

# The New England Association of Schools and Colleges

in association with

## The Council of International Schools

### *Self-Study Survey Report*

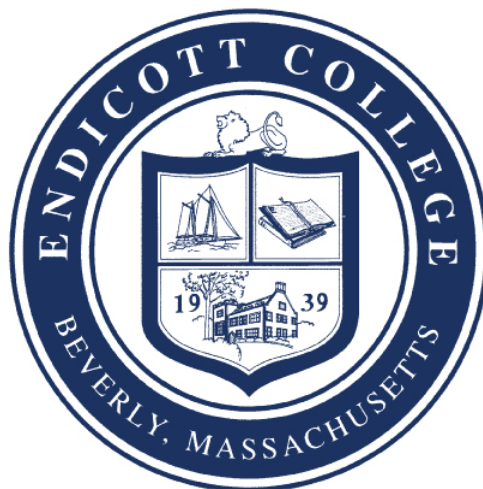


## Amsterdam International Community School

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Endicott College



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# INTRODUCTION

The Endicott Research Center (ERC) at Endicott College provides educational leaders as well as policy makers with the development and inquiry capacity to support efforts in the reform of educational policy and practice. ERC's aims include: the conduct of high-quality research, evaluation and development support designed to inform educational policy and leaders at the state, national and international levels; to serve as a repository of research-based information in regards to the conditions and performance of educational systems; and to promote widespread use of that information, enhancing the research skills of faculty and staff, guest faculty, and, ultimately, students at advanced levels. In sum, ERC acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

ERC is dedicated to helping educators and school administrators around the world reach their future dreams and lifelong aspirations by improving teaching and learning environments in the present. In addition, ERC partners with educational agencies throughout the world in order to improve teaching and learning. Among those agencies, the New England Association of Schools and Colleges and the Council of International Schools share many similar goals in the area of school improvement. Toward that end, NEASC and CIS invited ERC to help them develop opinion surveys keyed to CIS/NEASC's 7<sup>th</sup> Edition Standards. While these surveys are the property of the three sponsoring agencies, third parties collaborating with any of the three agencies are free to use the survey and its results in the effort to improve schools. This report describes the results of the *NEASC/CIS Self-Study Survey*<sup>®</sup> administered to your school.

This information provided can help guide your school in its ongoing effort to promote the highest teaching/learning standards. The *NEASC/CIS Self-Study Survey*<sup>®</sup> report is one of many tools you will employ in the course of your self-study. The survey measures people's perceptions of various aspects of school life. These perceptions provide a view that is helpful, but by no means exclusive, for assessing how well your school meets NEASC/CIS's accreditation standards. Observation of inter-personal dynamics, direct inspection of the physical plant, examination of school documents and procedures, and other such methods will all provide additional and valuable information. The survey report, along with other assessments, will make available a comprehensive set of data for ascertaining the degree to which your school meets NEASC/CIS's standards for accreditation.

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

<b>Section A</b>	<b>Philosophy and Objectives</b>
<b>Section B</b>	<b>Curriculum</b>
<b>Section C</b>	<b>Governance and Management</b>
<b>Section D</b>	<b>Staff</b>
<b>Section E</b>	<b>Student Support Services</b>
<b>Section F</b>	<b>Resources</b>
<b>Section G</b>	<b>Student and Community Life</b>

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

The following table indicates the number of responses processed for Amsterdam International Community School:

	Responses
Students	203
Staff	57
Parents	160
Parents as % of Students	78.8%
Board	2
Alumni	0

The results of the *NEASC/CIS Self-Study Survey*<sup>®</sup> are clear and comprehensive, but they are meaningless as mere measures. As a stakeholder at both ends of the numbers, your ownership of the data is critical in helping others begin the process of interpretation. The purpose of the report is not to compare schools, programs, or curricula, but to determine if the results align with your understanding of the vision and mission of your school and the degree to which your school aligns with NEASC/CIS's standards of accreditation. As you review this data, an open mind and an honest look are critical tools.

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

- Working with the results is a process not an event;
- *You* are an expert on your school over and above the numbers;
- It is advisable and at times even necessary to ask those who took the survey to help in this process;
- Critical analysis is much more time consuming than taking the survey itself;
- Comparisons within your own school (e.g., by grade level and gender, or by comparing staff and student perceptions of the same indicator) are often instructive;
- Ongoing conversations among colleagues, students, parents and board members provide the best way to make sense of the data;
- The purpose of this entire effort is to improve your school, not to find fault or place blame;
- Perceptions of the same data may differ. This is not only common, but also healthy for dialogue and growth.

Not everyone is trained or even interested in analyzing complex data. However, everyone in a school community is generally open to understanding the forces that either foster or forestall teaching and learning. By committing time and attention to such a process, you will gain valuable insights into how your students, staff, parents, board members, and former students perceive their school. From those insights emerge the judgments and values that guide the development of action plans for improving upon what already works in your school, as well as overcoming the obstacles to achieving the best of what your school intends. The Endicott Research Center can assist you at any stage of this process. Please direct any and all questions to:

Peter Hart  
Executive Director  
Endicott Research Center  
Endicott College  
376 Hale St.  
Beverly, MA 01915  
[lehart@endicott.edu](mailto:lehart@endicott.edu)  
[www.centerforresearch.net](http://www.centerforresearch.net)

## DEMOGRAPHICS\*

### STUDENTS

Age

Students		
Age	Count	Percent
10	40	19.7%
11	31	15.3%
12	18	8.9%
13	19	9.4%
14	27	13.3%
15	16	7.9%
16	20	9.9%
17	11	5.4%
18	1	0.5%
19	1	0.5%
Other	19	9.4%
<b>TOTAL</b>	<b>203</b>	<b>100.0%</b>

Grade/Year Group

Students		
Yr Gr/Grade	Count	Percent
5	64	31.5%
6	35	17.2%
7	18	8.9%
8	25	12.3%
9	24	11.8%
10	18	8.9%
11	19	9.4%
12	0	0.0%
13	0	0.0%
<b>TOTAL</b>	<b>203</b>	<b>100.0%</b>

Gender

Students		
Gender	Count	Percent
Male	107	52.7%
Female	96	47.3%
<b>TOTAL</b>	<b>203</b>	<b>100.0%</b>

I am a boarding student.  
I am not a boarding student

Students		
Boarding	Count	Percent
Yes	0	0.0%
No	203	100.0%
<b>TOTAL</b>	<b>203</b>	<b>100.0%</b>

\*Counts may differ from table to table due to non-responses. Percentages may not equal 100% due to rounding errors. N/A indicates Not Answered.

# PARENTS

My Child is in Grade/Year Group (select all that apply)

Parents		
Yr Gp/Grade	Count	Percent
Pre-K	6	3.1%
K	7	3.6%
1	25	13.0%
2	20	10.4%
3	25	13.0%
4	16	8.3%
5	20	10.4%
6	18	9.4%
7	13	6.8%
8	13	6.8%
9	9	4.7%
10	10	5.2%
11	5	2.6%
12	3	1.6%
13	2	1.0%
Other	0	N/A
TOTAL	192	100.0%

Number of Children in School

Parents		
Number	Count	Percent
1	101	63.1%
2	49	30.6%
3	4	2.5%
4	0	N/A
More than 4	6	3.8%
TOTAL	160	100.0%

My Child is a boarding student.

My Child is not a boarding student.

Parents		
Boarding	Count	Percent
Yes	0	N/A
No	160	100.0%
TOTAL	160	100.0%

\*Counts may differ from table to table due to non-responses. Percentages may not equal 100% due to rounding errors. N/A indicates Not Answered.

# PROFESSIONAL STAFF

## Years Teaching

Professional Staff		
Years	Count	Percent
Under 2 Years	8	15.7%
2-10	24	47.1%
11-20	17	33.3%
Over 20	2	3.9%
N/A	6	11.8%
TOTAL	51	100.0%

## Years at Current Institution

Professional Staff		
Years	Count	Percent
Under 2 Years	28	49.1%
2-10	29	50.9%
11-20	0	0.0%
Over 20	0	0.0%
TOTAL	57	100.0%

## Year Group/Grade

Professional Staff		
Year Group/Grade	Count	Percent
K	0	0.0%
1	11	6.0%
2	14	7.7%
3	11	6.0%
4	10	5.5%
5	8	4.4%
6	13	7.1%
7	17	9.3%
8	19	10.4%
9	19	10.4%
10	16	8.7%
11	17	9.3%
12	15	8.2%
13	13	7.1%
other	0	0
TOTAL	183	100.0%

## Highest Level of Education

Professional Staff		
Education	Count	Percent
Teaching Certificate	8	14.0%
Bachelor's	22	38.6%
Master's	17	29.8%
Master's+	4	7.0%
Doctorate	1	1.8%
Other	5	8.8%
TOTAL	57	91.2%

## Position

Professional Staff		
Position	Count	Percent
Academic Staff	52	91.2%
Support Staff	5	8.8%
TOTAL	57	100.0%

## Gender

Professional Staff		
Gender	Count	Percent
Male	20	35.1%
Female	37	64.9%
TOTAL	57	100.0%

\*Total Count exceeds total number of staff due to some staff teaching in more than one Year Group. Percentages reflect percentage of total staff teaching in that Year Group.

## BOARD

Number of Years on Board

Board		
Years	Count	Percent
1	1	50.0%
2-5	1	50.0%
6-10	0	N/A
Over 10	0	N/A
TOTAL	2	100.0%

Highest Level of Education

Board		
Education	Count	Percent
B.A.	0	N/A
M.A./M.Ed.	0	N/A
M.A./M.Ed. +	1	50.0%
Ed.D./Ph.D.	1	50.0%
Other	0	N/A
TOTAL	2	100.0%

Gender

Board		
Gender	Count	Percent
Male	1	50.0%
Female	1	50.0%
TOTAL	2	100.0%

## FORMER STUDENT

Highest Level of Education Completed

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

What year did you finish secondary school studies?

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

I was a boarding student.

I was not a boarding student.

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



**SECTION A**

**PHILOSOPHY AND OBJECTIVES**

**Standard One: The school shall have a clear and effective written statement of its Philosophy and Objectives, appropriate for the students it serves.**

		Total in Agreement	Academic	Support
Staff	The school's Philosophy and Objectives Statement is appropriate to this school.	87.7%	90.4%	60.0%
	Upon admission, and beyond, the school ensures that there is a reasonable match between the student's needs and the program offered.	71.9%	69.2%	100.0%
Parent	The Philosophy and Objectives Statement is clear, effective and appropriate for the school.	81.3%		
Board	The Philosophy and Objectives Statement is clear, effective and appropriate for the school.	N/A		

**Standard Two: The school’s Philosophy and Objectives shall be generally known, understood and accepted by the governing body, school management, staff, parents, and students.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I know about my school’s Philosophy and Objectives Statement.	40.9%	44.4%	36.1%	20.3%	28.6%	50.0%	60.0%	50.0%	38.9%	89.5%	N/A	N/A
Staff	I support the school’s Philosophy and Objectives Statement.	89.3%	Academic	Support									
			92.2%	60.0%									
Parent	I know and understand the Philosophy and Objectives Statement of my child’s school.	83.8%											
	I was provided with adequate and accurate information regarding the school prior to sending my child there.	80.6%											
Board	I had an opportunity to provide input into the school’s Philosophy and Objectives Statement.	N/A											
	I am aware of the review process for the school’s Philosophy and Objectives Statement.	N/A											

**Standard Three: There shall be procedures, which will enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.**

		Total in Agreement	Academic	Support
Staff	The school's Philosophy and Objectives are regularly evaluated.	57.1%	58.8%	40.0%
	The Philosophy and Objectives Statement is appropriately referred to when important decisions are being made.	57.1%	58.8%	40.0%
Parent	I have been invited by the school to evaluate its success in achieving its goals.	67.5%		
Board	The school's Philosophy and Objectives Statement is translated into practice.	N/A		
	As a trustee, I regularly refer to the school's Philosophy and Objectives Statement in my decision-making.	N/A		

**Standard Four: The Philosophy and Objective shall commit the school to act within the spirit of the United Nations Universal Declaration of Human Rights.**

		Total in Agreement
Parent	There is alignment between the school's Philosophy and Objectives Statement and the United Nations Universal Declaration of Human Rights.	56.9%
Board	There is alignment between the school's Philosophy and Objectives Statement and the United Nations Universal Declaration of Human Rights.	N/A
Alumni/ae	There is alignment between the school's Philosophy and Objectives Statement and the United Nations Universal Declaration of Human Rights.	N/A

**Standard Five: The Philosophy and Objectives shall commit the school to promoting international and intercultural experiences for its students.**

		Total in Agreement	Academic	Support
Staff	Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	93.0%	92.3%	100.0%
Parent	Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	93.1%		
Board	Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	N/A		
Alumni/ae	The school prepared me well for interacting with people from different cultures and nations.	N/A		

**SECTION B**

**CURRICULUM**

**Standard One: The curriculum, in its content, design, implementation, assessment, and review, shall reflect the school’s philosophy, objectives and policies.**

		Total in Agreement	Academic	Support
Staff	Curriculum design and delivery are consistent with the school’s philosophy, objectives, and policies.	61.4%	65.4%	20.0%
Parent	There is coherence between the school’s Philosophy and Objectives Statement and its curriculum.	76.9%		
	I believe the curriculum meets my child’s needs.	72.5%		
Board	I have a working knowledge of the school’s curriculum.	N/A		

