



Prince George's County Public Schools
14201 School Lane • Upper Marlboro • MD 20772
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May 2009

RESEARCH REPORT

SY2008-2009 School Climate Survey Thomas Johnson MS

Prepared by
Carole Portas Keane, Ph.D.
Kola K. Sunmonu, Ph.D.

DIVISION OF ACCOUNTABILITY
DEPARTMENT OF RESEARCH AND EVALUATION

Phone: 301-780-6807
Fax: 301-952-6147

William R. Hite, Jr., Ed.D., *Interim Superintendent of Schools*
Donna E. Muncey, Ph.D., *Chief of Accountability*
Kola K. Sunmonu, Ph.D., *Director of Research and Evaluation*

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THOMAS JOHNSON 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	Thomas Johnson MS	438	333	76.0%
	All Middle Schools	9,178	6,860	74.7%
Parents	Thomas Johnson MS	386	100	25.9%
	All Middle Schools	8,183	2,222	27.2%
Teachers & Paraprofessionals	Thomas Johnson MS	54	29	53.7%
	All Middle Schools	1,527	872	57.1%

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

	Students		Parents		Teachers/Paraprofessionals	
	Thomas Johnson MS	All Middle Schools	Thomas Johnson MS	All Middle Schools	Thomas Johnson MS	All Middle Schools
All Characteristics (Composite)	44.4%	67.4%	69.0%	77.9%	55.2%	78.8%
Effective Instructional Leadership	N/A	N/A	57.0%	73.7%	62.1%	75.0%
Clear and Focused Mission	N/A	N/A	67.0%	79.1%	72.4%	82.9%
Safe and Orderly Environment	34.2%	49.9%	67.0%	81.2%	41.4%	67.7%
Positive School Climate	15.1%	39.8%	61.0%	74.3%	48.3%	70.9%
High Expectations	60.7%	74.0%	78.0%	81.1%	79.3%	84.5%
Frequent Assessment/Monitoring of Student Achievement	51.6%	59.7%	63.0%	67.8%	86.2%	89.9%
Emphasis on Basic Skills	72.5%	84.0%	63.0%	75.2%	89.7%	86.3%
Maximum Opportunities for Learning	49.1%	65.6%	56.0%	63.8%	34.5%	65.9%
Parent/Community Involvement	31.6%	44.0%	57.0%	67.5%	44.8%	63.2%
Strong Professional Development	N/A	N/A	N/A	N/A	69.0%	77.1%
Teacher Involvement in Decision-making	N/A	N/A	N/A	N/A	31.0%	57.6%

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

	Students		Parents		Teachers/Paraprofessionals	
	TJMS SY2007	TJMS SY2009	TJMS SY2007	TJMS SY2009	TJMS SY2007	TJMS SY2009
All Characteristics (Composite)	62.9%	44.4%	68.8%	69.0%	72.4%	55.2%
Effective Instructional Leadership	N/A	N/A	66.7%	57.0%	58.6%	62.1%
Clear and Focused Mission	N/A	N/A	67.7%	67.0%	75.9%	72.4%
Safe and Orderly Environment	42.9%	34.2%	73.1%	67.0%	44.8%	41.4%
Positive School Climate	29.3%	15.1%	56.5%	61.0%	48.3%	48.3%
High Expectations	78.2%	60.7%	78.3%	78.0%	75.9%	79.3%
Frequent Assessment/Monitoring of Student Achievement	62.1%	51.6%	57.6%	63.0%	89.7%	86.2%
Emphasis on Basic Skills	80.2%	72.5%	68.8%	63.0%	82.8%	89.7%
Maximum Opportunities for Learning	63.1%	49.1%	51.6%	56.0%	50.0%	34.5%
Parent/Community Involvement	33.3%	31.6%	59.1%	57.0%	42.9%	44.8%
Strong Professional Development	N/A	N/A	N/A	N/A	78.6%	69.0%
Teacher Involvement in Decision-making	N/A	N/A	N/A	N/A	46.4%	31.0%

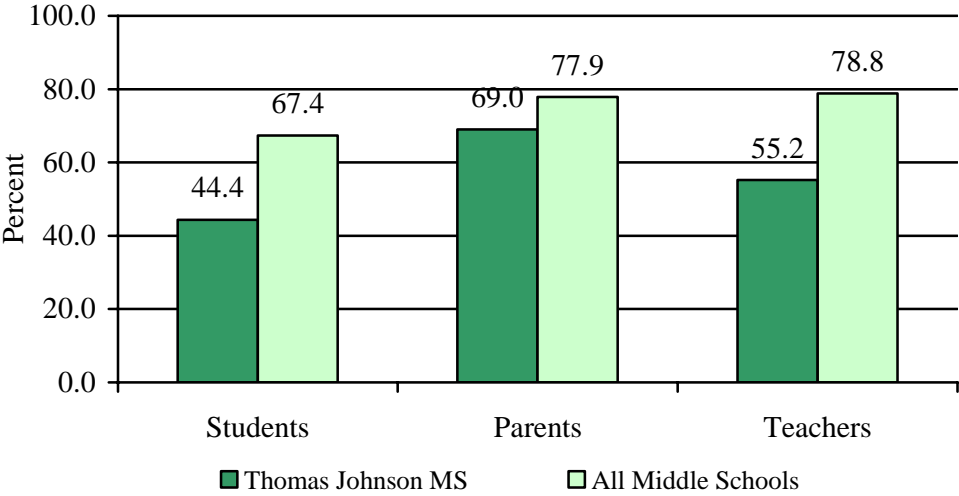


Figure 1 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, TJMS and all PGCPs Middle Schools

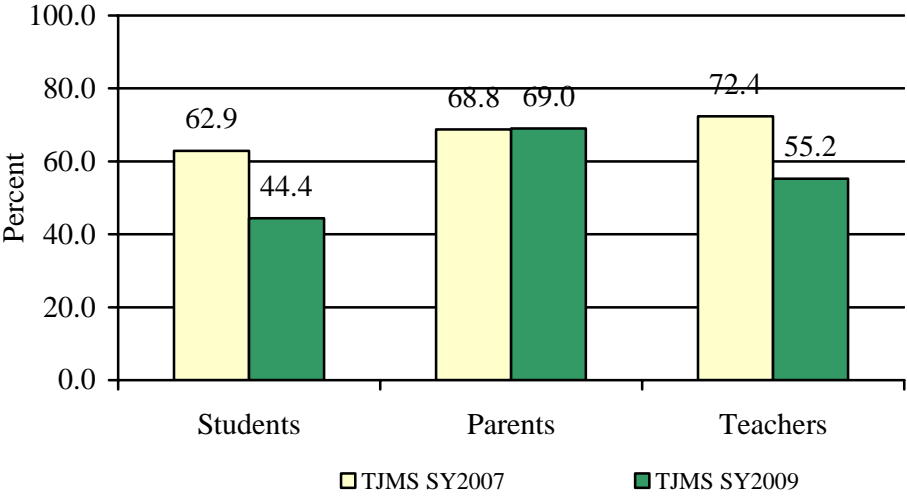


Figure 2 - All Listed Characteristics of Effective Schools (Combined) – Percent with Positive Perception, SY2007—SY2009

