

Mercyhurst College Civic Institute



Grover Cleveland Elementary School Student, Parent, Teacher Survey Results

May 2005

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Introduction

Beginning in the 2003-2004 school year, Grover Cleveland Elementary School applied for and received funds from the Comprehensive School Reform program. The funding was obtained in order to implement the Academic Development Institute's school reform model, Alliance for Achievement. With the implementation of this reform, the goals for Grover Cleveland Elementary School are: 1) to improve the academic achievement of students, with a special focus on writing; 2) to increase student performance and commitment to school; 3) to improve the level of involvement and participation of parents and families within the school community; and 4) to streamline the instructional methods and curriculum of the teachers to help eliminate learning gaps and increase student performance. As part of the school reform, the Grover Cleveland School Community Council created a School Community Compact that addresses student, teacher, and parent responsibilities.

In February 2005, a survey was conducted with students, parents, and teachers at Grover Cleveland primarily to determine compliance with the School Community Compact responsibilities, but also to gather information on other aspects of the school reform (copies of the surveys are available in Appendix A-F). Teachers administered the student surveys, while the parent surveys were sent home with the students and returned upon completion. Teachers mailed their surveys directly to the Mercyhurst Civic Institute. The response rates were high with 88% of teachers, 71% of parents, and 87% of the total student population (grade level response ranged from 65% to 98%) responding to the survey.

Student Surveys

Four types of student surveys were used: Kindergarten, First Grade, Second and Third Grade, and Fourth through Seventh Grade. The student surveys centered on the responsibilities listed in the School Community Compact. These responsibilities can be categorized into four areas: reading, school work, behavior, and parent-teacher-student conferences. The survey also asked students for their opinion of the pig races. An additional section was included for first through seventh grade students to comment on what they like and what they would like to change about Grover Cleveland.

Reading

According to the School Community Compact, students will read regularly for pleasure as well as to learn and they will talk about reading with family members, friends, and teachers. In all of the student surveys, the first five questions address these responsibilities.

Table 1.

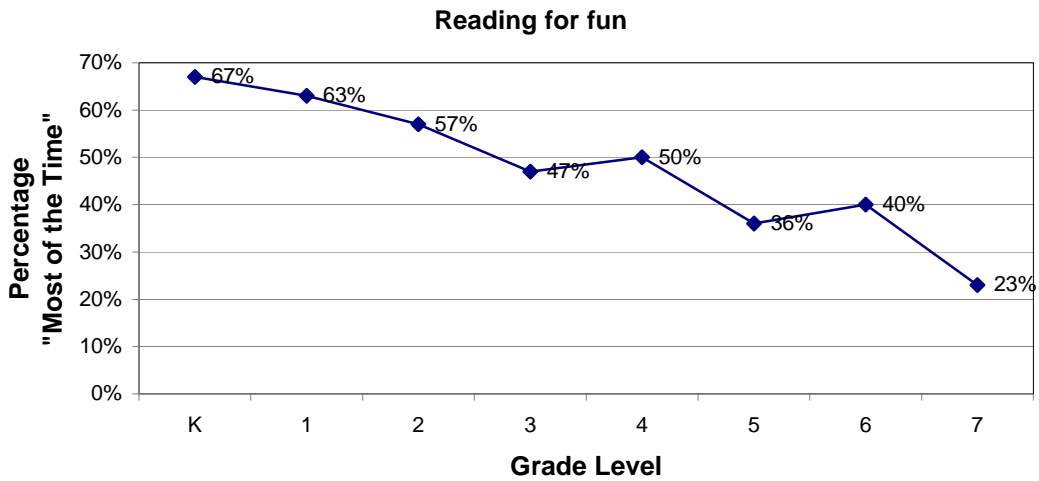
Question	Percentage of Total Student Responses		
	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I read for fun.	47%	39%	13%
I read for homework.	64%	27%	7%
I talk to my family about books I have read.	32%	37%	30%
I talk to my friends about books I have read.	26%	29%	44%
I talk to my teachers about books I have read.	31%	29%	39%

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- The table reflects the responses of the entire student population. Differences in grade level responses are noted in the text.

The number of students who report reading for homework most of the time was fairly consistent across the grades levels: kindergarten (67%), first grade (80%), second grade (57%), third grade (60%), fourth grade (55%), fifth grade (68%), sixth grade (68%), and seventh grade (48%). For the grades with lower percentages reporting most of the time, a majority of the remaining students reported reading for homework sometimes: second grade (40%), third grade (29%), fourth grade (38%), and seventh grade (31%). Seventh grade had the highest percentage (19%) of students reporting that they do not read for homework very often.

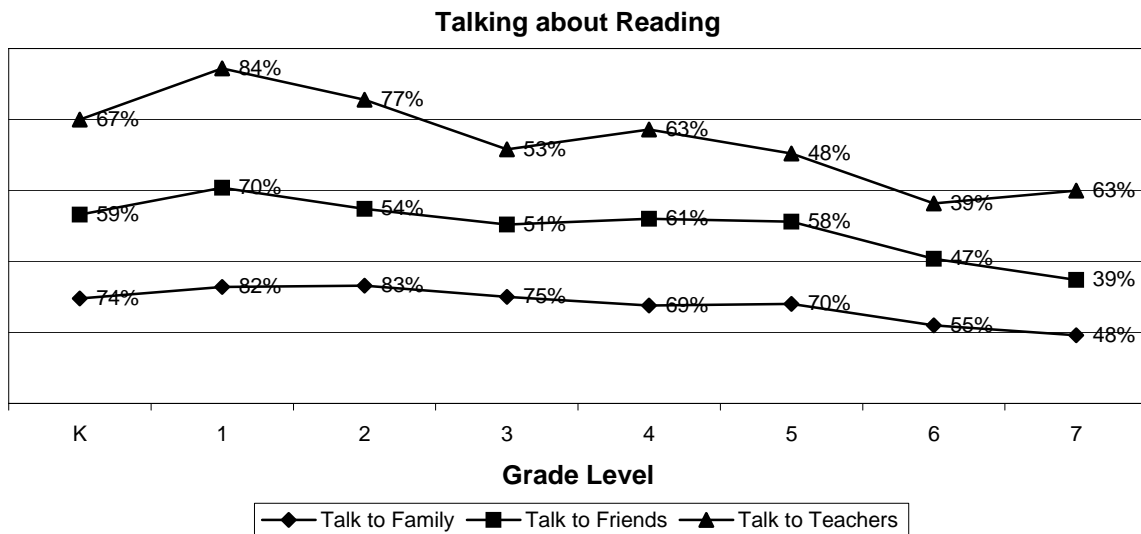
While reading for homework was fairly consistent, the number of students reporting that they read for fun most of the time decreases as the grade level increases. For example, 67% of kindergarten students responded that they read for fun most of the time, while the same response was received by only 23% of the seventh grade students. Figure 1 shows the gradual decrease in reading for fun across the grade levels.

Figure 1.



Over half of the students state that they talk about reading some or most of the time with their family (69%), friends (55%), and teachers (60%). As grade level increases, students report less discussion about reading with family, friends, and teachers (See Figure 2). Overall, it appears that the students were most likely to talk about reading with their families.

Figure 2.



- Percentages are a total of both “most of the time” and “sometimes” responses.

School Work

According to the School Community Compact, students have the following responsibilities: to complete their school work and homework on time in a thorough and neat way; to study while sitting in a quiet, well-lit place; to keep a student planner to record assignments, due dates, work completed, and grades (as appropriate to grade levels); and to arrive at school on time and ready to learn. Kindergarten and first grade students do not have student planners and therefore were not asked questions pertaining to that responsibility.

Table 2.

Question	Percentage of Total Student Responses		
	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I finish my work at school on time.	72%	21%	5%
I turn my homework in on time.	80%	14%	3%
My work at school is neat.	52%	41%	5%
My homework is neat.	57%	37%	4%
I work in a quiet place with a lot of light.	60%	28%	10%
I get to school on time.	76%	20%	2%
When I get to school, I am ready to learn and do school work.	70%	27%	2%
I use my student planner.*	79%	14%	6%
I like the student planners.*	50%	28%	20%

* These questions only appeared on second through seventh grade surveys. Kindergarten and first grade students did not respond to these questions.

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- The table reflects the responses of the entire student population. Differences in grade level responses are noted in the text.

A majority of students report that they finish their work at school (72%) and homework (80%) on time, with most remaining students reporting that they sometimes finish their school work (21%) and homework (14%) on time. There were no notable differences between grade levels regarding these two questions.

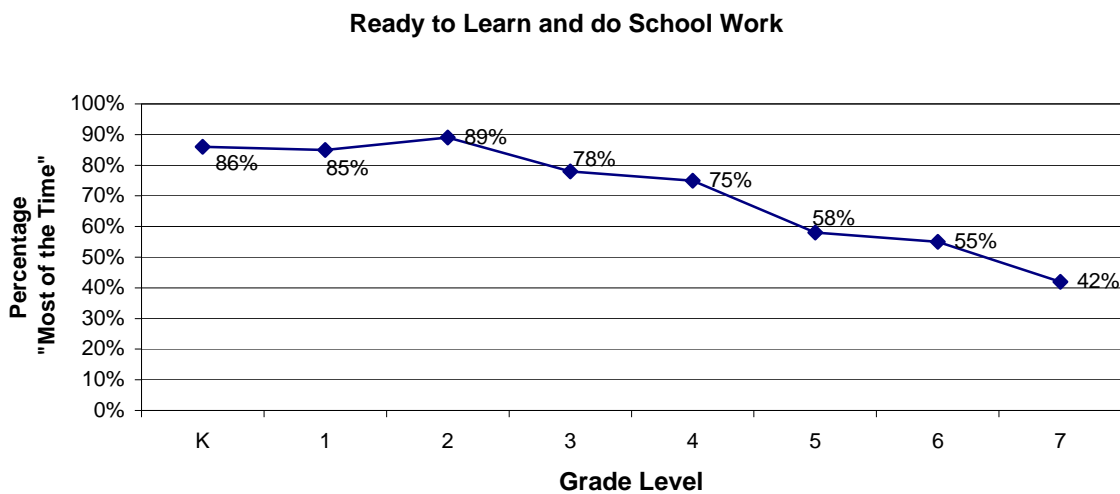
Although both school work and homework are turned in on time, slightly over half of the students report that their work is neat most of the time, with most remaining students reporting that it is neat some of the time. Kindergarten (71%) and first grade (72%) had the highest percentage of students stating that their work at school is neat most of the time, while third grade had the lowest percentage (24%). The remaining grade levels were near the total student

percentages: fourth grade (48%), fifth grade (54%), sixth grade (52%), and seventh grade (44%). Homework demonstrated a similar pattern by grade level. Kindergarten (81%) and first grade (78%) had the highest percentage of students stating that their homework is neat most of the time, while third grade had the lowest percentage (27%). As before, the remaining grade levels were similar to the total student percentages: fourth grade (52%), fifth grade (58%), sixth grade (47%), and seventh grade (50%).

Over 80% of students in each grade level reported working in a quiet place with a lot of light most or some of the time. There were no notable differences between the grade levels.

