THE CONSOLIDATION OF THREE SMALL HIGH SCHOOLS INTO ONE MEDIUM-SIZED HIGH SCHOOL

by

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(ABSTRACT)

In a small rural school division in Virginia, three small high schools were consolidated into one medium-sized high school in the fall of 1992. This study examined that consolidation. The research question was: What happened when three small high schools consolidated into one medium-sized high school?

Data were collected from the following sources through: interviews with key actors of the consolidation process; surveys of students, teachers, and parents; and, public documents.

Results of the study include:

(1) Prior to consolidation some key actors favored and others opposed the consolidation. Their opinions did not change following the consolidation.

(2) Some of the advantages articulated by the proponents and some of the disadvantages articulated by the opponents were realized.

(3) Student outcomes did not change.
(4) The number of teacher preparations decreased and the student/teacher ratio increased, but not to the point of exceeding state guidelines.

(5) Transportation costs increased.

(6) Expenses for Administration, Instruction, Operation and Maintenance, and Facilities decreased.

(7) Time on the bus did not change.

Any locality that is considering a consolidation must identify the issues and concerns that are important to that locality. Those issues and concerns will vary location to location and should constitute the components of any subsequent evaluation.
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CHAPTER 1

INTRODUCTION

School consolidations or school district consolidations are not new concepts in the history of the United States. At least one consequence of consolidation has been the closing of schools. Two reasons for closing schools are cost efficiency and instructional effectiveness (Stephens, 1987). During the late 1800’s the control of schools began to shift to the states, and "small rural schools were ... vulnerable to assault on the grounds of economy and efficiency" (Rosenfeld & Sher, 1977, p. 20).

James Bryant Conant’s (1959) study, The American High School Today, examined the characteristics of high schools in 26 states and made recommendations for improving public secondary education. Conant was a chemist, had served as president of Harvard University, had served his country as an ambassador to Germany, and was a lifelong student of American education. In 1957, after returning to the United States from his duties as ambassador, he began his study of the American high school. His study was produced for school board members and school administrators.

Conant stated that high schools with a graduating class of fewer than 100 students are "not in a position to provide
a satisfactory education for any group of their students" (p. 77). The assertion that a larger high school could provide a more rigorous curriculum is one of the reasons given for school consolidation (Smith & De Young, 1988). For this reason and for others, school consolidation became the norm in the 20th century. From 1930 through 1980, the number of school districts decreased from 128,000 to 16,000; the number of schools decreased from 238,000 to 61,000 (Smith & De Young, 1988).

In 1966, the George Peabody College for Teachers was requested by the School Boards of two Virginia school systems, Rockbridge County and Buena Vista, to conduct a "comprehensive survey of both school systems and to make recommendations for improvement" (Rockbridge County and Buena Vista Public Schools, 1967, Forward). The report, which was issued in 1967, recommended construction of a single comprehensive high school for all of the students of Rockbridge County, Buena Vista, and Lexington. As a result of that study Rockbridge County planned for the construction of such a school during the late 60's and early 70's. However, those plans were cancelled as a result of the disparity between the anticipated cost and bid cost (Rockbridge County School Board Minutes, October 7, 1974).

The issue of consolidation lay dormant until The Task Force issued a report to the School Board in 1985 (FINAL
REPORT OF THE ROCKBRIDGE COUNTY SCHOOL TASK FORCE,
September, 1985). That report included a recommendation to establish a single comprehensive high school. In the fall of 1992, three small high schools in Rockbridge County, Lexington High School, Natural Bridge High School, and Rockbridge High School, were consolidated into one medium-sized high school, Rockbridge County High School with approximately 1000 students. That school currently houses all of the secondary students (grades 9 - 12) from Rockbridge County and the City of Lexington.

Purpose

The purpose of this study was to describe and to evaluate what happened when three small high schools with enrollments of 509, 286, and 194 (Rockbridge County Schools' Average Daily Membership Report, 1991-92, 1992) consolidated into one medium-sized high school of approximately 1000 students.

Research Question

The research question was what happened when three small high schools consolidated into one medium-sized high school?
Because the research question was very broad, seven sub-questions were developed to clarify and to frame the research question. Those sub-questions were as follows:

(1) What were the perceptions of key actors (School Board Members, Board of Supervisor Members, or citizens identified in newspaper accounts) prior to and after the consolidation?
(2) What were the perceptions of students prior to and after the consolidation?
(3) What were the perceptions of teachers prior to and after the consolidation?
(4) What were the perceptions of parents prior to and after the consolidation?
(5) Were proposed advantages and disadvantages realized?
(6) Did student outcomes change?
(7) Were there changes in the number of teacher preparations or the student/teacher ratio?

The study concludes with recommendations as to how the outcomes of the consolidation process might have been enhanced.

**Justification of the Study**

In 1994 the State of Virginia had twelve school divisions with an average high school daily membership
between 500 and 2000 enrolled in two or more high schools. School divisions included the following: the counties of Accomack, Botetourt, Dickenson, Giles, Isle of Wight, Lee, Mecklenburg, Page, Scott, Shenandoah, Wythe, and the City of Petersburg (1992-93 Superintendent's Annual Report for Virginia, 1994; 1993-94 Virginia Educational Directory, 1993). Personnel in some of these divisions have examined or may examine the possibility of merging those schools. The superintendent in one of those divisions has expressed an interest in the results of this study.

In addition, the State Superintendent has indicated (Personal Correspondence from William C. Bosher, Jr., May 1, 1995) that the State Department of Education would have considerable interest in such a study and would like a copy of it.

As an individual who was an active participant, the researcher wanted to tell the story of what happened. Telling the story includes the provision of a written history of the events associated with consolidation.

Some inferences from this study may prove useful in other consolidation situations. What Rockbridge County did may aid the decision-making process for similar size school divisions.
Limitations

One possible limitation to the study is that the researcher was an active participant in the consolidation process. It was recognized that this participation could bias the reporting and analysis of the data. In order to guard against that possibility, all data presented were supported by at least one external source: public documents, survey results, interview data, or newspaper accounts (Patton, 1990). Interview data were gathered by an interviewer not involved in the consolidation process and external to the school division.

A second limitation to the study is that the conclusions may not be generalizable to other settings. Probably every other setting will have a different set of conditions from those that were in place in Rockbridge County. Consequently, readers from other settings must consider the results of this study in the context of conditions existing in those settings.

A third limitation is that part of the study relied upon surveys or interviews for data. Many of those responses relied upon the memories of people to recall events that occurred or opinions that were formed two to six years earlier. Asking respondents to reconstruct their earlier views carries substantial risk to validity.
A fourth limitation is that the names of the inventories used at the three high schools and reported in self studies in Lexington High School, Natural Bridge High School, and Rockbridge High School were not available. Thus, the inventories from the three high schools and those used as followup data for this study were comparable but not necessarily identical.

Organization

This paper is organized into five chapters.

The first chapter includes the introduction, the purpose of the study, the research question (and sub-questions) to be answered by the study, the justification for the study, the limitations of the study, and the organization of the study.

The second chapter includes a review of the literature pertaining to this study.

The third chapter describes the methodology used for this study. This methodology includes the populations to be studied, the data sources used to study those populations, and a description of how the data were collected, analyzed, and reported.

The fourth chapter presents the data.
The fifth chapter includes the conclusions, implications, recommendations, and a section labeled researcher's commentary.
CHAPTER 2

REVIEW OF THE LITERATURE

Purpose
The purpose of this chapter is twofold: (a) to describe the conditions in Rockbridge County, Virginia, that led to the decision to consolidate and (b) to describe reports of other consolidations. Some of those consolidations were similar to that which occurred in Rockbridge County.

Relevant Cases
A review of the literature revealed that research regarding school consolidation could be examined to determine whether there had been comparable studies undertaken in Virginia or elsewhere.

An ERIC search was conducted through the Virginia Tech Library for the years that were available through the service: 1966 - June, 1995. The descriptors used for the search were as follows: consolidation, consolidated schools, mergers, school districts, school consolidation, school zoning, school closing, and rural.

A dissertation abstract search was conducted for the time period that was available at the library at Virginia
Tech: January, 1988 through June, 1995. The descriptor used was "school consolidation."

An NASSP Gold File search was conducted using the descriptor "school consolidation." Listed below are several of the issues which emerged as a result of these searches.

Four case studies that examined consolidations of several high schools into a single high school were found. Deeb (1967) studied the consolidation of five high schools into one new high school in Kentucky. He determined that the consolidation provided enhanced curriculum content as a result of more adequate instructional materials and equipment but made no conclusion regarding student achievement. Ebmeier (1986) in his study of closing one high school in Chicago and moving those students into an existing high school concluded that school closing had little effect on student achievement or student personality characteristics such as self-confidence and self-concept. He reported a lower participation rate for extracurricular activities, and parents believed that the school closure had impacted negatively on the school community and on student achievement. Examination of student records indicated there had been no change in student achievement. The negative parent attitude was attributed to a lack of access to factual data.
Leisey, Murphy and Temple (1990) studied the closing of two high schools and the moving of the students into an existing third high school in Georgia. Leisey et al. concluded that there were curriculum advantages and financial savings but that the smaller schools lost their community identity. The financial savings occurred, however, only because the localities had been paying the full cost of 50 teachers and that additional expenditures could no longer be afforded.

In his study of closing six schools in six small towns in Arkansas and their merger into one district with one school for all grade levels, Benton (1992) concluded that academic achievement improved and that there was a cost savings for the operation of the school. Savings were realized in utility bills, food service operation, transportation costs, and staffing (fifteen fewer positions). The new school had an elementary enrollment of 425 and a high school enrollment of 325.

Although there are some similarities in the conclusions of these studies, there is no agreement across the four studies on the effects of consolidation. In addition, only Deeb's study was similar to this study. Deeb studied the effects of closing five high schools and the opening of one new high school. In that study an enhanced curriculum
content was reported, however, no significant conclusions were reported with regard to student achievement.

Stephenson (1973) compared one four-year cohort in a southern Appalachian county beginning in 1968 of a consolidated high school to a non-consolidated high school. His findings suggested that few differences existed between the two schools in the areas of achievement, job aspirations and expectations, or educational aspirations and expectations.

School size is not related to achievement (Martellaro & Edington, 1983; Smith & Young, 1988; Stekelenburg, 1991). Nor does school size impact dropout rate (Pittman & Haughwout, 1987) or discipline (Haller, 1992). Consolidation did not result in improved education (Ornstein, 1992) or in financial savings (Streifel, Foldesy & Holman, 1991). In fact in one study of rural high schools, high student-teacher ratio was strongly associated negatively with educational success (Pankratz, 1992).

Streifel, Holman and Foldesy (1992) reviewed data-based research on school district consolidation. Prior to 1970, the majority of research indicated that consolidation improved the quality of education and decreased costs. Since 1970, "studies have shown that consolidation had either no impact or a negative impact on the quality of education ... and that there were few, if any, financial
advantages to school consolidation" (p. 34). They listed some of the advantages and disadvantages of school district consolidation. Advantages included a more comprehensive curriculum, more attractiveness to teachers, improved extracurricular programs, and improved facilities. Disadvantages included a decline in morale of students and school personnel, a decrease in decision making by teachers, a greater proportion of resources needed for discipline problems, less parental involvement, and a smaller percentage of student participation in extra curricular activities.

Brantley (1983) reported the results of a study by a school district in Pennsylvania which was experiencing a declining enrollment. Because of the declining high school enrollment, the district considered what the high school building utilization and what the appropriate high school size should be. The School Board made the decision not to consolidate based upon unfavorable results from that study. Two factors were helpful in deciding not to consolidate. The first factor was the fact that research did not clearly define an optimum enrollment for a high school. The second factor was the anti-consolidation response that was received from a survey given to students, teachers, administrators and parents. All groups were in favor of retaining their existing schools and were against combining these schools.
A review of written materials dealing with consolidation suggests consideration of several variables when making a consolidation decision including achievement, facility cost, teacher load, curriculum, attendance/dropout rates, activity participation, transportation costs and distance, educational adequacy, and number of graduates going to college (Salmon, 1976; Melnick, Shibles & Gable, 1986; Love, 1988).

The politics, process, and history of consolidation may also be of interest. Dean (1981) suggests that social and political considerations may be more important than economical and educational factors. Moray (1985) states that planning, communication, and community involvement are necessary ingredients in a consolidation, and Krajewski (1988), "Begin your planning well in advance" (p. 30). Nelson (1985) suggests that the "concerns for economic efficiency and school size must not outweigh the effect of school consolidation on the community" (p. 4). DeYoung and Howley (1990) states that "political and ideological motives, not pedagogical ones, account for rural school consolidation" (p. 71).

Summary

There was very little research found that studied the effects of the consolidation of two or more high schools and
almost none that examined the impacts of schools merging in a new facility. The research that was examined provides differing views and little agreement on the effects of the consolidation of two or more high schools. There are three similarities: (a) curriculum advantages were provided, (b) cost savings were realized, and (c) the rate of extracurricular activity participation by the students was decreased.

The Rockbridge County Context

In 1967 the George Peabody College for Teachers issued a report entitled *Rockbridge County and Buena Vista Public Schools* to the Rockbridge County School Board. That report included a recommendation to construct a single comprehensive high school (p. 37). At the time the report was issued there were two high schools that were owned and operated by Rockbridge County Schools - Natural Bridge High School and Rockbridge High School; there was one high school that was jointly owned and operated by Rockbridge County Schools and the Lexington City Schools - Lexington High School. In addition, there was one high school that was owned and operated by Buena Vista City Schools - Parry McCluer High School.

Subsequent to the report of the Peabody Study, the Rockbridge County School Board stated in June 1968 that it
favored the construction of a new consolidated high school (Rockbridge County School Board Minutes, June 3, 1968). During the next three and one-half years, there was much discussion about two matters: (a) whether or not to include Lexington and Buena Vista in the plans for the high school and (b) where the site for the school should be. The site chosen for the school had been purchased from the Virginia Military Institute in 1966 (Rockbridge County School Board Minutes, May 3, 1971). The Buena Vista School Board decided not to participate citing two objections: (a) the school system was only offered to be an "advisory" (no voting power) participant, and (b) the location of the school was unacceptable (Rockbridge County School Board Minutes, September 2, 1971). Discussions continued, however, with Lexington.

A voter referendum was held in 1972. The issue to be voted upon was whether or not to issue general obligation bonds in the amount of three and one-half million dollars for the purpose of school construction. The referendum passed by a vote of 1925 to 1452 (The News-Gazette, November 8, 1972).

In April 1973, the Board of Supervisors voted to borrow two million dollars for certain capital projects for school purposes (Board of Supervisor Minutes, April 9, 1973).
An architect was employed by the Rockbridge County School Board to prepare a plan for a school (Rockbridge County School Board Minutes, May 7, 1973), and bids were requested for the construction of the school (Rockbridge County School Board Minutes, March 20, 1974). The lowest bid for the construction cost was $7,050,000 (the estimated cost had been $2,640,000), (Rockbridge County School Board Minutes, May 6, 1974). Because of the disparity between the two figures, the plan to construct the high school was abandoned (Rockbridge County School Board Minutes, October 7, 1974).

On October 7, 1974, at the same meeting that the plans to construct a high school were dropped, a communication from Hunton, Gay and Gibson, Bonding Attorney, to the County Treasurer was read to the Rockbridge County School Board. The communication stated that the two million dollars that the Board of Supervisors had borrowed could be used for other school construction.

Since another Peabody Study recommendation was to construct a vocational-technical school that could serve all of the high school students from Rockbridge County, Lexington, and Buena Vista (p. 43), in January 1975, the Rockbridge County School Board requested cost estimates to construct a vocational-technical school (Rockbridge County School Board Minutes, January 21, 1975). In July, 1975, the
Rockbridge County School Board accepted, subject to Board of Supervisor approval, the low bid of $1,057,000 for the construction of the vocational-technical school (Rockbridge County School Board Minutes, July 14, 1975). The land that had been purchased for the high school was used as the site of the vocational-technical school which opened in 1976. Since that time, it has served the vocational-technical students from all four high schools in Rockbridge County, Lexington, and Buena Vista. The school was named the Floyd S. Kay Vocational-Technical Center.

Nine years after the decision to construct a vocational-technical school, the Rockbridge County School Board asked that The Task Force, composed mostly of citizens, be formed. The purpose of the Task Force was to evaluate the needs for the future of Rockbridge County Schools. At that time, 1984, the high schools that were operating were the same as those in 1967, the time of the Peabody Report. Two high schools were owned and operated by Rockbridge County, one high school was jointly owned and operated by Rockbridge County and Lexington, and one high school was owned and operated by Buena Vista.

The Task Force issued its report in September 1985. The recommendation regarding high school education was to construct a single comprehensive high school adjacent to the existing Floyd S. Kay Vocational Technical Center. The last
sentence of that report stated, "It is now time for action" (p. 4).

In November 1986, the Rockbridge County School Board embarked on the development of a comprehensive plan for the division (Rockbridge County School Board Minutes, November 6, 1986). Included in the plan was consideration for a new high school. Both Lexington and Buena Vista School Boards were to be contacted regarding their interest in participating in a cooperative high school venture.

In February 1987, The Rockbridge County School Board requested and subsequently received cost estimates for two options: (a) the construction of a single high school adjacent to the vocational-technical center that would be large enough to accommodate the high school students from all four high schools, and (b) renovation and, if necessary, construction of additions to the two Rockbridge County high schools and the one jointly owned high school.

Architects were asked in July 1987, to develop a second report to the Rockbridge County School Board. That report was to examine two different options: (a) build a new school at the vocational-technical center site to accommodate 1050 students (the size of the three high schools excluding Buena Vista), and (b) renovate Lexington High School to accommodate the same number of students. Those plans included only Lexington and Rockbridge County. There were
no documents found which explained the non-participation of Buena Vista in the venture. However, all references after July 1987, to a possible joint venture include only Lexington and Rockbridge County.

As a result of further school board discussions, architects were asked to develop a third option. The third plan would be to renovate Natural Bridge and Rockbridge High Schools and thereby continue to use all three existing high schools.

Since all of the plans to be studied included Lexington High School students, the Lexington School Board was interested in the future building plans. In April 1987, the two schools boards met jointly and issued a statement that it would be educationally and economically desirable if all secondary students in the two systems would be housed in a single high school. The statement also included the possibility that the two school divisions would consider a merger.

Thereafter, the Lexington School Board was kept informed of the progress of the plans. Since Lexington High School was jointly owned and operated, there would have to be some form of agreement with the Lexington School Board.

The Rockbridge County Board of Supervisors, the county funding authority, agreed to fund all three parts of the study: (a) the construction of a single new high school,
(b) the renovation and the increasing of the capacity of Lexington High School to accommodate all County and Lexington students, and (c) the renovation of the two county high schools and the jointly owned high school so that these three high schools would continue to be used.

In reality, the four options being considered were as follows: (a) one school division using two or more existing facilities, (b) one school division using a single new facility, (c) two school divisions using two or more existing facilities, and (d) two school divisions using a single new facility.

Prior to the report of the architects, the Board of Supervisors and the School Board visited the sites of two high schools. Both high schools had been the result of a consolidation.

The board visited Alleghany High School in Alleghany County. Alleghany County and Clifton Forge had agreed to consolidate their two school systems (Burton, 1989). As a part of that consolidation, two existing high schools were consolidated into one of the existing buildings. This consolidation meant that one high school was closed as a high school, and those students were moved to the other high school. This plan was similar to one reported by the architects.
The second school visited was Magna Vista High School in Henry County. Magna Vista was a new school being built to house the consolidation of two existing high schools, G. W. Carver High School and Drewry Mason High School, into one new building. This situation was also similar to one of the plans to be reported by the architects.

The architects made their report in May 1988. In July 1988, the Rockbridge County School Board voted to support the concept of building a single consolidated high school in conjunction with the City of Lexington and to begin discussions with the Board of Supervisors regarding financing such a school (Rockbridge County School Board Minutes, July 18, 1988).

Between July and December 1988, the two school boards and the two governing bodies had several discussions regarding the possibility of building a new high school and merging the two school divisions. Nothing substantive was agreed upon, but the discussions continued.

In December 1988, the Rockbridge County School Board requested that the Board of Supervisors authorize a referendum to determine the opinion of the electorate regarding the building of a new high school. In January, 1989, the Board of Supervisors authorized a voter referendum to be held in April, 1989. Four members of the Board of Supervisors had stated that they would vote to fund a new
high school provided that the referendum passed (The News-Gazette, January 25, 1989). The fifth member did not comment.

There were both proponents and opponents to the consolidation. Proponents of the consolidation articulated through hearings and leaflets (Vote Yes, 1989) what they perceived to be some of the advantages of having one consolidated high school for Rockbridge County. Two of the advantages claimed were that there would be "more courses and activities" (Vote Yes, 1989), and combined classes (different levels of the same subject taught at the same time) in the same classroom would be eliminated. An additional advantage identified was that a single school would provide the desired educational program more cost effectively. Each of the three existing high schools offered courses that were not offered at the other two high schools (Master Schedule, 1987-88. Lexington High School; Natural Bridge School Master Schedule, 1987-88; Rockbridge High School Master Schedule, 1987-88). If every course were offered at every high school, additional space and personnel would be needed. It would cost just as much in capital and personnel costs to correct those inequities (not having every course taught at every high school), and the three schools would continue to operate inefficiently (The News-Gazette, March 29, 1989).
Opponents to the consolidation articulated through hearings and newspaper accounts (*The News-Gazette*, 1987-89), what they perceived to be some of the disadvantages of having one consolidated high school for Rockbridge County. Some of the disadvantages claimed were as follows: an increased tax rate, longer bus rides, and fewer students participating in athletics.

The referendum passed by 29 votes: 1399 yes and 1370 no. The total number of votes represented 35% of the registered voters (Phone conversation, Rockbridge County Registrar, August 15, 1995). An architect was employed to prepare the plans for the school.

Between the time the referendum was authorized and the time the referendum was held, there were continuing discussions between officials for the City and the County regarding the possibility of a new high school and the merger of the school divisions. Although there was no agreement regarding merger of the divisions, an agreement was reached in April 1989, to build jointly the new high school (*School Consolidation Agreement*, p. 1).

The school would remain the property of and controlled by the Rockbridge County Schools. The Lexington secondary students could attend the school, and Lexington would pay 20% of the cost of construction of the school. The cost to Lexington on an annual basis would be the same percent of
the operating expenses as the percent of Lexington students attending the high school.

On June 11, 1990, the Board of Supervisors approved the funding for the new high school.

There was still continued interest in the possible merger of the two school divisions. A team of professional educators from Virginia Tech was asked to complete a study concerning the possible merger of the two school divisions. This study was also supported financially by the State Department of Education (Personal Correspondence from Vincent C. Cibbarelli, November 26, 1990).

The Virginia Tech report was presented in April 1991. The School Boards decided not to pursue the merger of the two school divisions. Therefore, the new high school would be owned and operated by Rockbridge County. Lexington would help pay for the construction cost, and the Lexington students would attend the school on a fee basis.
CHAPTER 3

METHODOLOGY

Introduction

This chapter is divided into seven sections following the Introduction and Type of Study. There is one section for each of the seven sub-questions that were selected to respond to the broader research question. Each section identifies the population studied, the data source used to study that population, the data collection procedures, and the method of data analysis.

Type of Study

This study was both a descriptive and an evaluative case study of one consolidation. The study described what happened when three small high schools were consolidated into one medium-sized high school.

Data were collected from the following sources: (a) interviews, (b) school records, (c) surveys, (d) board minutes, (e) newspaper accounts, (f) research studies, (g) books, (h) journal articles, (i) public documents, (j) letters, and (k) phone conversations.

