

Appendix A: Faculty/Staff Written Survey

Next Generation Faculty/Staff Survey 2010-2011

Introduction

Thank you for completing this important survey. The goal of this survey is to learn more about the implementation of the Next Generation Plan at your school. The results of this survey, combined with other evaluation tools will help the Juneau School District assess the impact of the Next Generation Plan and improve future programs. This survey should take about 1/2 hour.

Your participation in this survey is completely voluntary. You are free not to participate or to withdraw at any time, for whatever reason.

Your responses will be kept strictly confidential and will be combined with the responses of the other staff and teachers. Only the project evaluator will see individual responses; no information identifying individual teachers will be reported under any circumstances.

If you have any questions or concerns please contact Angela Larson, External Evaluator at 907.452.4365 or by email at alarson@goldstreamgroup.com.

Thank you for your time!

Part I: Demographics

1. School

- Thunder Mountain High School
- Juneau-Douglas High School

2. What is your position?

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Paraprofessional |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Administrator |
| <input type="checkbox"/> Librarian | |

Other (please specify)

3. In which department(s) do you teach (Check all that apply)?

- | | |
|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Math |
| <input type="checkbox"/> English | <input type="checkbox"/> PE |
| <input type="checkbox"/> History/Social Studies | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Not Applicable |
| <input type="checkbox"/> Science | |

Other (please specify)

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Part I: Demographics Continued

4. What grade level(s) do you teach (Check all that apply)?

- | | |
|-------------------------------|---|
| <input type="checkbox"/> 9th | <input type="checkbox"/> 12th |
| <input type="checkbox"/> 10th | <input type="checkbox"/> Multiple |
| <input type="checkbox"/> 11th | <input type="checkbox"/> Not applicable |

Other (please specify)

5. Did you have a student advisory period this year?

- YES
- NO

6. Do you work as part of one of the smaller learning communities developed as part of the Next Generation Plan (including CHOICES and Early Scholars)?

- Yes
- No
- Not Sure

7. Please indicate the smaller learning community(ies) in which you work (check all that apply).

- 9th Grade Learning Community
- Upper Class Academy or Pathway
- Other smaller learning community (e.g., CHOICES, Early Scholars)
- None
- Other

Other (please specify)

Part II: Next Generation Impact

For this set of questions, please indicate if you strongly agree, agree, disagree, strongly disagree or don't know for each statement.

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8. The Next Generation Plan's implementation at this school has:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Enriched the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved instructional methods and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. This school has a high rate of:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Parent involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Next Generation Impact Continued

10. This school:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Provides a learning environment that fosters success for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a personal, caring environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides choices that increase academic engagement and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares students to succeed at the college or career of their choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates fairness and respect of all cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is responsive to individual student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Students:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Are able to explore areas of personal interest and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are able to make decisions about their education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Next Generation Impact Continued

12. In general:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
9th grade learning communities implemented at this school are working well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academies or Pathways(for 10 to 12th grade students) at this school are working well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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13. In general:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
I understand the vision and goals for implementing the Next Generation Plan at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with how this school is implementing the Next Generation Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am optimistic about the implementation of the Next Generation Plan at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opinions are considered in the continued development/revision of the Next Generation Plan at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Next Generation plan reflects the input of teachers/counselors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the implementation of the Next Generation Plan will raise students' academic achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my role in the overall implementation of the Next Generation Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Next Generation Implementation Self-Assessment

In this section, please rate the extent to which the following strategies outlined in the Next Generation Plan were implemented in your school during the 2010-2011 school year using the following rating scale:

No implementation: Your school or collaborative team has not begun to implement this strategy.

Low level of implementation: Your school or collaborative teacher team has just begun to implement this strategy.

Intermediate level of implementation: Your school or collaborative teacher team has implemented most aspects of the strategy – you are almost there.

High level of implementation: Your school or collaborative team has implemented almost all or all of the aspects of the strategy.

Part III: Next Generation Implementation Self-Assessment Continued

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14. To what extent have the following instructional practices that build on diverse student populations/best practices and meet core and state content been implemented during the 2010-2011 school year:

	No implementation	Low implementation	Intermediate implementation	High implementation
Students learn essential skills/knowledge through a largely integrated course of study organized by topics/themes of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative teacher teams establish student proficiencies and forms of assessment consistent with state/district standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' 9th grade learning community or upper class pathway or academy classes occupy more than a half-day unbroken block of their school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students regularly generate research questions, collect, and evaluate information from varied sources; teachers regularly facilitate project based learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers pursue/create learning opportunities outside school or school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology is used to enhance instruction and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 9th grade learning community or upper class pathway or academy provides a clear path to meet graduation requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Next Generation Implementation Self-Assessment Continued

Next Generation Faculty/Staff Survey 2010-2011

15. To what extent have the following collaborative practices been implemented during the 2010-2011 school year:

	No implementation	Low implementation	Intermediate implementation	High implementation
Collaborative teacher teams review student outcomes and student feedback at end of all major units of work and develop immediate and long-term plans for program improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative teacher teams regularly analyze their students' work, grades, test scores, attendance, success beyond school, and demographic data to improve their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative teacher teams and their students remain together for multiple years of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All collaborative teacher team members share a common prep period/week with provision for extended blocks of time (e.g. double period) and early release/late start days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative teacher teams use planning time to plan curriculum and learning activities and discuss students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All 9th grade learning community or upper class pathway or academy team members have contiguous classrooms and office/meeting space that express the 9th grade learning community or upper class academy identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School structure ensures that teachers routinely participate in professional development directly related to their 9th grade learning community or upper class academy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative teacher teams add instructional time for enrichment and extension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All 9th grade learning communities or upper class pathways or academies offer honors courses and support for at risk students and meet special student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Next Generation Implementation Self-Assessment Continued

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16. To what extent have the following personalization practices been implemented during the 2010-2011 school year:

	No implementation	Low implementation	Intermediate implementation	High implementation
Students play an active role in governance and other service oriented functions (student mentoring, tutoring, outreach, and committee work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a student is struggling socially or academically, interventions are immediately arranged by an advisor with the student and his/her teachers, counselor, and family/caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisory provides opportunities for students to develop plans (goals) for academic achievement in high school and for post secondary education/career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisory provides opportunities for students to understand college entrance requirements, and job and internship opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students participate in weekly advisory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisory provides opportunities for advisor to monitor students' achievement, and progress toward graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisory provides opportunities for students to learn about school resources, including PowerSchool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students remain in their advisory with the same adult for at least one year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An advisory curriculum or long-term planning calendar is developed with staff input at the beginning of the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have received professional development on how to facilitate advisories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Next Generation Implementation Self-Assessment Continued

17. To what extent have the following family and community involvement practices been implemented during the 2010-2011 school year:

	No implementation	Low implementation	Intermediate implementation	High implementation
Community partners are integral to the team; they help plan, lead, and assess students' work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative teacher teams communicate with parents as needed and organize a variety of events to allow parents to look at, discuss student work and progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses are developed in cooperation with theme-related advisory committees or are articulated with college standards and college credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Next Generation Implementation Self-Assessment Continued

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18. To what extent have the following choice and equity practices been implemented during the 2010-2011 school year:

	No implementation	Low implementation	Intermediate implementation	High implementation
High expectations for academic performance, behavior and attitudes set and maintained by all teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heterogeneous grouping within 9th grade learning communities or pathways/academies include all students. No one group is over or under represented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative teacher teams use a variety of methods of instruction according to the varied strengths, learning styles, cultural experiences, and needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and teachers choose their upper class pathway or academy and school OR are randomly assigned to 9th grade learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-racist teaching is integrated into content instruction or directly provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Next Generation Implementation Self-Assessment Continued

19. To what extent have the following practices been implemented during the 2010-2011 school year:

	No implementation	Low implementation	Intermediate implementation	High implementation
Building-wide accountability plan is driven by the Next Generation vision and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff planning and development resources are allocated to 9th grade learning communities and upper class pathways or academies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District provides equity and flexibility in school budgeting and actively supports school's efforts to direct resources to teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School and district staff meet regularly to ensure increased and sustained support for the strategies being implemented under the Next Generation Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next Generation professional development funds are used to build staff capacity in the following ways: facilitating effective academies, team teaching, professional learning communities, inter-disciplinary planning, and advisories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV: Overall Perceptions

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20. What has been the most rewarding aspect, so far, when it comes to implementing the Next Generation Plan in this school?

21. What has been the biggest challenge, so far, in implementing the Next Generation Plan in this school?

22. What additional resources do you feel you need to continue successful implementation of the Next Generation Plan in this school?

Appendix B: Faculty/Staff Written Survey Item-by-Item Data

2011 Faculty/Staff Survey Item-by-Item Responses

The Next Generation Plan's implementation at this school has enriched and expanded the learning environment.

			School		Total
			TMHS	JDHS	
The Next Generation Plan's implementation at this school has enriched and expanded the learning environment.	Strongly Disagree	Count	0	3	3
		% within School	.0%	12.5%	6.4%
	Disagree	Count	2	8	10
		% within School	8.7%	33.3%	21.3%
	Agree	Count	11	9	20
		% within School	47.8%	37.5%	42.6%
	Strongly Agree	Count	6	0	6
		% within School	26.1%	.0%	12.8%
	Don't Know	Count	4	4	8
		% within School	17.4%	16.7%	17.0%
Total	Count	23	24	47	
	% within School	100.0%	100.0%	100.0%	

The Next Generation Plan's implementation at this school has improved instructional methods and techniques.

			School		Total
			TMHS	JDHS	
The Next Generation Plan's implementation at this school has improved instructional methods and techniques.	Strongly Disagree	Count	0	2	2
		% within School	.0%	8.7%	4.3%
	Disagree	Count	4	10	14
		% within School	17.4%	43.5%	30.4%
	Agree	Count	10	7	17
		% within School	43.5%	30.4%	37.0%
	Strongly Agree	Count	5	0	5
		% within School	21.7%	.0%	10.9%
	Don't Know	Count	4	4	8
		% within School	17.4%	17.4%	17.4%
Total	Count	23	23	46	

The Next Generation Plan's implementation at this school has improved instructional methods and techniques.

			School		Total
			TMHS	JDHS	
The Next Generation Plan's implementation at this school has improved instructional methods and techniques.	Strongly Disagree	Count	0	2	2
		% within School	.0%	8.7%	4.3%
	Disagree	Count	4	10	14
		% within School	17.4%	43.5%	30.4%
	Agree	Count	10	7	17
		% within School	43.5%	30.4%	37.0%
	Strongly Agree	Count	5	0	5
		% within School	21.7%	.0%	10.9%
	Don't Know	Count	4	4	8
		% within School	17.4%	17.4%	17.4%
Total	Count	23	23	46	
	% within School	100.0%	100.0%	100.0%	

This school has a high rate of parent involvement.

			School		Total
			TMHS	JDHS	
This school has a high rate of parent involvement.	Strongly Disagree	Count	2	2	4
		% within School	8.7%	8.3%	8.5%
	Disagree	Count	10	10	20
		% within School	43.5%	41.7%	42.6%
	Agree	Count	8	9	17
		% within School	34.8%	37.5%	36.2%
	Strongly Agree	Count	0	2	2
		% within School	.0%	8.3%	4.3%
	Don't Know	Count	3	1	4
		% within School	13.0%	4.2%	8.5%
Total	Count	23	24	47	
	% within School	100.0%	100.0%	100.0%	

This school has a high rate of community Involvement.

			School		Total
			TMHS	JDHS	
This school has a high rate of community Involvement.	Strongly Disagree	Count	0	2	2
		% within School	.0%	9.1%	4.4%
	Disagree	Count	8	4	12
		% within School	34.8%	18.2%	26.7%
	Agree	Count	10	11	21
		% within School	43.5%	50.0%	46.7%
	Strongly Agree	Count	2	4	6
		% within School	8.7%	18.2%	13.3%
	Don't Know	Count	3	1	4
		% within School	13.0%	4.5%	8.9%
Total	Count	23	22	45	
	% within School	100.0%	100.0%	100.0%	

This school provides a learning environment that fosters success for all students.

			School		Total
			TMHS	JDHS	
This school provides a learning environment that fosters success for all students.	Disagree	Count	3	9	12
		% within School	13.6%	37.5%	26.1%
	Agree	Count	10	13	23
		% within School	45.5%	54.2%	50.0%
	Strongly Agree	Count	9	2	11
		% within School	40.9%	8.3%	23.9%
Total	Count	22	24	46	
	% within School	100.0%	100.0%	100.0%	

This school provides a personal, caring environment.

			School		Total
			TMHS	JDHS	
This school provides a personal, caring environment.	Disagree	Count	1	2	3
		% within School	4.5%	8.3%	6.5%
	Agree	Count	9	17	26
		% within School	40.9%	70.8%	56.5%
	Strongly Agree	Count	12	4	16
		% within School	54.5%	16.7%	34.8%
	Don't Know	Count	0	1	1
		% within School	.0%	4.2%	2.2%
Total	Count	22	24	46	
	% within School	100.0%	100.0%	100.0%	

This school provides choices that increase academic engagement and learning.

			School		Total
			TMHS	JDHS	
This school provides choices that increase academic engagement and learning.	Strongly Disagree	Count	1	0	1
		% within School	4.5%	.0%	2.2%
	Disagree	Count	1	9	10
		% within School	4.5%	37.5%	21.7%
	Agree	Count	12	14	26
		% within School	54.5%	58.3%	56.5%
	Strongly Agree	Count	8	1	9
		% within School	36.4%	4.2%	19.6%
	Total	Count	22	24	46
		% within School	100.0%	100.0%	100.0%

This school prepares students to succeed at the college or career of their choice.

			School		Total
			TMHS	JDHS	
This school prepares students to succeed at the college or career of their choice.	Strongly Disagree	Count	1	0	1
		% within School	4.5%	.0%	2.2%
	Disagree	Count	4	5	9
		% within School	18.2%	21.7%	20.0%
	Agree	Count	12	12	24
		% within School	54.5%	52.2%	53.3%
	Strongly Agree	Count	5	6	11
		% within School	22.7%	26.1%	24.4%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

This school demonstrates fairness and respect of all cultures.

			School		Total
			TMHS	JDHS	
This school demonstrates fairness and respect of all cultures.	Strongly Disagree	Count	1	0	1
		% within School	4.5%	.0%	2.2%
	Disagree	Count	2	3	5
		% within School	9.1%	12.5%	10.9%
	Agree	Count	8	16	24
		% within School	36.4%	66.7%	52.2%
	Strongly Agree	Count	11	5	16
		% within School	50.0%	20.8%	34.8%
Total	Count	22	24	46	
	% within School	100.0%	100.0%	100.0%	

This school is responsive to individual student needs.

			School		Total
			TMHS	JDHS	
This school is responsive to individual student needs.	Strongly Disagree	Count	2	0	2
		% within School	9.1%	.0%	4.3%
	Disagree	Count	2	7	9
		% within School	9.1%	29.2%	19.6%
	Agree	Count	10	12	22
		% within School	45.5%	50.0%	47.8%
	Strongly Agree	Count	8	5	13
		% within School	36.4%	20.8%	28.3%
Total	Count	22	24	46	
	% within School	100.0%	100.0%	100.0%	

Students are able to explore areas of personal interest and abilities.

			School		Total
			TMHS	JDHS	
Students are able to explore areas of personal interest and abilities.	Strongly Disagree	Count	1	2	3
		% within School	4.5%	8.3%	6.5%
	Disagree	Count	0	6	6
		% within School	.0%	25.0%	13.0%
	Agree	Count	15	13	28
		% within School	68.2%	54.2%	60.9%
	Strongly Agree	Count	5	3	8
		% within School	22.7%	12.5%	17.4%
	Don't Know	Count	1	0	1
		% within School	4.5%	.0%	2.2%
Total	Count	22	24	46	
	% within School	100.0%	100.0%	100.0%	

Students are able to make decisions about their education.

			School		Total
			TMHS	JDHS	
Students are able to make decisions about their education.	Strongly Disagree	Count	1	1	2
		% within School	4.5%	4.3%	4.4%
	Disagree	Count	0	4	4
		% within School	.0%	17.4%	8.9%
	Agree	Count	12	14	26
		% within School	54.5%	60.9%	57.8%
	Strongly Agree	Count	8	4	12
		% within School	36.4%	17.4%	26.7%
	Don't Know	Count	1	0	1
		% within School	4.5%	.0%	2.2%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

9th grade learning communities implemented at this school are working well.

			School		Total
			TMHS	JDHS	
9th grade learning communities implemented at this school are working well.	Strongly Disagree	Count	1	1	2
		% within School	4.5%	4.3%	4.4%
	Disagree	Count	1	4	5
		% within School	4.5%	17.4%	11.1%
	Agree	Count	12	11	23
		% within School	54.5%	47.8%	51.1%
	Strongly Agree	Count	5	5	10
		% within School	22.7%	21.7%	22.2%
	Don't Know	Count	3	2	5
		% within School	13.6%	8.7%	11.1%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

Academies (for 10 to 12th grade students) based on themes at this school are working well.

			School		Total
			TMHS	JDHS	
Academies (for 10 to 12th grade students) based on themes at this school are working well.	Strongly Disagree	Count	3	3	6
		% within School	13.6%	13.0%	13.3%
	Disagree	Count	14	7	21
		% within School	63.6%	30.4%	46.7%
	Agree	Count	1	6	7
		% within School	4.5%	26.1%	15.6%
	Strongly Agree	Count	0	1	1
		% within School	.0%	4.3%	2.2%
	Don't Know	Count	4	6	10
		% within School	18.2%	26.1%	22.2%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

I understand the vision and goals for implementing the Next Generation Plan at this school.

			School		Total
			TMHS	JDHS	
I understand the vision and goals for implementing the Next Generation Plan at this school.	Strongly Disagree	Count	1	1	2
		% within School	4.5%	4.3%	4.4%
	Disagree	Count	5	4	9
		% within School	22.7%	17.4%	20.0%
	Agree	Count	9	12	21
		% within School	40.9%	52.2%	46.7%
	Strongly Agree	Count	5	5	10
		% within School	22.7%	21.7%	22.2%
	Don't Know	Count	2	1	3
		% within School	9.1%	4.3%	6.7%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

I am comfortable with how this school is implementing the Next Generation Plan.

			School		Total
			TMHS	JDHS	
I am comfortable with how this school is implementing the Next Generation Plan.	Strongly Disagree	Count	3	0	3
		% within School	13.6%	.0%	6.7%
	Disagree	Count	6	15	21
		% within School	27.3%	65.2%	46.7%
	Agree	Count	10	5	15
		% within School	45.5%	21.7%	33.3%
	Strongly Agree	Count	1	1	2
		% within School	4.5%	4.3%	4.4%
	Don't Know	Count	2	2	4
		% within School	9.1%	8.7%	8.9%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

I am optimistic about the implementation of the Next Generation Plan at this school.

			School		Total
			TMHS	JDHS	
I am optimistic about the implementation of the Next Generation Plan at this school.	Strongly Disagree	Count	5	3	8
		% within School	22.7%	14.3%	18.6%
	Disagree	Count	6	11	17
		% within School	27.3%	52.4%	39.5%
	Agree	Count	8	3	11
		% within School	36.4%	14.3%	25.6%
	Strongly Agree	Count	1	1	2
		% within School	4.5%	4.8%	4.7%
	Don't Know	Count	2	3	5
		% within School	9.1%	14.3%	11.6%
Total	Count	22	21	43	
	% within School	100.0%	100.0%	100.0%	

My opinions are considered in the continued development/revision of the Next Generation Plan at this school.

			School		Total
			TMHS	JDHS	
My opinions are considered in the continued development/revision of the Next Generation Plan at this school.	Strongly Disagree	Count	2	4	6
		% within School	9.1%	17.4%	13.3%
	Disagree	Count	5	11	16
		% within School	22.7%	47.8%	35.6%
	Agree	Count	10	6	16
		% within School	45.5%	26.1%	35.6%
	Strongly Agree	Count	1	0	1
		% within School	4.5%	.0%	2.2%
	Don't Know	Count	4	2	6
		% within School	18.2%	8.7%	13.3%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

The Next Generation plan reflects the input of teachers/counselors.

			School		Total
			TMHS	JDHS	
The Next Generation plan reflects the input of teachers/counselors.	Strongly Disagree	Count	1	5	6
		% within School	4.5%	21.7%	13.3%
	Disagree	Count	6	13	19
		% within School	27.3%	56.5%	42.2%
	Agree	Count	8	3	11
		% within School	36.4%	13.0%	24.4%
	Strongly Agree	Count	3	0	3
		% within School	13.6%	.0%	6.7%
	Don't Know	Count	4	2	6
		% within School	18.2%	8.7%	13.3%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

I believe that the implementation of the Next Generation Plan will raise students' academic achievement.

			School		Total
			TMHS	JDHS	
I believe that the implementation of the Next Generation Plan will raise students' academic achievement.	Strongly Disagree	Count	1	6	7
		% within School	4.5%	26.1%	15.6%
	Disagree	Count	2	8	10
		% within School	9.1%	34.8%	22.2%
	Agree	Count	8	3	11
		% within School	36.4%	13.0%	24.4%
	Strongly Agree	Count	7	1	8
		% within School	31.8%	4.3%	17.8%
	Don't Know	Count	4	5	9
		% within School	18.2%	21.7%	20.0%
Total	Count	22	23	45	
	% within School	100.0%	100.0%	100.0%	

I understand my role in the overall implementation of the Next Generation Plan.

