State of Israel
Ministry of Education

Division for
Elementary Education

Office of the General Director
Division for Evaluation

G E M S

Growth and Effectiveness Measures for Schools

{School name}

Report for 2004

Jerusalem, 2004

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PREFACE

This report attempts to present a picture of your school, and contains information gathered with the cooperation of teachers and students. It is intended to be a tool for you in planning the activities of your school and in setting its priorities.

In order that the report be of most benefit to you, we suggest that you first take time to read the following explanations how to read and interpret the data presented.

Social Indicators – what they are and what they are not

The report presents (educational) Indicators. Indicators **describe** a situation but they do **not** tell you what its **causes** are. They are in a way similar to an oil-stick or a thermometer. A warning light on the dashboard of a car tells you that there is something wrong – but not always what or why; perhaps you need a mechanic, but perhaps just to change a fuse? Or, if your child is running a fever, this does not in itself tell you what his trouble is; for a diagnosis you may take him to a physician.

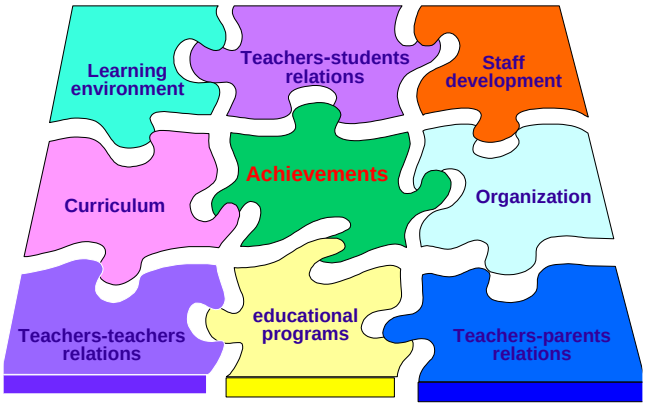
But most situations are simpler: when the gas indicator blinks, no specialist is needed to tell us that the gas tank is near empty, and that we should drive to the nearest gas station for fuel. We believe that most schools have the knowledge, the skill and the resources to act upon the information in this report, and that they do not need outside experts to advise them what to do.

National Indicators: There are many examples of national indicators: in fact, the media is full of them. Balance of Payments for economics; Availability of Hospital Beds or Infant Mortality for health care; Road Accidents per million miles driven – each describes a particular facet of some area of national life. For education, as well, we rely on selected indicators to infer the state of the educational system: Dropout rates, extent of literacy among adults, percent of the age group who graduate from high school etc. Each indicator may by itself be of limited value, but jointly they offer an evaluation of the area in question, beyond anecdotal evidence or subjective impressions.

Each of these indicators was selected, measured and published because it is considered to offer important evidence: Sometimes because it is pertinent to national goals and policy; sometimes because it reveals implied priorities in resource distribution; sometimes because social research and theory has highlighted its relevance and evidentiary value. In all cases, the indicators are to provide public and decision makers with a basis of systematic and reliable data, rather than loose intuition and arbitrary impressions.

School indicators: **GEMS -- Growth and Effectiveness Measures for Schools** (in Hebrew: **MEITZAV)** GEMS is a set of indicators on the level of the school, rather than on the national level. Policy makers within a school also need data which will enable them to base their decisions on a valid description of reality, of needs and of achievements.

We see the school as a holistic system: school is an organization and a learning environment and a curriculum and student achievements and staff development programs and a network of personal relations and …



Selecting the Indicators: **The indicators included in this report were selected according to three sources:**

1. The professional literature on School Effectiveness.
2. The policy and priorities of the Ministry of Education.
3. Suggestions by 200 supervisors and 200 principals who told us which data they would need in order to make well-considered decisions for and in their school.

