

State of the School Report



St. Luke School
March 2, 2017

Agenda

- I. School Vision and Culture Update
- II. Academic Update
- III. Development Update
- IV. Financial Update
- V. Perception Survey Results
- VI. IB Showcase



School Vision and Culture Update

- ▶ Strategic Plan
- ▶ Culture Framework
- ▶ What Makes Catholic Schools Catholic?



Strategic Plan



Leadership and Management

Goal : Ensure leadership throughout the school has the necessary skills, tools and framework to ensure long term stable governance

Strategies

- 1. Review our organizational structures*
- 2. Establish a procedure to ensure a strong working relationship between school and parish*

Strategic Plan (cont.)

Learning and Education

Goal : Develop spiritual, confident, creative and critical thinkers through continuous enhancement of the learners' experience

Strategies

- 1. Articulate and communicate an understanding of what it means to be a “confident, creative and critical thinker”*
- 2. Align all areas of the curriculum to Common Core Standards, follow a Master-Planning Curriculum Calendar*
- 3. Develop a comprehensive professional development plan to support the International Baccalaureate program for Primary Years and Middle Years.*
- 4. Create a network of professionals to support on-going review of best practices to challenge and support our learning community*

Strategic Plan (cont.)

Learning environment

Goal: Continuously enhance our learning environment to be inspiring, modern, safe and efficient

Strategies

- 1. Develop and implement a facility master plan in support of emerging needs*
- 2. Develop, implement and maintain a safety plan that promotes a culture of physical security, environmental responsibility and personal well-being*
- 3. Develop, implement and continuously evaluate technology to support advances in learning*

Strategic Plan (cont.)

Staff

Goal: Recruit, support, develop and retain employees who can fulfill the mission and Schoolwide Learning Expectation's

Strategies

- 1. Ensure recruitment process focuses on the ability to fulfill the mission and SLE's*
- 2. Complete, implement and systematically review the appraisal system to provide a focus for school-wide, grade level and individual professional development goals in addition to supporting the standards and expectations of the school*
- 3. Ensure that salary and benefit packages are competitive in the local and state markets*
- 4. Provide on-going professional feedback by incorporating both formative and summative evaluation system*

Strategic Plan (cont.)

Finance

Goal: Ensure long-term financial stability and strengthen our financial position in order to achieve operational vitality

In the spirit of equity and justice, establish financial priorities to provide an accessible Catholic education.

Strategies

- 1. Seek advise from the archdiocese of Seattle, parish finance committee, and school commission in regards to financial stability and sustainability best practices for school finances.*
- 2. Research and develop fundraising opportunities as additional revenue sources*
- 3. Continue to support the Endowment to exceed the \$1,000,000.00 goal*

Strategic Plan (cont.)

Students

Goal: Nurture and develop students to strive and achieve their academic, personal, physical and social goals within the framework of the SLE's

Strategies

- 1. Ensure that differentiation occurs within the programs and in the classrooms to allow the learners to achieve their academic goals*
- 2. Review and evaluate the opportunities for faith-filled, personal, physical, and social development*
- 3. Investigate best practices for engaging the highly capable learner.*

Strategic Plan (cont.)

Goal: Increase Enrollment to Capacity Through Efficient Enrollment Management and Retention

Strategy Achieve enrollment that continues to reflect our diverse community and ensures long term sustainability through the development and implementation of a comprehensive plan for enrollment management and retention.

Goal Communication and Marketing

Strategy Create and implement a communication and marketing plan to effectively tell the good news about St. Luke School to parish community, Shoreline, Edmonds, and Seattle areas.

The Essential characteristics of catholic schools

Community

Safe and Spirit-Filled Environment

Faith-Filled Teachers

Partnership with Parents

Purposeful Academics

Service to Others

Prayer



Community

The community aspect of the Catholic school is necessary because of the nature of the faith and not simply because of the nature of man and the nature of the educational process which is common to every school. No Catholic school can adequately fulfill its educational role on its own. It must continually be fed and stimulated by its Source of life, the Saving Word of Christ as it is expressed in Sacred Scripture, in Tradition, especially liturgical and sacramental tradition, and in the lives of people, past and present, who bear witness to that Word.

- *The Catholic School*, 1977, 54



Environment

From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith, and having its own unique characteristics. The Council summed this up by speaking of an environment permeated with the Gospel spirit of love and freedom. ...The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate.

- *The Religious Dimension of Education in a Catholic School*, 1988, 25



The importance of teachers

Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community. The religious dimension of the school climate is expressed through the celebration of Christian values in Word and Sacrament, in individual behavior, in friendly and harmonious interpersonal relationships, and in a ready availability. Through this daily witness, the students will come to appreciate the uniqueness of the environment to which their youth has been entrusted. If it is not present, then there is little left which can make the school Catholic.



- *The Religious Dimension of Education in a Catholic School*,
1988, 26

Partnership with parents

It is the task of the whole educative community to ensure that a distinctive Christian educational environment is maintained in practice. **This responsibility applies chiefly to Christian parents** who confide their children to the school. **Having chosen it does not relieve them of a personal duty to give their children a Christian upbringing.** They are bound to cooperate actively with the school - which means supporting the educational efforts of the school and utilizing the structures offered for parental involvement, in order to make certain that the school remains faithful to Christian principles of education.



- *The Catholic School*, 1977, 73

Academics



The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. Discovery and awareness of truth leads man to the discovery of Truth itself. A teacher who is full of Christian wisdom, well prepared in his own subject, does more than convey the sense of what he is teaching to his pupils. Over and above what he says, he guides his pupils beyond his mere words to the heart of total Truth.

- *The Catholic School*, 1977, 41

The educational process is not simply a human activity; it is a genuine Christian journey toward perfection.

- *The Religious Dimension of Education in a Catholic School*, 1988,
48

Service



Education is not given for the purpose of gaining power but as an aid towards a fuller understanding of, and communion with man, events and things. Knowledge is not to be considered as a means of material prosperity and success, but as a call to serve and to be responsible for others.

- The Catholic School, 1977, 56

Christian education sees all of humanity as one large family, divided perhaps by historical and political events, but always one in God who is Father of all. Therefore a Catholic school should be sensitive to and help to promulgate Church appeals for peace, justice, freedom, progress for all peoples and assistance for countries in need.

- The Religious Dimension of Education in a Catholic School, 1988,

The catholic school - *Illumined by faith*

“No less than other schools does the Catholic school pursue cultural goals and the human formation of youth. But its proper function is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity, to help youth grow according to the new creatures they were made through baptism as they develop their own personalities, and finally to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and man is illumined by faith.”

- *Gravissimum Educationis*, 1965, paragraph 8

Academic Update

- ▶ Measurement of Academic Progress (MAP) Scores illustrate our students progress both individually as well as nationally.
- ▶ Scores are including ALL students
- ▶ Results are used to goal set with students each trimester



School Wide Performance

▶ **MAP RESULTS
SHOW GREAT
GAINS!**



What's New...and What's On The Way

- ▶ Inquiry based learning opportunities
- ▶ Art
- ▶ Community Outreach three times a year
- ▶ Increased technology access to bring SLS closer to 1:1
- ▶ Library research resources - aligning more to IB guidelines
- ▶ Increased Professional Development in ELA, Technology, Inquiry based methodology
- ▶ Robotics
- ▶ Coding
- ▶ Drama
- ▶ Spanish



What's New... and What's On the Way? (cont.)

- ▶ Student service plans updated and monitored on a regular basis - additional staff in place
- ▶ SEL support teams
- ▶ Curriculum Planning Calendar - aligned with Archdiocese and Common Core Standards
- ▶ Replace and update technology where needed
- ▶ IB implementation of unit plans

Curriculum Planning Calendar

	14-15 (Accreditation year)	15-16	16-17	17-18	18-19	20-21 (self study)	21-22 (accredi tation)	22-23	23-24	24-25
English Language Arts	1	2	3	4	5	*	*	*	1	2
Reading	* (in-depth)	1	2	3	4	5	*	*	*	*
Visual & Performing Arts	1	2	3	4	5	*	*	*	*	*
History/Social Studies	4	5	*	*	*	*	*	1	2	3
Religion	2 (in-depth)	3	4	5	*	*	*	1	2	3
Science	3	4	5	*	*	*	1	2	3	4
Technology	1	2	3	4	1	2	3	4	1	2
Mathematics	*	1	2	3	4	5	*	*	*	1
P.E./Spanish/MSL	*	*	1	2	3	4	5	*	*	*

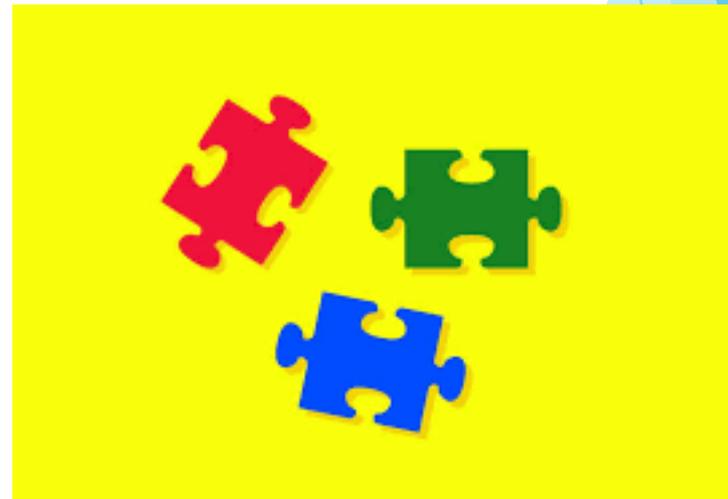
1. Assessment Year: Curriculum review of this subject; goals, objectives and student outcomes are developed or rewritten.
2. Planning Year: Preview new materials and select and order materials (only if needed).
3. Implementation Year: Begin using new materials, on-going professional development planned.
4. /5* Evaluation/Modifying Years: Evaluate curricular goals, new materials, methodologies, student outcomes, and make appropriate modifications as needed.

What's New... and What's on the Way? (cont.)

- ▶ STEM projects
- ▶ Early release and half day inservices focused on IB, Social Emotional Learning (SEL) Math and best practices
- ▶ Robust webpage that is mobile friendly
- ▶ Additional State Licensed Pre-School

What's on the way?

- ▶ Continuance of Candidacy for IB program
- ▶ Level III (IV) Green School certification
- ▶ IB authorization
- ▶ Replacement and upgrades to computers, servers, and devices to meet tech demands
- ▶ Math resources
- ▶ Standardized assessment program throughout the school
- ▶ IB forums for parents
- ▶ Parent Volunteer opportunities





St. Luke School Development Report 2016-2017

Celebration Dinner

- ▶ Major donor appreciation dinner and kick-off to Annual Fund
 - ▶ Hall of Honor Award
 - ▶ Legacy stories
 - ▶ Explain need for financial support
 - ▶ Launched the Annual Fund



Annual Fund



- ▶ Initial goal of \$155,000
- ▶ Parish and school staff solicitation
- ▶ Alum Parents solicited
- ▶ School families solicitation
 - ▶ Letter with return envelope and pledge card
 - ▶ Vanco on-line donation program
 - ▶ Reporting of real-time results
 - ▶ Follow-up on solicitations
 - ▶ Thank you letters and statements of balances due sent

Annual Fund Update

Initial Goal of \$155,000

Why have a goal?

- ▶ Our financial needs have dramatically increased
- ▶ Technology improvements
- ▶ Staff Professional Development
- ▶ Increased staffing
- ▶ Increased financial aid
- ▶ IB Program



2016-2017 Foundation/Grants Summary

Name	Dollars Asked/Result
▶ Elizabeth A. Lynn Foundation	▶ \$50,000/ Not determined
▶ Garneau–Nicon Family Foundation	▶ \$50,000/Granted \$ amount?
▶ King County Grant	▶ \$500/Granted
▶ The Raskob Foundation	▶ \$50,000 – in board review phase
▶ Private Foundation*	▶ \$118,750/Granted in July 16- restricted to scholarships
▶ Anonymous Foundation*	▶ \$5,000/Granted
▶ Fulcrum Partnership Grant	▶ Not determined
▶ Endowment Gift	▶ \$100,000/Granted
▶ Medina Foundation	▶ Denied
▶ Private grant for scholarships	▶ \$25,000/Granted

Total Yearly Income

	14-15	15-16	16-17
Scrip	\$40,000	\$45,000	\$45,000
Annual Fund	\$115,316	\$194,693	\$117,281
Grants	\$43,000	\$400,750	\$249,250
Auction	TBD	TBD	TBD
Magazine Sales	\$16,144	\$17,894	\$10,701
St. Luke-a-thon	11,000	\$24,000	\$27,000

Reason why this year lower?

- ▶ 31 less students enrolled
- ▶ 23 less families
- ▶ 40% not participating in annual fund
- ▶ Increase in staffing and additional programs

St. Luke School Strategic Plan 2015-2020

Areas of Need

- ▶ Endowment Needs
- ▶ Scholarships for 15-16
- ▶ Scholarships for 16-19
- ▶ Technology
- ▶ Professional Development
- ▶ Program Development

Dollars Needed:
\$1,400,000

Plan to reach goals

- ▶ \$300,000 over 3 years*
- ▶ \$125,000*
- ▶ \$480,000 over 4 years*
- ▶ \$150,000 over 3 years
- ▶ \$150,000 over 3 years
- ▶ \$150,000 over 3 years

Dollars paid to date: \$593,750

Grants to date awarded: \$806,250

Other Programs

Auction

- ▶ Rally staff procurement
- ▶ In school presence for help
- ▶ Take workload away from chairs and support chairs
- ▶ Provide wish lists and procurement ideas
- ▶ Provide website updates
- ▶ Provide parish/school upbeat announcements
- ▶ Other ideas to increase revenue

Matching Gifts

- ▶ \$ 5,000 – expected. Follow-up with parents to complete process

Scrip Program

- ▶ Increase staff participation and provide assistance to scrip chairs

St. Luke-a-thon

- ▶ Help with on-line donor opportunities
- ▶ Student writing campaign
- ▶ Support to increase revenue
- ▶ Liaison to staff for new student involvement process

Where Do We Go From Here?

- ▶ Marketing - getting the St. Luke Story out there
- ▶ Program Communication - Data Results
- ▶ Focus on International Student population
- ▶ Refurbish classroom spaces
- ▶ Connect with organizations to support programs



Tuition

- ▶ Increases will be projected over the next five years
- ▶ Increases will be kept under 5.1%



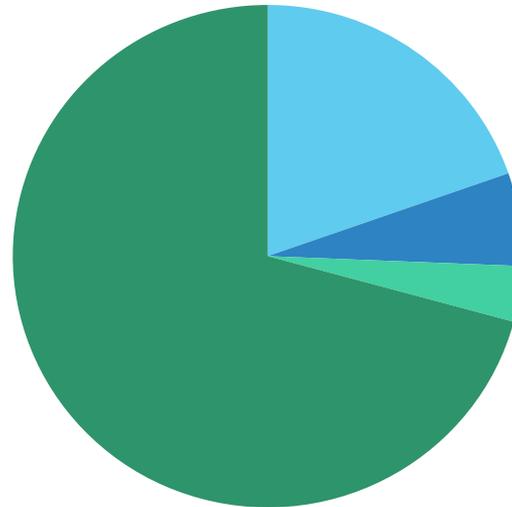
Financial Assistance



2014-15

FINANCIAL AID GRANTED 2014-15

Fulcrum	\$27,429.00
Annual Fund (Scholarships)	\$8,341.00
Donations	\$5,000.00
Unfunded (St. Luke School)	\$98,803.00
TOTAL	\$139,573.00

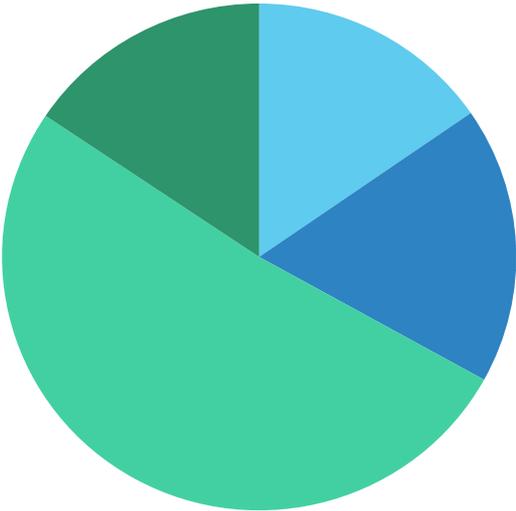


- Fulcrum
- Annual Fund (Scholarships)
- Donations
- Unfunded (St. Luke School)

2015-16

FINANCIAL AID GRANTED 2015-16

Fulcrum	\$37,460.00
Annual Fund (Scholarships)	\$43,000.00
Anonymous donor	\$125,000.00
Unfunded (St. Luke School)	\$37,970.00
TOTAL	\$243,430.00

