

School Climate Survey

Results and Analysis

December 2010



Public Schools



Overview

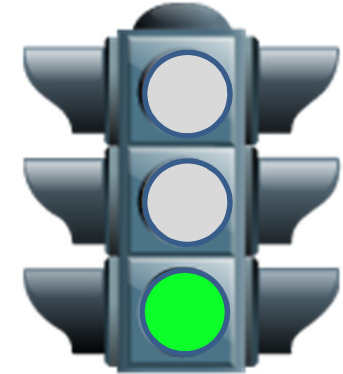
Danvers Public Schools conducted school climate surveys of students, parents, and staff during November and December 2010. The purpose of these surveys was to measure the perspectives held by the participants concerning various aspects of the education climate in the schools. Specific topic areas include:

- Academic Preparation
- Student Support
- Parent Engagement
- Safety and Behavior
- School Operations
- School Leadership
- Faculty Relations and Support

In addition, specific survey items have been identified as critical measures for the district's Success Measures. This report provides an overall summary of survey responses as well as detailed item data.

Executive Summary of Findings

Review of the survey data revealed a number of positive findings, which have resulted from our emphasis on our prior strategic efforts:



- Good level of participation from parents, staff, and students.
- Most parents and staff (and students to a lesser extent) rated quality of education favorably.
- Students are well supported for the transition to middle school.
- Parents feel welcome at their child's school.
- Parents are kept informed about their child's progress and behavior.
- Staff report good relations with colleagues and administrators.
- Parents believe that the principal makes decisions that are in the best interest of the students.
- Students have access to computers and technology for learning.

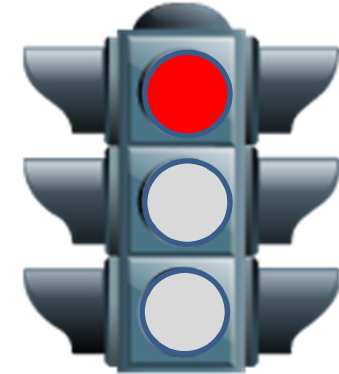
Executive Summary of Findings



A number of issues were noted for further consideration. Many of these items are current focuses of our strategic efforts. Highlighted items include:

- Overall, less favorable ratings were provided for the secondary schools compared to the elementary schools.
- Helping Parents Help their Students: Few secondary parents indicate that they are given useful information about how to help their child or kept informed about their child's behavior.
- Special Education: Some special education parents rated staff low on knowledge and skills to address their child's needs.
- High School Transition: The mentor (buddy) was seen as largely ineffective in helping students transition to high school.
- Tools and Training: Some teachers are not provided the tools and training necessary to address the individual needs of all students.

Executive Summary of Findings



A small number of issues appeared as more urgent:

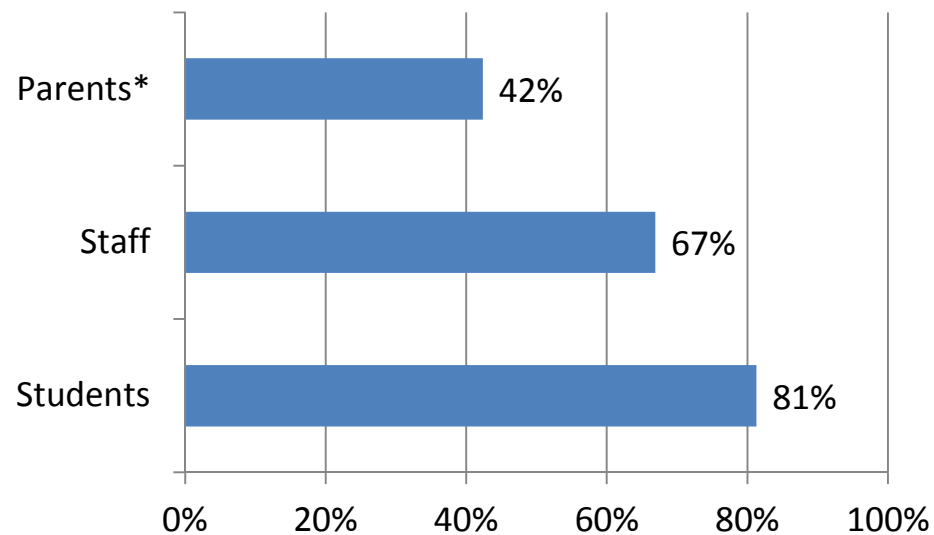
- Connections between Students and Staff: Few students indicated that there is someone at school they can talk to about personal problems.
- Diversity: Students indicate limited respect for others who are different.
- Applications: Many students indicate that teachers do not show them applications of what they are learning to the real world.
- Safety and Behavior: Parents, teachers, and students all agree that threatening* behavior among students and alcohol and drug use are issues to be addressed at the secondary schools.

* The word “threatening” in the context of this survey is used in a broader sense than it is used in the schools. The Safety and Behavior questions will be modified for future versions of this survey to more closely align with the terminology as used in the schools.

Who Responded

Survey participation was open to students at the secondary level (middle and high school), all parents, and all staff. Students were provided an opportunity to complete the survey via computer at school. Parents and staff were invited to complete the survey via email which provided a link to the survey. Parents for whom email addresses were not available could access the survey by a link on the district's Website or request a paper copy.