In Summary: There are many evaluations of specific topics or projects that provide the school with data on some of these indicators – achievement tests, climate questionnaires etc. But GEMS is the only tool that attempts to see the school as a whole and to provide data on most facets of school, including the interrelations between different facets. That is, GEMS strives to present all major parts of the jigsaw puzzle – so as to help in current management, in planning and in utilization of resources.

Structure of the Report

The present report is based on data collected in the school year 2002. It includes three main parts:

1. The Pedagogical Environment in the school
2. Student Achievements
3. School Climate and Work Environment

Comparison to National Mean: The report frequently compares the school data to the national mean. This puts the school data in a relevant context, but **do note**: The National Mean is purely descriptive and **must not be seen as a standard to be reached**. It could well be that the National Mean indicates a problem that calls for improvement in all schools. For example: in a national sample it was found that only one third of students like their school and two thirds do not. Obviously this calls for improvement throughout the system.

So, if a certain school is disliked by 'only' half of its students, this is of course better than were the number two thirds, but is still no cause for joy. The National Mean is not a standard which defines the goal to be attained; it is only an aid in drawing a more complete picture of the school.

Standard setting for GEMS tests

Standards were set for the tests included in GEMS: referees evaluated the level of difficulty of each item in accordance with the curriculum and standards defined by the Ministry of Education, and considering the point during the school year at which the test was administered. These standards serve to equate ("calibrate") the tests, so as to enable comparisons between tests in different subject-matters, tests applied in different years and at different points of the school year.

IMPORTANT!!! The present report includes the following innovations:

1. **Comparison of 2004 school data to the 2002 data, for all subjects, including comparisons to national mean in each year.**
2. **Specific comparison (Table 1 only) of the changes in students' achievements from 2002 to 2004 between (a) change in the school analyzed and (b) the average change in a comparison group consisting of schools with similar starting points (similar achievements in 2002) and similar school background characteristics.**
3. **Achievements are this year reported in "equated grades" according to the standard setting, and thus taking into account the level of difficulty of the tests. The grades published in the in the 2002 report were not thus equated, and therefore the two reports are not comparable in this context. Nor is there any need to refer to the report you received two years ago -- the present report includes all relevant and important comparisons.**

However, then and now, school and class grades are based on "regular" students only. Achievements of New Immigrants and of Special Education Students are calculated separately and not included in the reporting of means by school or class.

Note the Presentation of Graphs:

- Full columns  represent 2004 results and lined columns  represent 2002 results
- **Red** line represents the National Mean of similar schools
- **Blue** columns represent teachers' responses and **Green** columns represent students' responses

The information in this report is based on the following sources:

Interview with principal	**No. to participants**	**Percent of attendance**
Principal interview	✓	
Number of teachers interviewed	23	92%
Number of students responding to the questionnaire	189	94%
Number of students who took Language test	80	82%
Number of students who took Mathematics test	98	100%
Number of students who took Science test	91	93%
Number of students who took English test	85	87%

a. percent of teachers participation was computed by number of teachers interview relative to the number reported by school

b. percent of students participation was computed by number of students that took part relative to the number reported in the ministry files

Tips on how to read the data and how to draw conclusions

The report includes so many specific data that it is not easy both to pay attention to details and at the same time to get a whole picture. It will help if you try to integrate different pieces of data: When you consider student achievements in math, you will probably think of the number of class hours devoted to math in the different grades. But look also at the extent of relevant in-service training of teachers and at their expectations for student success. Moreover, how does math compare to achievements in other subjects and what are student attitudes to learning in general? When you consider the level of student violence in the school, look also at other characteristics of the school climate: is it as structured (or *un*structured) as you would like it? How do the students perceive the attitude and behaviour of their *teachers towards them*?

