55)	
Spanish American	49 (46)	22 (59)	23 (53)	100 (51)	
Other	14 (67)	5 (25)	16 (60)	40 (53)	
Total	234 (65)	158 (45)	185 (55)	571 (54)	n %

The following table presents information on ethnic/racial group relationship to full-time employment in the health department.

Health Department Employment by Group (Total Average)

	Alisal	North Salinas	Salinas	District	
Black	1	0	3	4	n
Caucasian	165	119	143	427	%
Spanish American	49	22	23	100	
Other	14	5	16	40	
Total	234	158	185	571	

Comparing the district totals for full-time employment by grade point average between the classes of 1973 and 1969 provides this basis for analysis:

Employed Full Time by Grade Point Average

	<u>Class of</u>		%
	1973	1969	Change
0-1.9	74 (46)	191 (64)	+18
2-2.9	205 (29)	313 (53)	+24
3-4.0	32 (10)	71 (41)	+31
Total	311 (27)	575 (54)	+27

It appears that at least four or five years pass before half of a graduating class is employed full time in the civil work force. Quantitatively, the middle G.P.A. group will contribute the most members to the work force. The lowest G.P.A. group will contribute the largest proportionate number of workers. And the highest G.P.A. group may make the greatest qualitative contribution.

4. TYPE OF POST SECONDARY EDUCATIONAL INSTITUTION ATTENDING

	Alisal	North Salinas	Salinas	District	n
Four-Year College	29 (39)	56 (80)	79 (63)	164 (61)	n
Technical School	(-)	(-)	4 (3)	4 (1)	%
Trade School	- (-)	- (-)	4 (3)	4 (1)	
Business College	- (-)	- (-)	- (-)	- (-)	
Two-Year College	4 (6)	14 (20)	38 (30)	97 (36)	
Other	- (-)	- (-)	6 (5)	6 (2)	
Total	34 (100)	70 (100)	126 (100)	230 (100)	n

It is noted that independent technical trade or private business training is available to our graduates. Whatever courses are completed are taken at public schools as well as similar training offered elsewhere.

College or University Attending

	Alisal	North Salinas	Salinas	District	
Any University of California	3 (4)	11 (16)	23 (18)	37 (14)	n %
Any California State University	23 (30)	36 (52)	38 (30)	97 (36)	
California Private College	3 (4)	8 (12)	13 (10)	24 (9)	
California Community College	45 (61)	14 (20)	38 (30)	97 (36)	
Other	- (-)	- (-)	16 (13)	16 (6)	
Total	74 (100)	70 (100)	126 (100)	270 (100)	n %

5. PRESENT JOB SITUATION

	Alisal	North Salinas	Salinas	District	
Unemployed, but looking for a job	22 (8)	12 (7)	19 (8)	53 (7)	n %
In an Apprenticeship Program	22 (8)	4 (2)	19 (8)	45 (6)	
Receiving On-The-Job Training	41 (15)	25 (14)	69 (29)	135 (13)	
In a job I am fully qualified for	165 (61)	124 (70)	109 (46)	398 (54)	
No Answer	19 (7)	12 (7)	24 (10)	55 (7)	
Total	299 (100)	181 (100)	257 (100)	691 (100)	n %

Comparing the data from 1971 to 1973 points out that a substantial decrease in unemployment occurred. However, the decrease occurred without an increase in the number of full-time jobs. In part, these employment changes were reported by the respondents as a result of the surprise that the respondents of 1973 were given when they were asked to report their present job situation.

... even though they are separated in date of graduation by ... may actually be detecting the organiza- ... of employment: perhaps five or six percent are usually ... apprenticeship training and eighteen to twenty percent are ... trained or trained on the job. Whether these phenomena are ... characteristic of the first five or ten years in the working life ... or descriptive of a longer period can only be answered ... a class ten to fifteen years after graduation.

Relationship of Employment or Job Looking For
To High School Training

	Alisal	North Salinas	Salinas	District	
Apparently Related	12 (4)	11 (6)	3 (1)	26 (4)	n %
Somewhat Related	85 (29)	47 (25)	85 (33)	217 (29)	
Unrelated	181 (62)	125 (66)	154 (60)	460 (62)	
Do Not Know Relation- ship	12 (4)	6 (3)	15 (6)	33 (4)	
Total	292 (75)	189 (56)	257 (76)	738 (69)	n %

... good reason for believing that for one reason or another this ... does not function as intended. For instance, somewhere along ... who have completed courses in typing and who are ... office workers do not connect the two as related. ... what the graduates are saying is the person they organized them- ... school student and the person they organized ... employed worker are not related. The main point is ... what the relationship is between

Relationship Between High School Program
and Present Employment

Received Specific High School Training

	Alisal	North Salinas	Salinas	District	
College Preparatory	-	-	-	-	
General Program	-	-	-	-	
Vocational Preparatory	10 (10)	11 (13)	4 (5)	25 (9)	n 8

Employed in a Field SOMEWHAT Related to High School Training

	Alisal	North Salinas	Salinas	District	
College Preparatory	22 (43)	10 (25)	27 (28)	59 (29)	n 8
General Program	22 (19)	15 (29)	10 (14)	47 (38)	
Vocational Preparatory	34 (33)	19 (22)	43 (59)	96 (48)	
Total	78	44	80	202	n
% of working	(29)	(25)	(34)	(29)	%

Employed in a Field UNRELATED to High School Training

	Alisal	North Salinas	Salinas	District	
College Preparatory	25 (50)	31 (75)	61 (64)	117 (27)	n 8
General Program	85 (73)	36 (71)	53 (77)	174 (41)	
Vocational Preparatory	58 (56)	52 (59)	26 (36)	136 (32)	
Total	168	119	140	427	n
% of working	(62)	(66)	(59)	(62)	%

Alisal's program information is the weakest of the graduate's profile characteristics and the question did not function properly, therefore we can believe that graduates who complete a vocational program tend to find employment related to their training, if it is sought.

