

Perceptions of the Norwood Community Regarding its Existing Educational System and Possible Amalgamation

**by Joseph P. Reser
1973**

The Institute of Urban Studies





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PERCEPTIONS OF THE NORWOOD COMMUNITY REGARDING ITS EXISTING EDUCATIONAL SYSTEM AND POSSIBLE AMALGAMATION

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Perceptions of the Norwood Community
Regarding Its Existing
Educational System
and
Possible Amalgamation

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This report presents data gathered in the Norwood School Division (Winnipeg, Manitoba) during the months of June and July, 1973. The purpose of the report is descriptive rather than interpretive, and is more concerned with salient perceptions than why community respondents feel the way they do. Target areas were basically level of awareness, sense of participation, and attitudes toward the existing educational program and possible amalgamation. The research was conducted by the Institute of Urban Studies of the University of Winnipeg for the Norwood School Board.

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Methodological Note

This report includes an Appendix which lists relative frequency tables and mean ratings for all attitudes/perception responses included in the survey. It is imperative that one appreciate the following concerning interpretation of these tables.

The means and relative frequencies given in the tables include those respondents who either did not answer or who indicated No Opinion/No Response. This is quite appropriate with respect to the relative frequencies, but can be deceptive; it is inappropriate with respect to the mean ratings, as they are artificially lowered. It is, therefore, very necessary to appreciate the percentage of individuals who are not responding to a particular item, and weight mean ratings and relative frequencies accordingly. For example, if 50% of a sample indicated No Opinion/No Response and the remaining 50% rated the item as 5, the mean rating would appear to be 2.5 (when in fact it should be 5), and it might appear that only 50% of the respondents perceived the item as excellent, when in fact all people holding an opinion held an excellent one. Despite the above, the format which follows is quite interpretable, the verbal evaluation takes into account the above qualification, and there is considerable precedent for organizing the data as it is presented. Appreciable distortions of mean ratings only occur when there are a number of individuals who have indicated No Opinion on an item.

Erratum

A slight but consistent error appears in all relative frequency tables in the Appendix. The number of English community residents was 41, not 45; the number of English parents was 25, not 26; the number of English students was 24, not 28. The total numbers for resident, parent and student samples re tables become 52, 39, and 36 respectively. The disparity between the above numbers and original sample sizes is accounted for by subjects who indicated a principal language other than English or French. These number errors do not in any way influence the tabled data, which was based on correct numbers of respondents.

Statement of Objectives

The objectives of this survey were to assess perceptions of Norwood residents toward their existing school system and possible amalgamation. Independent sampling of parents, students, teachers, and administrators was also undertaken, to assess differing perspectives and to insure the accuracy and representativeness of subpopulation views. The principal target areas selected, apart from a general evaluative dimension, were attitudes toward administration, teaching, curriculum, facilities, participation, and communication. In addition to the above an attempt was made to assess feelings toward, and anticipated consequences of possible amalgamation. Principal language of all respondents was noted in order that an English/French stratification and comparison be possible.

Description of Design/Method

The design of the survey incorporated a simple probability sample of the Norwood Community, and stratified probability sampling of specific subpopulations, namely parents, students, teachers, and principals. This type of sampling procedure insures that information and perceptions are representative of designated populations within narrow and specified limits of accuracy. Samples were randomly selected from complete listings of residents and subpopulations. Some difficulty was encountered as a relatively large number of individuals refused to respond to the questionnaire; this, in effect, changes the definition of the resident sample to those individuals willing to respond to the survey. The total number of individuals in each sample, and numbers of attempts/refusals are given in the table on the following page.

The subpopulation of parents was randomly drawn from a total listing of all students attending schools in the Norwood district. The subpopulation of students was drawn from a complete listing of students attending either Nelson McIntyre or Precious Blood highschools. Therefore this student sample represents only those students of high school age. The samples of teachers and principals were drawn from a listing of all teaching and administrative staff at all Norwood schools. The principal "sample" is in fact the total population of principals.

The format of the survey - most particularly for the Norwood resident sample - was a structured interview situation in which respondents

Sample Sizes and Attempted Contacts

<u>Sample Group</u>	<u>Needed</u>	<u>Completed</u>
Community	40	56
Parents	40	40
Students	40	40
Teachers	20	25
Principals	5	5

<u>Sample Group</u>	<u>Total Attempts</u>	<u>Refused</u>	<u>Unable To Contact</u>	<u>Ineligible</u>
Community	125	34	23	12
Parents	66	12	10	4
Students	40	-	-	-
Teachers	25	-	-	-
Principals	5	-	-	-

Categories of attempted but uncompleted questionnaires:

Refused: an outright refusal.

Unable to Contact: phoned or went back to residence at least 2 times - usually more but unable to contact resident.

Ineligible: Parents - new residents, vacant dwelling or error in sample address from school division. Community - business establishments or error in sample address or phone from Henderson's Directory.

simply filled in the survey questionnaire (see appendix: p.69).

If in fact a selected resident was not at home, either one or several follow-up calls were made, or a questionnaire and an explanatory note (see appendix: p. 76) were left for the resident, and a phone call was made either that evening or the following day to determine when it would be convenient to pick up the completed questionnaire. Essentially the same procedure was followed for the parent sample. Responses from the student sample were obtained from preselected students on a ~~predesignated~~ afternoon at the two schools involved. Questionnaires from teaching and administrative staff were simply obtained by distributing them to predetermined individuals with a request for completion and return of same.

The response data was analyzed in terms of relative frequencies of responses and mean ratings for each of the independent samples. In addition absolute frequency distributions were made for responses to all open-ended items, and rank order analyses were made for preference rankings of amalgamation options. Again, the above analyses were made independently for each of the subpopulation samples. No correlations were run between demographic data and item ratings as this would not have provided either useful or additional information to that given by the above analyses. It might also be noted that a survey research design such as the one employed can only give one a summary description of the raw data, it cannot demonstrate causal relations nor provide a functional analysis.

Summary Description of Populations Sampled(Demographic Data)

Responses to the information items on the questionnaire indicate the following about the Norwood resident sample:

Age

The mean age of the community resident sample was 43; the range was 13 to 83. There was only one instance of a 13 year old respondent, the remaining age range was evenly distributed between 20 and 83. The average age of the English parent sample was 41, for the French parent sample was 34. The mean and most frequent age of student respondents was 17, but included individuals from 15 through 19.

Principal Language

The language breakdown for the community resident sample was roughly 73% English, 20% French, and 7% other. This was based on responses to item 4 in the questionnaire, which asked for the principal language spoken in resident's home. It should be noted that there are many respondents of French extraction who probably speak English in their homes - if this is in fact the case, the proportion of "French" respondents is underestimated in the above figures, and the converse is true for English proportions. The corresponding figures for the parent sample were 62% English, 35% French, and 3% other. For the student sample these same figures were 60% English, 30% French, and 10% other. The teacher sample constituted 88% English and 12% French. The absolute frequencies for the above breakdown can be readily determined from any table in the appendix.

Marital Status

Of the community residents who responded to this item, 86% indicated that they were married, 8% indicated they were single, 2% were separated or divorced, and 4% were widowed. Parent responses to this item indicated that 82% were married, 2% were single, 8% were separated or divorced, and 8% were widowed.

Length of Residence

The mean length of residence for the community sample was 20 years for English respondents (range was 1-60 years) and 11 years for French respondents (range was 1-31 years). The corresponding figure for English parents was 15 years mean residency (range was 1-53 years) and for French parents was 11 years mean residency (range was 1-19 years). It might be noted that there was a very even distribution of length of residency over the above ranges.

Children Enrolled in Norwood Schools

Of the community residents sampled, 32% of the English respondents have one or more children attending Norwood schools, and 54% of the French respondents have one or more children enrolled in Norwood schools. None of the English respondents and only one of the French respondents indicated that they have one or more children attending St. Boniface schools. The above figures indicate that parents were very well-represented in the community resident sample.

Own/Rent

Responses to the above indicate that 66% of the English community resident sample and 91% of the French community resident sample own their own homes. The corresponding figures for the parent sample indicate that 88% of the English respondents and 86% of the French respondents own their own home.

Summary Description of Findings re:
Specific Target Areas

What follows is a brief description of survey findings regarding specific target areas, along with observations and qualifications possibly helpful to interpretation. On the following page is an outline of the target areas which were selected for investigation. Any particular target area may have been tapped by a number of items on the questionnaire, and relevant items are indicated in the outline. The survey instrument also included a number of open-ended items which were relevant to many of the target areas. In instances where these subjective comments are of particular importance to a given target area, indication of this will be made when discussing perceptions regarding this area. An appreciation of the comments that follow will necessitate continual referral to the relevant items and frequency tables in the Appendix. The items and relevant tables are simply listed in numerical order, as they are found in the questionnaire.

