Factors That Influence Black Males

To Drop Out From High School

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Abstract

The purpose of this study was to determine what factors influence African American males to leave high school without earning a diploma. Students were randomly selected into four categories: five ninth, five tenth, five eleventh, and five twelfth grade students. Each grade level student completed an in-depth survey containing objective questions relating to educational, social, and socioeconomic factors that may influence black male students to withdraw from high school. The result indicates no single educational, social, or socioeconomic factor that would influence these black male students' decision to withdraw from school before graduation. Research in this area should continue as there is much more information available regarding factors that influence black male students to leave high school without earning their diploma.

CHAPTER I

INTRODUCTION

Overview

Securing a high school diploma is a critical entry point to post-secondary training which is needed to thrive socially, civically and economically in 21st century America. Yet many African American males in the United States are part of a silent epidemic in their community high school system, failing to graduate from high school. The graduation numbers for black males are astonishing. The nation graduates 52% of Black males who enter the 9th grade (Schott Foundation for Public Education, 2010).

The reasons that influence African-American males to drop out of high school are numerous; and the challenges of social and educational issues, such as, peer pressure or education biases and/or practices, hinders black males' progression towards graduating from high school (Bell, 2009; Bell, 2010a). The Center of Social Organization of Schools (2007) concluded in their research that African-American male students may drop out of high school due to school practices, such as subtle encouragement to withdraw from school because of anti-social behaviors, and/ or poor attendance, social promotion or school boredom, and poor academic preparation. Social issues, such as, parenting, legal trouble, or needing employment to support family also contribute to the decision to leave school without a diploma.

The negative consequences associated with black males dropping out of high school have been well documented. High school dropouts are four times more likely to be unemployed than peers who earn a high school diploma. Additionally, the average high school dropout earns $10,386 less than an average high school graduate.

Moreover, young people between the ages of 16 and 24 who dropped out of high school were found 63 times more likely to find themselves incarcerated than those who graduated (National Center for Education Statistics, 2005). Whatever the many reasons may be for deciding to leave high school, Black male students are dropping out at a startling rate.

Statement of the Problem

The purpose of this descriptive study is to gain information on the educational, social, and socioeconomic factors that influence African-American male students to leave high school without a diploma.

Statement of the Research Hypothesis

This qualitative study is designed to identify factors associated with African-American male students dropping out of public high school based upon information gained from an extensive survey. Because this is a qualitative study, there is no "hypothesis" as such.

Operational Definitions

Drop-out- Dropouts are defined as the group of 16-to-24-year olds who leave school indefinitely and with no intention of earning a high school diploma (National Center for Education Statistics, 2005).

Educational Factors- Educational Factors are things such as a school's policies or practices that may hinder a student's academic achievements. Students are less likely to drop out if they attend schools with strong academic climate, as measured by more students taking rigorous academic courses. Additionally, students are more likely to drop out of schools with poor disciplinary climate, as measured by student disruptions in class or in school.

Social Factors- Social factors are social conditions and issues that are normatively considered undesirable or damaging within a given society. Living in a high poverty neighborhood is associated, but not necessarily detrimental to completing high school.

Socioeconomic Factors- Socioeconomic factors such as a stable home environment and access to social and financial resources strongly influence the likelihood that a student will graduate.

Regular high school- High school is a school that includes the 10th, 11th, and 12th grades and often also the 9th grade.

Dropout Prevention –Dropout prevention is an evidence-based recommendation guide school communities may choose to use to address the dropout crisis... It details a multi-component intervention program that focuses on strategies that increase students' motivation to stay in school rather than penalizing them for not staying in school.

CHAPTER II

REVIEW OF THE LITERATURE

This literature review examines factors that influence black males to drop out from high school. Section one provides national data on the graduation rate of African American males as well as factors that influence black males to make the decision to drop out from high school. Section two engages in discussion on the relationship between teachers and the African-American student. Section three explores the academic achievement level of black males. Section four discusses behaviors both in and out of school that may contribute to the decision to drop out. Section five reviews the socioeconomic challenges that may aide in the decision to drop out from high school. Section six looks over possible dropout prevention strategies. Section seven provides an overview of the literature review.