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**Standard Two: The curriculum shall be comprehensively documented.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I know where to find an understandable description of my courses of studies if I wish to refer to it.	57.6%	63.0%	50.5%	56.3%	74.3%	77.8%	52.0%	37.5%	33.3%	68.4%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	Curriculum materials clearly indicate scope and sequence for each course and grade level.	43.6%	44.2%	33.3%
	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand and are able to do.	63.6%	67.3%	0.0%
	Written curriculum materials include references to the methodologies that are used.	43.4%	46.0%	0.0%
	Written curriculum materials include information about teaching materials and resources.	58.2%	61.5%	0.0%
	Written curriculum materials indicate assessments to be used to measure student progress.	57.4%	60.8%	0.0%
	Written curriculum materials include references to links within and across disciplines.	45.5%	44.2%	66.7%
	A new teacher would find our curriculum documents immediately useful in preparing to teach an assigned class.	21.4%	21.2%	25.0%
Parent	I have received a written overview of the learning objectives and expectations in my child's classes.	75.0%		

**Standard Three: Curriculum design shall provide for the varied development, academic, social and emotional needs of students.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	My classes help me to understand what is happening in my everyday life.	56.2%	60.2%	50.5%	76.6%	68.6%	50.0%	44.0%	45.8%	38.9%	15.8%	N/A	N/A
	My classes challenge me to think and work hard.	55.2%	59.3%	49.5%	68.8%	65.7%	44.4%	32.0%	45.8%	33.3%	63.2%	N/A	N/A
	My classes are generally interesting.	57.6%	61.1%	52.6%	81.3%	71.4%	55.6%	44.0%	29.2%	22.2%	42.1%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	I adjust my teaching to the varied needs of students in my classes.	93.9%	95.7%	50.0%
	The curriculum is appropriate for all students.	56.4%	55.8%	66.7%
Parent	My child seems appropriately challenged.	73.1%		
	In general, the teachers meet the needs of my child.	76.3%		
	What my child is learning is important for the future.	93.8%		
Board	I believe the curriculum ensures all students can profit from school offerings.	N/A		
Alumni/ae	What I learned in school is relevant to what I'm doing now.	N/A		
	There were sufficient classes in the use of computers and technology.	N/A		
	I graduated/left school emotionally and socially prepared to do what I am doing now.	N/A		

**Standard Four: The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	Things I learn in one class can be used in other classes.	70.4%	75.0%	63.9%	76.6%	74.3%	72.2%	64.0%	70.8%	44.4%	73.7%	N/A	N/A
	What I learned in my classes last year is helping me this year.	58.6%	59.3%	56.7%	73.4%	62.9%	33.3%	40.0%	58.3%	44.4%	63.2%	N/A	N/A
Staff	I meet regularly with my colleagues in other school divisions or grades/year groups to discuss curriculum.	50.0%	Academic	Support									
			49.0%	66.7%									
	I meet regularly with colleagues in other disciplines to strengthen links across disciplines.	48.2%	48.1%	50.0%									
Parent	My child's class work builds upon what was learned in previous years.	69.4%											



**Standard Five: The curriculum shall utilize the cultural diversity of the host country and the school community to enhance the educational experience of students.**

		Total in Agreement	Gender		Year Group									
			Male	Female	5	6	7	8	9	10	11	12	13	
Students	Learning about the local language and culture helps me understand.	59.1%	58.3%	58.8%	64.1%	74.3%	55.6%	36.0%	75.0%	50.0%	36.8%	N/A	N/A	
Staff	I incorporate aspects of the local language and culture into my teaching.	82.4%	Academic	Support										
			81.6%	100.0%										
Parent	I make use of the cultural diversity of the school community to enrich what I am teaching.	88.2%	91.8%	0.0%										
	The local language and culture is used to enrich my child's learning.	84.4%												
	The cultural diversity of the school community is used to enrich my child's learning.	88.8%												
Board	The cultural diversity of the school community is used to enrich my child's learning.	N/A												
Alumni/ae	The local language and culture was used to enrich my school experience.	N/A												
	The cultural diversity of the school community was used to enrich my experience.	N/A												

**Standard Six: The curriculum shall develop those skills and abilities, which will prepare students for lifelong learning.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	The school takes account of my learning style.	44.3%	46.3%	41.2%	62.5%	62.9%	50.0%	16.0%	29.2%	16.7%	26.3%	N/A	N/A
	Teachers encourage my thinking and problem solving skills.	66.0%	71.3%	58.8%	87.5%	68.6%	55.6%	60.0%	37.5%	27.8%	78.9%	N/A	N/A
	I learn to gather, organize, present and apply ideas and information.	73.4%	73.1%	72.2%	81.3%	77.1%	72.2%	64.0%	66.7%	55.6%	78.9%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	I take into account my students' learning styles.	100.0%	100.0%	100.0%
	I encourage the development of critical thinking and problem solving skills.	100.0%	100.0%	100.0%
	The learning program emphasizes the processes of gathering, organizing, presenting and applying ideas and information.	87.3%	92.3%	0.0%
Parent	The school takes account of my child's learning style.	64.4%		
	I believe my child is developing critical thinking and problem solving skills.	76.3%		
	The learning program emphasizes the processes of gathering, organizing, presenting and applying ideas and information.	81.3%		
Board	I believe the students at this school are being prepared for lifelong learning.	N/A		
Alumni/ae	The curriculum emphasized the processes of gathering, organizing, presenting and applying ideas and information.	N/A		
	The school adequately prepared me to think critically and solve problems.	N/A		
	I was aware of my learning style.	N/A		

**Standard Seven: The school shall provide ongoing professional development to improve the implementation of the curriculum.**

		Total in Agreement	Academic	Support
Staff	The school provides professional development, which is relevant to student needs.	56.1%	59.6%	20.0%
	The school encourages and supports my professional development.	57.9%	57.7%	60.0%
Board	I am satisfied with the ongoing professional development provided to teachers at this school.	N/A		

**Standard Eight: The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognize diverse learning styles.**

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	Most of my teachers use a variety of teaching methods.	64.5%	66.7%	60.8%	76.6%	80.0%	61.1%	52.0%	45.8%	27.8%	73.7%	N/A	N/A
	My classes are interesting.	50.2%	49.1%	50.5%	71.9%	60.0%	40.0%	40.0%	25.0%	16.7%	36.8%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	I use a variety of methods to teach my classes.	96.0%	95.8%	100.0%
	I teach to a wide spectrum of learning styles.	83.7%	83.0%	100.0%
Parent	My child finds school interesting and engaging.	79.4%		
Alumni/ae	My teachers used a variety of methods to teach a given subject.	N/A		
	My classes were interesting and engaging.	N/A		

**Standard Nine: The school shall provide appropriate support and resources to implement the curriculum.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I am provided with the books/print materials I need for each class.	66.0%	69.4%	60.8%	73.4%	71.4%	83.3%	64.0%	50.0%	27.8%	73.7%	N/A	N/A
	Computers are available to assist me with my schoolwork.	67.5%	72.2%	60.8%	78.1%	74.3%	50.0%	68.0%	75.0%	22.2%	68.4%	N/A	N/A
Staff	Paraprofessional support is available if needed.	61.1%	Academic	Support									
			58.8%	100.0%									
	Technological resources are appropriate.	33.9%	30.8%	75.0%									
	The school provides me with adequate texts and materials.	54.5%	55.8%	33.3%									
Parent	My child's classes have too many students in them.	10.0%											
	My child has all the books and equipment needed for classes.	80.6%											
	The school's computer resources are adequate.	63.8%											

**Standard Ten: Staff shall establish and communicate clear expectations to students and parents.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I know what my teachers expect of me in my studies.	65.5%	68.5%	60.8%	79.7%	82.9%	50.0%	36.0%	45.8%	50.0%	78.9%	N/A	N/A
	I feel that the grading/marking accurately reflect my work.	54.2%	57.4%	49.5%	62.5%	74.3%	44.4%	40.0%	50.0%	22.2%	52.6%	N/A	N/A
Staff	I clearly articulate course expectations to my students and their parents.	78.8%	Academic	Support									
			82.0%	0.0%									
	I am sometimes frustrated by student lack of awareness of course expectations.	42.0%	43.8%	0.0%									
Parent	My child and I know what is expected of him/her academically.	67.5%											

**Standard Eleven: The school shall regularly assess the effectiveness of teaching and learning.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	Most of my teachers use a variety of methods to measure my progress.	52.7%	60.2%	43.3%	60.9%	71.4%	61.1%	52.0%	33.3%	27.8%	31.6%	N/A	N/A
	I have opportunities to mark my own learning.	60.1%	61.1%	57.7%	65.6%	68.6%	38.9%	48.0%	50.0%	83.3%	52.6%	N/A	N/A
	I have opportunities to show teachers what I have learned.	70.0%	72.2%	66.0%	82.8%	82.9%	66.7%	48.0%	50.0%	66.7%	63.2%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	The school regularly monitors the quality of my assessment procedures.	22.6%	23.5%	0.0%
	I am aware of how student achievement at this school compares with similar students elsewhere.	38.2%	38.5%	0.0%
Parent	Teachers use a variety of methods to assess my child's learning.	70.0%		
	My child has the opportunity to show teachers what he/she has learned.	80.0%		
Board	I am aware of how student achievement at this school compares with similar students elsewhere.	N/A		
Alumni/ae	My teachers accommodated students who did not speak English as a first language.	N/A		
	My teachers used a variety of methods to assess my learning.	N/A		
	I had opportunities to assess my own learning.	N/A		
	I had an opportunity to show teachers what I had learned.	N/A		

**Standard Twelve: Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.**

		Total in Agreement	Academic	Support
Staff	I gather with other teachers in my field to review, develop, and revise the curriculum.	53.8%	56.0%	0.0%
	I am encouraged to pilot new courses or techniques.	75.5%	78.4%	0.0%
	I feel I am up-to-date on current trends in education.	77.4%	76.5%	100.0%

**Standard Thirteen: Administrators and Staff shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.**

	Total in Agreement	Gender		Year Group									
		Male	Female	5	6	7	8	9	10	11	12	13	
Students	If I have trouble learning a lesson one way, teachers try to teach me another way.	51.7%	51.9%	50.5%	85.9%	51.4%	38.9%	44.0%	33.3%	11.1%	21.1%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	I take students' achievement into account in order to improve teaching and learning.	98.1%	98.0%	100.0%
	I take students' achievement into account when revising curriculum.	91.8%	95.7%	0.0%
	I consider student grades a reflection of my own teaching success.	65.4%	68.0%	0.0%
Parent	I am satisfied with the frequency and thoroughness of reporting on my child's school progress.	71.9%		
	The school assists me with understanding the results of any standardized achievement tests that may be given by the school.	53.3%		
	I feel comfortable talking with teachers about my child's progress.	87.5%		

**Standard Fourteen: The school shall record, analyze, and report to appropriate members of the school community the results of school and student performance.**

		Total in Agreement	Gender		Year Group									
			Male	Female	5	6	7	8	9	10	11	12	13	
Students	My school report card shows me when I am doing well in school.	73.4%	74.1%	71.1%	92.2%	71.4%	66.7%	60.0%	58.3%	61.1%	68.4%	N/A	N/A	
	My school report card shows me when and how I need to improve.	70.9%	73.1%	67.0%	95.3%	71.4%	50.0%	48.0%	58.3%	50.0%	73.7%	N/A	N/A	
Staff	I discuss students' performance with their parents/guardians.	94.1%	Academic	Support										
			98.0%	0.0%										
	The school provides regular opportunities for me to meet with parents.	87.5%	90.4%	50.0%										
	I am satisfied with my school's assessment and reporting procedures.	40.4%	40.4%	40.0%										
Board	I am made aware of the results of any standardized achievement tests that are given by the school.	N/A												



**SECTION C**

**GOVERNANCE AND MANAGEMENT**

**Standard One: The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity and effective support.**

		Total in Agreement	Academic	Support
Staff	The governing body provides the school with sound direction, continuity and effective support.	23.2%	23.5%	20.0%
Parents	The governing body provides the school with sound direction, continuity and effective support.	49.4%		
Board	The composition of the governing body meets this school's needs.	N/A		
	The governing body restricts its actions to the determination and funding of policy and the selection, retention and formal appraisal of the school head.	N/A		
	I receive appropriate training in the understanding and performance of my duty as a member of the governing body.	N/A		
	There is a clear evaluation system to regularly and rigorously appraise the performance of the governing body against its duties and predetermined goals.	N/A		
	In the event of sudden change, the governing body can provide continuity for the school.	N/A		

**Standard Two: There shall be a co-operative and effective working relationship between the governing body and the school head.**

		Total in Agreement	Academic	Support
Staff	The governing body and the school head work well together.	25.0%	25.5%	20.0%
Board	The responsibilities of the governing body are clearly written down.	N/A		
	The governing body considers the school head's recommendations prior to policy decisions.	N/A		
	The governing body has developed a clear, written job description for the school head.	N/A		
	The governing body and the head of the school enjoy a good working relationship.	N/A		

**Standard Three: The school head, although accountable to a higher authority, shall be the responsible leader of the school.**