A number of general observations should be made before the reader proceeds to the following discussion re target areas.

1. When examining the relative frequency of responses and mean ratings for different samples, keep in mind that the single best index of how the Norwood Community perceives its educational program is given by the responses of the community resident sample. This sample constitutes a simple probability sample of the community as a whole, and therefore reflects the views and perceptions of all other subpopulations, including parents, teachers, and so forth. The separate sampling of the various subpopulations simply insures that one can accurately and independently assess certain subpopulation views in addition to that of the community

Target Areas

- I. Awareness items 10, 12, 35, 37
and indirectly by % of respondents
choosing response 0 or not res-
ponding on scale items.
- II. Perception of existing school program
- A. General evaluative item 13
comparative evaluation item 14
 - B. Administration items 18, 23, 31, 33, 34
 - C. Teaching items 15, 23, 31
 - D. Curriculum items 16, 19, 20, 21, 22, 25,
28, 29 30
 - E. Facilities items 17, 27
 - F. Communication/
Information items 10, 12, 37, 38
 - G. Participation items 26, 34, 35, 36
 - H. Cost items 32, 33, 34
- III. Amalgamation items 39, 44, 45, 46, 47

as a whole. The heading "total sample" in the tables refers to the combined total of all samples. The frequencies and mean ratings falling under this heading are not entirely accurate estimates of population values, as the sample sizes of the subpopulations which comprise this total are not in accord with the relative sizes of the subpopulations in the actual Norwood Community.

2. The reader must be sensitive to the relatively large number of respondents who either did not fill in the items, or who indicated "no opinion/do not know". If one wishes to examine the distribution of responses for only those individuals who in fact held specific opinions, The relative frequencies and mean ratings must be proportionately increased.

3. The relative frequencies and mean ratings based on very small sample sizes should be evaluated with care, as a very small sample may give a very inaccurate estimate of true opinion in a population. This is particularly true of the subpopulation of French teachers (13 individuals), but may be responsible for some inaccuracy in the statistics for all of the French subpopulation samples.

4. It was particularly difficult to summarize responses to open-ended questions. The relevant frequency tables in the appendix of this report reflect some categorizing of responses on the part of the researcher. Where there were important though subtle distinctions between responses, separate categories were maintained; information value was deemed more important than possible redundancy. Also these tables are ordered in terms of absolute frequency of response; hence the most salient items will be found at the top of each list.

Awareness

The question of awareness is tapped most directly by item 12, but also by items 10, 37, and 38 (See respective relative frequency tables in Appendix). The responses of the Norwood residents are perhaps most significant here. Roughly 39% of the English residents and 54% of the French residents indicated that they do know what kind of education the Norwood schools are providing (item 12). About 46% of the resident sample indicated that they receive sufficient information about the Norwood schools (item 10), and roughly 52% of the English residents and 64% of the French residents either agreed or strongly agreed that the Norwood community is kept adequately informed of school events, policy, and educational objectives (item 38). Perceptions concerning awareness do vary somewhat for the other sub-populations sampled, but not substantially. There are two understandable exceptions here, i.e., both teachers and principals' responses indicate greater perceived awareness. The student responses concerning the above items are interesting, as they consistently indicate a somewhat lesser amount of awareness.

Response data does indicate a fairly high degree of perceived awareness. Some additional support for this conclusion is that a relatively high frequency of residents indicated "being well-informed" as the thing liked most about the Norwood School System (See Appendix: Item 40). Recent Gallop educational polls find very little awareness on the part of residents, although their measures are more indirect, i.e. awareness is assessed re: correct responses to factual questions concerning school system. It might also be kept in mind, though,

that the relatively high frequencies of No Response/No Opinion itself indicates that actual awareness may be less than what the above data might indicate.

General Evaluative

The most general evaluation of the Norwood Division is given by responses to item 13 (See Appendix). Approximately 46% of English residents and 64% of French residents rate the general quality of education as good or excellent. One should note differences between the perceptions of other subpopulations here, parents and teachers giving the highest ratings. It would appear that the Norwood Division is rated fairly positively by all respondents. It should be kept in mind too, that the relative frequencies given include those individuals who gave no opinion or no response. If one considered only those individuals who actually indicated an opinion, the relative frequency of favorable ratings becomes substantially greater, and mean rating becomes proportionately more positive.

It is also of interest to see how the Norwood Division is rated relative to neighbouring school districts, both to give more meaning to the above ratings and to assess perceived advantages/disadvantages re: amalgamation (See Appendix: item 14). It is apparent that the quality of education provided by the Norwood schools is perceived as superior by almost all of the sampled groups. The one exception is in the case of students. The finding here is not entirely clear, although it is apparent that the large % of no responses for the French students has artificially lowered their rating of neighbouring school systems. It is also apparent that English students do perceive the Norwood school system less positively than they do neighbouring systems.

Administration

Items tapping perception of administration include 18, 23, 31, and 33 (See Appendix). Items 18 and 33 refer directly to the Norwood School Board; items 23 and 31 refer more generally to teaching and administrative staff. It would appear that the policies and efficiency of the Board itself are viewed as either good, or at least adequate by all sampled groups. There is, however, a high incidence of No Opinions, particularly so for the community resident sample. This would indicate that respondents find it difficult to evaluate something about which they probably have very limited knowledge. Responses to items 23 and 31, relating more to general competence and awareness on the part of the administration in general, indicate more positive perceptions. Examination of relative frequencies does indicate, however, that community residents have less positive perceptions and a much higher incidence of No Opinions. It should also be noted that the policies of the School Board were mentioned relatively frequently by the parent sample as the thing most liked about the Norwood School System and in one instance by the resident sample (See Appendix: Item 40).

Teaching

Perceptions toward the teaching provided by the Norwood Schools are tapped by items 15, 23, and 31 (See Appendix). Item 15 is the most direct indicator; items 23 and 31 are more general, and were discussed immediately above. Examination of the relative frequency table for item 15 indicates that the teaching provided is viewed very positively. Again the high incidence of No Opinion for the resident

sample should be noted. An additional indication of the very favorable attitudes toward the Norwood teaching staff is indicated by responses to item 40 (See Appendix). Teaching staff constitutes the first, second, and third most frequent response for the thing most liked about the Norwood School System for the resident, student, and parent samples, respectively.

Curriculum

A substantial number of questionnaire items refer to the target area of curriculum. Included in these items are a number of questions relating to specific programs and policies. A breakdown of all items is given below:

- Item: 16 Curriculum (general)
- 19 Family Life Program
- 20 Trimester System
- 21 Continuous Progress
- 22 Open Area School
- 25 Experimentation/Evaluation
- 28 Vocational/Business Preparation
- 29 College Preparation
- 30 Immediate Employment Preparation

An assessment of attitudes toward the above items demands an examination of the relevant frequency tables. The curriculum in general (item 16) is seen as either good or adequate, although there is some variability between subpopulations. It is interesting that the ratings of French parents and community residents is substantially higher than that of other subpopulations; the perceptions of French students however are more in line with those of their English counterparts - and less

positive than those of any other sample. Students also rated curriculum as a serious problem area more frequently than did any other group of respondents (See Appendix: Item 43).

Several curriculum items do stand out as being very salient to the perceptions of respondents. The trimester system was overwhelmingly chosen by students as the thing liked most about the Norwood School System (See Appendix: Item 40), and it was the most frequent item cited by parents, the third most frequent item cited by residents, and the fourth most frequent item cited by teaching staff. Curriculum experimentation and innovation was another area that was very favorably perceived, as indicated by responses to item 25 and 40. The one curriculum item that stands out as being very negatively perceived is the Open Area Concept. In addition to responses to item 22, this can best be seen by reference to items 41 and 42 in the appendix.

Facilities

The perception of facilities was tapped by items 17 and 27 (See Appendix). Item 17 related to general physical facilities, while item 27 was a statement concerning the adequacy of guidance and counseling services provided by the Norwood Schools. Perception of physical facilities is positive for all samples as a whole, but there are real differences between groups. Perceptions of parents and residents are quite positive, while perceptions of students and teachers are substantially lower. Physical facilities are mentioned quite often in the open-ended items 40-42, but they appear to be perceived positively as often as they are perceived negatively. Facilities are frequently indicated as a real problem area, though, in item 43 (See Appendix)

particularly by students. In general it appears that the facilities are seen more positively by those who don't use them. The guidance and counseling services provided by the Norwood Schools are generally rated as adequate (See Appendix: Item 27), but there is some strong disagreement indicated. This is an item that is also often mentioned as an area of needed improvement (See Appendix: Item 42).

