





APPENDIX A

Staff - Student Survey

Three questionnaires were designed, distributed and processed during late spring, 1975 to provide information on a variety of educational questions. One questionnaire was given teachers and administrators K-12, one was given 4th, 5th and 6th grade students in every elementary school, and the third was distributed to a representative sample of students at the junior and senior high schools. (Because the High School seniors were no longer in class and much of the remaining student body was on an exam schedule, a second sample was procured in October largely made up of top level students. The second sample (October's) did not differ significantly from the first sample, but it did enable a 30% total sample which we felt necessary.)

Multiple choice questions which made up the bulk of each questionnaire were processed through the concentrated effort and cooperation of Mr. Walter Koetke before school recessed for the summer. This allowed committee members to work throughout the summer on the printout and to tabulate and analyze handwritten answers and comments.

Appendix A includes copies of the questionnaires and summaries of the following:

- Students Grades 4, 5, 6
- Elementary Teachers
- Administrators
- Specialists
- Junior High Students
- Junior High Teachers
- Senior High Students
- Senior High Teachers

ELEMENTARY SCHOOL STUDENT SUMMARY

1,797 students (grades 4, 5, 6) responded from all level elementary schools to 11 multiple choice and 6 open-ended questions. Multiple choice answers were noted on cards by the students and processed by computer. On the basis of the student's designation of her/his own school size, a cross tabulation was done on the other multiple choice questions. Open-ended answers were processed by hand by the committee.

Of the sample

- 31% were in grade 4
- 32% were in grade 5
- 35% were in grade 6

and

- 19% thought they were in small schools
- 47% thought they were in large schools
- 30% said they had attended both large and small

When asked if the size of the school mattered, the majority of students responded "not much", or "not at all":

	<u>a lot</u>	<u>some</u>	<u>not much</u>	<u>not at all</u>
all students	10%	24%	34%	28%
attended large and small	11%	24%	31%	33%
now in large	8%	26%	38%	21%
now in small	10%	21%	28%	38%

When asked if the age of the school mattered, students split almost evenly

all students	18%	28%	25%	25%
attended both	16%	29%	23%	28%
now in large	22%	30%	26%	19%
now in small	12%	24%	25%	35%

Students in large schools seem to care much more about the age rather than the size of a school; they want to stay in a new school. In the large schools, 52% care a lot or some about the age of the school and 34% care a lot or some about the size of the school. In the small schools 66% care not much or not at all about size and 60% care not much or not at all about age.

I don't care about large, small, old, new. It's what you learn in them and if you are happy in the school.

I don't really care if it is small, large, old, or new just as long as I get to go to school.

Well, if you've been to five schools in Lexington like I have you sort of get used to all kinds of schools but my personal opinion is large schools because you get better facilities and a larger choice of friends.

Students in small schools use playgrounds after school more than students in large schools do:

	<u>not often</u>	<u>sometimes</u>	<u>a lot</u>
all students	51%	39%	8%
attended both	53%	37%	9%
now in large	55%	38%	5%
now in small	41%	47%	12%

Parental help in the schools was independent of school size:

13% helped often

29% sometimes

52% seldom

High parental interest in the elementary schools as perceived by the students was independent of school size:

72% of students thought their parents very interested

22% of students thought their parents slightly interested

and only

3% of students thought their parents were not very interested in what happens in their school

Only 9% thought school was "not very often" fun:

	<u>often</u>	<u>sometimes</u>	<u>not very often</u>
all students	39%	49%	9%
attended both	38%	50%	9%
now in large	37%	52%	9%
now in small	48%	41%	10%

(Note the greater positive response from those in small schools along with the consistent 9-10% who do not find much fun whether in large or small schools.)

If you have worked with older or younger students in school, was it interesting and did you like it?

82% liked it
13% did not

(This seems to be independent of school size, though in small schools those who liked it registered 85%.)

The most important thing about school is "what you learn" - 68% of all students.

	<u>teachers</u>	<u>classmates</u>	<u>what you learn</u>	<u>school size</u>	<u>materials & resources</u>
all students	13%	8%	68%	0%	3%
attended both	12%	9%	68%	0%	4%
now in large	15%	9%	68%	0%	3%
now in small	12%	5%	72%	1%	4%

When asked which subject is best taught in your school, Math was uniformly the choice.

	<u>Reading</u>	<u>Math</u>	<u>Language Arts</u>	<u>Science</u>	<u>Social Studies</u>
all students	14%	40%	13%	12%	13%
attended both	15%	39%	10%	12%	15%
now in large	14%	42%	13%	13%	13%
now in small	13%	39%	19%	9%	12%

(Note the 10 point discrepancy, in the above table, between Language Arts and Science in small schools. In large schools, these each received 13%, in the small schools Science dropped to 9% and Language Arts rose to 19%. Do more adequate facilities at larger schools account for this significant difference? or the availability of science specialists or resources, or particular teacher strengths?)

Students listed what they like best about their schools:

Subjects (Math and Art were particularly strong)	36%
Relationships with and among adults	35%
Gym and Sports	15%
Special activities (field trips, etc.)	15%
Peers	13%

I like the teachers we have because they care about us and what we learn.

I mean if you don't have good teachers, what's the point of going to school?

My school is sort of an open place where you do work and meet friends. And what I like best is you do your own thing.

Students liked least:

Food	15%
Building	13%
Teachers, Aides, Principals	10%
Nothing	9%
French	7%

(Bathrooms are the least liked of the "Building" across the elementary system. Many boys can't understand why lavs have no doors. Children bussed any distance can't understand why they can't use toilets shortly before embarking. Gyms and noisy lunchrooms/cafeterias drew second place on this list. Children feel strongly about "aides" who cannot handle "bullies" on the playground.)

Students feel the two most important things to learn are math and reading:

Math	34%
Reading	31%
Social & Emotional Growth	20% (10% - "Getting along with others")
Language Arts	10%

When asked what makes a teacher a good teacher students described someone who:

Teaches well	45%
Is nice	20%
Is understanding	15%
Fairly strict but nice	7%

A teacher who is patient and able to help other children is a great teacher; but a teacher who has a little bit of laughs with the children is a fantastic teacher.

Understanding, empathy, and a good knowledge of the matter and the pupils he or she teaches.

Students listed more than a hundred things they would change about school if they could. These fell generally into the following categories:

Nothing	18%
Food	17%
Some teachers, aides	10%
Playgrounds	9%
Gym, Cafeteria, Bathrooms	7%

And furthermore -

I'd change my reading.

Fix it so we could learn faster.

You spend the rest of the day learning what you already know.

I would make it if a student's doing something and it's interesting and it's time for another subject, they should let the student continue.

LIKE BEST
ABOUT
YOUR
SCHOOL

	HANCOCK	MUNROE	PARKER	HARRINGTON	ADAMS	HASTINGS	FRANKLIN	ESTABROOK	FISKE	BRIDGE	BOWMAN
Adult Relations	51	47	43	28	32	25	26	35	31	34	35
Peers	32	29	15	5	2	17	13	10	7	12	8
Curriculum "learning" & specific subject	21	19	43	35	23	44	34	39	48	51	40
Gym & Sports	6	0	32	10	25	22	12	19	13	11	17
Special Activities	8	8	4	15	11	24	10	22	28	8	23
Building	14	16	6	21	7	11	1	4	7	18	13
Playground	1	0	5	4	7	2	4	2	5	7	2
Positive Comments on the General Atmosphere	2	15	12	7	12	15	13	15	12	7	9
Negative Comment "Like Nothing"	0	0	1	0	2	1	1	1	1	0	1
Recess	4	1	8	8	7	2	12	7	13	7	6
Ratio of # of Responses to # of students	1.4	1.4	1.7	1.4	1.3	1.7	1.3	1.6	1.8	1.7	1.6
Number of Students Sampled	108	75	131	144	158	160	163	193	201	216	248

% OF STUDENTS SAMPLED

LIKE LEAST ABOUT YOUR SCHOOL HANCOCK MUNROE PARKER HARRINGTON ADAMS HASTINGS FRANKLIN ESTABROOK FISKE BRIDGE BOWMAN

	HANCOCK	MUNROE	PARKER	HARRINGTON ADAMS	HASTINGS	FRANKLIN ESTABROOK	FISKE	BRIDGE	BOWMAN
Teachers and Administrators	2	3	4	14	12	6	18	13	16
Peers	3	3	4	8	1	6	7	5	6
Subjects									
Mathematics	3	13	4	5	6	8	15	6	13
Reading & Language	2	3	4	11	2	2	6	4	9
Arts	6	1	10	0	3	4	3	4	6
Music	1	0	1	1	1	1	2	0	4
Art	0	3	18	8	1	12	8	2	14
French					15	Library			Soc.
Other					10	Instr.-			Studies-
Building	21	20	34	9	20	3	8	10	2
	No gym 8	Bigger	Size of	Bathrms	Gym 5	Bathrm.	Bathrms.	Lunch-	
	Bathrms. 2	Gym 8	Gym 5	2	Bathrm. 3	1	2	rm.,	
	Poor	Bathrms.	Gym, Aud.		(Empha-		No cafe, too	noisy,	
	Library 3	5	Cafe.		sis on		3	stuff	
			11		"too		6	6	
					small")				
Nothing (School is O.K.)	16	16	11	3	9	6	8	6	2
Food	10	11	17	18	10	5	18	12	12
Other	Don't tear it down 10	Recess 4	Don't tear it down 1	Lunch Period 3	Equip-ment 6	Recess 3	Can't go at own learning rate 3	Lunch Period too short 5	Lunch System-Rules & Period 7
	Playgrd. 5.5		Playgrd. 9	Playgrd. 3				Playgrd. 3	Playgrd 5

MOST IMPORTANT THING TO LEARN ABOUT	HANCOCK	MUNROE	PARKER	HARRINGTON	ADAMS	HASTINGS	FRANKLIN	ESTABROOK	FISKE	BRIDGE	BOWMAN
	Reading	27	36	40	31	29	22	32	27	31	23
Math	24	29	36	30	35	32	34	42	43	41	34
Language Arts	6	13	5	0	6	7	11	16	10	17	4
Science	4	4	4	5	6	6	6	3	8	2	7
Social Studies	2	9	3	12	7	4	4	3	3	4	3
Social and Emotional Growth	30	25	13	23	25	14	15	16	18	19	15
Specifically Getting Along With Others	16	16	11	8	11	4	8	12	9	13	11
Everything Important	10	0	4	2	8	10	10	4	6	10	3

% OF STUDENTS SAMPLED

A GOOD TEACHER	HANCOCK	MUNROE	PARKER	HARRINGTON	ADAMS	HASTINGS	FRANKLIN	ESTABROOK	FISKE	BRIDGE	BOWMAN
Intellectual Ability-Smart	4	12	4	4	6	2	3	10	4	10	3
Teaching Ability (Teaches a lot, well, etc.)	41	44	53	49	39	34	34	51	54	51	45
Nice	18	11	24	13	22	22	23	20	17	20	24
Fairly Strict But Nice, Firm	9	4	7	8	2	3	7	18	7	10	6
Doesn't Yell	3	4	1	4	2	4	5	3	10	9	2
Sense of Humor	3	11	3	3	6	2	1	5	8	5	6
Understanding & Understands Children	22	17	17	14	11	23	13	14	17	8	15
Fair	4	0	4	6	6	2	2	3	5	2	10
Strict	5	9	8	8	15	2	4	0	3	3	5
		Patient 13									

% OF STUDENTS SAMPLED

WHAT WOULD YOU
CHANGE ABOUT
YOUR SCHOOL

	HANCOCK	MUNROE	PARKER	HARRINGTON	ADAMS	HASTINGS	FRANKLIN	ESTABROOK	FISKE	BRIDGE	BOWMAN
Teachers & Administrators	3	4	5	17	13	11	4	5	11	20	21
Peers (bullies)	3	0	0	4	3	3	1	3	3	2	6
Change "Nothing"	30	13	11	15	14	15	18	21	23	14	6
Change (almost) "Everything"	0	0	4	<1	2	0	<1	0	<1	0	3
Playground & Its Equipment	12	8	12	5	2	<1	<1	11	1	7	21
Longer Recess	0	5	2	8	2	5	6	3	1	5	7
Food	5	15	19	19	10	26	18	19	16	18	20
Lunchroom Atmosphere - Rules, too short	0	3	0	3	2	0	<1	1	9	9	6
Other		Separate gym, cafeteria, & auditorium			Bigger gym			Separate Cafeteria	Bathroom privacy		
	9	13	47		15			4	5		

% OF STUDENTS SAMPLED

ELEMENTARY TEACHERS SUMMARY

119 elementary teachers responded.

