

2001-2002



**STUDENT SURVEY RESULTS
2001-2002**

Author: Wanda N. Wildman (919) 850-1878

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WAKE COUNTY PUBLIC SCHOOL SYSTEM

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Evaluation and Research (E&R) staff have conducted surveys of WCPSS high school students since 1994, with subsequent high school student surveys conducted in 1996, 1997 and 1999. In 2001, E&R began to survey students at all school levels. The state now requires that student, parent, and staff surveys be conducted annually; therefore a student survey for all school levels was conducted again in 2002. Surveys have provided information about student perceptions of their school, safety at school, school climate, quality of instruction, specific core and elective subjects, and, beginning in 2001, are a component of the statewide safe schools initiative. Copies of the student surveys used at the elementary, middle and high school levels are included as Attachment 1.

In the spring of 2002, survey forms were distributed to students on a random sample basis, rather than to all students. The survey was distributed to students of six elementary school classes, six middle school classes, and eight high school classes, randomly chosen from each school. At each elementary school, two classes of third-, fourth-, and fifth-graders were selected. At each middle and high school, two homerooms per grade level were selected. The exception to using homerooms at the middle and high schools occurred when homerooms did not regularly meet or were not identifiable by grade level. At those schools, either two English or two Social Studies classes per grade level were randomly selected.

E&R distributed survey forms to approximately 18,339 elementary, middle and high school students out of a membership of 100,759. A total of 16,379 surveys were returned, resulting in a return rate of approximately 89% for all levels. Returns represented approximately 16% of total school system membership.

RESULTS SUMMARY

School Safety

Adult Help

After-School

POSITIVE NEWS

- An increasing number of students at all levels agree that their school is a safe place to learn.
- Over 80% of all students feel it is easy to get help from the adults at their school, with responses ranging from 84% of elementary school students to 73% of high school students.
- Over 75% of high school students feel adults help students learn how to make good decisions and plan for the future.
- About two-thirds of middle and high school students are involved in after-school activities.

School and Subject Ratings

Violence Prevention

AREAS OF CONCERN

- Only 58% of student respondents gave their school an overall grade of A or B. This is down from 77% in 1999.
- Good or excellent ratings of individual subject areas decreased from last year.
- Only 46% of students agreed that students at their school get along with each other.
- Only 20% of high school students and 58% of middle school students reported receiving lessons in school about violence prevention during the year, while 16% of high school students and 27% of middle school students agreed that violence is a serious problem at their school.

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2001-2002 RESPONSE PATTERNS

OVERALL GRADE

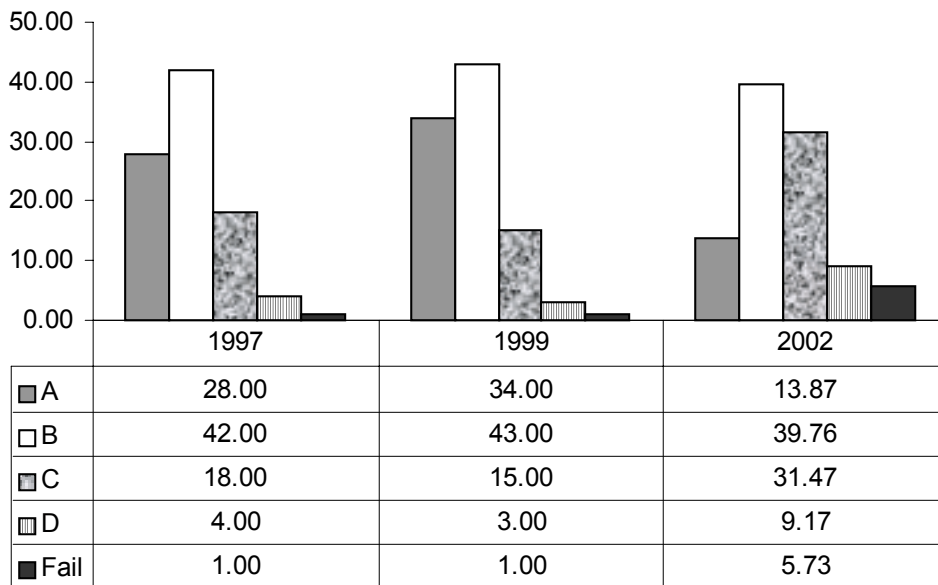
Students graded their school on a scale of A, B, C, D, and Fail to denote the overall quality of that school. For middle and high schools, 58% of students gave their school an A or B; 15% gave the school a grade of D or Fail. Elementary school students were not asked to grade their school.

This item was not on the 2001 Student Survey, however, it was on high school student surveys in 1999 and 1997. The grades given in 2002 are not as high as grades given in 1997 or 1999.

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

2002 Results	N	A	B	C	D	Fail
Middle	3,319	20.94	40.22	22.84	8.41	7.59
High	2,847	13.87	39.76	31.47	9.17	5.73
2002 Overall	6,166	17.68	40.01	26.82	8.76	6.73

**Figure 2: Breakdown by Grade and Survey Year to Survey Item:
What grade would you give your school?
(High School Responses Only)**



On the other hand, grades given from parents have improved significantly over the years. In 1993 only 57% of parent respondents gave their child's school an A or B, and 9% of the responses were D or Fail. In 2002, 84% of parent responses gave their child's school an A or B, with only 3% of the responses being D or Fail. Figure 3 compares student grades to parent grades.

**Figure 3: Comparison of Student and Parent Responses to Survey Item:
What grade would you give your (child's) school?**

Student Responses	N	A	B	C	D	Fail
Middle	3,319	20.94	40.22	22.84	8.41	7.59
High	2,847	13.87	39.76	31.47	9.17	5.73
2002 Overall	6,166	17.68	40.01	26.82	8.76	6.73

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

SCHOOL CLIMATE

Students were asked to agree or disagree with the statement, “I like my school.” This was a new question posed on the 2002 Student Survey. Figure 4 shows that 86% of elementary school respondents liked their school, but that percentage dropped significantly at the middle and high school levels (68% and 67% respectively).

**Figure 4: Response to Survey Item:
I like my school.**

2002 Results	N	Disagree	Agree
Elementary	10,028	13.70	86.30
Middle	3,332	31.69	68.31
High	2,849	33.45	66.55
2002 Overall	16,209	20.87	79.13

Students were asked whether they agreed or disagreed with the statement, “The students at this school get along with each other.” Almost 60% of the middle and high school students and 51% of elementary students disagreed with the statement.

**Figure 5: Response to Survey Item:
The students at this school get along with each other.**

2002 Results	N	Disagree	Uncertain	Agree
Elementary	9,976	50.97	NA	49.03
Middle	3,342	58.20	NA	41.80
High	2,872	59.02	NA	40.98
2002 Overall	16,190	53.89	NA	46.11
2001 Overall	12,183	29.88	44.58	25.54

Figure 6 shows that an average of 74% of all student respondents agreed that the rules of their school were fair. Responses varied dramatically by level. While 86% of the third, fourth, and fifth graders agreed that the rules of their school were fair, only 50% of high school respondents, and 57% of middle school respondents agreed.