Communication/Information

Attitudes toward communication and information are measured by items 10, 12, 37, and 38 (See Appendix). There is some difficulty in assessing perceptions in this area because there is often no clear distinction made, both in items and responses, between adequate information dissemination and the exchange of and sensitivity to differing views. In addition a communication problem may be one between residents and school administration, parents and teachers, schools and schools, and so on. Items 10, 12, and 38 all refer pretty specifically to adequate communication of information between schools/teachers and parents/residents and was covered previously under the heading of awareness. Item 37 refers to the adequacy of student progress reports via report cards and conferences (See Appendix). It would appear that parents particularly are quite satisfied with the present system.

Despite the above, communication, both as a problem category and as a positive perception, comes up frequently in response to items 40-42. The context is such that respondents are here referring to communication in a more basic sense, and it does appear that a number of individuals do perceive real communication problems and they appear to be equally distributed among respondent samples.

Participation

Felt involvement and voice in the Norwood School System is addressed by four principal items 11, 26, 35, and 36 (See Appendix). Items 11 and 26 directly assess real participation and effective voice; items 35 and 36 are more concerned with the freedom to make suggestions, and whether or not these suggestions are listened to. It appears that the majority of parents feel they have an effective voice about how the Norwood Schools should operate, but this is more true for English parents (64%) than it is French (43%). Students apparently feel they have little voice, although again there is a substantial difference here between English (21%) and French (42%) students. Roughly one half of the community residents that responded to item 11 indicated sufficient voice, although again note the English/French difference (See Appendix). Item 26 couches the same question in a somewhat different way, and the response frequencies to this item are more demonstrative of real uncertainty on the part of most respondents as to whether they play a meaningful role in the decision-making of the Norwood School System.

Responses to items 35 and 36 indicate general agreement that there is freedom to make suggestions and that they will be heard, but note some strong disagreement. Also sensitivity of system to community and individual needs are concerns frequently mentioned in items 40-42 (See Appendix) and also with respect to amalgamation (See Appendix: item 47).

Cost

Perception of reasonableness of cost and efficiency with which the Norwood System is run are tapped by items 32, 33, and 34. This data is perhaps best appreciated by examination of respective tables (See Appendix). In general it evidences general agreement with the cost of education and efficiency of the school administration, but responses to item 34, concerning willingness to accept an increased tax load are less positive. Many respondents are either undecided or disagree with any necessity for increased taxes. Costs are mentioned with regard to the amalgamation question, but respondents differ on whether amalgamation would result in increased costs or savings (See Appendix: items 46 and 47).

Amalgamation

Perceptions toward amalgamation were assessed by a number of items and in several ways. The most direct assessment was made by directly asking respondents whether they would be in favour of the Norwood School Division merging with one or several adjoining school districts in the Winnipeg area (See Appendix: Item 44). One must examine the relative frequency of responses to appreciate how people responded to this question. It is apparent that fewer respondents are in favour of amalgamation than opposed, but at least for French residents, English students, and English teachers, there are an equal number of yeas and nays. In addition, a substantial number of respondents appear to be undecided about the issue. The most adamantly opposed sample appears to be principals (80%), then French parents (57%), then French students (50%), then English parents (48%).

Respondents were also asked to rank a number of alternatives with regard to possible amalgamation, one of the alternatives being to leave the Norwood Division as it is. It was thought that specific proposals with regard to amalgamation would be more informative and possibly less aversive than a simple yes/no response to amalgamation. The rank orderings of these options, by sample, is indicated in the Appendix (Item 45). Two things are immediately apparent from the rank orderings. First, most respondents would prefer to leave the Norwood Division as it is. Second, a merger of the Norwood System with the Greater Winnipeg School System is almost unanimously seen as the least desired option. The consensus of opinion on these items can be seen from the relative frequencies associated with the rankings. In the

case of French community residents, 100% rated a merger with Unicity as the least desired option (#5), and this sentiment was closely echoed by other samples. Every sample but that of French community residents rated the status quo as the most desired option, and in two instances it was actually 80% of the sample which rated it thus. The desirability of other options appears to depend upon the particular sample one is dealing with. It would appear that a merger with St. Vital is more palatable to English samples and the Norwood teaching staff (and French students), whereas amalgamation with St. Boniface is seen as more desirable to French respondents generally. It should be mentioned that the rankings in the table for item 45 are based upon a rank ordering of mean ranks for each item, and the relative frequencies given simply indicate the % of respondents who actually ranked an option at the rank which is indicated. Also, French teachers are simply included along with English teachers in the teacher sample.

An analysis of why respondents hold the perceptions they do with regard to amalgamation can best be seen by reference to Tables 46 and 47 in the Appendix. These tables simply list perceived advantages and problems for amalgamation in general; they do not specify particular mergers. The principal perceived advantages relate around lowered costs/greater efficiency and the increase and improvement of facilities. Principal perceived problems interestingly enough, also emphasize costs, but include bureaucratic problems in general (see especially the teacher sample), language/prejudice obstacles, and simply the mechanical problems of merging several school systems (e.g. integration of curriculums).

Concluding Observations Concerning
General Findings of Survey

An overall observation concerning findings would be that they are generally quite favorable, indicating that Norwood residents are by and large satisfied with their educational system. Along with this should go the professional observation that many respondents indicated that they hold no opinions (and presumably had little knowledge), and in the absence of real opinions people tend to rate items as slightly positive. This should not be taken as a serious qualification, though, as many respondents rated various facets of their educational program extremely highly, and extremely positive ratings are generally infrequent and indicate quite strong attitudes and perceptions.

What is noteworthy are the differing perceptions from sample to sample regarding specific items. Parents and residents often hold substantially different views than students and teachers. In addition the French/English stratification also accounts for some interesting differences in perceptions, but often not in cases where one would think it would. Again, it should be noted that language differences may be somewhat exaggerated in the data, as the criterion used was principal language spoken in the home. The differing perspectives above and the general information value of the data will rest upon a thoughtful and comprehensive scanning of the response data in the Appendix.

With regard to amalgamation, there was obvious consensus that leaving the Norwood Division as it is would be preferable, but this conclusion should be somewhat tempered. There was little evidence of extremely polarized views, with a few exceptions. Many respondents

indicated this by the concreteness and specificity of perceived advantages to amalgamation, versus the more generalized and diffuse nature of perceived problems. It is also noteworthy that there are sharply different perspectives regarding amalgamation as one goes from sample to sample. Here parents and residents appear to be more adamantly against change than are students or teachers.

The above should simply serve as a qualification to the "obvious" conclusion that residents are totally opposed to partial amalgamation of the Norwood Division. Responses would indicate that individuals are somewhat unsure of their feelings, are aware of possible advantages, and have confidence in the administrative and decision-making bodies of their school system.

Item #10. Do you feel that you receive enough information about the Norwood School System?

19

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Yes	51.8%	46.3%	45.5%	56.0%	78.6%	41.7%	33.3%	54.5%	66.7%	80.0%
No	35.5	36.6	36.4	44.0	21.4	50.0	58.3	22.7	0.0	0.0
No Response	12.7	17.1	18.2	0.0	0.0	8.3	8.3	22.7	33.3	20.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5

Item #11. Do you feel that you have enough voice about how the Norwood School System should operate?

20

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Yes	46.4%	36.6%	45.5%	64.0%	42.9%	20.8%	41.7%	63.6%	100.0%	80.0%
No	38.0	34.1	36.4	32.0	50.0	70.8	50.0	18.2	0.0	0.0
No Response	15.7	29.3	18.2	4.0	7.1	8.3	8.3	18.2	0.0	20.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5

Item #12. Do you feel you know what kind of education the Norwood Schools are providing for students?

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Yes	54.8%	39.0%	54.5%	48.0%	64.3%	45.8%	50.0%	86.4%	100.0%	80.0%
No	17.5	26.8	18.2	20.0	21.4	16.7	16.7	4.5	0.0	0.0
Undecided	18.7	14.6	9.1	32.0	14.3	33.3	25.0	4.5	0.0	20.0
No Response	9.0	19.5	18.2	0.0	0.0	4.2	8.3	4.5	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5

Item #13. How would you rate the general quality of education provided by the Norwood Schools?

22

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Excellent	6.0%	7.3%	0.0%	8.0%	14.3%	0.0%	8.3%	9.1%	0.0%	0.0%
Good	52.4	39.0	63.6	64.0	50.0	50.0	33.3	68.2	33.3	100.0
Adequate	19.9	17.1	9.1	20.0	21.4	29.2	25.0	18.2	33.3	0.0
Mediocre	5.4	2.4	0.0	4.0	14.3	12.5	8.3	0.0	0.0	0.0
Poor	.6	0.0	0.0	0.0	0.0	4.2	0.0	0.0	0.0	0.0
No Opinion/ No Response	15.7	34.1	27.3	4.0	0.0	4.2	25.0	4.5	33.3	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	3.11	2.49	2.82	3.64	3.64	3.17	2.67	3.73	2.33	4.0

Item #14. How would you rate the general quality of education provided by neighbouring school districts in the Winnipeg area?

