NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
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COMMISSION ON PUBLIC SECONDARY SCHOOLS

Self-Study Survey Results for

Miss Terry High School

September 8, 2010

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INTRODUCTION

The Endicott Research Center (ERC) at Endicott College provides educational leaders as well as policy makers with the development and inquiry capacity to support efforts in the reform of educational policy and practice. The ERC's aims include: the conduct of high-quality research, evaluation and development support designed to inform educational policy and leaders at the state, national and international levels; to serve as a repository of research-based information in regards to the conditions and performance of educational systems; and to promote widespread use of that information, enhancing the research skills of faculty and staff, guest faculty, and students at advanced levels. In sum, the ERC acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

The ERC is dedicated to helping educators and school administrators around the world reach their future dreams and lifelong aspirations by improving teaching and learning environments in the present. The ERC partners with educational agencies throughout the world in order to improve teaching and learning. This report describes the results of the NEASC/CPSS Self-Study Survey© administered to the members of your school community. The NEASC/CPSS Self-Study Survey© is keyed to the standards published by the New England Association of Schools and Colleges and was developed by the ERC in consultation with NEASC.

This report provides information that can help guide your school in its ongoing effort to promote the highest teaching/learning standards. The NEASC/CPSS Self-Study Survey© report is one of many tools you will employ in the course of your self-study. The survey measures people's perceptions of various aspects of school life. These perceptions provide a view that is helpful, but by no means exclusive, for assessing how well your school meets NEASC's accreditation standards. Observation of inter-personal dynamics, direct inspection of the physical plant, examination of school documents and procedures, and other such methods will all provide additional and valuable information. The survey report, along with other assessments, will make available a comprehensive set of data for ascertaining the degree to which your school meets NEASC's standards for accreditation.

Surveys were administered to three groups within your school community: Students, Teachers, and Parents. Each group was asked a set of questions appropriate to their role and linked to the standards and indicators published by NEASC. This report is organized by NEASC standards and broken down by indicators within each standard. Under each indicator follows the questions that were asked of each group surveyed. After the demographic section, the seven sections are

- Section A Standard One: Core Values, Beliefs, and Learning Expectations
- Section B Standard Two: Curriculum
- Section C Standard Three: Instruction
- Section D Standard Four: Assessment of and for Student Learning
- Section E Standard Five: School Culture and Leadership
- Section F Standard Six: School Resources for Learning
- Section G Standard Seven: Community Resources for Learning

All student data are reported by grade level and gender. All other groups are presented without further breakdown.

The results of the NEASC/CPSS Self-Study Survey© are clear and comprehensive, but they are meaningless as mere measures. As a stake-holder at both ends of the numbers, your ownership of the data is critical in helping others begin the process of interpretation. The purpose of the report is not to compare schools, programs, or curricula, but to determine if the results align with your understanding of the vision and mission of your school and the degree to which your school aligns with NEASC's standards of accreditation. As you review this data, an open mind and an honest look are critical tools.

Keep in mind that your school is a living, breathing, complex organism. Remember:

- Working with the results is a process not an event;
- You are an expert on your school over and above the numbers;
- It is advisable and at times even necessary to ask those who took the survey to help in this process;
- Critical analysis is much more time consuming than taking the survey itself;
- Comparisons within your own school (e.g., by grade level and gender, or by comparing teacher and student perceptions of the same indicator) are often instructive;
- Ongoing conversations among colleagues, students, parents and board members provide the best way to make sense of the data;
- The purpose of this entire effort is to improve your school, not to find fault or place blame;
- Perceptions of the same data may differ. This is not only common, but also healthy for dialogue and growth.

Not everyone is trained or even interested in analyzing complex data. However, everyone in a school community is generally open to understanding the forces that either foster or forestall teaching and learning. By committing time and attention to such a process, you will gain valuable insights into how your students, teachers, parents, board members, and former students perceive their school. From those insights emerge the judgments and values that guide the development of action plans for improving upon what already works in your school, as well as overcoming the obstacles to achieving the best of what your school intends. The Endicott Research Center at Endicott College can assist you at any stage of this process. Please direct any and all questions to:

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DEMOGRAPHICS

Total Respondents by Group	
	Responses
Students	2501
Staff	551
Parents	1558
Parents as Percentage of Students	62.3%

Students:

Age:

Students		
Age	Count	Percent
11	0	0.0%
12	0	0.0%
13	45	1.8%
14	613	24.5%
15	617	24.7%
16	633	25.3%
17	494	19.8%
18	93	3.7%
19	6	0.2%
Other	0	0.0%
TOTAL	2501	100.0%

Grade:

Students		
Grade	Count	Percent
6	0	0.0%
7	0	0.0%
8	0	0.0%
9	740	29.6%
10	584	23.4%
11	640	25.6%
12	537	21.5%
TOTAL	2501	100.0%

Gender:

Students		
Gender	Count	Percent
Male	1301	52.0%
Female	1200	48.0%
TOTAL	2501	100.0%

*Counts may differ from table to table due to non-responses. Percentages may not equal 100% due to rounding errors. N/A indicates Not Answered.

Professional Staff:

Years Teaching:

Professional Staff		
Years	Count	Percent
<1-5	154	27.9%
6-15	219	39.7%
16+	178	32.3%
TOTAL	551	100.0%

Role:

Professional Staff		
Role	Count	Percent
Classroom Teacher	457	82.9%
Administration	26	4.7%
Non-teaching Professional	68	12.3%
TOTAL	551	100.0%

Gender:

Professional Staff		
Gender	Count	Percent
Male	204	37.0%
Female	347	63.0%
TOTAL	551	100.0%

Highest Level of Education:

Professional Staff		
Education	Count	Percent
Bachelor	152	27.6%
Master	114	20.7%
Master +	275	49.9%
Doctorate	10	1.8%
TOTAL	551	100.0%

Grade Level:
(select all that apply)

Professional Staff		
Grade	Count	Percent
6	15	0.8%
7	23	1.3%
8	25	1.4%
9	409	22.3%
10	447	24.3%
11	452	24.6%
12	452	24.6%
n/a	14	0.8%
TOTAL	1837	100.0%

Parents:

My Child is in Grade:

Parents		
Grade	Count	Percent
6	48	2.4%
7	66	3.3%
8	61	3.1%
9	493	24.7%
10	469	23.5%
11	452	22.6%
12	407	20.4%
TOTAL	1996	100.0%

Highest Level of Education:

Parents		
Education	Count	Percent
High School	335	22.6%
Associate	204	13.7%
Bachelor	568	38.2%
Master	326	22.0%
Doctorate	52	3.5%
TOTAL	1485	100.0%

Number of Children in School:

Parents		
Number	Count	Percent
1	839	53.9%
2	504	32.3%
3	160	10.3%
4	43	2.8%
More than 4	12	0.8%
TOTAL	1558	100.0%

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1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	1.1 I am familiar with my school's core values and beliefs about learning.	74.1%	71.0%	77.3%	N/A	N/A	N/A	74.7%	74.1%	73.1%	74.1%
Staff	1.1 I am familiar with the school's core values and beliefs.	91.3%									
Parent	1.1 I am familiar with the core values and beliefs adopted by my son's/daughter's school.	87.7%									
	1.1.2 I am familiar with the 21st century learning expectations adopted by my son's/daughter's school.	55.9%									
	1.1.3 The school's core values and beliefs represent what the community values about student learning.	74.5%									

