
Midwest High School

Example Student Survey Report (partial)

1996-2000 data

Carol Freeman
Research Associate

Center for Applied Research and Educational Improvement (CAREI)
College of Education and Human Development
University of Minnesota

Included in this partial student survey report are some of the questions from the student survey developed by CAREI to help schools gather perceptions and attitudes from their students.

The survey was designed so that schools could survey their students before and after adopting a block schedule. Some schools have used it even though they did not switch schedules.

Schools have found the survey useful in identifying issues among their students whether related to the schedule or to other factors.

Thirty-two (32) different schools in Minnesota, Wisconsin, Indiana, and Illinois have used all or parts of our student survey in preparing for school change and to help in assessing how they are doing.

One school with longitudinal survey data was selected in order to show what the questions are on the survey. The survey is copyrighted. Because CAREI has worked with numerous schools, the survey reports have been standardized and fees are reasonable. For more information, e-mail Carol Freeman at freem013@umn.edu.

Student Survey Results

The data in Table 1 and Graphs 1-10 are from one high school's student surveys. The data cover the time period of one year before switching to a block schedule (1995-96) through four years on the block schedule (1999-2000). A new principal came to this school two years before switching to a four-period (4X4) schedule. It is obviously an improving school (on the items in the survey) in the opinion of the students.

Part I. Table 1 gives the mean (average) of the responses for each of the ten survey factors. The specific questions included in each of the factors are included below the bar graphs 1-10.

Students indicated how much they agreed or disagreed with forty-two statements, using a scale from (1) strongly disagree to (5) strongly agree. These statements group into 10 factors. Responses to negatively worded statements are reversed when being combined with positively worded statements. The higher the number, the more positive the responses. For boredom, the higher the response, the less bored one is.

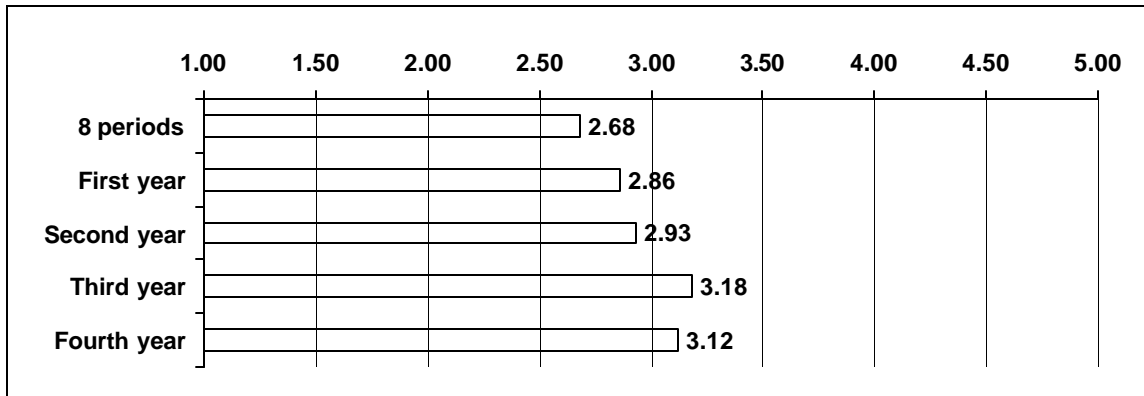
Table 1. Student Survey Factors

Survey factors	8 periods (n=469)	First year (n=483)	Second year (n=435)	Third year (n=482)	Fourth year (n=518)
1. School climate ***	2.68	2.86***	2.93	3.18***	3.12
2. Having time to do things ***	2.88	3.16***	2.99	2.95	3.05*
3. Knowing other students ***	3.45	3.56*	3.72**	3.66	3.72
4. Academic success/quality ***	3.03	3.18***	3.16	3.29**	3.40**
5. Respect for learning ***	2.40	2.46	-2.34*	2.35	2.52***
6. Student behavior ***	2.87	2.93	3.04*	3.13	3.31***
7. Boredom ***	2.28	2.28	2.26	2.38*	2.59***
8. Coping with schoolwork	3.18	3.20	3.19	3.23	3.25
9. Teacher quality ***	3.01	3.09	3.22*	3.37**	3.53***
10. Care for students	NA	NA.	3.30	3.31	3.39

Statistical significance is marked by asterisks. * = statistically significant at .05 level, ** = significant at the .01 level, and *** = significant at the .001 level. Asterisks beside the name of the factor are from results of one-way analysis of variance comparing responses across all five years. Asterisks next to the means in the columns are the results of comparing one year to the previous year.