Examples of Groups Within Major Industries

Agriculture

Crop or livestock production, services to assist with production

Construction

Building and other than building construction

Finance, Insurance, Real Estate

Banking, credit agencies, insurance, real estate offices and investment services

Government

General government offices, public order and safety offices, human resource agencies

Manufacturing

Food and kindred products, wood products, printing and publishing, building and building material products, metal products, machinery and transportation equipment, electrical and electronic products, measuring equipment

Transportation/Communication

Public transportation, motor freight transportation and warehousing, pipe lines, U.S. Postal Service, electric, gas, and sanitary services, all forms of communication

Wholesale and Retail Merchandising

Wholesale trade (durable and non-durable goods), building materials, general merchandise stores, food stores, automotive dealers and service stations, apparel, furniture, home furnishing and department stores, eating and drinking places

Hotels, lodging places, personal services, repair services, automotive repair and services, amusement and recreation services, health services, educational and technical services, health services, health services, health services

Business or Industry in which Employed

	Alisal	North Salinas	Salinas	District	
Agriculture	16 (6)	5 (3)	12 (5)	33 (5)	n %
Construction	38 (14)	23 (13)	21 (9)	82 (12)	
Financial/Real Estate	30 (11)	9 (5)	21 (9)	60 (9)	
Government	14 (5)	34 (19)	50 (21)	98 (14)	
Manufacturing	35 (13)	18 (10)	12 (5)	65 (9)	
Transportation/ Communication	14 (5)	23 (13)	40 (17)	77 (11)	
Wholesale/Retail Merchandising	79 (29)	14 (8)	38 (16)	131 (19)	
Service	49 (18)	41 (23)	40 (17)	130 (19)	
Other	- (-)	13 (7)	- (-)	13 (2)	
Total	271	179	237	687	n
% of Class	(69)	(53)	(70)	(65)	%

(Note: The assumption in the following discussion is that the present employment situation for the Class of 1969 is a valid preview of the pattern of employment by industry and occupation for the Class of 1973 four years hence. The striking similarity in the pattern of activities for the classes of 1970, 1971, 1972 and 1973 during their first year of activity following graduation from high school lends considerable support to this assumption.)

The proportion of graduates employed in the agricultural, governmental and service industries will remain virtually unchanged. Changes in the employment pattern and proportion of employed will occur in all other industries. The most dramatic change will occur in the wholesale/retail/merchandising industry. In the Class of 1973, 45% were employed in that industry, while the proportion in that industry for the Class of 1969 was 29%. This data tends to support a hypothesis developed from earlier research and other related research that suggests

occupations within industries have chronological and experiential entrance limits under ordinary circumstances.

Examples of Major Occupational Groups

Skilled Worker - (generally craftsmen and foremen)

Automotive mechanic, carpenter, electrician, all around mechanic, painter, plumber, appliance servicemen, brick layers, press workers, business machine repairmen, tool and die maker, TV and radio service, air conditioning, refrigeration and heating mechanics, telephone and PBX installers and repairmen

Semi-Skilled Worker (generally operatives)

Machine operator, assembler, inspector, material mover, truck driver, gas station attendant, laundry and dry cleaning operations, bus driver

Unskilled

Usually jobs that involve handling and moving materials, heavy physical labor is not necessarily involved; the unskilled jobs are often the least dependable -- the first to be affected by recession and power-driven machinery

in 1970 there were

10.2 million skilled workers

13.9 million semi-skilled workers

3.7 million unskilled workers

(Source: Occupational Outlook Handbook, U.S. Dept. of Labor, 1973)

Major Occupational Groups of the Employed by Sex

	<u>Males</u>				
	Alisal	North Salinas	Salinas	District	
Skilled Worker	20 (15)	12 (13)	12 (10)	44 (13)	n %
Semi-Skilled Worker	20 (15)	8 (9)	15 (13)	43 (13)	
Unskilled	34 (30)	37 (41)	41 (35)	131 (35)	
Total	74 (60)	57 (63)	60 (50)	218 (60)	
	74 (60)	74 (80)	74 (63)	218 (60)	n %

Females

	Alisal	North Salinas	Salinas	District	
General Office	66 (49)	48 (53)	55 (47)	169 (49)	n 8
Semi-skilled	19 (14)	21 (23)	17 (14)	57 (17)	
Total % of working women	85 (63)	69 (76)	72 (61)	226 (66)	n 8

The chief differences between the occupational distributions of the Class of 1969 and 1973 were:

A. For Males

1. A substantial reduction in the number of graduates employed in unskilled occupations.
2. An increase in semi-skilled workers.
3. The emergence of a significant number of workers in the skilled classification.

B. For Females

1. A continuation of a large percentage of female graduates employed in General Office work.
2. A significant entry into the semi-skilled occupations.

Distance of Work from High School of Graduation

Miles	Alisal	North Salinas	Salinas	District	
0-10	136 (50)	86 (48)	97 (41)	319 (46)	n "
11-25	62 (23)	29 (16)	21 (9)	112 (16)	
26-50	16 (6)	9 (5)	9 (4)	34 (9)	
51-100	16 (6)	9 (5)	28 (12)	53 (8)	
More than 100	33 (14)	41 (23)	81 (34)	160 (23)	
Total of miles	273 (66)	174 (33)	237 (70)	677 (63)	n "

The nineteenth year reunion of the class of 1969 was held this summer. The reunion was a very hard fought one for the women very hard through the years to keep an active role in the life of their class. There were a number of women who were very active in the distance of their residence to attend the reunion.

Miles	% of Class
0-10	53
11-25	4
26-50	3
51-100	12
More than 100	29

The evidence seems to support the idea that the major relocation away from Salinas occurs between the second and fourth years following graduation from high school. Even long periods of time following the initial emigration do not add appreciably to net migration.

For the class of 1969, high school program seems to be associated with migration.