Factors That Influence African-American Males to Drop Out from High School

Black males have been the least likely to secure a regular diploma four years after beginning high school (Schott 50 State Report on Public Education and Black Male, 2012). In 38 of the 50 states and the District of Columbia, black males have the lowest graduation rates among black, Latino, and white, non-Latino male and female students (Schott, 2012). Nationally, only 52% of black males graduate from high school in four years while 78% white, non-Latino males graduate in four years (Schott, 2012). Dropouts are defined as the group of 16-to-24-year-olds who leave school indefinitely and with no intention of earning a high school diploma (National Center for Education Statistics, 2005).

Research indicates that there are many factors that influence African-American males to make a decision to drop out of high school. The four broad reasons that influence Black male

students to dropout include: Push Outs, Fade Outs, Life events, and Failing to Succeed. Push

outs are students who are (perceived to be) difficult, dangerous or detrimental to the success of

the school are subtly (or not so subtly) encouraged to withdraw from school, transfer to another

school or simply dropped from the rolls if they fail too many courses or missed too many days of

school. Fade outs are students who have generally been promoted on time from grade to grade

and may even have above-grade-level skills; but at some point become frustrated or bored and

stop coming to school. Life events students drop out because of something that happen outside of

school, such as, becoming pregnant, getting arrested or having to go to work to support members

of their family. Lastly, the Failing to Succeed students attended schools that fail to provide them

the environmental supports needed to succeed. For some, initial failure is the result of poor

academic preparation; for others, it is rooted in unmet social-emotional needs (Center for Social

Organization of Schools, 2007).

Black Males in the School Environment/Culture: Teacher-Student Relationships

More than any other time in U.S. history, African-American students are being educated

by people who are not of their racial or cultural background (Lewis, 2006; U.S. Department of

Education, 2004).

Much has been written about the way schools and the school environments affect student

learning outcome (Williams, Davis, Saunders, & Williams, 2002; Mickelson & Bottia, 2010).

One aspect of this line of inquiry speaks to the important role that teachers play in the academic

success or failure of students. A teacher's beliefs and perceptions of students, especially

minority students, matter (Ferguson, 2003). Therefore the quality of the relationship between

teachers and the Black [male] students must be one of dept. Positive perceptions and high

expectations among teachers can raise or improve student performance (Spencer, 2005; Laden-Billings, 1995a-1995b). Teacher effectiveness can undoubtedly impact student performance (Goe, Bell, & Little, 2008; Bell, 2009, Bell, 2010a). Given the demographics and social strata of black males, effective teachers adapt to the learning styles of diverse students by implementing engaging strategies that render all black males a fair academic experience (Goe, et al., 2008; Alliance for Excellent Education, 2008).

Academic Achievement Level of Black male Students

National research indicates that academic factors are clearly related to dropping out. Students, who receive poor grades, repeat a grade, or who are over-age for their class are more likely to drop out (U.S. Department of Education, 2006).

An alarming number of black males do not come to school ready to learn (Bell, 2009). Black males tend to withdraw from academics, which hampers their school performances (Bell, 2010a/b; Bell 2009). Additionally, students say that the major reason for dropping out of school was that classes were not interesting, which intrinsically translated into no classroom motivation. (Schott Foundation for Public Education, 2010; Bell, 2010a).

There is growing evidence that teachers should focus their efforts on early intervention in literacy and math initiatives during young black males' elementary years in order for them to thrive during the learning process (Slaughter-Defoe & Richards, 1995; Thompson, 2002). Moreover, "opportunity to learn" has a significantly positive impact on student's cognitive development and other learning outcomes (Cooper & Liou, 2007). For example, opportunity to learn has been defined as time spent in the classroom on particular learning activities, i.e. using a calculator for math (Braun, Wang, Jenkins, & Weinbaum, 2006) and time spent outside of the

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classroom studying (Nuutinen & Pikanen, 2005). However, some scholars have shown that black male students, especially those attending low-resources and/or racially segregated schools are given limited opportunity to learn (Gold, 2007; Nicholas, 2008). Teachers must engage in the distinct learning styles of black males that advance student performance, for instance, cooperative learning assignments (Roth, Arephin, Klineberg, Cattell, & Stansfeld, 2010; Bell, 2009; Bell, 2010a). Research has shown that Black males tended to be more accepting of cooperative groups (Roth, et al., 2010).