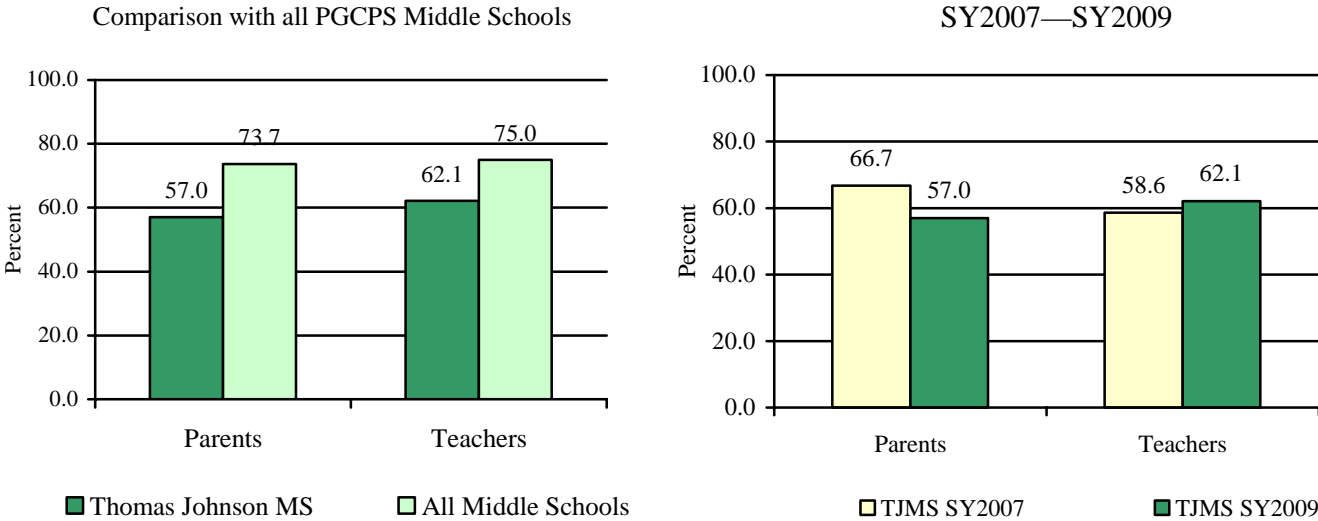


Figure 3 – Effective Instructional Leadership – Percent with Positive Perception

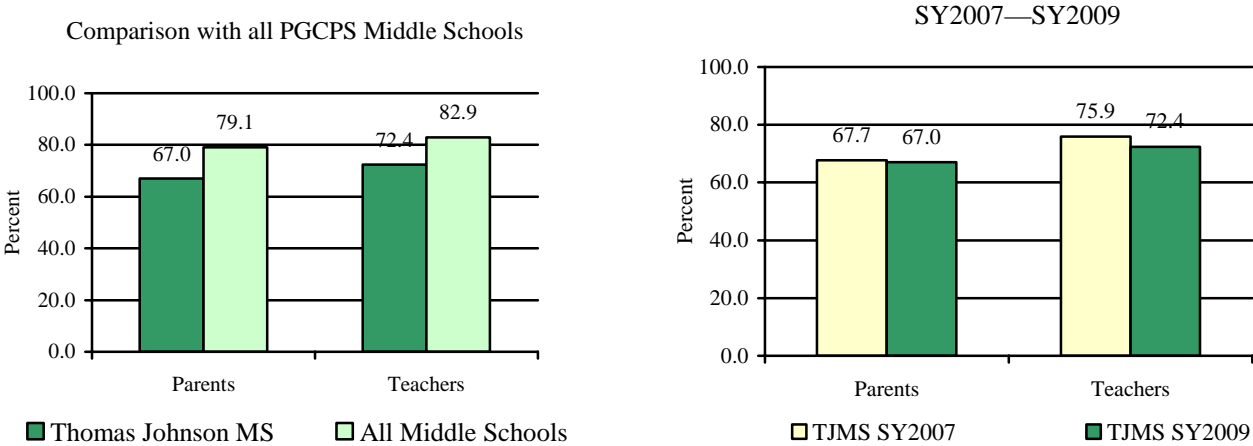


Figure 4 - Clear and Focused Mission – Percent with Positive Perception

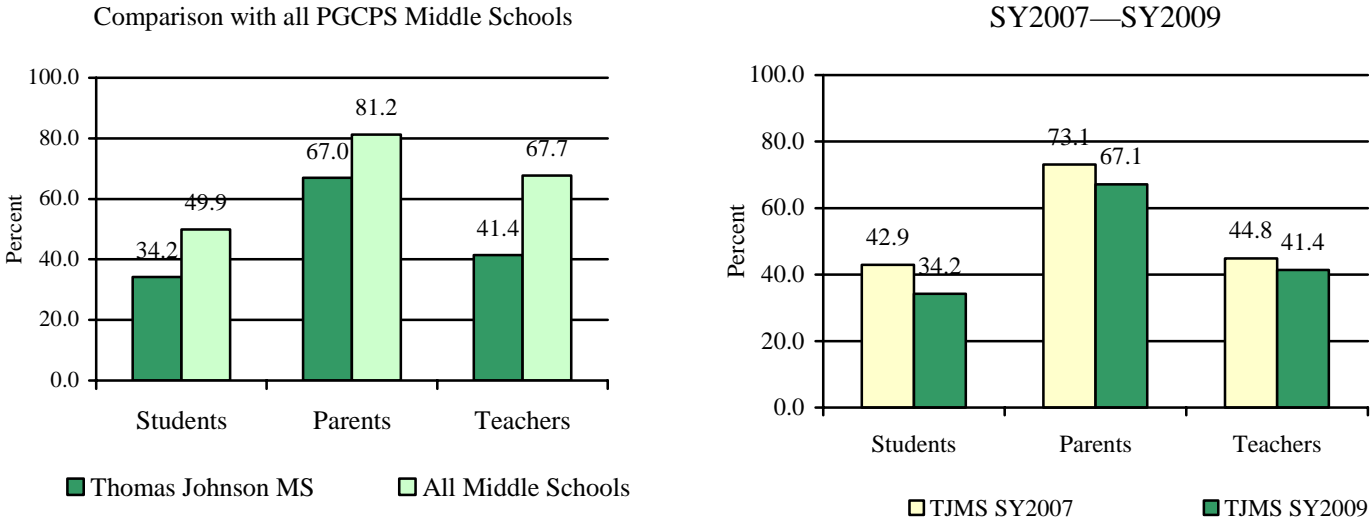


Figure 5 – Safe and Orderly Environment – Percent with Positive Perception