Part II. Students indicated how much they agreed or disagreed with forty-two statements, using a scale from (1) strongly disagree to (5) strongly agree. These statements group into 10 factors. The higher the number, the more positive the responses. For boredom, the higher the response, the less bored one is.

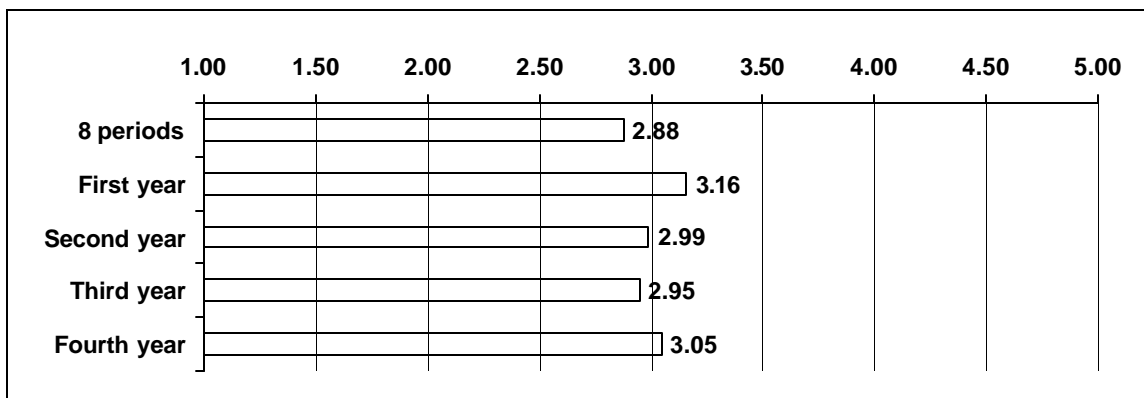
Graph 1. School Climate



School Climate

There is a real school spirit.
 Students in this school get along well together.
 Students of different races get along well in this school.
 I am proud to tell others that I go to this school.

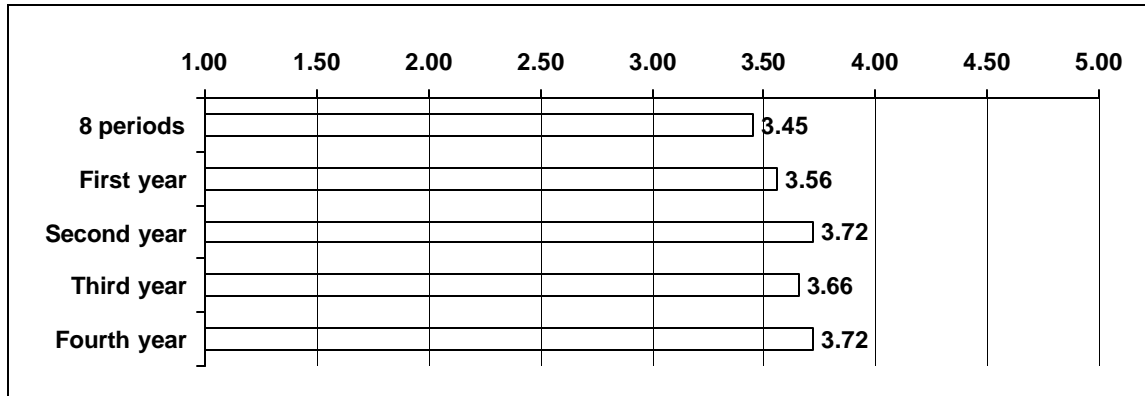
Graph 2. Having Time to Do Things



Having Time to Do Things

Students have time during the school day to talk with their friends.
 It seems like I'm always rushing to get places. (reversed)
 A lot of students seem to get to class late. (reversed)

