

September 24, 2012

Staples High School

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:

6:00 p.m. Staples High School, Principal's Conference Room 1025C

ANTICIPATED EXECUTIVE SESSION: Strategies for Negotiations

RESUME PUBLIC SESSION

PLEDGE OF ALLEGIANCE: Staples High School, Cafeteria B (Room 301), 7:30 p.m.

VOTE TO APPOINT NEW BOARD OF EDUCATION MEMBER

SWEARING-IN OF NEW BOARD OF EDUCATION MEMBER Patty Strauss

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: September 10, 2012

PRESENTATION: Standardized Testing Report (Encl.) Ms. Carrigan

DISCUSSION/ACTION:

1. Acceptance of Gift – Coleytown Middle School (Encl.) Dr. Landon

DISCUSSION:

1. Survey of Staples Graduates: (Encl.) Dr. Landon
Classes of 2007 and 2012

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

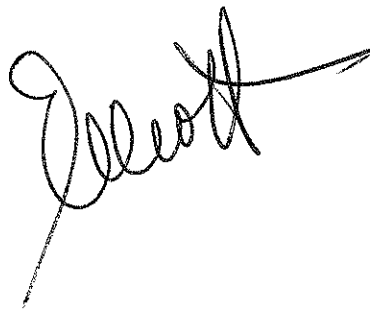
Subject: Annual Standardized Test Report

Date: September 24, 2012

Appended to this memorandum is the Annual Standardized Test Report of the Westport Public Schools covering tests administered to students during the 2011-12 school year. This report has been prepared by Natalie Carrigan who serves both as District Director of Technology and District Testing Coordinator.

As noted in the introduction to the report, this is a comprehensive testing report that presents results on all tests administered within our schools during the past school year, including those college-related tests Staples students may have taken on an individual elective basis.

Ms. Carrigan will be joined by Cynthia Gilchrest and Lis Comm in presenting the report at our meeting of September 24. All three will be prepared to answer any questions related to its content.



*STANDARDIZED TESTING
REPORT*

Westport Public Schools

September 2012

Natalie Carrignan

Director of Technology/

District Testing Coordinator

Table of Contents

Introduction.....	3
Westport Assessment Brochure	4
I. Otis-Lennon School Ability Test (OLSAT).....	7
II. Connecticut Mastery Tests –Fourth Generation	8
III. Connecticut Academic Performance Test	22
IV. ACT College Entrance Exam.....	26
V. SAT Reasoning Test.....	27
VI. Advanced Placement Tests.....	28

Introduction

This report contains information about the Westport Schools' standardized testing program and Westport students' performance on these tests. Although we report district performance on each specific test to the Board of Education, and individuals' test results to parents and students, this is a comprehensive standardized testing report presenting results on all the tests we administer as well as the college-related tests our high school students take on an individual elective basis.

While this report focuses on standardized testing, one must remember that student assessment in the Westport schools includes both classroom assessment and standardized testing. Student assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom, and it is integral to effective teaching.

The format of this report includes:

- ◆ An introductory section from our assessment brochure outlining our standardized testing program
- ◆ Information and score reports on five standardized tests

While standardized tests provide very useful information, it is important to view results over time and to include many other indicators of success in evaluating our students' and schools' overall performance.

Student assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom, and it is integral to effective teaching.

Student assessment in the Westport schools includes both classroom assessment and standardized testing. While in some minds, "standardized testing" is synonymous with "student assessment" in fact, student assessment incorporates much more.

Dr. Elliott Landon
Superintendent of Schools

Lisabeth Comm
Director of Secondary Education

Cynthia Gilchrest
Director of Elementary Education

CLASSROOM ASSESSMENTS

Student assessments begin in the classroom. Each teacher evaluates students informally, everyday, observing their responses to questions, classroom contributions, interactions with other students, and their acquisition of basic skills. The teacher uses these informal observations to answer the questions "Are the students learning the basic skills? Have the students understood the concept I was planning to communicate?" If the answer is "No" the good teacher looks for another way to illuminate the concept, either for the class as a whole, or for individual students. If the answer is "Yes" then the teacher can move on to new information and new concepts. Periodically, teachers augment these informal student assessments with more formal measures. Teachers use two types of formal assessment:

One type of assessment measures the students' ability to answer well-structured, unconditional questions (e.g., true/false, multiple-choice, short-answer or short essay questions, and math problems). An alternative type of assessment evaluates students using a variety of indicators and sources of evidence, for example:

Performance Assessment is a teacher's evaluation of both the process students use to answer a question demonstrating their knowledge and skills, as well as the evaluation of the product they create.
Portfolio Assessment involves teacher evaluation of a collection of samples of an individual student's work showing progress over time.

CONNECTICUT PHYSICAL FITNESS ASSESSMENT

Physical fitness is an important component of Connecticut's overall educational program goals. All students in Grades 4, 6, 8 and 10 participating in physical education during the physical fitness testing period must be tested. The test is broken up into four components: the modified sit and reach, the partial curl-up, the right angle push-up, and the one-mile run/walk

STANDARDIZED TESTING

A standardized test is one that is administered and scored under the same conditions for all students. Through such tests, students in Westport are evaluated in relationship to students regionally, statewide, and nationally through our annual program of standardized testing.

These tests serve a variety of purposes:

- They provide additional information to teachers, counselors, parents, and students on students' progress with basic skills.
- They assist teachers in identifying students in need of additional support.
- They provide information to administrators and teachers about curriculum and instruction.
- They provide information about the performance of Westport students relative to students in the state and nation.
- Some are required by state mandate.

STUDENTS ARE GIVEN TWO BASIC TYPES OF STANDARDIZED TESTS:

Norm-referenced Tests: (e.g., Otis Lennon School Ability Test (OLSAT)) provide a score that compares a student's performance to that of students in a "norm" group.

Criterion-referenced Tests: (e.g. the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)), provide a score that compares a student's performance to specific standards.

(CMT GENERATION IV)

The CMT is a criterion-referenced test given to students in the third, fourth, fifth, sixth, seventh and eighth grades each year. Required by the State of Connecticut, it tests mathematics, reading, writing, and science.

READING:

The reading tests measure students' ability to interpret text by responding to multiple-choice and open-ended questions.

WRITING:

Students in grades 3 and 4 will write to different narrative prompts. Students in grades 5 and 6 will address different expository prompts and students in grades 7 and 8 will select a point of view based on different persuasive prompts.

MATHEMATICS:

Test questions are organized by the following five standards:

- Numerical and Proportional Reasoning
- Geometry and Measurement
- Working with Data; Probability and Statistics
- Algebraic Reasoning; Patterns and Functions
- Integrated Understandings

SCIENCE:

The science tests measure both content knowledge and science process skills. Students in grades 3, 4, and 5 complete open-ended lab activities and answer related questions on the 5th grade test. Students in grades 6, 7, and 8 complete open-ended lab activities and answer related questions on the 8th grade test.

THE CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

The CAPT is a criterion-referenced test given in tenth grade to assess student achievement in four areas: Math, Science, Reading and Writing.

The **Math** test focuses on mathematical reasoning and the application of key concepts. Content areas include numbers and quantities; measurement and geometry; statistics, probability and discrete mathematics; algebra and functions. Because the test's focus is reasoning and analysis, students are permitted to use calculators.

The **Science** test measures students' understanding of important scientific concepts and their application to realistic problems. There are five content strands comprising a major focus of the test (Energy Transformations; Chemical Structures and Properties; Global Interdependence; Cell Chemistry and Biotechnology; and Genetics, Evolution and Biodiversity). Each content strand includes an open-ended lab experiment and a Science Technology and Society (STS) activity.

The **Reading** test is divided into two sections:

Reading & Information: measures students' ability to read a variety of reading passages and answer related questions focused on developing an interpretation and demonstrating a critical stance.

Response to Literature: students read a short story and write short answers to open-ended questions.

The **Writing** test is divided into two sections:

Interdisciplinary Writing: students are given source material representing several perspectives on two different topics and are asked to respond to each separately in the persuasive writing mode.

Editing & Revising: students answer multiple choice questions based on short passages; focused on grammar/usage skills and composing /revising skills.

OLSAT

The Otis-Lennon School Ability Test (OLSAT) is a group-administered test of verbal and nonverbal reasoning ability. It is administered to all students in second grade. In addition, it is one of the assessments used by school personnel to identify students as gifted.

THE LIMITS OF STANDARDIZED TEST

Parents (and educators) must use caution when interpreting standardized test scores. They should not be the sole evaluation of student achievement or an educational program because:

The tests are concerned only with certain basic skills and abilities and are not intended to measure total achievement for each subject and grade.

The best assessment of a student's achievement is still classroom performance as judged by a teacher who sees the student's work in a variety of situations over the course of a year.

I. Otis-Lennon School Ability Test (OLSAT)

The Otis-Lennon School Ability Test (OLSAT), Eighth Edition, is designed to measure those verbal, quantitative, and figural reasoning skills that are most closely related to school learning ability. This complex set of abilities is assessed through performance on such tasks as detecting similarities and differences, solving analogies and matrixes, classifying, and determining sequence.

This test is administered to second graders in the Westport schools.

National Grade Percentile Rank Summary, March 2012

National Percentile Range	Number of Westport Students	Percentage of Westport Students
76 – 99%	173	42%
51 – 75%	115	28%
26 – 50%	80	19%
1 – 25%	45	11%

Number of students tested: 413

Otis Lennon School Ability Test, Eighth Edition Winter of 2005 – 2012

The chart on this page shows Westport students performance on the Otis-Lennon School Ability Test (OLSAT) over the past eight years. It shows the percentage of Westport students at each band level in both percentiles and school ability index.

Percentage of Westport Students at Each Band Level

National Percentile Range	2005	2006	2007	2008	2009	2010	2011	2012
76 – 99%	49%	53%	44%	47%	45%	39%	44%	42%
51 – 75%	28%	22%	26%	27%	27%	34%	28%	28%
26 – 50%	14%	17%	18%	18%	16%	17%	19%	19%
1 – 25%	8%	8%	11%	9%	12%	10%	10%	11%

II. Connecticut Mastery Tests (CMT) –Fourth Generation

The State of Connecticut sets a goal for students' performance in four areas: Reading, Writing, Mathematics, and Science (for grade 5 and 8). The year 2000 marked the first administration of the third generation of the CMT. The year 2006 marked the first administration of the fourth generation of the CMT. The year 2006 also marked the change of administration from the fall to the spring of each school year, thus there are no scores for 2005. The year 2008 marked the first administration of the science section of the CMT to grades 5 and 8.

The following chart shows Westport students' performance in relation to the state goal. Also shown are the percentages of students at or above the state goal in our District Reference Group A (DRG A) and statewide. The mastery tests assess different topics at each grade level and measure the cumulative effect of schooling.

In comparison with students statewide, a much higher percentage of Westport students perform at or above the goal on all subtests and in all grades. In comparison with DRG A, the average Westport score was equal to or surpassed the average DRG A average score in nine of the twenty score categories

Percent of Students at or Above Goal, March 2012

Percent of Students at or Above Goal	2012	2012	2012	2012	2012	2012
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
MATH:						
Westport	88.8	90.8	93.4	92.3	92.1	94.2
DRG A Average	90.5	91.6	92.6	91.4	92.0	92.2
State Average	66.8	68.2	71.8	69.5	68.3	67.4
READING:						
Westport	84.2	83.3	89	89.4	93.4	93.8
DRG A Average	84.3	86.9	87.6	90.6	95.4	95.3
State Average	59.2	64.1	67.7	74.2	79.9	76.8
WRITING:						
Westport	83.2	84.2	89.1	90.8	88.2	94.9
DRG A Average	82.8	86.8	85.9	86.3	87.6	94.0
State Average	62.7	65.3	68.1	67.5	65.6	68.4
SCIENCE:						
Westport			86.8			87.4
DRG A Average			88.9			88.3
State Average			64.1			62.1

Note:

District Reference Group (DRG) refers to division of the state's school districts into nine groups based on socioeconomic status, indications of student need, and enrollment. The state updated the groups in 2006. Each group has similar student and family backgrounds. DRG A school districts are:

Darien Easton New Canaan Redding Ridgefield Weston
Westport Wilton

2012 CMT DRG A Results

The following tables show the percentage of students at or above goal by grade level for each district in DRG A.

Math	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien	86.4	90.5	92.5	94.5	94.3	95.3
Easton	92.9	89.1	94.2	87	91.8	88.2
New Canaan	94.9	95.4	90.2	89.7	90.3	91.3
Redding	92.9	95	89.3	90.7	94.8	96.7
Ridgefield	92.5	93.6	93.8	92.2	90.1	93
Weston	91.4	91.2	93.3	91	91.6	86.3
Westport	88.8	90.8	93.4	92.3	92.1	94.2
Wilton	84.1	87	93.9	93.7	91.6	92.3

Reading	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien	80.7	82.9	86.7	92.2	95.4	94.8
Easton	84.8	82.7	87.5	83.1	94	97.5
New Canaan	89.1	93	87.8	89.4	97.6	93.1
Redding	84.1	91.5	85.6	92.7	93.6	98.7
Ridgefield	79.9	88.8	91.2	91	94.9	95.8
Weston	85.1	87.1	81.8	93.3	96.5	92.4
Westport	84.2	83.3	89	89.4	93.4	93.8
Wilton	86.2	86.1	90.9	93.4	97.6	96.1

Writing	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien	82.7	87	87.5	86.7	90.9	95.8
Easton	93	83.9	78.9	78.4	77	93.3
New Canaan	89.6	92.1	88.6	89.5	91.5	96.0
Redding	75.7	90.1	86.1	84.1	87.7	96.7
Ridgefield	83	86.3	89.3	90.0	89.5	93.7
Weston	75.9	86.5	80.5	88.6	89.7	91.5
Westport	83.2	84.2	89.1	90.8	88.2	94.9
Wilton	79.2	83.9	87.4	82.3	86.1	89.8

Science	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien			88.1			89.8
Easton			87.7			89.9
New Canaan			91.6			91.7
Redding			86.1			88.8
Ridgefield			90.8			85.2
Weston			89.6			84.4
Westport			86.8			87.4
Wilton			90.8			89

2011- 2012 CMT District Results – Cohort Comparison

In a basic cohort score analysis, for example comparing the 2011 grade three students scores in mathematics with 2012 grade four student scores in mathematics; a greater percentage of students achieved goal level or above in nine of the fifteen areas in which cohort comparisons are possible. Since improvement in a cohort's score is achieved by the cumulative effect of the improved performance of individuals within the group, it is a compelling indicator of the beneficial effect of the instructional program Westport teachers and administrators provide.

When comparing 2011 CMT results with the 2012 CMT results, the percentage of Westport students achieving a CMT level of goal or higher remained steady or improved year over year in thirteen of the fifteen score categories reported.

Math	2011	2012	Difference
Grade 3 to 4	83.8%	90.8%	7.0%
Grade 4 to 5	91.3%	93.4%	2.1%
Grade 5 to 6	91.6%	92.3%	0.7%
Grade 6 to 7	91.5%	92.1%	0.6%
Grade 7 to 8	93.3%	94.2%	0.9%

Reading	2011	2012	Difference
Grade 3 to 4	77.8%	83.3%	5.5%
Grade 4 to 5	85.0%	89.0%	4.0%
Grade 5 to 6	84.1%	89.4%	5.3%
Grade 6 to 7	93.9%	93.4%	-0.5%
Grade 7 to 8	94.3%	93.8%	-0.5%

Writing	2011	2012	Difference
Grade 3 to 4	76.7%	84.2%	7.5%
Grade 4 to 5	89.0%	89.1%	0.1%
Grade 5 to 6	83.1%	90.8%	7.7%
Grade 6 to 7	85.7%	88.2%	2.5%
Grade 7 to 8	87.2%	94.9%	7.7%

When looking at the full longitudinal range of the current 8th grade students, the percentage of Westport students achieving a CMT level of goal or higher significantly increases.

Grade	Year	Mathematics Number Tested	Mathematics % Below Basic	Mathematics % Basic	Mathematics % Proficient	Mathematics % At or Above Goal
3	2007	423	1.9	4.3	15.1	78.7
4	2008	434	1.2	2.1	11.1	85.7
5	2009	424	0	2.6	5.9	91.5
6	2010	437	0	1.8	5.5	92.7
7	2011	435	0	1.1	5.5	93.3
8	2012	450	0	0.4	5.3	94.2

Grade	Year	Reading Number Tested	Reading % Below Basic	Reading % Basic	Reading % Proficient	Reading % At or Above Goal
3	2007	423	6.1	4.5	14.7	74.7
4	2008	434	5.3	4.4	7.8	82.5
5	2009	420	3.1	1.4	7.9	87.6
6	2010	435	0.9	1.1	3.9	94.1
7	2011	436	0.5	0.7	4.6	94.3
8	2012	448	1.3	1.6	3.3	93.7

Grade	Year	Writing Number Tested	Writing % Below Basic	Writing % Basic	Writing % Proficient	Writing % At or Above Goal
3	2007	422	1.7	5	14.2	79.1
4	2008	434	1.4	2.8	10.1	85.8
5	2009	428	0.7	4	12.9	82.4
6	2010	439	0	3.2	6.6	90.2
7	2011	437	0.5	2.5	9.8	87.2
8	2012	452	0.4	1.1	3.5	94.9

Connecticut Mastery Tests 2004-2012

The charts on the next two pages show Westport students' performance by grade level for each of the last eight years.

In comparing a particular grade's performance in subsequent years, one must remember that for each higher grade the state sets a higher goal and includes different test items and emphasis in content, and that, as a result of student mobility, the group of students tested in the higher grade is not the identical group of students as those from the prior grade.

Westport Elementary CMT Scores 2004-Present								
Grade 3	2004	2006	2007	2008	2009	2010	2011	2012
<i>MATH</i>	not tested	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered		16.4/18	16.6/18	16.6/18	17.1/18	16.7/18	16.7/18	16.9/18
% At or Above Goal		79.6%	78.7%	85.0%	90.7%	85.3%	83.8%	88.8%
<i>READING</i>								
DRP Score		58	57	57.2	57.7	56.7	56.3	56.3
% At or Above Goal		80.2%	74.7%	79.0%	78.1%	76.3%	77.8%	84.2%
<i>WRITING</i>								
Avg. D.A.W. Score		8.4	8.7	8.5	8.5	8.8	8.8	8.9
% At or Above Goal		82.4%	79.1%	80.8%	79.0%	76.3%	76.7%	83.2%
Grade 4	2004	2006	2007	2008	2009	2010	2011	2012
<i>MATH</i>	(Gen 3)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	16.1/18	18.5/21	19/21	19/21	19.5/21	19.2/21	19.4/21	19.5/21
% At or Above Goal	81.0%	81.9%	88.9%	85.7%	88.2%	90.3%	91.3%	90.8%
<i>READING</i>								
DRP Score	55	69	67.7	67.2	67.9	63.8	63.2	62.8
% At or Above Goal	80.9%	83.7%	81.9%	82.5%	84.0%	81.4%	85.0%	83.3%
<i>WRITING</i>								
Avg. D.A.W. Score	8.5	9.5	9.2	9.3	9	9.4	9.3	9
% At or Above Goal	85.4%	83.0%	87.3%	85.7%	81.9%	83.3%	89.0%	84.2%
Grade 5	2004	2006	2007	2008	2009	2010	2011	2012
<i>MATH</i>	not tested	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered		20.2/23	20.9/23	20.9/23	21.1/23	21.2/23	21/23	21.4/23
% At or Above Goal		86.0%	91.3%	92.0%	91.5%	94.9%	91.6%	93.4%
<i>READING</i>								
DRP Score		71	70.4	67.2	67.7	66.5	66	66.1
% At or Above Goal		85.6%	85.6%	87.4%	87.6%	90.2%	84.1%	89.0%
<i>WRITING</i>								
Avg. D.A.W. Score		8.7	8.8	8.9	8.2	8.4	8.4	8.8
% At or Above Goal		84.8%	86.0%	92.4%	82.5%	86.1%	83.1%	89.1%
<i>SCIENCE</i>								
Avg. Raw Score		not tested	not tested	31.2	32.2	32.9	32.9	34.6
% At or Above Goal				80.0%	82.1%	83.7%	84.9%	86.8%

Definitions: DRP = Degrees of Reading Power; DAW = Direct Assessment of Writing

Westport Middle School CMT Scores 2002-Present								
Grade 6	2004	2006	2007	2008	2009	2010	2011	2012
<i>MATH</i>	(Gen 3)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	20.8/23	19.8/23	20.4/23	20.7/23	20.9/23	20.6/23	20.3/23	20.3/23
% At or Above Goal	93.2%	90.3%	92.2%	94.6%	95.0%	92.7%	91.5%	92.3%
<i>READING</i>								
DRP Score	69	78	76.2	75	75.4	73.1	71.6	71.8
% At or Above Goal	86.0%	91.0%	87.0%	90.7%	92.5%	94.0%	93.9%	89.4%
<i>WRITING</i>								
Avg. D.A.W. Score	8.4	8.8	8.5	8.9	8.9	9	8.8	9
% At or Above Goal	83.4%	86.8%	89.4%	91.9%	88.3%	90.2%	85.7%	90.8%
Grade 7								
	2004	2006	2007	2008	2009	2010	2011	2012
<i>MATH</i>	not tested	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered		19.1/23	19.9/23	20.8/23	20.5/23	20.7/23	20.4/23	20/23
% At or Above Goal		87.5%	91.8%	95.0%	95.6%	96.4%	93.3%	92.1%
<i>READING</i>								
DRP Score		75.4	75.3	76.2	75.3	73.8	74	72.8
% At or Above Goal		92.7%	91.8%	92.0%	94.5%	96.8%	94.3%	93.4%
<i>WRITING</i>								
Avg. D.A.W. Score		9.2	9.4	9.3	9.1	8.9	8.9	8.7
% At or Above Goal		89.6%	91.3%	88.9%	89.7%	90.9%	87.2%	88.2%
Grade 8								
	2004	2006	2007	2008	2009	2010	2011	2012
<i>MATH</i>	(Gen 3)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	19.8/23	17/21	17.6/21	17.6/21	18.1/21	17.9/21	18.3/21	18.4/21
% At or Above Goal	92.6%	89.5%	92.2%	91.3%	94.2%	93.2%	95.0%	94.2%
<i>READING</i>								
DRP Score	77	84	81.9	78.2	78.8	76.4	76.6	79.6
% At or Above Goal	93.6%	92.4%	91.4%	90.1%	91.7%	91.4%	94.3%	93.8%
<i>WRITING</i>								
Avg. D.A.W. Score	9.6	9.9	9.6	9.7	9.6	9.3	9.3	9.6
% At or Above Goal	90.4%	91.5%	93.2%	93.2%	92.1%	88.7%	95.4%	94.9%
<i>SCIENCE</i>								
Avg. Raw Score		not tested	not tested	39.1	39.4	39.5	40.6	40.4
% At or Above Goal				85.6%	87.8%	90.3%	92.7%	87.4%

Definitions: DRP = Degrees of Reading Power; DAW = Direct Assessment of Writing

The table below shows the percentage of students scoring at the proficiency level or higher on the March 2012 CMT. This percent is used to determine a district's Annual Yearly Progress (AYP) for the No Child Left Behind act.

