

**Institute for Student Achievement**

**Student Survey Report**

**2008-2009**

**Brooklyn Community Arts & Media High School**

# **Brooklyn Community Arts & Media High School**

## **9<sup>th</sup> and 11<sup>th</sup> Grade ISA Student Survey Findings**

### **2008-2009**

This report provides data from the ISA Student Survey administered by NCREST to your ISA 9<sup>th</sup> and 11<sup>th</sup> graders in the spring of 2009. NCREST administers surveys to ISA 9<sup>th</sup> and 11<sup>th</sup> grade cohorts to enable ISA and the individual ISA small schools and small learning communities to better understand students' attitudes towards school, their own learning, their participation in ISA, and their aspirations for after high school. Students are surveyed periodically to enable NCREST to track changes in students' attitudes, participation and aspirations over the time they spend in ISA programs. NCREST provides ISA small schools and learning communities with data reports based on survey results, so that ISA instructional teams can use the data to support planning and program development.

This report provides data on the 9<sup>th</sup> and 11<sup>th</sup> grade cohort in your ISA program. The report is divided into the following sections:

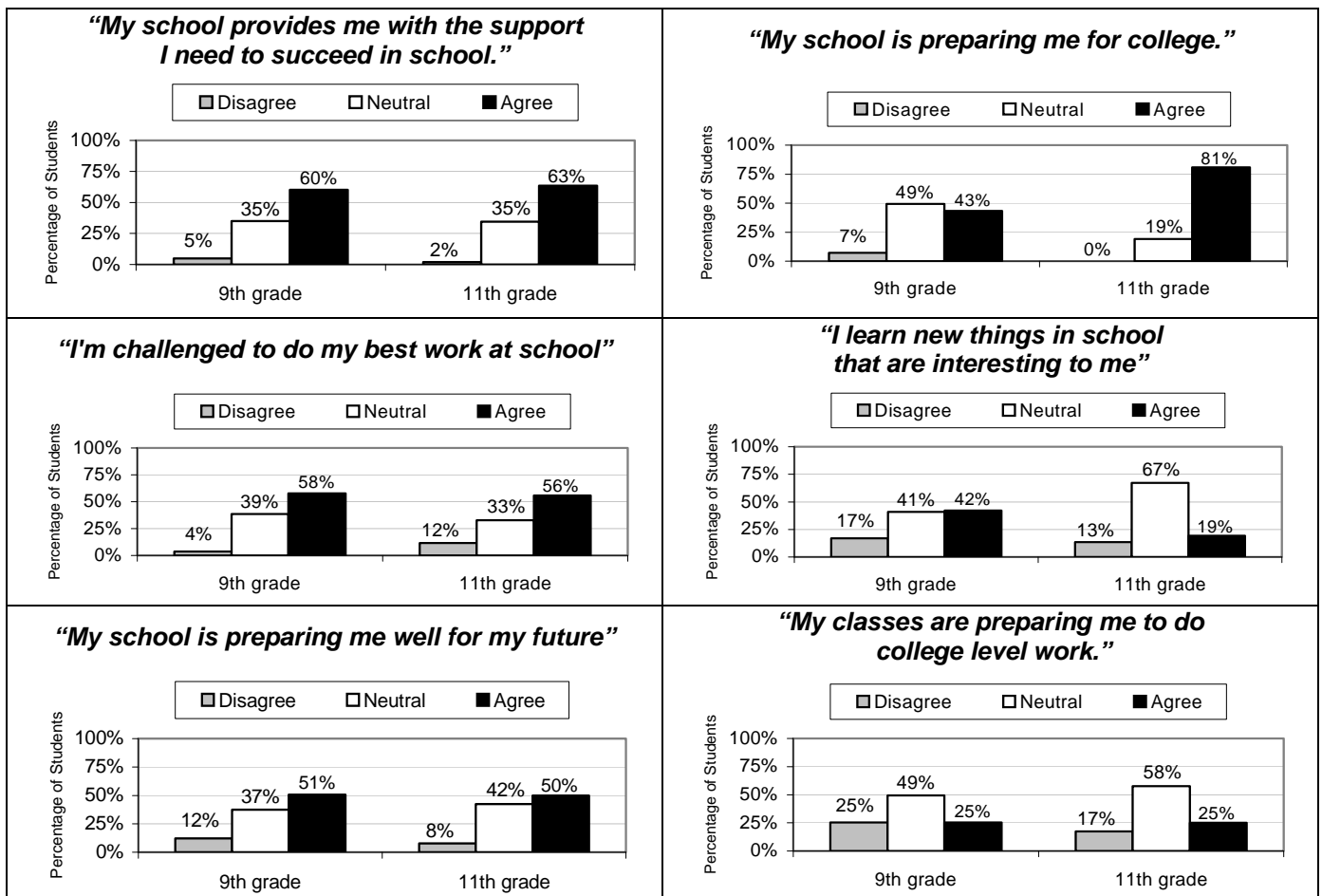
1. Students' Views about Their School and Classes
2. Students' Views about Staff and Students
3. Students' Academic Self-Efficacy
4. Students' Views on Counseling
5. Participation in the Extended Day Program
6. Students' Post-High School Plans and Aspirations
7. Changes in Students Attitudes and Perceptions From 9<sup>th</sup> to 11<sup>th</sup> Grade
  - Changes in Students' Views about Their School and Classes
  - Changes in Students' Views about Staff and Students
  - Changes in Students' Academic Self-Efficacy
  - Changes in Students' Extended Day Participation

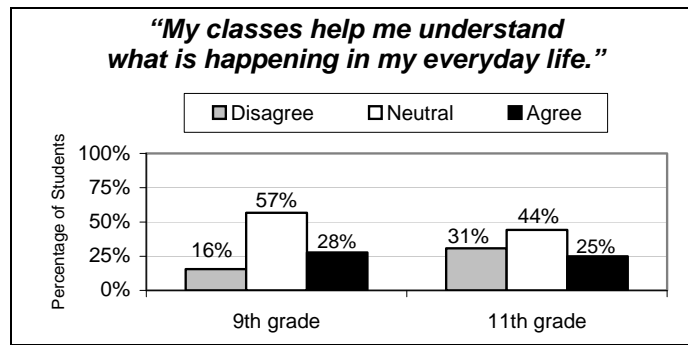
# Number of Students who took the Survey

	Enrollment	Survey
9 <sup>th</sup> grade	120	83 (69%)
11 <sup>th</sup> grade	81	52 (64%)

