STUDENT QUESTIONNAIRE DEMOGRAPHICS DLSC PHASE 2

STUDENT QUESTIONNAIRE DEMOGRAPHICS DESC PHASE 2		
2016 TOTAL NUMBER OF STUDENT QUESTIONNAIRES = 128	2017 TOTAL NUMBER OF STUDENT QUESTIONNAIRES = 114	2018 TOTAL NUMBER OF STUDENT QUESTIONNAIRES = 106
Target Populations Frequency Percent Free/reduced lunch 57 45% SPED 25 20%	Target Populations Frequency Percent Free/reduced lunch 48 42% SPED 21 18%	Target Populations Frequency Percent Free/reduced lunch 35 33% SPED 18 17%
Gender Frequency Percent Male 69 54% Female 58 46%	Gender Frequency Percent Male 58 51% Female 56 49%	Gender Frequency Percent Male 57 54% Female 49 46%
Asian or Asian American Black or African American Hispanic or Latino/Latina White or European American Two or more races Frequency Frequency	Race/Ethnicity Frequency Percent Asian or Asian American Black or African American Hispanic or Latino/Latina White or European American Two or more races Frequency Percent Sequency	Race/Ethnicity Asian or Asian American Black or African American Hispanic or Latinor/Latina White or European American Two or more races Frequency Frequency Frequency 8 8 80%
What grade are you in? Frequency Percent 9th 43 34% 10th 40 31% 11th 27 21% 12th 18 14%	What grade are you in? Frequency Percent 9th 39 34% 10th 31 27% 11th 25 22% 12th 19 17%	What grade are you in? Frequency Percent 9th 27 26% 10th 30 29% 11th 29 28% 12th 19 18%
TEACHER QUESTIONNAIRE DEMOGRAPHICS DLSC PHASE 2 2016 TOTAL NUMBER OF TEACHER QUESTIONNAIRES = 32	2017 TOTAL NUMBER OF TEACHER QUESTIONNAIRES = 22	2018 TOTAL NUMBER OF TEACHER QUESTIONNAIRES = 19
Subject Area Mathematics ELA/English Science	Subject Area Frequency Percent Mathematics ELA/English Science	Subject Area Mathematics ELA/English Science Frequency Frequenc
Grade Level(s) Frequency Percent 9th 19 59% 10th 15 47% 11th 13 51% 12th 14 44%	Grade Level(s) Frequency Percent 9th 16 73% 10th 13 59% 11th 14 64% 12th 11 50%	Grade Level(s) Frequency Percent 9th 11 58% 10th 12 63% 11th 10 53% 12th 9 47%

^{*} Data suppressed to ensure confidentiality

DLSC Phase 2: College and Career Readiness Indicators

PSAT Mean	T: English, I n on a scale	Reading, W of 200-800	riting		PSAT: Math Mean on a sca	ile of 200-800			SAT: Critical R Mean on a sca				SAT: Writing Mean on a scal	e of 200-800			SAT: English, Mean on a sca				SAT: Math Mean on a sci	sle of 200-800			SAT: Reading % proficient				SAT: Math, Gra % proficient or			
2	2014-15	2015-16	2016-17	Change	2014-15	2015-16	2016-17	Change	2014-15	2015-16	2016-17	Change	2014-15	2015-16	2016-17	Change	2014-15	2015-16	2016-17	Change	2014-15	2015-16	2016-17	Change	2015-16	2016-17	2017-10	Change	2015-16	2016-17	2017-10	Change
									420	459			392	428					475		467	469	477			50%	52%			20%	36%	
																										62%	57%			27%	42%	
	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	50%	42%		_	14%	27%	
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	_	_					_	_		_	_	_							_											_	_	
		442	437			444	451																									
		427	450			445	457																									
							-																									_
	PSAT scores 15 are omite		2015-16. Scor	es from	Note: PSAT scor 2014-15 are onli		2015-16. Scon	ss from																	Note: The SAT i Hampshire's sta Comparisons to	stewide accoun	tability assessme	ent.	Note: The SAT rep Hampshire's states Comparisons to pr	ide accountab	6by assessme	4.
	os: //www.educati		ta/documents/	hh_2017_s	Source: https://www.educ			nh_2017_s	Source: https://www.educ		a/documents	2016_colleg	Source: https://www.educa		ta/documents/	2016_colleg	Source: https://www.educ			h_2017_s	Source: https://www.edu			nh_2017_s	Source: https://www.edu	cation.nh.gov/i	nstruction/assess		Source: https://www.educs	on.nh.gov/ns	ruction/ssssss	mentindex