Overall, 76% of students report arriving to school on time most of the time. Slight differences are notable by grade level with older students more likely to report arriving on time most of the time: kindergarten (78%), first grade (63%), second grade (77%), third grade (60%), fourth grade (84%), fifth grade (78%), sixth grade (83%), and seventh grade (83%). When students arrive at school, slightly more than two-thirds (70%) report being ready to learn and do school work most of the time. As their grade level increases, students are less likely to report being ready to learn and do school work most of the time and more likely to report being ready to learn and do school work sometimes. For example, 86% of kindergarten students reported being ready most of the time, while only 42% of seventh grade students responded in the same manner (See Figure 3).

Figure 3.



Student planners are used by second through seventh grade students. The student planners originated through the School Community Council as a tool to help parents keep track of homework and also to aid communication between parents and teachers. A majority of students (79%) report using their planner most of the time. In most grade levels, at least 80% of the students report using their planner most of the time, however sixth grade had a lower percentage: second grade (86%), third grade (91%), fourth grade (89%), fifth grade (78%), sixth grade (57%), and seventh grade (81%). Younger students reported liking the planners more often than older students.

Behavior

Along with academics, student behavior is also addressed in the Compact. Student responsibilities in this area include: behaving responsibly and treating others with respect; recognizing and accepting the positive and negative outcomes of their behavior; asking for help when they need it; and always trying their best.

Table 3.

Question	Percentage of Total Student Responses		
	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I am nice to other people. / I treat other people with respect.*	77%	20%	2%
I listen when my parents correct me.	75%	22%	3%
I listen when my teachers correct me.	84%	14%	1%
I like when my parents say nice things about me.	88%	9%	3%
I like when my teachers say nice things about me.	88%	9%	2%
I always try my best.	82%	15%	1%

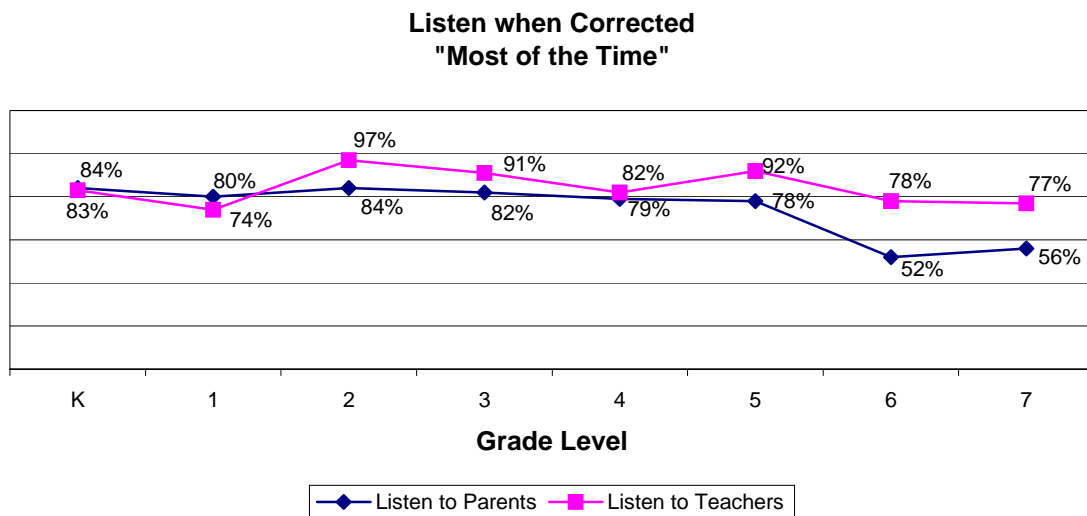
- * Kindergarten through Third grade students were asked “I am nice to other people” and Fourth through Seventh grade students were asked “I treat other people with respect.”
- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.
- The table reflects the responses of the entire student population. Differences in grade level responses are noted in the text.

Seventy-five percent of all students report that they are nice to other people or treat other people with respect most of the time. Eighty percent or more of the students in Kindergarten through Third grade reported that they are nice to other people most of the time, while older

students responded with the same answer at a slightly lower percentage: fourth grade (71%), fifth grade (78%), sixth grade (68%), and seventh grade (71%).

Younger students responded that they listen to parents and teachers most of the time more often than the older students. As shown in Figure 4, students report listening to teachers at a higher rate than they report listening to parents, most notably in the higher grade levels.

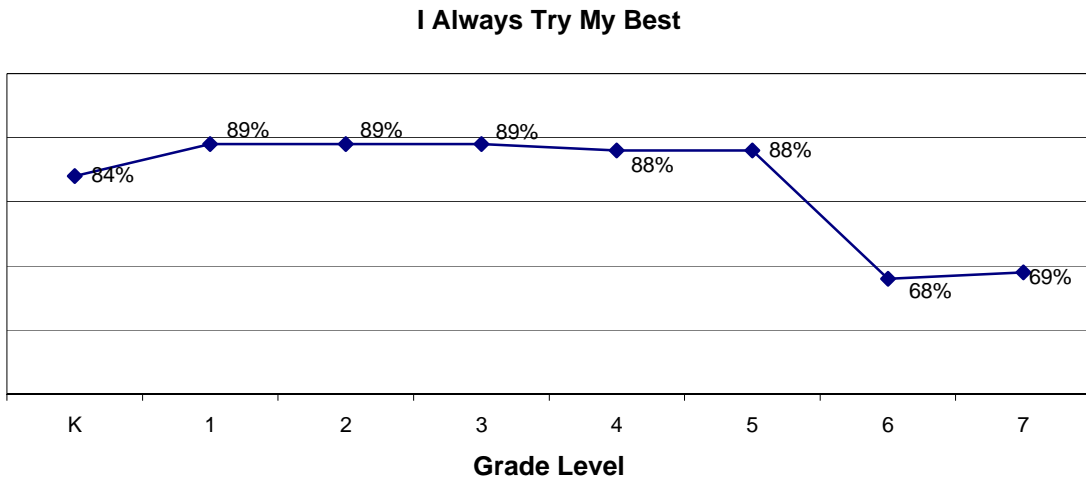
Figure 4.



Most students (88%) report that they like when students or parents say nice things about them most of the time. In most grade levels, 90% or more of the students responded with most of the time when asked about parents. The older students, however, responded at a slightly lower rate: sixth grade (82%), and seventh grade (65%). Regarding teachers, 88% or more of the students in most grade levels responded most of the time. Older students had slightly lower response rates: sixth grade (80%), seventh grade (75%). Second grade also had a slightly lower rate at 83%.

Overall, 82% of the students report that they try their best most of the time. As a student's grade level increases, reporting that they try their best most of the time decreases (See Figure 5). Approximately 88% of kindergarten through fifth grade students reported trying their best most of the time, while only approximately 69% of sixth and seventh grade students reported the same. Although only 69% of sixth and seventh grade students report trying their best most of the time, all of the remaining students reported trying their best some of the time.

Figure 5.



Parent-Student-Teacher Conferences

As part of the school reform, Grover Cleveland added parent-teacher-student conferences in the 2004-2005 school year. This is also a responsibility for students in the School Community Compact, to attend parent-teacher-student conferences (when requested). Students were asked if they attended this meeting, if they liked it, and if they would like to attend another one.

Table 4.

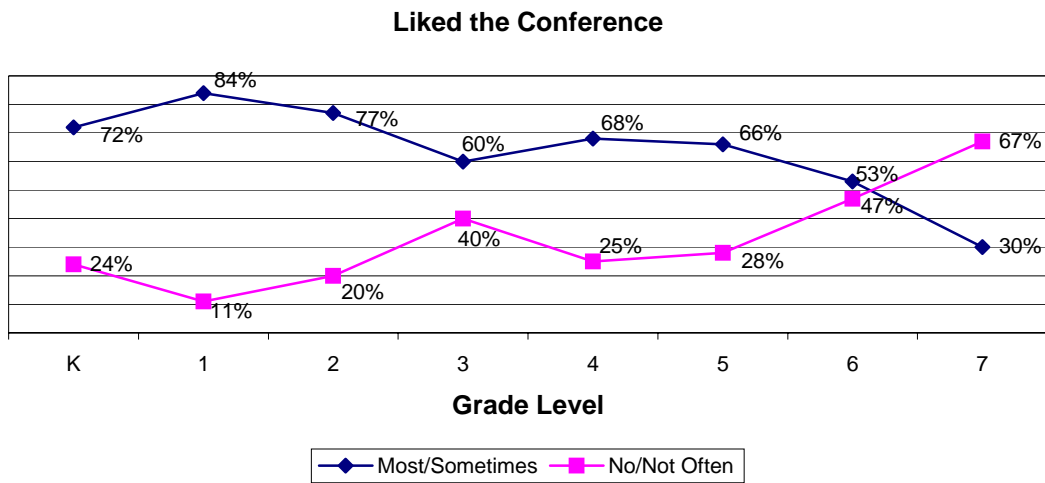
Question	Percentage of Total Student Responses		
	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I went to a meeting with my parents and my teacher.	52%	16%	29%
I liked being at the meeting with my parents and my teacher.	43%	20%	34%
I want to go to another meeting with my parents and my teacher.	41%	18%	37%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.
- The table reflects the responses of the entire student population. Differences in grade level responses are noted in the text.

Students reported attendance at parent-student-teacher conference most or some of the time at varying rates: kindergarten (77%), first grade (81%), second grade (74%), third grade (57%), fourth grade (75%), fifth grade (62%), sixth grade (57%), and seventh grade (73%).

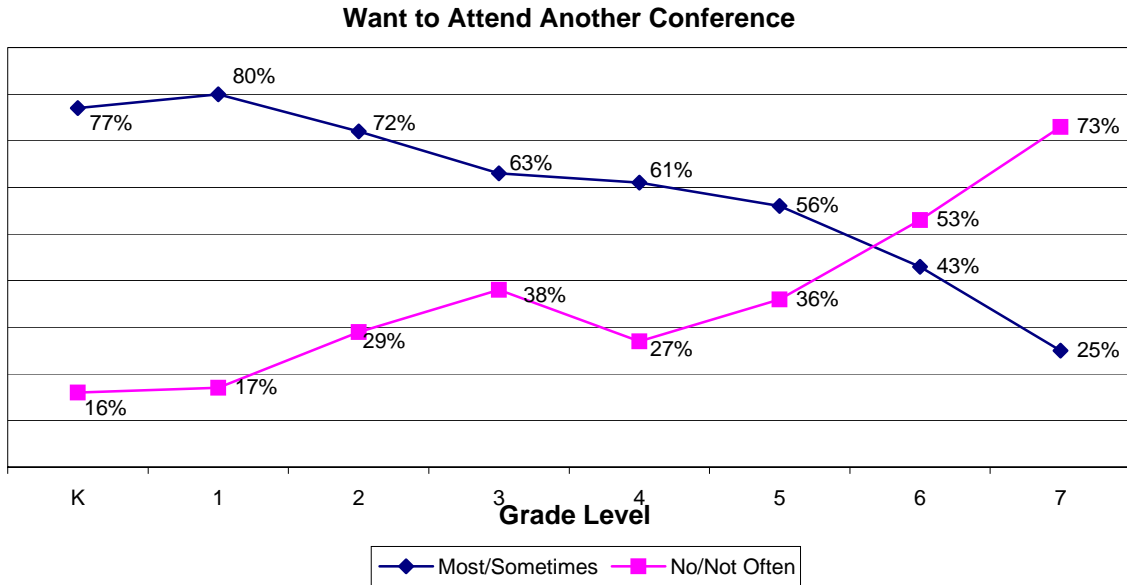
As grade level increased, students reported liking the parent-teacher-student conferences less (See Figure 6). Second grade had the highest percentage of students (84%) report that they liked the meeting most or some of the time, and seventh grade had the lowest percentage (30%). It is also important to note that in most grades at least 20% of the students reported that they did not like the conference.

