

Erie County Technical School
Operations and Management Survey
2006-2007

	Res #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Categories		School Board	Director	Principal	RCTC Manager	Business Manager	Facilities	Technology	HR	Instructional Supervisors	Teachers	Main Priorities	Quality of Education Improving	Safe & Secure	Handles Behavior Effectively	Students Motivated	Teachers Knowledge
2006-2007 EY		3.17	3.03	3.61	2.89	3.63	3.20	3.03	3.21	3.61	3.36	3.03	3.17	2.34	2.86	2.57	3.62
Grade		B	B	B+	B-	B+	B	B	B	B+	B+	B	B	C+	B-	C+	B+
Counts	4	10	12	20	5	21	10	7	13	19	14	9	11	4	5	1	18
	3	14	11	10	7	8	17	18	11	8	11	15	14	13	18	19	11
	2	5	4	1	5	0	2	4	4	0	2	2	2	1	1	3	0
	1	0	2	0	1	1	1	1	0	1	1	3	2	11	4	5	0
	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Total Responses		29	30	31	18	30	30	30	29	28	28	29	29	29	28	28	29
2005-2006 EY		2.71	2.47	3.80	3.14	3.62	2.68	2.26	3.10	3.14	3.50	3.00	2.66	2.94	2.93	2.53	3.52
Grade		B-	C+	A-	B	B+	B-	C	B	B	B+	B	C+	B-	B-	C+	B+
Counts	4	7	10	25	9	19	5	5	16	12	15	11	6	11	11	2	17
	3	9	6	4	7	9	16	8	7	10	12	15	14	13	11	17	13
	2	9	6	1	4	1	6	5	4	6	1	0	2	2	3	6	1
	1	3	4	0	1	0	3	7	3	1	0	4	7	4	5	5	0
	0	0	4	0	0	0	1	2	1	0	0	1	0	1	0	0	0
Total Responses		28	30	30	21	29	31	27	31	29	28	31	29	31	30	30	31
2004-2005 EY		2.79	2.91	3.33	2.87	3.40	3.05	3.35	3.14	3.16	3.30	2.83	2.81	2.82	3.42	2.66	3.57
Grade		B-	B-	B+	B-	B+	B	B+	B	B	B	B-	B-	B-	B+	C+	B+
Counts	4	10	14	17	7	19	14	21	17	19	19	12	13	9	10	4	26
	3	16	18	19	14	22	19	17	16	16	20	20	18	27	21	29	17
	2	14	5	2	9	2	8	4	8	6	4	2	4	0	2	4	1
	1	1	5	1	1	0	2	1	0	3	1	7	7	7	7	6	0
	0	1	1	0	0	0	0	0	1	0	0	1	1	1	2	1	0
Total Responses		42	43	39	31	43	43	43	42	44	44	42	43	44	42	44	44

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	Res #	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Categories		Teachers Care About Students	Principal/ Students	Parents Responsible	Parents Satisfied	Cost-Effective	Supplies & Materials Available	Decision Management	Board/ Students	Board Policy	Director Leader	Director Chief Adminis.	Principal Leader	Principal Manager	Teachers' Attitudes	Time to Technical Education	Time to Academics
2006-2007 EY		3.59	3.62	2.14	2.93	2.62	3.14	2.68	2.80	3.04	2.79	3.00	3.61	3.79	3.14	3.28	2.97
Grade		B+	B+	C	B-	C+	B	B-	B-	B	B-	B	B+	A-	B	B	B-
Counts	4	17	18	1	5	3	11	4	6	6	8	11	18	23	10	14	8
	3	12	11	14	17	17	14	15	10	15	12	12	9	6	14	9	12
	2	0	0	4	7	4	1	5	8	5	4	3	1	0	4	6	9
	1	0	0	8	0	5	3	4	0	0	2	1	0	0	1	0	0
	0	0	0	2	0	0	0	0	1	0	2	2	0	0	0	0	0
Total Responses		29	29	29	29	29	29	28	25	26	28	29	28	29	29	29	29
2005-2006 EY		3.53	3.55	2.17	2.83	2.42	3.10	2.29	2.33	2.52	2.39	2.42	3.48	3.65	3.10	3.04	2.90
Grade		B+	B+	C	B-	C+	B	C	C+	C+	C+	C+	B+	B+	B	B	B-
Counts	4	17	18	0	4	5	10	5	5	5	8	9	17	24	10	10	7
	3	12	12	13	18	12	17	9	10	10	9	8	12	3	12	10	13
	2	1	1	9	7	7	1	9	7	10	5	6	2	4	7	7	8
	1	0	0	8	1	5	0	6	6	3	5	3	0	0	0	1	1
	0	0	0	0	0	2	2	2	2	1	4	5	0	0	0	0	0
Total Responses		30	31	30	30	31	30	31	30	29	31	31	31	31	29	28	29
2004-2005 EY		3.47	3.15	1.93	2.77	2.55	2.82	2.37	2.33	2.38	2.65	2.82	3.08	3.27	2.86	2.95	2.95
Grade		B+	B	C-	B-	C+	B-	C+	C+	C+	C+	B-	B	B	B-	B-	B-
Counts	4	22	17	0	2	5	10	6	1	2	10	15	12	20	7	13	6
	3	20	14	17	30	23	23	19	23	22	16	16	18	14	26	20	28
	2	0	7	10	10	7	5	6	10	10	10	6	7	6	9	6	8
	1	1	2	14	1	9	5	9	7	6	6	4	1	0	2	3	0
	0	0	0	3	0	0	1	3	2	2	1	3	0	1	0	1	0
Total Responses		43	40	44	43	44	44	43	43	42	43	44	38	41	44	43	42