On physical facilities and school size, teachers had this to say:

- physical facilities do affect the educational program
 - moderately 47%
 - a great deal 40%
- the educational program of the Lexington Public Schools would best be served by renovating schools as specified by teachers and parents in the Ad Hoc School Survey 42%
- physical facilities of a school
 - foster the educational process 40%
 - hinder the educational process 26%
 - have little effect 25%
- renovations in their school would
 - better allow for greater program variety 44%
 - accommodate teaching styles 10%
 - provide better education for students 13%
- newer schools have some advantages not found in older schools 75%
- older schools have some advantages not found in newer schools 52%
- classroom space was rated
 - satisfactory 42%
 - needs improvement 35%
 - excellent 21%
- auxiliary space
 - needs improvement 66%
 - is satisfactory 26%
- physical education facilities were
 - excellent 26%
 - satisfactory 39%
 - need improvement 30%

- library/learning resources facilities are

- satisfactory	41%
- need improvement	44%

On questions concerning atmosphere or environment, at least two-thirds said that staff morale, parental involvement, student attitudes and expectations, teacher to teacher and teacher to administrator relationships, teacher-parent, student/student all foster the educational process in their school.

School Committee/staff relationship was felt by 59% of elementary teachers to hinder the educational process in their school.

Two-thirds of the teachers felt that School Committee support needs improvement.

The teachers felt that the optimum size for an elementary school is either 200-350 (42%) or 350-500 (34%).

Elementary teachers would cut the athletic budget (37%) or the number of specialists/administrative staff (35%), if they were deciding where to reduce costs.

And they would allocate funds to the hiring of top quality teaching personnel (37%) in preference to increasing opportunities for the middle student (18%), continuing to support the present level and choice of curriculum (13%), keeping all schools open (9%), or expanding career and vocational education (7%). (Note: 18% did not answer this question).

59% of elementary teachers felt they did not have adequate time for planning.

Among the 15 educational programs presented to them, elementary teachers identified three as excellent: art education (63%), physical education (61%), and music (49%). Reading comprehension was rated between excellent (42%) and satisfactory (46%).

All other programs were rated as satisfactory, except homemaking skills, human growth and development, and vocational/career education, on which the teachers collectively voiced "no opinion". Handwriting came the closest to an unsatisfactory rating, the vote being satisfactory (44%), needs improvement (39%), excellent (3%).

Library services were rated as excellent, as were special services (reading, speech, etc.) Counselling and custodial services were deemed to be satisfactory, with more than a fourth of the teachers rating them as excellent.

In-service teaching training was felt to need improvement (43%)--rated satisfactory by 38%.

On administrative support the teachers were divided: excellent (24%), satisfactory (34%), needs improvement (30%).

The teachers found materials and equipment to be in need of improvement, except library/resources, which 38% rated satisfactory and 32% excellent.

Elementary teachers found the following factors most affect the quality of education a child receives:

classroom teacher	78%
student/teacher ratio	52%
materials/equipment	30%
school atmosphere	29%
teaching format	11%

They view strengths of the educational program in "this school" as:

Teachers (Dedicated, caring, highly competent, conscientious)	41%
Teacher Autonomy (Flexibility to develop formats, programs to best meet student needs and abilities)	40%
Curricular Programs (Reading, special needs, variety of choice, math, art, music)	21%
Administrative Support (Leadership, encouragement, respect for professional performance, parents, good staff relationships)	15%
Team Teaching (Sharing ideas, continuing growth, providing more comprehensive instruction to meet varied student interests and abilities)	12%
Small School Size (Close association among children/teachers/parents; pride in school, neighborhood spirit; personal warmth and friendly atmosphere)	12%
Individual Instruction (To best meet needs of individual students; this can take place in any kind of class structure and does here)	12%

Weaknesses most often noted in "this school" were:

Physical Facilities (Need for quiet tutoring space; library space, music, physical education storage space; overcrowding)	21%
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Special Needs (Poor integration, communication between specialists, Ch. 766 paperwork and inefficient process, attitudes, lack of space, materials, time and specialists in some areas)	18%
Curricular Programs (Need for coordination of science, social studies and language arts, human growth and development, handwriting, not enough 3R's, weak occupational and career programs, too many different reading programs)	16%
Teaching (Profusion of new ideas, lack of in-service training, need to develop human characteristics, time spent on emotional problems of students and parents, reluctance to change teaching styles, too much parental and other pressures, not enough time)	15%
Support (Lack of money for materials, mis-use of some resources, equipment, and texts)	10%
Administration (Inconsistent disciplining, poor communication, demands of Ch. 766 and other things which prevent principals from sharing and involvement with classroom activities, etc.)	4%

119 teachers listed 191 different educational goals for the Lexington Public Schools. The bulk of these fell into two general categories:

1. Education in its many forms
 - Education of each child to meet his/her individual needs and potential 49%
 - Humanistic training, awareness and respect for self and others, developing values, positive attitudes and qualities. 41%
 - Acquiring basic skills 7%
2. Teachers
 - Hiring and maintaining excellent staff 10%
 - Continued support of diversity in teaching strengths and styles, creativity and flexibility 8%

More of the flavor of goals can be gleaned from the following quotes:

Foster a love of learning and awareness of healthy interactions with other people...Maintain supportive relationship between school and community...Face educational and economic reality; an excellent educational system cannot be maintained on survival budgets...Continues search for better ways to teach and help children grow and learn...Equal opportunities for all children...Nourish human values in administrators, teachers and students...Educate town and School Committee members toward a realistic understanding of what really happens in our classrooms...Prepare children to cope with a changing world...Encourage creativity and critical thinking.

Additional comments pinpointed elementary faculty concerns. 4% related to Ch. 766, three to curricular programs, 3% to small school size, 16% to the inadequacies or excellence of the survey, and 40% to the School Committee. Representative statements were:

Chapter 766 should be repealed for excessive paperwork, time and interruptions which diminish the educational process... Cutting science specialists is a great loss...You'll get what you pay for. In the long run it will cost a great deal more to rebuild a good system and years to reverse the damage done recently by School Committee decisions...This survey has a transparent bias for closing small schools...This survey is obviously against closing small schools...There are not enough choices on this survey...There are far too many choices here... Please let us hear about results. I hope something positive happens...The School Committee makes decisions without sampling professional staff and takes a detrimental toll on staff morale and the quality of the system...We have lost a great deal of mutual respect and admiration which used to exist between the School Committee and the teachers. I am sorry for it...I fear the priorities of the current School Committee... Their decisions seem to be made with little or no concern for students or teachers. They seem to have no idea of the intricacies that make schools work effectively or programs creative and excellent.

ADMINISTRATORS SUMMARY

Thirty administrators responded, twelve elementary, four junior high, five senior high, five grades 7-12, and four grades K-12.

On physical facilities and school size, administrators feel that:

- physical facilities do affect the educational program (43% a great deal, 51% moderately)
- the educational program of the LPS's would best be served by renovating as specified by the Ad Hoc School Survey (37%) or by closing older schools and renovating newer ones as suggested in the School Facilities Survey (29%)
- physical facilities in their school foster the educational process (43%), hinder the process (29%), have little effect on the process (26%)
- renovations in their school would allow greater program variety (47%) and would better accommodate teaching styles (29%)
- older schools provide some (54%) educational advantages not found in newer schools (no advantage 31%, many advantages 6%)

Older schools afford a familiarity and closeness not attainable in larger plants. There is less hub bub and higher morale and in some cases, they encourage teachers and students creativity and innovativeness. But staff is most important, not the building.

- newer schools provide some (60%) educational advantages not found in older schools (many advantages 23%, no advantages 11%)

Mechanical and physical facilities ease the process somewhat... space and flexibility allows for more diverse programs and teaching formats.

- classroom space is satisfactory/excellent (74%)
- auxiliary space needs improvement (59%)
- physical education facilities are satisfactory/excellent for 56%, 26% need improvement
- library resources/space are excellent/satisfactory 45%
- library resources/space need improvement 41%

On educational atmosphere, administrators had this to say:

- 49% - 71% feel staff morale, student attitudes and expectations, and relationships between students, teachers, teachers/administrators, and teachers/parents foster the educational process in their schools

- 46% feel parental involvement fosters education in some schools, 34% feel it has little effect and 9% feel it hinders the process
- School Committee/staff relationships hinder the educational process (46%), foster the process (23%), have little effect (26%)
- 71% feel lack of support from the School Committee

Administrators chose 200-500 as optimal student populations. 51% of these administrators work in schools of 500 or more, 23% in 350-500, 11% in schools of 200-350 and 3% in less than 200.

Administrators would reduce spending among the given choices by cutting specialists and administrators first, and second reducing the athletic budget. With allocated funds, they would first hire top quality teachers, and second increase opportunities for the middle student.

46% feel they have adequate time for planning and 51% do not.

Administrators rated educational programs and services as follows:

- Handwriting, vocational and career education, special services and School Committee support need improvement (44% did not rate vocational/career education)
- Writing skills, human growth and development, and special services were judged satisfactory, and all other areas were rated satisfactory/excellent by more than 62%. Physical education (94%), art (94%), library services and music (88%), and foreign languages (82%) were highest.

In their own schools, administrators felt the following needed improvement:

- texts and other student and teacher resources
- auxiliary space (59%)
- physical education facilities
- library and learning resource space (41%)

All other facilities were judged satisfactory by 51% or more.

The following strengths were listed by administrators:

Teacher diversity, teaching diversity, informal positive atmosphere, options and choices for children, exceptional staff (14 administrators mentioned this), empathetic teachers, faculty/staff relationships, hardworking specialists with comprehensive backgrounds, innovation, child-centered staff, science, social studies, materials, programs

reaching practically every child (elementary level), freedom and respect for professional integrity, facilities, students are respected and their needs recognized, a personalized, differentiated staffing operation, activity-oriented programs, strong curriculum definition.

Administrators listed weaknesses K-9 as follows:

Large class size, physical facilities, college-oriented curriculum, lack of space, not enough attention given the middle and lower student, not enough decision-making and self-directed learning experiences for children, negative, critical attitudes from parents, teacher/student communication, and a need to re-educate leadership to the educational priorities for today's world.

Chapter 766 drew considerable concern:

Avalanche of work imposed by bureaucracy of Ch. 766 hampers implementation of programs for special needs students...weak liason between teachers and special needs personnel...lack of space for working with special needs children.

SPECIALISTS SUMMARY

78 specialists replied and of these 54 answered the open-ended questions.