CMT March 2012						
Percent of Students at or Above Proficiency Level						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	98.4	97.6	97.2	96.7	97.4	99.6
Reading	92.7	93.1	94.7	95.1	96.5	97.1
Writing	93.9	94.6	98.3	96.3	96.8	98.5
Science			97.3			96.5

CMT Scores Disaggregated

The tables on the next few pages show CMT scores both aggregated and disaggregated to enable comparisons of the performance of Special Education students in DRG A. Comparisons of CMT scores within our DRG may be misleading because of the large variation in the number of Special Education students (SPED) tested. If one compares scores without disaggregating them, districts that have large numbers of special education students are at a disadvantage when being compared with districts with low numbers of special education students. The following comparison tables show districts' results for all students, non special education students and only special education students. **The state does not report results for groups of less than 20 students.**

Grade 3 District/School- All Inclusive	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	<u>Number Tested</u>	<u>%Goal Range</u>	<u>Number Tested</u>	<u>%Goal Range</u>	<u>Number Tested</u>	<u>%Goal Range</u>
Darien	352	86.4	353	80.7	358	82.7
Easton	99	92.9	99	84.8	100	93
New Canaan	352	94.9	350	89.1	355	89.6
Redding	113	92.9	113	84.1	115	75.7
Ridgefield	401	92.5	398	79.9	400	83
Weston	175	91.4	174	85.1	174	75.9
Westport	439	88.8	437	84.2	441	83.2
Wilton	359	84.1	355	86.2	365	79.2

Grade3 District/School- Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	<u>Number Tested</u>	<u>%Goal Range</u>	<u>Number Tested</u>	<u>%Goal Range</u>	<u>Number Tested</u>	<u>%Goal Range</u>
Darien	40	65	41	53.7	46	50
Easton	-	-	-	-	-	-
New Canaan	26	61.5	24	33.3	30	43.3
Redding	-	-	-	-	-	-
Ridgefield	43	65.1	40	35	43	39.5
Weston	-	-	-	-	-	-
Westport	35	62.9	35	45.7	38	50
Wilton	28	46.4	24	50	34	32.4

Grade 3 District/School- Without Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	<u>Number Tested</u>	<u>%Goal Range</u>	<u>Number Tested</u>	<u>%Goal Range</u>	<u>Number Tested</u>	<u>%Goal Range</u>
Darien	312	89.1	312	84.3	312	87.5
Easton	98	92.9	98	84.7	98	93.9
New Canaan	326	97.5	326	93.3	325	93.8
Redding	96	95.8	96	90.6	96	85.4
Ridgefield	358	95.8	358	84.9	357	88.2
Weston	167	93.4	166	88	166	78.3
Westport	404	91.1	402	87.6	403	86.4
Wilton	331	87.3	331	88.8	331	84

Grade 4 District/School- All Inclusive	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	357	90.5	356	82.9	362	87
Easton	110	89.1	110	82.7	112	83.9
New Canaan	327	95.4	327	93	330	92.1
Redding	119	95	118	91.5	121	90.1
Ridgefield	375	93.6	376	88.8	379	86.3
Weston	170	91.2	170	87.1	170	86.5
Westport	422	90.8	420	83.3	425	84.2
Wilton	324	87	324	86.1	329	83.9

Grade 4 District/School- Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	39	53.8	38	44.7	44	52.3
Easton	-	-	-	-	-	-
New Canaan	22	68.2	22	63.6	25	48
Redding	-	-	-	-	-	-
Ridgefield	24	70.8	25	40	29	31
Weston	-	-	-	-	-	-
Westport	38	47.4	38	28.9	43	34.9
Wilton	37	45.9	37	37.8	42	54.8

Grade 4 District/School- Without Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	318	95	318	87.4	318	91.8
Easton	105	91.4	105	83.8	105	85.7
New Canaan	305	97.4	305	95.1	305	95.7
Redding	108	97.2	108	95.4	108	95.4
Ridgefield	351	95.2	351	92.3	350	90.9
Weston	159	95	159	90.6	159	89.9
Westport	384	95.1	382	88.7	382	89.8
Wilton	287	92.3	287	92.3	287	88.2

Grade 5	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	362	92.5	360	86.7	361	87.5	362	88.1
Easton	121	94.2	120	87.5	123	78.9	122	87.7
New Canaan	295	90.2	295	87.8	298	88.6	298	91.6
Redding	140	89.3	139	85.6	144	86.1	144	86.1
Ridgefield	387	94.8	385	91.2	392	89.3	391	90.8
Weston	209	93.3	209	81.8	210	80.5	211	89.6
Westport	471	93.4	471	89	476	89.1	476	86.8
Wilton	343	93.9	340	90.9	348	87.4	348	90.8

Grade 5	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	54	70.4	53	52	51.9	54	54.7	54
Easton	-	-	-	-	-	-	-	-
New Canaan	24	41.7	24	24	50	27	55.6	27
Redding	-	-	-	-	-	-	-	-
Ridgefield	34	58.8	31	31	38.7	38	50	38
Weston	-	-	-	-	-	-	-	-
Westport	35	54.3	35	35	45.7	40	50	40
Wilton	35	60	33	45.5	40	37.5	40	50

Grade 5	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	308	96.4	308	92.5	308	93.2	308	93.5
Easton	114	94.7	114	89.5	114	82.5	113	91.2
New Canaan	271	94.5	271	91.1	271	91.9	271	95.2
Redding	128	93	127	85.8	127	92.1	127	88.2
Ridgefield	353	98.3	354	95.8	354	93.5	353	94.9
Weston	194	95.9	193	85.5	193	85	194	93.8
Westport	436	96.6	436	92.4	436	92.7	436	91.7
Wilton	308	97.7	307	95.8	308	93.8	304	94.1

Grade 6 District/School- All Inclusive	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	382	94.5	384	92.2	390	86.7
Easton	123	87	124	83.1	125	78.4
New Canaan	312	89.7	311	89.4	314	89.5
Redding	129	90.7	123	92.7	132	84.1
Ridgefield	421	92.2	420	91	422	90
Weston	210	91	210	93.3	210	88.6
Westport	453	92.3	453	89.4	456	90.8
Wilton	364	93.7	363	93.4	373	82.3

Grade 6 District/School- Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	38	73.7	38	50	44	45.5
Easton	-	-	-	-	-	-
New Canaan	32	43.8	31	32.3	35	40
Redding	-	-	-	-	-	-
Ridgefield	33	45.5	32	43.8	34	32.4
Weston	-	-	-	-	-	-
Westport	59	59.3	59	57.6	62	59.7
Wilton	49	65.3	48	66.7	57	42.1

Grade 6 District/School- Without Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	344	96.8	346	96.8	346	91.9
Easton	119	89.9	119	86.6	119	82.4
New Canaan	280	95	280	95.7	279	95.7
Redding	113	96.5	113	95.6	113	91.2
Ridgefield	388	96.1	388	94.8	388	95.1
Weston	195	92.8	195	95.4	195	91.3
Westport	394	97.2	394	94.2	394	95.7
Wilton	315	98.1	315	97.5	316	89.6

Grade 7 District/School- All Inclusive	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	370	94.3	372	95.4	373	90.9
Easton	134	91.8	134	94	139	77
New Canaan	329	90.3	328	97.6	331	91.5
Redding	155	94.8	156	93.6	154	87.7
Ridgefield	435	90.1	435	94.9	437	89.5
Weston	202	91.6	202	96.5	204	89.7
Westport	430	92.1	427	93.4	432	88.2
Wilton	332	91.6	328	97.6	338	86.1

Grade 7 District/School- Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	36	66.7	36	77.8	37	64.9
Easton	-	-	-	-	-	-
New Canaan	31	61.3	30	86.7	33	63.6
Redding	20	75	20	75	20	65
Ridgefield	33	30.3	33	57.6	35	34.3
Weston	-	-	-	-	-	-
Westport	52	48.1	50	62	53	56.6
Wilton	40	65	36	86.1	46	43.5

Grade 7 District/School-Without Special Education	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	334	97.3	336	97.3	336	93.8
Easton	129	93	129	95.3	129	81.4
New Canaan	298	93.3	298	98.7	298	94.6
Redding	135	97.8	136	96.3	134	91
Ridgefield	402	95	402	98	402	94.3
Weston	190	93.7	190	97.9	190	92.6
Westport	378	98.1	377	97.6	379	92.6
Wilton	292	95.2	292	99	292	92.8

Grade 8	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	384	95.3	384	94.8	384	95.8	384	89.8
Easton	119	88.2	119	97.5	119	93.3	119	89.9
New Canaan	275	91.3	276	93.1	277	96	278	91.7
Redding	151	96.7	149	98.7	152	96.7	152	88.8
Ridgefield	429	93	429	95.8	431	93.7	431	85.2
Weston	211	86.3	211	92.4	211	91.5	211	84.4
Westport	450	94.2	448	93.8	452	94.9	451	87.4
Wilton	338	92.3	334	96.1	344	89.8	344	89

Grade 8	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	47	68.1	47	74.5	47	76.6	47	53.2
Easton	-	-	-	-	-	-	-	-
New Canaan	33	63.6	33	75.8	35	88.6	35	68.6
Redding	22	86.4	20	95	23	82.6	23	56.5
Ridgefield	27	48.1	26	53.8	28	57.1	28	14.3
Weston	21	47.6	21	52.4	21	57.1	21	38.1
Westport	55	58.2	54	64.8	57	68.4	57	54.4
Wilton	34	55.9	30	76.7	40	47.5	40	50

Grade 8	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	337	99.1	337	97.6	337	98.5	337	95
Easton	111	93.7	111	100	111	94.6	111	95.5
New Canaan	242	95	243	95.5	242	97.1	243	95.1
Redding	129	98.4	129	99.2	129	99.2	129	94.6
Ridgefield	402	96	403	98.5	403	96.3	403	90.1
Weston	190	90.5	190	96.8	190	95.3	190	89.5
Westport	395	99.2	394	97.7	395	98.7	394	92.1
Wilton	304	96.4	304	98	304	95.4	304	94.1

2012 CMT Gender Comparison

The following tables show the CMT scores (percentage of students at or above goal) for the districts in DRG A disaggregated by gender.

Math Town	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Darien	87.7	84.7	92.1	88.9	89.5	95.9	96.4	92.4	92.9	95.9	94.8	95.9
Easton	94.1	91.7	89.1	89.1	93.2	95.8	85.9	88.5	89.5	94.8	88.1	88.3
New Canaan	96.2	93.5	95.3	95.5	88.7	91.6	90.2	89.3	92.1	88.2	93.6	88.9
Redding	93.2	92.6	98.3	91.7	85.7	92.2	85.7	96.6	93.7	96.1	96.9	96.5
Ridgefield	94.2	90.7	94.3	92.9	95.3	94.3	91.2	93.1	90	90.3	91.1	94.9
Weston	91.9	91	93.1	89.2	95.5	90.7	90.2	91.7	94	88.2	87	85.6
Westport	88.2	89.5	91.5	89.9	93.3	93.5	93.6	90.7	89.9	94.3	94.6	93.8
Wilton	85.7	82.2	88.3	85.8	95	92.9	94.8	92.7	93.4	90	93.1	91.3

Reading Town	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Darien	82.1	79.1	81.3	84.4	83.1	90.6	88.9	95.7	94.5	96.5	92.5	97.7
Easton	86.3	83.3	78.1	89.1	83.3	93.8	80.3	86.8	94.7	93.2	94.9	100
New Canaan	88.3	90	91.9	94.2	82.1	92.9	84.9	93.7	97.2	98	94.3	91.9
Redding	84.5	83.6	93.1	90	82.3	88.3	90.6	94.9	89.9	97.4	100	97.6
Ridgefield	78.6	81.3	88.7	89	88.9	93.8	90.3	91.6	95.2	94.7	93.9	97.7
Weston	81.2	88.8	88.5	85.5	82.1	81.4	90.2	96.3	94.9	98.8	94	91
Westport	82.6	85.8	82.5	84.3	86.2	91.8	87.1	92.2	89.4	97.6	94.6	92.9
Wilton	85	87.7	85.2	87	89.2	92.3	91.3	95.3	95.9	98.9	95.7	96.6

Writing Town	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Darien	77.9	88.7	82.8	91.2	81.1	94.7	79.8	94.1	87	95.4	93.9	98.2
Easton	90.4	95.8	77.3	93.5	70.3	91.8	73.2	85.2	70.9	85	88.1	98.3
New Canaan	87.4	91.9	87.9	96.8	79	97.4	83.2	95.6	88.1	95.5	95	97.1
Redding	67.8	83.9	86.9	93.3	80	91.1	77.8	91.7	81	94.7	95.4	97.7
Ridgefield	74.9	91.7	83.6	89.1	85.5	93.8	84.9	95.6	86.6	92.7	89.8	97.7
Weston	63.5	87.6	80.7	92.7	75	86.7	85.3	91.7	85.6	95.3	86	96.4
Westport	76.1	90.4	81.9	86.9	83.1	95.3	88	94.1	81.8	94.8	93.8	96
Wilton	76.3	82.6	76.4	91.5	82.7	91.4	75.3	88.7	78.7	92.3	85.9	94.8

Science Town	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Darien					86.4	90.1					90.1	89.5
Easton					84.9	91.8					89.8	90
New Canaan					89.5	93.5					92.2	91.2
Redding					87.7	84.8					92.3	86.2
Ridgefield					90.7	91					85.6	84.7
Weston					89.3	89.9					89	80.2
Westport					83.5	90.1					88.9	85.8
Wilton					92	89.8					88.5	89.5

III. Connecticut Academic Performance Test (CAPT) - Third Generation

In the spring of 1995, the Connecticut Academic Performance Test (CAPT) was administered to tenth graders for the first time *officially*, i.e., with scores that counted. The state set high standards of excellence and expected only about one third of students to achieve this level of excellence the first year. The state believes that this percentage will rise as educators, students, and parents concentrate on students' mastering new skills. In 2001 the state released the second generation of the test. In 2008 the state released the third generation of the test.

The State of Connecticut sets a goal for students' performance in four areas: Reading, Writing, Mathematics and Science. The following chart shows Westport students' performance in relation to the state goal. Also shown are the percentages of students at or above the state goal in our District Reference Group A (DRG A) and statewide.

Staples students performed well above students statewide. Westport performed at or above the DRG average in math and reading.

Grade 10 District CAPT Results for 2012 Percent of Students at or above Goal

	MATH	SCIENCE	Reading Across the Disciplines	Writing Across the Disciplines
Westport	85.9	79.4	83.6	91.3
State	49.3	47.3	47.5	63.1
DRG A	82.9	77.4	88.1	94.0

DRG A = WESTON, WILTON, DARIEN, REGIONAL DISTRICT #9, WESTPORT, NEW CANAAN, RIDGEFIELD

The table below shows the percentage of students scoring at the proficiency level or higher on the March 2012 CAPT. This percent is used to determine a district's Annual Yearly Progress (AYP) for the No Child Left Behind act.

CAPT March 2012 Percent of Students at or Above Proficiency Level				
	Math	Science	Reading	Writing
Grade 10 District	96.7	96.9	97.8	98.9

**2012 DRG A District CAPT Results
Percent of Students at or above Goal**

The following tables show the percentage of students at or above goal by section for each district in DRG A.

DRG A	Math
Darien	82.5
New Canaan	83.8
Ridgefield	83.7
Weston	84.5
Westport	85.9
Wilton	81.7
Region #9	82.9

DRG A	Science
Darien	73.1
New Canaan	78.9
Ridgefield	80
Weston	83.4
Westport	79.4
Wilton	81.5
Region #9	77.4

DRG A	Reading
Darien	75
New Canaan	88.9
Ridgefield	81
Weston	86
Westport	83.6
Wilton	80.5
Region #9	88.1

DRG A	Writing
Darien	90.9
New Canaan	93.1
Ridgefield	93.9
Weston	93
Westport	91.3
Wilton	93.1
Region #9	94

DRG A District CAPT Scores Differential from 2010-2012 for DRG A

Town	Math		Science		Reading		Writing	
	2012	Difference	2012	Difference	2012	Difference	2012	Difference
Darien	82.5	-5.6	73.1	-4.2	75	-8.4	90.9	-1
New Canaan	83.8	-2.2	78.9	6.3	88.9	6.7	93.1	2.2
Ridgefield	83.7	-4.5	80	2.3	81	-0.2	93.9	2.5
Weston	84.5	-1.6	83.4	0.6	86	1.1	93	2.4
Westport	85.9	-4.3	79.4	0.4	83.6	-3.7	91.3	-0.2
Wilton	81.7	-1.9	81.5	0.1	80.5	1.8	93.1	2.9
Region #9	82.9	-2.1	77.4	-2.2	88.1	6	94	2.1

Connecticut Academic Performance Test:

This table shows the percent of Staples High School 10th graders scoring at or above the state standard over the past nine years.

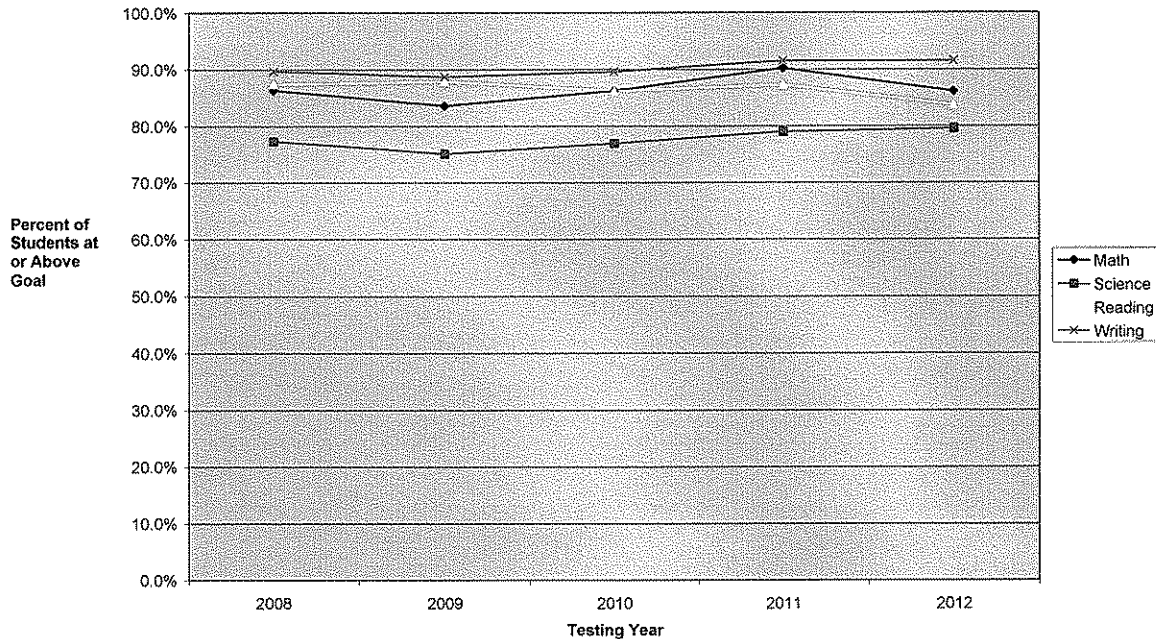
**2005-2012 CAPT Results for Staples High School
Percent at or above Goal**

	Math	Science	Reading	Writing
2005	78.6%	76.4%	89.4%	85.8%
2006	78.7%	74.8%	83.9%	85%
2007	85.7%	81.1%	87.2%	82.9%
2008	86.3%	77.4%	87.4%	89.7%
2009	83.6%	75.2%	87.9%	88.7%
2010	86.2%	77%	86.2%	89.6%
2011	90.2%	79%	87.3%	91.5%
2012	86.1%	79.6%	83.7%	91.5%

CAPT Third Generation Average for Staples High School

2008-2012	86.5%	77.6%	86.5%	90.2%
-----------	-------	-------	-------	-------

CAPT Third Generation Trend Line for Staples High School



2012 DRG A CAPT Scores Disaggregated

District/School- All Inclusive	Mathematics		Science		Reading		Writing	
	Total Math		Total Science		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	331	82.5	331	73.1	332	75	331	90.9
New Canaan	333	83.8	336	78.9	334	88.9	335	93.1
Ridgefield	455	83.7	456	80	457	81	458	93.9
Weston	187	84.5	187	83.4	186	86	186	93
Westport	455	85.9	457	79.4	456	83.6	459	91.3
Wilton	300	81.7	302	81.5	302	80.5	304	93.1
Region # 09	245	82.9	248	77.4	244	88.1	248	94

District/School- Special Education	Mathematics		Science		Reading		Writing	
	Total Math		Total Science		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	43	39.5	42	19	43	30.2	42	59.5
New Canaan	25	56	28	46.4	26	61.5	27	59.3
Ridgefield	24	37.5	25	44	25	28	26	61.5
Weston	-	-	-	-	-	-	-	-
Westport	53	45.3	54	48.1	52	51.9	54	59.3
Wilton	29	27.6	30	46.7	29	44.8	31	71
Region # 09	21	47.6	24	50	21	66.7	24	75

District/School- Without Special Education	Mathematics		Science		Reading		Writing	
	Total Math		Total Science		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	288	88.9	289	81	289	81.7	289	95.5
New Canaan	308	86	308	81.8	308	91.2	308	96.1
Ridgefield	431	86.3	431	82.1	432	84	432	95.8
Weston	175	88	175	88	174	86.8	174	93.1
Westport	402	91.3	403	83.6	404	87.6	405	95.6
Wilton	271	87.5	272	85.3	273	84.2	273	95.6
Region # 09	224	86.2	224	80.4	223	90.1	224	96

2012 CAPT Gender Comparison

The following tables show the CAPT scores (percentage of students at or above goal) for the districts in DRG A disaggregated by gender.