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Excellent	3.0%	2.4%	0.0%	0.0%	7.1%	4.2%	0.0%	4.5%	0.0%	0.0%
Good	44.0	26.8	54.5	48.0	50.0	70.8	16.7	54.5	0.0	80.0%
Adequate	18.7	17.1	9.1	12.0	7.1	20.8	33.3	22.7	33.3	20.0
Mediocre	1.8	2.4	0.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0
Poor	0.6	2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No Opinion/ No Response	31.9	48.8	36.4	36.0	35.7	4.2	50.0	18.2	66.7	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating	3.12	1.78	2.46	2.36	2.57	3.67	1.67	3.09	1.00	3.80

Item # 15. How would you rate the quality of teaching which is provided by the Norwood Schools?

24

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Excellent	10.2%	7.3%	9.1%	16.0%	14.3%	4.2%	8.3%	18.2%	0.0%	0.0%
Good	42.8	36.6	45.5	44.0	50.0	41.7	41.7	59.1	0.0	60.0
Adequate	25.9	22.0	18.2	24.0	21.4	33.3	50.0	13.6	100.0	20.0
Mediocre	5.4	0.0	0.0	4.0	14.3	16.7	0.0	4.5	0.0	0.0
Poor	1.2	0.0	0.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0
No Opinion/ No Response	14.5	34.1	27.3	8.0	0.0	4.2	0.0	4.5	0.0	20.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating	3.12	2.49	2.82	3.40	3.64	3.21	3.58	3.77	3.00	3.00

Item # 16. How would you rate the curriculum (educational program) which is followed in the Norwood Schools?

25

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Excellent	6.6%	7.3%	0.0%	8.0%	14.3%	4.2%	16.7%	0.0%	0.0%	0.0%
Good	47.0	29.3	72.7	40.0	64.3	45.8	41.7	63.6	33.3	100.0
Adequate	19.3	14.6	0.0	36.0	7.1	20.8	25.0	27.3	33.3	0.0
Mediocre	5.4	4.9	0.0	4.0	0.0	12.5	8.3	4.5	0.0	0.0
Poor	3.6	0.0	0.0	4.0	0.0	12.5	8.3	0.0	0.0	0.0
No Opinion/ No Response	18.1	43.9	27.3	8.0	14.3	4.2	0.0	4.5	33.3	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating	2.93	2.07	2.91	3.20	3.50	3.04	3.50	3.46	2.33	4.00

Item # 17. How would you rate the general facilities (e.g. buildings, science and recreational facilities, etc.) which are available in the Norwood Schools?

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Excellent	14.5%	17.1%	18.2%	24.0%	35.7%	0.0%	0.0%	4.5%	0.0%	40.0%
Good	35.5	39.0	54.5	24.0	35.7	25.0	33.3	40.9	66.7	40.0
Adequate	24.1	12.2	0.0	24.0	14.3	45.8	33.3	40.9	33.3	20.0
Mediocre	7.2	2.4	0.0	20.0	0.0	16.7	16.7	0.0	0.0	0.0
Poor	6.0	4.9	0.0	0.0	0.0	0.0	16.7	4.5	0.0	0.0
No Opinion/ No Response	12.7	24.4	27.3	8.0	14.3	12.5	0.0	9.1	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Ratings	3.07	2.88	3.09	3.28	3.64	2.83	2.83	3.14	3.67	4.20

Item # 18. How would you rate the general policies and performance of the present Norwood School Board?

27

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Excellent	2.4%	0.0%	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%
Good	38.0	34.1	36.4	28.0	64.3	33.3	25.0	59.1	33.3	40.0
Adequate	23.5	17.1	0.0	44.0	7.1	29.2	33.3	18.2	66.7	20.0
Mediocre	4.2	0.0	0.0	4.0	7.1	20.8	0.0	0.0	0.0	0.0
Poor	4.2	0.0	0.0	0.0	7.1	12.5	0.0	4.5	0.0	0.0
No Opinion/ No Response	27.7	48.8	63.6	20.0	14.3	4.2	41.7	18.2	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating	2.47	1.88	1.46	2.72	3.00	2.75	2.00	2.96	3.33	4.20

Item # 19. The Family Life Program which has recently been included in the Norwood Schools is a valuable educational program.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	13.9%	19.5%	0.0%	16.0%	7.1%	8.3%	0.0%	31.8%	33.3%	0.0%
Agree	25.3	26.8	18.2	36.0	21.4	4.2	8.3	36.4	66.7	80.0
Undecided	12.7	9.8	18.2	16.0	7.1	20.8	8.3	9.1	0.0	0.0
Disagree	2.4	0.0	0.0	4.0	0.0	8.3	0.0	0.0	0.0	20.0
Strongly Disagree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No Opinion/ No Response	45.8	43.9	63.6	28.0	64.3	58.3	83.3	22.7	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.13	2.34	1.27	2.80	1.43	1.38	0.58	3.32	4.33	3.60

Item # 20. The trimester system, which was adopted this past year by several of the Norwood schools, is a desirable change.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	0.0%	14.6%	9.1%	28.0%	21.4%	29.2%	33.3%	36.4%	66.7%	40.0%
Agree	37.3	36.6	45.5	32.0	35.7	58.3	41.7	27.3	33.3	20.0
Undecided	10.2	9.8	0.0	8.0	28.6	0.0	0.0	18.2	0.0	40.0
Disagree	4.2	4.9	0.0	4.0	7.1	4.2	8.3	0.0	0.0	0.0
Strongly Disagree	2.4	0.0	0.0	4.0	0.0	8.3	8.3	0.0	0.0	0.0
No Opinion/ No Response	19.9	34.1	45.5	24.0	7.1	0.0	8.3	18.2	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	3.21	2.59	2.73	3.04	3.50	3.96	3.58	3.46	4.67	4.00

Item # 21. The Continuous Progress policy of allowing each student to progress at his own rate of speed is a good educational practice.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	31.3%	43.9%	36.4%	48.0%	14.3%	8.3%	33.3%	9.1%	66.7%	40.0%
Agree	39.8	29.3	36.4	36.0	57.1	41.7	33.3	54.5	33.3	60.0
Undecided	9.0	2.4	0.0	8.0	7.1	20.8	8.3	22.7	0.0	0.0
Disagree	5.4	2.4	0.0	0.0	7.1	16.7	16.7	4.5	0.0	0.0
Strongly Disagree	2.4	2.4	0.0	4.0	0.0	8.3	0.0	0.0	0.0	0.0
No Opinion/ No Response	12.0	19.5	27.3	4.0	14.3	4.2	8.3	9.1	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	3.56	3.51	3.27	4.12	3.56	3.13	3.58	3.41	4.67	4.40

Item #22. The Open Area School concept is a good example of a positive new teaching method utilized by the Norwood Schools.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	10.8%	7.3%	18.2%	24.0%	0.0%	4.2%	25.0%	9.1%	0.0%	20.0%
Agree	28.3	22.0	9.1	32.0	21.4	25.0	16.7	45.5	66.7	40.0
Undecided	14.5	12.2	0.0	0.0	35.7	25.0	25.0	9.1	33.3	20.0
Disagree	7.8	2.4	0.0	8.0	14.3	16.7	8.3	9.1	0.0	20.0
Strongly Disagree	13.9	12.2	27.3	16.0	21.4	12.5	8.3	13.6	0.0	0.0
No Opinion/ No Response	24.7	43.9	45.5	20.0	7.1	16.7	16.7	13.6	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.40	1.78	1.55	2.80	2.43	2.42	2.92	2.86	3.67	3.60

Item # 23. The teachers and administrators in the Norwood School System are competent and effective.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	11.4%	12.2%	27.3%	12.0%	14.3%	0.0%	8.3%	9.1%	33.3%	20.0%
Agree	45.8	31.7	36.4	48.0	50.0	45.8	50.0	68.2	33.3	80.0
Undecided	16.3	19.5	0.0	16.0	21.4	33.3	16.7	4.5	33.3	0.0
Disagree	6.6	2.4	0.0	8.0	7.1	20.8	0.0	4.5	0.0	0.0
Strongly Disagree	3.0	0.0	0.0	8.0	0.0	0.0	16.7	0.0	0.0	0.0
No Opinion/ No Response	16.9	34.1	36.4	8.0	7.1	0.0	8.3	13.6	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	3.05	2.51	2.82	3.24	3.50	3.25	3.08	3.41	4.00	4.20

Item #24. The Norwood Schools are willing to hear your concerns about the education it provides.

