

ENDICOTT RESEARCH CENTER



Founded in 1885

New England Association Of Schools And Colleges
Commission On Public Schools • CPS
Self-Study Survey Results For

GATEWAY REGIONAL HIGH SCHOOL



Report compiled on June 30 2017

© ENDICOTT RESEARCH CENTER • ENDICOTT COLLEGE



[THIS PAGE INTENTIONALLY LEFT BLANK]

TABLE OF CONTENTS

Introduction	5
Demographics	9
Total in Agreement tables	13
1. Core Values, Beliefs, and Learning Expectations	13
2. Curriculum	19
3. Instruction	32
4. Assessment Of and For Student Learning	44
5. School Culture and Leadership	57
6. School Resources for Learning	73
7. Community Resource for Learning	87
Frequency Distribution tables	101
1. Core Values, Beliefs, and Learning Expectations	101
2. Curriculum	104
3. Instruction	110
4. Assessment Of and For Student Learning	115
5. School Culture and Leadership	120
6. School Resources for Learning	126
7. Community Resource for Learning	132

[THIS PAGE INTENTIONALLY LEFT BLANK]

INTRODUCTION

The Endicott Research Center (ERC) at Endicott College provides educational leaders as well as policy makers with the development and inquiry capacity to support efforts in the reform of educational policy and practice. The ERC's aims include: the conduct of high-quality research, evaluation and development support designed to inform educational policy and leaders at the state, national and international levels; to serve as a repository of research-based information in regards to the conditions and performance of educational systems; and to promote widespread use of that information, enhancing the research skills of faculty and staff, guest faculty, and students at advanced levels. In sum, the ERC acts as a bridge between the worlds of the university and the classroom, between educational research and practice.

The ERC is dedicated to helping educators and school administrators around the world reach their future dreams and lifelong aspirations by improving teaching and learning environments in the present. The ERC partners with educational agencies throughout the world in order to improve teaching and learning. This report describes the results of the NEASC/CPS Self-Study Survey© administered to the members of your school community. The NEASC/CPS Self-Study Survey© is keyed to the standards published by the New England Association of Schools and Colleges and was developed by the ERC in consultation with NEASC.

This report provides information that can help guide your school in its ongoing effort to promote the highest teaching/learning standards. The NEASC/CPS Self-Study Survey© report is one of many tools you will employ in the course of your self-study. The survey measures people's perceptions of various aspects of school life. These perceptions provide a view that is helpful, but by no means exclusive, for assessing how well your school meets NEASC's accreditation standards. Observation of inter-personal dynamics, direct inspection of the physical plant, examination of school documents and procedures, and other such methods will all provide additional and valuable information. The survey report, along with other assessments, will make available a comprehensive set of data for ascertaining the degree to which your school meets NEASC's standards for accreditation.

NEASC-CPS SELF-STUDY EVALUATION RESULTS
GATEWAY REGIONAL HIGH SCHOOL

- Standard One: Core Values, Beliefs, and Learning Expectations
- Standard Two: Curriculum
- Standard Three: Instruction
- Standard Four: Assessment of and for Student Learning
- Standard Five: School Culture and Leadership
- Standard Six: School Resources for Learning
- Standard Seven: Community Resources for Learning

All student data are reported by grade level and gender. All other groups are presented without further breakdown.

The results of the NEASC/CPS Self-Study Survey© are clear and comprehensive, but they are meaningless as mere measures. As a stake-holder at both ends of the numbers, your ownership of the data is critical in helping others begin the process of interpretation. The purpose of the report is not to compare schools, programs, or curricula, but to determine if the results align with your understanding of the vision and mission of your school and the degree to which your school aligns with NEASC's standards of accreditation. As you review this data, an open mind and an honest look are critical tools.

Keep in mind that your school is a living, breathing, complex organism. Remember:

- Working with the results is a process not an event;
- You are an expert on your school over and above the numbers;
- It is advisable and at times even necessary to ask those who took the survey to help in this process;
- Critical analysis is much more time consuming than taking the survey itself;
- Comparisons within your own school (e.g., by grade level and gender, or by comparing teacher and student perceptions of the same indicator) are often instructive;
- Ongoing conversations among colleagues, students, parents and board members provide the best way to make sense of the data;...

NEASC-CPS SELF-STUDY EVALUATION RESULTS
GATEWAY REGIONAL HIGH SCHOOL

Not everyone is trained or even interested in analyzing complex data. However, everyone in a school community is generally open to understanding the forces that either foster or forestall teaching and learning. By committing time and attention to such a process, you will gain valuable insights into how your students, teachers, and parents perceive their school. From those insights emerge the judgments and values that guide the development of action plans for improving upon what already works in your school, as well as overcoming the obstacles to achieving the best of what your school intends. The Endicott Research Center at Endicott College can assist you at any stage of this process.

Please direct any and all questions to:

Peter Hart
Executive Director
Endicott Research Center
Endicott College
376 Hale St.
Beverly, MA 01915
(978) 232-5100
lehart@endicott.edu
erc.endicott.edu

Report compiled on June 30 2017 by:

Michael Roberts
Research Operations
Endicott Research Center
Endicott College
mroberts@endicott.edu
erc.endicott.edu

[THIS PAGE INTENTIONALLY LEFT BLANK]

TOTAL RESPONDENTS

Total	227
Students	146
Faculty / Staff	31
Parents	50
Percent of Parents by number of Students	34.2

NEASC-CPS SELF-STUDY EVALUATION RESULTS - DEMOGRAPHICS
GATEWAY REGIONAL HIGH SCHOOL

STUDENTS

Age

14	13 8.9%
15	41 28.1%
16	41 28.1%
17	35 24.0%
18	15 10.3%
Other	1 0.7%

Grade

9	47 32.2%
10	44 30.1%
11	36 24.7%
12	19 13.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - DEMOGRAPHICS
GATEWAY REGIONAL HIGH SCHOOL**

FACULTY & STAFF

Years in Profession

< 1 - 5	3 9.7%
6 - 15	15 48.4%
16 +	13 41.9%

Highest Level Of Education

Bachelor	5 16.1%
Master	10 32.3%
Master +	16 51.6%
Doctorate	- -

School Role

Classroom Teacher	25 80.6%
Administration	1 3.2%
Non-Teaching Professional	5 16.1%

Grade Level (select all that apply)

K - 5	4 12.9%
6	9 29.0%
7	11 35.5%
8	10 32.3%
9	27 87.1%
10	28 90.3%
11	31 100.0%
12	29 93.5%

**As a "Select all that apply" question, the percentages may add up to more than 100*

NEASC-CPS SELF-STUDY EVALUATION RESULTS - DEMOGRAPHICS
GATEWAY REGIONAL HIGH SCHOOL

PARENTS

Language used to conduct the interview

English	50 100.0%
Spanish	- -

Number of Children in School

1	16 32.7%
2	23 46.9%
3	8 16.3%
4	2 4.1%
More than 4	- -

Highest Level of Education

High School	17 36.2%
Associate	6 12.8%
Bachelor	12 25.5%
Master	7 14.9%
Doctorate	- -
Other	5 10.6%

Son/Daughter Grade (Select all that apply)

K - 5	5 10.0%
6	2 4.0%
7	8 16.0%
8	13 26.0%
9	9 18.0%
10	17 34.0%
11	14 28.0%
12	7 14.0%

**As a "Select all that apply" question, the percentages may add up to more than 100*

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
GATEWAY REGIONAL HIGH SCHOOL**

TOTAL IN AGREEMENT

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations

Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I am familiar with my school's core values and beliefs about learning.	146	112 76.7%	11 7.5%	23 15.8%
PARENTS - I am familiar with the core values and beliefs adopted by my son's/daughter's school.	49	43 87.8%	1 2.0%	5 10.2%
PARENTS - I am familiar with the 21st century learning expectations adopted by my son's/daughter's school (academic, social, and civic).	43	30 69.8%	10 23.3%	3 7.0%
PARENTS - The school's core values and beliefs represent what the community values about student learning.	48	33 68.8%	5 10.4%	10 20.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations

Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

STUDENTS - I am familiar with my school's core values and beliefs about learning.

	Grade				
	Total	9	10	11	12
Total in Agreement	112 76.7%	35 74.5%	34 77.3%	30 83.3%	13 68.4%
Total - Disagreement	11 7.5%	4 8.5%	5 11.4%	1 2.8%	1 5.3%
Undecided	23 15.8%	8 17.0%	5 11.4%	5 13.9%	5 26.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
GATEWAY REGIONAL HIGH SCHOOL**

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.	146	75 51.4%	25 17.1%	46 31.5%
STUDENTS - I am familiar with the criteria, such as rubrics, which teachers use to assess my assignments and other class work.	146	124 84.9%	8 5.5%	14 9.6%
STAFF - My school's 21st century learning expectations are challenging and measureable for all students.	31	24 77.4%	3 9.7%	4 12.9%
STAFF - The school has adopted criteria for success, such as school-wide analytic rubrics, that define all of the 21st century learning expectations (academic, social, and civic).	31	22 71.0%	6 19.4%	3 9.7%
PARENTS - I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	47	38 80.9%	3 6.4%	6 12.8%
PARENTS - The school's learning expectations (academic, social, and civic) are challenging.	48	31 64.6%	9 18.8%	8 16.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.

	Grade				
	Total	9	10	11	12
Total in Agreement	75 51.4%	24 51.1%	19 43.2%	21 58.3%	11 57.9%
Total - Disagreement	25 17.1%	5 10.6%	13 29.5%	4 11.1%	3 15.8%
Undecided	46 31.5%	18 38.3%	12 27.3%	11 30.6%	5 26.3%

STUDENTS - I am familiar with the criteria, such as rubrics, which teachers use to assess my assignments and other class work.

	Grade				
	Total	9	10	11	12
Total in Agreement	124 84.9%	39 83.0%	38 86.4%	31 86.1%	16 84.2%
Total - Disagreement	8 5.5%	3 6.4%	2 4.5%	2 5.6%	1 5.3%
Undecided	14 9.6%	5 10.6%	4 9.1%	3 8.3%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
GATEWAY REGIONAL HIGH SCHOOL**

1.3 The school’s core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school’s policies, procedures, decisions, and resource allocations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I am familiar with my school's learning expectations (academic, social, and civic).	146	128 87.7%	3 2.1%	15 10.3%
STAFF - My school's core values, beliefs, and 21st century learning expectations (academic, social, and civic) are clear to me.	31	22 71.0%	6 19.4%	3 9.7%
STAFF - The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.	31	17 54.8%	4 12.9%	10 32.3%
STAFF - The school's core values and beliefs are actively reflected in the school's culture.	31	14 45.2%	10 32.3%	7 22.6%
STAFF - When making important teaching decisions, I consider the school's core values and beliefs about learning.	31	24 77.4%	6 19.4%	1 3.2%
PARENTS - The school's learning expectations are clear to my son/daughter.	47	39 83.0%	5 10.6%	3 6.4%
PARENTS - The school's core values, beliefs, and learning expectations are referenced at parent meetings/conferences.	43	30 69.8%	7 16.3%	6 14.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 1
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

1.3 The school’s core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school’s policies, procedures, decisions, and resource allocations.

STUDENTS - I am familiar with my school's learning expectations (academic, social, and civic).

