



Prince George's County Public Schools
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RESEARCH REPORT

SY2008-2009 School Climate Survey Charles Carroll MS

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CHARLES CARROLL MS

Introduction

As part of the comprehensive improvement plan for the 2008–2009 school year, the Prince George’s County Public Schools (PGCPS) Department of Research and Evaluation (DRE) conducted a survey to determine how students, parents, and teachers feel about their schools. By conducting the survey, the DRE was able to collect stakeholders’ opinions on factors such as school leadership, level of safety in the schools, and amount of parental involvement, which, when analyzed, reveal what the stakeholders think about their schools’ overall climate and effectiveness.

With this information, district and school will be able to identify strengths that can be built upon to support future improvements. They can also determine what changes are needed to improve school climate and effectiveness and, thus, advance the academic achievement of students.

How to Interpret the Data

A step-by step guide to interpret the data for each table and figure is provided below:

- **Table 1** provides a summary of the number of students, parents, and teachers that participated in the SY 2008/2009 School Climate Survey. Each stakeholder group — students, parents and teachers/paraprofessionals—is listed in the 1st column. The 2nd column indicates the different subsets of data—your individual school, and all middle schools in the district. This allows you to see how your school compares to the average middle school. The 3rd column (*Sample*) indicates the total number of individuals who were invited to participate in the survey. The 4th column (*Number of Respondents*) indicates the number of participants that responded to the survey. The 5th column (*Response Rate*) is expressed as the percentage of the participants that responded to the survey (Number of Respondents divided by Sample and multiplied by 100).
- **Table 2** provides the percentage of respondents who expressed positive feelings about each of the characteristics of effective schools. The 1st column lists the key characteristics of effective schools measured by this survey (i.e., Effective Instructional Leadership, Clear and Focused Mission, etc.) and a composite measure of all of the key characteristics. The remaining columns represent each stakeholder group, and allow you to compare your school’s results with the results from all middle schools in PGCPS for SY2009.
- **Table 3** is similar to Table 2, except that it shows stakeholders’ perceptions of your school from SY2007 to SY2009 so that you can see where you made progress or where problems have developed over the past two years.
- **Figures 1 - 13** are graphic illustrations of the data presented in Tables 2 and 3. Figure 1 compares stakeholders’ perceptions of your school with the perceptions of stakeholders

about all middle schools in PGCPs for SY2009. Figure 2 show the stakeholders' perception about your school from SY2007 and SY2009. Figures 3 through 13 show the stakeholders' perceptions of individual characteristics of effective schools. The charts on the left side of the page provide a visual comparison of your school's results with those of all middle schools in the district during SY2009. The charts on the right side of the page illustrate a comparison between your school's results from SY2007 and this year's results.

- **Tables 4-6** are the item response tables for each of the stakeholder groups for your school. Table 4 shows the student results, Table 5 displays the parent results and Table 6 represents teacher results. The 1st column lists the items to which participants were asked to respond. The second column (*N*) represents the number of people who responded to that item. Columns 3 through 7 represent the percent of participants who responded in the way indicated at the top of the column.

Table 1 – Summary of Survey Participation

		Sample	Number of Respondents	Response Rate
Students	Charles Carroll MS	445	418	93.9%
	All Middle Schools	9,178	6,860	74.7%
Parents	Charles Carroll MS	414	108	26.1%
	All Middle Schools	8,183	2,222	27.2%
Teachers & Paraprofessionals	Charles Carroll MS	66	43	65.2%
	All Middle Schools	1,527	872	57.1%

Table 2—Percent with Positive Perceptions by Characteristics of Effective Schools, CCMS and All PGCPS Middle Schools

	Students		Parents		Teachers/Paraprofessionals	
	Charles Carroll MS	All Middle Schools	Charles Carroll MS	All Middle Schools	Charles Carroll MS	All Middle Schools
All Characteristics (Composite)	78.9%	67.4%	85.2%	77.9%	67.4%	78.8%
Effective Instructional Leadership	N/A	N/A	85.2%	73.7%	60.5%	75.0%
Clear and Focused Mission	N/A	N/A	85.2%	79.1%	76.7%	82.9%
Safe and Orderly Environment	60.0%	49.9%	80.4%	81.2%	53.5%	67.7%
Positive School Climate	45.9%	39.8%	79.6%	74.3%	55.8%	70.9%
High Expectations	82.2%	74.0%	86.9%	81.1%	69.8%	84.5%
Frequent Assessment/Monitoring of Student Achievement	70.1%	59.7%	83.3%	67.8%	88.4%	89.9%
Emphasis on Basic Skills	86.7%	84.0%	84.5%	75.2%	81.4%	86.3%
Maximum Opportunities for Learning	80.5%	65.6%	80.8%	63.8%	52.4%	65.9%
Parent/Community Involvement	51.3%	44.0%	80.8%	67.5%	50.0%	63.2%
Strong Professional Development	N/A	N/A	N/A	N/A	88.1%	77.1%
Teacher Involvement in Decision-making	N/A	N/A	N/A	N/A	50.0%	57.6%

Table 3—Percent with Positive Perceptions by Characteristics of Effective Schools, SY2007 and SY2009

	Students		Parents		Teachers/Paraprofessionals	
	CCMS SY2007	CCMS SY2009	CCMS SY2007	CCMS SY2009	CCMS SY2007	CCMS SY2009
All Characteristics (Composite)	73.8%	78.9%	84.9%	85.2%	87.2%	67.4%
Effective Instructional Leadership	N/A	N/A	87.1%	85.2%	74.4%	60.5%
Clear and Focused Mission	N/A	N/A	89.1%	85.2%	92.3%	76.7%
Safe and Orderly Environment	57.7%	60.0%	86.0%	80.4%	70.3%	53.5%
Positive School Climate	51.8%	45.9%	80.4%	79.6%	73.0%	55.8%
High Expectations	76.9%	82.2%	87.0%	86.9%	81.1%	69.8%
Frequent Assessment/Monitoring of Student Achievement	66.3%	70.1%	72.8%	83.3%	91.9%	88.4%
Emphasis on Basic Skills	85.2%	86.7%	84.1%	84.5%	100.0%	81.4%
Maximum Opportunities for Learning	76.2%	80.5%	77.3%	80.8%	78.4%	52.4%
Parent/Community Involvement	47.9%	51.3%	80.7%	80.8%	51.4%	50.0%
Strong Professional Development	N/A	N/A	N/A	N/A	75.7%	88.1%
Teacher Involvement in Decision-making	N/A	N/A	N/A	N/A	69.4%	50.0%

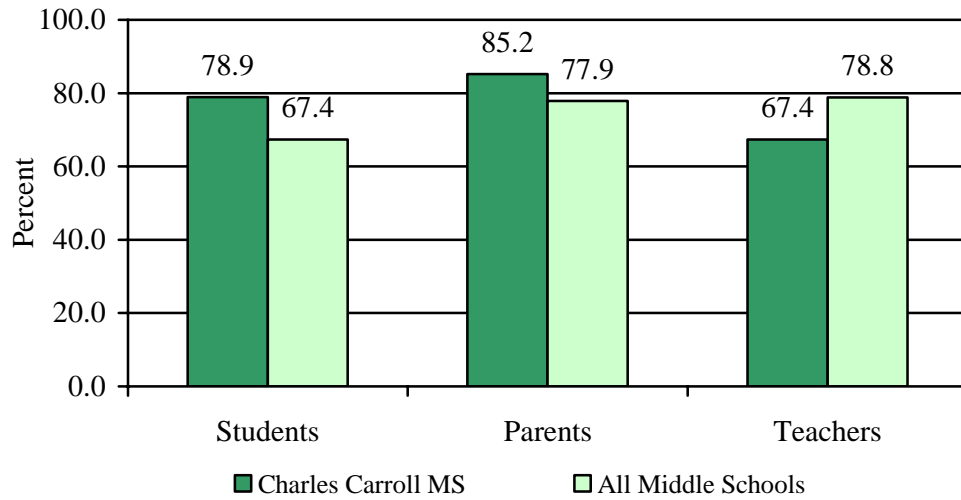


Figure 1 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, CCMS and all PGCPS Middle Schools

