

The Center for Equity and Excellence
in Independent Schools

Student Opinion Survey

CEEIS Aggregate
January 4, 2005



Prepared by
The Global Institute *for* Student Aspirations
Endicott College



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INTRODUCTION

The Center for Equity and Excellence in Independent Schools is an initiative of the New England Association of Schools and Colleges, and was developed to assist schools in meeting the challenges surrounding issues of diversity. While diversity can and does take many forms (gender, race, ethnicity, national origin, sexual orientation, socio-economic status, etc.), issues of race or ethnicity and social class seem to be among the most persistent in terms of keeping students from being successful.

The Center was formed as the result of several years of conversation among independent school heads, trustees, parents, teachers, diversity coordinators, students, and alumni. While much has been learned through antidotal reporting expressing the concern that not all students in independent schools feel comfortable or successful (informal interviews revealed that many of our less-traditional students often feel like guests or visitors), no real data has been made available to schools to determine just where in their schools opportunities for improvement might exist. This survey is designed to help schools see themselves more clearly through the opinions of their students and, thereby, to help them identify ways that all students can become more successful, comfortable, and committed to an overall sense of excellence.

The Global Institute for Student Aspirations (GISA) 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. GISA'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 with regard 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, GISA acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

In partnership with the Endicott Center for Research and Educational Advancement (ECREA) at Endicott College, GISA 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. Grounded in over two decades of research, GISA has earned international recognition as a leader in the study of student aspirations. In addition, GISA partners with educational agencies throughout the world in order to improve teaching and learning.

GISA and the Center for Equity and Excellence collaborated in the development of this survey, drawing upon the significant experience the GISA has had in public schools with the knowledge and concerns shared during the development of the Center. This report describes the results of *The Center for Equity and Excellence in Independent Schools Student Opinion Survey*[®] administered to the members of your school community.

This report provides information that can help guide your school in its ongoing effort to promote high teaching/learning standards. *The CEEIS Student Opinion Survey*® report is one of many tools you will employ in the course of your efforts to help make all students in your school more successful. The survey measures students' perceptions of various aspects of school life. These perceptions provide a view that is helpful, but by no means exclusive or exhaustive, for assessing how well your school fosters characteristics of "equity and excellence". Observation of interpersonal dynamics, follow-up focus groups with students, 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 your own goal of being an effective school, serving the needs of all its students.

METHODOLOGY

Our assumption is that surveys were administered to all students at your school. Since not all students responded in all areas, the total numbers reported do not always reflect the entire student body. After the demographic section, the survey poses a set of statements relating to the overall climate and culture of the school. Students are asked to decide whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each statement. Results are report only by "Total in Agreement". Students who answered either "strongly agree" or "agree" are added together and divided by the total number of responses to a particular question. Statements are grouped in tables by the following categories:

- ◆ Effort and Sense of Achievement
- ◆ School Climate
- ◆ Sense of Diversity
- ◆ Sense of the Future
- ◆ Sense of Inclusion
- ◆ Classroom Experience
- ◆ Teachers
- ◆ Parents

Two tables represent answers to each set of statements. In addition to reporting the overall "Total in Agreement," the first table in each pair breaks down student responses by gender, international status, and grade level. In the second table, "Total in Agreement" percentages are repeated, with additional breakdowns for boarding status and race or ethnicity.

Great care must be taken to protect the anonymity of all survey respondents. For this reason, student responses were only included in a particular race category if the number of students in that category equaled seven or more. The results of this methodology are as follows:

- ◆ **If 7 or more students selected a particular racial category**, the total percentage in agreement for students who selected that racial category is reported.

- ◆ **If no student selected a particular racial category**, “N/A” appears in the table.
- ◆ **If more than 0 but less than 7 students selected a particular racial category**, “n<7” appears in the table. Those students’ responses were then grouped with students who selected “other” for race and those who left blank the race demographic. For CEEIS Aggregate the total number of students in that category is 0.

Only in this way can we ensure that every student’s voice is heard, while no one voice is singled out.

USING THE RESULTS

The results of the *CEEIS Student Opinion Survey*® may appear clear and comprehensive, but they are meaningless as mere metrics. 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 is helping all students be successful. As you review this data, an open mind and an honest look are critical tools.

Keep in mind that your school is a living, breathing, complex organism. Remember:

- ◆ Working with the results is a process, not an event;
- ◆ *You* are an expert on your school, over and above the numbers;
- ◆ It is advisable and at times even necessary to ask those who took the survey to help in this process;
- ◆ Critical analysis is much more time-consuming than taking the survey itself;
- ◆ Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive;
- ◆ Ongoing conversations among colleagues, students, parents, and trustees provide the best way to make sense of the data;
- ◆ 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 dialogue and growth.