Figure 6.



Younger students reported wanting to attend another parent-teacher-student conference more often than older students (see Figure 7). For example, 77% of kindergarten students reported that they would like to attend another meeting, while only 25% of seventh grade students reported the same. This same trend is visible when considering the percentage of students that responded no or not often: 16% of kindergarten students versus 73% of seventh grade students.

Figure 7.



Pig Races

The pig races occur every Friday at Grover Cleveland elementary. The pig races are an incentive for students to have their parents sign the student planners each night. The class in each grade level with the highest percentage of parent signatures for the week gets invited to the pig race. The class that wins the race is entitled to a dress down day. Students in kindergarten through fifth grade participate in the pig races, however all students were asked for their opinion of the races

Table 5.

Question	Percentage of Total Student Responses		
	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I like the pig races.	62%	11%	21%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.
- The table reflects the responses of the entire student population. Differences in grade level responses are noted in the text.

In kindergarten through fourth grade, 90% or more of the students report that they like the pig races most or some of the time. Eighty-four percent of the fifth grade students reported liking the races most or some of the time. Approximately half of the sixth and seventh grade students reported that they did not like the races: sixth grade (57%), seventh grade (50%).

Additional Student Comments

Students in first through seventh grade were asked to write a response to what they like best about their school and to what they wish they could change about their school.

Kindergarten students did not have a section for additional comments.

In almost every grade level, the most common response to what students liked best was their teachers and principal. For example, one fourth grade student wrote, “What I like about our school is we have great teachers that care, and love to teach us.” One fifth grade student explained, “What I like is that we have fair and, nice teachers, and a principal. And they show respect;” and one sixth grade student wrote, “What I like best about this school is that there are very kind people who listen and respect the students.”

Another common response to what students liked best, primarily in the younger grades, was the pig races. One first grade student commented that, “I like our school when I get to go to the pig races;” and a second grade student wrote, “We have fun at the pig races.” Gym class was also noted as a well-liked part of school for students in most grade levels. Many students explained that they liked going to gym, liked the gym teacher, and liked games and sports such as dodge ball. For example, one fourth grade student wrote, “I like the gym classes. The gym teacher is pretty nice. My favorite activity is dodgeball.”

Classes and learning were listed among the likes of students in almost every grade. Students listed classes such as reading, math, science, and social studies, as well as their specials. Some students also expressed likes for reading and writing. Among students common likes was the learning environment at Grover Cleveland: “The best thing I like about the school is learning. It is fun to learn;” “I like the way the teachers set up our information to make us understand it best;” “How all the teachers say, who doesn’t understand we can go over it until you do;” “I like that we have a good way of getting work done;” and “That the teachers explain things well do that I understand it.” Other common likes listed by students were recess, lunch, other students or friends, and school activities and programs.

The most common responses to what students wish they could change about school were more dress down days and no uniforms; better lunches and longer lunch periods; less homework and schoolwork; and changes to the building, classrooms, desks, or chairs. Some students responded that there wasn’t anything they would change: “I would not change a thing here at Grover Cleveland;” “I would not change a thing about this school because I love it here;” and “I

wouldn't change our school it's perfect the way it is." Other changes mentioned by a few students were: "Bullies;" "Students have more computer time for a report in Science;" "I would like to have a bigger library;" "Get new books because most of the books are out of date;" "I wish the text books weren't so heavy so we won't have to drag our book bag because of the weight in them;" "I wish we can get new math books because the new ones we have now are confusing;" "What I wish I could change about our school and maybe other schools is getting a football team;" and "I wish we could do stuff the other middle schools do. Like dances."

Parent Surveys

The parent surveys were broken into several sections. The first section centered on the responsibilities listed in the School Community Compact. These responsibilities can be categorized into four areas: reading, school work, behavior, and parent involvement. The first section of the survey also asked parents for their opinion of home visits and the new math series. The second section (also contained on the teacher survey) was based on a survey conducted by the Academic Development Institute in the 2003-2004 school year as part of the School Community Index. These questions asked parents for their opinion on programs and policies offered by Grover Cleveland as well as their perceptions of the atmosphere and teachers. Other sections focused on the Resource Center, time children spent studying or reading, and additional comments about parent involvement.

Reading

According to the School Community Compact, parents will read to and with their children each night and they will talk about reading with their children on a regular basis.

Table 6.

Question	Percentage of Total Parent Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I read to my child frequently.	34%	41%	18%	7%
I read with my child frequently.	40%	46%	8%	5%
I talk with my child about reading frequently.	60%	36%	2%	1%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Parents report reading *with* their children slightly more than reading *to* their children. It is important to note that as children learn to read, parents are less likely to read to the child and more likely to read with them. A majority of the parents report reading *to* their child most or some of the time (75%) and also reading *with* their child most or some of the time (86%). Most parents (96%) also report talking with their child about reading frequently.

School Work

According to the School Community Compact, parents have the following responsibilities: to correct and sign their children’s homework and student planner each night; to provide their children with a well-lit, quiet place to complete homework and assignments; to make sure that their children arrive at school on time, well-rested, and ready to learn; to make arrangements for their children to receive assistance with their homework if parents are unable to help at home; and to make education a top priority in their home.

Table 7.

Question	Percentage of Total Parent Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I correct my child’s homework each night.	78%	14%	6%	2%
I sign my child’s student planner and/or homework each night.	97%	3%	0%	0%
I make sure my child has a quiet place with a lot of light to complete homework.	87%	13%	0%	0%
I make sure that my child gets to school on time.	96%	3%	1%	0%
I make sure that my child is well rested.	96%	4%	0%	0%
I make sure that my child is ready to learn and do schoolwork.	97%	3%	0%	1%
Education is a priority for our family.	99%	1%	0%	0%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Most parents, 96% or more, reported that education is a priority for their family, they sign their child’s student planner and/or homework each night, make sure their child gets to school on time, make sure their child is well rested, and make sure that their child is ready to learn and do schoolwork. Eighty-seven percent of parents reported that they make sure their child has a quiet place with a lot of light to complete homework most of the time; while the remaining 13%

reported that they do some of the time. Pertaining to correcting their child’s homework each night, 78% of parents report that they do most of the time, and 14% of parents report that they do some of the time.

Behavior

Parent responsibilities in this area include: to encourage their children to behave responsibly and to treat others with respect; to teach and to encourage attentive listening skills; to teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior; to avoid stating negative comments concerning the school and staff in front of their children; and to support the teachers and the educational decisions that are made in the classroom.

Table 8.

Question	Percentage of Total Parent Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I encourage my child to be responsible and to treat others with respect.	99%	0%	0%	0%
I teach and encourage my child to listen and pay attention.	99%	1%	0%	0%
I teach my child to be responsible for his/her behavior.	98%	1%	0%	0%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Almost all parents, 98% or more, reported most of the time to all of the statements pertaining to behavior.

Parent Involvement

The School Community Compact encourages parent involvement. Parents are responsible for: attending school functions whenever possible; attending parent-teacher-student conferences; and communicating with their children’s teachers when a concern or question arises.

Table 9.

Question	Percentage of Total Parent Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I go to school functions when possible.	57%	34%	8%	1%
I feel well informed about the meetings, activities, and trainings offered at Grover Cleveland.	64%	30%	3%	2%
I attend meetings, activities, and trainings whenever possible.	42%	33%	18%	5%
These meetings, activities, and trainings make me feel welcome in the school.	57%	22%	5%	15%
I would like to attend future meetings, activities, and trainings when possible.	52%	36%	7%	5%
I went to a parent-teacher-student conference.	90%	4%	4%	1%
I felt that the parent-teacher-student conference was a positive experience.	90%	4%	2%	4%
I would like to continue having parent-teacher conferences with my child present.	79%	12%	6%	3%
I attended the parent grade-level meetings in September.	45%	10%	30%	13%
The parent grade-level meetings were helpful and informative.	40%	15%	7%	37%
I would attend another parent grade-level meeting.	51%	14%	13%	20%
I contact my child's teacher when I have a concern or question.	74%	19%	5%	2%
If there is a problem with my child at school, the school handles it properly.	64%	25%	1%	10%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Questions pertaining to parent involvement can be categorized into four areas: attendance at school meetings or events, parent-teacher-student conferences, parent grade-level meetings and parent-teacher contact. Overall, a majority (94%) of the parents reported that they are well informed about the meetings, activities, and trainings offered at Grover Cleveland most or some of the time. Approximately 90% of parents reported that they attend school functions most or some of the time. However, when asked if they attend meetings, activities, and trainings, only 75% report attending most or some of the time; and 18% of parents reported that they do not attending meetings, activities, and trainings very often. When attending meetings, activities, and trainings, 79% of parents report that they feel welcome in the school most or some of the time.

Eighty-eight percent of parents reported “yes” or “sometimes” regarding whether they would like to attend future meetings, activities, and trainings.

Most parents (94%) reported that they attended a parent-teacher-students conference most or some of the time; and that the conference was a positive experience. Although most parents reported that the conference was a positive experience, only 79% stated that they would like to attend another parent-teacher-student conference most of the time; remaining parents responded sometimes (12%), or no/not often (6%).

Slightly more than half of the parents reported that they attended the parent grade-level meetings most or some of the time; and that the meetings were informative and helpful most or some of the time. Almost two-thirds (65%) of the parents, report that they would attend a future parent grade-level meeting most or some of the time.

Most (93%) parents responded that they contact their child’s teacher with concerns or questions most or some of the time. Eighty-nine percent report that the school handles problems properly most or some of the time.

Home Visits

In May 2004, home visits were made to every second grade student. During July and August 2004, visits were made to the homes of the entering kindergarten students whose parents had responded to the invitation. In the survey, parents were asked if they received a home visit, whether it was a positive experience, and whether they would like to receive another home visit. Parents who did not receive a home visit were asked if they would like to receive one.

Table 10.

Question	Percentage of Total Parent Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I received a home visit by Grover Cleveland Staff.	22%	2%	38%	37%
I felt that the home visit was a positive experience.	22%	3%	9%	65%
I would like to have another home visit.	16%	6%	14%	62%
I would like to have a home visit.	20%	7%	34%	35%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Slightly less than one quarter (22%) of the parents reported that they did receive a home visit and that it was a positive experience. When asked if they would like to have another home visit, 16% responded “yes/most of time” and 6% responded “sometimes.” The responses varied when all parents were asked if they would like to have a home visit: 20% responded yes/most of the time, 7% responded sometimes, 34% responded no/not very often, and 35% responded that the question was not applicable.

New Math Series

In the 2004-2005 school year, a new math series was implemented at Grover Cleveland for all grade levels. Parents were asked for their opinion of the new math series.

Table 11.

Question	Percentage of Total Parent Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I like the new math series being used at Grover Cleveland this year.	44%	22%	11%	19%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Slightly less than half (44%) of the parents, report that they like the new math series. The remaining parents reported that they like the series sometimes (22%), or not very often (11%).