		Total in Agreement	Academic	Support
Staff	The school head is the responsible leader of the school.	59.6%	55.8%	100.0%
Parents	The school head is the responsible leader of the school.	71.9%		
	I am satisfied with the school head's leadership.	67.5%		
Board	The school head is suitably qualified and experienced in education.	N/A		
	The school head provides leadership for the total school program.	N/A		
	The governing body utilizes a clearly defined appraisal system for the school head, conducted with his/her full knowledge.	N/A		
	Appraisal outcomes are reported in writing to the head.	N/A		
	The school head has the opportunity to discuss and appeal any aspects of the appraisal.	N/A		
	The school head has direct access to the governing body.	N/A		
	The school head has total responsibility for the recruitment, selection, assignment, orientation, deployment, and appraisal of all the school staff.	N/A		

**Standard Four: The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school’s goals and for assessing the effectiveness of the actions taken.**

		Total in Agreement	Academic	Support
Staff	I have input into the school’s educational and financial planning processes.	50.0%	50.0%	50.0%
	I am aware of the school’s educational and financial plans.	76.8%	76.9%	75.0%
	The school’s educational plans guide my work.	67.9%	66.7%	100.0%
Parents	I am aware of the school’s educational and financial plans.	33.1%		
Board	The school’s educational and financial plans for the short, medium, and long term are appropriate.	N/A		
	All plans have the financial implications clearly stated.	N/A		
	There are procedures to involve members of the school staff in educational and financial planning.	N/A		
	All plans are periodically reviewed and updated.	N/A		

**Standard Five: The school shall observe legal and ethical principles in all its dealings with the school community.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	The school generally treats my family and me fairly.	56.7%	58.3%	53.6%	65.6%	68.6%	44.4%	52.0%	45.8%	38.9%	52.6%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	I believe that the school's governing body and management act legally and ethically.	57.1%	56.9%	60.0%
	I feel the governing body would protect me from exploitation or unjust criticism.	58.9%	60.8%	40.0%
Board	The governing body and the school management comply with all applicable statutes, government laws and regulations.	N/A		
	The governing body respects all local codes, fulfills its contracts, and settles its debts promptly.	N/A		
	The governing body appropriately handles conflicts of interest.	N/A		
	The governing body provides protection for the school staff from community exploitation and unjust criticism.	N/A		
	All statements and representations relating to programs, services and resources are clear, factually accurate and current.	N/A		
	The governing body pursues all relationships with the school of staff members only through the school head.	N/A		

**Standard Six: The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that the school community understands these policies.**

		Total in Agreement	Academic	Support
Staff	I receive updates about the decisions and deliberations of the school's governing body.	70.2%	71.2%	60.0%
	School policies are known and consistent.	43.9%	42.3%	60.0%
	School policies are only changed after due deliberation.	36.8%	38.5%	20.0%
Parents	I receive updates about the decisions and deliberations of the school's governing body.	46.3%		
	School policies are known and consistent.	66.9%		
	School policies are changed only after due deliberation.	35.0%		
Board	The governing body has a policy manual, and organizes orientation and training sessions so that all members understand its contents and implications.	N/A		
	The governing body arranges to publicize its decisions and deliberations by, for example, open meetings, newsletters, publication of the Board minutes, etc.	N/A		

**Standard Seven: The financial resources of the school shall be capable of sustaining a sound educational program, consistent with its stated philosophy and objectives, and of providing for the long-term stability of the school.**

		Total in Agreement	Academic	Support
Staff	I trust the financial stability of the school.	54.4%	57.7%	20.0%
Parents	I believe the school is financially secure.	51.9%		
Board	After appropriate consultation and debate, the governing body sets fee levels, which ensure the ongoing financial stability of the school.	N/A		
	The governing body establishes the school's annual budget after appropriate consultation with the relevant constituents.	N/A		
	Any endowment funds are under the management of qualified financial managers, and the governing body supervises the endowment management.	N/A		
	The school regularly considers culturally appropriate means of raising additional funds.	N/A		
	The school head prepares, and submits to the governing body, appropriate reports on financial matters.	N/A		

**Standard Eight: The management of the school’s finances shall be, at all times, in accordance with the standards, which operate in the host country and be consistent with best practice in international schools.**

		Total in Agreement	Academic	Support
Staff	The school’s financial resources are well managed.	36.8%	40.4%	0.0%
Parents	I believe the school operates in a financially responsible manner.	60.0%		
Board	The financial affairs of the school are competently managed, and published budgets are made available to duly authorized persons.	N/A		
	The school’s insurance program is comprehensive and appropriate.	N/A		

**Standard Nine: Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.**

		Total in Agreement
Parents	The school reports fee changes in a timely manner, allowing me to withdraw my child from the school if I so desire.	60.6%
	I receive bills on an appropriate schedule.	87.5%
Board	Total servicing of long-term debt, including both interest and principal payments, is apportioned to both present and future beneficiaries.	N/A



**SECTION D**

**STAFF**

**Standard One: The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school’s programs, services and activities.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	Generally my teachers are knowledgeable about their subjects.	77.3%	77.8%	75.3%	84.4%	80.0%	50.0%	88.0%	62.5%	66.7%	89.5%	N/A	N/A
	Most of my teachers know how to teach.	75.9%	83.3%	66.0%	93.8%	80.0%	66.7%	68.0%	45.8%	55.6%	84.2%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	The teacher-student ratio is adequate to provide meaningful learning experiences.	94.5%	94.1%	100.0%
	I regularly receive feedback and supervision of my teaching.	38.5%	40.0%	0.0%
	There are mechanisms for communicating my needs to the school management.	75.4%	80.8%	20.0%
Parent	I am satisfied with the school’s teacher-student ratio.	83.1%		
	I am satisfied with the qualifications of the teachers in the school.	66.3%		
Board	The teacher-student ratio is adequate to provide meaningful learning experiences.	N/A		
	The governing body has a process that includes consultation with teachers via the head regarding educational matters.	N/A		
Alumni/ae	I felt as if my teachers had enough time for me.	N/A		
	I have remained in contact with at least one staff member from my old school.	N/A		

**Standard Two: The school head shall ensure that there is a co-operative working relationship with all staff to facilitate proper utilization of their abilities.**

		Total in Agreement	Academic	Support
Staff	I am encouraged to work cooperatively with other teachers [staff members].	89.1%	90.0%	80.0%

**Standard Three: Staff shall act professionally in carrying out all their duties and responsibilities.**

		Total in Agreement	Academic	Support
Staff	I feel adequately prepared to teach/work [fulfill my role] in this school.	81.5%	80.0%	100.0%
	I feel I provide individual help to students as needed.	92.7%	92.2%	100.0%
	I am involved in the review of teaching and learning.	69.8%	72.5%	0.0%
	The school encourages peers to observe one another's teaching.	50.9%	52.9%	0.0%
Parents	I am impressed with the professionalism of my child's teachers.	73.1%		

**Standard Four: There shall be written and available personnel policies and practices for all staff.**

		Total in Agreement	Academic	Support
Staff	I think that the school's policy handbook is comprehensive.	37.7%	39.6%	20.0%
Board	School policies include a statement on non-discrimination.	N/A		
	School policies include provision for adequate staff development.	N/A		
	School policies include provision for the evaluation and accountability of staff.	N/A		
	School policies include a statement on board/staff relationship.	N/A		
	School policies include procedures on recruitment, appointment, promotion, and retirement.	N/A		

**Standard Five: All staff shall be employed under written contracts, which state the principal terms of agreement between members of staff and the governing body, and which provide for adequate salaries, and fringe benefits.**

		Total in Agreement	Academic	Support
Staff	I am satisfied with the clarity of my contract with the school.	47.4%	48.1%	40.0%
	I am reasonably compensated for my work.	42.1%	42.3%	40.0%

**Standard Six: There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.**

		Total in Agreement	Academic	Support
Staff	Appraisals of my performance are conducted fairly and in writing.	62.5%	60.8%	80.0%
	I have the opportunity to discuss and appeal aspects of my appraisal.	70.2%	69.2%	80.0%
	I regularly evaluate my own teaching/work.	98.1%	98.0%	100.0%

**Standard Seven: The school shall have a program of professional development for staff related to appraisal procedures and other priorities identified by the school.**

		Total in Agreement	Academic	Support
Staff	I am satisfied with the opportunities I have to take advantage of professional development.	58.9%	58.8%	60.0%
	I am involved in the planning of professional development opportunities.	63.6%	62.7%	75.0%
	I have been adequately oriented to the local culture and community.	80.0%	80.0%	80.0%

**SECTION E**

**STUDENT SUPPORT SERVICES**

**Standard One: There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.**

		Total in Agreement	Gender		Year Group									
			Male	Female	5	6	7	8	9	10	11	12	13	
Students	I know where to go for learning support.	54.7%	55.6%	52.6%	70.3%	51.4%	55.6%	40.0%	45.8%	33.3%	57.9%	N/A	N/A	
Staff	Students receive good support if they are experiencing academic difficulties.	73.2%	Academic	Support										
			72.5%	80.0%										
	The unique abilities/disabilities of students are well identified prior to entry into the school.	42.9%	42.3%	50.0%										
	The unique abilities/disabilities of students are well identified as they arise during the students' time at the school.	75.0%	73.1%	100.0%										
Parent	I believe the admissions process adequately diagnosed my child's abilities/disabilities and learning styles	59.4%												

**Standard Two: If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programs to meet those needs.**

		Total in Agreement	Academic	Support
Staff	The school provides adequate support for students with special needs.	85.7%	84.3%	100.0%
Parents	If my child is having academic difficulties, appropriate help will be provided.	62.5%		

**Standard Three: the school shall have the trained special needs personnel needed to serve students with identified learning disabilities.**

		Total in Agreement	Academic	Support
Staff	The number of special needs personnel is appropriate to the number of identified special education students.	51.8%	47.1%	100.0%

**Standard Four: There shall be effective practices to address the needs of students of exceptionally high knack, achievement, and/or talent.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	My teachers encourage me to explore my interests outside of class.	46.3%	39.8%	52.6%	65.6%	45.7%	38.9%	20.0%	37.5%	22.2%	57.9%	N/A	N/A
Staff	There are opportunities for high ability students to extend and enrich their learning in my class.	42.6%	Academic 45.1%	Support 0.0%									
	I know where to refer exceptional students to accommodate their talents and interests.	52.7%	50.0%	100.0%									
Parent	The school is aware of my child's unique talents and achievements.	60.6%											
	The school offers programs or suggests options for exceptionally talented students.	25.0%											

**Standard Five: If students whose native or first language is not English (and whose English is not sufficiently developed to follow the full school curriculum) are admitted, the school shall provide English language support.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	The school provides me with support if I need help with my English.	65.0%	68.5%	59.8%	75.0%	68.6%	55.6%	56.0%	58.3%	66.7%	52.6%	N/A	N/A
	My teachers encourage me to use English in the classroom.	73.9%	74.1%	72.2%	76.6%	65.7%	66.7%	72.0%	87.5%	72.2%	73.7%	N/A	N/A
Staff	The school has helped me to learn strategies to accommodate students who need English language support.	46.0%	Academic	Support									
			46.8%	33.3%									
Parent	Teachers are available to help my child with his/her English.	92.5%											
	Teachers encourage my child to use English in the classroom.	92.2%											
Board	School policies allow for a comprehensive ESL program.	N/A											



**Standard Six: The school shall provide appropriate guidance services, including academic and personal counseling as well as career/tertiary education advice for secondary students.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	General advice, guidance, and counseling are available to me at school.	66.0%	64.8%	66.0%	65.6%	60.0%	55.6%	68.0%	62.5%	77.8%	78.9%	N/A	N/A
	I feel comfortable talking to guidance counselors.	42.9%	50.0%	34.0%	59.4%	51.4%	50.0%	20.0%	45.8%	16.7%	15.8%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	Guidance counselors are available to students for a variety of needs.	85.5%	84.3%	100.0%
	Guidance counselors respect student confidentiality.	81.8%	80.0%	100.0%
	Advice on college/university applications is effective at this school.	42.9%	40.0%	75.0%
Parent	I am satisfied with the effectiveness of the school's guidance and counseling processes.	65.6%		
	I trust the confidentiality of the school's guidance procedures.	71.3%		
Alumni	Good all-round guidance and support was available from the school.	N/A		
	The guidance counselor(s) gave me valuable help with college/university applications.	N/A		

**Standard Seven: The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	My teachers talk to my parents about how I am doing in school.	70.0%	69.4%	69.1%	93.8%	80.0%	44.4%	40.0%	54.2%	50.0%	73.7%	N/A	N/A
Staff	The atmosphere in the school encourages parental participation.	60.7%	Academic	Support									
			60.8%	60.0%									
	I seek out parents' opinions about their children.	74.5%	73.1%	100.0%									
Parent	I am satisfied with the communication I have with my child's teachers.	75.6%											
	The school includes me in important decisions about my child.	61.9%											

**Standard Eight: The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	The school will organize opportunities for me to take any tests required for college or university entrance.	29.6%	28.7%	29.9%	31.3%	22.9%	27.8%	28.0%	37.5%	16.7%	42.1%	N/A	N/A
	I know the school provides assistance when I need to apply for entry into university or college.	29.6%	26.9%	32.0%	18.8%	25.7%	33.3%	28.0%	29.2%	38.9%	63.2%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	Students are prepared for appropriate tests and examinations for admission to institutions of higher education.	38.3%	39.5%	25.0%
Parent	The school makes help available when my child needs to apply for entry into university or college.	25.0%		
Alumni	The school provided access to the testing required for post-secondary planning and application.	N/A		
	School staff was helpful in processing required post-secondary application materials.	N/A		

