

ENDICOTT RESEARCH CENTER



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON PUBLIC SCHOOLS • CPS
SELF-STUDY SURVEY RESULTS FOR

MILLBURY MEMORIAL JUNIOR- SENIOR HIGH SCHOOL

REPORT COMPILED ON October 27 2017

© ENDICOTT RESEARCH CENTER • ENDICOTT COLLEGE



[THIS PAGE INTENTIONALLY LEFT BLANK]

TABLE OF CONTENTS

Introduction	5
Demographics	9
Total in Agreement tables	13
1. Core Values, Beliefs, and Learning Expectations	13
2. Curriculum	19
3. Instruction	32
4. Assessment Of and For Student Learning	44
5. School Culture and Leadership	57
6. School Resources for Learning	73
7. Community Resource for Learning	87
Frequency Distribution tables	101
1. Core Values, Beliefs, and Learning Expectations	101
2. Curriculum	104
3. Instruction	110
4. Assessment Of and For Student Learning	115
5. School Culture and Leadership	120
6. School Resources for Learning	126
7. Community Resource for Learning	132

[THIS PAGE INTENTIONALLY LEFT BLANK]

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/CPS Self-Study Survey© administered to the members of your school community. The NEASC/CPS 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/CPS 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.

- Standard One: Core Values, Beliefs, and Learning Expectations
- Standard Two: Curriculum
- Standard Three: Instruction
- Standard Four: Assessment of and for Student Learning
- Standard Five: School Culture and Leadership
- Standard Six: School Resources for Learning
- 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/CPS 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;...

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, and parents 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
erc.endicott.edu

Report compiled on October 27 2017 by:

Michael Roberts
Research Operations
Endicott Research Center
Endicott College
mroberts@endicott.edu
erc.endicott.edu

[THIS PAGE INTENTIONALLY LEFT BLANK]

TOTAL RESPONDENTS

Total	910
Students	666
Faculty / Staff	74
Parents	170
Percent of Parents by number of Students	25.5

NEASC-CPS SELF-STUDY EVALUATION RESULTS - DEMOGRAPHICS
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL

STUDENTS

Age

11	4 0.6%
12	127 19.1%
13	122 18.3%
14	106 15.9%
15	105 15.8%
16	94 14.1%
17	100 15.0%
18	5 0.8%
19	2 0.3%
Other	1 0.2%

Grade

7	131 19.7%
8	130 19.5%
9	110 16.5%
10	103 15.5%
11	98 14.7%
12	94 14.1%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - DEMOGRAPHICS
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL

FACULTY & STAFF

Years in Profession

< 1 - 5	25 33.8%
6 - 15	33 44.6%
16 +	16 21.6%

Highest Level Of Education

Bachelor	19 25.7%
Master	23 31.1%
Master +	32 43.2%
Doctorate	- -

School Role

Classroom Teacher	62 83.8%
Administration	- -
Non-Teaching Professional	12 16.2%

Grade Level (select all that apply)

6	2 2.7%
7	41 55.4%
8	47 63.5%
9	49 66.2%
10	51 68.9%
11	51 68.9%
12	50 67.6%

**As a "Select all that apply" question, the percentages may add up to more than 100*

NEASC-CPS SELF-STUDY EVALUATION RESULTS - DEMOGRAPHICS
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL

PARENTS

Language used to conduct the interview

English	170 100.0%
Spanish	- -

Number of Children in School

1	62 36.5%
2	81 47.6%
3	18 10.6%
4	7 4.1%
More than 4	2 1.2%

Highest Level of Education

High School	34 20.0%
Associate	32 18.8%
Bachelor	49 28.8%
Master	39 22.9%
Doctorate	4 2.4%
Other	12 7.1%

Son/Daughter Grade (Select all that apply)

K - 5	22 12.9%
6	8 4.7%
7	40 23.5%
8	44 25.9%
9	35 20.6%
10	43 25.3%
11	25 14.7%
12	33 19.4%

**As a "Select all that apply" question, the percentages may add up to more than 100*

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
MILLBURY MEMORIAL JUNIOR-SENIOR 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.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I am familiar with my school's core values and beliefs about learning.	666	551 82.7%	24 3.6%	91 13.7%
PARENTS - I am familiar with the core values and beliefs adopted by my son's/daughter's school.	165	148 89.7%	10 6.1%	7 4.2%
PARENTS - I am familiar with the 21st century learning expectations adopted by my son's/daughter's school (academic, social, and civic).	164	122 74.4%	13 7.9%	29 17.7%
PARENTS - The school's core values and beliefs represent what the community values about student learning.	165	123 74.5%	14 8.5%	28 17.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY 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.

STUDENTS - I am familiar with my school's core values and beliefs about learning.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	551 82.7%	99 75.6%	108 83.1%	100 90.9%	85 82.5%	78 79.6%	81 86.2%
Total - Disagreement	24 3.6%	6 4.6%	4 3.1%	2 1.8%	3 2.9%	3 3.1%	6 6.4%
Undecided	91 13.7%	26 19.8%	18 13.8%	8 7.3%	15 14.6%	17 17.3%	7 7.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
MILLBURY MEMORIAL JUNIOR-SENIOR 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.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.	666	382 57.4%	100 15.0%	184 27.6%
STUDENTS - I am familiar with the criteria, such as rubrics, which teachers use to assess my assignments and other class work.	666	578 86.8%	22 3.3%	66 9.9%
STAFF - My school's 21st century learning expectations are challenging and measureable for all students.	74	60 81.1%	4 5.4%	10 13.5%
STAFF - The school has adopted criteria for success, such as school-wide analytic rubrics, that define all of the 21st century learning expectations (academic, social, and civic).	74	57 77.0%	4 5.4%	13 17.6%
PARENTS - I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	166	147 88.6%	8 4.8%	11 6.6%
PARENTS - The school's learning expectations (academic, social, and civic) are challenging.	164	106 64.6%	21 12.8%	37 22.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY 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.

STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	382 57.4%	70 53.4%	73 56.2%	75 68.2%	57 55.3%	53 54.1%	54 57.4%
Total - Disagreement	100 15.0%	15 11.5%	26 20.0%	11 10.0%	11 10.7%	18 18.4%	19 20.2%
Undecided	184 27.6%	46 35.1%	31 23.8%	24 21.8%	35 34.0%	27 27.6%	21 22.3%

STUDENTS - I am familiar with the criteria, such as rubrics, which teachers use to assess my assignments and other class work.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	578 86.8%	101 77.1%	109 83.8%	102 92.7%	93 90.3%	89 90.8%	84 89.4%
Total - Disagreement	22 3.3%	5 3.8%	3 2.3%	4 3.6%	2 1.9%	2 2.0%	6 6.4%
Undecided	66 9.9%	25 19.1%	18 13.8%	4 3.6%	8 7.8%	7 7.1%	4 4.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

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.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I am familiar with my school's learning expectations (academic, social, and civic).	666	603 90.5%	15 2.3%	48 7.2%
STAFF - My school's core values, beliefs, and 21st century learning expectations (academic, social, and civic) are clear to me.	74	58 78.4%	5 6.8%	11 14.9%
STAFF - The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.	74	58 78.4%	3 4.1%	13 17.6%
STAFF - The school's core values and beliefs are actively reflected in the school's culture.	74	48 64.9%	2 2.7%	24 32.4%
STAFF - When making important teaching decisions, I consider the school's core values and beliefs about learning.	74	46 62.2%	12 16.2%	16 21.6%
PARENTS - The school's learning expectations are clear to my son/daughter.	164	136 82.9%	6 3.7%	22 13.4%
PARENTS - The school's core values, beliefs, and learning expectations are referenced at parent meetings/conferences.	156	111 71.2%	15 9.6%	30 19.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

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.

STUDENTS - I am familiar with my school's learning expectations (academic, social, and civic).

		Grade					
	Total	7	8	9	10	11	12
Total in Agreement	603 90.5%	116 88.5%	118 90.8%	104 94.5%	91 88.3%	89 90.8%	85 90.4%
Total - Disagreement	15 2.3%	4 3.1%	2 1.5%	2 1.8%	2 1.9%	- -	5 5.3%
Undecided	48 7.2%	11 8.4%	10 7.7%	4 3.6%	10 9.7%	9 9.2%	4 4.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2 Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

2.1 The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.	74	51 68.9%	7 9.5%	16 21.6%
PARENTS - The curriculum provides my son/daughter with opportunities to achieve the school's learning expectations.	163	133 81.6%	9 5.5%	21 12.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.2 The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school’s 21st century learning expectations
- instructional strategies
- assessment practices that include the use of school-wide analytic and course-specific rubrics

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - There is a common, formal, curriculum template that is used in all subject areas.	74	54 73.0%	6 8.1%	14 18.9%
PARENTS - I am informed about the school-wide learning expectations in each of my son's/daughter's classes.	165	132 80.0%	19 11.5%	14 8.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - The content of the courses I take challenges me to think critically and solve problems.	666	533 80.0%	41 6.2%	92 13.8%
STUDENTS - I am knowledgeable about the ethical use of technology.	666	581 87.2%	18 2.7%	67 10.1%
STUDENTS - My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.	666	386 58.0%	126 18.9%	154 23.1%
STUDENTS - My teachers include topics from other subject areas in my classes.	666	411 61.7%	101 15.2%	154 23.1%
STUDENTS - My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)	666	306 45.9%	172 25.8%	188 28.2%
STUDENTS - Information I learn in one class can be used in other classes.	666	478 71.8%	65 9.8%	123 18.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.	74	62 83.8%	3 4.1%	9 12.2%
STAFF - The curriculum emphasizes cross-disciplinary learning.	74	31 41.9%	21 28.4%	22 29.7%
STAFF - The curriculum emphasizes the informed and ethical use of technology.	74	56 75.7%	5 6.8%	13 17.6%
STAFF - The curriculum emphasizes authentic application of knowledge and skills.	74	62 83.8%	5 6.8%	7 9.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - My son/daughter is developing problem-solving and higher order thinking skills.	164	123 75.0%	16 9.8%	25 15.2%
PARENTS - My son/daughter is learning about the ethical use of technology.	158	125 79.1%	11 7.0%	22 13.9%
PARENTS - At school my son/daughter is encouraged to question things about which he/she is curious.	160	107 66.9%	19 11.9%	34 21.3%
PARENTS - My son/daughter has a number of opportunities to apply what he/she is learning to real life situations.	160	101 63.1%	18 11.3%	41 25.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

STUDENTS - The content of the courses I take challenges me to think critically and solve problems.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	533 80.0%	91 69.5%	104 80.0%	95 86.4%	89 86.4%	78 79.6%	76 80.9%
Total - Disagreement	41 6.2%	7 5.3%	12 9.2%	4 3.6%	1 1.0%	7 7.1%	10 10.6%
Undecided	92 13.8%	33 25.2%	14 10.8%	11 10.0%	13 12.6%	13 13.3%	8 8.5%

STUDENTS - I am knowledgeable about the ethical use of technology.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	581 87.2%	108 82.4%	110 84.6%	100 90.9%	90 87.4%	85 86.7%	88 93.6%
Total - Disagreement	18 2.7%	5 3.8%	4 3.1%	- -	4 3.9%	2 2.0%	3 3.2%
Undecided	67 10.1%	18 13.7%	16 12.3%	10 9.1%	9 8.7%	11 11.2%	3 3.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	386 58.0%	84 64.1%	67 51.5%	70 63.6%	56 54.4%	50 51.0%	59 62.8%
Total - Disagreement	126 18.9%	13 9.9%	36 27.7%	18 16.4%	18 17.5%	23 23.5%	18 19.1%
Undecided	154 23.1%	34 26.0%	27 20.8%	22 20.0%	29 28.2%	25 25.5%	17 18.1%

