

**2001-2002**



**PARENT SURVEY RESULTS  
2001-2002**

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**WAKE COUNTY PUBLIC SCHOOL SYSTEM**

## PARENT SURVEY RESULTS 2001-2002

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### BACKGROUND

Evaluation and Research (E&R) staff have conducted surveys of Wake County Public School System (WCPSS) parents since the spring of 1991. Surveys were conducted annually for five years and then biannually in 1997 and 1999. The state now requires that surveys be conducted annually; therefore a parent survey was conducted in spring of 2001 and again in 2002. Surveys provide important information about parent perceptions of individual schools, school safety, school climate, communication, quality of education (overall and by subject), and specific programs. Where applicable, parent results are compared to student and staff survey results. Copies of the survey forms used at the elementary, middle, and high school levels are included as Attachment 1.

Parent surveys were distributed to parents on a stratified random sample basis. In February of 2002 surveys were distributed to parents of six elementary school classes, six middle school classes, and eight high school classes, randomly selected at each school. At each elementary school, one class was randomly selected at each of the grade levels, kindergarten through fifth grade. At each middle and high school, two homerooms per grade level were selected. If homerooms at the middle and high schools did not meet regularly or were not organized by grade level, either two English or two Social Studies classes per grade level were randomly selected.

E&R distributed surveys to approximately 18,684 elementary, middle, and high school parents out of a district membership of 100,759. A total of 10,407 surveys were returned, resulting in a sample of approximately 10% of the membership for all levels, and a return rate of 56% of parents. As shown in the following table, return rates varied by school level.

	<b>Total Membership</b>	<b>% of Parent Membership Returned</b>	<b>Number of Surveys Sent to Parents</b>	<b>Number of Surveys Returned</b>	<b>% of Surveys Returned</b>
<b>Elementary</b>	49,903	22%	11,030	6,733	61%
<b>Middle</b>	24,388	8%	4,036	2,016	50%
<b>High</b>	26,468	6%	3,618	1,658	46%
<b>Totals</b>	100,759	10%	18,684	10,407	56%

The overall return rate was slightly lower than that of the parent survey conducted in spring of 2001, when 57% of forms were returned. Elementary school parent participation remained the same at 61%. Participation at the other two levels decreased 4 points, from 54% in 2001 to 50% in 2002 in middle schools, and from 50% to 46% in high schools.

Elementary school survey return rates varied from 30% (Hodge Road) to 89% (Baileywick). Middle school return rates ranged from 29% (North Garner and Zebulon) to 87% (Wakefield). High school participation rates ranged from 17% (Fuquay Varina) to 78% (Millbrook). Attachment 2 shows the return rates by school.

***Caution: It is important to note that the survey response format changed in 2002 and the “Uncertain” response choice was removed from all questions. This change was made because state requirements did not provide clear guidance on how “uncertain” responses might affect calculations for purposes of identifying unsafe schools. The change probably contributed to the increase in “Agree” or “Strongly Agree” responses that will be seen in this report.***

## RESULTS SUMMARY

### GOOD NEWS

**School Safety**  
**Grades Given to Schools**  
**High Quality Program**  
**Challenging Work**  
**Courteous Attention**

- Almost all parents at all levels agreed that school is a safe place to learn.
- More parents gave their child's school a grade of A or B than in previous surveys.
- Over the past 6 years, parent respondents have been more positive regarding the high quality educational program at their child's school.
- There has been a significant positive trend over the past six years with regard to parent perception that their children are receiving challenging work in all classes.
- More parents agreed that their child's school promotes understanding among students of various backgrounds.
- 96% of parents indicated they receive courteous attention when they call the school.

### AREAS FOR CONCERN

**Student Behavior**

- The level of agreement with the statement that students are well behaved overall dropped several points from previous surveys at all three school levels.

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**2001-2002 RESPONSE PATTERNS**

**OVERALL QUALITY OF EDUCATION**

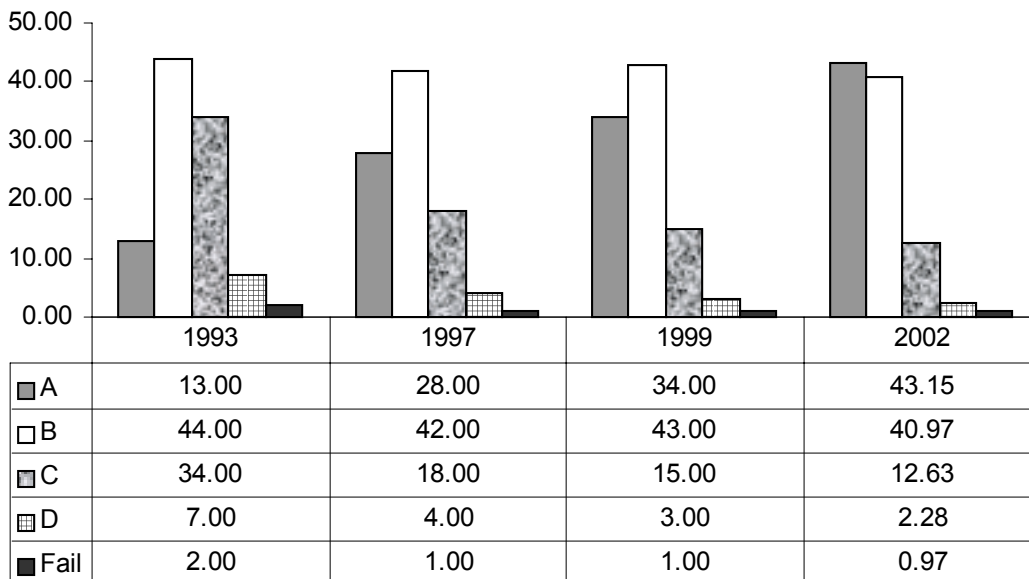
Parents graded their child’s school on a scale of A, B, C, D, and Fail. 84% of parents gave their child’s school an A or B; only 3% gave the school a grade of D or Fail. Elementary schools received the highest grades with 89% of parent responses being an A or B.

This item was not on the 2001 Parent Survey, however, it was on parent surveys in 1999, 1997, and 1993. Grades given from parents have improved significantly over the years. In 1993 only 57% of parent respondents gave their child’s school an A or B, and 9% of the responses were D or Fail.

**Figure 1: Response to Survey Item:  
What grade would you give your child’s school?**

2002 Results	N	Answer Options				
		A	B	C	D	Fail
Elementary	6,474	51.68	36.99	9.41	1.48	0.43
Middle	1,961	31.00	47.99	16.32	3.31	1.38
High	1,572	23.16	48.60	21.31	4.26	2.67
<b>Overall 2002</b>	<b>10,007</b>	<b>43.15</b>	<b>40.97</b>	<b>12.63</b>	<b>2.28</b>	<b>0.97</b>

**Figure 2: Grades Over Time in Response to Survey Item:  
What grade would you give your child’s school?**



When asked to indicate whether they agreed or disagreed with the statement, “My child’s school provides a high quality educational program,” parents most frequently chose Agree or Strongly Agree. The level of agreement was slightly higher than in previous surveys.

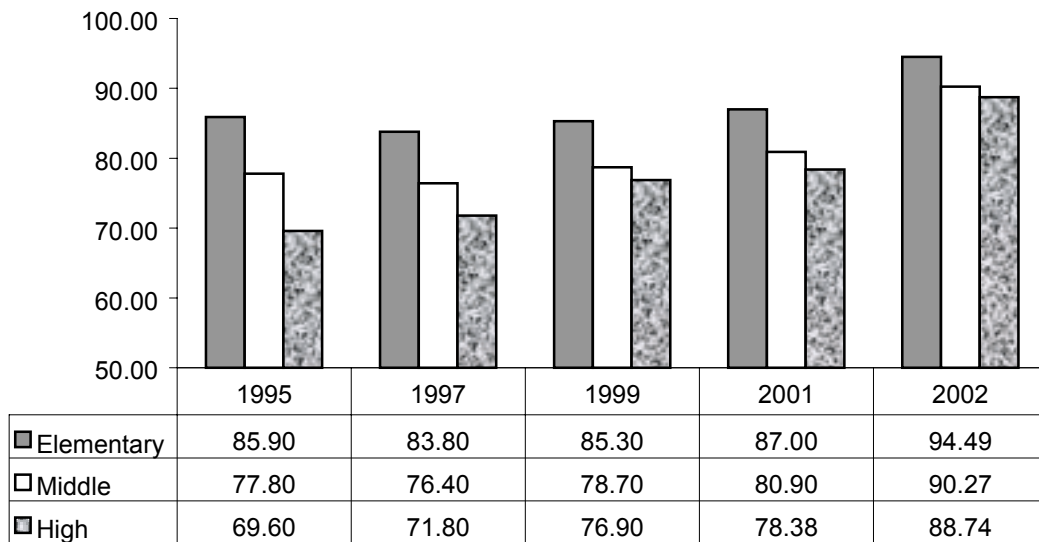
While 95% of the elementary parent survey respondents agreed or strongly agreed that their child’s school provided a high quality educational program, a lower percentage of middle school and high school parent respondents (90% and 89% respectively) indicated agreement.

Elimination of the “Uncertain” option exaggerates the changes from 2001 to 2002; nevertheless, the positive increase from 1995 through 2002 is encouraging. When forced by the question design to agree or disagree, 87% of the uncertain responses moved to agree with only 13% shifting to disagree.