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 excellence in teaching and learning. By committing time and attention to such a process, you will gain valuable insights into how your 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 Global Institute for Student Aspirations and/or the Center for Equity and Excellence can assist you at any stage of this process. Please direct any and all questions to either or both of the following:

Michael J. Corso, Ph.D.
Director of Research and Program Development
Global Institute for Student Aspirations
Endicott College
376 Hale St.
Beverly, MA 01915
(978) 232-5201
mcorso@endicott.edu

<http://www.endicott.edu/globalinstitute>

Samuel Robinson II
Associate Director of the Commission on Independent Schools
Co-Chair of the Center for Equity and Excellence
New England Association of Schools and Colleges, Inc.
209 Burlington Road
Bedford, MA 01730
(781) 271-0022, extension 344
srobinson@neasc.org

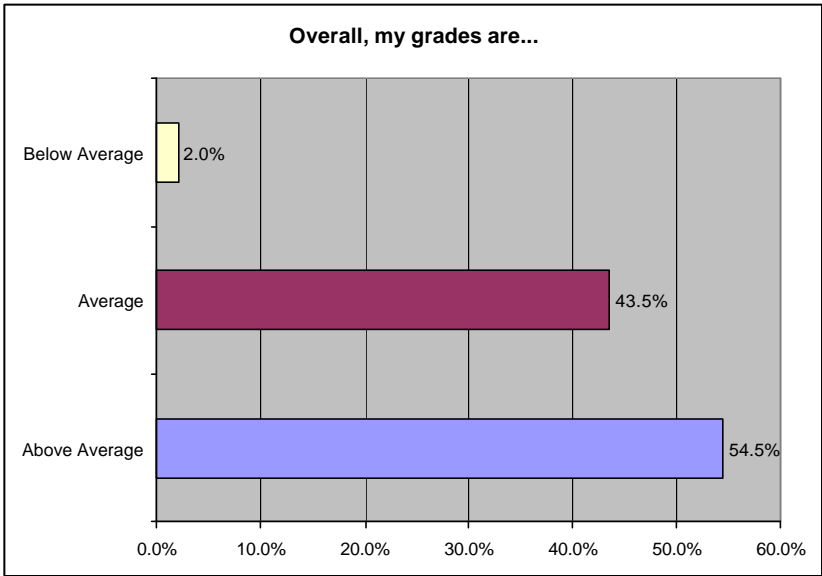
<http://www.neasc.org>

DEMOGRAPHICS*

Students		
Gender	Count	Percent
Male	2546	67.2%
Female	1240	32.8%
TOTAL	3786	100.0%

Students		
Grade	Count	Percent
7	120	3.0%
8	144	3.6%
9	1054	26.3%
10	881	22.0%
11	921	23.0%
12	874	21.8%
Post-Grad	14	0.3%
TOTAL	4008	100.0%

Students		
Overall, my grades are...	Count	Percent
Above Average	2119	54.5%
Average	1692	43.5%
Below Average	79	2.0%
TOTAL	3890	100.0%

