

## **Implementation of State Plan: The 4 Components of a Comprehensive, Developmental Guidance and Counseling Program**

Counselors who operate without the benefit of a planned program tend to be reactive in service delivery, serving students and families as needs are presented. Although this method is certainly student service oriented, this model tends to use time inefficiently and is generally unsuccessful in supporting the long range goals of the campus and district.

During the initial two years of the state model implementation process (2005/06 and 2006/07), the director of counseling established a time study project in order to identify where we were as a district compared to state model targets for the four components. The results indicated a need for more consistent reporting of counselor time and additional training in the model for both counselors and administrators. Those results were reported in the Annual Board Report in 2007. In the October 08 Board Retreat, the initiation of weekly logs and summary reports each six weeks was announced to the Board. Summary reports of the first four six week periods of the 07/08 school year have been tabulated and reviewed by the Director of Counseling and the Deputy Superintendent. The time distribution data from counselor logs for the 07/08 year is compared with the data from the initial baseline time studies of 2005—07 and presented in this report.

### **General Observations:**

During this year, counselors at all levels have made significant improvements in time distribution to the four components: Guidance, Responsive Services, Individual Planning, and System Support. Counselors are also asked to identify time spent in non-counseling duties.

A comparison of summaries of the first 4 six weeks of the 2007/08 school year with the initial time studies from 2005/06 and 2006/07 indicate that counselors at all levels of DENTON ISD schools have made significant gains in redistributing their time toward the state targeted percentage in most areas. The contributions of the Student Assistance Program have allowed both Middle School and High School counselors to move more steadily toward target time distribution recommended by the state model. High ratios of students to counselors, especially in the elementary schools, increase the need for administrators to prioritize the assignment of counselors to duties within the four components in order to utilize counselor time and specialized skills most appropriately.

### Elementary Counselors:

- Significantly increased time in **Guidance**—presentations of bully prevention, character education and social skills lessons in the classrooms along with career and decision making information.
- Successfully achieved their target range in **Responsive Services** which reflects increased time for response to student & parent concerns.
- Were able to decrease time in the area of **System Support** which reflects less time spent in meetings and more time available for the Guidance and Responsive

Services components. This area remains off target primarily because of system referral needs including special programs screenings as well as the high ratio of students to counselors.

- **Individual Planning** remains higher than desired for elementary, but we hope continued increasing of time in group guidance time will help balance this.
- **Non Guidance:** Identification of duties in this area varies and falls under “other duties as assigned.” As counselors and administrators review the findings, it is hoped that a priority will be put on using counselor time in the four components where it is most effective.

Reviews of logs submitted by the 4 elementary schools with enrollment greater than 700 during the 07/08 school year also reveal that the addition of the contract counselor (1 day per week at each of the four campuses) significantly reduced the stress, improved the school counselor’s ability to operate in the four components, and added to the overall improvement of time distribution in the district.

#### Middle School Counselors:

- More than doubled **Guidance** time (includes personal responsibility, decision making, dropout prevention, career/college exploration), but remain below target range; this is mitigated by the fact that on site Student Assistance/Intervention Specialists deliver Project Alert program (**Guidance**) in the middle schools and manage crisis intervention as needed. For more information about time distribution in the Student Assistance Program, see the separate program graph.
- Increased time in **Responsive Services** (includes groups designed for specific student needs and response to individual student and parent concerns) from 18% to within 1 percentage point of the targeted range!
- Increased time in **Individual Planning** from 4% to reach the targeted range of 15 to 25% !
- **System Support** (primarily system referral and other meetings) was reduced from 47% to 20%. This is a significant improvement, with the target range remaining only 5 percentage points away.
- **Non-Guidance** duties were reduced significantly from 25% of the counselor’s time to 14%. We expect to see continued decrease as counselors and administrators both recognize the value of work that counselors are accomplishing in implementing the state model.

#### High School Counselors:

- Increased **Guidance** time from 7% to 16%, reaching the bottom edge of the target range! HS guidance focuses on academic planning & dropout prevention with career and college readiness emphasis.
- **Responsive Services** increased from 9% to 14%, still well below the targeted range of 25 to 35%. However, this does not mean that needs are not being met. Our high schools are fortunate to this year have the addition of a Student Assistance Counselor on each campus to help improve and personalize the services in this area. The School Counselor Time Distribution graphs do not

show the Student Assistance Counselor contributions; that information is on the Student Assistance Program graph which is found following the School Counselor graphs.