District	Math %Goal Range	Science %Goal Range	Reading %Goal Range	Writing %Goal Range
Darien				
Male	84.4	75	65.5	85.7
Female	80.5	71.2	84.8	96.3
New Canaan				
Male	91.6	78.8	83.8	89
Female	77.1	78.9	93.3	96.7
Ridgefield				
Male	86.2	81.8	72.2	89.4
Female	81.4	78.4	89.6	98.3
Weston				
Male	89.1	84.2	82	88
Female	79.1	82.6	90.7	98.8
Westport				
Male	85.2	80.7	79.2	87.4
Female	86.8	78.1	88.2	95.5
Wilton				
Male	82.4	84	78.4	90.4
Female	81	78.8	82.6	95.9
Region # 9				
Male	89.2	80.2	82.7	91.9
Female	77.6	75.2	92.5	95.6

IV. ACT College Entrance Exam

The ACT® test is a college entrance exam administered nationally by ACT, Inc. and is generally taken by juniors and seniors. It assesses high school students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading, and science. In February 2005, an optional Writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. All four-year colleges and universities in the U.S. accept the ACT, but different institutions place different emphasis on the ACT and SAT scores as well as GPA, etc. Nationally, just fewer than 50% of all students take the exam; in Connecticut approximately 25% take the exam; in Westport approximately 20% of our students take the exam. The main four tests are scored individually on a scale of 1-36, and a composite score is provided which is the average of the four scores. The benchmark scores for each area are: English, 18; math, 22; reading, 21; science, 24.

ACT Average Test Scores: 2005 to 2011

		2005	2006	2007	2008	2009	2010	2011	2012
Number of Students Tested	Westport	62	87	163	220	254	234	242	226
	Connecticut	4,035	5,093	6,651	8,159	9,240	10,453	10,809	11,192
	Nation	1.1 mil	1.2 mil	1.3 mil	1.4 mil	1.4 mil	1.5 mil	1.6 mil	1.6 mil
English	Westport	25.3	25.8	26.5	26.5	27.3	27.2	27.8	28.7
	Connecticut	22.5	23.0	23.2	23.2	23.6	23.8	24.0	23.9
	Nation	20.4	20.6	20.7	20.6	20.6	20.5	20.6	20.5
Mathematics	Westport	26.0	26.3	26.1	26.9	26.8	26.5	27.1	27.9
	Connecticut	22.7	23.0	23.2	23.3	23.5	23.5	23.9	23.8
	Nation	20.7	20.8	21.0	21.0	21.0	21.0	21.1	21.1
Reading	Westport	25.5	25.5	26.3	26.7	27.0	26.6	26.8	27.7
	Connecticut	23.4	23.6	23.6	23.6	24.0	23.9	24.1	23.9
	Nation	21.3	21.4	21.5	21.4	21.4	21.4	21.3	21.3
Science	Westport	24.2	23.9	24.8	25.2	25.1	25.3	26.0	26.8
	Connecticut	22.0	22.2	22.4	22.3	22.6	22.9	23.1	23.2
	Nation	20.9	20.9	21.0	20.8	20.9	20.9	20.9	20.9
Composite	Westport	25.4	25.5	26.0	26.4	26.7	26.5	27.0	27.9
	Connecticut	22.8	23.1	23.2	23.3	23.5	23.7	23.9	23.8
	Nation	20.9	21.1	21.2	21.1	21.1	21.0	21.1	21.1

V. SAT Reasoning Test

SAT data is embargoed until September 24, 2012 11:00 am EST. Data will be handed out during the BOE meeting.

VI. Advanced Placement Tests

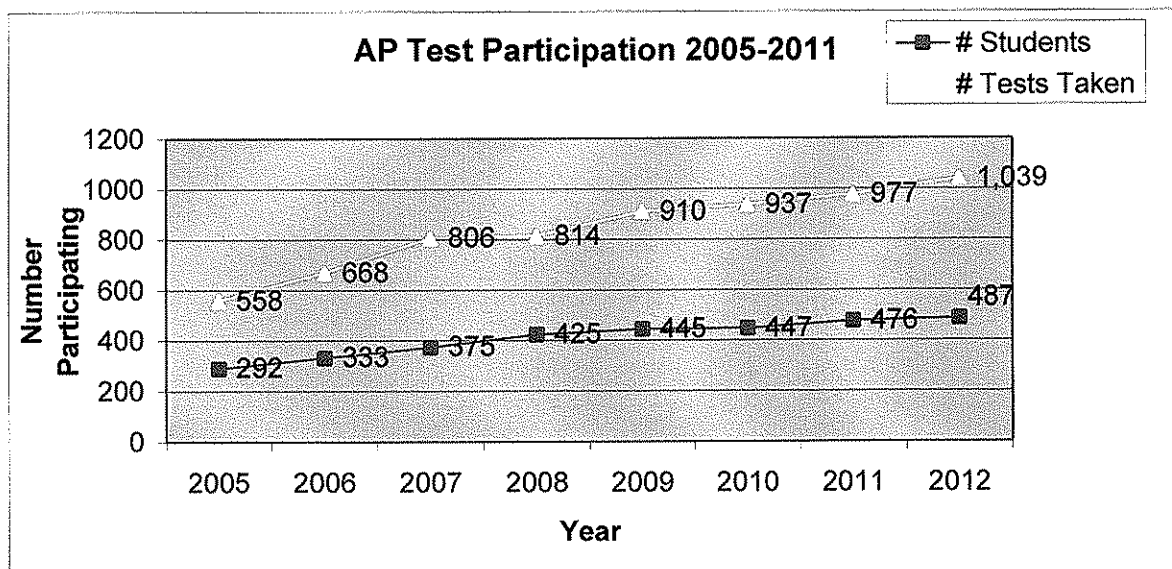
Advanced Placement Tests are administered to students as they complete an Advanced Placement course at Staples. (Taking the formal AP exam is voluntary on the part of students.) Staples offered Advanced Placement classes in Biology, Calculus AB, Calculus BC, Chemistry, Economics, English Language & Comp, English Lit. & Comp, Environmental Science, Modern European History, French Language, French Literature, German Language, Government and Politics, Multivariable Calculus, Physics, Spanish, Statistics, and US History. Students are scored on a five-point scale, five being high. A three is generally considered a score for awarding college credit.

Advanced Placement Test History, 2003 – 2012

Year	% Scoring 3 or Higher	Number of Test Grades Reported	Total Number of Students Tested
2005	88%	558	292
2006	78%	668	333
2007	90%	806	375
2008	92%	814	425
2009	92%	910	445
2010	89%	937	447
2011	91%	977	476
2012	93%	1,039	487

Notes:

- * Students who take an AP class are not required to take the AP test
- * Students pay for the exam(s).
- * Students may cancel a test score after they take the test
- * Many students take multiple tests



AP Test Participation 2005-2012

Year	# Students taking AP test	# Tests Taken	# Enrolled in SHS	% of Enrolled who took one or more AP tests
2005	292	558	1,459	20%
2006	333	668	1,530	22%
2007	375	806	1,600	23%
2008	425	814	1,724	25%
2009	445	910	1,765	25%
2010	447	937	1,786	25%
2011	476	977	1,837	26%
2012	487	1,039	1,829	27%

AP Course Participation by Graduating Class 2005-2012

Year of Graduation	Number of students attending Staples for all four years	Number of students earning credit in at least one Advanced Placement course while at Staples	%
2005	295	206	69.8%
2006	294	192	65.3%
2007	345	224	64.9%
2008	358	227	63.4%
2009	389	285	73.2%
2010	366	235	64.2%
2011	423	287	67.8%
2012	433	283	65.3%

Eight Year History of the AP Exam

APEXAM	2005		2006		2007		2008		2009		2010		2011		2012	
	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3
Eng. Lang. & Comp.	68	96	54	93	65	100	75	100	59	98	57	98	69	99	89	100
English Lit. & Comp.	42	95	43	95	48	94	46	91	52	98	34	94	33	91	16	100
Calc. AB	68	79	56	79	88	81	82	84	103	85	81	72	84	80	90	85
Calc. BC	21	100	24	100	31	97	24	100	43	100	41	89	45	93	44	98
Statistics	75	92	35	100	51	96	39	100	59	97	71	99	72	96	66	100
Biology	19	100	22	100	42	95	81	95	42	98	36	90	81	90	39	98
Chemistry	33	88	35	94	38	95	34	100	56	98	35	100	36	100	57	100
Environ. Sci	14	64	31	42	46	59	56	86	99	85	114	86	83	90	73	76
Physics B	24	92	31	97	17	94	13	92	14	86	9	100	13	69	15	94
Physics C E. & M.	28	79	21	86	36	88	21	100	21	90	17	94	27	93	23	100
Physics C Mech.	31	100	23	83	37	97	55	100	15	100	24	96	41	93	29	100
Econ. Mac.	6	33	117	36	87	93	81	90	92	96	81	88	90	96	98	93
Econ. Mic.	1	100	30	93	53	85	44	93	74	96	67	97	77	95	83	98
Europ. History	69	83	40	88	31	84	60	80	96	90	1	100				
Govt. & Pol. Comp.					5	100									2	100
Govt. & Pol. U.S.	4	75	53	87	43	95	32	100	13	100	19	100	65	94	104	90
Human Geography													2	100		
Psychology					3	100					2	100	3	100		
U.S. History	16	75	25	52	34	85	35	80	37	76	26	87	52	81	52	88
World History											85	80	60	77	49	96
Chinese Lang./Culture											1	100			1	100
French Lang.	9	89	8	100	8	100	7	100	8	88	8	100	10	80	14	94
French Lit.	5	60														
German Lang.			1	100	4	75			3	100			9	100	1	100
Italian Lang.															2	100
Japanese Lang./Culture											1	100			1	100
Spanish Lang.	20	95	18	100	27	100	13	100	16	100	15	100	23	100	14	100
Spanish Lit	1	100			6	100	7	100	2	100	2	100			1	100
Art History					1	100			1	0						
Music Theory					3	67	2	50	4	75	4	57	2	50	2	67
Totals	558	88	668	78	801	90	810	92	909	92	831	89	977	91	965	93

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gifts
Date: September 24, 2012

I am pleased to inform you that the Coleytown Middle School PTA has offered us a generous gift of three (3) classroom sets of "Smart Response Clickers" to be used to enhance student learning at all grade levels. The purchase price of each set is \$1899, with the total gift valued at \$5697.

Each "clicker" in a classroom set is a wireless handheld remote and each set of clickers contains a receiver and assessment software and is constructed so that when student responses are sought by a teacher the results are instantly displayed on the SmartBoard. Students are enabled to answer teacher-generated questions using their remotes and teachers are able to gauge student understanding immediately and adjust their teaching strategies accordingly to ensure that every student in the classroom comprehends the concepts of a lesson. Once students respond to questions using their remotes, the results are summarized in a pie chart or bar graph. The teacher instantly knows if a majority of his/her students are correct or if further review required. The compilation of data "on the fly" will enable the teacher to determine if every student in the classroom understands the lesson.

I recommend acceptance of this gift with gratitude and appreciation to the Coleytown Middle School PTA for its generosity.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation a gift in the amount of \$5,697 from the Coleytown Middle School PTA for the purchase of three (3) classroom sets of "Smart Response Clickers, with each set consisting of a wireless handheld remote for each student, a wireless receiver and assessment software.



WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Survey of Staples Graduates: Classes of 2007 and 2012

Date: September 24, 2012

Within the Board's recently approved Goals for the 2012-13 school year is an action plan related to the above-referenced subject; namely, "Explore the cost of conducting a survey of Staples graduates from the classes of 2007 and 2012 and the feasibility of including it in 2013-14 budget proposals."

The meeting of September 24 will permit us the time to discuss the proposed survey, any modifications/additions/deletions to the Alumni Study of April 23, 2007 that the members of the Board are interested in making (a copy of which is appended to this memorandum), and the decision of the Board as to whether this expenditure should be included in the Board's proposed budget for the 2013-14 school year.

The estimated cost of a new survey is approximately \$20,000.

A handwritten signature in cursive script, appearing to read "Elliott", with a long horizontal flourish extending to the right.

FORMAL WRITTEN PRESENTATION

ALUMNI STUDY

STAPLES HIGH SCHOOL

Date: April 23, 2007

**Prepared For: Dr. Elliott Landon
Superintendent
Westport Public Schools
Westport, Connecticut**

**Prepared By: Futuristics Research
Reading, Pennsylvania**

RATING GUIDELINES

Based upon our experience with similar studies, the following rating guidelines can be used to interpret the ratings awarded. These rating guidelines are provided to help you to better interpret the data in your study and should not be the sole determinant in the relative strength or relative weakness of a particular rating.

<u>Rating</u>	<u>Interpretation</u>
4.00 and Above	Extremely Favorable
3.85-3.99	Very Favorable
3.70-3.84	Favorable
3.40-3.69	Neutral
3.00-3.39	Less Favorable
Below 2.99	Unfavorable

I. PROGRAM OVERVIEW

During the past several years educational administrators have recognized the increased importance of evaluating high school level programs and services from several different perspectives. With changing societal expectations and the increased demands from colleges and industry, it is critical to obtain the most accurate and most current information on exactly how well current high school programs are serving the needs of high school students.

One of the most valuable sources of information available to evaluate the effectiveness of your high school programs is the actual high school graduates themselves. These alumni members, being the direct consumers of the high school's programs and services, are best able to comment on each program's individual strengths and weaknesses. These graduates also possess the unique ability to clearly remember their general high school experiences and have the maturity to evaluate these experiences more equitably than can current students.

During the 2006-2007 school year the Westport Public Schools continued an important reevaluation of the current Staples High School (SHS) programs and services. This project represents a major priority for future administrative planning and strives to develop a comprehensive and accurate perspective of how these programs and services are perceived.

An important segment of this project involves obtaining the opinions of recent Staples High School alumni members. To develop, administer, and analyze a study which obtains this key information in the most accurate and unbiased manner, the district retains the services of Futuristics Research, an educational research firm in Reading, Pennsylvania.

STUDY GOALS

An extensive research study, designed jointly by Futuristics Research and the Westport Public Schools and Staples High School administration seeks to accomplish five major goals:

- 1) To obtain important and meaningful information from recent Staples High School graduates regarding the quality of high school programs.
- 2) To provide Westport Public Schools and Staples High School administrators with a clear perspective of the high school's strengths and weaknesses, thus enabling them to effectively focus their efforts on those areas that most need improvement.

- 3) To provide alumni members with an effective forum from which to mention specific accolades, air specific grievances, or make important suggestions.
- 4) To enhance public relations through indicating to all Staples High School alumni members that their opinions are valued.
- 5) To provide an accurate record of alumni members' progress. Important tracking information such as specific alumni member's occupation, attitudes toward specific colleges or trades, and percentage still enrolled in college can be effectively obtained.

STUDY BENEFICIARIES

The results of this study directly benefit four major groups:

- 1) Westport Public Schools Administrators and Board Members
- 2) Pertinent Staples High School Staff Members (e.g. Guidance Counselors, Department Heads, etc.)
- 3) Current Staples High School Students
- 4) Parents of Current Westport Public Schools Students

STUDY OVERVIEW

The study is designed to accomplish these goals through a nine phase approach. Each of these major phases is described in detail below.

Phase 1 - Survey Design

The survey design phase is perhaps the most important within the study. Within this phase a specific survey instrument is developed which addresses the critical issues that are important in meeting the study's overall goals. Failure to develop a clear, concise survey will result in a low response rate and inconclusive results.

The task of designing the actual survey instrument is directed by Futuristics Research with the important assistance of several key individuals affiliated with the Westport Public Schools. The contributions of a cross-section of individuals insures that the final survey instrument will address all critical issues in the best possible manner.

Phase 2 - Pilot Study

Once a preliminary survey is developed the survey is field tested using individuals similar to the Staples High School alumni in age, education, and economic status. This pilot study presents the survey to several selected individuals to insure that these recent graduates completely understand the survey. If segments of the survey are unclear, changes can be made before the final survey is printed and mailed to the entire sample group.

Phase 3 - Sample Group Determination

To conduct an effective study, a group of individuals must be selected to provide their opinions. In this study the Staples High School graduating classes of 2002 and 2005 are selected. Each member of these graduating classes receives a questionnaire and is asked to participate. Surveying every member of each class serves to eliminate potential bias in the sample group.

Phase 4 - Survey Printing

An important element in any study involves projecting an image of sincerity. If it is hoped that these recent graduates will be willing to provide their time to complete the alumni survey, it is imperative that the survey appear professional. To insure that the efforts placed in the survey design phase are fully taken advantage of, the final survey instrument is professionally printed.

Phase 5 - Survey Mailing

This phase involves mailing a survey instrument to each member of the sample group.

Phase 6 - Survey Follow-up

A key element in any successful study is effective survey follow-up. This program consists of two separate follow-up phases.

These contacts serve as both a reminder and assist in convincing sample group members of the importance of their individual responses. The end result is a significantly higher response rate.

Phase 7 - Survey Tabulation

The returned surveys are entered and tabulated by computer. These tabulated results are then statistically analyzed and used to make conclusions about the quality of educational services be provided.

Phase 8 - Statistical Analysis

The tabulated results are analyzed statistically to reveal additional information about the results. The goal within this phase is to utilize statistical techniques to better explain certain relationships and to add credibility and certainty to the tabulated results.

Phase 9 - Formal Written Presentation

This final phase summarizes the entire study in report form. Detailed information is provided concerning each specific element of the study. The survey results are presented and analyzed. The result of this presentation provides you with an excellent overview of the study as well as indicates the areas in which the recent graduates believe the high school's greatest strengths and weaknesses currently exist.

II. STUDY

SURVEY DESIGN

The final survey instrument is a product of contributions from a variety of individuals and groups. These participants represent both the Westport Public Schools and Futuristics Research. This combined input enables a greater range of opinions to be expressed, thereby improving the overall quality of the survey instrument.

The survey instrument strives to address the major pertinent issues through a professional five step approach. These steps permit the final survey instrument to provide important information about the recent graduates' sentiments toward their Staples High School education. These five important steps are described below.

- 1) Determine the important issues to be addressed
- 2) Determine the best approach to address these issues
- 3) Determine the specific questions to be asked
- 4) Test the effectiveness of the questions involved
- 5) Approve the final survey instrument

Determine the important issues to be addressed

The process of determining the important issues and how best to address them is a joint effort consisting of the Westport Public Schools and Staples High School administration and Futuristics Research.

The administration indicates the general type of information that will best help to improve the quality of the educational programs at Staples High School. The administration also states any additional specific issues they believe should be addressed in conjunction with the study.

Futuristics Research provides professional assistance in five major areas. Initially, suggesting issues that may of interest to the administration; secondly, clarifying the issues; thirdly, determining whether these issues can effectively be addressed within the survey. Fourthly, formulating the specific questions to be asked and lastly, testing the effectiveness of each question.

Through a series of discussions it is determined that the following general issues are of greatest importance and should be included within the final survey instrument. These important issues are classified into two major categories: 1) background information, and 2) evaluation of Staples High School's curriculum and services. This initial category obtains generalized information about each respondent. The remaining issues deal with the quality of specific services provided at Staples High School.

Background Information

- 1) General Demographic Information
 - Gender, Year of Graduation
- 2) High School Related Background Information
 - Primary Level of Courses
- 3) Career Related Background Information
 - Current Occupation, College/Employment Training, etc.

Evaluation of Staples High School's Curriculum and Services

- 1) Assessing Issues Related to Employment Preparation
 - Adequately Prepared in Communication Skills, etc.
- 2) Assessing Issues Related to College Preparation Level
 - Preparation as a Freshman, Preparation for Reading Level, Study Load, etc.
- 3) Rating the Quality of Preparation in Learning Skills
 - Grammar Skills, Listening Skills, etc.
- 4) Additional Emphasis on Key Topics
 - Career Exploration, Citizenship, etc.
- 5) Rating the General Academic Areas of Study
 - Art, English, etc.
- 6) Rating the Quality of the Guidance Services
 - Course Planning, Career Exploration, etc.
- 7) Rating the Quality of the Library/Media Center
 - Helpfulness of Staff, etc.
- 8) Rating the Quality of Student Support Services
- 9) Assessing Areas that Were a Problem at Staples High School
- 10) Assessing Treatment with Respect at Staples High School
- 11) Rating the Overall Quality of Staples High School

Determine the best approach to address these issues

The best approach to addressing the issues specific to Staples High School involves developing a series of questions which obtains the desired information in an accurate and unbiased manner. It is again imperative that each question be clearly worded.

Determine the specific questions to be asked

Preliminary questions are formulated by Futuristics Research after initial discussions with the Westport Public Schools and Staples High School administration. Further discussion between Futuristics and the administration results in a series of satisfactory questions. These questions are then prepared for field testing to insure each question's effectiveness.

Test the effectiveness of the questions involved

Each question is tested with several individuals possessing similar characteristics as the selected group of Staples High School alumni. These individuals are requested to complete the entire questionnaire while a Futuristics Research representative is present. The respondent is also requested to ask any questions he/she might have about the wording of any question or about the survey's general directions.

This pilot test insures that the entire survey instrument is completely understood.

Approve the final survey instrument

After the survey instrument has been successfully pilot tested, the final survey instrument is approved. This survey instrument can then be professionally printed and mailed.

SAMPLE GROUP DETERMINATION

The sample group selected for this study consists of 589 alumni members representing every member of Staples High School's graduating classes of 2002 and 2005. This sample group provides an excellent cross-section of responses across a multi-year period. This eliminates bias that would occur if only a certain segments of the total student population or only one graduating class were to be surveyed.

Because of address changes, 104 alumni members could not be reached by mail to participate in this study. This results in a net sample group of 485 alumni members. The breakdown of the net sample group is presented in Exhibit 2-1.

EXHIBIT 2-1

ADJUSTED GRADUATION CLASS SIZE

<u>Graduation Class</u>	<u>Gross Class Size</u>	<u># Undeliverable</u>	<u>Net Class Size</u>
Class of 2002	258	73	185
Class of 2005	331	31	300
TOTAL	589	104	485

RESPONSE RATE FOR STUDY

Over the course of the entire study 194 questionnaires were returned, representing 40.0% of the total net sample group. All returned questionnaires are available for inspection in the Westport Public Schools administration office. The response rates classified by graduation class are presented in Exhibit 2-2. In examining the response rate in greater detail, it is important to note that an interesting relationship is evident.

It is important to note that the response rate of the Class of 2002 is higher at 41.1%.

As a special feature of this study an important report has been prepared which documents the progress of each responding alumni member. This alumni profile details key information about specific SHS alumni members including their current occupation, current college, and college major as applicable. The alumni profile is presented at the end of this written presentation.