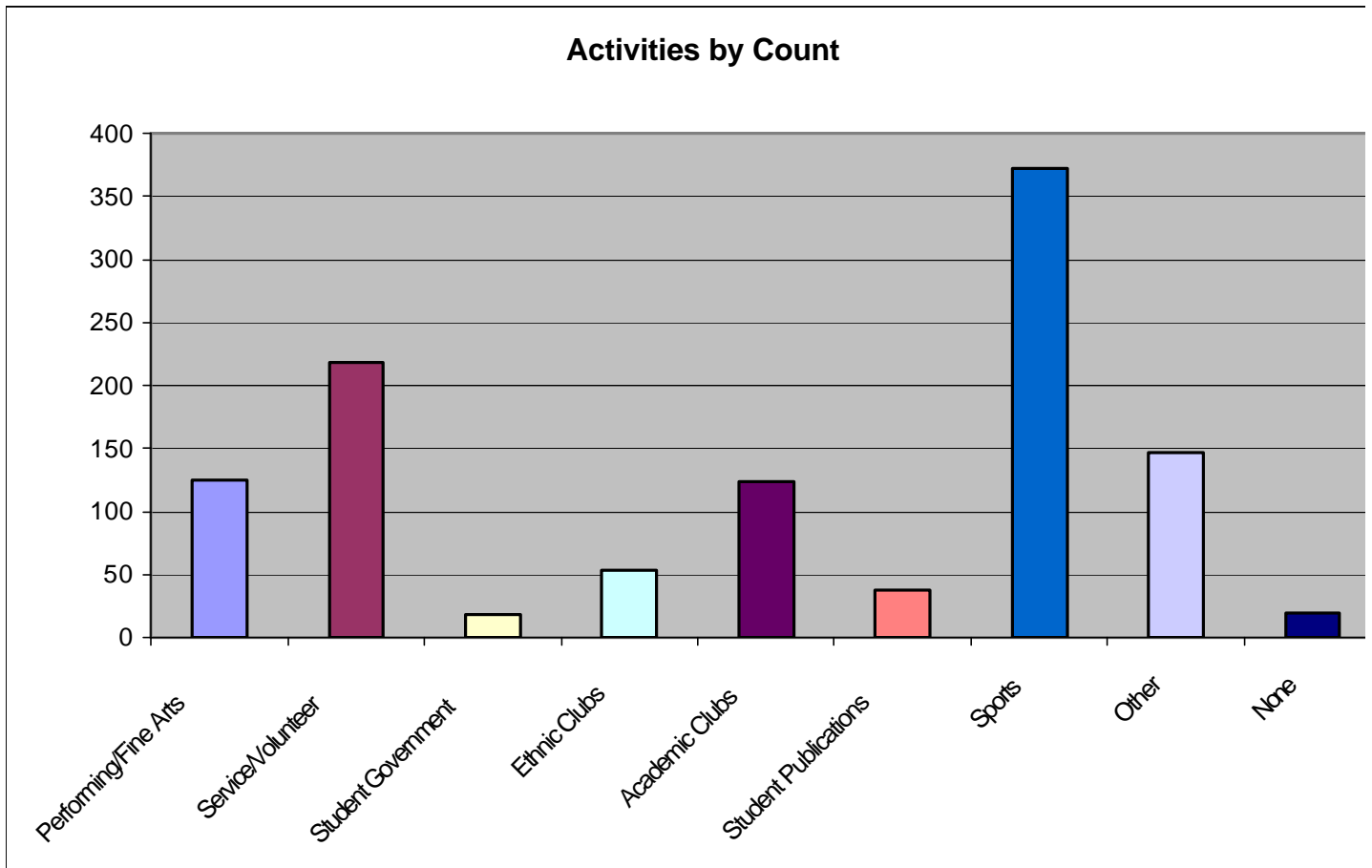


* Counts between tables may differ due to missing data. Actual tabulations of percentages may not total one hundred due to rounding errors and missing data.

Students		
Plans immediately after high school	Count	Percent
College	3742	95.2%
Work	27	0.7%
Time Off	112	2.9%
Military	48	1.2%
TOTAL	3929	100.0%

Students			Percent of Students
Activities	Count	Percent	
Performing/Fine Arts	1197	13.0%	28.3%
Service/Volunteer	1445	15.7%	34.1%
Student Government	343	3.7%	8.1%
Ethnic Clubs	581	6.3%	13.7%
Academic Clubs	797	8.7%	18.8%
Student Publications	529	5.8%	12.5%
Sports	3142	34.2%	74.2%
Other	1056	11.5%	24.9%
None	101	1.1%	2.4%
TOTAL	9191	100.0%	

Students		
I have leadership responsibilities in one or more activities.	Count	Percent
Yes	1356	42.5%
No	1832	57.5%
TOTAL	3188	100.0%



Effort and Sense of Achievement

Educational systems have a tendency to assess and reward achievement and performance more than effort and perseverance. So-called "high stakes testing" is a current example of how standardized measures of academic achievement can drive a teaching and learning environment. While schools must be accountable for academic outcomes, studies indicate that recognizing and rewarding effort and perseverance can have a positive affect on the teaching and learning environment. When students achieve a sense of accomplishment, students' aspirations and inner desire to learn improve. As it pertains to equity, schools must concern themselves with rewarding and celebrating the efforts of each and every member of the student body, and in ensuring that all students benefit from high expectations and personal respect. The following tables represent students' perceptions of their own efforts and sense of achievement.

survey question #	A1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
28	Getting "A's" is important to me.	79.7%	79.5%	81.8%	77.5%	80.2%	88.0%	79.7%	86.2%	80.5%	77.3%	72.9%	78.6%
21	I put forth my best effort at school.	73.5%	68.2%	84.2%	71.8%	73.5%	92.3%	82.5%	79.0%	71.4%	68.5%	69.8%	71.4%
18	I work hard to reach my goals.	80.1%	76.8%	90.0%	80.6%	81.7%	88.9%	85.9%	87.6%	78.5%	77.2%	80.6%	57.1%
9	I believe I can be successful in school.	91.8%	91.8%	92.6%	86.9%	93.2%	96.6%	92.3%	94.7%	90.5%	92.6%	92.0%	78.6%
47	I am willing to be dishonest to get ahead academically.	14.4%	18.0%	5.7%	8.5%	12.6%	1.8%	7.9%	8.7%	14.7%	13.5%	15.8%	7.1%
53	I give up when my schoolwork is challenging.	14.3%	15.8%	8.6%	12.3%	12.6%	2.7%	6.4%	9.0%	15.5%	14.3%	14.7%	28.6%
38	I understand my personal learning style.	73.6%	73.4%	72.8%	75.3%	73.1%	73.2%	69.0%	73.6%	70.1%	72.2%	78.4%	57.1%
66	I enjoy learning new things.	85.8%	83.7%	93.0%	91.3%	87.5%	91.5%	89.9%	86.8%	84.6%	87.8%	90.7%	71.4%

survey question #	A2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
28	Getting "A's" is important to me.	79.7%	77.5%	80.5%	66.7%	69.7%	83.1%	81.8%	73.7%	84.2%	80.3%	79.6%	77.1%
21	I put forth my best effort at school.	73.5%	75.8%	72.3%	47.4%	58.8%	74.7%	70.2%	71.2%	63.2%	75.1%	66.1%	71.6%
18	I work hard to reach my goals.	80.1%	83.9%	79.9%	63.2%	69.7%	82.7%	79.6%	84.4%	78.9%	82.1%	76.9%	65.3%
9	I believe I can be successful in school.	91.8%	89.7%	92.7%	84.2%	90.6%	88.6%	92.8%	92.2%	73.7%	93.3%	94.1%	82.2%
47	I am willing to be dishonest to get ahead academically.	14.4%	8.2%	15.6%	26.3%	15.6%	7.9%	13.4%	13.8%	0.0%	12.2%	13.3%	34.5%
53	I give up when my schoolwork is challenging.	14.3%	9.5%	15.0%	52.6%	21.9%	8.3%	14.4%	16.8%	0.0%	11.7%	15.2%	31.5%
38	I understand my personal learning style.	73.6%	71.2%	73.5%	68.4%	56.3%	73.7%	77.6%	75.2%	66.7%	73.3%	65.6%	77.7%
66	I enjoy learning new things.	85.8%	93.6%	84.7%	77.8%	76.7%	90.8%	86.4%	90.6%	88.9%	87.7%	86.4%	66.6%

