

Running Head: PARENTAL INVOLVEMENT

Parental Involvement and Student Success  
At Cathedral School

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By

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## **Chapter: Introduction**

### ***Introduction***

Home is a student's first classroom, and parents are a student's first teacher. School aged children spend 70% of their waking hours (including weekends and holidays) outside of school (Education, 2003). With such a high percentage of time spent outside of the classroom, students need home and school connections in order retain knowledge and succeed in academic achievement. Children and adolescents are more apt to succeed in school when parents use positive strategies to support their learning and communicate with school personnel (Wright & Wills, 2003-2004). Strong communication is fundamental to this partnership and to building a sense of community between home and school (Graham-Clay, 2005). Indeed, Epstein (1995) describes communicating with parents as one of six major types of parent involvement practices critical to establishing strong working relationships between teachers and parents (Graham-Clay, 2005).

Parental involvement describes the extent to which a parent is dedicated to, takes an interest in, is knowledgeable about, and is actively participating in the child's life (Hoang, 2007). Parental involvement has been shown to improve student success and learning, yet some parents are not getting as involved or are decreasing their involvement in their student's education as their child gets older. Previous research has shown parent involvement in school directly impacts student success (Caskey, 2009). Research also points out that students who have parents that are academically involved have higher grades, test scores, and graduation rates, as well as better attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drug and alcohol, and fewer instances of violent behavior (Education, 2003). With research

showing that parental involvement has a direct connection to student success, why is involvement decreasing?

It seems possible that the gap in student learning is increasing every year due to the drastic difference of parental involvement in each student's life. In any classroom, an educator may have students whose abilities range at three different grade levels, which makes planning and instruction for the educator more difficult, and frustration levels for students higher.

Working as a team, educators and parents must work hard to find a solution so that all students have the same chance at success.

### ***Statement of Problem***

As aforementioned, previous research has shown parent involvement in school directly impacts student success (Caskey, 2009). The parental involvement rate at Cathedral School in Superior, Wisconsin, is quite high. Although a private school, Cathedral School has children from all different socioeconomic backgrounds. Parental involvement provides a large contribution to the continued academic success of Cathedral School students. Part of a parent's responsibility when they enroll their child at Cathedral School is committing to and serving twenty volunteer hours throughout the school year. Each classroom also has homeroom parents to help the classroom teacher throughout the year. However, even with a high percentage of parental involvement, there are still a handful of students who struggle in the classroom because their parents or guardians are not academically involved. There are also a handful of students that appear to struggle even though parents appear to be involved. In the classroom, the difference in student achievement can be drastically seen when comparing a student whose parents are academically involved and one whose parents are not. There are many cases where parents are involved in a student's life but not in their academics.

### ***Purpose of Study***

The purpose of this study is to gather and interpret information on the connection of parental involvement and its effects on student learning and success at Cathedral School. The researcher hopes to gain insight and obtain information that will determine if increasing parental involvement in classrooms will make the gap of academic achievement smaller and give all students at Cathedral School an equal chance at success. In doing this research, the researcher hopes to gain insight into techniques and processes that will increase parental involvement and student learning in her classroom including reflecting on techniques that she has already used in her classroom.

### ***Rationale for Study***

The Michigan Department of Education (2002) stated that a whopping 86% of general public believe that support from parents is the most important way to improve schools. It is also a fact that lack of parental involvement is the biggest problem public schools are facing. The Michigan Department of Education (2002) also states that an education is the best road to which a child will have a successful future and that the earlier in a child's educational process parent involvement begins, the more powerful the effects (Education, 2002). The more educators can get parents involved in their students' education, the better we are setting up our students for the success they deserve. The generation of children in schools right now is the future of our society. Success not only lies in the hands of the student, but also the educators and parents.

### ***Research Questions and Hypothesis***

- 1) Do Cathedral School students that have parents actively involved in their education do better academically? Are Cathedral School parents of middle school students less involved the older the student gets? The hypothesis is that the higher the level of parental

involvement, at both home and school, the better the Cathedral School student will do academically. Also, students who are older will have parents that are not as academically involved.

- 2) What are the best approaches for Cathedral School and teachers to take to get a parent involved within the classroom, school, and their student's education? The hypothesis is that communication conducted in various ways and an inviting atmosphere in the classroom and Cathedral School will increase parental involvement in education.
- 3) Do parents at Cathedral School feel welcome and comfortable asking questions and helping their child with their homework? What affect does this have on student learning and success of students at Cathedral School? The hypothesis is that the students whose parents are able to ask questions and feel comfortable helping students with their homework have a better success rate.

### ***Limitations of Study***

One limitation of the study is how parental involvement is perceived differently from one individual to the next. For example teachers and parents may have a different view as to what good parental involvement entails. A second limitation is that at Cathedral School, most parents are involved a great deal; therefore this study may affect its use in other research studies for schools that do not have as much parental involvement. Third, some parents and students may not return their surveys or may pull out of the study, having an impact on overall data collection and subsequent generalizability of results.

### ***Definitions and Terms***

Academic success/performance: In this study, it is considered to be - how well a student meets standards set out by local government and the institution itself. ([www.ehow.com](http://www.ehow.com))

Adolescent: growing to manhood or womanhood; youthful ([www.dictionary.com](http://www.dictionary.com))

Authoritarian/autocratic parenting style: The first mentioned, authoritarian/autocratic is described as confining and punishing; parents demand adolescents to comply with their rules while also demanding adolescents meet their standards for work and effort in whatever they do (Caskey, 2009).

Authoritative/democratic parenting style: a style that supports and advocates independence, yet maintains boundaries and structure over actions (Caskey, 2009).

Differentiated Instruction: a teacher's reacting responsively to a learner's needs (<http://www.ascd.org>).

One-way communication: when teachers seek to inform parents about events, activities, or student progress through a variety of sources (Graham-Clay, 2005).

Parental involvement: describes the extent to which a parent is dedicated to, takes an interest in, is knowledgeable about, and is actively participating in the child's life (Hoang, 2007).

Parenting styles: the behaviors, attitudes, and values parents use to determine how they interact with their children (Caskey, 2009).

Permissive/laissez-faire parenting style: establish miniscule amounts of control and are unavailable to aid their children throughout decision-making processes (Caskey, 2009).

Two-way communication: involves interactive dialogue between teachers and parents (Graham-Clay, 2005).

### ***Summary***

Student success is what all teachers strive for. When a student falls behind due to lack of parental involvement, there is not much a teacher can do outside of the classroom. If schools, teachers, administration, and parents can work together, students will have a better success rate.

This study will be conducted for the purpose of evaluating the ways that Cathedral School and teachers in classrooms involve parents already and what the school can do as a community to increase those parents who are not as involved as others.

## **Chapter 2: Review of Literature**

### ***Introduction***

The present review of literature discusses a variety of different elements that affect parental involvement in turn affecting student success, learning, and motivation. Firstly, this review examines the importance of parental involvement on student learning and success and its importance throughout growth and development of the child. Secondly, different methods of parental involvement discussed throughout the literature are brought to attention. Thirdly, the author reviews different parenting styles that have an effect on student success, learning, and motivation. Fourthly, the author reviews different methods of communication and barriers of communication with parents. To conclude, these reviews examines training teachers need and are lacking to better involve parents in their students' education. Research has been done throughout many years connecting parental involvement and student success and learning.

### ***Importance of Parental Involvement***

Many different researches have been conducted over the past few decades that support the fact that there is a connection between parental involvement and student success, learning, and motivation. Parental involvement describes the extent to which a parent is dedicated to, takes an interest in, is knowledgeable about, and is actively participating in the child's life (Hoang, 2007). A whopping 86% of general public believe that support from parents is the most important way to improve schools (Education, 2002). It is also a fact that lack of parental involvement is the biggest problem public schools are facing (Education, 2002). An education is the best road to which a child will have a successful future. The earlier in a child's educational process parent involvement begins, the more powerful the effects (Education, 2002). However, even though ample amounts of research show this connection, parental involvement declines steadily from the

early years to the degree that it is almost completely absent by the middle grades (Wright & Willis, Winter 2003/2004). With the decrease in parental involvement, even when there is such a large percent that knowingly suggest that parental involvement is crucial, research needs to be presented to all involved in a students' education. This research, along with decades of other research, provides proof that parental involvement is a golden key to student success.

The Michigan Education Department (2002) pulled together research from many different resources and put together an article with the highlights pertaining to what research says about parental involvement in children's education. Many authors are cited in this article that will later be mentioned in this present research. Throughout this article, the Michigan Department of Education strives to point out the fact that parental involvement is one of the most important aspects of a child's education. The Parent Teach Association is cited stating that decades of research show that when parents are involved students have: higher grades, test scores, and graduation rates, as well as, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior (Education, 2002). With so much research on the side of parental involvement, it is curious as to why parental involvement decreases as students get older.

Wright and Willis (Winter 2003/2004) point out that "parental involvement" can be viewed differently by parents and teachers. Teachers tend to seek parents' support for academics and view parental involvement as the parents physically being present in the school and being supportive at home, while parents focus more on the whole child, including his or her physical and emotional well-being. The authors state that children and adolescents are more apt to succeed in school when parents use positive strategies to support their learning and communicate with school personnel, however, as aforementioned, it appears that parental involvement declines

steadily as children grow. There is a perception that as adolescents grow, become more independent, and gain closer peer relationships, they do not want their parents involved; however teachers must work with parents to keep involvement front and center so students have a better chance for academic success.

Hoang (2007) agrees that there are many factors that influence academic success and motivation in students, however notes that personal factors such as beliefs, behaviors, and the environment equally influence one another. The author focuses on the student motivation and autonomy and the correlation of the two. The need for competence, relatedness, and autonomy are innate needs upon which motivation is dependent upon. The need for autonomy explains the “why” behind certain behavior or activity (Hoang, 2007). Hoang’s participants were 140 students (55% female) from a northern California public high school enrolled in an Algebra I course. These participants ranged in age from 14 to 17, with three participants being ages 18, 19, and 20. They ranged from freshman to juniors and were from diverse cultures. All participants completed a self-report survey with 76 items ranging in the categories of perceived parenting style, perceived parental involvement, behavior involvement (parents going to school functions and being involved at home), goal orientations, and autonomy. The results indicate that there was a significant relation between mastery goal orientation and a student’s reported level of autonomy.

Caskey (2009) summarizes eleven different research studies that have been conducted over the past 40 years which explore parental involvement and the effect it has on psychological well-being. All eleven research studies support the authors’ hypothesis that high levels of perceived parental involvement do positively affect adolescents’ sense of psychological well-being, especially in the areas of self-esteem, self-evaluation, self-efficacy, self-worth, and peer relationships.

In conclusion, there are a lot of data and research available that supports the statement that parental involvement coincides with student success, learning, and motivation. However, there is a lot that effects parental involvement. All of the responsibility is not on the parents. The methods in which schools, administration, and teachers use to involve parents may reduce the amount of parental involvement instead of increasing it.

### ***Methods of Parental Involvement***

The Michigan Department of Education (2002) discusses different ways in which parents can be positively involved in their child's education and school. The article states that the strongest and most consistent predictors of parental involvement at school and at home are the specific school programs and teacher practices that encourage parent involvement at school and guide parents how to help their child at home. School initiated activities to help parents change the home environment can have a strong influence on children's school performance.

Education (2002) discusses Epstein's framework of six types of parental involvement. These six types of involvement are designed to help connect the child's home and school life as much as possible and also bring parents into the school community. These types of involvement are explained below:

1. Parenting: help all families establish home environments to support children as students. Parent education, family support programs, home visits, and transition programs are all examples of parenting involvement.
2. Communicating: design effective forms of school-to-home and home-to-school communications about school programs and children's progress. Examples include conferences, language translators, and classroom newsletters.

3. Volunteering: recruit and organize parent help and support. School and classroom volunteer programs, parent rooms, and family centers are good ways to reach this goal.
4. Learning at home: provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision making: include parents in school decisions, developing parent leaders and representatives. Examples include PTA/PTO parent organizations, advocacy groups, and networks to link all families with parent representatives.
6. Collaborating with community: identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

If parents are involved in the school, they are involved in their child's education. Parents' opinions and concerns should be held in high regard as the child being educated is their child. Wright and Willis (2003/2004) state that including parents as vital partners in the education process is one way of improving the academic climate of a school. Other methods involve developing classroom activities that require students to construct knowledge through experiences that reflect their interests, solve real problems in their schools or communities, and require cooperative learning approaches.

At Cathedral School, a Catholic school in Superior, Wisconsin, many of the classrooms participate in service learning projects throughout the school year. During the 2010-2011 school year, the sixth grade class, for a Lenten project, decided to raise money to help support Catholic Charities in raising money to build a well in small town in Tanzania, Africa. The building of this

well costs over \$10,000.00. Sixth grade students, along with their parents and teachers constructed a letter which they sent home to families, designed wells to put in every classroom, and speeches to give at church to help collect money for their cause. During the 2011-2012 school year, the fifth grade class, for a service learning project, contacted the Parks and Recreation Center and volunteered to repaint Wade Bowl, a park close the school that had a lot of graffiti. The Parks and Recreation Center purchased all the materials for this project and the fifth grade students not only helped out their community, but also learned about vandalism in their community and the effects it has on everyone in the community. Cathedral School is well known for their service learning projects because it is not only the job of the educators to teach them the three R's, but also two very important other R's: Respect and Religion. Students, teachers, and parents involved in creating and carrying out these community service learning projects help strengthen not only a student's understanding of helping those in need, but also a strong sense of belonging.

When schools, communities, and families come together many things are possible. However, even if a school has strong methods of parental involvement, parenting styles may have an effect on parental involvement in schools.

### ***Different Parenting Styles***

Parenting styles are defined as the behaviors, attitudes, and values parents use to determine how they interact with their children (Caskey, 2009). Both authors Caskey (2009) and Hoang (2007) discuss parenting styles and their connection to student learning, success, and motivation. The three parenting styles most commonly found are authoritarian/autocratic, authoritative/democratic, and the permissive/laissez-faire (Caskey, 2009; Hoang, 2007).

The first mentioned, authoritarian/autocratic is described as confining and punishing; parents demand adolescents to comply with their rules while also demanding adolescents meet their standards for work and effort in whatever they do. Strict boundaries are placed with minimal compromise. An authoritarian parent stresses conformity, obedience and respect for authority (Caskey, 2009). Authoritarian parents may choose extracurricular activities, class schedules, and social events for their child with no input from the child at all (Hoang, 2007). Children with parents in this category are noted to be unhappy, fearful, and anxious about comparing themselves with others, fail to initiate activity, and have weak communication skills (Caskey, 2009).

The second parenting style, authoritative/democratic, is what most educators wish to see because it is a style that supports and advocates independence, yet maintains boundaries and structure over actions. Parents in this style category are warm and involved, yet firm and consistent in establishing and enforcing guidelines, limits, and developmentally appropriate expectations. These parents compromise with children, have effective communication skills, provide a nurturing environment, and support their children. (Caskey, 2009). In a 2007 article, Hoang describes the authoritative parenting style as parents who nurture individuality, openly communicate with their children, constructively respond to misbehavior, enforce rules, and stress learning as a responsibility of the child and parent. This type of parent may allow children to be a part of making the rules of the household. Authoritative parents may also allow for their child to express his or her individuality through the extracurricular activities and elective courses he or she chooses. Also, an authoritative parent may truly converse with and respect their child and his or her opinions (Hoang, 2007). Children with parents in this category are noted to be often

cheerful, self-controlled, self-reliant, and achievement-oriented, maintain friendly relations with peers, cooperate with adults, and cope well with stress (Caskey, 2009).

On the opposite end, parents in the third category, permissive/laissez-faire, establish miniscule amounts of control and are unavailable to aid their children throughout decision-making processes (Caskey, 2009). There are two types of permissive/laissez-faire parents, (1) permissive indifferent who are heedless, impassive, and not involved in their adolescents' lives and (2) permissive indulgent who are involved in their students lives, however, require nothing, and accept and submit to their adolescent (Caskey, 2009). Permissive parenting involves little enforcement of rules, few demands on children, and a general acceptance of behavior whether good or bad. Children of permissive parents may not be subject to a curfew, have few to no chores, and receive little direction regarding academics from their parents (Hoang, 2007). Children of parents that are permissive indifferent are noted to have no self-control, social incompetence, inability to handle independence, possession of low self-esteem, immaturity, and possible alienation from the family. Children of parents that are permissive indulgent are noted to have lack of respect and an inability to control personal behaviors (Caskey, 2009).

Caskey (2009) stated that adolescence is a critical period of development. During this development, adolescents are growing not only physically, but also emotionally, cognitively, and psychologically. At this point in time of development structure and support is needed from parents, even if structure and support are being challenged by the adolescent. Whether parents are involved in and support their adolescents' school life can directly affect their personal and social development as well as their academic success. The author noted that the authoritative parenting style was related to positive developmental outcomes of "self-reliance, achievement motivation, pro-social behavior, self-control, cheerfulness, and social confidence"; however this information

is not enough. Parents need support during this time when parent-child relationships are being greatly tested (Caskey, 2009).

Hoang (2007), in his aforementioned research, found that parents who are perceived to be more authoritative/democratic, have children with the tendency to adopt a mastery goal orientation. Students in this category enjoy learning and this is reflected in the goals they adopt. Also found was students with permissive parents were reported as being less mastery oriented. This is due to the fact that these students are less independent and self-reliant. Communication with parents is very important to keep them involved in school communities. If a school and or teacher are not making the stride towards good communication then parents with a more relaxed parenting style are going to have a much harder time reaching out (Hoang, 2007).

### ***Methods of Communication and Communication Barriers***

Strong communication is fundamental in the building of a positive relationship between home and school. Graham-Clay (2005) brings to attention that when a parent enters a school building, the first thing they may see is a welcome sign. The second impression a parent may get is a smile or, conversely, lack of acknowledgment by office staff. Graham-Clay (2005) also points out that parents are most of the time very observant of the cleanliness of school grounds, student artwork on the walls, and the sounds in the hallway. She states that a “customer-friendly” school environment reflects how highly communication with parents is valued by school staff (Graham-Clay, 2005). Communication is the key which unlocks the door to parental involvement, which in turn, unlocks the door for student success. In other words, it all starts with communication.

Graham-Clay (2005) points out that there are two types of communication: one-way and two-way. One-way communication occurs when teachers seek to inform parents about events,

activities, or student progress through a variety of sources. Examples of one-way communication are classroom and school newsletters, school-to-home notebooks, report cards, and email. These are all effective ways to keep parents involved and informed in the school community. Two-way communication involves interactive dialogue between teachers and parents. Examples of this are phone calls and parent-teacher conferences. Both of these should be used for positive news and not just for concerns. Conferences should be well planned out and be thought of as a time to discuss what is working for the child and not just be a reporting session (Graham-Clay, 2005). Both forms of communication are encouraged to give maximum results in parental involvement.

Barriers that hinder good communication between educators and parents exist at several levels (Graham-Clay, 2005). Cultural differences, misunderstandings, demands of education, parents own negative experiences in school, time constraints, lack of technology, and short parent teacher conferences are just a few of the barriers particularly noted by Graham-Clay (2005) that stand in the way of a good home to school connection. One or more barrier may be present at one time. With the increase of cultural differences in the United States teachers must research and prepare themselves for the different types of families they may encounter in a school year. Different cultures hold different values and beliefs and knowing and understanding these beliefs will only strengthen the trust and bond of a family to the school (Graham-Clay, 2005).

Wright and Willis (2003/2004) point out three major barriers that occur in middle schools and help try to explain why involvement may decrease as children get older. The first barrier pointed out is in middle school some students discourage the presence of their parents in school. Wright and Willis (2003/2004) also point out that the number of parents one teacher must interact with, at the middle school level, highly increases because they teach a greater number of students. The third barrier is language. When language is a barrier, parents may become isolated

and may also have lack in confidence, skills, and knowledge that are needed to discuss a child's academics. In order to reduce the amount of communication barriers, school staff should have proper training in effective communication with parents (Wright & Willis, 2003/2004).

### ***Training for Teachers***

Clearly teachers need support in their efforts to engage parents, but training that would assist them in these efforts appears to be more available for early childhood teachers than for elementary and secondary teachers (Graham-Clay, 2005). Effective communication is essential to create strong school-home partnerships and to increase parental involvement. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community. A number of communication opportunities are currently available to teachers, ranging from school-to-home communication books to parent conferences to the use of internet technology (Graham-Clay, 2005). Every communication exchange, regardless of format, should reflect a thoughtful, planned approach and should be viewed as an opportunity for teachers to promote parent partnerships and, ultimately, to support student learning (Graham-Clay, 2005).

Chavkin (2005), in an article about understanding family diversity, points out that it is not likely that teachers on their own will become knowledgeable about working with diverse families, and that it is certainly unfair to place the responsibility for family involvement on teachers without giving them some assistance. Chavkin (2005) suggests adding more content on family diversity throughout subject areas and more hands-on experiences focused on working with families and family-school partnerships to students in undergraduate work before putting them out into the teaching field would be helpful. Chavkin (2005) states that students who have had pre-service preparation are more comfortable with family involvement activities and actually

reach out to more families in their classes more frequently than teachers who do not take a course or unit on family involvement. Chavkin (2005) quotes research done by Graue and Brown (2003) that clearly supports the notion that we must provide more opportunities for teacher education students to expand their theoretical background and experiences with families in a variety of settings during pre-service education or else prospective teachers develop strategies for working with families based solely on their own middle-class experience rather than the reality of today's diverse schools.

Graham-Clay (2005) states to address the potential disconnect of communication, teachers need to seek out information to understand the cultural and linguistic diversity reflected in the families of their students. This knowledge and appreciation can be demonstrated by celebrating the various cultural traditions of their students, by incorporating speakers from the community, by appreciating the difficulties faced by immigrant parents, and by seeking out interpreter services as needed. Similarly, teachers can incorporate the faces of diversity into children's literature in the classroom.

### ***Summary***

In conclusion, research has shown that parental involvement is directly linked to student success, learning, and motivation; however, communication is the first step because it is linked to parental involvement. The more feel welcome and understood, the more involvement will occur, in turn increasing the success, learning, and motivation of our students.

## Chapter 3: Methodology

### *Introduction*

The purpose of this study was to gather and interpret information on the connection of parental involvement and its effects on student learning and success at Cathedral School. This study was used to gain insight and obtain information that optimistically helped increase parental involvement for those students whose parents were not as actively involved. A student, teacher, and parent questionnaire were administered and analyzed (Appendix J, Appendix K, and Appendix L). The parent and teacher questionnaires were administered during the second semester of the 2011-2012 school year; well after the first parent teacher conference so the parents were able to get to know the teacher(s). This also gave the teacher time to get to know the students and their abilities. The student questionnaire was given during the month of April, 2012.

The collected data helped the researcher analyze and compare how a student viewed their parent's involvement, how the parent perceived his or her involvement, and how the teacher perceived the parent's involvement. The first hypothesis was that the level of parental involvement through perceptions of opportunities and expectations for involvement, as well as communication, at both home and school, would correlate with Cathedral School student's success and learning. It was also hypothesized that parental involvement in the middle grades would decline. The second hypothesis was that communication conducted in various ways and an inviting atmosphere in the classroom and school would increase parental involvement in education. The final hypothesis was that the students would have a better success rate when parents were able to ask questions and felt comfortable helping students with their homework.

### *Participants*

Participants involved in the study were students at Cathedral School in grades three through eight, teachers of the corresponding grades, and parents/guardians of the children attending the school with students in grades three through eight. Although the school ranges from prekindergarten through eighth grade, students in the younger grades do not receive a vast amount of homework; therefore, only students in grades three through eight were used in this research study.

The total number of students for the 2011-2012 school year in grades three through eight was 131. Of these 131 students, 71 were elementary students (grades three through five) and 60 were middle school students (grades six through eight). In the study, a total of 99 students participated; 71 elementary students (grades three through five) and 28 middle school students (grades six through eight). Only 25 of the 28 middle school students returned the questionnaire.

There was total of 103 families in grades three through eight. Families were counted only once for this total even if they had multiple children in different grades. A total of 62 parents sent consent forms back to be participants. Some of the parents participating had children in multiple grades and were counted twice in this total. Thirty-five of these participants were parents of elementary students (grades three through five) and 27 were middle school student (grade six through eight) parents. Of these 62parents, 51 returned the questionnaire. Twenty-eight of these were elementary parents (grades three through five) and 23 were middle school parents (grades six through eight).

There are eight teachers in grades three through eight that completed and returned the questionnaire. Six of these teachers are homeroom teachers for grades three through eight. Of the

other two teachers, one is the eighth grade algebra teacher and the other is the middle school (grades six through eight) social studies, health, and P.E. teacher.

### ***Design***

A self-report questionnaire was given to three groups of people: (1) Students in grades three through eight, (2) the eight corresponding teachers, and (3) the students' parents/guardians. As aforementioned, students took the questionnaire during the month of April, 2012. All participants' names were kept confidential. Questionnaires used a letter and number code so that the researcher could identify which student and parent questionnaires corresponded, however the researcher never knew the individuals that corresponded with the codes. Class sizes did not exceed 26 students; therefore each student was assigned one letter A-Z. The number that corresponded with the letter represented the grade the student was in. Homeroom teachers assigned each student and corresponding parent the same letter and number code. The researcher did not receive the information as to what codes were used for families. However, the homeroom teacher gave the researcher the students grades, that corresponded with the code given, in order for the researcher to connect student success and perceived parent involvement.

Homeroom teachers were not able to view the completed questionnaires, keeping the student and his or her parent confidential. For example: Jenny Smith received the questionnaire coded A4 by her homeroom teacher. The researcher does not know that Jenny Smith was given this code, however, received her grades from the homeroom teacher and knows that parent questionnaire A4 correlates with student questionnaire A4. This code also told the researcher that the student and parent questionnaires correlated with fourth grade.