STUDENTS - My teachers include topics from other subject areas in my classes.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	411 61.7%	82 62.6%	79 60.8%	68 61.8%	65 63.1%	55 56.1%	62 66.0%
Total - Disagreement	101 15.2%	13 9.9%	28 21.5%	14 12.7%	11 10.7%	15 15.3%	20 21.3%
Undecided	154 23.1%	36 27.5%	23 17.7%	28 25.5%	27 26.2%	28 28.6%	12 12.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	306 45.9%	44 33.6%	52 40.0%	61 55.5%	59 57.3%	43 43.9%	47 50.0%
Total - Disagreement	172 25.8%	16 12.2%	55 42.3%	23 20.9%	18 17.5%	31 31.6%	29 30.9%
Undecided	188 28.2%	71 54.2%	23 17.7%	26 23.6%	26 25.2%	24 24.5%	18 19.1%

STUDENTS - Information I learn in one class can be used in other classes.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	478 71.8%	102 77.9%	88 67.7%	85 77.3%	71 68.9%	64 65.3%	68 72.3%
Total - Disagreement	65 9.8%	10 7.6%	19 14.6%	7 6.4%	10 9.7%	8 8.2%	11 11.7%
Undecided	123 18.5%	19 14.5%	23 17.7%	18 16.4%	22 21.4%	26 26.5%	15 16.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.4 There is clear alignment between the written and taught curriculum.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The formal curriculum in my subject area emphasizes inquiry, problem-solving, and higher order thinking.	74	62 83.8%	5 6.8%	7 9.5%
STAFF - The written and taught curricula are aligned.	74	54 73.0%	4 5.4%	16 21.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school provides me with the instructional materials (textbooks, computers, equipment, and supplies) I need for each of my courses.	666	538 80.8%	48 7.2%	80 12.0%
STUDENTS - My teachers assign work that requires me to use information and do research in the library/media center.	666	392 58.9%	93 14.0%	181 27.2%
STAFF - The school has sufficient professional staff to implement the curriculum including the co-curricular program and other learning opportunities.	74	61 82.4%	2 2.7%	11 14.9%
STAFF - The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.	74	53 71.6%	6 8.1%	15 20.3%
STAFF - The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.	74	57 77.0%	7 9.5%	10 13.5%
STAFF - Co-curricular programs are adequately funded.	74	35 47.3%	9 12.2%	30 40.5%
PARENTS - Library and media resources adequately support learning in my son's/daughter's classes.	150	95 63.3%	18 12.0%	37 24.7%
PARENTS - My son/daughter has been provided with the materials needed for each class (textbooks, computers, equipment, and supplies).	165	130 78.8%	20 12.1%	15 9.1%
PARENTS - The school's technology resources are adequate.	151	89 58.9%	35 23.2%	27 17.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	150	96 64.0%	28 18.7%	26 17.3%

STUDENTS TOTAL IN AGREEMENT BY GRADE

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

STUDENTS - My school provides me with the instructional materials (textbooks, computers, equipment, and supplies) I need for each of my courses.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	538 80.8%	110 84.0%	98 75.4%	92 83.6%	74 71.8%	81 82.7%	83 88.3%
Total - Disagreement	48 7.2%	10 7.6%	14 10.8%	6 5.5%	6 5.8%	5 5.1%	7 7.4%
Undecided	80 12.0%	11 8.4%	18 13.8%	12 10.9%	23 22.3%	12 12.2%	4 4.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My teachers assign work that requires me to use information and do research in the library/media center.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	392 58.9%	57 43.5%	68 52.3%	69 62.7%	69 67.0%	66 67.3%	63 67.0%
Total - Disagreement	93 14.0%	10 7.6%	32 24.6%	17 15.5%	8 7.8%	12 12.2%	14 14.9%
Undecided	181 27.2%	64 48.9%	30 23.1%	24 21.8%	26 25.2%	20 20.4%	17 18.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.7 The district provides the school’s professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.	74	38 51.4%	24 32.4%	12 16.2%
STAFF - I am directly involved in curriculum evaluation, review, and revision work.	74	59 79.7%	7 9.5%	8 10.8%
PARENTS - Co-curricular programs are adequately funded (student activities, clubs, and athletics).	154	81 52.6%	51 33.1%	22 14.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3 Instruction

The quality of instruction is the single most important factor in students’ achievement of the school’s 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school’s core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

3.1 Teachers’ instructional practices are continuously examined to ensure consistency with the school’s core values, beliefs, and 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.	74	49 66.2%	7 9.5%	18 24.3%
PARENTS - My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.	152	91 59.9%	24 15.8%	37 24.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.2 Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers personalize my instruction.	666	262 39.3%	169 25.4%	235 35.3%
STUDENTS - My teachers give me opportunities to choose topics for some assignments.	666	393 59.0%	124 18.6%	149 22.4%
STUDENTS - I have an opportunity to apply what I am learning outside the classroom.	666	420 63.1%	104 15.6%	142 21.3%
STUDENTS - My teachers ask me to use technology in my assignments.	666	522 78.4%	41 6.2%	103 15.5%
STUDENTS - My teachers spend one-on-one time with me.	666	245 36.8%	200 30.0%	221 33.2%
STUDENTS - My teachers provide me with opportunities to assess my own work.	666	476 71.5%	50 7.5%	140 21.0%
STAFF - Teachers personalize instruction to support the achievement of the school's learning expectations.	74	62 83.8%	3 4.1%	9 12.2%
STAFF - Teachers emphasize inquiry, problem-solving, and higher order thinking to support the achievement of the school's learning expectations.	74	62 83.8%	3 4.1%	9 12.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.2 Teachers’ instructional practices support the achievement of the school’s 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - My son's/daughter's teachers emphasize inquiry, problem-solving, and higher order thinking.	145	104 71.7%	12 8.3%	29 20.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.2 Teachers’ instructional practices support the achievement of the school’s 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

STUDENTS - My teachers personalize my instruction.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	262 39.3%	45 34.4%	46 35.4%	52 47.3%	40 38.8%	36 36.7%	43 45.7%	
Total - Disagreement	169 25.4%	30 22.9%	43 33.1%	23 20.9%	24 23.3%	26 26.5%	23 24.5%	
Undecided	235 35.3%	56 42.7%	41 31.5%	35 31.8%	39 37.9%	36 36.7%	28 29.8%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My teachers give me opportunities to choose topics for some assignments.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	393 59.0%	53 40.5%	80 61.5%	71 64.5%	66 64.1%	60 61.2%	63 67.0%	
Total - Disagreement	124 18.6%	25 19.1%	32 24.6%	18 16.4%	21 20.4%	15 15.3%	13 13.8%	
Undecided	149 22.4%	53 40.5%	18 13.8%	21 19.1%	16 15.5%	23 23.5%	18 19.1%	

STUDENTS - I have an opportunity to apply what I am learning outside the classroom.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	420 63.1%	100 76.3%	72 55.4%	79 71.8%	62 60.2%	54 55.1%	53 56.4%	
Total - Disagreement	104 15.6%	5 3.8%	26 20.0%	12 10.9%	22 21.4%	19 19.4%	20 21.3%	
Undecided	142 21.3%	26 19.8%	32 24.6%	19 17.3%	19 18.4%	25 25.5%	21 22.3%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My teachers ask me to use technology in my assignments.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	522 78.4%	89 67.9%	100 76.9%	97 88.2%	80 77.7%	83 84.7%	73 77.7%	
Total - Disagreement	41 6.2%	7 5.3%	11 8.5%	2 1.8%	10 9.7%	3 3.1%	8 8.5%	
Undecided	103 15.5%	35 26.7%	19 14.6%	11 10.0%	13 12.6%	12 12.2%	13 13.8%	

STUDENTS - My teachers spend one-on-one time with me.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	245 36.8%	25 19.1%	43 33.1%	51 46.4%	42 40.8%	39 39.8%	45 47.9%	
Total - Disagreement	200 30.0%	36 27.5%	50 38.5%	27 24.5%	29 28.2%	30 30.6%	28 29.8%	
Undecided	221 33.2%	70 53.4%	37 28.5%	32 29.1%	32 31.1%	29 29.6%	21 22.3%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My teachers provide me with opportunities to assess my own work.

		Grade					
	Total	7	8	9	10	11	12
Total in Agreement	476 71.5%	85 64.9%	93 71.5%	82 74.5%	78 75.7%	72 73.5%	66 70.2%
Total - Disagreement	50 7.5%	11 8.4%	9 6.9%	5 4.5%	6 5.8%	6 6.1%	13 13.8%
Undecided	140 21.0%	35 26.7%	28 21.5%	23 20.9%	19 18.4%	20 20.4%	15 16.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Teachers use group activities in my classes.	666	588 88.3%	23 3.5%	55 8.3%
STUDENTS - My teachers use a variety of teaching strategies in my courses.	666	487 73.1%	56 8.4%	123 18.5%
STAFF - Teachers adjust their instructional practices by organizing group learning activities.	74	54 73.0%	6 8.1%	14 18.9%
STAFF - Teachers use differentiated instructional practices to meet the learning needs of all students.	74	56 75.7%	6 8.1%	12 16.2%
PARENTS - Teachers engage my son/daughter as an active learner.	152	111 73.0%	12 7.9%	29 19.1%
PARENTS - Teachers modify/adjust their instructional practices based on students' progress in achieving the school's 21st century learning expectations.	138	69 50.0%	19 13.8%	50 36.2%
PARENTS - Teachers provide additional support to my son/daughter when needed.	157	128 81.5%	6 3.8%	23 14.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom

STUDENTS - Teachers use group activities in my classes.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	588 88.3%	120 91.6%	119 91.5%	99 90.0%	84 81.6%	86 87.8%	80 85.1%
Total - Disagreement	23 3.5%	1 0.8%	5 3.8%	4 3.6%	6 5.8%	3 3.1%	4 4.3%
Undecided	55 8.3%	10 7.6%	6 4.6%	7 6.4%	13 12.6%	9 9.2%	10 10.6%

STUDENTS - My teachers use a variety of teaching strategies in my courses.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	487 73.1%	99 75.6%	91 70.0%	90 81.8%	76 73.8%	68 69.4%	63 67.0%
Total - Disagreement	56 8.4%	4 3.1%	10 7.7%	6 5.5%	8 7.8%	12 12.2%	16 17.0%
Undecided	123 18.5%	28 21.4%	29 22.3%	14 12.7%	19 18.4%	18 18.4%	15 16.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers ask for my ideas/opinions to improve how they teach.	666	360 54.1%	154 23.1%	152 22.8%
STUDENTS - My teachers make learning exciting and interesting for me.	666	330 49.5%	156 23.4%	180 27.0%
STAFF - Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.	74	55 74.3%	6 8.1%	13 17.6%
STAFF - Teachers improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices.	74	58 78.4%	5 6.8%	11 14.9%
STAFF - Teachers have formal opportunities to examine student work to improve their instructional practices.	74	54 73.0%	9 12.2%	11 14.9%
PARENTS - My son's/daughter's teachers have asked me for feedback about their instructional practices.	157	40 25.5%	91 58.0%	26 16.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

STUDENTS - My teachers ask for my ideas/opinions to improve how they teach.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	360 54.1%	67 51.1%	63 48.5%	64 58.2%	57 55.3%	53 54.1%	56 59.6%
Total - Disagreement	154 23.1%	23 17.6%	36 27.7%	22 20.0%	27 26.2%	27 27.6%	19 20.2%
Undecided	152 22.8%	41 31.3%	31 23.8%	24 21.8%	19 18.4%	18 18.4%	19 20.2%