The seven questions around which the study was organized are listed below.
Question (1): What Were the Perceptions of Key Actors Prior To and After the Consolidation?

The answer to this question begins with an historical description of what happened. The history helps the reader to understand the social and political context prior to and surrounding the consolidation. "The historian's main purpose is to ... clarify our understanding of the past and its significance for the present" (Hockett, 1970, p. 64).

The first part of the historical background consists of a brief history of each of the three high schools. The more recent history begins with the report issued in 1985 by the Rockbridge County School Task Force.

Population Studied - Key Actors

Key Actors were individuals (a) who held a position on a decision-making body that was responsible for deciding whether or not to consolidate, or (b) who were vocal in their opinions regarding the proposed consolidation.

Thirty members of the community who either favored or opposed the decision were identified. Those individuals were as follows: members of the School Board, members of the Board of Supervisors, or citizens whose names had been identified from newspaper accounts. Only 26 of the Key Actors were available for this study.
Data Sources

The 26 individuals were asked by letter (Appendix A) to participate in a structured interview on a specific day for the purpose of providing data for this study. The letters were followed up with a phone call. Thirteen people were interviewed. Their responses were audio recorded and subsequently transcribed.

Five others indicated they would like to participate but were unable to attend the interview on the day it was scheduled. The author mailed a copy of the five questions to those individuals. All five responded in writing.

There was no response from eight people. Six did not respond at all; two refused to participate.

Thus, there were responses from 18 of the 26 available Key Actors; their responses were grouped together for analysis.

Data Collection Procedures

The structured interviews were conducted and audio recorded by a person not connected with the Rockbridge County Schools. Participants signed a consent form prior to participation. A building not owned by Rockbridge County Schools was used for the interviews. The structured interview questions were as follows:
(a) Did you support the consolidation of the three high schools into one high school in 1989?
(b) What were the factors that caused you to answer (yes) or (no) to the previous question?
(c) Have any of the factors that you just mentioned been realized?
(d) Do you support the consolidation now?,
(e) What are the factors that caused you to answer (yes) or (no) to the previous question?
These questions and the protocol are found in Appendix B. These interview questions were field tested in a Virginia county where several high schools had recently been consolidated into one high school.

The structured interview questions were developed by the researcher.

Data Analysis

Common response themes were identified. The themes were reported in narrative form.

Question (2): What Were the Perceptions of Students Prior To and After the Consolidation?

Population Studied

Twenty percent of the students in grades 9 - 12 who were attending the consolidated high school in May, 1995,
were asked to participate in the study. The 1994-95 school year was the third year of operation for the new high school. The class of students who were seniors in 1994-95 were the last class of students who had attended one of the previous three high schools.

Data Sources

The National Study of School Evaluation (NSSE) Student Opinion Inventory, (Part A), 1988 edition, (Appendix C), was used to solicit student perceptions related to the school.

Lexington High School, Natural Bridge High School, and Rockbridge High School were the three high schools that merged. The last self study for Natural Bridge High School was conducted in 1982-83; for Rockbridge High School - 1987-88; and for Lexington High School - 1987-89. There is evidence to suggest that the 1981 editions of the NSSE Inventories were used in the earlier self studies of those schools for the following reasons:

(a) The word "opinion" was used in all three self studies, and the word "inventory" was used in two of the self studies;

(b) The inventories used for accreditation of high schools in Virginia in 1982 and 1987 were the inventories provided by NSSE or the surveys provided by the Virginia Department of Education Administrative
Review Service (Phone conversation with Emmett Shufflebarger, July 1994);
(c) The Virginia Department of Education Surveys did not have the words "opinion" or "inventory" as a part of the title;
(d) The NSSE *Parent Opinion Inventory* was cited in one study;
(e) The number of items on two of the inventories used in one study is the same as the number of items on the NSSE inventories that were available in 1987;
(f) The study of one school stated that Part B of the inventories that were used had open-ended questions.
Part B of the NSSE inventories that were available in 1982 had open-ended questions.
Although there is perhaps no procedure available to ascertain what instrument was used for the three earlier self studies, the researcher believes that the 1981 editions of the NSSE Inventories were used for those studies.
In addition to the NSSE Inventory, three additional questions were asked. They were as follows: (a) Did you support the consolidation of the three high schools into one high school in 1989?; (b) Do you support the consolidation now?; and (c) Were you a student at LHS, NBHS, or RHS? There was no date listed with the last question. Therefore,
a yes response indicated that the student had attended one of the three high schools at some time prior to 1992-93.

Data Collection Procedures

The protocol listed in the Administrator’s Manual for the Inventory was followed.

The students who were asked to participate were selected randomly using a class master schedule, the number of periods per day, the total number of students, and a random number table. The number of students selected and asked to participate was 194.

A letter explaining the study to parents and students, consent forms, and assent forms were given to the students. They were asked to return those materials the next day. On that day a Student Opinion Inventory was administered to those students who had both a signed consent form and a signed assent form.

There were 70 student responses. Student responses were anonymous.

Data Analysis

The responses to the 1995 NSSE Inventory were compiled and reported.

The responses to the NSSE questions represented the school climate for the 1994-95 school year. Only the
extreme responses to the Inventories administered in 1995 were reported. If the response to either "strongly agree" or "strongly disagree" was more than 25%, the results were reported. If a combination of the two agreement choices or of the two disagreement choices was more than 75%, the item was reported.

The three questions that were added by the researcher were reported using frequencies and percentages. Those results were discussed.

Because only one earlier self-study, the Lexington High School Self-Evaluation, reported student opinion results and because there was a lack of certainty that the NSSE Inventories were used for the three earlier self-studies, no comparison was made between the earlier self-studies and the 1995 results.

If, however, the reader is interested in that information, the researcher identified the responses to the earlier self-studies that might be compared. The pertinent pages of the Lexington High School Self-Evaluation, the Natural Bridge School Evaluation, and the Rockbridge High School Self Study are included in Appendices D, E and F respectively. The handwritten numbers on the pages of the self-studies represent the question numbers from the 1981 NSSE Inventories. The 1981 edition of the NSSE Student Opinion Inventory is included in Appendix G. The questions
that may correspond between the two Student Opinion Inventory surveys are included in Appendix H.

Question (3): What Were the Perceptions of Teachers Prior To and After the Consolidation?

Population Studied

All 88 of the teachers, librarians, and guidance counselors who were teaching at the consolidated high school in May, 1995, were asked to participate in the study.

Data Sources

The NSSE Teacher Opinion Inventory, (Part A), 1988 edition, was used. Three additional questions were asked as follows: (a) Did you support the consolidation of the three high schools into one high school in 1989?; (b) Do you support the consolidation now?; and, (c) Were you a teacher at LHS, NBHS, or RHS? There was no date listed with the last question. Therefore, a yes response indicated that the teacher had taught at one of the three high schools at some time prior to 1992-93.

Data Collection Procedures

One week before the teachers were given the Teacher Opinion Inventory, the researcher explained this study. The
teachers were told that they would be asked to participate in this study by completing a questionnaire. On a specific afternoon all of the teachers were given a letter explaining the study, a consent form to sign and a Teacher Opinion Inventory (Appendix I). The teachers were asked to complete the consent form and the Inventory and to return them to the main office at the high school by the following afternoon. The Teacher Opinion Inventories were collected that afternoon.

There were 77 teacher responses. All teacher responses were anonymous.

Data Analysis

The responses to the 1995 administration of the Teacher Opinion Inventory were compiled and reported.

The responses to the NSSE questions represented the teacher's perception of school climate for the 1994-95 school year. If the response to either "strongly agree" or "strongly disagree" was more than 25%, it was reported. If a combination of the two agreement choices or of the two disagreement choices was more than 75%, it was reported.

The three questions that were added by the researcher were reported using frequencies and percentages. Those results were discussed.
Because only one earlier self-study, the Lexington High School Self-Evaluation, reported teacher opinion results and because there was a lack of certainty that the NSSE Inventories were used for the three earlier self-studies, no comparison was made between the earlier self-studies and the 1995 results.

If, however, the reader is interested in that information, the researcher identified the responses to the earlier self-studies that might be compared. The 1981 edition of the NSSE Teacher Opinion Inventory is included in Appendix J. The questions that may correspond between the two Teacher Opinion Inventory surveys are included in Appendix K.

**Question (4): What Were the Perceptions of Parents Prior To and After the Consolidation?**

**Population Studied**

Twenty percent of the parents who had students attending the consolidated high school in May 1995 (n = 184), were asked to participate in the study.

**Data Sources**

The NSSE Parent Opinion Inventory, (Part A), 1988 edition, was used. Three additional questions were asked as follows: (a) Did you support the consolidation of the three
high schools into one high school in 1989?; (b) Do you support the consolidation now?; and (c) Did you have a child who was a student at LHS, NBHS, or RHS. There was no date listed with the last question. Therefore, a yes response indicated that the parent had a child who had attended one of the three high schools at some time prior to 1992-93.

Even though in 1995, there were in print both a Parent Opinion Inventory and a Community Opinion Inventory, the parents were given only the Parent Opinion Inventory. The directions for the Community Opinion Inventory state that the Community Opinion Inventory was intended for members of the community who do not have children in school (Community Opinion Inventory, p. 3). In 1987 there was no inventory titled Community. The researcher assumed that the Parent Opinion Inventory given in 1987 was the 1981 edition.

Data Collection Procedures

The protocol listed in the Administrator’s Manual for the Inventory was followed.

The sample of parents who were asked to participate were selected systematically (Pedhazur & Schmelkin, 1991, p. 330). The list of parent names included the parents of all students in grades 9 - 12.

Every fifth name was selected from the list beginning with the second name. The parents whose name was selected
were asked to participate. There were 184 names in the sample.

A letter explaining the study, a consent form, the Parent Opinion Inventory (Appendix L), and a stamped envelope addressed to the researcher were mailed to all of the names in the sample. The Parent Opinion Inventory was coded. The code was used only to identify the non-respondents.

Forty-one (22% of the sample) responded within two weeks. Because of the low number of responses, the researcher made an attempt to obtain more responses. In addition the researcher attempted to determine if the responses were representative of the sample.

To achieve the first objective, the researcher called 50% of the non-respondents and asked them to return the Inventory. Every second non-respondent was called beginning with the second non-respondent. Seventeen additional inventories were received for a total of 58 (32% of the sample) responses.

To achieve the second objective, the researcher asked the people who answered the phone if they were willing to answer three questions. The three questions asked were the three questions that the author had added to each of the inventories given to students, teachers, and parents. Three people did not want to answer the questions. Ten people
who did not return the inventory answered the three questions.

The purpose of the calls was to determine whether or not the responses from the "non-respondents" were different than those who were "regular respondents." The phone call responses were not systematically different than the written responses.

Data Analysis

The responses to the 1995 administration of the Parent Opinion Inventory were compiled and reported.

The responses to the NSSE questions represented the parents' assessment of school climate for the 1994-95 school year. If the response to either "strongly agree" or "strongly disagree" was more than 25%, it was reported. If a combination of the two agreement choices or of the two disagreement choices was more than 75%, it was reported.

The three questions that were added by the researcher were reported using frequencies and percentages. Those results were discussed.

Because only two earlier self-studies, the Lexington High School Self-Evaluation and the Natural Bridge School Evaluation, reported parent opinion results and because there was a lack of certainty that the NSSE Inventories were
used for the three earlier self-studies, no comparison was made between the earlier self-studies and the 1995 results.

If, however, the reader is interested in that information, the researcher identified the responses to the earlier self-studies that might be compared. The 1981 edition of the NSSE Parent Opinion Inventory is included in Appendix M. The questions that correspond between the Lexington High School Self-Evaluation and the Natural Bridge School Evaluation and the 1995 Parent Opinion Inventory are included in Appendices N and O respectively. There were also twelve items that were common to the Lexington High School Self-Evaluation and the Natural Bridge School Evaluation. A comparison between those twelve items and the similar items from the 1995 Parent Opinion Inventory is included in Appendix P.

**Question (5): Were Proposed Advantages and Disadvantages Realized?**

The responses to seven questions were used to answer this question. Those seven questions were as follows:

(a) What was the number of courses offered for each kind and level of subject area?

(b) How many sections of combined classes were taught?
(c) What were the number of incidents of student participation in Virginia High School League (VHSL) athletic activities?
(d) What were the number of incidents of student participation in non-VHSL sponsored activities?
(e) What was the number of bus routes with at least one child on the bus for a given amount of time?
(f) What were the tax rates and fiscal effort before and after the consolidation?
(g) What were the high school operational costs?

Population Studied

For questions (a) - (d), the populations were as follows: the students who attended one of the three high schools in 1991-92 and the students who attended the new consolidated high school in 1992-93.

For question (e) the populations were as follows: the students who rode the school bus in 1991-92 and the students who rode the school bus in 1992-93.

Documents were reviewed to answer questions (f) and (g).

Data Sources

For questions (a) and (b) the data sources were as follows: the Teacher Grade Books from the three high schools

For questions (c) and (d) the data sources used were as follows: the yearbooks from the three high schools for 1991-92, the yearbook from the consolidated high school for 1992-93, the Rockbridge County Schools’ Average Daily Membership Report for 1991-92 and 1992-93, and the Virginia High School League (VHSL) Handbook.

For question (e) the data source used was as follows: the Bus Driver Report of Stops for Rockbridge County Schools for both 1991-92 and 1992-93.

For question (f) the data sources used were as follows: the County of Rockbridge, Virginia Financial Report, Year Ended June 30, 1993, the Virginia Education Association’s Virginia’s Educational Disparities, for September 1993, and March 1995, and Local Fiscal Capacity and Local Fiscal Effort, for 1990-91 and 1991-92.

For question (g) the data sources used were the following financial records for Rockbridge County Schools: the Annual Report, Rockbridge County Schools, 1991-92, the Annual Report, Joint Committee For Control, 1991-92, and the billing for the operational cost of the consolidated high school for 1992-93.
Data Collection Procedures

For questions (a) and (b), grade books and the master schedule of classes listing the names of classes and the number and names of classes that had two or more different levels of the same subject taught in the same classroom at the same time constituted the data source.

For questions (c) and (d), pictures in the yearbooks were used to count the number of participants of the VHSL athletic teams and non-VHSL activity groups. The number of students in each picture was counted. All students pictured were considered to be participants and were counted. No adults were counted.

For question (e), the Bus Driver Report of Stops for 1991-92 and 1992-93 were used to identify the longest time that a child was riding a school bus. The time that the first student was picked up and the time that the last student was dropped off was tallied for each bus driver for both the morning bus run and the afternoon bus run. The length of time for each bus run was defined as the time difference between the first pick up and the last drop off for both the morning and afternoon bus runs. The length of time for each bus run was tallied in increments of ten minutes.

For question (f), the tax rates were obtained from the financial reports for Rockbridge County, and the expenditure
efforts were obtained from Virginia’s Educational Disparities for 1993 and 1995, and the Local Fiscal Capacity and Local Fiscal Effort for 1990-91 and 1991-92.

For question (g), some calculations were necessary. There were no two documents available that could have been used to make a direct comparison of the high school expenditures for the two years. In addition, although there were documents available that listed the high school expenditures for years prior to 1991-92, those documents were not available for 1991-92. Further, there were no records available that identified how the earlier high school expenditures had been calculated.

Therefore, for the 1991-92 expenditures, pages 10, 12, 18, 19, and 24 from the Annual Report, Rockbridge County Schools, 1991-92 and the Annual Report, Joint Committee For Control, 1991-92 were used. For the 1992-93 expenditures, the billing to Lexington for its share of the operation cost of the consolidated high school was used.

For the following reasons, the researcher considered the 1991-92 high school expenditures that were calculated to be reasonably reliable. Those expenditures were within 2% of the 1990-91 high school expenditures and within 1% of the 1991-92 estimated high school expenditures. The 1990-91 expenditures would have been similar to the 1991-92 expenditures because there were no payroll increases given
to any employees for the 1991-92 school year. In addition, there were 2.5 more teachers in 1991-92. However, inflation was not taken into account.

**Data Analysis**

These data were reported as a comparison between 1991-92 and 1992-93. Data were reported as frequencies and percentages for questions (a) - (e), and were reported as dollar amounts and percentages for questions (f) and (g).

If the percentage difference was more than 5%, that fact was reported and discussed.

**Question (6): Did Student Outcomes Change?**

The answers to nine questions were used to answer this question. Those nine questions were as follows:

(a) What number and percent of students received the Advanced Studies Diploma?

(b) What number and percent of 11th and 12th grade students took at least one Advanced Placement or college level course while in grade 9 - 12?

(c) What number and percent of 11th and 12th grade students taking Advanced Placement courses scored 3 or more on at least one Advanced Placement test?
(d) What percent of 11th grade students had composite scores above the 75th percentile on the Virginia State Assessment Program (VSAP)?
(e) What percent of 11th grade students had composite scores above the 50th percentile on the VSAP?
(f) What percent of 11th grade students had reading comprehension scores above the 25th percentile on the VSAP?
(g) What percent of 11th grade students had mathematics comprehension scores above the 25th percentile on the VSAP?
(h) What percent of students in grades 9-12 dropped out of school?
(i) What percent of students in grades 9-12 were absent more than 10 days?

Population Studied

There were three populations used to answer this question. The first population was the students who attended one of three high schools in 1991-92. The second and third populations were those students who attended the new consolidated high school in 1992-93 and 1993-94.
Data Sources

The data source used was the Division Report, Outcome Accountability Project (OAP) report for Rockbridge County Schools for 1993-94. The wording for questions (a) - (n) was the same wording as the OAP wording. For this study, the researcher changed the OAP wording for question (i) from "10 days or less" to "more than 10 days."

Data Collection Procedures

The appropriate data were selected from the OAP report.

Data Analysis

These data were reported as a comparison between 1991-92 and both 1992-93 and 1993-94. Data were reported as percentages. The comparison was reported if the percentage difference was more than 5 percentage points.

Question (7): Were There Changes in the Number of Teacher Preparations or the Student/Teacher Ratio?

Population Studied

There were two populations studied to answer this question. The first population was the students and teachers who attended or taught at one of the three high schools in 1991-92. The second population was the students
and teachers who attended or taught at the new consolidated high school in 1992-93.

Data Sources

There were three data sources used. The first and second data sources were the teacher grade books from the three high schools and the VERS report for 1991-92. The third data source was the Class Matrix dated September 3, 1992, for the consolidated high school in 1992-93.

Data Collection Procedures

The researcher tallied (by subject area) the number of full time equivalent teachers and the number of preparations for each teacher. The researcher tallied the number of students for each teacher for each period by subject area.

Data Analysis

These data were reported as a comparison between 1991-92 and 1992-93. Data were reported as changes in frequencies and percentages. A change of ten percent was used as the reporting criterion for the number of teacher preparations for the following reason: Since the maximum number of teacher preparations for a six or seven period day is five, a change in the number of preparations of more than 1/2 (10%) if rounded to the next higher integer, would mean
the teacher would have one more preparation. A change of one preparation seems to be meaningful.

Ten percent was also used as the reporting criterion for the student/teacher ratios.
CHAPTER 4

PRESENTATION OF THE DATA

This chapter is divided into eight sections. The first section is background information to help provide both social and political context surrounding the consolidation process. The remaining seven sections are the seven sub-questions that were used to clarify and to frame the research question. The data will be presented for each sub-question.

Background

The background begins with an historical description of what happened including a brief history of each of the three high schools and with the more recent history beginning with the report issued in 1985 by the Rockbridge County School Task Force.

In 1991-92, there were three high schools that served the students of Rockbridge County.

Natural Bridge High School served the students in the southern end of the county. The last building that served as a high school had opened in 1939 (Natural Bridge School Evaluation, p. 14). That building opened as a new site for
the high school and not as the consolidation of two or more high schools.

Rockbridge High School opened in 1961 and served the students in the northern end of the county. Fairfield High School and Brownsburg High School consolidated to form Rockbridge High School (Rockbridge High School Self Study, p. 13). The Goshen High School was phased out in 1968, and the students moved into Rockbridge High School.

Lexington High School served the Rockbridge County students in the central part of the county and all of the students from the Town of Lexington. It was formed by the consolidation of Lexington High School for Lexington students and Effinger High School for Rockbridge County students. It opened in 1960. Both the county and the town had separate school boards but shared a superintendent. "A special and separate Joint Committee for Control was established to oversee the operation of Lexington High School" (Lexington High School Self-Evaluation, p. 2). In 1966, Lexington became an independent city and therefore had its own school board and superintendent. The Joint Committee for Control also became the school board for the joint school division.

In 1967, the George Peabody College for Teachers issued a report entitled Rockbridge County and Buena Vista Public Schools to the Rockbridge County School Board. That report
included a recommendation to construct a single comprehensive high school (p. 37).

In June 1968, The Rockbridge County School Board stated that it favored the construction of a new consolidated high school (Rockbridge County School Board Minutes, June 3, 1968).

A voter referendum was held in 1972. The issue to be voted upon was whether or not to issue general obligation bonds in the amount of three and one-half million dollars for the purpose of school construction. The referendum passed by a vote of 1925 to 1452 (The News-Gazette, November 8, 1972).

In April 1973, the Board of Supervisors voted to borrow two million dollars for certain capital projects for school purposes (Board of Supervisor Minutes, April 9, 1973).

Bids were requested for the construction of a school (Rockbridge County School Board Minutes, March 20, 1974). The lowest bid for the construction cost was $7,050,000 (the estimated cost had been $2,640,000) (Rockbridge County School Board Minutes, May 6, 1974). Because of the disparity between the two figures, the plan to construct the high school was abandoned (Rockbridge County School Board Minutes, October 7, 1974).

The funds that had been borrowed were used to construct a vocational-technical school (Rockbridge County School
Board Minutes, July 14, 1975). The school opened in 1976 and was named the Floyd S. Kay Vocational-Technical Center.

Nine years after the decision to construct a vocational-technical school, the Rockbridge County School Board asked that The Task Force, composed mostly of citizens, be formed. The purpose of The Task Force was to evaluate the needs for the future of Rockbridge County Schools. At the time of the Peabody Report in 1984, the same high schools that were operating were those operating in 1967. Two high schools were owned and operated by Rockbridge County, one high school was jointly owned and operated by Rockbridge County and Lexington, and one high school was owned and operated by Buena Vista.

The Task Force issued its report in September, 1985. The recommendation regarding high school education was to construct a single comprehensive high school adjacent to the existing Floyd S. Kay Vocational Technical Center. The last sentence of that report stated, "It is now time for action" (p. 4).

In November 1986, the Rockbridge County School Board embarked on the development of a comprehensive plan for the division (Rockbridge County School Board Minutes, November 6, 1986). Included in the plan was consideration for a new high school.
In February 1987, The Rockbridge County School Board requested and subsequently received cost estimates for two options: (a) the construction of a single high school adjacent to the vocational-technical center that would be large enough to accommodate the high school students from all four high schools and (b) renovation and, if necessary, construction of additions to the two Rockbridge County high schools and the one jointly owned high school.

Architects were asked in July, 1987, to develop a second report to the Rockbridge County School Board. That report was to examine two different options: (a) the building of a new school at the vocational-technical center site to accommodate 1050 students (the size of the three high schools excluding Buena Vista) and (b) the renovation of Lexington High School to accommodate the same number of students. Those plans included only Lexington and Rockbridge County. There were no documents found which explained the non-participation of Buena Vista in the venture. However, all references after July 1987, to a possible joint venture include only Lexington and Rockbridge County.

As a result of further school board discussions, architects were asked to develop a third option. The third plan would be to renovate Natural Bridge, Rockbridge, and
Lexington High Schools and continue to use all three existing high schools.