			School		Total
			TMHS	JDHS	
I understand my role in the overall implementation of the Next Generation Plan.	Strongly Disagree	Count	2	0	2
		% within School	9.1%	.0%	4.7%
	Disagree	Count	6	7	13
		% within School	27.3%	33.3%	30.2%
	Agree	Count	8	11	19
		% within School	36.4%	52.4%	44.2%
	Strongly Agree	Count	5	3	8
		% within School	22.7%	14.3%	18.6%
	Don't Know	Count	1	0	1
		% within School	4.5%	.0%	2.3%
Total	Count	22	21	43	

I understand my role in the overall implementation of the Next Generation Plan.

			School		Total
			TMHS	JDHS	
I understand my role in the overall implementation of the Next Generation Plan.	Strongly Disagree	Count	2	0	2
		% within School	9.1%	.0%	4.7%
	Disagree	Count	6	7	13
		% within School	27.3%	33.3%	30.2%
	Agree	Count	8	11	19
		% within School	36.4%	52.4%	44.2%
	Strongly Agree	Count	5	3	8
		% within School	22.7%	14.3%	18.6%
	Don't Know	Count	1	0	1
		% within School	4.5%	.0%	2.3%
Total	Count	22	21	43	
	% within School	100.0%	100.0%	100.0%	

Students learn essential skills/knowledge through a largely integrated course of study organized by topics/themes of interest; literacy is integrated in all content areas.

			School		Total
			TMHS	JDHS	
Students learn essential skills/knowledge through a largely integrated course of study organized by topics/themes of interest; literacy is integrated in all content areas.	No implementation	Count	2	3	5
		% within School	9.5%	15.8%	12.5%
	Low implementation	Count	10	12	22
		% within School	47.6%	63.2%	55.0%
	Intermediate implementation	Count	6	2	8
		% within School	28.6%	10.5%	20.0%
	High implementation	Count	3	2	5
		% within School	14.3%	10.5%	12.5%
	Total	Count	21	19	40
		% within School	100.0%	100.0%	100.0%

Collaborative teacher teams establish student proficiencies and forms of assessment consistent with the theme and state/district standards.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams establish student proficiencies and forms of assessment consistent with the theme and state/district standards.	No implementation	Count	2	5	7
		% within School	9.5%	26.3%	17.5%
	Low implementation	Count	9	5	14
		% within School	42.9%	26.3%	35.0%
	Intermediate implementation	Count	8	8	16
		% within School	38.1%	42.1%	40.0%
	High implementation	Count	2	1	3
		% within School	9.5%	5.3%	7.5%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

Students' 9th grade learning community or upper class academy classes occupy more than a half-day unbroken block of their school day.

			School		Total
			TMHS	JDHS	
Students' 9th grade learning community or upper class academy classes occupy more than a half-day unbroken block of their school day.	No implementation	Count	6	0	6
		% within School	28.6%	.0%	14.6%
	Low implementation	Count	9	8	17
		% within School	42.9%	40.0%	41.5%
	Intermediate implementation	Count	4	7	11
		% within School	19.0%	35.0%	26.8%
	High implementation	Count	2	5	7
		% within School	9.5%	25.0%	17.1%
Total	Count	21	20	41	
	% within School	100.0%	100.0%	100.0%	

**Students regularly generate research questions, collect, and evaluate information from varied sources;
teachers regularly facilitate project based learning.**

			School		Total
			TMHS	JDHS	
Students regularly generate research questions, collect, and evaluate information from varied sources; teachers regularly facilitate project based learning.	No implementation	Count	1	2	3
		% within School	4.8%	9.5%	7.1%
	Low implementation	Count	12	10	22
		% within School	57.1%	47.6%	52.4%
	Intermediate implementation	Count	6	8	14
		% within School	28.6%	38.1%	33.3%
	High implementation	Count	2	1	3
		% within School	9.5%	4.8%	7.1%
Total	Count	21	21	42	
	% within School	100.0%	100.0%	100.0%	

Teachers pursue/create learning opportunities outside school or school day.

			School		Total
			TMHS	JDHS	
Teachers pursue/create learning opportunities outside school or school day.	No implementation	Count	3	1	4
		% within School	14.3%	5.0%	9.8%
	Low implementation	Count	9	8	17
		% within School	42.9%	40.0%	41.5%
	Intermediate implementation	Count	4	9	13
		% within School	19.0%	45.0%	31.7%
	High implementation	Count	5	2	7
		% within School	23.8%	10.0%	17.1%
Total	Count	21	20	41	
	% within School	100.0%	100.0%	100.0%	

Technology is used to enhance instruction and learning.

			School		Total
			TMHS	JDHS	
Technology is used to enhance instruction and learning.	No implementation	Count	0	1	1
		% within School	.0%	4.8%	2.4%
	Low implementation	Count	5	8	13
		% within School	23.8%	38.1%	31.0%
	Intermediate implementation	Count	12	10	22
		% within School	57.1%	47.6%	52.4%
	High implementation	Count	4	2	6
		% within School	19.0%	9.5%	14.3%
Total	Count	21	21	42	
	% within School	100.0%	100.0%	100.0%	

The 9th grade learning community or upper class academy provides a clear path to meet graduation requirements; curriculum is standards-based and includes math, science, English Literature, writing, and reading.

			School		Total
			TMHS	JDHS	
The 9th grade learning community or upper class academy provides a clear path to meet graduation requirements; curriculum is standards-based and includes math, science, English Literature, writing, and reading.	No implementation	Count	1	1	2
		% within School	4.8%	5.0%	4.9%
	Low implementation	Count	6	4	10
		% within School	28.6%	20.0%	24.4%
	Intermediate implementation	Count	11	12	23
		% within School	52.4%	60.0%	56.1%
	High implementation	Count	3	3	6
		% within School	14.3%	15.0%	14.6%
Total	Count	21	20	41	
	% within School	100.0%	100.0%	100.0%	

Collaborative teacher teams review student outcomes and student feedback at the end of all major units of work and develop immediate and long-term plans for program improvement.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams review student outcomes and student feedback at the end of all major units of work and develop immediate and long-term plans for program improvement.	No implementation	Count	4	3	7
		% within School	19.0%	15.8%	17.5%
	Low implementation	Count	8	10	18
		% within School	38.1%	52.6%	45.0%
	Intermediate implementation	Count	8	5	13
		% within School	38.1%	26.3%	32.5%
	High implementation	Count	1	1	2
		% within School	4.8%	5.3%	5.0%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

Collaborative teacher teams regularly analyze their students' work, grades, test scores, attendance, success beyond school, and demographic data to improve their practice.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams regularly analyze their students' work, grades, test scores, attendance, success beyond school, and demographic data to improve their practice.	No implementation	Count	2	4	6
		% within School	9.5%	21.1%	15.0%
	Low implementation	Count	7	6	13
		% within School	33.3%	31.6%	32.5%
	Intermediate implementation	Count	11	7	18
		% within School	52.4%	36.8%	45.0%
	High implementation	Count	1	2	3
		% within School	4.8%	10.5%	7.5%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

Collaborative teacher teams and their students remain together for multiple years of study.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams and their students remain together for multiple years of study.	No implementation	Count	9	5	14
		% within School	42.9%	26.3%	35.0%
	Low implementation	Count	6	9	15
		% within School	28.6%	47.4%	37.5%
	Intermediate implementation	Count	5	4	9
		% within School	23.8%	21.1%	22.5%
	High implementation	Count	1	1	2
		% within School	4.8%	5.3%	5.0%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

All collaborative teacher team members share a common prep period/week with provision for extended blocks of time (e.g. double period) and early release/late start days.

			School		Total
			TMHS	JDHS	
All collaborative teacher team members share a common prep period/week with provision for extended blocks of time (e.g. double period) and early release/late start days.	No implementation	Count	10	2	12
		% within School	50.0%	10.5%	30.8%
	Low implementation	Count	6	5	11
		% within School	30.0%	26.3%	28.2%
	Intermediate implementation	Count	4	11	15
		% within School	20.0%	57.9%	38.5%
	High implementation	Count	0	1	1
		% within School	.0%	5.3%	2.6%
Total	Count	20	19	39	
	% within School	100.0%	100.0%	100.0%	

Collaborative teacher teams use planning time to plan curriculum and learning activities and discuss students.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams use planning time to plan curriculum and learning activities and discuss students.	No implementation	Count	6	2	8
		% within School	28.6%	10.5%	20.0%
	Low implementation	Count	13	9	22
		% within School	61.9%	47.4%	55.0%
	Intermediate implementation	Count	2	6	8
		% within School	9.5%	31.6%	20.0%
	High implementation	Count	0	2	2
		% within School	.0%	10.5%	5.0%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

All 9th grade learning community or upper class academy team members have contiguous classrooms and office/meeting space that express the 9th grade learning community or upper class academy identity.

			School		Total
			TMHS	JDHS	
All 9th grade learning community or upper class academy team members have contiguous classrooms and office/meeting space that express the 9th grade learning community or upper class academy identity.	No implementation	Count	3	5	8
		% within School	14.3%	26.3%	20.0%
	Low implementation	Count	12	6	18
		% within School	57.1%	31.6%	45.0%
	Intermediate implementation	Count	3	7	10
		% within School	14.3%	36.8%	25.0%
	High implementation	Count	3	1	4
		% within School	14.3%	5.3%	10.0%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

School structure ensures that teachers routinely participate in professional development directly related to their 9th grade learning community or upper class academy.

			School		Total
			TMHS	JDHS	
School structure ensures that teachers routinely participate in professional development directly related to their 9th grade learning community or upper class academy.	No implementation	Count	7	5	12
		% within School	33.3%	27.8%	30.8%
	Low implementation	Count	4	9	13
		% within School	19.0%	50.0%	33.3%
	Intermediate implementation	Count	10	4	14
		% within School	47.6%	22.2%	35.9%
Total	Count	21	18	39	
	% within School	100.0%	100.0%	100.0%	

Collaborative teacher teams add instructional time for remedial/honors work, use online technology and pursue/create learning opportunities outside school or school day.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams add instructional time for remedial/honors work, use online technology and pursue/create learning opportunities outside school or school day.	No implementation	Count	4	2	6
		% within School	19.0%	11.1%	15.4%
	Low implementation	Count	6	9	15
		% within School	28.6%	50.0%	38.5%
	Intermediate implementation	Count	7	6	13
		% within School	33.3%	33.3%	33.3%
	High implementation	Count	4	1	5
		% within School	19.0%	5.6%	12.8%
Total	Count	21	18	39	
	% within School	100.0%	100.0%	100.0%	

All 9th grade learning communities or academies offer honors options for courses and support for at risk students and meet special student needs through collaboration with other educational agencies.

			School		Total
			TMHS	JDHS	
All 9th grade learning communities or academies offer honors options for courses and support for at risk students and meet special student needs through collaboration with other educational agencies.	No implementation	Count	2	0	2
		% within School	9.5%	.0%	5.1%
	Low implementation	Count	3	8	11
		% within School	14.3%	44.4%	28.2%
	Intermediate implementation	Count	11	8	19
		% within School	52.4%	44.4%	48.7%
	High implementation	Count	5	2	7
		% within School	23.8%	11.1%	17.9%
Total	Count	21	18	39	
	% within School	100.0%	100.0%	100.0%	

Students play an active role in governance and other service oriented functions (student mentoring, tutoring, outreach, and committee work).

			School		Total
			TMHS	JDHS	
Students play an active role in governance and other service oriented functions (student mentoring, tutoring, outreach, and committee work).	No implementation	Count	2	0	2
		% within School	9.5%	.0%	4.8%
	Low implementation	Count	14	10	24
		% within School	66.7%	47.6%	57.1%
	Intermediate implementation	Count	4	8	12
		% within School	19.0%	38.1%	28.6%
	High implementation	Count	1	3	4
		% within School	4.8%	14.3%	9.5%
Total	Count	21	21	42	
	% within School	100.0%	100.0%	100.0%	

When a student is struggling socially or academically, interventions are immediately arranged with the student and his/her teachers, counselor, and family/caregivers.

			School		Total
			TMHS	JDHS	
When a student is struggling socially or academically, interventions are immediately arranged with the student and his/her teachers, counselor, and family/caregivers.	No implementation	Count	2	0	2
		% within School	9.5%	.0%	4.8%
	Low implementation	Count	7	7	14
		% within School	33.3%	33.3%	33.3%
	Intermediate implementation	Count	9	11	20
		% within School	42.9%	52.4%	47.6%
High implementation	Count	3	3	6	
	% within School	14.3%	14.3%	14.3%	
Total	Count	21	21	42	
	% within School	100.0%	100.0%	100.0%	

Advisory provides opportunities for students to develop plans (goals) for academic achievement in high school and for post secondary education/career.

			School		Total
			TMHS	JDHS	
Advisory provides opportunities for students to develop plans (goals) for academic achievement in high school and for post secondary education/career.	No implementation	Count	1	1	2
		% within School	4.8%	4.5%	4.7%
	Low implementation	Count	6	11	17
		% within School	28.6%	50.0%	39.5%
	Intermediate implementation	Count	13	8	21
		% within School	61.9%	36.4%	48.8%
High implementation	Count	1	2	3	
	% within School	4.8%	9.1%	7.0%	
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

Advisory provides opportunities for students to understand college entrance requirements, and job and internship opportunities.

			School		Total
			TMHS	JDHS	
Advisory provides opportunities for students to understand college entrance requirements, and job and internship opportunities.	No implementation	Count	1	1	2
		% within School	4.8%	4.5%	4.7%
	Low implementation	Count	5	11	16
		% within School	23.8%	50.0%	37.2%
	Intermediate implementation	Count	14	9	23
		% within School	66.7%	40.9%	53.5%
	High implementation	Count	1	1	2
		% within School	4.8%	4.5%	4.7%
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

All students participate in weekly advisory long enough for whole group activity or individual meetings.

			School		Total
			TMHS	JDHS	
All students participate in weekly advisory long enough for whole group activity or individual meetings.	No implementation	Count	1	3	4
		% within School	4.8%	13.6%	9.3%
	Low implementation	Count	4	11	15
		% within School	19.0%	50.0%	34.9%
	Intermediate implementation	Count	10	7	17
		% within School	47.6%	31.8%	39.5%
	High implementation	Count	6	1	7
		% within School	28.6%	4.5%	16.3%
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

Advisory provides opportunities for advisor to monitor students' achievement, and progress toward graduation.

			School		Total
			TMHS	JDHS	
Advisory provides opportunities for advisor to monitor students' achievement, and progress toward graduation.	No implementation	Count	1	0	1
		% within School	4.8%	.0%	2.3%
	Low implementation	Count	5	14	19
		% within School	23.8%	63.6%	44.2%
	Intermediate implementation	Count	13	7	20
		% within School	61.9%	31.8%	46.5%
	High implementation	Count	2	1	3
		% within School	9.5%	4.5%	7.0%
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

Advisory provides opportunities for students to learn about school resources, including PowerSchool.

			School		Total
			TMHS	JDHS	
Advisory provides opportunities for students to learn about school resources, including PowerSchool.	No implementation	Count	1	0	1
		% within School	4.8%	.0%	2.3%
	Low implementation	Count	4	7	11
		% within School	19.0%	31.8%	25.6%
	Intermediate implementation	Count	14	11	25
		% within School	66.7%	50.0%	58.1%
	High implementation	Count	2	4	6
		% within School	9.5%	18.2%	14.0%
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

Students remain in their advisory with the same adult for at least one year.

			School		Total
			TMHS	JDHS	
Students remain in their advisory with the same adult for at least one year.	Low implementation	Count	4	1	5
		% within School	19.0%	4.5%	11.6%
	Intermediate implementation	Count	10	12	22
		% within School	47.6%	54.5%	51.2%
	High implementation	Count	7	9	16
		% within School	33.3%	40.9%	37.2%
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

An advisory curriculum or long-term planning calendar is developed with staff input at the beginning of the year.

			School		Total
			TMHS	JDHS	
An advisory curriculum or long-term planning calendar is developed with staff input at the beginning of the year.	No implementation	Count	3	8	11
		% within School	14.3%	38.1%	26.2%
	Low implementation	Count	9	9	18
		% within School	42.9%	42.9%	42.9%
	Intermediate implementation	Count	7	3	10
		% within School	33.3%	14.3%	23.8%
	High implementation	Count	2	1	3
		% within School	9.5%	4.8%	7.1%
	Total	Count	21	21	42
		% within School	100.0%	100.0%	100.0%

Teachers have received professional development on how to facilitate advisories.

			School		Total
			TMHS	JDHS	
Teachers have received professional development on how to facilitate advisories.	No implementation	Count	11	9	20
		% within School	52.4%	47.4%	50.0%
	Low implementation	Count	6	8	14
		% within School	28.6%	42.1%	35.0%
	Intermediate implementation	Count	4	2	6
		% within School	19.0%	10.5%	15.0%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

Community partners are integral to the team; they help plan, lead, and assess students' work.

			School		Total
			TMHS	JDHS	
Community partners are integral to the team; they help plan, lead, and assess students' work.	No implementation	Count	6	9	15
		% within School	28.6%	45.0%	36.6%
	Low implementation	Count	14	7	21
		% within School	66.7%	35.0%	51.2%
	Intermediate implementation	Count	1	3	4
		% within School	4.8%	15.0%	9.8%
	High implementation	Count	0	1	1
		% within School	.0%	5.0%	2.4%
Total	Count	21	20	41	
	% within School	100.0%	100.0%	100.0%	

Collaborative teacher teams communicate with parents as needed and organize a variety of events to allow parents to look at, discuss student work and progress.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams communicate with parents as needed and organize a variety of events to allow parents to look at, discuss student work and progress.	No implementation	Count	5	1	6
		% within School	23.8%	4.5%	14.0%
	Low implementation	Count	13	10	23
		% within School	61.9%	45.5%	53.5%
	Intermediate implementation	Count	3	9	12
		% within School	14.3%	40.9%	27.9%
	High implementation	Count	0	2	2
		% within School	.0%	9.1%	4.7%
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

Courses are developed in cooperation with theme-related advisory committees or are articulated with college standards and college credit.

			School		Total
			TMHS	JDHS	
Courses are developed in cooperation with theme-related advisory committees or are articulated with college standards and college credit.	No implementation	Count	4	4	8
		% within School	19.0%	19.0%	19.0%
	Low implementation	Count	6	13	19
		% within School	28.6%	61.9%	45.2%
	Intermediate implementation	Count	10	3	13
		% within School	47.6%	14.3%	31.0%
	High implementation	Count	1	1	2
		% within School	4.8%	4.8%	4.8%
Total	Count	21	21	42	
	% within School	100.0%	100.0%	100.0%	

High expectations for academic performance, behavior and attitudes set and maintained by all teachers on the teacher team.

			School		Total
			TMHS	JDHS	
High expectations for academic performance, behavior and attitudes set and maintained by all teachers on the teacher team.	No implementation	Count	3	0	3
		% within School	14.3%	.0%	7.0%
	Low implementation	Count	4	10	14
		% within School	19.0%	45.5%	32.6%
	Intermediate implementation	Count	13	11	24
		% within School	61.9%	50.0%	55.8%
	High implementation	Count	1	1	2
		% within School	4.8%	4.5%	4.7%
Total	Count	21	22	43	
	% within School	100.0%	100.0%	100.0%	

Heterogeneous grouping within 9th grade learning communities or academies includes regular and special education students, Alaska Native students and other ethnic groups, and students who are homeless or living in poverty. No one group is disproportionate

			School		Total
			TMHS	JDHS	
Heterogeneous grouping within 9th grade learning communities or academies includes regular and special education students, Alaska Native students and other ethnic groups, and students who are homeless or living in poverty. No one group is disproportionate	No implementation	Count	1	1	2
		% within School	4.8%	4.8%	4.8%
	Low implementation	Count	5	12	17
		% within School	23.8%	57.1%	40.5%
	Intermediate implementation	Count	11	6	17
		% within School	52.4%	28.6%	40.5%
	High implementation	Count	4	2	6
		% within School	19.0%	9.5%	14.3%
Total	Count	21	21	42	
	% within School	100.0%	100.0%	100.0%	

Collaborative teacher teams use a variety of methods of instruction according to the varied strengths, learning styles, cultural experiences, and needs of students.

