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A TITLE IX ASSESSMENT FOR THE  
ATHLETIC DEPARTMENT AT  
SALEM HIGH SCHOOL

by  
David W. Suiter

A Master's Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree in The Graduate School of  
Rowan University  
April 22, 1999

Approved by

Professor

Date Approved April 23, 1999

## Abstract

David W. Suiter

A Title IX Assessment for  
The Athletic Department at  
Salem High School  
1999  
Dr. Theodore Johnson  
Supervision of Health,  
Physical Education, and  
Athletics

Title IX of the Education Amendments of 1972 provides legislative relief for females who were being denied participation opportunities in intercollegiate and interscholastic athletics.

In recent years there has been a substantial increase in the number of Title IX lawsuits brought against secondary institutions.

The purpose of this study was to perform a Title IX “self-audit” of the Salem High School Athletic Department and its programs. It was designed to identify any problems and recommend solutions.

It also provides a method for continued self-examination for the Salem City School District and any other secondary institutions interested in determining their Title IX compliance.

Through the use of student and parent surveys and a review of school records, it was determined that while some inequities exist, overall the Salem High School Athletic program is in compliance with the Office for Civil Rights Title IX Guidelines.

## Mini - Abstract

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This study is a “self-audit” of the Salem High School Athletic Department.

It was determined that while some inequities exist, overall the program is in compliance with the Title IX Guidelines.

## Acknowledgments

I would like to take this opportunity to acknowledge the following individuals for their assistance in the completion of this project:

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## Table of Contents

	Page
Acknowledgments.....	ii
Chapter 1	
Introduction .....	1
Purpose of the Study .....	2
Limitations of the Study .....	3
Setting of the Study (Salem City) .....	3
Setting of the Study (Salem City School District) .....	4
Setting of the Study (Salem High School) .....	5
Setting of the Study (Salem High School Athletic Department) .....	5
Significance of the Study .....	6
Organization of the Study .....	6
Chapter 2	
Review of the Literature .....	8
Background of Gender Equity .....	8
The Birth of Title IX .....	9
Title IX and Athletics.....	10
Title IX Compliance .....	11
Title IX Enforcement .....	15
Title IX Penalties .....	16
Title IX Compliance Self-Audit.....	16
Chapter 3	
Design of the Study.....	18
General Description of Research Design .....	18
Research Instruments .....	20

	Data Collection Approach.....	21
	Data Analysis Plan.....	22
Chapter 4	Presentation of Research Findings.....	24
	Athletic Department Self-Audit.....	24
	Student Interest Survey.....	33
	Gender Equity Survey.....	36
Chapter 5	Conclusions.....	42
	Recommendations for Program Change .....	42
	Recommendations for Further Study .....	45
	Intern’s Leadership Development.....	47
	Project Impact on School.....	47
	References.....	49
	Appendix A.....	52
	Appendix B .....	64
	Appendix C .....	95
	Appendix D.....	106
	Biographical Data .....	113

## List of Tables

Table 1	Salem City Demographic Data .....	4
Table 2	Salem High School Enrollment Demographic Data .....	5
Table 3	Enrollment and Participation Figures .....	25
Table 4	Team / Level Gender Comparison .....	26
Table 5	Competitive Events Comparison .....	27
Table 6	Gender Distribution of Coaching Staff .....	28
Table 7	Practice Times.....	30
Table 8	Game Times .....	31
Table 9	Auxiliary Facilities.....	32
Table 10	Comparison of Support Services .....	33
Table 11	Obstacles to Student Participation .....	34
Table 12	New Levels of Existing Sports .....	35
Table 13	New Sports.....	35
Table 14	Accommodation of Interests .....	37
Table 15	Coaching .....	37
Table 16	Practice / Game Times and Facilities.....	38
Table 17	Auxiliary Services.....	39
Table 18	Financial Resource Allocation.....	40
Table 19	School / Administration / Community Attitudes .....	40



## Chapter 1

### Introduction

Twenty six years after the passage of Title IX of the Education Amendments of 1972, female athletes have made significant gains in the availability of programs and opportunity to participate in intercollegiate and interscholastic sports. According to the National Federation of State High School Associations, 2.4 million girls participated in interscholastic athletics in 1993-94, a 300% increase since 1972 (Lichtman, 1997). Similar gains have been made at the intercollegiate level.

Many, however, argue that these gains still do not represent the equity required by Title IX.

Until recently, the majority of the program scrutiny and litigation has focused on intercollegiate athletics. Marcia D. Greenberger, a lawyer with the National Women's Law Center in Washington stated, "We have noticed a trend of more parents and young women being concerned about limited opportunities at the high school level" (Walsh, 1997, p.2).

As the trend toward litigation moves to the interscholastic athletics arena, it is essential that individual high schools evaluate the compliance of their programs not only to the letter, but to the spirit, of Title IX.

### Purpose of the Study

The U.S. Department of Education's Office for Civil Rights (OCR) has no routine policy for checking if schools comply with Title IX. However, a student or parent complaint of Title IX violations could result in an OCR investigation or a civil lawsuit.

These lawsuits, which have averaged about 50 per year over the last several years, are costly and time consuming for both the plaintiffs and the school districts. According to the Women's Sports Foundation, the plaintiffs have prevailed -- either won in court or settled out of court -- in every Title IX lawsuit so far (White, 1997).

Consequently, it seems prudent for every secondary and middle school athletic department in the United States to evaluate seriously their programs for Title IX compliance, not only to avoid an OCR investigation or lawsuit, but because "equitable access to educational laboratories is morally, ethically, and educationally sound" (NAGWS, 1995).

The purpose of this study is to make an initial, in-depth analysis of the level of Title IX compliance in the Salem High School Athletic Department and its programs. It will allow the district to identify any problems, and recommend solutions to any problems identified (Priest, 1995).

This study will also provide the Salem City School District with an evaluation process which can be used annually to assess the department's continued Title IX compliance, allowing it to take a pro-active approach to the questions of Title IX compliance.

### Limitations of the Study

This study is designed to evaluate only the Title IX compliance of the Salem High School Athletic Department and its programs. It does not deal with compliance issues in the Health/Physical Education Department, the other instructional programs in the school, or any other programs in the school district.

The self-analysis and survey tabulations in this study were conducted by the intern and cooperating administrators and not by trained OCR evaluators or professional statisticians. Consequently, while every attempt was made to be as thorough as possible, the data collected and the conclusions reached do not have the same validity as a report compiled by professionally trained researchers.

The data collection instruments and data collection methods could be reproduced or modified by any secondary institution or department desiring to conduct a similar assessment.

### Setting of the Study

#### Community Setting

Salem City, population 6,883, is the county seat of Salem County, New Jersey. Bounded by the Salem River and the neighboring townships of Elsinboro (population - 1,170), Lower Alloways Creek (population - 1,858), Mannington (population - 1,693), and Quinton (population - 2,511), Salem City is an urban center in the midst of rural communities (NJPIN, 1998).

The loss of major industrial employers and retailers over the past two decades has resulted in an economic decline for the city. Salem residents have a per capita income of \$9, 810 and an unemployment rate of 11.1% (United States Census Bureau, 1990 b, c),

which is almost double both the State of New Jersey and national rates (Bureau of Labor Statistics, 1998).

Nearly one-third of the resident families are classified as “below poverty level.” Over 40% are listed as having females as heads of the household, and of these, 63% live “below poverty level” (United States Census Bureau, 1990 b).

Demographically, the population breaks down as follows:

Sex		
Female - 53.9 %	Male - 46.1 %	
Race		
Black - 50.7 %	White - 46.7 %	Hispanic - 3.6 %
Age		
Under 18 - 28.8 %	Over 65 - 14.8 %	

**Table 1 (Source: United States Census Bureau, 1990 a)**

#### Educational Setting (District)

The Salem City School District provides education to Salem City residents from grades Pre-K through 12. These grades are housed in three buildings: John Fenwick School (elementary), Salem Middle School, and Salem High School.

The surrounding townships of Elsinboro, Lower Alloways Creek, Mannington, and Quinton maintain their own K-8 educational districts, but send their secondary-aged students to Salem High School on a per pupil tuition basis.

The Salem City School district is under the direction of Superintendent Richard Rhau, and is governed by a nine member, elected Board of Education. The four “sending

districts” are represented on the School Board on a rotational basis, and have voting privileges only on non-financial, high school related issues.

The district is classified as District Factor Group “A” (the lowest of State’s socio-economic districts), and receives about 66% of its operating expenses in the form of State aid and another 6% in Federal aid. The Comparative per Pupil Cost of \$7,609 is about \$300 less than the State average (New Jersey Department of Education, 1997).

#### Educational Setting (School)

Salem High School is located on the border between Salem City and Elsinboro Township, and is under the direction of 4<sup>th</sup> year Principal Christine Robbins, Ed D. The High School has a 1998 enrollment of 540 students. Residents of Salem City make up just over one-half of the school’s total enrollment.

School enrollment demographics break down as follows:

Grade			
9 <sup>th</sup> - 169 (31.2%)	10 <sup>th</sup> - 123 (22.7%)	11 <sup>th</sup> - 117 (21.8%)	12 <sup>th</sup> - 131 (24.3%)
Sex			
Male - 279 (51.7%)		Female - 261 (48.3%)	
Race			
White - 273 (50.6%)		Black - 251 (46.5%)	Hispanic - 13 (2.4%)

**Table 2 (Source: Salem High School, 1998)**

#### Educational Setting (Program)

The Athletic Department of Salem High School, under the direction of Richard Baker, Athletic Director, provides opportunities for interscholastic competition in

baseball, softball, basketball, cross country, field hockey, football, golf, soccer, tennis, and track. 275 athletes participated on 20 teams during the 1997-98 school year.

Salem High School is a charter member of the Tri-County Conference, and competes as a NJSIAA Group I school in the Tri-County Conference - Classic Division.

The Athletic Department supervises a staff of 16, paid, varsity and sub-varsity coaches, and approximately 10 volunteer program assistants. It oversees in excess of 500 varsity and sub-varsity contests annually.

The department operates on an annual budget of less than \$200,000 or approximately 1% of the district's total operating budget.

Total school enrollment and budgetary constraints determine the number of teams and the variety of programs offered.

### Significance of the Study

The significance of this study is that it makes an initial, in-depth, self-analysis of the level of Title IX compliance in the Salem High School Athletic Department and its programs. It also creates a system that allows for the Salem High School Athletic Department and Board of Education to be pro-active in their preparation for the potential flood of Title IX litigation that will inevitably pass through and over the public schools.

The key to avoiding the impending flood of legal action is prevention, and the key to prevention is self-analysis (Splitt, 1994).

### Organization of the Study

A brief overview of the legislative and judicial history of Title IX and an in-depth review of the compliance, enforcement, and penalty regulations and policies is provided in Chapter 2. Chapter 3 addresses the research design of the study, and includes a

description of the development, design, and use of the research instruments used during the self-analysis stage of the study. The results of the self-study and an assessment of the Salem High School Athletic Department's level of Title IX compliance are presented in Chapter 4. Compliance deficiencies identified during the self-study and a summary of the recommendations made to the Board of Education to enhance the program's compliance are the focus of Chapter 5. Also included in this chapter is a review of the study's impact on the author's leadership development and on the organization and operation of the Salem High School Athletic program.

## Chapter 2

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance" (20 USC § 1681 (a), 1972).

These 37 words found in Title IX of the Education Amendments of 1972 have been the source of debate, legislation, policy interpretation, and litigation over the last three decades.

In this chapter, the author will review the historical background of Title IX and its subsequent application to athletics, provide an overview of the compliance regulations developed for Title IX implementation, and present a summary of proactive steps a school can take to evaluate its compliance with the Title IX legislation, regulations, and policy interpretations to avoid Office for Civil Rights complaints and lawsuits.

### Background of Gender Equity

The differential treatment of men and women in the United States, until the latter half of the 20th century, was seen by many as part of the natural order, and as beneficial to society (Rebell, 1992).

Justice Bradley, in his concurring opinion in Bradwell v Illinois (1872) wrote:

The civil law, as well as nature herself, has always recognized a wide difference in the respective spheres and destinies of man and woman. Man is, or should be, woman's protector and defender. The natural and proper timidity and delicacy which belongs to the female sex evidently unfits it for many of the occupations of civil life. The constitution of family organization which is founded in the divine ordinance, as well as in the nature of things, indicates the domestic sphere as that which properly belongs to the domain and function of womanhood... The paramount destiny and mission of



woman is to fulfill the noble and benign office of wife and mother. This is the law of the Creator.

Despite the advocacy effort of women's rights groups, beginning with the Seneca Falls Convention in 1848, and legislation that included the passage of the 19th Amendment and the elimination of gender based property coalition, and civil law limitations, until relatively recently, the position articulated in Bradwell v Illinois was the prevalent judicial approach to gender issues (e.g. Muller v Oregon (1908), Hoyt v Florida (1961)) (Rebell, 1992).

Congressional actions in the 1970's and the holdings of the Supreme Court during the same period brought about both legislative and judicial changes in the treatment of women.

### The Birth of Title IX

In 1972, Congress passed Title IX of the Education Amendments of 1972. The language of the legislation and its conceptual framework are based on Title VI of the 1964 Civil Rights Act, which prohibits race discrimination in Federally funded programs. The major focus of the Title IX legislation was on the admissions barriers to women in colleges and graduate and professional schools, and on employment discrimination against women in higher education (Rebell, 1992).

The regulations issued for Title IX by the Department of Health, Education and Welfare in 1975, however, expanded the scope of the legislation to include athletics, access to course offerings, counseling, and the differential treatment of married, pregnant, and parental students.

The regulations also broadened the scope of the law to include elementary and secondary schools.

The broad scope of Title IX's impact was temporarily restricted by the 1984 U.S. Supreme Court decision in Grove City College v Bell (1984). The high court's ruling narrowly defined "program or activity" to mean only the specific sub-unit(s) of an institution which actually receive Federal dollars. With the exception of admissions and financial aid, this effectively removed most programs from Title IX jurisdiction,.

The impact of the Grove City decision was short-lived. The passage of the Civil Rights Restoration Act of 1987, passed over Presidential veto, restored Title IX jurisdiction to all program areas in institutions that receive Federal funding.

Additionally, the 1992 Supreme Court decision in Franklin v Gwinnet County (1992) established that sexual harassment and sex discrimination in education are prohibited and are covered by Title IX (Beckman, 1995).

"The implementation of Title IX has dramatically changed patterns and practices... in virtually all schools in the country in the past 20 years" (Rebell, 1992, p.176).

#### Title IX and Athletics

Although athletics is not mentioned in the Title IX legislation, it is the issue around which there has been the most controversy in terms of Title IX implementation. "Despite the statutory silence, HEW, in drafting the Title IX regulations, assumed that athletics must be covered, based on the prior history of the implementation of Title VI" (Rebell, 1992, p.186). The final regulations banned sex discrimination in both

interscholastic and intramural athletics. It did allow for "separate but equal" teams for most sports (34 CFR § 106.41 (b)).

Much of the debate in Congress surrounded the impact of the regulations on "revenue sports" like football and men's basketball. During the debate, Sen. John Tower (R-Texas) proposed the Tower Amendment which would have exempted the revenue sports from Title IX jurisdiction. The Tower Amendment was defeated and replaced with the Javits / Mondale Amendment, which allows for non-gender based differences in the treatment of various sports. The amendment recognizes that, regardless of the gender of the participants, some sports require more expensive equipment, more complex uniforms, larger teams, etc. The Javits / Mondale Amendment removed the requirement for equal per capita expenditures, and replaced it with the fundamental principle that equal opportunity in athletic programs should be provided for both sexes (Acosta, 1997).

In determining "equal athletic opportunity for members of both sexes" the Department of Education's Office for Civil Rights looks at areas including:

- (1) athletic financial assistance
- (2) other program areas - "the laundry list"
- (3) accommodation of interests and abilities (Lichtman, 1997).

#### Title IX Compliance

Compliance with the financial assistance provisions of the regulation are examined by "means of a financial comparison to determine whether proportionately equal amounts of financial assistance are available to men's and women's athletic programs" by dividing the amount of aid available by the number of male and female athletes participating in the athletic program. If the comparison results in "substantially

equal amounts” or if the disparity can be explained by “legitimate, nondiscriminatory factors,” the institution may be found in compliance (Federal Register, 1979).

In assessing “other program areas,” a comparison of the availability, quality and kinds, opportunities, and treatment afforded members of both sexes is undertaken. If the comparison of program components is “equal or equal in effect” the program is in compliance. Identical benefits, opportunities, or treatments are not required provided “the overall effect of any differences is negligible” (Federal Register, 1979).