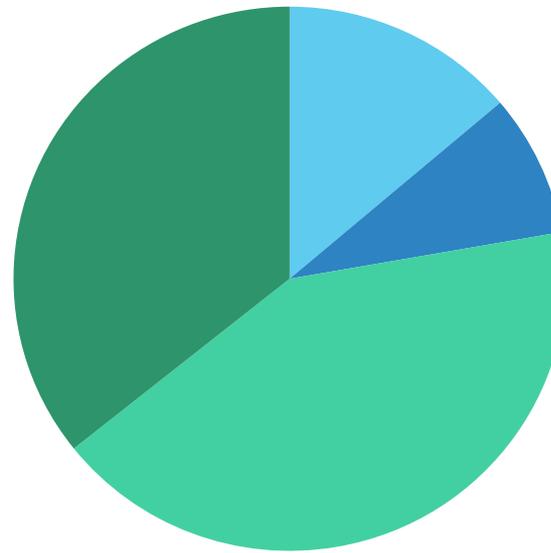


- Fulcrum
- Annual Fund (Scholarships)
- Anonymous donor
- Unfunded (St. Luke School)

2016-17

FINANCIAL AID GRANTED 2016-17

Fulcrum Annual Fund (Scholarships)	\$39,000.00 \$23,888.00
Private Foundation Unfunded (St. Luke School)	\$118,750.00 \$100,952.00
TOTAL	\$282,590.00

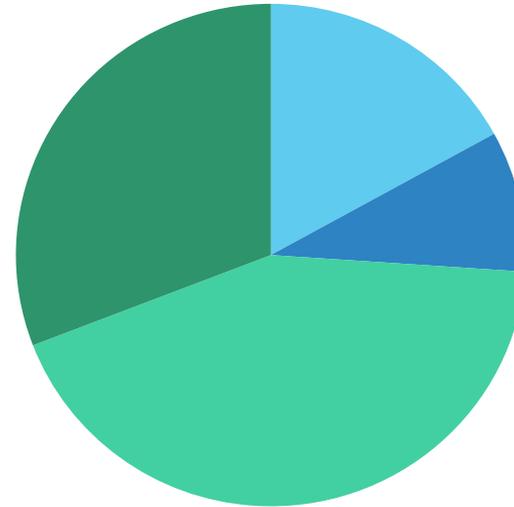


- Fulcrum
- Annual Fund (Scholarships)
- Private Foundation
- Unfunded (St. Luke School)

Projected 2017-18

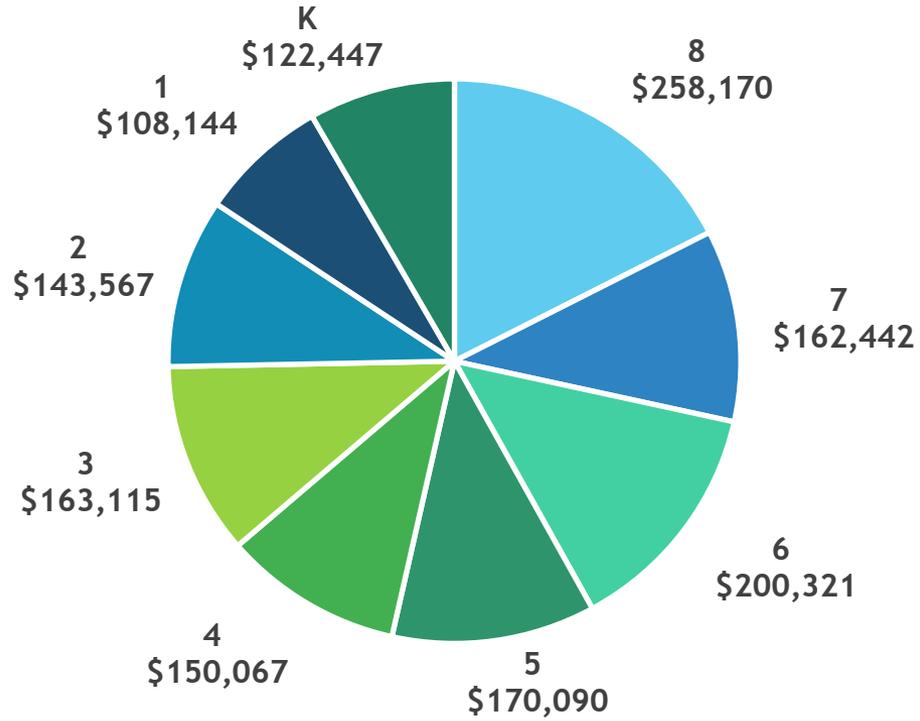
Projected 2017-18

Fulcrum	\$46,800.00
Annual Fund (Scholarships)	\$25,000.00
Private Foundation Unfunded (St. Luke School)	\$118,750.00
	\$85,000.00
TOTAL	\$275,550.00

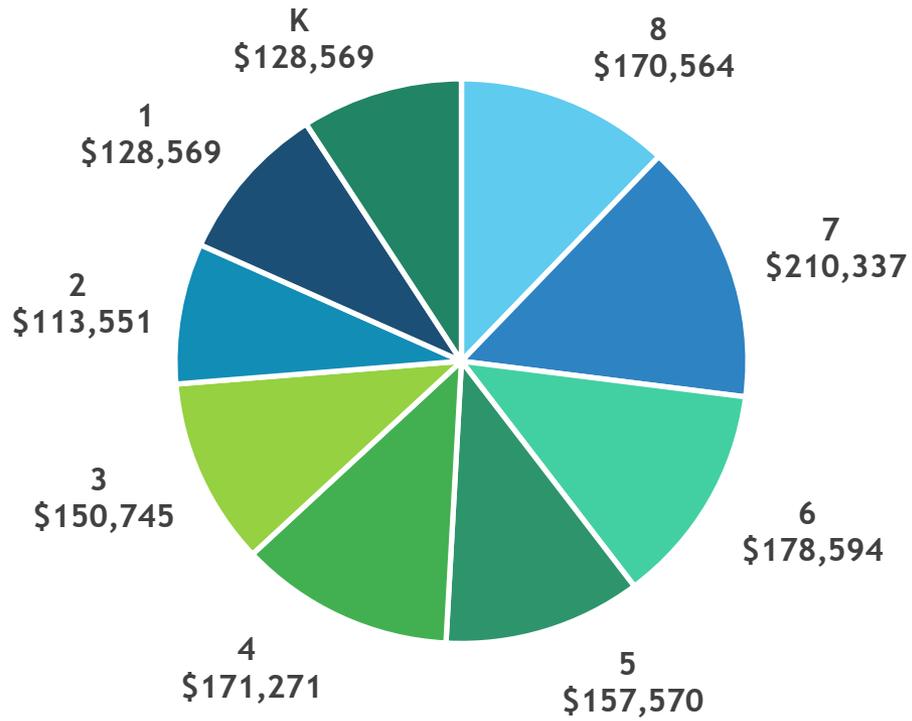


- Fulcrum
- Annual Fund (Scholarships)
- Private Foundation
- Unfunded (St. Luke School)

2016-17 Total Class Income

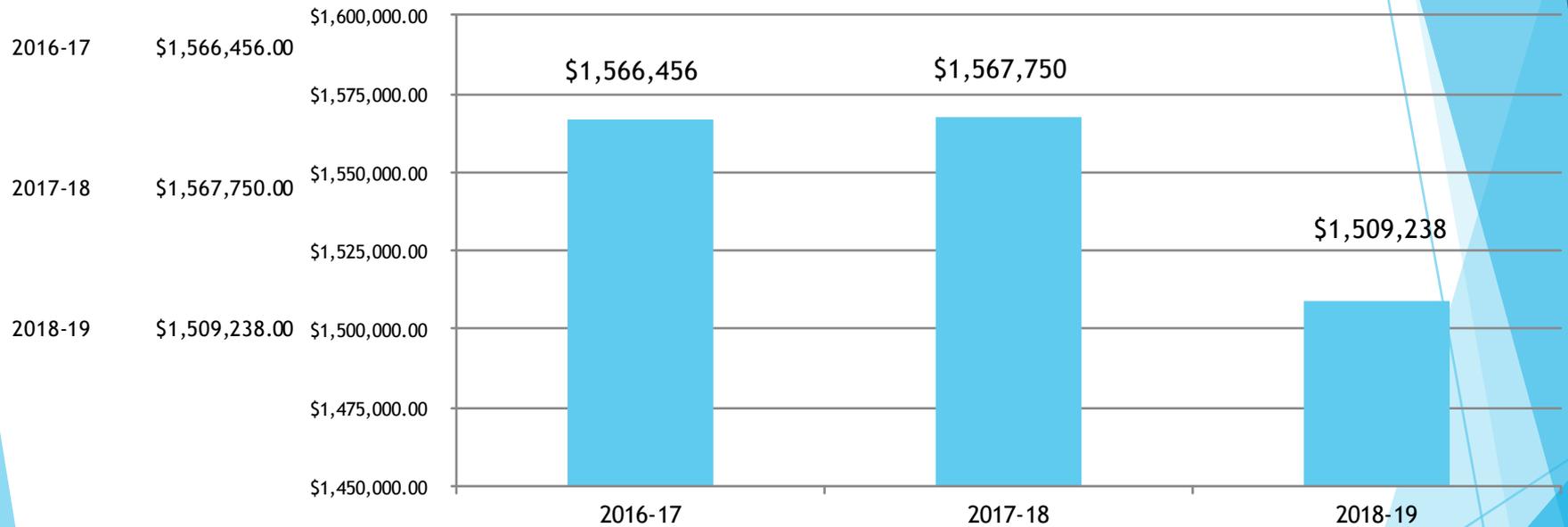


2017-18 Total Class Income



K-8 Tuition Income 2016-2019

School tuition



Current Challenge

- ▶ Projecting a large deficit due to lower than projected income and higher expenses.
- ▶ Bringing salaries and benefits number closer to tuition income
- ▶ Strong support from FUND A NEED to fill in the gap
- ▶ Increase enrollment





St. Luke School Parent Perception Survey

▶ Thursday, March 02, 2017

Perception Survey Results

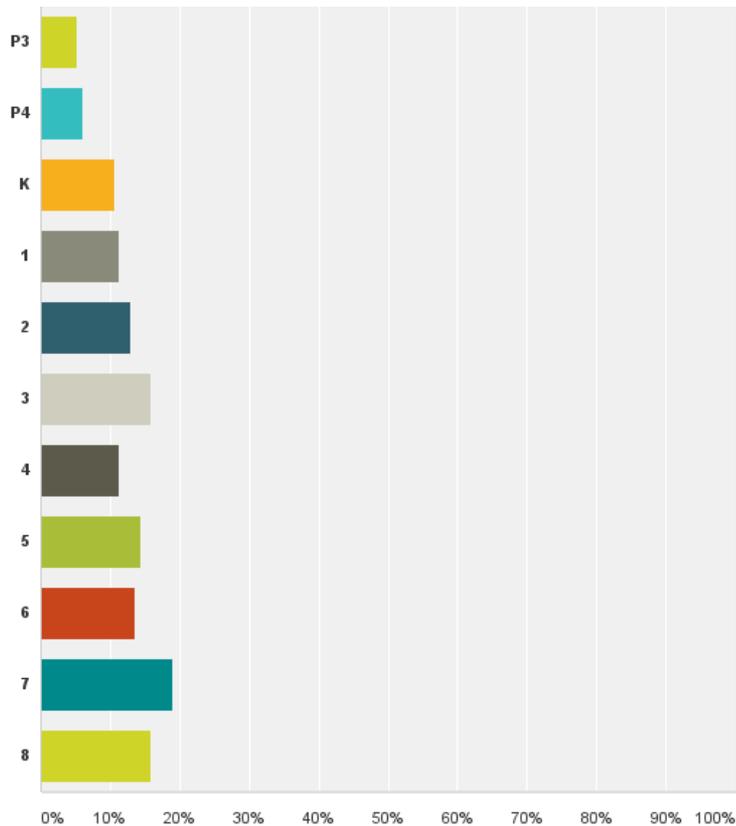
- 132 out of 224 families responded
- Strengths - Community, Catholic, Care
- Areas of Growth - Rigor, Engagement for Highly Capable, Differentiation of instruction, Social Emotional Learning



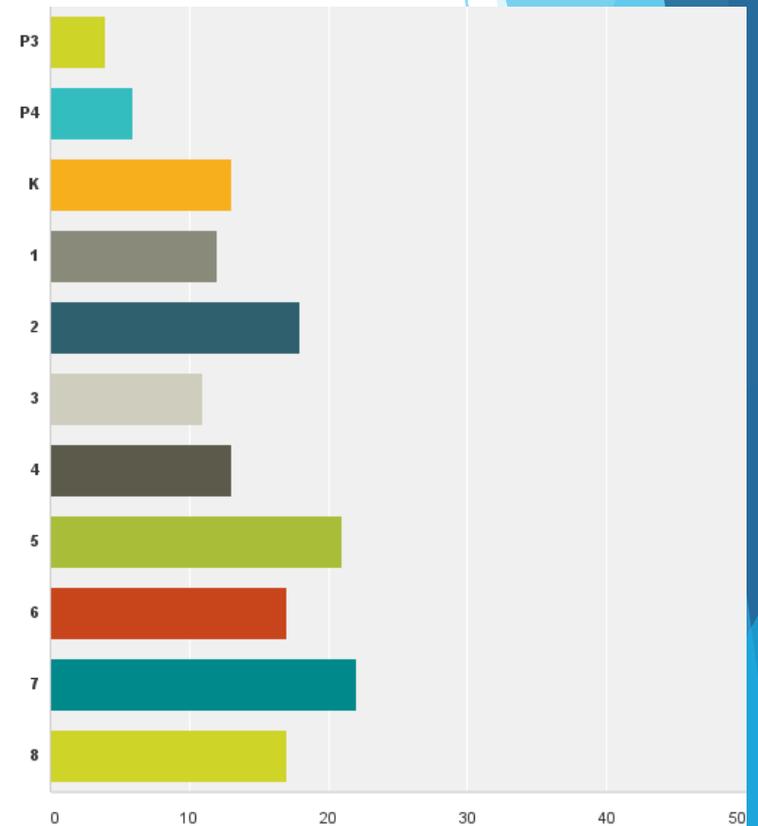
**TELL US WHAT
YOU THINK**

Q1: Please pick all the grades in which you have a student enrolled at St. Luke School:

▶ 2016-2017



2015-2016



Q1: Please pick all the grades in which you have a student enrolled at St. Luke School:

2016-2017

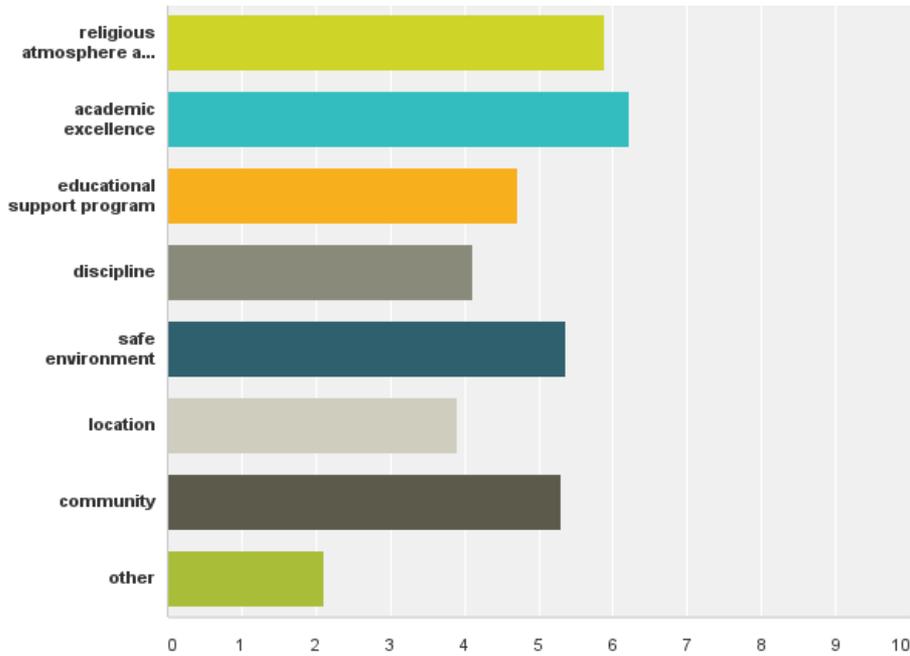
2015-2016

Answer Choices	Responses	
P3	5.30%	7
P4	6.06%	8
K	10.61%	14
1	11.36%	15
2	12.88%	17
3	15.91%	21
4	11.36%	15
5	14.39%	19
6	13.64%	18
7	18.94%	25
8	15.91%	21
Total Respondents: 132		

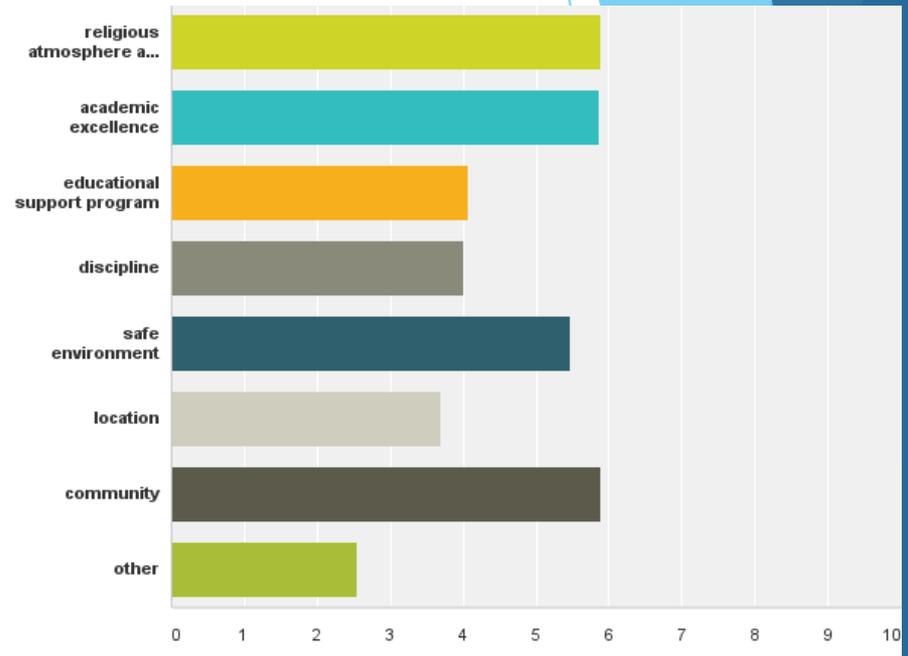
Answer Choices	Responses	
P3	3.96%	4
P4	5.94%	6
K	12.87%	13
1	11.88%	12
2	17.82%	18
3	10.89%	11
4	12.87%	13
5	20.79%	21
6	16.83%	17
7	21.78%	22
8	16.83%	17
Total Respondents: 101		

Q4: Why do you send your child/children to our school (please rank 1-7, with 1 being high and 7 being low)? If there is something not listed, please identify this in "other" and adjust the numbers 1 being high and 8 being low.