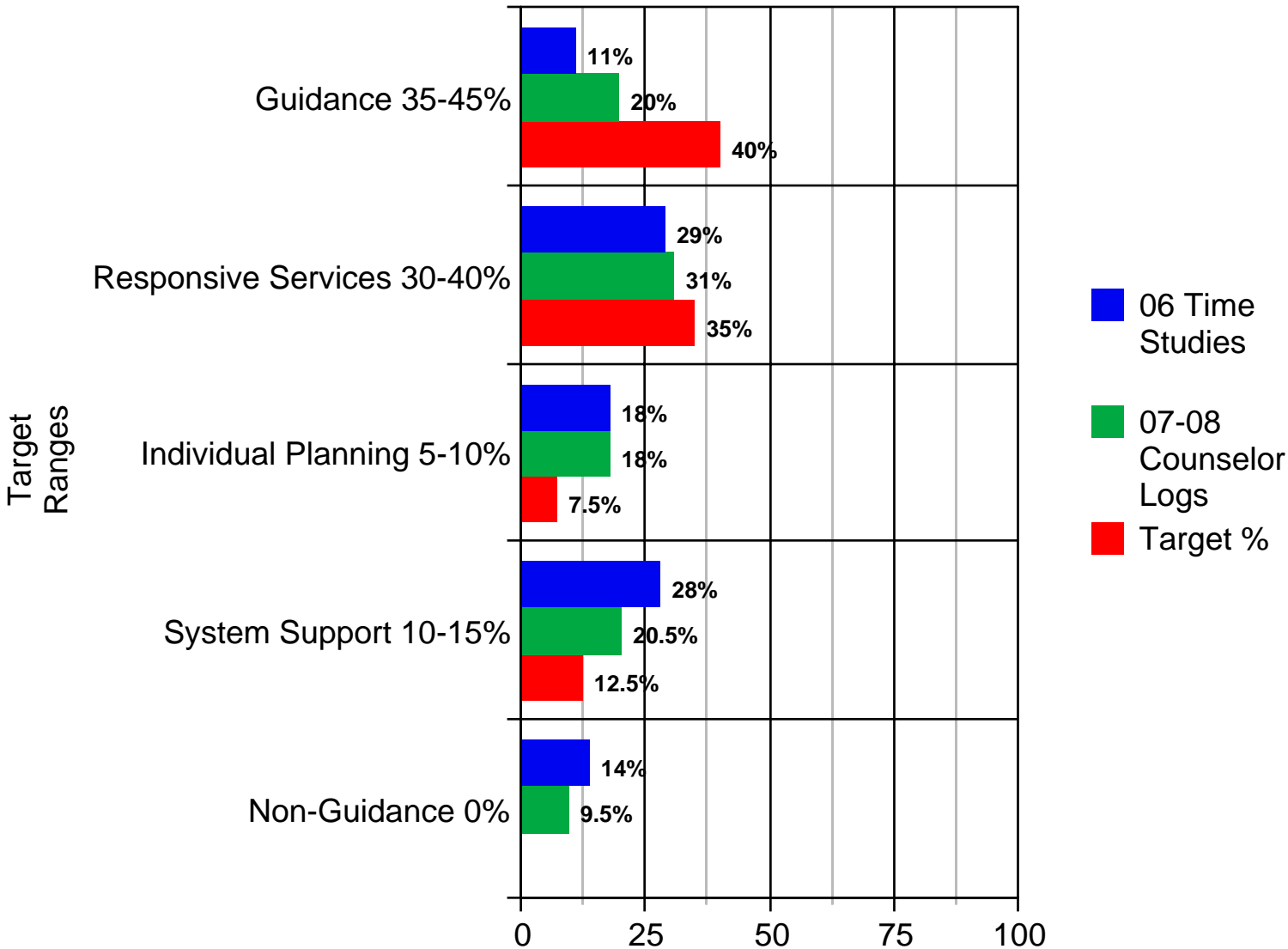
- **Individual Planning** increased 4 percentage points to bring it into the targeted range! Counselor efficiency in planning and time management will continue to benefit all components as targets are reached.
- **System Support** (meetings, system referral procedures) decreased from 36% to 27% but remains 7 points out of the desired range. The presence of the Student Assistance Counselors in the High Schools is particularly evident in the areas of responsive services (crisis counseling) and System Support (referral systems) as the improvement in those areas are mirrored in the distribution of Student Assistance Counselor time.
- **Non-Guidance** has dropped from 20% to 12%! We hope to continue to see this decline as counselors and administrators make conscious decisions about utilizing counselor time as efficiently as possible.

#### Student Assistance Program Time Distribution

As this is the first year of operation of the Student Assistance Program in the high schools, we only have the current year data to examine. Their graph is not built on the same four components used in the school counseling program because of the differing job descriptions. Student Assistance Counselors and Intervention Specialists are selected from a broader training base that includes school counselors, licensed professional counselors, and social workers, all with specialized training in the area of drugs, alcohol, and addictions. These professionals are not required to be school certified but their services will overlap some of those offered by the school counselor, enabling both groups to collaborate and consult readily with one another.

