Segment 3 consists of a graphic display of the middle half of all responses for each item. The item question and median is also included for each item.
Introduction
This section visually displays survey results by plotting item medians and the response choices of the middle half of all responders. These graphs (called boxplots) provide one method to visually compare the survey results for the middle half of responders across 2002 and 2005. When an item of interest is identified, more information on the item can be found in Segment 2 of this report. When using boxplots, it is important to interpret them correctly. For this purpose take time to read the section below before reviewing the boxplot graphs that follow.

Interpreting Boxplots
The boxplots used in this section provide a visual summary of 2 important parts of the response distribution for each survey item. These two parts, the median and the responses of the middle half of the distribution, are described blow:

Example of a boxplot and its parts

Responses that represent the middle half of all responses (box)
In this case it includes options number 2 and 3.

Median (triangle)

Expanded Definition of Boxplot Parts

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>The median represents the center of the distribution. This is not the mean (average). If you lined up all the responses in consecutive order and found the middle one, this would be the median, the center of the distribution. <strong>Benefit:</strong> It shows you which option (1, 2, 3, 4, 5) represents the middle of the response distribution.</td>
</tr>
<tr>
<td>Middle half of the responses</td>
<td>The box indicates which options (1, 2, 3, 4, 5) were chosen by the respondents who represent the middle half of all responses. If you lined up all the responses in consecutive order and divided the line into quarters, this would be the two middle quarters combined. In the above example, the respondents representing the middle half of all responses chose options number 2 and 3. <strong>Benefit:</strong> Much like the median that shows you the middle of the distribution, the box shows you what options the middle half of the distribution chose. It includes a wider view of the middle. <strong>Note:</strong> For some items there is no box. This means that the middle half of the responses were the same as the median. The entire middle half of the respondents chose the same option.</td>
</tr>
</tbody>
</table>
Using the Boxplots

In the chart on the right you can see how a boxplot represents the 2 aspects of a response distribution described above. When looking at the boxplot consider the following:

Comparing 2002 with 2005

- **Same median, different box**: In many cases you will see that the median remains the same for 2002 as 2005, but the box is in a different place. Although the median did not change, the responses of the middle half did change -- shifting to the right or left. For example, see the Reference Chart at the right. Although the 1st and 2nd items have medians that are the same for 2002 and 2005, in both cases the box shows some improvement.

- **Asterisk**: Some items have asterisks next to them. This means that statistical analysis found that there was a statistically significant difference (p<.05) between the responses for 2002 and 2005. In some cases statistical significance may not be perceptible in the graph.

- **Remember** that number 1 is *Strongly Agree* which is desirable, and responses to the right of number 1 are less desirable.

- **The numbering system** can be used to reference more data on an item using Segment 2 of this report. For example, the Reference Chart to the right represents data from items 5.1, 5.2, and 5.3. These numbers correspond with the item numbers in Segment 2 of this report.

Reference Chart

(This chart is for example only.)
Section 1: Quality of Instructional Program

1.1. Students are provided with educational programs that are appropriate to their learning needs

1.2. Students see a relationship between what they are studying and their everyday lives

1.3. Our school is preparing students to deal with issues and problems they will face in the future

1.4. Stated goals of this school are the primary basis for the academic program

1.5. Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn

1.6. A variety of teaching strategies and learning activities is provided to students to help them learn

1.7. Teachers provide instructional activities that involve students in their learning

1.8. In our school students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries

1.9. Students are given a sufficient amount of homework to help them succeed at their studies

1.10. Students are provided with a variety of ways to demonstrate their learning

1.11. I use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students

1.12. The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching

1.13. Technology is sufficiently available to support my instruction

1.14. The school's facilities (workspace, furnishings, etc.) are adequate to support the instructional program

1.15. Our school is doing a good job in: Language Arts (reading, writing, speaking, listening)

1.16. Our school is doing a good job in: Mathematics

1.17. Our school is doing a good job in: Science

1.18. Our school is doing a good job in: Social Studies

1.19. Our school is doing a good job in: Fine Arts (music, visual arts, dance, drama)

1.20. Our school is doing a good job in: Physical Education

1.21. Our school is doing a good job in: Health Education

1.22. Our school is doing a good job in: Foreign Languages

1.23. Our school is doing a good job in: Career/Vocational Education

1.24. Our school is doing a good job of helping students understand their moral and ethical responsibilities

1.25. Our school's programs help students understand and get along with other people

1.26. The educational program offered to students at this school is of high quality

* Represents items that have statistically significant change (*p<.05) between 2002 and 2005.
Section 2: Support for Student Learning