## Students' Views about School and Classes

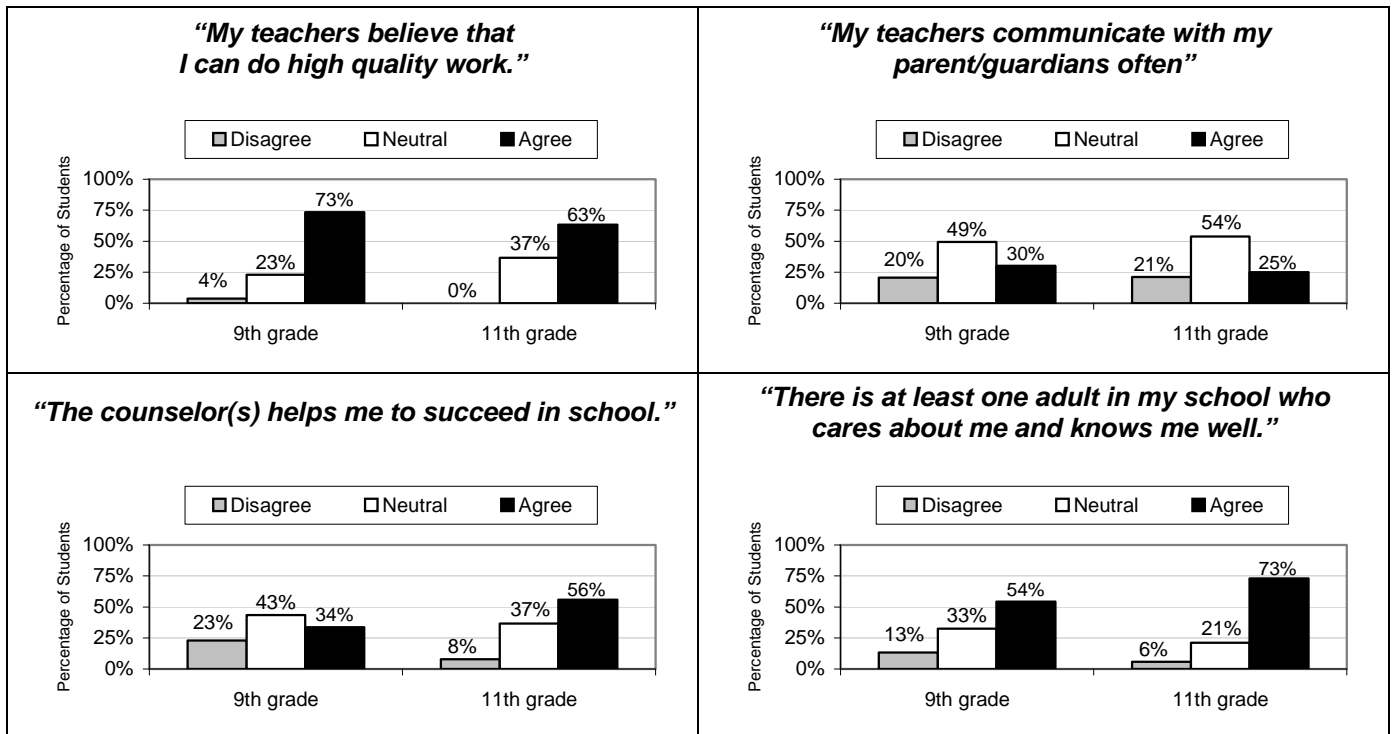
- About two-thirds of 9<sup>th</sup> and 11<sup>th</sup> graders (60% and 63%) agreed that their school provides them with the support they need to succeed in school.
- Most 9<sup>th</sup> graders were neutral (49%) or agreed (43%) that their school is preparing them for college, while over three-quarters of 11<sup>th</sup> graders agreed (81%).
- Over one-half of 9<sup>th</sup> and 11<sup>th</sup> graders (58% and 56%) agreed that they are challenged to do their best work at school.
- In response to the question of whether they learn new things in school that are interesting to them, a majority of 9<sup>th</sup> graders were evenly split between “agreeing” (42%) and “neutral” (41%), while about two-thirds of 11<sup>th</sup> graders were neutral (67%).
- About one-half of 9<sup>th</sup> and 11<sup>th</sup> graders (51% and 50%) agreed that their school is preparing them well for their future.
- About one-half of 9<sup>th</sup> graders (49%) and over one-half of 11<sup>th</sup> graders (58%) were neutral about whether their classes are preparing them to do college-level work, while one-quarter of 9<sup>th</sup> and 11<sup>th</sup> graders agreed (25%, respectively).
- The largest percentage of 9<sup>th</sup> and 11<sup>th</sup> graders (57% and 44%) were neutral about whether their classes help them understand what is happening in their everyday life, while about one-quarter of 9<sup>th</sup> and 11<sup>th</sup> graders (28% and 25%) agreed with this question.



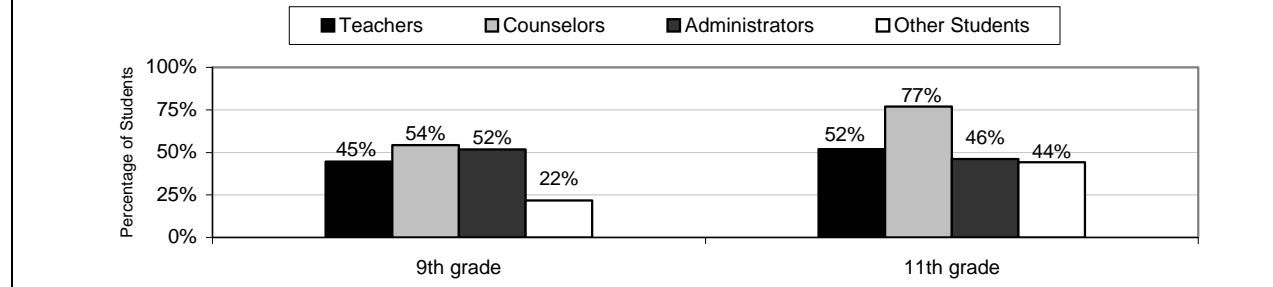


## Students’ Views about Staff and Students

- About three-quarters of 9<sup>th</sup> graders (73%) and nearly two-thirds of 11<sup>th</sup> graders (63%) agreed that their teachers believe that they can do high quality work.
- The largest percentage of both 9<sup>th</sup> and 11<sup>th</sup> graders (49% and 54%) were neutral about whether their teachers communicate with parents/guardians often, while about one-quarter of 9<sup>th</sup> and 11<sup>th</sup> agreed (30% and 25%).
- The largest percentage of 9<sup>th</sup> graders (43%) were neutral about whether the counselor(s) helps them to succeed in school, while the largest percentage of 11<sup>th</sup> graders (56%) agreed with this questions.
- Over one-half of 9<sup>th</sup> graders (54%) and about three-quarters of 11<sup>th</sup> graders (73%) agreed that there is at least one adult in my school who cares about me and knows me well.
- Over one-half of 9<sup>th</sup> graders felt supported and respected by their counselors (54%) and school administrators (52%), while less than one-half of 9<sup>th</sup> grade students felt supported and respected by their teachers (45%) and other students (22%). Over three-quarters of 11<sup>th</sup> graders felt supported and respected by their counselors (77%), while about one-half of 11<sup>th</sup> grade students felt supported and respected by their teachers (52%), school administrators (46%), and other students (44%).

