

MAINE STATE LEGISLATURE

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MAINE PUBLIC SCHOOL CENSUS SURVEYS

Preliminary Results for Selected Items

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Maine Public School Census Surveys

Preliminary Results for Selected Items

Introduction

The Maine Education Policy Research Institute collects survey data from Maine principals every three years. Surveys are essentially the same from one administration to the next with minor modifications reflecting the current topics of interest to Maine educators. Copies of the 2009-2010 Census survey can be found in the appendix. These surveys will be added to the database prior to additional analyses.

This database will be used during the next three years to answer questions posed by stakeholders. It will also be merged with prior Census survey data to allow for the tracking of trends in Maine schools.

A total of 646 Maine Public School Census surveys were mailed to 622 schools on April 6, 2010. While 598 schools only received one (1) survey, it was necessary to mail two surveys to 24 schools in order to cover the schools' grade span. In late May, a reminder letter was sent to the principals of those schools who had not yet returned their survey(s). As of June 8th, 406 of the 622 schools had returned the survey(s), which represents a 65% return rate. Additional completed surveys have been received, but the data have not been entered and therefore, are not included in the analyses below.

Survey Contents

Four versions of the Maine Public School Census survey were created to encompass the following grade spans: Kindergarten - Grade 8 (K-8), Kindergarten - Grade 5 (K-5), Grade 6 - Grade 8 (6-8), and Grade 9 - Grade 12 (9-12). All of the items on the K-5 and the 6-8 surveys are a subset of items created for the K-8 survey. Many items created for the K-8 survey are included on the 9-12 survey as well. Table 1 below presents the focus of items for each of the surveys.

Table 1.

| Focus area | K-8 | K-5 | 6-8 | 9-12 |
|--|------------|------------|------------|-------------|
| Instructional time | Yes | Yes | Yes | Yes |
| Combined classrooms | Yes | Yes | Yes | No |
| Student retention | Yes | Yes | Yes | No |
| Programs or services provided | Yes | Yes | Yes | Yes |
| Athletic and co-curricular programs | Yes | No | Yes | Yes |
| Student retention | Yes | Yes | Yes | No |
| Grade assignment | No | No | No | Yes |
| Potential problem areas | Yes | Yes | Yes | Yes |
| School strengths | Yes | Yes | Yes | Yes |
| Professional development | Yes | Yes | Yes | Yes |
| Staffing and support | Yes | Yes | Yes | Yes |
| Services or personnel difficult to acquire | Yes | Yes | Yes | Yes |
| Specific courses offered | No | No | No | Yes |
| Use of PSAT and SAT data | No | No | No | Yes |

Return Rates

As stated earlier, the overall return rate for the survey as of June 8th is 65%. Table 2 below presents the return rates by the each of the grade spans reflected on the surveys. As can be seen in Table 2, there is very little difference in the return rates by grade span.

Table 2

| Grade Span | Surveys Mailed | Surveys Returned | Return Rate |
|-------------------|-----------------------|-------------------------|--------------------|
| K-8 | 206 | 135 | 65.5% |
| K-5 | 241 | 155 | 64.3% |
| 6-8 | 77 | 51 | 66.2% |
| 9-12 | 122 | 81 | 66.4% |

Table 3 below presents the return rates by the nine superintendent regions as well as by unorganized territories. Of the defined regions, Penquis had the highest return rate with 79.8%, while York County had the lowest with 54.8%.

Table 3

| Region | Surveys Mailed | Surveys Returned | Return Rate |
|-------------------------|-----------------------|-------------------------|--------------------|
| Aroostook | 49 | 34 | 69.4% |
| Penquis | 24193 | 15574 | 79.6% |
| Washington County | 7732 | 5119 | 59.4% |
| Hancock County | 12237 | 8122 | 59.5% |
| Mid-Coast | 57 | 40 | 70.2% |
| Western Maine | 79 | 50 | 63.3% |
| Cumberland County | 98 | 62 | 63.3% |
| Kennebec | 98 | 62 | 63.3% |
| York County | 73 | 40 | 54.8% |
| Unorganized Territories | 4 | 1 | 25.0% |

Selected Item Responses

The following tables present responses to selected items on the surveys. For all items, responses are provided by grade span either within one table or in separate tables. Care must be taken when interpreting the results from the 9-12 survey because data have been entered for only 39 of the 81 surveys received. The remaining high school data as well as surveys received after June 8, 2010 will be added to the database before additional analyses are conducted.

Table 4a

Grades K-8 Potential Problem Areas

| | Not a problem at all | | A minor problem | | A moderate problem | | A serious problem | | A very serious problem | |
|-----------------------------------|----------------------|-------|-----------------|-------|--------------------|-------|-------------------|------|------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Student tardiness | 18 | 13.3% | 84 | 62.2% | 28 | 20.7% | 5 | 3.7% | 0 | .0% |
| Student absenteeism | 18 | 13.3% | 79 | 58.5% | 30 | 22.2% | 7 | 5.2% | 1 | .7% |
| Cutting classes | 127 | 93.4% | 9 | 6.6% | 0 | .0% | 0 | .0% | 0 | .0% |
| Student bullying | 4 | 3.0% | 62 | 45.9% | 62 | 45.9% | 6 | 4.4% | 1 | .7% |
| Harassment among students | 11 | 8.1% | 67 | 49.6% | 51 | 37.8% | 6 | 4.4% | 0 | .0% |
| Fighting/violence | 78 | 57.8% | 53 | 39.3% | 3 | 2.2% | 1 | .7% | 0 | .0% |
| Students' motivation to learn | 16 | 11.9% | 53 | 39.6% | 52 | 38.8% | 12 | 9.0% | 1 | .7% |
| Lack of discipline | 56 | 41.5% | 64 | 47.4% | 14 | 10.4% | 1 | .7% | 0 | .0% |
| Lack of parental involvement | 19 | 14.0% | 57 | 41.9% | 48 | 35.3% | 11 | 8.1% | 1 | .7% |
| Student substance abuse | 91 | 66.9% | 41 | 30.1% | 4 | 2.9% | 0 | .0% | 0 | .0% |
| Student self-abusive behavior | 68 | 50.4% | 65 | 48.1% | 2 | 1.5% | 0 | .0% | 0 | .0% |
| Student/teacher safety | 117 | 86.0% | 18 | 13.2% | 1 | .7% | 0 | .0% | 0 | .0% |
| Teacher absenteeism | 81 | 59.6% | 48 | 35.3% | 6 | 4.4% | 0 | .0% | 1 | .7% |
| Teacher morale | 66 | 48.9% | 56 | 41.5% | 12 | 8.9% | 1 | .7% | 0 | .0% |
| Retaining highly skilled teachers | 99 | 73.3% | 30 | 22.2% | 5 | 3.7% | 0 | .0% | 1 | .7% |
| Professional development | 70 | 51.9% | 40 | 29.6% | 22 | 16.3% | 2 | 1.5% | 1 | .7% |
| Teacher workload | 32 | 23.7% | 47 | 34.8% | 42 | 31.1% | 10 | 7.4% | 4 | 3.0% |
| Insufficient funding | 16 | 11.9% | 21 | 15.6% | 32 | 23.7% | 32 | 24% | 34 | 25.2% |
| Other | 0 | .0% | 1 | 16.7% | 0 | .0% | 2 | 33% | 3 | 50.0% |