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	1.2 My school's 21st century learning expectations are challenging.	54.9%	55.0%	54.7%	N/A	N/A	N/A	54.5%	52.1%	58.1%	54.6%
	1.2.1 I am familiar with my school's rubrics which teachers use to assess my assignments and other class work.	74.0%	71.7%	76.4%	N/A	N/A	N/A	76.9%	70.4%	71.1%	77.3%
Staff	1.2 My school's 21st century learning expectations are challenging and measureable for all students.	62.1%									
	1.2.1 The school has adopted school-wide analytic rubrics that define all of the 21st century learning expectations.	59.3%									
Parent	1.2 I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	84.7%									
	1.2.1 The school's learning expectations (academic, social, and civic) are challenging.	76.7%									

1.3 The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	1.3 I am familiar with my school's learning expectations (academic, social, and civic).	73.6%	70.9%	76.5%	N/A	N/A	N/A	77.3%	72.1%	70.8%	73.4%
Staff	1.3 My school's 21st century learning expectations (academic, social, and civic) are clear to me.	69.9%									
	1.3.1 The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.	57.2%									
	1.3.2 The school's core values and beliefs are actively reflected in the school's culture.	63.2%									
	1.3.3 When making important teaching decisions, I consider the school's core values and beliefs about learning.	60.3%									
Parents	1.3 The school's learning expectations are clear to my son/daughter.	87.1%									
	1.3.1 The school's core values and beliefs, and learning expectations are referenced at parent meetings/conferences.	62.1%									

2 Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

2.1 The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

		Total in Agreement
Staff	2.1 The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.	67.2%
Parent	2.1 The curriculum provides my son/daughter with opportunities to achieve the school's learning expectations.	86.8%

2.2 The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school's 21st century learning expectations
- instructional strategies
- assessment practices that include the use of school-wide analytic and course-specific rubrics

		Total in Agreement
Staff	2.2 There is a common, formal curriculum format that is employed in all subject areas.	57.7%
Parent	2.2 I am informed about the learning expectations in each of my son's/daughter's classes.	80.4%

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2.3 The curriculum emphasizes depth of understanding and application of knowledge through:
- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	2.3 The content of the courses I take challenges me to think critically and solve problems.	79.6%	76.3%	83.3%	N/A	N/A	N/A	81.8%	76.7%	80.8%	78.6%
	2.3.1 I am knowledgeable about the ethical use of technology.	79.2%	78.0%	80.6%	N/A	N/A	N/A	78.2%	76.4%	80.0%	82.9%
	2.3.2 My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.	56.1%	54.9%	57.4%	N/A	N/A	N/A	62.7%	52.4%	52.7%	55.1%
	2.3.3 My teachers include topics from other subject areas in my courses.	51.6%	52.2%	50.9%	N/A	N/A	N/A	55.0%	47.8%	48.6%	54.6%
	2.3.4 My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)	50.5%	48.4%	52.8%	N/A	N/A	N/A	59.1%	45.0%	42.8%	53.8%
	2.3.5 Information I learn in one class can be used in other classes.	68.1%	66.3%	70.2%	N/A	N/A	N/A	73.5%	64.0%	64.2%	69.8%
Staff	2.3 The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.	84.6%									
	2.3.1 The curriculum emphasizes cross-disciplinary learning.	46.3%									
	2.3.2 The curriculum emphasizes the informed and ethical use of technology.	83.8%									
	2.3.3 The curriculum emphasizes authentic application of knowledge and skills.	79.3%									
Parent	2.3 My son/daughter is developing problem solving and higher order thinking skills.	80.4%									
	2.3.1 My son/daughter is learning about the ethical use of technology.	68.0%									
	2.3.2 My son/daughter questions things he/she is curious about.	85.2%									
	2.3.3 My son/daughter has a number of opportunities to apply what he/she is learning to real life situations.	66.1%									

2.4 There is clear alignment between the written and taught curriculum.

		Total In Agreement
Staff	2.4 The formal curriculum in my subject area emphasizes inquiry, problem solving, and higher order thinking.	84.6%
	2.4.1 The written and taught curriculums are aligned.	73.5%

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	2.6 My school provides me with the instructional materials textbooks, computers, equipment and supplies I need for each of my courses.	82.3%	80.1%	84.8%	N/A	N/A	N/A	86.8%	80.8%	80.3%	80.3%
	2.6.1 My teachers assign work that requires me to use information and do research in the library/media center.	63.8%	60.2%	67.8%	N/A	N/A	N/A	56.4%	59.1%	71.3%	70.4%
Staff	2.6 The school has sufficient professional staff to implement the curriculum, including the co-curricular program and other learning opportunities.	55.0%									
	2.6.1 The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.	59.0%									
	2.6.2 The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.	56.3%									
	2.6.3 Co-curricular programs are adequately funded.	35.6%									
Parent	2.6 Library and media resources adequately support learning in my son's/daughter's classes.	63.5%									
	2.6.1 My son/daughter has been provided with the materials needed for each class (books, access to technology, supplies).	85.1%									
	2.6.2 The school's technology resources are adequate.	61.6%									
	2.6.3 The school facility is adequate to support teaching and learning, e.g., classrooms, computer and science labs, media center, gymnasium.	71.8%									

2.7 The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

		Total in Agreement
Staff	2.7 Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.	32.7%
	2.7.1 I am directly involved in curriculum evaluation, review, and revision work.	73.0%
Parents	2.7 Co-curricular programs are adequately funded.	36.3%

3 Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

3.1 Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

		Total in Agreement
Staff	3.1 Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.	66.8%
Parents	3.1 My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.	54.4%

3.2 Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	3.2 My teachers personalize my instruction.	35.9%	38.4%	33.2%	N/A	N/A	N/A	36.9%	33.6%	35.2%	38.0%
	3.2.1 My teachers give me opportunities to choose topics for some assignments.	57.0%	55.7%	58.3%	N/A	N/A	N/A	50.7%	51.5%	60.2%	67.8%
	3.2.2 I have an opportunity to apply what I am learning outside the classroom.	60.8%	59.2%	62.6%	N/A	N/A	N/A	65.1%	61.5%	56.6%	59.2%
	3.2.3 My teachers ask me to use technology in my assignments.	67.9%	65.6%	70.4%	N/A	N/A	N/A	66.4%	60.6%	71.7%	73.4%
	3.2.4 My teachers spend one on one time with me.	39.9%	40.2%	39.6%	N/A	N/A	N/A	35.5%	36.5%	40.3%	49.2%
	3.2.5 My teachers provide me with opportunities to assess my own work.	71.2%	71.3%	71.1%	N/A	N/A	N/A	76.6%	71.6%	69.2%	65.5%
Staff	3.2 Teachers personalize instruction to support the achievement of the school's learning expectations.	81.1%									
	3.2.1 Teachers emphasize inquiry, problem solving, and higher order thinking to support the achievement of the school's learning expectations.	84.0%									
Parent	3.2 My son's/daughter's teachers emphasize inquiry, problem solving, and higher order thinking to support his/her achievement of the school's learning expectations.	76.5%									

