

The New England Association
of Schools and Colleges
in association with
The Council of International Schools

Self-Study Survey Report



Founded in 1885



Clearwater Bay School

5/16/2011

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Endicott College



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INTRODUCTION

The Endicott Research Center (ERC) at Endicott College provides educational leaders as well as policy makers with the development and inquiry capacity to support efforts in the reform of educational policy and practice. 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, ultimately, students at advanced levels. In sum, ERC acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

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. In addition, ERC partners with educational agencies throughout the world in order to improve teaching and learning. Among those agencies, the New England Association of Schools and Colleges and the Council of International Schools share many similar goals in the area of school improvement. Toward that end, NEASC and CIS invited ERC to help them develop opinion surveys keyed to CIS/NEASC's 7th Edition Standards. While these surveys are the property of the three sponsoring agencies, third parties collaborating with any of the three agencies are free to use the survey and its results in the effort to improve schools. This report describes the results of the NEASC/CIS Self-Study Survey[®] administered to your school.

This information provided can help guide your school in its ongoing effort to promote the highest teaching/learning standards. The NEASC/CIS 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/CIS'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/CIS's standards for accreditation.

Surveys were administered to five groups within your school community: Students, Staff, Parents, the Governing Board, and Alumni. Each group was asked a set of questions appropriate to their role and linked to the standards and indicators published by NEASC/CIS. This report is organized by standards and broken down by indicators within each standard. Under each indicator follows the questions that were asked of each group surveyed. The seven sections are

- Section A** SCHOOL GUIDING STATEMENTS
- Section B** TEACHING AND LEARNING
- Section C** GOVERNANCE AND LEADERSHIP
- Section D** FACULTY AND SUPPORT STAFF
- Section E** ACCESS TO TEACHING AND LEARNING
- Section F** SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING
- Section G** OPERATIONAL SYSTEMS

All student data are reported by grade level and gender. All other groups are presented without further breakdown. Questions about residency are reported by boarding and non-boarding status, as well as gender.

The following table indicates the number of responses processed for **Clearwater Bay School**

Total Respondents by Group

Group	Responses
Students	106
Staff	23
Parents	120
Parents as % of Students	113.2%
Board	6
Alumni	0

The results of the NEASC/CIS Self-Study Survey© are clear and comprehensive, but they are meaningless as mere measures. As a stakeholder 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/CIS'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
- 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
- Ongoing conversations among colleagues, students, parents and board members
- The purpose of this entire effort is to improve your school, not to find fault or place blame
- Perceptions of the same data may differ. This is not only common, but also healthy for a

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, staff, parents, board members, and former students perceive their school. From those insights emerge the judgments and values that guide the development of action plans for improving upon what already works in your school, as well as overcoming the obstacles to achieving the best of what your school intends. The Endicott Research Center can assist you at any stage of this process. Please direct any and all questions to:

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DEMOGRAPHICS

STUDENTS

Age Students		
Age	Count	Percent
9	0	0.0%
10	98	92.5%
11	8	7.5%
12	0	0.0%
13	0	0.0%
14	0	0.0%
15	0	0.0%
16	0	0.0%
17	0	0.0%
18	0	0.0%
19	0	0.0%
Other	0	0.0%
TOTAL	106	100.0%

Year Group/Grade Students		
Yr Gr/Grade	Count	Percent
5	0	0.0%
6	106	100.0%
7	0	0.0%
8	0	0.0%
9	0	0.0%
10	0	0.0%
11	0	0.0%
12	0	0.0%
13	0	0.0%
TOTAL	106	100.0%

Gender Students		
Gender	Count	Percent
Male	53	50.0%
Female	53	50.0%
TOTAL	106	100.0%

Boarding Students		
Boarding	Count	Percent
Yes	0	0.0%
No	106	100.0%
TOTAL	106	100.0%

STAFF

Years Teaching

Professional Staff		
Years	Count	Percent
Under 2 Years	0	0.0%
2-10	7	30.4%
11-20	11	47.8%
Over 20	5	21.7%
N/A	0	0.0%
TOTAL	23	100.0%

Gender

Professional Staff		
Gender	Count	Percent
Male	6	26.1%
Female	17	73.9%
TOTAL	23	100.0%

Position

Professional Staff		
Position		
Position	Count	Percent
Academic	22	95.7%
Support	1	4.3%
TOTAL	23	100.0%

Years At Current Institution

YEARS AT CURRENT INSTITUTION		
Professional Staff		
Years	Count	Percent
Under 2 Years	6	26.1%
2-10	15	65.2%
11-20	2	8.7%
Over 20	0	0.0%
TOTAL	23	100.0%

Level of Education

Professional Staff		
Level of Education		
Education	Count	Percent
Teaching Cert	2	8.7%
Bachelor's	10	43.5%
Master's	7	30.4%
Master's+	3	13.0%
Doctorate	0	0.0%
Other	1	4.3%
TOTAL	23	95.7%

Boarding Students

Professional Staff		
Does your school provide overnight accommodations to students (boarding)?		
Boarding	Count	Percent
Yes	0	0.0%
No	23	100.0%
Total	23	100.0%

