

CULTURE OF EXCELLENCE & ETHICS ASSESSMENT[®]

Sample High School

SURVEY REPORT

2015-2016



Student and Staff Data Summary

Sample High School: 2015-2016

A1. Student Safety and Well-Being			
1.1 Student Safety		3.02	!
		2.56	✗
1.2 Student Well-Being		2.96	✗
		2.47	✗
1.3 Staff Support for Student Safety and Well-Being		3.43	!
		4.18	↑

A2. Learning and Teaching for Excellence			
2.1 Learning for Excellence		3.09	!
		2.69	✗
2.2 Teaching for Excellence		3.57	!
		4.20	↑

A3. Integrity, Responsibility, Citizenship			
3.1 Student Integrity, Responsibility, Citizenship		3.16	!
		3.03	!
3.2 Teaching for Integrity, Responsibility, Citizenship		3.50	!
		4.06	↑

Students
 Staff

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		✗

Staff Data Summary

Sample High School: 2015-2016

B. Staff Professional Capacity and Community			
4. Trust and Support		3.72	!
5. Professional Growth and Collaboration		3.41	!
6. Collective Responsibility for Goals and Objectives		3.51	!

C. Community Connectedness and Partnership Perceived by Staff			
7. Communication and Participation		3.64	!
8. Partnership for Student Learning		3.59	!
9. Partnership for Student Social Development		3.58	!

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		✗

Parent Data Summary

Sample High School: 2015-2016

A. Student Learning and Development Perceived by Parents			
1.4	Student Safety & Well-Being		3.50
2.4	School Focus on Excellence		3.74
3.4	School Focus on Integrity & Responsibility		3.45

C. Community Connectedness and Partnership Perceived by Parents			
7.2	Communication and Participation		3.44
8.2	Partnership for Student Learning		3.42
9.2	Partnership for Student Social Development		3.22

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		

Student and Staff Data Detail

Sample High School: 2015-2016

A1. Student Safety and Well-Being			
1.1 Student Safety		3.02 2.56	! X
68) Someone gets drunk or high (rev).		2.65 1.98	X X
69) Someone verbally abuses or harasses another person (rev).		2.57 1.79	X X
70) Someone steals from another person (rev).		3.42 2.91	! X
71) Someone physically assaults another person (rev).		3.71 3.39	! !
72) Someone uses e-mail, text messaging, or websites to bully or harass others (rev).		2.74 2.73	X X
1.2 Student Well-Being		2.96 2.47	X X
55) Students know how to balance their school and other commitments.		3.34 2.74	! X
56) Students often do things that are unhealthy, even though they know they are bad for them (rev).		2.71 2.27	X X
57) Students think it's no big deal to use drugs and alcohol (rev).		2.82 2.39	X X

Students
 Staff

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		X

Sample High School: 2015-2016

A1. Student Safety and Well-Being

1.3 Staff Support for Student Safety and Well-Being		3.43	!
		4.18	↑
15) Faculty/staff give students individual attention and assistance when they need it.		3.83	↑
		4.75	✓
16) Faculty/staff help students learn how to manage their emotions.		2.67	✗
		4.35	↑
62) Faculty/staff help students feel safe and cared for.		3.61	!
		4.30	↑
63) Faculty/staff prevent negative student traditions or interactions, such as student hazing or peer cruelty.		3.41	!
		4.02	↑
66) Faculty/staff are trusted by students.		3.55	!
		3.90	↑
67) Faculty/staff always treat students with respect.		3.50	!
		3.70	!