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	3.3 Teachers use group activities in my classes.	80.9%	77.3%	84.8%	N/A	N/A	N/A	82.8%	78.6%	80.5%	81.2%
	3.3.1 My teachers use a variety of teaching strategies in my courses.	66.7%	65.7%	67.7%	N/A	N/A	N/A	75.9%	60.3%	61.9%	66.5%
Staff	3.3 Teachers adjust their instructional practices by organizing group learning activities.	80.2%									
	3.3.1 Teachers use differentiated instructional practices to meet the learning needs of all students.	82.4%									
Parent	3.3 Teachers engage my son/daughter as an active learner.	76.5%									
	3.3.1 Teachers modify/adjust their instructional practices based on students' progress in achieving the school's learning expectations (tests, projects, oral presentations).	48.1%									
	3.3.2 Teachers provide additional support to my son/daughter when needed.	79.1%									

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3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	3.4 My teachers ask for my ideas/opinions to improve how they teach.	39.4%	40.7%	38.0%	N/A	N/A	N/A	39.9%	37.7%	38.8%	41.5%
	3.4.1 My teachers make learning exciting and interesting for me.	42.6%	43.1%	42.1%	N/A	N/A	N/A	48.8%	37.7%	36.1%	47.3%
Staff	3.4 Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.	72.1%									
	3.4.1 Teachers improve their instructional practices by engaging in professional discourse focused on instructional practices.	69.9%									
	3.4.2 Teachers examine student work to improve their instructional practices.	86.4%									
Parent	3.4 My son's/daughter's teachers have asked me for feedback about their instructional practices.	16.1%									

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	3.5 My teachers are knowledgeable about the subjects they teach.	80.8%	79.3%	82.5%	N/A	N/A	N/A	88.2%	73.5%	76.3%	84.2%
Staff	3.5 Teachers maintain expertise in their content area and in content-specific instructional practices.	90.9%									
Parent	3.5 My son's/daughter's teachers maintain expertise in their subject areas.	72.4%									

4 Assessment Of and For Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

4.1 The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

		Total In Agreement
Staff	4.1 I understand the formal process, based on the use of the school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations.	60.8%
	4.1.1 I use the school-wide analytic rubrics when assessing student work.	40.1%

4.2 The school's professional staff communicates:

- individual student progress in achieving the school's 21st century learning expectations to students and their families
- the school's progress in achieving the school's 21st century learning expectations to the school community

		Total In Agreement
Parent	4.2 The school provides me with a formal report which explains my son's/daughter's progress in achieving learning expectations.	83.2%

4.3 Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

		Total in Agreement
Staff	4.3 The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.	56.8%

4.4 Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	4.4 My teachers explain what the learning expectations are before each unit of study.	67.6%	67.6%	67.7%	N/A	N/A	N/A	75.0%	66.1%	63.6%	63.9%
Staff	4.4 Prior to each unit of study, teachers communicate to students the learning expectations and corresponding rubrics to be used.	63.5%									
Parent	4.4 My son's/daughter's teachers communicate the learning expectations prior to each unit of study.	56.7%									

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	4.5 I understand in advance what work I have to accomplish to meet my teachers' expectations.	79.8%	77.6%	82.3%	N/A	N/A	N/A	83.6%	78.4%	77.7%	78.8%
	4.5.1 My teachers use rubrics to assess my work.	77.2%	74.9%	79.7%	N/A	N/A	N/A	79.6%	71.4%	76.9%	80.6%
	4.5.2 I understand the rubrics my teachers use.	76.7%	73.2%	80.6%	N/A	N/A	N/A	81.1%	73.3%	71.1%	81.2%
Parent	4.5 I am familiar with and understand the school's analytic rubrics teachers use to assess my son's/daughter's learning.	55.5%									

4.6 In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

		Total in Agreement
Staff	4.6 Teachers use a variety and range of assessment strategies including formative and summative assessment.	88.7%

4.7 Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

		Total in Agreement
Staff	4.7 Teachers meet formally to discuss and improve both formative and summative assessment strategies.	54.3%

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	4.8 My teachers assess/correct my school work in a reasonable amount of time.	68.3%	67.9%	68.8%	N/A	N/A	N/A	76.8%	64.0%	60.9%	70.0%
	4.8.1 My teachers offer suggestions to help me improve my school work.	69.5%	68.4%	70.7%	N/A	N/A	N/A	75.4%	66.6%	62.8%	72.4%
	4.8.2 I think my teachers' grading is fair and consistent.	58.3%	59.2%	57.3%	N/A	N/A	N/A	64.9%	53.9%	52.5%	60.9%
Parent	4.8 My son's/daughter's teachers provide timely and corrective feedback to assist him/her in revising and improving assignments.	69.2%									

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school's 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	4.10 My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)	78.4%	76.0%	80.9%	N/A	N/A	N/A	83.2%	72.6%	75.5%	81.4%
Staff	4.10 Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices.	65.5%									
Parent	4.10 Teachers use a variety of methods to assess my son's/daughter's learning.	65.9%									

4.11 Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

		Total in Agreement
Staff	4.11 Grading and reporting practices are regularly reviewed and revised.	69.5%
Parents	4.11 Teachers' grading practices are aligned with the school's beliefs about learning.	68.9%

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	5.1 I feel safe at school.	73.7%	73.7%	73.8%	N/A	N/A	N/A	78.2%	71.9%	71.6%	72.1%
	5.1.1 Teachers respect students.	60.8%	59.0%	62.8%	N/A	N/A	N/A	72.6%	54.1%	54.1%	60.0%
	5.1.2 Students respect teachers.	48.9%	49.4%	48.3%	N/A	N/A	N/A	59.3%	44.9%	42.2%	46.7%
	5.1.3 Students respect one another.	36.5%	40.0%	32.7%	N/A	N/A	N/A	41.5%	32.9%	35.3%	35.0%
	5.1.4 I think bullying is a problem at school.	30.2%	28.1%	32.5%	N/A	N/A	N/A	33.2%	30.0%	29.1%	27.7%
	5.1.5 I am proud of my school.	56.1%	54.8%	57.6%	N/A	N/A	N/A	69.6%	55.3%	48.0%	48.2%
	5.1.6 Teachers at my school are concerned about my learning.	60.3%	60.0%	60.8%	N/A	N/A	N/A	66.6%	53.8%	56.4%	63.5%
Staff	5.1 The school's culture is safe, positive, and supportive.	83.1%									
	5.1.1 The school's culture supports independent student learning.	66.4%									
	5.1.2 Teachers support students in assuming responsibility for their learning.	91.3%									
Parents	5.1 The school provides a safe, positive, respectful, and supportive school culture.	77.9%									
Parents	5.1.1 The school supports student responsibility for learning.	88.2%									

5.4 In order to improve student learning through professional development, the principal and professional staff:

- engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
- use resources outside of the school to maintain currency with best practices
- dedicate formal time to implement professional development
- apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

		Total in Agreement
Staff	5.4 The school's professional development programs enable teachers to apply skills to improve instruction and assessment.	55.9%
	5.4.1 Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.	70.8%

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	5.7 Class sizes in my courses are reasonable.	69.3%	68.3%	70.3%	N/A	N/A	N/A	76.4%	66.6%	60.9%	72.4%
Staff	5.7 My student load and class sizes enable me to meet the learning needs of individual students.	50.8%									
Parent	5.7 My son/daughter can enroll in courses in which students of varying levels of ability are enrolled.	84.1%									
	5.7.1 The number of students in my son's/daughter's classes allows the teachers to meet his/her learning needs.	61.0%									

