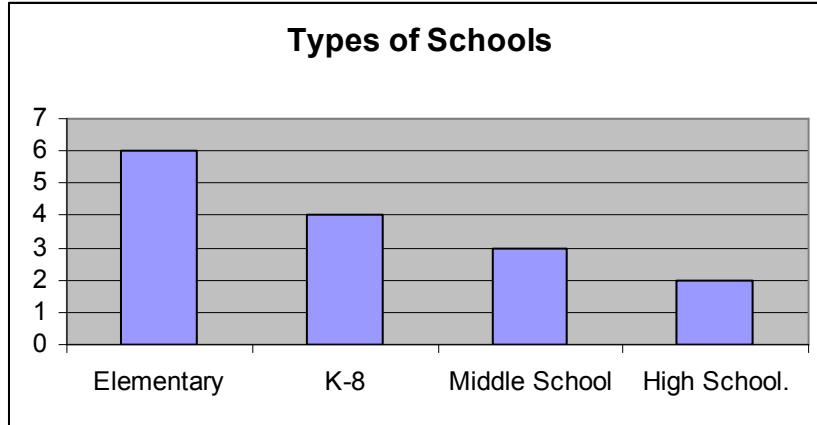


The survey was designed to look at the impact socio-economic status, as determined by the federal government, has on computer literacy in our schools. The data was broken down into classifications determined by school type and of course Title One status. The data indicated that 6 of 15 respondents are Elementary School Teachers, 4 of 15 teach at K-8 Schools, 3 of 15 teach middle school, and 2 out of 15 teach high school.

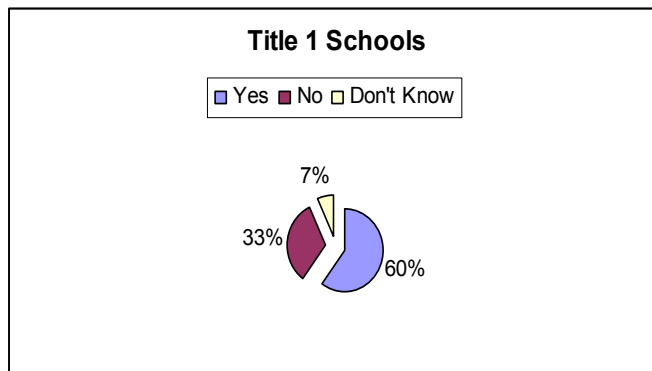
It is interesting to note that out of the total responses, 9 were Title 1 schools. 5 Indicated that they were not Title 1 schools and 1 respondent indicated that they did not know the Title 1 status of



their school. With 60% of schools being listed as Title 1 schools, and thereby having access to federal funds for education enhancement. I was surprised to see that very few teachers indicated that they had significant quantities of computers in their classrooms.

Another surprising piece of information to me was that there seemed to be no correlation between Title 1 status and the existence of computer labs in schools. For example in Title 1

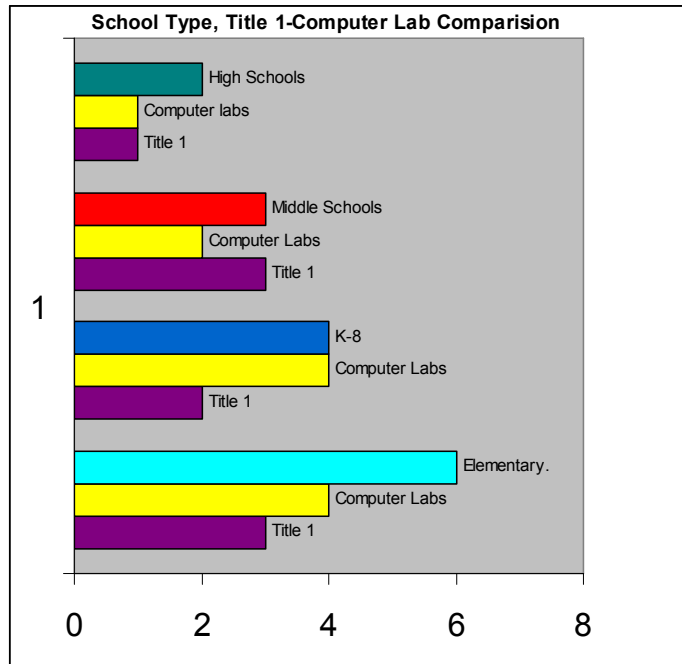
elementary schools and in Title 1 elementary schools 1 school out of 3 did not have computer labs. In the High School category, the school Title1 status did not have a computer lab while the **non** 1 School **did** have a computer lab. The Middle School category was



non
 with
 Title

perhaps most perplexing because the percentages fell in line with Elementary Schools. 33% of the Middle Schools surveyed had computer labs. This is interesting because 100 % of Middle Schools surveyed were Title 1 schools.

I had expected that the availability of computer labs in school would have a noticeable effect on computer literacy. However the results did not indicate a direct cause and effect relationship between computer labs and computer literacy among students. I suspect that the questions were poorly worded and therefore did not provide clear connection to the desired data or perhaps were formatted in such a way as to limit the ability of my colleagues to respond. For example some teachers



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responded with a percentage of students that were proficient in each of the computer skills queried. Others simply responded that their students were either proficient or not at the various skills. Still some teachers asked for clarification about what I meant by “proficient”. Some teachers simply responded that they did not know the level of computer proficiency of their students.

Where labs were available I found that 7 out of 15 respondents indicated that the computer labs were used for research, 4 out of 15 indicated Subject Matter Proficiency drills, 3 out of 15 indicated testing practice while 9 out of 15 indicated that the labs were used for keyboarding. It would be difficult to categorize the activities taking place in the labs by grade level given the diversity of the survey population.

Clearly this survey is unscientific and flawed. Computer literacy is impacted by the availability of technology in our schools but it is not clear how Title 1 money impacts this condition. The educational philosophy of administrators plays a huge role in not only the focus of the teachers but also the projects that get their attention and therefore the available funds. Still the primary factor in determining computer literacy, given that all students have access to this technology, is the student. Where the student sees the acquisition of computer skills as applied to education as valuable; then computer literacy will be readily discernable. In instances where the student does not value academic computer literacy then obviously the level of literacy will not be apparent.