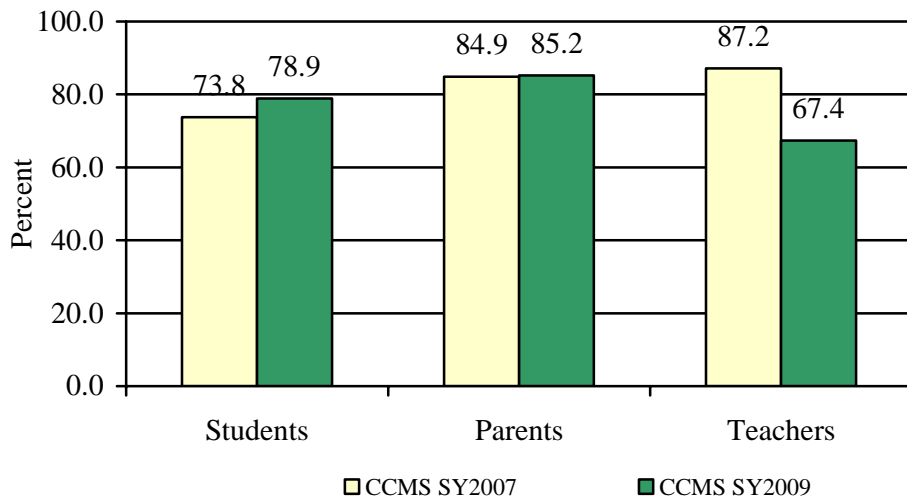


Figure 2 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, SY2007—SY2009

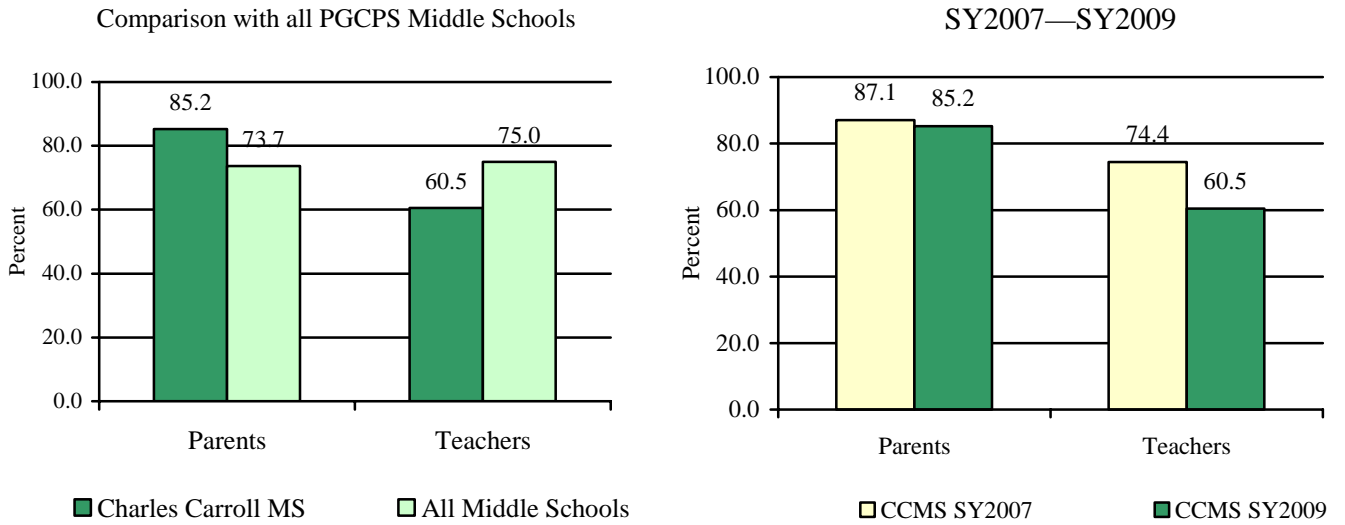


Figure 3 – Effective Instructional Leadership – Percent with Positive Perception

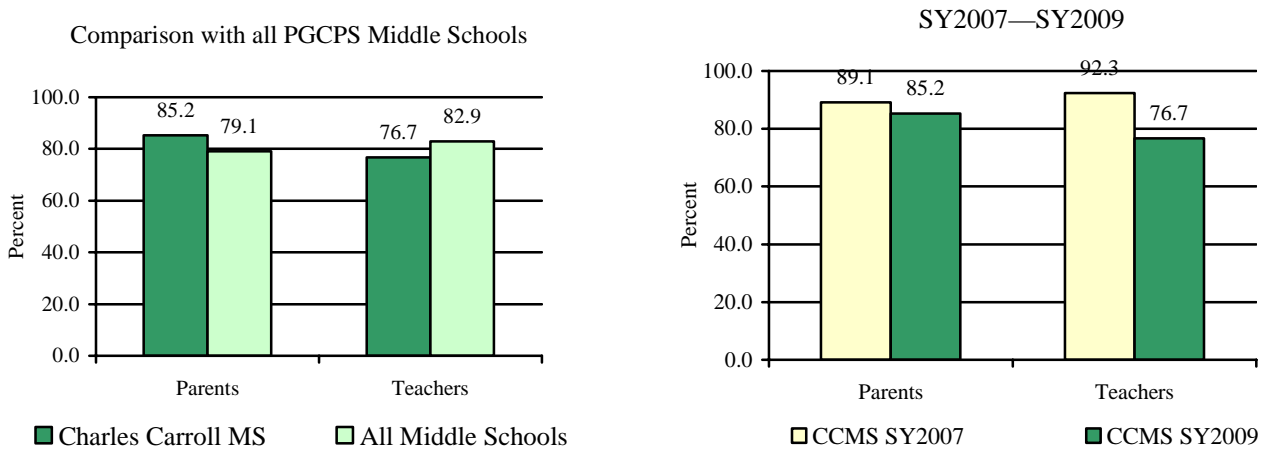


Figure 4 - Clear and Focused Mission – Percent with Positive Perception

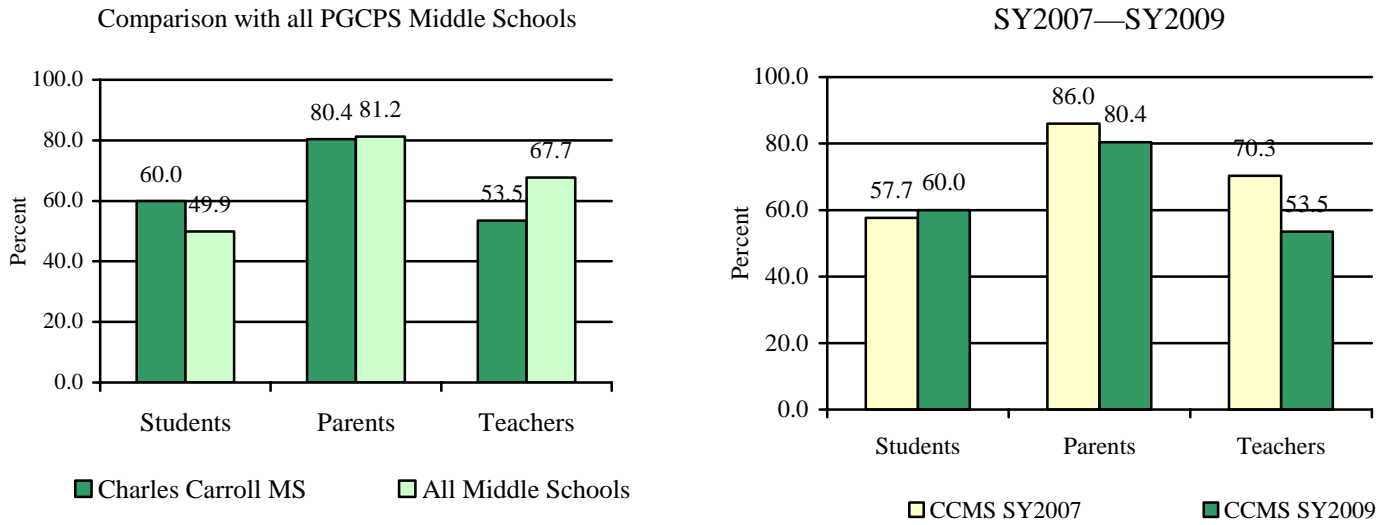