We suggest that after the first impression from the reading you may ask yourself the following questions:

- Am I surprised by the findings? Which ones?
- Which findings satisfy me? Which ones do I wish to improve?
- What are my *main* conclusions, disregarding minor issues?
- Should I change priorities in school policy – perhaps more emphasis on apparent weaknesses and less on areas where we seem to be successful? Or, on the contrary, should I further develop our strengths? In either case, does this imply that I should allocate resources differently?
- In conclusion: On what should our efforts be focussed in the near future? And no less important: With what activities, "projects", "initiatives" etc., could we well dispense?
- How am I going to present the report and its findings to the staff? How should I structure our discussion? Who else should take part in discussing the report?
- How am I going to discuss the data and my own conclusions with the supervisor of the school?

For your convenience we have at the end of each chapter added an empty page which you can use for notes and comments.

We hope that you will find the report to be useful and that it will help you in running the school and in planning its further development.

If you have comments, questions, need for clarification, want to share ideas with us or with your fellow principals and teachers -- please contact our Internet site www.education.gov.il/haaracha.

We take this opportunity to thank you for your cooperation. Please, forward also our thanks to staff and students for their contribution.

Gili Schild Ph.D.

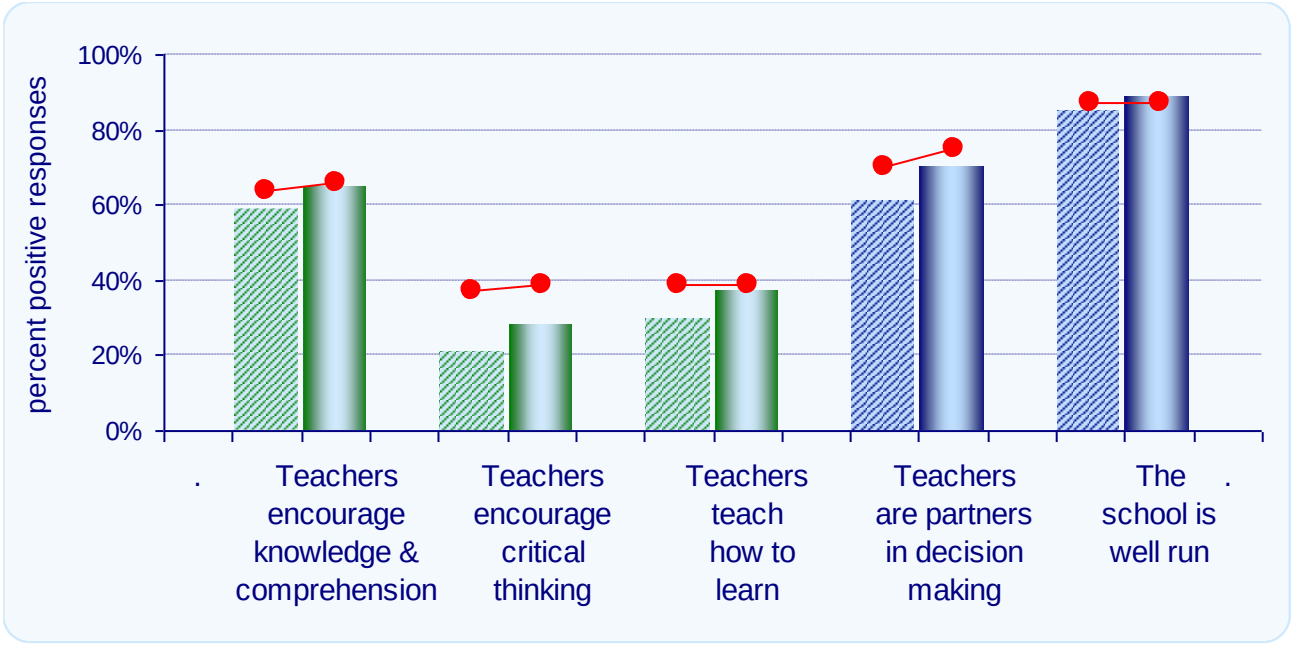
Moti Assouline M.A.