Behaviors

A wide range of behaviors both in and out of school have been shown to predict dropout and graduation rates. One of the most important behaviors is student engagement, which includes, students active involvement in academic work, i.e. coming to class, completing the assignments, doing the homework, participating in sports or other extracurricular or social activities (California Dropout Research Project, 2008). A number of researchers have shown that the amount of effort that students put into their schooling affects their academic outcome (Crosnoe, Johnson, & Elder, 2001; Marks, 2000). Staying on task, following directions and being academically focused are a few recommendations that will increase the graduation of black males (Bell, 2010a).

Research consistently finds that high absenteeism, one specific indicator of engagement, is associated with higher dropout rates. Students who are frequently absent from school are at risk for academic failure because of exposure to fewer academic opportunities than students who attend school more regularly (KewalRamani, 2007). Additionally, misbehavior in high school and delinquent behavior outside of high school are both significantly related to higher dropout

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and lower graduation rates among African-American males. Moreover, drug or alcohol use during high school is also associated with higher dropout instances among black males. Teenage parenting and childbearing, along with having friends who engage in criminal behavior or friends who have dropped out also increases the odds of dropping out (California Dropout Research Project, 2008). It is important to model academic socialization in learning environments for young Black males (Bell, 2010). These social perquisites skills teaches black males the skills necessary to succeed in the educational arena; such as, mutual respect for individuals, valuing the learning process, and eliminating disruptive behaviors (Bell, 2010a; Bell, 2009). Bell (2010a) concludes that black males are faced with multiple social, academic, and cultural concerns that often time interfere with their academic potential.

Socioeconomics

Poverty is a contributing factor for dropping out of school; the majority of single parent, 37- percent of single moms and 17.5 percent of single dads are in poverty (The American Spectator, 2010). National data show that students from low-income families are 2.4 times more likely to drop out of school than are children from middle-income families, and 10.5 times more likely than students from high-income families (National Dropout Prevention Center and Network, 2007).

Students who live with both parents have lower dropout rates and higher graduation rates, compared to students who live in other family arrangements (California Dropout Research Project, 2008). A large percentage of black male students fail because they lack a father and/or a mother who value, encourage, support, and reinforce their efforts to learn (The American Spectator, 2010). There is no surer way for a Black child to lag behind in learning than having to

contend with pressure and disruption of a broken, dysfunctional family, where the parent or parents are so focused on themselves and their needs, that they have no regards for the child's needs (The American Spectator, 2010).

Dropout Prevention

The persistence in the graduation gaps among Black males in the American educational system should lead us to conclude that America, as a whole, must systemically address the two pronged problems that influence Black male students to drop out of high school, the practice and procedure of "push-out" and "fade-out" (Schott Foundation for Public Education, 2012). Literature in the field of dropout prevention suggest some basic steps dropout crisis communities should focus on to address the problem (Center for Child and Family Policy, Duke University, 2008).

First, develop a plan for ending the dropout crisis in a school community by researching data on how many students' dropped out of the community middle and/or high school. Ask basic questions that need to be answered, i.e. how far from gradation were individuals before they dropped out (what percentages of dropouts are close to graduation within a year or more)? Know which school they drop out from the most; and what percentage of the dropouts are" life events dropouts", "fade outs, "push outs", and/or " failing to succeed students". Having such data provides a baseline for school reform. It also helps with allowing large poverty stricken and urban school communities identify when and where students got off-track. The rule of thumb is data drives action toward school improvement (Schott Foundation for Public Education, 2012). Placing high-qualified and skilled teachers in challenging urban schools is the second step in a prevention plan that addresses the dropout crisis. Researches also suggest schools provide

opportunity for collaborative professional development that focuses on specific content and pedagogy relevant to the classes they are teaching (Garett, Porter, Desimone, Birman, & Yoon, 2001). Additionally, teachers of black male students need high quality instructional materials that are relevant to students' lives including standard-based curricular materials, engaging project-based experiences that enable students to experience success, and the usage of technology into the learning process. Furthermore, establish teacher-student relationships where students see school as a safe and caring environment where all students are treated equally and fair (Center for Child and Family Policy, Duke University, 2007).

