



Prince George's County Public Schools  
14201 School Lane • Upper Marlboro • MD 20772  
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May 2009

## RESEARCH REPORT

# SY2008-2009 School Climate Survey Crossland Evening HS

Prepared by  
Carole Portas Keane, Ph.D.  
Kola K. Sunmonu, Ph.D.

**DIVISION OF ACCOUNTABILITY  
DEPARTMENT OF RESEARCH AND EVALUATION**

Phone: 301-780-6807  
Fax: 301-952-6147

**William R. Hite, Jr., Ed.D., *Interim Superintendent of Schools***  
**Donna E. Muncey, Ph.D., *Chief of Accountability***  
**Kola K. Sunmonu, Ph.D., *Director of Research and Evaluation***

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## Table of Contents

<b>CROSSLAND EVENING HS</b> .....	<b>1</b>
Introduction.....	1
How to Interpret the Data .....	1

### **TABLES**

Table 1 – Summary of Survey Participation.....	2
Table 2—Percent with Positive Perceptions by Characteristics of Effective Schools, CEHS and All PGCPS High Schools.....	3
Table 3—Percent with Positive Perceptions by Characteristics of Effective Schools, SY2007 and SY2009 .....	4
Table 5 – Distribution of Crossland Evening HS Parents’ Responses on Survey Items.....	12

### **FIGURES**

Figure 1 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, CEHS and All PGCPS High Schools .....	5
Figure 2 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, SY2007—SY2009 .....	5
Figure 3 – Effective Instructional Leadership – Percent with Positive Perception .....	6
Figure 4 – Clear and Focused Mission – Percent with Positive Perception .....	6
Figure 5 – Safe and Orderly Environment – Percent with Positive Perception.....	7
Figure 6 – Positive School Climate – Percent with Positive Perception .....	7
Figure 7 – High Expectations – Percent with Positive Perception .....	8
Figure 8 – Frequent Assessment/Monitoring of Student Achievement – Percent with Positive Perception .....	8
Figure 9 – Emphasis on Basic Skills – Percent with Positive Perception .....	9
Figure 10 – Maximum Opportunities for Learning – Percent with Positive Perception .....	9
Figure 11 – Parent/Community Involvement – Percent with Positive Perception .....	10
Figure 12 – Strong Professional Development – Percent with Positive Perception .....	10
Figure 13 –Teacher Involvement in Decision-Making – Percent with Positive Perception....	11

# CROSSLAND EVENING HS

## Introduction

As part of the comprehensive improvement plan for the 2008–2009 school year, the Prince George’s County Public Schools (PGCPS) Department of Research and Evaluation (DRE) conducted a survey to determine how students, parents, and teachers feel about their schools. By conducting the survey, the DRE was able to collect stakeholders’ opinions on factors such as school leadership, level of safety in the schools, and amount of parental involvement, which, when analyzed, reveal what the stakeholders think about their schools’ overall climate and effectiveness.

With this information, district and school will be able to identify strengths that can be built upon to support future improvements. They can also determine what changes are needed to improve school climate and effectiveness and, thus, advance the academic achievement of students.

## How to Interpret the Data

A step-by step guide to interpret the data for each table and figure is provided below:

- **Table 1** provides a summary of the number of students, parents, and teachers that participated in the SY 2008/2009 School Climate Survey. Each stakeholder group — students, parents and teachers/paraprofessionals—is listed in the 1<sup>st</sup> column. The 2<sup>nd</sup> column indicates the different subsets of data—your individual school, and all high schools in the district. This allows you to see how your school compares to the average high school. The 3<sup>rd</sup> column (*Sample*) indicates the total number of individuals who were invited to participate in the survey. The 4<sup>th</sup> column (*Number of Respondents*) indicates the number of participants that responded to the survey. The 5<sup>th</sup> column (*Response Rate*) is expressed as the percentage of the participants that responded to the survey (Number of Respondents divided by Sample and multiplied by 100).
- **Table 2** provides the percentage of respondents who expressed positive feelings about each of the characteristics of effective schools. The 1<sup>st</sup> column lists the key characteristics of effective schools measured by this survey (i.e., Effective Instructional Leadership, Clear and Focused Mission, etc.) and a composite measure of all of the key characteristics. The remaining columns represent each stakeholder group, and allow you to compare your school’s results with the results from all high schools in PGCPS for SY2009.
- **Table 3** is similar to Table 2, except that it shows stakeholders’ perceptions of your school from SY2007 to SY2009 so that you can see where you made progress or where problems have developed over the past two years.
- **Figures 1 - 13** are graphic illustrations of the data presented in Tables 2 and 3. Figure 1 compares stakeholders’ perceptions of your school with the perceptions of stakeholders

about all high schools in PGCPS for SY2009. Figure 2 show the stakeholders’ perception about your school from SY2007 and SY2009. Figures 3 through 13 show the stakeholders’ perceptions of individual characteristics of effective schools. The charts on the left side of the page provide a visual comparison of your school’s results with those of all high schools in the district during SY2009. The charts on the right side of the page illustrate a comparison between your school’s results from SY2007 and this year’s results.

- **Tables 4-6** are the item response tables for each of the stakeholder groups for your school. Table 4 shows the student results, Table 5 displays the parent results and Table 6 represents teacher results. The 1<sup>st</sup> column lists the items to which participants were asked to respond. The second column (*N*) represents the number of people who responded to that item. Columns 3 through 7 represent the percent of participants who responded in the way indicated at the top of the column.