**Figure 6: Response to Survey Item:
The rules of this school are fair.**

2002 Results	N	Disagree	Uncertain	Agree
Elementary	10,039	13.94	NA	86.06
Middle	3,352	43.32	NA	56.68
High	2,869	50.40	NA	49.60
2002 Overall	16,260	26.43	NA	73.57
2001 Overall	12,144	21.30	21.27	57.43
High Only 1998-99	19,259	33.42	19.71	46.87
High Only 1996-97	4,851	29.02	22.08	48.90

The same issue was posed on the 2002 Parent Survey, and Figure 7 shows the parent responses compared to the student responses. Many more high school parent respondents agreed the rules were fair when compared to student respondents (82% compared to 50%). About 89% of the middle school parents agreed that the rules were fair compared to 57% of the middle school students – a 32-point difference. At the elementary school level, 96% of the parents and 86% of the students agreed that the rules of their school were fair.

**Figure 7: Parent and Student Responses to Survey Item:
The rules of this school are fair.**

2002 Results	Parent N	Student N	Percent in Agreement	
			Parents	Students
Elementary	6,593	10,039	95.63	86.06
Middle	1,961	3,352	88.63	56.68
High	1,614	2,869	81.66	49.60
2002 Overall	10,168	16,260	92.06	74.61

Figure 8 shows that 84% of elementary school student respondents agreed that it is easy to get help from the adults at their school. Middle school and high school student agreement was lower (76% and 73% respectively). This follows the trend that elementary school student respondents were more positive about their schools than middle school students, who in turn, were more positive than high school students.

**Figure 8: Response to Survey Item:
It is easy to get help from the adults at this school.**

2002 Results	N	Disagree	Uncertain	Agree
Elementary	10,021	16.27	NA	83.73
Middle	3,341	23.56	NA	76.44
High	2,862	27.15	NA	72.85
2002 Overall	16,224	19.69	NA	80.31
2001 Overall	12,120	10.64	23.67	65.70

High school students were asked whether they agree or disagree that the adults in their school help students learn how to make good decisions and plan for the future. 75% of the student respondents agreed, while 25% disagreed.

**Figure 9: Response to Survey Item:
The adults in this school help students learn how to make good decisions
and plan for the future.**

2002 Results	N	Disagree	Agree
High	2,864	24.72	75.28

SAFETY

Several questions were asked of students concerning safety issues at school such as whether their school was a safe place to learn, violence and drugs at their school, the Wave Program, and the Youth Advisory Council. Generally, school safety received high marks from student respondents this year. The questions are discussed separately below.

School is a Safe Place

Students were asked if their school was a safe place to learn. Figure 10 shows that 93% of overall respondents agreed or strongly agreed that their school was safe. There were more elementary school respondents that agreed or strongly agreed (97%) than any other level, with 87% of middle school respondents and 89% of high school respondents indicating agreement.

**Figure 10: Response to Survey Item:
This school is a safe place to learn.**

2002 Results	N	Disagree	Uncertain	Agree
Elementary	10,051	3.40	NA	96.60
Middle	3,372	13.32	NA	86.68
High	2,878	11.08	NA	88.92
2002 Overall	16,301	6.81	NA	93.19
2001 Overall	12,187	7.69	22.96	69.35
High Only 1998-99	19,298	13.88	21.03	65.09
High Only 1996-97	4,992	21.98	24.96	53.06

The trend of high school student respondents to the issue of safety at school is one of steady improvement. A response option of “Uncertain” was eliminated for survey year 2002. Even with this change, disagreement with the statement fell.

**Figure 11: High School Responses Over Time to the Survey Item:
This school is a safe place to learn.**

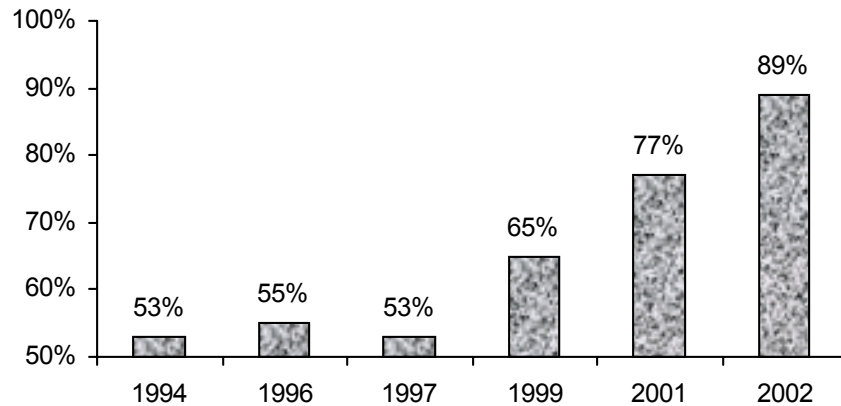


Figure 12 compares the student responses to the parent and staff responses on this same issue.

**Figure 12: All Level Response to Survey Item:
School is a safe place.**

2002 Results	Student Respondents N = 16,301			Parent Respondents N = 10,309			Staff Respondents N = 8,210		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Disagree	3.40	13.32	11.08	1.81	5.83	7.08	2.99	7.53	5.52
Agree	96.60	86.68	88.92	98.19	94.17	92.93	97.01	92.47	94.48
# in Group	10,051	3,372	2,878	6,678	1,991	1,640	4,642	1,794	1,774

Overall, 97% of the parent respondents agreed that their child’s school was a safe place, 95% of the staff respondents, and 93% of the students. This is the first year that parent agreement on school safety was higher than staff agreement. Both parent and staff responses were very similar at all levels.

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

Violence Prevention

Students at all levels were asked if they had participated in lessons about violence prevention in the course of the year. There is a striking difference among levels. At the elementary level, 72% of students said they had lessons in violence prevention, while only 58% of the middle school and just 20% of the high school students gave positive responses. This followed the same pattern from survey year 2001, where 74% of elementary, 62% of middle, and 19% of high school students said they had received lessons in violence prevention.

**Figure 13: Response to Survey Item:
Have you had lessons in school about violence prevention this year?**

2001-2002 Results	N	No	Yes
Elementary	10016	27.74	72.26
Middle	3328	41.80	58.20
High	2857	79.98	20.02
2002 Overall	16201	39.84	60.16
2001 Overall	12125	40.56	59.44

Middle and high school students responded to the statement, “The adults in this school help students learn how to solve problems in a non-violent manner.” Figure 14 shows that 84% of middle school students and 75% of high school students agreed that the adults do help students learn non-violent ways of solving problems. It appears that with the elimination of the “Uncertain” response option, a higher proportion of responses went to agreement than to disagreement.

