

***Profile***

West Feliciana Parish School System (WFPSS) has a time honored tradition of excellence, combining community schools with high performance and high expectations. A progressive system, WFPSS is committed to continuous improvement where stakeholders strive to provide services to best facilitate learning for all students. Louisiana's Educational Accountability Plan is one of the most rigorous in the nation today, and WFPSS consistently ranks among the top three in the state in district performance scores.

Located approximately 30 miles north of Baton Rouge, Louisiana, and approximately 60 miles south of Natchez, Mississippi, West Feliciana Parish is a unique community of 15, 318 residents according to the state's January 2007 official estimate (of these, 5,000 are inmates at the Louisiana State Penitentiary at Angola). Situated on the Mississippi River, it is bordered by East Feliciana Parish on the east and Pointe Coupee Parish on the west. The parish offers a rural quality of life with access to the state's capital city, two nationally recognized universities, Louisiana State University and Southern University, as well as a community college.

Historic St. Francisville, with a population of 1,628, is the parish's only incorporated municipality. The mixture that makes St. Francisville and West Feliciana unique consists of a multi-dimensional business community and a diverse population. Beautiful historic homes, rolling hills, an active arts group, hotels, quaint B&Bs, sporting opportunities, and close family and community ties are part of its charm. Locals and tourists enjoy hunting, fishing, hiking, golf, bird watching, bicycling, motorcycling. Recreational festivals, rodeos, and historic pilgrimages and re-enactments also provide local flavor to the area.

A nuclear power plant, the state penitentiary, federal and state offices, and retail establishments are just some of the business employers located in the parish. The proximity of one of the largest industrial and retail corridors in the U.S. with the Mississippi River makes West Feliciana Parish a desirable place to live. The combination of high caliber education and a rich quality of life makes West Feliciana a special place to live and raise a family.

The School Profile is a synopsis of the current reality of our district improvement plan which tells where we are now and envisions where we want to be. The profile chronicles the students' performance data at the local, state, and national levels, illustrates strengths and weaknesses of students, and identifies community demographics, district characteristics and stakeholders' perspectives on the quality of education as it exists in the district. The collected data summarizes in chart and graph form the successes the district has made in recent years. The data then becomes the foundation for improvement.

### ***District Schools, Students, and Families***

WFPSS includes the Family Service Center, three elementary schools, one middle school, and one high school. According to the 2000 census, West Feliciana Parish consists of 406 square miles with approximately 3700 households in the parish and a median income of \$40,000. Over 40% of the residents live below the poverty level. The population is divided racially with 50% African American residents, 48% white residents, and 2% other minorities. About 54% of our residents over 25 are high school graduates and 11% are college graduates.

Bains Lower Elementary houses both an elementary school and the Family Service Center. The Family Service Center contains facilities for Even Start, Early Head Start, and Head Start Programs, as well as family literacy and medical screening services for students, and adult education. Bains Lower serves students in Pre Kindergarten, Kindergarten, and first grade. Both PreK and kindergarten are full day programs offered to all students in the parish. Both the Family Service Center and Bains Lower Elementary are accredited by the National Association of Education for Young Children. Tunica Elementary is a small school which serves approximately 125 students and is located four miles from Louisiana State Penitentiary at Angola. It serves students in PreK through fifth grade. Bains Elementary is located adjacent to Bains Lower and has students from second through fifth grade.

West Feliciana Middle School is the newest of the five school sites and was built to embrace the middle school concept. Students in grades six, seven, and eight are taught in teams to improve the teacher/student/family relationships. WFMS has been accredited by SACS since opening in 1999.

West Feliciana High School houses both the Ninth Grade Academy and grades ten through twelve. The high school offers many opportunities for student success: from college courses taught on campus, advanced placement and honors classes, to career and technical clusters; from arts and foreign languages, to NJROTC and specialty classes. The high school offers sixteen sports and extracurricular clubs and organizations. West Feliciana High School has been accredited continuously for over 75 years by SACS/CASI.