Students Staff

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		✗

Sample High School: 2015-2016

A2. Learning and Teaching for Excellence

2.1 Learning for Excellence		Students	Staff	Score	Indicator
				3.09	!
				2.69	×
27)	Students often spend their time doing what they want to do, instead of what they should be doing (rev).			2.58	×
				2.07	×
28)	Students push themselves to meet high standards.			3.51	!
				2.75	×
29)	Students put off doing things they don't like to do (rev).			2.30	×
				1.80	×
30)	Students do just enough to get by on their schoolwork (rev).			2.42	×
				2.05	×
31)	Students dismiss new or unfamiliar ideas (rev).			2.96	×
				2.47	×
32)	Students set goals for doing better in school and keep track of whether they are improving.			3.39	!
				2.84	×
33)	Students take pride in the quality of their work.			3.59	!
				3.24	!
34)	Students show a can-do attitude when faced with a new challenge.			3.21	!
				3.05	!
35)	Students need constant reminding to do what they are supposed to do (rev).			2.71	×
				2.26	×
36)	Students work hard to overcome their challenges.			3.48	!
				3.11	!
37)	Students take initiative to get things done without being asked or reminded.			3.25	!
				2.53	×
38)	Students continue trying hard, even when things are not easy.			3.43	!
				2.86	×
39)	Students fail to complete their homework (rev).			2.92	×
				2.72	×
40)	Students are open to suggestions for improvement.			3.56	!
				3.74	!

Students Staff

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		×

Sample High School: 2015-2016

A2. Learning and Teaching for Excellence

2.2 Teaching for Excellence				
			3.57 4.20	! ↑
1)	Faculty/staff teach students how to manage their time.		3.61 4.19	! ↑
2)	Faculty/staff have students study examples of high quality work and factors that contribute to that quality.		3.73 3.78	! ↑
3)	Faculty/staff assign work requiring creativity or original thinking.		3.51 3.79	! ↑
4)	Faculty/staff provide feedback that helps students improve.		3.97 4.61	↑ ✓
5)	Faculty/staff teach students how to set goals and keep track of their progress.		3.61 4.39	! ↑
6)	Faculty/staff help students learn from their mistakes.		3.72 4.67	! ✓
7)	Faculty/staff challenge students to express and defend their ideas.		3.48 4.44	! ↑
8)	Faculty/staff insist students revise their work until it meets the teacher's standard for quality.		3.60 3.81	! ↑
9)	Faculty/staff help students understand and overcome their limitations.		3.49 4.41	! ↑
10)	Faculty/staff help students discover and develop their talents.		3.29 4.22	! ↑
11)	Faculty/staff teach students different strategies for solving problems.		3.69 4.42	! ↑
12)	Faculty/staff help students learn how and when to ask for help.		3.59 4.39	! ↑
13)	Faculty/staff give students opportunities to work on real-life challenges.		3.04 4.27	! ↑
14)	Faculty/staff have students discuss the work presented by their peers.		3.38 3.59	! !
59)	Faculty/staff provide support for growth and improvement of all students.		3.68 3.98	! ↑
60)	Faculty/staff challenge all students to do their personal best.		3.80 3.85	↑ ↑

Students Staff





Optimal performance: Maintain current focus and attention	Scores >= 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores >= 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores >= 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		✗

Sample High School: 2015-2016

A3. Integrity, Responsibility, Citizenship

3.1 Student Integrity, Responsibility, Citizenship		3.16	!
		3.03	!
52) Students cheat on tests and assignments (rev).		3.11	!
		2.34	×
53) Students care only about themselves (rev).		3.03	!
		2.88	×
54) Students help others on schoolwork, without letting them copy or cheat.		3.13	!
		3.07	!
41) Students get picked on or excluded, if they are not part of the popular groups (rev).		2.82	×
		3.22	!
42) Students are willing to help, when they see someone having a problem.		3.38	!
		3.73	!
43) Students work well with those from different ethnic, religious, cultural, or political perspectives.		3.61	!
		3.49	!
47) Students resolve conflicts without fighting, insults, or threats.		3.05	!
		2.93	×
45) Students treat teachers and staff with respect, even when they disagree with them.		3.32	!
		2.93	×
44) Students try to stop their friends from spreading rumors or gossip about others.		2.75	×
		2.31	×
48) Students when seeing someone being picked on, try to stop it.		3.03	!
		3.09	!
50) Students encourage each other to follow the rules.		3.03	!
		2.95	×
51) Students are willing to confront team members who are off task.		3.26	!
		3.23	!
49) Students take an active role in helping solve school problems.		3.13	!
		2.79	×
46) Students would support you if you tried to do something good.		3.62	!
		3.73	!