Student Enga SQ Composit (Scale of 1-4 w	e Mean	y agree)		Academic Te SQ Composit (Scale of 1-4 w	e Mean	y agree)	
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
2.74	2.70	2.49		2.77	2.91	2.76	
2.75	2.71	2.51		2.75	2.86	2.76	
2.74	2.09	2.46		2.78	2.95	2.77	
2.74	2.65	2.62		2.60	2.85	2.01	
2.71	2.54	2.50		2.72	3.09	2.77	
2.75	2.71	2.47		2.76	2.90	2.72	
2.52	2.00			3.04	3.00		
2.72	2.65	2.43		2.70	2.84	2.77	
2.73	2.61	2.47		2.82	2.76	2.80	
2.68	2.76	2.55		2.86	3.01	2.71	

-				
	Developing A SQ Composit (Scale of 1-4 w	e Mean		
	2015-16	2016-17	2017-18	Change
	2.73	2.67	2.29	
	2.77	2.70	2.44	
	2.70	2.64	2.34	
	2.74	2.76	2.63	
	2.70	2.65	2.42	
	2.75	2.09	2.42	
	2.37	2.84		
	2.78	2.70	2.39	
	2.69	2.62	2.37	
	2.63	2.71	2.40	

Classroom S SQ Composit (Scale of 1-5 w	e Mean	y agree)		Teacher and a SQ Compositi (Scale of 1-4 w	e Mean		
2015-16	2016-17	2017-10	Change	2015-16	2016-17	2017-18	Change
3.35	3.18	3.25		2.79	2.79	2.70	
3.37	3.08	3.27		2.82	2.82	2.77	
3.33	3.28	3.22		2.77	2.75	2.61	
3.27	2.85	3.14		2.79	3.13	2.62	
3.26	3.22	3.27		2.75	2.87	2.03	
3.36	3.15	3.28		2.78	2.75	2.67	
3.17	3.67			2.78	3.14		
3.46	3.10	3.19		2.91	2.82	2.76	
3.10	3.21	3.22		2.77	2.66	2.76	
3.20	3.24	3.29		2.58	2.89	2.66	
3.67	3.03	3.19		2.00	2.80	2.52	

SQ: ELO part	icipation rate			SQ: % of stud online course	Senta particip s	oating in one	or more	SQ: % of stud in one or mor		incing flippe	d learning	SQ: % of stud or tablet	lents withou	t access to a	computer	Student Use of Learning, SQ Composits (Scale of 1-4, w	e Mean		lize
2015-16 53%	2016-17 44%	2017-18 43%	Change	2015-16 57%	2016-17 40%	2017-18 57%	Change	2015-16 17%	2016-17 18%	2017-18	Change	2015-16 7%	2016-17 9%	2017-18 14%	Change	2015-16 2.79	2016-17 2.78	2017-18 2.67	Change
59%	49%	40%		54%	38%	50%		25%	25%	25%				14%		2.73	2.71	2.63	
47%	39%	41%		60%	58%	57%			11%	14%						2.86	2.85	2.72	
70%	40%	50%		44%	38%	29%			25%	50%						2.60	2.60	2.58	
53%	40%	51%		47%	40%	60%		10%	19%	23%						2.78	2.77	2.77	
52%	46%	40%		50%	47%	57%		15%	18%	20%			9%	12%		2.79	2.76	2.65	
																2.66	2.83		
50%	39%	59%		30%	36%	48%										2.72	2.72	2.70	
50%	32%	40%		68%	39%	43%										2.84	2.77	2.67	
50%	50%	45%		67%	68%	62%										2.71	2.99	2.77	
50%	58%	21%		82%	61%	79%										2.96	2.62	2.44	

