



# BRITISH COLUMBIA

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## 2002 SATISFACTION SURVEY

TECHNICAL REPORT

Ministry of Education

Research, Development and Data Analysis Department

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## Part 1 – Introduction

In the summer of 2001, the Minister of Education announced that the Ministry would be conducting a satisfaction survey of parents and students in BC public schools. Unlike most surveys, which only ask a sample of people for their opinions, this was to be a census survey. In order to further broaden the opportunity to contribute, school staffs were added to the survey plans.

In March 2002, more than 200,000 students, parents, and school staff members in approximately 1,600 public schools took part in the first of what will become an annual province-wide school satisfaction survey. The Ministry of Education collected information from parents, students, and staff across British Columbia to measure satisfaction with educational outcomes. The Satisfaction Survey is therefore an important step in identifying opportunities for improvement – not only in student achievement, but also student safety, participation in physical activities, human and social development, and other priorities.

The ministry also conducted a random sample telephone survey of parents across British Columbia on the same issues addressed in the school-based surveys to ensure the results reflected a representative sample of parents' views. All results were made public on June 20, 2002.

The purpose of this report is to document the 2002 Provincial Satisfaction Survey process from the development stage through to the provincial analysis of the data. The report contains the following components: purpose of the survey, development of instruments and procedures, administration and reporting, technical characteristics, participation rates, satisfaction levels, and limitations.

## Part 2 – Purpose of the Provincial Satisfaction Survey

The Ministry of Education first established the Provincial Satisfaction Survey as part of ongoing efforts to make the education system more accountable, and to augment the existing information that districts and schools use to evaluate their performance. In this way, the primary objective of the Satisfaction Survey is to provide information that will ultimately support discussions about improving student achievement at each school. The survey was designed to gather perceptions from students, parents, and staff on areas including achievement, human and social development, and safety.

## Part 3 – Development of Instruments and Procedures

### 3.1 Design, Development, and Consultation Processes

Generally, the development of the 2002 Provincial Satisfaction Survey included questions on satisfaction with performance at school in terms of the following categories:

- academic achievement
- human and social development
- school environment & parental involvement
- safety
- computers
- physical activity
- preparation for the world beyond school.

The Ministry began to develop the survey by generating a table of specifications to guide the development and selection of survey questions. Items were reviewed from previous Ministry-developed surveys and surveys developed by other jurisdictions. Draft surveys were subsequently created and underwent both internal and external reviews: The British Columbia Confederation of Parent Advisory Councils (BCCPAC), the British Columbia Teachers' Federation (BCTF), the British Columbia Principals and Vice-Principals Association (BCPVPA), and the British Columbia School Superintendents' Association (BCSSA) reviewed and provided advice on the survey questions. The Ministry also consulted with five expert survey research firms on the survey instruments.

Survey instruments were developed for students in grades 4, 7, 10, and 12, parents of students in grades 4<sup>1</sup>, 7, 10, and 12, and staff in schools enrolling these grades. The surveys (student, parent, and staff) resulted in a series of questions related to each of the categories mentioned above and included a five point *Likert* style response scale.

### 3.2 Stakeholder Review and Pilot Testing

Key stakeholders reviewed and provided comments on the surveys at various stages. Based on feedback provided by the British Columbia Confederation of Parent Advisory Councils (BCCPAC) and individual parents who filled out draft surveys, other themes were added to the parent survey such as communication with the school, information provided by the school

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<sup>1</sup> Where there was no Grade 4 class in a school, parents of Grade 3 students were asked to complete the survey.

relating to student achievement, and involvement in school planning. The British Columbia Teachers' Federation (BCTF) provided significant feedback and, based on these comments, questions of particular interest, such as profession development, were added to the survey. In response to feedback from other stakeholder groups whose representatives attended formal consultation meetings such as the British Columbia Principals and Vice Principals' Association (BCPVPA) and the British Columbia School Superintendents' Association (BCSSA), themes of particular interest were included in the survey instruments. The Ministry of Education Regional Coordinators and a number of Ministry staff also reviewed and commented on the draft surveys.

In order to ensure that survey questions were appropriately formatted for respondent groups (especially for students in grades 4 and 7), pilot testing was performed. This involved visits by the Ministry to three elementary schools where draft surveys were administered to approximately 125 students in grades 4 and 7. This pilot testing helped to ensure that elementary students easily and consistently understood survey formats and vocabulary. In addition, several rating scales were piloted to determine which ones were most easily understood by students, particularly grade 4 students. "Think-aloud" procedures, where students were asked to orally describe what a question meant to them, allowed for the refinement of the questions and helped to determine the best survey response scale.

### 3.3 Final Survey Instruments

Seven questionnaires were finalized for the provincial survey of satisfaction – one for each respondent group. The items composing these questionnaires overlapped considerably although there was some variation one instrument to another. Copies of the final questionnaires can be found in Appendices IV to X.

For the four student respondent groups (grades 4, 7, 10, and 12), all questionnaires asked whether they liked school, liked what they are learning, achieved well in different basic skills, the extent to which they received instruction in various areas such as computers and physical exercise (a total of 17 items), and whether they had experienced bullying. In addition to these items, the questionnaires for grades 10 and 12 asked three additional questions: whether the school provided good program choices, and about the extent to which schools prepared them for jobs and for post-secondary education.

Two parent questionnaires were created: one for parents of elementary students and one for parents of secondary students. The questionnaires contain a common set of 23 items asking about parent's level of satisfaction about their child's learning in general, learning in specific

areas, the extent to which their child had experienced bullying or felt unsafe, the extent to which they participated in the school, and whether they were satisfied with the school's programs and goals. The questionnaire for secondary parents included two additional items asking about the extent to which the school prepared their child for a job, and for post-secondary education.

The parent surveys were translated into six languages in an effort to reach a wider population of parents. Translations were made available on the web for downloading by principals or parents themselves.

One questionnaire was created for staff of schools. Staff included teachers, teacher assistants, support staff, administrators and non-enrolling professionals. The 22 items asked for views about the level of satisfaction with academic performance of students in the school, expectations for students, school climate, physical condition of school, consistency of student assessment, the school-parent relationship, professional development and improvement, and whether there are clear goals for student learning at the school.

The items on the questionnaires asked respondents to indicate the extent to which they *liked school, or were getting better at reading, or felt safe at school, etc.* on the scale<sup>2</sup>:

*“At no time” “Few times” “Sometimes” “Many times” “All of the time”*

## Part 4 – Administration and Reporting

### 4.1 Packaging and Distribution

All survey materials were sent to schools early in March 2002. The survey was to be administered during the month of March. The Ministry of Education shipped sufficient numbers of student, parent, and staff surveys for each school<sup>3</sup>; these included specific instructions for administration of the surveys. Every effort was made to minimize the amount of work required of school staff. The school distributed the student and staff surveys, allocated the time required for them to be completed, and encouraged students to take the parent surveys home to be completed. Parents received only one survey for each child they had enrolled in a grade of interest.

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<sup>2</sup> Several items used a Yes/No response scale.

<sup>3</sup> Based on the September 30<sup>th</sup>, 2001 student enrolment and teacher headcount figures.

## 4.2 Administration

School principals each received information, both prior to and upon delivery of the survey packages, explaining the primary purpose of the Satisfaction Survey and encouraging the school's fullest participation (see Appendix I for *Instructions to Principals*).

For the most part, student and staff completed their surveys at school. Parent surveys were brought home by students, and once completed, returned to schools in sealed envelopes. As the time set for administering the surveys approached, it was anticipated that schools would make their school community aware of what was being done and why participation was important. This was particularly important with regard to the parent survey. Most schools encouraged parents to complete and return the surveys in order to ensure that responses were representative of parents' levels of satisfaction on the surveyed items. It was also anticipated that a partnership with the BCCPAC, together with an effective communication plan, would heighten awareness and thus increase participation rates.

In order to minimize the amount of time required, the surveys were kept short in length and required less than 20 minutes to complete. Each school determined the best way to administer the surveys within the set time frame. Once completed, the school was asked to forward all surveys to the Ministry of Education through British Columbia Mail.

### 4.2.1 Administration of Student Surveys

Teachers received instructions on how to administer the survey to their classes. Because it was anticipated that grade 4 students might have greater difficulty understanding the survey format, teachers were asked to read each question aloud while the students followed along and marked their answers directly on the questionnaire (see Appendix II). The teacher read grade 4 students the following example: Students were asked, "Do you eat carrots?" They were then instructed to fill in "*all of the time*" if they eat carrots every day, "*many times*" if they eat carrots a few times a week, "*sometimes*" if they eat carrots a few times a month, "*few times*" if they eat carrots a few times a year, and "*at no time*" if they never eat carrots. Students in grades 7, 10, and 12 read the instructions on the top of the surveys themselves. Written directly on the top of the surveys were the following instructions: "Please read the questions below. With a pencil (do not use ink), fill in the circle that matches your answer. If you make a mistake, please erase it completely and fill in the correct circle".

#### *4.2.2 Administration of Parent Surveys*

Schools received the parent surveys already inserted in unsealed envelopes ready for distribution; extra parent surveys were downloadable from the Ministry website or could be photocopied as required. It was expected that homeroom teachers would distribute the parent surveys for students to take home. Instructions for parents were provided on both sides of the envelope (see Appendix III). The message on the front of the envelope stated: “This survey provides parents with an opportunity to express their views about their children’s schooling. Your responses are very important to us, and they will help to improve education in British Columbia.” Instructions written directly on the survey read, “Please read the questions below and with a black or blue pen, fill in the circle that corresponds to your answer.” Parents were instructed to seal their completed surveys in the envelope provided and return them to the school.

It was noted on the bottom of parent surveys that translations were available on the Internet (see Appendices VIII and IX). Parents were expected to use a translated survey merely as a guide in filling out the English version.

#### *4.2.3 Administration of Staff Surveys*

The administration of the staff surveys was largely made the responsibility of the school principal who was instructed to communicate the objectives and the steps in completing the surveys. It was anticipated that the school administration would arrange for the BCTF representative in the school to distribute the staff surveys to all members of the teaching staff, and for the CUPE representative to distribute the survey to all of the non-teaching staff in the school; information about the numbers of non-teaching staff in each school was not available by the time of distribution, thus, principals were asked to copy and distribute staff surveys as necessary. Instructions written directly on the staff survey read, “Please read the questions below and with a black or blue pen, fill in the circle that corresponds to your answer. Some questions do not apply to some categories of staff. Please leave blank any questions that do not apply” (see Appendix X).

#### *4.3 Return of Materials*

Surveys completed by students were returned to the teacher. The teacher then submitted the completed surveys to the school office. Parents were instructed to seal their completed survey in the envelope provided and return it to the school. The principal’s letter instructed staff members to return the completed survey to their CUPE or BCTF representative. Union



representatives then sealed returned surveys in the envelope provided and placed it in the return box provided (this was the same box to be used for parent and student surveys). Student, staff, and parent surveys, once collected, were returned to British Columbia Mail in the original packaging in which they were shipped. Schools were provided with pre-completed return courier forms. The majority of schools returned surveys to the Ministry by the return date of April 14, 2002, although surveys were accepted until May 21, 2002. During May and June 2002, the surveys were analyzed and summarized into reports by Ministry staff.

A number of schools returned their completed satisfaction surveys after the May 21 final deadline. During the month of July, the Ministry analyzed the data reflected in the late surveys, and generated reports for these schools.

#### 4.4 Analysis

Completed satisfaction surveys were scanned and responses recorded. Parent surveys were removed from their envelopes by hand, and, then scanned. Any spoiled surveys or surveys exhibiting abnormalities (for example, surveys with more than one circle filled out for any question, etc.) were detected by the scanner and subsequently removed or adjusted by hand. Following this procedure, results were forwarded to the Ministry for further data cleaning, analysis, and reporting.

#### 4.5 Reporting

Results of the satisfaction surveys were reported on three levels: the provincial, district, and school levels (complete reports can be found on the Ministry of Education website at [www.bced.gov.bc.ca/sat\\_survey/](http://www.bced.gov.bc.ca/sat_survey/)). One Provincial Report was produced in order to report both participation and satisfaction level results throughout the entire province. The report began by presenting participation rates and illustrating several key findings regarding satisfaction results. Following a page of instructions on reading the report's graphs, readers were presented with numbers of public schools that fell into each of the school participation and overall satisfaction levels. One graph was constructed to display each respondent group's results; results were also reported by category (e.g., safety). The final section of the report illustrated respondent group response levels to each question, and ended with a page of technical notes.