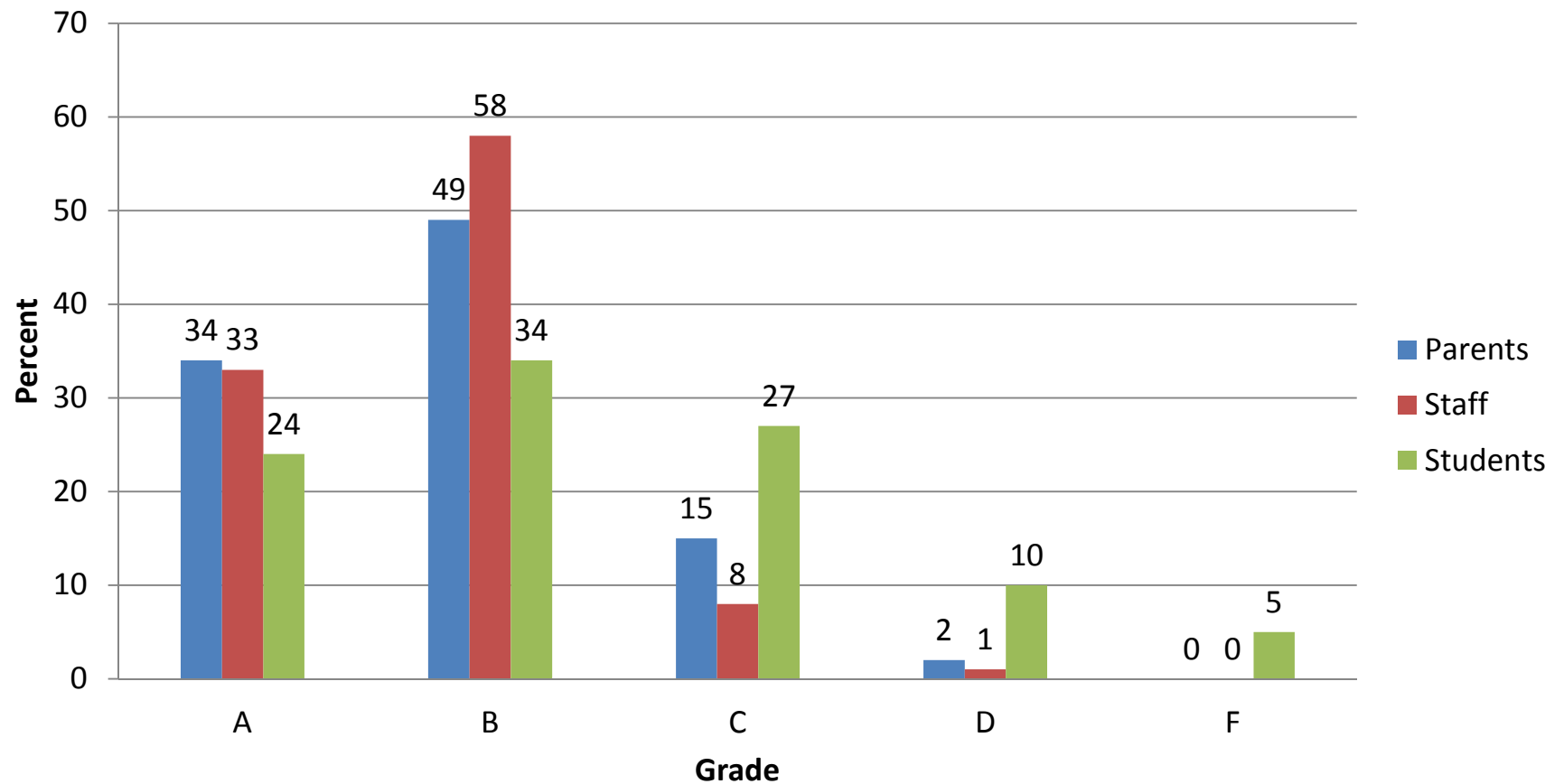
Overall response to the survey was strong with 916 parents, 287 staff, and 1,574 students completing surveys. Parent and staff participants represented all seven schools while students represented only middle and high school. Of the staff respondents, 72% were teachers.



* The parent response rate was estimated based on the total number of students in the district (3,617) and 1.7 school age children per family.

Overall Assessment

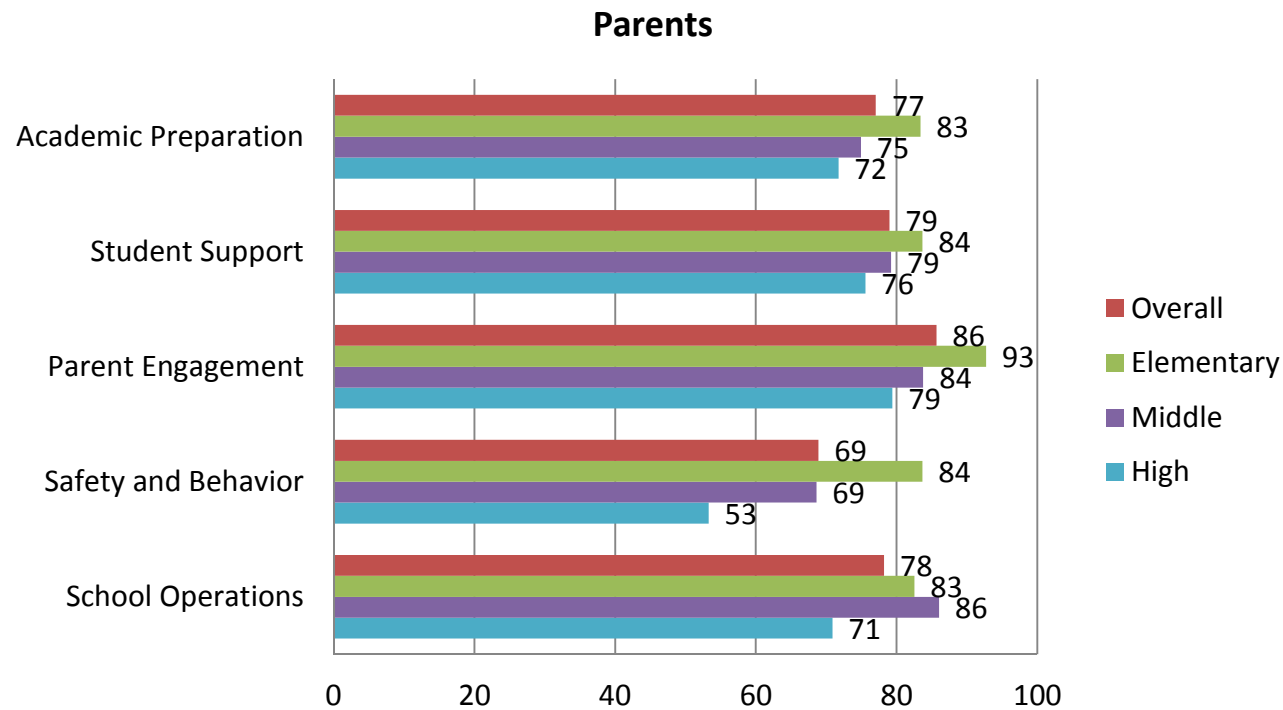
As an overall measure of how well the schools are doing, respondents were asked to grade their schools for the quality of education it provides students. Most respondents gave a grade of “A” or “B;” this pattern was evident for parents (83%) and staff (91%). Students also tended to give primarily “A” and “B” grades (58%), but they were also more likely to give lower grades.



