

2002 SCHOOL REPORT CARD

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This is the 2002, and second, edition of the Parana School Report Card, which was launched last year by the Parana State Ministry of Education, to provide communities with relevant information about the performance of their schools. It contains the same three groups of information presented in the 2001 first edition. Based on this information, school communities can set targets for improvement and implement the necessary changes to reach them. School Report Cards also aim at bringing communities closer to their school, in their common drive for quality education for all.

The results from the year 2000 Statewide Student Learning Testing (AVA2000), from schools that had 20 or more students tested in the selected subjects and grades, form the first group of information. Schools can compare their average with the average of schools in the same municipality and with the state average performance.

The most important innovation in this edition is the inclusion of *school factor*. Individual student performance studies have shown that better school results are linked more to parental education and family income than to school characteristics. This means that students from families with better means, to prepare and support their children, have better learning performance, even in low quality schools. These students come to school already better prepared & learn with more easiness, than pupils from disadvantaged backgrounds. On the other hand, there are schools that add great value to the knowledge of students from humble origins, even though these students have learning difficulties & may not be able to reach the highest performance levels.

Using statistical methods, *adjusted school performance averages* were estimated. As a result, the *school factor* can be evaluated. That is, we can measure the effect of school characteristics (teaching quality, teacher motivation, adequacy of facilities, and others) on students learning, no matter the social and economic profile of these students. Note the symbols placed to the right side of the overall school average; they inform if the performance of a school is above, at or below than expected, given the profile of the students it enrolls.

The second group of information comes from the 2002 School Census, which allowed the computations of student promotion, retention, & drop out rates, per school, plus enrollment, teacher pupil ratios and teacher minimum qualification profile. Again, these indicators can be compared to those of other schools in the same municipality & to the state average, as well as to the data in the School Report Card 2001.

Finally, the third group of information comes from students, parent and school management surveys about school life. Student and headmaster opinions were gathered during the AVA 2000. Parent opinions were collected, via surveys, from schools with 160 students or more, during the *Family in School Week*, organized during April 20-28, 2002.

The Education Information Centre of the State Ministry of Education is available to provide further clarifications. It also welcomes your comments and suggestions. Talk with us!
<http://www.pr.gov.br/cie> You can access the report cards of all Parana state schools at
<http://www.pr.gov.br/cie/boletim/boletim.html>

2000 SCHOOL PERFORMANCE ASSESSMENT

		MEAN SCORE	STUDENTS TESTED	THIS SCHOOL				OTHER SCHOOLS IN YOUR MUNICIPALITY		PARANÁ		
				STUDENTS LEVEL I	STUDENTS LEVEL II	STUDENTS LEVEL III	STUDENTS LEVEL IV	MEAN SCORE	STUDENTS TESTED	MEAN SCORE	STUDENTS TESTED	
PORTUGUESE	4 ^a	257	◆	33	15%	27%	30%	27%	262	323	250	39.239
	8 ^a	241	▼	29	38%	17%	17%	28%	252	335	250	31.125
MATHEMATICS	4 ^a	265	▲	33	18%	12%	30%	39%	266	337	250	38.441
	8 ^a	240	▼	25	44%	16%	16%	24%	253	310	250	31.007
SCIENCE	4 ^a	255	◆	30	17%	17%	40%	27%	261	330	250	38.033
	8 ^a	235	▼	26	35%	27%	23%	15%	252	334	250	31.125

Source: SEED/NIE – AVA 2000

Note: 1. See attachment for a description of the four performance levels.

2. — too few students tested for a reliable estimate.

* school (or municipality) did not offer (or did not test) this grade level.

** school (or municipality) did not participate in the AVA 2000.

*** no other school in the municipality participated in the AVA 2000.

■ too few cases for estimating the adjusted mean.

▲ adjusted mean higher than the expected given student profile.

▼ adjusted mean lower than the expected given student profile.

◆ adjusted mean as expected given student profile.

PROMOTION, RETENTION E DROPOUT ¹

	THIS SCHOOL			MUNICIPALITY			PARANÁ		
	GRADES 1 ^a – 4 ^a	GRADES 5 ^a – 8 ^a	SEC. LEVEL	GRADES 1 ^a A 4 ^a	GRADES 5 ^a A 8 ^a	SEC. LEVEL	GRADES 1 ^a A 4 ^a	GRADES 5 ^a A 8 ^a	SEC. LEVEL
PROMOTION	93%	63%	75%	90%	79%	70%	89%	81%	75%
RETENTION	6%	29%	13%	9%	16%	16%	9%	13%	10%
DROPOUT	1%	8%	13%	1%	4%	14%	2%	6%	15%

Source: MEC/INEP/SEEC – Censo Escolar 2002 (Preliminary Results)

Note: 1. Data refer to the 2001 school year of regular education public schools.

2. * school (or municipality) did not offer this grade level.

