

**2001-2002**



**STAFF SURVEY RESULTS  
2001-2002**

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**WAKE COUNTY PUBLIC SCHOOL SYSTEM**

## STAFF SURVEY RESULTS 2001-2002

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Evaluation and Research (E&R) staff have conducted spring surveys of Wake County Public School System (WCPSS) school staff since 1992. From the spring of 1992 through 1996 surveys were conducted annually, then biannually until 2000 (1998 and 2000). The state now requires that parent, student and staff surveys be conducted annually; therefore staff surveys were conducted in spring of 2001 and again in 2002. Surveys have provided important information about staff perceptions of individual schools, the system overall, and specific programs and initiatives. The staff survey forms used at the elementary, middle, and high school levels are included as Attachment 1.

In February of 2002, E&R distributed 11,225 staff survey forms to elementary, middle and high schools. 8,296 forms were returned, resulting in a return rate of approximately 74% for each of the levels. This rate is down from the 80% return rate for the survey conducted in March 2001. While the return rate was down from the previous year, the quantity was higher (8,296 staff members compared to 5,755 in March 2001) because surveys were also completed by custodial and cafeteria staff.

This report summarizes the results for all school staff members including administrators, teachers/specialists, teacher assistants, and "other" staff members. "Other" staff members included office, cafeteria, and custodial workers. The report also compares the results for all staff to the results for administrators only and teachers/specialists only.

Respondents identifying themselves as administrators made up 2.34% of the total returns, 68.96% were teachers/specialists, 15.07% were teacher assistants, and 9.17% were other staff members. 370 staff members (4.46%) did not indicate a job category. The following table shows the number of returns by school level and type of employee.

	Teachers		Administrators		Teacher Assistants		Other Staff	
	#	%	#	%	#	%	#	%
<b>Elementary</b>	2,942	65.54	97	2.16	1,085	24.17	365	8.13
<b>Middle</b>	1,357	78.30	42	2.42	96	5.54	238	13.73
<b>High</b>	1,422	83.45	55	3.23	69	4.05	158	9.27
<b>Overall</b>	5,721	68.96	194	2.34	1,250	15.07	761	9.17

*Comparing February 2002 data to that of previous survey years is difficult because the "Uncertain" option was eliminated from this year's survey in order to comply with North Carolina Safe Schools reporting guidelines.*

## RESULTS SUMMARY

### GOOD NEWS

**-Job Satisfaction**  
**-School Climate**  
**-High Quality Education**  
**-Safety in Schools**

- 96% of staff respondents reported they enjoy their work.
- 93% agreed that the climate at their school promotes student learning.
- 96% reported they use a variety of instructional methods to meet student needs.
- 96% felt that their school is a safe place to work.
- 90% agreed that their school promotes understanding among students from a variety of backgrounds.

### AREAS FOR CONCERN

**-Staff Development**  
**-Drugs and Violence in Schools**  
**-Student Behavior**

- Only 77% of teacher respondents agreed that staff development opportunities were adequate.
- 41% of all respondents agreed that violent behavior affected academic achievement.
- 31% agreed that the use of drugs and alcohol affected academic achievement.
- 25% agreed that students who threaten or fight with other students were a serious problem
- 83% felt that students were aware of effective ways to keep themselves from behaving violently, and 72% felt their students were aware of effective ways to react if they became a bystander to violence.

More detail on all of the findings is provided in the following pages.

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## 2001-2002 RESPONSE PATTERNS

### STAFF SATISFACTION

Figure 1 shows that a high percentage of staff respondents agreed or strongly agreed that they enjoy their work. Agreement was marked by 96% of all staff members, 95% of teachers, and 99% of administrators. In previous surveys, “Uncertain” was a possible response. This choice was removed from the 2002 survey in order to comply with North Carolina Safe Schools reporting guidelines. With the “Uncertain” column removed, most of the staff that chose to mark “Uncertain” in previous years leaned more strongly towards agreement. There is little variability among school levels.

**Figure 1: Percent Response to Survey Item:  
I enjoy my work.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,645	3.75		96.25	2,928	5.02	94.98	97	0.00	100.00
Middle	1,809	4.98		95.02	1,347	5.35	94.65	41	4.88	95.12
High	1,784	4.09		95.91	1,415	4.45	95.55	55	0.00	100.00
Overall	8,238	4.09		95.91	5,690	4.96	95.04	193	1.04	98.96
2000-2001		3.24	5.77	90.98						
1999-2000		5.40	9.40	85.20						
1997-1998		5.70	9.20	85.00						

**Note:** N = Number of responses  
D/SD = Disagree/Strongly Disagree  
A/SA = Agree/Strongly Agree

The statement shown in Figure 2 was included on the staff survey in 2002, but not in 2001. There was a 20-25 point difference in the responses of teachers and administrators to this statement across all levels, with administrators more likely to still want to be a professional educator, if they had to do it over again. For teachers, the percent of positive responses increased at the higher levels, going from 75% at the elementary level to 79% at the high school level. The results for all staff are similar to the results for teachers, who made up 69% of all staff responding to the survey.

**Figure 2: Percent Response to Survey Item:  
If I had to do it over again, I would still want to be a professional educator.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,229	20.60		79.40	2,916	25.14	74.86	95	1.05	98.95
Middle	1,655	21.93		78.07	1,337	23.86	76.14	42	4.76	95.24
High	1,667	20.04		79.96	1,397	21.19	78.81	55	1.82	98.18
Overall	7,551	20.77		79.23	5,650	23.86	76.14	192	2.08	97.92

While most staff enjoyed their work, responses indicated that staff development opportunities did not meet the needs of nearly one-quarter of the respondents across school levels. Figure 3 shows that both middle and high school staff were less likely than their elementary school peers to agree or strongly agree that staff development opportunities were adequate. Administrators were more satisfied with the staff development opportunities offered to teachers, and teachers were less satisfied.