**Table 1 – Summary of Survey Participation**

		Sample	Number of Respondents	Response Rate
Students	Crossland Evening HS	71	n/r	0.0%
	All High Schools	19,296	11,229	58.2%
Parents	Crossland Evening HS	57	7	12.3%
	All High Schools	16,848	4,000	23.7%
Teachers & Paraprofessionals	Crossland Evening HS		n/r	
	All High Schools	2,492	1,301	52.2%

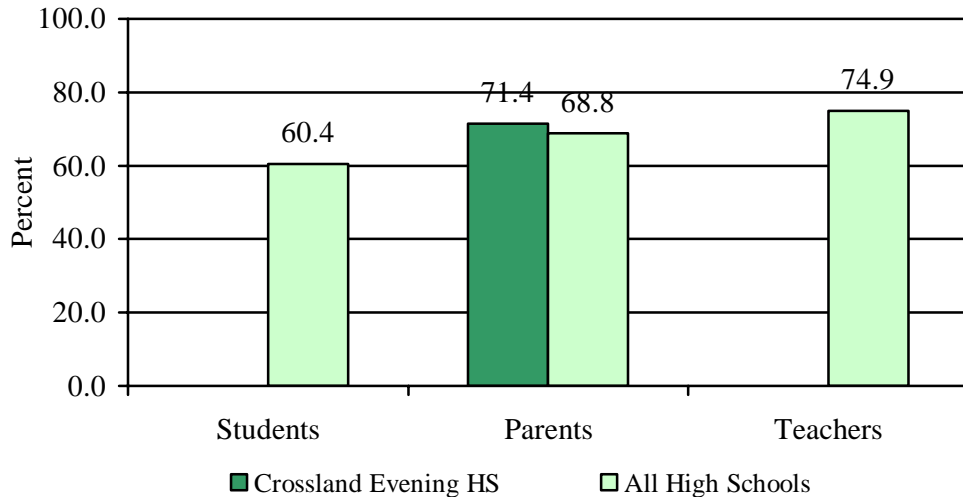
n/r= no response

**Table 2—Percent with Positive Perceptions by Characteristics of Effective Schools, CEHS and All PGCPS High Schools**

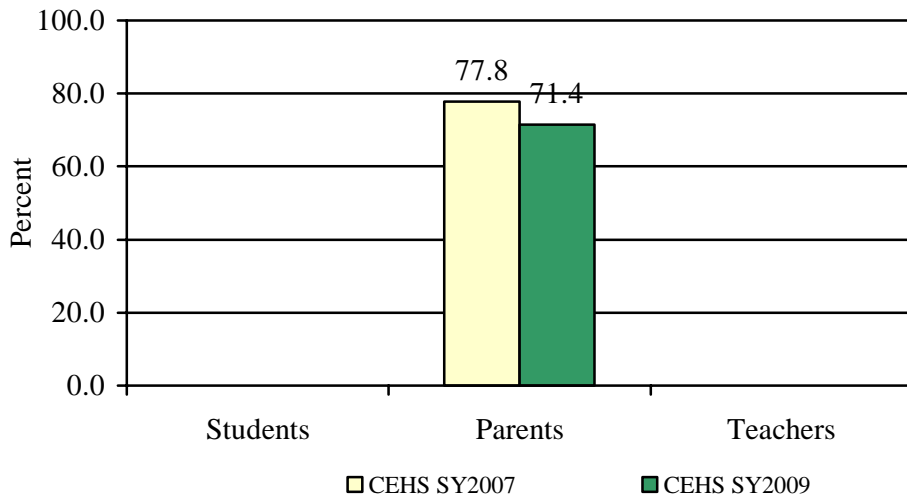
	Students		Parents		Teachers/Paraprofessionals	
	Crossland Evening HS	All High Schools	Crossland Evening HS	All High Schools	Crossland Evening HS	All High Schools
<b>All Characteristics (Composite)</b>		<b>60.4%</b>	<b>71.4%</b>	<b>68.8%</b>		<b>74.9%</b>
Effective Instructional Leadership		N/A	71.4%	65.8%		70.5%
Clear and Focused Mission		N/A	71.4%	71.8%		78.8%
Safe and Orderly Environment		45.9%	71.4%	75.9%		64.3%
Positive School Climate		34.5%	85.7%	63.6%		63.0%
High Expectations		63.6%	71.4%	74.9%		81.4%
Frequent Assessment/Monitoring of Student Achievement		42.7%	71.4%	58.3%		86.6%
Emphasis on Basic Skills		77.6%	85.7%	70.0%		84.7%
Maximum Opportunities for Learning		63.2%	71.4%	55.1%		66.6%
Parent/Community Involvement		36.5%	57.1%	57.8%		58.0%
Strong Professional Development		N/A	N/A	N/A		73.5%
Teacher Involvement in Decision-making		N/A	N/A	N/A		53.9%