	Grade				
	Total	9	10	11	12
Total in Agreement	128 87.7%	42 89.4%	39 88.6%	30 83.3%	17 89.5%
Total - Disagreement	3 2.1%	- -	1 2.3%	2 5.6%	- -
Undecided	15 10.3%	5 10.6%	4 9.1%	4 11.1%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2 Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

2.1 The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.	31	15 48.4%	7 22.6%	9 29.0%
PARENTS - The curriculum provides my son/daughter with opportunities to achieve the school's learning expectations.	50	38 76.0%	5 10.0%	7 14.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.2 The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school’s 21st century learning expectations
- instructional strategies
- assessment practices that include the use of school-wide analytic and course-specific rubrics

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - There is a common, formal, curriculum template that is used in all subject areas.	31	13 41.9%	10 32.3%	8 25.8%
PARENTS - I am informed about the school-wide learning expectations in each of my son's/daughter's classes.	47	32 68.1%	5 10.6%	10 21.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - The content of the courses I take challenges me to think critically and solve problems.	146	118 80.8%	9 6.2%	19 13.0%
STUDENTS - I am knowledgeable about the ethical use of technology.	146	130 89.0%	4 2.7%	12 8.2%
STUDENTS - My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.	146	85 58.2%	32 21.9%	29 19.9%
STUDENTS - My teachers include topics from other subject areas in my classes.	146	95 65.1%	14 9.6%	37 25.3%
STUDENTS - My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)	146	102 69.9%	22 15.1%	22 15.1%
STUDENTS - Information I learn in one class can be used in other classes.	146	110 75.3%	9 6.2%	27 18.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.	31	24 77.4%	2 6.5%	5 16.1%
STAFF - The curriculum emphasizes cross-disciplinary learning.	31	15 48.4%	9 29.0%	7 22.6%
STAFF - The curriculum emphasizes the informed and ethical use of technology.	31	25 80.6%	4 12.9%	2 6.5%
STAFF - The curriculum emphasizes authentic application of knowledge and skills.	31	25 80.6%	1 3.2%	5 16.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - My son/daughter is developing problem-solving and higher order thinking skills.	50	44 88.0%	2 4.0%	4 8.0%
PARENTS - My son/daughter is learning about the ethical use of technology.	46	33 71.7%	5 10.9%	8 17.4%
PARENTS - At school my son/daughter is encouraged to question things about which he/she is curious.	47	39 83.0%	6 12.8%	2 4.3%
PARENTS - My son/daughter has a number of opportunities to apply what he/she is learning to real life situations.	48	29 60.4%	8 16.7%	11 22.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

STUDENTS - The content of the courses I take challenges me to think critically and solve problems.

	Grade				
	Total	9	10	11	12
Total in Agreement	118 80.8%	40 85.1%	34 77.3%	29 80.6%	15 78.9%
Total - Disagreement	9 6.2%	3 6.4%	4 9.1%	2 5.6%	- -
Undecided	19 13.0%	4 8.5%	6 13.6%	5 13.9%	4 21.1%

STUDENTS - I am knowledgeable about the ethical use of technology.

	Grade				
	Total	9	10	11	12
Total in Agreement	130 89.0%	46 97.9%	38 86.4%	30 83.3%	16 84.2%
Total - Disagreement	4 2.7%	- -	1 2.3%	2 5.6%	1 5.3%
Undecided	12 8.2%	1 2.1%	5 11.4%	4 11.1%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.

	Grade				
	Total	9	10	11	12
Total in Agreement	85 58.2%	30 63.8%	31 70.5%	18 50.0%	6 31.6%
Total - Disagreement	32 21.9%	8 17.0%	5 11.4%	11 30.6%	8 42.1%
Undecided	29 19.9%	9 19.1%	8 18.2%	7 19.4%	5 26.3%

STUDENTS - My teachers include topics from other subject areas in my classes.

	Grade				
	Total	9	10	11	12
Total in Agreement	95 65.1%	35 74.5%	33 75.0%	17 47.2%	10 52.6%
Total - Disagreement	14 9.6%	6 12.8%	4 9.1%	3 8.3%	1 5.3%
Undecided	37 25.3%	6 12.8%	7 15.9%	16 44.4%	8 42.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)

	Grade				
	Total	9	10	11	12
Total in Agreement	102 69.9%	27 57.4%	35 79.5%	26 72.2%	14 73.7%
Total - Disagreement	22 15.1%	11 23.4%	5 11.4%	5 13.9%	1 5.3%
Undecided	22 15.1%	9 19.1%	4 9.1%	5 13.9%	4 21.1%

STUDENTS - Information I learn in one class can be used in other classes.

	Grade				
	Total	9	10	11	12
Total in Agreement	110 75.3%	39 83.0%	35 79.5%	25 69.4%	11 57.9%
Total - Disagreement	9 6.2%	3 6.4%	1 2.3%	4 11.1%	1 5.3%
Undecided	27 18.5%	5 10.6%	8 18.2%	7 19.4%	7 36.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.4 There is clear alignment between the written and taught curriculum.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The formal curriculum in my subject area emphasizes inquiry, problem-solving, and higher order thinking.	31	25 80.6%	3 9.7%	3 9.7%
STAFF - The written and taught curricula are aligned.	31	24 77.4%	3 9.7%	4 12.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school provides me with the instructional materials (textbooks, computers, equipment, and supplies) I need for each of my courses.	146	127 87.0%	8 5.5%	11 7.5%
STUDENTS - My teachers assign work that requires me to use information and do research in the library/media center.	146	94 64.4%	25 17.1%	27 18.5%
STAFF - The school has sufficient professional staff to implement the curriculum including the co-curricular program and other learning opportunities.	31	17 54.8%	9 29.0%	5 16.1%
STAFF - The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.	31	17 54.8%	10 32.3%	4 12.9%
STAFF - The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.	31	19 61.3%	6 19.4%	6 19.4%
STAFF - Co-curricular programs are adequately funded.	31	6 19.4%	16 51.6%	9 29.0%
PARENTS - Library and media resources adequately support learning in my son's/daughter's classes.	46	35 76.1%	4 8.7%	7 15.2%
PARENTS - My son/daughter has been provided with the materials needed for each class (textbooks, computers, equipment, and supplies).	48	41 85.4%	4 8.3%	3 6.3%
PARENTS - The school's technology resources are adequate.	46	33 71.7%	4 8.7%	9 19.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	48	37 77.1%	4 8.3%	7 14.6%

STUDENTS TOTAL IN AGREEMENT BY GRADE

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

STUDENTS - My school provides me with the instructional materials (textbooks, computers, equipment, and supplies) I need for each of my courses.

	Grade				
	Total	9	10	11	12
Total in Agreement	127 87.0%	46 97.9%	39 88.6%	27 75.0%	15 78.9%
Total - Disagreement	8 5.5%	1 2.1%	3 6.8%	4 11.1%	- -
Undecided	11 7.5%	- -	2 4.5%	5 13.9%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My teachers assign work that requires me to use information and do research in the library/media center.

	Grade				
	Total	9	10	11	12
Total in Agreement	94 64.4%	29 61.7%	29 65.9%	27 75.0%	9 47.4%
Total - Disagreement	25 17.1%	8 17.0%	8 18.2%	5 13.9%	4 21.1%
Undecided	27 18.5%	10 21.3%	7 15.9%	4 11.1%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 2
GATEWAY REGIONAL HIGH SCHOOL**

2.7 The district provides the school’s professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.	31	11 35.5%	13 41.9%	7 22.6%
STAFF - I am directly involved in curriculum evaluation, review, and revision work.	31	20 64.5%	7 22.6%	4 12.9%
PARENTS - Co-curricular programs are adequately funded (student activities, clubs, and athletics).	50	22 44.0%	17 34.0%	11 22.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

3 Instruction

The quality of instruction is the single most important factor in students’ achievement of the school’s 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school’s core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

3.1 Teachers’ instructional practices are continuously examined to ensure consistency with the school’s core values, beliefs, and 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.	31	21 67.7%	7 22.6%	3 9.7%
PARENTS - My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.	50	33 66.0%	6 12.0%	11 22.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

3.2 Teachers’ instructional practices support the achievement of the school’s 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers personalize my instruction.	146	67 45.9%	27 18.5%	52 35.6%
STUDENTS - My teachers give me opportunities to choose topics for some assignments.	146	91 62.3%	21 14.4%	34 23.3%
STUDENTS - I have an opportunity to apply what I am learning outside the classroom.	146	89 61.0%	20 13.7%	37 25.3%
STUDENTS - My teachers ask me to use technology in my assignments.	146	98 67.1%	18 12.3%	30 20.5%
STUDENTS - My teachers spend one-on-one time with me.	146	91 62.3%	21 14.4%	34 23.3%
STUDENTS - My teachers provide me with opportunities to assess my own work.	146	105 71.9%	20 13.7%	21 14.4%
STAFF - Teachers personalize instruction to support the achievement of the school's learning expectations.	31	24 77.4%	2 6.5%	5 16.1%
STAFF - Teachers emphasize inquiry, problem-solving, and higher order thinking to support the achievement of the school's learning expectations.	31	23 74.2%	1 3.2%	7 22.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

3.2 Teachers’ instructional practices support the achievement of the school’s 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - My son's/daughter's teachers emphasize inquiry, problem-solving, and higher order thinking.	48	36 75.0%	- -	12 25.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.2 Teachers’ instructional practices support the achievement of the school’s 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

STUDENTS - My teachers personalize my instruction.

	Grade				
	Total	9	10	11	12
Total in Agreement	67 45.9%	24 51.1%	22 50.0%	11 30.6%	10 52.6%
Total - Disagreement	27 18.5%	8 17.0%	7 15.9%	9 25.0%	3 15.8%
Undecided	52 35.6%	15 31.9%	15 34.1%	16 44.4%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My teachers give me opportunities to choose topics for some assignments.

	Grade				
	Total	9	10	11	12
Total in Agreement	91 62.3%	30 63.8%	31 70.5%	21 58.3%	9 47.4%
Total - Disagreement	21 14.4%	8 17.0%	5 11.4%	4 11.1%	4 21.1%
Undecided	34 23.3%	9 19.1%	8 18.2%	11 30.6%	6 31.6%

STUDENTS - I have an opportunity to apply what I am learning outside the classroom.

	Grade				
	Total	9	10	11	12
Total in Agreement	89 61.0%	32 68.1%	30 68.2%	20 55.6%	7 36.8%
Total - Disagreement	20 13.7%	7 14.9%	6 13.6%	4 11.1%	3 15.8%
Undecided	37 25.3%	8 17.0%	8 18.2%	12 33.3%	9 47.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My teachers ask me to use technology in my assignments.

	Grade				
	Total	9	10	11	12
Total in Agreement	98 67.1%	35 74.5%	29 65.9%	24 66.7%	10 52.6%
Total - Disagreement	18 12.3%	4 8.5%	6 13.6%	3 8.3%	5 26.3%
Undecided	30 20.5%	8 17.0%	9 20.5%	9 25.0%	4 21.1%

STUDENTS - My teachers spend one-on-one time with me.

	Grade				
	Total	9	10	11	12
Total in Agreement	91 62.3%	25 53.2%	30 68.2%	20 55.6%	16 84.2%
Total - Disagreement	21 14.4%	10 21.3%	4 9.1%	6 16.7%	1 5.3%
Undecided	34 23.3%	12 25.5%	10 22.7%	10 27.8%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My teachers provide me with opportunities to assess my own work.

	Grade				
	Total	9	10	11	12
Total in Agreement	105 71.9%	37 78.7%	32 72.7%	22 61.1%	14 73.7%
Total - Disagreement	20 13.7%	6 12.8%	8 18.2%	5 13.9%	1 5.3%
Undecided	21 14.4%	4 8.5%	4 9.1%	9 25.0%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Teachers use group activities in my classes.	146	118 80.8%	12 8.2%	16 11.0%
STUDENTS - My teachers use a variety of teaching strategies in my courses.	146	105 71.9%	15 10.3%	26 17.8%
STAFF - Teachers adjust their instructional practices by organizing group learning activities.	31	25 80.6%	2 6.5%	4 12.9%
STAFF - Teachers use differentiated instructional practices to meet the learning needs of all students.	31	29 93.5%	2 6.5%	- -
PARENTS - Teachers engage my son/daughter as an active learner.	47	35 74.5%	4 8.5%	8 17.0%
PARENTS - Teachers modify/adjust their instructional practices based on students' progress in achieving the school's 21st century learning expectations.	43	27 62.8%	7 16.3%	9 20.9%
PARENTS - Teachers provide additional support to my son/daughter when needed.	48	39 81.3%	6 12.5%	3 6.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom

STUDENTS - Teachers use group activities in my classes.