**Figure 3: Percent Response to Survey Item:  
Staff development opportunities meet the needs of teachers at this school.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,347	15.49		84.51	2,908	17.60	82.40	95	2.11	97.89
Middle	1,689	22.38		77.62	1,329	24.45	75.55	42	2.38	97.62
High	1,685	21.90		78.10	1,389	22.89	77.11	55	7.27	92.73
Overall	7,721	18.40		81.60	5,626	20.52	79.48	192	3.65	96.35
2000-2001		11.47	17.40	71.13						

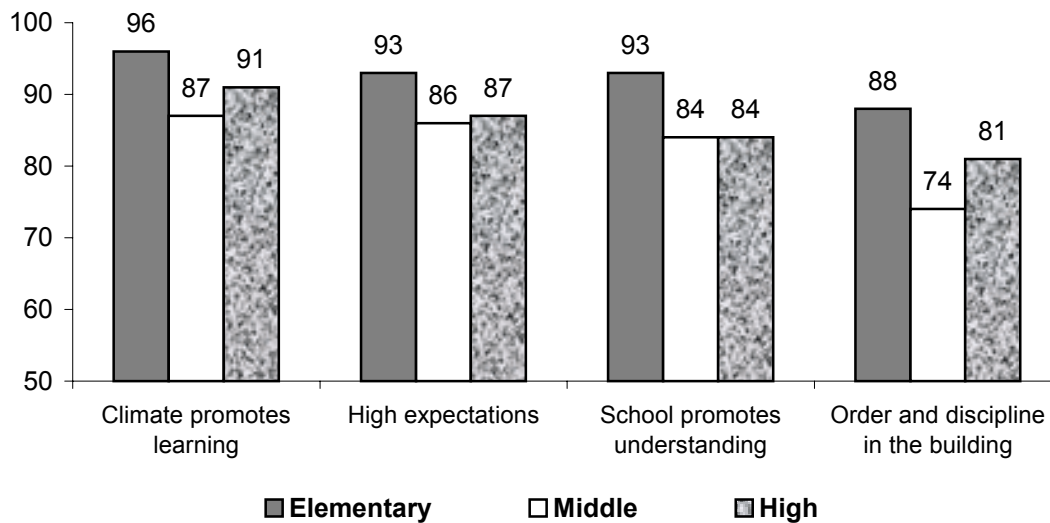
## SCHOOL CLIMATE

Figure 4 illustrates the positive patterns of responses at each school level about several facets of school climate.

As in past years, staff at all levels (elementary, middle and high school) were generally pleased with their school climate, the high expectations set for all students, and the school's promotion of understanding among students from a variety of backgrounds. Staff were somewhat less pleased with the order and discipline in the building, particularly at the middle school level.

As in previous years, elementary staff were somewhat more satisfied than middle and high school staff, with middle school staff being the least satisfied.

**Figure 4: Percent of Positive Responses (agreed or strongly agreed) to Statements Related to School Climate Issues by School Level**



Figures 5 through 8 show the specific responses to each of the statements related to school climate.

Staff continued to show strong agreement that the climate at their school promotes student learning. The widest disparity between teacher results and administrator results occurred at the middle school level where 98% of administrators and 87% of teachers agreed or strongly agreed with the survey statement.

**Figure 5: Percent Response to Survey Item:  
The climate at this school promotes student learning.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,612	4.21		95.79	2,924	4.75	95.25	97	0.00	100.00
Middle	1,788	12.86		87.13	1,342	13.49	86.51	42	2.38	97.62
High	1,771	9.20		90.79	1,412	9.49	90.51	55	0.00	100.00
Overall	8,171	7.18		92.81	5,678	7.99	92.01	194	0.52	99.48
2000-2001		4.47	7.60	87.93						
1999-2000		5.50	8.40	86.20						
1997-1998		6.50	8.60	85.00						

As shown in Figure 6, a high percentage of staff agreed or strongly agreed that high expectations were set for all students. Elementary school staff tallied the highest, with 100% of school administrators and 93% of teachers in positive agreement.

**Figure 6: Percent Response to Survey Item:  
The staff members at this school have high expectations for all students.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,618	6.56		93.44	2,929	6.52	93.48	97	0.00	100.00
Middle	1,786	14.39		85.61	1,342	15.27	84.73	42	9.52	90.48
High	1,765	13.26		86.74	1,410	13.34	86.66	55	3.64	96.36
Overall	8,169	9.72		90.28	5,681	10.28	89.72	194	3.09	96.91
2000-2001		4.56	8.77	86.67						
1999-2000		7.50	8.90	83.60						
1997-1998		8.60	9.20	82.20						

Overall, approximately 90% of staff agreed that their school promotes understanding among students from various backgrounds, as shown in Figure 7. However, there was nearly a 10-point difference between staff at the elementary school level and staff at the middle/high school level, with elementary school staff being more positive (93% versus 84%). Also, there was a differential between administrators and teachers at all levels, with a 14-point difference at the middle school (98% administrators, 83% teachers) and high school (98% administrators, 84% teachers) levels.

