

The New England Association
of Schools and Colleges

in association with

The Council of International Schools

Self-Study Survey Report



Founded in 1885



Miss Terry International School

August 31, 2012

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Endicott College



TABLE OF CONTENTS

Introduction	3
<hr/>	
Demographics	6
<hr/>	
Total in Agreement	16
<hr/>	
Section A: School Guiding Statements	16
<hr/>	
Section B: Teaching and Learning	23
<hr/>	
Section C: Governance and Leadership	62
<hr/>	
Section D: Faculty and Support Staff	76
<hr/>	
Section E: Access to Teaching and Learning	91
<hr/>	
Section F: School Culture and Partnerships for Learning	106
<hr/>	
Section G: Operational Systems	129

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. 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, ultimately, students at advanced levels. In sum, ERC acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

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. In addition, ERC partners with educational agencies throughout the world in order to improve teaching and learning. Among those agencies, the New England Association of Schools and Colleges and the Council of International Schools share many similar goals in the area of school improvement. Toward that end, NEASC and CIS invited ERC to help them develop opinion surveys keyed to NEASC/CIS's 8th Edition Standards. While these surveys are the property of the three sponsoring agencies, third parties collaborating with any of the three agencies are free to use the survey and its results in the effort to improve schools. This report describes the results of the NEASC/CIS Self-Study Survey[®] administered to your school.

This information provided can help guide your school in its ongoing effort to promote the highest teaching/learning standards. The NEASC/CIS 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/CIS'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/CIS's standards for accreditation.

Surveys were administered to five groups within your school community: Students, Staff, Parents, the Governing Board, and Alumni. Each group was asked a set of questions appropriate to their role and linked to the standards and indicators published by NEASC/CIS. This report is organized by standards and broken down by indicators within each standard. Under each indicator follows the questions that were asked of each group surveyed.

The seven sections are

- A. SCHOOL GUIDING STATEMENTS
- B. TEACHING AND LEARNING
- C. GOVERNANCE AND LEADERSHIP
- D. FACULTY AND SUPPORT STAFF
- E. ACCESS TO TEACHING AND LEARNING
- F. SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING
- G. OPERATIONAL SYSTEMS

All total in agreement student data are reported by grade level and gender. Faculty/Staff data are reported by position (academic staff and support staff).

The following table indicates the number of responses processed for Miss Terry International School:

Counts Respondents	
Base	542
Number of Respondents	
Students	288
Faculty / Staff	80
Parents	169
Alumni	-
Board	5

The results of the NEASC/CIS Self-Study Survey® are clear and comprehensive, but they are meaningless as mere measures. As a stakeholder 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/CIS'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 staff 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, staff, 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 can assist you at any stage of this process.

Please direct any and all questions to:

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Miss Terry International School Self Study Results

DEMOGRAPHICS

STUDENTS - Age / Gender

Counts Analysis % Respondents	
STUDENTS - Age:	
9	- -
10	- -
11	32 11.1%
12	41 14.2%
13	35 12.2%
14	44 15.3%
15	41 14.2%
16	50 17.4%
17	27 9.4%
18	18 6.3%
19	- -
Other	- -
STUDENTS - Gender:	
Male	159 55.2%
Female	129 44.8%

Miss Terry International School Self Study Results

STUDENTS - Grade / Boarding

Counts Analysis % Respondents	
STUDENTS - Grade/Year Group:	
5th	- -
6th	51 17.7%
7th	4 1.4%
8th	45 15.6%
9th	60 20.8%
10th	24 8.3%
11th	32 11.1%
12th	37 12.8%
13th	35 12.2%
STUDENTS - Boarding:	
I am a boarding student	- -
I am not a boarding student	288 100.0%

Miss Terry International School Self Study Results

STAFF - Gender / Years Teaching / Years at Current Institution

Counts Analysis % Respondents	
STAFF - Gender:	
Male	23 28.7%
Female	57 71.3%
STAFF - Years Teaching:	
Under 2 Years	2 2.5%
2-10	24 30.0%
11-20	28 35.0%
Over 20	11 13.8%
N/A	15 18.8%
STAFF - Years at Current Institution:	
Under 2 Years	15 18.8%
2-10	38 47.5%
11-20	25 31.3%
Over 20	2 2.5%

Miss Terry International School Self Study Results

STAFF - Grade/Year Group (select all that apply):

Counts Respondents	
STAFF - Grade/Year Group (select all that apply):	
Pre-K	2
K	16
1st	10
2nd	10
3rd	10
4th	10
5th	8
6th	8
7th	5
8th	12
9th	23
10th	19
11th	15
12th	12
13th	7
other	18

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Miss Terry International School Self Study Results

STAFF - Position / Highest Level of Education / Boarding

Counts Analysis % Respondents	
STAFF - Position:	
Academic Staff (heads of subjects or divisions, teachers, librarians, guidance staff, teacher assistants)	66 82.5%
Support Staff	14 17.5%
STAFF - Highest Level of Education:	
Teaching Certificate	16 20.0%
Bachelor	33 41.3%
Master	12 15.0%
Master +	4 5.0%
Doctorate	- -
Other	15 18.8%
STAFF - Does your school provide overnight accommodations to students (boarding)?	
Yes	- -
No	80 100.0%

Miss Terry International School Self Study Results

PARENTS - My Child is in Grade/Year Group (select all that apply):

Counts Respondents	
PARENTS - My Child is in Grade/Year Group (select all that apply):	
Pre-K	11
K	20
1st	17
2nd	25
3rd	23
4th	17
5th	20
6th	21
7th	10
8th	6
9th	8
10th	7
11th	9
12th	10
13th	3
other	14

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Miss Terry International School Self Study Results

