Bloom Trail HS Teacher/Volunteer Surveys – Spring 2013

Bloom Trail High School teachers/volunteers completed a survey of students in the after school program.

The teacher/volunteer was asked, of each student named,

*During Spring 2013, has this student….*

<table>
<thead>
<tr>
<th>Had a positive attitude toward school/after school program?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved in coming to after school program ready/prepared to learn?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved in being attentive?</td>
<td></td>
<td></td>
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<tr>
<td>Improved in getting along well with other students?</td>
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</table>

Each student is assigned a score of 1 for yes, and 0 for no, for each of the above four aspects of attitude.

A total of 180 students were reported upon by teachers/volunteers. The chart below shows the percent of Yes scores.

As the above display shows, teachers report that 96% of the students have a positive attitude toward school and/or the program. About 94% of the students improved in coming to the program prepared to learn and 99% of them improved in getting along well with others.
Positive disposition

A positive disposition for each student was obtained by assigning a ‘1’ to each yes provided by the teacher/volunteer. Therefore, a positive disposition score of 4 indicates that a student received a yes rating on all four categories.

The chart below summarizes the positive disposition scores for the students in Spring 2013.

As the above chart shows, the vast majority of students were assigned a full positive disposition score of 4 (that is, ‘yes’ for each category).

Teacher/volunteers were also asked to report the subject on which each student spent most time during the after school program.

The chart below shows that the students were reported to spend most of their time on mathematics or “other” (i.e. computer, foreign language).
Comments:
- Student works hard, relies on tutoring
- Student brought his grade up
- Attentive, came before quizzes and tests
- Completes homework prior to practice
- Behavior problems prevent student success
- Made up work which helped his grade
- Very quiet and easily taught
- Full understanding of material and great attitude
- Grade has gone up since coming to tutoring
- Research colleges and application, tutors others before practice
- Helped improve writing for world history class
- Involved in attacking his problems and stays later
- Getting better grades from being taught differently
- Extra help and test retakes have helped