			School		Total
			TMHS	JDHS	
Collaborative teacher teams use a variety of methods of instruction according to the varied strengths, learning styles, cultural experiences, and needs of students.	No implementation	Count	2	2	4
		% within School	9.5%	10.0%	9.8%
	Low implementation	Count	4	7	11
		% within School	19.0%	35.0%	26.8%
	Intermediate implementation	Count	13	10	23
		% within School	61.9%	50.0%	56.1%
	High implementation	Count	2	1	3
		% within School	9.5%	5.0%	7.3%
Total	Count	21	20	41	
	% within School	100.0%	100.0%	100.0%	

Students and teachers choose their upper class academy and/or school OR are randomly assigned to 9th grade learning communities; staff offer information about academies and/or school in a variety of formats, monitors entering students' characteristics

			School		Total
			TMHS	JDHS	
Students and teachers choose their upper class academy and/or school OR are randomly assigned to 9th grade learning communities; staff offer information about academies and/or school in a variety of formats, monitors entering students' characteristics, an	No implementation	Count	1	2	3
		% within School	5.0%	11.8%	8.1%
	Low implementation	Count	4	9	13
		% within School	20.0%	52.9%	35.1%
	Intermediate implementation	Count	12	4	16
		% within School	60.0%	23.5%	43.2%
	High implementation	Count	3	2	5
		% within School	15.0%	11.8%	13.5%
Total	Count	20	17	37	
	% within School	100.0%	100.0%	100.0%	

Anti-racist teaching is integrated into content instruction or directly provided.

			School		Total
			TMHS	JDHS	
Anti-racist teaching is integrated into content instruction or directly provided.	No implementation	Count	4	5	9
		% within School	19.0%	25.0%	22.0%
	Low implementation	Count	6	6	12
		% within School	28.6%	30.0%	29.3%
	Intermediate implementation	Count	8	8	16
		% within School	38.1%	40.0%	39.0%
	High implementation	Count	3	1	4
		% within School	14.3%	5.0%	9.8%
Total	Count	21	20	41	
	% within School	100.0%	100.0%	100.0%	

Building-wide accountability plan is driven by the Next Generation vision and goals.

			School		Total
			TMHS	JDHS	
Building-wide accountability plan is driven by the Next Generation vision and goals.	No implementation	Count	2	2	4
		% within School	9.5%	10.5%	10.0%
	Low implementation	Count	4	9	13
		% within School	19.0%	47.4%	32.5%
	Intermediate implementation	Count	13	7	20
		% within School	61.9%	36.8%	50.0%
	High implementation	Count	2	1	3
		% within School	9.5%	5.3%	7.5%
Total	Count	21	19	40	
	% within School	100.0%	100.0%	100.0%	

School staff planning and development resources are allocated to 9th grade learning communities and academies.

			School		Total
			TMHS	JDHS	
School staff planning and development resources are allocated to 9th grade learning communities and academies.	No implementation	Count	1	1	2
		% within School	5.0%	5.6%	5.3%
	Low implementation	Count	9	10	19
		% within School	45.0%	55.6%	50.0%
	Intermediate implementation	Count	9	5	14
		% within School	45.0%	27.8%	36.8%
	High implementation	Count	1	2	3
		% within School	5.0%	11.1%	7.9%
Total	Count	20	18	38	
	% within School	100.0%	100.0%	100.0%	

District provides equity and flexibility in school budgeting and actively supports school's efforts to direct resources to teaching.

			School		Total
			TMHS	JDHS	
District provides equity and flexibility in school budgeting and actively supports school's efforts to direct resources to teaching.	No implementation	Count	3	6	9
		% within School	15.0%	28.6%	22.0%
	Low implementation	Count	10	12	22
		% within School	50.0%	57.1%	53.7%
	Intermediate implementation	Count	7	3	10
		% within School	35.0%	14.3%	24.4%
	Total	Count	20	21	41
		% within School	100.0%	100.0%	100.0%

School and district staff meet regularly to ensure increased and sustained support for the strategies being implemented under the Next Generation Plan.

			School		Total
			TMHS	JDHS	
School and district staff meet regularly to ensure increased and sustained support for the strategies being implemented under the Next Generation Plan.	No implementation	Count	4	3	7
		% within School	20.0%	14.3%	17.1%
	Low implementation	Count	7	11	18
		% within School	35.0%	52.4%	43.9%
	Intermediate implementation	Count	8	6	14
		% within School	40.0%	28.6%	34.1%
	High implementation	Count	1	1	2
		% within School	5.0%	4.8%	4.9%
Total	Count	20	21	41	
	% within School	100.0%	100.0%	100.0%	

Next Generation professional development funds are used to build staff capacity in the following ways: facilitating effective academies, team teaching, professional learning communities, inter-disciplinary planning, and advisories.

			School		Total
			TMHS	JDHS	
Next Generation professional development funds are used to build staff capacity in the following ways: facilitating effective academies, team teaching, professional learning communities, inter-disciplinary planning, and advisories.	No implementation	Count	2	4	6
		% within School	10.0%	21.1%	15.4%
	Low implementation	Count	6	10	16
		% within School	30.0%	52.6%	41.0%
	Intermediate implementation	Count	12	5	17
		% within School	60.0%	26.3%	43.6%
	Total	Count	20	19	39
		% within School	100.0%	100.0%	100.0%

Appendix C: Student Written Survey

Next Generation Student Survey 2010-2011

This survey asks you to answer questions about your school experience. Please check the best answer for each question. Your answers are anonymous and confidential. At the end of the survey, please press the "done" button. The survey will loop back to the beginning to allow another student to complete the survey.

The survey should take no more than 15 minutes for you to complete.

1. What school do you attend?

Thunder Mountain High School

Juneau-Douglas High School

2. What is your teacher's name (for this class period)?

Please provide the following information about yourself.

3. You are:

Male

Female

4. What is your current GPA?

Below 2.0

2.0 - 3.0

Above 3.0

Next Generation Student Survey 2010-2011

5. What is your race?

- American Indian or Alaska Native
- Asian
- African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Caucasian
- Multiracial (more than one race)
- I do not wish to respond

6. Your current grade level is:

- 9
- 10
- 11
- 12

Success Factors

7. How important have each of the following factors been for your academic success in school this year? Please check the appropriate circle. If you didn't participate in one of the things listed below, please check the "not applicable" circle.

	Not at all important	Sort of important	Very important	Extremely important	Not Applicable
Your 9th grade learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Pathway or Academy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general high school courses you took	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your advisory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your participation in clubs/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your attendance at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own personal effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your future plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has something else been important?

Your Classes

Next Generation Student Survey 2010-2011

8. During the year so far, how often did these things happen in your classes? Please put a check in one circle.

	Never	Once in awhile	Sometimes	Often
I use technology and resources other than textbooks to do class assignments and projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my classes require me to write at least one essay of at least two pages each semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes, I memorize facts, definitions, and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes we explore topics that are meaningful to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes integrate Alaska Native language and/or culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do community service and/or have work experiences that are connected to my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes, I learn about a topic by studying it in the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes, we cover a lot of material without going into any of it in great depth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes, I apply what I have learned to situations in my own life or situations outside school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of class is spent listening to the teacher lecture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do work I feel has no value to me other than passing the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes I dig deeply into a single topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experiences at School

9. Tell us how much you agree with the following statements. Please put a check in one circle.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am satisfied with the academic choices at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers expect me to learn challenging materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced or witnessed situations between students and coaches or activity sponsors that seem racist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my 9th grade learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the PATHWAY OR ACADEMY I selected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers work with me individually during class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and teachers of different races and cultures get along and work well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers help me find the ways that I learn best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced or witnessed situations among students that seem racist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced or witnessed situations between students and teachers or other school staff that seem racist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' opinions and ideas are considered when teachers and principals make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next Generation Student Survey 2010-2011

10. Tell us how much you agree with the following statements. Please put a check in one circle.

	Strongly Disagree	Disagree	Agree	Strongly Agree
What I am learning will be useful to my future education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents/guardians attend school conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I am learning will be useful to my future work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will leave this grade well prepared to succeed in the next grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents/guardians attend school activities (games, concerts, plays, classroom events, presentations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Tell us how much you agree with the following statements about your school experience. Please put a check in one circle.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The people in my school make me feel like I am part of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a student at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school counselor knows me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think school will help me achieve my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers help me when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I need help at school, there is someone I can go to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults in my school help me plan for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have ideas for what I am going to do after high school, and I know what I need to do to get there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults in my school encourage students to share their thoughts and opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers know me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know a lot about the school resources available to me, including PowerSchool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Advisory

Next Generation Student Survey 2010-2011

12. Tell us how much you agree with the following statements about your advisory period. Please put a check in one circle.

	Strongly Disagree	Disagree	Agree	Strongly Agree
My advisor helped me identify classes and activities that complement my post-secondary educational goals and personal interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in a weekly advisory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me get to know the resources in my school (library, learning center, teen health center, counseling center, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me learn to manage my own grades on PowerSchool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helps me set academic, social, and personal goals for the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use a written plan for how I will complete high school requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me become more familiar with the opportunities and information available at the Career Center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisory period is helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me identify classes and activities I need to graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Activities

13. Tell us how much you agree with the following statements about school activities. Please put a check in one circle.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I think participating in school activities will have a positive impact on my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough opportunities at my school so that all students can participate in extracurricular activities if they want to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think school activities are a good way to meet new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students in my school are welcome to participate in extracurricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be more likely to participate in an activity if the coach or If you were invited by a coach or activity sponsor asked me to participate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participation in Activities

*** 14. Did you participate in school activities or sports this year?**

Yes

No

Activities

Next Generation Student Survey 2010-2011

15. Please check all of the activities and/or sports in which you participated at some point during the 2010-2011 school year.

- | | | |
|--|--|---|
| <input type="checkbox"/> Aasg Spring | <input type="checkbox"/> Football | <input type="checkbox"/> Rifle Club |
| <input type="checkbox"/> Academic Decathlon | <input type="checkbox"/> Girls Basketball | <input type="checkbox"/> Robotics |
| <input type="checkbox"/> All State Music | <input type="checkbox"/> Guitar Club | <input type="checkbox"/> Science Olympiad |
| <input type="checkbox"/> Alpine Club | <input type="checkbox"/> Hockey | <input type="checkbox"/> Soccer Boys |
| <input type="checkbox"/> Art Club | <input type="checkbox"/> Homebuilders | <input type="checkbox"/> Soccer Girls |
| <input type="checkbox"/> Auto Club | <input type="checkbox"/> Honor Band | <input type="checkbox"/> Softball |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Honor Choir | <input type="checkbox"/> Spring Musical |
| <input type="checkbox"/> Boys Basketball | <input type="checkbox"/> Honor Music | <input type="checkbox"/> Spring Play |
| <input type="checkbox"/> Cheerleading-Basketball | <input type="checkbox"/> Interact | <input type="checkbox"/> Student Government/Council |
| <input type="checkbox"/> Cheerleading-Football | <input type="checkbox"/> J-Bird | <input type="checkbox"/> Swim/Dive |
| <input type="checkbox"/> Close-Up | <input type="checkbox"/> Metals Club | <input type="checkbox"/> Tech Club |
| <input type="checkbox"/> Cross Country Run | <input type="checkbox"/> Model UN | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Dance Team | <input type="checkbox"/> Music Festival | <input type="checkbox"/> Track Field |
| <input type="checkbox"/> Debate/Forensics | <input type="checkbox"/> National Honor Society | <input type="checkbox"/> Video Club |
| <input type="checkbox"/> Drama Debate | <input type="checkbox"/> National Oceanic Science Bowl | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Drama Productions | <input type="checkbox"/> Peer Mediation | <input type="checkbox"/> World Language |
| <input type="checkbox"/> Drama Team | <input type="checkbox"/> Pep Band | <input type="checkbox"/> Wrestling |

Reasons for Participating

Next Generation Student Survey 2010-2011

16. How much did the following reasons influence your decision to participate in activities this year?

	Not at all	Very little	Somewhat	A lot
I enjoy the activities.	jq	jq	jq	jq
My friends participate.	jq	jq	jq	jq
Good for my future.	jq	jq	jq	jq
I need the exercise.	jq	jq	jq	jq
I like to stay busy.	jq	jq	jq	jq
I like the rewards (winning, competition, etc).	jq	jq	jq	jq
My parents encourage me to participate.	jq	jq	jq	jq
My parents coach or are an activity sponsor.	jq	jq	jq	jq
I've always participated in this activity.	jq	jq	jq	jq
I have a good relationship with the coach/activity sponsor.	jq	jq	jq	jq
I feel accepted by the coaches/activity sponsors.	jq	jq	jq	jq
The coach/activity sponsor invited me to participate.	jq	jq	jq	jq
A teacher/counselor/other adult encouraged me to participate.	jq	jq	jq	jq
Students like me usually participate in school activities.	jq	jq	jq	jq
I maintain my grades so that I am academically eligible to play.	jq	jq	jq	jq

Reasons for Not Participating

Next Generation Student Survey 2010-2011

17. How much did the following reasons influence your decision NOT to participate in activities this year?

	Not at all	Very little	Somewhat	A lot
I don't like/I am not interested in the activities that are offered.	jq	jq	jq	jq
None of my friends participate.	jq	jq	jq	jq
I work after school.	jq	jq	jq	jq
The cost of activities is too high.	jq	jq	jq	jq
I have family responsibilities.	jq	jq	jq	jq
I don't like the coaches/activity sponsors.	jq	jq	jq	jq
Participation rules keep me from participating.	jq	jq	jq	jq
I don't feel comfortable with the other students.	jq	jq	jq	jq
I am not a good enough athlete/singer/actor/etc to compete.	jq	jq	jq	jq
I don't know how to play any of the sports.	jq	jq	jq	jq
The other students in activities aren't like me.	jq	jq	jq	jq
The coaches/activity sponsors are not like me.	jq	jq	jq	jq
I don't feel accepted by the coaches/activity sponsors.	jq	jq	jq	jq
My parents encouraged me NOT to participate.	jq	jq	jq	jq
A teacher/counselor/other adult encouraged me NOT to participate.	jq	jq	jq	jq
Students like me do not usually participate in activities.	jq	jq	jq	jq
I am not academically eligible to participate.	jq	jq	jq	jq
I do not have a way to get to and from practices or activities.	jq	jq	jq	jq
I don't feel welcome.	jq	jq	jq	jq

Additional Activities

18. What additional activities would you like to see your school offer?

Appendix D: Student Written Survey Item-by-Item Data

Item by Item Data: 2011 Student Written Survey

3. You are:

			Gender		Total
			Male	Female	
School	TMHS	Count	127	122	249
		% within School	51.0%	49.0%	100.0%
	JDHS	Count	164	182	346
		% within School	47.4%	52.6%	100.0%
Total	Count		291	304	595
	% within School		48.9%	51.1%	100.0%

4. What is your current GPA?

			GPA			Total
			Below 2.0	2.0 to 3.0	Above 3.0	
School	TMHS	Count	47	99	105	251
		% within School	18.7%	39.4%	41.8%	100.0%
	JDHS	Count	27	99	220	346
		% within School	7.8%	28.6%	63.6%	100.0%
Total	Count		74	198	325	597
	% within School		12.4%	33.2%	54.4%	100.0%

5. What is your race?

			School		Total
			TMHS	JDHS	
Race	American Indian or Alaska Native	Count	24	40	64
		% within School	9.5%	11.5%	10.6%
	Asian	Count	19	29	48
		% within School	7.5%	8.3%	8.0%
	African American	Count	5	8	13
		% within School	2.0%	2.3%	2.2%

Hispanic/Latino	Count	7	14	21
	% within School	2.8%	4.0%	3.5%
Native Hawaiian or Pacific Islander	Count	8	11	19
	% within School	3.2%	3.2%	3.2%
Caucasian	Count	117	191	308
	% within School	46.2%	54.7%	51.2%
Multiracial (more than one race)	Count	47	35	82
	% within School	18.6%	10.0%	13.6%
I do not wish to respond	Count	26	21	47
	% within School	10.3%	6.0%	7.8%
Total	Count	253	349	602
	% within School	100.0%	100.0%	100.0%

6. Your current grade level is:

			Grade Level				Total
			9	10	11	12	
School	TMHS	Count	119	55	23	54	251
		% within School	47.4%	21.9%	9.2%	21.5%	100.0%
	JDHS	Count	161	39	64	84	348
		% within School	46.3%	11.2%	18.4%	24.1%	100.0%
Total		Count	280	94	87	138	599
		% within School	46.7%	15.7%	14.5%	23.0%	100.0%

7. Success Factors: How important have each of the following factors been for your academic success in school this year. If you didn't participate in one of the things listed below, please check the "not applicable" circle.

A. 9th Grade Learning Community

			9th Grade Learning Community					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	43	68	67	35	32	245
		% within School	17.6%	27.8%	27.3%	14.3%	13.1%	100.0%
	JDHS	Count	65	146	79	28	29	347
		% within School	18.7%	42.1%	22.8%	8.1%	8.4%	100.0%
Total		Count	108	214	146	63	61	592

A. 9th Grade Learning Community

			9th Grade Learning Community					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	43	68	67	35	32	245
		% within School	17.6%	27.8%	27.3%	14.3%	13.1%	100.0%
	JDHS	Count	65	146	79	28	29	347
		% within School	18.7%	42.1%	22.8%	8.1%	8.4%	100.0%
Total	Count		108	214	146	63	61	592
	% within School		18.2%	36.1%	24.7%	10.6%	10.3%	100.0%

B. Pathway or Academy

			Pathway or Academy					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	40	73	66	49	15	243
		% within School	16.5%	30.0%	27.2%	20.2%	6.2%	100.0%
	JDHS	Count	75	70	76	45	78	344
		% within School	21.8%	20.3%	22.1%	13.1%	22.7%	100.0%
Total	Count		115	143	142	94	93	587
	% within School		19.6%	24.4%	24.2%	16.0%	15.8%	100.0%

C. General High School Courses

			General High School Courses					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	9	58	111	63	1	242
		% within School	3.7%	24.0%	45.9%	26.0%	.4%	100.0%
	JDHS	Count	5	88	174	73	4	344
		% within School	1.5%	25.6%	50.6%	21.2%	1.2%	100.0%
Total	Count		14	146	285	136	5	586
	% within School		2.4%	24.9%	48.6%	23.2%	.9%	100.0%

D. Advisory

			Advisory					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	108	85	31	18	2	244
		% within School	44.3%	34.8%	12.7%	7.4%	.8%	100.0%
	JDHS	Count	238	72	24	8	1	343
		% within School	69.4%	21.0%	7.0%	2.3%	.3%	100.0%
Total	Count		346	157	55	26	3	587
	% within School		58.9%	26.7%	9.4%	4.4%	.5%	100.0%

E. Participation in Clubs/Sports

			Participation in Clubs/Sports					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	45	56	65	65	14	245
		% within School	18.4%	22.9%	26.5%	26.5%	5.7%	100.0%
	JDHS	Count	40	72	83	128	18	341
		% within School	11.7%	21.1%	24.3%	37.5%	5.3%	100.0%
Total	Count		85	128	148	193	32	586
	% within School		14.5%	21.8%	25.3%	32.9%	5.5%	100.0%

F. Attendance at School

			Attendance at School					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	12	43	84	105	1	245
		% within School	4.9%	17.6%	34.3%	42.9%	.4%	100.0%
	JDHS	Count	9	48	145	139	6	347
		% within School	2.6%	13.8%	41.8%	40.1%	1.7%	100.0%
Total	Count		21	91	229	244	7	592
	% within School		3.5%	15.4%	38.7%	41.2%	1.2%	100.0%

G. Personal Effort

			Personal Effort					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	8	23	96	107	5	239
		% within School	3.3%	9.6%	40.2%	44.8%	2.1%	100.0%
	JDHS	Count	3	37	120	179	5	344
		% within School	.9%	10.8%	34.9%	52.0%	1.5%	100.0%
Total		Count	11	60	216	286	10	583
		% within School	1.9%	10.3%	37.0%	49.1%	1.7%	100.0%

H. Future Plans

			Future Plans					Total
			Not at all important	Sort of important	Very important	Extremely important	Not applicable	
School	TMHS	Count	4	25	83	121	8	241
		% within School	1.7%	10.4%	34.4%	50.2%	3.3%	100.0%
	JDHS	Count	10	55	90	183	6	344
		% within School	2.9%	16.0%	26.2%	53.2%	1.7%	100.0%
Total		Count	14	80	173	304	14	585
		% within School	2.4%	13.7%	29.6%	52.0%	2.4%	100.0%

8. During the year so far, how often did these things happen in your classes? Please put a check in one circle.

A. Use Technology

			Use Technology				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	10	40	66	129	245
		% within School	4.1%	16.3%	26.9%	52.7%	100.0%
	JDHS	Count	9	78	92	165	344
		% within School	2.6%	22.7%	26.7%	48.0%	100.0%
Total		Count	19	118	158	294	589
		% within School	3.2%	20.0%	26.8%	49.9%	100.0%

B. Write one essay of at least two pages each semester

			Write One Essay				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	6	65	93	79	243
		% within School	2.5%	26.7%	38.3%	32.5%	100.0%
	JDHS	Count	23	65	127	126	341
		% within School	6.7%	19.1%	37.2%	37.0%	100.0%
Total	Count		29	130	220	205	584
	% within School		5.0%	22.3%	37.7%	35.1%	100.0%

C. Memorize facts, definitions, rules

			Memorize				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	9	66	107	62	244
		% within School	3.7%	27.0%	43.9%	25.4%	100.0%
	JDHS	Count	14	73	137	119	343
		% within School	4.1%	21.3%	39.9%	34.7%	100.0%
Total	Count		23	139	244	181	587
	% within School		3.9%	23.7%	41.6%	30.8%	100.0%