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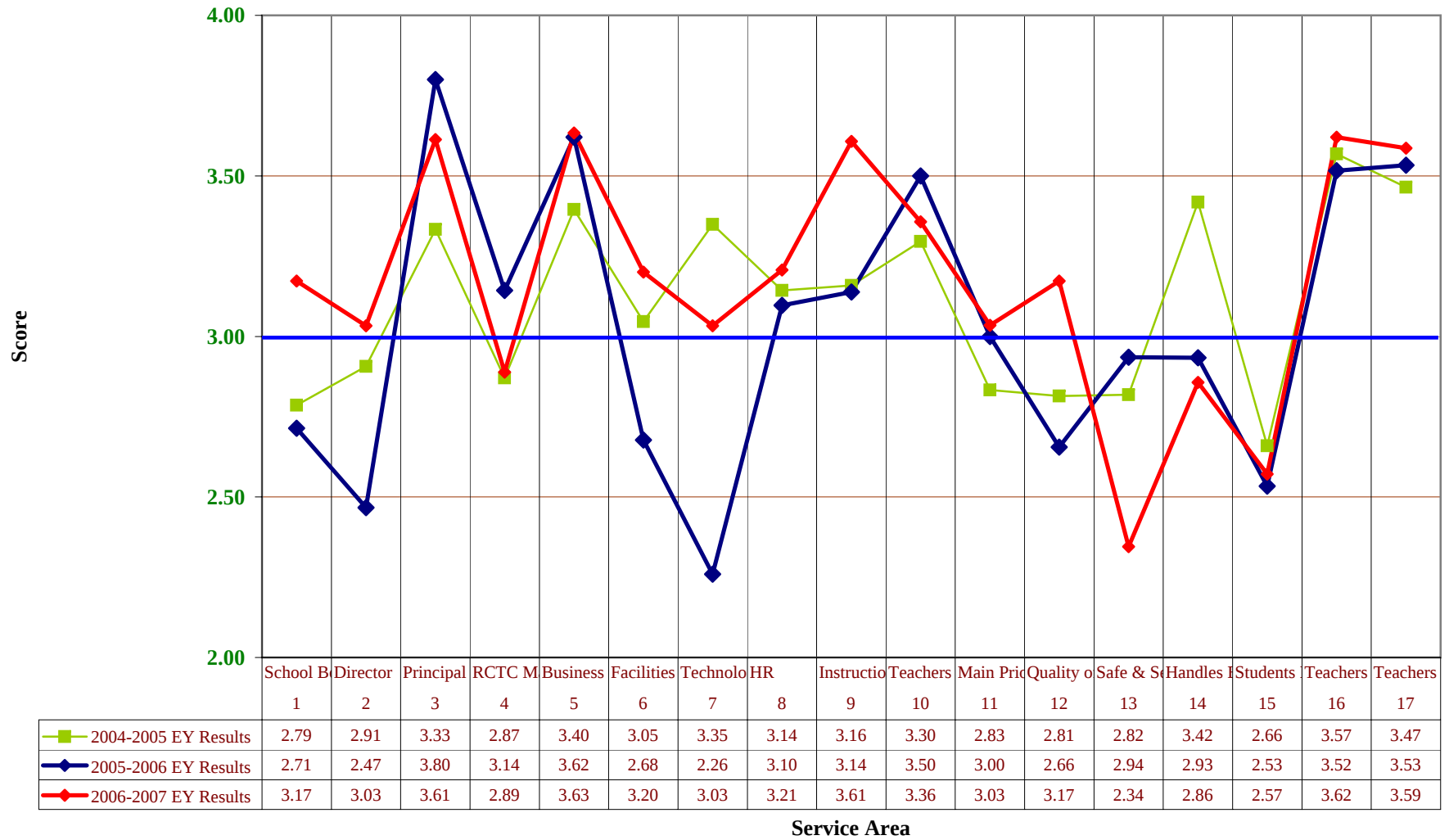
	Res #	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Categories		Parents Assist	Parents Participate	School Community	Public Perception	Technology Instructional Tool	Technology Admin Tool	Facility Conditions	SchoolDEXX Meets My Needs	Communication Lines	Planning Time	Instructional Services	Academic Services	Curriculum Develop Services	Guidance Services	Admission services	Placement Services
2006-2007 EY		2.27	2.17	3.12	2.54	2.86	3.26	3.28	2.93	2.63		3.32	2.89	3.15	3.33	2.89	3.15
Grade		C	C	B	C+	B-	B	B	A	A		B	B-	B	B+	B-	B
Counts	4	0	1	8	0	7	13	14	14	4	0	13	6	11	11	7	9
	3	13	9	15	16	11	9	10	3	14	0	13	16	12	14	13	14
	2	7	8	2	11	9	4	4	6	5	7	1	4	2	2	4	3
	1	6	5	0	1	1	1	1	2	3	8	0	1	1	0	3	1
	0	0	1	1	0	0	0	0	3	1	14	1	1	1	0	0	0
Total Responses		26	24	26	28	28	27	29	28	27	29	28	28	27	27		27
2005-2006 EY		2.13	2.00	3.06	2.50	3.07	2.90	3.41	2.77	1.97		3.19	2.65	3.00	3.22		3.27
Grade		C	C	B	C+	B	B-	B+	A	A		B	C+	B	B		B
Counts	4	1	0	11	3	11	10	15	7	2	0	11	7	9	10	0	11
	3	8	8	13	12	11	11	15	14	12	0	11	9	12	13	0	11
	2	8	9	6	12	5	5	2	6	3	12	4	6	3	4	0	4
	1	5	6	0	3	2	4	0	4	11	4	1	2	3	0	0	0
	0	1	1	1	0	0	0	0	0	3	14	0	2	0	0	0	0
Total Responses		23	24	31	30	29	30	32	31	31	30	27	26	27	27		26
2004-2005 EY		1.98	1.81	2.70	2.58	3.02	3.07	3.23	0.71	0.60	0.72	3.23	2.95	2.95	3.14		3.00
Grade		C-	C-	B-	C+	B	B	B	B-	C+	B-	B	B-	B-	B		B
Counts	4	0	0	7	4	14	19	17	0	0	0	17	9	8	14		13
	3	10	7	21	20	17	13	22	0	0	0	21	25	25	22		20
	2	25	24	11	16	9	8	3	0	0	0	5	9	8	8		7
	1	5	9	3	3	2	4	2	30	24	28	1	1	1	0		3
	0	3	3	1	0	0	0	0	12	16	11	0	0	0	0		0
Total Responses		43	43	43	43	42	44	44	42	40	39	44	44	42	44		43