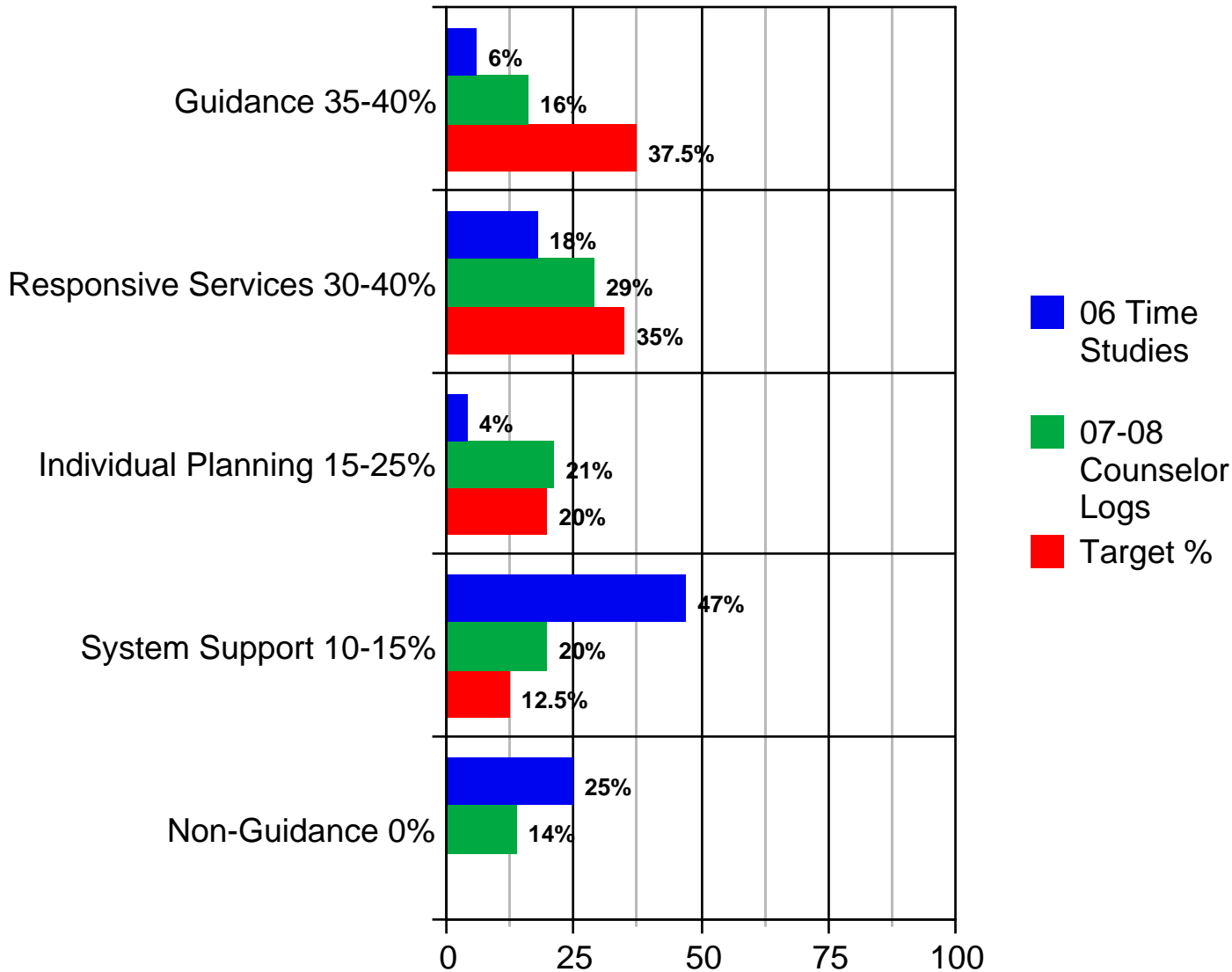
MS Student Assistance/Intervention Specialists are charged with delivering the Project Alert curriculum materials primarily in the 6<sup>th</sup> and 7<sup>th</sup> grades in a group guidance delivery. These materials include character education, drug and alcohol intervention/prevention and dropout prevention. Curriculum, Individual & Crisis Counseling (Responsive Services) and Planning/Care Team (System Support) make up 60% of the MS Student Assistance Program. Individual & Crisis Counseling (Responsive Services) and Planning/Care Team (System Support) make up 55% of the duties of the HS Student Assistance Program. In both programs we will be analyzing the “other duties as assigned” and looking for ways to identify and prioritize the tasks.