And the GEMS tea

Findings -- First the Headlines …

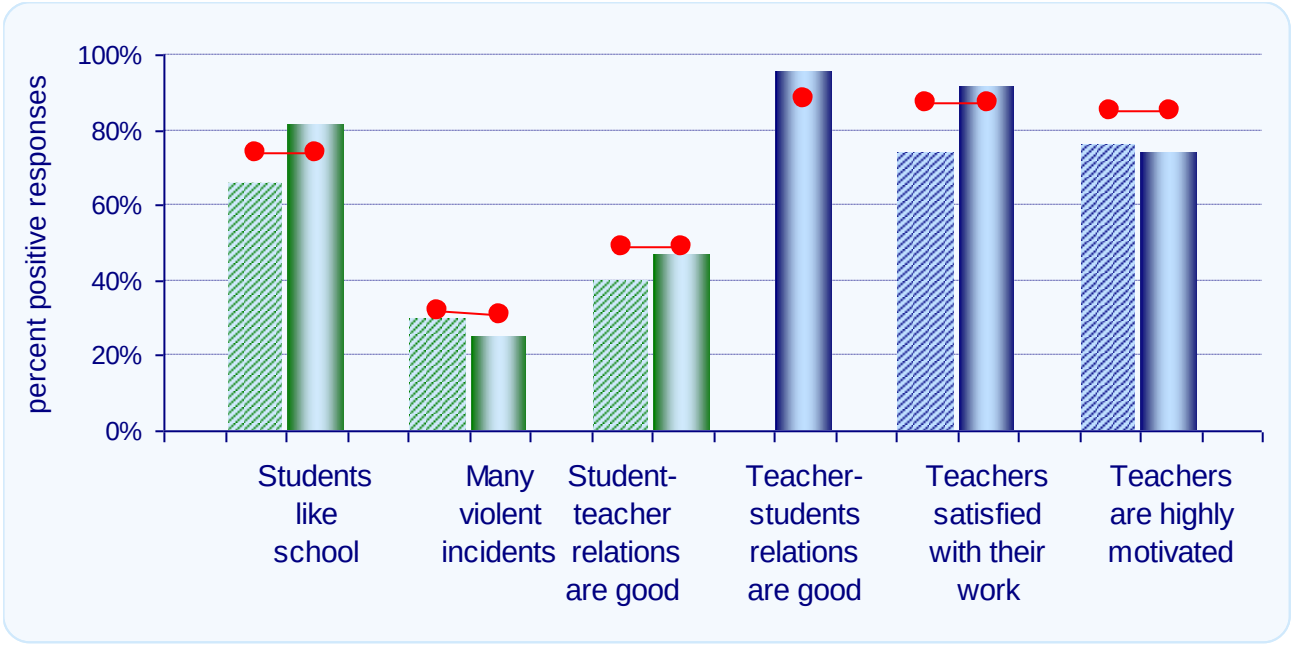
Pedagogical Environment -- Students & Teachers