2015-16	2016-17	2017-18	Change
_	_	_	_

		Attendance	Average Daily		ally truant	adents habits	Number of str
Chang	2017-18	2016-17	2015-16 82%	Change	2017-18 25%	2016-17	2015-16 29%

% of students el immediately aft			fall	% of students of during the first				% of students en during the first t				% of students w college (data unavailable		second year o	of
2015 Cohort 201 40%	7 Cohort 20 38%	18 Cohort 56%	Change	2014 Cohort 20 56%	15 Cohort 20 55%	16 Cohort 52%	Change	2014 Cohort 2015 56%	Cohort 2016 (55%	Cohort	Change	_	_	_	

SC Phase 2: Sy	stems Level Change Indicators	- Student Data										
el Assessments and	the of fermionis											
	No real expenses and some Mark Place.	No indepoises and son. SLA men- legation of a sone of 1.5, with 1 a lower and 1 a entrylegation.	No real points and way, follows	No i permediana harri altar da marter	No i game elementos i store de manter	this i get to shares here I share the marker	No. Leave or more well when I can show	the removement and when beganites	No. I mean or more well when I can show	SAT Feating Street 11 'S medicine or where	SATI Mark, Grade 11 Scarolinian or shores	
	may may	may may	and to many degree of the order to come	the i get minhame than I alone the mainter when have trained, Work than imposses or a water to the winning around the strongs upon.	file if game of terms from a laborar the transfer when there is becomed if the filese responses on a sense of the laborar is accomply disagram and the accomply agreed.	this i get to observe from I about the marrier when I have learned, the learne place in a page and in a late of I.A. with I a strongly disagram and I a strongly signed.	Sign interest on an overwise when I can whose when these bearried, Black. When temperature is a sear of 1.5, with 1 a strongly disappearable 1 arranging agrees!	this / more an more work when to an other when I have been set, this place requires on a work with a will a servingly disagree work a strongly opinion.	Sign I make an accordant when I can when when these beamed, Scheme their response on a second 1.14, with 1 a strongly droughes and 1 a strongly opining	C profession or about	Continue or desire	
	10 10 10					10 10 10	10 10 10	10 10 10	12 13 17	- E E	5.5	
	10 10 10	2 2 2	3 3 5	2 12 2	2 2 2	3 5 5	12 12 12					
	100 100 100 100 100 100 100 100 100 100 100					10 10 10 10 10 10 10 10 10	10 10 10 10 10 10 10 10 10	10 10 10	10 10 10			
	100 100 100 100 100 100	10 10 10	10 10 10			20 17 17	10 10 10	12 12 12	12 12 12			
										Note: The Self Appared Schaller Resource on New Portpolinia cranically accounted to Self-polinia Schiller paint of Administration	Note: The SAT Applicable Strange Reservation Steel Semipelines in colonials accountability accountable Samplements to pair years of data also set	
orative Culture										Tripo Como administrato, professorante de assesso. Attitudos Patr	Marrie Major Anne advocation de par destruction besserve and delication	
beion, Diamed Stoke	relanding, and Consistent Practice											
	Sign of special parties as a surface and proop assignments, Math. (Main Trapesta as a water of NA, with N a record and N a story dieg)	60 Faceballs other students on group environments, 65.4 (Main response on a water of 1.6, with 1 a new and 1 a way day)	No 7 and with other students are group an algorithms, for laws of 10, with 1 a recor students drop the property of 10, with 1 a recor and 1 a decay drop.	the 1 give and remains burdent inches produces in this story, Build (Book regimes to a solid of LA, with 1 a new and 1 a new yield)	Significated recovery described technical excellents of this private, ELA place registrate and exists of 10, with 1 sector and 1 sector (44)	this i give and receive the flavor software stations in this others, findings (their improves are a rate of his, with I a near our I a nearly day)	Sú: The marter spends half the rises does are more giving interest or presumetions, but it (then response a sons of 1.6, with 1 a loan and 1 a loan) digt	the The worker against half the stace time or more gridg between or procuredwise, SLA (Man-regions are state of 1.6, with 1 colour and 1 colours)	50. The marker speech half the view does or more giving increase or presentations, Sciences than companies as a seek of 5.0, with 5.0 miles and 5.0 mily dog	this filter autofur invalves strategy in making distributes absorbed releasement, Mark (Mass regions on autofact 14, with 1 a near and 1 county day)	this the marker involves analoses in making attributes when their class send, that place response on a sons of his, with he may send his every day.	