Employment within 0 to 25 Miles of Salinas
by Graduate's High School Program After Five Years

	Alisal	North Salinas	Salinas	District	
College Preparatory	42 (57)	27 (33)	38 (29)	107 (37)	n %
General Program	119 (72)	61 (63)	54 (66)	234 (68)	
Vocational Prep	121 (80)	126 (81)	81 (66)	328 (76)	n %

The most likely graduate to leave the local area is the caucasian or "other" group, high grade point average, college preparatory student (about three out of five will emigrate). The most likely to remain in Salinas are the vocationally prepared. Therefore, there is a direct relationship between the quality of the local labor supply and local expenditures of federal, state and district moneys on vocational preparation.

Number of Assistance in Obtaining Present Employment
by School and Graduate's Sex

	Males				
	Alisal	North Salinas	Salinas	District	
College Preparatory	30	5	20	61	n
General Program	107	6	17	130	t
Vocational Prep	119	72	84	251	
Total	256	83	121	460	
College Preparatory	30	5	20	61	n
General Program	107	6	17	130	t
Vocational Prep	119	72	84	251	
Total	256	83	121	460	

	<u>Females</u>				n	%
	Alisal	North Salinas	Salinas	District		
Parents, friends, relatives	26 (19)	28 (32)	9 (8)	63 (18)		
Got it on my own	86 (64)	53 (60)	84 (71)	223 (65)		
Private employment agency	4 (3)	7 (8)	- (-)	11 (3)		
State/Public employment agency	8 (6)	- (-)	9 (8)	17 (5)		
No answer	12 (9)	- (-)	15 (13)	27 (8)		

As was seen earlier on page 20, the graduate's sex and assistance in finding employment are related. That is, female graduates tend to find employment on their own initiative, as males tend to rely upon parents, friends and relatives for help. But this sex referenced difference vanishes before the fifth year after graduation. Employment agencies, per se, continue to exercise an insignificant role as a source of assistance.

6. GRADUATES' ATTITUDE RELATED TO EMPLOYMENT - AGREEMENT WITH STATEMENTS

Agreement with Statement: "The Work is Interesting to Me."

	<u>Males</u>				n	%
	Alisal	North Salinas	Salinas	District		
Strongly agree	58 (43)	45 (50)	30 (25)	133 (39)		
Agree	58 (43)	34 (38)	79 (67)	171 (50)		
Not sure	4 (3)	- (-)	- (-)	4 (1)		
Disagree	9 (7)	5 (6)	5 (4)	19 (6)		
Strongly disagree	- (-)	- (-)	5 (4)	5 (1)		

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	72 (53)	39 (44)	64 (54)	175 (51)	n %
Agree	38 (28)	36 (40)	34 (29)	108 (32)	
Not sure	4 (3)	4 (4)	5 (4)	13 (4)	
Disagree	23 (17)	- (-)	9 (8)	32 (9)	
Strongly disagree	- (-)	7 (8)	- (-)	7 (2)	n %

A significant increase in the interest in their work and decrease in boredom with their work will occur judging from a comparison of the attitudes of the 1969 and 1973 graduates. The shift from entry level jobs to a larger share of semi- and skilled jobs is probably influential. And adjustment of expectancy to a more realistic level probably also plays a part in the increased perception of interesting work.

Agreement with Statement: "My Chances for Advancement are Good."

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	36 (27)	45 (50)	34 (29)	115 (34)	n %
Agree	67 (50)	12 (13)	39 (33)	118 (35)	
Not sure	18 (13)	23 (25)	9 (8)	50 (15)	
Disagree	4 (3)	5 (6)	4 (4)	13 (4)	
Strongly disagree	- (-)	- (-)	25 (21)	25 (7)	n %

	<u>Females</u>				n	%
	Alisal	North Salinas	Salinas	District		
Strongly agree	49 (36)	36 (40)	30 (25)	115 (34)		
Agree	53 (39)	18 (20)	30 (25)	101 (30)		
Not sure	8 (6)	14 (16)	5 (4)	27 (8)		
Disagree	11 (8)	7 (8)	34 (29)	52 (15)		
Strongly disagree	15 (11)	11 (12)	18 (13)	44 (13)		

Generally speaking the graduates are more optimistic concerning the prospect for promotion than the class just a few quarters out of high school. This may be based upon promotions already achieved in the past few years.

Agreement with Statement: "The Pay is Good
Considering my Training and Experience"

	<u>Males</u>				n	%
	Alisal	North Salinas	Salinas	District		
Strongly agree	58 (43)	34 (38)	34 (29)	126 (37)		
Agree	54 (40)	22 (25)	45 (38)	121 (35)		
Not sure	- (-)	17 (19)	- (-)	17 (5)		
Disagree	18 (13)	5 (6)	25 (21)	48 (14)		
Strongly disagree	- (-)	5 (6)	9 (8)	14 (4)		

	<u>Females</u>				n	%
	Alisal	North Salinas	Salinas	District		
Strongly agree	45 (33)	25 (28)	25 (21)	95 (28)		
Agree	62 (50)	32 (36)	50 (42)	150 (44)		
Not sure	4 (3)	14 (16)	15 (13)	33 (11)		
Disagree	11 (8)	7 (8)	15 (13)	33 (10)		
Strongly disagree	4 (3)	7 (8)	9 (8)	20 (6)		

The perception of the adequacy of pay for work rendered has changed towards a greater satisfaction. Females in particular are much more satisfied. (One of the discoveries from Project Talent: a twenty-year longitudinal study by nationwide sample of members of the ninth through twelfth grades in 1960, is that high school females tend to have occupational aspirations that are more unrealistic than their male counterparts.) The interaction of their expectations and the reality of employment may be the underlying explanation of the change noted above.

Agreement with Statement: "I Am Satisfied with My Job At This Stage."