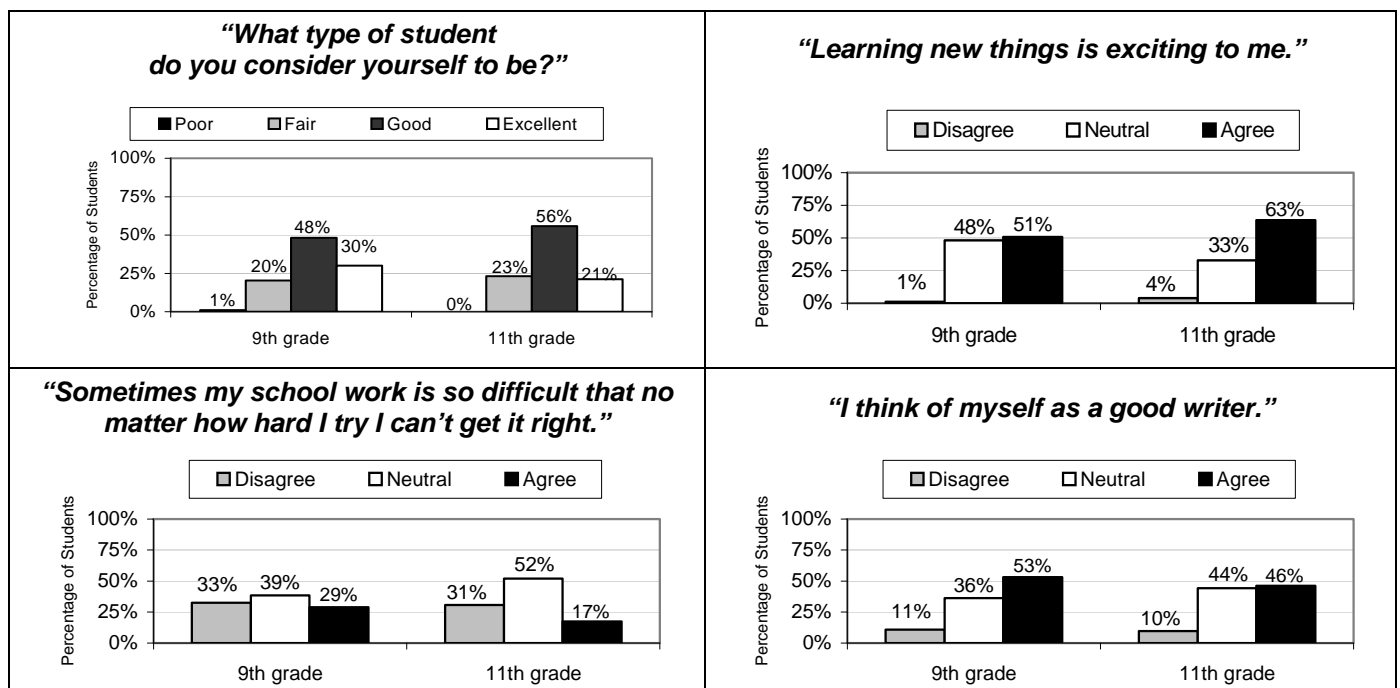


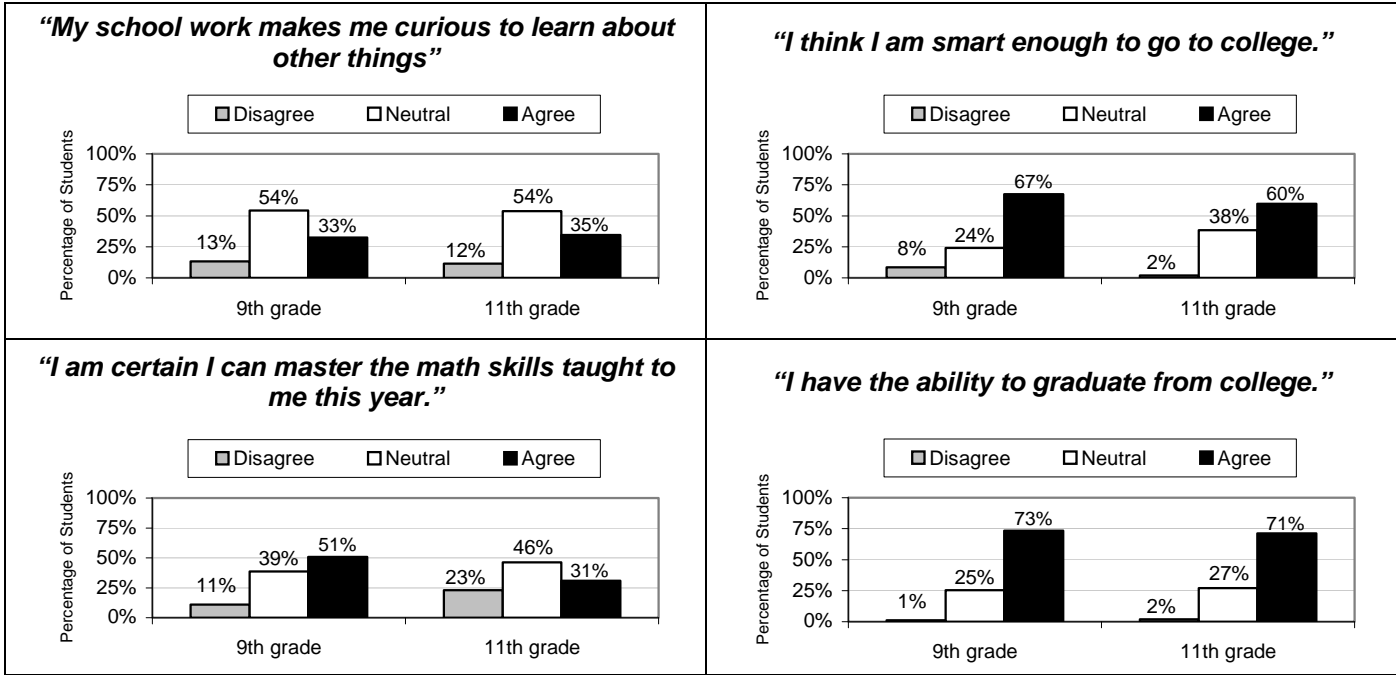
***“I feel supported and respected by the following people...” (the percentage of students who agreed)***