ADI School Community Index Parent Opinion Questions

The School Community Index compiled by ADI in the 2003-2004 school year was a descriptive tool presenting the parents’ and teachers’ views of the Grover Cleveland school community. This section of the survey consisted of questions, which asked for parents’ perceptions of school policies and practices. The goal is to have parents strongly agree or agree with each statement.

Table 12.

Question	Percentage of Total Parent Responses			
	2003- 2004 ADI Study Results	Strongly Agree/ Agree	Not sure	Strongly Disagree/ Disagree
Programs are provided to assist me with my role in my child's education.	61%	72%	21%	2%
The school has a homework policy.	47%	92%	6%	1%
Homework is very important at the school.	85%	92%	5%	2%
Teachers teach students how to read in order to master material.	64%	89%	8%	2%
Students are well-prepared for the challenges of each new grade level.	57%	75%	19%	2%
All students are sufficiently challenged to learn the most they can.	71%	75%	17%	6%
Teachers visit the homes of students.	11%	22%	31%	16%
Teachers talk with me on the telephone.	63%	56%	12%	11%
Teachers let me know good things my children have done.	69%	83%	4%	10%
I feel welcome in the school.	82%	90%	5%	4%
Administrators at the school are helpful.	76%	90%	5%	3%
I am happy my children are enrolled at this school.	78%	95%	2%	3%
I know my child's teacher.	77%	97%	1%	3%
Teachers know their students' parents.	65%	78%	19%	3%

- Percentages may not add to 100% because the table does not reflect surveys with not applicable responses, two responses or no responses to a question.
- Shaded responses indicate increases in parent agreement since the 2003-2004 school year.

Parent agreement with the statements in Table 12 has increased since the 2003-2004 school year for all but one statement. There was an 11% decrease from 63% of parents to 56% of parents in the percentage of parents who agreed or strongly agreed that teachers talked with them on the telephone. Twelve percent of parents were unsure if teachers talked with them on the telephone and 11% disagreed or strongly disagreed. There was a 20% increase in the percentage of parents who agreed or strongly agreed that teachers let them know when their children have done good things, with 10% of parents disagreeing or strongly disagreeing.

At the beginning of the 2004-2005 school year, Grover Cleveland sent copies of the school homework policy to each family. The policy was also presented at the parent grade-level meetings in the fall. There was an increase of 96% in the percentage of parents who agreed or strongly agreed that the school had a homework policy; and an 8% increase in the percentage of parents who agreed or strongly agreed that homework is important at the school.

Home visits were made to the homes of second grade students in the spring and summer of 2004. There was a 100% increase from 11% to 22% of parents who agreed or strongly agreed that teachers visited the homes of the students. 31% of parents were unsure if homes were visited, and 16% disagreed or strongly disagreed.

Slightly less than 90% of parents agreed or strongly agreed that teachers teach students how to read to master material, which was an increase of 39% from the 2003-2004 school year. The percentage of parents who agreed or strongly agreed that students are well prepared for the challenges of each new grade level increased by 32%. Slightly less than 20% of parents reported being unsure if students are prepared. There was a small increase from 71% to 75% of parents agreeing or strongly agreeing that all students are sufficiently challenged to learn the most that they can. Seventeen percent of parents were unsure if students are sufficiently challenged.

There was an 18% increase in the percentage of parents who agreed or strongly agreed that programs are provided to assist them with their role in their child's education. However, 21% of parents were unsure if the programs were provided.

Most parents (97%) agreed or strongly agreed that they know their child's teacher, an increase of 26% from the 2003-2004 school year. Only 78% agreed or strongly agreed that teachers know their students' parents, however, this was an increase of 20% from the previous year. Slightly less than 20% of parents were unsure if teachers know their students' parents.

Ninety percent of parents agreed or strongly agreed that they feel welcome in the school, an increase of 10% from the 2003-2004 school year; and ninety percent also agreed or strongly agreed that administrators at the school are helpful, an increase of 18%. Overall, 95% of parents agreed or strongly agreed that they are happy that their children are enrolled at the school, an increase of 22%.

Resource Room

The new Resource Room or Parent Library opened in November 2004. The Center has books and resources for parents to borrow.

Table 13.

Question	Percentage of Total Parent Responses	
	YES	NO
Do you plan on visiting the new Resource Center?	51%	40%
If Yes, do you plan on using the parent resources?	44%	23%
If Yes, do you plan on taking out books to use with your child?	45%	20%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Half of the parents reported that they plan to visit the new Resource Center. Slightly less than half reported that they will use the parent resources and that they will take out books to use with their child. There was a high percentage of non-response to the three questions in this section: visiting the Center (10%), using parent resources (32%), and taking out books (34%). One parent wrote in the response “maybe” for the questions about parent resources and taking out books.

Time children spent studying or reading

The survey conducted by ADI during the 2003-2004 school year also asked parents about the time students spent studying and reading while at home. Parents were asked these questions again in order to determine if this time has increased over the past year of school reform at Grover Cleveland. The first question, pertaining to time spent studying could not be compared to the previous study because parent responses were not broken down by grade level in the most recent survey. Overall numbers were not provided in the School Community Index for the question about studying. Comparisons could be made between the other questions.

Table 14.

Percentage of Total Parent Responses							
Time Spent Studying at home on a typical day during the past week:							
None	Less than 15 Minutes	15-30 Minutes	31-45 Minutes	46 Minutes – 1 Hour	1 – 1 ½ Hours	1 ½ - 2 Hours	More than 2 Hours
1%	4%	22%	24%	24%	12%	7%	5%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Slightly more than two-thirds of parents (70%) responded that their child studied between 15-30 minutes and 46 minutes to 1 hour: 15-30 minutes (22%), 31-45 minutes (24%), and 46 minutes to 1 hour (24%). Remaining responses included: 1 to 1 ½ hours (12%), 1 ½ to 2 hours (7%), more than two hours (5%), and none (1%).

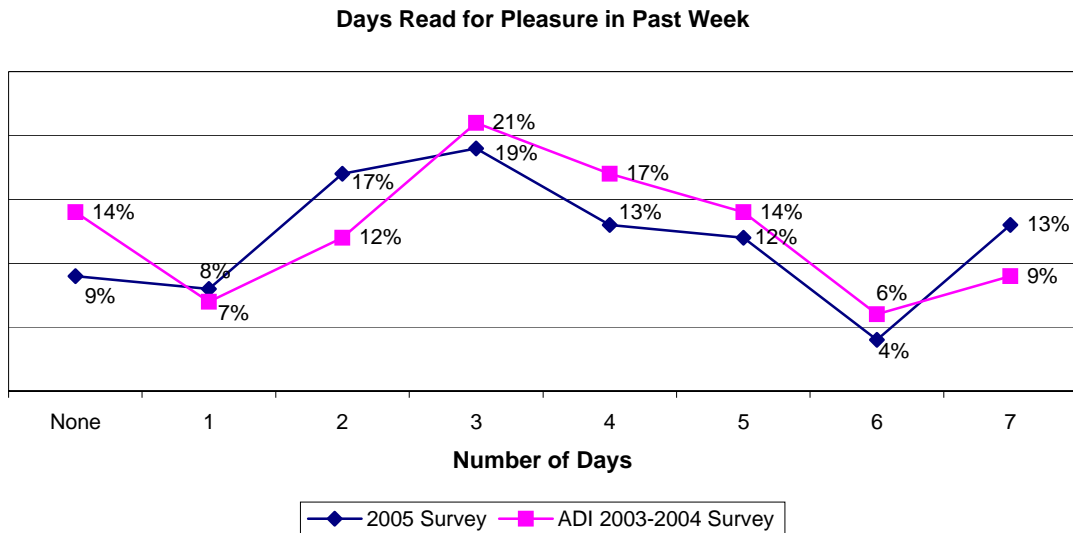
Table 15.

Percentage of Total Parent Responses								
Days students read at home for pleasure in the past week:								
	No Days	1 Day	2 Days	3 Days	4 Days	5 Days	6 Days	7 Days
2005 Survey	9%	8%	17%	19%	13%	12%	4%	13%
ADI 2003-2004 Survey	14%	7%	12%	21%	17%	14%	6%	9%
Days in the past week you have read to your child 15 minutes or more:								
	No Days	1 Day	2 Days	3 Days	4 Days	5 Days	6 Days	7 Days
2005 Survey	26%	11%	15%	20%	10%	6%	2%	5%
ADI 2003-2004 Survey	29%	14%	14%	13%	14%	6%	3%	7%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

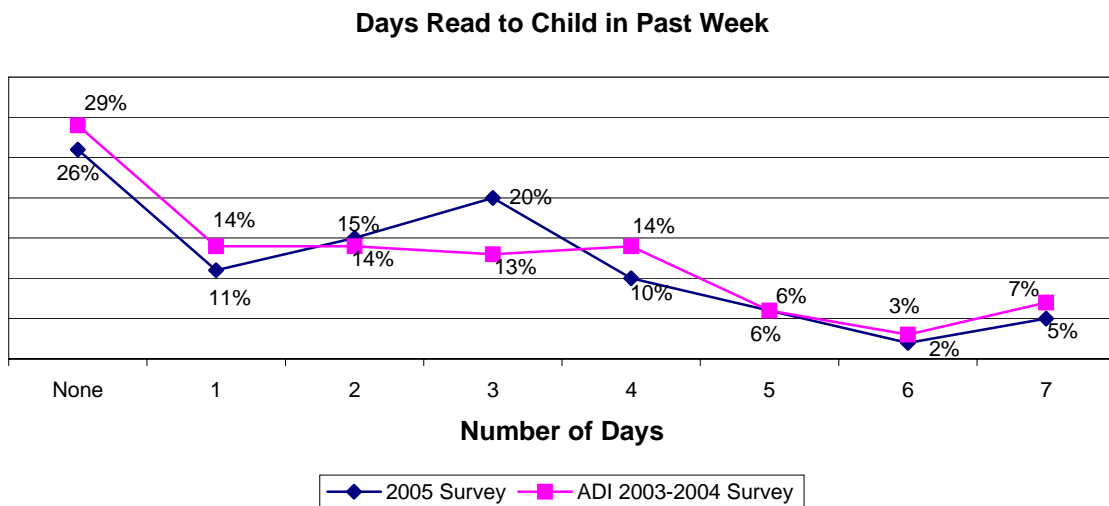
The first question focused on how many days in the past week a student read at home for pleasure. There was a 36% decrease in the percentage of parents that responded “none” in the 2005 survey (9%) compared to the ADI survey from the 2003-2004 year (14%). There was a 42% increase from 12% to 17% of parents responding “2 days;” and an increase of 44% in the percentage of parents reporting “7 days.” As shown in Figure 8, responses for the remaining choices were slightly higher in the ADI survey from 2003-2004.

Figure 8.



The second question focused on how many days in the past week a parent read to their child. There was a slight decrease in the percentage of parents that responded “none” in the 2005 survey (26%) compared to the ADI survey from the 2003-2004 year (29%). There was a 54% increase from 13% to 20% of parents responding “3 days.” As shown in Figure 9, responses for the remaining choices were slightly higher or the same for the ADI survey from 2003-2004.

Figure 9.



Additional Parent Comments

Parents were given space to respond to four questions with additional comments: what could Grover Cleveland Elementary School do to increase your involvement; how could teachers reach out to parent in a more effective way; what parent workshops would you like to see at Grover Cleveland Elementary School; and do you read the flyers that are sent to your home, if not, what can be done to improve written communications.