▶ 2016-2017



2015-2016



Q4: Why do you send your child/children to our school (please rank 1-7, with 1 being high and 7 being low)? If there is something not listed, please identify this in "other" and adjust the numbers 1 being high and 8 being low.

▶ 2016-2017

	1	2	3	4	5	6	7	8	Total	Score
religious atmosphere and education	37.61% 41	14.68% 16	12.84% 14	7.34% 8	7.34% 8	6.42% 7	9.17% 10	4.59% 5	109	5.89
academic excellence	27.27% 30	25.45% 28	17.27% 19	17.27% 19	2.73% 3	7.27% 8	0.91% 1	1.82% 2	110	6.23
educational support program	11.21% 12	16.82% 18	9.35% 10	12.15% 13	15.89% 17	17.76% 19	14.02% 15	2.80% 3	107	4.72
discipline	1.98% 2	9.90% 10	10.89% 11	13.86% 14	23.76% 24	21.78% 22	13.86% 14	3.96% 4	101	4.12
safe environment	10.38% 11	11.32% 12	28.30% 30	18.87% 20	20.75% 22	6.60% 7	2.83% 3	0.94% 1	106	5.36
location	5.50% 6	6.42% 7	11.93% 13	14.68% 16	11.93% 13	13.76% 15	32.11% 35	3.67% 4	109	3.91
community	16.38% 19	21.55% 25	11.21% 13	15.52% 18	10.34% 12	12.93% 15	12.07% 14	0.00% 0	116	5.31
other	11.11% 3	0.00% 0	0.00% 0	3.70% 1	0.00% 0	0.00% 0	18.52% 5	66.67% 18	27	2.11

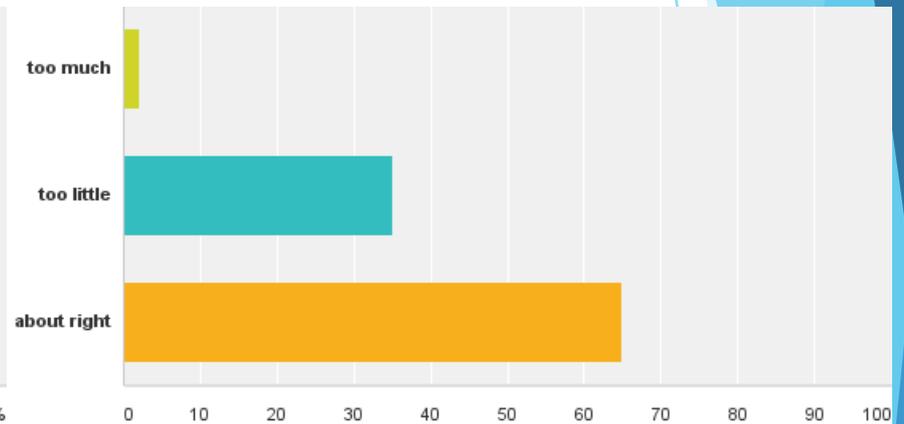
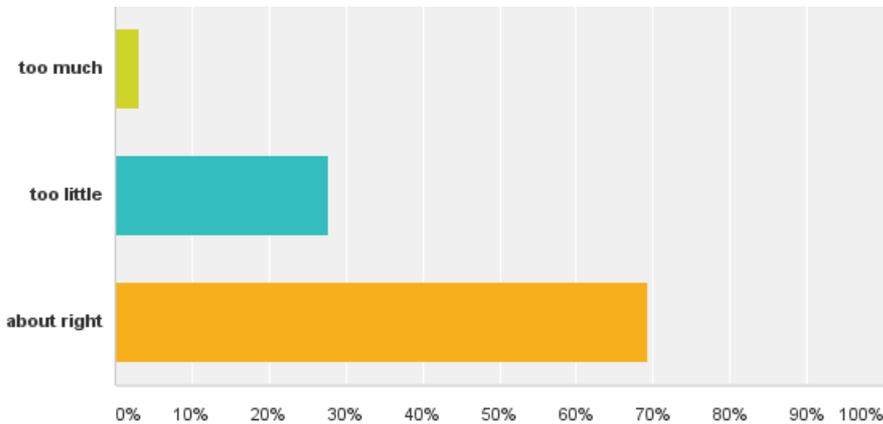
2015-2016

	1	2	3	4	5	6	7	8	Total	Score
religious atmosphere and education	36.47% 31	16.47% 14	9.41% 8	10.59% 9	9.41% 8	4.71% 4	8.24% 7	4.71% 4	85	5.89
academic excellence	17.86% 15	20.24% 17	21.43% 18	17.86% 15	17.86% 15	3.57% 3	1.19% 1	0.00% 0	84	5.87
educational support program	9.64% 8	6.02% 5	10.84% 9	10.84% 9	15.66% 13	19.28% 16	20.48% 17	7.23% 6	83	4.07
discipline	0.00% 0	8.05% 7	12.64% 11	14.94% 13	21.84% 19	25.29% 22	13.79% 12	3.45% 3	87	4.01
safe environment	12.79% 11	20.93% 18	19.77% 17	18.60% 16	11.63% 10	10.47% 9	3.49% 3	2.33% 2	86	5.48
location	0.00% 0	8.43% 7	9.64% 8	14.46% 12	14.46% 12	19.28% 16	31.33% 26	2.41% 2	83	3.70
community	25.81% 24	21.51% 20	18.28% 17	9.68% 9	7.53% 7	8.60% 8	8.60% 8	0.00% 0	93	5.88
other	12.90% 4	6.45% 2	0.00% 0	3.23% 1	0.00% 0	3.23% 1	6.45% 2	67.74% 21	31	2.55

Q5: What do you think about the academic demands the school makes of your child/children?

▶ 2016-2017

2015-2016



Q5: What do you think about the academic demands the school makes of your child/children?

2016-2017

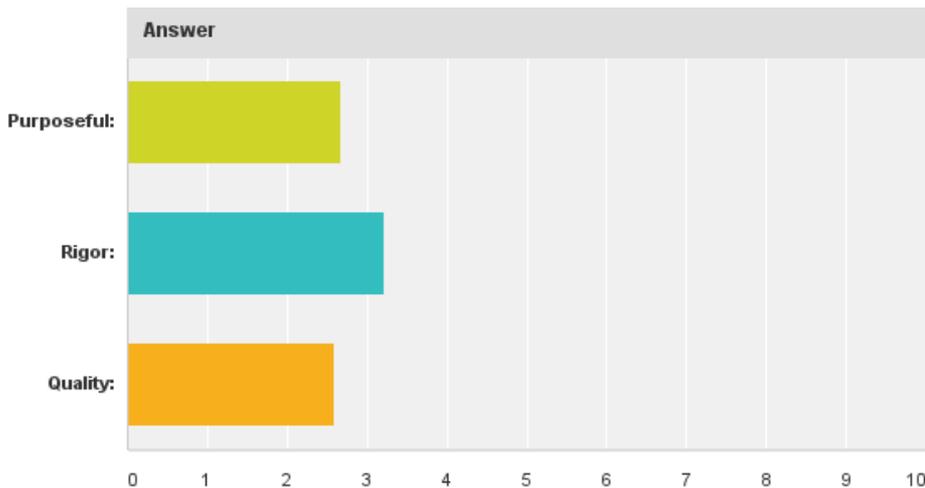
Answer Choices	Responses	
too much	3.08%	4
too little	27.69%	36
about right	69.23%	90
Total		130

2015-2016

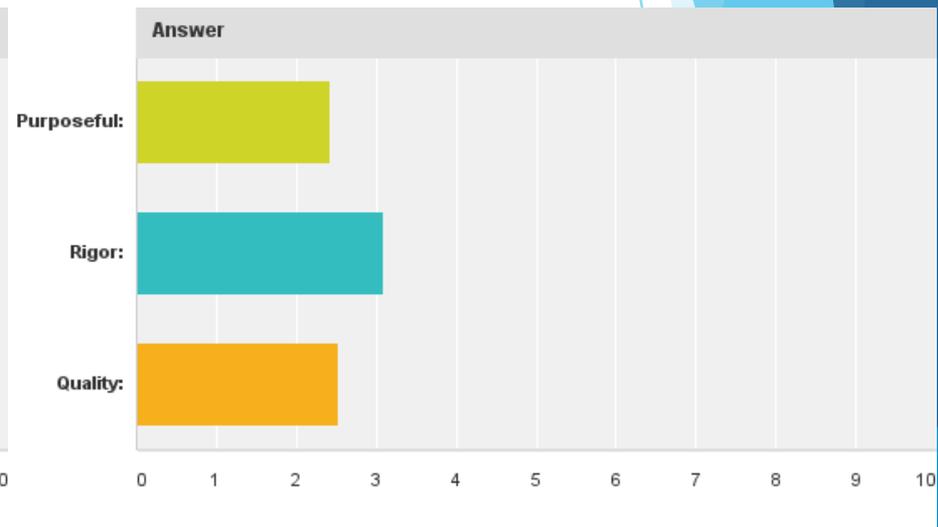
Answer Choices	Responses	
too much	1.96%	2
too little	34.31%	35
about right	63.73%	65
Total		102

Q6: In grades 5-8, what do you think about the homework demands the school makes of your child/children?

2016-2017



2015-2016



▶ Note: 2015-2016 the question was for all grades

Q6: In grades 5-8, what do you think about the homework demands the school makes of your child/children?

▶ 2016-2017

Answer								
	meaningful	about right	busywork	too difficult	too easy	too much	too little	Total
Purposeful:	13.70% 10	60.27% 44	9.59% 7	0.00% 0	4.11% 3	2.74% 2	9.59% 7	73
Rigor:	4.17% 3	58.33% 42	4.17% 3	2.78% 2	16.67% 12	4.17% 3	9.72% 7	72
Quality:	14.08% 10	57.75% 41	14.08% 10	0.00% 0	5.63% 4	0.00% 0	8.45% 6	71

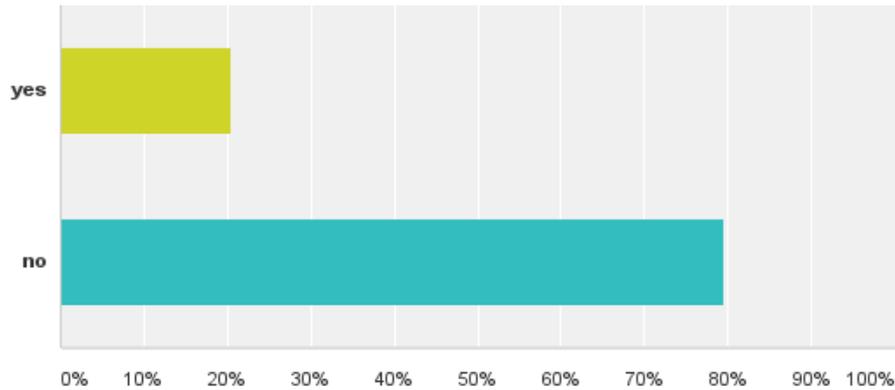
2015-2016

Answer								
	meaningful	about right	busywork	too difficult	too easy	too much	too little	Total
Purposeful:	22.92% 22	53.13% 51	10.42% 10	0.00% 0	6.25% 6	0.00% 0	7.29% 7	96
Rigor:	7.22% 7	57.73% 56	4.12% 4	1.03% 1	17.53% 17	3.09% 3	9.28% 9	97
Quality:	13.40% 13	65.98% 64	6.19% 6	0.00% 0	6.19% 6	0.00% 0	8.25% 8	97

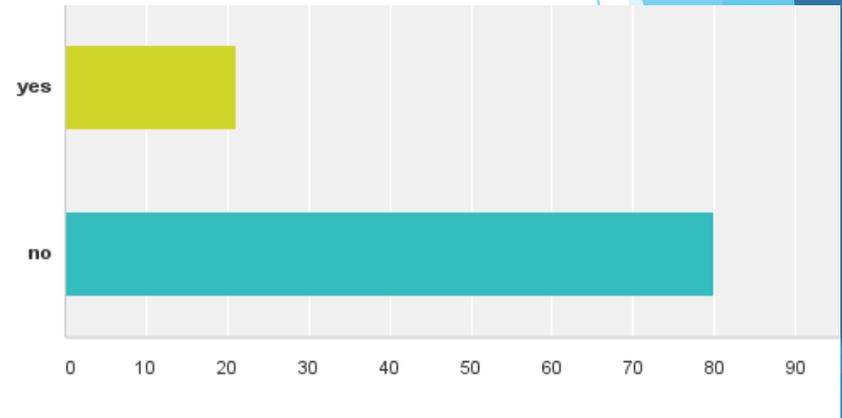
Note: 2015-2016 the question was for all grades

Q7: Do you have children who have previously graduated from St. Luke?

2016-2017



2015-2016



Q7: Do you have children who have previously graduated from St. Luke?

► 2016-2017

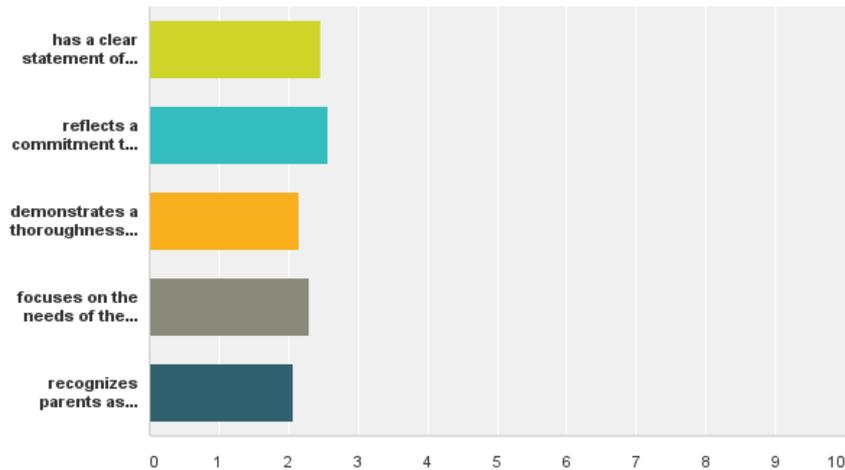
Answer Choices	Responses	
yes	20.45%	27
no	79.55%	105
Total		132

2015-2016

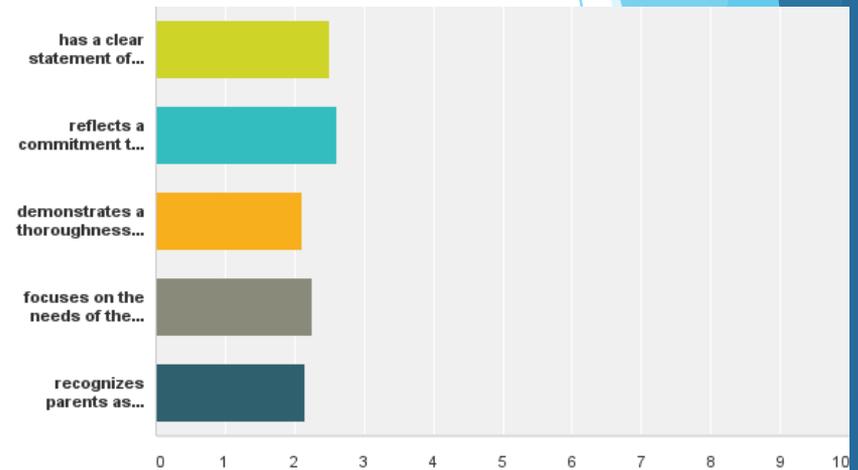
Answer Choices	Responses	
yes	20.79%	21
no	79.21%	80
Total		101

Q9: School philosophy and mission: The school...

