

1989

# A Survey of Fifth and Sixth Grade Parents at Jefferson Elementary School, Charleston, Illinois

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*Eastern Illinois University*

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## A Survey of Fifth and Sixth Grade

Parents at Jefferson Elementary School

(TITLE)
Charleston Illinois

BY

James M. Louthan

## THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Educational Administration

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1989  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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A SURVEY OF FIFTH AND  
SIXTH GRADE PARENTS AT  
JEFFERSON ELEMENTARY SCHOOL  
CHARLESTON, ILLINOIS

BY

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Specialist in Educational Administration at the  
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CHARLESTON, ILLINOIS

1989

## Abstract

The purpose of this field study was to survey parents/guardians of fifth and sixth grade students concerning their opinions of programs, practices and procedures used at Jefferson Elementary School in Charleston, Illinois. An instrument was designed and given to students to take home to be completed by their parents/guardians and returned to school via the student. Results of the survey indicated that, in general, most parents were satisfied with the programs, practices and procedures except for the schoolwide discipline program, certain curricular offerings (handwriting, math and physical education) and the amount of homework assigned. Opinions of the parents surveyed will be used as guidelines to improve areas of concern. Additionally, future surveys are planned for K-4 parents and specific surveys are planned to seek parent input regarding ways to improve two-way communication between school and home.

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## CHAPTER I

### Overview and Background

#### Introduction

Public schools have come under close scrutiny in the past six years. Numerous studies, including A Nation at Risk which was released in 1983, have been conducted pertaining to the effectiveness of public schools. Additionally, the Gallup Poll of Education, released each September for the past twenty years, focuses on the perceptions of the general citizenry and parents toward the public schools.

Principals use numerous sources to review the effectiveness of their programs, practices and procedures. These sources include self examination by the professional staff, review by personnel from the state department of education, and comparison to accepted standards established by professional organizations. Furthermore, some school districts use accrediting agencies as a reference point to review their system. In reviewing a school's effectiveness, an important reference group is parents. Parents have a vested interest in the quality of education produced by the school in that their children are the consumers.

While parents' perceptions of the school serve as only one focal point, it is a point which needs to be taken into consideration in



perspective with other sources. Although principals oftentimes receive input through Parent Teacher Organization members, special interest groups, and those select parents who take the initiative to see them on a regular basis, generally little systematic information exists for principals regarding parents' perceptions. As Ubben and Hughes (1987) indicate, a parent survey is an excellent source of information for principals to use as input into examining the school's program and can also enhance school-community relations.

#### Supportive Literature and Rationale

Discussions between the researcher and other principals in Charleston, Illinois, plus a need to consider changes in selected programs, practices and procedures at Jefferson Elementary School, led the researcher to the decision to survey parents of children in the fifth and sixth grades. The researcher (who is also the principal of Jefferson School) believes it is logical to seek input from parents regarding their opinions before a crisis situation exists. A parent survey can alert the principal to an emerging problem and perhaps suggest a means of avoiding a crisis.

Recent research has indicated the important role which the principal plays as an instructional leader (Illinois State Board of Education, 1986). One of the instructional leadership skills advocated for principals by the Illinois Administrators Academy is

curriculum assessment and improvement. Parent input is one form of curriculum assessment.

Surveys, which poll the public's attitudes toward the public schools, have been conducted by numerous groups for many years. Polls have been conducted at the local, state and national levels with the annual Gallup Poll of Education being the most widely known. Gorton (1983) indicates that it is important for administrators to "periodically update their understanding of the community through the use of a school census survey" (p. 436).

No survey of parents has been conducted at Jefferson School since 1974. Parent opinions, concerning various aspects of the operation of Jefferson, have been sporadic and have not given a comprehensive view of parents' opinions. Gorton (1983) also points out that:

While many administrators may believe they already possess a good understanding of the community, it would appear that, for the most part, this understanding is based on irregular, random contacts with parents and other members of the public, which occur through occasional telephone calls, parents' meetings, "open houses", and personal correspondence (p. 434).

Principals have numerous sources which they can utilize to evaluate the effectiveness of their school's programs, practices and procedures. Gay (1985) indicates that an evaluation needs to include a systematic process for collecting and analyzing data in order to

determine the extent to which a school is meeting its objectives. Maehr, Hartman, and Bartz (1984) note the vested interest which parents have regarding the effectiveness of schools. A survey of parents' opinions provides a data base which principals can utilize for evaluating the effectiveness of their school.

#### Statement of the Problem

Broad based parent input is important to principals as they make decisions and set priorities regarding programs, practices and procedures for their building. Obtaining broad based parent input in a cost effective manner is sometimes difficult. For example, the cost to conduct a telephone parent survey would require considerable time and effort on the part of the principal, as well as the services of volunteers. Conversely, a written survey sent to parents via their children, and returned in the same manner, is a more cost-effective way to receive parent input. It is realized that more sophisticated research techniques may result in enhanced representativeness of the data. However, principals are often faced with limited budgets and human resources which prevent them from conducting a more sophisticated study. The written survey distributed and returned through students was the most viable way to obtain parents' perceptions at Jefferson School.

The specific problem which this study addressed is: What are the

perceptions of the parents of children at Jefferson School regarding selected programs, practices and procedures?

#### Limitations of the Study

A major limitation of this study was that it was conducted only at Jefferson Elementary School in Charleston, Illinois. Inferences made from the results of this study to other schools are dependent upon the extent to which other schools are similar in nature to Jefferson School. Additionally, although Jefferson is a K-6 building, only parents of fifth and sixth graders were surveyed. Furthermore, the results of this study are based on a response rate of 43%. Thus, the representativeness of the sample is an additional limiting factor.

## CHAPTER II

### Research Procedures

#### General Design

This was a field study in which the opinions of parents toward certain school variables were collected by sending surveys home with their children and having the children return them. The independent variable is the opinions of the parents and the dependent variables are those school variables assessed by the parents.

The population consisted of all of the parents or guardians of children at Jefferson Elementary School in grades five and six as of May, 1988, which was approximately 500. The sample was the 213 parents/guardians of fifth and sixth grade students who responded to the survey. It is understood that the sample may not be representative of the entire school population. However, the 213 parents/guardians who responded to the survey did furnish the principal with useful information. This information, when combined with other sources of information, allowed the principal to make judgements about the effectiveness of the fifth and sixth grade programs.