Completed parent questionnaires were returned to Cathedral School in a sealed envelope titled: Parent Questionnaire for Study. When students completed their questionnaires, they also

folded and put their questionnaire in a sealed envelope titled: Student Questionnaire for Study. These were then collected and put into a manila envelope that was then given to the researcher.

Teacher questionnaires had an identifying number matching the grade in which they taught. Participants did not put their names on questionnaires. The questionnaires included a rating scale ranging from “All of the time” to “Never”, “Strongly agree” to “Strongly disagree”, “two or more hours” to “less than 30 minutes”, and a few written response questions.

Questionnaires for students inquired information such as: how often they had homework in each subject nightly, the reason they believed they had the amount of homework they did, how long they spent doing homework, how often they studied for tests, and if their parents helped them at home with their homework. These questionnaires will also ask students how often their parents helped out at school and if they felt comfortable asking their parents and teachers for help when it is was needed. Student questionnaires identified what grade students were in.

Student questionnaires were created in a format to support ideas and statements aforementioned by the authors used in the literature review of this study (Caskey, M. M. (2009); Chavkin, N. F. (Winter 2005); Education, M. D. (2001); Graham-Clay, S. (2005); Hoang, T. N. (2007); Wright, K., & Willis, S. (2003-2004)). Questions were categorized in groups to answer questions the researcher developed related to the following categories: parental involvement at school and home, comfortableness to ask questions about homework, communication with teachers, inviting atmosphere, motivation, and the perception on what parental involvement entails. The format for the questionnaire was reviewed by professors at the University of Wisconsin Superior.

Research done by the authors in the literature review along with questions the researcher had from personal teaching experience, prompted the questions that are in the student questionnaire. The researcher also based the questions in the student questionnaire around the

questions and supporting hypotheses in this study. These questionnaires were created first in order to help correlate what students views were when comparing the views of parents and teachers in the same categories.

Questionnaires for parents inquired information such as how much time they spent helping their child with their homework, how often they felt their child had homework, how welcomed they felt at Cathedral School and the classroom, how much communication they had with their child's teacher, and what, if any, obstacles kept them from participating in school events. Parent questionnaires contained the following identifying information: what grade their student was in, how many children they had, and how many children were school aged children. Parent questionnaires were also created in a format to support ideas and statements aforementioned by the authors used in the literature review of this study (Caskey, M. M. (2009); Chavkin, N. F. (Winter 2005); Education, M. D. (2001); Graham-Clay, S. (2005); Hoang, T. N. (2007); Wright, K., & Willis, S. (2003-2004)). Questions were categorized in groups to answer questions the researcher developed related to the following categories: parental involvement at school and home, comfortableness to ask questions about homework, communication with teachers, inviting atmosphere, motivation, parenting style used at home, and the perception on what parental involvement entails. The format for the questionnaire was reviewed by professors at the University of Wisconsin Superior.

Research done by the authors in the literature review along with questions the researcher had from personal contact with parents and students along with teaching experience prompted the questions that are in the parent questionnaire. The researcher also based the questions in the parent questionnaire around the questions and supporting hypotheses in this study.

Questionnaires for teachers inquired information such as how often homework was assigned in each subject nightly, how much time they expected students to spend on homework assigned, to what extent they felt parents were involved in students academics, and ways they kept parents involved and informed in their classroom and Cathedral School. In order to correlate teacher questionnaires to student and parent questionnaires, teacher questionnaires were identified by what grade they taught.

Teacher questionnaires were created in a format to support ideas and statements aforementioned by the authors used in the literature review of this study (Caskey, M. M. (2009); Chavkin, N. F. (Winter 2005); Education, M. D. (2001); Graham-Clay, S. (2005); Hoang, T. N. (2007); Wright, K., & Willis, S. (2003-2004)). Questions were categorized in groups to answer questions the researcher developed related to the following categories: parental involvement at school and home, perceived comfortableness for parents and students to ask questions about homework, communication with parents and students, creating an inviting atmosphere, motivation of students, training in communication with parents, and the perception on what parental involvement entails. The format for the questionnaire was reviewed by professors at the University of Wisconsin Superior.

Research done by the authors in the literature review along with questions the researcher had from observing teachers in their classroom with students, prompted the questions that are in the teacher questionnaire. Questions in the teacher questionnaire were also based around the questions and supporting hypotheses in this study. Lastly, questions on the teacher questionnaire were created in order to correlate student and parent questionnaires.

## ***Sampling Procedure***

### ***Elementary Grades Three Through Five***

During the month of March, 2012, homeroom teachers received a manila envelope containing a summary of the study (Appendix A), step-by-step directions (Appendix B), and a spreadsheet with letter number codes to assign each family (Appendix E). After assigning codes to each family, homeroom teachers sent parents a consent form (Appendix H) to participate in the survey. Homeroom teachers also received student questionnaires (Appendix J) coded for the number of students they had in the classroom so they could plan accordingly to administer the questionnaire without interrupting teaching time. Elementary students took the student questionnaire whether or not parents were participants. Due to this researcher was able to code the student questionnaires A-Z depending on the number of students in the classroom. For example: fifth grade had 23 students. Researcher was able to code questionnaires A5-W5.

Homeroom teachers, at their convenience, gave students the questionnaire after reading them the directions (Appendix D). Homeroom teachers ensured students that their identity would be confidential and that they did not need to write their name on the questionnaires.

Questionnaires were returned by the middle of April, 2012.

When parent consent forms returned, homeroom teachers received another spreadsheet with letter number codes (Appendix F). Teachers then placed a check mark next to the letter number codes they needed parent questionnaires for. After receiving this spreadsheet, the researcher coded parent questionnaires and envelopes for the homeroom teacher. Researcher also provided homeroom teachers with labels for each family in their class. Homeroom teachers used the spreadsheet with family codes (Appendix E) to label envelopes. The number letter code

on the envelope ensured that the homeroom teacher used the correct label. Parent questionnaires were returned by the middle of April, 2012.

At Cathedral School, there is a set of triplets. To make sure that these parents filled out the correct form for each child, (to correspond with the number the student has been assigned by the homeroom teacher) the researcher had the homeroom teacher mark the students name on the envelope to identify with the code they have been assigned; however, the return envelope did not have name identifying information on it.

Homeroom teachers also photocopied student's third quarter grades, removing any identifying information. Teachers then wrote the students corresponding code on the grade report.

#### Middle School: Grades Six Through Eight

During the month of March, 2012, homeroom teachers received a manila envelope containing a summary of the study (Appendix A), step-by-step directions (Appendix C) a spreadsheet with letter number codes (Appendix E), and consent forms to send home with each student (Appendix H). Middle school students had to have parental consent in order to participate in the study.

After consent forms returned, homeroom teachers assigned participating families a letter number code, starting with A, on the aforementioned spreadsheet (Appendix E). Homeroom teachers then informed researcher of the number of participants. With this information the researcher coded parent questionnaires (Appendix K), student questionnaires (Appendix J), and envelopes for the homeroom teacher. Researcher also provided homeroom teachers with labels for each family in their class to send home parent questionnaires. Homeroom teachers used the spreadsheet with family codes (Appendix E) to label envelopes. The number letter code on the

envelope ensured that the homeroom teacher used the correct label. Parent questionnaires were returned by the middle of April, 2012.

Middle School students took the student questionnaire at school. However, due to the middle school schedule, students were read the directions (Appendix D) and given the survey to complete throughout the day as they had time, versus during one sitting in class. Homeroom teachers ensured students that their identity would be confidential and that they did not need to write their name on the questionnaires. Questionnaires were returned by the middle of April, 2012.

Homeroom teachers also photocopied student's third quarter grades, removing any identifying information. Teachers then wrote the students corresponding code on the grade report. Middle School teachers only gave researcher grades of student who were participants through consent.

### Teachers

Teachers received consent forms (Appendix I) at the end of March, 2012. After returning the consent form, teachers received the teacher questionnaire (Appendix L) and an envelope titled: Teacher Questionnaire for Study. Teacher questionnaires were coded with the letter T (teacher) and a number corresponding to the grade they taught.

### ***Data Analysis***

Perceived parental involvement in accordance to student success was assessed through comparison of the questionnaires answered by students, parents, and teachers. Through the number and letter system the researcher was able to correlate student and parent questionnaires, the teacher to the grade that they teach, and the student and their grades. Answers were still reviewed from the corresponding student questionnaire if a parent questionnaire was not

returned. Once all questionnaires were collected and analyzed, the researcher created graphs, charts, and tables to display findings. Findings were shared with the principal, Gerald Carr, and Father Andrew, the priest in charge of the school.

### Correlation to Hypotheses

Hypotheses one: the researcher expected that students whose parents are more actively involved in their education not only through involvement at the school, but also at home, do better academically. The researcher also expected that students who are older will have parents that are not as involved. The researcher hoped to find a strong correlation to support the hypothesis made through an evaluation of grades in comparison to how involved parents are at home and school as answered in the questionnaires. The researcher hoped to have at least eighty-five percent of families whose answers reflected the same views of parental involvement.

Hypotheses two: the researcher expected that family's feel more welcomed in the school community when communication and an inviting atmosphere are present; in turn increasing parental involvement. The researcher hoped to have at least ninety-five percent of families who's answered reflected an inviting atmosphere. The researcher also hoped to have at least ninety-five percent of families who's answered reflected strong communication between teachers and parents, and teachers and students.

Hypotheses three: the researcher expected that students would do better academically if their parents were comfortable helping their student with their homework and if parents were able to ask teachers for guidance if they did not understand. The researcher hoped to have at least eighty-five percent of parents whose answers reflected that they feel comfortable helping their student with homework and are able to ask teachers for help if they do not understand.

Data on student success was analyzed through reviewing and comparing student, parent, and teacher questionnaires. Questions that pertained information about what was perceived a bad grade, motivation of the student at school, and the subjects students, teachers, and parents felt parents had a hard time helping with at home, aided in the result of student success.

Student success was correlated to parental involvement by, again, reviewing student and parent questionnaires and comparing answers given by both parties.

### ***Summary***

In conclusion, this research project intends to show the connections between parental involvement and its connection to student success and learning. Participants will be students in grades three through eight, corresponding teachers, and parents/guardians of the students. The data will be collected through self-report questionnaires given to students, parents, and teachers at the beginning of March. Lastly, data will be analyzed, displayed through graphs, charts, and tables, and discussed with principal, Gerald Carr and Father Andrew.

## **Chapter Four: Data**

Data from questionnaires was tallied in an Excel spreadsheet for easier comparison throughout grade levels. Results are given with grade levels combined; however, the researcher also compared individual student and parent results to correlate individual family answers and grades. The tallied spreadsheet, by grade level, for each questionnaire category, is found after the breakdown of data.

A total of ninety-six students participated in the study. A total of fifty-one parents participated in the study. A total of eight teachers participated in the study. Some questions in the questionnaire were not answered by some of the participants which are noted in the breakdown of data after each question.

### ***Student Questionnaire***

Seventeen out of ninety-six students indicated that their parents help them at school all of the time/every day. Twenty-two out of ninety-six students indicated that their parents help them at school most of the time. Forty-six out of ninety-six students indicated that their parents help them at school sometimes. Eleven out of ninety-six students indicated that their parents help them at school never.

Forty-seven out of ninety-six students indicated that they spend their time at school wisely all of the time/every day. Forty-one out of ninety-six students indicated that they spend their time at school wisely most of the time. Eight out of ninety-six students indicated that they spend their time wisely at school sometimes. Zero out of ninety-six students indicated that they never spend their time wisely at school.

Forty-three out of ninety-six students indicated that their parents help them study for tests all of the time/every day. Twenty-nine out of ninety-six students indicated that their parents help

them study for tests most of the time. Seventeen out of ninety-six students indicated their parents help them study for tests sometimes. Seven out of ninety-six students indicated that their parents never help them study for tests.

Seventy-five out of ninety-six students indicated that their parents ask them if they have homework all of the time/every day. Fourteen out of ninety-six students indicated that their parents ask them if they have homework most of the time. Six out of ninety-six students indicated that their parents ask them if they have homework sometimes. One out of ninety-six students indicated that their parents ask them if they have homework sometimes or never.

Fifty out of ninety-six students indicated that their parents ask them if they have a test to study for all of the time/every day. Twenty-four out of ninety-six students indicated that their parents ask them if they have a test to study for most of the time. Seventeen out of ninety-six students indicated that their parents ask them if they have a test to study for sometimes. Five out of ninety-six students indicated that their parents never ask them if they have a test to study for.

Twenty-four out of ninety-six students indicated that they have projects to do at home all of the time/every day. Twenty-eight out of ninety-six students indicated that they have projects to do at home most of the time. Forty-five out of ninety-six students indicated that they have projects to do at home sometimes. Zero out of ninety-six students indicated that they never have projects to do at home. One student answered this question twice.

Twenty-four out of ninety-six students indicated that their parents help them with home projects all of the time/every day. Thirty-five out of ninety-six students indicated that their parents help them with home projects most of the time. Thirty-three out of ninety-six students indicated that their parents help them with home projects sometimes. Four out of ninety-six students indicated that their parents never help them with home projects.

Thirty-eight out of ninety-six students indicated that their parents go over their graded work to see what they got incorrect all of the time/every day. Twenty-two out of ninety-six students indicated that their parents go over their graded work to see what they got incorrect most of the time. Twenty-five out of ninety-six students indicated that their parents go over their graded work to see what they got incorrect sometimes. Eleven out of ninety-six students indicated that their parents never go over their graded work to see what they got incorrect.

Twenty-nine out of ninety-six students indicated that their parents have them fix the problems they got incorrect after their work is graded all of the time/ever day. Twelve out of ninety-six students indicated that their parents have them fix the problems they got incorrect after their work is graded most of the time. Twenty-three out of ninety-six students indicated that their parents have them fix the problems they got incorrect after their work is graded sometimes. Thirty-three out of ninety-six students indicated that their parents never have them fix the problems they got incorrect after their work is graded. One student answered this question twice.

Thirty out of ninety-six students indicated that their parents look over their assignment before it is due to check for errors all of the time/every day. Seventeen out of ninety-six students indicated that their parents look over their assignment before it is due to check for errors most of the time. Thirty-three out of ninety-six students indicated that their parents look over their assignment before it is due to check for errors sometimes. Fourteen out of ninety-six students indicated that their parents never look over their assignment before it is due to check for errors. Two students did not answer this question.

Thirty-five out of ninety-six students indicated that their parents have them fix what is wrong on their assignment before they turn it in all of the time/every day. Twenty-seven of ninety-six students indicated that their parents have them fix what is wrong on their assignment

before they turn it in most of the time. Twenty-six of ninety-six students indicated that their parents have them fix what is wrong on their assignment before they turn it in sometimes. Nine of ninety-six students indicated that their parents never have them fix what is wrong on their assignment before they turn it in. One student answered this question twice.

Fifty-nine out of ninety-six students indicated that they fix what their parents find wrong on their work all of the time/every day. Twenty-three out of ninety-six students indicated that they fix what their parents find wrong on their work most of the time. Six out of ninety-six students indicated that they fix what their parents find wrong on their work sometimes. Seven out of ninety-six students indicated that they never fix what their parents find wrong on their work. One student did not answer this question.

Fifty-eight out of ninety-six students indicated that they use what they learn at school in their home all of the time/every day. Twenty-eight out of ninety-six students indicated that they use what they learn at school in their home most of the time. Ten out of ninety-six students indicated that they use what they learn at school in their home sometimes. Zero out of ninety-six students indicated that they never use what they learn at school in their home.

Thirty-three out of ninety-six students indicated that they share what they learn at school with their parents all of the time/every day. Twenty-seven out of ninety-six students indicated that they share what they learn at school with their parents most of the time. Thirty-one out of ninety-six students indicated that they share what they learn at school with their parents sometimes. Six out of ninety-six students indicated that they never share what they learn at school with their parents. One student answered this question twice.

Thirty-four out of ninety-six students indicated that their parents ask them what they learn at school all of the time/every day. Twenty-four out of ninety-six students indicated that their

parents ask them what they learn at school most of the time. Twenty-six out of ninety-six students indicated that their parents ask them what they learn at school sometimes. Nine out of ninety-six students indicated that their parents never ask them what they learn at school. Three students did not answer this question.

Twenty-seven out of ninety-six students indicated that they ask their teacher for help with their work all of the time/every day. Thirty-two out of ninety-six students indicated that they ask their teacher for help with their work most of the time. Thirty-three out of ninety-six students indicated that they ask their teacher for help with their work sometimes. Two out of ninety-six students indicated that they never ask their teacher for help with their work. Two students did not answer this question.

Twelve out of ninety-six students indicated that their parents ask the teacher for help with homework because directions are not understood all of the time/every day. Eight out of ninety-six students indicated that their parents ask the teacher for help with homework because directions are not understood most of the time. Thirty out of ninety-six students indicated that their parents ask the teacher for help with homework because directions are not understood sometimes. Forty-three out of ninety-six students indicated that their parents never ask the teacher for help with homework because directions are not understood. Three students did not answer this question.

Thirty-six out of ninety-six students indicated that they understand the directions to their homework when they get home all of the time/every day. Forty-four out of ninety-six students indicated that they understand the directions to their homework when they get home most of the time. Eleven out of ninety-six students indicated that they understand the directions to their homework when they get home sometimes. One out of ninety-six students indicated that they

never understand the directions to their homework when they get home. Four students did not answer this question.

Seventeen out of ninety-six students indicated that they understand the directions to their homework when they are absent all of the time/every day. Forty-six out of ninety-six students indicated that they understand the directions to their homework when they are absent most of the time. Twenty-seven out of ninety-six students indicated that they understand the directions to their homework when they are absent sometimes. Zero out of ninety-six students indicated that they never understand the directions to their homework when they are absent. Six students did not answer this question.

Sixty-three out of ninety-six students indicated that directions are sent home for their homework when they are absent all of the time/every day. Twelve out of ninety-six students indicated that directions are sent home for their homework when they are absent most of the time. Fourteen out of ninety-six students indicated that directions are sent home for their homework when they are absent sometimes. Three out of ninety-six students indicated that directions are never sent home for their homework when they are absent. Four students did not answer this question.

Sixty-eight out of ninety-six students indicated that they feel comfortable asking for help with homework at home all of the time/every day. Twelve out of ninety-six students indicated that they feel comfortable asking for help with homework at home most of the time. Twelve out of ninety-six students indicated that they feel comfortable asking for help with homework at home sometimes. One out of ninety-six students indicated that they never feel comfortable asking for help with homework at home. Three students did not answer this question.

Sixty out of ninety-six students indicated that they feel comfortable asking for help at school with their work all of the time/every day. Twenty-two of ninety-six students indicated that they feel comfortable asking for help at school with their work most of the time. Nine of ninety-six students indicated that they feel comfortable asking for help at school with their work sometimes. Three of ninety-six students indicated that they never feel comfortable asking for help at school with their work. Two students did not answer this question.

Sixty-three out of ninety-six students indicated that they bring home corrected work to their parents all of the time/every day. Sixteen of ninety-six students indicated that they bring home corrected work to their parents most of the time. Eleven of ninety-six students indicated that they bring home corrected work to their parents sometimes. Five of ninety-six students indicated that they never bring home corrected work to their parents. One student did not answer this question.

Seven out of ninety-six students indicated that they ask their teacher questions outside of school about their homework all of the time/every day. Seven out of ninety-six students indicated that they ask their teacher questions outside of school about their homework most of the time. Thirty-four out of ninety-six students indicated that they ask their teacher questions outside of school about their homework sometimes. Forty-seven out of ninety-six students indicated that they never ask their teacher questions outside of school about their homework. One student did not answer this question.

Zero out of ninety-six students indicated that they email or call their teacher outside of school for help with their homework all of the time/every day. Two of ninety-six students indicated that they email or call their teacher outside of school for help with their homework most of the time. Nine of ninety-six students indicated that they email or call their teacher outside

of school for help with their homework sometimes. Eighty-four of ninety-six students indicated that they never email or call their teacher outside of school for help with their homework. One student did not answer this question.

Seventy-four out of ninety-six students indicated that they are informed when they are missing work all of the time/every day. Fifteen out of ninety-six students indicated that they are informed when they are missing work most of the time. Four out of ninety-six students indicated that they are informed when they are missing work sometimes. Two out of ninety-six students indicated that they are never informed when they are missing work. One student did not answer this question.

Sixty-five out of ninety-six students indicated that they are comfortable talking to their teacher all of the time/every day. Twenty-four out of ninety-six students indicated that they are comfortable talking to their teacher most of the time. Five out of ninety-six students indicated that they are comfortable talking to their teacher sometimes. One out of ninety-six students indicated that they are never comfortable talking to their teacher. One student did not answer this question.

Forty-eight out of ninety-six students indicated that they receive praise from their teacher all of the time/every day. Twenty-seven of ninety-six students indicated that they receive praise from their teacher most of the time. Sixteen out of ninety-six students indicated that they receive praise from their teacher sometimes. Four out of ninety-six students indicated that they never receive praise from their teacher. One student did not answer this question.

Sixty-one out of ninety-six students indicated that they hear or read positive comments from their teacher all of the time/every day. Twenty out of ninety-six students indicated that they hear or read positive comments from their teacher most of the time. Fourteen out of ninety-six

students indicated that they hear or read positive comments from their teacher sometimes. Zero out of ninety-six students indicated that they never hear or read positive comments from their teacher. One student did not answer this question.

Sixty-three out of ninety-six students indicated that they feel their teacher is patient with them all of the time/every day. Twenty-two out of ninety-six students indicated that they feel their teacher is patient with them most of the time. Nine out of ninety-six students indicated that they feel their teacher is patient with them sometimes. One out of ninety-six students indicated that they feel their teacher is never patient with them. One student did not answer this question.

One out of ninety-six students indicated that they are in trouble at school all of the time/every day. One out of ninety-six students indicated that they are in trouble at school most of the time. Thirty out of ninety-six students indicated that they are in trouble at school sometimes. Sixty out of ninety-six students indicated that they are never in trouble at school. Three students did not answer this question.

Twenty-six out of ninety-six students indicated that they receive a consequence if they get in trouble at school all of the time/every day. Twenty-nine out of ninety-six students indicated that they receive a consequence if they get in trouble at school most of the time. Twenty-three out of ninety-six students indicated that they receive a consequence if they get in trouble at school sometimes. Fifteen out of ninety-six students indicated that they never receive a consequence if they get in trouble at school. Three students did not answer this question.

(Grades 4<sup>th</sup>-8<sup>th</sup>) Eighteen out of seventy-two students indicated that they look at their grades on Engrade all of the time/every day. Twenty-four out of seventy-two students indicated that they look at their grades on Engrade most of the time. Eleven out of seventy-two students indicated that they look at their grades on Engrade sometimes. Ten out of seventy-two students

indicated that they never look at their grades on Engrade. Nine students did not answer this question.

Forty-one out of ninety-six students indicated that their parents go through their folder for graded work and information all of the time/every day. Thirteen out of ninety-six students indicated that their parents go through their folder for graded work and information most of the time. Twenty-six out of ninety-six students indicated that their parents go through their folder for graded work and information sometimes. Fifteen out of ninety-six students indicated that their parents never go through their folder for graded work and information. One student did not answer this question.

Forty-six out of ninety-six students indicated that they empty their folder and give their parents graded work and information all of the time/every day. Thirty out of ninety-six students indicated that they empty their folder and give their parents graded work and information most of the time. Fourteen out of ninety-six students indicated that they empty their folder and give their parents graded work and information sometimes. Five out of ninety-six students indicated that they never empty their folder and give their parents graded work and information. One student did not answer this question.

Twenty-one out of ninety-six students indicated that they see their work displayed around the school all of the time/every day. Twenty out of ninety-six students indicated that they see their work displayed around the school most of the time. Forty-nine out of ninety-six students indicated that they see their work displayed around the school sometimes. Five out of ninety-six students indicated that they never see their work displayed around the school. One student did not answer this question.

Fifty-two out of ninety-six students indicated that they enjoy seeing their work displayed around the school all of time/every day. Fourteen out of ninety-six students indicated that they enjoy seeing their work displayed around the school most of the time. Nineteen out of ninety-six students indicated that they enjoy seeing their work displayed around the school sometimes. Ten out of ninety-six students indicated that they never enjoy seeing their work displayed around the school. One student did not answer this question.

Thirty-six out of ninety-six students indicated that they are greeted in the morning by their teacher when they come to school all of the time/every day. Twenty-one out of ninety-six students indicated that they are greeted in the morning by their teacher when they come to school most of the time. Thirty out of ninety-six students indicated that they are greeted in the morning by their teacher when they come to school sometimes. Eight out of ninety-six students indicated that they are never greeted in the morning by their teacher when they come to school. One student did not answer this question.

Four out of ninety-six students indicated that their parents walk them to their classroom all of the time/every day. Four out of ninety-six students indicated that their parents walk them to their classroom most of the time. Ten out of ninety-six students indicated that their parents walk them to their classroom sometimes. Seventy-seven out of ninety-six students indicated that their parents never walk them to their classroom. One student did not answer this question.

Two out of ninety-six students indicated that their parents stay and talk to their teacher in the morning all of the time/every day. One out of ninety-six students indicated that their parents stay and talk to their teacher in the morning most of the time. Twenty-three out of ninety-six students indicated that their parents stay and talk to their teacher in the morning sometimes.

Sixty-eight out of ninety-six students indicated that their parents never stay and talk to their teacher in the morning. Two students did not answer this question.