STUDENTS - My teachers make learning exciting and interesting for me.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	330 49.5%	78 59.5%	52 40.0%	63 57.3%	50 48.5%	38 38.8%	49 52.1%
Total - Disagreement	156 23.4%	24 18.3%	42 32.3%	15 13.6%	25 24.3%	30 30.6%	20 21.3%
Undecided	180 27.0%	29 22.1%	36 27.7%	32 29.1%	28 27.2%	30 30.6%	25 26.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers are knowledgeable about the subjects they teach.	666	578 86.8%	21 3.2%	67 10.1%
STAFF - Teachers maintain expertise in their content area and in content-specific instructional practices.	74	64 86.5%	2 2.7%	8 10.8%
PARENTS - My son's/daughter's teachers maintain expertise in their subject areas.	128	90 70.3%	7 5.5%	31 24.2%

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

STUDENTS - My teachers are knowledgeable about the subjects they teach.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	578 86.8%	123 93.9%	111 85.4%	100 90.9%	83 80.6%	79 80.6%	82 87.2%
Total - Disagreement	21 3.2%	- -	5 3.8%	2 1.8%	2 1.9%	7 7.1%	5 5.3%
Undecided	67 10.1%	8 6.1%	14 10.8%	8 7.3%	18 17.5%	12 12.2%	7 7.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4 Assessment Of and For Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

4.1 The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - I understand the formal process, based on the use of criteria for success, such as school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations.	74	51 68.9%	6 8.1%	17 23.0%
STAFF - I use the school-wide criteria for success, such as analytic rubrics, when assessing student work.	74	30 40.5%	20 27.0%	24 32.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.2 The school’s professional staff communicates:

- individual student progress in achieving the school’s 21st century learning expectations to students and their families
- the school’s progress in achieving the school’s 21st century learning expectations to the school community

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - The school provides me with a formal report, in addition to course grades, which explains my son's/daughter's progress in achieving school-wide 21st century learning expectations.	152	104 68.4%	30 19.7%	18 11.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.3 Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.	74	51 68.9%	8 10.8%	15 20.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.4 Prior to each unit of study, teachers communicate to students the school’s applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers explain what the learning expectations are before each unit of study.	666	530 79.6%	40 6.0%	96 14.4%
STAFF - Prior to each unit of study, teachers communicate to students the school’s learning expectations and corresponding criteria for success, such as rubrics, to be used.	74	45 60.8%	11 14.9%	18 24.3%
PARENTS - My son's/daughter's teachers communicate the learning expectations prior to each unit of study.	136	97 71.3%	17 12.5%	22 16.2%

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.4 Prior to each unit of study, teachers communicate to students the school’s applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

STUDENTS - My teachers explain what the learning expectations are before each unit of study.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	530 79.6%	113 86.3%	93 71.5%	98 89.1%	77 74.8%	78 79.6%	71 75.5%
Total - Disagreement	40 6.0%	2 1.5%	14 10.8%	- -	12 11.7%	4 4.1%	8 8.5%
Undecided	96 14.4%	16 12.2%	23 17.7%	12 10.9%	14 13.6%	16 16.3%	15 16.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I understand in advance what work I have to accomplish to meet my teachers' expectations.	666	552 82.9%	30 4.5%	84 12.6%
STUDENTS - My teachers use clear criteria, such as rubrics, to assess my work.	666	532 79.9%	28 4.2%	106 15.9%
STUDENTS - I understand the criteria or rubrics my teachers use.	666	504 75.7%	50 7.5%	112 16.8%
PARENTS - I am familiar with and understand the school-wide criteria for success, such as analytic rubrics, teachers use to assess my son's/daughter's learning.	153	108 70.6%	26 17.0%	19 12.4%

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

STUDENTS - I understand in advance what work I have to accomplish to meet my teachers' expectations.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	552 82.9%	112 85.5%	107 82.3%	102 92.7%	75 72.8%	79 80.6%	77 81.9%
Total - Disagreement	30 4.5%	5 3.8%	4 3.1%	- -	8 7.8%	5 5.1%	8 8.5%
Undecided	84 12.6%	14 10.7%	19 14.6%	8 7.3%	20 19.4%	14 14.3%	9 9.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My teachers use clear criteria, such as rubrics, to assess my work.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	532 79.9%	90 68.7%	102 78.5%	96 87.3%	87 84.5%	78 79.6%	79 84.0%	
Total - Disagreement	28 4.2%	5 3.8%	4 3.1%	1 0.9%	4 3.9%	6 6.1%	8 8.5%	
Undecided	106 15.9%	36 27.5%	24 18.5%	13 11.8%	12 11.7%	14 14.3%	7 7.4%	

STUDENTS - I understand the criteria or rubrics my teachers use.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	504 75.7%	88 67.2%	95 73.1%	96 87.3%	78 75.7%	70 71.4%	77 81.9%	
Total - Disagreement	50 7.5%	7 5.3%	9 6.9%	5 4.5%	10 9.7%	9 9.2%	10 10.6%	
Undecided	112 16.8%	36 27.5%	26 20.0%	9 8.2%	15 14.6%	19 19.4%	7 7.4%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.6 In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers use a variety and range of assessment strategies including formative and summative assessments.	74	67 90.5%	- -	7 9.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.7 Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers meet formally to discuss and improve both formative and summative assessment strategies.	74	59 79.7%	4 5.4%	11 14.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers assess/correct my school work in a reasonable amount of time.	666	444 66.7%	66 9.9%	156 23.4%
STUDENTS - My teachers offer suggestions to help me improve my school work.	666	454 68.2%	83 12.5%	129 19.4%
STUDENTS - I think my teachers' grading is fair and consistent.	666	502 75.4%	44 6.6%	120 18.0%
PARENTS - My son's/daughter's teachers provide timely and corrective feedback to assist him/her in revising and improving assignments.	147	93 63.3%	25 17.0%	29 19.7%

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

STUDENTS - My teachers assess/correct my school work in a reasonable amount of time.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	444 66.7%	83 63.4%	92 70.8%	85 77.3%	66 64.1%	60 61.2%	58 61.7%
Total - Disagreement	66 9.9%	4 3.1%	14 10.8%	7 6.4%	14 13.6%	11 11.2%	16 17.0%
Undecided	156 23.4%	44 33.6%	24 18.5%	18 16.4%	23 22.3%	27 27.6%	20 21.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My teachers offer suggestions to help me improve my school work.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	454 68.2%	81 61.8%	88 67.7%	85 77.3%	72 69.9%	67 68.4%	61 64.9%
Total - Disagreement	83 12.5%	11 8.4%	22 16.9%	4 3.6%	14 13.6%	14 14.3%	18 19.1%
Undecided	129 19.4%	39 29.8%	20 15.4%	21 19.1%	17 16.5%	17 17.3%	15 16.0%

STUDENTS - I think my teachers' grading is fair and consistent.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	502 75.4%	100 76.3%	96 73.8%	92 83.6%	73 70.9%	65 66.3%	76 80.9%
Total - Disagreement	44 6.6%	3 2.3%	10 7.7%	2 1.8%	10 9.7%	9 9.2%	10 10.6%
Undecided	120 18.0%	28 21.4%	24 18.5%	16 14.5%	20 19.4%	24 24.5%	8 8.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school’s 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)	666	551 82.7%	28 4.2%	87 13.1%
STAFF - Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices.	74	54 73.0%	8 10.8%	12 16.2%
PARENTS - Teachers use a variety of methods to assess my son's/daughter's learning.	137	95 69.3%	12 8.8%	30 21.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school’s 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

STUDENTS - My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	551 82.7%	88 67.2%	113 86.9%	99 90.0%	90 87.4%	85 86.7%	76 80.9%	
Total - Disagreement	28 4.2%	2 1.5%	5 3.8%	4 3.6%	3 2.9%	6 6.1%	8 8.5%	
Undecided	87 13.1%	41 31.3%	12 9.2%	7 6.4%	10 9.7%	7 7.1%	10 10.6%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.11 Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school’s core values and beliefs about learning.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - School-wide grading and reporting practices are regularly reviewed and revised.	74	27 36.5%	16 21.6%	31 41.9%
PARENTS - Teachers' grading practices are aligned with the school's beliefs about learning.	127	99 78.0%	7 5.5%	21 16.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I feel safe at school.	666	514 77.2%	56 8.4%	96 14.4%
STUDENTS - Teachers respect students.	666	515 77.3%	56 8.4%	95 14.3%
STUDENTS - Students respect teachers.	666	409 61.4%	91 13.7%	166 24.9%
STUDENTS - Students respect one another.	666	325 48.8%	152 22.8%	189 28.4%
STUDENTS - I think bullying is a problem at my school.	666	173 26.0%	316 47.4%	177 26.6%
STUDENTS - I am proud of my school.	666	378 56.8%	105 15.8%	183 27.5%
STUDENTS - Teachers at my school are concerned about my learning.	666	364 54.7%	152 22.8%	150 22.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school's culture is safe, positive, and supportive.	74	61 82.4%	3 4.1%	10 13.5%
STAFF - The school's culture supports independent student learning.	74	52 70.3%	11 14.9%	11 14.9%
STAFF - Teachers support students in assuming responsibility for their learning.	74	62 83.8%	2 2.7%	10 13.5%
PARENTS - The school provides a safe, positive, respectful, and supportive school culture.	153	121 79.1%	14 9.2%	18 11.8%
PARENTS - The school encourages students to take responsibility for their learning.	155	139 89.7%	3 1.9%	13 8.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

STUDENTS - I feel safe at school.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	514 77.2%	106 80.9%	93 71.5%	95 86.4%	71 68.9%	78 79.6%	71 75.5%
Total - Disagreement	56 8.4%	10 7.6%	10 7.7%	6 5.5%	10 9.7%	8 8.2%	12 12.8%
Undecided	96 14.4%	15 11.5%	27 20.8%	9 8.2%	22 21.4%	12 12.2%	11 11.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - Teachers respect students.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	515 77.3%	118 90.1%	88 67.7%	92 83.6%	72 69.9%	76 77.6%	69 73.4%
Total - Disagreement	56 8.4%	5 3.8%	15 11.5%	5 4.5%	9 8.7%	10 10.2%	12 12.8%
Undecided	95 14.3%	8 6.1%	27 20.8%	13 11.8%	22 21.4%	12 12.2%	13 13.8%

STUDENTS - Students respect teachers.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	409 61.4%	113 86.3%	65 50.0%	84 76.4%	52 50.5%	48 49.0%	47 50.0%
Total - Disagreement	91 13.7%	5 3.8%	26 20.0%	4 3.6%	16 15.5%	16 16.3%	24 25.5%
Undecided	166 24.9%	13 9.9%	39 30.0%	22 20.0%	35 34.0%	34 34.7%	23 24.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - Students respect one another.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	325 48.8%	97 74.0%	53 40.8%	63 57.3%	36 35.0%	30 30.6%	46 48.9%	
Total - Disagreement	152 22.8%	16 12.2%	36 27.7%	12 10.9%	30 29.1%	32 32.7%	26 27.7%	
Undecided	189 28.4%	18 13.7%	41 31.5%	35 31.8%	37 35.9%	36 36.7%	22 23.4%	