#### Instrumentation and Data Collection

The survey instrument used to collect parents' perceptions is presented in Appendix A. This instrument had previously been used at

Charleston Junior High School, Charleston, Illinois, for a parent opinion survey in 1983. A portion of the content addressed by the instrument is based on variables studied in the annual Gallup Poll of Education. The validity of the instrument was addressed by reviewing the instrument's content in relation to the specific variables which the researcher was assessing. While data on the instruments' reliability are not available, it had been previously used successfully at the Charleston Junior High School in its 1983 survey. The simplicity of the instrument's format lends itself to unambiguous questions which are likely to increase the instrument's reliability.

The parent survey was distributed to approximately 500 fifth and sixth grade students, with instructions to give the survey to their parents/guardians and to return it when completed. Parents were instructed to complete the survey anonymously. The results of the survey were tabulated through the Computer Center at Eastern Illinois University.

### Data Analysis

Descriptive statistics in the form of frequencies and percentages were used to analyze the data. The researcher felt that descriptive statistics would be more useful than inferential statistics. This judgement was based on the perception that parents, the users of the results, would more easily understand descriptive statistics than

inferential statistics. Furthermore, the researcher believes that statistical significance is less important than practical significance when making judgements from the information gathered in parent surveys.

## CHAPTER III

### Results

#### Introduction

The results for each question of the parent survey are presented along with conclusions and recommendations. The survey results were shared with the faculty at Jefferson School in September, 1988 (see Appendix B).

For presentation purposes the questions are grouped into the following categories: Academic Expectations, Discipline, Extra Curricular Offerings, Facilities, Communication, Gifted Offerings, Special Needs, Curricular Offerings, Overall Attitude Toward Jefferson, Assessment of Academic Areas, Amount of Homework and a category entitled A Grade for Jefferson School. The numerical results for items one through thirty-two are presented in Table 1 (on the following pages), followed by a discussion of results and conclusions and recommendations. Information for items 33 and 34 are presented in Tables 2 and 3 respectively, utilizing the same format.

#### Academic Expectations (Item 1)

Results and Conclusions. Twelve percent of the parents responding perceived the school's academic expectations as excellent,



while 54.8% perceived academic expectations as good. About one-fifth (22.1%) perceived expectations as adequate and less than four percent (3.4%) indicated a need for improvement in the academic expectations at Jefferson. The majority of parents were satisfied with the academic expectations at Jefferson School.

Recommendations. Jefferson School should continue to maintain its present standards of academic expectations.

#### Discipline (Items 2 and 3)

Results and conclusions. About one-sixth (16.8%) of the parents rated classroom discipline (Item 2) as excellent. Nearly one half (45.2%) indicated classroom discipline as good. One fourth (25.5%) of the respondents rated classroom discipline adequate and 6.7% of the parents indicated a need to improve classroom discipline.

Just over ten percent (10.6%) of the parents rated the school wide discipline program (Item 3) as excellent, while 45.2% rated it as good. More than one fifth (22.1%) graded the program adequate, and 12.5% indicated a need for improvement.

Classroom discipline is handled by teachers in their respective classrooms and individual teachers are allowed to develop rules specific to their classroom. Teachers are expected to enforce these rules. In contrast, the schoolwide discipline program governs student behavior outside classrooms. Teams of three teachers monitor and

TABLE 1  
Results for Items 1 through 32

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
1. Academic Expectations						
5th Grade Parents	10 (11.6%)	43 (50.0%)	19 (22.1%)	3 (3.5%)	1 (1.2%)	10 (11.6%)
6th Grade Parents	13 (12.3%)	63 (59.4%)	22 (20.8%)	4 (3.8%)	1 (0.9%)	3 (2.8%)
Total (All Parents)	25 (12.0%)	114 (54.8%)	44 (22.1%)	7 (3.4%)	2 (1.0%)	16 (7.7%)
2. Discipline-Classroom						
5th Grade Parents	18 (20.9%)	40 (46.5%)	18 (20.9%)	3 (3.5%)	5 (5.8%)	2 (2.3%)
6th Grade Parents	16 (15.1%)	48 (45.3%)	29 (27.4%)	11 (10.4%)	2 (1.9%)	- -
Total (All Parents)	35 (16.8%)	94 (45.2%)	53 (25.5%)	14 (6.7%)	7 (3.4%)	5 (2.4%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
3. Discipline-School Wide Program						
5th Grade Parents	6 (7.0%)	42 (48.8%)	15 (17.4%)	9 (10.5%)	8 (9.3%)	6 (7.0%)
6th Grade Parents	13 (12.3%)	48 (45.3%)	25 (23.6%)	16 (15.1%)	4 (3.8%)	- -
Total (All Parents)	22 (10.6%)	94 (45.2%)	46 (22.1%)	26 (12.5%)	13 (6.3%)	7 (3.4%)
4. Band						
5th Grade Parents	13 (15.1%)	31 (36.0%)	9 (10.5%)	2 (2.3%)	21 (24.4%)	10 (11.6%)
6th Grade Parents	20 (18.9%)	31 (29.2%)	13 (12.3%)	7 (6.6%)	31 (29.2%)	4 (3.8%)
Total (All Parents)	36 (17.3%)	67 (32.2%)	23 (11.1%)	9 (4.3%)	59 (28.4%)	14 (6.7%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
5. Chorus						
5th Grade Parents	11 (12.8%)	25 (29.1%)	6 (7.0%)	- -	34 (39.5%)	10 (11.6%)
6th Grade Parents	21 (19.8%)	32 (30.2%)	12 (11.3%)	4 (3.8%)	31 (29.2%)	6 (5.7%)
Total (All Parents)	37 (17.8%)	63 (30.3%)	19 (9.1%)	4 (1.9%)	69 (33.2%)	16 (7.7%)
6. Swing Choir						
5th Grade Parents	4 (4.7%)	23 (26.7%)	6 (7.0%)	1 (1.2%)	38 (44.2%)	14 (16.3%)
6th Grade Parents	16 (15.1%)	23 (21.7%)	11 (10.4%)	3 (2.8%)	42 (39.6%)	11 (10.4%)
Total (All Parents)	21 (10.1%)	50 (24.0%)	18 (8.7%)	4 (1.9%)	87 (41.8%)	28 (13.5%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>7. Sports</b>						
5th Grade Parents	13 (15.1%)	31 (36.0%)	11 (12.8%)	9 (10.5%)	12 (14.0%)	10 (11.6%)
6th Grade Parents	23 (21.7%)	31 (29.2%)	21 (19.8%)	16 (15.1%)	12 (11.3%)	3 (2.8%)
Total (All Parents)	38 (18.3%)	71 (34.1%)	32 (15.4%)	27 (13.0%)	25 (12.0%)	15 (7.2%)
<b>8. Other Social Activities</b>						
5th Grade Parents	8 (9.3%)	30 (34.9%)	17 (19.8%)	5 (5.8%)	18 (20.9%)	8 (9.3%)
6th Grade Parents	7 (6.6%)	33 (31.1%)	32 (30.2%)	12 (11.3%)	18 (17.0%)	4 (3.8%)
Total (All Parents)	17 (8.2%)	68 (32.7%)	52 (25.0%)	20 (9.6%)	38 (18.3%)	13 (6.3%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>9. Facilities</b>						
5th Grade Parents	20 (23.3%)	39 (45.3%)	20 (23.3%)	- -	1 (1.2%)	6 (7.0%)
6th Grade Parents	17 (16.0%)	43 (40.6%)	28 (26.4%)	8 (7.5%)	4 (3.8%)	6 (5.7%)
Total (All Parents)	41 (19.7%)	89 (42.8%)	48 (23.1%)	11 (5.3%)	5 (2.4%)	14 (6.7%)
<b>10. Teacher-Communication</b>						
5th Grade Parents	31 (36.0%)	32 (37.2%)	13 (15.1%)	10 (11.6%)	- -	- -
6th Grade Parents	21 (19.8%)	50 (47.2%)	24 (22.6%)	10 (9.4%)	1 (0.9%)	- -
Total (All Parents)	57 (27.4%)	85 (40.9%)	41 (19.7%)	24 (11.5%)	1 (0.5%)	- -