Current data describing students in our district is contained in the following tables:

**Table 1-A District enrollment overall and by grade level**

**Table 1-B Free and reduced lunch overall and by grade level**

**Table 1-C Ethnicity and gender**

**Table 1-D Special Education overall and grade level**

**Table 1-E Gifted overall and grade level**

Table 1-A  
District enrollment: 2, 468

Students	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
2,468	177	148	184	187	169	156	184	184	176	205	180	164	155	158

Table 1-B  
Free and Reduced Lunch overall and by grade level.

	Students	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Number	1,157	121	80	88	104	74	89	94	86	84	97	66	64	54	55
%	47 %	68	54	48	56	44	57	51	47	48	47	37	39	35	35

Table 1-C  
Gender and Ethnicity

Students	Females	Males	Total	% White	Females	Males	Total	% Minority
2,468	649	725	1,374	55.7%	519	575	1,094	44.3%
%	26	29	1,374	55.7%	21	23	1,094	44.3%

Table 1-D  
Special Education overall and by grade level (Including Speech only)

Students	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number	332	19	23	35	44	32	24	20	25	25	17	17	16	15	20
%	13	11	16	19	24	19	15	11	14	14	8	9	10	10	13

Table 1-E  
 Gifted overall and by grade level

	Students	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Number	145	0	0	2	3	9	7	15	14	10	17	20	20	13	15
%	6	0	0	1	2	5	4	8	8	7	8	11	12	8	9

*Student Performance Data Collection*

The student performance data collected for the profile is summarized in Tables 2A-L. These tables show students’ performance at the national, state, and school levels.

*National Measures:*

The data collected which measures our students’ performance at the national level includes EXPLORE, PLAN, ACT, IOWA, PSAT, and The Advanced Placed Examination. All eighth grade students take EXPLORE, administered by ACT. PLAN, also an ACT assessment, is required for all tenth grade students in the district. Both are subsidized by the state of Louisiana. WFPSS composite scores have remained steady over the past four years and surpass the national average.

Table 2-A  
 8<sup>th</sup> Grade EXPLORE Results

	2004-05	2005-06	2006-07	2007-08
English	15.0	15.3	14.9	15.5
Math	15.6	15.1	15.2	15.7
Reading	14.3	14.6	14.2	14.8
Science	16.6	16.6	16.6	16.8
Composite	15.5	15.5	15.4	15.8
National Comp.	14.7	14.7	14.9	14.9

(Based on a maximum of 25 points)

Table 2-B  
10<sup>th</sup> Grade PLAN Results

	2003-04	2004-05	2005-06	2006-07
English	17.2	16.7	17.3	17.1
Math	17.4	17.4	17.3	18.3
Reading	17.1	16.7	17.1	16.8
Science	18.8	18.4	17.7	18.9
Composite	17.7	17.4	17.4	17.9
National Comp.	17.4	16.5	16.5	17.5

(Based on a maximum of 32 points)

The ACT is made available to juniors and seniors and is administered onsite in October, April, and June. In 2004, West Feliciana High School received the highest ACT score (21.6) in the state as a district which exceeded the national average of 20.9.

Table 2-C  
ACT Average Composite Score

	2002-03	2003-04	2004-05	2005-06	2006-07
English	20.0	21.7	20.3	20.8	20.7
Math	19.7	20.7	19.8	20.1	20.0
Reading	19.3	22.0	19.7	21.1	20.4
Science	19.9	21.3	19.7	20.2	20.8
Composite	19.9	21.6	20.0	20.7	20.6
State Comp.	19.6	19.8	19.8	20.1	20.1

The norm-referenced IOWA tests were given to students in grades 3,5,6,7, and 9 as part of the statewide standardized testing program known as LEAP (Louisiana Educational Assessment Program) until the 2005-06 school year when they were replaced by iLEAP, a test which “integrates” norm-referenced Iowa components with criterion-referenced components similar to the high stakes LEAP assessment administered to students in grades 4 and 8. Examples

of performance on IOWA/iLEAP are included in the following tables. (iLEAP Achievement Level percentages are included under State Measures.)

**Table 2-D  
IOWA/iLEAP Percentile Scores**

Grade 3	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
District	65	65	67	57	67
State	55	57	57	50	50

Grade 5	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
District	67	66	66	56	58
State	56	57	59	50	49

Grade 6	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
District	56	54	56	57	56
State	44	46	47	48	46

Grade 7	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
District	62	62	58	57	56
State	48	48	49	48	47

Grade 9	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
District	58	56	60	58	66
State	47	48	49	50	51

The Advanced Placement examinations are offered to students in AP courses at the high school level. Currently there are four AP courses offered with a fifth being added in 2007-2008. Minority recruitment into these courses is encouraged.

The PSAT/NMSQT is offered to sophomores and juniors, and approximately 50-60 students take advantage of this opportunity each year. Based on their scores on this national test, WFPSS students have been recognized as follows:

- 2006-2007 – One National Merit Finalist; two National Merit Commended Scholars.
- 2005-06 – One National Merit Special Scholarship Winner
- 2004-2005 – One Outstanding Achievement Finalist.
- 2003-2004 – One National Merit Finalist; one Commended Scholar
- 2002-2003 – One National Merit Finalist; one Outstanding Achievement Finalist

***State Measures:***

The LEAP test, part of the Louisiana Accountability Plan, is given in fourth and eighth grades. This criterion-referenced test is considered high-stakes in that students must meet a prescribed standard to pass to the next grade. It measures student performance in the four core areas: English Language Arts, Math, Science, and Social Studies, and scores are categorized into five achievement levels: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. The following tables detail the scores of WFPSS students in 4<sup>th</sup> and 8<sup>th</sup> grades.

Table 2-E  
LEAP Achievement by Percentage  
Grade 4

English/L.A.	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	2	1	6	3	5	3	7	4	3	4
Mastery	15	13	21	18	25	18	22	16	22	20
Basic	55	45	38	39	44	43	46	44	44	45
Approaching Basic	19	26	18	22	14	22	20	20	25	19
Unsatisfactory	9	15	17	19	13	14	5	16	6	12

Math	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	4	3	2	2	6	3	8	4	5	4
Mastery	17	13	21	13	23	15	33	18	12	13
Basic	47	42	37	38	41	43	36	40	56	47
Approaching Basic	21	23	21	23	18	21	17	21	17	20
Unsatisfactory	11	19	20	24	13	19	6	17	10	17

Science	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	4	2	4	1	11	4	7	3	3	2
Mastery	20	12	24	13	21	13	21	12	17	14
Basic	45	37	47	42	48	45	38	42	50	46
Approaching Basic	27	35	16	29	16	28	25	29	26	27
Unsatisfactory	4	13	9	14	4	10	9	14	4	11

S. Studies	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	6	2	2	1	3	1	3	2	7	3
Mastery	14	12	22	14	20	9	31	13	18	13
Basic	56	46	47	44	51	48	45	49	59	52
Approaching Basic	18	25	17	22	17	25	14	20	12	19
Unsatisfactory	5	16	12	19	10	18	8	16	5	14

**Table 2-F  
LEAP Achievement Levels by Percentage  
Grade 8**

English/L.A.	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	3	1	2	1	4	0	9	3	6	1
Mastery	31	14	29	9	23	13	24	12	20	12
Basic	41	37	44	37	46	37	37	40	47	44
Approaching Basic	21	33	15	36	19	32	27	35	25	32
Unsatisfactory	5	15	9	18	7	17	4	11	2	10

# West Feliciana Parish School System

# Profile

Math	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	5	3	2	2	6	2	5	3	7	5
Mastery	7	5	9	5	7	5	9	4	8	5
Basic	55	39	62	46	58	44	51	46	50	45
Approaching Basic	21	23	16	22	19	22	23	24	25	25
Unsatisfactory	12	30	10	25	10	27	12	23	10	20

Science	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	2	1	5	1	6	1	4	2	3	2
Mastery	31	14	27	16	27	15	20	12	23	15
Basic	40	34	42	33	43	35	44	37	41	37
Approaching Basic	21	32	17	27	17	29	22	32	25	28
Unsatisfactory	6	20	9	23	7	19	11	18	7	18

S. Studies	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	0	0	4	1	1	1	1	1	2	1
Mastery	14	8	17	10	20	12	17	9	15	11
Basic	51	41	56	42	53	43	50	44	53	43
Approaching Basic	25	28	15	27	17	22	18	25	22	25
Unsatisfactory	10	22	8	20	8	23	13	21	7	20

The i-LEAP, for grades 3, 5, 6, 7, and 9, a component of the Louisiana Education Accountability Plan, was first administered in 2005-06, taking the place of the Iowa Test of Basic Skills. The following charts detail results for 2005-06 and 2006-07.

**Table 2-G**  
iLEAP Achievement Levels by Percentage  
Grade 3

<b>English/L.A.</b>	2005-2006		2006-2007		<b>Math</b>	2005-2006		2006-2007	
	District	State	District	State		District	State	District	State
Advanced	6	3	14	4	Advanced	8	5	17	6
Mastery	21	17	33	19	Mastery	15	17	25	18
Basic	43	43	39	42	Basic	48	41	43	41
Approaching Basic	21	21	10	21	Approaching Basic	19	22	12	20
Unsatisfactory	8	16	4	14	Unsatisfactory	10	15	3	15

<b>Science</b>	2005-2006		2006-2007		<b>Social Studies</b>	2005-2006		2006-2007	
	District	State	District	State		District	State	District	State
Advanced	6	3	9	3	Advanced	4	2	3	2
Mastery	14	13	31	15	Mastery	16	14	37	16
Basic	35	42	35	40	Basic	51	47	40	45
Approaching Basic	34	30	20	29	Approaching Basic	24	23	16	22
Unsatisfactory	10	12	5	12	Unsatisfactory	5	14	4	15

**Table 2-H**  
iLEAP Achievement Levels by Percentage  
Grade 5

<b>English/L.A.</b>	2005-2006		2006-2007		<b>Math</b>	2005-2006		2006-2007	
	District	State	District	State		District	State	District	State
Advanced	3	3	5	3	Advanced	10	5	7	5
Mastery	26	16	25	15	Mastery	18	12	15	11
Basic	36	42	43	42	Basic	43	47	47	43
Approaching Basic	23	24	15	23	Approaching Basic	16	18	17	18
Unsatisfactory	12	14	12	18	Unsatisfactory	14	18	14	23

<b>Science</b>	2005-2006		2006-2007			<b>Social Studies</b>		2005-2006		2006-2007	
	District	State	District	State		District	State	District	State		
Advanced	4	2	4	2	Advanced	7	3	9	3		
Mastery	27	14	22	13	Mastery	17	10	16	11		
Basic	36	39	41	38	Basic	46	46	54	46		
Approaching Basic	23	31	28	30	Approaching Basic	15	23	12	22		
Unsatisfactory	10	14	5	16	Unsatisfactory	15	18	8	17		

Table 2-I  
iLEAP Achievement Levels by Percentage  
Grade 6

<b>English/L.A.</b>	2005-2006		2006-2007			<b>Math</b>		2005-2006		2006-2007	
	District	State	District	State		District	State	District	State		
Advanced	5.3	3	3.9	3	Advanced	9.4	3	9.0	4		
Mastery	22.9	16	23.0	14	Mastery	20.6	11	16.9	11		
Basic	48.2	45	47.8	45	Basic	45.3	48	49.4	47		
Approaching Basic	17.1	23	17.4	24	Approaching Basic	15.9	19	15.7	18		
Unsatisfactory	6.5	13	7.9	14	Unsatisfactory	8.8	20	9.0	19		

<b>Science</b>	2005-2006		2006-2007			<b>Social Studies</b>		2005-2006		2006-2007	
	District	State	District	State		District	State	District	State		
Advanced	2.4	2	6.2	2	Advanced	15.9	5	17.4	5		
Mastery	26.5	13	24.7	13	Mastery	17.1	10	18.5	9		
Basic	38.2	40	43.3	40	Basic	50.6	43	39.3	43		
Approaching Basic	25.9	31	19.7	30	Approaching Basic	11.2	25	19.7	26		
Unsatisfactory	7.1	15	6.2	15	Unsatisfactory	5.3	17	5.1	18		