Table 4b

Grades K-5 Potential Problem Areas

| | Not a problem at all | | A minor problem | | A moderate problem | | A serious problem | | A very serious problem | |
|-----------------------------------|----------------------|-------|-----------------|-------|--------------------|-------|-------------------|-------|------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Student tardiness | 17 | 11.6% | 82 | 56.2% | 40 | 27.4% | 6 | 4.1% | 1 | .7% |
| Student absenteeism | 33 | 22.8% | 72 | 49.7% | 32 | 22.1% | 8 | 5.5% | 0 | .0% |
| Cutting classes | 147 | 98.0% | 2 | 1.3% | 1 | .7% | 0 | .0% | 0 | .0% |
| Student bullying | 15 | 10.1% | 102 | 68.9% | 29 | 19.6% | 2 | 1.4% | 0 | .0% |
| Harassment among students | 41 | 27.3% | 91 | 60.7% | 16 | 10.7% | 2 | 1.3% | 0 | .0% |
| Fighting/violence | 82 | 55.0% | 61 | 40.9% | 6 | 4.0% | 0 | .0% | 0 | .0% |
| Students' motivation to learn | 39 | 26.2% | 75 | 50.3% | 29 | 19.5% | 5 | 3.4% | 1 | .7% |
| Lack of discipline | 74 | 50.0% | 63 | 42.6% | 8 | 5.4% | 3 | 2.0% | 0 | .0% |
| Lack of parental involvement | 45 | 30.8% | 60 | 41.1% | 35 | 24.0% | 6 | 4.1% | 0 | .0% |
| Student substance abuse | 143 | 95.3% | 4 | 2.7% | 3 | 2.0% | 0 | .0% | 0 | .0% |
| Student self-abusive behavior | 122 | 81.3% | 27 | 18.0% | 1 | .7% | 0 | .0% | 0 | .0% |
| Student/teacher safety | 128 | 85.3% | 22 | 14.7% | 0 | .0% | 0 | .0% | 0 | .0% |
| Teacher absenteeism | 89 | 59.7% | 53 | 35.6% | 5 | 3.4% | 1 | .7% | 1 | .7% |
| Teacher morale | 83 | 55.7% | 55 | 36.9% | 9 | 6.0% | 2 | 1.3% | 0 | .0% |
| Retaining highly skilled teachers | 125 | 83.9% | 19 | 12.8% | 4 | 2.7% | 1 | .7% | 0 | .0% |
| Professional development | 71 | 47.3% | 49 | 32.7% | 22 | 14.7% | 7 | 4.7% | 1 | .7% |
| Teacher workload | 34 | 22.7% | 48 | 32.0% | 54 | 36.0% | 12 | 8.0% | 2 | 1.3% |
| Insufficient funding | 10 | 6.7% | 34 | 22.8% | 45 | 30.2% | 35 | 23.5% | 25 | 16.8% |
| Other | 1 | 14.3% | 0 | .0% | 2 | 28.6% | 0 | .0% | 4 | 57.1% |

Table 4c

Grades 6-8 Potential Problem Areas

| | Not a problem at all | | A minor problem | | A moderate problem | | A serious problem | | A very serious problem | |
|-----------------------------------|----------------------|-------|-----------------|-------|--------------------|-------|-------------------|-------|------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Student tardiness | 4 | 7.8% | 29 | 56.9% | 17 | 33.3% | 1 | 2.0% | 0 | .0% |
| Student absenteeism | 3 | 6.0% | 28 | 56.0% | 16 | 32.0% | 3 | 6.0% | 0 | .0% |
| Cutting classes | 40 | 80.0% | 10 | 20.0% | 0 | .0% | 0 | .0% | 0 | .0% |
| Student bullying | 3 | 6.0% | 11 | 22.0% | 26 | 52.0% | 8 | 16.0% | 2 | 4.0% |
| Harassment among students | 3 | 6.1% | 16 | 32.7% | 21 | 42.9% | 8 | 16.3% | 1 | 2.0% |
| Fighting/violence | 16 | 32.0% | 30 | 60.0% | 2 | 4.0% | 2 | 4.0% | 0 | .0% |
| Students' motivation to learn | 1 | 2.0% | 18 | 36.0% | 16 | 32.0% | 12 | 24.0% | 3 | 6.0% |
| Lack of discipline | 20 | 40.0% | 19 | 38.0% | 8 | 16.0% | 2 | 4.0% | 1 | 2.0% |
| Lack of parental involvement | 6 | 12.0% | 23 | 46.0% | 16 | 32.0% | 3 | 6.0% | 2 | 4.0% |
| Student substance abuse | 13 | 26.0% | 24 | 48.0% | 12 | 24.0% | 0 | .0% | 1 | 2.0% |
| Student self-abusive behavior | 12 | 24.0% | 31 | 62.0% | 7 | 14.0% | 0 | .0% | 0 | .0% |
| Student/teacher safety | 30 | 60.0% | 19 | 38.0% | 1 | 2.0% | 0 | .0% | 0 | .0% |
| Teacher absenteeism | 28 | 56.0% | 19 | 38.0% | 3 | 6.0% | 0 | .0% | 0 | .0% |
| Teacher morale | 20 | 40.0% | 21 | 42.0% | 8 | 16.0% | 0 | .0% | 1 | 2.0% |
| Retaining highly skilled teachers | 36 | 72.0% | 8 | 16.0% | 5 | 10.0% | 1 | 2.0% | 0 | .0% |
| Professional development | 24 | 48.0% | 18 | 36.0% | 7 | 14.0% | 1 | 2.0% | 0 | .0% |
| Teacher workload | 20 | 40.0% | 17 | 34.0% | 10 | 20.0% | 1 | 2.0% | 2 | 4.0% |
| Insufficient funding | 6 | 12.2% | 9 | 18.4% | 13 | 26.5% | 11 | 22.4% | 10 | 20.4% |
| Other | 1 | 50.0% | 0 | .0% | 0 | .0% | 0 | .0% | 1 | 50.0% |