**Table 3—Percent with Positive Perceptions by Characteristics of Effective Schools, SY2007 and SY2009**

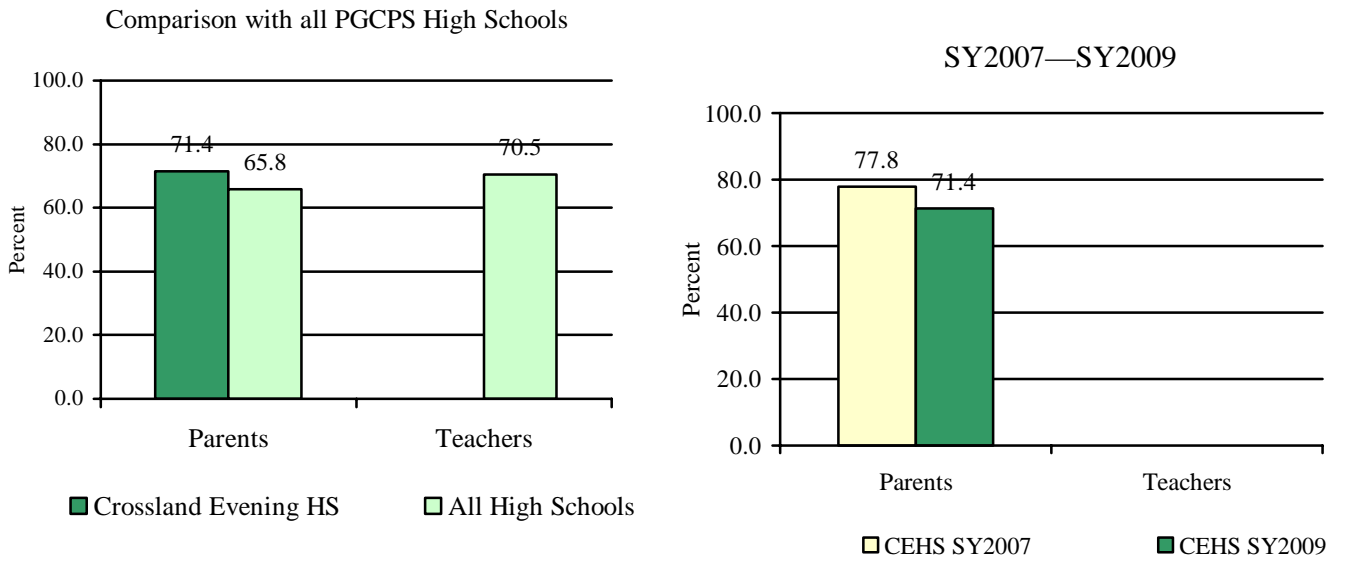
	Students		Parents		Teachers/Paraprofessionals	
	CEHS SY2007	CEHS SY2009	CEHS SY2007	CEHS SY2009	CEHS SY2007	CEHS SY2009
<b>All Characteristics (Composite)</b>			<b>77.8%</b>	<b>71.4%</b>		
Effective Instructional Leadership			77.8%	71.4%		
Clear and Focused Mission			77.8%	71.4%		
Safe and Orderly Environment			88.9%	71.4%		
Positive School Climate			66.7%	85.7%		
High Expectations			88.9%	71.4%		
Frequent Assessment/Monitoring of Student Achievement			55.6%	71.4%		
Emphasis on Basic Skills			88.9%	85.7%		
Maximum Opportunities for Learning			44.4%	71.4%		
Parent/Community Involvement			55.6%	57.1%		
Strong Professional Development			N/A	N/A		
Teacher Involvement in Decision-making			N/A	N/A		



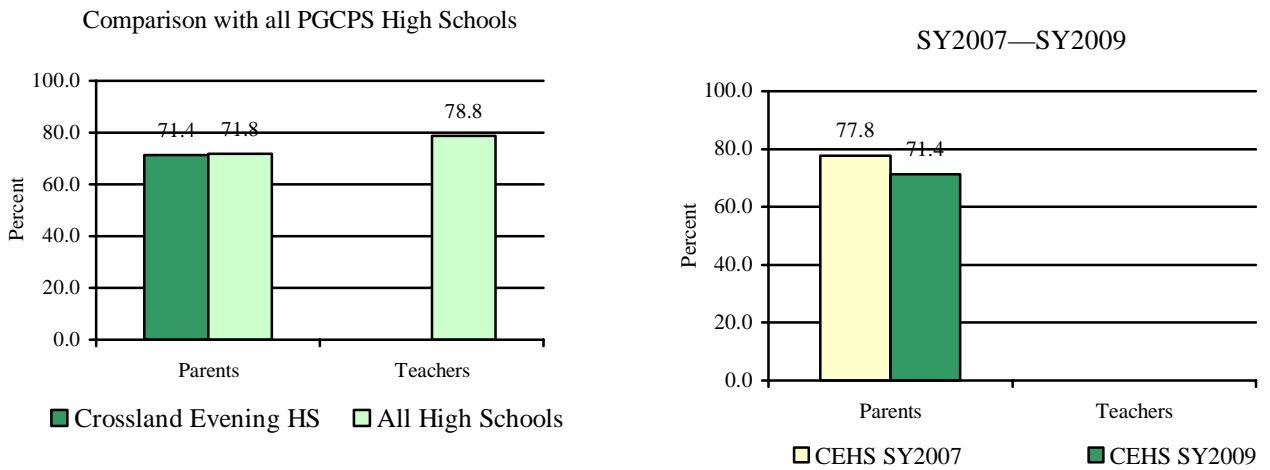
**Figure 1 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, CEHS and all PGCPHS High Schools**