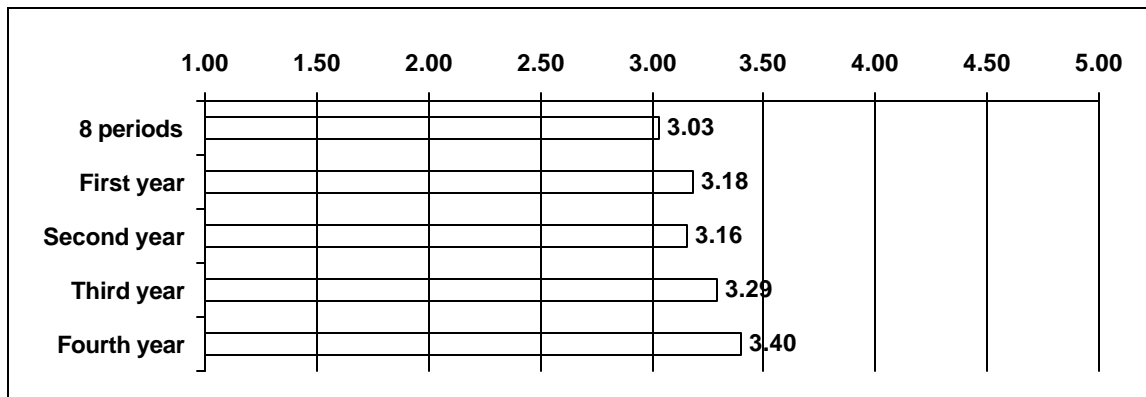
Graph 3. Knowing Other Students



Knowing Other Students

School is a pretty lonely place. (reversed)
I have a chance to know the students in my classes.
In school I often feel “put down” by other students. (reversed)

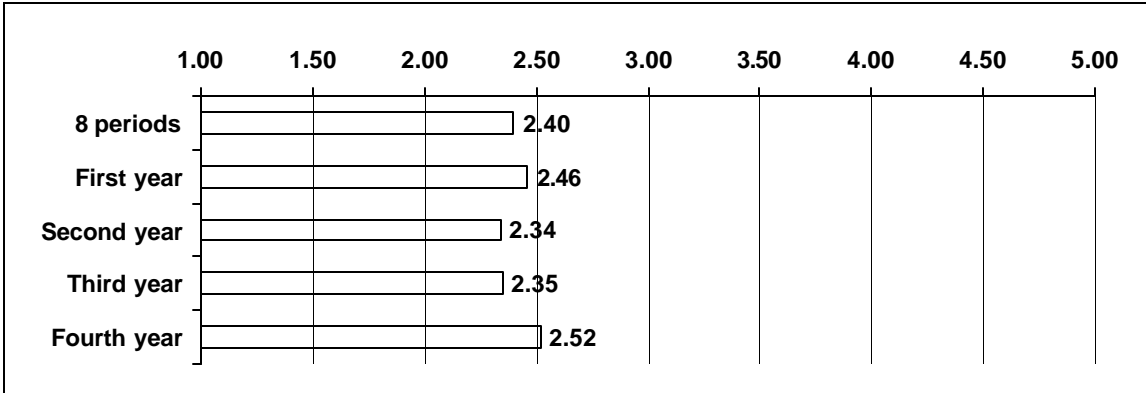
Graph 4. Academic Success/Quality



Academic Success/Quality

I am learning a lot in this school.
Most of my classes this year are interesting and enjoyable.
I see myself as a successful student.
It’s easy to blow off a day of class and not miss much. (reversed)
My school provides me with good academic opportunities.
The courses I’m taking fit my needs for my future.
What I learn in one class relates to what I learn in other classes.

