

**HAWAII DEPARTMENT OF EDUCATION**  
**SURVEY ON EDUCATION FOR**  
**MILITARY FAMILIES IN HAWAII**

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**SUMMARY REPORT**

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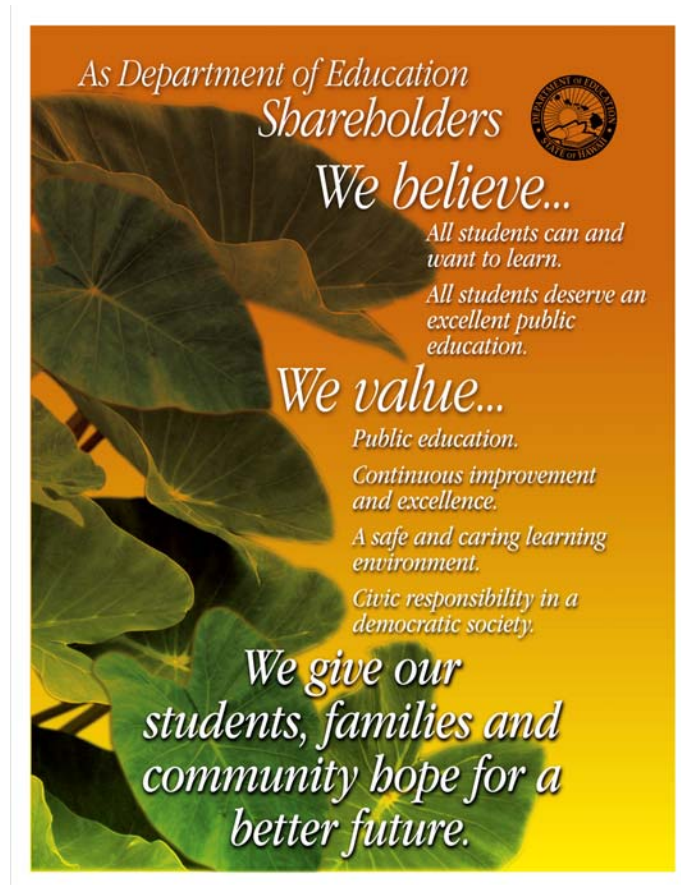
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*Hawaii's public schools are institutions of learning that parents want their children to attend and students want to attend. All schools, regardless of size, are safe, nurturing learning communities where members work together and all students achieve high academic standards and become contributing members of society.*

— *Vision of the State of Hawaii Department of Education*





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**NEWS ARTICLES**

## **A Letter to Military Children from the Chairman of the Joint Chiefs of Staff**

WASHINGTON, April 17, 2006 – I want to take this opportunity to recognize the extraordinary contributions of our Nation's military families, who have faced many challenges - from family separations to frequent moves - with great courage. I would especially like to acknowledge a special source of inspiration: children of military families.

You are patient and understanding when duty calls and your Mom or Dad cannot attend a soccer game, music recital, birthday party, or other important family or school activity. You are heroes in a quiet, thoughtful way, and I am grateful for the unconditional love you give your Mom and Dad. Many of you have experienced the sad and sometimes frightening experience of having your Mom or Dad far from home, serving around the globe in places like Iraq and Afghanistan. Through your personal courage and support, you serve this Nation too - and I am proud of you!

Frequent moves are a way of life for the military child. It is never easy to say goodbye to friends and familiar routines, to begin again in a new school, a new neighborhood - and sometimes a new country! But your resilience and self-confidence are strengths that others admire, including your parents.

Growing up in a military family offers some challenges, but it also provides some special rewards. You can be proud of your Mom and Dad for their brave defense of this great country. Your love and support sustains them. So thank you for being there for Mom and Dad. You are American patriots and role models for us all.

PETER PACE

General, United States Marine Corps

Chairman of the Joint Chiefs of Staff



**HAWAII DEPARTMENT OF EDUCATION**  
**SURVEY ON EDUCATION FOR MILITARY FAMILIES IN HAWAII**

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**SUMMARY REPORT**

**MILITARY FAMILIES' PERCEPTIONS, EXPERIENCES, AND  
SATISFACTION WITH HAWAII PUBLIC SCHOOLS**

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**ABSTRACT**

The objective of the Hawaii Department of Education (DOE) Military Survey Project was to assess military families' experiences and satisfaction with the Hawaii public schools through use of a focus group study as well as a written survey delivered by mail and via the Internet. Proportional stratified random sampling was used to select samples representative of the military dependent population enrolled in 39 schools identified as military-impacted. Parent response rates were sufficient to assume the responding sample was representative of the population at a 95% probability level; student response rates were much lower. Consequently, survey results of parents can be generalized rather confidently, but results for students should be interpreted very conservatively. The project used three sources of data to provide depth and context to the analysis: focus groups of parents and students, quantitative data from 1,806 completed questionnaires, and qualitative data in written comments on 1,452 of them. Data were cross-analyzed to determine how Hawaii public schools are perceived in general and in specific areas of interest and the relative importance of each area to overall satisfaction. Comments provided context and awareness of topics not addressed in the survey. Intercorrelations of survey items and exploratory factor analysis helped define major areas of interest and concern that contribute to military families' perceptions and satisfaction with their schools.

In general, quantitative data from the survey indicate that a majority of parents and often three quarters or more of parents are satisfied with most of the specific aspects of the school experience covered by the survey, including safety, cleanliness, teacher caring and competence, learning of social skills, communication about student progress, respectful treatment by adults, teaching materials, curriculum, facilities, and discipline issues. Overall, student perceptions were more positive than those of their parents with regard to their teachers and academics and lower with regard to social factors like feelings of belonging and students treating each other with respect. Global items, like recommending their school to others, were less positive but still had nearly or more than 50% positive responses. Cross-analysis of these data along with analyses of the qualitative data from comments and the focus groups provide a rich description of the experiences and perceptions of parents and students that can inform ongoing discussions within and among the DOE, Joint Venture Education Forum (JVEF), and the U.S. Pacific Command (USPACOM) about military families' expectations, ways in which schools are meeting those expectations, and ways in which military families' concerns can be addressed by schools and the military community.

Included among the implications from the project results is a need for better communication with military families by and about the public schools. Families' perceptions of academics, the social environment, and facilities are interrelated predictors of general satisfaction, with parents most concerned about academics and students with friendships and their sense of belonging while at school. There is a need for schools to identify and share successful practices that address these aspects of schooling. There is also a need to better prepare military families for the cultural differences they encounter in Hawaii, both the challenges and the opportunities. Efforts to maintain and improve school facilities appear to be warranted by results of this study, since the condition of the facilities is related to the perception of the entire learning environment for both parents and students. Suggestions for future research include consideration of adapting the DOE-administered School Quality Survey to serve the purposes of future administrations of this military survey. A redesign of the questionnaire is recommended, if it to be used again.

## **INTRODUCTION**

### **Background**

The Hawaii Department of Education (DOE) Military Survey Project is a follow-up to the annual customer satisfaction surveys previously sponsored by the U.S. Pacific Command (USPACOM) and the Joint Venture Education Forum (JVEF). The previous surveys were initiated by USPACOM in 2002 to assess military families' experiences and perceptions of Hawaii public schools. The objectives of that annual survey were to assess satisfaction with the schools in general and in key areas among three groups: parents, students in grades 5–8, and students in grades 9–12. Those previous surveys were conducted by mailing questionnaires to all active duty military parents of children attending Hawaii public schools and, through their parents, to students of military members in grades 5 through 12; a Web-based version was also used in the some of the USPACOM Hawaii School Study surveys.

The fourth USPACOM Hawaii School Study ended in July 2005, and a report was completed that looked at the trends of results over the four years of administration. The fourth survey was found to reaffirm the conclusions of the prior surveys that parents are quite satisfied with the teaching in the schools and less satisfied with the resources, and that their overall perceptions continue to improve, although families are still reluctant to recommend their school to others (Joint Venture Education Forum [JVEF], 2006). Repeatedly over the years, the positive responses to specific areas of schooling were relatively high, while the positive responses to the more global questions of overall satisfaction remained comparatively low. It became clear that the DOE needed more information if its vision of schools as “institutions of learning that parents want their children to attend and students want to attend” was to be realized for the nearly 9% of the public school population who are from military families (Berg & Berg, 2001). In addition, funding priorities for JVEF have been set over the last few years to reflect survey results. There was a need for a more scientifically administered survey to better assure the accuracy of the data and to explore further the factors that affect military families' satisfaction with the education of their children. The 2005 study noted that although response rates to the survey had increased over time, response rates remained low, making non-response bias an issue. It was recommended that a fifth survey should use random sampling to reduce sampling error and that qualitative research methods (focus groups or interviews) be used in addition to the quantitative survey (Beers, Carr, & Okinaka, 2005).

### **The Present Project**

Reflecting recommendations from the last USPACOM report, the objective of the DOE Military Survey project was to assess military families' experiences and satisfaction with the Hawaii public schools through use of a focus group study as well as a survey administered using appropriate methodology to provide data from a sample representative of the target population at an acceptable level of confidence. This summary report of the project results will inform ongoing discussions within and among the DOE, JVEF, and USPACOM about military families' expectations, ways in which the Hawaii public schools are meeting those expectations, and ways in which military families' concerns can be addressed by schools and the military community.

## METHOD

### Sample

The DOE Military Survey used proportional stratified random sampling to select a sample representative of the military-dependent population enrolled in military-impacted public schools, defined for this study as those with at least 100 military-dependent students. The sample included 26 elementary, 6 middle/intermediate, and 7 high schools on Oahu (see Appendix A). A sample of sufficient size was drawn and follow-up procedures designed to achieve a response rate to ensure that the responding sample was representative of the population at a 95% probability level, thus allowing for adequate confidence in the generalizability of the results.

### Procedures

A pilot study in 2006 helped us refine survey and follow-up procedures. Results informed the focus group study conducted in fall 2006 with randomly selected parents and students from six different schools from the sample. Those 11 focus groups provided one source of qualitative data for the project and prompted some changes to the survey instrument. Changes included the addition of items to more deeply explore the social environment of the school, areas of schooling previously not explored; rewording of some questions to provide variety in the preferred response (*disagree* as well as *agree*) to encourage attention to content and prevent careless responding; and inclusion of more opportunities for narrative remarks, to provide a second source of qualitative data to be used to help describe significant educational variables and gauge the relative importance to parents and students of various aspects of the school experience. Revised surveys (see Appendix B) were distributed in March 2007 to the project sample, which was drawn from the list of 13,500 students enrolled in Hawaii public schools in February that year who were self-identified through federal survey cards as having a military parent on active duty. Six subsamples comprised the total sample and represented three parent and three student groups from the elementary, middle/intermediate, and high school levels. Options were presented to complete paper-pencil surveys and return by mail or do surveys online. Tracking numbers were used to provide access to online surveys and prevent use of multiple submissions per family. A total of 2,997 survey packets were mailed. Data were collected through May 2007.

### Analysis

The project used three sources of data to provide depth and context to the analysis: focus groups of parents and students from military impacted schools, quantitative data from 1,806 completed questionnaires, and qualitative data in written comments on 1,452 of them. When cross-analyzed, these data provided measures of how Hawaii public schools are perceived in general and in specific areas of interest and the importance of each survey item in relation to the community's general satisfaction. By categorizing and counting the comments, we were also able to determine the relative importance of various aspects of schooling. Comments also helped put survey responses in context and provided awareness of topics that were not addressed by the questionnaire items. Intercorrelations were calculated for the Likert-style survey items, and exploratory factor analysis was used to help determine major areas of interest and concern that contribute to military families' perceptions and satisfaction with their schools.

## **Research Team**

Researchers from the University of Hawaii Curriculum Research & Development Group, who are also members of the National Guard and Reserves, teamed with researchers from Johns Hopkins University's Bloomberg School of Public Health, who are also lead researchers with the Military Child Initiative. One researcher is a retired evaluator from the Hawaii DOE, and the primary investigator is a board member of the Joint Venture Education Forum, a partnership of DOE and the military. Expertise of the research team includes local culture in Hawaii, military culture, and the educational traditions and expectations of each; child development and school connectedness; and experience with and appreciation for the challenges for education in Hawaii.

## **RESULTS**

For this summary report, research results are organized to present first a description of the quantitative data from the surveys and then results of exploratory correlation and factor analyses of those data, followed by the categorization of the qualitative data from the written comments on the questionnaires. The exploratory factor analysis and focus group study provide the framework for the subsequent Discussion section where the analysis of comments and focus groups are used to provide context to better understand the study results. Guidelines and cautions are provided for the use of sample surveys and the results of this project.

### **Quantitative Data Description and Analyses**

As a result of exhaustive follow-up procedures, sufficient questionnaires were received from parents (656 elementary parents, 348 middle/intermediate parents, and 347 high school parents) to assume at a 95% confidence level that the three samples represented their respective populations: military-connected parents of elementary students, middle/intermediate students, and high school students from the 39 schools in the study. Follow-up procedures were limited to contact with parents and were not as effective in prompting students to respond. Student responses (78 elementary students in grades 5 and 6, 188 middle/intermediate students, and 189 high school students) were too few to be confident of the representativeness of those samples. Consequently, study results of parents can be generalized rather confidently to their respective local military populations, but results for students should be interpreted conservatively. Because perceptions and concerns of parents and students differ substantially from elementary, middle/intermediate, and high school, data were not aggregated, and results are reported for six groups.

### **Survey Responses**

In the following Tables 1 and 2, the percentages of favorable responses to the 28 Likert-style items on the school section for parents and students are listed in order from those with the most to the least favorable responses. For items that expressed a negative situation, the percentage indicates the total percent of parents who disagreed with the statement. Percentages were calculated using the number of respondents for each item as the denominator. Where significant numbers of the parent or student samples (10% or more) responded *don't know* to an item or did not respond, the figures are footnoted.