D. Explore topics that are meaningful to me

			Meaningful Topics				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	13	99	97	34	243
		% within School	5.3%	40.7%	39.9%	14.0%	100.0%
	JDHS	Count	36	137	132	39	344
		% within School	10.5%	39.8%	38.4%	11.3%	100.0%
Total	Count		49	236	229	73	587
	% within School		8.3%	40.2%	39.0%	12.4%	100.0%

E. My classes integrate Alaska Native language and/or culture

			Alaska Native Language/Culture				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	103	78	51	11	243
		% within School	42.4%	32.1%	21.0%	4.5%	100.0%
	JDHS	Count	185	116	28	12	341
		% within School	54.3%	34.0%	8.2%	3.5%	100.0%
Total	Count		288	194	79	23	584
	% within School		49.3%	33.2%	13.5%	3.9%	100.0%

F. I do community service and/or have work experiences that are connected to my school work

			Community Service				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	78	85	63	19	245
		% within School	31.8%	34.7%	25.7%	7.8%	100.0%
	JDHS	Count	77	132	90	44	343
		% within School	22.4%	38.5%	26.2%	12.8%	100.0%
Total	Count		155	217	153	63	588
	% within School		26.4%	36.9%	26.0%	10.7%	100.0%

G. In my classes, I learn about a topic by studying it in the real world

			Real World Experiences				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	41	86	96	21	244
		% within School	16.8%	35.2%	39.3%	8.6%	100.0%
	JDHS	Count	69	146	98	28	341
		% within School	20.2%	42.8%	28.7%	8.2%	100.0%
Total	Count		110	232	194	49	585
	% within School		18.8%	39.7%	33.2%	8.4%	100.0%

H. In my classes, we cover a lot of material without going into any of it in great depth

			Breadth versus Depth				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	22	103	104	15	244
		% within School	9.0%	42.2%	42.6%	6.1%	100.0%
	JDHS	Count	24	142	135	41	342
		% within School	7.0%	41.5%	39.5%	12.0%	100.0%
Total		Count	46	245	239	56	586
		% within School	7.8%	41.8%	40.8%	9.6%	100.0%

I. In my classes, I apply what I have learned to situation in my own life or situations outside of school

			Application to Own Life				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	30	74	112	29	245
		% within School	12.2%	30.2%	45.7%	11.8%	100.0%
	JDHS	Count	42	139	121	38	340
		% within School	12.4%	40.9%	35.6%	11.2%	100.0%
Total		Count	72	213	233	67	585
		% within School	12.3%	36.4%	39.8%	11.5%	100.0%

J. Most of class is spent listening to the teacher lecture

			Teacher Lecture				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	11	78	112	43	244
		% within School	4.5%	32.0%	45.9%	17.6%	100.0%
	JDHS	Count	17	85	158	81	341
		% within School	5.0%	24.9%	46.3%	23.8%	100.0%
Total		Count	28	163	270	124	585
		% within School	4.8%	27.9%	46.2%	21.2%	100.0%

K. I do work I feel has no value to me other than passing the course

			Passing Course				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	20	73	86	64	243
		% within School	8.2%	30.0%	35.4%	26.3%	100.0%
	JDHS	Count	21	94	109	114	338
		% within School	6.2%	27.8%	32.2%	33.7%	100.0%
Total		Count	41	167	195	178	581
		% within School	7.1%	28.7%	33.6%	30.6%	100.0%

L. In my classes I dig deeply into a single topic

			Dig Deeply into Single Topics				Total
			Never	Once in awhile	Sometimes	Often	
School	TMHS	Count	23	107	90	24	244
		% within School	9.4%	43.9%	36.9%	9.8%	100.0%
	JDHS	Count	32	169	128	15	344
		% within School	9.3%	49.1%	37.2%	4.4%	100.0%
Total		Count	55	276	218	39	588
		% within School	9.4%	46.9%	37.1%	6.6%	100.0%

9. Experiences at School: Tell us how much you agree with the following statements. Please put a check in one circle.

A. I have experienced or witnessed situations among students that seem racist

			Racism Among Students				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	44	86	92	23	245
		% within School	18.0%	35.1%	37.6%	9.4%	100.0%
	JDHS	Count	40	101	144	56	341
		% within School	11.7%	29.6%	42.2%	16.4%	100.0%

Total	Count	84	187	236	79	586
	% within School	14.3%	31.9%	40.3%	13.5%	100.0%

B. I have experienced or witnessed situations between students and coaches or activity sponsors that seem racist

			Racism between Students and Coaches/Activity Sponsors				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
School	TMHS	Count	83	107	46	7	243
		% within School	34.2%	44.0%	18.9%	2.9%	100.0%
	JDHS	Count	105	164	62	10	341
		% within School	30.8%	48.1%	18.2%	2.9%	100.0%
Total		Count	188	271	108	17	584
		% within School	32.2%	46.4%	18.5%	2.9%	100.0%

C. I have experienced or witnessed situations between students and teachers or other school staff that seem racist.

			Racisms between Students and Teachers/School Staff				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
School	TMHS	Count	86	93	54	11	244
		% within School	35.2%	38.1%	22.1%	4.5%	100.0%
	JDHS	Count	89	163	67	22	341
		% within School	26.1%	47.8%	19.6%	6.5%	100.0%
Total		Count	175	256	121	33	585
		% within School	29.9%	43.8%	20.7%	5.6%	100.0%

D. I am satisfied with my 9th grade learning community

			Satisfied with my 9th Grade Learning Community				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	31	58	133	18	240
		% within School	12.9%	24.2%	55.4%	7.5%	100.0%
	JDHS	Count	47	78	183	25	333
		% within School	14.1%	23.4%	55.0%	7.5%	100.0%
Total		Count	78	136	316	43	573
		% within School	13.6%	23.7%	55.1%	7.5%	100.0%

E. I am satisfied with the academic choices at my school

			Satisfied with the Academic Choices				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	7	55	162	20	244
		% within School	2.9%	22.5%	66.4%	8.2%	100.0%
	JDHS	Count	15	79	210	35	339
		% within School	4.4%	23.3%	61.9%	10.3%	100.0%
Total		Count	22	134	372	55	583
		% within School	3.8%	23.0%	63.8%	9.4%	100.0%

F. I am satisfied with the pathway or academy I selected

			Satisfied with Pathway or Academy				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	15	41	147	39	242
		% within School	6.2%	16.9%	60.7%	16.1%	100.0%
	JDHS	Count	36	62	187	39	324
		% within School	11.1%	19.1%	57.7%	12.0%	100.0%
Total		Count	51	103	334	78	566
		% within School	9.0%	18.2%	59.0%	13.8%	100.0%

G. My teachers expect me to learn challenging materials

			Teacher Expectations				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	5	34	178	28	245
		% within School	2.0%	13.9%	72.7%	11.4%	100.0%
	JDHS	Count	8	34	237	61	340
		% within School	2.4%	10.0%	69.7%	17.9%	100.0%
Total	Count		13	68	415	89	585
	% within School		2.2%	11.6%	70.9%	15.2%	100.0%

H. My teachers help me find the ways that I learn best

			Teachers and Ways I Learn Best				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	9	61	150	23	243
		% within School	3.7%	25.1%	61.7%	9.5%	100.0%
	JDHS	Count	33	121	159	28	341
		% within School	9.7%	35.5%	46.6%	8.2%	100.0%
Total	Count		42	182	309	51	584
	% within School		7.2%	31.2%	52.9%	8.7%	100.0%

I. My teachers work with me individually during class time

			Individual Help from Teachers				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	14	61	146	22	243
		% within School	5.8%	25.1%	60.1%	9.1%	100.0%
	JDHS	Count	36	120	164	21	341
		% within School	10.6%	35.2%	48.1%	6.2%	100.0%
Total	Count		50	181	310	43	584
	% within School		8.6%	31.0%	53.1%	7.4%	100.0%

J. Students and teachers of different races and cultures get along and work well together

			Students and Teachers Get Along				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	8	19	160	58	245
		% within School	3.3%	7.8%	65.3%	23.7%	100.0%
	JDHS	Count	8	32	230	69	339
		% within School	2.4%	9.4%	67.8%	20.4%	100.0%
Total		Count	16	51	390	127	584
		% within School	2.7%	8.7%	66.8%	21.7%	100.0%

K. Students' opinions and ideas are considered when teachers and principals make decisions

			Students' Opinions Considered				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	32	86	112	11	241
		% within School	13.3%	35.7%	46.5%	4.6%	100.0%
	JDHS	Count	68	140	118	15	341
		% within School	19.9%	41.1%	34.6%	4.4%	100.0%
Total		Count	100	226	230	26	582
		% within School	17.2%	38.8%	39.5%	4.5%	100.0%

10. Tell us how much you agree with the following statements. Please put a check in one circle.

A. My parents/guardians attend school activities (games, concerts, plays, classroom events, presentations)

			Parents Attend Activities				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	31	43	119	49	242
		% within School	12.8%	17.8%	49.2%	20.2%	100.0%
	JDHS	Count	28	62	159	93	342

	% within School	8.2%	18.1%	46.5%	27.2%	100.0%
Total	Count	59	105	278	142	584
	% within School	10.1%	18.0%	47.6%	24.3%	100.0%

B. My parents/guardians attend school conferences

			Parents Attend Conferences				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	23	77	107	37	244
		% within School	9.4%	31.6%	43.9%	15.2%	100.0%
	JDHS	Count	41	88	153	60	342
		% within School	12.0%	25.7%	44.7%	17.5%	100.0%
Total		Count	64	165	260	97	586
		% within School	10.9%	28.2%	44.4%	16.6%	100.0%

C. I will leave this grade well prepared to succeed in the next grade

			Prepared for Next Grade				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	5	29	160	49	243
		% within School	2.1%	11.9%	65.8%	20.2%	100.0%
	JDHS	Count	13	53	205	69	340
		% within School	3.8%	15.6%	60.3%	20.3%	100.0%
Total		Count	18	82	365	118	583
		% within School	3.1%	14.1%	62.6%	20.2%	100.0%

D. What I am learning will be useful to my future education

			Useful for Future Education				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	13	34	154	41	242
		% within School	5.4%	14.0%	63.6%	16.9%	100.0%
	JDHS	Count	17	44	217	64	342
		% within School	5.0%	12.9%	63.5%	18.7%	100.0%
Total		Count	30	78	371	105	584
		% within School	5.1%	13.4%	63.5%	18.0%	100.0%

E. What I am learning will be useful to my future work

			Useful for Future Work				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	9	50	151	31	241
		% within School	3.7%	20.7%	62.7%	12.9%	100.0%
	JDHS	Count	27	82	179	52	340
		% within School	7.9%	24.1%	52.6%	15.3%	100.0%
Total	Count		36	132	330	83	581
	% within School		6.2%	22.7%	56.8%	14.3%	100.0%

11. Tell us how much you agree with the following statements about your school experience. Please put a check in one circle.

A. Adults in my school encourage students to share their thoughts and opinions

			Adults Encourage Students				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	5	37	173	25	240
		% within School	2.1%	15.4%	72.1%	10.4%	100.0%
	JDHS	Count	26	91	190	32	339
		% within School	7.7%	26.8%	56.0%	9.4%	100.0%
Total	Count		31	128	363	57	579
	% within School		5.4%	22.1%	62.7%	9.8%	100.0%

B. Adults in my school help me plan for my future

			Adults Help Plan				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	9	54	148	30	241
		% within School	3.7%	22.4%	61.4%	12.4%	100.0%
	JDHS	Count	27	98	166	47	338

	% within School	8.0%	29.0%	49.1%	13.9%	100.0%
Total	Count	36	152	314	77	579
	% within School	6.2%	26.3%	54.2%	13.3%	100.0%

C. I am proud to be a student at this school

			Proud to be a Student Here				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
School	TMHS	Count	11	38	140	51	240
		% within School	4.6%	15.8%	58.3%	21.3%	100.0%
	JDHS	Count	18	31	181	109	339
		% within School	5.3%	9.1%	53.4%	32.2%	100.0%
Total	Count		29	69	321	160	579
	% within School		5.0%	11.9%	55.4%	27.6%	100.0%

D. I have ideas for what I am going to do after high school, and I know what I need to do to get there

			Ideas for Post High School				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
School	TMHS	Count	7	24	141	70	242
		% within School	2.9%	9.9%	58.3%	28.9%	100.0%
	JDHS	Count	17	37	168	117	339
		% within School	5.0%	10.9%	49.6%	34.5%	100.0%
Total	Count		24	61	309	187	581
	% within School		4.1%	10.5%	53.2%	32.2%	100.0%

E. I think school will help me achieve my goals

			School will Help Achieve Goals				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
School	TMHS	Count	7	30	169	36	242
		% within School	2.9%	12.4%	69.8%	14.9%	100.0%
	JDHS	Count	16	46	199	79	340
		% within School	4.7%	13.5%	58.5%	23.2%	100.0%
Total	Count		23	76	368	115	582

E. I think school will help me achieve my goals

			School will Help Achieve Goals				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	7	30	169	36	242
		% within School	2.9%	12.4%	69.8%	14.9%	100.0%
	JDHS	Count	16	46	199	79	340
		% within School	4.7%	13.5%	58.5%	23.2%	100.0%
Total		Count	23	76	368	115	582
		% within School	4.0%	13.1%	63.2%	19.8%	100.0%

F. If I need help at school, there is someone I can go to

			There is Someone at School for Help				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	6	30	147	60	243
		% within School	2.5%	12.3%	60.5%	24.7%	100.0%
	JDHS	Count	19	34	225	62	340
		% within School	5.6%	10.0%	66.2%	18.2%	100.0%
Total		Count	25	64	372	122	583
		% within School	4.3%	11.0%	63.8%	20.9%	100.0%

G. My school Counselor knows me

			My Counselor Knows Me				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	53	93	77	18	241
		% within School	22.0%	38.6%	32.0%	7.5%	100.0%
	JDHS	Count	63	107	125	44	339
		% within School	18.6%	31.6%	36.9%	13.0%	100.0%
Total		Count	116	200	202	62	580
		% within School	20.0%	34.5%	34.8%	10.7%	100.0%

H. My teachers help me when I need it

			Teachers Help when Needed				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	9	25	162	47	243
		% within School	3.7%	10.3%	66.7%	19.3%	100.0%
	JDHS	Count	16	50	216	57	339
		% within School	4.7%	14.7%	63.7%	16.8%	100.0%
Total		Count	25	75	378	104	582
		% within School	4.3%	12.9%	64.9%	17.9%	100.0%

I. My teachers know me well

			Teachers Know Me Well				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	9	44	153	36	242
		% within School	3.7%	18.2%	63.2%	14.9%	100.0%
	JDHS	Count	33	99	156	52	340
		% within School	9.7%	29.1%	45.9%	15.3%	100.0%
Total		Count	42	143	309	88	582
		% within School	7.2%	24.6%	53.1%	15.1%	100.0%

J. The people in my school make me feel like I am part of the school community

			Part of the School Community				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	11	52	151	29	243
		% within School	4.5%	21.4%	62.1%	11.9%	100.0%
	JDHS	Count	26	92	185	37	340
		% within School	7.6%	27.1%	54.4%	10.9%	100.0%
Total		Count	37	144	336	66	583
		% within School	6.3%	24.7%	57.6%	11.3%	100.0%

K. I know a lot about the school resources available to me, including PowerSchool

			I know a lot about School Resources				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	5	12	165	61	243
		% within School	2.1%	4.9%	67.9%	25.1%	100.0%
	JDHS	Count	10	25	235	70	340
		% within School	2.9%	7.4%	69.1%	20.6%	100.0%
Total		Count	15	37	400	131	583
		% within School	2.6%	6.3%	68.6%	22.5%	100.0%

12. Tell us how much you agree with the following statements about your advisory period. Please put a check in one circle.

12A. I participate in a weekly advisory

			I participate in a weekly advisory				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	11	31	147	50	239
		% within School	4.6%	13.0%	61.5%	20.9%	100.0%
	JDHS	Count	45	63	176	52	336
		% within School	13.4%	18.8%	52.4%	15.5%	100.0%
Total		Count	56	94	323	102	575
		% within School	9.7%	16.3%	56.2%	17.7%	100.0%

12B. I use a written plan for how I will complete high school requirements

			Use a Written Plan				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	42	97	91	9	239
		% within School	17.6%	40.6%	38.1%	3.8%	100.0%
	JDHS	Count	89	138	96	13	336
		% within School	26.5%	41.1%	28.6%	3.9%	100.0%
Total		Count	131	235	187	22	575
		% within School	22.8%	40.9%	32.5%	3.8%	100.0%

12C. My advisor helped me become more familiar with the opportunities and information available at the Career Center

			Career Center				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	38	93	95	12	238
		% within School	16.0%	39.1%	39.9%	5.0%	100.0%
	JDHS	Count	109	129	80	17	335
		% within School	32.5%	38.5%	23.9%	5.1%	100.0%
Total		Count	147	222	175	29	573
		% within School	25.7%	38.7%	30.5%	5.1%	100.0%

12D. My advisor helped me get to know the resources in my school

			Resources in my School				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	34	85	109	11	239
		% within School	14.2%	35.6%	45.6%	4.6%	100.0%
	JDHS	Count	113	112	94	17	336
		% within School	33.6%	33.3%	28.0%	5.1%	100.0%
Total		Count	147	197	203	28	575
		% within School	25.6%	34.3%	35.3%	4.9%	100.0%

12E. My advisor helped me identify classes and activities I need to graduate

			Identify Classes and Activities to Graduate				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	34	59	126	19	238
		% within School	14.3%	24.8%	52.9%	8.0%	100.0%
	JDHS	Count	84	90	134	26	334
		% within School	25.1%	26.9%	40.1%	7.8%	100.0%
Total		Count	118	149	260	45	572
		% within School	20.6%	26.0%	45.5%	7.9%	100.0%

12F. My advisor helped me identify classes and activities that complement my post-secondary educational goals and personal interests

			Identify Classes and Activities that Complement Post-Secondary Goals				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	29	88	110	12	239
		% within School	12.1%	36.8%	46.0%	5.0%	100.0%
	JDHS	Count	99	119	102	16	336
		% within School	29.5%	35.4%	30.4%	4.8%	100.0%
Total		Count	128	207	212	28	575
		% within School	22.3%	36.0%	36.9%	4.9%	100.0%

12G. My advisor helped me learn to manage my own grades on PowerSchool

			Manage own Grades on PowerSchool				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	41	78	103	17	239
		% within School	17.2%	32.6%	43.1%	7.1%	100.0%
	JDHS	Count	93	120	97	25	335
		% within School	27.8%	35.8%	29.0%	7.5%	100.0%
Total		Count	134	198	200	42	574
		% within School	23.3%	34.5%	34.8%	7.3%	100.0%

12H. My advisor helped m set academic, social, and personal goals for the year

			Set Goals				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	29	76	119	13	237
		% within School	12.2%	32.1%	50.2%	5.5%	100.0%
	JDHS	Count	109	108	101	19	337
		% within School	32.3%	32.0%	30.0%	5.6%	100.0%
Total		Count	138	184	220	32	574
		% within School	24.0%	32.1%	38.3%	5.6%	100.0%

12G. My advisory period is helpful to me

			Advisory is Helpful				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	73	65	82	18	238
		% within School	30.7%	27.3%	34.5%	7.6%	100.0%
	JDHS	Count	174	79	61	23	337
		% within School	51.6%	23.4%	18.1%	6.8%	100.0%
Total		Count	247	144	143	41	575
		% within School	43.0%	25.0%	24.9%	7.1%	100.0%

13. Tell us how much you agree with the following statements about school activities. Please put a check in one circle.

13A. All students in my school are welcome to participate in extracurricular activities

			All Students Are Welcome				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	12	23	152	54	241
		% within School	5.0%	9.5%	63.1%	22.4%	100.0%
	JDHS	Count	15	34	196	90	335
		% within School	4.5%	10.1%	58.5%	26.9%	100.0%
Total		Count	27	57	348	144	576
		% within School	4.7%	9.9%	60.4%	25.0%	100.0%

13B. There are enough opportunities at my school so that all students can participate in extracurricular activities if they want to.

			Positive Impact				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	8	33	129	73	243
		% within School	3.3%	13.6%	53.1%	30.0%	100.0%
	JDHS	Count	15	22	175	120	332
		% within School	4.5%	6.6%	52.7%	36.1%	100.0%
Total		Count	23	55	304	193	575
		% within School	4.0%	9.6%	52.9%	33.6%	100.0%

13C. I think participating in school activities will have a positive impact on my future.

			Positive Impact				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	8	33	129	73	243
		% within School	3.3%	13.6%	53.1%	30.0%	100.0%
	JDHS	Count	15	22	175	120	332
		% within School	4.5%	6.6%	52.7%	36.1%	100.0%
Total		Count	23	55	304	193	575
		% within School	4.0%	9.6%	52.9%	33.6%	100.0%

13D. I think school activities are a good way to meet new friends.

			Good Way to Meet Friends				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	6	22	140	76	244
		% within School	2.5%	9.0%	57.4%	31.1%	100.0%
	JDHS	Count	12	13	184	125	334
		% within School	3.6%	3.9%	55.1%	37.4%	100.0%
Total		Count	18	35	324	201	578
		% within School	3.1%	6.1%	56.1%	34.8%	100.0%

13E. I would be more likely to participate in an activity if the coach or activity sponsor asked me to participate.