Grade (Select All That Apply)

Professional Staff		
yr Gr/Grade	Count	Percent
Pre-K	1	1.2%
K	2	2.4%
1	12	14.1%
2	12	14.1%
3	13	15.3%
4	14	16.5%
5	14	16.5%
6	13	15.3%
7	1	1.2%
8	1	1.2%
9	0	0.0%
10	0	0.0%
11	0	0.0%
12	0	0.0%
13	0	0.0%
other	2	2.4%
TOTAL	85	100.0%

PARENTS

Yr Gp/Grade

Parents		
Yr Gp/Grade	Count	Percent
Pre-K	1	0.6%
K	0	N/A
1	25	15.7%
2	21	13.2%
3	25	15.7%
4	29	18.2%
5	25	15.7%
6	28	17.6%
7	2	1.3%
8	1	0.6%
9	2	1.3%
10	0	N/A
11	0	N/A
12	0	N/A
13	0	N/A
Other	0	N/A
TOTAL	159	100.0%

Number of Children in School

Parents		
Number	Count	Percent
1	61	50.8%
2	49	40.8%
3	6	5.0%
4	0	N/A
More than 4	4	3.3%
TOTAL	120	100.0%

Student Boarding

Parents		
Boarding	Count	Percent
Yes	0	N/A
No	120	100.0%
TOTAL	120	100.0%

BOARD

Years On Board

Board		
Years	Count	Percent
1	2	33.3%
2-5	4	66.7%
6-10	0	N/A
Over 10	0	N/A
TOTAL	6	100.0%

Gender

Board		
Gender	Count	Percent
Male	5	83.3%
Female	1	16.7%
TOTAL	6	100.0%

ALUMNI

Gender

Former Students		
Gender	Count	Percent
Male	0	N/A
Female	0	N/A
TOTAL	0	0.0%

Level Of Education

Former Students		
Education	Count	Percent
Bachelor's	0	N/A
Master's	0	N/A
Doctorate	0	N/A
Other	0	N/A
TOTAL	0	0.0%

Year Graduated

Former Students	
Year	Count
1935-1970	0
1971-1980	0
1981-1990	0
1991-2000	0
2001-recent	0
TOTAL	0

Boarding

Former Students		
Boarding	Count	Percent
Yes	0	N/A
No	0	N/A
TOTAL	0	0.0%

SECTION A

SCHOOL GUIDING STATEMENTS

STANDARD A1

The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school’s chosen nomenclature and format) for students.

	Total in Agreement	Gender		Year Group										
		Male	Female	5	6	7	8	9	10	11	12	13		
Students	1. I am familiar with my school’s mission or philosophy statement. A1b	67.9%	79.2%	56.6%	N/A	67.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Total in Agreement	Academic	Support	
Staff	1. The school’s Philosophy and Objectives or Mission Statement is appropriate to this school. A1b	95.7%	95.5%	100.0%
	3. The school’s Philosophy and Objectives or Mission Statement is regularly reviewed and revised, as necessary. A1d	100.0%	100.0%	100.0%
Parent	1. I know and understand the mission or philosophy of my child’s school. A1b	95.0%		
Board	4. The school’s Philosophy and Objectives or Mission Statement is used by the Board in making decisions about school programs and practices. A1c	100.0%		
	5. As an individual board member, I regularly refer to the school’s Philosophy and Objectives or Mission Statement in my decision making. A1c	100.0%		
	2. I had an opportunity to provide input into the school’s Philosophy and Objectives or Mission Statement. A1d	100.0%		
	3. I am aware of the review process for the school’s Philosophy and Objectives or Mission Statement. A1d	100.0%		
Alumni	1. I was aware of the major focus of the school’s mission when I was a student there. A1b	N/A		

STANDARD A2

The school’s Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.

		Total in Agreement	Academic	Support
Staff	5. Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school. A2b	91.3%	90.9%	100.0%
Parent	3. Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school. A2	97.5%		
Alumni	2. The school’s mission included attention to the development of global awareness and respect for diversity. A2	N/A		

STANDARD A3

The school’s Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.

		Total in Agreement
Board	48. The governing body promotes intercultural experiences as part of the formal curriculum and school activities. A3	100.0%
Alumni	3. The school prepared me well for interacting with people from different cultures and nations. A3	N/A

STANDARD A4

The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programs, and the students admitted to and remaining at the school.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	2. I know where to find a description of my courses of studies if I wish to refer to it. A4a	73.6%	75.5%	71.7%	N/A	73.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	2. Upon admission, and beyond, the school ensures that there is a reasonable match between the student's needs and the program offered. A4b	95.7%	95.5%	100.0%
Parent	2. I was provided with adequate and accurate information regarding the school prior to sending my child there. A4a	90.0%		
Board	27. All statements and representations in marketing materials relating to programs, services and resources are clear, factually accurate and current. A4a	100.0%		

SECTION B

TEACHING AND LEARNING

STANDARD B1

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.