District level reports were designed to be similar to the Provincial Report; however, district reports focused solely on response levels within each of the 60 districts for which reports were developed.

School level reports were designed to be easily accessible and, therefore, were structured in a different manner than either the provincial or district reports. School reports began with a brief explanation of the survey and the report. Next, reports presented results for the particular school’s overall satisfaction levels and participation rates. Symbols (coloured circles) were assigned to both satisfaction levels and participation rates in 19%-20% intervals from “*very low*” (0-19%) to “*very high*” (80-100%). Tables reported each respondent group’s results. Finally, the report depicted respondent group results by category, respondent group response levels to each question, and ended with a page of technical notes.

## Part 5 – Participation Rates

In total, 411,510 individual surveys were distributed and 208,442 surveys were completed, returned, and included in the analysis<sup>4</sup>. Provincial participation rates ranged from 13% for secondary parents to 87% for grade 4 students (see Table 1). Across all respondent groups, there was a participation rate of 51%.

Table 1: Survey Participation Rates

	Number Distributed	Number Received	Participation Rates
Grade 4	44257	38694	87%
Grade 7	45877	38556	84%
Grade 10	46800	30019	64%
Grade 12	48613	25519	52%
Elementary Parent	91288	48201	53%
Secondary Parent	95413	12155	13%
Staff	39262	15298	39%
<b>TOTAL</b>	<b>411510</b>	<b>208442</b>	<b>51%</b>

## Part 6 – Satisfaction Levels

Overall satisfaction was determined by summing the number of responses that fell into “*all of the time*” and “*many times*” on the survey and dividing by the total number of responses (see Provincial Report for further details).

Overall satisfaction levels generally declined as grade levels increased (see Table 2). For example, 80% of Grade 4 students, 69% of Grade 7 students, 49% of Grade 10 students, 42% of Grade 12 students, responded with “*many times*” or “*all of the time*”. Sixty-three percent of

<sup>4</sup> Schools were sent enough questionnaires to supply students, parents and teachers in each school.

elementary parents, 50% of secondary parents, and 82% of staff responded with “many times” or “all of the time”.

Table 2: Overall Satisfaction Levels

<b>Respondent Group</b>	<b>At no time</b>	<b>Few Times</b>	<b>Sometimes</b>	<b>Many Times</b>	<b>All of the time</b>
Grade 4 Students	2%	4%	14%	28%	52%
Grade 7 Students	3%	7%	20%	33%	36%
Grade 10 Students	8%	13%	30%	31%	18%
Grade 12 Students	11%	16%	31%	27%	15%
Elementary Parents	2%	8%	27%	40%	23%
Secondary Parents	7%	13%	30%	33%	17%
Staff	1%	4%	14%	43%	39%

For the purposes of reporting to schools and districts, similar questions were grouped together under the categories of achievement, human and social development, school environment, safety, computers, physical activity, and preparation for the future. For example, the questions “At school, are you bullied, teased, or picked on?” and “Do you feel safe at school?” fell under the *safety* category. See the provincial, district, and school reports for the presentation of results by category.

## Part 7 – Technical Characteristics

### 7.1 Summary Statistics

The average mean on each questionnaire ranged from 3.1 to 4.1 out of a possible 5. Table 3 presents the average mean and standard deviation on each survey instrument.

Table 3: Survey Summary Statistics

	<b>Avg. Mean</b>	<b>Avg. Standard Deviation</b>
Grade 4	4.171	0.460
Grade 7	3.910	0.540
Grade 10	3.413	0.588
Grade 12	3.369	0.563
Elementary Parents	3.627	0.510
Secondary Parents	3.111	0.542
Staff	3.915	0.435

## 7.2 Reliability

Reliability refers to the degree to which test (survey) scores are free of errors of measurement for a given group. Internal consistency reliability can be estimated by determining the correlations among survey responses. The internal consistency of questionnaires or tests is an index of the extent to which the items *hold together* in the sense that if one responds in one way to say item 1, then one would tend to respond similarly to other items in the instrument. The conventional index of internal consistency or reliability is termed alpha ( $\alpha$ ) and can vary in value from a minimum of 0.0 to a maximum of 1.0. An alpha approaching 1.0 suggests that the items comprising a questionnaire do have high internal consistency.

As can be seen in Table 4, the alphas range from 0.80 to 0.92 suggesting that the questionnaires used in this provincial survey of satisfaction do have relatively high levels of internal consistency. In classical test theory, it is characteristic that alpha is related to the number of items in an instrument, and this is the case with these data with the 17-item Grade 4 and 7 instruments having slightly lower alphas than the lengthier questionnaires. The internal consistency index (alpha) was also calculated for each sub-category of items. On the sub-categories, alphas ranged from .43 to .89 (see Table 5).

Table 4: Internal Consistency Estimates<sup>a</sup> for Survey Questionnaires

Respondent Group	$\alpha$	N <sub>respondents</sub> <sup>b</sup>	N <sub>items</sub>
Grade 4 Students	0.80	35 481	17
Grade 7 Students	0.84	35 013	17
Grade 10 Students	0.87	27 042	20
Grade 12 Students	0.85	23 074	20
Elementary Parents	0.89	40 122	23
Secondary Parents	0.90	10 054	25
Staff	0.92	10 687	22

<sup>a</sup>Cronbach's alpha -  $\alpha$

<sup>b</sup>Analysis is based on an earlier data set and does not include late submissions.

Table 5: Survey Reliability<sup>a</sup> by Category

	Achievement		Human & Social Development		School Environment		Safety		Preparation for Future	
	N <sub>item</sub>	$\alpha$	N <sub>item</sub>	$\alpha$	N <sub>item</sub>	$\alpha$	N <sub>item</sub>	$\alpha$	N <sub>item</sub>	$\alpha$
<b>Grade 4 Students</b>	4	0.58	5	0.65	4	0.67	2	0.43	N/A	N/A
<b>Grade 7 Students</b>	4	0.68	5	0.71	4	0.75	2	0.50	N/A	N/A
<b>Grade 10 Students</b>	4	0.68	5	0.72	5	0.76	2	0.51	2	0.80
<b>Grade 12 Students</b>	4	0.64	5	0.71	5	0.76	2	0.54	2	0.77
<b>Elementary Parents</b>	5	0.82	4	0.69	8	0.79	3	0.66	N/A	N/A
<b>Secondary Parents</b>	5	0.81	4	0.71	8	0.82	3	0.64	N/A	N/A
<b>Staff</b>	2	0.59	2	0.58	13	0.89	2	0.66	N/A	N/A

<sup>a</sup>Cronbach's alpha -  $\alpha$

### 7.3 Validity

Validity refers to the degree to which accumulated evidence and theory support specific interpretations of test (survey) scores entailed by proposed uses of the test (survey). Therefore, in this case, validity refers to the ability of the satisfaction survey to fulfill its primary objective, namely, to provide information that will ultimately support discussions about improving student achievement at each school.

A principal components analysis (PCA) was used to determine whether the survey instruments could be empirically identified as measuring a common factor. The unrotated PCA resulted in fairly significant dominant factors with a significant proportion of the variance (25 % to 41%) accounted for by a single factor (see Table 6). The scree plots revealed a single dominant factor in all cases.

Table 6: Principal Components Analysis (PCA) (Unrotated Solution)

	<b>% Variation Accounted by Factor One</b>
<b>Grade 4 Students</b>	25.41
<b>Grade 7 Students</b>	30.23
<b>Grade 10 Students</b>	30.37
<b>Grade 12 Students</b>	28.55
<b>Elementary Parents</b>	32.28
<b>Secondary Parents</b>	32.49
<b>Staff</b>	40.64

To further investigate the underlying structure of each survey instrument, the reader is referred to the rotated principal components analysis presented in Appendix XVIII.

### 7.4 Item Analyses

The questionnaires were analyzed using conventional item analysis and the results are summarized in this section. The full output for the item analysis including response distributions for each item by each respondent group are attached in Appendices XI to XVII.

Tables 7, 8, and 9 list the item mean scores for each respondent group. The item mean score is the average value of all responses made to that particular item. The maximum value (except where otherwise noted) is 5; the respondent interprets this as representing a positive view of satisfaction. The closer the item mean score is to 5, the more positive the response tendency for that group. A value of 3 could be considered as the midpoint of the scale.

Table 7 lists the item means for the student responses to the questionnaires. A major feature of these data is that students are positive about their schooling. All item means for grades 4 and 7 students are above the midpoint of the scale, and for students in grades 10 and 12 only 5 of the 40 item means are below mid-point. A general trend in the results is the negative drift from grade 4 students to grade 12 students. Grade 4 students are generally more positive than the older students and this seems to fit expectations of those who have talked with students of different ages about school. An exception to this pattern is item 15 in which students were asked about their experience of being *bullied, teased or picked on*. Grade 12 students reported less experience with bullying (a positive situation with an item mean of 4.30) than the grade 4 students (item mean of 3.98). It should be noted that even though there is a relatively higher level of experience with bullying at grade 4, the levels reported are still clearly in the positive range.

The lowest item mean for students (2.72) was the response of grade 12 students to the item asking if students were getting exercise at school. The result suggests that compared to grade 4 students (item mean of 4.27), grade 12 students had considerable reduction in levels of exercise in schools.

Table 7: Item Mean Scores - Student Questionnaires

Item <sup>a</sup>	Grade 4	Grade 7	Grade 10	Grade 12
1. Do you like school?	3.94	3.39	3.03	3.16
2. Do you like what you learn?	3.99	3.42	3.17	3.22
3. Try your best at school?	4.57	4.20	3.73	3.68
4. Teachers help you?	4.20	4.18	3.56	3.65
5. Better at reading?	4.45	4.11	3.59	3.54
6. Better at writing?	4.17	4.05	3.66	3.68
7. Better at mathematics?	4.32	4.02	3.45	3.04
8. Do you use computers?	3.51	3.47	2.96	3.10
9. Do you get exercise?	4.27	4.08	3.54	2.51
10. Chance to help others?	3.66	3.55	2.98	3.10
11. Care for the environment?	4.23	3.64	2.65	2.72
12. Respect different people?	4.54	4.40	4.20	4.25
13. Learn other cultures?	4.00	4.01	3.34	3.23
14. Learn to get along?	4.16	3.76	3.02	3.06
15. Are you bullied? <sup>b</sup>	3.98	4.05	4.16	4.30
16. Feel safe at school?	4.37	4.10	3.82	4.00
17. Teachers care about you?	4.55	4.04	3.09	3.30
18. Program choices okay? <sup>c</sup>	..	..	3.21	3.20
19. Prepared for job in future? <sup>c</sup>	..	..	3.42	3.10
20. Prepared for post-secondary? <sup>c</sup>	..	..	3.66	3.55

<sup>a</sup>The items are paraphrased. See appendix for complete survey questionnaires.

<sup>b</sup>This item was reverse-scaled in that a score of 5 means At no time, a score of 1 means All of the time.

<sup>c</sup>These items were on the Grade 10 and Grade 12 questionnaires only.

Table 8 summarizes the responses of parents to the questionnaires. Parents were generally positive about the schools. There was a general negative trend going from elementary parents to secondary - to an extent following the same pattern found in the student results. Parents of secondary students were asked about whether schools prepared their child for a job (item 24) and for post-secondary education (item 25), and parents responded with either *Yes* or *No*. Parents were more positive about post-secondary preparation (82% replied *Yes*) than preparation for a job (67% replied *Yes*).