▶ 2016-2017



2015-2016



Q9: School philosophy and mission: The school...

▶ 2016-2017

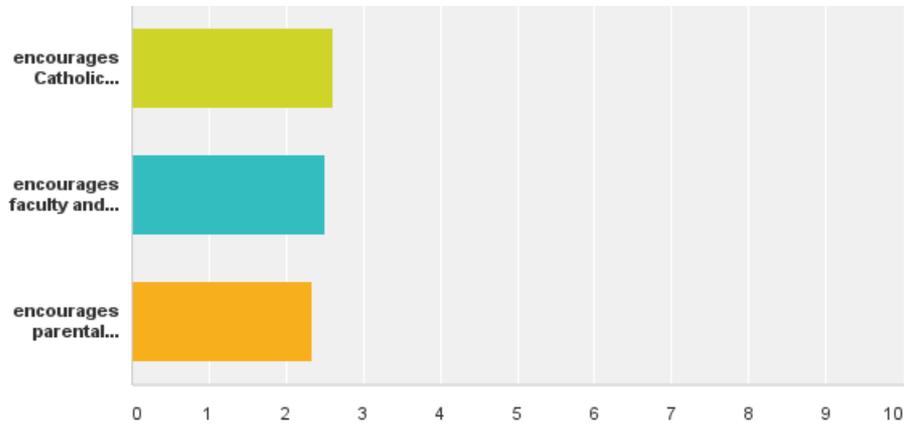
	Outstanding	Good	Improvement Needed	Total	Weighted Average
has a clear statement of philosophy.	52.27% 69	42.42% 56	5.30% 7	132	2.47
reflects a commitment to it's religious purpose.	62.60% 82	31.30% 41	6.11% 8	131	2.56
demonstrates a thoroughness of instruction.	30.30% 40	53.79% 71	15.91% 21	132	2.14
focuses on the needs of the whole person.	46.21% 61	37.88% 50	15.91% 21	132	2.30
recognizes parents as primary educators.	26.72% 35	53.44% 70	19.85% 26	131	2.07

2015-2016

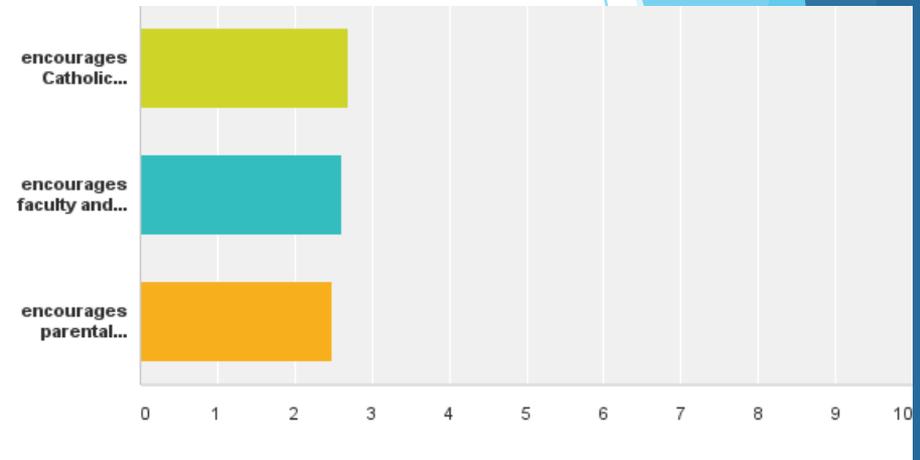
	Outstanding	Good	Improvement Needed	Total	Weighted Average
has a clear statement of philosophy.	54.46% 55	41.58% 42	3.96% 4	101	2.50
reflects a commitment to it's religious purpose.	65.35% 66	30.69% 31	3.96% 4	101	2.61
demonstrates a thoroughness of instruction.	33.66% 34	43.56% 44	22.77% 23	101	2.11
focuses on the needs of the whole person.	43.14% 44	40.20% 41	16.67% 17	102	2.26
recognizes parents as primary educators.	31.68% 32	50.50% 51	17.82% 18	101	2.14

Q10: School leadership: The school leadership...

▶ 2016-2017



2015-2016



Q10: School leadership: The school leadership...

▶ 2016-2017

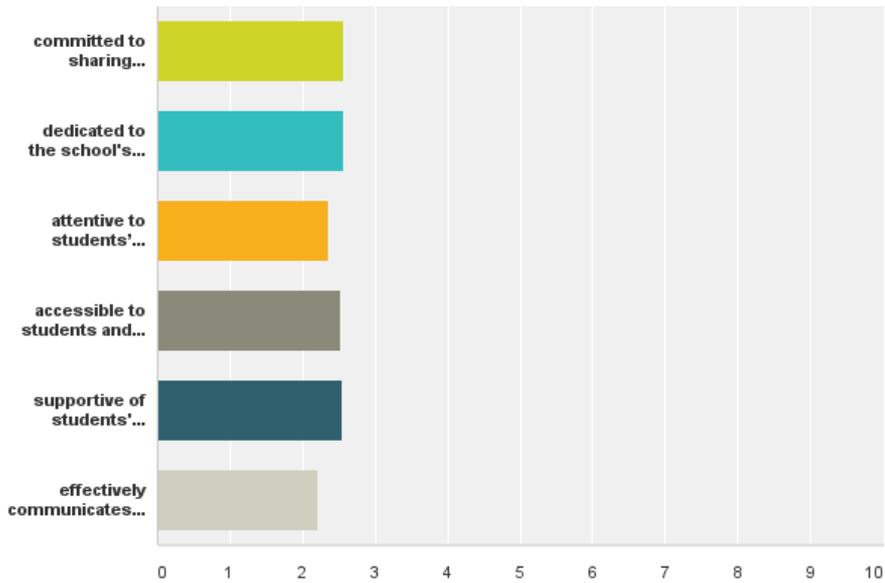
	Outstanding	Good	Improvement Needed	Total	Weighted Average
encourages Catholic values.	66.15% 86	28.46% 37	5.38% 7	130	2.61
encourages faculty and staff participation.	51.97% 66	46.46% 59	1.57% 2	127	2.50
encourages parental involvement.	48.06% 62	37.98% 49	13.95% 18	129	2.34

2015-2016

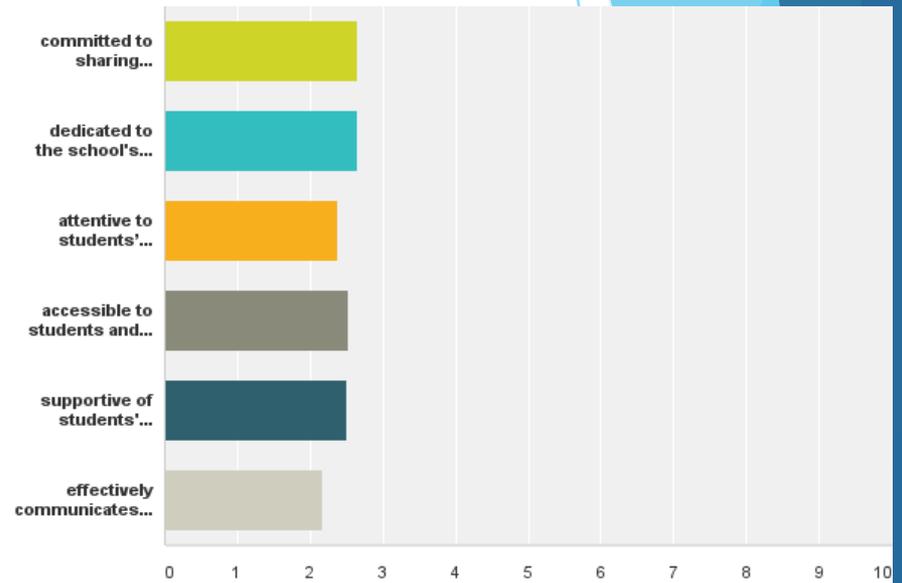
	Outstanding	Good	Improvement Needed	Total	Weighted Average
encourages Catholic values.	70.71% 70	28.28% 28	1.01% 1	99	2.70
encourages faculty and staff participation.	64.36% 65	32.67% 33	2.97% 3	101	2.61
encourages parental involvement.	60.40% 61	26.73% 27	12.87% 13	101	2.48

Q11: Staff: The staff is...

▶ 2016-2017



2015-2016



Q11: Staff: The staff is...

▶ 2016-2017

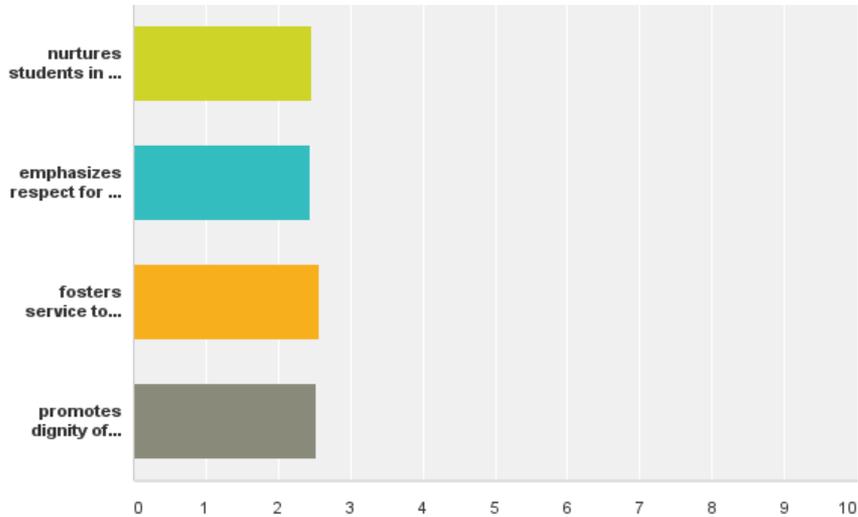
	Outstanding	Good	Improvement Needed	Total	Weighted Average
committed to sharing Catholic values.	61.36% 81	34.09% 45	4.55% 6	132	2.57
dedicated to the school's philosophy.	60.31% 79	36.64% 48	3.05% 4	131	2.57
attentive to students' needs.	47.73% 63	40.91% 54	11.36% 15	132	2.36
accessible to students and parents.	55.38% 72	40.77% 53	3.85% 5	130	2.52
supportive of students' success.	57.25% 75	39.69% 52	3.05% 4	131	2.54
effectively communicates individual student progress.	37.12% 49	46.97% 62	15.91% 21	132	2.21

2015-2016

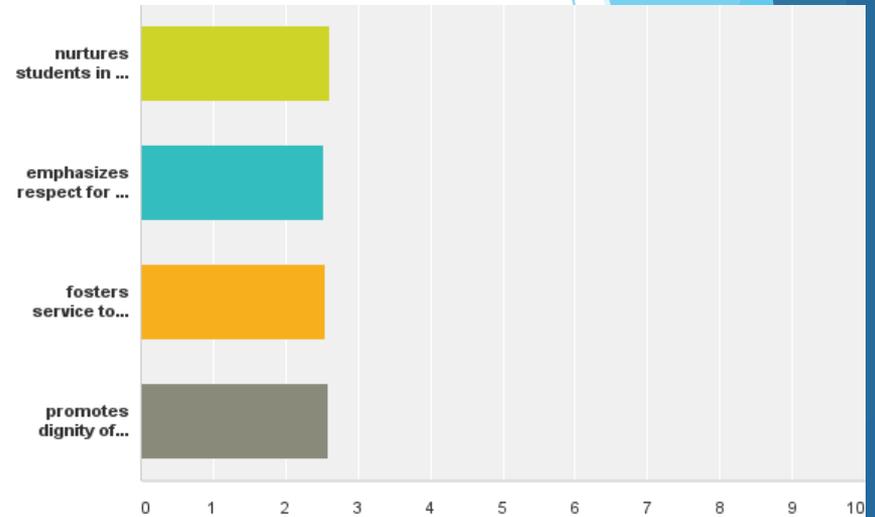
	Outstanding	Good	Improvement Needed	Total	Weighted Average
committed to sharing Catholic values.	68.63% 70	27.45% 28	3.92% 4	102	2.65
dedicated to the school's philosophy.	67.65% 69	29.41% 30	2.94% 3	102	2.65
attentive to students' needs.	51.49% 52	35.64% 36	12.87% 13	101	2.39
accessible to students and parents.	58.82% 60	35.29% 36	5.88% 6	102	2.53
supportive of students' success.	60.78% 62	28.43% 29	10.78% 11	102	2.50
effectively communicates individual student progress.	38.24% 39	40.20% 41	21.57% 22	102	2.17

Q12: School Environment: The school...

▶ 2016-2017



2015-2016



Q12: School Environment: The school...

▶ 2016-2017

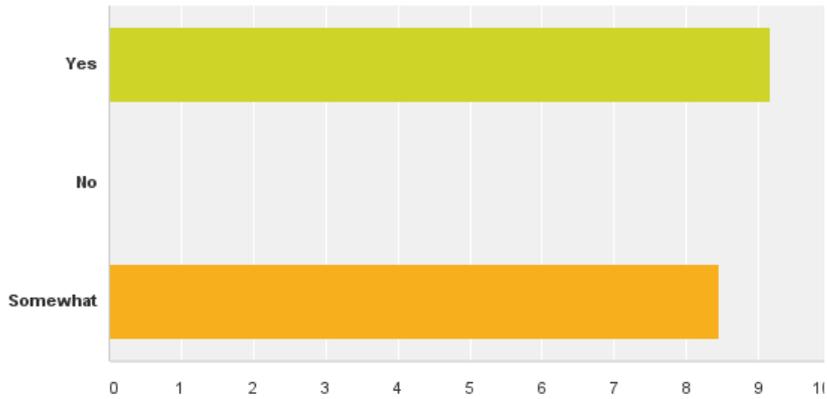
	Outstanding	Good	Improvement Needed	Total	Weighted Average
nurtures students in a safe and healthy learning environment.	56.82% 75	33.33% 44	9.85% 13	132	2.47
emphasizes respect for one another.	56.06% 74	32.58% 43	11.36% 15	132	2.45
fosters service to others.	58.33% 77	40.15% 53	1.52% 2	132	2.57
promotes dignity of individuals in a Christian community.	59.23% 77	34.62% 45	6.15% 8	130	2.53

2015-2016

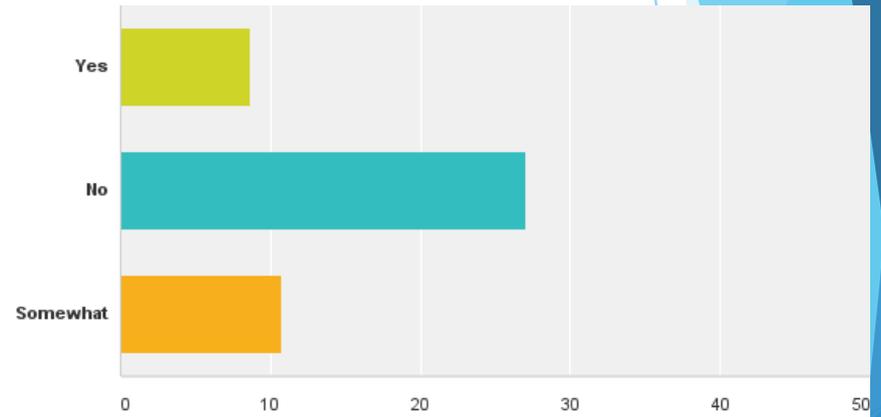
	Outstanding	Good	Improvement Needed	Total	Weighted Average
nurtures students in a safe and healthy learning environment.	67.65% 69	26.47% 27	5.88% 6	102	2.62
emphasizes respect for one another.	60.78% 62	30.39% 31	8.82% 9	102	2.52
fosters service to others.	60.78% 62	33.33% 34	5.88% 6	102	2.55
promotes dignity of individuals in a Christian community.	61.76% 63	34.31% 35	3.92% 4	102	2.58

Q13: Religion

▶ 2016-2017



2015-2016



Q13: Religion

▶ 2016-2017

	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	5.79% 7	7.44% 9	11.57% 14	11.57% 14	14.05% 17	14.05% 17	10.74% 13	15.70% 19	11.57% 14	18.18% 22	15.70% 19	121
No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
Somewhat	7.69% 1	0.00% 0	7.69% 1	7.69% 1	0.00% 0	23.08% 3	15.38% 2	0.00% 0	15.38% 2	23.08% 3	15.38% 2	13