Forty-one out of ninety-six students indicated that they enjoy coming to school all of the time/every day. Thirty-four out of ninety-six students indicated that they enjoy coming to school most of the time. Twenty out of ninety-six students indicated that they enjoy coming to school sometimes. Zero out of ninety-six students indicated that they never enjoy coming to school. One student did not answer this question.

Sixty-seven out of ninety-six students indicated that they feel welcomed at school all of the time/every day. Fourteen out of ninety-six students indicated that they feel welcomed at school most of the time. Twelve out of ninety-six students indicated that they feel welcomed at school sometimes. Two out of ninety-six students indicated that they never feel welcomed at school. One student did not answer this question.

Forty-seven out of ninety-six students indicated that they feel the school is kept clean all of the time/every day. Thirty-five out of ninety-six students indicated that they feel the school is kept clean most of the time. Eleven out of ninety-six students indicated that they feel the school is kept clean sometimes. Zero out of ninety-six students indicated that they feel the school is never kept clean. Three students did not answer this question.

Thirty-one out of ninety-six students indicated that they receive rewards for getting good grades all of the time/every day. Sixteen out of ninety-six students indicated that they receive rewards for getting good grades most of the time. Thirty-one out of ninety-six students indicated that they receive rewards for getting good grades sometimes. Sixteen out of ninety-six students indicated that they never receive rewards for getting good grades. Two students did not answer this question.

Sixty-nine out of ninety-six students indicated that they show their parents their high grades all of the time/every day. Seventeen out of ninety-six students indicated that they show their parents their high grades most of the time. Six out of ninety-six students indicated that they show their parents their high grades sometimes. One out of ninety-six students indicated that they never show their parents their high grades. Three students did not answer this question.

Sixty out of ninety-six students indicated that they show their parents their low grades all of the time/every day. Sixteen out of ninety-six students indicated that they show their parents their low grades most of the time. Twelve out of ninety-six students indicated that they show their parents their low grades sometimes. Five out of ninety-six students indicated that they never show their parents their low grades. Three students did not answer this question.

Seventy out of ninety-six students indicated that they strongly agree that they are motivated to get good grades. Twenty-five out of ninety-six students indicated that they agree that they are motivated to get good grades. One out of ninety-six students indicated that they disagree that they are motivated to get good grades. Zero out of ninety-six students indicated that they strongly disagree that they are motivated to get good grades.

Eighty-three out of ninety-six students indicated that they strongly agree that they care about what grades they receive. Twelve out of ninety-six students indicated that they agree that they care about what grades they receive. One out of ninety-six students indicated that they disagree that they care about what grades they receive. Zero out of ninety-six students indicated that they strongly disagree that they care about what grades they receive.

Eighty-six out of ninety-six students indicated that they strongly agree that they are proud when they get good grades. Nine out of ninety-six students indicated that they agree that they are proud when they get good grades. One out of ninety-six students indicated that they disagree that

they are proud when they get good grades. Zero out of ninety-six students indicated that they strongly disagree that they are proud when they get good grades.

Eighty-four two out of ninety-six students indicated that they strongly agree that they are proud to show their parents their good grades. Ten out of ninety-six students indicated that they agree that they are proud to show their parents their good grades. Zero out of ninety-six students indicated that they disagree that they are proud to show their parents their good grades. Zero out of ninety-six students indicated that they strongly disagree that they are proud to show their parents their good grades. Two students did not answer this question.

Sixty-nine out of ninety-six students indicated that they strongly agree that their parents show them they are proud when they get good grades. Twenty-three out of ninety-six students indicated that they agree that their parents show them they are proud when they get good grades. Four out of ninety-six students indicated that they disagree that their parents show them they are proud when they get good grades. Zero out of ninety-six students indicated that they strongly disagree that their parents show them they are proud when they get good grades.

Thirty-seven out of ninety-six students indicated that they strongly agree that they are being challenged at school. Forty-two out of ninety-six students indicated that they agree that they are being challenged at school. Ten out of ninety-six students indicated that they disagree that they are being challenged at school. Seven out of ninety-six students indicated that they strongly disagree that they are being challenged at school.

Zero out of ninety-six students indicated that they have two hours of religion homework each night. Two out of ninety-six students indicated that they have one hour of religion homework each night. Nine out of ninety-six students indicated that they have thirty minutes of religion homework each night. Sixty-six out of ninety-six students indicated that they have less

than thirty minutes of religion homework each night. Nineteen students did not answer this question.

Four out of ninety-six students indicated that they have two hours of math homework each night. Twenty-one out of ninety-six students indicated that they have one hour of math homework each night. Forty out of ninety-six students indicated that they have thirty minutes of math homework each night. Thirty out of ninety-six students indicated that they have less than thirty minutes of math homework each night. One student did not answer this question.

Zero out of ninety-six students indicated that they have two hours of social studies homework each night. Two out of ninety-six students indicated that they have one hour of social studies homework each night. Fifty-one out of ninety-six students indicated that they have thirty minutes of social studies homework each night. Forty-four out of ninety-six students indicated that they have less than thirty minutes of social studies homework each night. One student answered this question twice.

Zero out of ninety-six students indicated that they have two hours of English homework each night. Eight out of ninety-six students indicated that they have one hour of English homework each night. Thirty-one out of ninety-six students indicated that they have thirty minutes of English homework each night. Fifty-one out of ninety-six students indicated that they have less than thirty minutes of English homework each night. Six students did not answer this question.

Zero out of ninety-six students indicated that they have two hours of reading homework each night. Eight out of ninety-six students indicated that they have one hour of reading homework each night. Thirty-one out of ninety-six students indicated that they have thirty minutes of reading homework each night. Fifty-three out of ninety-six students indicated that

they have less than thirty minutes of reading homework each night. Four students did not answer this question. Four students did not answer this question.

One out of ninety-six students indicated that they have two hours of spelling homework each night. Nine out of ninety-six students indicated that they have one hour of spelling homework each night. Twenty-eight out of ninety-six students indicated that they have thirty minutes of spelling homework each night. Forty-eight out of ninety-six students indicated that they have less than thirty minutes of spelling homework each night. Eleven students did not answer this question.

Nine out of ninety-six students indicated that they spend two or more hours studying for tests. Twenty-four out of ninety-six students indicated that they spend one hour studying for tests. Thirty-nine out of ninety-six student indicated that they spend thirty minutes studying for tests. Twenty-four out of ninety six students indicated that they spend less than thirty minutes studying for tests.

Zero out of ninety-six students indicated that it takes them two or more hours to get to school. Seven out of ninety-six students indicated that it takes them one hour to get to school. Sixteen out of ninety-six students indicated that it takes them thirty minutes to get to school. Seventy-three out of ninety-six students indicated that it takes them less than thirty minutes to get to school.

Eighty-nine out of ninety-six students indicated that they have internet at home. Six out of ninety-six students indicated that they do not have internet at home. One student did not answer this question.

Fifty-three out of ninety-six students indicated that their parents help them with their work now as they did when they were younger. Forty-two out of ninety-six students indicated

that parents do not help them as much with their work now as they did when they were younger. One student did not answer this question.

Eighty-two out of ninety-six students indicated that they like their parents being involved at school. Thirteen out of ninety-six students indicated that they do not like their parents being involved at school. One student did not answer this question.

Twenty-two out of ninety-six students indicated that they go to Latchkey in the afternoon. Seventy-two out of ninety-six students indicated that they do not go to Latchkey in the afternoon. (Latchkey is an after school program). Two students did not answer this question.

Sixty out of ninety-six students indicated that math was the subject their parents had the hardest time helping them with. Nine out of ninety-six students indicated that reading was the subject their parents had the hardest time helping them with. Five out of ninety-six students indicated that science was the subject their parents had the hardest time helping them with. Eighteen out of ninety-six students indicated that language arts was the subject their parents had the hardest time helping them with. One out of ninety-six students indicated that Scholastic Reader was the subject their parents had the hardest time helping them with. Two out of ninety-six students indicated that spelling was the subject their parents had the hardest time helping them with. Two out of ninety-six students indicated that religion was the subject their parents had the hardest time helping them with. Two out of ninety-six students indicated that social studies was the subject their parents had the hardest time helping them with.

Students indicated that reasons they feel they had a lot of homework at night were because: it was something they didn't understand, they didn't finish their work at school, they had too many problems assigned, they were talking instead of working, didn't understand the

assignment, didn't get a chance to start it in class, a lot of homework in one night, didn't pay attention, teacher was preparing me for middle school.

One out of ninety-six students indicated that a B+ or lower was a poor grade. Two out of ninety-six students indicated that a B or lower was a poor grade. Seventeen out of ninety-six students indicated that a B- or lower was a poor grade. Thirteen out of ninety-six students indicated that a C+ or lower was a poor grade. Seven out of ninety-six students indicated that a C or lower was a poor grade. Eighteen out of ninety-six students indicated that a C- or lower was a poor grade. Two out of ninety-six students indicated that a D+ or lower was a poor grade. Seven out of ninety-six students indicated that a D or lower was a poor grade. One out of ninety-six students indicated that a D- or lower was a poor grade. Ten out of ninety-six students indicated that an F or lower was a poor grade. Twenty out of ninety-six students did not answer this question with a letter grade, but instead with a statement such as: anything I didn't do my best on. Two students answered this question twice.

Students indicated that parental involvement is: going to things like meetings, helping out at home and school, volunteering, being a homeroom parent, taking part in field trips, asking how the day went, make sure you get good grades, keeping me motivated, being involved with teachers, involved in your life, participating in events, and spending time with the child.

*Student Questionnaire: Third Grade*

Question	All of the time / Every day	Most of the time	Sometimes	Never
My parent/parents help at school.	//	//// /	//// //// //	////
I spend time at school wisely.	//// //// //	//// ////	//	
My parents help me study for tests.	//// //// //	//// /	////	
My parents ask me if I have homework.	//// //// //// ////	////		
My parents ask me if I have a test to study for.	//// //// //	//// //	////	/
I have projects to do at home.	//// ////	//// ////	////	
My parents help me with home projects.	//// //// /	//// /	//// /	
My parents go over my graded work and help me see what I got incorrect?	//// //// //// //	////	/	
My parents have me fix the problems I got incorrect after my work is graded.	//// //// /	//// //	////	////
My parents look over my assignment before it is due to check for errors.	//// //// //// /	////	////	
My parents have me fix what I have wrong on my assignment before I turn it in.	//// //// //// //	//// /	/	
I fix what my parents found wrong.	//// //// //// ////	////	/	
I use what I learn at school at home.	//// //// //// //	////	//	
I share what I have learned at school with my parents.	//// ////	//// ////	////	/
My parents ask me what I have learned at school.	//// //// //	//// //	////	
<b>Section 2</b>				
I ask my teacher for help with my work.	////	//// //// //	////	/
My parents ask the teacher for help with my homework because we don't understand what the directions are.	//// //	////	////	//// //
When I get home I understand the directions to my homework.	//// //// //	////	//	/
When I am absent, I understand the directions for my homework.	//// ////	//// //	////	
When I am absent, directions are sent home for my homework.	//// //// //// //	/	//	/
I feel comfortable asking for help with homework at home.	//// //// //// //	//	////	
I feel comfortable asking for help at school with my work.	//// //// //	////	////	/
<b>Section 3</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I bring home corrected work to my parents.	//// //// //// //// //		//	
I ask my teacher questions outside of school about my homework.	////	////	////	//// //// //
I email my teacher or call them after school for help with my homework.		/	/	//// //// //// //// //
I am informed about when I am missing work.	//// //// //// ////	/	////	
I feel comfortable talking to my teacher.	//// //// //// //	////	/	
I get praise from my teacher.	//// //// //// //	////	/	/
I hear or read positive comments from my teacher.	//// //// //// //	////	//	
My teacher is patient with me.	//// //// //// //	////	//	
I am in trouble at school.			/	//// //// //// //// //
When I get in trouble at school I get a consequence.	//// ////	//// /	////	////
(4 <sup>th</sup> grade and up) I look at my grades on Engrade.				
My parents go through my folder for information and graded work.	//// //// //// //	/	////	
I empty my folder and give my parents information and graded work.	//// //// /	//// //	////	/
<b>Section 4</b>				
My work is displayed around the school.	//// //// //// //	//// /	/	
I enjoy seeing my work displayed.	//// //// //// //	////		//

I am greeted in the morning by my teacher when I come to school.	//// /	//// /	//// //	//
My parents walk me to my classroom.	///	///	///	//// //// //
My parents stay and talk to the teacher in the morning.	/	/	//// //// /	//// //// /
I enjoy coming to school.	//// //// //// /	///	///	
I feel welcome at school.	//// //// //// //	///		/
I think that the school is kept clean.	//// //// //// /	////	/	
I receive rewards for getting good grades.	//// //// /	///	//// //	//
I show my parents my high grades.	//// //// //// //	///	/	
I show my parents my low grades.	//// //// //// /	//	/	///
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am motivated to get good grades.	//// //// //// //	//// /		
I care about what my grades are.	//// //// //// //// /	///		
I feel proud of myself when I get good grades.	//// //// //// //// //	///	/	
I feel proud to show my parents my good grades.	//// //// //// //// //	//		
My parents show me they are proud of me when I get good grades.	//// //// //// //// /	//	/	
I feel I am being challenged at school.	//// /	//// //// //	///	///
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework do you have each night in the following subjects:	//			
Religion		/	//	///
Math	///	//// /	//// //	//// /
Social Studies		/	//// /	////
English		///	//// //	//// //
Reading		/	//// //	//// //// //
Language Arts/Spelling		/	///	//// //// /
How much time do you spend studying for tests?	/	///	//// ////	//// //
How long does it take you to get to school?		//	///	//// //// //// //
Question	Yes	No		
Do you have internet at home?	//// //// //// //	///		
Do your parents help you with you work now as much as they did when you were younger?	//// //// //// //	///		
Do you like your parents being involved in the school?	//// //// //// //	///		
Do you go to Latchkey in the afternoon?	//// //// /	//// //// //		
Please answer the following questions in the empty box on the right.				
What subject/subjects that your parents have a hard time helping you with at home?	Scholastic Reader / Math //// //// //// / Reading // Science / LA ///			

<p>If you have a lot of homework at night, why do you think you do?</p>	<p>Because school is hard so I can have a career /                  Because it is something I don't understand /                  Because I didn't finish my work at school //                  Because I talk a lot at school /                  Too many problems /                  Don't have enough time at school /</p>
<p>What do you consider a bad grade?</p>	<p>B                  F //// ///                  C ///                  C- ///                  D //                  6 or more wrong /                  Anything wrong //</p>
<p>What do you think parent involvement means?</p>	<p>Going to stuff like a meeting /                  They help out at school and home //// //// //                  Volunteer //// //                  Parents are friendly /                  Being involved in something //                  Homeroom parent /                  Doing something for the school /                  Having fun //                  Doing parent homework /</p>

**Student Questionnaire: Fourth Grade**

Question	All of the time / Every day	Most of the time	Sometimes	Never
My parent/parents help at school.				
I spend time at school wisely.				
My parents help me study for tests.				
My parents ask me if I have homework.				
My parents ask me if I have a test to study for.				
I have projects to do at home.				
My parents help me with home projects.				
My parents go over my graded work and help me see what I got incorrect?				
My parents have me fix the problems I got incorrect after my work is graded.				
My parents look over my assignment before it is due to check for errors.				
My parents have me fix what I have wrong on my assignment before I turn it in.				
I fix what my parents found wrong.				
I use what I learn at school at home.				
I share what I have learned at school with my parents.				
My parents ask me what I have learned at school.				
I ask my teacher for help with my work.				
My parents ask the teacher for help with my homework because we don't understand what the directions are.				
When I get home I understand the directions to my homework.				
When I am absent, I understand the directions for my homework.				
When I am absent, directions are sent home for my homework.				
I feel comfortable asking for help with homework at home.				
I feel comfortable asking for help at school with my work.				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I bring home corrected work to my parents.				
I ask my teacher questions outside of school about my homework.				
I email my teacher or call them after school for help with my homework.				
I am informed about when I am missing work.				
I feel comfortable talking to my teacher.				
I get praise from my teacher.				
I hear or read positive comments from my teacher.				
My teacher is patient with me.				
I am in trouble at school.				
When I get in trouble at school I get a consequence.				
(4 <sup>th</sup> grade and up) I look at my grades on Engrade.				
My parents go through my folder for information and graded work.				
I empty my folder and give my parents information and graded work.				

My work is displayed around the school.			\	
I enjoy seeing my work displayed.				\
I am greeted in the morning by my teacher when I come to school.				\
My parents walk me to my classroom.				
My parents stay and talk to the teacher in the morning.				
I enjoy coming to school.				
I feel welcome at school.				\
I think that the school is kept clean.				
<b>Section Header</b>				
I receive rewards for getting good grades.				
I show my parents my high grades.				
I show my parents my low grades.				
<b>Section Header</b>				
Question	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I am motivated to get good grades.				
I care about what my grades are.				
I feel proud of myself when I get good grades.				
I feel proud to show my parents my good grades.				
My parents show me they are proud of me when I get good grades.				
I feel I am being challenged at school.				\
<b>Section Header</b>				
Question	<b>Two or more hours</b>	<b>One hour</b>	<b>30 minutes</b>	<b>Less than 30 minutes</b>
How much homework do you have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How much time do you spend studying for tests?				
How long does it take you to get to school?				
<b>Section Header</b>				
Question	<b>Yes</b>	<b>No</b>		
Do you have internet at home?				
Do your parents help you with your work now as much as they did when you were younger?				
Do you like your parents being involved in the school?				
Do you go to Latchkey in the afternoon?				
<b>Section Header</b>				
Please answer the following questions in the empty box on the right.				
What subject/subjects that your parents have a hard time helping you with at home?	Math                SS         LA	science \ spelling \ reading		

<p>If you have a lot of homework at night, why do you think you do?</p>		<p>Noise level in classroom is too high \\\\                  Not using time wisely \\\\                  Not enough time to work on it \                  Not paying attention \                  I was talking \\\\                  Being lazy \&lt;</p>
<p>What do you consider a bad grade?</p>		<p>B- \\                  C- \\\\                  C+ \\\\                  D \\\\                  Something I don't try my best on \&lt;</p>
<p>What do you think parent involvement means?</p>		<p>Parents being involved at school \\\\                  Care about school \                  Involved in all situations \                  Help you \\\\                  Talking with the teacher \&lt;</p>

*Student Questionnaire: Fifth Grade*

Question	All of the time / Every day	Most of the time	Sometimes	Never
My parent/parents help at school.			\	
I spend time at school wisely.				
My parents help me study for tests.				
My parents ask me if I have homework.			\	
My parents ask me if I have a test to study for.				\
I have projects to do at home.				
My parents help me with home projects.			\	\
My parents go over my graded work and help me see what I got incorrect?	\			
My parents have me fix the problems I got incorrect after my work is graded.				
My parents look over my assignment before it is due to check for errors.				
My parents have me fix what I have wrong on my assignment before I turn it in.		\		\
I fix what my parents found wrong.		\		
I use what I learn at school at home.	\			
I share what I have learned at school with my parents.				
My parents ask me what I have learned at school.				
<b>Section 2</b>				
I ask my teacher for help with my work.				\
My parents ask the teacher for help with my homework because we don't understand what the directions are.		\		
<b>Section 3</b>				
When I get home I understand the directions to my homework.		\		
When I am absent, I understand the directions for my homework.			\	
When I am absent, directions are sent home for my homework.	\			
I feel comfortable asking for help with homework at home.	\			\
I feel comfortable asking for help at school with my work.				(shy)
<b>Section 4</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I bring home corrected work to my parents.	\	\	\	\
I ask my teacher questions outside of school about my homework.		\		
I email my teacher or call them after school for help with my homework.		\		\
I am informed about when I am missing work.				\
I feel comfortable talking to my teacher.	\	\		
I get praise from my teacher.				
I hear or read positive comments from my teacher.				
My teacher is patient with me.		\	\	
I am in trouble at school.				
When I get in trouble at school I get a consequence.				\
(4 <sup>th</sup> grade and up) I look at my grades on Engrade.		\	\	
My parents go through my folder for information and graded work.				
I empty my folder and give my parents information and graded work.				\
<b>Section 5</b>				
My work is displayed around the school.		\	\	
I enjoy seeing my work displayed.	\			

I am greeted in the morning by my teacher when I come to school.				
My parents walk me to my classroom.				
My parents stay and talk to the teacher in the morning.				
I enjoy coming to school.				
I feel welcome at school.				
I think that the school is kept clean.				
<b>Section 2</b>				
I receive rewards for getting good grades.				
I show my parents my high grades.				
I show my parents my low grades.				
<b>Section 3</b>				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am motivated to get good grades.				
I care about what my grades are.				
I feel proud of myself when I get good grades.				
I feel proud to show my parents my good grades.				
My parents show me they are proud of me when I get good grades.				
I feel I am being challenged at school.				
<b>Section 4</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework do you have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How much time do you spend studying for tests?				
How long does it take you to get to school?				
<b>Section 5</b>				
Question	Yes	No		
Do you have internet at home?				
Do your parents help you with you work now as much as they did when you were younger?				
Do you like your parents being involved in the school?				
Do you go to Latchkey in the afternoon?				
<b>Section 6</b>				
Please answer the following questions in the empty box on the right.				
What subject/subjects that your parents have a hard time helping you with at home?	Math       La       Science     Reading    Social Studies \ Religion \ 			

<p>If you have a lot of homework at night, why do you think you do?</p>	<p>Don't spend my time wisely      \                  May be more difficult                      A lot of homework \                  Wasn't paying attention at school                     Teacher is preparing me for middle school \                  Taking my time                       Not enough time to work on it \  </p>
<p>What do you consider a bad grade?</p>	<p>B- -                       C                     C -                            C+ \                  D+ \                  F \                  B \                  D \  </p>
<p>What do you think parent involvement means?</p>	<p>Helping you                          That they want me to succeed \                  How much a parent is involved in your life      \                  Being informed                      Help make sure you get good grades                     Watch you closely \                  Involved at school and home                               Spending time with me \                  Talking with my teacher about grades \  </p>

*Student Questionnaire: Sixth Grade*

Question	All of the time / Every day	Most of the time	Sometimes	Never
My parent/parents help at school.	\	\\		\
I spend time at school wisely.			\	
My parents help me study for tests.		\		\
My parents ask me if I have homework.	\	\\		\
My parents ask me if I have a test to study for.			\	\
I have projects to do at home.				
My parents help me with home projects.		\\		\
My parents go over my graded work and help me see what I got incorrect?	\	\\		
My parents have me fix the problems I got incorrect after my work is graded.				
My parents look over my assignment before it is due to check for errors.	\\			\
My parents have me fix what I have wrong on my assignment before I turn it in.	\\	\\		
I fix what my parents found wrong.	\		\	
I use what I learn at school at home.		\\		
I share what I have learned at school with my parents.				\\
My parents ask me what I have learned at school.		\\	\	
<b>Section 2</b>				
I ask my teacher for help with my work.				
My parents ask the teacher for help with my homework because we don't understand what the directions are.	\			
<b>Section 3</b>				
When I get home I understand the directions to my homework.	\\		\	
When I am absent, I understand the directions for my homework.	\\			\\
When I am absent, directions are sent home for my homework.				\\
I feel comfortable asking for help with homework at home.		\\		
I feel comfortable asking for help at school with my work.		\		
<b>Section 4</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I bring home corrected work to my parents.			\	\\
I ask my teacher questions outside of school about my homework.	\\			\
I email my teacher or call them after school for help with my homework.				
I am informed about when I am missing work.	\			
I feel comfortable talking to my teacher.	\	\\		
I get praise from my teacher.		\		
I hear or read positive comments from my teacher.		\		
My teacher is patient with me.	\	\		\
I am in trouble at school.				
When I get in trouble at school I get a consequence.		\	\	
(4 <sup>th</sup> grade and up) I look at my grades on Engrade.		\\		
My parents go through my folder for information and graded work.		\\		
I empty my folder and give my parents information and graded work.			\	
<b>Section 5</b>				
My work is displayed around the school.	\	\		
I enjoy seeing my work displayed.		\		\

I am greeted in the morning by my teacher when I come to school.				
My parents walk me to my classroom.				
My parents stay and talk to the teacher in the morning.				
I enjoy coming to school.				
I feel welcome at school.				
I think that the school is kept clean.				
<b>Section 2</b>				
I receive rewards for getting good grades.				
I show my parents my high grades.				
I show my parents my low grades.				
<b>Section 3</b>				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am motivated to get good grades.				
I care about what my grades are.				
I feel proud of myself when I get good grades.				
I feel proud to show my parents my good grades.				
My parents show me they are proud of me when I get good grades.				
I feel I am being challenged at school.				
<b>Section 4</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework do you have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How much time do you spend studying for tests?				
How long does it take you to get to school?				
<b>Section 5</b>				
Question	Yes	No		
Do you have internet at home?				
Do your parents help you with you work now as much as they did when you were younger?				
Do you like your parents being involved in the school?				
Do you go to Latchkey in the afternoon?				
<b>Section 6</b>				
Please answer the following questions in the empty box on the right.				
What subject/subjects that your parents have a hard time helping you with at home?	LA      Reading    Math         Religion   SS			

<p>If you have a lot of homework at night, why do you think you do?</p>		<p>Difficulty \\\                  A lot was assigned \\\\                  Didn't use my time wisely \                  Didn't pay attention \\\</p>
<p>What do you consider a bad grade?</p>		<p>F \                  B- \\\\                  D \                  D- \                  C+ \\                  C \&lt;</p>
<p>What do you think parent involvement means?</p>		<p>Involved with your homework \\\\                  Involved in life \\\\                  Helping you \\                  Participating in events \                  Help out at school \\\                  Active in my education \&lt;</p>

*Student Questionnaire: Seventh Grade*

Question	All of the time / Every day	Most of the time	Sometimes	Never
My parent/parents help at school.				
I spend time at school wisely.				
My parents help me study for tests.				
My parents ask me if I have homework.				
My parents ask me if I have a test to study for.				
I have projects to do at home.				
My parents help me with home projects.				
My parents go over my graded work and help me see what I got incorrect?				
My parents have me fix the problems I got incorrect after my work is graded.				
My parents look over my assignment before it is due to check for errors.				
My parents have me fix what I have wrong on my assignment before I turn it in.				
I fix what my parents found wrong.				
I use what I learn at school at home.				
I share what I have learned at school with my parents.				
My parents ask me what I have learned at school.				
<b>Section 2</b>				
I ask my teacher for help with my work.				
My parents ask the teacher for help with my homework because we don't understand what the directions are.				
<b>Section 3</b>				
When I get home I understand the directions to my homework.				
When I am absent, I understand the directions for my homework.				
When I am absent, directions are sent home for my homework.				
I feel comfortable asking for help with homework at home.				
I feel comfortable asking for help at school with my work.				
<b>Section 4</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I bring home corrected work to my parents.				
I ask my teacher questions outside of school about my homework.				
I email my teacher or call them after school for help with my homework.				
I am informed about when I am missing work.				
I feel comfortable talking to my teacher.				
I get praise from my teacher.				
I hear or read positive comments from my teacher.				
My teacher is patient with me.				
I am in trouble at school.				
When I get in trouble at school I get a consequence.				
(4 <sup>th</sup> grade and up) I look at my grades on Engrade.				
My parents go through my folder for information and graded work.				
I empty my folder and give my parents information and graded work.				
<b>Section 5</b>				
My work is displayed around the school.				
I enjoy seeing my work displayed.				