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	Res #	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63
Categories		Special Education Services	Instructional Aide Services	Maintenance Services	Clerical Services	Custodial Services	Tranport Services	Human Resource Services	Food Services	Staff Develop Services	Technology/ Information Services	Purchasing Services	Financial & Budgeting Services	QMS	Public Relations Services	Overall
2006-2007 EY		3.46	3.29	3.39	3.59	3.38	3.00	3.00	3.07	2.93	3.00	3.57	3.50	3.08	3.08	3.31
Grade		B+	B	B+	B+	B+	B	B	B	B-	B	B+	B+	B	B	B
Counts	4	14	10	12	18	14	6	10	9	7	7	19	17	9	11	12
	3	13	17	15	10	12	5	10	14	15	15	7	8	12	9	15
	2	1	0	1	1	3	6	5	5	4	5	1	3	2	4	1
	1	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1
	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0
Total Responses		28	28	28	29	29	17	27	29	28	28	28	28	25	26	29
2005-2006 EY		3.15	3.07	3.17	3.72	3.38	3.22	2.97	3.04	2.81	2.31	3.70	3.48	3.00	3.07	3.07
Grade		B	B	B	A-	B+	B	B-	B	B-	C+	B+	B+	B	B	B
Counts	4	11	8	10	21	14	6	12	9	6	4	19	14	6	7	7
	3	10	13	15	8	13	10	10	12	13	12	8	12	12	16	18
	2	5	6	3	0	1	2	2	4	5	4	0	1	4	3	3
	1	1	0	1	0	1	0	4	2	3	7	0	0	1	1	1
	0	0	0	0	0	0	0	1	0	0	2	0	0	0	0	0
Total Responses		27	27	29	29	29	18	29	27	27	29	27	27	23	27	29
2004-2005 EY		2.95	3.19	3.20	3.41	3.07	3.13	3.00	2.95	2.67	3.09	3.39	3.29	3.03	2.90	3.02
Grade		B-	B	B	B+	B	B	B	B-	B-	B	B+	B	B	B-	B
Counts	4	14	20	16	24	11	14	15	11	7	17	26	19	12	13	11
	3	17	12	23	17	26	15	18	22	20	16	10	17	17	15	24
	2	10	10	3	0	6	9	8	8	12	8	7	5	11	11	4
	1	3	1	2	3	1	0	2	1	3	1	1	1	0	3	3
	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0
Total Responses		44	43	44	44	44	38	44	43	43	43	44	42	40	42	42

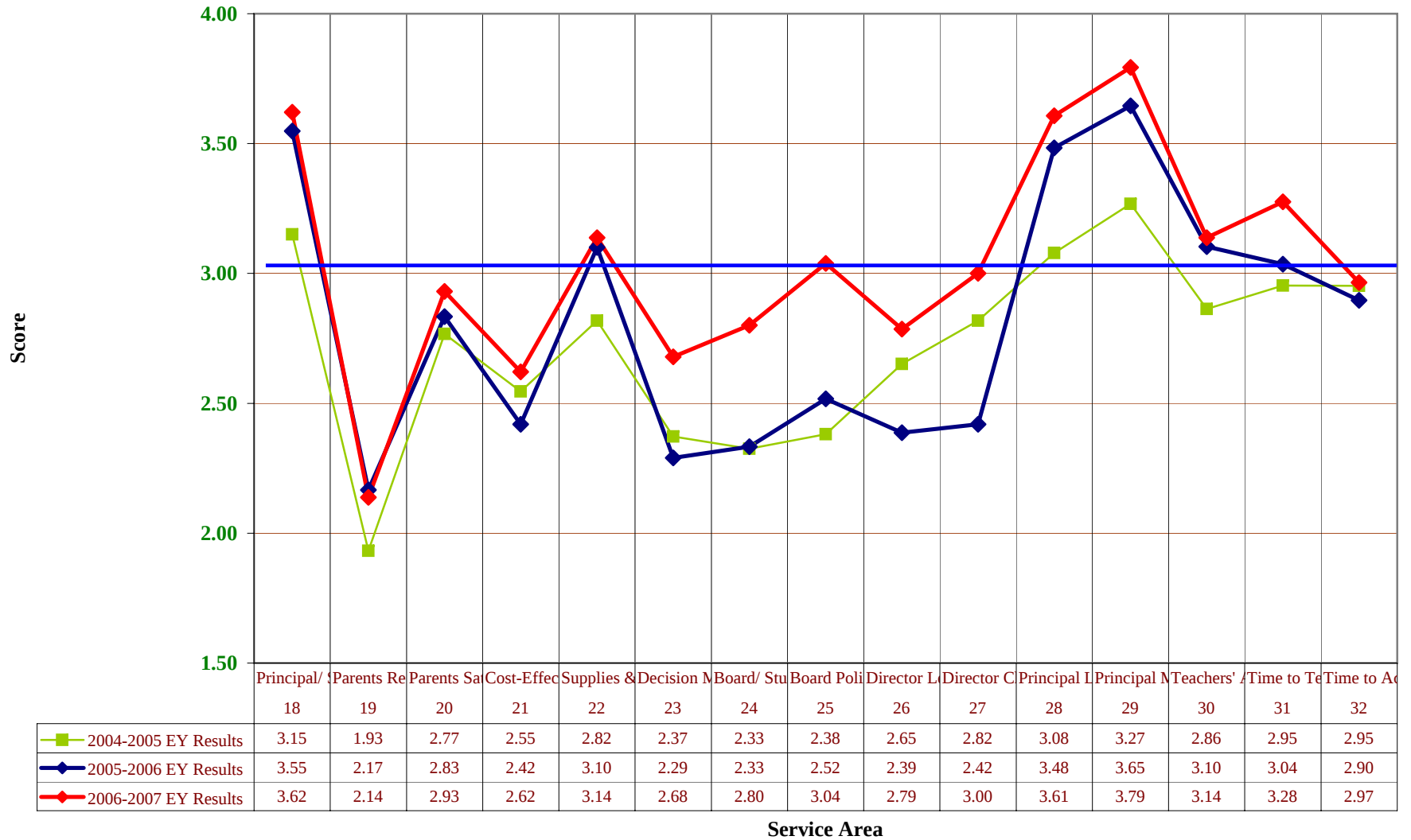
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**Historical Scores
Part 1**



