



Prince George's County Public Schools
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RESEARCH REPORT

SY2008-2009

School Climate Survey

H. Winship Wheatley ECC

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H. WINSHIP WHEATLEY ECC

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 early childhood centers in the district. This allows you to see how your school compares to the average elementary 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 early childhood centers 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 early childhood centers 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 early childhood centers 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 4-5** re the item response tables for each of the stakeholder groups for your school. Table 4 displays the parent results and Table 5 represents teacher results. The 1st column of each table lists the items to which participants were asked to respond. The second column (*N*) represents the number of people who expressed an opinion about the corresponding item. The third through the sixth column show the percentage of respondents expressing the opinion indicated at the top of the column. The seventh column indicates the number of respondents who indicated a neutral opinion about the item.

Table 1 – Summary of Survey Participation

		Sample	Number of Respondents	Response Rate
Parents	H. Winship Wheatley ECC	469	146	31.1%
	All Early Childhood Centers	1,197	434	36.3%
Teachers & Paraprofessionals	H. Winship Wheatley ECC	105	39	37.1%
	All Early Childhood Centers	296	148	50.0%

Table 2—Percent with Positive Perceptions by Characteristics of Effective Schools, HWWECC and All PGCPs Early Childhood Centers

	Parents		Teachers/Paraprofessionals	
	H. Winship Wheatley ECC	All Early Childhood Centers	H. Winship Wheatley ECC	All Early Childhood Centers
All Characteristics (Composite)	95.9%	97.2%	87.2%	95.9%
Effective Instructional Leadership	93.8%	93.9%	89.7%	94.6%
Clear and Focused Mission	92.5%	92.1%	87.2%	93.2%
Safe and Orderly Environment	95.2%	96.0%	78.9%	89.1%
Positive School Climate	96.6%	97.4%	84.2%	93.2%
High Expectations	93.1%	94.9%	89.5%	94.5%
Frequent Assessment/Monitoring of Student Achievement	94.5%	94.9%	89.5%	95.2%
Emphasis on Basic Skills	93.8%	92.9%	92.1%	92.4%
Maximum Opportunities for Learning	93.8%	93.4%	86.8%	93.0%
Parent/Community Involvement	93.2%	94.4%	78.9%	90.2%
Strong Professional Development	N/A	N/A	84.2%	93.0%
Teacher Involvement in Decision-making	N/A	N/A	83.8%	91.4%

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

	Parents		Teachers/Paraprofessionals	
	HWWECC SY2007	HWWECC SY2009	HWWECC SY2007	HWWECC SY2009
All Characteristics (Composite)	100.0%	95.9%	100.0%	87.2%
Effective Instructional Leadership	100.0%	93.8%	97.1%	89.7%
Clear and Focused Mission	95.5%	92.5%	94.1%	87.2%
Safe and Orderly Environment	100.0%	95.2%	93.9%	78.9%
Positive School Climate	100.0%	96.6%	93.9%	84.2%
High Expectations	95.5%	93.1%	97.0%	89.5%
Frequent Assessment/Monitoring of Student Achievement	81.8%	94.5%	97.0%	89.5%
Emphasis on Basic Skills	95.5%	93.8%	100.0%	92.1%
Maximum Opportunities for Learning	100.0%	93.8%	100.0%	86.8%
Parent/Community Involvement	86.4%	93.2%	90.9%	78.9%
Strong Professional Development	N/A	N/A	93.9%	84.2%
Teacher Involvement in Decision-making	N/A	N/A	90.9%	83.8%

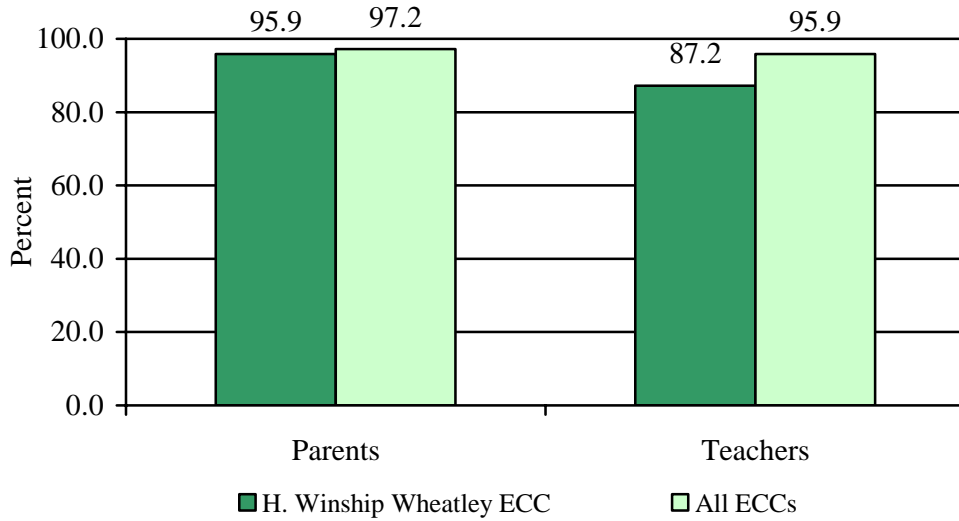


Figure 1 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, HWWECC and all PGCPs Early Childhood Centers