School Climate

A school's environment plays a significant role in the success of both teaching and learning. Students who enjoy being in school, benefit from positive relationships with their peers and adults, and have a healthy sense of responsibility are free of the anxiety that can distract their learning and academic progress. When the affective and social climate supports the school's educational goals and efforts, all students are better able to learn. As above, the hope of the Center for Equity and Excellence is that all students, regardless of gender, nationality, race, or other status would experience the school's climate in a similarly positive way. The following tables represent students' perceptions of their school's climate.

survey question #	B1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
7	I feel overwhelmed by my schedule.	36.1%	34.2%	38.2%	38.5%	36.0%	21.0%	34.5%	26.6%	37.6%	41.3%	42.9%	64.3%
12	I feel valued at school for who I am.	64.2%	63.4%	67.5%	66.2%	65.2%	75.7%	65.5%	70.3%	63.8%	62.2%	62.4%	57.1%
17	My classmates think I am smart.	51.3%	50.6%	54.9%	36.4%	53.8%	62.1%	58.3%	50.5%	52.8%	50.2%	55.7%	30.8%
23	I am learning new things that are important to me at school.	78.0%	74.8%	83.3%	78.1%	78.0%	86.3%	72.9%	82.6%	76.0%	75.4%	76.7%	64.3%
52	I feel comfortable asking for help when I need it.	76.3%	73.6%	80.5%	75.4%	76.6%	75.2%	77.9%	76.7%	73.8%	76.4%	78.9%	71.4%
56	At school, I am afraid to take risks if I think I may fail.	23.3%	24.5%	18.4%	26.5%	20.9%	17.8%	20.7%	20.6%	24.1%	22.6%	18.9%	7.1%
6	I am afraid my friends won't like me if I do well in school.	5.4%	5.1%	3.0%	6.0%	3.1%	4.2%	4.9%	2.5%	4.5%	2.6%	3.0%	7.1%
46	I have never been publically recognized for something positive at school.	30.4%	30.6%	25.1%	28.2%	28.2%	18.2%	21.2%	28.3%	31.8%	29.3%	26.1%	21.4%
61	I am proud of my school.	73.8%	72.8%	75.6%	70.3%	74.1%	82.2%	71.7%	80.9%	69.6%	70.4%	71.1%	50.0%

survey question #	B2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
7	I feel overwhelmed by my schedule.	36.1%	40.4%	33.5%	47.4%	45.5%	39.2%	35.2%	37.6%	26.3%	35.0%	43.9%	36.9%
12	I feel valued at school for who I am.	64.2%	64.7%	65.2%	47.4%	55.9%	67.1%	61.8%	65.1%	44.4%	65.9%	65.9%	52.7%
17	My classmates think I am smart.	51.3%	48.8%	52.8%	36.8%	47.1%	49.1%	51.9%	47.0%	57.9%	53.8%	49.7%	38.0%
23	I am learning new things that are important to me at school.	78.0%	82.5%	75.7%	68.4%	57.6%	78.9%	72.1%	77.5%	73.7%	78.9%	77.7%	76.3%
52	I feel comfortable asking for help when I need it.	76.3%	78.2%	75.2%	42.1%	65.6%	72.5%	74.5%	71.7%	72.2%	78.2%	70.2%	73.6%
56	At school, I am afraid to take risks if I think I may fail.	23.3%	20.6%	22.8%	36.8%	37.5%	29.0%	30.5%	26.6%	11.1%	19.0%	27.1%	41.2%
6	I am afraid my friends won't like me if I do well in school.	5.4%	2.2%	4.5%	10.5%	9.4%	3.2%	2.4%	5.0%	5.3%	2.9%	2.7%	27.0%
46	I have never been publically recognized for something positive at school.	30.4%	28.0%	29.7%	42.1%	36.4%	22.1%	28.8%	36.3%	16.7%	27.6%	25.8%	53.0%
61	I am proud of my school.	73.8%	78.5%	72.6%	57.9%	59.4%	73.0%	62.3%	70.4%	73.7%	76.1%	65.0%	71.1%

Sense of Diversity

A major concern of the Center for Equity and Excellence is students' sense that they can be accepted for who they are, as they are. Equity involves a celebration of diversity and an awareness of the strength that diversity creates. That all students have a sense of belonging and acceptance in the school is critical to the overall teaching and learning environment. The following tables represent student perceptions of diversity in their school.