**Figure 3: Response to Survey Item:  
My child’s school provides a high quality educational program.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,620	0.65	4.86	51.51	42.98	5.51		94.49
<b>Middle</b>	1,984	1.51	8.22	63.31	26.97	9.73		90.28
<b>High</b>	1,634	2.02	9.24	64.63	24.11	11.26		88.74
<b>Overall 2002</b>	10,238	1.04	6.21	55.89	36.87	7.25		92.76
						2001	10.22	83.85
						1999	11.89	82.00

**Figure 4: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
My child’s school provides a high quality educational program.**



**Caution: It is important to note that the survey response format changed in 2002 and the “Uncertain” response choice was removed from all questions.**



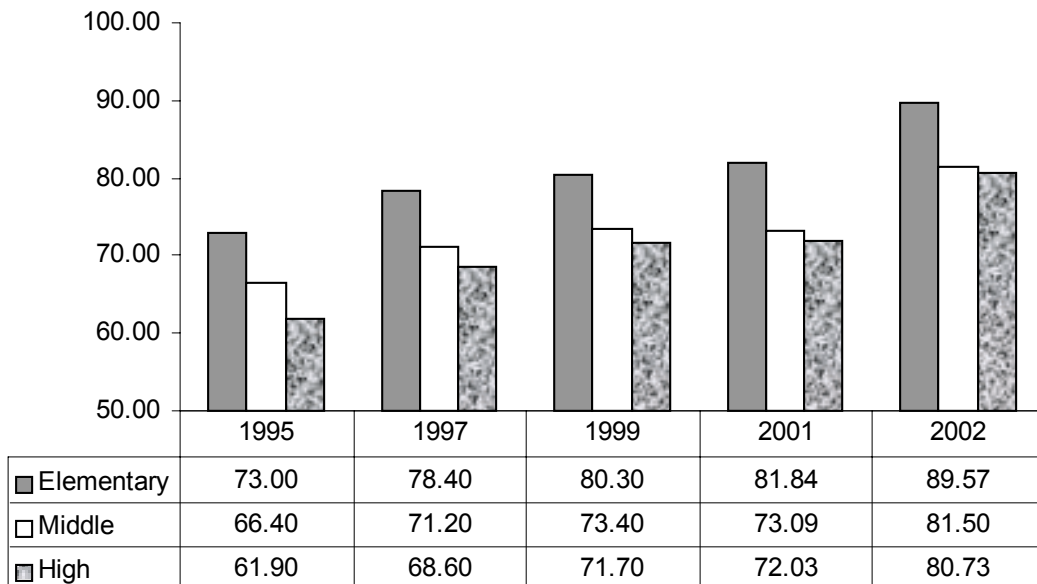
Another general question related to quality of education was whether or not parents agreed that “My child is given challenging work in all classes.” Figure 5 shows that the level of agreement of elementary school parents (90%) was higher than for middle and high school parents (82% and 81% respectively). About 13% of overall parent respondents indicated their child was not given challenging work in all classes.

As shown in Figure 6, there has been a positive trend over the past six years regarding this issue. Since 1995, more high school parents felt their child was given challenging work in all classes (up to 81% from 62%). Similarly, elementary school parents showed a 17-point gain and middle school parents showed a 16-point gain. Deleting the “Uncertain” option accounts for a portion of the change between 2001 and 2002.

**Figure 5: Response to Survey Item:  
My child is given challenging work in all classes.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,606	1.07	9.36	53.59	35.98	10.43		89.57
<b>Middle</b>	1,978	2.22	16.28	58.80	22.70	18.50		81.50
<b>High</b>	1,635	2.08	17.19	60.31	20.43	19.27		80.74
<b>Overall 2002</b>	10,219	1.45	11.95	55.67	30.92	13.41		86.60
						9.97	12.22	77.81
						10.39	12.72	76.88

**Figure 6: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
My child is given challenging work in all classes.**



## SAFETY

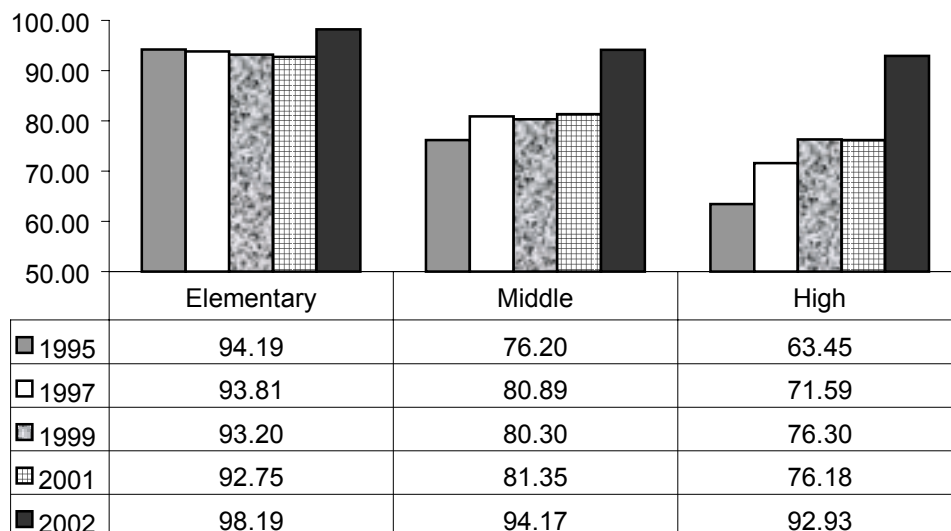
Figure 7 shows that nearly 97% of the parent respondents agreed or strongly agreed that their child’s school was a safe place to learn. Slightly more elementary school respondents (98%) agreed or strongly agreed, but responses at other levels were also very positive with 94% of middle school parents and 93% of high school parents agreeing with the statement.

As shown in Figures 7 and 8, positive responses at all levels were higher than in previous surveys and the increases were particularly strong in middle and high schools. It should be noted that even with the elimination of the “Uncertain” response option, overall disagreement fell from 3.7% to 3.4%

**Figure 7: Response to Survey Item:  
My child’s school is a safe place to learn.**

2002 Results	N	Answer Options				Combined Options						
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A				
Elementary	6,678	0.24	1.57	46.36	51.83	1.81		98.19				
Middle	1,991	1.41	4.42	66.40	27.77	5.83		94.17				
High	1,640	1.59	5.49	72.50	20.43	7.08		92.93				
Overall 2002	10,309	0.68	2.74	54.39	42.19	3.42		96.58				
									2001	3.71	9.51	86.78
									1999	3.66	9.66	86.66

**Figure 8: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
My child’s school is a safe place to learn.**



Additional findings include the following items:

- At the elementary school level, responses have been consistently high over time, ranging from 93% in 1999 to 98% in 2002. Confidence in school safety remains higher at the elementary school level than either the middle or high school levels.
- At the middle school level, positive responses have improved from a low of 76% in 1995 to a high of 94% in 2002.
- While positive responses have always trailed at the high school level, they have increased from a low of 63% in 1995 to a current high of 93% in 2002.

Figure 9 compares the parent responses to the student and staff responses to the same issue.

**Figure 9: Comparison of Parents, Students, and Staff to Survey Item:  
School is a safe place.**

	Students N = 16,301			Parents N = 10,309			Staff N = 8,210		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
<b>Disagree</b>	3.40	13.32	11.08	1.81	5.83	7.08	2.99	7.53	5.52
<b>Agree</b>	96.60	86.68	88.92	98.19	94.17	92.93	97.01	92.47	94.48
<b># Responses</b>	10,051	3,372	2,878	6,678	1,991	1,640	4,642	1,794	1774

Overall, 97% of the parent respondents agreed that their child's school is a safe place, 95% of the staff respondents agreed, and 93% of the students. This is the first year that parent responses on school safety were higher than staff responses. (See E&R Report No. 02.39 for staff responses over time.) However, parent and staff responses were very similar at all levels.

While 97% of the elementary student survey respondents agreed or strongly agreed that school is a safe place, middle school and high school students were significantly lower – 87% and 89% respectively.

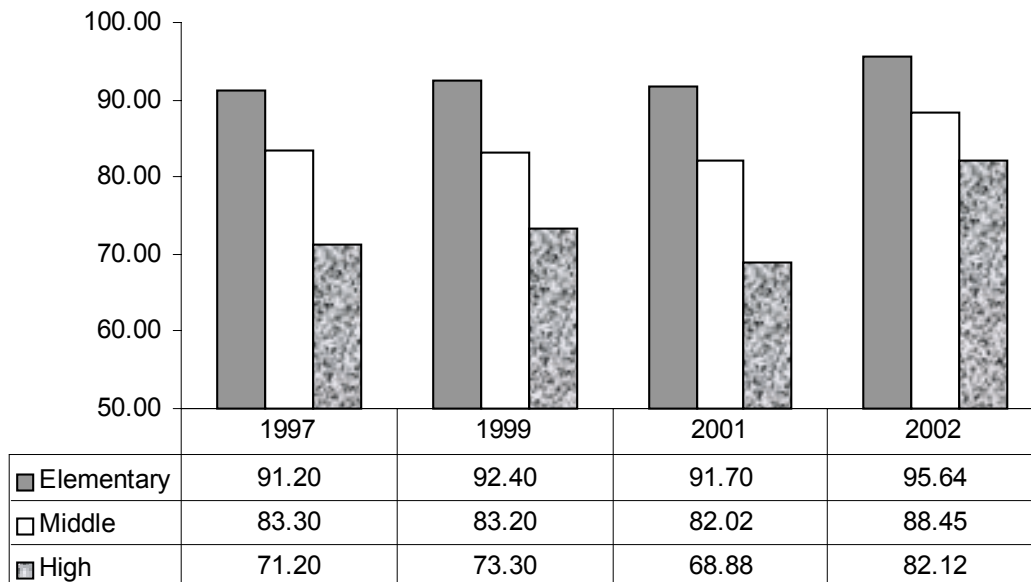
## PARENT INVOLVEMENT AND COMMUNICATION

Elementary school parent respondents were very positive (96% agreed or strongly agreed) in their response to a statement about whether they received courteous attention when they called the school. 88% of middle school parents and 82% of high school parents agreed that they received courteous attention. At the high school level, this was a positive change of 13 points from the previous survey. All levels showed positive improvement from previous years. Again, even with the elimination of the “Uncertain” response option, the overall level of disagreement fell.

