NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

COMMISSION ON PUBLIC SECONDARY SCHOOLS

Self-Study Survey Results

Schools Scheduled for Accreditation Visit in Calendar Year 2008

August 14, 2007

Prepared by

The Center for Research and Educational Advancement

Endicott College

Schools Scheduled for Accreditation Visit in Calendar Year 2008
Participation Summary

Total Participants:

Students:	N=36018
Staff:	N=4334
Parents:	N=7841
Board:	N=256

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INTRODUCTION

The Center for Research and Educational Advancement (CREA) 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. CREA'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, CREA acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

CREA 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. CREA 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 CREA 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 Schools Scheduled for Accreditation Visit in Calendar Year 2008 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 four groups within your school community: Students, Teachers, Parents, and the Governing Board. 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: Mission and Expectations for Student Learning**
Section B	**Standard Two: Curriculum**
Section C	**Standard Three: Instruction**
Section D	**Standard Four: Assessment of Student Learning**
Section E	**Standard Five: Leadership and Organization**
Section F	**Standard Six: School Resources for Learning**
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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 Center for Research and Educational

Advancement at Endicott College can assist you at any stage of this process. Please direct any and all questions in writing to:

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DEMOGRAPHICS

	Responses
Students	35479
Staff	4238
Parents	7774
Parents as Percentage of Students	21.9%
Board	256

Students

Age	Count	Percent
11	101	0.3%
12	229	0.7%
13	549	1.6%
14	5942	17.0%
15	8848	25.3%
16	8761	25.1%
17	7763	22.2%
18	2505	7.2%
19	210	0.6%
Other	102	0.3%
TOTAL	34909	100.0%

Students

Grade	Count	Percent
6	146	0.4%
7	380	1.1%
8	327	0.9%
9	9242	26.4%
10	8864	25.3%
11	8583	24.5%
12	7521	21.4%
TOTAL	35063	100.0%

Students

Gender	Count	Percent
Male	17101	48.8%
Female	17943	51.2%
TOTAL	35044	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	923	24.9%
6-15	1296	34.9%
16+	1494	40.2%
TOTAL	3713	100.0%

Grade Level
(select all that apply)

Professional Staff		
Grade	Count	Percent
6	115	0.9%
7	251	2.1%
8	247	2.0%
9	2708	22.1%
10	2918	23.9%
11	2982	24.4%
12	2952	24.1%
n/a	59	0.5%
TOTAL	12232	100.0%

Highest Level of Education

Professional Staff		
Education	Count	Percent
Bachelor's	1119	27.6%
Master's	1089	26.8%
Master's +	1503	37.0%
Doctorate	346	8.5%
TOTAL	4057	100.0%

Gender

Professional Staff		
Gender	Count	Percent
Male	1474	39.5%
Female	2260	60.5%
TOTAL	3734	100.0%

Parents

My Child is in Grade

Parents		
Grade	Count	Percent
6	143	1.7%
7	255	2.9%
8	314	3.6%
9	2227	25.7%
10	2087	24.1%
11	1922	22.2%
12	1711	19.8%
TOTAL	8659	100.0%

Number of Children in School

Parents		
Number	Count	Percent
1	3479	48.2%
2	2666	36.9%
3	813	11.3%
4	201	2.8%
More than 4	65	0.9%
TOTAL	7224	100.0%

Highest Level of Education

Parents		
Education	Count	Percent
High School	1883	27.6%
Associate's	1007	14.8%
Bachelor's	2156	31.7%
Master's	1372	20.1%
Doctorate	394	5.8%
TOTAL	6812	100.0%

Board

Number of Years on Board

Board		
Years	Count	Percent
1	57	22.7%
2-5	102	40.6%
6-10	55	21.9%
Over 10	37	14.7%
TOTAL	251	100.0%

Highest Level of Education

Board		
Education	Count	Percent
High School	38	17.5%
Bachelor's	82	37.8%
Master's	77	35.5%
Doctorate	20	9.2%
TOTAL	217	100.0%

Gender

Board		
Gender	Count	Percent
Male	130	51.8%
Female	121	48.2%
TOTAL	251	100.0%

SECTION A

STANDARD ONE:

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1.   The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.

		Total in Agreement
Staff	I am familiar with the school's mission and expectations.	86.0%
Parent	I am familiar with the mission statement of my child's school.	74.3%
	I am familiar with the expectations for student learning at my child's school.	84.3%
Board	I am aware of the school's Mission Statement.	89.5%
	The Board had input regarding the school's Mission Statement.	81.6%

2.   The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.

		Total in Agreement
Staff	The school's mission statement embodies my core values and beliefs about student learning.	82.9%
Parent	The school's Mission Statement embodies what the community values and believes about student learning.	66.1%
Board	The school's Mission Statement embodies the community's core values and beliefs about student learning.	84.4%

3.   The school shall identify and define school-wide academic, civic, and social learning expectations that:
         • are measurable;
         • reflect the school's mission

		Total in Agreement
Staff	My school's academic, civic and social learning goals are clear to me.	77.7%
Parents	I know what is expected of my child academically.	88.3%
	I know the civic expectations that the school has for my child.	68.3%
	I know the behavior expected of my child.	97.5%

4. For each academic expectation in the mission the school shall have a targeted level of successful achievement in a rubric.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I am familiar with my school's learning expectations for students.	81.4%	79.2%	83.8%	54.2%	82.6%	83.8%	80.8%	81.2%	82.1%	82.8%
Staff	The school's school-wide rubrics regarding academic learning expectations are clear.	50.8%									
	I use school-wide rubrics in assessing student work.	50.6%									
Parent	I know the level of learning that my child must demonstrate to meet school wide learning goals.	82.3%									
Board	The school has school-wide rubrics regarding the academic learning expectations in the Mission.	79.3%									

5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.

		Total in Agreement
Staff	I know how my school assesses its overall progress in achieving its civic and social goals.	43.9%
Board	I am aware of how the school assesses its overall progress in achieving its civic and social goals.	66.8%

6. The mission statement and school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I am familiar with my school's mission statement.	42.9%	42.7%	43.2%	37.3%	43.5%	43.6%	41.9%	41.0%	43.3%	46.1%
Staff	The school lives its mission and expectations for student learning.	59.9%									
	I consider the school's mission when making important professional decisions.	55.4%									
Parent	I have heard the school's mission statement and learning goals referred to at parent meetings.	50.8%									
Board	The school lives its Mission Statement.	76.2%									
	The Board refers to the school's mission statement when making important decisions.	60.9%									

7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

		Total in Agreement
Board	The Board has been involved in a review of the school's Mission Statement within the past five years.	73.0%

SECTION B

STANDARD TWO:

Curriculum

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.

		Total in Agreement
Staff	The curriculum I work with reflects school-wide learning goals and rubrics.	75.6%
Board	The school's curriculum reflects school wide academic expectations and rubrics.	84.0%

2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.