Overall Responses—Parents

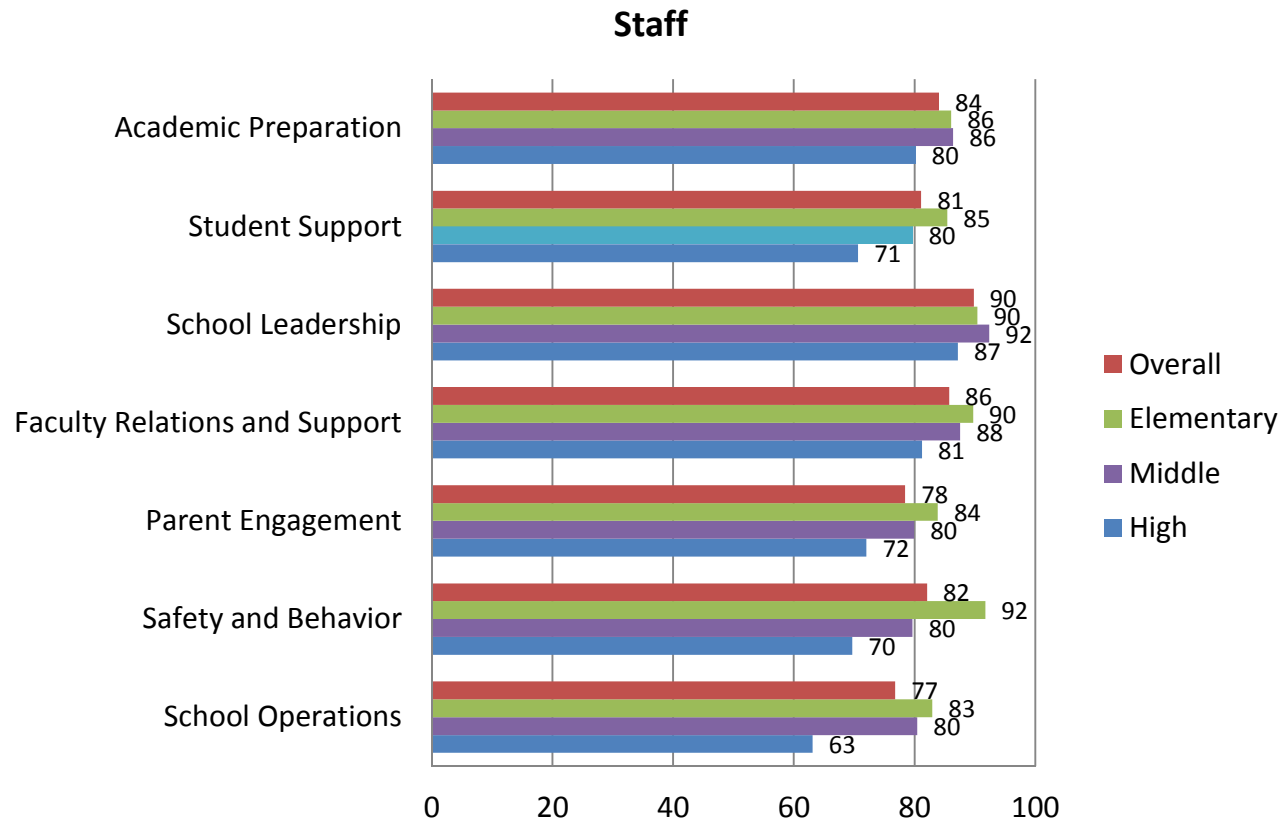
Overall survey responses were examined for each of the central climate topics. The graph displays the weighted average percent of respondents agreeing or strongly agreeing with the survey questions comprising each topic. In all cases, respondents at the elementary level tended to give higher ratings relative to the middle and high school levels.

The largest differences between levels appeared in Safety and Behavior. On average, half of the high school students gave positive ratings for Safety and Behavior compared to more than two-thirds for middle school and more than 80% for elementary school.