In brief, the major areas of the “laundry list” are:

- (1) the provision of equipment and supplies - the quality, quantity, suitability, availability, maintenance, and replacement schedules of equipment should be equivalent for both sexes.
- (2) scheduling of games and practices - equivalence in the number of competitive events and the time of day they occur as well as the number of practice sessions and their scheduling, including preseason, season, and post season are evaluated.
- (3) travel and per diem allowance - when travel is involved, overnight accommodations should be similar in terms of housing quality and number of students per room; per diem cost of food should be equal, and modes of transportation should be equivalent. Also, in the same sports, the size of travel squads should be the same for both sexes.
- (4) opportunity to receive academic tutoring - availability, qualifications and experience of tutors should be equivalent for both sexes, as should student / tutor ratios.

(5) assignment and compensation of coaches - the number, availability, percentage of time assigned to coaching, and athlete / coach ratios should be equivalent. Coaches of similar sports, with the same experience, should be compensated equally. This includes teaching assignments and administrative assignments (study hall, lunchroom monitoring, etc.).

(6) provision of locker rooms, practice and competitive facilities - the assessment of equivalency of facilities is based on their quality, adequacy, how many athletes use the area at one time, whether use of the facility is shared, whether the facility is conveniently located, and how it is maintained.

(7) provision of medical and training facilities and services - the availability and quality of medical personnel, trainers, training facilities (including weight training and conditioning facilities), and insurance coverage should be equitable for similar sports. In high risk sports (football, basketball, soccer) it is expected that an increase in the number, and the qualifications of personnel, assigned may be different.

(8) publicity - promotional resources (media guides, game programs, schedule cards, and posters), press releases, and coverage in school publications (including yearbooks) must be equivalent. While the professional media (newspapers, radio, and television) is not bound by Title IX, schools should work to ensure equivalency in these areas (Lichtman, 1997).

The majority of Title IX complaints and lawsuits charge noncompliance with the requirement to “accommodate effectively the interests and abilities of students to the

extent necessary to provide equal opportunity in the selection of sports and levels of competition available to members of both sexes” (Federal Register, 1979).

The Office for Civil Rights’ guidelines require a demonstration of compliance by meeting any one requirement of a three-prong test:

- (1) proportionality option
- (2) historical option
- (3) no unmet interest option

To meet prong 1 (Proportionality), a school must demonstrate that participation opportunities are provided in numbers proportionate to the male and female respective enrollments in the school. Generally, participation rates for each sex must be within 5 percent of the enrollment rate for that sex. A participant is any student who is on the roster at the time of the first competition. Students who play multiple sports are counted for each team on which they participate (Acosta, 1997).

Prong 2, the Historical Option, permits a school to satisfy the “accommodation” requirement by demonstrating a “history and continuing practice of program expansion which is demonstrably responsive to the developing interest and abilities of the members of that [underrepresented] sex” (Federal Register, 1979).

The third option, prong 3, requires a demonstration that the school has “fully and effectively” met the actual interests and abilities of the underrepresented sex by offering teams for which there is sufficient interest and ability, and for which there is a reasonable possibility for competition within the school’s competitive region. Interest is generally assessed through the use of a survey and by determining the availability of feeder programs (Lichtman, 1997).

### Title IX Enforcement

According to the Title IX regulations, enforcement is initiated in two ways: through periodic Compliance Reviews, conducted by the Department of Education, and through the investigation of complaints charging a particular institution with noncompliance.

Anyone with legal standing (having something to gain or lose by the outcome) may initiate enforcement via in-house complaints, Office for Civil Rights complaints, or by filing a lawsuit; those without legal standing may initiate enforcement by either of the first two means.

In-house complaints are filed with the Title IX officer of the individual institution.

Every educational institution that receives Federal funding must “designate at least one employee to coordinate its efforts to comply with and carry out” its Title IX responsibilities. It is the duty of the Title IX Officer to investigate any complaint alleging noncompliance, and develop a plan of action to deal with the allegation if it is determined to be true (Federal Register, 1980).

Individuals can also file a complaint alleging noncompliance directly with the Department of Education, Office for Civil Rights. The OCR has 90 days to investigate a complaint, and if necessary, an additional 90 days to obtain a voluntary compliance agreement from schools determined to be in violation.. The OCR is required to periodically monitor the progress of a voluntary compliance agreement.

Title IX also includes a “right of private action,” which means an individual, having legal standing, can sue an institution for noncompliance.

### Title IX Penalties

When an institution is found to be in noncompliance, and voluntary compliance attempts are unsuccessful, the OCR will initiate formal proceedings before an administrative law judge which could result in termination of Federal assistance.

Additionally, a lawsuit can result in a monetary judgment against an institution. The decision in Franklin v Gwinnett County Public Schools (1992) provides plaintiffs in Title IX cases the ability to claim compensatory and/or punitive damages in cases which involve intentional discrimination.

#### Title IX Compliance Self-Audit

Nearly all high schools, colleges, and universities are vulnerable to Title IX complaints and lawsuits. A Title IX self-audit should be a school's first step in both complying with the Title IX regulations and avoiding potential complaints and lawsuits.

The audit will take a frank look at the institution's entire athletic program to determine if it is accommodating the interests and abilities of the students as a whole and if the specific program components, the "laundry list," are equal for girls and boys.

Procedures for conducting this self-evaluation can be obtained from the Office for Civil Rights Regional Offices, the National Association for Girl's and Women's Sports (NAGWS), state Boards of Education, and other organizations dedicated to the promotion of equity and women's sports.

If the audit reveals disparities in any of these areas, schools need to take concrete steps to address the inequities.

In addition to the audit, a second step to achieve compliance is to conduct annual athletic interest surveys. This data can help keep the school abreast of the changing



student interests, and provide a baseline against which program decisions can be made (Tungate, 1998).

Broad based Title IX compliance will only be achieved when individual schools voluntarily examine their own programs and take steps to follow the law. The Title IX Regulations and Athletic Guidelines are the best guides available for undertaking this analysis. These documents should be used to examine all aspects of a school's program so that these schools can take concrete steps to eliminate any disparities (Vargyas, 1992) .

## Chapter 3

### General Description of Research Design

The Office for Civil Rights guidelines for demonstrating Title IX compliance can be broken down into three options or "prongs." The three prongs are:

- proportionality option
- historical option
- no unmet interest option (Fed. Reg., 1979)

While the OCR requires only one of the options to be met for compliance, this study was designed to measure all three options.

In conducting a self audit, the Title IX Manual, which provides compliance review procedures for the Office of Civil Rights investigators, suggests the collection of the following data:

- a) For each school, list by sport and level ( i.e. intramural, varsity, junior varsity) the number of teams engaged in competition, including the number of:
  - All-male teams and number of members on a team
  - All-female teams and number of members on a team
  - mixed teams (how many males and females are on each team.)
- b) A list of the number of competitive events each of the teams has scheduled.
- c) A list of coaches, by name and sex, for each of the above teams.
- d) The salaries each of the above receives for coaching.
- e) The total amount of practice time each team is allotted and a description of the practice facilities and specific time periods allotted each team for its use.

- f) The facility or facilities used by each team for competition and its scheduled (date, time) use of these facilities.
- g) Provisions made for transporting each team to competitive events away from home, including the number of events away from home for each team, where each team plays, mode or modes of transportation used by each team, and per diem allowance, if any, for each team.
- h) Copies of the rules or by-laws of any interscholastic athletic association or league in which the teams participate.
- i) Copies of any publicity furnished to the media about sports events or about individual team members during the past year.
- j) Inspect and describe the extent to which the training, practice, locker room, and shower facilities available to members of each sex are comparable.
- k) Inspect and describe the extent to which equipment and uniforms provided members of each sex are comparable.
- l) Ask coaches and team members what differences they perceive in provisions made for competition by males and females.
- m) Do cheerleaders and the pep band perform at both boys' and girls' competitive events? Are there pep rallies for both?
- n) Interview athletic director, coaches, and student-athletes to determine to what extent they think the interests and abilities of members of both sexes have been effectively accommodated.

- o) Find out what means is employed to evaluate the extent to which the program is effectively accommodating the interests and abilities of members of both sexes (Countiss, 1977).

Consequently, multiple data collection instruments were used and multiple data collections were conducted.

The initial data collection involved a review of the Athletic Department program for a four-year period covering the 1995/96 through 1998/99 school years. The purpose of this review was to determine if the program met the requirements of the proportionality option and/or the historical option.

A second data collection, using the Student Activity Questionnaire, was conducted for the purpose of determining compliance with the "unmet interest option," OCR prong number three.

An additional data collection instrument, the Gender Equity Survey, was developed to determine the perceptions of student-athletes, parents, and coaches relative to the equity in the school athletic program. The primary purpose of this data collection was to identify possible areas of perceived inequity and areas of potential legal liability.

#### Research Instruments

Data collected in the program review phase of the study was recorded on the Athletic Program Evaluation Form (NJDE 207-34), developed by the New Jersey Department of Education, Division of the Deputy Commissioner, Office of Educational Opportunity, for the purpose of comparison between individual teams and providing an overview of the entire athletic program (see Appendix A).

Student interest data was collected through the use of the Salem High School Department of Athletics 1998-99 Student Activity Questionnaire (see Appendix A). This Likert Scale survey was developed for use specifically at Salem High School for the 1998-99 school year, and was based, in part, on a sample Student Athletic Interest Survey, developed by the New Jersey Department of Education, Office of Educational Opportunity (NJDOE, 1986).

To obtain data on the *perceptions* of Salem High School stakeholders, Varsity student-athletes, parents, and coaches were asked to complete the Salem High School Department of Athletics Gender Equity Questionnaire. Also a Likert Scale survey, it was developed with permission from a survey designed by Eileen P. Conran, a Doctoral candidate at Temple University as a part of her dissertation research.

#### Data Collection Approach

Data used during the program review phase of this study was collected from archive files located in the office of the Salem High School Athletic Department. These files included information on enrollment, participation figures, employment and salary memos, practice and game schedules, transportation logs, equipment inventories, and equipment purchase orders.

The Student Activity Questionnaire was distributed to all students in grades 9 - 12 during homeroom period. Following verbal instructions given via the school public address system, students completed the questionnaires and submitted them at the end of the homeroom period.

Data collection using the Gender Equity Survey occurred at different times.

Parent response was solicited on two separate occasions. A cover letter (see Appendix A), explaining the purpose of the survey, and a copy of the questionnaire was mailed to the parents of all varsity athletes at the conclusion of the fall and winter sports seasons. Parents were asked to complete the survey, and return it in the self-addressed stamped envelope provided. Parents of multi-sport athletes or parents having more than one child participating in the athletic program were sent only one questionnaire.

Gender Equity Survey responses were solicited from the student-athletes and coaches through a distribution process using intra-school mail.

#### Data Analysis Plan

The data collected during the program review phase was analyzed using the following criteria:

- Proportionality of Student Participation

To demonstrate proportionality of student participation, the OCR guidelines require that the percentage of student participation for each sex be within five percent (5%) of that sex's percentage of enrollment for the school year. Participation data will be compared to enrollment figures for each of the school years being studied to determine compliance with the proportionality prong of the OCR test.

- Comparability of Programs

Federal law does not require numerical equivalency in areas of expenditures, hiring, and equipment. The law does require, however, that program components be "equal in effect," (i.e. identical benefits,

opportunities, or treatments are not required provided the overall effect of any differences is negligible) (Federal Register, 1979). Data collected relating to salaries, gender of coaches, number of programs offered, budgets, etc. will be reviewed to determine the presence or lack of comparability.

Responses on the Student Activity Questionnaire were scored for response frequency, with the total number of “most interested / committed” and “moderately interested / committed” combined into a single positive response score.

The Gender Equity Questionnaire was scored on a 5 point ordinal scale, with responses of “strongly agree” being scored as 5 points and responses of “strongly disagree” receiving 1 point.

The responses on both questionnaires were grouped according to age, sex, occupation, etc., and then analyzed for frequency distribution, central tendency, and variability.

## Chapter 4

Data for this study was collected in three separate areas: a self-audit process was used to measure program comparability, a Student Activity Questionnaire was used to assess student interests, and the Gender Equity Survey was used to record the stakeholder perceptions of gender equity within the Athletic programs.

Raw data for each of these collections is located in Appendix B.

The following chapter includes narratives and charts that contain supporting data to answer the compliance questions presented in Chapter 3 and elsewhere in this study.

### Salem High School Athletic Department Self - Audit

#### Program Comparability - Student Enrollment and Participation

The Office of Civil Rights' (OCR) guidelines for demonstrating proportionality of opportunity requires that the percentage of student participation for each sex be within five-percent (5%) of that sex's percentage of enrollment for the school year.

While a greater number of males than females participated in interscholastic athletics in three of the four years studied (exception 1997-98 school year), the difference between the enrollment figures and the participation figures ranged from a low of 0.07% (1997-98) to a high of 4.96 % (1998-99). The combined four-year difference was 0.08%. All of these figures fall within the OCR's five-percent requirement.



1995-96					
	Males	Females	Total	% Male	% Female
Enrollment	291	257	548	53.1%	46.9%
Participation	148	127	275	53.82%	46.18%
1996-97					
	Males	Females	Total	% Male	% Female
Enrollment	298	269	567	52.56%	47.44%
Participation	166	162	328	50.61%	49.39%
1997-98					
	Males	Females	Total	% Male	% Female
Enrollment	258	287	545	47.34%	52.66%
Participation	119	132	251	47.41%	52.59%
1998-99					
	Males	Females	Total	% Male	% Female
Enrollment	279	261	540	51.67%	48.33%
Participation	205	157	362	56.63%	43.37%
Four Year Comparison (1995-99)					
	Males	Females	Total	% Male	% Female
Enrollment	1126	1074	2200	51.18%	48.82%
Participation	636	578	1186	53.63%	48.74%

**Table 3 – Enrollment and Participation Figures**

#### Program Comparability – Teams and Levels

Throughout the four-year period being studied, the number of Varsity level teams was equal for both males and females. The 1998-99 school year saw an increase in the number of both male and female Varsity offerings with the addition of Varsity Soccer.

A slightly higher number of boys' sub-Varsity teams (18) than girls' sub-Varsity teams (16) were recorded during the study period. This difference is attributable to variance in the number of athletes that participate in a particular sport from year to year and on budgetary limitations.

1995-96						
	Male	Female	Coed	Total	%Male	% Female
Varsity	4	4	3	11	36%	36%
Subvarsity	4	4	0	8	50%	50%
Total	8	8	3	19	42%	42%
1996-97						
	Male	Female	Coed	Total	%Male	% Female
Varsity	4	4	3	11	36%	36%
Subvarsity	5	4	0	9	56%	44%
Total	9	8	3	20	45%	40%
1997-98						
	Male	Female	Coed	Total	%Male	% Female
Varsity	4	4	3	11	36%	36%
Subvarsity	4	4	0	8	50%	50%
Total	8	8	3	19	42%	42%
1998-99						
	Male	Female	Coed	Total	%Male	% Female
Varsity	5	5	2	12	42%	42%
Subvarsity	5	4	0	9	56%	44%
Total	10	9	2	21	48%	42%
4 Year Comparison (1995-99)						
	Male	Female	Coed	Total	%Male	% Female
Varsity	17	17	11	45	38%	38%
Subvarsity	18	16	0	34	53%	47%
Total	35	33	11	79	44%	42%

**Table 4 – Team / Level Gender Comparisons**

#### Program Comparability – Number of Competitive Events

The number of competitive events scheduled each year has remained relatively constant during the years 1995-99. During this time, women's contests accounted for 44% of all games played, 42% were men's contests, and coeducational teams competed in the remaining 14%.

A couple of major factors in the stability of these numbers is the limitation placed on certain sports by the New Jersey Interscholastic Athletic Association (NJSIAA) regarding

maximum number of contests per week and for the season, and the fact that, with very few exceptions, Tri-County Conference (TCC) assigned contests fill the schedules.