**Standard Nine: The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions, which take place away from the school premises.**

		Total in Agreement	Gender		Year Group									
			Male	Female	5	6	7	8	9	10	11	12	13	
Students	I know what to do if there is an emergency at my school.	59.1%	58.3%	58.8%	93.8%	51.4%	55.6%	48.0%	41.7%	33.3%	36.8%	N/A	N/A	
	I will get immediate assistance from the staff member assigned to look after ill or injured students.	53.7%	55.6%	50.5%	65.6%	54.3%	50.0%	44.0%	58.3%	38.9%	36.8%	N/A	N/A	

		Total in Agreement	Academic	Support
Staff	I am satisfied with school health and emergency procedures.	49.1%	48.0%	60.0%
	First aid supplies are readily available and easily accessible.	50.9%	46.2%	100.0%
	I have been effectively prepared about what to do in the event of a medical emergency.	28.6%	25.5%	60.0%
Parent	I trust the school's emergency procedures.	63.8%		
	I am comfortable with the school's attention to health matters.	61.9%		
Board	Board policies and school practices demonstrate a concern for the health of everyone on school premises and using school services.	N/A		

**Standard Ten: The school shall have a health policy, which includes collection of medical information for all staff and students, immunization against common diseases and the maintenance of comprehensive records.**

		Total in Agreement	Academic	Support
Staff	I have filed appropriate medical health forms with the school.	25.0%	22.7%	50.0%
	I am appropriately informed if any of my students have health conditions that might affect their performance in my classes.	74.5%	74.5%	75.0%
Parents	My child's teachers know of any health issue that may affect my child in their classes.	65.0%		

**SECTION F**

**RESOURCES**

**Standard One: The school shall provide or arrange for such services as are required in support of its program offerings, and shall ensure that these services with respect to food, security, transportation, cleaning, and others meet acceptable standards of safety and comfort.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I enjoy having a meal in the cafeteria/dining hall.	16.7%	14.8%	18.6%	15.6%	34.3%	16.7%	12.0%	20.8%	5.6%	0.0%	N/A	N/A
	Toilet and washing facilities are adequate.	34.0%	27.8%	40.2%	53.1%	42.9%	27.8%	16.0%	16.7%	27.8%	10.5%	N/A	N/A
	I feel safe while at school.	74.4%	72.2%	75.3%	87.5%	68.6%	55.6%	68.0%	79.2%	61.1%	73.7%	N/A	N/A
	I feel safe going on school trips.	75.9%	73.1%	77.3%	87.5%	71.4%	38.9%	80.0%	79.2%	66.7%	78.9%	N/A	N/A
	I am satisfied with the school's bus system.	27.6%	27.8%	26.8%	32.8%	40.0%	33.3%	8.0%	20.8%	22.2%	21.1%	N/A	N/A

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		Total in Agreement	Academic	Support
Staff	The cafeteria/dining hall is a welcoming place.	60.0%	63.4%	25.0%
	Toilet and washing facilities are adequate.	75.4%	75.0%	80.0%
	Suitable arrangements are made to cover threats to security.	47.4%	50.0%	20.0%
	School trips are well planned and well supervised.	75.9%	73.5%	100.0%
	I am satisfied with the physical condition of the school.	70.2%	67.3%	100.0%
Parent	My child frequently eats in the school cafeteria/dining hall.	33.8%		
	I am satisfied with the nutritional level of the food provided at school.	20.0%		
	I trust that my child is safe while on campus.	83.1%		
	My child is safe on school trips.	84.5%		
	The school campus is clean and attractive.	78.1%		
	I trust that my child is safe and comfortable when being transported to and from school.	82.0%		
Board	Appropriate policies are in place to respond to threats to security.	N/A		
	School policies promote the safety of all students and staff.	N/A		

**Standard Two: Personnel employed to provide student services shall be adequate in number, have appropriate qualifications, and receive sufficient training to perform their functions effectively.**

		Total in Agreement	Gender		Year Group									
			Male	Female	5	6	7	8	9	10	11	12	13	
Students	Members of the school support (non-teaching) staff are friendly and helpful.	65.5%	69.4%	59.8%	60.9%	85.7%	27.8%	64.0%	75.0%	55.6%	78.9%	N/A	N/A	
Staff	I find the school support staff helpful and efficient.	79.6%	Academic	Support										
			80.8%	50.0%										
Parent	School support staff members are friendly and helpful.	86.9%												

**Standard Three: The school shall meet safety requirements of the local authorities and of the accrediting association(s).**

		Total in Agreement
Board	The school has satisfactory procedures for evacuating the school buildings and for summoning assistance in case of fire or other emergencies.	N/A
	The school premises are maintained in a safe and healthy condition.	N/A
	All buildings and facilities used to provide instruction and services to students meet health and safety codes of local government authorities to the accrediting association(s).	N/A
	The school meets all safety requirements of the local government authority responsible for health and safety in schools.	N/A



**Standard Four: Written rules and policies governing access to and use of resources shall be available to the school community.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I have received a school or student handbook.	62.6%	54.6%	70.1%	34.4%	57.1%	55.6%	68.0%	91.7%	94.4%	100.0%	N/A	N/A
Staff	I am aware of the rules and policies regarding use of school resources.	78.9%	Academic	Support									
			78.8%	80.0%									
Parent	I have received a school or parent handbook.	80.6%											

**Standard Five: The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school program.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I enjoy being outside during breaks in the school day.	76.4%	73.1%	78.4%	82.8%	51.4%	61.1%	76.0%	87.5%	88.9%	89.5%	N/A	N/A
	The desks and other equipment/furniture in my classrooms are in acceptable condition.	64.5%	63.9%	63.9%	73.4%	60.0%	44.4%	60.0%	70.8%	44.4%	78.9%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	The physical dimensions of classrooms are adequate.	80.7%	78.8%	100.0%
	School furniture is well maintained.	78.9%	76.9%	100.0%
	I have adequate equipment and the necessary storage space.	73.7%	73.1%	80.0%
	The teachers' lounge is satisfactory.	89.5%	88.5%	100.0%
Parent	The teaching spaces at my child's school are satisfactory.	86.9%		
	The school building provides an appropriate atmosphere for learning.	89.4%		
	School equipment appropriately supports student learning and welfare.	84.4%		

**Standard Six: The school’s Information and Computer Technology (ICT) shall appropriately support the school’s operations.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I know how to use the computers at my school.	90.1%	91.7%	86.6%	93.8%	91.4%	83.3%	92.0%	87.5%	88.9%	84.2%	N/A	N/A
	Generally the computers work well and good software is available.	36.9%	41.7%	30.9%	37.5%	62.9%	50.0%	28.0%	25.0%	11.1%	26.3%	N/A	N/A
Staff	The school’s information and communication technology support my efforts as a teacher.	41.5%	Academic	Support									
			43.1%	0.0%									
	The school’s computers are well maintained and up-to-date.	10.7%	11.8%	0.0%									
	I have Internet access at school.	91.2%	90.4%	100.0%									
Parent	The school’s computer resources are well used to encourage my child’s learning.	66.3%											

**Standard Seven: The library/media center shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	The library staff is helpful.	75.9%	77.8%	72.2%	89.1%	82.9%	38.9%	68.0%	75.0%	55.6%	84.2%	N/A	N/A
	I can find what I need in the library easily.	58.1%	58.3%	56.7%	67.2%	65.7%	38.9%	44.0%	50.0%	50.0%	68.4%	N/A	N/A
Staff	The library has adequate resources to support my educational efforts.	31.5%	Academic	Support									
			30.0%	50.0%									
	The library collection includes books and periodicals that enhance my professional growth.	13.0%	10.0%	50.0%									
	Library staff members are helpful and knowledgeable.	87.7%	86.5%	100.0%									

**Standard Eight: The library/media staff shall provide an ongoing program of instruction in effective use of resource materials and equipment, and shall apply appropriate policies for library use and the means of assessing effectiveness.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I have been taught how to use the library.	58.1%	57.4%	57.7%	87.5%	68.6%	33.3%	36.0%	37.5%	27.8%	47.4%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	I have received orientation in the use of library materials and resources.	20.4%	20.0%	25.0%
	I have consulted the school librarian when developing or revising curriculum.	46.0%	47.9%	0.0%
	The library staff considers my opinion in the selection of materials and equipment.	76.5%	79.6%	0.0%
	There is a mechanism for providing feedback and evaluation to the library staff.	24.5%	24.0%	33.3%
Parent	My child knows how to use effectively the school's library resources.	85.6%		
Alumni	My teachers encouraged me to use the library.	N/A		
	I was taught how to use the library.	N/A		
	I used the library often.	N/A		

**Standard Nine: The facilities shall be maintained and operated in a manner that assures the safety and comfort of students and staff.**

		Total in Agreement	Academic	Support
Staff	I know where and how to report safety and maintenance concerns.	66.7%	63.5%	100.0%

**SECTION G**

**STUDENT AND COMMUNITY LIFE**

**Standard One: Relationships among the school management, staff and students shall be ethical, and shall be characterized by fairness and mutual respect among individuals and between groups.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	School is a welcoming and friendly place.	69.0%	68.5%	68.0%	89.1%	74.3%	55.6%	68.0%	58.3%	38.9%	47.4%	N/A	N/A
	Staff respects students.	66.5%	70.4%	60.8%	93.8%	77.1%	50.0%	60.0%	33.3%	22.2%	63.2%	N/A	N/A
	Students respect Staff.	59.6%	64.8%	52.6%	87.5%	62.9%	61.1%	44.0%	20.8%	27.8%	57.9%	N/A	N/A
	Students respect one another.	61.1%	58.3%	62.9%	78.1%	62.9%	55.6%	40.0%	41.7%	44.4%	73.7%	N/A	N/A
	I understand the school's expectations for my behavior.	70.4%	65.7%	74.2%	78.1%	71.4%	77.8%	48.0%	70.8%	50.0%	84.2%	N/A	N/A

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		Total in Agreement	Academic	Support
Staff	I enjoy working with my colleagues.	96.2%	95.7%	100.0%
	There is effective communication within the school.	52.6%	51.9%	60.0%
	The school promotes positive teacher-student relationships.	94.5%	94.0%	100.0%
	Teachers respect students.	98.2%	98.1%	100.0%
	Students respect teachers.	91.2%	90.4%	100.0%
	Students respect one another.	80.7%	78.8%	100.0%
Parent	My child's school is a welcoming and friendly place.	86.9%		
	I am aware of the consequences to my child of inappropriate behavior.	81.9%		
	My child has a good relationship with his/her teachers.	90.0%		
Board	The school head promotes an atmosphere of collaboration and friendship.	N/A		
Alumni	Teachers respected students.	N/A		
	Students respected teachers.	N/A		
	Students respected one another.	N/A		
	I understood the school's expectations for my behavior.	N/A		
	I am proud of my school.	N/A		

**Standard Two: The school shall have processes and forums to enable students and parents to remain well informed on all the appropriate issues of school life.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	My parents and I receive timely and up to date information about school activities and events.	68.0%	65.7%	69.1%	65.6%	82.9%	50.0%	60.0%	58.3%	88.9%	68.4%	N/A	N/A
Staff	Effective means for communication among school, students, and parents are in place.	77.2%	Academic	Support									
			75.0%	100.0%									
Parent	I receive regular information about school activities and events.	95.6%											
	I know how and where to share information about my child with the school.	85.0%											



**Standard Three: The school shall have effective processes, which enable students and parents to offer appropriate input before important decisions are made.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	I have ways to express my opinions about the decisions my school has to make.	43.3%	43.5%	42.3%	54.7%	57.1%	38.9%	28.0%	25.0%	27.8%	42.1%	N/A	N/A
Parents	Effective opportunities exist for the interchange of opinions among the school, students and parents.	60.6%											
Board	The governing body provides opportunities for hearing the opinions of all school sectors.	N/A											

**Standard Four: The curricular and/or co-curricular program shall serve the broad needs and interests of the student body.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	The student activities programs are broad enough to meet my interests.	36.9%	39.8%	33.0%	51.6%	48.6%	22.2%	28.0%	20.8%	16.7%	31.6%	N/A	N/A

		Total in Agreement	Academic	Support
Staff	I am encouraged by the school to view each student as a “whole person.”	91.2%	92.3%	80.0%
	The student activities program takes advantage of opportunities afforded by the school’s location.	66.7%	65.4%	80.0%
	The student activities program takes advantage of the diversity of backgrounds of school managers, staff, and students.	61.4%	57.7%	100.0%
Parent	The student activities program is appropriate in size and variety to serve the needs of my child.	56.9%		
	The student activities program takes advantage of opportunities afforded by the school’s location.	50.0%		
	My child has an opportunity to acquire and exercise social responsibility within and beyond the school itself.	73.8%		
Board	The student activities program is appropriate in size and variety.	N/A		
Alumni	I enjoyed the programs offered by student activities.	N/A		