		Total in Agreement
Staff	Students are regularly given an opportunity to practice and achieve school-wide academic expectations in my classes.	82.8%
Parent	The curriculum provides my child with numerous opportunities to achieve school-wide learning goals.	76.2%
Board	The curriculum provides students with multiple opportunities to meet school-wide academic expectations.	81.3%

3. The written curriculum shall:
    - prescribe content;
    - integrate relevant school-wide learning expectations;
    - identify course-specific learning goals;
    - suggest instructional strategies;
    - suggest assessment techniques including the use of school-wide rubrics.

| | | Total in Agreement | Gender | | Grade | | | | | | |
			Male	Female	6	7	8	9	10	11	12
Students	I know the learning that is expected of me in my classes.	82.8%	79.9%	86.2%	56.3%	88.1%	87.7%	83.5%	83.0%	83.2%	82.8%
Staff	Written curriculum documents are clear and comprehensive.	60.6%									
Parent	I know the learning that is expected in each of my child's classes.	78.4%									
Board	Written curriculum documents are clear and comprehensive.	82.0%									

4. The curriculum shall engage all students in inquiry, problem solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers encourage me to develop critical thinking and problem solving skills.	72.4%	71.3%	73.7%	51.4%	82.6%	78.8%	73.1%	71.6%	73.2%	71.9%
	I am asked to apply what I am learning in class to my life outside of school.	46.9%	45.6%	48.3%	46.2%	55.8%	53.8%	50.5%	46.2%	44.5%	45.6%
Staff	Students develop critical thinking and problem solving skills in my classes.	93.2%									
	Inquiry is encouraged by the curriculum I use.	85.8%									
	Students in my class have many opportunities to apply what they are learning to real world situations.	84.4%									
Parent	I feel that my child is developing critical thinking and problem solving skills.	79.5%									
	I feel that my child is challenged to think creatively.	75.2%									
	My child questions things he/she is curious about.	86.7%									
	My child is often asked to apply what he/she has learned to real life situations.	54.0%									
	My child is learning things that will be useful later on in life.	83.9%									

5. The curriculum shall:
    • be appropriately integrated;
    • emphasize depth of understanding over breadth of coverage

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers include topics from other subject areas in my lessons.	59.1%	57.8%	60.4%	45.1%	66.3%	72.2%	60.7%	58.3%	58.4%	58.5%
Staff	The curriculum in my department emphasizes depth of understanding over breadth of coverage.	68.3%									
Parent	My child has numerous opportunities to study topics in depth.	63.3%									

6. The school shall provide opportunitiesfor all students to extend the learning beyond the normal course offerings and the school campus.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My school provides opportunities for learning off-campus (e.g., field trips, internships, college courses, etc.)	50.3%	48.6%	52.2%	46.9%	57.9%	58.0%	51.0%	48.5%	49.2%	52.7%
Parent	My child's school provides opportunities for learning off-campus (e.g., field trips, college courses, internships, etc.)	61.3%									

7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	Information I learn in one class can be used in other classes.	71.2%	68.4%	74.3%	53.1%	77.6%	75.2%	72.6%	70.5%	71.4%	70.8%
Parent	I have seen evidence of interdisciplinary learning in my child's classes.	44.8%									
Board	The curriculum includes appropriate multi-disciplinary experiences and activities.	81.3%									

8.   Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for implementation of the curriculum.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I am provided with the books/print materials I need for each class.	81.9%	79.8%	84.3%	52.1%	81.1%	81.6%	82.7%	82.2%	82.3%	81.7%
	I use the library often as part of class assignments.	34.9%	33.6%	36.1%	26.8%	45.1%	33.7%	31.6%	36.0%	35.3%	36.6%
Staff	I have sufficient access to technological resources.	67.4%									
	The school provides me with adequate material resources.	65.2%									
	The library is adequately resourced for the subjects I teach.	56.9%									
Parent	My child has been given all of the books needed for each class.	86.1%									
	The books my child uses are current and up to date.	66.7%									
	The school's computer resources are adequate.	64.6%									
Board	Technological resources are adequate to support the curriculum.	71.5%									

9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course specific learning goals.

		Total in Agreement
Staff	I am involved in the ongoing development, evaluation, and revision of curriculum.	73.7%
	Decisions about curriculum revision are informed by student performance and assessment data.	49.9%
Board	The professional staff is involved in the ongoing development, evaluation, and revision of curriculum.	78.9%
	Decisions around curriculum revision are based on student performance.	75.4%

10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.

		Total in Agreement
Staff	The school provides sufficient time for me to develop, evaluate and revise curriculum.	39.8%

11. Professional development activities shall support the development and implementation of the curriculum.

		Total in Agreement
Staff	I take advantage of professional development opportunities related to curriculum development.	76.8%
	Professional development supports curricular processes.	53.2%
Board	The school provides professional development activities in the area of curriculum.	79.3%

SECTION C
STANDARD THREE:

INSTRUCTION

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.

		Total in Agreement
Staff	The school's mission statement influences my repertoire of teaching methods.	56.7%

2. Instructional strategies shall:

        • personalize instruction;

        • make connections across disciplines;

        • engage students as active learners;

        • engage students as self-directed learners;

        • involve all students in higher order thinking to promote depth of understanding;

        • provide opportunities for students to apply knowledge or skills;

        • promote student self-assessment and self-reflection;

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers spend one on one time with me if I neet it..	65.3%	65.0%	65.9%	50.4%	75.1%	71.6%	64.3%	65.1%	66.5%	65.7%
	If I have a question, I feel comfortable going to my teacher for help.	74.4%	74.6%	74.3%	50.3%	73.4%	74.9%	72.8%	73.4%	75.5%	77.2%
	My teachers use a variety of methods to teach.	62.7%	63.9%	61.6%	53.1%	74.1%	70.2%	66.1%	61.0%	61.6%	61.3%
	I have an opportunity to apply what I am learning outside the classroom.	53.7%	53.7%	53.8%	43.8%	68.4%	67.5%	57.4%	52.5%	51.3%	52.5%
Staff	I promote student self-assessment and self-reflection.	84.4%									
	Students in my classes have the option of assessing their own achievement.	63.3%									
	My classes engage students actively and are student centered.	88.1%									
	My lessons provide opportunities to apply learned concepts in new situations.	92.0%									
Parent	My child complains about being bored in school.	26.8%									
	My child has opportunities to assess his/her own learning.	66.1%									
	My child finds school interesting and engaging most of the time.	66.2%									

3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers ask for my input to improve class instruction.	45.0%	46.9%	43.0%	52.4%	52.4%	50.5%	46.0%	43.2%	44.6%	45.2%
Staff	Input from supervisors evaluating my teaching plays an important role in improving my instruction.	61.2%									
Parent	Teachers ask for my input regarding my child's instruction.	27.9%									

4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers know the material for my classes.	80.4%	79.6%	81.5%	56.6%	83.9%	80.1%	82.5%	80.0%	80.8%	79.0%
	My teachers are prepared for class.	79.6%	78.4%	81.0%	62.6%	79.6%	79.4%	80.4%	78.8%	80.9%	79.0%
	My teachers use a variety of teaching strategies.	64.3%	65.2%	63.6%	56.6%	75.8%	74.5%	67.0%	62.9%	63.0%	63.3%
Parent	I have confidence in my child's teachers' qualifications and expertise.	74.5%									
Board	I am satisfied with the qualifications and expertise of teachers at this school.	83.2%									

5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.

