

New England Association of Schools and Colleges
Committee on Public Secondary Schools

Self-Study Survey Results for

Miss Terry High School

September 13, 2012



Founded in 1885

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Endicott College

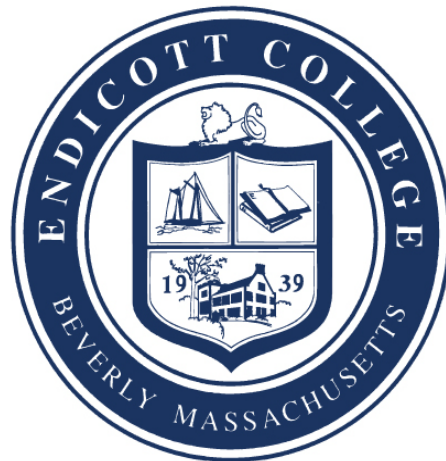


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INTRODUCTION

The Endicott Research Center (ERC) at Endicott College provides educational leaders as well as policy makers with the development and inquiry capacity to support efforts in the reform of educational policy and practice. The ERC's aims include: the conduct of high-quality research, evaluation and development support designed to inform educational policy and leaders at the state, national and international levels; to serve as a repository of research-based information in regards to the conditions and performance of educational systems; and to promote widespread use of that information, enhancing the research skills of faculty and staff, guest faculty, and students at advanced levels. In sum, the ERC acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

The ERC is dedicated to helping educators and school administrators around the world reach their future dreams and lifelong aspirations by improving teaching and learning environments in the present. The ERC partners with educational agencies throughout the world in order to improve teaching and learning. This report describes the results of the NEASC/CPSS Self-Study Survey© administered to the members of your school community. The NEASC/CPSS Self-Study Survey© is keyed to the standards published by the New England Association of Schools and Colleges and was developed by the ERC in consultation with NEASC.

This report provides information that can help guide your school in its ongoing effort to promote the highest teaching/learning standards. The NEASC/CPSS Self-Study Survey© report is one of many tools you will employ in the course of your self-study. The survey measures people's perceptions of various aspects of school life. These perceptions provide a view that is helpful, but by no means exclusive, for assessing how well your school meets NEASC's accreditation standards. Observation of inter-personal dynamics, direct inspection of the physical plant, examination of school documents and procedures, and other such methods will all provide additional and valuable information. The survey report, along with other assessments, will make available a comprehensive set of data for ascertaining the degree to which your school meets NEASC's standards for accreditation.

Surveys were administered to three groups within your school community: Students, Teachers, and Parents. Each group was asked a set of questions appropriate to their role and linked to the standards and indicators published by NEASC. This report is organized by NEASC standards and broken down by indicators within each standard. Under each indicator follows the questions that were asked of each group surveyed. After the demographic section, the seven sections are

- Section A Standard One: Core Values, Beliefs, and Learning Expectations
- Section B Standard Two: Curriculum
- Section C Standard Three: Instruction
- Section D Standard Four: Assessment of and for Student Learning
- Section E Standard Five: School Culture and Leadership
- Section F Standard Six: School Resources for Learning
- Section G Standard Seven: Community Resources for Learning

All student data are reported by grade level and gender. All other groups are presented without further breakdown.

The results of the NEASC/CPSS Self-Study Survey© are clear and comprehensive, but they are meaningless as mere measures. As a stake-holder at both ends of the numbers, your ownership of the data is critical in helping others begin the process of interpretation. The purpose of the report is not to compare schools, programs, or curricula, but to determine if the results align with your understanding of the vision and mission of your school and the degree to which your school aligns with NEASC's standards of accreditation. As you review this data, an open mind and an honest look are critical tools.

Keep in mind that your school is a living, breathing, complex organism. Remember:

- Working with the results is a process not an event;
- You are an expert on your school over and above the numbers;
- It is advisable and at times even necessary to ask those who took the survey to help in this process;
- Critical analysis is much more time consuming than taking the survey itself;
- Comparisons within your own school (e.g., by grade level and gender, or by comparing teacher and student perceptions of the same indicator) are often instructive;
- Ongoing conversations among colleagues, students, parents and board members provide the best way to make sense of the data;
- The purpose of this entire effort is to improve your school, not to find fault or place blame;
- Perceptions of the same data may differ. This is not only common, but also healthy for dialogue and growth.