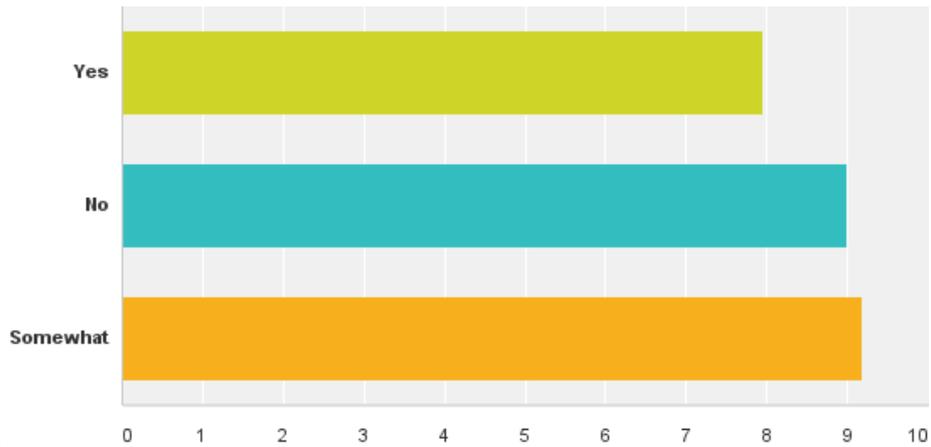
2015-2016

	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	17.78% 16	13.33% 12	21.11% 19	10.00% 9	11.11% 10	13.33% 12	22.22% 20	13.33% 12	18.89% 17	15.56% 14	90
No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	50.00% 1	50.00% 1	100.00% 2	50.00% 1	2
Somewhat	0.00% 0	0.00% 0	0.00% 0	16.67% 2	8.33% 1	8.33% 1	16.67% 2	50.00% 6	16.67% 2	25.00% 3	12

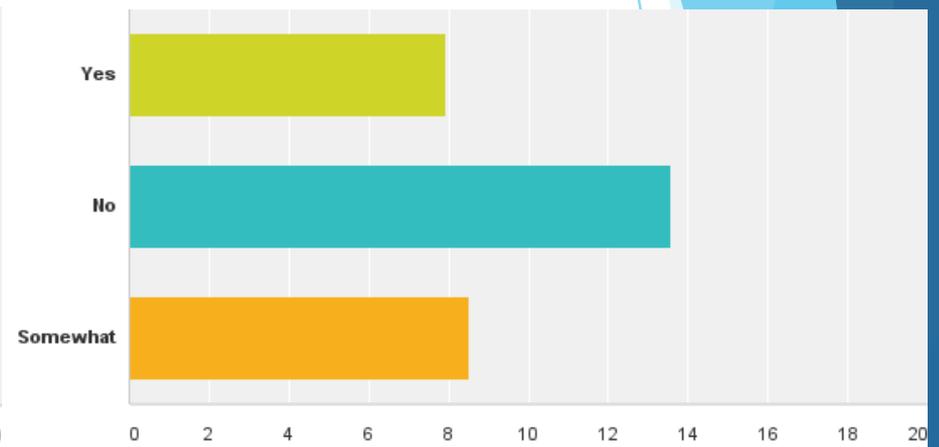
Note: PK 3 & PK 4 were combined in 2015-2016.

Q14: Mathematics

▶ 2016-2017



2015-2016



Q14: Mathematics

▶ 2016-2017

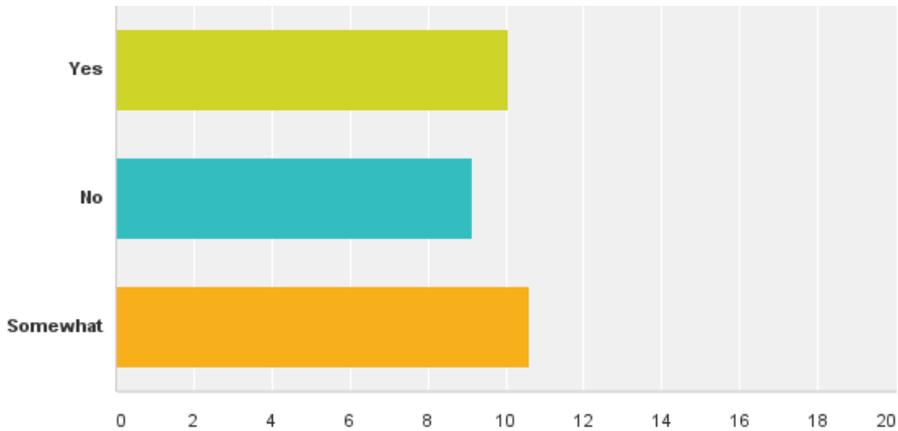
	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	5.10% 5	5.10% 5	11.22% 11	14.29% 14	16.33% 16	16.33% 16	12.24% 12	10.20% 10	6.12% 6	15.31% 15	12.24% 12	98
No	7.69% 1	0.00% 0	7.69% 1	7.69% 1	0.00% 0	15.38% 2	0.00% 0	7.69% 1	15.38% 2	46.15% 6	7.69% 1	13
Somewhat	2.70% 1	5.41% 2	5.41% 2	2.70% 1	2.70% 1	8.11% 3	8.11% 3	21.62% 8	27.03% 10	13.51% 5	18.92% 7	37

2015-2016

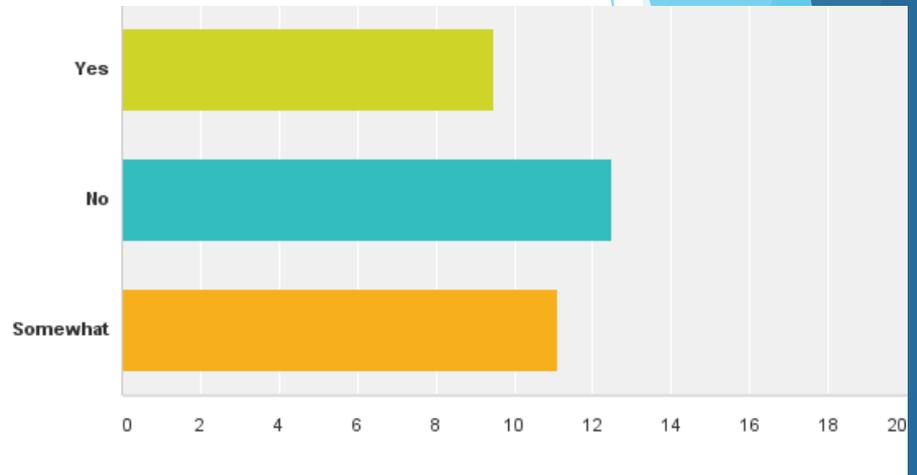
	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	21.21% 14	16.67% 11	13.64% 9	19.70% 13	13.64% 9	7.58% 5	15.15% 10	12.12% 8	15.15% 10	16.67% 11	66
No	0.00% 0	0.00% 0	0.00% 0	9.09% 1	18.18% 2	18.18% 2	45.45% 5	36.36% 4	36.36% 4	18.18% 2	11
Somewhat	5.88% 2	2.94% 1	5.88% 2	14.71% 5	0.00% 0	20.59% 7	23.53% 8	17.65% 6	20.59% 7	14.71% 5	34

Q15: Reading/Literature

▶ 2016-2017



2015-2016



Q15: Reading/Literature

▶ 2016-2017

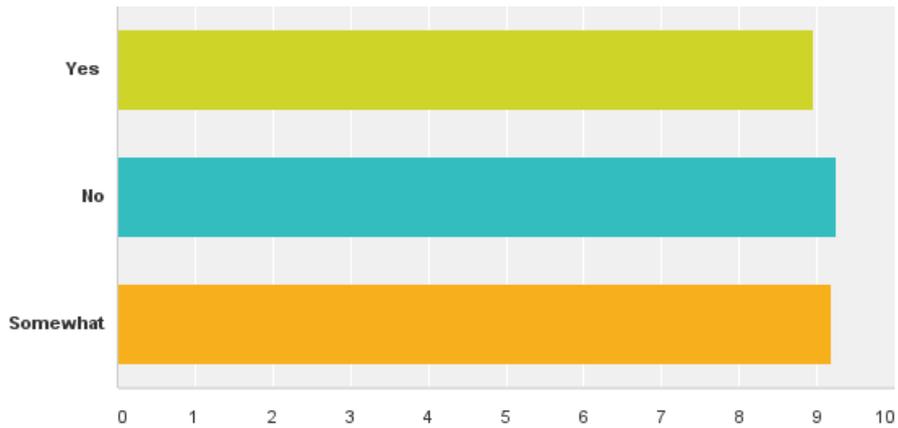
	P3	P4	K	1	2	3	4	5	K	K	6	7	8	Total Respondents
Yes	5.45% 6	7.27% 8	10.91% 12	12.73% 14	15.45% 17	13.64% 15	11.82% 13	13.64% 15	0.00% 0	0.00% 0	12.73% 14	15.45% 17	17.27% 19	110
No	0.00% 0	0.00% 0	12.50% 1	12.50% 1	0.00% 0	25.00% 2	12.50% 1	0.00% 0	0.00% 0	0.00% 0	12.50% 1	37.50% 3	0.00% 0	8
Somewhat	5.88% 1	0.00% 0	0.00% 0	5.88% 1	0.00% 0	29.41% 5	5.88% 1	23.53% 4	0.00% 0	0.00% 0	17.65% 3	29.41% 5	5.88% 1	17

2015-2016

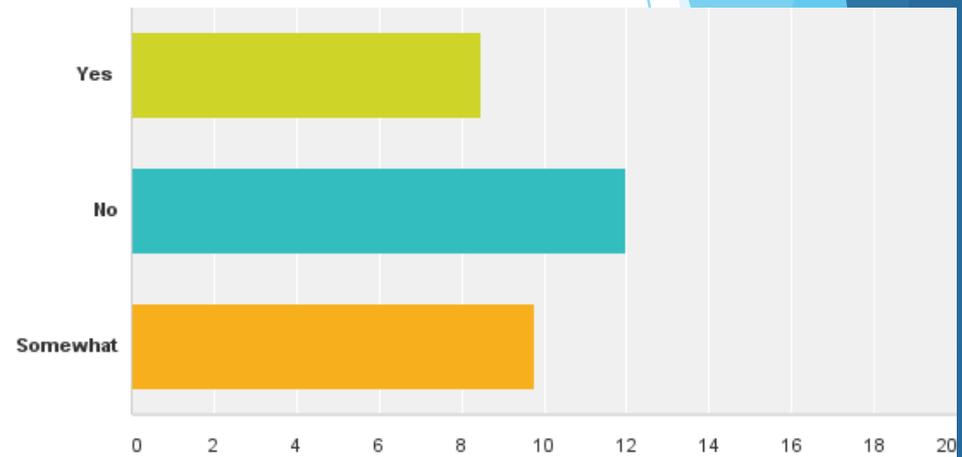
	PK	K	1	2	3	4	5	K	K	6	7	8	Total Respondents
Yes	19.48% 15	14.29% 11	23.38% 18	16.88% 13	9.09% 7	18.18% 14	12.99% 10	0.00% 0	0.00% 0	12.99% 10	18.18% 14	15.58% 12	77
No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25.00% 2	12.50% 1	12.50% 1	0.00% 0	0.00% 0	25.00% 2	37.50% 3	25.00% 2	8
Somewhat	0.00% 0	5.26% 1	5.26% 1	15.79% 3	10.53% 2	15.79% 3	10.53% 2	0.00% 0	0.00% 0	31.58% 6	21.05% 4	21.05% 4	19

Q16: English

▶ 2016-2017



2015-2016



Q16: English

▶ 2016-2017

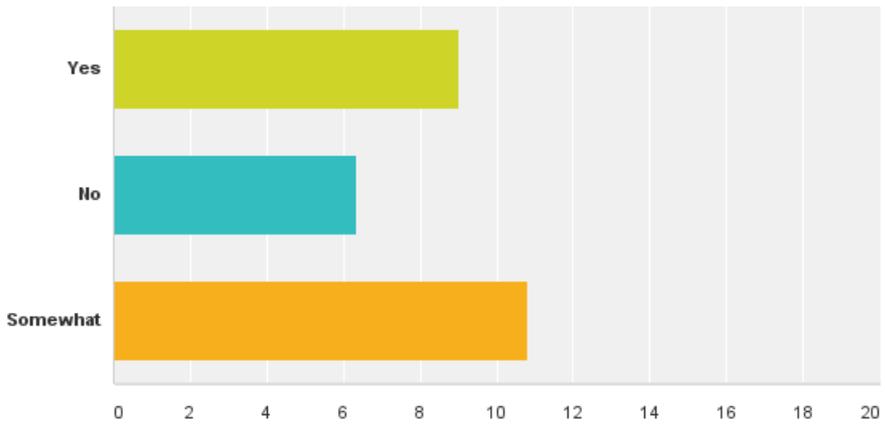
	P3	P4	K	1	2	3	4	5	6	7	8	8	Total Respondents
Yes	4.67% 5	6.54% 7	12.15% 13	13.08% 14	15.89% 17	14.95% 16	12.15% 13	14.02% 15	13.08% 14	14.02% 15	14.95% 16	0.00% 0	107
No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25.00% 1	0.00% 0	0.00% 0	0.00% 0	50.00% 2	25.00% 1	0.00% 0	4
Somewhat	9.09% 2	4.55% 1	4.55% 1	4.55% 1	0.00% 0	18.18% 4	9.09% 2	18.18% 4	9.09% 2	31.82% 7	13.64% 3	0.00% 0	22

2015-2016

	PK	K	1	2	3	4	5	6	7	8	8	Total Respondents
Yes	16.87% 14	14.46% 12	21.69% 18	16.87% 14	9.64% 8	13.25% 11	12.05% 10	7.23% 6	19.28% 16	10.84% 9	10.84% 9	83
No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18.18% 2	27.27% 3	9.09% 1	18.18% 2	27.27% 3	9.09% 1	36.36% 4	11
Somewhat	12.50% 1	0.00% 0	0.00% 0	12.50% 1	0.00% 0	25.00% 2	12.50% 1	12.50% 1	50.00% 4	12.50% 1	0.00% 0	8

Q17: Science

▶ 2016-2017



2015-2016



Q17: Science

▶ 2016-2017

	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	4.40% 4	4.40% 4	10.99% 10	13.19% 12	16.48% 15	15.38% 14	14.29% 13	10.99% 10	13.19% 12	16.48% 15	14.29% 13	91
No	22.22% 2	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	11.11% 1	11.11% 1	11.11% 1	22.22% 2	0.00% 0	9
Somewhat	3.33% 1	10.00% 3	6.67% 2	10.00% 3	3.33% 1	16.67% 5	3.33% 1	26.67% 8	13.33% 4	26.67% 8	23.33% 7	30

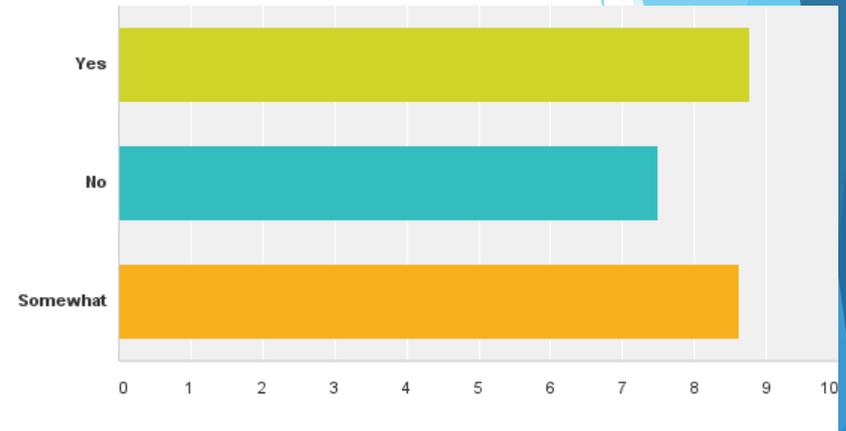
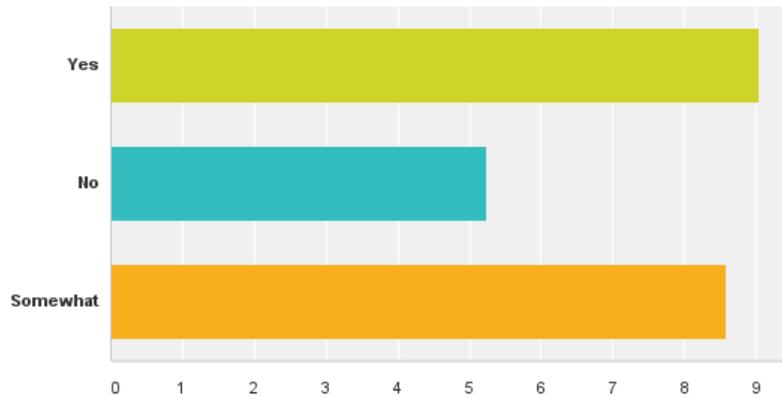
2015-2016

	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	15.49% 11	11.27% 8	16.90% 12	16.90% 12	7.04% 5	16.90% 12	14.08% 10	18.31% 13	19.72% 14	18.31% 13	71
No	11.11% 1	0.00% 0	11.11% 1	0.00% 0	22.22% 2	22.22% 2	0.00% 0	11.11% 1	33.33% 3	22.22% 2	9
Somewhat	14.81% 4	14.81% 4	22.22% 6	14.81% 4	14.81% 4	14.81% 4	11.11% 3	14.81% 4	14.81% 4	14.81% 4	27

