

 *CULTURE OF EXCELLENCE & ETHICS ASSESSMENT™*

School Culture Surveys

An Excellence with Integrity Institute Resource

Sample Secondary School

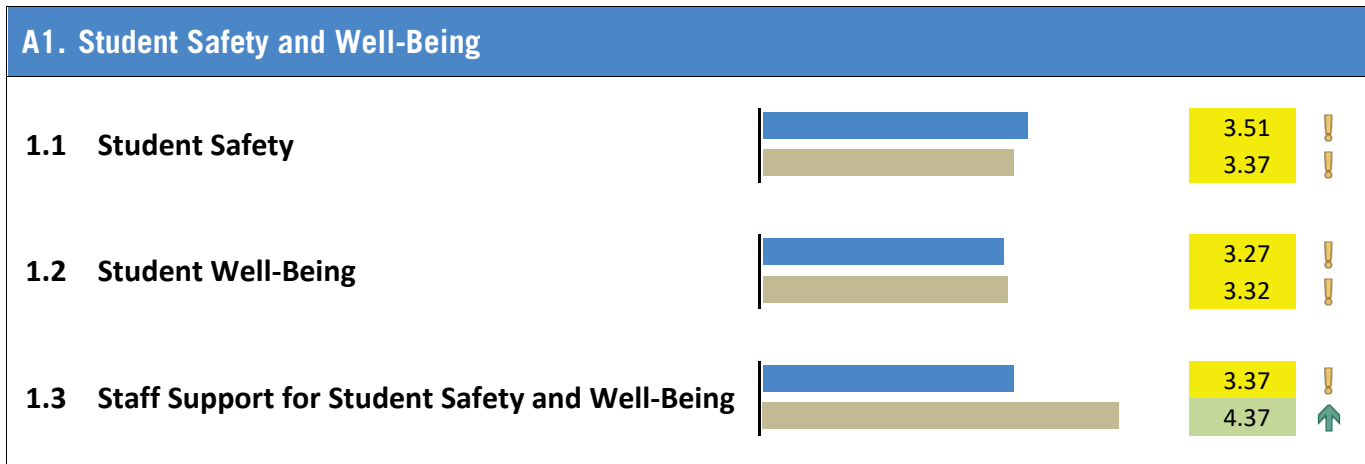
SUMMARY REPORT



2019







Student and Staff Data Summary

Secondary Level Sample (2019)





2019 Students N = 570 
2019 Staff N = 74 

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 Summary

Secondary Level Sample (2019)





A2. Learning and Teaching for Excellence				
2.1 Learning for Excellence		3.01	!	✗
		2.94		
2.2 Teaching for Excellence		3.54	!	↑
		4.46		

2019 Students N = 570





2019 Staff N = 74



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 Summary

Secondary Level Sample (2019)





A3. Integrity, Responsibility, Citizenship			
3.1 Student Integrity, Responsibility, Citizenship		3.17	!
		3.39	!
3.2 Teaching for Integrity, Responsibility, Citizenship		3.40	!
		4.31	↑

2019 Students N = 570



2019 Staff N = 74




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

Secondary Level Sample (2019)

B. Staff Professional Capacity and Community









4. Trust and Support		4.20	
5. Professional Growth and Collaboration		3.73	
6. Collective Responsibility for Goals and Objectives		3.94	

C. Community Connectedness and Partnership Perceived by Staff

7. Communication and Participation		4.02	
8. Partnership for Student Learning		3.84	
9. Partnership for Student Social Development		3.81	

2019 Staff N = 74









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


Secondary Level Sample (2019)









A. Student Learning and Development Perceived by Parents

1.4 Student Safety & Well-Being		3.70	
2.3 School Focus on Excellence		3.89	
3.3 School Focus on Integrity & Responsibility		3.77	

C. Community Connectedness and Partnership Perceived by Parents

7.2 Communication and Participation		4.14	
8.2 Partnership for Student Learning		3.59	
9.2 Partnership for Student Social Development		3.21	







2019 Parents N = 158 

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

Secondary Level Sample (2019)

A1. Student Safety and Well-Being





1.1 Student Safety		3.51 3.37	⚠️ ⚠️
68) Someone gets drunk or high (rev).		4.30 4.61	↑ ✓
69) Someone verbally abuses or harasses another person (rev).		3.01 2.59	⚠️ ✗
70) Someone steals from another person (rev).		3.21 3.45	⚠️ ⚠️
71) Someone physically assaults another person (rev).		3.58 3.46	⚠️ ⚠️
72) Someone uses social media, text messaging, or email to bully or harass others (rev).		3.47 2.92	⚠️ ✗

2019 Students N = 570



2019 Staff N = 74



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Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75		⚠️
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		✗

Secondary Level Sample (2019)

A2. Learning and Teaching for Excellence

2.1 Learning for Excellence

27) Students often spend their time doing what they want to do, instead of what they should be doing (rev).



2.61
2.85



28) Students push themselves to meet high standards.



3.27
3.27



29) Students put off doing things they don't like to do (rev).