		1995-96				
	Male	Female	Coed	Total	%Male	% Female
Varsity	70	78	47	195	36%	40%
Subvarsity	54	74	0	128	42%	58%
Total	124	152	47	323	38%	47%
		1996-97				
	Male	Female	Coed	Total	%Male	% Female
Varsity	71	76	47	194	37%	39%
Subvarsity	71	70	0	141	50%	50%
Total	142	146	47	335	42%	44%
		1997-98				
	Male	Female	Coed	Total	%Male	% Female
Varsity	69	78	50	197	35%	40%
Subvarsity	53	68	0	121	44%	56%
Total	122	146	50	318	38%	46%
		1998-99				
	Male	Female	Coed	Total	%Male	% Female
Varsity	85	81	39	205	41%	40%
Subvarsity	78	79	0	157	50%	50%
Total	163	160	39	362	45%	44%
4 Year Comparison (1995-99)						
	Male	Female	Coed	Total	%Male	% Female
Varsity	295	323	183	801	37%	40%
Subvarsity	256	265	0	521	49%	51%
Total	551	588	183	1322	42%	44%

**Table 5 – Competitive Events Comparison**

#### Program Comparability – Gender Distribution of Coaches / Salaries

The area of gender distribution in the Athletic Department coaching staff is the one that demonstrates the greatest lack of proportional representation in the entire program.

During the four-year period of study, females students made up 49% of the population, 49% of the school's student-athletes were females, the school faculty is slightly more than 50% female, yet females make up only 17% of the coaching staff.

Currently, only one Varsity coaching position is held by a female.

There is no explanation for this anomaly, other than the fact that there have been few or no female applicants for positions that have been posted during the last four years.

Title IX and OCR guidelines do not require proportional representation in coaching positions. They do, however, require equity in coaching stipends and prohibit gender discrimination in hiring.

Coaching stipend figures are based upon the level of the team being coached, length of season, and years of experience. Similar sports within the same season (e.g. field hockey and soccer, boys' and girls' basketball, and baseball and softball) and similar sports played in different seasons (e.g. girls' tennis and boys' tennis) have identical stipend figures. A copy of the stipend schedule in effect during the study period can be found in Appendix B.

1995-96								
	<u>Male Teams</u>		<u>Female Teams</u>		<u>Coed Teams</u>		%	%
	Male	Female	Male	Female	Male	Female	Male	Female
Varsity	4	0	2	2	3	0	82%	18%
Sub-Varsity	6	0	2	2	0	0	80%	20%
Total	10	0	4	4	3	0	81%	19%
1996-97								
	<u>Male Teams</u>		<u>Female Teams</u>		<u>Coed Teams</u>		%	%
	Male	Female	Male	Female	Male	Female	Male	Female
Varsity	4	0	2	2	3	0	82%	18%
Sub-Varsity	7	0	2	2	0	0	82%	18%
Total	11	0	4	4	3	0	82%	18%

**Table 6 – Gender Distribution of Coaching Staff**

1997-98								
	<u>Male Teams</u>		<u>Female Teams</u>		<u>Coed Teams</u>		% Male	% Female
	Male	Female	Male	Female	Male	Female		
Varsity	4	0	3	1	3	1	83%	17%
Sub-Varsity	6	0	2	2	0	0	80%	20%
Total	10	0	5	3	3	1	82%	18%
1998-99								
	<u>Male Teams</u>		<u>Female Teams</u>		<u>Coed Teams</u>		% Male	% Female
	Male	Female	Male	Female	Male	Female		
Varsity	5	0	4	1	4	0	93%	7%
Sub-Varsity	7	0	2	2	0	0	82%	18%
Total	12	0	6	3	4	0	88%	12%
4 Year Comparison (1995-99)								
	<u>Male Teams</u>		<u>Female Teams</u>		<u>Coed Teams</u>		% Male	% Female
	Male	Female	Male	Female	Male	Female		
Varsity	17	0	11	6	13	1	85%	15%
Sub-Varsity	26	0	8	8	0	0	81%	19%
Total	43	0	19	14	13	1	83%	17%

**Table 6 - Gender Distribution of Coaching Staff (Cont.)**

#### Program Comparability – Practice Times and Facilities

All Fall and Spring athletic teams have scheduled practice times daily from 3:00 – 5:30 PM. These practices are conducted in outdoor facilities dedicated to each particular sport. In the event of inclement weather, teams use the school's indoor facilities on a rotational basis.

Winter teams (Basketball) share the school's single full-sized gymnasium. Girls' and boys' teams alternate early and late times weekly, practicing from 3:00 - 5:00 or 5:00 - 7:00 PM.

Cross Country	V	Co-ed	M-F 3:00 - 5:30
Golf	V	Co-ed	M-F 3:00 - 5:30
Track (Outdoor)	V	Co-ed	M-F 3:00 - 5:30
Basketball	V	Female	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Female	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Female	M-F 3:00 - 5:00
Field Hockey	V	Female	M-F 3:00 - 5:30
Field Hockey	JV	Female	M-F 3:00 - 5:30
Soccer	V	Female	M-F 3:00 - 5:30
Softball	V	Female	M-F 3:00 - 5:30
Softball	JV	Female	M-F 3:00 - 5:30
Tennis	V	Female	M-F 3:00 - 5:30
Baseball	V	Male	M-F 3:00 - 5:30
Baseball	JV	Male	M-F 3:00 - 5:30
Basketball	V	Male	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Male	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Male	M-F 6:00 - 8:00
Football	V	Male	M-F 3:00 - 5:30
Football	JV	Male	M-F 3:00 - 5:30
Football	Fr	Male	M-F 3:00 - 5:30
Soccer	V	Male	M-F 3:00 - 5:30
Tennis	V	Male	M-F 3:00 - 5:30

\*alternate weeks

**Table 7 – Practice Times**

**Program Comparability – Contest Times and Facilities**

Game times and days are set by the Tri-County Conference. Winter contests are generally scheduled for the afternoon; however, Athletic Department policy allows for an equal number of boys' and girls' contests to be played in the evening.

All athletic contests are held on the Salem High School campus with the following exceptions:

Varsity Football is played at Walnut Street Field (Salem City property)

Some Freshmen Girls' and Boys' Basketball games are played at the Salem Middle School (Salem City School District Property)

Varsity Golf is played at the Country Club of Salem (Private Property)

Currently ALL Track meets are held at opponent's site.

The Salem City School District maintenance staff maintains game fields.

A list and description of all athletic facilities is located in Appendix B.

Cross Country	V	Co-ed	M/W/F 4:00
Golf	V	Co-ed	M/W/F 3:30
Track (Outdoor)	V	Co-ed	T/R 4:00
Basketball	V	Female	T/R 4:00/7:00 (6)
Basketball	JV	Female	T/R 5:30
Basketball	Fr	Female	T/R 4:00
Field Hockey	V	Female	M/W/F 4:00
Field Hockey	JV	Female	M/W/F 5:15
Soccer	V	Female	M/W/F 4:00
Softball	V	Female	M/W/F 4:00
Softball	JV	Female	M/W/F 4:00
Tennis	V	Female	M/W/F 4:00
Baseball	V	Male	M/W/F 4:00
Baseball	JV	Male	M/W/F 4:00
Basketball	V	Male	T/R 4:00/7:00 (6)
Basketball	JV	Male	T/R 5:30
Basketball	Fr	Male	T/R 4:00
Football	V	Male	SAT 1:00
Football	JV	Male	M 4:00
Football	Fr	Male	F 4:00
Soccer	V	Male	M/W/F 4:00
Tennis	V	Male	M/W/F 4:00

**Table 8 – Game Times**

#### Program Comparability – Transportation

Student-athlete transportation is provided by the Salem City School District through the use of an independent contractor. Buses are scheduled for all away contests by the Athletic Director.

Bus size (40 passenger vs. 15 passenger) is determined by the bus company based on vehicle availability and the number of anticipated passengers.

### Program Comparability – Locker room / Training Facilities

Male and female athletes have comparable access to locker rooms and other auxiliary facilities.

The training room and weight room are in a common area.

Separate locker room, showers, and coach's office facilities are available to male and female student-athletes and staff respectively.

	Accessible to:		
	Boys	Girls	Neither
Trainer	X	X	
Training Room	X	X	
Whirlpool			X
Weight room	X	X	
Locker rooms	X	X	
Team Rooms	X		
Showers	X	X	
Coach's Office	X	X	
Visiting Team Room			X
Official's Room			X

**Table 9 – Auxiliary Facilities**

### Program Comparability – Support Services

Pep Rallies, co-sponsored by the Salem High School Student Council and the Ram Booster club, are scheduled for all teams participating in Fall and Winter sports.



Cheerleading support is provided for the Varsity Football team at all contests, and for the Boys' and Girls' Basketball home contests.

The Salem Ram Marching Band provides pep support and pre-game (away contests) and halftime (home contests) entertainment for all Varsity Football games.

			Band	Cheerleading	Pep Rallies
Cross Country	V	Co-ed			X
Golf	V	Co-ed			
Track (Outdoor)	V	Co-ed			
Basketball	V	Female		X (Home)	X
Basketball	JV	Female			X
Basketball	Fr	Female			X
Field Hockey	V	Female			X
Field Hockey	JV	Female			X
Soccer	V	Female			X
Softball	V	Female			
Softball	JV	Female			
Tennis	V	Female			X
Baseball	V	Male			
Baseball	JV	Male			
Basketball	V	Male		X (Home)	X
Basketball	JV	Male			X
Basketball	Fr	Male			X
Football	V	Male	X (Home/Away)	X (Home/Away)	X
Football	JV	Male			X
Football	Fr	Male			X
Soccer	V	Male			X
Tennis	V	Male			

**Table 10 – Comparison of Support Services**

### Student Interest Survey

The Student Activity Survey results were analyzed to answer three primary questions:

1. Are there any obstacles in our current program that keep students, particularly female students, from participating in interscholastic athletics?

2. Would the inclusion of additional sub-varsity teams within our existing program encourage students, particularly female students, to participate in interscholastic athletics?
3. Would the addition of new sports to our existing program encourage students, particularly female students, to participate in interscholastic athletics?

#### Obstacles to Student Participation

Students indicated that the major obstacles to their participation (or lack of participation) in interscholastic sports was transportation and practice times.

Since many of our students live in one of the High School's four sending districts, they are responsible for their own transportation home following after-school practice, and transportation both to and from practice for evening practices.

	Total Males	Total Females	Totals
Transportation	13	13	26
Practice Times	6	6	12
Saturday Practices	0	5	5
# of Practices	2	2	4
Summer Practices	0	3	3
Time Commitment	2	0	2
No Track Facility	0	1	1
Eligibility	1	0	1
Field Set Up	1	0	1
Deadlines	1	0	1
Homework	1	0	1
Impact on other XC act	0	1	1
Scheduling	0	1	1
Expense of Equip	0	1	1
Team Size	0	1	1
Practice Length	1	0	1

**Table 11 – Obstacles to Student Participation**

### New Levels of Existing Programs / New Sports

The addition of teams and participation slots to an athletic program is impacted by a variety of factors including level of interest, availability of facilities, availability of equipment, availability of local competition, and budget.

Often the easiest and most economical program addition is a new level of an existing sport. The addition of JV Soccer and JV Golf were the two sports that students indicated the most interest in investing.

Survey respondents indicated positive interest in a variety of new sports. The most popular responses were Ice Hockey, Swimming, and Wrestling.

	Total Males	Total Females	Totals
Girl's Golf	0	0	0
JV Golf	10	0	10
Freshmen Field Hockey	0	4	4
JV Soccer	12	4	16

**Table 12 – New Levels of Existing Sports**

	Total Males	Total Females	Totals
Bowling	41	39	80
Fencing	20	11	31
Gymnastics	14	47	61
Ice Hockey	54	33	87
Indoor Track	26	33	59
Swimming	31	61	92

**Table 13 – New Sports**

Volleyball	23	50	73
Wrestling	57	27	84

**Table 13 – New Sports (Cont.)**

Gender Equity Survey

Major stakeholders in the Athletic Program (student-athletes, parents) were surveyed to obtain their perceptions of the question of gender equity as they relate to various aspects of the athletic program.

Questions and responses were grouped into the following categories for analysis and are presented in the tables below:

- Accommodation of interests
- Coaching
- Practice / Game Times and Facilities
- Auxiliary services
- Financial resources
- School / Administration / Community attitudes

Generally, the responses of the stakeholders were positive in their perceptions of equity within the program.

Areas of concern identified during the survey included attitudes of the administration, budget, and publicity.

Male student-athletes' responses were consistently less positive in their perceptions of equity than were the female student-athletes themselves.

1. The Salem High School program provides boys and girls the same opportunities and treatment in the selection of sports that accommodates the interest of the students  
 6. The Salem High School program provides boys and girls the same opportunities and treatment in the level of competition to accommodate the abilities of the athletes  
 23. It is difficult to attract girls in our athletic programs.  
 24. It is difficult to retain girls in our athletic programs.

	Q1	Q6	Q23	Q24
<b>Students</b>				
Mean	4.3	4.2	2.3	2.5
Median	4	4	2	2
SD	0.6	0.8	0.9	1.1
<b>Parents</b>				
Mean	4	4	2.6	2.5
Median	4	4	3	2
SD	0.8	0.6	0.8	0.8
<b>Fem. Students</b>				
Mean	4.42	4.42	1.75	2
Median	4.5	4	2	2
SD	0.67	0.51	0.62	0.74
<b>Male Students</b>				
Mean	4.1	3.9	2.9	3.2
Median	4	4	3	3
SD	0.57	0.99	0.74	1.14

**Table 14 – Accommodation of Interests**

11. The Salem High School program provides boys and girls the same opportunities and treatment in the number of coaches per athlete  
 13. The Salem High School program provides boys and girls the same opportunities and treatment in the compensation of coaches  
 19. At our school, there are insufficient numbers of coaches for the girls.

	Q11	Q13	Q19
<b>Student</b>			
Mean	3.9	3.7	3
Median	4	4	3
SD	0.8	0.8	1.1

**Table 15 - Coaching**

<b>Parents</b>			
Mean	3.5	3.3	2.8
Median	4	3	3
SD	0.8	0.8	0.9
<b>Female Students</b>			
Mean	3.92	3.75	2.67
Median	4	4	2
SD	0.9	0.62	1.23
<b>Male Students</b>			
Mean	3.8	3.7	3.4
Median	4	4	3
SD	0.79	0.95	0.84

Table 15 – Coaching (Cont.)

4. The Salem High School program provides boys and girls the same opportunities and treatment in the scheduling of games
5. The Salem High School program provides boys and girls the same opportunities and treatment in the facilities for competition
7. The Salem High School program provides boys and girls the same opportunities and treatment in the scheduling of practice times
27. The facilities (locker rooms, offices, practice space) distributed between our boys' and girls' programs are not equal.

	Q4	Q5	Q7	Q27
<b>Student</b>				
Mean	4.1	3.7	4.1	2.5
Median	4	4	4	2
SD	0.7	0.9	0.8	0.9
<b>Parents</b>				
Mean	4	3.9	3.8	2.4
Median	4	4	4	2
SD	0.7	0.8	0.9	0.9
<b>Female Students</b>				
Mean	4.17	4	4	2.25
Median	4	4	4	2
SD	0.83	0.74	0.85	0.62
<b>Male Students</b>				
Mean	4.1	3.4	4.2	2.9
Median	4	3.5	4	3
SD	0.57	0.97	0.63	1.1

Table 16 – Practice / Game Times and Facilities

2. The Salem High School program provides boys and girls the same opportunities and treatment in the provision of equipment
3. The Salem High School program provides boys and girls the same opportunities and treatment in the provision of supplies
9. The Salem High School program provides boys and girls the same opportunities and treatment in the style/mode of transportation
12. The Salem High School program provides boys and girls the same opportunities and treatment in the training facilities
15. The Salem High School program provides boys and girls the same opportunities and treatment in the medical services and staff
16. The Salem High School program provides boys and girls the same opportunities and treatment in the training services and staff

	Q2	Q3	Q9	Q12	Q15	Q16
<b>Student</b>						
Mean	3.6	3.5	4	3.6	4.2	4
Median	4	4	4	4	4	4
SD	0.9	0.8	0.8	0.8	0.7	0.8
<b>Parents</b>						
Mean	3.7	3.7	4	3.6	3.4	3.5
Median	4	4	4	4	4	4
SD	0.8	0.9	0.6	1	1	0.9
<b>Female Students</b>						
Mean	3.42	3.42	4.08	3.5	3.92	4.08
Median	3	3	4	4	4	4
SD	1	0.79	0.79	0.67	0.67	0.79
<b>Male Students</b>						
Mean	3.8	3.7	3.9	3.7	4.5	3.9
Median	4	4	4	4	4.5	4
SD	0.79	0.82	0.74	0.95	0.53	0.74

**Table 17 – Auxiliary Services**

25. The financial resources allocated for our boys' and girls' sports programs limits our ability to expand programs for the under-represented gender.