Table 8: Item Mean Scores - Parent Questionnaires

Item <sup>a</sup>	Elementary Parents	Secondary Parents
1. Satisfied with child's learning?	3.94	3.71
2. Child works hard at school?	4.02	3.93
3. Teachers help with schoolwork?	3.95	3.49
4. Reading skills?	3.94	3.79
5. Writing skills?	3.69	3.61
6. Mathematics skills?	3.81	3.49
7. Child uses computer?	3.45	3.27
8. Child gets exercise?	3.92	3.24
9. Chance to be leader?	3.10	3.03
10. Learn about environment?	3.67	3.03
11. Personal differences respected?	3.89	3.51
12. Learn about other cultures?	3.74	3.31
13. Bullied, teased or picked on? <sup>b</sup>	3.94	4.13
14. Child feels safe at school?	4.30	4.08
15. Behaviour rules enforced?	4.01	3.61
16. Teachers care?	4.24	3.62
17. You feel welcome?	4.38	3.95
18. Tell how child is doing?	3.76	3.45
19. Included in school decisions?	3.18	2.87
20. Involved in school planning?	3.32	2.91
21. Do you volunteer?	2.56	1.96
22. Satisfied with program choices?	3.75	3.53
23. Clear learning goals? <sup>c</sup>	0.88	0.77
24. Prepare child for job? <sup>c,d</sup>	..	0.67
25. Prepare child for post-secondary? <sup>c,d</sup>	..	0.82

<sup>a</sup> Items are paraphrased – see appendix for full copy of survey questionnaires.

<sup>b</sup> This item was reverse-scaled in that a score of 5 means *At no time*, a score of 1 means *All of the time*.

<sup>c</sup> Items 23, 24 & 25 were *Yes/No* questions with *Yes* coded as 1 and *No* coded as 0.

<sup>d</sup> Items 24 & 25 were in the questionnaires for *Secondary Parents* only.

Table 9 summarizes the responses of Staff. Staff were generally very positive in their responses concerning the school - the lowest item mean was in regard to the use of computers for learning (item 4, mean=3.63) and most means were above 4. Staff were near unanimous in perceiving teachers as striving to improve instruction (item 22 where 97% replied *Yes*) and having clear goals for students (item 23 where 95% replied *Yes*).

Table 9: Item Mean Scores – Staff Questionnaires

Items <sup>a</sup>	Mean Scores
2. Satisfied with academic performance?	3.79
3. Student expected to do well?	4.49
4. Computers used in learning?	3.63
5. Satisfied with social development?	3.86
6. Welcome & include all students?	4.67
7. School safe to work & learn?	4.52
8. Behaviour rules enforced?	4.09
9. Staff cares about students?	4.66
10. Staff works on relations with parents?	4.42
11. School has positive climate?	4.34
12. Physical condition welcoming?	4.17
13. Student progress evaluated regularly?	4.60
14. Parents involved in school decisions?	3.99
15. School welcomes parent input?	4.33
16. School welcome parent participation?	4.37
17. You have input on school decisions?	4.05
18. Assessment information used to plan?	4.10
19. Teachers collaborate to plan instruction?	3.80
20. Professional development on-going?	4.24
21. Programs to meet all students' needs?	4.09
22. Teachers strive to improve instruction? <sup>b</sup>	0.97
23. Clear goals for student learning? <sup>b</sup>	0.95

<sup>a</sup>. Items are paraphrased – see appendix for full copy of survey questionnaires.

<sup>b</sup>. Items 22 & 23 were Yes/No questions with Yes coded as 1 and No coded as 0.



# APPENDICES

## Appendix I. Instructions for Principals

To the Principal:

The primary purpose of the satisfaction survey is to support school improvements that will ultimately lead to better learning opportunities and higher student achievement.

The information collected by the survey will help schools, school districts and the Ministry set goals and establish priorities for next school year.

Please encourage the fullest possible participation in the survey. The more accurately your school is represented, the more useful the information will be. Your local PAC and BCCPAC are willing to help you achieve this goal.

**Please keep the box** the survey materials came in. You will need to package and return the completed surveys to BC Mail Plus.

This survey package includes:

### Parent Surveys

- to be sent home with students in Grades 4, 7, 10 and 12
- parents must return the survey to the school **by March 28, 2002**
- schools with no Grade 4 will send the survey home with Grade 3 students

Translations are available from the web site:

[http://www.bced.gov.bc.ca/sat\\_survey/](http://www.bced.gov.bc.ca/sat_survey/)

### Student Surveys

- to be completed by all Grade 4, 7, 10 and 12 students
- students will take approximately 5 to 10 minutes to complete the survey
- instructions to be read to the Grade 4 students (and higher grades at the discretion of administrators) are included. In field tests, it was found that instructions are generally not necessary after Grade 4

### Staff Surveys

- please ask each staff member to complete the survey
- please ask CUPE and BCTF staff to return their surveys to their union representative
- the union representative should seal returned surveys into the envelope provided and place it in the return box provided (this is the same box to be used for parent and student surveys) **by March 28, 2002**

Thank you for your assistance with the survey. If you have questions or need further assistance, please contact:

**Judy Arnold**  
**Tel: 250 356-8199**

E-mail: [Judy.Arnold@gems5.gov.bc.ca](mailto:Judy.Arnold@gems5.gov.bc.ca)  
Fax: 250 356-7923

## Appendix II. Instructions for Teachers

### **Grade 4 Satisfaction Survey Administration**

#### **To the teacher:**

The Grade 4 Satisfaction Survey consists of 18 questions on a single page. The surveys take about 5 to 10 minutes to complete. Thank you for helping your students complete these surveys.

Please read each question aloud while the students follow along and mark their answers directly on the questionnaire. Students should use pencils so they can easily change a response. A ruler or straight edge will help them to align each question with the correct response dots.

#### **Script:**

[Please ensure each student has a pencil and a ruler.]

Can anyone tell me what a survey is? A survey is a group of questions to find out what you think. It's NOT like a test because there are no right or wrong answers. When answering this survey, I want you to look only at your own paper. The best answer is how YOU feel. It is really important that you think about the questions and give honest answers.

[Distribute the surveys to your students.]

Now I would like you to look at the survey.

Let's talk about the choices you have. To the right of each sample question you'll see a set of dots that you can fill in to answer each survey question. Look for the sets of words "All of the time", "Many times", "Some times", "Few times", and "At no time" at the top of the survey. Do you see them? The answer dots are lined up underneath each set of words.

There is also a shaded bar with each set of words. Above "All of the time" is a fully shaded bar, sort of like a full glass of juice. This would be the response you would choose for something that you have done every day at school this year. As you move from left to right, the bar becomes emptier, so that the bar above "At no time" is completely empty. This is the answer you would choose for something you have never done at school this year. When you answer a question, you shade in **one** of the dots beside that question.

Let's think of an example. How about "Do you eat carrots?" Well, I don't eat carrots every day (so I wouldn't choose "All of the time"), but I probably eat carrots, either in a salad or cooked, every other week. I usually have some carrots in the fridge. So I would choose the dot to the right of the question for "Some times".

- If you eat carrots every day, what dot would you fill in? (*All of the time*)
- If you eat carrots a few times a week, what dot would you fill in? (*Many times*)
- If you eat carrots a few times a month, what dot would you fill in? (*Some times*)
- If you eat carrots a few times a year, what dot would you fill in? (*Few times*)
- If you never eat carrots, what dot would you fill in? (*At no time*)

Please think about this school year only when you answer the questions, and fill in only one answer for each question.

Do you have any questions?

So now we are ready. Let's begin.

[Read each question out loud. After each question, please check that everyone is in the right place. Review the rating scale as often as necessary.]

**1. Do you like school?**

Please fill in the dot for your answer. (pause) Now move your ruler down so survey question #2 is showing. [Check that everyone is in the right place, then read next question out loud.]

**2. Do you like what you are learning at school?**

Please fill in the dot for your answer. Now move your ruler down so question #3 is showing.

**3. Do you try to do your best at school?**

Please fill in the dot for your answer. Now move your ruler down so question #4 is showing.

**4. Does your teacher help you with your schoolwork when you need it?**

Please fill in the dot for your answer. Now move your ruler down so question #5 is showing.

**5. Are you getting better at reading?**

Please fill in the dot for your answer. Now move your ruler down so question #6 is showing.

**6. Are you getting better at writing sentences or stories?**

Please fill in the dot for your answer. Now move your ruler down so question #7 is showing.

**7. Are you getting better at mathematics?**

Please fill in the dot for your answer. Now move your ruler down so question #8 is showing.

**8. At school, do you use computers?**

Please fill in the dot for your answer. Now move your ruler down so question #9 is showing.

**9. At school, do you get exercise?**

Please fill in the dot for your answer. Now move your ruler down so question #10 is showing.

**10. At school, do you get the chance to help others or set a good example for others?**

Please fill in the dot for your answer. Now move your ruler down so question #11 is showing.

**11. At school, are you learning to take care of the environment? (for example, recycling and not littering)**

Please fill in the dot for your answer. Now move your ruler down so question #12 is showing.

**12. At school, do you respect people who are different from you (for example, think, act, or look different)?**

Please fill in the dot for your answer. Now move your ruler down so question #13 is showing.

**13. At school, do you learn about other cultures? (e.g., other countries, languages or beliefs)**

Please fill in the dot for your answer. Now move your ruler down so question #14 is showing.

**14. At school, do you learn about getting along with others?**

Please fill in the dot for your answer. Now move your ruler down so question #15 is showing.

**15. At school, are you bullied, teased, or picked on?**

Please fill in the dot for your answer. Now move your ruler down so question #16 is showing.

**16. Do you feel safe at school?**

Please fill in the dot for your answer. Now move your ruler down so question #17 is showing.

**17. Do your teachers care about you?**

Please fill in the dot for your answer. Now move your ruler down so question #18 is showing.

**18. Are you male or female?**

Please fill in the dot for your answer to #18.

Thank you. [Please collect the completed surveys and return them to the box in the office. Thank you for your assistance!]

## Appendix III. Front and Back of Parent Survey Envelope



Ministry of Education



### **PARENT SATISFACTION SURVEY**

This survey provides parents with an opportunity to express their views about their children's schooling. Your responses are very important to us, and they will help to improve education in British Columbia.

**Please do not put your completed survey into the mail.** Please seal the completed survey into this envelope, and return it directly to your child's school **before March 28.**

**Please do not put this survey into the mail.** Please seal the completed survey into this envelope, and return it directly to your child's school **before March 28.**

**Thank you for your participation!**

# Appendix IV. Grade 4 Student Survey



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## STUDENT SURVEY - GRADE 4

- Please read the questions below.
- With a pencil (do not use ink), fill in the circle that matches your answer. ●
- If you make a mistake, please erase it completely and fill in the correct circle.

All of the time	Many times	Some times	Few times	At no time

1. Do you like school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you like what you are learning at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you try to do your best at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do your teachers help you with your schoolwork when you need it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are you getting better at reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are you getting better at writing sentences or stories?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Are you getting better at mathematics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At school, do you use computers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school, do you get exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At school, do you get the chance to help others or set a good example for others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. At school, are you learning to take care of the environment (for example, recycling and not littering)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. At school, do you respect people who are different from you (for example, think, act, or look different)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. At school, do you learn about other cultures (for example, other countries, languages or beliefs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. At school, do you learn about getting along with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. At school, are you bullied, teased, or picked on?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do you feel safe at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do your teachers care about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Are you male or female?	<input type="radio"/> Male		<input type="radio"/> Female		

☺ Thank you for sharing your views! ☺

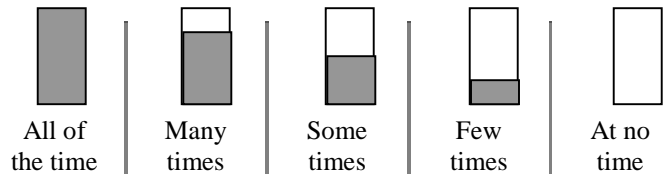
# Appendix V. Grade 7 Student Survey



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## STUDENT SURVEY - GRADE 7

- Please read the questions below.
- With a pencil (do not use ink), fill in the circle that matches your answer. ●
- If you make a mistake, please erase it completely and fill in the correct circle.