Specialists feel the following have the most effect on the quality of education a child receives:

classroom teachers	49%
student/teacher ratio	34%
school atmosphere	22%
equipment and materials	17%

Strengths of the educational program in their school (many cover more than one which they noted), are similar to those noted by teachers and principals. Many identified their schools and from this partial picture it was clear that specialists feel that at Adams, Hancock, Fiske and Estabrook "sharing, trusting, dedicated, hard-working teachers, involved parents and atmospheres conducive to learning as well as administrative support" are noteworthy. Specific comments included:

Positive staff relationships...science program at Adams...Ed.Co... the variety of educational experiences available...using the assistant principal for special educational skills...maximum use of both group process and individualized learning...home and school cooperation...staff responsibility and involvement.

The weaknesses of the educational program most often mentioned were lack of space, time, materials and, in some cases, lack of administrative support for specialists. They feel the following need attention:

Parents should be involved and taught how to better help their children...There is insufficient tracking of individual needs... We need master teachers to enlarge staff approaches and skills... We badly need a reading coordinator whose other duties do not preclude his spending time needed in this area.

There is too little structure for many children in some schools... Required paperwork from specialists limits effectiveness (Ch.766 particularly). We need less emphasis on physical health, more on mental health...Too much time is taken from normal children by the needs of those with problems...

I wish we had a supportive School Committee. Students suffer as a result...Constant bickering in the School Committee is destroying staff morale. Educational focus should be on meeting needs of all children.

Goals for the schools included all those mentioned by elementary teachers and some specific ones:

Eliminate all labels on kids...Teach children to be empathetic, concerned human beings...Provide more help for the middle and lower

ability child...Re-educate parents...Mental health should be a yardstick as academic achievement is...We should have continuing staff development with monetary or credit incentives...Teachers should be tested too (How about an Iowa-type for them?)...We need more flexible student placement in some schools...

Provide the best possible education for each student, which depends on high calibre staff, good support materials and personnel.

JUNIOR HIGH STUDENT SUMMARY

Students grades 7 through 12 responded to a survey in June, 1975 which comprised 36 multiple-choice questions and 6 open-ended questions. Data cards for the multiple choice were processed by the High School Data Processing Center and the other questions were processed by hand by the Educational Program Study Committee.

629 Junior High students responded: 286 from Clarke, 220 from Diamond and 183 from Muzzey.

On questions concerning attitudes about school, the majority were positive:

- 53% of junior high students agreed that school has helped them develop intellectually about as well as they could have hoped (28% disagreed)
- 50% agreed that they usually enjoy their classes (29% disagreed)
- 47% agreed that they found school work interesting and challenging (31% disagreed)

(Responses were remarkably uniform over the three junior high schools. The positivity of response seemed always to increase as one went from Clarke to Diamond to Muzzey, but the magnitudes of differences were small.)

On questions about teachers

- junior high students (70%) agreed that, in general, teachers do a good job (16% strongly agreed)
- a substantial majority said they have respect for their teachers (60% agreed, 18% strongly agreed)
- the students had mixed feelings when asked if many of their teachers supported and encouraged them in their studies and school activities:

	<u>Clarke</u>	<u>Diamond</u>	<u>Muzzey</u>	<u>Total</u>
strongly agree	10%	12%	20%	13%
agree	43%	39%	43%	41%
disagree	33%	33%	26%	31%
strongly disagree	12%	14%	10%	12%

(Muzzey agreed 63%, disagreed 36% -- a significantly higher endorsement than at Clarke or Diamond.)

When questioned about distribution of their time and work

- 55% of the junior high students did not feel that they were given too much responsibility (class work, etc.) (12% strongly felt this way)
- students felt that more class time should be spent on group work (37%) and discussions (31%)

When asked about facilities

- a sizable majority felt that facilities and equipment are adequate in their school (64% agreed, 7% strongly agreed)

	<u>Clarke</u>	<u>Diamond</u>	<u>Muzzey</u>	<u>Total</u>
strongly agree	12%	5%	5%	7%
agree	67%	71%	53%	64%
disagree	15%	20%	34%	22%
strongly disagree	1%	1%	8%	3%

- two-thirds of the junior high students felt that newer schools provide educational advantages not found in older schools.
(Note that at Muzzey less than half did)

many advantages	27%	24%	8%	21%
some advantages	47%	47%	39%	45%
no advantages	9%	13%	38%	18%

- half of the students (60% at Muzzey) felt that older schools provide educational advantages not found in newer ones

many advantages	5%	7%	20%	10%
some advantages	42%	39%	40%	41%
no advantages	29%	29%	24%	28%
no opinion	20%	19%	11%	17%

On questions about grading:

- 70% of junior high students feel that the grading system at their school is probably as good as any evaluation method.
- a sizable majority (70%) rejected the idea that there is not enough emphasis on getting good grades (at Muzzey, 84% did).

When asked about discipline:

- an overwhelming majority (88%) felt that students do not have too much freedom in school
- about two-thirds felt that better communication between parents, students and staff was the way to reduce discipline problems, in preference to stricter rules or more enforcement.

On questions about the educational programs in junior high school:

- students were undecided about the balance between required courses and electives, as many feeling it is good as bad.
- a majority (57%) agreed that there should be more career, vocational and technical training available.
- among eleven specific academic programs presented to them, nine were rated as either satisfactory or excellent by at least two-thirds of the students; physical education, composition, research skills, art, math computation, math reasoning, foreign language, social science, reading comprehension.
- 50% of students rated music satisfactory or excellent: Clarke 37%, Diamond 54%, Muzzey 71%. (33% of all students felt that music needs improvement. 41% at Clarke do.)
- handwriting was judged satisfactory (44%), needs improvement (25%), and 25% had no opinion.
- 78% rated counselling services adequate or excellent.

If junior high students were School Committee members deciding where to cut costs, they would:

reduce specialists/administrators	27%
eliminate 12th grade by covering requirements in three years	18%
reduce the athletic budget	16%
other	16%

In allocating funds their preferences would be:

hiring top quality teaching personnel	30%
continuing present level and choices of curriculum, expanding career and vocational training	21%

(Those who would allocate funds to keep all schools open despite a drop in enrollment were Clarke 7%, Diamond 5%, Muzzey 10%).

When asked what was most important to them in elementary school, junior high students gave a multitude of answers which fell generally into six categories:

good teachers	46%	small classes	13%
classmates	34%	the principal	4%
what I learned	19%	small school	3%

Most of the lengthier answers focused on these aspects as well:

Teachers had more time for you, teachers were more involved with us, teachers made learning fun.

My teachers liking me..getting to know other people and making friends..learning to think, learning basic skills.

Understanding the world outside of school, classes that stayed with you all day.

When you get split from friends, you make new ones, but then you get some old ones back. You can't learn well without some old friends back.

Two general responses about early education are worth special note:

A very large and spread out system of studies so you learn a little of everything.

Time for maturing, developing, learning respect and how to function in an educational environment.

But a prize should go to the young person who said the most important thing was:

Whether I got to hold the flag and whether I got to feed the fish.

Students listed the strengths of the Lexington Public Schools as follows:

- by a considerable margin the most frequent reply was "good teachers" (Over 30%)
- educational programs, particularly math and gym (7%) and social science, science, foreign languages and English (4%)
- facilities and equipment (5% and 4%) were mentioned much less frequently among Muzzey students than among those from Diamond and Clarke, (not surprisingly)

Other strengths cited by several students included environment, relationships, understanding, competition, good discipline, field trips, students.

In general, there is an excellent faculty.

We have many smart students and most of the teachers try to fill your brain with everything they know.

Living in a wealthy town where the School Committee should be able to reach its budget.

I think questions like these are good because you will find out how the people who "live" with the school feel.

That we really care about the teachers and equipment and keep wanting to be better.

What do you feel are the weaknesses of the Lexington Public Schools?

The diversity in the responses to this question is mind-boggling. Almost everything came in for some criticism. The few items which were cited a significant number of times were:

Lunches	12 %	Grading system	3 %
Some teachers	7 %	Art programs	3 %
Long school year	5 %	Music (Diamond and Clarke)	3 %
Equipment	4 %	Old buildings (mostly at Muzzey)	2.5%
Lack of discipline	3.5%	Facilities	2.5%

The remaining criticisms can only be sampled: lack of geography, discrimination against girls in athletics, too few electives, not enough outside activities, lack of books, daily school hours too long,

smoking in lavs, principals, the School Committee, not enough freedom, etc.

Teachers should consult one another about homework and projects, so we're not overloaded.

We don't learn what is important to know..there's too much competition..levels and phases all over this place.

Weaker students are constantly reminded of their lesser ability, therefore they continue to do poorly.

Passing kids from one grade to another who have lousy hand-writing and reading ability.

Not enough excitement -- it's boring sitting in class day after day.

The old schools always get the last of things.

More time for discussion of issues, to help prepare us for the world.

The three most important goals for the Lexington Public School System identified by junior high school students are:

To have good teachers	20%
To prepare students for career, college, life	14%
To provide a good education	10%

Hundreds of other goals were mentioned, from "developing kids mentally" or "keeping them off the streets" to "making school a worthwhile place to go" or "staying ahead of other towns in education". Reflected in the collective items mentioned, which include many very specific programmatic and human goals, is a set of expectations which some would describe as "out of sight". For more modest goals, one might try "making school a good place to go, since we have to go" or "keep scum off bubblers".

When asked what makes a good teacher good, students described a person who:

Understands kids (22%), knows the subject (8%), gives extra help, is fair, and has nice, but firm discipline.

Beyond these, the good teacher never complains, is not crabby or mean, listens to you if you are in trouble, is sensitive to feelings around her/him, lets kids be independent, is trusted, respected, confident, determined, versatile, consistent, open to suggestions, inspires students to learn and do good, is not too vague and not too specific and provides for a decent education without trying to win a popularity contest, etc.

JUNIOR HIGH SCHOOL TEACHERS SUMMARY

The 110 responses on card #1 included 24 Clarke teachers, 33 Diamond (including 9 specialists), 43 Muzzey teachers (12 of them specialists). The 74 responses on card #2 indicated 14 from Clarke, 18 from Diamond and 42 from Muzzey. Their responses to questions follow.