I am greeted in the morning by my teacher when I come to school.				
My parents walk me to my classroom.				
My parents stay and talk to the teacher in the morning.				
I enjoy coming to school.				
I feel welcome at school.				
I think that the school is kept clean.				
<b>Section 2</b>				
I receive rewards for getting good grades.				
I show my parents my high grades.				
I show my parents my low grades.				
<b>Section 3</b>				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am motivated to get good grades.				
I care about what my grades are.				
I feel proud of myself when I get good grades.				
I feel proud to show my parents my good grades.				
My parents show me they are proud of me when I get good grades.				
I feel I am being challenged at school.				
<b>Section 4</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework do you have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How much time do you spend studying for tests?				
How long does it take you to get to school?				
<b>Section 5</b>				
Question	Yes	No		
Do you have internet at home?				
Do your parents help you with your work now as much as they did when you were younger?				
Do you like your parents being involved in the school?				
Do you go to Latchkey in the afternoon?				
<b>Section 6</b>				
Please answer the following questions in the empty box on the right.				
What subject/subjects that your parents have a hard time helping you with at home?	Math        (teacher does it a different way than in the book) LA			

<p>If you have a lot of homework at night, why do you think you do?</p>		<p>Because I don't understand the concept and wait to ask my parents                       Long assignment                     A lot of homework given \</p>
<p>What do you consider a bad grade?</p>		<p>C+                       C- \                  B-                      B+ \                  B \                  D+ \</p>
<p>What do you think parent involvement means?</p>		<p>Asking "How was your day" \                  Being involved in school      \                  Care about my learning and want me to succeed      \                  Keeping them motivated                      Spend time with you                      Talk about your work with you                     Involved with teachers                       Help with homework      \                    </p>

*Student Questionnaire: Eighth Grade*

Question	All of the time / Every day	Most of the time	Sometimes	Never
My parent/parents help at school.	\		\	\
I spend time at school wisely.		///		
My parents help me study for tests.		\		\\
My parents ask me if I have homework.	\\	\		
My parents ask me if I have a test to study for.	\		\	\
I have projects to do at home.	\		\\	
My parents help me with home projects.		\	\	\
My parents go over my graded work and help me see what I got incorrect?			\\	\
My parents have me fix the problems I got incorrect after my work is graded.			\\	\
My parents look over my assignment before it is due to check for errors.			\\	\
My parents have me fix what I have wrong on my assignment before I turn it in.		\	\	\
I fix what my parents found wrong.	\	\\		
I use what I learn at school at home.		\\	\	
I share what I have learned at school with my parents.			\\	\
My parents ask me what I have learned at school.		\	\	\
<b>Teacher Involvement</b>				
I ask my teacher for help with my work.	\	\\		
My parents ask the teacher for help with my homework because we don't understand what the directions are.				///
When I get home I understand the directions to my homework.		///		
When I am absent, I understand the directions for my homework.	\	\	\	
When I am absent, directions are sent home for my homework.	\\		\	
I feel comfortable asking for help with homework at home.	\\		\	
I feel comfortable asking for help at school with my work.	\	\		
<b>Teacher Communication</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I bring home corrected work to my parents.	\			\\
I ask my teacher questions outside of school about my homework.			\	\\
I email my teacher or call them after school for help with my homework.				///
I am informed about when I am missing work.	\\	\		
I feel comfortable talking to my teacher.	\\	\		
I get praise from my teacher.	\		\\	
I hear or read positive comments from my teacher.	\		\\	
My teacher is patient with me.	\\	\		
I am in trouble at school.			\	\\
When I get in trouble at school I get a consequence.	\\	\		
(4 <sup>th</sup> grade and up) I look at my grades on Engrade.		\\		\
My parents go through my folder for information and graded work.				///
I empty my folder and give my parents information and graded work.	\			\\
<b>Work Display</b>				
My work is displayed around the school.			\\	\
I enjoy seeing my work displayed.		\	\\	

I am greeted in the morning by my teacher when I come to school.	\		\	\
My parents walk me to my classroom.				///
My parents stay and talk to the teacher in the morning.				///
I enjoy coming to school.			///	
I feel welcome at school.	///			
I think that the school is kept clean.	\\	\		
<b>Section 2</b>				
I receive rewards for getting good grades.	\\			\
I show my parents my high grades.	\\			\
I show my parents my low grades.	\\			\
<b>Section 3</b>				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am motivated to get good grades.	\\	\		
I care about what my grades are.	\\	\		
I feel proud of myself when I get good grades.	\\	\		
I feel proud to show my parents my good grades.	\\	\		
My parents show me they are proud of me when I get good grades.	\\	\		
I feel I am being challenged at school.	\\	\		
<b>Section 4</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework do you have each night in the following subjects:				
Religion				///
Math		\	\\	
Social Studies				///
English				///
Reading				///
Language Arts/Spelling			\	\\
How much time do you spend studying for tests?		\		\\
How long does it take you to get to school?			\	\\
<b>Section 5</b>				
Question	Yes	No		
Do you have internet at home?	///			
Do your parents help you with you work now as much as they did when you were younger?		///		
Do you like your parents being involved in the school?	\\	\		
Do you go to Latchkey in the afternoon?		///		
<b>Section 6</b>				
Please answer the following questions in the empty box on the right.				
What subject/subjects that your parents have a hard time helping you with at home?	Math /// Reading \ LA \ Spelling \ 			

If you have a lot of homework at night, why do you think you do?		Didn't understand the assignment \ Because I didn't do it in class \<\ Didn't get a chance to start it in class \\<\<
What do you consider a bad grade?		B- \\<
What do you think parent involvement means?		Asking how tests went, taking part on field trips, helping with homework. Checking your homework or looking over your shoulder while you do it. When your parents are involved in your life and make sure you finish things and get good grades in school. When they spend time with you and help you with your problems.

***Parent Questionnaire***

Eighteen out of fifty-one parents indicated that they strongly agree there are enough parent teacher conferences. Twenty-seven out of fifty-one parents indicated that they agree there are enough parent teacher conferences. Five out of fifty-one parents indicated that they disagree there are enough parent teacher conferences. One out of fifty-one parents indicated that they strongly disagree there are enough parent teacher conferences.

Twenty-five out of fifty-one parents indicated that they strongly agree that questions and concerns are listened to and answered at parent teacher conferences. Twenty-four out of fifty-one parents indicated that they agree that questions and concerns are listened to and answered at parent teacher conferences. Two out of fifty-one parents indicated that they disagree that questions and concerns are listened to and answered at parent teacher conferences. Zero out of fifty-one parents indicated that they strongly disagree that questions and concerns are listened to and answered at parent teacher conferences.

Twenty-six out of fifty-one parents indicated that they strongly agree that concerns about their student's performance are heard. Twenty-three out of fifty-one parents indicated that they agree that concerns about their student's performance are heard. Two out of fifty-one parents indicated that they disagree that concerns about their student's performance are heard. Zero out of fifty-one parents indicated that they strongly disagree that concerns about their student's performance are heard.

Nineteen out of fifty-one parents indicated that they strongly agree that there are ample amounts of communication between teachers and themselves. Twenty-three out of fifty-one parents indicated that they agree that there are ample amounts of communication between teachers and themselves. Six out of fifty-one parents indicated that they disagree that there are

ample amounts of communication between teachers and themselves. Three out of fifty-one parents indicated that they strongly disagree that there are ample amounts of communication between teachers and themselves.

Twenty-five out of fifty-one parents indicated that they strongly agree that they are able to easily communicate with staff at school. Twenty-one out of fifty-one parents indicated that they agree that they are able to easily communicate with staff at school. Three out of fifty-one parents indicated that they disagree that they are able to easily communicate with staff at school. Two out of fifty-one parents indicated that they strongly disagree that they are able to easily communicate with staff at school.

Thirteen out of fifty-one parents indicated that they strongly agree that they are contacted with positive feedback about their student. Twenty-two out of fifty-one parents indicated that they agree that they are contacted with positive feedback about their student. Twelve out of fifty-one parents indicated that they disagree that they are contacted with positive feedback about their student. Four out of fifty-one parents indicated that they strongly disagree that they are contacted with positive feedback about their student.

Eleven out of fifty-one parents indicated that they strongly agree that they are contacted about concerns about their student. Thirty-one out of fifty-one parents indicated that they agree that they are contacted about concerns about their student. Eight out of fifty-one parents indicated that they disagree that they are contacted about concerns about their student. One out of fifty-one parents indicated that they strongly disagree that they are contacted about concerns about their student.

Twenty-seven out of fifty-one parents indicated that they strongly agree that there are enough volunteer opportunities offered at school. Seventeen out of fifty-one parents indicated

that they agree that there are enough volunteer opportunities offered at school. Three out of fifty-one parents indicated that they disagree that there are enough volunteer opportunities offered at school. One out of fifty-one parents indicated that they strongly disagree that there are enough volunteer opportunities offered at school. Three parents did not answer this question.

Twenty-seven out of fifty-one parents indicated that they strongly agree that volunteer their time to the school. Twenty-one out of fifty-one parents indicated that they agree that volunteer their time to the school. Zero out of fifty-one parents indicated that they disagree that volunteer their time to the school. Zero out of fifty-one parents indicated that they strongly disagree that volunteer their time to the school. Three parents did not answer this question.

Twenty-four out of fifty-one parents indicated that they strongly agree that they are informed about the different volunteer opportunities at school. Twenty-four out of fifty-one parents indicated that they agree that they are informed about the different volunteer opportunities at school. One out of fifty-one parents indicated that they disagree that they are informed about the different volunteer opportunities at school. Zero out of fifty-one parents indicated that they strongly disagree that they are informed about the different volunteer opportunities at school. Two parents did not answer this question.

Twenty-one out of fifty-one parents indicated that they strongly agree that there are enough family events at school to bring their child to. Twenty-five out of fifty-one parents indicated that they agree that there are enough family events at school to bring their child to. Four out of fifty-one parents indicated that they disagree that there are enough family events at school to bring their child to. Zero out of fifty-one parents indicated that they strongly disagree that there are enough family events at school to bring their child to. One parent did not answer this question. One parent did not answer this question.

Six out of fifty-one parents indicated that they strongly agree that they are a member of CHASA (parent group). Four out of fifty-one parents indicated that they agree that they are a member of CHASA. Twenty out of fifty-one parents indicated that they disagree that they are a member of CHASA. Nineteen out of fifty-one parents indicated that they strongly disagree that they are a member of CHASA. Two parents did not answer this question.

Nine out of fifty-one parents indicated that they strongly agree that there are enough connections between their student's classroom and the community. Twenty-nine out of fifty-one parents indicated that they agree that there are enough connections between their student's classroom and the community. Eleven out of fifty-one parents indicated that they disagree that there are enough connections between their student's classroom and the community. Zero out of fifty-one parents indicated that they strongly disagree that there are enough connections between their student's classroom and the community. Two parents did not answer this question.

Twenty-six out of fifty-one parents indicated that they strongly agree that they feel welcome when they are in the school building. Twenty out of fifty-one parents indicated that they agree that they feel welcome when they are in the school building. One out of fifty-one parents indicated that they disagree that they feel welcome when they are in the school building. Three out of fifty-one parents indicated that they strongly disagree that they feel welcome when they are in the school building. One parent did not answer this question.

Twenty-six out of fifty-one parents indicated that they strongly agree that the school grounds are kept clean. Twenty-three out of fifty-one parents indicated that they agree that the school grounds are kept clean. One out of fifty-one parents indicated that they disagree that the school grounds are kept clean. Zero out of fifty-one parents indicated that they strongly disagree that the school grounds are kept clean. One parent did not answer this question.

Seventeen out of fifty-one parents indicated that they strongly agree that their child is motivated at school. Twenty-seven out of fifty-one parents indicated that they agree that their child is motivated at school. Six out of fifty-one parents indicated that they disagree that their child is motivated at school. Zero out of fifty-one parents indicated that they strongly disagree that their child is motivated at school. One parent did not answer this question.

Nineteen out of fifty-one parents indicated that they strongly agree that their student enjoys going to school. Twenty-six out of fifty-one parents indicated that they agree that their student enjoys going to school. Six out of fifty-one parents indicated that they disagree that their student enjoys going to school. Zero out of fifty-one parents indicated that they strongly disagree that their student enjoys going to school.

Twenty out of fifty-one parents indicated that they strongly agree that their student is motivated to get good grades. Twenty-one out of fifty-one parents indicated that they agree that their student is motivated to get good grades. Eight out of fifty-one parents indicated that they disagree that their student is motivated to get good grades. Zero out of fifty-one parents indicated that they strongly disagree that their student is motivated to get good grades. Two parents did not answer this question.

Twenty-five out of fifty-one parents indicated that they strongly agree that their student cares about their grades. Twenty out of fifty-one parents indicated that they agree that their student cares about their grades. Five out of fifty-one parents indicated that they disagree that their student cares about their grades. Zero out of fifty-one parents indicated that they strongly disagree that their student cares about their grades. One parent did not answer this question.

Nineteen out of fifty-one parents indicated that they strongly agree that their student is being challenged at school. Twenty-five out of fifty-one parents indicated that they agree that

their student is being challenged at school. Six out of fifty-one parents indicated that they disagree that their student is being challenged at school. Zero out of fifty-one parents indicated that they strongly disagree that their student is being challenged at school. One parent did not answer this question.

Twenty-three out of fifty-one parents indicated that they strongly agree that they feel their child wants them involved in their education. Twenty-four out of fifty-one parents indicated that they agree that they feel their child wants them involved in their education. Three out of fifty-one parents indicated that they disagree that they feel their child wants them involved in their education. Zero out of fifty-one parents indicated that they strongly disagree that they feel their child wants them involved in their education. One parent did not answer this question.

Twenty-five out of fifty-one parents indicated that they strongly agree that they have enough resources available to help their student with their academics at home. Seventeen out of fifty-one parents indicated that they agree that they have enough resources available to help their student with their academics at home. Seven out of fifty-one parents indicated that they disagree that they have enough resources available to help their student with their academics at home. One out of fifty-one parents indicated that they strongly disagree that they have enough resources available to help their student with their academics at home. One parent did not answer this question.

Nineteen out of fifty-one parents indicated that they strongly agree that their student's spiritual, emotional, physical, and cognitive development is being met. Twenty-nine out of fifty-one parents indicated that they agree that their student's spiritual, emotional, physical, and cognitive development is being met. One out of fifty-one parents indicated that they disagree that their student's spiritual, emotional, physical, and cognitive development is being met. One out of

fifty-one parents indicated that they strongly disagree that their student's spiritual, emotional, physical, and cognitive development is being met. One parent did not answer this question. One parent did not answer this question.

Twenty-eight out of fifty-one parents indicated that they strongly agree that they are available every night to help their student with homework. Nineteen out of fifty-one parents indicated that they agree that they are available every night to help their student with homework. Four out of fifty-one parents indicated that they disagree that they are available every night to help their student with homework. Zero out of fifty-one parents indicated that they strongly disagree that they are available every night to help their student with homework.

Fourteen out of fifty-one parents indicated that they strongly agree that their student spends their time wisely at school. Thirty-one out of fifty-one parents indicated that they agree that their student spends their time wisely at school. Five out of fifty-one parents indicated that they disagree that their student spends their time wisely at school. One out of fifty-one parents indicated that they strongly disagree that their student spends their time wisely at school.

Thirteen out of fifty-one parents indicated that they strongly agree that they help their student with upcoming tests. Thirty-two out of fifty-one students indicated that they agree that they help their student with upcoming tests. Five out of fifty-one students indicated that they disagree that they help their student with upcoming tests. Zero out of fifty-one students indicated that they strongly disagree that they help their student with upcoming tests. One parent did not answer this question.

Fifteen out of fifty-one parents indicated that they strongly agree that they help their student with home projects. Thirty-three out of fifty-one parents indicated that they agree that they help their student with home projects. Three out of fifty-one parents indicated that they

disagree that they help their student with home projects. Zero out of fifty-one parents indicated that they strongly disagree that they help their student with home projects.

Sixteen out of fifty-one parents indicated that they strongly agree that that they are as involved in their student's education in the present as they were in the past. Twenty out of fifty-one parents indicated that they agree that that they are as involved in their student's education in the present as they were in the past. Thirteen out of fifty-one parents indicated that they disagree that that they are as involved in their student's education in the present as they were in the past. Zero out of fifty-one parents indicated that they strongly disagree that that they are as involved in their student's education in the present as they were in the past. Two parents did not answer this question.

Six out of fifty-one parents indicated that they strongly agree that there are difficulties that are keeping them from being as involved in the school as they would like to be. Nine out of fifty-one parents indicated that they agree that there are difficulties that are keeping them from being as involved in the school as they would like to be. Twenty-two out of fifty-one parents indicated that they disagree that there are difficulties that are keeping them from being as involved in the school as they would like to be. Fourteen out of fifty-one parents indicated that they strongly disagree that there are difficulties that are keeping them from being as involved in the school as they would like to be.

Twenty-six out of fifty-one parents indicated that they ask their student if they have an upcoming test all of the time/every day. Eighteen out of fifty-one parents indicated that they ask their student if they have an upcoming test most of the time. Seven out of fifty-one parents indicated that they ask their student if they have an upcoming test sometimes. Zero out of fifty-one parents indicated that they never ask their student if they have an upcoming test.

Seven out of fifty-one parents indicated that they look over their student's assignments before they are graded all of the time/every day. Fifteen out of fifty-one parents indicated that they look over their student's assignments before they are graded most of the time. Twenty-three out of fifty-one parents indicated that they look over their student's assignments before they are graded sometimes. Five out of fifty-one parents indicated that they never look over their student's assignments before they are graded. One parent did not answer this question.

Thirteen out of fifty-one parent indicated that they have their student fix the problems they find incorrect before they turn it in all of the time/every day. Fifteen out of fifty-one parent indicated that they have their student fix the problems they find incorrect before they turn it in most of the time. Sixteen out of fifty-one parent indicated that they have their student fix the problems they find incorrect before they turn it in sometimes. Seven out of fifty-one parent indicated that they never have their student fix the problems they find incorrect before they turn it in.

Eighteen out of fifty-one parents indicated that they go over their students graded work with them all of the time/every day. Thirteen out of fifty-one parents indicated that they go over their students graded work with them most of the time. Twelve out of fifty-one parents indicated that they go over their students graded work with them sometimes. Eight out of fifty-one parents indicated that they never go over their students graded work with them.

Fourteen out of fifty-one parents indicated that they have their student fix the problems they get wrong on their assignments after they are graded all of the time/every day. Seven out of fifty-one parents indicated that they have their student fix the problems they get wrong on their assignments after they are graded most of the time. Twenty-two out of fifty-one parents indicated that they have their student fix the problems they get wrong on their assignments after they are

graded sometimes. Six out of fifty-one parents indicated that they never have their student fix the problems they get wrong on their assignments after they are graded. Two parents did not answer this question.

Twenty-three out of fifty-one parents indicated that they ask their student what they learned at school all of the time/every day. Seventeen out of fifty-one parents indicated that they ask their student what they learned at school most of the time. Ten out of fifty-one parents indicated that they ask their student what they learned at school sometimes. One out of fifty-one parents indicated that they never ask their student what they learned at school.

Ten out of fifty-one parents indicated that their student is able to connect what they learn in school at home all of the time/every day. Thirty out of fifty-one parents indicated that their student is able to connect what they learn in school at home most of the time. Eleven out of fifty-one parents indicated that their student is able to connect what they learn in school at home sometimes. Zero out of fifty-one parents indicated that their student is never able to connect what they learn in school at home.

Fifteen out of fifty-one parents indicated that they feel their student is comfortable asking their teacher for help all of the time/every day. Twenty-four out of fifty-one parents indicated that they feel their student is comfortable asking their teacher for help most of the time. Eleven out of fifty-one parents indicated that they feel their student is comfortable asking their teacher for help sometimes. Zero out of fifty-one parents indicated that they feel their student is never comfortable asking their teacher for help. One parent did not answer this question.

Eight out of fifty-one parents indicated that they ask classroom teachers for help to understand directions for their student's homework if they don't understand them all of the time/every day. Ten out of fifty-one parents indicated that they ask classroom teachers for help to

understand directions for their student's homework if they don't understand them most of the time. Fifteen out of fifty-one parents indicated that they ask classroom teachers for help to understand directions for their student's homework if they don't understand them sometimes. Twelve out of fifty-one parents indicated that they never ask classroom teachers for help to understand directions for their student's homework if they don't understand them. Six parents did not answer this question.

Thirty-seven out of fifty-one parents indicated that they pick up their student work when they are absent all of the time/every day. Ten out of fifty-one parents indicated that they pick up their student work when they are absent most of the time. One out of fifty-one parents indicated that they pick up their student work when they are absent sometimes. Two out of fifty-one parents indicated that they never pick up their student work when they are absent. One parent did not answer this question.

Twenty-four out of fifty-one parents indicated that they when their student is absent, directions are sent home with their homework all of the time/every day. Twenty out of fifty-one parents indicated that they when their student is absent, directions are sent home with their homework most of the time. Four out of fifty-one parents indicated that they when their student is absent, directions are sent home with their homework sometimes. Two out of fifty-one parents indicated that they when their student is absent, directions are never sent home with their homework. One parent did not answer this question.

Eleven out of fifty-one parents indicated that they feel teachers give detailed directions when their student is absent all of the time/every day. Twenty-seven out of fifty-one parents indicated that they feel teachers give detailed directions when their student is absent most of the time. Nine out of fifty-one parents indicated that they feel teachers give detailed directions when

their student is absent sometimes. Two out of fifty-one parents indicated that they feel teachers never give detailed directions when their student is absent. Two parents did not answer this question.

Ten out of thirty-nine parents indicated that they show their student his/her grades on Engrade (4<sup>th</sup>-8<sup>th</sup>) all of the time/every day. Sixteen out of thirty-nine parents indicated that they show their student his/her grades on Engrade most of the time. Seven out of thirty-nine parents indicated that they show their student his/her grades on Engrade sometimes. Seven out of thirty-nine parents indicated that they never show their student his/her grades on Engrade. One parent answered twice.

Eighteen out of fifty-one parents indicated that they are informed about upcoming test dates by teachers all of the time/every day. Fifteen out of fifty-one parents indicated that they are informed about upcoming test dates by teachers most of the time. Fourteen out of fifty-one parents indicated that they are informed about upcoming test dates by teachers sometimes. Five out of fifty-one parents indicated that they are never informed about upcoming test dates by teachers. One parent answered this question twice.

Twenty-three out of fifty-one parents indicated that they are informed about projects students must complete at home all of the time/every day. Fifteen out of fifty-one parents indicated that they are informed about projects students must complete at home most of the time. Ten out of fifty-one parents indicated that they are informed about projects students must complete at home sometimes. Four out of fifty-one parents indicated that they are never informed about projects students must complete at home. One parent answered this question twice.

Twenty-two out of fifty-one parents indicated that they go through their students folder all of the time/every day. Ten out of fifty-one parents indicated that they go through their student's

folder most of the time. Twelve out of fifty-one parents indicated that they go through their student's folder sometimes. Eight out of fifty-one parents indicated that they never go through their student's folder. One parent answered this question twice.

Twenty-three out of fifty-one parents indicated that their student goes through and empties out their folder, giving the parent the important information and graded assignments all of the time/every day. Seventeen out of fifty-one parents indicated that their student goes through and empties out their folder, giving the parent the important information and graded assignments most of the time. Nine out of fifty-one parents indicated that their student goes through and empties out their folder, giving the parent the important information and graded assignments sometimes. Two out of fifty-one parents indicated that their student never goes through and empties out their folder, giving the parent the important information and graded assignments.

Thirty-eight out of fifty-one parents indicated that they receive Looking Ahead Newsletter on time all of the time/every day. Eleven out of fifty-one parents indicated that they receive Looking Ahead Newsletter on time most of the time. Three out of fifty-one parents indicated that they receive Looking Ahead Newsletter on time sometimes. Zero out of fifty-one parents indicated that they never receive Looking Ahead Newsletter on time. One parent answered this question twice.