			Participate if Asked				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School	TMHS	Count	11	50	140	41	242
		% within School	4.5%	20.7%	57.9%	16.9%	100.0%
	JDHS	Count	16	65	184	68	333
		% within School	4.8%	19.5%	55.3%	20.4%	100.0%
Total		Count	27	115	324	109	575
		% within School	4.7%	20.0%	56.3%	19.0%	100.0%

14. Did you participate in school activities or sports this year?

			Participate?		Total
			Yes	No	
School	TMHS	Count	164	84	248
		% within School	66.1%	33.9%	100.0%
	JDHS	Count	248	87	335
		% within School	74.0%	26.0%	100.0%
Total	Count		412	171	583
	% within School		70.7%	29.3%	100.0%

15. Please check all of the activities and/or sports in which you participated at some point during the 2010-2011 school year.

Count of Activities

			School		Total
			TMHS	JDHS	
Auto Club	Count	0	1	1	
	% within Q01	.0%	.4%		
Baseball	Count	8	10	18	
	% within Q01	4.9%	4.2%		
Boys Basketball	Count	20	13	33	
	% within Q01	12.3%	5.5%		
Cheer-Basketball	Count	7	8	15	
	% within Q01	4.3%	3.4%		
Cheer-Football	Count	11	11	22	
	% within Q01	6.7%	4.6%		
Close-Up	Count	2	2	4	
	% within Q01	1.2%	.8%		
Cross Country Run	Count	14	17	31	
	% within Q01	8.6%	7.1%		
Dance Team	Count	3	12	15	
	% within Q01	1.8%	5.0%		
Debate/Forensics	Count	5	6	11	
	% within Q01	3.1%	2.5%		
Drama Debate	Count	8	14	22	
	% within Q01				

	% within Q01	4.9%	5.9%	
Drama Productions	Count	18	24	42
	% within Q01	11.0%	10.1%	
Drama Team	Count	8	13	21
	% within Q01	4.9%	5.5%	
Football	Count	22	25	47
	% within Q01	13.5%	10.5%	
Girls Basketball	Count	8	20	28
	% within Q01	4.9%	8.4%	
Guitar Club	Count	1	1	2
	% within Q01	.6%	.4%	
Hockey	Count	1	22	23
	% within Q01	.6%	9.2%	
Homebuilders	Count	1	2	3
	% within Q01	.6%	.8%	
Honor Band	Count	7	8	15
	% within Q01	4.3%	3.4%	
Honor Choir	Count	6	8	14
	% within Q01	3.7%	3.4%	
Honor Music	Count	8	12	20
	% within Q01	4.9%	5.0%	
Interact	Count	2	10	12
	% within Q01	1.2%	4.2%	
J-Bird	Count	3	3	6
	% within Q01	1.8%	1.3%	
Metals Club	Count	1	3	4
	% within Q01	.6%	1.3%	
Model UN	Count	11	5	16
	% within Q01	6.7%	2.1%	
Music Festival	Count	25	35	60
	% within Q01	15.3%	14.7%	
National Honor Society	Count	16	17	33
	% within Q01	9.8%	7.1%	
National Oceanic Science Bowl	Count	2	6	8
	% within Q01	1.2%	2.5%	

Peer Mediation	Count	3	8	11
	% within Q01	1.8%	3.4%	
Pep Band	Count	18	24	42
	% within Q01	11.0%	10.1%	
Rifle Club	Count	5	1	6
	% within Q01	3.1%	.4%	
Robotics	Count	11	4	15
	% within Q01	6.7%	1.7%	
Science Olympiad	Count	6	1	7
	% within Q01	3.7%	.4%	
Soccer Boys	Count	12	24	36
	% within Q01	7.4%	10.1%	
Soccer Girls	Count	9	18	27
	% within Q01	5.5%	7.6%	
Softball	Count	17	13	30
	% within Q01	10.4%	5.5%	
Spring Musical	Count	11	19	30
	% within Q01	6.7%	8.0%	
Spring Play	Count	13	13	26
	% within Q01	8.0%	5.5%	
Student Government/Council	Count	19	18	37
	% within Q01	11.7%	7.6%	
Swim/Dive	Count	10	18	28
	% within Q01	6.1%	7.6%	
Tech Club	Count	3	2	5
	% within Q01	1.8%	.8%	
Tennis	Count	3	27	30
	% within Q01	1.8%	11.3%	
Track Field	Count	28	26	54
	% within Q01	17.2%	10.9%	
Video Club	Count	2	3	5
	% within Q01	1.2%	1.3%	
Volleyball	Count	17	37	54
	% within Q01	10.4%	15.5%	
World Language	Count	14	16	30

	% within Q01	8.6%	6.7%	
Wrestling	Count	15	13	28
	% within Q01	9.2%	5.5%	
Total	Count	163	238	401

16. How much did the following reasons influence your decision to participate in activities this year?

16A. I enjoy the activities.

			Enjoy Activities				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	4	9	39	110	162
		% within School	2.5%	5.6%	24.1%	67.9%	100.0%
	JDHS	Count	3	4	45	191	243
		% within School	1.2%	1.6%	18.5%	78.6%	100.0%
Total		Count	7	13	84	301	405
		% within School	1.7%	3.2%	20.7%	74.3%	100.0%

16B. My friends participate.

			Friends Participate				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	6	14	60	82	162
		% within School	3.7%	8.6%	37.0%	50.6%	100.0%
	JDHS	Count	12	22	89	120	243
		% within School	4.9%	9.1%	36.6%	49.4%	100.0%
Total		Count	18	36	149	202	405
		% within School	4.4%	8.9%	36.8%	49.9%	100.0%

16C. Good for my future.

	Good for my Future	Total

			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	3	11	56	91	161
		% within School	1.9%	6.8%	34.8%	56.5%	100.0%
	JDHS	Count	8	13	71	150	242
		% within School	3.3%	5.4%	29.3%	62.0%	100.0%
Total	Count		11	24	127	241	403
	% within School		2.7%	6.0%	31.5%	59.8%	100.0%

16D. I need the exercise

			Exercise				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	16	19	54	70	159
		% within School	10.1%	11.9%	34.0%	44.0%	100.0%
	JDHS	Count	29	33	64	117	243
		% within School	11.9%	13.6%	26.3%	48.1%	100.0%
Total	Count		45	52	118	187	402
	% within School		11.2%	12.9%	29.4%	46.5%	100.0%

16E. I like to stay busy.

			Like to Stay Busy				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	9	20	56	76	161
		% within School	5.6%	12.4%	34.8%	47.2%	100.0%
	JDHS	Count	18	29	88	108	243
		% within School	7.4%	11.9%	36.2%	44.4%	100.0%
Total	Count		27	49	144	184	404
	% within School		6.7%	12.1%	35.6%	45.5%	100.0%

16F. I like the rewards.

			Like the Rewards				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	5	25	54	78	162
		% within School	3.1%	15.4%	33.3%	48.1%	100.0%
	JDHS	Count	15	34	60	133	242
		% within School	6.2%	14.0%	24.8%	55.0%	100.0%
Total		Count	20	59	114	211	404
		% within School	5.0%	14.6%	28.2%	52.2%	100.0%

16G. My parents encourage me to participate.

			Parents Encouragement				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	4	31	61	65	161
		% within School	2.5%	19.3%	37.9%	40.4%	100.0%
	JDHS	Count	15	35	80	112	242
		% within School	6.2%	14.5%	33.1%	46.3%	100.0%
Total		Count	19	66	141	177	403
		% within School	4.7%	16.4%	35.0%	43.9%	100.0%

16H. My parents coach or are an activity sponsor.

			Parents Coach/Activity Sponsor				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	73	23	34	32	162
		% within School	45.1%	14.2%	21.0%	19.8%	100.0%
	JDHS	Count	119	42	39	42	242
		% within School	49.2%	17.4%	16.1%	17.4%	100.0%
Total		Count	192	65	73	74	404
		% within School	47.5%	16.1%	18.1%	18.3%	100.0%

16I. I've always participated in this activity.

			Always Participated				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	17	28	49	66	160
		% within School	10.6%	17.5%	30.6%	41.3%	100.0%
	JDHS	Count	21	20	63	138	242
		% within School	8.7%	8.3%	26.0%	57.0%	100.0%
Total		Count	38	48	112	204	402
		% within School	9.5%	11.9%	27.9%	50.7%	100.0%

16J. I have a good relationship with the coach/activity sponsor.

			Good Relationship with the Coach/Activity Sponsor				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	6	19	57	78	160
		% within School	3.8%	11.9%	35.6%	48.8%	100.0%
	JDHS	Count	21	23	84	115	243
		% within School	8.6%	9.5%	34.6%	47.3%	100.0%
Total		Count	27	42	141	193	403
		% within School	6.7%	10.4%	35.0%	47.9%	100.0%

16K. I feel accepted by the coaches/activity sponsors.

			Feel Accepted				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	6	12	56	88	162
		% within School	3.7%	7.4%	34.6%	54.3%	100.0%
	JDHS	Count	10	21	86	124	241
		% within School	4.1%	8.7%	35.7%	51.5%	100.0%
Total		Count	16	33	142	212	403
		% within School	4.0%	8.2%	35.2%	52.6%	100.0%

16L. The coach/activity sponsor invited me to participate.

	Invited to Participate	Total

			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	25	30	44	63	162
		% within School	15.4%	18.5%	27.2%	38.9%	100.0%
	JDHS	Count	46	39	76	80	241
		% within School	19.1%	16.2%	31.5%	33.2%	100.0%
Total	Count		71	69	120	143	403
	% within School		17.6%	17.1%	29.8%	35.5%	100.0%

16M. A teacher/counselor/other adult encouraged me to participate.

			Encouraged by Teacher/Counselor/Other Adult				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	22	27	56	57	162
		% within School	13.6%	16.7%	34.6%	35.2%	100.0%
	JDHS	Count	63	50	57	69	239
		% within School	26.4%	20.9%	23.8%	28.9%	100.0%
Total	Count		85	77	113	126	401
	% within School		21.2%	19.2%	28.2%	31.4%	100.0%

16N. Student like me usually participate in school activities.

			Students like Me Usually Participate				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	16	21	64	60	161
		% within School	9.9%	13.0%	39.8%	37.3%	100.0%
	JDHS	Count	22	30	96	95	243
		% within School	9.1%	12.3%	39.5%	39.1%	100.0%
Total	Count		38	51	160	155	404
	% within School		9.4%	12.6%	39.6%	38.4%	100.0%

160. I maintain my grades so that I am academically eligible to play.

			I Maintain My Grades				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	7	20	60	75	162
		% within School	4.3%	12.3%	37.0%	46.3%	100.0%
	JDHS	Count	21	22	67	133	243
		% within School	8.6%	9.1%	27.6%	54.7%	100.0%
Total	Count		28	42	127	208	405
	% within School		6.9%	10.4%	31.4%	51.4%	100.0%

17. How much did the following reasons influence your decision NOT to participate in activities this year?

17A. I don't like/I am not interested in the activities that are offered.

			None of My Friends Participate				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	26	15	23	12	76
		% within School	34.2%	19.7%	30.3%	15.8%	100.0%
	JDHS	Count	19	29	29	8	85
		% within School	22.4%	34.1%	34.1%	9.4%	100.0%
Total	Count		45	44	52	20	161
	% within School		28.0%	27.3%	32.3%	12.4%	100.0%

17B. None of my friends participate.

			None of My Friends Participate				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	26	15	23	12	76
		% within School	34.2%	19.7%	30.3%	15.8%	100.0%
	JDHS	Count	19	29	29	8	85
		% within School	22.4%	34.1%	34.1%	9.4%	100.0%
Total	Count		45	44	52	20	161
	% within School		28.0%	27.3%	32.3%	12.4%	100.0%

17c. I work after school.

			Work				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	34	11	17	13	75
		% within School	45.3%	14.7%	22.7%	17.3%	100.0%
	JDHS	Count	42	13	12	18	85
		% within School	49.4%	15.3%	14.1%	21.2%	100.0%
Total		Count	76	24	29	31	160
		% within School	47.5%	15.0%	18.1%	19.4%	100.0%

17D. The cost of activities is too high.

			Cost too High				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	27	20	21	8	76
		% within School	35.5%	26.3%	27.6%	10.5%	100.0%
	JDHS	Count	38	18	19	10	85
		% within School	44.7%	21.2%	22.4%	11.8%	100.0%
Total		Count	65	38	40	18	161
		% within School	40.4%	23.6%	24.8%	11.2%	100.0%

17E. I have family responsibilities.

			Family Responsibilities				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	16	18	28	13	75
		% within School	21.3%	24.0%	37.3%	17.3%	100.0%
	JDHS	Count	18	24	23	20	85
		% within School	21.2%	28.2%	27.1%	23.5%	100.0%
Total		Count	34	42	51	33	160
		% within School	21.3%	26.3%	31.9%	20.6%	100.0%

17F. I don't like the coaches/activity sponsors.

			Don't Like the Coaches/Activity Sponsors				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	32	16	19	8	75
		% within School	42.7%	21.3%	25.3%	10.7%	100.0%
	JDHS	Count	38	25	17	5	85
		% within School	44.7%	29.4%	20.0%	5.9%	100.0%
Total		Count	70	41	36	13	160
		% within School	43.8%	25.6%	22.5%	8.1%	100.0%

17G. Participation rules keep me from participating.

			Participation Rules				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	33	20	19	3	75
		% within School	44.0%	26.7%	25.3%	4.0%	100.0%
	JDHS	Count	37	29	9	10	85
		% within School	43.5%	34.1%	10.6%	11.8%	100.0%
Total		Count	70	49	28	13	160
		% within School	43.8%	30.6%	17.5%	8.1%	100.0%

17H. I don't feel comfortable with the other students.

			Don't Feel Comfortable				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	23	21	24	6	74
		% within School	31.1%	28.4%	32.4%	8.1%	100.0%
	JDHS	Count	31	27	16	11	85
		% within School	36.5%	31.8%	18.8%	12.9%	100.0%
Total		Count	54	48	40	17	159
		% within School	34.0%	30.2%	25.2%	10.7%	100.0%

17I. I am not a good enough athlete/singer/actor/etc to compete.

			Not Good Enough				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	24	17	22	12	75
		% within School	32.0%	22.7%	29.3%	16.0%	100.0%
	JDHS	Count	25	20	24	16	85
		% within School	29.4%	23.5%	28.2%	18.8%	100.0%
Total		Count	49	37	46	28	160
		% within School	30.6%	23.1%	28.8%	17.5%	100.0%

17J. I don't know how to play any of the sports.

			Don't Know How to Play				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	29	16	18	12	75
		% within School	38.7%	21.3%	24.0%	16.0%	100.0%
	JDHS	Count	39	23	16	7	85
		% within School	45.9%	27.1%	18.8%	8.2%	100.0%
Total		Count	68	39	34	19	160
		% within School	42.5%	24.4%	21.3%	11.9%	100.0%

17K. The other students in activities aren't like me.

			Other Students Not Like Me				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	30	16	22	7	75
		% within School	40.0%	21.3%	29.3%	9.3%	100.0%
	JDHS	Count	31	24	17	13	85
		% within School	36.5%	28.2%	20.0%	15.3%	100.0%
Total		Count	61	40	39	20	160
		% within School	38.1%	25.0%	24.4%	12.5%	100.0%

17L. The coaches/activity sponsors are not like me.

			Coaches/Activity Sponsors Not Like Me				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	29	16	22	8	75
		% within School	38.7%	21.3%	29.3%	10.7%	100.0%
	JDHS	Count	39	16	16	12	83
		% within School	47.0%	19.3%	19.3%	14.5%	100.0%
Total		Count	68	32	38	20	158
		% within School	43.0%	20.3%	24.1%	12.7%	100.0%

17M. I don't feel accepted by the coaches/activity sponsors.

			I don't Feel Accepted				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	33	21	14	6	74
		% within School	44.6%	28.4%	18.9%	8.1%	100.0%
	JDHS	Count	47	20	12	6	85
		% within School	55.3%	23.5%	14.1%	7.1%	100.0%
Total		Count	80	41	26	12	159
		% within School	50.3%	25.8%	16.4%	7.5%	100.0%

17N. My parents encouraged me not to participate in activities.

			Parents Encouraged NOT to Participate				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	47	11	13	4	75
		% within School	62.7%	14.7%	17.3%	5.3%	100.0%
	JDHS	Count	64	12	4	5	85
		% within School	75.3%	14.1%	4.7%	5.9%	100.0%
Total		Count	111	23	17	9	160
		% within School	69.4%	14.4%	10.6%	5.6%	100.0%

17O. A teacher/counselor/other adult encouraged me NOT to participate.

			Another Adults Encouraged NOT to Participate				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	49	11	10	4	74
		% within School	66.2%	14.9%	13.5%	5.4%	100.0%
	JDHS	Count	65	9	6	5	85
		% within School	76.5%	10.6%	7.1%	5.9%	100.0%
Total		Count	114	20	16	9	159
		% within School	71.7%	12.6%	10.1%	5.7%	100.0%

17P. Students like me do not usually participate in activities.

			Students Like Me Don't Usually Participate				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	29	15	25	6	75
		% within School	38.7%	20.0%	33.3%	8.0%	100.0%
	JDHS	Count	40	24	10	10	84
		% within School	47.6%	28.6%	11.9%	11.9%	100.0%
Total		Count	69	39	35	16	159
		% within School	43.4%	24.5%	22.0%	10.1%	100.0%

17Q. I am not academically eligible to participate.

			Not Academically Eligible				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	38	12	15	7	72
		% within School	52.8%	16.7%	20.8%	9.7%	100.0%
	JDHS	Count	52	14	8	11	85
		% within School	61.2%	16.5%	9.4%	12.9%	100.0%
Total		Count	90	26	23	18	157
		% within School	57.3%	16.6%	14.6%	11.5%	100.0%

17R. I do not have a way to get to and from practices or activities.

			No Transportation				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	36	11	19	8	74
		% within School	48.6%	14.9%	25.7%	10.8%	100.0%
	JDHS	Count	39	16	18	12	85
		% within School	45.9%	18.8%	21.2%	14.1%	100.0%
Total		Count	75	27	37	20	159
		% within School	47.2%	17.0%	23.3%	12.6%	100.0%

17S. I don't feel welcome.

			Don't Feel Welcome				Total
			Not at All	Very Little	Somewhat	A lot	
School	TMHS	Count	33	12	22	7	74
		% within School	44.6%	16.2%	29.7%	9.5%	100.0%
	JDHS	Count	37	21	13	14	85
		% within School	43.5%	24.7%	15.3%	16.5%	100.0%
Total		Count	70	33	35	21	159
		% within School	44.0%	20.8%	22.0%	13.2%	100.0%

Appendix E: Administrator Survey

**Next Generation Evaluation Year Three
Questions for Administrators**

1. Please describe block scheduling implemented/continued at your school this year.
 - What challenges did you address?
 - What successes can you outline?

2. Please describe how block scheduling and teacher teaming were implemented this year
 - How are teachers assigned to a team?
 - What percent of teacher time is assigned to a 9th grade learning community or upper class academy?
 - How long are students assigned to a team?
 - Are counselors part of the teams?
 - How are students assigned?
 - Do teacher teams have regular, frequent shared planning time?
 - Does each team have a teacher leader with an additional prep?

3. Please describe your advisory program for the 2010-2011 school year.
 - How frequently are advisories held?
 - How are students assigned?
 - What is the attendance rate in advisory?
 - How long do they remain with the same advisor?
 - What are the goals of the advisory?
 - How has the advisory changed this year as compared to last year?
 - What challenges do you face?
 - What successes have you experienced?

4. Overall, how would you rate implementation of the following at your school --
 - Community based learning
 - Project-based instruction
 - Integrated instruction – interdisciplinary/thematic/integrated literacy instruction
 - Embedding technology to enhance learning
 - School community involvement
 - multi-cultural and anti-racist teaching

5. How are students involved in school governance and other service oriented functions, other than Student Council?

6. How has the district supported implementing and sustaining ninth grade learning communities and academies during the 2010-2011 school year?

7. What else could the district do to ensure that the Next Generation Plan is successfully implemented?
8. The Next Generation Plan has been in the works for three school years now. Can you describe what things are really working well, and why?
9. Which of the reform initiatives still need quite a bit of work and why?
10. Which of the reform initiatives -- 9th grade small learning communities or the academies or advisories—are showing the most direct benefit to the students? What other aspects of high school are helping students feel connected?
11. In your opinion is there more buy-in or support for the reform initiatives now that teachers and staff have had a couple of years to settle in with the Next Generation Plan? Why or why not?
12. Overall, would you say the changes in the high school programs (to offer the smaller learning communities, academies, advisories) have been a step in the right direction for meeting student needs? Why or why not?
13. Is there anything more you would like to add about the Next Generation Plan?