26. External support and financial resources (booster club, fund raising) are not available to programs for boys and girls.

	Q25	Q26
<b>Student</b>		
Mean	3.3	2.7
Median	3	2
SD	1.1	1.2
<b>Parents</b>		
Mean	3.1	2.2
Median	3	2
SD	1	0.9
<b>Female Students</b>		
Mean	3.42	2.5
Median	4	2
SD	1.16	1.24
<b>Male Students</b>		
Mean	3.2	2.9
Median	3	3
SD	1.14	1.2

**Table 18 – Financial Resource Allocation**

17. The Salem High School program provides boys and girls the same opportunities and treatment in publicity

18. The attitude of our administration limits the growth of opportunities for the girls.

21. Mutual respect between athletic department members is lacking at our school

22. Mutual respect between male and female athletes is lacking at our school.

28. The socialization process among our student body promotes participation of both boys and girls in sports on an equal level.

29. The athletic administration's attitude at our school reflects the opinion that there are disproportionate levels of interest and athletic skills between boys and girls.

**Table 19 – School / Administration / Community Attitudes**



	Q17	Q18	Q21	Q22	Q28	Q29
<b>Student</b>						
Mean	3.1	2.9	3	2.5	3.7	3
Median	3	2.5	3	2	4	3
SD	0.9	1.2	1.2	1.1	0.8	1.2
<b>Parents</b>						
Mean	3.3	2.6	2.9	2.4	3.6	2.7
Median	4	3	3	2	4	3
SD	1	0.7	1.1	0.8	0.8	0.8
<b>Female Students</b>						
Mean	3.08	2.5	2.42	2.42	3.75	2.67
Median	3	2	2	2	4	2.5
SD	0.9	1.09	1.08	1.16	0.87	1.23
<b>Male Students</b>						
Mean	3.1	3.3	3.7	2.6	3.6	3.4
Median	3	3	3.5	2.5	4	3
SD	.88	1.16	1.06	.97	.84	1.07

**Table 19 – School / Administration / Community Attitudes (Cont.)**

## Chapter 5

### Conclusions

The data collected during this study indicate that the Salem High School Athletic Program is in compliance with the requirements of Title IX as set forth in the Office for Civil Rights guidelines.

Student participation rates are within the parameters set forth in the OCR's "Proportionality Option" which requires that the percentage of student participation for each sex be within five percent (5%) of that sex's percentage of enrollment for the school year (Federal Register, 1979).

The self-audit also demonstrated that a majority of the program areas studied are "equal or equal in effect," including funding, equipment and supplies, scheduling, travel, practice facilities, game facilities, medical and training services and facilities, and support services.

Areas identified as "not equivalent" include locker room facilities, gender distribution of the coaching staff, and the accommodation of athletic interests and abilities. While the overall effect of these inequities is negligible, and not sufficient to place the program in jeopardy of noncompliance, they are areas which should be studied and addressed.

### Recommendations for Program Change

In order to eliminate some of the inequities identified in this study, the following remedies are offered:

## 1. Addition of Girls' and Boys' Junior Varsity Soccer (Accommodation of Student Interest)

The addition of Varsity Girls' and Boys' Soccer during the 1998-99 school year was a successful undertaking of the Salem High School Athletic Department. Equipment was purchased (goals, balls, etc.) in sufficient quantities to make the additional equipment costs (uniforms) minimal. The primary expenses would be the addition of coaching stipends and officials' fees.

The institution of a Junior Varsity Soccer program would provide:

- Approximately 15 additional participation slots for female athletes in the fall
- Coaching slots that could be filled by qualified female candidates
- An accommodation of expressed student interest

## 2. Addition of Co-ed Indoor Track

The addition of a Co-ed Indoor (Winter) Track program would give Salem High School students an option other than basketball for winter sports participation. Equipment and supplies currently being used by the Outdoor (Spring) Track teams could be shared requiring virtually no equipment or facilities costs. Meet entry fees, officials' fees, and coaching stipends would make up the majority of program costs.

The institution of a Coed Indoor (Winter) Track program would provide:

- Approximately 20 additional participation slots for female athletes in the Winter
- Approximately 20 additional participation slots for male athletes in the winter
- Coaching slots that could be filled by qualified female candidates
- An accommodation of expressed student interest

### 3. Pep Rallies for spring sports teams (Comparability of Support Services)

Similar to those planned for the Fall and Winter teams by the Student Council and Booster Club, a Spring pep rally would address the question of comparability. The scheduling of a Spring Sports Pep Rally would be a way of providing support services to all athletes at no cost.

### 4. Designation of a Women's Varsity Team Room (Comparability of Facilities)

Currently the only type of facility that is available to the school's male athletes that is not available to its female athletes is a varsity team room. To remedy this situation a comparable women's varsity team room needs to be provided or the men's varsity team room needs to be closed. Possible locations for the women's varsity team room include Room B-60 (currently used for Physical Education storage) or conversion of the Basket Storage Room (Room B-55). Associated costs would include HVAC, lockers, and benches.

### 5. Proactive Gender Equity Education Program (Administration / Community Perceptions)

Education about Gender Equity issues should be provided for all stakeholders in the Athletic program. Educational efforts can be overt (Title IX Workshops, etc.) or behind the scenes (encourage men's coaches and administrators to attend girl's games, rearrange trophy case display (position / numbers), cease referring to teams by unequal terms such as "men's" and "girl's", etc.).

### Recommendations for Further Study

The following areas, identified during the data analysis process, should be the focus of additional research. While they do not affect the Athletic program's Title IX compliance, they should be viewed as possible ways to increase the level of compliance.

#### 1. Gender Distribution of Coaching Staff

As presented in the Chapter 4 data analysis, the current gender composition of the Salem High School coaching staff is 17% female and 83% male. While numerical equivalency in coaching staff is not required, there is an obvious disparity in the current staffing.

Research into methods of attracting female coaches and a concerted effort to recruit qualified female coaches should be undertaken. Some possibilities include:

- 1) Screening district employment applications for potential female coaches
- 2) Giving qualified female coaching applicants priority in all new vacancies

#### 2. After School Activity Bus

The major barrier to athletic participation identified in the Student Interest Survey was transportation.

The feasibility of an after-school activity bus should be researched. Research should include:

- 1) A survey of districts with existing after-school activity transportation programs
- 2) A survey of student interest in an activity bus
- 3) Costs and methods of funding.

### 3. New Sports / Programs

The Student Activity Survey identified four interscholastic sports in which there was significant student interest – Bowling, Swimming, Volleyball, and Wrestling.

Swimming, Wrestling, and Bowling are NJSIAA sanctioned Winter sports, while Volleyball is played as a Women's sport in the Fall, and as a Men's sports in the Spring. Swimming and Bowling are classified as co-educational sports. The Tri-County Conference schedules swimming and wrestling as part of its Winter Sports programs. Bowling and Volleyball schedules would have to be developed on an independent basis. Due to the limited number of competitive opportunities available during the Winter season, the feasibility of the addition of one or more of these activities should be investigated. Research should include:

- 1) Determining the level of student interest and commitment
- 2) Availability of facilities and equipment
- 3) Availability of qualified coaches
- 4) Program costs, including facility rental fees, transportation, equipment, supplies, officials, and coaching salaries
- 5) The possibility of initially offering these activities on an intramural or club basis
- 6) Effects on the ratio of female and male participation opportunities within the Athletic program

### Intern's Leadership Development

Through a systematic review of program procedures and policies and an extensive data collection and review process, the intern has developed a unique understanding of the relationship between legislative requirements and educational policy and practice.

The intern also developed the realization that, in addition to compliance with the letter of educational law, there needs to be an appreciation of the ethical beliefs and values derived from the spirit of the law. Doing something right because it is ethical or moral is just as important as doing something right because "it's the law."

The intern, through the completion of this study, has developed a comprehension of the complexities of school fiscal management and the necessity to analyze constantly student programs and prioritize potential changes. Program modification and addition decisions cannot be made in a "fiscal vacuum."

Finally, the intern has developed an appreciation for the political nature of education and its institutions. We live in an environment where decisions are often made by those with the greatest political clout rather than by those with the soundest educational backgrounds.

The educational leaders of today and of the future must recognize politics for what it is, how it effects educational policy, and how to use it as a tool for the implementation of educational change.

### Project Impact on School

The completion of this project resulted in some immediate and some potentially long-term effects on the Athletic program at Salem High School.

The immediate impacts include:

- A greater realization of and sensitivity toward Gender Equity issues on the part of the Athletic administration
- The addition of Indoor Track and junior-varsity Soccer programs

Long-term impacts could include:

- Continued self-evaluation in areas of Title IX compliance
- Increased input of student-athletes and parents in Athletic program and policy decisions
- Increased awareness of and sensitivity toward all equity issues on the part of the entire school community
- Increased accommodation of student activity interests



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Appendix A  
Research Instruments

**Richard S. Baker, Athletic Director**

[illegible]

ATHLETIC PROGRAM EVALUATION FORM - SECTION B

Salem City School District

9-12

Salem High School

Richard S. Baker, Athletic Director

Is there equal opportunity for males and females in the athletic program regarding:

	Yes	No
1. Equity in coaching salaries and coaching assignments and coaches' facilities (Please attach salary guide for coaches)	<input type="checkbox"/>	<input type="checkbox"/>
2. The provision of practice and competitive facilities	<input type="checkbox"/>	<input type="checkbox"/>
3. The provision of comparable facilities such as locker rooms, showers, and whirlpools	<input type="checkbox"/>	<input type="checkbox"/>
4. The provision of equipment and supplies and the maintenance of the same	<input type="checkbox"/>	<input type="checkbox"/>
5. The provision of medical and training facilities and services	<input type="checkbox"/>	<input type="checkbox"/>
6. The provision of comparable publicity and awards	<input type="checkbox"/>	<input type="checkbox"/>
7. The provision of support services such as pep rallies, cheerleaders, statisticians	<input type="checkbox"/>	<input type="checkbox"/>
8. The provision of transportation and other travel	<input type="checkbox"/>	<input type="checkbox"/>

ATHLETIC PARTICIPATION EVALUATION FORM - SECTION C

Salem City School District  
Salem High School

9-12

Richard S. Baker, Athletic Director

**SECTION ONE - ATHLETIC PROGRAMS**

1. Name(s) of person(s) scheduling athletic events:
2. Athletic Conference Membership(s):
3. Teams on which **only males** participate:
4. Teams on which **only females** participate:
5. Teams on which **both females and males** participate:

List each team with its percentage of males:

Cross Country  
Golf  
Outdoor Track

6. Total number of **females** participating on interscholastic athletic teams:
7. Total number of **males** participating on interscholastic athletic teams:
8. Total number of coaches for **female** teams:
9. Total number of coaches for **male** teams:
10. Total number of coaches for co-ed teams:

**11. SURVEY OF ATHLETIC INTERESTS**

- 11a. Have you surveyed **female** students for their athletic interests in the last three years? If yes list date(s), grades surveyed, and number of students responding.

--	--

11b. Was interest in additional sports/levels of competition identified? Yes ☐ No ☐

11c. As a result of the survey(s), the following recommendations were implemented:

12. List sports and/or levels that have been added to the athletic program in the past five years.

13. Boys' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Girls' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Practice Times

	Varsity	JV	Freshmen
Boys' Basketball			
Girls' Basketball			
Boys' Soccer			
Girls' Soccer			
Cross Country (co-ed)			
Outdoor Track (co-ed)			

## SECTION TWO - ATHLETIC FACILITIES

16. Are practice facilities and equipment comparable and equitable for the same sports for males and females? Yes ☐ No ☐

Accessible to:  
Boys

Girls

Neither



Trainer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Training Room	<input type="text"/>	<input type="text"/>	<input type="text"/>
Whirlpool	<input type="text"/>	<input type="text"/>	<input type="text"/>
Locker rooms	<input type="text"/>	<input type="text"/>	<input type="text"/>
Team Rooms	<input type="text"/>	<input type="text"/>	<input type="text"/>
Showers	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 17. Outdoor Facilities

Number of fields on school property:  
(specify if special purpose field, i.e., hockey, soccer, etc.)

Number of fields on other public property:  
(specify if special purpose field, i.e., hockey, soccer, etc.)

#### 18. Indoor Facilities

Total number of full-sized gyms:

Total number of auxiliary indoor facilities:  
Describe:

Athletic Director's Office	<input type="text"/>	<input type="text"/>	<input type="text"/>
Visiting Team Room	<input type="text"/>	<input type="text"/>	<input type="text"/>
officials' Room	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 19. Special Purpose Facilities

Tennis	<input type="text"/>	<input type="text"/>	<input type="text"/>
# of Courts			
Any sex restriction?			
Swimming Pool	<input type="text"/>	<input type="text"/>	<input type="text"/>
Any sex restriction?			
Golf	<input type="text"/>	<input type="text"/>	<input type="text"/>
Any sex restriction?			

Private or Club Property



## **Salem High School**

Department of Athletics

219 Walnut Street Salem, New Jersey 08079 (609) 935-3900

Richard S. Baker, Athletic Director (Ext. 226)

David W. Suiter, Administrative Intern for Athletics (Ext. 636)

4 November, 1998

Dear Parents,

I am currently involved in a number of research studies in conjunction with my pursuit of a Masters Degree in the Administration of Health, Physical Education and Athletics at Rowan University.

The studies depend on the opinions of the parents of Salem High School's athletes. One study is an overview of the question of gender equity within our programs.

Enclosed is a survey (gold) concerning your perceptions about gender equity within the Salem High School Athletic program.

The survey should take less than 5 minutes to complete.

All data collected will be used not only for my research projects, but also for the improvement of the Salem High School Athletic program.

Please place the questionnaires in the self-addressed, stamped envelope provided, and return them by February 17, 1999.

Since there is no way to identify individual respondents, I will be unable to thank you personally for your cooperation. Please be assured of my gratitude for your thoughtful and prompt response.

Sincerely,

David "Doc" Suiter  
Administrative Intern for Athletics



**Salem High School**  
Department of Athletics  
219 Walnut Street Salem, New Jersey 08079 (609) 935-3900

Richard S. Baker, Athletic Director (Ext. 226)

636)

David W. Suiter, Administrative Intern for Athletics (Ext.

8 February, 1999

Dear Fall and Winter Varsity Athlete,

I am currently involved in a number of research studies in conjunction with my pursuit of a Masters Degree in the Administration of Health, Physical Education and Athletics at Rowan University.

One of the studies is an overview of the question of gender equity within our programs.

Enclosed is a survey concerning your perceptions about gender equity within the Salem High School Athletic program.

This survey should take less than 5 minutes to complete.

All data collected will be used not only for my research projects, but also for the improvement of the Salem High School Athletic program.

Please return the surveys to my mailbox NO LATER THAN Wednesday, February 17, 1999.

Since there is no way to identify individual respondents, I will be unable to thank you personally for your cooperation. Please be assured of my gratitude for your thoughtful and prompt response.

Sincerely,

David "Doc" Suiter  
Administrative Intern for Athletics

***Salem High School Department of Athletics***

***Gender Equity Questionnaire (Students)***

Please fill in the dot that represents your best response.

**About You**

Sex

☐ Female      ☐ Male

(Students only)

Grade

☐ Freshman   ☐ Sophomore   ☐ Junior      ☐ Senior

In your **perception**, does the Salem High School Athletic program provide boys and girls the same opportunities and treatment in the following areas:

1. Selection of sports accommodates the interest of the students  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
2. Provision of equipment  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
3. Provision of supplies  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
4. Scheduling of games  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
5. Facilities for competition  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
6. Level of competition accommodates abilities of the athletes  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
7. Scheduling of practice times  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
8. Facilities for practice  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
9. Style/mode of transportation  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
10. Access to tutoring  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
11. Number of coaches per athlete  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
12. Training facilities  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
13. Compensation of coaches  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
14. Locker room facilities  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
15. Medical services and staff  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

(OVER)

16. Training services and staff

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

17. Publicity

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Please indicate your **perception**, of the barriers to Gender Equity at Salem High School.

18. The attitude of our administration limits the growth of opportunities for the girls.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

19. At our school, there are insufficient numbers of coaches for the girls.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

20. At our school, there are insufficient numbers of girls in athletic leadership positions.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

21. Mutual respect between athletic department members is lacking at our school

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

22. Mutual respect between male and female athletes is lacking at our school.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

23. It is difficult to attract girls in our athletic programs.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

24. It is difficult to retain girls in our athletic programs.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

25. The financial resources allocated for our boys' and girls' sports programs limits our ability to expand programs for the under-represented gender.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

26. External support and financial resources (booster club, fund raising) are not available to programs for boys and girls.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

27. The facilities (locker rooms, offices, practice space) distributed between our boys' and girls' programs are not equal.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

28. The socialization process among our student body promotes participation of both boys and girls in sports on an equal level.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

29. The athletic administration's attitude at our school reflects the opinion that there are disproportionate levels of interest and athletic skills between boys and girls.

☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Please feel free to attach any comments you wish to make. Please reference the question number in your comments.

***Salem High School Department of Athletics***

***1998-99 Student Activity Questionnaire***

Please fill in the dot that represents your response.

**About You**

Sex

☐ Female ☐ Male

Grade

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

**1997-98 School Year** - Indicate the sports in which you participated last year.

☐ None

Fall Sport

- ☐ Field Hockey
- ☐ Football
- ☐ Girls' Soccer
- ☐ Boys' Soccer
- ☐ Girls' Tennis

Winter Sport

- ☐ Boys' Basketball
- ☐ Girls' Basketball

Spring Sport

- ☐ Softball
- ☐ Baseball
- ☐ Girls' Track
- ☐ Boys' Track
- ☐ Boys' Tennis
- ☐ Golf

**1998-99 School Year** - Indicate the sports in which you participated or anticipate participating this year.

☐ None

Fall Sport

- ☐ Field Hockey
- ☐ Football
- ☐ Girls' Soccer
- ☐ Boys' Soccer
- ☐ Girls' Tennis

Winter Sport

- ☐ Boys' Basketball
- ☐ Girls' Basketball

Spring Sport

- ☐ Softball
- ☐ Baseball
- ☐ Girls' Track
- ☐ Boys' Track
- ☐ Boys' Tennis
- ☐ Golf

Describe below any difficulties (other than skill level) that you have encountered in joining a sports team now available at Salem High School. (Examples - scheduling, practice times, transportation, expense, etc.) -

---

---

---

---

(OVER)

**New Levels in Existing Sports** (List below any sports already offered at Salem High School, but which you would like to see expanded - (Example - JV Soccer, Freshmen Field Hockey, JV Golf, etc.). Indicate next to each sport listed your level of commitment.

	Extremely Committed	Moderately Committed	Slightly Committed	Not Very Committed
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**New Sports** - Listed below are some sports offered in other New Jersey schools but are not currently offered at Salem High School. Indicate next to each sport listed, your level of interest and commitment.

	Extremely Committed/ Interested	Moderately Committed/ Interested	Slightly Committed/ Interested	Not Very Committed/ Interested
Bowling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross Country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gymnastics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ice Hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indoor Track	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swimming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrestling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B  
Raw Data Collections  
(Self-Audit)



# ATHLETIC PROGRAM EVALUATION FORM - SECTION A

Salem City School District  
Salem High School

9-12

Richard S. Baker, Athletic Director  
1995-96

Name of Sport	Level	Sex	# of Participants		# of Coaches		Salary	Season	# of Games	Game Time/Day	Practice Time/Day
			Male	Female	Male	Female					
Cross Country	V	Co-ed	8	1	1	0	\$2,715	Fall	13	M/W/F 4:00	M-F 3:00 - 5:30
Golf	V	Co-ed	11	2	1	0	\$2,572	Spring	20	M/W/F 3:30	M-F 3:00 - 5:30
Track (Indoor)	V	Co-ed									
Track (Outdoor)	V	Co-ed	12	12	1	0	\$3,038	Spring	14	T/R 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>31</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>\$8,325</b>		<b>47</b>		
Basketball	V	Female									M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Female							23	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Female							23	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Field Hockey	V	Female							16	T/R 4:00	M-F 3:00 - 5:00
Field Hockey	JV	Female							16	M/W/F 4:00	M-F 3:00 - 5:30
Soccer	V	Female							16	M/W/F 5:15	M-F 3:00 - 5:30
Softball	V	Female									
Softball	JV	Female							21	M/W/F 4:00	M-F 3:00 - 5:30
Softball	V	Female							19	M/W/F 4:00	M-F 3:00 - 5:30
Tennis	V	Female							18	M/W/F 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>0</b>	<b>112</b>	<b>4</b>	<b>4</b>	<b>\$22,183</b>		<b>152</b>		
Baseball	V	Male							21	M/W/F 4:00	M-F 3:00 - 5:30
Baseball	JV	Male									
Basketball	V	Male							22	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Male							22	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Male							16	T/R 4:00	M-F 6:00 - 8:00
Football	V	Male							9	SAT 1:00	M-F 3:00 - 5:30
Football	JV	Male							8	M 4:00	M-F 3:00 - 5:30
Football	Fr	Male							8	F 4:00	M-F 3:00 - 5:30
Soccer	V	Male									
Tennis	V	Male							18	M/W/F 4:00	M-F 3:00 - 5:30
Wrestling	V	Male									
<b>SubTotal</b>			<b>117</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>\$24,577</b>		<b>124</b>		
<b>Total</b>			<b>148</b>	<b>127</b>	<b>17</b>	<b>4</b>	<b>\$55,085</b>		<b>0</b>	<b>323</b>	

\*alternate weeks

ATHLETIC PROGRAM EVALUATION FORM - SECTION B

Salem City School District

9-12

Salem High School

Richard S. Baker, Athletic Director  
1995-96

Is there equal opportunity for males and females in the athletic program regarding:

	Yes	No
1. Equity in coaching salaries and coaching assignments and coaches' facilities (Please attach salary guide for coaches)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The provision of practice and competitive facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The provision of comparable facilities such as locker rooms, showers, and whirlpools	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The provision of equipment and supplies and the maintenance of the same	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The provision of medical and training facilities and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The provision of comparable publicity and awards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The provision of support services such as pep rallies, cheerleaders, statisticians	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. The provision of transportation and other travel	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# ATHLETIC PARTICIPATION EVALUATION FORM - SECTION C

Salem City School District  
Salem High School

9-12  
Richard S. Baker, Athletic Director  
1995-96

## SECTION ONE - ATHLETIC PROGRAMS

1. Name(s) of person(s) scheduling athletic events: Richard S. Baker, AD
  2. Athletic Conference Membership(s): Tri-County Conference
  3. Teams on which **only males** participate:
 

Varsity	4
Subvarsity	4
Total	8
  4. Teams on which **only females** participate:
 

Varsity	4
Subvarsity	4
Total	8
  5. Teams on which **both females and males** participate:
 

Varsity	3
Subvarsity	0
Total	3
- List each team with its percentage of males:
- |               |     |
|---------------|-----|
| Cross Country | 89% |
| Golf          | 85% |
| Outdoor Track | 50% |
6. Total number of **females** participating on interscholastic athletic teams: 127
  7. Total number of **males** participating on interscholastic athletic teams: 148
  8. Total number of coaches for **female** teams:
 

Male	4
Female	4
Total	8
  9. Total number of coaches for **male** teams:
 

Male	10
Female	0
Total	10
  10. Total number of coaches for **coed** teams:
 

Male	3
Female	0
Total	3

## 11. SURVEY OF ATHLETIC INTERESTS

- 11a. Have you surveyed **female** students for their athletic interests in the last three years? If yes list date(s), grades surveyed, and number of students responding.

Yes	No
	X

11b. Was interest in additional sports/levels of competition identified? Yes ☐ No ☐

11c. As a result of the survey(s), the following recommendations were implemented:

12. List sports and/or levels that have been added to the athletic program in the past five years.

13. Boys' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Girls' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Practice Times

	Varsity	JV	Freshmen
Boys' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 6-8
Girls' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 3-5
Boys' Soccer	NA	NA	NA
Girls' Soccer	NA	NA	NA
Cross Country (coed)	M - F 3 - 5:30	NA	NA
Outdoor Track (coed)	M - F 3 - 5:30	NA	NA

\*alternate weeks

## SECTION TWO - ATHLETIC FACILITIES

16. Are practice facilities and equipment comparable and equitable for the same sports for males and females? Yes ☒ No ☐

Accessible to:  
Boys

Girls

Neither

Trainer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training Room	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Whirlpool	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Locker rooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team Rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### 17. Outdoor Facilities

Number of fields on school property:

(specify if special purpose field, i.e., hockey, soccer, etc.)

Baseball (2), Field Hockey (1), Football (2), Softball (2), X-Country (1)

8

Number of fields on other public property:

(specify if special purpose field, i.e., hockey, soccer, etc.)

Football (1)

1

#### 18. Indoor Facilities

Total number of full-sized gyms:

1

Total number of auxiliary indoor facilities:

3

Describe:

Middle School Gymnasium (1), Cafeteria (1), Weight room (1)

Accessible to:

	Boys	Girls	Neither
Athletic Director's Office	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visiting Team Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
officials' Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### 19. Special Purpose Facilities

	School Property	Other Public Property	Private or Club Property
Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
# of Courts	4		
Any sex restriction?	NA		
Swimming Pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any sex restriction?			
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any sex restriction?			NO

# ATHLETIC PROGRAM EVALUATION FORM - SECTION A

Salem City School District  
Salem High School

9-12

Richard S. Baker, Athletic Director  
1996-97

Name of Sport	Level	Sex	# of Participants		# of Coaches		Salary	Season	# of Games	Game Time/Day	Practice Time/Day
Cross Country	V	Co-ed	12	1	1	0	\$2,715	Fall	13	M/W/F 4:00	M-F 3:00 - 5:30
Golf	V	Co-ed	15	5	1	0	\$2,715	Spring	20	M/W/F 3:30	M-F 3:00 - 5:30
Track (Indoor)	V	Co-ed									
Track (Outdoor)	V	Co-ed	19	15	2	0	\$2,644	Spring	14	T/R 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>46</b>	<b>21</b>	<b>4</b>	<b>0</b>	<b>\$8,074</b>		<b>47</b>		
Basketball	V	Female	0	15	0	1	\$3,857	Winter	21	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Female	0	13	1	0	\$2,572	Winter	19	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Female	0	11	1	0	\$1,501	Winter	13	T/R 4:00	M-F 3:00 - 5:00
Field Hockey	V	Female	0	15	0	1	\$3,429	Fall	16	M/W/F 4:00	M-F 3:00 - 5:30
Field Hockey	JV	Female	0	29	0	1	\$2,572	Fall	16	M/W/F 5:15	M-F 3:00 - 5:30
Soccer	V	Female									
Softball	V	Female	0	14	1	0	\$2,644	Spring	22	M/W/F 4:00	M-F 3:00 - 5:30
Softball	JV	Female	0	26	0	1	\$2,572	Spring	22	M/W/F 4:00	M-F 3:00 - 5:30
Tennis	V	Female	0	18	1	0	\$2,715	Fall	17	M/W/F 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>0</b>	<b>141</b>	<b>4</b>	<b>4</b>	<b>\$21,862</b>		<b>146</b>		
Baseball	V	Male	14	0	1	0	\$3,429	Spring	23	M/W/F 4:00	M-F 3:00 - 5:30
Baseball	JV	Male	11	0	1	0	\$2,215	Spring	19	M/W/F 4:00	M-F 3:00 - 5:30
Basketball	V	Male	11	0	1	0	\$3,857	Winter	22	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Male	16	0	1	0	\$2,572	Winter	20	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Male	11	0	1	0	\$2,572	Winter	15	T/R 4:00	M-F 6:00 - 8:00
Football	V	Male	14	0	1	0	\$4,002	Fall	9	SAT 1:00	M-F 3:00 - 5:30
Football	JV	Male	12	0	2	0	\$2,858	Fall	8	M 4:00	M-F 3:00 - 5:30
Football	Fr	Male	23	0	2	0	\$2,572	Fall	9	F 4:00	M-F 3:00 - 5:30
Soccer	V	Male									
Tennis	V	Male	8	0	1	0	\$2,715	Spring	17	M/W/F 4:00	M-F 3:00 - 5:30
Wrestling	V	Male									
<b>SubTotal</b>			<b>120</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>\$26,792</b>		<b>142</b>		
<b>Total</b>			<b>166</b>	<b>162</b>	<b>19</b>	<b>4</b>	<b>\$56,728</b>	<b>0</b>	<b>335</b>		

\*alternate weeks

ATHLETIC PROGRAM EVALUATION FORM - SECTION B

Salem City School District  
Salem High School

9-12

Richard S. Baker, Athletic Director  
1996-97

Is there equal opportunity for males and females in the athletic program regarding:

	Yes	No
1. Equity in coaching salaries and coaching assignments and coaches' facilities (Please attach salary guide for coaches)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The provision of practice and competitive facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The provision of comparable facilities such as locker rooms, showers, and whirlpools	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The provision of equipment and supplies and the maintenance of the same	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The provision of medical and training facilities and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The provision of comparable publicity and awards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The provision of support services such as pep rallies, cheerleaders, statisticians	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. The provision of transportation and other travel	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# ATHLETIC PARTICIPATION EVALUATION FORM - SECTION C

Salem City School District  
Salem High School

9-12  
Richard S. Baker, Athletic Director  
1996-97

## SECTION ONE - ATHLETIC PROGRAMS

- |  |                       |     |
|--|-----------------------|-----|
| 1. Name(s) of person(s) scheduling athletic events:                                | Richard S. Baker, AD  |     |
| 2. Athletic Conference Membership(s):  | Tri-County Conference |     |
| 3. Teams on which <b>only males</b> participate:                                   | Varsity               | 4   |
|  | Subvarsity            | 5   |
|  | Total                 | 9   |
| 4. Teams on which <b>only females</b> participate:                                 | Varsity               | 4   |
|  | Subvarsity            | 4   |
|  | Total                 | 8   |
| 5. Teams on which <b>both females and males</b> participate:                       | Varsity               | 3   |
|  | Subvarsity            | 0   |
|  | Total                 | 3   |
| List each team with its percentage of males:                                       |                       |     |
| Cross Country  |                       | 92% |
| Golf   |                       | 75% |
| Outdoor Track  |                       | 56% |
| 6. Total number of <b>females</b> participating on interscholastic athletic teams: |                       | 162 |
| 7. Total number of <b>males</b> participating on interscholastic athletic teams:   |                       | 166 |
| 8. Total number of coaches for <b>female</b> teams:                                | Male                  | 4   |
|  | Female                | 4   |
|  | Total                 | 8   |
| 9. Total number of coaches for <b>male</b> teams:                                  | Male                  | 11  |
|  | Female                | 0   |
|  | Total                 | 11  |
| 10. Total number of coaches for co-ed teams:                                       | Male                  | 4   |
|  | Female                | 0   |
|  | Total                 | 4   |

## 11. SURVEY OF ATHLETIC INTERESTS

- 11a. Have you surveyed **female** students for their athletic interests in the last three years? If yes list date(s), grades surveyed, and number of students responding.