2004 versus 2002



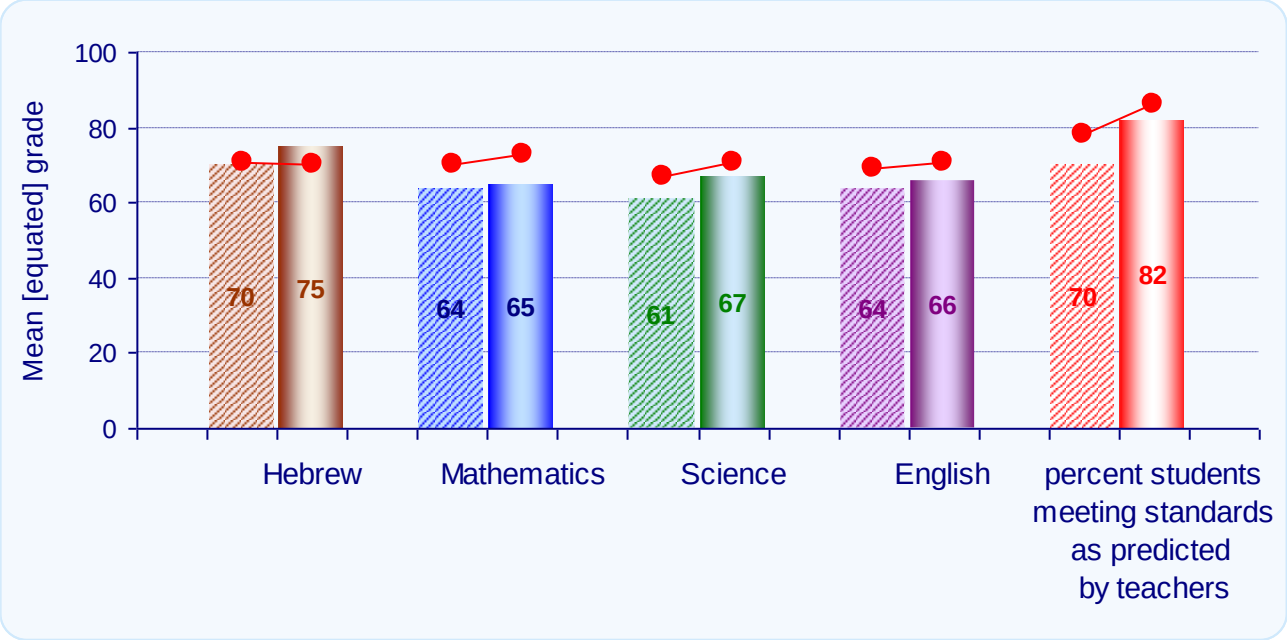
School Climate & Work Environment -- Students & Teachers

2004 versus 2002



- The question about Teachers-Students relations as perceived by the teachers was not asked in 2002

Students Achievements -- 2004 versus 2002



The graph above presents students' achievements in 2002 and in 2004, as well as teachers' expectations in these two years.

In order to evaluate the changes in students' achievements, an additional analysis was undertaken (Table 1): comparing the change in this school (over the two years) to the change found in a **specified comparison group**, consisting of schools with same background characteristics and same starting point in 2002.

The table presents the size and direction of the change in the school and the (mean) change in the comparison group, for the same subject matter. The school may thus draw conclusions such as

1. Achievements improved more in the school than in comparable schools
1. The change in the school is similar to the change in the comparison group
2. Achievements in the school show less improvement than that in other, similar, schools

Table 1: School Achievements relative to achievements in comparison group (2002-2004)

Subject	Achievements in 2002	Achievements in 2004	Change in school	Change in comparison group
Hebrew	70	75	+5	-4
Math	64	65	+1	+4
Science	61	67	+6	+8
English	64	66	+2	+3

PEDAGOGICAL ENVIRONMENT AT SCHOOL

- **Action Plan and Priorities –** is there an annual action plan? In which subjects was each student assessed? What are school priorities as perceived by the teachers?

- **Resources for Instruction –** classroom hours per subject including computer time; teachers' computer skills; staff development; educational 'projects'; classroom libraries etc.

- **Teaching Approaches –** teaching and assessment methods; levels of abstraction emphasized; integration of computers in teaching; assignment of homework; feedback; recognition of student diversity; teachers' belief in student success – as perceived by the students themselves

1. Action Plan and Priorities

- The school has an annual Action Plan and student achievements were assessed

- The annual Action Plan was approved by the school supervisor

Table 2/a: Sources used for developing the Action Plan

	Very important	Medium importance	Not at all
GEMS results	✓		
Assessments of students	✓		
External standard tests			✓
Opinion of external advisors	✓		
Violence measure	✓		
Opinion of teachers and school staff	✓		
Parents' requests		✓	
Supervisors' requests	✓		
Policy and priorities of Ministry of Education	✓		