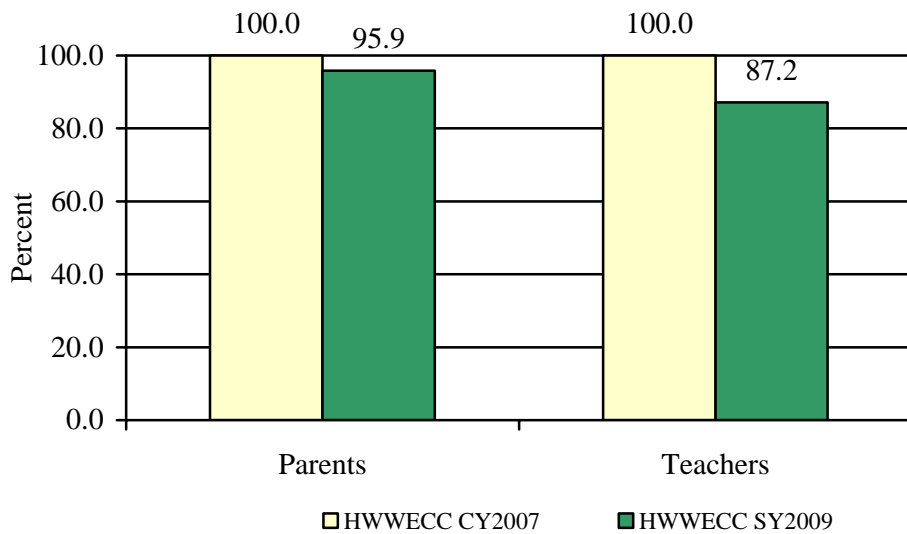


Figure 2 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, SY2007—SY2009

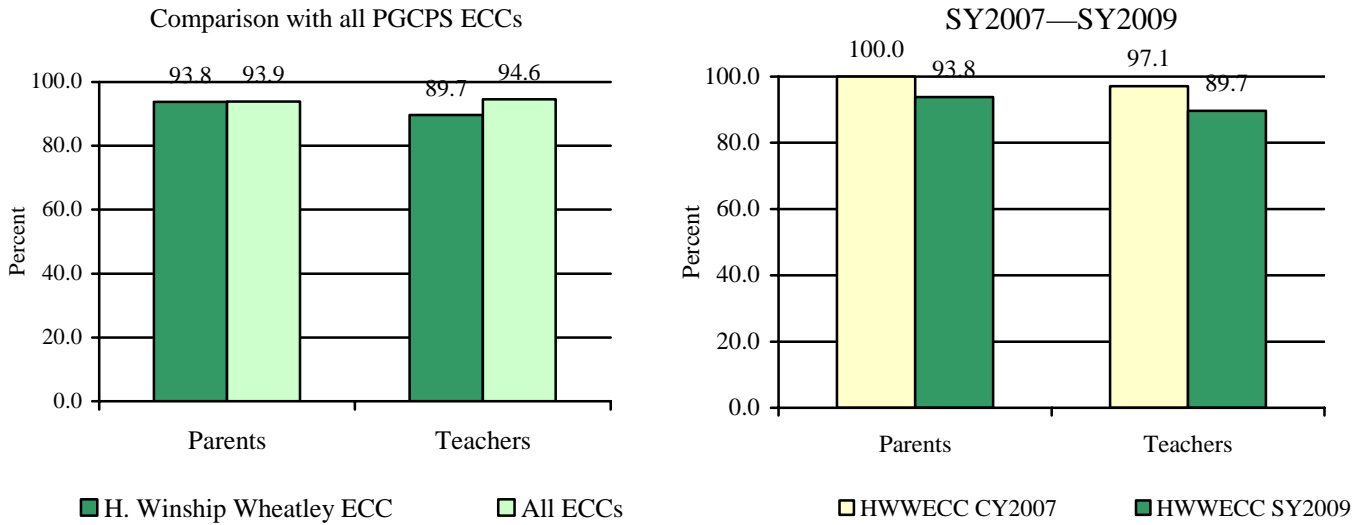


Figure 3 – Effective Instructional Leadership – Percent with Positive Perception

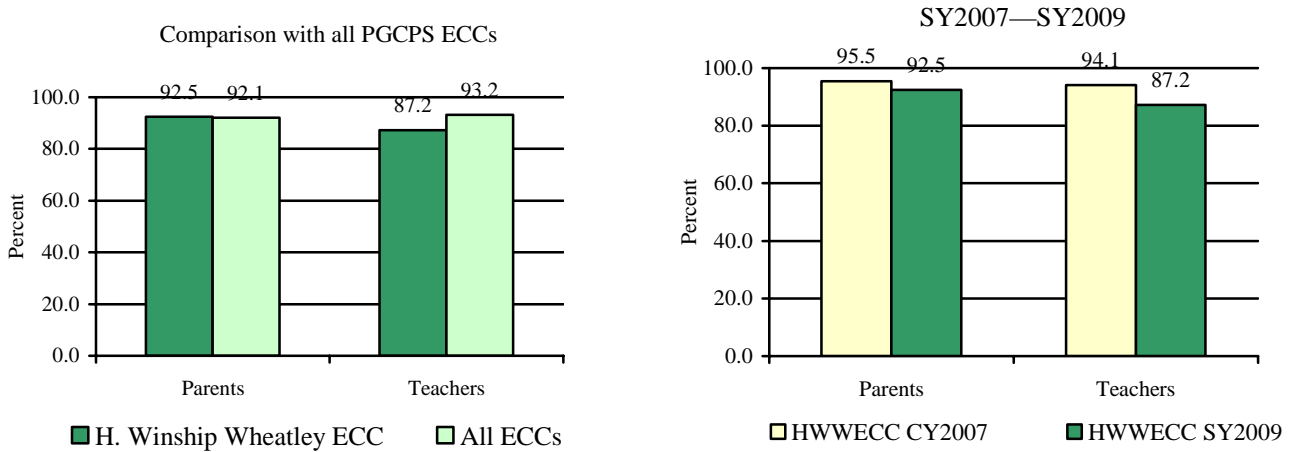


Figure 4 - Clear and Focused Mission – Percent with Positive Perception

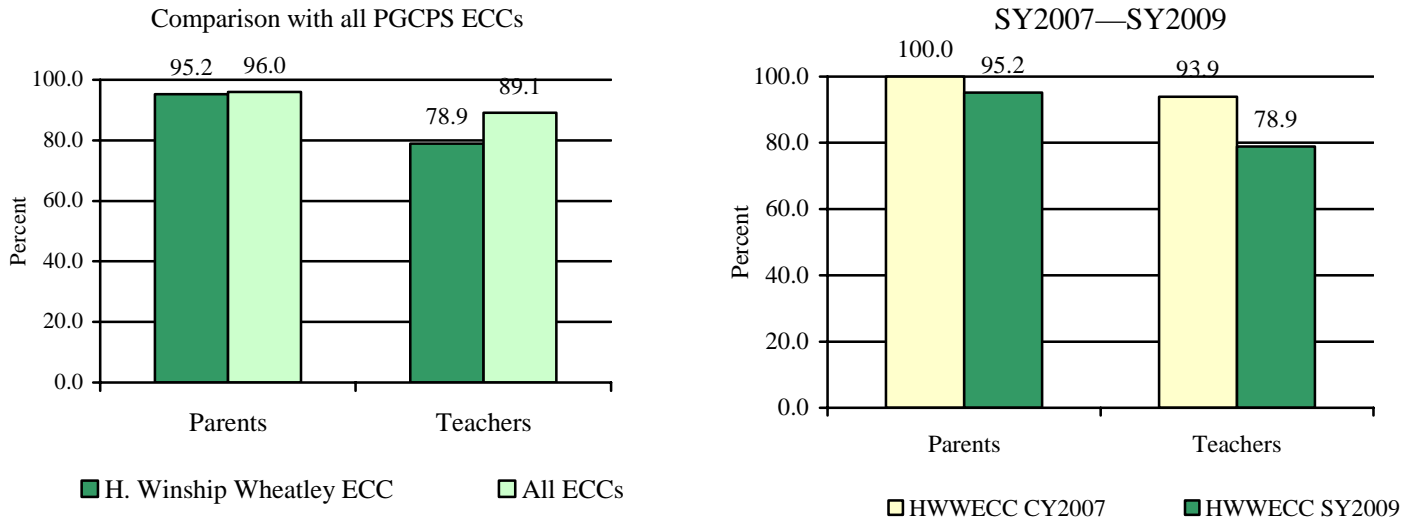