Physical Facilities and School Size

- Physical facilities affect the educational program

	<u>Clarke</u>	<u>Diamond</u>	<u>Muzzey</u>	<u>Total</u>
a great deal	63%	53%	19%	42%
moderately	25%	37%	49%	39%
not necessarily at all	8%	7%	30%	16%

- The educational program of the LPS would best be served by

renovating older schools	8%	12%	19%	14%
following School Facilities Study	4%	21%	5%	11%
keeping schools as they are	-	-	19%	7%
closing old schools when feasible	29%	21%	9%	18%
renovating schools as per Ad Hoc School Survey	50%	35%	42%	41%

- Physical facilities of this school affect the educational process this way

hinder	4%	37%	21%	24%
foster	88%	37%	19%	41%
have little effect	4%	16%	49%	26%

- Renovations in their school would

	<u>Clarke</u>	<u>Diamond</u>	<u>Muzzey</u>	<u>Total</u>
better accommodate teaching styles	8%	12%	23%	15%
allow greater program variety	8%	40%	40%	33%
provide better education	17%	12%	12%	13%
make little educational difference	42%	19%	19%	24%

- Newer schools have this many educational advantages over older schools

many advantages	29%	12%	2%	12%
some advantages	67%	77%	58%	67%
no advantages	-	9%	35%	17%

- The ballot on optimum elementary school size looks like this

500 or more	-	-	-	-
350-500	42%	23%	42%	35%
200-350	50%	26%	42%	37%
under 200	-	23%	7%	12%

- Older schools have this many educational advantages over newer schools

many advantages	4%	2%	9%	5%
some advantages	46%	56%	72%	60%
no advantages	38%	30%	9%	24%

- Teachers rated classroom space in their school

	<u>Clarke</u>	<u>Diamond</u>	<u>Muzzey</u>	<u>Total</u>
excellent	36%	6%	7%	12%
satisfactory	36%	22%	62%	47%
needs improvement	29%	56%	26%	34%

- And they rated their auxiliary space

excellent	36%	6%	-	8%
satisfactory	36%	-	29%	23%
needs improvement	21%	67%	69%	59%

- Physical education facilities were viewed this way

excellent	50%	11%	2%	14%
satisfactory	43%	33%	21%	28%
need improvement	-	22%	64%	42%

- And library/learning resource facilities this way

excellent	71%	6%	5%	18%
satisfactory	29%	17%	29%	26%
need improvement	-	56%	57%	46%

Morale, Relationships, Support Affecting the Educational Process

Teachers were asked to give their opinions on whether the following "hinders, fosters, or has little affect upon the educational atmosphere" of their specific schools:

- physical facilities
- staff morale
- student attitudes/expectations
- teacher-to-teacher relationships
- teacher/administrator relationships

- in-service training
- teacher/parent relationships
- student/student relationships
- sights, sounds, activities, etc., "feel" of a school
- parental involvement
- planning time
- School Committee/staff relationship

They responded as follows:

- A strong majority (59% to 87%) of the junior high teachers felt that staff morale, student attitudes and expectations, and relationships between students, teachers, teachers/administrators, teachers/parents each foster the educational process in their school. The two exceptional areas were teacher/administrator relationships and parental involvement at Clarke, where a plurality, 42% and 38% respectively, but not a majority voted for "foster".
- About half of the teachers felt they had adequate time for planning and about half felt they did not.
- It is of some interest to note the percentages of teachers who thought that morale, attitudes and relationships in their school hinder the educational process.

	<u>Clarke</u>	<u>Diamond</u>	<u>Muzzey</u>	<u>Total</u>
staff morale	-	14%	5%	
student attitudes	42%	21%	5%	
teacher/teacher relationships	4%	-	5%	
teacher/administrator relationships	29%	12%	2%	
teacher/parent relationships	21%	19%	2%	
student/student relationships	33%	14%	7%	
"feel" of the school	8%	14%	5%	
parental involvement	13%	12%	2%	

- School Committee/staff relationships affect the educational process

	<u>Clarke</u>	<u>Diamond</u>	<u>Muzzey</u>	<u>Total</u>
hinder	67%	65%	49%	59%
foster	13%	9%	12%	11%
have little effect	-	12%	16%	11%

- 77% of the junior high teachers felt lack of support from the School Committee
- 54% felt in-service training needs improvement
- Administrative support was judged excellent (18%), satisfactory (38%), and needs improvement (36%).

Educational Program Assessment

- Programs identified as excellent were art (68%), foreign languages (45% voted excellent) and science (41%) not far behind.
- The programs which junior high teachers identified as needing improvement were handwriting (58%), writing skills/composition (53%), and vocational/career education (50%). No other program received as much as a 25% vote for "needs improvement".
- On balance, the teachers rated the services (library, custodial, counselling and special services) as satisfactory, with the highest vote going to custodial services, which 38% rated excellent.
- The junior high teachers (54% of them) felt that in-service teaching training needs improvement.
- Their vote on administrative support was satisfactory (38%), needs improvement (36%), excellent (18%). (Note: This was relatively even over the three junior highs.)
- In their own schools, the junior high teachers found materials and resources to be somewhere between satisfactory and needs improvement (about 40% each), with library resources/materials getting the most positive vote.

Strengths of the Educational Program in Junior High School

Good Teachers	49%
Staff morale/relations	19%
Administrative support	18%
Team teaching	17%
Teacher/student rapport	13%

(Teacher autonomy, facilities, curriculum, and preference for small school size followed in descending order.)

In addition to the variety of terms used to convey the idea that "good teachers" are the primary strength of the educational program in the respondent's school -- excellent, dedicated, creative, veteran, concerned teachers; quality staff, creativity in staff -- some closely-related strengths were noted:

The faculty's refusal to lower its standards, in spite of a change of emphasis from education to cost.

The way the faculty works together for the good of the students.

A diverse faculty which works together as one.

Add to these the frequent citings of the morale of (relations between) the teaching staff, teacher/student rapport, teaching in teams while being autonomous, and one can safely conclude that junior high teachers feel that teachers are the strength of the educational program.

There were a few (but not many) who mentioned curriculum as one of the strengths:

Student-oriented curriculum and activities to meet individual needs.

Quality program and curriculum.

and several (most, but not all, at Muzzey) who mentioned the atmosphere or environment of the school:

Atmosphere of mutual respect and trust.

Best school atmosphere I've experienced.

Positive, helpful atmosphere.

Small school = student/staff cohesion and fosters positive learning experience.

Pride in staff and school was noted in each Junior High School.

It's what we do with what we've got! (art dept., glee club, math team, sports team winners).

and a few mentioned

Highly motivated students.

Good balance of personal development and intellectual learning takes place.

Most Junior High School teachers seem to agree that their schools have two basic strengths.

Varying teaching styles in a program oriented to basic skills but providing for pupils of many different achievement levels.

Enthusiasm and dedication of teachers.

The weaknesses of the educational program most often mentioned were:

Oversize classes	12%
Lack of money for materials	12%
Administration (inefficient, inaccessible, lacks leadership)	11%
Lack of classroom space and areas for quiet work (mostly at Diamond and Muzzey)	10%
Lockstep of phasing (inflexibility)	6%

Further weaknesses mentioned were

Loose discipline

Lack of time for conferences, training and planning

Not enough attention to average student

Intra-team communications (at Clarke)

Low status given to teachers by parents

Unwillingness to try new things

as well as the School Committee

Low opinion School Committee has of teachers.

Most recent School Committee decisions have weakened the educational program within this school.

School Committee game-playing with cuts threatens morale of staff.

School Committee non-supportive of teacher-approved programs.

Beyond these, teachers interpret "educational program" very broadly and find most of its weaknesses in structure, mechanics and support. References to teachers' "weaknesses" were limited to:

Inconsistency in teams.

Intra-team communications could be better.

Lack of praise from staff.

Junior High teachers (34% of them) would cut the number of specialists/administrative staff or (30% of them) the athletic budget if they were a School Committee member. (One-fourth of the teachers did not answer this question, feeling the choices not realistic.)

When asked to identify the three most important goals of our school system, 110 teachers put forth 160 different ones. The bulk of these can be grouped under two general headings.

Education in its various forms:

Development of personal qualities and attitudes	35%
Acquisition of skills	19%
Education (no further clarification)	17%
Preparation and training	10%
Socialization	6%

The most diverse subcategory is "Development" which includes "personal development", "development of each student up to his/her potential", "development of positive attitudes toward learning", "nurture moral responsibility", "development of self-reliance, "helping students mature", "teach children to live happily with themselves", etc. The most common (more or less) specific "goals" mentioned were:

Basic skills (2 or 3 R's)	17%
Curriculum which provides for development of each individual's potential	11%

Low student/teacher ratio	8%
Good teachers (hire and retain)	7%
Best education for the individual	7%

Structure and support:

Programs and organization of	19%
Class size	8%
Communication	8%
Support	7%
Facilities	3%

Many staff "assumed" hiring of good teachers and did not see this as a "goal", but as an accepted means of producing the quality education Lexington desires. (See below)

More of the flavor of the "goals" mentioned by junior high teachers can be gleaned from these quotes:

Assist students in acquiring core of essential knowledge.

Maintaining Lexington's reputation as a town that cares about quality education, not just education at its cheapest.

To provide each student with the opportunity to achieve to the extent of his ability and his desire to learn.

Train children to think critically and creatively.

Develop independence, interest, responsibility.

Prepare students for the current "chaotic" world more realistically.

Development of sound moral character.

To encourage children toward positive community participation.

Develop cooperative feeling between educators and community-- we're all trying to help kids.

When asked which three of the following most affects the quality of education a child receives, the items were included with the following frequencies:

classroom teachers	99%
student/teacher ratio	74%

school atmosphere	41%
educational materials, equipment	33%
classmates/peers	23%
teaching format	14%
principals	6%
physical facilities	4%

HIGH SCHOOL STUDENTS SUMMARY

Total of 973 responded, in two samples (one being 621, other 352).

On questions concerning attitudes about school

- 54% of high school students agreed that school has helped them develop intellectually about as well as they could have hoped (43% disagreed)
- 59% agreed that they usually enjoy their classes (38% disagreed)
- 50% agreed that they found school work interesting and challenging (46% disagreed).

On questions about teachers

- high school students (80%) agreed that, in general, teachers do a good job (14% strongly agreed)
- a substantial majority said they have respect for their teachers (75% agreed, 13% strongly agreed)
- students seemed evenly divided when asked if many of their teachers give them support and encouragement in their studies and school activities (46% agreed, 51% disagreed)

When questioned about distribution of their time and work

- high school students did not feel that they were given too much responsibility (class work, etc.) 50% disagreed and 17% disagreed strongly with the statement that they were given too much
- students felt that more class time should be spent on discussions (39%) and group work (28%)

When asked about facilities

- a sizable majority felt that facilities and equipment are adequate in the High School (62% agreed, 17% strongly agreed)
- two-thirds of the high school students felt that newer schools provide educational advantages not found in older schools
- half of the students (52%) felt that older schools provide educational advantages not found in newer ones

On questions about grading

- 68% of the high school students feel that the grading system used is probably as good as any evaluation method
- a majority rejected the idea that there is not enough emphasis on getting good grades (in sample 621, 61% did, in sample of 352, 75% did)

When asked about discipline

- a sizable majority (72%) felt that students do not have too much freedom in school. (86% in smaller sample)
- almost two-thirds felt that better communication between parents, students and staff was the way to reduce discipline problems, in preference to stricter rules or more enforcement.

On questions about the educational programs in Lexington High School, or in some cases in the Lexington Public Schools as a whole

- 70% of the students agreed that there is a good balance between required courses and electives (25% disagreed)
- a sizable majority (70% of larger sample) agreed that there should be more career, vocational and technical training available (53% of smaller sample agreed)
- among eleven specific academic programs presented to them, seven were rated as either satisfactory or excellent by at least two-thirds of the students: physical education, research skills, art, math computation, math reasoning, foreign languages, social science. Nearly one-third of high school students rated hand-writing and composition in need of improvement
- 59% rated music satisfactory or excellent; only 10% felt music needs improvement
- 57% rated counselling services "adequate or excellent" (39% felt that these were in need of improvement)

If high school students were School Committee members, deciding where to cut costs, they would:

reduce specialists/administrators	31%
eliminate 12th grade by covering requirements in 3 years	12%
reduce the athletic budget	26%
other	12%

In allocating funds their preferences would be:

hiring top quality teaching personnel	38%
expanding career and vocational training	24%
continuing present level and choices of curriculum	19%

Those who would allocate funds to keep all schools open despite a drop in enrollment amounted to a total of 7%

When asked what was most important to them in elementary school, high school students gave a multitude of answers:

good teachers	41%
classmates	34%
what I learned	16%
small classes	10%
inter-personal relationships	9%

Others found important "friendly principals and teachers...small school... recess, lack of social pressures and prejudices, friendly atmosphere," and

Teachers gave me the time and help I needed to develop as a person and a student.