		Total in Agreement	Academic	Support
Staff	6. Curriculum design and delivery are consistent with the school’s philosophy or mission and with school policies and practices. B1a	86.4%	85.7%	100.0%
Parent	4. The school’s curriculum and programs reflect what the mission or philosophy says the school is trying to do. B1	92.5%		
Board	6. I have a general awareness of the scope and breadth of the school’s curriculum. B1	100.0%		

STANDARD B2

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

	Total in Agreement	Gender		Year Group										
		Male	Female	5	6	7	8	9	10	11	12	13		
Students	8. I learn to gather, organize, present and apply ideas and information. B2c	98.1%	96.2%	100.0%	N/A	98.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	14. I have opportunities to assess my own learning. B2e	92.5%	88.7%	96.2%	N/A	92.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	10. Teachers use technology to assist students in learning or understanding new topics. B2f	98.1%	96.2%	100.0%	N/A	98.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	18. The learning program emphasizes the processes of gathering, organizing, presenting and applying ideas and information. B2c	95.7%	95.5%	100.0%
	17. I encourage the development of critical thinking and problem solving skills in my students. B2d	100.0%	100.0%	N/A
Parent	5. I believe the curriculum meets my child's needs. B2	75.8%		
	6. My child seems appropriately challenged. B2b	78.3%		
	9. I believe my child is developing critical thinking and problem solving skills. B2d	89.2%		
Alumni	4. What I learned in school is relevant to what I'm doing now. B2	N/A		
	6. I left this school feeling prepared academically, emotionally, and socially to pursue my goals. B2	N/A		
	9. The curriculum included formal instruction in the processes of gathering, organizing, presenting and applying ideas and information. B2c	N/A		
	10. The school provided opportunities for me to learn to think critically and solve problems and to apply those skills. B2d	N/A		
	11. The school helped me to develop awareness of my learning strengths and style. B2e	N/A		
	16. I had opportunities to assess my own learning. B2e	N/A		

STANDARD B3

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	5. What I learned in my classes last year is helping me this year. B3	93.4%	94.3%	92.5%	N/A	93.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
										Total in Agreement	Academic	Support	
Staff	7. Curriculum materials clearly indicate scope and sequence for each course and grade level and written curriculum materials specify expected learning outcomes in terms of what students should know, understand and are able to do. B3	77.3%	76.2%	100.0%									
	10. A new teacher would find our curriculum documents useful in preparing to teach an assigned class. B3	63.6%	66.7%	0.0%									
	8. Written curriculum materials include references to the methodologies that are used and information about teaching materials and resources. B3c	77.3%	76.2%	100.0%									
	9. Written curriculum materials indicate assessments to be used to measure student progress and references to links within and across disciplines. B3d	71.4%	70.0%	100.0%									

STANDARD B4

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	6. Aspects of the local language and culture are used to enrich my learning. B4a	79.2%	71.7%	86.8%	N/A	79.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	15. I incorporate aspects of the local language and culture into my teaching. B4a	85.7%	85.7%	N/A
	16. I make use of the cultural diversity of the school community to enrich what I am teaching. B4b	100.0%	100.0%	100.0%
Parent	7. The local language and culture and the cultural diversity of the school community is used to enrich my child's learning. B4a	90.8%		
Alumni	7. The local language and culture were used to enrich my school experience. B4a	N/A		
	8. The cultural diversity of the students and staff in the school community was used to enrich my experience. B4b	N/A		

STANDARD B5

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

		Total in Agreement	Academic	Support
Staff	13. I meet regularly with my colleagues in other school divisions or grades/year groups to discuss curriculum. B5	82.6%	81.8%	100.0%

STANDARD B6

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	3. My classes challenge me. B6b	84.9%	79.2%	90.6%	N/A	84.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4. My classes are generally interesting for a person of my age and ability. B6b	90.6%	88.7%	92.5%	N/A	90.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7. The school takes account of my learning style. B6c	86.8%	88.7%	84.9%	N/A	86.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	9. Most of my teachers use a variety of methods to teach a given subject. B6c	96.2%	94.3%	98.1%	N/A	96.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	15. If I have trouble learning a lesson one way, teachers try to teach me another way. B6c	89.6%	84.9%	94.3%	N/A	89.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	19. The school provides professional development, which is relevant to my needs, supports school goals, and benefits students. B6	91.3%	90.9%	100.0%
	20. I use a variety of methods to teach my classes. B6a	100.0%	100.0%	N/A
	12. The curriculum provides well for all students at this school. B6c	81.0%	80.0%	100.0%
Parent	10. My child finds school interesting and engaging. B6b	91.7%		
	8. The school takes account of my child's learning style. B6c	73.3%		
Alumni	12. My teachers used a variety of methods to teach concepts and skills. B6	N/A		
	15. My teachers used a variety of methods to assess student learning. B6	N/A		
	13. My classes were interesting and engaging. B6b	N/A		
	14. The school provided support for students who did not speak English or other languages of instruction. B6d	N/A		

