

STANDARD 5

**School Culture and Leadership
Endicott Survey Summary**

5.1 QUESTIONS

STUDENTS

- I feel safe at school.
- Teachers respect students.
- Students respect teachers.
- Students respect one another.
- I think bullying is a problem at my school.
- I am proud of my school.
- Teachers at my school are concerned about my learning.

STAFF

- The school's culture is safe, positive, and supportive.
- The school's culture supports independent student learning.
- Teachers support students in assuming responsibility for their learning.

PARENTS

- The school provides a safe, positive, respectful, and supportive school culture.
- The school encourages students to take responsibility for their 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.

Safety

- 77.2% of students are in total agreement that they feel safe at school, 8.4% are in total disagreement. Lowest grade level is 10th with 68.9% in agreement. Highest are the 7th graders with 80.9% - we make a good first impression :)

Respect

- Students respect teachers, 61.4% responding in agreement, 18.2% above the aggregate, and 13.7% in disagreement, 11.1% below the aggregate.
- 77.3% of students are in agreement that teachers respect students, 12.4% above the aggregate. 8.4% are in total disagreement.
- 48.8% students are in agreement that they respect each other. This is 7.4% above the aggregate.
- 26% think that bullying is a problem. 47.4% are in total disagreement. Highest grade levels in agreement is 8th and 10th graders, 33.8% and 31.1%, respectively

5.1 (continued)

Supporting Student Learning/School Culture

- 82.4% of the staff and 79.1% of the parents believe the school's culture is safe, positive, and supportive (both stats about equal to the aggregate).
- 70.3% of the staff think the school's culture supports independent student learning (about equal to the aggregate)
- 54.7% of students think teachers are concerned about their learning, 22.8% disagree (about equal to the aggregate). On the other hand, 83.8% of staff believe that the teachers support students in assuming responsibility for their learning.
- 89.7% of the parents think that the school encourages students to take responsibility for their learning; only 1.9% disagree.

This data, reflecting the school's safe, positive, respectful and supportive culture, is very close to the aggregate scores on all questions answered by staff and parents. For student survey questions we rank higher than the aggregate.

5.2 QUESTIONS

STUDENTS

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

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.

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).

- 68.5% of the students are in agreement that they have a number of opportunities to take courses in which students of varying levels of ability are enrolled (3.2% below aggregate).
- 73% of the staff think 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 (1.8% below the aggregate). 18.9% are undecided

Note that the 7th and 8th graders have the lowest percentage in agreement as to the number of opportunities they have to take courses with students of varying levels of ability. This could possibly be due to the fact that in 7th and 8th grade we don't offer many leveled classes (AP, H, CP). However, the question refers to heterogeneously grouped classes so wouldn't this classification fit this grade level the best?????

5.3 QUESTIONS

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.

STAFF

- I actively participate as an advisor/mentor in the school's formal program or process to personalize each student's educational experience.

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.

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.

- Only 39.3% of students agree and 50% of the parents agree that the school has a program (advisory, mentoring program) which provides an adult in the school, in addition to a guidance counselor, with whom the student meets regularly and knows the student well. This is 15.1% and 10% below the aggregate, respectively. 29.7% are undecided and 19.0% of the parents are undecided.
- 40.5% of the staff are in agreement that they actively participate as an advisor/mentor in the school's formal program or process to personalize each student's educational experience. 19.2% below the aggregate. Still 24.3% are undecided (7.2% above aggregate)

For standards 6 and 7 there were similar questions. In 7.8 53.2% of students feel that there is an adult in the school who knows them well and regularly helps them to succeed (1.6% below aggregate). For standard 6.2 70.4% of the students know who to ask for help if they have a personal problem (1.6% above the aggregate). For standard 6.4 very few students, 15.4%, feel that they meet with their school counselor regularly, 9% below aggregate. The data suggests a need in this area.

5.4 QUESTIONS

STAFF

- The school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment.
- Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices

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**

- 73% of the staff agree that the school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment. The data shows this as a strength as it is 14.5% above the aggregate.
- 75.7% of the staff agree that input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices, 11% above the aggregate.

Overall the data suggests PD and input from supervisors give teachers an opportunity to improve instruction and assessment.

5.7 QUESTIONS

STUDENTS

- Class sizes in my courses are reasonable.

STAFF

- My student load and class sizes enable me to meet the learning needs of individual students.

PARENTS

- My son/daughter has the opportunity to enroll in courses with students of varying levels of ability.
- The number of students in my son's/daughter's classes allows the teachers to meet his/her individual learning needs.

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

- For questions regarding class sizes, the percent of students, staff, and parents in a agreement range from 60 to 67.9%. Students (67.9%) and parents (60%) in agreement are 9.9% and 9.2% below the aggregate, respectively. While teachers in agreement, 64.9%, is 9.2% above the aggregate. Note that a large number of staff 25.7% are undecided, compared to the aggregate of 16.2% percent.
- 75.2% of the parents are in agreement that their son/daughter has the opportunity to enroll in courses of varying levels of ability. This is 10.9% below the aggregate.

The students were asked the same questions in 5.2 regarding the opportunity they have to take courses with students of varying levels of ability. 68.5% of the students were in agreement, 3.2% below aggregate. The data suggests that class size could be an issue for parents and students.

5.8 QUESTIONS

STUDENTS

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

STAFF

- The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations.

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.

- 75.4% of students feel as though their principal is clear about what he/she wants the school to accomplish for all of the students, 10.6% above the aggregate.
- 73% of the staff agree that the principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations, 4.8% above the aggregate.

The data suggests that the principal provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. This is also reinforced in standard 5.4, where 75.7% of the staff agree that input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices. Thus, the data shows evidence of the principal and other supervisors being instructional leaders.

5.9 QUESTIONS

STUDENTS

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

STAFF

- Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.

PARENTS

- I have opportunities to be involved in important decisions made at the school.

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

- 51.8% of students and 51% of parents are in total agreement that they have an input in important decisions at the school; both percentages are above the aggregate. 22.8% and 25.2% are in total disagreement, respectively. Oddly, the seventh graders and ninth graders have the highest percentage with 68.7% and 62.7% in total agreement, respectively. The juniors have the lowest percent with 32.7% in total agreement.
- 66.2% of staff are in agreement that teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership, 13.1% above the aggregate. 27% are undecided (3.3% above the aggregate).

Looking at staff opinion it is important to note that only 6.8% are in total disagreement, that teachers, students, and parents are meaningfully involved in decision-making compared to the aggregate of 23.2% .

5.11 QUESTIONS

STAFF

- The school board, superintendent, and principal collaborate in the process of achieving learning expectations.

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

- 71.6% of the staff are in total agreement and 1.4% of the staff in total disagreement that the school board, superintendent, and principal collaborate in the process of achieving learning expectations.

This 71.6% is very high compared to the aggregate of 50%, showing evidence of effective collaboration between said parties.

5.12 QUESTIONS

STAFF

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

PARENTS

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

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

- 82.4% of the staff and 81.7% of the parents are in agreement that the school board and superintendent provide the principal with sufficient decision-making authority to lead the school. 0% of the staff and 1.7% of the parents are in total disagreement.

Evidence is very strong of the decision-making power the school board and superintendent give to the principal. According to the aggregate only 54.7% of staff and 72.2% of parents are in total agreement.