Thirty-six out of fifty-one parents indicated that they receive newsletters, emails, and/or teacher notes from their student's teachers all of the time/every day. Eight out of fifty-one parents indicated that they receive newsletters, emails, and/or teacher notes from their student's teachers most of the time. Five out of fifty-one parents indicated that they receive newsletters, emails, and/or teacher notes from their student's teachers sometimes. Two out of fifty-one parents

indicated that they never receive newsletters, emails, and/or teacher notes from their student's teachers.

Three out of fifty-one parents indicated that they attend CHASA meetings all of the time/every day. Two out of fifty-one parents indicated that they attend CHASA meetings most of the time. Fourteen out of fifty-one parents indicated that they attend CHASA meetings sometimes. Thirty-two out of fifty-one parents indicated that they never attend CHASA meetings.

Nineteen out of fifty-one parents indicated that they are welcomed and/or greeted when they enter the school building all of the time/every day. Twenty-one out of fifty-one parents indicated that they are welcomed and/or greeted when they enter the school building most of the time. Eight out of fifty-one parents indicated that they are welcomed and/or greeted when they enter the school building sometimes. Three out of fifty-one parents indicated that they are never welcomed and/or greeted when they enter the school building.

Ten out of fifty-one parents indicated that they see their students work displayed around the school all of the time/every day. Fourteen out of fifty-one parents indicated that they see their students work displayed around the school most of the time. Eighteen out of fifty-one parents indicated that they see their students work displayed around the school sometimes. Six out of fifty-one parents indicated that they never see their students work displayed around the school. Three parents did not answer this question.

Four out of fifty-one parents indicated that they walk their student to their classroom all of the time/every day. Two out of fifty-one parents indicated that they walk their student to their classroom most of the time. Nine out of fifty-one parents indicated that they walk their student to

their classroom sometimes. Thirty-six out of fifty-one parents indicated that they never walk their student to their classroom.

Twenty-seven out of fifty-one parents indicated that they are greeted by the teacher when they enter the classroom all of the time/every day. Six out of fifty-one parents indicated that they are greeted by the teacher when they enter the classroom most of the time. Eight out of fifty-one parents indicated that they are greeted by the teacher when they enter the classroom sometimes. Eight out of fifty-one parents indicated that they are never greeted by the teacher when they enter the classroom. Two parents did not answer this question.

Zero out of fifty-one parents indicated that their student has two or more hours of religion homework each night. Zero out of fifty-one parents indicated that their student has one hour of religion homework each night. One out of fifty-one parents indicated that their student has thirty minutes of religion homework each night. Forty-eight out of fifty-one parents indicated that their student has less than thirty minutes of religion homework each night. Two parents did not answer this question.

Two out of fifty-one parents indicated that their student has two or more hours of math homework each night. Seventeen out of fifty-one parents indicated that their student has one hour of math homework each night. Fifteen out of fifty-one parents indicated that their student has thirty minutes of math homework each night. Sixteen out of fifty-one parents indicated that their student has less than thirty minutes of math homework each night. One parent did not answer this question.

Zero out of fifty-one parents indicated that their student has two or more hours of social studies homework each night. Four out of fifty-one parents indicated that their student has one hour of social studies homework each night. Thirteen out of fifty-one parents indicated that their

student has thirty minutes of social studies homework each night. Thirty-two out of fifty-one parents indicated that their student has less than thirty minutes of social studies homework each night. Two parents did not answer this question.

Zero out of fifty-one parents indicated that their student has two or more hours of English homework each night. One out of fifty-one parents indicated that their student has one hour of English homework each night. Twenty out of fifty-one parents indicated that their student has thirty minutes of English homework each night. Twenty-seven out of fifty-one parents indicated that their student has less than thirty minutes of English homework each night. Three parents did not answer this question.

Zero out of fifty-one parents indicated that their student has two or more hours of reading homework each night. Three out of fifty-one parents indicated that their student has one hour of reading homework each night. Nineteen out of fifty-one parents indicated that their student has thirty minutes of reading homework each night. Twenty-seven out of fifty-one parents indicated that their student has less than thirty minutes of reading homework each night. Two parents did not answer this question.

Zero out of fifty-one parents indicated that their student has two or more hours of spelling homework each night. Four out of fifty-one parents indicated that their student has one hour of spelling homework each night. Thirteen out of fifty-one parents indicated that their student has thirty minutes of spelling homework each night. Thirty-four out of fifty-one parents indicated that their student has less than thirty minutes of spelling homework each night.

Zero out of fifty-one parents indicated that it takes them two or more hours to drive to school. Zero out of fifty-one parents indicated that it takes them one hour to drive to school. Eleven out of fifty-one parents indicated that it takes them thirty minutes to drive to school.

Thirty-nine out of fifty-one parents indicated that it takes them less than thirty minutes to drive to school. One parent did not answer this question.

Forty-six out of fifty-one parents indicated that they have internet at home. Five out of fifty-one parents indicated that they do not have internet at home.

Forty out of fifty-one parents indicated that they have internet at work. Nine out of fifty-one parents indicated that they do not have internet at work. Two parents did not answer this question.

Thirty-seven out of fifty-one parents indicated that there are consequences at home for poor grades. Fourteen out of fifty-one parents indicated that there are not consequences at home for poor grades.

Twenty-nine out of fifty-one parents indicated that there are rewards given for good grades at home. Twenty-two out of fifty-one parents indicated that there are not rewards given for good grades at home.

Fifty-one out of fifty-one parents indicated that they read to their child when they were young or still read with their child at home.

Forty-four out of fifty-one parents indicated that they view their student as independent. Seven out of fifty-one parents indicated that they do not view their student as independent.

Forty-five out of fifty-one parents indicated that they enjoyed school as a child. Six out of fifty-one parents indicated that they did not enjoy school as a child.

Six out of fifty-one parents indicated that they are able to volunteer at school in the morning hours. Sixteen out of fifty-one parents indicated that they are able to volunteer at school during the school day. Twenty-seven out of fifty-one parents indicated that they are able to

volunteer at school in the afternoon. Two out of fifty-one parents indicated that they are able to volunteer at school any time.

Forty-six out of fifty-one parents indicated that they feel that their student's emotional, spiritual, cognitive, and physical development is being met. Five out of fifty-one parents indicated that they feel their student's emotional, spiritual, cognitive, and physical development is not being met. Reasons indicated that they feel they are not being met are: that student says she is bored at school, emotional needs are not being met, cognitive in math, reports that several teachers in middle school are bad examples in controlling your frustrations because they have shouted loudly or pounded on tables, middle school health curriculum is outdated, there is not opportunity for students to take 7<sup>th</sup> grade algebra and geometry, not a lot of help available in middle school when student is struggling, student has trouble fitting in with others during group projects, and student struggles with friendships.

Activities listed that students are involved in outside of school are: youth groups, 4H, math league, dance, baton twirling, music, Girl Scouts, Boy Scouts, swim, hockey, soccer, baseball, basketball, volleyball, skating, golf, running buddies, biking, ballet, gymnastics, Sunday school, TONS (religious group), hunting, babysitting, and volunteering.

Two out of fifty-one parents indicate that they feel a B or lower is a poor grade. Ten out of fifty-one parents indicate that they feel a B- or lower is a poor grade. Two out of fifty-one parents indicate that they feel a C+ or lower is a poor grade. Seventeen out of fifty-one parents indicate that they feel a C or lower is a poor grade. Four out of fifty-one parents indicate that they feel a C- or lower is a poor grade. Five out of fifty-one parents indicate that they feel a D or lower is a poor grade. Two out of fifty-one parents indicate that anything their student didn't do their best on is a poor grade. Nine parents did not answer this question.

Thirty-five out of fifty-one parents indicated that email is the way they are contacted by teachers most frequently. Eight out of fifty-one parents indicated that phone calls are the way they are contacted by teachers most frequently. Two out of fifty-one parents indicated that speaking with the teacher at school is the way they are contacted by teachers most frequently. Eighteen out of fifty-one parents indicated that notes/Looking Ahead Newsletter is the way they are contacted by teachers most frequently. Twelve parents had more than one form of communication listed.

Twenty-two out of fifty-one parents indicated that math is the subject they have the most difficulties helping their student with at home. Three out of fifty-one parents indicated that social studies is the subject they have the most difficulties helping their student with at home. Four out of fifty-one parents indicated that spelling is the subject they have the most difficulties helping their student with at home. Six out of fifty-one parents indicated that language arts is the subject they have the most difficulties helping their student with at home. One out of fifty-one parents indicated that science is the subject they have the most difficulties helping their student with at home. One out of fifty-one parents indicated that reading is the subject they have the most difficulties helping their student with at home. Two out of fifty-one parents indicated that religion is the subject they have the most difficulties helping their student with at home. Twelve parents did not answer this question.

Out of the fifty-one families (parent questionnaires) that were returned, 105 children are school aged and fourteen children are too young for school.

Parents viewed parental involvement as: helping with homework, attending school activities, attending conferences, going over graded assignments with student, being a member of CHASA, interacting with teachers, making sure homework is done, informing principal of

problems, listening to child's concerns, having daily contact with child, to assure they have a love for God reflected in their life choices, train up a child in the ways of the Lord so when they are old they will not depart from them, teaching good manners, making sure child is well-rested and fed nutritious food, provide a place to do homework, make them progressively more responsible for their own work schedule and to suffer the consequences of not completing projects, communicate daily, provide a good role model attitude, encourage, relating what is learned at school to home life, assisting with homework and projects when needed, but not doing it for them, and being aware of what child is doing at all times.

**Parent Questionnaire: Third Grade**

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough parent teacher conferences.			\	
At parent teacher conferences my questions and concerns are listened to and answered.				
My concerns about my student's performance are heard.				
There are ample amounts of communication between my student's teachers and myself.				
I can easily communicate with staff at school.				
I am contacted with positive feedback about my student.			\	\
I am contacted about concerns with my student.				
I feel there are enough volunteer opportunities at school.			\	
I volunteer my time to the school.				
I am informed about the different volunteer opportunities at the school.				
There are enough family events at school to bring my student to.				
I am a member of CHASA.				
There are enough connections between my student's classroom and the community.				
I feel welcomed when I am in the school building.				\
The school grounds are kept clean.				
My student is motivated at school.				
My student enjoys going to school.			\	
My student is motivated to get good grades.				
My student cares about his/her grades.				
My student is being challenged at school.				
I feel my child wants me involved in his/her education.				
I feel that I have enough resources available to help my student with their academics at home.				
I feel that my student's spiritual, emotional, physical, and cognitive development is being met.				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am available to help my student every night with their homework.				
My student spends his/her time wisely at school.	\			\
I help my student study for upcoming tests.				
I help my student with at home projects.				
I am as involved in my student's education as I was when they were younger.				
I feel there are difficulties such as work, transportation, young children, etc...that are keeping me from being as involved with my student's education as I would like to be.				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I ask my student if they have upcoming test and/or projects.				
I look over my student's assignments before they are graded.				\

I have my student fix the problems I found incorrect before they turn it in.				
I go over with my student their graded work.				
I have my student fix, on their graded work, what they got incorrect.				
I ask my student what they learned at school.				
My student is able to connect what they learn at school at home.				
<b>Section Header</b>				
I feel that my student feels comfortable asking their teacher for help.				
I ask classroom teachers for help to understand the directions on my students work if I don't understand them.				
When my student is absent, I pick up their work.				
When my student is absent, directions are sent home with their homework.				
I feel that teachers give my student detailed directions when they are absent.				
<b>Section Header</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I show my student his/her grades on Engrade (4 <sup>th</sup> and up).				
I am informed about upcoming test dates by teachers.				
I am informed about projects students must complete at home by teachers.				
I go through my student's folder.				
My student goes through his/her folder and gives me the needed information/corrected work.				
I received Looking Ahead on time.				
I received Newsletters, emails, and/or teacher notes from my students teacher/teachers.				
<b>Section Header</b>				
I attend CHASA meetings.				
I am welcomed or greeted when I enter the school.				
I see my students work displayed in the classroom.				
I walk my student to their classroom.				
I am greeted by the teacher when I enter the classroom.				
<b>Section Header</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework does your student have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How long does it take you to drive to school?				
<b>Section Header</b>				
Question	Yes	No		
Do you internet at home?				
Do you internet at work?				
Are there consequences for poor grades at home?				
Are rewards given for good grades?				

Do you read with your student at home? (If they are older did you read to them when they were younger)			
Do you view your student as independent?			
Did you enjoy school as a child?			
Please answer the following questions in the empty box on the right.			
What is the best time you are available to volunteer at the school?		Morning During School      After School      All	
If you felt your students emotional, spiritual, cognitive, and physical development were not being met; please indicate the areas you feel they are not.		Student says she is bored at school \ Emotional needs aren't being met \ Cognitive – math is predominant (need outside tutoring) \ All	
What activities is your student involved in outside of school.		Math league \ Dance      Baton Twirling \ Music      Youth Group \ Girl Scouts \ Sports (swim, hockey, soccer, baseball, skating, golf)                *parent felt that they are too busy and school work is last minute \ All	
What do you consider a poor grade?		C        C- \ B- \ Anything the student do their best on \ All	
What is the most common way you are contacted by teachers?		Notes        Phone \ Email      Looking Ahead    All	
Are there any subjects you have a hard time helping your student with?		Religion (not Catholic) \ Math \ All	
How many children do you have at home? How many of these children are school aged?		school aged                       not school aged      All	
What do you view as parental involvement?		Helping with homework        Involved at school / volunteering        Communication with teacher      Keeping daily tabs on school and homework    3 <sup>rd</sup> grade checking folder \ Sitting down every day with student \ Going over homework \ Being aware of what is happening at school      Molding a respectful child \ Knowing friends \ All	

**Parent Questionnaire: Fourth Grade**

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough parent teacher conferences.				
At parent teacher conferences my questions and concerns are listened to and answered.	\			
My concerns about my student's performance are heard.				
There are ample amounts of communication between my student's teachers and myself.				
I can easily communicate with staff at school.				
I am contacted with positive feedback about my student.				
I am contacted about concerns with my student.				
<b>Section 2</b>				
I feel there are enough volunteer opportunities at school.				
I volunteer my time to the school.				
I am informed about the different volunteer opportunities at the school.				
There are enough family events at school to bring my student to.			\	
I am a member of CHASA.	\			
There are enough connections between my student's classroom and the community.			\	
I feel welcomed when I am in the school building.				
The school grounds are kept clean.				
<b>Section 3</b>				
My student is motivated at school.				
My student enjoys going to school.				
My student is motivated to get good grades.				
My student cares about his/her grades.				
My student is being challenged at school.				
<b>Section 4</b>				
I feel my child wants me involved in his/her education.				
I feel that I have enough resources available to help my student with their academics at home.				
I feel that my student's spiritual, emotional, physical, and cognitive development is being met.				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am available to help my student every night with their homework.		\	\	
My student spends his/her time wisely at school.	\			
I help my student study for upcoming tests.	\		\	
I help my student with at home projects.	\			
I am as involved in my student's education as I was when they were younger.	\			
I feel there are difficulties such as work, transportation, young children, etc... that are keeping me from being as involved with my student's education as I would like to be.	\			\
<b>Section 5</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I ask my student if they have upcoming test and/or projects.				
I look over my student's assignments before they are graded.				

I have my student fix the problems I found incorrect before they turn it in.	\	\	\	\
I go over with my student their graded work.	///	\		\
I have my student fix, on their graded work, what they got incorrect.	//	\	//	
I ask my student what they learned at school.	///	//		
My student is able to connect what they learn at school at home.	///	//		
<b>Section Header</b>				
I feel that my student feels comfortable asking their teacher for help.	\	///	\	
I ask classroom teachers for help to understand the directions on my students work if I don't understand them.		//	//	\
When my student is absent, I pick up their work.	///	//		
When my student is absent, directions are sent home with their homework.	//	///		
I feel that teachers give my student detailed directions when they are absent.	\	///		
<b>Section Header</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I show my student his/her grades on Engrade (4 <sup>th</sup> and up).		///		//
I am informed about upcoming test dates by teachers.	//	//	\	
I am informed about projects students must complete at home by teachers.	///	\	\	
I go through my student's folder.	//		///	
My student goes through his/her folder and gives me the needed information/corrected work.	//	\	//	
I received Looking Ahead on time.	///	//		
I received Newsletters, emails, and/or teacher notes from my students teacher/teachers.	///	//		
<b>Section Header</b>				
I attend CHASA meetings.		\	///	\
I am welcomed or greeted when I enter the school.	///	//		
I see my students work displayed in the classroom.		///	\	
I walk my student to their classroom.	//		\	//
I am greeted by the teacher when I enter the classroom.	///	\	\	
<b>Section Header</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework does your student have each night in the following subjects:				
Religion				////
Math		//	\	//
Social Studies			//	///
English			///	//
Reading			///	//
Language Arts/Spelling			//	///
How long does it take you to drive to school?			\	///
<b>Section Header</b>				
Question	Yes	No		
Do you have internet at home?	////			
Do you have internet at work?	///			
Are there consequences for poor grades at home?	///	\		
Are rewards given for good grades?	///	\		

Do you read with your student at home? (If they are older did you read to them when they were younger)				
Do you view your student as independent?				
Did you enjoy school as a child?				
Please answer the following questions in the empty box on the right.				
What is the best time you are available to volunteer at the school?		Morning \	During School \	After School \
If you felt your students emotional, spiritual, cognitive, and physical development were not being met; please indicate the areas you feel they are not.				
What activities is your student involved in outside of school.		Running buddies \	Music \	
		Swim \	Sports \	Girl Scouts \
		Dance \	4H \	
What do you consider a poor grade?		C \		
		D \		
		Not working to full potential \		
What is the most common way you are contacted by teachers?		Email \		
		Parent Letter \		
		Verbally at school \		
Are there any subjects you have a hard time helping your student with?		Math \		
		Need to let parents know if directions in book are not going to be followed and perhaps send home and example.		
How many children do you have at home? How many of these children are school aged?		School aged \		
		At home \		
What do you view as parental involvement?		<p>Being supportive in our children's education, helping with school work, being involved in their every activity, allow them to be children, guide them in life and give them faith, love, guidance to help them become great adults.</p> <p>Talking about school day, helping with homework as needed, encourage independence and responsibility, reward good behavior, consequences for bad behavior. Having daily conversations about life and providing opportunities for experiences. Being a positive role model and volunteering as much as possible. Asking about school each day, ask about assignments, projects, homework each night, discuss school events and activities at dinner. Attend school events and meetings.</p> <p>To support my child to do their best and be ready to learn, good manners, enough sleep, nutritious meals. To praise them for doing good work and hard work. To teach to be responsible and accept consequences. To help them plan and use time wisely. To enjoy learning.</p> <p>Helping with school, bringing them to their activities, and volunteering.</p>		

**Parent Questionnaire: Fifth Grade**

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough parent teacher conferences.				
At parent teacher conferences my questions and concerns are listened to and answered.				
My concerns about my student's performance are heard.				
There are ample amounts of communication between my student's teachers and myself.				
I can easily communicate with staff at school.				
I am contacted with positive feedback about my student.				
I am contacted about concerns with my student.				
I feel there are enough volunteer opportunities at school.				
I volunteer my time to the school.				
I am informed about the different volunteer opportunities at the school.				
There are enough family events at school to bring my student to.				
I am a member of CHASA.				
There are enough connections between my student's classroom and the community.				
I feel welcomed when I am in the school building.				
The school grounds are kept clean.				
My student is motivated at school.				
My student enjoys going to school.				
My student is motivated to get good grades.				
My student cares about his/her grades.				
My student is being challenged at school.				
I feel my child wants me involved in his/her education.				
I feel that I have enough resources available to help my student with their academics at home.				
I feel that my student's spiritual, emotional, physical, and cognitive development is being met.				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am available to help my student every night with their homework.				
My student spends his/her time wisely at school.				
I help my student study for upcoming tests.				
I help my student with at home projects.				
I am as involved in my student's education as I was when they were younger.				
I feel there are difficulties such as work, transportation, young children, etc...that are keeping me from being as involved with my student's education as I would like to be.				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I ask my student if they have upcoming test and/or projects.				
I look over my student's assignments before they are graded.				

I have my student fix the problems I found incorrect before they turn it in.				
I go over with my student their graded work.				
I have my student fix, on their graded work, what they got incorrect.				
I ask my student what they learned at school.				
My student is able to connect what they learn at school at home.				
<b>Section Header</b>				
I feel that my student feels comfortable asking their teacher for help.				
I ask classroom teachers for help to understand the directions on my students work if I don't understand them.				
When my student is absent, I pick up their work.				
When my student is absent, directions are sent home with their homework.				
I feel that teachers give my student detailed directions when they are absent.				
<b>Section Header</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I show my student his/her grades on Engrade (4 <sup>th</sup> and up).				
I am informed about upcoming test dates by teachers.				
I am informed about projects students must complete at home by teachers.				
I go through my student's folder.				
My student goes through his/her folder and gives me the needed information/corrected work.				
I received Looking Ahead on time.				
I received Newsletters, emails, and/or teacher notes from my students teacher/teachers.				
<b>Section Header</b>				
I attend CHASA meetings.				
I am welcomed or greeted when I enter the school.				
I see my students work displayed in the classroom.				
I walk my student to their classroom.				
I am greeted by the teacher when I enter the classroom.				
<b>Section Header</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework does your student have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How long does it take you to drive to school?				
<b>Section Header</b>				
Question	Yes	No		
Do you have internet at home?				
Do you have internet at work?				
Are there consequences for poor grades at home?				
Are rewards given for good grades?				

Do you read with your student at home? (If they are older did you read to them when they were younger)				
Do you view your student as independent?				
Did you enjoy school as a child?				
Please answer the following questions in the empty box on the right.				
What is the best time you are available to volunteer at the school?		Morning    During School      After School		
If you felt your students emotional, spiritual, cognitive, and physical development were not being met; please indicate the areas you feel they are not.				
What activities is your student involved in outside of school.		Biking \      Dance           Golf         Ballet \ Softball \      Basketball \      Soccer         Swim    Gymnastics \      Hockey \      Music         Sunday School    Sports \      Scouts \		
What do you consider a poor grade?		B-      C-    C    C+ \		
What is the most common way you are contacted by teachers?		Email        Phone call    Newsletters		
Are there any subjects you have a hard time helping your student with?		LA (Dad)      All (Mom) \ Math      Religion \		
How many children do you have at home? How many of these children are school aged?		At school        At home		
What do you view as parental involvement?		Getting to know students and teachers    Participating in the classroom    Helping with homework      Expecting them to do their best      Studying for tests    Volunteer      Be aware of what my child is doing      Holding her responsible for homework    Assistance    Events    Less parental involvement as the child gets older		

**Parent Questionnaire: Sixth Grade**

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough parent teacher conferences.				\
At parent teacher conferences my questions and concerns are listened to and answered.			\	
My concerns about my student's performance are heard.				
There are ample amounts of communication between my student's teachers and myself.				\
I can easily communicate with staff at school.				\
I am contacted with positive feedback about my student.				\
I am contacted about concerns with my student.				
I feel there are enough volunteer opportunities at school.				\
I volunteer my time to the school.				
I am informed about the different volunteer opportunities at the school.				
There are enough family events at school to bring my student to.				
I am a member of CHASA.				
There are enough connections between my student's classroom and the community.				
I feel welcomed when I am in the school building.				\
The school grounds are kept clean.			\	
My student is motivated at school.				
My student enjoys going to school.				
My student is motivated to get good grades.				
My student cares about his/her grades.				
My student is being challenged at school.			\	
I feel my child wants me involved in his/her education.				
I feel that I have enough resources available to help my student with their academics at home.				
I feel that my student's spiritual, emotional, physical, and cognitive development is being met.			\	
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am available to help my student every night with their homework.				
My student spends his/her time wisely at school.				
I help my student study for upcoming tests.				
I help my student with at home projects.				
I am as involved in my student's education as I was when they were younger.			\	
I feel there are difficulties such as work, transportation, young children, etc...that are keeping me from being as involved with my student's education as I would like to be.				