survey question #	C1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
31	I feel comfortable with people who are different from me.	89.8%	87.7%	93.5%	86.5%	90.1%	93.0%	95.1%	92.1%	88.0%	88.8%	88.8%	78.6%
32	I have friends of different races.	91.7%	90.2%	94.5%	91.9%	91.8%	96.6%	92.4%	95.0%	90.7%	92.0%	88.8%	78.6%
34	My peers feel comfortable with people who are different from them.	67.1%	66.1%	68.5%	63.5%	67.6%	78.8%	73.4%	72.2%	68.9%	64.6%	59.3%	64.3%
55	Students who are perceived to be gay are harassed.	30.4%	40.1%	10.9%	16.3%	29.6%	14.5%	24.3%	25.9%	27.9%	31.6%	32.2%	28.6%
65	Students who have less money than most here are treated differently.	17.6%	18.1%	13.4%	13.7%	15.5%	8.3%	11.4%	12.0%	15.2%	16.6%	20.0%	14.3%
48	Other students see me as a leader.	37.7%	36.1%	40.6%	23.9%	37.8%	38.9%	38.2%	32.6%	32.2%	36.7%	45.8%	57.1%
41	I see myself as a leader.	61.8%	61.2%	62.7%	46.4%	62.0%	57.1%	59.6%	59.9%	54.3%	59.7%	70.1%	78.6%

survey question #	C2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
31	I feel comfortable with people who are different from me.	89.8%	89.1%	89.5%	78.9%	84.4%	87.6%	90.2%	91.3%	83.3%	90.3%	88.8%	87.5%
32	I have friends of different races.	91.7%	94.0%	90.5%	89.5%	81.3%	95.9%	96.1%	98.2%	100.0%	90.8%	92.6%	90.7%
34	My peers feel comfortable with people who are different from them.	67.1%	64.6%	67.6%	57.9%	51.5%	65.1%	65.8%	69.4%	61.1%	68.5%	62.4%	59.6%
55	Students who are perceived to be gay are harassed.	30.4%	15.8%	35.2%	63.2%	37.5%	19.4%	23.6%	21.9%	27.8%	30.0%	28.6%	46.1%
65	Students who have less money than most here are treated differently.	17.6%	16.4%	16.7%	42.1%	22.6%	15.2%	20.8%	15.9%	5.6%	13.8%	20.8%	43.4%
48	Other students see me as a leader.	37.7%	39.9%	36.8%	42.1%	48.4%	25.7%	40.3%	36.0%	22.2%	37.2%	42.3%	45.6%
41	I see myself as a leader.	61.8%	61.0%	61.1%	57.9%	50.0%	48.4%	66.3%	64.8%	42.1%	61.3%	57.9%	72.3%

Sense of the Future

Students' perceptions of their future can have a significant impact on how they engage in their work at school. Students with high aspirations have dreams for their future and the confidence to set and achieve goals in the present to reach those dreams. Students lacking aspirations for their future are less likely to put forth effort in school now. Excellent schools find a way to help students set the long-range, mid-range, and short-range goals that help them live into the future they imagine for themselves. The following tables represent students' sense of their future.

survey question #	D1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
10	I believe I can be successful in the future.	92.1%	92.5%	94.2%	85.2%	94.8%	95.7%	93.7%	96.0%	92.1%	93.4%	94.9%	85.7%
25	I am excited about my future.	83.2%	82.6%	85.9%	76.7%	84.3%	84.3%	84.6%	85.9%	79.6%	81.4%	87.8%	78.6%
29	What I learn in school will benefit my future.	80.6%	80.0%	84.5%	80.6%	82.6%	88.9%	85.9%	88.6%	82.5%	78.7%	77.3%	64.3%
42	I believe I can make a difference in this world.	66.5%	66.6%	70.9%	61.1%	69.1%	66.4%	70.5%	69.6%	65.0%	66.6%	73.3%	71.4%
39	Money will be a factor in my college choices.	39.1%	41.3%	36.2%	35.6%	38.5%	31.3%	22.5%	37.3%	37.2%	39.7%	42.3%	28.6%
58	I think going to a college that is difficult to get into is important to my future.	58.5%	62.3%	51.8%	55.4%	58.2%	66.1%	57.1%	64.2%	59.8%	57.1%	48.2%	57.1%

survey question #	D2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
10	I believe I can be successful in the future.	92.1%	92.7%	93.2%	84.2%	88.2%	88.1%	94.1%	94.5%	78.9%	95.1%	95.7%	70.2%
25	I am excited about my future.	83.2%	83.4%	84.0%	78.9%	76.5%	78.5%	82.0%	82.9%	68.4%	85.3%	76.6%	75.7%
29	What I learn in school will benefit my future.	80.6%	81.7%	81.3%	63.2%	73.5%	86.2%	81.2%	84.4%	73.7%	82.9%	77.7%	61.1%
42	I believe I can make a difference in this world.	66.5%	70.4%	67.4%	68.4%	65.6%	63.3%	68.3%	68.8%	50.0%	69.4%	67.0%	46.8%
39	Money will be a factor in my college choices.	39.1%	33.2%	41.7%	57.9%	40.6%	37.3%	68.7%	63.8%	44.4%	32.3%	51.6%	52.8%
58	I think going to a college that is difficult to get into is important to my future.	58.5%	54.8%	59.7%	52.6%	59.4%	64.4%	54.5%	56.9%	33.3%	58.5%	59.0%	58.6%

Sense of Inclusion

A positive awareness and celebration of diversity should not negatively affect students' sense of belonging. Belonging and inclusion are not about conformity; rather, they are about being accepted without having to sacrifice one's uniqueness. If diversity is about respecting and celebrating difference, inclusion is about students' recognizing that community exists, and can thrive, despite those differences. The following tables represent students' sense of inclusion at school.