# Elementary Counselor Time Distribution

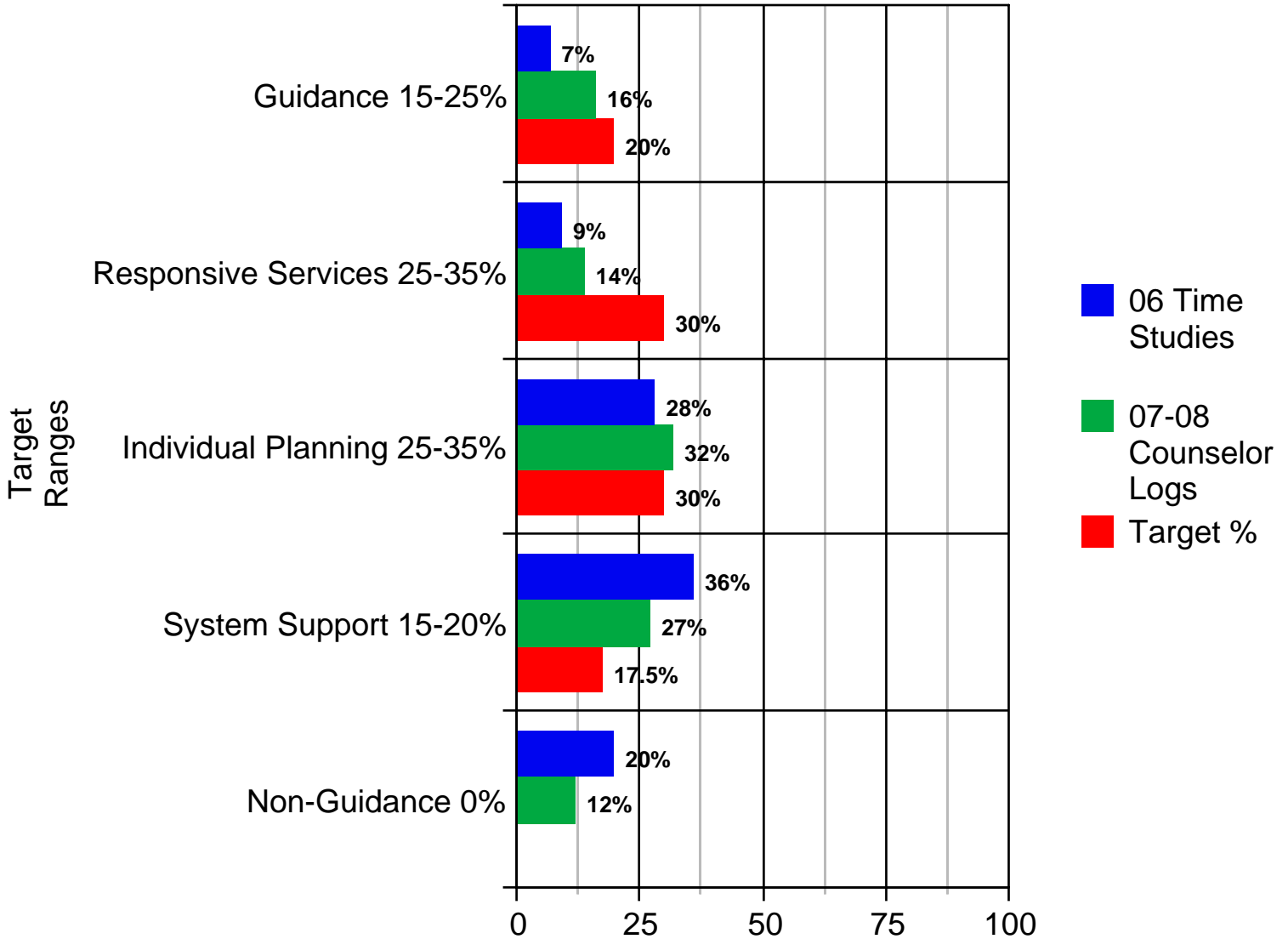


# Middle School Counselor Time Distribution

Target Ranges



# High School Counselor Time Distribution





## 2007/2008 Accountability Projects

A Series of three Counselor Academies was held to help DENTON ISD counselors develop measurable goals for projects that would support the Campus Improvement Plan and be aligned with the District Goals. **Academy # 1 focused on Equity and Access** and encouraged counselors to identify barriers to student success that might be unknowingly and unintentionally be present in the way we develop procedures for course selection, activities, and any kind of group membership. Counselors were asked to review their campus improvement plans and examine academic, behavior, and attendance strengths and weaknesses that could affect the achievement gap.

**Academy #2 focused on data disaggregation** and utilized AEIS reports, campus goals and existing data collected from administrators, and last year's LifeTrack survey for the high schools. Dr. Braswell also provided us with information about the accountability issues in the student assessment process. Counselors worked in teams to formulate measurable goals to which they would apply counseling strategies to achieve results that would support campus improvement plans for academic achievement and district goals for dropout prevention and effective counseling practices.

**Academy #3 brought counselors back together to report on the data collected so far and any observable results of their projects.** Counselors were enthusiastic in both the elementary and secondary levels, reporting that the academy series was motivating, instructional, and yielded positive results for their program planning. The most evident conclusion was that as counselors were able to deliver increased group services, their time involved in individual and crisis counseling was reduced significantly. The Director's results with the Time Distribution Logs Review also demonstrated improved time management for counselors district-wide with the application of the state model for the four components. Taken together, the director's state model project and the counselors' accountability projects create a framework within which counselors can demonstrate that their work does make a difference in the lives of students and their families.