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	50 (37)	39 (44)	15 (13)	104 (30)	n %
Agree	58 (43)	12 (13)	45 (38)	115 (34)	
Not sure	14 (10)	17 (19)	15 (13)	46 (13)	
Disagree	4 (3)	12 (13)	20 (17)	36 (11)	
Strongly disagree	10 (7)	5 (6)	20 (17)	35 (10)	n %

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	42 (31)	21 (24)	20 (17)	83 (24)	n %
Agree	57 (42)	46 (52)	34 (29)	137 (40)	
Not sure	11 (8)	4 (4)	9 (8)	24 (7)	
Disagree	11 (8)	7 (8)	30 (25)	48 (14)	
Strongly disagree	15 (11)	7 (8)	9 (8)	31 (9)	n %

Job satisfaction has changed a great deal except that more females are more discontent than previously.

Agreement with Statement: "My Job is Related to
My Ultimate Occupational Objectives"

	<u>Males</u>				
	Alisal	North Salinas	Salinas	District	
Strongly agree	27 (20)	34 (38)	9 (8)	70 (20)	n 8
Agree	41 (30)	17 (19)	39 (33)	97 (28)	
Not sure	41 (30)	22 (25)	15 (13)	78 (23)	
Disagree	9 (7)	- (-)	30 (25)	39 (11)	
Strongly disagree	14 (10)	12 (13)	20 (17)	46 (13)	n 8

	<u>Females</u>				
	Alisal	North Salinas	Salinas	District	
Strongly agree	34 (25)	11 (12)	30 (25)	75 (26)	n 8
Agree	38 (28)	39 (44)	9 (8)	86 (25)	
Not sure	4 (3)	18 (20)	30 (25)	52 (15)	
Disagree	30 (22)	7 (8)	30 (25)	67 (20)	
Strongly disagree	23 (17)	11 (12)	9 (8)	43 (13)	n 8

For whatever reasons, many graduates of both sexes are now satisfied that their present job is related positively to their ultimate career objective. About twenty percent more of the males now agree to the positive relationship, and about twenty-five percent more of the females. Undoubtedly, changes in maturity, levels of expectation and improvement in the position on the occupational ladder influence the graduates' evaluation of the correspondence of their career objectives and their present jobs.

7. USEFULNESS OF HIGH SCHOOL COURSES IN PRESENT ACTIVITY - COMPLETED ONE OR MORE SEMESTER COURSES (The balance of 100%, if any, gave no answer.)

	<u>Art/Music</u>				n %
	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	199 (51)	202 (57)	222 (66)	623 (59)	
Not useful	103 (52)	83 (41)	82 (37)	268 (43)	
Somewhat	74 (37)	83 (41)	93 (42)	250 (40)	
Very	18 (9)	36 (18)	36 (16)	90 (14)	

It should be recalled that what the graduates are evaluating is the utility of specific curricular areas in relation to their present activity. There are many motives for enrolling in specific curricular areas -- Utilitarianism is but one motive and not necessarily the strongest. For instance, many persons might enroll in a music class simply because they felt enjoyment in making music, and not because they planned a professional career as a musician. Utility is but one dimension of evaluation.

	<u>Drama/Speech</u>				n %
	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	113 (29)	97 (29)	108 (32)	318 (30)	
Not useful	26 (23)	14 (14)	15 (14)	55 (17)	
Somewhat	31 (27)	57 (59)	41 (38)	129 (41)	
Very	47 (42)	26 (27)	46 (43)	119 (37)	

English/Literature/Writing

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	390 (100)	335 (100)	337 (100)	1062 (100)	n %
Not useful	39 (10)	13 (4)	27 (8)	79 (7)	
Somewhat	168 (43)	137 (41)	131 (39)	436 (41)	
Very	179 (46)	174 (52)	169 (50)	522 (49)	n %

Foreign Languages

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	211 (54)	221 (66)	276 (82)	708 (67)	n %
Not useful	78 (37)	117 (53)	141 (51)	336 (47)	
Somewhat	95 (45)	69 (31)	72 (26)	236 (33)	
Very	34 (16)	31 (14)	63 (23)	128 (18)	n %

Mathematics

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	374 (96)	318 (95)	330 (98)	1022 (96)	n %
Not useful	22 (6)	25 (8)	56 (17)	103 (10)	
Somewhat	150 (40)	153 (48)	83 (25)	386 (38)	
Very	202 (52)	140 (42)	191 (56)	535 (52)	n %

Science

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	328 (84)	295 (88)	320 (95)	943 (89)	n %
Not useful	167 (51)	103 (35)	118 (37)	388 (41)	
Somewhat	92 (28)	112 (38)	102 (32)	306 (32)	
Very	52 (16)	80 (24)	100 (29)	232 (25)	n %

Social Studies

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	390 (100)	335 (100)	337 (100)	1062 (100)	n %
Not useful	199 (51)	114 (34)	142 (42)	455 (43)	
Somewhat	137 (35)	128 (38)	152 (45)	417 (39)	
Very	54 (10)	93 (22)	43 (11)	190 (18)	n %

Agriculture/Horticulture/Forestry

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	78 (20)	47 (14)	40 (12)	165 (16)	n %
Not useful	39 (50)	21 (45)	5 (13)	65 (39)	
Somewhat	17 (22)	17 (36)	15 (38)	49 (30)	
Very	17 (22)	9 (18)	20 (50)	46 (28)	n %

Business/Office Practice

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	250 (64)	194 (58)	182 (54)	626 (59)	n %
Not useful	47 (16)	18 (4)	16 (9)	81 (13)	
Somewhat	70 (28)	85 (44)	62 (34)	217 (35)	
Very	133 (53)	91 (47)	104 (57)	328 (52)	n %

Home Economics/Consumer's Education

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	156 (40)	84 (25)	61 (18)	301 (28)	n %
Not useful	51 (33)	18 (21)	15 (25)	84 (28)	
Somewhat	49 (22)	27 (32)	26 (42)	102 (34)	
Very	56 (36)	39 (47)	20 (33)	115 (38)	n %

Industrial/Technical and Trade Skills

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	113 (29)	74 (22)	78 (23)	265 (25)	n %
Not useful	21 (19)	30 (35)	26 (33)	77 (29)	
Somewhat	40 (35)	14 (24)	16 (20)	70 (26)	
Very	52 (46)	30 (35)	36 (47)	118 (45)	n %