EXHIBIT 2-2

RESPONSE RATE BY GRADUATION CLASS

<u>Graduation Class</u>	<u># Returned</u>	<u>Net Class Size</u>	<u>%</u>
Class of 2002	76	185	41.1%
Class of 2005	118	300	39.3%
TOTAL	194	485	40.0%

III. TABULATION AND ANALYSIS OF RESPONSES

Within this chapter each major issue addressed within the questionnaire is individually examined. The emphasis in this chapter is focused upon presenting the tabulated summarized results and providing a brief explanation of these results.

All the major issues in this study are classified into two primary groups:

1) background information of the respondent, and 2) issues pertinent to the evaluation of Staples High School's curriculum and services.

The first part of this chapter deals with the background information of the Staples High School alumni members who responded to the questionnaire. This brief summary provides an excellent perspective of the specific profile of the individuals whose opinions comprise the more important evaluation segment of the study.

In second part of the chapter the evaluation of each of the high school's major programs and services is examined in detail. These evaluation issues are divided into the following major classifications:

- 1) Assessing Issues Related to Employment Preparation
- 2) Assessing Issues Related to College Preparation Level
- 3) Rating the Quality of Preparation in Learning Skills
- 4) Additional Emphasis on Key Topics
- 5) Rating the General Academic Areas of Study
- 6) Rating the Quality of the Guidance Services
- 7) Rating the Quality of the Library/Media Center
- 8) Rating the Quality of Student Support Services
- 9) Assessing Areas that Were a Problem at Staples High School
- 10) Assessing Treatment with Respect at Staples High School
- 11) Rating the Overall Quality of Staples High School

The majority of these evaluation issues are analyzed through presenting the following six statistics. These statistics, together with their associated explanation, clearly identify the perceived strengths and weaknesses of SHS as stated by responding alumni members.

- 1) Number of alumni members responding to the question
- 2) Percentage responding to the question
- 3) Average rating for the individual issue
- 4) Average rating for all issues within the classification
- 5) Difference between the overall average within the classification and the individual issue's average
- 6) Average rating for respondents subclassified depending on the respondent's primary level of courses taken while attending SHS and year of graduation from SHS

Background Information

The Staples High School alumni members who responded to the questionnaire represent a diverse sample group. Their past high school involvement, current career choices, and future aspirations provide these respondents with an important perspective from which to accurately evaluate the high school's programs and services.

Within Exhibit 3-1 the tabulated results for all background questions are presented. For each item both the frequency and associated percentage are shown for increased clarity.

Examining the general background information more closely it is evident that the following significant relationships are present. There exists greater representation from female alumni members than from their male counterparts. Between the graduation classes surveyed, greater participation is shown by the Class of 2005. The greatest percentage of respondents described themselves as members of the Honors primary level of courses. The greatest percentage of respondents entered the Westport Public Schools between Kindergarten and 4th grade (78.9%).

The career related background questions provide important information about each respondent's current occupation, career direction, and past employment training. This information is valuable in presenting a more complete picture of a respondent's background. The employment/educational statuses most frequently mentioned include attending a four year college, graduated from college, employed full-time, and employed part-time.

Overall, the greatest percentage of respondents made his/her career decision since graduating from high school (33.0%).

Overall, 14.8% have transferred from the original college attended with the major reasons for transferring including didn't enjoy chosen college (34.6%) and other reasons (26.9%).

Of the four respondents who dropped out of college the main reasons for this action include changed career plans (50.0%), family situation (25.0%), and wrong choice of college (25.0%).

EXHIBIT 3-1

BACKGROUND INFORMATION

<u>Category</u>	<u>#</u>	<u>%</u>
Gender of Respondents:		
Female	106	54.6%
Male	88	45.4%
Number of Respondents Per Graduation Class:		
Class of 2002	76	39.2%
Class of 2005	118	60.8%
Primary Level of Courses:		
High Honors	40	20.6%
Honors	94	48.5%
Average	60	30.9%
Employment/Educational Status (Includes Multiple Responses):		
Employed full-time	49	
Employed part-time	44	
Seeking employment	6	
Homemaker	0	
Enlisted in military service	0	
Graduated from college	60	
Attending graduate school	6	
Attending a 4 year college	120	
Attending a 2 year college	8	
Dropped out of college	4	
Other	1	

EXHIBIT 3-1 (CONTINUED)

BACKGROUND INFORMATION

<u>Category</u>	<u>#</u>	<u>%</u>
When Current Career Decision Made:		
Before high school	13	6.9%
During high school	47	25.0%
Since graduating from HS	62	33.0%
Have not yet made a career decision	66	35.1%
Transferred from Original College Attended:		
Yes	27	14.8%
No	155	85.2%
Major Reason for Transferring Colleges:		
Changed majors	4	15.4%
Didn't enjoy chosen college	9	34.6%
Financial reasons	1	3.8%
Family or friends	2	7.7%
Insufficiently prepared academically	1	3.8%
More convenient location	2	7.7%
Original college is only a two year college	0	0.0%
Other	7	26.9%

EXHIBIT 3-1 (CONTINUED)

BACKGROUND INFORMATION

<u>Category</u>	<u>#</u>	<u>%</u>
-----------------	----------	----------

Major Reason for Dropping Out of College:

Changed career plans	2	50.0%
Difficulty managing college social life	0	0.0%
Family situation	1	25.0%
Lack of finances for college education	0	0.0%
Lack of study skills for college courses	0	0.0%
Poor grades in college	0	0.0%
Relocation	0	0.0%
Wrong choice of college	1	25.0%
Other	0	0.0%

Evaluation of Staples High School's Curriculum and Services

A critical segment of this formal report involves accurately determining the specific strengths and weaknesses of the high school programs as perceived by recent graduates. These perceptions are an excellent starting point for the improvement of Staples High School's overall curriculum and services.

Within the remainder of this report the following topic areas are discussed in detail.

- 1) Assessing Issues Related to Employment Preparation
- 2) Assessing Issues Related to College Preparation Level
- 3) Rating the Quality of Preparation in Learning Skills
- 4) Additional Emphasis on Key Topics
- 5) Rating the General Academic Areas of Study
- 6) Rating the Quality of the Guidance Services
- 7) Rating the Quality of the Library/Media Center
- 8) Rating the Quality of Student Support Services
- 9) Assessing Areas that Were a Problem at Staples High School
- 10) Assessing Treatment with Respect at Staples High School
- 11) Rating the Overall Quality of Staples High School

The evaluation of topics 3, 5, 6, and 7 consists of the following seven steps:

- 1) Each of the specific items addressed are rated by alumni members using a five point rating scale where 1=Unsatisfactory, 2=Poor, 3=Average, 4=Good, and 5=Excellent.
- 2) The average rating is then calculated for each item. It is understood that each average rating is assumed to be obtained separately and independently from all other subject areas or services. In other words, it cannot be assumed that if a respondent rates one subject area high or low, he/she rates all other subject areas similarly.
- 3) The average overall rating per topic area is then calculated. This average rating is calculated as the average of all items rated by that individual respondent within each classification or the average as asked directly within the questionnaire.
- 4) Each average rating per subject or service is then compared against the average overall value given by that respondent for each classification (e.g. academics, guidance, library, etc.).
- 5) The difference is then calculated as the difference between the actual average rating of a given subject or service and the overall average for that entire classification. This figure is an indicator of the relative strength or weakness of each specific item addressed within each general topic area.

- 6) The t-test is employed to determine whether this difference demonstrates statistical significant or not. In other words, with 95% certainty, this test determines whether a given subject or service can be proven to be better or worse than the average within the classification. This further validates the perceived strength or weakness of a subject or service by the alumni members responding.
- 7) The average rating is then calculated for alumni members in each primary course level. The average ratings for each of these classes can then be further compared both against the overall average and the average of other classes for additional insight.

Issues Related to Employment Preparation Level

Within this series of issues, alumni members who have not ever attended college address six major topics related to their employment preparation:

- 1) Adequate preparation for employment communication skills
- 2) Adequate preparation for employment computer skills
- 3) Adequate preparation for employment mathematics skills
- 4) Adequate preparation for employment thinking skills
- 5) Adequate preparation for employment interpersonal skills
- 6) Adequate preparation for employment teamwork skills

Each of these items are discussed in greater detail within the next segment.

ADEQUATE PREPARATION FOR EMPLOYMENT COMMUNICATION SKILLS - SUMMARY

Number of Respondents: 1
 Percentage Responding: 0.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	100.0%	0.0%
High Honors:	N/A	N/A
Honors:	N/A	N/A
Average:	N/A	N/A
Class of 2002:	N/A	N/A
Class of 2005:	N/A	N/A

N/A - Less than 5 responses in this category

Only respondent addressed this topic. This respondent felt adequately prepared for his/her employment communication skills.

ADEQUATE PREPARATION FOR EMPLOYMENT COMPUTER SKILLS - SUMMARY

Number of Respondents: 1
 Percentage Responding: 0.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	100.0%	0.0%
High Honors:	N/A	N/A
Honors:	N/A	N/A
Average:	N/A	N/A
Class of 2002:	N/A	N/A
Class of 2005:	N/A	N/A

N/A - Less than 5 responses in this category

Only respondent addressed this topic. This respondent felt adequately prepared for his/her employment computer skills.

ADEQUATE PREPARATION FOR EMPLOYMENT MATHEMATICS SKILLS - SUMMARY

Number of Respondents: 1
 Percentage Responding: 0.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	100.0%	0.0%
High Honors:	N/A	N/A
Honors:	N/A	N/A
Average:	N/A	N/A
Class of 2002:	N/A	N/A
Class of 2005:	N/A	N/A

N/A - Less than 5 responses in this category

Only respondent addressed this topic. This respondent felt adequately prepared for his/her employment mathematics skills.

ADEQUATE PREPARATION FOR EMPLOYMENT THINKING SKILLS - SUMMARY

Number of Respondents: 1
 Percentage Responding: 0.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	100.0%	0.0%
High Honors:	N/A	N/A
Honors:	N/A	N/A
Average:	N/A	N/A
Class of 2002:	N/A	N/A
Class of 2005:	N/A	N/A

N/A - Less than 5 responses in this category

Only respondent addressed this topic. This respondent felt adequately prepared for his/her employment thinking skills.

ADEQUATE PREPARATION FOR EMPLOYMENT INTERPERSONAL SKILLS - SUMMARY

Number of Respondents: 1
 Percentage Responding: 0.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	100.0%	0.0%
High Honors:	N/A	N/A
Honors:	N/A	N/A
Average:	N/A	N/A
Class of 2002:	N/A	N/A
Class of 2005:	N/A	N/A

N/A - Less than 5 responses in this category

Only respondent addressed this topic. This respondent felt adequately prepared for his/her employment interpersonal skills.

ADEQUATE PREPARATION FOR EMPLOYMENT TEAMWORK SKILLS - SUMMARY

Number of Respondents: 1
 Percentage Responding: 0.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	100.0%	0.0%
High Honors:	N/A	N/A
Honors:	N/A	N/A
Average:	N/A	N/A
Class of 2002:	N/A	N/A
Class of 2005:	N/A	N/A

N/A - Less than 5 responses in this category

Only respondent addressed this topic. This respondent felt adequately prepared for his/her employment teamwork skills.

Issues Related to College Preparation Level

Within this series of issues, alumni members who have attended college address seven major topics related to their college experience:

- 1) Overall preparation for college versus other students
- 2) Adequate preparation for college reading level
- 3) Adequate preparation for college study load
- 4) Adequate preparation for college written assignments
- 5) Adequate preparation for college mathematics level
- 6) Adequate preparation for college world language level
- 7) Adequate preparation for college computer usage

For each topic area it is important to note that only those respondents who believe that they are qualified to respond are providing their opinions. More specifically, those alumni members who have never attended college are not addressing any of these topics. Each of these items are discussed in greater detail within the next segment.

PREPARATION LEVEL VERSUS OTHER STUDENTS AT YOUR COLLEGE - SUMMARY

Number of Respondents: 192
 Percentage Responding: 99.0%

<u>Overall:</u>	<u>Better Prepared</u>	<u>About the Same</u>	<u>Not as Well</u>
Overall:	50.0%	46.9%	3.1%
High Honors:	62.9%	37.5%	0.0%
Honors:	48.9%	46.8%	4.3%
Average:	43.1%	53.4%	3.4%
Class of 2002:	48.0%	48.0%	4.0%
Class of 2005:	51.3%	46.2%	2.6%

Among respondents who have attended college, the greatest percentage believe they were better prepared as a college freshman as most of their fellow students. Specifically, 50.0% indicate this opinion, compared with 46.9% who believe they were prepared about the same, and 3.1% who believe they were not as well prepared.

Among the primary levels of courses, High Honors respondents felt best prepared. Between the two graduating classes surveyed, the Class of 2005 felt better prepared.

ADEQUATE PREPARATION FOR COLLEGE READING LEVEL - SUMMARY

Number of Respondents:	193
Percentage Responding:	99.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	94.3%	5.7%
High Honors:	100.0%	0.0%
Honors:	90.4%	9.6%
Average:	96.6%	3.4%
Class of 2002:	93.4%	6.6%
Class of 2005:	94.9%	5.1%

Among respondents who have ever attended college, a clear majority believe they were adequately prepared for their reading level in college. Specifically, 94.3% indicate this opinion, compared with 5.7% who do not believe they were adequately prepared in this area.

All primary levels of courses responded favorably in this area.

Each graduating class surveyed believe strongly that they were adequately prepared in this area.

ADEQUATE PREPARATION FOR COLLEGE STUDY LOAD - SUMMARY

Number of Respondents: 193
 Percentage Responding: 99.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	83.4%	16.6%
High Honors:	90.0%	10.0%
Honors:	79.8%	20.2%
Average:	84.7%	15.6%
Class of 2002:	82.9%	17.1%
Class of 2005:	83.8%	16.2%

Overall, 83.4% of all respondents assert their opinion that they were adequately prepared for their college study load compared with 16.6% who do not believe they were prepared adequately in this area.

High Honors respondents believe most strongly that they were adequately prepared in this area.

The Class of 2005 believes more strongly that they were adequately prepared in this area.

ADEQUATE PREPARATION FOR COLLEGE WRITTEN ASSIGNMENTS - SUMMARY

Number of Respondents:	193
Percentage Responding:	99.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	90.7%	9.3%
High Honors:	100.0%	0.0%
Honors:	88.3%	11.7%
Average:	88.1%	11.9%
Class of 2002:	86.8%	13.2%
Class of 2005:	93.2%	6.8%

Among respondents who have ever attended college, a clear majority believe they were adequately prepared for their written assignments in college. Specifically, 90.7% indicate this opinion, compared with 9.3% who do not believe they were adequately prepared in this area.

A majority of the primary levels believe they were adequately prepared in this area. The Class of 2005 felt better prepared in this area.

ADEQUATE PREPARATION FOR COLLEGE MATHEMATICS LEVEL - SUMMARY

Number of Respondents:	186
Percentage Responding:	95.9%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	87.1%	12.9%
High Honors:	87.2%	12.8%
Honors:	89.0%	11.0%
Average:	83.9%	16.1%
Class of 2002:	85.1%	14.9%
Class of 2005:	88.4%	11.6%

Among those who have ever attended college, a clear majority believe they were adequately prepared for their college mathematics level. Specifically, 87.1% indicate this opinion, compared with 12.9% who do not believe they were adequately prepared in this area.

A majority of all primary levels of courses believe they were adequately prepared in this area.

A clear majority of each graduating class surveyed indicates that they were adequately prepared in this area.

ADEQUATE PREPARATION FOR COLLEGE WORLD LANGUAGE LEVEL - SUMMARY

Number of Respondents: 177
 Percentage Responding: 91.2%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	75.7%	24.3%
High Honors:	88.9%	11.1%
Honors:	75.3%	24.7%
Average:	67.9%	32.1%
Class of 2002:	74.3%	25.7%
Class of 2005:	76.6%	23.4%

Among respondents who have ever attended college, a majority believe they were adequately prepared for their college world language level. Specifically, 75.7% indicate this opinion, compared with 24.3% who do not believe they were adequately prepared in this area.

High Honors respondents are most supportive of this overall contention with 88.9% indicating that adequate preparation did exist.

Between the two graduating classes, the Class of 2005 felt better prepared in this area.

ADEQUATE PREPARATION FOR COLLEGE COMPUTER USAGE - SUMMARY

Number of Respondents:	191
Percentage Responding:	98.5%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	94.8%	5.2%
High Honors:	92.5%	7.5%
Honors:	94.6%	5.4%
Average:	96.6%	3.4%
Class of 2002:	93.4%	6.6%
Class of 2005:	95.7%	4.3%

A majority of respondents believe they were adequately prepared for their computer usage in college. Specifically, 94.8% felt adequately prepared in this area.

Among the primary levels of courses, a majority of all felt adequately prepared in this area.

Between the two SHS graduating classes, a majority of each felt adequately prepared for college computer usage.

REQUIRED TO TAKE REMEDIAL COURSEWORK IN ENGLISH - SUMMARY

Number of Respondents:	189
Percentage Responding:	97.4%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	31.7%	68.3%
High Honors:	17.9%	82.1%
Honors:	32.6%	67.4%
Average:	39.7%	60.3%
Class of 2002:	27.4%	72.6%
Class of 2005:	34.9%	65.5%

Among respondents who have ever attended college, 31.7% were required to take remedial coursework in English at college. This compares with 68.3% who were not required to take remedial coursework in English.

Average respondents were most likely to have to take remedial coursework in English. Between the two graduating classes surveyed, the Class of 2005 was more likely to have to take remedial coursework in English.

REQUIRED TO TAKE REMEDIAL COURSEWORK IN MATHEMATICS - SUMMARY

Number of Respondents: 190
 Percentage Responding: 97.9%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	24.2%	75.8%
High Honors:	15.0%	85.0%
Honors:	20.7%	79.3%
Average:	36.2%	63.8%
Class of 2002:	32.9%	67.1%
Class of 2005:	18.8%	81.2%

Among respondents who have ever attended college, 24.2% were required to take remedial coursework in mathematics at college. This compares with 75.8% who were not required to take remedial coursework in mathematics.

Average respondents were most likely to have to take remedial coursework in mathematics.

Between the two graduating classes surveyed, the Class of 2002 is more likely to have to take remedial coursework in mathematics.

PLACED AT A HIGHER LEVEL OR EXEMPTED OUT OF COURSEWORK - SUMMARY

Number of Respondents: 188
 Percentage Responding: 96.9%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	62.8%	37.2%
High Honors:	77.5%	22.5%
Honors:	66.3%	33.7%
Average:	46.4%	53.6%
Class of 2002:	53.4%	46.6%
Class of 2005:	68.7%	31.3%

Among respondents who have ever attended college, 62.8% were placed at a higher level or exempted out of college coursework. This compares with 37.2% who were not placed at a higher level or exempted out of college coursework.

High Honors respondents were most likely to have been placed at a higher level or exempted out of college coursework.

Between the two graduating classes surveyed, the Class of 2005 was more likely to have been placed at a higher level or exempted out of college coursework.

MAJOR REASON FOR PLACED AT A HIGHER LEVEL OR EXEMPTED OUT OF COURSEWORK - SUMMARY

Number of Respondents: 118
 Percentage Responding: 60.8%

Overall:

	<u>AP Test Scores</u>	<u>College Placement Test</u>	<u>SAT I/II Test Scores</u>	<u>Other</u>
Overall:	54.2%	24.6%	15.3%	5.9%
High Honors:	74.2%	9.7%	16.1%	0.0%
Honors:	54.1%	26.2%	11.5%	8.2%
Average:	30.8%	38.5%	23.1%	7.7%
Class of 2002:	48.7%	28.2%	17.9%	5.1%
Class of 2005:	57.0%	22.8%	13.9%	6.3%

Among respondents who were placed at a higher level or exempted out of coursework, the major reasons were AP test scores (54.2%) and college placement test (24.6%).

GRADUATE FROM COLLEGE WITH HONORS - SUMMARY

Number of Respondents: 58
 Percentage Responding: 29.9%

<u>Overall:</u>	<u>Yes</u>	<u>No</u>
Overall:	32.8%	67.2%
High Honors:	50.0%	50.0%
Honors:	28.6%	71.4%
Average:	21.4%	78.6%
Class of 2002:	32.8%	67.2%
Class of 2005:	N/A	N/A

N/A - Less than 5 responses in this category

Among respondents who have graduated from college, 32.8% have graduated from college with honors. In contrast, 67.2% did not graduate from college with honors. High Honors respondents were most likely to have graduated with honors.

Rating the Quality of Preparation in Learning Skills

The educational programs offered by the Westport Public Schools strive to teach students a series of extremely important learning skills such as reading, grammar, writing, and mathematics. The success of Staples High School graduates in college or industry is largely determined by each graduate's competency in these learning skills.

Within this segment of the Alumni Study fifteen fundamental learning skills are addressed. Respondents are requested to rate the quality of Staples High School's preparation in each of the following areas using the five point scale mentioned previously.

- 1) Quality of Computer/Technology Skills
- 2) Quality of Diversity Training Skills
- 3) Quality of Fine and Performing Arts Skills
- 4) Quality of Grammar Skills
- 5) Quality of Listening Skills
- 6) Quality of Mathematics Skills
- 7) Quality of Problem Solving/Thinking Skills
- 8) Quality of Oral Presentation Skills
- 9) Quality of Reading Skills
- 10) Quality of Research Skills
- 11) Quality of Science Skills
- 12) Quality of Study Skills
- 13) Quality of Teamwork Skills
- 14) Quality of Time Management Skills
- 15) Quality of Writing Skills

The assessment of each of these critical learning skills is examined thoroughly over the next several pages.

EXHIBIT 3-2

AVERAGE RATINGS FOR LEARNING SKILLS AT SHS

<u>Learning Skill</u>	<u>Overall Average</u>
Computer/Technology Skills	3.98
Diversity Training Skills	3.46
Fine and Performing Arts Skills	3.77
Grammar Skills	4.02
Listening Skills	4.19
Mathematics Skills	4.08
Problem Solving/Thinking Skills	4.24
Oral Presentation Skills	3.92
Reading Skills	4.28
Research Skills	4.09
Science Skills	3.86
Study Skills	3.75
Teamwork Skills	4.06
Time Management Skills	3.72
Writing Skills	4.21

EXHIBIT 3-2 (CONTINUED)
AVERAGE RATINGS FOR LEARNING SKILLS
RANKED FROM HIGHEST TO LOWEST RATED

<u>Learning Skill</u>	<u>Overall Average</u>
1. Reading Skills	4.28
2. Problem Solving/Thinking Skills	4.24
3. Writing Skills	4.21
4. Listening Skills	4.19
5. Research Skills	4.09
6. Mathematics Skills	4.08
7. Teamwork Skills	4.06
8. Grammar Skills	4.02
9. Computer/Technology Skills	3.98
10. Oral Presentation Skills	3.92
11. Science Skills	3.86
12. Fine and Performing Arts Skills	3.77
13. Study Skills	3.75
14. Time Management Skills	3.72
15. Diversity Training Skills	3.46

RATING OF PREPARATION FOR FUTURE IN COMPUTER/TECHNOLOGY SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Computer/Tech. Skills - Overall: 3.98

Average Rating for All Learning Skill Categories 3.98

Difference: 0.00

Rank (out of 15 Learning Skill Categories): 9th

Average Rating for Computer/Tech. Skills-High Honors: 3.88

Average Rating for Computer/Tech. Skills-Honors: 3.99

Average Rating for Computer/Tech. Skills-Average: 4.03

Average Rating for Computer/Tech. Skills-Class of 2002: 4.01

Average Rating for Computer/Tech. Skills-Class of 2005: 3.96

SHS graduates rate the quality in computer/technology skills very favorably at 3.98, below the rating of good. This overall rating is equal to the average rating for all learning skills and ranks this skill 9th out of 15 learning skills. Overall, 34.5% of all respondents rate the computer/technology preparation as excellent, 35.6% as good, 24.7% as average, 3.6% as poor, and 1.5% as unsatisfactory.