What follows is a list of the accountability projects initiated by counselors this year in order to apply counseling strategies to improve behavior and attendance, and help reach campus goals for student academic success. It is hoped that the long range impact of these projects will improve the graduation rate and contribute to the development of healthy self-esteem and good character for our students.



## Elementary Accountability Projects

**Borman's Goal:** Reduce Discipline Referrals among 3<sup>rd</sup> and 5<sup>th</sup> graders in order to keep students in class as opposed to disciplinary action.

- Counseling Strategies: Small groups at lunch; individual counseling; conference with parents
- Topics: friendship, social skills bully prevention, "I" statements
- Project term: through May 2008
- Adjustments: Increase guidance; initiate conferences with teachers & parents
- Current Results: Improved daily behavior is observable campus wide already; but increasing guidance next year will significantly improve campus climate and contribute to student success.

**Ever's Goal:** Increase third grade African American students' TAKS Reading scores through Counselor Intervention.

- Counseling Strategies: "Lunch Bunch" groups, study skills guidance lessons, individual counseling, African American Big Brothers selected as mentors, tutoring projects in collaboration with counselor group & guidance plans
- Project term: to June 2008
- Adjustments: consult with teachers after first administration of TAKS
- Current Results: participants in project show marked interest in motivation to achieve

**Ginning's Goal:** Improve test scores of SES/minority group (sub pop AA)

- Counseling Strategies: Classroom guidance, Peer mentoring, mentor program with Student Council from Ryan, Project Wisdom, individual recognition, UNT & TWU student groups, with counselor monitoring
- Project term: to June 09
- Adjustments: monitor needs and change plans accordingly
- Current Results: scores have improved, and behavior issues have decreased.

**Hawk's Goal:** Discover the effectiveness of friendship group in relation to overall successful performance in the classroom. Friendship groups are psycho educational based groups which focus on the strengths of the students.

- Counseling Strategies: identify students through teacher, student, and parent referrals; groups consist of 3-6 students based on the SOS model of Cognitive Behavioral Therapy, peers chosen to support and model appropriate social skills.
- Topics: friendship
- Project term: through March 08

- Adjustments: identify most effective strategies to support all students, teach the groups to be more systematic therefore improving overall effectiveness given the number of students in the school
- Current Results: Research shows friendships are very successful at improving campus climate, reducing referrals for discipline and individual needs. Improvement will be made to fit campus' needs more precisely. Counselor ran 122 groups over the course of the year.

**Houston's Goal:** Increase non-English speaking parent involvement.

- Counseling Strategies: parent consultation, coaching program with parent and community mentors
- Topics: educational activities for families utilizing Practical Parenting Education curriculum
- Project term: through August 08
- Adjustments: use new TAKS data to identify at-risk students who would benefit from parent involvement in the program
- Current results: Counselor will redesign plan to include more frequent consultation with mentors to coach for success.

**Lee's Goal:** Decrease behavioral concerns in the fifth grade

- Counseling Strategies: lunch groups, individual and small group counseling, consultations with both teachers and parents
- Topics: bullying, responsibility
- Project term: June 08
- Adjustments: increase communication and follow-up with fifth grade teachers, begin strategies earlier in the school year
- Current Results: Number of CARE issues presented has decreased, communication has improved-ongoing process and student motivation

**McNair's Goal:** Increase test scores for at-risk (particularly economically disadvantaged) students and over all student satisfaction in school.

- Counseling Strategies: counseling groups for emotional and social support, individual counseling, consultation with classroom teachers and other support staff, lunch groups, study skills groups
- Project term: through May 08
- Adjustments: refocusing efforts on neediest students
- Current Results: all 3rd grade students passed TAKS, saw an increase in the number of 5<sup>th</sup> grade students pass on the first administration of TAKS. Student morale has improved, counseling needs declined.

**LA Nelson:** Increase TAKS test scores for targeted 3<sup>rd</sup> through 5<sup>th</sup> graders

- Counseling Strategies: peer, campus, and community mentor programs, both individual and small group counseling, TAKS buddies
- Topics: self-esteem, stress relief activities
- Project term: through May 08

- Adjustments: focus on 3<sup>rd</sup> graders only, recruiting more mentors
- Current Results: interventions have increased students' self-esteem which lead to improved test scores

**Paloma Creek:** Decrease the number of behavior referrals to 3 in the 3<sup>rd</sup> to 5<sup>th</sup> grades

- Counseling Strategies: Parent/teacher consultation, peer mentoring, small group and individual counseling , goal setting chart
- Topics: anger management
- Project term: through May 08
- Adjustments: continue to implement strategies and closely monitor behavior, identify individuals who would benefit from strategies before incidents occur. Current results show success correlated with consistent application of strategies.