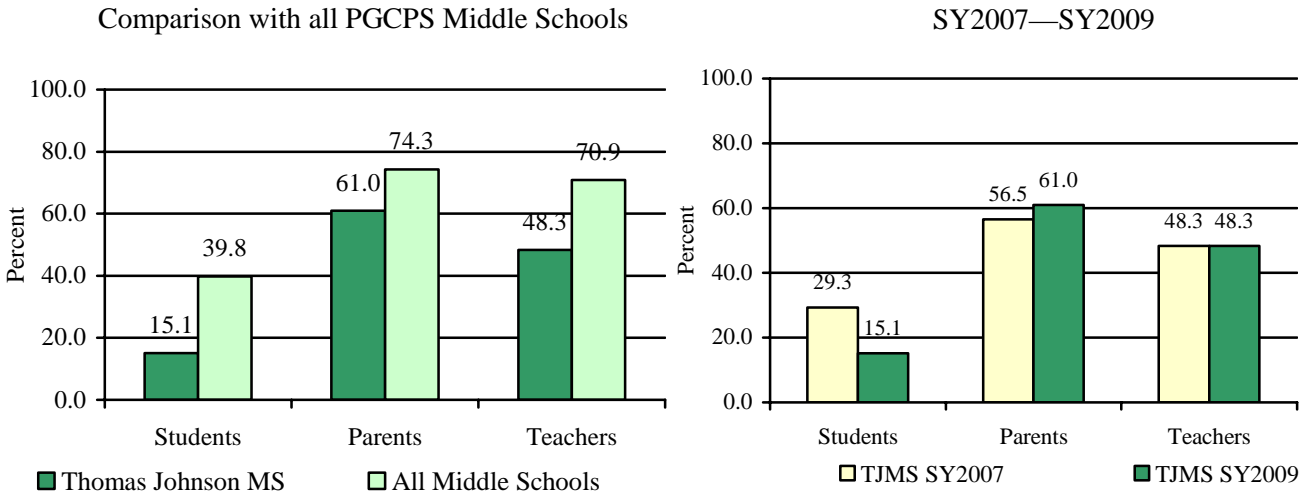


Figure 6 - Positive School Climate – Percent with Positive Perception

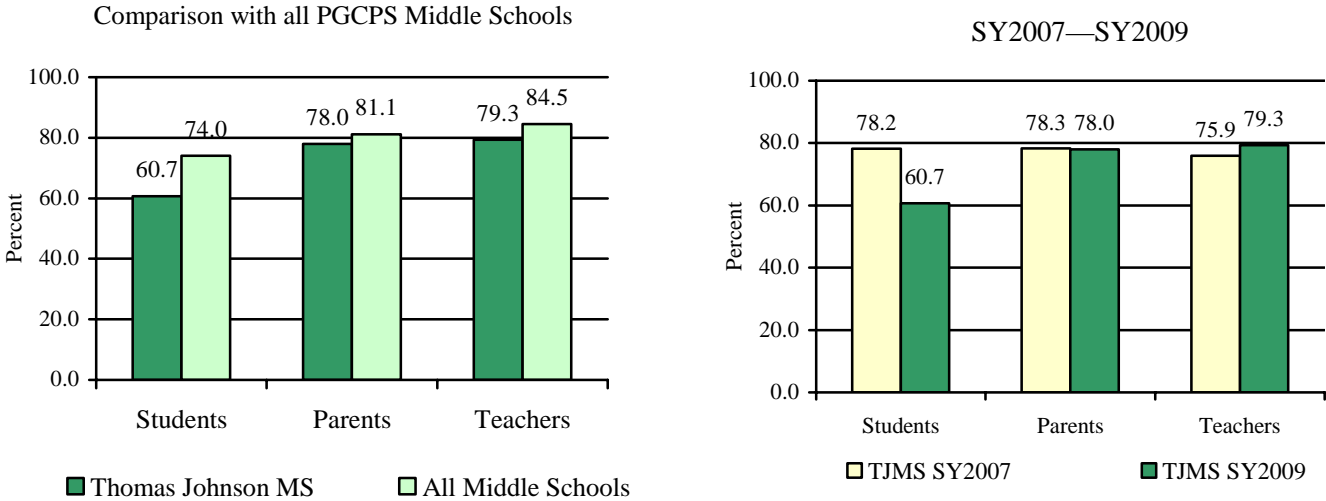


Figure 7 – High Expectations – Percent with Positive Perception

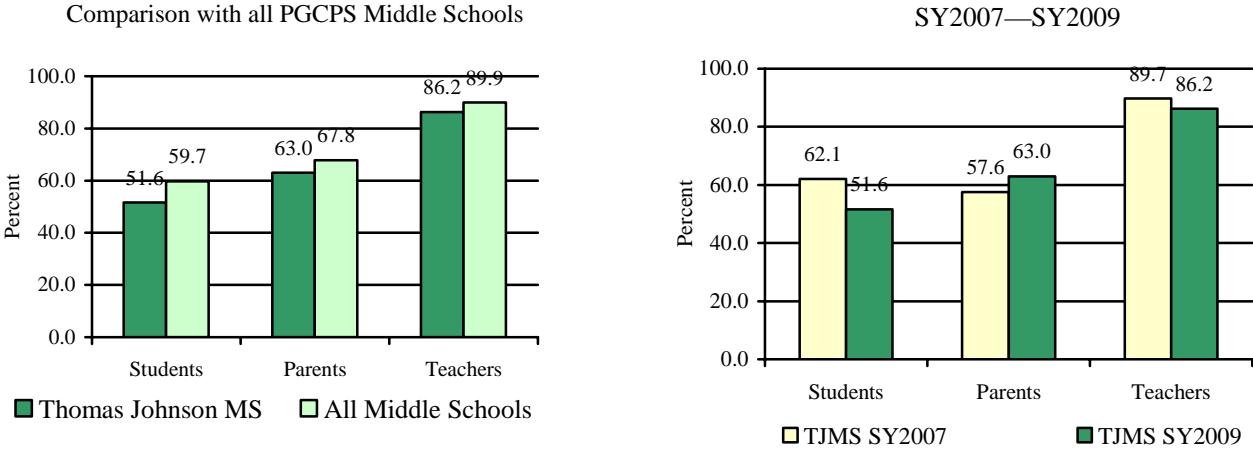


Figure 8 – Frequent Assessment and Monitoring of Student Achievement – Percent with Positive Perception