**Standard Five: The school actively promotes intercultural and international awareness.**

		Total in Agreement	Gender		Year Group								
			Male	Female	5	6	7	8	9	10	11	12	13
Students	The school encourages me to share my background.	55.2%	56.5%	52.6%	67.2%	68.6%	50.0%	36.0%	41.7%	33.3%	57.9%	N/A	N/A
	I regularly take part in activities involving people from other cultures and nationalities.	61.6%	63.0%	58.8%	75.0%	71.4%	27.8%	48.0%	54.2%	50.0%	68.4%	N/A	N/A
Staff	The school promotes positive multi-cultural interaction among students and faculty.	86.0%	Academic	Support									
			84.6%	100.0%									
Parent	I have been invited to share my family's cultural heritage with my child's school.	56.3%											
	I am satisfied with the multicultural and international experiences offered to my child by the school.	88.8%											
Alumni	The school encouraged me to share my ethnic/cultural heritage.	N/A											
	The school promoted my international and intercultural awareness.	N/A											

**Standard Six: Residential services shall serve the best interests of all boarding students and staff.**

		Total in Agreement	Boarding Total in Agreement	Boarding	Boarding
				Male	Female
Students	I feel safe in my residence.	N/A	N/A	N/A	N/A
	I know where to find an adult in my residence.	N/A	N/A	N/A	N/A
	I feel comfortable with the adults in my residence.	N/A	N/A	N/A	N/A
	I feel I have enough privacy in my residence.	N/A	N/A	N/A	N/A
	There are not enough organized activities for boarding students.	N/A	N/A	N/A	N/A
	I have access to laundry.	N/A	N/A	N/A	N/A
Staff	The structure and nature of adult supervision is appropriate for students in residence.	N/A	Academic	Support	
			N/A	N/A	
	The physical plant of the residence is appropriate to the size of the student body.	N/A	N/A	N/A	

Students		
Boarding	Count	Percent
Yes	0	0.0%
No	203	100.0%
<b>TOTAL</b>	<b>203</b>	<b>100.0%</b>

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		Total in Agreement	Boarding Total in Agreement
Parent	My child is safe and comfortable in the residence.	N/A	N/A
	I am satisfied with the residence facilities.	N/A	N/A
	I am satisfied with the residence activities program.	N/A	N/A
	I am satisfied with the additional services (e.g., laundry, meals) provided to my boarding child.	N/A	N/A
Board	The school's boarding policies are effective and clearly articulated.	N/A	
	The boarding program is appropriately funded.	N/A	
Alumni	I felt like I had enough privacy in my residence.	N/A	
	I felt at home in my residence.	N/A	

Parents		
Boarding	Count	Percent
Yes	0	0.0%
No	160	100.0%
<b>TOTAL</b>	<b>160</b>	<b>100.0%</b>

## ADDENDUM: LIKERT SCALE RESPONSES

### SECTION A

#### PHILOSOPHY AND OBJECTIVES

**Standard One: The school shall have a clear and effective written statement of its Philosophy and Objectives, appropriate for the students it serves.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The school's Philosophy and Objectives Statement is appropriate to this school.	33.3%	54.4%	8.8%	1.8%	1.8%	0.0%
	Upon admission, and beyond, the school ensures that there is a reasonable match between the student's needs and the program offered.	17.5%	54.4%	10.5%	14.0%	3.5%	0.0%
Parent	The Philosophy and Objectives Statement is clear, effective and appropriate for the school.	16.3%	65.0%	16.3%	2.5%	0.0%	0.0%
Board	The Philosophy and Objectives Statement is clear, effective and appropriate for the school.	--	--	--	--	--	--

**Standard Two: The school's Philosophy and Objectives shall be generally known, understood and accepted by the governing body, school management, staff, parents, and students.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I know about my school's Philosophy and Objectives Statement.	4.4%	36.5%	47.3%	7.9%	3.9%	0.0%
Staff	I support the school's Philosophy and Objectives Statement.	57.1%	32.1%	10.7%	0.0%	0.0%	1.8%
Parent	I know and understand the Philosophy and Objectives Statement of my child's school.	16.9%	66.9%	11.9%	4.4%	0.0%	0.0%
	I was provided with adequate and accurate information regarding the school prior to sending my child there.	23.1%	57.5%	12.5%	6.3%	0.6%	0.0%
Board	I had an opportunity to provide input into the school's Philosophy and Objectives Statement.	--	--	--	--	--	--
	I am aware of the review process for the school's Philosophy and Objectives Statement.	--	--	--	--	--	--

**Standard Three: There shall be procedures, which will enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The school's Philosophy and Objectives are regularly evaluated.	17.9%	39.3%	21.4%	19.6%	1.8%	1.8%
	The Philosophy and Objectives Statement is appropriately referred to when important decisions are being made.	7.1%	50.0%	19.6%	19.6%	3.6%	1.8%
Parent	I have been invited by the school to evaluate its success in achieving its goals.	21.9%	45.6%	16.9%	15.0%	0.6%	0.0%
Board	The school's Philosophy and Objectives Statement is translated into practice.	--	--	--	--	--	--
	As a trustee, I regularly refer to the school's Philosophy and Objectives Statement in my decision-making.	--	--	--	--	--	--

**Standard Four: The Philosophy and Objective shall commit the school to act within the spirit of the United Nations Universal Declaration of Human Rights.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Parent	There is alignment between the school's Philosophy and Objectives Statement and the United Nations Universal Declaration of Human Rights.	15.6%	41.3%	42.5%	0.6%	0.0%	0.0%
Board	There is alignment between the school's Philosophy and Objectives Statement and the United Nations Universal Declaration of Human Rights.	--	--	--	--	--	--
Alumni/ae	There is alignment between the school's Philosophy and Objectives Statement and the United Nations Universal Declaration of Human Rights.	--	--	--	--	--	--

**Standard Five: The Philosophy and Objectives shall commit the school to promoting international and intercultural experiences for its students.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	40.4%	52.6%	5.3%	1.8%	0.0%	0.0%
Parent	Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	37.5%	55.6%	6.9%	0.0%	0.0%	0.0%
Board	Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	--	--	--	--	--	--
Alumni/ae	The school prepared me well for interacting with people from different cultures and nations.	--	--	--	--	--	--



**SECTION B**

**CURRICULUM**

**Standard One: The curriculum, in its content, design, implementation, assessment, and review, shall reflect the school’s philosophy, objectives and policies.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	Curriculum design and delivery are consistent with the school’s philosophy, objectives, and policies.	17.5%	43.9%	26.3%	10.5%	1.8%	0.0%
Parent	There is coherence between the school’s Philosophy and Objectives Statement and its curriculum.	15.6%	61.3%	18.1%	5.0%	0.0%	0.0%
	I believe the curriculum meets my child’s needs.	17.5%	55.0%	15.6%	10.6%	1.3%	0.0%
Board	I have a working knowledge of the school’s curriculum.	--	--	--	--	--	--

**Standard Two: The curriculum shall be comprehensively documented.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I know where to find an understandable description of my courses of studies if I wish to refer to it.	15.3%	42.4%	27.6%	11.3%	3.4%	0.0%
Staff	Curriculum materials clearly indicate scope and sequence for each course and grade level.	9.1%	34.5%	36.4%	18.2%	1.8%	3.5%
	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand and are able to do.	12.7%	50.9%	20.0%	12.7%	3.6%	3.5%
	Written curriculum materials include references to the methodologies that are used.	13.2%	30.2%	32.1%	17.0%	7.5%	7.0%
	Written curriculum materials include information about teaching materials and resources.	16.4%	41.8%	30.9%	3.6%	7.3%	3.5%
	Written curriculum materials indicate assessments to be used to measure student progress.	16.7%	40.7%	29.6%	11.1%	1.9%	5.3%
	Written curriculum materials include references to links within and across disciplines.	10.9%	34.5%	38.2%	10.9%	5.5%	3.5%
	A new teacher would find our curriculum documents immediately useful in preparing to teach an assigned class.	5.4%	16.1%	28.6%	39.3%	10.7%	1.8%
Parent	I have received a written overview of the learning objectives and expectations in my child's classes.	23.1%	51.9%	11.3%	11.9%	1.9%	0.0%

**Standard Three: Curriculum design shall provide for the varied development, academic, social and emotional needs of students.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	My classes help me to understand what is happening in my everyday life.	16.7%	39.4%	20.2%	17.7%	5.9%	0.0%
	My classes challenge me to think and work hard.	20.7%	34.5%	20.7%	18.2%	5.9%	0.0%
	My classes are generally interesting.	19.7%	37.9%	20.2%	15.3%	6.9%	0.0%
Staff	I adjust my teaching to the varied needs of students in my classes.	53.1%	40.8%	2.0%	4.1%	0.0%	14.0%
	The curriculum is appropriate for all students.	18.2%	38.2%	20.0%	14.5%	9.1%	3.5%
Parent	My child seems appropriately challenged.	22.5%	50.6%	11.3%	13.1%	2.5%	0.0%
	In general, the teachers meet the needs of my child.	28.1%	48.1%	12.5%	10.6%	0.6%	0.0%
	What my child is learning is important for the future.	40.6%	53.1%	5.6%	0.6%	0.0%	0.0%
Board	I believe the curriculum ensures all students can profit from school offerings.	--	--	--	--	--	--
Alumni/ae	What I learned in school is relevant to what I'm doing now.	--	--	--	--	--	--
	There were sufficient classes in the use of computers and technology.	--	--	--	--	--	--
	I graduated/left school emotionally and socially prepared to do what I am doing now.	--	--	--	--	--	--

**Standard Four: The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	Things I learn in one class can be used in other classes.	21.2%	49.3%	17.2%	9.9%	2.5%	0.0%
	What I learned in my classes last year is helping me this year.	25.6%	33.0%	25.6%	8.9%	6.9%	0.0%
Staff	I meet regularly with my colleagues in other school divisions or grades/year groups to discuss curriculum.	22.2%	27.8%	16.7%	22.2%	11.1%	5.3%
	I meet regularly with colleagues in other disciplines to strengthen links across disciplines.	17.9%	30.4%	19.6%	21.4%	10.7%	1.8%
Parent	My child's class work builds upon what was learned in previous years.	20.6%	48.8%	28.1%	2.5%	0.0%	0.0%

**Standard Five: The curriculum shall utilize the cultural diversity of the host country and the school community to enhance the educational experience of students.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	Learning about the local language and culture helps me understand.	22.2%	36.9%	28.1%	10.3%	2.5%	0.0%
Staff	I incorporate aspects of the local language and culture into my teaching.	31.4%	51.0%	9.8%	5.9%	2.0%	10.5%
	I make use of the cultural diversity of the school community to enrich what I am teaching.	43.1%	45.1%	7.8%	3.9%	0.0%	10.5%
Parent	The local language and culture is used to enrich my child's learning.	25.0%	59.4%	11.3%	4.4%	0.0%	0.0%
	The cultural diversity of the school community is used to enrich my child's learning.	35.0%	53.8%	9.4%	1.9%	0.0%	0.0%
Board	The cultural diversity of the school community is used to enrich my child's learning.	--	--	--	--	--	--
Alumni/ae	The local language and culture was used to enrich my school experience.	--	--	--	--	--	--
	The cultural diversity of the school community was used to enrich my experience.	--	--	--	--	--	--

**Standard Six: The curriculum shall develop those skills and abilities, which will prepare students for lifelong learning.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	The school takes account of my learning style.	13.3%	31.0%	31.0%	15.3%	9.4%	0.0%
	Teachers encourage my thinking and problem solving skills.	27.6%	38.4%	18.7%	10.8%	4.4%	0.0%
	I learn to gather, organize, present and apply ideas and information.	23.6%	49.8%	17.2%	6.9%	2.5%	0.0%
Staff	I take into account my students' learning styles.	38.8%	61.2%	0.0%	0.0%	0.0%	14.0%
	I encourage the development of critical thinking and problem solving skills.	60.4%	39.6%	0.0%	0.0%	0.0%	7.0%
	The learning program emphasizes the processes of gathering, organizing, presenting and applying ideas and information.	36.4%	50.9%	9.1%	1.8%	1.8%	3.5%
Parent	The school takes account of my child's learning style.	16.9%	47.5%	22.5%	11.3%	1.9%	0.0%
	I believe my child is developing critical thinking and problem solving skills.	24.4%	51.9%	18.1%	5.0%	0.6%	0.0%
	The learning program emphasizes the processes of gathering, organizing, presenting and applying ideas and information.	25.6%	55.6%	15.6%	3.1%	0.0%	0.0%
Board	I believe the students at this school are being prepared for lifelong learning.	--	--	--	--	--	--
Alumni/ae	The curriculum emphasized the processes of gathering, organizing, presenting and applying ideas and information.	--	--	--	--	--	--
	The school adequately prepared me to think critically and solve problems.	--	--	--	--	--	--
	I was aware of my learning style.	--	--	--	--	--	--

**Standard Seven: The school shall provide ongoing professional development to improve the implementation of the curriculum.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The school provides professional development, which is relevant to student needs.	21.1%	35.1%	21.1%	19.3%	3.5%	0.0%
	The school encourages and supports my professional development.	29.8%	28.1%	19.3%	15.8%	7.0%	0.0%
Board	I am satisfied with the ongoing professional development provided to teachers at this school.	--	--	--	--	--	--