## Students' Academic Self-Efficacy

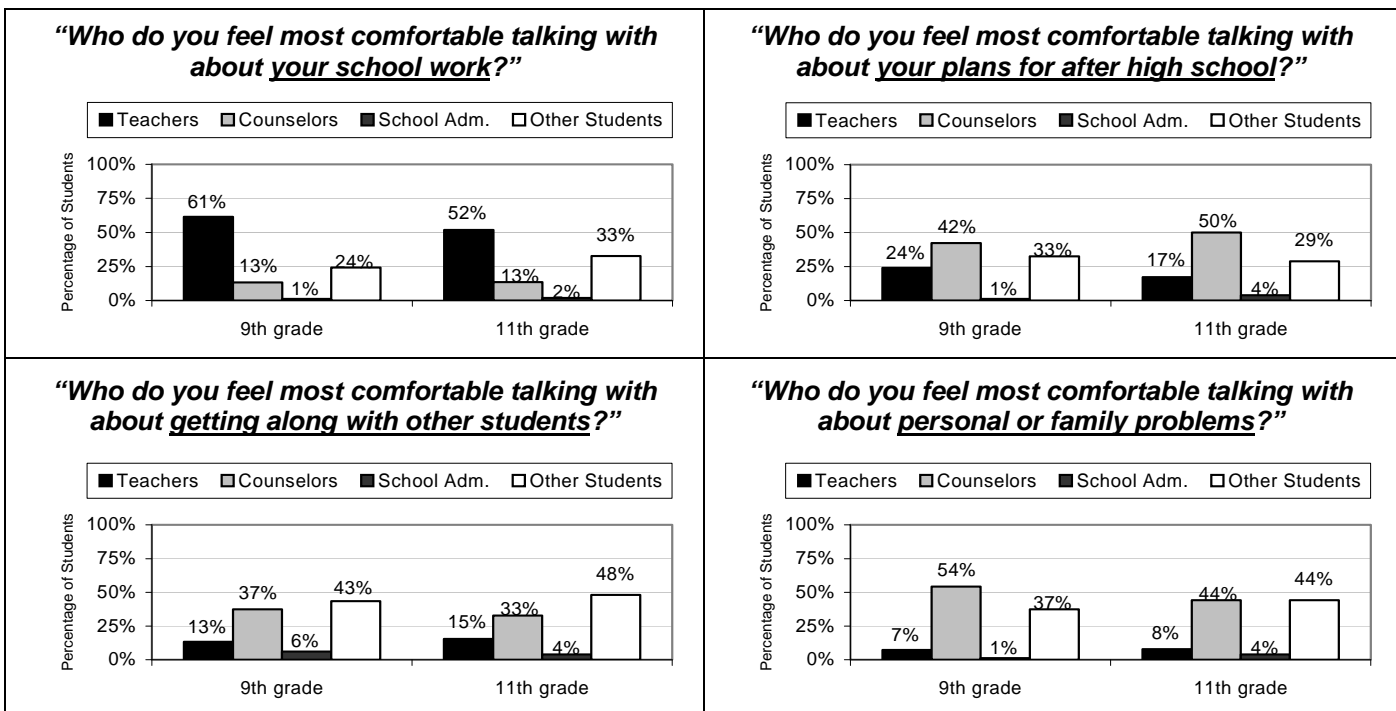
- A majority of 9<sup>th</sup> and 11<sup>th</sup> graders considered themselves to be “good” (48% and 56%) or “excellent” students (30% and 21%).
- 9<sup>th</sup> graders were fairly evenly split between “agreeing” (51%) and “neutral” (48%) on whether learning new things is exciting to them, while a majority of 11<sup>th</sup> graders agreed (63%).
- 9<sup>th</sup> graders were almost evenly distributed on whether sometimes their school work is so difficult that no matter how hard they try they can't get it right; 39% were neutral, 33% disagreed, and 29% agreed. On the other hand, over one-half of 11<sup>th</sup> graders were neutral (52%), while only 17% agreed.
- About one-half of 9<sup>th</sup> graders (53%) agreed with the statement, “I think of myself as good writers,” while a majority of 11<sup>th</sup> graders either agreed (46%) or were neutral (44%).
- Over one-half 9<sup>th</sup> and 11<sup>th</sup> graders were neutral (54%, respectively) about whether their school work makes them curious to learn about other things, while about one-third of 9<sup>th</sup> and 11<sup>th</sup> graders agreed (33% and 35%).
- About two-thirds of 9<sup>th</sup> and 11<sup>th</sup> graders (67% and 60%) agreed that they were smart enough to go to college.
- About one-half of 9<sup>th</sup> graders agreed (51%) that they were certain that they could master the math skills taught to them this year, while a similar percentage of 11<sup>th</sup> graders (46%) were neutral.
- About three quarters of 9<sup>th</sup> and 11<sup>th</sup> graders (73% and 71%) agreed that they have the ability to graduate from college.