Table 4d

Grades 9-12 Potential Problem Areas

| | Not a problem at all | | A minor problem | | A moderate problem | | A serious problem | | A very serious problem | |
|-----------------------------------|----------------------|------|-----------------|-------|--------------------|-------|-------------------|-------|------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Student tardiness | 3 | 7.9% | 18 | 47.4% | 12 | 31.6% | 3 | 7.9% | 2 | 5.3% |
| Student absenteeism | 0 | .0% | 12 | 31.6% | 22 | 57.9% | 3 | 7.9% | 1 | 2.6% |
| Cutting classes | 10 | 26% | 19 | 50.0% | 7 | 18.4% | 2 | 5.3% | 0 | .0% |
| Student bullying | 2 | 5.3% | 23 | 60.5% | 11 | 28.9% | 1 | 2.6% | 1 | 2.6% |
| Harassment among students | 3 | 7.9% | 19 | 50.0% | 12 | 31.6% | 3 | 7.9% | 1 | 2.6% |
| Fighting/violence | 15 | 39% | 21 | 55.3% | 1 | 2.6% | 0 | .0% | 1 | 2.6% |
| Students' motivation to learn | 0 | .0% | 7 | 18.4% | 22 | 57.9% | 6 | 15.8% | 3 | 7.9% |
| Lack of discipline | 9 | 24% | 20 | 54.1% | 8 | 21.6% | 0 | .0% | 0 | .0% |
| Lack of parental involvement | 2 | 5.4% | 14 | 37.8% | 16 | 43.2% | 5 | 13.5% | 0 | .0% |
| Student substance abuse | 3 | 8.1% | 12 | 32.4% | 13 | 35.1% | 8 | 21.6% | 1 | 2.7% |
| Student self-abusive behavior | 10 | 26% | 20 | 52.6% | 7 | 18.4% | 1 | 2.6% | 0 | .0% |
| Student/teacher safety | 24 | 65% | 13 | 35.1% | 0 | .0% | 0 | .0% | 0 | .0% |
| Teacher absenteeism | 16 | 42% | 17 | 44.7% | 5 | 13.2% | 0 | .0% | 0 | .0% |
| Teacher morale | 13 | 35% | 17 | 45.9% | 7 | 18.9% | 0 | .0% | 0 | .0% |
| Retaining highly skilled teachers | 26 | 68% | 4 | 10.5% | 8 | 21.1% | 0 | .0% | 0 | .0% |
| Professional development | 14 | 38% | 11 | 29.7% | 10 | 27.0% | 1 | 2.7% | 1 | 2.7% |
| Teacher workload | 15 | 39% | 12 | 31.6% | 9 | 23.7% | 2 | 5.3% | 0 | .0% |
| Insufficient funding | 4 | 11% | 6 | 15.8% | 13 | 34.2% | 8 | 21.1% | 7 | 18.4% |
| Other | 0 | .0% | 0 | .0% | 0 | .0% | 0 | .0% | 0 | .0% |

Table 5a

Grades K-8 School Strengths

| | Not a strength | | A minor strength | | A moderate strength | | A substantial strength | | A very substantial strength | |
|---|----------------|-------|------------------|-------|---------------------|-------|------------------------|-------|-----------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Students' motivation to learn | 9 | 6.7% | 22 | 16.3% | 56 | 41.5% | 40 | 29.6% | 8 | 5.9% |
| Student self-discipline | 5 | 3.7% | 30 | 22.2% | 57 | 42.2% | 39 | 28.9% | 4 | 3.0% |
| Student accountability for learning | 4 | 3.0% | 27 | 20.0% | 68 | 50.4% | 30 | 22.2% | 5 | 3.7% |
| Instructional computer technology | 6 | 4.4% | 14 | 10.4% | 49 | 36.3% | 47 | 34.8% | 19 | 14.1% |
| Parental involvement | 16 | 11.9% | 44 | 32.6% | 43 | 31.9% | 24 | 17.8% | 8 | 5.9% |
| Volunteers | 17 | 12.7% | 38 | 28.4% | 45 | 33.6% | 27 | 20.1% | 7 | 5.2% |
| Highly skilled teachers | 0 | .0% | 4 | 2.9% | 32 | 23.5% | 71 | 52.2% | 29 | 21.3% |
| Teacher morale | 4 | 3.0% | 16 | 11.9% | 44 | 32.6% | 49 | 36.3% | 22 | 16.3% |
| Teacher leadership | 2 | 1.5% | 11 | 8.1% | 39 | 28.7% | 61 | 44.9% | 23 | 16.9% |
| Teacher accountability for student learning | 0 | .0% | 17 | 12.5% | 39 | 28.7% | 61 | 44.9% | 19 | 14.0% |
| Teacher focus on student learning | 0 | .0% | 6 | 4.4% | 40 | 29.4% | 61 | 44.9% | 29 | 21.3% |
| Teacher empowerment | 0 | .0% | 10 | 7.4% | 38 | 27.9% | 63 | 46.3% | 25 | 18.4% |
| Good teaching strategies | 0 | .0% | 2 | 1.5% | 43 | 31.6% | 70 | 51.5% | 21 | 15.4% |
| Professional development | 5 | 3.7% | 20 | 14.7% | 52 | 38.2% | 38 | 27.9% | 21 | 15.4% |
| Good curriculum | 7 | 5.1% | 15 | 11.0% | 51 | 37.5% | 51 | 37.5% | 12 | 8.8% |
| Adequate funding | 67 | 49.6% | 31 | 23.0% | 19 | 14.1% | 11 | 8.1% | 7 | 5.2% |
| School culture | 1 | .7% | 11 | 8.1% | 39 | 28.7% | 59 | 43.4% | 26 | 19.1% |
| Data driven decisions | 6 | 4.4% | 25 | 18.4% | 45 | 33.1% | 47 | 34.6% | 13 | 9.6% |
| Use of assessment data | 5 | 3.7% | 22 | 16.2% | 48 | 35.3% | 46 | 33.8% | 15 | 11.0% |
| Principal autonomy | 4 | 3.0% | 12 | 8.9% | 40 | 29.6% | 60 | 44.4% | 19 | 14.1% |
| Other | 0 | .0% | 0 | .0% | 1 | 16.7% | 2 | 33.3% | 3 | 50.0% |

Table 5b

Grades K-5 School Strengths

| | Not a strength | | A minor strength | | A moderate strength | | A substantial strength | | A very substantial strength | |
|---|-------------------------------|-------|------------------|-------|---------------------|-------|------------------------|-------|-----------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| | Students' motivation to learn | 5 | 3.4% | 16 | 10.9% | 51 | 34.7% | 70 | 47.6% | 5 |
| Student self-discipline | 4 | 2.7% | 25 | 17.0% | 74 | 50.3% | 43 | 29.3% | 1 | .7% |
| Student accountability for learning | 4 | 2.8% | 22 | 15.2% | 64 | 44.1% | 49 | 33.8% | 6 | 4.1% |
| Instructional computer technology | 24 | 16.2% | 43 | 29.1% | 47 | 31.8% | 24 | 16.2% | 10 | 6.8% |
| Parental involvement | 12 | 8.2% | 29 | 19.7% | 52 | 35.4% | 32 | 21.8% | 22 | 15.0% |
| Volunteers | 11 | 7.4% | 30 | 20.1% | 43 | 28.9% | 40 | 26.8% | 25 | 16.8% |
| Highly skilled teachers | 0 | .0% | 2 | 1.4% | 22 | 14.9% | 65 | 43.9% | 59 | 39.9% |
| Teacher morale | 6 | 4.1% | 9 | 6.1% | 46 | 31.3% | 61 | 41.5% | 25 | 17.0% |
| Teacher leadership | 0 | .0% | 5 | 3.4% | 42 | 28.2% | 81 | 54.4% | 21 | 14.1% |
| Teacher accountability for student learning | 2 | 1.3% | 10 | 6.7% | 38 | 25.3% | 68 | 45.3% | 32 | 21.3% |
| Teacher focus on student learning | 0 | .0% | 4 | 2.7% | 24 | 16.0% | 76 | 50.7% | 46 | 30.7% |
| Teacher empowerment | 4 | 2.7% | 4 | 2.7% | 50 | 33.3% | 66 | 44.0% | 26 | 17.3% |
| Good teaching strategies | 0 | .0% | 7 | 4.7% | 26 | 17.4% | 90 | 60.4% | 26 | 17.4% |
| Professional development | 4 | 2.7% | 26 | 17.8% | 55 | 37.7% | 49 | 33.6% | 12 | 8.2% |
| Good curriculum | 3 | 2.0% | 11 | 7.4% | 56 | 37.6% | 67 | 45.0% | 12 | 8.1% |
| Adequate funding | 63 | 42.3% | 37 | 24.8% | 33 | 22.1% | 14 | 9.4% | 2 | 1.3% |
| School culture | 1 | .7% | 6 | 4.0% | 40 | 26.8% | 60 | 40.3% | 42 | 28.2% |
| Data driven decisions | 1 | .7% | 13 | 8.8% | 40 | 27.0% | 72 | 48.6% | 21 | 14.2% |
| Use of assessment data | 1 | .7% | 6 | 4.0% | 46 | 30.7% | 73 | 48.7% | 24 | 16.0% |
| Principal autonomy | 1 | .7% | 17 | 11.8% | 51 | 35.4% | 65 | 45.1% | 10 | 6.9% |
| Other | 0 | .0% | 0 | .0% | 1 | 20.0% | 3 | 60.0% | 1 | 20.0% |