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>11. Teacher-Accessibility</b>						
5th Grade Parents	30 (34.9%)	35 (40.7%)	16 (18.6%)	1 (1.2%)	1 (1.2%)	2 (2.3%)
6th Grade Parents	24 (22.6%)	47 (44.3%)	28 (26.4%)	6 (5.7%)	1 (0.9%)	-
Total (All Parents)	57 (27.4%)	87 (41.8%)	48 (23.1%)	12 (5.8%)	1 (0.5%)	3 (1.4%)
<b>12. Teacher-Cooperation</b>						
5th Grade Parents	30 (34.9%)	36 (41.9%)	16 (18.6%)	1 (1.2%)	1 (1.2%)	2 (2.3%)
6th Grade Parents	28 (26.4%)	46 (43.4%)	24 (22.6%)	6 (5.7%)	2 (1.9%)	-
Total (All Parents)	63 (30.3%)	86 (41.3%)	44 (21.2%)	9 (4.3%)	3 (1.4%)	3 (1.4%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>13. Administrator-Communication</b>						
5th Grade Parents	21 (24.4%)	35 (40.7%)	7 (8.1%)	7 (8.1%)	8 (9.3%)	8 (9.3%)
6th Grade Parents	32 (30.2%)	39 (36.8%)	21 (19.8%)	9 (8.5%)	5 (4.7%)	-
Total (All Parents)	59 (28.4%)	77 (37.0%)	33 (15.9%)	16 (7.7%)	14 (6.7%)	9 (4.3%)
<b>14. Administrator-Accessibility</b>						
5th Grade Parents	22 (25.6%)	36 (41.9%)	12 (14.0%)	3 (3.5%)	6 (7.0%)	7 (8.1%)
6th Grade Parents	31 (29.2%)	39 (36.8%)	25 (23.6%)	6 (5.7%)	5 (4.7%)	-
Total (All Parents)	58 (27.9%)	79 (38.0%)	42 (20.2%)	9 (4.3%)	12 (5.8%)	8 (3.8%)



Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
15. Administrator - Cooperation						
5th Grade Parents	22 (25.6%)	33 (38.4%)	13 (15.1%)	2 (2.3%)	9 (10.5%)	7 (8.1%)
6th Grade Parents	35 (33.0%)	33 (31.1%)	26 (24.5%)	5 (4.7%)	7 (6.6%)	- -
Total (All Parents)	63 (30.3%)	71 (34.1%)	42 (20.2%)	7 (3.4%)	17 (8.2%)	8 (3.8%)
16. Gifted Offerings						
5th Grade Parents	10 (11.6%)	19 (22.1%)	11 (12.8%)	7 (8.1%)	27 (31.4%)	12 (14.0%)
6th Grade Parents	12 (11.3%)	28 (26.4%)	18 (17.0%)	9 (8.5%)	33 (31.1%)	6 (5.7%)
Total (All Parents)	26 (12.5%)	49 (23.6%)	31 (14.9%)	17 (8.2%)	65 (31.3%)	20 (9.6%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
17. Students With Special Needs						
5th Grade Parents	5 (5.8%)	28 (32.6%)	6 (7.0%)	5 (5.8%)	32 (37.2%)	10 (11.6%)
6th Grade Parents	21 (19.8%)	26 (24.5%)	9 (8.5%)	10 (9.4%)	36 (34.0%)	4 (3.8%)
Total (All Parents)	31 (14.9%)	58 (27.9%)	18 (8.7%)	17 (8.2%)	69 (33.2%)	15 (7.2%)
18. Curricular Offerings						
5th Grade Parents	4 (4.7%)	48 (55.8%)	17 (19.8%)	2 (2.3%)	7 (8.1%)	8 (9.3%)
6th Grade Parents	11 (10.4%)	44 (41.5%)	27 (25.5%)	9 (8.5%)	11 (10.4%)	4 (3.8%)
Total (All Parents)	18 (8.7%)	97 (46.6%)	50 (24.0%)	12 (5.8%)	18 (8.7%)	13 (6.3%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
19. Overall Attitude Toward Jefferson						
5th Grade Parents	7 (8.1%)	57 (66.3%)	13 (15.1%)	3 (3.5%)	2 (2.3%)	4 (4.7%)
6th Grade Parents	18 (17.0%)	52 (49.1%)	29 (27.4%)	6 (5.7%)	1 (0.9%)	-
Total (All Parents)	29 (13.9%)	115 (55.3%)	48 (23.1%)	9 (4.3%)	3 (1.4%)	4 (1.9%)
20. Reading						
5th Grade Parents	18 (20.9%)	50 (58.1%)	13 (15.1%)	2 (2.3%)	-	3 (3.5%)
6th Grade Parents	23 (21.7%)	59 (55.7%)	17 (16.0%)	7 (6.6%)	-	-
Total (All Parents)	46 (22.1%)	116 (55.8%)	32 (15.4%)	11 (5.3%)	-	3 (1.4%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>21. Math</b>						
5th Grade Parents	17 (19.8%)	47 (54.7%)	13 (15.1%)	7 (8.1%)	-	2 (2.3%)
6th Grade Parents	26 (24.5%)	55 (51.9%)	15 (14.2%)	10 (9.4%)	-	-
Total (All Parents)	49 (23.6%)	104 (50.0%)	32 (15.4%)	21 (10.1%)	-	2 (1.0%)
<b>22. English</b>						
5th Grade Parents	14 (16.3%)	54 (62.8%)	13 (15.1%)	2 (2.3%)	1 (1.2%)	2 (2.3%)
6th Grade Parents	18 (17.0%)	61 (57.5%)	23 (21.7%)	4 (3.8%)	-	-
Total (All Parents)	36 (17.3%)	120 (57.5%)	43 (20.7%)	6 (2.9%)	1 (0.5%)	2 (1.0%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>23. Spelling</b>						
5th Grade Parents	18 (20.9%)	53 (61.6%)	12 (14.0%)	- -	1 (1.2%)	2 (2.3%)
6th Grade Parents	19 (17.9%)	60 (56.6%)	23 (21.7%)	4 (3.8%)	- -	- -
Total (All Parents)	42 (20.2%)	117 (56.3%)	41 (19.7%)	4 (1.9%)	1 (0.5%)	3 (1.4%)
<b>24. Social Studies</b>						
5th Grade Parents	17 (19.8%)	51 (59.3%)	13 (15.1%)	2 (2.3%)	1 (1.2%)	2 (2.3%)
6th Grade Parents	17 (16.0%)	63 (59.4%)	17 (16.0%)	9 (8.5%)	- -	- -
Total (All Parents)	39 (18.8%)	119 (57.2%)	33 (15.9%)	13 (6.3%)	1 (0.5%)	3 (1.4%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>25. Science</b>						
5th Grade Parents	16 (18.6%)	52 (60.5%)	14 (16.3%)	-	1 (1.2%)	3 (3.5%)
6th Grade Parents	21 (19.8%)	58 (54.7%)	19 (17.9%)	8 (7.5%)	-	-
Total (All Parents)	41 (19.7%)	114 (54.8%)	38 (18.3%)	10 (4.8%)	1 (0.5%)	4 (1.9%)
<b>26. Health</b>						
5th Grade Parents	12 (14.0%)	50 (58.1%)	20 (23.3%)	-	2 (2.3%)	2 (2.3%)
6th Grade Parents	19 (17.9%)	54 (50.9%)	23 (21.7%)	6 (5.7%)	3 (2.8%)	1 (0.9%)
Total (All Parents)	35 (16.8%)	108 (51.9%)	51 (24.5%)	6 (2.9%)	5 (2.4%)	3 (1.4%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>27. Art</b>						
5th Grade Parents	13 (15.1%)	49 (57.0%)	13 (15.1%)	4 (4.7%)	4 (4.7%)	3 (3.5%)
6th Grade Parents	18 (17.0%)	53 (50.0%)	26 (24.5%)	7 (6.6%)	1 (0.9%)	1 (0.9%)
Total (All Parents)	35 (16.8%)	108 (51.9%)	44 (21.2%)	11 (5.3%)	5 (2.4%)	5 (2.4%)
<b>28. Handwriting</b>						
5th Grade Parents	6 (7.0%)	41 (47.7%)	22 (25.6%)	6 (7.0%)	7 (8.1%)	4 (4.7%)
6th Grade Parents	14 (13.2%)	50 (47.2%)	27 (25.5%)	9 (8.5%)	5 (4.7%)	1 (0.9%)
Total (All Parents)	24 (11.5%)	97 (46.6%)	53 (25.5%)	16 (7.7%)	12 (5.8%)	6 (2.9%)

Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>29. Music</b>						
5th Grade Parents	17 (19.8%)	44 (51.2%)	16 (18.6%)	2 (2.3%)	2 (2.3%)	5 (5.8%)
6th Grade Parents	16 (15.1%)	58 (54.7%)	21 (19.8%)	7 (6.6%)	1 (0.9%)	3 (2.8%)
Total (All Parents)	40 (19.2%)	106 (51.0%)	41 (19.7%)	9 (4.3%)	3 (1.4%)	9 (4.3%)
<b>30. Physical Education</b>						
5th Grade Parents	10 (11.6%)	39 (45.3%)	20 (23.3%)	11 (12.8%)	3 (3.5%)	3 (3.5%)
6th Grade Parents	12 (11.3%)	48 (45.3%)	26 (24.5%)	19 (17.9%)	1 (0.9%)	-
Total (All Parents)	26 (12.5%)	91 (43.8%)	50 (24.0%)	34 (16.3%)	4 (1.9%)	3 (1.4%)



Item	Excellent	Good	Adequate	Needs Improvement	No Opinion	No Response
<b>31. Special Education Programs</b>						
5th Grade Parents	6 (7.0%)	20 (22.3%)	12 (14.0%)	6 (7.0%)	32 (37.2%)	10 (11.6%)
6th Grade Parents	13 (12.3%)	40 (37.7%)	9 (8.5%)	7 (6.6%)	29 (27.4%)	8 (7.5%)
Total (All Parents)	25 (12.0%)	62 (29.8%)	25 (12.0%)	15 (7.2%)	61 (29.3%)	20 (9.6%)
<b>32. Media Services</b>						
5th Grade Parents	7 (8.1%)	22 (25.6%)	14 (16.3%)	3 (3.5%)	30 (34.9%)	10 (11.6%)
6th Grade Parents	11 (10.4%)	42 (39.6%)	16 (15.1%)	9 (8.5%)	22 (20.8%)	6 (5.7%)
Total (All Parents)	23 (11.1%)	69 (33.2%)	33 (15.9%)	12 (5.8%)	53 (25.5%)	18 (8.7%)

enforce the schoolwide rules for their own students as well as for students from two additional classrooms. Rules are given for expected student behavior during these non-classroom times, but the actual monitoring and enforcement may vary from teacher to teacher. This may account for differences in parent opinions.

Recommendations. The three person teams of teachers need to find ways to more consistently monitor and enforce the schoolwide discipline program. One way might be for teachers to communicate with one another about the rules governing student conduct for the schoolwide discipline program. Also, the administration needs to review the schoolwide program at the beginning of each school year, and periodically during the year, remind the staff about enforcing the rules consistently and fairly for all students.

#### Extra Curricular Offerings (Items 4-8)

Results and Conclusions. Overall satisfaction (excellent, good, adequate combined) with extracurricular offerings ranged from 67.8% for item seven (sports) to 42.8% for item six (swing choir). It should be noted that 41.8% of the parents responding to item six had no opinion and 13.5% had no response. The swing choir is a new offering and a very limited number of students participate. This may account for the large percentage of parents who had no opinion or no response.