Figure 5 – Safe and Orderly Environment – Percent with Positive Perception

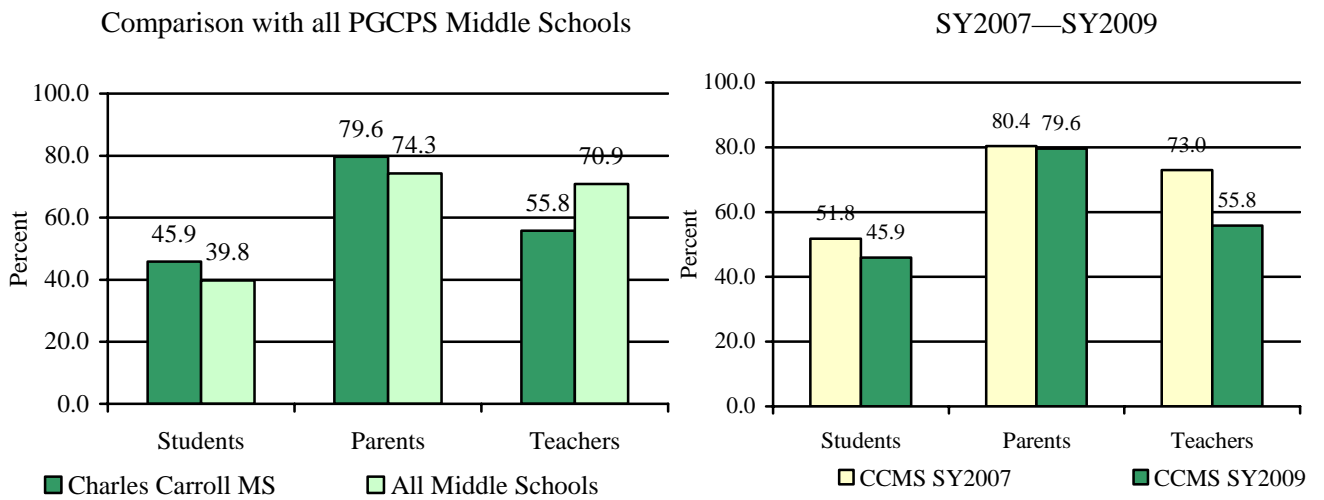


Figure 6 - Positive School Climate – Percent with Positive Perception

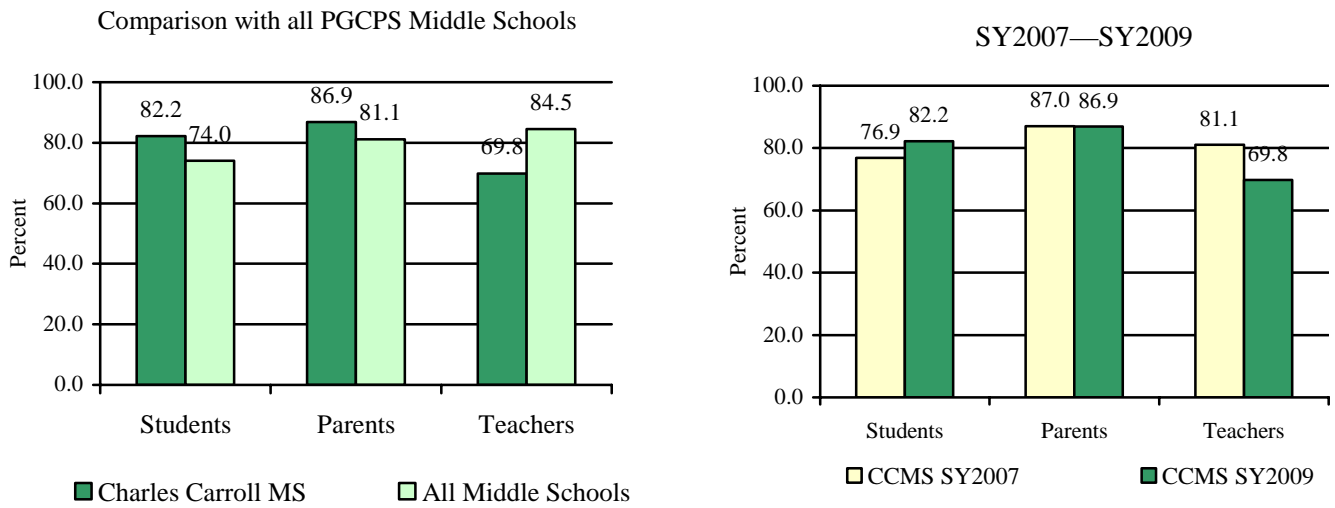


Figure 7 – High Expectations – Percent with Positive Perception

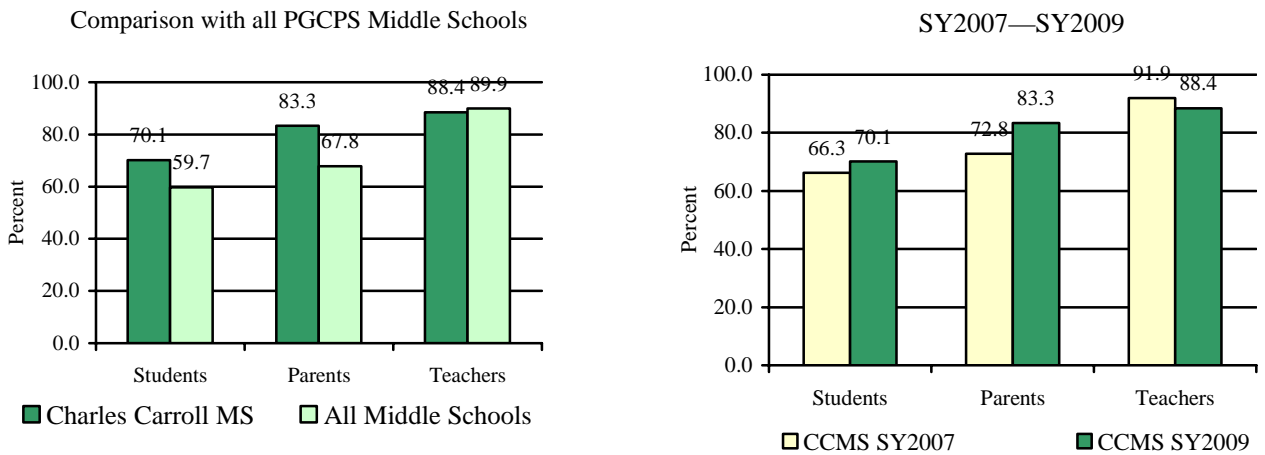


Figure 8 – Frequent Assessment and Monitoring of Student Achievement – Percent with Positive Perception