STANDARD B7

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	33. Generally the computers work well and good software is available. B7c	90.6%	84.9%	96.2%	N/A	90.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	34. The library staff is helpful to students. B7g	97.2%	98.1%	96.2%	N/A	97.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	35. I can find what I need in the library easily. B7g	91.5%	94.3%	88.7%	N/A	91.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	36. I have been taught how to use the library. B7g	98.1%	100.0%	96.2%	N/A	98.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	32. I know how to use the computers at my school. B7h	98.1%	98.1%	98.1%	N/A	98.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	23. The school provides me with adequate teaching resources. B7	87.0%	86.4%	100.0%
	88. The library has adequate resources to support my educational efforts and the collection includes books and periodicals that enhance my professional growth. B7b	91.3%	90.9%	100.0%
	22. Technological resources are appropriate and accessible to teachers and students. B7c	91.3%	90.9%	100.0%
	86. The school's computers are well maintained and up to date. B7e	78.3%	77.3%	100.0%
	21. Teacher aide support is available if needed. B7f	95.5%	95.5%	N/A
	89. Library staff members are helpful and knowledgeable. B7g	100.0%	100.0%	100.0%
	90. I have received orientation in the use of library materials and resources. B7g	86.4%	85.7%	100.0%
	91. I have consulted the school librarian when developing or revising curriculum and the library staff considers my opinion in the selection of materials and equipment. B7g	90.9%	90.5%	100.0%
	92. There is a mechanism for providing feedback and evaluation to the library staff. B7g	77.3%	76.2%	100.0%
Parent	12. My child's classroom has sufficient learning materials. B7	91.7%		
	41. School resources and teaching materials appropriately support student learning and welfare. B7	94.2%		
	11. My child's classes have a student/teacher ratio that is appropriate for the ages of the children and the subject taught. B7a	58.3%		
	43. My child knows how to effectively use the school's library resources. B7g	96.7%		
	42. The school's computer resources are well used to encourage and facilitate my child's learning. B7h	86.7%		
Board	36. The student/teacher ratio is adequate to provide meaningful learning experiences. B7	83.3%		
Alumni	5. I was exposed to the use of technology as a tool for instruction, a means of communication, and a way to access information. B7	N/A		
	22. The library resources supported my learning and research. B7c	N/A		
	21. I was given a library orientation and instruction in how to use the library and to access the resources there. B7g	N/A		

Clearwater Bay School

STANDARD B8

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	11. I know what my teachers expect of me in my studies. B8b	99.1%	98.1%	100.0%	N/A	99.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	12. I feel that my work is graded fairly. B8b	95.3%	90.6%	100.0%	N/A	95.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	13. Most of my teachers use a variety of methods to measure my progress. B8c	92.5%	94.3%	90.6%	N/A	92.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	16. My school report card shows me where and how I need to improve. B8c	96.2%	94.3%	98.1%	N/A	96.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
										Total in Agreement	Academic	Support	
Staff	24. I clearly articulate course expectations to my students and their parents. B8b										95.5%	95.5%	N/A
	25. I am aware of how student achievement at this school compares with similar students elsewhere. B8d										81.8%	81.8%	N/A
Parent	13. I received written information about the learning objectives and teacher expectations for my child's coursework. B8b										82.5%		
	14. My child has opportunities to demonstrate what he/she has learned in a variety of ways. B8c										85.8%		
Board	9. I am made aware of the results of any standardized achievement tests that are given by the school and how student achievement at this school compares with similar students elsewhere. B8d										100.0%		

STANDARD B9

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school’s mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

		Total in Agreement	Academic	Support
Staff	26. I meet periodically with other teachers in my field to review, develop, and revise the curriculum. B9a	90.9%	90.9%	N/A
	27. I am encouraged to pilot new courses or techniques. B9b	82.6%	86.4%	0.0%
	28. I am up to date on current trends in education. B9c	90.9%	90.9%	N/A
	29. I review the results of student achievement and use that data to improve my teaching and learning and to inform curriculum revision. B9d	100.0%	100.0%	100.0%

STANDARD B10

The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

		Total in Agreement	Academic	Support
Staff	31. I am satisfied with my school’s assessment and reporting procedures. B10a	68.2%	66.7%	100.0%
	30. I communicate about students’ performance with parents/guardians. B10b	100.0%	100.0%	100.0%
Parent	15. I am satisfied with the frequency and thoroughness of reporting on my child’s school progress. B10b	60.8%		
	16. I feel comfortable talking with teachers about my child’s progress. B10b	89.2%		

SECTION C

GOVERNANCE AND LEADERSHIP

STANDARD C1

The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.

		Total in Agreement	Academic	Support
Staff	32. The governing body provides the school with sound direction, continuity and effective support. C1	94.1%	93.8%	100.0%
	4. The Philosophy and Objectives or Mission Statement is considered when important decisions are being made. C1a	91.3%	90.9%	100.0%
	37. I believe that the school's governing body and management act legally and ethically. C1b	100.0%	100.0%	100.0%
Parent	17. The governing body provides the school with sound direction, continuity and effective support. C1	75.8%		
Board	10. The size and composition of the governing body meets this school's needs. C1	100.0%		
	7. The cultural diversity of the community is reflected in decision making about programs and resources. C1a	100.0%		
	24. The school management complies with all applicable statutes. C1b	100.0%		
	12. I receive appropriate training in the understanding and performance of my duty as a member of the governing body. C1e	100.0%		
	29. The governing body has a policy manual, and organizes orientation and training sessions so that all members understand its contents and implications. C1e	83.3%		
	14. In the event of sudden change, the governing body can provide continuity for the school. C1f	83.3%		

STANDARD C2

There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.