**Figure 7: Percent Response to Survey Item:  
This school promotes understanding among students from a variety of backgrounds.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,586	6.86		93.13	2,928	6.77	93.23	97	0.00	100.00
Middle	1,759	16.43		83.57	1,339	16.88	83.12	42	2.38	97.62
High	1,736	16.02		83.99	1,393	16.15	83.85	54	1.85	98.15
Overall	8,081	10.91		89.09	5,660	11.47	88.53	193	1.04	98.96
2000-2001		6.18	11.91	81.90						
1999-2000		9.80	13.20	77.00						
1997-1998		10.00	13.50	76.50						

Figure 8 shows that 83% of staff agreed or strongly agreed that a climate of order and discipline was maintained in the building. At the middle school level, 73% of the teachers agreed or strongly agreed; yet 100% of the administrators were in agreement. A similar disparity exists at the elementary school level (99% administrators, 88% teachers) and high school level (100% and 80% respectively). This is one of the largest disparities between administrators and teachers for questions included in this survey.

**Figure 8: Percent Response to Survey Item:  
A climate of order and discipline is maintained in the building.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,603	12.02		87.98	2,922	12.22	87.78	96	1.04	98.96
Middle	1,777	25.66		74.34	1,339	27.49	72.51	42	0.00	100.00
High	1,767	19.47		80.53	1,406	20.20	79.80	55	0.00	100.00
Overall	8,147	16.61		83.39	5,667	17.81	82.19	193	0.52	99.48

## SAFETY

Figure 9 shows that 95% of the 8,210 staff respondents agreed or strongly agreed that their school was a safe place to work. This compares to 90% of the 5,738 staff respondents from last year, when nearly 7% chose uncertain as their response. This year, 100% of all 194 administrators agreed that their school was safe, and agreement from teachers ranged from 92% to 97%. Middle school staff still felt less safe than staff members at other school levels (92%).

**Figure 9: Percent Response to Survey Item:  
School is a safe place to work.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,642	2.99		97.01	2,927	3.18	96.82	97	0.00	100.00
Middle	1,794	7.53		92.47	1,341	8.13	91.87	42	0.00	100.00
High	1,774	5.52		94.48	1,409	5.75	94.25	55	0.00	100.00
Overall	8,210	4.53		95.47	5,677	4.99	95.01	194	0.00	100.00
2000-2001		3.22	6.80	89.98						

With the “Uncertain” option eliminated, and where staffers then agreed or disagreed with the fact that school was a safe place, there was a more positive response. More staff members agreed that they were safe with each passing survey year. Figure 10 shows the comparisons between years, and all levels show improvement over time as indicated in the following findings:

- At the elementary level, responses through the years remained fairly consistent, ranging from 87% in 1992 and 1994 to 92% in 2000 and 2001. By eliminating the “Uncertain” option, 97% of all elementary staff members agreed their school is safe. This represents a 10-point increase over the past 10 years.
- At the middle school level, after six years of relatively stable levels of agreement around 80%, agreement rose steadily from 1998 to 2002, reaching 92% in 2002.
- At the high school level, positive responses increased significantly, from 58% in 1992 to a low of 54% in 1993 then increasing each year to a high of 94% in 2002. This represents an increase of 36 points over the past 10 years.

**Figure 10: Staff Survey Responses from 1992 to 2002  
School is a safe place to work.**

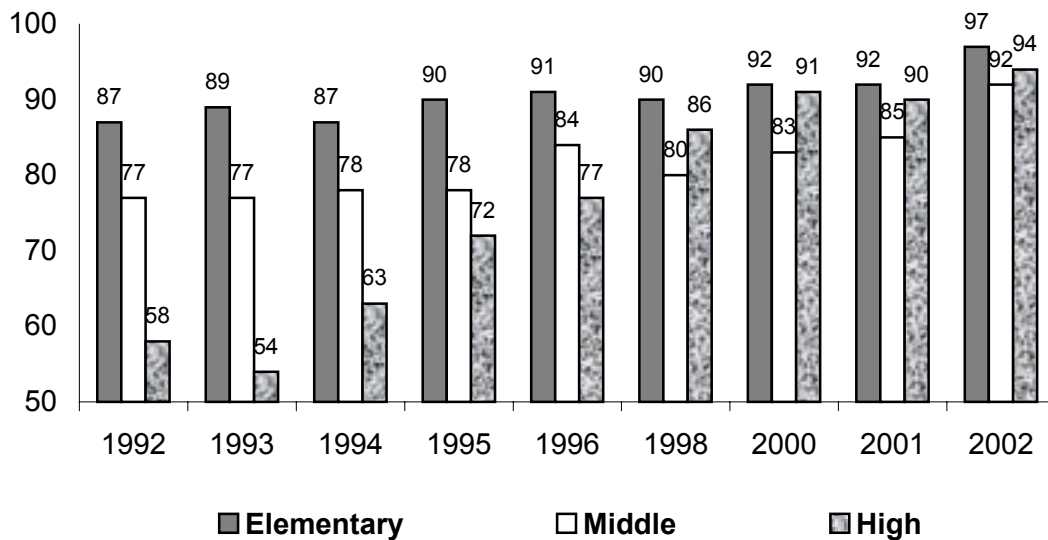


Figure 11 compares staff responses to student and parent responses to the statement “My school is a safe place.”

**Figure 11: All Level Percent Response to Survey Item:  
School is a safe place.**

	Students N = 16,301			Parents N = 10,309			Staff N = 8,210		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
<b>Disagree</b>	3.40	13.32	11.08	1.81	5.83	7.08	2.99	7.53	5.52
<b>Agree</b>	96.60	86.68	88.92	98.19	94.17	92.93	97.01	92.47	94.48
<b># Responses</b>	10,051	3,372	2,878	6,678	1,991	1,640	4,642	1,794	1,774

Overall, 97% of the parent respondents agreed that their child’s school was a safe place, 95% of the staff respondents positively agreed, and 93% of the students. This is the first year that parent agreement on school safety exceeded staff agreement. However, parent and staff responses were similar at all levels. Student respondents rated safety at their school lower than either staff or parents.