**Figure 10: Response to Survey Item:  
If I call the school, I receive courteous attention.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
Elementary	6,601	0.82	3.54	42.16	53.48	4.36		95.64
Middle	1,948	2.67	8.88	56.52	31.93	11.55		88.45
High	1,600	4.38	13.50	58.88	23.25	17.88		82.13
Overall 2002	10,149	1.74	6.14	47.55	44.58	7.87		92.13
						8.09	6.97	84.94
						6.83	6.84	86.41

**Figure 11: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
If I call the school, I receive courteous attention.**

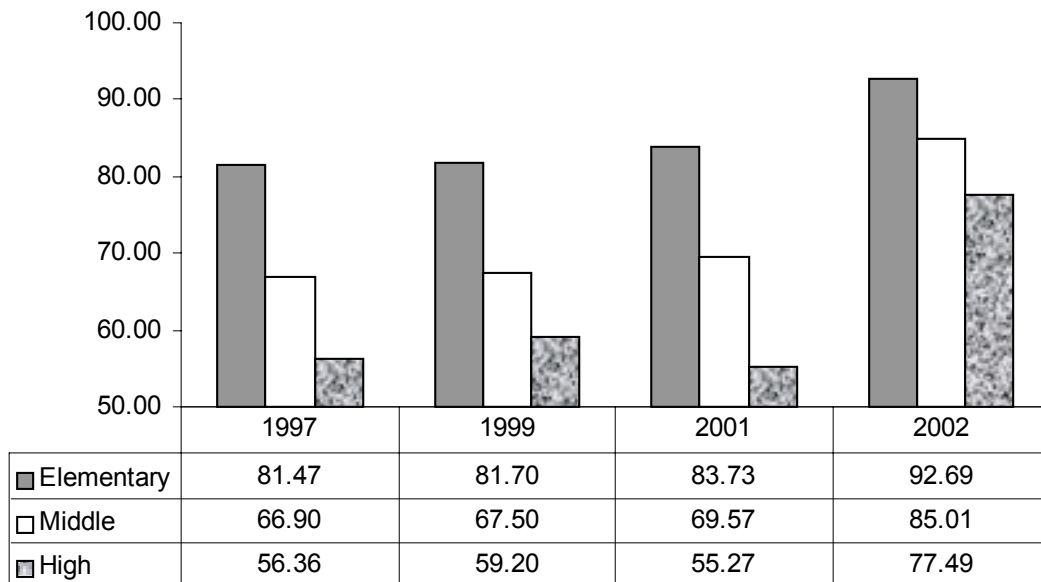


Significant improvement was shown regarding parental perception of the support they receive when they have concerns about their child. In 2002, 77% of high school parent respondents agreed they could count on the school for support compared to only 55% of respondents from 2001, an increase of 22 points. At the middle school level, 85% of parents were in agreement, compared to 70% from 2001. At the elementary school level, 93% of parents agreed they could count on the support of their school, compared to 84% from last year. While the deletion of the “Uncertain” option can explain some of the improvement, most of the previous Uncertain responses shifted to agreement. Disagreement rose only slightly from 8% to 11%.

**Figure 12: Response to Survey Item:  
When I have concerns about my child, I can count on the school for support.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
Elementary	6,405	1.17	6.14	52.38	40.31	7.31		92.69
Middle	1,854	3.07	11.92	63.11	21.90	14.99		85.01
High	1,506	5.25	17.26	63.41	14.08	22.51		77.49
<b>Overall 2002</b>	9,765	2.16	8.95	56.12	32.77	11.11		88.89
								<b>2001</b>
								8.37
								16.84
								74.79
								<b>1999</b>
								8.28
								17.90
								73.71

**Figure 13: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
When I have concerns about my child, I can count on the school for support.**

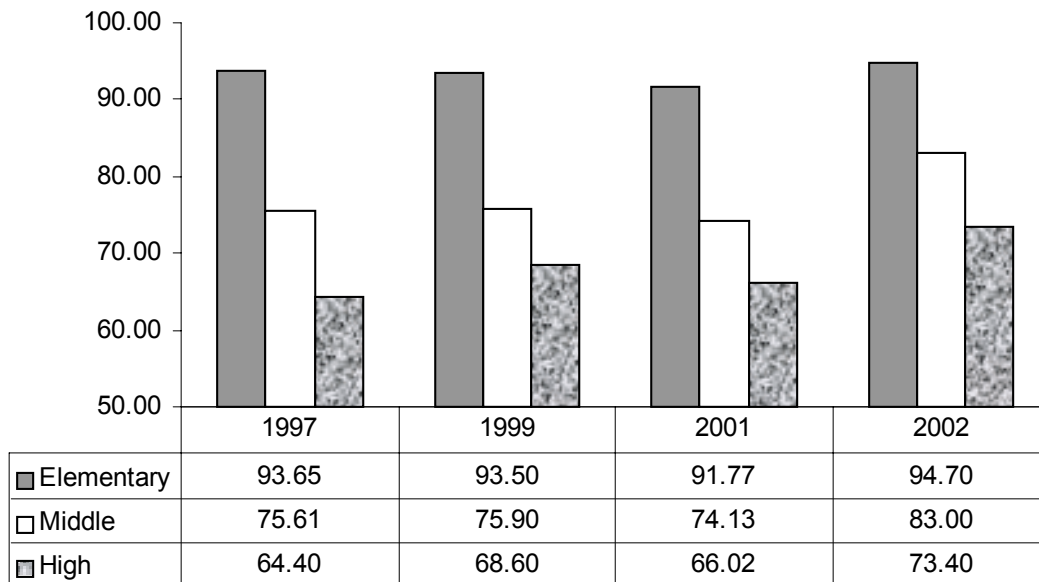


On the subject of whether parents receive enough communication from the school to keep them informed of its activities, elementary school respondents were more positive (95% agreed or strongly agreed) than middle school or high school respondents (83% and 73% respectively). Elementary school responses have remained consistent over the past 5 years, ranging from 92% to 95%. The elimination of the “Uncertain” category this year positively impacted the parent responses at the middle and high school level, with agree or strongly agree percentages increasing from 74% to 83% at the middle school level, and from 66% to 73% at the high school level, and almost no change in the overall level of disagreement.

**Figure 14: Response to Survey Item:  
I receive enough communication from the school to keep me informed of its activities.**

2002 Results	N	Answer Options				Combined Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	6,659	0.74	4.57	48.85	45.85	5.31		94.70	
Middle	1,888	3.23	13.77	49.58	33.42	17.00		83.00	
High	1,620	4.94	21.67	55.68	17.72	26.60		73.40	
<b>Overall 2002</b>	10,167	1.87	9.00	50.07	39.06	10.87		89.13	
						2001	10.31	7.18	82.51
						1999	9.33	6.37	84.25

**Figure 15: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
I receive enough communication from the school to keep me informed of its activities.**



Parents were asked if they would like to communicate with their child’s teacher via e-mail. Fewer respondents answered this question and responses were consistent across levels: between 79% and 81% of parents indicated they would like to communicate with teachers via e-mail.

**Figure 16: Response to Survey Item:  
I would like to communicate with my child's teacher via e-mail.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,078	3.65	15.51	43.73	37.10	19.16		80.83
<b>Middle</b>	1,967	2.54	14.84	58.82	23.79	17.38		82.61
<b>High</b>	1,583	4.67	16.11	49.59	29.63	20.78		79.22
<b>Overall 2002</b>	9,628	3.59	15.47	47.78	33.15	19.06		80.93

A question on the 2002 Parent Survey asked parents about the frequency of their interaction with their child regarding the child's education at home. Figure 17 shows responses to a question about the availability of reading material. Figure 18 shows how frequently parents discussed homework or read with their child, and Figure 19 shows how frequently limits were placed on the child's use of TV.