**Figure 14: Response to Survey Item:
The adults in this school help students learn how to solve problems
in a non-violent manner.**

2002 Results	N	Disagree	Uncertain	Agree
Middle	3,347	15.98	NA	84.02
High	2,867	25.50	NA	74.50
2002 Overall	6,214	20.37	NA	79.63
2001 Overall	5,664	9.97	26.41	63.61

Middle and high school students were asked whether they agreed or disagreed that violence was a serious problem at their school. This was a new question for the 2002 Student Survey. Figure 15 shows that 27% of middle school and 16% of high school student respondents agreed that violence was a serious problem.

**Figure 15: Response to Survey Item:
Violence is a serious problem at my school.**

2002 Results	N	Disagree	Agree
Middle	3,328	72.87	27.13
High	2,875	83.83	16.17
2002 Overall	6,203	77.95	22.05

Another new question for middle and high school students on the 2002 survey asked if they agreed with the statement, “Drugs are a serious problem at my school.” Figure 16 shows that 14% of middle school and 37% of high school respondents agreed that drugs were a serious problem. A comparison of Figures 15 and 16 shows that violence is a more serious concern for middle school students, while at the high school level, drugs are a more serious problem.

**Figure 16: Response to Survey Item:
Drugs are a serious problem at my school.**

2002 Results	N	Disagree	Agree
Middle	3,297	85.53	14.47
High	2,857	62.93	37.07
2002 Overall	6,154	75.04	24.96

The WAVE “Save A Friend” Hotline

The WAVE Save A Friend Telephone Hotline program was put into place by Governor Hunt in February of 2000. The hotline is available for students, parents and community members to anonymously call in concerns they may have about friends and/or acquaintances involved in violence and/or substance abuse activities. Twenty-seven (27) calls were received in Wake County during the 2001-2002 school year. Eight callers reported verbal threats, four calls reported fighting, and four calls reported bullying. Other reasons for calls included drugs, suicide threats, child abuse, sexual harassment, weapons, and disorderly conduct.

Figure 17 shows that, overall, only 27% of student respondents were aware of the WAVE hotline. However, awareness of the safety program increased significantly at the middle and high school levels from last year: from 16% to 59% at the middle school level, and from 14% to 42% at the high school level. Elementary school positive responses remained very low at 12% in 2002.

**Figure 17: Response to Survey Item:
Are you aware of the WAVE Save A Friend Telephone Hotline?**

2002 Results	N	No	Yes
Elementary	10,013	87.65	12.35
Middle	3,347	40.54	59.46
High	2,875	58.19	41.81
2002 Overall	16,235	72.72	27.28
2001 Overall	12,207	86.82	13.18

Middle and high school students were asked if they would call the WAVE telephone hotline if they knew about potential violence. 49% of middle school and just 31% of high school student respondents said they would make the call.

**Figure 18: Response to Survey Item:
Would you call the WAVE telephone hotline if you knew about potential violence?**

2002 Results	N	No	Yes
Middle	3,320	51.30	48.70
High	2,847	68.77	31.23
2002 Overall	6,167	59.37	40.63

Middle and high school students were also asked if they would call the WAVE telephone hotline if they were considering harming themselves. Even fewer student respondents indicated they would make such a call.

**Figure 19: Response to Survey Item:
Would you call the WAVE telephone hotline if you were considering harming yourself?**

2002 Results	N	No	Yes
Middle	3,320	54.70	45.30
High	2,846	74.91	25.09
2002 Overall	6,166	64.03	35.97

Figures 18 and 19 show that, while awareness of the WAVE telephone hotline grew from 2001 to 2002, less than half of middle school students and less than one-third of high school students would use it. These results might indicate the necessity for a change in the dissemination of information about this program.

Youth Advisory Council

The Youth Advisory Council (YAC) was established in the fall of 1999 to help reduce violence, drug use, and alcohol use in schools and communities. It also focuses on developing leadership skills, teaching character traits, and increasing community outreach. Activities of the Youth Advisory Council include twice-monthly meetings, a yearly Safe School Summit, participation in the Wake County Ropes program/retreat, and on-going participation on adult councils.

Figure 20 indicates that most student respondents are either not aware of the YAC program, or they have no opinion on the success of the program. At the middle school level, 15% of middle school students agreed that it helped to lower violence and prevent substance abuse, and 12% disagreed. At the high school level, only 8% agreed that it helped and 17% disagreed. These percentages cannot be compared to the previous year because of a change in the way the question was structured.

**Figure 20: Response to Survey Item:
Do you think the Safe Schools Youth Advisory Council has helped lower violence
and prevented substance abuse at schools?**

2002 Results	N	Disagree	Agree	Not aware of program/ No opinion
Middle	3,311	12.38	14.53	73.09
High	2,848	16.50	7.94	75.56
2002 Overall	6,159	14.29	11.48	74.23

SAVE Club

Students Against Violence Everywhere (S.A.V.E.) is a student-driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in S.A.V.E. activities, students learn conflict management and mediation skills and the virtues of good citizenship, civility, and nonviolence.

It appears that more student respondents are aware of the SAVE club than the Youth Advisory Council, with only 39% and 36% of middle and high school students indicating no opinion or lack of awareness of the program. Also, a higher percentage of students agreed the SAVE club has helped lower violence and prevented substance abuse at their school than in the previous survey. At the middle school level, agreement went from 13% in 2001 to 29% in 2002; at the high school level, agreement went from 10% in 2001 to 19% in 2002.

**Figure 21: Response to Survey Item:
Do you think the SAVE club at your school has helped lower violence and
prevented substance abuse?**