## SCHOOL INSTRUCTION

There were four statements regarding school instruction on the 2002 Staff Survey. One related to instruction on a school level, while three were specifically related to instructional methods used in classrooms. Figure 12 illustrates the patterns of responses at each school level regarding these statements.

**Figure 12: Positive Responses (Agreed or Strongly Agreed) to Statements Related to School Instruction Issues**

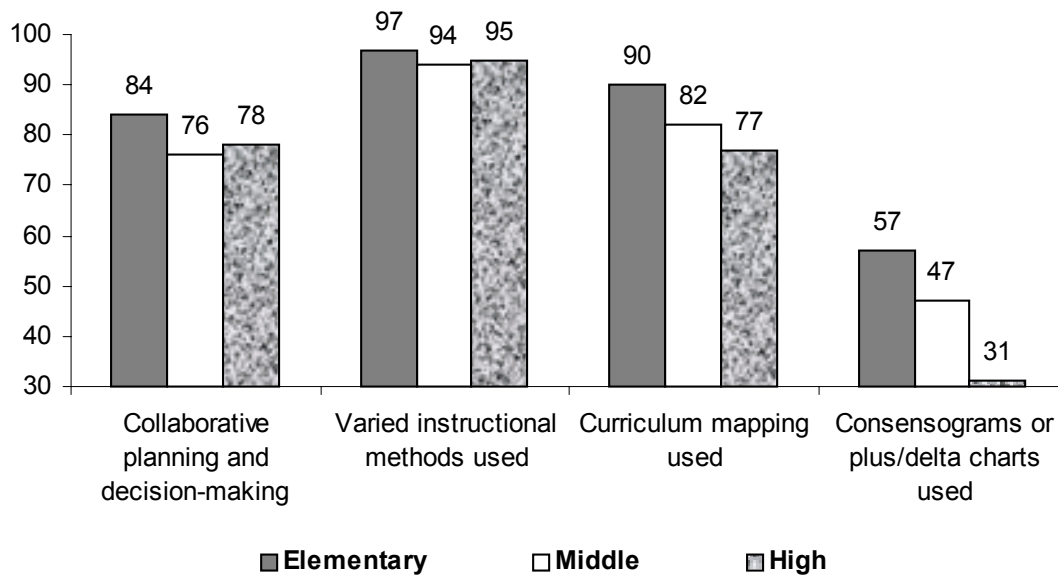


Figure 13 shows that 81% of all staff agreed that collaborative planning and decision-making exists at their school; however, there was a large gap between administrator and teacher results at all levels: 19 points at the elementary level and 21 points at the middle and high school levels.

While the percentage of staff members that agreed or strongly agreed with this statement increased from previous survey, the extent to which this represents improvement is unclear due to the elimination of the “Uncertain” option. However, agreement increased 9.5 points while disagreement only rose 4.8 points. (In the 2001 survey, the percentage declined slightly from previous years.)

**Figure 13: Percent Response to Survey Item:  
There is collaborative planning and decision-making in this school.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,445	16.46		83.53	2,906	18.86	81.14	95	0.00	100.00
Middle	1,709	24.04		75.96	1,332	26.43	73.57	41	4.88	95.12
High	1,711	21.69		78.31	1,394	23.10	76.90	55	1.82	98.18
Overall	7,865	19.24		80.75	5,632	21.70	78.30	191	1.57	98.43
2000-2001		14.41	14.38	71.21						
1999-2000		14.90	11.90	73.20						
1997-1998		13.60	12.20	74.10						

Figure 14 shows that a high percentage of staff members of all levels and all job categories agreed or strongly agreed that a variety of instructional methods were used to meet student needs.

**Figure 14: Percent Response to Survey Item:  
This school's staff members use a variety of instructional methods to meet student needs.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,539	3.41		96.58	2,922	3.28	96.72	97	2.06	97.94
Middle	1,731	5.83		94.17	1,339	5.68	94.32	42	2.38	97.62
High	1,709	4.98		95.02	1,392	4.74	95.26	55	1.82	98.18
Overall	7,979	4.27		95.72	5,653	4.21	95.79	194	2.06	97.94
2000-2001		2.03	7.15	90.80						

Figures 15 and 16 show responses to questions that were targeted to teachers. Most administrators did not respond to these survey items.

Figure 15 refers to a specific instructional method—curriculum mapping—and the results varied widely across levels: 91% of the teachers in elementary schools indicated that they used curriculum mapping to align lessons, whereas only 82% of middle school and 77% of high school teachers indicated that they used this method.

**Figure 15: Percent Response to Survey Item:  
I use techniques such as curriculum mapping to align my lessons.**

2001-2002 Results	Teachers Only		
	N	D/SD	A/SA
Elementary	2,695	9	90.83
Middle	1,208	18	82.37
High	1,227	23	77.18
Overall	5,130	14	85.57

A new question was asked on the 2002 Staff Survey regarding the use of management tools such as consensograms or plus/delta charts in the classroom. It should be noted that the number of teachers that answered this question was substantially lower than with other questions. More than 1600 teachers did not answer this question. It can be inferred that non-respondents were unfamiliar with the tools and that the actual percentage of teachers using the tools is much lower than is shown in Figure 16

Only 54%, 46%, and 29% of responding teachers at the elementary, middle, and high school levels said that they use these management tools.

**Figure 16: Percent Response to Survey Item:  
I use management tools such as consensograms or plus/delta charts in my classroom.**

2001-2002 Results	Teachers Only		
	N	D/SD	A/SA
Elementary	2,176	46	53.91
Middle	1,069	54	46.40
High	1,069	71	29.19
Overall	4,314	54	45.92

## STAFF COMMUNICATION WITH PARENTS

Question 23 on the 2002 Staff Survey dealt with issues of staff communication with parents. Figures 17 through 21 show the results for teachers only because of the wording of the statements.