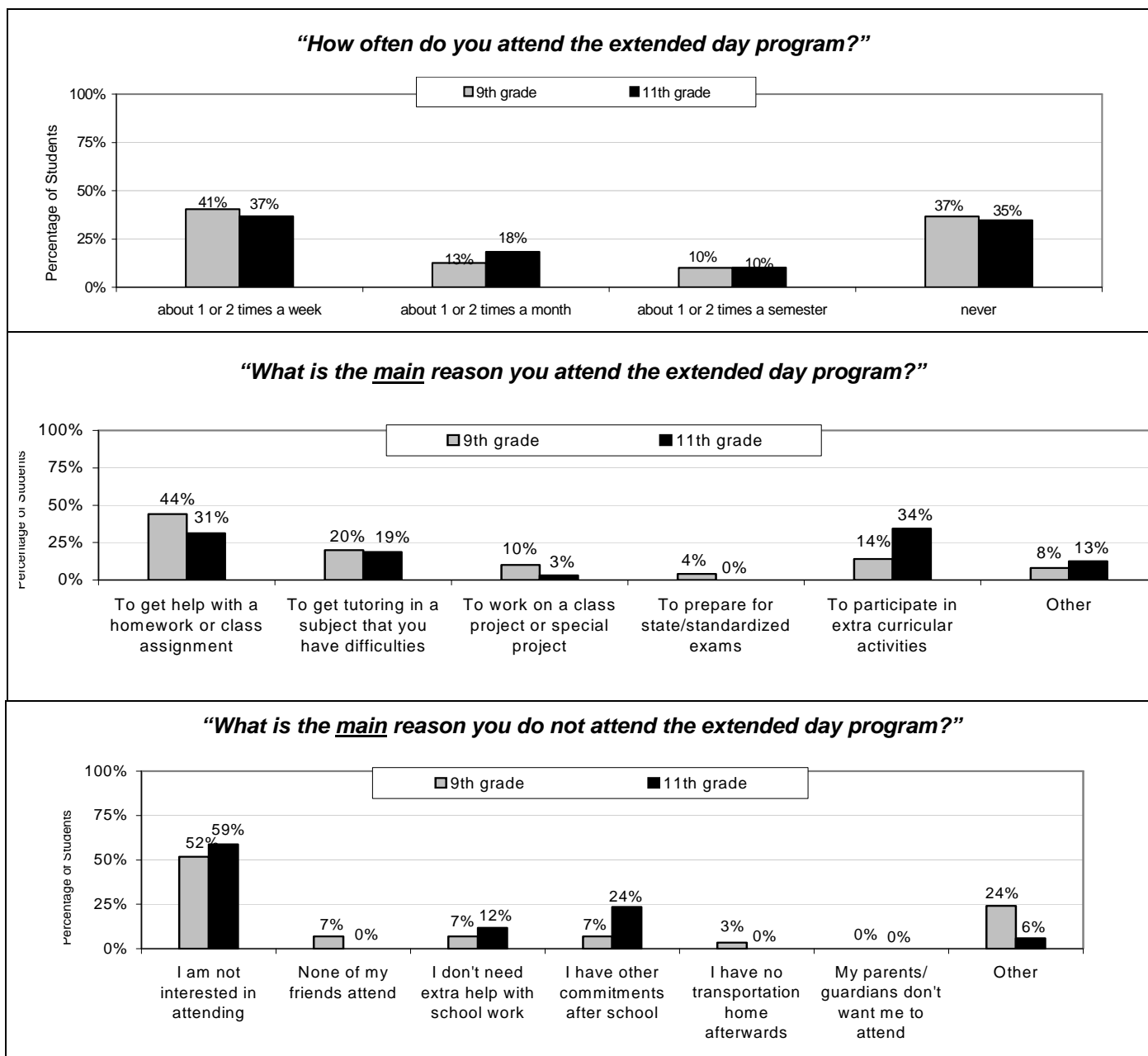
## Students’ Views on Counseling

- Over one-half of both 9<sup>th</sup> and 11<sup>th</sup> grade students felt most comfortable discussing “their schoolwork” with their teachers (61% and 52%).
- When students were asked who they felt most comfortable discussing “their post-high school plans” with, most 9<sup>th</sup> graders responded that they felt most comfortable with their counselors (42%) or with other students (33%). Similarly, 11<sup>th</sup> graders responded that they felt most comfortable discussing “their post-high school plans” with counselors (50%) or with other students (29%).
- A majority of both 9<sup>th</sup> and 11<sup>th</sup> grade students felt most comfortable discussing “getting along with other students” with other students (43% and 48%) or with their counselors (37% and 33%).
- A majority of 9<sup>th</sup> and 11<sup>th</sup> graders felt most comfortable discussing “personal or family problems” with their counselors (54% and 44%) or with other students (37% and 44%).



## Students' Participation in the Extended Day Program

- About 41 percent of 9<sup>th</sup> graders reported that they attended the extended day program about once or twice a week, while 37 percent of 9<sup>th</sup> graders indicated that they never attended. About one-third of 11<sup>th</sup> graders (37%) attended the extended day program about once or twice a week, while a similar percentage of students (35%) reported that they never attended.
- Of the students who attended extended day, the majority of 9<sup>th</sup> graders did so to get help with a homework or class assignment (44%) or to get tutoring (20%), while the majority of 11<sup>th</sup> graders did so to participate in extra curricular activities (34%) or the get help with a homework or class assignment (31%).
- Of the students who did not attend extended day, most 9<sup>th</sup> graders did not participate because they are not interested in attending (52%) or because they have other reasons (24%), while most 11<sup>th</sup> graders did not participate because they are not interested in attending (59%) or because they have other commitments after school (24%).