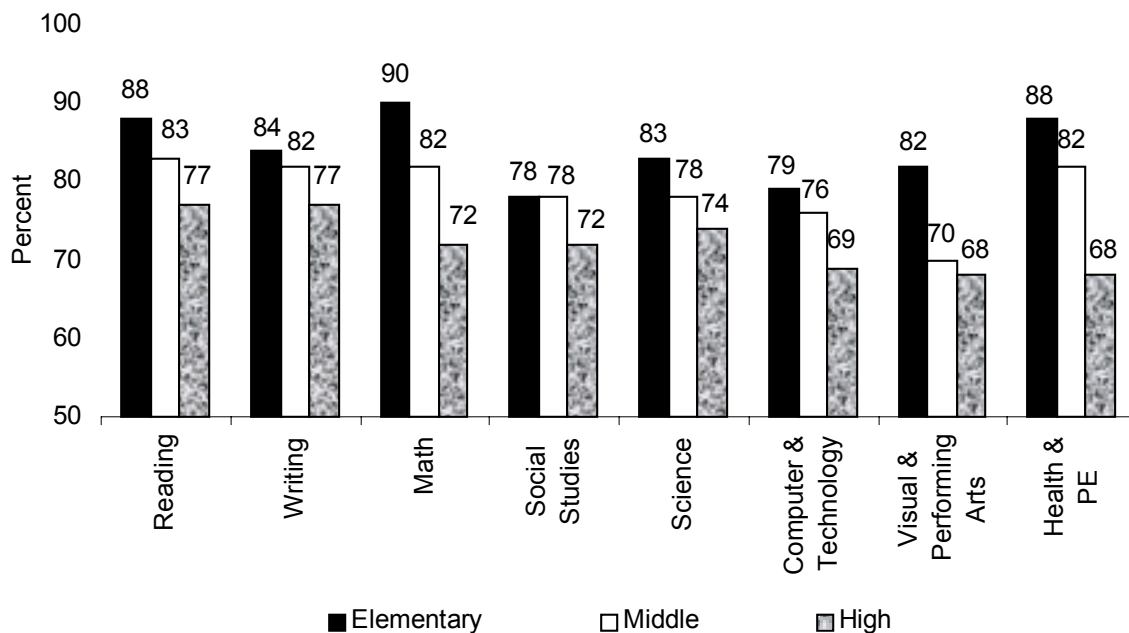
2002 Results	N	Disagree	Agree	Not aware of program/ No opinion
Middle	3,315	32.13	28.72	39.16
High	2,850	44.88	18.88	36.25
2002 Overall	6,165	38.02	24.17	37.81
2001 Overall	5,669	22.19	11.18	66.63

QUALITY OF EDUCATION

Students were asked to rate their school as poor, fair, good, or excellent in helping them learn various subjects. Core subjects included reading, writing, mathematics, social studies, and science. Other areas included computer/technology, visual/performing arts and health/physical education. The following trends were identified:

- Core classes received consistently good/excellent responses from students across all levels. The general trend was that elementary school student respondents gave the highest ratings, middle school students the next highest, and high school students the lowest ratings.
- Elementary level students provided the highest ratings, with 78 to 90 percent rating the core classes as good/excellent. They rated mathematics the highest and social studies the lowest. In contrast, parent ratings ranged from 81 to 88, with reading being the highest and science being the lowest.
- At the middle school level, student responses ranged from 78 to 83 percent for the core classes, with reading rated the highest, and social studies and science rated the lowest. In comparison, parent ratings ranged from 79 to 83, with reading, mathematics and social studies rated the highest and science rated the lowest.
- High school student responses ranged from 72 to 77 percent for the core classes, with reading and writing rated the highest and mathematics and social studies rated the lowest. High school parents rated reading the highest at 81% with three classes rated at 77%.
- As in 2001, the subject area receiving the lowest percentage of good/excellent ratings from students, across all levels, was the area of computer and technology skills.

Figure 22: Percent of Positive Responses (Good to Excellent) by Subject and School Level



Figures 23 through 42 detail the student responses at each level, the overall percentage for WCPSS, and the high school results for previous years. Following the detailed responses, a graph compares high school responses for the four most recent surveys.

Reading

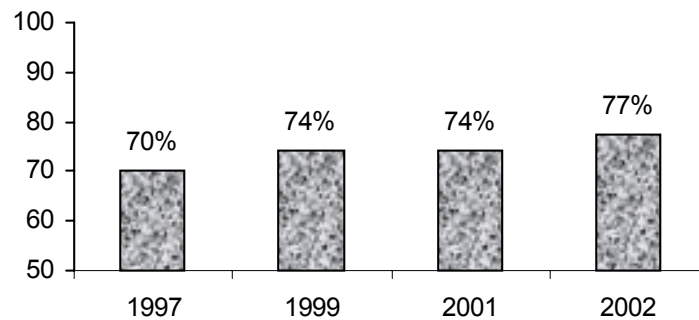
88% of elementary school students, 83% of middle school students, and 77% of high school students rated their school as good/excellent in helping them learn reading skills.

**Figure 23: Response to Survey Item:
How would you rate this school in helping you learn reading skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,984	2.09	9.74	40.41	47.76
Middle	3,355	3.29	14.19	48.05	34.49
High	2,870	5.57	17.04	48.08	29.30
Overall for 2002					
	16,209	2.95	11.95	43.35	41.74
Overall for 2001					
	12,140	3.29	12.97	44.69	39.06
High Only 2000-01					
	2,602	4.84	21.33	51.23	22.60
High Only 1998-99					
	19,275	4.80	21.09	53.70	20.40
High Only 1996-97					
	5,056	6.55	23.89	51.50	18.06

As indicated below, good/excellent ratings from high school student respondents increased three points from last year, from 74% in 2001 to 77% in 2002.

**Figure 24:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn reading skills?**



Writing

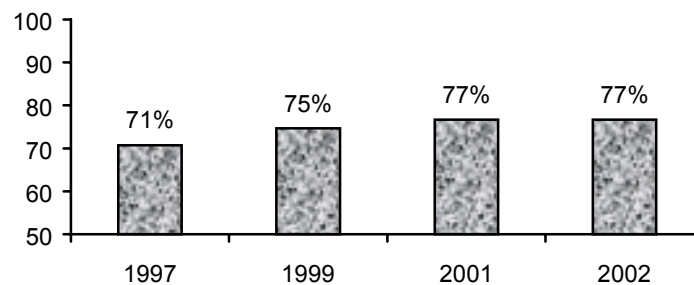
There was less variation across levels in the rating of writing instruction. More elementary students rated their school good/excellent in helping students learn writing skills (84%), with slightly smaller percentages of middle school students (82%) and high school students (77%) giving the same rating.

**Figure 25: Response to Survey Item:
How would you rate this school in helping you learn writing skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,944	2.91	12.78	36.95	47.37
Middle	3,351	3.25	14.92	42.38	39.45
High	2,874	4.87	18.44	47.04	29.65
Overall for 2002	6,225	4.00	16.55	44.53	34.93
Overall for 2001	12,128	3.29	13.14	39.13	44.44
High Only 2000-01	2,598	4.27	17.47	49.35	28.91
High Only 1998-99	19,215	4.76	20.56	51.93	22.75
High Only 1996-97	5031	6.20	23.12	51.24	19.44

High school student survey respondents who felt the school was good/excellent in helping them learn writing skills have remained consistent for the past two years.