33

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	13.3%	17.1%	0.0%	12.0%	14.3%	4.2%	8.3%	18.2%	0.0%	60.0%
Agree	41.0	26.8	63.6	44.0	57.1	29.2	58.3	50.0	66.7	20.0
Undecided	13.9	19.5	0.0	8.0	0.0	25.0	16.7	9.1	33.3	20.0
Disagree	6.0	0.0	0.0	8.0	7.1	25.0	0.0	4.5	0.0	0.0
Strongly Disagree	3.0	0.0	0.0	4.0	0.0	8.3	0.0	4.5	0.0	0.0
No Opinion/ No Response	22.9	36.6	36.4	24.0	21.4	8.3	16.7	13.6	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.87	2.51	2.55	2.80	3.14	2.70	.25	3.32	3.67	4.40

Item

Item # 25. The Norwood School System should continually try out and evaluate new methods and programs for educating students.

34

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principles</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	29.5%	22.0%	27.3%	32.0%	14.3%	29.2%	25.0%	40.9%	33.3%	60.0%
Agree	41.6	48.8	18.2	40.0	50.0	37.5	25.0	50.0	66.7	40.0
Undecided	7.2	4.9	9.1	4.0	14.3	16.7	16.7	0.0	0.0	0.0
Disagree	6.6	4.9	9.1	8.0	14.3	12.5	8.3	0.0	0.0	0.0
Strongly Disagree	4.2	2.4	9.1	8.0	0.0	4.2	16.7	0.0	0.0	0.0
No Opinion/ No Response	10.8	17.1	27.3	8.0	7.1	0.0	8.3	9.1	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	3.53	3.32	2.64	3.56	3.43	3.75	3.08	4.05	4.33	4.60

Item #26. Citizens in the Norwood community do feel that they play a meaningful role in the planning and decision-making regarding existing educational programs.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	4.2%	2.4%	0.0%	8.0%	14.3%	0.0%	8.3%	0.0%	0.0%	0.0%
Agree	22.9	34.1	54.5	8.0	50.0	8.3	8.3	18.2	0.0	40.0
Undecided	15.1	9.8	0.0	20.0	7.1	20.8	8.3	31.8	33.3	0.0
Disagree	16.9	12.2	0.0	24.0	0.0	41.7	16.7	13.6	0.0	0.0
Strongly Disagree	7.2	4.9	0.0	8.0	14.3	12.5	8.3	0.0	0.0	0.0
No Opinion/ No Response	33.7	36.6	45.5	32.0	14.3	16.7	50.0	36.4	66.7	60.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	1.99	2.07	2.18	1.88	3.07	1.92	1.42	1.96	1.00	1.60

Item #27. The guidance and counseling services provided by the Norwood Schools are quite adequate.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	5.4%	0.0%	0.0%	8.0%	14.3%	8.3%	8.3%	9.1%	0.0%	0.0%
Agree	45.8	26.8	45.5	48.0	57.1	66.7	58.3	36.4	100.0	20.0
Undecided	12.0	17.1	0.0	0.0	14.3	12.5	16.7	13.6	0.0	60.0
Disagree	9.6	7.3	9.1	8.0	7.1	4.2	8.3	22.7	0.0	20.0
Strongly Disagree	3.0	0.0	9.1	8.0	0.0	8.3	0.0	0.0	0.0	0.0
No Opinion/ No Response	24.1	48.8	36.4	28.0	7.1	0.0	8.3	18.2	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.69	1.73	2.09	2.56	3.57	3.63	3.42	2.77	4.00	3.00

Item #28. The Norwood Schools do a good job preparing students who are planning on entering business schools or vocational technical schools.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	6.6%	7.3%	9.1%	4.0%	21.4%	8.3%	8.3%	0.0%	0.0%	0.0%
Agree	33.7	31.7	36.4	24.0	21.4	41.7	41.7	36.4	33.3	40.0
Undecided	15.7	12.2	0.0	12.0	14.3	16.7	8.3	22.7	66.7	60.0
Disagree	4.8	2.4	0.0	0.0	0.0	8.3	16.7	9.1	0.0	0.0
Strongly Disagree	4.8	2.4	0.0	20.0	0.0	4.2	0.0	0.0	0.0	0.0
No Opinion/ No Response	34.3	43.9	54.5	40.0	42.9	20.8	25.0	31.8	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.30	2.07	1.91	1.72	2.36	2.79	2.67	2.32	3.33	3.40

Item #29. The Norwood Schools do a good job preparing students who plan to attend college.

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Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	7.8%	7.3%	9.1%	4.0%	21.4%	0.0%	8.3%	9.1%	0.0%	0.0%
Agree	39.8	34.1	27.3	40.0	28.6	45.8	33.3	54.5	33.3	80.0
Undecided	15.1	9.8	9.1	4.0	14.3	29.2	50.0	4.5	33.3	20.0
Disagree	2.4	2.4	0.0	0.0	0.0	8.3	0.0	4.5	0.0	0.0
Strongly Disagree	3.6	2.4	0.0	12.0	0.0	0.0	8.3	0.0	0.0	0.0
No Opinion/ No Response	31.3	43.9	54.5	40.0	35.7	16.7	0.0	27.3	33.3	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.52	2.10	1.82	2.04	2.64	2.88	3.33	2.86	2.33	3.80

Item #30. The Norwood Schools do a good job preparing their graduates who enter directly into an occupation without further training.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	1.8%	0.0%	9.1%	0.0%	7.1%	0.0%	0.0%	4.5%	0.0%	0.0%
Agree	21.1	22.0	18.2	16.0	21.4	12.5	33.3	18.2	33.3	40.0
Undecided	25.3	22.0	18.2	16.0	21.4	41.7	16.7	22.7	33.3	60.0
Disagree	8.4	4.9	0.0	0.0	7.1	20.8	8.3	18.2	0.0	0.0
Strongly Disagree	4.2	0.0	0.0	16.0	0.0	12.5	0.0	0.0	0.0	0.0
No Opinion/ No Response	39.2	51.2	54.5	52.0	42.9	12.5	41.7	36.4	33.3	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	1.90	1.63	1.73	1.28	2.00	2.30	2.00	2.00	2.33	3.40

Item #31. Problems existing in the schools are recognized and acknowledged by the teachers and principals of the Norwood Schools.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	5.4%	4.9%	9.1%	4.0%	0.0%	0.0%	0.0%	4.5%	33.3%	40.0%
Agree	42.8	31.7	54.5	32.0	64.3	25.0	50.0	63.6	66.7	60.0
Undecided	15.1	17.1	0.0	16.0	21.4	20.8	16.7	13.6	0.0	0.0
Disagree	9.6	9.8	9.1	8.0	0.0	33.3	8.3	0.0	0.0	0.0
Strongly Disagree	4.8	0.0	0.0	12.0	0.0	8.3	8.3	4.5	0.0	0.0
No Opinion/ No Response	22.3	36.6	27.3	28.0	14.3	12.5	16.7	13.6	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.68	2.22	2.82	2.24	3.21	2.38	2.75	3.23	4.33	4.40

Item #32. The school tax which Norwood residents pay is not unreasonable considering the high cost of education today.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	8.4%	2.4%	0.0%	12.0%	0.0%	4.2%	0.0%	22.7%	33.3%	40.0%
Agree	34.9	48.8	54.5	40.0	42.9	16.7	16.7	36.4	0.0	20.0
Undecided	12.7	7.3	18.2	16.0	21.4	16.7	33.3	0.0	0.0	0.0
Disagree	5.4	9.8	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0
Strongly Disagree	4.8	9.8	0.0	12.0	7.1	0.0	0.0	0.0	0.0	0.0
No Opinion/ No Response	33.7	22.0	27.3	20.0	28.6	54.2	50.0	40.9	66.7	40.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.36	2.59	2.73	2.80	2.43	1.54	1.67	2.59	1.67	2.80

Item #33. The Norwood School Board works hard to see that the schools function efficiently and at the lowest cost.