**Standard Eight: The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognize diverse learning styles.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	Most of my teachers use a variety of teaching methods.	25.6%	38.9%	14.8%	15.8%	4.9%	0.0%
	My classes are interesting.	19.2%	31.0%	28.1%	13.8%	7.9%	0.0%
Staff	I use a variety of methods to teach my classes.	44.0%	52.0%	4.0%	0.0%	0.0%	12.3%
	I teach to a wide spectrum of learning styles.	38.8%	44.9%	12.2%	4.1%	0.0%	14.0%
Parent	My child finds school interesting and engaging.	38.8%	40.6%	12.5%	6.3%	1.9%	0.0%
Alumni/ae	My teachers used a variety of methods to teach a given subject.	--	--	--	--	--	--
	My classes were interesting and engaging.	--	--	--	--	--	--

**Standard Nine: The school shall provide appropriate support and resources to implement the curriculum.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I am provided with the books/print materials I need for each class.	23.6%	42.4%	19.2%	8.9%	5.9%	0.0%
	Computers are available to assist me with my schoolwork.	25.6%	41.9%	11.8%	14.3%	6.4%	0.0%
Staff	Paraprofessional support is available if needed.	22.2%	38.9%	29.6%	3.7%	5.6%	5.3%
	Technological resources are appropriate.	3.6%	30.4%	21.4%	32.1%	12.5%	1.8%
	The school provides me with adequate texts and materials.	12.7%	41.8%	12.7%	27.3%	5.5%	3.5%
Parent	My child's classes have too many students in them.	2.5%	7.5%	15.0%	53.1%	21.9%	0.0%
	My child has all the books and equipment needed for classes.	24.4%	56.3%	16.3%	2.5%	0.6%	0.0%
	The school's computer resources are adequate.	15.0%	48.8%	26.9%	6.9%	2.5%	0.0%

**Standard Ten: Staff shall establish and communicate clear expectations to students and parents.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I know what my teachers expect of me in my studies.	20.2%	45.3%	21.2%	11.8%	1.5%	0.0%
	I feel that the grading/marketing accurately reflect my work.	15.8%	38.4%	30.0%	11.3%	4.4%	0.0%
Staff	I clearly articulate course expectations to my students and their parents.	30.8%	48.1%	15.4%	5.8%	0.0%	8.8%
	I am sometimes frustrated by student lack of awareness of course expectations.	10.0%	32.0%	16.0%	38.0%	4.0%	12.3%
Parent	My child and I know what is expected of him/her academically.	11.9%	55.6%	20.0%	12.5%	0.0%	0.0%

**Standard Eleven: The school shall regularly assess the effectiveness of teaching and learning.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	Most of my teachers use a variety of methods to measure my progress.	16.3%	36.5%	25.1%	17.2%	4.9%	0.0%
	I have opportunities to mark my own learning.	15.3%	44.8%	21.2%	12.8%	5.9%	0.0%
	I have opportunities to show teachers what I have learned.	22.7%	47.3%	16.3%	10.8%	3.0%	0.0%
Staff	The school regularly monitors the quality of my assessment procedures.	1.9%	20.8%	26.4%	39.6%	11.3%	7.0%
	I am aware of how student achievement at this school compares with similar students elsewhere.	1.8%	36.4%	29.1%	23.6%	9.1%	3.5%
Parent	Teachers use a variety of methods to assess my child's learning.	20.6%	49.4%	25.0%	3.1%	1.9%	0.0%
	My child has the opportunity to show teachers what he/she has learned.	19.4%	60.6%	14.4%	5.6%	0.0%	0.0%
Board	I am aware of how student achievement at this school compares with similar students elsewhere.	--	--	--	--	--	--
Alumni/ae	My teachers accommodated students who did not speak English as a first language.	--	--	--	--	--	--
	My teachers used a variety of methods to assess my learning.	--	--	--	--	--	--
	I had opportunities to assess my own learning.	--	--	--	--	--	--
	I had an opportunity to show teachers what I had learned.	--	--	--	--	--	--



**Standard Twelve: Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I gather with other teachers in my field to review, develop, and revise the curriculum.	15.4%	38.5%	9.6%	32.7%	3.8%	8.8%
	I am encouraged to pilot new courses or techniques.	34.0%	41.5%	7.5%	11.3%	5.7%	7.0%
	I feel I am up-to-date on current trends in education.	30.2%	47.2%	13.2%	7.5%	1.9%	7.0%

**Standard Thirteen: Administrators and Staff shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	If I have trouble learning a lesson one way, teachers try to teach me another way.	21.7%	30.0%	18.7%	19.2%	10.3%	0.0%
Staff	I take students' achievement into account in order to improve teaching and learning.	48.1%	50.0%	1.9%	0.0%	0.0%	8.8%
	I take students' achievement into account when revising curriculum.	42.9%	49.0%	4.1%	4.1%	0.0%	14.0%
	I consider student grades a reflection of my own teaching success.	23.1%	42.3%	19.2%	11.5%	3.8%	8.8%
Parent	I am satisfied with the frequency and thoroughness of reporting on my child's school progress.	22.5%	49.4%	15.0%	7.5%	5.6%	0.0%
	The school assists me with understanding the results of any standardized achievement tests that may be given by the school.	9.3%	43.9%	29.0%	14.0%	3.7%	33.1%
	I feel comfortable talking with teachers about my child's progress.	36.3%	51.3%	6.3%	6.3%	0.0%	0.0%

**Standard Fourteen: The school shall record, analyze, and report to appropriate members of the school community the results of school and student performance.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	My school report card shows me when I am doing well in school.	32.5%	40.9%	14.8%	6.9%	4.9%	0.0%
	My school report card shows me when and how I need to improve.	29.6%	41.4%	12.8%	9.4%	6.9%	0.0%
Staff	I discuss students' performance with their parents/guardians.	43.1%	51.0%	2.0%	3.9%	0.0%	10.5%
	The school provides regular opportunities for me to meet with parents.	42.9%	44.6%	3.6%	7.1%	1.8%	1.8%
	I am satisfied with my school's assessment and reporting procedures.	8.8%	31.6%	24.6%	26.3%	8.8%	0.0%
Board	I am made aware of the results of any standardized achievement tests that are given by the school.	--	--	--	--	--	--

**SECTION C****GOVERNANCE AND MANAGEMENT**

**Standard One: The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity and effective support.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The governing body provides the school with sound direction, continuity and effective support.	5.4%	17.9%	35.7%	25.0%	16.1%	1.8%
Parents	The governing body provides the school with sound direction, continuity and effective support.	7.5%	41.9%	43.8%	6.3%	0.6%	0.0%
Board	The composition of the governing body meets this school's needs.	--	--	--	--	--	--
	The governing body restricts its actions to the determination and funding of policy and the selection, retention and formal appraisal of the school head.	--	--	--	--	--	--
	I receive appropriate training in the understanding and performance of my duty as a member of the governing body.	--	--	--	--	--	--
	There is a clear evaluation system to regularly and rigorously appraise the performance of the governing body against its duties and predetermined goals.	--	--	--	--	--	--
	In the event of sudden change, the governing body can provide continuity for the school.	--	--	--	--	--	--

**Standard Two: There shall be a co-operative and effective working relationship between the governing body and the school head.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The governing body and the school head work well together.	14.3%	10.7%	48.2%	17.9%	8.9%	1.8%
Board	The responsibilities of the governing body are clearly written down.	--	--	--	--	--	--
	The governing body considers the school head's recommendations prior to policy decisions.	--	--	--	--	--	--
	The governing body has developed a clear, written job description for the school head.	--	--	--	--	--	--
	The governing body and the head of the school enjoy a good working relationship.	--	--	--	--	--	--

**Standard Three: The school head, although accountable to a higher authority, shall be the responsible leader of the school.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The school head is the responsible leader of the school.	26.3%	33.3%	10.5%	22.8%	7.0%	0.0%
Parents	The school head is the responsible leader of the school.	11.9%	60.0%	23.8%	4.4%	0.0%	0.0%
	I am satisfied with the school head's leadership.	11.3%	56.3%	21.9%	8.1%	2.5%	0.0%
Board	The school head is suitably qualified and experienced in education.	--	--	--	--	--	--
	The school head provides leadership for the total school program.	--	--	--	--	--	--
	The governing body utilizes a clearly defined appraisal system for the school head, conducted with his/her full knowledge.	--	--	--	--	--	--
	Appraisal outcomes are reported in writing to the head.	--	--	--	--	--	--
	The school head has the opportunity to discuss and appeal any aspects of the appraisal.	--	--	--	--	--	--
	The school head has direct access to the governing body.	--	--	--	--	--	--
	The school head has total responsibility for the recruitment, selection, assignment, orientation, deployment, and appraisal of all the school staff.	--	--	--	--	--	--

**Standard Four: The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school’s goals and for assessing the effectiveness of the actions taken.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I have input into the school’s educational and financial planning processes.	23.2%	26.8%	21.4%	17.9%	10.7%	1.8%
	I am aware of the school’s educational and financial plans.	32.1%	44.6%	14.3%	7.1%	1.8%	1.8%
	The school’s educational plans guide my work.	20.8%	47.2%	15.1%	15.1%	1.9%	7.0%
Parents	I am aware of the school’s educational and financial plans.	5.6%	27.5%	40.0%	21.9%	5.0%	0.0%
Board	The school’s educational and financial plans for the short, medium, and long term are appropriate.	--	--	--	--	--	--
	All plans have the financial implications clearly stated.	--	--	--	--	--	--
	There are procedures to involve members of the school staff in educational and financial planning.	--	--	--	--	--	--
	All plans are periodically reviewed and updated.	--	--	--	--	--	--

**Standard Five: The school shall observe legal and ethical principles in all its dealings with the school community.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	The school generally treats my family and me fairly.	19.7%	36.9%	27.6%	7.4%	8.4%	0.0%
Staff	I believe that the school's governing body and management act legally and ethically.	32.1%	25.0%	26.8%	10.7%	5.4%	1.8%
	I feel the governing body would protect me from exploitation or unjust criticism.	21.4%	37.5%	28.6%	8.9%	3.6%	1.8%
Board	The governing body and the school management comply with all applicable statutes, government laws and regulations.	--	--	--	--	--	--
	The governing body respects all local codes, fulfills its contracts, and settles its debts promptly.	--	--	--	--	--	--
	The governing body appropriately handles conflicts of interest.	--	--	--	--	--	--
	The governing body provides protection for the school staff from community exploitation and unjust criticism.	--	--	--	--	--	--
	All statements and representations relating to programs, services and resources are clear, factually accurate and current.	--	--	--	--	--	--
	The governing body pursues all relationships with the school of staff members only through the school head.	--	--	--	--	--	--

**Standard Six: The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that the school community understands these policies.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I receive updates about the decisions and deliberations of the school's governing body.	14.0%	56.1%	10.5%	14.0%	5.3%	0.0%
	School policies are known and consistent.	7.0%	36.8%	21.1%	21.1%	14.0%	0.0%
	School policies are only changed after due deliberation.	12.3%	24.6%	31.6%	22.8%	8.8%	0.0%
Parents	I receive updates about the decisions and deliberations of the school's governing body.	8.1%	38.1%	35.0%	18.1%	0.6%	0.0%
	School policies are known and consistent.	13.8%	53.1%	19.4%	13.8%	0.0%	0.0%
	School policies are changed only after due deliberation.	6.3%	28.8%	58.1%	6.9%	0.0%	0.0%
Board	The governing body has a policy manual, and organizes orientation and training sessions so that all members understand its contents and implications.	--	--	--	--	--	--
	The governing body arranges to publicize its decisions and deliberations by, for example, open meetings, newsletters, publication of the Board minutes, etc.	--	--	--	--	--	--



**Standard Seven: The financial resources of the school shall be capable of sustaining a sound educational program, consistent with its stated philosophy and objectives, and of providing for the long-term stability of the school.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I trust the financial stability of the school.	17.5%	36.8%	24.6%	17.5%	3.5%	0.0%
Parents	I believe the school is financially secure.	9.4%	42.5%	46.3%	1.3%	0.6%	0.0%
Board	After appropriate consultation and debate, the governing body sets fee levels, which ensure the ongoing financial stability of the school.	--	--	--	--	--	--
	The governing body establishes the school's annual budget after appropriate consultation with the relevant constituents.	--	--	--	--	--	--
	Any endowment funds are under the management of qualified financial managers, and the governing body supervises the endowment management.	--	--	--	--	--	--
	The school regularly considers culturally appropriate means of raising additional funds.	--	--	--	--	--	--
	The school head prepares, and submits to the governing body, appropriate reports on financial matters.	--	--	--	--	--	--

**Standard Eight: The management of the school’s finances shall be, at all times, in accordance with the standards, which operate in the host country and be consistent with best practice in international schools.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The school’s financial resources are well managed.	14.0%	22.8%	36.8%	22.8%	3.5%	0.0%
Parents	I believe the school operates in a financially responsible manner.	8.8%	51.3%	37.5%	2.5%	0.0%	0.0%
Board	The financial affairs of the school are competently managed, and published budgets are made available to duly authorized persons.	--	--	--	--	--	--
	The school’s insurance program is comprehensive and appropriate.	--	--	--	--	--	--