Growing evidence shows the importance of school-wide consistency and coherence in curriculum and instruction of Black male students (Newmann, Smith, Allensworth, & Bryk, 2001). Moreover, large school communities with low high school graduation rates need to develop plans that transform their schools into strong learning institutions by providing multi-tiered (elementary, middle, and high school) prevention and intervention support systems, For instance, establish a mentoring program within each school. React effectively to signs of poor attendance, behavior and course failure by placing students on attendance contracts, notifying the school's pupil personal worker of potential "drop outs", provide computer based reading and math interventions, create vocational skills programs, and establish multiple pathways to achieving a high school diploma (Center for Child and Family Policy, 2008).

Finally, in communities where dropout is common, collaboration must take place among the local state and federal officials, churches, community businesses, community advocates, police, hospitals, social service providers, and neighborhood organizations. The school system will not be able to end the dropout crisis on its own; however, superintendents and principals need to be enabled, empowered and provided the resources to implement the strategic plan that is

designed to end the dropout crisis. The allocation of funds is essential for getting the necessary resources to challenging schools. Local communities need to establish an alliance with the state and federal level to get more social service dollars flowing towards dropout prevention work.

Summary

The research shows, Black males are dropping out of high school before graduation (Heckman & LaFontaine, 2007; Schott Foundation for Public Education, 2012). The vast majority of black male dropouts do not want to leave high school without a diploma; and those who think they do, quickly regret it (Center for Child and Family Policy, 2008). No matter what the broad reason for dropping out of high school among the black male students might be, the nation's awareness of those factors that influence the decision to leave school must increase; and the black urban communities of large schools must sustain a campaign to end its dropout crisis.

If black males students are to graduate from high school at a comparative rate, then the federal government, local states, and communities need to form an alliance to insure that two things occur in our nation's challenged school districts. First, all students must receive the basics of good schooling. That includes, engaging, meaningful, and challenging curriculum and instruction, delivered by well trained and supported teachers; in a safe and orderly environment, designed to provide black male students personalized attention in social and academic skills necessary to become productively citizen in the 21st century. Secondly, in school communities where high poverty neighborhoods exist, comprehensive dropout prevention, intervention and recovery systems need to be put in place, and all efforts need to be focused at the key points where black male students fall off the path to graduation (Center for Social Organization of Schools, 2007).

CHAPTER III

METHODS

For the purpose of this study, a descriptive research design utilizing a survey was employed. This study attempted to explore the factors that may influence African-American males to dropout from public high school. The twenty "at-risk" 9th, 10th, 11th, and 12th grade students were selected for the study because they have been in high school for eight months or more, and received free/reduced priced lunch.

Design

This descriptive design was best suited for this study using an in-depth survey containing objective questions relating to educational, social, and socioeconomic factors that may influence black male students to withdraw from school without earning a diploma. The sample for this study was selected utilizing a purposive sampling method.

Participants

All 20 African-American students in this study were all males. These students were currently being targeted as "At -Risk" students because they meet the criteria of poor attendance, low GPA, and high discipline referrals. The students were in grades 9-12 at the time of this study, (five 9th, five 10th, five 11th, and five 12th) and each student maintained a minimum cumulative grade point average (GPA) of 1.0 on a 4.0 grading scale. The students in this study attended a large public high school of approximately 2,300 students in suburban Maryland. It serves students diverse interests and needs through a variety of programs such as, Homeland Security Signature Program of Studies, Advancement Via Individual Determination (AVID),

Project Lead the Way, Junior Recruiting Officer Training Corps (JROTC), a variety of co-curricular activities, and provides a diverse mentorship programs. Student participants were randomly selected 5 at each grade level from an "at- risk" students list.

Instrument

The instrument used for this study was a questionnaire. The survey questionnaire was designed by the researcher. The instrument was used as a screening instrument to gather information on (a) educational practices and procedures that may influence students to drop out, and (b) social factors, that may influence students to drop out, and (c) socioeconomic factors, that may influence African American male students to withdraw from high school without earning a diploma. All questions of the survey were aimed to identify students who may consider leaving the educational system before obtaining a graduate certificate. The survey was piloted with a couple of students before it was administered to the actual group. The result of the pilot survey suggested one question wording needed to be changed. The researcher changed the wording from "What is your parents' occupation?" to "Where are your parents employed?"

A copy of the questionnaire is attached as Appendix A.