TABLE 1

*Percentages of Parent Responses to School Items that Were Favorable Ordered—Most to Least*

Item #	Item Description	Elementary Parents <sup>a</sup> % Favorable	Middle/Int Parents <sup>b</sup> % Favorable	High School Parents <sup>c</sup> % Favorable
21	My child's school teaches students about being tolerant and getting along with one another.	90% <sup>+</sup>	75% <sup>++</sup>	64% <sup>++</sup>
13	My child is safe at school.	89%	74%	63%
1	My child enjoys school.	87%	77%	70%
4	My child's teachers care about my child.	87%	75% <sup>+</sup>	63% <sup>+</sup>
8	I have enjoyed trying new and different foods in Hawaii.	87%	85%	88%
14	My child's school is clean.	84%	75%	66%
5	Because of the many cultures of the people at school, my child has learned new ways of getting along with others.	83%	76% <sup>+</sup>	70%
7	The office staff at my child's school treats people with respect.	80%	81%	72%
11	Children have a sense of belonging at this school, regardless of how they look or where they are from.	79% <sup>+</sup>	58% <sup>+</sup>	46% <sup>+</sup>
9	My child's teachers teach their subjects well.	79%	67% <sup>+</sup>	52% <sup>+</sup>
12	My child's school provides me with the information I need about his/her academic progress.	78%	72%	63%
17	I have been told what I can do to help my child succeed in school.	78%	65%	52%
18	Some adults at my child's school treat people unfairly because of where they are from or how they look. ( <i>Favorable = Disagree</i> )	76% <sup>++</sup>	59% <sup>+++</sup>	51% <sup>++</sup>
6	My child learns critical thinking skills at school.	76%	65%	56% <sup>+</sup>
16	My child receives the help he/she needs to learn at school.	74%	66%	63%
23	Some adults at my child's school allow students to bully each other. ( <i>Favorable = Disagree</i> )	71% <sup>++</sup>	57% <sup>+++</sup>	54% <sup>+++</sup>
20	My child is learning grade-appropriate information.	70%	60%	59%
10	Students at my child's school treat each other with respect.	69%	47% <sup>+</sup>	42% <sup>+</sup>
19	The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my child's needs.	68%	60%	58%
2	My child's school has problems taking care of discipline issues. ( <i>Favorable = Disagree</i> )	67% <sup>+</sup>	54% <sup>+</sup>	50% <sup>+</sup>
15	My child receives meaningful and challenging assignments.	66%	61%	55%
26	This school has made positive changes over the last year.	64% <sup>++</sup>	53% <sup>+++</sup>	47% <sup>++</sup>
28	I would recommend this school to others.	64% <sup>+</sup>	52%	49%
25	At school my child has access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	63%	79%	67%
3	I am proud of the way my child's school looks.	62%	60%	43%
24	The facilities at my child's school (classrooms, gym, playground, library, etc.) meet my child's needs.	59%	62%	57%
22	Students need more access to computers and other technology at my child's school. ( <i>Favorable = Disagree</i> )	24% <sup>+</sup>	25% <sup>+</sup>	23% <sup>+</sup>
27	Compared to schools my child attended before coming to Hawaii, this school is better.	14% <sup>+</sup>	14% <sup>+</sup>	12% <sup>+</sup>

<sup>a</sup>*n* = 656; <sup>b</sup>*n* = 348; <sup>c</sup>*n* = 347

<sup>+</sup>10–19% of parents responded *don't know* or did not respond to this item; <sup>++</sup>20–29% *don't know* or did not respond;

<sup>+++</sup>30–37% *don't know* or did not respond

TABLE 2

*Percentages of Student Responses to School Items that Were Favorable Ordered—Most to Least*

Item #	Item Description	Elementary Students <sup>a</sup> % Favorable	Middle/Int Students <sup>b</sup> % Favorable	High School Students <sup>c</sup> % Favorable
4	My teachers care about me.	92%	81% <sup>+</sup>	74% <sup>+</sup>
1	I enjoy my school.	88%	85%	67%
5	Because of the many cultures of the people at school, I have learned new ways of getting along with others.	88%	71%	71% <sup>+</sup>
21	In my classes we have talked about being tolerant and getting along with one another.	87%	81%	59%
23	Some adults at my school allow students to bully each other. ( <i>Favorable = Disagree</i> )	87% <sup>+</sup>	67% <sup>+</sup>	63% <sup>+</sup>
19	The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my needs.	86% <sup>+</sup>	82%	66%
7	The office staff at my school treats me with respect.	86%	82% <sup>+</sup>	63% <sup>+</sup>
20	The information I am learning in school will prepare me to do well in my next grade or next school.	86% <sup>+</sup>	79% <sup>+</sup>	64% <sup>*</sup>
6	My teachers help me further develop my critical thinking skills.	85%	78%	68%
16	My teachers provide me with extra help if I need it.	84%	88%	82%
26	My school has made positive changes over the last year.	84% <sup>++</sup>	63% <sup>++</sup>	52% <sup>+</sup>
9	My teachers are good at teaching their subjects.	82%	82%	69%
13	I feel safe at school.	82%	78%	63%
15	My teachers give me meaningful and challenging assignments.	81%	76%	70%
18	Some adults at my school treat students unfairly because of where they are from or how they look. ( <i>Favorable = Disagree</i> )	80% <sup>+</sup>	69% <sup>+</sup>	60% <sup>+</sup>
11	Students at my school feel like they belong, regardless of how they look or where they are from.	80% <sup>+</sup>	55% <sup>+</sup>	44% <sup>+</sup>
17	Adults at my school have told me what I can do to succeed in school.	79%	77% <sup>+</sup>	67%
12	My teachers keep me informed of my academic progress.	78%	84%	67%
8	I have enjoyed trying new and different foods in Hawaii.	77% <sup>+</sup>	76%	80%
14	My school is clean.	77%	58%	48%
25	At my school I have access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	72% <sup>+</sup>	85%	74%
3	I am proud of the way my school looks.	71%	56%	39% <sup>+</sup>
28	I would recommend this school to others.	68%	56% <sup>++</sup>	50% <sup>+</sup>
24	The facilities at my school (like the classrooms, gym, playground, library, etc.) meet my needs.	61%	65%	58% <sup>+</sup>
2	My school has problems taking care of discipline issues. ( <i>Favorable = Disagree</i> )	61%	54% <sup>+</sup>	40% <sup>+</sup>
10	The students at my school treat each other with respect.	51%	35% <sup>+</sup>	37%
27	Compared to schools I attended before coming to Hawaii, my current school is better.	37% <sup>++</sup>	28% <sup>++</sup>	21% <sup>+</sup>
22	Students need more access to computers and other technology at my school. ( <i>Favorable = Disagree</i> )	21%	31% <sup>+</sup>	31%

<sup>a</sup>Elementary students in grades 5 and 6 only were surveyed;  $n = 78$ ; <sup>b</sup> $n = 188$ ; <sup>c</sup> $n = 189$

<sup>+</sup>10–15% of students responded *don't know* or did not respond to this item; <sup>++</sup>16–21% *don't know* or did not respond

Percentages of favorable responses to survey items by parents range from a high of 90% to a low of 12%. In general, the quantitative data from the survey indicate that a majority of parents and often three quarters or more of parents are satisfied with most of the specific aspects of the school experience covered by the survey, including safety, cleanliness, teacher caring and competence, learning of social skills, communication about student progress, respectful treatment by adults, teaching materials, curriculum, facilities, and discipline issues. Overall, student perceptions were more positive than those of their parents with regard to their teachers and academics and lower with regard to social factors like feelings of belonging and students treating each other with respect. The majority of elementary and middle/intermediate school parents and students would recommend their school to others. Slightly fewer high school parents (49%) and students (50%) would recommend their school. In general, elementary parents and students reported more positive perceptions than their middle/intermediate and high school counterparts. Those items with less than a majority favorable involved students' sense of belonging, students treating each other with respect, pride in the appearance of the school, and access to technology. For both parents and students, substantially less than the majority compared their school in Hawaii favorably to their previous schools, although students were more favorable than parents. However, for both parents and students, well over 10% of survey participants did not know or did not respond to this item. Several other items, notably those relating to tolerance, bullying, discipline, fair treatment, and access to technology, had rates of *don't know* or non-response ranging up to 37%.

Tables in Appendix C contain complete descriptions of responses to the Likert-style items on the parent and student surveys, including numbers of no or *don't know* responses to each item. Both parents and students filled out a school section with questions specific to the school attended by the selected student, and, in addition, parents filled out a parent survey with more general questions about Hawaii public schools and family demographic information (years in Hawaii, branch of service, rank of military sponsor). On average, respondents had been in Hawaii for 2 to 3 years. No military service or rank was over-represented in the responding sample, and all 39 schools were sufficiently represented. Parents' general satisfaction with the Hawaii public schools ranged from 32 to 38% satisfied, 16 to 20% neither satisfied nor dissatisfied, and 43 to 49% dissatisfied, with elementary parents the most positive. Generally, before enrolling their child in Hawaii public schools, the majority of parents held positive or neutral perceptions of the schools. For all three parent groups, perceptions changed more for the better than the worse after their children began attending school. Parents reported their sources of information were primarily people previously or currently stationed in Hawaii with children in the public schools and secondarily Hawaii school Web sites and the newcomer's packet they received from their military base. The majority responded that their transition to Hawaii schools was as easy as (or easier than) other transitions their family has made. Remarkably, half or more of responding parents did not answer whether or not their child's school has a Transition Program. Of those who answered *yes*, however, the majority found the program *extremely* or *somewhat helpful*. On student questionnaires, 60% of middle/intermediate and high school students provided no answer to the question of whether or not their school had a Transition Center or Program.

## Correlation Analysis

While percentages indicate parents' and students' satisfaction with the areas of schooling that the survey items addressed, they do not tell us the relative importance of each of these areas to overall satisfaction. One measure of importance was determined by calculating correlation matrices and examining the correlations of responses to each survey item with responses to the global items, in particular Item 28. *I would recommend this school to others*. Pearson product-moment correlation coefficients were calculated. A correlation ( $r$ ) of 0.5 indicates that the item accounts for about one fourth of the variation in the responses to the global item ( $r^2 = 0.25$ ) while an  $r$  of 0.7 indicates that about half of the variance may be explained by the item ( $r^2 = 0.49$ ). Correlations of 0.7 and above are generally considered strong. Ranking correlations allows us to rank items in terms of the strength of their relationship to the overall perception of the schools.

Although no one specific variable tapped by the survey seems to account for more than half of the variation in parents' perceptions of satisfaction, a number of areas do appear to be more important to overall parent satisfaction than others. The item most highly correlated ( $r = 0.7$ ) with the willingness to recommend the school to others for parents is Item 26. *This school has made positive changes over the last year*. A number of other items are correlated at  $r = 0.6$ . These deal with academics (teacher competence and caring, students getting needed help to learn, schools providing information on academic progress, grade-appropriate curriculum) and school social environment (sense of belonging, feeling safe at school, students treating each other with respect). Correlated at  $r = 0.5$  are the appearance and cleanliness of the school, adequacy of facilities, teaching tolerance, controlling bullying, discipline and fair treatment, and access to a rich curriculum. Notably, for parents access to computers and other technology is correlated the least with a willingness to recommend the school to others (correlations at 0.1 and 0.2). See Appendix D for all correlation coefficients among parent survey items.

For students, as well, the lowest correlations with a willingness to recommend their school to others were with access to computers and other technology (correlations from 0.0 to 0.2). The highest correlations for elementary students were with school enjoyment ( $r = 0.6$ ) and pride in the way their school looks ( $r = 0.5$ ). For older students the highest correlations were with positive school change, as it was for parents. Some of the next highest correlates at 0.7 and 0.6 were a sense of belonging, safety, enjoyment, grade appropriate curricula, development of critical thinking, competent and helpful teachers, and school appearance and cleanliness.

Appendix E contains tables for each of the six groups of respondents listing side-by-side for each survey item the correlation of that item with the global Item 28 and the percent of positive responses to that item. These tables make it easier for a reader to judge the relative importance to satisfaction of the various aspects of schooling covered by the survey items. At the same time the reader can see what percentage of respondents answered positively to that item, indicating apparent satisfaction with that aspect of their children's schooling.

## Exploratory Factor Analysis

Factor analysis is a mathematical method for finding patterns in the answers to questions on tests or surveys; it groups questions into "factors" that have common themes. The technique

was used here to examine possible common concerns in the answers parents and students gave to the survey questions. It also allowed us to see how questions on global satisfaction aligned with these factors. Factors identified in the parents' responses were Academics and Teachers, Social Environment, and Facilities. For the students' responses, the factors identified were Academics and Teachers, Social and Physical Environment, and Behavior. For parents, the global item regarding recommending their school correlated, as expected, on all three factors but slightly more with Academics and Teachers than the others. For students, the same item correlated with Social and Physical Environment more than with Academics and Teachers and much more than with Behavior. Besides giving us another indicator of the relative importance of educational factors, results of the factor analysis will be useful for any revision of the survey and survey items.

### **Qualitative Data Analyses**

For this project, qualitative data included the written comments on questionnaires as well as the transcripts of the focus group discussions.

#### **Comments Written on Survey Questionnaires**

Written comments by parents and students were coded and categorized using conventional qualitative data analysis (QDA) techniques and ATLAS.ti QDA software. Nearly 80% of the responding 1,351 parents and 84% of the 455 students wrote comments.

Table 3 is a list of topics mentioned by parents in order of frequency. Data are listed by total comments in each major category, with some related subcategories listed below those they detail. The numbers are the percentages of those parents who wrote comments who referred to each topic either positively or negatively. Table 4 is the list of topics derived from student comments.

Categorizing and summarizing the comments helped us tease out the multiple aspects of the education experience in Hawaii that affect parent and student perceptions and satisfaction with their schools. Counting the number of participants who addressed each topic gave us another measure of the relative importance of specific interests and experiences to overall school satisfaction.

These data provide a measure of the relative importance of each topic, but they do not provide a measure of how well the schools are perceived in these areas. For that the survey item results as well as the content of the comments need to be considered. Parents of elementary and secondary students differ somewhat, but not substantially, on the relative importance of the identified topics.