**Standard Nine: Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Parents	The school reports fee changes in a timely manner, allowing me to withdraw my child from the school if I so desire.	12.5%	48.1%	36.9%	2.5%	0.0%	0.0%
	I receive bills on an appropriate schedule.	18.8%	68.8%	7.5%	4.4%	0.6%	0.0%
Board	Total servicing of long-term debt, including both interest and principal payments, is apportioned to both present and future beneficiaries.	--	--	--	--	--	--

**SECTION D****STAFF**

**Standard One: The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school's programs, services and activities.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	Generally my teachers are knowledgeable about their subjects.	26.1%	51.2%	17.2%	3.0%	2.5%	0.0%
	Most of my teachers know how to teach.	31.5%	44.3%	10.8%	10.3%	3.0%	0.0%
Staff	The teacher-student ratio is adequate to provide meaningful learning experiences.	47.3%	47.3%	0.0%	3.6%	1.8%	3.5%
	I regularly receive feedback and supervision of my teaching.	13.5%	25.0%	21.2%	28.8%	11.5%	8.8%
	There are mechanisms for communicating my needs to the school management.	26.3%	49.1%	12.3%	10.5%	1.8%	0.0%
Parent	I am satisfied with the school's teacher-student ratio.	23.8%	59.4%	11.9%	3.8%	1.3%	0.0%
	I am satisfied with the qualifications of the teachers in the school.	18.1%	48.1%	25.6%	6.9%	1.3%	0.0%
Board	The teacher-student ratio is adequate to provide meaningful learning experiences.	--	--	--	--	--	--
	The governing body has a process that includes consultation with teachers via the head regarding educational matters.	--	--	--	--	--	--
Alumni/ae	I felt as if my teachers had enough time for me.	--	--	--	--	--	--
	I have remained in contact with at least one staff member from my old school.	--	--	--	--	--	--

**Standard Two: The school head shall ensure that there is a co-operative working relationship with all staff to facilitate proper utilization of their abilities.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I am encouraged to work cooperatively with other teachers [staff members].	56.4%	32.7%	5.5%	3.6%	1.8%	3.5%

**Standard Three: Staff shall act professionally in carrying out all their duties and responsibilities.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I feel adequately prepared to teach/work [fulfill my role] in this school.	33.3%	48.1%	9.3%	5.6%	3.7%	5.3%
	I feel I provide individual help to students as needed.	50.9%	41.8%	3.6%	1.8%	1.8%	3.5%
	I am involved in the review of teaching and learning.	30.2%	39.6%	13.2%	13.2%	3.8%	7.0%
	The school encourages peers to observe one another's teaching.	9.4%	41.5%	15.1%	20.8%	13.2%	7.0%
Parents	I am impressed with the professionalism of my child's teachers.	21.9%	51.3%	15.0%	10.6%	1.3%	0.0%

**Standard Four: There shall be written and available personnel policies and practices for all staff.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I think that the school's policy handbook is comprehensive.	1.9%	35.8%	28.3%	17.0%	17.0%	7.0%
Board	School policies include a statement on non-discrimination.	--	--	--	--	--	--
	School policies include provision for adequate staff development.	--	--	--	--	--	--
	School policies include provision for the evaluation and accountability of staff.	--	--	--	--	--	--
	School policies include a statement on board/staff relationship.	--	--	--	--	--	--
	School policies include procedures on recruitment, appointment, promotion, and retirement.	--	--	--	--	--	--

**Standard Five: All staff shall be employed under written contracts, which state the principal terms of agreement between members of staff and the governing body, and which provide for adequate salaries, and fringe benefits.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I am satisfied with the clarity of my contract with the school.	17.5%	29.8%	14.0%	29.8%	8.8%	0.0%
	I am reasonably compensated for my work.	5.3%	36.8%	14.0%	24.6%	19.3%	0.0%

**Standard Six: There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	Appraisals of my performance are conducted fairly and in writing.	28.6%	33.9%	19.6%	12.5%	5.4%	1.8%
	I have the opportunity to discuss and appeal aspects of my appraisal.	28.1%	42.1%	22.8%	3.5%	3.5%	0.0%
	I regularly evaluate my own teaching/work.	48.1%	50.0%	1.9%	0.0%	0.0%	8.8%

**Standard Seven: The school shall have a program of professional development for staff related to appraisal procedures and other priorities identified by the school.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I am satisfied with the opportunities I have to take advantage of professional development.	19.6%	39.3%	16.1%	14.3%	10.7%	1.8%
	I am involved in the planning of professional development opportunities.	16.4%	47.3%	12.7%	14.5%	9.1%	3.5%
	I have been adequately oriented to the local culture and community.	38.0%	42.0%	6.0%	12.0%	2.0%	12.3%

**SECTION E**

**STUDENT SUPPORT SERVICES**

**Standard One: There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I know where to go for learning support.	17.2%	37.4%	25.1%	12.3%	7.9%	0.0%
Staff	Students receive good support if they are experiencing academic difficulties.	35.7%	37.5%	19.6%	5.4%	1.8%	1.8%
	The unique abilities/disabilities of students are well identified prior to entry into the school.	12.5%	30.4%	21.4%	21.4%	14.3%	1.8%
	The unique abilities/disabilities of students are well identified as they arise during the students' time at the school.	28.6%	46.4%	16.1%	7.1%	1.8%	1.8%
Parent	I believe the admissions process adequately diagnosed my child's abilities/disabilities and learning styles	15.6%	43.8%	28.1%	10.6%	1.9%	0.0%

**Standard Two: If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programs to meet those needs.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The school provides adequate support for students with special needs.	37.5%	48.2%	7.1%	1.8%	5.4%	1.8%
Parents	If my child is having academic difficulties, appropriate help will be provided.	16.3%	46.3%	31.9%	4.4%	1.3%	0.0%

**Standard Three: the school shall have the trained special needs personnel needed to serve students with identified learning disabilities.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	The number of special needs personnel is appropriate to the number of identified special education students.	16.1%	35.7%	21.4%	16.1%	10.7%	1.8%

**Standard Four: There shall be effective practices to address the needs of students of exceptionally high knack, achievement, and/or talent.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	My teachers encourage me to explore my interests outside of class.	16.7%	29.6%	24.6%	17.2%	11.8%	0.0%
Staff	There are opportunities for high ability students to extend and enrich their learning in my class.	13.0%	29.6%	29.6%	18.5%	9.3%	5.3%
	I know where to refer exceptional students to accommodate their talents and interests.	9.1%	43.6%	14.5%	21.8%	10.9%	3.5%
Parent	The school is aware of my child's unique talents and achievements.	13.8%	46.9%	31.3%	7.5%	0.6%	0.0%
	The school offers programs or suggests options for exceptionally talented students.	4.4%	20.6%	52.5%	16.3%	6.3%	0.0%



**Standard Five: If students whose native or first language is not English (and whose English is not sufficiently developed to follow the full school curriculum) are admitted, the school shall provide English language support.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	The school provides me with support if I need help with my English.	32.5%	32.5%	25.6%	4.9%	4.4%	0.0%
	My teachers encourage me to use English in the classroom.	34.0%	39.9%	20.7%	2.0%	3.4%	0.0%
Staff	The school has helped me to learn strategies to accommodate students who need English language support.	16.0%	30.0%	18.0%	28.0%	8.0%	12.3%
	The school provides adequate resources and support for students who speak English as a Second Language.	16.7%	50.0%	16.7%	14.8%	1.9%	5.3%
Parent	Teachers are available to help my child with his/her English.	40.6%	51.9%	4.5%	2.3%	0.8%	16.9%
	Teachers encourage my child to use English in the classroom.	53.5%	38.8%	7.0%	0.8%	0.0%	19.4%
Board	School policies allow for a comprehensive ESL program.	--	--	--	--	--	--

**Standard Six: The school shall provide appropriate guidance services, including academic and personal counseling as well as career/tertiary education advice for secondary students.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	General advice, guidance, and counseling are available to me at school.	15.3%	50.7%	23.2%	6.9%	3.9%	0.0%
	I feel comfortable talking to guidance counselors.	17.2%	25.6%	30.5%	12.8%	13.8%	0.0%
Staff	Guidance counselors are available to students for a variety of needs.	23.6%	61.8%	5.5%	7.3%	1.8%	3.5%
	Guidance counselors respect student confidentiality.	36.4%	45.5%	14.5%	1.8%	1.8%	3.5%
	Advice on college/university applications is effective at this school.	8.2%	34.7%	34.7%	12.2%	10.2%	14.0%
Parent	I am satisfied with the effectiveness of the school's guidance and counseling processes.	15.0%	50.6%	26.3%	7.5%	0.6%	0.0%
	I trust the confidentiality of the school's guidance procedures.	13.8%	57.5%	24.4%	4.4%	0.0%	0.0%
Alumni	Good all-round guidance and support was available from the school.	--	--	--	--	--	--
	The guidance counselor(s) gave me valuable help with college/university applications.	--	--	--	--	--	--

**Standard Seven: The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	My teachers talk to my parents about how I am doing in school.	35.0%	35.0%	12.3%	8.4%	9.4%	0.0%
Staff	The atmosphere in the school encourages parental participation.	21.4%	39.3%	25.0%	12.5%	1.8%	1.8%
	I seek out parents' opinions about their children.	18.2%	56.4%	10.9%	12.7%	1.8%	3.5%
Parent	I am satisfied with the communication I have with my child's teachers.	26.9%	48.8%	10.6%	10.0%	3.8%	0.0%
	The school includes me in important decisions about my child.	17.5%	44.4%	27.5%	8.8%	1.9%	0.0%

**Standard Eight: The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	The school will organize opportunities for me to take any tests required for college or university entrance.	8.9%	20.7%	55.2%	7.4%	7.9%	0.0%
	I know the school provides assistance when I need to apply for entry into university or college.	5.4%	24.1%	60.6%	4.4%	5.4%	0.0%
Staff	Students are prepared for appropriate tests and examinations for admission to institutions of higher education.	10.6%	27.7%	42.6%	12.8%	6.4%	17.5%
Parent	The school makes help available when my child needs to apply for entry into university or college.	5.6%	19.4%	71.9%	2.5%	0.6%	0.0%
Alumni	The school provided access to the testing required for post-secondary planning and application.	--	--	--	--	--	--
	School staff was helpful in processing required post-secondary application materials.	--	--	--	--	--	--

**Standard Nine: The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions, which take place away from the school premises.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I know what to do if there is an emergency at my school.	23.6%	35.5%	14.8%	14.8%	11.3%	0.0%
	I will get immediate assistance from the staff member assigned to look after ill or injured students.	15.8%	37.9%	35.0%	6.9%	4.4%	0.0%
Staff	I am satisfied with school health and emergency procedures.	7.3%	41.8%	21.8%	23.6%	5.5%	3.5%
	First aid supplies are readily available and easily accessible.	8.8%	42.1%	22.8%	21.1%	5.3%	0.0%
	I have been effectively prepared about what to do in the event of a medical emergency.	7.1%	21.4%	23.2%	35.7%	12.5%	1.8%
Parent	I trust the school's emergency procedures.	10.0%	53.8%	29.4%	6.3%	0.6%	0.0%
	I am comfortable with the school's attention to health matters.	11.9%	50.0%	30.6%	6.3%	1.3%	0.0%
Board	Board policies and school practices demonstrate a concern for the health of everyone on school premises and using school services.	--	--	--	--	--	--

**Standard Ten: The school shall have a health policy, which includes collection of medical information for all staff and students, immunization against common diseases and the maintenance of comprehensive records.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I have filed appropriate medical health forms with the school.	8.3%	16.7%	35.4%	31.3%	8.3%	15.8%
	I am appropriately informed if any of my students have health conditions that might affect their performance in my classes.	21.8%	52.7%	7.3%	12.7%	5.5%	3.5%
Parents	My child's teachers know of any health issue that may affect my child in their classes.	13.1%	51.9%	30.0%	4.4%	0.6%	0.0%

**SECTION F**

**RESOURCES**

**Standard One: The school shall provide or arrange for such services as are required in support of its program offerings, and shall ensure that these services with respect to food, security, transportation, cleaning, and others meet acceptable standards of safety and comfort.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I enjoy having a meal in the cafeteria/dining hall.	7.9%	8.9%	42.4%	12.8%	28.1%	0.0%
	Toilet and washing facilities are adequate.	10.3%	23.6%	24.1%	19.2%	22.7%	0.0%
	I feel safe while at school.	34.5%	39.9%	13.3%	6.9%	5.4%	0.0%
	I feel safe going on school trips.	32.5%	43.3%	13.8%	4.9%	5.4%	0.0%
	I am satisfied with the school's bus system.	8.4%	19.2%	37.4%	9.9%	25.1%	0.0%
Staff	The cafeteria/dining hall is a welcoming place.	24.4%	35.6%	6.7%	22.2%	11.1%	21.1%
	Toilet and washing facilities are adequate.	17.5%	57.9%	3.5%	17.5%	3.5%	0.0%
	Suitable arrangements are made to cover threats to security.	12.3%	35.1%	29.8%	17.5%	5.3%	0.0%
	School trips are well planned and well supervised.	18.5%	57.4%	14.8%	5.6%	3.7%	5.3%
	I am satisfied with the physical condition of the school.	21.1%	49.1%	10.5%	12.3%	7.0%	0.0%
Parent	My child frequently eats in the school cafeteria/dining hall.	15.4%	18.5%	23.1%	27.7%	15.4%	59.4%
	I am satisfied with the nutritional level of the food provided at school.	3.6%	16.4%	34.5%	21.8%	23.6%	65.6%
	I trust that my child is safe while on campus.	21.9%	61.3%	11.9%	3.8%	1.3%	0.0%
	My child is safe on school trips.	24.3%	60.1%	12.2%	2.7%	0.7%	7.5%
	The school campus is clean and attractive.	16.3%	61.9%	13.1%	7.5%	1.3%	0.0%
	I trust that my child is safe and comfortable when being transported to and from school.	16.4%	65.6%	16.4%	0.0%	1.6%	61.9%
Board	Appropriate policies are in place to respond to threats to security.	--	--	--	--	--	--
	School policies promote the safety of all students and staff.	--	--	--	--	--	--