PARENTS - Number of Children in School / Boarding

Counts Analysis % Respondents	
PARENTS - Number of Children in School:	
1	99 58.6%
2	65 38.5%
3	4 2.4%
4	- -
More than 4	1 0.6%
PARENTS - Boarding:	
My child is a boarding student	- -
My child is not a boarding student	169 100.0%

Miss Terry International School Self Study Results

BOARD - Gender / Number of Years on Board

Counts Analysis % Respondents	
BOARD - Gender:	
Male	3 60.0%
Female	2 40.0%
BOARD - Number of Years on Board:	
1	- -
2-5	2 40.0%
6-10	- -
over 10	3 60.0%

Miss Terry International School Self Study Results

ALUMNI - Gender / Highest Level of Education Completed / Boarding

Counts Analysis % Respondents	
ALUMNI - Gender:	
Male	- -
Female	- -
ALUMNI - Highest Level of Education Completed:	
Bachelor	- -
Master	- -
Doctorate	- -
Other	- -
ALUMNI - Boarding:	
I was a boarding student	- -
I was not a boarding student	- -

Miss Terry International School Self Study Results

ALUMNI - Enrollment / Graduation

Counts Analysis % Respondents	
ALUMNI - What year did you enroll at this school?	
1935-1970	- -
1971-1980	- -
1981-1990	- -
1991-2000	- -
2001-present	- -
ALUMNI - What year did you finish secondary school studies?	
1935-1970	- -
1971-1980	- -
1981-1990	- -
1991-2000	- -
2001-present	- -

Miss Terry International School Self Study Results

TOTAL IN AGREEMENT

SECTION A: SCHOOL GUIDING STATEMENTS

STANDARD A1 - The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school's chosen nomenclature and format) for students.

Total in Agreement

Counts Analysis % Respondents	Total		
		Total in Agreement	Total - Disagreement
STUDENTS - 1. I am familiar with my school's mission or philosophy statement.	288	224 77.8%	64 22.2%
STAFF - 1. The school's Philosophy and Objectives or Mission Statement is appropriate to this school.	79	77 97.5%	2 2.5%
STAFF - 3. The school's Philosophy and Objectives or Mission Statement is regularly reviewed and revised, as necessary.	78	73 93.6%	5 6.4%
PARENTS - 1. I know and understand the mission or philosophy of my child's school.	169	166 98.2%	3 1.8%
BOARD - 1. The Philosophy and Objectives or Mission Statement of the school is clear, effective, and appropriate for the school.	5	5 100.0%	- -
BOARD - 2. I had an opportunity to provide input into the school's Philosophy and Objectives or Mission Statement.	5	4 80.0%	1 20.0%
BOARD - 3. I am aware of the review process for the school's Philosophy and Objectives or Mission Statement.	5	4 80.0%	1 20.0%
BOARD - 4. The school's Philosophy and Objectives or Mission Statement is used by the Board in making decisions about school programs and practices.	5	5 100.0%	- -
BOARD - 5. As an individual board member, I regularly refer to the school's Philosophy and Objectives or Mission Statement in my decision making.	5	4 80.0%	1 20.0%

Miss Terry International School Self Study Results

TOTAL IN AGREEMENT

SECTION A: SCHOOL GUIDING STATEMENTS

STANDARD A1 - The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school’s chosen nomenclature and format) for students.

Total in Agreement

Counts Analysis % Respondents	Total		
		Total in Agreement	Total - Disagreement
ALUMNI - 1. I was aware of the major focus of the school’s mission when I was a student there.	-	-	-

Miss Terry International School Self Study Results

STANDARD A1b - Students Total in Agreement by Gender and Grade

Counts Analysis % Respondents	Base	STUDENTS - Gender:		STUDENTS - Grade/Year Group:									
		Male	Female	5th	6th	7th	8th	9th	10th	11th	12th	13th	
STUDENTS - 1. I am familiar with my school's mission or philosophy statement.													
Total in Agreement	224 77.8%	119 74.8%	105 81.4%	- -	35 68.6%	4 100.0%	33 73.3%	51 85.0%	22 91.7%	23 71.9%	27 73.0%	29 82.9%	
Total - Disagreement	64 22.2%	40 25.2%	24 18.6%	- -	16 31.4%	- -	12 26.7%	9 15.0%	2 8.3%	9 28.1%	10 27.0%	6 17.1%	

STANDARD A1b - Faculty/Staff Total in Agreement by Position

Counts Analysis % Respondents	Base	STAFF - Position:	
		Academic Staff (heads of subjects or divisions, teachers, librarians, guidance staff, teacher assistants)	Support Staff
STAFF - 1. The school's Philosophy and Objectives or Mission Statement is appropriate to this school.			
Total in Agreement	77 97.5%	63 96.9%	14 100.0%
Total - Disagreement	2 2.5%	2 3.1%	- -

Miss Terry International School Self Study Results

STANDARD A1d - Faculty/Staff Total in Agreement by Position

Counts Analysis % Respondents	Base	STAFF - Position:	
		Academic Staff (heads of subjects or divisions, teachers, librarians, guidance staff, teacher assistants)	Support Staff
STAFF - 3. The school's Philosophy and Objectives or Mission Statement is regularly reviewed and revised, as necessary.			
Total in Agreement	73 93.6%	59 92.2%	14 100.0%
Total - Disagreement	5 6.4%	5 7.8%	- -

STANDARD A2 - The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.

Total in Agreement

Counts Analysis % Respondents	Total		
		Total in Agreement	Total - Disagreement
STAFF - 5. Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	76	65 85.5%	11 14.5%
PARENTS - 3. Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	169	165 97.6%	4 2.4%
ALUMNI - 2. The school's mission included attention to the development of global awareness and respect for diversity.	-	- -	- -