APPENDIX F: 2011 Student Survey Response Tables by Race, Gender, Grade Level, GPA, School, and Year

Thunder Mountain High School

1) Academic Success Factors

TMHS Evaluation Year and Academic Success

Very Important or Extremely Important	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
9 th Grade Learning Community	45.5% (125)	47.9% (102)	+2.4%	.286	0.593
Pathway or Academy	54.2% (163)	50.4% 115	-3.8%	.718	0.397
General High School Courses	74.1% (240)	72.2% (174)	-1.9%	.248	0.618
Advisory	20.2% (66)	20.2% (49)	0.0%	.000	0.985
Participation in Clubs/Sports	62.1% (185)	56.3% (130)	-5.8%	1.819	0.177
Attendance at School	85.2% (276)	77.5% (189)	-7.7%	5.597	0.018
Personal Effort	85.1% (275)	86.8% (203)	+1.7%	.290	0.590
Future Plans	84.2% (267)	87.6% (204)	+3.4%	1.208	0.272

TMHS 9th Grade Learning Community by Grade

Evaluation Year				9	10	11	12	Total
2009- 2010	9th Grade Learning Community	Not at all important or Sort of Important	Count	68	50	26	3	147
			% within Grade Level	46.6%	61.0%	70.3%	50.0%	54.2%
		Very Important or Extremely Important	Count	78	32	11	3	124
			% within Grade Level	53.4%	39.0%	29.7%	50.0%	45.8%
Total			Count	146	82	37	6	271
			% within Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%
2010- 2011	9th Grade Learning Community	Not at all important or Sort of Important	Count	42	27	14	28	111
			% within Grade Level	37.8%	64.3%	70.0%	71.8%	52.4%
		Very Important or Extremely Important	Count	69	15	6	11	101
			% within Grade Level	62.2%	35.7%	30.0%	28.2%	47.6%
Total			Count	111	42	20	39	212
			% within Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%

TMHS Pathway or Academy by Grade

Evaluation				9	10	11	12	Total
Year								
2009-2010	Pathway or Academy	Not at all important or Sort of Important	Count	53	40	31	10	134
			% within Grade Level	41.4%	43.0%	53.4%	62.5%	45.4%
		Very Important or Extremely Important	Count	75	53	27	6	161
			% within Grade Level	58.6%	57.0%	46.6%	37.5%	54.6%
Total			Count	128	93	58	16	295
			% within Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%
2010-2011	Pathway or Academy	Not at all important or Sort of Important	Count	33	32	14	34	113
			% within Grade Level	33.3%	60.4%	63.6%	64.2%	49.8%
		Very Important or Extremely Important	Count	66	21	8	19	114
			% within Grade Level	66.7%	39.6%	36.4%	35.8%	50.2%
Total			Count	99	53	22	53	227
			% within Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%

TMHS Pathway or Academy by GPA

Evaluation Year				GPA			Total
				Below 2.0	2.0 - 3.0	Above 3.0	
2009- 2010	Pathway or Academy	Not at all important or Sort of Important	Count % within GPA	16 47.1%	63 42.0%	56 50.0%	135 45.6%
		Very Important or Extremely Important	Count % within GPA	18 52.9%	87 58.0%	56 50.0%	161 54.4%
	Total	Count % within GPA	34 100.0%	150 100.0%	112 100.0%	296 100.0%	
2010- 2011	Pathway or Academy	Not at all important or Sort of Important	Count % within GPA	23 56.1%	35 37.6%	54 58.7%	112 49.6%
		Very Important or Extremely Important	Count % within GPA	18 43.9%	58 62.4%	38 41.3%	114 50.4%
	Total	Count % within GPA	41 100.0%	93 100.0%	92 100.0%	226 100.0%	

TMHS 9th Grade Learning Community by Gender

Evaluation Year				Gender			Total
				0	Male	Female	
2009-2010	9th Grade Learning Community	Not at all important or Sort of Important	Count % within Gender	4 57.1%	76 53.9%	70 55.1%	150 54.5%
		Very Important or Extremely Important	Count % within Gender	3 42.9%	65 46.1%	57 44.9%	125 45.5%
	Total	Count % within Gender	7 100.0%	141 100.0%	127 100.0%	275 100.0%	
2010-2011	9th Grade Learning Community	Not at all important or Sort of Important	Count % within Gender		47 44.3%	61 58.7%	108 51.4%
		Very Important or Extremely Important	Count % within Gender		59 55.7%	43 41.3%	102 48.6%
	Total	Count % within Gender		106 100.0%	104 100.0%	210 100.0%	

2) Advisory

TMHS Significant Advisory by Evaluation Year

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I participate in a weekly advisory	88.3% (293)	82.4% (197)	-5.9%	3.875	0.049
I use a written plan for how I will complete high school requirements	50.3% (168)	41.8% (100)	-8.5%	4.004	0.045
My advisor helped me become more familiar with the opportunities and information available at the Career Center.	42.6% (139)	45.0% (107)	+2.4%	0.301	0.583
My advisor helped me get to know the resources in my school (library, learning center, teen health center, counseling center, etc.).	48.3% (158)	50.2% (120)	+1.9%	0.198	0.657
My advisor helped me identify classes and activities I need to graduate	56.1% (185)	60.9% (145)	+4.8	1.344	0.246
My advisor helped me identify classes and activities that complement my post-secondary educational goals and personal interests.	n/a	51.0% (122)	n/a	n/a	n/a
My advisor helped me learn to manage my own grades on PowerSchool.	48.2% (157)	50.2% (120)	+2.0%	0.232	0.630
My advisor helps me set academic, social, and personal goals for the year.	48.5% (157)	55.7% (132)	+7.2%	2.872	0.090
My advisory period is helpful to me.	54.3% (178)	42.0% (100)	-11.4%	8.283	0.004

TMHS Significant Advisory by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I participate in a weekly advisory	2009-2010 (n=325)	89.3%	88.7%	86.9%	76.5%	2.504	0.475
	2010-2011 (n=237)	85.0%	90.7%	81.8%	66.7%	11.234	0.011
Use a Written Plan	2009-2010 (n=327)	46.4%	52.0%	52.5%	58.8%	1.638	0.651
	2010-2011 (n=237)	48.2%	35.2%	63.6%	21.3%	15.396	0.002
Resources in my School	2009-2010 (n=320)	53.4%	42.3%	43.3%	52.9%	3.685	0.298
	2010-2011 (n=237)	55.3%	46.3%	63.6%	34.0%	7.979	0.046
Identify Classes and Activities to Graduate	2009-2010 (n=323)	57.0%	57.3%	47.5%	64.7%	2.413	0.491
	2010-2011 (n=236)	62.8%	61.1%	81.8%	44.7%	9.378	0.025

GPA, Gender, Race

Students' GPA, gender, and race were not significant in students' agreement with any of the advisory area statements on the 2011 survey.

3) Instructional Practices

TMHS Instructional Practices by Year

Sometimes or Often	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
In my classes I dig deeply into a single topic.	57.6%	46.7%	-10.9%	6.722	0.010
I use technology and resources other than textbooks to do class assignments and projects.	79.8%	79.6%	-0.2	0.003	1.00
Most of my classes require me to write at least one essay of at least two pages each semester.	N/A	70.8%	N/A	N/A	N/A
In my classes, I memorize facts, definitions, and rules.	73.2%	69.3%	-3.9%	1.085	0.306
I do community service and/or have work experiences that are connected to my school work.	38.3%	33.5%	-4.8%	1.441	0.256
In my classes, I learn about a topic by studying it in the real world.	51.8%	48.0%	-3.2%	0.832	0.400
In my classes, we cover a lot of material without going into any of it in great depth.	60.8%	48.8%	-12.0%	8.277	0.004
In my classes, I apply what I have learned to situations in my own life or situations outside school.	53.1%	57.6%	+4.5%	1.115	0.311
Most of class is spent listening to the teacher lecture.	65.8%	63.5%	-2.3%	0.310	0.597

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I do work I feel has no value to me other than passing the course.	63.2% (213)	61.7% (150)	-1.5%	0.131	0.729
I will leave this grade well prepared to succeed in the next grade.	83.6% (275)	86.0% (209)	+2.4%	0.630	0.482
What I am learning will be useful to my future education.	79.6% (262)	80.6% (195)	+1.0%	0.078	0.832
What I am learning will be useful to my future work.	72.0%	75.5%	+3.5%	0.866	0.388

TMHS Significant Instructional Practices Difference by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
I use technology and resources other than textbooks to do class assignments and projects.	2009-2010 (n=329)	74.6%	86.5%	7.191	0.007
	2010-2011 (n=241)	74.6	85.7%	4.674	0.031
I do work I feel has no value to me other than passing the course.	2009-2010 (n=325)	65.7%	59.2%	1.477	0.224
	2010-2011 (n=239)	54.5%	68.6%	5.015	0.017

TMHS Significant Instructional Practices Difference by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
In my classes I dig deeply into a single topic.	2009-2010 (n=327)	35.3%	58.0%	63.4%	8.723	0.013
	2010-2011 (n=243)	38.1%	50.0%	46.6%	1.676	0.433
I use technology and resources other than textbooks to do class assignments and projects.	2009-2010 (n=333)	55.6%	78.9%	87.0%	17.297	0.000
	2010-2011 (n=244)	69.8%	78.6%	85.4%	4.826	0.090
Most of my classes require me to write at least one essay of at least two pages each semester.	2009-2010 (n=)	N/A	N/A	N/A	N/A	N/A
	2010-2011 (n=244)	53.5%	72.9%	76.7%	8.212	0.016
In my classes, I memorize facts, definitions, and rules.	2009-2010 (n=328)	51.4%	75.9%	77.9%	10.617	0.005
	2010-2011 (n=243)	61.9%	68.4%	72.8%	1.710	0.425
In my classes, I learn about a topic by studying it in the real world.	2009-2010 (n=328)	44.4%	46.0%	61.1%	7.485	0.024
	2010-2011 (n=243)	39.5%	55.1%	45.4%	3.556	0.169
In my classes, we cover a lot of material without going into any of it in great depth.	2009-2010 (n=328)	38.9%	65.9%	61.8%	9.073	0.011
	2010-2011 (n=243)	45.2%	45.9%	53.4%	1.407	0.495
In my classes, I apply what I have learned to situations in my own life or situations outside school.	2009-2010 (n=327)	37.1%	50.3%	62.8%	8.903	0.012
	2010-2011 (n=244)	41.9%	60.6%	61.8%	5.455	0.065

I will leave this grade well prepared to succeed in the next grade.	2009-2010 (n=321)	65.7%	82.4%	91.3%	14.181	0.001
	2010-2011 (n=241)	66.7%	88.7%	91.2%	15.775	0.000
What I am learning will be useful to my future education.	2009-2010 (n=321)	67.6%	79.2%	84.4%	4.841	0.089
	2010-2011 (n=240)	69.0%	77.3%	88.1%	7.843	0.020

TMHS Significant Instructional Practices Difference by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I use technology and resources other than textbooks to do class assignments and projects.	2009-2010 (n=334)	74.3%	79.2%	85.7%	100.0%	8.567	0.036
	2010-2011 (n=241)	81.6%	81.1%	81.8%	72.2%	2.210	0.530
Most of my classes require me to write at least one essay of at least two pages each semester.	2009-2010 (n=)	N/A	N/A	N/A	N/A	N/A	N/A
	2010-2011 (n=241)	67.3%	60.4%	90.9%	81.8%	10.541	0.014
What I am learning will be useful to my future education.	2009-2010 (n=322)	79.7%	85.6%	66.7%	88.2%	9.056	0.029
	2010-2011 (n=240)	84.1%	75.9%	81.0%	78.8%	1.737	0.629

TMHS Significant Instructional Practices Difference by Caucasian/Not Caucasian

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
Most of my classes require me to write at least one essay of at least two pages each semester.	2010-2011 (n=243)	65.4% (83)	76.7% (89)	3.790	0.035

4) Personalization

TMHS Significant Personalization by Year

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
Adults in my school encourage students to share their thoughts and opinions.	N/A	82.5%	N/A	N/A	N/A
Adults in my school help me plan for my future.	65.2%	73.9%	+8.7	4.922	0.027
I am proud to be a student at this school.	74.5%	79.6%	+5.1%	2.027	0.154
I have ideas for what I am going to do after high school, and I know what I need to do to get there.	79.3%	87.2%	+7.9%	6.105	0.013
I think school will help me achieve my goals.	N/A	84.7%	N/A	N/A	N/A
If I need help at school, there is someone I can go to.	79.4%	85.2%	+5.8%	3.159	0.075
My school counselor knows me well.	53.0%	39.4%	-13.6	10.349	0.001
My teachers help me when I need it.	83.5%	86.0%	+2.5%	0.679	0.410
My teachers know me well.		78.1%			
The people in my school make me feel like I am part of the school community.		74.1%			
I know a lot about the school resources available to me, including PowerSchool.	84.0%	93.0%	+9.0%	10.638	0.001

TMHS Significant Personalization Differences by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
My school counselor knows me well.	2009-2010 (n=327)	40.9%	51.5%	71.4%	94.4%	29.776	0.000
	2010-2011 (n=239)	30.4%	27.8%	56.5%	64.0%	22.401	0.000

TMHS Significant Personalization Differences by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
Adults in my school encourage students to share their thoughts and opinions.	2009-2010 (n=)					
	2010-2011 (n=238)	63.4%	83.2%	90.2%	14.727	0.001
I am proud to be a student at this school.	2009-2010 (n=321)	54.3%	75.9%	78.9%	9.062	0.011
	2010-2011 (n=238)	58.1%	80.0%	89.0%	17.790	0.000
I have ideas for what I am going to do after high school, and I know what I need to do to get there.	2009-2010 (n=321)	58.3%	81.9%	82.2%	10.967	0.004

	2010-2011 (n=238)	71.4%	85.3%	95.1%	15.383	0.000
I think school will help me achieve my goals.	2009-2010 (n=) 2010-2011 (n=238)	69.8%	87.4%	88.2%	8.847	0.012
If I need help at school, there is someone I can go to.	2009-2010 (n=322) 2010-2011 (n=241)	61.8%	77.8%	85.4%	9.465	0.009
My school counselor knows me well.	2009-2010 (n=327) 2010-2011 (n=239)	60.0%	57.8%	43.8%	6.482	0.039
My teachers help me when I need it.	2009-2010 (n=319) 2010-2011 (n=241)	82.4%	84.8%	82.7%	0.285	0.867
My teachers know me well.	2009-2010 (n=) 2010-2011 (n=240)	54.8%	74.7%	92.2%	26.546	0.000
The people in my school make me feel like I am part of the school community.	2009-2010 (n=) 2010-2011 (n=241)	51.2%	75.0%	83.3%	16.428	0.000
I know a lot about the school resources available to me, including PowerSchool.	2009-2010 (n=324) 2010-2011 (n=241)	68.6%	86.3%	86.0%	7.283	0.026
		79.1%	93.7%	98.1%	16.813	0.000

TMHS Significant Personalization Differences by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
My school counselor knows me well.	2009-2010 (n=322)	58.2%	46.2%	4.594	0.032
	2010-2011 (n=237)	42.0%	36.4%	0.773	0.228

TMHS Significant Personalization Differences by Caucasian/Not Caucasian

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
I am proud to be a student at this school.	2010-2011 (n=240)	74.0%	85.8%	5.146	0.023
I have ideas for what I am going to do after high school, and I know what I need to do	2010-2011 (n=242)	82.0%	93.0%	6.475	0.011

to get there.					
If I need help at school, there is someone I can go to.	2010-2011 (n=243)	78.9%	92.2%	8.449	0.004
My teachers know me well.	2010-2011 (n=243)	71.1%	86.0%	7.796	0.008

5) Choice and Equity

TMHS Significant Differences by Evaluation Year

Sometimes or Often	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
In my classes we explore topics that are meaningful to me	58.8% (198)	53.9% (131)	-4.9	0.270	0.141
My classes integrate Alaska Native language and/or culture.	33.3% (110)	25.5% (62)	-7.8%	0.053	0.027

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I have experienced or witnessed situations among students that seem racist?	N/A	46.9%	N/A	N/A	N/A
I have experienced or witnessed situations between students and coaches or activity sponsors that seem racist.	N/A	21.8%	N/A	N/A	N/A
I have experienced or witnessed situations between students and teachers or other school staff that seem racist.	N/A	26.6%	N/A	N/A	N/A
Students and teachers of different races and cultures get along and work well together.	86.4% (286)	89.0% (218)	+2.6%	0.375	0.214

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I am satisfied with my 9th grade learning community	N/A	62.9%	N/A	N/A	N/A
I am satisfied with the academic choices at my school.	68.0% (217)	74.6% (182)	+6.6%	0.093	0.054
I am satisfied with the PATHWAY OR ACADEMY I selected.	76.8% (251)	76.9% (186)	+0.1%	1.000	0.530
My teachers expect me to learn challenging materials.	87.6% (289)	84.1% (206)	-3.5%	0.273	0.141
My teachers help me find the ways that I learn best.	72.7% (240)	71.2% (173)	-1.5%	0.707	0.377
My teachers work with me individually during class time.	66.4% (219)	69.1% (168)	+2.7%	0.528	0.271
Students' opinions and ideas are considered when teachers and principals make decisions.	54.9% (179)	51.0% (123)	-3.9	0.395	0.204

TMHS Significant Choice and Equity Difference by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
In my classes we explore topics that are meaningful to me	2009-2010 (n=330)	52.6%	61.6%	59.0%	88.9%	9.405	0.024
	2010-2011 (n=241)	53.5%	52.8%	50.0%	59.6%	0.831	0.842
My classes integrate Alaska Native language and/or culture.	2009-2010 (n=323)	42.9%	24.7%	24.6%	33.3%	11.301	0.010
	2010-2011 (n=241)	25.7%	35.8%	13.6%	18.9%	5.871	0.118
Students' opinions and ideas are considered when teachers and principals make decisions.	2009-2010 (n=319)	54.1%	49.5%	57.6%	76.5%	4.535	0.209
	2010-2011 (n=237)	61.3%	48.1%	39.1%	35.3%	11.168	0.011

TMHS Significant Choice and Equity Difference by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
In my classes we explore topics that are meaningful to me	2009-2010 (n=329)	36.1%	59.0%	66.7%	11.008	0.004
	2010-2011 (n=242)	46.5%	57.3%	54.4%	1.394	0.498
My classes integrate Alaska Native language and/or culture.	2009-2010 (n=323)	20.0%	37.3%	33.1%	3.898	0.142
	2010-2011 (n=242)	41.5%	24.5%	19.4%	7.605	0.022
I have experienced or witnessed situations between students and teachers or other school staff that seem racist.	2009-2010 (n=)	N/A	N/A	N/A	N/A	N/A
	2010-2011 (n=243)	41.9%	25.0%	21.2%	6.870	0.032
I am satisfied with the academic choices at my school.	2009-2010 (n=312)	42.4% (14)	68.6% (107)	75.6% (93)	13.300	0.001
	2010-2011 (n=243)	53.5% (23)	76.3% (74)	81.6% (84)	12.849	0.002
I am satisfied with the PATHWAY OR ACADEMY I selected.	2009-2010 (n=319)	45.7% (16)	81.5% (128)	79.5% (101)	21.484	0.000
	2010-2011 (n=241)	63.4% (26)	78.4% (76)	80.6% (83)	5.075	0.079
My teachers expect me to learn challenging materials.	2009-2010 (n=322)	65.7% (23)	91.3% (147)	88.9% (112)	17.633	0.000
	2010-2011 (n=205)	67.4% (29)	86.6% (84)	88.5% (92)	10.808	0.004
Students and teachers of different races and cultures get along and work well together.	2009-2010 (n=323)	73.5%	87.3%	87.8%	4.994	0.082
	2010-2011 (n=243)	74.4%	87.6%	96.2%	14.883	0.001

TMHS Significant Choice and Equity Difference by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
I am satisfied with the PATHWAY OR ACADEMY I selected.	2009-2010 (n=316)	74% (128)	78.3% (112)	0.805	0.370
	2010-2011 (n=238)	72.3% (86)	82.4% (98)	3.449	0.044
My teachers expect me to learn challenging materials.	2009-2010 (n=316)	84.6% (148)	92.3% (132)	4.476	0.034
	2010-2011 (n=241)	89.3% (108)	80.0% (96)	3.972	0.051
Students and teachers of different races and cultures get along and work well together.	2009-2010 (n=316)	84.4% (146)	89.0% (130)	1.467	0.148
	2010-2011 (n=241)	85.1% (103)	93.3% (112)	4.219	0.032

TMHS Significant Choice and Equity Difference by Caucasian/Not Caucasian

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
I have experienced or witnessed situations between students and teachers or other school staff that seem racist.	2009-2010 (n=)				
	2010-2011 (n=244)	33.6% (43)	19.0% (22)	6.663	0.007
I am satisfied with the academic choices at my school.	2009-2010 (n=)				
	2010-2011 (n=241)	67.2% (86)	82.8% (96)	7.785	0.005
My teachers expect me to learn challenging materials.	2009-2010 (n=)				
	2010-2011 (n=245)	78.3% (101)	90.5% (116)	6.817	0.007
Students and teachers of different races and cultures get along and work well together.	2009-2010 (n=)				
	2010-2011 (n=245)	83.7% (108)	94.8% (110)	7.684	0.004

6) Family and Community Involvement

TMHS Family and Community Involvement by Year

Agree or Strongly Agree	Evaluation Year		Change	X ²	P-Value
	2009-2010	2010-2011			
My parents/guardians attend school activities (games, concerts, plays, classroom events, presentations).	N/A	69.4%	N/A	N/A	N/A
My parents/guardians attend school conferences.	63.2%	59.0%	-4.2%	0.306	0.175

There were no significant differences among student groups by gender or race.