In general, respondents appear to be very satisfied with the

extracurricular activities. Of the 213 surveys returned, two parents suggested the school offer a volleyball program for girls and three parents suggested that the school emphasize basketball skills for boys and girls in physical education classes prior to the students involvement in the after school basketball programs.

Recommendations. All extracurricular programs are administered, coordinated and supervised by volunteer teachers. If more programs are offered, it will be necessary to solicit parent volunteers to supervise and direct these activities. Another parental survey pertaining to extracurricular programs, and to the need for parental volunteers, may be beneficial. An assessment of the numbers of students and/or parents interested in participating in additional extracurricular programs should be determined.

#### Facilities (Item 9)

Results and Conclusions. The facilities at Jefferson were rated as excellent by 19.7% of the respondents. Facilities were rated as good by 42.8%. Only 5.3%, which represents eleven parents, indicated a need for improved facilities. Numerous parents commented about how well maintained the building appears.

Recommendations. The Charleston District has made a commitment to keep all buildings in the best condition possible. This commitment has been carried out via the hiring of quality custodial personnel and

a monetary commitment toward preventive maintenance. It is recommended that the district continue this commitment.

#### Communication (Items 10-15)

Survey items 10 through 12 sought parent opinions regarding teacher communication, teacher accessibility and teacher cooperation, while Items 13, 14 and 15 measured parent opinion in these same areas for administrators.

Teacher communication (Item 10) was indicated to be good or excellent by 68.3% of the parents. Forty-one parents (representing 19.7%) indicated it to be adequate and only twenty four parents (11.5%) indicated a need for improved communication from their child's teacher.

Teacher accessibility (Item 11) was indicated as good to excellent by nearly seven of ten parents (69.2%) who responded. Approximately 23% of the responding parents said teacher accessibility was adequate and only 5.8% of the parents responding indicated a need for improved teacher accessibility.

Teacher cooperation (Item 12) fared even better. Of the parents who responded to this item, 71.6% rated teacher cooperation as good or excellent, 21.2% indicated cooperation to be adequate, and 4.3% felt that teachers needed to improve parent-teacher cooperation.

Jefferson's administrators also received excellent marks in these areas. Administrator communication (Item 13), accessibility (Item

14), and cooperation (Item 15), were rated as good to excellent by 65.4%, 65.9% and 64.4% of the parents respectively.

Recommendations. Teachers and administrators should continue to be available to parents and continue to maintain open lines of communication with parents. Continued use of parent surveys are recommended as well as surveys which address other subjects which are educationally related. Parent teacher conferences which are held at the conclusion of the first and third nine week grading periods should be continued. It is also recommended to continue using the Principal's Page which is a monthly newsletter sent home with students. This document includes a listing of monthly events at Jefferson Elementary School.

#### Gifted Offerings (Item 16)

Programs for students identified as academically or artistically gifted are offered to first through sixth graders who qualify. Programs include computer keyboarding, special art, foreign language, junior great books, as well as the opportunity to write and print (using an Apple II GS computer) a student newspaper.

In the opinion of more than one-third (36.1%) of the parents who responded, the gifted programs offered at Jefferson are either good or excellent. Nearly fifteen percent (14.9%) rated gifted programs as adequate and only seventeen parents (8.2%) indicated a need for

improved gifted offerings. Four out of ten parents had no opinion (31.3%) or no response (9.6%) to this item.

Recommendations. More staff involvement, with an ultimate goal of total staff involvement, in gifted projects or programs is a goal of the researcher.

#### Special Needs (Item 17)

Results and Conclusions. The staff at Jefferson is doing an excellent job of meeting the needs of special needs students according to fifteen percent (14.9%) of the parents who responded. About twenty-eight percent (27.9%) indicated the staff does a good job of meeting those needs. Nearly nine percent (8.7%) indicated the staff does an adequate job and 8.2% indicated a need to improve services. Over one third (33.2%) of the respondents marked no opinion to this item.

Recommendations. The large percentage of no opinion responses may indicate that many parents do not have children with special needs and/or there may have been some confusion regarding this item and another survey item (Item 31) which asked for opinions regarding special education programs offered.

#### Curricular Offerings (Item 18)

Results and Conclusions. Approximately nine percent (8.7%) of the responding parents rated the school's curricular offerings as

excellent. Nearly one half (46.6%) rated the offerings as good, and 24% rated them as adequate. Thus, almost eighty percent (79.3%) of the parents indicated that they felt curricular offerings to be adequate to excellent, with 55.3% rating them good to excellent. Again, parents appeared to be very satisfied with the performance of the school in this area.

Recommendations. New curricular areas might be identified by surveying students, parents, and staff.

#### Overall Attitude Toward Jefferson (Item 19)

Results and Conclusions. Twenty nine parents, which represented 13.9% of the parents who responded, rated their overall attitude toward Jefferson School as excellent. One-hundred-fifteen parents, representing 55.3%, rated their overall attitude toward the school as good. Together, this represents 69.2% of the parents who responded as rating their overall attitudes toward the school as good to excellent. In contrast, only nine respondents (4.3%) indicated a need for improvement.

The staff can take pride in the fact that nearly seven of ten parents who responded rated their overall attitude as good or excellent toward the school. The vast majority of teachers take pride in their work and this is reflected in parents' attitudes toward the school.

Recommendations. The staff at Jefferson should continue their efforts to provide a quality education for children in grades five and six. A review of the comments portion of the survey may give staff members further insights into ways to improve the rating which some parents give their overall attitude toward Jefferson School.

#### Assessment of Academic Areas (Items 20-32)

Results and Conclusions. Three areas of concern that parents appear to have, regarding academic areas, deal with math, handwriting instruction and physical education. About 10% of the parents who responded indicated a need to improve math instruction (Item 21) and 16.3% felt a need to improve the physical education program (Item 30). The teaching of handwriting (Item 28) is a third area of concern in that only 11.5% of the parents rated teachers as doing an excellent job in teaching this skill. Nearly eight percent (7.7%) indicated a need for improved instruction.

Recommendations. Selected Jefferson teachers will pilot a new math series (Saxon) during the 1989-90 school year. This series is being piloted at Charleston Junior High school in selected classes during the current (1988-89) school year. Math teachers at the Junior High need to compare the math skills of students who used the Saxon textbook with students using the present math series. Scores of the students will be compared using the results from the Iowa Test of Basic Skills.



When this parent survey was conducted, classroom teachers were responsible for providing physical education instruction, in addition to teaching eight other curricular subjects (reading, math, English, spelling, social studies, science, health and handwriting). Physical education instruction is currently provided by graduate assistants in the Health, Physical Education, and Recreation Department from Eastern Illinois University. Improved instruction in physical education should result from this arrangement.