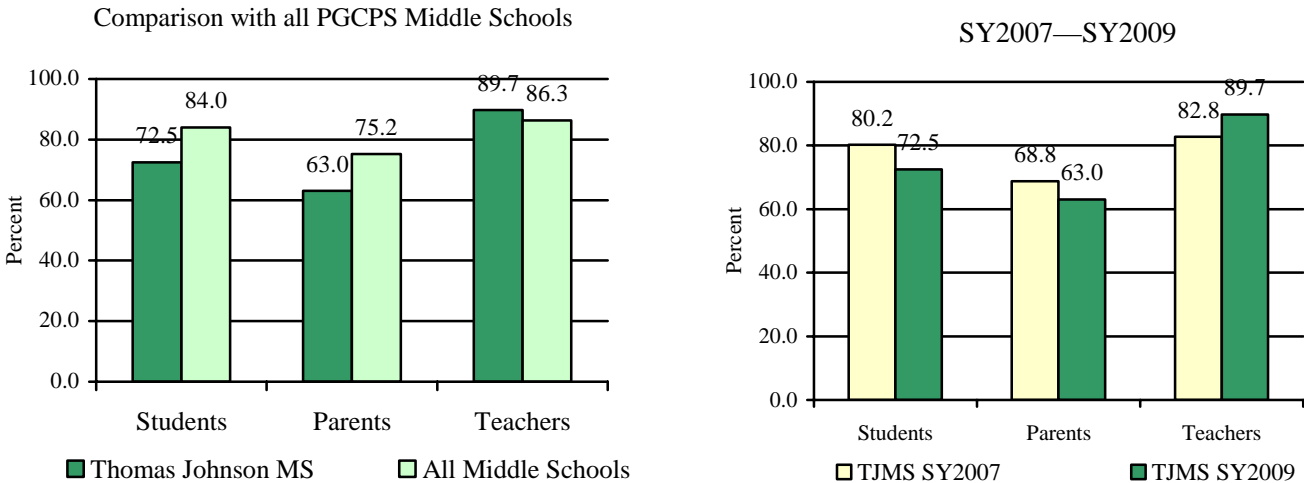


Figure 9 – Emphasis on Basic Skills – Percent with Positive Perception

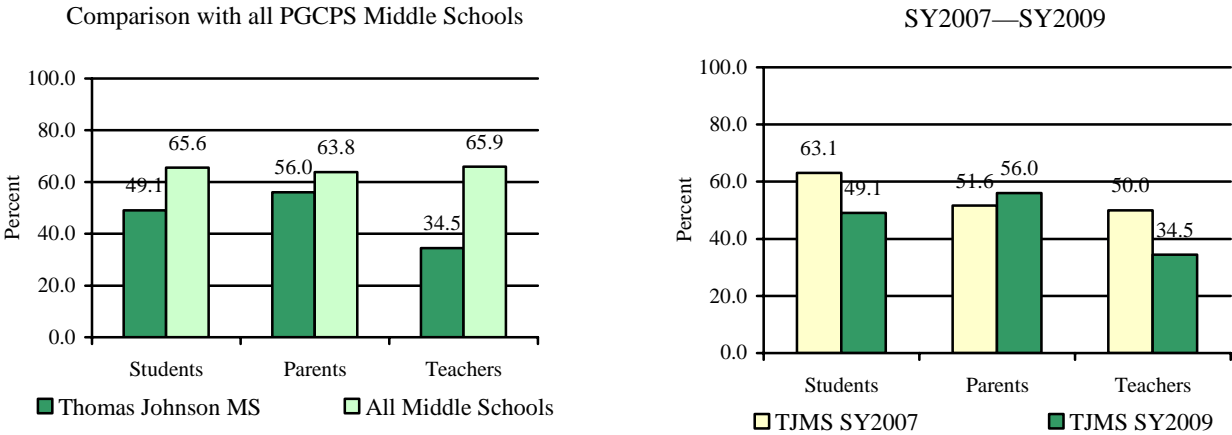


Figure 10 – Maximum Opportunities for Learning – Percent with Positive Perception

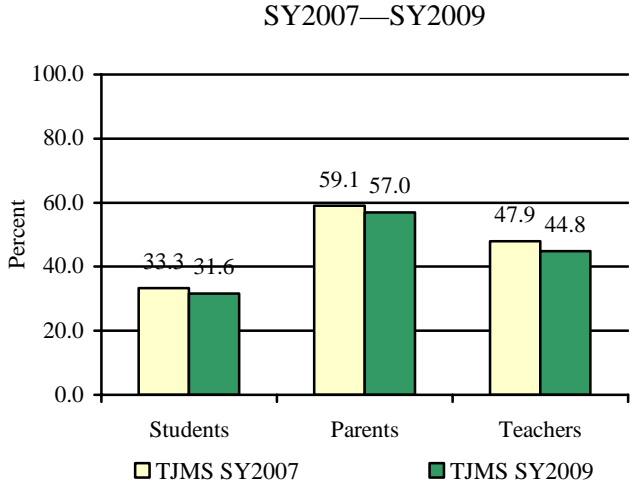
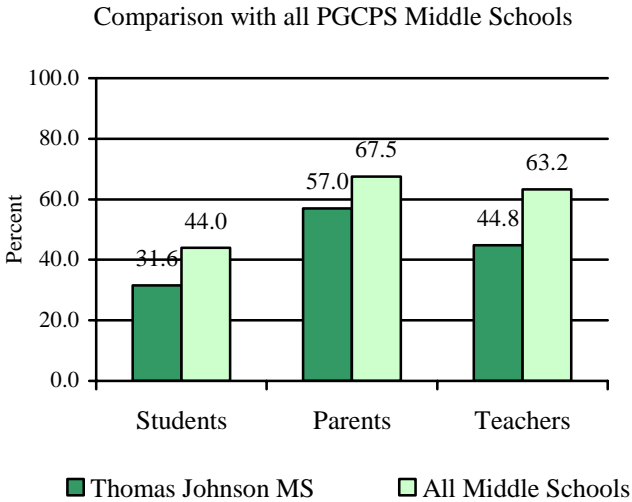


Figure 11 – Parent/Community Involvement – Percent with Positive Perception

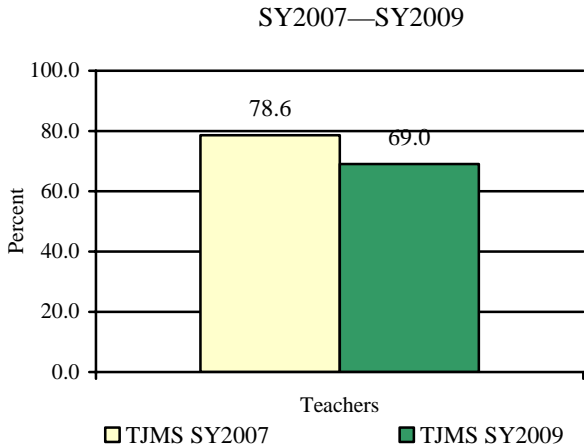
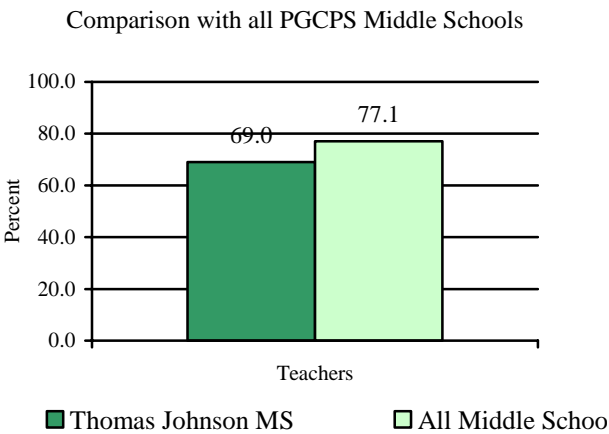


Figure 12 – Strong Professional Development – Percent with Positive Perception

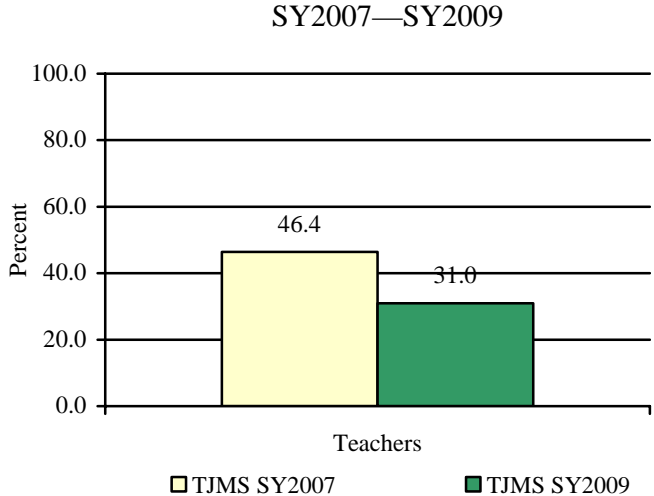
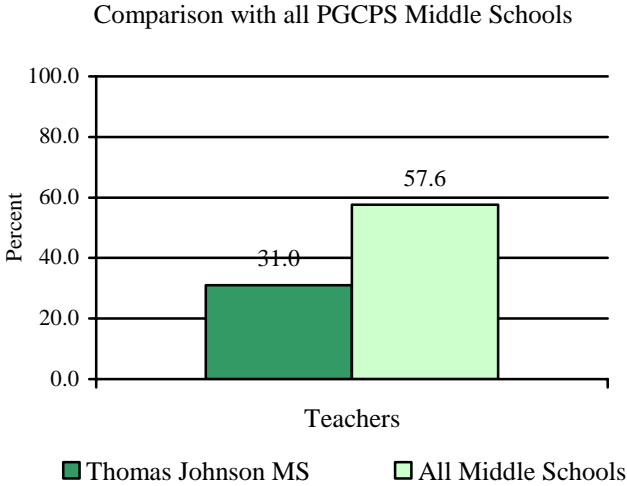


Figure 13 – Teacher Involvement in Decision-making – Percent with Positive Perception