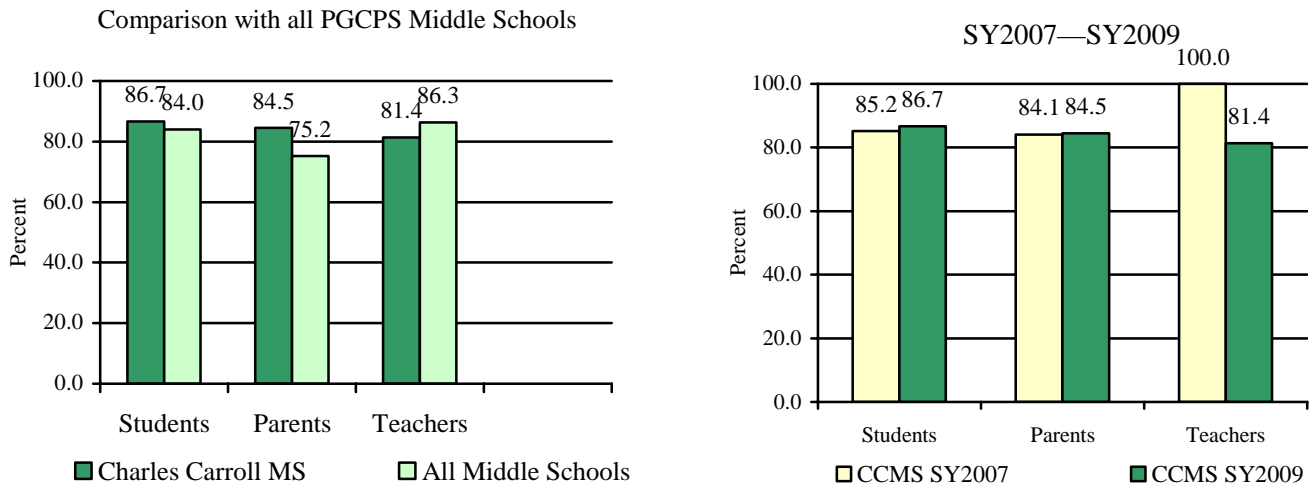


Figure 9 – Emphasis on Basic Skills – Percent with Positive Perception

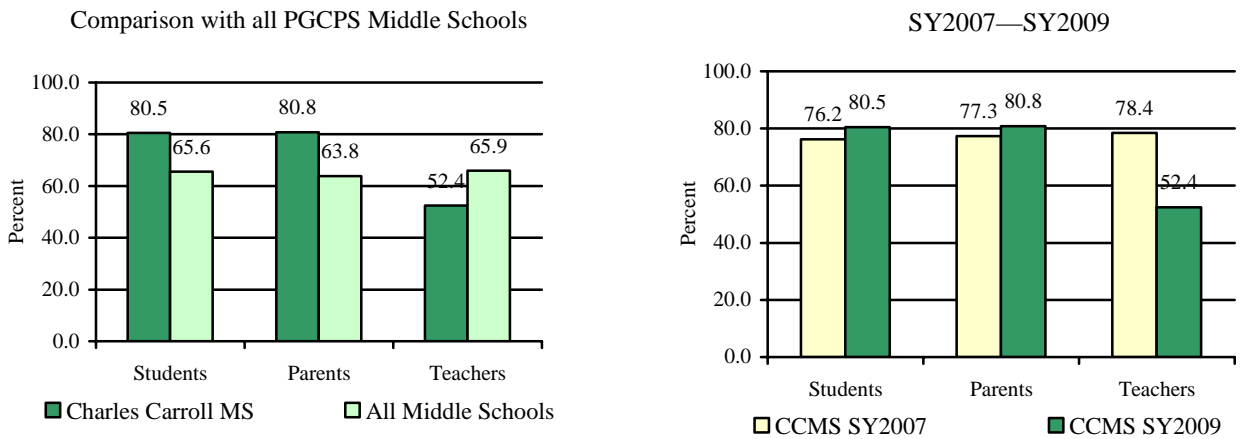


Figure 10 – Maximum Opportunities for Learning – Percent with Positive Perception

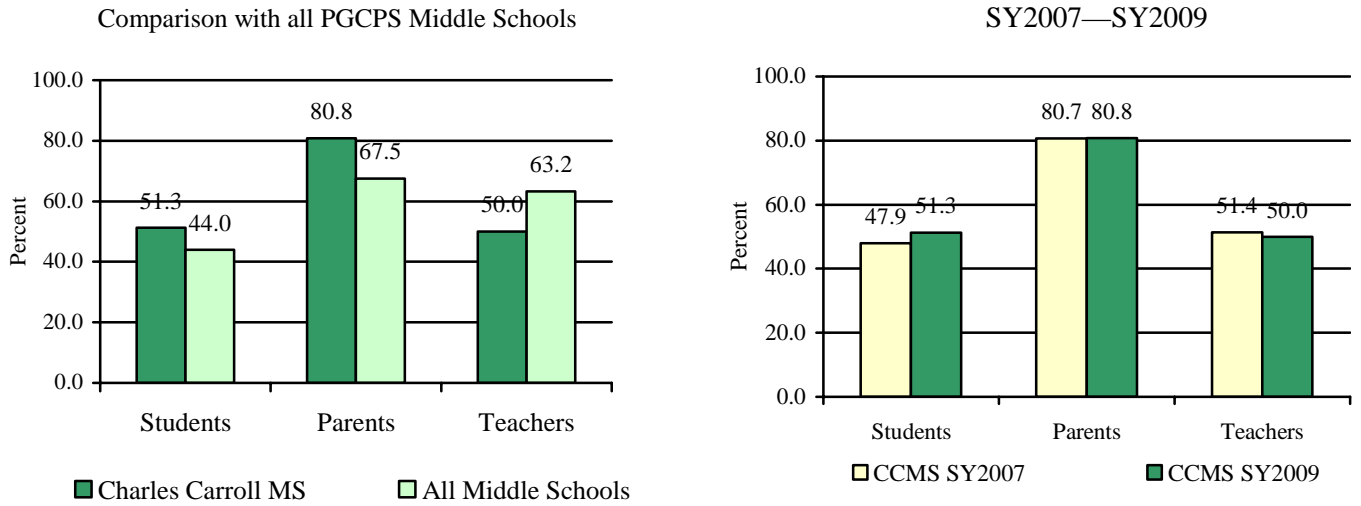


Figure 11 – Parent/Community Involvement – Percent with Positive Perception

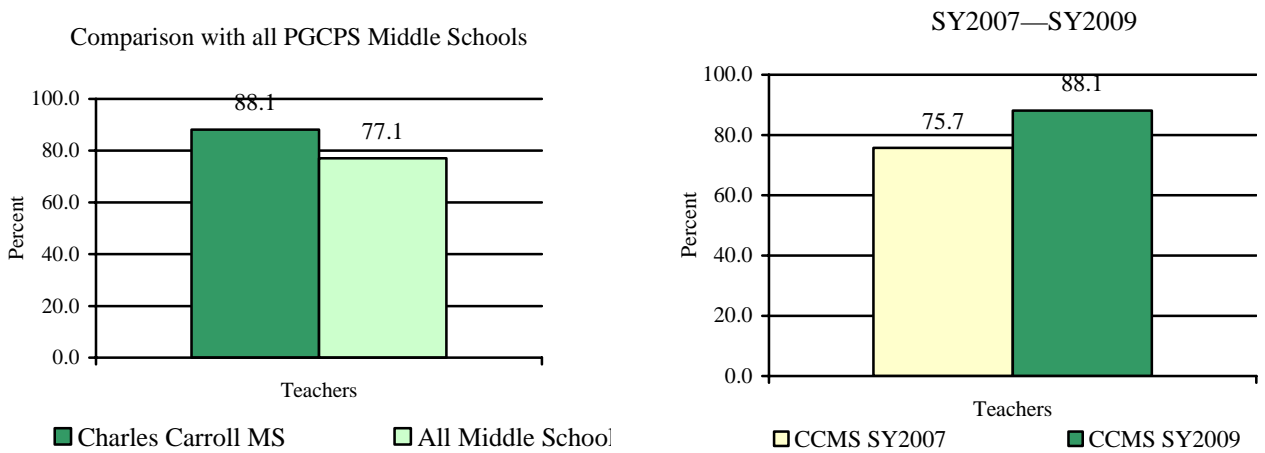


Figure 12 – Strong Professional Development – Percent with Positive Perception

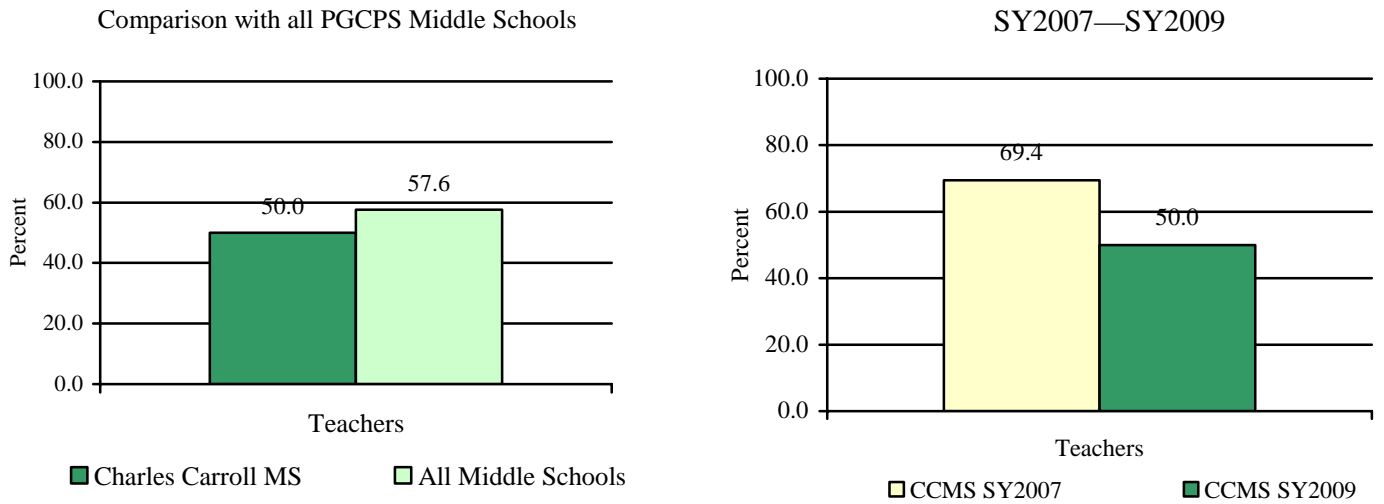


Figure 13 – Teacher Involvement in Decision-making – Percent with Positive Perception