**Figure 17: Percent Response to Survey Item:  
I give parents written interim reports during grading periods.**

2001-2002 Results (Teachers Only)	N	Always	Sometimes	Frequently	Never
Elementary	2,299	54.80	17.14	21.01	7.05
Middle	1,262	90.49	7.21	2.22	0.08
High	1,326	88.23	9.05	2.49	0.23
Overall	4,887	73.09	12.38	11.13	3.40

**Figure 18: Percent Response to Survey Item:  
I request that parents sign off on homework.**

2001-2002 Results (Teachers Only)	N	Always	Sometimes	Frequently	Never
Elementary	2,115	38.11	18.63	29.64	13.62
Middle	1,139	10.45	20.54	50.04	18.97
High	1,211	2.23	5.86	31.79	60.12
Overall	4,465	21.32	15.65	35.43	27.60

**Figure 19: Percent Response to Survey Item:  
I give parents examples of student work that meets high standards.**

2001-2002 Results (Teachers Only)	N	Always	Sometimes	Frequently	Never
Elementary	2,425	28.91	36.45	29.28	5.36
Middle	1,192	14.09	26.51	42.62	16.78
High	1,231	5.04	13.89	44.68	36.39
Overall	4,848	19.21	28.28	36.47	16.05

**Figure 20: Percent Response to Survey Item:  
I give parents positive phone calls or notes when their child's  
performance improves at school.**

2001-2002 Results (Teachers Only)	N	Always	Sometimes	Frequently	Never
Elementary	2,783	50.31	32.16	17.10	0.43
Middle	1,301	41.20	41.66	16.99	0.15
High	1,362	31.35	41.56	26.65	0.44
Overall	5,446	43.39	36.78	19.46	0.37

**Figure 21: Percent Response to Survey Item:  
I use e-mail to communicate with parents.**

2001-2002 Results (Teachers Only)	N	Always	Sometimes	Frequently	Never
Elementary	2,692	8.88	20.54	36.07	34.51
Middle	1,278	16.59	34.90	32.32	16.20
High	1,359	18.84	45.33	26.42	9.42
Overall	5,329	13.27	30.31	32.71	23.72

## FACILITIES

Staff were less satisfied with the facilities when compared to other survey issues. 76% of all staff respondents agreed or strongly agreed that their school facilities met the needs of students. On this issue, administrators and teachers were in similar agreement (both 78% at the elementary school level, 67% and 66% respectively at the high school level). A disparity occurred at the middle school level where 90% of the administrators felt their school facilities met the needs of its students, while only 70% of teachers agreed.

In analyzing the data presented on this issue, it appears that most of the “Uncertain” staff respondents from 2000-2001 moved to disagreement rather than agreement.

**Figure 22: Percent Response to Survey Item:  
This school has facilities that are adequate to meet the needs of the students.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,598	20.43		79.58	2,920	22.47	77.53	97	21.65	78.35
Middle	1,782	27.28		72.72	1,342	30.33	69.67	42	9.52	90.48
High	1,773	32.20		67.80	1,412	34.49	65.51	55	32.73	67.27
Overall	8,153	24.49		75.52	5,674	27.32	72.68	194	22.17	77.83
2000-2001		18.18	9.76	72.06						
1999-2000		25.30	5.10	69.50						
1997-1998		25.00	3.40	71.60						

There was a difference in results between administrators and teachers on the subject of their school having necessary materials and equipment needed by the staff. The level of positive agreement by administrators ranged from 89% at the high school level to 97% at elementary school; agreement by teachers ranged from 72% (17-point difference) at the high school level to only 81% (16-point difference) at the elementary school level.

**Figure 23: Percent Response to Survey Item:  
This school has necessary materials and equipment needed by the staff.**

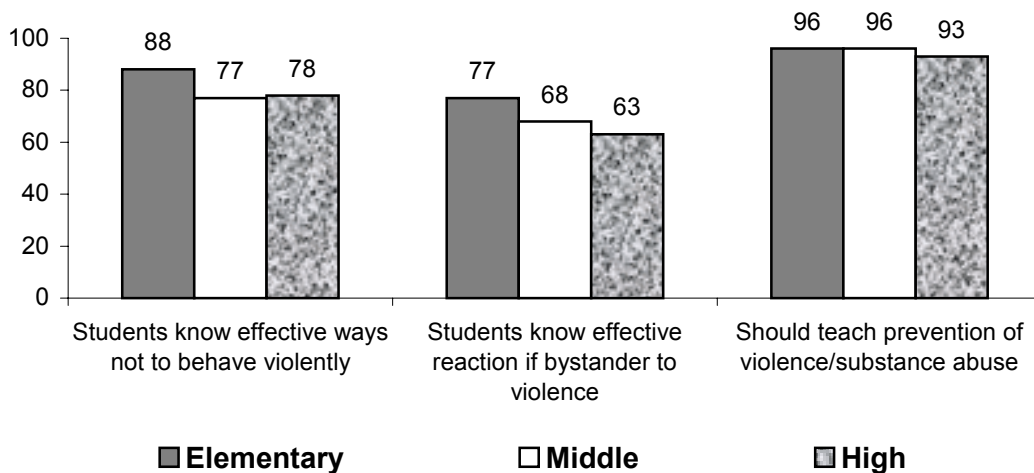
2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,572	17.17		82.83	2,923	18.61	81.39	96	3.12	96.88
Middle	1,758	19.73		80.27	1,336	21.48	78.52	42	2.38	97.62
High	1,756	26.65		73.35	1,402	28.17	71.83	55	10.91	89.09
Overall	8,086	19.79		80.21	5,661	21.65	78.35	193	5.18	94.82
2000-2001		15.37	9.89	74.74						

## VIOLENCE AND DRUGS AT SCHOOL

There were several questions on the 2002 Staff Survey related to violence and drugs at school. Staff responses indicated that violence was a significant issue at the elementary and middle school level and slightly less of an issue at the high school level. Drugs, on the other hand, were primarily a critical issue at the high school level, and less so at the elementary and middle school levels.