Procedure

The purpose of the study was to gain information on which factors (educational, social, and socioeconomic) influence black male students the most on leaving the educational system before obtaining a diploma. The researcher first spoke with the five 9th graders, five 10th graders, five 11th graders, and the five 12th graders explaining that all information gathered from the survey would remain anonymous. The researcher explained that the survey is part of a graduate school action research requirement, and the results of the survey will be used to consider the

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selected group into the high school mentoring program. Instruction on how to complete the survey followed the distribution. Student survey data were collected throughout the months of April- (12th graders), May (11th graders), and June (9th and 10th graders) of 2014. Each grade level respondent completed the survey immediately and returned it to the researcher on the spot. All of the students who completed surveys received a movie pass.

CHAPTERS IV and V

RESULTS and DISCUSSION

The purpose of this descriptive study was to explore what factors influence African-American males to graduate or dropout from public high school. The nature of this qualitative study has implications for examining factors that may influence black male students to leave high school without the diploma. The results of the twenty-seven item questionnaire were tallied according to the response to each question from each grade level. The number of students in each grade responding to each survey item was entered into Table 1 below.

Table 1

The number of African American Males Responding to Each of the

High Risk of School Dropout Questionnaire Items

QUESTION	RESPONSES	Number of students responding			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Who do you live with?	Both Parents	0	3	2	1
	Mother	5	2	1	3
	Father	0	0	1	0
	Foster Care	0	0	1	0
	Relatives	0	0	1	0
Mother's Education	High School	1	1	1	0
	College	4	2	4	3
	No High School	0	2	1	0
	No Answer/ Don't Know	0	1	0	0
Father's Education	High School	1	1	0	2
	College	0	1	3	1
	No High School	0	2	0	0
	No Answer/Don't Know	4	1	2	2
How well is the school accomplishing your academic achievement?	Very well	0	0	1	1
	Well	2	4	1	3
	Not very well	3	1	3	1
	Not well at all	0	0	0	0

How positive is the school climate?	Very positive	1	0	2	1
	Positive	3	4	1	4
	Not very positive	1	1	2	0
	Not positive at all	0	0	0	0
How many teachers support your academic achievement?	All	2	0	0	1
	Most	1	3	2	3
	Some	1	1	2	1
	Few	1	1	1	0
	None	0	0	0	0
How many teachers do you have a good relationship with?	All	1	0	0	0
	Most	0	1	1	2
	Some	2	1	3	2
	Few	1	2	2	1
	None	1	1	0	0
How many teachers respect your opinion?	All	0	0	0	0
	Most	1	1	0	2
	Some	2	2	3	3
	Few	1	1	2	1
	None	0	1	0	0
How many teachers show interest in your academic improvement results?	All	1	0	0	1
	Most	2	3	2	2
	Some	1	2	2	1
	Few	1	0	1	1
	None	0	0	0	0
How many school administrators give fair treatment to infractions?	All	1	1	0	1
	Most	2	3	3	2
	Some	2	1	2	1
	Few	0	0	1	0
	None	0	0	0	0
Do your peer's persuade you to do things you not really want to do?	Never	3	5	4	4
	Once/twice a month	2	0	1	1
	Once/twice a week	0	0	0	0
	Daily	0	0	0	0
How often do you skip classes?	Never	2	2	2	2
	Once/twice a month	2	0	1	1
	Once/twice a week	2	0	1	1
	Daily	1	1	1	1
Do the school's discipline practices reduce your skipping of classes?	Yes	2	1	0	1
	No	2	2	2	2
	Don't Know	0	2	2	1
	Don't Skip	1	0	1	1
Do you study more when the subject is interesting?	Yes	2	5	3	3
	No	3	0	2	2