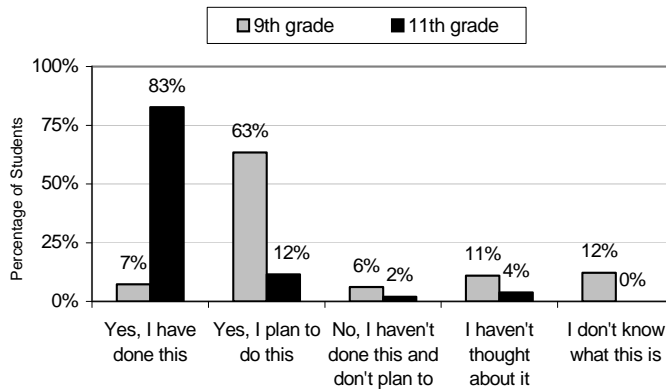


## Students' Post-High School Plans & Aspirations

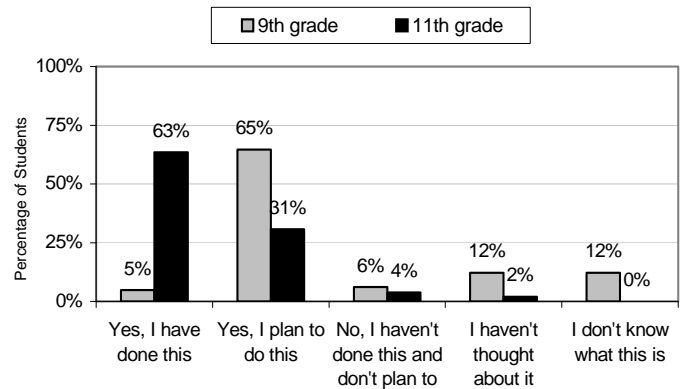
- About 70 percent of 9<sup>th</sup> graders and almost all 11<sup>th</sup> graders reported that they had already taken or plan to take the PSAT (70% and 95%) and the SAT or ACT (70% and 94%).
- Most 9<sup>th</sup> graders and 11<sup>th</sup> graders reported that they had or plan to visit colleges/universities (77% and 93%) and meet with a guidance counselor to get information about college (76% and 93%).
- About three-quarters of 9<sup>th</sup> graders (73%) and about two-thirds of 11<sup>th</sup> graders (65%) indicated that they intend to go to college right after high school, while 10% of 9<sup>th</sup> graders and 21% of 11<sup>th</sup> graders reported that they were not sure of their plans. A small percentage of students indicated that right after high school they plan to get a full time job (10% of both 9<sup>th</sup> and 11<sup>th</sup> graders), learn a trade (2% of both 9<sup>th</sup> and 11<sup>th</sup> graders), or join the military (5% of 9<sup>th</sup> graders and 2% of 11<sup>th</sup> graders).
- A majority of 9<sup>th</sup> and 11<sup>th</sup> graders said that they expect to receive a bachelor's degree (26% and 33%) or higher (48% and 37%), while 10% of 9<sup>th</sup> and 6% of 11<sup>th</sup> graders did not know how far they will go in school.

*"Have you or are you planning to do any of the following before you graduate from high school?"*

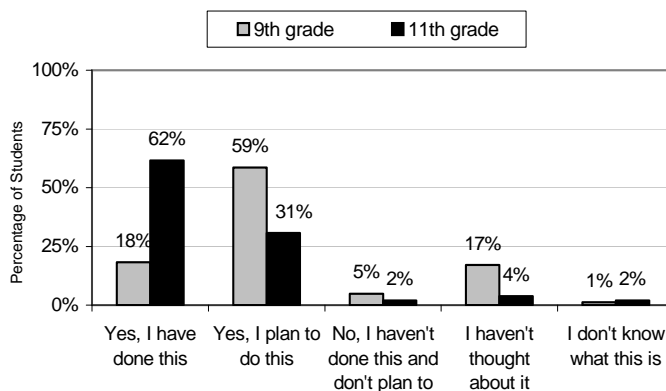
**Take the Pre-SAT (PSAT)**



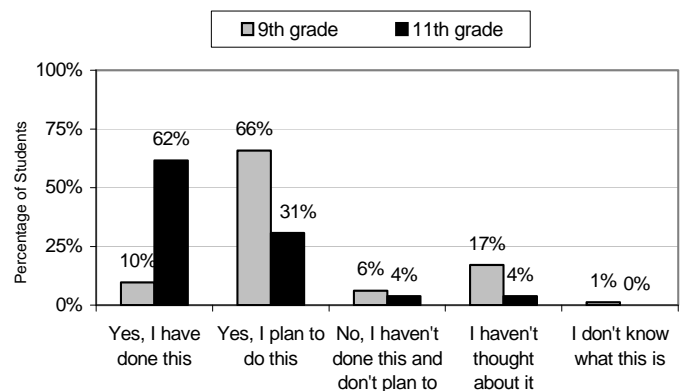
**Take the SAT or ACT**



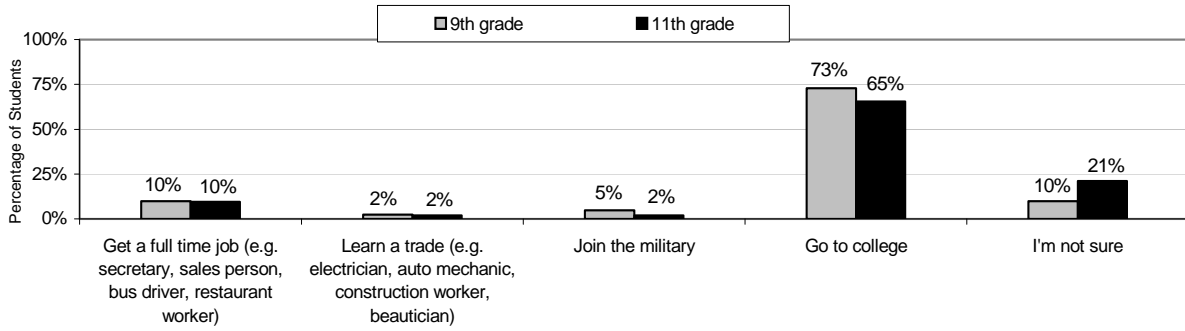
**Visit Colleges/Universities**



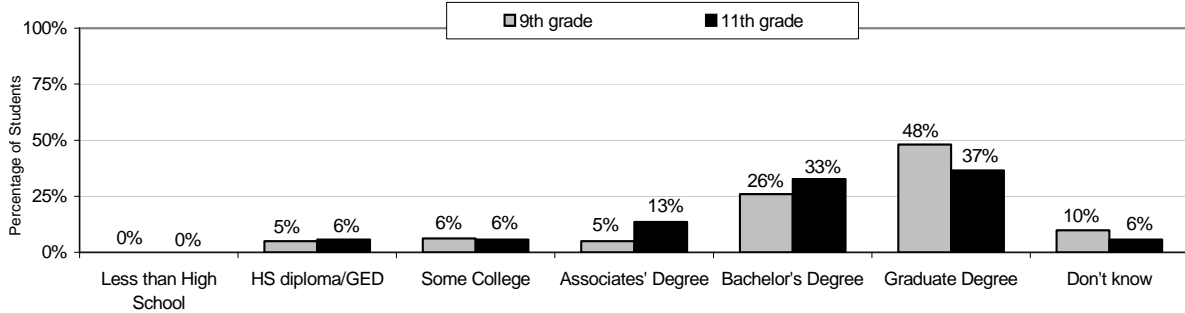
**Meet with a guidance counselor to get information about college**