Figure 24 shows a summary of the responses to three statements related to the impact of violence and drug abuse in schools. For these three topics, agreement is good, but, as shown in Figure 24, agreement with two of the statements is significantly lower. Each topic is discussed in more detail along with the individual results.

**Figure 24: Summary Graph of Responses to Violence and Drug Issues**  
(High Agreement is Good)



As shown in Figure 25, most staff respondents agreed or strongly agreed that students were aware of effective ways to keep themselves from behaving violently. However, disagreement among teachers did range from 12% (elementary) to 24% (middle school). In 2001, almost 24% of staff chose “Uncertain” as their response. With the elimination of this option in 2002, more staff chose agreement (up 18 points) than disagreement (up 6 points).

The differences in administrative results versus teacher results are substantial. At the middle school level, 76% of the teachers agreed or strongly agreed, yet 100% of the administrators were in agreement that students know effective ways to keep themselves from behaving badly. A similar disparity exists at the elementary school level (100% administrators, 88% teachers) and high school level (98% and 77% respectively).

**Figure 25: Responses to Survey Item:  
Students at this school are aware of effective ways to keep themselves from behaving violently.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,508	11.65		88.35	2,879	12.47	87.53	95	0.00	100.00
Middle	1,772	22.85		77.15	1,341	24.31	75.69	42	0.00	100.00
High	1,709	21.83		78.18	1,371	22.54	77.46	54	1.85	98.15
Overall	7,989	16.31		83.69	5,591	17.78	82.22	191	0.52	99.48
2000-2001		10.11	23.87	66.02						

Figure 26 shows the percentages of staff respondents who agreed or strongly agreed that their students would know how to react if they became a bystander to violence. After the elimination of the “Uncertain” option from last year, only 63% of the high school, 68% of middle school, and 77% of elementary school staff respondents agreed their students would know how to react. 28% of all staff disagreed.

Here again, there is a large gap between administrator and teacher results at all levels: 19 points at the elementary level (94% compared to 75%), 25 points at the middle school level (90% compared to 65%), and a striking 33 points at the high school level (94% compared to only 61%).

**Figure 26: Responses to Survey Item:  
Students at this school are aware of effective ways to react if  
they become a bystander to violence.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,305	22.54		77.47	2,762	24.69	75.31	94	6.38	93.62
Middle	1,733	32.49		67.52	1,316	34.88	65.12	42	9.52	90.48
High	1,644	36.68		63.32	1,318	38.77	61.23	53	5.66	94.34
Overall	7,682	27.81		72.20	5,396	30.61	69.39	189	6.88	93.12
2000-2001		12.66	38.36	48.98						

Figure 27 shows that about 95% of all school staff respondents agreed or strongly agreed that schools should teach the prevention of violence and substance abuse, and the high percentage of agreement occurred across all levels and all job categories.

**Figure 27: Responses to Survey Item:  
Schools should teach the prevention of violence and substance abuse.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,558	4.01		95.99	2,899	4.34	95.65	95	3.16	96.84
Middle	1,778	4.33		95.67	1,332	4.65	95.35	42	4.76	95.24
High	1,759	7.22		92.78	1,402	7.85	95.15	54	7.41	92.59
Overall	8,095	4.78		95.22	5,633	5.29	95.45	191	4.71	95.29
2000-2001		2.35	6.07	91.58						

Figure 28 displays a summary of the results for violence and drug related statements for elementary, middle and high school staff respondents where low percentages were desirable. It is clear by looking at the bar chart that many staff perceive violence and substance abuse as impacting student achievement.

**Figure 28: Summary Graph of Responses to  
Violence and Drug Issues  
(Low Agreement is Good)**

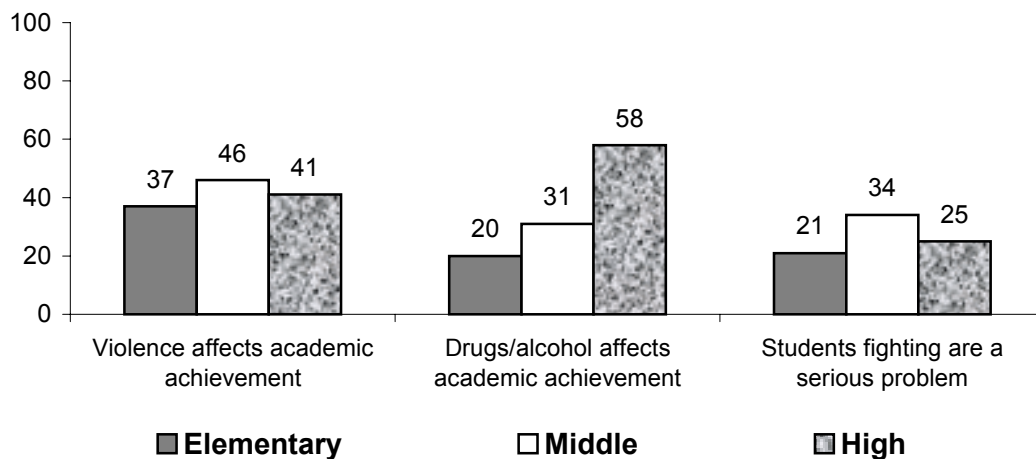


Figure 29 shows that 46% of the middle school and 41% of the high school staff members agreed that violent behavior affected academic achievement at their school. A slightly smaller percentage (37%) of elementary school members agreed with that statement