Do you complete your school assignments?	Never	0	0	0	0
	Once/twice a month	0	0	1	0
	Once/twice a week	1	3	2	2
	Daily	4	2	2	3
Do you complete your homework?	Never	0	1	2	0
	Once/twice a month	0	0	0	0
	Once/twice a week	3	2	2	2
	Daily	2	2	1	3
How many assignments are completed without any help from teachers, parents, and/or other support people?	All	0	0	1	1
	Most	3	3	1	3
	Some	2	0	3	1
	Few	0	2	0	0
	None	0	0	0	0
Do you like coming to school?	Yes	3	1	1	3
	No	2	3	4	1
	Sometimes	0	1	0	2
	Don't Know	0	0	0	0
Do you like something better than coming to school?	Yes	3	2	4	1
	No	0	0	0	1
	Sometimes	2	3	1	3
	Don't Know	0	0	0	0
Do you expect to complete high school?	Yes	3	2	3	2
	No	0	1	1	0
	Not sure	2	1	2	3
Do you have friends who completed school?	All	1	2	0	3
	Most	2	1	5	2
	Some	2	2	0	0
	Few	0	0	0	0
	None	0	0	0	0
Are there people around you who think school is a waste of time?	All	0	1	0	0
	Most	0	0	0	0
	Some	2	3	1	0
	Few	1	0	1	2
	None	2	3	1	3
Do your family members want you to graduate?	Yes	5	5	5	3
	No	0	0	0	1
	Sometimes	0	0	0	1
Do your family members show an interest in how well you do with your academics?	Yes	4	4	5	3
	No	0	0	0	1
	Sometimes	1	1	0	1
Is there anything preventing you from finishing high school?	Yes	1	1	1	2
	No	4	4	4	3
Do you feel the school	Yes	0	3	1	1

assignments are too difficult?	No	0	0	0	1
	Sometimes	5	2	4	3
Ever thought about dropping out of high school?	Yes		2	2	1
	No	2	1	1	2
	Sometimes	2	2	2	2
	All the time	1	0	0	0

The main finding from the questionnaire across the four grade levels, based on the responses of twenty students indicated eleven respondents lived in a single family home with their mother. Thirteen respondents' mothers have a college education, and nine responses for the fathers' education was either do not know or no answer at all. Ten respondents felt the school was accomplishing their academic achievements well. However, only nine felt the teachers supported and showed interest in the results of their academic achievement. Twelve respondents felt the climate at the school was positive, while eight respondents suggested a somewhat good teacher/student relationship. Additionally, ten respondents felt the school's administration staff give out fair treatment to infractions, however, the disciplinary measures given do not reduce their skipping of classes. Moreover, ten respondents did not like school, and ten respondents would rather be doing something else than attend school. Fourteen respondents felt the high school coursework was too difficult sometimes, and fourteen would only study more if the subject matter is interesting. Nine respondents complete homework once/twice a week. Surprisingly enough, the thought of dropping out of school has crossed eight of the respondent's mind, while fifteen respondents felt there was nothing preventing them from finishing school. Eleven out of the twenty respondents expect to complete high school.

Relationship of the Findings to the Research Literature and Implications

As the interest into the factors that may influence African-American male students to leave school without earning a diploma has grown, so has the research literature. Most of the

literature focuses on specific factors, i.e. socioeconomics, educational, and social to determine what facilitates dropping out of high school for black male students.

The review of the questionnaire results yielded some valuable insight into what factors may or may not influence African- American male students to leave school without earning a diploma. No single educational, social, or socioeconomic factor on the questionnaire can account for the school's black male students' decision to withdraw from school before graduation. The Center of Social Organization of School, (2007), suggested pushed out, faded out, life events, and failing to succeed as the four broad reasons that influence black male students to drop out of high school. The academic achievement efforts may or may not be the prevailing factor that influences African-American male students from graduating from high school. However, a strong indication of studying only when it's interesting may be a factor for considering leaving school early (Schott Foundation for Public Education, (2012); Bell, (2010a), implies that the major reason for dropping out of school was that classes were not interesting. Additionally, several behaviors both in and out of school, i.e. skipping classes, completing assignments/homework once or twice a week, feeling that assignments are too difficult, only studying when it's interesting, and thoughts about dropping out of high school are possible indicators for deciding to leave high school. The California Dropout Research Project, (2008), indicates that one of the most important behaviors which have been shown to predict dropout and graduation rates are students active involvement in academic work, i.e. coming to class, completing the assignments, and doing the homework.

As a result of the research findings, from an educational standpoint, the school may need to provide a more comprehensive mentoring program that not only focuses on student engagement inside the school setting, but a mentoring program that can focus on the students'

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after school engagement. For example, provide a big brother/sister afterschool program that will focus on the whole child. This program can concentrate on encouraging the student to participate in sports or other social activities, assist with completing homework daily, and address all non-academic issues that may present itself as a possible factor for deciding to leave school without a diploma.