**Figure 17: Response to Survey Item:  
How often did you make sure reading material was available for your child?**

2002 Results	N	Daily	Weekly	Occasionally	Not at all
<b>Elementary</b>	6,540	80.82	14.91	3.73	0.54
<b>Middle</b>	1,980	58.94	27.27	12.78	1.01
<b>High</b>	1,614	44.24	25.40	22.80	7.56
<b>Overall 2002</b>	10,134	70.72	19.00	8.54	1.75

**Figure 18: Response to Survey Item:  
How often did you discuss homework or read with your child?**

2002 Results	N	Daily	Weekly	Occasionally	Not at all
<b>Elementary</b>	6,568	90.16	7.86	1.69	0.29
<b>Middle</b>	1,998	70.72	18.77	9.01	1.50
<b>High</b>	1,639	49.18	24.22	19.28	7.32
<b>Overall 2002</b>	10,205	79.77	12.62	5.95	1.66

**Figure 19: Response to Survey Item:  
How often did you place limits on your child's use of TV?**

2002 Results	N	Daily	Weekly	Occasionally	Not at all
<b>Elementary</b>	6,544	69.47	15.33	12.91	2.29
<b>Middle</b>	1,987	56.07	18.72	19.07	6.14
<b>High</b>	1,626	30.81	14.51	27.80	26.88
<b>Overall 2002</b>	10,157	60.66	15.86	16.50	6.98

A child's involvement with computers and the internet is a topic attracting growing interest. Computers and internet services can be used for educational pursuits as well as non-instructional pursuits (i.e., games, e-mail, etc.) Since the internet can provide valuable instructional assistance, a basic question is whether students have home access to the Internet. Figure 20 shows that 91% of high school parent respondents reported their child has home access to the Internet, with 88% at the middle school level, and 82% at the elementary school level.

**Figure 20: Response to Survey Item:  
Does your child have home access to the Internet?**

2002 Results	N	No	Yes
Elementary	6,675	18.01	81.99
Middle	1,955	12.28	87.72
High	1,653	8.53	91.47
Overall 2002	10,283	15.40	84.60

The survey also asked parents whether the child uses the home computer for schoolwork, or only for non-instructional uses. Figure 21 shows that 91% of high school and 88% of middle school parent respondents reported their child does use the home computer for schoolwork. However, only 50% of elementary school parent respondents said their child uses the home computer for schoolwork.

**Figure 21: Response to Survey Item:  
Does your child use the home computer for schoolwork?**

2002 Results	N	No	Yes
Elementary	6638	49.82	50.18
Middle	1992	11.90	88.10
High	1652	8.66	91.34
Overall 2002	10282	35.86	64.14

Elementary school parent responses were further divided into results for grades K-2 and grades 3-5. The differences were minimal for most questions. Figure 22 shows that 84% of grade 3-5 students had home access to the Internet, compared to 79% of grade K-2 students, and Figure 23 shows that 68% of grade 3-5 students use the home computer for schoolwork but just 30% of grade K-2 students.

**Figure 22: Response to Survey Item:  
Does your child have home access to the Internet?**

2002 Results	N	No	Yes
Grades K-2	3,151	20.69	79.31
Grades 3-5	3,524	15.61	84.39
Elementary Overall	6,675	18.01	81.99



**Figure 23: Response to Survey Item:  
Does your child use the home computer for schoolwork?**

2002 Results	N	No	Yes
<b>Grades K-2</b>	3,125	69.76	30.24
<b>Grades 3-5</b>	3,513	32.08	67.92
<b>Elementary Overall</b>	6,638	49.82	50.18

Figure 24 shows how frequently parents placed limits on non-instructional computer usage. A comparison of Figures 19 and 24 shows that non-instructional computer use was restricted less frequently than television use.

**Figure 24: Response to Survey Item:  
How often did you place limits on non-instructional computer usage?**

2002 Results	N	Daily	Weekly	Occasionally	Not at all
<b>Elementary</b>	6,116	53.19	14.96	18.23	13.62
<b>Middle</b>	1,943	49.56	16.98	19.76	13.69
<b>High</b>	1,612	27.11	13.65	28.47	30.77
<b>Overall 2002</b>	9,671	48.11	15.15	20.24	16.49

The majority of parent respondents at all school levels agreed or strongly agreed that their child does some homework almost every school night. This ranged from 88% of high school parent respondents to 95% of elementary school respondents. Slightly more parent respondents of grade 3-5 students (97%) were in agreement than parents of grade K-2 students (92%).

**Figure 25: Response to Survey Item:  
My child does some homework almost every school night.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,615	0.77	4.41	34.01	60.80	5.18		94.81
<b>Middle</b>	1,999	1.75	6.20	43.47	48.57	7.95		92.04
<b>High</b>	1,642	2.25	9.01	46.16	42.57	11.26		88.73
<b>Overall 2002</b>	10,256	1.20	5.50	37.80	55.50	6.69		93.30
						4.90	2.45	92.65

Compared to the survey in spring of 2001, there was slightly increased agreement at the middle and high school levels, and slightly decreased agreement at the elementary school level. Figure 26 shows the comparison of responses between 2001 and 2002.

**Figure 26: Response to Survey Item:  
My child does some homework almost every school night.**

	2002 Results			2001
	N	SD/D	SA/A	SA/A
<b>Elementary</b>	6,615	5.19	94.81	96.58
<b>Middle</b>	1,999	7.95	92.05	89.63
<b>High</b>	1,642	11.27	88.73	84.97

Parents of high school students were also asked whether they agreed that it was important to their child's future that the child graduate from high school with at least a B average. Figure 27 shows that nearly 96% of parents agreed that attainment of a B average is important.

**Figure 27: Response to Survey Item:  
It is important to my child's future that he/she graduate from high school  
with at least a B average.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
High Only	1,570	0.70	3.38	27.58	68.34	4.08		95.92
<b>2001 Results</b>						2.48	3.26	94.26

## SCHOOL CLIMATE

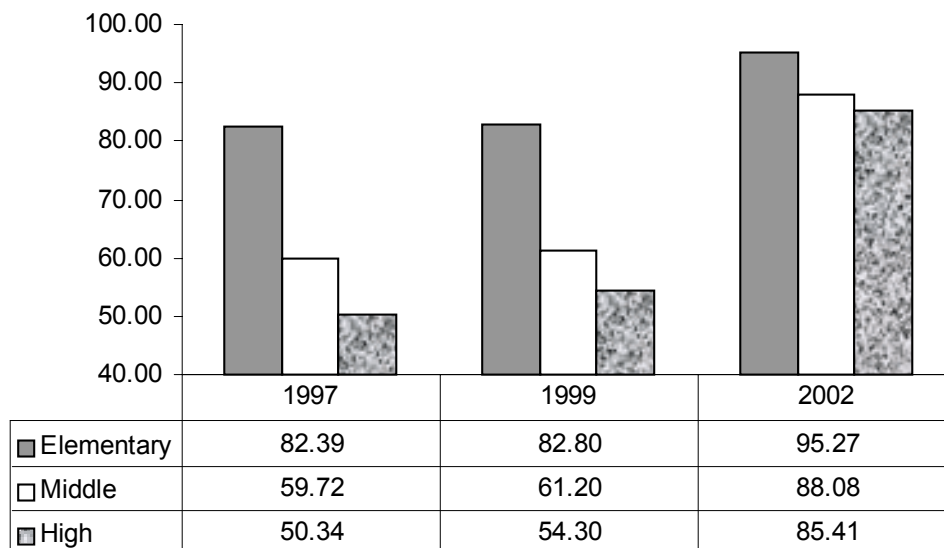
A trend of general improvement has occurred at all levels regarding issues of school climate. As with previous years, elementary school parent respondents were somewhat more satisfied than middle school respondents, who in turn were more satisfied than high school respondents.

Overall, approximately 93% of parent respondents agreed that their child’s school promotes understanding among students from various backgrounds, as shown in Figure 28. Elementary school parents were more positive (95%) than middle school (88%) and high school (85%) respondents. Figure 29 shows that there has been progress in parent agreement since 1999. At the elementary school level, parent agreement went from 83% to 95%. At the middle school level, agreement increased from 61% to 88%. At the high school level, agreement grew from 54% in 1999 to 85% in 2002. Again, elimination of the “Uncertain” responses explains some, but not all, of the positive change. Approximately two-thirds of Uncertain responses seem to have shifted to Agree and one-third shifted to disagree in 2002.

**Figure 28: Response to Survey Item:  
This school promotes understanding among students from various backgrounds.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,320	0.66	4.07	56.65	38.62	4.73		95.27
<b>Middle</b>	1,779	2.02	9.89	67.73	20.35	11.91		88.08
<b>High</b>	1,480	2.77	11.82	71.22	14.19	14.59		85.41
<b>Overall 2002</b>	9,579	1.24	6.35	60.96	31.45	7.59		92.41
						NA	NA	NA
						2.60	14.70	82.80

**Figure 29: Percentage Over Time Responding Agree or Strongly Agree to Above Survey Item**



It is interesting to note that parent respondents were slightly more positive about this issue than staff respondents at all levels.