Not everyone is trained or even interested in analyzing complex data. However, everyone in a school community is generally open to understanding the forces that either foster or forestall teaching and learning. By committing time and attention to such a process, you will gain valuable insights into how your students, teachers, parents, board members, and former students perceive their school. From those insights emerge the judgments and values that guide the development of action plans for improving upon what already works in your school, as well as overcoming the obstacles to achieving the best of what your school intends. The Endicott Research Center at Endicott College can assist you at any stage of this process.

Please direct any and all questions to:

Peter Hart
Executive Director
Endicott Research Center
Endicott College
376 Hale St.
Beverly, MA 01915
(978) 232-5100
lehart@endicott.edu
www.endicottresearchcenter.net

Report compiled by:

Michael Roberts
Research Operations
Endicott Research Center
Endicott College
mroberts@endicott.edu
www.endicottresearchcenter.net

Miss Terry High School

Number of Respondents

Counts Respondents	
Base	1601
Respondents	
Students	1222
Faculty / Staff	100
Parents	279

Miss Terry High School

STUDENTS - Age

Counts Analysis % Respondents	
Base	1222 100.0%
STUDENTS - Age	
11	- -
12	1 0.1%
13	9 0.7%
14	265 21.7%
15	358 29.3%
16	346 28.3%
17	214 17.5%
18	26 2.1%
19	2 0.2%
Other	1 0.1%

Miss Terry High School

STUDENTS - Grade / Gender

Counts Analysis % Respondents	
Base	1222 100.0%
STUDENTS - Grade	
6	- -
7	- -
8	- -
9	333 27.3%
10	370 30.3%
11	337 27.6%
12	182 14.9%
STUDENTS - Gender	
Male	585 47.9%
Female	637 52.1%

Miss Terry High School

STAFF - Years in Profession / School Role

Counts Analysis % Respondents	
Base	100 100.0%
STAFF - Years in Profession	
< 1 - 5	18 18.0%
6 - 15	50 50.0%
16 +	32 32.0%
STAFF - School Role	
Classroom Teacher	84 84.0%
Administration	4 4.0%
Non-Teaching Professional	12 12.0%

Miss Terry High School

STAFF - Grade Level (select all that apply)

Counts Respondents	
Base	100
STAFF - Grade Level (select all that apply)	
6	1
7	1
8	1
9	69
10	77
11	92
12	77
n/a	2

Miss Terry High School

STAFF - Highest Level of Education / Gender

Counts Analysis % Respondents	
Base	100 100.0%
STAFF - Highest Level Of Education	
Bachelor	18 18.0%
Master	41 41.0%
Master +	39 39.0%
Doctorate	2 2.0%
STAFF - Gender	
Male	24 24.0%
Female	76 76.0%

Miss Terry High School

PARENTS - Language used to conduct the interview

Counts Analysis % Respondents	
Base	279 100.0%
Language used to conduct the interview	
English	278 99.6%
Español	1 0.4%

PARENTS - My son/daughter is in Grade (Select all that apply)

Counts Respondents	
Base	279
PARENTS - My son/daughter is in Grade (Select all that apply)	
6	4
7	11
8	9
9	66
10	72
11	137
12	59

Miss Terry High School

PARENTS - Number of Children in School / Highest Level of Education

Counts Analysis % Respondents	
Base	279 100.0%
PARENTS - Number of Children in School	
1	142 50.9%
2	89 31.9%
3	37 13.3%
4	9 3.2%
More than 4	2 0.7%
PARENTS - Highest Level of Education	
High School	12 4.3%
Associate	11 3.9%
Bachelor	141 50.5%
Master	77 27.6%
Doctorate	34 12.2%
Other	4 1.4%

Miss Terry High School

TOTAL IN AGREEMENT

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations

Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

Counts Analysis % Respondents	Total			
		Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I am familiar with my school's core values and beliefs about learning.	1222	1058 86.6%	35 2.9%	129 10.6%
PARENTS - I am familiar with the core values and beliefs adopted by my son's/daughter's school.	279	250 89.6%	9 3.2%	20 7.2%
PARENTS - I am familiar with the 21st century learning expectations adopted by my son's/daughter's school (academic, social, and civic).	279	164 58.8%	37 13.3%	78 28.0%
PARENTS - The school's core values and beliefs represent what the community values about student learning.	279	231 82.8%	10 3.6%	38 13.6%