Table 4 – Distribution of Thomas Johnson MS Students’ Responses on Survey Items

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
Safe and Orderly Environment												
1. My school includes instruction in appropriate behavior.	332	8.4%	24.4%	37.3%	12.3%	17.5%	376	12.2%	34.3%	35.9%	12.5%	5.1%
2. School conduct rules are established with input from students.	328	2.7%	17.7%	28.0%	23.8%	27.7%	367	2.2%	21.0%	35.4%	24.5%	16.9%
3. My parents know the school’s student conduct rules.	331	21.5%	33.5%	23.9%	11.2%	10.0%	374	16.0%	38.8%	20.3%	15.5%	9.4%
4. My parents support the school’s student conduct rules.	323	16.7%	26.3%	34.1%	10.8%	12.1%	373	14.7%	35.7%	26.5%	13.7%	9.4%
5. My school building is kept clean and everything works.	329	1.2%	2.7%	10.9%	20.4%	64.7%	378	1.6%	5.6%	10.8%	25.9%	56.1%
6. I know the school safety rules for the school building, parking area and grounds, and school buses.	332	19.3%	35.2%	23.8%	10.2%	11.4%	375	17.3%	38.7%	24.5%	12.0%	7.5%
7. Safety rules are enforced.	328	11.0%	29.0%	32.0%	15.5%	12.5%	369	13.0%	33.3%	31.7%	16.0%	6.0%
8. The school safety rules are generally obeyed by students.	329	1.5%	6.4%	20.4%	28.0%	43.8%	374	0.8%	9.1%	27.8%	28.1%	34.2%
9. Teachers conduct classes in an orderly and efficient manner.	330	3.3%	14.8%	40.0%	18.5%	23.3%	370	4.3%	33.5%	35.9%	16.5%	9.7%
Positive School Climate												
10. Teachers and students at my school trust and respect each other.	329	1.8%	10.6%	21.3%	23.1%	43.2%	376	2.4%	8.2%	27.9%	30.1%	31.4%

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.	327	9.2%	19.0%	32.1%	19.3%	20.5%	373	8.3%	27.9%	35.7%	16.9%	11.3%
12. Absenteeism is not a problem at my school.	325	4.9%	9.2%	34.2%	24.3%	27.4%	363	3.0%	11.0%	32.5%	32.0%	21.5%
13. The school rewards students and teachers for their achievements.	329	4.6%	12.5%	24.6%	21.3%	37.1%	370	13.8%	31.1%	24.3%	17.8%	13.0%
14. Students and teachers at school take good care of the school building and grounds.	328	1.2%	6.1%	22.0%	24.7%	46.0%	375	1.1%	9.1%	25.1%	28.8%	36.0%
15. I feel safe at school.	328	3.4%	11.3%	27.1%	21.3%	36.9%	372	5.6%	19.6%	33.1%	21.0%	20.7%
16. I am proud of the appearance of the building and grounds of my school.	327	2.4%	7.0%	21.4%	20.2%	48.9%	375	3.7%	10.4%	25.9%	29.1%	30.9%
17. Teachers care about their students as individuals.	313	4.8%	18.8%	38.7%	16.3%	21.4%	376	7.2%	23.1%	39.4%	19.1%	11.2%
18. My teachers like teaching the subjects they teach.	312	14.4%	29.8%	35.3%	9.9%	10.6%	368	13.9%	39.4%	31.8%	10.3%	4.6%
19. I am proud to be a student at this school.	310	3.2%	12.9%	28.7%	20.6%	34.5%	369	6.2%	21.7%	31.7%	17.9%	22.5%
High Expectations												
20. My teachers encourage me to do my best on assigned work and tests.	313	17.9%	30.7%	31.9%	7.7%	11.8%	375	27.2%	44.5%	18.7%	4.0%	5.6%
21. My teachers expect all students to do well in school.	308	19.2%	32.1%	26.9%	9.1%	12.7%	376	24.7%	38.6%	25.3%	6.6%	4.8%
22. My teachers challenge me to learn as much as I can.	311	13.2%	31.2%	32.8%	11.9%	10.9%	372	19.9%	39.0%	30.1%	7.3%	3.8%

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
Frequent Assessment/Monitoring of Student Achievement												
23. My teachers keep track of how I am doing in my school work.	312	8.7%	34.6%	31.7%	11.5%	13.5%	369	17.9%	36.3%	29.3%	11.9%	4.6%
24. The grades I get are a good indication of my ability and effort.	309	13.9%	27.5%	31.1%	14.6%	12.9%	372	23.9%	27.2%	28.8%	12.1%	8.1%
25. My teachers tell me how I am doing on my tests and assigned school work.	311	9.3%	34.4%	32.2%	12.9%	11.3%	370	13.8%	39.5%	28.4%	11.1%	7.3%
26. My teachers keep my parents informed about my progress in my classes.	311	6.8%	20.6%	29.6%	21.2%	21.9%	374	8.8%	18.7%	29.7%	24.6%	18.2%
Emphasis on Basic Skills												
27. The things I learn in my English class are important.	311	15.4%	31.8%	25.4%	9.6%	17.7%	369	41.5%	32.2%	15.4%	4.1%	6.8%
28. The things I learn in my social studies class are important.	311	24.8%	35.7%	22.8%	5.8%	10.9%	368	17.1%	34.5%	25.8%	10.1%	12.5%
29. The things I learn in my mathematics class are important.	311	46.9%	32.8%	14.1%	2.3%	3.9%	367	61.3%	26.4%	9.0%	0.8%	2.5%
30. The things I learn in my science class are important.	312	17.0%	29.8%	24.0%	7.4%	21.8%	369	14.4%	28.5%	25.5%	13.0%	18.7%
31. I will be able to make good use of what I learn in English class.	308	18.5%	31.5%	26.3%	8.8%	14.9%	366	40.4%	34.7%	15.8%	4.1%	4.9%
32. I will be able to make good use of what I learn in social studies class.	309	21.4%	31.4%	27.2%	8.4%	11.7%	365	14.5%	31.8%	29.9%	12.9%	11.0%

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
33. I will be able to make good use of what I learn in mathematics class.	293	45.4%	36.2%	10.6%	1.4%	6.5%	368	57.6%	31.0%	7.6%	1.9%	1.9%
34. I will be able to make good use of what I learn in science class.	294	16.3%	28.9%	22.8%	10.9%	21.1%	367	9.5%	25.6%	32.2%	14.2%	18.5%
Maximum Opportunities for Learning												
35. My school offers a variety of elective classes such as music, art, foreign languages, and vocational education.	292	12.7%	30.1%	28.8%	9.9%	18.5%	368	21.7%	37.8%	21.5%	8.2%	10.9%
36. My homework assignments are challenging.	292	10.3%	21.6%	41.1%	14.7%	12.3%	363	8.5%	28.9%	41.3%	15.4%	5.8%
37. Classes are seldom interrupted by activities, announcements, or other people.	291	18.6%	24.4%	28.9%	11.0%	17.2%	355	19.2%	19.2%	26.8%	11.5%	23.4%
38. In my classes I have the opportunity to work on lessons with other students.	290	8.3%	35.2%	35.9%	7.9%	12.8%	354	4.8%	37.0%	35.9%	11.0%	11.3%
39. The material presented in class is often interesting.	292	3.4%	17.5%	38.4%	20.5%	20.2%	354	3.7%	24.3%	37.6%	22.3%	12.1%
40. The way the teachers present the material in my classes makes the subjects interesting.	289	3.8%	15.2%	43.3%	15.2%	22.5%	355	4.5%	24.8%	41.7%	19.4%	9.6%
41. The way my textbooks and workbooks present information helps me learn the course material.	293	4.8%	18.4%	41.0%	13.3%	22.5%	359	6.7%	36.8%	37.0%	10.9%	8.6%