TABLE 3

*Categorization and Counts of Written Comments on Parent Questionnaires*

Categories and Subcategories of Comments Both Negative and Positive	Elementary Parents <i>n</i> = 519	Middle/Intermediate Parents <i>n</i> = 268	High School Parents <i>n</i> = 281	Total Number of Parents Who Commented on Topic
Academic level of instruction	25%	27%	23%	269
Wanting advancement or retention	2%	1%	1%	15
Acceptable in lower grades	1%	0%	0%	7
Teacher quality	21%	19%	22%	221
Teachers care	5%	4%	6%	53
Organization skills	1%	1%	1%	9
Academic challenge	14%	16%	19%	167
GT/Honors/Advanced/College Prep	4%	7%	8%	63
School-family connection	12%	12%	19%	147
Richness of Curriculum	16%	10%	8%	133
Music	6%	2%	2%	46
Art	6%	1%	0%	35
PE	5%	2%	0%	34
Extra-curricular & elective classes	3%	2%	2%	26
Science	3%	0%	2%	21
Technology	2%	1%	1%	19
Discipline-general	9%	14%	14%	123
Bullying	4%	9%	5%	59
Fights	1%	3%	5%	28
Dress code	0%	3%	2%	16
Drugs	0%	1%	5%	19
Facilities and grounds-general	13%	7%	9%	112
Air conditioning	4%	3%	4%	42
Lockers	0%	3%	4%	21
Indoor gym	3%	1%	0%	15
Restrooms	1%	1%	1%	14
Playground	2%	0%	0%	11
Disparity among schools	10%	12%	9%	105
Geographic Exception	3%	2%	0%	22
Financial problems (fiscal management by DOE and school; parents have to pay for bus transportation, classroom supplies and even air conditioning)	10%	9%	9%	104
Class size	12%	7%	6%	95
Cultural appreciation	8%	7%	8%	85
Sense of Belonging / Friends	7%	7%	8%	79
Staff	10%	3%	2%	68
Principal	8%	4%	5%	67

Categories and Subcategories of Comments Both Negative and Positive	Elementary Parents <i>n</i> = 519	Middle/Intermediate Parents <i>n</i> = 268	High School Parents <i>n</i> = 281	Total Number of Parents Who Commented on Topic
School listens/responds to parents	1%	2%	2%	18
Transition support (includes social & academic transition)	5%	4%	10%	64
Prejudice by adults	2%	9%	10%	62
Child's academic success	4%	5%	7%	56
Safety -- people not affiliated w/ school	5%	4%	7%	55
safety -- other students	0%	0%	1%	7
Wants DOD schools or vouchers for private	5%	6%	5%	52
Time in class (school day too short, students pulled for cafeteria duty, punished for non-behavioral problems by missing class)	6%	3%	4%	49
Academic attitude	3%	4%	7%	46
Special needs	4%	4%	3%	42
Grading system	7%	1%	1%	41
Textbooks	2%	7%	4%	39
Support for military children	4%	3%	2%	36
Because of the schools, should not have accepted orders or will transfer as soon as possible	3%	4%	4%	34
Ethnic/Racial tension (in general; behavior NOT noted)	1%	4%	6%	32
Homework	4%	2%	1%	28
Sports	1%	3%	4%	27
Lunch (too little, poor quality)	3%	3%	0%	26
Extra curricular, after school and elective courses	3%	2%	2%	26
Social environment/Values	2%	4%	2%	25
Tutoring/extra help	3%	1%	1%	19
Computers	2%	1%	1%	19
Bus problems (not reliable, discipline problems)	2%	1%	1%	16
Support for kids	1%	0%	4%	15
Test scores	2%	0%	1%	11
Teaching test-taking skills	1%	1%	0%	11

TABLE 4

*Categorization and Counts of Written Comments on Student Questionnaires*

Categories and Subcategories of Comments Both Negative and Positive	Elementary Students <sup>a</sup> <i>n</i> = 58	Middle/Intermediate Students <i>n</i> = 162	High School Students <i>n</i> = 164	Total Number of Students Who Commented on Topic
Belonging/friends	50%	41%	48%	175
Teachers	29%	28%	18%	92
Academic level	14%	14%	18%	61
Facilities	9%	9%	13%	40
Air conditioning	3%	2%	4%	11
Restrooms	2%	2%	3%	9
Gym	3%	1%	1%	5
Lockers	0%	1%	2%	4
Basketball court	0%	2%	0%	3
Prejudice	12%	9%	10%	38
Student quality	7%	7%	8%	29
Discipline	5%	7%	9%	28
Fighting	0%	8%	4%	19
Bullying	5%	4%	2%	12
Swearing	3%	2%	0%	5
Drugs	0%	1%	1%	4
Activities (away from the classroom)	7%	5%	10%	28
Diversity	0%	7%	10%	28
Transition	0%	5%	9%	22
Safety	5%	6%	5%	20
Friendliness	12%	3%	4%	19
Challenge	9%	4%	3%	16
GT/honors	0%	4%	1%	7
Music/band/orchestra	3%	1%	2%	6
Art	3%	1%	1%	5
Textbooks	2%	1%	5%	12
Lunch	2%	1%	5%	11
Class size	7%	2%	2%	10
Staff	3%	3%	1%	9
Academic attitude	0%	2%	2%	7
Hawaiian studies	2%	3%	0%	6
Homework		3%	2%	1%
Social environment	0%	1%	2%	5
Academic success	0%	2%	1%	5
Want DoD school	0%	1%	2%	5
Computers	2%	1%	1%	4
Counselors	0%	1%	1%	3

<sup>a</sup>Elementary students in grades 5 and 6 only were surveyed.



## Focus Group Study

The focus group study was conceived as a qualitative exploration of the educational experience in Hawaii. Since focus groups involved fewer than 50 parents and fewer than 100 students, the results are not meant to be generalized but to provide insight into the expectations and experiences, joys and concerns of military families with students in Hawaii schools. Focus groups were audio recorded and transcribed. Researchers at the Johns Hopkins Bloomberg School of Public Health coded the transcripts and reviewed the codes for emerging themes.

Findings from the focus groups, along with the summaries of the themes, issues, and concerns that emerged from the written comments, provide context for the responses to the survey items. They also reveal specific examples of school programs and activities that meet military families' needs and expectations and contribute positively to their perception of Hawaii public schools and their satisfaction with their school experiences. A few exemplar comments were selected to include in the Discussion section that follows.

## DISCUSSION

### Summary

For the DOE Military Survey project both quantitative and qualitative data were collected and cross analyzed, yielding (a) measures of satisfaction in general and with specific aspects of the school experience in Hawaii public schools, (b) measures of the relative importance of those aspects to general satisfaction, and (c) rich descriptions of the perceptions and context of schooling that underlie the resulting numbers and rankings in the broad areas of academics, teachers and staff, social environment, communication and support, race and culture, facilities and resources. This multi-faceted approach to the data collection and analysis provided a clearer understanding of military families' perceptions of the schools.

Numerical survey results show a majority, and often three quarters or more, of parents are satisfied with most of the specific aspects of the Hawaii public school experience including safety, teacher caring and competence, learning of social skills, communication about student progress, respectful treatment by adults, teaching materials, curriculum, adequacy and cleanliness of facilities, and discipline issues. Global items, like recommending their school to others, were less positive but still had nearly or more than 50% positive responses. Student results were more positive regarding academics and teachers and less positive regarding social factors. Those items with fewer than 50% favorable responses were as low as 21% favorable and involved students' sense of belonging, students treating each other with respect, pride in school appearance, and access to technology. Questions relating to tolerance, bullying, discipline, and fair treatment had favorable rates ranging from 40 to 90%, but they also had relatively high rates of *don't know* or no response, as high as 37%. While the percentages indicate levels of satisfaction, dissatisfaction, or neither with the areas of schooling that the survey items address, they do not tell us the relative importance of these areas to overall satisfaction or about other areas of interest or concern. For this we need to look at the results of the correlation analyses and the insights provided by the qualitative data, written comments on survey questionnaires and discussions in the focus groups. This more in-depth understanding of military families'

experiences, expectations, and ways that schools are meeting those expectations should better inform the ongoing efforts by the DOE, JVEF, and the military community to address military families' concerns about the education of their children in Hawaii.

## **School Is Improving**

The perception of whether or not a school is making improvements was the best predictor of parents' and secondary students' general satisfaction as indicated by their response to Item 28 *I would recommend this school to others*. Item 26 *This school has made positive changes over the past year* is the item most highly correlated to Item 28 across all groups of parents and secondary students. Analysis of comments on the questionnaires did not reveal any specific area in which improvements were most related to satisfaction. Rather, the qualitative data seem to indicate that parents and students consider any improvement satisfactory, analogous to the school caring about its students and providing educational opportunities. Conversely, a perceived lack of positive change was related to a negative overall view of the school and a lower incidence of parents and students willing to recommend the school to others.

*Holomua el by far exceeds any of our expectations for a public elementary school They are constantly looking towards new technology.* — Parent, elementary school (survey)

*I am satisfied knowing that progress is being made in many of the areas of concern.* — Parent, middle school (survey)

*There has been little positive change in HI public education during our 5 years here. ... We are moving in order to provide our children w. better educational opps.* — Parent, high school (survey)

Given the lack of specificity regarding change, this question should be considered another global assessment, indicative of general satisfaction and optimism and related to a wide range of topics rather than just one area of schooling. Correlations do not prove causality. It is unclear that if parents perceived more positive changes they would be more willing to recommend their schools. In the previous survey report, Beers, Carr, and Okinaka (2005) suggested that the global assessment items, particularly Items 26 and 28, elicited emotional or affective responses rather than reasoned, objective appraisals based on facts and arguments. The responses may reflect how respondents feel in reaction to their current situations and are colored by the stresses of the current war and moving and adjusting to Hawaii. Emotionally-based attitudes are rarely impacted by facts or reasoning (Fuegen & Brehm, 2004), but they may be changed by improving the social and emotional aspects of the school. Many of the comments from questionnaires and focus groups provide insight into the social environment of Hawaii's military-impacted schools and how improvements might be made. The previous study recommended using testimonials and positive personal experiences in communication materials.

In past surveys, the length of time in Hawaii correlated positively with the level of satisfaction (Beers, Carr, & Okinaka, 2005). This may be expected, since those families not satisfied would be more likely to leave the islands or leave the public schools. However, in this year's survey the correlations between number of years on island and general satisfaction were very low. In fact, first-year families in Hawaii had the same percentage of parents who were satisfied with the schools as those who had been here four years. This may be an effect of

previous sampling bias; it is perhaps also evidence of the resistance to change of emotionally based attitudes.

## **I Heard It Through the Grapevine**

First impressions about the Hawaii school system usually reach military families who are Hawaii-bound long before they arrive, and only about one-fifth of parents come with positive perceptions. However, approximately 50% reported that after enrolling their students their perceptions improved, with about 15% reporting that their perceptions were *much better*. Perceptions of poor public schools in Hawaii adversely affect the willingness of some military personnel to accept assignment here. This in turn adversely affects the ability of military units in Hawaii to get the people they need to ensure military readiness.

*I had heard some negative comments about Hawaii schools as soon as we got orders for here, particularly from a high ranking officer who had been given the opportunity to come to Hawaii and had done some research into the schools and turned down the orders and would not bring his children here to go to school. — Parent, high school (focus group)*

*So many military families discouraged us from moving to HI because of the public schools. However, I have found the quality of education to be just as good if not better than those schools attended in CA, VA, & RI. — Parent, elementary school (survey)*

Parents go to the Internet to confirm or refute the rumors they hear from people who have been associated with Hawaii's public schools in the past. Hawaii school Web sites, GreatSchools.net, the Hawaii DOE Web site, and military command Web sites are the Internet sources most visited by military families for information on Hawaii public schools. Examples of informative and inviting Web sites are those of Kapolei and Wheeler Middle Schools. Kainalu Elementary's site, too, is visually appealing and easy to navigate, and it includes registration information and supply lists, directions to a scavenger hunt for new students, a directory of the staff, description of after-school activities, and a link featuring student artwork.

While military families who have lived in Hawaii are the most common source of information, teachers and school staff who have worked in Hawaii schools, have taught students who transferred from Hawaii, or have heard about Hawaii schools are also common and particularly credible sources, and ones who often feed negative perceptions of the school system.

## **Academics**

The academic level of instruction, quality of teachers, and the degree of challenge offered by the curriculum were the most common topics of comments by military parents. Teachers and academic level were also the second and third, respectively, most-mentioned topics in comments by students (friends/sense of belonging was first). These issues were important at all grade levels, and the survey items regarding them also correlate strongly with participants' general satisfaction.

The majority of parents responded favorably to the questions on these topics, and students were even more favorable. Of elementary parents, 87% agreed with Item 4 about teachers caring about their child and 79% agreed that their child's teachers teach their subjects

well (Item 9). In response to Item 15, 66% agreed that their child receives meaningful and challenging assignments, and 70% felt that their child is learning grade-appropriate information (Item 20). A lower percentage of middle/intermediate and high school parents agreed to these statements, but in all categories the majority responded favorably to the items regarding the quality of instruction and of teachers.

Many parents expressed in comments that they were pleased with the academic level of instruction offered at their school, and they contrasted it with the level they perceived was taught at other schools. Comments about the academic level of instruction, however, even those by parents who felt their children were being taught at a challenging level, reflected a perception that, in general, Hawaii public schools are academically behind other school systems that military children attend.

Of parents who expressed concern about the level of instruction at their child's school, there is worry that the children will be behind their peers when they transition back to schools on the mainland and abroad. Lack of challenges and the repetition of previous curricular topics feed into this worry. A related concern is that high school students will not have the credits necessary to be accepted into college or, possibly, even to graduate from their follow-on school. In some cases these worries are so strong that parents send their students back to the mainland to attend school there.

For some parents, the importance of a rigorous program extends beyond the child's academic welfare.

*The classes are not challenging and he has become bored. Boredom leads to trouble.* — Parent, high school (survey)

Especially when students were able to access advanced classes, the students and their parents were pleased with the content of courses as well as with the behavior and academic attitude of the students. In cases where advanced courses were not available, they were appreciative of teachers who could individualize the curriculum by providing advanced texts and enrichment activities.

So much in education is dependent on the individual teachers in the classroom, and parents and students had a lot to say about them. Of the 400 participants who commented specifically on teachers, half were very complementary. Parents and students were exuberant about teachers who go beyond the norm to communicate with parents, provide extra help to students, individualize the curriculum, and show students they care about them academically and personally. Many respondents mentioned teachers by name and wrote eloquently of the positive effect they had on their child's well-being.

*My son's geometry teacher has spent extra time with our son after school, 2-3 times a week. First time a teacher has developed a good relationship with our son. Mr. XXXX is a great mentor. Mr. XXXX called when our son was failing. Even though his grade has not moved much, the friendship developed is lifetime memorable to our son XXXX. Thanks Mr. XXXX — (signed) Parent, high school (survey)*

There were also some references to staff shortages that resulted in overcrowded classrooms without educational aides. Some parents saw teachers who were replaced with what they perceived to be non-qualified individuals to the detriment of the students. Some also noted that other staff, including those providing special education and counseling services, were overburdened.

Teachers are subject to very high expectations, according to comments that mentioned them. Parents and students expect teachers to maintain discipline and demand high standards of academic performance. They expect that teachers will be organized in record-keeping and adhere to a schedule for assignments and exams. Parents also expect that teachers will communicate with them regarding their children's academic progress on a regular basis, certainly not waiting for the end of a grading period to do so. And they expect that teachers will care about each and every child.