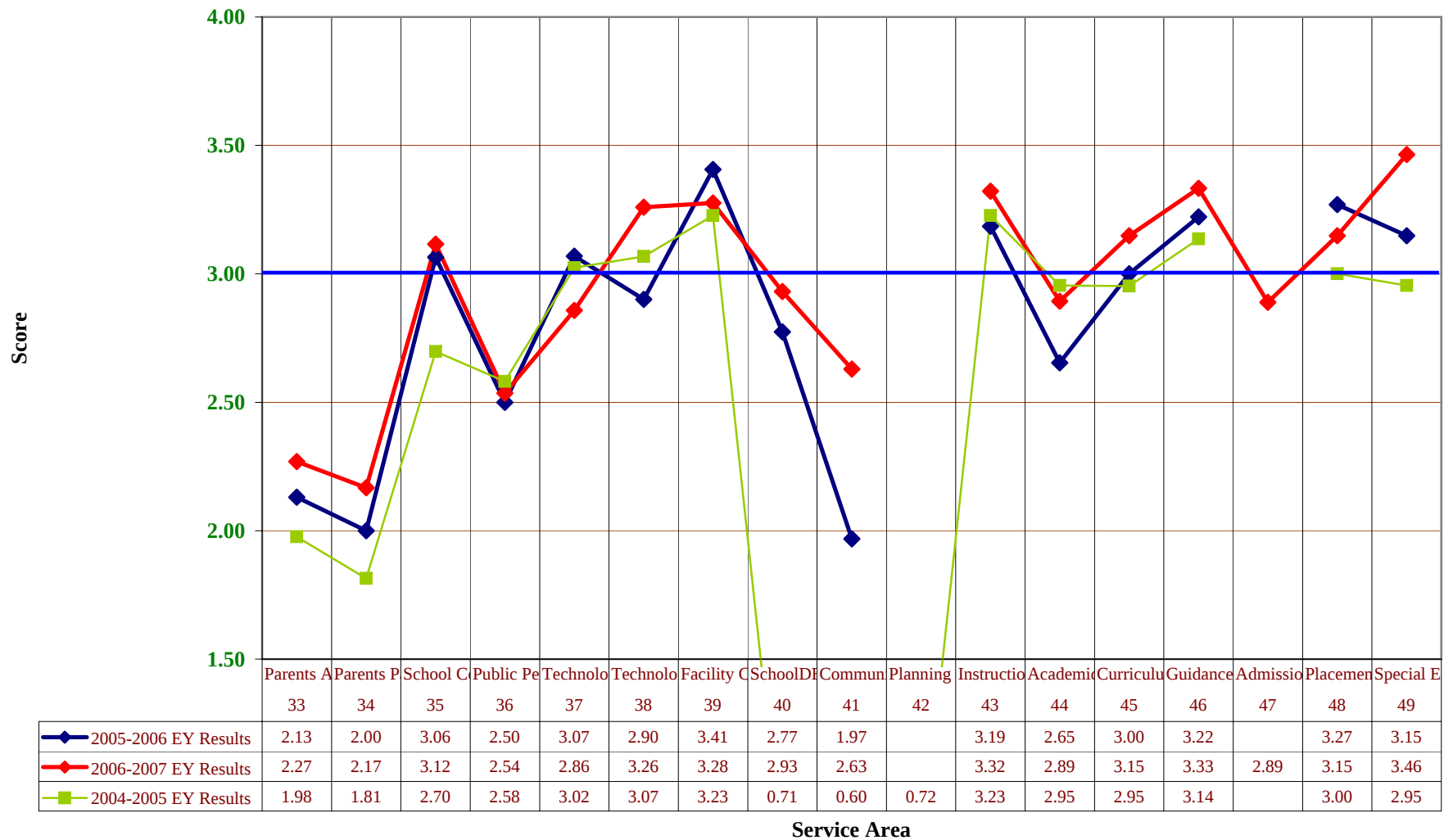
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Historical Scores
Part 2



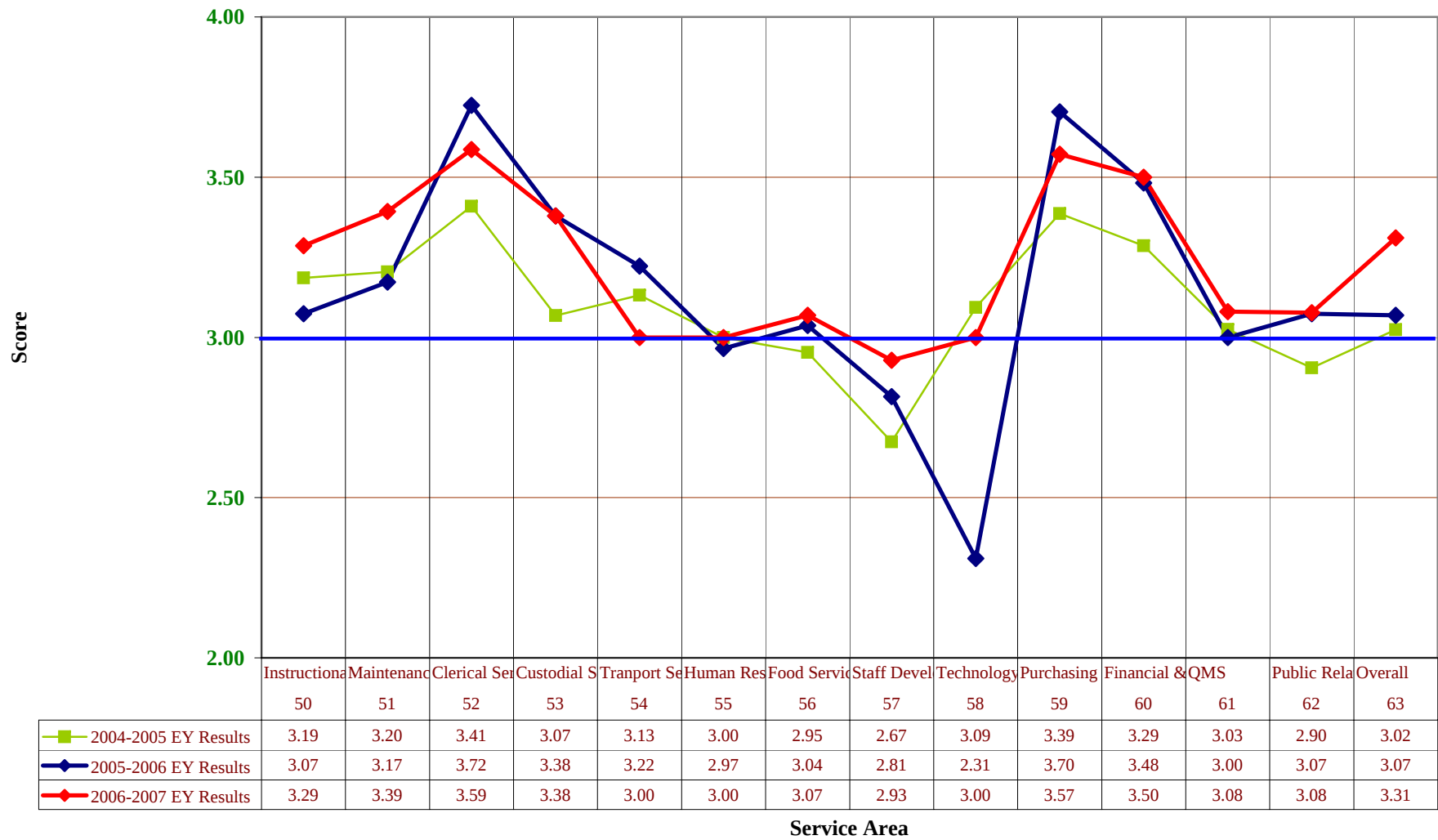
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**Historical Scores
Part 3**