	Grade				
	Total	9	10	11	12
Total in Agreement	118 80.8%	38 80.9%	39 88.6%	27 75.0%	14 73.7%
Total - Disagreement	12 8.2%	4 8.5%	3 6.8%	3 8.3%	2 10.5%
Undecided	16 11.0%	5 10.6%	2 4.5%	6 16.7%	3 15.8%

STUDENTS - My teachers use a variety of teaching strategies in my courses.

	Grade				
	Total	9	10	11	12
Total in Agreement	105 71.9%	35 74.5%	37 84.1%	22 61.1%	11 57.9%
Total - Disagreement	15 10.3%	6 12.8%	2 4.5%	4 11.1%	3 15.8%
Undecided	26 17.8%	6 12.8%	5 11.4%	10 27.8%	5 26.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers ask for my ideas/opinions to improve how they teach.	146	77 52.7%	42 28.8%	27 18.5%
STUDENTS - My teachers make learning exciting and interesting for me.	146	76 52.1%	27 18.5%	43 29.5%
STAFF - Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.	31	24 77.4%	4 12.9%	3 9.7%
STAFF - Teachers improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices.	31	18 58.1%	7 22.6%	6 19.4%
STAFF - Teachers have formal opportunities to examine student work to improve their instructional practices.	31	15 48.4%	10 32.3%	6 19.4%
PARENTS - My son's/daughter's teachers have asked me for feedback about their instructional practices.	47	12 25.5%	20 42.6%	15 31.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

STUDENTS - My teachers ask for my ideas/opinions to improve how they teach.

	Grade				
	Total	9	10	11	12
Total in Agreement	77 52.7%	30 63.8%	24 54.5%	14 38.9%	9 47.4%
Total - Disagreement	42 28.8%	13 27.7%	11 25.0%	12 33.3%	6 31.6%
Undecided	27 18.5%	4 8.5%	9 20.5%	10 27.8%	4 21.1%

STUDENTS - My teachers make learning exciting and interesting for me.

	Grade				
	Total	9	10	11	12
Total in Agreement	76 52.1%	27 57.4%	29 65.9%	13 36.1%	7 36.8%
Total - Disagreement	27 18.5%	7 14.9%	5 11.4%	11 30.6%	4 21.1%
Undecided	43 29.5%	13 27.7%	10 22.7%	12 33.3%	8 42.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 3
GATEWAY REGIONAL HIGH SCHOOL**

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers are knowledgeable about the subjects they teach.	146	124 84.9%	6 4.1%	16 11.0%
STAFF - Teachers maintain expertise in their content area and in content-specific instructional practices.	31	28 90.3%	1 3.2%	2 6.5%
PARENTS - My son's/daughter's teachers maintain expertise in their subject areas.	47	33 70.2%	4 8.5%	10 21.3%

STUDENTS TOTAL IN AGREEMENT BY GRADE

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

STUDENTS - My teachers are knowledgeable about the subjects they teach.

	Total	Grade			
		9	10	11	12
Total in Agreement	124 84.9%	42 89.4%	34 77.3%	31 86.1%	17 89.5%
Total - Disagreement	6 4.1%	2 4.3%	3 6.8%	1 2.8%	- -
Undecided	16 11.0%	3 6.4%	7 15.9%	4 11.1%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4 Assessment Of and For Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

4.1 The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - I understand the formal process, based on the use of criteria for success, such as school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations.	31	17 54.8%	7 22.6%	7 22.6%
STAFF - I use the school-wide criteria for success, such as analytic rubrics, when assessing student work.	31	14 45.2%	11 35.5%	6 19.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.2 The school’s professional staff communicates:

- individual student progress in achieving the school’s 21st century learning expectations to students and their families
- the school’s progress in achieving the school’s 21st century learning expectations to the school community

	Total	Total in Agreement	Total - Disagreement	Undecided
PARENTS - The school provides me with a formal report, in addition to course grades, which explains my son's/daughter's progress in achieving school-wide 21st century learning expectations.	48	35 72.9%	6 12.5%	7 14.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.3 Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.	31	9 29.0%	12 38.7%	10 32.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.4 Prior to each unit of study, teachers communicate to students the school’s applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers explain what the learning expectations are before each unit of study.	146	98 67.1%	22 15.1%	26 17.8%
STAFF - Prior to each unit of study, teachers communicate to students the school’s learning expectations and corresponding criteria for success, such as rubrics, to be used.	31	19 61.3%	7 22.6%	5 16.1%
PARENTS - My son's/daughter's teachers communicate the learning expectations prior to each unit of study.	47	35 74.5%	6 12.8%	6 12.8%

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.4 Prior to each unit of study, teachers communicate to students the school’s applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

STUDENTS - My teachers explain what the learning expectations are before each unit of study.

	Total	Grade			
		9	10	11	12
Total in Agreement	98 67.1%	34 72.3%	30 68.2%	22 61.1%	12 63.2%
Total - Disagreement	22 15.1%	9 19.1%	3 6.8%	7 19.4%	3 15.8%
Undecided	26 17.8%	4 8.5%	11 25.0%	7 19.4%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I understand in advance what work I have to accomplish to meet my teachers' expectations.	146	118 80.8%	10 6.8%	18 12.3%
STUDENTS - My teachers use clear criteria, such as rubrics, to assess my work.	146	107 73.3%	10 6.8%	29 19.9%
STUDENTS - I understand the criteria or rubrics my teachers use.	146	105 71.9%	13 8.9%	28 19.2%
PARENTS - I am familiar with and understand the school-wide criteria for success, such as analytic rubrics, teachers use to assess my son's/daughter's learning.	47	29 61.7%	8 17.0%	10 21.3%

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

STUDENTS - I understand in advance what work I have to accomplish to meet my teachers' expectations.

	Grade				
	Total	9	10	11	12
Total in Agreement	118 80.8%	40 85.1%	38 86.4%	27 75.0%	13 68.4%
Total - Disagreement	10 6.8%	3 6.4%	3 6.8%	2 5.6%	2 10.5%
Undecided	18 12.3%	4 8.5%	3 6.8%	7 19.4%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My teachers use clear criteria, such as rubrics, to assess my work.

	Grade				
	Total	9	10	11	12
Total in Agreement	107 73.3%	34 72.3%	37 84.1%	23 63.9%	13 68.4%
Total - Disagreement	10 6.8%	3 6.4%	2 4.5%	4 11.1%	1 5.3%
Undecided	29 19.9%	10 21.3%	5 11.4%	9 25.0%	5 26.3%

STUDENTS - I understand the criteria or rubrics my teachers use.

	Grade				
	Total	9	10	11	12
Total in Agreement	105 71.9%	34 72.3%	34 77.3%	23 63.9%	14 73.7%
Total - Disagreement	13 8.9%	5 10.6%	4 9.1%	4 11.1%	- -
Undecided	28 19.2%	8 17.0%	6 13.6%	9 25.0%	5 26.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.6 In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers use a variety and range of assessment strategies including formative and summative assessments.	31	28 90.3%	2 6.5%	1 3.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.7 Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - Teachers meet formally to discuss and improve both formative and summative assessment strategies.	31	11 35.5%	14 45.2%	6 19.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers assess/correct my school work in a reasonable amount of time.	146	98 67.1%	24 16.4%	24 16.4%
STUDENTS - My teachers offer suggestions to help me improve my school work.	146	114 78.1%	14 9.6%	18 12.3%
STUDENTS - I think my teachers' grading is fair and consistent.	146	104 71.2%	13 8.9%	29 19.9%
PARENTS - My son's/daughter's teachers provide timely and corrective feedback to assist him/her in revising and improving assignments.	50	38 76.0%	5 10.0%	7 14.0%

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

STUDENTS - My teachers assess/correct my school work in a reasonable amount of time.

	Grade				
	Total	9	10	11	12
Total in Agreement	98 67.1%	32 68.1%	31 70.5%	23 63.9%	12 63.2%
Total - Disagreement	24 16.4%	8 17.0%	6 13.6%	8 22.2%	2 10.5%
Undecided	24 16.4%	7 14.9%	7 15.9%	5 13.9%	5 26.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My teachers offer suggestions to help me improve my school work.

	Grade				
	Total	9	10	11	12
Total in Agreement	114 78.1%	38 80.9%	35 79.5%	27 75.0%	14 73.7%
Total - Disagreement	14 9.6%	3 6.4%	5 11.4%	5 13.9%	1 5.3%
Undecided	18 12.3%	6 12.8%	4 9.1%	4 11.1%	4 21.1%

STUDENTS - I think my teachers' grading is fair and consistent.

	Grade				
	Total	9	10	11	12
Total in Agreement	104 71.2%	36 76.6%	32 72.7%	22 61.1%	14 73.7%
Total - Disagreement	13 8.9%	3 6.4%	4 9.1%	2 5.6%	4 21.1%
Undecided	29 19.9%	8 17.0%	8 18.2%	12 33.3%	1 5.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school’s 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)	146	117 80.1%	12 8.2%	17 11.6%
STAFF - Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices.	31	13 41.9%	10 32.3%	8 25.8%
PARENTS - Teachers use a variety of methods to assess my son's/daughter's learning.	48	34 70.8%	4 8.3%	10 20.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school’s 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

STUDENTS - My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)

		Grade			
	Total	9	10	11	12
Total in Agreement	117 80.1%	40 85.1%	36 81.8%	28 77.8%	13 68.4%
Total - Disagreement	12 8.2%	4 8.5%	6 13.6%	2 5.6%	- -
Undecided	17 11.6%	3 6.4%	2 4.5%	6 16.7%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 4
GATEWAY REGIONAL HIGH SCHOOL**

4.11 Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school’s core values and beliefs about learning.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - School-wide grading and reporting practices are regularly reviewed and revised.	31	14 45.2%	13 41.9%	4 12.9%
PARENTS - Teachers' grading practices are aligned with the school's beliefs about learning.	46	37 80.4%	3 6.5%	6 13.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I feel safe at school.	146	101 69.2%	16 11.0%	29 19.9%
STUDENTS - Teachers respect students.	146	106 72.6%	15 10.3%	25 17.1%
STUDENTS - Students respect teachers.	146	57 39.0%	48 32.9%	41 28.1%
STUDENTS - Students respect one another.	146	41 28.1%	54 37.0%	51 34.9%
STUDENTS - I think bullying is a problem at my school.	146	39 26.7%	51 34.9%	56 38.4%
STUDENTS - I am proud of my school.	146	52 35.6%	36 24.7%	58 39.7%
STUDENTS - Teachers at my school are concerned about my learning.	146	85 58.2%	36 24.7%	25 17.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school's culture is safe, positive, and supportive.	31	20 64.5%	4 12.9%	7 22.6%
STAFF - The school's culture supports independent student learning.	31	24 77.4%	2 6.5%	5 16.1%
STAFF - Teachers support students in assuming responsibility for their learning.	31	26 83.9%	2 6.5%	3 9.7%
PARENTS - The school provides a safe, positive, respectful, and supportive school culture.	48	37 77.1%	6 12.5%	5 10.4%
PARENTS - The school encourages students to take responsibility for their learning.	49	39 79.6%	3 6.1%	7 14.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

STUDENTS - I feel safe at school.

	Grade				
	Total	9	10	11	12
Total in Agreement	101 69.2%	30 63.8%	34 77.3%	26 72.2%	11 57.9%
Total - Disagreement	16 11.0%	7 14.9%	4 9.1%	3 8.3%	2 10.5%
Undecided	29 19.9%	10 21.3%	6 13.6%	7 19.4%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - Teachers respect students.