Question	All of the time / Every day	Most of the time	Sometimes	Never
I ask my student if they have upcoming test and/or projects.	\		\	
I look over my student's assignments before they are graded.	\			\
I have my student fix the problems I found incorrect before they turn it in.	\		\	
I go over with my student their graded work.			\	\
I have my student fix, on their graded work, what they got incorrect.		\		
I ask my student what they learned at school.			\	
My student is able to connect what they learn at school at home.	\			
<b>I feel that my student feels comfortable asking their teacher for help.</b>				
I ask classroom teachers for help to understand the directions on my students work if I don't understand them.	\		\	
When my student is absent, I pick up their work.		\		\
When my student is absent, directions are sent home with their homework.				\
I feel that teachers give my student detailed directions when they are absent.	\	\	\	\
<b>Question</b>				
	All of the time / Every day	Most of the time	Sometimes	Never
I show my student his/her grades on Engrade (4 <sup>th</sup> and up).			\	
I am informed about upcoming test dates by teachers.				
I am informed about projects students must complete at home by teachers.				
I go through my student's folder.			\	
My student goes through his/her folder and gives me the needed information/corrected work.	\			
I received Looking Ahead on time.			\	
I received Newsletters, emails, and/or teacher notes from my students teacher/teachers.	\	\		
<b>I attend CHASA meetings.</b>				
I attend CHASA meetings.	\			\
I am welcomed or greeted when I enter the school.			\	\
I see my students work displayed in the classroom.	\			\
I walk my student to their classroom.			\	
I am greeted by the teacher when I enter the classroom.		\	\	
<b>Question</b>				
	Two or more hours	One hour	30 minutes	Less than 30 minutes
<b>How much homework does your student have each night in the following subjects:</b>				
Religion				
Math				\
Social Studies				
English				
Reading		\		
Language Arts/Spelling		\		
How long does it take you to drive to school?				\
<p>Too much spelling                  Way too much homework, tests, and projects. Impacts family quality time, which should be a priority at a Catholic-based school. Have study hall at end of day. Teachers coordinate their work assignments/projects/tests so that they don't get piled on at the same time would be helpful.</p>				

Question	Yes	No		
Do you have internet at home?	\\\	\		
Do you have internet at work?				
Are there consequences for poor grades at home?	\			
Are rewards given for good grades?	\			
Do you read with your student at home? (If they are older did you read to them when they were younger)				
Do you view your student as independent?	\			
Did you enjoy school as a child?				
Please answer the following questions in the empty box on the right.				
What is the best time you are available to volunteer at the school?	Morning During School \\ After School       \			
If you felt your students emotional, spiritual, cognitive, and physical development were not being met; please indicate the areas you feel they are not.	Reports that several teachers are poor examples in controlling your frustrations (shout loudly, pound tables) Students should be using planners and taught how to use them. Middle school health series is outdated, sometimes inaccurate or misleading. Very disappointed with "health information". There is no opportunity for the students to take algebra in 7 <sup>th</sup> grade and geometry in 8 <sup>th</sup> like at the public school. It is a HUGE disadvantage when students reach HS.			
What activities is your student involved in outside of school.	Sports       \\\ Boy scouts \\ Tons       Music \\ Hunting \			
What do you consider a poor grade?	B \\ B- \\ C \\ D \\\			
What is the most common way you are contacted by teachers?	Email       \\ Phone \\ Notes \			
Are there any subjects you have a hard time helping your student with?	Math       Social Studies (tough questions) \\ Reading (not always concrete/tangible assignments) \\ Spelling \			
How many children do you have at home? How many of these children are school aged?	In school                          At home \			
What do you view as parental involvement?	I believe to make them ready to learn, have good manners, make sure well-rested and fed nutritious food. Provide them with a place to do homework, encourage them and help them when appropriate. Make them progressively more responsible for their own work schedule and to suffer the consequences of not completing projects. To praise them for a job well done and to reinforce they are ok when struggling and help them find resources they need to do better.			

	<p>Do anything for your child, communicate daily with them on everything, attend everything they are involved in as a total family, be involved in their school work, etc. Provide good role model attitude, encourage to always do their best, avoid being lazy, reinforce kindness, personal accountability, empathy. Checking that homework is done. Relating school to home. Helping as much as I can. CHASA, helping when I can, teacher conferences, volunteer Listen to the child's concerns, note struggling, support/assist child in arriving to the right answer, correcting bad behaviors, keep them focused on homework, balance life. Assisting with homework and projects, going over graded work, attending and assisting at school events and activities, attending conferences.</p>
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**Parent Questionnaire: Seventh Grade**

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough parent teacher conferences.	\			
At parent teacher conferences my questions and concerns are listened to and answered.			\	
My concerns about my student's performance are heard.				
There are ample amounts of communication between my student's teachers and myself.				
I can easily communicate with staff at school.		\		\
I am contacted with positive feedback about my student.				
I am contacted about concerns with my student.				\
I feel there are enough volunteer opportunities at school.		\		
I volunteer my time to the school.				
I am informed about the different volunteer opportunities at the school.			\	
There are enough family events at school to bring my student to.	\			
I am a member of CHASA.				
There are enough connections between my student's classroom and the community.		\		
I feel welcomed when I am in the school building.				\
The school grounds are kept clean.				
My student is motivated at school.		\		
My student enjoys going to school.			\	
My student is motivated to get good grades.			\	
My student cares about his/her grades.				
My student is being challenged at school.	\			
I feel my child wants me involved in his/her education.				
I feel that I have enough resources available to help my student with their academics at home.			\	\
I feel that my student's spiritual, emotional, physical, and cognitive development is being met.				\
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am available to help my student every night with their homework.				
My student spends his/her time wisely at school.		\		
I help my student study for upcoming tests.	\			
I help my student with at home projects.		\		
I am as involved in my student's education as I was when they were younger.		\	\	
I feel there are difficulties such as work, transportation, young children, etc... that are keeping me from being as involved with my student's education as I would like to be.		\		
Question	All of the time / Every day	Most of the time	Sometimes	Never
I ask my student if they have upcoming test and/or projects.	\		\	
I look over my student's assignments before they are graded.			\	\

I have my student fix the problems I found incorrect before they turn it in.				
I go over with my student their graded work.				
I have my student fix, on their graded work, what they got incorrect.				
I ask my student what they learned at school.				
My student is able to connect what they learn at school at home.				
<b>Section Header</b>				
I feel that my student feels comfortable asking their teacher for help.				
I ask classroom teachers for help to understand the directions on my students work if I don't understand them.				
When my student is absent, I pick up their work.				
When my student is absent, directions are sent home with their homework.				
I feel that teachers give my student detailed directions when they are absent.				
<b>Section Header</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I show my student his/her grades on Engrade (4 <sup>th</sup> and up).				
I am informed about upcoming test dates by teachers.				
I am informed about projects students must complete at home by teachers.				
I go through my student's folder.				
My student goes through his/her folder and gives me the needed information/corrected work.				
I received Looking Ahead on time.				
I received Newsletters, emails, and/or teacher notes from my students teacher/teachers.				
<b>Section Header</b>				
I attend CHASA meetings.				
I am welcomed or greeted when I enter the school.				
I see my students work displayed in the classroom.				
I walk my student to their classroom.				
I am greeted by the teacher when I enter the classroom.				
<b>Section Header</b>				
Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework does your student have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How long does it take you to drive to school?				
<b>Section Header</b>				
Too much emphasis on art for projects. In science: book reports need to be more writing / content focus with research.				
Question	Yes	No		
Do you have internet at home?				
Do you have internet at work?				
Are there consequences for poor grades at home?				

Are rewards given for good grades?		\		
Do you read with your student at home? (If they are older did you read to them when they were younger)	\			
Do you view your student as independent?		\		
Did you enjoy school as a child?		\		
Please answer the following questions in the empty box on the right.				
What is the best time you are available to volunteer at the school?		Morning     During School      After School		
If you felt your students emotional, spiritual, cognitive, and physical development were not being met; please indicate the areas you feel they are not.		Student struggles in all subjects and there is not a lot of help available and/or offered. Lessons are often re-taught at home. Students often do not have any work time in school so whole assignments are done at home. Emotional: struggles with often being left out of projects in groups, struggles with friendships.		
What activities is your student involved in outside of school.		Tons     Sports           Music     Church    Scouts      Dance    Babysitting \ Volunteer \ Not watching TV \<		
What do you consider a poor grade?		B \ B- \ C      C- \ D \<		
What is the most common way you are contacted by teachers?		Email          Personal contact \ Looking Ahead \ Phone \<		
Are there any subjects you have a hard time helping your student with?		Math         Social Studies    Spelling     Language    Science \<		
How many children do you have at home? How many of these children are school aged?		In school                           At home		
What do you view as parental involvement?		Helping with homework and projects      Attending school activities      Attending conferences      Going over graded assignments		

	<p>Being in CHASA \\\</p> <p>Interact with teachers \\\</p> <p>Making sure homework is done \\\</p> <p>Informing principal of problems \\\</p> <p>Any involvement with school \\\</p> <p>Listening to child's concerns \\\</p> <p>Daily contact with child \</p> <p>Parents are to be involved in all aspects of a child's life to develop them emotionally, spiritually, and physically. To assure they have a love for God reflected in their life choices. Parents are to train up a child in the ways of the Lord so when they are old they will not depart from them.</p>
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**Parent Questionnaire: Eighth Grade**

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough parent teacher conferences.		\\	\	
At parent teacher conferences my questions and concerns are listened to and answered.	\\	\		
My concerns about my student's performance are heard.	\\	\		
There are ample amounts of communication between my student's teachers and myself.		\\	\	
I can easily communicate with staff at school.	\\	\		
I am contacted with positive feedback about my student.		\\	\	
I am contacted about concerns with my student.		\\\		
<b>Section 2</b>				
I feel there are enough volunteer opportunities at school.	\\\			
I volunteer my time to the school.	\\	\		
I am informed about the different volunteer opportunities at the school.	\	\\		
There are enough family events at school to bring my student to.	\	\\		
I am a member of CHASA.			\	\\
There are enough connections between my student's classroom and the community.		\\\		
I feel welcomed when I am in the school building.	\\	\		
The school grounds are kept clean.	\\	\		
<b>Section 3</b>				
My student is motivated at school.		\\	\	
My student enjoys going to school.		\\\		
My student is motivated to get good grades.	\\		\	
My student cares about his/her grades.	\\		\	
My student is being challenged at school.	\	\	\	
<b>Section 4</b>				
I feel my child wants me involved in his/her education.	\\		\	
I feel that I have enough resources available to help my student with their academics at home.	\\		\	
I feel that my student's spiritual, emotional, physical, and cognitive development is being met.	\	\\		
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am available to help my student every night with their homework.	\	\\		
My student spends his/her time wisely at school.	\\	\		
I help my student study for upcoming tests.		\\	\	
I help my student with at home projects.		\\	\	
I am as involved in my student's education as I was when they were younger.			\\\	
I feel there are difficulties such as work, transportation, young children, etc...that are keeping me from being as involved with my student's education as I would like to be.		\\	\	
<b>Section 5</b>				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I ask my student if they have upcoming test and/or projects.	\\		\	
I look over my student's assignments before they are graded.			\	\\

I have my student fix the problems I found incorrect before they turn it in.				\	//
I go over with my student their graded work.				//	\
I have my student fix, on their graded work, what they got incorrect.		\		\	\
I ask my student what they learned at school.		\	//		
My student is able to connect what they learn at school at home.			///		
<b>Section Header</b>					
I feel that my student feels comfortable asking their teacher for help.		\	\	\	
I ask classroom teachers for help to understand the directions on my students work if I don't understand them.			\	\	\
When my student is absent, I pick up their work.		//			\
When my student is absent, directions are sent home with their homework.		\	//		
I feel that teachers give my student detailed directions when they are absent.		\	//		
<b>Section Header</b>					
Question		All of the time / Every day	Most of the time	Sometimes	Never
I show my student his/her grades on Engrade (4 <sup>th</sup> and up).			//	\	
I am informed about upcoming test dates by teachers.		\	//		
I am informed about projects students must complete at home by teachers.			\	//	
I go through my student's folder.					///
My student goes through his/her folder and gives me the needed information/corrected work.		\	\	\	
I received Looking Ahead on time.		///			
I received Newsletters, emails, and/or teacher notes from my students teacher/teachers.		//			\
<b>Section Header</b>					
I attend CHASA meetings.				\	//
I am welcomed or greeted when I enter the school.		//	\		
I see my students work displayed in the classroom.				\	//
I walk my student to their classroom.					///
I am greeted by the teacher when I enter the classroom.		\			
<b>Section Header</b>					
Question		Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework does your student have each night in the following subjects:					
Religion					///
Math			///		
Social Studies				\	//
English				\	//
Reading				\	//
Spelling				\	//
How long does it take you to drive to school?				\	//
<b>Section Header</b>					
Question		Yes	No		
Do you internet at home?		///			
Do you internet at work?		///			
Are there consequences for poor grades at home?		///			
Are rewards given for good grades?		///			

Do you read with your student at home? (If they are older did you read to them when they were younger)	\\\		
Do you view your student as independent?	\\\		
Did you enjoy school as a child?	\\\		
Please answer the following questions in the empty box on the right.			
What is the best time you are available to volunteer at the school?	Morning During School \\ After School \		
If you felt your students emotional, spiritual, cognitive, and physical development were not being met; please indicate the areas you feel they are not.			
What activities is your student involved in outside of school.	Sports \\ Youth Group \ 4H \		
What do you consider a poor grade?	C \ C+ \ B- \		
What is the most common way you are contacted by teachers?	Email \\ Phone \		
Are there any subjects you have a hard time helping your student with?	Math \		
How many children do you have at home? How many of these children are school aged?	At school \\\ \\\ \\\ \  At home \		
What do you view as parental involvement?	Talking with my child everyday about school, homework, activities, etc. Supporting his choices. Checking to be sure homework is done. Helping when asked. Relate topics to our life.		

*Teacher Questionnaire*

Four out of eight teachers indicated that they strongly agree the parents in their classroom are involved in their student's education. Three out of eight teachers indicated that they agree the parents in their classroom are involved in their student's education. Zero out of eight teachers indicated that they disagree the parents in their classroom are involved in their student's education. Zero out of eight teachers indicated that they strongly disagree the parents in their classroom are involved in their student's education. One teacher did not answer this question.

Zero out of eight teachers indicated that they strongly agree that parents volunteer enough time at school. Seven out of eight teachers indicated that they agree that parents volunteer enough time at school. Zero out of eight teachers indicated that they disagree that parents volunteer enough time at school. Zero out of eight teachers indicated that they strongly disagree that parents volunteer enough time at school. One teacher did not answer this question.

One out of eight teachers indicated that they strongly agree that parents help with homework too much. One out of eight teachers indicated that they agree that parents help with homework too much. Six out of eight teachers indicated that they disagree that parents help with homework too much. Zero out of eight teachers indicated that they strongly disagree that parents help with homework too much.

Four out of eight teachers indicated that they strongly agree that their students are motivated for learning. Four out of eight teachers indicated that they agree that their students are motivated for learning. Zero out of eight teachers indicated that they disagree that their students are motivated for learning. Zero out of eight teachers indicated that they strongly disagree that their students are motivated for learning.

Six out of eight teachers indicated that they strongly agree that students whose parents are involved at home have a better success rate. One out of eight teachers indicated that they agree that students whose parents are involved at home have a better success rate. Zero out of eight teachers indicated that they disagree that students whose parents are involved at home have a better success rate. Zero out of eight teachers indicated that they strongly disagree that students whose parents are involved at home have a better success rate. One teacher did not answer this question.

Five out of eight teachers indicated that they strongly agree that students can easily ask for help with their homework. Three out of eight teachers indicated that they agree that students can easily ask for help with their homework. Zero out of eight teachers indicated that they disagree that students can easily ask for help with their homework. Zero out of eight teachers strongly disagrees that students can easily ask for help with their homework.

Zero out of eight teachers indicated that they strongly agree that they get frustrated because students ask questions too quickly before using critical thinking and resources. Two out of eight teachers indicated that they agree that they get frustrated because students ask questions too quickly before using critical thinking and resources. Four out of eight teachers indicated that they disagree that they get frustrated because students ask questions too quickly before using critical thinking and resources. One out of eight teachers indicated that they strongly disagree that they get frustrated because students ask questions too quickly before using critical thinking and resources. One teacher did not answer this question.

Three out of eight teachers indicated that they strongly agree that when a student is absent they send home detailed directions with the homework. Two out of eight teachers indicated that they agree that when a student is absent they send home detailed directions with the homework.

Two out of eight teachers indicated that they disagree that when a student is absent they send home detailed directions with the homework. Zero out of eight teachers indicated that they strongly disagree that when a student is absent they send home detailed directions with the homework. One teacher did not answer this question.

One out of eight teachers indicated that they strongly agree that when a concept is difficult, they send home detailed directions for parents to help their student with homework. One out of eight teachers indicated that they agree that when a concept is difficult, they send home detailed directions for parents to help their student with homework. Four out of eight teachers indicated that they disagree that when a concept is difficult, they send home detailed directions for parents to help their student with homework. One out of eight teachers indicated that they strongly disagree that when a concept is difficult, they send home detailed directions for parents to help their student with homework. One teacher did not answer this question.

One out of eight teachers indicated that they strongly agree that they personally inform parents of upcoming test dates in a parent letter. Zero out of eight teachers indicated that they agree that they personally inform parents of upcoming test dates in a parent letter. Four out of eight teachers indicated that they disagree that they personally inform parents of upcoming test dates in a parent letter. One out of eight teachers indicated that they strongly disagree that they personally inform parents of upcoming test dates in a parent letter. One teacher did not answer this question.

One out of eight teachers indicated that they strongly agree that they personally inform parents of upcoming project due dates in a parent letter. Two out of eight teachers indicated that they agree that they personally inform parents of upcoming project due dates in a parent letter. Two out of eight teachers indicated that they disagree that they personally inform parents of

upcoming project due dates in a parent letter. One out of eight teachers indicated that they strongly disagree that they personally inform parents of upcoming project due dates in a parent letter. Two teachers did not answer this question.

One out of eight teachers indicated that they strongly agree that they personally inform parents of upcoming school events through a parent letter. Two out of eight teachers indicated that they agree that they personally inform parents of upcoming school events through a parent letter. Two out of eight teachers indicated that they disagree that they personally inform parents of upcoming school events through a parent letter. One out of eight teachers indicated that they strongly disagree that they personally inform parents of upcoming school events through a parent letter. Two teachers did not answer this question.

Four out of eight teachers indicated that they strongly agree that parents can easily communicate with them. Three out of eight teachers indicated that they agree that parents can easily communicate with them. Zero out of eight teachers indicated that they disagree that parents can easily communicate with them. Zero out of eight teachers indicated that they strongly disagree that parents can easily communicate with them. One teacher did not answer this question.

Two out of eight teachers indicated that they strongly agree that there are enough opportunities to speak with parents. Four out of eight teachers indicated that they agree that there are enough opportunities to speak with parents. One out of eight teachers indicated that they disagree that there are enough opportunities to speak with parents. Zero out of eight teachers indicated that they strongly disagree that there are enough opportunities to speak with parents. One teacher did not answer this question.

Two out of eight teachers indicated that they strongly agree there are enough parent-teacher conferences. Two out of eight teachers indicated that they agree there are enough parent-teacher conferences. Two out of eight teachers indicated that they disagree there are enough parent-teacher conferences. Zero out of eight teachers indicated that they strongly disagree there are enough parent-teacher conferences. Two teachers did not answer this question. One teacher that answered that they disagreed stated so because they believe there should be one each quarter and first and third quarter should be mandatory.

Zero out of eight teachers indicated that they strongly agree that there are enough connections between the school and the community. Seven out of eight teachers indicated that they agree that there are enough connections between the school and the community. One out of eight teachers indicated that they disagree that there are enough connections between the school and the community. Zero out of eight teachers indicated that they strongly disagree that there are enough connections between the school and the community.

Two out of eight teachers indicated that they strongly agree that there are enough connections made between school and home. Five out of eight teachers indicated that they agree that there are enough connections made between school and home. Zero out of eight teachers indicated that they disagree that there are enough connections made between school and home. Zero out of eight teachers indicated that they strongly disagree that there are enough connections made between school and home. One teacher did not answer this question.

One out of eight teachers indicated that they strongly agree that parents have a voice in school functions and decisions. Four out of eight teachers indicated that they agree that parents have a voice in school functions and decisions. Two out of eight teachers indicated that they disagree that parents have a voice in school functions and decisions. Zero out of eight teachers

indicated that they strongly disagree that parents have a voice in school functions and decisions. One teacher did not answer this question.

Zero out of eight teachers indicated that they strongly agree that there are enough resources available for parents in order for them to successfully help their students at home to the best of their ability. Four out of eight teachers indicated that they agree that there are enough resources available for parents in order for them to successfully help their students at home to the best of their ability. Two out of eight teachers indicated that they disagree that there are enough resources available for parents in order for them to successfully help their students at home to the best of their ability. Zero out of eight teachers indicated that they strongly disagree that there are enough resources available for parents in order for them to successfully help their students at home to the best of their ability. Two teachers did not answer this question.

One out of eight teachers indicated that they strongly agree that they have enough time to help students with their work. Three out of eight teachers indicated that they agree that they have enough time to help students with their work. Three out of eight teachers indicated that they disagree that they have enough time to help students with their work. Zero out of eight teachers indicated that they strongly disagree that they have enough time to help students with their work. One teacher did not answer this question.

One out of eight teachers indicated that they strongly agree that they have received enough training in order to engage parents to the fullest in their classroom. Three out of eight teachers indicated that they agree that they have received enough training in order to engage parents to the fullest in their classroom. Two out of eight teachers indicated that they disagree that they have received enough training in order to engage parents to the fullest in their classroom. Zero out of eight teachers indicated that they strongly disagree that they have received

enough training in order to engage parents to the fullest in their classroom. Two teachers did not answer this question.

Three out of eight teachers indicated that they strongly agree that they have a clear understanding of when they are supposed to contact a parent. Four out of eight teachers indicated that they agree that they have a clear understanding of when they are supposed to contact a parent. Zero out of eight teachers indicated that they disagree that they have a clear understanding of when they are supposed to contact a parent. Zero out of eight teachers indicated that they strongly disagree that they have a clear understanding of when they are supposed to contact a parent. One teacher did not answer this question.

Two out of eight teachers indicated that they strongly agree that they have received enough training about ways in which to communicate with parents. Four out of eight teachers indicated that they agree that they have received enough training about ways in which to communicate with parents. One out of eight teachers indicated that they disagree that they have received enough training about ways in which to communicate with parents. Zero out of eight teachers indicated that they strongly disagree that they have received enough training about ways in which to communicate with parents. One teacher did not answer this question.

One out of eight teachers indicated that they strongly agree that they feel prepared to confront parents about situation that occur in the classroom. Five out of eight teachers indicated that they agree that they feel prepared to confront parents about situation that occur in the classroom. One out of eight teachers indicated that they disagree that they feel prepared to confront parents about situation that occur in the classroom. Zero out of eight teachers indicated that they strongly disagree that they feel prepared to confront parents about situation that occur in the classroom. One teacher did not answer this question.

Zero out of eight teachers indicated that parents contact them for help in understanding what homework is asking all of the time/every day. Zero out of eight teachers indicated that parents contact them for help in understanding what homework is asking most of the time. Six out of eight teachers indicated that parents contact them for help in understanding what homework is asking sometimes. Two out of eight teachers indicated that parents never contact them for help in understanding what homework is asking.

Zero out of eight teachers indicated that parents ask for resources to help their student with homework at home all of the time/every day. Zero out of eight teachers indicated that parents ask for resources to help their student with homework at home most of the time. Four out of eight teachers indicated that parents ask for resources to help their student with homework at home sometimes. Four out of eight teachers indicated that parents never ask for resources to help their student with homework at home.

Three out of eight teachers indicated that they contact parents about missing work all of the time/every day. Two out of eight teachers indicated that they contact parents about missing work most of the time. Two out of eight teachers indicated that they contact parents about missing work sometimes. Zero out of eight teachers indicated that they never contact parents about missing work. One teacher did not answer this question.

Four out of eight teachers indicated that they contact parents about concerns with behavior or academics all of the time/every day. Three out of eight teachers indicated that they contact parents about concerns with behavior or academics most of the time. Zero out of eight teachers indicated that they contact parents about concerns with behavior or academics sometimes. Zero out of eight teachers indicated that they never contact parents about concerns with behavior or academics. One teacher did not answer this question.

One out of eight teachers indicated that they contact parents when they have something positive to say about their student all of the time/every day. Four out of eight teachers indicated that they contact parents when they have something positive to say about their student most of the time. Two out of eight teachers indicated that they contact parents when they have something positive to say about their student sometimes. Zero out of eight teachers indicated that they never contact parents when they have something positive to say about their student. One teacher did not answer this question.

Zero out of eight teachers indicated that they attend CHASA meetings all of the time/every day. Zero out of eight teachers indicated that they attend CHASA meetings most of the time. Three out of eight teachers indicated that they attend CHASA meetings sometimes. Four out of eight teachers indicated that they never attend CHASA meetings. One teacher did not answer this question.

Five out of eight teachers indicated that they greet parents when they see them at school all of the time/every day. Two out of eight teachers indicated that they greet parents when they see them at school most of the time. Zero out of eight teachers indicated that they greet parents when they see them at school sometimes. Zero out of eight teachers indicated that they never greet parents when they see them at school. One teacher did not answer this question.

Two out of eight teachers indicated that they display work students have created in their classrooms all of the time/every day. Two out of eight teachers indicated that they display work students have created in their classrooms most of the time. Three out of eight teachers indicated that they display work students have created in their classrooms sometimes. Zero out of eight teachers indicated that they never display work students have created in their classrooms. One teacher did not answer this question.

Zero out of eight teachers indicated that parents walk their student to the classroom all of the time/every day. Zero out of eight teachers indicated that parents walk their student to the classroom most of the time. Three out of eight teachers indicated that parents walk their student to the classroom sometimes. Five out of eight teachers indicated that parents never walk their student to the classroom.

One out of eight teachers indicated that they speak to parents in the morning before school starts all of the time/every day. One out of eight teachers indicated that they speak to parents in the morning before school starts most of the time. Four out of eight teachers indicated that they speak to parents in the morning before school starts sometimes. One out of eight teachers indicated that they never speak to parents in the morning before school starts. One teacher did not answer this question.

One teacher indicated that they give thirty minutes of religion homework each night. Two teachers indicated that they give less than thirty minutes of religion homework each night.

Two teachers indicated that they give one hour of math homework each night. Three teachers indicated that they give thirty minutes of math homework each night. One teacher indicated that they give less than thirty minutes of math homework each night.

Three teachers indicated that they give less than thirty minutes of social studies homework each night.

Two teachers indicated that they give less than thirty minutes of English homework each night.

One teacher indicated that they give thirty minutes of reading homework each night. Two teachers indicated that they give less than thirty minutes of reading homework each night.

Three teachers indicated that they give less than thirty minutes of spelling homework each night.

Seven out of eight teachers indicated that they have internet service at home. One teacher did not answer this question.

Five teachers indicated that they feel math is a subject they believe parents have a hard time helping with at home. One teacher indicated that they feel that parents have a hard time helping students study for tests.