Overall Responses—Staff

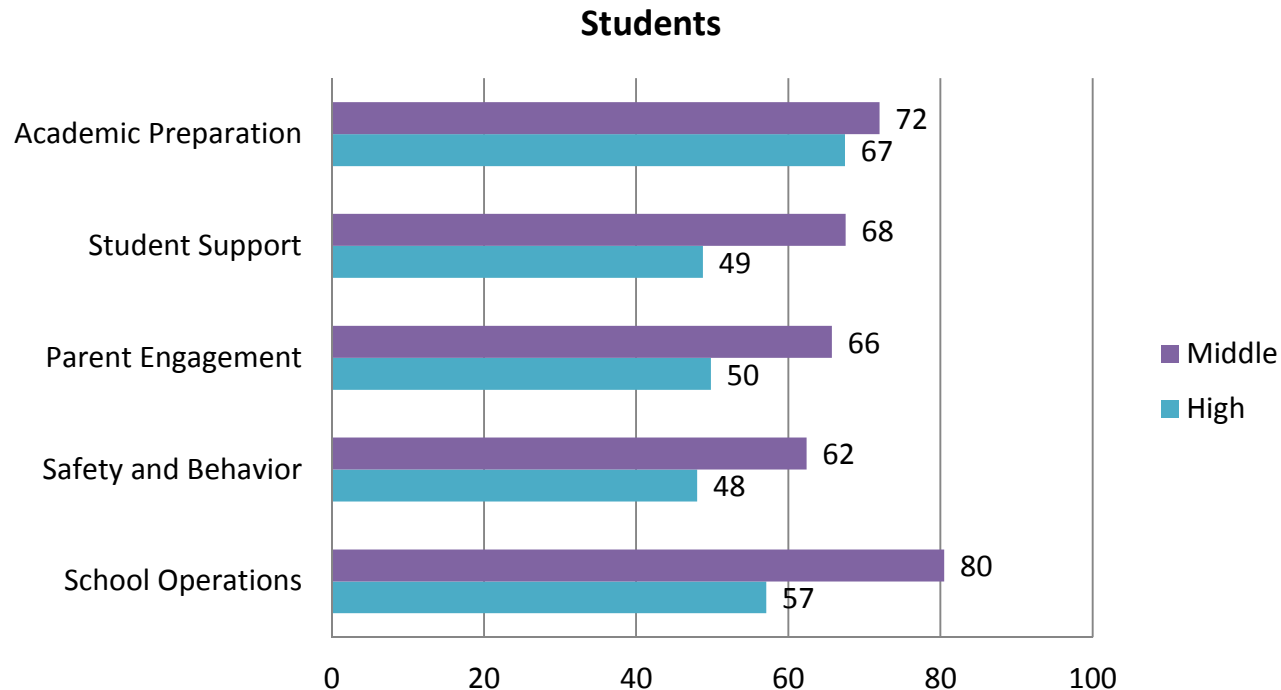
Echoing the parent data, elementary school staff also provided higher ratings for most elements of the school climate than did their middle and high school colleagues. School leadership was an exception where ratings were virtually tied, and ratings were very similar for Academic Preparation. However, like the parents, large differences were found for Safety and Behavior further highlighting the need to support students as they face new challenges as they advance in school. School Operations, which addresses issues such as supplies and food services, also appears as an area of concern at the high school level.



Overall Responses—Students

Students tend to be tougher critics of the schools than parents and staff. This common finding is reflected in the current survey data as students tended to provide lower ratings than did their parents and staff (preceding pages). High school students provided lower ratings than did the middle school students. On average, half of the high school students provided favorable ratings in the areas of Student Support, Parent Engagement, and Safety & Behavior. These data suggest that students need additional support as they face new challenges.

The comparatively low rating for Parent Engagement may seem contradictory in light of the average 81% provided by secondary parents. However, this discrepancy may be accounted for by the larger participation rate among students and the possibility that the responding parents are more active in education.



Detailed Results

The remainder of the report focuses on responses to individual survey items. A number of survey items have been previously identified and mapped to the Danvers Public Schools' Success Measures. Each of the Success Measures with items included on the present survey is presented in turn.

Following the presentation of the Success Measures and their associated items, the remaining survey items are presented according to education climate topic.

Unless otherwise indicated, data are presented as the percent of respondents replying “agree” or “strongly agree” with each item.

Success Measures

The following Success Measures are addressed:

Theme II: Student Support

- *Goal 1.1: Parents, teachers, and students report that revised transition practices and services (school-to-school, grade-to-grade) at the PK-K; K-1; 5-6; 8-9 grade levels meet their needs as measured by parents and student surveys. (Slides 13 to 17)*

Theme III: School Climate and Culture

- *Goal 1.1: Students, staff, and parents participate in shared decision making through the schools, school councils, and district-wide committees. (Slide 18)*
- *Goal 2: Promote the appreciation and valuing of diversity in all school environments. (Slide 19)*
- *Goal 3.1: Teachers, support staff, and administrators report an increase in the number of opportunities that encourage teamwork and collegiality. (Slide 20)*

Theme V: Facilities and Technology

- *Goal 1: Provide facilities and technology necessary to support student learning expectations throughout the school system and ensure that resources are equitably distributed across all schools and across the district. (Slide 21)*
- *Goal 2: Provide opportunities for students to be technologically literate and have use of a variety of technology, beginning in elementary school. (Slide 22)*

Theme VI: Communications Partnership and Planning

- *Goal 1.3: District parents report an increasingly favorable rating of school parent partnership on school effectiveness surveys to achieve a 90% rating. (Slide 23)*

Theme II: Student Support

Goal 1.1: Parents, teachers, and students report that revised transition practices and services (school-to-school, grade-to-grade) at the PK-K; K-1; 5-6; 8-9 grade levels meet their needs as measured by parents and student surveys.

Support from adults at school: Half of the high school students and 62% of the middle school student indicated that there is someone at school that they can talk to about personal problems. In contrast most staff indicate that someone is available to talk with students. This difference in perceptions highlight the need to improve communications and outreach to the students.

	Overall	Elem	Middle	High
PARENTS				
My child is being prepared to do well in the next grade level.	82	84	81	80
There is an adult at school that my child can go to for help with a personal or school problem.	77	82	81	69
TEACHERS				
Students at this school are learning what they need to know to be successful in the next grade level and after graduation.	83	90	85	69
Adults are available at school to help students with school problems.	97	98	97	98
Adults are available at school to help students with personal problems.	93	98	88	96
STUDENTS				
My teachers tell me what I need to know to do well in school.			84	72
There is someone at school I can talk to about school problems.			76	68
There is someone at school I can talk to about personal problems.			62	49

Theme II: Student Support

Goal 1.1: Parents, teachers, and students report that revised transition practices and services (school-to-school, grade-to-grade) at the PK – K; K – 1; 5 – 6; 8 – 9 grade levels meet their needs as measured by parents and student surveys.