**Figure 29: Responses to Survey Item:  
Violent behavior affects academic achievement in this school.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,391	63.06		36.94	2,820	68.23	31.77	96	76.04	23.96
Middle	1,735	54.06		45.93	1,308	57.57	42.43	42	76.19	23.81
High	1,739	59.05		40.94	1,387	61.07	38.93	55	78.18	21.82
Overall	7,865	60.19		39.81	5,515	63.90	36.10	193	76.68	23.32
2000-2001		44.57	13.75	41.68						

While more staff agreed that violent behavior is impacting academic achievement at the middle school level, the use of drugs and alcohol was seen as affecting academic achievement more at the high school level. More than 58% of the high school staff respondents agreed or strongly agreed that the use of drugs and alcohol affected the academic achievement of students at their school.

Overall, over 31% of the staff respondents agreed or strongly agreed that drugs and alcohol were a problem at their school, as shown in Figure 30. It was not only a concern at the high school level, but staff members at the middle and elementary levels also agreed that this is a problem (31% and 20% respectively).

The disparity in administrator and teacher results was significant at all levels. At the high school level, 59% of teacher respondents agreed or strongly agreed that the use of drugs and alcohol affected academics at their school, whereas only 31% of administrators believed this to be true, a 29-point difference. There was a 15-point difference at the middle school level (13% of administrators, 28% of teachers), and a 7-point difference at the elementary level.

**Figure 30: Responses to Survey Item:  
The use of drugs and alcohol affects academic achievement in this school.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,137	80.23		19.77	2,698	85.17	14.83	86	91.86	8.14
Middle	1,690	68.87		31.12	1,289	72.30	27.70	40	87.50	12.50
High	1,711	41.91		58.09	1,371	40.63	59.37	55	69.09	30.91
Overall	7,538	68.99		31.01	5,358	70.68	29.32	181	83.98	16.02
2000-2001		53.06	17.30	29.63						
1999-2000		48.70	21.50	29.90						
1997-1998		48.40	22.40	29.30						

Figure 31 shows that one quarter of staff members overall agreed or strongly agreed that students who threaten or fight with other students were a serious problem at their school. Agreement was highest at the middle school level, where 34% of all staff respondents (and 67% of administrators, 33% teachers) agreed this was a concern. Also, nearly one quarter of the high school teachers and 11% of the administrators agreed this was a serious problem.

**Figure 31: Responses to Survey Item:  
Students who threaten or fight with other students are a serious problem at this school.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	4,422	79.06		20.94	2,842	81.81	18.19	96	92.71	7.29
Middle	1,756	65.94		34.07	1,332	67.49	32.51	42	83.33	16.67
High	1,731	74.98		25.01	1,389	76.39	23.61	54	88.89	11.11
Overall	7,909	75.25		24.75	5,563	77.03	22.97	192	89.58	10.42
2000-2001		58.92	17.70	23.38						
1999-2000		66.10	13.10	20.80						
1997-1998		61.40	14.70	23.90						

## DISCIPLINE

Figures 24 through 31 show that undesirably large percentages of staff respondents agreed or strongly agreed that violent behavior was a problem at their school. Therefore, it is no surprise that 48% of the middle school respondents agreed that they spent too much instructional time disciplining students. 39% of elementary and 38% of high school staff respondents also agreed or strongly agreed that too much time was spent disciplining students.

A lower percentage of administrators than teachers agreed with this statement. However, at the middle school level, 35% of the administrators agreed that too much time was spent disciplining students.

**Figure 32: Responses to Survey Item  
I spend too much instructional time disciplining students.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	3,949	61.08		38.92	2,844	63.19	36.81	37	91.89	8.11
Middle	1,510	52.18		47.82	1,296	53.24	46.76	17	64.71	35.29
High	1,510	62.12		37.88	1,351	62.99	37.01	18	83.33	16.67
Overall	6,969	59.38		40.62	5491	60.79	39.21	72	83.33	16.67
2000-2001		50.90	9.37	39.73						
1999-2000		45.70	11.30	43.00						

Figure 33 indicates how many times teachers referred students to an administrator for discipline in the last school year. Most teachers – at all levels – sent between one and five students to an administrator for disciplinary action.

**Figure 33: Responses to Survey Item  
Approximately how many times did you refer a student to an administrator  
for discipline this academic year?**

2001-2002 Results	N	Answer Options				
		0	1-5	6-10	11-20	More than 20
Elementary	3,840	27.60	55.49	11.48	3.54	1.88
Middle	1,549	9.30	53.32	22.53	11.23	3.62
High	1,551	12.06	53.84	18.38	9.99	5.74
Overall	6,940	20.04	54.64	15.49	6.70	3.13

## WAVE SAVE A FRIEND TELEPHONE HOTLINE

Governor Hunt put the WAVE Save A Friend Telephone Hotline program into place in February of 2000. The hotline was made available for students, parents and community members to anonymously call in concerns they had about friends and/or acquaintances involved in violence and/or substance abuse activities.

Figure 34 shows that most staff members were not aware of the WAVE Safe Schools Hotline. 75% of the middle school, 74% of high school, and 51% of the elementary school staff respondents knew of the Hotline initiative. This is a significant increase from last year when only 30% agreed or strongly agreed, and 36% were “uncertain.”