	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.	292	5.8%	17.8%	25.3%	22.3%	28.8%	356	11.5%	35.1%	28.1%	15.4%	9.8%
43. I am getting what I need from this school.	290	2.4%	21.4%	30.7%	17.9%	27.6%	353	4.8%	27.8%	38.2%	17.8%	11.3%
44. My teachers know their subject areas well.	289	12.8%	34.6%	30.1%	9.3%	13.1%	354	17.5%	36.7%	31.1%	8.8%	5.9%
45. My teachers can explain material in a way that I can understand.	289	10.4%	26.6%	36.0%	12.1%	14.9%	351	13.7%	35.6%	32.2%	11.7%	6.8%
46. My teachers are well prepared.	288	7.6%	24.3%	39.2%	13.2%	15.6%	352	11.9%	31.3%	36.6%	13.4%	6.8%
Parent/Community Involvement												
47. My parents actively support school events.	291	11.0%	12.4%	29.6%	16.8%	30.2%	355	7.9%	11.5%	33.8%	24.2%	22.5%
48. My parents are aware of what happens at school.	290	19.3%	18.3%	31.4%	9.3%	21.7%	357	12.0%	26.3%	30.3%	13.2%	18.2%

Table 5 – Distribution of Thomas Johnson 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.	98	12.2%	43.9%	26.5%	9.2%	8.2%	93	22.6%	37.6%	22.6%	9.7%	7.5%
2. Free and open communication occurs among parents, faculty, and administration.	98	8.2%	42.9%	19.4%	23.5%	6.1%	93	10.8%	52.7%	17.2%	11.8%	7.5%
3. Decisions about instruction are made using information from parents and the community.	99	4.0%	29.3%	30.3%	25.3%	11.1%	92	5.4%	28.3%	41.3%	15.2%	9.8%
4. The principal and teachers show leadership in promoting quality instruction.	98	15.3%	30.6%	29.6%	21.4%	3.1%	93	11.8%	41.9%	25.8%	11.8%	8.6%
5. The principal and teachers make good instruction the most important school priority.	100	11.0%	40.0%	27.0%	17.0%	5.0%	91	12.1%	45.1%	22.0%	14.3%	6.6%
6. The principal is an effective leader for improving classroom instruction.	100	15.0%	33.0%	25.0%	20.0%	7.0%	92	22.8%	32.6%	25.0%	12.0%	7.6%
Clear and Focused Mission												
7. The school has a written plan that clearly indicates what the school is trying to achieve.	98	7.1%	42.9%	34.7%	10.2%	5.1%	93	19.4%	31.2%	28.0%	12.9%	8.6%

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.	100	7.0%	26.0%	38.0%	23.0%	6.0%	92	8.7%	28.3%	37.0%	19.6%	6.5%
9. Parents and students are aware of school purposes and goals.	100	8.0%	49.0%	24.0%	12.0%	7.0%	93	20.4%	43.0%	23.7%	8.6%	4.3%
10. Teachers inform students of what they are expected to learn.	100	14.0%	54.0%	24.0%	5.0%	3.0%	93	24.7%	46.2%	18.3%	8.6%	2.2%
Safe and Orderly Environment												
11. Students are informed of how they are expected to behave in school and at school activities.	100	24.0%	60.0%	11.0%	2.0%	3.0%	93	35.5%	52.7%	5.4%	3.2%	3.2%
12. Students are disciplined in a fair and consistent manner.	99	9.1%	40.4%	22.2%	14.1%	14.1%	93	16.1%	29.0%	26.9%	16.1%	11.8%
13. Parents are involved in and support school disciplinary practices.	98	10.2%	33.7%	23.5%	20.4%	12.2%	93	17.2%	22.6%	43.0%	12.9%	4.3%
14. The school buildings and grounds are clean and well maintained.	98	10.2%	39.8%	19.4%	15.3%	15.3%	91	11.0%	45.1%	23.1%	9.9%	11.0%
15. Students are taught to act in a safe and responsible manner.	100	13.0%	53.0%	21.0%	5.0%	8.0%	89	21.3%	47.2%	16.9%	11.2%	3.4%
Positive School Climate												
16. An atmosphere of respect and trust exists in the school.	98	10.2%	29.6%	23.5%	20.4%	16.3%	91	8.8%	25.3%	35.2%	17.6%	13.2%
17. Social and cultural differences are respected in the school.	100	7.0%	43.0%	30.0%	12.0%	8.0%	90	12.2%	35.6%	34.4%	13.3%	4.4%
18. Students and teachers have a positive attitude toward school.	99	8.1%	37.4%	33.3%	14.1%	7.1%	91	13.2%	27.5%	33.0%	20.9%	5.5%

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.	100	11.0%	45.0%	23.0%	13.0%	8.0%	92	21.7%	48.9%	20.7%	7.6%	1.1%	
20. School staff members and students work together to keep the school clean and attractive.	97	8.2%	38.1%	25.8%	17.5%	10.3%	92	8.7%	33.7%	34.8%	16.3%	6.5%	
21. Students feel that the school is a good place to be.	99	9.1%	27.3%	33.3%	16.2%	14.1%	92	9.8%	35.9%	29.3%	12.0%	13.0%	
22. The teachers and staff consider the interests and needs of each student.	100	10.0%	38.0%	26.0%	19.0%	7.0%	92	9.8%	26.1%	34.8%	20.7%	8.7%	
High Expectations													
23. School staff members set high, but appropriate and achievable, goals for students.	100	10.0%	47.0%	27.0%	11.0%	5.0%	91	14.3%	35.2%	31.9%	12.1%	6.6%	
24. Students and parents know what the school expects of them.	100	11.0%	54.0%	24.0%	9.0%	2.0%	92	16.3%	54.3%	22.8%	4.3%	2.2%	
25. All students, regardless of social or cultural differences, are expected to work toward high standards.	100	20.0%	55.0%	19.0%	3.0%	3.0%	92	28.3%	48.9%	13.0%	6.5%	3.3%	
Frequent Assessment/Monitoring of Student Achievement													
26. The school keeps track of each student's performance.	99	13.1%	52.5%	18.2%	9.1%	7.1%	92	13.0%	51.1%	20.7%	9.8%	5.4%	
27. Student performance is evaluated in a variety of ways.	99	9.1%	44.4%	34.3%	8.1%	4.0%	91	13.2%	45.1%	24.2%	12.1%	5.5%	
28. Parents are kept informed of how well their children are doing in school.	100	11.0%	41.0%	19.0%	16.0%	13.0%	92	15.2%	23.9%	23.9%	21.7%	15.2%	