**Pecan Creek:** Improve TAKS scores of Hispanic and economically disadvantaged students

- Counseling Strategies: community mentor program, individual counseling
- Topics: trust, friendship
- Project term: June 09
- Adjustments: conduct a mentor training program to improve relationship with students
- Current Results: recruited and trained mentors, at-risk students have been identified, beginning stages of implementation

**Providence:** Decrease disrespectful and defiant behavior in 5<sup>th</sup> grade students, in turn decreasing the number of office referrals for this targeted group

- Counseling Strategies: small group counseling,
- Project term: May 08
- Adjustments: increase the number of counseling sessions during a six weeks period, staff developments for new teachers regarding classroom management and relationship issues
- Current Results: continuing guidance will significantly improve climate

**EP Rayzor:** Decrease discipline referrals from 154 (for 2006-2007 school year) to 100 for current school year in order to improve campus climate

- Counseling Strategies: individual and group counseling, peer mentoring
- Topics: character education
- Project term: June 08
- Adjustments: continually monitoring of progress
- Current Results: to date, only 45 discipline referrals (for 37 individuals), improved daily behavior is observable campus-wide, will continue to improve as strategies are utilized again next year

**Newton Rayzor:** Improve TAKS scores from unacceptable to acceptable rating by focusing on the Hispanic population

- Counseling Strategies: group and individual counseling, parent education through DISD Practical Parenting Program, CARE team to assist in appropriate placement of students into campus programs
- Topics: bullying, study skills, character and career education
- Project term: May 2008
- Adjustments: adjust as needed, conferencing with parents and teachers
- Current Results: improved TAKS scores

**Rivera:** Motivate 5<sup>th</sup> grade students to stay engaged in academic activities

- Counseling Strategies: consultation with teachers and parents, individual counseling, community mentoring
- Topics: career development, appropriate vs. incompatible behaviors
- Project term: through May 09
- Adjustments: career development at beginning of school year, open counselor schedule 20 minutes daily to assist specific students, utilize assessment measures to determine progress
- Current Results: decreased behavior problems noted in 5<sup>th</sup> grade, possibly considering adding at-risk groups from 3<sup>rd</sup> and 4<sup>th</sup> grades

**WS Ryan:** Improve campus climate by acculturating and including 100 new transfer students to campus

- Counseling Strategies: team approach for consistent communication and support, counseling groups, lunch groups, parent conferences, community mentoring
- Topics: bullying, character education, bus etiquette, motivation
- Project term: through May 08
- Adjustments: monitoring academic progress, change as necessary
- Current Results: office referrals have decreased, strong parental support, improved TAKS scores

**Savannah:** Increase positive character participation by students to improve behavior and academic learning.

- Counseling Strategies: group counseling, parent and teacher conferences, peer monitoring and mentoring, individual and group recognition, TAKS inclusion groups, social skills groups
- Topics: character education through word of the week and morning announcements
- Project term: through May 08
- Adjustments: decrease use of word of the week so focus can be centered on Character Quality of the Month
- Current Results: reduction of bully and discipline referrals, increase in 3<sup>rd</sup> and 5<sup>th</sup> grade TAKS scores, increased activity in Playroom

**Wilson:** Increase support of at-risk students and students who have failed TAKS

- Counseling Strategies: modeling, individual counseling, DISD staff and community mentoring, conferences with students, parents and teachers
- Project term: July 08
- Adjustments: lunch groups with students who did not pass, develop a student/staff survey for those involved in the mentoring program
- Current Results: mentoring has had a positive effect on student performance.

## **Middle School Accountability Projects**

**Calhoun:** Decrease the failure rate by 2% the first year, 4% year two, and 6% year three.

- Counseling Strategies: group and individual counseling, HS teacher and community mentors, parent conferences, academic counseling, UNT Talent Search program
- Topics: personal graduation plans, gradespeed tracking
- Project term: June 2010
- Current Results: failure rate did not increase which is seen as a positive impact, improved guidance next year will significantly decrease rate

**Crownover:** Increase achievement of Hispanic students on Science TAKS from 45% to 55%.

- Counseling Strategies: TAKS tutorials during advisory periods, individual planning with students to target specific needs, goal setting
- Topics: revised personal graduation plans
- Project term: July 08
- Adjustments: continual monitoring of students' progress
- Current Results: students will not only improve on Science TAKS but will also experience higher academic achievement in daily classes. Increase guidance next year to include additional focus groups

**McMath:** Decrease the % of current students who failed 2 or more classes in the fall semester compared to the % last year. In addition, decrease the number of cases filed in truancy court from the 06-07 school year.