Technology was mentioned as a tool helping teachers meet these demands. Parents thought highly of teachers who electronically post assignments and course schedules, maintain online grade books with students' homework and test results, and communicate with parents via email.

Other academic concerns included the curriculum and time spent in class. Parents who commented that their students were able to participate in frequent music, art, PE, and/or science classes with teachers qualified in these areas understood that they were privileged, and these courses were desired by those who did not have access to them.

Overall, parents were satisfied with the curriculum. A majority of parents representing each of the school levels agreed with Item 25 *At school my child has access to a broad, rich curriculum*. Interestingly, this item and Item 24 *The facilities at my child's school (classrooms, gym, playground, library, etc) meet my child's needs* had higher levels of agreement with middle/intermediate parents than with parents of elementary and high school students: 79% of middle/intermediate parents responded favorably to Item 25 and 62% responded favorably to Item 24. Middle/intermediate students' positive responses, at 85% and 65%, were also higher than those of elementary and high school students.

Of those parents who expressed discontent with the curriculum, many felt that the time spent in class does not allow for the variety or depth they would like. Some commented that they would be glad to have the school day extended so their child could have more access to music, art, and physical education.

Enrichment and extra-curricular activities promote a positive school experience. Especially in secondary schools, parents and students who mentioned their positive experience with music groups, ROTC, and sports had positive attitudes toward the school in general.

*My son... is very happy and is doing well at Moanalua High. He is engaged in the band (marching, jazz, symphonic) and loves it. Mr. XXXX is a great influence on him and his bandmates. ... He doesn't want to leave the school, but I must transfer to another state. — Parent, high school (survey)*

However, enrichment classes did not have to be offered during the school day for parents to acknowledge them. In fact, schools that were only able to offer these classes after school staffed with volunteers earned additional praise for having parents who are actively involved.

Hawaiian studies also prompted comments from some parents and students. Apparently Hawaii's schools are very successful at teaching about Hawaii's culture and history: even parents who were displeased with the amount of time spent on Hawaiian studies mentioned that their children knew all about Hawaiian history. Some parents were thrilled with the unique opportunity to study an unfamiliar culture and noted that their children enjoyed school most on the days they participated in Hawaiian studies. Others do not value the study of Hawaiian history, language, and culture. Some parents and students consider Hawaiian studies to be one more facet of the Hawaiian pride that excludes them. Most parents who commented on Hawaiian studies expressed both sides of the issue: their children have a great opportunity to immerse themselves in a different culture, but too much time and energy spent on Hawaiian studies limits the class time available for other important studies and could negatively affect their students' ability to transition back into schools on the mainland or on bases abroad.

Several parents felt that the short amount of time students spend in class was to blame for what they considered lower standards and a sparse curriculum. Parents at all levels and a few students mentioned that the other schools they are familiar with have longer school days that allow for both a broader and deeper course of study. Parents were further concerned when students lost out on class time in order to perform cafeteria duty or because behavior management plans included missing class in order to carry out janitorial duties.

While 78% of elementary parents agreed with Item 12 *My child's school provides me with the information I need about his/her academic progress*, the standards-based reporting system was the subject of irritation for some elementary parents who considered the new report cards uninformative, subjective, and a barrier to transition.

### **Social Environment, Behavior Management, and Diversity**

Analysis of both quantitative and qualitative data points to friends and a sense of belonging as the most important aspects of school to students at all levels, and secondary school parents also expressed that their child's sense of belonging is one of their top concerns. Among the specific items in the Likert-scale portion of the questionnaire, secondary students' responses to Item 11 *Students at my school feel like they belong, regardless of how they look or where they are from* are among the most highly correlated with their willingness to recommend the school to others. A majority of elementary and middle/intermediate parents agreed to Item 11, but only 46% of high school parents did. Comments by both students and parents indicate that student-to-student transition programs currently in place help students develop friendships and feel comfortable in their new environment. However, 60% of students and 80% of parents responding to the survey apparently did not know if their school had a transition program or not.

Well-managed classrooms support the sense of belonging, as does respect among students. Survey results show a majority of secondary parents do not perceive respect among students in their children's schools. While 69% of elementary parents responded positively to Item 10 *Students at my child's school treat each other with respect*, only 47% of

middle/intermediate parents and 42% of high school parents did so. Students' positive responses to the item (*The students at my school treat each other with respect*) were even lower than those of their parents. Respect among students has been identified as an issue in past surveys, and JVEF has funded initiatives to address it (JVEF, 2006). It appears to still be a high-need area, especially for secondary students.

Negative student behavior, if not managed well, can degrade both students' and parents' comfort with the schools. In focus groups, the most scathing accusations regarding the public schools concerned discipline that was either too harsh or non-existent, and they extended beyond teachers to all adults including security personnel, after-school providers, and parent volunteers. Some parents even mentioned that their children's bus drivers were not able to maintain a disciplined environment. However, a majority of elementary and middle/intermediate parents responded favorably (by disagreeing) to Item 2 *My child's school has problems taking care of discipline issues*, and 50% of high school parents did so. This item is, however, another rare case where high school students responded less favorably than their parents.

Of 1,351 parent participants in the survey, 123 or 9% of them commented on discipline, with the majority of comments on bullying and fighting and most of these at the secondary level, primarily middle/intermediate school. Of the 455 student participants, 28 or 6% commented. Although these numbers are relatively low, the seriousness of bullying and fighting and the context of these behaviors warrant attention to them and is related to the issue of respect. Bullying was often portrayed in comments as a side effect of prejudice, and many students mentioned racial or cultural tension in the school without noting specific behaviors. Especially disturbing were the perceptions by some military families that some adults at the school exhibit prejudicial behavior. Overall, however, parents and students perceived that adults at the schools treat people fairly and that bullying is not allowed. A majority of parents responded favorably (by disagreeing) to Item 18 *Some adults at my child's school treat people unfairly because of where they are from or how they look* and to Item 23 *Some adults at my child's school allow students to bully each other*. Students responded even more favorably than their parents to these items on their questionnaires.

Negative comments regarding these issues mentioned teachers and staff who were perceived as caring only about locals and ignoring military family members. Another concern mentioned in comments was the use of the word *haole*. Although it is a commonly used descriptor for Caucasians, the qualitative data indicate that some military students and parents consider this at worst a hateful racial slur and at least rude name-calling.

On the other hand, parents and students alike were very pleased with the opportunity to experience the diversity of cultures that exists in Hawaii. When diversity was perceived positively, parents and students were very complimentary of curricula that included Hawaiian and Asian studies and of the opportunity to make friends in this "clash of cultures," as the Hawaii school experience was described by one high school student.

## **School Connections**

The qualitative data show that military parents desire connections with their children's schools and teachers, and students also want connections beyond the academic aspects of the classroom.

Communication with teachers is the most important link in helping parents feel connected with the school. Parents are grateful for a brief email or phone call from a teacher, even when the information passed is negative. Regular correspondence that helps parents to help their children and to feel involved with their schooling is perceived as the mark of an exceptional teacher. The schools are doing fairly well in this area: 63% of high school parents, 72% of middle/intermediate parents, and 78% of elementary parents agreed with Item 12 *My child's school provides me with the information I need about his/her academic progress*, and similar numbers agreed with Item 17 *I have been told what I can do to help my child succeed in school*.

Front office and administrative staff are also very important to making parents feel that they are welcome at the school. Parent agreement with Item 7 *The office staff at my child's school treats people with respect* ranged from 72% to 81%. Parents praised the schools whose front office staff was friendly, knowledgeable, and helpful. When the principal also listened and was responsive to their concerns, their optimism was confirmed.

After-school enrichment programs, as opposed to day care, were also highlighted in many parents' comments. Some schools have parents who offer extra-curricular experiences and courses after school. This practice was highly praised by parents for serving the children, providing a meaningful opportunity for parental involvement, and enriching the curriculum available at the school.

Some students expressed a desire for more opportunities to associate with their peers outside of the regular classroom. A rich curriculum can support students' feelings of connectedness: band was the most common specific activity noted by parents and students that helped students feel connected. Athletic coaches can strongly influence students' sense of belonging as well. Students also asked for dances and other school-sponsored activities to build school spirit.

## **Facilities and Resources**

Students and parents notice a disparity among Hawaii's schools, with some dramatically standing out because of their appearance from the street, having air conditioning, and being new facilities, while others are labeled "so ghetto." Schools that rated comments of having better facilities and grounds were also perceived as having better teachers and better curriculum. The condition of the facilities seems to be related to the perception of the entire learning environment. While a majority of parents at all levels agreed that the facilities met their child's needs (Item 24), a smaller majority of elementary and middle/intermediate parents were proud of the looks of their child's school (Item 3), and only 45% of high school parents responded that they were proud of the appearance of their child's school.



General comments about the condition of the facilities primarily included the buildings and grounds. In many cases, the first impression of the schools affected where military parents elected to live and send their children. Often, parents' experiences with the schools seemed to confirm their first impressions of the facilities, both positive and negative.

Of the specific concerns regarding the physical environment, air conditioning for the classrooms received the most comments. Parents and students alike felt assured that they were at one of the best schools on the island if the classrooms were air conditioned. When classrooms did not have air conditioning, parents' disappointment was deepened if the administrative offices were air conditioned. Parents also faulted the state for not providing enough funding to provide air conditioning.

Other aspects of the physical environment are also important to the school experience. Playgrounds, basketball courts, and athletic tracks and fields affect military families' experiences with the schools. Restrooms need to be clean, free of paper towel trash, and have stall doors, toilet paper, and soap. Secondary students also wanted lockers; parents pointed out that carrying loads of books in a backpack all day long was bad for children's backs.

Some students were spared carrying textbooks in their backpacks because they were not allowed to take them out of class. Without textbooks at home, parents worried that students could not review previous studies, and they felt unable to help with homework. The other problem with textbooks was their age: several parents noted that history and social studies textbooks were very old and could not provide current perspectives on the events they discussed.

While parents and students felt that students need more access to technology at school, this was not among the most pressing concerns. Although Item 22 *Students need more access to computers and other technology at my child's school* had the lowest level of favorable answers among parents and students, this item barely correlated with the general satisfaction of either parents or students. Comments regarding technology indicated that the perception of some parents and students that more access to technology was needed had more to do with lack of teacher expertise and available time in the school day than with the lack of computers.

The generally poor perception of school facilities and the perceived disparities among schools underlie the belief expressed by many parents that the public school system has problems with its finances. Parents were surprised by the amount of school supplies they were required to provide. They also had to pay for bus service for the first time, which was a concern compounded by the unreliability of the service and the DOE's lack of responsibility for it.

Some parents believe the schools do not receive a reasonable amount of money. They cited the conditions of the public schools as compared to conditions of new sites in Hawaii intended to draw tourists as proof that Hawaii does not care about education. Others believe that the public school system does not appropriately manage the money it has. Regardless of the perceived cause, there is a widespread perception that the condition of Hawaii's public schools reflects a serious lack of resources.

This discussion of the many facets of the school experience in Hawaii and of the various perceptions and beliefs that were expressed by survey and focus group participants is not meant to imply that all the criticisms are warranted, the identified weaknesses can be fixed, and the negative perceptions can be easily changed. It is meant to further understanding of the expectations and disappointments of some of the military families whose children attend our public schools and to inform the improvement efforts of many in both the civilian and military community. The key points from the project results do, however, seem to lead to the following implications.

## **Implications**

### **Implications for Information Prior to Arrival**

Before military families arrive in Hawaii, they are likely to hear negative stories about the schools. School and military command Web sites, GreatSchools.net, and DOE Web sites are all significant sources of information for families looking to confirm or refute the rumors. Some of the responses to survey questions regarding Hawaii public schools are emotion-based and could possibly be affected by sharing positive personal stories in communication materials as well as factual information that highlights school successes and improvements. More attention to communication with military families by and about the public schools is warranted.

### **Implications for Academics, Social Environment, and Facilities**

Once students are enrolled, families' perceptions of academics, the social environment, and facilities are interrelated predictors of general satisfaction. Overall, parents are most concerned with the academic level and challenge of the curriculum, and students are most concerned with friendships and their sense of belonging while at school, although both parents and students consider both of these top priorities.

Advanced courses and programs provided at all levels of school are very successful at eliminating the academic concerns of the students and parents for those who can access them. The shorter school day in Hawaii compared to other schools is considered a barrier to academic progress and a broad, rich curriculum that includes music, art, physical education, and in-depth science classes. Schools that have after-school programs that provide enrichment for their students have been praised. The most important issues involving teachers are classroom management and communication with parents. Many of Hawaii's teachers are successfully using technology to communicate with parents and provide home access to assignments and grades. Those schools with successful programs addressing these concerns need more visibility; more effort is needed to find and share best practices.

Military children's most pressing concern is their sense of belonging. Student-to-student transition programs are successfully inviting students into the school community and helping them to quickly make friends. Some schools include academic transition assistance in their programs as well. Many students and parents have found the teachers and staff at schools to be welcoming and understanding, perhaps in no small part due to the effectiveness of the DOE's Military Culture Class. More attention is needed to the preparation of military families bound for

Hawaii as well as to the issues of student respect and cultural diversity. The research literature on school connectedness could be a valuable resource for informing efforts to increase the sense of belonging for all students in our military-impacted schools (“School Connectedness Means,” 2003). A model of practice like Invitational Education could provide an overarching framework for touching on all aspects of schooling (Purkey, 1999). It may be an easily understandable practice, culturally consistent with the concepts of *aloha* and *ohana*, that when broadly applied would yield the results that research shows promote school connectedness.

The facilities provide a general sense of support to both the students’ sense of belonging and the academic environment. Many parents select the school their children will attend (and the neighborhood in which they will live) by the appearance of the school. Air conditioning is considered by parents and students to be the mark of a good school in Hawaii. Clean and well stocked restrooms, lockers, indoor gyms, and playground areas are also high on the list of desired improvements to facilities. All of the efforts being made in the area of maintenance and improvement of facilities appear to be warranted by the results of this study.

