

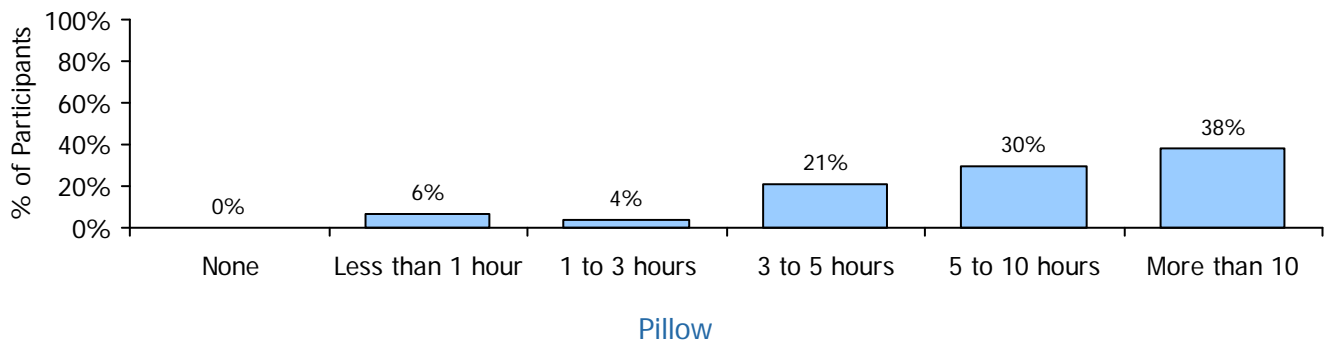


## General School Climate

|  | Pillow |      |      | All<br>EL<br>2013 |
|--|--------|------|------|-------------------|
|  | 2011   | 2012 | 2013 |                   |
| All campus staff are friendly to each other.                         | 73%    | 56%  | 65%  | 84%               |
| All campus staff exhibit pride in their affiliation with the school. | 89%    | 80%  | 76%  | 88%               |
| All campus staff are willing to go out of their way to help.         | 86%    | 72%  | 74%  | 83%               |
| All campus staff accomplish their jobs with enthusiasm.              | 79%    | 65%  | 67%  | 79%               |
| All campus staff are committed to their jobs.                        | 82%    | 82%  | 75%  | 86%               |
| The goals of my school are made clear.                               | 94%    | 86%  | 78%  | 91%               |

## Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?



|  | Pillow |      |      | All<br>EL<br>2013 |
|--|--------|------|------|-------------------|
|  | 2011   | 2012 | 2013 |                   |
| Class sizes are reasonable such that teachers have the time available to meet the needs of all students. | 53%    | 43%  | 40%  | 56%               |
| Teachers have time available to collaborate with colleagues.   | 53%    | 53%  | 51%  | 59%               |
| The non instructional time provided for teachers in my school is sufficient.                             | 43%    | 37%  | 33%  | 46%               |

## Facilities and Resources

|   | Pillow |      |      | ALL<br>EL |
|---|--------|------|------|-----------|
|   | 2011   | 2012 | 2013 | 2013      |
| Teachers have sufficient access to appropriate instructional materials.   | 74%    | 63%  | 63%  | 84%       |
| Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access. | 64%    | 83%  | 77%  | 83%       |
| Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.                 | 79%    | 64%  | 36%  | 82%       |
| Teachers have sufficient training and support to fully utilize the available instructional technology.                    | 59%    | 60%  | 64%  | 70%       |
| Teachers have sufficient access to a broad range of professional support personnel.                                       | 81%    | 51%  | 70%  | 80%       |
| The physical environment of classrooms in this school supports teaching and learning. +                                   | 91%    | 90%  | 91%  | 93%       |
| The school environment is clean and well maintained. +  | 92%    | 98%  | 95%  | 94%       |
| Teachers have adequate space to work productively.  | 68%    | 79%  | 56%  | 85%       |

Note. + Includes responses from teaching and nonteaching staff.

|   |      |      |      | ALL<br>EL |
|---|------|------|------|-----------|
|   | 2011 | 2012 | 2013 | 2013      |
| The faculty and leadership have a shared vision.                                  | 80%  | 82%  | 77%  |           |
| Teachers feel comfortable raising issues and concerns that are important to them. | 83%  | 64%  | 67%  |           |
| The school leadership consistently supports teachers.                             | 76%  | 61%  | 67%  |           |
| Teachers are held to high professional standards for delivering instruction.      | 96%  | 93%  | 87%  |           |
| The school leadership facilitates using data to improve student learning.         | 100% | 88%  | 89%  |           |
| Teacher performance is assessed objectively.                                      | 89%  | 86%  | 81%  |           |
|   | 78%  | 64%  | 71%  |           |
|   | 86%  | 80%  | 85%  |           |
| The faculty are recognized for accomplishments.                                   | 91%  | 68%  | 68%  |           |
| There is an atmosphere of trust and mutual respect. +                             | 81%  | 64%  | 63%  |           |
| School leadership effectively communicates policy. +                              | 79%  | 73%  | 68%  |           |
|   | *    | *    | 74%  |           |
|   | *    | *    | 66%  |           |
|   | *    | *    | 68%  |           |
|   | *    | *    | 71%  |           |
|   | *    | *    | 86%  |           |
|   | *    | *    | 64%  |           |

The school leadership makes a sustained effort to address teacher concerns about:

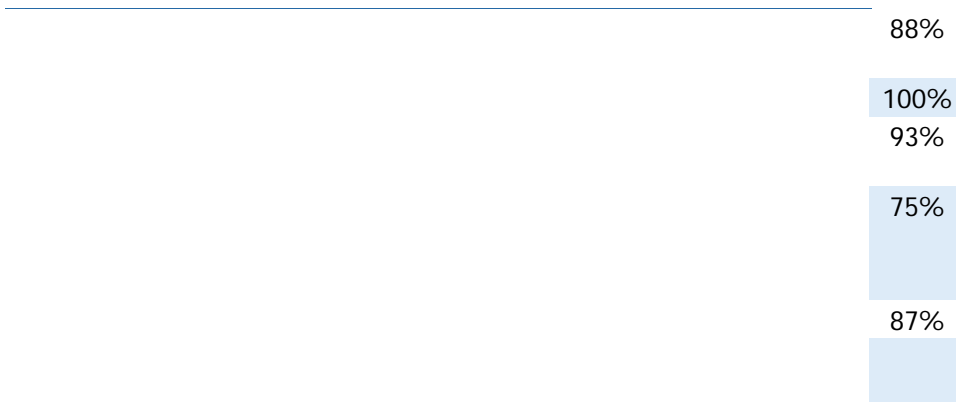
|                                     | 2011 | Pillow |      | ALL EL |
|-------------------------------------|------|--------|------|--------|
|                                     |      | 2012   | 2013 | 2013   |
| The use of time in my school        | 74%  | 72%    | 63%  | 80%    |
| Facilities and resources            | 87%  | 80%    | 80%  | 91%    |
| Community support and involvement   | 91%  | 85%    | 91%  | 90%    |
| Managing student conduct            | 79%  | 65%    | 76%  | 82%    |
| Teacher leadership                  | 84%  | 72%    | 74%  | 89%    |
| School leadership                   | 82%  | 67%    | 67%  | 88%    |
| Professional development            | 91%  | 85%    | 88%  | 90%    |
| Instructional practices and support | 91%  | 75%    | 73%  | 90%    |
| New teacher support                 | 75%  | 69%    | 71%  | 86%    |
| Achievement Press                   | *    | 83%    | 90%  | 91%    |

## Teacher Leadership

|  | 2011 | Pillow |      | ALL EL |
|--|------|--------|------|--------|
|  |      | 2012   | 2013 | 2013   |
| Teachers are recognized as educational experts.                                    |      | 78%    | 82%  |        |
| Teachers are trusted to make sound professional decisions about instruction.       |      | 66%    | 78%  |        |
| Teachers are relied upon to make decisions about educational issues.               |      | 66%    | 85%  |        |
| Teachers are encouraged to participate in school leadership roles.                 |      | 82%    | 89%  |        |
| The faculty has an effective process for making group decisions to solve problems. |      | 71%    | 58%  |        |
| In this school we take steps to solve problems.                                    |      | 78%    | 72%  |        |
| Teachers are effective leaders in this school.                                     |      | 85%    | 93%  |        |
| Teachers have an appropriate level of influence on decision making in this school. |      | 68%    | 80%  |        |



## Instructional Practice and Support



## Community Support and Engagement

|  | 2011 | Pillow<br>2012 | 2013 | ALL<br>EL<br>2013 |
|--|------|----------------|------|-------------------|
| Parents/guardians are influential decision makers in this school.  | 67%  |                | 74%  |                   |
| This school works directly with parents/guardians to improve the educational climate in students' homes. | 93%  |                | 93%  |                   |
| This school maintains clear, two-way communication with the community.                                   | 94%  |                | 93%  |                   |
| This school does a good job of encouraging parent/guardian involvement.                                  | 89%  |                | 96%  |                   |
| Teachers provide parents/guardians with useful information about student learning.                       | 96%  |                | 96%  |                   |
|  |      |                | 88%  |                   |
| Parents/guardians support teachers, contributing to their success with students.                         | 78%  |                | 93%  |                   |
| Community members support teachers, contributing to their success with students.                         | 91%  |                | 95%  |                   |
| The community we serve is supportive of this school.   | 93%  |                | 98%  |                   |

## Managing Student Conduct

|   | Pillow |      |      | ALL<br>EL |
|---|--------|------|------|-----------|
|   | 2011   | 2012 | 2013 | 2013      |
| Students at this school understand expectations for their conduct.  |        | 98%  | 91%  | 92%       |
| Students at this school follow rules of conduct.  |        | 82%  | 91%  | 84%       |
| Policies and procedures about student conduct are clearlylow rules of con Tc(Pi)-7.84(w)TJ15.9569 0 0 15.9769 55at8ow |        | 63%  | 74%  | 84%       |
|   |        | 73%  | 80%  | 87%       |
|   |        | 92%  | 87%  | 93%       |
|   |        | 98%  | 96%  | 94%       |
|   |        | 96%  | 89%  | 90%       |

## Achievement Press

|   | Pillow |      |      | ALL<br>EL |
|---|--------|------|------|-----------|
|   | 2011   | 2012 | 2013 | 2013      |
| The school sets high standards for academic performance.                                      | 100%   | 94%  | 100% | 97%       |
| Teachers in this school believe that their students have the ability to achieve academically. | 98%    | 100% | 91%  | 95%       |
| Parents exert pressure to maintain high standards.  | 61%    | 52%  | 60%  | 62%       |
| Achievement is recognized and acknowledged by the school.                                     | 97%    | 90%  | 87%  | 92%       |
| Parents press for school improvement.   | 55%    | 50%  | 62%  | 65%       |
| Students in this school can achieve the goals that have been set for them.                    | 100%   | 100% | 89%  | 94%       |
| Students respect others who get good grades.  | 93%    | 98%  | 93%  | 91%       |
| Students seek extra work so they can get get good grades.                                     | 58%    | 52%  | 49%  | 58%       |
| Students try hard to improve on previous work.  | 76%    | 84%  | 80%  | 79%       |
| The learning environment is orderly and serious.+   | 92%    | 98%  | 91%  | 91%       |