Table 4 – Distribution of Charles Carroll MS Students’ Responses on Survey Items

Key Constructs of the Survey	SY2009						SY2007					
	Number	Percent					Number	Percent				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Safe and Orderly Environment												
1. My school includes instruction in appropriate behavior.	417	18.2%	47.2%	20.6%	9.6%	4.3%	356	16.3%	41.3%	30.6%	7.3%	4.5%
2. School conduct rules are established with input from students.	411	7.1%	30.7%	31.9%	20.0%	10.5%	350	4.9%	25.4%	31.1%	19.7%	18.9%
3. My parents know the school’s student conduct rules.	414	21.3%	36.0%	23.2%	14.0%	5.6%	353	18.4%	33.4%	27.5%	13.9%	6.8%
4. My parents support the school’s student conduct rules.	403	16.6%	31.5%	30.8%	13.4%	7.7%	355	18.0%	32.7%	32.7%	10.4%	6.2%
5. My school building is kept clean and everything works.	413	3.6%	9.7%	21.1%	36.8%	28.8%	358	3.9%	12.6%	24.9%	30.4%	28.2%
6. I know the school safety rules for the school building, parking area and grounds, and school buses.	415	21.7%	44.6%	19.8%	9.6%	4.3%	360	16.9%	40.0%	20.0%	15.6%	7.5%
7. Safety rules are enforced.	412	17.5%	37.4%	30.1%	9.5%	5.6%	358	22.9%	36.3%	26.0%	8.4%	6.4%
8. The school safety rules are generally obeyed by students.	415	2.7%	15.4%	30.8%	30.1%	21.0%	358	3.1%	14.0%	36.0%	27.4%	19.6%
9. Teachers conduct classes in an orderly and efficient manner.	414	8.5%	34.1%	34.3%	15.0%	8.2%	353	10.2%	25.5%	36.0%	16.4%	11.9%
Positive School Climate												
10. Teachers and students at my school trust and respect each other.	413	5.6%	14.8%	25.9%	30.0%	23.7%	356	6.7%	15.4%	32.0%	27.5%	18.3%

Key Constructs of the Survey	SY2009						SY2007					
	Number	Percent					Number	Percent				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. Teachers are approachable, so I feel comfortable asking for help.	410	15.1%	31.2%	28.0%	13.4%	12.2%	354	13.3%	31.1%	32.5%	13.6%	9.6%
12. Absenteeism is not a problem at my school.	411	6.8%	10.7%	26.8%	31.9%	23.8%	355	3.9%	15.5%	42.0%	20.8%	17.7%
13. The school rewards students and teachers for their achievements.	412	21.8%	37.9%	23.1%	9.2%	8.0%	359	28.1%	36.2%	20.9%	8.9%	5.8%
14. Students and teachers at school take good care of the school building and grounds.	415	5.5%	16.4%	31.1%	28.2%	18.8%	354	5.1%	19.5%	30.5%	25.7%	19.2%
15. I feel safe at school.	414	8.7%	27.3%	30.0%	15.9%	18.1%	355	13.2%	26.8%	31.5%	13.8%	14.6%
16. I am proud of the appearance of the building and grounds of my school.	416	5.8%	19.2%	37.0%	18.8%	19.2%	359	7.2%	18.9%	34.5%	20.6%	18.7%
17. Teachers care about their students as individuals.	405	8.6%	27.4%	38.3%	16.0%	9.6%	360	8.6%	29.4%	34.7%	15.0%	12.2%
18. My teachers like teaching the subjects they teach.	402	19.7%	36.6%	31.6%	8.7%	3.5%	355	24.2%	37.2%	26.8%	6.8%	5.1%
19. I am proud to be a student at this school.	402	12.4%	30.6%	32.8%	12.9%	11.2%	349	16.0%	23.5%	33.8%	11.7%	14.9%
High Expectations												
20. My teachers encourage me to do my best on assigned work and tests.	402	33.3%	43.0%	14.7%	5.7%	3.2%	357	31.1%	38.7%	19.9%	4.2%	6.2%
21. My teachers expect all students to do well in school.	404	31.9%	43.8%	13.6%	5.7%	5.0%	357	29.1%	33.9%	23.2%	7.3%	6.4%
22. My teachers challenge me to learn as much as I can.	404	28.2%	43.8%	19.1%	6.4%	2.5%	358	25.4%	38.5%	24.0%	5.3%	6.7%

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Frequent Assessment/Monitoring of Student Achievement												
23. My teachers keep track of how I am doing in my school work.	403	22.3%	41.7%	26.1%	6.9%	3.0%	356	22.5%	38.2%	25.6%	8.4%	5.3%
24. The grades I get are a good indication of my ability and effort.	397	15.9%	35.8%	25.2%	14.4%	8.8%	359	20.9%	31.5%	26.7%	13.1%	7.8%
25. My teachers tell me how I am doing on my tests and assigned school work.	403	18.9%	42.7%	24.6%	9.2%	4.7%	357	17.9%	37.0%	27.7%	12.3%	5.0%
26. My teachers keep my parents informed about my progress in my classes.	405	16.5%	30.1%	28.1%	14.6%	10.6%	356	18.3%	26.7%	29.2%	15.4%	10.4%
Emphasis on Basic Skills												
27. The things I learn in my English class are important.	401	34.4%	42.1%	14.5%	4.2%	4.7%	358	36.0%	39.1%	16.8%	3.1%	5.0%
28. The things I learn in my social studies class are important.	403	29.5%	41.9%	16.1%	6.9%	5.5%	356	29.5%	38.5%	21.3%	6.2%	4.5%
29. The things I learn in my mathematics class are important.	403	43.9%	42.7%	8.2%	1.5%	3.7%	356	45.2%	34.3%	11.8%	2.5%	6.2%
30. The things I learn in my science class are important.	402	34.3%	43.8%	14.9%	3.0%	4.0%	357	25.2%	33.1%	23.2%	9.5%	9.0%
31. I will be able to make good use of what I learn in English class.	403	34.2%	39.0%	18.1%	6.0%	2.7%	356	38.8%	34.0%	19.9%	3.4%	3.9%
32. I will be able to make good use of what I learn in social studies class.	401	26.4%	40.1%	19.5%	7.2%	6.7%	355	25.9%	37.2%	25.4%	7.3%	4.2%

Key Constructs of the Survey	SY2009						SY2007					
	Survey Items	Number	Percent				Number	Percent				
			Strongly Agree	Agree	Neutral	Disagree		Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree
33. I will be able to make good use of what I learn in mathematics class.	390	43.1%	42.6%	9.2%	2.8%	2.3%	355	42.3%	33.2%	15.5%	3.4%	5.6%
34. I will be able to make good use of what I learn in science class.	390	31.3%	43.6%	17.2%	5.1%	2.8%	354	22.6%	31.9%	22.3%	10.5%	12.7%
Maximum Opportunities for Learning												
35. My school offers a variety of elective classes such as music, art, foreign languages, and vocational education.	389	29.6%	43.7%	17.5%	6.4%	2.8%	357	30.8%	38.4%	19.9%	5.0%	5.9%
36. My homework assignments are challenging.	389	17.0%	30.8%	35.2%	11.3%	5.7%	342	20.8%	33.9%	35.1%	5.6%	4.7%
37. Classes are seldom interrupted by activities, announcements, or other people.	385	20.0%	28.1%	29.6%	14.0%	8.3%	339	16.2%	24.2%	36.9%	15.3%	7.4%
38. In my classes I have the opportunity to work on lessons with other students.	386	17.4%	49.7%	23.1%	5.7%	4.1%	338	11.8%	37.3%	33.4%	10.1%	7.4%
39. The material presented in class is often interesting.	388	8.5%	34.5%	35.8%	13.9%	7.2%	338	5.6%	29.9%	40.5%	15.7%	8.3%
40. The way the teachers present the material in my classes makes the subjects interesting.	387	10.3%	30.2%	36.2%	13.2%	10.1%	338	9.5%	28.7%	38.5%	13.6%	9.8%
41. The way my textbooks and workbooks present information helps me learn the course material.	388	13.4%	38.7%	30.7%	10.6%	6.7%	340	12.1%	35.9%	35.3%	11.2%	5.6%

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
42. The school provides many extracurricular activities.	389	18.8%	41.4%	24.9%	10.0%	4.9%	339	24.8%	34.2%	27.7%	8.8%	4.4%
43. I am getting what I need from this school.	389	12.9%	38.0%	32.9%	9.8%	6.4%	339	14.5%	33.9%	30.7%	12.1%	8.8%
44. My teachers know their subject areas well.	388	24.7%	40.7%	26.0%	5.7%	2.8%	338	24.9%	40.5%	24.3%	6.8%	3.6%
45. My teachers can explain material in a way that I can understand.	388	16.8%	41.0%	29.1%	7.5%	5.7%	339	13.6%	33.9%	34.5%	12.1%	5.9%
46. My teachers are well prepared.	390	16.4%	45.1%	25.9%	7.9%	4.6%	334	15.6%	40.1%	29.6%	9.9%	4.8%
Parent/Community Involvement												
47. My parents actively support school events.	386	10.4%	24.1%	31.1%	21.5%	13.0%	337	10.1%	20.8%	37.4%	17.8%	13.9%
48. My parents are aware of what happens at school.	389	18.3%	37.3%	24.7%	10.0%	9.8%	338	21.9%	29.6%	25.4%	11.2%	11.8%

Table 5 – Distribution of Charles Carroll MS Parents’ Responses on Survey Items

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effective Instructional Leadership												
1. The principal and assistant principals know enough about the school to provide effective leadership.	108	32.4%	45.4%	14.8%	4.6%	2.8%	93	44.1%	38.7%	16.1%	1.1%	0.0%
2. Free and open communication occurs among parents, faculty, and administration.	107	23.4%	54.2%	10.3%	9.3%	2.8%	92	33.7%	41.3%	16.3%	5.4%	3.3%
3. Decisions about instruction are made using information from parents and the community.	107	12.1%	40.2%	40.2%	5.6%	1.9%	92	18.5%	37.0%	29.3%	13.0%	2.2%
4. The principal and teachers show leadership in promoting quality instruction.	106	29.2%	44.3%	14.2%	10.4%	1.9%	91	31.9%	41.8%	17.6%	7.7%	1.1%
5. The principal and teachers make good instruction the most important school priority.	107	26.2%	47.7%	15.9%	6.5%	3.7%	91	38.5%	40.7%	13.2%	5.5%	2.2%
6. The principal is an effective leader for improving classroom instruction.	107	34.6%	42.1%	15.0%	3.7%	4.7%	92	39.1%	40.2%	12.0%	5.4%	3.3%
Clear and Focused Mission												
7. The school has a written plan that clearly indicates what the school is trying to achieve.	107	28.0%	41.1%	19.6%	7.5%	3.7%	92	41.3%	34.8%	19.6%	3.3%	1.1%

Key Constructs of the Survey	SY2009						SY2007					
	Survey Items	Number	Percent				Number	Percent				
			Strongly Agree	Agree	Neutral	Disagree		Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree
8. The school's written plan is developed with participation by teachers and parents.	105	15.2%	47.6%	26.7%	6.7%	3.8%	91	24.2%	38.5%	26.4%	8.8%	2.2%
9. Parents and students are aware of school purposes and goals.	108	28.7%	50.9%	12.0%	5.6%	2.8%	91	35.2%	47.3%	12.1%	4.4%	1.1%
10. Teachers inform students of what they are expected to learn.	105	29.5%	52.4%	6.7%	7.6%	3.8%	90	37.8%	43.3%	8.9%	8.9%	1.1%
Safe and Orderly Environment												
11. Students are informed of how they are expected to behave in school and at school activities.	106	44.3%	41.5%	5.7%	4.7%	3.8%	91	42.9%	47.3%	8.8%	1.1%	0.0%
12. Students are disciplined in a fair and consistent manner.	107	26.2%	35.5%	17.8%	9.3%	11.2%	93	32.3%	40.9%	11.8%	9.7%	5.4%
13. Parents are involved in and support school disciplinary practices.	107	23.4%	43.9%	22.4%	6.5%	3.7%	93	33.3%	33.3%	22.6%	6.5%	4.3%
14. The school buildings and grounds are clean and well maintained.	104	19.2%	42.3%	20.2%	9.6%	8.7%	92	22.8%	50.0%	19.6%	2.2%	5.4%
15. Students are taught to act in a safe and responsible manner.	105	29.5%	47.6%	10.5%	7.6%	4.8%	92	34.8%	46.7%	15.2%	2.2%	1.1%
Positive School Climate												
16. An atmosphere of respect and trust exists in the school.	104	21.2%	40.4%	17.3%	10.6%	10.6%	89	23.6%	42.7%	19.1%	12.4%	2.2%
17. Social and cultural differences are respected in the school.	107	15.9%	47.7%	23.4%	6.5%	6.5%	91	23.1%	47.3%	18.7%	7.7%	3.3%
18. Students and teachers have a positive attitude toward school.	107	15.9%	52.3%	18.7%	8.4%	4.7%	90	23.3%	41.1%	25.6%	6.7%	3.3%

Key Constructs of the Survey	SY2009						SY2007						
	Survey Items	Number	Percent					Number	Percent				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19. Students are recognized for their accomplishments.	108	39.8%	40.7%	12.0%	2.8%	4.6%	92	43.5%	37.0%	16.3%	2.2%	1.1%	
20. School staff members and students work together to keep the school clean and attractive.	107	20.6%	47.7%	18.7%	7.5%	5.6%	90	18.9%	47.8%	24.4%	7.8%	1.1%	
21. Students feel that the school is a good place to be.	107	21.5%	47.7%	15.0%	8.4%	7.5%	91	25.3%	37.4%	30.8%	5.5%	1.1%	
22. The teachers and staff consider the interests and needs of each student.	107	15.0%	48.6%	19.6%	11.2%	5.6%	92	25.0%	39.1%	22.8%	9.8%	3.3%	
High Expectations													
23. School staff members set high, but appropriate and achievable, goals for students.	106	15.1%	61.3%	16.0%	4.7%	2.8%	92	29.3%	43.5%	18.5%	7.6%	1.1%	
24. Students and parents know what the school expects of them.	107	24.3%	57.0%	12.1%	4.7%	1.9%	92	34.8%	48.9%	14.1%	1.1%	1.1%	
25. All students, regardless of social or cultural differences, are expected to work toward high standards.	107	29.9%	51.4%	12.1%	3.7%	2.8%	92	43.5%	39.1%	16.3%	1.1%	0.0%	
Frequent Assessment/Monitoring of Student Achievement													
26. The school keeps track of each student's performance.	107	28.0%	56.1%	8.4%	5.6%	1.9%	92	33.7%	40.2%	16.3%	8.7%	1.1%	
27. Student performance is evaluated in a variety of ways.	106	17.9%	50.9%	25.5%	2.8%	2.8%	92	26.1%	54.3%	13.0%	6.5%	0.0%	
28. Parents are kept informed of how well their children are doing in school.	107	29.9%	41.1%	14.0%	10.3%	4.7%	92	43.5%	26.1%	19.6%	5.4%	5.4%	

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29. The school quickly informs parents when their children are not doing well.	106	31.1%	37.7%	11.3%	15.1%	4.7%	92	30.4%	33.7%	17.4%	7.6%	10.9%
30. Students are kept informed of how well they are doing in school.	107	25.2%	39.3%	20.6%	9.3%	5.6%	91	28.6%	40.7%	19.8%	8.8%	2.2%
Emphasis on Basic Skills												
31. Students are taught to apply basic skills and problem-solving skills in reading, writing, mathematics, science, and social studies.	103	31.1%	51.5%	8.7%	5.8%	2.9%	87	37.9%	44.8%	11.5%	3.4%	2.3%
32. The school provides learning activities to help students with special needs or interests.	103	25.2%	51.5%	16.5%	4.9%	1.9%	88	33.0%	37.5%	23.9%	2.3%	3.4%
Maximum Opportunities for Learning												
33. Teachers spend as much time as needed on instruction.	102	15.7%	34.3%	34.3%	9.8%	5.9%	88	17.0%	42.0%	20.5%	10.2%	10.2%
34. There are few disruptions to instruction in the school.	103	8.7%	35.0%	32.0%	16.5%	7.8%	88	13.6%	43.2%	22.7%	12.5%	8.0%
35. Field trips and other activities are used appropriately to support instruction.	104	15.4%	53.8%	17.3%	3.8%	9.6%	88	22.7%	43.2%	25.0%	4.5%	4.5%
36. School courses are varied to meet the different needs, interests, and abilities of students.	104	14.4%	51.0%	26.0%	4.8%	3.8%	88	17.0%	51.1%	25.0%	5.7%	1.1%
37. Students have enough opportunities to learn with and from each other.	103	10.7%	52.4%	24.3%	9.7%	2.9%	88	23.9%	42.0%	27.3%	5.7%	1.1%

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
38. Teachers are adequately prepared for their teaching fields.	100	14.0%	55.0%	19.0%	9.0%	3.0%	88	23.9%	40.9%	23.9%	8.0%	3.4%
Parent/Community Involvement												
39. Parents and parent groups have a voice in school policies.	102	17.6%	42.2%	26.5%	8.8%	4.9%	87	16.1%	44.8%	29.9%	5.7%	3.4%
40. Parents and parent groups actively participate in school activities.	102	12.7%	41.2%	30.4%	10.8%	4.9%	88	17.0%	42.0%	30.7%	8.0%	2.3%
41. Parents and school staff members often share information about students' progress and plans.	104	15.4%	52.9%	17.3%	7.7%	6.7%	88	21.6%	47.7%	19.3%	9.1%	2.3%
42. Parents are encouraged to support the instructional activities of the school.	103	30.1%	50.5%	7.8%	5.8%	5.8%	87	33.3%	42.5%	17.2%	4.6%	2.3%
43. Parents have opportunities to get involved in the development of school budgets.	103	10.7%	41.7%	29.1%	11.7%	6.8%	87	19.5%	29.9%	36.8%	10.3%	3.4%
44. The school gives parents news about their children's accomplishments.	104	32.7%	44.2%	11.5%	7.7%	3.8%	88	40.9%	31.8%	15.9%	6.8%	4.5%

Table 6 – Distribution of Charles Carroll MS Teachers/Paraprofessionals’ Responses on Survey Items

Key Constructs of the Survey	SY2009						SY2007					
	Number	Percent					Number	Percent				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effective Instructional Leadership												
1. Administrators know the school and district curriculum.	43	25.6%	32.6%	18.6%	18.6%	4.7%	39	25.6%	43.6%	15.4%	12.8%	2.6%
2. Communication between the faculty and administration is frequent and effective.	43	18.6%	23.3%	34.9%	11.6%	11.6%	39	23.1%	38.5%	15.4%	15.4%	7.7%
3. Instructional decisions for the school are based on input from the community, teachers, and administrators.	43	16.3%	32.6%	16.3%	20.9%	14.0%	38	5.3%	39.5%	28.9%	23.7%	2.6%
4. The principal is involved in the instructional process.	43	18.6%	32.6%	16.3%	23.3%	9.3%	39	17.9%	41.0%	25.6%	12.8%	2.6%
5. The principal and teachers make instructional effectiveness the highest priority in the school.	43	25.6%	37.2%	18.6%	18.6%	0.0%	39	25.6%	46.2%	10.3%	15.4%	2.6%
6. The principal provides leadership in the improvement of the instructional program.	43	20.9%	30.2%	27.9%	16.3%	4.7%	39	30.8%	41.0%	15.4%	10.3%	2.6%
7. Administrators complete fair and meaningful evaluations of each employee.	43	18.6%	25.6%	27.9%	20.9%	7.0%	39	23.1%	48.7%	17.9%	5.1%	5.1%
8. The principal encourages teachers to participate in leadership roles.	43	23.3%	48.8%	18.6%	9.3%	0.0%	39	33.3%	53.8%	10.3%	2.6%	0.0%

Key Constructs of the Survey	SY2009						SY2007					
	Survey Items	Number	Percent				Number	Percent				
			Strongly Agree	Agree	Neutral	Disagree		Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree
Clear and Focused Mission												
9. The school has a plan for the year that includes goals and objectives.	43	27.9%	48.8%	11.6%	11.6%	0.0%	39	41.0%	48.7%	7.7%	2.6%	0.0%
10. The school plan is developed with participation by teachers and community members.	43	18.6%	44.2%	23.3%	14.0%	0.0%	39	23.1%	43.6%	20.5%	10.3%	2.6%
11. Important social trends are considered in school planning.	43	9.3%	44.2%	16.3%	27.9%	2.3%	39	7.7%	48.7%	35.9%	7.7%	0.0%
12. Teachers and students know the school's purpose and goals.	43	18.6%	41.9%	25.6%	11.6%	2.3%	39	17.9%	56.4%	17.9%	7.7%	0.0%
13. The goals of teachers are consistent with school and district goals.	43	20.9%	51.2%	16.3%	11.6%	0.0%	37	21.6%	51.4%	27.0%	0.0%	0.0%
14. Teachers communicate instructional goals to students.	42	28.6%	52.4%	7.1%	11.9%	0.0%	39	23.1%	59.0%	15.4%	2.6%	0.0%
15. The school plan is revised, monitored, and reviewed periodically.	43	23.3%	39.5%	20.9%	14.0%	2.3%	39	30.8%	53.8%	10.3%	5.1%	0.0%
Safe and Orderly Environment												
16. School conduct rules and procedures are taught along with other skills.	43	11.6%	53.5%	4.7%	18.6%	11.6%	37	29.7%	54.1%	5.4%	10.8%	0.0%
17. Disciplinary procedures are implemented in a fair and consistent manner.	43	7.0%	20.9%	16.3%	25.6%	30.2%	37	2.7%	48.6%	21.6%	16.2%	10.8%
18. Parents are involved in and support the school's disciplinary procedures.	43	7.0%	14.0%	32.6%	23.3%	23.3%	37	2.7%	24.3%	43.2%	18.9%	10.8%

Key Constructs of the Survey	SY2009						SY2007						
	Survey Items	Number	Percent					Number	Percent				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19. The physical plant is clean and well maintained.	43	14.0%	51.2%	20.9%	9.3%	4.7%	37	21.6%	48.6%	21.6%	5.4%	2.7%	
20. Appropriate safety principles are taught and practiced.	43	14.0%	37.2%	25.6%	18.6%	4.7%	37	16.2%	51.4%	16.2%	16.2%	0.0%	
Positive School Climate													
21. An atmosphere of respect and trust exists in the school.	43	7.0%	25.6%	23.3%	25.6%	18.6%	37	13.5%	32.4%	32.4%	16.2%	5.4%	
22. Social and cultural differences are respected in the school.	43	20.9%	44.2%	20.9%	11.6%	2.3%	37	18.9%	45.9%	16.2%	18.9%	0.0%	
23. Teachers have a positive attitude toward their school.	43	11.6%	18.6%	20.9%	37.2%	11.6%	37	2.7%	64.9%	18.9%	13.5%	0.0%	
24. Students have a positive attitude toward their school.	43	4.7%	20.9%	30.2%	39.5%	4.7%	37	0.0%	48.6%	29.7%	16.2%	5.4%	
25. Teacher attendance is high.	43	7.0%	30.2%	39.5%	16.3%	7.0%	37	5.4%	21.6%	40.5%	29.7%	2.7%	
26. Student attendance is high.	43	7.0%	51.2%	30.2%	11.6%	0.0%	37	2.7%	43.2%	29.7%	24.3%	0.0%	
27. Teachers are recognized for their accomplishments.	43	9.3%	37.2%	16.3%	30.2%	7.0%	36	19.4%	44.4%	16.7%	16.7%	2.8%	
28. Students are recognized for their accomplishments.	43	11.6%	74.4%	9.3%	4.7%	0.0%	37	18.9%	59.5%	21.6%	0.0%	0.0%	
29. Teachers, students, and administrators assume responsibility, as appropriate, for the physical appearance of the school.	42	4.8%	45.2%	28.6%	19.0%	2.4%	37	13.5%	51.4%	27.0%	5.4%	2.7%	
30. The school physical facilities contribute to a positive school climate.	43	11.6%	44.2%	27.9%	11.6%	4.7%	37	10.8%	51.4%	18.9%	13.5%	5.4%	