		Total in Agreement
Board	18. The governing body and the head of the school enjoy a good working relationship. C2c	100.0%

STANDARD C3

The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.

		Total in Agreement	Academic	Support
Staff	33. The Board and the school head work well together. C3	100.0%	100.0%	100.0%
	34. The school head is the responsible leader of the school. C3	100.0%	100.0%	100.0%
	38. I feel the governing body would protect me from exploitation or unjust criticism, and direct parents to address their concerns through the Head of School. C3e	86.4%	85.7%	100.0%
Parent	18. The school head is the responsible leader of the school. C3	93.3%		
	19. I am satisfied with the school leadership. C3	90.0%		
Board	11. The governing body limits its actions to the determination and funding and policy decisions and the selection, retention and formal appraisal of the school head. C3	83.3%		
	17. The governing body has developed a clear, written job description for the school head. C3a	100.0%		
	19. The school head provides leadership for the total school program. C3b	100.0%		
	16. The governing body considers the school head's recommendations prior to policy decisions. C3c	100.0%		
	21. The school head has total responsibility for the recruitment, selection, assignment, orientation, deployment, and appraisal of all the school staff. C3d	100.0%		
	28. The governing body pursues all issues about school staff members only through the school head. C3e	100.0%		

STANDARD C4

The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

		Total in Agreement	Academic	Support
Staff	39. I receive communications about the decisions and deliberations of the school's governing body that impact the faculty and staff. C4d	78.3%	77.3%	100.0%
	40. School policies are understood by faculty and are applied consistently and fairly. C4d	86.4%	85.7%	100.0%
Board	15. The responsibilities of the governing body are clearly written. C4a	100.0%		
	25. The governing body respects all local codes, fulfills its contracts, and settles its debts promptly. C4a	100.0%		
	41. School policies include procedures on recruitment, appointment, promotion, and retirement. C4a	100.0%		
	26. The governing body has an appropriate policy to address conflicts of interest. C4c	100.0%		
	23. Board decisions are communicated and explained to the appropriate constituencies. C4d	100.0%		
	40. School policies include a statement on board/staff relationship. C4d	100.0%		
	46. The school leadership promotes an atmosphere of collaboration and mutual respect. C4d	100.0%		
	13. There is a clear evaluation system to regularly appraise the performance of the governing body against its duties and predetermined goals. C4e	66.7%		
	20. The governing body utilizes a clearly defined appraisal system for the school head, conducted with his/her full knowledge, communicated verbally and in writing, and with provision for discussion and/or appeal. C4f	100.0%		

STANDARD C5

The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.

		Total in Agreement	Academic	Support
Staff	36. I am aware of the school's educational and financial plans; and the school's educational plans guide my work. C5	70.0%	70.0%	N/A
	42. The school's financial resources are appropriately allocated. C5a	100.0%	100.0%	100.0%
	41. I believe the school is financially stable. C5b	100.0%	100.0%	100.0%
Parent	20. The school's educational and financial plans are communicated to parents. C5	80.0%		
	21. I receive updates about the discussions and decisions of the school's governing body that directly impact me and my child. C5d	78.3%		
Board	22. The school has educational and financial plans for the short, medium and long term that are reviewed regularly and have the financial implications clearly stated. C5	100.0%		
	47. The school's programs are appropriately funded. C5	100.0%		

SECTION D

FACULTY AND SUPPORT STAFF

STANDARD D1

The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and character necessary to carry out the school’s programs, services, and activities, to support fulfilment of the mission and objectives, and to ensure student well being.

		Total in Agreement	Academic	Support
Staff	56. I have been adequately oriented to the local culture and community. D1	86.4%	86.4%	N/A
	43. The student/teacher ratio is adequate to provide meaningful learning experiences for students. D1b	36.4%	38.1%	0.0%
	46. My assignments at this school are a good match for my qualifications and skills. D1c	95.5%	95.2%	100.0%
	47. I feel I provide individual help to students as needed. D1d	100.0%	100.0%	100.0%
Parent	25. I am satisfied with the qualifications of the teachers in the school. D1a	89.2%		
	26. I believe that this school is a good match for my child’s needs and strengths. D1e	84.2%		
Board	38. School polices include provision for adequate staff development. D1	100.0%		
Alumni	17. I felt as if my teachers had enough time for me. D1	N/A		

STANDARD D2

Faculty and support staff shall embrace the school’s Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students’ best efforts.

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	19. I believe that most of my teachers have good teaching skills. D2d	98.1%	98.1%	98.1%	N/A	98.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	38. Teachers at my school respect students. D2d	95.3%	92.5%	98.1%	N/A	95.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	18. I believe that my teachers are knowledgeable about their subjects. D2e	96.2%	94.3%	98.1%	N/A	96.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	94. I enjoy working with my colleagues. D2d	100.0%	100.0%	100.0%
	95. There is effective communication among school personnel. D2d	87.0%	86.4%	100.0%
	96. The school promotes positive teacher-student relationships. D2d	100.0%	100.0%	100.0%
	97. Teachers respect students. D2d	100.0%	100.0%	100.0%
Alumni	18. I have remained in contact with at least one staff member from my years at this school. D2d	N/A		
	23. Teachers demonstrated respect for students at this school. D2d	N/A		

STANDARD D3

All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.