STUDENTS - I think bullying is a problem at my school.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	173 26.0%	27 20.6%	44 33.8%	20 18.2%	32 31.1%	23 23.5%	27 28.7%	
Total - Disagreement	316 47.4%	62 47.3%	57 43.8%	68 61.8%	34 33.0%	52 53.1%	43 45.7%	
Undecided	177 26.6%	42 32.1%	29 22.3%	22 20.0%	37 35.9%	23 23.5%	24 25.5%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - I am proud of my school.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	378 56.8%	96 73.3%	65 50.0%	72 65.5%	53 51.5%	44 44.9%	48 51.1%
Total - Disagreement	105 15.8%	5 3.8%	25 19.2%	15 13.6%	17 16.5%	21 21.4%	22 23.4%
Undecided	183 27.5%	30 22.9%	40 30.8%	23 20.9%	33 32.0%	33 33.7%	24 25.5%

STUDENTS - Teachers at my school are concerned about my learning.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	364 54.7%	52 39.7%	65 50.0%	77 70.0%	58 56.3%	52 53.1%	60 63.8%
Total - Disagreement	152 22.8%	37 28.2%	33 25.4%	7 6.4%	24 23.3%	29 29.6%	22 23.4%
Undecided	150 22.5%	42 32.1%	32 24.6%	26 23.6%	21 20.4%	17 17.3%	12 12.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.2 The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I have a number of opportunities to take courses in which students of varying levels of ability are enrolled.	666	456 68.5%	59 8.9%	151 22.7%
STAFF - The school is equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum are populated with students reflecting the diversity of the student body.	74	54 73.0%	6 8.1%	14 18.9%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.2 The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

STUDENTS - I have a number of opportunities to take courses in which students of varying levels of ability are enrolled.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	456 68.5%	75 57.3%	80 61.5%	86 78.2%	81 78.6%	66 67.3%	68 72.3%
Total - Disagreement	59 8.9%	9 6.9%	13 10.0%	6 5.5%	3 2.9%	13 13.3%	15 16.0%
Undecided	151 22.7%	47 35.9%	37 28.5%	18 16.4%	19 18.4%	19 19.4%	11 11.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school has a program (advisory, mentoring program) which provides me with an adult in the school, in addition to my guidance counselor, with whom I meet regularly and who knows me well.	666	262 39.3%	206 30.9%	198 29.7%
STAFF - I actively participate as an advisor/mentor in the school's formal program or process to personalize each student's educational experience.	74	30 40.5%	26 35.1%	18 24.3%
PARENTS - The school has a program (advisory, mentoring program) which provides my son/daughter with an adult in the school, in addition to his/her guidance counselor, with whom he/she meets regularly and who knows him/her well.	116	58 50.0%	36 31.0%	22 19.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

STUDENTS - My school has a program (advisory, mentoring program) which provides me with an adult in the school, in addition to my guidance counselor, with whom I meet regularly and who knows me well.

		Grade					
	Total	7	8	9	10	11	12
Total in Agreement	262 39.3%	37 28.2%	55 42.3%	51 46.4%	42 40.8%	34 34.7%	43 45.7%
Total - Disagreement	206 30.9%	31 23.7%	44 33.8%	27 24.5%	32 31.1%	37 37.8%	35 37.2%
Undecided	198 29.7%	63 48.1%	31 23.8%	32 29.1%	29 28.2%	27 27.6%	16 17.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

STUDENTS - There is an adult in the school who knows me well and regularly helps me to succeed.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	354 53.2%	43 32.8%	64 49.2%	69 62.7%	60 58.3%	53 54.1%	65 69.1%
Total - Disagreement	154 23.1%	33 25.2%	39 30.0%	13 11.8%	22 21.4%	30 30.6%	17 18.1%
Undecided	158 23.7%	55 42.0%	27 20.8%	28 25.5%	21 20.4%	15 15.3%	12 12.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.4 In order to improve student learning through professional development, the principal and professional staff:

- engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
- use resources outside of the school to maintain currency with best practices
- dedicate formal time to implement professional development
- apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment.	74	54 73.0%	9 12.2%	11 14.9%
STAFF - Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.	74	56 75.7%	11 14.9%	7 9.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Class sizes in my courses are reasonable.	666	452 67.9%	113 17.0%	101 15.2%
STAFF - My student load and class sizes enable me to meet the learning needs of individual students.	74	48 64.9%	7 9.5%	19 25.7%
PARENTS - My son/daughter has the opportunity to enroll in courses with students of varying levels of ability.	137	103 75.2%	18 13.1%	16 11.7%
PARENTS - The number of students in my son's/daughter's classes allows the teachers to meet his/her individual learning needs.	145	87 60.0%	22 15.2%	36 24.8%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

STUDENTS - Class sizes in my courses are reasonable.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	452 67.9%	117 89.3%	93 71.5%	81 73.6%	46 44.7%	56 57.1%	59 62.8%
Total - Disagreement	113 17.0%	5 3.8%	13 10.0%	15 13.6%	37 35.9%	24 24.5%	19 20.2%
Undecided	101 15.2%	9 6.9%	24 18.5%	14 12.7%	20 19.4%	18 18.4%	16 17.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My principal is clear about what he/she wants the school to accomplish for all of the students.	666	502 75.4%	57 8.6%	107 16.1%
STAFF - The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations.	74	54 73.0%	6 8.1%	14 18.9%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

STUDENTS - My principal is clear about what he/she wants the school to accomplish for all of the students.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	502 75.4%	111 84.7%	88 67.7%	91 82.7%	77 74.8%	70 71.4%	65 69.1%
Total - Disagreement	57 8.6%	2 1.5%	15 11.5%	2 1.8%	10 9.7%	13 13.3%	15 16.0%
Undecided	107 16.1%	18 13.7%	27 20.8%	17 15.5%	16 15.5%	15 15.3%	14 14.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Students have input in important decisions made at my school.	666	345 51.8%	152 22.8%	169 25.4%
STAFF - Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.	74	49 66.2%	5 6.8%	20 27.0%
PARENTS - I have opportunities to be involved in important decisions made at the school.	143	73 51.0%	36 25.2%	34 23.8%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

STUDENTS - Students have input in important decisions made at my school.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	345 51.8%	90 68.7%	62 47.7%	69 62.7%	48 46.6%	32 32.7%	44 46.8%
Total - Disagreement	152 22.8%	6 4.6%	29 22.3%	20 18.2%	28 27.2%	38 38.8%	31 33.0%
Undecided	169 25.4%	35 26.7%	39 30.0%	21 19.1%	27 26.2%	28 28.6%	19 20.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.11 The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school’s 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school board, superintendent, and principal collaborate in the process of achieving learning expectations.	74	53 71.6%	1 1.4%	20 27.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.	74	61 82.4%	- -	13 17.6%
PARENTS - The school board and superintendent provide the principal with sufficient authority to lead the school.	120	98 81.7%	2 1.7%	20 16.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school meets the needs of all students.	666	314 47.1%	188 28.2%	164 24.6%
STAFF - The school has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations.	74	62 83.8%	4 5.4%	8 10.8%
PARENTS - The school has timely and coordinated strategies to meet the needs of all students.	120	67 55.8%	19 15.8%	34 28.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

STUDENTS - My school meets the needs of all students.

		Grade					
	Total	7	8	9	10	11	12
Total in Agreement	314 47.1%	90 68.7%	60 46.2%	68 61.8%	37 35.9%	32 32.7%	27 28.7%
Total - Disagreement	188 28.2%	12 9.2%	40 30.8%	21 19.1%	37 35.9%	36 36.7%	42 44.7%
Undecided	164 24.6%	29 22.1%	30 23.1%	21 19.1%	29 28.2%	30 30.6%	25 26.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.2 The school provides information to families, especially to those most in need, about available student support services.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I know who to ask for help at school if I have a personal problem.	666	469 70.4%	95 14.3%	102 15.3%
STAFF - The school provides information to families, especially to those most in need, about available student support services.	74	60 81.1%	4 5.4%	10 13.5%
PARENTS - The school provides information about available student support services (guidance, library/media, health, and special education) to all families.	146	112 76.7%	18 12.3%	16 11.0%

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.2 The school provides information to families, especially to those most in need, about available student support services.

STUDENTS - I know who to ask for help at school if I have a personal problem.

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	469 70.4%	98 74.8%	85 65.4%	84 76.4%	67 65.0%	73 74.5%	62 66.0%
Total - Disagreement	95 14.3%	15 11.5%	20 15.4%	10 9.1%	15 14.6%	11 11.2%	24 25.5%
Undecided	102 15.3%	18 13.7%	25 19.2%	16 14.5%	21 20.4%	14 14.3%	8 8.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I meet with my school counselor regularly.	666	101 15.2%	446 67.0%	119 17.9%
STUDENTS - I am comfortable going to the guidance counselor.	666	371 55.7%	139 20.9%	156 23.4%
STAFF - The school has sufficient certified/licensed counseling personnel and support staff.	74	60 81.1%	4 5.4%	10 13.5%
STAFF - School counselors meet regularly with all of their students and provide personal, academic, career, and college counseling services.	74	40 54.1%	10 13.5%	24 32.4%
PARENTS - There is an adequate number of certified/licensed personnel and support staff for the school counseling services.	106	61 57.5%	18 17.0%	27 25.5%
PARENTS - The school counseling personnel meet regularly with my son/daughter to discuss personal, academic, career, and college topics/planning.	123	47 38.2%	47 38.2%	29 23.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

STUDENTS - I meet with my school counselor regularly.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	101 15.2%	8 6.1%	16 12.3%	16 14.5%	20 19.4%	11 11.2%	30 31.9%	
Total - Disagreement	446 67.0%	90 68.7%	97 74.6%	70 63.6%	62 60.2%	74 75.5%	53 56.4%	
Undecided	119 17.9%	33 25.2%	17 13.1%	24 21.8%	21 20.4%	13 13.3%	11 11.7%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - I am comfortable going to the guidance counselor.

		Grade					
	Total	7	8	9	10	11	12
Total in Agreement	371 55.7%	60 45.8%	66 50.8%	74 67.3%	53 51.5%	55 56.1%	63 67.0%
Total - Disagreement	139 20.9%	18 13.7%	36 27.7%	11 10.0%	24 23.3%	28 28.6%	22 23.4%
Undecided	156 23.4%	53 40.5%	28 21.5%	25 22.7%	26 25.2%	15 15.3%	9 9.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I am comfortable going to the school nurse.	666	497 74.6%	61 9.2%	108 16.2%
STAFF - The school has sufficient certified/licensed health services personnel.	74	56 75.7%	4 5.4%	14 18.9%
STAFF - Health services personnel provide preventive health and direct intervention services.	74	47 63.5%	2 2.7%	25 33.8%
PARENTS - The school's health services program has an adequate number of certified/licensed personnel and support staff.	115	77 67.0%	13 11.3%	25 21.7%
PARENTS - The health services personnel provide preventive health and direct intervention services.	104	71 68.3%	13 12.5%	20 19.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