Miss Terry High School

STUDENTS TOTAL IN AGREEMENT BY GENDER AND GRADE

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations

Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

Counts Analysis % Respondents	Base	STUDENTS - Gender		STUDENTS - Grade							
		Male	Female	6	7	8	9	10	11	12	
STUDENTS - I am familiar with my school's core values and beliefs about learning.											
Total in Agreement	1058 86.6%	507 86.7%	551 86.5%	- -	- -	- -	298 89.5%	325 87.8%	288 85.5%	147 80.8%	
Total - Disagreement	35 2.9%	15 2.6%	20 3.1%	- -	- -	- -	3 0.9%	10 2.7%	12 3.6%	10 5.5%	
Undecided	129 10.6%	63 10.8%	66 10.4%	- -	- -	- -	32 9.6%	35 9.5%	37 11.0%	25 13.7%	

Miss Terry High School

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

Counts Analysis % Respondents	Total			
		Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.	1222	895 73.2%	70 5.7%	257 21.0%
STUDENTS - I am familiar with the school-wide rubrics which teachers use to assess my assignments and other class work.	1222	949 77.7%	90 7.4%	183 15.0%
STAFF - My school's 21st century learning expectations are challenging and measureable for all students.	100	76 76.0%	3 3.0%	21 21.0%
STAFF - The school has adopted school-wide analytic rubrics that define all of the 21st century learning expectations (academic, social, and civic).	100	88 88.0%	2 2.0%	10 10.0%
PARENTS - I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	279	235 84.2%	9 3.2%	35 12.5%
PARENTS - The school's learning expectations (academic, social, and civic) are challenging.	279	231 82.8%	10 3.6%	38 13.6%

Miss Terry High School

STUDENTS TOTAL IN AGREEMENT BY GENDER AND GRADE

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

Counts Analysis % Respondents	Base	STUDENTS - Gender		STUDENTS - Grade							
		Male	Female	6	7	8	9	10	11	12	
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.											
Total in Agreement	895 73.2%	416 71.1%	479 75.2%	- -	- -	- -	246 73.9%	264 71.4%	257 76.3%	128 70.3%	
Total - Disagreement	70 5.7%	38 6.5%	32 5.0%	- -	- -	- -	22 6.6%	16 4.3%	18 5.3%	14 7.7%	
Undecided	257 21.0%	131 22.4%	126 19.8%	- -	- -	- -	65 19.5%	90 24.3%	62 18.4%	40 22.0%	
STUDENTS - I am familiar with the school-wide rubrics which teachers use to assess my assignments and other class work.											
Total in Agreement	949 77.7%	443 75.7%	506 79.4%	- -	- -	- -	263 79.0%	279 75.4%	272 80.7%	135 74.2%	
Total - Disagreement	90 7.4%	40 6.8%	50 7.8%	- -	- -	- -	20 6.0%	25 6.8%	25 7.4%	20 11.0%	
Undecided	183 15.0%	102 17.4%	81 12.7%	- -	- -	- -	50 15.0%	66 17.8%	40 11.9%	27 14.8%	

Miss Terry High School

FREQUENCY DISTRIBUTION

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations

Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

Counts Analysis % Respondents	Total					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - I am familiar with my school's core values and beliefs about learning.	1222	287 23.5%	771 63.1%	129 10.6%	27 2.2%	8 0.7%
PARENTS - I am familiar with the core values and beliefs adopted by my son's/daughter's school.	279	84 30.1%	166 59.5%	20 7.2%	9 3.2%	- -
PARENTS - I am familiar with the 21st century learning expectations adopted by my son's/daughter's school (academic, social, and civic).	279	37 13.3%	127 45.5%	78 28.0%	34 12.2%	3 1.1%
PARENTS - The school's core values and beliefs represent what the community values about student learning.	279	93 33.3%	138 49.5%	38 13.6%	9 3.2%	1 0.4%