	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.	99	18.2%	34.3%	20.2%	14.1%	13.1%	91	15.4%	26.4%	22.0%	18.7%	17.6%
30. Students are kept informed of how well they are doing in school.	100	9.0%	39.0%	28.0%	13.0%	11.0%	92	13.0%	27.2%	30.4%	17.4%	12.0%
Emphasis on Basic Skills												
31. Students are taught to apply basic skills and problem-solving skills in reading, writing, mathematics, science, and social studies.	100	16.0%	52.0%	25.0%	2.0%	5.0%	93	21.5%	47.3%	15.1%	11.8%	4.3%
32. The school provides learning activities to help students with special needs or interests.	99	10.1%	27.3%	43.4%	13.1%	6.1%	93	14.0%	32.3%	40.9%	7.5%	5.4%
Maximum Opportunities for Learning												
33. Teachers spend as much time as needed on instruction.	97	7.2%	36.1%	26.8%	19.6%	10.3%	93	9.7%	17.2%	43.0%	21.5%	8.6%
34. There are few disruptions to instruction in the school.	99	6.1%	21.2%	32.3%	22.2%	18.2%	93	5.4%	23.7%	29.0%	21.5%	20.4%
35. Field trips and other activities are used appropriately to support instruction.	99	5.1%	30.3%	28.3%	21.2%	15.2%	93	9.7%	31.2%	30.1%	17.2%	11.8%
36. School courses are varied to meet the different needs, interests, and abilities of students.	100	6.0%	38.0%	30.0%	20.0%	6.0%	93	11.8%	35.5%	31.2%	14.0%	7.5%
37. Students have enough opportunities to learn with and from each other.	98	5.1%	42.9%	28.6%	14.3%	9.2%	90	13.3%	33.3%	27.8%	17.8%	7.8%

	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.	99	6.1%	39.4%	31.3%	16.2%	7.1%	93	10.8%	29.0%	38.7%	14.0%	7.5%
Parent/Community Involvement												
39. Parents and parent groups have a voice in school policies.	99	3.0%	34.3%	36.4%	17.2%	9.1%	92	7.6%	38.0%	35.9%	13.0%	5.4%
40. Parents and parent groups actively participate in school activities.	98	2.0%	34.7%	39.8%	17.3%	6.1%	93	8.6%	34.4%	41.9%	9.7%	5.4%
41. Parents and school staff members often share information about students' progress and plans.	99	6.1%	36.4%	30.3%	19.2%	8.1%	93	10.8%	36.6%	26.9%	20.4%	5.4%
42. Parents are encouraged to support the instructional activities of the school.	100	11.0%	41.0%	26.0%	14.0%	8.0%	93	15.1%	45.2%	24.7%	12.9%	2.2%
43. Parents have opportunities to get involved in the development of school budgets.	100	2.0%	29.0%	34.0%	24.0%	11.0%	93	7.5%	26.9%	36.6%	20.4%	8.6%
44. The school gives parents news about their children's accomplishments.	100	10.0%	37.0%	18.0%	19.0%	16.0%	91	12.1%	31.9%	28.6%	14.3%	13.2%

Table 6 – Distribution of Thomas Johnson 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.	29	27.6%	34.5%	20.7%	13.8%	3.4%	29	13.8%	31.0%	34.5%	13.8%	6.9%
2. Communication between the faculty and administration is frequent and effective.	29	13.8%	31.0%	10.3%	24.1%	20.7%	29	3.4%	24.1%	27.6%	41.4%	3.4%
3. Instructional decisions for the school are based on input from the community, teachers, and administrators.	29	13.8%	17.2%	24.1%	34.5%	10.3%	28	3.6%	25.0%	17.9%	39.3%	14.3%
4. The principal is involved in the instructional process.	29	13.8%	51.7%	20.7%	10.3%	3.4%	29	6.9%	34.5%	31.0%	20.7%	6.9%
5. The principal and teachers make instructional effectiveness the highest priority in the school.	29	17.2%	34.5%	31.0%	17.2%	0.0%	29	10.3%	31.0%	34.5%	20.7%	3.4%
6. The principal provides leadership in the improvement of the instructional program.	29	17.2%	34.5%	24.1%	20.7%	3.4%	29	6.9%	37.9%	27.6%	24.1%	3.4%
7. Administrators complete fair and meaningful evaluations of each employee.	29	13.8%	13.8%	48.3%	17.2%	6.9%	29	10.3%	24.1%	41.4%	13.8%	10.3%
8. The principal encourages teachers to participate in leadership roles.	29	13.8%	44.8%	31.0%	6.9%	3.4%	29	20.7%	65.5%	6.9%	6.9%	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.	29	17.2%	69.0%	6.9%	3.4%	3.4%	29	17.2%	69.0%	10.3%	3.4%	0.0%
10. The school plan is developed with participation by teachers and community members.	29	13.8%	37.9%	27.6%	17.2%	3.4%	29	10.3%	48.3%	17.2%	17.2%	6.9%
11. Important social trends are considered in school planning.	29	10.3%	24.1%	27.6%	20.7%	17.2%	29	3.4%	31.0%	34.5%	27.6%	3.4%
12. Teachers and students know the school's purpose and goals.	28	10.7%	50.0%	14.3%	14.3%	10.7%	29	6.9%	48.3%	13.8%	27.6%	3.4%
13. The goals of teachers are consistent with school and district goals.	29	20.7%	44.8%	17.2%	13.8%	3.4%	29	13.8%	48.3%	20.7%	17.2%	0.0%
14. Teachers communicate instructional goals to students.	29	17.2%	65.5%	17.2%	0.0%	0.0%	29	13.8%	65.5%	13.8%	6.9%	0.0%
15. The school plan is revised, monitored, and reviewed periodically.	29	13.8%	41.4%	31.0%	10.3%	3.4%	29	6.9%	58.6%	24.1%	6.9%	3.4%
Safe and Orderly Environment												
16. School conduct rules and procedures are taught along with other skills.	29	10.3%	55.2%	17.2%	13.8%	3.4%	29	6.9%	55.2%	24.1%	13.8%	0.0%
17. Disciplinary procedures are implemented in a fair and consistent manner.	29	10.3%	6.9%	20.7%	27.6%	34.5%	29	3.4%	24.1%	10.3%	37.9%	24.1%
18. Parents are involved in and support the school's disciplinary procedures.	28	7.1%	21.4%	32.1%	25.0%	14.3%	29	3.4%	24.1%	20.7%	41.4%	10.3%

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
19. The physical plant is clean and well maintained.	29	6.9%	44.8%	10.3%	24.1%	13.8%	28	0.0%	46.4%	17.9%	17.9%	17.9%
20. Appropriate safety principles are taught and practiced.	29	10.3%	31.0%	24.1%	17.2%	17.2%	29	3.4%	41.4%	24.1%	20.7%	10.3%
Positive School Climate												
21. An atmosphere of respect and trust exists in the school.	29	3.4%	20.7%	6.9%	27.6%	41.4%	29	0.0%	41.4%	13.8%	27.6%	17.2%
22. Social and cultural differences are respected in the school.	29	13.8%	41.4%	24.1%	10.3%	10.3%	29	6.9%	51.7%	20.7%	13.8%	6.9%
23. Teachers have a positive attitude toward their school.	29	10.3%	17.2%	27.6%	31.0%	13.8%	29	0.0%	41.4%	27.6%	27.6%	3.4%
24. Students have a positive attitude toward their school.	29	3.4%	17.2%	24.1%	31.0%	24.1%	29	0.0%	24.1%	24.1%	37.9%	13.8%
25. Teacher attendance is high.	29	3.4%	41.4%	6.9%	34.5%	13.8%	29	0.0%	20.7%	37.9%	34.5%	6.9%
26. Student attendance is high.	28	10.7%	35.7%	28.6%	17.9%	7.1%	29	0.0%	34.5%	31.0%	34.5%	0.0%
27. Teachers are recognized for their accomplishments.	29	13.8%	17.2%	27.6%	24.1%	17.2%	29	0.0%	34.5%	24.1%	41.4%	0.0%
28. Students are recognized for their accomplishments.	29	13.8%	31.0%	34.5%	17.2%	3.4%	29	6.9%	69.0%	13.8%	10.3%	0.0%
29. Teachers, students, and administrators assume responsibility, as appropriate, for the physical appearance of the school.	29	10.3%	24.1%	17.2%	34.5%	13.8%	29	0.0%	31.0%	6.9%	58.6%	3.4%
30. The school physical facilities contribute to a positive school climate.	29	13.8%	27.6%	27.6%	13.8%	17.2%	29	3.4%	41.4%	13.8%	34.5%	6.9%