Students 
Staff 

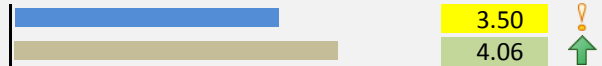
Optimal performance: Maintain current focus and attention	Scores >= 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores >= 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores >= 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		×

Sample High School: 2015-2016

A3. Integrity, Responsibility, Citizenship

3.2. Teaching for Integrity, Responsibility, Citizenship

64) Faculty/staff cultivate academic integrity among students.



18) Faculty/staff teach students how to apply ethical thinking to real-life challenges.



21) Faculty/staff help students understand and do what is right.



65) Faculty/staff help students develop positive relationships among each other.



17) Faculty/staff establish clear expectations for how students should treat each other.



19) Faculty/staff teach students how to solve conflicts fairly and peacefully.



23) Faculty/staff challenge students to hold each other accountable for doing the right thing.



20) Faculty/staff ask for student input when setting up rules.



58) Faculty involve students in shaping classroom norms and expectations.



22) Faculty/staff provide students with opportunities to give input on class or school issues.



61) Faculty/staff give students a voice in important school issues.



24) Faculty/staff involve students in different leadership roles in the school.



25) Faculty/staff take time to discuss important ethical issues in our school, community, or world.



26) Faculty/staff involve students in various service projects or activities.



Students Staff

Optimal performance:

Maintain current focus and attention

Scores ≥ 4.5



Approaching optimal performance:

Build on current focus and attention

Scores ≥ 3.75 and < 4.5



Area of opportunity:

Intensify focus and attention

Scores ≥ 3 and < 3.75



Area of concern:

Commit to intensive effort & focus on improvement

Scores < 3



Staff Data Detail








Sample High School: 2015-2016

B. Staff Professional Capacity and Community			
4. Trust and Support		3.72	!
b2) Good work is noticed and appreciated by the building administrators.		3.87	↑
b3) Building administrators support and encourage faculty and staff.		3.69	!
b8) Faculty and staff show trust and respect for their colleagues.		3.61	!
5. Professional Growth and Collaboration		3.41	!
b4) Building administrators are committed to the professional development of faculty and staff.		3.82	↑
b7) Faculty and staff regularly study and discuss the research and practice of high quality teaching.		3.48	!
b9) Faculty and staff regularly observe and critique each other's work.		2.70	×
b13) Faculty and staff engage in continuous self-development.		3.65	!
b14) Faculty and staff work together to improve the quality of their teaching.		3.50	!
b15) Faculty and staff seek feedback on student work from their colleagues.		3.32	!
b16) Faculty and staff regularly discuss the substance and application of school discipline policies.		3.25	!
b18) Faculty and staff study and discuss strategies for effective student engagement.		3.47	!
b19) Faculty and staff study and discuss strategies for social-emotional learning and character development.		3.48	!






Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		×





Sample High School: 2015-2016

B. Staff Professional Capacity and Community

6. Collective Responsibility for Goals and Objectives		3.51	!
b5) Building administrators consistently seek input from faculty and staff.		3.33	!
b6) Building administrators involve faculty and staff in decision making.		3.21	!
b11) Faculty and staff feel personally responsible for student achievement.		3.93	↑
b12) Faculty and staff feel personally responsible for developing students' emotional intelligence and ethical behavior.		3.85	↑
b10) Faculty and staff engage in open dialogue with their colleagues about important issues facing the school.		3.56	!
b17) Faculty and staff are comfortable discussing difficult or controversial school issues.		3.18	!