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	5.8 My principal is clear about what he/she wants the school to accomplish for all of the students.	51.7%	51.7%	51.7%	N/A	N/A	N/A	61.6%	48.8%	44.1%	50.1%
Staff	5.8 The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values and beliefs, and learning expectations.	65.9%									

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	5.9 Students have input in important decisions made at my school.	43.2%	44.3%	42.0%	N/A	N/A	N/A	55.1%	42.3%	38.1%	33.7%
Staff	5.9 Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.	54.8%									
Parent	5.9 I have opportunities to be involved in important decisions made at the school.	58.7%									

5.11 The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

		Total in Agreement
Staff	5.11 The school board, superintendent, and principal collaborate in the process of achieving learning expectations.	57.7%

5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

		Total in Agreement
Staff	5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.	59.0%
Parents	5.12 The school board and superintendent provide the principal with sufficient authority to lead the school.	68.9%

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	6.1 My school is responsive to all students, including at-risk students and their families.	53.1%	53.4%	52.8%	N/A	N/A	N/A	63.4%	50.0%	46.9%	49.7%
Staff	6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's learning expectations.	75.7%									
Parent	6.1 The school has timely and coordinated intervention strategies for all students, including at-risk students.	46.7%									

6.2 The school provides information to families, especially to those most in need, about available student support services.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	6.2 I know who to ask for help at school if I have a personal problem.	86.4%	85.2%	87.7%	N/A	N/A	N/A	85.7%	86.6%	86.1%	87.5%
Staff	6.2 The school provides information to families, especially to those most in need, about available student support services.	63.2%									
Parent	6.2 The school provides information about available student support services (guidance, library/media, health, and special education) to all families.	72.3%									

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's

21st century learning expectations

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	6.4 I meet with my school counselor regularly.	25.6%	24.1%	27.2%	N/A	N/A	N/A	12.8%	21.6%	29.4%	43.0%
	6.4.1 I am comfortable going to the guidance counselor.	70.5%	71.6%	69.4%	N/A	N/A	N/A	61.8%	68.3%	74.1%	80.8%
Staff	6.4 The school has sufficient certified/licensed counseling personnel and support staff.	70.8%									
	6.4.1 School counselors meet regularly with all of their students and provide personal, academic, career, and college counseling services.	63.7%									
Parent	6.4 There are an adequate number of certified/licensed personnel and support staff for the school counseling services.	59.8%									
	6.4.1 The school counseling personnel meet regularly with my son/daughter to discuss personal, academic, career, and college topics/planning.	40.2%									

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's

21st century learning expectations

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	6.5 I am comfortable going to the school nurse.	64.3%	65.0%	63.6%	N/A	N/A	N/A	63.6%	67.3%	62.8%	63.9%
Staff	6.5 The school has sufficient certified/licensed health services personnel.	74.4%									
	6.5.1 Health services personnel provide preventive health and direct intervention services.	74.8%									
Parent	6.5 The school's health services program has an adequate number of certified/licensed personnel and support staff.	57.1%									
	6.5.1 The health services personnel provide preventive health and direct intervention services.	61.0%									

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	6.6 We use the library often during classes.	33.5%	31.6%	35.7%	N/A	N/A	N/A	26.9%	32.5%	37.8%	38.7%
	6.6.1 The library has the materials I need.	69.3%	67.0%	71.7%	N/A	N/A	N/A	65.1%	67.6%	71.6%	73.9%
	6.6.2 The school library is available to me before, during, and after school hours.	80.8%	76.9%	85.2%	N/A	N/A	N/A	79.5%	81.2%	82.3%	80.6%
	6.6.3 The library provides me with a wide range of materials, technology, and other information services.	76.0%	72.6%	79.8%	N/A	N/A	N/A	78.1%	72.9%	75.8%	76.9%
	6.6.4 The library staff is willing to help me find information I need or want.	64.1%	62.0%	66.5%	N/A	N/A	N/A	61.9%	61.5%	65.3%	68.7%
Staff	6.6 The school has sufficient certified/licensed library/media services personnel and support staff.	65.0%									
	6.6.1 Library/information services personnel are actively engaged in the implementation of the school's curriculum.	63.5%									
	6.6.2 Library information services personnel provide a wide range of print and non-print materials, including technologies and other information services that fully support the curriculum.	74.2%									
	6.6.3 Students use the library on a regular basis for assignments/research for my classes.	54.8%									
Parent	6.6 The library/information services program has an adequate number of certified/licensed personnel and support staff.	46.0%									
	6.6.1 The library/media center provides a wide range of materials, technologies, and other information services to support my son's/daughter's learning needs.	60.5%									
	6.6.2 My son/daughter uses the library/media center's resources on a regular basis.	41.3%									

6.7 Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

• collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
• provide inclusive learning opportunities for all students
• perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

		Total in Agreement
Staff	6.7 The school has adequate, certified support services personnel for identified students, including special education, 504, and English language learners.	69.1%
	6.7.1 Support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations.	74.6%
	6.7.2 All support services personnel use assessment data, including feedback from the school community, to improve services and to achieve the school's learning expectations.	55.2%
Parents	6.7 The support services program has an adequate number of certified/licensed personnel and support staff for identified students, including special education, 504, and English language learners.	42.3%

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:
- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	7.1 My school needs more teachers.	23.4%	24.4%	22.3%	N/A	N/A	N/A	16.4%	23.8%	28.4%	26.6%
	7.1.1 My school has a wide range of programs and services.	80.3%	79.2%	81.5%	N/A	N/A	N/A	88.6%	75.0%	78.8%	76.4%
Staff	7.1 The community and the district's governing body provide dependable funding for a wide range of programs and services.	46.5%									
	7.1.1 The community and the district's governing body provide dependable funding for professional and support staff.	44.8%									
	7.1.2 The community and the district's governing body provide dependable funding for instructional materials and supplies.	49.2%									
	7.1.3 The community and the district's governing body provide adequate funding for a wide range of technology support.	51.5%									
	7.1.4 I have input into the development of the school budget.	29.8%									
Parent	7.1 My community provides dependable funding for programs and services.	46.5%									
	7.1.1 My community provides dependable funding for staffing, (building administrators, teachers and support staff).	46.3%									

7.2 The school develops, plans, and funds programs:

        • to ensure the maintenance and repair of the building and school plant
        • to properly maintain, catalogue, and replace equipment
        • to keep the school clean on a daily basis

		Total in Agreement	Male	Female	6	7	8	9	10	11	12
Students	7.2 Furniture and equipment in my classrooms are in good condition.	60.8%	58.9%	62.9%	N/A	N/A	N/A	69.2%	58.6%	54.5%	59.2%
	7.2.1 Science labs are in good working condition.	79.0%	78.0%	80.0%	N/A	N/A	N/A	75.8%	82.9%	78.0%	80.3%
	7.2.2 Computer labs are in good working condition.	84.8%	82.6%	87.2%	N/A	N/A	N/A	88.6%	81.8%	83.3%	84.5%
	7.2.3 The school building is clean and well maintained.	66.1%	66.9%	65.1%	N/A	N/A	N/A	72.2%	63.7%	60.6%	66.7%
Staff	7.2 The school is clean and well maintained.	67.0%									
	7.2.1 Needed repairs are completed in a timely manner.	44.1%									
Parent	7.2 The school develops and plans programs to maintain and repair the facilities, plant, and equipment.	56.0%									
	7.2.1 The school is clean and well maintained.	77.1%									