The Rockbridge County Board of Supervisors, the county funding authority, agreed to fund all three suggestions of the study: (a) the construction of a single new high school, (b) the renovation and the enlargement of Lexington High School to accommodate all County and Lexington students, and (c) the renovation of the two county high schools and the jointly owned high school so that three high schools would continue to be used.

In reality, the four options being considered are as follows: (a) one school division using two or more existing facilities, (b) one school division using a single new facility, (c) two school divisions using two or more existing facilities, and (d) two school divisions using a single new facility.

The architects made their report in May 1988. In July 1988, the Rockbridge County School Board voted to support the concept of building a single consolidated high school in conjunction with the City of Lexington and to begin discussions with the Board of Supervisors regarding financing such a school (Rockbridge County School Board Minutes, July 18, 1988).

In December 1988, the Rockbridge County School Board requested that the Board of Supervisors authorize a
referendum to determine the opinion of the electorate regarding the building of a new high school. In January 1989, the Board of Supervisors authorized a voter referendum to be held in April 1989. Four members of the Board of Supervisors had stated that they would vote to fund a new high school provided that the referendum passed (The News-Gazette, January 25, 1989). The fifth member did not comment.

There were both proponents and opponents to the consolidation. Proponents of the consolidation articulated through hearings and leaflets (Vote Yes, 1989) what they perceived to be as some of the advantages of having one consolidated high school for Rockbridge County. Two of the advantages claimed were that: there would be "more courses and activities" (Vote Yes, 1989), and combined classes (different levels of the same subject taught at the same time) in the same classroom would be eliminated. An additional advantage identified was that a single school would more cost effectively provide the desired educational program. Each of the three existing high schools offered courses that were not offered at the other two high schools (Master Schedule, 1987-88, Lexington High School; Natural Bridge School Master Schedule, 1987-88; Rockbridge High School Master Schedule, 1987-88). If every course were offered at every high school, additional space and personnel
would be needed. It would cost just as much in capital and in personnel costs to correct those inequities (not having every course taught at every high school), and the three schools would continue to operate inefficiently (The News-Gazette, March 29, 1989).

Opponents to the consolidation articulated through hearings and through newspaper accounts (The News-Gazette, 1987-90), what they perceived to be some of the disadvantages of having one consolidated high school for Rockbridge County. Some of the disadvantages claimed were as follows: an increased tax rate, longer bus rides, and fewer students participating in athletics.

The referendum passed by 29 votes: 1399 yes and 1370 no. The total number of votes represented 35% of the registered voters (Rockbridge County Registrar, August 15, 1995). An architect was employed to prepare the plans for the school.

An agreement was reached between the City and the County in April 1989, to build jointly the new high school (School Consolidation Agreement, p. 1).

The school would remain the property and would be under the control of the Rockbridge County Schools. The Lexington secondary students could attend the school, and Lexington would pay 20% of the cost of construction of the school. The cost to Lexington on an annual basis would be the same
percent of the operating expenses as the percent of Lexington students attending the high school.

On June 11, 1990, the Board of Supervisors approved the funding for the new high school. The school opened in September 1992.

Research Question (1): What Were the Perceptions of Key Actors Prior to and After the Consolidation?

Key Actor Responses

The responses to the following five questions were used to answer this research question:

(a) Did you support the consolidation of the three high schools into one high school in 1989?
(b) What were the factors that caused you to answer (yes) or (no) to the previous question?
(c) Have any of the factors that you just mentioned been realized?
(d) Do you support the consolidation now?
(e) What are the factors that caused you to answer (yes) or (no) to the previous question?

An interview was conducted and audio recorded by a person not connected with Rockbridge County Schools. Thirteen people were interviewed. Five people responded in writing. Those five people desired to respond but were unable to attend the interview on the day it was scheduled.
The audio recordings were transcribed. The researcher used the transcription and the written responses to identify six themes that were expressed by the key actors. The six themes were as follows: academic, extra-curricular, financial, social, busing, and other.

Although 13 oral responses and five written responses may seem to be sufficient to provide some useful data, the author experienced some difficulty in obtaining responses. Two individuals chose not to participate. The reasons that both gave were that they had been against the consolidation and had not changed their minds. Six individuals indicated that they would respond in writing. However, one of the six individuals did not respond.

Given the unavailability of 40% (12 of 30) of the Key Actors, care was taken not to infer too much from the interview data. The researcher was concerned whether this sample was representative of the population.

All 18 Key Actor responses are grouped together. Fourteen of the Key Actors supported the consolidation in 1989, three were opposed, and one neither supported nor opposed; two of the three who opposed in 1989 still opposed the consolidation in 1995.

The one whose opinion had changed identified the bus travel time, the loss of the local high school image, and community pride as reasons for opposition in 1989. In 1995,
that Key Actor stated that there were still some negative feelings about the loss of the local high school, but the bus travel time seemed no longer to be a problem.

The one factor that all 14 supporters recalled as reason for support in 1989 was academic. Limited opportunities, lack of advanced courses and academic offerings, unequal opportunities, and an overall need for a stronger curriculum were some of the concerns from the 1989 opinion.

The only other factor identified by more than half (8) of the supporters in 1989 was financial. Two of the comments were as follows: there were not enough assets to provide the same in all schools, and there were limited resources.

The one factor that the three opponents identified as reason for opposition in 1989 was social. The only other factor mentioned by more than one opponent in 1989 was busing.

Social factors (13), financial factors (10), and extracurricular factors (9) were mentioned by more than half of the supporters in 1995 in addition to the academic (15) ones.

Three of the comments pertaining to academic were as follows: everybody has access to vocational programs, the
curriculum is greater, and the educational program now is second to none.

Two of the comments pertaining to the social factors were that the consolidated school served to unite this county, and that a misunderstanding among people living in different sections of the county had existed.

Two of the comments pertaining to extra-curricular activities in 1995 were that the opportunity to participate in (a) some sporting activities and drama, and (b) an active marching band was not available because the numbers to support these activities were not great enough in the smaller schools.

One opponent identified two themes in response to his stated opposition in 1995: other - Lexington will get their way; and social - there are a lot of fights, and a lot of trouble in the hall.

The other opponent in 1995 listed shorter busing, and small local schools are better, as objections.

One Key Actor stated that he was originally against the effort for consolidation but changed his mind as more information became available. The Key Actor did not identify the time that he changed his opinion, so the researcher listed the 1989 opinion as support. That Key Actor identified only one theme - academic - as his reason for support; there were great new opportunities, and the
background his son received at Rockbridge County provided
the foundation for the good grades his son received his
first year of college.

Answer to the Research Question
The researcher concludes that the attitudes of the Key
Actors did not change.

Research Question (2): What Were the Perceptions of Students
Prior To and After the Consolidation?
The data are presented in two parts:
(a) Student responses regarding support of the
consolidation.
(b) Student cumulative percentage responses to the 1995
inventory.
Seventy (36% of the sample) students responded to the
survey. The low response rate is attributed to the fact
that a signed parent consent form was required.
Student responses regarding support of the
consolidation are shown in Table 1.
The support response rate between 1989 and 1995 nearly
doubled. From the students who said they were a student at
either LHS, NBHS, or RHS prior to 1992-93, 28% reported that
they supported the consolidation in 1989, and 54% reported
that they supported the consolidation in 1995.
Table 1

Student Responses Regarding Support of the Consolidation
(Research Question 2)

<table>
<thead>
<tr>
<th></th>
<th>Supported Consolidation in 1989</th>
<th>Supported Consolidation in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Respondents who</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>attended LHS, NBHS or</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>RHS</td>
<td>(n = 29)</td>
<td></td>
</tr>
<tr>
<td>Respondents who did</td>
<td>12</td>
<td>39</td>
</tr>
<tr>
<td>not attend LHS, NBHS</td>
<td>(n = 31)</td>
<td></td>
</tr>
<tr>
<td>or RHS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Student Opinion Inventory administered in 1995.
Among the students who said they were not students at either LHS, NBHS or RHS prior to 1992-93, 39% responded that they supported the consolidation in 1989, and 61% said they supported the consolidation in 1995. No attempt was made to assure that all respondents had been students in the Rockbridge or Lexington school division in 1989.

The researcher was cautious in using only this information and was unwilling to suggest any strong conclusions. The total number of responses to the Student Opinion Inventory was 70 which represented 36% of the 194 who were asked to respond and only 7% of the 966 students who were enrolled at RCHS at the time of the survey. The researcher was concerned whether this sample was representative of the population.

Student cumulative percentage responses to the 1995 inventory are shown in Table 2.

Only these responses were reported as follows:
(a) more than 25% strongly agree,
(b) more than 25% strongly disagree,
(c) more than 75% strongly agree or agree, and
(d) more than 75% strongly disagree or disagree,

There were 38 statements on the Student Opinion Inventory. The following results met the above criteria and as such were discussed in the text. Nine of the statements discussed were positive, and two were negative.
Table 2

Student Cumulative Percentage Responses to 1995 Inventory

(Research Question 2)

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Cumulative (SA+A)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Cumulative (SD+D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am in all the student activities (clubs, plays, sports, music, etc.) that I</td>
<td>69</td>
<td>34*</td>
<td>35</td>
<td>21</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>want to be in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the student activities in which I participate (clubs, plays, sports, music, etc.)</td>
<td>46</td>
<td>10</td>
<td>36</td>
<td>22</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>students are involved in planning all the activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would feel welcome in almost all school activities.</td>
<td>46</td>
<td>17</td>
<td>29</td>
<td>25</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>The adult sponsors in the activities that I am in seem sincerely interested in the</td>
<td>67</td>
<td>26*</td>
<td>41</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The variety of activities is great enough so that everyone can find an activity that</td>
<td>64</td>
<td>27*</td>
<td>37</td>
<td>17</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>matches his/her interest.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the quality of student activities.</td>
<td>63</td>
<td>24</td>
<td>39</td>
<td>16</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Teachers are concerned that students learn the subject(s) they teach.</td>
<td>67</td>
<td>26*</td>
<td>41</td>
<td>20</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>8. Teachers usually provide all the help I need with assignments.</td>
<td></td>
<td>61</td>
<td>20</td>
<td>41</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>9. Teachers do not explain clearly how assignments are to be done.</td>
<td></td>
<td>25</td>
<td>3</td>
<td>22</td>
<td>39</td>
<td>7</td>
</tr>
<tr>
<td>10. Most teachers are willing to give students individual help outside of class time.</td>
<td></td>
<td>79*</td>
<td>37*</td>
<td>42</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>11. Few teachers give me enough personal encouragement in my schoolwork.</td>
<td></td>
<td>34</td>
<td>9</td>
<td>25</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>12. School counselors and/or advisors give all the help students need in program planning.</td>
<td></td>
<td>58</td>
<td>31*</td>
<td>27</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>13. In general, I am satisfied with the time I am given by our counselors.</td>
<td></td>
<td>61</td>
<td>33*</td>
<td>28</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>14. School counselors and/or advisors give students all the help the need in the selection of a vocation.</td>
<td></td>
<td>59</td>
<td>21</td>
<td>38</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>15. My counselor is accessible if I need help in solving personal problems.</td>
<td></td>
<td>64</td>
<td>38*</td>
<td>26</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>16. If I had a problem or suggestion for the principal, I could usually see him/her that same day.</td>
<td></td>
<td>52</td>
<td>22</td>
<td>30</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Question</td>
<td>Cumulative (C/A+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>17. In general, the people in the principal's office seem to care about students as individuals.</td>
<td>47</td>
<td>16</td>
<td>31</td>
<td>23</td>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td>18. I am satisfied with the way the administration includes students in making decisions about matters which directly affect the students (dress code, assemblies, etc.).</td>
<td>20</td>
<td>9</td>
<td>11</td>
<td>38</td>
<td>26*</td>
<td>64</td>
</tr>
<tr>
<td>19. I am satisfied with the personal encouragement our principal gives students concerning our schoolwork.</td>
<td>42</td>
<td>9</td>
<td>33</td>
<td>24</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>20. In virtually all coursework students see a relationship between what they are studying and their everyday lives.</td>
<td>44</td>
<td>10</td>
<td>34</td>
<td>21</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>21. In most of my coursework I am satisfied with the methods used to teach the courses.</td>
<td>66</td>
<td>14</td>
<td>52</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>22. Regardless of what my grades may be, I feel that in most of my school subjects I am learning a lot this year.</td>
<td>67</td>
<td>24</td>
<td>43</td>
<td>14</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>23. Students' homework is not very beneficial to mastery of school subjects.</td>
<td>39</td>
<td>13</td>
<td>26</td>
<td>23</td>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td>24. All things considered, students are learning about all they can from their school experiences.</td>
<td>46</td>
<td>15</td>
<td>31</td>
<td>21</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Cumulative (SA+Agree)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>25. Students feel that they &quot;fit in&quot; at our school.</td>
<td>37</td>
<td>14</td>
<td>23</td>
<td>20</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>26. In general, our community is proud of our school.</td>
<td>44</td>
<td>19</td>
<td>25</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>27. &quot;School spirit&quot; is very good.</td>
<td>37</td>
<td>11</td>
<td>26</td>
<td>28</td>
<td>19</td>
<td>47</td>
</tr>
<tr>
<td>28. For the most part, I am satisfied with our school.</td>
<td>56</td>
<td>14</td>
<td>42</td>
<td>19</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>29. In general, I am satisfied with the variety of subjects offered.</td>
<td>73</td>
<td>31*</td>
<td>42</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>30. In general, our teachers are competent.</td>
<td>66</td>
<td>14</td>
<td>52</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>31. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.</td>
<td>70</td>
<td>20</td>
<td>50</td>
<td>10</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>32. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.</td>
<td>51</td>
<td>23</td>
<td>28</td>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>33. Our school program is preparing students well for the complex economic and social problems of today.</td>
<td>43</td>
<td>13</td>
<td>30</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>34. There is no drug and/or alcohol problem in our school.</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>22</td>
<td>50*</td>
<td>72</td>
</tr>
<tr>
<td>35. Cheating is a serious problem in our school.</td>
<td>39</td>
<td>10</td>
<td>29</td>
<td>27</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>36. I am satisfied with the amount of parent interest in school functions.</td>
<td>41</td>
<td>12</td>
<td>29</td>
<td>21</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>37. Our students are seldom motivated to do their best work.</td>
<td>46</td>
<td>11</td>
<td>35</td>
<td>20</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>38. The total educational program offered to students is of high quality.</td>
<td>60</td>
<td>14</td>
<td>46</td>
<td>13</td>
<td>9</td>
<td>22</td>
</tr>
</tbody>
</table>

* Reported

Note: The percentage for the "Undecided" choice is not included so the percentages for each question do not total 100.

Source: NSSE Student Opinion Inventory administered in 1995.
(a) Nine statements had a strongly agree response greater than 25%.

(1) Three statements pertained to Student Involvement. The responses ranged from 26% to 34%. I am in all of the student activities (clubs, plays, sports, music, etc.) that I want to be in had a 34% response. The variety of activities is great enough so that everyone can find an activity that matches his/her interest had a 27% response. The adult sponsors in the activities that I am in seem sincerely interested in the activities had a 26% response.

(2) Two statements pertained to Student/Teacher Relations. Most teachers are willing to give students individual help outside of class time had a 37% response. Teachers are concerned that students learn the subject(s) they teach had a 26% response.

(3) Three statements pertained to Student/ Counselor Relations. The responses ranged from 31% to 38%. My counselor is accessible if I need help in solving personal problems had a 38% response. In general, I am satisfied with the time I am given by our counselors had a 33% response. School counselors and/or advisors give
all the help students need in program planning had a 31% response.

(4) One statement pertained to Curriculum/Instruction. **In general, I am satisfied with the variety of subjects offered** had a 31% response.

(b) Two statements had a strongly disagree response greater than 25%. **There is no drug and/or alcohol problem in our school** had a 50% response. **I am satisfied with the way the administration includes students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)** had a 26% response.

(c) One statement had a response to both strongly agree and agree greater than 75%. It was previously reported in (a)(2). **Most teachers are willing to give students individual help outside of class time** had a 79% response.

(d) There were no statements that had a response greater than 75% to both strongly disagree and disagree.

**Answer to the Research Question**

Responses of 28% and 39% to support the consolidation in 1989 indicate a lack of support by students for the consolidation in 1989. However, the following data suggest that there was support for consolidation in 1995: the near doubling of the support response in 1995, and the nine
positive responses and only two negative responses from 38 inventory statements.

Research Question (3): What Were the Perceptions of Teachers Prior To and After the Consolidation?

The data are presented in two parts:

(a) Teacher responses regarding support of the consolidation.

(b) Teacher cumulative percentage responses to the 1995 inventory.

There were 77 (88% of the population) teacher responses. The researcher surmises that the high response rate may be because the author was the superintendent of the school division. Regardless, 88% of the population is a good representation. Those results were noted.

Teacher responses regarding support of the consolidation are included in Table 3.

Among the teachers who said they had taught at LHS, NBHS, or RHS prior to 1992-93, the support changed from 91% in 1989 to 96% in 1995.

Among the teachers who said they did not teach at either LHS, NBHS, or RHS prior to 1992-93, 73% said they supported the consolidation in 1989 and 88% said they supported it in 1995. Those teachers may or may not have taught in the Rockbridge County School division in 1989.
Table 3

Teacher Responses Regarding Support of the Consolidation
(Research Question 3)

<table>
<thead>
<tr>
<th></th>
<th>Supported Consolidation in 1989</th>
<th>Supported Consolidation in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Respondents who taught at LHS, NBHS, or RHS</td>
<td>42</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>(n = 46)</td>
<td></td>
</tr>
<tr>
<td>Respondents who did not teach at LHS, NBHS, or RHS</td>
<td>16</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>(n = 22)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Teacher Opinion Inventory administered in 1995.
Teacher cumulative percentage responses to the 1995 inventory are shown in Table 4.

These responses were reported as follows:

(a) more than 25% strongly agree or are very satisfied,
(b) more than 25% strongly disagree or are very dissatisfied,
(c) more than 75% strongly agree or agree, or are very satisfied or satisfied, and
(d) more than 75% strongly disagree or disagree, or are very dissatisfied or dissatisfied.

There were 66 statements on the Inventory. The following results met the above criteria and as such were discussed in the text. Twenty-eight statements were discussed as positive, and one was negative.

(a) Twenty-three responses to strongly agree or to very satisfied were more than 25%.

(1) Three statements pertained to Organization/Administration. The responses ranged from 34% to 47%. When you need to talk to an administrator, you can do so with relative ease had a 47% response. Teachers are regularly involved in curriculum development had a 46% response. The principal is fair and open in dealing with teachers had a 34% response.
Table 4

Teacher Cumulative Percentage Responses to 1995 Inventory

(Research Question 3)

<table>
<thead>
<tr>
<th></th>
<th>Cumulative (SA+A)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Cumulative (SD+D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When you need to talk to an administrator, you can do so with relative ease.</td>
<td>92*</td>
<td>47*</td>
<td>45</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2. The faculty work load is equitably divided.</td>
<td>43</td>
<td>4</td>
<td>39</td>
<td>26</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>3. Teachers are regularly involved in the selection of topics for in-service programs.</td>
<td>51</td>
<td>7</td>
<td>43</td>
<td>24</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>4. The in-service education programs in which you participate are helpful. (If no in-service program, leave blank.)</td>
<td>57</td>
<td>8</td>
<td>49</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>5. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.</td>
<td>65</td>
<td>27*</td>
<td>38</td>
<td>23</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>6. Teachers are regularly involved in development of school policy.</td>
<td>51</td>
<td>5</td>
<td>46</td>
<td>18</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>7. The principal is fair and open in dealing with teachers.</td>
<td>81*</td>
<td>34*</td>
<td>47</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Cumulative (SA+AG)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>--------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>8</td>
<td>Class visitations by our principal supervisor contribute to improved quality of instruction.</td>
<td>34</td>
<td>5</td>
<td>29</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>All things considered, students are learning about all they can from their school experiences.</td>
<td>57</td>
<td>5</td>
<td>52</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>In virtually all coursework students see a purpose between what they are studying and their everyday lives.</td>
<td>45</td>
<td>5</td>
<td>40</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>In general, our teachers are competent.</td>
<td>92*</td>
<td>39*</td>
<td>53</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Students do enough individual work (both in and out of class) to learn what is taught.</td>
<td>47</td>
<td>9</td>
<td>38</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>Teachers give students all the help they need with their coursework.</td>
<td>86*</td>
<td>27*</td>
<td>59</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Teachers give students enough personal encouragement in their coursework.</td>
<td>90*</td>
<td>22</td>
<td>68</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Teachers are allowed freedom in the selection of teaching materials.</td>
<td>90*</td>
<td>41*</td>
<td>49</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Teachers are regularly involved in curriculum development.</td>
<td>84*</td>
<td>46*</td>
<td>38</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Statement</td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>17. Teachers are allowed freedom in the selection of teaching methods.</td>
<td>97*</td>
<td>53*</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Teachers are allowed freedom to present different points of view on controversial issues.</td>
<td>71</td>
<td>28*</td>
<td>43</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>19. Our students are seldom motivated to do their best work.</td>
<td>35</td>
<td>12</td>
<td>23</td>
<td>41</td>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td>20. Teachers are provided adequate time each day to prepare for teaching.</td>
<td>61</td>
<td>17</td>
<td>44</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>21. Teaching supplies and equipment (paper, laboratory supplies, books, audiovisual equipment, etc.) are available in adequate amounts to support good teaching.</td>
<td>68</td>
<td>12</td>
<td>56</td>
<td>21</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>22. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.</td>
<td>84*</td>
<td>32*</td>
<td>52</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>23. The sizes of our classes limit our instructional effectiveness.</td>
<td>44</td>
<td>21</td>
<td>23</td>
<td>36</td>
<td>16</td>
<td>52</td>
</tr>
<tr>
<td>24. The variety of student activities offered is excellent.</td>
<td>96*</td>
<td>43*</td>
<td>53</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Cumulative</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>25. The expenses involved in some school activities (costumes, instruments, insurance, etc.) are keeping some students from participation.</td>
<td>33</td>
<td>8</td>
<td>25</td>
<td>31</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>26. About all the students who wish to be included in school activities are included.</td>
<td>64</td>
<td>13</td>
<td>51</td>
<td>14</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>27. Many students avoid student activities because of transportation difficulties.</td>
<td>36</td>
<td>7</td>
<td>29</td>
<td>33</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>28. I am very satisfied with the consistency by which discipline problems are handled by other teachers.</td>
<td>21</td>
<td>1</td>
<td>20</td>
<td>24</td>
<td>26*</td>
<td>50</td>
</tr>
<tr>
<td>29. I am very satisfied with the extent to which the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.).</td>
<td>33</td>
<td>4</td>
<td>29</td>
<td>20</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>30. If I have a discipline problem the administration gives me the support I need.</td>
<td>59</td>
<td>13</td>
<td>46</td>
<td>19</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>31. I am satisfied with the way students are served by counselors.</td>
<td>69</td>
<td>21</td>
<td>48</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Question</td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>32. I am satisfied with the way students are treated by administrators.</td>
<td>71</td>
<td>14</td>
<td>57</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>33. I am satisfied with the way students are treated by teachers.</td>
<td>83*</td>
<td>17</td>
<td>66</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>34. Teachers, counselors, administrators give all the help students need in solving personal problems.</td>
<td>61</td>
<td>17</td>
<td>44</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>35. School counselors and/or advisors give all the help students need in program planning.</td>
<td>64</td>
<td>25</td>
<td>39</td>
<td>15</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>36. School counselors and/or advisors give students all the help they need in the selection of a vacation.</td>
<td>57</td>
<td>14</td>
<td>43</td>
<td>13</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>37. I welcome parent-initiated contact.</td>
<td>94*</td>
<td>64*</td>
<td>30</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>38. Teachers typically contact most of their students' parents.</td>
<td>35</td>
<td>3</td>
<td>32</td>
<td>26</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>39. Parents have very little knowledge about the school and its program.</td>
<td>31</td>
<td>5</td>
<td>26</td>
<td>35</td>
<td>8</td>
<td>43</td>
</tr>
<tr>
<td>40. The status of teachers in our community is high.</td>
<td>23</td>
<td>5</td>
<td>18</td>
<td>42</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>41. For the most part, I am satisfied with our school.</td>
<td>83*</td>
<td>16</td>
<td>67</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Question</td>
<td>Cumulative (SA+SA)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>42. The school's priorities for expenditures of funds are very appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>3</td>
<td>49</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>43. All things considered, I am satisfied with being a teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>84*</td>
<td>33*</td>
<td>51</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>44. The total educational program offered to students if of high quality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>91*</td>
<td>36*</td>
<td>55</td>
<td>5</td>
<td>0</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Cumulative (VS+S)</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Cumulative (VD+D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you satisfied or dissatisfied with the emphasis that is being placed on each of the following areas in our school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. visual arts</td>
<td>70</td>
<td>30*</td>
<td>40</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>46. business education</td>
<td>92*</td>
<td>39*</td>
<td>53</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>47. dramatics</td>
<td>58</td>
<td>21</td>
<td>37</td>
<td>10</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>48. English language arts</td>
<td>82*</td>
<td>25</td>
<td>57</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>49. foreign languages</td>
<td>81*</td>
<td>29*</td>
<td>52</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>50. health and fitness</td>
<td>69</td>
<td>13</td>
<td>56</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>51. home economics</td>
<td>78*</td>
<td>30*</td>
<td>48</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>52. industrial arts</td>
<td>75</td>
<td>32*</td>
<td>43</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>53. vocational education</td>
<td>82*</td>
<td>40*</td>
<td>42</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Area</td>
<td>Cumulative (VS+S)</td>
<td>Very Satisfied</td>
<td>Satisfied</td>
<td>Dissatisfied</td>
<td>Very Dissatisfied</td>
<td>Cumulative (VD+D)</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>54. mathematics</td>
<td>87*</td>
<td>27*</td>
<td>60</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>55. music</td>
<td>70</td>
<td>21</td>
<td>49</td>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>56. science</td>
<td>87*</td>
<td>22</td>
<td>65</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>57. computers</td>
<td>86*</td>
<td>36*</td>
<td>50</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>58. career education</td>
<td>55</td>
<td>17</td>
<td>38</td>
<td>14</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>59. drug education</td>
<td>34</td>
<td>7</td>
<td>27</td>
<td>26</td>
<td>10</td>
<td>36</td>
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<tr>
<td>60. sex education</td>
<td>40</td>
<td>5</td>
<td>35</td>
<td>18</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>61. study skills</td>
<td>26</td>
<td>3</td>
<td>23</td>
<td>38</td>
<td>17</td>
<td>55</td>
</tr>
<tr>
<td>62. individualization</td>
<td>47</td>
<td>7</td>
<td>40</td>
<td>21</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>63. athletics program</td>
<td>73</td>
<td>20</td>
<td>53</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>64. critical/creative thinking skills</td>
<td>43</td>
<td>6</td>
<td>35</td>
<td>27</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>65. student activities</td>
<td>70</td>
<td>12</td>
<td>58</td>
<td>16</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>66. media center resources</td>
<td>75</td>
<td>29*</td>
<td>46</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

