

## **Parent Responses Open House Survey**

CHS did an effective job of communicating Open House information in advance  
1 (3)      2 (7)    3 (12) 4 (39) 5 (101)

Club and Activity Fair  
1 (11)      2 (23) 3 (36) 4 (22) 5 (43)

I appreciated the opportunity to access ASB Office, Career Center, Counselors, and Skyward Support table.  
1 (22)      2 (25) 3 (23) 4 (14) 5 (61)

The parent assembly was informative and worthwhile.  
1 (12)      2 (8)    3 (28) 4 (46) 5 (64)

Visiting my student's classes period-by-period was informative/worthwhile.  
1 (2)      2 (0)    3 (4)    4 (31) 5 (122)

## **Parent Responses November 4, 2009 Parent Meeting**

### **What do you like about CHS?**

Community

Most teachers are caring and want students to succeed.

Challenging curriculum

Variety of activities

Active principal

Students and staff

Broad curriculum

Great communication

Understanding that not all students are cut out for college

School spirit

Code of conduct

Communication

I like seeing teachers at school events

**What do you like about CHS?**

Upbeat – positive administration and kids

Very responsive teachers; they answer to emails efficiently

Community – there is something for every parent and student to be involved in

Focus on quality

Staff – they are great

Most teachers are involved

I really appreciate CHS – thank you

Everything – my daughter loves CHS and feels academically challenged

Friendliness, organization, high-level AP classes, communication between staff and parents

I see an intentional shift toward being student focused during this school year

**What would you like to see improved at CHS?**

Communication from teachers if a student misses a lot of school due to illness

More flexibility in classes – can't be in leadership if in higher level band (would like to see that changed)

Building community and breaking “clique” barriers

AM traffic

Separate Homecoming from game with Union + heavy homework week

Recognition of student achievements

Full scale effort to support college preparation (i.e. Lake Oswego HS)

Class conflicts

Making sure freshmen are included and welcomed. Extra effort needs to be taken so they feel included

Independent study AP classes

More for new students – tours, informational meetings

More guidance for seniors re: college application process

Quality instruction founded in relationships with students as unique learners

Rigor with support/nurture

Clear learning targets for each instructional session communicated with students up front with formative and summative assessments

## Responses to Parent Perception Survey November 4, 2009 Parent Meeting

### Camas High School & State of Washington OSPI *Nine Characteristics of Highly Effective Schools*

**Directions:** Read each characteristic and its description. Rate the degree to which the characteristic applies to Camas High School, 1 (low) to 5 (high).

#### **Clear and Shared Focus:**

- *Everybody knows where they are going and why.*
- *The focus is on achieving a shared vision, and all understand their role in achieving the vision.*
- *The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.*

**Rating: 3.22**

#### **High Standards and Expectations:**

- *Teachers and staff believe that all students can learn and meet high standards.*
- *While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable.*
- *Students are offered an ambitious and rigorous course of study.*

**Rating: 4.0**

#### **Effective School Leadership:**

- *Effective school leadership in many forms is evident in the school. The principal fills these roles, but so do teachers and other staff, including those in the district office.*
- *The leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.*

**Rating: 4.0**

### **High Levels of Collaboration and Communication:**

- *There is strong teamwork among teachers across all grades and with other staff.*
- *Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.*
- *Teachers have designated time for collaboration for the purpose of improving instruction and student learning.*
- *Teachers see themselves as a community of professional learners, continuously expanding their expertise.*

**Rating: 4.0**

(Over)

### **Curriculum, Instruction and Assessment Aligned With Standards:**

- *Curriculum, instruction and assessment are aligned with the Essential Academic Learning Requirements (EALRs).*
- *Research based materials and teaching and learning strategies are implemented.*
- *There is a clear understanding of the assessment system, what is measured by various assessments, and how the data can be used to inform instruction*

**Rating: 3.5**

### **Frequent Monitoring of Teaching and Learning:**

- *A steady cycle of different assessments identify students who need help.*
- *More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help.*
- *Teaching is adjusted based on frequent monitoring of student progress and needs.*
- *Assessment results are used to focus and improve instructional programs.*

**Rating: 4.1**

### **Focused Professional Development:**

- *A strong emphasis is placed on training staff in areas of most need.*
- *Feedback from learning and teaching focuses extensive and ongoing professional development.*
- *The support is also aligned with the school and district vision and objectives.*

**Rating: 4.1**

**Supportive Learning Environment:**

- *The school has a safe, healthy and intellectually stimulating learning environment.*
- *Students feel respected and connected with the staff, and are engaged in learning.*
- *Instruction is personalized, and small learning environments positively impact student relationships with teachers.*

**Rating: 3.9**

**High Level of Community and Parent Involvement/Engagement:**

- *There is a sense that parents and community members also have a responsibility in the education of students, not just the teachers and staff in school.*
- *Community partners have been enlisted to support student learning.*

**Rating: 3.1**