7.3 The community funds and the school implements a long-range plan that addresses:

> • programs and services
> • enrollment changes and staffing needs
> • facility needs
> • technology
> • capital improvements

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	7.3 The school has a sufficient number of computers for student use.	71.6%	70.6%	72.6%	N/A	N/A	N/A	80.7%	66.8%	66.3%	70.6%
Staff	7.3 The school has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.	52.1%									

7.5 The school site and plant support the delivery of high quality school programs and services.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	7.5 The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	70.7%	67.3%	74.3%	N/A	N/A	N/A	77.8%	65.9%	65.5%	72.1%
Staff	7.5 The school's physical plant and site supports the delivery of high quality programs and services.	49.9%									
Parents	7.5 The school's physical plant is conducive to education.	69.6%									

7.7 All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

		Total in Agreement
Staff	7.7 The professional staff actively engages parents and families as partners in each student's education.	68.2%
	7.7.1 The professional staff reaches out specifically to those families who are less connected with the school.	34.8%
Parents	7.7 The professional staff actively engages my family as partners in my son's/daughter's education.	55.3%

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

| | Total in Agreement | Gender | | Grade | | | | | | |
		Male	Female	6	7	8	9	10	11	12
Students										
7.8 My parents participate in school programs.	30.7%	31.5%	29.8%	N/A	N/A	N/A	35.1%	30.1%	27.2%	29.4%
7.8.1 My parents have the opportunity to meet teachers, building administrators, and school counselors.	75.4%	73.3%	77.8%	N/A	N/A	N/A	81.2%	71.1%	72.8%	75.4%
Staff										
7.8 The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	64.4%									
Parents										
7.8 The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	66.3%									

ADDENDUM: FREQUENCY DISTRIBUTION

Teaching and Learning Standard

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	1.1 I am familiar with my school's core values and beliefs about learning.	11.6%	62.5%	18.6%	5.5%	1.9%
Staff	1.1 I am familiar with the school's core values and beliefs.	38.5%	52.8%	4.2%	4.0%	0.5%
Parent	1.1 I am familiar with the core values and beliefs adopted by my son's/daughter's school.	28.6%	59.1%	8.1%	3.2%	1.0%
	1.1.2 I am familiar with the 21st century learning expectations adopted by my son's/daughter's school.	9.1%	46.8%	23.4%	17.5%	3.1%
	1.1.3 The school's core values and beliefs represent what the community values about student learning.	19.0%	55.5%	21.2%	2.9%	1.4%

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	1.2 My school's 21st century learning expectations are challenging.	13.2%	41.7%	33.7%	8.6%	2.8%
	1.2.1 I am familiar with my school's rubrics which teachers use to assess my assignments and other class work.	14.7%	59.3%	18.4%	5.6%	2.1%
Staff	1.2 My school's 21st century learning expectations are challenging and measureable for all students.	15.8%	46.3%	26.7%	9.1%	2.2%
	1.2.1 The school has adopted school-wide analytic rubrics that define all of the 21st century learning expectations.	17.1%	42.3%	20.3%	14.5%	5.8%
Parents	1.2 I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	23.6%	61.2%	10.8%	3.6%	0.8%
	1.2.1 The school's learning expectations (academic, social, and civic) are challenging.	18.1%	58.6%	15.1%	6.0%	2.2%

1.3 The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	1.3 I am familiar with my school's learning expectations (academic, social, and civic).	15.2%	58.4%	18.6%	5.2%	2.7%
Staff	1.3 My school's 21st century learning expectations (academic, social, and civic) are clear to me.	23.2%	46.6%	15.1%	12.5%	2.5%
	1.3.1 The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.	8.0%	49.2%	28.3%	11.6%	2.9%
	1.3.2 The school's core values and beliefs are actively reflected in the school's culture.	9.3%	53.9%	23.4%	10.2%	3.3%
	1.3.3 When making important teaching decisions, I consider the school's core values and beliefs about learning.	9.1%	51.2%	23.4%	12.7%	3.6%
Parent	1.3 The school's learning expectations are clear to my son/daughter.	25.9%	61.2%	7.6%	4.2%	1.1%
	1.3.1 The school's core values and beliefs, and learning expectations are referenced at parent meetings/conferences.	13.6%	48.5%	24.2%	10.6%	3.1%

2 Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

2.1 The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	2.1 The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.	14.5%	52.6%	19.1%	12.2%	1.6%
Parent	2.1 The curriculum provides my son/daughter with opportunities to achieve the school's learning expectations.	25.6%	61.2%	7.5%	4.5%	1.2%

2.2 The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school's 21st century learning expectations
- instructional strategies
- assessment practices that include the use of school-wide analytic and course-specific rubrics

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	2.2 There is a common, formal curriculum format that is employed in all subject areas.	14.9%	42.8%	27.6%	11.4%	3.3%
Parent	2.2 I am informed about the learning expectations in each of my son's/daughter's classes.	24.3%	56.0%	9.7%	7.9%	2.1%

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	2.3 The content of the courses I take challenges me to think critically and solve problems.	25.3%	54.3%	13.6%	4.9%	1.8%
	2.3.1 I am knowledgeable about the ethical use of technology.	24.2%	55.0%	15.3%	3.4%	2.0%
	2.3.2 My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.	10.1%	46.0%	24.8%	14.7%	4.4%
	2.3.3 My teachers include topics from other subject areas in my courses.	6.3%	45.3%	30.3%	15.1%	3.0%
	2.3.4 My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)	13.4%	37.1%	24.2%	14.1%	11.2%
	2.3.5 Information I learn in one class can be used in other classes.	15.1%	53.1%	22.4%	7.0%	2.4%
Staff	2.3 The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.	33.9%	50.6%	10.7%	3.1%	1.6%
	2.3.1 The curriculum emphasizes cross-disciplinary learning.	9.4%	36.8%	17.2%	28.7%	7.8%
	2.3.2 The curriculum emphasizes the informed and ethical use of technology.	26.9%	57.0%	9.3%	5.1%	1.8%
	2.3.3 The curriculum emphasizes authentic application of knowledge and skills.	16.7%	62.6%	14.2%	5.4%	1.1%
Parent	2.3 My son/daughter is developing problem solving and higher order thinking skills.	22.8%	57.6%	12.3%	5.6%	1.7%
	2.3.1 My son/daughter is learning about the ethical use of technology.	16.0%	51.9%	26.2%	4.0%	1.8%
	2.3.2 My son/daughter questions things he/she is curious about.	27.4%	57.8%	9.2%	4.6%	1.0%
	2.3.3 My son/daughter has a number of opportunities to apply what he/she is learning to real life situations.	10.9%	55.2%	23.7%	8.7%	1.5%

2.4 There is clear alignment between the written and taught curriculum.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	2.4 The formal curriculum in my subject area emphasizes inquiry, problem solving, and higher order thinking.	39.7%	44.8%	11.8%	3.1%	0.5%
	2.4.1 The written and taught curriculums are aligned.	19.8%	53.7%	18.3%	6.2%	2.0%