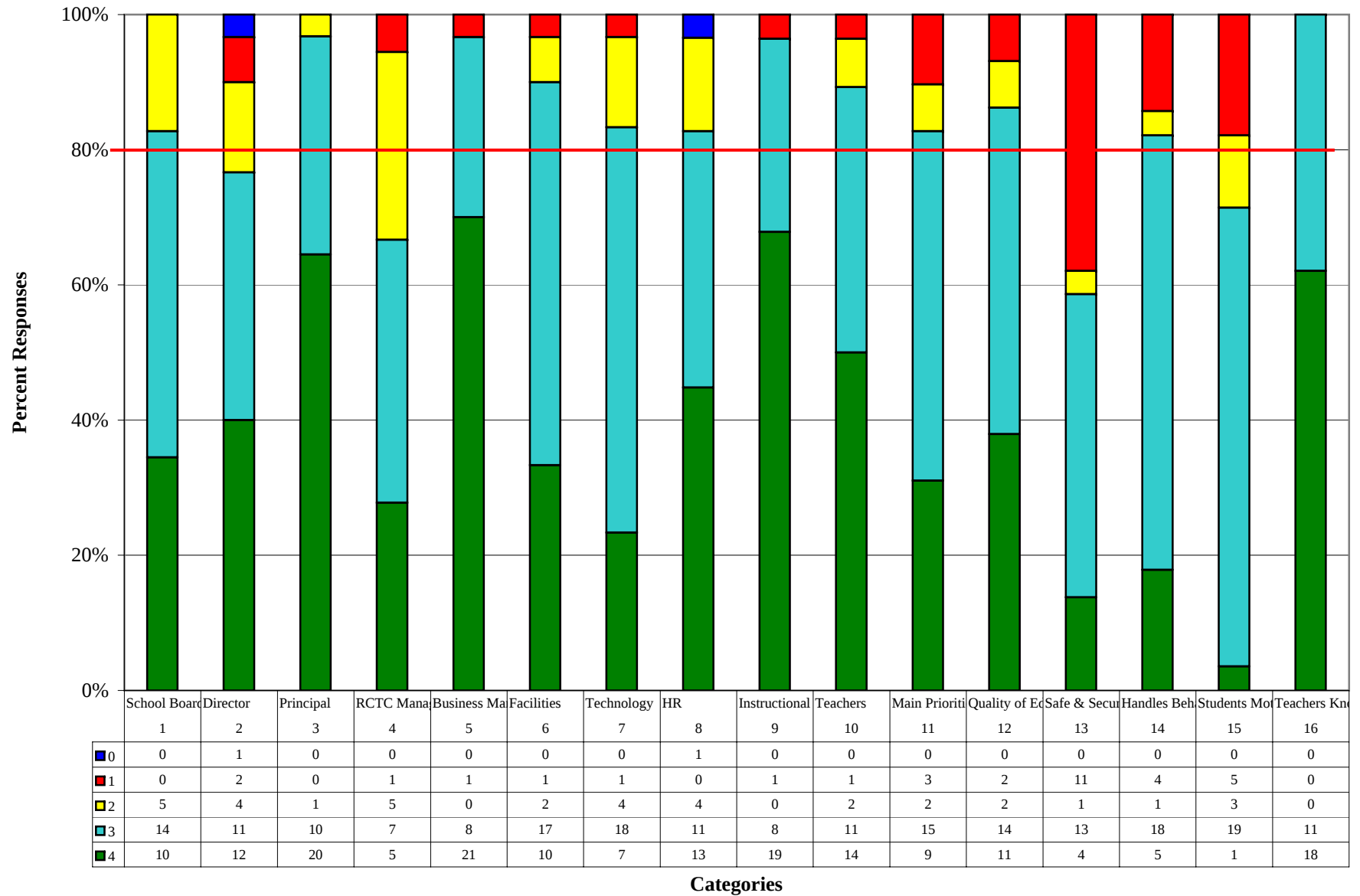


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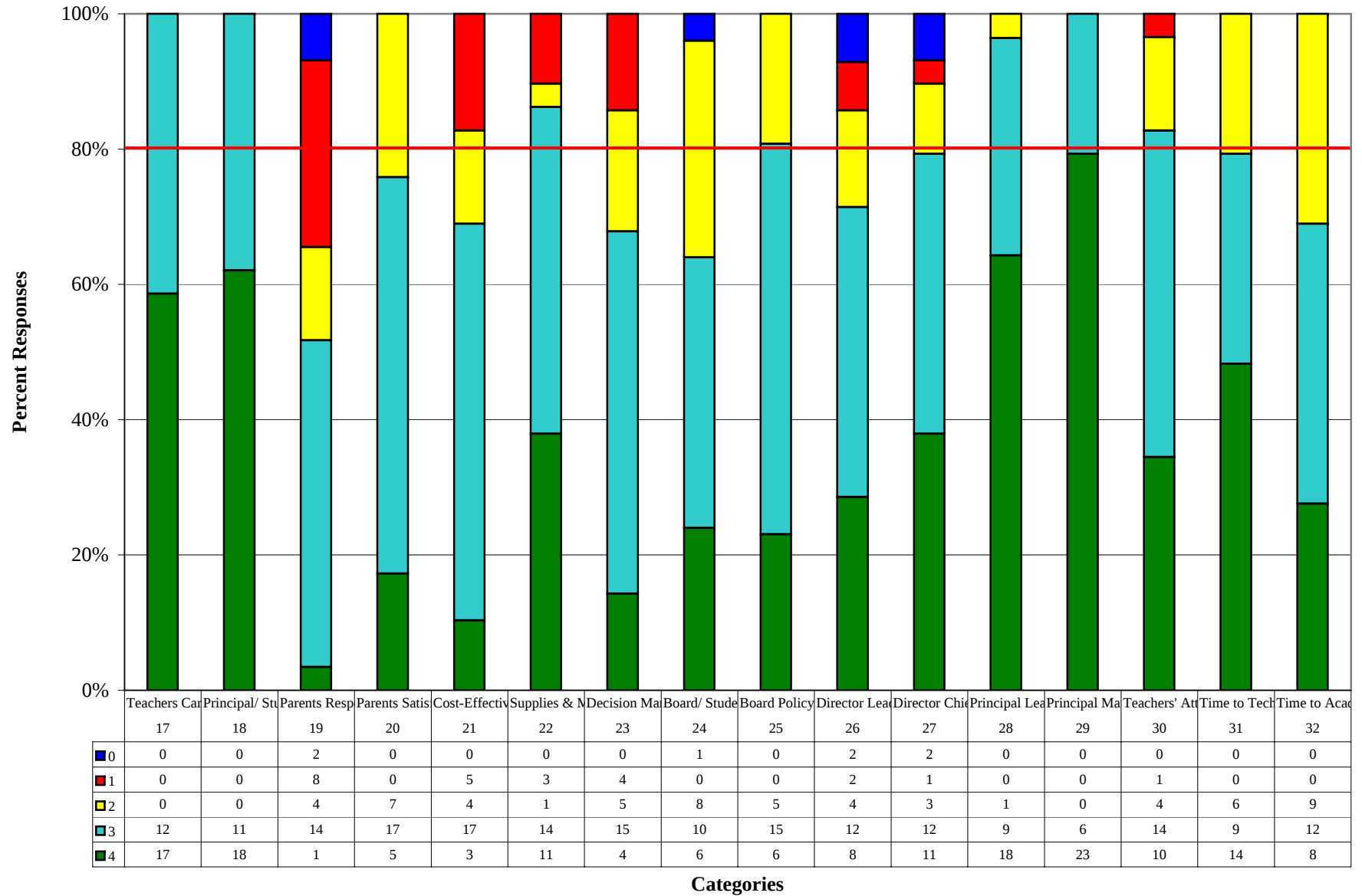
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Part 4**