1. Do you like school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you like what you are learning at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you try to do your best at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do your teachers help you with your schoolwork when you need it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are you getting better at reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are you getting better at writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Are you getting better at mathematics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At school, do you use computers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school, do you get exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At school, do you get the chance to help others or set a good example for others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. At school, are you learning to take care of the environment (for example, recycling and not littering)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. At school, do you respect people who are different from you (for example, think, act, or look different)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. At school, do you learn about other cultures (for example, other countries, languages or beliefs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. At school, do you learn about getting along with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. At school, are you bullied, teased, or picked on?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do you feel safe at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do your teachers care about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Are you male or female?	<input type="radio"/> Male		<input type="radio"/> Female		

☺ Thank you for sharing your views! ☺

# Appendix VI. Grade 10 Student Survey



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## STUDENT SURVEY - GRADE 10

- Please read the questions below.
- With a pencil (do not use ink), fill in the circle that matches your answer. ●
- If you make a mistake, please erase it completely and fill in the correct circle.

	All of the time	Many times	Some times	Few times	At no time
1. Do you like school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Are you satisfied with what you are learning at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you try to do your best at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does your teacher help you with your schoolwork when you need it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are you getting better at reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are you getting better at writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Are you getting better at mathematics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At school, do you use computers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school, do you get exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At school, do you get the chance to help others or set a good example for others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. At school, are you learning to take care of the environment (for example, recycling and not littering)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. At school, do you respect people who are different from you (for example, think, act, or look different)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. At school, do you learn about other cultures (for example, other countries, languages or beliefs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. At school, do you learn about getting along with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. At school, are you bullied, teased, or picked on?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do you feel safe at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do your teachers care about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Are you satisfied with the program choices available to you at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Does school prepare you for a job in the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Does school prepare you for post-secondary education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Are you male or female?	<input type="radio"/> Male		<input type="radio"/> Female		

☺ Thank you for sharing your views! ☺



# Appendix VII. Grade 12 Student Survey



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## STUDENT SURVEY - GRADE 12

- Please read the questions below.
- With a pencil (do not use ink), fill in the circle that matches your answer. ●
- If you make a mistake, please erase it completely and fill in the correct circle.

	All of the time	Many times	Some times	Few times	At no time
1. Do you like school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Are you satisfied with what you are learning at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you try to do your best at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does your teacher help you with your schoolwork when you need it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are you getting better at reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are you getting better at writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Are you getting better at mathematics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At school, do you use computers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school, do you get exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At school, do you get the chance to help others or set a good example for others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. At school, are you learning to take care of the environment (for example, recycling and not littering)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. At school, do you respect people who are different from you (for example, think, act, or look different)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. At school, do you learn about other cultures (for example, other countries, languages or beliefs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. At school, do you learn about getting along with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. At school, are you bullied, teased, or picked on?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do you feel safe at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do your teachers care about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Are you satisfied with the program choices available to you at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Does school prepare you for a job in the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Does school prepare you for post-secondary education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Are you male or female?	<input type="radio"/> Male		<input type="radio"/> Female		

☺ Thank you for sharing your views! ☺

# Appendix VIII. Elementary School Parent Survey



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## ELEMENTARY SCHOOL PARENT/GUARDIAN SURVEY

Please read the questions below and with a black or blue pen, fill in the circle that corresponds to your answer. ●	All of the time	Many times	Some times	Few times	At no time
1. Are you satisfied with what your child is learning at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does your child work hard at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do your child's teachers help with schoolwork when needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Are you satisfied with the development of your child's reading skills at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are you satisfied with the development of your child's writing skills at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are you satisfied with the development of your child's mathematics skills at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. At school, does your child use computers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At school, does your child get exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school, does your child get the chance to be a leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At school, does your child learn about taking care of the environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Are personal differences respected at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. At school, does your child learn about other cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Is your child bullied, teased, or picked on at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Does your child feel safe at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Are the rules related to behaviour enforced consistently at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do teachers care about your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do you feel welcome at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Does your school tell you how your child is doing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Are you included in decisions made at the school that affect your child's education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Are you given the opportunity to be involved in the school planning activities (for example, goal setting, safe school planning, school improvement)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Do you volunteer at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Are you satisfied with the program choices at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Are there clear and focused goals for student learning at your child's school?				Yes <input type="radio"/>	No <input type="radio"/>

*Thank you for sharing your views!*

Please seal the completed survey inside the envelope provided and return it to your child's school.

This survey is available in other languages on the Internet at [http://www.bced.gov.bc.ca/sat\\_survey](http://www.bced.gov.bc.ca/sat_survey)

# Appendix IX. Secondary School Parent Survey



Ministry of  
Education

## SECONDARY SCHOOL PARENT/GUARDIAN SURVEY

Please read the questions below and with a black or blue pen, fill in the circle that corresponds to your answer. ●

	All of the time	Many times	Some times	Few times	At no time
1. Are you satisfied with what your child is learning at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does your child work hard at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do your child's teachers help with schoolwork when needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Are you satisfied with the development of your child's reading skills at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are you satisfied with the development of your child's writing skills at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are you satisfied with the development of your child's mathematics skills at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. At school, does your child use computers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At school, does your child get exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school, does your child get the chance to be a leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At school, does your child learn about taking care of the environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Are personal differences respected at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. At school, does your child learn about other cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Is your child bullied, teased, or picked on at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Does your child feel safe at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Are the rules related to behaviour enforced consistently at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Do teachers care about your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do you feel welcome at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Does your school tell you how your child is doing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Are you included in decisions made at the school that affect your child's education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Are you given the opportunity to be involved in the school planning activities (for example, goal setting, safe school planning, school improvement)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Do you volunteer at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Are you satisfied with the program choices at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Are there clear and focused goals for student learning at your child's school?				Yes <input type="radio"/>	No <input type="radio"/>
24. Does school prepare your child for a job in the future?				Yes <input type="radio"/>	No <input type="radio"/>
25. Does school prepare your child for post-secondary education?				Yes <input type="radio"/>	No <input type="radio"/>

*Thank you for sharing your views!*

Please seal the completed survey inside the envelope provided and return it to your child's school.  
This survey is available in other languages on the Internet at [http://www.bced.gov.bc.ca/sat\\_survey](http://www.bced.gov.bc.ca/sat_survey)

# Appendix X. School Staff Survey



Ministry of  
Education

## SCHOOL STAFF SURVEY

Please read the questions below and with a black or blue pen, fill in the circle that corresponds to your answer. ●															
Some questions do not apply to some categories of staff. Please leave blank any questions that do not apply.															
1. Please fill in the circle beside your occupation:		<input type="radio"/> Teacher (go to Part B)			<input type="radio"/> Teacher assistant			<input type="radio"/> Support staff			<input type="radio"/> Administrator			<input type="radio"/> Non-enrolling professional	
Part B: What grade(s) do you teach? Please indicate if you teach a split class.														Split <input type="radio"/>	
K	1	2	3	4	5	6	7	8	9	10	11	12	EU	SU	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
										All the time	Many times	Some times	Few times	At no time	
2. Are you satisfied with the academic performance of the students at your school?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. At your school, are all students expected to do well?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Are computers used to assist with students' learning?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Are you satisfied with the human and social development of students at this school?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Does your school welcome and include all students?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Is your school a safe place to work and learn?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Are the rules related to behaviour enforced consistently at your school?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Do staff members care about students' well-being and academic success?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. In your school, do staff members work hard to maintain good relations with parents?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Does your school have a positive climate?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Is the physical condition of the school welcoming?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Is students' progress regularly and systematically assessed and evaluated?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. Are parents involved in decisions at the school that affect their child?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Does your school welcome the input of parents?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Does your school welcome the participation of parents? (e.g. volunteering)										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Do you have opportunities for input in school decision-making?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Is assessment information used to plan for instruction?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Do teachers collaborate to plan for instruction?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Is professional development ongoing at this school?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21. Does your school provide programs to meet all students' needs?										<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22. Do teachers continually strive to improve the quality of instruction?												Yes <input type="radio"/>	No <input type="radio"/>		
23. Are there clear and focused goals for student learning at your school?												Yes <input type="radio"/>	No <input type="radio"/>		

Thank you for sharing your views!

# Appendix XI. Item Analysis – Grade 4 Student Survey

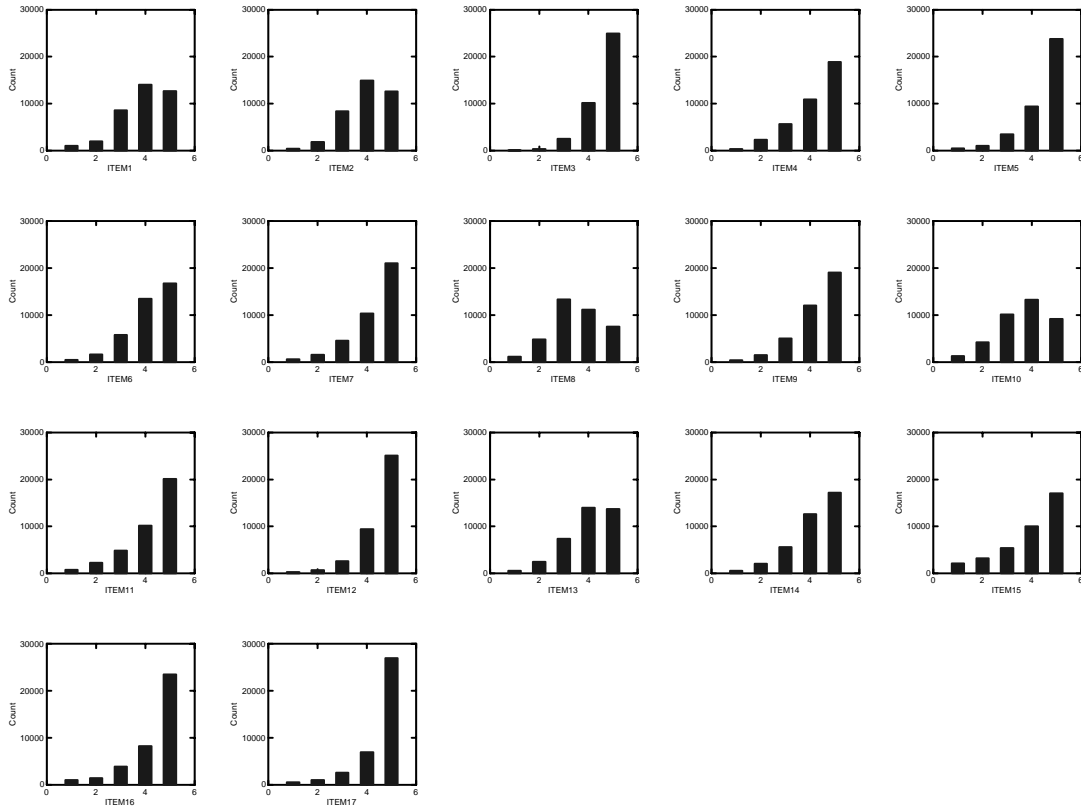
## Test score statistics

Avg. Mean	Std. Dev.	Std. Err	Maximum	Minimum	N cases	Alpha
4.171	0.460	0.002	5.000	1.235	35481	0.800

## Item reliability statistics

Item	Mean	Std Dev	Item-Total R
1 ITEM1	3.938	0.991	0.609
2 ITEM2	3.985	0.915	0.607
3 ITEM3	4.569	0.673	0.433
4 ITEM4	4.199	0.965	0.496
5 ITEM5	4.448	0.854	0.456
6 ITEM6	4.174	0.913	0.517
7 ITEM7	4.321	0.926	0.446
8 ITEM8	3.505	1.035	0.352
9 ITEM9	4.272	0.893	0.480
10 ITEM10	3.663	1.056	0.592
11 ITEM11	4.230	1.001	0.519
12 ITEM12	4.540	0.755	0.472
13 ITEM13	3.998	0.968	0.469
14 ITEM14	4.162	0.952	0.576
15 ITEM15	3.982	1.188	0.278
16 ITEM16	4.374	0.975	0.533
17 ITEM17	4.548	0.845	0.547