Being able to have fun and when it was time to get back to work, there was enough discipline.

And then there was the one student who commented

I didn't learn anything except reading, writing and arithmetic.

Students listed the strengths of the LPS as follows:

good teachers	28%
interesting or diverse curriculum	21%
student responsibility or freedom	9%
specific curricula especially math, and music (9%), art (8%), sports or athletics (7%) and science, foreign languages	
facilities or equipment	7%

Other strengths cited by students included Max Ed, extra-curricular opportunities, students, EWOW, open campus, social studies, computer facilities, relationships between teachers and students.

You can enjoy school because of the freedom and responsibility given kids.

They provide a good overall education.

There was an even greater variety of answers describing the weaknesses of the Lexington Public Schools. Those cited most often were:

Teachers (some teachers)	19%
Guidance and career counselling	10%
Too large classes	8%
English grammar/writing skills	6%
Not enough freedom, lack of communication, too long school year, each	5%
Discipline, cliques, English program, impersonality of system, School Committee, each	3%

Other weaknesses included administration, too large schools, too much homework, apathy, too much emphasis on grades, programs not geared to average or non-motivated students, foreign languages, inadequate library, inadequate supplies, lack of student decision input into governing, etc.

Irrelevant education is rammed down throats of those who don't need it.

A few troublemakers result in punishment for all.

Too much labeling starts factions and inferiority complexes.

School Committee should focus on quality education with good teachers and support Max-Ed and quit beefing about free time.

More money should be given extra-curricular activities ("intellectual" ones) which need it rather than to athletics. Drama and literary activities are virtually ignored while the teams always seem to have new uniforms and equipment. Lexington is not a town filled exclusively with athletes.

Why don't we ever see and talk to the School Committee? Why must our feelings be put into the computer? It's sad.

Smoking permitted is absolutely asinine.

Not enough money is spent on girls' athletics.

There should be more about Lexington's history.

LPS should teach you simple basic skills.

The three most important goals for the Lexington Public School system, identified by high school students are:

To prepare students for career, college, life	21%
To provide a good education (to fullest for each student)	15%
To hire excellent staff, weed out incompetents	11%

Among hundreds of other goals were

Develop students as people, not computers...teach students to get along with other people...good student/teacher relationship... have a good time...keep student/teacher ratio small as possible... maintain fair, reasonable, firm discipline...give kids more responsibility...teach students to think...have interesting classes

Aside from the quip that the goal of the Lexington Public Schools should be "babysitting", or a "Better football team", there was the more serious student who thought:

Prepare for tomorrow's world; we'll be in it.

When asked what makes a good teacher good? Students described a person who

Relates well to students (is understanding, fair, sympathetic, has good rapport, listens, and respects student as individual)	63%
Makes class worthwhile, interesting, enjoyable	27%
Knows subject well	22%

These qualities were followed by a myriad of characteristics which included:

good sense of humor, emotional, involves and encourages students, maintains good discipline, flexible, creative, informal, not too easy, enthusiastic, is "able to relate to students and still teach them something", "one who keeps class interested and understands the need for change and individualization."

There were an astounding number of additional comments in the space provided, and tremendous variety in the suggestions and statements made. The following are some examples:

Teachers and freedom are the most important aspect of any school.

Select a faculty that is more capable of helping students to grow socially, to become creative, positive, mature, considerate, and open-minded individuals. Youth is our greatest resource... must be developed.

The purpose of the Lexington Public school system should be to prepare students to be able to deal with others and himself. However, students get little help in this most important area. The Lexington schools are geared much too much towards college studies, and not surviving in the real world.

The career center should be open in the summer maybe once a week for students research if they need help knowing what they want to be.

Only EWOE teachers and a few others really care.

Small classes are usually better and there should be some kind of school spirit.

In the recent efforts to provide "equal opportunity" the standards have been lowered so much that anyone can easily obtain a high school diploma with a minimum of effort; thus the top level student is slighted by the accommodation of the lowest level. EVERY student must have a perpetual challenge and the constant expectation of high achievement - at every level...condition students to seek excellence.

I believe Open Campus is a must in this school because it is necessary for a student to be exposed to freedom so he can make proper choices when he's released from high school.

It's a good system and allows each student to attain his own goals with what he has.

I feel older schools are as good as new schools and should not be closed.

I've been to Muzzey...and to Clarke in 9th (I moved across town.) I think Muzzey is a much better school than Clarke. At Clarke, the teachers really aren't interested in the kids learning. At Muzzey the teachers are good and the kids do something. If you're gonna close down a school, close Clarke, not Muzzey!

HIGH SCHOOL TEACHERS SUMMARY

108 Senior High School Teachers responded to the questionnaire with the following results:

Physical Facilities and School Size

- physical facilities do affect the educational programs (a great deal 56%, moderately 34%)
- the educational program of the Lexington Public Schools would best be served by renovating schools as specified by teachers and parents in the Ad Hoc School Survey
- physical facilities in the High School hinder the educational process 43% (26% felt facilities foster the process, 24% felt they have little effect)
- newer schools have some advantages not found in older schools 66%
- older schools have some advantages not found in newer schools 44% (34% felt there are no advantages)
- renovations in the High School would make little difference to the educational process, 24%; would allow for greater program variety, 23%; would accommodate better teaching styles, 20%; would provide better education for students, 19%
- classroom space (67%) and physical education facilities (74%) were rated excellent/satisfactory at the High School
- auxiliary space (50%) and library/learning resource space were judged in need of improvement, (60%)
- 31% felt the optimum elementary school population to be between 200 and 350 (24% chose 350-500)

Morale, Relationships, Support

Teachers felt the following hinder the educational program at the High School:

- student attitudes/expectations, 47%. 36% felt they foster the process
- School Committee/staff relationships, 59%. 16% voted foster.

The following were judged to foster the educational process:

- staff morale, 54%. 33% voted hinder, 6% had little effect, and 5% no opinion.
- teacher-to-teacher relationships, 63%. 12% voted hinder, 15% little effect, 6% no opinion.
- student-student relationships, 42%. 23% voted hinder, 20% little effect, 12% no opinion.
- teacher-parent relationships, 39%. 15% hinder, 33% little effect, 8% no opinion.
- 54% of the teaching staff felt they had adequate planning time.

Results were mixed on two items:

- the High School environment fosters (38%), the environment hinders (44%) the educational process.
- parental involvement fosters (37%), has little effect (26%), hinders (14%) the educational process. No opinion, 16%.

The following support services were rated excellent/satisfactory:

library services	71%	
special services	61%	(reading, speech, L.D. tutoring)
custodial services	60%	

Support services judged in need of improvement were:

counselling	53%	(39% excellent/satisfactory)
administrative support	56%	
School Committee	88%	

Educational programs rated excellent or satisfactory:

music	85% (75% exc.)	foreign languages	71%
art	82% (63% exc.)	physical education	71%
science	77%	math reasoning	70%
social studies	77%	math computation	58%

Educational programs rated "needs improvement":

reading comprehension	56%	(39% exc/satis.)
vocational/career education	56%	(26% exc/satis.)
writing skills	51%	(39% exc/satis.)
handwriting	36%	(21% exc/satis., 40% no opinion)

mixed responses:

research skills	47% exc/satis.,	38% needs improvement
human growth and development	40% exc/satis.,	33% needs improvement

Facilities and equipment rated excellent/satisfactory were:

teacher resources	68%
classroom space	67%
physical education facilities	74%
library resources	66%
AV equipment, materials	59% (36% felt need of improvement)

Facilities and equipment in need of improvement:

auxiliary space	50% (43% exc/satis.)
library-resource learning space	60% (35% exc/satis.)

In trying to reduce the budget, High School teachers would:

- reduce the number of specialists and administrators 43%
- reduce the athletic budget 31%

They would allocate funds to hire top quality teachers as first choice.

What they felt most important in the education of a child was the classroom teacher (62%), and next, parental interest and the home atmosphere.

High School teachers saw the strengths of the educational program in their school as:

- quality/competence of staff 51%
- teaching diversity 49%
- programs which offer diversity and challenge to a wide variety of students 45%
- materials, equipment, facilities 22%
- administration, support, respect, leadership 19%
- student/teacher/administrative relations 18%
- structure and organization 7%

The atmosphere allows reasonable criticism and dissent among teachers and students...Excellent staff, an exceptional principal (Mr. Johnson) who encouraged and supported his staff, adequate space, equipment, opportunities to know kids and work out programs to best meet their needs...A grand group of kids and flexibility and variety as in Open Education and Max-Ed...Enhanced, not stifled opportunities...

The teaching personnel is the greatest strength. The amount of work teachers do outside of class, working individually with students and in small groups and the research and development

they do on their own time to improve classroom instruction, is tremendous.

The community cares about good education. Does the School Committee?

The elective system generates more positive classroom attitudes than I've seen in any other high school.

The weaknesses related to the educational program most often mentioned were:

- Structure and organization 45%
(too much paperwork, too large and impersonal a system, the time unit system, inflexible time and space, scheduling system, inconsistencies between unit policies and practices, too large classes (32%) and Open Campus (8%).)
- School Committee 42%
(lack of trust between SC and teachers, concern over money is diluting quality of education, demoralizing staff and resulting in a gradual erosion of learning, increasing hostility and suspicion of School Committee toward their employees)
- Policy 38%
(insufficient accountability, teachers and students and parents; inconsistent reinforcement of unrealistic rules (smoking, etc.); lack of discipline; insufficient allowance for professional development (in-service training, etc.); lowered standards; attendance enforcement policies unrealistic)
- Programs
(need for more attention to lower and middle student (13%); more career, vocational programs (10%); teach 3R's better (10%); too much responsibility for some who can't handle it; too many distractions and activities cutting into classroom teaching (13%))
- Administration 12%
(lack of leadership at departmental level; overadministration, e.g. too much required paperwork, time taken by core evaluations; lack of top administrative visits to school; need to clarify departmental goals; weak administrative procedures and school routines)
- Facilities 12%
(awful plant, deplorable condition of High School; poor art, music, home economics, shop, business and conference space and facilities; more custodial help needed; no central area for staff to gather to work, discuss, share ideas)

The freedom which makes us excel, also allows many to opt out of an excellent education program.

Behavior here reflects societal changes (in town too); lack of respect and commitment.

School policies clearly indicate Lexington has chosen mediocrity by cutting staff, programs, etc. Being among the best is clearly a thing of the past.

The most detrimental factor is the School Committee which has neither the interest nor the capability of direction needed for growth or for sustaining what has been an outstanding school system.

Additional comments by High School teachers fell largely into the weakness category. Of these, 79% were concerned with the School Committee. Representative ones follow:

At present there is grave concern that the School Committee is so engrossed with budgetary matters, that under the guise of efficiency and savings, education will be reduced to an economic formula that can result only in a second-rate staff willing, perhaps only able, to teach in a stultifying manner.

The long run costs of repairing a damaged educational system will far outrun present, short-sighted cuts.

The SC should visit schools and see what's really being done, looking beyond the apparent confusion and deshabille.

I'm sorry to see the faculty split from the School Committee. Trust, understanding and mutual respect have been lost and no one gains.

Other comments took note of:

Poor communication between staff and parents...a need to break down icy barriers between staff and administrators, to trust more and criticize less on all levels...the need for a thorough-going reorganization of the administrative structure which is now impossible. Too few are given too much to accomplish.... Open the high school to all ages in all courses and greatly expand our usefulness.