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	2.6 My school provides me with the instructional materials textbooks, computers, equipment and supplies I need for each of my courses.	27.5%	54.9%	11.0%	4.5%	2.2%
	2.6.1 My teachers assign work that requires me to use information and do research in the library/media center.	12.2%	51.7%	23.3%	9.6%	3.3%
Staff	2.6 The school has sufficient professional staff to implement the curriculum, including the co-curricular program and other learning opportunities.	7.8%	47.2%	18.1%	21.6%	5.3%
	2.6.1 The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.	13.8%	45.2%	15.1%	20.9%	5.1%
	2.6.2 The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.	12.3%	43.9%	16.5%	20.3%	6.9%
	2.6.3 Co-curricular programs are adequately funded.	6.7%	28.9%	34.5%	22.7%	7.3%
Parent	2.6 Library and media resources adequately support learning in my son's/daughter's classes.	13.0%	50.5%	26.2%	7.8%	2.6%
	2.6.1 My son/daughter has been provided with the materials needed for each class (books, access to technology, supplies).	21.5%	63.6%	6.5%	6.7%	1.7%
	2.6.2 The school's technology resources are adequate.	11.6%	50.0%	22.1%	12.4%	3.9%
	2.6.3 The school facility is adequate to support teaching and learning, e.g., classrooms, computer and science labs, media center, gymnasium.	25.7%	46.0%	10.5%	11.3%	6.5%

2.7 The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	2.7 Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.	4.9%	27.8%	17.2%	34.8%	15.2%
	2.7.1 I am directly involved in curriculum evaluation, review, and revision work.	23.4%	49.5%	7.8%	15.6%	3.6%
Parent	2.7 Co-curricular programs are adequately funded.	5.8%	30.4%	40.8%	18.1%	4.8%

Teaching and Learning Standard

3 Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

3.1 Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	3.1 Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.	12.5%	54.3%	21.6%	10.5%	1.1%
Parent	3.1 My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.	13.9%	40.6%	27.7%	14.6%	3.2%

3.2 Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	3.2 My teachers personalize my instruction.	4.5%	31.4%	36.7%	21.1%	6.4%
	3.2.1 My teachers give me opportunities to choose topics for some assignments.	8.8%	48.2%	21.8%	15.9%	5.4%
	3.2.2 I have an opportunity to apply what I am learning outside the classroom.	13.1%	47.7%	26.0%	8.8%	4.4%
	3.2.3 My teachers ask me to use technology in my assignments.	13.9%	54.0%	22.8%	6.9%	2.4%
	3.2.4 My teachers spend one on one time with me.	6.6%	33.3%	30.8%	22.5%	6.8%
	3.2.5 My teachers provide me with opportunities to assess my own work.	11.8%	59.4%	19.0%	7.5%	2.3%
Staff	3.2 Teachers personalize instruction to support the achievement of the school's learning expectations.	16.2%	65.0%	12.9%	5.3%	0.7%
	3.2.1 Teachers emphasize inquiry, problem solving, and higher order thinking to support the achievement of the school's learning expectations.	28.9%	55.2%	10.7%	4.4%	0.9%
Parent	3.2 My son's/daughter's teachers emphasize inquiry, problem solving, and higher order thinking to support his/her achievement of the school's learning expectations.	21.1%	55.4%	17.2%	5.3%	1.0%

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

> • using formative assessment, especially during instructional time
> • strategically differentiating
> • purposefully organizing group learning activities
> • providing additional support and alternative strategies within the regular classroom

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	3.3 Teachers use group activities in my classes.	17.3%	63.6%	12.6%	5.1%	1.5%
	3.3.1 My teachers use a variety of teaching strategies in my courses.	13.1%	53.6%	21.9%	8.5%	2.9%
Staff	3.3 Teachers adjust their instructional practices by organizing group learning activities.	16.2%	64.1%	13.8%	5.3%	0.7%
	3.3.1 Teachers use differentiated instructional practices to meet the learning needs of all students.	24.0%	58.4%	12.7%	3.6%	1.3%
Parent	3.3 Teachers engage my son/daughter as an active learner.	19.8%	56.7%	15.7%	6.2%	1.7%
	3.3.1 Teachers modify/adjust their instructional practices based on students' progress in achieving the school's learning expectations (tests, projects, oral presentations).	9.1%	39.1%	36.5%	11.5%	3.9%
	3.3.2 Teachers provide additional support to my son/daughter when needed.	25.0%	54.1%	13.1%	5.6%	2.2%

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	3.4 My teachers ask for my ideas/opinions to improve how they teach.	6.9%	32.5%	25.4%	24.2%	11.0%
	3.4.1 My teachers make learning exciting and interesting for me.	7.6%	35.1%	30.5%	17.3%	9.6%
Staff	3.4 Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.	13.8%	58.3%	20.7%	6.2%	1.1%
	3.4.1 Teachers improve their instructional practices by engaging in professional discourse focused on instructional practices.	13.1%	56.8%	16.7%	10.9%	2.5%
	3.4.2 Teachers examine student work to improve their instructional practices.	24.3%	62.1%	11.3%	1.6%	0.7%
Parent	3.4 My son's/daughter's teachers have asked me for feedback about their instructional practices.	3.2%	12.9%	18.5%	46.7%	18.7%

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	3.5 My teachers are knowledgeable about the subjects they teach.	25.6%	55.2%	13.4%	3.5%	2.3%
Staff	3.5 Teachers maintain expertise in their content area and in content-specific instructional practices.	32.5%	58.4%	6.9%	2.0%	0.2%
Parent	3.5 My son's/daughter's teachers maintain expertise in their subject areas.	16.0%	56.4%	23.7%	2.9%	1.0%

4 Assessment Of and For Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

4.1 The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	4.1 I understand the formal process, based on the use of the school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations.	15.6%	45.2%	20.9%	14.9%	3.4%
	4.1.1 I use the school-wide analytic rubrics when assessing student work.	5.8%	34.3%	24.3%	26.7%	8.9%

4.2 The school's professional staff communicates:

• individual student progress in achieving the school's 21st century learning expectations to students and their families
• the school's progress in achieving the school's 21st century learning expectations to the school community

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parent	4.2 The school provides me with a formal report which explains my son's/daughter's progress in achieving learning expectations.	25.9%	57.4%	8.3%	6.2%	2.2%

4.3 Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	4.3 The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.	6.4%	50.5%	22.0%	18.5%	2.7%

4.4 Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	4.4 My teachers explain what the learning expectations are before each unit of study.	14.0%	53.7%	22.1%	8.0%	2.2%
Staff	4.4 Prior to each unit of study, teachers communicate to students the learning expectations and corresponding rubrics to be used.	11.6%	51.9%	24.0%	10.9%	1.6%
Parent	4.4 My son's/daughter's teachers communicate the learning expectations prior to each unit of study.	12.5%	44.2%	28.2%	12.3%	2.8%

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	4.5 I understand in advance what work I have to accomplish to meet my teachers' expectations.	18.9%	61.0%	13.9%	4.6%	1.6%
	4.5.1 My teachers use rubrics to assess my work.	21.0%	56.3%	17.4%	4.0%	1.4%
	4.5.2 I understand the rubrics my teachers use.	18.4%	58.4%	16.3%	5.3%	1.7%
Parent	4.5 I am familiar with and understand the school's analytic rubrics teachers use to assess my son's/daughter's learning.	12.8%	42.7%	25.2%	15.8%	3.5%

4.6 In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	4.6 Teachers use a variety and range of assessment strategies including formative and summative assessment.	28.3%	60.4%	8.0%	2.2%	1.1%

4.7 Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	4.7 Teachers meet formally to discuss and improve both formative and summative assessment strategies.	11.3%	43.0%	19.6%	21.4%	4.7%