STUDENTS - I am comfortable going to the school nurse.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	497 74.6%	96 73.3%	108 83.1%	84 76.4%	69 67.0%	74 75.5%	66 70.2%
Total - Disagreement	61 9.2%	7 5.3%	7 5.4%	7 6.4%	9 8.7%	15 15.3%	16 17.0%
Undecided	108 16.2%	28 21.4%	15 11.5%	19 17.3%	25 24.3%	9 9.2%	12 12.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - We use the library often during classes.	666	167 25.1%	302 45.3%	197 29.6%
STUDENTS - The library has the resources I need.	666	441 66.2%	64 9.6%	161 24.2%
STUDENTS - The school library is available to me before, during, and after school hours.	666	505 75.8%	47 7.1%	114 17.1%
STUDENTS - The library provides me with a wide range of materials, technology, and other information services.	666	518 77.8%	33 5.0%	115 17.3%
STUDENTS - The library staff is willing to help me find information I need or want.	666	520 78.1%	26 3.9%	120 18.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.6 cont.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school has sufficient certified/licensed library/media services personnel and support staff.	74	65 87.8%	2 2.7%	7 9.5%
STAFF - Library/information services personnel are actively engaged in the development and implementation of the school's curriculum.	74	48 64.9%	6 8.1%	20 27.0%
STAFF - Library information services personnel provide a wide range of print and non-print materials, including technologies and other information services, that fully support the curriculum.	74	58 78.4%	3 4.1%	13 17.6%
STAFF - Students use the library on a regular basis for assignments/research for my classes.	74	43 58.1%	17 23.0%	14 18.9%
PARENTS - The library/information services program has an adequate number of certified/licensed personnel and support staff.	94	65 69.1%	3 3.2%	26 27.7%
PARENTS - The library/media center provides a wide range of materials, technologies, and other information services to support my son's/daughter's learning needs.	106	75 70.8%	10 9.4%	21 19.8%
PARENTS - My son/daughter uses the library/media center's resources on a regular basis.	131	57 43.5%	41 31.3%	33 25.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

STUDENTS - We use the library often during classes.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	167 25.1%	27 20.6%	24 18.5%	27 24.5%	22 21.4%	33 33.7%	34 36.2%	
Total - Disagreement	302 45.3%	44 33.6%	74 56.9%	52 47.3%	50 48.5%	40 40.8%	42 44.7%	
Undecided	197 29.6%	60 45.8%	32 24.6%	31 28.2%	31 30.1%	25 25.5%	18 19.1%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - The library has the resources I need.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	441 66.2%	78 59.5%	79 60.8%	88 80.0%	66 64.1%	69 70.4%	61 64.9%
Total - Disagreement	64 9.6%	3 2.3%	14 10.8%	6 5.5%	15 14.6%	12 12.2%	14 14.9%
Undecided	161 24.2%	50 38.2%	37 28.5%	16 14.5%	22 21.4%	17 17.3%	19 20.2%

STUDENTS - The school library is available to me before, during, and after school hours.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	505 75.8%	80 61.1%	97 74.6%	96 87.3%	82 79.6%	80 81.6%	70 74.5%
Total - Disagreement	47 7.1%	6 4.6%	7 5.4%	3 2.7%	7 6.8%	8 8.2%	16 17.0%
Undecided	114 17.1%	45 34.4%	26 20.0%	11 10.0%	14 13.6%	10 10.2%	8 8.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - The library provides me with a wide range of materials, technology, and other information services.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	518 77.8%	97 74.0%	104 80.0%	97 88.2%	79 76.7%	74 75.5%	67 71.3%	
Total - Disagreement	33 5.0%	1 0.8%	4 3.1%	4 3.6%	6 5.8%	9 9.2%	9 9.6%	
Undecided	115 17.3%	33 25.2%	22 16.9%	9 8.2%	18 17.5%	15 15.3%	18 19.1%	

STUDENTS - The library staff is willing to help me find information I need or want.

		Grade						
		Total	7	8	9	10	11	12
Total in Agreement	520 78.1%	91 69.5%	107 82.3%	91 82.7%	80 77.7%	76 77.6%	75 79.8%	
Total - Disagreement	26 3.9%	1 0.8%	1 0.8%	3 2.7%	5 4.9%	6 6.1%	10 10.6%	
Undecided	120 18.0%	39 29.8%	22 16.9%	16 14.5%	18 17.5%	16 16.3%	9 9.6%	

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.7 Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school has adequate, certified support services personnel for identified students, including special education, 504, and English language learners.	74	56 75.7%	12 16.2%	6 8.1%
STAFF - Support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations.	74	58 78.4%	5 6.8%	11 14.9%
STAFF - All support services personnel use assessment data, including feedback from the school community, to improve services and to achieve the school's learning expectations.	74	49 66.2%	6 8.1%	19 25.7%
PARENTS - The support services program has an adequate number of certified/licensed personnel and support staff for identified students, including special education, 504, and English language learners.	92	54 58.7%	11 12.0%	27 29.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school needs more teachers.	666	166 24.9%	253 38.0%	247 37.1%
STUDENTS - My school has a wide range of programs and services.	666	428 64.3%	95 14.3%	143 21.5%
STAFF - The community and the district's governing body provide dependable funding for a wide range of programs and services.	74	53 71.6%	2 2.7%	19 25.7%
STAFF - The community and the district's governing body provide dependable funding for professional and support staff.	74	52 70.3%	3 4.1%	19 25.7%
STAFF - The community and the district's governing body provide dependable funding for instructional materials, supplies, and equipment.	74	48 64.9%	6 8.1%	20 27.0%
STAFF - The community and the district's governing body provide adequate funding for a wide range of technology support.	74	56 75.7%	1 1.4%	17 23.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school’s 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - I have input into the development of the school budget.	74	30 40.5%	31 41.9%	13 17.6%
PARENTS - My community provides dependable funding for programs and services.	119	60 50.4%	23 19.3%	36 30.3%
PARENTS - My community provides dependable funding for staffing (building administrators, teachers, and support staff).	115	62 53.9%	20 17.4%	33 28.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

STUDENTS - My school needs more teachers.

		Grade					
	Total	7	8	9	10	11	12
Total in Agreement	166 24.9%	16 12.2%	32 24.6%	22 20.0%	36 35.0%	23 23.5%	37 39.4%
Total - Disagreement	253 38.0%	75 57.3%	53 40.8%	46 41.8%	22 21.4%	32 32.7%	25 26.6%
Undecided	247 37.1%	40 30.5%	45 34.6%	42 38.2%	45 43.7%	43 43.9%	32 34.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - My school has a wide range of programs and services.

		Grade					
	Total	7	8	9	10	11	12
Total in Agreement	428 64.3%	106 80.9%	82 63.1%	79 71.8%	62 60.2%	46 46.9%	53 56.4%
Total - Disagreement	95 14.3%	4 3.1%	14 10.8%	11 10.0%	15 14.6%	27 27.6%	24 25.5%
Undecided	143 21.5%	21 16.0%	34 26.2%	20 18.2%	26 25.2%	25 25.5%	17 18.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.2 The school develops, plans, and funds programs:

- to ensure the maintenance and repair of the building and school plant
- to properly maintain, catalogue, and replace equipment
- to keep the school clean on a daily basis

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Furniture and equipment in my classrooms are in good condition.	666	447 67.1%	113 17.0%	106 15.9%
STUDENTS - Science labs are in good working condition.	666	490 73.6%	52 7.8%	124 18.6%
STUDENTS - Computer labs, carts and laptops and other devices are in good working condition.	666	546 82.0%	37 5.6%	83 12.5%
STUDENTS - The school building is clean and well maintained.	666	468 70.3%	82 12.3%	116 17.4%
STAFF - The school is clean and well maintained.	74	59 79.7%	9 12.2%	6 8.1%
STAFF - Needed repairs are completed in a timely manner.	74	51 68.9%	10 13.5%	13 17.6%
PARENTS - The school develops and implements a plan to maintain and repair the facilities, plant, and equipment.	114	64 56.1%	18 15.8%	32 28.1%
PARENTS - The school is clean and well-maintained.	152	122 80.3%	10 6.6%	20 13.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.2 The school develops, plans, and funds programs:

- to ensure the maintenance and repair of the building and school plant
- to properly maintain, catalogue, and replace equipment
- to keep the school clean on a daily basis

STUDENTS - Furniture and equipment in my classrooms are in good condition.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	447 67.1%	113 86.3%	89 68.5%	80 72.7%	53 51.5%	58 59.2%	54 57.4%
Total - Disagreement	113 17.0%	5 3.8%	26 20.0%	15 13.6%	24 23.3%	27 27.6%	16 17.0%
Undecided	106 15.9%	13 9.9%	15 11.5%	15 13.6%	26 25.2%	13 13.3%	24 25.5%

STUDENTS - Science labs are in good working condition.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	490 73.6%	96 73.3%	96 73.8%	97 88.2%	68 66.0%	72 73.5%	61 64.9%
Total - Disagreement	52 7.8%	- -	12 9.2%	4 3.6%	10 9.7%	14 14.3%	12 12.8%
Undecided	124 18.6%	35 26.7%	22 16.9%	9 8.2%	25 24.3%	12 12.2%	21 22.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS - Computer labs, carts and laptops and other devices are in good working condition.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	546 82.0%	113 86.3%	108 83.1%	102 92.7%	79 76.7%	76 77.6%	68 72.3%
Total - Disagreement	37 5.6%	- -	7 5.4%	3 2.7%	7 6.8%	8 8.2%	12 12.8%
Undecided	83 12.5%	18 13.7%	15 11.5%	5 4.5%	17 16.5%	14 14.3%	14 14.9%

STUDENTS - The school building is clean and well maintained.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	468 70.3%	111 84.7%	81 62.3%	86 78.2%	60 58.3%	67 68.4%	63 67.0%
Total - Disagreement	82 12.3%	11 8.4%	23 17.7%	10 9.1%	11 10.7%	13 13.3%	14 14.9%
Undecided	116 17.4%	9 6.9%	26 20.0%	14 12.7%	32 31.1%	18 18.4%	17 18.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.3 The community funds and the school implements a long-range plan that addresses:

- programs and services
- enrollment changes and staffing needs
- facility needs
- technology
- capital improvements

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - The school has a sufficient number of computers for student use.	666	472 70.9%	85 12.8%	109 16.4%
STUDENTS - Computers are available to me before, during, and after school hours.	666	436 65.5%	56 8.4%	174 26.1%
STAFF - The school has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.	74	49 66.2%	5 6.8%	20 27.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.3 The community funds and the school implements a long-range plan that addresses:

- programs and services
- enrollment changes and staffing needs
- facility needs
- technology
- capital improvements

STUDENTS - The school has a sufficient number of computers for student use.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	472 70.9%	104 79.4%	85 65.4%	90 81.8%	66 64.1%	59 60.2%	68 72.3%
Total - Disagreement	85 12.8%	4 3.1%	21 16.2%	7 6.4%	14 13.6%	23 23.5%	16 17.0%
Undecided	109 16.4%	23 17.6%	24 18.5%	13 11.8%	23 22.3%	16 16.3%	10 10.6%

STUDENTS - Computers are available to me before, during, and after school hours.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	436 65.5%	47 35.9%	73 56.2%	85 77.3%	74 71.8%	77 78.6%	80 85.1%
Total - Disagreement	56 8.4%	5 3.8%	23 17.7%	4 3.6%	9 8.7%	8 8.2%	7 7.4%
Undecided	174 26.1%	79 60.3%	34 26.2%	21 19.1%	20 19.4%	13 13.3%	7 7.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.5 The school site and plant support the delivery of high quality school programs and services.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	666	490 73.6%	43 6.5%	133 20.0%
STAFF - The school's physical plant and site supports the delivery of high quality programs and services.	74	49 66.2%	8 10.8%	17 23.0%
PARENTS - The school's physical plant is conducive to education.	144	110 76.4%	6 4.2%	28 19.4%

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.5 The school site and plant support the delivery of high quality school programs and services.

STUDENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).