Average respondents rate the quality in this area highest at 4.03.

Between the two graduating classes surveyed, the Class of 2002 rates this learning skill higher.

Statistically, it cannot be concluded with 95% certainty that computer/technology skills are rated either higher or lower than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN DIVERSITY TRAINING SKILLS - SUMMARY

Number of Respondents:	185
Percentage Responding:	95.4%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Diversity Training Skills-Overall:	3.46
Average Rating for All Learning Skill Categories	3.98
Difference:	-0.52
Rank (out of 15 Learning Skill Categories):	15th
Average Rating for Diversity Training Skills-High Honors:	3.49
Average Rating for Diversity Training Skills-Honors:	3.43
Average Rating for Diversity Training Skills-Average:	3.48
Average Rating for Diversity Training Skills-Class of 2002:	3.58
Average Rating for Diversity Training Skills-Class of 2005:	3.39

Diversity training skills are addressed in this segment of the presentation. SHS alumni members rate the quality of diversity training skills at 3.46, below the midpoint between the ratings of average and good. This overall rating ranks it 15th out of 15 learning skills. Specifically, 21.1% rate this preparation as excellent, 27.6% as good, 33.0% as average, 13.0% as poor, and 5.4% as unsatisfactory.

Among the three primary levels of courses High Honors respondents rate this area highest.

Between the two graduating classes surveyed, the Class of 2002 rates the overall quality more favorably at 3.58.

Statistically, it can be concluded with 95% certainty that diversity training skills are rated lower than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN FINE AND PERFORMING ARTS SKILLS - SUMMARY

Number of Respondents:	188
Percentage Responding:	96.9%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Fine and Performing Arts Skills-Overall:	3.77
Average Rating for All Learning Skill Categories	3.98
Difference:	-0.21
Rank (out of 15 Learning Skill Categories):	12th
Average Rating for Fine and Performing Arts Skills-High Honors:	3.82
Average Rating for Fine and Performing Arts Skills-Honors:	3.77
Average Rating for Fine and Performing Arts Skills-Average:	3.73
Average Rating for Fine and Performing Arts Skills-Class of 2002:	3.78
Average Rating for Fine and Performing Arts Skills-Class of 2005:	3.76

This segment of the presentation deals with the quality of preparation being provided in fine and performing arts skills.

SHS alumni members rate the quality of fine and performing arts skills favorably at 3.77, below the rating of good. This ranks it 12th out of 15 learning skills. Specifically, 33.0% rate this preparation as excellent, 26.6% as good, 26.6% as average, 11.7% as poor, and 2.1% as unsatisfactory.

Among the three primary levels of courses High Honors respondents rate this area highest.

Between the two graduating classes surveyed, the Class of 2002 rates the overall quality more favorably at 3.78.

Statistically, it can be concluded with 95% certainty that fine and performing arts skills are rated lower than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN GRAMMAR SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Grammar Skills - Overall:	4.02
Average Rating for All Learning Skill Categories	3.98
Difference:	0.04
Rank (out of 15 Learning Skill Categories):	8th
Average Rating for Grammar Skills-High Honors:	4.38
Average Rating for Grammar Skills-Honors:	4.01
Average Rating for Grammar Skills-Average:	3.78
Average Rating for Grammar Skills-Class of 2002:	3.86
Average Rating for Grammar Skills-Class of 2005:	4.12

Responding alumni members rate the quality of preparation in grammar skills extremely favorably at 4.02, above the rating of good. This overall rating is above the average rating for all learning skills and ranks this skill 8th highest overall. Specifically, 36.6% rate their grammar preparation as excellent, 37.6% as good, 17.5% as average, 7.2% as poor, and 1.0% as unsatisfactory.

Examining the specific ratings awarded by the three primary levels of courses, High Honors respondents rate the quality highest at 4.38.

Between the two graduating classes surveyed, the Class of 2005 rates the quality higher at 4.12.

Statistically, it cannot be concluded with 95% certainty that grammar skills are rated either higher or lower than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN LISTENING SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Listening Skills - Overall:	4.19
Average Rating for All Learning Skill Categories	3.98
Difference:	0.21
Rank (out of 15 Learning Skill Categories):	4th
Average Rating for Listening Skills-High Honors:	4.48
Average Rating for Listening Skills-Honors:	4.20
Average Rating for Listening Skills-Average:	3.97
Average Rating for Listening Skills-Class of 2002:	4.11
Average Rating for Listening Skills-Class of 2005:	4.24

Listening skills are one of the most overlooked learning skills in many schools, yet these skills are one of the most important in both college and industry. Recent SHS alumni members assess preparation in this area extremely favorably at 4.19. This rating is above the average for all 15 learning skills and ranks it 4th highest. Specifically, 41.8% of all respondents rate the quality of listening skills as excellent, 40.2% as good, 14.4% as average, 2.1% as poor, and 1.5% as unsatisfactory.

When examining the responses classified by primary level of courses, High Honors respondents rate the quality highest.

Between the two SHS graduating classes, the Class of 2005 rates the quality higher at 4.24.

Statistically, it can be concluded with 95% certainty that listening skills are rated higher than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN MATHEMATICS SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Mathematics Skills - Overall:	4.08
Average Rating for All Learning Skill Categories	3.98
Difference:	0.10
Rank (out of 15 Learning Skill Categories):	6th
Average Rating for Mathematics Skills-High Honors:	4.53
Average Rating for Mathematics Skills-Honors:	4.09
Average Rating for Mathematics Skills-Average:	3.77
Average Rating for Mathematics Skills-Class of 2002:	3.86
Average Rating for Mathematics Skills-Class of 2005:	4.22

SHS alumni members rate the quality of preparation in mathematics skills extremely favorably at 4.08, 6th out of 15 learning skills. More specifically, 40.7% of all respondents rate this preparation as excellent, 34.0% as good, 19.6% as average, 3.6% as poor, and 2.1% as unsatisfactory.

Among the three primary levels of courses, High Honors respondents rate the quality highest.

Between the two graduating classes surveyed, the Class of 2005 rates the quality in mathematics skills higher at 4.22.

Statistically, it can be concluded with 95% certainty that mathematics skills are rated higher than the average learning skill.

RATING OF PREPARATION FOR FUTURE IN PROBLEM SOLVING/THINKING SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Prob. Solving/Think. Skills-Overall:	4.24
Average Rating for All Learning Skill Categories	3.98
Difference:	0.26
Rank (out of 15 Learning Skill Categories):	2nd
Average Rating for Prob. Solving/Thinking Skills-High Honors:	4.63
Average Rating for Prob. Solving/Thinking Skills-Honors:	4.15
Average Rating for Prob. Solving/Thinking Skills-Average:	4.15
Average Rating for Prob. Solving/Thinking Skills-Class of 2002:	4.21
Average Rating for Prob. Solving/Thinking Skills-Class of 2005:	4.26

Alumni members rate the quality of preparation in problem solving/thinking skills extremely favorably at 4.24. This ranks problem solving/thinking skills 2nd highest out of 15 learning skill areas and above the average learning skill. Specifically, 41.2% rate the quality as excellent, 44.8% as good, 11.9% as average, 1.0% as poor, and 1.0% as unsatisfactory.

Among the three primary levels of courses surveyed, High Honors respondents rate the quality highest at 4.63.

Between the SHS graduating classes, the Class of 2005 rates the quality of these skills higher.

Statistically, it can be concluded that problem solving/thinking skills are rated higher than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN ORAL PRESENTATION SKILLS - SUMMARY

Number of Respondents:	193
Percentage Responding:	99.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Oral Presentation Skills-Overall:	3.92
Average Rating for All Learning Skill Categories	3.98
Difference:	-0.06
Rank (out of 15 Learning Skill Categories):	10th
Average Rating for Oral Presentation Skills-High Honors:	4.20
Average Rating for Oral Presentation Skills-Honors:	3.83
Average Rating for Oral Presentation Skills-Average:	3.87
Average Rating for Oral Presentation Skills-Class of 2002:	3.93
Average Rating for Oral Presentation Skills-Class of 2005:	3.91

The ability to convey one's thoughts orally is a vital skill area in many professions. In many school districts, however, oral presentation skills are not given the emphasis that reading, writing, and grammar skills are given.

SHS alumni members rate oral presentation skills very favorably at 3.92, below the rating of good. This ranks these skills 10th out of 15 learning skills. Specifically, 32.6% rate this preparation as excellent, 37.3% as good, 20.7% as average, 7.8% as poor, and 1.6% as unsatisfactory.

Among the three primary levels of courses High Honors respondents rate this area highest.

Between the two graduating classes surveyed, the Class of 2002 rates the overall quality more favorably at 3.93.

Statistically, it cannot be concluded with 95% certainty that oral presentation skills are rated either higher or lower than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN READING SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Reading Skills-Overall:	4.28
Average Rating for All Learning Skill Categories	3.98
Difference:	0.30
Rank (out of 15 Learning Skill Categories):	1st
Average Rating for Reading Skills-High Honors:	4.65
Average Rating for Reading Skills-Honors:	4.15
Average Rating for Reading Skills-Average:	4.23
Average Rating for Reading Skills-Class of 2002:	4.15
Average Rating for Reading Skills-Class of 2005:	4.36

The ability to read effectively is a critical skill area for all students. Although a basic skill, ineffective reading skills can decrease the chances for every student's success.

SHS alumni members rate the quality of reading skills extremely favorably at 4.28, below the midpoint between the ratings of good and excellent. This ranks this learning skill highest of all learning skills. More specifically, 48.5% rate this preparation as excellent, 34.0% as good, 14.9% as average, 2.1% as poor, and 0.5% as unsatisfactory.

Among the three primary levels of courses, High Honors respondents rate the quality highest at 4.65.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality more favorably.

Statistically, it can be concluded with 95% certainty that reading skills are rated higher than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN RESEARCH SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Research Skills - Overall:	4.09
Average Rating for All Learning Skill Categories	3.98
Difference:	0.11
Rank (out of 15 Learning Skill Categories):	5th
Average Rating for Research Skills-High Honors:	4.50
Average Rating for Research Skills-Honors:	4.02
Average Rating for Research Skills-Average:	3.93
Average Rating for Research Skills-Class of 2002:	4.05
Average Rating for Research Skills-Class of 2005:	4.12

The ability to research effectively is an integral aspect of developing excellent study skills. Certainly, teaching students effective research skills is a goal of all school districts.

Responding alumni members rate their preparation for the future in research skills extremely favorably at 4.09, above the 3.98 average learning skill. This rating ranks research skills 5th out of 15 learning skills. Specifically, 36.6% of all alumni members rate this preparation as excellent, 41.2% as good, 17.5% as average, 4.1% as poor, and 0.5% as unsatisfactory.

Among the three primary levels of courses, High Honors respondents rate this quality highest at 4.50.

The Class of 2005 rates the quality in research skills more favorably at 4.12.

It can be concluded with 95% certainty that research skills are rated higher than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN SCIENCE SKILLS - SUMMARY

Number of Respondents:	192
Percentage Responding:	99.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Science Skills-Overall:	3.86	
Average Rating for All Learning Skill Categories	3.98	
Difference:	-0.12	
Rank (out of 15 Learning Skill Categories):	11th	
Average Rating for Science Skills-High Honors:		4.28
Average Rating for Science Skills-Honors:		3.85
Average Rating for Science Skills-Average:		3.60
Average Rating for Science Skills-Class of 2002:		3.60
Average Rating for Science Skills-Class of 2005:		4.03

Science skills are a vital learning skill for all students, especially for those who later enter science related careers.

The very favorable overall rating of 3.86 is ranked 11th out of 15 learning skills. More specifically, 27.6% rate this preparation as excellent, 38.0% as good, 28.1% as average, 5.2% as poor, and 1.0% as unsatisfactory.

High Honors respondents rate the quality of science skills highest of all three primary levels of courses.

Between the two graduating classes, the Class of 2005 rates the overall quality higher at 4.03.

Statistically, it can be concluded that science skills are rated lower than the average learning skill.

RATING OF PREPARATION FOR FUTURE IN STUDY SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Study Skills-Overall:	3.75
Average Rating for All Learning Skill Categories	3.98
Difference:	-0.23
Rank (out of 15 Learning Skill Categories):	13th
Average Rating for Study Skills-High Honors:	4.28
Average Rating for Study Skills-Honors:	3.79
Average Rating for Study Skills-Average:	3.35
Average Rating for Study Skills-Class of 2002:	3.63
Average Rating for Study Skills-Class of 2005:	3.83

The development of effective study skills is another learning skill area that is often not taught directly, but nonetheless is extremely important to all students.

Responding SHS alumni members rate the quality of preparation in study skills favorably at 3.75, below the rating of good. This ranks study skills 13th out of 15 learning skills. Specifically, 23.7% of all respondents rate this preparation as excellent, 41.8% as good, 23.7% as average, 7.7% as poor, and 3.1% as unsatisfactory.

High Honors respondents rate the quality of study skills highest at 4.28.

Between the two graduating classes surveyed, the Class of 2005 rates the quality higher at 3.83.

Statistically, it can be concluded with 95% certainty that study skills are rated lower than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN TEAMWORK SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Teamwork Skills-Overall:	4.06
Average Rating for All Learning Skill Categories	3.98
Difference:	0.08
Rank (out of 15 Learning Skill Categories):	7th
Average Rating for Teamwork Skills-High Honors:	4.23
Average Rating for Teamwork Skills-Honors:	4.11
Average Rating for Teamwork Skills-Average:	3.87
Average Rating for Teamwork Skills-Class of 2002:	4.15
Average Rating for Teamwork Skills-Class of 2005:	4.01

Teamwork skills are addressed in this segment of the presentation. SHS alumni members rate the quality of teamwork skills extremely favorably at 4.06, above the rating of good. This overall rating ranks it 7th out of 15 learning skills. Specifically, 38.7% rate this preparation as excellent, 35.1% as good, 20.6% as average, 4.6% as poor, and 1.0% as unsatisfactory.

Among the three primary levels of courses High Honors respondents rate this area highest.

Between the two graduating classes surveyed, the Class of 2002 rates the overall quality more favorably at 4.15.

Statistically, it can be concluded with 95% certainty that teamwork skills are rated higher than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN TIME MANAGEMENT SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Time Management Skills-Overall:	3.72
Average Rating for All Learning Skill Categories	3.98
Difference:	-0.26
Rank (out of 15 Learning Skill Categories):	14th
Average Rating for Time Management Skills-High Honors:	4.08
Average Rating for Time Management Skills-Honors:	3.67
Average Rating for Time Management Skills-Average:	3.57
Average Rating for Time Management Skills-Class of 2002:	3.70
Average Rating for Time Management Skills-Class of 2005:	3.74

Alumni members rate the quality of preparation in time management skills favorably at 3.72. This ranks time management skills 14th out of 15 learning skill areas and below the average learning skill. Specifically, 27.8% rate the quality as excellent, 32.5% as good, 26.8% as average, 9.8% as poor, and 3.1% as unsatisfactory.

Among the three primary levels of courses surveyed, High Honors respondents rate the quality highest at 4.08.

Between the SHS graduating classes, the Class of 2005 rates the quality of these skills higher.

Statistically, it can be concluded that time management skills are rated lower than the average learning skill at SHS.

RATING OF PREPARATION FOR FUTURE IN WRITING SKILLS - SUMMARY

Number of Respondents:	194
Percentage Responding:	100.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Writing Skills - Overall:	4.21
Average Rating for All Learning Skill Categories	3.98
Difference:	0.23
Rank (out of 15 Learning Skill Categories):	3rd
Average Rating for Writing Skills-High Honors:	4.58
Average Rating for Writing Skills-Honors:	4.19
Average Rating for Writing Skills-Average:	4.00
Average Rating for Writing Skills-Class of 2002:	4.15
Average Rating for Writing Skills-Class of 2005:	4.25

Writing skills are one of the fundamental learning skills which are stressed within nearly every school district. The development of effective writing skills is critical to students regardless of which career area they eventually select.

Writing skills are awarded an extremely favorable overall rating of 4.21, above the rating of good. This rating ranks writing skills 3rd highest out of 15 learning skills. More specifically, 43.8% of all respondents indicate that their preparation in this area is excellent, 38.7% good, 13.4% average, 3.1% poor, and 1.0% unsatisfactory.

Among the three primary levels of courses, High Honors respondents rate the quality of preparation in writing skills highest at 4.58.

Between the two graduating classes, the higher rating is awarded by the Class of 2005.

Statistically, it can be concluded that writing skills are rated higher than the average SHS learning skill.

Evaluating Whether Additional Emphasis Should Be Placed on Key Topics

Within today's rapidly changing society, it has become increasingly difficult to determine which society-related topics are most pertinent to a student's development and therefore should be discussed within the SHS curriculum. It is also imperative to gain knowledge about the extent to which each of these key topics should be addressed.

The best source for determining the answers to these important questions lies with the SHS alumni members. Within the questionnaire, 17 key topics are addressed. The format of each question asks not whether the topic should be addressed at SHS, but whether additional emphasis should be placed on that key topic. In other words, the issue focuses not on whether drug and alcohol education should be taught, but whether it should be emphasized to a greater extent or not.

ADDITIONAL EMPHASIS - CAREER EXPLORATION

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	2nd

	<u>Yes</u>	<u>No</u>
Overall:	52.1%	47.9%
High Honors:	45.0%	55.0%
Honors:	50.0%	50.0%
Average:	60.0%	40.0%
Class of 2002:	60.5%	39.5%
Class of 2005:	46.2%	53.4%

Career exploration is the area in which the highest percentage of SHS alumni members believe additional emphasis should be placed. Specifically, 52.1% of all respondents exhibit this opinion.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis on career exploration.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - CITIZENSHIP

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	15th

	<u>Yes</u>	<u>No</u>
Overall:	14.9%	85.1%
High Honors:	17.5%	82.5%
Honors:	8.5%	91.5%
Average:	23.3%	76.7%
Class of 2002:	19.7%	80.3%
Class of 2005:	11.9%	88.1%

Relatively few responding SHS alumni members believe that citizenship should be emphasized to a greater extent at SHS. Specifically, 14.9% believe that SHS should give additional emphasis to this topic.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis in this area.

Between the two SHS graduating classes surveyed, the Class of 2002 puts greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - CLASS PARTICIPATION

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	11th

	<u>Yes</u>	<u>No</u>
Overall:	24.2%	75.8%
High Honors:	10.0%	90.0%
Honors:	24.5%	75.5%
Average:	33.3%	66.7%
Class of 2002:	28.9%	71.1%
Class of 2005:	21.2%	78.8%

Overall, 24.2% of all respondents believe additional emphasis should be given to encouraging class participation. This ranks class participation 11th out of 17 key topic areas.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis on class participation with 33.3% in favor.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - CREATIVITY

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	4th

	<u>Yes</u>	<u>No</u>
Overall:	38.7%	61.3%
High Honors:	35.0%	65.0%
Honors:	40.4%	59.6%
Average:	38.3%	61.7%
Class of 2002:	44.7%	55.3%
Class of 2005:	34.7%	65.3%

Among responding SHS alumni members, 38.7% maintain that additional emphasis is needed in the area of creativity. This ranks creativity 4th highest of all 17 topic areas addressed.

Among the three primary course levels, Honors respondents are the strongest supporters of placing additional emphasis in this area with 40.4% in support.

Between the two SHS graduating classes surveyed, the Class of 2002 demonstrates greater importance in placing additional emphasis in this area.

ADDITIONAL EMPHASIS - DRUG AND ALCOHOL EDUCATION

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	17th

	<u>Yes</u>	<u>No</u>
Overall:	7.2%	92.8%
High Honors:	2.5%	97.5%
Honors:	1.1%	98.9%
Average:	20.0%	80.0%
Class of 2002:	10.5%	89.5%
Class of 2005:	5.1%	94.9%

Relatively few responding SHS alumni members believe that drug and alcohol education should be emphasized to a greater extent at SHS. Specifically, only 7.2% believe that SHS should give additional emphasis to this topic.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis in this area.

Between the two SHS graduating classes surveyed, the Class of 2002 puts greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - ENVIRONMENTAL EDUCATION

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	7th

	<u>Yes</u>	<u>No</u>
Overall:	32.5%	67.5%
High Honors:	30.0%	70.0%
Honors:	35.1%	64.9%
Average:	30.0%	70.0%
Class of 2002:	25.0%	75.0%
Class of 2005:	37.3%	62.7%

Overall, 32.5% of all SHS alumni members assert that additional emphasis should be devoted to environmental education. This ranks this topic area 7th out of 17 topic areas.

Among the three primary course levels, Honors respondents are the strongest supporters of placing additional emphasis in this area with 35.1% in favor.

Between the two SHS graduating classes surveyed, the Class of 2005 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - HOMEWORK

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	14th

	<u>Yes</u>	<u>No</u>
Overall:	16.0%	84.0%
High Honors:	2.5%	97.5%
Honors:	11.7%	88.3%
Average:	31.7%	68.3%
Class of 2002:	13.2%	86.8%
Class of 2005:	17.8%	82.2%

Homework is an area in which 16.0% of all respondents believe additional emphasis should be placed. This ranks this topic 14th out of 17 key topics addressed.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis on homework with 31.7% in favor.

Between the two SHS graduating classes surveyed, the Class of 2005 puts the greater importance in placing additional emphasis in this area.