- Counseling Strategies: modeling, group counseling, peer and teacher tutorials, parent conferences, incentives and recognition for students, community counseling programs
- Topics: homework, progress reports, self esteem
- Project Term: June 08
- Adjustments: goals should be focused on semesters, not academic year
- Current Results: Truancy cases decreased by 25% to date when compared to last year's attendance. Academically, student performance has significantly increased this year when compared to 06-07. (3% decrease in failure rate in 6<sup>th</sup> grade, 3% decrease in 7<sup>th</sup> grade, and 1% decrease in 8<sup>th</sup> grade)

**Navo:** Decrease incidents of both bullying and self-injury

- Counseling Strategies: group guidance, individual counseling, parent education, Choose to Care Survey
- Topics: bullying, self-injury, self esteem
- Project term: through May 08

- Adjustments: modified original goal to include providing support for self-injury
- Current Results: 95% decrease in incidents of bullying among targeted group, improved guidance will expand the target group next year allowing for greater success, self-injury support group is established and on-going

**Strickland:** Decrease the fall semester rate (2%) of total student population repeating ISSC 3 or more times to 1% in the spring semester.

- Counseling Strategies: individual and group counseling, climate in ISSC is stricter, Behavior Refocus Form
- Project term: June 08
- Adjustments: Behavioral Refocus Form now filled out with counselors for increased consistency
- Current Results: Decreased repeat visits to ISSC from 2% to .5% (21/858 students to 5/865)

## High School Accountability Projects

**Denton:** Increase Math TAKS scores of African American students

- Counseling Strategies: Saturday tutorials, DHS faculty mentoring, implement African American Scholars Program involving the community through mentoring, reward program for participation, Math Lab, counselors monitoring student progress in individual sessions
- Project term: May 09
- Adjustments: recruitment of more community mentors, additional motivators and counselor monitoring
- Current Results: Have already seen increased number of students participating in TAKS tutorials, the attendance indicates a desire for better achievement on the TAKS tests. Improved guidance will allow for the addition of the Hispanic students next year and increased relationship building with counselors

**Guver:** Decrease the number of classes failed during the second semester for selected high risk 9<sup>th</sup> grade students.

- Counseling Strategies: individual and group counseling, goal setting, modeling,
- Topics: teaching self-monitoring, study skills, character education
- Project term: June 08
- Adjustments: as needed to target the needs of specific students
- Current Results: observations of positive feedback and change in students' confidence level, connecting with adults, and improved grades. Anticipating that with continued guidance, TAKS performance will improve and dropout rate will decrease

**Ryan:** Increase the Hispanic completion rate for graduation to 80%

- Counseling Strategies: individual graduation planning, alternative scheduling, TAKS tutorials, peer, college, and community mentoring programs, parent involvement through conferences
- Project term: August 08
- Adjustments: Addition of more TAKS prep classes, and individual conferences with potential graduates as needed
- Current Results: Significant increase in student interest and motivation to complete graduation requirements. Develops an attitude of importance and urgency within the targeted student population regarding TAKS/Graduation.



## **Alternative Campus Accountability Projects**

**Davis:** Collaborate with Phoenix House to decrease recidivism of students come to Davis for drug/alcohol offense

- Counseling Strategies: individual and group counseling, community involvement
- Topics: Drug education, character education
- Project term: June 08
- Adjustments: as needed to focus on specific students
- Current Results: Improved goal setting and alternative strategies will significantly decrease the percentage of repeat visits to the campus

**Fred Moore:** Reduce the number of seniors not graduating because of TAKS failure from 14 to 0.

- Counseling Strategies: Individual and group guidance
- Project term: June 08
- Adjustments: Larger focus group to include those students not eligible to graduate this year, but who are progressing toward that goal.
- Current Results: Two students have passed all parts of TAKS. Three students have completed coursework and are not enrolled in FMHS, but have not yet passed all portions of TAKS. The remaining students are currently in TAKS prep classes and will take the retest in April/May. The project will continue into next year, striving for 100% passing the TAKS.

## **ATTACHMENTS**

### **Counselor Academy Agendas**

- **October 2007**
- **December 2007**
- **April 2008**

### **Addendum to Board Retreat LifeTrack Report**

**AGENDA: COUNSELOR ACADEMY #1**  
**DISD Elementary Counselors, October 23, 2007 8 a.m.--10**  
**DISD Secondary Counselors, October 26, 2007 10a.m--noon**

Sign in and collect resource materials:

Campus Folder  
Milliken Article, "Our Kids, Our Future"  
Achieve Texas materials

WELCOME

Melanie Lewis, Director of Counseling Services

"EQUITY and ACCESS" Jamie Wilson, DENTON ISD Deputy Superintendent

CLOSING AND HOMEWORK ASSIGNMENT

- Meet with your campus counseling team and examine your AEIS report documents;
- request a copy of your current campus improvement plan from your principal;
- meet with your Assistant Principal to discuss numbers of discipline referrals and reasons for those referrals.

Your challenge is to examine the data in order to identify gaps in achievement caused by "boulders" in the path of equity and access. At our December 7<sup>th</sup> Counselor Academy, we will work in groups to "build" interventions to remove identified boulders.