## Response Distributions



## Appendix XII. Item Analysis – Grade 7 Student Survey

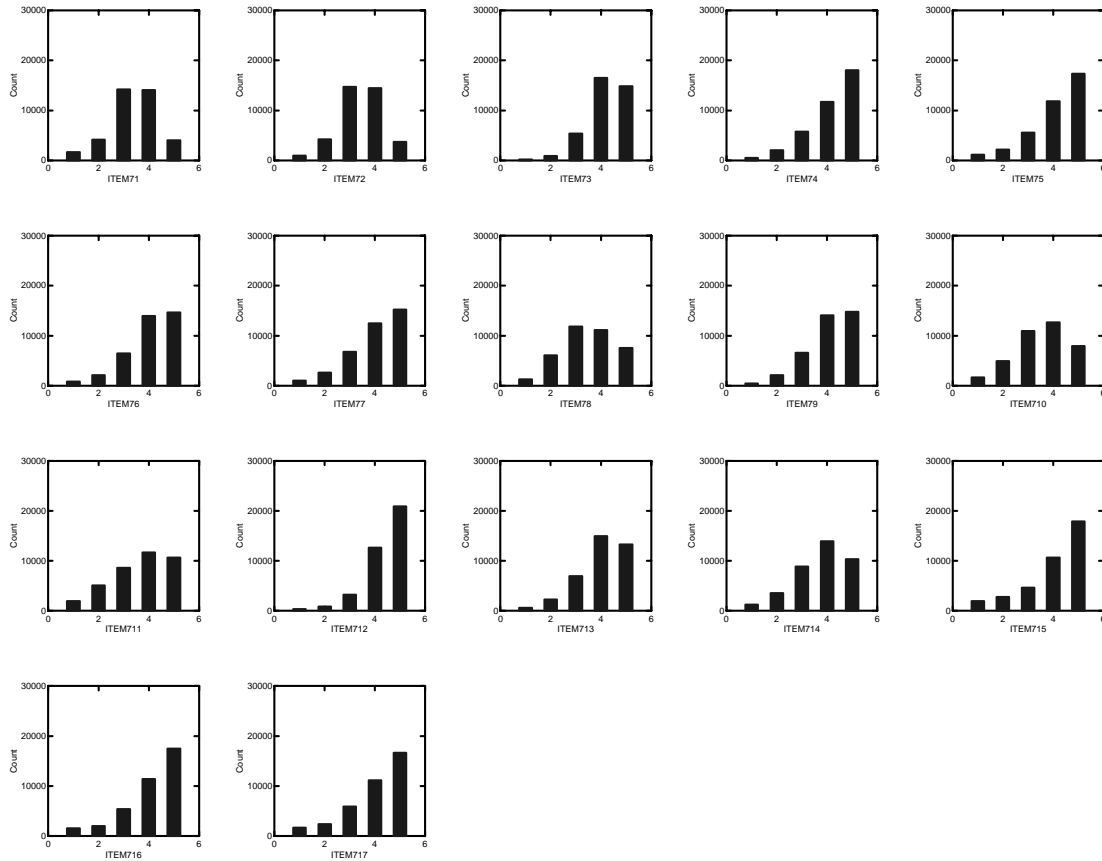
### Test score statistics

Avg. Mean	Std. Dev.	Std. Err	Maximum	Minimum	N cases	Alpha
3.910	0.540	0.003	5.000	1.000	35013	0.844

### Item reliability statistics

Item	Mean	Std Dev	Item-Total R
1 ITEM71	3.392	0.960	0.609
2 ITEM72	3.424	0.897	0.630
3 ITEM73	4.198	0.796	0.469
4 ITEM74	4.183	0.959	0.592
5 ITEM75	4.112	1.041	0.559
6 ITEM76	4.047	0.981	0.595
7 ITEM77	4.020	1.036	0.512
8 ITEM78	3.470	1.080	0.359
9 ITEM79	4.084	0.928	0.509
10 ITEM710	3.547	1.082	0.625
11 ITEM711	3.639	1.167	0.591
12 ITEM712	4.397	0.807	0.463
13 ITEM713	4.010	0.952	0.516
14 ITEM714	3.762	1.052	0.625
15 ITEM715	4.054	1.157	0.272
16 ITEM716	4.099	1.079	0.559
17 ITEM717	4.036	1.109	0.655

### Response Distributions



## Appendix XIII. Item Analysis – Grade 10 Student Survey

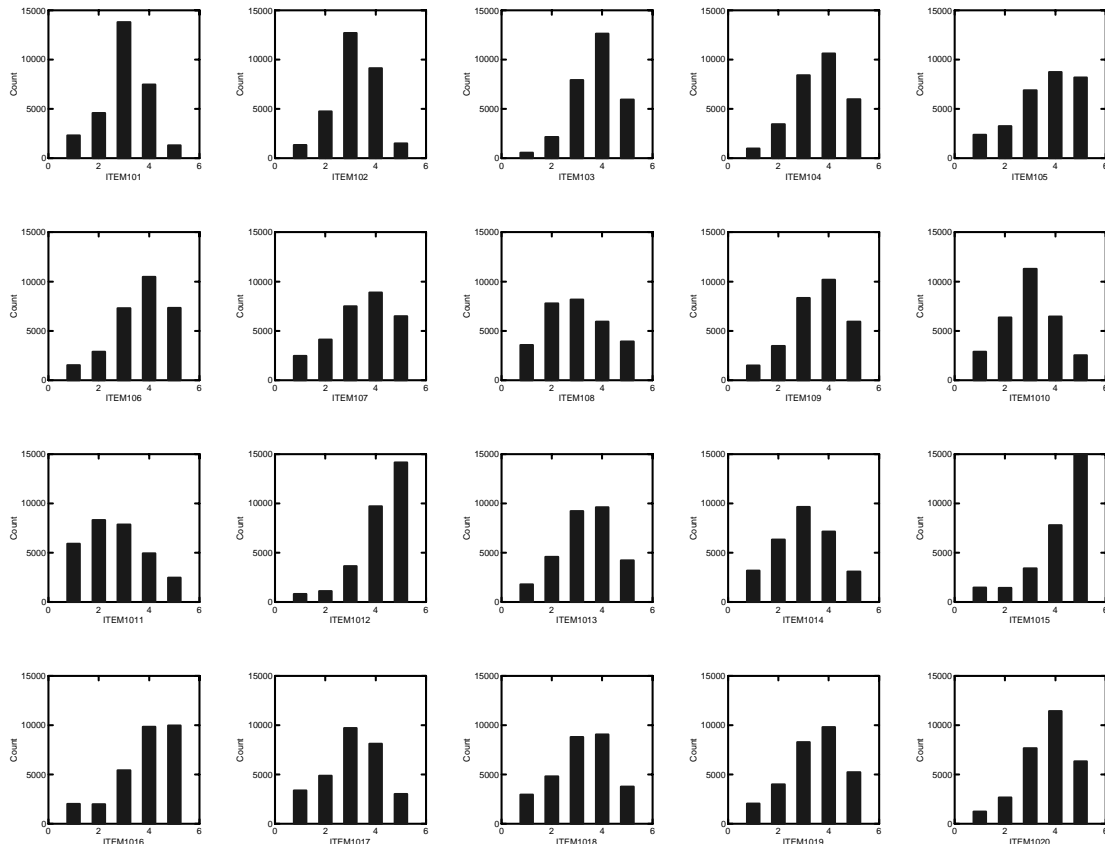
### Test score statistics

Avg. Mean	Std. Dev.	Std. Err.	Maximum	Minimum	N cases	Alpha
3.413	0.588	0.004	5.000	1.000	27042	0.869

### Item reliability statistics

Item	Mean	Std Dev	Item-Total R
1 ITEM101	3.034	0.944	0.571
2 ITEM102	3.167	0.907	0.639
3 ITEM103	3.733	0.931	0.492
4 ITEM104	3.585	1.041	0.601
5 ITEM105	3.588	1.223	0.559
6 ITEM106	3.663	1.103	0.594
7 ITEM107	3.448	1.209	0.502
8 ITEM108	2.961	1.215	0.353
9 ITEM109	3.535	1.086	0.458
10 ITEM1010	2.983	1.076	0.584
11 ITEM1011	2.648	1.208	0.550
12 ITEM1012	4.202	0.979	0.466
13 ITEM1013	3.337	1.087	0.550
14 ITEM1014	3.022	1.145	0.598
15 ITEM1015	4.162	1.113	0.213
16 ITEM1016	3.820	1.171	0.493
17 ITEM1017	3.087	1.146	0.668
18 ITEM1018	3.207	1.161	0.602
19 ITEM1019	3.421	1.134	0.627
20 ITEM1020	3.656	1.044	0.646

### Response Distributions



## Appendix XIV. Item Analysis – Grade 12 Student Survey

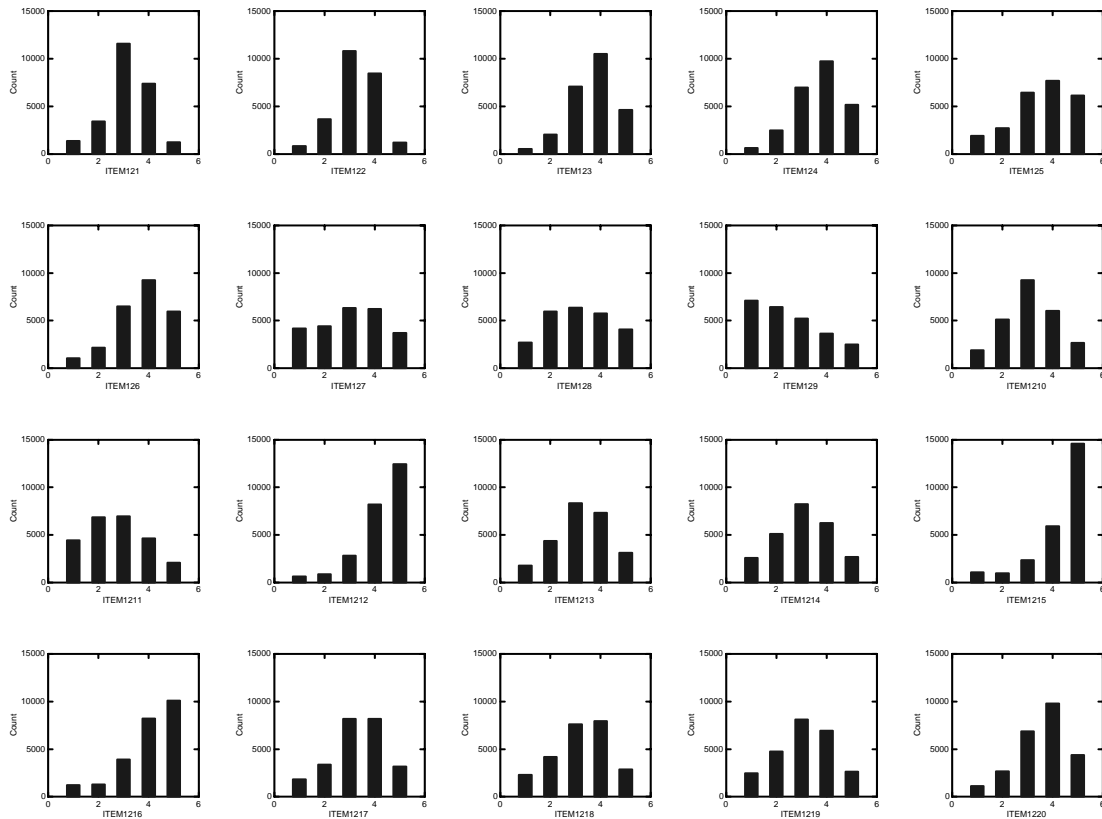
### Test score statistics

Avg. Mean	Std. Dev.	Std. Err.	Maximum	Minimum	N cases	Alpha
3.369	0.563	0.004	5.000	1.000	23074	0.853

### Item reliability statistics

Item	Mean	Std Dev	Item-Total R
1 ITEM121	3.156	0.906	0.577
2 ITEM122	3.224	0.868	0.634
3 ITEM123	3.678	0.938	0.456
4 ITEM124	3.654	0.990	0.561
5 ITEM125	3.541	1.192	0.558
6 ITEM126	3.681	1.057	0.570
7 ITEM127	3.044	1.302	0.461
8 ITEM128	3.103	1.245	0.357
9 ITEM129	2.514	1.307	0.376
10 ITEM1210	3.100	1.076	0.572
11 ITEM1211	2.724	1.190	0.556
12 ITEM1212	4.246	0.953	0.450
13 ITEM1213	3.229	1.094	0.524
14 ITEM1214	3.055	1.137	0.590
15 ITEM1215	4.292	1.059	0.217
16 ITEM1216	4.000	1.101	0.440
17 ITEM1217	3.297	1.086	0.645
18 ITEM1218	3.196	1.129	0.592
19 ITEM1219	3.100	1.129	0.631
20 ITEM1220	3.549	1.040	0.625