**Figure 30: Comparison of Parent and Staff Responses to Survey Item:  
This school promotes understanding among students from various backgrounds.**

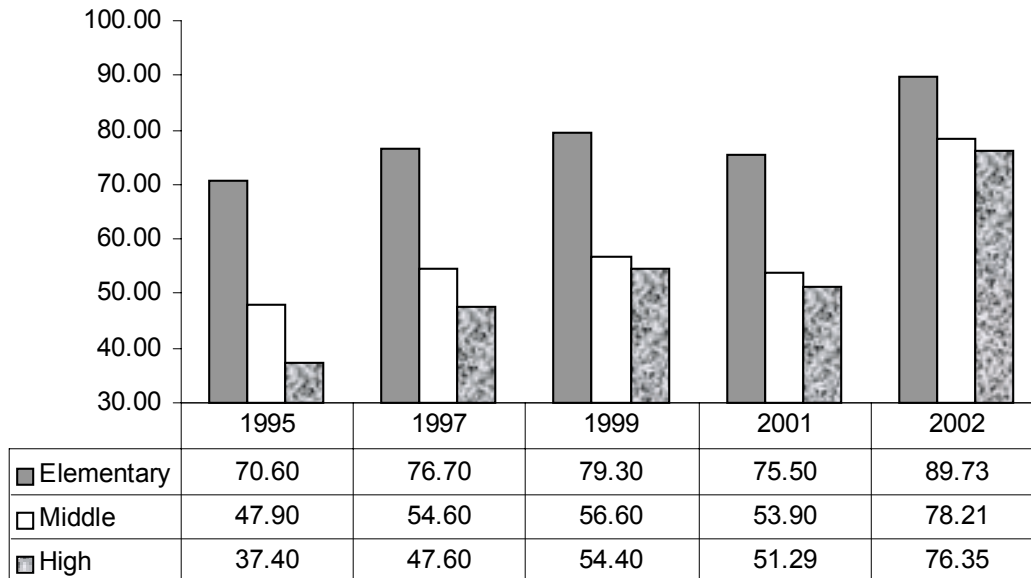
	Agree/Strongly Agree Responses from Parent Respondents		Agree/Strongly Agree Responses from Staff Respondents
<b>Elementary</b>	95.27		93.13
<b>Middle</b>	88.08		83.57
<b>High</b>	85.41		83.99
<b>Overall</b>	92.41		89.09
<b># in Group</b>	9,579		8,081

Parents were asked whether students at their child’s school were well behaved overall. Figures 31 and 32 show that positive agreement increased from 1995 through 2002: 19, 30, and 39 points at the elementary, middle and high school levels. A portion of that progress is certainly due to deletion of the “Uncertain” response. In 2001, almost one-fourth of respondents chose “Uncertain” as their response. In 2002, approximately 85% of parents who might have previously chosen “Uncertain” chose to Agree rather than Disagree. While the trend is encouraging, positive agreement at the middle and high school levels remains below 80%. Over 20% of middle and high school parent respondents disagreed with the assertion that students at their child’s school were well behaved.

**Figure 31: Response to Survey Item:  
Students in my child’s school are well behaved overall.**

2002 Results	N	Answer Options				Combined Options					
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A			
Elementary	6,478	1.59	8.68	67.09	22.65	10.27		89.74			
Middle	1,918	3.86	17.94	68.87	9.33	21.80		78.20			
High	1,577	4.95	18.71	68.67	7.67	23.66		76.34			
Overall 2002	9,973	2.56	12.05	67.68	17.72	14.60		85.40			
							2001		11.10	23.32	65.59
							1999		9.26	21.97	68.74

**Figure 32: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
Students in my child’s school are well behaved overall.**



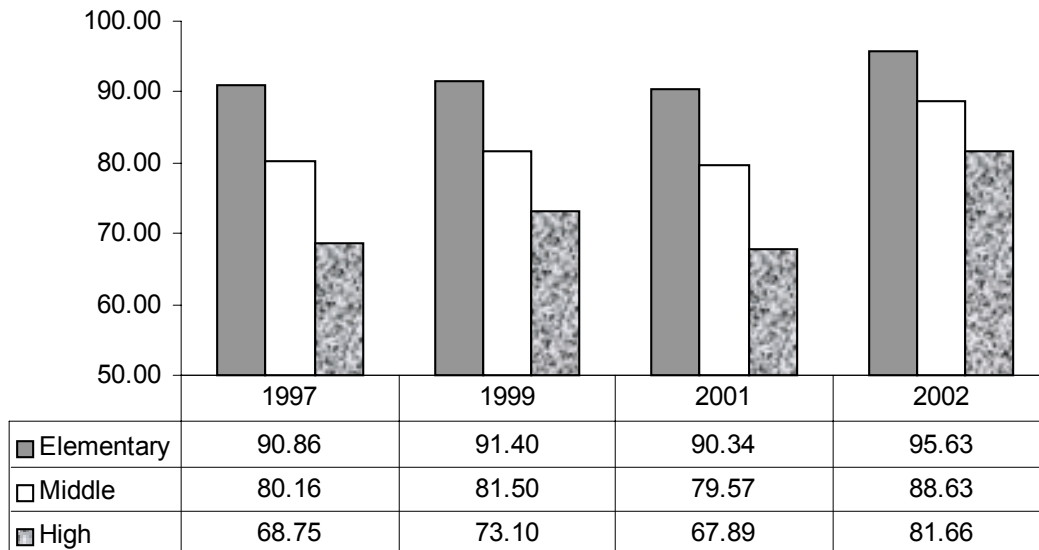
Note: On other bar charts, the scale range is 50% to 100%; however, due to the lower percentages for this item, the scale range begins at 30%.

More elementary school respondents agreed or strongly agreed that the rules of their school were fair than at other school levels. 96% of the elementary, 89% of middle, and 82% of high school parent respondents agreed or strongly agreed. Figures 33 and 34 show there has been a slight increase of parent respondents that agreed or strongly agreed since 1997. Figure 35 shows the differences in parent and student responses.

**Figure 33: Response to Survey Item:  
The rules of this school are fair.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,593	0.77	3.59	56.68	38.95	4.36		95.63
<b>Middle</b>	1,961	1.89	9.48	64.92	23.71	11.37		88.63
<b>High</b>	1,614	4.83	13.51	66.85	14.81	18.34		81.66
<b>Overall 2002</b>	10,168	1.63	6.30	59.88	32.18	7.93		92.06
			<b>2001</b>			6.74	9.88	83.38
			<b>1999</b>			5.57	9.09	85.30

**Figure 34: Percentage Responding Agree or Strongly Agree**



**Figure 35: Comparison of Parent and Student Responses Indicating Agreement with the Statement “The rules of this school are fair”**

	Responses from Parent Respondents	Responses from Student Respondents
<b>Elementary</b>	95.63	86.06
<b>Middle</b>	88.63	56.68
<b>High</b>	81.66	49.60
<b>Overall</b>	92.06	73.57

Figures 36 and 37 show that between 86% and 95% of parent respondents agreed or strongly agreed that discipline was handled fairly at their child’s school. Slightly more elementary school parent respondents were positive in their responses than middle or high school respondents (95% compared to 89% and 86%). The improvement from 1997 through 2002 is encouraging. It can be seen in Figure 36 that the elimination of the “Uncertain” response increased the Agree responses but had very little impact on Disagree responses.

**Figure 36: Response to Survey Item:  
Discipline of my child has been handled fairly at this school.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,335	1.10	3.93	55.42	39.54	5.03		94.96
<b>Middle</b>	1,825	2.47	8.33	67.23	21.97	10.80		89.20
<b>High</b>	1,464	4.10	9.97	68.99	16.94	14.07		85.93
<b>Overall 2002</b>	9,624	1.82	5.68	59.72	32.77	7.50		92.49
								<b>2001</b>
								6.41
								11.28
								82.32
								<b>1999</b>
								6.08
								15.53
								78.42

**Figure 37: Percentage Over Time Responding Agree or Strongly Agree to Survey Item:  
Discipline of my child has been handled fairly at this school.**

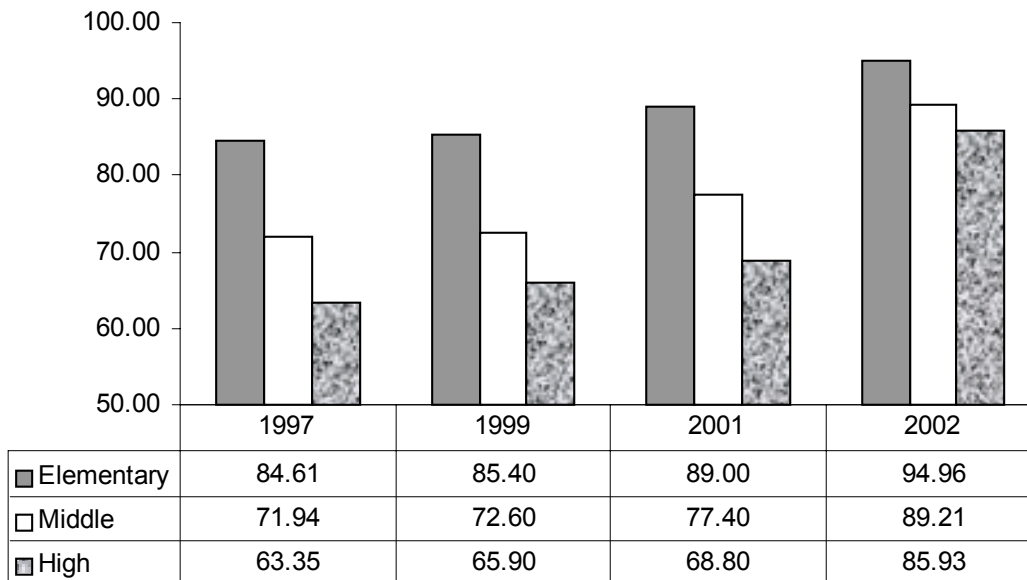


Figure 38 shows that a large majority of parent respondents agree that teachers at their child's school care about the students. There is a 13-point disparity between high school parent respondents (83%) who agree or strongly agree with the statement, middle school respondents (88%), and elementary school respondents (96%). Again, it appears that most of the "Uncertain" parent responses from previous years converted to positive responses on this issue.