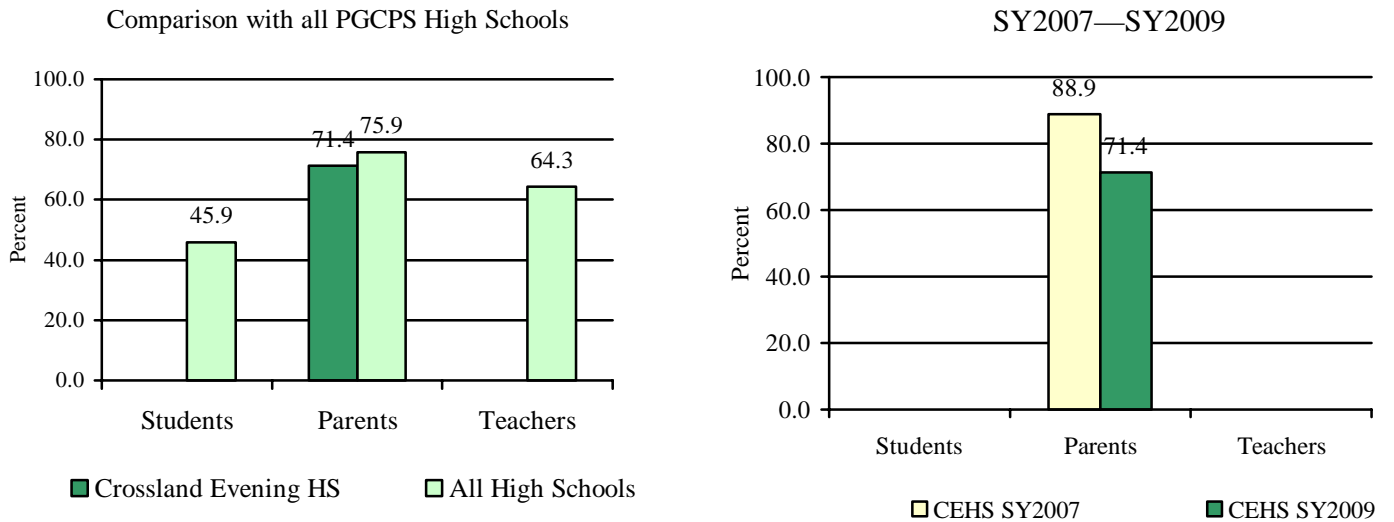
**Figure 2 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, SY2007—SY2009**



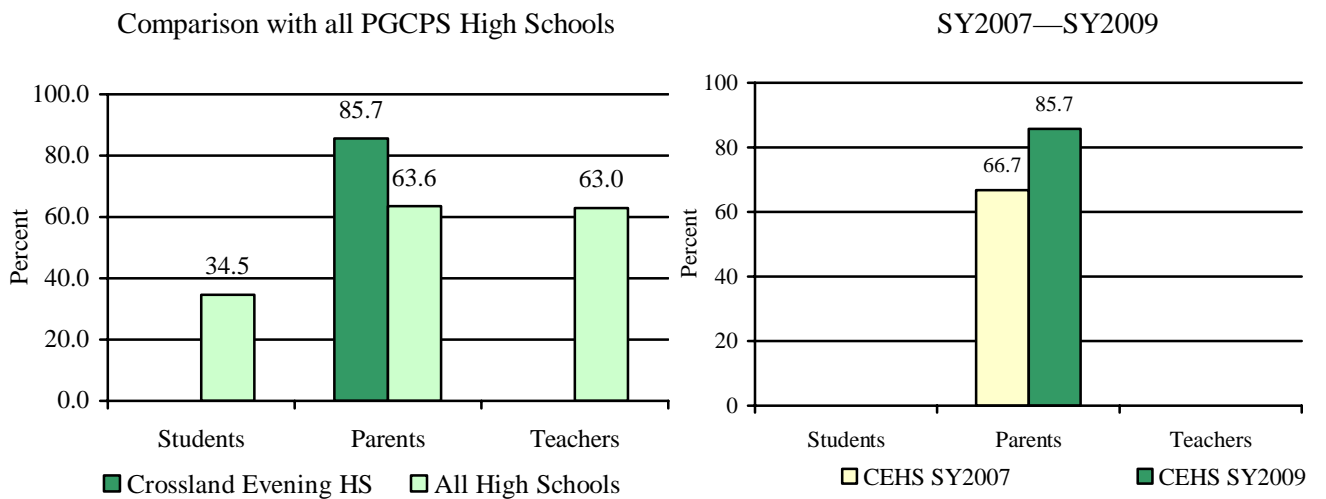
**Figure 3 – Effective Instructional Leadership – Percent with Positive Perception**



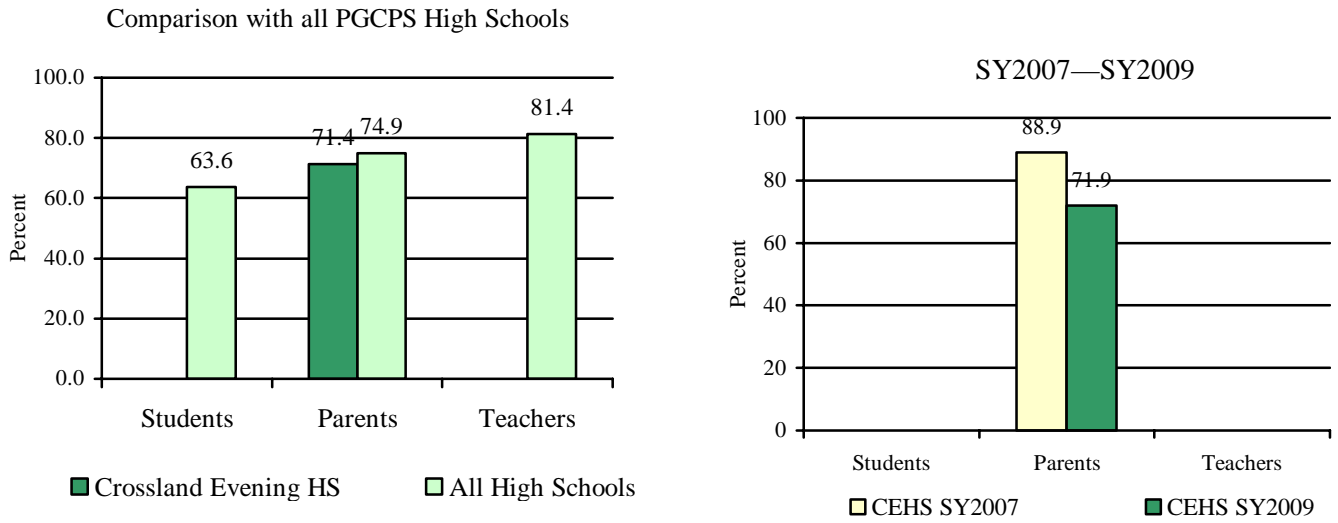
**Figure 4 - Clear and Focused Mission – Percent with Positive Perception**