2.52
1.99



30) Students do just enough to get by on their schoolwork (rev).



2.45
2.28



31) Students dismiss new or unfamiliar ideas (rev).



3.01
2.99



32) Students set goals for doing better in school and keep track of whether they are improving.



3.15
3.03



33) Students take pride in the quality of their work.



3.37
3.63



34) Students show a can-do attitude when faced with a new challenge.



3.12
3.16



35) Students need constant reminding to do what they are supposed to do (rev).



2.53
1.99



36) Students work hard to overcome their challenges.



3.39
3.26



37) Students take initiative to get things done without being asked or reminded.



2.99
2.77



38) Students continue trying hard, even when things are not easy.



3.31
3.06



39) Students fail to complete their homework (rev).



2.94
2.58



40) Students are open to suggestions for improvement.



3.34
3.76











2019 Students N = 570



2019 Staff N = 74





































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Secondary Level Sample (2019)

A2. Learning and Teaching for Excellence

2.2 Teaching for Excellence









		3.54	!
		4.46	↑
1) Faculty/staff teach students how to manage their time.		3.29	!
		4.37	↑
2) Faculty/staff have students study examples of high quality work and factors that contribute to that quality.		3.49	!
		4.14	↑
3) Faculty/staff assign work requiring creativity or original thinking.		3.73	!
		4.38	↑
4) Faculty/staff provide feedback that helps students improve.		3.79	↑
		4.83	✓
5) Faculty/staff teach students how to set goals and keep track of their progress.		3.47	!
		4.39	↑
6) Faculty/staff help students learn from their mistakes.		3.68	!
		4.75	✓
7) Faculty/staff challenge students to express and defend their ideas.		3.42	!
		4.64	✓
8) Faculty/staff insist students revise their work until it meets the teacher's standard for quality.		3.55	!
		4.08	↑
9) Faculty/staff help students understand and overcome their limitations.		3.40	!
		4.54	✓
10) Faculty/staff help students discover and develop their talents.		3.25	!
		4.46	↑
11) Faculty/staff teach students different strategies for solving problems.		3.87	↑
		4.63	✓
12) Faculty/staff help students learn how and when to ask for help.		3.53	!
		4.72	✓
13) Faculty/staff give students opportunities to work on real-life challenges.		3.29	!
		4.34	↑
14) Faculty/staff have students discuss the work presented by their peers.		3.52	!
		4.11	↑
59) Faculty/staff provide support for growth and improvement of all students.		3.54	!
		4.36	↑
60) Faculty/staff challenge all students to do their personal best.		3.81	↑
		4.42	↑

2019 Students N = 570



2019 Staff N = 74



Optimal performance: Maintain current focus and attention	Scores ≥ 4.5		
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Area of concern: Commit to intensive effort & focus on improvement	Scores < 3		

Secondary Level Sample (2019)

B. Staff Professional Capacity and Community

5. Professional Growth and Collaboration

b4) Building administrators are committed to the professional development of faculty and staff.



3.73



b7) Faculty and staff regularly study and discuss the research and practice of high quality teaching.



3.62



b9) Faculty and staff regularly observe and critique each other's work.



2.62



b13) Faculty and staff engage in continuous self-development.



4.13



b14) Faculty and staff work together to improve the quality of their teaching.



4.10



b15) Faculty and staff seek feedback on student work from their colleagues.



3.57



b16) Faculty and staff regularly discuss the substance and application of school discipline policies.



3.99



b18) Faculty and staff study and discuss strategies for effective student engagement.



3.79



b19) Faculty and staff study and discuss strategies for social-emotional learning and character development.



3.64



2019 Staff N = 74



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



Secondary Level Sample (2019)

C. Community Connectedness and Partnership Perceived by Staff

8. Partnership for Student Learning



3.84



b20) Faculty and staff do a good job educating parents about ways to support their children's learning at home.



3.63



b23) Faculty and staff contact parents to let them know if their child has done something well or is making improvement.



4.06



b24) Faculty do a good job teaching parents how to monitor their child's progress in school.



3.86



9. Partnership for Student Social Development



3.81



b21) Faculty and staff do a good job helping parents understand what social, emotional, and character skills their child needs to learn.



3.45



b22) Faculty and staff work with parents when their child is having social, emotional, or character challenges.



4.16



2019 Staff N = 74



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

Secondary Level Sample (2019)

A. Student Learning and Development Perceived by Parents

1.4 Student Safety & Well-Being

2) The school provides a safe environment.

4.20



11) Incidents of peer cruelty (bullying or hazing) are rare in this school.

3.13



9) The school does a good job teaching my child to make healthy choices.

3.75



2019 Parents N = 158

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



Secondary Level Sample (2019)

C. Community Connectedness and Partnership Perceived by Parents

8.2 Partnership for Student Learning



3.59



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



3.50



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



4.23



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



3.31



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



3.33



9.2 Partnership for Student Social Development



3.21



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



2.93



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



3.50



2019 Parents N = 158



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



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