Table 5c

Grades 6-8 School Strengths

| | Not a strength | | A minor strength | | A moderate strength | | A substantial strength | | A very substantial strength | |
|---|----------------|-------|------------------|-------|---------------------|-------|------------------------|-------|-----------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Students' motivation to learn | 4 | 8.0% | 13 | 26.0% | 21 | 42.0% | 12 | 24.0% | 0 | .0% |
| Student self-discipline | 3 | 6.0% | 14 | 28.0% | 20 | 40.0% | 13 | 26.0% | 0 | .0% |
| Student accountability for learning | 5 | 10.0% | 12 | 24.0% | 21 | 42.0% | 11 | 22.0% | 1 | 2.0% |
| Instructional computer technology | 1 | 2.0% | 6 | 11.8% | 16 | 31.4% | 21 | 41.2% | 7 | 13.7% |
| Parental involvement | 8 | 15.7% | 19 | 37.3% | 16 | 31.4% | 7 | 13.7% | 1 | 2.0% |
| Volunteers | 16 | 32.0% | 21 | 42.0% | 6 | 12.0% | 7 | 14.0% | 0 | .0% |
| Highly skilled teachers | 0 | .0% | 0 | .0% | 12 | 24.5% | 23 | 46.9% | 14 | 28.6% |
| Teacher morale | 3 | 6.0% | 10 | 20.0% | 15 | 30.0% | 17 | 34.0% | 5 | 10.0% |
| Teacher leadership | 0 | .0% | 6 | 11.8% | 18 | 35.3% | 20 | 39.2% | 7 | 13.7% |
| Teacher accountability for student learning | 2 | 4.0% | 9 | 18.0% | 20 | 40.0% | 12 | 24.0% | 7 | 14.0% |
| Teacher focus on student learning | 0 | .0% | 6 | 12.0% | 14 | 28.0% | 21 | 42.0% | 9 | 18.0% |
| Teacher empowerment | 0 | .0% | 6 | 12.0% | 15 | 30.0% | 21 | 42.0% | 8 | 16.0% |
| Good teaching strategies | 0 | .0% | 3 | 6.0% | 20 | 40.0% | 23 | 46.0% | 4 | 8.0% |
| Professional development | 0 | .0% | 5 | 10.0% | 22 | 44.0% | 17 | 34.0% | 6 | 12.0% |
| Good curriculum | 1 | 2.0% | 6 | 11.8% | 23 | 45.1% | 14 | 27.5% | 7 | 13.7% |
| Adequate funding | 18 | 36.0% | 16 | 32.0% | 10 | 20.0% | 6 | 12.0% | 0 | .0% |
| School culture | 1 | 2.0% | 6 | 12.0% | 19 | 38.0% | 16 | 32.0% | 8 | 16.0% |
| Data driven decisions | 2 | 4.0% | 9 | 18.0% | 18 | 36.0% | 17 | 34.0% | 4 | 8.0% |
| Use of assessment data | 2 | 4.0% | 12 | 24.0% | 16 | 32.0% | 15 | 30.0% | 5 | 10.0% |
| Principal autonomy | 2 | 4.0% | 5 | 10.0% | 20 | 40.0% | 17 | 34.0% | 6 | 12.0% |
| Other | 0 | .0% | 0 | .0% | 0 | .0% | 0 | .0% | 0 | .0% |

Table 5d

Grades 9-12 School Strengths

| | Not a strength | | A minor strength | | A moderate strength | | A substantial strength | | A very substantial strength | |
|---|----------------|-------|------------------|-------|---------------------|-------|------------------------|-------|-----------------------------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| Students' motivation to learn | 5 | 13.2% | 9 | 23.7% | 17 | 44.7% | 7 | 18.4% | 0 | .0% |
| Student self-discipline | 1 | 2.6% | 12 | 31.6% | 18 | 47.4% | 7 | 18.4% | 0 | .0% |
| Student accountability for learning | 1 | 2.6% | 12 | 31.6% | 18 | 47.4% | 7 | 18.4% | 0 | .0% |
| Instructional computer technology | 1 | 2.6% | 10 | 26.3% | 10 | 26.3% | 12 | 31.6% | 5 | 13.2% |
| Parental involvement | 9 | 23.7% | 11 | 28.9% | 14 | 36.8% | 4 | 10.5% | 0 | .0% |
| Volunteers | 18 | 47.4% | 15 | 39.5% | 3 | 7.9% | 2 | 5.3% | 0 | .0% |
| Highly skilled teachers | 0 | .0% | 0 | .0% | 10 | 27.0% | 20 | 54.1% | 7 | 18.9% |
| Teacher morale | 1 | 2.6% | 5 | 13.2% | 18 | 47.4% | 11 | 28.9% | 3 | 7.9% |
| Teacher leadership | 0 | .0% | 2 | 5.3% | 14 | 36.8% | 15 | 39.5% | 7 | 18.4% |
| Teacher accountability for student learning | 2 | 5.4% | 6 | 16.2% | 14 | 37.8% | 14 | 37.8% | 1 | 2.7% |
| Teacher focus on student learning | 0 | .0% | 3 | 8.1% | 14 | 37.8% | 15 | 40.5% | 5 | 13.5% |
| Teacher empowerment | 0 | .0% | 4 | 10.5% | 13 | 34.2% | 18 | 47.4% | 3 | 7.9% |
| Good teaching strategies | 0 | .0% | 2 | 5.4% | 17 | 48.6% | 16 | 44.2% | 1 | 2.7% |
| Professional development | 1 | 2.7% | 7 | 18.9% | 14 | 37.8% | 13 | 35.1% | 2 | 5.4% |
| Good curriculum | 0 | .0% | 3 | 8.1% | 15 | 40.5% | 15 | 40.5% | 4 | 10.8% |
| Adequate funding | 10 | 27.0% | 11 | 29.7% | 11 | 29.7% | 3 | 8.1% | 2 | 5.4% |
| School culture | 1 | 2.6% | 6 | 15.8% | 14 | 36.8% | 13 | 34.2% | 4 | 10.5% |
| Data driven decisions | 3 | 7.9% | 9 | 23.7% | 15 | 39.5% | 10 | 26.3% | 1 | 2.6% |
| Use of assessment data | 3 | 7.9% | 14 | 36.8% | 12 | 31.6% | 9 | 23.7% | 0 | .0% |
| Principal autonomy | 0 | .0% | 1 | 2.6% | 14 | 36.8% | 16 | 42.1% | 7 | 18.4% |
| Other | 0 | .0% | 0 | .0% | 0 | .0% | 0 | .0% | 0 | .0% |

Table 6

What percent of all students participated in one or more interscholastic athletic or co-curricular programs last year (2008-2009)?

| Grade Span | N | | Mean | Standard Deviation |
|------------|-----|-------|------|--------------------|
| | n | % | | |
| K-8 | 121 | 48.5% | | 29.64 |
| 6-8 | 49 | 64.3% | | 19.22 |
| 9-12 | 36 | 65.9% | | 21.07 |

This item was not on the K-5 survey.