Table 2-J  
iLEAP Achievement Levels by Percentage  
Grade 7

English/L.A.	2005-2006		2006-2007		Math	2005-2006		2006-2007	
	District	State	District	State		District	State	District	State
Advanced	12.9	5	5.5	4	Advanced	6.5	3	5.5	4
Mastery	13.4	13	22.4	13	Mastery	7.5	7	18.8	9
Basic	47.8	43	42.4	42	Basic	61.7	45	50.9	46
Approaching Basic	23.9	27	24.8	27	Approaching Basic	16.4	24	16.4	22
Unsatisfactory	2.0	12	4.8	14	Unsatisfactory	8.0	20	8.5	19

Science	2005-2006		2006-2007		Social Studies	2005-2006		2006-2007	
	District	State	District	State		District	State	District	State
Advanced	3.0	2	4.8	2	Advanced	5.5	1	5.5	1
Mastery	15.9	11	23.0	13	Mastery	16.4	10	20.6	12
Basic	47.8	37	42.4	38	Basic	55.7	47	52.1	46
Approaching Basic	25.4	32	23.6	30	Approaching Basic	13.9	24	13.9	24
Unsatisfactory	8.0	19	6.1	17	Unsatisfactory	8.5	18	7.9	16

Table 2-K  
iLEAP Achievement Levels by Percentage  
Grade 9

English/L.A.	2005-2006		2006-2007		Math	2005-2006		2006-2007	
	District	State	District	State		District	State	District	State
Advanced	4.0	2	1.0	1	Advanced	8.6	5	12.0	5
Mastery	15.2	12	20.3	11	Mastery	13.6	10	20.3	9
Basic	41.4	46	35.4	46	Basic	39.4	45	31.8	43
Approaching Basic	27.3	28	25.5	29	Approaching Basic	15.2	19	13.0	20
Unsatisfactory	12.1	12	17.7	13	Unsatisfactory	23.2	20	22.9	23

The Graduate Exit Exam 21 (GEE) was implemented in 2001-2002 as part of Louisiana’s educational accountability plan. It measures students’ performance in the areas of English Language Arts, Math, Science, and Social Studies.

Students must pass English/Language Arts, Math, and either Science or Social Studies to exit high school. The following table illustrates the growth of our students in the various areas.

**Table 2-L  
GEE Achievement Levels by Percentage**

English/L.A.	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	4	0.8	12	2	6	2	6	1	7	1
Mastery	24.5	11	32	18	25.5	16	26	16	18	10
Basic	39	41	35	40	40	44	41	44	45	45
Approaching Basic	18	25	13	21	20	23	20	23	18	27
Unsat	14	23	8	18	8	15	8	15	11	17

Math	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	14	7	15	8	12	7	12	7	14	7
Mastery	24	15	23	16	18	16	17	16	20	15
Basic	36	38	39	40	39	44	40	39	41	42
Approaching Basic	16	25	15	21	14	23	15	14	16	17
Unsat	25	23	23	18	23.5	15	16	24	10	20

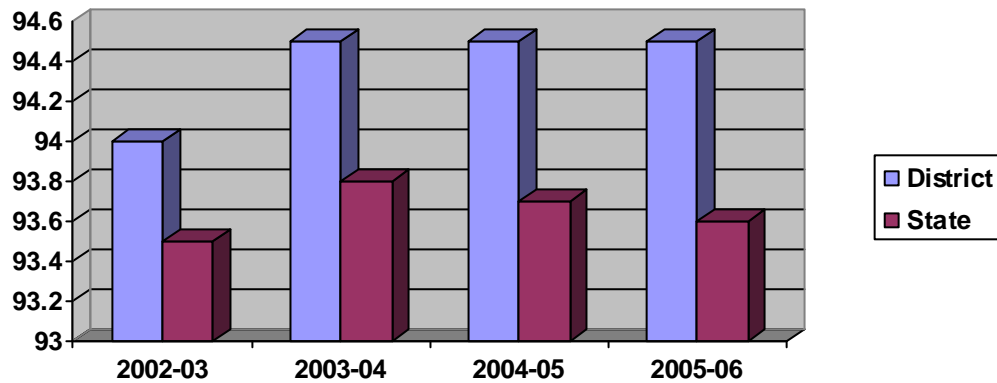
Science	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	3	2	5	3	11	4	11	4	11	4
Mastery	30	13	27	17	27	16	26	15	18	16
Basic	42	39	45	41	33	40	31	38	47	40
Approaching Basic	16	23	14	24	19	24	21	24	20	24
Unsat	9	22	9	16	10	16	12	19	4	16