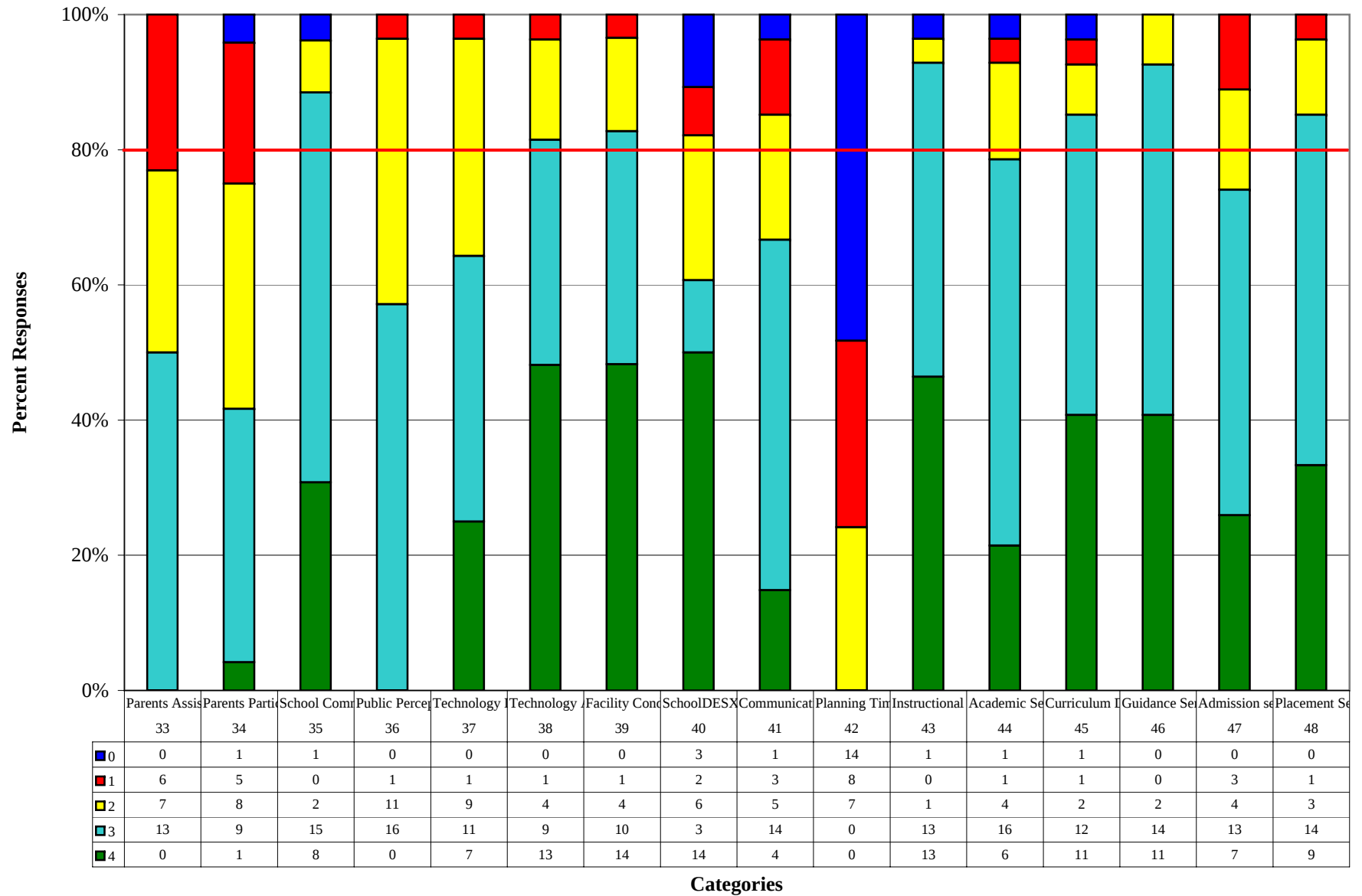
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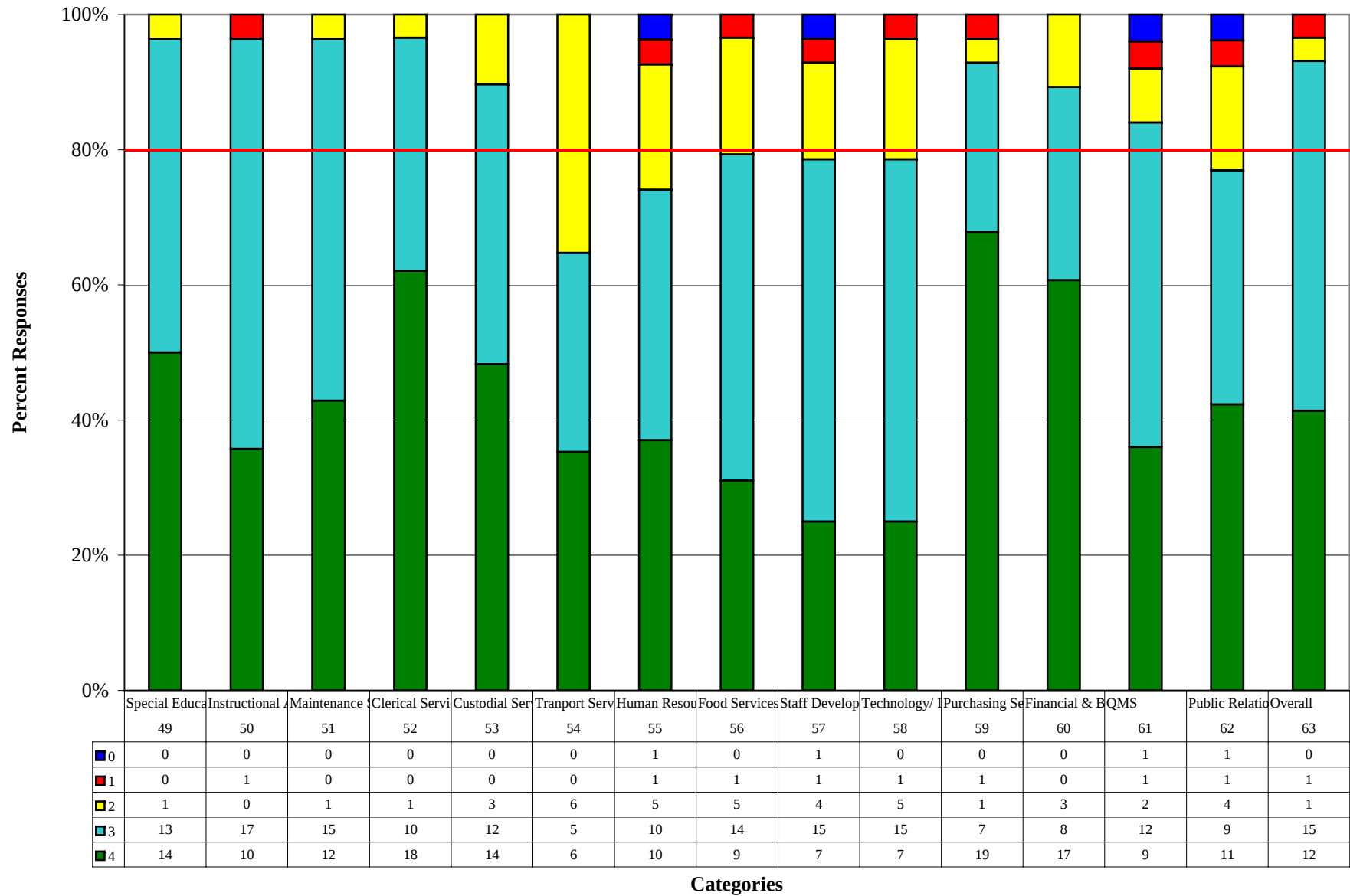