Approximately 50 parents responded that there was nothing Grover Cleveland could do to increase involvement. Parents explained that the school is already doing a great job or that they have conflicting schedules due to work and cannot attend events. For example, parents explained, “I feel my children’s teachers keep me well informed and I know I can approach them with any concerns. I attend as many activities as I can with and for my children;” and “I’m involved as much as I can. Grover Cleveland does a very good job trying to get parents involved.” According to another parent, “I feel GC has been very welcoming! I have been encouraged to come into the classroom whenever I want and I love that! I made a point of planning an activity and visiting once a month this year. I feel very connected to my child’s education and to his teacher. I feel I have good communication with her. (Continue to allow parents in the classroom, even if they don’t ‘do’ anything. Being in the classroom and watching allows them to feel involved and know what’s going on.” Focusing on conflicting schedules, one parent explained, “I don’t feel Grover Cleveland is able to increase my involvement. I am a single mom with children at 3 different schools and work full time. I try to be involved as possible.” Other parents responded, “I’m not sure. I work odd hours so my lack of involvement stems from an irregular schedule, not because I don’t want to be involved in my son’s education or school;” and “I feel that Grover Cleveland is doing everything possible for parents to be involved. I personally have had many conflicting dates and times, so I have not been able to attend many functions. Sorry. Keep up the great work.”

Several parents also offered suggestions for improving involvement such as scheduling activities or events during school hours, after school hours, on weekends, and in the evenings; having more activities for both parents and students; providing more advance notice to parents for activities or meetings; and offering transportation. One parent explained, “I don’t know if it’s possible but I would love to be involved more. It’s transportation that keeps me from being there. It would be real nice if they had some kind of transportation for parents who don’t have a

car.” Another stated, “Maybe have more ‘open house’ type activities where we could go into the classrooms and actually see what is going on during a school day.” Additional suggestions included: “Have parents do an evaluation of their child’s teachers before the principal does the evaluation of the teacher. Parents receive input from their children on a daily basis but the teachers knows when their evaluation is taking place. Good behavior in front of the boss is normal;” “I am very involved in the school for PTA and functions. But I really think that fundraisers, sales, etc need to be better planned and spaced out. Sometimes there is too little notice or they all come together at one time;” and “On the school calendar sometimes there are terms used that I’m not sure of what they mean. I did not know what intermediate was or even what the PSSA writing field test is. I think sending a list home of what the school offers, who to contact about more info. how to joining drama club. I think a booklet of activities would be nice. and terms.”

The second question asked parents for suggestions on how teachers could reach out to parents more effectively. Two of the most common responses were that parents feel informed and that teachers are doing fine; and that more communication is needed primarily through email, mail, or phone. Other suggestions from parents included: praise or feedback for both the positive and negative student behaviors; informing parents when students’ grades are slipping right away; more parent-teacher conferences or one-on-one meetings; monthly study sheets for parents to use with students; monthly or bi-weekly progress reports; teacher response to questions or problems; and use of the comments sections in planners.

As stated previously, some parents reported that teachers are communicating effectively, “I feel well informed about my child’s classroom;” and “They already do, if there are problems a note or phone call is made and we communicate.” Focusing on addressing both positive and negative behaviors, parents explained, “Inform me as needed when my child is having problems or making improvements;” and “The only time we really see the teacher or talk with her is during the fall conferences. I think a periodic phone call or note to let the parents know how their child is doing would be nice. If your child isn’t a problem you never hear from them.” Parents also noted the importance of notification when problems arise or grades drop, “Let the parents know as soon as a problem starts with the child instead of trying to handle it for weeks then hitting the parent with it when it is out of hand;” and “By keeping parents informed of grades dropping that would keep them from getting an honor card. My son got a C+ in conduct and

penmanship and I had not grades for penmanship and no idea there was a problem with behavior.” Parents requested that teachers respond to questions or problems, “Keep open lines of communication. Always respond verbally or in writing to any problems or questions;” and “Could the school use e-mail? I try to write a note on a spiral pad for my son’s teacher when important issues come up but sometimes I don’t get it done before he leaves or I forget to write a note when I get home from work. E-mail seems a quick tool.” Parents suggested the use of monthly study sheets, “Send parents a monthly agenda sheet of what they plan to cover with a review sheet for the parents to do with child so parents can help out where the child is weak. Such as the sheet you sent home about winter district assessments. Very helpful for parents;” and “I would like to know what the lessons are going to be ahead of time, so I can help my child prepare. Maybe weekly or monthly newsletters or notices of what topics will be covered. That would help me have home activities related to school at the same time he’s learning it, not after the fact.”

The third question focused on what types of parent workshops parents would like to see in the future. Several parents suggested curriculum based workshops to help them better understand and prepare their child in the home, especially in the area of math. Parents also suggested having workshops for students that focus on topics such as organization, peer pressure, puberty, or getting ready for middle school. Other workshops topics suggested by parents included: WQLN – Team up for Literacy; nutrition; school terminology; art or music; single parents raising families by themselves; pre-teen and teen girls; teaching a hearing impaired child to read; ADD or ADHD; building a child’s self-esteem; book fairs; teaching pre-k students; balancing full-time work and raising children; how to keep children interested in school as they get older; preparing for assessments and PSSA; and computer training. Several parents stated that they were not aware that Grover Cleveland offered workshops.

The final question asked parents if they read the flyers sent home. If not, they were asked to offer suggestions. A majority of the parents (151) stated that they do read the flyers that are sent home. Several suggestions were made to improve the communication process: more advanced notice; send information through the mail not with the students; website; and monthly or bi-monthly letters or newsletters. Parents who read the flyers stated, “I think flyers are great, I read them all the time. That’s how I stay informed;” “Yes, I do read the flyers. I like the calendars that are sent home each month with most of the school functions and dress down days

listed. Also, I like how the days 1 thru 6 are listed for gym class, art class, etc. I think communication has really improved the last couple of years;” and “Yes always it’s important and the school news letters are great!” Other examples of comments include: “Yes I believe the monthly newsletters were more effective. The parents read the newsletter, answered the questions, and then the child was entered into a drawing. That involves the children also;” “Yes, but flyers for some functions are not received until a couple days before the event. I personally need more notice;” and “Yes, if I don’t read them, It’s only because my children ‘forget’ to bring them home. Perhaps the real important ones could get mailed?”

Teacher Surveys

The teacher surveys also consisted of several sections. Similar to the student and parent surveys, the first section centered on the responsibilities listed in the School Community Compact. These responsibilities can be categorized into four areas: reading and school work, behavior, parent involvement, and parent-teacher-student conferences. The first section of the survey also asked teachers for their opinion of home visits and the new math series. The second section, which was also part of the parent survey, was based on a survey conducted by the Academic Development Institute in the 2003-2004 school year as part of the School Community Index. These questions asked teachers for their opinion on programs and policies offered by Grover Cleveland as well as their perceptions of the atmosphere. Other sections focused on the Parents and Learning Training by ADI as well as additional comments.

Reading and School Work

According to the School Community Compact, teachers will provide time for students to read, and encourage discussion and writing about reading; read to students each day; assign homework regularly, including reading assignments, and collect correct and return homework promptly; and teach students how to study.

Table 16.

Question	Percentage of Total Teacher Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I provide time for students to read in the classroom.	96%	0%	4%	0%
I encourage discussion about reading in the classroom.	83%	9%	0%	9%
I encourage writing about reading in the classroom.	74%	17%	0%	9%
I read to students each day.	83%	9%	4%	4%
I assign homework, including reading assignments, regularly.	70%	22%	0%	4%
I collect, correct, and return homework to the students.	87%	4%	0%	4%
I correct homework and return it promptly to students.	78%	13%	4%	4%
I mark homework with comments particular to the student as often as possible.	52%	26%	13%	4%
I teach students how to study.	57%	35%	9%	0%
I clearly explain to students the assignments to be completed.	100%	0%	0%	0%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

A majority of teachers (91-96%) report that they provide time for students to read in the classroom; encourage discussion and writing about reading; and read to students each day most or some of the time. A majority (91-92%) also report that they assign homework, including reading assignments, regularly; collect, correct, and return homework; and correct homework and return it promptly most or some of the time. One statement that had a more varied response rate was “I mark homework with comments particular to the student as often as possible.” Approximately half (52%) of the teachers responded most of the time, 26% responded some of the time, and 13% responded not very often. A similar variation occurred in response to the statement about teaching students how to study: 57% most of the time, 35% some of the time, and 9% not very often. All teachers responded that they clearly explain to students the assignments to be completed most of the time.

Behavior

Teacher responsibilities in this area include: to encourage students to behave responsibly and treat others with respect; to teach and encourage attentive listening skills; to clearly apprise students of assignments to be completed and hold students responsible for meeting obligations; and to teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior.

Table 17.

Question	Percentage of Total Teacher Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I encourage students to behave responsibly and to treat others with respect.	100%	0%	0%	0%
I teach and encourage attentive listening skills.	96%	0%	4%	0%
I hold students responsible for meeting obligations.	96%	0%	0%	0%
I teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior.	96%	4%	0%	0%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

A majority of the teachers report that they encourage students to behave responsibly and treat others with respect; teach and encourage attentive listening skills; hold students responsible for meeting obligations; and teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior most of the time.

Parent Involvement

Teachers are responsible for certain aspects of parent involvement as part of the School Community Compact. These responsibilities are: to keep parents informed of the reading skills their children are learning and how they can reinforce the skills at home; to provide parents with suggestions of ways they can help their students at home with homework and studying skills; and to let parents know when their children are failing a subject area.

Table 18.

Question	Percentage of Total Teacher Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I keep parents informed of the reading skills their children are learning in the classroom.	83%	9%	0%	9%
I keep parents informed of how they can reinforce these reading skills at home.	65%	26%	0%	9%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

A majority of teachers (83%) reported that they keep parents informed of the reading skills their children are learning in the classroom most of the time; however, only 65% reported that they keep parents informed of how to reinforce those reading skills in the home most of the time. Twenty-six percent did report that they inform parents of how to reinforce the skills in the home sometimes.

Parent-Teacher-Student Conferences

As part of the school reform, Grover Cleveland added parent-teacher-student conferences in the 2004-2005 school year. This is also a teacher responsibility in the School Community Compact, to hold parent-teacher-student conferences (both formal and informal). Teachers were asked if they held parent-teachers conferences, if they felt it was a positive experience, and if they would like to continue having similar conferences in the future.

Table 19.

Question	Percentage of Total Teacher Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I have held parent-teacher-student conferences.	100%	0%	0%	0%
I feel that the parent-teacher-student conference was a positive experience.	57%	30%	13%	0%
I would like to continue having parent-teacher-student conferences.	57%	22%	22%	0%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

All of the teachers reported that they have held parent-teacher-student conferences. Slightly more than half (57%) of the teachers reported that it was a positive experience most of the time, 30% reported sometimes, and 13% reported not very often. Almost 80% of the teachers reported that they would like to have parent-teacher-student conferences in the future most or some of the time, while 22% reported that they would not like to have them very often.

Home Visits

In the survey, teachers were asked if they felt that home visits helped to increase parent involvement; if they would like to see more home visits completed; and if they would liked to be more involved or part of the home visits.

Table 20.