Q18: Social Studies (PYP) Individuals and Society (MYP)

▶ 2016-2017

2015-2016



Q18: Social Studies (PYP) Individuals and Society (MYP)

▶ 2016-2017

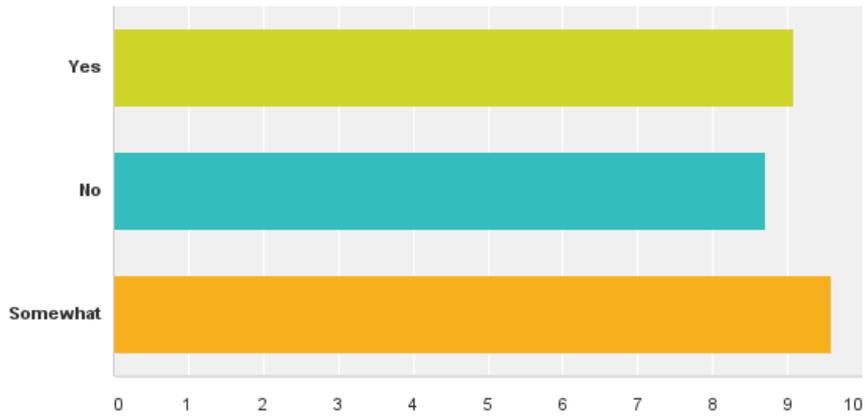
	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	3.60% 4	5.41% 6	9.91% 11	11.71% 13	13.51% 15	14.41% 16	11.71% 13	11.71% 13	12.61% 14	18.02% 20	17.12% 19	111
No	25.00% 1	0.00% 0	25.00% 1	0.00% 0	25.00% 1	50.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4
Somewhat	9.52% 2	4.76% 1	9.52% 2	14.29% 3	4.76% 1	9.52% 2	9.52% 2	28.57% 6	9.52% 2	23.81% 5	4.76% 1	21

2015-2016

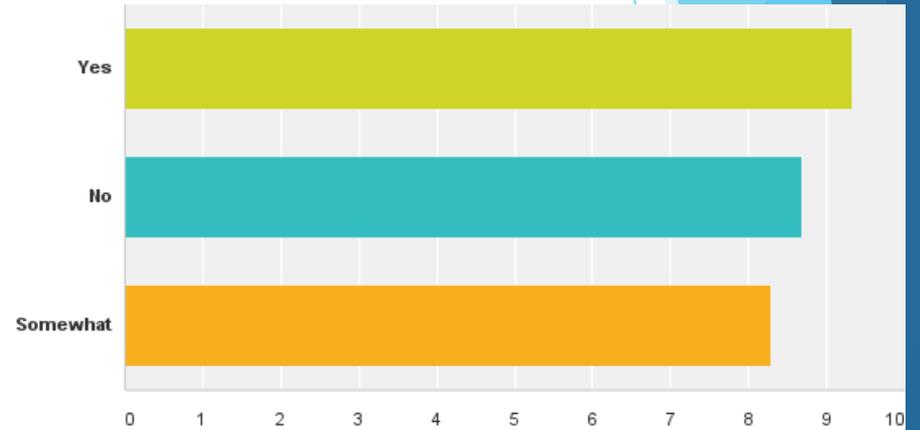
	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	15.12% 13	17.44% 15	15.12% 13	15.12% 13	15.12% 13	11.63% 10	20.93% 18	8.14% 7	19.77% 17	18.60% 16	86
No	25.00% 1	0.00% 0	0.00% 0	0.00% 0	50.00% 2	0.00% 0	0.00% 0	0.00% 0	25.00% 1	25.00% 1	4
Somewhat	12.50% 2	12.50% 2	12.50% 2	18.75% 3	12.50% 2	12.50% 2	18.75% 3	18.75% 3	18.75% 3	12.50% 2	16

Q19: Use of Technology

▶ 2016-2017



2015-2016



Q19: Use of Technology

► 2016-2017

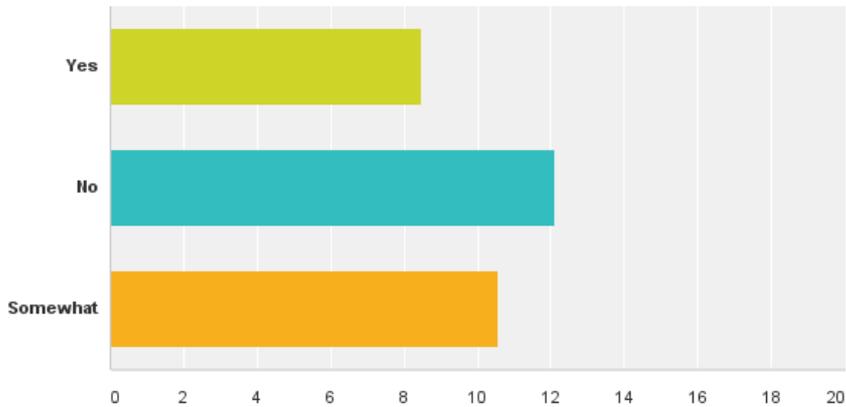
	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	1.16% 1	1.16% 1	11.63% 10	16.28% 14	16.28% 14	17.44% 15	12.79% 11	12.79% 11	13.95% 12	17.44% 15	11.63% 10	86
No	21.43% 3	14.29% 2	0.00% 0	7.14% 1	0.00% 0	14.29% 2	7.14% 1	28.57% 4	14.29% 2	14.29% 2	14.29% 2	14
Somewhat	5.88% 2	8.82% 3	11.76% 4	0.00% 0	8.82% 3	11.76% 4	8.82% 3	11.76% 4	11.76% 4	26.47% 9	23.53% 8	34

2015-2016

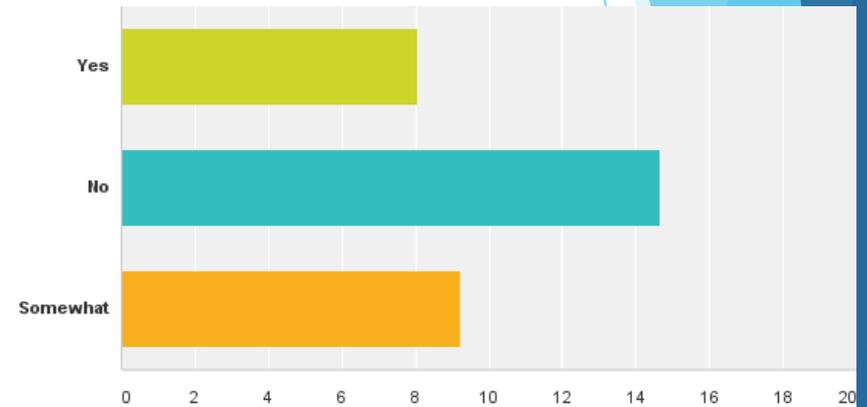
	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	16.95% 10	18.64% 11	23.73% 14	13.56% 8	5.08% 3	11.86% 7	18.64% 11	23.73% 14	18.64% 11	16.95% 10	59
No	12.50% 2	6.25% 1	6.25% 1	6.25% 1	0.00% 0	37.50% 6	6.25% 1	0.00% 0	31.25% 5	25.00% 4	16
Somewhat	6.45% 2	3.23% 1	12.90% 4	19.35% 6	25.81% 8	19.35% 6	6.45% 2	12.90% 4	16.13% 5	16.13% 5	31

Q20: Use of Library Resources

▶ 2016-2017



2015-2016



Q20: Use of Library Resources

▶ 2016-2017

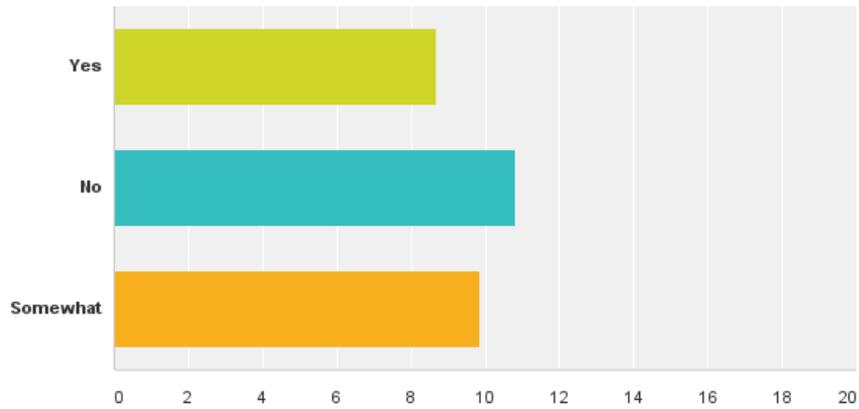
	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	5.38% 5	6.45% 6	12.90% 12	15.05% 14	16.13% 15	15.05% 14	13.98% 13	13.98% 13	13.98% 13	13.98% 13	7.53% 7	93
No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	33.33% 3	0.00% 0	0.00% 0	22.22% 2	44.44% 4	33.33% 3	9
Somewhat	6.90% 2	3.45% 1	6.90% 2	3.45% 1	6.90% 2	13.79% 4	6.90% 2	20.69% 6	6.90% 2	31.03% 9	27.59% 8	29

2015-2016

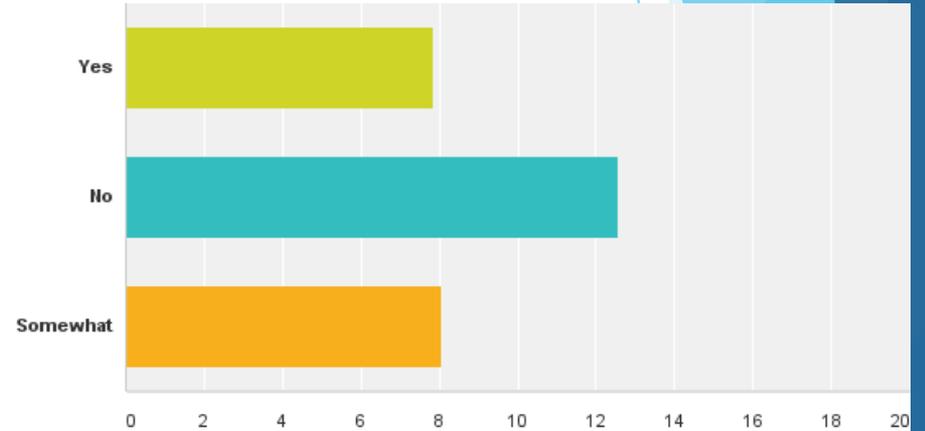
	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	17.14% 12	15.71% 11	18.57% 13	12.86% 9	14.29% 10	21.43% 15	10.00% 7	15.71% 11	15.71% 11	11.43% 8	70
No	9.09% 1	9.09% 1	18.18% 2	27.27% 3	9.09% 1	18.18% 2	27.27% 3	27.27% 3	18.18% 2	54.55% 6	11
Somewhat	8.33% 2	0.00% 0	20.83% 5	12.50% 3	0.00% 0	8.33% 2	16.67% 4	20.83% 5	33.33% 8	16.67% 4	24

Q21: Music

▶ 2016-2017



2015-2016



Q21: Music

▶ 2016-2017

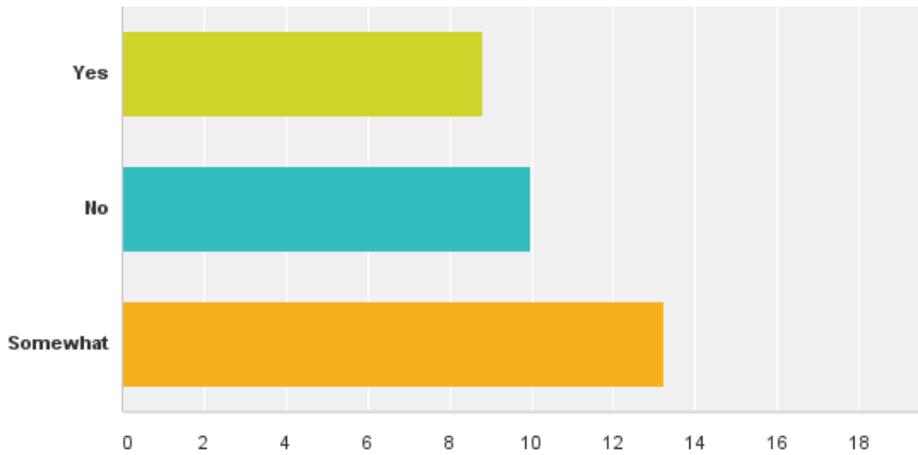
	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	6.59% 6	7.69% 7	13.19% 12	14.29% 13	14.29% 13	16.48% 15	14.29% 13	10.99% 10	7.69% 7	17.58% 16	13.19% 12	91
No	0.00% 0	0.00% 0	0.00% 0	5.00% 1	0.00% 0	5.00% 1	5.00% 1	20.00% 4	30.00% 6	40.00% 8	15.00% 3	20
Somewhat	5.00% 1	0.00% 0	10.00% 2	5.00% 1	10.00% 2	25.00% 5	5.00% 1	25.00% 5	25.00% 5	5.00% 1	20.00% 4	20

2015-2016

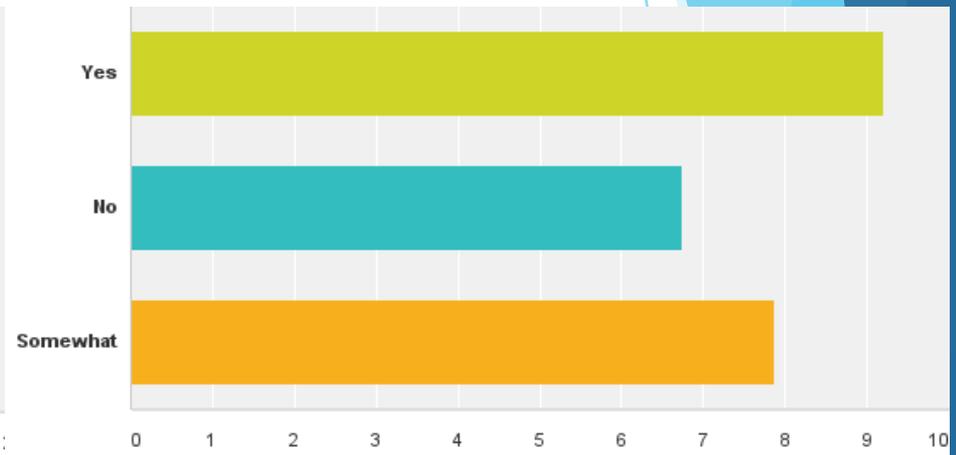
	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	18.75% 12	17.19% 11	20.31% 13	10.94% 7	15.63% 10	14.06% 9	14.06% 9	15.63% 10	23.44% 15	3.13% 2	64
No	6.25% 1	6.25% 1	12.50% 2	25.00% 4	12.50% 2	31.25% 5	50.00% 8	18.75% 3	25.00% 4	12.50% 2	16
Somewhat	8.70% 2	4.35% 1	21.74% 5	17.39% 4	0.00% 0	13.04% 3	21.74% 5	13.04% 3	30.43% 7	4.35% 1	23

Q22: Physical Education

▶ 2016-2017



2015-2016



Q22: Physical Education

► 2016-2017

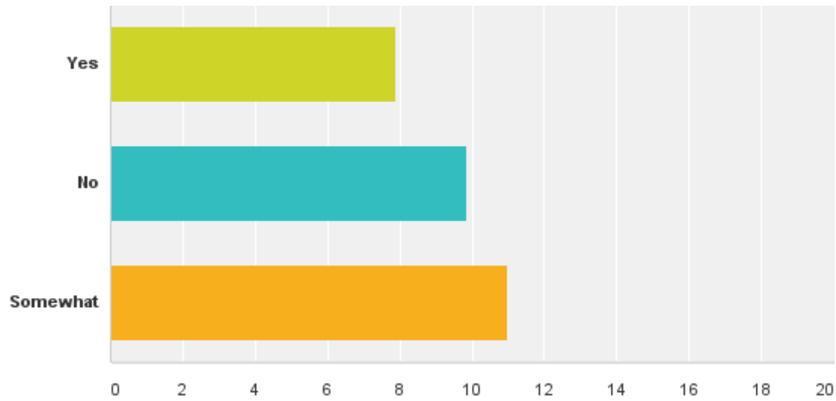
	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	6.19% 7	7.08% 8	11.50% 13	13.27% 15	11.50% 13	15.04% 17	10.62% 12	12.39% 14	11.50% 13	20.35% 23	13.27% 15	113
No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Somewhat	0.00% 0	0.00% 0	6.25% 1	0.00% 0	18.75% 3	25.00% 4	18.75% 3	31.25% 5	31.25% 5	12.50% 2	25.00% 4	16