* Reported

Note: The percentage for the "Undecided" choice is not included, so the percentages for each question do not total 100.

Source: NSSE Teacher Opinion Inventory administered in 1995.
(2) Eight statements pertained to Instruction. The responses ranged from 27% to 53%. *Teachers are allowed freedom in the selection of teaching methods* had a 53% response. *Teachers are allowed freedom in the selection of teaching materials* had a 41% response. *In general, our teachers are competent* had a 39% response. *The media center (library of books, audiovisual tapes, etc.) plays a central role in learning* had a 32% response. *The emphasis placed on media center resources* had a 29% response. *Teachers are allowed freedom to present different points of view on controversial issues* had a 28% response. *Building facilities (work space, furnishings, etc.) are adequate to support the instructional program* had a 27% response. *Teachers give students all the help they need with their schoolwork* had a 27% response.

(3) One statement pertained to Student Activities. *The variety of student activities offered is excellent* had a 43% response.

(4) One statement pertained to School/Community Relations. *I welcome parent-initiated contact* had a 64% response.
(5) Two statements pertained to Job Satisfaction. The total educational program offered to students is of high quality had a 36% response. All things considered, I am satisfied with being a teacher had a 33% response.

(6) Eight statements pertained to Program. The responses ranged from 27% to 40%. The following percentages are in response to The emphasis placed on each program area: vocational education - 40%, business education - 39%, computers - 36%, industrial arts - 32%, home economics - 30%, visual arts - 30%, foreign languages - 29%, mathematics - 27%.

(b) There was only one statement that had a response to strongly disagree that exceeded 25%. I am very satisfied with the consistency by which discipline problems are handled by other teachers had a 26% response.

(c) There were 23 statements that had a response rate greater than 75% who strongly agree or agree, or are very satisfied or satisfied.

(1) Three statements pertained to Organization/Administration. The responses ranged from 81% to 92%. All three statements were previously reported in (a)(1). When you need to talk to an administrator, you can do so with relative ease.
had a 92% response. Teachers are regularly involved in curriculum development had an 84% response. The principal is fair and open in dealing with teachers had an 81% response.

(2) Six statements pertained to Instruction. The responses ranged from 84% to 97%. Five statements were previously reported in (a)(2). Teachers are allowed freedom in the selection of teaching methods had a 97% response. In general, our teachers are competent had a 92% response. Teachers are allowed freedom in the selection of teaching materials had a 90% response. Teachers give students all the help they need with their schoolwork had an 86% response. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning had an 84% response. The sixth statement has not been previously reported. Teachers give students enough personal encouragement in their schoolwork had a 90% response.

(3) One statement pertained to Student Activities. It was previously reported in (a)(3). The variety of student activities offered is excellent had a 96% response.
(4) Two statements pertained to School/Community Relations. The first statement was previously reported in (a)(4). I welcome parent-initiated contact had a 94% response. The second statement has not been previously reported. I am satisfied with the way students are treated by teachers had an 83% response.

(5) Three statements pertained to Job Satisfaction. The responses ranged from 83% to 91%. The first two statements were previously reported in (a)(5). The total educational program offered to students is of high quality had a 91% response. All things considered, I am satisfied with being a teacher had an 84% response. The third statement has not been previously reported. For the most part, I am satisfied with our school had an 83% response.

(6) Eight statements pertained to Program. The responses ranged from 78% to 92%. The first six statements were previously reported in (a)(5). The following percentages are in response to The emphasis placed on each program area: business education - 92%, mathematics - 87%, computers - 86%, vocational education - 82%, foreign languages - 81%, home economics - 78%. The last two
statements have not been previously reported. The following percentages are in response to The emphasis placed on each program area: science - 87%, English language arts - 82%.

(d) There were no responses higher than 75% to strongly disagree or disagree, or to very dissatisfied or dissatisfied.

Answer to the Research Question

Responses of 73% and 91% support by teachers of the consolidation in 1989 indicate support for the consolidation in 1989. In addition, the following data suggest continued support for consolidation in 1995: the continued high support response in 1995 (96% and 88%); and the 28 positive responses, and only one negative response from 66 inventory statements.

Research Question (4): What Were the Perceptions of Parents Prior To and After the Consolidation?

The data are presented in two parts:

(a) Parent responses regarding support of the consolidation.

(b) Parent cumulative percentage responses to the 1995 inventory.
There were 58 (32% of the sample) parent responses. The researcher attributes the low response rate to the lack of interest or the lack of understanding of the purpose of the study. The 10 phone responses were compared to the written responses.

Parent responses regarding support of the consolidation are reported in Table 5.

Among the 32 parents who said they had children at either LHS, NBHS, or RHS prior to 1992-93, 34% said they supported the consolidation in 1989 and 53% said they supported it in 1995. For those parents who said they had no children at LHS, NBHS, or RHS prior to 1992-93, 75% said they supported the consolidation in 1989 and 70% said they supported it in 1995.

There were 10 phone responses to the same three questions. Among the five parents who said they had children at either LHS, NBHS or RHS prior to 1992-93, two said they supported the consolidation in 1989 and four said they supported the consolidation in 1995. Among the five parents who said they did not have children at either LHS, NBHS or RHS prior to 1992-93, three said they supported the consolidation in 1989 and four said they supported the consolidation in 1995.

There were 58 responses to the Parent Opinion Inventory which represented 32% of the 184 who were asked to respond.
Table 5

Parent Responses Regarding Support of the Consolidation

(Research Question 4)

<table>
<thead>
<tr>
<th></th>
<th>Supported Consolidation in 1989</th>
<th>Supported Consolidation in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Respondents who had a child attend LHS, NBHS, or RHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Respondents who had a child attend LHS, NBHS, or RHS</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n = 32)</td>
<td></td>
</tr>
<tr>
<td>Respondents who did not have a child who attended LHS, NBHS or RHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Respondents who did not have a child who attended LHS, NBHS or RHS</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n = 20)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Parent Opinion Inventory administered in 1995.
The researcher also noted that there were 790 parent names from which the 184 names were selected. The 58 responses represented only 7% of the parents. The researcher was concerned whether this sample was representative of the population. Although the phone responses were very low, those responses were not extremely different from the written responses. Although this finding may not support the written findings, it does not contradict the written findings. Despite the comparison of the written responses to the phone responses, the researcher was cautious with the use of this information.

Parent cumulative percentage responses to the 1995 inventory are shown in Table 6.

The responses were reported as follows:
(a) more than 25% strongly agree,
(b) more than 25% strongly disagree,
(c) more than 75% strongly agree or agree,
(d) more than 75% strongly disagree or disagree.

There were 51 statements on the Inventory. The following results met the above criteria and as such were discussed in the text. Eleven statements were discussed as positive and one was negative.

(a) Nine responses had a strongly agree response greater than 25%.
Table 6

Parent Cumulative Percentage Responses to 1995 Inventory

(Research Question 4)

<table>
<thead>
<tr>
<th></th>
<th>Cumulative (SA+A)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Cumulative (SD+D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students show respect for each other.</td>
<td>52</td>
<td>0</td>
<td>52</td>
<td>26</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>2. The students and teachers have a good working relationship with each other.</td>
<td>67</td>
<td>12</td>
<td>55</td>
<td>19</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>3. Reports concerning our students’ progress are adequate.</td>
<td>63</td>
<td>14</td>
<td>49</td>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>4. Parents are informed of educational policies.</td>
<td>72</td>
<td>29*</td>
<td>43</td>
<td>15</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>5. The concerns of parents are reflected in decisions affecting our school.</td>
<td>43</td>
<td>10</td>
<td>33</td>
<td>18</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>6. Our community is actively involved in all aspects of school operations.</td>
<td>38</td>
<td>3</td>
<td>35</td>
<td>33</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>7. Our school is helping students to cope with a rapidly changing society.</td>
<td>47</td>
<td>9</td>
<td>38</td>
<td>19</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>8. Our school is not helping students to understand world problems.</td>
<td>37</td>
<td>7</td>
<td>30</td>
<td>32</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>Item</td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>9. Our school is doing a good job in teaching students the language arts (reading, writing, grammar, etc.).</td>
<td>71</td>
<td>17</td>
<td>54</td>
<td>17</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>10. Our school is doing a good job in teaching students mathematics.</td>
<td>65</td>
<td>19</td>
<td>46</td>
<td>16</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>11. Our school is doing a good job in teaching students the sciences.</td>
<td>72</td>
<td>21</td>
<td>51</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>12. Our school is doing a good job of helping students understand their moral and ethical responsibilities.</td>
<td>27</td>
<td>5</td>
<td>22</td>
<td>34</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td>13. Our school's program helps students to understand and get along with other people.</td>
<td>47</td>
<td>4</td>
<td>43</td>
<td>19</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>14. Health classes include adequate attention to both mental health and physical health.</td>
<td>44</td>
<td>11</td>
<td>33</td>
<td>16</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>15. Our school is doing a good job in teaching social studies (history, geography, government, etc.).</td>
<td>74</td>
<td>25</td>
<td>49</td>
<td>10</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>16. The curriculum adequately prepares students planning to continue their education to more advanced levels.</td>
<td>71</td>
<td>21</td>
<td>50</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>17. Students have sufficient amounts of homework to promote achievement in their courses.</td>
<td>74</td>
<td>25</td>
<td>49</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>18. Discipline is not a serious problem in our school.</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>26</td>
<td>25</td>
<td>51</td>
</tr>
<tr>
<td>19. Students' use of alcohol and/or drugs in our school is not a serious problem.</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>35</td>
<td>31*</td>
<td>66</td>
</tr>
<tr>
<td>20. Vandalism is a serious problem at our school.</td>
<td>28</td>
<td>11</td>
<td>17</td>
<td>26</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>21. Outsiders (e.g., unenrolled teens, peddlers, etc.) do not pose a threat to students in our school.</td>
<td>49</td>
<td>19</td>
<td>30</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>22. Student absenteeism is not a problem at our school.</td>
<td>26</td>
<td>4</td>
<td>22</td>
<td>16</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>23. In virtually all of their coursework students see a relationship between what they are studying and their everyday lives.</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>35</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td>24. The total educational program offered to students is of high quality.</td>
<td>74</td>
<td>19</td>
<td>55</td>
<td>16</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>25. Our students are seldom motivated to do their best work.</td>
<td>42</td>
<td>9</td>
<td>33</td>
<td>35</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td>26. In general, our teachers are competent.</td>
<td>77*</td>
<td>14</td>
<td>63</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Statement</td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>27. For the most part, I am satisfied with our school.</td>
<td>63</td>
<td>11</td>
<td>52</td>
<td>12</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>28. Marks on assignments and course grades receive the right amount of emphasis.</td>
<td>53</td>
<td>9</td>
<td>44</td>
<td>19</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>29. The total variety of instructional topics is adequate.</td>
<td>75</td>
<td>26*</td>
<td>49</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>30. The amount of educational change (introduction of new materials and methods of teaching) is about right.</td>
<td>54</td>
<td>9</td>
<td>45</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>31. Appropriate emphasis is placed on the social development of students.</td>
<td>54</td>
<td>7</td>
<td>47</td>
<td>19</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>32. The activities program (clubs, drama, etc.) is sufficient to meet the needs of students.</td>
<td>75</td>
<td>23</td>
<td>52</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>33. Students' participation in school activities is an important aspect of their education at our school.</td>
<td>83*</td>
<td>46*</td>
<td>37</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>34. The role of, and emphasis on, the athletics program is about right.</td>
<td>61</td>
<td>11</td>
<td>50</td>
<td>16</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>35. The expenses involved in school activities (e.g., costumes, instruments, insurance, etc.) are keeping some students from participation.</td>
<td>42</td>
<td>19</td>
<td>23</td>
<td>21</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Question</td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>36. Services provided by our counseling and guidance program are adequate for my son's/daughter's needs.</td>
<td>60</td>
<td>18</td>
<td>42</td>
<td>16</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>37. Health services at school are adequate.</td>
<td>43</td>
<td>4</td>
<td>39</td>
<td>14</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>38. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.</td>
<td>83*</td>
<td>46*</td>
<td>37</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>39. The basic to-and-from school transportation services meet the needs of students.</td>
<td>83*</td>
<td>25</td>
<td>58</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>40. The lunch program is appropriate for our students' needs.</td>
<td>70</td>
<td>19</td>
<td>51</td>
<td>9</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>41. Our school is well maintained (clean, repaired, supplied, etc.)</td>
<td>98*</td>
<td>44*</td>
<td>54</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>42. The morale of students is good.</td>
<td>54</td>
<td>3</td>
<td>51</td>
<td>9</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>43. It is easy to get an appointment to see a teacher.</td>
<td>70</td>
<td>17</td>
<td>53</td>
<td>12</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>44. It is easy to get an appointment with the administrators.</td>
<td>68</td>
<td>26*</td>
<td>42</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>45. Teachers are concerned about my son/daughter as an individual.</td>
<td>63</td>
<td>28*</td>
<td>35</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Cumulative (SA+A)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Cumulative (SD+D)</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>46. School rules and regulations affecting students are reasonable.</td>
<td>86*</td>
<td>33*</td>
<td>53</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>47. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.</td>
<td>83*</td>
<td>27*</td>
<td>56</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>48. School personnel involve community services (e.g., welfare, mental health, law enforcement) to help meet students' needs.</td>
<td>60</td>
<td>7</td>
<td>53</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>49. The school's programs adequately meet the needs of special students (learning disabled, gifted, etc.).</td>
<td>54</td>
<td>17</td>
<td>37</td>
<td>9</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>50. The school's priorities for expenditures of funds are appropriate.</td>
<td>42</td>
<td>7</td>
<td>35</td>
<td>16</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>51. All things considered, students are learning about all they can from their school experiences.</td>
<td>59</td>
<td>16</td>
<td>43</td>
<td>23</td>
<td>9</td>
<td>32</td>
</tr>
</tbody>
</table>

* Reported

Note: The percentage for the "Undecided" choice is not included so the percentages for each question do not total 100.

Source: NSSE Parent Opinion Inventory administered in 1995.
(1) Two statements pertained to Parent School Relations. *Parents are informed of educational policies* had a 29% response. *It is easy to get an appointment with the administrators* had a 26% response.

(2) One statement pertained to Program Factors. *The total variety of instructional topics is adequate* had a 26% response.

(3) One statement pertained to Student Activities. *Students' participation in school activities is an important aspect of their education at our school* had a 46% response.

(4) Three statements pertained to Support Services. The responses ranged between 27% and 46%. *The media center (library of books, audiovisual tapes, etc.) plays a central role in learning* had a 46% response. *Our school is well maintained (clean, repaired, supplied, etc.)* had a 44% response. *Building facilities (work space, furnishings, etc.) are adequate to support the instructional program* had a 27% response.

(5) Two statements pertained to Psychosocial Climate. *School rules and regulations affecting students are reasonable* had a 33% response.
Teachers are concerned about my son/daughter as an individual had a 28% response.

(b) There was only one statement that had a response to strongly disagree that exceeded 25%. Students' use of alcohol and/or drugs in our school is not a serious problem had a 31% response.

(c) There were seven statements that had a response to strongly agree or agree that exceeded 75%.

(1) One statement pertained to Program Factors. It has not been previously reported. In general, our teachers are competent had a 77% response.

(2) One statement pertained to Student Activities. It was previously reported in (a)(3). Students' participation in school activities is an important aspect of their education at our school had an 83% response.

(3) Four statements pertained to Support Services. The responses ranged between 83% and 98%. The first three statements were previously reported in (a)(4). Our school is well maintained (clean, repaired, supplied, etc.) had a 98% response. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning had an 83% response. Building facilities (work space, furnishings, etc.) are adequate to support the
instructional program had an 83% response. The fourth statement has not been previously reported. The basic to-and-from school transportation services meet the needs of students had an 83% response.

(4) One statement pertained to Psychosocial Climate. It was previously reported in (a)(5).

School rules and regulations affecting students are reasonable had an 86% response.

(d) There were no statements that had a response to strongly disagree or disagree that exceeded 75%.

Answer to the Research Question

A response of 34% and 75% to support of the consolidation by parents indicates a mixture of support for the consolidation in 1989. However, the following data suggest that there was support for consolidation in 1995: a support response in 1995 of 53% and 70%; and the 11 positive responses, and only one negative response from 51 inventory statements.

Research Question (5): Were Proposed Advantages and Disadvantages Realized?

The data used to answer this question were the responses to the following seven questions:
(a) What was the number of courses offered for each kind and level of subject area?
(b) How many sections of combined classes were taught?
(c) What was the number of incidents of student participation in Virginia High School League (VHSL) athletic activities?
(d) What was the number of incidents of student participation in non-VHSL sponsored activities?
(e) What was the number of bus routes with at least one child on the bus for a given amount of time?
(f) What were the tax rates before and after the consolidation?
(g) What were the high school operational costs?

These data are discussed as a comparison between the situation as it existed with the three high schools in 1991-92 and the one consolidated high school in 1992-93. If there was more than a small change (exceeding 5%), that fact was considered meaningful and as such was discussed in the text.

**Number of Courses**

In all cases the data were obtained from school reports and other public documents.

The number of courses offered for each kind and level of subject area are shown in Table 7.
Table 7

Number of Courses Offered for Each Kind and Level of Subject Area

(Research Question 5)

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Courses including FSK</th>
<th>Percent Change from 1991-92 to 1992-93</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexington High School (1991-92)</td>
<td>92</td>
<td>41*</td>
</tr>
<tr>
<td>Natural Bridge High School (1991-92)</td>
<td>70</td>
<td>86*</td>
</tr>
<tr>
<td>Rockbridge High School (1991-92)</td>
<td>73</td>
<td>78*</td>
</tr>
<tr>
<td>Rockbridge County High School (1992-93)</td>
<td>130</td>
<td>--</td>
</tr>
</tbody>
</table>

* Reported

The data sources used were as follows: the Teacher Grade Books from the three high schools for 1991-92, the Vocational Education Reporting System report for 1991-92, and the Class Matrix for 1992-93.

Students attended the Floyd S. Kay Vocational Technical Center from each of the three high schools. The courses that the students took were a part of the curriculum for those students. RCHS is adjacent to the Technical Center (the name has been changed to exclude the word "Vocational").

The curriculum for RCHS includes the courses that were taught in the Technical Center. Consequently, the courses taught at the Vocational Technical Center are included in the course count.

In 1991-92 the number of courses offered at Lexington High School, Natural Bridge High School, and Rockbridge High School including the F.S. Kay courses was 92, 70, and 73 respectively. In 1992-93 there were 130 courses offered. This represents increases of 41%, 86%, and 78% respectively.

Combined Classes

The number of sections of combined classes that were taught are displayed in Table 8.

The classes that were taught were grouped into the following subject areas: English, mathematics, social
Table 8

Number of Sections of Combined Classes

(Research Question 5)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Combined Classes</td>
<td>Total Number of Classes</td>
<td>%</td>
<td>Number of Combined Classes</td>
<td>Total Number of Classes</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>61</td>
<td>2</td>
<td>1</td>
<td>61</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>57</td>
<td></td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Social Studies</td>
<td>37</td>
<td></td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>37</td>
<td>3</td>
<td>0</td>
<td>39</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>25</td>
<td>12</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
<td>11</td>
<td>36</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>34</td>
<td>9</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>5</td>
<td>67</td>
<td>8</td>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>332</td>
<td>5</td>
<td>4</td>
<td>330</td>
</tr>
</tbody>
</table>

* Reported

studies, science, foreign language, art, music, physical education, vocational education, and the total.

The number of sections of classes that had different levels of the same subject taught at the same time in the same classroom was divided by the total number of sections of classes in that subject area. This quotient was converted to a percent. The percentages of combined classes in each area for 1991-92 were then compared to the percentages of combined classes in each corresponding area for 1992-93.

The Foreign Language Department had 3 sections in 1991-92 and zero sections in 1992-93. This was a difference of 12% of the total number of combined classes.

The Art Department had 4 sections in 1991-92 and one section in 1992-93. This was a difference of 26% of the total number of combined classes.

The Physical Education Department had 3 sections in 1991-92 and zero sections in 1992-93. This was a difference of 9% of the total number of combined classes.