		Total in Agreement	Academic	Support
Staff	49. I am satisfied with the clarity and fairness of my contract with the school. D3	91.3%	90.9%	100.0%
	50. The salary scale is appropriate for the region. D3	87.0%	90.9%	0.0%
	72. I have filed appropriate medical health forms with the school. D3a	73.7%	72.2%	100.0%

STANDARD D4

Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.

		Total in Agreement	Academic	Support
Staff	48. I think that the school's staff handbook is comprehensive and useful. D4	63.6%	63.6%	N/A
Board	37. School policies include a statement on non-discrimination. D4a	100.0%		

STANDARD D5

There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a program of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.

		Total in Agreement	Academic	Support
Staff	44. I regularly receive helpful feedback and supervision of my teaching through the appraisal process. D5	87.0%	86.4%	100.0%
	54. I am satisfied with the opportunities I have to take advantage of professional development. D5	91.3%	90.9%	100.0%
	51. Appraisals of my performance are conducted fairly and in writing. D5b	100.0%	100.0%	100.0%
	52. I have the opportunity to discuss and appeal aspects of my appraisal. D5c	100.0%	100.0%	100.0%
	53. I regularly reflect upon and evaluate my own teaching/work. D5d	100.0%	100.0%	N/A
Board	39. School policies include provision for the evaluation and accountability of staff. D5	100.0%		
	8. I am satisfied with the ongoing professional development provided to teachers at this school. D5	100.0%		

SECTION E

ACCESS TO TEACHING AND LEARNING

STANDARD E1

There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school’s programs.

		Total in Agreement	Academic	Support
Staff	61. There are opportunities for high ability students to extend and enrich their learning in my class. E1	81.8%	85.7%	0.0%
	57. The unique abilities/disabilities of students are well identified prior to entry into the school. E1a	73.9%	72.7%	100.0%
	58. The unique abilities/disabilities of students are well identified as they arise during the students’ time at the school. E1c	90.9%	90.5%	100.0%
Parent	27. If my child is having academic difficulties, appropriate help is available. E1b	78.3%		

STANDARD E2

Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programs that are delivered by suitably qualified personnel.

		Total in Agreement	Academic	Support
Staff	59. The school provides adequate support for students with special needs. E2	90.9%	90.5%	100.0%
	62. I know where to refer exceptional students to accommodate their talents and interest. E2	85.7%	90.0%	0.0%
	60. The number of special needs personnel is appropriate to the number of identified special education students. E2a	71.4%	70.0%	100.0%
Board	42. School policies allow for a comprehensive ESL program. E2	100.0%		

STANDARD E3

Effective language support programs shall assist learners to access the school’s formal curriculum and other activities.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	21. The school provides me with support if I need help with my English or with another language of instruction. E3a	95.3%	94.3%	96.2%	N/A	95.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
										Total in Agreement	Academic	Support	
Staff	63. The school has helped me to learn strategies to accommodate students who need English language support. E3	72.7%	72.7%	N/A									
	64. The school provides adequate resources and support for students who speak English as a Second Language. E3c	61.9%	61.9%	N/A									
Parent	28. Teachers are available to help my child with his/her English or another language of instruction. E3a	86.7%											

Clearwater Bay School

STANDARD E4

The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	20. I know where to go for academic support when I need it. E4c	92.5%	90.6%	94.3%	N/A	92.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	22. General advice, guidance, and counseling are available to me at school.	84.9%	90.6%	79.2%	N/A	84.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	23. I feel comfortable talking with guidance counselors.	72.6%	81.1%	64.2%	N/A	72.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	66. Guidance counselors respect student confidentiality. E4	100.0%	100.0%	N/A
	65. Guidance counseling is available to students for a variety of student needs. E4a	44.4%	47.1%	0.0%
Parents	29. I am satisfied with the effectiveness of the school's guidance and counseling processes. E4	82.5%		
Alumni	19. Personal counseling and academic support services were available from the school. E4	N/A		
	20. The guidance counselor(s) gave me valuable help with college/university applications and processing and with accessing the testing required for post secondary planning. E4a	N/A		

STANDARD E5

The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	25. I believe that I would get adequate assistance from the staff member assigned to look after ill or injured students. E5	89.6%	83.0%	96.2%	N/A	89.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement
Parents	33. I am comfortable with the school's attention to health matters. E5	93.3%