Transition to Middle School: Most parents gave positive ratings of the support of students as they transition to middle school. Slightly more than half of the 6th grade teachers indicated that students arrive prepared with appropriate expectations concerning study habits.

	Parents of 6th Grade Students	Teachers of 6th Grade Students	6th Grade Students
My child was provided with useful help for the change from elementary to middle school.	89		
The middle school staff (principal, assistant principals, teachers, school nurse, and guidance counselors) was available to help my child as he/she began middle school.	87		
Child knew what to expect as a middle school student with regard to:			
(a) responsibilities of being a student	90	79	81
(b) study habits	74	52	74
(c) school building facilities	96	94	83
(d) available extracurricular activities	77	72	64
(e) grading practices	83	73	70
(f) behavior	97	78	89
(g) homework	89	69	80
(h) transportation	91	66	86

Theme II: Student Support

Transition to High School: Few parents believe that the upperclassman mentor (buddy) helped smooth the transition to high school; 9th grade students concur. Teachers and students differ in their views as to how prepared they are for high school, suggesting a need for middle and high schools to review preparation of the students.

	Parents of 9th Grade Students	Teachers of 9th Grade Students	9th Grade Students
Are you aware that your child was assigned an upper-class mentor (buddy) to help him/her adjust to high school? (Percent "yes")	73		
The mentor (buddy) helped my child to make a smooth transition into 9th grade.	35		
The high school staff (principal, assistant principals, teachers, school nurse, guidance counselors, and social worker) provided the support my child needed as he/she began high school.	76		
My upper-class mentor (buddy) helped me to be at-ease in high school.			44
My upper-class mentor (buddy) helped me to understand the requirements for high school students.			40
The ninth grade students began the school year with a good understanding of high school with regard to:			
(a) responsibilities of being a student		44	84
(b) study habits		25	70
(c) school building facilities		66	63
(d) grading practices and weighting		44	55
(e) available extracurricular opportunities		78	80
(f) graduation requirements		53	83
(g) resources available for help (Guidance/social worker etc)		59	76
(h) physical and emotional safety		72	62
(i) scheduling options		47	61
(j) honor roll status		38	64

Theme II: Student Support

Goal 1.1: Parents, teachers, and students report that revised transition practices and services (school-to-school, grade-to-grade) at the PK – K; K – 1; 5 – 6; 8 – 9 grade levels meet their needs as measured by parents and student surveys.

Outreach to Parents: Overall parents report feeling welcome at their child’s school and being kept informed about the child’s progress and behavior. Importantly, most parents of children who are just beginning their education report being kept informed and being welcome at school. Although nearly every parent of a PK to 1st grade child said teachers are available to discuss learning needs, as much as 20% did not believe that useful information is provided about how to help their child. Parents’ perception of usefulness of information decreases from elementary to middle to high school, indicating a need to examine the kind of information that secondary parents require.

	Overall	Parents of PK to 1st Grade Students	Elem	Middle	High
I feel welcome in my child’s school.	92	95	95	95	87
I am kept informed about my child’s grades.	92	89	90	93	96
I am kept informed about my child’s behavior.	78	88	88	76	70
I am kept informed about what my child is learning in school.	81	90	92	78	70
My child’s teachers are available to discuss my child’s learning needs with me.	89	97	97	86	84
The teachers give me useful information about how to help my child.	64	80	81	57	50

Theme II: Student Support

Special Education: Special education parents indicated some concern that staff has the skills and knowledge to address their child's needs. This concern is mirrored among the staff as comparatively few indicate that they are well-supported to address special education needs or provided the tools and training to accommodate the needs of individual students. High school teachers were less likely to report receiving the support they need for special education students.

	Elem		Middle		High	
	Special Ed	Non-Sp Ed	Special Ed	Non-Sp Ed	Special Ed	Non-Sp Ed
Parents						
The teachers had a good understanding of my child's unique needs to begin the school year.	79	78	54	56	60	51
Staff at this school have the necessary skills and knowledge to provide the services my child needs.	67	89	77	80	63	77
Staff at this school respond to my child's individual strengths and needs.	79	82	62	69	63	69
My child has sufficient opportunities to participate in educational, social and recreational activities with grade level peers while at school.	96	89	82	85	73	89

Teachers	Overall	Elem	Middle	High
I am well-supported to provide services to students with special education needs.	69	79	67	54
I am supplied the necessary information about all special education students in my class(es).	83	83	92	76
I am provided the tools and training I need to accommodate the individual needs of all learners in my class(es).	65	69	66	61
I cooperatively plan with general and special education colleagues to address the individual needs of all learners in my class(es).	62	75	52	53

Theme III: School Climate and Culture

Goal 1.1: Students, staff, and parents participate in shared decision making through the schools, school councils, and district-wide committees.

Most staff indicate that the school leadership encourages their participation in decision making.

Additional items addressing this Success Measure will appear on the Districtwide Climate Survey to be administered in the Spring 2011.

Staff	Overall	Elem	Middle	High
The school leadership encourages staff involvement in decision making for the school.	80	83	84	75

Theme III: School Climate and Culture

Goal 2: Promote the appreciation and valuing of diversity in all school environments.

The secondary students, particularly the high school students, provided comparatively low ratings for all diversity items, suggesting that their experience of diversity at school is different from the perceptions of parents and teachers. However, parents and students agree that gay, lesbian, bisexual, and transgender students are largely not treated with respect at school (high school only).