		Total in Agreement
Staff	I discuss instructional strategies with my colleagues.	87.4%

6.   Technology shall be integrated into and supportive of teaching and learning.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers use technology in my classes.	59.9%	60.4%	59.6%	42.7%	73.9%	72.5%	58.7%	59.6%	59.6%	61.6%
Staff	I frequently integrate technology into my instructional practices.	74.1%									
Parent	My child has access to technology in his/her classroom.	62.4%									

7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.

		Total in Agreement
Staff	Professional development in the area of instructional strategies is based on identified instructional needs.	42.7%
Board	Teachers have the opportunity to take advantage of professional development in the area of instruction.	91.4%

8. Teacher supervision and evaluation processes shall be used to improve instruction for the purpose of enhancing student learning and meeting student needs. (No survey questions were asked for this indicator.)

SECTION D
STANDARD FOUR:

Assessment of Student Learning

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.

		Total in Agreement
Board	Tests, assignments, school wide rubrics, and other evaluative tools assess student progress in achieving the academic expectations in the school's Mission Statement.	74.2%

2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations. (No survey questions were asked for this indicator.)

3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed. (No survey questions were asked for this indicator.)

4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I know in advance what I have to do in order to receive a particular grade.	75.1%	73.6%	76.7%	49.0%	79.6%	79.1%	77.4%	73.9%	74.3%	75.2%
Staff	I evaluate my students' learning based on school wide learning goals.	63.2%									
	I evaluate my students' learning regarding clear, course specific learning goals.	89.8%									
Parent	My child clearly understands criteria for grades.	86.2%									

5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, term papers, etc.).	76.6%	74.5%	78.9%	51.7%	82.8%	79.1%	78.0%	76.7%	76.7%	75.4%
Staff	I use a variety of methods to assess student learning.	94.1%									
Parent	Teachers use a variety of methods to assess my child's learning.	62.2%									

6.   Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purpose of revising the curriculum and improving instructional strategies.

		Total in Agreement
Staff	I meet with colleagues to discuss and share student work in order to improve my classes.	73.4%

7.   The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.

		Total in Agreement
Staff	The professional development program provides opportunities to collaborate with other teachers in developing a broad range of student assessment strategies.	47.0%

8.   The school's professional staff shall communicate:

• individual student progress in achieving school-wide academic expectations to students and their families;
• the school's progress achieving all school-wide expectations to the school community.

		Total in Agreement
Board	The Board receives the school's reports on the extent to which it is meeting academic expectations.	87.5%

SECTION E
STANDARD FIVE:

LEADERSHIP AND ORGANIZATION

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices which supports student learning and well being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.

		Total in Agreement
Staff	The principal has appropriate responsibility, autonomy, and authority.	73.5%
Board	The principal has appropriate responsibility, autonomy, and authority.	84.8%
	The principal is suitably qualified and experienced in education.	91.0%
	The principal provides leadership for the total school program.	85.5%

2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My principal is clear about what he/she wants the school to accomplish.	53.9%	52.8%	54.9%	51.0%	66.0%	57.7%	56.7%	52.4%	52.2%	53.4%
Staff	The principal provides a clear vision for the school community.	69.0%									
	I feel comfortable bringing my concerns to the principal.	73.2%									
Parent	I am familiar with the principal's vision for the school.	57.2%									
	The school principal is an effective leader.	67.4%									
Board	The principal provides a clear vision for the school community.	71.9%									

3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.

		Total in Agreement
Staff	Teachers assume a variety of leadership roles.	83.1%

4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.

		Total in Agreement
Board	The educational programs promote the school's mission and expectations for student learning.	77.3%

5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.

		Total in Agreement
Parent	The school's grouping patterns accommodate my child's needs equitably.	56.9%
Board	The school's current grouping practices meet students' needs.	58.6%

6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	Classes usually end before my teachers are finished.	34.7%	34.7%	34.6%	39.6%	54.0%	47.2%	36.2%	33.5%	33.4%	33.7%
	The schedule permits me to take the courses I need.	68.7%	67.4%	70.2%	47.5%	65.3%	61.7%	71.1%	68.2%	68.7%	67.7%
Staff	The school's schedule supports my professional/educational efforts.	68.3%									

7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I feel students have a say in important decisions made at my school.	42.3%	43.1%	41.4%	45.1%	56.9%	49.5%	50.6%	41.6%	37.8%	36.6%
Staff	Decision-making at this school promotes an atmosphere of participation and broad ownership.	55.9%									
Parent	I feel I have a say, if wanted, in important decisions made at the school.	50.1%									
Board	Decision-making at this school promotes an atmosphere of participation and broad ownership.	77.3%									

8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My teachers spend one on one time with me if I need it.	71.6%	70.0%	73.4%	48.6%	75.7%	70.6%	69.8%	71.1%	72.8%	73.6%
	My teachers are aware of my learning needs.	55.8%	57.1%	54.8%	52.4%	69.8%	68.2%	58.3%	54.8%	54.3%	54.8%
Staff	I have time to address individual student needs in all my classes.	50.5%									

9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I feel like there is at least one adult at my school, in addition to the guidance counselor, that I can talk to if I have a problem.	60.9%	59.8%	62.2%	51.7%	69.4%	64.4%	60.2%	60.4%	60.4%	63.1%
	Teachers at my school are concerned about my learning.	59.5%	59.9%	59.3%	42.0%	68.1%	59.4%	59.8%	58.6%	59.3%	60.9%
Staff	I participate in the school's formal program for mentoring students.	38.0%									
Parent	Besides the guidance counselor, there is at least one adult at the school that my child can trust if he/she has a problem.	76.3%									

10. The professional staff shall collaborate within and across departments in support of learning for all students. (No survey questions were asked for this indicator.)

11. All school staff shall be involved in promoting the well-being and learning of students. (No survey questions were asked for this indicator.)

12. Student success shall be regularly acknowledged, celebrated, and displayed.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I have been recognized for something I have accomplished at school.	51.1%	50.4%	52.0%	45.5%	58.8%	61.2%	45.6%	49.4%	51.9%	58.6%
Staff	Student success is regularly acknowledged, celebrated, and displayed.	75.1%									
Parent	Students are recognized for things they have accomplished at school.	72.0%									
Board	Student success is regularly acknowledged, celebrated, and displayed.	87.1%									

13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride of ownership.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I feel safe at school.	66.5%	65.5%	67.5%	50.0%	71.2%	60.0%	65.2%	64.2%	67.5%	70.1%
	Teachers care about me as a person.	56.5%	55.7%	57.4%	54.5%	66.9%	64.5%	55.8%	54.7%	55.2%	60.6%
	Teachers respect students.	60.7%	60.0%	61.5%	55.2%	70.4%	61.4%	64.5%	59.7%	58.7%	59.4%
	Students respect teachers.	37.7%	38.5%	37.0%	45.1%	48.4%	41.3%	40.0%	34.7%	36.9%	38.6%
	Students respect one anther.	36.3%	38.7%	33.9%	31.0%	39.8%	37.5%	37.8%	34.5%	35.1%	37.6%
	I think bullying is a problem at school.	31.9%	29.7%	33.8%	44.0%	48.3%	41.2%	33.1%	33.3%	30.2%	28.7%
	I am proud of my school.	58.7%	57.0%	60.2%	50.7%	63.1%	59.4%	59.3%	57.4%	57.6%	60.4%
Staff	I feel safe at school.	86.4%									
	Students at this school respect the professional and support staff.	64.6%									
	I feel supported by my colleagues.	81.9%									
	I feel supported by the school administration.	76.0%									
	I have pride in my contribution to this school.	91.8%									
Parent	I trust my child is safe while at school.	80.3%									
	My child has a good relationship with his/her teachers.	81.3%									

14. The school board shall support the implementation of the school's mission and expectations for student learning.

		Total in Agreement
Staff	The school board supports the mission and expectations for student learning.	67.9%
Board	The Board's actions support the implementation of the school's Mission and expectations for student learning.	87.9%

SECTION F

STANDARD SIX:

SCHOOL RESOURCES FOR LEARNING

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's support services shall be consistent with the school's mission and expectations for student learning. (No survey questions were asked for this indicator.)