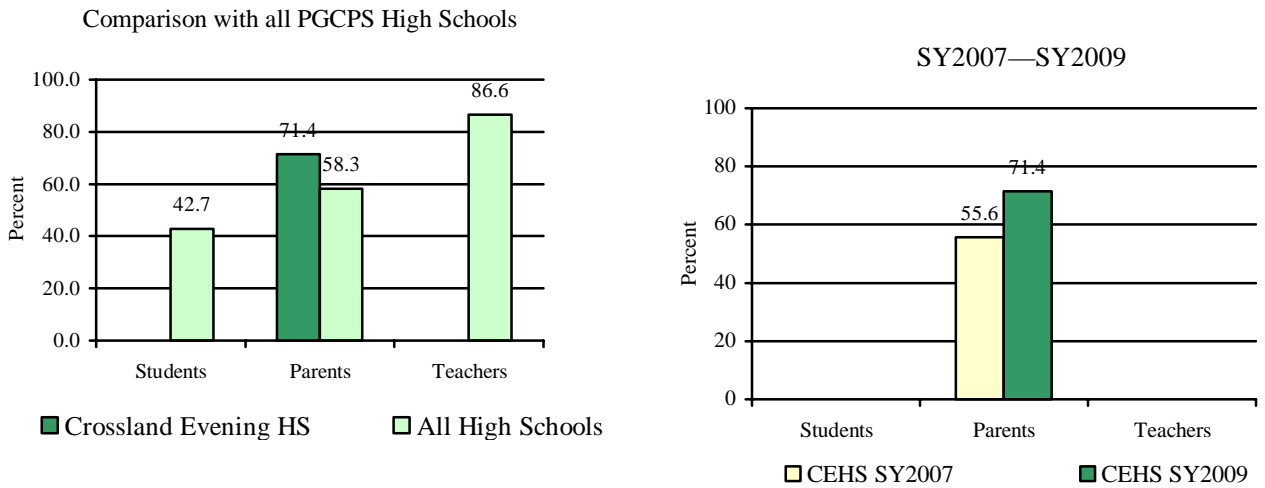
**Figure 5 – Safe and Orderly Environment – Percent with Positive Perception**



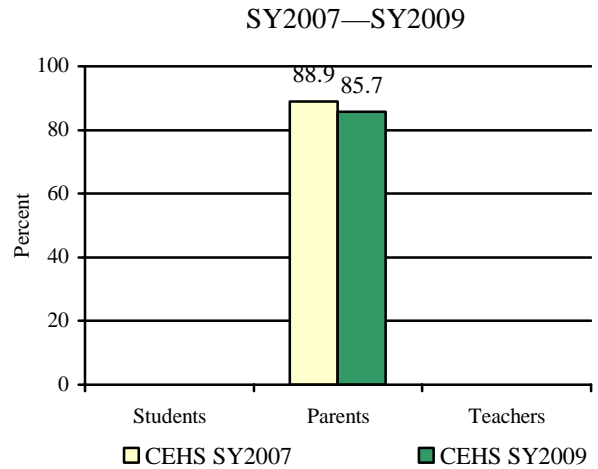
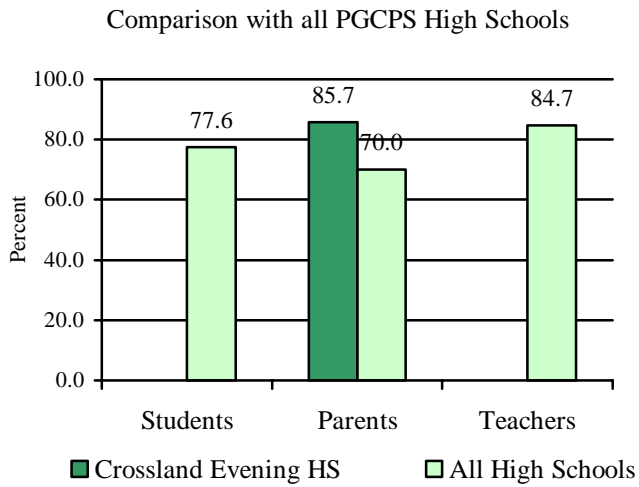
**Figure 6 - Positive School Climate – Percent with Positive Perception**



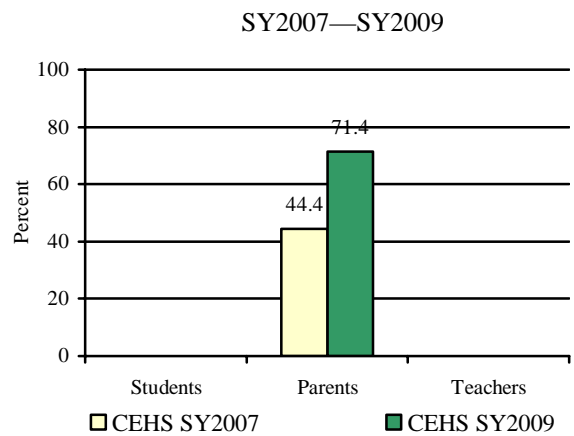
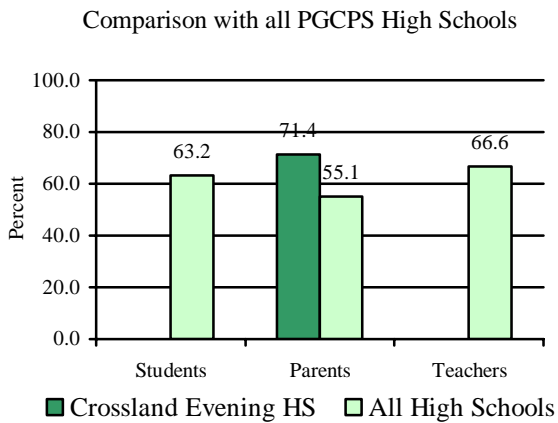
**Figure 7 – High Expectations – Percent with Positive Perception**