	Grade				
	Total	9	10	11	12
Total in Agreement	106 72.6%	35 74.5%	34 77.3%	26 72.2%	11 57.9%
Total - Disagreement	15 10.3%	2 4.3%	6 13.6%	4 11.1%	3 15.8%
Undecided	25 17.1%	10 21.3%	4 9.1%	6 16.7%	5 26.3%

STUDENTS - Students respect teachers.

	Grade				
	Total	9	10	11	12
Total in Agreement	57 39.0%	16 34.0%	16 36.4%	19 52.8%	6 31.6%
Total - Disagreement	48 32.9%	16 34.0%	18 40.9%	8 22.2%	6 31.6%
Undecided	41 28.1%	15 31.9%	10 22.7%	9 25.0%	7 36.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - Students respect one another.

	Grade				
	Total	9	10	11	12
Total in Agreement	41 28.1%	10 21.3%	13 29.5%	12 33.3%	6 31.6%
Total - Disagreement	54 37.0%	19 40.4%	14 31.8%	11 30.6%	10 52.6%
Undecided	51 34.9%	18 38.3%	17 38.6%	13 36.1%	3 15.8%

STUDENTS - I think bullying is a problem at my school.

	Grade				
	Total	9	10	11	12
Total in Agreement	39 26.7%	11 23.4%	10 22.7%	12 33.3%	6 31.6%
Total - Disagreement	51 34.9%	15 31.9%	18 40.9%	13 36.1%	5 26.3%
Undecided	56 38.4%	21 44.7%	16 36.4%	11 30.6%	8 42.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - I am proud of my school.

	Grade				
	Total	9	10	11	12
Total in Agreement	52 35.6%	17 36.2%	20 45.5%	9 25.0%	6 31.6%
Total - Disagreement	36 24.7%	7 14.9%	13 29.5%	9 25.0%	7 36.8%
Undecided	58 39.7%	23 48.9%	11 25.0%	18 50.0%	6 31.6%

STUDENTS - Teachers at my school are concerned about my learning.

	Grade				
	Total	9	10	11	12
Total in Agreement	85 58.2%	29 61.7%	28 63.6%	17 47.2%	11 57.9%
Total - Disagreement	36 24.7%	10 21.3%	13 29.5%	9 25.0%	4 21.1%
Undecided	25 17.1%	8 17.0%	3 6.8%	10 27.8%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.2 The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I have a number of opportunities to take courses in which students of varying levels of ability are enrolled.	146	102 69.9%	16 11.0%	28 19.2%
STAFF - The school is equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum are populated with students reflecting the diversity of the student body.	31	20 64.5%	6 19.4%	5 16.1%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.2 The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

STUDENTS - I have a number of opportunities to take courses in which students of varying levels of ability are enrolled.

	Total	Grade			
		9	10	11	12
Total in Agreement	102 69.9%	35 74.5%	33 75.0%	21 58.3%	13 68.4%
Total - Disagreement	16 11.0%	3 6.4%	7 15.9%	6 16.7%	- -
Undecided	28 19.2%	9 19.1%	4 9.1%	9 25.0%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school’s 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school has a program (advisory, mentoring program) which provides me with an adult in the school, in addition to my guidance counselor, with whom I meet regularly and who knows me well.	146	79 54.1%	31 21.2%	36 24.7%
STAFF - I actively participate as an advisor/mentor in the school's formal program or process to personalize each student's educational experience.	31	16 51.6%	9 29.0%	6 19.4%
PARENTS - The school has a program (advisory, mentoring program) which provides my son/daughter with an adult in the school, in addition to his/her guidance counselor, with whom he/she meets regularly and who knows him/her well.	44	23 52.3%	12 27.3%	9 20.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school’s 21st century learning expectations.

STUDENTS - My school has a program (advisory, mentoring program) which provides me with an adult in the school, in addition to my guidance counselor, with whom I meet regularly and who knows me well.

	Grade				
	Total	9	10	11	12
Total in Agreement	79 54.1%	25 53.2%	24 54.5%	19 52.8%	11 57.9%
Total - Disagreement	31 21.2%	7 14.9%	10 22.7%	12 33.3%	2 10.5%
Undecided	36 24.7%	15 31.9%	10 22.7%	5 13.9%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school’s 21st century learning expectations.

STUDENTS - There is an adult in the school who knows me well and regularly helps me to succeed.

	Grade				
	Total	9	10	11	12
Total in Agreement	96 65.8%	31 66.0%	31 70.5%	24 66.7%	10 52.6%
Total - Disagreement	21 14.4%	5 10.6%	8 18.2%	6 16.7%	2 10.5%
Undecided	29 19.9%	11 23.4%	5 11.4%	6 16.7%	7 36.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.4 In order to improve student learning through professional development, the principal and professional staff:

- engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
- use resources outside of the school to maintain currency with best practices
- dedicate formal time to implement professional development
- apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment.	31	13 41.9%	15 48.4%	3 9.7%
STAFF - Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.	31	16 51.6%	10 32.3%	5 16.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Class sizes in my courses are reasonable.	146	124 84.9%	10 6.8%	12 8.2%
STAFF - My student load and class sizes enable me to meet the learning needs of individual students.	31	23 74.2%	3 9.7%	5 16.1%
PARENTS - My son/daughter has the opportunity to enroll in courses with students of varying levels of ability.	46	37 80.4%	1 2.2%	8 17.4%
PARENTS - The number of students in my son's/daughter's classes allows the teachers to meet his/her individual learning needs.	46	39 84.8%	2 4.3%	5 10.9%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

STUDENTS - Class sizes in my courses are reasonable.

	Total	Grade			
		9	10	11	12
Total in Agreement	124 84.9%	39 83.0%	37 84.1%	33 91.7%	15 78.9%
Total - Disagreement	10 6.8%	3 6.4%	4 9.1%	1 2.8%	2 10.5%
Undecided	12 8.2%	5 10.6%	3 6.8%	2 5.6%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My principal is clear about what he/she wants the school to accomplish for all of the students.	146	70 47.9%	32 21.9%	44 30.1%
STAFF - The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations.	31	15 48.4%	6 19.4%	10 32.3%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

STUDENTS - My principal is clear about what he/she wants the school to accomplish for all of the students.

	Total	Grade			
		9	10	11	12
Total in Agreement	70 47.9%	23 48.9%	22 50.0%	17 47.2%	8 42.1%
Total - Disagreement	32 21.9%	12 25.5%	10 22.7%	6 16.7%	4 21.1%
Undecided	44 30.1%	12 25.5%	12 27.3%	13 36.1%	7 36.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Students have input in important decisions made at my school.	146	60 41.1%	46 31.5%	40 27.4%
STAFF - Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.	31	13 41.9%	9 29.0%	9 29.0%
PARENTS - I have opportunities to be involved in important decisions made at the school.	44	32 72.7%	6 13.6%	6 13.6%

STUDENTS TOTAL IN AGREEMENT BY GRADE

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

STUDENTS - Students have input in important decisions made at my school.

	Total	Grade			
		9	10	11	12
Total in Agreement	60 41.1%	25 53.2%	17 38.6%	12 33.3%	6 31.6%
Total - Disagreement	46 31.5%	8 17.0%	17 38.6%	14 38.9%	7 36.8%
Undecided	40 27.4%	14 29.8%	10 22.7%	10 27.8%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.11 The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school’s 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school board, superintendent, and principal collaborate in the process of achieving learning expectations.	31	17 54.8%	5 16.1%	9 29.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 5
GATEWAY REGIONAL HIGH SCHOOL**

5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.	31	16 51.6%	4 12.9%	11 35.5%
PARENTS - The school board and superintendent provide the principal with sufficient authority to lead the school.	46	34 73.9%	3 6.5%	9 19.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school meets the needs of all students.	146	58 39.7%	41 28.1%	47 32.2%
STAFF - The school has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations.	31	26 83.9%	- -	5 16.1%
PARENTS - The school has timely and coordinated strategies to meet the needs of all students.	47	27 57.4%	11 23.4%	9 19.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

STUDENTS - My school meets the needs of all students.

	Grade				
	Total	9	10	11	12
Total in Agreement	58 39.7%	20 42.6%	21 47.7%	11 30.6%	6 31.6%
Total - Disagreement	41 28.1%	12 25.5%	11 25.0%	11 30.6%	7 36.8%
Undecided	47 32.2%	15 31.9%	12 27.3%	14 38.9%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

6.2 The school provides information to families, especially to those most in need, about available student support services.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I know who to ask for help at school if I have a personal problem.	146	110 75.3%	17 11.6%	19 13.0%
STAFF - The school provides information to families, especially to those most in need, about available student support services.	31	24 77.4%	2 6.5%	5 16.1%
PARENTS - The school provides information about available student support services (guidance, library/media, health, and special education) to all families.	49	39 79.6%	3 6.1%	7 14.3%

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.2 The school provides information to families, especially to those most in need, about available student support services.

STUDENTS - I know who to ask for help at school if I have a personal problem.

	Total	Grade			
		9	10	11	12
Total in Agreement	110 75.3%	35 74.5%	33 75.0%	29 80.6%	13 68.4%
Total - Disagreement	17 11.6%	7 14.9%	5 11.4%	4 11.1%	1 5.3%
Undecided	19 13.0%	5 10.6%	6 13.6%	3 8.3%	5 26.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I meet with my school counselor regularly.	146	52 35.6%	65 44.5%	29 19.9%
STUDENTS - I am comfortable going to the guidance counselor.	146	104 71.2%	16 11.0%	26 17.8%
STAFF - The school has sufficient certified/licensed counseling personnel and support staff.	31	24 77.4%	1 3.2%	6 19.4%
STAFF - School counselors meet regularly with all of their students and provide personal, academic, career, and college counseling services.	31	28 90.3%	1 3.2%	2 6.5%
PARENTS - There is an adequate number of certified/licensed personnel and support staff for the school counseling services.	45	29 64.4%	6 13.3%	10 22.2%
PARENTS - The school counseling personnel meet regularly with my son/daughter to discuss personal, academic, career, and college topics/planning.	43	22 51.2%	14 32.6%	7 16.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations

STUDENTS - I meet with my school counselor regularly.

		Grade			
	Total	9	10	11	12
Total in Agreement	52 35.6%	16 34.0%	14 31.8%	15 41.7%	7 36.8%
Total - Disagreement	65 44.5%	25 53.2%	20 45.5%	13 36.1%	7 36.8%
Undecided	29 19.9%	6 12.8%	10 22.7%	8 22.2%	5 26.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - I am comfortable going to the guidance counselor.

	Grade				
	Total	9	10	11	12
Total in Agreement	104 71.2%	30 63.8%	31 70.5%	26 72.2%	17 89.5%
Total - Disagreement	16 11.0%	7 14.9%	5 11.4%	3 8.3%	1 5.3%
Undecided	26 17.8%	10 21.3%	8 18.2%	7 19.4%	1 5.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - I am comfortable going to the school nurse.	146	105 71.9%	22 15.1%	19 13.0%
STAFF - The school has sufficient certified/licensed health services personnel.	31	29 93.5%	- -	2 6.5%
STAFF - Health services personnel provide preventive health and direct intervention services.	31	26 83.9%	- -	5 16.1%
PARENTS - The school's health services program has an adequate number of certified/licensed personnel and support staff.	46	37 80.4%	2 4.3%	7 15.2%
PARENTS - The health services personnel provide preventive health and direct intervention services.	45	38 84.4%	2 4.4%	5 11.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

STUDENTS - I am comfortable going to the school nurse.