Yes	No
	X



11b. Was interest in additional sports/levels of competition identified? Yes ☐ No ☐

11c. As a result of the survey(s), the following recommendations were implemented:

12. List sports and/or levels that have been added to the athletic program in the past five years.

13. Boys' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Girls' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Practice Times

	Varsity	JV	Freshmen
Boys' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 6-8
Girls' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 3-5
Boys' Soccer	NA	NA	NA
Girls' Soccer	NA	NA	NA
Cross Country (co-ed)	M - F 3 - 5:30	NA	NA
Outdoor Track (co-ed)	M - F 3 - 5:30	NA	NA

## SECTION TWO - ATHLETIC FACILITIES

16. Are practice facilities and equipment comparable and equitable for the same sports for males and females? Yes ☒ No ☐

Accessible to:  
Boys

Girls

Neither

Trainer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training Room	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Whirlpool	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Locker rooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team Rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### 17. Outdoor Facilities

Number of fields on school property:  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Baseball (2), Field Hockey (1), Football (2), Softball (2), X-Country (1) 8

Number of fields on other public property:  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Football (1) 1

#### 18. Indoor Facilities

Total number of full-sized gyms: 1

Total number of auxiliary indoor facilities: 3  
Describe:  
Middle School Gymnasium (1), Cafeteria (1), Weight room (1)

	Accessible to:		
	Boys	Girls	Neither
Athletic Director's Office	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visiting Team Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
officials' Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### 19. Special Purpose Facilities

	School Property	Other Public Property	Private or Club Property
Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
# of Courts	4		
Any sex restriction?	NA		
Swimming Pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any sex restriction?			
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any sex restriction?			NO

# ATHLETIC PROGRAM EVALUATION FORM - SECTION A

Salem City School District

9-12

Salem High School

Richard S. Baker, Athletic Director

1997-98

Name of Sport	Level	Sex	# of Participants		# of Coaches		Salary	Season	# of Games	Game Time/Day	Practice Time/Day
			Male	Female	Male	Female					
Cross Country	V	Co-ed	5	2	1	0	2,715	Fall	13	M/W/F 4:00	M-F 3:00 - 5:30
Golf	V	Co-ed	14	0	1	0	2,715	Spring	22	M/W/F 3:30	M-F 3:00 - 5:30
Track (Indoor)	V	Co-ed									
Track (Outdoor)	V	Co-ed	14	14	1	1	3,038	Spring	15	T/R 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>33</b>	<b>16</b>	<b>3</b>	<b>1</b>	<b>\$8,468</b>		<b>50</b>		
Basketball	V	Female	0	12	1	0	3,073	Winter	22	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Female	0	10	1	0	2,572	Winter	20	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Female	0	15	1	0	2,572	Winter	12	T/R 4:00	M-F 3:00 - 5:00
Field Hockey	V	Female	0	15	0	1	3,429	Fall	16	M/W/F 4:00	M-F 3:00 - 5:30
Field Hockey	JV	Female	0	20	0	1	2,572	Fall	16	M/W/F 5:15	M-F 3:00 - 5:30
Soccer	V	Female									
Softball	V	Female	0	15	1	0	3,038	Spring	22	M/W/F 4:00	M-F 3:00 - 5:30
Softball	JV	Female	0	18	0	1	2,572	Spring	20	M/W/F 4:00	M-F 3:00 - 5:30
Tennis	V	Female	0	11	1	0	2,715	Fall	18	M/W/F 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>0</b>	<b>116</b>	<b>5</b>	<b>3</b>	<b>\$22,543</b>		<b>146</b>		
Baseball	V	Male	14	0	1	0	3,429	Spring	20	M/W/F 4:00	M-F 3:00 - 5:30
Baseball	JV	Male									
Basketball	V	Male	11	0	1	0	2,287	Winter	22	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Male	6	0	1	0	2,572	Winter	20	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Male	8	0	1	0	2,572	Winter	16	T/R 4:00	M-F 6:00 - 8:00
Football	V	Male	14	0	1	0	2,827	Fall	9	SAT 1:00	M-F 3:00 - 5:30
Football	JV	Male	12	0	2	0	2,465	Fall	8	M 4:00	M-F 3:00 - 5:30
Football	Fr	Male	12	0	2	0	1,858	Fall	9	F 4:00	M-F 3:00 - 5:30
Soccer	V	Male									
Tennis	V	Male	7	0	1	0	2,715	Spring	18	M/W/F 4:00	M-F 3:00 - 5:30
Wrestling	V	Male									
<b>SubTotal</b>			<b>84</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>\$20,725</b>		<b>122</b>		
<b>Total</b>			<b>117</b>	<b>132</b>	<b>18</b>	<b>4</b>	<b>\$51,736</b>	<b>0</b>	<b>318</b>		

\*alternate weeks

ATHLETIC PROGRAM EVALUATION FORM - SECTION B

Salem City School District

9-12

Salem High School

Richard S. Baker, Athletic Director

1997-98

Is there equal opportunity for males and females in the athletic program regarding:

	Yes	No
1. Equity in coaching salaries and coaching assignments and coaches' facilities (Please attach salary guide for coaches)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The provision of practice and competitive facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The provision of comparable facilities such as locker rooms, showers, and whirlpools	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The provision of equipment and supplies and the maintenance of the same	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The provision of medical and training facilities and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The provision of comparable publicity and awards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The provision of support services such as pep rallies, cheerleaders, statisticians	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. The provision of transportation and other travel	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# ATHLETIC PARTICIPATION EVALUATION FORM - SECTION C

Salem City School District  
Salem High School

9-12  
Richard S. Baker, Athletic Director  
1997-98

## SECTION ONE - ATHLETIC PROGRAMS

1. Name(s) of person(s) scheduling athletic events: Richard S. Baker, AD
2. Athletic Conference Membership(s): Tri-County Conference
3. Teams on which **only males** participate:
 

Varsity	4
Subvarsity	4
Total	8
4. Teams on which **only females** participate:
 

Varsity	4
Subvarsity	4
Total	8
5. Teams on which **both females and males** participate:
 

Varsity	3
Subvarsity	0
Total	3

List each team with its percentage of males:

Cross Country	71%
Golf	100%
Outdoor Track	50%
6. Total number of **females** participating on interscholastic athletic teams: 132
7. Total number of **males** participating on interscholastic athletic teams: 117
8. Total number of coaches for **female** teams:
 

Male	5
Female	3
Total	8
9. Total number of coaches for **male** teams:
 

Male	10
Female	0
Total	10
10. Total number of coaches for co-ed teams:
 

Male	3
Female	1
Total	4

## 11. SURVEY OF ATHLETIC INTERESTS

- 11a. Have you surveyed **female** students for their athletic interests in the last three years? If yes list date(s), grades surveyed, and number of students responding.

Yes	No
	X

11b. Was interest in additional sports/levels of competition identified? Yes  No

11c. As a result of the survey(s), the following recommendations were implemented:

12. List sports and/or levels that have been added to the athletic program in the past five years.

13. Boys' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="text"/>	<input type="text"/>	<input type="text"/>
Cheerleading (Away)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pep Rallies	<input checked="" type="text"/>	<input type="text"/>	<input type="text"/>
Band	<input type="text"/>	<input type="text"/>	<input type="text"/>

14. Girls' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="text"/>	<input type="text"/>	<input type="text"/>
Cheerleading (Away)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pep Rallies	<input checked="" type="text"/>	<input type="text"/>	<input type="text"/>
Band	<input type="text"/>	<input type="text"/>	<input type="text"/>

15. Practice Times

	Varsity	JV	Freshmen
Boys' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 6-8
Girls' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 3-5
Boys' Soccer	NA	NA	NA
Girls' Soccer	NA	NA	NA
Cross Country (co-ed)	M - F 3 - 5:30	NA	NA
Outdoor Track (co-ed)	M - F 3 - 5:30	NA	NA

## SECTION TWO - ATHLETIC FACILITIES

16. Are practice facilities and equipment comparable and equitable for the same sports for males and females? Yes  No

Accessible to:

Boys

Girls

Neither

Trainer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training Room	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Whirlpool	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Locker rooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team Rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### 17. Outdoor Facilities

Number of fields on school property:  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Baseball (2), Field Hockey (1), Football (2), Softball (2), X-Country (1) 8

Number of fields on other public property:  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Football (1) 1

#### 18. Indoor Facilities

Total number of full-sized gyms: 1

Total number of auxiliary indoor facilities: 3  
Describe:  
Middle School Gymnasium (1), Cafeteria (1), Weight room (1)

Accessible to:

	Boys	Girls	Neither
Athletic Director's Office	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visiting Team Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
officials' Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### 19. Special Purpose Facilities

	School Property	Other Public Property	Private or Club Property
Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
# of Courts	4		
Any sex restriction?	NA		
Swimming Pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any sex restriction?			
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any sex restriction?			NO

# ATHLETIC PROGRAM EVALUATION FORM - SECTION A

Salem City School District

9-12

Salem High School

Richard S. Baker, Athletic Director

1998-99

Name of Sport	Level	Sex	# of Participants		# of Coaches		Salary	Season	# of Games	Game Time/Day	Practice Time/Day
			Male	Female	Male	Female					
Cross Country	V	Co-ed									
Golf	V	Co-ed	13	0	1	0	\$2,715	Spring	24	M/W/F 3:30	M-F 3:00 - 5:30
Track (Indoor)	V	Co-ed									
Track (Outdoor)	V	Co-ed	26	18	2	0	\$3,429	Spring	15	T/R 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>39</b>	<b>18</b>	<b>3</b>	<b>0</b>	<b>\$6,144</b>		<b>39</b>		
Basketball	V	Female	0	13	1	0	\$3,466	Winter	21	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Female	0	19	1	0	\$2,572	Winter	21	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Female	0	16	1	0	\$2,572	Winter	13	T/R 4:00	M-F 3:00 - 5:00
Field Hockey	V	Female	0	18	0	1	\$3,429	Fall	15	M/W/F 4:00	M-F 3:00 - 5:30
Field Hockey	JV	Female	0	17	0	1	\$2,572	Fall	15	M/W/F 5:15	M-F 3:00 - 5:30
Soccer	V	Female	0	15	1	0	\$2,251	Fall	15	M/W/F 4:00	M-F 3:00 - 5:30
Softball	V	Female	0	17	1	0	\$3,429	Spring	22	M/W/F 4:00	M-F 3:00 - 5:30
Softball	JV	Female	0	15	0	1	\$2,572	Spring	20	M/W/F 4:00	M-F 3:00 - 5:30
Tennis	V	Female	0	9	1	0	\$2,715	Fall	18	M/W/F 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>0</b>	<b>139</b>	<b>6</b>	<b>3</b>	<b>\$25,578</b>		<b>160</b>		
Baseball	V	Male	15	0	1	0	\$3,429	Spring	20	M/W/F 4:00	M-F 3:00 - 5:30
Baseball	JV	Male	16	0	1	0	\$1,143	Spring	20	M/W/F 4:00	M-F 3:00 - 5:30
Basketball	V	Male	14	0	1	0	\$3,466	Winter	22	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Male	15	0	1	0	\$1,143	Winter	22	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Male	20	0	1	0	\$2,572	Winter	18	T/R 4:00	M-F 6:00 - 8:00
Football	V	Male	20	0	1	0	\$3,215	Fall	10	SAT 1:00	M-F 3:00 - 5:30
Football	JV	Male	15	0	2	0	\$2,072	Fall	9	M 4:00	M-F 3:00 - 5:30
Football	Fr	Male	25	0	2	0	\$1,501	Fall	9	F 4:00	M-F 3:00 - 5:30
Soccer	V	Male	19	0	1	0	\$2,251	Fall	15	M/W/F 4:00	M-F 3:00 - 5:30
Tennis	V	Male	7	0	1	0	\$2,715	Spring	18	M/W/F 4:00	M-F 3:00 - 5:30
Wrestling	V	Male									
<b>SubTotal</b>			<b>166</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>\$23,507</b>		<b>163</b>		
<b>Total</b>			<b>205</b>	<b>157</b>	<b>21</b>	<b>3</b>	<b>\$55,229</b>	<b>0</b>	<b>362</b>		

\* alternate weeks



ATHLETIC PROGRAM EVALUATION FORM - SECTION B

Salem City School District

9-12

Salem High School

Richard S. Baker, Athletic Director

1998-99

Is there equal opportunity for males and females in the athletic program regarding:

	Yes	No
1. Equity in coaching salaries and coaching assignments and coaches' facilities (Please attach salary guide for coaches)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The provision of practice and competitive facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The provision of comparable facilities such as locker rooms, showers, and whirlpools	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The provision of equipment and supplies and the maintenance of the same	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The provision of medical and training facilities and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The provision of comparable publicity and awards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The provision of support services such as pep rallies, cheerleaders, statisticians	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. The provision of transportation and other travel	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ATHLETIC PARTICIPATION EVALUATION FORM - SECTION C

Salem City School District  
Salem High School

9-12  
Richard S. Baker, Athletic Director  
1998-99

**SECTION ONE - ATHLETIC PROGRAMS**

1. Name(s) of person(s) scheduling athletic events: Richard S. Baker, AD
2. Athletic Conference Membership(s): Tri-County Conference
3. Teams on which **only males** participate:
 

Varsity	5
Subvarsity	5
Total	10
4. Teams on which **only females** participate:
 

Varsity	5
Subvarsity	4
Total	9
5. Teams on which **both females and males** participate:
 

Varsity	2
Subvarsity	0
Total	2

List each team with its percentage of males:

Cross Country	NA
Golf	100%
Outdoor Track	59%
6. Total number of **females** participating on interscholastic athletic teams: 157
7. Total number of **males** participating on interscholastic athletic teams: 205
8. Total number of coaches for **female** teams:
 

Male	6
Female	3
Total	9
9. Total number of coaches for **male** teams:
 

Male	12
Female	0
Total	12
10. Total number of coaches for co-ed teams:
 

Male	3
Female	0
Total	3

**11. SURVEY OF ATHLETIC INTERESTS**

- 11a. Have you surveyed **female** students for their athletic interests in the last three years? If yes list date(s), grades surveyed, and number of students responding.

Yes	No
X	

Fall - 1998 (General Student Interest Survey)  
Grades 9 - 11 (262 respondents; 132- male, 130- female)

11b. Was interest in additional sports/levels of competition identified? Yes ☐ No ☐  
X ☐

11c. As a result of the survey(s), the following recommendations were implemented:  
 (none)

12. List sports and/or levels that have been added to the athletic program in the past five years.

Varsity Girls' Soccer - Varsity Boys' Soccer (1998)

13. Boys' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Girls' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading (Away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pep Rallies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Practice Times

	Varsity	JV	Freshmen
Boys' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 6-8
Girls' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 3-5
Boys' Soccer	M - F 3 - 5:30	NA	NA
Girls' Soccer	M - F 3 - 5:30	NA	NA
Cross Country (co-ed)	M - F 3 - 5:30	NA	NA
Outdoor Track (co-ed)	M - F 3 - 5:30	NA	NA

## SECTION TWO - ATHLETIC FACILITIES

16. Are practice facilities and equipment comparable and equitable for the same sports for males and females? Yes ☐ No ☐  
X ☐

Accessible to:  
 Boys

Girls

Neither

Trainer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training Room	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Whirlpool	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Locker rooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team Rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### 17. Outdoor Facilities

Number of fields on school property: 10  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Baseball (2), Field Hockey (1), Football (2), Soccer (2), Softball (2), X-Country (1)

Number of fields on other public property: 1  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Football (1)

#### 18. Indoor Facilities

Total number of full-sized gyms: 1

Total number of auxiliary indoor facilities: 3

Describe:

Middle School Gymnasium (1), Cafeteria (1), Weight room (1)

Accessible to:

	Boys	Girls	Neither
Athletic Director's Office	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visiting Team Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
officials' Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### 19. Special Purpose Facilities

	School Property	Other Public Property	Private or Club Property
Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
# of Courts	4		
Any sex restriction?	NA		
Swimming Pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any sex restriction?			
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any sex restriction?			NO

# ATHLETIC PROGRAM EVALUATION FORM - SECTION A

Salem City School District

9-12

Salem High School

Richard S. Baker, Athletic Director

4 Year Comparison

Name of Sport	Level	Sex	# of Participants		# of Coaches		Salary	Season	# of Games	Game Time/Day	Practice Time/Day
			Male	Female	Male	Female					
Cross Country	V	Co-ed	25	4	3	0	\$8,145	Fall	39	M/W/F 4:00	M-F 3:00 - 5:30
Golf	V	Co-ed	53	7	4	0	\$10,717	Spring	86	M/W/F 3:30	M-F 3:00 - 5:30
Track (Indoor)											
Track (Outdoor)	V	Co-ed	71	59	6	1	\$12,149	Spring	58	T/R 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>149</b>	<b>70</b>	<b>13</b>	<b>1</b>	<b>\$31,011</b>		<b>183</b>		
Basketball	V	Female	0	52	2	2	\$14,253	Winter	87	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Female	0	55	4	0	\$9,931	Winter	83	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Female	0	55	4	0	\$9,217	Winter	38	T/R 4:00	M-F 3:00 - 5:00
Field Hockey	V	Female	0	62	0	4	\$13,716	Fall	63	M/W/F 4:00	M-F 3:00 - 5:30
Field Hockey	JV	Female	0	78	0	4	\$10,288	Fall	63	M/W/F 5:15	M-F 3:00 - 5:30
Soccer	V	Female	0	15	1	0	\$2,251	Fall	15	M/W/F 4:00	M-F 3:00 - 5:30
Softball	V	Female	0	63	4	0	\$11,362	Spring	87	M/W/F 4:00	M-F 3:00 - 5:30
Softball	JV	Female	0	74	0	4	\$10,288	Spring	81	M/W/F 4:00	M-F 3:00 - 5:30
Tennis	V	Female	0	54	4	0	\$10,860	Fall	71	M/W/F 4:00	M-F 3:00 - 5:30
<b>SubTotal</b>			<b>0</b>	<b>508</b>	<b>19</b>	<b>14</b>	<b>\$92,166</b>		<b>588</b>		
Baseball	V	Male	61	0	4	0	\$13,716	Spring	84	M/W/F 4:00	M-F 3:00 - 5:30
Baseball	JV	Male	27	0	2	0	\$3,358	Spring	39	M/W/F 4:00	M-F 3:00 - 5:30
Basketball	V	Male	48	0	4	0	\$13,467	Winter	88	T/R 4:00/7:00 (6)	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	JV	Male	50	0	4	0	\$8,859	Winter	84	T/R 5:30	M-F 3:00 - 5:00, 5:00-7:00*
Basketball	Fr	Male	58	0	4	0	\$10,288	Winter	65	T/R 4:00	M-F 6:00 - 8:00
Football	V	Male	68	0	4	0	\$14,046	Fall	37	SAT 1:00	M-F 3:00 - 5:30
Football	JV	Male	50	0	8	0	\$10,253	Fall	33	M 4:00	M-F 3:00 - 5:30
Football	Fr	Male	77	0	8	0	\$8,503	Fall	35	F 4:00	M-F 3:00 - 5:30
Soccer	V	Male	19	0	1	0	\$2,251	Fall	15	M/W/F 4:00	M-F 3:00 - 5:30
Tennis	V	Male	29	0	4	0	\$10,860	Spring	71	M/W/F 4:00	M-F 3:00 - 5:30
Wrestling											
<b>SubTotal</b>			<b>487</b>	<b>0</b>	<b>43</b>	<b>0</b>	<b>\$95,601</b>		<b>551</b>		
<b>Total</b>			<b>636</b>	<b>578</b>	<b>75</b>	<b>15</b>	<b>\$218,778</b>		<b>0</b>		