### **Limitations**

Although there is no question as to the usefulness of sample surveys, statisticians caution that results should be viewed with some skepticism. Slight differences in sample designs and questions can result in substantially different outcomes, especially for sensitive opinion questions. It has been recommended that “opinion survey results should be regarded as giving orders of magnitude rather than precise estimates, especially when non-response is present” (Chatfield, 1988, p. 213). We have in our survey all of the features that would dictate caution in interpreting the responses as precise measures of satisfaction. Use of qualitative data from comments and focus groups was in part a check on the survey results as well as an elaboration of the perceptions and experiences underlying them. Besides non-response bias, sampling error affects the confidence we can have in our results. Although great efforts were made to get samples of respondents representative of the various groups of military-related parents and students in Hawaii public schools, the response rates from students was insufficient to confidently generalize those results.

Another limitation was the survey instrument itself. Although there were two or three general questions, none of them served very well as a global measure of satisfaction against which to measure specific school items. Again the information from interviews and written comments help us understand the issues, and we can still get a sense of the relative importance of those things that contribute to satisfaction and concern.

It could be argued that the use of any global assessment items is an inaccurate measure of school quality because of they elicit emotional responses rather than being objective appraisals. Added to this is the nationwide tendency over the last several decades to discredit the public schools. (Schrag, 2007) Based on a 2006 Gallup poll, 64% of Americans give the public schools a grade of C or D, and only 22% give them an A or B. Interestingly, however, Americans rate their own children’s schools considerably higher, a phenomenon we see in the results of this study as well.

## **Suggestions for Future Research**

Surveys such as the one done for this project, using methodologies and processes to ensure that the results are truly representative, are very expensive and difficult to do. In addition, since schools in Hawaii differ considerably from one another, not only between grade levels but even at the same grade levels, it would be more useful to get school-level results. We found with this survey project, as they did in prior surveys, that the methodology of surveying students via contact with only their parents does not yield sufficient rates of response for quality results.

The School Quality Survey (SQS) is a DOE-administered survey that asks teachers, students, and parents for their opinions of school quality. Administered to all DOE schools every two years, each of the five forms contains approximately 45 items addressed to the form's target group: teachers, parents, and elementary, middle/intermediate, and high school students. It should be possible with some minor changes to the forms and the administration procedures to make the SQS suffice for the purposes of this DOE military survey. This would also have the advantage of yielding results at the school level and would likely result in higher student response rates.

In lieu of adapting the SQS for military-impacted schools, if a separate survey is to be conducted again, the survey instrument should be seriously studied and redesigned to meet more well-defined, specific objectives.

## **APPENDICES**

Appendix A: Schools Sampled for the Survey

Appendix B: Content of Survey Packets: Cover Letters and Questionnaires

Appendix C: Responses to Parent and Student Survey Questionnaires

Appendix D: Correlation Coefficients Among Parent Survey Items

Appendix E: Correlation Coefficients Side-by-side with Percent Favorable Responses on Parent and Student Survey Items


## APPENDIX A: SCHOOLS SAMPLED FOR THE SURVEY<sup>a</sup>

Elementary Schools	Total Student Enrollment	Military Dependents
Aikahi Elementary	569	143
Aliamanu Elementary	706	412
Barbers Point Elementary	493	121
Hale Kula Elementary	478	465
Helemano Elementary	587	206
Hickam Elementary	815	738
Holomua Elementary	1534	227
Iroquois Point Elementary	653	313
Kainalu Elementary	530	149
Kapolei Elementary	1100	133
Keone'ula Elementary	431	150
Lehua Elementary	403	271
Makalapa Elementary	594	212
Mililani Ike Elementary	1016	134
Mililani Uka Elementary	718	107
Mokapu Elementary	805	775
Mokulele Elementary	486	453
Nimitz Elementary	488	365
Pearl City Elementary	491	102
Pearl Harbor Elementary	629	284
Pearl Harbor Kai Elementary	523	429
Red Hill Elementary	349	219
Shafter Elementary	218	194
Solomon Elementary	800	736
Webling Elementary	514	121
Wheeler Elementary	671	541
<b>Subtotals</b>	<b>16,601</b>	<b>8000</b>
<b>Middle/Intermediate Schools</b>		
Aliamanu Intermediate	825	338
Kailua Intermediate	734	145
Kapolei Middle	1616	101
Mililani Middle School	1822	145
Moanalua Middle	863	201
Wheeler Middle	572	392
<b>Subtotals</b>	<b>6432</b>	<b>1322</b>
<b>High Schools</b>		
Campbell High	2370	124
Kalaheo High	987	208
Kapolei High	2341	143
Leilehua High	1861	397
Mililani High	2462	145
Moanalua High	1958	179
Radford High	1333	585
<b>Subtotals</b>	<b>13,312</b>	<b>1781</b>
<b>Totals</b>	<b>36,345</b>	<b>11,103</b>

<sup>a</sup>Hawaii public schools with 100 or more military-dependent students enrolled

**APPENDIX B**  
**CONTENT OF SURVEY PACKETS: COVER LETTERS AND QUESTIONNAIRES**

March 2007



A partnership of the military, Hawaii public schools, and the community for the enhancement of education for all Hawaii's children.

[www.pacom.mil/jvef/](http://www.pacom.mil/jvef/)

**Co-Chairs**  
Director  
Manpower, Personnel, and Administration  
U.S. Pacific Command

Superintendent  
Hawaii State Department of Education

Contact:  
Dr. Jean Silvernail  
477-8161  
[jean.silvernail@pacom.mil](mailto:jean.silvernail@pacom.mil)

477-6223 fax

Mail to:  
USPACOM J1HPS  
Box 64017  
Camp H.M. Smith, HI  
96861-4017

Dear Parent,

The quality of education of our children is the top issue for military families in the United States Pacific Command. USPACOM and the Hawaii Department of Education (DOE) ask you to participate in a survey of military parents and students regarding Hawaii public schools.

This survey is a critical tool that supports the Joint Venture Education Forum (JVEF), a partnership between the DOE and the military community in Hawaii. The information collected from this survey will be used to guide the JVEF in activity and expenditure decisions that address the educational needs of our military families.

Please take a few minutes to complete this year's survey and encourage your children to participate as well.

Thank you for your interest and commitment to quality education in Hawaii's public schools.

Sincerely,



**PATRICIA  
HAMAMOTO**  
Superintendent  
Hawaii Department  
of Education



**JOSEPH E. PEDONE III**  
COL, US Army  
Director for Manpower,  
Personnel, and  
Administration  
U.S. Pacific Command



**UNIVERSITY OF HAWAII AT MĀNOA**

College of Education  
Curriculum Research & Development Group (including University Laboratory School)

March 1, 2007

Dear Parents,

You are invited to participate in the DOE Military Survey, which Hawaii's Department of Education has contracted the University of Hawaii to conduct. The surveys are designed to assess military families' experiences with Hawaii public schools. The results will be used to improve Hawaii public school education in ways especially important to military families. Enclosed are a parent and a student survey; each will take only 5-10 minutes to complete.

You were selected as part of the random sampling process used to get a representative sample of military parents and dependent students in Hawaii public schools. As selected participants, your responses represent several military families from your school. Participation in this survey is voluntary, although without your responses our data will be incomplete and the study outcome less accurate. Please make your voice heard.

If you are willing for your child to participate in this study, please also give the blue student survey to the student named on the mailing label.

There is a number on the surveys linked only to you and your child. It allows us to know when you have returned the surveys. The results of this study are so important to us that if we do not receive your responses in the mail or from our Web site within 10 days of this mailing, we may contact you to follow up. The survey responses themselves will never be connected to you or your child.

If you have Internet access, please help us by completing the survey online. The 4-digit number with the bar code in the upper right-hand corner of the survey is your password to enter both the parent and student survey sites.

For parents: <http://ae.crdg.hawaii.edu/cgi-bin/rws3.pl?form=Parent>

For students: <http://ae.crdg.hawaii.edu/cgi-bin/rws3.pl?form=Student>

If doing the surveys on the Internet is not convenient, you and your child can simply fill in the enclosed surveys and return them in the postage-paid envelope provided.

By year's end, the data gained from these surveys will be analyzed along with other aspects of this study. The information will be used to determine what areas of school improvement would most benefit military dependents and will be available to military members considering PCS orders to Hawaii. An executive summary of the report will be made available to the public through school liaison officers and posting on the Joint Venture Education Forum Web site ([www.pacom.mil/jvef/](http://www.pacom.mil/jvef/)).

Thank you for supporting our military children by participating in this important study. If you have any questions at all, please do not hesitate to contact Dr. Kathleen Berg or Amanda Quijano by email at [aquijano@hawaii.edu](mailto:aquijano@hawaii.edu), or by phone at (808) 956-4729. If, at any time, you have questions about your rights or your child's rights as a participant, you may contact the Committee on Human Studies, University of Hawaii, 2540 Maile Way, Honolulu, HI 96822, phone: (808) 956-5077.

Sincerely,



Kathleen F. Berg, Principal Investigator  
DOE Military Survey Project

If you have access, please use the 4-digit password in the box and complete the survey online at <http://ae.crdg.hawaii.edu/cgi-bin/rws3.pl?FORM=Parent>

9065



### 2007 Hawaii DOE Military Survey for Parents

Instructions: We would like to know about your experiences with Hawaii public schools. Your opinions will help us learn how well the schools are doing and determine how they can improve.

The password number on this form is linked only to you and allows us to know when you have returned the survey. The survey responses themselves will never be connected to you, so please answer what you really think and feel.

If you are willing to participate in this important study, please completely fill the circle next to the answer that best matches your opinion for each statement below:

**A1. In general, as a parent with a child in the school system, how satisfied are you with Hawaii public schools?**

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

**A2. Prior to enrolling your child in a Hawaii public school, what was your perception of the schools?**

- Very positive
- Positive
- Neither positive nor negative
- Negative
- Very negative

**A3. Now that your child has attended a Hawaii public school, how has your perception of the schools changed, if at all? Compared to your response to question A2, would you say your perception of the schools now is...**

- Much better
- Slightly better
- Unchanged
- Slightly worse
- Much worse

**A4. Thinking back before you arrived in Hawaii the first time, how did you get your information about Hawaii public schools? Please indicate, for all that apply, whether you received information from this source before moving to Hawaii.**

- Newcomer's packet
- Command Web site
- Hawaii school Web site
- Installation liaison
- Hawaii school administrator
- Person with children presently in Hawaii public schools
- Person previously stationed in Hawaii - with children in public schools
- Person previously stationed in Hawaii - with no children in public schools
- Other

If other, please specify:

(over)

**A5. Please read the following statements carefully and completely fill the appropriate circles to show whether you Strongly agree, Agree, Disagree, or Strongly disagree with each statement.**

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1. The information I wanted about Hawaii schools was readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The information I found about Hawaii public schools was accurate and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The transition to the Hawaii schools was as easy as (or easier than) other transitions our family has made to other locations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**A6. Does the school your child (the child named on the mailing label) attends have a Transition Program?**

- Yes
- No
- Don't know

**A7. If you answered "Yes" to question A6, how helpful was the Transition Program for you and your child?**

- Extremely helpful
- Somewhat helpful
- Not very helpful
- Not helpful at all
- Unsure

**Please write any comments or suggestions about the Transition Program or about any other transition issues.**

**A8. How many years have you had a child (or children) in Hawaii public schools?**

Years:

**A10. How many previous assignments in Hawaii?**

**A9. Branch of military service:**

- Army
- Air Force
- Navy
- Marines
- Coast Guard

**A11. Enter the rank of military sponsor**

(e.g. E5, W2, O3...)

### School Section

**Please complete this section referring to the child named on the address label of the mailed survey.**

Read the following statements carefully and completely fill the appropriate circles to show whether you Strongly agree, Agree, Disagree, or Strongly disagree with each statement.

Enter your child's grade: <input style="width: 40px; height: 20px;" type="text"/>	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1. My child enjoys school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child's school has problems taking care of discipline issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am proud of the way my child's school looks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child's teachers care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Because of the many cultures of the people at school, my child has learned new ways of getting along with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child learns critical thinking skills at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The office staff at my child's school treats people with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have enjoyed trying new and different foods in Hawaii.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teachers teach their subjects well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students at my child's school treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Children have a sense of belonging at this school, regardless of how they look or where they are from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My child's school provides me with the information I need about his/her academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My child is safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My child's school is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My child receives meaningful and challenging assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My child receives the help he/she needs to learn at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I have been told what I can do to help my child succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Some adults at my child's school treat people unfairly because of where they are from or how they look.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My child is learning grade-appropriate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My child's school teaches students about being tolerant and getting along with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Students need more access to computers and other technology at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Some adults at my child's school allow students to bully each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The facilities at my child's school (classrooms, gym, playground, library, etc.) meet my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
25. At school my child has access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. This school has made positive changes over the last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Compared to schools my child attended before coming to Hawaii, this school is better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I would recommend this school to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. If you had to choose your child's schooling again, which would you do? Please select only one answer.

- Keep him/her in current public school
- Change to a different public school
- Change to a charter school
- Change to a private school
- Change to a parochial school
- Change to home-schooling
- Change to an online school

Why?

30. Besides transitions between elementary and middle, or middle and high school, how many times did you have to change your child's school in Hawaii before you were ultimately settled?

- 0
- 1
- 2
- 3
- 4 or more

Please write any other comments related to your experience with and perceptions of Hawaii public schools (for instance, why you would or would not recommend your child's school to others, or any other general comments regarding Hawaii public schools).

*Thank you for your time!*

If you have access, please use the 4-digit password in the box and complete the survey online at <http://ae.crdg.hawaii.edu/cgi-bin/rws3.pl?form=Student>

9065



### 2007 Hawaii DOE Military Survey for Students

Instructions: We would like to know about your experiences as a student in Hawaii public schools. Your opinions will help us learn how well the schools are doing and determine how they can improve.

The password number on this form is linked only to you and allows us to know when you have returned the survey. The survey responses themselves will never be connected to you, so please answer what you really think and feel.

If you are willing to participate in this important study, please completely fill the circle under the answer that tells whether you Strongly agree, Agree, Disagree or Strongly disagree with each statement below:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1. I enjoy my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My school has problems taking care of discipline issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am proud of the way my school looks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teachers care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Because of the many cultures of the people at school, I have learned new ways of getting along with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teachers help me further develop my critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The office staff at my school treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have enjoyed trying new and different foods in Hawaii.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teachers are good at teaching their subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The students at my school treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students at my school feel like they belong, regardless of how they look or where they are from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My teachers keep me informed of my academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My school is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teachers give me meaningful and challenging assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My teachers provide me with extra help if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Adults at school have told me what I can do to succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Some adults at my school treat students unfairly because of where they are from or how they look.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The information I am learning in school will prepare me to do well in my next grade or next school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. In my classes we have talked about being tolerant and getting along with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Students need more access to computers and other technology at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
23. Some adults at my school allow students to bully each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The facilities at my school (like the classrooms, gym, playground, library, etc.) meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. At my school I have access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My school has made positive changes over the last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Compared to schools I attended before coming to Hawaii, my current school is better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I would recommend this school to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. If you could choose your schooling, which would you do? Please select only one answer.