Student Athletic Participation

The incidents of student participation in VHSL athletic activities are reported in Table 9.

The Yearbooks from the three high schools were examined for 1991-92, and the Yearbook from RCHS was reviewed for
Table 9

Incidents of Student Participation in VHSL Athletic Activities

(Research Question 5)

<table>
<thead>
<tr>
<th>School</th>
<th>Incidents of Participation</th>
<th>Total Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexington High School (1991-92)</td>
<td>313</td>
<td>509</td>
<td>61</td>
</tr>
<tr>
<td>Natural Bridge High School (1991-92)</td>
<td>192</td>
<td>194</td>
<td>99</td>
</tr>
<tr>
<td>Rockbridge High School (1991-92)</td>
<td>203</td>
<td>286</td>
<td>71</td>
</tr>
<tr>
<td>TOTAL</td>
<td>708</td>
<td>989</td>
<td>72</td>
</tr>
<tr>
<td>Rockbridge County High School (1992-93)</td>
<td>442</td>
<td>991</td>
<td>45*</td>
</tr>
</tbody>
</table>

* Reported

Note: The number of VHSL activities for each school was as follows: LHS - 22, NBHS - 15, RHS - 16, RCHS - 24.

1992-93. The number of students were counted in each picture that represented a team that is regulated by the VHSL. All students were considered to be participants and were counted. This was a duplicated count since some students participated in more than one athletic activity. Thus, the total number represents the incidents of participation not the number of students who participated.

The school membership was divided by the number of incidents of student participation. This quotient was converted to a percent. The computed percentages for the three high schools were then compared to the percentage for RCHS.

The total number of incidents of student participation in 1991-92 was 708, which represented 72% of the total number of students. The total number of incidents of student participation in 1992-93 was 442, which represented 45% of the total number of students. There was, therefore, by this analysis a difference of 27% of incidents of student participation in VHSL activities.

Since some students may have participated in more than one VHSL activity in one of the small schools but may have participated in only one VHSL activity at RCHS, the total number of students who participated may not have decreased. Caution is urged in the interpretation of these data.
However, the researcher concludes that there was decreased student participation.

**Student Non Athletic Participation**

The incidents of student participation in non-VHSL sponsored activities are shown in Table 10.

The Yearbooks from the three high schools were used for 1991-92, and the Yearbook from RCHS was used for 1992-93. The number of students was counted in each picture that represented an activity that is not regulated by the VHSL. All students were considered to be participants and were counted. This was a duplicated count since some students participated in more than one activity. Thus, the total number represents the incidents of participation not the number of students who participated.

The school membership was divided by the number of incidents of student participation. This quotient was converted to a percent. The computed percentages for the three high schools were then compared to the percentages for RCHS.

The total number of incidents of student participation in 1991-92 was 1374, which represented 139% of the total number of students. The total number of incidents of student participation in 1992-93 was 974, which represented 98% of the total number of students. There was by this
Table 10

Incidents of Student Participation in Non-VHSL Sponsored Activities

(Research Question 5)

<table>
<thead>
<tr>
<th>School</th>
<th>Incidents of Participation</th>
<th>Total Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexington High School (1991-92)</td>
<td>618</td>
<td>509</td>
<td>121</td>
</tr>
<tr>
<td>Natural Bridge High School (1991-92)</td>
<td>347</td>
<td>194</td>
<td>179</td>
</tr>
<tr>
<td>Rockbridge High School (1991-92)</td>
<td>409</td>
<td>286</td>
<td>143</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1374</td>
<td>989</td>
<td>139</td>
</tr>
<tr>
<td>Rockbridge County High School (1992-93)</td>
<td>974</td>
<td>991</td>
<td>98*</td>
</tr>
</tbody>
</table>

* Reported

Note: The number of non-VHSL activities for each school was as follows: LHS - 24, NBHS - 13, RHS - 15, RCHS - 22.

analysis a loss of 41% of incidents of student participation in non-VHSL activities.

Since some students may have participated in more than one activity in one of the small schools but may have participated in only one activity at RCHS, the total number of students who participated may not have decreased. The researcher was cautious in using this data. However, the researcher concludes that there was decreased student participation.

**Bus Time**

The number of bus routes with at least one child on the bus for a given amount of time is shown in Table 11.

The *Bus Driver Report of Stops* was used to identify the longest time that a child was riding a school bus. The time that the first student was picked up and the time that the last student was dropped off was tallied for each bus driver for both the morning bus run and the afternoon bus run. The length of time for each bus run was defined as the time difference between the first pick up and the last drop off for both the morning and afternoon bus runs. The length of time for each bus trip was tallied in ten-minute increments. The first increment was 0 to 10 minutes and the last increment was 111 minutes or more.

The number of bus trips increased from 82 in
Table 11

Number (n) of Bus Routes With at Least One Child on the Bus For the Given Amount of Time

(Research Question 5)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>0 - 10 min.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11 - 20 min.</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>21 - 30 min.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>31 - 40 min.</td>
<td>15</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>41 - 50 min.</td>
<td>8</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>51 - 60 min.</td>
<td>17</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>61 - 70 min.</td>
<td>16</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>71 - 80 min.</td>
<td>12</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>81 - 90 min.</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>91 - 100 min.</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>100</td>
<td>105</td>
</tr>
</tbody>
</table>

* Reported

1991-92, to 105 in 1992-93. For this reason the percent of bus drivers for each given time increment was compared. The number of drivers with at least one student for the given length of time was divided by the total number of drivers. This quotient was converted to a percent. Any difference greater than 5% between 1991-92 and 1992-93 was reported.

The increment from 41 to 50 minutes had 1% of the bus drivers in 1991-92 and 8% of the bus drivers in 1992-93. There was, therefore, a difference of 7%.

The increment from 51 to 60 minutes had 18% of the bus drivers in 1991-92 and 11% of the bus drivers in 1992-93. There was, therefore, a difference of 7%.

The increment from 61 to 70 minutes had 10% of the bus drivers in 1991-92 and 16% of the bus drivers in 1992-93. There was, therefore, a difference of 6%.

The increment from 91 to 100 minutes had 15% of the bus drivers in 1991-92 and 8% of the bus drivers in 1992-93. There was, therefore, a difference of 7%.

Three additional facts should be noted as follows:
(a) The number of bus riders remained about the same - 2278 in 1991-92 to 2329 in 1992-93; 
(b) There were 441 (18%) of the riders in 1992-93 who rode the bus to the central part of the county to attend a combined middle school or to attend the new consolidated high school. However, it cannot be concluded that they rode the bus any longer than in
1991-92; (c) The number of bus trips between 61 and 90 minutes increased 22 from 1991-92 to 1992-93. Again, however, this does not imply that there were more riders on the bus a longer period of time.

**Tax Rate and Effort**

The tax rates and the fiscal efforts before and after the consolidation are given in Table 12.

The tax rates were obtained from the financial reports of Rockbridge County. The fiscal efforts and capacities were obtained from *Local Fiscal Capacity and Local Fiscal Effort* (1993), and *Virginia’s Educational Disparities* (1993, 1995).

It was not possible to make a comparison of expenditures exactly as listed in any document or documents. Because calculations were necessary and some assumptions were made, the author was extremely cautious regarding how this information was used.

For question (f) the opponents to the consolidation stated that the tax rates would increase. In order to give an accurate answer to that question, the tax rates were compared. However, a more accurate comparison of expenditures was made using the fiscal effort for the two years 1991-92 and 1992-93. There were two fiscal effort indices compared. The first was the effort based upon real
Table 12
Tax Rates and Fiscal Effort
(Research Question 5)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Property</td>
<td>4.25</td>
<td>4.00</td>
<td>-6*</td>
</tr>
<tr>
<td>Real Estate</td>
<td>.49</td>
<td>.59</td>
<td>20*</td>
</tr>
<tr>
<td>Fiscal effort based on Real Estate</td>
<td>.49 102</td>
<td>.62 73</td>
<td>26*</td>
</tr>
<tr>
<td>Fiscal effort based on LCI</td>
<td>1.27 99</td>
<td>1.4754 40</td>
<td>16*</td>
</tr>
<tr>
<td>Fiscal capacity based on LCI</td>
<td>41998 61</td>
<td>47998 69</td>
<td>14*</td>
</tr>
</tbody>
</table>

* Reported

estate and public service corporation values. The second was the effort based upon the Local Composite Index (LCI). The tax rates, efforts, and capacities were compared to determine the percent increase or decrease. The tax rates are based on 100% true value. The fiscal effort and capacities are measures that apply only to the educational system and not to the County as a whole. The tax rates represent revenues and subsequent expenditures for the County as a whole.

The personal property tax decreased 6% from $4.25 in 1991-92 to $4.00 in 1992-93.

The real estate tax increased 20% from $.49 in 1991-92 to $.59 in 1992-93.

Personal property tax and real estate tax relate to total County expenditures and not just education expenditures.

The fiscal effort based on real estate increased 26% from $.49 in 1991-92 to $.62 in 1992-93.

The fiscal effort based on LCI increased 16% from $1.27 in 1991-92 to $1.4754 in 1992-93.

The fiscal capacity based on LCI increased 14% from $41998 in 1991-92 to $47998 in 1992-93.

To determine whether these changes were meaningful, comparisons could be made (a) with other school divisions of similar size, (b) with a similar total budget, or (c) with a
similar LCI. In addition, inflation could be a factor in the changes. All of these comparisons, however, would be subject to many other variables, and it would be difficult to make a good comparison.

Operating Costs

The high school operational costs are given in Table 13.

The following financial records of Rockbridge County Schools were used as data sources: The Annual Report, Rockbridge County Schools, 1991-92, the Annual Report, Joint Committee For Control, 1991-92, and the billing for operational costs for RCHS for 1992-93.

Only the expenditures for instruction, administration, operation and maintenance, and facilities were used.

The total expenditures for these categories decreased 12% from $4,169,940 in 1991-92 to $3,652,296 in 1992-93.

The researcher noted that these costs excluded transportation costs which increased from $922,288 in 1991-92 (County of Rockbridge Financial Report, Year Ended June 30, 1992, p. 36), to $1,277,130 in 1992-93 (County of Rockbridge Financial Report, Year Ended June 30, 1993, p. 34). At least some of the increase in transportation costs can be attributed to the increase in the number of daily bus trips from 82 to 105.
Table 13

Operational Costs for the High Schools for Administration, Instruction, Operation and Maintenance, and Facility; and Transportation Costs for the Division

(Research Question 5)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation Cost</td>
<td>$4,169,940</td>
<td>$3,652,296</td>
<td>-12*</td>
</tr>
<tr>
<td>Transportation Cost</td>
<td>$922,288</td>
<td>$1,277,130</td>
<td>38*</td>
</tr>
</tbody>
</table>

* Reported

The cost for the single high school was less than the cost for the three high schools, but the cost for transportation increased.

Debt service expenditures for education increased from $273,819 in 1988-89 to $1,258,056 in 1993-94.

Answer to the Research Question

Three proposed advantages and four proposed disadvantages were examined.

All three advantages were realized as follows: (a) more course offerings, (b) fewer levels of courses taught in the same classroom at the same time, and (c) lower costs.

Three of the four disadvantages were realized as follows: (a) decreased incidents of athletic participation, (b) decreased incidents of non-athletic participation, and (c) higher tax rates.

Research Question (6): Did Student Outcomes Change?

An analysis of nine variables was undertaken to answer this question. Those nine variables in the form of questions are as follows:

(a) What number and percent of students received the Advanced Studies Diploma?
(b) What number and percent of 11th and 12th grade students took at least one Advanced Placement or college-level course while in grades 9 - 12?
(c) What number and percent of 11th and 12th grade students taking Advanced Placement courses scored 3 or more on at least one Advanced Placement test?
(d) What percent of 11th grade students had composite scores above the 75th percentile on the Virginia State Assessment Program (VSAP)?
(e) What percent of 11th grade students had composite scores above the 50th percentile on the VSAP?
(f) What percent of 11th grade students had reading comprehension scores above the 25th percentile on the VSAP?
(g) What percent of 11th grade students had mathematics comprehension scores above the 25th percentile on the VSAP?
(h) What percent of students in grades 9-12 dropped out of school?
(i) What percent of students in grades 9-12 were absent more than 10 days?

These questions and the data that was used to answer the questions are included in Table 14.

The Outcome Accountability Project report for Rockbridge County Schools is public information and the
Table 14

Number and Percent of Student Responses to Student Outcome Variables

(Research Question 6)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Before Consolidation</th>
<th></th>
<th></th>
<th>After Consolidation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Students who received the Advanced Studies Diploma</td>
<td>69</td>
<td>30</td>
<td>68</td>
<td>30</td>
<td>68</td>
</tr>
<tr>
<td>11th and 12th grade students who took at least one advanced placement or college level course while in Grades 9-12</td>
<td>49</td>
<td>11</td>
<td>76*</td>
<td>17*</td>
<td>106*</td>
</tr>
<tr>
<td>11th and 12th grade students taking advanced placement courses who scored 3 or more on at least one advanced placement test</td>
<td>4</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>16*</td>
</tr>
<tr>
<td>11th grade students who had composite scores above the 75th percentile on the Virginia State Assessment Program (VSAP)</td>
<td>30</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th grade students who had composite scores above the 50th percentile on the VSAP</td>
<td>57</td>
<td>54</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th grade students who had reading comprehension scores above the 25th percentile on the VSAP</td>
<td>76</td>
<td>80</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th grade students who had mathematics comprehension scores above the 25th percentile on the VSAP</td>
<td>77</td>
<td>74</td>
<td></td>
<td>66*</td>
<td></td>
</tr>
<tr>
<td>Students in grades 9-12 who dropped out of school</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in grades 9-12 who were absent more than 10 days</td>
<td>24</td>
<td>49*</td>
<td>35*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Reported

Source: Division Report, Outcome Accountability Project for Rockbridge County Schools - 1993-94.
researcher assumed that the report was accurate. It provided the data for the answers to these questions. A comparison was made of the data for 1991-92 with the data for both 1992-93 and 1993-94. Any change more than 5% was considered meaningful and as such was discussed in the text. Only questions (b), (c), (g), and (i) had responses that met the above criteria and were discussed in the text.

The number and percent of 11th and 12th grade students who took at least one Advanced Placement or college level course while in grades 9 - 12 increased from 49 (11%) in 1991-92 to 76 (17%) in 1992-93 and 106 (24%) in 1993-94. This increase may be attributed to the greater availability of those courses.

The number and percent of 11th and 12th grade students taking Advanced Placement courses who scored 3 or more on at least one Advanced Placement test increased from 4 (9%) in 1991-92 to 16 (17%) in 1993-94.

The percent of 11th grade students who had mathematics comprehension scores above the 25th percentile on the VSAP decreased from 77% in 1991-92 to 66% in 1993-94.

The percent of students in grades 9 - 12 who were absent more than 10 days increased from 24% in 1991-92 to 49% in 1992-93 and to 35% 1993-94.
Answer to the Research Question

Outcomes were compared to two years of the new consolidated high school. Thus there were 18 comparisons made. Three comparisons identified improved results, three comparisons identified worsened results, and the remaining 12 comparisons had no reportable change. Considered as a group there was no appreciable change.

Research Question (7): Were There Changes in the Number of Teacher Preparations or the Student/Teacher Ratio?

The data were obtained from school reports and other public documents. The data sources were as follows: the Teacher Grade Books from the three high schools for 1991-92, the Vocational Education Reporting System report for 1991-92, and the Class Matrix for 1992-93.

Class Preparations

There were six periods in the school day in 1991-92 but seven periods in the school day in 1992-93. In both years, however, the teachers taught only five periods. The comparisons between the two years for the number of teacher preparations and pupils per teacher per period are, therefore, meaningful.

The number of full-time equivalent teachers and the number of preparations for each teacher was tallied by
subject area. The number of students for each teacher for each period was tallied by subject area. The subject areas that were used were as follows: English, mathematics, social studies, science, foreign language, art, music, physical education, vocational education, and the total.

The number of students per teacher and the ratio of students per teacher were compared for the years 1991-92 and 1992-93 and a percent change was calculated. If that percent change was more than 10% (changes more than 10% were deemed to be important), it was discussed in the text.

The average number of preparations per FTE teacher are reported in Table 15.

In five subject areas and the total there was a decrease in the number of preparations per teacher that met the above criteria and as such were discussed in the text.

Mathematics had a 13% decrease from 3.2 to 2.8. Foreign language had a 32% decrease from 4.4 to 3.0. Art had a 20% decrease from 5.0 to 4.0. Physical education had 43% decrease from 2.8 to 1.6. Vocational education had a 17% decrease from 3.6 to 2.7. The total for all subject areas decreased 18% from 3.3 to 2.7.

Class Size

The ratio of students per teacher per period are shown in Table 16.
Table 15

Average Number of Preparations Per FTE Teacher

(Research Question 7)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Before Consolidation 1991-92</th>
<th>Average After Consolidation 1992-93</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3.0</td>
<td>2.7</td>
<td>-10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.2</td>
<td>2.8</td>
<td>-13*</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.6</td>
<td>2.5</td>
<td>-4</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>2.7</td>
<td>-10</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4.4</td>
<td>3.0</td>
<td>-32*</td>
</tr>
<tr>
<td>Art</td>
<td>5.0</td>
<td>4.0</td>
<td>-20*</td>
</tr>
<tr>
<td>Music</td>
<td>5.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.8</td>
<td>1.6</td>
<td>-43*</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>3.6</td>
<td>2.7</td>
<td>-17*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3.3</td>
<td>2.7</td>
<td>-18*</td>
</tr>
</tbody>
</table>

* Reported

Table 16

Ratio of Students Per Teacher Per Period

(Research Question 7)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Ratio Before Consolidation 1991-92</th>
<th>Ratio After Consolidation 1992-93</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>16.7</td>
<td>19.5</td>
<td>17*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15.9</td>
<td>19.7</td>
<td>24*</td>
</tr>
<tr>
<td>Social Studies</td>
<td>19.7</td>
<td>20.7</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>18.7</td>
<td>24.7</td>
<td>32*</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>15.4</td>
<td>17.6</td>
<td>14*</td>
</tr>
<tr>
<td>Art</td>
<td>14.5</td>
<td>22.9</td>
<td>58*</td>
</tr>
<tr>
<td>Music</td>
<td>28.3</td>
<td>41.7</td>
<td>47*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>17.9</td>
<td>19.0</td>
<td>6</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>11.6</td>
<td>16.3</td>
<td>41*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16.1</td>
<td>19.1</td>
<td>19*</td>
</tr>
</tbody>
</table>

* Reported

In seven of the subject areas and the total there was an increase in class size that met the above criteria and as such were discussed in the text. There was no decrease in pupil/teacher ratio in any subject area.

English increased 17% from 16.7 to 19.5. Mathematics increased 24% from 15.9 to 19.7. Science increased 32% from 18.7 to 24.7. Foreign language increased 14% from 15.4 to 17.6. Art increased 58% from 14.5 to 22.9. Music increased 47% from 28.3 to 41.7. Vocational education increased 41% from 11.6 to 16.3. The total for all subjects increased 19% from 16.1 to 19.1.

Answer to the Research Question

There were reportable decreases in the number of teacher preparations in five of nine categories. Seven of nine categories showed an increase in the student/teacher ratio. Although the student/teacher ratio increased, it did not increase to the point of exceeding state guidelines. Therefore, there were changes in both the number of teacher preparations and the student/teacher ratio.
CHAPTER 5

FINDINGS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND RESEARCHER’S COMMENTARY

Findings

The findings address the research question: What happened when three small high schools consolidated into one medium-sized high school? Because the research question is very broad, findings were reported for each of the seven sub-questions used to frame the research question.

What were the perceptions of Key Actors (School Board Members, Board of Supervisor Members, or citizens identified in newspaper accounts) prior to and after the consolidation?

Based upon an analysis of Key Actor interviews, the researcher concluded that the Key Actors held beliefs that did not change.

What were the perceptions of students prior to and after the consolidation?

The perceptions in 1989, were negative, but by 1995, had changed to positive. While the 1995 "yes" response to the question "Do you support the consolidation now?" was not overwhelmingly positive (54% of the students who had
attended LHS, NBHS or RHS, and 61% of the students who had not attended LHS, NBHS or RHS), nine of the statements on the Student Opinion Inventory were reported as positive, and only two statements were reported as negative. Therefore, the opinion of students changed from negative in 1989 to positive in 1995.

Fifty percent of the respondents strongly disagreed with the statement "there is no drug and/or alcohol problem in our school." That response may be based on an opinion pertaining to activities outside of school, a societal problem within the community, a good rumor mill, or the fact that there is a real problem. Whatever the reason, this is a perception that should not be overlooked.

What were the perceptions of teachers prior to and after the consolidation?

The perceptions of the teachers were positive both before and after the consolidation. A high rate of response (88%), a high support rate (close to 90%), and nearly half (28 of 66) of the statements reported as positive with only one statement reported as negative resulted in a conclusion that there was and still is high teacher support.

While this teacher support may be the result of positive feelings about the school, there may be other reasons: (a) the building is new; (b) the building is air
conditioned, and the previous high schools were not; (c) there are seven periods, but each teacher continues to teach only five periods. Whatever the reason, the fact is that the faculty support for consolidation is very strong.

What were the perceptions of parents prior to and after the consolidation?

The 34% "yes" response to the question "Did you support the consolidation of the three high schools into one high school in 1989" by parents who had children attend LHS, NBHS, or RHS, and the 75% "yes" response to the same question by parents who did not have children attend LHS, NBHS, or RHS indicate a mixed support in 1989. In 1995, however, more than half of all parents supported the consolidation.

In addition, in 1995, eleven of the inventory statements were reported as positive with only one statement reported as negative. The author concluded that parent opinion changed from mixed in 1989 to support for the consolidation in 1995.

The one reported negative response from the parents was the strong disagreement (31%) to the statement: "students’ use of alcohol and/or drugs in our school is not a serious problem." Obviously alcohol and/or drug usage is a concern for the parents as well as for the students.
Were proposed advantages and disadvantages realized?

Three proposed advantages and four proposed disadvantages were examined. All three anticipated advantages were realized, namely: (a) more course offerings, (b) fewer levels of courses taught in the same classroom at the same time, and (c) lower costs. Three of the four disadvantages were also realized: (a) decreased incidents of athletic participation, (b) decreased incidents of non-athletic participation, and (c) higher tax rates.

The people who spoke out either for or against the consolidation had selected their arguments well. The opinions that had been articulated prior to the consolidation were verified as having occurred. The conclusion is that in the view of individuals, results of the consolidation are mixed.

Did student outcomes change?

Outcomes were compared between the last year of the three high schools and the first two years of the new consolidated high school. There were 18 comparisons made. Three comparisons produced improved results, three comparisons yielded worsened results; the remaining 12 comparisons had no reportable change.

The conclusion is that student outcomes were not influenced by consolidation.
Were there changes in the number of teacher preparations or the student/teacher ratio?

Five of nine academic areas showed a reportable decrease in the number of preparations per teacher. Therefore, the researcher concluded that moving from three small high schools to a medium-sized high school, resulted in a decrease in the number of preparations per teacher. It should follow that if teachers have fewer preparations, there is a better chance they will be teaching courses that are within their area of strength.

Seven of nine areas showed a reportable increase in the student/teacher ratio. Therefore, there will be an increase in the student/teacher ratio when moving to a medium-sized high school. Although the student/teacher ratio increased, it did not increase to the point of exceeding state guidelines.

Conclusions

While some stakeholders originally favored consolidation, others opposed it. After the consolidation, most people supported the new school (16 of 18 Key Actors, a majority of the students, approximately 90% of the teachers, and a majority of the parents).