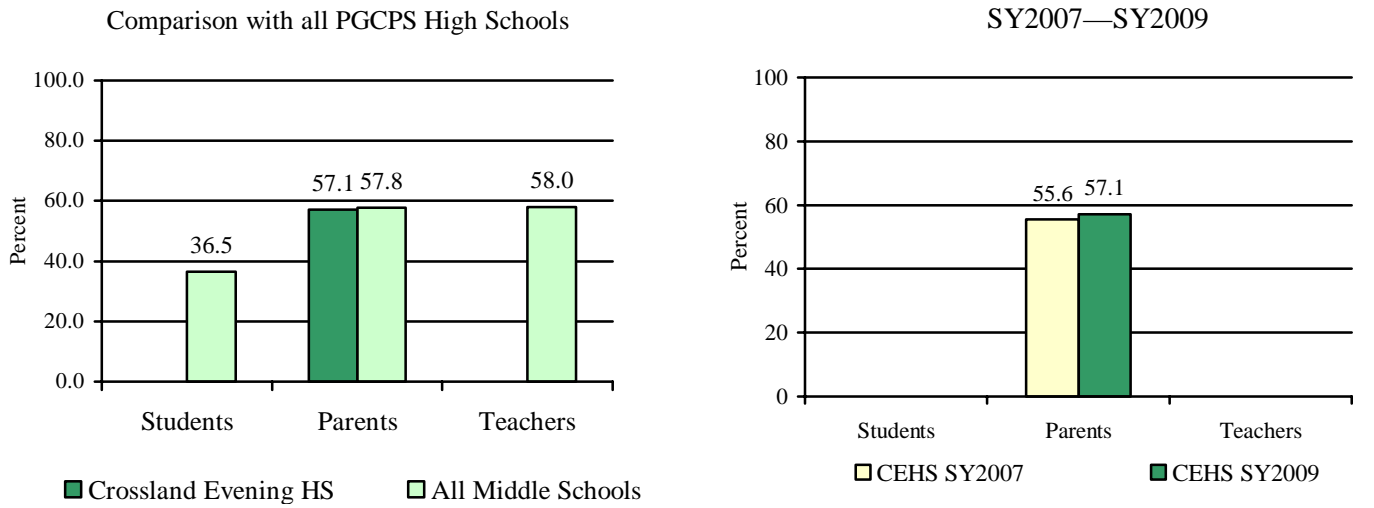
**Figure 8 – Frequent Assessment and Monitoring of Student Achievement – Percent with Positive Perception**



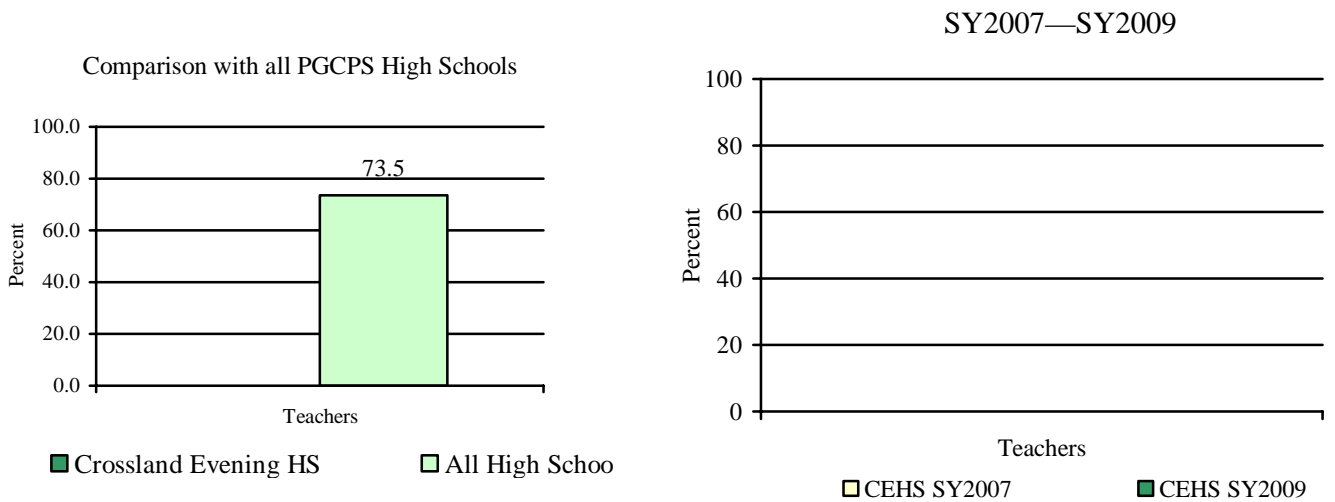
**Figure 9 – Emphasis on Basic Skills – Percent with Positive Perception**