	Grade				
	Total	9	10	11	12
Total in Agreement	105 71.9%	36 76.6%	32 72.7%	26 72.2%	11 57.9%
Total - Disagreement	22 15.1%	4 8.5%	8 18.2%	4 11.1%	6 31.6%
Undecided	19 13.0%	7 14.9%	4 9.1%	6 16.7%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - We use the library often during classes.	146	56 38.4%	54 37.0%	36 24.7%
STUDENTS - The library has the resources I need.	146	115 78.8%	9 6.2%	22 15.1%
STUDENTS - The school library is available to me before, during, and after school hours.	146	67 45.9%	45 30.8%	34 23.3%
STUDENTS - The library provides me with a wide range of materials, technology, and other information services.	146	120 82.2%	7 4.8%	19 13.0%
STUDENTS - The library staff is willing to help me find information I need or want.	146	120 82.2%	9 6.2%	17 11.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

6.6 cont.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school has sufficient certified/licensed library/media services personnel and support staff.	31	30 96.8%	- -	1 3.2%
STAFF - Library/information services personnel are actively engaged in the development and implementation of the school's curriculum.	31	24 77.4%	2 6.5%	5 16.1%
STAFF - Library information services personnel provide a wide range of print and non-print materials, including technologies and other information services, that fully support the curriculum.	31	28 90.3%	- -	3 9.7%
STAFF - Students use the library on a regular basis for assignments/research for my classes.	31	25 80.6%	3 9.7%	3 9.7%
PARENTS - The library/information services program has an adequate number of certified/licensed personnel and support staff.	41	34 82.9%	2 4.9%	5 12.2%
PARENTS - The library/media center provides a wide range of materials, technologies, and other information services to support my son's/daughter's learning needs.	44	32 72.7%	2 4.5%	10 22.7%
PARENTS - My son/daughter uses the library/media center's resources on a regular basis.	46	26 56.5%	10 21.7%	10 21.7%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

STUDENTS - We use the library often during classes.

		Grade			
	Total	9	10	11	12
Total in Agreement	56 38.4%	14 29.8%	17 38.6%	17 47.2%	8 42.1%
Total - Disagreement	54 37.0%	21 44.7%	17 38.6%	11 30.6%	5 26.3%
Undecided	36 24.7%	12 25.5%	10 22.7%	8 22.2%	6 31.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - The library has the resources I need.

	Grade				
	Total	9	10	11	12
Total in Agreement	115 78.8%	35 74.5%	39 88.6%	27 75.0%	14 73.7%
Total - Disagreement	9 6.2%	3 6.4%	1 2.3%	5 13.9%	- -
Undecided	22 15.1%	9 19.1%	4 9.1%	4 11.1%	5 26.3%

STUDENTS - The school library is available to me before, during, and after school hours.

	Grade				
	Total	9	10	11	12
Total in Agreement	67 45.9%	20 42.6%	23 52.3%	16 44.4%	8 42.1%
Total - Disagreement	45 30.8%	15 31.9%	16 36.4%	11 30.6%	3 15.8%
Undecided	34 23.3%	12 25.5%	5 11.4%	9 25.0%	8 42.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - The library provides me with a wide range of materials, technology, and other information services.

	Grade				
	Total	9	10	11	12
Total in Agreement	120 82.2%	40 85.1%	37 84.1%	28 77.8%	15 78.9%
Total - Disagreement	7 4.8%	2 4.3%	3 6.8%	2 5.6%	- -
Undecided	19 13.0%	5 10.6%	4 9.1%	6 16.7%	4 21.1%

STUDENTS - The library staff is willing to help me find information I need or want.

	Grade				
	Total	9	10	11	12
Total in Agreement	120 82.2%	40 85.1%	36 81.8%	30 83.3%	14 73.7%
Total - Disagreement	9 6.2%	2 4.3%	4 9.1%	2 5.6%	1 5.3%
Undecided	17 11.6%	5 10.6%	4 9.1%	4 11.1%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 6
GATEWAY REGIONAL HIGH SCHOOL**

6.7 Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The school has adequate, certified support services personnel for identified students, including special education, 504, and English language learners.	31	28 90.3%	- -	3 9.7%
STAFF - Support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations.	31	25 80.6%	3 9.7%	3 9.7%
STAFF - All support services personnel use assessment data, including feedback from the school community, to improve services and to achieve the school's learning expectations.	31	17 54.8%	5 16.1%	9 29.0%
PARENTS - The support services program has an adequate number of certified/licensed personnel and support staff for identified students, including special education, 504, and English language learners.	46	35 76.1%	6 13.0%	5 10.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - My school needs more teachers.	146	54 37.0%	41 28.1%	51 34.9%
STUDENTS - My school has a wide range of programs and services.	146	69 47.3%	37 25.3%	40 27.4%
STAFF - The community and the district's governing body provide dependable funding for a wide range of programs and services.	31	8 25.8%	17 54.8%	6 19.4%
STAFF - The community and the district's governing body provide dependable funding for professional and support staff.	31	8 25.8%	17 54.8%	6 19.4%
STAFF - The community and the district's governing body provide dependable funding for instructional materials, supplies, and equipment.	31	15 48.4%	13 41.9%	3 9.7%
STAFF - The community and the district's governing body provide adequate funding for a wide range of technology support.	31	15 48.4%	9 29.0%	7 22.6%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school’s 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - I have input into the development of the school budget.	31	8 25.8%	16 51.6%	7 22.6%
PARENTS - My community provides dependable funding for programs and services.	47	20 42.6%	17 36.2%	10 21.3%
PARENTS - My community provides dependable funding for staffing (building administrators, teachers, and support staff).	43	15 34.9%	21 48.8%	7 16.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7 Community Resources for Learning

The achievement of the school’s 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

STUDENTS - My school needs more teachers.

		Grade			
	Total	9	10	11	12
Total in Agreement	54 37.0%	15 31.9%	14 31.8%	15 41.7%	10 52.6%
Total - Disagreement	41 28.1%	14 29.8%	14 31.8%	9 25.0%	4 21.1%
Undecided	51 34.9%	18 38.3%	16 36.4%	12 33.3%	5 26.3%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - My school has a wide range of programs and services.

	Grade				
	Total	9	10	11	12
Total in Agreement	69 47.3%	25 53.2%	26 59.1%	8 22.2%	10 52.6%
Total - Disagreement	37 25.3%	11 23.4%	12 27.3%	12 33.3%	2 10.5%
Undecided	40 27.4%	11 23.4%	6 13.6%	16 44.4%	7 36.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

7.2 The school develops, plans, and funds programs:

- to ensure the maintenance and repair of the building and school plant
- to properly maintain, catalogue, and replace equipment
- to keep the school clean on a daily basis

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - Furniture and equipment in my classrooms are in good condition.	146	98 67.1%	19 13.0%	29 19.9%
STUDENTS - Science labs are in good working condition.	146	109 74.7%	8 5.5%	29 19.9%
STUDENTS - Computer labs, carts and laptops and other devices are in good working condition.	146	98 67.1%	17 11.6%	31 21.2%
STUDENTS - The school building is clean and well maintained.	146	118 80.8%	11 7.5%	17 11.6%
STAFF - The school is clean and well maintained.	31	31 100.0%	- -	- -
STAFF - Needed repairs are completed in a timely manner.	31	31 100.0%	- -	- -
PARENTS - The school develops and implements a plan to maintain and repair the facilities, plant, and equipment.	39	34 87.2%	- -	5 12.8%
PARENTS - The school is clean and well-maintained.	50	49 98.0%	- -	1 2.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.2 The school develops, plans, and funds programs:

- to ensure the maintenance and repair of the building and school plant
- to properly maintain, catalogue, and replace equipment
- to keep the school clean on a daily basis

STUDENTS - Furniture and equipment in my classrooms are in good condition.

	Grade				
	Total	9	10	11	12
Total in Agreement	98 67.1%	32 68.1%	29 65.9%	24 66.7%	13 68.4%
Total - Disagreement	19 13.0%	7 14.9%	4 9.1%	7 19.4%	1 5.3%
Undecided	29 19.9%	8 17.0%	11 25.0%	5 13.9%	5 26.3%

STUDENTS - Science labs are in good working condition.

	Grade				
	Total	9	10	11	12
Total in Agreement	109 74.7%	31 66.0%	36 81.8%	27 75.0%	15 78.9%
Total - Disagreement	8 5.5%	2 4.3%	2 4.5%	4 11.1%	- -
Undecided	29 19.9%	14 29.8%	6 13.6%	5 13.9%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS - Computer labs, carts and laptops and other devices are in good working condition.

	Grade				
	Total	9	10	11	12
Total in Agreement	98 67.1%	33 70.2%	31 70.5%	20 55.6%	14 73.7%
Total - Disagreement	17 11.6%	5 10.6%	3 6.8%	8 22.2%	1 5.3%
Undecided	31 21.2%	9 19.1%	10 22.7%	8 22.2%	4 21.1%

STUDENTS - The school building is clean and well maintained.

	Grade				
	Total	9	10	11	12
Total in Agreement	118 80.8%	38 80.9%	36 81.8%	29 80.6%	15 78.9%
Total - Disagreement	11 7.5%	4 8.5%	4 9.1%	2 5.6%	1 5.3%
Undecided	17 11.6%	5 10.6%	4 9.1%	5 13.9%	3 15.8%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

7.3 The community funds and the school implements a long-range plan that addresses:

- programs and services
- enrollment changes and staffing needs
- facility needs
- technology
- capital improvements

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - The school has a sufficient number of computers for student use.	146	100 68.5%	28 19.2%	18 12.3%
STUDENTS - Computers are available to me before, during, and after school hours.	146	81 55.5%	35 24.0%	30 20.5%
STAFF - The school has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.	31	18 58.1%	4 12.9%	9 29.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.3 The community funds and the school implements a long-range plan that addresses:

- programs and services
- enrollment changes and staffing needs
- facility needs
- technology
- capital improvements

STUDENTS - The school has a sufficient number of computers for student use.

	Grade				
	Total	9	10	11	12
Total in Agreement	100 68.5%	36 76.6%	28 63.6%	24 66.7%	12 63.2%
Total - Disagreement	28 19.2%	4 8.5%	10 22.7%	9 25.0%	5 26.3%
Undecided	18 12.3%	7 14.9%	6 13.6%	3 8.3%	2 10.5%

STUDENTS - Computers are available to me before, during, and after school hours.

	Grade				
	Total	9	10	11	12
Total in Agreement	81 55.5%	27 57.4%	25 56.8%	16 44.4%	13 68.4%
Total - Disagreement	35 24.0%	9 19.1%	11 25.0%	11 30.6%	4 21.1%
Undecided	30 20.5%	11 23.4%	8 18.2%	9 25.0%	2 10.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

7.5 The school site and plant support the delivery of high quality school programs and services.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	146	101 69.2%	12 8.2%	33 22.6%
STAFF - The school's physical plant and site supports the delivery of high quality programs and services.	31	23 74.2%	- -	8 25.8%
PARENTS - The school's physical plant is conducive to education.	48	39 81.3%	- -	9 18.8%

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.5 The school site and plant support the delivery of high quality school programs and services.

STUDENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).

	Grade				
	Total	9	10	11	12
Total in Agreement	101 69.2%	35 74.5%	32 72.7%	21 58.3%	13 68.4%
Total - Disagreement	12 8.2%	1 2.1%	4 9.1%	5 13.9%	2 10.5%
Undecided	33 22.6%	11 23.4%	8 18.2%	10 27.8%	4 21.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

7.7 All professional staff actively engage parents and families as partners in each student’s education and reach out specifically to those families who have been less connected with the school.