Table 7

Does your school offer a summer school program?

| | Yes | | No | |
|------|-----|-------|----|-------|
| | n | % | n | % |
| K-8 | 85 | 63.0% | 50 | 37.0% |
| K-5 | 107 | 71.8% | 42 | 28.2% |
| 6-8 | 33 | 66.0% | 16 | 32.0% |
| 9-12 | 24 | 64.9% | 13 | 35.1% |

Table 8

Does your school offer an alternative education program?

| | Yes | | No | |
|------|-----|-------|-----|-------|
| | n | % | n | % |
| K-8 | 22 | 16.3% | 113 | 83.7% |
| K-5 | 8 | 5.4% | 140 | 94.6% |
| 6-8 | 19 | 38.0% | 31 | 62.0% |
| 9-12 | 23 | 62.2% | 14 | 37.8% |

Table 9a

oes your school have the following before-school or after-school programs?
K-8

| | Yes | | No | |
|--------------------------------------|-----|-------|-----|-------|
| | n | % | n | % |
| Tutoring/homework help | 94 | 70.7% | 39 | 29.3% |
| Computers and technology instruction | 20 | 15.7% | 107 | 84.3% |
| Standardized test preparation | 6 | 4.8% | 120 | 95.2% |
| Health and wellness education | 26 | 20.8% | 99 | 79.2% |

Table 9b

oes your school have the following before-school or after-school programs?
K-5

| | Yes | | No | |
|--------------------------------------|-----|-------|-----|-------|
| | n | % | n | % |
| Tutoring/homework help | 64 | 44.8% | 79 | 55.2% |
| Computers and technology instruction | 22 | 16.8% | 109 | 83.2% |
| Standardized test preparation | 3 | 2.3% | 127 | 97.7% |
| Health and wellness education | 21 | 16.2% | 109 | 83.8% |

Table 9c

oes your school have the following before-school or after-school programs?
6-8

| | Yes | | No | |
|--------------------------------------|-----|-------|----|-------|
| | n | % | n | % |
| Tutoring/homework help | 45 | 90.0% | 5 | 10.0% |
| Computers and technology instruction | 10 | 21.7% | 36 | 78.3% |
| Standardized test preparation | 4 | 8.7% | 42 | 91.3% |
| Health and wellness education | 13 | 27.7% | 34 | 72.3% |

Table 9d

oes your school have the following before-school or after-school programs?
9-12

| | Yes | | No | |
|--------------------------------------|-----|-------|----|-------|
| | n | % | n | % |
| Tutoring/homework help | 28 | 75.7% | 9 | 24.3% |
| Computers and technology instruction | 3 | 12.0% | 22 | 88.0% |
| Standardized test preparation | 8 | 28.6% | 20 | 71.4% |
| Health and wellness education | 6 | 23.1% | 20 | 76.9% |

Table 10

What percent of professional development time was allocated to
ASSESSMENT?

| | N | Mean | Standard Deviation |
|------|-----|-------|--------------------|
| K-8 | 123 | 28.4% | 17.2 |
| K-5 | 134 | 27.5% | 14.3 |
| 6-8 | 47 | 28.0% | 16.8 |
| 9-12 | 32 | 25.5% | 18.5 |

Table 11

What percent of professional development time was allocated to
INSTRUCTION IN CONTENT AREAS?

| | N | Mean | Standard Deviation |
|------|-----|-------|--------------------|
| K-8 | 110 | 30.1% | 19.3 |
| K-5 | 124 | 37.7% | 21.5 |
| 6-8 | 47 | 30.3% | 19.6 |
| 9-12 | 29 | 35.9% | 22.9 |

Table 12

**What percent of professional development time was allocated to
Response to Intervention?**

| | N | Mean | Standard Deviation |
|------|-----|-------|-----------------------|
| K-8 | 124 | 27.0% | 19.7 |
| K-5 | 127 | 30.1% | 20.3 |
| 6-8 | 44 | 20.3% | 18.5 |
| 9-12 | 25 | 18.6% | 14.0 |

APPENDIX

Maine Public School Census Survey

Name of principal (if different from above):

Number of students: _____

Please report data for 2008-2009 unless otherwise requested.

Maine Education Policy Research Institute

*(A nonpartisan research institute funded by the Maine State Legislature,
The University of Southern Maine, and The University of Maine)*

Center for Research & Evaluation
College of Education & Human Development
University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766
(207) 581-2493 • FAX (207) 581-9510

INSTRUCTIONAL TIME

1. How many student attendance days per year are there at your school? _____ days
-
2. What percent of students in your school are absent on an average day? 1-2% 6-10% More than 15%
 3-5% 11-15%
-
3. How long is your instructional school day to the nearest quarter hour **excluding** time spent for lunch, snacks, recess, homeroom, passing between rooms, and non-academic opening and closing exercises?
- 4 hours (and) 00 minutes
 5 hours 15 minutes
 6 hours 30 minutes
 45 minutes

COURSES

4. Following is a list of specific mathematics, science, social studies, English, fine arts, and modern and classical language courses. For each course that you offer at your school, please indicate whether you offer it in a traditional class setting, through distance education, or both. Distance education includes ITV courses, web-based courses, Virtual High School, etc. Please include all methods through which the course is offered when providing the percentage of students taking the course by graduation.

| Mathematics Courses | Check either, both, or neither | | Percent (%) Taking Course by Graduation |
|----------------------------------|--------------------------------|---------------------------|---|
| | Traditional Class Setting | Distance Education Course | |
| a. Review Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| b. General Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| c. Applied Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| d. Pre-algebra | <input type="checkbox"/> | <input type="checkbox"/> | % |
| e. Algebra I/Integrated Math I | <input type="checkbox"/> | <input type="checkbox"/> | % |
| f. Algebra II/Integrated Math II | <input type="checkbox"/> | <input type="checkbox"/> | % |
| g. Geometry | <input type="checkbox"/> | <input type="checkbox"/> | % |
| h. Trigonometry/Pre-calculus | <input type="checkbox"/> | <input type="checkbox"/> | % |
| i. Calculus | <input type="checkbox"/> | <input type="checkbox"/> | % |
| j. AP Calculus | <input type="checkbox"/> | <input type="checkbox"/> | % |
| k. Statistics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| l. AP Statistics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| m. Computer Science | <input type="checkbox"/> | <input type="checkbox"/> | % |
| n. SAT Preparation Course | <input type="checkbox"/> | <input type="checkbox"/> | % |
| o. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |
| p. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |

| Science Courses | Check either, both, or neither | | Percent (%) Taking Course by Graduation |
|--------------------------|--------------------------------|----------------------------|---|
| | Traditional Class Setting | Distance Education Courses | |
| a. General Science | <input type="checkbox"/> | <input type="checkbox"/> | % |
| b. Physical Science | <input type="checkbox"/> | <input type="checkbox"/> | % |
| c. Earth Science | <input type="checkbox"/> | <input type="checkbox"/> | % |
| d. Environmental Science | <input type="checkbox"/> | <input type="checkbox"/> | % |
| e. Integrated Science | <input type="checkbox"/> | <input type="checkbox"/> | % |
| f. Chemistry | <input type="checkbox"/> | <input type="checkbox"/> | % |
| g. Physics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| h. Biology | <input type="checkbox"/> | <input type="checkbox"/> | % |
| i. Technology | <input type="checkbox"/> | <input type="checkbox"/> | % |
| j. AP Biology | <input type="checkbox"/> | <input type="checkbox"/> | % |
| k. AP Chemistry | <input type="checkbox"/> | <input type="checkbox"/> | % |
| l. AP Physics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| m. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |
| n. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |

| Social Studies Courses | Check either, both, or neither | | Percent (%) Taking Course by Graduation |
|------------------------|--------------------------------|----------------------------|---|
| | Traditional Class Setting | Distance Education Courses | |
| a. Maine History | <input type="checkbox"/> | <input type="checkbox"/> | % |
| b. U.S. History | <input type="checkbox"/> | <input type="checkbox"/> | % |
| c. World History | <input type="checkbox"/> | <input type="checkbox"/> | % |
| d. Ancient History | <input type="checkbox"/> | <input type="checkbox"/> | % |
| e. World Geography | <input type="checkbox"/> | <input type="checkbox"/> | % |
| f. Civics/Government | <input type="checkbox"/> | <input type="checkbox"/> | % |
| g. Economics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| h. AP History | <input type="checkbox"/> | <input type="checkbox"/> | % |
| i. AP Economics | <input type="checkbox"/> | <input type="checkbox"/> | % |
| j. AP European History | <input type="checkbox"/> | <input type="checkbox"/> | % |
| k. AP Government | <input type="checkbox"/> | <input type="checkbox"/> | % |
| l. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |
| m. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |

| English Courses | Check either, both, or neither | | Percent (%) Taking Course by Graduation |
|---------------------------|--------------------------------|----------------------------|---|
| | Traditional Class Setting | Distance Education Courses | |
| a. American Literature | <input type="checkbox"/> | <input type="checkbox"/> | % |
| b. British Literature | <input type="checkbox"/> | <input type="checkbox"/> | % |
| c. World Literature | <input type="checkbox"/> | <input type="checkbox"/> | % |
| d. Remedial Reading | <input type="checkbox"/> | <input type="checkbox"/> | % |
| e. Remedial Writing | <input type="checkbox"/> | <input type="checkbox"/> | % |
| f. Creative Writing | <input type="checkbox"/> | <input type="checkbox"/> | % |
| g. Drama | <input type="checkbox"/> | <input type="checkbox"/> | % |
| h. AP English | <input type="checkbox"/> | <input type="checkbox"/> | % |
| i. SAT Preparation Course | <input type="checkbox"/> | <input type="checkbox"/> | % |
| j. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |
| k. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |

| Fine Arts Courses | Check either, both, or neither | | Percent (%) Taking Course by Graduation |
|-------------------------------|--------------------------------|----------------------------|---|
| | Traditional Class Setting | Distance Education Courses | |
| a. Art | <input type="checkbox"/> | <input type="checkbox"/> | % |
| b. Dance | <input type="checkbox"/> | <input type="checkbox"/> | % |
| c. Drawing | <input type="checkbox"/> | <input type="checkbox"/> | % |
| d. Painting | <input type="checkbox"/> | <input type="checkbox"/> | % |
| e. Sculpture | <input type="checkbox"/> | <input type="checkbox"/> | % |
| f. Theatre | <input type="checkbox"/> | <input type="checkbox"/> | % |
| g. Music Literature/Listening | <input type="checkbox"/> | <input type="checkbox"/> | % |
| h. Chorus/Vocal Ensemble | <input type="checkbox"/> | <input type="checkbox"/> | % |
| i. Orchestra/Band | <input type="checkbox"/> | <input type="checkbox"/> | % |
| j. Speech | <input type="checkbox"/> | <input type="checkbox"/> | % |
| k. AP Studio Art: General | <input type="checkbox"/> | <input type="checkbox"/> | % |
| l. AP Studio Art: Drawing | <input type="checkbox"/> | <input type="checkbox"/> | % |
| m. AP Art History | <input type="checkbox"/> | <input type="checkbox"/> | % |
| n. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |
| o. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |

| Modern and Classical Language Courses | Check either, both, or neither | | Percent (%) Taking Course by Graduation |
|---------------------------------------|--------------------------------|----------------------------|---|
| | Traditional Class Setting | Distance Education Courses | |
| a. Spanish I/II | <input type="checkbox"/> | <input type="checkbox"/> | % |
| b. Spanish III/IV | <input type="checkbox"/> | <input type="checkbox"/> | % |
| c. AP Spanish | <input type="checkbox"/> | <input type="checkbox"/> | % |
| d. French I/II | <input type="checkbox"/> | <input type="checkbox"/> | % |
| e. French III/IV | <input type="checkbox"/> | <input type="checkbox"/> | % |
| f. AP French | <input type="checkbox"/> | <input type="checkbox"/> | % |
| g. German I/II | <input type="checkbox"/> | <input type="checkbox"/> | % |
| h. German III/IV | <input type="checkbox"/> | <input type="checkbox"/> | % |
| i. AP German | <input type="checkbox"/> | <input type="checkbox"/> | % |
| j. Latin I/II | <input type="checkbox"/> | <input type="checkbox"/> | % |
| k. Latin III/IV | <input type="checkbox"/> | <input type="checkbox"/> | % |
| l. AP Latin | <input type="checkbox"/> | <input type="checkbox"/> | % |
| m. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |
| n. Other (title): | <input type="checkbox"/> | <input type="checkbox"/> | % |

ASSESSMENT

5. How extensively are the PSAT data used to inform:

- | | | | | |
|-----------------------------|-------------------------------------|--|--|---|
| a. Curriculum change | <input type="checkbox"/> Not at all | <input type="checkbox"/> Used slightly | <input type="checkbox"/> Used moderately | <input type="checkbox"/> Used extensively |
| b. Instructional strategies | <input type="checkbox"/> Not at all | <input type="checkbox"/> Used slightly | <input type="checkbox"/> Used moderately | <input type="checkbox"/> Used extensively |
| c. Student guidance | <input type="checkbox"/> Not at all | <input type="checkbox"/> Used slightly | <input type="checkbox"/> Used moderately | <input type="checkbox"/> Used extensively |

6. How extensively are the SAT data used to inform:

- | | | | | |
|-----------------------------|-------------------------------------|--|--|---|
| a. Curriculum change | <input type="checkbox"/> Not at all | <input type="checkbox"/> Used slightly | <input type="checkbox"/> Used moderately | <input type="checkbox"/> Used extensively |
| b. Instructional strategies | <input type="checkbox"/> Not at all | <input type="checkbox"/> Used slightly | <input type="checkbox"/> Used moderately | <input type="checkbox"/> Used extensively |
| c. Student guidance | <input type="checkbox"/> Not at all | <input type="checkbox"/> Used slightly | <input type="checkbox"/> Used moderately | <input type="checkbox"/> Used extensively |