2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I feel comfortable asking for help with academics.	72.0%	70.2%	73.8%	49.3%	75.7%	70.9%	72.3%	71.2%	72.3%	72.9%
Parent	If my child is having academic difficulties, I trust appropriate help will be provided.	66.9%									

3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students. (No survey questions were asked for this indicator.)

4. All student support services shall be regularly evaluated and revised to support improved student learning. (No survey questions were asked for this indicator.)

5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	At school, I know who to ask for help if I have a personal problem.	62.8%	60.4%	65.3%	53.1%	63.1%	62.2%	60.9%	62.2%	63.1%	66.4%
Parent	I know what support services are available for my child at school.	66.8%									
	I am able to meet with my child's guidance counselor if necessary.	87.0%									

6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.

		Total in Agreement
Parent	I trust that my child's health and medical information will remain confidential.	88.1%

7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

		Total in Agreement
Staff	I am satisfied with the level of support services at the school.	59.8%

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
- individual and group meetings with counseling personnel;
- personal, career, and college counseling;
- student course selection assistance;
- collaborative outreach to community and area mental health agencies and social service providers;
- appropriate support in the delivery of special education services for students.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I feel comfortable going to the guidance counselor.	59.9%	60.3%	59.6%	47.9%	53.1%	51.4%	54.2%	57.7%	62.4%	67.8%
	There are people at my school to assist with course selection.	71.3%	69.7%	73.1%	47.9%	49.1%	55.9%	68.0%	72.0%	74.0%	74.3%
	My guidance counselor speaks with me alone at least once or twice a year.	58.6%	59.1%	58.4%	37.6%	27.1%	30.2%	44.0%	55.1%	64.7%	77.2%
Staff	I have confidence in the guidance services of the school.	61.0%									
Parent	I trust that my child's guidance needs, be they personal, career, or college-related, will be met.	64.7%									

Health Services

9. The school's health services shall provide:

- preventive health services and direct intervention services;
- approprate referrals;
- mandated services;
- emergency response mechanisms;
- ongoing student health assessments.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I feel comfortable going to the school nurse.	67.3%	65.3%	69.4%	49.3%	72.9%	65.1%	64.6%	68.1%	69.2%	68.3%
Staff	The school's health services are sufficiently broad.	57.9%									
	The nurse keeps me apprised of the specific health needs of students in my classroom.	79.3%									
Parent	I trust the school's emergency procedures.	73.3%									
	I am comfortable with the school's procedures in the event my child becomes ill.	87.3%									
	Preventative health initiatives are provided at my child's school.	61.1%									

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	We use the library often during classes.	28.7%	28.4%	28.9%	23.2%	41.5%	23.4%	25.8%	28.3%	29.6%	30.9%
	The library has the materials I need.	62.6%	60.5%	64.9%	47.9%	72.2%	63.2%	61.9%	63.2%	63.6%	62.0%
Staff	I have consulted the school librarian when developing or revising curriculum.	36.6%									
	The formal curriculum in my subject area includes library information services components.	56.1%									
Parent	I know that my child frequently uses library resources.	47.7%									

11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.

		Total in Agreement
Staff	School library personnel are knowledgeable to assist me in my curriculum and instructional needs.	82.3%

12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.

		Total in Agreement
Staff	I use the library to help prepare classes.	53.9%
	The print, non-print, and technological resources are adequate in the library.	63.1%

13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	The school library is available to me before and/or after school hours.	68.1%	65.3%	71.0%	49.7%	66.9%	66.0%	68.0%	69.5%	68.9%	66.9%

14. The library/information services program shall foster independent inquiry by enabling students and professional staff to use various school and community information resources and technologies. (No survey questions were asked for this indicator.)

15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	I know my school's policies about using the Internet.	78.9%	75.7%	82.2%	56.0%	88.1%	83.3%	78.4%	79.3%	78.9%	79.6%

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

		Total in Agreement
Staff	I am satisfied with the school's special education services.	62.7%

SECTION G

STANDARD SEVEN:

COMMUNITY RESOURCES FOR LEARNING

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in student's education and shall encourage their participation in school programs and parent support groups.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My parents participate in school programs.	30.3%	30.1%	30.4%	44.7%	42.7%	40.0%	31.1%	29.0%	29.4%	30.2%
	My parents participate in parent teacher organizations.	30.8%	32.5%	29.1%	46.2%	52.5%	48.3%	33.6%	30.9%	29.1%	26.7%
Staff	I have adequate opportunity to meet with parents to discuss student progress.	78.3%									
Parent	I participate in parent support groups or parent teacher associations.	40.9%									
Board	There is an appropriate level of parental involvement at this school.	59.4%									

2. The school shall foster productive business/community/higher education partnerships that support student learning.

		Total in Agreement
Staff	I use members of the local community to further my curriculum goals (e.g., inviting business leaders into classes, community service projects, etc.).	44.3%
Parent	I am aware of partnerships my child's school has with local businesses and communities.	38.4%

3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	My classrooms are appropriate for my classes.	70.6%	68.7%	72.6%	57.7%	82.0%	78.0%	73.5%	69.7%	69.2%	69.4%
Staff	The school's physical plant is conducive to education.	48.1%									
Parent	The school building provides appropriate conditions for learning.	72.8%									

4. The physical plant and facilities shall meet all applicable federal and state laws and be in compliance with local fire, health, and safety regulations.

		Total in Agreement
Parent	I trust in the safety procedures of the school in the event of fire or other emergency.	77.9%

5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	Furniture and equipment in my classrooms are in good condition.	49.0%	48.7%	49.4%	44.1%	62.1%	55.7%	52.2%	46.8%	47.4%	49.0%
Staff	I am satisfied with the availability of educational equipment.	61.0%									

6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.

		Total in Agreement	Gender		Grade						
			Male	Female	6	7	8	9	10	11	12
Students	The school building is clean and well maintained.	52.0%	52.3%	52.0%	52.1%	67.5%	63.0%	55.1%	49.3%	50.1%	52.8%
Staff	Needed repairs are completed in a timely manner.	43.7%									
	The school is clean and well maintained.	63.7%									
Parent	The school buildings are clean and well maintained.	73.0%									
	The school buildings are attractive and in good repair.	63.8%									
	I am satisfied that the facilities are safe and healthy.	72.3%									
Board	There are sufficient financial resources available to ensure the maintenance and repair of facilities and equipment.	52.7%									

7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

		Total in Agreement
Board	The Board currently has a five-year plan to address future needs.	61.7%

8.   The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.

		Total in Agreement
Staff	The budget is adequate to meet my professional/instructional needs.	46.1%
Parent	I am satisfied with the school's funding.	40.0%
Board	The school is adequately funded.	60.9%

9. professional staff and building administrators shall have active involvement in the budgetary process, including its development and implementation.