Several positive suggestions were made:

Adolescent support groups with properly trained leaders could help a great deal to

- lessen guidance loads*
- help develop student sense of self-esteem which would enable them to learn better*
- break up existing cliques which damage inter-personal relations in the school*

If we hire top quality teachers and cut class size as enrollment declines, the middle student will finally receive more individual attention and have increased opportunities for developing his/her abilities.

The Unit System was heavily criticized as a fragmenting structure - separating teachers so that sharing and cooperation are difficult. One teacher reflected this widespread concern by redesigning the unit schema:

Revise the unit plan and use the separate buildings for

I Theatre Arts - music, art, dance

II Day Care Center - for student training in pre-school child care and instruction, tutoring, remedial work with younger children with Shop students making furniture, partitions, slides, etc. as part of their study

III Science Building - as is but to include greenhouse and landscaping courses, etc., and care of grounds as part of credit courses

IV Traditional Disciplines - Math, history, social sciences, languages, literature in one building

V AV Learning Resource Center - staffed by students under faculty direction. Could include expanded library and visual arts department and use professional interns from local TV and radio stations to train for viable careers

VI Occupational Center - Cooking, planning, restaurant program which serves central eating areas; dressmaking and design; woodworking, carpentry, automotive engineering, paramedic program, machine repairing, electrician and business training, etc.

Goals

Some 150 goals were listed which fell generally into 3 categories:

Good Education

67%

- teach responsibility, character, citizenship, values, respect
- meet needs of every student to help him/her realize his/her potential
- a sound meaningful education for each student
- a system directed towards academic excellence

Environment

20%

- encourage creativity and instill (it's not incompatible) self-discipline

- create a learning atmosphere and reduce a prevalent laissez-faire
- foster a sense of community and caring about common goals
- maintain facilities and equipment to better accommodate teaching
- restore teacher morale the School Committee has dissipated by not supporting present educational goals

Structure and Support

- continue hiring top quality creative teachers
- continue diverse teaching methods and styles
- give attention to quality, not quantity
- boost teacher morale every way possible
- provide honest set of goals that fits the real world

EDUCATIONAL SURVEY FOR STUDENTS GRADES 4, 5, 6

Mark the one answer which is right for you.

1. Which grade are you in?
(a) 4th (b) 5th (c) 6th
2. What size schools have you attended?
(a) small (b) large (c) both small and large
3. How much does it matter to you if a school is large or small?
(a) a lot (b) some (c) not much (d) not at all
4. How much does it matter to you if a school is new or old?
(a) a lot (b) some (c) not much (d) not at all
5. Write the way you feel about old, new, small or large schools if you can. (Skip #5 on your answer card. Write your answer in the space below.)
6. Do you use the playground after school hours?
(a) not often (b) sometimes (c) a lot
7. Does your mother or father come to help at your school?
(a) often (b) sometimes (c) seldom
8. Are your parents interested in what happens at your school?
(a) very interested (b) slightly interested (c) not very interested
9. Is school fun for you?
(a) often (b) sometimes (c) not very often
10. If you have worked or done things with older or younger students in school, was it interesting and did you like it?
(a) yes (b) no

11. What do you think is the most important thing about school?
 - a. teachers
 - b. classmates
 - c. what you learn
 - d. size of school
 - e. books, films and other materials
12. Which subject do you think is taught the best in school?
 - a. reading
 - b. math
 - c. language arts
 - d. science
 - e. social studies
13. What do you like best about your school?
14. What do you like least about your school?
15. What do you think is the most important thing to learn about in school?
16. What makes a teacher a good teacher?
17. If you could, what would you change about your school?

STUDENTS EDUCATIONAL PROGRAM SURVEY

The Lexington School Committee has asked us to define the educational program, its strengths and weaknesses. We need your help to do the job. Please feel free to make any additional comments at the end. Thank you for your cooperation.

EPS Committee

Indicate how much you agree or disagree with the statements below, using the following key: (A) Strongly agree (B) Agree (C) Disagree (D) Strongly disagree

1. Facilities and equipment are adequate in this school.
2. In general, teachers do a good job.
3. The grading system (report cards, etc.) here is probably as good as any evaluation method.
4. There is a good balance between required courses and electives.
5. Students are given too much responsibility (class work, etc.)
6. School has helped me develop intellectually about as well as I could have hoped.
7. I have respect for most of my teachers.
8. Students have too much freedom in school.
9. I usually enjoy my classes.
10. There is not enough emphasis on getting good grades.
11. Many of my teachers give me support and encouragement in my studies and school activities.
12. There should be more career, vocational and technical training available.
13. I have found school work interesting and challenging.

Mark the one answer below which best describes your opinion.

14. More class time should be spent on
 - a. lectures
 - b. discussions
 - c. group work
 - d. independent study
 - e. student presentations

15. Discipline problems could be reduced by
- stricter rules
 - more enforcement by teachers and principals
 - better communication between parents, students and staff
 - more enforcement by parents
16. Counselling services in the Lexington Public Schools are
- excellent
 - adequate
 - in need of improvement
17. If you were a member of the School Committee deciding where to cut school costs, which would you cut?
- personnel, by increasing class size
 - personnel, by reducing specialists/administrative staff
 - the athletic budget
 - the twelfth grade by covering required subjects in three years
 - other (specify)
18. If you were a member of the School Committee allocating funds, which one below would you choose?
- keep all schools open despite a drop in enrollment
 - hire top quality teaching personnel
 - expand career and vocational training
 - continue the present level and choice of curriculum
 - other (specify)
19. Do you think newer schools provide educational advantages not found in older schools?
- (a) many (b) some (c) none (d) no opinion
20. Do you think older schools provide educational advantages not found in newer schools?
- (a) many (b) some (c) none (d) no opinion

Mark the one answer which best describes your opinion about current programs in the Lexington Public Schools, using the following key:
(a) excellent (b) satisfactory (c) needs improvement (d) no opinion

- Physical education
- Handwriting
- Composition skills
- Research skills
- Music
- Art education
- Math computation

28. Math reasoning
29. Foreign language
30. Social science
31. Reading comprehension
32. Homemaking skills
33. Vocational and career education
34. Human Growth and Development

35. Mark the grade you are now in (a) 7 (b) 8 (c) 9 (d) 10 (e) 11-1
36. Describe briefly what was most important to you in elementary school (teachers, principals, size of class or school, classmates, what you learned, etc.).
37. What do you feel are the strengths of the Lexington Public Schools?
38. What do you feel are the weaknesses?
39. List what you think should be the three most important goals of the Lexington Public Schools.
40. Describe briefly what makes a good teacher good.
41. Please feel free to add any comments you may have.

EDUCATIONAL PROGRAM SURVEY
Teachers and Administrators

For questions 1 - 31 respond on Card #1. Mark the #1 in the Card # Column.

1. Relationship to the Lexington Public Schools
(Mark on card and circle a, b, or c below for this question only.)
 - a. classroom teacher
 - b. administrator (principal, coordinator, department head, central office)
 - c. specialist (media, guidance, art, learning disabilities, special needs, library)
2. Level of employment
 - a. elementary
 - b. junior high school
 - c. senior high school
 - d. grades 7 through 12
 - e. grades K through 12

Mark the one answer which best describes your opinion.

3. The physical facilities of a school affect the educational programs
(a) a great deal (b) moderately (c) not necessarily at all
4. The educational program of the Lexington Public Schools would best be served by:
 - a. renovating older schools
 - b. closing older schools and renovating newer ones as suggested in the School Facilities Survey
 - c. keeping schools as they are
 - d. closing older schools when students can readily be accommodated in other schools
 - e. renovating schools as specified by teachers and parents in the Ad Hoc School Survey

Every school generates its own particular atmosphere or environment. Mark the one answer which best reflects your opinion about the environment in your school, using the following key for items 5-14.

- a. hinders the educational process
- b. fosters the educational process
- c. has little effect upon the educational process
- d. no opinion

5. Physical facilities
6. Staff morale
7. student attitudes/expectations
8. teacher-to-teacher relationships
9. teacher/administrator relationships
10. teacher/parent relationships
11. student/student relationships
12. sights, sounds, activities, etc., "feel" of a school
13. parental involvement
14. School Committee/staff relationship
15. What do you feel is the optimum student population per elementary school?
 - a. 500 or more
 - b. 350-500
 - c. 200-350
 - d. less than 200
 - e. makes no difference
16. What is the student population in your school?
(Mark on card and circle a, b, or c below for this question only.)
 - a. 500 or more
 - b. 350-500
 - c. 200-350
 - d. less than 200
17. If you were a School Committee member deciding where to cut costs, which one of the following would you cut?
 - a. the number of teachers, by increasing class size
 - b. the number of specialists/administrative staff
 - c. library books and materials
 - d. the athletic budget
 - e. teaching materials
 - f. other (specify)
18. If, as a School Committee member you could allocate funds for specific purposes, which one would you choose?
 - a. hire top quality teaching personnel
 - b. keep all schools open despite declining student population
 - c. expand career and vocational education
 - d. continue to support the present level and choice of curriculum
 - e. other (specify)
19. Do you think newer schools provide educational advantages not found in older schools?
 - (a) many advantages
 - (b) some advantages
 - (c) no advantages
 - (d) no opinion

20. Do you think older schools provide educational advantages not found in newer schools?

- (a) many advantages
- (b) some advantages
- (c) no advantages
- (d) no opinion

Could you briefly explain what these advantages are, if you answered (a) or (b) to questions 19 and 20?

21. Renovations in your school would

- a. better accommodate teaching styles
- b. allow for greater program variety
- c. provide better education for students
- d. make little difference to the educational process
- e. other (specify)

22. Do you feel you have adequate time for planning?

- a. yes
- b. no

Mark the approximate professional time you spend per month on the functions below, using the following key for items 23 - 31.

- a. 0 - 20%
- b. 20 - 40%
- c. 40 - 60%
- d. not applicable

- 23. class or schoolwide special activities
- 24. planning
- 25. discipline apart from the classroom
- 26. faculty meetings
- 27. parental concerns
- 28. general administration
- 29. administrative meetings
- 30. teaching
- 31. system-wide responsibilities

The following are to be responded to on Card #2. Mark your card column #2. Mark the one answer which best describes your opinion about current programs in the Lexington Public School system, using the following key for items 1 - 29.

- a. excellent
- b. satisfactory
- c. needs improvement
- d. no opinion

1. Physical education
2. Handwriting
3. Writing skills (composition)
4. Research skills
5. Music
6. Math computation
7. Math reasoning
8. Art education
9. Foreign languages
10. Social sciences
11. Reading comprehension
12. Science
13. Homemaking skills
14. Human Growth and Development
15. Vocational and Career Education

Support Services

16. Library services
17. Counselling
18. Special services (reading, speech, L.D., tutoring)
19. In-service teaching training
20. Administrative support
21. Custodial services
22. School Committee support

Facilities and Equipment in your school

23. Texts and other resources for students
24. Resources for teachers
25. AV equipment, films, cassettes, etc.
26. Classroom space
27. Auxiliary space
28. Physical Education facilities
29. Library/learning resource space
30. Library materials/resources

Mark your responses for the following questions directly on this survey sheet.

31. Which three of the following most affect the quality of education a child receives? Circle your choices below on this sheet.
 - a. classroom teachers
 - b. school atmosphere
 - c. classmates/peers
 - d. student/teacher ratio
 - e. principals
 - f. educational materials and equipment
 - g. physical facilities
 - h. teaching format (open classroom, team teaching, traditional classroom, etc.)
 - i. other (specify)
32. Describe briefly what you feel are the strengths of the educational program in this school.