Six teachers indicated that email is a form of communication they use with parents. One teacher indicated that classroom newsletters are a form of communication they use with parents. Two teachers indicated that sending notes home is a form of communication they use with parents. Four teachers indicated that calling parents is a form of communication they use.

Teachers viewed parental involvement as: paying attention to what your child is doing in school without taking over their work, parents look at work that comes home, keep informed by reading notes, attending school functions and meetings, having a genuine interest in the school community, contacting teachers with concerns, staying on top of their child's progress through Engrade or grade reports, teaching their children to have respect for elders, teaching their children then everyone is made in the image of God, having consequences for bad grades and behaviors, connections with the school, daily communication with their child, and knowing what their child is studying and doing.

*Teacher Questionnaire*

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The parents in my classroom are involved in their student's education.				
I feel that parents volunteer enough time at the school.				
I feel that parents help with homework too much in my classroom.	\	\		
My students show motivation for learning.				
Students whose parents are involved at home have a better success rate.	\	\		
Students can easily ask me for help with their homework.				
I get frustrated because students ask questions too quickly before using critical thinking and resources.				\
When a student is absent I send home detailed directions with their work.				
When a concept is difficult I send home detailed directions for parents to help their student with homework.	\	\		\
I personally inform parents of upcoming test dates through a parent letter. (Not Looking Ahead)	\			\
I personally inform parents of upcoming project due dates through a parent letter. (Not Looking Ahead)	\			\
I personally inform parents of upcoming school events through a parent letter. (Not Looking Ahead)	\			\
Parents can easily communicate with me.				
There are enough opportunities to speak with parents.			\	
There are enough parent teacher conferences. If no please explain: **There should be one each quarter and two should be mandatory (1 and 3)				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough connections made between school and community.			\	
There are enough connections made between school and home.				
Parents have a voice in school functions and decisions.	\			
There are enough resources available for parents in order for them to successfully help their students at home to the best of their ability.				
I have enough time to help students with their work.	\			
I received enough training in order to engage parents to the fullest in my classroom.	\			
I have a clear understanding of when I am supposed to contact a parent.				
I have received enough training about ways in which to communicate with parents.			\	
I feel prepared to confront parents about situations that occur in the classroom.	\		\	
Question	All of the time / Every day	Most of the time	Sometimes	Never
Parents contact for help in understanding what homework is asking.			\	
Parents ask for resources to help their student with homework at home.				

I contact parents about missing work.				
I contact parents about concerns with behavior or academics.				
I contact parents when I have something positive to say about a student.	\			
<b>Question</b>	<b>All of the time / Every day</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
I attend CHASA meetings.				
I greet parents when I see them in school.				
I display work students have created in my classroom.				
Parents walk their student to my classroom.				
I speak to parents in the morning before school starts.	\	\		\
<b>Question</b>	<b>Two or more hours</b>	<b>One hour</b>	<b>30 minutes</b>	<b>Less than 30 minutes</b>
How much homework do you assign students each night in the following subjects? (Middle School teachers just answer for your content area)				
Religion			\	
Math				\
Social Studies				
English				
Reading			\	
Language Arts/Spelling				
<b>Question</b>	<b>Yes</b>	<b>No</b>		
Do you have internet at home?				
Please answer the following questions in the empty box on the right.				
Do you feel there is a subject parents have a harder time helping with at home?		Math      Studying for tests \		
What form of communication do you use most often with parents?		Email Classroom Newsletters Notes home		
What do you view as parental involvement?		<ul style="list-style-type: none"> <li>• Parental involvement is paying attention to what your child is doing in school without taking over their work. Parents look at work that comes home, keep informed by reading notes, attend school functions, and meetings, and who have a genuine interest in the school community.</li> <li>• Helping with homework; assisting with school functions; contacting with concerns; staying on top of their child's progress through Engrade or grade reports.</li> <li>• A parent that shows concerns for their child, helps them with their homework, but doesn't do it for them. A parent that teaches their child respect for their elders, that everyone is made in the image of God, that all people are to be treated with kindness. Having consequences for poor grades and/or misbehavior.</li> <li>• Any connections with school</li> <li>• They show interest in their child daily – not necessarily working on homework or being in school, but</li> </ul>		

daily communication with their children.

- Know what their child is studying, assisting their child with homework if needed, contacting the teacher regarding concerns they may have.

## Chapter 5: Findings

In this chapter findings from present research and data analysis are presented. The following topics will be covered in this chapter:

- Parental involvement perceptions (how different groups of people view parental involvement).
- The findings of research question one: parental involvement (do students that have parents actively involved in their education do better academically? And are parents less involved in academics as their student gets older?).
- Findings of research question two: increasing involvement (what are the best approaches for teachers and the school to take to get a parent involved in the classroom, school, and their student's education?).
- Findings of research question three: affects on student learning (do parents at Cathedral School feel welcome and comfortable asking questions and helping their child with their homework and what affect does this have on student learning and success?).
- Training for teachers: what are the different areas that teachers feel they need more training in to have a better relationship with families?
- Parenting styles of Cathedral School parents: do parents fall under authoritarian/autocratic, authoritative/democratic, or permissive/laissez-faire parenting styles?).
- Implications of the present study: what Cathedral School can do as a result of the present study to better meet the needs of students and families.
- A summary: an overall view of the present study.
- Final conclusion: key findings of the present study.

### **Parental Involvement Perceptions**

An aforementioned limitation of the study was that parental involvement may be perceived differently among the groups in the study: students, teachers, and parents. Wright and Willis (Winter 2003/2004) point out that “parental involvement” can be viewed differently by parents and teachers. Teachers tend to seek parents’ support for academics and view parental involvement as the parents physically being present in the school and being supportive at home, while parents focus more on the whole child, including his or her physical and emotional well-being.

This was proven to be true, however, didn’t have the drastic difference the researcher was expecting. Elementary (grades three through five) and Middle School (grades six through eight) students both viewed parental involvement as parents being involved in their life and helping them with and at school. Living needs were not mentioned.

Parents focused on the whole child. Elementary parents viewed parental involvement as: knowing what their child is learning in school, raising them to be well rounded adults, helping with homework, going through folders, talking with their teachers, volunteering, making sure they are fed properly, and giving consequences and rewards. Middle School parents viewed parental involvement as: keeping track of grades and helping students keep them up, not looking through their folder, but requesting that handouts and graded work be put somewhere, letting go a bit so students learn responsibility, going over work they got incorrect and fixing it, volunteering, working out problems, making sure they are fed properly, and giving consequences and rewards.

Most teachers stuck to the academic side of involvement. Teachers stated that parental involvement is making sure they know what their child is doing at all times in school; helping

with homework, but not doing it for them, going over with them what they got wrong and helping them to understand what needs to be done differently, and helping them to grow in faith. This difference in perception of parental involvement in turn affects the way that students, parents, and teachers answered the questions on the surveys.

**Research Question One: Parental Involvement**

The first part of question one was: do students that have parents actively involved in their education do better academically? The hypothesis was that the higher the level of parental involvement, at both home and school, the better the Cathedral School student will do academically.

The research indicated that students who have parents that are involved do indeed do better academically. Teachers also agreed that students whose parents are involved at home have a better success rate. The Parent Teach Association was cited stating that decades of research show that when parents are involved students have: higher grades, test scores, and graduation rates, as well as, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior (Education, 2002). The present study indicated that subjects students are receiving lower grades in are the subjects that parents have a harder time helping with at home (math, language arts, and social studies). The present study also indicated that students who appeared to be struggling with academics, through a review of quarter grades, had parents who did not fill out the questionnaire. These struggling students also showed that even though they are receiving lower grades, they still had a positive motivation/perception about themselves. Some parents believed their student was not motivated at school, but the student saw him/herself as motivated. Only a few students in the study felt that their parents didn't show they were proud of them for good grades.

The present study also indicated that most students receive rewards for good grades and consequences for misbehaving/bad grades. Students not feeling challenged at school could have an effect on the grades and their correlation to parental involvement. Seventeen out of seventy-one elementary students (grades three through five) do not feel they are being challenged at school. If a student does not feel challenged, they may not be giving their full effort in their school work. This could result in three ways: (1) a student is not being challenged and is bored in turn creating low grades (perceived by their parents), who in turn, give a consequence for their student not getting good grades; or (2) a student is not being challenged at school and is getting high grades (perceived by parents) because the work is too easy. In return for their good grades they are receiving rewards at home, which in itself can have a negative effect on students and their motivation to want to be more challenged; (3) a student who is bored because they are not being challenged may act out or disrupt learning of other students, resulting in a consequence at home. If the work is too easy for them, they are not asking for help at home, in turn creating the perception that parental involvement is just being involved at home and not in a connection with school.

The second part of question one was: are parents less involved in academics as their student gets older? The hypothesis was that students who are older will have parents that are not as academically involved. However, the researcher was not able to poll all Middle School students due to having no consent from parents/students. Due to this, the researcher felt that data lacked all the information needed to answer the question fully. As aforementioned, only twenty-five out of sixty, or forty-one percent, of Middle School students and only twenty-seven out of sixty-two, or forty-four percent, of parents chose to be involved in the study. The researcher felt that this percentage supported the hypothesis that there is less parental involvement as students

get older. The researcher believed that this showed that parents view their student as more independent as they get older.

Wright and Willis (2003/2004) stated that a barrier pointed out in middle school is that some students discourage the presence of their parents in school. However, research showed, at Cathedral School, eighty-two out of the ninety-six students who participated in the questionnaire indicated that they enjoy having their parents involved in the school; eighteen of these eighty-two students being Middle School students.

Middle school parents, except eighth grade, felt they were as involved in their student's education as they were when they were younger, however, as their child got older; parents indicated that they put more responsibility on the student when it came to homework and studying.

Starting in fourth grade, fifty percent or more (of the students answering) in each grade felt their parents were not as involved. The researcher believed this student perception of parental involvement comes from parents not assisting with homework as much as they did when they were younger. The present study indicated the younger the grade, the more parents are involved at looking over homework before it goes to school, however, most students stated that their parents have them correct what is wrong at least sometimes. Forty-eight parents indicated that they pick up work when student is absent from school. Parents felt that communication about what is going on with school is stronger when students are younger due to individual classroom newsletters written by each classroom teacher.

### **Research Question Two: Increasing Involvement**

The second research question stated: what are the best approaches for teachers and the school to take to get a parent involved in the classroom, school, and their student's education?

Education (2002) discusses Epstein's framework of six types of parental involvement. These six types of involvement are designed to help connect the child's home and school life as much as possible and also bring parents into the school community. These types of involvement are: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Research indicated that Cathedral School had many positives when it comes to parents feeling welcomed and involved in the aspects of their child's learning and decision making at school, but also indicated areas for improvement.

Through volunteer opportunities, forms of one-way and two-way communications, and having an inviting building; parents at Cathedral School did feel welcome in the school and wanted to be involved. Parents indicated that they felt: there are enough volunteer opportunities and they felt informed about them, there were enough activities to take their children to, that the school was kept clean and inviting, their students work was displayed in the school (elementary), they were informed about test dates, projects, and school functions, and that they were reached through email, newsletters, and/or Looking Ahead when there were concerns about their students (elementary) and events that went on in the school and classroom. All students and parents taking the questionnaire indicated that they use what they learn at school at home.

The present study indicated parents felt there was room for improvement in the following areas: Middle School parents wish there was more communication with teachers about their student, parents wish there was more communication about good things, not just concerns, some parents do not feel they are greeted when they come in the school, but are always greeted by the teacher of the classroom they are entering, more displaying of Middle School work on entry level of the school, and that students should be more physically involved in the community through service learning projects.

The present study indicated that Cathedral School is striving to keep parents involved in the school community and in their students' lives in the six types of parental involvement listed in Epstein's framework.

**Research Question Three: Affects on Student Learning and Success**

The last question in this study was: do parents at Cathedral School feel welcome and comfortable asking questions and helping their child with their homework and what affect does this have on student learning and success? The hypothesis was that the students whose parents are able to ask questions and feel comfortable helping students with their homework have a better success rate.

This was the most unanswered question through research. It was shown that most parents do not ask teachers for help with directions on student's homework when students are absent and/or they do not understand and two teachers stated they do not send home detailed instructions when a student is absent.

Many parents in the Elementary and Middle School level said it was difficult to help in math because directions are taught a different way and/or there isn't a guide to assist other than directions in the book that are many times confusing. It was indicated that not having the resources and communication about directions, etc., is showing a negative effect on student learning. Almost all students stated they have an hour or more in math. Math grades are the lowest on most report cards. Parents also have a difficult time with Social Studies and Language Arts in Middle School (grades six through eight).

Most parents felt there were enough parent conferences, but wanted more feedback in between giving them more of an opportunity to ask questions. Elementary students (grades three through five) were more comfortable asking their teachers for help during class. Some Middle

School parents and students reported that teachers show frustration and anger too quickly making them nervous to ask questions.

### **Training for Teachers**

The present study indicated that the majority of the teachers felt that they have had the training needed to communicate with parents. Only a few disagreed that they hadn't received enough training to engage parents in the classroom, to communicate with parents, and to confront parents about situations that occur in the classroom. The present study indicated that parents felt they were receiving enough communication, however, would like more when it came to positive things their child has done.

### **Parenting Styles**

Authors Caskey (2009) and Hoang (2007) discuss parenting styles and their connection to student learning, success, and motivation. The three parenting styles most commonly found are authoritarian/autocratic, authoritative/democratic, and the permissive/laissez-faire.

The present study indicated that Cathedral School parents fell under the second parenting style, authoritative/democratic, which is what most educators wish to see because it is a style that supports and advocates independence, yet maintains boundaries and structure over actions (Caskey, 2009). Parents in this style category are warm and involved, but firm and consistent in establishing and enforcing guidelines, limits, and developmentally appropriate expectations (Caskey, 2009). These parents compromise with children, have effective communication skills, provide a nurturing environment, and support their children. Children with parents in this category are noted to be often cheerful, self-controlled, self-reliant, and achievement-oriented, maintain friendly relations with peers, cooperate with adults, and cope well with stress.

The questions in the questionnaire that involved parenting styles were: are there consequences at home for poor grades and tests scores, what parents considered a poor grade, are rewards given for good grades, do you read at home with your student, do you view your student as independent, is your student involved in any out of school activities, did you enjoy school when you were a student, and do you expect your student to inform you about upcoming tests dates, due dates, and school activities.

Seventy-three percent of parents indicated that there are consequences at home for poor grades and test scores. Twenty-seven percent said that there are not consequences at home for poor grades and test scores. Many of these parents are parents of students that have very good grades. Most parents indicated that a poor grade is one that is B- or lower. A few indicated that a B is a low grade; however, these are parents of students with very high grades.

Fifty-seven parents indicated that rewards are given for good grades and forty-three parents indicated they do not give rewards for good grades. Many parents wrote on the questionnaire that this was because good grades were expected at home.

One hundred percent of parents indicated that they read or read to their student at a young age and one hundred percents of parented indicated that their student is involved in activities outside of school.

Eighty-six percent of parents indicated that they view their child as independent. Fourteen parents indicated that they do not view their child as independent; however, these were all in third and fourth grade.

Hoang (2007) stated that findings from past studies generally support the view that student's perceptions about their parents' parental practices are related to their motivational attitudes and beliefs. In particular, as was hypothesized, parents who are perceived to be more

authoritative, or democratic, firm, communicative with their child, nurturing, and supportive of independence have children with the tendency to adopt a mastery goal orientation. That is, they adopt goals that reflect their enjoyment of learning and for the inherent sake of learning (Hoang, 2007). Eighty-eight percent of parents indicated that they liked school when they were younger. Twelve percent indicated that they did not like school when they were younger. The present study indicated that students had lower grades when their parents did not enjoy school as a child. Thus the findings, as aforementioned, suggest that Cathedral School parents were matching the authoritative/democratic parenting style of Caskey (2009).

### **Implications**

Cathedral School strives to meet the needs of children academically, emotionally, physically, socially, and spiritually. As aforementioned, forty-six out of fifty-one parents indicated that they feel that their student's emotional, spiritual, cognitive, and physical development is being met. However, five out of fifty-one parents indicated that they feel their student's emotional, spiritual, cognitive, and physical development are not being met. Reasons indicated that they feel they are not being met are: that student says she is bored at school, emotional needs are not being met, cognitive in math, Middle School parents students reported that several teachers are bad examples in controlling your frustrations because they have shouted loudly or pounded on tables, middle school health curriculum is outdated, there is not opportunity for students to take 7<sup>th</sup> grade algebra and geometry as there is in the public school, there is not a lot of help available in middle school when student is struggling, some students has trouble fitting in with others during group projects, and some students struggles with friendships.

The present research indicated that there are areas that Cathedral School could improve on to increase parental involvement, student success, and relationships between parent and

teacher and teacher and student. The following areas are areas that the present research showed that there is room for improvement.

#### Homework Guide Books / Amount of Homework

It was indicated, in the present study, that parents felt it was very difficult to help students with their math, language arts, and social studies (middle school) homework. Math was the subject that was mentioned the most and repeatedly showed to be the lowest grade on most report cards.

The researcher suggests that Cathedral School make a Parent Homework Guide Book (sent home at the beginning of the year) that has vital information, terms, and examples of problems that students will be learning. The researcher believes that this may then increase parental involvement of academics at home and student success and learning.

Parents mentioned in the questionnaire that in math many times problems are taught in a different way than the book shows. Having a Guide Book in which parents could look up terms and/or lesson approaches would help parents understand how to help their child at home. This could also increase grades and confusion of the subject, creating less work and frustration for the teacher. It should be noted that at Cathedral School students take math notes in grades five through eight. However, many students leave these at school and/or don't use them to the fullest, which falls under student motivation and responsibility.

If Cathedral School were to implement a Parent Homework Guide Book, further research would indicate if it has increased or not changed parental involvement and/or student success and learning.

Lastly, many Middle School parents and students indicated that they have at least an hour of math homework every night. This would need further research as to how math in Middle

School is carried out. If students are not getting time to work on the assignment in class, perhaps the math period needs to be extended instead of students having study hall during the day.

### Communication

Many Middle School parents stated that they did not feel informed about upcoming activities, test dates, and curriculum. Elementary parents indicated that they receive a classroom news letter from the teacher which keeps them informed about all the different news. In order to keep Middle School parents more informed, the researcher suggests that the homeroom teacher of each of the grades six through eight could write a brief newsletter covering upcoming events, what is coming up in curriculum, and upcoming test dates. Test dates for Middle School are currently put in the Looking Ahead that goes home to all families at Cathedral School. This way parents are informed and have more of a connection with the students' teachers.

Second, many Middle School parents felt that they are only contacted by teachers in the Middle School if their child is doing poorly. Parents feel that communication through email or a handwritten letter about good things their students have done would be a great form of communication. The researcher suggests that teachers take time at the beginning of the day or end of the day to send one email or letter out with positive remarks about a student in their class. Teachers could continue to do so until they have sent one to student's parent. This could be done at least once every semester.

Lastly, it was indicated by a few parents and students that Middle School teachers are sometimes hard to approach and can lose patience quickly. Students and parents must be comfortable approaching their teacher for help and/or contacting them about concerns. The researcher suggests that teachers attend a workshop about communication and classroom management. Only a few teachers indicated that they felt they didn't have enough training for

communication, however, if students and parents are feeling that they are not able to communicate with teachers, something must change.

### Display of Work

At Cathedral School there are three levels; the bottom level is Preschool, the middle level is grades Kindergarten through fourth, and the third level is grades five through eight. Parents of Elementary students felt that their students work is being displayed throughout the school; however most parents do not make their way up to third floor very often. The researcher suggests that work done by Middle School students could be displayed on the entry level and/or on the second level by the office.

### Welcoming Atmosphere

Most parents indicated that they feel welcomed at the school and are greeted by the classroom teacher upon entering a classroom, but are not greeted as they come into the school building. The researcher suggests that there could be a few Middle School students and/or a teacher at the front door during the morning to greet parents as they walk in. Just a simple, “Good morning,” can change the feeling of the atmosphere.

### Curriculum

It was indicated that some curriculum is felt to be outdated in the Cathedral School Middle School. There would need to be further research done to compare and contrast materials that are currently available.

### Service Learning

It was indicated by parents that they would like to see more community learning service projects done by students. Cathedral School leads many food and clothing drives throughout the school year, however, this does not put students visibly in the community. The researcher

suggests that teachers and the principal get together at the beginning of the school year and decide upon a service learning project that will get the students out in the community for each grade. Different community programs and agencies could be contacted to see what the needs in the community are.

There is room for improvement in every school. It is also very hard to please every family; however, that should always be the goal. In order for Cathedral to retain the families currently attending Cathedral School and to invite future families to Cathedral School, there must be some changes made.

### **Summary**

Overall, the present study indicated the following. Students whose parents are involved academically and at home do better in school. Parents need to feel that they are a part of the learning community and need to feel welcome to ask questions concerning their student. Communication is the key (one-way and two-way) and that parents should be contacted with concerns and positive feedback. Parents need resources available in order to best help their student succeed, especially because most work is done at home. Parents who seemed to remove involvement as the student gets older did so to teach responsibility, not because they didn't care. Students who have parents who are not as involved need to feel comfortable at school to ask questions. Lastly, it is not all about the parents-students need to have intrinsic motivation along with parental and teacher support.

### **Final Conclusion**

In order to reach the ultimate goal of education: all students succeeding; educators must realize that not all parents are going to be involved in their student's academics. Educators must

also realize that parents need to have resources available to them, along with open and ongoing communication, to feel more involved in their students' academics.

As aforementioned, in chapter one of the present study, home is a student's first classroom, and parents are a student's first teacher. School aged children spend 70% of their waking hours (including weekends and holidays) outside of school (Education, 2003). With such a high percentage of time spent outside of the classroom, students need home and school connections in order retain knowledge and succeed in academic achievement. Children and adolescents are more apt to succeed in school when parents use positive strategies to support their learning and communicate with school personnel (Wright & Wills, 2003-2004). Strong communication is fundamental to this partnership and to building a sense of community between home and school (Graham-Clay, 2005).

When parents feel they have a purpose at school, when students feel motivated to learn, when parents feel they can help their student with their academic success, and when teachers, students, and parents all work together with open communication, it is shown that great things can happen. If there is a break anywhere in the chain, the first one to suffer is the student.

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## Appendix A

### Summary of Study Given to Teachers

A self-report questionnaire will be given to three groups of people: (1) Students in grades three through eight, (2) the eight corresponding teachers, and (3) the students' parents/guardians. Students will take the questionnaire during the month of April. All participants' names will be kept confidential. Questionnaires will use a letter and number code so that the researcher can identify which student and parent questionnaires correspond, however the researcher will never know the individuals that correspond with the codes. Class sizes do not exceed 26 students so each student will be assigned one letter A-Z. The number that will correspond with the letter will represent the grade the student is in. Homeroom teachers will assign each student and corresponding parent the same letter and number code. The researcher will not receive the information as to what student is assigned the code. However, the homeroom teacher will give the researcher the students grades that correspond with the code given in order for the researcher to connect student success and perceived parent involvement.

Homeroom teachers will not view the completed questionnaires, keeping the student and his or her parent confidential. For example: Jenny Smith will receive the questionnaire coded A4 by her homeroom teacher. The researcher will not know that Jenny Smith was given this code, however, will receive her grades from the homeroom teacher and know that parent questionnaire A4 correlates with student questionnaire A4. This code will also tell the researcher that the student and parents questionnaire correlates with fourth grade.

Completed parent questionnaires will be returned to Cathedral School in a sealed envelope with the title: Parent Questionnaire for Study. When students have completed their questionnaires in their class, they will also fold and put their questionnaire in a sealed envelope titled: Student Questionnaire for Study. These will then be collected and put into a manila envelope that will then be given to the researcher.

Homeroom teachers will receive a manila envelope containing students' questionnaires (Appendix A) and directions on administering and collecting the questionnaires during the beginning of April so they can plan accordingly to administer the questionnaire without interrupting teaching time. Homeroom teachers will ensure students that their identity will be confidential and that they will not need to write their name on the questionnaires. The researcher will ask that the questionnaires be returned by the April 13, 2012.

At the beginning of April, homeroom teachers will also receive a manila envelope containing the teacher questionnaire (Appendix B), an addressed envelope containing the parent questionnaire (Appendix C) for each parent participating, and directions to do so. Parents will be asked to answer a questionnaire for each child they have attending in grades three through eight. Envelopes will be marked with the code they have been assigned and will be informed that the number represents the grade their child is in. This way they will know which questionnaire correlates with each child. Parents will be asked to send their questionnaires back by April 13, 2012.

## Appendix B

### Directions for Elementary Teachers

- Each step of the way step by step directions on how to complete the tasks will be received.
- **Phase One** (Before the end of March):
  - Consent letters will be sent home for all parents grades three through eight along (sent home with youngest and only except for middle school students)
  - Parents with elementary and middle school level students will have two consent forms to sign.
  - Consent letters will be sent to back to teachers. These will not be given to the researcher. You will put them in a manila envelope provided to you for safe keeping.
- **Phase Two** (April 2<sup>nd</sup> – April 20<sup>th</sup>) **completed by: April 20<sup>th</sup> at the latest.**
  - Elementary level homeroom teachers
    - You will need to assign a code to each student. The researcher will give you a sheet to do so.
    - You will need to let the researcher know how many parent questionnaires you will need for those participating, along with the code numbers for the families. The researcher will code the questionnaires for you so you don't have a lot of work to do.
      - Example: Jenny Smith's parents are participating and you have assigned her the code G3 (meaning she is in third grade). You will let the researcher know you need a parent questionnaire for family G3 and the researcher will label it for you).
    - When you receive the coded envelopes, you will need to place correct provided label on each envelope.
      - Example: When you receive the envelope for Jenny Smith's family coded G3, you will stick the label that says 'To the parents of Jenny Smith' on the envelope.
    - There will be directions for families to follow inside the envelopes. As you get the envelopes back, you will place them in the provided manila envelope. Not all parents may return them.
    - You will give the students their questionnaire. This can be read aloud to the class. There will be directions for administering this. This can be done at any time, even before the parent consent forms come back.
    - You will need to print off third quarter grades and put the students corresponding code on it. If their name is visible, please remove it. These must be kept confidential.
    - By April 20<sup>th</sup> in the morning, return student and parent questionnaire envelopes and student grades with corresponding code (not name) to researcher's box in the office.
    - If parent questionnaires come back before April 28<sup>th</sup>, please place them in the researchers mail box in the office.