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	4.8 My teachers assess/correct my school work in a reasonable amount of time.	12.9%	55.4%	20.0%	8.5%	3.2%
	4.8.1 My teachers offer suggestions to help me improve my school work.	12.9%	56.6%	19.0%	8.5%	3.0%
	4.8.2 I think my teachers' grading is fair and consistent.	9.9%	48.4%	26.1%	10.9%	4.6%
Parent	4.8 My son's/daughter's teachers provide timely and corrective feedback to assist him/her in revising and improving assignments.	18.4%	50.8%	17.6%	10.9%	2.3%

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school's 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	4.10 My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)	22.4%	55.9%	15.5%	4.1%	2.0%
Staff	4.10 Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices.	12.5%	53.0%	19.8%	11.4%	3.3%
Parent	4.10 Teachers use a variety of methods to assess my son's/daughter's learning.	14.4%	51.5%	25.0%	7.1%	2.0%

4.11 Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	4.11 Grading and reporting practices are regularly reviewed and revised.	13.8%	55.7%	18.3%	9.8%	2.4%
Parent	4.11 Teachers' grading practices are aligned with the school's beliefs about learning.	12.0%	56.9%	24.6%	4.9%	1.5%

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	5.1 I feel safe at school.	20.8%	52.9%	15.4%	5.7%	5.1%
	5.1.1 Teachers respect students.	16.2%	44.6%	23.7%	9.2%	6.3%
	5.1.2 Students respect teachers.	7.4%	41.5%	29.8%	15.7%	5.6%
	5.1.3 Students respect one another.	6.2%	30.3%	31.0%	19.7%	12.8%
	5.1.4 I think bullying is a problem at school.	11.6%	18.6%	29.1%	30.7%	9.9%
	5.1.5 I am proud of my school.	15.0%	41.1%	25.7%	8.9%	9.3%
	5.1.6 Teachers at my school are concerned about my learning.	14.3%	46.1%	24.8%	10.2%	4.7%
Staff	5.1 The school's culture is safe, positive, and supportive.	29.9%	53.2%	8.7%	6.4%	1.8%
	5.1.1 The school's culture supports independent student learning.	15.8%	50.6%	16.3%	13.2%	4.0%
	5.1.2 Teachers support students in assuming responsibility for their learning.	30.9%	60.4%	6.4%	1.5%	0.9%
Parent	5.1 The school provides a safe, positive, respectful, and supportive school culture.	25.2%	52.7%	13.0%	7.0%	2.1%
	5.1.1 The school supports student responsibility for learning.	28.7%	59.5%	8.2%	2.8%	0.8%

5.2 The school is equitable and inclusive where every student, over the course of four years of high school, is enrolled in heterogeneous classes in each curriculum area.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	5.2 I have a number of opportunities to take courses in which students of varying levels of ability are enrolled.	25.2%	52.3%	14.8%	5.6%	2.1%
Staff	5.2 The school requires each student to enroll in heterogeneous classes in the majority of the school's content/subject areas over the course of four years.	19.6%	44.8%	15.8%	16.3%	3.4%

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	5.3 My school has a program which provides me with an adult in the school, in addition to my guidance counselor, with whom I meet regularly and who knows me well.	8.7%	30.2%	26.2%	20.6%	14.2%
Staff	5.3 I actively participate in the school's formal program to personalize each student's educational experience (advisory, mentoring program).	25.4%	38.3%	12.2%	18.3%	5.8%
Parent	5.3 My son/daughter has an adult at the school in addition to a school counselor who knows him/her well and assists him/her in achieving the school's learning expectations.	19.5%	32.2%	22.2%	19.4%	6.6%

5.4 In order to improve student learning through professional development, the principal and professional staff:

- engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
- use resources outside of the school to maintain currency with best practices
- dedicate formal time to implement professional development
- apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	5.4 The school's professional development programs enable teachers to apply skills to improve instruction and assessment.	11.6%	44.3%	15.6%	19.2%	9.3%
	5.4.1 Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.	20.7%	50.1%	12.7%	11.1%	5.4%

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	5.7 Class sizes in my courses are reasonable.	12.5%	56.8%	17.7%	8.4%	4.6%
Staff	5.7 My student load and class sizes enable me to meet the learning needs of individual students.	14.3%	36.5%	16.5%	23.2%	9.4%
Parent	5.7 My son/daughter can enroll in courses in which students of varying levels of ability are enrolled.	23.4%	60.7%	9.1%	5.4%	1.5%
	5.7.1 The number of students in my son's/daughter's classes allows the teachers to meet his/her learning needs.	12.1%	49.0%	22.3%	13.5%	3.1%

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	5.8 My principal is clear about what he/she wants the school to accomplish for all of the students.	13.6%	38.0%	27.9%	12.7%	7.8%
Staff	5.8 The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values and beliefs, and learning expectations.	18.0%	47.9%	18.7%	10.9%	4.5%

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	5.9 Students have input in important decisions made at my school.	7.5%	35.7%	28.7%	16.8%	11.4%
Staff	5.9 Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.	8.7%	46.1%	22.1%	17.6%	5.4%
Parent	5.9 I have opportunities to be involved in important decisions made at the school.	11.6%	47.2%	23.4%	13.1%	4.7%

5.11 The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	5.11 The school board, superintendent, and principal collaborate in the process of achieving learning expectations.	12.9%	44.8%	26.5%	10.3%	5.4%

5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.	13.2%	45.7%	25.0%	8.2%	7.8%
Parent	5.12 The school board and superintendent provide the principal with sufficient authority to lead the school.	15.8%	53.1%	27.7%	2.1%	1.4%

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	6.1 My school is responsive to all students, including at-risk students and their families.	10.1%	43.0%	33.4%	9.4%	4.1%
Staff	6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's learning expectations.	22.3%	53.4%	10.7%	10.9%	2.7%
Parent	6.1 The school has timely and coordinated intervention strategies for all students, including at-risk students.	9.9%	36.8%	42.2%	7.4%	3.7%

6.2 The school provides information to families, especially to those most in need, about available student support services.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	6.2 I know who to ask for help at school if I have a personal problem.	34.9%	51.5%	7.7%	4.0%	2.0%
Staff	6.2 The school provides information to families, especially to those most in need, about available student support services.	15.6%	47.5%	29.4%	5.8%	1.6%
Parent	6.2 The school provides information about available student support services (guidance, library/media, health, and special education) to all families.	16.5%	55.8%	15.6%	9.6%	2.5%

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	6.4 I meet with my school counselor regularly.	5.2%	20.4%	19.0%	36.8%	18.7%
	6.4.1 I am comfortable going to the guidance counselor.	25.1%	45.5%	17.8%	7.8%	3.9%
Staff	6.4 The school has sufficient certified/licensed counseling personnel and support staff.	23.6%	47.2%	14.7%	10.9%	3.6%
	6.4.1 School counselors meet regularly with all of their students and provide personal, academic, career, and college counseling services.	21.6%	42.1%	23.8%	10.0%	2.5%
Parent	6.4 There are an adequate number of certified/licensed personnel and support staff for the school counseling services.	16.1%	43.6%	27.3%	9.8%	3.1%
	6.4.1 The school counseling personnel meet regularly with my son/daughter to discuss personal, academic, career, and college topics/planning.	12.1%	28.1%	26.3%	25.1%	8.4%