**Figure 34: Responses to Survey Item:  
Staff at this school have been made aware of the WAVE Safe Schools (Save A Friend) Hotline.**

2001-2002 Results	All Staff				Teachers			Administrators		
	N	D/SD	Uncertain	SA/A	N	D/SD	A/SA	N	D/SD	A/SA
Elementary	3,831	49.25		50.74	2,496	54.49	45.51	82	26.83	73.17
Middle	1,675	24.30		75.70	1,286	25.35	74.65	39	2.56	97.44
High	1,632	26.10		73.89	1,320	26.67	73.34	52	5.77	94.23
Overall	7,138	38.10		61.89	5,102	39.95	60.06	173	15.03	84.97
2000-2001		33.66	36.31	30.03						

### 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 staff survey, call Wanda N. Wildman at (919) 850-1878 or send e-mail to [wwildman@wcpss.net](mailto:wwildman@wcpss.net).



# STAFF SURVEY - ELEMENTARY SCHOOL



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

- |                                  |  |                                       |                                      |                                       |                                       |
|----------------------------------|--|---------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|
| <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         |

1. Please darken the bubble indicating the category that best describes your job.

- Administrator       Teacher/Specialist       Teacher Assistant       Office/Other

Please darken the bubble indicating whether you strongly agree (SA) or agree (A) or disagree (D) or strongly disagree (SD) with the following statements. If a statement does not apply to your job, mark NA.

	SA	A	D	SD	NA
2. I enjoy my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If I had to do it over again, I would still want to be a professional educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This school is a safe place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The climate at this school promotes student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The staff members at this school have high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Staff development opportunities meet the needs of teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This school's facilities meet the needs of the students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This school has necessary materials and equipment needed by the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. This school's staff members use a variety of instructional methods to meet student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Faculty is involved in collaborative planning and decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I use techniques such as curriculum mapping to align my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I use management tools such as consensograms or plus/delta charts in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This school promotes understanding among students from a variety of backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. A climate of order and discipline is maintained in the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Students at this school are aware of effective ways to keep themselves from behaving violently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students are aware of effective ways to react if they become a bystander to violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Staff at this school have been made aware of the WAVE Save A Friend telephone hotline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Schools should teach the prevention of violence and substance abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Violent behavior affects academic achievement in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The use of drugs and alcohol affects academic achievement in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Students who threaten or fight with other students are a serious problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I spend too much instructional time disciplining students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Approximately how many times did you refer a student to an administrator for discipline this academic year?

- 0       1 - 5       6 - 10       11 - 20       More than 20       NA

25. How often do you communicate with parents in each of the following ways?

	Always	Frequently	Sometimes	Never	NA
I give parents written interim reports during grading periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I request that parents sign off on homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give parents examples of student work that meets high standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I call parents if I have a concern about their child's performance or conduct in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use e-mail to communicate with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# STAFF 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     |                                      |                                      |  |

1. Please darken the bubble indicating the category that best describes your job.

- Administrator     
  Teacher/Specialist     
  Teacher Assistant     
  Office/Other

Please darken the bubble indicating whether you strongly agree (SA) or agree (A) or disagree (D) or strongly disagree (SD) with the following statements. If a statement does not apply to your job, mark NA.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
2. I enjoy my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If I had to do it over again, I would still want to be a professional educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This school is a safe place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The climate at this school promotes student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The staff members at this school have high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Staff development opportunities meet the needs of teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This school's facilities meet the needs of the students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This school has necessary materials and equipment needed by the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. This school's staff members use a variety of instructional methods to meet student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Faculty is involved in collaborative planning and decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I use techniques such as curriculum mapping to align my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I use management tools such as consensograms or plus/delta charts in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This school promotes understanding among students from a variety of backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. A climate of order and discipline is maintained in the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Students at this school are aware of effective ways to keep themselves from behaving violently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students are aware of effective ways to react if they become a bystander to violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Staff at this school have been made aware of the WAVE Save A Friend telephone hotline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Schools should teach the prevention of violence and substance abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Violent behavior affects academic achievement in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The use of drugs and alcohol affects academic achievement in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Students who threaten or fight with other students are a serious problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I spend too much instructional time disciplining students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Approximately how many times did you refer a student to an administrator for discipline this academic year?

- 0     
  1 - 5     
  6 - 10     
  11 - 20     
  More than 20     
  NA

25. How often do you communicate with parents in each of the following ways?

	<u>Always</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Never</u>	<u>NA</u>
I give parents written interim reports during grading periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I request that parents sign off on homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give parents examples of student work that meets high standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I call parents if I have a concern about their child's performance or conduct in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use e-mail to communicate with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# STAFF 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 |  |

1. Please darken the bubble indicating the category that best describes your job.

- Administrator     
  Teacher/Specialist     
  Teacher Assistant     
  Office/Other

Please darken the bubble indicating whether you strongly agree (SA) or agree (A) or disagree (D) or strongly disagree (SD) with the following statements. If a statement does not apply to your job, mark NA.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
2. I enjoy my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If I had to do it over again, I would still want to be a professional educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This school is a safe place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The climate at this school promotes student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The staff members at this school have high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Staff development opportunities meet the needs of teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This school's facilities meet the needs of the students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This school has necessary materials and equipment needed by the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. This school's staff members use a variety of instructional methods to meet student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Faculty is involved in collaborative planning and decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I use techniques such as curriculum mapping to align my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I use management tools such as consensograms or plus/delta charts in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This school promotes understanding among students from a variety of backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. A climate of order and discipline is maintained in the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Students at this school are aware of effective ways to keep themselves from behaving violently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students are aware of effective ways to react if they become a bystander to violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Staff at this school have been made aware of the WAVE Save A Friend telephone hotline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Schools should teach the prevention of violence and substance abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Violent behavior affects academic achievement in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The use of drugs and alcohol affects academic achievement in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Students who threaten or fight with other students are a serious problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I spend too much instructional time disciplining students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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I call parents if I have a concern about their child's performance or conduct in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use e-mail to communicate with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>