More emphasis could be placed on the improvement of handwriting skills at grades five and six. However, due to increased emphasis and time spent in other academic subjects such as science, social studies and language arts, this may be difficult to implement. The researcher recommends increased emphasis in handwriting instruction in grades one through four. Teachers at these grade levels can monitor handwriting during writing class and in other subject areas when students are required to use their handwriting skills.

The researcher also recommends that workbooks be used less frequently at all grade levels. Currently, students are allowed to make written responses by simply filling in the blanks or via the use of one-word or short phrase written responses. Requiring students to write answers in their own words, or an increased emphasis on essay type written responses, could be beneficial toward improving student handwriting.

### Homework (Item 33, Table 2)

Results and Conclusions. Table 2 presents information pertaining to Item 33 which addresses the amount of homework. About one-fifth (20.9%) of the fifth grade parents who returned surveys indicated that they felt too much homework was assigned, while nearly two-thirds (66.3%) indicated that they felt the amount of homework was about right. Only 7% of the parents indicated too little homework was given.

Responses of sixth grade parents were: 17.9% would like less homework assigned; 7.5% would like more homework; and 73.6% indicated that the amount of homework given was about right.

TABLE 2  
The Amount of Homework (Item 33)

Group	Too Much	Too Little	About Right	No Response
5th Grade Parents	18 (20.9%)	6 (7.0%)	57 (66.3%)	5 (5.9%)
6th Grade Parents	19 (17.9%)	8 (7.5%)	78 (73.6%)	1 (0.9%)
Total (All Parents)	40 (19.2%)	15 (7.2%)	147 (70.7%)	6 (2.9%)

Prior to their enrollment in the fifth grade, most students have only one teacher responsible for all of their academic subjects. When

students enroll at Jefferson in grade five they are placed in a homeroom and are ability grouped for reading and math instruction. Ability grouping in reading and math makes it possible for a child to have as many as three teachers per day. Some students may have four teachers if the assigned homeroom teacher and another teacher exchange their respective homeroom students in science and social studies. Because of these groupings, the possibility exists that more than one teacher may assign homework on any given day.

Recommendations. Various parents have informed teachers and the researcher of their concerns regarding the amount of homework assigned their children in grades five and six. Attempts by the staff have been made to alleviate parental concern. Teachers who exchange homeroom students in the areas of science and social studies have made efforts to check with each other prior to making homework assignments. It is not always possible for teachers to avoid making homework assignments on the same day to the same student. Teachers should communicate with each other as often as possible to avoid this situation.

An orientation night is held at Jefferson in March for incoming fifth graders and their parents. This might prove to be an excellent time to explain to parents and students the homework procedures and the possibilities of having homework in more than one subject area per student each day.

### I Would Grade Jefferson... (Item 34, Table 3

Results and Conclusions. The numerical results for Item 34 are presented in Table 3. Nearly three out of four (73.1%) parents gave Jefferson a grade of A or B, with approximately one of five (23.1%) giving the school a C. Only 1.9% gave Jefferson a D and none gave Jefferson an F.

Recommendations. The Jefferson staff members should be commended for their efforts. As indicated by the responses of parents, an overwhelming majority are satisfied with the performance of the staff at Jefferson School.

Continued use of periodic parental surveys and other forms of two-way communication is recommended. Parental input in conjunction with student and teacher input is important to an efficient, effective school.

TABLE 3  
I would grade Jefferson School (Item 34)

Group	A	B	C	D	F	No Response
5th Grade Parents	10 (11.6%)	58 (67.4%)	14 (16.3%)	1 (1.2%)	0 (0.0%)	3 (3.5%)
6th Grade Parents	18 (17.0%)	53 (50.0%)	31 (29.2%)	3 (2.8%)	0 (0.0%)	1 (0.9%)
Total (All Parents)	32 (15.4%)	120 (57.7%)	48 (23.1%)	4 (1.9%)	0 (0.0%)	4 (1.9%)

The results of the 20th Annual Gallup Poll Toward the Public Schools were reported in the September, 1988, issue of Phi Delta Kappan. The researcher compared Item 34 on the Jefferson survey with the same question on the Gallup Poll in the section - Grading the Public Schools. Gallup Question Number One read as follows:

"Students are often given the grades A, B, C, D and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community were graded in the same way. What grade would you give the schools here - A, B, C, D, or FAIL?" (Gallup, 1988, p.36) Results of the question on the Gallup Poll versus Item 34 on the Jefferson survey are shown in Table 4.

TABLE 4  
Gallup Question 1 Compared to Jefferson Survey Item 34

Gallup		Jefferson
A + B	40%	73.1%
A	9%	15.4%
B	31%	57.7%
C	34%	23.1%
D	10%	1.9%
FAIL	4%	0%
Don't Know	12%	1.9%

A comparison of the results of parent responses on the Jefferson survey versus parent responses on the Gallup Survey are weighed heavily in Jefferson's favor. The researcher was pleased to observe that 73.1% of the Jefferson parents graded the school A or B as compared to only 40% of the parents on the Gallup Survey. Equally as impressive were the responses on the opposite end of the scale as 1.9% of the Jefferson parents graded the school D and none of the parents gave Jefferson an F. Nationally the figures were 10% and 4% respectively.

## CHAPTER IV

### Summary and Recommendations

#### Summary

The Jefferson School Parent Survey was conducted in the spring of 1988 to assess parents' opinions toward programs, practices and procedures at Jefferson Elementary School in Charleston, Illinois. An instrument (Jefferson Elementary School Parent Survey) was designed to collect parent opinions. Parent opinions were sought regarding: academic expectations, discipline, curricular and extra curricular offerings, the facility, teacher and administrator communication, cooperation and accessibility, gifted offerings, special needs students, assessment of academic areas, homework, and an overall grade for the school.

Approximately 500 surveys were distributed to students in grades five and six with instructions to take the survey home and give it to their parents. Parents were to complete the survey anonymously and return the surveys to school via their children. Two-hundred-thirteen parents completed and returned the surveys which represents 43% of the parents of fifth and sixth graders.

The researcher was encouraged with the results of the survey. Of the parents who responded, 69.2% reportedly had good (55.3%) or excellent (13.9%) ratings of the attitude they held toward Jefferson

School and 73.1% percent gave the school a grade of A or B. Only four parents (1.9%) graded the school a D and none of the parents gave the school an F grade.