ADDITIONAL EMPHASIS - LEADERSHIP DEVELOPMENT

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	5th

	<u>Yes</u>	<u>No</u>
Overall:	36.1%	63.9%
High Honors:	22.5%	77.5%
Honors:	42.6%	57.4%
Average:	35.0%	65.0%
Class of 2002:	40.8%	59.2%
Class of 2005:	33.1%	66.9%

Overall, 36.1% of all responding SHS alumni members believe that additional emphasis should be placed in leadership development. This ranks this topic 5th highest out of 17 topics.

Among the three primary course levels, Honors respondents are the strongest supporters of placing additional emphasis in this area.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in this area.

ADDITIONAL EMPHASIS - NUTRITION AND DIET

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	9th

	<u>Yes</u>	<u>No</u>
Overall:	29.9%	70.1%
High Honors:	22.5%	77.5%
Honors:	31.9%	68.1%
Average:	31.7%	68.3%
Class of 2002:	34.2%	65.8%
Class of 2005:	27.1%	72.9%

When asked to address the topic of whether additional emphasis should be placed on nutrition and diet, a majority do not believe additional emphasis is needed. Overall, 29.9% support placing additional emphasis in this area ranking it 9th out of 17 topic areas.

Among the three primary course levels, Honors respondents are the strongest supporters of placing additional emphasis in this area with 31.9% in favor.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - PHYSICAL FITNESS

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	13th

	<u>Yes</u>	<u>No</u>
Overall:	16.5%	83.5%
High Honors:	12.5%	87.5%
Honors:	9.6%	90.4%
Average:	30.0%	70.0%
Class of 2002:	17.1%	82.9%
Class of 2005:	16.1%	83.9%

When asked to address the topic of whether additional emphasis should be placed on physical fitness, a majority do not believe additional emphasis is needed. Overall, 16.5% support placing additional emphasis in this area ranking it 13th out of 17 topic areas.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis in this area with 30.0% in favor.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - PUBLIC SPEAKING

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	1st

	<u>Yes</u>	<u>No</u>
Overall:	58.2%	41.8%
High Honors:	52.5%	47.5%
Honors:	62.8%	37.2%
Average:	55.0%	45.0%
Class of 2002:	69.7%	30.3%
Class of 2005:	50.8%	49.2%

Overall, 58.2% of all respondents believe additional emphasis should be given in the area of public speaking. This ranks public speaking highest out of 17 key topic areas.

Among the three primary course levels, Honors respondents are the strongest supporters of placing additional emphasis on public speaking with 62.8% in favor.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - RESEARCH TECHNIQUES

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	3rd

	<u>Yes</u>	<u>No</u>
Overall:	43.8%	56.2%
High Honors:	30.0%	70.0%
Honors:	50.0%	50.0%
Average:	43.3%	56.7%
Class of 2002:	46.1%	53.9%
Class of 2005:	42.4%	57.6%

Overall, 43.8% of all responding SHS alumni members believe that additional emphasis should be given to research techniques at SHS. This ranks this topic area 3rd out of 17 topic areas.

Among the three primary course levels, Honors respondents are the strongest supporters of placing additional emphasis in this area.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - SELF DISCIPLINE

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	8th

	<u>Yes</u>	<u>No</u>
Overall:	30.4%	69.6%
High Honors:	20.0%	80.0%
Honors:	24.5%	75.5%
Average:	46.7%	53.3%
Class of 2002:	34.2%	65.8%
Class of 2005:	28.0%	72.0%

Self discipline is an area in which 30.4% of all respondents believe additional emphasis should be placed. This ranks this topic 8th out of 17 key topics addressed.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis on family living with 46.7% in favor.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in this area.

ADDITIONAL EMPHASIS - SELF ESTEEM

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	10th

	<u>Yes</u>	<u>No</u>
Overall:	26.3%	73.7%
High Honors:	22.5%	77.5%
Honors:	21.3%	78.7%
Average:	36.7%	63.3%
Class of 2002:	28.9%	71.1%
Class of 2005:	24.6%	75.4%

Overall, 26.3% of all responding SHS alumni members support additional emphasis on self esteem within SHS classes. This overall percentage ranks this topic 10th most frequently mentioned out of 17 topic areas.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis in this area with 36.7% in favor.

Between the two SHS graduating classes surveyed, the Class of 2002 puts greater importance in placing additional emphasis in this area.

ADDITIONAL EMPHASIS - SEX EDUCATION

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	16th

	<u>Yes</u>	<u>No</u>
Overall:	12.9%	87.1%
High Honors:	7.5%	92.5%
Honors:	7.4%	92.6%
Average:	25.0%	75.0%
Class of 2002:	18.4%	81.6%
Class of 2005:	9.3%	90.7%

Overall, 12.9% of all responding SHS alumni members indicate that sex education should be emphasized to a greater extent at SHS. This ranks sex education 16th out of 17 topic areas.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis in this area.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in this area.

ADDITIONAL EMPHASIS - STUDY SKILLS

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	6th

	<u>Yes</u>	<u>No</u>
Overall:	35.1%	64.9%
High Honors:	27.5%	72.5%
Honors:	33.0%	67.0%
Average:	43.3%	56.7%
Class of 2002:	40.8%	59.2%
Class of 2005:	31.4%	68.6%

Overall, 35.1% of all respondents believe additional emphasis should be given to study skills at SHS. This ranks study skills 6th out of 17 key topic areas.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis on study skills with 43.3% in favor.

Between the two SHS graduating classes surveyed, the Class of 2002 places greater importance in adding additional emphasis in this area.

ADDITIONAL EMPHASIS - UNDERSTANDING OTHERS

Number of Respondents:	194
Percentage Responding:	100.0%
Rank (out of 17 topic areas):	12th

	<u>Yes</u>	<u>No</u>
Overall:	21.6%	78.4%
High Honors:	12.5%	87.5%
Honors:	18.1%	81.9%
Average:	33.3%	66.7%
Class of 2002:	21.1%	78.9%
Class of 2005:	22.0%	78.0%

When asked to address the topic of whether additional emphasis should be placed on understanding others, a majority do not believe additional emphasis is needed. Overall, 21.6% support placing additional emphasis in this area ranking it 12th out of 17 topic areas.

Among the three primary course levels, Average respondents are the strongest supporters of placing additional emphasis in this area with 33.3% in favor.

Between the two SHS graduating classes surveyed, the Class of 2005 puts greater importance in placing additional emphasis in this area.

Rating the General Academic Areas of Study

At Staples High School the general academic subject areas are the core of the education provided. As a critical element in a student's education, these subject areas are also an integral determinant in a student's later success in college or industry.

Within this segment the 12 primary subject areas offered at SHS are evaluated. Respondents are requested to rate each overall subject area on a five point rating scale. It is assumed that each rating given is an average of all aspects of all courses taken within that subject area. As an example, if an alumni member has taken four English courses at SHS, the overall rating given to English courses would be assumed to represent an average of the four courses.

Each general academic area of study is also ranked relative to the other academic areas of study as noted in Exhibit 3-3.

It is also important to understand that certain underlying factors can have an effect upon the overall average ratings for certain subject areas. More specifically, those subject areas that all students are required to study, such as mathematics, English, and science, are considerably less likely to attain an extremely high or low value than a subject area that is a student elective.

Two major reasons exist for this greater variability in elective subject areas. Initially, since a smaller number of students take these elective subjects, fewer responses are placed within this statistical analysis. Secondly, often a certain amount of prejudgment is present before a student selects an elective, which can again lead to additional variability. Stated simply, students select electives that they believe they will enjoy; if they do not believe a particular subject area will be enjoyable they do not take courses in that subject area. Furthermore, if the student enjoys the elective course, he/she will likely rate it more highly than a comparable required course. Conversely, if the student is disappointed by the course, he/she will likely rate it less favorably than a comparable required course.

EXHIBIT 3-3

AVERAGE RATINGS FOR SUBJECT AREAS AT SHS

<u>Subject Area</u>	<u>Overall Average</u>	<u>High Honors Average</u>	<u>Honors Average</u>	<u>Average Average</u>
Art	4.25	4.35	4.17	4.30
Child Development	3.79	N/A	3.72	4.11
Computer Education	3.59	3.36	3.80	3.50
English	4.16	4.60	4.09	3.98
Health Education	3.61	3.72	3.52	3.68
Mathematics	4.29	4.50	4.38	4.00
Music	4.43	4.31	4.39	4.63
Physical Education	3.78	3.69	3.77	3.86
Science	4.10	4.43	4.11	3.88
Social Studies	3.79	3.63	3.89	3.75
Theater	4.02	3.69	4.07	4.21
World Languages	3.53	3.77	3.44	3.51

N/A - Less than 5 responses in this category

EXHIBIT 3-3 (CONTINUED)

AVERAGE RATINGS FOR SUBJECT AREAS AT SHS

<u>Subject Area</u>	<u>Class of 2002 Average</u>	<u>Class of 2005 Average</u>
Art	4.12	4.34
Child Development	3.83	3.73
Computer Education	3.50	3.64
English	3.99	4.27
Health Education	3.49	3.70
Mathematics	4.13	4.39
Music	4.35	4.48
Physical Education	3.74	3.80
Science	3.99	4.18
Social Studies	3.66	3.87
Theater	3.77	4.18
World Languages	3.36	3.63

N/A - Less than 5 responses in this category

EXHIBIT 3-3 (CONTINUED)
AVERAGE RATINGS FOR SUBJECT AREAS AT SHS
RANKED FROM HIGHEST TO LOWEST RATED

<u>Subject Area</u>	<u>Overall Average</u>	<u>Number of Responses</u>
1. Music	4.43	118
2. Mathematics	4.29	193
3. Art	4.25	146
4. English	4.16	194
5. Science	4.10	192
6. Theater	4.02	55
7. Child Development	3.79	29
7. Social Studies	3.79	190
9. Physical Education	3.78	187
10. Health Education	3.61	181
11. Computer Education	3.59	163
12. World Languages	3.53	187

RATING OF ART INSTRUCTION - SUMMARY

Number of Respondents Taking Art:	146
Percentage Taking Art:	75.3%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Art - Overall:	4.25
Average Rating for All Subjects:	3.95
Difference:	0.30
Rank (out of 12 subject areas):	3rd
Average Rating for Art - High Honors:	4.35
Average Rating for Art - Honors:	4.17
Average Rating for Art - Average:	4.30
Average Rating for Art - Class of 2002:	4.12
Average Rating for Art - Class of 2005:	4.34

Alumni members rate the overall quality of instruction in art classes at SHS extremely favorably at 4.25. This rating is below the midpoint between the ratings of good and excellent and represents a value above the average for all subject areas at SHS. This subject area is also ranked 3rd out of 12 subject areas. Specifically, 45.9% of all respondents rate this instruction as excellent, while 33.6% rate it as good, 19.9% as average, 0.7% as poor, and 0.0% as unsatisfactory.

Among the three primary levels of courses surveyed, High Honors respondents rate the quality highest at 4.35.

Between the two SHS graduating classes, the Class of 2005 rates the quality higher.

Statistically, it can be concluded with 95% certainty that art instruction is rated higher than the average subject area at SHS.

RATING OF CHILD DEVELOPMENT INSTRUCTION - SUMMARY

Number of Respondents Taking Child Development:	29
Percentage Taking Child Development:	14.9%
 <u>Overall:</u>	
<u>Rating Scale:</u> 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory	
Average Rating for Child Development - Overall:	3.79
Average Rating for All Subjects:	3.95
Difference:	-0.16
Rank (out of 12 subject areas):	7th (tie)
Average Rating for Child Development - High Honors:	N/A
Average Rating for Child Development - Honors:	3.72
Average Rating for Child Development - Average:	4.11
Average Rating for Child Development - Class of 2002:	3.83
Average Rating for Child Development - Class of 2005:	3.73
 N/A - Less than 5 responses in this category	

The overall rating of the instruction in child development is rated favorably at 3.79. This ranks this area tied for 7th out of 12 subject areas. More specifically, 17.2% of all respondents rate their child development instruction as excellent, 51.7% as good, 24.1% as average, 6.9% as poor, and 0.0% as unsatisfactory.

Among the three primary levels of courses, Average respondents rate the quality highest at 4.11.

Between the two SHS graduating classes, the Class of 2002 rates the quality higher.

Statistically, it can be concluded with 95% certainty that child development is rated lower than the average subject area at SHS.

RATING OF COMPUTER EDUCATION INSTRUCTION - SUMMARY

Number of Respondents Taking Computer Education:	163
Percentage Taking Computer Education:	84.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Computer Education - Overall:	3.59
Average Rating for All Subjects:	3.95
Difference:	-0.36
Rank (out of 12 subject areas):	11th
Average Rating for Computer Education - High Honors:	3.36
Average Rating for Computer Education - Honors:	3.55
Average Rating for Computer Education - Average:	3.80
Average Rating for Computer Education - Class of 2002:	3.50
Average Rating for Computer Education - Class of 2005:	3.64

The overall rating of the instruction in computer education is rated at 3.59. This ranks this area 11th out of 12 subject areas. More specifically, 17.8% of all respondents rate their computer education instruction as excellent, 39.3% as good, 31.3% as average, 7.4% as poor, and 4.3% as unsatisfactory.

Among the three primary levels of courses, Average respondents rate the quality highest at 3.80.

Between the two SHS graduating classes, the Class of 2005 rates the quality higher.

Statistically, it can be concluded with 95% certainty that computer education is rated lower than the average subject area at SHS.

RATING OF ENGLISH INSTRUCTION - SUMMARY

Number of Respondents Taking English:	194
Percentage Taking English:	100.0%
 Overall:	
Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory	
Average Rating for English - Overall:	4.16
Average Rating for All Subjects:	3.95
Difference:	0.21
Rank (out of 12 subject areas):	4th
Average Rating for English - High Honors:	4.60
Average Rating for English - Honors:	4.09
Average Rating for English - Average:	3.98
Average Rating for English - Class of 2002:	3.99
Average Rating for English - Class of 2005:	4.27

Responding SHS alumni members rate the quality of instruction in English extremely favorably at 4.16. This ranks English 4th out of 12 subject areas. Specifically, 41.8% rate the quality as excellent, 37.6% as good, 16.0% as average, 4.1% as poor, and 0.5% as unsatisfactory.

Since English classes are required of all SHS students, it is imperative to examine the sentiments of the primary levels of courses. High Honors respondents provide the highest rating at 4.60.

Between the two SHS graduating classes, the Class of 2005 provides the higher rating at 4.27.

It can be concluded statistically that English is rated higher than the average SHS subject area.

RATING OF HEALTH EDUCATION INSTRUCTION - SUMMARY

Number of Respondents Taking Health Education:	181
Percentage Taking Health Education:	93.3%
 <u>Overall:</u>	
<u>Rating Scale:</u> 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory	
Average Rating for Health Education - Overall:	3.61
Average Rating for All Subjects:	3.95
Difference:	-0.34
Rank (out of 12 subject areas):	10th
Average Rating for Health Education - High Honors:	3.72
Average Rating for Health Education - Honors:	3.52
Average Rating for Health Education - Average:	3.68
Average Rating for Health Education - Class of 2002:	3.49
Average Rating for Health Education - Class of 2005:	3.70

The quality of instruction in health education classes at SHS is rated at 3.61, ranking health education 10th out of 12 subject areas. This rating translates into a rating above the midpoint between the ratings of average and good. More specifically, 16.6% of all respondents rate the quality of health education instruction as excellent, 40.3% as good, 33.7% as average, 6.6% as poor, and 2.8% as unsatisfactory.

Among the primary levels of courses surveyed, High Honors respondents rate the quality highest at 3.72.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher.

Statistically, it can be concluded with 95% certainty that health education is rated lower than the average subject area at SHS.

RATING OF MATHEMATICS INSTRUCTION - SUMMARY

Number of Respondents Taking Mathematics:	193
Percentage Taking Mathematics:	99.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Mathematics - Overall:	4.29
Average Rating for All Subjects:	3.95
Difference:	0.34
Rank (out of 12 subject areas):	2nd
Average Rating for Mathematics - High Honors:	4.50
Average Rating for Mathematics - Honors:	4.38
Average Rating for Mathematics - Average:	4.00
Average Rating for Mathematics - Class of 2002:	4.13
Average Rating for Mathematics - Class of 2005:	4.39

Responding SHS alumni members rate the quality of instruction in mathematics extremely favorably at 4.29, a rating below the midpoint between the ratings of good and excellent. This rating ranks mathematics 2nd out of 12 SHS subject areas. Specifically, 46.6% award mathematics instruction an excellent rating, 38.3% a good rating, 12.4% an average rating, 2.1% a poor rating, and 0.5% an unsatisfactory rating.

Among the three primary levels of courses, High Honors respondents rate the quality highest at 4.50.

Between the two graduating classes, the Class of 2005 rates the quality more favorably.

Statistically, it can be concluded with 95% certainty that mathematics is rated higher than the average SHS subject area.

RATING OF MUSIC INSTRUCTION - SUMMARY

Number of Respondents Taking Music:	118
Percentage Taking Music:	60.8%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Music - Overall:	4.43
Average Rating for All Subjects:	3.95
Difference:	0.48
Rank (out of 12 subject areas):	1st
Average Rating for Music - High Honors:	4.31
Average Rating for Music - Honors:	4.39
Average Rating for Music - Average:	4.63
Average Rating for Music - Class of 2002:	4.35
Average Rating for Music - Class of 2005:	4.48

Alumni members who took courses in music rate the overall quality of instruction extremely favorably at 4.43. This ranks music 1st out of 12 SHS subject areas. Additionally, 57.6% rate the quality as excellent, 30.5% as good, 10.2% as average, 0.8% as poor, and 0.8% as unsatisfactory.

Average respondents rate the quality highest at 4.63.

Between the two SHS graduating classes, the Class of 2005 rates the quality higher at 4.48.

It can be statistically concluded that music is rated higher than the average SHS subject area.

RATING OF PHYSICAL EDUCATION INSTRUCTION - SUMMARY

Number of Respondents Taking Physical Education:	187
Percentage Taking Physical Education:	96.4%
 <u>Overall:</u>	
<u>Rating Scale:</u> 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory	
Average Rating for Physical Education - Overall:	3.78
Average Rating for All Subjects:	3.95
Difference:	-0.17
Rank (out of 12 subject areas):	9th
Average Rating for Physical Education - High Honors:	3.69
Average Rating for Physical Education - Honors:	3.77
Average Rating for Physical Education - Average:	3.86
Average Rating for Physical Education - Class of 2002:	3.74
Average Rating for Physical Education - Class of 2005:	3.80

The quality of instruction in physical education classes at SHS is rated favorably at 3.78, ranking physical education 9th out of 12 subject areas. This rating translates into a rating below the rating of good. More specifically, 23.5% of all respondents rate the quality of physical education instruction as excellent, 38.5% as good, 31.6% as average, 5.3% as poor, and 1.1% as unsatisfactory.

Among the primary levels of courses surveyed, Average respondents rate the quality highest at 3.86.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher.

Statistically, it can be concluded with 95% certainty that physical education is rated lower than the average subject area at SHS.

RATING OF SCIENCE INSTRUCTION - SUMMARY

Number of Respondents Taking Science:	192
Percentage Taking Science:	99.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Science - Overall:	4.10
Average Rating for All Subjects:	3.95
Difference:	0.15
Rank (out of 12 subject areas):	5th
Average Rating for Science - High Honors:	4.43
Average Rating for Science - Honors:	4.11
Average Rating for Science - Average:	3.88
Average Rating for Science - Class of 2002:	3.99
Average Rating for Science - Class of 2005:	4.18

SHS alumni members rate the overall quality of instruction in science classes extremely favorably at 4.10, above the rating of good. This ranks science 5th out of 12 subject areas. Specifically, 34.9% rate this area as excellent, 42.7% as good, 20.8% as average, 1.0% as poor, and 0.5% as unsatisfactory.

Among the primary levels of courses surveyed, High Honors respondents rate the quality in science highest.

Between the two graduating classes surveyed, the Class of 2005 rates the quality higher at 4.18.

It can be proven with 95% certainty that science is rated higher than the average SHS subject area.

RATING OF SOCIAL STUDIES INSTRUCTION - SUMMARY

Number of Respondents Taking Social Studies:	190
Percentage Taking Social Studies:	97.9%
 <u>Overall:</u>	
<u>Rating Scale:</u> 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory	
Average Rating for Social Studies - Overall:	3.79
Average Rating for All Subjects:	3.95
Difference:	-0.16
Rank (out of 12 subject areas):	7th (tie)
Average Rating for Social Studies - High Honors:	3.63
Average Rating for Social Studies - Honors:	3.89
Average Rating for Social Studies - Average:	3.75
Average Rating for Social Studies - Class of 2002:	3.66
Average Rating for Social Studies - Class of 2005:	3.87

Responding SHS alumni members rate the overall quality of instruction in social studies favorably at 3.79, below the rating of good. This ranks social studies tied for 7th out of 12 subject areas. Specifically, 21.6% rate this area as excellent, 45.8% as good, 24.2% as average, 6.8% as poor, and 1.6% as unsatisfactory.

Honors respondents rate the quality in social studies highest of the primary course levels.

Between the graduating classes, the Class of 2005 rates the quality higher.

It can be concluded statistically that social studies is rated lower than the average SHS subject area.

RATING OF THEATER INSTRUCTION - SUMMARY

Number of Respondents Taking Theater:	55
Percentage Taking Theater:	28.4%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating for Theater-Overall:	4.02
Average Rating for All Subjects:	3.95
Difference:	0.07
Rank (out of 12 subject areas):	6th
Average Rating for Theater - High Honors:	3.69
Average Rating for Theater - Honors:	4.07
Average Rating for Theater - Average:	4.21
Average Rating for Theater - Class of 2002:	3.77
Average Rating for Theater - Class of 2005:	4.18

Responding alumni members rate the quality of instruction in theater extremely favorably at 4.02, above the rating of good. This ranks theater 6th out of 12 subject areas. Overall, 43.6% rate the quality of instruction in theater as excellent, 30.9% as good, 14.5% as average, 5.5% as poor, and 5.5% as unsatisfactory.

Average respondents rate the quality highest at 4.21.

Between the two graduating classes, the Class of 2005 rates the quality in this area higher at 4.18.

Statistically, it can be concluded with 95% certainty that theater is rated higher than the average subject area at SHS.