Work Experience

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	140 (36)	131 (39)	61 (18)	332 (31)	n %
Not useful	35 (25)	35 (27)	10 (17)	80 (24)	
Somewhat	31 (22)	43 (33)	26 (42)	103 (31)	
Very	74 (53)	53 (40)	26 (42)	153 (46)	n %

Physical Education

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	390 (100)	335 (100)	337 (100)	1062 (100)	n %
Not useful	117 (30)	77 (23)	118 (35)	312 (29)	
Somewhat	101 (26)	127 (38)	98 (29)	326 (31)	
Very	172 (42)	131 (34)	118 (35)	421 (40)	n %

Actually the graduates' perception of the usefulness of the various curricular areas changed very little when the two classes are compared. As a research problem the lack of change in usefulness is a paradox. An observer would have expected the long exposure to practical experience on the part of the Class of 1969 would have occasioned changes in their evaluations; however, this was not the case.

8. RANKING CURRICULAR AREAS INTO A FIRST, SECOND, AND THIRD MOST USEFUL COMPOSITE

	Alisal	North Salinas	Salinas	District	
Business and Office Practice	176 (45)	154 (46)	98 (29)	428 (40)	n &
English, Literature and Writing	179 (46)	157 (47)	189 (56)	525 (49)	
Industrial/Trade and Technical Skills	66 (17)	30 (9)	64 (19)	160 (15)	
Mathematics	207 (53)	157 (47)	148 (44)	512 (48)	
Science	51 (13)	67 (20)	98 (29)	216 (20)	
Social Studies	16 (4)	57 (17)	44 (13)	117 (11)	n &

The proportional composites above are remarkably similar to the composite for the class of 1973. It is not known what specific content within the curricular areas make some areas more useful than others. It is a novel idea, but it may be true in a general sense that the educational needs of the college bound and employment bound have more in common than is usually realized. The similarity of needs may underlie the lack of difference in the graduates' perception of usefulness whether they have graduated eight months or five years previously, or whether they have subsequently graduated from a two or four-year college and now work or have always worked since graduation from high school.

9. RANKING EDUCATIONAL PROGRAM COMPLETED IN RETROSPECT (DO GRADUATES WISH THEY HAD COMPLETED A DIFFERENT PROGRAM, IF SO, WHICH ONE?)

	Alisal	North Salinas	Salinas	District	
Same Program	172 (44)	157 (47)	165 (49)	494 (47)	n &
No Answer	27 (7)	27 (8)	7 (2)	61 (5)	
Different Program	191 (49)	151 (45)	165 (49)	507 (48)	
Different Program Would Have Taken					
College Prep	92 (48)	74 (49)	73 (44)	239 (47)	
Vocational	92 (48)	67 (46)	46 (28)	205 (40)	n &

The principal difference in satisfaction with the high school program completed between the graduates of the Class of 1973 and 1969 is that 10% more of the '69 Class wished they had completed different programs. This statistic is quite important because four or five years after graduation about half of the class will wish they had completed a different program. Of those who wished they had completed a different program, forty-seven percent favored College Preparatory and forty percent a Vocational Program. This data may suggest that the perceived value of a College Preparatory program decreases with time. During this same time the perceived value of vocational preparation increases.

10. COMPARISON OF OCCUPATIONAL CHOICES IN HIGH SCHOOL AND AT PRESENT

	Alisal	North Salinas	Salinas	District	
Had made a choice in high school	273 (70)	184 (55)	222 (66)	679 (64)	n %
Had not made a choice	117 (30)	151 (45)	115 (34)	383 (36)	
Present choice is the same	156 (40)	121 (36)	101 (30)	378 (36)	
Present choice is different	234 (60)	214 (64)	236 (70)	684 (64)	n %

11. WHO THE GRADUATE RECEIVED THE MOST HELP FROM IN PLANNING FOR THE FUTURE WHILE IN HIGH SCHOOL

	Alisal	North Salinas	Salinas	District	
Parents and relatives	160 (41)	141 (42)	155 (46)	456 (43)	n %
On-campus friends	31 (8)	10 (3)	17 (5)	58 (5)	
Off-campus friends	31 (8)	27 (8)	20 (6)	78 (7)	
School Counselors	35 (9)	44 (13)	37 (11)	116 (11)	
Teachers	82 (21)	57 (17)	51 (15)	190 (18)	
Myself	74 (19)	57 (17)	104 (31)	235 (22)	
More than one	55 (14)	30 (9)	57 (17)	142 (13)	n %

The patterns above contain an unknown amount of post-high school experience influence. As a recollection, it does have resemblance to evaluations from the Classes of 1971 and 1972.

12. THE HELPFULNESS OF HIGH SCHOOL IN LEARNING SELECTED SKILLS

Reading for Instruction and Pleasure

	Alisal	North Salinas	Salinas	District	
Not Helpful	23 (6)	30 (9)	61 (18)	114 (11)	n %
Somewhat	148 (38)	117 (35)	128 (38)	393 (37)	
Very	219 (57)	188 (56)	148 (43)	555 (52)	n %

Writing Letters, Reports and Notes

Not Helpful	43 (11)	30 (9)	61 (18)	134 (13)	n %
Somewhat	148 (38)	114 (34)	125 (37)	387 (36)	
Very	199 (51)	191 (57)	151 (45)	541 (51)	n %

Working Numerical and Financial Problems

Not Helpful	62 (16)	34 (10)	61 (18)	157 (15)	n %
Somewhat	129 (33)	144 (43)	125 (37)	298 (28)	
Very	199 (51)	157 (47)	151 (45)	507 (47)	n %

Speaking Before Groups of People

Not Helpful	140 (36)	134 (40)	135 (40)	409 (39)	n %
Somewhat	156 (40)	121 (36)	125 (37)	402 (38)	
Very	94 (24)	80 (23)	77 (23)	251 (23)	n %