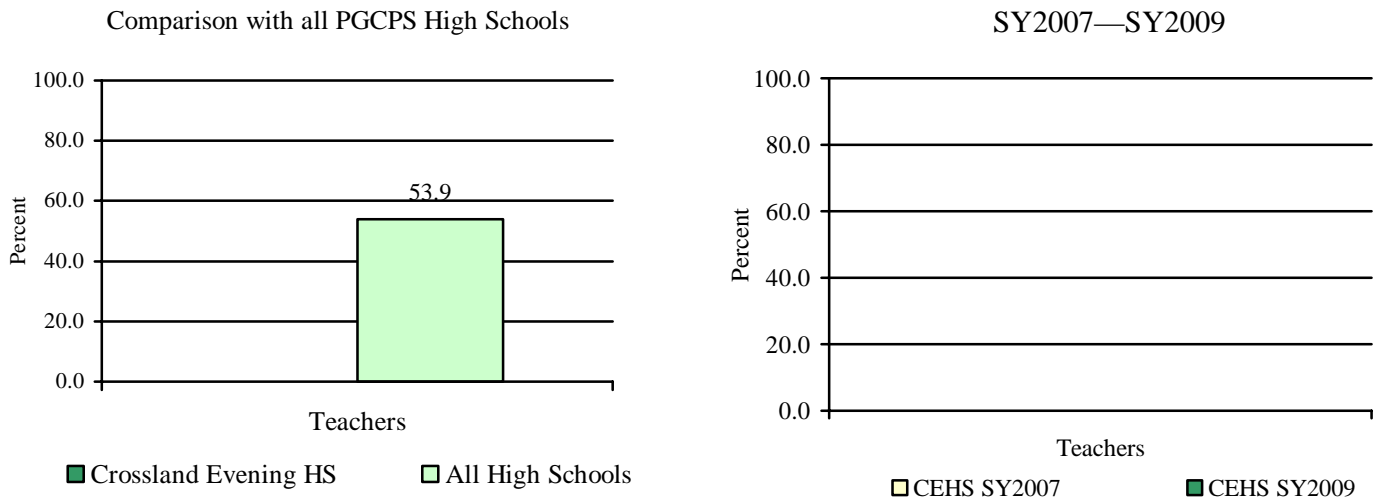
**Figure 10 – Maximum Opportunities for Learning – Percent with Positive Perception**



**Figure 11 – Parent/Community Involvement – Percent with Positive Perception**



**Figure 12 – Strong Professional Development – Percent with Positive Perception**



**Figure 13 – Teacher Involvement in Decision-making – Percent with Positive Perception**

**Table 4 – Distribution of Crossland Evening HS Parents’ Responses on Survey Items**

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Effective Instructional Leadership</b>												
1. The principal and assistant principals know enough about the school to provide effective leadership.	7	28.6%	57.1%	14.3%	0.0%	0.0%	9	22.2%	44.4%	33.3%	0.0%	0.0%
2. Free and open communication occurs among parents, faculty, and administration.	7	28.6%	14.3%	42.9%	14.3%	0.0%	9	22.2%	44.4%	22.2%	11.1%	0.0%
3. Decisions about instruction are made using information from parents and the community.	7	14.3%	14.3%	57.1%	14.3%	0.0%	9	11.1%	33.3%	33.3%	22.2%	0.0%
4. The principal and teachers show leadership in promoting quality instruction.	7	14.3%	42.9%	14.3%	28.6%	0.0%	9	22.2%	44.4%	33.3%	0.0%	0.0%
5. The principal and teachers make good instruction the most important school priority.	7	28.6%	28.6%	28.6%	0.0%	14.3%	9	22.2%	22.2%	55.6%	0.0%	0.0%
6. The principal is an effective leader for improving classroom instruction.	7	28.6%	42.9%	28.6%	0.0%	0.0%	9	11.1%	55.6%	33.3%	0.0%	0.0%
<b>Clear and Focused Mission</b>												
7. The school has a written plan that clearly indicates what the school is trying to achieve.	7	14.3%	57.1%	28.6%	0.0%	0.0%	9	44.4%	22.2%	33.3%	0.0%	0.0%

Key Constructs of the Survey	SY2009					SY2007						
	Survey Items	Number	Percent				Number	Percent				
			Strongly Agree	Agree	Neutral	Disagree		Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree
8. The school's written plan is developed with participation by teachers and parents.	7	14.3%	42.9%	28.6%	14.3%	0.0%	9	22.2%	11.1%	55.6%	0.0%	11.1%
9. Parents and students are aware of school purposes and goals.	7	14.3%	57.1%	28.6%	0.0%	0.0%	9	33.3%	22.2%	22.2%	11.1%	11.1%
10. Teachers inform students of what they are expected to learn.	7	42.9%	28.6%	28.6%	0.0%	0.0%	9	44.4%	55.6%	0.0%	0.0%	0.0%
<b>Safe and Orderly Environment</b>												
11. Students are informed of how they are expected to behave in school and at school activities.	7	28.6%	57.1%	14.3%	0.0%	0.0%	9	44.4%	44.4%	11.1%	0.0%	0.0%
12. Students are disciplined in a fair and consistent manner.	6	16.7%	50.0%	16.7%	16.7%	0.0%	9	22.2%	55.6%	11.1%	0.0%	11.1%
13. Parents are involved in and support school disciplinary practices.	7	14.3%	42.9%	42.9%	0.0%	0.0%	9	22.2%	22.2%	44.4%	0.0%	11.1%
14. The school buildings and grounds are clean and well maintained.	7	0.0%	57.1%	28.6%	14.3%	0.0%	9	22.2%	66.7%	0.0%	11.1%	0.0%
15. Students are taught to act in a safe and responsible manner.	7	28.6%	42.9%	14.3%	14.3%	0.0%	9	44.4%	33.3%	22.2%	0.0%	0.0%
<b>Positive School Climate</b>												
16. An atmosphere of respect and trust exists in the school.	7	14.3%	28.6%	28.6%	14.3%	14.3%	9	22.2%	33.3%	11.1%	33.3%	0.0%
17. Social and cultural differences are respected in the school.	7	28.6%	14.3%	57.1%	0.0%	0.0%	9	22.2%	22.2%	33.3%	11.1%	11.1%
18. Students and teachers have a positive attitude toward school.	7	14.3%	42.9%	28.6%	14.3%	0.0%	9	11.1%	11.1%	66.7%	11.1%	0.0%

