

**Some of my interpretations from this data include the following:**

- Survey participation by classroom teachers is especially low in middle schools and high schools. This is probably a direct result of our not fully funding computer replacement over the last five years. The consequence is that modern classroom computers for students do not exist in critical mass at the high and middle school levels.
- The greatest use of classroom and lab computers in the district is for the purpose of monitoring and assessing. Specific examples include AR, CCC, Plato, SAT prep, Study Island, Textbook-based Assessments). This is especially true in elementary, middle, and K-8 schools.
- The greatest use of media center computers is to obtain information. This is true across all school types. Specific examples include web-based research (NC Wiseowl, NC Live, subscription services, news outlets, Yahoooligans, Google).

One way to gauge effective return on investment is frequency of use by students. For instance, total instance of use in district labs over a two-week period is 26,274. Oversimplified, that means every student in the district touches a lab computer 3 times every two weeks.