RATING OF WORLD LANGUAGE INSTRUCTION - SUMMARY

Number of Respondents Taking World Languages:	187
Percentage Taking World Languages:	96.4%
 <u>Overall:</u>	
<u>Rating Scale:</u> 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory	
Average Rating for World Languages - Overall:	3.53
Average Rating for All Subjects:	3.95
Difference:	-0.42
Rank (out of 12 subject areas):	12th
Average Rating for World Languages - High Honors:	3.77
Average Rating for World Languages - Honors:	3.44
Average Rating for World Languages - Average:	3.51
Average Rating for World Languages - Class of 2002:	3.36
Average Rating for World Languages - Class of 2005:	3.63

Responding alumni members indicate that the instruction in world languages is rated at 3.53. This overall rating is above the midpoint between the ratings of average and good and ranks it 12th out of 12 subject areas. Overall, 18.7% rate world languages as excellent, while 35.3% rate the quality of instruction as good, 28.9% as average, 14.4% as poor, and 2.7% as unsatisfactory.

High Honors respondents rate the quality in world languages highest of the primary course levels.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality of instruction higher.

Statistically, it can be concluded that world languages are rated significantly lower than the average SHS subject area.

OVERALL RATING OF SHS ACADEMIC SUBJECT AREAS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
Average Rating for Overall Subject Areas:	3.95	
Average Rating for Overall Subject Areas-High Honors:		4.00
Average Rating for Overall Subject Areas-Honors:		3.94
Average Rating for Overall Subject Areas-Average:		3.93
Average Rating for Overall Subject Areas-Class of 2002:		3.79
Average Rating for Overall Subject Areas-Class of 2005:		4.05

Within this area an average rating is calculated for all SHS subject areas for each respondent. This average is calculated by averaging the ratings given by each respondent for each subject area in which that respondent took classes. This overall average is then used to compare against the 12 individual subject areas.

The overall subject area rating for all SHS subject areas is a very favorable one, 3.95. Among the primary levels of courses, High Honors respondents rate the quality highest at 4.00.

Between the two SHS graduating classes, the Class of 2005 rates the quality higher at 4.05.

AVAILABILITY TO PROVIDE EXTRA HELP WHEN NEEDED - SUMMARY

Number of Respondents:	191
Percentage Responding:	98.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.39
Average Rating - High Honors:	4.48
Average Rating - Honors:	4.40
Average Rating - Average:	4.32
Average Rating - Class of 2002:	4.24
Average Rating - Class of 2005:	4.48

Respondents are asked to rate the SHS teachers availability to provide extra help when needed. Overall, respondents rate the quality extremely favorably at 4.39, below the midpoint between the ratings of good and excellent. Specifically, 51.8% of all respondents rate the quality as excellent, 36.6% as good, 9.9% as average, 1.6% as poor, and 0.0% as unsatisfactory.

Among the three primary course levels, High Honors respondents provided the highest rating at 4.48.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 4.48.

USED A VARIETY OF TEACHING TECHNIQUES - SUMMARY

Number of Respondents:	189
Percentage Responding:	97.4%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.85
Average Rating - High Honors:	4.11
Average Rating - Honors:	3.85
Average Rating - Average:	3.68
Average Rating - Class of 2002:	3.77
Average Rating - Class of 2005:	3.90

Respondents are asked to rate the SHS teachers used a variety of teaching techniques. Overall, respondents rate the quality very favorably at 3.85, below the rating of good. Specifically, 23.3% of all respondents rate the quality as excellent, 46.6% as good, 21.7% as average, 8.5% as poor, and 0.0% as unsatisfactory.

Among the three primary course levels, High Honors respondents provided the highest rating at 4.11.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 3.90.

FAIRNESS IN GRADING STUDENTS - SUMMARY

Number of Respondents:	191
Percentage Responding:	98.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.05
Average Rating - High Honors:	4.33
Average Rating - Honors:	4.09
Average Rating - Average:	3.82
Average Rating - Class of 2002:	3.88
Average Rating - Class of 2005:	4.16

Respondents are asked to rate the SHS teachers fairness in grading students. Overall, respondents rate the quality extremely favorably at 4.05, above the rating of good. Specifically, 33.0% of all respondents rate the quality as excellent, 42.9% as good, 20.4% as average, 3.7% as poor, and 0.0% as unsatisfactory.

Among the three primary course levels, High Honors respondents provided the highest rating at 4.33.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 4.16.

HELD HIGH EXPECTATIONS FOR STUDENTS - SUMMARY

Number of Respondents:	190
Percentage Responding:	97.9%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.26
Average Rating - High Honors:	4.56
Average Rating - Honors:	4.30
Average Rating - Average:	4.02
Average Rating - Class of 2002:	4.22
Average Rating - Class of 2005:	4.29

Respondents are asked to rate the SHS teachers held high expectations for students. Overall, respondents rate the quality extremely favorably at 4.26, below the midpoint between the ratings of good and excellent. Specifically, 42.1% of all respondents rate the quality as excellent, 44.2% as good, 11.6% as average, 2.1% as poor, and 0.0% as unsatisfactory.

Among the three primary course levels, High Honors respondents provided the highest rating at 4.56.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 4.29.

CLEARLY COMMUNICATED EXPECTATIONS TO STUDENTS - SUMMARY

Number of Respondents:	189
Percentage Responding:	97.4%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.10
Average Rating - High Honors:	4.40
Average Rating - Honors:	4.15
Average Rating - Average:	3.83
Average Rating - Class of 2002:	4.03
Average Rating - Class of 2005:	4.15

Respondents are asked to rate the SHS teachers clearly communicated expectations to students. Overall, respondents rate the quality extremely favorably at 4.10, above the rating of good. Specifically, 33.3% of all respondents rate the quality as excellent, 45.5% as good, 19.0% as average, 2.1% as poor, and 0.0% as unsatisfactory.

Among the three primary course levels, High Honors respondents provided the highest rating at 4.40.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 4.15.

FOSTERED AN ENVIRONMENT WHICH HELPED STUDENTS TO LEARN - SUMMARY

Number of Respondents:	188
Percentage Responding:	96.9%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.10
Average Rating - High Honors:	4.29
Average Rating - Honors:	4.19
Average Rating - Average:	3.85
Average Rating - Class of 2002:	3.96
Average Rating - Class of 2005:	4.19

Respondents are asked to rate the SHS teachers fostered an environment which helped students to learn. Overall, respondents rate the quality extremely favorably at 4.10, above the rating of good. Specifically, 33.5% of all respondents rate the quality as excellent, 43.6% as good, 22.3% as average, 0.5% as poor, and 0.0% as unsatisfactory.

Among the three primary course levels, High Honors respondents provided the highest rating at 4.29.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 4.19.

Rating the Quality of the Guidance Services

The quality of guidance services provided to a SHS student greatly influences that student's overall development. Each guidance counselor should effectively assist students in coping with the day to day aspects of their life at SHS as well as lending professional direction for each student's career after graduation.

This segment of this formal presentation addresses alumni members' perceptions of the quality of guidance services being offered. A wide range of distinct services are evaluated using a five point rating scale. These general services are representative of the entire diversity of services provided within the guidance department. It is important to recognize that respondents are rating only those guidance department services which they utilized while at SHS.

Each of these aspects of the guidance department are discussed in greater detail within the next several pages.

RATING OF GUIDANCE DEPARTMENT'S COURSE PLANNING SERVICES - SUMMARY

Number of Respondents Using Service:	129
Percentage Using Service:	66.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.86
Average Rating for Guidance Overall:	3.70
Difference:	0.16
Average Rating for Course Planning - High Honors:	3.79
Average Rating for Course Planning - Honors:	3.80
Average Rating for Course Planning - Average:	3.98
Average Rating for Course Planning - Class of 2002:	3.68
Average Rating for Course Planning - Class of 2005:	3.94

Responding alumni members rate the guidance department's course planning services very favorably at 3.86, below the rating of good. Specifically, 27.9% rate the course planning services as excellent, 41.9% as good, 23.3% as average, 2.3% as poor, and 4.7% as unsatisfactory.

Among the three primary levels of courses, Average respondents rate this service most favorably at 3.98.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 3.94.

It can be proven statistically that the course planning services are rated higher than the overall quality of guidance services.

RATING OF GUIDANCE DEPARTMENT'S COURSE ADJUSTMENT SERVICES - SUMMARY

Number of Respondents Using Service: 86
 Percentage Using Service: 44.3%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.83
Average Rating for Guidance Overall:	3.70
Difference:	0.13
Average Rating for Course Adjustments - High Honors:	4.23
Average Rating for Course Adjustments - Honors:	3.82
Average Rating for Course Adjustments - Average:	3.69
Average Rating for Course Adjustments - Class of 2002:	3.55
Average Rating for Course Adjustments - Class of 2005:	3.92

Responding SHS alumni members who used the guidance department for assistance regarding course adjustments rate this aspect of the guidance department favorably at 3.83. This rating is below the rating of good. More specifically, 29.1% rate this service as excellent, 36.0% as good, 25.6% as average, 7.0% as poor, and 2.3% as unsatisfactory.

Among the primary levels of courses, High Honors respondents rate the quality in this area most favorably at 4.23.

Between the two SHS graduating classes, the Class of 2005 rates the quality of course adjustments higher at 3.92.

Statistically, it can be proven that the guidance department's assistance with course adjustments is rated higher than the overall quality of guidance services.

RATING OF GUIDANCE DEPARTMENT'S HELP WITH ACADEMIC PROBLEMS - SUMMARY

Number of Respondents Using Service:	61
Percentage Using Service:	31.4%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.75
Average Rating for Guidance Overall:	3.70
Difference:	0.05
Average Rating for Academic Problems - High Honors:	4.00
Average Rating for Academic Problems - Honors:	3.82
Average Rating for Academic Problems - Average:	3.63
Average Rating for Academic Problems - Class of 2002:	3.95
Average Rating for Academic Problems - Class of 2005:	3.65

Responding SHS alumni members who used the guidance department for assistance regarding academic problems rate this aspect of the guidance department favorably at 3.75, below the rating of good. This rating is above the average guidance department service. Specifically, 31.1% rate this service as excellent, 29.5% as good, 27.9% as average, 6.6% as poor, and 4.9% as unsatisfactory.

High Honors respondents rate the quality highest at 4.00.

Between the graduating classes, the Class of 2002 rates the quality higher at 3.95.

Statistically, it cannot be proven that the guidance department's assistance with academic problems is rated either higher or lower than the overall quality of guidance services.

RATING OF GUIDANCE DEPARTMENT'S HELP WITH PERSONAL PROBLEMS - SUMMARY

Number of Respondents Using Service:	49
Percentage Using Service:	25.3%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.78
Average Rating for Guidance Overall:	3.50
Difference:	0.28
Average Rating for Personal Problems - High Honors:	3.50
Average Rating for Personal Problems - Honors:	4.10
Average Rating for Personal Problems - Average:	3.55
Average Rating for Personal Problems - Class of 2002:	3.87
Average Rating for Personal Problems - Class of 2005:	3.74

Those responding alumni members who sought guidance's assistance regarding personal problems rate this service favorably at 3.78, below the rating of good. This rating is also above the overall average of all SHS guidance services. Of those respondents using this service, 38.8% rate it as excellent, 22.4% as good, 24.5% as average, 6.1% as poor, and 8.2% as unsatisfactory.

Among the three primary levels of courses, Honors respondents rate the quality most favorably at 4.10.

Between the two graduating classes surveyed, the Class of 2002 rates the quality higher at 3.87.

Statistically, it can be concluded with 95% certainty that the rating for the guidance department's assistance with personal problems is rated higher than the average for all guidance services.

RATING OF GUIDANCE DEPARTMENT'S SUPPORT GROUPS - SUMMARY

Number of Respondents Using Service:	21
Percentage Using Service:	10.8%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.52	
Average Rating for Guidance Overall:	3.70	
Difference:	-0.18	
Average Rating for Support Groups - High Honors:		N/A
Average Rating for Support Groups - Honors:		3.43
Average Rating for Support Groups - Average:		3.50
Average Rating for Support Groups - Class of 2002:		3.57
Average Rating for Support Groups - Class of 2005:		3.50

N/A - Less than 5 responses in this category

Alumni members who used the guidance department support groups rate its quality at 3.52, below the average of all SHS guidance services. More specifically, 23.8% rate the support groups as excellent, 28.6% as good, 28.6% as average, 14.3% as poor, and 4.8% as unsatisfactory.

Average respondents rate the quality of this area highest at 3.50.

The Class of 2002 rates the quality of this guidance service higher at 3.57.

Statistically, it can be proven with 95% certainty that the support groups are rated lower than the overall guidance services offered at SHS.

**RATING OF GUIDANCE DEPARTMENT'S CAREER EXPLORATION & PLANNING
SERVICES - SUMMARY**

Number of Respondents Using Service:	40
Percentage Using Service:	20.6%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.00
Average Rating for Guidance Overall:	3.70
Difference:	-0.70
Average Rating for Career Exploration - High Honors:	2.83
Average Rating for Career Exploration - Honors:	2.58
Average Rating for Career Exploration - Average:	3.60
Average Rating for Career Exploration - Class of 2002:	2.77
Average Rating for Career Exploration - Class of 2005:	3.28

The guidance department's career exploration and planning services are rated less favorably at 3.00, equal to the rating of average. This rating is below the average for the overall SHS guidance services. Specifically, 12.5% of all respondents believe the career exploration and planning services are excellent, 25.0% state that they are good, 27.5% that they are average, 20.0% that they are poor, and 15.0% that they are unsatisfactory.

Average respondents award this area with the highest rating of all primary levels of courses.

The Class of 2005 rates the quality of these services higher at 3.28.

It can be concluded statistically that the career exploration and planning services are rated lower than the overall guidance services provided at SHS.

RATING OF GUIDANCE DEPARTMENT'S COLLEGE PLANNING - SUMMARY

Number of Respondents Using Service:	167
Percentage Using Service:	86.1%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.59
Average Rating for Guidance Overall:	3.70
Difference:	-0.11
Average Rating for College Planning - High Honors:	3.42
Average Rating for College Planning - Honors:	3.61
Average Rating for College Planning - Average:	3.68
Average Rating for College Planning - Class of 2002:	3.40
Average Rating for College Planning - Class of 2005:	3.70

Alumni members who used the guidance department for college planning rate its quality at 3.59, below the average of all SHS guidance services. More specifically, 24.0% rate the college planning services as excellent, 29.9% as good, 30.5% as average, 12.0% as poor, and 3.6% as unsatisfactory.

Average respondents rate the quality of this area highest at 3.68.

The Class of 2005 rates the quality of this guidance service higher at 3.70.

Statistically, it can be proven with 95% certainty that the college planning services are rated lower than the overall guidance services offered at SHS.

RATING OF GUIDANCE DEPARTMENT'S CAREER & JOB BANK - SUMMARY

Number of Respondents Using Service:	30
Percentage Using Service:	15.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.00
Average Rating for Guidance Overall:	3.70
Difference:	-0.70
Average Rating for Career & Job Bank - High Honors:	2.29
Average Rating for Career & Job Bank - Honors:	2.86
Average Rating for Career & Job Bank - Average:	3.78
Average Rating for Career & Job Bank - Class of 2002:	3.07
Average Rating for Career & Job Bank - Class of 2005:	2.93

Alumni members who used the guidance department's career and job bank rate its quality less favorably at 3.00, equal to the rating of average. More specifically, 16.7% rate the career and job bank as excellent, 6.7% as good, 46.7% as average, 20.0% as poor, and 10.0% as unsatisfactory.

Average respondents rate the quality of this area highest at 3.78.

The Class of 2002 rates the quality of this guidance service higher at 3.07.

Statistically, it can be proven with 95% certainty that the career and job bank is rated lower than the overall guidance services offered at SHS.

RATING OF AVAILABILITY OF COUNSELORS - SUMMARY

Number of Respondents:	166
Percentage Responding:	85.6%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.66
Average Rating for Guidance Overall:	3.70
Difference:	-0.04
Average Rating for Avail. of Counselors-High Honors:	3.77
Average Rating for Avail. of Counselors-Honors:	3.53
Average Rating for Avail. of Counselors-Average:	3.77
Average Rating for Avail. of Counselors-Class of 2002:	3.64
Average Rating for Avail. of Counselors-Class of 2005:	3.68

Responding SHS alumni members rate the availability of counselors at 3.66, above the midpoint between the ratings of average and good. Specifically, 20.5% of the respondents rate this area as excellent, 39.2% as good, 28.3% as average, 10.2% as poor, and 1.8% as unsatisfactory.

High Honors and Average respondents rate the availability of counselors highest of the primary levels of courses.

The Class of 2005 rates the quality higher of the graduating classes surveyed.

Statistically, it cannot be concluded with 95% certainty that the availability of counselors is rated either higher or lower than the overall guidance services at SHS.

OVERALL RATING OF GUIDANCE SERVICES - SUMMARY

Number of Respondents Using Service:	187	
Percentage Using Service:	96.4%	
Average Rating for Overall Guidance:	3.70	
Average Rating for Overall Guidance - High Honors:		3.72
Average Rating for Overall Guidance - Honors:		3.60
Average Rating for Overall Guidance - Average:		3.83
Average Rating for Overall Guidance - Class of 2002:		3.54
Average Rating for Overall Guidance - Class of 2005:		3.79

Responding SHS alumni members rate the overall quality of the guidance department's services favorably at 3.70.

Respondents indicate that the course planning and course adjustments services are the guidance department's strongest areas. The guidance department's services in which the greatest potential for improvement exists include career exploration and planning services and the career and job bank.

Rating the Quality of the Library/Media Center

An often overlooked aspect of a student's high school education involves the quality of the library/media center. Students who are limited by an inadequate collection of print or nonprint materials are often severely hampered in their ability to learn effective research, report writing, and study skills. This is of great importance to all students, especially those who aspire to later attend college.

A series of elements are addressed within this segment which focus upon five major functions of the library/media center including the quality of staff helpfulness and study climate.

RATING OF LIBRARY/MEDIA CENTER'S AVAILABILITY OF RESOURCES - SUMMARY

Number of Respondents:	191
Percentage Responding:	98.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.21
Average Rating for Library/Media Center Overall:	4.02
Difference:	0.19
Average Rating for Availability of Resources - High Honors:	4.22
Average Rating for Availability of Resources - Honors:	4.20
Average Rating for Availability of Resources - Average:	4.22
Average Rating for Availability of Resources - Class of 2002:	4.21
Average Rating for Availability of Resources - Class of 2005:	4.21

Responding alumni members indicate that the availability of resources is the strongest aspect of the library/media center. The extremely favorable overall rating of 4.21 is higher than the overall library/media center rating of 4.02. Specifically, 39.8% of the respondents rate the availability of resources as excellent, 41.9% as good, 17.8% as average, 0.5% as poor, and 0.0% as unsatisfactory.

High Honors and Average respondents rate the quality in this area highest at 4.22.

Between the two SHS graduating classes surveyed, both classes rate the quality at 4.21.

Statistically, it can be concluded that the availability of resources is rated higher than the overall quality of the library/media center.

RATING OF LIBRARY/MEDIA CENTER'S HELPFULNESS OF STAFF - SUMMARY

Number of Respondents:	192
Percentage Responding:	99.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.94
Average Rating for Library/Media Center Overall:	4.02
Difference:	-0.08
Average Rating for Helpfulness of Staff - High Honors:	3.97
Average Rating for Helpfulness of Staff - Honors:	4.00
Average Rating for Helpfulness of Staff - Average:	3.83
Average Rating for Helpfulness of Staff - Class of 2002:	4.05
Average Rating for Helpfulness of Staff - Class of 2005:	3.87

SHS alumni members rate the helpfulness of the library/media center's staff very favorably at 3.94. More specifically, 34.4% of all respondents rate the helpfulness of the library/media center staff as excellent, 34.9% as good, 22.4% as average, 7.3% as poor, and 1.0% as unsatisfactory.

Among the three primary level of courses, Honors respondents rate the helpfulness of the library/media center staff highest at 4.00.

Between the two SHS graduating classes surveyed, the Class of 2002 rates the quality higher at 4.05.

Using the T-test, it can be concluded with 95% certainty that this aspect of the library/media center is rated lower than the overall rating awarded to the library/media center.

RATING OF LIBRARY/MEDIA CENTER'S QUALITY/QUANTITY OF PRINT MATERIALS - SUMMARY

Number of Respondents:	191
Percentage Responding:	98.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.03
Average Rating for Library/Media Center Overall:	4.02
Difference:	0.01
Average Rating/Quality of Print Materials - High Honors:	4.11
Average Rating/Quality of Print Materials - Honors:	4.05
Average Rating/Quality of Print Materials - Average:	3.93
Average Rating/Quality of Print Materials - Class of 2002:	4.03
Average Rating/Quality of Print Materials - Class of 2005:	4.03

The quality and quantity of the library/media center's print materials is rated extremely favorably at 4.03, above the rating of good. Overall, 28.3% of the respondents rate the quality and quantity of print materials as excellent, 49.7% as good, 18.3% as average, 3.7% as poor, and 0.0% as unsatisfactory.

High Honors respondents rate the quality and quantity of the print materials highest of the primary course levels.

Between the two SHS graduating classes surveyed, both classes rate the quality at 4.03.

Statistically, it cannot be concluded statistically that the quality and quantity of print materials is rated either higher or lower than the overall average for the library/media center.

RATING OF LIBRARY/MEDIA CENTER'S ON-LINE COMPUTER RESEARCH - SUMMARY

Number of Respondents:	191
Percentage Responding:	98.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.20
---------------------------	------

Average Rating for Library/Media Center Overall:	4.02
--	------

Difference:	0.18
-------------	------

Average Rating of Computer Research - High Honors:	4.22
--	------

Average Rating of Computer Research - Honors:	4.21
---	------

Average Rating of Computer Research - Average:	4.18
--	------

Average Rating of Computer Research - Class of 2002:	4.00
--	------

Average Rating of Computer Research - Class of 2005:	4.33
--	------

Alumni members rate the quality of the library/media center's on-line computer research extremely favorably at 4.20, above the rating of good. The quality of the on-line computer research is also rated higher than the average rating for the library/media center. Specifically, 40.8% rate this aspect of the library/media center as excellent, 40.8% as good, 16.2% as average, 2.1% as poor, and 0.0% as unsatisfactory.

High Honors respondents rate the quality of on-line computer research highest of the primary course levels.

Between the two SHS graduating classes surveyed, the Class of 2005 rates the quality higher at 4.33.

It can be concluded statistically that the quality of on-line computer research is rated higher than the overall quality of the library/media center.

RATING OF LIBRARY/MEDIA CENTER'S STUDY CLIMATE - SUMMARY

Number of Respondents:	191
Percentage Responding:	98.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.53
Average Rating for Library/Media Center Overall:	4.02
Difference:	-0.49
Average Rating for Study Climate - High Honors:	3.54
Average Rating for Study Climate - Honors:	3.48
Average Rating for Study Climate - Average:	3.60
Average Rating for Study Climate - Class of 2002:	3.62
Average Rating for Study Climate - Class of 2005:	3.48

SHS alumni members rate the study climate of the library/media center at 3.53. More specifically, 17.8% of all respondents rate the study climate as excellent, 35.6% as good, 31.4% as average, 12.0% as poor, and 3.1% as unsatisfactory.