survey question #	E1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
1	My school is a welcoming and friendly place.	84.9%	84.4%	89.5%	86.4%	87.2%	95.8%	84.7%	90.8%	85.4%	87.4%	82.8%	85.7%
44	I have difficulty fitting in in school.	11.9%	11.9%	8.1%	11.5%	9.4%	13.4%	8.1%	8.3%	9.7%	10.8%	9.7%	21.4%
8	Student clubs are inviting/welcoming to everyone.	73.6%	72.1%	80.1%	75.9%	75.8%	65.5%	61.0%	79.4%	73.3%	77.1%	76.3%	50.0%
19	I feel comfortable in the school dining room.	81.3%	80.9%	84.0%	79.2%	83.1%	88.9%	82.3%	83.8%	80.7%	83.8%	81.6%	78.6%
26	I think cliquish behavior is a problem at my school.	35.0%	29.8%	39.4%	38.0%	34.0%	32.5%	44.0%	22.1%	34.3%	39.0%	43.0%	14.3%
37	I don't always have the money to participate in school activities/trips.	19.9%	20.0%	17.6%	14.9%	18.0%	8.1%	9.2%	16.8%	16.0%	20.9%	19.6%	35.7%
27	Students respect each other.	52.2%	49.8%	56.9%	54.2%	51.4%	57.8%	51.1%	58.2%	50.3%	49.6%	46.6%	42.9%
36	My classmates don't really know me.	19.6%	20.2%	17.9%	24.5%	19.1%	15.9%	10.6%	18.2%	20.6%	21.6%	20.4%	28.6%

survey question #	E2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
1	My school is a welcoming and friendly place.	84.9%	90.2%	85.0%	63.2%	75.8%	87.7%	87.1%	87.7%	94.7%	88.1%	84.0%	58.6%
44	I have difficulty fitting in in school.	11.9%	9.3%	11.2%	21.1%	22.6%	10.6%	10.3%	10.2%	5.6%	8.7%	14.1%	35.4%
8	Student clubs are inviting/welcoming to everyone.	73.6%	80.1%	73.2%	63.2%	63.6%	82.2%	78.0%	77.9%	68.4%	75.7%	76.9%	48.9%
19	I feel comfortable in the school dining room.	81.3%	86.4%	80.2%	68.4%	76.5%	78.9%	84.9%	82.4%	68.4%	84.0%	75.5%	64.9%
26	I think cliquish behavior is a problem at my school.	35.0%	40.5%	30.7%	31.6%	46.9%	37.2%	37.3%	32.7%	36.8%	33.5%	38.0%	42.5%
37	I don't always have the money to participate in school activities/trips.	19.9%	19.1%	20.1%	47.4%	21.2%	12.6%	31.8%	33.0%	26.3%	14.2%	33.7%	42.4%
27	Students respect each other.	52.2%	56.3%	50.2%	22.2%	36.4%	56.2%	45.4%	48.8%	36.8%	53.5%	44.6%	53.1%
36	My classmates don't really know me.	19.6%	19.8%	19.4%	31.6%	21.2%	21.4%	29.7%	27.2%	0.0%	17.2%	25.9%	24.5%

Classroom Experience

For most schools, the classroom environment is a principle context for teaching and learning. In the classroom, students, teachers, and curricula interact in various and diverse ways. Measuring all the subtleties and nuances of classroom teaching and learning is not possible; however, we can obtain a helpful snapshot of how students feel about their classes. In terms of equity and excellence in schools, the classroom is “where the rubber meets the road.” The following tables represent those perceptions.

survey question #	F1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
4	My classes help me understand what is happening in everyday life.	45.9%	45.0%	51.1%	49.2%	46.5%	62.9%	45.0%	51.2%	40.3%	44.6%	48.1%	21.4%
5	I feel comfortable asking questions in class.	82.4%	81.1%	86.0%	75.0%	83.8%	84.9%	83.2%	83.2%	82.3%	82.8%	84.4%	64.3%
64	I feel comfortable sharing my thoughts in class.	72.5%	69.7%	77.3%	65.5%	73.0%	75.2%	73.2%	72.2%	71.4%	72.0%	73.7%	57.1%
54	My classes are boring.	31.6%	37.9%	17.3%	21.5%	30.1%	14.3%	27.7%	27.3%	29.5%	32.8%	31.9%	28.6%
3	Tests accurately reflect what I understand and have learned.	56.8%	56.7%	59.5%	54.4%	58.4%	65.3%	64.1%	62.8%	55.6%	57.0%	53.0%	35.7%
30	I think cheating is widespread at my school.	26.0%	33.3%	11.7%	16.0%	25.0%	1.7%	7.8%	15.9%	28.2%	28.1%	34.0%	28.6%

survey question #	F2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
4	My classes help me understand what is happening in everyday life.	45.9%	43.2%	47.9%	31.6%	44.1%	47.0%	46.6%	57.1%	52.6%	45.7%	47.1%	41.0%
5	I feel comfortable asking questions in class.	82.4%	83.7%	82.0%	57.9%	87.9%	74.4%	80.2%	76.8%	78.9%	85.0%	79.3%	74.9%
64	I feel comfortable sharing my thoughts in class.	72.5%	78.3%	69.7%	55.6%	74.2%	65.3%	68.7%	60.2%	72.2%	74.6%	67.8%	73.0%
54	My classes are boring.	31.6%	18.6%	35.0%	57.9%	37.5%	19.5%	41.9%	32.1%	22.2%	29.0%	29.0%	50.1%
3	Tests accurately reflect what I understand and have learned.	56.8%	55.6%	58.6%	42.1%	42.4%	59.4%	50.2%	69.6%	73.7%	58.3%	52.9%	43.7%
30	I think cheating is widespread at my school.	26.0%	12.9%	30.2%	52.6%	27.3%	19.7%	23.0%	24.5%	21.1%	25.1%	23.1%	39.0%