Table 2/b: Subjects of assessment as chosen by staff

Subject / Grade	Hebrew	Math	Science	English	Social education	Other teaching subjects	Absorption of new immigrants
1							
2	✓	✓					
3	✓	✓					
4	✓	✓		✓			
5	✓	✓	✓	✓			✓
6	✓	✓	✓				✓

- 76% of the teachers use the Action Plan in their daily work (Mean for Similar Schools is 80%)

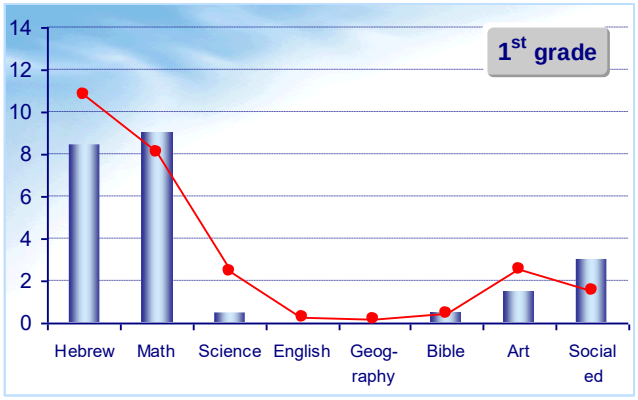
Table 2: First priority of school according to principal and according to teachers

Principal	School climate
Teacher 1	Improving achievement in math
Teacher 2	Developing language skills
Teacher 3	Math, Language and English
Teacher 4	Prevention of violence
Teacher 5	Helping students with special needs
Teacher 6	Don't know
Teacher 7	Keeping our school clean
Teacher 8	Language and literacy
Teacher 9	Don't know
Teacher 10	Computer skills
Teacher 11	Prevention of violence
Teacher 12	Helping students with special needs
Teacher 13	Improving achievement in math
Teacher 14	Don't know
Teacher 15	Developing language skills
Teacher 16	Bible and Jewish tradition
Teacher 17	Prevention of violence
Teacher 18	Archaeology
Teacher 19	Don't know
Teacher 20	Improving achievement in math
Teacher 21	Elective courses
Teacher 22	Independent study
Teacher 23	Don't know

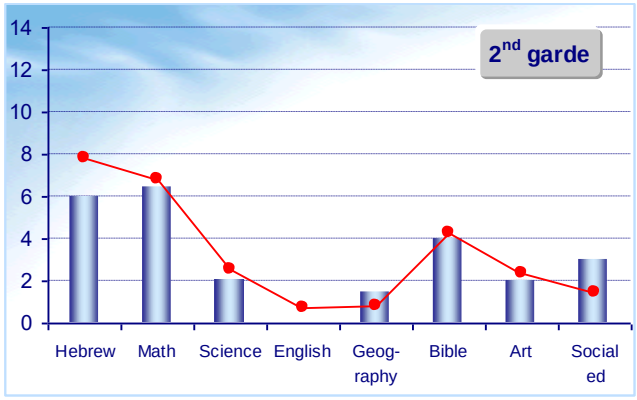
- **29% of the teacher took part in determining school priorities (Mean for Similar Schools is 53%)**

2. Resources for Instruction

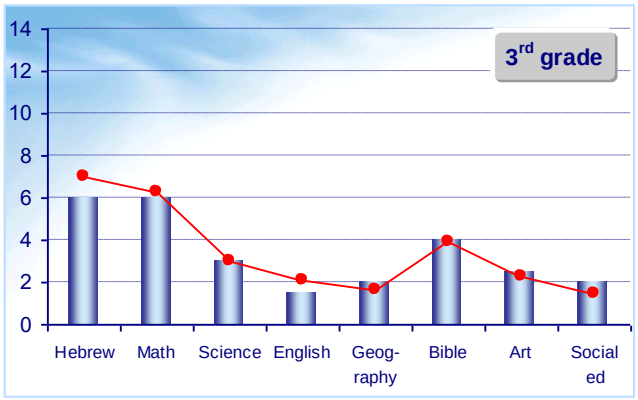
Graph 1: Weekly classroom hours by grade level[1]