### Response Distributions





# Appendix XV. Item Analysis – Elementary Parent Survey

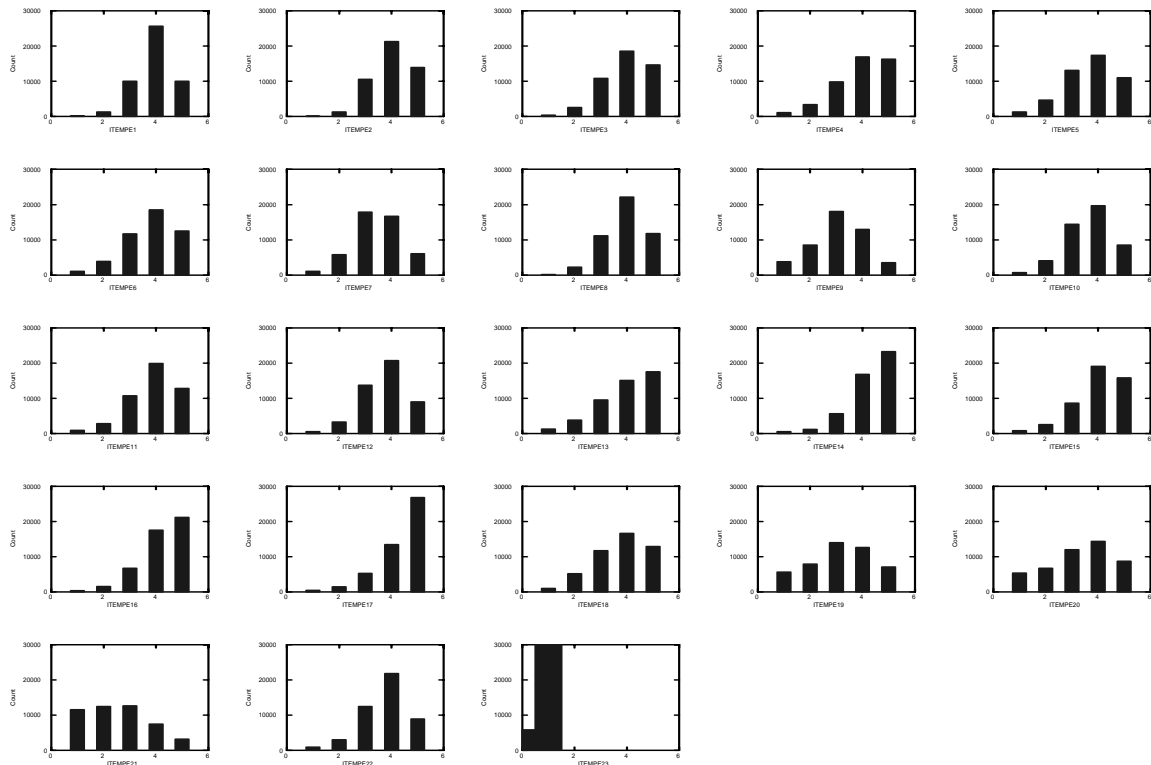
## Test score statistics

Avg. Mean	Std. Dev.	Std. Err.	Maximum	Minimum	N cases	Alpha
3.627	0.510	0.003	4.826	1.130	40122	0.888

## Item reliability statistics

Item	Mean	Std Dev	Item-Total R
1 ITEMPE1	3.940	0.753	0.655
2 ITEMPE2	4.019	0.805	0.442
3 ITEMPE3	3.951	0.909	0.629
4 ITEMPE4	3.938	1.011	0.594
5 ITEMPE5	3.688	1.020	0.622
6 ITEMPE6	3.810	0.984	0.590
7 ITEMPE7	3.446	0.939	0.404
8 ITEMPE8	3.920	0.826	0.481
9 ITEMPE9	3.101	1.030	0.539
10 ITEMPE10	3.665	0.914	0.532
11 ITEMPE11	3.886	0.931	0.635
12 ITEMPE12	3.741	0.879	0.522
13 ITEMPE13	3.939	1.054	0.352
14 ITEMPE14	4.304	0.829	0.543
15 ITEMPE15	4.009	0.934	0.591
16 ITEMPE16	4.235	0.847	0.700
17 ITEMPE17	4.375	0.862	0.642
18 ITEMPE18	3.758	1.029	0.659
19 ITEMPE19	3.184	1.210	0.586
20 ITEMPE20	3.322	1.234	0.547
21 ITEMPE21	2.556	1.203	0.239
22 ITEMPE22	3.753	0.893	0.666
23 ITEMPE23	0.876	0.330	0.490

## Response Distribution



## Appendix XVI. Item Analysis – Secondary Parent Survey

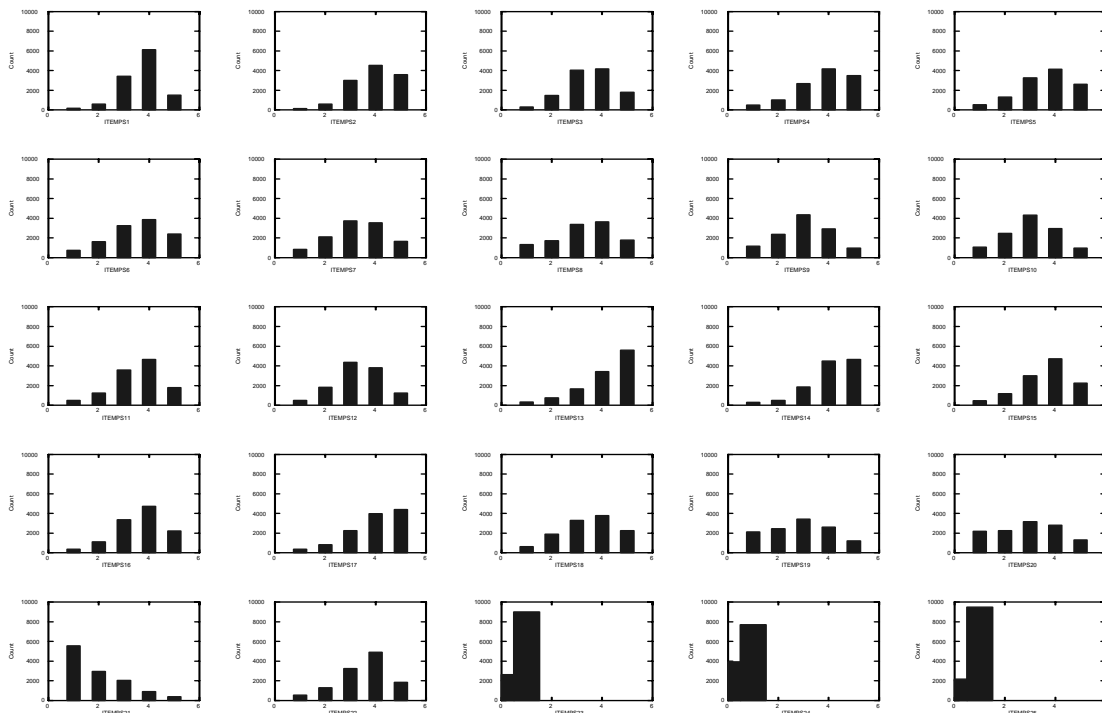
### Test score statistics

Avg. Mean	Std. Dev.	Std. Err.	Maximum	Minimum	N cases	Alpha
3.111	0.542	0.005	4.520	0.880	10054	0.896

### Item reliability statistics

Item	Mean	Std Dev	Item-Total R
1 ITEMPS1	3.707	0.809	0.680
2 ITEMPS2	3.932	0.920	0.437
3 ITEMPS3	3.493	0.976	0.644
4 ITEMPS4	3.789	1.086	0.595
5 ITEMPS5	3.610	1.083	0.601
6 ITEMPS6	3.490	1.142	0.583
7 ITEMPS7	3.274	1.117	0.391
8 ITEMPS8	3.240	1.199	0.402
9 ITEMPS9	3.031	1.079	0.558
10 ITEMPS10	3.032	1.071	0.544
11 ITEMPS11	3.513	1.008	0.647
12 ITEMPS12	3.312	0.994	0.542
13 ITEMPS13	4.126	1.056	0.310
14 ITEMPS14	4.074	0.976	0.565
15 ITEMPS15	3.610	1.037	0.608
16 ITEMPS16	3.620	0.995	0.722
17 ITEMPS17	3.950	1.057	0.666
18 ITEMPS18	3.452	1.117	0.663
19 ITEMPS19	2.867	1.235	0.612
20 ITEMPS20	2.904	1.269	0.565
21 ITEMPS21	1.958	1.115	0.260
22 ITEMPS22	3.528	1.025	0.620
23 ITEMPS23	0.774	0.418	0.545
24 ITEMPS24	0.667	0.471	0.467
25 ITEMPS25	0.816	0.388	0.474

### Response Distributions



## Appendix XVII. Item Analysis – Staff

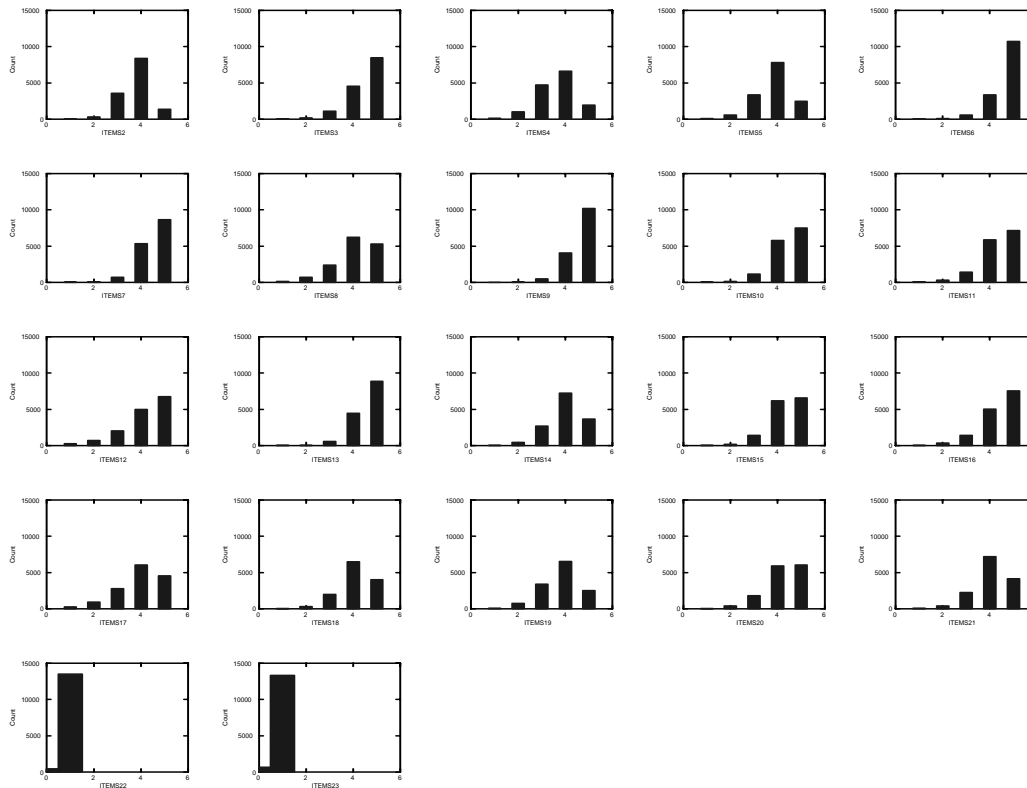
### Test score statistics

Avg. Mean	Std. Dev.	Std. Err.	Maximum	Minimum	N cases	Alpha
3.915	0.435	0.004	4.636	0.909	10687	0.916

### Item reliability statistics

Item	Mean	Std Dev	Item-Total R
1 ITEMS2	3.791	0.656	0.563
2 ITEMS3	4.490	0.712	0.617
3 ITEMS4	3.633	0.831	0.444
4 ITEMS5	3.860	0.757	0.657
5 ITEMS6	4.673	0.592	0.633
6 ITEMS7	4.521	0.638	0.621
7 ITEMS8	4.090	0.878	0.689
8 ITEMS9	4.657	0.564	0.658
9 ITEMS10	4.419	0.684	0.681
10 ITEMS11	4.343	0.761	0.740
11 ITEMS12	4.166	0.961	0.536
12 ITEMS13	4.597	0.598	0.585
13 ITEMS14	3.990	0.781	0.656
14 ITEMS15	4.334	0.714	0.667
15 ITEMS16	4.374	0.788	0.633
16 ITEMS17	4.052	0.905	0.622
17 ITEMS18	4.101	0.768	0.685
18 ITEMS19	3.802	0.832	0.631
19 ITEMS20	4.242	0.796	0.632
20 ITEMS21	4.087	0.777	0.646
21 ITEMS22	0.967	0.179	0.332
22 ITEMS23	0.950	0.218	0.421

### Response Distributions



## Appendix XVIII. Rotated Principal Components Analysis

The survey questionnaires are composed of between 17 and 25 items. It can be useful if these sets of items could be represented by a few major themes or factors - this should facilitate better understanding of student, parent and staff perceptions of and satisfaction with schools. The main themes or underlying components of a questionnaire constitute the structure of the instrument.