SG The marker involves states making decisions about the risk federate (Man Inspirement a ser- um 1 a house and 5 a may dep
			10 10 10			40 AP AP	10 10 10 10 10 10		100 AN 100 100 AN 100 100 AN 100	10 10 10 10 10 10	10 10 10 10 10 10 10 10 10	
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	12 12 12		12 12 12		12 12 12		10 10 10 10 10 11 10 10 10	12 12 14			2 12 12	
		10 10 10	10 10 17				10 10 10	40 40 40			10 10 10	
alization and So	caffolding											
e an Romai and into Section Examinists for	mail deservament to Personalize betraction. Counting											
	Early Marring Towns, 'S of washern intention' as of James	Personalised Learning Plans, Surface Services	State of Engineers SE Companie Wass	Anadomic Schoolsy Ski Companie Mann Market Control of States and States	Statution Res	Average Staly American	Number of Students Halilandly Frame	Importer	Names of incident receiving in a companion of confincient for at least one day			
			= = =									
			= = =									
	Service Incompanies	State State concesses			Name of the contract of the co	Married Major Casan and Arman of your financian contraction of your and the last	Marine Trape (Mr.), also at gas (and has feeling fluores), seeps from MRM (and ART)	trape communication on particular strategies. Strategies	Name of the second of the seco			
e Minerous, Cantoni	No. The marker response on the description of the state o	No. The marker experts an investigation of the second strongle continuous and the second sec	No. The marrier reports on a seed drough challenging saids collect girling up, Science (Marrier reports on a seal of N, with 1 - arrangy drag on and 5 - arrangy agree)	this the number assigns most thanks appropriately desirentlying. Most place response on a solar of 1-5, with 1-2 strongly disagree and 1-2 strongly appear.	No. The marker environment thanks appropriately shallonging Fluid (Basic response as a second "ch. with a secondy strangers and a stranger upon).	this The number energies much durch appropriately intellingting Striams (Machington on a sente of his, and it arrange) strappes and it is energy agree)	Side Thankers Acros high experiences for all statems. The across a series of 1-4, with 1 - already already series of 1-4 are already already.	this finitesi administrature and communities force high exponentions for all establishs. (Mani-approximate a self-off-to), with 1 a strongly diagram and 8 a strongly agrae)				
	10 10 10 10 10 10	10 10 10		10 10 10	100 100 100	10 10 10 10 10 10		2 2 2				
		7 7 7	7 7 7	** ** ** *		7 7 7	7 7 7 1	7 7 7				
	40 40 40			40 40 40	10 10 10	100 100 100	107 10 109					
	10 10 10	10 10 10		10 10 10		10 10 10	10 10 10					
	a in Carlon Adulta			** ** **	14 18 18							
s. Orithman Asses		Ratio of guidance communities to excitoring	Number of adding hours per work									
. Galdenie Janes	Addr Soldens and Americ Sil Companie Water (Man Indones as a water of LA, WM, 1 - arrangly disagree water - amengy agree)											
Gildens Asses	No Companies Mount (Mars Industrial Co. & Mars of LA, Wife 1 - extraptly strapted and 2 - extrapting agree)											
. Salderen Acces	Michigan and a sense of LA, with 1 correctly strangers and a sense of LA, with 1 correctly	100 TO 100	-= -= -= -									
- Salderen Arren	56 Companie Stein (Marc September of a print of 1-1, with 1-1 strongly designer and 1-1 strongly group	===-										
s. Sections Joseph	No Companies Mount (Mars Industrial Co. & Mars of LA, Wife 1 - extraptly strapted and 2 - extrapting agree)	====										