2.1. Teachers hold high expectations for student learning

2.2. Teachers are available to give students the assistance they need with assignments

2.3. Teachers give students personal encouragement in their work

2.4. Students spend sufficient effort (in and out of class) to learn what we teach

2.5. Students are motivated to do their best work

2.6. I am satisfied with the way students are treated by teachers

2.7. I am satisfied with the way students are treated by the administration

2.8. I am satisfied with the way students are treated by counselors

2.9. I am satisfied with the help students get from school personnel in solving personal problems

2.10. School counselors and advisors give students the help they need in curricular planning (i.e., course selection)

2.11. School counselors give students the help they need in planning a vocation/career

2.12. Our school does a good job in preventing students from dropping out by providing them with the support and encouragement they need

2.13. Our school actively promotes parent/teacher communication

2.14. Our teachers regularly communicate with parents of their students

2.15. Parents have a good understanding of the school's programs and operation

2.16. Parents take an active role in their children's programs and operation

2.17. The needs of children with physical and mental disabilities are appropriately met by the school

2.18. The school's programs meet the requirements of students with special needs (learning disabled, gifted and talented, etc.)

* Represents items that have statistically significant change (*p<.05) between 2002 and 2005.
Section 3: School Climate / Environment for Learning

3.1. Teachers here have a sense of common mission

3.2. Teachers and administrators in our school consistently enforce school rules

3.3. This school provides a clean and pleasant environment

3.4. Our school provides students and teachers with a safe and orderly environment for learning

3.5. Students feel safe traveling to and from school

3.6. The variety of student activities available at our school is excellent

3.7. Students who wish to be included in school activities are included

3.8. Students feel that they fit in at our school

3.9. This school recognizes all types of high achievement demonstrated by students

3.10. Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school

3.11. Sexual harassment is not a problem at our school

3.12. Discipline policies are fair at this school

3.13. Cheating occurs infrequently in our school

3.14. There is not a significant problem with substance abuse (e.g., drug and/or alcohol problems) among the students of this school

3.15. Parents feel welcome in our school

3.16. Parents are involved and support school functions

* Represents items that have statistically significant change (*p<.05) between 2002 and 2005.
Section 4: School Organization and Administration

4.1. Teachers are regularly involved in the development of school policies

4.2. Teachers have a major role in curriculum development in this school

4.3. Teachers play a meaningful role in the design and selection of staff development programs

4.4. The availability of staff development to support my instructional needs is excellent in this school

4.5. Our school has developed a comprehensive improvement plan that is designed to enhance learning for all students

4.6. I am satisfied with the extent to which the administration includes students in making decisions about matters that directly affect students (i.e. dress standards, assemblies, hall passes, etc.)

4.7. The faculty's instructional load is equitably divided

4.8. The size of our classes does not limit instructional effectiveness

4.9. Teachers are provided adequate time each day to prepare for teaching

4.10. Teachers have the freedom to present conflicting views on controversial issues

4.11. When I need to talk with an administrator, I can do so with relative ease

4.12. If I have a discipline problem, the administration gives me the support I want

4.13. The principal of our school is fair and open with teachers

4.14. The principal is appropriately in contact with teachers and their classroom activities

4.15. The school's priorities for the expenditure of funds is appropriate

* Represents items that have statistically significant change (*p<.05) between 2002 and 2005.
Section 5: Job Satisfaction

5.1. Teachers are well respected in this community

5.2. For the most part, I am satisfied with our school

5.3. All things considered, I am satisfied with being a teacher

* Represents items that have statistically significant change (*p<.05) between 2002 and 2005.