

CUPEYVILLE SCHOOL 2011 PARENT SURVEY

GOAL AND PURPOSE OF SURVEY

To track our progress as we partner for continuous improvement in the shared task of fostering academic excellence as well as ethical behavior in the new context of the 21st century.

PROFILE

1. Gender: _____ Female _____ Male

2. How many children do you in Cupeyville School? _____ List the current grade level: _____

INDICATORS OF COMPLIANCE AND STANDARDS OF EXCELLENCE

The Indicators identify the types of evidence that, when taken together, indicate compliance with standards of excellence. You may indicate other types of evidence in the "Comments" section provided below. Rate the degree to which each Indicator is implemented by using the following scale:

Evidence this Indicator is Implemented
1. There is <u>no evidence</u> that the indicator is implemented.
2. There is <u>limited evidence</u> that the indicator is implemented.
3. There is <u>sufficient evidence</u> that the indicator is implemented.
4. There is <u>exceptional evidence</u> that the indicator is implemented.
DK <u>Do not know</u> if this indicator is implemented.

SCHOOL PROTOCOLS AND SCHOOL CLIMATE

Mission: The Mission of Cupeyville School is to prepare well-rounded individuals and committed citizens for a changing society by providing an excellent bilingual education that strives to meet students' needs and abilities within differentiated teaching programs.

Indicator	Evidence of Implementation
1.1 Cupeyville School's personnel* works as a team pursuing the mission's objectives.	1 2 3 4 DK

**Personnel= faculty, administration, non-teaching personnel*

Comments:

Indicator	Evidence of Implementation
1.2 Cupeyville School's policies, protocols, rules, and procedures are conveyed through a common language.	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.3 School personnel acts in ways that demonstrate the character qualities the school has committed to teach.	1 2 3 4 DK

Comments:

TEACHERS

“Something magical happens when you bring together a group of people from different disciplines with a common purpose.” -Mark Stefik (Palo Alto Research Centre Fellow)

Indicator	Evidence of Implementation
1.1 Teaching practices are aligned with the school's mission. (Differentiation, preparing well-rounded individuals, providing excellent bilingual education)	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.2 Teachers demonstrate character qualities the school is committed to teach.	1 2 3 4 DK

a. Trustworthiness (integrity, honesty, promise-keeping, loyalty)	1 2 3 4 DK
b. Respect (Showing courtesy and decency, allowing privacy, maintaining dignity, recognizing autonomy, being tolerant and non-violent)	1 2 3 4 DK
c. Responsibility (Doing one's part, pursuing excellence, taking accountability, giving appropriate credit, correcting mistakes)	1 2 3 4 DK
d. Fairness (Giving opportunities according to reasonable, unbiased criteria, giving notice and listening to both sides of an issue, playing by the rules)	1 2 3 4 DK
e. Caring (Showing sympathy, compassion, kindness, helpfulness and genuine concern for other's best interests)	1 2 3 4 DK
f. Citizenship (Obeying the law, voting, paying taxes, serving on jury duty, making the community a better place)	1 2 3 4 DK
g. Decision Making (Making choices that uphold the Six Pillars)	1 2 3 4 DK

Comments:

STUDENTS

"You learn at your best when you have something you care about and can get pleasure in being engaged in." –Howard Gardner

Indicator	Evidence of Implementation
1.1 Student's performance and achievement provide evidence that the school's mission is being accomplished.	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.2 Students understand and adhere to school's policies, protocols, rules and procedures.	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.3 Students act in ways that demonstrate the character qualities the school has committed to teach.	1 2 3 4 DK
a. Trustworthiness (integrity, honesty, promise-keeping, loyalty)	1 2 3 4 DK

b. Respect (Showing courtesy and decency, allowing privacy, maintaining dignity, recognizing autonomy, being tolerant and non-violent)	1 2 3 4 DK
c. Responsibility (Doing one's part, pursuing excellence, taking accountability, giving appropriate credit, correcting mistakes)	1 2 3 4 DK
d. Fairness (Giving opportunities according to reasonable, unbiased criteria, giving notice and listening to both sides of an issue, playing by the rules)	1 2 3 4 DK
e. Caring (Showing sympathy, compassion, kindness, helpfulness and genuine concern for other's best interests)	1 2 3 4 DK
f. Citizenship (Obeying the law, making the community a better place)	1 2 3 4 DK
g. Decision Making (Making choices that uphold the Six Pillars)	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.4 Students engage in meaningful academic experiences that foster learning for life skills. (21 st century learning: critical thinking, communication, collaboration, and creativity)	1 2 3 4 DK

Comments:

PARENTS

“Volunteers work together rather than in isolation. It helps them create a sense of give and take, work out differences together to attain common goals, and see the larger picture rather than just their jobs, create a climate of mutual support and a feeling of *together we can do it* and you will accomplish your other goals more easily.” –Team Building in *Character Counts* by the Josephson Institute for Youth Ethics

Indicator	Evidence of Implementation
1.1 Parents are involved in pursuing the mission's objectives.	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.2. Parents understand and adhere to school's policies, protocols, rules, and procedures.	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.3 Parents demonstrate character qualities the school is committed to teach.	1 2 3 4 DK
a. Trustworthiness (integrity, honesty, promise-keeping, loyalty)	1 2 3 4 DK
b. Respect (Showing courtesy and decency, allowing privacy, maintaining dignity, recognizing autonomy, being tolerant and non-violent)	1 2 3 4 DK
c. Responsibility (Doing one's part, pursuing excellence, taking accountability, giving appropriate credit, correcting mistakes)	1 2 3 4 DK
d. Fairness (Giving opportunities according to reasonable, unbiased criteria, giving notice and listening to both sides of an issue, playing by the rules)	1 2 3 4 DK
e. Caring (Showing sympathy, compassion, kindness, helpfulness and genuine concern for other's best interests)	1 2 3 4 DK
f. Citizenship (Obeying the law, making the community a better place)	1 2 3 4 DK
g. Decision Making (Making choices that uphold the Six Pillars)	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.4 Parents benefit from communication structures that inform them of students' performance as well as relevant class and school information.	1 2 3 4 DK

Comments:

Indicator	Evidence of Implementation
1.5 Parents participate in class and school activities that foster community involvement.	1 2 3 4 DK

Comments: