

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

INTRODUCTION

Your school is seeking to be accredited by the Middle States Association. Accreditation is a voluntary process by which the quality of the school's educational program and supporting services are measured against internationally recognized standards of quality.

Please be as honest as possible and include appropriate comments. The Planning Team will use the results of the survey to identify areas for growth and improvement and areas of strength. Your input is necessary to make these results reflect all perspectives within your school community.

Rating Guide:

DOES NOT MEET expectations of the indicator.

PARTIALLY MEETS (in need of improvement) expectations of the indicator.

MEETS the expectations of the indicator.

EXCEEDS expectation of the indicator

If you do not have sufficient knowledge or experience to rate an indicator, leave it blank.

After rating each indicator, you will be asked to determine if the school meets or does not meet the overall Standard for Accreditation.

My Grade Level:

3 4 5 6 7 8 9 10 11 12

Total number of years that I have attended this school:

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MISSION

The school has a mission that conveys clearly and concisely the school's vision of a preferred future for the school community and its expectations for student learning. The mission is consistent with the community's ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed and periodically reviewed using a process that considers input by stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
I know and understand the overall mission of my school. (1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school's religious identity is included in the mission of the school. (1.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can see symbol's of my school's religious identity throughout my school. (1.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

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GOVERNANCE AND LEADERSHIP

The school is chartered, licensed, and/or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school's leaders (Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school. (2.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leaders maintain positive relationships with parents, students, and the community. (2.18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's leadership follow appropriate guidelines concerning confidentiality in communications. (2.20, 2.29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The leaders of my school model the religious beliefs and values of my school. (2.30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining our school's religious identity is a priority for our school's leadership. (2.31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

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SCHOOL IMPROVEMENT PLANNING

The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals. The school improvement planning is monitored, periodically assessed and revised as needed.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school makes sure I know about and understand the school's improvement plans and goals. (3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school works hard to improve student learning and performance. (3.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

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FINANCES

The school has financial resources that are sufficient to provide its students with the educational program defined in the school's mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school has sufficient financial resources to provide us with an excellent education. (4.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have any fees to pay, my school made sure I knew about them before I enrolled in the school. (4.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

FACILITIES

The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school's mission. The facilities provide a physical environment that supports delivery of the school's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school has adequate space and equipment for high quality programs. (5.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities of my school are healthy, safe, and well maintained. (5.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can see that my school makes repairs and improvements to its facilities when needed. (5.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lighting in my school is good. (5.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has adequate space for safe entry, exit, and traffic flow within the building. (5.9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

SCHOOL ORGANIZATION AND STAFF

The school's organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders, staff and community stakeholders demonstrate collegial and collaborative relationships.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My teachers are committed to the school and dedicated to their work. (6.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers and administrators are qualified and competent to meet student needs. (6.15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in my school. (6.23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's administrators and teachers apply the student conduct code fairly and uniformly. (6.24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school emphasizes both faith and education for life. (6.31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The religious studies program in my school promotes the religious nature of the school. (6.32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer or other expressions of faith are integral parts of our school's curriculum and daily activities. (6.37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

HEALTH AND SAFETY

The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school has plans to deal with accidents and illnesses. (7.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has plans to deal with emergencies (such as fire), and we practice drills regularly. (7.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has adequate health care during school hours and all school functions. (7.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school, I have opportunities to learn about and practice a healthy lifestyle. (7.12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

EDUCATIONAL PROGRAM

The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, and instructional methods and assessments of student learning that reflect current research and proven practices in learning and teaching. The educational program is aligned with the school's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The courses offered by my school interest me and meet my needs. (8.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides me with adequate information about courses available to me, school policies, and graduation requirements. (8.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides me with instruction in the basic subject areas of language arts and literature, mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education. (8.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides me with instruction in effective use of information technology (e.g., computers, the Internet) and provides opportunities for me to apply those skills. (8.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides me with experiences that promote critical thinking, reasoning, problem-solving skills, and study skills. (8.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school offers opportunities for me to develop social skills such as increasing self-control and a sense of responsibility as I interact with my teachers and other students in interaction with adults and peers. (8.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The programs my school provided helped me when I moved from one school to another (e.g., elementary to middle school, middle school to high school). (8.40, 8.42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR DISTANCE EDUCATION SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
I have sufficient interactions with my teachers and other students. (8.46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbooks and other learning materials I am provided are appropriate for distance learning. (8.49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school helps me to develop the skills I need to be successful in learning in a distance education school. (8.50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
I can sense the religious nature of my school in all of my courses and activities (8.53)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious education is a priority in my school. (8.56)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides regular experiences to help me grow in my faith. (8.61)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

The school has a program for assessing student learning and performance that is consistent with the school's mission. The program is based on current research and proven practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
I feel that my administrators and teachers really care about my learning, and I can sense that they take responsibility for ensuring that I learn. (9.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school and my teachers make sure I know how my grades will be determined. (9.9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school and teachers provide me with ways that I can monitor my progress and my grades. (9.15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR DISTANCE EDUCATION SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school has ways to make sure that I am the one doing the work that is submitted for grading. (9.21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

STUDENT SERVICES

The school provides student services that are effective, appropriate, and that support student learning and achieving the school's mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
I receive the guidance and support I need to learn from my guidance counselors, school administrators, teachers, and other staff members. (10.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided with a satisfactory orientation when I first came to this school. (10.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The transportation provided to and from my school is adequate and safe. (10.13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's dining area/cafeteria is functional and clean. (10.14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The food provided by my school is nutritious and in the amount I need. (10.15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can get help from my school if I have special learning needs. (10.21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR DISTANCE EDUCATION SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
When I first came to this school, I was provided enough information about its program and what I would need to do to be successful in a distance education school. (10.27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides me with enough contacts with the school's staff I can use if I need information and/or help. (10.28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

The school provides non-discriminatory student experiences. A balance of academic, social, co- or extra-curricular and service experiences are maintained. Student experiences are designed to foster intellectual, cultural, and social growth and physical health and wellness. Experiences provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Experiences are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's mission.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The adults that supervise my sports and/or activities are qualified and provide appropriate supervision of the sport/activity. (11.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I or other students accomplish something special, my school recognizes those accomplishments in meaningful ways. (11.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationships with my teachers show that they respect and understand me, and they treat me fairly. (11.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR BOARDING SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school helps me to develop healthy relationships with adults at the school. (11.14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school makes adequate provisions to provide me with privacy, recreation, and/or opportunities to practice my faith. (11.15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am supervised by an adult of my school at all times while at the school; even on weekends and periods when classes are not in session. (11.16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR DISTANCE EDUCATION SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My school provides me with extra-curricular activities or actively encourages my involvement in such activities in my community. (11.17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
My faith is strengthened through the activities offered by my school. (11.19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

INFORMATION RESOURCES

The school's information resources and personnel are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's mission and delivery of its educational programs. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
I am given appropriate access to my school's information resources. (12.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information resources such as computers are well-maintained and up to date in my school. (12.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has an adequate amount of appropriate information and technology resources for me and the other students. (12.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides people who can help me if I need help with the school's information resources. (12.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how your school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: STUDENTS (2016)

Conclusion

This survey covered all major aspects of the school.

- Agree
- Disagree

If it did not, what aspects were omitted?

Please add any other comments that you feel may be helpful contributions to the school as it seeks to identify its strengths and the areas in which it needs to improve:

Thank you for taking the time to complete this survey thoughtfully.
Your opinions do count!