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Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	7.8%	2.4%	0.0%	4.0%	7.1%	0.0%	8.3%	27.3%	0.0%	40.0%
Agree	37.3	48.8	27.3	36.0	35.7	29.2	25.0	40.9	33.3	40.0
Undecided	13.3	9.8	18.2	20.0	14.3	12.5	16.7	9.1	33.3	0.0
Disagree	3.0	0.0	0.0	0.0	0.0	8.3	8.3	4.5	0.0	0.0
Strongly Disagree	3.0	0.0	0.0	8.0	0.0	12.5	0.0	0.0	0.0	0.0
No Opinion/ No Response	35.5	39.0	54.5	32.0	42.9	37.5	41.7	18.2	33.3	20.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.37	2.37	1.64	2.32	2.21	1.83	2.08	3.36	2.33	3.60

Item # 34. If the School Board indicated that more money was needed for new programs and facilities, residents in the community would vote to raise taxes for this purpose.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	4.2%	7.3%	0.0%	12.0%	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%
Agree	16.9	22.0	0.0	20.0	21.4	16.7	16.7	9.1	0.0	40.0
Undecided	18.7	17.1	18.2	16.0	28.6	12.5	16.7	27.3	33.3	20.0
Disagree	10.2	14.6	9.1	8.0	7.1	12.5	16.7	0.0	0.0	20.0
Strongly Disagree	12.0	12.2	9.1	20.0	7.1	20.8	8.3	0.0	0.0	0.0
No Opinion/ No Response	38.0	26.8	63.6	24.0	35.7	37.5	41.7	59.1	66.7	20.0
Tota Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	1.77	2.17	0.82	2.24	1.93	1.50	1.58	1.41	1.00	2.60

Item #35. Parents feel free to make suggestions to the teachers and principals for improving the schools.

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Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	11.4%	7.3%	18.2%	12.0%	7.1%	8.3%	8.3%	13.6%	0.0%	40.0%
Agree	39.8	46.3	36.4	40.0	64.3	25.0	25.0	36.4	33.3	40.0
Undecided	12.0	12.2	18.2	8.0	14.3	12.5	8.3	18.2	33.3	0.0
Disagree	12.7	9.8	0.0	12.0	7.1	29.2	33.3	9.1	0.0	0.0
Strongly Disagree	4.2	0.0	0.0	8.0	0.0	8.3	16.7	0.0	0.0	0.0
No Opinion/ No Response	19.9	24.4	27.3	20.0	7.1	16.7	8.3	22.7	33.3	20.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.82	2.78	2.91	2.76	3.50	2.46	2.50	2.86	2.33	3.60

Item #36. Teachers and principals are very responsive to suggestions made by parents and community residents.

45

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	6.6%	0.0%	18.2%	12.0%	0.0%	4.2%	8.3%	13.6%	0.0%	20.0%
Agree	41.6	36.6	45.5	32.0	64.3	16.7	41.7	63.6	66.7	60.0
Undecided	16.3	14.6	0.0	20.0	21.4	29.2	0.0	13.6	33.3	20.0
Disagree	9.6	7.3	9.1	8.0	7.1	20.8	25.0	0.0	0.0	0.0
Strongly Disagree	5.4	0.0	0.0	12.0	0.0	8.3	16.7	4.5	0.0	0.0
No Opinion/ No Response	20.5	41.5	27.3	16.0	7.1	20.8	8.3	4.5	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.73	2.05	2.91	2.76	3.36	2.25	2.75	3.68	3.67	4.00

Item # 37. It is felt that the system for reporting pupil progress to parents (report cards, conferences) is adequate.

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Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	12.7%	12.2%	18.2%	20.0%	7.1%	8.3%	16.7%	9.1%	0.0%	40.0%
Agree	56.0	51.2	54.5	52.0	71.4	62.5	50.0	59.1	33.3	40.0
Undecided	5.4	0.0	0.0	0.0	7.1	8.3	8.3	4.5	66.7	20.0
Disagree	6.6	7.3	0.0	4.0	0.0	8.3	8.3	18.2	0.0	0.0
Strongly Disagree	3.0	0.0	0.0	8.0	0.0	8.3	8.3	0.0	0.0	0.0
No Opinion/ No Response	16.3	29.3	27.3	16.0	14.3	4.2	8.3	9.1	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	3.20	2.81	3.09	3.24	3.43	3.42	3.33	3.32	3.33	4.20

Item #38. The Norwood Community is kept adequately informed of school events, policy, and educational objectives.

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Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	11.4%	9.8%	9.1%	20.0%	21.4%	4.2%	0.0%	18.2%	33.3%	0.0%
Agree	45.8	41.5	54.5	44.0	57.1	41.7	41.7	40.9	33.3	80.0
Undecided	9.6	4.9	0.0	8.0	7.1	16.7	8.3	13.6	33.3	20.0
Disagree	12.0	9.8	9.1	8.0	0.0	25.0	33.3	9.1	0.0	0.0
Strongly Disagree	3.6	4.9	0.0	4.0	0.0	4.2	8.3	4.5	0.0	0.0
No Opinion/ No Response	17.5	29.3	27.3	16.0	14.3	8.3	8.3	13.6	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.97	2.54	2.82	3.20	3.57	2.92	2.67	3.18	4.00	3.80

Item #39. It might be advantageous for all concerned if the private schools in the Norwood School District would join the public school system.

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Strongly Agree	18.7%	31.7%	9.1%	20.0%	7.1%	0.0%	33.3%	22.7%	0.0%	20.0%
Agree	21.7	24.4	18.2	16.0	14.3	20.8	25.0	18.2	100.0	40.0
Undecided	16.3	7.3	27.3	12.0	14.3	29.2	25.0	18.2	0.0	20.0
Disagree	10.2	9.8	9.1	16.0	21.4	4.2	0.0	4.5	0.0	0.0
Strongly Disagree	6.0	7.3	9.1	12.0	0.0	4.2	0.0	4.5	0.0	20.0
No Opinion/ No Response	27.1	19.5	27.3	24.0	42.9	41.7	16.7	31.8	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5
Mean Rating*	2.55	3.05	2.27	2.44	1.79	1.83	3.42	2.55	4.00	3.40

Community residents' responses to open-ended questions 40-42.

<u>Things liked most:</u>	<u>Frequency</u>
Teaching staff	6
Being well-informed	3
Trimester system	3
Facilities	3
Sensitivity to individual needs	2
School board	1
Open area classrooms	1
French instruction	1
School spirit	1
Guidance for children with learning disabilities	1
Transportation	1
Continual experimentation with and evaluation of new programs	1

Things disliked most:

Open area classrooms	2
Distance to public school	2
Poor facilities	2
No discipline	1
Insufficient course options	1
Lack of preparation for university	1
Transportation	1
Insufficient individual attention for slow learners	1
No specialized instruction in music	1
No second language	1
Lack of communication	
Lack of parental interest	1
Teachers	1
No religious instruction	1
Separation of schools	1
Not well enough informed	1
No teachers' aids, substitutes	1

Needed area of improvement:

Business courses	2
Recreation facilities/equipment	2
Transportation	1
Abolishment of open area classrooms	1
More voice for parents	1
Communication and understanding	1
Adequate instruction for learning disabilities	1
Language	1
Religion	1

Parents' responses to open-ended questions 40-42.

<u>Things liked most:</u>	<u>Frequency</u>
Trimester system	5
School Board	4
Teaching staff	3
Awareness of educational requirements	3
Extra-curricular activities	3
School spirit	2
Option of French instruction	2
Open area	1
Assistance for slow learners	1
Sports facilities	1

Things disliked most:

Inability to rectify instances of teaching incompetence	4
Trimester system	2
Open area classrooms	2
Distance to schools	1
No bus service	1
In studies	1
Insufficient warning for teachers seminars	1
Students choosing own program	1
Lack of instructional aids	1
Laboratory facilities	1
Lack of communication between parents and teachers	1
The pre-school educational program	1
No differential treatment of students re:	
educational programs	1
'Pilot' programs	1
Too much homework	1
Teachers cannot express own views for fear of losing job	1

Needed area of improvement:

Quality of teaching staff	5
Discipline	3
Bus service	2
Student progress reporting system	1
Library facilities	1
Lunch room facilities	1
Abolish open area classrooms	1
Course options	1
Student dress regulations	1
Music program	1

Students' Responses to open-ended questions 40-42.

<u>Things liked most:</u>	<u>Frequency</u>
Trimester system	22
Teaching staff	7
Physical education program	2
No end of year exams	1
Variety of activities	1
Clean washrooms	1
Library facilities	1
Shop facilities	1
Drama program	1
Two hour classes	1

<u>Things disliked most:</u>	<u>Frequency</u>
Lack of school spirit/sense of involvement (includes activities)	9
No informal communication channel to school board	3
Transportation problems	2
New methods of attendance	2
Physical facilities (e.g. showers, lockers)	2
School Regulations	2
Classes to structure	1
Distance	1
Curriculum	1
Open area	1
No canteen	1
No free time in gym	1
School looks like jail	1
No free time in gym	1
Too much money spent on science fair	1

<u>Needed Area of Improvement</u>	<u>Frequency</u>
Improved physical education equipment/facilities	5
Communication	5
Curriculum	4
Facilities (general)	2
Greater emphasis on physical education	2
Library facilities	1
Improved business courses	1
Attendance	1
Trimester	1
Better use of funds	1
Organization	1
Standardization of grading policies	1
Redecorating	1

Teachers' Responses to open-ended questions 40-42.