The major findings of this survey were that Jefferson is doing a good job of educating its fifth and sixth graders. The researcher and the fifth and sixth grade teaching staff is pleased with the overall attitudes of parents toward Jefferson School. Especially gratifying are the ratings of excellent given by almost 30% of the parents responding to the items dealing with teacher cooperation and administrator cooperation. There is, however, room for improvement in these areas, and the Principal's Page has been added for the 1988-89 school year as a monthly newsletter for parents to keep them more informed of activities at Jefferson and other items of interest. Additionally, some teachers at grades five and six indicated a desire to send periodic letters home to keep parents more informed.

Special education programs were rated as good to excellent by 41.8% of the parents. This category includes students enrolled in speech therapy, educable mentally handicapped students, learning disabled children, hearing impaired students, and students attending Chapter 1 reading and math classes.

Areas of concern that have been discovered by this survey are: the schoolwide discipline program, certain curricular offerings and the amount of homework.



### Recommendations

Based upon the results of this survey, the following recommendations are offered:

1. The researcher should develop, in cooperation with staff and P.T.O. officers, an instrument designed to survey the attitudes of parents with children who attend kindergarten through fourth grade at Jefferson.
2. There is some evidence that more time needs to be spent providing handwriting instruction.
3. Consideration should be given to surveying parents for their opinions on ways to improve the schoolwide discipline program.
4. Present curricular offerings may need to be examined and perhaps ways to supplement core curricular offerings need to be developed.
5. Parents should continue to be surveyed on a regular basis to seek input regarding modification of the survey instrument.
6. Study and consideration should be given to expansion of the gifted program.
7. Homework procedures should be explained to incoming fifth graders and to their parents at the orientation meeting held in March of each year.
8. The staff (teachers and administrators) should continue to explore and develop ways which provide for two-way communication between school and home.

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Your opinions of Jefferson School are important to us. Please provide us with our opinions as to the following.

Thank you,  
Jim Louthan, Principal

I have child(ren) in 5th \_\_\_\_\_ 6th \_\_\_\_\_ grade.  
My child(ren) attended K-4 at Jefferson \_\_\_\_\_.

My assessment of Jefferson 5th & 6th grades.

	Excellent	Good	Adequate	Needs Improvement	No Opinion
Academic expectations					
Discipline:					
a. classroom					
b. school wide program					
Band					
Chorus					
Swing Choir					
Sports					
Other social activities					
Facilities					
Teacher:					
a. communication					
b. accessibility					
c. cooperation					
Administrator:					
a. communication					
b. accessibility					
c. cooperation					
Gifted offerings					
Students with special needs					
Curricular offerings					
Overall attitude toward Jefferson					

My assessment of academic areas.

Reading					
Math					
English					
Spelling					
Social Studies					
Science					
Health					
Art					
Handwriting					
Music					
Physical Education					
Special Education Programs					
Media Services					

The amount of homework is (check one)

\_\_\_\_\_ Too Much \_\_\_\_\_ Too Little \_\_\_\_\_ About Right

How would you grade Jefferson (circle one) A B C D F

Please use the remaining space to comment on any aspect of Jefferson.

To: Jefferson Staff  
 From: Mr. Louthan  
 Re: Parent Survey - May, 1988  
 Date: September 19, 1988

As you may recall, a survey was given to all students in fifth and sixth grades in May of last year. Students were to give the survey to their parents and parents were asked to complete surveys and return them to school via their child. Parents were instructed to complete the surveys anonymously. Of the approximately 500 surveys distributed, 213(42.6%) were returned and in usable form for analysis.

The results of the 20th Annual Gallup Poll were recently reported in the September issue of Kappan magazine so I compared question 34 on our survey with the same question on the Gallup survey. The opinions of Jefferson parents concerning our overall effectiveness were very favorable.

<u>Gallup Results</u>			<u>Jefferson Results</u>
Grade: A+ B	40%		73.1%
A	9%		15.4%
B	31%		57.7%
C	34%		23.1%
D	10%		1.9%
F	4%		0 %
Don't Know	12%		1.9%

After you have had an opportunity to read and analyze the material I would welcome any comments, reactions, opinions or suggestions you might have regarding the results.

Results are listed on three charts: 1) Fifth Grade Parents  
 2) Sixth Grade Parents 3) Total All Parents.

Totals do not always equal 100% because No Response column is not included.

Perhaps we could take a few minutes at our September faculty meeting to discuss the results?

Your opinions of Jefferson School are important to us. Please provide us with your opinions as to the following.

Thank you,  
Jim Louthan, Principal

I have child(ren) in 5th \_\_\_\_\_ 6th \_\_\_\_\_ grade.  
My child(ren) attended K-4 at Jefferson \_\_\_\_\_.

1) Fifth Grade Parents

My assessment of Jefferson 5th & 6th grades.

	Excellent	Good	Adequate	Needs Improvement	No Opinion
1. Academic expectations	11.6%	50.0%	22.1%	3.5%	1.2%
2. Discipline:					
a. classroom	20.9	46.5	20.9	3.5	5.8
3.    b. school wide program	7.0	48.8	17.4	10.5	9.3
4. Band	15.1	36.0	10.5	2.3	24.4
5. Chorus	12.8	29.1	7.0	-	39.5
6. Swing Choir	4.7	26.7	7.0	1.2	44.2
7. Sports	15.1	36.0	12.8	10.5	14.0
8. Other social activities	9.3	34.9	19.8	5.8	20.9
9. Facilities	23.3	45.3	23.3	-	1.2
10. Teacher:					
a. communication	36.0	37.2	15.1	11.6	--
11.    b. accessibility	34.9	40.7	18.6	1.2	1.2
12.    c. cooperation	34.9	41.9	18.6	1.2	1.2
13. Administrator:					
a. communication	24.4	40.7	8.1	8.1	9.3
14.    b. accessibility	25.6	41.9	14.0	3.5	7.0
15.    c. cooperation	25.6	38.4	15.1	2.3	10.5
16. Gifted offerings	11.6	22.1	12.8	8.1	31.4
17. Students with special needs	5.8	32.6	7.0	5.8	37.2
18. Curricular offerings	4.7	55.8	19.8	2.3	8.1
19. Overall attitude toward Jefferson	8.1	66.3	15.1	3.5	2.3

My assessment of academic areas.