Figure 5 – Safe and Orderly Environment – Percent with Positive Perception

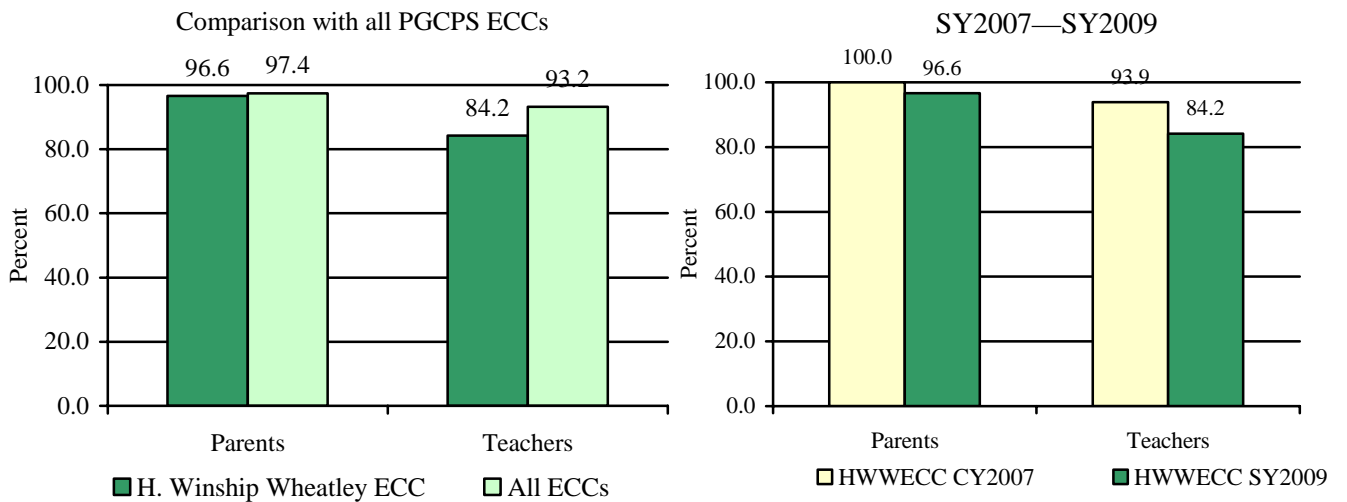


Figure 6 - Positive School Climate – Percent with Positive Perception

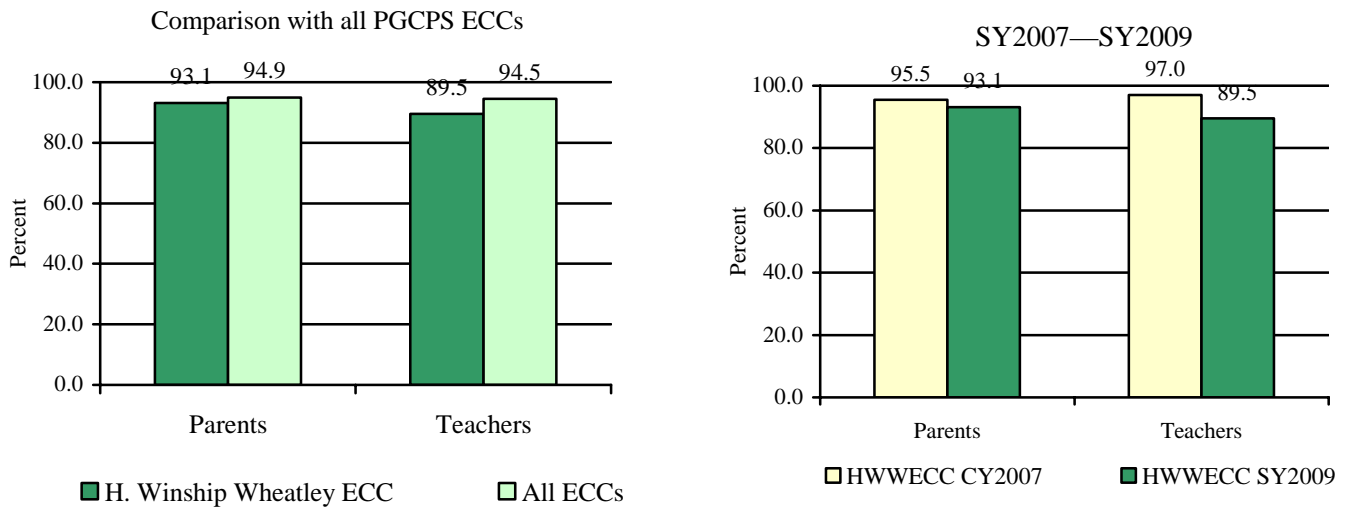


Figure 7 – High Expectations – Percent with Positive Perception

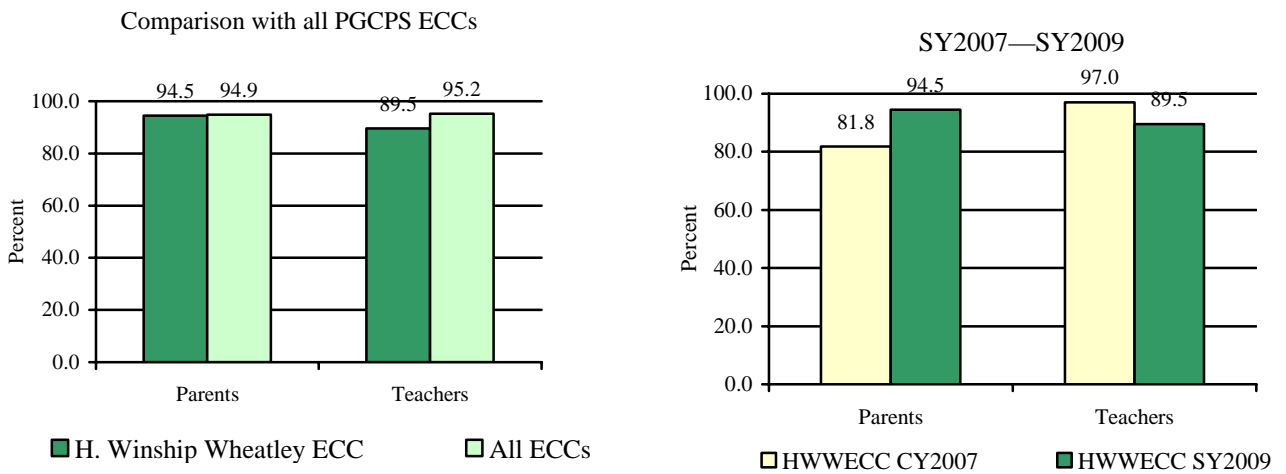


Figure 8 – Frequent Assessment and Monitoring of Student Achievement – Percent with Positive Perception