**Figure 38: Response to Survey Item:  
Teachers in this school really seem to care about the students.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,613	0.64	3.67	46.41	49.28	4.31		95.69
<b>Middle</b>	1,941	2.16	9.89	61.62	26.33	12.05		87.95
<b>High</b>	1,603	3.37	13.72	65.81	17.09	17.09		82.90
<b>Overall 2002</b>	10,157	1.36	6.44	52.38	39.81	7.81		92.19
			<b>2001</b>			6.27	12.26	81.47



## QUALITY OF INSTRUCTION BY SUBJECT AREA

Parents were asked to rate how well their child’s school helped their child learn various subjects. Possible responses included “Poor”, “Fair”, “Good”, and “Excellent”. Core subjects included reading, writing, mathematics, social studies, and science. Elective areas included visual/performing arts, and computer/technology. New subject areas included on the 2002 Parent Survey included health/physical education, character education, and the dangers of drug abuse (at the middle and high school levels only). Findings included the following:

- Core classes consistently received a high percentage of good or excellent responses from parents across all levels. Elementary level parents were the highest at 82% to 91%. At the middle school level, the positive responses ranged from 83% to 87%, and at the high school level they ranged from 83% to 86%.
- Of the core subjects, parents gave the highest responses in the category of reading, with 89% of all parents selecting good or excellent.
- Elementary parent respondents rated science the lowest at 82% good or excellent responses. Middle school parent respondents rated writing rating the lowest at 82%. At the high school level, writing and mathematics both received only 81%.
- Positive responses were up 3 points in all core subjects from the 2001 survey.
- Parent satisfaction with elective areas was somewhat lower than for core areas. The elective area of visual/performing arts received the lowest percentage of good or excellent responses at 75% across all three levels. Parents gave the highest ratings to health and physical education.

Figure 39 summarizes the percent of good or excellent responses for each school level and core subject.

**Figure 39: Percent of Positive Responses (Good or Excellent) by Core Subject and School Level**

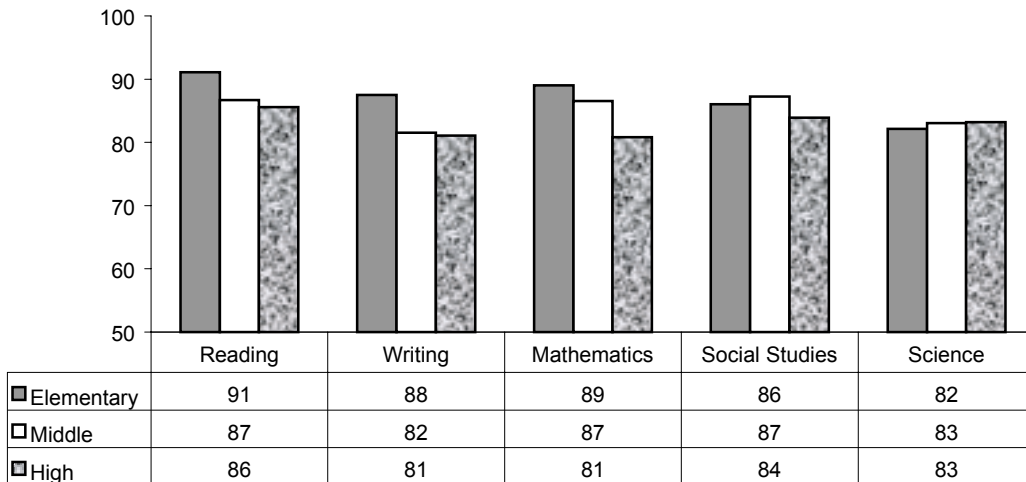
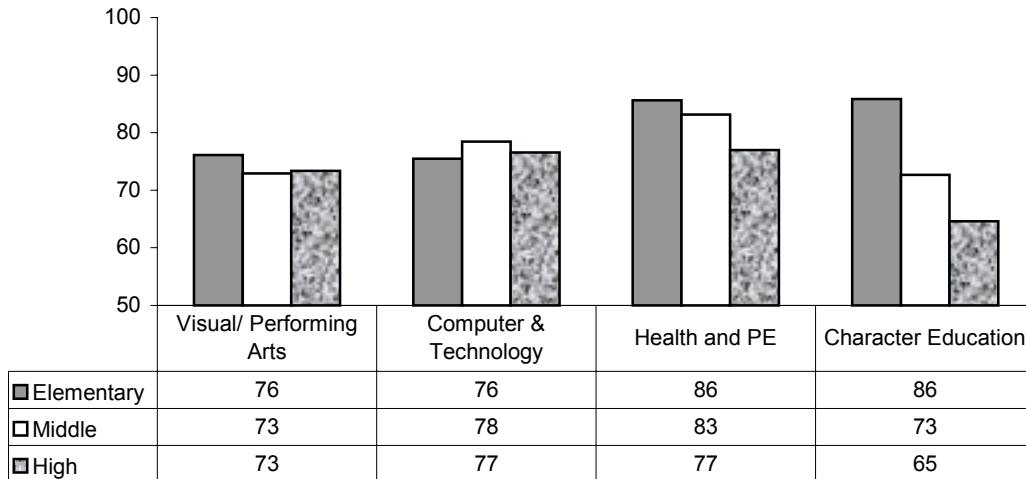


Figure 40 summarizes the percent of good or excellent responses for each school level and elective/other subject.

**Figure 40: Percent of Positive Responses (Good or Excellent) by Non-Core Subject and School Level**



Beginning with the core subjects and ending with the elective/other areas, Figures 41 through 50 detail the parent responses at each level, the overall percentage for WCPSS, and—when available—the overall results from the 2001 parent survey.

The highest percentage of good or excellent responses was in the subject of reading. At the elementary level, 91% of parent respondents chose good or excellent. 87% of the middle school parents and 86% of the high school parents rated their school as good or excellent. Parent respondents rated each school level better this year, with the overall going from 86% in 2001 to 89% in 2002.

**Figure 41: Response to Survey Item:  
How would you rate this school in helping your child learn reading skills?**

2002 Results	N	Poor	Fair	Good	Excellent
<b>Elementary</b>	6,676	1.23	7.67	39.50	51.60
<b>Middle</b>	1,985	1.91	11.39	53.90	32.80
<b>High</b>	1,614	2.35	12.08	55.82	29.75
<b>Overall 2002</b>	10,275	1.54	9.08	44.85	44.54
<b>Overall 2001</b>	7,935	2.49	11.77	48.25	37.48
<b>Overall 1999</b>	42,474	2.12	12.72	53.49	31.67

Parent respondents rating their school as good or excellent in helping their child learn writing skills went up three points in Spring, 2002, but the overall percentage choosing excellent increased five points. The percentage choosing excellent was much higher for elementary schools (43%) than middle (29%) or high (29%) schools.

**Figure 42: Response to Survey Item:  
How would you rate this school in helping your child learn writing skills?**

<b>2002 Results</b>	<b>N</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Elementary</b>	6,667	1.76	10.72	44.23	43.29
<b>Middle</b>	1,990	2.82	15.68	52.71	28.79
<b>High</b>	1,620	3.58	15.37	52.53	28.52
<b>Overall 2002</b>	10,277	2.25	12.41	47.18	38.15
<b>Overall 2001</b>	7,929	3.24	14.80	48.34	33.62
<b>Overall 1999</b>	42,465	2.47	15.00	53.22	29.31

Figure 43 shows that 87% of overall parent respondents rated their child's school as good or excellent in helping their child learn mathematics skills. This ranged from a high of 89% and 87% at the elementary and middle school levels to 81% at the high school level. As shown, there has been a small improvement in ratings over time.

**Figure 43: Response to Survey Item:  
How would you rate this school in helping your child learn mathematics skills?**

<b>2002 Results</b>	<b>N</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Elementary</b>	6,623	1.56	9.42	46.40	42.62
<b>Middle</b>	1,988	2.46	11.02	50.86	35.66
<b>High</b>	1,631	4.35	14.84	47.33	33.48
<b>Overall 2002</b>	10,242	2.18	10.59	47.41	39.81
<b>Overall 2001</b>	7,926	3.49	12.95	47.37	36.20
<b>Overall 1999</b>	42,302	2.57	13.22	52.68	31.53

Good or excellent responses from parents who rated their child's school in helping their child learn social studies skills ranged from 84% to 87%, with the lowest percentage being from high school parent respondents, and the highest being from middle school respondents. The highest percentage of excellent responses came from middle school parents (34%). Overall improvement in good/excellent responses was 3 points, from 83% in 2001 to 86% in 2002.

**Figure 44: Response to Survey Item:  
How would you rate this school in helping your child learn social studies skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	6,377	1.58	12.39	54.13	31.90
Middle	1,978	2.27	10.47	53.64	33.62
High	1,614	2.97	13.14	56.75	27.14
<b>Overall 2002</b>	9,969	1.94	12.13	54.46	31.47
<b>Overall 2001</b>	7,905	2.90	14.03	53.76	29.31
<b>Overall 1999</b>	41,585	2.22	15.43	57.04	25.30

Good or excellent responses from parent survey respondents were most consistent across school levels in the subject of science. Middle and high school parent respondents rated their schools highest (83%) with elementary school parents at 82%. Combined good/excellent ratings were 83% in both 2001 and 2002 survey results.