<u>Things liked most:</u>	<u>Frequency</u>
Trying of innovative educational programs	6
Good communication among teaching staff	5
Being treated as a person	3
Trimester system	2
Small size of division	2
Resource teachers	1
Co-operation	1
Concern about students	1
 <u>Things disliked most:</u>	
Lack of communication among teaching staff	3
Insufficient budget for instructional materials	2
Parental unconcern	2
Insufficient number of guidance counselors	1
Lack of information regarding upcoming events	1
Discipline policies	1
Lack of communication between schools	1
Insufficient extracurricular activities	1
Overreaction to public opinion	1
Having to teach in two languages	1
Not enough emphasis on cultural education	1
Elementary courses in junior highschool	1

<u>Needed Area of Improvement</u>	<u>Frequency</u>
Academic preparation for highschool	2
More communication between administrators and teaching staff	2
More communication between schools and parents	2
Art course	1
Music course	1
Industrial education	1
Extracurricular activities	1
Discipline policies	1
Smaller classes	1
Foreign language course	1

Principals' Responses to Open-ended questions 40-42.

<u>Things liked most:</u>	<u>Frequency</u>
Small size of division	3
Communication between board and administration	1
Willingness to try new ideas	1
 <u>Things disliked most:</u>	
Smallness	1
Insufficient concern for teachers	1
Tenure of staff	1
 <u>Needed area of improvement:</u>	
Make teachers more responsible for education	1
Playground facilities	1
Counselling, orientation, programming	1
Parental requirement to take French	1

Item #43. What do you think are the biggest problems with which the public schools in this community must deal? Please indicate your opinion by checking one or several of the following:

	<u>Community Residents</u>	<u>Parents</u>	<u>Students</u>	<u>Teachers</u>	<u>Principals</u>
Discipline	25	19	9	9	1
Facilities	10	8	20	6	2
Teachers	7	7	9	1	0
Finances	6	6	14	6	2
Parent's lack of interest	24	12	12	16	3
Transportation	3	5	7	1	0
Curriculum	4	1	7	2	1
Student's lack of interest	14	11	22	6	1
Language	10	4	3	0	0
Other	1	0	0	0	1
There are no problems	2	1	0	0	0
Don't know	6	3	2	1	0
<hr/>					
Numbers	56	40	40	25	5

* The above table indicates the absolute numbers of individuals checking off particular problems, not relative frequencies.

NOTE: A number of items were written in under this question, and were as follows:

<u>Problem</u>	<u>Frequency</u>
Communications	2
Grading	1
Attendance	1
Lunchroom facilities	1
Drugs in school	1
Religious instruction	1

The above were usually not checked off in the "Other" category.

Item #44. Would you be in favour of the Norwood School Division merging with one or several of the adjoining school divisions in the Winnipeg Area?

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Yes	20.5%	24.4%	27.3%	12.0%	14.3%	25.0%	16.7%	27.3%	0.0%	0.0%
No	39.8	41.5	27.3	48.0	57.1	25.0	50.0	27.3	100.0	80.0
Undecided	28.9	26.8	18.2	24.0	14.3	45.8	33.3	31.8	0.0	20.0
No Response	10.8	7.3	27.3	16.0	14.3	4.2	0.0	13.6	0.0	0.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5

Item #45. If the Norwood School Division were to consider merging with another, or other school divisions, which of the following alternatives would be most acceptable to you? To indicate this simply number the following from 1 to 5, 1 being the most acceptable, 5 the least acceptable.

Rank Ordering of Options

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>	<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>		
A merger of the St. Vital, St. Boniface and the Norwood School Division	4(29%)	5(11%)	3(25%)	3(45%)	4(43%)	3(36%)	2(0%)	3(37%)	4(33%)
A merger of the St. Vital and the Norwood School Division	2(33%)	2(45%)	4(50%)	2(25%)	3(43%)	2(24%)	3(40%)	1(11%)	2(50%)
A merger of St. Boniface and the Norwood School Division	3(33%)	3(27%)	1(71%)	4(27%)	2(29%)	4(14%)	5(0%)	4(45%)	3(33%)
A merger of Norwood with the Greater Winnipeg (Unicity) School System	5(53%)	4(12%)	5(100%)	5(46%)	5(88%)	5(43%)	4(20%)	5(47%)	5(66%)
Leaving the Norwood School Division as it is	1(64%)	1(70%)	2(20%)	1(78%)	1(70%)	1(59%)	1(80%)	2(5%)	1(80%)

* Note. The relative frequencies given above indicate the % of respondents ranking the item who actually gave this option the rank which is indicated. It is therefore a measure of **consensus** on a particular rank.

Perceived advantages of amalgamation. (Item 46).

Residents

<u>Advantages</u>	<u>Frequency</u>
Increase and improvement of facilities	6
Lower costs due to economics of a larger system	3
Reduction in administrative overhead	2
Standardization of educational system/curriculum	2
Large savings on equipment and supplies	1
Greater efficiency	1
Sharing of facilities	1
More course options	1
Opportunity to attend school of choice	1
More competition	1
Specialized teachers	1
Better chance for the French language	1
Integration of French and English students	1
Integration of language and religious groups	1
A better educational system	1

Parents

<u>Advantages</u>	<u>Frequency</u>
Sharing of facilities	2
Exchange of ideas/programs	2
Increased communication between teachers	2
Greater freedom in choice of schools/programs	2
A better basis for hiring good teachers	1
Greater access to French schools	1
Fewer staff to pay	1
Equalization of school taxes	1
One community, one school division	1

Students

<u>Advantages</u>	<u>Frequency</u>
Increase in available money	6
Increase and improvement of facilities	3
Better communications	2
Improved student communication and involvement	2
More course options	2
Standardization of grades	1
More guidance personnel	1
More parent participation	1
No tuition fees	1
No transfer problems	1
Greater opportunity to learn French	1
Better sports program	1
Bigger and better	1

Teachers

<u>Advantages</u>	<u>Frequency</u>
Increase and improvement of facilities	5
Greater variety of courses options	4
Professional development	1
Promotional possibilities	1
Better chance of working in an area best suited to	1
Increased communication regarding other programs in city	1
Financial savings	1
No duplication of administrative services	1
Standardization of educational system	1
Wider range of opportunity for students scholastically	1

Principals

<u>Advantages</u>	<u>Frequency</u>
Greater efficiency	1
More options	1
Responsibility for child's education closer to home	1
Greater exchange of professional assistance	1

Item #47. Would you foresee any possible problems with such a merger?

Relative Frequency Table

	<u>Total Sample</u>	<u>Community Residents</u>		<u>Parents</u>		<u>Students</u>		<u>Teachers</u>		<u>Principals</u>
		<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>	
Yes	38.6%	34.1%	36.4%	40.0%	28.6%	41.7%	41.7%	50.0%	0.0%	80.0%
No	28.9	26.8	36.4	36.0	21.4	41.7	41.7	13.6	0.0	0.0
No Response	32.5	39.0	27.3	24.0	50.0	16.7	16.7	36.4	100.0	20.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	166	45	11	26	14	28	12	22	3	5

Perceived problems re amalgamation. (Item 47).

Residents

<u>Problems</u>	<u>Frequency</u>
Increase in school taxes	3
Transportation	3
Prejudice/English-French conflict	3
Impersonal	2
Integration of differing curriculums	1
Greater confusion	1
Many students wanting to attend a particular school	1
Norwood School Board would lose its identification and become very impersonal	1
The same as those experienced by Unicity council	1
Getting everyone to agree	1
Lack of communication	1
Increasing isolation of parents in system	1
Lowered quality of education	1
The amalgamation of management	1
Size	1

Parents

<u>Problems</u>	<u>Frequency</u>
Corresponding higher cost	4
Transportation	2
Bureaucratic red tape	2
Inflexibility	2
Loss of control	1
Lack of communication	1

Less money available for schools	1
Student/staff relations more impersonal	1
Language	1
Loss of our French education	1
Would lose our identity, i.e. Unicity	1
Possibility of children being shifted downward to other schools and parents having no say in the matter	1
Size	1

Students

<u>Problems</u>	<u>Frequency</u>
Economic/equal distribution of money	2
Less efficient communication	2
Less opportunity for involvement/interaction	1
Greater lack of interest on part of parents	1
Transportation	1
Differences in curriculum	1
The "people" of the Norwood community	1
Loss of humanness and individual concern	1
Too many people present at school activities	1

Teachers

<u>Problems</u>	<u>Frequency</u>
Bureaucracy:	8
More bureaucracy	
Staff would lose identity	
Inability of a large and inefficient system react to needed local changes or requirements	
Too many administrators not knowing the courses taught	
A loss of identity which would foster an impersonal educational system	

Schools would not be able to respond as readily to the wishes of the community	
Less intimate association between administration and student	
Loss of personalism and friendliness	
More costly	1
Parochialism	1
French/English problem	1
Greater lack of communication	1
Conflict of interest	1

Principals

<u>Problems</u>	<u>Frequency</u>
Increased taxes	1
More parent apathy	1
Too large	1
Less chance to influence education of your own children	1
Loss of identity in the numbers game	1

Respondent No. _____

NORWOOD SCHOOL DIVISION

COMMUNITY SURVEY

All information obtained from this questionnaire will be treated confidentially. Your name and address will never be identified with the response you make to any of the items on this survey.