Question	Percentage of Total Teacher Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I feel that the home visits completed in the Spring and Summer of 2004 helped to increase parent involvement.	26%	17%	13%	43%
I would like to see more home visits completed.	35%	17%	30%	17%
I would like to be more involved or to be part of the home visits.	17%	30%	43%	9%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Slightly less than half (43%) of teachers reported that they believed that the home visits increased parent involvement most or some of the time, another 43% reported that the question was not applicable, and 13% reported that they did not believe that the visits increased involvement. Approximately half (52%) reported that they would like to see more visits completed in the future most or some of the time, while 30% reported that they would not. Teacher responses to whether they would like to be more involved with home visits varied: 47% most or sometimes, and 43% not very often.

New Math Series

In the 2004-2005 school year, a new math series was implemented at Grover Cleveland for all grade levels. Teachers were asked for their opinion of the new math series.

Table 21.

Question	Percentage of Total Teacher Responses			
	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I like the new Math series.	26%	17%	30%	26%

- Percentages may not add to 100% because the table does not reflect surveys with two responses or no responses to a question.

Teacher responses to whether they like the new math series were divided: 26% yes/most of the time, 17% sometimes, and 30% no/not very often.

ADI School Community Index Teacher Opinion Questions

As noted in the parent section, the School Community Index compiled by ADI in the 2003-2004 school year was a descriptive tool presenting the parents' and teachers' views of the Grover Cleveland school community. This section of the survey consisted of questions, which asked for teachers' perceptions of school policies and practices. The goal is to have teachers strongly agree or agree with each statement.

Table 22.

Question	Percentage of Total Teacher Responses			
	2003- 2004 ADI Study Results	Strongly Agree/ Agree	Not sure	Strongly Disagree/ Disagree
Programs are provided for parents to assist them with their role in their child's education.	76%	78%	4%	13%
The school has a homework policy.	54%	100%	0%	0%
Homework is very important at the school.	72%	100%	0%	0%
I teach students how to read in order to master material.	96%	91%	0%	0%
Students are well-prepared for the challenges of each new grade level.	80%	82%	9%	0%
All students are sufficiently challenged to learn the most they can.	88%	91%	4%	4%
School employees visit the homes of students.	12%	47%	22%	21%

Table 22. (Continued)

Question	Percentage of Total Teacher Responses			
	2003- 2004 ADI Study Results	Strongly Agree/ Agree	Not sure	Strongly Disagree/ Disagree
I talk with parents on the telephone.	92%	96%	0%	0%
I let parents know good things their children have done.	92%	100%	0%	0%
Parents feel welcome in the school.	64%	96%	4%	0%
Administrators at the school are helpful.	76%	100%	0%	0%
Parents are happy their children are enrolled at this school.	88%	100%	0%	0%
Most parents know their children’s teachers.	84%	95%	4%	0%
I know my students’ parents.	80%	70%	30%	0%

- Percentages may not add to 100% because the table does not reflect surveys with not applicable responses, two responses or no responses to a question.
- Shaded responses indicate increases in parent agreement since the 2003-2004 school year.

Teacher agreement with the statements in Table 22 has increased since the 2003-2004 school year for all but two statements. There was a 13% decrease from 80% of teachers to 70% of parents in the percentage of teachers who agreed or strongly agreed that they know their students’ parents. Thirty percent of teachers were unsure if they knew their students’ parents. There was a 5% decrease from 96% to 91% of teachers who agreed or strongly agreed that they teach students how to read in order to master material.

As noted in the previous section, at the beginning of the 2004-2005 school year, Grover Cleveland sent copies of the school homework policy to each family. There was an increase of 85% in the percentage of teachers who agreed or strongly agreed that the school had a homework policy; and a 39% increase in the percentage of teachers who agreed or strongly agreed that homework is important at the school. In the most recent survey, all teachers agreed or strongly agreed with both statements regarding homework policy.

Home visits were made to the homes of second grade students in May 2004 and entering kindergarten students in July and August 2004. There was a 292% increase from 12% to 47% of teachers who agreed or strongly agreed that school employees visited the homes of the students. 22% of teachers were unsure if homes were visited, and 21% disagreed or strongly disagreed.

The percentage of teachers who agreed or strongly agreed that students are well prepared for the challenges of each new grade level increased by 3% with 9% of teachers reporting that

they are unsure if students are prepared. There was also a small increase from 88% to 91% of teachers agreeing or strongly agreeing that all students are sufficiently challenged to learn the most that they can. Four percent of teachers were unsure and four percent disagreed or strongly disagreed that students are sufficiently challenged.

There was a slight increase in the percentage of teachers who agreed or strongly agreed that programs are provided to assist parents with their role in their child's education. However, 13% of teachers disagreed or strongly disagreed that the programs were provided.

Most teachers (95%) agreed or strongly agreed that most parents know their children's teachers, an increase of 13% from the 2003-2004 school year. Four percent were unsure if parents know their children's teachers. Ninety-six percent of teachers agreed or strongly agreed that they talk with parents on the telephone. All teachers report that they let parents know the good things their children have done, an increase from 92% to 100%.

Ninety-six percent of teachers agreed or strongly agreed that parents feel welcome in the school, an increase of 50% since the 2003-2004 school year. All teachers agreed or strongly agreed that parents are happy that their children are enrolled at the school, an increase of 14%; and all teachers also agreed that administrators at the school are helpful, an increase of 32%.

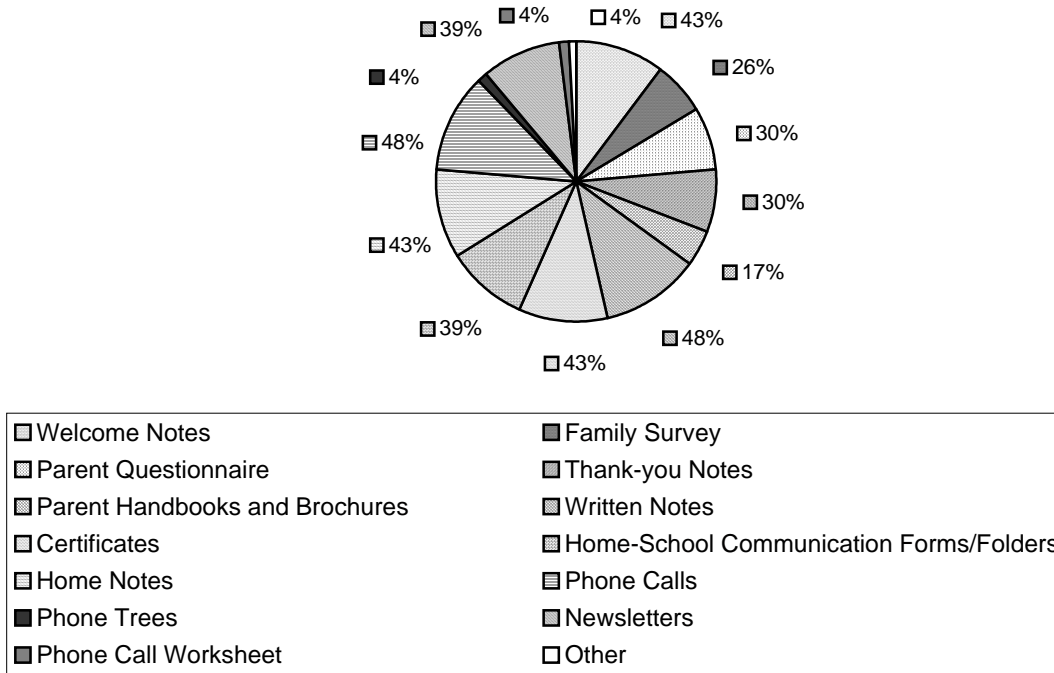
ADI Parents and Learning Training

The Parents and Learning Training workshop was presented by ADI in May 2004. The workshop objectives included: enhancing teacher effectiveness in preparing parents to address the curriculum of the home; and examining ways to connect schools and families to ensure student success. The workshop offered examples for school-home communication that could be utilized by teachers such as: welcome notes, family surveys, parent questionnaires, thank-you notes, parent handbooks and brochures, written notes, certificates, phone calls, phone trees, and newsletters. Teachers were asked whether they attended the training, and what school-home communication examples they have used.

Thirty-nine percent of the teachers reported attending the workshop, however, slightly more reported using the various examples. Figure 10 shows the percentage of teachers who reported using each example.

Figure 10.

School-Home Communication Examples



Additional Teacher Comments

The last section of the survey contained additional space for teachers to comment on anything they felt that could specifically be done to help them with the implementation of the Alliance of Achievement (See Table 23).

Table 23.

Additional Teacher Comments:
It is my opinion that our current staff (on sub contracts) that are implementing the ADI strategies should be allowed to stay (pending Principal's approval) for the duration of the grant. Also - it would be of great benefit to have time for our staff to get together to celebrate all the wonderful work that has happened here! I feel this grant has helped us greatly w/ communication.
Eliminate some of the paperwork. Unit plans should be eliminated and you should just use the district curriculum maps. This would give much more time for developing centers and activities.
It would be helpful if the A.F.A. coordinators would design sample learning centers for each grade level and pair this information up with student learning plans. Just reading the manual is not enough.

Table 23. (Continued)

Additional Teacher Comments:
The coordinator/facilitator needs to be more involved in implementation of centers. -Should help make centers. -Should help run the centers. -Should come into classrooms and do centers and writing lessons with students. Implementation of center not until 2005-2005 year. Facilitator should create centers for her room so she can see how many hours are put into centers and see implementation problems. Teachers should be paid for time spent creating centers.
Because I have a very small group of students with multiple disabilities - at a Life Skills cognitive level, I have not been able to use much of the ADI activities. I would like to know if there is anything I could do to modify or adapt any of the activities.
-Have specific activities for centers made for me. -Have another adult in class during "center" time.
I feel better since out meeting on 2-16-05. Materials are going to be ordered that will be very helpful. Also, I am glad that we are going to look at possible changes in our schedule for next year that may provide classroom teachers with co-teachers and other adult assistance.
More materials! As a new teacher it is overwhelming to prepare and implement the grant without the proper materials.
Follow steps to implement: unit plans, center folders & materials, SLP. When one finished move on to next - can't do all steps at once. Need everyone on staff working to final goal - and be accountable
I think the program is misplaced. It should be in a school that needs reform. I'd like to fit it to me not me to it.
Yes- to see it being implemented in a 7th grade language arts classroom.
I think assistance & materials are available at all times. My problem was coordinating materials with expectations & development of the very young. At this point in the year I am seeing some definite results, more achievements & higher thinking skills. Plus some are more responsible & are able to handle the center activities. It still cannot be rushed at this point and takes almost an hour.

Comparison

Some questions on the surveys were asked of students, parents, and teachers. The responses provided by each group can be compared to determine any gaps. The questions that appeared on more than one survey were questions pertaining to several areas of the School Community Compact responsibilities, parent-teacher-student conferences, home visits, the new math series, and the ADI School Community Index.

One group of responsibilities addressed by more than one of the surveys was reading. First, 69% of students reported talking about reading some or most of the time with family and 60% of students reported talking to teachers some or most of the time. Parents and teachers reported higher rates of discussion about reading with students: 96% of parents reported most or

some of the time; and 92% of teachers reported most of some of the time. Second, 64% of students report that they read for homework most of the time, while 70% of teachers report that they assign homework, including reading assignments, most of the time.