TEACHERS AND STUDENTS ¹

	TOTAL ²	THIS SCHOOL			MUNICIPALITY			PARANÁ		
		GRADES 1 ^a – 4 ^a	GRADES 5 ^a – 8 ^a	SEC. LEVEL	GRADES 1 ^a A 4 ^a	GRADES 5 ^a A 8 ^a	SEC. LEVEL	GRADES 1 ^a A 4 ^a	GRADES 5 ^a A 8 ^a	SEC. LEVEL
ENROLLMENT	981	232	480	269	6.123	6.102	3.692	825.850	737.602	408.020
AVERAGE CLASS SIZE		29	34	34	26	34	37	27	34	37
TEACHERS		9	27	21	270	367	210	39.255	37.464	22.938
TEACHERS WITH POST-SEC. EDUCATION		89%	100%	100%	66%	100%	100%	46%	97%	97%

Source: MEC/INEP/SEEC – Censo Escolar 2002 (Preliminary Results)

Note: 1. Data for the public schools of regular education.

2. Total enrollment in elementary and secondary grade levels.

3. * school (or municipality) does not offer this grade level.

4. State standards for class size is a minimum of 25 and a maximum of 30 students in grades 1 through 4; 30 to 40 students in grades 5 through 8, and from 30 to 45 students at the secondary level.

PARENT OPINIONS ABOUT...

TEACHING QUALITY

62 of 65 parents (95%) are satisfied with the quality of education their children receive at this school.

63 of 65 parents (97%) believe school building and grounds are well kept.

60 of 63 parents (95%) believe school building and grounds are proper for teaching activities.

61 of 62 parents (98%) agree that teachers in this school are dedicated to their work.

62 of 64 parents (97%) are satisfied with teachers assiduity.

PARENT INVOLVEMENT

61 of 63 parents (97%) would like to be more involved in school activities.

63 of 63 parents (100%) believe the school principal fosters the participation of all in the community in the activities of the school.

46 of 66 parents (70%) indicate the school promotes activities for parent involvement in teaching matters.

35 de les participated in such activities.

48 of 64 parents (75%) indicate the school promotes activities for parent involvement in school administration matters.

28 de les participated in such activities.

EXCHANGE OF INFORMATION

48 of 62 parents (77%) indicate the school promotes regular meetings between parents and teachers.

41 of 59 parents (69%) indicate the existence of a regular system of communication with parents.

61 of 64 parents (95%) indicate teachers develop homework activities promoting the interest of parents in their child education.

51 of 63 parents (81%) indicate being informed about homework activities to help parents monitor their child's work.

SAFETY

62 of 63 parents (98%) indicate they are comfortable sending their children to this school.

32 of 59 parents (54%) indicate the school has discipline-related problems.

19 of 62 parents (31%) indicate the school has safety-related (internal) problems.

32 of 62 parents (52%) indicate the school is subjected to safety-related problems of its neighborhood.

SCHOOL GRADE

9.3 average grade based on the rating of 64 parents

PARENT PROFILE

6 of 66 parents (9%) indicate being members of the School Council.

12 of 66 parents (18%) indicate being directors of the PTA.

8 of 61 parents (13%) indicate being volunteers at this school.

24 of 67 parents (36%) have more than one child in this school.

Source: Survey questionnaire given to parents during Parents at the School Week, from April 20 through 28, 2002

Note: 1. Survey limited to schools with more than 160 students .

2. Percentages do not represent the opinions of all parents in this school. Only of those who responded the questionnaire.

3. Percentages are based on the number valid answers, not on the number of returned questionnaires.

4. Percentages based on less than five responses are indicated by — .

5. The symbol * indicates the school did not return any questionnaire.

STUDENTS FROM THIS SCHOOL REPORT ...

	4TH GRADE			8TH GRADE		
a parent <i>always</i> reading their report cards	69%			73%		
a parent <i>always</i> going to school when requested	55%			70%		
a parent <i>always</i> or <i>almost always</i> attending school events	48%			24%		
never being held back in grade	67%			59%		
at least one parent having secondary degree	13%			20%		
having a computer at home	7%			11%		
having a car at home	44%			49%		

	PORTUGUESE	MATH	SCIENCE	PORTUGUESE	MATH	SCIENCE
<i>always</i> or <i>almost always</i> needing help with homework at home	47%	44%	40%	36%	32%	28%
enjoying the way their teachers teach	93%	97%	93%	55%	58%	72%
liking the adopted school book	57%	68%	55%	52%	54%	60%
having no difficulty learning	50%	55%	57%	38%	17%	48%

Source: SEED/NIE – AVA 2000: Student Questionnaire

Note: 1. — too few students tested for a reliable estimate.

* school did not offer or did not test this grade level.

** school did not participate in the AVA 2000.

SCHOOL PRINCIPAL REPORTS...

- ◆ that during his tenure, the larger of his/her time was dedicated to the analysis and discussion with teachers about student performance.
- ◆ that at school meetings where all parents were asked to participate, the most frequent topic was the ways parents could be involved in trying to solve school problems. On average, 75% of parents attended such meetings.
- ◆ that at school meetings where all teachers were asked to participate, the most frequent topic was the improvement of student performance assessment procedures. In general, all or almost all teachers attended such meetings.
- ◆ that the School Council met every other month with focus on matters related to the educational process.

Source: SEED/NIE – AVA 2000: School Questionnaire

Note: 1. ** school did not participate in the AVA 2000.