		Total in Agreement
Staff	I have input regarding school expenditures.	48.5%
Board	Professional staff are actively involved in the budgetary process.	69.1%
	Building administrators are actively involved in the budgetary process.	89.1%

ADDENDUM: LIKERT SCALE RESPONSES

SECTION A

STANDARD ONE:

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1.   The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I am familiar with the school's mission and expectations.	29.3%	56.7%	8.5%	4.4%	1.2%
Parent	I am familiar with the mission statement of my child's school.	22.7%	51.6%	12.7%	10.4%	2.6%
	I am familiar with the expectations for student learning at my child's school.	21.3%	63.1%	11.5%	3.5%	0.7%
Board	I am aware of the school's Mission Statement.	45.3%	44.1%	6.3%	3.5%	0.8%
	The Board had input regarding the school's Mission Statement.	48.0%	33.6%	13.3%	4.3%	0.8%

2.   The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The school's mission statement embodies my core values and beliefs about student learning.	29.5%	53.4%	10.6%	4.9%	1.6%
Parent	The school's Mission Statement embodies what the community values and believes about student learning.	17.9%	48.1%	29.3%	3.4%	1.2%
Board	The school's Mission Statement embodies the community's core values and beliefs about student learning.	45.3%	39.1%	11.7%	2.3%	1.6%

3.   The school shall identify and define school-wide academic, civic, and social learning expectations that:

   • are measurable;

   • reflect the school's mission.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	My school's academic, civic and social learning goals are clear to me.	24.8%	52.9%	14.3%	6.9%	1.2%
Parents	I know what is expected of my child academically.	30.9%	57.5%	8.0%	3.2%	0.5%
	I know the civic expectations that the school has for my child.	18.3%	50.0%	22.9%	7.4%	1.3%
	I know the behavior expected of my child.	55.0%	42.6%	1.5%	0.8%	0.2%

4.   For each academic expectation in the mission the school shall have a targeted level of successful achievement identified in a rubric.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I am familiar with my school's learning expectations for students.	20.7%	60.7%	13.2%	3.4%	2.0%
Staff	The school's school-wide rubrics regarding academic learning expectations are clear.	12.2%	38.6%	27.4%	15.9%	5.9%
	I use school-wide rubrics in assessing student work.	15.5%	35.1%	18.2%	21.7%	9.5%
Parent	I know the level of learning that my child must demonstrate to meet school wide learning goals.	21.1%	61.2%	12.7%	4.3%	0.7%
Board	The school has school-wide rubrics regarding the academic learning expectations in the Mission.	36.0%	44.3%	17.4%	1.2%	1.2%

5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I know how my school assesses its overall progress in achieving its civic and social goals.	9.4%	34.5%	29.0%	21.7%	5.3%
Board	I am aware of how the school assesses its overall progress in achieving its civic and social goals.	23.0%	44.8%	23.8%	7.5%	0.8%

6. The mission statement and school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I am familiar with my school's mission statement.	11.4%	31.6%	26.4%	18.6%	12.0%
Staff	The school lives its mission and expectations for student learning.	13.1%	46.8%	26.0%	10.9%	3.1%
	I consider the school's mission when making important professional decisions.	11.6%	43.8%	24.8%	16.6%	3.2%
Parent	I have heard the school's mission statement and learning goals referred to at parent meetings.	14.6%	36.2%	30.5%	14.4%	4.3%
Board	The school lives its Mission Statement.	25.0%	51.2%	21.5%	1.6%	0.8%
	The Board refers to the school's mission statement when making important decisions.	22.0%	39.4%	20.9%	15.7%	2.0%

7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Board	The Board has been involved in a review of the school's Mission Statement within the past five years.	34.9%	38.4%	21.2%	4.3%	1.2%

SECTION B

STANDARD TWO:

CURRICULUM

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The curriculum I work with reflects school-wide learning goals and rubrics.	27.2%	48.4%	15.4%	6.2%	2.8%
Board	The school's curriculum reflects school wide academic expectations and rubrics.	33.3%	51.0%	12.2%	2.4%	1.2%

2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	Students are regularly given an opportunity to practice and achieve school-wide academic expectations in my classes.	33.6%	49.2%	12.0%	3.9%	1.4%
Parent	The curriculum provides my child with numerous opportunities to achieve school-wide learning goals.	26.4%	49.8%	16.2%	6.2%	1.4%
Board	The curriculum provides students with multiple opportunities to meet school-wide academic expectations.	32.5%	49.0%	14.9%	3.1%	0.4%

3. The written curriculum documents shall:

    • prescribe content;
    • integrate relevant school-wide learning expectations;
    • identify course-specific learning goals;
    • suggest insructinoal strategies;
    • suggest assessment techniques including the use of school-wide rubrics.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I know the learning that is expected of me in my classes.	28.5%	54.3%	12.2%	3.1%	1.9%
Staff	Written curriculum documents are clear and comprehensive.	19.7%	40.9%	19.7%	12.8%	6.8%
Parent	I know the learning that is expected in each of my child's classes.	19.3%	59.0%	13.6%	6.6%	1.4%
Board	Written curriculum documents are clear and comprehensive.	32.3%	50.4%	15.7%	1.2%	0.4%

4. The curriculum shall engage all students in inquiry, problem solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers encourage me to develop critical thinking and problem solving skills.	21.1%	51.3%	19.7%	5.5%	2.4%
	I am asked to apply what I am learning in class to my life outside of school.	9.5%	37.4%	29.5%	18.1%	5.5%
Staff	Students develop critical thinking and problem solving skills in my classes.	48.9%	44.3%	4.8%	1.4%	0.6%
	Inquiry is encouraged by the curriculum I use.	36.9%	48.9%	9.9%	3.2%	1.1%
	Students in my class have many opportunities to apply what they are learning to real world situations.	37.0%	47.4%	10.3%	4.2%	1.1%
Parent	I feel that my child is developing critical thinking and problem solving skills.	22.1%	57.5%	13.8%	5.3%	1.4%
	I feel that my child is challenged to think creatively.	24.4%	50.7%	15.4%	7.8%	1.7%
	My child questions things he/she is curious about.	35.2%	51.5%	8.7%	4.0%	0.6%
	My child is often asked to apply what he/she has learned to real life situations.	11.2%	42.8%	34.7%	9.7%	1.5%
	My child is learning things that will be useful later on in life.	27.2%	56.7%	11.6%	3.4%	1.1%

5. The curriculum shall:

   • be appropriately integrated;

   • emphasize depth of understanding over breadth of coverage.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers include topics from other subject areas in my lessons.	11.6%	47.5%	27.4%	10.6%	2.9%
Staff	The curriculum in my department emphasizes depth of understanding over breadth of coverage.	28.8%	39.6%	16.3%	10.8%	4.6%
Parent	My child has numerous opportunities to study topics in depth.	17.3%	46.0%	25.5%	9.5%	1.7%