33. What weaknesses do you see in the educational program in this school?
34. What do you feel should be the three most important goals of the Lexington Public School system?
35. We welcome any additional comments.
36. Optional: Indicate if you wish, the school where you currently work.

Thank you.

APPENDIX B

CITIZENS SURVEY SUMMARY

In December 1975 as the final step in procuring information, the Citizens Survey was mailed to 9300 Lexington households. Despite the distractions of the holiday season, over 2200 were returned; 1921 were received in time for computer tabulation and the additional ones were read by committee members. 25% wrote additional comments that have been taken into consideration in the summary which follows. A copy of the questionnaire can be found at the end of this Appendix.

General Citizen Results

Citizens who responded fell into the following age groups:

1% were 19-24	54% were 40-60
37% were 25-39	6% were over 60
	2% no answer

67% have children in the Lexington Public Schools; 31% do not; 2% no answer

9% have children in private or parochial schools; 81% do not

5% have children in both the public schools and private or parochial schools; 5% no answer

Length of residence in town was

8% 0 to 2 years	36% 10 to 20 years
14% 2 to 5 years	19% over 20 years
22% 5 to 10 years	2% did not answer

The reputation of the LPS when people moved in was

73% excellent	1% fair
20% good	6% did not answer

50% were strongly influenced by the reputation of the schools when moving here, 21% were moderately influenced, and 24% were slightly or not at all influenced, 5% no answer.

Schools are now reputed to be

17% excellent	20% fair
48% good	5% poor
	10% had no opinion or no answer

(Comment: Note the dramatic shift in the excellent rating from 73 to 17%.)

On questions about school facilities and size

51% feel it doesn't matter if schools are different sizes and facilities or the same. 34% preferred different sizes and plants. 8% said all should be equal.

49% judged neighborhood (walking) schools valuable; this was true for each of the age groups, + 5%. 39% found walking schools worthwhile but not essential if "riding" schools are good. 7% thought they were not worth preserving.

36% opposed closing Munroe. 34% supported closing it, and 29% had no opinion or did not answer.

When asked about priorities, only 13% of the citizenry rated facilities very important. (See Table I)

Citizens rated priorities for the educational system: choosing quality teaching staff as most important, teaching basic skills as second in importance, and college-career preparation third.

TABLE I

	<u>Very</u> <u>Impt.</u>	<u>Impt.</u>	<u>Not</u> <u>Impt.</u>	<u>No</u> <u>Answer</u>
Quality Teachers	88%	5%	0%	7%
Basic Skills	75%	15%	1%	10%
Career/College Prep.	56%	32%	2%	10%
Building Confidence	54%	32%	5%	9%
Human Relationships	40%	44%	7%	9%
Program Variety	34%	40%	15%	11%
Superior Facilities	13%	56%	21%	10%

Citizens felt we were spending

not enough on schools	9%
about the right amount	51%
too much	19%
no opinion or no answer	21%

Many did not feel they had enough information to answer the question on testing (40%).

28% would continue testing as it is presently done
 26% would eliminate IQ tests giving achievements every other year
 6% would eliminate all testing

Therefore 32% of the citizens, 53% of those answering question, would eliminate IQ testing.

The cross-tabulations provide some interesting differences:

12% of those with children in public schools feel we spend too much on schools and 32% without children feel that way

52% of all age groups up to 60 feel Lexington spends about the right amount. Over 60, 38% feel the right amount is spent while 44% think too much is spent

those with children in private or parochial schools differ from other groups only on one question. 41% rated the reputation of the system fair or poor while only 22% of those with children in the public schools rated the system fair or poor

it appears that the schools' reputation peaked about 5-10 years ago.

Years lived in Lexington	0-2	2-5	5-10	10-20	over 20
Excellent rating when moved here	71%	76%	84%	79%	50%

Only 21% of those rating reputation as excellent when they moved here would rate schools excellent now. (This decline coincides with a national trend.)

50% were strongly influenced to move to Lexington by the reputation of the schools. Of the 1405 (73% of sample) who rated schools excellent when they moved here, 62% were strongly influenced by the reputation of the schools, 19% moderately, 6% slightly, and 12% not at all.

Elementary School Results

The number of parents reporting from each school was:

Adams	101	Hancock	68
Bowman	128	Harrington	93
Bridge	122	Hastings	115
Estabrook	99	Munroe	59
Fiske	147	Parker	85
Franklin	105		

Overall, parents rated their schools: excellent (40%), good (43%), fair (13%), and poor (4%)

Parents at each elementary school could rate their school excellent, good, fair, or poor. The percent rating each school excellent and poor are given below:

	<u>Exc.</u>	<u>Poor</u>		<u>Exc.</u>	<u>Poor</u>
Adams	35%	4%	Hancock	69%	0%
Bowman	22%	5%	Harrington	31%	2%
Bridge	28%	9%	Hastings	40%	0%
Estabrook	36%	6%	Munroe	53%	0%
Fiske	34%	1%	Parker	54%	1%
Franklin	42%	7%			

Munroe (73%) and Hancock (62%) supported school diversity significantly more than other groups who averaged 40%. The highest percentages for equality of size and physical plant were at Bowman (16%) and Harrington (13%).

Most parents would keep their children where they are now if open enrollment were readily available. The number of parents not in that school district who would send their child to that school is also given:

	<u>% to stay</u>	<u>Number of parents transferring into this school</u>
Adams	60	9
Bowman	59	8
Bridge	49	6
Estabrook	74	34
Fiske	78	23
Franklin	60	20
Hancock	79	21
Harrington	70	19 (11 of these from Bowman; Harrington is walking school for most of
Hastings	74	18 Bowman 11)
Munroe	85	10
Parker	80	11

Estabrook was chosen significantly more than all others.

1452 citizens felt this way about attention given to children in school:

	<u>Too Much</u>	<u>About Right</u>	<u>Not Enough</u>
Average child	less than 1%	36%	64%
Gifted child	38%	52%	10%
Special needs	16%	59%	26%

The figures are consistent across elementary schools and agree with student and teacher assessments.

Citizens feel basic skills and discipline are receiving too little emphasis and that career and vocational preparation need attention.

	<u>Too Much</u>	<u>About Right</u>	<u>Too Little</u>
Enrichment	17%	71%	12%
Basic skills	10%	38%	61%
Personal Growth	6%	66%	28%
Discipline	2%	46%	52%
Career Preparation	3%	50%	48%

On a school by school basis, a majority thought the basic skills received the right emphasis at Hancock, followed by Adams, Hastings, and Parker.

TABLE II

	<u>Basic Skills</u>			<u>Discipline</u>	
	<u>Right Amount</u>	<u>Not Enough</u>		<u>Right Amount</u>	<u>Not Enough</u>
Adams	49%	42%	Adams	46%	45%
Bowman	34%	58%	Bowman	41%	42%
Bridge	35%	56%	Bridge	32%	58%
Estabrook	34%	61%	Estabrook	54%	36%
Fiske	37%	53%	Fiske	52%	37%
Franklin	32%	60%	Franklin	36%	51%
Hancock	57%	35%	Hancock	50%	38%
Harrington	34%	56%	Harrington	47%	42%
Hastings	47%	45%	Hastings	44%	44%
Munroe	42%	51%	Munroe	49%	41%
Parker	44%	47%	Parker	52%	39%

Most parental concern about discipline seems to be at Bridge and Franklin. A majority of the parents at Estabrook, Fiske, and Parker think the emphasis right.

Parents rated subjects taught in elementary school as excellent, satisfactory or needs improvement. Areas most in need of improvement are composition, handwriting, math computation, and math reasoning. Art, physical education, music, and social studies were rated highest. Table III gives the school ratings for each area. The upper-left corner of each box contains the percent reporting excellent or satisfactory; the lower-right number is the percent indicating needs improvement.

IN PERCENT	ADAMS	BOWMAN	BRIDGE	ESTABROOK	FISKE	FRANKLIN	HANCOCK	HARRINGTON	HASTINGS	MUNROE	PARKER
ART	72 5	60 21	79 4	72 9	66 5	67 9.5	59 10	38 32	80 3	64 15	67 12
COMPOSITION	47 33	35 47	43 45	26 53 ⁺	32 42	36 46	48 ⁺ 23 ⁺	43 29	49 35	46 32	50 ⁺ 32
FRENCH	47 ⁺ 11	54 22	66 13	60 13	44 19	52 20	43 22	58 11	56 ⁺ 23 ⁺	58 19	52 19
HAND-WRITING	52 ⁺ 26	47 37 ⁺	47 41	51 31	46 31	37 46	51 21	48 27	50 ⁺ 36 ⁺	49 24	53 27
HUMAN GROWTH	58 19	58 18	51 28	51 25	52 14	61 18	41 16	49 23	58 26	56 22	63 15
MATH COMP.	45 ⁺ 36	52 36	50 38	41 40	43 31	44 41	63 15	51 24	52 36 ⁺	51 32	49 34
MATH REASON	47 32	55 29	52 35	48 31	46 29	56 27	63 13	47 25	56 31	51 29	54 32
MUSIC	68 11	66 10	75 12	72 9	71 6	72 11	29 43	58 16	83 6	75 8	55 33
PHYSICAL EDUCATION	68 14	73 12	77 11	72 11	68 8	71 12	68 10	52 22	83 3 ⁺	68 14	78 7
READING	61 21	55 31	66 24	57 ⁺ 25	58 21	52 31	65 12	59 18	67 19	58 25	64 22
RESEARCH SKILLS	52 ⁺ 16	49 26	45 29 ⁺	39 31	39 ⁺ 23	44 28	54 16	51 19	51 24	66 10	53 20
SCIENCE	55 ⁺ 21	51 ⁺ 28	61 21	53 ⁺ 27	54 20	51 ⁺ 27	46 22	52 20	75 13	64 17	64 15
SOCIAL STUDIES	56 11	63 14	66 13	60 19	54 13	57 20	57 7	61 6 ⁺	76 ⁺ 7	71 5	62 15
COUNSELING	50 ⁺ 20	27 37	31 39	48 ⁺ 21	47 16	48 20	41 23 ⁺	41 27	43 29	25 44	46 23 ⁺
SPECIAL NEEDS	45 ⁺ 16	38 19	43 ⁺ 16	41 16	40 12	45 16	40 16	35 ⁺ 14	43 10	36 20	41 9

TABLE III

Percent of parents reporting excellent or satisfactory in upper left
 Percent of parents reporting improvement needed in lower left

Table IV shows a "satisfaction rating", derived by dividing the percent of parents reporting excellent or satisfactory by the percent reporting that the area needs improvement and then selecting the high and low schools for each area. Thus, the list represents parents assessment of what they feel is exceptionally satisfactory and what they feel is unsatisfactory. Several things stand out:

- Hancock appears five times under high satisfaction and has two weak areas.
- Hastings appears four times under high satisfaction and none at all under "low".
- High satisfaction is limited to four schools' program areas + counselling at Fiske; other schools fall into a middle category.
- Low satisfaction at Estabrook is significantly stronger than at other schools in town, and somewhat so at Franklin.

These findings are reinforced by the results of the citizen survey and other research.