GRADE ASSIGNMENT

7. What percent of students in each grade level failed one or more courses during 2008-2009?

| | | | |
|--------------------------|---------------------------|---------------------------|---------------------------|
| 9 th ____% | 10 th ____% | 11 th ____% | 12 th ____% |
|--------------------------|---------------------------|---------------------------|---------------------------|

ATHLETIC AND CO-CURRICULAR PROGRAMS

8. What percent of students participated in one or more **interscholastic athletic** programs last year (2008-2009)? _____ %
9. What percent of students participated in one or more **co-curricular** programs – e.g., intramural sports, band, foreign language club – last year (2008-2009)? _____ %
10. What percent of **all** students participated in one or more **interscholastic athletic** or **co-curricular** programs last year (2008-2009)?..... _____ %
11. What percent of **male** students participated in one or more **interscholastic athletic** or **co-curricular** programs last year (2008-2009)?..... _____ %
12. What percent of **female** students participated in one or more **interscholastic athletic** or **co-curricular** programs last year (2008-2009)?..... _____ %

OTHER PROGRAMS OR SERVICES

13. Does your school offer a summer school program? Yes No
 If yes, is the summer program: ... Voluntary for some students Required for some students Both
14. Does your school offer an alternative education program?..... Yes No
 If yes, how many students does it serve? _____

15. Please indicate whether your school has the following before-school or after-school programs (excluding Special Education and Gifted and Talented) and indicate the percent of students who attend each program.

| | Before- or after-school program offered | | If yes, what percent of all students attend? |
|--------------------------------------|---|-----------------------------|--|
| Tutoring/Homework help | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ % |
| Computers and technology instruction | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ % |
| Standardized test preparation | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ % |
| Health and wellness education | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ % |
| Other _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ % |
| Other _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ % |
| Other _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ % |

POTENTIAL PROBLEM AREAS

16. To what extent is each of the following a **problem** in your school:

| | Not a problem at all | A minor problem | A moderate problem | A serious problem | A very serious problem |
|-----------------------------------|-------------------------|--------------------|-----------------------|----------------------|---------------------------|
| Student tardiness | 1 | 2 | 3 | 4 | 5 |
| Student absenteeism | 1 | 2 | 3 | 4 | 5 |
| Cutting classes | 1 | 2 | 3 | 4 | 5 |
| Student bullying | 1 | 2 | 3 | 4 | 5 |
| Harassment among students | 1 | 2 | 3 | 4 | 5 |
| Fighting/violence | 1 | 2 | 3 | 4 | 5 |
| Students' motivation to learn | 1 | 2 | 3 | 4 | 5 |
| Lack of discipline | 1 | 2 | 3 | 4 | 5 |
| Lack of parental involvement | 1 | 2 | 3 | 4 | 5 |
| Student substance abuse | 1 | 2 | 3 | 4 | 5 |
| Student self-abusive behavior | 1 | 2 | 3 | 4 | 5 |
| Student/teacher safety | 1 | 2 | 3 | 4 | 5 |
| Teacher absenteeism | 1 | 2 | 3 | 4 | 5 |
| Teacher morale | 1 | 2 | 3 | 4 | 5 |
| Retaining highly skilled teachers | 1 | 2 | 3 | 4 | 5 |
| Professional development | 1 | 2 | 3 | 4 | 5 |
| Teacher workload | 1 | 2 | 3 | 4 | 5 |
| Insufficient funding | 1 | 2 | 3 | 4 | 5 |
| Other _____ | 1 | 2 | 3 | 4 | 5 |

SCHOOL STRENGTHS

17. To what extent is each of the following a **strength** at your school:

| | Not a strength | A minor strength | A moderate strength | A substantial strength | A very substantial strength |
|---|-------------------|---------------------|------------------------|---------------------------|-----------------------------------|
| Students' motivation to learn | 1 | 2 | 3 | 4 | 5 |
| Student self-discipline | 1 | 2 | 3 | 4 | 5 |
| Student accountability for learning | 1 | 2 | 3 | 4 | 5 |
| Instructional computer technology | 1 | 2 | 3 | 4 | 5 |
| Parental involvement | 1 | 2 | 3 | 4 | 5 |
| Volunteers | 1 | 2 | 3 | 4 | 5 |
| Highly skilled teachers | 1 | 2 | 3 | 4 | 5 |
| Teacher morale | 1 | 2 | 3 | 4 | 5 |
| Teacher leadership | 1 | 2 | 3 | 4 | 5 |
| Teacher accountability for student learning | 1 | 2 | 3 | 4 | 5 |
| Teacher focus on student learning | 1 | 2 | 3 | 4 | 5 |
| Teacher empowerment | 1 | 2 | 3 | 4 | 5 |
| Good teaching strategies | 1 | 2 | 3 | 4 | 5 |
| Professional development | 1 | 2 | 3 | 4 | 5 |
| Good curriculum | 1 | 2 | 3 | 4 | 5 |
| Adequate funding | 1 | 2 | 3 | 4 | 5 |
| School culture | 1 | 2 | 3 | 4 | 5 |
| Data driven decisions | 1 | 2 | 3 | 4 | 5 |
| Use of assessment data | 1 | 2 | 3 | 4 | 5 |
| Principal autonomy | 1 | 2 | 3 | 4 | 5 |
| Other _____ | 1 | 2 | 3 | 4 | 5 |

PROFESSIONAL DEVELOPMENT

18. What percent of your teaching staff are enrolled in a degree program? %
19. What percent of those enrolled in a degree program are enrolled in a program outside of the State of Maine? %
20. Please indicate the number of full in-service days and the number of early release days and hours of early release time per day planned during this academic year that are devoted to the following: professional development activities, opening/closing school, or parent conferences.

| FULL In-Service | # of Days | *EARLY Release | # of Days | Avg. # of Hours/day |
|-------------------------------|-----------|-------------------------------|-----------|---------------------|
| Professional development days | | Professional development days | | |
| Opening/closing school days | | Opening/closing school days | | |
| Parent conference days | | Parent conference days | | |
| *Example: Prof. dev. days | | | 6 | 2 |

21. During this academic year, what percent of the time allocated to professional development in your school addressed or will address the following topics. (Please make percentages total 100%.)

| | |
|---|--------------|
| Assessment | _____ % |
| Instruction in content areas | _____ % |
| RTI | _____ % |
| Other instruction topics Specify: _____ | _____ % |
| Non-instructional topics Specify: _____ | _____ % |
| Other Specify: _____ | _____ % |
| | 100 % |

22. What three professional development topics do you believe are most needed by teachers in your school?

- a. _____
- b. _____
- c. _____

STAFFING AND SUPPORT

23. Does your school assign a mentor to each beginning teacher? Yes No

- a. If yes, how often is the mentor required to meet with the beginning teacher? No requirement Once a week Other _____
 Once a day Once a month
- b. If yes, how long is a mentor assigned to a beginning teacher? Less than a year 2 years Other _____
 Full school year More than 2 years

24. For purposes of formative and/or summative assessment, how often do **you or an assistant principal** observe lessons and classes taught by beginning and experienced teachers?

| | Once a week | Once a month | Every 3-4 months | 1-2 times a year | Do not observe |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Beginning teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Experienced teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

25. Please indicate the types of personnel and/or contracted service providers that are difficult to acquire. For example, if it is difficult to find a physical therapist to provide contracted services, please indicate that below.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

ADDITIONAL COMMENTS

—Thank you for your participation—

Maine Public School Census Survey

Name of principal (if different from above):

Number of students: _____

Please report data for 2008-2009 unless otherwise requested.