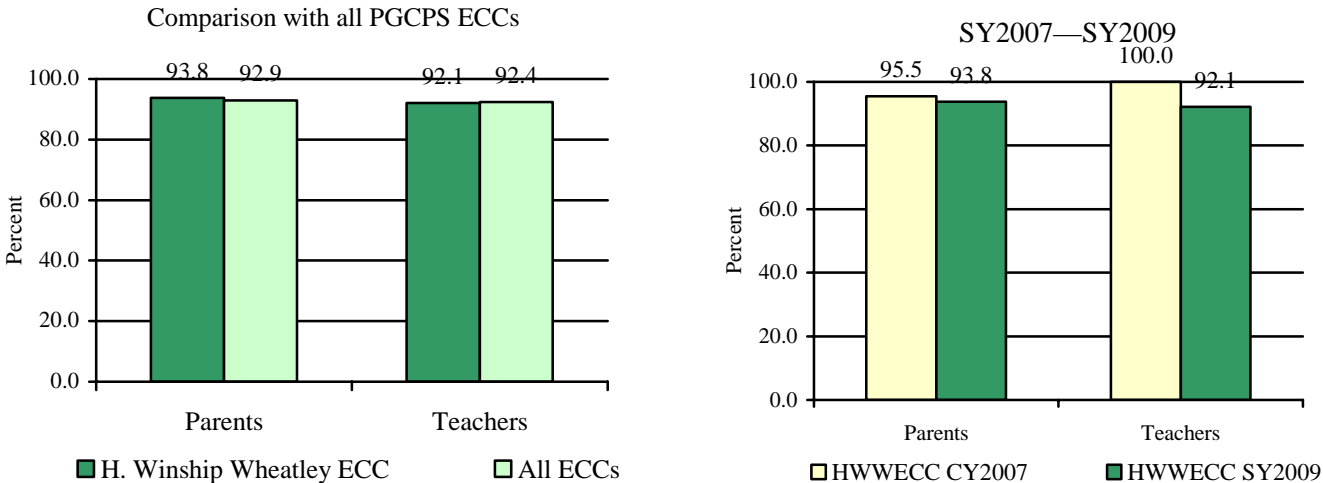


Figure 9 – Emphasis on Basic Skills – Percent with Positive Perception

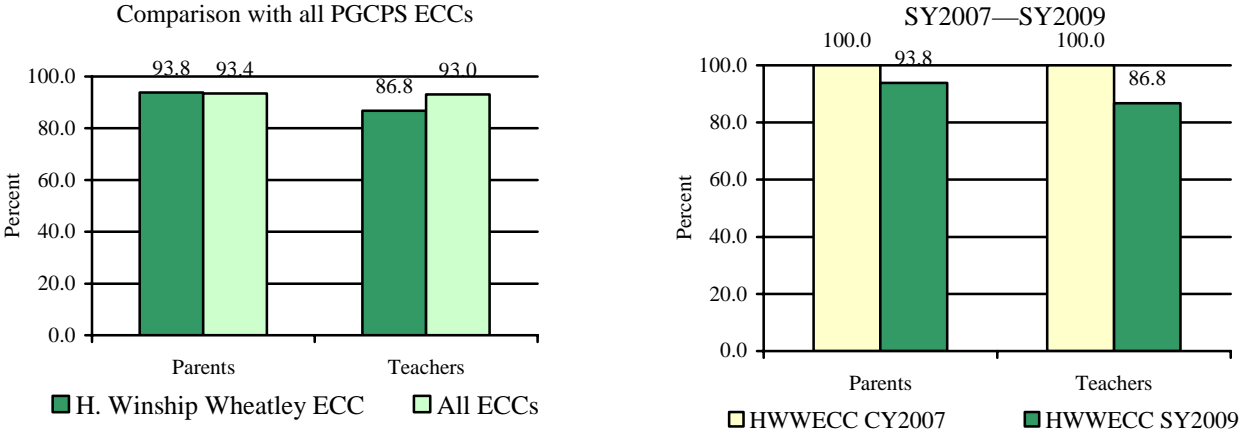


Figure 10 – Maximum Opportunities for Learning – Percent with Positive Perception