Miss Terry High School

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

Counts Analysis % Respondents	Total					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.	1222	255 20.9%	640 52.4%	257 21.0%	59 4.8%	11 0.9%
STUDENTS - I am familiar with the school-wide rubrics which teachers use to assess my assignments and other class work.	1222	313 25.6%	636 52.0%	183 15.0%	72 5.9%	18 1.5%
STAFF - My school's 21st century learning expectations are challenging and measurable for all students.	100	27 27.0%	49 49.0%	21 21.0%	3 3.0%	- -
STAFF - The school has adopted school-wide analytic rubrics that define all of the 21st century learning expectations (academic, social, and civic).	100	38 38.0%	50 50.0%	10 10.0%	2 2.0%	- -
PARENTS - I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	279	87 31.2%	148 53.0%	35 12.5%	9 3.2%	- -
PARENTS - The school's learning expectations (academic, social, and civic) are challenging.	279	85 30.5%	146 52.3%	38 13.6%	7 2.5%	3 1.1%

1.3 The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

Counts Analysis % Respondents	Total					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - I am familiar with my school's learning expectations (academic, social, and civic).	1222	373 30.5%	711 58.2%	113 9.2%	19 1.6%	6 0.5%
STAFF - My school's core values, beliefs, and 21st century learning expectations (academic, social, and civic) are clear to me.	100	39 39.0%	55 55.0%	5 5.0%	1 1.0%	- -
STAFF - The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.	100	12 12.0%	55 55.0%	24 24.0%	7 7.0%	2 2.0%
STAFF - The school's core values and beliefs are actively reflected in the school's culture.	100	23 23.0%	59 59.0%	15 15.0%	2 2.0%	1 1.0%
STAFF - When making important teaching decisions, I consider the school's core values and beliefs about learning.	100	9 9.0%	60 60.0%	18 18.0%	10 10.0%	3 3.0%
PARENTS - The school's learning expectations are clear to my son/daughter.	279	94 33.7%	153 54.8%	22 7.9%	10 3.6%	- -
PARENTS - The school's core values, beliefs, and learning expectations are referenced at parent meetings/conferences.	279	56 20.1%	128 45.9%	70 25.1%	21 7.5%	4 1.4%

Miss Terry High School

STATISTICS - MEASURES OF CENTRAL TENDENCY

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

Counts Respondents	Descriptive Statistics										
	Count	Minimum	Maximum	Range	Mode	1st Quartile	Median	3rd Quartile	Mean	Standard Deviation	Variance
STUDENTS - I am familiar with my school's core values and beliefs about learning.	1222	1	3	2	1	1	1	1	1.239771	0.627224	0.39341
PARENTS - I am familiar with the core values and beliefs adopted by my son's/daughter's school.	279	1	3	2	1	1	1	1	1.175627	0.536797	0.288151
PARENTS - I am familiar with the 21st century learning expectations adopted by my son's/daughter's school (academic, social, and civic).	279	1	3	2	1	1	1	3	1.691756	0.878845	0.772369
PARENTS - The school's core values and beliefs represent what the community values about student learning.	279	1	3	2	1	1	1	1	1.308244	0.696872	0.485631

Miss Terry High School

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

Counts Respondents	Descriptive Statistics										
	Count	Minimum	Maximum	Range	Mode	1st Quartile	Median	3rd Quartile	Mean	Standard Deviation	Variance
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.	1222	1	3	2	1	1	1	2	1.477905	0.818617	0.670134
STUDENTS - I am familiar with the school-wide rubrics which teachers use to assess my assignments and other class work.	1222	1	3	2	1	1	1	1	1.373159	0.730356	0.53342
STAFF - My school's 21st century learning expectations are challenging and measureable for all students.	100	1	3	2	1	1	1	1	1.45	0.817007	0.6675
STAFF - The school has adopted school-wide analytic rubrics that define all of the 21st century learning expectations (academic, social, and civic).	100	1	3	2	1	1	1	1	1.22	0.60959	0.3716
PARENTS - I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	279	1	3	2	1	1	1	1	1.283154	0.673702	0.453874
PARENTS - The school's learning expectations (academic, social, and civic) are challenging.	279	1	3	2	1	1	1	1	1.308244	0.696872	0.485631