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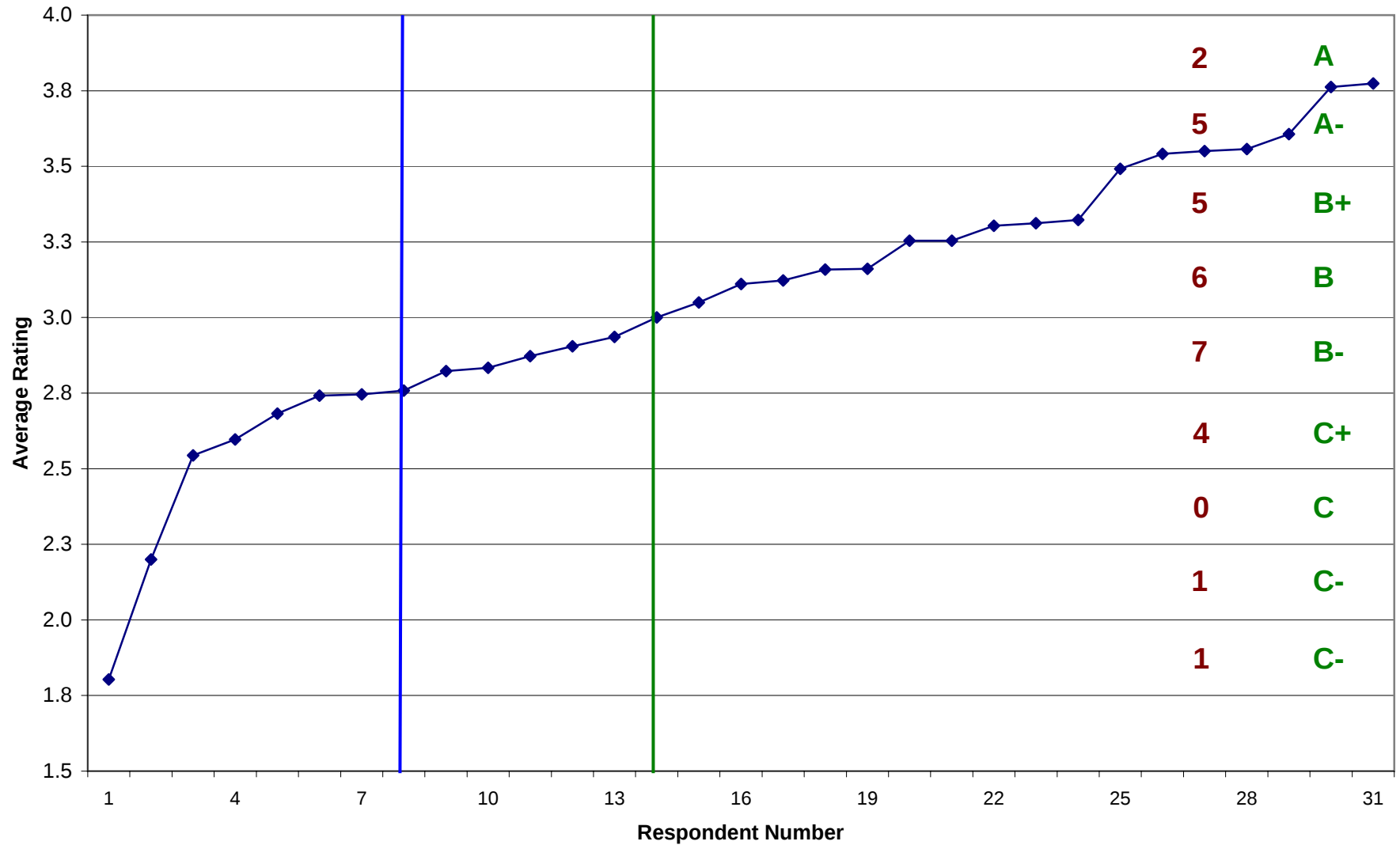