Key Constructs of the Survey	SY2009						SY2007						
	Survey Items	Number	Percent				Strongly Disagree	Number	Percent				Strongly Disagree
			Strongly Agree	Agree	Neutral	Disagree			Strongly Agree	Agree	Neutral	Disagree	
High Expectations													
31. Classroom learning expectations are high, appropriate, and achievable.	43	23.3%	41.9%	14.0%	20.9%	0.0%	37	10.8%	62.2%	13.5%	10.8%	2.7%	
32. Expectations are communicated to faculty, support staff, students, and parents.	43	25.6%	39.5%	20.9%	14.0%	0.0%	37	21.6%	64.9%	13.5%	0.0%	0.0%	
33. All students, regardless of social or cultural differences, are expected to work toward high standards.	43	34.9%	37.2%	14.0%	14.0%	0.0%	37	29.7%	54.1%	8.1%	8.1%	0.0%	
34. Expectations for students are based on knowledge of students and their previous performance.	43	20.9%	39.5%	14.0%	25.6%	0.0%	37	16.2%	51.4%	18.9%	10.8%	2.7%	
35. High academic expectations are consistently maintained over time.	43	23.3%	34.9%	14.0%	27.9%	0.0%	37	10.8%	54.1%	24.3%	10.8%	0.0%	
Frequent Assessment/Monitoring of Student Achievement													
36. Student performance is regularly evaluated.	43	30.2%	58.1%	7.0%	4.7%	0.0%	37	29.7%	56.8%	10.8%	2.7%	0.0%	
37. Student performance is evaluated in a variety of ways.	43	27.9%	58.1%	9.3%	4.7%	0.0%	37	27.0%	43.2%	10.8%	10.8%	8.1%	
38. Assessment data are used to improve the school's curriculum.	43	18.6%	46.5%	14.0%	20.9%	0.0%	37	24.3%	51.4%	18.9%	5.4%	0.0%	
39. Student progress is regularly reported to parents.	43	23.3%	65.1%	4.7%	7.0%	0.0%	37	24.3%	59.5%	8.1%	8.1%	0.0%	

Key Constructs of the Survey	SY2009						SY2007					
	Number	Percent					Number	Percent				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
40. Student assessment data are monitored, and instruction is modified to promote student learning.	43	25.6%	44.2%	20.9%	9.3%	0.0%	36	25.0%	55.6%	13.9%	5.6%	0.0%
41. Students are regularly informed of their progress.	43	27.9%	44.2%	16.3%	11.6%	0.0%	37	27.0%	54.1%	10.8%	8.1%	0.0%
Emphasis on Basic Skills												
42. Basic skills in this school include grade-appropriate skills within content areas, critical/higher-order thinking skills, and problem-solving skills.	43	20.9%	32.6%	16.3%	23.3%	7.0%	36	19.4%	69.4%	8.3%	2.8%	0.0%
43. Students are taught to apply basic skills.	43	23.3%	55.8%	4.7%	16.3%	0.0%	36	22.2%	63.9%	13.9%	0.0%	0.0%
44. Students are tested for both basic knowledge and performance capabilities.	43	18.6%	67.4%	9.3%	4.7%	0.0%	36	16.7%	63.9%	19.4%	0.0%	0.0%
45. Elective subjects are integrated into the school curriculum.	43	23.3%	58.1%	11.6%	7.0%	0.0%	36	25.0%	58.3%	11.1%	5.6%	0.0%
46. The integration of basic skills development into instruction is consistently monitored.	42	9.5%	40.5%	28.6%	19.0%	2.4%	37	8.1%	59.5%	18.9%	10.8%	2.7%
Maximum Opportunities for Learning												
47. Instruction time is used efficiently, so that students cover the expected curriculum content with satisfactory understanding and retention.	41	17.1%	43.9%	9.8%	24.4%	4.9%	37	8.1%	56.8%	13.5%	21.6%	0.0%

Key Constructs of the Survey	SY2009						SY2007					
	Number	Percent					Number	Percent				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
48. Classroom disruptions to instruction are kept to a minimum.	42	11.9%	23.8%	9.5%	35.7%	19.0%	37	8.1%	37.8%	21.6%	13.5%	18.9%
49. Teachers are freed from miscellaneous administrative tasks and duties so they can concentrate on instruction.	42	14.3%	31.0%	16.7%	21.4%	16.7%	36	5.6%	25.0%	27.8%	22.2%	19.4%
50. The administration supports teachers in matters concerning disruptive students.	42	7.1%	19.0%	26.2%	26.2%	21.4%	37	10.8%	45.9%	18.9%	13.5%	10.8%
51. The school offers extracurricular and supplemental activities that support instruction.	42	19.0%	52.4%	14.3%	9.5%	4.8%	36	33.3%	55.6%	11.1%	0.0%	0.0%
52. The curriculum is varied to accommodate needs, interests, and abilities of students.	42	14.3%	50.0%	21.4%	11.9%	2.4%	37	10.8%	56.8%	18.9%	8.1%	5.4%
53. Teachers provide students with opportunities for learning in small-group settings.	42	23.8%	59.5%	11.9%	2.4%	2.4%	36	13.9%	61.1%	19.4%	2.8%	2.8%
Parent/Community Involvement												
54. Parents actively participate in establishing school policies and procedures.	41	4.9%	9.8%	29.3%	46.3%	9.8%	37	5.4%	10.8%	43.2%	21.6%	18.9%
55. Parents actively participate in school activities.	42	4.8%	11.9%	28.6%	40.5%	14.3%	37	0.0%	13.5%	37.8%	27.0%	21.6%
56. Effective and frequent communication occurs with parents.	40	5.0%	37.5%	27.5%	25.0%	5.0%	37	2.7%	51.4%	32.4%	8.1%	5.4%

Key Constructs of the Survey	SY2009						SY2007					
	Survey Items	Number	Percent				Number	Percent				
			Strongly Agree	Agree	Neutral	Disagree		Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree
57. Community resources are used to support the instruction of students.	42	4.8%	33.3%	31.0%	26.2%	4.8%	36	2.8%	41.7%	33.3%	19.4%	2.8%
58. Social services from available outside agencies are used effectively.	42	7.1%	26.2%	45.2%	16.7%	4.8%	37	2.7%	24.3%	59.5%	8.1%	5.4%
59. Parents are encouraged to support the instructional activities of the school.	42	14.3%	66.7%	11.9%	7.1%	0.0%	37	18.9%	78.4%	2.7%	0.0%	0.0%
Strong Professional Development												
60. Professional development of teachers addresses the social and cultural differences in the school.	42	9.5%	33.3%	23.8%	26.2%	7.1%	37	10.8%	45.9%	21.6%	13.5%	8.1%
61. Professional development of teachers is tailored to the needs of the school.	41	17.1%	56.1%	14.6%	9.8%	2.4%	36	13.9%	44.4%	16.7%	13.9%	11.1%
62. Participation in professional development activities is encouraged.	41	31.7%	61.0%	2.4%	2.4%	2.4%	36	25.0%	55.6%	11.1%	8.3%	0.0%
63. The application of professional development activities is encouraged.	42	26.2%	61.9%	9.5%	0.0%	2.4%	36	19.4%	55.6%	11.1%	13.9%	0.0%
64. Teachers are involved in planning and evaluating professional development activities.	42	21.4%	28.6%	33.3%	14.3%	2.4%	36	13.9%	30.6%	30.6%	19.4%	5.6%
65. Teachers in this school strive to maintain and enhance their professional status.	42	23.8%	52.4%	19.0%	4.8%	0.0%	36	19.4%	55.6%	13.9%	11.1%	0.0%

	SY2009					SY2007						
Key Constructs of the Survey	Number	Percent					Number	Percent				
Survey Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher Involvement in Decision-making												
66. Teachers are involved in school planning and budgeting.	42	7.1%	21.4%	26.2%	33.3%	11.9%	36	2.8%	27.8%	41.7%	13.9%	13.9%
67. Teachers are involved in developing and reviewing the school's mission and goals.	42	7.1%	45.2%	16.7%	28.6%	2.4%	36	11.1%	44.4%	27.8%	8.3%	8.3%
68. Teachers are involved in monitoring the implementation of school policies and procedures.	42	14.3%	42.9%	16.7%	21.4%	4.8%	36	13.9%	44.4%	25.0%	8.3%	8.3%
69. Teachers perceive that they can influence school decisions.	42	9.5%	23.8%	19.0%	31.0%	16.7%	36	2.8%	33.3%	33.3%	13.9%	16.7%
70. Teachers and administrators function as a team.	42	9.5%	28.6%	23.8%	26.2%	11.9%	36	13.9%	44.4%	22.2%	11.1%	8.3%