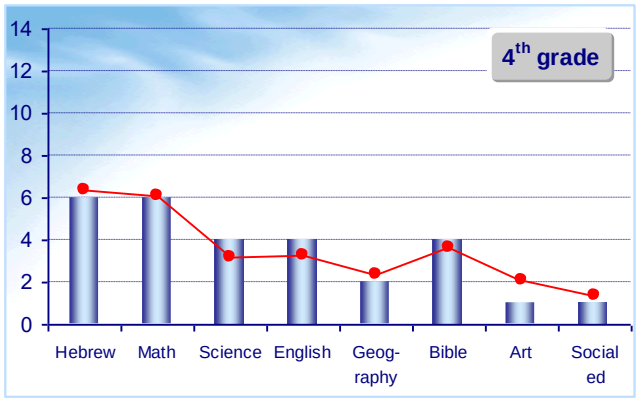
Total weekly hours in 1st grade: 29



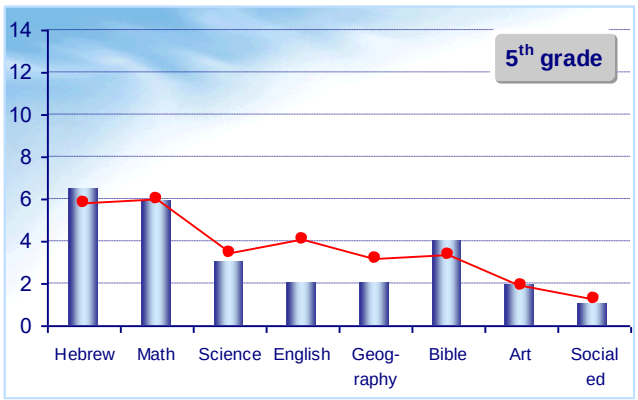
Total weekly hours in 2nd grade: 31



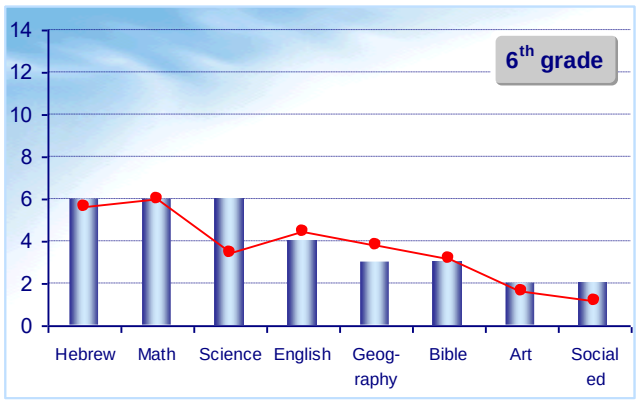
Total weekly hours in 3rd grade: 31



Total weekly hours in 4th grade: 32



Total weekly hours in 5th grade: 35



Total weekly hours in 6th grade: 35

1 Total weekly hours include subjects and activities not shown in the graphs.

Table 4: Staff development -- Teachers' in-service training

	Hebrew	Math	Science	English
Number of teachers teaching the subject matter	13	8	3	2
Participated this school year in in-service training	12	6	1	2
Changed or intend to change practice in class	12	4	1	1

Table 5: 'Initiatives', 'Projects' by external organizations

The projects & initiatives	subject	For grade level					
		1	2	3	4	5	6
Center for Educational Technology	Hebrew	✓	✓	✓	✓	✓	✓
Karev Foundation	Arts				✓	✓	✓
Ministry Of Education	School Climate	✓	✓	✓	✓	✓	✓
Volunteering by Univ. Students	Narrowing the Gap	✓	✓	✓	✓	✓	✓