**Figure 26:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn writing skills?**



Mathematics

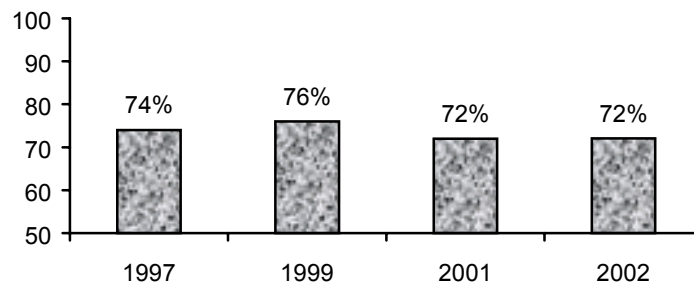
The highest overall percentages of good/excellent responses were in the subjects of mathematics and reading. This is primarily due to the fact that 90% of elementary school respondents gave good or excellent ratings in helping students learn mathematics. 82% of the middle school and 75% of the high school student respondents gave good/excellent responses in this subject area.

**Figure 27: Response to Survey Item:
How would you rate this school in helping you learn mathematics skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,944	2.35	8.15	23.21	66.29
Middle	3,337	5.27	13.16	31.53	50.04
High	2,862	9.08	18.87	38.96	33.09
Overall for 2002					
	16,143	4.15	11.09	27.72	57.04
Overall for 2001					
	12,105	4.00	11.33	29.41	55.26
High Only 2000-01					
	2,578	7.87	21.18	42.75	28.20
High Only 1998-99					
	19,191	6.60	17.17	43.35	32.87
High Only 1996-97					
	5,036	8.16	17.49	40.77	33.58

The percentage of high school student respondents who felt their school was good or excellent in helping students learn mathematics skills continued to be somewhat lower (72% for both 2001 and 2002) than prior surveys.

**Figure 28:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn mathematics skills?**



Social Studies

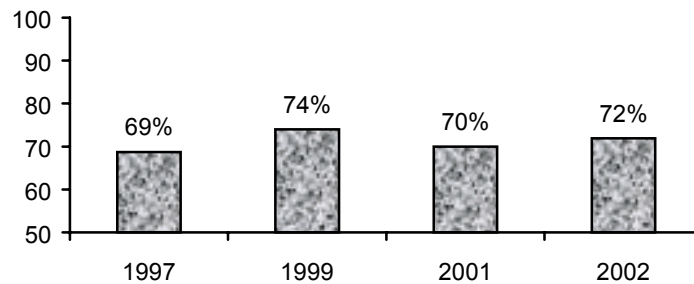
While reading and mathematics received the highest overall percentage of good/excellent responses of all core subjects, social studies had the lowest overall percentage of 77%. Elementary and high school student respondents gave the lowest marks to schools in helping students learn social studies skills than any other subject – only 78% of elementary and 72% of high school students gave good/excellent marks. 78% of the middle school student respondents gave good/excellent responses in this subject.

**Figure 29: Response to Survey Item:
How would you rate this school in helping you learn social studies skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,920	4.74	16.94	37.42	40.91
Middle	3,332	6.72	14.80	34.42	44.06
High	2,842	6.62	21.46	43.03	28.89
<hr/>					
Overall for 2002	16,094	5.48	17.30	37.79	39.44
Overall for 2001	12,052	5.37	16.59	39.20	38.85
High Only 2000-01	2,584	7.39	22.64	46.25	23.72
High Only 1998-99	19,123	6.37	19.65	46.24	27.74
High Only 1996-97	5,011	9.02	22.31	43.96	24.71

The percentage of high school student respondents who felt their school was good/excellent in helping students learn social studies has shown small variation over time.

**Figure 30:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn social studies skills?**



Science

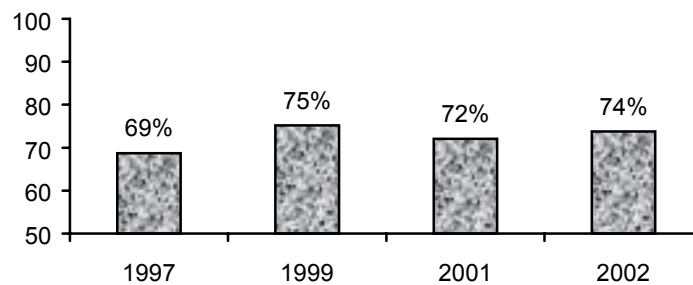
The pattern of positive responses from students regarding the subject of science was similar to other subjects. Elementary level respondents rated science instruction the highest (83%), then middle school respondents (78%) and high school respondents (74%).

**Figure 31: Response to Survey Item:
How would you rate this school in helping you learn science skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,867	4.34	12.70	32.11	50.86
Middle	3,326	7.28	14.43	37.01	41.28
High	2,841	7.15	19.08	43.33	30.45
Overall for 2002					
	16,034	5.45	14.19	35.11	45.26
Overall for 2001					
	12,055	5.42	14.38	36.22	43.98
High Only 2000-01					
	2,585	6.89	21.04	46.03	26.03
High Only 1998-99					
	19,098	6.41	18.44	45.30	29.85
High Only 1996-97					
	4,999	9.64	21.64	42.09	26.63

The percentage of high school student respondents who felt their school was good/excellent in helping students learn science also showed small change from previous surveys.

**Figure 32:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn science skills?**



Computer and Technology Skills

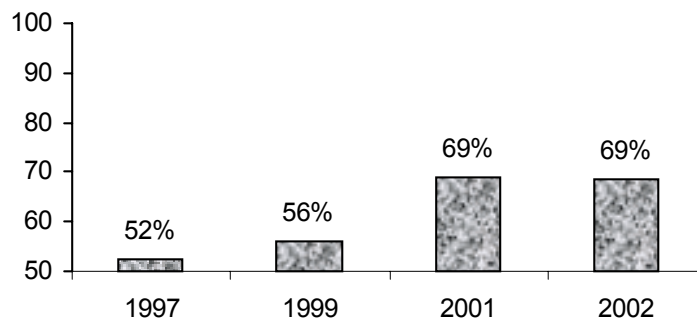
Although elementary school student ratings of computer and technology instruction improved slightly from 75% in 2001 to 79% in 2002, this subject was rated good or excellent by a lower percentage of students overall than any other subject. It should be noted that elementary students chose excellent more frequently than good, while middle and high school students chose good more frequently.

**Figure 33: Response to Survey Item:
How would you rate this school in helping you learn computer and technology skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,891	6.06	15.40	31.87	46.68
Middle	3,301	6.54	17.30	40.05	36.11
High	2,820	8.09	23.40	42.20	26.31
Overall for 2002	16,012	6.52	17.20	35.38	40.91
Overall for 2001	12,073	9.18	19.16	34.33	37.33
High Only 2000-01	2,576	7.49	23.41	43.01	26.09
High Only 1998-99	18,963	15.64	28.11	35.07	21.18
High Only 1996-97	4,940	17.17	30.43	36.13	16.28

There was no change in high school student responses from 2001 to 2002, as both years tallied 69% of good or excellent responses.