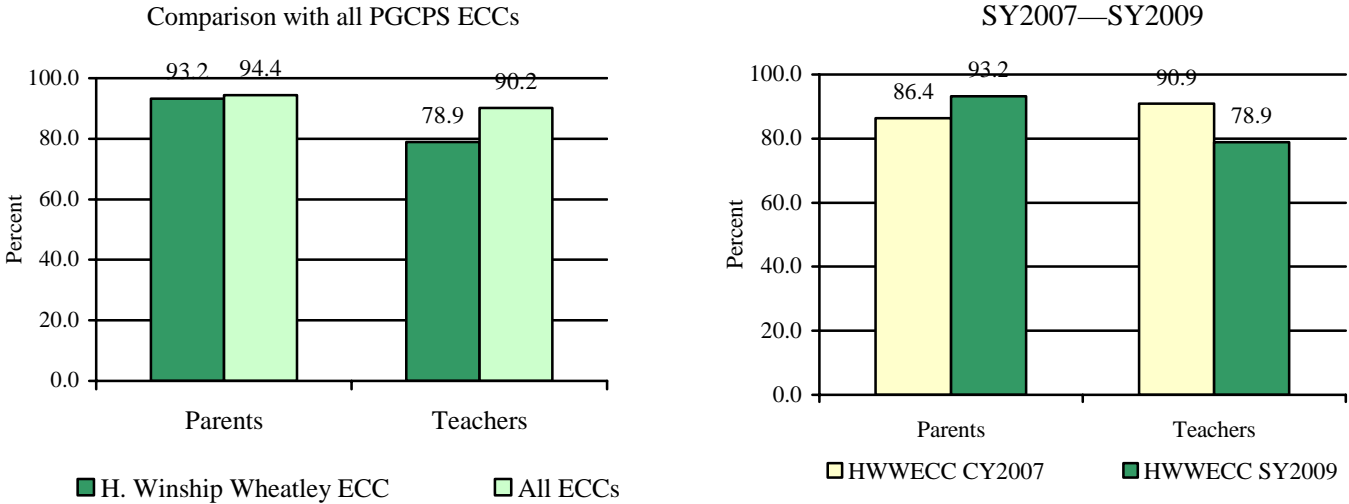


Figure 11 – Parent/Community Involvement – Percent with Positive Perception

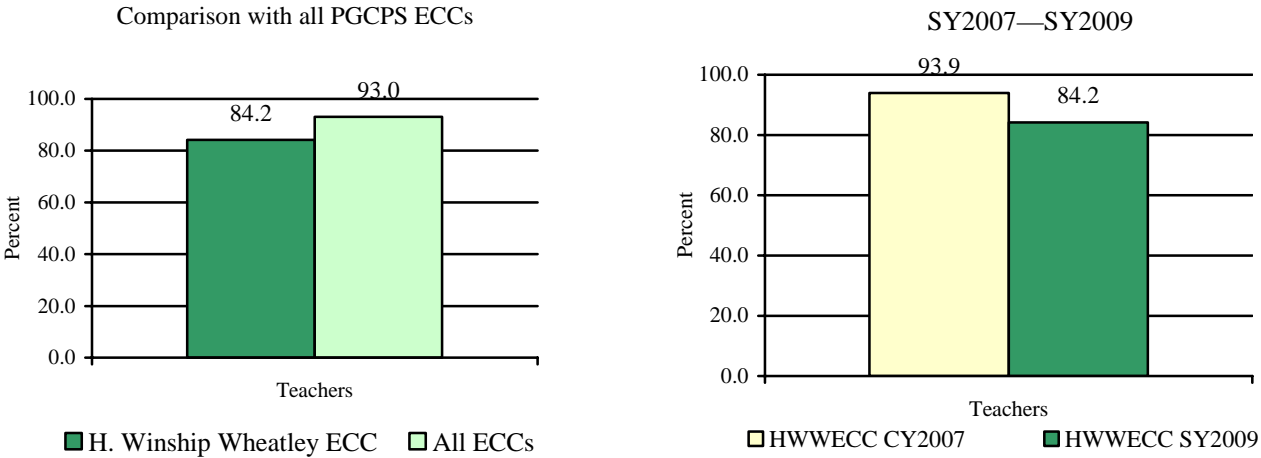


Figure 12 – Strong Professional Development – Percent with Positive Perception

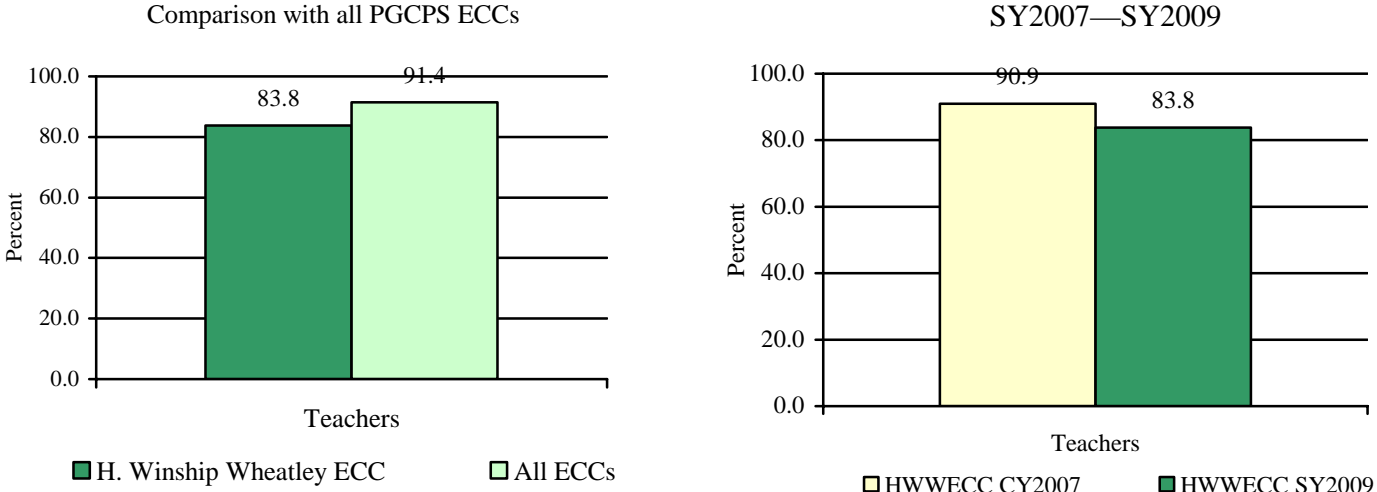


Figure 13 – Teacher Involvement in Decision-making – Percent with Positive Perception