**“What do you plan to do right after high school?”**



**“How far in school do you plan to go?”**

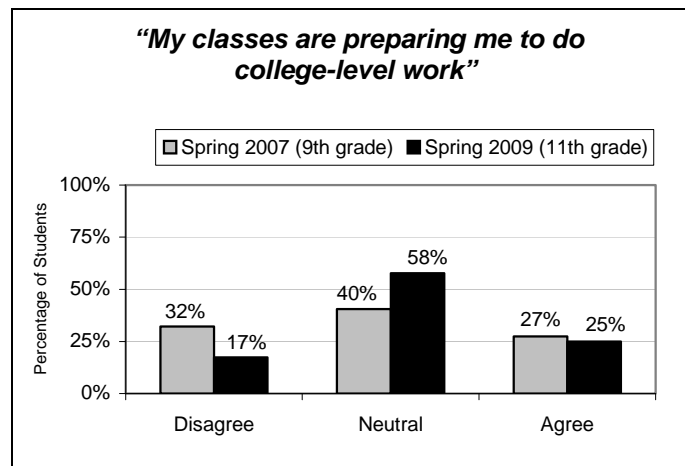
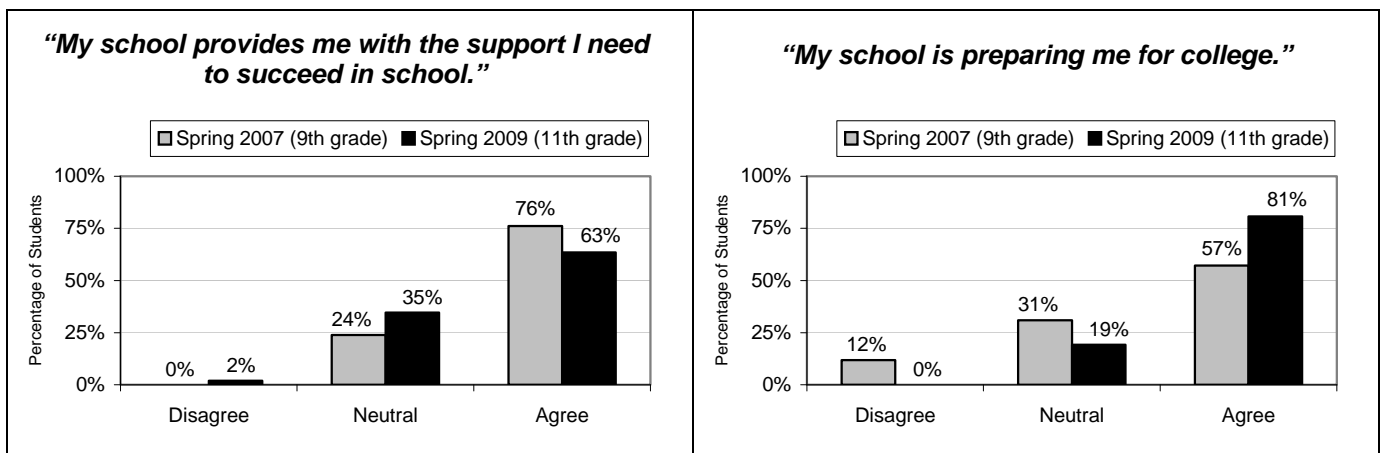


## Changes in Students' Attitudes and Perceptions From 9<sup>th</sup> to 11<sup>th</sup> grade

The following data illustrates changes in attitudes and perceptions of the 2007-08 entering ISA student cohort. Select items from surveys administered to this cohort of students in the spring semester of their 9<sup>th</sup> grade (Spring 2007) and in the spring semester of their 11<sup>th</sup> grade (Spring 2009) are shown.

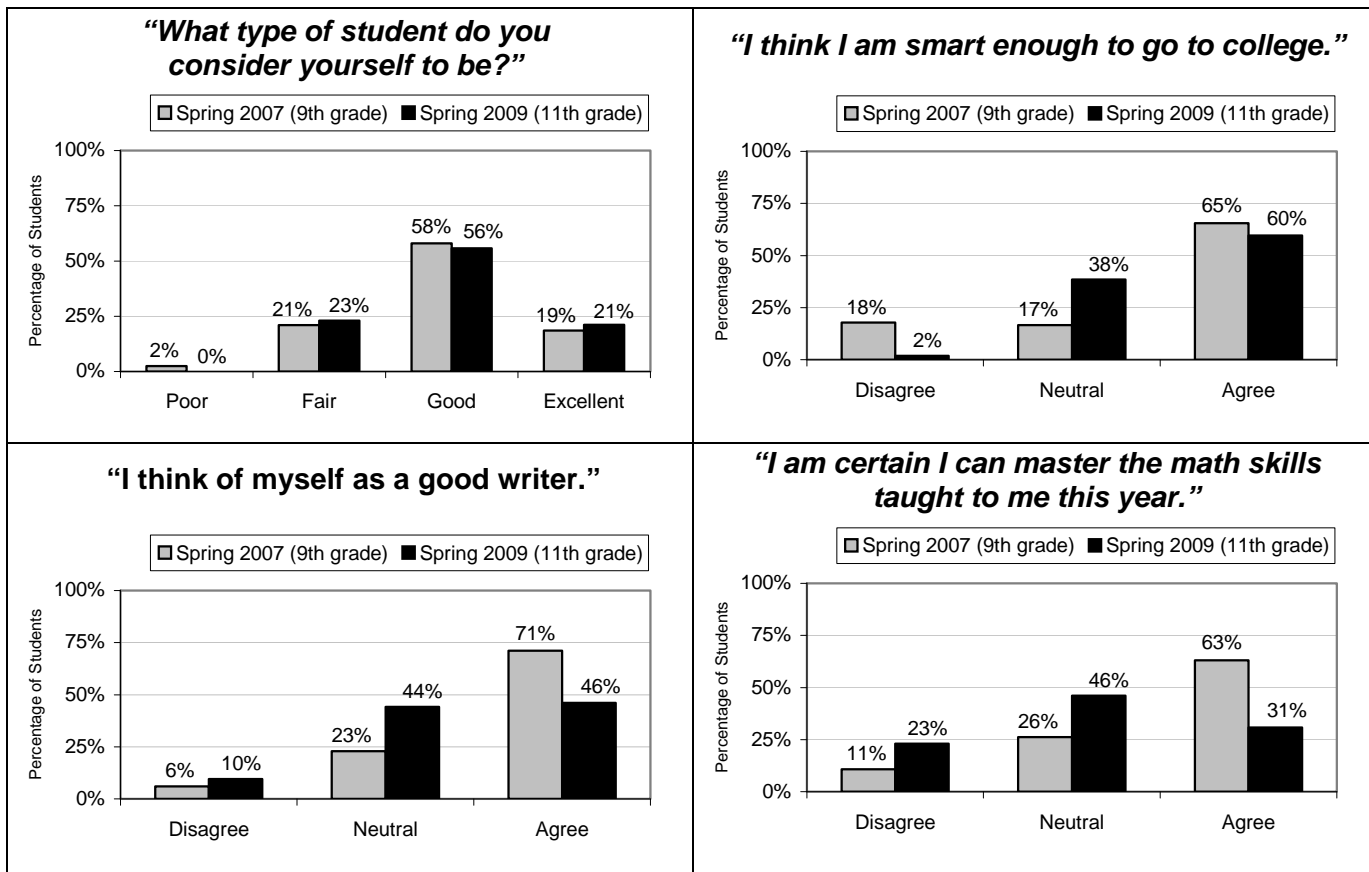
### Changes in Students' Views about Their School and Classes

- As 9<sup>th</sup> graders, 76% of students agreed that their ISA program provides them with the support they need to succeed in school. By 11<sup>th</sup> grade, the percentage of students who agreed decreased to 63%.
- The percentage of students who agreed that their school is preparing them for college increased from 57% in 9<sup>th</sup> grade to 81% in 11<sup>th</sup> grade.
- The percentage of students who agreed that their classes are preparing them to do college-level work, remained almost the same from 27% in 9<sup>th</sup> grade to 25% in 11<sup>th</sup> grade.