	Salinas	North Salinas	Salinas	District	
<u>Preparing for Marriage and Family</u>					
Not Helpful	160 (41)	141 (42)	233 (69)	534 (50)	n %
Somewhat	140 (36)	147 (44)	88 (26)	375 (35)	
Very	90 (23)	47 (14)	16 (5)	153 (15)	n %
<u>Getting and Maintaining a Job</u>					
Not Helpful	101 (26)	131 (39)	145 (43)	377 (35)	n %
Somewhat	164 (42)	134 (40)	135 (40)	433 (41)	
Very	125 (32)	70 (21)	57 (17)	252 (24)	n %
<u>Using Proper Spoken English</u>					
Not Helpful	51 (13)	17 (5)	47 (14)	115 (11)	n %
Somewhat	125 (32)	164 (49)	172 (51)	461 (43)	
Very	214 (54)	154 (45)	118 (35)	486 (46)	
<u>Thinking Out Issues and Forming Opinions</u>					
Not Helpful	51 (13)	64 (19)	84 (25)	199 (19)	n %
Somewhat	168 (43)	147 (44)	165 (49)	480 (45)	
Very	168 (43)	124 (36)	88 (26)	380 (36)	n %

A Comparison of Helpfulness in Learning Selected Skills
as Evaluated by the Classes of 1973 and 1969

(percents of somewhat and very helpful combined)

Reading for Instruction and Pleasure

Class of	
1969	1973
89%	88%

Writing Letters, Reports and Notes

Class of	
1969	1973
87%	88%

Working Numerical and Financial Problems

Class of	
1969	1973
75%	84%

Speaking Before Groups of People

Class of	
1969	1973
61%	68%

Preparing for Marriage and Family

Class of	
1969	1973
50%	50%

Getting and Maintaining a Job

Class of	
1969	1973
65%	68%

Using Proper Spoken English

Class of	
1969	1973
69%	91%

Thinking Out Issues and Forming Opinions

	Class of	
	1969	1973
	81%	86%

To the extent that the skills above are appropriate educational goals that schools should include within their curricular responsibilities, a very fine job is done for the most part. Inspection of the results will show that three areas continue to receive comparatively lower evaluations. Those are: Speaking Before Groups of People, Preparing for Marriage and Family, and Getting and Maintaining a Job. Presumably schools could address effective educational efforts at these goals and make substantial progress towards much higher evaluations on the part of students.

13. THE GRADUATE'S EVALUATION OF SELECTED COUNSELING SERVICES

Agreement With Statement: "My Counselor Gave Me Good Information in Planning My High School Program"

	Alisal	North Salinas	Salinas	District	
Strongly agree	31 (8)	20 (6)	8 (2)	59 (6)	n 8
Agree	129 (33)	70 (21)	118 (35)	317 (30)	
Undecided	70 (18)	67 (20)	30 (9)	167 (16)	
Disagree	82 (21)	97 (29)	84 (25)	263 (25)	
Strongly disagree	78 (20)	87 (26)	98 (29)	263 (25)	n 8

Comparison of the graduating classes reveals that the more recent graduates believe their counselors are more helpful in planning out their high school programs.

Agreement With Statement: "My Counselor Was Helpful in Planning
My Activity After Graduation"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	- (-)	9 (6)	5 (3)	14 (3)	n 8
Agree	9 (5)	5 (3)	20 (12)	34 (7)	
Undecided	33 (18)	19 (12)	6 (9)	58 (11)	
Disagree	80 (43)	56 (36)	53 (32)	189 (37)	
Strongly disagree	65 (35)	66 (42)	73 (44)	204 (40)	n 8

In the five-year interlude between graduation and evaluation of this aspect of counseling service an influence of unknown degree may have been introduced by extended practical experience. Indeed if the influence of practical experience is real rather than assumed, then it may be expected that the negative evaluation of counseling experience will increase in proportion to length of time since graduation. If, instead, the evaluation of services tends to remain constant, then a considerable improvement in services directed at planning for after graduation activity has taken place.

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	8 (4)	- (-)	- (-)	8 (1)	n 8
Agree	21 (10)	16 (9)	50 (29)	87 (16)	
Undecided	25 (12)	32 (18)	17 (10)	74 (13)	
Disagree	90 (44)	90 (50)	50 (29)	230 (41)	
Strongly disagree	62 (30)	41 (23)	55 (32)	158 (28)	n 8

The same arguments stated for the males also applies to the evaluation of services by the female graduates. It should be noted that in general females tend to be slightly more satisfied with counseling services than males.

It would appear that the counseling practices that lead to selection of high school program are critical and require close attention. This report elaborates in great detail what the future activities of students, given certain characteristics, will do following graduation. Providing the assumption is made, "all other things being equal," sound advice for individual students can be found here. The advice should always be given with full consciousness of the probabilistic nature of any personal counseling. Surveys of this sort report upon the subsequent activities of groups of persons who share a common identifiable characteristic(s). Strictly speaking, future behavior of one individual cannot be forecast. Therefore, although standard practices can be adopted to help all individuals make personal plans for the future, the counselors advice for what would be the best decision for a particular individual must always remain tentative.

14. THE GRADUATES' EVALUATION OF THEIR INSTRUCTORS - AGREEMENT WITH STATEMENTS

"Most of My Teachers Made Their Courses Interesting and Enjoyable"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	9 (5)	- (-)	5 (3)	14 (3)	n %
Agree	93 (50)	47 (30)	53 (32)	193 (38)	
Undecided	33 (18)	33 (21)	30 (18)	96 (19)	
Disagree	37 (20)	70 (45)	53 (32)	160 (32)	
Strongly disagree	15 (8)	5 (3)	25 (15)	45 (9)	n %

	<u>Females</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	45 (22)	9 (51)	10 (6)	64 (12)	n %
Agree	103 (50)	109 (61)	55 (32)	267 (48)	
Undecided	12 (6)	29 (16)	39 (23)	80 (14)	
Disagree	29 (14)	25 (14)	44 (26)	98 (18)	
Strongly disagree	16 (8)	9 (5)	22 (13)	47 (8)	n %

Although female graduates from the two classes tend to evaluate their teachers' efforts to make their classes interesting and enjoyable, similarly, there is a substantial difference in how the two groups of males evaluate their teachers' efforts. The more recently graduated males are much more appreciative of their teachers' efforts.

