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AN EVALUATION
of
THE REPORTING SYSTEM
at
LONG MEADOW HILL
JUNIOR HIGH SCHOOL
BROOKFIELD, CONNECTICUT

AN ABSTRACT OF A THESIS
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The purpose of this thesis is to evaluate the reporting system used at the Long Meadow Hill Junior High School. This system is the method by which teachers communicate with parents and pupils about the student's achievements. In order for such communication to be effective, it must be accepted and understood by all parties concerned. The reporting system should meet the requirements of validity, reliability and objectivity and be directly related to the purposes of the school. The system should also be constructive in that it should provide suggestion in respect to student improvement.

The reporting system is composed of three parts. The first of these is the report card which is distributed four times a year. The second phase is a notice which is sent to parents of students who are failing. These forms are mailed at approximately the mid point of each marking period. The third phase of the system is an annual parent-teacher conference. These conferences are an important part of the reporting system and are not the same as the occasional and unscheduled type of conference between parents and teachers which are more often than not in response to an unfavorable report.

A questionnaire was distributed to these groups so that they could be given an opportunity to express their opinions of the system. A total of 92.2 per cent of the

students, 69.9 per cent of the parents and 100 per cent of the teachers returned the forms for tabulation.

A major conclusion from the study is that the reporting system currently used at the Long Meadow Hill Junior High School appears to be adequate. The following changes are recommended:

- 1) A greater emphasis to be placed on the parent-teacher conferences,
- 2) A few minor changes in the format of the report card,
- 3) A more concentrated follow-up of the "Teachers' Unsatisfactory Work Report",
- 4) An assessment should be made of the student's social behavior, and
- 5) A further evaluation of the reporting system should be made every five years.

It is conceivable that parents, students and others may contact the writer in the future to inquire about some phase of the reporting system or to suggest other changes. In that sense, this study cannot be concluded.