**Figure 34:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn computer and technology skills?**



Visual or Performing Arts

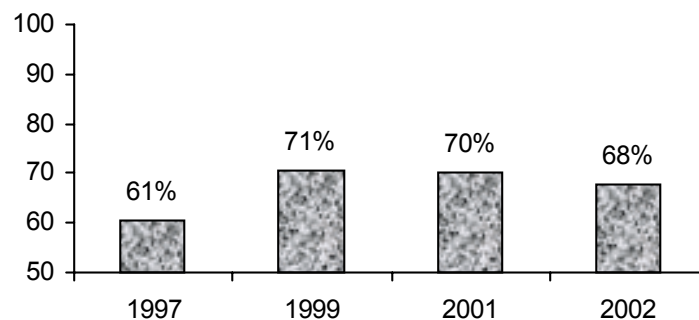
The areas of visual and performing arts were combined on the 2002 student survey, and were included on the survey of elementary and middle school students for the first time. 82% of elementary school student respondents rated their school as good/excellent in helping students learn visual and performing arts skills, while 70% of middle school and 68% of high school students provided positive ratings.

**Figure 35: Response to Survey Item:
How would you rate this school in helping you learn visual or performing arts skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,738	6.09	12.17	29.53	52.21
Middle	3,274	10.35	19.88	33.81	35.95
High	2,788	10.33	21.77	37.66	30.24
Overall for 2002	15,800	7.72	15.46	31.85	44.96
High Only 2000-01	2,563	7.92	22.08	42.22	27.78
High Only 1998-99	18,069	10.06	19.40	35.70	34.84
High Only 1996-97	4,826	15.83	23.66	33.11	27.39

The percent of high school respondents who felt their school was good/excellent in helping students learn visual or performing arts skills went down slightly from the past two surveys, as shown in Figure 36.

**Figure 36:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn visual or performing arts skills?**



Health and Physical Education

This was a new subject area on the 2002 student survey. Overall, 80% of all student respondents rated their school as good/excellent in helping students learn health and physical education skills.

**Figure 37: Response to Survey Item:
How would you rate this school in helping you learn health and physical education skills?**

2002 Results	N	Poor	Fair	Good	Excellent
Elementary	9,965	3.78	8.67	23.49	64.05
Middle	3,328	5.20	13.16	36.06	45.58
High	2,838	8.56	23.36	42.42	25.65
Overall for 2002	16,131	4.91	12.18	29.41	53.48

Dangers of Drug Abuse

Middle and high school students were asked to rate their school in helping them learn the dangers of drug abuse. 62% of middle school students felt the school was good or excellent. However, only 38% of high school student respondents gave the same positive ratings. This correlates to the fact that 37% of high school students believed that drugs were a serious issue at their school, whereas middle school student responses indicated less concern with drugs than with violence.

**Figure 38: Response to Survey Item:
How would you rate this school in helping you learn the dangers of drug abuse?**

2002 Results	N	Poor	Fair	Good	Excellent
Middle	3,306	17.54	20.21	28.71	33.55
High	2,824	27.02	34.74	26.81	11.44
Overall for 2002	6,130	21.91	26.90	27.83	23.36

Skills Needed to Get a Job

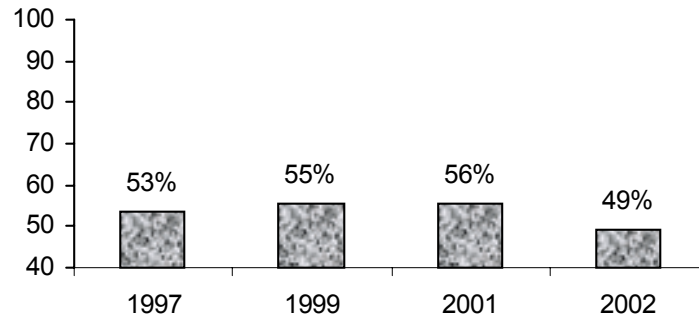
High school students were asked to rate their school in helping students learn skills needed to get a job. This question was asked at the high school level only. Less than half (49%) felt that their school was good/excellent in this task.

**Figure 39: Response to Survey Item:
How would you rate this school in helping you learn skills needed to get a job?**

	N	Poor	Fair	Good	Excellent
High Only 2001-02	2,850	18.7	32.21	32.84	16.25
High Only 2000-01	2,583	13.59	30.89	36.31	19.20
High Only 1998-99	18,832	14.16	30.42	37.63	17.79
High Only 1996-97	4,896	15.48	31.15	38.09	15.28

Figure 40 shows that after three surveys showing little change, positive ratings dropped 7 points to only 49% in 2002.

**Figure 40:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn skills needed to get a job?**



Note: This scale was adjusted to 40-100% to accommodate results. All other scales are 50-100%.

Skills Needed for College

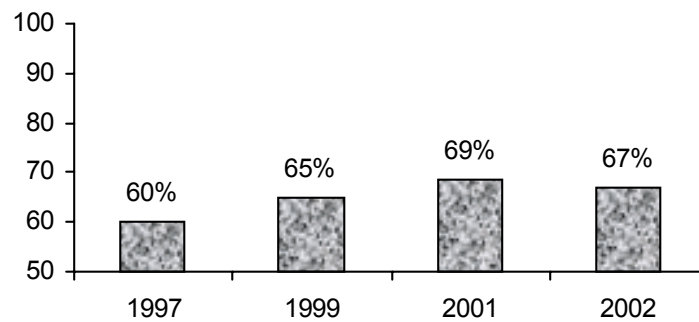
High school students were also asked to rate their school in helping students learn skills needed for college. 67% of the student respondents rated their school as good/excellent.

**Figure 41: Response to Survey Item:
How would you rate this school in helping you learn skills needed for college?**

	N	Poor	Fair	Good	Excellent
High Only 2001-02	2,859	9.27	23.64	40.01	27.07
High Only 2000-01	2,592	7.56	23.80	41.01	27.62
High Only 1998-99	18,885	9.21	25.69	44.14	20.96
High Only 1996-97	4,909	12.06	27.70	41.13	19.11

Ratings on this question showed little change from 2001 to 2002. Preparation for college has consistently been rated higher than preparation for getting a job.

**Figure 42:
High School Students Responding Good/Excellent to Survey Item:
How would you rate this school in helping you learn skills needed for college?**



Parent Responses Compared to Student Responses

Rating the school in helping students learn core subjects as well as computer and technology skills was asked of both parents and students. A detailed analysis of parent results is provided in E&R Report No. 02.37 (Parent Survey Results 2001-2002) dated October 2002. Findings include the following:

Reading – Parent ratings ranged from 86% to 91% of good/excellent responses while student respondents ranged from 86% to 91%. Reading followed the general trend where elementary level parents were more positive than middle school parents, who were more positive than high school level parents.

Writing – Parent respondents were more consistent in their ratings, ranging from 81% - 82%. Student responses varied more widely, with 84% at the elementary level, 82% at the middle school level, and 77 at the high school level.