6. The school shall provide opportunities for all students to extend the learning beyond the normal course offerings and the school campus.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My school provides opportunities for learning off-campus (e.g., field trips, internships, college courses, etc.)	14.2%	36.1%	24.1%	16.6%	8.9%
Parent	My child's school provides opportunities for learning off-campus (e.g., field trips, college courses, internships, etc.)	15.1%	46.2%	23.0%	11.5%	4.1%

7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	Information I learn in one class can be used in other classes.	18.0%	53.3%	19.6%	6.7%	2.5%
Parent	I have seen evidence of interdisciplinary learning in my child's classes.	10.4%	34.4%	39.9%	13.0%	2.4%
Board	The curriculum includes appropriate multi-disciplinary experiences and activities.	32.2%	49.4%	15.3%	2.0%	1.2%

8.   Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for implementation of the curriculum.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I am provided with the books/print materials I need for each class.	32.4%	49.5%	10.1%	5.4%	2.6%
	I use the library often as part of class assignments.	8.6%	26.3%	23.2%	29.3%	12.6%
Staff	I have sufficient access to technological resources.	26.5%	40.9%	9.1%	16.7%	6.8%
	The school provides me with adequate material resources.	18.5%	46.7%	13.0%	17.0%	4.8%
	The library is adequately resourced for the subjects I teach.	19.4%	37.6%	22.2%	14.9%	5.9%
Parent	My child has been given all of the books needed for each class.	33.5%	52.7%	7.0%	5.5%	1.3%
	The books my child uses are current and up to date.	14.2%	52.5%	23.0%	8.1%	2.2%
	The school's computer resources are adequate.	17.5%	47.1%	23.9%	8.5%	3.0%
Board	Technological resources are adequate to support the curriculum.	32.5%	39.2%	14.5%	10.6%	3.1%

9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course specific learning goals.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I am involved in the ongoing development, evaluation, and revision of curriculum.	32.5%	41.3%	10.9%	10.2%	5.1%
	Decisions about curriculum revision are informed by student performance and assessment data.	14.6%	35.3%	27.6%	14.8%	7.7%
Board	The professional staff is involved in the ongoing development, evaluation, and revision of curriculum.	30.8%	49.0%	11.1%	7.1%	2.0%
	Decisions around curriculum revision are based on student performance.	27.3%	48.0%	16.4%	7.8%	0.4%

10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The school provides sufficient time for me to develop, evaluate and revise curriculum.	10.4%	29.4%	17.9%	27.2%	15.1%

11. Professional development activities shall support the development and implementation of the curriculum.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I take advantage of professional development opportunities related to curriculum development.	29.8%	46.9%	12.2%	8.0%	3.0%
	Professional development supports curricular processes.	12.2%	41.0%	19.4%	19.3%	8.2%
Board	The school provides professional development activities in the area of curriculum.	38.3%	41.0%	10.5%	7.8%	2.3%

SECTION C

STANDARD THREE:

INSTRUCTION

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The school's mission statement influences my repertoire of teaching methods.	15.2%	41.5%	24.7%	14.2%	4.3%

2. Instructional strategies shall:

   • personalize instruction;

   • make connections across disciplines;

   • engage students as active learners;

   • engage students as self-directed learners;

   • involve all students in higher order thinking to promote depth of understanding;

   • provide opportunities for students to apply knowledge or learning;

   • promote student self-assessment and self-reflection.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers spend one on one time with me if I neet it.	19.2%	46.1%	20.7%	8.9%	5.2%
	If I have a question, I feel comfortable going to my teacher for help.	25.8%	48.6%	16.1%	6.5%	3.0%
	My teachers use a variety of methods to teach.	14.8%	47.8%	23.1%	10.5%	3.7%
	I have an opportunity to apply what I am learning outside the classroom.	11.1%	42.7%	29.9%	12.2%	4.2%
Staff	I promote student self-assessment and self-reflection.	32.9%	51.5%	10.3%	4.1%	1.2%
	Students in my classes have the option of assessing their own achievement.	19.8%	43.5%	16.6%	16.8%	3.3%
	My classes engage students actively and are student centered.	42.8%	45.3%	8.0%	2.6%	1.3%
	My lessons provide opportunities to apply learned concepts in new situations.	39.5%	52.5%	6.2%	1.2%	0.6%
Parent	My child complains about being bored in school.	7.4%	19.4%	12.7%	44.3%	16.2%
	My child has opportunities to assess his/her own learning.	13.9%	52.3%	25.2%	7.7%	1.0%
	My child finds school interesting and engaging most of the time.	12.3%	53.9%	16.4%	13.6%	3.8%

3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers ask for my input to improve class instruction.	8.9%	36.1%	28.4%	18.7%	7.9%
Staff	Input from supervisors evaluating my teaching plays an important role in improving my instruction.	19.5%	41.7%	16.3%	14.8%	7.7%
Parent	Teachers ask for my input regarding my child's instruction.	5.4%	22.5%	24.3%	32.6%	15.2%

4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers know the material for my classes.	29.1%	51.3%	13.9%	3.7%	1.9%
	My teachers are prepared for class.	25.3%	54.3%	14.6%	3.6%	2.2%
	My teachers use a variety of teaching strategies.	15.8%	48.5%	23.0%	9.7%	3.1%
Parent	I have confidence in my child's teachers' qualifications and expertise.	19.3%	55.2%	18.2%	5.7%	1.6%
Board	I am satisfied with the qualifications and expertise of teachers at this school.	30.6%	52.9%	12.5%	3.5%	0.4%

5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I discuss instructional strategies with my colleagues.	41.0%	46.5%	5.7%	5.0%	1.9%

6.   Technology shall be integrated into and supportive of teaching and learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers use technology in my classes.	12.9%	46.9%	24.2%	12.1%	3.9%
Staff	I frequently integrate technology into my instructional practices.	34.2%	39.9%	11.6%	11.0%	3.2%
Parent	My child has access to technology in his/her classroom.	15.8%	46.6%	24.8%	10.0%	2.7%

7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	Professional development in the area of instructional strategies is based on identified instructional needs.	10.0%	32.8%	26.4%	19.2%	11.7%
Board	Teachers have the opportunity to take advantage of professional development in the area of instruction.	50.0%	41.4%	6.6%	2.0%	0.0%

8. Teacher supervision and evaluation processes shall be used to improve instruction for the purpose of enhancing student learning and meeting student needs. (No survey questions were asked for this indicator.)

SECTION D

STANDARD FOUR:

ASSESSMENT OF STUDENT LEARNING

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding the curriculum and learning progress and teachers regarding ways to adjust their instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Board	Tests, assignments, school wide rubrics, and other evaluative tools assess student progress in achieving the academic expectations in the school's Mission Statement.	23.8%	50.4%	23.0%	2.7%	0.0%

2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations. (No survey questions were asked for this indicator.)

3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed. (No survey questions were asked for this indicator.)