	Total	Total in Agreement	Total - Disagreement	Undecided
STAFF - The professional staff actively engages parents and families as partners in each student's education.	31	19 61.3%	5 16.1%	7 22.6%
PARENTS - The professional staff actively engages my family as partners in my son's/daughter's education.	47	26 55.3%	9 19.1%	12 25.5%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

	Total	Total in Agreement	Total - Disagreement	Undecided
STUDENTS - There is an adult in the school who knows me well and regularly helps me to succeed.	146	96 65.8%	21 14.4%	29 19.9%
STUDENTS - My parents have the opportunity to meet teachers, building administrators, and school counselors.	146	117 80.1%	9 6.2%	20 13.7%
STAFF - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	31	15 48.4%	7 22.6%	9 29.0%
PARENTS - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	43	27 62.8%	7 16.3%	9 20.9%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - TOTAL IN AGREEMENT - STANDARD 7
GATEWAY REGIONAL HIGH SCHOOL**

STUDENTS TOTAL IN AGREEMENT BY GRADE

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

STUDENTS - There is an adult in the school who knows me well and regularly helps me to succeed.

	Grade				
	Total	9	10	11	12
Total in Agreement	96 65.8%	31 66.0%	31 70.5%	24 66.7%	10 52.6%
Total - Disagreement	21 14.4%	5 10.6%	8 18.2%	6 16.7%	2 10.5%
Undecided	29 19.9%	11 23.4%	5 11.4%	6 16.7%	7 36.8%

STUDENTS - My parents have the opportunity to meet teachers, building administrators, and school counselors.

	Grade				
	Total	9	10	11	12
Total in Agreement	117 80.1%	37 78.7%	36 81.8%	30 83.3%	14 73.7%
Total - Disagreement	9 6.2%	4 8.5%	3 6.8%	2 5.6%	- -
Undecided	20 13.7%	6 12.8%	5 11.4%	4 11.1%	5 26.3%

[THIS PAGE INTENTIONALLY LEFT BLANK]

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL

FREQUENCY DISTRIBUTION

1 Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations

Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1.1 The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I am familiar with my school's core values and beliefs about learning.	146	36 24.7%	76 52.1%	23 15.8%	6 4.1%	5 3.4%	- -
PARENTS - I am familiar with the core values and beliefs adopted by my son's/daughter's school.	49	11 22.4%	32 65.3%	5 10.2%	1 2.0%	- -	- -
PARENTS - I am familiar with the 21st century learning expectations adopted by my son's/daughter's school (academic, social, and civic).	48	9 18.8%	21 43.8%	3 6.3%	10 20.8%	- -	5 10.4%
PARENTS - The school's core values and beliefs represent what the community values about student learning.	49	9 18.4%	24 49.0%	10 20.4%	3 6.1%	2 4.1%	1 2.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

1.2 The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school's 21st century learning expectations (academic, social, and civic) are challenging.	146	14 9.6%	61 41.8%	46 31.5%	23 15.8%	2 1.4%	- -
STUDENTS - I am familiar with the criteria, such as rubrics, which teachers use to assess my assignments and other class work.	146	50 34.2%	74 50.7%	14 9.6%	7 4.8%	1 0.7%	- -
STAFF - My school's 21st century learning expectations are challenging and measureable for all students.	31	5 16.1%	19 61.3%	4 12.9%	3 9.7%	- -	- -
STAFF - The school has adopted criteria for success, such as school-wide analytic rubrics, that define all of the 21st century learning expectations (academic, social, and civic).	31	4 12.9%	18 58.1%	3 9.7%	6 19.4%	- -	- -
PARENTS - I know and understand the level of learning that my son/daughter must demonstrate to meet the school's learning expectations.	50	11 22.0%	27 54.0%	6 12.0%	2 4.0%	1 2.0%	3 6.0%
PARENTS - The school's learning expectations (academic, social, and civic) are challenging.	49	8 16.3%	23 46.9%	8 16.3%	7 14.3%	2 4.1%	1 2.0%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL

1.3 The school’s core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school’s policies, procedures, decisions, and resource allocations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I am familiar with my school's learning expectations (academic, social, and civic).	146	43 29.5%	85 58.2%	15 10.3%	2 1.4%	1 0.7%	- -
STAFF - My school's core values, beliefs, and 21st century learning expectations (academic, social, and civic) are clear to me.	31	4 12.9%	18 58.1%	3 9.7%	4 12.9%	2 6.5%	- -
STAFF - The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.	31	3 9.7%	14 45.2%	10 32.3%	2 6.5%	2 6.5%	- -
STAFF - The school's core values and beliefs are actively reflected in the school's culture.	31	2 6.5%	12 38.7%	7 22.6%	7 22.6%	3 9.7%	- -
STAFF - When making important teaching decisions, I consider the school's core values and beliefs about learning.	31	3 9.7%	21 67.7%	1 3.2%	5 16.1%	1 3.2%	- -
PARENTS - The school's learning expectations are clear to my son/daughter.	49	11 22.4%	28 57.1%	3 6.1%	3 6.1%	2 4.1%	2 4.1%
PARENTS - The school's core values, beliefs, and learning expectations are referenced at parent meetings/conferences.	50	9 18.0%	21 42.0%	6 12.0%	7 14.0%	- -	7 14.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

2 Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

2.1 The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.	31	2 6.5%	13 41.9%	9 29.0%	5 16.1%	2 6.5%	- -
PARENTS - The curriculum provides my son/daughter with opportunities to achieve the school's learning expectations.	50	13 26.0%	25 50.0%	7 14.0%	3 6.0%	2 4.0%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

2.2 The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school’s 21st century learning expectations
- instructional strategies
- assessment practices that include the use of school-wide analytic and course-specific rubrics

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - There is a common, formal, curriculum template that is used in all subject areas.	31	2 6.5%	11 35.5%	8 25.8%	8 25.8%	2 6.5%	- -
PARENTS - I am informed about the school-wide learning expectations in each of my son's/daughter's classes.	49	6 12.2%	26 53.1%	10 20.4%	3 6.1%	2 4.1%	2 4.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - The content of the courses I take challenges me to think critically and solve problems.	146	44 30.1%	74 50.7%	19 13.0%	7 4.8%	2 1.4%	- -
STUDENTS - I am knowledgeable about the ethical use of technology.	146	56 38.4%	74 50.7%	12 8.2%	2 1.4%	2 1.4%	- -
STUDENTS - My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.	146	28 19.2%	57 39.0%	29 19.9%	24 16.4%	8 5.5%	- -
STUDENTS - My teachers include topics from other subject areas in my classes.	146	33 22.6%	62 42.5%	37 25.3%	11 7.5%	3 2.1%	- -
STUDENTS - My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)	146	37 25.3%	65 44.5%	22 15.1%	19 13.0%	3 2.1%	- -
STUDENTS - Information I learn in one class can be used in other classes.	146	30 20.5%	80 54.8%	27 18.5%	6 4.1%	3 2.1%	- -
STAFF - The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.	31	4 12.9%	20 64.5%	5 16.1%	1 3.2%	1 3.2%	- -
STAFF - The curriculum emphasizes cross-disciplinary learning.	31	2 6.5%	13 41.9%	7 22.6%	8 25.8%	1 3.2%	- -
STAFF - The curriculum emphasizes the informed and ethical use of technology.	31	4 12.9%	21 67.7%	2 6.5%	2 6.5%	2 6.5%	- -
STAFF - The curriculum emphasizes authentic application of knowledge and skills.	31	4 12.9%	21 67.7%	5 16.1%	1 3.2%	- -	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
PARENTS - My son/daughter is developing problem-solving and higher order thinking skills.	50	9 18.0%	35 70.0%	4 8.0%	1 2.0%	1 2.0%	- -
PARENTS - My son/daughter is learning about the ethical use of technology.	50	12 24.0%	21 42.0%	8 16.0%	4 8.0%	1 2.0%	4 8.0%
PARENTS - At school my son/daughter is encouraged to question things about which he/she is curious.	50	12 24.0%	27 54.0%	2 4.0%	5 10.0%	1 2.0%	3 6.0%
PARENTS - My son/daughter has a number of opportunities to apply what he/she is learning to real life situations.	50	8 16.0%	21 42.0%	11 22.0%	7 14.0%	1 2.0%	2 4.0%

2.4 There is clear alignment between the written and taught curriculum.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The formal curriculum in my subject area emphasizes inquiry, problem-solving, and higher order thinking.	31	10 32.3%	15 48.4%	3 9.7%	1 3.2%	2 6.5%
STAFF - The written and taught curricula are aligned.	31	5 16.1%	19 61.3%	4 12.9%	2 6.5%	1 3.2%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school provides me with the instructional materials (textbooks, computers, equipment, and supplies) I need for each of my courses.	146	55 37.7%	72 49.3%	11 7.5%	4 2.7%	4 2.7%	- -
STUDENTS - My teachers assign work that requires me to use information and do research in the library/media center.	146	29 19.9%	65 44.5%	27 18.5%	20 13.7%	5 3.4%	- -
STAFF - The school has sufficient professional staff to implement the curriculum including the co-curricular program and other learning opportunities.	31	3 9.7%	14 45.2%	5 16.1%	6 19.4%	3 9.7%	- -
STAFF - The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.	31	3 9.7%	14 45.2%	4 12.9%	8 25.8%	2 6.5%	- -
STAFF - The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.	31	5 16.1%	14 45.2%	6 19.4%	5 16.1%	1 3.2%	- -
STAFF - Co-curricular programs are adequately funded.	31	- -	6 19.4%	9 29.0%	11 35.5%	5 16.1%	- -
PARENTS - Library and media resources adequately support learning in my son's/daughter's classes.	50	10 20.0%	25 50.0%	7 14.0%	4 8.0%	- -	4 8.0%
PARENTS - My son/daughter has been provided with the materials needed for each class (textbooks, computers, equipment, and supplies).	49	11 22.4%	30 61.2%	3 6.1%	2 4.1%	2 4.1%	1 2.0%
PARENTS - The school's technology resources are adequate.	49	12 24.5%	21 42.9%	9 18.4%	4 8.2%	- -	3 6.1%
PARENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	49	12 24.5%	25 51.0%	7 14.3%	3 6.1%	1 2.0%	1 2.0%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL

2.7 The district provides the school’s professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.	31	1 3.2%	10 32.3%	7 22.6%	12 38.7%	1 3.2%	- -
STAFF - I am directly involved in curriculum evaluation, review, and revision work.	31	3 9.7%	17 54.8%	4 12.9%	4 12.9%	3 9.7%	- -
PARENTS - Co-curricular programs are adequately funded (student activities, clubs, and athletics).	50	5 10.0%	17 34.0%	11 22.0%	12 24.0%	5 10.0%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

3 Instruction

The quality of instruction is the single most important factor in students’ achievement of the school’s 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school’s core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

3.1 Teachers’ instructional practices are continuously examined to ensure consistency with the school’s core values, beliefs, and 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.	31	3 9.7%	18 58.1%	3 9.7%	7 22.6%	- -	- -
PARENTS - My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.	50	10 20.0%	23 46.0%	11 22.0%	5 10.0%	1 2.0%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