Teachers

It would be difficult to overestimate teachers' impact on students' lives. In many cases, students spend more time with their teachers than they do with other adults. After parents, teachers provide the nearest and most reliable source of role models and heroes for students. Critical to teaching and learning success is a relationship of respect, trust, consistency, and concern between and among teachers and students. While cliché, the statement that "students do not care what you know until they know that you care" rings true again and again. The following three pairs of tables represent students' perceptions of their relationships with teachers.

survey question #	G1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
20	Teachers respect students here.	76.2%	74.3%	83.0%	82.1%	77.9%	89.7%	82.3%	82.2%	76.1%	76.2%	73.9%	85.7%
2	Students accept teachers' authority.	81.6%	78.4%	87.3%	83.4%	81.9%	88.2%	73.2%	85.5%	81.4%	81.2%	79.5%	85.7%
13	I have a teacher who is a positive role model for me.	74.0%	71.9%	78.6%	71.8%	74.8%	70.1%	65.2%	68.2%	70.8%	78.8%	84.0%	71.4%
14	Teachers at this school enjoy working with students.	82.1%	79.1%	88.7%	84.9%	82.8%	92.3%	76.8%	83.7%	80.1%	83.1%	84.4%	78.6%
15	Most of my teachers present lessons in more than one way.	70.6%	69.9%	72.4%	71.6%	70.5%	83.8%	75.5%	74.0%	69.4%	67.3%	68.1%	42.9%
22	Teachers have fun at our school.	62.0%	59.6%	67.8%	66.9%	62.2%	83.1%	67.4%	66.0%	60.4%	60.1%	58.0%	42.9%
57	Teachers encourage students to make decisions.	74.4%	71.8%	79.3%	75.4%	74.5%	83.2%	75.7%	75.8%	74.3%	72.7%	73.7%	78.6%

survey question #	G2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
20	Teachers respect students here.	76.2%	77.9%	76.6%	68.4%	66.7%	82.6%	69.3%	82.5%	84.2%	79.1%	68.9%	56.4%
2	Students accept teachers' authority.	81.6%	90.9%	76.9%	63.2%	78.8%	85.8%	73.3%	76.5%	89.5%	84.0%	76.6%	71.5%
13	I have a teacher who is a positive role model for me.	74.0%	79.6%	71.8%	68.4%	70.6%	73.2%	70.3%	70.3%	68.4%	76.3%	67.0%	66.6%
14	Teachers at this school enjoy working with students.	82.1%	88.8%	80.4%	68.4%	55.9%	85.0%	80.3%	82.4%	73.7%	84.0%	79.8%	72.4%
15	Most of my teachers present lessons in more than one way.	70.6%	71.0%	70.6%	47.4%	61.8%	78.1%	71.7%	67.0%	78.9%	70.7%	66.5%	70.2%
22	Teachers have fun at our school.	62.0%	64.3%	61.1%	68.4%	58.8%	66.5%	58.7%	62.2%	52.6%	62.2%	66.8%	57.8%
57	Teachers encourage students to make decisions.	74.4%	78.1%	73.0%	63.2%	56.3%	82.0%	73.6%	72.1%	78.9%	74.8%	75.8%	69.8%

Teachers

survey question #	H1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
16	Teachers here help me learn from my mistakes.	73.4%	72.6%	75.3%	76.4%	73.4%	88.0%	79.0%	76.6%	71.4%	72.1%	70.5%	50.0%
24	Teachers think I can be successful.	82.0%	80.6%	85.3%	68.6%	83.3%	85.2%	80.7%	81.8%	82.0%	82.2%	83.9%	64.3%
40	My teachers are sensitive to my learning style.	29.8%	27.7%	33.8%	27.7%	29.1%	38.7%	34.0%	27.5%	29.7%	27.9%	30.5%	14.3%
51	My teachers expect me to be academically successful.	85.2%	84.8%	87.2%	77.4%	86.4%	84.7%	85.1%	84.9%	85.4%	86.6%	86.7%	64.3%
63	Teachers recognize me when I try my best.	63.9%	61.8%	68.9%	62.6%	64.9%	66.7%	61.6%	66.7%	63.6%	62.2%	65.6%	50.0%

survey question #	H2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
16	Teachers here help me learn from my mistakes.	73.4%	75.7%	72.9%	42.1%	70.6%	82.9%	72.3%	72.8%	78.9%	74.0%	67.9%	68.0%
24	Teachers think I can be successful.	82.0%	83.5%	81.8%	61.1%	81.3%	71.0%	83.3%	81.1%	78.9%	83.6%	83.2%	77.6%
40	My teachers are sensitive to my learning style.	29.8%	31.5%	28.2%	15.8%	30.3%	22.3%	34.0%	28.4%	22.2%	29.9%	25.9%	34.5%
51	My teachers expect me to be academically successful.	85.2%	87.6%	84.5%	83.3%	71.9%	78.8%	82.4%	82.9%	88.9%	87.3%	84.0%	78.4%
63	Teachers recognize me when I try my best.	63.9%	66.0%	63.8%	26.3%	48.4%	66.8%	62.9%	66.5%	66.7%	64.6%	63.8%	59.4%