The strongest views of those people who expressed themselves (both for and against consolidation) were
realized. Their arguments were well chosen. Curriculum advantages were realized (Leisey et al., 1990); cost savings were realized (Benton, 1992); so too was a decreased rate of extra-curricular activity participation (Streifel et al., 1992).

One-third of the student outcomes changed, but those outcomes could have changed without the consolidation. Thus, no conclusion can be reached regarding student outcomes.

Teacher preparations decreased, and pupil/teacher ratios increased. Thus, the teaching staff will be more effectively and efficiently utilized.

Additional conclusions would be difficult due to external factors which may have affected the results. Some of those factors are as follows: population change, property tax increase caused by factors other than consolidation, bus route changes caused by factors other than consolidation, and funding formula changes.

**Implications**

In any consolidation, there will be some changes both positive and negative. The people who are responsible for implementing a consolidation should recognize that fact. Those people and others need to determine what changes will occur. The significance of those changes should be
examined. The consolidation decision can then be made based upon the relative importance of those potential changes. Research supports this position (Dean, 1981; Brantley, 1983; Moray, 1985; Krajewski, 1988).

Tax rates may go up, while operational costs may go down. If there are two or more small high schools in close proximity and there would not be much increased transportation cost, a school division might seriously consider consolidating to a single school.

The course assignments for teachers must be chosen carefully. The number of preparations and possibly the variety of courses could decrease for each teacher. The teachers should be asked to teach those classes which are their strengths.

**Recommendations**

Any locality which is considering a consolidation should by some means - public meetings, mailings, local news media, or other methods - determine what the issues of concern will be, and those concerns must be addressed. Some of those concerns or predictions will certainly be realized, and the public should be so informed.

There was very little research to be found that studied the consolidation of two or more high schools into one new high school. Additional studies of this type of
consolidation could be compared to this study for similarities and differences.

**Researcher’s Commentary**

The researcher learned at least one additional lesson through this study and would like to elaborate on that one lesson.

One should recognize that there will be opponents to consolidation. Some of the objections of the opponents will be valid. Therefore, one should neither disregard nor attempt to refute all of those concerns, since some of them may, in fact, transpire.

The researcher does not believe that doing anything differently in the consolidation process would have affected the results that are identified in this study. However, if he were involved in a consolidation again, he would make every effort to identify, address, and debate the concerns of the public. The relative merits and strengths of those concerns could then be used in making the decision whether or not to consolidate.

As was stated earlier in this study, the researcher was an active participant in this consolidation process. It was difficult to obtain verbal or written statements opposing consolidation. Perhaps an outsider could have gathered more information. Despite the lack of data pertaining to
opposition to consolidation, the researcher believes that through written documents, the position of the opposition was fairly presented.

The researcher is disappointed that not all people believe that the consolidated high school is good. However, it is recognized that it is probably true that a large group of people will never agree on any one issue.

The researcher is pleased that the majority of people agreed that at least one strength of the school was the educational program. The response to the statement "The total educational program offered to students is of high quality," had a positive response (strongly agree or agree) as follows: 60% of the students, 91% of the teachers, and 74% of the parents. Schools are designed to educate, and it is comforting to know that the people believe that is happening at RCHS.

The researcher recognizes that the results of this study could have been different from his beliefs prior to the start of the study. The researcher believed that there would be positive results. The study could have shown that there were no positive results.

Some of the findings of the study are different from what the researcher expected. However, the researcher concludes that the new school is good. This conclusion agrees with his original belief.
The reason the school is good is that there were at least three groups of winners in this consolidation. The teachers were optimistic and their optimism was rewarded. The parents were undecided but they were pleasantly satisfied. The taxpayers had their taxes increased but they were provided with a high school that is operated more efficiently.

It is less clear whether the students were winners. Their non-support changed to support but their student outcomes did not change. Despite this lack of clarity it is believed that the students too have been winners.
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APPENDIX A

Letter to Key Actor
Dear Key Actor,

May, 1995

I am a graduate student at Virginia Tech. I am studying the consolidation of Natural Bridge High School, Rockbridge High School and Lexington High School into Rockbridge County High School. Included in the study will be a comparison of perceptions from before and after the consolidation. The study will provide a written history of the consolidation process, and will provide access to that history for others who may be considering a similar consolidation.

I will be asking 20% of the students, 20% of the parents, and all of the teachers of Rockbridge County High School to respond to a questionnaire. The questionnaire is different for each of the three groups. I will also ask some citizens who were a part of the consolidation process to be interviewed. You are one of the citizens that I am asking to participate. All of these responses will help provide a comparison of before and after perceptions.

If you agree to participate in this study, I would like for you to be interviewed. If you agree to this you must also sign a consent form. A copy of the form is enclosed. The person who will interview you will be a professional educator friend of mine. That person is not now nor ever has been employed by Rockbridge County Schools, and has never lived in Rockbridge County. You will be interviewed on June 1 at the First Union Bank in Lexington. The interview will consist of five questions and should last no more than fifteen minutes. The interview will be audio tape recorded. The recording will be transcribed. No name will be included with the transcripts.

The information gathered will be used and discussed only in its aggregate form. No individual will be identified. Your response will therefore remain confidential. I will group the responses into one of the following three categories: School Board member, Board of Supervisor member, or citizen.

I will contact you by phone within the next week to ask if you will agree to participate. If you agree to participate, I will also then schedule a time for your interview.

If you are interested, the results of this study will be provided to you. Please contact me at your convenience if you would like a copy of the results. The results of the study will be provided to the faculty and staff of Rockbridge County High School.

Thank you for your assistance with this study.

Sincerely,

[Signature]

Glen Starx
APPENDIX B

Structured Interview Protocol and Questions
Structured Interview
for
Community Members

Interviewer: a person not connected with Rockbridge County Schools.

Location of interview: a room with no other people present - the room is not to be any room or space that is the property of Rockbridge County Schools.

The interview will be audio taped by the interviewer.

The author of the study will contact the people to be interviewed. The contact will be by letter. A phone or written response will be requested. The letter will outline the study being conducted and how the responses will help with the study. The interview protocol will also be included in the letter.

The interviewer will introduce himself. He will explain the purpose of the interview. One important point to make is that the responses will be transcribed but reported only as a group. No names will be used in reporting the information gathered. The people being interviewed will be identified only by one of the following three group classifications: school board member, board of supervisor member, or citizen.

Questions to be asked:

1. Did you support the consolidation of the three high schools into one high school in 1989?
2. What were the factors that caused you to answer yes(no) to the previous question?
3. Have any of the factors that you just mentioned been realized?
4. Do you support the consolidation now?
5. What are the factors that caused you to answer yes(no) to the previous question?
APPENDIX C

Student Opinion Inventory, 1988
STUDENT OPINION INVENTORY

PART A

The purpose of this survey is to assist in learning more about our school's instructional program. Your opinions and attitudes are of vital importance to this assessment. This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way. Remember that your opinions and attitudes will assist school personnel in making better decisions regarding improvement in your school.

Directions

The following statements describe a wide variety of conditions related to the operation of your school. We want to know to what extent you agree or disagree with each statement. Therefore, indicate your opinion by marking each statement as follows:

Blacken the circle with the 1 - if you STRONGLY AGREE with the statement
2 - if you AGREE but not strongly
3 - if you are UNDECIDED
4 - if you DISAGREE
5 - if you STRONGLY DISAGREE

Use the answer sheet to give your answers. There are 41 questions. Use response No. 1 for question No. 1, response No. 2 for question No. 2 etc.

Example: I enjoy my classmates. 2 3 4 5

In this case the student AGREES with the statement, but not strongly, so the circle with the No. 2 was blackened.

Turn to the next page and begin.

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STUDENT OPINION INVENTORY

PART A

Blacken the circle with the _ if you STRONGLY AGREE with the statement.  
2 - if you AGREE but not strongly  
3 - if you are UNDECIDED  
4 - if you DISAGREE  
5 - if you STRONGLY DISAGREE

1. I am in all the student activities (clubs, plays, sports, music, etc.) that I want to be in. 
2. In the student activities in which I participate (clubs, plays, sports, music, etc.) students are involved in making all the activities. 
3. I would feel welcome in almost all school activities. 
4. The adult sponsors in the activities that I am in seem sincerely interested in the activities. 
5. The variety of activities is great enough so that everyone can find an activity that matches his/her interest. 
6. I am satisfied with the quality of student activities. 
7. Teachers are concerned that students learn the subjects they teach. 
8. Teachers usually provide all the help I need with assignments. 
9. Teachers do not explain clearly how assignments are to be done. 
10. Most teachers are willing to give students individual help outside of class time. 
11. Few teachers give me enough personal encouragement in my schoolwork. 
12. School counselors and/or advisors give all the help students need in program planning. 
13. In general, I am satisfied with the time I am given by our counselors. 
14. School counselors and/or advisors give students all the help they need in the selection of a vocation. 
15. My counselor is accessible if I need help in solving personal problems. 
16. If I have a problem or suggestion for the principal, I could usually see him/her that same day. 
17. In general, the people in the principal's office seem to care about students as individuals. 
18. I am satisfied with the way the administration includes students in making decisions about matters which directly affect the students (name rules, assemblies, etc.). 
19. I am satisfied with the personal encouragement our principal gives students concerning our schoolwork. 
20. In virtually all coursework students see a relationship between what they are studying and their everyday lives. 
21. In most of my coursework I am satisfied with the methods used to teach the course. 
22. Regardless of what my grades may be, I feel that in most of my school subjects I am learning a lot this year.

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32. The media center (library of books, audio-visual tapes, etc.) plays a central role in learning.

33. Our school program is preparing students well for the complex economic and social problems of today.

34. There is no drug and/or alcohol problem in our school.

35. Cheating is a serious problem in our school.

36. I am satisfied with the amount of parent interest in school functions.

37. Our students are seldom motivated to do their best work.

38. The total educational program offered to students is of high quality.

39. Did you support the consolidation of the three high schools into one high school in 1989?

40. Do you support the consolidation now?

41. Were you a student at LHS, NBHS, or RHS?

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APPENDIX D

Pertinent Pages of the

mer repertoire, and Washington and Lee University, Virginia Military institute, and Southern Seminary College encourage high school students to try out for their plays. The Rockingham Arts Guild conducts workshops, sponsors art-related activities, and offers scholarships to area students. English, foreign language, social studies, art, and music students often travel to performances and to museums in Roanoke, Richmond, or Washington, D.C. Local museums such as the Stonewall Jackson House, the George C. Marshall Library, the Lee Chapel, and the Virginia Military Institute Museum offer glimpses of the lives of famous Americans and various educational programs. Not far from Lexington are Cyrus McCormick's farm and the birthplace of Sam Houston.

Recreational activities are provided by a number of local organizations. There are public swimming pools in both the city and county. Woods Creek Park Trail, Goddess Pass, Jordan's Point, Lake Robertson, and the Cheesie Trail are favorite spots for those who wish to jog, launch canoes, picnic, fish, or just enjoy nature. The Blue Ridge Parkway and the Appalachian Trail are only minutes away. A number of out-of-school or summer athletic programs are available in the community. There are both Little League and Babe Ruth baseball, and although the softball program is primarily for adults, Lexington High School students participate in either the men's or the mixed softball teams. In July and August, swimming lessons are available at all area pools, and a tennis clinic is held at Washington and Lee University. Local residents may use tennis courts at Washington and Lee University and Virginia Military Institute, the Lexington High School tennis and golf teams use country club facilities. Other activities open to Lexington High School students are as follows:

<table>
<thead>
<tr>
<th>Ala-Teen</th>
<th>Church Youth Groups</th>
<th>Lacrosse Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army Reserve</td>
<td>Swim Team</td>
<td>Candy Supers</td>
</tr>
<tr>
<td>Soccer Leagues</td>
<td>Boy's Club</td>
<td>Special Olympics</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>Girl Scouts</td>
<td>First Aid Crews</td>
</tr>
<tr>
<td>Volunteer Fire Departments</td>
<td>Committee for Recreational and Social Development</td>
<td></td>
</tr>
</tbody>
</table>

In polls conducted in the fall of 1987, students, teachers, and parents had an opportunity to express their opinions of the school climate. Many similarities in opinion surfaced as a result of these three polls. In the poll of approximately 20% of the student body, responses to one-quarter of the thirty-four items showed positive attitudes or agreement at a rate of 80% or more. All of the remaining items on the opinion inventory received endorsement of at least 60%. In summary, students feel the following are strengths of the program and staff:

- the feeling that they "belong" at Lexington High School
- the teachers' caring attitude about their students' learning
- the additional help from teachers
- the counselors' help in selecting courses, college, and technical school
- the treatment in general by counselors
- the importance of what student is learning in class
- the variety of activities offered at school
Students' opinions reflect that their feelings are most positive about guidance services ranking next are teachers, the curriculum, and the school image, the administration, and finally, their own participation in extracurricular activities. Still, the lowest category received 70% favorable opinions. In the poll of all teachers on the staff, responses to one-third of the sixty-four items showed positive attitudes or agreement at a rate of 80% or more. In summary, teachers feel the following are strengths of the program and their colleagues:

1. The availability of administrators
2. The faculty's additional help to students
3. The personal encouragement to students in their school work
4. The freedom of faculty in selecting teaching materials and methods
5. The appropriate number of teaching assignments
6. The variety and number of activities offered
7. The inclusion of students on committees for discipline policies
8. The expectations of disciplinary help from administrators
9. The treatment of students by counselors, administrators, and teachers
10. The assistance in selection of high school courses, college, and technical school
11. The willingness to meet with parents

Eighty percent of teachers feel satisfied with the school and with being a teacher.

Finally, the following specific programs within the curriculum received high marks of teacher satisfaction:

A. Business education
B. English
C. Foreign language
D. Mathematics
E. Science
F. Social studies

On the other hand, as indicated by 50% or less satisfaction, teachers view the following as areas of concern:

A. Teacher involvement in selection of in-service programs
B. Student involvement in activities because of expenses
C. Music
D. Sex education

In the poll of approximately 20% of the patron families of the school, only 41% responses were returned. Despite the disappointing level of participation in the survey, results of the sample indicate supportive feelings about the climate of the school, the attitudes of the students, the quality of teaching and services, the variety of curriculum, and the disciplinary and policy-making procedures within the school. In summary, the following are perceived as strengths of the program and staff: although no item received as much as 80% endorsement, each item received 70% or more satisfaction or agreement:

A. The good working relationships among students and teachers
the helpful program in preparing children to cope with a changing society, to be responsible citizens, and to understand world problems

2. the strong program in teaching basic skills and in preparing for further education

2. the lack of vandalism and threat posed by outsiders

3. the overall high quality educational program

3. the adequate length of class periods

3. the sufficient activities program

3. the involvement of students in planning activities and the importance of those activities

4. the supportive guidance services

4. the high level of library use

4. the adequate transportation services

4. the well-maintained facility

5. the child's positive attitude about attending school

5. the good student morale

5. the ease in making appointments with teachers

5. the teacher concern for children as individuals

5. the personal attention given by guidance counselors

5. the reasonable school rules and regulations

Two items of great concern to parents were the issues of community involvement in operation of the school (48% did not perceive the community as actively involved), and the use of drugs (34% perceive a serious problem). Several questions elicited neither a satisfied nor dissatisfied response; evidently, parents do not know enough about cheating, theft, or absenteeism to comment on those issues. Finally, it is significant to note that the majority of respondents indicated neither satisfaction nor dissatisfaction with their personal involvement in school affairs.

In conclusion, Lexington High School serves an unusually diverse student body which benefits from a community and a school that offer a wide variety of cultural, social, and recreational opportunities. Although the school does not have a student-teacher-parent organization, there is community support through organizations such as the band and athletic booster groups. Local professional and business people, as well as personnel from the two universities, eagerly offer their services to the high school. This strong community support contributes immensely to the success of the total school program. As the opinion surveys indicate, the students feel they belong at Lexington High School; they are aware of the faculty's high level of dedication and teaching; and both parents and students have confidence in the educational program. The faculty takes pride in maintaining the tradition of quality education in Virginia's Great Valley.
APPENDIX E

Pertinent Pages of the

Natural Bridge School Evaluation, 1981-1982
In citing the positive aspects of this school, teachers mentioned most often (50%) the behavior and discipline of the student body. The small size of the school, its cooperative, conscientious, and experienced faculty, backed by consistent support from the administration were also repeatedly mentioned by the teachers as positive aspects of the school.

A major concern of the teachers was the lack of academic emphasis as compared with the emphasis placed upon athletics and other extracurricular activities. In conjunction with this was mentioned the class interruptions due to extracurricular activities, the lack of school-sponsored events geared to cultural enrichment, the lack of assemblies or activities concerning subject areas, and the concern over the slower learner and underachievers, as opposed to the lack of enrichment opportunities for the brighter student.

Drug, violence and racial problems were not seen as major problems in the school.

In the way of changes within the school, teachers offered suggestions for specific subject areas such as business, music, math, science and social studies. Several mentioned the need for department heads with authority, compensation and time to structure their departments.
Students were given a series of open-ended questions in Part E of the Student Opinion Inventory and a narrative format of reporting their answers seems the most efficient in method. The percentages listed below are based upon 100 respondents, although many students did not respond to one or more questions.

Questions dealing with teacher-student relations, 33% of the students responding indicated they needed more help from the teacher while 35% needed no help. Problems include rudeness to students (6%), failure to explain assignments (12%), lack of patience (17%), working too fast (12%), abusive language (6%), and too much homework (5%). Those students who like what the teachers are doing numbered 16%. With regard to administration-student relations, 12% liked the administration and 14% disliked the administration citing problems such as lack of adequate involvement with the students (10%) and lack of competence (12%). Student interpersonal relations were favorable with 52% of the students happy with peer treatment and 32% unsure.

Curriculum expansion and extracurricular activity involvement were limited concerns with course addition suggestions including life skills, Latin, sex education, gymnastics, German, political science, economics, computers and shorthand. When asked why they did not participate in as many activities as they wanted to, students cited lack of time (15%), feeling out of place (1%), conflict with academics (1%), dislike of coach (2%) and transportation problems (1%) with 37% giving no reason or an unsatisfactory reason.
Another question dealt with the elimination of certain requests for money and 62% of the students did not resent while 23% had no problem with this area. Others listed intramural activities (7%) and complained about expensive food prices (7%).

Many students responded that they believe there are no racial problems (55%), violence problems (47%), or drug problems (38%) at our school. However, there are some who feel a problem exists with race (11%), violence (11%) and drugs (22%). Solutions suggested for dealing with the drug problem include more discipline (7%), more drug information (7%), home solutions (7%) and more supervision including locker checks (7%).

There is considerable diversity in the responses related to the things students like least and best about the school. Unfavorable responses included people (7%), teachers (7%), lunches (7%), lack of school spirit (7%), amount of lunch time (6%), lack of courses (5%) and homework (3%). The administration, neat bathrooms, location and too many troops all were listed by 3% of the students.

These things favorable to the students are facilities (12%), student body (12%), teachers (4%), relaxation period (10%), sports (9%), school spirit (5%) and activities (5%). Others included small size (5%), curriculum (5%), clubs (5%), lunches (5%), assemblies (2%) and to get away from home (2%).

Unfortunately, many students did not respond or gave inappropriate responses to some of the questions. In spite of this, those responses given indicate a genuine concern about our school programs and their input is vital for improvement of our services.
Parent Opinion Inventory

Part A: Narrative

Parents of 100 students were selected in a random fashion to respond to a series of statements about school operations using a rating scale of Strongly Agree, Agree, No Opinion, Disagree, and Strongly Disagree. For discussion in this narrative, the questions have been categorized into related areas. The instrument used was the Parent Opinion Inventory developed by the National Study of School Evaluation.

When asked how they felt about student/pupil relations and student/faculty relations at our school, 66% of those polled responded that they believed there were good peer relations and 76% indicated that student/faculty relations were good. Sixty-five percent of the respondents agreed that student morale was good.

A number of questions were directed to the parents regarding those aspects of student educational development related to specific classroom academic development. While 67% agreed that the school is doing a good job teaching the basic skills (math, science, and reading), 13% felt that it was not. When asked how the school was helping students with those concerns pertinent to the preparation of adolescents for adulthood, parents generally agreed that the school is helping students to prepare for a changing society (52%), to learn to be responsible citizens (67%), to understand world problems (60%), to understand moral and ethical responsibilities (53%), to understand and get along with other people (62%), and to understand and appreciate the cultural diversity of our community (49%). Emphasis upon the social development of students (53%) and personal attention in class and in selecting courses (57%) were additional areas in which the parents believed that the school was doing a good job.
but some parents (15%) felt the school was not performing well enough in the latter area.

Because curriculum development is such a critical aspect of the school program, parents were asked to respond to a number of statements related to the school curriculum. Most parents (60%) agreed that the total number and the type of courses offered at the school were adequate, but several (22%) disagreed with this statement. When asked about the adequacy of the curriculum for students planning to continue their education beyond high school graduation, 52% agreed that it is adequate and 16% disagreed. More than half (55%) of the respondents agreed that the health classes included proper emphasis on mental as well as physical health, and 62% believe that the school's physical education program offers a wide variety of good activities. When asked about the amount of emphasis placed upon the teaching of history, 65% felt that the amount is correct.

While 53% of the parents believed that the amount or extent of educational change or innovation at the school is about right, 40% indicated that more imaginative learning programs were needed. In considering other aspects of the total educational program, 70% believe that the student activities program is sufficient to meet the children's needs. 59% agreed that student participation in school activities is an important aspect of education at the school, and 60% felt that the students are actively involved in planning student activities.

Student services are a major part of the total educational program and 60% of the parents agreed that the services provided in counseling and guidance are supportive of their children's needs and future aspirations. Fifty-eight percent of the respondents felt that the school health programs are adequate, and 72% agreed that transportation services are satisfactory. Sixty-seven percent felt that the school is well maintained. Although 45% believed
that the school lunch program offers a nutritional menu, 15% do not agree. When asked if their child enjoys school lunches, 25% agreed that they did, but 34% disagreed and 22% strongly disagreed with the statement. Most parents (64%) agree that the total educational program is of high quality.

Community awareness and involvement with school planning and operations are necessary ingredients of a successful school program. Asked if parents are informed about educational practices at the school, 51% agreed and 22% disagreed. Thirty-eight percent of the parents believe that their concerns are reflected in the decisions made by our school, while 15% do not. The respondents seemed split on the question of community involvement in school operations, with 50% indicating that members of the community are actively involved, and 34% feeling that they were not. Yet, when questioned about their personal involvement in school affairs, 47% were satisfied. Only 8% were dissatisfied and 38% have no opinion.

On questions related to the teaching and administrative staff at the school, 60% of the parents believe it is easy to make appointments with both teachers and administrators. Fifty-two percent believe that the teachers are highly competent, 48% feel the proper emphasis is placed upon developing critical thinking skills, and 63% agree that teachers require use of the school library for supplementary study and work.

When asked about school regulations and discipline, most parents (72%) indicated that school rules and regulations affecting students are reasonable. On problems related to school discipline, 64% believe that teachers are not physically threatened by students. Fifty-four percent say that discipline is not a serious problem and 52% say that vandalism is not a serious problem. Asked if student attendance is a problem, 47% responded negatively. Fifty-seven percent indicated that violence was not a threat to students at the school.
There are some concerns in three other areas. Thirty-seven per cent believed that the use of drugs is not a serious problem, while 12% believed that it is. On cheating, 20% believed that it is not a problem, but 32% felt otherwise. When asked about theft at the school, 22% believe that it is not a problem while 20% felt that it is.