7) Activities

TMHS Opinions about Activities

Question	Agree or Strongly Agree Percent (number)
All students in my school are welcome to participate in extracurricular activities.	85.5% (206)
There are enough opportunities at my school so that all students can participate in extracurricular activities if they want to?	83.5% (203)
I think participating in school activities will have a positive impact on my future.	83.1% (202)
I think school activities are a good way to meet new friends.	88.5% (216)
I would be more likely to participate in an activity if the coach or If you were invited by a coach or activity sponsor asked me to participate.	74.8% (181)

There were no significant differences by grade level, gender or race.

TMHS Significant Participation in Activities Difference by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
All students in my school are welcome to participate in extracurricular activities.	2010-2011 (n=239)	64.3% (27)	91.7% (88)	88.1% (89)	18.593	0.000
There are enough opportunities at my school so that all students can participate in extracurricular activities if they want to?	2010-2011 (n=241)	64.3% (27)	87.5% (84)	87.4% (90)	13.429	0.001
I think participating in school activities will have a positive impact on my future.	2010-2011 (n=241)	69.0% (29)	80.2% (77)	92.2% (95)	12.762	0.002
I think school activities are a good way to meet new friends.	2010-2011 (n=242)	76.7% (33)	89.6% (86)	93.2% (96)	8.379	0.015

14. Did you participate in school activities or sports this year?

			Participate?		Total
			Yes	No	
School	TMHS	Count	164	84	248
		% within School	66.1%	33.9%	100.0%
	JDHS	Count	248	87	335
		% within School	74.0%	26.0%	100.0%
Total		Count	412	171	583
		% within School	70.7%	29.3%	100.0%

TMHS Significant Participation in Activities Difference by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
Did you participate in activities this year?	2010-2011 (n=246)	61.4% (27)	59.6% (59)	75.7% (78)	6.590	0.037

Average number of activities by Grade

Grade Level	Mean	N	Std. Deviation
9	1.17	119	1.349
dime 10	1.84	55	1.596
nsio 11	2.26	23	2.684
n1 12	3.11	54	4.808
Total	1.83	251	2.743

ANOVA

Number of Activities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	145.038	3	48.346	6.879	.000
Within Groups	1735.934	247	7.028		
Total	1880.972	250			

Report

Number of Activities

Caucasian/Not Caucasian	Mean	N	Std. Deviation
Not Caucasian	1.93	136	3.312
Caucasian	1.70	117	1.858
Total	1.82	253	2.735

TMHS Reasons for Participation in Activities

Question	Somewhat or A lot Percent (number)
I enjoy the activities.	92.0% (149)
My friends participate.	87.7% (142)
Good for my future.	91.3% (147)
I need the exercise.	78.0% (124)
I like to stay busy.	82.0% (132)
I like the rewards (winning, competition, etc).	81.5% (132)
My parents encourage me to participate.	78.3% (126)

My parents coach or are an activity sponsor.	40.7% (66)
I've always participated in this activity.	71.9% (115)
I have a good relationship with the coach/activity sponsor.	84.4% (135)
I feel accepted by the coaches/activity sponsors.	88.9% (144)
The coach/activity sponsor invited me to participate.	66.0% (107)
A teacher/counselor/other adult encouraged me to participate.	69.8% (113)
Students like me usually participate in school activities.	77.0% (124)
I maintain my grades so that I am academically eligible to play.	83.3% (162)

There were not significant differences in the reasons students gave for participation in activities by gender or race.

TMHS Significant Reasons for Participation in Activities Difference by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
I enjoy the activities.	2010-2011 (n=162)	85.2% (23)	86.2% (50)	98.7% (76)	9.021	0.011
I like to stay busy.	2010-2011 (n=161)	63.0% (17)	74.1% (43)	94.7% (72)	17.402	0.000
I like the rewards (winning, competition, etc).	2010-2011 (n=162)	63.0% (17)	86.2% (17)	84.4% (65)	7.434	0.024
I maintain my grades so that I am academically eligible to play.	2010-2011 (n=162)	66.7% (18)	84.5% (58)	88.3% (77)	6.829	0.033

TMHS Significant Reasons for Participation in Activities Difference by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
My parents encourage me to participate.	2010-2011 (n=160)	87.0% (60)	82.9% (34)	60.0% (9)	62.9% (22)	11.360	0.010

TMHS Reasons for NOT Participating in Activities

Question	Somewhat or A lot Percent (number)
I don't like/I am not interested in the activities that are offered.	53.2% (41)
None of my friends participate.	46.1% (35)
I work after school.	40.0% (30)
The cost of activities is too high.	38.2% (29)
I have family responsibilities.	54.7% (41)
I don't like the coaches/activity sponsors.	36.0% (27)
Participation rules keep me from participating.	29.3% (22)
I don't feel comfortable with the other students.	40.5% (30)
I am not a good enough athlete/singer/actor/etc to compete.	45.3% (34)
I don't know how to play any of the sports.	40.0% (30)
The other students in activities aren't like me.	38.7% (29)
The coaches/activity sponsors are not like me.	40.0% (30)
I don't feel accepted by the coaches/activity sponsors.	27.0% (20)
My parents encouraged me NOT to participate.	22.7% (17)
A teacher/counselor/other adult encouraged me NOT to participate.	18.9% (14)
Students like me do not usually participate in activities.	41.3% (31)
I am not academically eligible to participate.	30.6% (22)
I do not have a way to get to and from practices or activities.	36.5% (27)
I don't feel welcome.	39.2% (29)

There were no significant differences by gender,

TMHS Significant NOT Participating in Activities Difference by Caucasian/Not Caucasian

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
I don't like/I am not interested in the activities that are offered.	2010-2011 (n=77)	38.6% (17)	72.7% (24)	8.803	0.003
None of my friends participate.	2010-2011 (n=77)	34.1% (15)	62.5% (20)	6.018	0.013
The coaches/activity sponsors are not like me.	2010-2011 (n=75)	29.5% (13)	54.8% (17)	4.848	0.025
I don't feel welcome.	2010-2011 (n=75)	27.9% (12)	54.8% (17)	5.483	0.018

TMHS Significant Reasons for NOT Participating in Activities Difference by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
I don't like/I am not interested in the activities that are offered.	2010-2011 (n=75)	20.0% (3)	62.2% (23)	60.9% (14)	8.380	0.015
I am not academically eligible to participate.	2010-2011 (n=70)	61.5% (8)	23.5% (8)	26.1% (6)	6.758	0.034

TMHS Significant Reasons for NOT Participating in Activities Difference by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I don't know how to play any of the sports.	2010-2011 (n=74)	51.2% (22)	54.5% (6)	16.7% (1)	7.1% (1)	10.805	0.013

1) Academic Success Factors

JDHS Academic Success Factors by Year

Very Important or Extremely Important	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
9 th Grade Learning Community	33.8% (153)	33.6% (107)	-0.2%	0.001	0.971
Pathway or Academy	40.3% (174)	45.5% (121)	+5.2%	1.832	0.176
General High School Courses	69.7%	72.6%	+2.9%	0.944	0.331
Advisory	13.2%	9.4%	-3.8%	3.161	0.075
Participation in Clubs/Sports	64.2%	65.3%	+1.1%	0.107	0.743
Attendance at School	82.4%	83.3%	+0.9%	0.128	0.720
Personal Effort	87.3%	88.2%	+0.9%	0.157	0.692
Future Plans	84.0%	80.8%	-3.2%	1.613	0.210

JDHS Significant Academic Success Factors Differences by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
General High School Courses	2009-2010 (n=609)	65.2%	74.5%	6.261	0.012
	2010-2011 (n=337)	68.8%	75.7%	2.035	0.154
Personal Effort	2009-2010 (n=611)	83.8%	90.8%	6.808	0.009
	2010-2011 (n=336)	84.7%	91.1%	3.214	0.073
Future Plans	2009-2010 (n=615)	79.2%	89.0%	11.024	0.001
	2010-2011 (n=335)	78.1%	82.9%	1.197	0.274

JDHS Significant Academic Success Factors Differences by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
9 th Grade Learning Community	2009-2010 (n=443)	42.1%	42.2%	26.7%	11.749	0.003
	2010-2011 (n=315)	25.9%	42.1%	30.1%	4.897	0.087
Pathway or Academy	2009-2010 (n=421)	43.2%	48.0%	32.7%	9.438	0.009
	2010-2011 (n=263)	44.0%	49.4%	43.8%	0.725	0.696
General High School Courses	2009-2010 (n=421)	52.4%	67.1%	73.0%	8.412	0.015
	2010-2011 (n=263)	58.3%	71.1%	74.5%	2.948	0.229
Advisory	2009-2010 (n=598)	22.5%	19.4%	8.1%	18.315	0.000
	2010-2011 (n=339)	23.1%	11.5%	6.9%	7.735	0.021
Participation in Clubs/Sports	2009-2010 (n=565)	52.5%	53.7%	72.1%	20.591	0.000
	2010-2011 (n=320)	45.8%	50.6%	73.7%	18.826	0.000
Attendance at School	2009-2010 (n=610)	61.0%	78.0%	87.9%	23.368	0.000
	2010-2011 (n=338)	68.0%	77.9%	87.2%	8.459	0.015
Personal Effort	2009-2010 (n=602)	78.0%	82.2%	92.1%	15.601	0.000
	2010-2011 (n=336)	70.4%	81.3%	93.4%	18.152	0.000

JDHS Significant Instructional Practices Difference by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
9 th Grade Learning Community	2009-2010 (n=450)	52.1%	35.0%	21.1%	22.1%	35.388	0.000
	2010-2011 (n=317)	46.8%	43.2%	18.2%	10.4%	35.822	0.000
Pathway or Academy	2009-2010 (n=265)	57.1%	37.8%	39.2%	21.1%	25.244	0.000
	2010-2011 (n=241)	61.5%	57.1%	16.7%	30.0%	36.351	0.000
Advisory	2009-2010 (n=607)	17.6%	10.0%	14.2%	11.3%	4.126	0.248
	2010-2011 (n=341)	13.3%	7.7%	0.0%	10.0%	9.631	0.022
Attendance at School	2009-2010 (n=619)	83.8%	87.6%	86.2%	72.2%	16.005	0.001
	2010-2011 (n=340)	82.4%	86.5%	90.6%	77.5%	4.752	0.191

JDHS Significant Instructional Practices Difference by Caucasian/Not Caucasian

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
9 th Grade Learning Community	2010-2011 (n=318)	41.5%	26.9%	7.543	0.006
Pathway or Academy	2010-2011 (n=266)	53.7%	36.9%	7.523	0.006
Advisory	2010-2011 (n=342)	15.0%	4.8%	10.517	0.001

JDHS Significant 9th Grade Learning Communities by Caucasian/Not Caucasian

Grade Level				Caucasian/Not Caucasian		Total
				Not Caucasian	Caucasian	
9	9th Grade Learning Community	Not at all important or Sort of Important	Count % within Caucasian/Not Caucasian	33 46.5%	51 58.6%	84 53.2%
		Very Important or Extremely Important	Count % within Caucasian/Not Caucasian	38 53.5%	36 41.4%	74 46.8%
	Total	Count % within Caucasian/Not Caucasian	71 100.0%	87 100.0%	158 100.0%	
10	9th Grade Learning Community	Not at all important or Sort of Important	Count % within Caucasian/Not Caucasian	11 47.8%	10 71.4%	21 56.8%
		Very Important or Extremely Important	Count % within Caucasian/Not Caucasian	12 52.2%	4 28.6%	16 43.2%
	Total	Count % within Caucasian/Not Caucasian	23 100.0%	14 100.0%	37 100.0%	
11	9th Grade Learning Community	Not at all important or Sort of Important	Count % within Caucasian/Not Caucasian	18 75.0%	27 87.1%	45 81.8%
		Very Important or Extremely Important	Count % within Caucasian/Not Caucasian	6 25.0%	4 12.9%	10 18.2%
	Total	Count	24	31	55	

		% within Caucasian/Not Caucasian	100.0%	100.0%	100.0%
12	9th Grade Learning Community	Not at all important or Sort of Important	Count 23 % within 82.1% Caucasian/Not Caucasian	37 94.9%	60 89.6%
		Very Important or Extremely Important	Count 5 % within 17.9% Caucasian/Not Caucasian	2 5.1%	7 10.4%
	Total		Count 28 % within 100.0% Caucasian/Not Caucasian	39 100.0%	67 100.0%

2) Advisory

JDHS Evaluation Year

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I participate in a weekly advisory.	63.8% (403)	67.9% (228)	+4.1%	1.618	0.203
I use a written plan for how I will complete high school requirements.	42.1%	32.4%	-9.7	8.598	0.003
My advisor helped me become more familiar with the opportunities and information available at the Career Center.	31.9%	29.0%	-2.9%	0.886	0.347
My advisor helped me get to know the resources in my school (library, learning center, teen health center, counseling center, etc.).	37.3%	33.0%	-4.3%	1.744	0.187
My advisor helped me identify classes and activities I need to graduate	47.3%	47.9%	+0.6%	0.029	0.864
My advisor helped me identify classes and activities that complement my post-secondary educational goals and personal interests.	N/A	35.1%	N/A	N/A	N/A
My advisor helped me learn to manage my own grades on PowerSchool.	41.1%	36.4%	-4.7	2.040	0.153
My advisor helps me set academic, social, and personal goals for the year.	35.2%	35.6%	0.4%	0.015	0.902
My advisory period is helpful to me.	36.0%	24.9%	-11.1%	12.307	0.000

JDHS Significant Differences by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I participate in a weekly advisory	2009-2010 (n=627)	75.5%	70.8%	66.1%	45.7%	34.794	0.000
	2010-2011 (n=335)	76.7%	59.0%	67.2%	57.3%	10.968	0.012
My advisor helped me become more familiar with the opportunities and information available at the Career Center.	2009-2010 (n=622)	42.6%	29.0%	34.2%	22.6%	14.455	0.002
	2010-2011 (n=334)	32.9%	23.1%	18.8%	32.9%	5.632	0.131
My advisor helped me get to know the resources in my school (library, learning center, teen health center, counseling center, etc.).	2009-2010 (n=633)	49.7%	33.1%	36.2%	30.8%	13.432	0.004
	2010-2011 (n=335)	34.7%	41.0%	28.1%	30.5%	2.239	0.524
Identify Classes and Activities to Graduate	2009-2010 (n=631)	55.6%	42.4%	52.3%	38.3%	12.470	0.006
	2010-2011 (n=333)	49.0%	44.7%	30.2%	61.7%	14.372	0.002
My advisor helped me learn to manage my own grades on PowerSchool.	2009-2010 (n=631)	53.5%	36.1%	46.5%	28.0%	23.880	0.000
	2010-2011 (n=333)	40.0%	31.6%	31.3%	36.6%	1.950	0.583
My advisor helps me set academic, social, and personal goals for the year.	2009-2010 (n=634)	45.5%	34.3%	39.8%	20.8%	23.180	0.000
	2010-2011 (n=336)	39.1%	28.2%	34.4%	34.1%	1.838	0.607
My advisory period is helpful to me.	2009-2010 (n=623)	44.4%	34.6%	32.1%	35.4%	5.662	0.129
	2010-2011 (n=336)	33.8%	23.1%	15.6%	17.1%	12.026	0.007

JDHS Significant Advisory by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
I use a written plan for how I will complete high school requirements	2009-2010 (n=624)	25.0%	48.0%	40.9%	8.569	0.014
	2010-2011 (n=333)	42.3%	35.5%	29.9%	2.175	0.337
My advisor helped me become more familiar with the opportunities and information available at the Career Center.	2009-2010 (n=613)	26.2%	42.1%	26.5%	15.817	0.000
	2010-2011 (n=332)	30.8%	43.0%	23.0%	12.561	0.002
My advisor helped me get to know the resources in my school (library, learning center, teen health center, counseling center, etc.).	2009-2010 (n=624)	44.4%	43.6%	31.8%	9.473	0.009
	2010-2011 (n=333)	50.0%	45.2%	26.2%	14.049	0.001
Identify Classes and Activities to Graduate	2009-2010 (n=623)	48.9%	51.1%	45.1%	2.011	0.366
	2010-2011 (n=331)	50.0%	59.8%	42.7%	7.535	0.023
My advisor helped me identify classes and activities that complement my post-secondary educational goals and personal interests.	2009-2010 (n=)					
	2010-2011 (n=332)	50.0%	52.7%	26.2%	22.543	0.000
My advisor helped me learn to manage my own grades on PowerSchool.	2009-2010 (n=624)	37.8%	45.5%	38.9	2.664	0.264
	2010-2011 (n=332)	46.2%	52.2	29.0%	15.975	0.000
My advisor helps me set academic, social, and personal goals for the year.	2009-2010 (n=624)	33.3%	39.3%	32.9%	2.559	0.278
	2010-2011 (n=332)	46.2%	50.5%	28.4%	15.136	0.001
My advisory period is helpful to me.	2009-2010 (n=624)	47.6%	43.6%	29.5%	14.416	0.001
	2010-2011 (n=332)	38.5%	36.6%	18.6%	13.771	0.001

JDHS Significant Advisory by Race

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
I use a written plan for how I will complete high school requirements.	2010-2011 (n=336)	43.3% (65)	23.7% (44)	14.670	0.000
My advisor helped me become more familiar with the opportunities and information available at the Career Center.	2010-2011 (n=335)	39.6% (59)	20.4% (38)	14.775	0.000
My advisor helped me get to know the resources in my school (library, learning center, teen health center, counseling center, etc.).	2010-2011 (n=336)	42.0% (63)	25.8% (48)	9.843	0.002
Identify Classes and Activities to Graduate	2010-2011 (n=336)	54.4% (81)	42.7% (79)	4.496	0.034
My advisor helped me identify classes and activities that complement my post-secondary educational goals and personal interests.	2010-2011 (n=336)	42.7% (64)	29.0% (54)	6.775	0.009
My advisor helped me learn to manage my own grades on PowerSchool.	2010-2011 (n=336)	46.3%	28.5%	11.338	0.001
My advisor helps me set academic, social, and personal goals for the year.	2010-2011 (n=336)	47.3% (71)	26.2% (49)	16.208	0.000
My advisory period is helpful to me.	2010-2011 (n=336)	30.7% (46)	20.3% (38)	4.761	0.029

3) Choice and Equity

JDHS Significant Choice and Equity by Evaluation Year

Sometimes or Often	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
In my classes we explore topics that are meaningful to me	54.7% (352)	49.7% (171)	-5.0%	2.204	0.138
My classes integrate Alaska Native language and/or culture.	18.1% (115)	11.7% (40)	-6.4%	6.658	0.010

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I have experienced or witnessed situations among students that seem racist?	N/A	58.7% (200)	N/A	N/A	N/A
I have experienced or witnessed situations between students and coaches or activity sponsors that seem racist.	N/A	21.1% (72)	N/A	N/A	N/A
I have experienced or witnessed situations between students and teachers or other school staff that seem racist.	N/A	26.1% (89)	N/A	N/A	N/A
Students and teachers of different races and cultures get along and work well together.	85.4% (545)	88.2% (299)	+2.8%	1.452	0.228

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I am satisfied with my 9th grade learning community	N/A	62.5% (208)	N/A	N/A	N/A
I am satisfied with the academic choices at my school.	71.7% (446)	72.3% (245)	+0.6%	0.035	0.852
I am satisfied with the PATHWAY OR ACADEMY I selected.	N/A	69.8% (226)	N/A	N/A	N/A
My teachers expect me to learn challenging materials.	83.0% (528)	87.6% (298)	+4.6%	3.649	0.056
My teachers help me find the ways that I learn best.	57.9% (368)	54.8% (187)	-3.1%	0.827	0.363
My teachers work with me individually during class time.	59.9% (381)	54.3% (185)	-5.6%	2.911	0.088

Students' opinions and ideas are considered when teachers and principals make decisions.	45.2% (285)	39.0% (133)	-6.2%	3.431	0.064
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JDHS Significant Choice and Equity by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
In my classes we explore topics that are meaningful to me	2009-2010 (n=639)	54.9%	55.6%	53.5%	54.9%	0.157	0.984
	2010-2011 (n=343)	38.6%	56.4%	67.2%	53.7%	16.820	0.001
My teachers expect me to learn challenging materials.	2009-2010 (n=631)	85.2%	84.7%	84.0%	78.7%	3.110	0.375
	2010-2011 (n=339)	85.7%	94.9%	98.4%	79.3%	14.574	0.002
My teachers work with me individually during class time.	2009-2010 (n=631)	70.8%	50.8%	60.8%	56.4%	12.526	0.006
	2010-2011 (n=340)	47.4%	60.5%	56.3%	62.2%	5.705	0.127
Students' opinions and ideas are considered when teachers and principals make decisions.	2009-2010 (n=626)	55.6%	45.4%	40.7%	40.5%	9.212	0.027
	2010-2011 (n=340)	44.2%	28.2%	35.9%	37.0%	4.082	0.253