Future Research

The issue of what factors that may cause African-American male students to leave public high school without earning a diploma will continue to be an important area of research. Some future research endeavors that may need to be explored further about increasing the graduation rate of African-American male students could be about examining certain intrinsic behaviors that may or may not increase the decision to leave school, and positive black adult male role models impact on the graduation rate of black male students.

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Appendix A

SCHOOL QUESTIONAIRE

1. You live with: BOTH PARENTS____MOTHER___FATHER___FOSTOR

   CARE____ RELATIVES___ALONE____

2. Mother's education: HIGH SCHOOL___COLLEGE___ NO HIGH SCHOOL___

3. Father's education: HIGH SCHOOL___COLLEGE___NO HIGH SCHOOL___

4. Where are your parents employed:

   FATHER_____MOTHER_____

5. How well the school is accomplishing its purpose with?

a) Your academic achievement?

   Very Well_____Well____Not Very Well_____Not Well At All_____

b) How positive is the climate at Meade High School?

   Very Positive____Positive____Not Very Positive_____Not Positive at All_____

c) How many of your teachers' at Meade High School support your academic

   achievement?

   All ____Most____Some_____Few____None____

d) With how many teachers do you have a good relationship:

   All ____Most_____Some_____Few____None_____

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e) How many teachers respect your opinions:

All_____Most_____Some_____Few_____None_____

f) How many teachers show interest in your school academic improvement results:

All_____Most_____Some_____Few_____None_____

g) How many of your teachers treat you fairly:

All_____Most_____Some_____Few_____None_____

h) How many of your administrators treat you fairly

All_____Most_____Some_____Few_____None_____

6. In the last year how often did each of the following happen to you:

a) Someone bullied you:

Never____Once or twice a month___Once or twice a week____ Daily____

b) A peer laughed at you:

Never_____Once or twice a month____Once or twice a week____Daily____

c) A peer didn't want to be friends with you:

Never_____Once or twice a month_____Once or twice a week_____Daily____

d) You felt rejected at school:

Never_____Once or twice a month_____Once or twice a week_____Daily____

e) Fight with friends or other students:

Never_____Once or twice a month_____Once or twice a week_____Daily____

f) Do your peers' persuade you to do things you don't really want to do?

Never_____Once or twice a month_____Once or twice a week_____Daily_____

7. How often do you skipping classes at Meade?

Never _____Once or twice a month_____Once or twice a week _____Daily_____

8. Do school discipline practices reduce how often you skip class?

YES_____ NO_____DON'T KNOW_____I have not skipped classes_____

9. Do you study more when you find something interesting?

YES_____NO_____

10. How often do you complete your assignments?

    Never_____Once or twice a month_____Once or twice a week_____Daily_____

11. How often do you complete your homework?

    Never_____Once or twice a month_____Once or twice a week_____Daily_____

12. How many of your assignments can you complete without help?

    All_____Most_____Some_____Few_____None

13. Do you like school? YES_____NO_____

14. Do you like doing something better than coming to school?

    YES_____SOMETIME_____NO_____I don't Know_____

15. If you answered "YES" to the last question: What else do you like better than

coming to school?

_____

_____

16. Do you expect to finishing high school? YES_____NOT SURE____NO_____

17. If you don't see yourself finishing high school, you see yourself:

b) Vocational Training

c) Working

d) Something else

    (WHAT?)_____

18. How many of your friends have completed high school?

    All____Most____Some____Few____None____

19. Are there people around you that think school is a waste of time?

    All____Most____Some_____Few____None____

20. Does your family want you to graduate from high school?

    YES_____SOMETIMES_____NO_____

21. Does your family show interest in how well you do in school?

    YES_____SOMETIMES_____NO_____

22. Is there anything that might prevent you from finishing high school? (example:

   Homelessness, Legal problems, Financial, etc.) YES____NO____

   If *yes*, what are they?_____

23. Do you feel sometimes that your assignments are too difficult?

YES____SOMETIMES____NO____

24, Do you have someone in school who you can talk about problems?

   YES_____ NO_____

25. Have you ever thought about dropping out of high school?

   YES____NO___Some times____All the times_____

26. Name some things that would make you want to earn your
    diploma._____