Key Constructs of the Survey	SY2009						SY2007					
	Number	Percent					Number	Percent				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19. Students are recognized for their accomplishments.	7	14.3%	57.1%	28.6%	0.0%	0.0%	9	44.4%	22.2%	33.3%	0.0%	0.0%
20. School staff members and students work together to keep the school clean and attractive.	7	14.3%	42.9%	42.9%	0.0%	0.0%	9	11.1%	33.3%	55.6%	0.0%	0.0%
21. Students feel that the school is a good place to be.	7	28.6%	14.3%	42.9%	0.0%	14.3%	9	22.2%	22.2%	44.4%	11.1%	0.0%
22. The teachers and staff consider the interests and needs of each student.	7	28.6%	14.3%	42.9%	14.3%	0.0%	9	0.0%	33.3%	55.6%	11.1%	0.0%
<b>High Expectations</b>												
23. School staff members set high, but appropriate and achievable, goals for students.	7	14.3%	57.1%	28.6%	0.0%	0.0%	9	11.1%	33.3%	55.6%	0.0%	0.0%
24. Students and parents know what the school expects of them.	7	28.6%	42.9%	14.3%	14.3%	0.0%	9	44.4%	33.3%	22.2%	0.0%	0.0%
25. All students, regardless of social or cultural differences, are expected to work toward high standards.	7	28.6%	57.1%	14.3%	0.0%	0.0%	9	44.4%	33.3%	22.2%	0.0%	0.0%
<b>Frequent Assessment/Monitoring of Student Achievement</b>												
26. The school keeps track of each student's performance.	7	28.6%	57.1%	0.0%	14.3%	0.0%	9	33.3%	22.2%	44.4%	0.0%	0.0%
27. Student performance is evaluated in a variety of ways.	7	14.3%	57.1%	28.6%	0.0%	0.0%	9	33.3%	22.2%	44.4%	0.0%	0.0%
28. Parents are kept informed of how well their children are doing in school.	7	28.6%	42.9%	0.0%	14.3%	14.3%	9	44.4%	0.0%	33.3%	22.2%	0.0%

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29. The school quickly informs parents when their children are not doing well.	7	28.6%	28.6%	28.6%	14.3%	0.0%	9	33.3%	33.3%	22.2%	11.1%	0.0%
30. Students are kept informed of how well they are doing in school.	7	28.6%	28.6%	14.3%	28.6%	0.0%	9	33.3%	22.2%	33.3%	11.1%	0.0%
<b>Emphasis on Basic Skills</b>												
31. Students are taught to apply basic skills and problem-solving skills in reading, writing, mathematics, science, and social studies.	7	14.3%	71.4%	14.3%	0.0%	0.0%	9	33.3%	55.6%	11.1%	0.0%	0.0%
32. The school provides learning activities to help students with special needs or interests.	7	14.3%	42.9%	42.9%	0.0%	0.0%	9	33.3%	33.3%	33.3%	0.0%	0.0%
<b>Maximum Opportunities for Learning</b>												
33. Teachers spend as much time as needed on instruction.	7	14.3%	28.6%	14.3%	28.6%	14.3%	9	11.1%	33.3%	55.6%	0.0%	0.0%
34. There are few disruptions to instruction in the school.	7	0.0%	42.9%	42.9%	0.0%	14.3%	9	11.1%	33.3%	44.4%	11.1%	0.0%
35. Field trips and other activities are used appropriately to support instruction.	7	14.3%	57.1%	28.6%	0.0%	0.0%	9	0.0%	22.2%	55.6%	22.2%	0.0%
36. School courses are varied to meet the different needs, interests, and abilities of students.	7	0.0%	42.9%	42.9%	14.3%	0.0%	8	37.5%	25.0%	37.5%	0.0%	0.0%
37. Students have enough opportunities to learn with and from each other.	7	14.3%	28.6%	57.1%	0.0%	0.0%	9	0.0%	44.4%	55.6%	0.0%	0.0%

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
38. Teachers are adequately prepared for their teaching fields.	7	14.3%	42.9%	42.9%	0.0%	0.0%	9	11.1%	33.3%	33.3%	11.1%	11.1%
<b>Parent/Community Involvement</b>												
39. Parents and parent groups have a voice in school policies.	7	14.3%	14.3%	57.1%	14.3%	0.0%	9	22.2%	22.2%	33.3%	11.1%	11.1%
40. Parents and parent groups actively participate in school activities.	7	14.3%	14.3%	57.1%	14.3%	0.0%	9	11.1%	33.3%	55.6%	0.0%	0.0%
41. Parents and school staff members often share information about students' progress and plans.	7	14.3%	42.9%	28.6%	14.3%	0.0%	9	22.2%	22.2%	22.2%	33.3%	0.0%
42. Parents are encouraged to support the instructional activities of the school.	7	28.6%	42.9%	28.6%	0.0%	0.0%	9	22.2%	22.2%	44.4%	11.1%	0.0%
43. Parents have opportunities to get involved in the development of school budgets.	7	14.3%	14.3%	57.1%	0.0%	14.3%	9	11.1%	22.2%	33.3%	22.2%	11.1%
44. The school gives parents news about their children's accomplishments.	7	28.6%	28.6%	28.6%	14.3%	0.0%	9	55.6%	0.0%	22.2%	22.2%	0.0%