- Stay in my current public school
- Change to a different public school
- Change to a charter school
- Change to a private school
- Change to a parochial school
- Change to home-schooling
- Change to an online school

Why?

When you transferred, was there a Transition Center or program at your school to help you adjust? Yes  No   
 If so, what did you like best about it?

Please write any other comments related to your experience with and perceptions of Hawaii public schools (for instance, why you would or would not recommend your school to others).

## APPENDIX C: RESPONSES TO PARENT AND STUDENT SURVEY QUESTIONNAIRES

Elementary School Parents: <i>n</i> = 656 Elementary Students: <i>n</i> = 78	Middle/Intermediate School Parents: <i>n</i> = 348 Middle/Intermediate Students: <i>n</i> = 188	High School Parents: <i>n</i> = 347 High School Students: <i>n</i> = 189
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### Parent Questionnaire

**A1. In general, as a parent with a child in the school system, how satisfied are you with Hawaii public schools?**

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	# of blank responses	Total % favorable
Elementary	5%	33%	16%	33%	13%	4	38%
Middle/Intermediate	5%	32%	20%	31%	12%	2	37%
High	3%	29%	18%	36%	13%	1	32%

**A2. Prior to enrolling your child in a Hawaii public school, what was your perception of the schools?**

	Very positive	Positive	Neither positive nor negative	Negative	Very negative	# of blank responses	Total % favorable
Elementary	4%	18%	31%	39%	8%	5	22%
Middle/Intermediate	3%	14%	34%	37%	12%	1	17%
High	4%	17%	35%	38%	5%	0	21%

**A3. Now that your child has attended a Hawaii public school, how has your perception of the schools changed, if at all? Compared to your response to question A2, would you say your perception of the schools now is...**

	Much better	Slightly better	Unchanged	Slightly worse	Much worse	# of blank responses	Total % favorable
Elementary	18%	34%	17%	18%	14%	5	52%
Middle/Intermediate	14%	36%	19%	15%	17%	2	50%
High	13%	30%	23%	19%	15%	1	43%

**A4. Thinking back before you arrived in Hawaii the first time, how did you get your information about Hawaii public schools? Please indicate, for all that apply, whether you received information from this source before moving to Hawaii.**

	Elementary	Middle/Intermediate	High
Newcomer's packet	29%	29%	33%
Command Web site	11%	11%	15%
Hawaii school Web site	35%	36%	43%
Installation liaison	7%	5%	8%
Hawaii school administrator	5%	4%	4%
Person with children presently in Hawaii public schools	33%	34%	29%
Person previously stationed in Hawaii – with children in public schools	41%	46%	48%
Person previously stationed in Hawaii – with no children in public schools	7%	6%	7%



**A5.1. The information I wanted about Hawaii schools was readily available.**

	Strongly agree	Agree	Disagree	Strongly Disagree	# of Don't know or blank	Total % Favorable
Elementary	6%	64%	26%	5%	62	70%
Middle/Intermediate	8%	59%	25%	8%	34	67%
High	7%	54%	29%	9%	24	61%

**A5.2. The information I found about Hawaii public schools was accurate and useful.**

Elementary	5%	63%	26%	6%	83	68%
Middle/Intermediate	5%	59%	27%	9%	40	64%
High	2%	52%	39%	7%	36	54%

**A5.3. The transition to the Hawaii schools was as easy as (or easier than) other transitions our family has made to other locations.**

Elementary	6%	55%	20%	18%	122	62%
Middle/Intermediate	8%	49%	25%	17%	32	57%
High	6%	46%	29%	20%	20	51%

**A6. Does the school your child attends have a Transition Program?**

	Yes	No	# of Don't know or blank
Elementary	58%	42%	383
Middle/Intermediate	31%	69%	202
High school	61%	39%	175

**A7. If you answered "Yes" to question A6, how helpful was the Transition Program for you and your child?**

	Extremely helpful	Somewhat helpful	Unsure	Not very helpful	Not helpful at all	# of Non-responses
Elementary	22%	29%	16%	16%	17%	544
Middle/Intermediate	14%	45%	16%	14%	11%	304
High	21%	42%	13%	15%	10%	245

Years with child(ren) in Hawaii public schools			
	Elementary	Middle/Int	High School
Mode	2	2	2
Median	2	3	2
Mean	2.5	3.5	3.1

Number of Previous Assignments in Hawaii			
	Elementary	Middle/Int	High School
Mode	0.00	0.00	0.00
Median	0.00	0.00	0.00
Mean <sup>+</sup>	0.41	0.47	0.49

Branch of Service			
	Elementary	Middle/Int	High School
Army	38%	45%	37%
Air Force	23%	24%	31%
Coast Guard	2%	3%	2%
Navy	26%	17%	21%
Marines	12%	10%	9%

Rank of Military Sponsor			
	Elementary	Middle/Int	High School
Enlisted	72%	75%	66%
Officer O1–O5	26%	20%	30%
Officer O6–O9	2%	5%	4%

## School Section: Parent and Student Responses

† Due to low student response rates, student data may not accurately represent the population.

	Strongly agree	Agree	Disagree	Strongly Disagree	# of Don't know or blank	Total % Favorable
<b>1. My child enjoys school. / I enjoy my school.</b>						
Elementary parents	29%	58%	10%	4%	5	87%
Middle/Int parents	18%	59%	17%	6%	7	77%
High school parents	11%	59%	21%	9%	3	70%
Elementary students	27% <sup>†</sup>	61% <sup>†</sup>	4% <sup>†</sup>	8% <sup>†</sup>	4	88% <sup>†</sup>
Middle/Int students	16% <sup>†</sup>	69% <sup>†</sup>	7% <sup>†</sup>	8% <sup>†</sup>	9	85% <sup>†</sup>
High school students	9% <sup>†</sup>	58% <sup>†</sup>	20% <sup>†</sup>	13% <sup>†</sup>	8	67% <sup>†</sup>
<b>2. My child's school has problems taking care of discipline issues. / My school has problems taking care of discipline issues.</b>						
Elementary parents	13%	20%	51%	16%	82	67%
Middle/Int parents	16%	30%	38%	16%	54	54%
High school parents	18%	32%	39%	11%	53	50%
Elementary students	17% <sup>†</sup>	22% <sup>†</sup>	36% <sup>†</sup>	25% <sup>†</sup>	6	61% <sup>†</sup>
Middle/Int students	12% <sup>†</sup>	34% <sup>†</sup>	42% <sup>†</sup>	12% <sup>†</sup>	26	54% <sup>†</sup>
High school students	20% <sup>†</sup>	40% <sup>†</sup>	33% <sup>†</sup>	6% <sup>†</sup>	27	40% <sup>†</sup>
<b>3. I am proud of the way my child's school looks. / I am proud of the way my school looks.</b>						
Elementary parents	12%	50%	29%	10%	17	62%
Middle/Int parents	9%	51%	30%	10%	19	60%
High school parents	7%	38%	36%	19%	12	45%
Elementary students	18% <sup>†</sup>	53% <sup>†</sup>	25% <sup>†</sup>	4% <sup>†</sup>	6	71% <sup>†</sup>
Middle/Int students	17% <sup>†</sup>	39% <sup>†</sup>	28% <sup>†</sup>	16% <sup>†</sup>	14	56% <sup>†</sup>
High school students	8% <sup>†</sup>	32% <sup>†</sup>	35% <sup>†</sup>	26% <sup>†</sup>	18	39% <sup>†</sup>
<b>4. My child's teachers care about my child. / My teachers care about me.</b>						
Elementary parents	33%	55%	8%	4%	28	87%
Middle/Int parents	12%	62%	19%	6%	37	75%
High school parents	9%	54%	26%	11%	40	63%
Elementary students	46% <sup>†</sup>	46% <sup>†</sup>	5% <sup>†</sup>	3% <sup>†</sup>	4	92% <sup>†</sup>
Middle/Int students	30% <sup>†</sup>	51% <sup>†</sup>	14% <sup>†</sup>	5% <sup>†</sup>	20	81% <sup>†</sup>
High school students	14% <sup>†</sup>	60% <sup>†</sup>	17% <sup>†</sup>	9% <sup>†</sup>	23	74% <sup>†</sup>
<b>5. Because of the many cultures of the people at school, my child has learned new ways of getting along with others. / Because of the many cultures of the people at school, I have learned new ways of getting along with others.</b>						
Elementary parents	19%	64%	14%	3%	46	83%
Middle/Int parents	14%	62%	18%	6%	46	76%
High school parents	12%	58%	21%	8%	24	70%
Elementary students	32% <sup>†</sup>	56% <sup>†</sup>	10% <sup>†</sup>	3% <sup>†</sup>	6	88% <sup>†</sup>
Middle/Int students	24% <sup>†</sup>	47% <sup>†</sup>	22% <sup>†</sup>	7% <sup>†</sup>	14	71% <sup>†</sup>
High school students	16% <sup>†</sup>	55% <sup>†</sup>	19% <sup>†</sup>	9% <sup>†</sup>	18	71% <sup>†</sup>

### School Section: Parent and Student Responses (continued)

† Due to low student response rates, student data may not accurately represent the population.

	Strongly agree	Agree	Disagree	Strongly Disagree	# of Don't know or blank	Total % Favorable
<b>6. My child learns critical thinking skills at school. / My teachers help me further develop my critical thinking skills.</b>						
Elementary parents	14%	62%	18%	6%	38	76%
Middle/Int parents	8%	57%	27%	8%	33	65%
High school parents	8%	48%	31%	14%	40	56%
Elementary students	34% †	51% †	10% †	6% †	7	85% †
Middle/Int students	19% †	58% †	17% †	6% †	13	78% †
High school students	9% †	59% †	24% †	9% †	15	68% †
<b>7. The office staff at my child's school treats people with respect. / The office staff at my school treats me with respect.</b>						
Elementary parents	22%	57%	11%	9%	20	80%
Middle/Int parents	14%	67%	12%	7%	21	81%
High school parents	10%	62%	19%	9%	23	72%
Elementary students	28% †	58% †	9% †	4% †	4	86% †
Middle/Int students	23% †	59% †	14% †	4% †	21	82% †
High school students	15% †	48% †	24% †	13% †	20	63% †
<b>8. I have enjoyed trying new and different foods in Hawaii.</b>						
Elementary parents	31%	57%	9%	3%	32	87%
Middle/Int parents	28%	58%	11%	3%	17	85%
High school parents	23%	65%	10%	2%	20	88%
Elementary students	23% †	54% †	13% †	10% †	8	77% †
Middle/Int students	30% †	46% †	16% †	8% †	14	76% †
High school students	33% †	47% †	10% †	10% †	16	80% †
<b>9. My child's teachers teach their subjects well. / My teachers are good at teaching their subjects.</b>						
Elementary parents	20%	59%	16%	5%	44	79%
Middle/Int parents	8%	59%	25%	8%	43	67%
High school parents	5%	47%	35%	13%	44	52%
Elementary students	42% †	41% †	11% †	7% †	4	82% †
Middle/Int students	22% †	60% †	13% †	5% †	12	82% †
High school students	14% †	54% †	24% †	7% †	11	69% †
<b>10. Students at my child's school treat each other with respect. / The students at my school treat each other with respect.</b>						
Elementary parents	9%	60%	20%	11%	49	69%
Middle/Int parents	4%	42%	32%	21%	42	47%
High school parents	2%	39%	33%	25%	49	42%
Elementary students	6% †	46% †	38% †	11% †	6	51% †
Middle/Int students	6% †	29% †	38% †	27% †	19	35% †
High school students	2% †	35% †	38% †	26% †	17	37% †

### School Section: Parent and Student Responses (continued)

† Due to low student response rates, student data may not accurately represent the population.

	Strongly agree	Agree	Disagree	Strongly Disagree	# of Don't know or blank	Total % Favorable
<b>11. Children have a sense of belonging at this school, regardless of how they look or where they are from. / Students at my school feel like they belong, regardless of how they look or where they are from.</b>						
Elementary parents	17%	61%	15%	7%	64	79%
Middle/Int parents	7%	51%	25%	18%	49	58%
High school parents	8%	39%	27%	27%	53	46%
Elementary students	19% <sup>v</sup>	61% <sup>†</sup>	16% <sup>†</sup>	4% <sup>†</sup>	9	80% <sup>†</sup>
Middle/Int students	11% <sup>†</sup>	44% <sup>†</sup>	29% <sup>†</sup>	16% <sup>†</sup>	28	55% <sup>†</sup>
High school students	9% <sup>†</sup>	35% <sup>†</sup>	31% <sup>†</sup>	25% <sup>†</sup>	27	44% <sup>†</sup>
<b>12. My child's school provides me with the information I need about his/her academic progress. / My teachers keep me informed of my academic progress.</b>						
Elementary parents	21%	57%	14%	7%	10	78%
Middle/Int parents	14%	59%	19%	9%	8	72%
High school parents	12%	51%	24%	13%	5	63%
Elementary students	35% <sup>†</sup>	43% <sup>†</sup>	19% <sup>†</sup>	3% <sup>†</sup>	6	78% <sup>†</sup>
Middle/Int students	26% <sup>†</sup>	58% <sup>†</sup>	9% <sup>†</sup>	7% <sup>†</sup>	9	84% <sup>†</sup>
High school students	12% <sup>†</sup>	55% <sup>†</sup>	24% <sup>†</sup>	8% <sup>†</sup>	5	67% <sup>†</sup>
<b>13. My child is safe at school. / I feel safe at school.</b>						
Elementary parents	23%	66%	7%	3%	20	89%
Middle/Int parents	8%	65%	17%	9%	17	74%
High school parents	8%	56%	25%	12%	20	63%
Elementary students	38% <sup>†</sup>	44% <sup>†</sup>	8% <sup>†</sup>	10% <sup>†</sup>	7	82% <sup>†</sup>
Middle/Int students	20% <sup>†</sup>	59% <sup>†</sup>	13% <sup>†</sup>	9% <sup>†</sup>	14	78% <sup>†</sup>
High school students	12% <sup>†</sup>	51% <sup>†</sup>	22% <sup>†</sup>	15% <sup>†</sup>	11	63% <sup>†</sup>
<b>14. My child's school is clean. / My school is clean.</b>						
Elementary parents	18%	67%	12%	4%	12	84%
Middle/Int parents	8%	67%	17%	8%	14	75%
High school parents	6%	61%	25%	9%	19	66%
Elementary students	15% <sup>*</sup>	62% <sup>*</sup>	19% <sup>*</sup>	4% <sup>†</sup>	4	77% <sup>†</sup>
Middle/Int students	12% <sup>†</sup>	46% <sup>†</sup>	30% <sup>†</sup>	12% <sup>†</sup>	11	58% <sup>†</sup>
High school students	7% <sup>†</sup>	42% <sup>†</sup>	33% <sup>†</sup>	19% <sup>†</sup>	11	48% <sup>†</sup>
<b>15. My child receives meaningful and challenging assignments. / My teachers give me meaningful and challenging assignments.</b>						
Elementary parents	17%	49%	25%	9%	18	66%
Middle/Int parents	9%	53%	27%	12%	12	61%
High school parents	6%	49%	30%	15%	19	55%
Elementary students	29% <sup>†</sup>	51% <sup>†</sup>	14% <sup>†</sup>	6% <sup>†</sup>	6	81% <sup>†</sup>
Middle/Int students	19% <sup>†</sup>	57% <sup>†</sup>	18% <sup>†</sup>	6% <sup>†</sup>	13	76% <sup>†</sup>
High school students	13% <sup>†</sup>	57% <sup>†</sup>	21% <sup>†</sup>	9% <sup>†</sup>	14	70% <sup>†</sup>

**School Section: Parent and Student Responses (continued)**

† Due to low student response rates, student data may not accurately represent the population.