S. Studies	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	District	State	District	State	District	State	District	State	District	State
Advanced	5	2	3	1	3	1	3	1	7	2
Mastery	25	12	18	12	19	10	18	9	11	10
Basic	47	45	57	53	52	51	49	50	55	52
Approaching Basic	17	22	16	21	18	21	19	22	16	21
Unsat	6	20	7	13	9	16	12	18	11	16

Louisiana’s District Accountability System includes a District Performance Score and two District Responsibility Indicators, one of which is the Teacher Certification Indicator. This indicator measures whether core subjects of English/Language Arts, Math, Science, and Social Studies are taught by certified teachers. School districts are given a label from the following according to their percentage of certified teachers: Exceptional (97.0-100), Adequate (94.0-96.9), Marginal (90.0-93.9), and Unacceptable (below 90.0). The State’s Teacher Certification Indicator label is 93.1, the District’s Indicator label is 99.5 which is Excellent, one of only thirteen districts in the state.

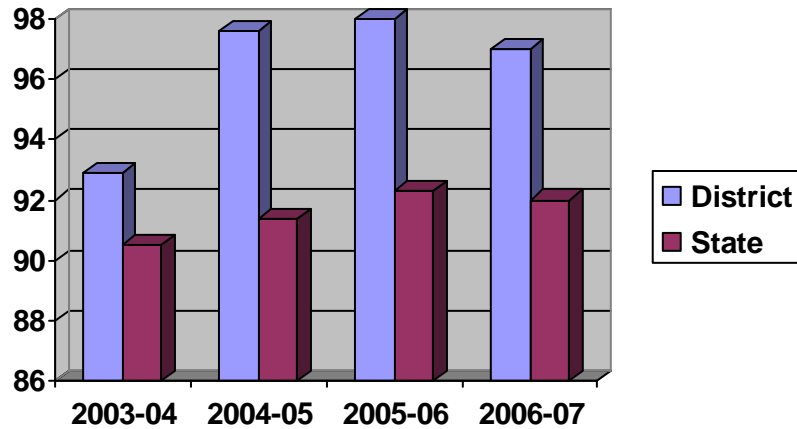
**Faculty with a Master’s Degree or Higher**

	2003-04	2004-05	2005-06	2006-2007
District	49	48	47	46
State	37	36	37	37



**Core Classes Taught by Highly Qualified Teachers**

	2003-04	2004-05	2005-06	2006-2007
District	93	98	98	97
State	91	91	92	92



***District Performance Score***

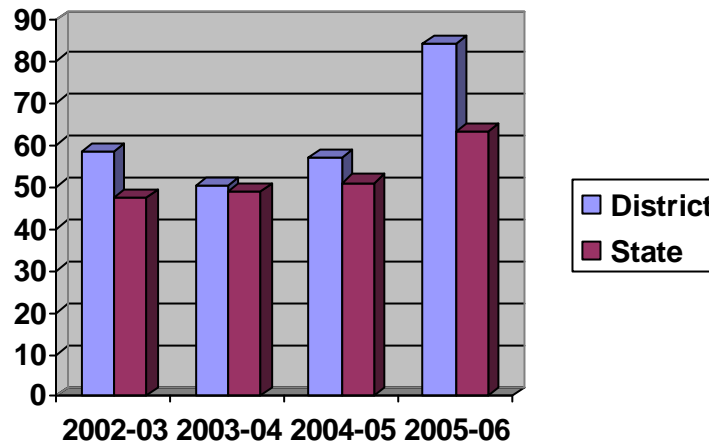
Districts with high District Performance Scores have students who are performing at the highest level of school achievement on the state’s tests. The designation ***Three Stars*** is the highest DPS level received in 2005-2006. There were only four districts that received this label and West Feliciana Parish was the second highest performing district in the state for 2005-2006.