The structure of the survey instruments is considered in terms of the patterns of relationships among the items making up each questionnaire. This was done by means of principal component analysis (PCA) using a varimax rotation. Each of the seven datasets of responses was analyzed separately to identify which items on the questionnaire cluster together, suggesting a common underlying component. The extent to which an item is related to an underlying component is indexed by the component loading - a number that can vary from -1 to +1. A loading near either -1 or +1 indicates that the item is strongly related to the component whereas a loading approaching 0 indicates that the item is not closely related to the component.

Generally a loading greater than 0.30 can be considered to indicate that the item is related to the underlying component. An item is considered to be related to the component that yields the item's highest loading. It must be noted that the PCA solution is not definitive in that there are no criteria that can be used to objectively identify a significant solution - the choice of the solution to report is based on both the statistical results (the component loadings) and the conceptual fit of the items to a meaningful *explanation*. In this report one solution is described for each respondent group by means of a brief description and a table of component loadings.

Overall the PCA analyses can be summarized as yielding four major components or elements underlying the responses to the questionnaires. One component can be termed the basic academic skills - the perceptions related to student achievement in reading, writing and mathematics.

Another general component centres on perceptions of resources and courses offered by the schools in areas other than reading, writing and mathematics. These areas include the use of computers, courses involving physical exercise, the chance to help

others, learning to care for the environment, learning to respect other cultures and learning how to get along with others.

A third component is associated with personal care, attention and safety in regard to students. A fourth component is centred on school climate and organization.

The results of each respondent group reflect these four general components to greater and lesser extent. The following descriptions provide a detailed look at each of the seven respondent groups.

### **Grade 4 Students**

A four component solution was selected for the Grade 4 student response data (Table 10) because the resulting components seem to reflect a meaningful linkage of questionnaires items, and the four components account for almost half (45.7%) of the total variance in the data.

The first component links items that relate to the range of resources and courses offered by the school, other than the basic skills of reading, writing and mathematics. The specific items and their loadings on this component are:

8. Do you use computers?	0.61
9. Do you get exercise?	0.50
10. Chance to help others?	0.40
11. Care for the environment?	0.44
13. Learn other cultures?	0.59
14. Learn to get along?	0.44

The second component links items related to the positive personal aspects of the school - whether teachers care about students, and whether students feel safe or are bullied. The specific items loading on this component are:

1. Do you like school?	0.50
2. Do you like what you learn?	0.46
4. Teachers help you?	0.55
15. Are you bullied?	0.57
16. Feel safe at school?	0.71
17. Teachers care about you?	0.63

The third component centres on the basic skills of schooling: reading, writing and mathematics:

5. Better at reading?	0.61
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6. Better at writing?	0.64
7. Better at mathematics?	0.71

The fourth component is related to personal and social skills associated with schooling - trying one's best at school and learning to respect and get along with others:

3. Try your best at school?	0.59
10. Chance to help others?	0.39
12. Respect different people?	0.75
14. Learn to get along?	0.42

Table 10: PCA Solution for Grade 4 Student Questionnaire

Item <sup>a</sup>	Components			
	1	2	3	4
1. Do you like school?	0.24	0.50	0.41	0.10
2. Do you like what you learn?	0.29	0.46	0.44	0.06
3. Try your best at school?	-.04	0.06	0.35	0.59
4. Teachers help you?	0.30	0.55	0.05	0.04
5. Better at reading?	0.12	-.01	0.61	0.21
6. Better at writing?	0.13	0.06	0.64	0.23
7. Better at mathematics?	0.03	0.15	0.71	-.04
8. Do you use computers?	0.61	0.01	0.03	-.04
9. Do you get exercise?	0.50	0.18	0.16	0.11
10. Chance to help others?	0.40	0.17	0.27	0.39
11. Care for the environment?	0.44	0.13	0.02	0.49
12. Respect different people?	0.04	0.16	0.08	0.75
13. Learn other cultures?	0.59	0.08	0.14	0.11
14. Learn to get along?	0.44	0.25	0.09	0.42
15. Are you bullied?	-.36	0.57	0.00	0.10
16. Feel safe at school?	0.02	0.71	0.13	0.13
17. Teachers care about you?	0.26	0.63	0.04	0.18

<sup>a</sup>The items are paraphrased – See Appendix V for complete survey questionnaire.

## Grade 7 Students

The solution for the data generated by Grade 7 students is similar to that for the Grade 4 students - a four-component solution accounting for half of the total variance (50.9%) and a similar pattern of item linkages.

The first component links items that relate to the range of resources and courses offered by the school, other than the basic skills of reading, writing and mathematics.

The specific items loading on this component are:

8. Do you use computers?	0.60
9. Do you get exercise?	0.58
10. Chance to help others?	0.50
11. Care for the environment?	0.59
13. Learn other cultures?	0.61
14. Learn to get along?	0.62

The second component linked only two items - those associated with feeling safe and being bullied:

15. Are you bullied?	0.86
16. Feel safe at school?	0.67

The third component was focused on the basic skills of reading, writing and mathematics:

5. Better at reading?	0.77
6. Better at writing?	0.78
7. Better at mathematics?	0.59

The fourth component linked items that related to the positive personal aspects of school – what a students likes best, if teachers help and care, and if people are generally respected:

1. Do you like school?	0.74
2. Do you like what you learn?	0.73
3. Try your best at school?	0.54
4. Teachers help you?	0.48
12. Respect different people?	0.33
17. Teachers care about you?	0.59

Table 11: PCA Solution for Grade 7 Student Questionnaire

Item <sup>a</sup>	Components			
	1	2	3	4
1. Do you like school?	0.12	0.04	0.19	0.74
2. Do you like what you learn?	0.18	0.00	0.21	0.73
3. Try your best at school?	-.01	-.05	0.37	0.54
4. Teachers help you?	0.32	0.30	0.07	0.48
5. Better at reading?	0.25	0.04	0.77	0.12
6. Better at writing?	0.24	0.08	0.78	0.16
7. Better at mathematics?	0.07	0.11	0.59	0.29
8. Do you use computers?	0.60	0.04	0.12	-.13
9. Do you get exercise?	0.58	0.08	0.17	0.11
10. Chance to help others?	0.50	0.09	0.20	0.36

11. Care for the environment?	0.59	0.02	0.06	0.34
12. Respect different people?	0.26	0.13	0.16	0.33
13. Learn other cultures?	0.61	0.05	0.10	0.16
14. Learn to get along?	0.62	0.10	0.10	0.32
15. Are you bullied?	-.04	0.86	0.20	-.07
16. Feel safe at school?	0.18	0.67	0.07	0.37
17. Teachers care about you?	0.36	0.29	0.03	0.59

<sup>a</sup>The items are paraphrased – See Appendix VI for complete survey questionnaire.

## Grade 10 Students

The solution for the data generated by Grade 10 students is similar to that for the Grade 4 and Grade 7 students - a four-component solution accounting for half of the total variance (48.9%) and a similar pattern of item linkages.

The first component links items that relate to the range of resources and courses offered by the school, other than the basic skills of reading, writing and mathematics. In contrast to the solutions from Grades 4 and 7, the item referring to the use of computers does not load on this component. The specific items loading on this component are:

9. Do you get exercise?	0.32
10. Chance to help others?	0.59
11. Care for the environment?	0.69
12. Respect different people?	0.49
13. Learn other cultures?	0.66
14. Learn to get along?	0.72

The second component links with three items. However, the negative loading (-0.37) of the item related to computer use seems anomalous and is difficult to understand conceptually. The component is most easily interpreted by considering the two items with high, positive loadings - those associated with feeling safe and being bullied:

15. Are you bullied?	0.78
16. Feel safe at school?	0.67

The third component is linked to the items related to the basic skills of reading, writing and mathematics, as is the case with the solutions for grades 4 and 7. However there are two more items that link to this component in the Grade 10 solution - whether students like school and if they perceived themselves as trying hard.

1. Do you like school?	0.43
3. Try your best at school?	0.51
5. Better at reading?	0.77



6. Better at writing?	0.80
7. Better at mathematics?	0.54

The fourth component linked items that related to the positive personal aspects of school - does the students like what is learned, and do teachers help and care. In addition, the three items related to the school program and preparation for the future are linked to this component:

2. Do you like what you learn?	0.50
4. Teachers help you?	0.42
17. Teachers care about you?	0.46
18. Program choices okay?	0.71
19. Prepared for job in future?	0.79
20. Prepared for post-secondary?	0.76

Table 12: PCA Solution for Grade 10 Student Questionnaire

Item <sup>a</sup>	Components			
	1	2	3	4
1. Do you like school?	0.29	0.10	0.43	0.29
2. Do you like what you learn?	0.22	0.06	0.42	0.50
3. Try your best at school?	0.22	0.05	0.51	0.15
4. Teachers help you?	0.26	0.18	0.35	0.42
5. Better at reading?	0.18	-0.02	0.77	0.06
6. Better at writing?	0.17	0.02	0.80	0.11
7. Better at mathematics?	0.01	-0.01	0.54	0.33
8. Do you use computers?	0.21	-0.37	0.15	0.27
9. Do you get exercise?	0.32	-0.10	0.17	0.29
10. Chance to help others?	0.59	0.00	0.28	0.18
11. Care for the environment?	0.69	-0.07	0.14	0.16
12. Respect different people?	0.49	0.32	0.20	0.04
13. Learn other cultures?	0.66	0.00	0.09	0.21
14. Learn to get along?	0.72	0.01	0.12	0.20
15. Are you bullied?	-0.04	0.78	0.03	0.07
16. Feel safe at school?	0.20	0.67	0.13	0.31
17. Teachers care about you?	0.40	0.20	0.28	0.46
18. Program choices okay?	0.20	0.10	0.12	0.71
19. Prepared for job in future?	0.17	0.00	0.13	0.79
20. Prepared for post-secondary?	0.18	0.06	0.17	0.76

<sup>a</sup>The items are paraphrased – See Appendix VII for complete survey questionnaires.

## Grade 12 Students

The solution for the data generated by Grade 12 students is similar to that for the Grade 4, 7 and 10 students - a four-component solution accounting for half of the total variance (48.2%) and a similar pattern of item linkages.

The first component linked items that related to the positive personal aspects of school - does the student like what is learned, and do teachers help and care. In addition, the three items related to the school program and preparation for the future are linked to this component:

1. Do you like school?	0.51
2. Do you like what you learn?	0.67
3. Try your best at school?	0.34
4. Teachers help you?	0.50
17. Teachers care about you?	0.55
18. Program choices okay?	0.69
19. Prepared for job in future?	0.70
20. Prepared for post-secondary?	0.69

The second component links items that relate to the range of resources and courses offered by the school, other than the basic skills of reading, writing and mathematics. The specific items loading on this component are:

8. Do you use computers?	0.40
9. Do you get exercise?	0.47
10. Chance to help others?	0.52
11. Care for the environment?	0.66
12. Respect different people?	0.34
13. Learn other cultures?	0.70
14. Learn to get along?	0.69

The third component is linked to the items related to the basic skills of reading, writing and mathematics, as is the case with the solutions for grades 4, 7 and 10. Another item related to a student's perception of trying hard is also related to this component.