Graph 5. Respect for Learning

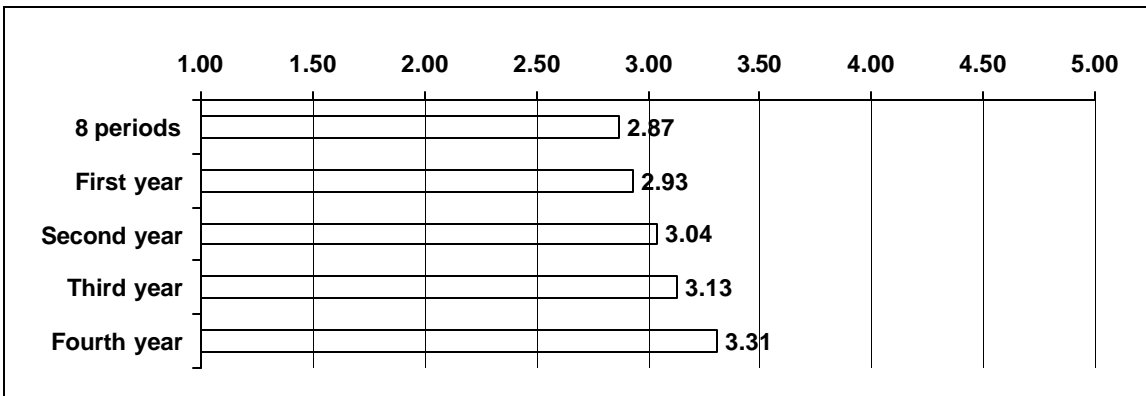


Respect for Learning

Many students don't care much about learning. (reversed)

Students in this school show respect for others who work hard and do well.

Graph 6. Student Behavior



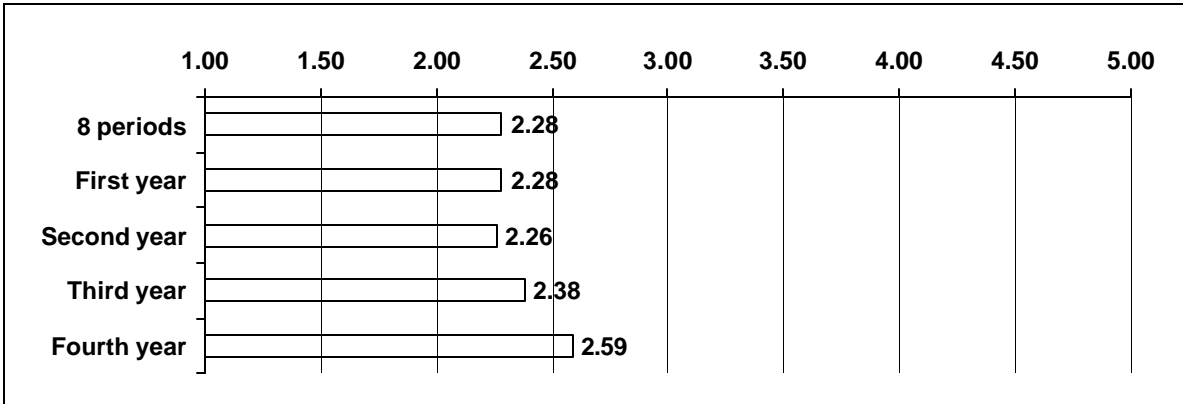
Student Behavior

I feel safe at this school.

Students in this school behave well in class.

Students in this school behave well in the hallways.

Graph 7. Boredom



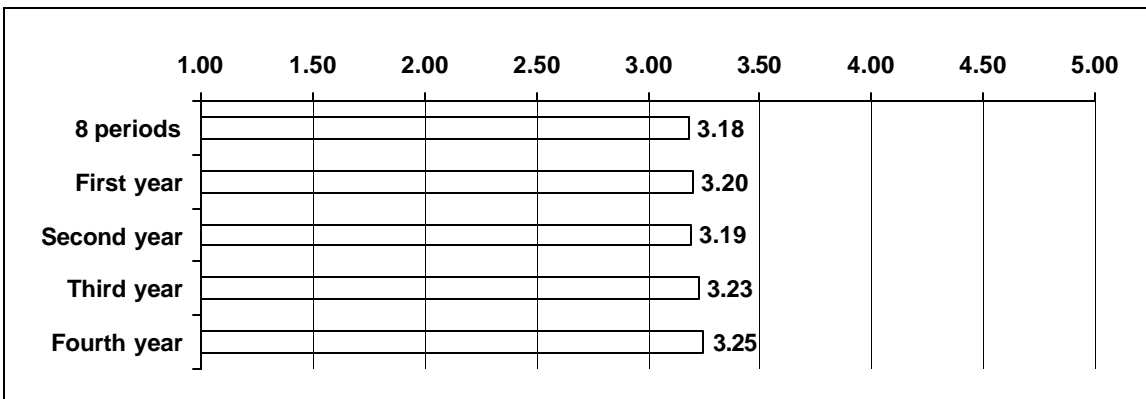
Boredom (higher score means less boredom)

Often I feel bored in class. (reversed)

Some of my classes are just too long. (reversed)

Class time seems to go by quickly.