Overall, 57% of the parents believed that teachers are concerned about their child as an individual and 64% said their child looks forward to coming to school each day. The responses to the survey indicate that parents are pleased with most areas of school operations.
APPENDIX F

Pertinent Pages of the

Rockbridge High School Self Study, 1987-88
these institutions maintain continuing education programs in the county.

The students, faculty, and parent opinion inventories that were conducted indicated an overall positive attitude toward Rockbridge High and its programs. There is a good working relationship between administration, faculty, and parents. The community relations between Rockbridge High School and Rockbridge County are above average. Student responses were favorable toward the school programs and staff. The student body recognizes the opportunities offered in the school curriculum that will enable them to reach their full potential. A survey of the members of the senior class of 1986-87 revealed that fifty-one percent plan to continue their education. Twenty-seven percent expect to attend a four-year college or university and eleven percent will enroll in a junior or community college. The same survey indicated that thirteen percent hoped to enter a business or technical institute.

The appropriate sections of the Standards for Accrediting Schools in Virginia and the Standards of Commission on Secondary Schools of the Southern Association of Colleges and Schools have been reviewed. Rockbridge High School is in compliance with these standards.
APPENDIX G

Student Opinion Inventory, 1981
STUDENT OPINION INVENTORY

The purpose of this questionnaire is to assist your school in learning more about its instructional program. Your opinions and attitudes are of vital importance in helping your school learn more about itself. This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way. Remember, you will be assisting your school in learning more about itself.

PART A

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

Example: How satisfied are you with your progress in mathematics this year?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

The Student Opinion Inventory: Part A is distributed separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION
3201 Leesburg Pike, Falls Church, Virginia 22041

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<table>
<thead>
<tr>
<th>Part A</th>
<th>Student Opinion Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In how many of the student activities that you participate are the students involved in planning the activity?</td>
<td></td>
</tr>
<tr>
<td>A. All</td>
<td></td>
</tr>
<tr>
<td>B. Many</td>
<td></td>
</tr>
<tr>
<td>C. About half</td>
<td></td>
</tr>
<tr>
<td>D. Few</td>
<td></td>
</tr>
<tr>
<td>E. None</td>
<td></td>
</tr>
</tbody>
</table>

| 2. In how many of the activities of your school would you feel that you would be accepted? |
| A. All |
| B. Most |
| C. About half |
| D. Few |
| E. None |

| 3. How many student activities clubs, parties, dramatic activities, etc. that you would like to participate in, do you participate in? |
| A. All |
| B. Most |
| C. About half |
| D. Few |
| E. None |

| 4. How often do you feel that you 'belong' in your school? |
| A. Always |
| B. Usually |
| C. About half the time |
| D. Seldom |
| E. Never |

| 5. How many sponsors of the activities that you participate in seem well suited to the activity? |
| A. All |
| B. Most |
| C. About half |
| D. Few |
| E. None |

| 6. How many of your teachers seem to care if you learn the subject they teach? |
| A. All |
| B. Most |
| C. About half |
| D. Few |
| E. None |

| 7. How often do your teachers clearly explain how to do or assignments? |
| A. Always |
| B. Usually |
| C. About half the time |
| D. Seldom |
| E. Never |

| 8. How much help do your teachers usually give you with your schoolwork? |
| A. All the help I need |
| B. Most of the help I need |
| C. About half the help I need |
| D. A little of the help I need |
| E. None of the help I need |

| 9. How many of your teachers make sure you understand what they teach in class? |
| A. All |
| B. Most |
| C. About half |
| D. Few |
| E. None |

| 10. How often do your teachers clearly explain how assignments are to be done? |
| A. Always |
| B. Usually |
| C. About half the time |
| D. Seldom |
| E. Never |

| 11. How many of your teachers are willing to give students individual help outside of class time? |
| A. All |
| B. Most |
| C. About half |
| D. Few |
| E. None |

| 12. How many of your teachers give you enough personal encouragement in your schoolwork? |
| A. All |
| B. Most |
| C. About half |
| D. Few |
| E. None |

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12. How much help does your counselor give you in the selection of a vocation?
A. All the help I need
B. Most of the help I need
C. About half the help I need
D. Little of the help I need
E. None of the help I need

13. In general, are you satisfied with the way you are treated by your counselor?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

14. How much help does your counselor give you in selecting courses?
A. All the help I need
B. Most of the help I need
C. About half the help I need
D. Little of the help I need
E. None of the help I need

15. In general, how often does the administration seem to really care about you as an individual?
A. Always
B. Usually
C. About half the time
D. Seldom
E. Never

16. Are you satisfied with the way the administration includes the students in making decisions about matters which directly affect the students (class assemblies, etc.)?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

17. How much encouragement does the administration give you concerning your scholastic work?
A. All the encouragement I need
B. Most of the encouragement I need
C. About half the encouragement I need
D. Little of the encouragement I need
E. None of the encouragement I need

18. Does the administration think that you as an individual are on an equal footing with other students?
A. Always
B. Usually
C. About half the time
D. Seldom
E. Never

19. How much of what you are studying do you think will be useful to you in everyday living?
A. Everything I am studying
B. Most of what I am studying
C. About half of what I am studying
D. Less than half of what I am studying
E. None of what I am studying

20. In how many of your courses are you satisfied with the methods used to teach the courses?
A. All
B. Most
C. About half
D. Few
E. None

21. Regardless of your grade, how many of your school subjects do you say that you are learning a lot this year?
A. In all my subjects
B. In most of my subjects
C. In about half of my subjects
D. In less than half of my subjects
E. In none of my subjects
27. How many of the things that you should be learning right now are being taught in your school?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

28. All things considered, how much do you think you are learning from your schoolwork?
   A. All that I can learn
   B. Almost all that I can learn
   C. About half of what I can learn
   D. Somewhat less than I can learn
   E. Considerably less than I can learn

29. In general, how proud or ashamed of your school are you?
   A. I am very proud of my school
   B. I am proud of my school
   C. I am neither proud nor ashamed of my school
   D. I am ashamed of my school
   E. I am very ashamed of my school

30. How would you rate "school spirit" at your school? (Consider students' support of athletic teams, charity drives, class money-raising projects, etc.)
   A. Excellent
   B. Good
   C. Adequate
   D. Poor
   E. Very poor

32. In general, how satisfied are you with your school?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

33. In general, how well satisfied are you with the variety of the subjects that your school offers?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

34. How satisfied are you with the variety of student activities that your school offers?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

35. How satisfied are you with the quality of student activities that your school offers?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

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APPENDIX H

A Comparison of Student Responses to Inventories

Given at RCHS in 1995 and LHS in 1987

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A Comparison of Student Responses to Inventories Given at RCHS in 1995 and LHS in 1987

(Research Question 2)

<table>
<thead>
<tr>
<th>1995 Item</th>
<th>1987 Item</th>
<th>1995 Cumulative % Response to Both Strongly Agree and Agree</th>
<th>1987 Cumulative % Response to Positive Attitude or Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am in all the student activities (clubs, plays, sports, music, etc.) that I want to be in.</td>
<td>3. How many student activities (clubs, parties, plays, athletics, etc.) that you would like to participate in, do you participate in?</td>
<td>69</td>
<td>60</td>
</tr>
<tr>
<td>2. In the student activities in which I participate (clubs, plays, sports, music, etc.) students are involved in planning all the activities.</td>
<td>1. In how many of the student activities that you participate in are the students involved in planning the activity?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>3. I would feel welcome in almost all school activities.</td>
<td>2. In how many of the activities of your school would you feel that you would be accepted?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>4. The adult sponsors in the activities that I am in seem sincerely interested in the activities.</td>
<td>5. How many sponsors of the activities that you participate in seem well suited to the activity?</td>
<td>67</td>
<td>60</td>
</tr>
<tr>
<td>6. I am satisfied with the quality of student activities.</td>
<td>34. How satisfied are you with the quality of student activities that your school offers?</td>
<td>63</td>
<td>60</td>
</tr>
<tr>
<td>7. Teachers are concerned that students learn the subject(s) they teach.</td>
<td>6. How many of your teachers seem to care if you learn the subject they teach?</td>
<td>67</td>
<td>80</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1997 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1997 Cumulative % Response to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Teachers usually provide all the help I need with assignments.</td>
<td>8. How much help do your teachers usually give you with your schoolwork?</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>10. Most teachers are willing to give students individual help outside of class time.</td>
<td>11. How many of your teachers are willing to give students individual help outside of class time?</td>
<td>79</td>
<td>60</td>
</tr>
<tr>
<td>12. School counselors and/or advisors give all the help students need in program planning.</td>
<td>14. How much help does your counselor give you in the selection of courses?</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>14. School counselors and/or advisors give students all the help they need in the selection of a vocation.</td>
<td>16. How much help does your counselor give you in the selection of a vocation?</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>15. My counselor is accessible if I need help in solving personal problems.</td>
<td>17. How much help does your counselor give you in solving your personal problems?</td>
<td>64</td>
<td>60</td>
</tr>
<tr>
<td>16. If I had a problem or suggestion for the principal, I could usually see him/her that same day.</td>
<td>18. If you had a problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>17. In general, the people in the principal's office seem to care about students as individuals.</td>
<td>20. In general, how often does the administration seem to really care about you as an individual?</td>
<td>47</td>
<td>60</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1987 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1987 Cumulative % Response to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>18. I am satisfied with the way the administration includes students in making decisions about matters which directly affect the students (dress code, assemblies, etc.).</td>
<td>21. Are you satisfied with the way the administration includes the students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>19. I am satisfied with the personal encouragement our principal gives students concerning our schoolwork.</td>
<td>22. How much personal encouragement does the administration give you concerning your schoolwork?</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>20. In virtually all coursework students see a relationship between what they are studying and their everyday lives.</td>
<td>24. How much of what you are studying do you think will be useful to you in everyday living?</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>21. In most of my coursework I am satisfied with the methods used to teach the course.</td>
<td>25. In how many of your courses are you satisfied with the methods used to teach the course?</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>22. Regardless of what my grades may be, I feel that in most of my school subjects I am learning a lot this year.</td>
<td>26. Regardless of what your grades may be, how many of your school subjects would you say that you are &quot;learning a lot&quot; this year?</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>24. All things considered, students are learning about all they can from their school experiences.</td>
<td>28. All things considered, how much do you think you are learning from your schoolwork?</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>1995 Item</th>
<th>1987 Item</th>
<th>1995 Cumulative % Response to Both Strongly Agree and Agree</th>
<th>1987 Cumulative % Response to Positive Attitude or Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. &quot;School spirit&quot; is very good.</td>
<td>30. How would you rate &quot;school spirit&quot; at your school? (Consider students support of athletic teams, charity drives, class money-raising projects, etc.)</td>
<td>37</td>
<td>60</td>
</tr>
<tr>
<td>28. For the most part, I am satisfied with our school.</td>
<td>31. In general, are you satisfied with your school?</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>29. In general, I am satisfied with the variety of subjects offered.</td>
<td>32. In general, how well satisfied are you with the variety of the subjects that your school offers?</td>
<td>73</td>
<td>60</td>
</tr>
</tbody>
</table>

APPENDIX I

Teacher Opinion Inventory, 1988
TEACHER OPINION INVENTORY

PART A

The purpose of this survey is to assist in learning more about our school's instructional program. Your opinions and attitudes are of vital importance to this assessment. This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way. Remember that your opinions and attitudes will assist school personnel in making better decisions regarding improvement in our school.

Directions

The following statements describe a wide variety of conditions related to the operation of our schools. We want to know to what extent you agree or disagree with each statement. Therefore, indicate your opinion by marking each statement as follows:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE but not strongly
3 - if you are UNDECIDED
4 - if you DISAGREE
5 - if you STRONGLY DISAGREE

Use the answer sheet to give your answers. There are 69 questions. Use response No. 1 for question No. 1, response No. 2 for Question No. 2 etc.

Example: I am always prepared for class. 1 2 3 4 5

In this case the teacher AGREES with the statement, but not strongly, so the circle with No. 2 was blackened.

Turn to the next page and begin.

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TEACHER OPINION INVENTORY
PART A

Blacken the circle with the 1 - if you STRONGLY AGREE with the statement.
2 - if you AGREE but not strongly
3 - if you are UNDECIDED
4 - if you DISAGREE
5 - if you STRONGLY DISAGREE

1. When you need to talk to an administrator, you can do so with relative ease.

2. The faculty work load is equitably divided.

3. Teachers are regularly involved in the selection of topics for in-service programs.

4. The in-service education programs in which you participate are helpful. (If no in-service program, leave blank).

5. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.

6. Teachers are regularly involved in development of school policy.

7. The principal is fair and open in dealing with teachers.

8. Class visitations by our principal/supervisor contribute to improved quality of instruction.

9. All things considered, students are learning about all they can from their school experiences.

10. In virtually all coursework students see a purpose between what they are studying and their everyday lives.

11. In general, our teachers are competent.

12. Students do enough individual work (both in and out of class) to learn what is taught.

13. Teachers give students all the help they need with their schoolwork.

14. Teachers give students enough personal encouragement in their schoolwork.

15. Teachers are allowed freedom in the selection of teaching materials.

16. Teachers are regularly involved in curriculum development.

17. Teachers are allowed freedom in the selection of teaching methods.

18. Teachers are allowed freedom to present different points of view on controversial issues.

19. Our students are seldom motivated to do their best work.

20. Teachers are provided adequate time each day to prepare for teaching.

21. Teaching supplies and equipment (paper, laboratory supplies, books, audiovisual equipment, etc.) are available in adequate amounts to support good teaching.

22. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.

23. The sizes of our classes limit our instructional effectiveness.

24. The variety of student activities offered is excellent.

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25. The expenses involved in some school activities (costumes, instruments, insurance, etc.) are keeping some students from participation.

26. About all the students who wish to be included in school activities are included.

27. Many students avoid student activities because of transportation difficulties.

28. I am very satisfied with the consistency by which discipline problems are handled by other teachers.

29. I am very satisfied with the extent to which the administration includes students in making decisions about matters which directly affect them (dress codes, school rules, assemblies, etc.).

30. If I have a discipline problem the administration gives me the support I need.

31. I am satisfied with the way students are served by counselors.

32. I am satisfied with the way students are treated by administrators.

33. I am satisfied with the way students are treated by teachers.

34. Teachers, counselors, administrators give all the help students need in solving personal problems.

35. School counselors and/or advisors give all the help students need in program planning.

36. School counselors and/or advisors give students all the help they need in the selection of a vocation.

37. I welcome parent-initiated contact.

38. Teachers typically contact most of their students' parents.

39. Parents have very little knowledge about the school and its program.

40. The status of teachers in our community is high.

41. For the most part, I am satisfied with our school.

42. The school's priorities for expenditures of funds are very appropriate.

43. All things considered, I am satisfied with being a teacher.

44. The total educational program offered to students of high quality.

Are you satisfied or dissatisfied with the emphasis that is being placed on each of the following areas in our school?

For each item blacken the circle as follows:

1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied

45. Visual arts
46. Business education
47. Dramatics
48. English language arts
49. Foreign languages
For each item blacken the circle as follows:
1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied

50. health and fitness
51. home economics
52. industrial arts
53. vocational education
54. mathematics
55. music
56. science
57. computers
58. career education
59. drug education
60. sex education
61. study skills
62. individualization
63. athletics program
64. critical/creative thinking skills
65. student activities
66. media center resources

Blacken the circle with the 1 if your answer is YES
2 if your answer is NO

67. Did you support the consolidation of the three high schools into one high school in 1989?
68. Do you support the consolidation now?
69. Did you teach at LHS, NBHS, or RHS?

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APPENDIX J

Teacher Opinion Inventory, 1981
TEACHER OPINION INVENTORY

The purpose of this inventory is to assist your school in learning more about itself through assessing the opinions of its staff toward the program and related matters. Your opinions, unbiased as to how you think you are supposed to respond, are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Unless the staff determines otherwise, we do not sign your name or identify yourself in any way. Remember that the data collected will assist school personnel in making better decisions regarding improvements in your school.

PART A

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected. If you have been provided with an answer sheet, mark your answer by blackening the appropriate space for the response selected.

Example: How satisfied are you with your method of planning lessons?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

The Teacher Opinion Inventory Part A is published separately and is in no way connected with the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Lanesboro Pike, Falls Church, Virginia 22041

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TEACHER OPINION INVENTORY

PART A

1. How often are teachers in your school involved in the development of school policies which affect their work?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

2. When you need to talk to an administrator, can you do so without relative ease?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

3. Is the faculty work load in this school equitably assigned?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

4. All things considered, what is your opinion about the necessity of class interruptions?
   A. All are necessary
   B. Most are necessary
   C. About half are necessary
   D. Seldom are necessary
   E. Never necessary

5. How often are teachers involved in the selection of what will be included in the in-service program in your building?
   A. Always
   B. Most of the time
   C. About half the time
   D. Seldom
   E. Never

6. What is your assessment of the in-service education program in your building?
   A. Always helpful
   B. Usually helpful
   C. Helpful about half the time
   D. Seldom helpful
   E. Never helpful

7. Do the special conferences and workshops scheduled by the district help you?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

8. What is your opinion about the value of faculty meetings?
   A. Always helpful
   B. Usually helpful
   C. Helpful about half the time
   D. Seldom helpful
   E. Never helpful

9. Does committee work contribute to the school's effectiveness?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

10. What is your general feeling about the way you are treated by the administration?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

11. Do you think class visitations by your principal or supervisor are supportive of your efforts to improve instruction?
    A. Always
    B. Most of the time
    C. About half the time
    D. Rarely
    E. Never

12. All things considered, how much do you think students are learning from their school experiences?
    A. All they can learn
    B. Almost all they can learn
    C. About half of what they can learn
    D. Somewhat less than they can learn
    E. Considerably less than they can learn

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13. How much of what students are studying do you think will be useful to them in everyday life?
   A. All they are studying
   B. Most of what they are studying
   C. About half of what they are studying
   D. Less than half of what they are studying
   E. Very little of what they are studying

14. How many of the items that students should be learning are being taught in your school?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

15. How many of your students do you think do enough individual work (whether in or out of class) to learn what you teach?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

16. How much help do you think teachers give students with their schoolwork?
   A. All the help they need
   B. Most of the help they need
   C. About half the help they need
   D. A little of the help they need
   E. None of the help they need

17. How many teachers in your school are willing to give students individual help outside of class time?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

18. How many teachers in your school give students personal encouragement to students in their schoolwork?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

19. Are teachers allowed enough freedom in the selection of teaching materials?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

20. Are teachers allowed enough freedom in presenting different points of view on controversial issues?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

21. Is the number of instructional periods you teach approximate?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

22. Is the number of instructional periods other teachers teach approximate?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

23. Are teachers provided the right amount of time to prepare adequately for teaching?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

24. What is your estimate of the number of students who participate in as many school activities as they should?
   A. All
   B. Most
   C. About half
   D. Few
   E. None

25. How would you rate the adequacy of the variety and number of activities your school offers?
   A. Excellent
   B. Good
   C. Adequate
   D. Poor
   E. Very poor

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27. In your estimate, how many students avoid school activities because of time extremes required?
A. Very large proportion
B. Somewhat more than half
C. About half
D. Few
E. Almost none

28. What is your estimate of how many students feel that they belong in this school?
A. All
B. Most
C. About half
D. Few
E. None

29. How satisfied or dissatisfied are you with the consistency by which teachers handle discipline in your school?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

30. Are you satisfied or dissatisfied with the way the administration handles decisions about matters which directly affect you, such as rules, price, school rules, assemblies, etc.?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

31. When you have a disciplinary problem what help can you expect from the administration?
A. All the help I need
B. Most of the help I need
C. About half the help I need
D. Little of the help I need
E. None of the help I need

32. Are you satisfied or dissatisfied with the way students are treated by counselors?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

33. Are you satisfied or dissatisfied with the way students are treated by administrators?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

34. Are you satisfied or dissatisfied with the way students are treated by teachers?
A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

35. How much help does the school give students in solving personal problems?
A. All the help they need
B. Most of the help they need
C. About half the help they need
D. Little of the help they need
E. None of the help they need

36. How much help does the school give students in the selection of courses?
A. All the help they need
B. Most of the help they need
C. About half the help they need
D. Little of the help they need
E. None of the help they need

37. How much help does the school give students in the selection of a college, vocational or trade school?
A. All the help they need
B. Most of the help they need
C. About half the help they need
D. Little of the help they need
E. None of the help they need

38. How much help does the school give students in the selection of a vocation?
A. All the help they need
B. Most of the help they need
C. About half the help they need
D. Little of the help they need
E. None of the help they need

39. To what extent do you welcome parental contacts?
A. All contacts welcome
B. Most contacts welcome
C. About half
D. Few contacts welcome
E. Almost none

40. How well acquainted are you with the parents of your students?
A. Know almost all of them
B. Know about three fourths of them
C. Know about half of them
D. Know about a fourth of them
E. Know almost none of them
41. What is your estimate of the status of teachers in your community?
   A. Excellent
   B. Good
   C. Average
   D. Poor
   E. Very poor

42. What is your estimate of the way the school does in informing parents about the school?
   A. Excellent
   B. Good
   C. Average
   D. Poor
   E. Very poor

43. What is your estimate of the way in which the school handles parents and the program?
   A. Excellent
   B. Good
   C. Average
   D. Poor
   E. Very poor

44. Are you satisfied or dissatisfied with your school?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

45. How do you feel about your present teachers in the teaching profession?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

46. All things considered, how satisfied are you about being a teacher?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

47. Art
   A. B. C. D. E.

48. Business
   A. B. C. D. E.

49. Dramatics
   A. B. C. D. E.

50. English Language Arts
   A. B. C. D. E.

51. Foreign Language Arts
   A. B. C. D. E.

52. Health, P.E., and Recreation
   A. B. C. D. E.

53. Home Economics
   A. B. C. D. E.

54. Industrial Arts
   A. B. C. D. E.

55. Mathematics
   A. B. C. D. E.

56. Music
   A. B. C. D. E.

57. Science
   A. B. C. D. E.

58. Social Science
   A. B. C. D. E.

59. Vocational Education
   A. B. C. D. E.

60. Career Education
   A. B. C. D. E.

61. Adapted Education
   A. B. C. D. E.

62. Enrichment Education
   A. B. C. D. E.

63. Learning to learn
   A. B. C. D. E.

64. Individualization
   A. B. C. D. E.

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APPENDIX K

A Comparison of Teacher Responses to Inventories

Given at RCHS in 1995 and LHS in 1987
A Comparison of Teacher Responses to Inventories Given at RCHS in 1995 and LHS in 1987

(Research Question 3)

<table>
<thead>
<tr>
<th>1995 Item</th>
<th>1987 Item</th>
<th>1995 Cumulative % Response to Both Strongly Agree and Agree</th>
<th>1987 Cumulative % Response to Positive Attitude or Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When you need to talk to an administrator, you can do so with relative ease.</td>
<td>2. When you need to talk to an administrator, can you do so with relative ease?</td>
<td>92</td>
<td>80</td>
</tr>
<tr>
<td>3. Teachers are regularly involved in the selection of topics for in-service programs.</td>
<td>5. How often are teachers involved in the selection of what will be included in the in-service program in your building?</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>14. Teachers give students enough personal encouragement in their schoolwork.</td>
<td>18. How many teachers in your school give enough personal encouragement to students in their schoolwork?</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>15. Teachers are allowed freedom in the selection of teaching materials.</td>
<td>19. Are teachers allowed enough freedom in the selection of teaching materials?</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>17. Teachers are allowed freedom in the selection of teaching methods.</td>
<td>20. Are teachers allowed enough freedom in the selection of effective teaching methods?</td>
<td>97</td>
<td>80</td>
</tr>
<tr>
<td>24. The variety of student activities offered is excellent.</td>
<td>26. How would you rate the adequacy of the variety and number of activities your school offers?</td>
<td>96</td>
<td>80</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1987 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1987 Cumulative % Response to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>29. I am very satisfied with the extent to which the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.).</td>
<td>30. Are you satisfied or dissatisfied with the way the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.)?</td>
<td>33</td>
<td>80</td>
</tr>
<tr>
<td>30. If I have a discipline problem the administration gives me the support I need.</td>
<td>31. When you have a disciplinary problem what help can you expect from the administrators?</td>
<td>59</td>
<td>80</td>
</tr>
<tr>
<td>32. I am satisfied with the way students are treated by administrators.</td>
<td>33. Are you satisfied or dissatisfied with the way students are treated by administrators?</td>
<td>71</td>
<td>80</td>
</tr>
<tr>
<td>33. I am satisfied with the way students are treated by teachers.</td>
<td>34. Are you satisfied or dissatisfied with the way students are treated by teachers?</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>37. I welcome parent-initiated contact.</td>
<td>39. To what extent do you welcome parental contacts?</td>
<td>94</td>
<td>80</td>
</tr>
<tr>
<td>41. For the most part, I am satisfied with our school.</td>
<td>44. Are you satisfied or dissatisfied with your school?</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>43. All things considered, I am satisfied with being a teacher.</td>
<td>46. All things considered, how satisfied are you about being a teacher?</td>
<td>84</td>
<td>80</td>
</tr>
</tbody>
</table>

APPENDIX L

Parent Opinion Inventory, 1988
PARENT OPINION INVENTORY

PART A

The purpose of this survey is to assist in learning more about our school's instructional program. Your opinions and attitudes are of vital importance to this assessment. This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way. Remember that your opinions and attitudes will assist school personnel in making better decisions regarding improvement in the school.