"Most of My Teachers Tried to Meet My Specific Educational Needs"

	<u>Males</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	9 (5)	5 (3)	5 (3)	19 (4)	n %
Agree	70 (38)	33 (21)	53 (32)	156 (31)	
Undecided	57 (31)	47 (30)	23 (15)	127 (25)	
Disagree	33 (18)	56 (36)	40 (24)	129 (25)	
Strongly disagree	19 (10)	14 (9)	43 (26)	76 (15)	n %

	<u>Females</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	25 (12)	4 (2)	17 (10)	46 (8)	n %
Agree	107 (52)	90 (50)	34 (19)	231 (42)	
Undecided	37 (18)	29 (16)	10 (6)	76 (14)	
Disagree	16 (8)	54 (30)	89 (52)	159 (29)	
Strongly disagree	21 (10)	4 (2)	22 (13)	47 (8)	n %

Again, the female graduates tend to respond to this question similarly regardless of year of graduation, while more recently graduated males have responded with a more favorable evaluation.

"Most of My Teachers Related their Subjects to the Needs of Today"

	<u>Males</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	19 (10)	- (-)	5 (3)	24 (5)	n %
Agree	46 (25)	37 (24)	35 (21)	118 (23)	
Undecided	33 (18)	42 (27)	20 (12)	95 (19)	
Disagree	61 (33)	61 (39)	58 (35)	180 (36)	
Strongly disagree	28 (15)	14 (9)	48 (29)	90 (18)	n %

	<u>Females</u>				n %
	Alisal	North Salinas	Salinas	District	
Strongly agree	21 (10)	4 (2)	10 (6)	35 (6)	n %
Agree	74 (36)	81 (45)	50 (29)	205 (37)	
Undecided	45 (22)	45 (25)	10 (6)	100 (18)	
Disagree	53 (26)	32 (18)	77 (45)	162 (29)	
Strongly disagree	12 (6)	16 (9)	22 (13)	50 (9)	n %

Assuming that more recent graduates of both sexes will evaluate this question more positively than graduates more removed in time, males apparently have some experiences which cause their evaluations to change or deteriorate.

"Most of My Teachers Were Not Prejudiced Toward Minority Group Students"

	Alisal	North Salinas	Salinas	District	
Strongly agree	101 (26)	47 (14)	67 (20)	215 (20)	n %
Agree	179 (46)	194 (58)	88 (26)	461 (43)	
Undecided	82 (21)	54 (16)	131 (39)	267 (25)	
Disagree	16 (4)	40 (12)	30 (9)	86 (8)	
Strongly disagree	12 (3)	- (-)	20 (6)	32 (3)	n %

There is very little difference in the response of the two classes to this question. Although this evaluation is slightly more negative it is still quite favorable.

Response by Ethnic/Racial Group

	Alisal	North Salinas	Salinas	District	
<u>Strongly Agree</u>					
Black	- (-)	- (-)	- (-)	- (-)	n %
Caucasian	74 (29)	45 (17)	53 (20)	172 (22)	
Spanish Surname	20 (19)	4 (8)	11 (25)	35 (18)	
Other	7 (25)	- (-)	4 (17)	11 (15)	n %
<u>Agree</u>					
Black	- (-)	2 (100)	- (-)	2 (33)	n %
Caucasian	114 (45)	148 (56)	69 (26)	331 (42)	
Spanish Surname	45 (42)	28 (58)	17 (38)	90 (45)	
Other	18 (63)	17 (83)	4 (17)	39 (52)	n %

	Alisal	North Salinas <u>Undecided</u>	Salinas	District	
Black	- (-)	- (-)	- (-)	- (-)	n %
Caucasian	56 (22)	45 (17)	116 (44)	217 (28)	
Spanish Surname	24 (23)	4 (8)	6 (13)	34 (17)	
Other	4 (13)	3 (17)	9 (33)	16 (21)	n %
		<u>Disagree</u>			
Black	1 (100)	- (-)	- (-)	1 (17)	n %
Caucasian	10 (4)	27 (10)	16 (6)	53 (7)	
Spanish Surname	4 (4)	12 (25)	6 (13)	22 (11)	
Other	- (-)	- (-)	9 (33)	9 (12)	n %
		<u>Strongly Disagree</u>			
Black	- (-)	- (-)	3 (100)	3 (50)	n %
Caucasian	- (-)	- (-)	11 (4)	11 (1)	
Spanish Surname	13 (12)	- (-)	6 (13)	19 (10)	
Other	- (-)	- (-)	- (-)	- (-)	n %

The principal source of negative response was an increase in the number of the Spanish Surname group who felt their teachers were prejudiced toward minority groups. The increase was by group and number:

Disagree and Strongly Disagree by Number

	1973	% of Class	1969	% of Class
Black	0	-	4	(67)
Caucasian	57	(7)	64	(8)
Spanish Surname	16	(7)	41	(21)
Other	21	(13)	28	(37)

The influence of experiences since graduation cannot be discounted. At face value the comparison would mean that schools have made a successful effort at reducing whatever prejudice may have existed previously. However it must be understood that the response of the 1973 class may also deteriorate slightly within four years. The important fact is that even five years later 63% of the class of 1969 responded that in their belief their teachers had not been prejudiced towards minority groups.

15. THE GRADUATES' OVERALL EVALUATION OF THEIR HIGH SCHOOL EXPERIENCE

Agreement With Statement: "I Feel that High School Was a Pleasant and Rewarding Experience"

	Alisal	North Salinas	Salinas	District	
Strongly agree	218 (56)	84 (25)	61 (18)	363 (34)	n %
Agree	109 (28)	157 (47)	118 (35)	384 (36)	
Undecided	20 (5)	54 (16)	74 (22)	148 (14)	
Disagree	27 (7)	40 (12)	40 (12)	107 (10)	
Strongly disagree	16 (4)	3 (1)	40 (12)	59 (6)	n %

It is remarkable that even after five years, and considerable curricular modifications including a reduction in the number of units necessary to graduate, that the overall response to the value of a high school education remains substantially the same. The difference in favorable evaluation is only 4%.