Among the three primary level of courses, Average respondents rate the study climate highest at 3.60.

Between the two SHS graduating classes surveyed, the Class of 2002 rates the quality higher at 3.62.

Using the T-test, it can be concluded with 95% certainty that this aspect of the library/media center is rated lower than the overall rating awarded to the library/media center.

RATING OF LIBRARY/MEDIA CENTER'S OVERALL RATING - SUMMARY

Number of Respondents:	192
Percentage Responding:	99.0%
Average Rating for Overall Library/Media Center:	4.02
Average Rating for Overall Library/Media Center - High Honors:	4.11
Average Rating for Overall Library/Media Center - Honors:	3.98
Average Rating for Overall Library/Media Center - Average:	4.02
Average Rating for Overall Library/Media Center - Class of 2002:	3.99
Average Rating for Overall Library/Media Center - Class of 2005:	4.03

Responding SHS alumni members rate the overall quality of the library/media center extremely favorably at 4.02, above the rating of good.

Respondents indicate that the availability of resources and quality of on-line computer research are the library/media center's strongest areas. The study climate is the aspect of the library/media center in which the greatest room for improvement exists.

Rating the Quality of the Student Support Services

For certain students, the student support services represent an important part of the SHS educational experience. For these students, these support services are often the key to classroom success.

A series of elements are addressed within this segment which focus upon seven main student support services.

RATING OF INTENSIVE READING AND WRITING - SUMMARY

Number of Respondents Using Service: 16
 Percentage Using Service: 8.2%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.00
Average Rating for Intensive Reading and Writing - High Honors:	N/A
Average Rating for Intensive Reading and Writing - Honors:	3.83
Average Rating for Intensive Reading and Writing - Average:	4.00
Average Rating for Intensive Reading and Writing - Class of 2002:	4.00
Average Rating for Intensive Reading and Writing - Class of 2005:	4.00

N/A - Less than 5 responses in this category

Those responding alumni members who used intensive reading and writing rate the quality extremely favorably at 4.00. Of the respondents using this service, 18.8% rate it as excellent, 62.5% as good, 18.8% as average, 0.0% as poor, and 0.0% as unsatisfactory.

Average respondents rate the quality highest at 4.00.

Both classes rate the quality at 4.00.

RATING OF LEARNING CENTERS - SUMMARY

Number of Respondents Using Service:	64
Percentage Using Service:	33.0%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.02
Average Rating for Learning Centers - High Honors:	4.07
Average Rating for Learning Centers - Honors:	4.00
Average Rating for Learning Centers - Average:	4.00
Average Rating for Learning Centers - Class of 2002:	4.08
Average Rating for Learning Centers - Class of 2005:	4.00

Those responding alumni members who used the learning centers rate these areas extremely favorably at 4.02, above the rating of good. Of those respondents using these areas, 26.6% rate it as excellent, 50.0% as good, 21.9% as average, 1.6% as poor, and 0.0% as unsatisfactory.

High Honors respondents rate the quality highest at 4.07.
The Class of 2002 rates the quality higher at 4.08.

RATING OF PERSONALIZED STUDY SKILLS - SUMMARY

Number of Respondents Using Service:	21
Percentage Using Service:	10.8%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.81
Average Rating for Personalized Study Skills - High Honors:	N/A
Average Rating for Personalized Study Skills - Honors:	4.00
Average Rating for Personalized Study Skills - Average:	3.87
Average Rating for Personalized Study Skills - Class of 2002:	4.14
Average Rating for Personalized Study Skills - Class of 2005:	3.64

N/A - Less than 5 responses in this category

Those responding alumni members who used the assistance of personalized study skills rate its quality favorably at 3.81, below the rating of good. Overall, 33.3% rate the quality as excellent, 28.6% as good, 28.6% as average, 4.8% as poor, and 4.8% as unsatisfactory.

Honors respondents rate the quality highest at 4.00.

The Class of 2002 rates the quality higher at 4.14.

RATING OF READING & WRITING CENTER WORKSHOP - SUMMARY

Number of Respondents Using Service:	28
Percentage Using Service:	14.4%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.18
Average Rating for Reading & Writing Center Workshop - High Honors:	N/A
Average Rating for Reading & Writing Center Workshop - Honors:	4.10
Average Rating for Reading & Writing Center Workshop - Average:	4.13
Average Rating for Reading & Writing Center Workshop - Class of 2002:	4.40
Average Rating for Reading & Writing Center Workshop - Class of 2005:	3.92

N/A - Less than 5 responses in this category

Those responding alumni members who used the assistance of reading and writing center workshop rate its quality extremely favorably at 4.18, above the rating of good. Overall, 39.3% rate the quality as excellent, 42.9% as good, 14.3% as average, 3.6% as poor, and 0.0% as unsatisfactory.

Average respondents rate the quality most favorably at 4.13.
The Class of 2002 rates the quality higher at 4.40.

RATING OF SPECIAL EDUCATION STUDY SKILLS - SUMMARY

Number of Respondents Using Service:	9
Percentage Using Service:	4.6%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	3.89
Average Rating for Special Education Study Skills - High Honors:	N/A
Average Rating for Special Education Study Skills - Honors:	N/A
Average Rating for Special Education Study Skills - Average:	3.88
Average Rating for Special Education Study Skills - Class of 2002:	4.20
Average Rating for Special Education Study Skills - Class of 2005:	N/A

N/A - Less than 5 responses in this category

Those responding alumni members who used the assistance of the special education study skills rate its quality very favorably at 3.89, below the rating of good. Overall, 44.4% rate the quality as excellent, 22.2% as good, 22.2% as average, 0.0% as poor, and 11.1% as unsatisfactory.

RATING OF TEACHER ON-LINE RESOURCES - SUMMARY

Number of Respondents Using Service:	34
Percentage Using Service:	17.5%

Overall:

Rating Scale: 5-Excellent 4-Good 3-Average 2-Poor 1-Unsatisfactory

Average Rating - Overall:	4.00
Average Rating for Teacher On-Line Resources - High Honors:	3.60
Average Rating for Teacher On-Line Resources - Honors:	4.13
Average Rating for Teacher On-Line Resources - Average:	4.00
Average Rating for Teacher On-Line Resources - Class of 2002:	4.14
Average Rating for Teacher On-Line Resources - Class of 2005:	3.96

Those responding alumni members who used the assistance of the teacher on-line resources rate its quality extremely favorably at 4.00, equal to the rating of good. Overall, 33.3% rate the quality as excellent, 28.6% as good, 28.6% as average, 4.8% as poor, and 4.8% as unsatisfactory.

Honors respondents rate the quality highest at 4.13.

The Class of 2002 rates the quality higher at 4.14.

ACADEMIC PRESSURE A PROBLEM AT SHS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
	<u>Yes</u>	<u>No</u>
Overall:	58.8%	41.2%
High Honors:	60.0%	40.0%
Honors:	55.3%	44.7%
Average:	63.3%	36.7%
Class of 2002:	52.6%	44.4%
Class of 2005:	62.7%	37.3%

Responding SHS alumni members are requested to assess whether they felt as though a academic pressure was a problem when they attended SHS. Specifically, 58.8% of all respondents thought that it was a problem when they attended SHS.

Among the three primary levels of courses, Average respondents were most likely to think that a academic pressure was a problem at SHS.

Between the two SHS graduating classes surveyed, the greater percentage of the Class of 2005 thought that this was a problem at SHS.

ALCOHOL USE BY STUDENTS A PROBLEM AT SHS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
	<u>Yes</u>	<u>No</u>
Overall:	28.9%	71.1%
High Honors:	35.0%	65.0%
Honors:	18.1%	81.9%
Average:	41.7%	58.3%
Class of 2002:	25.0%	75.0%
Class of 2005:	31.4%	68.6%

Responding SHS alumni members are requested to assess whether they felt as though alcohol usage by students was a problem when they attended SHS. Specifically, 28.9% of all respondents thought that it was a problem when they attended SHS.

Among the three primary level of courses, the greatest percentage of Average respondents felt that alcohol usage by students was a problem at SHS.

Between the two SHS graduating classes, the Class of 2005 thought that this was a greater problem.

BULLYING A PROBLEM AT SHS - SUMMARY

Number of Respondents: 194
 Percentage Responding: 100.0%

	<u>Yes</u>	<u>No</u>
Overall:	10.3%	89.7%
High Honors:	7.5%	92.5%
Honors:	7.4%	92.6%
Average:	16.7%	83.3%
Class of 2002:	15.8%	84.2%
Class of 2005:	6.8%	93.2%

Responding SHS alumni members are requested to assess whether they felt as though bullying was a problem when they attended SHS. Specifically, 10.3% of all respondents thought that it was a problem when they attended SHS.

Among the three primary levels of courses, a majority of all groups thought that bullying was not a problem at SHS.

Between the two SHS graduating classes surveyed, the greater percentage of the Class of 2002 thought that this was a problem at SHS.

CHEATING A PROBLEM AT SHS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
	<u>Yes</u>	<u>No</u>
Overall:	44.3%	55.7%
High Honors:	47.5%	52.5%
Honors:	42.6%	57.4%
Average:	45.0%	55.0%
Class of 2002:	30.3%	69.7%
Class of 2005:	53.4%	46.6%

Responding SHS alumni members are requested to assess whether they felt as though cheating was a problem when they attended SHS. Specifically, 44.3% of all respondents thought that it was a problem when they attended SHS.

Among the three primary levels of courses, the greatest percentage of High Honors respondents felt that cheating was a problem at SHS.

Between the two SHS graduating classes, the Class of 2005 thought that this was a greater problem.

DRUG USE BY STUDENTS A PROBLEM AT SHS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
	<u>Yes</u>	<u>No</u>
Overall:	28.9%	71.1%
High Honors:	20.0%	80.0%
Honors:	23.4%	76.6%
Average:	43.3%	56.7%
Class of 2002:	30.3%	69.7%
Class of 2005:	28.0%	72.0%

Responding SHS alumni members are requested to assess whether they felt as though drug usage by students was a problem when they attended SHS. Specifically, 28.9% of all respondents thought that it was a problem when they attended SHS.

Among the three primary level of courses, the greatest percentage of Average respondents felt that drug usage by students was a problem at SHS.

Between the two SHS graduating classes surveyed, the greater percentage of the Class of 2002 thought that this was a problem at SHS.

ECONOMIC DISCRIMINATION A PROBLEM AT SHS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
	<u>Yes</u>	<u>No</u>
Overall:	18.0%	82.0%
High Honors:	7.5%	92.5%
Honors:	20.2%	79.8%
Average:	21.7%	78.3%
Class of 2002:	22.4%	77.6%
Class of 2005:	15.3%	84.7%

Responding SHS alumni members are requested to assess whether they felt as though economic discrimination was a problem when they attended SHS. Specifically, 18.0% of all respondents thought that it was a problem when they attended SHS.

Among the three primary levels of courses, a majority of all groups thought that economic discrimination was not a problem at SHS.

Between the two SHS graduating classes surveyed, the greater percentage of the Class of 2002 thought that this was a problem at SHS.

SOCIAL ACCEPTANCE A PROBLEM AT SHS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
	<u>Yes</u>	<u>No</u>
Overall:	42.8%	57.2%
High Honors:	47.5%	52.5%
Honors:	42.6%	57.4%
Average:	40.0%	60.0%
Class of 2002:	46.1%	53.9%
Class of 2005:	40.7%	59.3%

Responding SHS alumni members are requested to assess whether they felt as though social acceptance was a problem when they attended SHS. Specifically, 42.8% of all respondents thought that it was a problem when they attended SHS.

Among the three primary levels of courses, the greatest percentage of High Honors respondents thought that social acceptance was a problem at SHS.

Between the two SHS graduating classes surveyed, the greater percentage of the Class of 2002 thought that this was a problem at SHS.

THEFT A PROBLEM AT SHS - SUMMARY

Number of Respondents:	194	
Percentage Responding:	100.0%	
	<u>Yes</u>	<u>No</u>
Overall:	18.6%	81.4%
High Honors:	20.0%	80.0%
Honors:	18.1%	81.9%
Average:	18.3%	81.7%
Class of 2002:	18.4%	81.6%
Class of 2005:	18.6%	81.4%

Responding SHS alumni members are requested to assess whether they felt as though theft was a problem when they attended SHS. Specifically, 18.6% of all respondents thought that it was a problem when they attended SHS.

Among the three primary levels of courses, a majority of all groups thought that theft was not a problem at SHS.

Between the two SHS graduating classes surveyed, the greater percentage of the Class of 2005 thought that this was a problem at SHS.

TREATED WITH RESPECT BY THE SHS ADMINISTRATION - SUMMARY

Number of Respondents:		189
Percentage Responding:		97.4%
	<u>Yes</u>	<u>No</u>
Overall:	83.6%	16.4%
High Honors:	89.7%	10.3%
Honors:	83.7%	16.3%
Average:	79.3%	20.7%
Class of 2002:	73.6%	26.4%
Class of 2005:	89.7%	10.3%

Responding SHS alumni members are requested to assess whether they believe, in general, that they were treated with respect by the SHS administration. Overall, 83.6% indicate that they were treated with respect by the administration.

Among the three primary levels of courses, a majority of all groups felt treated with respect by the SHS administration.

Between the two SHS graduating classes surveyed, a majority of each felt treated with respect in this area.

TREATED WITH RESPECT BY THE SHS TEACHERS - SUMMARY

Number of Respondents:	191	
Percentage Responding:	98.5%	
	<u>Yes</u>	<u>No</u>
Overall:	95.3%	4.7%
High Honors:	100.0%	0.0%
Honors:	96.8%	3.2%
Average:	89.8%	10.2%
Class of 2002:	94.6%	5.4%
Class of 2005:	95.7%	4.3%

Responding SHS alumni members are requested to assess whether they believe, in general, that they were treated with respect by the SHS teachers. Overall, 95.3% indicate that they believe they were treated with respect by the teachers compared with only 4.7% who do not believe that they were treated with respect.

Among the three primary levels of courses, all are strongly favorable in this area.

Between the two SHS graduating classes surveyed, a majority of each felt treated with respect in this area.

TREATED WITH RESPECT BY THE OTHER SHS STUDENTS - SUMMARY

Number of Respondents:	190	
Percentage Responding:	97.9%	
	<u>Yes</u>	<u>No</u>
Overall:	93.7%	6.3%
High Honors:	86.8%	13.2%
Honors:	95.7%	4.3%
Average:	94.8%	5.2%
Class of 2002:	90.5%	9.5%
Class of 2005:	95.7%	4.3%

Responding SHS alumni members are requested to assess whether they believe, in general, that they were treated with respect by the other SHS students. Specifically, 93.7% indicate that they believe they were treated with respect by the other SHS students.

Among the three primary levels of courses, all are strongly favorable regarding this key issue.

Between the two SHS graduating classes surveyed, a majority of each felt treated with respect in this area.

TREATED WITH RESPECT BY THE SHS SECRETARIAL/AIDE STAFF - SUMMARY

Number of Respondents:	190	
Percentage Responding:	97.9%	
	<u>Yes</u>	<u>No</u>
Overall:	94.2%	5.8%
High Honors:	92.3%	7.7%
Honors:	94.6%	5.4%
Average:	94.8%	5.2%
Class of 2002:	97.3%	2.7%
Class of 2005:	92.3%	7.7%

Responding SHS alumni members are requested to assess whether they believe, in general, that they were treated with respect by the SHS secretarial/aide staff. Specifically, 94.2% indicate that they believe they were treated with respect by the secretarial/aide staff.

Among the three primary levels of courses, all are strongly favorable regarding this issue.

Between the two SHS graduating classes surveyed, a majority of each felt treated with respect in this area.

OVERALL RATING OF STAPLES HIGH SCHOOL - SUMMARY

Number of Respondents:	193
Percentage Responding:	99.5%

Overall:

<u>Rating Scale:</u>	5-Strongly Positive	4-Generally Positive	3-Neutral	2-Generally Negative	1-Strongly Negative
----------------------	------------------------	-------------------------	-----------	-------------------------	------------------------

Average Rating - Overall:	4.11
Average Rating - High Honors:	4.28
Average Rating - Honors:	4.14
Average Rating - Average:	3.95
Average Rating - Class of 2002:	4.03
Average Rating - Class of 2005:	4.16

Overall, responding SHS alumni members rate the quality of Staples High School extremely favorably at 4.11, above the rating of generally positive. Specifically, 31.6% rate his/her overall SHS experiences as strongly positive, 52.3% as generally positive, 11.9% as neutral, 3.6% as generally negative, and 0.5% as strongly negative.

High Honors respondents rate the overall quality of their SHS education highest at 4.28.

Between the two graduating classes surveyed, the Class of 2005 rates the quality higher at 4.16.

General Comments and Suggestions

Within this segment the responses to the major open ended question asked is addressed. For this open ended question general comments or suggestions are stated. A tabulation is not provided since the wording of each comment is different and therefore accuracy could not be assured. If more detailed information is sought, the actual questionnaires should be consulted.

Below a variety of the responses are noted for these open ended questions.

19. List any suggestions you have concerning how we might improve any of our academic programs.

A level math classes should move faster.
 Add electives pertaining to environmental education.
 Creative alternatives especially computer art.
 Do not forget about the arts.
 Focus on writing.

Follow the AP History curriculum.
 Foreign language should focus on immersion.
 Greater emphasis on reading.
 History department is weak.
 Introduce engineering.

More emphasis on learning than testing.
 More focus on critical writing.
 Offer language abroad programs.
 Show fewer movies in foreign languages.
 Social studies needs to be overhauled.

Teach students how to study.
 Teacher evaluation forms would be helpful.

23. List any suggestions you have concerning how we might improve guidance, the library/media center, and/or student support services.

Guidance

Be better versed in colleges available.
Be more accessible.
Be more available.
Get to know your students better.
Hire more staff.

Make students aware of all resources.
Make sure students know that colleges look for two years of a foreign language.
Need to be open longer.

Library/Media Center

Encourage better use of free periods in library.
More computers.
Provide an avenue for social and technological creativity.

Should not be used as a lounge.
Staff needs to be more friendly to students.
The library is too loud.
There should be a lounge for students to socialize.

Student Support Services

More emphasis on career exploration.
Need to work harder for all students.
Offer a time management workshop.
SAT Prep courses should be offered for free.

IV. EXECUTIVE SUMMARY

Within this chapter the program's major conclusions are reviewed and recommendations for future action are detailed. Each series of conclusions and recommendations are classified depending upon whether it deals with SHS's assessing issues related to employment preparation level, issues related to college preparation level, quality of preparation for future responsibilities, additional emphasis on key topics, quality of learning skills, academic areas of study, the guidance services, the library/media center services, student support services, and miscellaneous issues.

Assessing Issues Related to Employment Preparation Level

In this segment of the study, SHS alumni members who have never attended college assess their preparation level for employment. In review, one respondent addressed these issues and that respondent felt adequately prepared in all six areas.

Assessing Issues Related to College Preparation Level

In this segment of the study, SHS alumni members who have attended college assess their preparation level for college. In review, the largest percentage of respondents assert their belief that they were better prepared college than most of their college classmates (50.0%) and that they were adequately prepared for college's reading level (94.3%), study load (83.4%), written assignments (90.7%), mathematics level (87.1%), world language level (75.7%), and computer usage (94.8%).

Quality of Learning Skills

Responding SHS alumni members rate the quality of the SHS learning skills between 3.46 and 4.28.

Those learning skills that can be considered relative strengths or areas for improvement are determined in the following manner. If it can be determined with 95% certainty that an individual learning skill is above the mean value of the learning skills (3.98) with 95% certainty it can be considered a relative perceived strength. In contrast, if it can be determined that the learning skill is rated below 3.50 with 95% certainty, it can be considered a relative area for improvement.

The following learning skills can be considered relative strengths:

- 1) Reading Skills
- 2) Problem Solving/Thinking Skills
- 3) Writing Skills
- 4) Listening Skills
- 5) Research Skills
- 6) Mathematics Skills
- 7) Teamwork Skills

There are no learning skills that can be considered areas for improvement.

Additional Emphasis on Key Topics

Among the seventeen topic areas addressed, a clear majority felt that additional emphasis should be placed in the areas of public speaking (58.2%) and career exploration (52.1%).

Academic Areas of Study

Overall, SHS alumni members rate the overall quality of the instruction very favorably at 3.95.

As with learning skills, a determination is made as to each subject areas relative perceived strength or area for improvement using the following methodology. If a given subject area can be proven statistically with a 95% degree of certainty to be above the mean value of all SHS subject areas (3.95) it can be considered a relative perceived strength. Similarly, if a subject area is below 3.50 with 95% certainty it can be considered a relative perceived area for improvement.

The following subject areas can be considered SHS relative strengths:

- 1) Music
- 2) Mathematics
- 3) Art
- 4) English
- 5) Science
- 6) Theater

There are no subject areas that can be considered SHS relative areas for improvement.

Among the six aspects of teaching addressed, all are rated extremely favorably except for used a variety of teaching techniques which is rated very favorably.

Guidance Services

Responding SHS alumni members rate the overall quality of the guidance department's services favorably at 3.70.

Respondents indicate that the course planning and course adjustments services are the guidance department's strongest areas. The guidance department's services in which the greatest potential for improvement exists include career exploration and planning services and the career and job bank.

Library/Media Center Services

Responding SHS alumni members rate the overall quality of the library/media center extremely favorably at 4.02, above the rating of good.

Respondents indicate that the availability of resources and quality of on-line computer research are the library/media center's strongest areas. The study climate is the aspect of the library/media center in which the greatest room for improvement exists.

Student Support Services

Responding SHS alumni members assess six student support services. The services are rated as follows: intensive reading and writing (4.00), learning centers (4.02), personalized study skills (3.81), reading and writing center workshop (4.18), special education study skills (3.89), and teacher on-line resources (4.00).

Miscellaneous Issues

Alumni members also addressed whether selected topic areas were a problem at SHS, treatment with respect at SHS, and the overall rating of SHS.

Among the eight topic areas addressed, a majority thought that academic pressure (58.8%) was a problem area while he/she attended SHS.

Additionally, a clear majority of respondents indicate that he/she felt treated with respect by the SHS administration (83.6%), by the SHS teachers (95.3%), by the other SHS students (93.7%), and by the SHS secretarial/aide staff (94.2%).

Respondents also rated the overall quality of SHS extremely favorably at 4.11 with the largest percentage of respondents assessing the overall quality as generally positive.