\*alternate weeks

# ATHLETIC PARTICIPATION EVALUATION FORM - SECTION C

Salem City School District  
Salem High School

9-12  
Richard S. Baker, Athletic Director  
4 Year Summary

## SECTION ONE - ATHLETIC PROGRAMS

1. Name(s) of person(s) scheduling athletic events: Richard S. Baker, AD
2. Athletic Conference Membership(s): Tri-County Conference
3. Teams on which **only males** participate:
 

Varsity	17
Subvarsity	18
Total	35
4. Teams on which **only females** participate:
 

Varsity	17
Subvarsity	16
Total	33
5. Teams on which **both females and males** participate:
 

Varsity	11
Subvarsity	0
Total	11

List each team with its percentage of males:

Cross Country	86%
Golf	88%
Outdoor Track	55%
6. Total number of **females** participating on interscholastic athletic teams: 578
7. Total number of **males** participating on interscholastic athletic teams: 636
8. Total number of coaches for **female** teams:
 

Male	19
Female	14
Total	33
9. Total number of coaches for **male** teams:
 

Male	43
Female	0
Total	43
10. Total number of coaches for co-ed teams:
 

Male	13
Female	1
Total	14

## 11. SURVEY OF ATHLETIC INTERESTS

- 11a. Have you surveyed **female** students for their athletic interests in the last three years? If yes list date(s), grades surveyed, and number of students responding.

Yes	No
X	

Fall - 1998 (General Student Interest Survey)  
Grades 9 - 11 (262 respondents; 132- male, 130- female)

	Yes	No
11b. Was interest in additional sports/levels of competition identified?	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>

11c. As a result of the survey(s), the following recommendations were implemented:  
(none)

12. List sports and/or levels that have been added to the athletic program in the past five years.

Varsity Girls' Soccer - Varsity Boys' Soccer (1998)

13. Boys' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>
Cheerleading (Away)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>
Pep Rallies	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>
Band	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>

14. Girls' basketball support services:

	Varsity	JV	Freshmen
Cheerleading (Home)	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>
Cheerleading (Away)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>
Pep Rallies	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>
Band	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>

15. Practice Times

	Varsity	JV	Freshmen
Boys' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 6-8
Girls' Basketball	M-F 3-5;5-7*	M-F 3-5;5-7*	M-F 3-5
Boys' Soccer	M - F 3 - 5:30	NA	NA
Girls' Soccer	M - F 3 - 5:30	NA	NA
Cross Country (co-ed)	M - F 3 - 5:30	NA	NA
Outdoor Track (co-ed)	M - F 3 - 5:30	NA	NA

## SECTION TWO - ATHLETIC FACILITIES

	Yes	No
16. Are practice facilities and equipment comparable and equitable for the same sports for males and females?	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>

Accessible to:

Boys

Girls

Neither

Trainer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training Room	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Whirlpool	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Locker rooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team Rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### 17. Outdoor Facilities

Number of fields on school property: 10  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Baseball (2), Field Hockey (1), Football (2), Soccer (2), Softball (2), X-Country (1)

Number of fields on other public property: 1  
(specify if special purpose field, i.e., hockey, soccer, etc.)  
Football (1)

#### 18. Indoor Facilities

Total number of full-sized gyms: 1

Total number of auxiliary indoor facilities: 3

Describe:

Middle School Gymnasium (1), Cafeteria (1), Weight room (1)

Accessible to:

	Boys	Girls	Neither
Athletic Director's Office	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visiting Team Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
officials' Room	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### 19. Special Purpose Facilities

	School Property	Other Public Property	Private or Club Property
Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
# of Courts	4		
Any sex restriction?	NA		
Swimming Pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any sex restriction?			
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any sex restriction?			NO



SCHEDULE "D"

Extra Pay for Athletic Assignments  
1994-95, 1995-96, 1996-97, 1997-98, 1998-99

	1	2	3	4	5
Athletic Director	2430	2827	3215	3608	4002
Football					
Head Coach	2430	2827	3215	3608	4002
Assistant Line Coach	1287	1680	2072	2465	2858
Assistant, JV	1143	1501	1858	2215	2572
Freshmen Coach	1143	1501	1858	2215	2572
Assistant, Freshmen	1143	1501	1858	2215	2572
Sports Announcer	56				
Press Box Supervisor	56				
Scorekeeper	35				
Timer	35				
Basketball (Boys & Girls)					
Head Coach	2287	2679	3073	3466	3857
Asst. Coach, JV	1143	1501	1858	2215	2572
Freshmen Coach	1143	1501	1858	2215	2572
Scorekeeper	35				
Timer	35				
Track (Boys & Girls)					
Head Coach	1856	2251	2644	3038	3429
Assistant Coach	1143	1501	1858	2215	2572
Assistant Coach	1143	1501	1858	2215	2572
Baseball					
Head Coach	1856	2251	2644	3038	3429
Assistant Coach	1143	1501	1858	2215	2572
Wrestling					
Head Coach	1856	2251	2644	3038	3429
Assistant Coach	1143	1501	1858	2215	2572
Hockey					
Head Coach	1856	2251	2644	3038	3429
Assistant Coach	1143	1501	1858	2215	2572
Assistant Coach	1143	1501	1858	2215	2572
Softball					
Head Coach	1856	2251	2644	3038	3429
Assistant Coach	1143	1501	1858	2215	2572
Indoor Track	1786	2072	2358	2572	2715
Cross Country	1786	2072	2358	2572	2715
Golf	1786	2072	2358	2572	2715
Tennis (Boys & Girls)	1786	2072	2358	2572	2715
Intramurals	672	786			

(Intramurals must involve at least 30 students and a minimum of 30 hours)

## Appendix C

### Raw Data Collections

(Student Interest Survey)

page 95  
"Filmed as Bound"

Grade 9 - Males

**1997-98 School Year**

None	N/A				
Fall		Winter		Spring	
Football	N/A	Basketball	N/A	Baseball	N/A
X-Country	N/A			Track	N/A
				Tennis	N/A
				Golf	N/A

**1998-99 School Year**

None	18				
Fall		Winter		Spring	
Football	15	Basketball	14	Baseball	12
Soccer	5			Track	4
				Tennis	0
				Golf	6

New Levels	Extreme	Moderate	Slightly	Not Very
JV Soccer	1	6	0	2
JV Golf	0	10	0	1
JV Baseball	1	0	0	0

New Sports	Extreme	Moderate	Slightly	Not Very
Bowling	11	8	4	12
X-Country	2	5	7	14
Fencing	8	3	4	16
Gymnastic	3	3	4	18
Ice Hockey	21	4	5	8
Indoor Track	5	7	3	13
Swimming	12	2	2	17
Volleyball	3	4	4	19
Wrestling	21	6	2	11

**Difficulties**

Eligibility	1	
Practice Times	2	
Field Set Up	1	
Time Commitment	2	
Transportation	2	
Deadlines	1	
# of Practices	2	

# of Respondents 51

# of Surveys

Response Rate

Grade 10 - Males

**1997-98 School Year**

None	12				
Fall		Winter		Spring	
Football	12	Basketball	6	Baseball	3
X-Country				Track	2
				Tennis	1
				Golf	2

**1998-99 School Year**

None	11				
Fall		Winter		Spring	
Football	7	Basketball	6	Baseball	5
Soccer	2			Track	4
				Tennis	1
				Golf	1

<b>New Levels</b>	Extreme	Moderate	Slightly	Not Very
JV Baseball	4	1		
JV Soccer	1	1		

<b>New Sports</b>	Extreme	Moderate	Slightly	Not Very
Bowling	7	5	4	5
X-Country	3	2	2	10
Fencing	0	1	4	11
Gymnastic	2	0	3	8
Ice Hockey	5	2	1	6
Indoor Track	4	2	4	6
Swimming	1	3	4	9
Volleyball	1	3	3	8
Wrestling	8	1	2	7

**Difficulties**

Transportation	2	
Practice Times	2	
Homework	1	

# of Respondents      31  
 # of Surveys  
 Response Rate

Grade 11- Males

**1997-98 School Year**

None	26				
Fall		Winter		Spring	
Football	11	Basketball	9	Baseball	6
X-Country	1			Track	4
				Tennis	2
				Golf	4

**1998-99 School Year**

None	22				
Fall		Winter		Spring	
Football	9	Basketball	6	Baseball	9
Soccer	6			Track	5
				Tennis	3
				Golf	4

New Levels	Extreme	Moderate	Slightly	Not Very
JV Soccer	1	2	1	0
JV Baseball	0	2	0	0

New Sports	Extreme	Moderate	Slightly	Not Very
Bowling	6	4	5	9
X-Country	2	5	8	10
Fencing	3	5	3	13
Gymnastic	3	3	5	12
Ice Hockey	19	3	3	7
Indoor Track	6	2	6	10
Swimming	7	6	6	5
Volleyball	6	6	5	10
Wrestling	12	9	4	5

**Difficulties**

Practice Times	2	
Practive length	1	
Transportation	9	

# of Respondents 50

# of Surveys

Response Rate

# Grade 9 - Females

## 1997-98 School Year

None	N/A				
Fall		Winter		Spring	
Field Hockey	N/A	Basketball	N/A	Softball	N/A
X-Country	N/A			Track	N/A
Tennis	N/A			Golf	N/A

## 1998-99 School Year

None	21				
Fall		Winter		Spring	
Field Hockey	4	Basketball	12	Baseball	16
Soccer	3			Track	3
Tennis	4			Golf	0

New Levels	Extreme	Moderate	Slightly	Not Very
Freshman Field Hockey	1	1	1	1
JV Soccer	0	1	4	1
JV Golf	0	0	0	2

New Sports	Extreme	Moderate	Slightly	Not Very
Bowling	5	6	1	18
X-Country	1	3	2	19
Fencing	2	1	2	20
Gymnastic	7	9	9	6
Ice Hockey	1	5	7	13
Indoor Track	4	5	6	9
Swimming	15	9	4	8
Volleyball	3	9	5	9
Wrestling	1	7	5	14

## Difficulties

Transportation	1	
Scheduling	1	
# of Practices	1	
Practice Times	1	

# of Respondents 46  
 # of Surveys  
 Response Rate

Grade 10 - Females

**1997-98 School Year**

None	12				
Fall		Winter		Spring	
Field Hockey	4	Basketball	13	Softball	9
X-Country	1			Track	4
Tennis	2			Golf	

**1998-99 School Year**

None	12				
Fall		Winter		Spring	
Field Hockey	7	Basketball	10	Softball	12
Soccer	6			Track	8
Tennis	2			Golf	

<b>New Levels</b>	Extreme	Moderate	Slightly	Not Very

<b>New Sports</b>	Extreme	Moderate	Slightly	Not Very
Bowling	3	4	3	5
X-Country	1	2	2	6
Fencing	0	2	5	5
Gymnastic	8	6	1	2
Ice Hockey	6	4	2	2
Indoor Track	4	6	1	3
Swimming	10	5	4	2
Volleyball	5	4	4	3
Wrestling	5	1	1	7

**Difficulties**

Weekend Practices	2	Expense of Personal	
Practice Times	2	Equipment	1
Impact on Other		Too Many Team	
XC Activities	1	Members	1
Transportation	3		
Scheduling	1		

# of Respondents 35

# of Surveys

Response Rate

Grade 11 - Females

**1997-98 School Year**

None	26				
Fall		Winter		Spring	
Field Hockey	13	Basketball	12	Softball	6
X-Country	0			Track	3
Tennis	2			Golf	0

**1998-99 School Year**

None	22				
Fall		Winter		Spring	
Field Hockey	11	Basketball	11	Softball	10
Soccer	2			Track	5
Tennis	1			Golf	0

**New Levels**

	Extreme	Moderate	Slightly	Not Very
Girl's Golf	0	0	1	0
JV Golf	0	0	2	2
Freshmen Field Hockey	0	2	1	0
JV Soccer	1	2	1	0

**New Sports**

	Extreme	Moderate	Slightly	Not Very
Bowling	10	11	7	10
X-Country	4	2	4	20
Fencing	1	5	5	21
Gymnastic	9	8	6	8
Ice Hockey	9	8	6	10
Indoor Track	8	6	5	13
Swimming	21	1	6	5
Volleyball	18	11	4	6
Wrestling	8	5	5	13

**Difficulties**

Transportation	9	
Practice Times	3	
Saturday Practices	2	
# of Practices	1	
Summer Practices	3	
No Track Facility	1	

# of Respondents      49

# of Surveys

Response Rate



# Recap

													Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. 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Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. Males	Tot. Fem.	Tot. 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[illegible]

# Recap

New Sports	Gr. 9 Males	Gr. 9 Fem.	Gr. 9 Tot.	Gr. 10 Males	Gr. 10 Fem.	Gr. 10 Tot.	Gr. 11 Males	Gr. 11 Fem.	Gr. 11 Tot.	Tot. Males	Tot. Fem.	Tot.s
Bowling												
Extreme	11	5	16	7	3	10	6	10	16	24	18	42
Moderate	8	6	14	5	4	9	4	11	15	17	21	38
Slightly	4	1	5	4	3	7	5	7	12	13	11	24
Not Very	12	18	30	5	5	10	9	10	19	26	33	59
X-Country												
Extreme	2	1	3	3	1	4	2	4	6	7	6	13
Moderate	5	3	8	2	2	4	5	2	7	12	7	19
Slightly	7	2	9	2	2	4	8	4	12	17	8	25
Not Very	14	19	33	10	6	16	10	20	30	34	45	79
Fencing												
Extreme	8	2	10	0	0	0	3	1	4	11	3	14
Moderate	3	1	4	1	2	3	5	5	10	9	8	17
Slightly	4	2	6	4	5	9	3	5	8	11	12	23
Not Very	16	20	36	11	5	16	13	21	34	40	46	86
Gymnastics												
Extreme	3	7	10	2	8	10	3	9	12	8	24	32
Moderate	3	9	12	0	6	6	3	8	11	6	23	29
Slightly	4	9	13	3	1	4	5	6	11	12	16	28
Not Very	18	6	24	8	2	10	12	8	20	38	16	54
Ice Hockey												
Extreme	21	1	22	5	6	11	19	9	28	45	16	61
Moderate	4	5	9	2	4	6	3	8	11	9	17	26
Slightly	5	7	12	1	2	3	3	6	9	9	15	24
Not Very	8	13	21	6	2	8	7	10	17	21	25	46
Indoor Track												
Extreme	5	4	9	4	4	8	6	8	14	15	16	31
Moderate	7	5	12	2	6	8	2	6	8	11	17	28
Slightly	3	6	9	4	1	5	6	5	11	13	12	25
Not Very	13	9	22	6	3	9	10	13	23	29	25	54
Swimming												
Extreme	12	15	27	1	10	11	7	21	28	20	46	66
Moderate	2	9	11	3	5	8	6	1	7	11	15	26
Slightly	2	4	6	4	4	8	6	6	12	12	14	26
Not Very	17	8	25	9	2	11	5	5	10	31	15	46
Volleyball												
Extreme	3	3	6	1	5	6	6	18	24	10	26	36
Moderate	4	9	13	3	4	7	6	11	17	13	24	37
Slightly	4	5	9	3	4	7	5	4	9	12	13	25
Not Very	19	9	28	8	3	11	10	6	16	37	18	55