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Average Rating by Respondents



**Erie County Technical School
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Responses to Open-Ended Questions**

In what one or two ways could the operational efficiency of ECTS be improved?

1. Short meetings to bring the faculty together to share what is going on in the school or in individual programs
2. Absenteeism needs to improve. All schools on same page.
3. A better use of space. I would like to see our academic programs, i.e. math and possibly reading be given a classroom. This may require alternative Ed to find a new location. In addition, I don't think the benefits of breaking up the curriculum outweigh the disadvantages. Do not sub out the snowplowing, that was \$10,000.00 wasted for a job done poorly. Focus on ECTS as a High School.
4. Focusing on ECTS and not the Community College.
5. Eliminate multiple classes in SchoolDESX.
6. Better use of performance data in decision making. Cross scheduling between programs in content areas that are identical or similar for those programs.
7. Enforce the rules that are already set forth.
8. Students arrive at same time each day so that they can't roam halls and socialize as much.
9. Increase the amount of time aids are available to the students.
10. Clear discipline code that is enforced and enforceable. Back up faculty and staff in student conflicts. Better inclusion of faculty and staff in the decisions on lab up grades (painting of floor in auto tech). Show trust in the faculty and staff to do the right thing and if there is a problem go to the people involved to be part of the solution.

In what ways could SchoolDESX better meet your needs for attendance, grading or instructional management and what improvements have you noticed in SchoolDESX this year?

1. Could be faster when generating reports
2. Only one screen to enter new student information would decrease mistakes.
3. One spread sheet with all the grade I entered. Being able to adjust your on absents.
4. I think Jeff Smith has done an unbelievable job with regards to creating reports and providing training to faculty!
5. The grading quarters should not be broken into three or more classes. This is very difficult to convert back into a grade that the CUSTOMER (students, parents, business) can understand. Get rid of the College looking grading system!!!
6. I can work with SchoolDESX, it is better but I have nothing to compare it with now. My old program was much better for user friendly. The real problem is the Community College concept of different "classes" in each 9 weeks. This isn't working. Drop this "class" system and SchoolDESX will work.
7. I still cannot quickly get reports and up to date grades without closing out of programs . . . sometimes several times before grades are recalculated

8. I need to be able to look up student grades and attendance to determine if a student qualifies for co-op. Also, it would help to be able to see their birthdays - so I can quickly determine if they are minors or adults with regard to the labor laws. Also, there is no co-op grading system in SchoolDESX (except for DO students) - I have to use an EXCEL spreadsheet to keep my grades.
9. Eliminate multiple classes in SchoolDESX.
10. The information is there somewhere. It is just too difficult to get to it.
11. More speed/quicker access to files.
12. Program is prone to stall/lockup Program is far more complicated than it needs to be. Prior program worked better.
13. SchoolDESX should be less complicated...too many individual classes, hours, assignments. Gear it to a high school setting.
14. I would like to be able to run a grade category report by grading period. Still awkward having to navigate between courses to enter grade activities. MUCH better progress reports and report cards.
15. Clear in-service on how to use SchoolDesx to generate grade and absence reports.

Please share any other comments you feel are important or that clarify your rating of any item.

1. ECTS is a wonderful school that has come a long way in the past decade.
2. This survey has some flaws that need to be addressed. I feel that there is no where to say unnone or no knowledge of. If we are not in contact with a certain area ex. RCTC how can I rate it? So for the three people who know about RCTC put in an "A" the program gets an "A" and the rest of us (30-40) or so may just skip the question not giving a true picture. This can also work the other way by the unnone giving a mid grade or worst when they know nothing about the program putting a dark shadow on it. There are categories that some have no knowledge of ex. "Quality Management System or Decision Management." Also the survey should be broken into administration, teachers, clerical, custodial, and maintenance so that a true assessment is presented. The last thing is that all responses be shown in there entirety as they come in to assure that they are not lost.
3. Curriculum development is not changing my curriculum; it is trying to make it sound and look better on paper. I am not improving my teaching I am just putting it in a neater package to make it look better. Charlie
4. The lunch menu has horrible food choices - greasy pizza and a pretzel? How many times this year?
5. ECTS is an outstanding institution.
6. Food services could offer better/healthier choices. There are proven school models, where healthy choice foods have improved student performance and overall health. Sodas, high sugar and fatty foods should be minimized. For some students, our cafeteria is the primary food for the day, making the quality of food all the more important.
7. Although food service employees are competent, the choices provided are barely edible.
8. The reason the score for instructional aides is low is NOT because of their work quality we just don't have enough aides to cover the students needs.
9. WE SHOULD BE FOCUSING ON MAKING OUR SCHOOL A BETTER HIGH SCHOOL AND PUT ALL OF OUR EFFORTS THERE INSTEAD OF TRYING TO MAKE IT SOMETHING ELSE. THIS IS A GREAT HIGH SCHOOL WITH A GREAT STAFF. WHY TRY TO FIX SOMETHING THAT ISN'T BROKEN?