DI SC Diner 2: Sustant I and Change Indicators Translation

Assessment

ange of Assessments and Use of Assessments:

"Cof leashers who designated a important for assessing student		method as one	e of their three	mad																																								
	Traditional o	plazes or tests	•	:	restatio sater attenuite	rheliums and a	occupany'n	•	Classeom par	Scheller			nd of course or	and of term	*****	pro-	ended (more) jeda	has a week	bog indice		crambed (many	Dana wee	k tong) sulfati	inative D	ully honero	n and duty o	hack-tes		tudent willing	d jesesler usi	oris, etc.)		Jacomatis, Sala I	leads, or nated	ants		Student presen	Jation to the	aless		panel of much	benda, beauthor	ubdic event or to is, munity members.	
	2019-16		2017-18	Owner	2010-16	2010-17	2017-18	Owner	2010-16	2010-17	2017-18	Owner	2010-16	919-17	91748 O		201016 2			Dane	2010-16	2010-17		Dance	2010-16	2016-17		Owner	2010-16	2010-17	2017-18	Chanse	2010-16	2010/17	2017-18	Owner		2010-17 20		tarner :	2010-16 20		24 Owner	
	95	18%	11%		42%	27%	44%		60%	66%	32%		9%	25	0%				100%		20%	27%	22%		20%	2%	22%		30%	27%	32%		10%	9%	25		42%		22%		10%	27%	115	

Collaborative Culture

Professional Learning Infrastructure

Professional TO Compani (Mean respon- agent)			sirang
2019-16	2016-17	2017-18	0
3.79	3.0	347	
3.76	3.34	3.77	

Shared Vision Plactice 10 Compani (Mean respon	e Mean	-
200.0	2016-17	2017-18
3.26	2.84	2.63

Personalization and Scaffolding

Reliance on Formal and Informal Assessment t and to Develop Scaffolds for Learning

Section 2	By subset supports the one of instructional inchnology is personalize and advance student learning. (Mean response on a scale of 1-0 with 6 vice a great extent).			their Imports this subset y Instruction	(Blean resignance on a scale of 1-6, with 6 a most			Importance of indirectional activities for scartificing and support TO Composite Scient (Man response one scale of 1-0 with 5 a most important)				Proquency of shadest autivities involving scattling and support TO Composet Store (Was response on a scale of 1-5 with 5 o every sky)			
2011				2010-16	2016-17	2017-18	Owner	2019-16	2016-17	2017-18	Owner	2019-16	2016-17	2017-18	Own
	126 3.	280		347	2.86	3.10		3.26	307	334		334	3.33	3.10	
	149 2	64 2.38		2.80	2.00	3.00		3.17	3.16	3.10		3.73	3.17	3.66	

Access to regarous Core

student bears problem unto (Mean-respon- prepared and	ing?			Directory or p	rottem sold		students can reach high standards. (Mean response one scale of 1-d, with 1 ones at a and 4 vice a great extent)				
2019-16	2016-17	2017-18	Owner	2019-16	2016-17	2017-18	Danse	2019-16	2016-17	2017-18	04

Data was not recorded by the state or available born. Data suppressed to ensure confidentiality.