	Total	Grade					
		7	8	9	10	11	12
Total in Agreement	490 73.6%	104 79.4%	85 65.4%	91 82.7%	74 71.8%	68 69.4%	68 72.3%
Total - Disagreement	43 6.5%	1 0.8%	12 9.2%	2 1.8%	6 5.8%	13 13.3%	9 9.6%
Undecided	133 20.0%	26 19.8%	33 25.4%	17 15.5%	23 22.3%	17 17.3%	17 18.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.7 All professional staff actively engage parents and families as partners in each student’s education and reach out specifically to those families who have been less connected with the school.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The professional staff actively engages parents and families as partners in each student's education.	74	51 68.9%	4 5.4%	19 25.7%
PARENTS - The professional staff actively engages my family as partners in my son's/daughter's education.	148	90 60.8%	27 18.2%	31 20.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - There is an adult in the school who knows me well and regularly helps me to succeed.	666	354 53.2%	154 23.1%	158 23.7%
STUDENTS - My parents have the opportunity to meet teachers, building administrators, and school counselors.	666	500 75.1%	48 7.2%	118 17.7%
STAFF - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	74	59 79.7%	2 2.7%	13 17.6%
PARENTS - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	135	82 60.7%	16 11.9%	37 27.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

STUDENTS - There is an adult in the school who knows me well and regularly helps me to succeed.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	354 53.2%	43 32.8%	64 49.2%	69 62.7%	60 58.3%	53 54.1%	65 69.1%
Total - Disagreement	154 23.1%	33 25.2%	39 30.0%	13 11.8%	22 21.4%	30 30.6%	17 18.1%
Undecided	158 23.7%	55 42.0%	27 20.8%	28 25.5%	21 20.4%	15 15.3%	12 12.8%

STUDENTS - My parents have the opportunity to meet teachers, building administrators, and school counselors.

	Grade						
	Total	7	8	9	10	11	12
Total in Agreement	500 75.1%	97 74.0%	95 73.1%	96 87.3%	69 67.0%	68 69.4%	75 79.8%
Total - Disagreement	48 7.2%	2 1.5%	12 9.2%	1 0.9%	10 9.7%	15 15.3%	8 8.5%
Undecided	118 17.7%	32 24.4%	23 17.7%	13 11.8%	24 23.3%	15 15.3%	11 11.7%

[THIS PAGE INTENTIONALLY LEFT BLANK]

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR 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.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I am familiar with my school's core values and beliefs about learning.	666	151 22.7%	400 60.1%	91 13.7%	20 3.0%	4 0.6%	- -
PARENTS - I am familiar with the core values and beliefs adopted by my son's/daughter's school.	170	35 20.6%	113 66.5%	7 4.1%	8 4.7%	2 1.2%	5 2.9%
PARENTS - I am familiar with the 21st century learning expectations adopted by my son's/daughter's school (academic, social, and civic).	170	27 15.9%	95 55.9%	29 17.1%	11 6.5%	2 1.2%	6 3.5%
PARENTS - The school's core values and beliefs represent what the community values about student learning.	170	31 18.2%	92 54.1%	28 16.5%	10 5.9%	4 2.4%	5 2.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR 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.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.	666	69 10.4%	313 47.0%	184 27.6%	85 12.8%	15 2.3%	- -
STUDENTS - I am familiar with the criteria, such as rubrics, which teachers use to assess my assignments and other class work.	666	191 28.7%	387 58.1%	66 9.9%	20 3.0%	2 0.3%	- -
STAFF - My school's 21st century learning expectations are challenging and measureable for all students.	74	9 12.2%	51 68.9%	10 13.5%	4 5.4%	- -	- -
STAFF - The school has adopted criteria for success, such as school-wide analytic rubrics, that define all of the 21st century learning expectations (academic, social, and civic).	74	14 18.9%	43 58.1%	13 17.6%	4 5.4%	- -	- -
PARENTS - I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	169	38 22.5%	109 64.5%	11 6.5%	7 4.1%	1 0.6%	3 1.8%
PARENTS - The school's learning expectations (academic, social, and civic) are challenging.	168	16 9.5%	90 53.6%	37 22.0%	16 9.5%	5 3.0%	4 2.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

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.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I am familiar with my school's learning expectations (academic, social, and civic).	666	219 32.9%	384 57.7%	48 7.2%	12 1.8%	3 0.5%	- -
STAFF - My school's core values, beliefs, and 21st century learning expectations (academic, social, and civic) are clear to me.	74	12 16.2%	46 62.2%	11 14.9%	5 6.8%	- -	- -
STAFF - The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.	74	11 14.9%	47 63.5%	13 17.6%	3 4.1%	- -	- -
STAFF - The school's core values and beliefs are actively reflected in the school's culture.	74	11 14.9%	37 50.0%	24 32.4%	2 2.7%	- -	- -
STAFF - When making important teaching decisions, I consider the school's core values and beliefs about learning.	74	9 12.2%	37 50.0%	16 21.6%	11 14.9%	1 1.4%	- -
PARENTS - The school's learning expectations are clear to my son/daughter.	168	27 16.1%	109 64.9%	22 13.1%	6 3.6%	- -	4 2.4%
PARENTS - The school's core values, beliefs, and learning expectations are referenced at parent meetings/conferences.	168	26 15.5%	85 50.6%	30 17.9%	12 7.1%	3 1.8%	12 7.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2 Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

2.1 The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.	74	8 10.8%	43 58.1%	16 21.6%	6 8.1%	1 1.4%	- -
PARENTS - The curriculum provides my son/daughter with opportunities to achieve the school's learning expectations.	168	25 14.9%	108 64.3%	21 12.5%	9 5.4%	- -	5 3.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.2 The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school's 21st century learning expectations
- instructional strategies
- assessment practices that include the use of school-wide analytic and course-specific rubrics

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - There is a common, formal, curriculum template that is used in all subject areas.	74	20 27.0%	34 45.9%	14 18.9%	4 5.4%	2 2.7%	- -
PARENTS - I am informed about the school-wide learning expectations in each of my son's/daughter's classes.	168	30 17.9%	102 60.7%	14 8.3%	18 10.7%	1 0.6%	3 1.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - The content of the courses I take challenges me to think critically and solve problems.	666	132 19.8%	401 60.2%	92 13.8%	34 5.1%	7 1.1%	- -
STUDENTS - I am knowledgeable about the ethical use of technology.	666	232 34.8%	349 52.4%	67 10.1%	13 2.0%	5 0.8%	- -
STUDENTS - My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.	666	96 14.4%	290 43.5%	154 23.1%	96 14.4%	30 4.5%	- -
STUDENTS - My teachers include topics from other subject areas in my classes.	666	84 12.6%	327 49.1%	154 23.1%	87 13.1%	14 2.1%	- -
STUDENTS - My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)	666	71 10.7%	235 35.3%	188 28.2%	125 18.8%	47 7.1%	- -
STUDENTS - Information I learn in one class can be used in other classes.	666	108 16.2%	370 55.6%	123 18.5%	56 8.4%	9 1.4%	- -
STAFF - The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.	74	20 27.0%	42 56.8%	9 12.2%	2 2.7%	1 1.4%	- -
STAFF - The curriculum emphasizes cross-disciplinary learning.	74	5 6.8%	26 35.1%	22 29.7%	20 27.0%	1 1.4%	- -
STAFF - The curriculum emphasizes the informed and ethical use of technology.	74	11 14.9%	45 60.8%	13 17.6%	3 4.1%	2 2.7%	- -
STAFF - The curriculum emphasizes authentic application of knowledge and skills.	74	10 13.5%	52 70.3%	7 9.5%	4 5.4%	1 1.4%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
PARENTS - My son/daughter is developing problem-solving and higher order thinking skills.	168	28 16.7%	95 56.5%	25 14.9%	14 8.3%	2 1.2%	4 2.4%
PARENTS - My son/daughter is learning about the ethical use of technology.	168	25 14.9%	100 59.5%	22 13.1%	9 5.4%	2 1.2%	10 6.0%
PARENTS - At school my son/daughter is encouraged to question things about which he/she is curious.	168	21 12.5%	86 51.2%	34 20.2%	18 10.7%	1 0.6%	8 4.8%
PARENTS - My son/daughter has a number of opportunities to apply what he/she is learning to real life situations.	168	19 11.3%	82 48.8%	41 24.4%	17 10.1%	1 0.6%	8 4.8%

2.4 There is clear alignment between the written and taught curriculum.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The formal curriculum in my subject area emphasizes inquiry, problem-solving, and higher order thinking.	74	21 28.4%	41 55.4%	7 9.5%	4 5.4%	1 1.4%
STAFF - The written and taught curricula are aligned.	74	9 12.2%	45 60.8%	16 21.6%	3 4.1%	1 1.4%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school provides me with the instructional materials (textbooks, computers, equipment, and supplies) I need for each of my courses.	666	196 29.4%	342 51.4%	80 12.0%	36 5.4%	12 1.8%	- -
STUDENTS - My teachers assign work that requires me to use information and do research in the library/media center.	666	91 13.7%	301 45.2%	181 27.2%	73 11.0%	20 3.0%	- -
STAFF - The school has sufficient professional staff to implement the curriculum including the co-curricular program and other learning opportunities.	74	16 21.6%	45 60.8%	11 14.9%	1 1.4%	1 1.4%	- -
STAFF - The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.	74	11 14.9%	42 56.8%	15 20.3%	5 6.8%	1 1.4%	- -
STAFF - The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.	74	12 16.2%	45 60.8%	10 13.5%	5 6.8%	2 2.7%	- -
STAFF - Co-curricular programs are adequately funded.	74	7 9.5%	28 37.8%	30 40.5%	7 9.5%	2 2.7%	- -
PARENTS - Library and media resources adequately support learning in my son's/daughter's classes.	168	19 11.3%	76 45.2%	37 22.0%	16 9.5%	2 1.2%	18 10.7%
PARENTS - My son/daughter has been provided with the materials needed for each class (textbooks, computers, equipment, and supplies).	168	32 19.0%	98 58.3%	15 8.9%	18 10.7%	2 1.2%	3 1.8%
PARENTS - The school's technology resources are adequate.	161	14 8.7%	75 46.6%	27 16.8%	27 16.8%	8 5.0%	10 6.2%
PARENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	161	17 10.6%	79 49.1%	26 16.1%	24 14.9%	4 2.5%	11 6.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

2.7 The district provides the school’s professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.	74	4 5.4%	34 45.9%	12 16.2%	21 28.4%	3 4.1%	- -
STAFF - I am directly involved in curriculum evaluation, review, and revision work.	74	18 24.3%	41 55.4%	8 10.8%	7 9.5%	- -	- -
PARENTS - Co-curricular programs are adequately funded (student activities, clubs, and athletics).	161	19 11.8%	62 38.5%	22 13.7%	40 24.8%	11 6.8%	7 4.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3 Instruction

The quality of instruction is the single most important factor in students’ achievement of the school’s 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school’s core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