	Strongly agree	Agree	Disagree	Strongly Disagree	# of Don't know or blank	% Favorable
<b>16. My child receives the help he/she needs to learn at school. / My teachers provide me with extra help if I need it.</b>						
Elementary parents	20%	54%	18%	8%	23	74%
Middle/Int parents	9%	57%	25%	9%	25	66%
High school parents	7%	56%	24%	13%	17	63%
Elementary students	37% †	47% †	14% †	3% †	5	84% †
Middle/Int students	24% †	64% †	7% †	5% †	12	88% †
High school students	20% †	62% †	14% †	3% †	7	82% †
<b>17. I have been told what I can do to help my child succeed in school. / Adults at school have told me what I can do to succeed in school.</b>						
Elementary parents	20%	57%	17%	6%	15	78%
Middle/Int parents	11%	53%	25%	10%	15	65%
High school parents	5%	47%	33%	15%	13	52%
Elementary students	34% †	45% †	14% †	7% †	7	79% †
Middle/Int students	20% †	57% †	15% †	8% †	21	77% †
High school students	12% †	55% †	26% †	7% †	11	67% †
<b>18. Some adults at my child's school treat people unfairly because of where they are from or how they look. / Some adults at my school treat students unfairly because of where they are from or how they look.</b>						
Elementary parents	6%	18%	53%	23%	138	76%
Middle/Int parents	14%	26%	43%	16%	105	59%
High school parents	21%	29%	38%	13%	98	51%
Elementary students	10% †	10% †	34% †	46% †	8	80% †
Middle/Int students	9% †	22% †	38% †	31% †	26	69% †
High school students	14% †	26% †	32% †	28% †	28	60% †
<b>19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my child's needs. / The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my needs.</b>						
Elementary parents	11%	57%	22%	10%	24	68%
Middle/Int parents	5%	55%	26%	13%	19	60%
High school parents	3%	55%	26%	16%	26	58%
Elementary students	26% †	59% †	7% †	7% †	9	86% †
Middle/Int students	20% †	62% †	14% †	4% †	10	82% †
High school students	7% †	59% †	20% †	14% †	15	66% †
<b>20. My child is learning grade-appropriate information. / The information I am learning in school will prepare me to do well in my next grade or next school.</b>						
Elementary parents	13%	58%	20%	10%	25	70%
Middle/Int parents	5%	55%	29%	11%	22	60%
High school parents	5%	54%	28%	13%	26	59%
Elementary students	38% †	48% †	5% †	9% †	13	86% †
Middle/Int students	24% †	55% †	11% †	9% †	18	79% †
High school students	11% †	54% †	25% †	11% †	20	64% †

**School Section: Parent and Student Responses (continued)**

† Due to low student response rates, student data may not accurately represent the population.

	Strongly agree	Agree	Disagree	Strongly Disagree	# of Don't know or blank	% Favorable
<b>21. My child's school teaches students about being tolerant and getting along with one another. / In my classes we have talked about being tolerant and getting along with one another.</b>						
Elementary parents	21%	69%	8%	3%	70	90%
Middle/Int parents	10%	66%	14%	11%	75	75%
High school parents	6%	58%	25%	11%	80	64%
Elementary students	33% <sup>†</sup>	53% <sup>†</sup>	11% <sup>†</sup>	3% <sup>†</sup>	3	87% <sup>†</sup>
Middle/Int students	19% <sup>†</sup>	63% <sup>†</sup>	9% <sup>†</sup>	10% <sup>†</sup>	12	81% <sup>†</sup>
High school students	10% <sup>†</sup>	50% <sup>†</sup>	29% <sup>†</sup>	11% <sup>†</sup>	12	59% <sup>†</sup>
<b>22. Students need more access to computers and other technology at my child's school. / Students need more access to computers and other technology at my school.</b>						
Elementary parents	32%	43%	21%	3%	73	24%
Middle/Int parents	30%	45%	24%	1%	43	25%
High school parents	28%	49%	20%	3%	53	23%
Elementary students	31% <sup>†</sup>	49% <sup>†</sup>	17% <sup>†</sup>	4% <sup>†</sup>	6	21% <sup>†</sup>
Middle/Int students	32% <sup>†</sup>	37% <sup>†</sup>	25% <sup>†</sup>	5% <sup>†</sup>	18	31% <sup>†</sup>
High school students	28% <sup>†</sup>	41% <sup>†</sup>	25% <sup>†</sup>	6% <sup>†</sup>	15	31% <sup>†</sup>
<b>23. Some adults at my child's school allow students to bully each other. / Some adults at my school allow students to bully each other.</b>						
Elementary parents	8%	21%	48%	23%	160	71%
Middle/Int parents	16%	27%	39%	17%	113	57%
High school parents	13%	33%	43%	11%	128	54%
Elementary students	10% <sup>†</sup>	3% <sup>†</sup>	41% <sup>†</sup>	46% <sup>†</sup>	8	87% <sup>†</sup>
Middle/Int students	9% <sup>†</sup>	24% <sup>†</sup>	38% <sup>†</sup>	29% <sup>†</sup>	24	67% <sup>†</sup>
High school students	10% <sup>†</sup>	27% <sup>†</sup>	46% <sup>†</sup>	16% <sup>†</sup>	19	63% <sup>†</sup>
<b>24. The facilities at my child's school (classrooms, gym, playground, library, etc.) meet my child's needs. / The facilities at my school (like the classrooms, gym, playground, library, etc.) meet my needs.</b>						
Elementary parents	7%	52%	26%	15%	9	59%
Middle/Int parents	6%	56%	24%	14%	27	62%
High school parents	4%	52%	29%	15%	28	57%
Elementary students	11% <sup>†</sup>	51% <sup>†</sup>	24% <sup>†</sup>	15% <sup>†</sup>	3	61% <sup>†</sup>
Middle/Int students	13% <sup>†</sup>	52% <sup>†</sup>	26% <sup>†</sup>	9% <sup>†</sup>	17	65% <sup>†</sup>
High school students	8% <sup>†</sup>	50% <sup>†</sup>	25% <sup>†</sup>	16% <sup>†</sup>	18	58% <sup>†</sup>
<b>25. At school my child has access to a broad, rich curriculum (includes things like art, music, P.E., etc.). / At my school I have access to a broad, rich curriculum (includes things like art, music, P.E., etc.).</b>						
Elementary parents	12%	51%	21%	15%	16	63%
Middle/Int parents	10%	69%	13%	8%	13	79%
High school parents	9%	58%	22%	10%	15	67%
Elementary students	26% <sup>†</sup>	46% <sup>†</sup>	16% <sup>†</sup>	12% <sup>†</sup>	10	72% <sup>†</sup>
Middle/Int students	29% <sup>†</sup>	57% <sup>†</sup>	6% <sup>†</sup>	9% <sup>†</sup>	10	85% <sup>†</sup>
High school students	19% <sup>†</sup>	55% <sup>†</sup>	19% <sup>†</sup>	7% <sup>†</sup>	12	74% <sup>†</sup>

**School Section: Parent and Student Responses (continued)**

† Due to low student response rates, student data may not accurately represent the population.

	Strongly agree	Agree	Disagree	Strongly Disagree	# of Don't know or blank	Total % Favorable	
<b>26. This school has made positive changes over the last year. / My school has made positive changes over the last year.</b>							
Elementary parents	13%	51%	23%	13%	150	64%	
Middle/Int parents	9%	44%	34%	13%	118	53%	
High school parents	4%	43%	36%	17%	96	47%	
Elementary students	25%*	58%*	13%*	4%*	16	84%*	
Middle/Int students	20%*	43%*	27%*	9%*	36	63%*	
High school students	8%*	43%*	27%*	21%*	24	52%*	
<b>27. Compared to schools my child attended before coming to Hawaii, this school is better. / Compared to schools I attended before coming to Hawaii, my current school is better.</b>							
Elementary parents	4%	10%	36%	50%	79	14%	
Middle/Int parents	5%	9%	36%	50%	50	14%	
High school parents	2%	10%	34%	54%	53	12%	
Elementary students	15%†	23%†	26%†	37%†	16	37%†	
Middle/Int students	11%†	17%†	32%†	39%†	36	28%†	
High school students	8%†	13%†	25%†	53%†	24	21%†	
<b>28. I would recommend this school to others.</b>							
Elementary parents	15%	49%	16%	20%	69	64%	
Middle/Int parents	11%	41%	23%	24%	28	52%	
High school parents	6%	43%	22%	29%	24	49%	
Elementary students	22%†	46%†	11%†	22%†	4	68%†	
Middle/Int students	17%†	39%†	22%†	22%†	35	56%†	
DHigh school students	12%†	37%†	17%†	34%†	26	50%†*	
<b>Student questionnaire only: When you transferred, was there a Transition Center or Program at your school to help you adjust?</b>				Yes	No	No answer	
Elementary students				17%†	83%†	3	
Middle/Intermediate students				21%†	79%†	117	
High school students				56%†	44%†	110	
<b>29. If you had to choose your child's schooling again, which would you do? / If you could choose your schooling, which would you do? Please select only one answer.</b>							
	Stay at current public school	Different public school	Charter school	Private school	Parochial school	Home-schooling	Online school
Elementary parents	49%	10%	2%	32%	2%	4%	0%
Middle/Int parents	45%	6%	2%	37%	3%	6%	2%
High school parents	38%	12%	2%	40%	2%	4%	2%
Elementary students	49%†	15%†	4%†	21%†	1%†	8%†	1%†
Middle/Int students	63%†	14%†	1%†	15%†	1%†	5%†	1%†
High school students	54%†	19%†	1%†	17%†	0%†	7%†	3%†

## APPENDIX D: CORRELATION COEFFICIENTS AMONG PARENT SURVEY ITEMS

*Pearson Product-moment Correlation Coefficients Between Each Parent Survey Item and Item 28. I would recommend this school to others*

Item	Elementary <i>r</i>	Middle/ Intermediate <i>r</i>	High School <i>r</i>
26. This school has made positive changes over the last year.	0.7	0.7	0.7
A1. In general, as a parent with a child in the school system, how satisfied are you with Hawaii public schools?	0.6	0.6	0.7
6. My child learns critical thinking skills at school.	0.6	0.6	0.6
9. My child's teachers teach their subjects well.	0.6	0.6	0.6
11. Children have a sense of belonging at this school, regardless of how they look or where they are from.	0.6	0.6	0.6
15. My child receives meaningful and challenging assignments.	0.6	0.6	0.6
16. My child receives the help he/she needs to learn at school.	0.6	0.6	0.6
27. Compared to schools my child attended before coming to Hawaii, this school is better.	0.6	0.6	0.6
4. My child's teachers care about my child.	0.5	0.6	0.6
10. Students at my child's school treat each other with respect.	0.5	0.6	0.6
13. My child is safe at school.	0.5	0.6	0.6
20. My child is learning grade-appropriate information.	0.6	0.5	0.6
12. My child's school provides me with the information I need about his/her academic progress.	0.6	0.6	0.5
3. I am proud of the way my child's school looks.	0.5	0.6	0.5
17. I have been told what I can do to help my child succeed in school.	0.6	0.5	0.5
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my child's needs.	0.6	0.5	0.5
14. My child's school is clean.	0.5	0.5	0.5
21. My child's school teaches students about being tolerant and getting along with one another.	0.5	0.5	0.5
23. Some adults at my child's school allow students to bully each other.	0.5	0.5	0.5
24. The facilities at my child's school (classrooms, gym, playground, library, etc.) meet my child's needs.	0.5	0.5	0.5
25. At school my child has access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	0.5	0.4	0.5
18. Some adults at my child's school treat people unfairly because of where they are from or how they look.	0.4	0.4	0.5
2. My child's school has problems taking care of discipline issues.	0.4	0.5	0.4
1. My child enjoys school.	0.5	0.4	0.4
7. The office staff at my child's school treats people with respect.	0.5	0.4	0.4
5. Because of the many cultures of the people at school, my child has learned new ways of getting along with others.	0.4	0.4	0.4
A5.2 The information I found about Hawaii public schools was accurate and useful.	0.4	0.3	0.4
A5.3 The transition to the Hawaii schools was as easy as (or easier than) other transitions our family has made to other locations.	0.4	0.3	0.4



Item	Elementary <i>r</i>	Middle/ Intermediate <i>r</i>	High School <i>r</i>
A5.1 The information I wanted about Hawaii schools was readily available.	0.3	0.2	0.3
8. I have enjoyed trying new and different foods in Hawaii.	0.3	0.2	0.3
Years in Hawaii	0.1	0.1	0.2
Rank	0	0.2	0.1
22. Students need more access to computers and other technology at my child's school.	0.2	0.1	0.1
A2. Prior to enrolling your child in a Hawaii public school, what was your perception of the schools?	0	0	0