Graph 8. Coping with Schoolwork



Coping with Schoolwork

Often I don't understand how to do my homework. (reversed)

I have too much homework. (reversed)

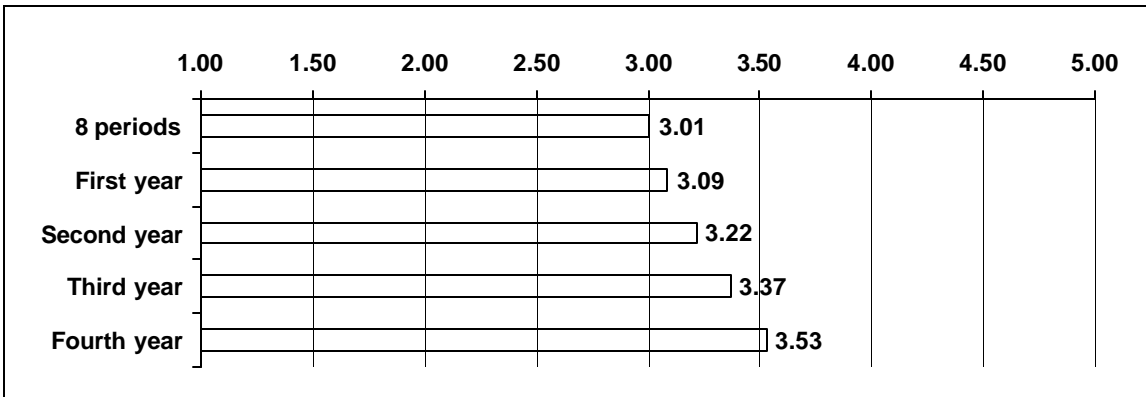
Often I don't follow what is being taught in my classes. (reversed)

When I miss class, it's hard to catch up. (reversed)

During class, I often feel lost. (reversed)

It's easy to organize my work and keep up with what is expected of me.

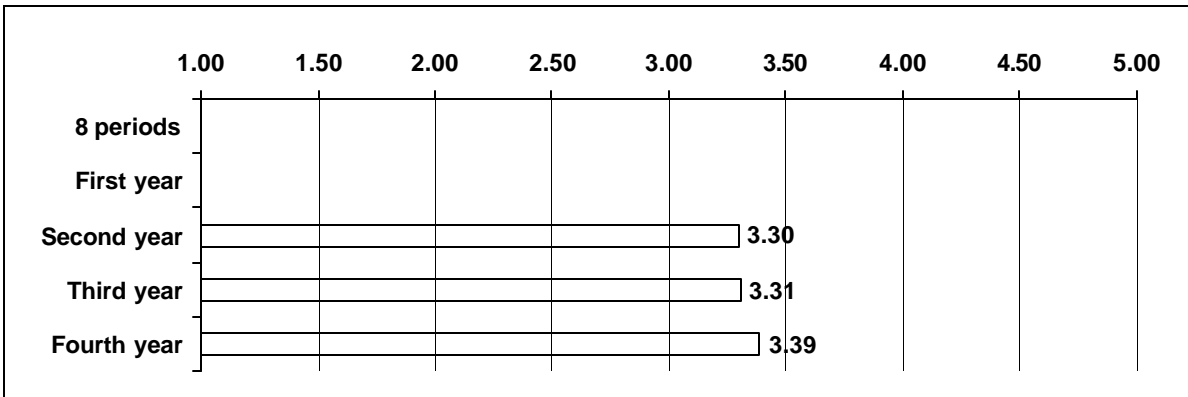
Graph 9. Teacher Quality



Teacher Quality

- Most teachers seem to enjoy teaching.
- Most teachers make good use of the class time.
- Most teachers give extra help when I don't understand something.
- Students get along well with teachers.
- My teachers care about how much I am learning.

Graph 10. Personal Care



Personal Care for Students (not asked in first two years)

- There is at least one adult in this school I can talk to who cares about me.
- I am able to get in-school help for personal problems.