Table 4 – Distribution of H. Winship Wheatley ECC Parents' 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. The principal and assistant principals know enough about the school to provide effective leadership.	142	43.7%	41.5%	12.0%	0.7%	2.1%	22	50.0%	31.8%	18.2%	0.0%	0.0%
2. Free and open communication occurs among parents, faculty, and administration.	143	40.6%	47.6%	9.1%	0.7%	2.1%	22	50.0%	45.5%	4.5%	0.0%	0.0%
3. Decisions about instruction are made using information from parents and the community.	144	29.9%	46.5%	21.5%	0.7%	1.4%	22	36.4%	31.8%	31.8%	0.0%	0.0%
4. The principal and teachers show leadership in promoting quality instruction.	143	44.8%	42.7%	9.8%	0.7%	2.1%	22	50.0%	45.5%	4.5%	0.0%	0.0%
5. The principal and teachers make good instruction the most important school priority.	143	42.0%	44.1%	11.2%	0.7%	2.1%	22	36.4%	50.0%	13.6%	0.0%	0.0%
6. The principal is an effective leader for improving classroom instruction.	142	37.3%	41.5%	18.3%	0.7%	2.1%	22	36.4%	45.5%	18.2%	0.0%	0.0%
Clear and Focused Mission												
7. The school has a written plan that clearly indicates what the school is trying to achieve.	144	37.5%	41.7%	18.1%	1.4%	1.4%	22	59.1%	36.4%	0.0%	4.5%	0.0%
8. The school's written plan is developed with participation by teachers and parents.	143	32.2%	42.7%	21.7%	1.4%	2.1%	22	45.5%	27.3%	22.7%	4.5%	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
9. Parents and students are aware of school purposes and goals.	142	38.0%	46.5%	11.3%	2.1%	2.1%	22	59.1%	31.8%	9.1%	0.0%	0.0%
10. Teachers inform students of what they are expected to learn.	142	40.1%	47.2%	10.6%	0.0%	2.1%	22	40.9%	36.4%	22.7%	0.0%	0.0%
Safe and Orderly Environment												
11. Students are informed of how they are expected to behave in school and at school activities.	143	45.5%	43.4%	9.1%	0.0%	2.1%	22	50.0%	36.4%	13.6%	0.0%	0.0%
12. Students are disciplined in a fair and consistent manner.	142	37.3%	43.7%	14.8%	1.4%	2.8%	22	45.5%	40.9%	13.6%	0.0%	0.0%
13. Parents are involved in and support school disciplinary practices.	142	30.3%	43.7%	21.8%	2.1%	2.1%	22	36.4%	36.4%	27.3%	0.0%	0.0%
14. The school buildings and grounds are clean and well maintained.	140	43.6%	42.9%	8.6%	3.6%	1.4%	22	31.8%	68.2%	0.0%	0.0%	0.0%
15. Students are taught to act in a safe and responsible manner.	143	45.5%	44.1%	6.3%	2.8%	1.4%	22	50.0%	45.5%	4.5%	0.0%	0.0%
Positive School Climate												
16. An atmosphere of respect and trust exists in the school.	140	40.7%	44.3%	11.4%	0.7%	2.9%	22	50.0%	40.9%	9.1%	0.0%	0.0%
17. Social and cultural differences are respected in the school.	142	43.0%	43.0%	12.0%	0.0%	2.1%	22	54.5%	36.4%	9.1%	0.0%	0.0%
18. Students and teachers have a positive attitude toward school.	141	52.5%	37.6%	7.1%	0.7%	2.1%	22	54.5%	36.4%	9.1%	0.0%	0.0%
19. Students are recognized for their accomplishments.	144	52.8%	36.1%	9.0%	0.0%	2.1%	22	54.5%	40.9%	4.5%	0.0%	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
20. School staff members and students work together to keep the school clean and attractive.	139	37.4%	43.9%	16.5%	0.0%	2.2%	22	27.3%	40.9%	31.8%	0.0%	0.0%
21. Students feel that the school is a good place to be.	144	49.3%	37.5%	11.1%	0.7%	1.4%	22	63.6%	31.8%	4.5%	0.0%	0.0%
22. The teachers and staff consider the interests and needs of each student.	144	50.7%	40.3%	4.9%	1.4%	2.8%	22	50.0%	36.4%	13.6%	0.0%	0.0%
High Expectations												
23. School staff members set high, but appropriate and achievable, goals for students.	144	47.9%	41.7%	6.9%	1.4%	2.1%	22	45.5%	45.5%	4.5%	4.5%	0.0%
24. Students and parents know what the school expects of them.	142	38.0%	51.4%	6.3%	1.4%	2.8%	22	54.5%	36.4%	9.1%	0.0%	0.0%
25. All students, regardless of social or cultural differences, are expected to work toward high standards.	141	43.3%	45.4%	8.5%	0.7%	2.1%	22	54.5%	31.8%	13.6%	0.0%	0.0%
Frequent Assessment/Monitoring of Student Achievement												
26. The school keeps track of each student's performance.	143	51.7%	39.2%	6.3%	0.7%	2.1%	22	36.4%	45.5%	13.6%	4.5%	0.0%
27. Student performance is evaluated in a variety of ways.	146	41.8%	47.9%	6.8%	0.7%	2.7%	22	40.9%	45.5%	9.1%	4.5%	0.0%
28. Parents are kept informed of how well their children are doing in school.	143	49.7%	40.6%	5.6%	2.1%	2.1%	22	40.9%	27.3%	22.7%	4.5%	4.5%
29. The school quickly informs parents when their children are not doing well.	142	44.4%	35.9%	14.1%	2.8%	2.8%	22	40.9%	36.4%	13.6%	4.5%	4.5%

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
30. Students are kept informed of how well they are doing in school.	144	36.1%	39.6%	20.1%	2.1%	2.1%	22	27.3%	36.4%	36.4%	0.0%	0.0%
Emphasis on Basic Skills												
31. Students are taught to apply basic skills and problem-solving skills in reading, writing, mathematics, science, and social studies.	139	34.5%	40.3%	24.5%	0.0%	0.7%	22	36.4%	36.4%	22.7%	4.5%	0.0%
32. The school provides learning activities to help students with special needs or interests.	143	53.8%	38.5%	5.6%	0.0%	2.1%	22	45.5%	50.0%	4.5%	0.0%	0.0%
Maximum Opportunities for Learning												
33. Teachers spend as much time as needed on instruction.	144	41.7%	40.3%	13.9%	1.4%	2.8%	22	50.0%	36.4%	9.1%	4.5%	0.0%
34. There are few disruptions to instruction in the school.	141	24.8%	41.1%	27.7%	1.4%	5.0%	22	27.3%	36.4%	36.4%	0.0%	0.0%
35. Field trips and other activities are used appropriately to support instruction.	142	32.4%	38.7%	25.4%	0.7%	2.8%	22	27.3%	36.4%	31.8%	4.5%	0.0%
36. School courses are varied to meet the different needs, interests, and abilities of students.	142	40.8%	43.7%	11.3%	2.1%	2.1%	22	45.5%	27.3%	27.3%	0.0%	0.0%
37. Students have enough opportunities to learn with and from each other.	142	41.5%	42.3%	12.7%	1.4%	2.1%	22	45.5%	40.9%	13.6%	0.0%	0.0%
38. Teachers are adequately prepared for their teaching fields.	144	45.1%	43.8%	8.3%	1.4%	1.4%	22	45.5%	45.5%	9.1%	0.0%	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
Parent/Community Involvement												
39. Parents and parent groups have a voice in school policies.	139	28.1%	39.6%	28.1%	2.2%	2.2%	22	18.2%	36.4%	36.4%	9.1%	0.0%
40. Parents and parent groups actively participate in school activities.	142	31.7%	43.0%	21.8%	2.1%	1.4%	22	27.3%	45.5%	22.7%	4.5%	0.0%
41. Parents and school staff members often share information about students' progress and plans.	145	39.3%	40.0%	16.6%	2.1%	2.1%	22	40.9%	36.4%	18.2%	4.5%	0.0%
42. Parents are encouraged to support the instructional activities of the school.	145	45.5%	37.2%	12.4%	2.8%	2.1%	22	40.9%	45.5%	9.1%	4.5%	0.0%
43. Parents have opportunities to get involved in the development of school budgets.	141	23.4%	29.1%	34.0%	5.7%	7.8%	22	13.6%	22.7%	50.0%	9.1%	4.5%
44. The school gives parents news about their children's accomplishments.	146	50.0%	39.0%	6.8%	2.1%	2.1%	22	40.9%	36.4%	13.6%	4.5%	4.5%