3.1 Teachers’ instructional practices are continuously examined to ensure consistency with the school’s core values, beliefs, and 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.	74	8 10.8%	41 55.4%	18 24.3%	7 9.5%	- -	- -
PARENTS - My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.	161	20 12.4%	71 44.1%	37 23.0%	15 9.3%	9 5.6%	9 5.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.2 Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers personalize my instruction.	666	43 6.5%	219 32.9%	235 35.3%	131 19.7%	38 5.7%	- -
STUDENTS - My teachers give me opportunities to choose topics for some assignments.	666	62 9.3%	331 49.7%	149 22.4%	94 14.1%	30 4.5%	- -
STUDENTS - I have an opportunity to apply what I am learning outside the classroom.	666	96 14.4%	324 48.6%	142 21.3%	78 11.7%	26 3.9%	- -
STUDENTS - My teachers ask me to use technology in my assignments.	666	136 20.4%	386 58.0%	103 15.5%	36 5.4%	5 0.8%	- -
STUDENTS - My teachers spend one-on-one time with me.	666	44 6.6%	201 30.2%	221 33.2%	167 25.1%	33 5.0%	- -
STUDENTS - My teachers provide me with opportunities to assess my own work.	666	78 11.7%	398 59.8%	140 21.0%	43 6.5%	7 1.1%	- -
STAFF - Teachers personalize instruction to support the achievement of the school's learning expectations.	74	12 16.2%	50 67.6%	9 12.2%	3 4.1%	- -	- -
STAFF - Teachers emphasize inquiry, problem-solving, and higher order thinking to support the achievement of the school's learning expectations.	74	11 14.9%	51 68.9%	9 12.2%	3 4.1%	- -	- -
PARENTS - My son's/daughter's teachers emphasize inquiry, problem-solving, and higher order thinking.	161	28 17.4%	76 47.2%	29 18.0%	11 6.8%	1 0.6%	16 9.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Teachers use group activities in my classes.	666	179 26.9%	409 61.4%	55 8.3%	16 2.4%	7 1.1%	- -
STUDENTS - My teachers use a variety of teaching strategies in my courses.	666	106 15.9%	381 57.2%	123 18.5%	46 6.9%	10 1.5%	- -
STAFF - Teachers adjust their instructional practices by organizing group learning activities.	74	9 12.2%	45 60.8%	14 18.9%	6 8.1%	- -	- -
STAFF - Teachers use differentiated instructional practices to meet the learning needs of all students.	74	15 20.3%	41 55.4%	12 16.2%	5 6.8%	1 1.4%	- -
PARENTS - Teachers engage my son/daughter as an active learner.	161	27 16.8%	84 52.2%	29 18.0%	8 5.0%	4 2.5%	9 5.6%
PARENTS - Teachers modify/adjust their instructional practices based on students' progress in achieving the school's 21st century learning expectations.	161	18 11.2%	51 31.7%	50 31.1%	13 8.1%	6 3.7%	23 14.3%
PARENTS - Teachers provide additional support to my son/daughter when needed.	161	36 22.4%	92 57.1%	23 14.3%	4 2.5%	2 1.2%	4 2.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers ask for my ideas/opinions to improve how they teach.	666	83 12.5%	277 41.6%	152 22.8%	127 19.1%	27 4.1%	- -
STUDENTS - My teachers make learning exciting and interesting for me.	666	63 9.5%	267 40.1%	180 27.0%	96 14.4%	60 9.0%	- -
STAFF - Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.	74	10 13.5%	45 60.8%	13 17.6%	6 8.1%	- -	- -
STAFF - Teachers improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices.	74	11 14.9%	47 63.5%	11 14.9%	5 6.8%	- -	- -
STAFF - Teachers have formal opportunities to examine student work to improve their instructional practices.	74	10 13.5%	44 59.5%	11 14.9%	8 10.8%	1 1.4%	- -
PARENTS - My son's/daughter's teachers have asked me for feedback about their instructional practices.	161	10 6.2%	30 18.6%	26 16.1%	66 41.0%	25 15.5%	4 2.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers are knowledgeable about the subjects they teach.	666	245 36.8%	333 50.0%	67 10.1%	15 2.3%	6 0.9%	- -
STAFF - Teachers maintain expertise in their content area and in content-specific instructional practices.	74	20 27.0%	44 59.5%	8 10.8%	1 1.4%	1 1.4%	- -
PARENTS - My son's/daughter's teachers maintain expertise in their subject areas.	161	18 11.2%	72 44.7%	31 19.3%	7 4.3%	- -	33 20.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4 Assessment Of and For Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

4.1 The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - I understand the formal process, based on the use of criteria for success, such as school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations.	74	13 17.6%	38 51.4%	17 23.0%	5 6.8%	1 1.4%
STAFF - I use the school-wide criteria for success, such as analytic rubrics, when assessing student work.	74	5 6.8%	25 33.8%	24 32.4%	19 25.7%	1 1.4%

4.2 The school's professional staff communicates:

- individual student progress in achieving the school's 21st century learning expectations to students and their families
- the school's progress in achieving the school's 21st century learning expectations to the school community

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
PARENTS - The school provides me with a formal report, in addition to course grades, which explains my son's/daughter's progress in achieving school-wide 21st century learning expectations.	161	24 14.9%	80 49.7%	18 11.2%	21 13.0%	9 5.6%	9 5.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.3 Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.	74	10 13.5%	41 55.4%	15 20.3%	8 10.8%	- -

4.4 Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers explain what the learning expectations are before each unit of study.	666	162 24.3%	368 55.3%	96 14.4%	31 4.7%	9 1.4%	- -
STAFF - Prior to each unit of study, teachers communicate to students the school's learning expectations and corresponding criteria for success, such as rubrics, to be used.	74	7 9.5%	38 51.4%	18 24.3%	11 14.9%	- -	- -
PARENTS - My son's/daughter's teachers communicate the learning expectations prior to each unit of study.	161	18 11.2%	79 49.1%	22 13.7%	12 7.5%	5 3.1%	25 15.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I understand in advance what work I have to accomplish to meet my teachers' expectations.	666	152 22.8%	400 60.1%	84 12.6%	21 3.2%	9 1.4%	- -
STUDENTS - My teachers use clear criteria, such as rubrics, to assess my work.	666	160 24.0%	372 55.9%	106 15.9%	18 2.7%	10 1.5%	- -
STUDENTS - I understand the criteria or rubrics my teachers use.	666	149 22.4%	355 53.3%	112 16.8%	40 6.0%	10 1.5%	- -
PARENTS - I am familiar with and understand the school-wide criteria for success, such as analytic rubrics, teachers use to assess my son's/daughter's learning.	161	18 11.2%	90 55.9%	19 11.8%	21 13.0%	5 3.1%	8 5.0%

4.6 In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - Teachers use a variety and range of assessment strategies including formative and summative assessments.	74	24 32.4%	43 58.1%	7 9.5%	- -	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.7 Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - Teachers meet formally to discuss and improve both formative and summative assessment strategies.	74	16 21.6%	43 58.1%	11 14.9%	4 5.4%	- -

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers assess/correct my school work in a reasonable amount of time.	666	103 15.5%	341 51.2%	156 23.4%	48 7.2%	18 2.7%	- -
STUDENTS - My teachers offer suggestions to help me improve my school work.	666	114 17.1%	340 51.1%	129 19.4%	66 9.9%	17 2.6%	- -
STUDENTS - I think my teachers' grading is fair and consistent.	666	142 21.3%	360 54.1%	120 18.0%	27 4.1%	17 2.6%	- -
PARENTS - My son's/daughter's teachers provide timely and corrective feedback to assist him/her in revising and improving assignments.	161	15 9.3%	78 48.4%	29 18.0%	17 10.6%	8 5.0%	14 8.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school’s 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)	666	200 30.0%	351 52.7%	87 13.1%	20 3.0%	8 1.2%	- -
STAFF - Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices.	74	12 16.2%	42 56.8%	12 16.2%	8 10.8%	- -	- -
PARENTS - Teachers use a variety of methods to assess my son's/daughter's learning.	161	16 9.9%	79 49.1%	30 18.6%	9 5.6%	3 1.9%	24 14.9%

4.11 Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school’s core values and beliefs about learning.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - School-wide grading and reporting practices are regularly reviewed and revised.	74	5 6.8%	22 29.7%	31 41.9%	16 21.6%	- -	- -
PARENTS - Teachers' grading practices are aligned with the school's beliefs about learning.	156	17 10.9%	82 52.6%	21 13.5%	6 3.8%	1 0.6%	29 18.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I feel safe at school.	666	202 30.3%	312 46.8%	96 14.4%	27 4.1%	29 4.4%	- -
STUDENTS - Teachers respect students.	666	203 30.5%	312 46.8%	95 14.3%	37 5.6%	19 2.9%	- -
STUDENTS - Students respect teachers.	666	93 14.0%	316 47.4%	166 24.9%	67 10.1%	24 3.6%	- -
STUDENTS - Students respect one another.	666	71 10.7%	254 38.1%	189 28.4%	99 14.9%	53 8.0%	- -
STUDENTS - I think bullying is a problem at my school.	666	63 9.5%	110 16.5%	177 26.6%	230 34.5%	86 12.9%	- -
STUDENTS - I am proud of my school.	666	130 19.5%	248 37.2%	183 27.5%	59 8.9%	46 6.9%	- -
STUDENTS - Teachers at my school are concerned about my learning.	666	95 14.3%	269 40.4%	150 22.5%	104 15.6%	48 7.2%	- -
STAFF - The school's culture is safe, positive, and supportive.	74	25 33.8%	36 48.6%	10 13.5%	3 4.1%	- -	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school's culture supports independent student learning.	74	14 18.9%	38 51.4%	11 14.9%	11 14.9%	- -	- -
STAFF - Teachers support students in assuming responsibility for their learning.	74	14 18.9%	48 64.9%	10 13.5%	2 2.7%	- -	- -
PARENTS - The school provides a safe, positive, respectful, and supportive school culture.	156	32 20.5%	89 57.1%	18 11.5%	8 5.1%	6 3.8%	3 1.9%
PARENTS - The school encourages students to take responsibility for their learning.	156	34 21.8%	105 67.3%	13 8.3%	2 1.3%	1 0.6%	1 0.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.2 The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - I have a number of opportunities to take courses in which students of varying levels of ability are enrolled.	666	99 14.9%	357 53.6%	151 22.7%	40 6.0%	19 2.9%
STAFF - The school is equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum are populated with students reflecting the diversity of the student body.	74	11 14.9%	43 58.1%	14 18.9%	6 8.1%	- -

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school has a program (advisory, mentoring program) which provides me with an adult in the school, in addition to my guidance counselor, with whom I meet regularly and who knows me well.	666	44 6.6%	218 32.7%	198 29.7%	126 18.9%	80 12.0%	- -
STAFF - I actively participate as an advisor/mentor in the school's formal program or process to personalize each student's educational experience.	74	11 14.9%	19 25.7%	18 24.3%	23 31.1%	3 4.1%	- -
PARENTS - The school has a program (advisory, mentoring program) which provides my son/daughter with an adult in the school, in addition to his/her guidance counselor, with whom he/she meets regularly and who knows him/her well.	156	12 7.7%	46 29.5%	22 14.1%	19 12.2%	17 10.9%	40 25.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.4 In order to improve student learning through professional development, the principal and professional staff:

- engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
- use resources outside of the school to maintain currency with best practices
- dedicate formal time to implement professional development
- apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment.	74	11 14.9%	43 58.1%	11 14.9%	6 8.1%	3 4.1%
STAFF - Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.	74	9 12.2%	47 63.5%	7 9.5%	9 12.2%	2 2.7%

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Class sizes in my courses are reasonable.	666	99 14.9%	353 53.0%	101 15.2%	83 12.5%	30 4.5%	- -
STAFF - My student load and class sizes enable me to meet the learning needs of individual students.	74	13 17.6%	35 47.3%	19 25.7%	5 6.8%	2 2.7%	- -
PARENTS - My son/daughter has the opportunity to enroll in courses with students of varying levels of ability.	156	20 12.8%	83 53.2%	16 10.3%	12 7.7%	6 3.8%	19 12.2%
PARENTS - The number of students in my son's/daughter's classes allows the teachers to meet his/her individual learning needs.	156	14 9.0%	73 46.8%	36 23.1%	15 9.6%	7 4.5%	11 7.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - My principal is clear about what he/she wants the school to accomplish for all of the students.	666	174 26.1%	328 49.2%	107 16.1%	38 5.7%	19 2.9%
STAFF - The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations.	74	8 10.8%	46 62.2%	14 18.9%	6 8.1%	- -