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	6.5 I am comfortable going to the school nurse.	19.0%	45.3%	18.1%	10.5%	7.1%
Staff	6.5 The school has sufficient certified/licensed health services personnel.	24.1%	50.3%	12.3%	9.3%	4.0%
	6.5.1 Health services personnel provide preventive health and direct intervention services.	20.1%	54.6%	17.8%	5.3%	2.2%
Parent	6.5 The school's health services program has an adequate number of certified/licensed personnel and support staff.	10.3%	46.8%	33.0%	7.9%	2.0%
	6.5.1 The health services personnel provide preventive health and direct intervention services.	11.8%	49.2%	32.5%	5.0%	1.5%

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

> • are actively engaged in the implementation of the school's curriculum
> • provide a wide range of materials, technologies, and other information services in support of the school's curriculum
> • ensure that the facility is available and staffed for students and teachers before, during, and after school
> • are responsive to students' interests and needs in order to support independent learning
> • conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	6.6 We use the library often during classes.	5.2%	28.4%	23.2%	34.4%	8.8%
	6.6.1 The library has the materials I need.	17.4%	51.9%	23.1%	5.1%	2.6%
	6.6.2 The school library is available to me before, during, and after school hours.	33.5%	47.4%	11.4%	5.3%	2.5%
	6.6.3 The library provides me with a wide range of materials, technology, and other information services.	20.6%	55.5%	17.2%	4.4%	2.4%
	6.6.4 The library staff is willing to help me find information I need or want.	17.2%	46.9%	23.4%	6.7%	5.7%
Staff	6.6 The school has sufficient certified/licensed library/media services personnel and support staff.	17.6%	47.4%	11.3%	12.5%	11.3%
	6.6.1 Library/information services personnel are actively engaged in the implementation of the school's curriculum.	23.0%	40.5%	17.6%	10.7%	8.2%
	6.6.2 Library information services personnel provide a wide range of print and non-print materials, including technologies and other information services that fully support the curriculum.	29.8%	44.5%	10.2%	8.9%	6.7%
	6.6.3 Students use the library on a regular basis for assignments/research for my classes.	14.9%	39.9%	15.8%	21.2%	8.2%
Parent	6.6 The library/information services program has an adequate number of certified/licensed personnel and support staff.	8.9%	37.2%	44.9%	6.7%	2.3%
	6.6.1 The library/media center provides a wide range of materials, technologies, and other information services to support my son's/daughter's learning needs.	11.2%	49.2%	31.5%	5.6%	2.4%
	6.6.2 My son/daughter uses the library/media center's resources on a regular basis.	6.9%	34.4%	27.2%	26.6%	4.9%

6.7 Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

• collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
• provide inclusive learning opportunities for all students
• perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	6.7 The school has adequate, certified support services personnel for identified students, including special education, 504, and English language learners.	24.3%	44.8%	12.2%	13.6%	5.1%
	6.7.1 Support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations.	17.2%	57.4%	12.7%	9.8%	2.9%
	6.7.2 All support services personnel use assessment data, including feedback from the school community, to improve services and to achieve the school's learning expectations.	11.8%	43.4%	29.4%	12.2%	3.3%
Parent	6.7 The support services program has an adequate number of certified/licensed personnel and support staff for identified students, including special education, 504, and English language learners.	8.5%	33.8%	49.0%	5.8%	2.8%

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	7.1 My school needs more teachers.	7.3%	16.1%	36.5%	30.0%	10.2%
	7.1.1 My school has a wide range of programs and services.	27.2%	53.1%	12.6%	5.4%	1.8%
Staff	7.1 The community and the district's governing body provide dependable funding for a wide range of programs and services.	9.3%	37.2%	22.5%	20.7%	10.3%
	7.1.1 The community and the district's governing body provide dependable funding for professional and support staff.	9.1%	35.8%	21.4%	22.3%	11.4%
	7.1.2 The community and the district's governing body provide dependable funding for instructional materials and supplies.	14.7%	34.5%	15.8%	23.2%	11.8%
	7.1.3 The community and the district's governing body provide adequate funding for a wide range of technology support.	11.1%	40.5%	15.1%	22.1%	11.3%
	7.1.4 I have input into the development of the school budget.	5.4%	24.3%	11.4%	34.5%	24.3%
Parent	7.1 My community provides dependable funding for programs and services.	8.5%	38.0%	25.8%	21.2%	6.5%
	7.1.1 My community provides dependable funding for staffing, (building administrators, teachers and support staff).	9.6%	36.8%	25.8%	20.5%	7.4%

7.2 The school develops, plans, and funds programs:

  • to ensure the maintenance and repair of the building and school plant
  • to properly maintain, catalogue, and replace equipment
  • to keep the school clean on a daily basis

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	7.2 Furniture and equipment in my classrooms are in good condition.	10.0%	50.9%	20.9%	13.0%	5.3%
	7.2.1 Science labs are in good working condition.	20.5%	58.5%	15.1%	4.4%	1.5%
	7.2.2 Computer labs are in good working condition.	30.6%	54.2%	9.7%	3.3%	2.2%
	7.2.3 The school building is clean and well maintained.	16.4%	49.7%	17.9%	9.5%	6.5%
Staff	7.2 The school is clean and well maintained.	22.3%	44.6%	9.3%	18.0%	5.8%
	7.2.1 Needed repairs are completed in a timely manner.	7.6%	36.5%	17.1%	25.2%	13.6%
Parent	7.2 The school develops and plans programs to maintain and repair the facilities, plant, and equipment.	12.2%	43.8%	33.4%	7.3%	3.3%
	7.2.1 The school is clean and well maintained.	27.5%	49.6%	10.5%	8.4%	4.0%

7.3 The community funds and the school implements a long-range plan that addresses:

  • programs and services
  • enrollment changes and staffing needs
  • facility needs
  • technology
  • capital improvements

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	7.3 The school has a sufficient number of computers for student use.	16.4%	55.2%	15.3%	9.5%	3.6%
Staff	7.3 The school has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.	15.4%	36.7%	31.8%	9.1%	7.1%

7.5 The school site and plant support the delivery of high quality school programs and services.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	7.5 The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	16.2%	54.4%	22.8%	4.1%	2.4%
Staff	7.5 The school's physical plant and site supports the delivery of high quality programs and services.	12.5%	37.4%	15.1%	23.6%	11.4%
Parent	7.5 The school's physical plant is conducive to education.	24.6%	45.1%	13.4%	11.7%	5.3%

7.7 All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	7.7 The professional staff actively engages parents and families as partners in each student's education.	12.5%	55.7%	21.1%	8.5%	2.2%
	7.7.1 The professional staff reaches out specifically to those families who are less connected with the school.	5.3%	29.6%	43.6%	16.5%	5.1%
Parent	7.7 The professional staff actively engages my family as partners in my son's/daughter's education.	14.5%	40.8%	20.2%	19.3%	5.2%

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	7.8 My parents participate in school programs.	7.5%	23.2%	21.8%	29.2%	18.3%
	7.8.1 My parents have the opportunity to meet teachers, building administrators, and school counselors.	18.5%	56.9%	16.1%	5.2%	3.3%
Staff	7.8 The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	14.5%	49.9%	21.2%	11.1%	3.3%
Parents	7.8 The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	16.5%	49.8%	23.1%	7.2%	3.4%