## Changes in Students' Academic Self-Efficacy

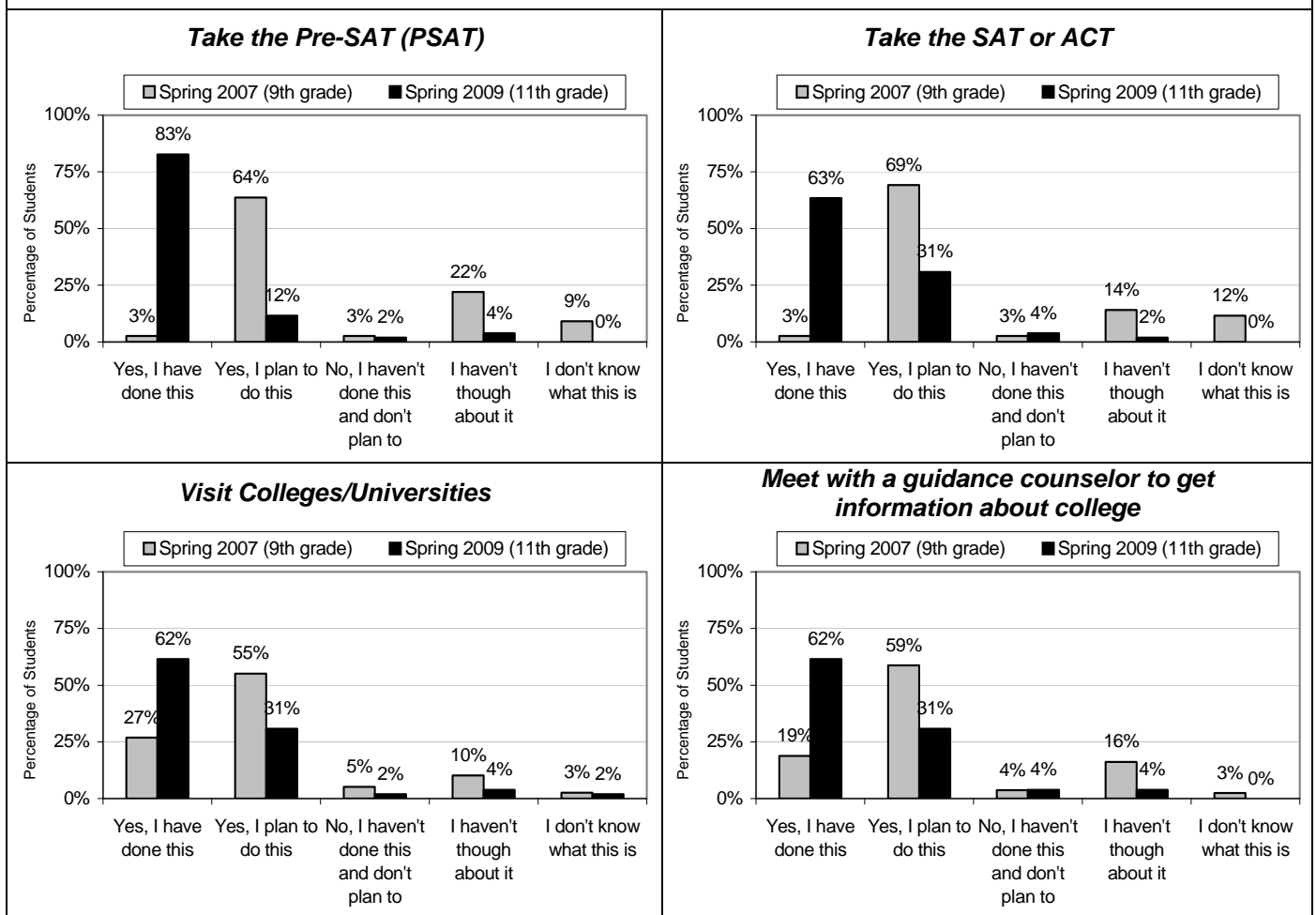
- As 9<sup>th</sup> graders, 77% of students considered themselves to be either “good” or “excellent” students. By 11<sup>th</sup> grade, this percentage remained the same (77%).
- The percentage of students who agreed that they are smart enough to go to college decreased from 65% in 9<sup>th</sup> grade to 60% in 11<sup>th</sup> grade.
- The percentage of students who thought of themselves as good writers decreased from 71% in 9<sup>th</sup> grade to 46% in 11<sup>th</sup> grade.
- As 9<sup>th</sup> graders, 63% of students were certain that they could master the math skills taught to them that year. In 11<sup>th</sup> grade, this percentage dramatically decreased to 31%.



# Changes in Students' Post-High School Plans & Aspirations

- As 9<sup>th</sup> graders, over two-thirds of students reported that they had already taken or plan to take the PSAT (67%) and the SAT or ACT (72%). By 11<sup>th</sup> grade, a larger percentage of students reported that they had already taken or plan to take the PSAT (95%) and the SAT or ACT (94%).
- The percentage of students who reported that they had or plan to visit colleges/universities increased from 82% in 9<sup>th</sup> grade to 93% in 11<sup>th</sup> grade, while the percentage of student who reported that that they had or plan meet with a guidance counselor to get information about college also increased from 78% in 9<sup>th</sup> grade to 93% in 11<sup>th</sup> grade.
- As 9<sup>th</sup> graders, 66% of students reported that that they expect to receive a bachelor's degree or higher, while 14% did not know how far they will go in school. By 11<sup>th</sup> grade the percentage of students who expected to receive a bachelor's degree or higher increased to 70%, while the percentage of students who did not know how far they would go decreased to 6%.

***"Have you or are you planning to do any of the following before you graduate from high school?"***



### "How far in school do you plan to go?"