2015-2016

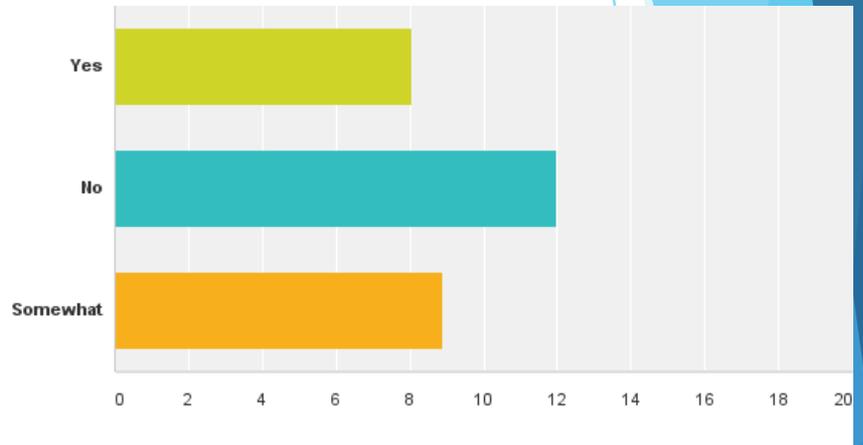
	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	14.63% 12	10.98% 9	17.07% 14	13.41% 11	13.41% 11	18.29% 15	21.95% 18	19.51% 16	25.61% 21	6.10% 5	82
No	25.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25.00% 1	50.00% 2	0.00% 0	4
Somewhat	20.00% 3	20.00% 3	33.33% 5	26.67% 4	0.00% 0	13.33% 2	20.00% 3	0.00% 0	33.33% 5	0.00% 0	15

Q23: Art

▶ 2016-2017



2015-2016



Q23: Art

▶ 2016-2017

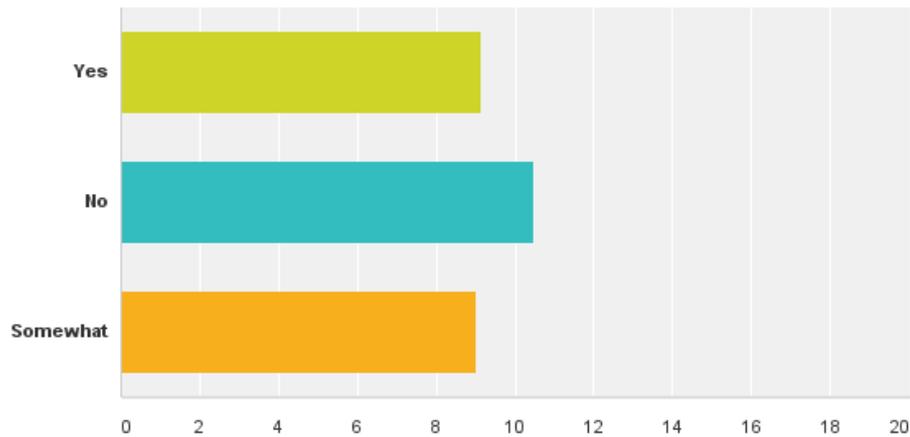
	P3	P4	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	8.43% 7	9.64% 8	13.25% 11	13.25% 11	13.25% 11	14.46% 12	9.64% 8	9.64% 8	10.84% 9	18.07% 15	8.43% 7	83
No	0.00% 0	0.00% 0	0.00% 0	6.67% 1	20.00% 3	13.33% 2	0.00% 0	20.00% 3	6.67% 1	26.67% 4	26.67% 4	15
Somewhat	0.00% 0	0.00% 0	5.41% 2	8.11% 3	8.11% 3	18.92% 7	18.92% 7	21.62% 8	24.32% 9	13.51% 5	21.62% 8	37

2015-2016

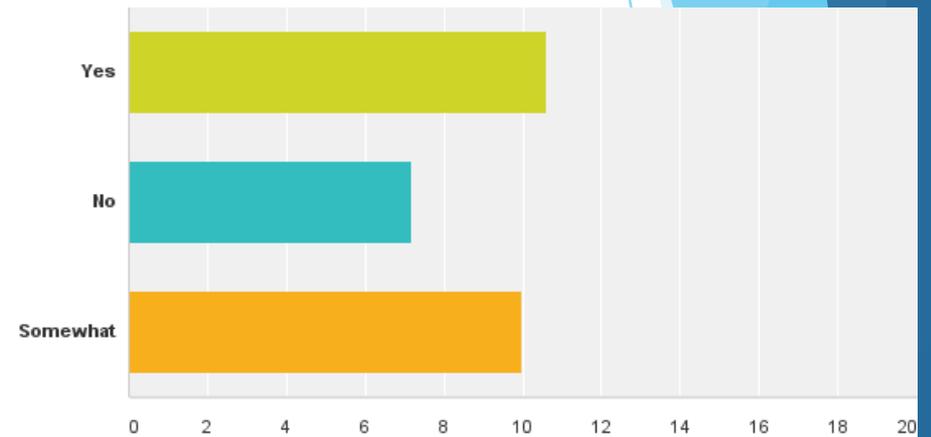
	PK	K	1	2	3	4	5	6	7	8	Total Respondents
Yes	25.00% 14	19.64% 11	19.64% 11	14.29% 8	17.86% 10	10.71% 6	25.00% 14	12.50% 7	16.07% 9	5.36% 3	56
No	13.33% 2	13.33% 2	20.00% 3	20.00% 3	13.33% 2	20.00% 3	13.33% 2	20.00% 3	20.00% 3	40.00% 6	15
Somewhat	0.00% 0	11.54% 3	7.69% 2	19.23% 5	7.69% 2	11.54% 3	15.38% 4	0.00% 0	26.92% 7	30.77% 8	26

Q24: Spanish (Grades 6, 7 and 8 only)

▶ 2016-2017



2015-2016



Q24: Spanish (Grades 6, 7 and 8 only)

► 2016-2017

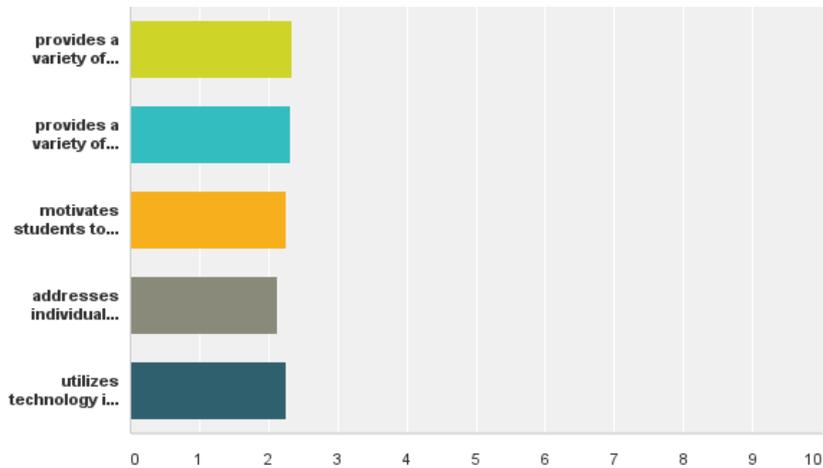
	PK	1	2	3	4	5	6	6	7	8	Total Respondents
Yes	0.00% 0	21.74% 5	43.48% 10	34.78% 8	23						
No	0.00% 0	42.11% 8	26.32% 5	47.37% 9	19						
Somewhat	0.00% 0	29.41% 5	41.18% 7	29.41% 5	17						

2015-2016

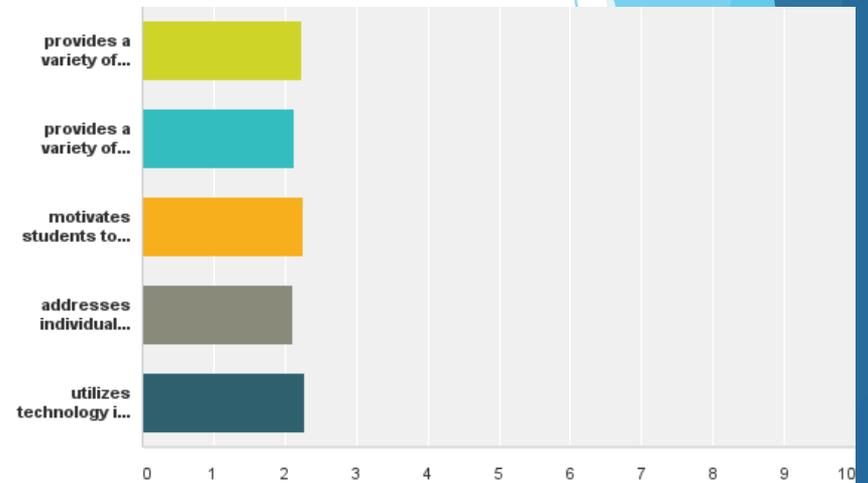
	PK	1	2	3	4	5	6	7	8	Total Respondents
Yes	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20.00% 2	100.00% 10	10
No	6.67% 1	0.00% 0	6.67% 1	6.67% 1	6.67% 1	13.33% 2	0.00% 0	46.67% 7	20.00% 3	15
Somewhat	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	28.57% 2	85.71% 6	7

Q25: How students learn: The school...

▶ 2016-2017



2015-2016



Q25: How students learn: The school...

▶ 2016-2017

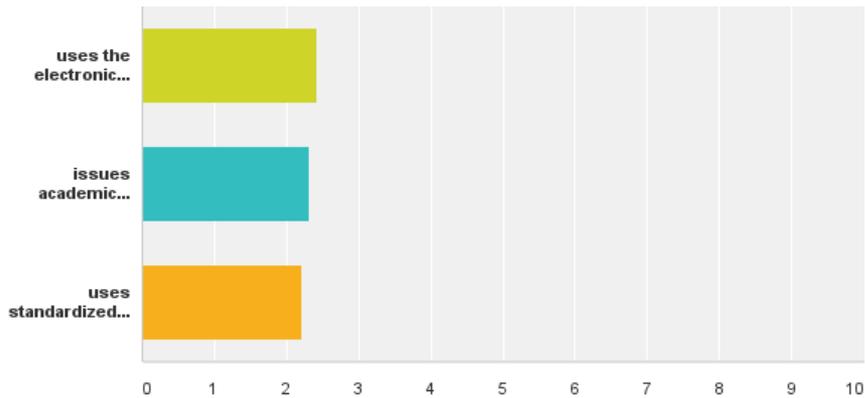
	Outstanding	Good	Improvement Needed	Total	Weighted Average
provides a variety of learning experiences.	41.41% 53	50.00% 64	8.59% 11	128	2.33
provides a variety of quality curriculum materials.	40.94% 52	48.82% 62	10.24% 13	127	2.31
motivates students to learn.	37.50% 48	50.00% 64	12.50% 16	128	2.25
addresses individual needs.	36.43% 47	38.76% 50	24.81% 32	129	2.12
utilizes technology in learning.	38.89% 49	48.41% 61	12.70% 16	126	2.26

2015-2016

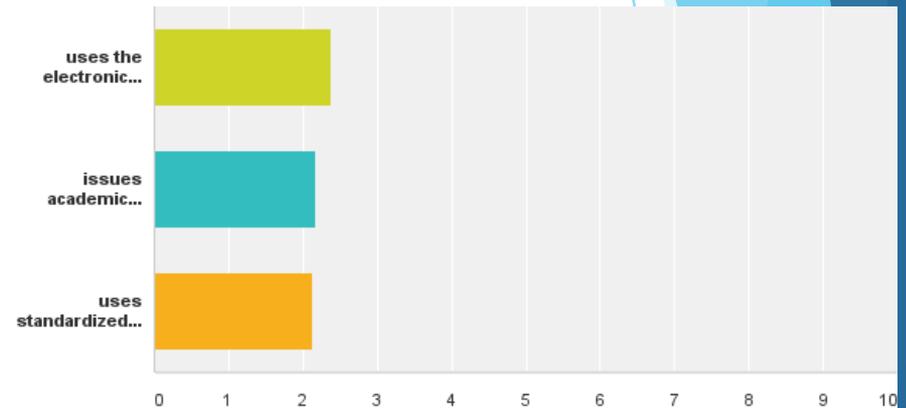
	Outstanding	Good	Improvement Needed	Total	Weighted Average
provides a variety of learning experiences.	39.60% 40	44.55% 45	15.84% 16	101	2.24
provides a variety of quality curriculum materials.	34.31% 35	44.12% 45	21.57% 22	102	2.13
motivates students to learn.	41.00% 41	44.00% 44	15.00% 15	100	2.26
addresses individual needs.	35.29% 36	39.22% 40	25.49% 26	102	2.10
utilizes technology in learning.	42.16% 43	44.12% 45	13.73% 14	102	2.28

Q26: How assessment is used: The school...

▶ 2016-2017



2015-2016



Q26: How assessment is used: The school...

► 2016-2017

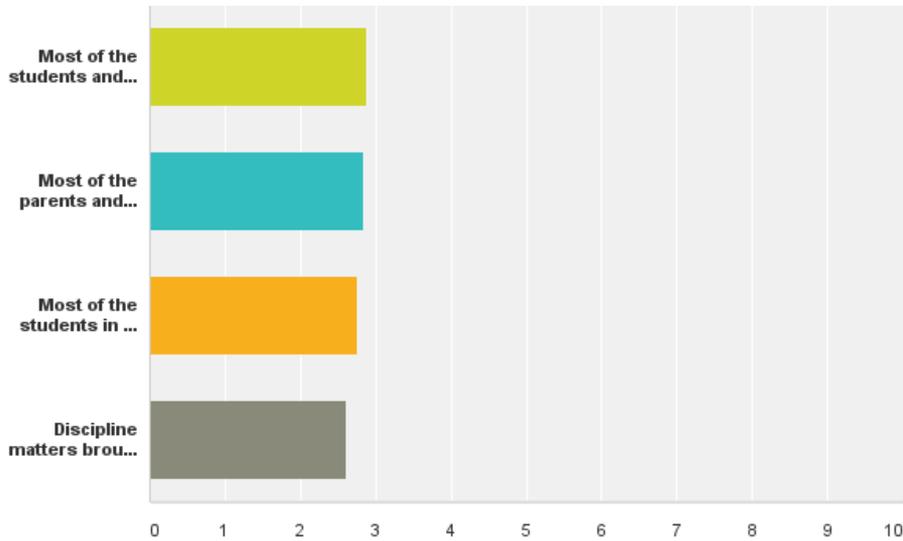
	Outstanding	Good	Improvement Needed	Total	Weighted Average
uses the electronic grading system (Powerschool) to consistently inform families of student progress.	53.33% 64	36.67% 44	10.00% 12	120	2.43
issues academic reports clearly indicating students strengths and weaknesses.	42.28% 52	46.34% 57	11.38% 14	123	2.31
uses standardized test programs, (i.e. MAP) to upgrade curriculum and instruction.	32.14% 36	58.04% 65	9.82% 11	112	2.22

2015-2016

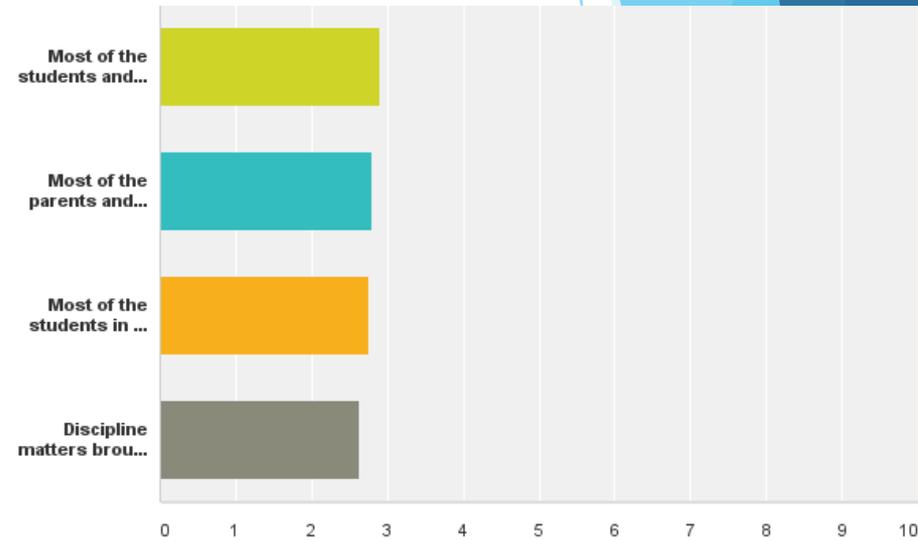
	Outstanding	Good	Improvement Needed	Total	Weighted Average
uses the electronic grading system (Powerschool) to consistently inform families of student progress.	48.45% 47	41.24% 40	10.31% 10	97	2.38
issues academic reports clearly indicating students strengths and weaknesses.	37.62% 38	42.57% 43	19.80% 20	101	2.18
uses standardized test programs to upgrade curriculum and instruction.	30.11% 28	51.61% 48	18.28% 17	93	2.12