A second group of responsibilities addressed by more than one survey addressed school work. First, 60% of students report that they complete homework in quiet place with a lot of light most of the time, while 87% of parents report that they make sure their child has a quiet place with a lot of light to complete homework most of the time. Second, 76% of students report that they get to school on time most of the time, while 96% of parents report that they make sure their child gets to school on time most of the time. Third, 70% of students report that when they arrive at school they are ready to learn and do school work most of the time, while 97% of parents report that they make sure that their child is ready to learn and do school work most of the time.

A third group of responsibilities address behavior. First, a majority of students report that they are nice to other people or treat others with respect most of the time (77%) and some of the time (20%). Teachers and parents report that they encourage students to behave responsibly and treat others with respect most of the time at higher percentages: 100% of teachers reported most of the time, and 99% of parents reported most of the time. Second, 75% of students reported that they listen when parents correct them most of the time, and 84% reported that they listen when teachers correct them most of the time. Ninety-nine percent of parents and 96% of teachers report that they teach and encourage attentive listening skills most of the time; 96% of teachers report that they hold students responsible for meeting obligations most of the time; 98% of parents report that they teach their child to be responsible for his/her behavior most of the time; and 96% of the teachers report that they teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior most of the time.

Students, parents, and teachers were asked whether they have attended or held parent-teacher-student conferences, whether it was a positive experience, and if they would like to continue having parent-teacher-student conferences. Eighty-seven percent of teachers, and 94% of parents reported that the conference was a positive experience most or some of the time, while 63% of students reported that they liked being at the conference most or some of the time. Parents were most likely and students were least likely to report that they would like to attend another conference most or some of the time. Ninety-one percent of parents, 79% of teachers,

and 59% of students reported that they would like to attend another parent-teacher-student conference most or some of the time.

Parents and teachers were asked their opinions of the home visits conducted in the spring and summer of 2004. Forty-three percent of teachers felt that the home visits helped to increase parent involvement most or some of the time; while 25% of parents reported that the home visits were a positive experience. Twenty-two percent of parents reported that they would like to receive another home visit most or some of the time, and 27% reported that they would like to receive a home visit. Approximately half (52%) of the teachers stated that they would like to see more home visits completed most or some of the time.

Parents and teachers were also asked about the new math series that was implemented at Grover Cleveland. Parents reported that they liked the new series at higher rates than the teachers: 66% of parents reported most or some of the time, and 43% of teachers reported most or some of the time.

The ADI School Community Index questions were asked of both parents and teachers. Table 24 compares the parent and teacher agree and strongly agree responses on the ADI survey from 2003-2004 and the most recent survey in 2005. Parents and teachers responded at more similar rates in the most recent survey to most questions. The most notable gap occurs for the questions about home visits and telephone calls. Regarding home visits, in the 2003-2004 survey 11% of parents and 12% of teachers agreed or strongly agreed that employees visit the homes of students; while in the most recent survey 22% of parents and 47% of teachers agreed or strongly agreed. The largest gap between parent and teacher responses is in response to the statement about telephone calls. In the ADI survey, 63% of parents and 92% of teachers reported that teachers talk with parents on the telephone; however in the most recent survey 56% of parents and 96% of teachers reported that teachers talk with parents on the telephone.

Table 24.				
	Comparison of Parent and Teacher Responses			
Question	2003- 2004 ADI Survey Parent Responses	2003-2004 ADI Survey Teacher Responses	2005 Survey Parent Responses	2005 Survey Teacher Responses
Programs are provided for parents to assist them with their role in their child's education.	61%	76%	72%	78%
The school has a homework policy.	47%	54%	92%	100%
Homework is very important at the school.	85%	72%	92%	100%
I teach students how to read in order to master material.	64%	96%	89%	91%
Students are well-prepared for the challenges of each new grade level.	57%	80%	75%	82%
All students are sufficiently challenged to learn the most they can.	71%	88%	75%	91%
School employees visit the homes of students.	11%	12%	22%	47%
I talk with parents on the telephone.	63%	92%	56%	96%
I let parents know good things their children have done.	69%	92%	83%	100%
Parents feel welcome in the school.	82%	64%	90%	96%
Administrators at the school are helpful.	76%	76%	90%	100%
Parents are happy their children are enrolled at this school.	78%	88%	95%	100%
Most parents know their children's teachers.	77%	84%	97%	95%
I know my students' parents.	65%	80%	78%	70%

Conclusion

The primary goal of the most recent student, parent, and teacher surveys was to determine compliance with the responsibilities in the School Community Compact. These responsibilities can be grouped into several categories: reading, school work, behavior, parent involvement, and parent-teacher-student conferences. Although students do report reading for homework (learning), the number of students reporting that they read for fun decreases as their grade level increases. As grade level increases, students also report less discussion about reading with family, friends, and teachers. Parents report reading with their children slightly more than

reading to their children, and a majority of parents report talking with children about reading. A majority of teachers report providing time for students to read in the classroom; encouraging discussion and writing about reading; reading to students each day; and assigning homework including reading assignments regularly.

Most students report that they achieve most of the responsibilities related to school work most or some of the time: finishing school and homework on time and neatly, working in a quiet place with a lot of light, arriving to school on time, and using student planners. As grade level increase, students are less likely however to report being ready to learn and do school work. Parents also report compliance with most of their responsibilities connected to school work. Less compliance was reported pertaining to correcting their child's homework each night, 78% reported they do most of the time and 14% reported that they do sometimes. Teachers had varying responses to responsibilities in this category: approximately half responded most of the time, 26% responded sometimes, and 13% responded not very often to the statement that they marked homework with comments particular to the student as often as possible; and 57% responded most of the time, 35% responded sometimes, and 9% responded not very often to the statement about teaching students how to study.

A majority of students responded most or sometimes to all of the statements pertaining to behavior. Younger students responded that they listen to parents and teachers most of the time more often than older students. Students report listening to teachers at a higher rate than they report listening to parents, most notably in the higher grade levels. As a student's grade level increases, reporting that they try their best most of the time decreases. Almost all parents and teachers report that they comply with the behavior responsibilities.

A majority of parents report that they are well informed about meetings, activities, and trainings; attend school functions most or some of the time; and contact their child's teacher with concerns or questions. Fewer parents (75%) reported attending meetings, activities, and trainings. Seventy-nine percent of parents report feeling welcome in the school. A majority of teachers reported that they keep parents informed of the reading skills their children are learning in the classroom; however only 65% reported that they keep parents informed of how they can reinforce these skills in the home.

All of the teachers reported that they have held parent-teacher-student conferences and most parents reported that they attended the conferences. Slightly less than 70% of students

reported that they attended the conferences. A majority of teachers and parents reported that the conference was a positive experience most or some of the time, while 63% of students reported that they liked being at the conference most or some of the time. Parents were most likely and students were least likely to report that they would like to attend another conference most or some of the time.

The survey also collected information on parent and teacher perceptions of the home visits completed in the spring and summer of 2004. Slightly less than one quarter of parents reported that they had received a home visit and that it was a positive experience. Slightly less than one quarter of the parents reported that they would like to receive another home visit. When all parents were asked if they would like to receive a home visit, 20% responded yes/most of the time, 7% responded sometimes, 34% responded no/not very often, and 35% responded that the question was not applicable. Forty-three percent of the teachers felt that the home visits helped to increase parent involvement most or some of the times. Approximately half (52%) of the teachers stated that they would like to see more home visits completed.

The use of the statements from the ADI School Community Index on the most recent survey allowed for a comparison of responses between the years and between teachers and parents. There was an increase in the number of agree or strongly agree responses for almost all statements for both parents and teachers. There were also fewer gaps in the responses of parents and teachers in the most recent survey responses. The most notable gap occurs for the questions about home visits and telephone calls. The largest gap between parent and teacher responses is in response to the statement about telephone calls. In the ADI survey, 63% of parents and 92% of teachers reported that teachers talk with parents on the telephone; however in the most recent survey 56% of parents and 96% of teachers reported that teachers talk with parents on the telephone.

The additional comments sections from the students, parents, and teachers also offer useful information. Students reported that the teachers, principal, pig races, gym class, other classes and specials, and learning were what they liked best about Grover Cleveland. When asked what they would like to change, students responded: more dress down days and no uniforms; less homework and school work; bullies; updating the books; getting a football team; and having activities, such as dances, like other middle schools. Some students reported that they would not change anything because Grover Cleveland is “perfect the way it is.”

The additional comments from parents focused on parent involvement. First, they suggested different schedules for events, having activities for parents and students, providing more advance notice, and offering transportation to help increase involvement. Second, in order for teachers to communicate more effectively, parents suggested using email, mail, or telephone; praise or feedback for positive and negative student behaviors; informing parents when grades are slipping right away; more conferences or one-on-one meetings; monthly study sheets for parents to use at home; more progress reports; teacher response to questions or problems; and more use of the comments section in the student planners. Third, parents listed the following as possible topics for future workshops: workshops for students, curriculum based, literacy, nutrition, school terminology, computer training, ADD or ADHD, and pre-teen or teen girls. Finally, although most parents reported that they do read the flyers, they did offer several suggestions for improving the flyers that were sent home: more advanced notice, send information through the mail, use of a website, and monthly newsletters.

























Teachers were asked to list anything that they felt could specifically be done to help them with the implementation of the Alliance for Achievement model. The most common responses were to see more examples of implementation, more material access, and more assistance in the creation and implementation of centers.

Appendix A

Student Survey (Kindergarten)



















Kindergarten Survey

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I read for fun.			
I read for homework.			
I talk to my family about books I have read.			
I talk to my friends about books I have read.			
I talk to my teachers about books I have read.			
I finish my work at school on time.			
I turn my homework in on time.			
My work at school is neat.			
My homework is neat.			
I work in a quiet place with a lot of light.			
I get to school on time.			
When I get to school, I am ready to learn and do schoolwork.			
I am nice to other people.			
I listen when my parents correct me.			
I listen when teachers correct me.			

Kindergarten Survey

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I like when my parents say nice things about me.			
I like when my teachers say nice things about me.			
I went to a meeting with my parents and my teacher.			
I liked being at the meeting with my parents and my teacher.			
I want to go to another meeting with my parents and my teacher.			
I always try my best.			

Please **CIRCLE** *one*:














































I am a: GIRL BOY

Appendix B

Student Survey (First Grade)






















First Grade

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I read for fun.			
I read for homework.			
I talk to my family about books I have read.			
I talk to my friends about books I have read.			
I talk to my teachers about books I have read.			
I finish my work at school on time.			
I turn my homework in on time.			
My work at school is neat.			
My homework is neat.			
I work in a quiet place with a lot of light.			
I get to school on time.			
When I get to school, I am ready to learn and do schoolwork.			
I am nice to other people.			
I listen when my parents correct me.			
I listen when teachers correct me.			

First Grade

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I like when my parents say nice things about me.			
I like when my teachers say nice things about me.			
I went to a meeting with my parents and my teacher.			
I liked being at the meeting with my parents and my teacher.			
I want to go to another meeting with my parents and my teacher.			
I always try my best.			
I like the pig races.			

Please **WRITE** an answer to each question.

What do you like best about our school?
What do you wish you could change about our school?