SECTION F

SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING

STANDARD F1

A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	37. My school is a welcoming and friendly place. F1	95.3%	92.5%	98.1%	N/A	95.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	39. Students at my school respect teachers. F1	84.9%	79.2%	90.6%	N/A	84.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	17. I believe that the school treats my family and me fairly. F1b	96.2%	94.3%	98.1%	N/A	96.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	40. Students at my school respect one another. F1b	84.9%	79.2%	90.6%	N/A	84.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	41. I understand the school's expectations for my behavior. F1c	99.1%	98.1%	100.0%	N/A	99.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	45. The school encourages me to share my ethnic/ cultural heritage. F1d	83.0%	83.0%	83.0%	N/A	83.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	98. Students respect teachers. F1	95.7%	95.5%	100.0%
	99. Students respect one another. F1b	100.0%	100.0%	100.0%
	104. The school promotes positive multi-cultural interaction among students and faculty. F1b	100.0%	100.0%	N/A
	73. I am appropriately informed if any of my students have health conditions that might affect their performance in my classes. F1e	100.0%	100.0%	100.0%
Parents	44. My child's school is a welcoming and friendly place. F1	97.5%		
	51. The school fosters respect for diversity. F1b	98.3%		
	22. School policies and rules are known by parents and students and applied fairly. F1c	87.5%		
	45. I am aware of the consequences to my child of inappropriate behavior. F1c	94.2%		
Alumni	24. Students demonstrated respect for teachers. F1	N/A		
	28. I felt proud of my school when I was a student there. F1	N/A		
	25. Students demonstrated respect for one another at this school. F1b	N/A		
	27. I understood the school's expectations for my behavior. F1c	N/A		
	30. The school fostered opportunities for students to share their ethnic/cultural heritages. F1d	N/A		

STANDARD F2

Effective communication processes shall foster a productive home-school partnership and a positive learning community.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	42. I receive timely and up to date information about school activities and events. F2a	89.6%	90.6%	88.7%	N/A	89.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	43. I have opportunities to express my opinions about how the school operates. F2c	78.3%	79.2%	77.4%	N/A	78.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
											Total in Agreement	Academic	Support
Staff	100. Effective means for communication with students and parents are in place. F2a	95.7%	95.5%	100.0%									
	45. There are mechanisms for communicating my needs to the school management. F2a	87.0%	86.4%	100.0%									
	67. The school encourages parental involvement. F2c	100.0%	100.0%	100.0%									
	68. I seek out parents' opinions about their children's strengths, needs, and interests. F2d	95.5%	95.2%	100.0%									
	103. The student activities program takes advantage of the diversity of backgrounds of school managers, staff, and students. F2e	86.4%	85.7%	100.0%									
Parent	46. I receive regular information about school activities and events. F2	96.7%											
	47. I know how and where to share information about my child with school personnel. F2	92.5%											
	30. I am satisfied with the communication I have with my child's teachers. F2	83.3%											
	38. I have received a school or parent handbook and find it useful. F2	90.8%											
	31. The school includes me in important decisions about my child's education. F2c	72.5%											
	48. Effective communication strategies exist for the interchange of opinions among the school, students and parents. F2c	85.8%											
	52. I have been invited to share my family's cultural heritage with my child's school. F2c	86.7%											

STANDARD F3

The school shall offer effective programs and activities which complement the formal curriculum in supporting the school's Guiding Statements.

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	44. The student activities programs are broad enough to meet my interests. F3	86.8%	84.9%	88.7%	N/A	86.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	46. The school helps me to understand and respect differences and to appreciate diversity. F3a	93.4%	94.3%	92.5%	N/A	93.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	47. The school provides opportunities for students to learn leadership skills. F3b	91.5%	90.6%	92.5%	N/A	91.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	48. The school provides opportunities for me to participate in community service activities. F3b	76.4%	83.0%	69.8%	N/A	76.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	101. I am encouraged by the school to view each student as a "whole person." F3	95.7%	95.5%	100.0%
	102. The student activities program takes advantage of opportunities afforded by the school's location. F3a	86.4%	85.7%	100.0%
Parents	50. School programs provide opportunities for students to learn leadership skills and to participate in community service. F3b	80.8%		
	49. School programs are appropriate in size and variety to serve the needs of my child. F3d	86.7%		
Alumni	29. The program of student activities enriched the program and met the needs and interests of the students. F3	N/A		
	31. The school enhanced the development of my international-mindedness and intercultural awareness. F3a	N/A		

STANDARD F4 (For Boarding Schools)

Boarding services effectively support the school’s Guiding Statements, and serve the well-being of all boarding students and staff.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	49. I feel safe in my school residence. F4c	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	50. I know where to find an adult in my school residence. F4e	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	51. I feel comfortable with the adults in my school residence. F4e	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	52. I feel I have enough privacy in my school residence. F4h	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	53. There are enough organized activities for boarding students. F4f iii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	54. I have access to laundry facilities. F4f iv	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	105. The structure and nature of adult supervision is appropriate for boarding students. F4d	N/A	N/A	N/A
	106. The physical plant of the boarding facility is appropriate to the numbers of students it houses. F4f	N/A	N/A	N/A
Parent	53. My child is safe and comfortable in the boarding residence. F4b	N/A		
	54. I am satisfied with the boarding facilities. F4f	N/A		
	55. I am satisfied with the boarding activities program. F4f iii	N/A		
	56. I am satisfied with the additional services (e.g., laundry, meals) provided to my boarding child. F4f iv	N/A		
Alumni	32. I felt that I had appropriate privacy in my boarding residence. F4h	N/A		
	33. I felt that my boarding residence was a home-like environment. F4h	N/A		

SECTION G

OPERATIONAL SYSTEMS

STANDARD G1

The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school’s programs.