3.2 Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers personalize my instruction.	146	20 13.7%	47 32.2%	52 35.6%	20 13.7%	7 4.8%	- -
STUDENTS - My teachers give me opportunities to choose topics for some assignments.	146	28 19.2%	63 43.2%	34 23.3%	16 11.0%	5 3.4%	- -
STUDENTS - I have an opportunity to apply what I am learning outside the classroom.	146	20 13.7%	69 47.3%	37 25.3%	16 11.0%	4 2.7%	- -
STUDENTS - My teachers ask me to use technology in my assignments.	146	32 21.9%	66 45.2%	30 20.5%	17 11.6%	1 0.7%	- -
STUDENTS - My teachers spend one-on-one time with me.	146	33 22.6%	58 39.7%	34 23.3%	16 11.0%	5 3.4%	- -
STUDENTS - My teachers provide me with opportunities to assess my own work.	146	36 24.7%	69 47.3%	21 14.4%	18 12.3%	2 1.4%	- -
STAFF - Teachers personalize instruction to support the achievement of the school's learning expectations.	31	5 16.1%	19 61.3%	5 16.1%	2 6.5%	- -	- -
STAFF - Teachers emphasize inquiry, problem-solving, and higher order thinking to support the achievement of the school's learning expectations.	31	5 16.1%	18 58.1%	7 22.6%	- -	1 3.2%	- -
PARENTS - My son's/daughter's teachers emphasize inquiry, problem-solving, and higher order thinking.	48	12 25.0%	24 50.0%	12 25.0%	- -	- -	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Teachers use group activities in my classes.	146	38 26.0%	80 54.8%	16 11.0%	10 6.8%	2 1.4%	- -
STUDENTS - My teachers use a variety of teaching strategies in my courses.	146	31 21.2%	74 50.7%	26 17.8%	9 6.2%	6 4.1%	- -
STAFF - Teachers adjust their instructional practices by organizing group learning activities.	31	2 6.5%	23 74.2%	4 12.9%	2 6.5%	- -	- -
STAFF - Teachers use differentiated instructional practices to meet the learning needs of all students.	31	4 12.9%	25 80.6%	- -	2 6.5%	- -	- -
PARENTS - Teachers engage my son/daughter as an active learner.	48	10 20.8%	25 52.1%	8 16.7%	4 8.3%	- -	1 2.1%
PARENTS - Teachers modify/adjust their instructional practices based on students' progress in achieving the school's 21st century learning expectations.	49	9 18.4%	18 36.7%	9 18.4%	5 10.2%	2 4.1%	6 12.2%
PARENTS - Teachers provide additional support to my son/daughter when needed.	49	10 20.4%	29 59.2%	3 6.1%	6 12.2%	- -	1 2.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers ask for my ideas/opinions to improve how they teach.	146	25 17.1%	52 35.6%	27 18.5%	35 24.0%	7 4.8%	- -
STUDENTS - My teachers make learning exciting and interesting for me.	146	21 14.4%	55 37.7%	43 29.5%	18 12.3%	9 6.2%	- -
STAFF - Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.	31	2 6.5%	22 71.0%	3 9.7%	3 9.7%	1 3.2%	- -
STAFF - Teachers improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices.	31	1 3.2%	17 54.8%	6 19.4%	4 12.9%	3 9.7%	- -
STAFF - Teachers have formal opportunities to examine student work to improve their instructional practices.	31	1 3.2%	14 45.2%	6 19.4%	8 25.8%	2 6.5%	- -
PARENTS - My son's/daughter's teachers have asked me for feedback about their instructional practices.	49	3 6.1%	9 18.4%	15 30.6%	14 28.6%	6 12.2%	2 4.1%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers are knowledgeable about the subjects they teach.	146	50 34.2%	74 50.7%	16 11.0%	5 3.4%	1 0.7%	- -
STAFF - Teachers maintain expertise in their content area and in content-specific instructional practices.	31	1 3.2%	27 87.1%	2 6.5%	- -	1 3.2%	- -
PARENTS - My son's/daughter's teachers maintain expertise in their subject areas.	49	10 20.4%	23 46.9%	10 20.4%	2 4.1%	2 4.1%	2 4.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

4 Assessment Of and For Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

4.1 The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - I understand the formal process, based on the use of criteria for success, such as school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations.	31	1 3.2%	16 51.6%	7 22.6%	6 19.4%	1 3.2%
STAFF - I use the school-wide criteria for success, such as analytic rubrics, when assessing student work.	31	3 9.7%	11 35.5%	6 19.4%	8 25.8%	3 9.7%

4.2 The school's professional staff communicates:

- individual student progress in achieving the school's 21st century learning expectations to students and their families
- the school's progress in achieving the school's 21st century learning expectations to the school community

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
PARENTS - The school provides me with a formal report, in addition to course grades, which explains my son's/daughter's progress in achieving school-wide 21st century learning expectations.	50	8 16.0%	27 54.0%	7 14.0%	4 8.0%	2 4.0%	2 4.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

4.3 Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.	31	- -	9 29.0%	10 32.3%	9 29.0%	3 9.7%

4.4 Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers explain what the learning expectations are before each unit of study.	146	36 24.7%	62 42.5%	26 17.8%	20 13.7%	2 1.4%	- -
STAFF - Prior to each unit of study, teachers communicate to students the school's learning expectations and corresponding criteria for success, such as rubrics, to be used.	31	3 9.7%	16 51.6%	5 16.1%	5 16.1%	2 6.5%	- -
PARENTS - My son's/daughter's teachers communicate the learning expectations prior to each unit of study.	50	8 16.0%	27 54.0%	6 12.0%	5 10.0%	1 2.0%	3 6.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

4.5 Prior to summative assessments, teachers provide students with the corresponding rubrics.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I understand in advance what work I have to accomplish to meet my teachers' expectations.	146	35 24.0%	83 56.8%	18 12.3%	9 6.2%	1 0.7%	- -
STUDENTS - My teachers use clear criteria, such as rubrics, to assess my work.	146	34 23.3%	73 50.0%	29 19.9%	7 4.8%	3 2.1%	- -
STUDENTS - I understand the criteria or rubrics my teachers use.	146	30 20.5%	75 51.4%	28 19.2%	11 7.5%	2 1.4%	- -
PARENTS - I am familiar with and understand the school-wide criteria for success, such as analytic rubrics, teachers use to assess my son's/daughter's learning.	49	10 20.4%	19 38.8%	10 20.4%	8 16.3%	- -	2 4.1%

4.6 In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - Teachers use a variety and range of assessment strategies including formative and summative assessments.	31	6 19.4%	22 71.0%	1 3.2%	1 3.2%	1 3.2%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

4.7 Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - Teachers meet formally to discuss and improve both formative and summative assessment strategies.	31	-	11 35.5%	6 19.4%	10 32.3%	4 12.9%

4.8 Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers assess/correct my school work in a reasonable amount of time.	146	29 19.9%	69 47.3%	24 16.4%	18 12.3%	6 4.1%	- -
STUDENTS - My teachers offer suggestions to help me improve my school work.	146	35 24.0%	79 54.1%	18 12.3%	9 6.2%	5 3.4%	- -
STUDENTS - I think my teachers' grading is fair and consistent.	146	37 25.3%	67 45.9%	29 19.9%	6 4.1%	7 4.8%	- -
PARENTS - My son's/daughter's teachers provide timely and corrective feedback to assist him/her in revising and improving assignments.	50	13 26.0%	25 50.0%	7 14.0%	4 8.0%	1 2.0%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

4.10 Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school’s 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers/projects, etc.)	146	41 28.1%	76 52.1%	17 11.6%	9 6.2%	3 2.1%	- -
STAFF - Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices.	31	- -	13 41.9%	8 25.8%	6 19.4%	4 12.9%	- -
PARENTS - Teachers use a variety of methods to assess my son's/daughter's learning.	50	12 24.0%	22 44.0%	10 20.0%	3 6.0%	1 2.0%	2 4.0%

4.11 Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school’s core values and beliefs about learning.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - School-wide grading and reporting practices are regularly reviewed and revised.	31	2 6.5%	12 38.7%	4 12.9%	9 29.0%	4 12.9%	- -
PARENTS - Teachers' grading practices are aligned with the school's beliefs about learning.	50	10 20.0%	27 54.0%	6 12.0%	2 4.0%	1 2.0%	4 8.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I feel safe at school.	146	40 27.4%	61 41.8%	29 19.9%	9 6.2%	7 4.8%	- -
STUDENTS - Teachers respect students.	146	41 28.1%	65 44.5%	25 17.1%	13 8.9%	2 1.4%	- -
STUDENTS - Students respect teachers.	146	9 6.2%	48 32.9%	41 28.1%	40 27.4%	8 5.5%	- -
STUDENTS - Students respect one another.	146	9 6.2%	32 21.9%	51 34.9%	28 19.2%	26 17.8%	- -
STUDENTS - I think bullying is a problem at my school.	146	12 8.2%	27 18.5%	56 38.4%	41 28.1%	10 6.8%	- -
STUDENTS - I am proud of my school.	146	9 6.2%	43 29.5%	58 39.7%	23 15.8%	13 8.9%	- -
STUDENTS - Teachers at my school are concerned about my learning.	146	29 19.9%	56 38.4%	25 17.1%	26 17.8%	10 6.8%	- -
STAFF - The school's culture is safe, positive, and supportive.	31	5 16.1%	15 48.4%	7 22.6%	2 6.5%	2 6.5%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

5 School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

5.1 The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school's culture supports independent student learning.	31	6 19.4%	18 58.1%	5 16.1%	- -	2 6.5%	- -
STAFF - Teachers support students in assuming responsibility for their learning.	31	7 22.6%	19 61.3%	3 9.7%	1 3.2%	1 3.2%	- -
PARENTS - The school provides a safe, positive, respectful, and supportive school culture.	49	16 32.7%	21 42.9%	5 10.2%	4 8.2%	2 4.1%	1 2.0%
PARENTS - The school encourages students to take responsibility for their learning.	49	12 24.5%	27 55.1%	7 14.3%	3 6.1%	- -	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

5.2 The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - I have a number of opportunities to take courses in which students of varying levels of ability are enrolled.	146	32 21.9%	70 47.9%	28 19.2%	12 8.2%	4 2.7%
STAFF - The school is equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum are populated with students reflecting the diversity of the student body.	31	3 9.7%	17 54.8%	5 16.1%	4 12.9%	2 6.5%

5.3 There is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school has a program (advisory, mentoring program) which provides me with an adult in the school, in addition to my guidance counselor, with whom I meet regularly and who knows me well.	146	27 18.5%	52 35.6%	36 24.7%	22 15.1%	9 6.2%	- -
STAFF - I actively participate as an advisor/mentor in the school's formal program or process to personalize each student's educational experience.	31	3 9.7%	13 41.9%	6 19.4%	6 19.4%	3 9.7%	- -
PARENTS - The school has a program (advisory, mentoring program) which provides my son/daughter with an adult in the school, in addition to his/her guidance counselor, with whom he/she meets regularly and who knows him/her well.	50	11 22.0%	12 24.0%	9 18.0%	11 22.0%	1 2.0%	6 12.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

5.4 In order to improve student learning through professional development, the principal and professional staff:

- engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
- use resources outside of the school to maintain currency with best practices
- dedicate formal time to implement professional development
- apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment.	31	1 3.2%	12 38.7%	3 9.7%	8 25.8%	7 22.6%
STAFF - Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.	31	3 9.7%	13 41.9%	5 16.1%	7 22.6%	3 9.7%

5.7 Student load and class size enable teachers to meet the learning needs of individual students.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Class sizes in my courses are reasonable.	146	48 32.9%	76 52.1%	12 8.2%	7 4.8%	3 2.1%	- -
STAFF - My student load and class sizes enable me to meet the learning needs of individual students.	31	6 19.4%	17 54.8%	5 16.1%	1 3.2%	2 6.5%	- -
PARENTS - My son/daughter has the opportunity to enroll in courses with students of varying levels of ability.	49	11 22.4%	26 53.1%	8 16.3%	- -	1 2.0%	3 6.1%
PARENTS - The number of students in my son's/daughter's classes allows the teachers to meet his/her individual learning needs.	50	11 22.0%	28 56.0%	5 10.0%	1 2.0%	1 2.0%	4 8.0%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL

5.8 The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - My principal is clear about what he/she wants the school to accomplish for all of the students.	146	23 15.8%	47 32.2%	44 30.1%	24 16.4%	8 5.5%
STAFF - The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations.	31	1 3.2%	14 45.2%	10 32.3%	3 9.7%	3 9.7%