Wrestling	Gr. 9										Gr. 10				Gr. 11				Tot.	
	Males	Fem.	Tot.	Males	Fem.	Tot.	Males	Fem.	Tot.	Males	Fem.	Tot.	Males	Fem.	Tot.	Males	Fem.	Tot.		
Extrem	21	1	22	8	5	13	12	8	20	41	14	55								
Moderate	6	7	13	1	1	2	9	5	14	16	13	29								
Slightly	2	5	7	2	1	3	4	5	9	8	11	19								
Not Very	11	14	25	7	7	14	5	13	18	23	34	57								
Difficulties																				
Transportation	2	1	3	2	3	5	9	9	18	13	13	26								
Practice Times	2	1	3	2	2	4	2	3	5	6	6	12								
# of Practices	2	1	3	0	0	0	0	1	1	2	2	4								
Summer Practices	0	0	0	0	0	0	0	3	3	0	3	3								
No Track Facility	0	0	0	0	0	0	0	1	1	0	1	1								
Eligibility	1	0	1	0	0	0	0	0	0	1	0	1								
Field Set Up	1	0	1	0	0	0	0	0	0	1	0	1								
Time Commitment	2	0	2	0	0	0	0	0	0	2	0	2								
Deadlines	1	0	1	0	0	0	0	0	0	1	0	1								
Saturday Practices	0	1	1	0	2	2	0	2	2	0	5	5								
Homework	0	0	0	1	0	1	0	0	0	1	0	1								
Impact on other XC act	0	0	0	0	1	1	0	0	0	0	1	1								
Scheduling	0	0		0	1	1	0	0	0	0	1	1								
Expense of Equip	0	0		0	1	1	0	0	0	0	1	1								
Team Size	0	0		0	1	1	0	0	0	0	1	1								
Practice Length	0	0	0	0	0	0	1	0	1	1	0	1								

	Gr. 9 Males	Gr. 9 Fem.	Gr. 9 Tot.	Gr. 10 Males	Gr. 10 Fem.	Gr. 10 Tot.	Gr. 11 Fem.	Gr. 11 Tot.	Tot. Males	Tot. Fem.	Tot.
# of Respondents	51	46	97	31	35	66	49	99	132	130	262
# of Surveys	92	77	169	59	64	123	55	117	213	196	409
Response Rate	55.43%	59.74%	57.40%	52.54%	54.69%	53.66%	89.09%	84.62%	61.97%	66.33%	64.06%

Appendix D  
Raw Data Collections  
(Gender Equity Survey)

# Student Responses

Code #	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
S1	5	5	5	5	4	4	4	5	4	5	5	4	4	4	4
S2	4	4	4	4	2	4	4	4	4	3	3	2	3	3	4
S3	5	4	4	5	4	5	2	4	5	4	4	2	4	2	4
S4	4	4	4	5	4	3	3	4	4	4	5	5	4	4	5
S5	5	5	4	4	4	5	4	5	5	4	4	3	4	4	4
S6	5	4	4	4	3	5	5	4	3	4	5	5	5	2	5
S7	3	3	4	4	3	4	4	3	4	4	4	4	2	3	4
S8	5	3	3	5	5	5	5	4	5	1	3	4	3	5	5
S9	4	3	2	4	4	4	4	4	4	1	4	4	3	4	3
S10	4	2	2	4	4	2	4	2	3	3	4	4	3	2	4
S11	5	4	3	4	5	5	5	4	4	5	4	4	4	3	4
S12	4	4	4	4	4	4	4	4	2	4	5	4	4	5	5
S13	5	3	3	5	5	5	5	5	4	5	5	4	5	4	4
S14	5	5	5	4	3	4	4	3	3	2	3	3	4	4	5
S15	4	4	4	4	4	3	4	4	5	4	4	4	3	3	4
S16	4	3	3	4	3	4	4	4	4	2	4	3	4	3	4
S17	4	2	4	4	4	4	4	4	4	3	4	4	4	3	3
S18	3	3	3	4	3	4	3	3	4	4	3	3	3	2	3
S19	4	4	4	4	2	4	4	4	4	3	3	3	4	3	4
S20	4	4	3	5	4	5	5	5	4	4	3	4	4	2	5
S21	4	4	3	3	5	5	5	5	5	5	4	3	5	5	5
S22	4	2	3	2	3	4	4	2	4	3	2	3	3	2	4
Mean	4.27	3.59	3.55	4.14	3.73	4.18	4.09	3.91	4.00	3.50	3.86	3.59	3.73	3.27	4.18
Median	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
Mode	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
SD	0.63	0.91	0.80	0.71	0.88	0.80	0.75	0.87	0.76	1.19	0.83	0.80	0.77	1.03	0.66

# Student Responses

Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	SEX	GRADE
4	4	2	2	2	2	2	1	1	2	1	3	4	3	F	9
3	4	2	3	2	3	2	3	2	2	2	3	4	2	M	11
4	4	2	2	2	2	2	2	3	2	2	2	4	2	F	12
3	4	4	4	5	4	2	2	2	2	1	1	4	5	M	12
4	4	2	2	2	2	2	1	1	2	1	2	4	2	F	10
5	3	5	5	5	5	2	2	3	3	2	2	3	2	M	10
4	3	3	4	4	3	4	4	5	3	4	3	4	3	M	11
5	2	2	2	2	3	2	1	2	4	4	2	5	1	F	11
4	4	2	2	2	2	2	2	2	3	2	2	3	3	F	11
4	2	3	3	2	5	2	3	3	5	4	4	2	4	M	12
5	3	1	1	1	1	1	1	1	4	4	2	4	2	F	10
5	2	2	2	1	1	1	2	2	2	2	2	5	1	F	12
5	2	5	4	4	5	5	3	3	5	2	2	4	2	F	11
4	2	3	3	3	3	1	3	3	4	3	3	3	3	M	9
3	4	4	3	3	3	3	3	4	3	2	3	4	4	M	9
3	3	4	4	2	3	3	2	3	4	2	2	2	4	F	11
4	4	3	2	2	3	4	2	2	4	2	4	3	4	F	11
3	3	3	4	4	2	2	2	2	4	3	2	4	3	F	11
4	2	2	2	2	2	3	3	3	3	3	3	3	3	M	11
4	3	2	3	1	4	3	2	2	2	3	2	4	3	M	12
5	4	5	4	4	5	4	4	5	5	5	5	5	5	M	11
3	2	2	5	3	3	3	2	2	5	5	2	3	5	F	12
4.00	3.09	2.86	3.00	2.64	3.00	2.50	2.27	2.55	3.32	2.68	2.55	3.68	3.00		
4	3	2.5	3	2	3	2	2	2	3	2	2	4	3		
4	4	2	2	2	3	2	2	2	2	2	2	4	3		
0.76	0.87	1.17	1.11	1.22	1.23	1.06	0.88	1.10	1.13	1.21	0.91	0.84	1.20		

# Parent Responses

Code #	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
P1	4	4	4	4	4	4	3	4	3	3	4	4	4	2	4
P2	5	3	3	4	3	4	4	4	4	3	3	3	3	3	3
P3	1	3	3	4	2	5	1	1	4	4	4	1	3	1	5
P4	4	3	3	4	3	3	3	4	2	4	3	4	3	3	3
P5	5	5	5	4	5	5	5	5	5	3	4	5	3	5	3
P6	4	4	4	2	4	4	4	4	4	2	4	4	1	3	2
P7	4	3	3	4	4	4	4	4	4	3	2	4	4	1	1
P8	4	4	4	3	3	4	2	3	4	3	2	4	3	3	4
P9	5	4	4	5	4	4	4	4	4	3	3	4	4	3	4
P10	4	3	2	4	2	4	4	2	4	3	4	3	2	1	1
P11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
P12	4	3	4	4	4	4	4	4	3	3	3	4	3	4	4
P13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
P14	5	4	4	5	5	4	5	4	5	4	3	2	4	2	4
P15	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3
P16	4	2	2	4	4	4	4	4	4	3	3	2	3	4	3
P17	4	4	4	4	4	3	4	4	4	3	3	4	3	3	4
P18	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4
P19	4	3	2	4	4	4	2	4	4	3	4	2	2	2	2
P20	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5
P21	4	4	4	4	4	4	4	4	4	3	4	4	3	3	2
P22	4	2	2	2	4	4	4	4	4	4	2	2	4	4	4
P23	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4
P24	4	5	5	5	5	5	5	5	5	3	5	4	4	5	4
P25	4	4	4	4	3	3	4	4	4	3	2	3	3	3	3
P26	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
P27	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4
Mean	4.04	3.70	3.67	3.96	3.85	4.00	3.81	3.89	4.00	3.41	3.52	3.56	3.26	3.15	3.41
Median	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4
Mode	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4
SD	0.76	0.78	0.88	0.71	0.77	0.55	0.92	0.80	0.62	0.64	0.85	0.97	0.76	1.13	1.05



# Parent Responses

Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	SEX	GRADE
3	4	3	3	2	2	2	2	2	3	3	2	3	3	F	9
3	3	3	3	3	3	3	3	3	3	3	3	3	3	F	9,12
4	3	2	3	2	5	4	3	3	5	3	3	3	2	M	10
2	2	3	3	3	4	2	2	2	3	1	2	2	3	M	11
5	5	1	1	3	1	1	2	2	1	3	1	5	1	M	10
4	3	3	3	3	2	2	2	2	3	2	4	2	3	F	
2	1	2	4	2	4	2	2	2	5	2	2	4	2	M	11
3	2	3	3	3	3	2	3	3	2	3	3	2	3	M	11
5	4	3	3	3	2	2	3	3	3	3	2	4	2	F	10
2	2	3	4	2	4	2	3	3	3	1	4	4	3	F	12
4	4	2	2	3	3	2	2	2	3	1	2	4	2	F	12
4	4	3	4	4	3	2	3	3	3	3	2	3	3	F	12
4	3	2	2	2	4	4	4	3	3	2	1	4	2	F	9
4	4	4	4	4	3	2	3	4	5	3	1	4	3	M	11
4	3	3	3	3	2	2	3	3	3	2	2	4	2	M	9
3	2	3	3	3	2	2	2	2	3	3	2	3	4	F	11
3	3	3	3	2	3	3	3	3	3	3	3	4	3	F	
4	4	3	1	4	1	3	1	1	5	3	3	5	3	F	
2	4	2	2	2	4	2	2	2	2	2	3	3	3	F	
5	4	1	1	1	1	1	1	1	1	1	1	5	1	F	11
2	4	3	3	1	5	3	3	2	3	1	3	3	3	F	11
4	4	2	4	2	3	3	4	3	4	1	3	3	4	M	
4	4	3	2	2	3	2	2	2	3	2	3	4	3	F	
4	3	2	3	3	3	3	3	3	3	1	3	3	3	F	9
3	2	3	2	2	3	2	2	2	2	2	2	4	2	F	
4	4	2	2	2	2	2	2	2	3	2	2	4	2	F	11
4	4	4	4	3	3	4	4	4	3	4	4	4	4	F	12
3.52	3.30	2.63	2.78	2.56	2.89	2.37	2.56	2.48	3.07	2.22	2.44	3.56	2.67		
4	4	3	3	3	3	2	3	2	3	2	2	4	3		
4	4	3	3	2	3	2	2	2	3	3	2	4	3		
0.94	0.95	0.74	0.93	0.80	1.09	0.79	0.80	0.75	1.04	0.89	0.89	0.85	0.78		

# Student Responses - Gender

Code #	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
S1	5	5	5	5	4	4	4	5	4	5	5	4	4	4	4
S3	5	4	4	5	4	5	2	4	5	4	4	2	4	2	4
S5	5	5	4	4	4	5	4	5	5	4	4	3	4	4	4
S8	5	3	3	5	5	5	5	4	5	1	3	4	3	5	5
S9	4	3	2	4	4	4	4	4	4	1	4	4	3	4	3
S11	5	4	3	4	5	5	5	4	4	5	4	4	4	3	4
S12	4	4	4	4	4	4	4	4	2	4	5	4	4	5	5
S13	5	3	3	5	5	5	5	5	4	5	5	4	5	4	4
S16	4	3	3	4	3	4	4	4	4	2	4	3	4	3	4
S17	4	2	4	4	4	4	4	4	4	3	4	4	4	3	3
S18	3	3	3	4	3	4	3	3	4	4	3	3	3	2	3
S22	4	2	3	2	3	4	4	2	4	3	2	3	3	2	4
Mean	4.42	3.42	3.42	4.17	4.00	4.42	4.00	4.00	4.08	3.42	3.92	3.50	3.75	3.42	3.92
Median	4.5	3	3	4	4	4	4	4	4	4	4	4	4	3.5	4
Mode	5	3	3	4	4	4	4	4	4	4	4	4	4	4	4
SD	0.67	1.00	0.79	0.83	0.74	0.51	0.85	0.85	0.79	1.44	0.90	0.67	0.62	1.08	0.67
S2	4	4	4	4	2	4	4	4	4	3	3	2	3	3	4
S4	4	4	4	5	4	3	3	4	4	4	5	5	4	4	5
S6	5	4	4	4	3	5	5	4	3	4	5	5	5	2	5
S7	3	3	4	4	3	4	4	3	4	4	4	4	2	3	4
S10	4	2	2	4	4	2	4	2	3	3	4	4	3	2	4
S14	5	5	5	4	3	4	4	3	3	2	3	3	4	4	5
S15	4	4	4	4	4	3	4	4	5	4	4	4	3	3	4
S19	4	4	4	4	2	4	4	4	4	3	3	3	4	3	4
S20	4	4	3	5	4	5	5	5	4	4	3	4	4	2	5
S21	4	4	3	3	5	5	5	5	5	5	4	3	5	5	5
Mean	4.10	3.80	3.70	4.10	3.40	3.90	4.20	3.80	3.90	3.60	3.80	3.70	3.70	3.10	4.50
Median	4	4	4	4	3.5	4	4	4	4	4	4	4	4	3	4.5
Mode	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4
SD	0.57	0.79	0.82	0.57	0.97	0.99	0.63	0.92	0.74	0.84	0.79	0.95	0.95	0.99	0.53

Student Responses - Gender

Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29
4	4	2	2	2	2	2	1	1	2	1	3	4	3
4	4	2	2	2	2	2	2	3	2	2	2	4	2
4	4	2	2	2	2	2	1	1	2	1	2	4	2
5	2	2	2	2	3	2	1	2	4	4	2	5	1
4	4	2	2	2	2	2	2	2	3	2	2	3	3
5	3	1	1	1	1	1	1	1	4	4	2	4	2
5	2	2	2	1	1	1	2	2	2	2	2	5	1
5	2	5	4	4	5	5	3	3	5	2	2	4	2
3	3	4	4	2	3	3	2	3	4	2	2	2	4
4	4	3	2	2	3	4	2	2	4	2	4	3	4
3	3	3	4	4	2	2	2	2	4	3	2	4	3
3	2	2	5	3	3	3	2	2	5	5	2	3	5
4.08	3.08	2.50	2.67	2.25	2.42	2.42	1.75	2.00	3.42	2.50	2.25	3.75	###
4	3	2	2	2	2	2	2	2	4	2	2	4	2.5
4	4	2	2	2	2	2	2	2	4	2	2	4	2
0.79	0.90	1.09	1.23	0.97	1.08	1.16	0.62	0.74	1.16	1.24	0.62	0.87	###
3	4	2	3	2	3	2	3	2	2	2	3	4	2
3	4	4	4	5	4	2	2	2	2	1	1	4	5
5	3	5	5	5	5	2	2	3	3	2	2	3	2
4	3	3	4	4	3	4	4	5	3	4	3	4	3
4	2	3	3	2	5	2	3	3	5	4	4	2	4
4	2	3	3	3	3	1	3	3	4	3	3	3	3
3	4	4	3	3	3	3	3	4	3	2	3	4	4
4	2	2	2	2	2	3	3	3	3	3	3	3	3
4	3	2	3	1	4	3	2	2	2	3	2	4	3
5	4	5	4	4	5	4	4	5	5	5	5	5	5
3.90	3.10	3.30	3.40	3.10	3.70	2.60	2.90	3.20	3.20	2.90	2.90	3.60	###
4	3	3	3	3	3.5	2.5	3	3	3	3	3	4	3
4	4	2	3	2	3	2	3	3	3	2	3	4	3
0.74	0.88	1.16	0.84	1.37	1.06	0.97	0.74	1.14	1.14	1.20	1.10	0.84	###

## Biographical Data

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