		Total in Agreement	Academic	Support
Staff	35. The faculty has appropriate input into the school’s educational and budget processes. G1	84.2%	83.3%	100.0%
	78. I am satisfied with the physical condition of the school and its appropriateness for teaching and learning. G1a	73.9%	72.7%	100.0%
Parent	23. I believe the school is financially secure and that the school operates in a financially responsible manner. G1	85.8%		
	24. The school reports fee changes in a timely manner, allowing me to make decisions about my child’s continued enrollment. G1c	74.2%		
Board	30. After appropriate consultation and debate, the governing body sets fee levels, which ensure the ongoing financial stability of the school. G1b	100.0%		
	31. The governing body establishes the school’s annual budget after seeking input from appropriate constituents. G1b	100.0%		
	32. The school regularly considers culturally appropriate means of raising additional funds. G1d	100.0%		
	33. The governing body receives appropriate reports on financial matters. G1a	100.0%		
	34. The financial affairs of the school are competently managed. G1	100.0%		
	35. The school’s insurance program is comprehensive and appropriate. G1f	100.0%		

STANDARD G2

Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programs required to put the school’s Guiding Statements into practice.

		Total in Agreement	Academic	Support
Staff	81. The physical dimensions of classrooms are adequate for the subjects I teach and the ages of the students. G2b	34.8%	36.4%	0.0%
	80. I am aware of the rules and policies regarding use of school resources. G2c	91.3%	90.9%	100.0%
	82. School furniture is well maintained. G2c	78.3%	77.3%	100.0%
	85. The school’s information and communication technology systems support my efforts as a teacher. G2e	87.0%	86.4%	100.0%
	87. Internet access at school is reliable and sufficient. G2e	95.7%	95.5%	100.0%
Parent	40. The school building(s) provide(s) an appropriate atmosphere for learning. G2a	90.0%		
	39. The teaching spaces at my child’s school are satisfactory. G2b	79.2%		

Clearwater Bay School

STANDARD G3

The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	24. I know what to do if there is an emergency at my school. G3e	94.3%	92.5%	96.2%	N/A	94.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	28. I feel safe at school. G3f	97.2%	96.2%	98.1%	N/A	97.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		Total in Agreement	Academic	Support
Staff	83. I have adequate equipment and storage space for my teaching needs. G3	59.1%	59.1%	N/A
	69. I am satisfied with school health and emergency procedures. G3	73.9%	72.7%	100.0%
	93. I know where and how to report safety and maintenance concerns. G3c	78.3%	77.3%	100.0%
	84. The teachers' lounge is satisfactory. G3d	91.3%	90.9%	100.0%
	71. I have been effectively prepared about what to do in the event of a medical emergency. G3e	69.6%	68.2%	100.0%
	76. Suitable arrangements are made to identify and respond to security threats. G3f	71.4%	70.0%	100.0%
Parents	36. The school campus is clean and attractive. G3a	91.7%		
	32. I trust the school's emergency procedures, such as for evacuation and I trust that my child is safe on campus. G3e	95.8%		
Board	43. Board policies and school practices demonstrate a concern for the well being of everyone on school premises and using school services to promote the safety of students and adults. G3a	100.0%		
	45. All buildings and facilities used to provide instruction and services to students meet health and safety codes of local government authorities and expectations of the accrediting association(s). G3a	100.0%		
	44. Appropriate policies are in place to respond to threats to security. G3d	100.0%		
Alumni	26. The classrooms and other school facilities were safe, comfortable and suitable for the activities they housed. G3	N/A		

STANDARD G4

The school shall provide or arrange for auxiliary services as required to support its declared objectives and programs, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	26. I am happy with the quality of food served at school. G4a	60.4%	69.8%	50.9%	N/A	60.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	30. I am satisfied with the school's bus system (if there is one offered, otherwise skip this question). G4c	79.5%	83.8%	75.6%	N/A	79.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	27. Toilet and hand washing facilities are adequate at my school. G4d	77.4%	75.5%	79.2%	N/A	77.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	29. I feel safe going on school trips. G4e	94.3%	94.3%	94.3%	N/A	94.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	31. Members of the school's (non-teaching) support staff are friendly and helpful. G4h	92.5%	92.5%	92.5%	N/A	92.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
										Total in Agreement	Academic	Support	
Staff	74. The cafeteria/dining hall is a welcoming place. G4a	60.0%	60.0%	N/A									
	77. School trips are well planned and well supervised. G4c	100.0%	100.0%	100.0%									
	75. Toilet and hand washing facilities are adequate. G4d	91.3%	90.9%	100.0%									
	79. I find the school support staff helpful and efficient. G4h	91.3%	90.9%	100.0%									
Parents	34. I am satisfied with the nutritional level and appeal of the food provided at school. G4a	74.2%											
	35. I trust that my child is safe on school trips. G4e	97.5%											
	37. School support staff members (non-teaching) are friendly and helpful. G4h	95.8%											