	Overall	Elem	Middle	High
PARENTS				
I encourage my child to have friends regardless of their religions, cultures, or ethnicities.	95	96	94	96
The school embraces diversity among students.	79	87	72	75
The school effectively teaches students to respect others who differ with regard to religion, culture, and ethnicity.	79	88	75	71
Gay, lesbian, bisexual, and transgender students are respected at this school.				29
TEACHERS				
I work effectively with:				
(a) Special Education students	90	90	96	90
(b) English learners	72	78	66	72
(c) Ethnically/racially diverse students	93	95	94	96
(d) Students who live in poverty	84	87	88	82
(e) Low-achieving students	91	93	90	94
STUDENTS				
Students at this school respect other students who are different from themselves.			51	31
At school I learn about the different cultures and religions.			70	36
At school I learn about challenges faced by students with disabilities.			40	26
Gay, lesbian, bisexual, and transgender students are respected at this school.				33

Theme III: School Climate and Culture

Goal 3.1: Teachers, support staff, and administrators report an increase in the number of opportunities that encourage teamwork and collegiality.

Staff feel largely respected and supported by both the administration and their colleagues at school. However, professional development emerged as an area for further examination. Nearly one-third of secondary staff and one-quarter of elementary staff suggested that professional development sessions they have attended may not have helped them better meet the needs of their students.

Staff	Overall	Elem	Middle	High
Collaboration among teachers is encouraged at this school.	87	93	91	77
The professional development sessions I attended have helped me to better meet the learning needs of my students.	70	75	70	63
I feel respected and supported by the principal and other administrators at this school.	90	93	93	87
I feel respected and supported by other teachers at this school.	93	98	91	94

Theme V: Facilities and Technology

Goal 1: Provide facilities and technology necessary to support student learning expectations throughout the school system and ensure that resources are equitably distributed across all schools and across the district.

High school parents, staff, and students raise concerns with the building upkeep and maintenance.

	Overall	Elem	Middle	High
PARENTS				
My child's school is clean.	90	98	99	75
My child's school is well-maintained (Air conditioning and heat work, adequate lighting, grounds are kept in order, etc.).	76	90	97	47
TEACHERS				
My school is kept clean.	92	93	100	82
This school is well-maintained (Air conditioning and heat work, adequate lighting, grounds are kept in order, etc.).	75	79	97	45
STUDENTS				
My school is kept clean.			88	44
My school is well-maintained (Air conditioning and heat work, good lighting, grounds are in good order, etc.).			86	23

Theme V: Facilities and Technology

Goal 2: Provide opportunities for students to be technologically literate and have use of a variety of technology, beginning in elementary school.

Reported access to computers was high among the three respondent groups although teachers were more likely to report student access to computers at the elementary level. A perceptual difference between students and teachers with regard to the use of computers to teach new things is evident at the middle and high school levels.

	Overall	Elem	Middle	High
PARENTS				
Students have access to computers and the Internet at school for learning purposes.	90	90	91	89
TEACHERS				
Students have access to reliable computers and the Internet at school for learning purposes.	78	89	80	56
I use technology like computers and the Internet to teach new material.	81	71	93	86
STUDENTS				
I have access to computers and the Internet at school to do my schoolwork.			88	88
I have access to computers and the Internet at home to do my schoolwork.			94	93
My teachers use computers and the Internet to teach new things.			72	66

Theme VI: Communications Partnership and Planning

Goal 1.3: District parents report an increasingly favorable rating of school parent partnership on school effectiveness surveys to achieve a 90% rating.

Elementary parents were more likely than secondary parents to have had an interaction with a school administrator. Parents in both groups who have raised concerns with the administrators reported favorable interactions. Items marked with an asterisk (*) were previously discussed in Theme II, Goal 1.1.

Parents	Overall	Elem	Middle	High
The principal makes decisions that are in the best interest of the students.	83	88	82	78
Have you had an issue to discuss with the principal or assistant principal? (Percent "yes")	33	41	32	25
On the issues and concerns I raised with the principal or assistant principal....				
(a) he or she was available to talk to me.	94	97	93	89
(b) he or she was courteous and listened to my concerns.	91	92	93	88
(c) he or she responded to my concerns in a professional manner, whether or not he or she agreed with me.	89	89	92	86
<hr/>				
I am kept informed about activities like tutoring, after school programs, student performances, parent workshops, and other events.	81	92	75	74
I am satisfied with the opportunities for me to be involved in my child's school.	86	95	84	76
I am kept informed about my child's grades.*	92	90	93	96
I am kept informed about my child's behavior.*	78	88	76	70
I am kept informed about what my child is learning in school.*	81	92	78	70
My child's teachers are available to discuss my child's learning needs with me.*	89	97	86	84
The teachers give me useful information about how to help my child.*	64	81	57	50

Additional Items

Survey questions that have not been identified with specific Success Measures are presented on the following pages. The survey items are organized according to the broad education climate topics. The areas include:

- Academic Preparation (Slide 25)
- Student Support (Slide 26)
- Parent Engagement (Slide 27)
- Safety and Behavior (Slide 28)
- School Operations (Slide 29)
- School Leadership (Slide 30)
- Faculty Relations and Support (Slide 31)

Academic Preparation

Mirroring national findings, secondary level students indicate that their teachers do not show the application of lessons to life outside of school. Student understanding of the applications of what they are learning is one key to promoting student engagement.