Table 5 – Distribution of H. Winship Wheatley ECC 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.	39	71.8%	15.4%	10.3%	2.6%	0.0%	34	61.8%	29.4%	5.9%	2.9%	0.0%
2. Communication between the faculty and administration is frequent and effective.	39	51.3%	30.8%	12.8%	5.1%	0.0%	34	52.9%	41.2%	5.9%	0.0%	0.0%
3. Instructional decisions for the school are based on input from the community, teachers, and administrators.	38	31.6%	42.1%	15.8%	7.9%	2.6%	34	29.4%	50.0%	17.6%	2.9%	0.0%
4. The principal is involved in the instructional process.	39	56.4%	25.6%	17.9%	0.0%	0.0%	34	61.8%	32.4%	5.9%	0.0%	0.0%
5. The principal and teachers make instructional effectiveness the highest priority in the school.	39	51.3%	33.3%	12.8%	0.0%	2.6%	34	55.9%	38.2%	5.9%	0.0%	0.0%
6. The principal provides leadership in the improvement of the instructional program.	39	59.0%	28.2%	10.3%	0.0%	2.6%	34	67.6%	29.4%	2.9%	0.0%	0.0%
7. Administrators complete fair and meaningful evaluations of each employee.	39	64.1%	25.6%	7.7%	0.0%	2.6%	33	69.7%	24.2%	6.1%	0.0%	0.0%
8. The principal encourages teachers to participate in leadership roles.	39	48.7%	30.8%	12.8%	7.7%	0.0%	34	61.8%	23.5%	8.8%	5.9%	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
Survey Items	Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Clear and Focused Mission												
9. The school has a plan for the year that includes goals and objectives.	39	56.4%	28.2%	12.8%	2.6%	0.0%	34	61.8%	32.4%	5.9%	0.0%	0.0%
10. The school plan is developed with participation by teachers and community members.	39	28.2%	51.3%	12.8%	5.1%	2.6%	34	50.0%	35.3%	8.8%	5.9%	0.0%
11. Important social trends are considered in school planning.	38	34.2%	26.3%	34.2%	2.6%	2.6%	34	35.3%	41.2%	23.5%	0.0%	0.0%
12. Teachers and students know the school's purpose and goals.	39	41.0%	33.3%	17.9%	7.7%	0.0%	34	41.2%	47.1%	8.8%	2.9%	0.0%
13. The goals of teachers are consistent with school and district goals.	38	44.7%	31.6%	15.8%	5.3%	2.6%	34	47.1%	38.2%	11.8%	2.9%	0.0%
14. Teachers communicate instructional goals to students.	39	48.7%	25.6%	23.1%	2.6%	0.0%	34	23.5%	55.9%	17.6%	2.9%	0.0%
15. The school plan is revised, monitored, and reviewed periodically.	39	48.7%	33.3%	15.4%	2.6%	0.0%	34	50.0%	41.2%	8.8%	0.0%	0.0%
Safe and Orderly Environment												
16. School conduct rules and procedures are taught along with other skills.	37	43.2%	45.9%	8.1%	2.7%	0.0%	33	54.5%	36.4%	9.1%	0.0%	0.0%
17. Disciplinary procedures are implemented in a fair and consistent manner.	38	42.1%	31.6%	15.8%	10.5%	0.0%	32	56.3%	34.4%	9.4%	0.0%	0.0%
18. Parents are involved in and support the school's disciplinary procedures.	38	26.3%	36.8%	28.9%	5.3%	2.6%	32	31.3%	37.5%	31.3%	0.0%	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
19. The physical plant is clean and well maintained.	38	18.4%	42.1%	15.8%	10.5%	13.2%	33	21.2%	51.5%	9.1%	18.2%	0.0%
20. Appropriate safety principles are taught and practiced.	37	40.5%	43.2%	8.1%	8.1%	0.0%	33	36.4%	51.5%	12.1%	0.0%	0.0%
Positive School Climate												
21. An atmosphere of respect and trust exists in the school.	38	26.3%	42.1%	15.8%	10.5%	5.3%	33	36.4%	51.5%	12.1%	0.0%	0.0%
22. Social and cultural differences are respected in the school.	37	35.1%	43.2%	13.5%	5.4%	2.7%	33	45.5%	48.5%	6.1%	0.0%	0.0%
23. Teachers have a positive attitude toward their school.	38	36.8%	47.4%	7.9%	5.3%	2.6%	33	45.5%	45.5%	6.1%	3.0%	0.0%
24. Students have a positive attitude toward their school.	38	44.7%	42.1%	13.2%	0.0%	0.0%	33	48.5%	42.4%	9.1%	0.0%	0.0%
25. Teacher attendance is high.	38	15.8%	47.4%	26.3%	7.9%	2.6%	33	21.2%	63.6%	12.1%	3.0%	0.0%
26. Student attendance is high.	38	21.1%	55.3%	15.8%	7.9%	0.0%	33	21.2%	57.6%	18.2%	3.0%	0.0%
27. Teachers are recognized for their accomplishments.	38	52.6%	26.3%	10.5%	7.9%	2.6%	33	42.4%	42.4%	12.1%	3.0%	0.0%
28. Students are recognized for their accomplishments.	38	55.3%	31.6%	10.5%	2.6%	0.0%	33	48.5%	45.5%	6.1%	0.0%	0.0%
29. Teachers, students, and administrators assume responsibility, as appropriate, for the physical appearance of the school.	38	34.2%	42.1%	10.5%	13.2%	0.0%	33	39.4%	51.5%	6.1%	3.0%	0.0%
30. The school physical facilities contribute to a positive school climate.	37	35.1%	35.1%	13.5%	13.5%	2.7%	33	27.3%	57.6%	3.0%	9.1%	3.0%

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.	38	55.3%	31.6%	13.2%	0.0%	0.0%	33	42.4%	54.5%	3.0%	0.0%	0.0%	
32. Expectations are communicated to faculty, support staff, students, and parents.	38	60.5%	31.6%	5.3%	2.6%	0.0%	33	51.5%	42.4%	6.1%	0.0%	0.0%	
33. All students, regardless of social or cultural differences, are expected to work toward high standards.	38	52.6%	34.2%	7.9%	5.3%	0.0%	33	51.5%	45.5%	3.0%	0.0%	0.0%	
34. Expectations for students are based on knowledge of students and their previous performance.	38	47.4%	34.2%	10.5%	7.9%	0.0%	33	48.5%	42.4%	9.1%	0.0%	0.0%	
35. High academic expectations are consistently maintained over time.	38	42.1%	39.5%	13.2%	5.3%	0.0%	33	42.4%	48.5%	9.1%	0.0%	0.0%	
Frequent Assessment/Monitoring of Student Achievement													
36. Student performance is regularly evaluated.	38	57.9%	36.8%	5.3%	0.0%	0.0%	33	48.5%	48.5%	3.0%	0.0%	0.0%	
37. Student performance is evaluated in a variety of ways.	38	55.3%	36.8%	7.9%	0.0%	0.0%	33	48.5%	48.5%	3.0%	0.0%	0.0%	
38. Assessment data are used to improve the school's curriculum.	38	50.0%	28.9%	15.8%	2.6%	2.6%	33	51.5%	36.4%	12.1%	0.0%	0.0%	
39. Student progress is regularly reported to parents.	38	57.9%	36.8%	5.3%	0.0%	0.0%	33	54.5%	39.4%	6.1%	0.0%	0.0%	