**Figure 45: Response to Survey Item:  
How would you rate this school in helping your child learn science skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	6,375	2.64	15.21	51.72	30.43
Middle	1,971	3.35	13.60	51.90	31.15
High	1,615	2.35	14.43	54.12	29.10
<b>Overall 2002</b>	9,961	2.73	14.76	52.14	30.36
<b>Overall 2001</b>	7,905	3.56	16.01	51.27	29.16
<b>Overall 1999</b>	41,572	2.77	17.29	54.92	25.03

Three "elective" areas – visual and performing arts, computer and technology, and health and physical education – showed a lower percentage of good or excellent responses than the "academic" subjects discussed above.

Figure 46 shows that in the area of visual/performing arts, elementary school parent respondents had the highest percentage of good or excellent responses (76%), with positive responses slightly lower at the middle and high school levels (73%).

**Figure 46: Response to Survey Item:  
How would you rate this school in helping your child learn visual and performing arts skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	6,379	4.86	19.02	47.25	28.87
Middle	1,883	5.52	21.56	46.52	26.40
High	1,473	6.38	20.23	47.39	26.00
<b>Overall 2002*</b>	9,735	5.22	19.69	47.13	27.96
<b>Overall 1999</b>					

\*Visual and Performing Arts were separate prior to 2002.

Another area where parent respondents answered less positively was in rating their school in helping their child learn computer and technology skills. Good or excellent responses were 76%, 78%, and 77% for elementary, middle, and high school parent respondents respectively. This year's overall parent satisfaction of 76% is three points higher than in 2001.

**Figure 47: Response to Survey Item:  
How would you rate this school in helping your child learn computer and technology skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	6,453	4.43	20.07	48.43	27.07
Middle	1,938	3.67	17.85	51.39	27.09
High	1,544	3.95	19.50	50.97	25.58
<b>Overall 2002</b>	9,935	4.21	19.55	49.40	26.84
<b>Overall 2001</b>	7,821	6.00	20.93	48.41	24.66

Parents were asked to rate their child's school in helping the children learn health and physical education skills. Good or excellent responses totaled 86% at the elementary school level, with 83% and 77% at the middle and high school levels.

**Figure 48: Response to Survey Item:  
How would you rate this school in helping your child learn health and physical education skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	6,548	1.85	12.54	51.95	33.66
Middle	1,974	3.34	13.48	54.76	28.42
High	1,576	4.51	18.53	54.31	22.65
<b>Overall 2002</b>	10,098	2.56	13.66	52.87	30.92

Parents were also asked to rate their child's school in helping children learn character education. While 86% of the elementary school parent respondents reported good or excellent, the rates were only 73% at the middle school level, and 65% at the high school level.

**Figure 49: Response to Survey Item:  
How would you rate this school in helping your child learn character education?**

<b>2002 Results</b>	<b>N</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Elementary</b>	6,370	1.82	12.32	49.39	36.47
<b>Middle</b>	1,882	4.99	22.32	51.81	20.88
<b>High</b>	1,483	8.02	27.38	49.63	14.97
<b>Overall 2002</b>	9,735	3.38	16.55	49.89	30.18

Figure 50 shows that only 77% of middle and 62% of high school parent respondents gave good or excellent ratings regarding how their school helps children learn the dangers of drug abuse.

**Figure 50: Response to Survey Item:  
How would you rate this school in helping your child learn the dangers of drug abuse?**

<b>2002 Results</b>	<b>N</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Middle</b>	1,891	5.92	17.08	51.19	25.81
<b>High</b>	1,504	11.50	26.86	45.81	15.82
<b>Overall 2002</b>	3,395	8.39	21.41	48.81	21.38

## PARENT RESPONSES COMPARED TO STUDENT RESPONSES

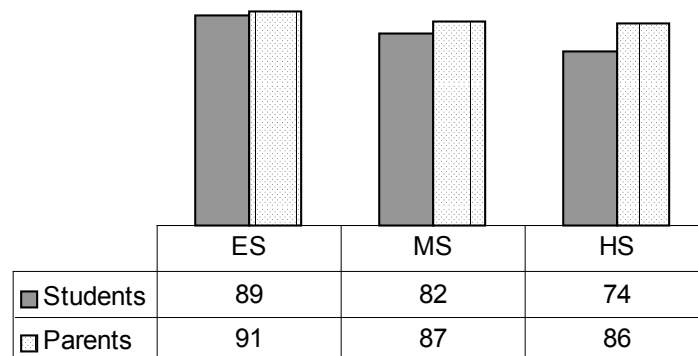
Questions asking for a rating of the school in helping students learn skills in the core subjects and computer and technology skills were asked on both the parent survey and the student survey. Figures 51 through 56 detail the responses of both students and parents at the elementary, middle and high school levels. Graphs comparing the good or excellent responses at each school level are also provided.

Generally speaking, parent respondents at the elementary school level were slightly more critical than students. However, at the high school level parent respondents were more positive than students. At the middle school level, parent respondents were more positive for reading, social studies and science while more critical of writing, mathematics, and computer and technology.

### Reading

Elementary and middle school student and parent respondents were very similar in their ratings of the teaching of reading skills. The most significant disparity between students and parents occurred at the high school level where students were more critical of their school in helping them learn reading skills.

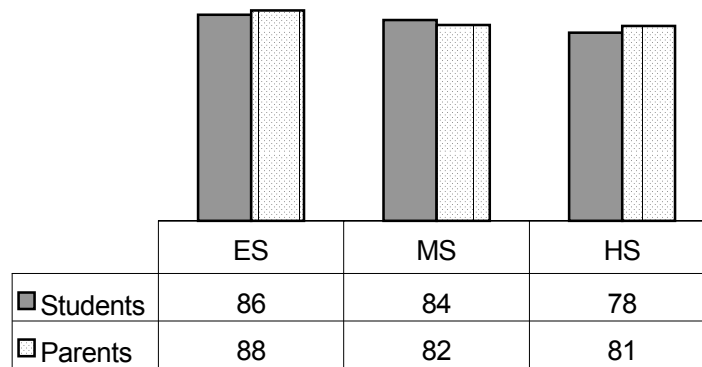
**Figure 51: Percentage of Combined Good or Excellent Responses to Survey Item:  
Rate this school in helping students learn reading skills**



**Writing**

In the area of schools helping students learn writing skills, parent respondents were slightly more critical than student respondents except at the high school level where an equal percentage (78%) responded good or excellent. More than 20% of both student and parent respondents rated their school poor or fair in helping students learn writing skills. Once again, more positive responses were received at the elementary level than at the middle school and high school levels.

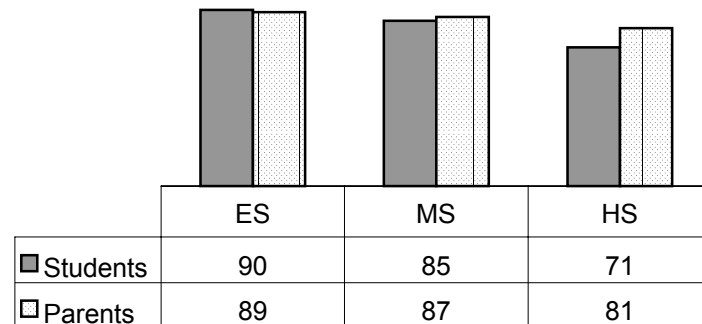
**Figure 52: Percentage of Combined Good or Excellent Responses to Survey Item:  
Rate this school in helping students learn writing skills**



**Mathematics**

On the subject of mathematics student respondents were more positive at the elementary level, and parent respondents more positive at the high school level. Respondents – both students and parents – were notably more positive at the elementary school level (90% and 86% respectively) compared to respondents at the high school level (71% and 77% respectively). More student respondents at the high school level - 29% - rated their school as poor or fair in helping students learn mathematics.

**Figure 53: Percentage of Combined Good or Excellent Responses to Survey Item:  
Rate this school in helping students learn mathematics skills**

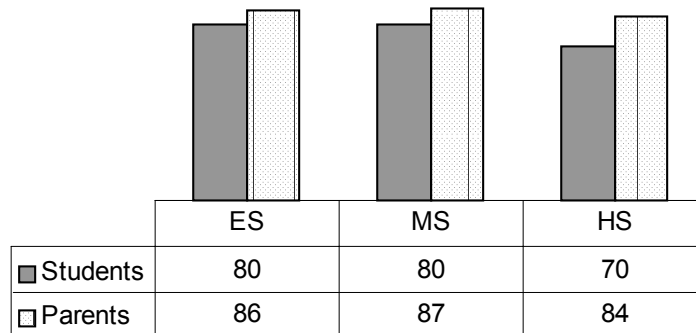




**Social Studies**

Social studies was the one subject where more parent respondents rated their school good or excellent at all school levels than student respondents. At the middle school level, the difference was only 3%, however there was a 5% difference at the elementary level, and 8% at the high school level.

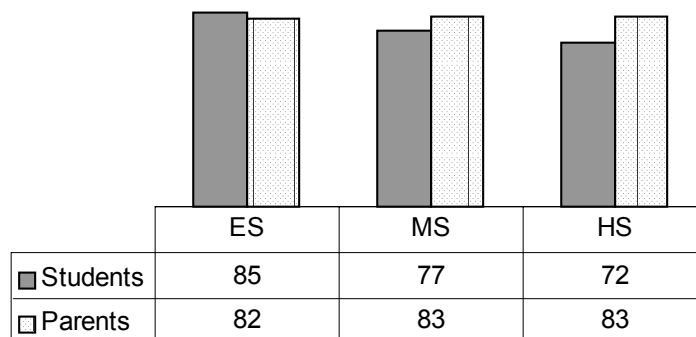
**Figure 54: Percentage of Combined Good or Excellent Responses to Survey Item:  
Rate this school in helping students learn social studies skills**



**Science**

On the question of science instruction, there was little variance (3%) between elementary, middle and high school parent respondents (81%, 79%, and 80% respectively). However, a much wider variance (13%) occurred between student respondents (85%, 77%, 72%) in the percentage choosing good or excellent.