Q27: School Environment

▶ 2016-2017



2015-2016



Q27: School Environment

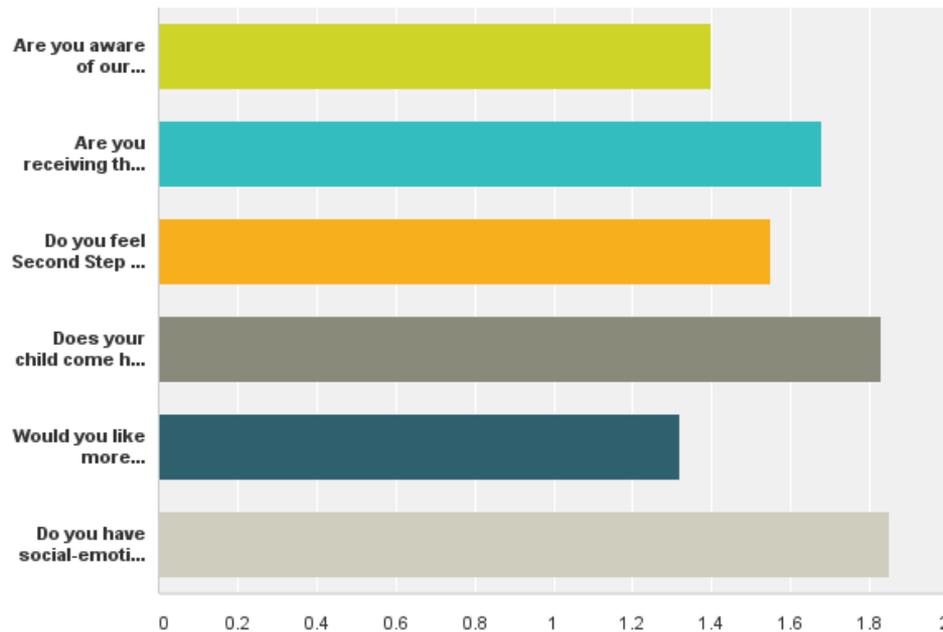
► 2016-2017

2015-2016

	Yes	No	Somewhat	Total	Weighted Average
Most of the students and teachers in our school respect each other and have good working relationships.	89.92% 116	1.55% 2	8.53% 11	129	2.88
Most of the parents and teachers in our school respect each other and have good working relationships.	86.72% 111	2.34% 3	10.94% 14	128	2.84
Most of the students in our school respect each other and have good working relationships.	79.37% 100	4.76% 6	15.87% 20	126	2.75
Discipline matters brought to the attention of the school are handled appropriately.	70.49% 86	10.66% 13	18.85% 23	122	2.60

	Yes	No	Somewhat	Total	Weighted Average
Most of the students and teachers in our school respect each other and have good working relationships.	93.14% 95	2.94% 3	3.92% 4	102	2.90
Most of the parents and teachers in our school respect each other and have good working relationships.	85.29% 87	4.90% 5	9.80% 10	102	2.80
Most of the students in our school respect each other and have good working relationships.	79.41% 81	4.90% 5	15.69% 16	102	2.75
Discipline matters brought to the attention of the school are handled appropriately.	73.20% 71	9.28% 9	17.53% 17	97	2.64

Q28: Social-Emotional Learning



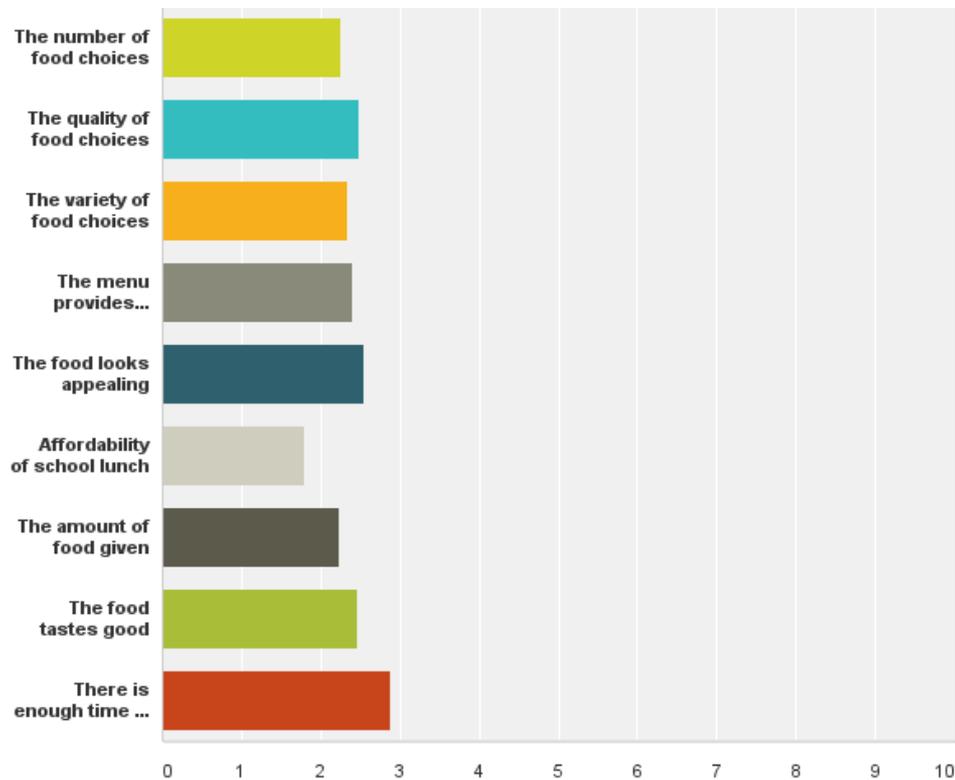
▶ Note: No data for 2015-2016

Q28: Social-Emotional Learning

	Yes	No	Total	Weighted Average
Are you aware of our social-emotional curriculum Second Step?	59.69% 77	40.31% 52	129	1.40
Are you receiving the "homelinks" (information home about lessons & activities) for Second Step?	31.71% 39	68.29% 84	123	1.68
Do you feel Second Step is benefiting your child?	45.37% 49	54.63% 59	108	1.55
Does your child come home and talk to you about Second Step lessons?	17.36% 21	82.64% 100	121	1.83
Would you like more information about our social-emotional curriculum?	68.29% 84	31.71% 39	123	1.32
Do you have social-emotional concerns regarding your child(ren)? If yes please explain in comment section.	14.63% 18	85.37% 105	123	1.85

► Note: No data for 2015-2016

Q29: School Lunch



▶ Note: No data for 2015-2016

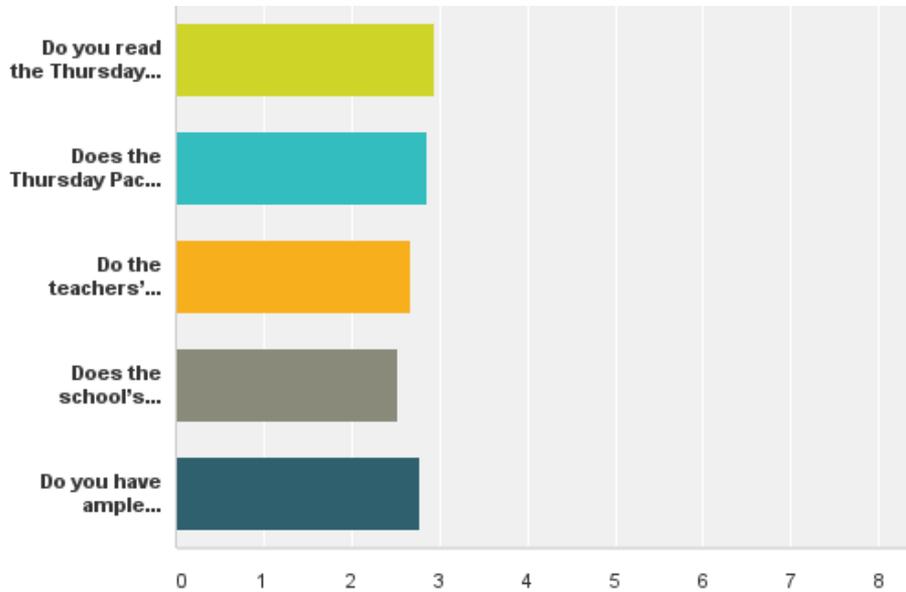
Q29: School Lunch

	Excellent	Good	Average	Below Average	Poor	Total	Weighted Average
The number of food choices	19.23% 20	46.15% 48	26.92% 28	4.81% 5	2.88% 3	104	2.26
The quality of food choices	20.19% 21	33.65% 35	27.88% 29	13.46% 14	4.81% 5	104	2.49
The variety of food choices	19.23% 20	41.35% 43	28.85% 30	7.69% 8	2.88% 3	104	2.34
The menu provides healthy food options	21.15% 22	38.46% 40	23.08% 24	12.50% 13	4.81% 5	104	2.41
The food looks appealing	14.85% 15	33.66% 34	37.62% 38	9.90% 10	3.96% 4	101	2.54
Affordability of school lunch	36.54% 38	49.04% 51	13.46% 14	0.00% 0	0.96% 1	104	1.80
The amount of food given	20.59% 21	46.08% 47	25.49% 26	4.90% 5	2.94% 3	102	2.24
The food tastes good	17.17% 17	35.35% 35	33.33% 33	11.11% 11	3.03% 3	99	2.47
There is enough time to eat	7.69% 8	38.46% 40	24.04% 25	16.35% 17	13.46% 14	104	2.89

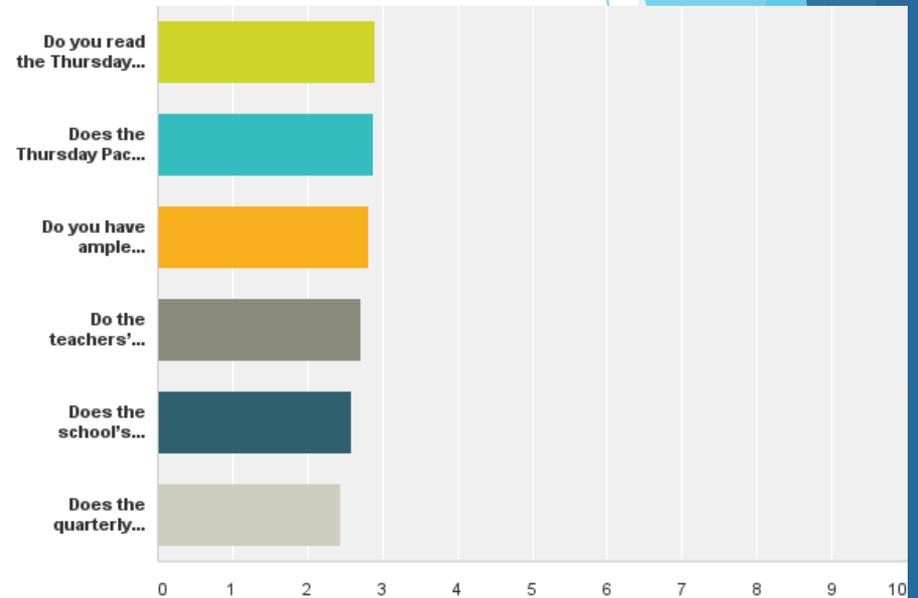
► Note: No data for 2015-2016

Q30: Communications

▶ 2016-2017



2015-2016



Q30: Communications

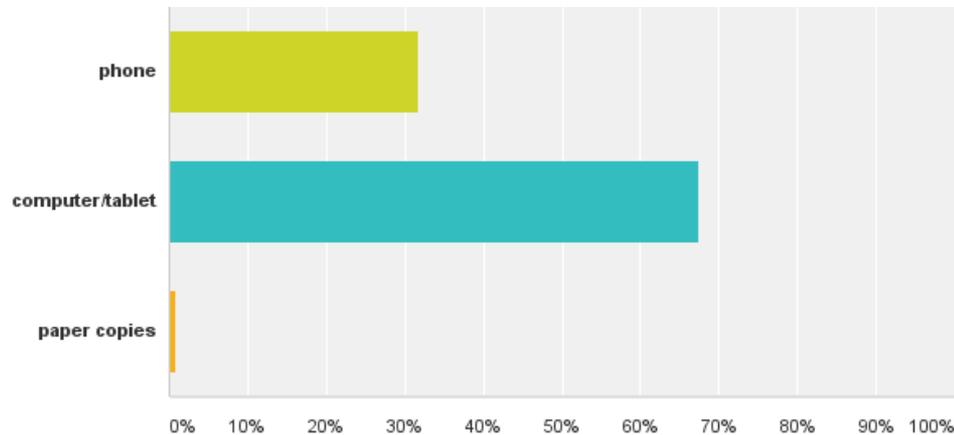
▶ 2016-2017

	Yes	No	Somewhat	Total	Weighted Average
Do you read the Thursday Packet?	95.38% 124	1.54% 2	3.08% 4	130	2.94
Does the Thursday Packet keep you informed of the school's activities?	86.92% 113	1.54% 2	11.54% 15	130	2.85
Do the teachers' communications (class website, newsletters, email) keep you informed?	73.64% 95	5.43% 7	20.93% 27	129	2.68
Does the school's website keep you informed?	56.92% 74	5.38% 7	37.69% 49	130	2.52
Do you have ample opportunity to communicate with your child's teacher?	82.17% 106	3.88% 5	13.95% 18	129	2.78

2015-2016

	Yes	No	Somewhat	Total	Weighted Average
Do you read the Thursday Packet?	91.18% 93	0.98% 1	7.84% 8	102	2.90
Does the Thursday Packet keep you informed of the school's activities?	89.22% 91	0.98% 1	9.80% 10	102	2.88
Do you have ample opportunity to communicate with your child's teacher?	83.33% 85	1.96% 2	14.71% 15	102	2.81
Do the teachers' communications (class website, newsletters, email) keep you informed?	74.51% 76	2.94% 3	22.55% 23	102	2.72
Does the school's website keep you informed?	62.38% 63	3.96% 4	33.66% 34	101	2.58
Does the quarterly newsletter (summer, fall, etc) provides valuable information on current happenings or special programs?	57.14% 56	12.24% 12	30.61% 30	98	2.45

Q31: What is the primary device you use to access school communications?



▶ Note: No chart for 2015-2016

Q31: What is the primary device you use to access school communications?

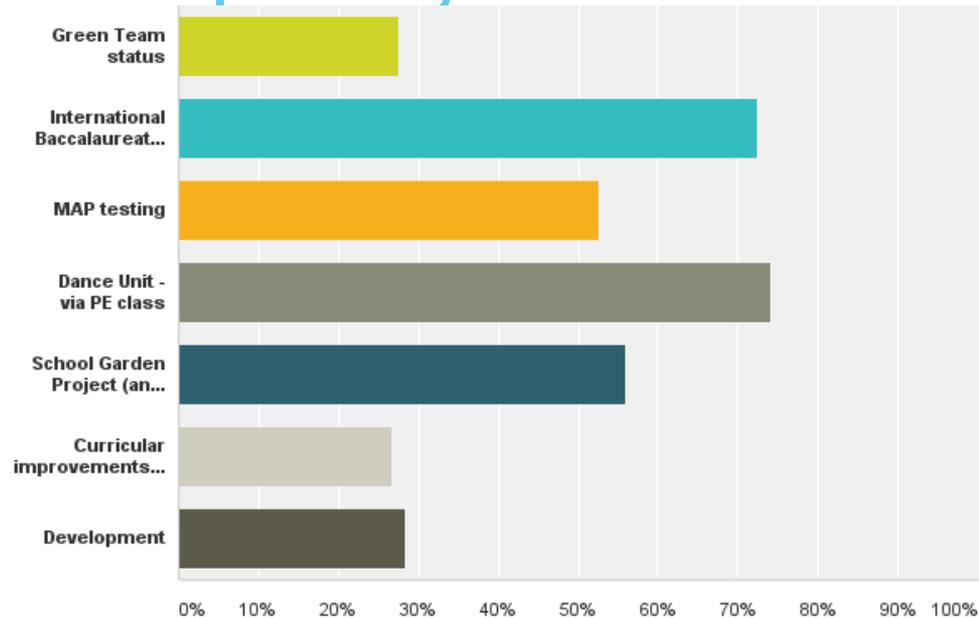
► 2016-2017

Answer Choices	Responses	
phone	31.78%	41
computer/tablet	67.44%	87
paper copies	0.78%	1
Total		129

2015-2016

Answer Choices	Responses	
phone	26.47%	27
computer/tablet	71.57%	73
paper copies	1.96%	2
Total		102

Q32: Please check all recent school improvement programs you feel adequately informed about:



Q32: Please check all recent school improvement programs you feel adequately informed about:

Answer Choices	Responses	
Green Team status	27.59%	32
International Baccalaureate Program	72.41%	84
MAP testing	52.59%	61
Dance Unit - via PE class	74.14%	86
School Garden Project (an intro to inquiry-based education)	56.03%	65
Curricular improvements (Environmental Ed., Drama, Robotics, Coding, etc)	26.72%	31
Development	28.45%	33
Total Respondents: 116		

IB Showcase



THANK YOU!

St. Luke School,

Thank you for being a part of our blessed, thriving, and very committed community.