Mathematics – Both students and parents respondents were more positive at the elementary school level (90% and 89% respectively) compared to respondents at the high school level (72% and 81% respectively). Students at the high school level were again more critical than parents at that level.

Social Studies – Social studies was the one subject where more parent than student respondents rated their school good/excellent at all school levels. At the high school level, the surveys showed a difference of 12 points (84% parents compared to 72% students). There was a 9-point difference at the middle school level (87% compared to 78%), and 8 points at the elementary school level (86% compared to 78%).

Science – Parent ratings were consistent at 82% - 83% of good/excellent responses, while student responses ranged from 74% at the high school level, 78% at the middle school level, and 83% at the elementary level.

Computer and Technology Skills – This category received more poor/fair responses from both students and parents, at elementary, middle and high school levels, than any other subject. Parents were more consistent in their positive (good/excellent) responses across school levels (76% – 78%) whereas student responses showed more variance (69% - 79%). Positive responses were highest at the elementary level, and parent responses were highest at the middle/high school level.

Visual and Performing Arts – In this subject area, students were more consistent, ranging from 73% at middle and high school levels to 76% at elementary level. Parents ranged from 68% at the high school level to 70% at the middle school level to 76% at the elementary level.

Health and Physical Education – Students and parents rated this subject similarly, with elementary school parents rating 88% versus student ratings 86%, middle school parents rating 83% versus student ratings of 83%, and high school parents rating 77% versus student ratings of 68%.

OUTSIDE SCHOOL ACTIVITIES

Middle and high school students were asked to respond to the statement, “I am involved in after-school activities.” Students did not specify the type of activities, nor the amount of time spent on these activities. Possible student responses were “Agree” and “Disagree.” 64% of middle and 69% of high school student respondents agreed that they are involved in after-school activities, remaining similar to responses from the 2001 survey. This subject was not asked of elementary school students.

**Figure 43: Response to Survey Item:
I am involved in after-school activities such as clubs, sports, or church or community activities.**

2002 Results	N	Disagree	Uncertain	Agree
Middle	3,356	35.58	NA	64.42
High	2,884	30.34	NA	69.66
2002 Overall	6,240	33.16	NA	66.84
2001 Overall	5,670	29.82	4.27	65.91

Students were asked how much time they typically spent on homework each night. As shown in Figure 44, the majority (53%) of elementary school student respondents indicated they spent 30-60 minutes on homework, and another 26% reported less than 30 minutes. For middle school students, 47% indicated they spent 30-60 minutes on homework, and 29% reported they spent 1-2 hours. About 35% of high school students reported they spent 30-60 minutes on homework, 32% reported they spent 1-2 hours, and 14% said they spent more than two hours on homework. These results are very similar to the results of the 2001 Student Survey.

**Figure 44: Response to Survey Item:
How much time do you typically spend on school homework at night?**

2002 Results	N	Less than 30 minutes	30-60 minutes	1-2 hours	More than 2 hours
Elementary	10,028	25.42	52.71	17.97	3.90
Middle	3,348	15.62	46.74	28.67	8.96
High	2,870	19.20	34.60	31.78	14.43
2002 Overall	16,246	22.30	48.28	17.07	4.28
2001 Overall	11,636	22.48	46.69	23.69	7.14

Note: Different response categories					
	N	None/Less than 1 hr.	1-2 hrs.	3-4 hrs.	4+ hrs.
High Only 1998-99	19,584	27.0	52.0	17.0	4.0
High Only 1996-97	5,141	28.0	53.0	15.0	4.0

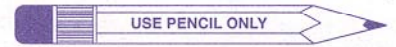
A question regarding the amount of time spent on homework was asked on two prior high school student surveys, but the response choices were different and comparisons should be made cautiously. According to the two previous surveys, 72-73% of the student respondents said they spent more than one hour on homework at night compared to only 31% of the students from the 2001 survey. The percentage of students reporting more than two hours of homework at night fell from 21% in 1998-99 to 15% in 2001.

NEED MORE INFORMATION?

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



STUDENT SURVEY - ELEMENTARY SCHOOL



Please use a pencil to darken the bubbles indicating your school and grade level.

- | | | | | | |
|----------------------------------|--|---------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|
| <input type="radio"/> Adams | <input type="radio"/> Conn | <input type="radio"/> Holly Springs | <input type="radio"/> Lynn Road | <input type="radio"/> Powell | <input type="radio"/> Wake Forest |
| <input type="radio"/> Apex | <input type="radio"/> Creech Road | <input type="radio"/> Hodge Road | <input type="radio"/> Middle Creek | <input type="radio"/> Rand Road | <input type="radio"/> Wakefield |
| <input type="radio"/> Aversboro | <input type="radio"/> Davis Drive | <input type="radio"/> Hunter | <input type="radio"/> Millbrook | <input type="radio"/> Reedy Creek | <input type="radio"/> Washington |
| <input type="radio"/> Baileywick | <input type="radio"/> Dillard Drive | <input type="radio"/> Jeffreys Grove | <input type="radio"/> Morrisville | <input type="radio"/> Rolesville | <input type="radio"/> Weatherstone |
| <input type="radio"/> Baucom | <input type="radio"/> Douglas | <input type="radio"/> Jones Dairy | <input type="radio"/> North Ridge | <input type="radio"/> Root | <input type="radio"/> Wendell |
| <input type="radio"/> Brassfield | <input type="radio"/> Durant Road | <input type="radio"/> Joyner | <input type="radio"/> Northwoods | <input type="radio"/> Salem | <input type="radio"/> West Lake |
| <input type="radio"/> Brentwood | <input type="radio"/> Farmington Woods | <input type="radio"/> Kingswood | <input type="radio"/> Oak Grove | <input type="radio"/> Smith | <input type="radio"/> Wilburn |
| <input type="radio"/> Briarcliff | <input type="radio"/> Fox Road | <input type="radio"/> Knightdale | <input type="radio"/> Olds | <input type="radio"/> Stough | <input type="radio"/> Wildwood Forest |
| <input type="radio"/> Brooks | <input type="radio"/> Fuller | <input type="radio"/> Lacy | <input type="radio"/> Olive Chapel | <input type="radio"/> Swift Creek | <input type="radio"/> Wiley |
| <input type="radio"/> Bugg | <input type="radio"/> Fuquay-Varina | <input type="radio"/> Leesville Road | <input type="radio"/> Partnership | <input type="radio"/> Timber Drive | <input type="radio"/> Willow Springs |
| <input type="radio"/> Carver | <input type="radio"/> Green | <input type="radio"/> Lead Mine | <input type="radio"/> Penny Road | <input type="radio"/> Underwood | <input type="radio"/> Yates Mill |
| <input type="radio"/> Cary | <input type="radio"/> Green Hope | <input type="radio"/> Lincoln Heights | <input type="radio"/> Pleasant Union | <input type="radio"/> Vance | <input type="radio"/> York |
| <input type="radio"/> Combs | <input type="radio"/> Hilburn | <input type="radio"/> Lockhart | <input type="radio"/> Poe | <input type="radio"/> Vandora Springs | <input type="radio"/> Zebulon |

Grade level Kind 1 2 3 4 5

Please use a pencil to darken the bubble indicating whether you agree or disagree with the following statements.