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	
40. Student assessment data are monitored, and instruction is modified to promote student learning.	37	56.8%	29.7%	8.1%	2.7%	2.7%	33	51.5%	42.4%	6.1%	0.0%	0.0%	
41. Students are regularly informed of their progress.	38	39.5%	34.2%	26.3%	0.0%	0.0%	33	30.3%	48.5%	21.2%	0.0%	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.	38	44.7%	34.2%	18.4%	0.0%	2.6%	33	30.3%	51.5%	15.2%	3.0%	0.0%	
43. Students are taught to apply basic skills.	38	55.3%	31.6%	10.5%	0.0%	2.6%	33	48.5%	48.5%	3.0%	0.0%	0.0%	
44. Students are tested for both basic knowledge and performance capabilities.	37	43.2%	35.1%	21.6%	0.0%	0.0%	32	46.9%	43.8%	9.4%	0.0%	0.0%	
45. Elective subjects are integrated into the school curriculum.	36	25.0%	19.4%	52.8%	0.0%	2.8%	32	18.8%	34.4%	46.9%	0.0%	0.0%	
46. The integration of basic skills development into instruction is consistently monitored.	37	37.8%	51.4%	10.8%	0.0%	0.0%	33	36.4%	57.6%	6.1%	0.0%	0.0%	
Maximum Opportunities for Learning													
47. Instruction time is used efficiently, so that students cover the expected curriculum content with satisfactory understanding and retention.	38	31.6%	55.3%	10.5%	2.6%	0.0%	33	39.4%	54.5%	6.1%	0.0%	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.	37	37.8%	40.5%	8.1%	5.4%	8.1%	33	27.3%	60.6%	9.1%	3.0%	0.0%
49. Teachers are freed from miscellaneous administrative tasks and duties so they can concentrate on instruction.	38	23.7%	23.7%	26.3%	13.2%	13.2%	33	21.2%	33.3%	27.3%	15.2%	3.0%
50. The administration supports teachers in matters concerning disruptive students.	38	47.4%	42.1%	7.9%	0.0%	2.6%	32	50.0%	34.4%	9.4%	6.3%	0.0%
51. The school offers extracurricular and supplemental activities that support instruction.	38	52.6%	34.2%	13.2%	0.0%	0.0%	33	48.5%	30.3%	15.2%	6.1%	0.0%
52. The curriculum is varied to accommodate needs, interests, and abilities of students.	38	57.9%	26.3%	13.2%	0.0%	2.6%	33	54.5%	33.3%	12.1%	0.0%	0.0%
53. Teachers provide students with opportunities for learning in small-group settings.	38	71.1%	21.1%	5.3%	0.0%	2.6%	33	63.6%	33.3%	3.0%	0.0%	0.0%
Parent/Community Involvement												
54. Parents actively participate in establishing school policies and procedures.	36	16.7%	22.2%	41.7%	11.1%	8.3%	33	15.2%	27.3%	45.5%	12.1%	0.0%
55. Parents actively participate in school activities.	37	21.6%	37.8%	24.3%	10.8%	5.4%	33	18.2%	30.3%	39.4%	12.1%	0.0%
56. Effective and frequent communication occurs with parents.	37	48.6%	40.5%	8.1%	2.7%	0.0%	33	42.4%	48.5%	6.1%	3.0%	0.0%

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	
57. Community resources are used to support the instruction of students.	38	23.7%	39.5%	28.9%	2.6%	5.3%	32	28.1%	37.5%	28.1%	3.1%	3.1%	
58. Social services from available outside agencies are used effectively.	38	26.3%	31.6%	26.3%	7.9%	7.9%	33	24.2%	36.4%	36.4%	0.0%	3.0%	
59. Parents are encouraged to support the instructional activities of the school.	37	43.2%	40.5%	16.2%	0.0%	0.0%	33	48.5%	39.4%	12.1%	0.0%	0.0%	
Strong Professional Development													
60. Professional development of teachers addresses the social and cultural differences in the school.	36	38.9%	30.6%	22.2%	8.3%	0.0%	33	27.3%	57.6%	12.1%	3.0%	0.0%	
61. Professional development of teachers is tailored to the needs of the school.	37	35.1%	45.9%	8.1%	8.1%	2.7%	33	42.4%	48.5%	6.1%	3.0%	0.0%	
62. Participation in professional development activities is encouraged.	37	43.2%	48.6%	8.1%	0.0%	0.0%	33	45.5%	45.5%	6.1%	3.0%	0.0%	
63. The application of professional development activities is encouraged.	37	32.4%	54.1%	13.5%	0.0%	0.0%	33	39.4%	51.5%	6.1%	3.0%	0.0%	
64. Teachers are involved in planning and evaluating professional development activities.	37	18.9%	43.2%	18.9%	10.8%	8.1%	32	37.5%	31.3%	21.9%	9.4%	0.0%	
65. Teachers in this school strive to maintain and enhance their professional status.	36	33.3%	44.4%	19.4%	2.8%	0.0%	33	30.3%	54.5%	15.2%	0.0%	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.	37	27.0%	37.8%	21.6%	8.1%	5.4%	33	36.4%	42.4%	12.1%	9.1%	0.0%
67. Teachers are involved in developing and reviewing the school's mission and goals.	37	32.4%	37.8%	24.3%	2.7%	2.7%	33	30.3%	45.5%	21.2%	3.0%	0.0%
68. Teachers are involved in monitoring the implementation of school policies and procedures.	37	35.1%	35.1%	24.3%	2.7%	2.7%	33	36.4%	42.4%	15.2%	6.1%	0.0%
69. Teachers perceive that they can influence school decisions.	35	31.4%	37.1%	20.0%	5.7%	5.7%	33	33.3%	39.4%	27.3%	0.0%	0.0%
70. Teachers and administrators function as a team.	36	55.6%	27.8%	11.1%	2.8%	2.8%	32	50.0%	37.5%	9.4%	3.1%	0.0%