TABLE IV

<u>Subject</u>	<u>High Satisfaction</u>	<u>Low Satisfaction</u>
Art	Hastings	Harrington
Composition	Hancock	Estabrook
French	Harrington	Hancock
Handwriting	Hancock	Franklin
Human Growth & Development	Parker	Bridge
Math Computation	Hancock	Estabrook
Math reasoning	Hancock	Adams, Bridge, Estabrook
Music	Hastings	Hancock
Physical Education	Hastings	Harrington
Reading	Hancock	Franklin
Research Skills	Munroe	Estabrook
Science	Hastings	Bowman
Social Studies	Munroe	Franklin
Counselling	Fiske	Munroe
Special Needs	Parker	Munroe

Junior High Schools

The number of parents reporting was: 275 Diamond, 208 Clarke, and 177 Muzzey parents. 660 respondents.

Parents rated the junior highs: 253 parents rated them excellent, 376 good, and 115 as fair, and 8 as poor. The ratings by individual schools are very similar:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Diamond	35%	51%	9%	2.5%
Clarke	33%	46%	14%	2.5%
Muzzey	33%	46%	12%	3.5%

If we had open enrollment, approximately 80% of all the junior high parents chose to keep children at the school they are now assigned.

In basic skills, 44% at Diamond thought the emphasis right, 55% at Clarke and 40% at Muzzey. About 37% at each of the schools thought there was not enough.

Discipline was thought about right by 46% at Diamond, 52% at Clarke and Muzzey. About 31% of parents at Diamond and Clarke thought there was not enough but only 23% at Muzzey thought it not enough.

Junior high school ratings of program areas are summarized in Table V.

The High School

Parents of High School students indicated considerable satisfaction with program areas in general. Art, Foreign Languages, music, physical education, science, social studies and sports were all rated 70% or more satisfactory/excellent. Music (42%) and art (39%) were rated excellent. The areas parents see in need of improvement are handwriting (48%), vocational education (58%), and counselling (66%).

Several areas drew a mixed response; where parents (more than 30%) feel improvement is needed include Human Growth and Development, Reading, Research Skills, and Composition. English was inadvertently erased from the list and parents added their assessment through written comments. The overall response was mixed with the feeling preeminent that the quantity of offerings in the English program is not necessarily consistent with the quality and it might be better to have less choice and better courses. Students responses also were mixed--there are, they felt, some outstanding offerings and poor courses with everything in-between.

Math reasoning and computation and research skills were found satisfactory by 60+% of parents. (See table Section IIC for detailed comparison of parent, student and teacher responses.)

Parent ratings of program areas are listed in Table VI.

TABLE V

JUNIOR HIGH SCHOOL PARENT RATING
IN PROGRAM AREAS

(% of parents responding at each school)

	Diamond		Clarke		Muzzey	
	Exc. or Satis.	Needs Im-provement	Exc. or Satis.	Needs Im-provement	Exc. or Satis.	Needs Im-provement
Art	66	10	65	14	55	12
Composition	49	32	52	35	44	30
Foreign Language	68	10	73	12	60	9
Handwriting	33	34	39	36	34	34
Human Growth	55	18	54	23	46	20
Math Computation	59	19	66	19	52	20
Math Reasoning	60	18	65	21	53	20
Music	64	13	68	13	58	8
Physical Ed.	62	17	71	13	61	10
Reading	58	20	59	26	49	24
Research Skills	52	22	60	25	48	20
Science	73	8	75	11	59	13
Social Science	70	7	76	6	66	7
Career Prep.	24	35	32	31	23	28
Counselling	35	34	49	23	35	24
Special Needs	24	16	31	14	23	16
Sports	53	17	63	15	56	9

TABLE VI

RATINGS OF LHS PROGRAMS BY PARENTS

(Figures are % of those rating)

	<u>Excellent</u>	<u>Satis- factory</u>	<u>Needs Im- provement</u>
Art	39	33	06
Composition	12	39	45
Foreign Language	21	52	19
Handwriting	1	25	48
Human Growth	04	44	31
Math Computation	21	46	26
Math Reasoning	25	41	25
Music	42	36	03
Physical Education	23	53	14
Reading	12	39	40
Research Skills	15	45	31
Science	26	55	13
Social Studies	18	63	13
Vocational/Career	02	23	58*
Counselling	05	19	66
Psychological help	03	17	34
Special Needs	06	21	24*
Sports	23	50	08
Business Courses	06	29	10*
EWOW	10	20	17*
Max Ed.	10	25	23*

*more than 50% responded no answer/no opinion

WRITTEN COMMENTS SUMMARY

On the open-ended question asking for any "other" comments, citizens touched on 117 topics requesting:

- more emphasis on the gifted child
- open enrollment
- increasing the school budget, decreasing the school budget
- Munroe school be kept open as a school
- there be more open education and innovation
- a variety of changes in the junior and senior high schools
- more highly qualified teachers
- changes in the testing program

The areas most often noted were:

- | | |
|--|----|
| - basic skills and discipline | 93 |
| - declining standards in the schools | 63 |
| - need for more emphasis on the average child | 47 |
| - waste in the system | 37 |
| - endorsement of small schools and small classes | 31 |
| - quality teachers should be the first priority | 31 |

Selected quotations:

I prefer schools for my children that are structured, well-disciplined, teach cooperation and consideration, basic skills and spelling and handwriting.

represent a major concern of parents and teachers in town.

We have always felt a bit uncomfortable with an architectural firm playing so large a role in determining the destiny of our educational system. Buildings are only a part of the picture. Teachers and the atmosphere are definitely more important and conducive to learning.

speaks to the whole question of educational experiences in relation to facilities and reflects parents, teachers and administrative concern.

How many studies have we already used as a catharsis rather than really revitalizing Lexington's educational program, which has fallen into a rut of mediocrity?

reflects many comments on "yet another survey" and whether something will finally happen as a result of all the studies.

Lexington has made progress in other possibly more important domains - more attention to the individual needs of students, more emphasis on human relationships, on building confidence and a good self-image, more enrichment of all kinds, more opportunities for the development of self-motivation and self-discipline in today's more open schools and classrooms...It is not a question of abandoning the new and returning to the old - the 3 R's -- but of combining the best of the old with the best of the new. If Lexington does this, we will indeed have excellent schools.

summarizes a deep concern of many townspeople.

I. Survey for all Citizens of Lexington

Circle one choice (1, 2, 3, etc.) unless otherwise indicated.

1. Circle the number below which indicates your age group.

1. 19-24
2. 25-39
3. 40-60
4. over 60

2. I now have a child/children in the Lexington Public Schools.

1. Yes
2. No.

3. I now have a child/children in parochial or private school.

1. Yes
2. No

4. How many years have you lived in Lexington?

1. 2 or less
2. 2 to 5
3. 5 to 10
4. 10 to 20
5. over 20

5. If you were an adult when you moved to Lexington, what was the reputation of the Lexington School System when you moved here?

1. excellent
2. good
3. fair
4. poor

6. How much was your decision to move to Lexington influenced by your opinion of the schools?

1. strongly
2. moderately
3. slightly
4. not at all

7. How would you rate the Lexington school at present?

1. excellent
2. good
3. fair
4. poor
5. no opinion

8. Some people feel that all Lexington Schools should be approximately equal in size and physical plant. Others feel that there are advantages to having schools of different sizes and different physical plants. In your opinion, is Lexington best served by
1. striving to insure equality of size and plant?
 2. maintaining schools of different sizes and plants?
 3. I do not think it matters
 4. I have no opinion
9. Some people feel that neighborhood schools to which most or all children walk are important. Others feel that, other things being equal, whether a child rides a bus to school or walks to it is not important. Circle the one answer below which describes best how you feel. In my opinion neighborhood "walking" schools are
1. a valuable part of Lexington education
 2. worthwhile, but not worth preserving if the "riding" schools are good
 3. not especially valuable, not worth preserving
 4. no opinion
10. Recently, the School Committee has considered closing Munroe as a school, transferring its pupils to other schools in town and using it as a school administration building. Circle the answer below which best reflects your opinion. I would
1. strongly support this action
 2. support this action, but without enthusiasm
 3. oppose this action, but without much concern
 4. strongly oppose this action
 5. no opinion
11. Last year Lexington spent \$1,566 per student for education. Comparable figures for four other Boston suburbs are:
- | | |
|------------|-----------------|
| Concord | \$1,665 |
| Brookline | \$1,926 (elem.) |
| | \$2,491 (sec.) |
| Framingham | \$1,545 |
| Wellesley | \$1,465 |
- Do you feel that Lexington is spending
1. too much
 2. about the right amount
 3. not enough
 4. I don't know

12. Defining priorities (what is most important) for an educational system can determine to a great extent the direction and quality a school system will pursue. To be most effective, these should reflect the concerns of the citizenry the schools serve. "X" the following in order of importance to you.

<u>Priorities</u>	<u>Very Impt.</u>	<u>Impt.</u>	<u>Not Impt.</u>
- quality teaching staff	_____	_____	_____
- superior facilities, equipment and materials	_____	_____	_____
- a variety of programs and teaching styles designed for the needs of individual abilities of each student	_____	_____	_____
- sound preparation for careers and/or college	_____	_____	_____
- building confidence and positive self-image	_____	_____	_____
- sound basis in basic skills	_____	_____	_____
- learning how to get along with others; human relationships	_____	_____	_____

II. For Parents of Children in Lexington Public Schools

If you are now or have been within the last two years a parent of children in the Lexington Public Schools or otherwise feel qualified, circle your choice 13 - 19.

13. Lexington tests IQ in grade 2, achievement in grades 2-8 and aptitude in grade 4. Many people think there may be too much testing. Circle whether you would
1. eliminate IQ and achievement altogether?
 2. eliminate IQ testing and give achievement tests every other year
 3. continue the present testing program
 4. no opinion
14. Please circle the school(s) your child(ren) attend.
- | | | |
|--------------|---------------|-----------------------|
| 01 Adams | 06 Franklin | 11 Parker |
| 02 Bowman | 07 Hancock | 12 Diamond JHS |
| 03 Bridge | 08 Harrington | 13 Clark JHS |
| 04 Estabrook | 09 Hastings | 14 Muzzey JHS |
| 05 Fiske | 10 Munroe | 15 Senior High School |
15. How would you rate the elementary school your child(ren) attend?
1. excellent
 2. good
 3. fair
 4. poor

16. How would you rate the junior high school your child(ren) attend?
1. excellent
 2. good
 3. fair
 4. poor
17. Overall, how would you rate the Senior High School?
1. excellent
 2. good
 3. fair
 4. poor
18. If Lexington offered open enrollment, to which elementary school would you send your child(ren)?
- | | |
|--------------|-----------------|
| 01 Adams | 07 Hancock |
| 02 Bowman | 08 Harrington |
| 03 Bridge | 09 Hastings |
| 04 Estabrook | 10 Munroe |
| 05 Fiske | 11 Parker |
| 06 Franklin | 12 Remain as is |
19. If Lexington offered open enrollment, to which Junior High School would you send your child(ren)?
- 13 Clarke
 - 14 Diamond
 - 15 Muzzey
 - 16 Keep child(ren) in present
 - 17 None of the above
20. Put an X to indicate how much attention you feel Lexington Schools pay to the students below:
- | | <u>too
much</u> | <u>about
right</u> | <u>not
enough</u> |
|----------------------------|---------------------|------------------------|-----------------------|
| gifted student | _____ | _____ | _____ |
| average student | _____ | _____ | _____ |
| student with special needs | _____ | _____ | _____ |
21. Put an X to indicate how much emphasis you feel Lexington elementary schools place on areas below:
- | | | | |
|---|-------|-------|-------|
| enrichment programs (music, art, foreign languages) | _____ | _____ | _____ |
| basic skills (3 R's) | _____ | _____ | _____ |
| personal growth and development | _____ | _____ | _____ |
| discipline | _____ | _____ | _____ |