- | | <u>Agree</u> | <u>Disagree</u> |
|---|-----------------------|-----------------------|
| 1. This school is a safe place to learn. | <input type="radio"/> | <input type="radio"/> |
| 2. The students at this school get along with each other. | <input type="radio"/> | <input type="radio"/> |
| 3. The rules of this school are fair. | <input type="radio"/> | <input type="radio"/> |
| 4. It is easy to get help from the adults in this school. | <input type="radio"/> | <input type="radio"/> |
| 5. I like my school. | <input type="radio"/> | <input type="radio"/> |

Please darken the bubble beside the best answer to each of the following questions:

6. How much time do you usually spend on school homework at night?
 Less than 30 minutes 30 - 60 minutes 1 - 2 hours More than two hours
7. Are you aware of the WAVE Save A Friend telephone hotline? Yes No
8. Have you had lessons in school about violence prevention this year? Yes No
9. Please rate this school in helping you learn:

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



STUDENT SURVEY - MIDDLE SCHOOL



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

- | | | | |
|---|--------------------------------------|--------------------------------------|--|
| <input type="radio"/> Apex | <input type="radio"/> Durant Road | <input type="radio"/> Leesville Road | <input type="radio"/> Wake Forest-Rolesville |
| <input type="radio"/> Carnage | <input type="radio"/> East Cary | <input type="radio"/> Ligon | <input type="radio"/> Wakefield |
| <input type="radio"/> Carroll | <input type="radio"/> East Garner | <input type="radio"/> Lufkin Road | <input type="radio"/> West Cary |
| <input type="radio"/> Centennial Campus | <input type="radio"/> East Millbrook | <input type="radio"/> Martin | <input type="radio"/> West Lake |
| <input type="radio"/> Daniels | <input type="radio"/> East Wake | <input type="radio"/> Mt. Vernon | <input type="radio"/> West Millbrook |
| <input type="radio"/> Davis Drive | <input type="radio"/> Fuquay-Varina | <input type="radio"/> North Garner | <input type="radio"/> Zebulon |
| <input type="radio"/> Dillard Drive | | | |

Please use a pencil to darken the bubble indicating whether you agree or disagree with the following statements.

	<u>Agree</u>	<u>Disagree</u>
1. This school is a safe place to learn.	<input type="radio"/>	<input type="radio"/>
2. The students at this school get along with each other.	<input type="radio"/>	<input type="radio"/>
3. The rules of this school are fair.	<input type="radio"/>	<input type="radio"/>
4. It is easy to get help from the adults in this school.	<input type="radio"/>	<input type="radio"/>
5. The adults in this school help students learn how to solve problems in a non-violent manner.	<input type="radio"/>	<input type="radio"/>
6. Violence is a serious problem at my school	<input type="radio"/>	<input type="radio"/>
7. Drugs are a serious problem at my school	<input type="radio"/>	<input type="radio"/>
8. I am involved in after school activities such as clubs, sports, or church or community activities.	<input type="radio"/>	<input type="radio"/>
9. I like my school.	<input type="radio"/>	<input type="radio"/>

Please darken the bubble beside the best answer to each of the following questions:

10. How much time do you typically spend on school homework at night?
 Less than 30 minutes 30 - 60 minutes 1 - 2 hours More than two hours
11. Are you aware of the WAVE Save A Friend telephone hotline? Yes No
12. Would you call the WAVE telephone hotline if you knew about potential violence? Yes No
13. Would you call the WAVE telephone hotline if you were considering harming yourself? Yes No
14. Have you had lessons in school about violence prevention this year? Yes No

15. Please rate this school in helping you learn:

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

16. Do you think the Safe Schools Youth Advisory Council has helped lower violence and prevent substance abuse at schools? Yes No I don't know about the program
17. Do you think the SAVE (Students Against Violence Everywhere) club in your school has helped lower violence and prevent substance abuse? Yes No I don't know about the program
18. Students are often given grades of A, B, C, D, Fail to denote the quality of their work. What grade would you give your school if it were graded in the same manner? A B C D Fail



STUDENT SURVEY - HIGH SCHOOL



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

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

Please use a pencil to darken the bubble indicating whether you agree or disagree with the following statements.

	<u>Agree</u>	<u>Disagree</u>
1. This school is a safe place to learn.	<input type="radio"/>	<input type="radio"/>
2. The students at this school get along with each other.	<input type="radio"/>	<input type="radio"/>
3. The rules of this school are fair.	<input type="radio"/>	<input type="radio"/>
4. It is easy to get help from the adults in this school.	<input type="radio"/>	<input type="radio"/>
5. The adults in this school help students learn how to solve problems in a non-violent manner.	<input type="radio"/>	<input type="radio"/>
6. Violence is a serious problem at my school	<input type="radio"/>	<input type="radio"/>
7. Drugs are a serious problem at my school	<input type="radio"/>	<input type="radio"/>
8. The adults in this school help students learn how to make good decisions and plan for the future.	<input type="radio"/>	<input type="radio"/>
9. I am involved in after school activities such as clubs, sports, or church or community activities.	<input type="radio"/>	<input type="radio"/>
10. I like my school.	<input type="radio"/>	<input type="radio"/>

Please darken the bubble beside the best answer to each of the following questions:

11. How much time do you typically spend on school homework at night?
 Less than 30 minutes 30 - 60 minutes 1 - 2 hours More than two hours
12. Are you aware of the WAVE Save A Friend telephone hotline? Yes No
13. Would you call WAVE telephone hotline if you knew about potential violence? Yes No
14. Would you call the WAVE telephone hotline if you were considering harming yourself? Yes No
15. Have you had lessons in school about violence prevention this year? Yes No
16. Please rate this school in helping you learn:
- | | <u>Excellent</u> | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| social studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| visual and/or performing arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| computers and technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| health and physical education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| dangers of drug abuse | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| skills needed to get a job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| skills needed for college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
17. Do you think the Safe Schools Youth Advisory Council has helped lower violence and prevent substance abuse at schools? Yes No I don't know about the program
18. Do you think the SAVE (Students Against Violence Everywhere) club in your school has helped lower violence and prevent substance abuse? Yes No I don't know about the program
19. Students are often given grades of A, B, C, D, Fail to denote the quality of their work. What grade would you give your school if it were graded in the same manner? A B C D Fail