Maine Education Policy Research Institute

*(A nonpartisan research institute funded by the Maine State Legislature,
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STUDENT RETENTION

8. What percent of students were retained in the following grades last year (2008-2009)?

| | | | | | | | | |
|------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th |
| ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% |

ATHLETIC AND CO-CURRICULAR PROGRAMS

9. What percent of students participated in one or more interscholastic athletic programs last year (2008-2009)? _____%
10. What percent of students participated in one or more co-curricular programs – e.g., intramural sports, band, foreign language club – last year (2008-2009)?..... _____%
11. What percent of **all** students participated in one or more interscholastic athletic or co-curricular programs last year (2008-2009)?..... _____%
12. What percent of **male** students participated in one or more interscholastic athletic or co-curricular programs last year (2008-2009)?..... _____%
13. What percent of **female** students participated in one or more interscholastic athletic or co-curricular programs last year (2008-2009)?..... _____%

OTHER PROGRAMS OR SERVICES

14. Does your school offer a summer school program? Yes No
 If yes, is the summer program: Voluntary for some students Required for some students Both
15. Does your school offer an alternative education program? Yes No
 If yes, how many students does it serve? _____
16. Please indicate whether your school has the following before-school or after-school programs (excluding Special Education and Gifted and Talented) and indicate the percent of students who attend each program.

| | Before- or after-school program offered | | If yes, what percent of all students attend? |
|--------------------------------------|---|-----------------------------|--|
| Tutoring/Homework help | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____% |
| Computers and technology instruction | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____% |
| Standardized test preparation | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____% |
| Health and wellness education | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____% |
| Other _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____% |
| Other _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____% |
| Other _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____% |

POTENTIAL PROBLEM AREAS

17. To what extent is each of the following a **problem** in your school:

| | Not a problem at all | A minor problem | A moderate problem | A serious problem | A very serious problem |
|-----------------------------------|-------------------------|--------------------|-----------------------|----------------------|---------------------------|
| Student tardiness | 1 | 2 | 3 | 4 | 5 |
| Student absenteeism | 1 | 2 | 3 | 4 | 5 |
| Cutting classes | 1 | 2 | 3 | 4 | 5 |
| Student bullying | 1 | 2 | 3 | 4 | 5 |
| Harassment among students | 1 | 2 | 3 | 4 | 5 |
| Fighting/violence | 1 | 2 | 3 | 4 | 5 |
| Students' motivation to learn | 1 | 2 | 3 | 4 | 5 |
| Lack of discipline | 1 | 2 | 3 | 4 | 5 |
| Lack of parental involvement | 1 | 2 | 3 | 4 | 5 |
| Student substance abuse | 1 | 2 | 3 | 4 | 5 |
| Student self-abusive behavior | 1 | 2 | 3 | 4 | 5 |
| Student/teacher safety | 1 | 2 | 3 | 4 | 5 |
| Teacher absenteeism | 1 | 2 | 3 | 4 | 5 |
| Teacher morale | 1 | 2 | 3 | 4 | 5 |
| Retaining highly skilled teachers | 1 | 2 | 3 | 4 | 5 |
| Professional development | 1 | 2 | 3 | 4 | 5 |
| Teacher workload | 1 | 2 | 3 | 4 | 5 |
| Insufficient funding | 1 | 2 | 3 | 4 | 5 |
| Other _____ | 1 | 2 | 3 | 4 | 5 |

SCHOOL STRENGTHS

18. To what extent is each of the following a **strength** at your school:

| | Not a strength | A minor strength | A moderate strength | A substantial strength | A very substantial strength |
|---|-------------------|---------------------|------------------------|---------------------------|--------------------------------|
| Students' motivation to learn | 1 | 2 | 3 | 4 | 5 |
| Student self-discipline | 1 | 2 | 3 | 4 | 5 |
| Student accountability for learning | 1 | 2 | 3 | 4 | 5 |
| Instructional computer technology | 1 | 2 | 3 | 4 | 5 |
| Parental involvement | 1 | 2 | 3 | 4 | 5 |
| Volunteers | 1 | 2 | 3 | 4 | 5 |
| Highly skilled teachers | 1 | 2 | 3 | 4 | 5 |
| Teacher morale | 1 | 2 | 3 | 4 | 5 |
| Teacher leadership | 1 | 2 | 3 | 4 | 5 |
| Teacher accountability for student learning | 1 | 2 | 3 | 4 | 5 |
| Teacher focus on student learning | 1 | 2 | 3 | 4 | 5 |
| Teacher empowerment | 1 | 2 | 3 | 4 | 5 |
| Good teaching strategies | 1 | 2 | 3 | 4 | 5 |
| Professional development | 1 | 2 | 3 | 4 | 5 |
| Good curriculum | 1 | 2 | 3 | 4 | 5 |
| Adequate funding | 1 | 2 | 3 | 4 | 5 |
| School culture | 1 | 2 | 3 | 4 | 5 |
| Data driven decisions | 1 | 2 | 3 | 4 | 5 |
| Use of assessment data | 1 | 2 | 3 | 4 | 5 |
| Principal autonomy | 1 | 2 | 3 | 4 | 5 |
| Other _____ | 1 | 2 | 3 | 4 | 5 |

PROFESSIONAL DEVELOPMENT

19. What percent of your teaching staff are enrolled in a degree program? %
20. What percent of those enrolled in a degree program are enrolled in a program outside of the State of Maine? %
21. Please indicate the number of full in-service days and the number of early release days and hours of early release time per day planned during this academic year that are devoted to the following: professional development activities, opening/closing school, or parent conferences.

| FULL In-Service | # of Days | *EARLY Release | # of Days | Avg. # of Hours/day |
|-------------------------------|-----------|-------------------------------|-----------|---------------------|
| Professional development days | | Professional development days | | |
| Opening/closing school days | | Opening/closing school days | | |
| Parent conference days | | Parent conference days | | |
| *Example: Prof. dev. days | | | 6 | 2 |

22. During this academic year, what percent of the time allocated to professional development in your school addressed or will address the following topics. (Please make percentages total 100%.)

| | |
|---|--------------|
| Assessment | _____ % |
| Instruction in content areas | _____ % |
| RtI | _____ % |
| Other instruction topics Specify: _____ | _____ % |
| Non-instructional topics Specify: _____ | _____ % |
| Other Specify: _____ | _____ % |
| | 100 % |

23. What three professional development topics do you believe are most needed by teachers in your school?

- a. _____
- b. _____
- c. _____

STAFFING AND SUPPORT

24. Does your school assign a mentor to each beginning teacher? Yes No
- a. If yes, how often is the mentor required to meet with the beginning teacher? No requirement Once a week Other _____
 Once a day Once a month
- b. If yes, how long is a mentor assigned to a beginning teacher? Less than a year 2 years Other _____
 Full school year More than 2 years
25. For purposes of formative and/or summative assessment, how often do you or an assistant principal observe lessons and classes taught by beginning and experienced teachers?
- | | Once a week | Once a month | Every 3-4 months | 1-2 times a year | Do not observe |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Beginning teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Experienced teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

26. Please indicate the types of personnel and/or contracted service providers that are difficult to acquire. For example, if it is difficult to find a physical therapist to provide contracted services, please indicate that below.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

ADDITIONAL COMMENTS

—Thank you for your participation—