1. What is your age? _____
2. Your sex? Male _____ Female _____
3. What is your occupation? _____
4. What is the principal language spoken in your home? _____
5. Marital status? Single _____ Married _____ Separated or Divorced _____
6. About how long have you lived in the Norwood School District? _____ years
7. Do you own or rent your home? Own _____ Rent _____
8. Do you have a child or children who are presently enrolled in the Norwood Schools? Yes _____ No _____ St. Boniface Schools? Yes _____ No _____
9. If yes, please indicate their ages and schools: age _____ school _____
age _____ school _____ age _____ school _____
10. Do you feel that you receive enough information about the Norwood School System? Yes _____ No _____
11. Do you feel that you have enough voice about how the Norwood School System should operate? Yes _____ No _____
12. Do you feel you know what kind of education the Norwood Schools are providing for students? Yes _____ No _____ Undecided _____

Directions for answering items 13 - 18.

In the space provided after each of the following questions, please indicate your answer by writing in the number of the response which best describes your opinion -

- Excellent.....5
 - Good.....4
 - Adequate.....3
 - Mediocre.....2
 - Poor.....1
 - No Opinion or Do Not Know.....0
-
-

- 13. How would you rate the general quality of education provided by the Norwood Schools? _____

- 14. How would you rate the general quality of education provided by neighbouring school districts in the Winnipeg area? _____

- 15. How would you rate the quality of teaching which is provided by the Norwood Schools? _____

- 16. How would you rate the curriculum (educational program) which is followed in the Norwood Schools? _____

- 17. How would you rate the general facilities (e.g. buildings, science and recreational facilities, etc.) which are available in the Norwood Schools? _____

- 18. How would you rate the general policies and performance of the present Norwood School Board? _____

Directions for answering items 19-39.

In the space provided after each of the following statements, please write the number that best describes how you generally feel about each of the statements:

- If you strongly agree with the statement write a.....5
- If you agree with the statement write a.....4
- If you are undecided about the statement write a.....3
- If you disagree with the statement write a.....2
- If you strongly disagree with the statement write a.....1
- If you have no opinion or do not know write a.....0

-
-
- 19. The Family Life Program which has recently been included in the Norwood Schools is a valuable educational program. _____
 - 20. The trimester system, which was adopted this past year by several of the Norwood schools, is a desirable change. _____
 - 21. The Continuous Progress policy of allowing each student to progress at his own rate of speed is a good educational practice. _____
 - 22. The Open Area School concept is a good example of a positive new teaching method utilized by the Norwood Schools. _____
 - 23. The teachers and administrators in the Norwood School System are competent and effective. _____
 - 24. The Norwood Schools are willing to hear your concerns about the education it provides. _____
 - 25. The Norwood School System should continually try out and evaluate new methods and programs for educating students. _____

In the space provided after each of the following statements please write the number that best describes how you generally feel about each of the statements:

Strongly Agree.....5
 Agree.....4
 Undecided.....3
 Disagree.....2
 Strongly Disagree.....1
 No Opinion or Do Not Know.....0

26. Citizens in the Norwood community do feel that they play a meaningful role in the planning and decision-making regarding existing educational programs. _____
27. The guidance and counseling services provided by the Norwood Schools are quite adequate. _____
28. The Norwood Schools do a good job preparing students who are planning on entering business schools or vocational technical schools. _____
29. The Norwood Schools do a good job preparing students who plan to attend college. _____
30. The Norwood Schools do a good job preparing their graduates who enter directly into an occupation without further training. _____
31. Problems existing in the schools are recognized and acknowledged by the teachers and principals of the Norwood Schools. _____
32. The school tax which Norwood residents pay is not unreasonable considering the high cost of education today. _____
33. The Norwood School Board works hard to see that the schools function efficiently and at the lowest cost. _____
34. If the School Board indicated that more money was needed for new programs and facilities, residents in the community would vote to raise taxes for this purpose. _____

In the space provided after each of the following statements please write the number that best describes how you generally feel about each of the statements:

Strongly Agree.....5
Agree.....4
Undecided.....3
Disagree.....2
Strongly Disagree.....1
No Opinion or Do Not Know.....0

- 35. Parents feel free to make suggestions to the teachers and principals for improving the schools. _____
- 36. Teachers and principals are very responsive to suggestions made by parents and community residents. _____
- 37. It is felt that the system for reporting pupil progress to parents (report cards, conferences) is adequate. _____
- 38. The Norwood Community is kept adequately informed of school events, policy, and educational objectives. _____
- 39. It might be advantageous for all concerned if the private schools in the Norwood School District would join the public school system. _____

Please respond to the following questions.

40. Please indicate the one thing you like most about the Norwood School System.

41. Please indicate the one thing you dislike most about the Norwood School System.

42. Do you see any areas of needed improvement with the Norwood School Division?

Yes ____ No ____

If yes, please indicate what this needed area of improvement is _____

43. What do you think are the biggest problems with which the public schools in this community must deal? Please indicate your opinion by checking one or several of the following:

Discipline _____

Facilities _____

Teachers _____

Finances _____

Parents' lack of interest _____

Transportation _____

Curriculum _____

Students' lack of interest _____

Language _____

Other (please indicate) _____

There are no problems _____

Don't Know/No Answer _____

44. Would you be in favour of the Norwood School Division merging with one or several of the adjoining school divisions in the Winnipeg Area?

Yes ___ No ___ Undecided ___

45. If the Norwood School Division were to consider merging with another, or other school divisions, which of the following alternatives would be most acceptable to you? To indicate this simply number the following from 1 to 5, 1 being the most acceptable, 5 the least acceptable.

A merger of the St. Vital, St. Boniface and the Norwood School Division. _____

A merger of St. Vital and the Norwood School Division. _____

A merger of St. Boniface and the Norwood School Division. _____

A merger of Norwood with the Greater Winnipeg (Unicity) School System. _____

Leaving the Norwood School Division as it is. _____

46. What do you feel would be the principal advantage of such a merger? _____

47. Would you foresee any possible problems with such a merger? Yes ___ No ___

If yes, what would the principal problem be? _____

Thank you very much for your co-operation in filling out this questionnaire. Your opinion is very important in determining the policies and educational programs of the Norwood School Division.

NORWOOD SCHOOL DIVISION
COMMUNITY SURVEY

June

Dear Mr./Mrs.

I am a member of a research team which is investigating the attitudes and opinions of Norwood residents toward their school system. This study is sponsored by the Norwood School Division, in the hopes of obtaining information on how the community views its educating program.

Your name has been randomly selected to be included in our sample of community residents whose opinions and observations we are seeking. Since this is the case, your co-operation is vital to the successful accuracy of our survey. I was unable to contact you today when I called on your home, but I am leaving the questionnaire, with the hope that you would be kind enough to fill it out. It is quite short, easy to follow, and all responses will be kept completely confidential. Your name and address will never be connected with your responses to the questionnaire.

I shall phone you this evening to find out when it would be convenient to pick up the completed questionnaire.

Thank you very much for your time and co-operation.

Yours sincerely,

Mary Croteau,
Research Assistant,
Norwood School Division.

LIST OF SUPPLEMENT ITEMS TO NORWOOD SURVEY

Additional item to contents:

Summary description of populations
sampled (demographic data)

Additional pages re above: 4a, 4b, 4c, 4d, 5a.

Additional pages re discussion of amalgamation
correction to page 15/scrap page 16
additional pages 16, 17, 18.

Additional pages in Appendix re item 46, 47.

Additional information to table re item 45 in appendix.

Note:

Please note a slight but consistent error which appears in all relative frequency tables in Appendix. The number of English community residents was 41, not 45; the number of English parents was 25, not 26; the number of English students was 24, not 28. The total numbers for resident, parent and student samples re tables become 52, 39, and 36 respectively. The disparity between the above numbers and original sample sizes is accounted for by subjects who indicated a principal language other than English or French. These number errors do not in any way influence the tabled data, which was based on correct numbers of respondents.