3. Try your best at school?	0.49
5. Better at reading?	0.77
6. Better at writing?	0.78
7. Better at mathematics?	0.42

The fourth component of the Grade 12 solution is related to students' perceptions of feeling safe and having experienced bullying, in addition to classroom exposure to respecting different peoples.

12. Respect different people?	0.43
15. Are you bullied?	0.76
16. Feel safe at school?	0.70

Table 13: PCA Solution for Grade 12 Student Questionnaire

Item <sup>a</sup>	Components			
	1	2	3	4
1. Do you like school?	0.51	0.19	0.35	0.01
2. Do you like what you learn?	0.67	0.15	0.29	0.03
3. Try your best at school?	0.34	0.05	0.49	-.03
4. Teachers help you?	0.50	0.14	0.26	0.22
5. Better at reading?	0.08	0.25	0.77	0.09
6. Better at writing?	0.13	0.19	0.78	0.15
7. Better at mathematics?	0.44	-.03	0.42	-.11
8. Do you use computers?	0.11	0.40	0.13	-.20
9. Do you get exercise?	0.19	0.47	0.03	-.17
10. Chance to help others?	0.27	0.52	0.23	0.06
11. Care for the environment?	0.20	0.66	0.13	0.03
12. Respect different people?	0.06	0.34	0.28	0.43
13. Learn other cultures?	0.09	0.70	0.09	0.19
14. Learn to get along?	0.19	0.69	0.13	0.15
15. Are you bullied?	0.05	-.12	0.02	0.76
16. Feel safe at school?	0.30	0.06	0.02	0.70
17. Teachers care about you?	0.55	0.26	0.19	0.30
18. Program choices okay?	0.69	0.20	0.01	0.14
19. Prepared for job in future?	0.70	0.29	0.03	0.04
20. Prepared for post-secondary?	0.69	0.23	0.07	0.12

<sup>a</sup>The items are paraphrased – See Appendix VIII for complete survey questionnaire.

### Elementary Parents

A four-component solution was selected for the Elementary Parents responses dataset (Table 14). This accounted for over half of the total variance (51.4%) in the data.

The first component consisted of items related to the resources and courses in schools other than the basic skill areas - those areas such as using computers, physical exercise, learning about the environment or other cultures. The specific items loading on this component are:

7. Child uses computer?	0.67
8. Child gets exercise?	0.66
9. Chance to be leader?	0.58
10. Learn about environment?	0.63
12. Learn about other cultures?	0.60

The second component focused on the academic elements of schooling in terms of the basic skills of reading, writing and mathematics, in addition to general satisfaction with their child's learning, child's diligence and teacher help with schoolwork.

1. Satisfied with child's learning?	0.66
2. Child works hard at school?	0.63
3. Teachers help with schoolwork?	0.48
4. Reading skills?	0.78
5. Writing skills?	0.81
6. Mathematics skills?	0.72

The third component is related to the personal care aspects of schooling - whether there is a perception of safety, bullying or teasing is experienced, there is reinforcement of behaviour, caring teachers and a perception of welcome. The specific items loading on this component are:

11. Personal differences respected?	0.54
13. Bullied, teased or picked on?	0.74
14. Child feels safe at school?	0.76
15. Behaviour rules enforced?	0.61
16. Teachers care?	0.50
17. You feel welcome?	0.44

The fourth component links items associated with involvement with the school by the parents and satisfaction with the school's programs and goals.

17. You feel welcome?	0.54
18. Tell how child is doing?	0.60
19. Included in school decisions?	0.78
20. Involved in school planning?	0.74
21. Do you volunteer?	0.34
22. Satisfied with program choices?	0.42
23. Clear learning goals?	0.39

Table 14: PCA Solution for Elementary Parents Questionnaire

Item <sup>a</sup>	Components			
	1	2	3	4
1. Satisfied with child's learning?	0.16	0.66	0.24	0.26
2. Child works hard at school?	0.13	0.63	0.08	-0.04
3. Teachers help with schoolwork?	0.18	0.48	0.30	0.31
4. Reading skills?	0.13	0.78	0.0	0.11
5. Writing skills?	0.15	0.81	0.11	0.11
6. Mathematics skills?	0.16	0.72	0.11	0.13
7. Child uses computer?	0.67	0.12	-0.06	0.09

8. Child gets exercise?	0.66	0.16	0.14	0.06
9. Chance to be leader?	0.58	0.20	0.09	0.19
10. Learn about environment?	0.63	0.13	0.15	0.21
11. Personal differences respected?	0.39	0.17	0.54	0.23
12. Learn about other cultures?	0.60	0.09	0.21	0.20
13. Bullied, teased or picked on?	-.02	0.11	0.74	-.15
14. Child feels safe at school?	0.13	0.17	0.76	0.07
15. Behaviour rules enforced?	0.22	0.14	0.61	0.28
16. Teachers care?	0.17	0.33	0.50	0.45
17. You feel welcome?	0.13	0.22	0.44	0.54
18. Tell how child is doing?	0.17	0.30	0.25	0.60
19. Included in school decisions?	0.18	0.09	0.08	0.78
20. Involved in school planning?	0.18	0.05	0.06	0.74
21. Do you volunteer?	0.11	0.00	-.16	0.34
22. Satisfied with program choices?	0.22	0.40	0.32	0.42
23. Clear learning goals?	0.06	0.32	0.27	0.39

<sup>a</sup> Items are paraphrased – See Appendix IX for complete survey questionnaire.

## Secondary Parents

A four-component solution was selected for the Secondary Parents responses dataset (Table 15). This accounted for half of the total variance (49.6%) in the data.

The first component consisted of items related to the resources and courses in schools other than the basic skill areas - those areas such as using computers, physical exercise, learning about the environment or other cultures. In addition for Secondary Parents, the items related to involvement with the school also load on this component.

The specific items loading on this component are:

7. Child uses computer?	0.44
8. Child gets exercise?	0.43
9. Chance to be leader?	0.53
10. Learn about environment?	0.59
11. Personal differences respected?	0.38
12. Learn about other cultures?	0.52
16. Teachers care?	0.44
17. You feel welcome?	0.45
18. Tell how child is doing?	0.47
19. Included in school decisions?	0.61
20. Involved in school planning?	0.60
21. Do you volunteer?	0.50

The second component focused on the academic elements of schooling in terms of the basic skills of reading, writing and mathematics, in addition to general satisfaction with their child's learning, child's diligence and teacher help with schoolwork.

1. Satisfied with child's learning?	0.56
2. Child works hard at school?	0.67
3. Teachers help with schoolwork?	0.42
4. Reading skills?	0.77
5. Writing skills?	0.79
6. Mathematics skills?	0.62

The third component is focused solely on the three items that relate to safety, bullying and behaviour rules:

13. Bullied, teased or picked on?	0.76
14. Child feels safe at school?	0.75
15. Behaviour rules enforced?	0.55

The fourth component links items that are associated with parent satisfaction with the school programs and goals in terms of preparing students for future endeavours:

22. Satisfied with program choices?	0.52
23. Clear learning goals?	0.69
24. Prepare child for job?	0.70
25. Prepare child for post-secondary?	0.71

Table 15: PCA Solution for Secondary Parents Questionnaire

Item <sup>a</sup>	Components			
	1	2	3	4
1. Satisfied with child's learning?	0.23	0.56	0.24	0.39
2. Child works hard at school?	0.09	0.67	0.05	0.06
3. Teachers help with schoolwork?	0.34	0.42	0.24	0.32
4. Reading skills?	0.13	0.77	0.12	0.19
5. Writing skills?	0.11	0.79	0.12	0.19
6. Mathematics skills?	0.15	0.62	0.14	0.27
7. Child uses computer?	0.44	0.23	0.00	0.01
8. Child gets exercise?	0.43	0.12	0.12	0.03
9. Chance to be leader?	0.53	0.32	0.19	0.02
10. Learn about environment?	0.59	0.19	0.17	0.08
11. Personal differences respected?	0.38	0.19	0.59	0.20
12. Learn about other cultures?	0.52	0.15	0.28	0.12
13. Bullied, teased or picked on?	-0.19	0.11	0.76	0.05
14. Child feels safe at school?	0.17	0.16	0.75	0.15
15. Behaviour rules enforced?	0.32	0.10	0.55	0.31
16. Teachers care?	0.44	0.28	0.35	0.41
17. You feel welcome?	0.45	0.10	0.35	0.43

18. Tell how child is doing?	0.47	0.22	0.18	0.43
19. Included in school decisions?	0.61	-.02	0.04	0.47
20. Involved in school planning?	0.60	-.04	0.01	0.41
21. Do you volunteer?	0.50	-.05	-.14	0.01
22. Satisfied with program choices?	0.24	0.26	0.25	0.52
23. Clear learning goals?	0.14	0.18	0.14	0.69
24. Prepare child for job?	0.04	0.17	0.07	0.70
25. Prepare child for post-secondary?	-.03	0.24	0.11	0.71

<sup>a</sup> Items are paraphrased – See Appendix X for full copy of survey questionnaire.

### School Staff

A three-component solution was selected for the Secondary Parents responses dataset (Table 16). This accounted for half of the total variance (49.5%) in the data.

The first component linked items that are related to school planning and parental involvement:

10. Staff works on relations with parents?	0.50
13. Student progress evaluated regularly?	0.45
14. Parents involved in school decisions?	0.70
15. School welcomes parent input?	0.78
16. School welcome parent participation?	0.71
17. You have input on school decisions?	0.49
18. Assessment information used to plan?	0.60
19. Teachers collaborate to plan instruction?	0.58
20. Professional development on-going?	0.57
21. Programs to meet all students' needs?	0.43

The second component linked items related to school climate in terms of academic performance and expectations, resources, and general school atmosphere for learning and safety:

1. Satisfied with academic performance?	0.60
2. Student expected to do well?	0.51
3. Computers used in learning?	0.34
4. Satisfied with social development?	0.73
5. Welcome & include all students?	0.51
6. School safe to work & learn?	0.72
7. Behaviour rules enforced?	0.71
11. School has positive climate?	0.66
12. Physical condition welcoming?	0.53

The third component links items that relate to quality instruction - caring about students, reporting student assessment, striving to improve instruction and setting clear goals for student learning:

9. Staff cares about students?	0.55
13. Student progress evaluated regularly?	0.41
22. Teachers strive to improve instruction?	0.78
23. Clear goals for student learning?	0.65

Table 16: PCA Solution for School Staff Questionnaire

Item <sup>a</sup>	Components		
	1	2	3
24. Satisfied with academic performance?	0.16	0.60	0.16
25. Student expected to do well?	0.24	0.51	0.35
26. Computers used in learning?	0.35	0.34	-.11
27. Satisfied with social development?	0.21	0.73	0.11
28. Welcome & include all students?	0.34	0.51	0.24
29. School safe to work & learn?	0.17	0.72	0.12
30. Behaviour rules enforced?	0.25	0.71	0.16
31. Staff cares about students?	0.38	0.34	0.55
32. Staff works on relations with parents?	0.50	0.29	0.47
33. School has positive climate?	0.31	0.66	0.28
34. Physical condition welcoming?	0.21	0.53	0.08
35. Student progress evaluated regularly?	0.45	0.22	0.41
36. Parents involved in school decisions?	0.70	0.25	0.09
37. School welcomes parent input?	0.78	0.18	0.11
38. School welcome parent participation?	0.71	0.19	0.12
39. You have input on school decisions?	0.49	0.41	0.05
40. Assessment information used to plan?	0.60	0.27	0.29
41. Teachers collaborate to plan instruction?	0.58	0.24	0.23
42. Professional development on-going?	0.57	0.24	0.27
43. Programs to meet all students' needs?	0.43	0.46	0.16
44. Teachers strive to improve instruction?	0.08	0.01	0.78
45. Clear goals for student learning?	0.10	0.21	0.65

<sup>a</sup> Items are paraphrased – See Appendix XI for full copy of survey questionnaire.