5.9 Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Students have input in important decisions made at my school.	146	16 11.0%	44 30.1%	40 27.4%	28 19.2%	18 12.3%	- -
STAFF - Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.	31	1 3.2%	12 38.7%	9 29.0%	8 25.8%	1 3.2%	- -
PARENTS - I have opportunities to be involved in important decisions made at the school.	50	9 18.0%	23 46.0%	6 12.0%	2 4.0%	4 8.0%	6 12.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

5.11 The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school’s 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STAFF - The school board, superintendent, and principal collaborate in the process of achieving learning expectations.	31	1 3.2%	16 51.6%	9 29.0%	5 16.1%	- -

5.12 The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.	31	1 3.2%	15 48.4%	11 35.5%	1 3.2%	3 9.7%	- -
PARENTS - The school board and superintendent provide the principal with sufficient authority to lead the school.	50	12 24.0%	22 44.0%	9 18.0%	2 4.0%	1 2.0%	4 8.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

6 School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

6.1 The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school meets the needs of all students.	146	13 8.9%	45 30.8%	47 32.2%	28 19.2%	13 8.9%	- -
STAFF - The school has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations.	31	4 12.9%	22 71.0%	5 16.1%	- -	- -	- -
PARENTS - The school has timely and coordinated strategies to meet the needs of all students.	49	9 18.4%	18 36.7%	9 18.4%	7 14.3%	4 8.2%	2 4.1%

6.2 The school provides information to families, especially to those most in need, about available student support services.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I know who to ask for help at school if I have a personal problem.	146	34 23.3%	76 52.1%	19 13.0%	7 4.8%	10 6.8%	- -
STAFF - The school provides information to families, especially to those most in need, about available student support services.	31	4 12.9%	20 64.5%	5 16.1%	2 6.5%	- -	- -
PARENTS - The school provides information about available student support services (guidance, library/media, health, and special education) to all families.	50	13 26.0%	26 52.0%	7 14.0%	3 6.0%	- -	1 2.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

6.4 School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I meet with my school counselor regularly.	146	17 11.6%	35 24.0%	29 19.9%	47 32.2%	18 12.3%	- -
STUDENTS - I am comfortable going to the guidance counselor.	146	46 31.5%	58 39.7%	26 17.8%	8 5.5%	8 5.5%	- -
STAFF - The school has sufficient certified/licensed counseling personnel and support staff.	31	6 19.4%	18 58.1%	6 19.4%	1 3.2%	- -	- -
STAFF - School counselors meet regularly with all of their students and provide personal, academic, career, and college counseling services.	31	9 29.0%	19 61.3%	2 6.5%	- -	1 3.2%	- -
PARENTS - There is an adequate number of certified/licensed personnel and support staff for the school counseling services.	49	9 18.4%	20 40.8%	10 20.4%	5 10.2%	1 2.0%	4 8.2%
PARENTS - The school counseling personnel meet regularly with my son/daughter to discuss personal, academic, career, and college topics/planning.	48	5 10.4%	17 35.4%	7 14.6%	10 20.8%	4 8.3%	5 10.4%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

6.5 The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - I am comfortable going to the school nurse.	146	38 26.0%	67 45.9%	19 13.0%	14 9.6%	8 5.5%	- -
STAFF - The school has sufficient certified/licensed health services personnel.	31	12 38.7%	17 54.8%	2 6.5%	- -	- -	- -
STAFF - Health services personnel provide preventive health and direct intervention services.	31	13 41.9%	13 41.9%	5 16.1%	- -	- -	- -
PARENTS - The school's health services program has an adequate number of certified/licensed personnel and support staff.	50	9 18.0%	28 56.0%	7 14.0%	2 4.0%	- -	4 8.0%
PARENTS - The health services personnel provide preventive health and direct intervention services.	50	14 28.0%	24 48.0%	5 10.0%	2 4.0%	- -	5 10.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - We use the library often during classes.	146	16 11.0%	40 27.4%	36 24.7%	39 26.7%	15 10.3%	- -
STUDENTS - The library has the resources I need.	146	47 32.2%	68 46.6%	22 15.1%	8 5.5%	1 0.7%	- -
STUDENTS - The school library is available to me before, during, and after school hours.	146	23 15.8%	44 30.1%	34 23.3%	36 24.7%	9 6.2%	- -
STUDENTS - The library provides me with a wide range of materials, technology, and other information services.	146	49 33.6%	71 48.6%	19 13.0%	6 4.1%	1 0.7%	- -
STUDENTS - The library staff is willing to help me find information I need or want.	146	60 41.1%	60 41.1%	17 11.6%	6 4.1%	3 2.1%	- -
STAFF - The school has sufficient certified/licensed library/media services personnel and support staff.	31	11 35.5%	19 61.3%	1 3.2%	- -	- -	- -
STAFF - Library/information services personnel are actively engaged in the development and implementation of the school's curriculum.	31	13 41.9%	11 35.5%	5 16.1%	2 6.5%	- -	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

6.6 Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - Library information services personnel provide a wide range of print and non-print materials, including technologies and other information services, that fully support the curriculum.	31	14 45.2%	14 45.2%	3 9.7%	- -	- -	- -
STAFF - Students use the library on a regular basis for assignments/research for my classes.	31	7 22.6%	18 58.1%	3 9.7%	2 6.5%	1 3.2%	- -
PARENTS - The library/information services program has an adequate number of certified/licensed personnel and support staff.	50	13 26.0%	21 42.0%	5 10.0%	1 2.0%	1 2.0%	9 18.0%
PARENTS - The library/media center provides a wide range of materials, technologies, and other information services to support my son's/daughter's learning needs.	48	9 18.8%	23 47.9%	10 20.8%	2 4.2%	- -	4 8.3%
PARENTS - My son/daughter uses the library/media center's resources on a regular basis.	50	9 18.0%	17 34.0%	10 20.0%	8 16.0%	2 4.0%	4 8.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

6.7 Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The school has adequate, certified support services personnel for identified students, including special education, 504, and English language learners.	31	8 25.8%	20 64.5%	3 9.7%	- -	- -	- -
STAFF - Support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations.	31	5 16.1%	20 64.5%	3 9.7%	2 6.5%	1 3.2%	- -
STAFF - All support services personnel use assessment data, including feedback from the school community, to improve services and to achieve the school's learning expectations.	31	3 9.7%	14 45.2%	9 29.0%	4 12.9%	1 3.2%	- -
PARENTS - The support services program has an adequate number of certified/licensed personnel and support staff for identified students, including special education, 504, and English language learners.	49	12 24.5%	23 46.9%	5 10.2%	2 4.1%	4 8.2%	3 6.1%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school’s 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My school needs more teachers.	146	25 17.1%	29 19.9%	51 34.9%	31 21.2%	10 6.8%	- -
STUDENTS - My school has a wide range of programs and services.	146	19 13.0%	50 34.2%	40 27.4%	29 19.9%	8 5.5%	- -
STAFF - The community and the district's governing body provide dependable funding for a wide range of programs and services.	31	1 3.2%	7 22.6%	6 19.4%	11 35.5%	6 19.4%	- -
STAFF - The community and the district's governing body provide dependable funding for professional and support staff.	31	- -	8 25.8%	6 19.4%	10 32.3%	7 22.6%	- -
STAFF - The community and the district's governing body provide dependable funding for instructional materials, supplies, and equipment.	31	1 3.2%	14 45.2%	3 9.7%	8 25.8%	5 16.1%	- -
STAFF - The community and the district's governing body provide adequate funding for a wide range of technology support.	31	2 6.5%	13 41.9%	7 22.6%	8 25.8%	1 3.2%	- -
STAFF - I have input into the development of the school budget.	31	- -	8 25.8%	7 22.6%	13 41.9%	3 9.7%	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

7 Community Resources for Learning

The achievement of the school’s 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

7.1 The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- on-going professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
PARENTS - My community provides dependable funding for programs and services.	50	5 10.0%	15 30.0%	10 20.0%	9 18.0%	8 16.0%	3 6.0%
PARENTS - My community provides dependable funding for staffing (building administrators, teachers, and support staff).	50	7 14.0%	8 16.0%	7 14.0%	17 34.0%	4 8.0%	7 14.0%

NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL

7.2 The school develops, plans, and funds programs:

- to ensure the maintenance and repair of the building and school plant
- to properly maintain, catalogue, and replace equipment
- to keep the school clean on a daily basis

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - Furniture and equipment in my classrooms are in good condition.	146	27 18.5%	71 48.6%	29 19.9%	14 9.6%	5 3.4%	- -
STUDENTS - Science labs are in good working condition.	146	34 23.3%	75 51.4%	29 19.9%	7 4.8%	1 0.7%	- -
STUDENTS - Computer labs, carts and laptops and other devices are in good working condition.	146	28 19.2%	70 47.9%	31 21.2%	9 6.2%	8 5.5%	- -
STUDENTS - The school building is clean and well maintained.	146	45 30.8%	73 50.0%	17 11.6%	7 4.8%	4 2.7%	- -
STAFF - The school is clean and well maintained.	31	19 61.3%	12 38.7%	- -	- -	- -	- -
STAFF - Needed repairs are completed in a timely manner.	31	16 51.6%	15 48.4%	- -	- -	- -	- -
PARENTS - The school develops and implements a plan to maintain and repair the facilities, plant, and equipment.	50	13 26.0%	21 42.0%	5 10.0%	- -	- -	11 22.0%
PARENTS - The school is clean and well-maintained.	50	22 44.0%	27 54.0%	1 2.0%	- -	- -	- -

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

7.3 The community funds and the school implements a long-range plan that addresses:

- programs and services
- enrollment changes and staffing needs
- facility needs
- technology
- capital improvements

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
STUDENTS - The school has a sufficient number of computers for student use.	146	39 26.7%	61 41.8%	18 12.3%	21 14.4%	7 4.8%
STUDENTS - Computers are available to me before, during, and after school hours.	146	32 21.9%	49 33.6%	30 20.5%	25 17.1%	10 6.8%
STAFF - The school has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.	31	5 16.1%	13 41.9%	9 29.0%	3 9.7%	1 3.2%

7.5 The school site and plant support the delivery of high quality school programs and services.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).	146	39 26.7%	62 42.5%	33 22.6%	9 6.2%	3 2.1%	- -
STAFF - The school's physical plant and site supports the delivery of high quality programs and services.	31	7 22.6%	16 51.6%	8 25.8%	- -	- -	- -
PARENTS - The school's physical plant is conducive to education.	50	18 36.0%	21 42.0%	9 18.0%	- -	- -	2 4.0%

**NEASC-CPS SELF-STUDY EVALUATION RESULTS - FREQUENCY DISTRIBUTION
GATEWAY REGIONAL HIGH SCHOOL**

7.7 All professional staff actively engage parents and families as partners in each student’s education and reach out specifically to those families who have been less connected with the school.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STAFF - The professional staff actively engages parents and families as partners in each student's education.	31	3 9.7%	16 51.6%	7 22.6%	3 9.7%	2 6.5%	- -
PARENTS - The professional staff actively engages my family as partners in my son's/daughter's education.	49	8 16.3%	18 36.7%	12 24.5%	8 16.3%	1 2.0%	2 4.1%

7.8 The school develops productive parent, community, business, and higher education partnerships that support student learning.

	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Do Not Know
STUDENTS - My parents participate in school programs.	146	17 11.6%	33 22.6%	36 24.7%	33 22.6%	27 18.5%	- -
STUDENTS - My parents have the opportunity to meet teachers, building administrators, and school counselors.	146	45 30.8%	72 49.3%	20 13.7%	5 3.4%	4 2.7%	- -
STAFF - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	31	3 9.7%	12 38.7%	9 29.0%	5 16.1%	2 6.5%	- -
PARENTS - The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.	50	9 18.0%	18 36.0%	9 18.0%	4 8.0%	3 6.0%	7 14.0%