4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I know in advance what I have to do in order to receive a particular grade.	23.4%	51.7%	16.5%	6.0%	2.3%
Staff	I evaluate my students' learning based on school wide learning goals.	15.9%	47.3%	21.6%	12.2%	2.9%
	I evaluate my students' learning regarding clear, course specific learning goals.	35.8%	54.0%	7.5%	2.3%	0.5%
Parent	My child clearly understands criteria for grades.	28.5%	57.7%	9.1%	3.9%	0.8%

5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, term papers, etc.).	26.4%	50.1%	14.9%	6.0%	2.4%
Staff	I use a variety of methods to assess student learning.	48.2%	45.8%	3.9%	1.6%	0.4%
Parent	Teachers use a variety of methods to assess my child's learning.	12.9%	49.3%	27.3%	8.5%	2.0%

6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purpose of revising the curriculum and improving instructional strategies.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I meet with colleagues to discuss and share student work in order to improve my classes.	31.0%	42.4%	11.0%	11.2%	4.5%

7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The professional development program provides opportunities to collaborate with other teachers in developing a broad range of student assessment strategies.	13.7%	33.3%	20.4%	21.3%	11.3%

8. The school's professional staff shall communicate:
    • individual student progress in achieving school-wide academic expectations to students and their families;
    • the school's progress achieving all school-wide expectations to the school community.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Board	The Board receives the school's reports on the extent to which it is meeting academic expectations.	45.9%	42.0%	8.6%	3.1%	0.4%

SECTION E

STANDARD FIVE:

LEADERSHIP AND ORGANIZATION

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices which supports student learning and well being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The principal has appropriate responsibility, autonomy, and authority.	27.1%	46.4%	14.7%	8.2%	3.6%
Board	The principal has appropriate responsibility, autonomy, and authority.	32.8%	52.0%	11.3%	3.1%	0.8%
	The principal is suitably qualified and experienced in education.	45.7%	45.3%	7.8%	0.8%	0.4%
	The principal provides leadership for the total school program.	38.7%	46.9%	10.9%	2.3%	1.2%

2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My principal is clear about what he/she wants the school to accomplish.	18.0%	35.9%	26.5%	11.7%	7.9%
Staff	The principal provides a clear vision for the school community.	25.9%	43.1%	18.8%	8.7%	3.6%
	I feel comfortable bringing my concerns to the principal.	33.8%	39.4%	12.9%	9.2%	4.7%
Parent	I am familiar with the principal's vision for the school.	15.4%	41.8%	25.4%	12.4%	5.0%
	The school principal is an effective leader.	26.9%	40.5%	24.2%	4.7%	3.7%
Board	The principal provides a clear vision for the school community.	28.5%	43.4%	19.1%	7.0%	2.0%

3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	Teachers assume a variety of leadership roles.	31.2%	51.9%	9.4%	6.3%	1.2%

4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Board	The educational programs promote the school's mission and expectations for student learning.	23.2%	54.7%	16.1%	5.9%	0.0%

5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parent	The school's grouping patterns accommodate my child's needs equitably.	12.2%	44.7%	32.1%	8.4%	2.6%
Board	The school's current grouping practices meet students' needs.	16.9%	42.1%	31.1%	8.3%	1.6%

6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	Classes usually end before my teachers are finished.	8.2%	26.5%	30.1%	27.5%	7.7%
	The schedule permits me to take the courses I need.	19.0%	49.8%	18.0%	8.3%	4.9%
Staff	The school's schedule supports my professional/educational efforts.	19.7%	48.6%	13.6%	14.3%	3.8%

7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I feel students have a say in important decisions made at my school.	13.2%	29.1%	25.5%	18.4%	13.8%
Staff	Decision-making at this school promotes an atmosphere of participation and broad ownership.	14.7%	41.3%	21.6%	17.3%	5.2%
Parent	I feel I have a say, if wanted, in important decisions made at the school.	12.4%	37.7%	30.2%	13.7%	6.1%
Board	Decision-making at this school promotes an atmosphere of participation and broad ownership.	23.8%	53.5%	16.0%	6.6%	0.0%

8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My teachers spend one on one time with me if I need it.	21.1%	50.5%	17.9%	7.0%	3.5%
	My teachers are aware of my learning needs.	11.4%	44.4%	29.2%	10.9%	4.0%
Staff	I have time to address individual student needs in all my classes.	15.8%	34.8%	14.2%	26.8%	8.4%

9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I feel like there is at least one adult at my school, in addition to the guidance counselor, that I can talk to if I have a problem.	23.7%	37.2%	21.4%	10.2%	7.6%
	Teachers at my school are concerned about my learning.	14.9%	44.6%	25.0%	10.0%	5.5%
Staff	I participate in the school's formal program for mentoring students.	13.0%	25.0%	27.2%	23.2%	11.7%
Parent	Besides the guidance counselor, there is at least one adult at the school that my child can trust if he/she has a problem.	33.1%	43.2%	15.7%	5.3%	2.7%

10. The professional staff shall collaborate within and across departments in support of learning for all students. (No survey questions were asked for this indicator.)

11. All school staff shall be involved in promoting the well-being and learning of students. (No survey questions were asked for this indicator.)

12. Student success shall be regularly acknowledged, celebrated, and displayed.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I have been recognized for something I have accomplished at school.	16.3%	34.8%	22.8%	17.4%	8.6%
Staff	Student success is regularly acknowledged, celebrated, and displayed.	23.7%	51.3%	13.0%	10.0%	1.9%
Parent	Students are recognized for things they have accomplished at school.	18.4%	53.6%	19.0%	7.0%	2.0%
Board	Student success is regularly acknowledged, celebrated, and displayed.	43.1%	44.3%	7.8%	4.3%	0.4%

13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride of ownership.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I feel safe at school.	20.7%	45.7%	20.3%	7.2%	6.0%
	Teachers care about me as a person.	14.4%	42.2%	28.6%	9.0%	5.8%
	Teachers respect students.	16.0%	44.7%	23.9%	9.5%	6.0%
	Students respect teachers.	6.8%	31.0%	33.9%	19.6%	8.8%
	Students respect one anther.	5.9%	30.4%	33.9%	19.2%	10.7%
	I think bullying is a problem at school.	11.5%	20.4%	29.9%	26.9%	11.3%
	I am proud of my school.	22.4%	36.3%	23.2%	9.7%	8.4%
Staff	I feel safe at school.	41.3%	45.1%	7.6%	4.7%	1.3%
	Students at this school respect the professional and support staff.	12.3%	52.3%	16.0%	15.5%	3.8%
	I feel supported by my colleagues.	34.0%	47.9%	10.6%	5.7%	1.8%
	I feel supported by the school administration.	29.4%	46.6%	12.6%	8.1%	3.3%
	I have pride in my contribution to this school.	60.0%	31.7%	5.5%	2.0%	0.8%
Parent	I trust my child is safe while at school.	23.2%	57.1%	14.0%	4.0%	1.7%
	My child has a good relationship with his/her teachers.	23.7%	57.6%	13.5%	4.3%	0.8%

14. The school board shall support the implementation of the school's mission and expectations for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The school board supports the mission and expectations for student learning.	19.6%	48.3%	20.3%	9.3%	2.5%
Board	The Board's actions support the implementation of the school's Mission and expectations for student learning.	36.7%	51.2%	10.9%	0.8%	0.4%

SECTION F

STANDARD SIX:

SCHOOL RESOURCES FOR LEARNING

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's support services shall be consistent with the school's mission and expectations for student learning. (No survey questions were asked for this indicator.)