C. Community Connectedness and Partnership Perceived by Staff





7. Communication and Participation		3.64	!
b25) The school asks parents to volunteer at the school.		3.19	!
b26) The school provides consistent and timely communication to parents.		3.82	↑
b27) The school invites parents to participate in school committees such as curriculum, budgets, and school improvement.		3.66	!
b28) The school helps parents find services in the community to support student needs.		3.86	↑

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		✗

Sample High School: 2015-2016

C. Community Connectedness and Partnership Perceived by Staff

8. Partnership for Student Learning		3.59	!
b20) Faculty and staff do a good job educating parents about ways to support their children's learning at home.		3.62	!
b23) Faculty and staff contact parents to let them know if their child has done something well or is making improvement.		3.80	↑
b24) Faculty do a good job teaching parents how to monitor their child's progress in school.		3.29	!
9. Partnership for Student Social Development		3.58	!
b21) Faculty and staff do a good job helping parents understand what social, emotional, and character skills their child needs to learn.		3.27	!
b22) Faculty and staff work with parents when their child is having social, emotional, or character challenges.		3.88	↑

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		✗

Parent Data Detail

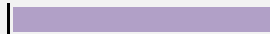






Sample High School: 2015-2016

A. Student Learning and Development Perceived by Parents			
1.4 Student Safety & Well-Being		3.50	!
2) The school provides a safe environment.		4.16	↑
11) Incidents of peer cruelty (bullying or hazing) are rare in this school.		2.88	×
9) The school does a good job teaching my child to make healthy choices.		3.48	!
2.4 School Focus on Excellence		3.74	!
1) The school provides a rigorous academic curriculum.		4.03	↑
3) Teachers and staff are committed to maximizing my child's potential for success.		3.91	↑
4) Teachers and staff provide my child with additional support when needed.		3.90	↑
6) The school does a good job teaching my child to be creative in their work.		3.50	!
7) The school does a good job teaching my child organizational skills.		3.41	!
12) Students work together on school assignments, class projects or presentations.		3.67	!








Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		×





Sample High School: 2015-2016

A. Student Learning and Development Perceived by Parents

3.4 School Focus on Integrity & Responsibility		3.45	!
5) Developing students' character is no less important to teachers and staff than academic learning.		3.62	!
8) The school does a good job teaching my child to act responsibly.		3.73	!
10) Parents support the school's mission and policies.		3.75	↑
13) Students exclude those who are different (e.g., who belong to a different race, religion, or culture-reversed).		3.35	!
14) Students who are not part of the popular groups get picked on or excluded (reversed).		2.85	×
15) The school involves students in making decisions about things that affect them.		3.41	!

C. Community Connectedness and Partnership Perceived by Parents

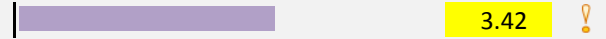
7.2 Communication and Participation		3.44	!
20) The school sends home news about things happening at school.		3.72	!
23) The school invites me to participate in programs and activities at the school.		3.66	!
24) The school provides opportunities for me to volunteer at the school.		3.33	!
25) The school PTA/PTO seeks my input.		3.40	!
26) The school invites me to participate in school committees such as curriculum, budgets, and school improvement.		3.26	!
27) The school provides information on community services and resources that I may want to use.		3.32	!

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		×

Sample High School: 2015-2016

C. Community Connectedness and Partnership Perceived by Parents

8.2 Partnership for Student Learning



16) The school identifies what I can do to help my child master the skills being learned at school.



17) The school shows me how to monitor my child's progress in school.



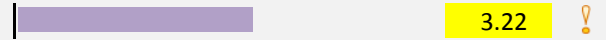
18) The school assigns my child homework that requires my input and/or participation.



22) The school contacts me to share if my child has done something well or improves.



9.2 Partnership for Student Social Development



19) The school helps me understand what social and emotional skills my child needs to learn.



21) The school contacts me if my child is having social or emotional problems.



Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		✓
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5		↑
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		!
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CULTURE OF EXCELLENCE & ETHICS ASSESSMENT®



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