Teachers

survey question #	I1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
45	Teachers care about me as a person.	63.6%	59.2%	70.4%	64.9%	62.7%	74.8%	62.0%	61.1%	59.3%	61.0%	68.7%	57.1%
35	My teachers don't really know me.	27.2%	29.9%	22.1%	27.7%	27.3%	14.4%	20.9%	26.7%	30.4%	28.7%	26.3%	28.6%
49	Teachers care about my problems and feelings.	51.9%	46.8%	60.2%	55.5%	50.8%	62.2%	55.1%	51.4%	48.0%	48.7%	54.5%	53.8%
62	If I have a problem, I have a teacher I can talk to.	64.7%	60.2%	73.7%	68.1%	65.6%	65.1%	65.0%	63.4%	60.8%	67.2%	71.9%	42.9%
60	My teachers feel comfortable talking to my parents/guardians.	67.6%	63.4%	75.8%	61.8%	67.9%	77.6%	71.3%	66.8%	68.2%	65.1%	67.4%	28.6%

survey question #	I2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
45	Teachers care about me as a person.	63.6%	69.8%	60.3%	47.4%	51.5%	66.0%	63.7%	63.4%	47.4%	63.4%	61.6%	66.9%
35	My teachers don't really know me.	27.2%	25.4%	28.3%	52.6%	31.3%	26.3%	33.7%	36.2%	16.7%	26.1%	25.3%	27.3%
49	Teachers care about my problems and feelings.	51.9%	59.0%	47.7%	42.1%	48.4%	56.2%	53.7%	49.8%	47.4%	50.8%	55.1%	56.6%
62	If I have a problem, I have a teacher I can talk to.	64.7%	73.6%	62.1%	55.6%	58.1%	66.4%	62.8%	63.7%	38.9%	66.7%	62.5%	54.2%
60	My teachers feel comfortable talking to my parents/guardians.	67.6%	71.7%	66.1%	57.9%	56.3%	59.6%	64.1%	66.5%	61.1%	68.6%	68.0%	68.7%

Parents/Guardians

Parents play an enormous and influential role in the lives of their children. Parents' attitudes and opinions about school, homework, education, and choice of college profoundly affect students. In addition, one of the greatest challenges schools face is improving and maintaining the parent-teacher, parent-school relationship. Because there exists such a diversity of parenting styles, skills, and family configurations, isolating particular variables is difficult. The following table represents students' perceptions of their parents' view of their education.

survey question #	J1	Total in Agreement	Gender		International		Grade						
			Male	Female	International	U.S.	7	8	9	10	11	12	Post-grad
11	My parents/guardians pressure me to do well academically.	70.1%	76.0%	62.7%	61.9%	72.5%	53.8%	64.8%	70.2%	73.2%	75.3%	72.0%	64.3%
43	My parents/guardians are actively involved in school activities.	33.0%	32.3%	33.9%	18.8%	33.3%	50.0%	46.4%	37.2%	32.4%	29.0%	27.0%	28.6%
50	My parents/guardians think going to a very competitive college is important.	61.4%	66.5%	50.9%	65.5%	60.5%	44.0%	47.5%	59.2%	61.8%	63.6%	61.5%	71.4%
59	My parents/guardians feel comfortable talking to my teachers.	75.9%	72.8%	82.0%	67.4%	76.6%	83.5%	84.2%	76.8%	76.0%	73.6%	75.1%	64.3%
33	My parents/guardians and teachers have similar expectations for me.	78.2%	77.4%	80.1%	68.1%	78.9%	80.7%	79.9%	81.6%	77.2%	78.2%	74.8%	71.4%

survey question #	J2	Total in Agreement	Boarding		Race								
			Boarding	Day	American Indian	Arab Amer. Middle Eastern	Asian	Black African American	Hispanic Latino/a	South Asian	White	Multiracial	Other/Blank
11	My parents/guardians pressure me to do well academically.	70.1%	65.2%	73.4%	47.4%	60.6%	69.9%	72.8%	72.3%	73.7%	71.5%	74.9%	56.6%
43	My parents/guardians are actively involved in school activities.	33.0%	25.7%	34.9%	15.8%	34.4%	15.2%	30.2%	21.6%	22.2%	35.4%	30.2%	35.7%
50	My parents/guardians think going to a very competitive college is important.	61.4%	61.4%	60.6%	57.9%	68.8%	72.0%	57.0%	58.8%	72.2%	60.3%	57.3%	67.6%
59	My parents/guardians feel comfortable talking to my teachers.	75.9%	79.1%	74.6%	78.9%	68.8%	59.9%	73.0%	63.6%	55.6%	78.9%	70.2%	75.7%
33	My parents/guardians and teachers have similar expectations for me.	78.2%	76.2%	78.8%	52.6%	66.7%	72.2%	77.6%	78.5%	78.9%	79.8%	74.2%	73.0%