Directions

The following statements describe a wide variety of conditions related to the operation of our schools. We want to know to what extent you agree or disagree with each statement. Therefore, indicate your opinion by marking each statement as follows:

Blacken the circle with the 1 - if you STRONGLY AGREE with the statement
                2 - if you AGREE but not strongly
                3 - if you are UNDECIDED
                4 - if you DISAGREE
                5 - if you STRONGLY DISAGREE

Use the answer sheet to give your answers. There are 54 questions. Use response No. 1 for question No. 1, response No. 2 for question No. 2 etc.

Example: Our community is proud of its schools.  1  2  3  4  5

In this case the parent AGREES with the statement, but not strongly, so the circle with No. 2 was blackened.

Turn to the next page and begin.

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PARENT OPINION INVENTORY

PART A

Blacken the circle with the : if you STRONGLY AGREE with the statement
2 if you AGREE but not strongly
3 if you are UNDECIDED
4 if you DISAGREE
5 if you STRONGLY DISAGREE

1. Students show respect for each other.

2. The students and teachers have a good working relationship with each other.

3. Remarks concerning our students' progress are adequate.

4. Parents are informed of educational policies.

5. The concerns of parents are reflected in decisions affecting our school.

6. Our community is actively involved in all aspects of school operations.

7. Our school is helping students to cope with a rapidly changing society.

8. Our school is not helping students to understand world problems.

9. Our school is doing a good job in teaching students the language arts (reading, writing, grammar, etc.).

10. Our school is doing a good job in teaching students mathematics.

11. Our school is doing a good job in teaching students the sciences.

12. Our school is doing a good job of helping students understand their moral and ethical responsibilities.

13. Our school's program helps students to understand and get along with other people.

14. Health classes include adequate attention to both mental health and physical health.

15. Our school is doing a good job in teaching social studies (history, geography, government, etc.).

16. The curriculum adequately prepares students planning to continue their education to more advanced levels.

17. Students have sufficient amounts of homework to promote achievement in their courses.

18. Discipline is not a serious problem in our school.

19. Students use of alcohol and/or drugs in our school is not a serious problem.

20. Vandalism is a serious problem at our school.

21. Outsiders (e.g., unenrolled teens, riders, etc.) do not pose a threat to students in our school.

22. Student absenteeism is not a problem at our school.

23. In virtually all of their coursework students see a relationship between what they are studying and their everyday lives.

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Blacken the circle with the number that corresponds to your agreement with the statement:

1. If you STRONGLY AGREE with the statement.
2. If you AGREE but not STRONGLY.
3. If you are UNDECIDED.
4. If you DISAGREE.
5. If you STRONGLY DISAGREE.

24. The total educational program offered to students is of high quality.
25. Our students are seldom motivated to do their own work.
26. In general, our teachers are competent.
27. For the most part, I am satisfied with our school.
28. Marks on assignments and course grades receive the right amount of emphasis.
29. The total variety or instructional topics is adequate.
30. The amount of educational change (introduction of new materials and methods of teaching) is about right.
31. Appropriate emphasis is placed on the social development of students.
32. The activities program (clubs, drama, etc.) is sufficient to meet the needs of students.
33. Students' participation in school activities is an important aspect of their education at our school.
34. The role of, and emphasis on, the athletics program is about right.
35. The expenses involved in school activities (e.g., costumes, instruments, insurance, etc.) are kept down to a minimum.
36. Services provided by our counseling and guidance program are adequate for my son/daughter's needs.
37. Health services at school are adequate.
38. The library, center (library of books, audiovisual tapes, etc.) plays a central role in learning.
39. The basic on-and-off school transportation services meet the needs of students.
40. The lunch program is appropriate for our students' needs.
41. Our school is well maintained (clean, repaired, supplied, etc.).
42. The morale of students is good.
43. It is easy to get an appointment to see a teacher.
44. It is easy to get an appointment with the administrators.
45. Teachers are concerned about my son/daughter as an individual.
46. School rules and regulations affecting students are reasonable.
47. Building facilities (work space, classrooms, etc.) are adequate to support the instructional program.
48. School personnel involve community services (e.g., welfare, mental health, law enforcement) to help meet students' needs.
49. The school's programs adequately meet the needs of special students (learning disabled, gifted, etc.).
50. The school's priorities for expenditures of funds are appropriate.

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Blacken the circle with the 1 if you STRONGLY AGREE with the statement
2 if you AGREE but not strongly
3 if you are UNDECIDED
4 if you DISAGREE
5 if you STRONGLY DISAGREE

51. All things considered, students are learning about all they can from their school experiences.

Blacken the circle with the 1 if your answer is YES
2 if your answer is NO

52. Did you support the consolidation of the three high schools into one high school in 1989?
53. Do you support the consolidation now?
54. Did you have children who attended LHS, NBHS, or RHS?
APPENDIX M

Parent Opinion Inventory, 1981
PARENT OPINION INVENTORY

The purpose of this survey is to assist your school in learning more about itself by measuring the attitudes of its patrons toward the program and related matters. Your opinions are of vital importance to this assessment. There are no right or wrong answers. The answers you give will be completely confidential.

PART A

Directions

Please read each item carefully. Note that there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

Example: Our school maintains high standards.

A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

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PARENT OPINION INVENTORY

PART A

1. Students in our school are generally respectful of each other.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

2. Most students and teachers in our school maintain good working relationships.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

3. Reports from our school concerning children's progress are adequate.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

4. Parents are informed about educational practices of our school.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

5. The concerns of parents are reflected in decisions made by our school.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

6. Our community is actively involved in operating the school.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

7. To what extent are you satisfied with your personal involvement in our school's affairs?
   A. Very Satisfied
   B. Satisfied
   C. Neither Satisfied nor Dissatisfied
   D. Dissatisfied
   E. Strongly Dissatisfied

8. Our school is helping to prepare children to cope with a rapidly changing society.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

9. Our school is helping to teach children to be responsible citizens.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

10. Our school is helping children to understand world problems.
    A. Strongly Agree
    B. Agree
    C. No Opinion
    D. Disagree
    E. Strongly Disagree

11. Our school is doing a good job in teaching children the basic skills (math, science, reading).
    A. Strongly Agree
    B. Agree
    C. No Opinion
    D. Disagree
    E. Strongly Disagree

12. Our school is doing an adequate job of helping my children understand their moral and ethical responsibilities.
    A. Strongly Agree
    B. Agree
    C. No Opinion
    D. Disagree
    E. Strongly Disagree
10. Our school's program helps students to understand and get along with other people.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

11. The use of drugs in our school is not a serious problem.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

12. Theft is not a serious problem in our school.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

13. Cheating is not a problem in our school.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

14. Vandalism is not a serious problem at our school.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

15. Our school provides the right amount of emphasis on teaching children to understand and appreciate the cultural diversity in our community.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

16. Our school provides the right amount of emphasis on the teaching of history.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

17. The curriculum in our school is adequate for students planning to continue their education beyond high school education.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

18. Discipline is not a serious problem in our school.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

19. Teachers in our school do not feel physically threatened by students.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

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27. The total educational program offered in our school is of high quality.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

28. Our school is doing a good job of providing children with the opportunity to reach full potential.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

29. Our teachers are generally highly competent.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

30. Our teachers place the right amount of emphasis on developing critical thinking skills.
    (problem-solving, analyzing)
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

31. Proper emphasis is placed on marks and grades in our school.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

32. The total number and type of course offerings in our school is adequate.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

33. Class periods are long enough to suit the needs of the different courses at our school.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

34. The amount of educational change or innovation in our school is about right.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

35. More imaginative learning programs are needed in our school.
   A. Strongly Disagree
   B. Disagree
   C. No Opinion
   D. Agree
   E. Strongly Agree

36. The student activities program is sufficient to meet the needs of children.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

37. Acceptable emphasis is placed on the social development of children.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

38. Students in our school participate in planning student activities.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

39. Student participation in school activities is an important aspect of education at our school.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

40. Services provided by our school's counseling and guidance services are supportive of my child's present needs and future aspirations.
   A. Strongly Agree
   B. Agree
   C. No Opinion
   D. Disagree
   E. Strongly Disagree

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11. School health programs in our school seem
and income testing, health counseling are
necessary.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

12. My child's teachers require use of our school
library for supplementary study and work.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

13. Transportation services provided by our school
meet the needs of the majority of students.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

14. My child enjoys school lunch
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

15. Our school's lunch program offers a nutritious
menu.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

16. Our school is well maintained.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

17. My child looks forward to going to school each
day.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

18. The morale of students in our school is good.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

19. It is easy to make appointments to see teachers
in our school.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

20. It is easy to make appointments with the admin-
istrators in our school.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

21. Teachers in our school are concerned about my
child as an individual.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

22. My child receives the personal attention
needed from the school in such matters as help
in class and selecting courses.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

23. School rules and regulations affecting students
in our school are reasonable.
A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

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Road, Suite 416, Schaumburg, Illinois 60173. One-time permission only has been granted to Glen H.
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APPENDIX N

A Comparison of Parent Responses to Inventories

Given at RCHS in 1995 and LHS in 1987
A Comparison of Parent Responses to Inventories Given at RCHS in 1995 and LHS in 1987
(Research Question 4)

<table>
<thead>
<tr>
<th>1995 Item</th>
<th>1987 Item</th>
<th>1995 Cumulative % Response to Both Strongly Agree and Agree</th>
<th>1987 Cumulative % Response to Positive Attitude or Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The students and teachers have a good working relationship with each other.</td>
<td>2. Most students and teachers in our school maintain good working relationships.</td>
<td>67</td>
<td>70</td>
</tr>
<tr>
<td>7. Our school is helping students to cope with a rapidly changing society.</td>
<td>8. Our school is helping to prepare children to cope with a rapidly changing society.</td>
<td>47</td>
<td>70</td>
</tr>
<tr>
<td>21. Outsiders (e.g., unenrolled teens, peddlers, etc.) do not pose a threat to students in our school.</td>
<td>24. Outsiders do not pose a threat to students in our school.</td>
<td>49</td>
<td>70</td>
</tr>
<tr>
<td>24. The total educational program offered to students is of high quality.</td>
<td>27. The total educational program offered in our school is of high quality.</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td>32. The activities program (clubs, drama, etc.) is sufficient to meet the needs of students.</td>
<td>36. The student activities program is sufficient to meet the needs of children.</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>33. Students' participation in school activities is an important aspect of their education at our school.</td>
<td>39. Student participation in school activities is an important aspect of education at our school.</td>
<td>83</td>
<td>70</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1987 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1987 Cumulative % Response to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>36. Services provided by our counseling and guidance program are adequate for my son's/daughter's needs.</td>
<td>40. Services provided by our school's counseling and guidance services are supportive of my child's present needs and future aspirations.</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>38. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.</td>
<td>42. My child's teachers require use of our school library for supplementary study and work.</td>
<td>63</td>
<td>70</td>
</tr>
<tr>
<td>39. The basic to-and-from school transportation services meet the needs of students.</td>
<td>43. Transportation services provided by our school meet the needs of the majority of students.</td>
<td>83</td>
<td>70</td>
</tr>
<tr>
<td>41. Our school is well maintained (clean, repaired, supplied, etc.).</td>
<td>46. Our school is well maintained.</td>
<td>98</td>
<td>70</td>
</tr>
<tr>
<td>42. The morale of students is good.</td>
<td>48. The morale of students in our school is good.</td>
<td>54</td>
<td>70</td>
</tr>
<tr>
<td>43. It is easy to get an appointment to see a teacher.</td>
<td>49. It is easy to make appointments to see teachers in our school.</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>45. Teachers are concerned about my son/daughter as an individual.</td>
<td>51. Teachers in our school are concerned about my child as an individual.</td>
<td>63</td>
<td>70</td>
</tr>
<tr>
<td>46. School rules and regulations affecting students are reasonable.</td>
<td>53. School rules and regulations affecting students in our school are reasonable.</td>
<td>86</td>
<td>70</td>
</tr>
</tbody>
</table>

APPENDIX O

A Comparison of Parent Responses to Inventories

Given at RCHS in 1995 and NBHS in 1982
A Comparison of Parent Responses to Inventories Given at RCHS in 1995 and NBHS in 1982

(Research Question 4)

<table>
<thead>
<tr>
<th>1995 Item</th>
<th>1982 Item</th>
<th>1995 Cumulative % Response to Both Strongly Agree and Agree</th>
<th>1982 Cumulative % Response to Positive Attitude or Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students show respect for each other.</td>
<td>1. Students in our school are generally respectful of each other.</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>2. The students and teachers have a good working relationship with each other.</td>
<td>2. Most students and teachers in our school maintain good working relationships.</td>
<td>67</td>
<td>76</td>
</tr>
<tr>
<td>4. Parents are informed of educational policies.</td>
<td>4. Parents are informed about educational practices of our school.</td>
<td>72</td>
<td>51</td>
</tr>
<tr>
<td>5. The concerns of parents are reflected in decisions affecting our school.</td>
<td>5. The concerns of parents are reflected in decisions made by our school.</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>6. Our community is actively involved in all aspects of school operations.</td>
<td>6. Our community is actively involved in operating the school.</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>7. Our school is helping students to cope with a rapidly changing society.</td>
<td>8. Our school is helping to prepare children to cope with a rapidly changing society.</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>12. Our school is doing a good job of helping students understand their moral and ethical responsibilities.</td>
<td>12. Our school is doing an adequate job of helping my children understand their moral and ethical responsibilities.</td>
<td>27</td>
<td>55</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1982 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1982 Cumulative % Response to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>13. Our school's program helps students to understand and get along with other people.</td>
<td>11. Our school's program helps children to understand and get along with other people.</td>
<td>47</td>
<td>62</td>
</tr>
<tr>
<td>14. Health classes include adequate attention to both mental health and physical health.</td>
<td>15. Health Classes at our school include adequate attention to mental health as well as physical health.</td>
<td>44</td>
<td>55</td>
</tr>
<tr>
<td>16. The curriculum adequately prepares students planning to continue their education to more advanced levels.</td>
<td>18. The curriculum in our school is adequate for students planning to continue their education beyond high school graduation.</td>
<td>71</td>
<td>58</td>
</tr>
<tr>
<td>18. Discipline is not a serious problem in our school.</td>
<td>19. Discipline is not a serious problem in our school.</td>
<td>33</td>
<td>54</td>
</tr>
<tr>
<td>21. Outsiders (e.g., unenrolled teens, peddlers, etc.) do not pose a threat to students in our school.</td>
<td>24. Outsiders do not pose a threat to students in our school.</td>
<td>49</td>
<td>67</td>
</tr>
<tr>
<td>22. Student absenteeism is not a problem at our school.</td>
<td>25. Student absenteeism is not a problem at our school.</td>
<td>26</td>
<td>47</td>
</tr>
<tr>
<td>24. The total educational program offered to students is of high quality.</td>
<td>27. The total educational program offered in our school is of high quality.</td>
<td>74</td>
<td>64</td>
</tr>
<tr>
<td>26. In general, our teachers are competent.</td>
<td>29. Our teachers are generally highly competent.</td>
<td>77</td>
<td>52</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1982 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1982 Cumulative % Response to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>29. The total variety of instructional topics is adequate.</td>
<td>32. The total number and type of course offerings in our school is adequate.</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>30. The amount of educational change (introduction of new materials and methods of teaching) is about right.</td>
<td>34. The amount or extent of educational change or innovation in our school is about right.</td>
<td>54</td>
<td>53</td>
</tr>
<tr>
<td>31. Appropriate emphasis is placed on the social development of students.</td>
<td>37. Acceptable emphasis is placed on the social development of children.</td>
<td>54</td>
<td>63</td>
</tr>
<tr>
<td>32. The activities program (clubs, drama, etc.) is sufficient to meet the needs of students.</td>
<td>36. The student activities program is sufficient to meet the needs of children.</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>33. Students' participation in school activities is an important aspect of their education at our school.</td>
<td>39. Student participation in school activities is an important aspect of education at our school.</td>
<td>83</td>
<td>69</td>
</tr>
<tr>
<td>36. Services provided by our counseling and guidance program are adequate for my son's/daughter's needs.</td>
<td>40. Services provided by our school's counseling and guidance services are supportive of my child's present needs and future aspirations.</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>37. Health services at school are adequate.</td>
<td>41. School health programs in our school (sight and hearing testing, health counseling) are adequate.</td>
<td>43</td>
<td>58</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1982 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1982 Cumulative % Response to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>38. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.</td>
<td>42. My child's teachers require use of our school library for supplementary study and work.</td>
<td>83</td>
<td>63</td>
</tr>
<tr>
<td>39. The basic to-and-from school transportation services meet the needs of students.</td>
<td>43. Transportation services provided by our school meet the needs of the majority of students.</td>
<td>83</td>
<td>75</td>
</tr>
<tr>
<td>41. Our school is well maintained (clean, repaired, supplied, etc.).</td>
<td>46. Our school is well maintained.</td>
<td>98</td>
<td>67</td>
</tr>
<tr>
<td>42. The morale of students is good.</td>
<td>48. The morale of students in our school is good.</td>
<td>54</td>
<td>65</td>
</tr>
<tr>
<td>43. It is easy to get an appointment to see a teacher.</td>
<td>49. It is easy to make appointments to see teachers in our school.</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>44. It is easy to get an appointment with the administrators.</td>
<td>50. It is easy to make appointments with the administrators in our school.</td>
<td>68</td>
<td>60</td>
</tr>
<tr>
<td>45. Teachers are concerned about my son/daughter as an individual.</td>
<td>51. Teachers in our school are concerned about my child as an individual.</td>
<td>63</td>
<td>57</td>
</tr>
<tr>
<td>46. School rules and regulations affecting students are reasonable.</td>
<td>53. School rules and regulations affecting students in our school are reasonable.</td>
<td>86</td>
<td>78</td>
</tr>
</tbody>
</table>

APPENDIX P

A Comparison of Common Items From the Parent Inventories
at Lexington High School and Natural Bridge High School
A Comparison of Common Items From the Parent Inventories of Lexington High School and Natural Bridge High School

(Research Question 4)

<table>
<thead>
<tr>
<th>1995 Item</th>
<th>1982 and 1987 Item</th>
<th>1995 Cumulative % Response to Both Strongly Agree and Agree</th>
<th>1982 and 1987 Cumulative % Response to Both Strongly Agree and Agree or to Positive Attitude or Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RCHS</td>
<td>LHS</td>
</tr>
<tr>
<td>2. The students and teachers have a good working relationship with each other.</td>
<td>2. Most students and teachers in our school maintain good working relationships.</td>
<td>67</td>
<td>70</td>
</tr>
<tr>
<td>7. Our school is helping students to cope with a rapidly changing society.</td>
<td>8. Our school is helping to prepare children to cope with a rapidly changing society.</td>
<td>47</td>
<td>70</td>
</tr>
<tr>
<td>21. Outsiders (e.g., unenrolled teens, peddlers, etc.) do not pose a threat to students in our school.</td>
<td>24. Outsiders do not pose a threat to students in our school.</td>
<td>49</td>
<td>70</td>
</tr>
<tr>
<td>24. The total educational program offered to students is of high quality.</td>
<td>27. The total educational program offered in our school is of high quality.</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td>32. The activities program (clubs, drama, etc.) is sufficient to meet the needs of students.</td>
<td>36. The student activities program is sufficient to meet the needs of children.</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1982 and 1987 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1982 and 1987 Cumulative % Response to Both Strongly Agree and Agree or to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>33. Students' participation in school activities is an important aspect of their education at our school.</td>
<td>39. Student participation in school activities is an important aspect of education at our school.</td>
<td>83</td>
<td>70 69</td>
</tr>
<tr>
<td>36. Services provided by our counseling and guidance program are adequate for my son's/daughter's needs.</td>
<td>40. Services provided by our school's counseling and guidance services are supportive of my child's present needs and future aspirations.</td>
<td>60</td>
<td>70 60</td>
</tr>
<tr>
<td>38. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.</td>
<td>42. My child's teachers require use of our school library for supplementary study and work.</td>
<td>83</td>
<td>70 63</td>
</tr>
<tr>
<td>39. The basic to-and-from school transportation services meet the needs of students.</td>
<td>43. Transportation services provided by our school meet the needs of the majority of students.</td>
<td>83</td>
<td>70 75</td>
</tr>
<tr>
<td>41. Our school is well maintained (clean, repaired, supplied, etc.).</td>
<td>46. Our school is well maintained.</td>
<td>98</td>
<td>70 67</td>
</tr>
<tr>
<td>45. Teachers are concerned about my son/daughter as an individual.</td>
<td>51. Teachers in our school are concerned about my child as an individual.</td>
<td>63</td>
<td>70 57</td>
</tr>
<tr>
<td>1995 Item</td>
<td>1982 and 1987 Item</td>
<td>1995 Cumulative % Response to Both Strongly Agree and Agree</td>
<td>1982 and 1987 Cumulative % Response to Both Strongly Agree and Agree or to Positive Attitude or Agreement</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>46. School rules and regulations affecting students are reasonable.</td>
<td>53. School rules and regulations affecting students in our school are reasonable.</td>
<td>86</td>
<td>70</td>
</tr>
</tbody>
</table>

VITA

Glen Herbert Stark was born in Palo Alto, California, March 31, 1940. He was educated in the public schools in Palo Alto. He received a Bachelor of Science Degree in Mathematics from Bethany College in Lindsborg, Kansas in 1962. He received a Master of Science degree in Mathematics from Kansas State University in 1964. He was a mathematics instructor at the Virginia Military Institute for four years and attended graduate schools for four years between 1964 and 1972. In 1972, he began teaching mathematics at Lexington High School in Lexington, Virginia. While at Lexington High School, he became the assistant principal in 1978, and the principal in 1980. In 1985, he was appointed to the position of assistant superintendent, and in 1987, to the position of superintendent for Rockbridge County Schools. He completed the requirements for the Doctorate in Education Degree in Educational Administration from Virginia Polytechnic Institute and State University in May 1996.

Glen Herbert Stark