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.	29	17.2%	58.6%	10.3%	13.8%	0.0%	29	10.3%	58.6%	20.7%	6.9%	3.4%	
32. Expectations are communicated to faculty, support staff, students, and parents.	29	10.3%	58.6%	17.2%	13.8%	0.0%	29	13.8%	58.6%	10.3%	17.2%	0.0%	
33. All students, regardless of social or cultural differences, are expected to work toward high standards.	29	27.6%	58.6%	10.3%	3.4%	0.0%	29	13.8%	62.1%	6.9%	13.8%	3.4%	
34. Expectations for students are based on knowledge of students and their previous performance.	29	10.3%	44.8%	24.1%	20.7%	0.0%	29	0.0%	58.6%	17.2%	20.7%	3.4%	
35. High academic expectations are consistently maintained over time.	28	10.7%	53.6%	17.9%	17.9%	0.0%	29	10.3%	44.8%	13.8%	27.6%	3.4%	
Frequent Assessment/Monitoring of Student Achievement													
36. Student performance is regularly evaluated.	29	13.8%	62.1%	13.8%	10.3%	0.0%	29	17.2%	65.5%	13.8%	3.4%	0.0%	
37. Student performance is evaluated in a variety of ways.	29	13.8%	69.0%	3.4%	13.8%	0.0%	29	13.8%	58.6%	13.8%	13.8%	0.0%	
38. Assessment data are used to improve the school's curriculum.	29	13.8%	58.6%	20.7%	6.9%	0.0%	29	3.4%	44.8%	24.1%	17.2%	10.3%	
39. Student progress is regularly reported to parents.	29	13.8%	55.2%	13.8%	13.8%	3.4%	29	17.2%	69.0%	6.9%	6.9%	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
40. Student assessment data are monitored, and instruction is modified to promote student learning.	29	10.3%	65.5%	17.2%	6.9%	0.0%	29	3.4%	69.0%	17.2%	6.9%	3.4%
41. Students are regularly informed of their progress.	29	10.3%	65.5%	13.8%	6.9%	3.4%	29	17.2%	62.1%	13.8%	6.9%	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.	29	17.2%	65.5%	13.8%	3.4%	0.0%	29	6.9%	72.4%	13.8%	6.9%	0.0%
43. Students are taught to apply basic skills.	28	14.3%	75.0%	10.7%	0.0%	0.0%	29	6.9%	86.2%	0.0%	6.9%	0.0%
44. Students are tested for both basic knowledge and performance capabilities.	29	10.3%	72.4%	10.3%	6.9%	0.0%	29	3.4%	75.9%	10.3%	10.3%	0.0%
45. Elective subjects are integrated into the school curriculum.	29	17.2%	41.4%	20.7%	17.2%	3.4%	29	6.9%	55.2%	20.7%	13.8%	3.4%
46. The integration of basic skills development into instruction is consistently monitored.	29	10.3%	48.3%	24.1%	17.2%	0.0%	28	3.6%	53.6%	17.9%	25.0%	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.	29	6.9%	44.8%	24.1%	24.1%	0.0%	28	7.1%	46.4%	10.7%	35.7%	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.	29	10.3%	17.2%	6.9%	34.5%	31.0%	28	7.1%	17.9%	10.7%	25.0%	39.3%
49. Teachers are freed from miscellaneous administrative tasks and duties so they can concentrate on instruction.	29	3.4%	24.1%	13.8%	20.7%	37.9%	28	0.0%	28.6%	10.7%	42.9%	17.9%
50. The administration supports teachers in matters concerning disruptive students.	29	10.3%	20.7%	13.8%	31.0%	24.1%	28	3.6%	32.1%	17.9%	25.0%	21.4%
51. The school offers extracurricular and supplemental activities that support instruction.	29	10.3%	34.5%	27.6%	17.2%	10.3%	28	21.4%	53.6%	14.3%	7.1%	3.6%
52. The curriculum is varied to accommodate needs, interests, and abilities of students.	28	10.7%	46.4%	25.0%	17.9%	0.0%	28	7.1%	64.3%	7.1%	14.3%	7.1%
53. Teachers provide students with opportunities for learning in small-group settings.	28	7.1%	75.0%	10.7%	3.6%	3.6%	28	14.3%	71.4%	7.1%	7.1%	0.0%
Parent/Community Involvement												
54. Parents actively participate in establishing school policies and procedures.	29	3.4%	10.3%	24.1%	31.0%	31.0%	28	0.0%	25.0%	17.9%	42.9%	14.3%
55. Parents actively participate in school activities.	29	3.4%	10.3%	31.0%	27.6%	27.6%	28	0.0%	17.9%	28.6%	35.7%	17.9%
56. Effective and frequent communication occurs with parents.	29	6.9%	37.9%	34.5%	17.2%	3.4%	28	3.6%	46.4%	21.4%	25.0%	3.6%

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.	29	10.3%	20.7%	31.0%	24.1%	13.8%	28	0.0%	21.4%	25.0%	39.3%	14.3%
58. Social services from available outside agencies are used effectively.	29	6.9%	27.6%	31.0%	20.7%	13.8%	28	3.6%	25.0%	42.9%	21.4%	7.1%
59. Parents are encouraged to support the instructional activities of the school.	29	13.8%	62.1%	13.8%	6.9%	3.4%	28	21.4%	53.6%	7.1%	14.3%	3.6%
Strong Professional Development												
60. Professional development of teachers addresses the social and cultural differences in the school.	29	6.9%	24.1%	27.6%	31.0%	10.3%	28	3.6%	39.3%	17.9%	25.0%	14.3%
61. Professional development of teachers is tailored to the needs of the school.	29	6.9%	37.9%	20.7%	27.6%	6.9%	28	10.7%	50.0%	17.9%	17.9%	3.6%
62. Participation in professional development activities is encouraged.	29	13.8%	51.7%	27.6%	3.4%	3.4%	28	17.9%	60.7%	10.7%	10.7%	0.0%
63. The application of professional development activities is encouraged.	29	10.3%	48.3%	34.5%	0.0%	6.9%	28	14.3%	57.1%	10.7%	17.9%	0.0%
64. Teachers are involved in planning and evaluating professional development activities.	29	10.3%	20.7%	24.1%	31.0%	13.8%	28	7.1%	46.4%	7.1%	32.1%	7.1%
65. Teachers in this school strive to maintain and enhance their professional status.	28	21.4%	46.4%	21.4%	3.6%	7.1%	27	22.2%	55.6%	14.8%	7.4%	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.	29	3.4%	13.8%	34.5%	24.1%	24.1%	28	7.1%	17.9%	25.0%	42.9%	7.1%
67. Teachers are involved in developing and reviewing the school's mission and goals.	29	3.4%	34.5%	27.6%	13.8%	20.7%	28	7.1%	46.4%	17.9%	21.4%	7.1%
68. Teachers are involved in monitoring the implementation of school policies and procedures.	29	13.8%	34.5%	24.1%	6.9%	20.7%	28	10.7%	32.1%	25.0%	28.6%	3.6%
69. Teachers perceive that they can influence school decisions.	29	10.3%	6.9%	17.2%	27.6%	37.9%	28	3.6%	25.0%	21.4%	32.1%	17.9%
70. Teachers and administrators function as a team.	29	10.3%	17.2%	27.6%	17.2%	27.6%	28	7.1%	28.6%	25.0%	28.6%	10.7%