## Appendix C

### Directions for Middle School Teachers

- Each step of the way step by step directions on how to complete the tasks will be received.
- **Phase One** (Before the end of March):
  - Consent letters will be sent home for all parents grades three through eight along (sent home with youngest and only except for middle school students)
  - Middle school students participating will have to sign the parent consent form.
  - Parents with elementary and middle school level students will have two consent forms to sign.
  - Consent letters will be sent to back to teachers. These will not be given to the researcher. You will put them in a manila envelope provided to you for safe keeping.
  -
- **Phase Two** (April 2<sup>nd</sup> – April 20<sup>th</sup>) completed by: **April 20<sup>th</sup> at the latest.**
  - Middle school level homeroom teachers
    - After parent/student consent forms come back, assign each family a letter/number code. Researcher will give you a sheet for this.
    - You will need to let the researcher know how many parent and middle school student questionnaires you will need for those participating, along with the code numbers for the families. The researcher will code the questionnaires for you so you don't have a lot of work to do.
      - Example: Joe Johnson's family is participating and you have assigned their family the code H6 (meaning he is in sixth grade). You will let the researcher know you need a parent and middle school questionnaire for family H6 and the researcher will label it for you).
    - When you receive the coded envelopes, you will need to write the When you receive the coded envelopes, you will need to place correct provided label on each envelope.
      - Example: When you receive the envelope for Joe Johansen's family coded G6, you will stick the label that says 'To the parents of Joe Johansen' on the envelope.
    - There will be directions for families to follow inside the envelopes. As you get the envelopes back, you will place them in the provided manila envelope. Not all parents may return them.
    - You will give the students their questionnaire. This can be read aloud to the class. There will be directions for administering this. **Middle School students that did not have a consent form CANNOT take the questionnaire.**
    - You will need to print off third quarter grades and put the students corresponding code on it. If their name is visible, please remove it. These must be kept confidential.
    - By April 20<sup>th</sup> in the morning, return student and parent questionnaire envelopes and student grades with corresponding code (not name) to researcher's box in the office.
    - If parent questionnaires come back after April 28<sup>th</sup>, please place them in the researchers mail box in the office.

## Appendix D

### Test Administration Directions

Dear Teachers,

Thank you for taking time out of your already hectic schedule to administer this questionnaire. It is very much appreciated! If you feel a question needs to be explained with an example please feel free to do so, however do not lead them to an answer.

Directions:

- 1) Pass out questionnaires to students (Middle School: pass out only to students who had consent). **Make sure each student has the questionnaire with their assigned code.** Instruct them NOT to put their name on it.
- 2) Inform them that their information will be kept confidential and the researcher will never know who filled out the questionnaire.
- 3) Read the following directions BEFORE the students begin the questionnaire:
  - a. This questionnaire will be asking you questions about homework, how much help you receive from your parents, how much homework you receive, how you handle situations involving homework, etc..
  - b. You are to answer questions honestly and remember that we will never know who filled out the survey. When you are finished you will be putting into a sealed envelope.
    - i. (If you are going to read the questionnaire aloud) I will be reading the questionnaire aloud. Please follow me as I read it aloud. If you have a question, you must raise your hand.
    - ii. (If you are not going to read the questionnaire aloud) Once I tell you to begin you may. If you have a question you need to raise your hand and wait for me to come around to answer.
  - c. Please look at the survey. On the left hand side you will see a column with the title: Question. To the right you will see columns with answer choices. Answer choices will change throughout the questionnaire so make sure to pay attention to your answer choices.
  - d. Put a check mark or X in the column that matches your answer. For example the first question is: My parent/parents help at school. You will either choose to answer all of the time / every day meaning that they are at school helping out all of the time, most of the time meaning that they are not helping every day, but are at school a lot, sometimes meaning they are not at school very often, or never meaning they don't help at the school at all.
  - e. When you are done with your questionnaire fold it nicely and put it in the envelope. Seal the envelope and place it in the manila envelope titled: Student Questionnaire for Study.
  - f. You may now begin, or, we will now begin.
- 4) Once students have completed the questionnaires and have placed them in the manila envelope please seal the manila envelope. If a student was absent please do not seal it until all students have taken the survey.
- 5) In the manila envelope titled: Grades for Study, please place students third quarter grades with their corresponding code written on the top right corner. Please make sure no names are on these grade reports. (For MS students I don't need exploratory grades).
- 6) Place all of these envelopes in the researcher's mailbox in the office.

**Appendix E**

**Code Spreadsheet to Assign Families**

Spreadsheet had codes A-Z and corresponding numbers for the grade it was attended for (fourth grade A4-Z4, fifth grade A5-Z5, and so forth).

Code Assigned	Student (Family) Name
A3	
B3	
C3	
D3	
E3	
F3	
G3	
H3	
I3	
J3	
K3	
L3	
M3	
N3	
O3	
P3	
Q3	
R3	
S3	
T3	

**Appendix F**  
**Coded Spreadsheet (for amount of questionnaires needed)**

This spreadsheet was only used for grades three through five.

<b>Code Assigned</b>	<b>Student Survey Needed</b>	<b>Parent Survey Needed</b>
A3		
B3		
C3		
D3		
E3		
F3		
G3		
H3		
I3		
J3		
K3		
L3		
M3		
N3		
O3		
P3		
Q3		
R3		
S3		

## Appendix G

### Elementary Parent Consent

Dear Parents,

My name is Amber Nielsen. I teach fifth grade here at Cathedral School. I have been working on my Master's Degree over the past two years and am now completing my thesis for my final class. This study is completely voluntary; however, your involvement is greatly appreciated. All information and participants will be kept confidential.

#### Purpose of the Study

The purpose of this study is to gather and interpret information on the connection of parental involvement and its effects on student learning and success at Cathedral School. The researcher hopes to gain insight and obtain information that will help increase parental involvement in classrooms, in turn making the gap of academic achievement smaller and giving all students at Cathedral School an equal chance at success. In doing this research, the researcher hopes to gain insight into techniques and processes that will increase parental involvement throughout the school.

#### How Information Will be Collected

Data will be collected through the use of questionnaires in which all identities and information will be kept confidential.

#### Potential Risks or Discomforts of the Study

There are not any potential risks or discomforts projected in this research project. All student and parent information will be kept confidential.

#### Potential Benefits of the Study

The researcher will share her findings with the principal and Father Andrew establishing ways in which parental involvement may be increased through the perceptions interpreted during the study from students, parents, and teachers.

#### Contacts

Amber Nielsen: (715) 220-2364 or [amber.r.nielsen@gmail.com](mailto:amber.r.nielsen@gmail.com)

Mrs. Pekol: (715) 392-2976 or [pekol@superiorcathedralschool.org](mailto:pekol@superiorcathedralschool.org)

Wendy Kropid: (715) 394-8240 or [wkropid@uwsuper.edu](mailto:wkropid@uwsuper.edu)

Jim Miller: IRB Coordinator (715) 292-2585 or [jmiller@uwsuper.edu](mailto:jmiller@uwsuper.edu)

#### Voluntary Participation

Your participation is voluntary. Refusal to participate or withdraw of your consent in the study will not result in any penalty or loss of benefits. If you would like to voluntarily participate in the study please fill out and sign the attached consent form for yourself and your student/students and return in the enclosed envelope to your student's homeroom teacher no later than April 2, 2012. Researcher will not know what students and parents have sent in consent forms.

Thank you for your time and cooperation.

Sincerely,

Amber Nielsen

In giving your consent you acknowledge that:

- You have read and understand the informational letter about the research project being conducted.
- You understand that you can refuse to participate or withdraw from the study at any time and that by doing so does not affect my relationship with the school or researcher.
- You understand that your involvement in the study is completely voluntary.
- You and your student will be answering questionnaires asking questions pertaining to homework, parental involvement, and communication between home and school.
- Your name and your student/students names will be kept confidential throughout the study through the following process:
  - After receiving consent forms homeroom teachers will:
    - Assign each participating family with a letter and number code. (The number will represent the grade in which the student is in. The letter will help the researcher correlate student and parent questionnaires. The researcher will never see the code assigned to student and parents).
    - Administer student questionnaires during class. Students will complete the questionnaires and place them in a sealed envelope labeled: Student Questionnaire for Study. Students will not write their name on the questionnaires or the envelope. (Teachers will then collect them, put them in a sealed manila envelope, and give them to the researcher).
    - Give researcher students second quarter grades that correlate with their code. (The researcher will not know the student name that correlates with the grades, only their code number.)
  - After receiving consent forms you will:
    - Fill out questionnaire for each school aged child grades 3-8. (You will know what child's form is whose by using the code number which represents the grade the child is in).
    - You will not put your name on the questionnaire.
    - You will return the completed survey in a provided sealed envelope labeled: Parent Questionnaire for Study to your student's homeroom teacher. The homeroom teacher will then give it to the researcher.
- This project has been approved by the UW-Superior Institutional Review Board for the Protection of Human Subjects and designated as protocol #762.
- If you have questions about your treatment as a research subject, you may contact Jim Miller, IRB Coordinator, at [jmiller@uwsuper.edu](mailto:jmiller@uwsuper.edu) or [715/292-2585](tel:7152922585)

Parent Sign: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix H

### Middle School Parent and Student Consent

Dear Parents,

My name is Amber Nielsen. I teach fifth grade here at Cathedral School. I have been working on my Master's Degree over the past two years and am now completing my thesis for my final class. This study is completely voluntary; however, your involvement is greatly appreciated. All information and participants will be kept confidential.

#### Purpose of the Study

The purpose of this study is to gather and interpret information on the connection of parental involvement and its effects on student learning and success at Cathedral School. The researcher hopes to gain insight and obtain information that will help increase parental involvement in classrooms, in turn making the gap of academic achievement smaller and giving all students at Cathedral School an equal chance at success. In doing this research, the researcher hopes to gain insight into techniques and processes that will increase parental involvement throughout the school.

#### How Information Will be Collected

Data will be collected through the use of questionnaires in which all identities and information will be kept confidential.

#### Potential Risks or Discomforts of the Study

There are not any potential risks or discomforts projected in this research project. All student and parent information will be kept confidential.

#### Potential Benefits of the Study

The researcher will share her findings with Mrs. Pekol and Father Andrew establishing ways in which parental involvement may be increased through the perceptions interpreted during the study from students, parents, and teachers.

#### Contacts

Amber Nielsen: (715) 220-2364 or [amber.r.nielsen@gmail.com](mailto:amber.r.nielsen@gmail.com)  
 Mrs. Pekol: (715) 392-2976 or [pekol@superiorcathedralschool.org](mailto:pekol@superiorcathedralschool.org)  
 Wendy Kropid: (715) 394-8240 or [wkropid@uwsuper.edu](mailto:wkropid@uwsuper.edu)  
 Jim Miller: IRB Coordinator (715) 292-2585 or [jmiller@uwsuper.edu](mailto:jmiller@uwsuper.edu)

#### Voluntary Participation

Your participation is voluntary. Refusal to participate or withdraw of your consent in the study will not result in any penalty or loss of benefits. If you would like to voluntarily participate in the study please fill out and sign the attached consent form for yourself and your student/students and return in the enclosed envelope to your student's homeroom teacher no later than April 2, 2012. Researcher will not know what students and parents have sent in consent forms.

Thank you for your time and cooperation.

Sincerely,

Amber Nielsen

In giving your consent you acknowledge that:

- You have read and understand the informational letter about the research project being conducted.
- You understand that you can refuse to participate or withdraw from the study at any time and that by doing so does not affect my relationship with the school or researcher.
- You understand that your involvement in the study is completely voluntary.
- You and your student will be answering questionnaires asking questions pertaining to homework, parental involvement, and communication between home and school.
- Your name and your student/students names will be kept confidential throughout the study through the following process:
  - After receiving consent forms homeroom teachers will:
    - Assign each participating family with a letter and number code. (The number will represent the grade in which the student is in. The letter will help the researcher correlate student and parent questionnaires. The researcher will never see the code assigned to student and parents).
    - Administer student questionnaires during class. Students will complete the questionnaires and place them in a sealed envelope labeled: Student Questionnaire for Study. Students will not write their name on the questionnaires or the envelope. (Teachers will then collect them, put them in a sealed manila envelope, and give them to the researcher).
    - Give researcher students second quarter grades that correlate with their code. (The researcher will not know the student name that correlates with the grades, only their code number.)
  - After receiving consent forms you will:
    - Fill out questionnaire for each school aged child grades 3-8. (You will know what child's form is whose by using the code number which represents the grade the child is in).
    - You will not put your name on the questionnaire.
    - You will return the completed survey in a provided sealed envelope labeled: Parent Questionnaire for Study to your student's homeroom teacher. The homeroom teacher will then give it to the researcher.
- This project has been approved by the UW-Superior Institutional Review Board for the Protection of Human Subjects and designated as protocol #762.
- If you have questions about your treatment as a research subject, you may contact Jim Miller, IRB Coordinator, at [jmiller@uwsuper.edu](mailto:jmiller@uwsuper.edu) or [715/292-2585](tel:7152922585)

Parent Sign: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

Student Sign: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

## Appendix I

### Teacher Consent Form

Dear Teachers,

I have been working on my Master's Degree over the past two years and am now completing my thesis for my final class. My thesis focuses on parental involvement and the connections it has to student success and learning. This study is completely voluntary; however, your involvement is greatly appreciated. All information and participants will be kept confidential.

#### Purpose of the Study

The purpose of this study is to gather and interpret information on the connection of parental involvement and its effects on student learning and success at Cathedral School. The researcher hopes to gain insight and obtain information that will help increase parental involvement in classrooms, in turn making the gap of academic achievement smaller and giving all students at Cathedral an equal chance at success. In doing this research, the researcher hopes to gain insight into techniques and processes that will increase parental involvement throughout the school.

#### How Information Will be Collected

Data will be collected through the use of questionnaires in which all identities and information will be kept confidential.

#### Potential Benefits of the Study

The researcher will share her findings with Mrs. Pekol and Father Andrew establishing ways in which parental involvement may be increased through the perceptions interpreted during the study from students, parents, and teachers.

#### Contacts

Amber Nielsen: (715) 220-2364 or [amber.r.nielsen@gmail.com](mailto:amber.r.nielsen@gmail.com)

Mrs. Pekol: (715) 392-2976 or [pekol@superiorcathedralschool.org](mailto:pekol@superiorcathedralschool.org)

Wendy Kropid: (715) 394-8240 or [wkropid@uwsuper.edu](mailto:wkropid@uwsuper.edu)

Jim Miller: IRB Coordinator (715) 292-2585 or [jmiller@uwsuper.edu](mailto:jmiller@uwsuper.edu)

#### Voluntary Participation

Your participation is voluntary. Refusal to participate or withdraw of your consent in the study will not result in any penalty or loss of benefits. If you would like to voluntarily participate in the study please fill out and sign the attached consent form and return it to the researcher no later than April 2, 2012. Thank you for your time and cooperation.

Sincerely,

Amber Nielsen

In giving your consent you acknowledge that:

- You have read and understand the informational letter about the research project being conducted.
- You understand that you can refuse to participate or withdraw from the study at any time and that by doing so does not affect my relationship with the school or researcher.
- You understand that your involvement in the study is completely voluntary.
- You will be answering questionnaires asking questions pertaining to homework, parental involvement, and communication between home and school.
- Although your name will not be written on your survey, you understand that you will be identified with the grade in which you teach. (Middle school teacher's questionnaires will correlate with homeroom grades).
- This project has been approved by the UW-Superior Institutional Review Board for the Protection of Human Subjects and designated as protocol #762.
- If you have questions about your treatment as a research subject, you may contact Jim Miller, IRB Coordinator, at [jmiller@uwsuper.edu](mailto:jmiller@uwsuper.edu) or [715/292-2585](tel:7152922585)

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix J**

**Student Questionnaire**

(Format changed when transferred from original file)

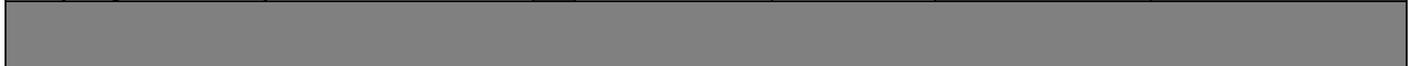
Question	All of the time / Every day	Most of the time	Sometimes	Never
My parent/parents help at school.				
I spend time at school wisely.				
My parents help me study for tests.				
My parents ask me if I have homework.				
My parents ask me if I have a test to study for.				
I have projects to do at home.				
My parents help me with home projects.				
My parents go over my graded work and help me see what I got incorrect?				
My parents have me fix the problems I got incorrect after my work is graded.				
My parents look over my assignment before it is due to check for errors.				
My parents have me fix what I have wrong on my assignment before I turn it in.				
I fix what my parents found wrong.				
I use what I learn at school at home.				
I share what I have learned at school with my parents.				
My parents ask me what I have learned at school.				
I ask my teacher for help with my work.				
My parents ask the teacher for help with my homework because we don't understand what the directions are.				
When I get home I understand the directions to my homework.				
When I am absent, I understand the directions for my homework.				
When I am absent, directions are sent home for my homework.				
I feel comfortable asking for help with homework at home.				
I feel comfortable asking for help at school with my work.				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I bring home corrected work to my parents.				
I ask my teacher questions outside of school				

about my homework.				
I email my teacher or call them after school for help with my homework.				
I am informed about when I am missing work.				
I feel comfortable talking to my teacher.				
I get praise from my teacher.				
I hear or read positive comments from my teacher.				
My teacher is patient with me.				
I am in trouble at school.				
When I get in trouble at school I get a consequence.				
(4 <sup>th</sup> grade and up) I look at my grades on Engrade.				
My parents go through my folder for information and graded work.				
I empty my folder and give my parents information and graded work.				
My work is displayed around the school.				
I enjoy seeing my work displayed.				
I am greeted in the morning by my teacher when I come to school.				
My parents walk me to my classroom.				
My parents stay and talk to the teacher in the morning.				
I enjoy coming to school.				
I feel welcome at school.				
I think that the school is kept clean.				
I receive rewards for getting good grades.				
I show my parents my high grades.				
I show my parents my low grades.				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am motivated to get good grades.				
I care about what my grades are.				
I feel proud of myself when I get good grades.				
I feel proud to show my parents my good grades.				
My parents show me they are proud of me when I get good grades.				
I feel I am being challenged at school.				

Question	Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework do you have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How much time do you spend studying for tests?				
How long does it take you to get to school?				



Question	Yes	No		
Do you have internet at home?				
Do your parents help you with your work now as much as they did when you were younger?				
Do you like your parents being involved in the school?				
Do you go to Latchkey in the afternoon?				



Please answer the following questions in the empty box on the right.	
What subject/subjects that your parents have a hard time helping you with at home?	
If you have a lot of homework at night, why do you think you do?	
What do you consider a bad grade?	
What do you think parent involvement means?	

**Appendix K**

**Parent Questionnaire**

(Format changed when transferred from original file)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough parent teacher conferences.				
At parent teacher conferences my questions and concerns are listened to and answered.				
My concerns about my student's performance are heard.				
There are ample amounts of communication between my student's teachers and myself.				
I can easily communicate with staff at school.				
I am contacted with positive feedback about my student.				
I am contacted about concerns with my student.				
I feel there are enough volunteer opportunities at school.				
I volunteer my time to the school.				
I am informed about the different volunteer opportunities at the school.				
There are enough family events at school to bring my student to.				
I am a member of CHASA.				
There are enough connections between my student's classroom and the community.				
I feel welcomed when I am in the school building.				
The school grounds are kept clean.				
My student is motivated at school.				
My student enjoys going to school.				
My student is motivated to get good grades.				
My student cares about his/her grades.				
My student is being challenged at school.				
I feel my child wants me involved in his/her education.				
I feel that I have enough resources available to help my student with their academics at home.				
I feel that my student's spiritual, emotional, physical, and cognitive development is being met.				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am available to help my student every night with their homework.				
My student spends his/her time wisely at school.				
I help my student study for upcoming tests.				
I help my student with at home projects.				
I am as involved in my student's education as I				

was when they were younger.				
I feel there are difficulties such as work, transportation, young children, etc...that are keeping me from being as involved with my student's education as I would like to be.				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I ask my student if they have upcoming test and/or projects.				
I look over my student's assignments before they are graded.				
I have my student fix the problems I found incorrect before they turn it in.				
I go over with my student their graded work.				
I have my student fix, on their graded work, what they got incorrect.				
I ask my student what they learned at school.				
My student is able to connect what they learn at school at home.				
I feel that my student feels comfortable asking their teacher for help.				
I ask classroom teachers for help to understand the directions on my students work if I don't understand them.				
When my student is absent, I pick up their work.				
When my student is absent, directions are sent home with their homework.				
I feel that teachers give my student detailed directions when they are absent.				
Question	All of the time / Every day	Most of the time	Sometimes	Never
I show my student his/her grades on Engrade (4 <sup>th</sup> and up).				
I am informed about upcoming test dates by teachers.				
I am informed about projects students must complete at home by teachers.				
I go through my student's folder.				
My student goes through his/her folder and gives me the needed information/corrected work.				
I received Looking Ahead on time.				
I received Newsletters, emails, and/or teacher notes from my students teacher/teachers.				
I attend CHASA meetings.				
I am welcomed or greeted when I enter the school.				

I see my students work displayed in the classroom.				
I walk my student to their classroom.				
I am greeted by the teacher when I enter the classroom.				
<b>Question</b>	<b>Two or more hours</b>	<b>One hour</b>	<b>30 minutes</b>	<b>Less than 30 minutes</b>
How much homework does your student have each night in the following subjects:				
Religion				
Math				
Social Studies				
English				
Reading				
Language Arts/Spelling				
How long does it take you to drive to school?				
<b>Question</b>	<b>Yes</b>	<b>No</b>		
Do you have internet at home?				
Do you have internet at work?				
Are there consequences for poor grades at home?				
Are rewards given for good grades?				
Do you read with your student at home? (If they are older did you read to them when they were younger)				
Do you view your student as independent?				
Did you enjoy school as a child?				
Please answer the following questions in the empty box on the right.				
What is the best time you are available to volunteer at the school?	Morning	During School	After School	
If you felt your students emotional, spiritual, cognitive, and physical development were not being met; please indicate the areas you feel they are not.				
What activities is your student involved in outside of school.				
What do you consider a poor grade?				
What is the most common way you are contacted by teachers?				
Are there any subjects you have a hard time helping your student with?				
How many children do you have at home? How many of these children are school aged?				
What do you view as parental involvement?				

**Appendix L**

**Teacher Questionnaire**

(Format changed when transferred from original file)

Question		Strongly Agree	Agree	Disagree	Strongly Disagree
The parents in my classroom are involved in their student's education.					
I feel that parents volunteer enough time at the school.					
I feel that parents help with homework too much in my classroom.					
My students show motivation for learning.					
Students whose parents are involved at home have a better success rate.					
Students can easily ask me for help with their homework.					
I get frustrated because students ask questions too quickly before using critical thinking and resources.					
When a student is absent I send home detailed directions with their work.					
When a concept is difficult I send home detailed directions for parents to help their student with homework.					
I personally inform parents of upcoming test dates through a parent letter. (Not Looking Ahead)					
I personally inform parents of upcoming project due dates through a parent letter. (Not Looking Ahead)					
I personally inform parents of upcoming school events through a parent letter. (Not Looking Ahead)					
Parents can easily communicate with me.					
There are enough opportunities to speak with parents.					
There are enough parent teacher conferences. If no please explain:					
Question		Strongly Agree	Agree	Disagree	Strongly Disagree
There are enough connections made between					

school and community.					
There are enough connections made between school and home.					
Parents have a voice in school functions and decisions.					
There are enough resources available for parents in order for them to successfully help their students at home to the best of their ability.					
I have enough time to help students with their work.					
I received enough training in order to engage parents to the fullest in my classroom.					
I have a clear understanding of when I am supposed to contact a parent.					
I have received enough training about ways in which to communicate with parents.					
I feel prepared to confront parents about situations that occur in the classroom.					
Question		All of the time / Every day	Most of the time	Sometimes	Never
Parents contact for help in understanding what homework is asking.					
Parents ask for resources to help their student with homework at home.					
I contact parents about missing work.					
I contact parents about concerns with behavior or academics.					
I contact parents when I have something positive to say about a student.					
Question		All of the time / Every day	Most of the time	Sometimes	Never
I attend CHASA meetings.					
I greet parents when I see them in school.					
I display work students have created in my classroom.					
Parents walk their student to my classroom.					
I speak to parents in the morning before school starts.					
Question		Two or more hours	One hour	30 minutes	Less than 30 minutes
How much homework does your student have each night in the following subjects: (Middle School teachers just answer for your content area)					
Religion					

Math					
Social Studies					
English					
Reading					
Language Arts/Spelling					
Question		Yes	No		
Do you have internet at home?					
Please answer the following questions in the empty box on the right.					
Do you feel there is a subject parents have a harder time helping with at home?					
What form of communication do you use most often with parents?					
What do you view as parental involvement?					