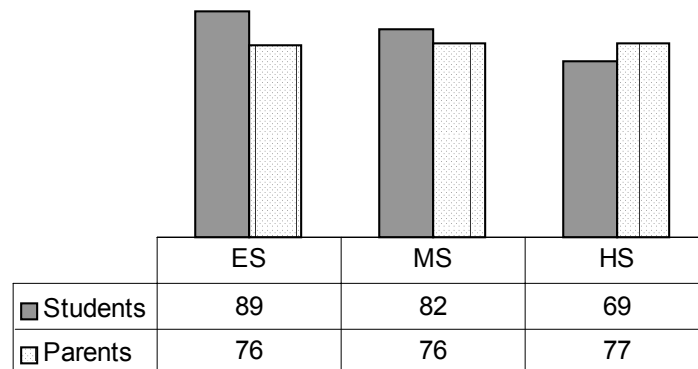
**Figure 55: Percentage of Combined Good or Excellent Responses to Survey Item:  
Rate this school in helping students learn science skills**



## **Computer and Technology**

Computer and technology skills received more poor or fair responses—from both students and parents and at elementary, middle and high school levels—than any other subject. Parents were more consistent in their positive (good or excellent) responses across school levels (71% – 76%) whereas student responses differed more at the various levels: elementary 89%, middle 82% and high 69%.

**Figure 56: Percentage of Combined Good or Excellent Responses to Survey Item:  
Rate this school in helping students learn computer and technology skills**



## MISCELLANEOUS

Parents were asked if they were aware of the school district's goal that 95% of students will be at or above grade level by 2003. 80% of elementary school parent respondents were aware of this goal, as well as 75% of middle school and 64% of high school parent respondents.

**Figure 57: Response to Survey Item:  
Are you aware of the school district's goal that 95% of students will be at or above grade level by 2003?**

2002 Results	N	No	Yes
<b>Elementary</b>	6,587	19.55	80.45
<b>Middle</b>	1,970	24.72	75.28
<b>High</b>	1,629	36.40	63.60
<b>Overall 2002</b>	10,186	23.24	76.76

Parents were asked if they felt the buildings and grounds at their child's school were clean and safe. Overall, 92% of parents agreed or strongly agreed that the schools were clean and safe.

**Figure 58: Response to Survey Item:  
The buildings and grounds at my child's school are clean and safe.**

2002 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
<b>Elementary</b>	6,619	0.86	4.77	52.98	41.38	5.63		94.36
<b>Middle</b>	1,975	2.33	9.82	62.18	25.67	12.15		87.85
<b>High</b>	1,583	3.73	10.99	62.10	23.18	14.72		85.28
<b>Overall 2002</b>	10,177	1.59	6.72	56.18	35.50	8.31		91.68
						8.40	15.93	76.66

Figure 59 shows that most parent respondents—at all levels—were not aware of the WAVE Save a Friend telephone Hotline. However, awareness of the safety program increased from last year: from 17% to 37% at the elementary school level, 20% to 34% at the middle school level, and 17% to 29% at the high school level. This indicates an increase of 20 points at the elementary and high school levels, and a 14-point increase at the middle school level.

**Figure 59: Response to Survey Item:  
Are you aware of the WAVE Save A Friend Telephone Hotline?**

2001-2002 Results	N	Yes	No
<b>Elementary</b>	6,558	37.04	62.96
<b>Middle</b>	1,971	34.45	65.55
<b>High</b>	1,628	29.05	70.95
<b>Overall</b>	10,157	35.26	64.74

When comparing responses from students, parents, and staff, the trend is that students knew less about the Hotline than parents, and parents knew less than staff. At all levels, a higher percentage of school staff respondents were aware of this Hotline. It is also interesting to note that more middle school respondents – students, parents, and staff – knew about the Hotline than high school respondents, and that elementary school respondents indicated the lowest level of awareness.

**Figure 60: Comparison of Student, Parent and Staff Responses to Survey Item:  
Are you aware of the WAVE Save A Friend Telephone Hotline?**

	Student Respondents N = 16,235			Parent Respondents N = 10,157			Staff Respondents N = 7,138		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
<b>No</b>	87.65	40.54	58.19	62.96	65.55	70.95	61.94	24.30	26.10
<b>Yes</b>	12.35	59.46	41.81	37.04	34.45	29.05	38.06	75.70	73.90
<b># in Group</b>	10,013	3,347	2,875	6,558	1,971	1,628	3,831	1,675	1,632

**NEED MORE INFORMATION?**

Complete results for individual schools and the appropriate school level have been provided to each school principal and can be obtained from the Department of Evaluation and Research. If you have questions about the parent survey, call Wanda Wildman at (919) 850-1878 or send email to [wwildman@wcpss.net](mailto:wwildman@wcpss.net).

at or above grade level by 2003?

Yes

No

18. Are you aware of the WAVE Save A Friend telephone hotline?

Yes

No

19. Rate this school in helping your child acquire skills or knowledge about:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visual and/or performing arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
computers and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
health and physical education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
character education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How often during the past year did you do the following things:

	<u>Daily</u>	<u>Weekly</u>	<u>Occasionally</u>	<u>Not at all</u>
Made sure reading material was available for your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed homework or read with your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placed limits on your child's use of TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placed limits on non-instructional computer usage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Students are often given grades of A, B, C, D, Fail to denote the quality of their work. What grade would you give your child's school if it were graded in the same manner?  A  B  C  D  Fail





# PARENT SURVEY - HIGH SCHOOL



Please use a pencil to darken the bubble beside your child's school name.

- |                                    |                                      |   |  |
|------------------------------------|--------------------------------------|---|--|
| <input type="radio"/> Apex         | <input type="radio"/> Enloe          | <input type="radio"/> Longview          | <input type="radio"/> Wakefield              |
| <input type="radio"/> Athens Drive | <input type="radio"/> Fuquay-Varina  | <input type="radio"/> Millbrook         | <input type="radio"/> Wake Forest-Rolesville |
| <input type="radio"/> Broughton    | <input type="radio"/> Garner         | <input type="radio"/> Phillips          |  |
| <input type="radio"/> Cary         | <input type="radio"/> Green Hope     | <input type="radio"/> Sanderson         |  |
| <input type="radio"/> East Wake    | <input type="radio"/> Leesville Road | <input type="radio"/> Southeast Raleigh |  |

Please use a pencil to darken the bubble indicating whether you strongly agree (SA) or agree (A) or disagree (D) or strongly disagree (SD) with the following statements. Leave responses blank if you do not know how to respond or have no opinion.

- |   | <u>SA</u>                 | <u>A</u>              | <u>D</u>                 | <u>SD</u>             |
|---|---------------------------|-----------------------|--------------------------|-----------------------|
| 1. My child's school is a safe place to learn.  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 2. My child's school provides a high quality educational program.   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 3. My child is given challenging work in all classes.   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 4. If I call the school, I receive courteous attention.   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 5. Students in my child's school are well behaved overall.  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 6. The rules of this school are fair.   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 7. Teachers in this school really seem to care about the students.  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 8. This school promotes understanding among students from various backgrounds.                                | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 9. Discipline of my child has been handled fairly at this school.   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 10. My child does some homework almost every school night.  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 11. When I have concerns about my child, I can count on the school for support.                               | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 12. I receive enough communication from the school to keep me informed of its activities.                     | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 13. I would like to communicate with my child's teachers via e-mail.  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 14. The buildings and grounds at my child's school are clean and safe.  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 15. It is important to my child's future that he/she graduate from high school with at least a B average.     | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 16. Does your child have home access to the Internet?   | <input type="radio"/> Yes |                       | <input type="radio"/> No |                       |
| 17. Does your child use a home computer for schoolwork?   | <input type="radio"/> Yes |                       | <input type="radio"/> No |                       |
| 18. Are you aware of the school district's goal that 95% of students will be at or above grade level by 2003? | <input type="radio"/> Yes |                       | <input type="radio"/> No |                       |
| 19. Are you aware of the WAVE Save A Friend telephone hotline?  | <input type="radio"/> Yes |                       | <input type="radio"/> No |                       |

20. Rate this school in helping your child acquire skills or knowledge about:

- |                               | <u>Excellent</u>      | <u>Good</u>           | <u>Fair</u>           | <u>Poor</u>           |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| reading                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| writing                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| mathematics                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| social studies                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| science                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| visual and/or performing arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| computers and technology      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| health and physical education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| character education           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| dangers of drug abuse         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. How often during the past year did you do the following things:

- |   | <u>Daily</u>          | <u>Weekly</u>         | <u>Occasionally</u>   | <u>Not at all</u>     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Made sure reading material was available for your child | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed homework or read with your child              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Placed limits on your child's use of TV                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Placed limits on non-instructional computer usage       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Students are often given grades of A, B, C, D, Fail to denote the quality of their work. What grade would you give your child's school if it were graded in the same manner?  A  B  C  D  Fail