**Standard Two: Personnel employed to provide student services shall be adequate in number, have appropriate qualifications, and receive sufficient training to perform their functions effectively.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	Members of the school support (non-teaching) staff are friendly and helpful.	25.6%	39.9%	24.6%	5.4%	4.4%	0.0%
Staff	I find the school support staff helpful and efficient.	35.2%	44.4%	11.1%	7.4%	1.9%	5.3%
Parent	School support staff members are friendly and helpful.	30.6%	56.3%	6.9%	6.3%	0.0%	0.0%

**Standard Three: The school shall meet safety requirements of the local authorities and of the accrediting association(s).**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Board	The school has satisfactory procedures for evacuating the school buildings and for summoning assistance in case of fire or other emergencies.	--	--	--	--	--	--
	The school premises are maintained in a safe and healthy condition.	--	--	--	--	--	--
	All buildings and facilities used to provide instruction and services to students meet health and safety codes of local government authorities to the accrediting association(s).	--	--	--	--	--	--
	The school meets all safety requirements of the local government authority responsible for health and safety in schools.	--	--	--	--	--	--



**Standard Four: Written rules and policies governing access to and use of resources shall be available to the school community.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I have received a school or student handbook.	21.7%	40.9%	23.6%	5.9%	7.9%	0.0%
Staff	I am aware of the rules and policies regarding use of school resources.	15.8%	63.2%	8.8%	10.5%	1.8%	0.0%
Parent	I have received a school or parent handbook.	28.1%	52.5%	11.9%	6.3%	1.3%	0.0%

**Standard Five: The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school program.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I enjoy being outside during breaks in the school day.	46.3%	30.0%	12.3%	2.0%	9.4%	0.0%
	The desks and other equipment/furniture in my classrooms are in acceptable condition.	17.2%	47.3%	22.2%	8.4%	4.9%	0.0%
Staff	The physical dimensions of classrooms are adequate.	29.8%	50.9%	3.5%	14.0%	1.8%	0.0%
	School furniture is well maintained.	33.3%	45.6%	8.8%	10.5%	1.8%	0.0%
	I have adequate equipment and the necessary storage space.	28.1%	45.6%	3.5%	15.8%	7.0%	0.0%
	The teachers' lounge is satisfactory.	35.1%	54.4%	1.8%	5.3%	3.5%	0.0%
Parent	The teaching spaces at my child's school are satisfactory.	20.0%	66.9%	10.6%	2.5%	0.0%	0.0%
	The school building provides an appropriate atmosphere for learning.	20.6%	68.8%	10.0%	0.6%	0.0%	0.0%
	School equipment appropriately supports student learning and welfare.	18.1%	66.3%	13.1%	2.5%	0.0%	0.0%

**Standard Six: The school’s Information and Computer Technology (ICT) shall appropriately support the school’s operations.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I know how to use the computers at my school.	47.8%	42.4%	4.9%	2.5%	2.5%	0.0%
	Generally the computers work well and good software is available.	8.9%	28.1%	15.3%	26.1%	21.7%	0.0%
Staff	The school’s information and communication technology support my efforts as a teacher.	9.4%	32.1%	17.0%	26.4%	15.1%	7.0%
	The school’s computers are well maintained and up-to-date.	1.8%	8.9%	19.6%	26.8%	42.9%	1.8%
	I have Internet access at school.	40.4%	50.9%	3.5%	3.5%	1.8%	0.0%
Parent	The school’s computer resources are well used to encourage my child’s learning.	16.3%	50.0%	25.0%	7.5%	1.3%	0.0%

**Standard Seven: The library/media center shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	The library staff is helpful.	34.5%	41.4%	12.3%	5.4%	6.4%	0.0%
	I can find what I need in the library easily.	18.7%	39.4%	18.7%	12.8%	10.3%	0.0%
Staff	The library has adequate resources to support my educational efforts.	3.7%	27.8%	25.9%	29.6%	13.0%	5.3%
	The library collection includes books and periodicals that enhance my professional growth.	1.9%	11.1%	27.8%	38.9%	20.4%	5.3%
	Library staff members are helpful and knowledgeable.	35.1%	52.6%	5.3%	5.3%	1.8%	0.0%

**Standard Eight: The library/media staff shall provide an ongoing program of instruction in effective use of resource materials and equipment, and shall apply appropriate policies for library use and the means of assessing effectiveness.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I have been taught how to use the library.	23.6%	34.5%	13.3%	14.3%	14.3%	0.0%
Staff	I have received orientation in the use of library materials and resources.	7.4%	13.0%	24.1%	44.4%	11.1%	5.3%
	I have consulted the school librarian when developing or revising curriculum.	22.0%	24.0%	18.0%	30.0%	6.0%	12.3%
	The library staff considers my opinion in the selection of materials and equipment.	23.5%	52.9%	9.8%	9.8%	3.9%	10.5%
	There is a mechanism for providing feedback and evaluation to the library staff.	5.7%	18.9%	32.1%	34.0%	9.4%	7.0%
Parent	My child knows how to use effectively the school's library resources.	24.4%	61.3%	11.3%	3.1%	0.0%	0.0%
Alumni	My teachers encouraged me to use the library.	--	--	--	--	--	--
	I was taught how to use the library.	--	--	--	--	--	--
	I used the library often.	--	--	--	--	--	--

**Standard Nine: The facilities shall be maintained and operated in a manner that assures the safety and comfort of students and staff.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Staff	I know where and how to report safety and maintenance concerns.	12.3%	54.4%	12.3%	15.8%	5.3%	0.0%

**SECTION G**  
**STUDENT AND COMMUNITY LIFE**

**Standard One: Relationships among the school management, staff and students shall be ethical, and shall be characterized by fairness and mutual respect among individuals and between groups.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	School is a welcoming and friendly place.	25.1%	43.8%	18.2%	5.4%	7.4%	0.0%
	Staff respects students.	25.6%	40.9%	15.8%	8.4%	9.4%	0.0%
	Students respect Staff.	17.7%	41.9%	22.2%	11.3%	6.9%	0.0%
	Students respect one another.	15.8%	45.3%	22.7%	9.4%	6.9%	0.0%
	I understand the school's expectations for my behavior.	24.1%	46.3%	18.2%	4.4%	6.9%	0.0%
Staff	I enjoy working with my colleagues.	67.3%	28.8%	1.9%	0.0%	1.9%	8.8%
	There is effective communication within the school.	17.5%	35.1%	17.5%	21.1%	8.8%	0.0%
	The school promotes positive teacher-student relationships.	49.1%	45.5%	1.8%	1.8%	1.8%	3.5%
	Teachers respect students.	54.4%	43.9%	0.0%	0.0%	1.8%	0.0%
	Students respect teachers.	31.6%	59.6%	3.5%	1.8%	3.5%	0.0%
	Students respect one another.	31.6%	49.1%	12.3%	5.3%	1.8%	0.0%
Parent	My child's school is a welcoming and friendly place.	30.0%	56.9%	8.8%	4.4%	0.0%	0.0%
	I am aware of the consequences to my child of inappropriate behavior.	21.9%	60.0%	12.5%	5.0%	0.6%	0.0%
	My child has a good relationship with his/her teachers.	39.4%	50.6%	7.5%	1.9%	0.6%	0.0%
Board	The school head promotes an atmosphere of collaboration and friendship.	--	--	--	--	--	--
Alumni	Teachers respected students.	--	--	--	--	--	--
	Students respected teachers.	--	--	--	--	--	--
	Students respected one another.	--	--	--	--	--	--
	I understood the school's expectations for my behavior.	--	--	--	--	--	--
	I am proud of my school.	--	--	--	--	--	--

**Standard Two: The school shall have processes and forums to enable students and parents to remain well informed on all the appropriate issues of school life.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	My parents and I receive timely and up to date information about school activities and events.	23.6%	44.3%	17.2%	7.9%	6.9%	0.0%
Staff	Effective means for communication among school, students, and parents are in place.	22.8%	54.4%	15.8%	5.3%	1.8%	0.0%
Parent	I receive regular information about school activities and events.	37.5%	58.1%	2.5%	1.9%	0.0%	0.0%
	I know how and where to share information about my child with the school.	28.1%	56.9%	10.0%	5.0%	0.0%	0.0%

**Standard Three: The school shall have effective processes, which enable students and parents to offer appropriate input before important decisions are made.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I have ways to express my opinions about the decisions my school has to make.	15.8%	27.6%	32.5%	14.3%	9.9%	0.0%
Parents	Effective opportunities exist for the interchange of opinions among the school, students and parents.	17.5%	43.1%	26.9%	11.3%	1.3%	0.0%
Board	The governing body provides opportunities for hearing the opinions of all school sectors.	--	--	--	--	--	--

**Standard Four: The curricular and/or co-curricular program shall serve the broad needs and interests of the student body.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	The student activities programs are broad enough to meet my interests.	9.4%	27.6%	26.1%	19.2%	17.7%	0.0%
Staff	I am encouraged by the school to view each student as a “whole person.”	50.9%	40.4%	5.3%	1.8%	1.8%	0.0%
	The student activities program takes advantage of opportunities afforded by the school’s location.	12.3%	54.4%	19.3%	8.8%	5.3%	0.0%
	The student activities program takes advantage of the diversity of backgrounds of school managers, staff, and students.	14.0%	47.4%	21.1%	12.3%	5.3%	0.0%
Parent	The student activities program is appropriate in size and variety to serve the needs of my child.	14.4%	42.5%	27.5%	12.5%	3.1%	0.0%
	The student activities program takes advantage of opportunities afforded by the school’s location.	10.6%	39.4%	39.4%	8.1%	2.5%	0.0%
	My child has an opportunity to acquire and exercise social responsibility within and beyond the school itself.	16.3%	57.5%	21.3%	5.0%	0.0%	0.0%
Board	The student activities program is appropriate in size and variety.	--	--	--	--	--	--
Alumni	I enjoyed the programs offered by student activities.	--	--	--	--	--	--

**Standard Five: The school actively promotes intercultural and international awareness.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	The school encourages me to share my background.	16.3%	38.9%	25.1%	10.8%	8.9%	0.0%
	I regularly take part in activities involving people from other cultures and nationalities.	28.1%	33.5%	22.2%	8.9%	7.4%	0.0%
Staff	The school promotes positive multi-cultural interaction among students and faculty.	29.8%	56.1%	7.0%	5.3%	1.8%	0.0%
Parent	I have been invited to share my family's cultural heritage with my child's school.	16.3%	40.0%	20.6%	19.4%	3.8%	0.0%
	I am satisfied with the multicultural and international experiences offered to my child by the school.	35.0%	53.8%	9.4%	1.9%	0.0%	0.0%
Alumni	The school encouraged me to share my ethnic/cultural heritage.	--	--	--	--	--	--
	The school promoted my international and intercultural awareness.	--	--	--	--	--	--

**Standard Six: Residential services shall serve the best interests of all boarding students and staff.**

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
Students	I feel safe in my residence.	N/A	N/A	N/A	N/A	N/A	N/A
	I know where to find an adult in my residence.	N/A	N/A	N/A	N/A	N/A	N/A
	I feel comfortable with the adults in my residence.	N/A	N/A	N/A	N/A	N/A	N/A
	I feel I have enough privacy in my residence.	N/A	N/A	N/A	N/A	N/A	N/A
	There are not enough organized activities for boarding students.	N/A	N/A	N/A	N/A	N/A	N/A
	I have access to laundry.	N/A	N/A	N/A	N/A	N/A	N/A
Staff	The structure and nature of adult supervision is appropriate for students in residence.	N/A	N/A	N/A	N/A	N/A	N/A
	The physical plant of the residence is appropriate to the size of the student body.	N/A	N/A	N/A	N/A	N/A	N/A
Parent	My child is safe and comfortable in the residence.	N/A	N/A	N/A	N/A	N/A	N/A
	I am satisfied with the residence facilities.	N/A	N/A	N/A	N/A	N/A	N/A
	I am satisfied with the residence activities program.	N/A	N/A	N/A	N/A	N/A	N/A
	I am satisfied with the additional services (e.g., laundry, meals) provided to my boarding child.	N/A	N/A	N/A	N/A	N/A	N/A
Board	The school's boarding policies are effective and clearly articulated.	N/A	N/A	N/A	N/A	N/A	N/A
	The boarding program is appropriately funded.	N/A	N/A	N/A	N/A	N/A	N/A
Alumni	I felt like I had enough privacy in my residence.	N/A	N/A	N/A	N/A	N/A	N/A
	I felt at home in my residence.	N/A	N/A	N/A	N/A	N/A	N/A