20. Reading	20.9	58.1	15.1	2.3	--
21. Math	19.8	54.7	15.1	8.1	--
22. English	16.3	62.8	15.1	2.3	1.2
23. Spelling	20.9	61.6	14.0	--	1.2
24. Social Studies	19.8	59.3	15.1	2.3	1.2
25. Science	18.6	60.5	16.3	--	1.2
26. Health	14.0	58.1	23.3	--	2.3
27. Art	15.1	57.0	15.1	4.7	4.7
28. Handwriting	7.0	47.7	25.6	7.0	8.1
29. Music	19.8	51.2	18.6	2.3	2.3
30. Physical Education	11.6	45.3	23.3	12.8	3.5
31. Special Education Programs	7.0	22.3	14.0	7.0	37.2
32. Media Services	8.1	25.6	16.3	3.5	34.9

33. The amount of homework is (check one)  
                     20.9% Too Much      7.0% Too Little      66.3% About Right

34. I would grade Jefferson (circle one)      A11.6% B67.4% C16.3% D1.2% F--

Please use the remaining space to comment on any aspect of Jefferson.

Your opinions of Jefferson School are important to us. Please provide us with your opinions as to the following.

Thank you,  
Jim Louthan, Principal

I have child(ren) in 5th \_\_\_\_\_ 6th \_\_\_\_\_ grade.

My child(ren) attended K-4 at Jefferson \_\_\_\_\_. 2) Sixth Grade Parents

My assessment of Jefferson 5th & 6th grades.

	Excellent	Good	Adequate	Needs Improvement	No Opinion
1. Academic expectations	12.3%	59.4%	20.8%	3.8%	0.9%
2. Discipline:					
a. classroom	15.1	45.3	27.4	10.4	1.9
3. b. school wide program	12.3	45.3	23.6	15.1	3.8
4. Band	18.9	29.2	12.3	6.6	29.2
5. Chorus	19.8	30.2	11.3	3.8	29.2
6. Swing Choir	15.1	21.7	10.4	2.8	39.6
7. Sports	21.7	29.2	19.8	15.1	11.3
8. Other social activities	6.6	31.1	30.2	11.3	17.0
9. Facilities	16.0	40.6	26.4	7.5	3.8
10. Teacher:					
a. communication	19.8	47.2	22.6	9.4	0.9
11. b. accessibility	22.6	44.3	26.4	5.7	0.9
12. c. cooperation	26.4	43.4	22.6	5.7	1.9
13. Administrator:					
a. communication	30.2	36.8	19.8	8.5	4.7
14. b. accessibility	29.2	36.8	23.6	5.7	4.7
15. c. cooperation	33.0	31.1	24.5	4.7	6.6
16. Gifted offerings	11.3	26.4	17.0	8.5	31.1
17. Students with special needs	19.8	24.5	8.5	9.4	34.0
18. Curricular offerings	10.4	41.5	25.5	8.5	10.4
19. Overall attitude toward Jefferson	17.0	49.1	27.4	5.7	0.9

My assessment of academic areas.

20. Reading	21.7	55.7	16.0	6.6	--
21. Math	24.5	51.9	14.2	9.4	--
22. English	17.0	57.5	21.7	3.8	--
23. Spelling	17.9	56.6	21.7	3.8	--
24. Social Studies	16.0	59.4	16.0	8.5	--
25. Science	19.8	54.7	17.9	7.5	--
26. Health	17.9	50.9	21.7	5.7	2.8
27. Art	17.0	50.0	24.5	6.6	0.9
28. Handwriting	13.2	47.2	25.5	8.5	4.7
29. Music	15.1	54.7	19.8	6.6	0.9
30. Physical Education	11.3	45.3	24.5	17.9	0.9
31. Special Education Programs	12.3	37.7	8.5	6.6	27.4
32. Media Services	10.4	39.6	15.1	8.5	20.8

33. The amount of homework is (check one)  
17.9% Too Much    7.5% Too Little    73.6% About Right

34. I would grade Jefferson (circle one)    A 17.0% B 50.0% C 29.2% D 2.8% F --

Please use the remaining space to comment on any aspect of Jefferson.



Your opinions of Jefferson School are important to us. Please provide us with your opinions as to the following.

Thank you,  
Jim Louthan, Principal

I have child(ren) in 5th \_\_\_\_\_ 6th \_\_\_\_\_ grade.  
My child(ren) attended K-4 at Jefferson \_\_\_\_\_.

3) Total All Parents

My assessment of Jefferson 5th & 6th grades.

	Excellent	Good	Adequate	Needs Improvement	No Opinion
1. Academic expectations	12 %	54.8%	22.1%	3.4%	1.0%
2. Discipline:					
a. classroom	16.8	45.2	25.5	6.7	3.4
3. b. school wide program	10.6	45.2	22.1	12.5	6.3
4. Band	17.3	32.2	11.1	4.3	28.4
5. Chorus	17.8	30.3	9.1	1.9	33.2
6. Swing Choir	10.1	24.0	8.7	1.9	41.8
7. Sports	18.3	34.1	15.4	13.0	12.0
8. Other social activities	8.2	32.7	25.0	9.6	18.3
9. Facilities	19.7	42.8	23.1	5.3	2.4
10. Teacher:					
a. communication	27.4	40.9	19.7	11.5	0.5
11. b. accessibility	27.4	41.8	23.1	5.8	0.5
12. c. cooperation	30.3	41.3	21.2	4.3	1.4
13. Administrator:					
a. communication	28.4	37.0	15.9	7.7	6.7
14. b. accessibility	27.9	38.0	20.2	4.3	5.8
15. c. cooperation	30.3	34.1	20.2	3.4	8.2
16. Gifted offerings	12.5	23.6	14.9	8.2	31.3
17. Students with special needs	14.9	27.9	8.7	8.2	33.2
18. Curricular offerings	8.7	46.6	24.0	5.8	8.7
19. Overall attitude toward Jefferson	13.9	55.3	23.1	4.3	1.4

My assessment of academic areas.

20. Reading	22.1	55.8	15.4	5.3	--
21. Math	23.6	50.0	15.4	10.1	--
22. English	17.3	57.7	20.7	2.9	0.5
23. Spelling	20.2	56.3	19.7	1.9	0.5
24. Social Studies	18.8	57.2	15.9	6.3	0.5
25. Science	19.7	54.8	18.3	4.8	0.5
26. Health	16.8	51.9	24.5	2.9	2.4
27. Art	16.8	51.9	21.2	5.3	2.4
28. Handwriting	11.5	46.6	25.5	7.7	5.8
29. Music	19.2	51.0	19.7	4.3	1.4
30. Physical Education	12.5	43.8	24.0	16.3	1.9
31. Special Education Programs	12.0	29.8	12.0	7.2	29.3
32. Media Services	11.1	33.2	15.9	5.8	25.5

33. The amount of homework is (check one)

19.2% Too Much

7.2% Too Little

70.7% About Right

34. I would grade Jefferson (circle one)

A 15.4% B 57.7% C 23.1% D 1.9% F --

Please use the remaining space to comment on any aspect of Jefferson.