Agreement with Statement by Graduates' Sex

	Alisal	<u>Males</u> North Salinas	Salinas	District	
Strongly agree	89 (48)	42 (27)	30 (18)	161 (32)	n %
Agree	61 (33)	66 (42)	53 (32)	180 (36)	
Undecided	15 (8)	23 (15)	35 (21)	73 (14)	
Disagree	15 (8)	23 (15)	20 (12)	58 (11)	
Strongly disagree	9 (5)	- (-)	30 (18)	39 (8)	n %

	<u>Females</u>				
	Alisal	North Salinas	Salinas	District	
Strongly agree	127 (62)	41 (23)	32 (19)	200 (36)	n %
Agree	49 (24)	90 (50)	67 (39)	206 (37)	
Undecided	8 (4)	29 (16)	39 (23)	76 (14)	
Disagree	12 (6)	16 (9)	22 (13)	50 (9)	
Strongly disagree	8 (4)	4 (2)	10 (6)	22 (4)	n %

Female respondents are slightly more favorable towards the total high school experience than males. At the same time females are also less unfavorable, too.

Agreement by Graduates' Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
		<u>Strongly Agree</u>			
Black	- (-)	- (-)	- (-)	- (-)	n %
Caucasian	163 (64)	77 (29)	48 (18)	288 (37)	
Spanish Surname	43 (42)	4 (8)	11 (25)	58 (29)	
Other	15 (50)	3 (17)	4 (17)	22 (29)	n %
		<u>Agree</u>			
Black	1 (100)	- -	3 (100)	4 (67)	n %
Caucasian	64 (25)	111 (42)	79 (30)	254 (32)	
Spanish Surname	24 (23)	32 (67)	19 (63)	75 (38)	
Other	15 (50)	10 (50)	9 (33)	34 (45)	n %

	Alisal	North Salinas	Salinas	District	
		<u>Undecided</u>			
Black	- (-)	2 (100)	- (-)	2 (33)	n %
Caucasian	10 (4)	32 (12)	69 (26)	111 (14)	
Spanish Surname	13 (12)	8 (17)	- (-)	21 (11)	
Other	- (-)	3 (17)	4 (17)	7 (9)	n %
		<u>Disagree</u>			
Black	- (-)	- (-)	- (-)	- (-)	n %
Caucasian	13 (5)	32 (12)	32 (12)	77 (10)	
Spanish Surname	13 (12)	4 (8)	6 (13)	23 (12)	
Other	- (-)	3 (17)	4 (17)	7 (9)	n %
		<u>Strongly Disagree</u>			
Black	- (-)	- (-)	- (-)	- (-)	n %
Caucasian	5 (2)	5 (2)	37 (14)	47 (6)	
Spanish Surname	13 (12)	- (-)	- (-)	13 (7)	
Other	- (-)	- (-)	4 (17)	4 (5)	n %

Disagree and Strongly Disagree Combined

	1969	% of Class	1973	% of Class
Black	-	-	-	-
Caucasian	124	(16)	106	(14)
Spanish Surname	36	(18)	13	(6)
Other	11	(15)	23	(15)



Agreement With Statement by Grade Point Average

	Alisal	North Salinas	Salinas	District	
<u>Strongly Agree</u>					
0-1.9	40 (36)	30 (24)	19 (30)	89 (30)	n %
2-2.9	140 (63)	38 (24)	39 (19)	237 (40)	
3-4.0	32 (57)	14 (27)	9 (13)	55 (31)	n %
<u>Agree</u>					
0-1.9	40 (36)	53 (43)	13 (20)	106 (36)	n %
2-2.9	53 (24)	86 (54)	79 (38)	228 (39)	
3-4.0	17 (29)	17 (33)	26 (39)	60 (34)	n %
<u>Undecided</u>					
0-1.9	6 (5)	18 (15)	26 (40)	50 (17)	n %
2-2.9	9 (4)	22 (14)	33 (16)	64 (11)	
3-4.0	8 (14)	10 (20)	15 (22)	33 (19)	n %
<u>Disagree</u>					
0-1.9	16 (14)	17 (14)	- (-)	33 (11)	n %
2-2.9	13 (6)	11 (7)	27 (13)	51 (9)	
3-4.0	- (-)	10 (20)	11 (17)	21 (12)	n %
<u>Strongly Disagree</u>					
0-1.9	10 (9)	6 (5)	6 (10)	22 (7)	n %
2-2.9	9 (4)	- (-)	33 (16)	42 (7)	
3-4.0	- (-)	- (-)	6 (9)	6 (3)	n %

Disagree and Strongly Disagree Combined

	Class of	
	1969	1973
0-1.9	18%	22%
2-2.9	16%	10%
3-4.0	15%	11%

The perception of a high school education as associated with unpleasantness and/or lack of positive reward is mainly held by members of the lowest grade point average group. In addition to that characteristic negative opinion tends to be tied to the masculine gender, the Caucasian or "Other" ethnic/racial background and the College Preparatory and General programs.

"The decency of a society, it is said, can be measured by its criminal laws. In a crude society, the purpose of those laws is to secure order. In a civilized society, the purpose is to secure order and freedom. And in a good society, the purpose is to secure order and freedom fairly. It is only in the past couple of decades that the crucial idea of fairness has been seriously applied as a test of the American system of criminal justice. Of course, law is not the only instrument of justice, nor is it the most effective one. Tradition, regard for others, religious belief, education, habit, moral leadership, public opinion -- these do more to create and preserve justice in a nation than all its laws together."

Richard Harris
"Reflections"
The New Yorker Magazine
June 10, 1974