***Class Size***

Louisiana’s Accountability Plan also measures class size characteristics as a component in high performing schools. West Feliciana Parish Schools consistently exceeded the state’s average in the percentage of classes with 1-20 students. West Feliciana strives to limit the number of students per class in order that all students can be taught on a more individualized basis.

	2002-03	2003-04	2004-05	2005-2006
District	59	50	57	84
State	47	49	51	63

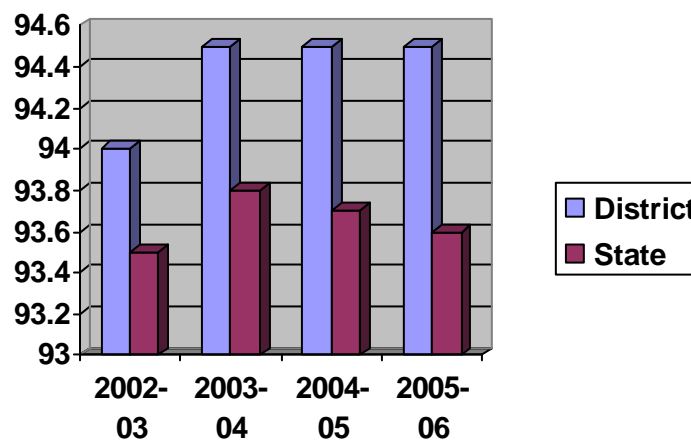
Class Size Characteristics: Percentage of Classes with 20 or fewer Students



*Attendance*

Attendance rates in our state continue to hover around 94%. West Feliciana Parish Schools consistently post attendance rates above the state’s attendance rates. Each school recognizes those students and employees who maintain a high rate of attendance.

Attendance rates for our district are charted below.



***NSSE Surveys***

The NSSE (National Study of School Evaluation) surveys conducted in Spring 2007 provide valuable information about the school system by polling stakeholders. A district-wide poll illustrates the high regard with which the school system is held. The following statements summarize the top five beliefs from each survey. These statements had a high level of agreement from stakeholders.

**Inventory of School Effectiveness**

1. Maintaining high expectations for student achievement.
2. Creating a classroom environment conducive to learning.
3. Maintaining school-wide expectations for student learning that reflect academic, cognitive, and meta-cognitive skills.
4. Implementing a vision for student learning through goals and strategies.
5. Sharing a common vision and goals that have student learning as the focus.

**Community Opinion Inventory**

1. Our school ranks well academically when compared to other schools.
2. Our schools have a positive impact on the community's property values.
3. Tax dollars spent on the schools are a wise investment for our community.
4. The education offered to students at our school is of high quality.
5. The community respects teachers in our schools.

**Parent Opinion Inventory**

1. Our schools have a positive impact on the community's property value.
2. The education offered to students at our schools is of high value.
3. Our schools are doing a good job teaching language arts.

4. For the most part, I am satisfied with our schools.
5. Cheating is strongly discouraged at our schools.

Teacher Opinion Survey

1. Teachers hold high expectations for student learning.
2. Our schools are committed to continuous improvement focused on improving student learning.
3. The curriculum at our schools is based on clearly defined learning standards.
4. Teachers provide instructional activities that involve students in their learning.
5. The education offered to students at our schools is of high quality.

Student Opinion Inventory

1. I have an opportunity to participate in the activities that interest me.
2. Cheating is strongly discouraged at our schools.
3. Teachers hold high expectations for student learning.
4. My teachers challenge me to do my best work.
5. Students are provided with opportunities to learn important knowledge and skills in each subject.