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Students have input in important decisions made at my school.	666	76 11.4%	269 40.4%	169 25.4%	95 14.3%	57 8.6%	- -
STAFF - Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.	74	7 9.5%	42 56.8%	20 27.0%	5 6.8%	- -	- -
PARENTS - I have opportunities to be involved in important decisions made at the school.	156	13 8.3%	60 38.5%	34 21.8%	22 14.1%	14 9.0%	13 8.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

5.11 The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school’s 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The school board, superintendent, and principal collaborate in the process of achieving learning expectations.	74	17 23.0%	36 48.6%	20 27.0%	1 1.4%	- -

5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.	74	17 23.0%	44 59.5%	13 17.6%	- -	- -	- -
PARENTS - The school board and superintendent provide the principal with sufficient authority to lead the school.	156	24 15.4%	74 47.4%	20 12.8%	1 0.6%	1 0.6%	36 23.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school meets the needs of all students.	666	74 11.1%	240 36.0%	164 24.6%	126 18.9%	62 9.3%	- -
STAFF - The school has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations.	74	15 20.3%	47 63.5%	8 10.8%	4 5.4%	- -	- -
PARENTS - The school has timely and coordinated strategies to meet the needs of all students.	156	10 6.4%	57 36.5%	34 21.8%	13 8.3%	6 3.8%	36 23.1%

6.2 The school provides information to families, especially to those most in need, about available student support services.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I know who to ask for help at school if I have a personal problem.	666	150 22.5%	319 47.9%	102 15.3%	57 8.6%	38 5.7%	- -
STAFF - The school provides information to families, especially to those most in need, about available student support services.	74	18 24.3%	42 56.8%	10 13.5%	4 5.4%	- -	- -
PARENTS - The school provides information about available student support services (guidance, library/media, health, and special education) to all families.	156	17 10.9%	95 60.9%	16 10.3%	8 5.1%	10 6.4%	10 6.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I meet with my school counselor regularly.	666	18 2.7%	83 12.5%	119 17.9%	263 39.5%	183 27.5%	- -
STUDENTS - I am comfortable going to the guidance counselor.	666	81 12.2%	290 43.5%	156 23.4%	88 13.2%	51 7.7%	- -
STAFF - The school has sufficient certified/licensed counseling personnel and support staff.	74	26 35.1%	34 45.9%	10 13.5%	4 5.4%	- -	- -
STAFF - School counselors meet regularly with all of their students and provide personal, academic, career, and college counseling services.	74	11 14.9%	29 39.2%	24 32.4%	7 9.5%	3 4.1%	- -
PARENTS - There is an adequate number of certified/licensed personnel and support staff for the school counseling services.	156	11 7.1%	50 32.1%	27 17.3%	11 7.1%	7 4.5%	50 32.1%
PARENTS - The school counseling personnel meet regularly with my son/daughter to discuss personal, academic, career, and college topics/planning.	156	8 5.1%	39 25.0%	29 18.6%	34 21.8%	13 8.3%	33 21.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I am comfortable going to the school nurse.	666	113 17.0%	384 57.7%	108 16.2%	43 6.5%	18 2.7%	- -
STAFF - The school has sufficient certified/licensed health services personnel.	74	13 17.6%	43 58.1%	14 18.9%	4 5.4%	- -	- -
STAFF - Health services personnel provide preventive health and direct intervention services.	74	5 6.8%	42 56.8%	25 33.8%	2 2.7%	- -	- -
PARENTS - The school's health services program has an adequate number of certified/licensed personnel and support staff.	156	11 7.1%	66 42.3%	25 16.0%	8 5.1%	5 3.2%	41 26.3%
PARENTS - The health services personnel provide preventive health and direct intervention services.	155	11 7.1%	60 38.7%	20 12.9%	8 5.2%	5 3.2%	51 32.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - We use the library often during classes.	666	21 3.2%	146 21.9%	197 29.6%	222 33.3%	80 12.0%	- -
STUDENTS - The library has the resources I need.	666	96 14.4%	345 51.8%	161 24.2%	41 6.2%	23 3.5%	- -
STUDENTS - The school library is available to me before, during, and after school hours.	666	155 23.3%	350 52.6%	114 17.1%	35 5.3%	12 1.8%	- -
STUDENTS - The library provides me with a wide range of materials, technology, and other information services.	666	138 20.7%	380 57.1%	115 17.3%	21 3.2%	12 1.8%	- -
STUDENTS - The library staff is willing to help me find information I need or want.	666	158 23.7%	362 54.4%	120 18.0%	15 2.3%	11 1.7%	- -
STAFF - The school has sufficient certified/licensed library/media services personnel and support staff.	74	16 21.6%	49 66.2%	7 9.5%	2 2.7%	- -	- -
STAFF - Library/information services personnel are actively engaged in the development and implementation of the school's curriculum.	74	10 13.5%	38 51.4%	20 27.0%	5 6.8%	1 1.4%	- -

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - Library information services personnel provide a wide range of print and non-print materials, including technologies and other information services, that fully support the curriculum.	74	13 17.6%	45 60.8%	13 17.6%	2 2.7%	1 1.4%	- -
STAFF - Students use the library on a regular basis for assignments/research for my classes.	74	9 12.2%	34 45.9%	14 18.9%	15 20.3%	2 2.7%	- -
PARENTS - The library/information services program has an adequate number of certified/licensed personnel and support staff.	156	12 7.7%	53 34.0%	26 16.7%	3 1.9%	- -	62 39.7%
PARENTS - The library/media center provides a wide range of materials, technologies, and other information services to support my son's/daughter's learning needs.	153	13 8.5%	62 40.5%	21 13.7%	8 5.2%	2 1.3%	47 30.7%
PARENTS - My son/daughter uses the library/media center's resources on a regular basis.	153	11 7.2%	46 30.1%	33 21.6%	36 23.5%	5 3.3%	22 14.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

6.7 Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school has adequate, certified support services personnel for identified students, including special education, 504, and English language learners.	74	16 21.6%	40 54.1%	6 8.1%	11 14.9%	1 1.4%	- -
STAFF - Support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations.	74	13 17.6%	45 60.8%	11 14.9%	5 6.8%	- -	- -
STAFF - All support services personnel use assessment data, including feedback from the school community, to improve services and to achieve the school's learning expectations.	74	8 10.8%	41 55.4%	19 25.7%	6 8.1%	- -	- -
PARENTS - The support services program has an adequate number of certified/licensed personnel and support staff for identified students, including special education, 504, and English language learners.	153	16 10.5%	38 24.8%	27 17.6%	4 2.6%	7 4.6%	61 39.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school needs more teachers.	666	48 7.2%	118 17.7%	247 37.1%	208 31.2%	45 6.8%	- -
STUDENTS - My school has a wide range of programs and services.	666	111 16.7%	317 47.6%	143 21.5%	66 9.9%	29 4.4%	- -
STAFF - The community and the district's governing body provide dependable funding for a wide range of programs and services.	74	10 13.5%	43 58.1%	19 25.7%	2 2.7%	- -	- -
STAFF - The community and the district's governing body provide dependable funding for professional and support staff.	74	6 8.1%	46 62.2%	19 25.7%	3 4.1%	- -	- -
STAFF - The community and the district's governing body provide dependable funding for instructional materials, supplies, and equipment.	74	10 13.5%	38 51.4%	20 27.0%	6 8.1%	- -	- -
STAFF - The community and the district's governing body provide adequate funding for a wide range of technology support.	74	12 16.2%	44 59.5%	17 23.0%	1 1.4%	- -	- -
STAFF - I have input into the development of the school budget.	74	2 2.7%	28 37.8%	13 17.6%	26 35.1%	5 6.8%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
PARENTS - My community provides dependable funding for programs and services.	153	16 10.5%	44 28.8%	36 23.5%	13 8.5%	10 6.5%	34 22.2%
PARENTS - My community provides dependable funding for staffing (building administrators, teachers, and support staff).	153	15 9.8%	47 30.7%	33 21.6%	11 7.2%	9 5.9%	38 24.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.2 The school develops, plans, and funds programs:

- to ensure the maintenance and repair of the building and school plant
- to properly maintain, catalogue, and replace equipment
- to keep the school clean on a daily basis

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Furniture and equipment in my classrooms are in good condition.	666	87 13.1%	360 54.1%	106 15.9%	84 12.6%	29 4.4%	- -
STUDENTS - Science labs are in good working condition.	666	103 15.5%	387 58.1%	124 18.6%	37 5.6%	15 2.3%	- -
STUDENTS - Computer labs, carts and laptops and other devices are in good working condition.	666	183 27.5%	363 54.5%	83 12.5%	26 3.9%	11 1.7%	- -
STUDENTS - The school building is clean and well maintained.	666	115 17.3%	353 53.0%	116 17.4%	62 9.3%	20 3.0%	- -
STAFF - The school is clean and well maintained.	74	16 21.6%	43 58.1%	6 8.1%	6 8.1%	3 4.1%	- -
STAFF - Needed repairs are completed in a timely manner.	74	11 14.9%	40 54.1%	13 17.6%	8 10.8%	2 2.7%	- -
PARENTS - The school develops and implements a plan to maintain and repair the facilities, plant, and equipment.	153	11 7.2%	53 34.6%	32 20.9%	11 7.2%	7 4.6%	39 25.5%
PARENTS - The school is clean and well-maintained.	153	24 15.7%	98 64.1%	20 13.1%	8 5.2%	2 1.3%	1 0.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.3 The community funds and the school implements a long-range plan that addresses:

- programs and services
- enrollment changes and staffing needs
- facility needs
- technology
- capital improvements

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - The school has a sufficient number of computers for student use.	666	134 20.1%	338 50.8%	109 16.4%	60 9.0%	25 3.8%
STUDENTS - Computers are available to me before, during, and after school hours.	666	104 15.6%	332 49.8%	174 26.1%	40 6.0%	16 2.4%
STAFF - The school has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.	74	12 16.2%	37 50.0%	20 27.0%	4 5.4%	1 1.4%

7.5 The school site and plant support the delivery of high quality school programs and services.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	666	123 18.5%	367 55.1%	133 20.0%	23 3.5%	20 3.0%	- -
STAFF - The school's physical plant and site supports the delivery of high quality programs and services.	74	10 13.5%	39 52.7%	17 23.0%	6 8.1%	2 2.7%	- -
PARENTS - The school's physical plant is conducive to education.	153	13 8.5%	97 63.4%	28 18.3%	4 2.6%	2 1.3%	9 5.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
MILLBURY MEMORIAL JUNIOR-SENIOR HIGH SCHOOL**

7.7 All professional staff actively engage parents and families as partners in each student’s education and reach out specifically to those families who have been less connected with the school.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The professional staff actively engages parents and families as partners in each student's education.	74	6 8.1%	45 60.8%	19 25.7%	4 5.4%	- -	- -
PARENTS - The professional staff actively engages my family as partners in my son's/daughter's education.	153	15 9.8%	75 49.0%	31 20.3%	18 11.8%	9 5.9%	5 3.3%

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My parents participate in school programs.	666	39 5.9%	156 23.4%	186 27.9%	187 28.1%	98 14.7%	- -
STUDENTS - My parents have the opportunity to meet teachers, building administrators, and school counselors.	666	143 21.5%	357 53.6%	118 17.7%	27 4.1%	21 3.2%	- -
STAFF - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	74	6 8.1%	53 71.6%	13 17.6%	2 2.7%	- -	- -
PARENTS - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	153	14 9.2%	68 44.4%	37 24.2%	9 5.9%	7 4.6%	18 11.8%