JDHS Significant Choice and Equity by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
My classes integrate Alaska Native language and/or culture.	2009-2010 (n=624)	13.6%	25.6%	14.1%	12.675	0.002
	2010-2011 (n=338)	15.4%	17.5%	8.8%	5.177	0.075
I have experienced or witnessed situations between students and teachers or other school staff that seem racist.	2009-2010 (n=)					
	2010-2011 (n=338)	37.0%	33.7%	21.3%	7.102	0.029
My teachers help me find the ways that I learn best.	2009-2010 (n=622)	62.2%	59.1%	56.9%	0.626	0.731
	2010-2011 (n=338)	59.3%	64.2%	49.5%	6.003	0.050
My teachers expect me to learn challenging materials.	2009-2010 (n=622)	70.5%	79.6%	86.8%	10.451	0.005
	2010-2011 (n=337)	77.8%	83.0%	90.7%	6.180	0.046
Students' opinions and ideas are considered when teachers and principals make decisions.	2009-2010 (n=617)	42.9%	52.3%	41.1%	6.973	0.031
	2010-2011 (n=338)	51.9%	43.2%	35.6%	3.583	0.167

JDHS Significant Choice and Equity by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
I am satisfied with the PATHWAY OR ACADEMY I selected.	2009-2010 (n=316)	74% (128)	78.3% (112)	0.805	0.370
	2010-2011 (n=238)	72.3% (86)	82.4% (98)	3.449	0.044
My teachers expect me to learn challenging materials.	2009-2010 (n=316)	84.6% (148)	92.3% (132)	4.476	0.034
	2010-2011 (n=241)	89.3% (108)	80.0% (96)	3.972	0.051
Students and teachers of different races and cultures get along and work well together.	2009-2010 (n=316)	84.4% (146)	89.0% (130)	1.467	0.148
	2010-2011 (n=241)	85.1% (103)	93.3% (112)	4.219	0.032

JDHS Significant Choice and Equity by Race

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
I have experienced or witnessed situations between students and teachers or other school staff that seem racist.	2010-2011 (n=341)	35.3% (54)	18.6% (35)	12.163	0.000
I have experienced or witnessed situations between students and coaches or activity sponsors that seem racist.	2010-2011 (n=341)	31.4% (48)	12.8% (24)	17.533	0.000
My teachers help me find the ways that I learn best.	2010-2011 (n=341)	63.0% (97)	48.1% (90)	7.529	0.006
Students and teachers of different races and cultures get along and work well together.	2010-2011 (n=339)	82.4%	93.0%	9.162	0.002

4) Family and Community Involvement

Family and Community Involvement by Evaluation Year

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
My parents/guardians attend school activities (games, concerts, plays, classroom events, presentations).	N/A	73.7%	N/A	N/A	N/A
My parents/guardians attend school conferences.	N/A	62.3%	N/A	N/A	N/A

5) Instructional Practices

JDHS Significant Instructional Practices by Evaluation Year

Sometimes or Often	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
In my classes I dig deeply into a single topic.	61.5%	41.6%	-19.9	35.741	0.000
I use technology and resources other than textbooks to do class assignments and projects.	82.1% (526)	74.7% (257)	-7.4%	7.418	0.006
Most of my classes require me to write at least one essay of at least two pages each semester.	N/A	74.2% (253)	N/A	N/A	N/A
In my classes, I memorize facts, definitions, and rules.	75.5% (486)	74.6% (256)	-0.9%	0.083	0.774
I do community service and/or have work experiences that are connected to my school work.	49.1% (315)	39.1% (134)	-10.0%	9.010	0.003
In my classes, I learn about a topic by studying it in the real world.	51.5% (330)	37.0% (126)	-14.5%	18.898	0.000
In my classes, we cover a lot of material without going into any of it in great depth.	62.3% (394)	51.5% (176)	-10.8%	10.821	0.001
In my classes, I apply what I have learned to situations in my own life or situations outside school.	48.1% (305)	46.8% (159)	-1.3%	0.160	0.689
Most of class is spent listening to the teacher lecture.	73.7% (471)	70.1% (239)	-3.6%	1.461	0.227

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
I do work I feel has no value to me other than passing the course.	66.5% (427)	66.0% (223)	-0.5%	0.028	0.866
I will leave this grade well prepared to succeed in the next grade.	82.3% (521)	80.6% (274)	-1.7	0.437	0.509
What I am learning will be useful to my future education.	73.7% (466)	82.2% (281)	+8.5%	8.822	0.003
What I am learning will be useful to my future work.	69.4% (434)	67.9% (231)	-1.5%	0.231	0.662

JDHS Significant Instructional Practices by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
I use technology and resources other than textbooks to do class assignments and projects.	2009-2010 (n=636)	78.5%	86.3%	6.614	0.010
	2010-2011 (n=341)	73.3%	76.7%	0.517	0.472
In my classes, I memorize facts, definitions, and rules.	2009-2010 (n=639)	72.7%	78.7%	3.135	0.077
	2010-2011 (n=340)	80.0%	70.0%	4.483	0.034
In my classes, we cover a lot of material without going into any of it in great depth.	2009-2010 (n=627)	60.9%	63.8%	0.538	0.463
	2010-2011 (n=339)	44.7%	57.3%	5.358	0.021
Most of class is spent listening to the teacher lecture.	2009-2010 (n=634)	70.1%	77.4%	4.372	0.037
	2010-2011 (n=338)	64.2%	75.4%	5.103	0.032

JDHS Significant Instructional Practices by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
In my classes I dig deeply into a single topic.	2009-2010 (n=627)	35.6%	57.9%	67.0%	18.673	0.000
	2010-2011 (n=341)	40.7%	38.1%	42.4%	0.503	0.778
I use technology and resources other than textbooks to do class assignments and projects.	2009-2010 (n=627)	65.1%	77.0%	87.6%	19.850	0.000
	2010-2011 (n=341)	44.4%	71.1%	80.6%	17.940	0.000
In my classes, I memorize facts, definitions, and rules.	2009-2010 (n=630)	48.9%	70.7%	82.4%	29.487	0.000
	2010-2011 (n=340)	51.9%	70.8%	78.8%	10.059	0.007
In my classes, we cover a lot of material without going into any of it in great depth.	2009-2010 (n=619)	51.2%	61.9%	64.2%	2.855	0.240
	2010-2011 (n=339)	29.6%	50.0%	54.6%	6.099	0.047
Most of class is spent listening to the teacher lecture.	2009-2010 (n=625)	59.1%	72.7%	77.0%	6.990	0.030
	2010-2011 (n=338)	48.1%	65.6%	74.9%	9.475	0.009
What I am learning will be useful to my future education.	2009-2010 (n=618)	55.8%	71.1%	78.2%	11.569	0.003
	2010-2011 (n=339)	66.7%	81.1%	84.3%	5.159	0.076
I do work I feel has no value to me other than passing the course.	2009-2010 (n=628)	51.1%	64.8%	70.1%	7.119	0.028
	2010-2011 (n=335)	57.7%	62.5%	68.1%	1.708	0.426

JDHS Significant Instructional Practices by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I use technology and resources other than textbooks to do class assignments and projects.	2009-2010 (n=636)	80.9%	80.5%	83.8%	82.3%	0.807	0.848
	2010-2011 (n=343)	60.8%	84.6%	89.1%	86.6%	31.569	0.000
Most of my classes require me to write at least one essay of at least two pages each semester.	2009-2010 (n=)						
	2010-2011 (n=241)	64.1%	79.5%	85.7%	82.9%	16.584	0.001
What I am learning will be useful to my future Work.	2009-2010 (n=620)	71.8%	71.1%	69.5%	67.5%	0.791	0.852
	2010-2011 (n=339)	61.3%	79.5%	77.8%	67.1%	8.347	0.039
In my classes, I memorize facts, definitions, and rules.	2009-2010 (n=639)	75.0%	74.6%	78.2%	72.6%	1.574	0.665
	2010-2011 (n=342)	66.2%	79.5%	87.5%	78.0%	12.402	0.006
I do community service and/or have work experiences that are connected to my school work.	2009-2010 (n=637)	35.7%	63.9%	45.5%	52.8%	23.926	0.000
	2010-2011 (n=342)	26.1%	66.7%	35.9%	52.4%	30.012	0.000
In my classes, I learn about a topic by studying it in the real world.	2009-2010 (n=636)	50.7%	53.8%	53.8%	47.9%	1.601	0.659
	2010-2011 (n=340)	39.7%	50.0%	18.8%	39.0%	12.573	0.006
In my classes, we cover a lot of material without going into any of it in great depth.	2009-2010 (n=627)	54.9%	59.5%	73.2%	58.1%	14.710	0.002
	2010-2011 (n=341)	52.6%	46.2%	57.8%	46.3%	2.407	0.492

JDHS Significant Instructional Practices by Race

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
In my classes I dig deeply into a single topic.	2010-2011 (n=344)	34.6% (54)	47.3% (89)	5.684	0.017
Most of class is spent listening to the teacher lecture.	2010-2011 (n=341)	63.6% (98)	75.4% (141)	5.557	0.018
I do work I feel has no value to me other than passing the course.	2010-2011 (n=338)	57.4% (89)	73.2% (134)	9.338	0.002

6) Personalization

JDHS Personalization by Evaluation Year

Agree or Strongly Agree	Evaluation Year		Change	χ^2	P-Value
	2009-2010	2010-2011			
Adults in my school encourage students to share their thoughts and opinions.	N/A	65.5%	N/A	N/A	N/A
Adults in my school help me plan for my future.	62.4% (395)	63.0% (213)	+1.4%	0.036	0.850
I am proud to be a student at this school.	80.7% (509)	85.5% (290)	+4.8%	3.617	0.057
I have ideas for what I am going to do after high school, and I know what I need to do to get there.	79.4% (510)	84.1% (285)	+4.7%	3.097	0.078
I think school will help me achieve my goals.	N/A	81.8% (278)	N/A	N/A	N/A
If I need help at school, there is someone I can go to.	79.7% (503)	84.4% (287)	+4.7%	3.214	0.073
My school counselor knows me well.	75.1% (479)	49.9% (169)	-25.2%	63.072	0.000
My teachers help me when I need it.	84.0% (536)	80.5% (273)	-3.5%	1.885	0.170
My teachers know me well.	N/A	61.2%	N/A	N/A	N/A
The people in my school make me feel like I am part of the school community.	N/A	65.3% (222)	N/A	N/A	N/A
I know a lot about the school resources available to me, including PowerSchool.	79.8% (513)	89.7% (305)	+9.9%	15.680	0.000

JDHS Personalization by Grade Level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I have ideas for what I am going to do after high school, and I know what I need to do to get there.	2009-2010 (n=637)	72.2%	78.9%	82.1%	82.3%	6.274	0.099
	2010-2011 (n=338)	77.1%	82.1%	92.2%	91.5%	12.097	0.007
Adults in my school encourage students to share their thoughts and opinions	2009-2010 (n=)						
	2010-2011 (n=338)	58.2%	74.4%	67.2%	74.4%	7.956	0.047
My school counselor knows me well.	2009-2010 (n=633)	68.8%	72.3%	79.0%	79.3%	6.761	0.080
	2010-2011 (n=338)	4.8%	41.0%	59.4%	58.5%	8.256	0.041
My teachers know me well.	2009-2010 (n=)						
	2010-2011 (n=339)	50.6%	64.1%	70.3%	73.2%	14.562	0.002
I know a lot about the school resources available to me, including PowerSchool.	2009-2010 (n=638)	80.7%	83.3%	84.7%	71.5%	11.119	0.011
	2010-2011 (n=339)	87.7%	92.3%	92.2%	91.5%	1.696	0.638

JDHS Personalization by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
Adults in my school encourage students to share their thoughts and opinions.	2009-2010 (n=)					
	2010-2011 (n=336)	48.1%	79.8%	61.4%	13.687	0.001
I am proud to be a student at this school.	2009-2010 (n=618)	72.7%	78.0%	83.2%	4.192	0.123
	2010-2011 (n=336)	70.34%	84.0%	87.9%	6.120	0.047
I have ideas for what I am going to do after high school, and I know what I need to do to get there.	2009-2010 (n=628)	70.5%	74.8%	83.4%	8.659	0.013
	2010-2011 (n=336)	66.7%	86.0%	85.6%	6.821	0.033
I think school will help me achieve my goals.	2009-2010 (n=)					
	2010-2011 (n=337)	51.9%	83.0%	84.7%	17.437	0.000
If I need help at school, there is	2009-2010	65.9%	74.1%	85.2%	16.066	0.000

someone I can go to.	(n=322) 2010-2011 (n=241)	63.0%	91.5%	83.8%	12.982	0.002
The people in my school make me feel like I am part of the school community.	2009-2010 (n=) 2010-2011 (n=337)	44.4%	62.8%	69.0%	6.739	0.034
I know a lot about the school resources available to me, including PowerSchool.	2009-2010 (n=629) 2010-2011 (n=337)	53.3%	77.9%	84.5%	25.209	0.000
		77.8%	88.3%	92.1%	5.824	0.054

JDHS Personalization by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
I am proud to be a student at this school.	2009-2010 (n=626)	76.7%	84.5%	6.174	0.013
	2010-2011 (n=336)	82.9%	87.6%	1.503	0.220
If I need help at school, there is someone I can go to.	2009-2010 (n=626)	76.1%	83.4%	5.176	0.023
	2010-2011 (n=337)	81.1%	87.1%	2.241	0.134
I know a lot about the school resources available to me, including PowerSchool.	2009-2010 (n=626)	76.1%	83.7%	5.725	0.017
	2010-2011 (n=337)	90.6%	89.3%	0.142	0.706

JDHS Personalization by Race

When we looked at race by "Caucasian/not Caucasian" there were not significant differences by race.

6) Activities

JDHS Activities

Question	Agree or Strongly Agree Percent (number)
All students in my school are welcome to participate in extracurricular activities.	85.4% (286)
There are enough opportunities at my school so that all students can participate in extracurricular activities if they want to?	84.7% (283)
I think participating in school activities will have a positive impact on my future.	88.9% (295)
I think school activities are a good way to meet new friends.	92.5% (309)
I would be more likely to participate in an activity if the coach or If you were invited by a coach or activity sponsor asked me to participate.	75.7% (252)

There were not significant differences in student responses by race. There were several significant differences by grade, GPA, and gender.

JDHS Significant Activities by Grade

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I think participating in school activities will have a positive impact on my future.	2010-2011 (n=338)	87.2%	87.2%	100.0%	85.0%	9.953	0.019

JDHS Significant Activities by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
I think participating in school activities will have a positive impact on my future.	2010-2011 (n=329)	69.2%	86.7%	93.0%	14.669	0.001
I think school activities are a good way to meet new friends.	2010-2011 (n=331)	69.2%	91.3%	96.2%	25.539	0.000

JDHS Significant Activities by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
I think participating in school activities will have a positive impact on my future.	2010-2011 (n=329)	83.9%	93.7%	8.091	0.004

JDHS Activities Participation

			Evaluation Year	
			2010-2011	Total
Participate?	No	Count	87	87
		% within Evaluation Year	26.0%	26.0%
Yes	Count	248	248	
	% within Evaluation Year	74.0%	74.0%	
Total	Count	335	335	
	% within Evaluation Year	100.0%	100.0%	

JDHS Activities Participation by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
Did you participate in activities this year?	2010-2011 (n=332)	46.2% (12)	60.9% (56)	82.7% (177)	27.016	0.000

JDHS Activities Participation by Grade

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
Did you participate in activities this year?	2010-2011 (n=334)	66.4%	74.4%	85.9%	78.0%	9.852	0.020

JDHS Activities Participation by Race

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
Did you participate in activities this year?	2010-2011 (n=335)	68.5%	78.5%	4.336	0.037

JDHS Average Number of Activities by Race

	Caucasian/Not Caucasian	N	Mean	Std. Deviation	Std. Error Mean
Number of Activities	Caucasian	190	1.91	1.913	.139
	Not Caucasian	157	1.77	2.350	.188

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Number of Equal Activities variances assumed	1.504	.221	.611	345	.542	.140	.229	-.310	.590
			.599	299.447	.549	.140	.233	-.319	.599

JDHS Average Number of Activities by Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Number of Activities	Male	163	1.87	2.502	.196
	Female	181	1.80	1.704	.127

JDHS Average Number of Activities by GPA

GPA	Mean	N	Std. Deviation
Below 2.0	.56	27	.847
2.0 - 3.0	.98	99	1.116
Above 3.0	2.37	218	2.364
Total	1.83	344	2.113

JDHS Average Number of Activities by Grade

Grade Level	Mean	N	Std. Deviation
9	1.48	159	2.175
dime 10	1.97	39	2.058
nsio 11	2.47	64	1.968
n1 12	1.96	84	2.015
Total	1.84	346	2.111

ANOVA

Number of Activities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48.132	3	16.044	3.684	.012
Within Groups	1489.478	342	4.355		
Total	1537.610	345			

JDHS Reasons for Participation in Activities

Question	Somewhat or A lot Percent (number)
I enjoy the activities.	97.1% (236)
My friends participate.	86.0% (209)
Good for my future.	91.3% (221)
I need the exercise.	74.5% (181)
I like to stay busy.	80.7% (196)
I like the rewards (winning, competition, etc).	79.8% (193)
My parents encourage me to participate.	79.3% (192)
My parents coach or are an activity sponsor.	33.5% (81)
I've always participated in this activity.	83.1% (199)
I have a good relationship with the coach/activity sponsor.	81.9% (199)
I feel accepted by the coaches/activity sponsors.	87.1% (210)
The coach/activity sponsor invited me to participate.	64.7% (156)
A teacher/counselor/other adult encouraged me to participate.	52.7% (126)
Students like me usually participate in school activities.	78.6% (191)
I maintain my grades so that I am academically eligible to play.	82.3% (200)

There were not significant differences in the reasons students gave for participation in activities by gender or race. There were several differences by GPA and grade level.

JDHS Reasons for Participation in Activities by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
I maintain my grades so that I am academically eligible to play.	2010-2011 (n=241)	40.0% (4)	85.7% (48)	83.4% (146)	12.800	0.002

JDHS Reasons for Participation in Activities by Grade level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I like to stay busy.	2010-2011 (n=243)	79.4% (77)	100.0% (29)	75.9% (41)	77.8% (49)	8.166	0.043
I've always participated in this activity.	2010-2011 (n=242)	78.1% (75)	96.6% (28)	90.7% (49)	77.8% (49)	8.926	0.030

JDHS Reasons for Participation in Activities by Race

Question	Evaluation Year	Not Caucasian	Caucasian	χ^2	P-Value
I have a good relationship with the coach/activity sponsor.	2010-2011 (n=243)	89.0% (89)	76.9% (110)	5.788	0.016

JDHS Reasons for NOT Participating in Activities

Question	Somewhat or A lot Percent (number)
I don't like/I am not interested in the activities that are offered.	50.0% 43
None of my friends participate.	43.5% (37)
I work after school.	35.3% (30)
The cost of activities is too high.	34.1% (29)
I have family responsibilities.	50.6% (43)
I don't like the coaches/activity sponsors.	25.9% (22)
Participation rules keep me from participating.	22.4% (19)
I don't feel comfortable with the other students.	31.8% (27)
I am not a good enough athlete/singer/actor/etc to compete.	47.1% (40)
I don't know how to play any of the sports.	27.1% (23)
The other students in activities aren't like me.	35.3% (30)
The coaches/activity sponsors are not like me.	33.7% (28)
I don't feel accepted by the coaches/activity sponsors.	21.2% (18)
My parents encouraged me NOT to participate.	10.6% (9)
A teacher/counselor/other adult encouraged me NOT to participate.	12.9% (11)
Students like me do not usually participate in activities.	23.8% (20)
I am not academically eligible to participate.	22.4% (19)
I do not have a way to get to and from practices or activities.	35.3% (30)
I don't feel welcome.	31.8% (27)

There were no significant differences by race,

JDHS Reasons for NOT Participating in Activities by GPA

Question	Evaluation Year	Below 2.0	2.0 – 3.0	Above 3.0	χ^2	P-Value
The coaches/activity sponsors are not like me.	2010-2011 (n=83)	28.6% (4)	50.0% (17)	20.0% (7)	7.144	0.028
The other students in activities aren't like me.	2010-2011 (n=85)	28.6% (4)	51.4% (18)	22.2% (8)	6.960	0.031

JDHS Reasons for NOT Participating in Activities by Grade level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I don't know how to play any of the sports.	2010-2011 (n=74)	51.2% (22)	54.5% (6)	16.7% (1)	7.1% (1)	10.805	0.013

JDHS Reasons for NOT Participating in Activities by Gender

Question	Evaluation Year	Male	Female	χ^2	P-Value
None of my friends participate.	2010-2011 (n=85)	32.6% (14)	54.8% (23)	4.261	0.039
I don't feel comfortable with the other students.	2010-2011 (n=85)	18.6% (8)	45.2% (19)	6.953	0.008
I don't know how to play any of the sports.	2010-2011 (n=85)	16.3% (7)	38.1% (16)	5.124	0.024

JDHS Reasons for NOT Participating in Activities by Grade level

Question	Evaluation Year	9	10	11	12	χ^2	P-Value
I work after school.	2010-2011 (n=85)	20.4% (10)	20.0% (2)	77.8% (7)	64.7% (11)	19.331	0.000