We will measure our "building" progress through measurable goals that result from the December 7<sup>th</sup> meeting. Be sure to bring your data folder, campus improvement plan and team discussion notes back to the December meeting. Let's be "builders" and not let "boulders" stand in our way!



**DISD SECONDARY COUNSELORS' ACADEMY #2**  
**Central Services, Board Room**  
**Secondary December 7, 2007 10 a.m. – Noon**  
**Elementary December 11, 2007 8 a.m.—10:00**

Sign In & Reminders

(Please be seated with your campus teams)

- February Staff Development changed from 11<sup>th</sup> to the 18<sup>th</sup>
- Details for Dec. 18<sup>th</sup>

PowerPoint from Dr. Braswell: Circles of Assessment

Video: “Building a Plane in Flight” – An Analogy for Implementing Change

Academy Workshop: Making Data Work

- **Step I: Design**—the basic question—What barriers are impeding student progress in your school?
- **Step II: Data Collection**—How, What, Who, Where, When, Why
- **Step III: Tracking Data**—Organize; Present
- **Step IV: Announce**—How will you use the findings?

Goal Setting Activity by Campus

Vertical Teaming Activity

**DISD SECONDARY COUNSELORS' ACADEMY #3**  
**Central Services, Board Room**  
**Elementary April 1<sup>st</sup>, 2008 8 a.m.—10**  
**Secondary April 4, 2008 10 a.m.—noon**

**Sign in and pick up materials (Report Sheets & Data Works Handout)**

**Power Point “Shift Happens—Implications for Change in our World”**

**Academy Workshop: Making Data Work**

**Using the American School Counselor Association “Making Data Work” materials, we will be examining your measurable goals and the data you have collected.**

I. Describe your project:

- the data you have collected so far;
- the counseling strategies you are applying;
- what you measured, how you measured it;
- what are your conclusions at this point?

II. What are your next steps:

- How will you report your results and to whom? (PowerPoint; written report, notes, graphs, charts, etc.?)
- What recommendations will you make?
- What impact will this have on your campus?
- How will this affect your planning for next year?

Modeling: Director's Goal Review and Results Report “Time Distribution Log Review”

Counselor Reports:

Secondary Breakouts on April 4:

- Middle Schools: Dr. Carolyn Kern, Dr. Dee Ray “Developmental Assets” and Needs Assessment
- High Schools: College Board Mini-Training in Recommendation Letter writing for college applications

## ADDENDUM TO BOARD RETREAT LIFE TRACK REPORT

During the October Board Retreat, board members asked for additional information about several of the 2007 Senior Exit Survey questions. Further desegregation of the LifeTrack data shows the following:

**Question number 4: I feel prepared for the transition from High School to college or the work place.** 40 of the total of 777 respondents answered “No” for a frequency of 5.1 %. The “No” respondents were distributed in the following manner:

11 were Caucasian females (1.4%)	9 were Caucasian males (1.1%)
4 were Hispanic females (.5 %)	7 were Hispanic males (.9%)
4 were African Am. females (.5%)	1 was African Am. male (.1%)

6 respondents did not respond and/or identify ethnic and/or gender information (.7%)

Totals for Question 4 responding that they did not feel prepared for transition to college or work place:

20 Caucasian students (2.5% of total students responding)  
11 Hispanic students (1.4% of total students responding)  
5 African American students (.6% of total students responding)

19 Female students and 17 Male students responded “No.” 4 students did not respond/and/or did not provide ethnic/and/or gender information.

**Question number 5: Did you ever experience significant sexual harassment from other students.** 73 students of the 777 total responded yes for a total of 9.4%.

23 were Caucasian females (2.9%)	24 were Caucasian males (3%)
6 were Hispanic females (.7%)	2 were Hispanic males (.2%)
5 were African Am. females (.6%)	5 were African Am. males (.6%)

Totals for Question 5 responding that they did experience significant sexual harassment from other students:

47 were Caucasian students (.6% of total students responding)  
8 were Hispanic students (1% of total students responding)  
10 were African American students (1.2%)

34 Female students and 31 Males reported that they had been sexually harassed by other students.

8 students did not respond and/or did not provide ethnic and/or gender information

**Question 14: Do you feel you generally received challenging subject matter in the subjects you took in school?** 21 students (2.7%) of the 777 total reported that the challenge of subject needed improvement. Of that group of “needs improvement” respondents,

3 were Caucasian females (.38%)

1 was Hispanic female (.1%)

1 was African Am. female (.1%)

11 were Caucasian males (1.4%)

1 was Hispanic male (.1%)

1 was African Am. male (.1%)

Totals for Question 14 responding that they did not feel challenged:

14 were Caucasian students (1.8% of students responding)

2 were Hispanic students (.25%)

2 were African American students (.25%)

3 additional students (2 females, 1 male) responded in the “needs improvement” category, but did not supply ethnic information.

Totals have been supplied to high school counselor for use in Accountability projects.