**APPENDIX E**  
**CORRELATION COEFFICIENTS SIDE-BY-SIDE WITH**  
**PERCENT FAVORABLE RESPONSES ON**  
**PARENT AND STUDENT SURVEY ITEMS**

## Elementary Parent Item Responses by Correlation with Global Satisfaction Item

Elementary Parents Questionnaire Items in Order of Importance as Determined by Item's Pearson Product-moment Correlation with Item 28. <i>I would recommend this school to others</i>		
Item	<i>r</i>	% Favorable Responses
26. This school has made positive changes over the last year.	0.7	64%
A1. In general, as a parent with a child in the school system, how satisfied are you with Hawaii public schools?	0.6	38%
6. My child learns critical thinking skills at school.	0.6	76%
9. My child's teachers teach their subjects well.	0.6	79%
11. Children have a sense of belonging at this school, regardless of how they look or where they are from.	0.6	79%
15. My child receives meaningful and challenging assignments.	0.6	66%
16. My child receives the help he/she needs to learn at school.	0.6	74%
27. Compared to schools my child attended before coming to Hawaii, this school is better.	0.6	14%
20. My child is learning grade-appropriate information.	0.6	70%
12. My child's school provides me with the information I need about his/her academic progress.	0.6	78%
17. I have been told what I can do to help my child succeed in school.	0.6	78%
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my child's needs.	0.6	68%
4. My child's teachers care about my child.	0.5	87%
10. Students at my child's school treat each other with respect.	0.5	69%
13. My child is safe at school.	0.5	89%
3. I am proud of the way my child's school looks.	0.5	62%
14. My child's school is clean.	0.5	84%
21. My child's school teaches students about being tolerant and getting along with one another.	0.5	90%

23. Some adults at my child's school allow students to bully each other.	0.5	71%
24. The facilities at my child's school (classrooms, gym, playground, library, etc.) meet my child's needs.	0.5	59%
25. At school my child has access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	0.5	63%
1. My child enjoys school.	0.5	87%
7. The office staff at my child's school treats people with respect.	0.5	80%
18. Some adults at my child's school treat people unfairly because of where they are from or how they look.	0.4	76%
2. My child's school has problems taking care of discipline issues.	0.4	67%
5. Because of the many cultures of the people at school, my child has learned new ways of getting along with others.	0.4	83%
A5.2. The information I found about Hawaii public schools was accurate and useful.	0.4	68%
A.5.3. The transition to the Hawaii schools was as easy as (or easier than) other transitions our family has made to other locations.	0.4	62%
A.5.1. The information I wanted about Hawaii schools was readily available.	0.3	70%
8. I have enjoyed trying new and different foods in Hawaii.	0.3	87%
22. Students need more access to computers and other technology at my child's school.	0.2	24%
Years in Hawaii	0.1	
Rank	0	
A2. Prior to enrolling your child in a Hawaii public school, what was your perception of the schools?	0	22%

## Middle/Intermediate Parent Item Responses by Correlation with Global Satisfaction Item

Middle/Intermediate Parent Questionnaire Items in Order of Importance as Determined by Item's Pearson Product-moment Correlation with Item 28. <i>I would recommend this school to others</i>		
Item	<i>r</i>	% Favorable Responses
26. This school has made positive changes over the last year.	0.7	53%
A1. In general, as a parent with a child in the school system, how satisfied are you with Hawaii public schools?	0.6	37%
6. My child learns critical thinking skills at school.	0.6	65%
9. My child's teachers teach their subjects well.	0.6	67%
11. Children have a sense of belonging at this school, regardless of how they look or where they are from.	0.6	58%
15. My child receives meaningful and challenging assignments.	0.6	61%
16. My child receives the help he/she needs to learn at school.	0.6	66%
27. Compared to schools my child attended before coming to Hawaii, this school is better.	0.6	14%
4. My child's teachers care about my child.	0.6	75%
10. Students at my child's school treat each other with respect.	0.6	47%
13. My child is safe at school.	0.6	74%
12. My child's school provides me with the information I need about his/her academic progress.	0.6	72%
3. I am proud of the way my child's school looks.	0.6	60%
20. My child is learning grade-appropriate information.	0.5	60%
17. I have been told what I can do to help my child succeed in school.	0.5	65%
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my child's needs.	0.5	60%
14. My child's school is clean.	0.5	75%
21. My child's school teaches students about being tolerant and getting along with one another.	0.5	75%
23. Some adults at my child's school allow students to bully each other.	0.5	57%

24. The facilities at my child's school (classrooms, gym, playground, library, etc.) meet my child's needs.	0.5	62%
2. My child's school has problems taking care of discipline issues.	0.5	54%
25. At school my child has access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	0.4	79%
18. Some adults at my child's school treat people unfairly because of where they are from or how they look.	0.4	59%
1. My child enjoys school.	0.4	77%
7. The office staff at my child's school treats people with respect.	0.4	81%
5. Because of the many cultures of the people at school, my child has learned new ways of getting along with others.	0.4	76%
A5.2. The information I found about Hawaii public schools was accurate and useful.	0.3	64%
A5.3. The transition to the Hawaii schools was as easy as (or easier than) other transitions our family has made to other locations.	0.3	57%
A5.1. The information I wanted about Hawaii schools was readily available.	0.2	67%
8. I have enjoyed trying new and different foods in Hawaii.	0.2	85%
Rank	0.1	
Years in Hawaii	0.1	
22. Students need more access to computers and other technology at my child's school.	0.1	25%
A2. Prior to enrolling your child in a Hawaii public school, what was your perception of the schools?	0	17%

## High School Parent Item Responses by Correlation with Global Satisfaction Item

High School Parent Questionnaire Items in Order of Importance as Determined by Item's Pearson Product-moment Correlation with Item 28. <i>I would recommend this school to others</i>		
Item	<i>r</i>	% Favorable Responses
26. This school has made positive changes over the last year.	0.7	47%
A1. In general, as a parent with a child in the school system, how satisfied are you with Hawaii public schools?	0.7	32%
6. My child learns critical thinking skills at school.	0.6	56%
9. My child's teachers teach their subjects well.	0.6	52%
11. Children have a sense of belonging at this school, regardless of how they look or where they are from.	0.6	46%
15. My child receives meaningful and challenging assignments.	0.6	55%
16. My child receives the help he/she needs to learn at school.	0.6	63%
27. Compared to schools my child attended before coming to Hawaii, this school is better.	0.6	12%
4. My child's teachers care about my child.	0.6	63%
10. Students at my child's school treat each other with respect.	0.6	42%
13. My child is safe at school.	0.6	63%
20. My child is learning grade-appropriate information.	0.6	59%
12. My child's school provides me with the information I need about his/her academic progress.	0.5	63%
3. I am proud of the way my child's school looks.	0.5	43%
17. I have been told what I can do to help my child succeed in school.	0.5	52%
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my child's needs.	0.5	58%
14. My child's school is clean.	0.5	66%
21. My child's school teaches students about being tolerant and getting along with one another.	0.5	64%

23. Some adults at my child's school allow students to bully each other.	0.5	54%
24. The facilities at my child's school (classrooms, gym, playground, library, etc.) meet my child's needs.	0.5	57%
25. At school my child has access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	0.5	67%
18. Some adults at my child's school treat people unfairly because of where they are from or how they look.	0.5	51%
2. My child's school has problems taking care of discipline issues.	0.4	50%
1. My child enjoys school.	0.4	70%
7. The office staff at my child's school treats people with respect.	0.4	72%
5. Because of the many cultures of the people at school, my child has learned new ways of getting along with others.	0.4	70%
A5.2. The information I found about Hawaii public schools was accurate and useful.	0.4	54%
A5.3. The transition to the Hawaii schools was as easy as (or easier than) other transitions our family has made to other locations.	0.4	51%
A5.1. The information I wanted about Hawaii schools was readily available.	0.3	61%
8. I have enjoyed trying new and different foods in Hawaii.	0.3	88%
Years in Hawaii	0.2	
Rank	0.1	
22. Students need more access to computers and other technology at my child's school.	0.1	23%
A2. Prior to enrolling your child in a Hawaii public school, what was your perception of the schools?	0	21%



## Elementary School Student Item Responses by Correlation with Global Satisfaction Item

Elementary Student Questionnaire Items in Order of Importance as Determined by Item's Pearson Product-moment Correlation with Item 28. <i>I would recommend this school to others</i>		
Item	<i>r</i>	% Favorable Responses
1. I enjoy my school.	0.6	88%
3. I am proud of the way my school looks.	0.5	71%
5. Because of the many cultures of the people at school, I have learned new ways of getting along with others.	0.4	88%
9. My teachers are good at teaching their subjects.	0.4	82%
4. My teachers care about me.	0.4	92%
6. My teachers help me further develop my critical thinking skills.	0.4	85%
2. My school has problems taking care of discipline issues.	0.3	61%
7. The office staff at my school treats me with respect.	0.3	86%
17. Adults at school have told me what I can do to succeed in school.	0.3	79%
10. The students at my school treat each other with respect.	0.3	51%
13. I feel safe at school.	0.3	82%
20. The information I am learning in school will prepare me to do well in my next grade or next school.	0.2	86%
27. Compared to schools I attended before coming to Hawaii, my current school is better.	0.2	37%
8. I have enjoyed trying new and different foods in Hawaii.	0.2	77%
24. The facilities at my school (like the classrooms, gym, playground, library, etc.) meet my needs.	0.2	61%
16. My teachers provide me with extra help if I need it.	0.2	84%
14. My school is clean.	0.2	77%
12. My teachers keep me informed of my academic progress.	0.2	78%
11. Students at my school feel like they belong, regardless of how they look or where they are from.	0.2	80%

15. My teachers give me meaningful and challenging assignments.	0.2	81%
21. In my classes we have talked about being tolerant and getting along with one another.	0.2	87%
25. At my school I have access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	0.1	72%
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my needs.	0.1	86%
26. My school has made positive changes over the last year.	0.1	84%
23. Some adults at my school allow students to bully each other.	0.1	87%
18. Some adults at my school treat students unfairly because of where they are from or how they look.	0	80%
22. Students need more access to computers and other technology at my school.	0	21%

NOTE: Due to low student response rates, these data may not accurately represent the student population.

### Middle/Intermediate Student Item Responses by Correlation with Global Satisfaction Item

Middle/Intermediate Student Questionnaire Items in Order of Importance as Determined by Item's Pearson Product-moment Correlation with Item 28. <i>I would recommend this school to others</i>		
Item	<i>r</i>	% Favorable Responses
27. Compared to schools I attended before coming to Hawaii, my current school is better.	0.8	28%
26. My school has made positive changes over the last year.	0.7	63%
11. Students at my school feel like they belong, regardless of how they look or where they are from.	0.7	55%
6. My teachers help me further develop my critical thinking skills.	0.7	78%
20. The information I am learning in school will prepare me to do well in my next grade or next school.	0.6	79%
1. I enjoy my school.	0.6	85%
13. I feel safe at school.	0.6	78%
21. In my classes we have talked about being tolerant and getting along with one another.	0.6	81%
9. My teachers are good at teaching their subjects.	0.6	82%
14. My school is clean.	0.6	58%
16. My teachers provide me with extra help if I need it.	0.6	88%
15. My teachers give me meaningful and challenging assignments.	0.6	76%
3. I am proud of the way my school looks.	0.6	56%
17. Adults at school have told me what I can do to succeed in school.	0.5	77%
4. My teachers care about me.	0.5	81%
25. At my school I have access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	0.5	85%
10. The students at my school treat each other with respect.	0.5	35%
5. Because of the many cultures of the people at school, I have learned new ways of getting along with others.	0.5	71%
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my needs.	0.5	82%

12. My teachers keep me informed of my academic progress.	0.5	84%
24. The facilities at my school (like the classrooms, gym, playground, library, etc.) meet my needs.	0.5	65%
8. I have enjoyed trying new and different foods in Hawaii.	0.4	76%
7. The office staff at my school treats me with respect.	0.4	82%
2. My school has problems taking care of discipline issues.	0.4	54%
23. Some adults at my school allow students to bully each other.	0.3	67%
18. Some adults at my school treat students unfairly because of where they are from or how they look.	0.3	69%
22. Students need more access to computers and other technology at my school.	0.2	31%

NOTE: Due to low student response rates, these data may not accurately represent the student population.

## High School Student Item Responses by Correlation with Global Satisfaction Item

High School Student Questionnaire Items in Order of Importance as Determined by Item's Pearson Product-moment Correlation with Item 28. <i>I would recommend this school to others</i>		
Item	<i>r</i>	% Favorable Responses
26. My school has made positive changes over the last year.	0.8	52%
13. I feel safe at school.	0.7	63%
27. Compared to schools I attended before coming to Hawaii, my current school is better.	0.6	21%
9. My teachers are good at teaching their subjects.	0.6	69%
1. I enjoy my school.	0.6	67%
11. Students at my school feel like they belong, regardless of how they look or where they are from.	0.6	44%
10. The students at my school treat each other with respect.	0.6	37%
3. I am proud of the way my school looks.	0.6	39%
24. The facilities at my school (like the classrooms, gym, playground, library, etc.) meet my needs.	0.6	58%
6. My teachers help me further develop my critical thinking skills.	0.6	68%
20. The information I am learning in school will prepare me to do well in my next grade or next school.	0.6	64%
14. My school is clean.	0.6	48%
15. My teachers give me meaningful and challenging assignments.	0.5	70%
4. My teachers care about me.	0.5	74%
5. Because of the many cultures of the people at school, I have learned new ways of getting along with others.	0.5	71%
25. At my school I have access to a broad, rich curriculum (includes things like art, music, P.E., etc.).	0.5	74%
21. In my classes we have talked about being tolerant and getting along with one another.	0.5	59%
23. Some adults at my school allow students to bully each other.	0.5	63%
17. Adults at school have told me what I can do to succeed in school.	0.5	67%

18. Some adults at my school treat students unfairly because of where they are from or how they look.	0.5	60%
19. The teaching materials (textbooks, technology, handouts, etc.) are appropriate for my needs.	0.5	66%
7. The office staff at my school treats me with respect.	0.5	63%
2. My school has problems taking care of discipline issues.	0.4	40%
16. My teachers provide me with extra help if I need it.	0.4	82%
8. I have enjoyed trying new and different foods in Hawaii.	0.4	80%
12. My teachers keep me informed of my academic progress.	0.3	67%
22. Students need more access to computers and other technology at my school.	0.1	31%

NOTE: Due to low student response rates, these data may not accurately represent the student population.

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