	Overall	Elem	Middle	High
PARENTS				
My child is receiving the kind of instruction that is appropriate for his or her abilities.	82	83	81	81
The teachers set appropriate expectations for my child's learning.	85	87	86	83
The feedback teachers provide on homework helps my child to learn.	65	76	58	56
The feedback teachers provide on tests and quizzes helps my child to learn.	66	73	61	61
Classroom activities keep my child interested in learning.	81	89	82	72
I make sure my child does his or her homework every night.	92	94	94	88
TEACHERS				
High standards and expectations are set for all students at this school.	76	85	72	66
Learning standards and expectations are clearly explained to students at this school.	84	87	89	81
Curriculum, instruction, and assessment are aligned to support student learning at this school.	89	89	91	88
Helping students meet challenging academic goals is a primary focus of this school.	87	93	88	78
Teachers at this school work together to ensure student success.	90	93	90	89
Teachers at this school give timely and appropriate feedback on students' work.	82	81	85	85
STUDENTS				
I have to work hard to make good grades.			90	84
My teachers show me how our lessons relate to life outside of school.			49	38
The in-class tests and quizzes at school are fair.			81	70
My teachers give me extra help when I need it.			87	84
My teachers tell me how well I do on my assignments.			77	70
My teachers tell me how well I do on tests.			79	76
An adult at school tells me what I need to do to be promoted or to graduate.			50	54
Homework assignments help me to understand what is taught in class.			63	59

Student Support

High school students were asked about support they receive from guidance counselors. Many high school students indicate that they have yet to discuss careers and college with their counselors.

An indication of staff attitudes towards students is how they talk about them in private. Less than two-thirds of the secondary staff indicate that teachers talk positively about students in the staff areas.

	Overall	Elem	Middle	High
PARENTS				
Students at my child's school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.	81	87	82	74
My child takes interest in the afterschool activities (student clubs, sports, field trips) offered at this school.	77	77	73	80
My child is excited to go to school.	78	93	75	64
TEACHERS				
Students at school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.	91	97	93	85
The variety of activities and courses at this school keep students engaged in learning.	81	88	93	59
Students get the support they need at school for academic and career planning.	70	64	79	70
Teachers usually talk positively about students in the staff areas.	73	86	67	61
STUDENTS				
Teachers and staff treat students fairly regardless of their backgrounds and differences.			73	64
I am interested in the courses and activities offered at school.			64	61
I feel encouraged by my teachers to do the best I can in school.			76	63
I can talk to the principal or another administrator when I have a problem at school.			68	55
A Guidance Counselor at school has given me advice on how to get a job.				18
A Guidance Counselor at school has given me advice on how to get into college.				41
A Guidance Counselor at school has explored post high school career and education paths with me.				38

Guidance Counselor Support

Guidance Counselor support was examined separately by grade level. Although students in all high school grade levels report some level of support by the Guidance Counselor, 12th grade students received the most support. These students report that Guidance Counselors primarily them with college admissions and post high school career and education.

	Grade Level			
	9	10	11	12
A Guidance Counselor at school has given me advice on how to get a job.	20	10	12	30
A Guidance Counselor at school has given me advice on how to get into college.	26	25	35	84
A Guidance Counselor at school has explored post high school career and education paths with me.	29	21	24	83

Parent Engagement

Teachers report regular communication with parents as well as good support when addressing problems with their child. However, few teachers indicate that parent input is used to improve instruction at the school.

Parent responses to Parent Engagement items were addressed in Theme II, Goal 1.1.

	Overall	Elementary	Middle	High
PARENTS				
(Parents) Teachers and students respect one another at this school.	79	91	81	66
(Parents) Students do not threaten or bully each other at this school.	40	60	32	24
TEACHERS				
(Teachers) Most students respect teachers at this school.	90	95	93	81
(Teachers) Students do not threaten or bully each other at this school.	45	61	34	27
STUDENTS				
(Students) Most students respect teachers at this school.			62	42
(Students) Students do not threaten or bully each other at this school.			39	20
(Students) Most students are friendly to each other at this school.			69	45

Safety and Behavior

Parents, teachers, and students all agree that threatening behavior among students, as well as alcohol and drug use are issues to be addressed at the secondary schools.

	Overall	Elem	Middle	High
PARENTS				
My child is safe at school.	90	95	94	81
Discipline is enforced at my child's school.	78	87	77	68
Teachers and students respect one another at this school.	79	91	81	66
Students do not threaten or bully each other at this school.	40	60	32	24
Alcohol and drug use is not a problem at this school.	49	80	44	18
This school is a safe place from gang activity.	78	91	80	63
This school is free of weapons.	69	83	71	52
TEACHERS				
I am safe at school.	96	99	98	91
Students are safe at school.	96	98	99	88
Discipline is enforced at school.	84	91	79	81
Students do not threaten or bully each other at this school.	45	61	34	27
Alcohol and drug use is not a problem at this school.	61	94	51	15
This school is a safe place from gang activity.	92	98	88	89
This school is free of weapons.	84	96	82	68
Most students respect teachers at this school.	90	95	93	81
I have the support I need to maintain order and discipline at school.	90	93	91	90
STUDENTS				
I feel safe at school.			82	75
Discipline is fairly enforced at school.			70	58
Students do not threaten or bully each other at this school.			39	20
Students do not use alcohol and drugs at school.			40	17
This school is a safe place from gang activity.			71	69
This school is free of weapons.			67	57
Most students respect teachers at this school.			62	42
Most students are friendly to each other at this school.			69	45

School Operations

Perceptual issues concerning the quality and nutritional value of food served at school were evident among parents, teachers, and students. This finding suggests that food quality should be examined. If found to meet high standards, quality should be communicated with the students, parents, and staff.