2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I feel comfortable asking for help with academics.	19.3%	52.7%	18.5%	6.4%	3.1%
Parent	If my child is having academic difficulties, I trust appropriate help will be provided.	16.9%	49.9%	17.6%	10.8%	4.7%

3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students. (No survey questions were asked for this indicator.)

4. All student support services shall be regularly evaluated and revised to support improved student learning. (No survey questions were asked for this indicator.)

5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	At school, I know who to ask for help if I have a personal problem.	19.2%	43.7%	20.9%	10.1%	6.1%
Parent	I know what support services are available for my child at school.	14.6%	52.1%	20.6%	10.3%	2.4%
	I am able to meet with my child's guidance counselor if necessary.	36.3%	50.7%	9.4%	2.3%	1.3%

6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parent	I trust that my child's health and medical information will remain confidential.	40.4%	47.7%	8.6%	2.5%	0.8%

7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I am satisfied with the level of support services at the school.	12.0%	47.8%	20.8%	14.7%	4.7%

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
    - individual and group meeting with counseling personnel;
    - personal, career, and college counseling;
    - student course selection assistance;
    - collaborative outreach to community and area mental health agencies and social service providers;
    - appropriate support in the delivery of special education services for students.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I feel comfortable going to the guidance counselor.	21.3%	38.6%	21.9%	10.9%	7.3%
	There are people at my school to assist with course selection.	20.5%	50.8%	19.7%	5.7%	3.4%
	My guidance counselor speaks with me alone at least once or twice a year.	23.8%	34.8%	18.2%	12.8%	10.4%
Staff	I have confidence in the guidance services of the school.	16.4%	44.6%	19.2%	14.6%	5.3%
Parent	I trust that my child's guidance needs, be they personal, career, or college-related, will be met.	18.6%	46.1%	21.4%	9.6%	4.4%

Health Services

9. The school's health services shall provide:

- preventive health services and direct intervention services;
- appropriate referrals;
- mandated services;
- emergency response mechanisms;
- ongoing student health assessments.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I feel comfortable going to the school nurse.	23.8%	43.5%	19.0%	8.1%	5.6%
Staff	The school's health services are sufficiently broad.	14.0%	43.9%	27.0%	11.3%	3.8%
	The nurse keeps me apprised of the specific health needs of students in my classroom.	36.9%	42.4%	8.4%	6.8%	5.5%
Parent	I trust the school's emergency procedures.	21.9%	51.5%	21.1%	4.2%	1.4%
	I am comfortable with the school's procedures in the event my child becomes ill.	27.3%	60.0%	9.6%	2.3%	0.8%
	Preventative health initiatives are provided at my child's school.	14.7%	46.4%	33.4%	4.5%	1.1%

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	We use the library often during classes.	5.6%	23.1%	26.1%	32.1%	13.2%
	The library has the materials I need.	16.9%	45.7%	25.3%	7.4%	4.6%
Staff	I have consulted the school librarian when developing or revising curriculum.	12.3%	24.3%	17.6%	29.3%	16.5%
	The formal curriculum in my subject area includes library information services components.	18.6%	37.4%	18.0%	18.7%	7.3%
Parent	I know that my child frequently uses library resources.	10.3%	37.4%	29.7%	18.5%	4.2%

11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	School library personnel are knowledgeable to assist me in my curriculum and instructional needs.	42.5%	39.8%	12.6%	3.5%	1.6%

12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I use the library to help prepare classes.	17.7%	36.2%	15.7%	21.2%	9.2%
	The print, non-print, and technological resources are adequate in the library.	17.5%	45.6%	20.0%	12.4%	4.6%

13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	The school library is available to me before and/or after school hours.	23.4%	44.7%	19.7%	7.3%	4.8%

14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies. (No survey questions were asked for this indicator.)

15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	I know my school's policies about using the Internet.	27.1%	51.8%	12.4%	5.5%	3.2%

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I am satisfied with the school's special education services.	16.4%	46.3%	19.8%	12.7%	4.8%

SECTION G

STANDARD SEVEN:

COMMUNITY RESOURCES FOR LEARNING

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in student's education and shall encourage their participation in school programs and parent support groups.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My parents participate in school programs.	6.9%	23.4%	22.2%	27.0%	20.5%
	My parents participate in parent teacher organizations.	7.9%	22.9%	23.2%	26.7%	19.4%
Staff	I have adequate opportunity to meet with parents to discuss student progress.	27.4%	50.9%	10.8%	8.7%	2.3%
Parent	I participate in parent support groups or parent teacher associations.	9.0%	31.9%	20.8%	30.1%	8.2%
Board	There is an appropriate level of parental involvement at this school.	20.4%	39.2%	22.0%	14.9%	3.5%

2. The school shall foster productive business/community/higher education partnerships that support student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I use members of the local community to further my curriculum goals (e.g., inviting business leaders into classes, community service projects, etc.).	14.6%	29.7%	17.1%	27.4%	11.1%
Parent	I am aware of partnerships my child's school has with local businesses and communities.	7.1%	31.3%	32.3%	23.3%	5.9%

3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	My classrooms are appropriate for my classes.	18.1%	52.5%	18.0%	7.2%	4.2%
Staff	The school's physical plant is conducive to education.	11.5%	36.6%	18.9%	21.1%	12.0%
Parent	The school building provides appropriate conditions for learning.	18.9%	53.9%	14.1%	9.2%	3.8%

4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parent	I trust in the safety procedures of the school in the event of fire or other emergency.	21.5%	56.3%	16.3%	3.9%	1.9%

5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	Furniture and equipment in my classrooms are in good condition .	11.3%	37.7%	23.8%	17.1%	10.0%
Staff	I am satisfied with the availability of educational equipment.	15.8%	45.3%	13.5%	18.7%	6.8%

6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students	The school building is clean and well maintained.	14.5%	37.5%	22.8%	14.6%	10.6%
Staff	Needed repairs are completed in a timely manner.	10.2%	33.5%	19.3%	25.0%	12.0%
	The school is clean and well maintained.	23.1%	40.6%	12.2%	16.2%	7.8%
Parent	The school buildings are clean and well maintained.	21.7%	51.2%	13.3%	9.6%	4.1%
	The school buildings are attractive and in good repair.	19.7%	44.1%	14.4%	13.9%	7.9%
	I am satisfied that the facilities are safe and healthy.	18.7%	53.5%	15.9%	8.1%	3.7%
Board	There are sufficient financial resources available to ensure the maintenance and repair of facilities and equipment.	19.9%	32.8%	18.4%	19.5%	9.4%

7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Board	The Board currently has a five-year plan to address future needs.	18.4%	43.5%	19.6%	14.5%	3.9%

8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	The budget is adequate to meet my professional/instructional needs.	9.5%	36.6%	19.3%	24.1%	10.6%
Parent	I am satisfied with the school's funding.	8.8%	31.3%	29.2%	20.2%	10.6%
Board	The school is adequately funded.	21.5%	39.5%	11.3%	16.8%	10.9%

9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Staff	I have input regarding school expenditures.	12.6%	35.9%	19.0%	23.4%	9.1%
Board	Faculty are actively involved in the budgetary process.	21.9%	47.3%	22.7%	6.3%	2.0%
	Building administrators are actively involved in the budgetary process.	43.0%	46.1%	9.8%	0.8%	0.4%