Please **CIRCLE** *one*:









































I am a: GIRL BOY

Appendix C

Student Survey (Second and Third Grade)

Second and Third Grade

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I read for fun.			
I read for homework.			
I talk to my family about books I have read.			
I talk to my friends about books I have read.			
I talk to my teachers about books I have read.			
I finish my work at school on time.			
I turn my homework in on time.			
My work at school is neat.			
My homework is neat.			
I work in a quiet place with a lot of light.			
I use my student planner.			
I like the student planners.			
I get to school on time.			
When I get to school, I am ready to learn and do schoolwork.			
I am nice to other people.			

Second and Third Grade

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I listen when my parents correct me.	☺	☹	☹
I listen when teachers correct me.	☺	☹	☹
I like when my parents say nice things about me.	☺	☹	☹
I like when my teachers say nice things about me.	☺	☹	☹
I went to a meeting with my parents and my teacher.	☺	☹	☹
I liked being at the meeting with my parents and my teacher.	☺	☹	☹
I want to go to another meeting with my parents and my teacher.	☺	☹	☹
I always try my best.	☺	☹	☹
I like the pig races.	☺	☹	☹

Please **WRITE** an answer to each question.

What do you like best about our school?
What do you wish you could change about our school?

Please **CIRCLE** *one*:

I am a: GIRL BOY
 I am in: 2nd GRADE 3rd GRADE

Appendix D

Student Survey (Fourth – Seventh Grade)

Fourth – Seventh Grade

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I read for fun.	3	2	1
I read for homework.	3	2	1
I talk to my family about books I have read.	3	2	1
I talk to my friends about books I have read.	3	2	1
I talk to my teachers about books I have read.	3	2	1
I finish my work at school on time.	3	2	1
I turn my homework in on time.	3	2	1
My work at school is neat.	3	2	1
My homework is neat.	3	2	1
I work in a quiet place with a lot of light.	3	2	1
I use my student planner.	3	2	1
I like the student planners.	3	2	1
I get to school on time.	3	2	1
When I get to school, I am ready to learn and do schoolwork.	3	2	1
I treat other people with respect.	3	2	1

Fourth – Seventh Grade

Please **CIRCLE** *one* answer that tells how you feel for each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often
I listen when my parents correct me.	3	2	1
I listen when teachers correct me.	3	2	1
I like when my parents say nice things about me.	3	2	1
I like when my teachers say nice things about me.	3	2	1
I went to a meeting with my parents and my teacher.	3	2	1
I liked being at the meeting with my parents and my teacher.	3	2	1
I want to go to another meeting with my parents and my teacher.	3	2	1
I always try my best.	3	2	1
I like the pig races.	3	2	1

Please **WRITE** an answer to each question.

What do you like best about our school?
What do you wish you could change about our school?

Please **CIRCLE** *one*:

I am a: GIRL BOY

I am in: 4th GRADE 5th GRADE 6th GRADE 7th GRADE

Appendix E

Parent Survey

Parent Survey

Please **CIRCLE** *one* answer that describes how you feel about each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I read to my child frequently.	3	2	1	0
I read with my child frequently.	3	2	1	0
I talk with my child about reading frequently.	3	2	1	0
I correct my child's homework each night.	3	2	1	0
I sign my child's student planner and/or homework each night.	3	2	1	0
I make sure my child has a quiet place with a lot of light to complete homework.	3	2	1	0
I make sure that my child gets to school on time.	3	2	1	0
I make sure my child is well rested.	3	2	1	0
I make sure my child is ready to learn and do schoolwork.	3	2	1	0
I go to school functions when possible.	3	2	1	0
I went to a parent-teacher-student conference.	3	2	1	0
I felt that the parent-teacher-student conference was a positive experience.	3	2	1	0
I would like to continue having parent-teacher conferences with my child present.	3	2	1	0
I contact my child's teacher when I have a concern or question.	3	2	1	0

Parent Survey

Please **CIRCLE** *one* answer that describes how you feel about each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
If there is a problem with my child at school, the school handles it properly.	3	2	1	0
Education is a priority for our family.	3	2	1	0
I encourage my child to be responsible and to treat others with respect.	3	2	1	0
I teach and encourage my child to listen and pay attention.	3	2	1	0
I teach my child to be responsible for his/her behavior.	3	2	1	0
I attended the parent grade-level meetings in September.	3	2	1	0
The parent grade-level meetings were helpful and informative.	3	2	1	0
I would attend another parent grade-level meeting.	3	2	1	0
I received a home visit by Grover Cleveland Staff.	3	2	1	0
I felt that the home visit was a positive experience.	3	2	1	0
I would like to have another home visit.	3	2	1	0
I would like to have a home visit.	3	2	1	0
I feel well informed about the meetings, activities, and trainings offered at Grover Cleveland.	3	2	1	0
I attend meetings, activities, and trainings whenever possible.	3	2	1	0
These meetings, activities, and trainings make me feel welcome in the school.	3	2	1	0

Parent Survey

Please **CIRCLE one** answer that describes how you feel about each sentence.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I would like to attend future meetings, activities, and trainings when possible.	3	2	1	0
I like the new math series being used at Grover Cleveland this year.	3	2	1	0

Please **CIRCLE one** answer that describes how you feel about each sentence.

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	NA
Programs are provided to assist me with my role in my child's education.	1	2	3	4	5	0
The school has a homework policy.	1	2	3	4	5	0
Homework is very important at the school.	1	2	3	4	5	0
Teachers teach students how to read in order to master material.	1	2	3	4	5	0
Students are well-prepared for the challenges of each new grade level.	1	2	3	4	5	0
All students are sufficiently challenged to learn the most they can.	1	2	3	4	5	0
Teachers visit the homes of students.	1	2	3	4	5	0
Teachers talk with me on the telephone.	1	2	3	4	5	0
Teachers let me know good things my children have done.	1	2	3	4	5	0
I feel welcome in the school.	1	2	3	4	5	0
Administrators at the school are helpful.	1	2	3	4	5	0
I am happy my children are enrolled at this school.	1	2	3	4	5	0
I know my child's teacher.	1	2	3	4	5	0
Teachers know their students' parents.	1	2	3	4	5	0

Parent Survey

Please CIRCLE *one* answer for each question below.

Do you plan on visiting the new Resource Center?	YES	NO
If Yes, do you plan on using the parent resources?	YES	NO
If Yes, do you plan on taking out books to use with your child?	YES	NO

Please CIRCLE *one* answer for each statement below.

Time Child Spent Studying at home on a typical day during the past week:	
1- none	5- 46 minutes to 1 hour
2- less than 15 minutes	6- 1 hour to 1 ½ hours
3- 15 to 30 minutes	7- 1 ½ to 2 hours
4- 31 to 45 minutes	8- More than 2 hours
Days students read at home for pleasure in the past week:	
0- No days	4- 4 Days
1- 1 Day	5- 5 Days
2- 2 Days	6- 6 Days
3- 3 Days	7- 7 Days
Days in the Past week you have read to your child 15 minutes or more:	
0- No days	4- 4 Days
1- 1 Day	5- 5 Days
2- 2 Days	6- 6 Days
3- 3 Days	7- 7 Days

Please WRITE an answer to each question.

What could Grover Cleveland Elementary School do to increase your involvement?
How could teachers reach out to parents in a more effective way?
What parent workshops would you like to see at Grover Cleveland Elementary School?
Do you read the flyers that are sent to your home? If not, what can be done to improve written communication?

Please CIRCLE *one* answer:

I completed the survey for a child in Grade: K 1 2 3 4 5 6 7

This child is: MALE FEMALE

Appendix F

Teacher Survey

Teacher Survey

Please **CIRCLE one** answer that describes how you feel about each statement.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I keep parents informed of the reading skills their children are learning in the classroom.	3	2	1	0
I keep parents informed of how they can reinforce these reading skills at home.	3	2	1	0
I provide time for students to read in the classroom.	3	2	1	0
I encourage discussion about reading in the classroom.	3	2	1	0
I encourage writing about reading in the classroom.	3	2	1	0
I read to students each day.	3	2	1	0
I assign homework, including reading assignments, regularly.	3	2	1	0
I collect, correct, and return homework to the students.	3	2	1	0
I correct homework and return it promptly to students.	3	2	1	0
I mark homework with comments particular to the student as often as possible.	3	2	1	0
I teach students how to study.	3	2	1	0
I encourage students to behave responsibly and to treat others with respect.	3	2	1	0
I teach and encourage attentive listening skills.	3	2	1	0
I clearly explain to students the assignments to be completed.	3	2	1	0

Teacher Survey

Please **CIRCLE one** answer that describes how you feel about each statement.

	Yes/ Most of the Time	Sometimes	No/ Not Very Often	NA
I hold students responsible for meeting obligations.	3	2	1	0
I teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior.	3	2	1	0
I have held parent-teacher-student conferences.	3	2	1	0
I feel that the parent-teacher-student conference was a positive experience.	3	2	1	0
I would like to continue having parent-teacher student conferences.	3	2	1	0
I feel that the home visits completed in the Spring and Summer of 2004 helped to increase parent involvement.	3	2	1	0
I would like to see more home visits completed.	3	2	1	0
I would like to be more involved or to be part of the home visits.	3	2	1	0
I like the new Math series.	3	2	1	0

Teacher Survey

Please **CIRCLE one** answer that describes how you feel about each statement.

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	NA
Programs are provided for parents to assist them with their role in their child's education.	1	2	3	4	5	0
The school has a homework policy.	1	2	3	4	5	0
Homework is very important at the school.	1	2	3	4	5	0
I teach students how to read in order to master material.	1	2	3	4	5	0

Teacher Survey

Please **CIRCLE** *one* answer that describes how you feel about each statement.

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	NA
Students are well-prepared for the challenges of each new grade level.	1	2	3	4	5	0
All students are sufficiently challenged to learn the most they can.	1	2	3	4	5	0
School employees visit the homes of students.	1	2	3	4	5	0
I talk with parents on the telephone.	1	2	3	4	5	0
I let parents know good things their children have done.	1	2	3	4	5	0
Parents feel welcome in the school.	1	2	3	4	5	0
Administrators at the school are helpful.	1	2	3	4	5	0
Parents are happy their children are enrolled at this school.	1	2	3	4	5	0
Most parents know their children's teachers.	1	2	3	4	5	0
I know my students' parents.	1	2	3	4	5	0

Please **CIRCLE** *one* answer for the question below.

Did you attend the ADI Parents and Learning Training?	Yes	No
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If YES, Please mark the following examples from the ADI Parents and Learning Training that you have used:

Welcome Notes	<input type="checkbox"/>
Family Survey	<input type="checkbox"/>
Parent Questionnaire	<input type="checkbox"/>
Thank-you Notes	<input type="checkbox"/>
Parent Handbooks and Brochures	<input type="checkbox"/>
Written Notes	<input type="checkbox"/>
Certificates	<input type="checkbox"/>
Home-School Communication Forms/Folders	<input type="checkbox"/>
Home Notes	<input type="checkbox"/>
Phone Calls	<input type="checkbox"/>
Phone Trees	<input type="checkbox"/>
Newsletters	<input type="checkbox"/>
Phone Call Worksheet	<input type="checkbox"/>
Other	<input type="checkbox"/>

Teacher Survey

Please **WRITE** an answer to the question below.

Is there anything you feel that could specifically be done to help you with the implementation of the Alliance for Achievement?

Please **WRITE** an answer to each question:

Including this school year, how many years have you taught? _____

Including this school year, how many years have you taught at Grover Cleveland? _____