	Overall	Elem	Middle	High
PARENTS				
My child was provided the textbooks needed for classes.	90	84	92	95
Healthy food is served in the cafeteria.	56	66	62	41
My child gets enough to eat at school.	83	88	84	76
The price of school lunch is fair.	77	79	78	73
My child is safe when riding the school bus.	65	66	73	60
The school bus my child rides runs on time most days.	67	66	74	63
TEACHERS				
My instructional materials are in good condition.	87	93	90	79
I have the materials I need (including textbooks, computers, visual aids, etc.) to effectively teach my classes.	77	81	82	69
Healthy food is served at this school.	52	63	33	50
STUDENTS				
I have the textbooks I need for my classes.			93	91
Fresh, high-quality food is served at this school.			47	16
I get enough to eat at school.			66	46
I feel safe when I am on my school bus.			85	88
I feel safe while waiting at the school bus stop.			84	92
My school bus runs on time most days.			76	86

School Leadership

School staff provided positive ratings concerning their views of the school leadership. Ratings were similar at elementary and secondary levels. Parent's ratings concerning school leadership are discussed with the Theme VI, Goal 1.3 Success Measure.

Staff	Overall	Elem	Middle	High
The principal makes decisions that are in the best interest of the students.	91	91	94	91
I know what the principal expects of me as a teacher at this school.	93	93	99	96
The principal has confidence in my teaching ability.	91	93	96	88
The principal or other administrators provide helpful feedback about my instruction.	87	88	90	86
When you have had an issue or a concern to discuss with a school administrator....				
an administrator was available to talk to me.	94	94	94	96
the administrator was courteous and listened to my concerns.	93	92	94	96
the administrator responded to my concerns in a professional manner, whether or not he or she agreed with my views.	90	89	91	91

Faculty Relations and Support

Nearly all teachers said they enjoy teaching at their school. However, some teachers indicated that they did not have enough support for the incorporation of computers and technology into instruction, particularly at the secondary level.

Additional items concerning Faculty Relations and Support are addressed in Success Measure Theme III, Goal 3.1.

Staff	Overall	Elem	Middle	High
Support is available to help me incorporate computers and other technology into instruction.	78	82	83	67
I enjoy teaching at this school.	96	97	97	99

Respect

Lower levels of respect was reported by the high school respondents compared to their elementary and middle school peers. Interestingly, teachers reported higher levels of respect by students than did the students themselves. Respect among students was assessed by perception of threatening and bullying behavior. Middle and high school students were less likely to report that students do not threaten/bully each other compared to the elementary students. Less than half of the high school students indicate that students are friendly to each other at school.

	Overall	Elementary	Middle	High
PARENTS				
Teachers and students respect one another at this school.	79	91	81	66
Students do not threaten or bully each other at this school.	40	60	32	24
TEACHERS				
Most students respect teachers at this school.	90	95	93	81
Students do not threaten or bully each other at this school.	45	61	34	27
STUDENTS				
Most students respect teachers at this school.			62	42
Students do not threaten or bully each other at this school.			39	20
Most students are friendly to each other at this school.			69	45

Rankings of Key Programs and Support

Teachers provided feedback on their views of the relative importance of programs and support for education. Teachers, who often find special education students challenging rated support for these students as the top priority, receiving twice the votes of other program listed for their consideration. In addition, Small Class Size was rated as most important by teachers, resources.

	Score
Support for students with Special Education needs	100
Art and Music Education	45
Gifted and Talented Education	36
Physical Education	29
English Language Development for English Learners	25
Co-Curricular/Extra-Curricular Activities	23
Post Graduate Education	19

	Score
Small Class Size	100
Central Office Support of Schools	41
School Counselors	37
Clean, Well-Maintained School Buildings	22
Nurses	21
Textbooks	14
School Psychologists	13
School Librarians	8
School Resource Officers	4
Transportation	4

Rankings of Key Programs and Support

Parents also provided feedback on their views of what is important for education. Small Class Size was rated as most important, followed by professional development.

	Score
Small Class Size	100
Professional Development	77
Support Services	64
Adminstration	63
Up-to-date technology	56
Textbooks	26
Athletics and After School Programming	14
Health Services	9
Lunches	4
Transportation	4

Respondent Comments

Teachers, parents, and students were asked to respond to open-ended questions concerning what the school could do so that they would give it a higher grade and to share any additional comments about the school. Most responses concerned opportunities for improvement. Some commonly mentioned themes are highlighted below.

Teachers

Positives:

- High school teachers noted improvement in the school over the prior years; positive influence of the new administration.
- Elementary and middle school teachers made positive comments about teaching at their schools.

Opportunities:

- Transition support from middle to high school (high school).
- Improve reliability and accessibility of computers and technology.
- Teacher and student accountability for teaching and learning.
- Student discipline, behavior, bullying.
- Increase course rigor and learning expectations.
- Return to old class schedule (middle school).
- More meaningful professional development.
- Reduce class size.
- Communication between staff and administration.
- Support for Special Education and struggling students.
- Equal treatment of staff.

Respondent Comments (Continued)

Parents

Positives:

- Positive comments about individual staff members, administrators.
- Positive comments about quality of education.
- Positive comments about communication with parents (elementary).

Opportunities:

- Increase academic rigor/challenge.
- Communication between school and home about events, activities, how to better help students.
- Individualized instruction for all students/struggling students/special needs students.
- Teacher accountability.
- Number of students in classroom.
- MCAS preparation—too much/not enough.
- Support from school psychologists/counselors.
- School maintenance/cleaning.
- Helping students develop social skills.
- Number of planning days/half days/professional development days.
- Bullying/Discipline/Student Behavior/Respect among students (middle and high school).
- Amount of homework is too much (middle school).
- Post high school transition planning for students with special needs (high school).
- Opportunities to meet with teachers.

Respondent Comments (Continued)

Students

Positives:

- Positive comments about individual staff members, accessibility, willingness to help.

Opportunities:

- More interesting instructional activities
- Show relevance of coursework.
- More help with difficult subject matter.
- More opportunities to eat during the day/in class.
- Improve quality of the food served during lunch.
- Student behavior/bullying.
- Respect among students and between students & teachers.
- More reliable computers.
- Improve security/supervision/enforcement of rules.
- Condition of textbooks (middle school).
- Reduce amount of homework (middle school).
- Preference for old class schedule (middle school).