Table 6: Teaching resources in the classroom

No. Of Homeroom teachers reporting on:			
Grade level	**Classroom library**	**Classroom computers**	**Work corners & "activity walls"**
1	2 out of 2 classrooms	1 out of 2 classrooms	2 out of 2 classrooms
2	2 out of 3 classrooms	3 out of 3 classrooms	3 out of 3 classrooms
3	3 out of 3 classrooms	1 out of 3 classrooms	3 out of 3 classrooms
4	1 out of 3 classrooms	0 out of 3 classrooms	2 out of 3 classrooms
5	--	--	--
6	3 out of 3 classrooms	0 out of 3 classrooms	3 out of 3 classrooms

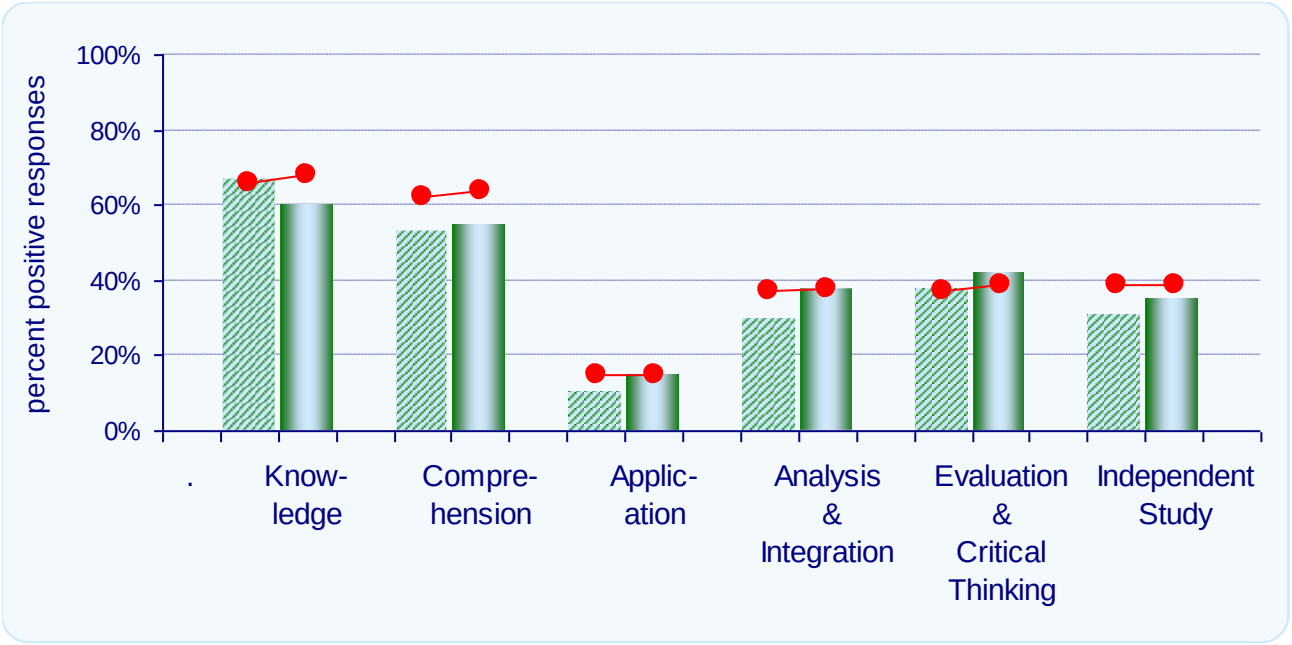
- **There is a Central library in school, but Students can not borrow books.**

3. Teaching Methods

- 49% of teaching time is frontal teaching (Mean for Similar School is 41%)
- 6% of the teachers assess their students mainly by tests (Mean for Similar Schools is 7%)

Graph 2: Levels of abstraction emphasized by teachers -- as reported by students

2004 versus 2002

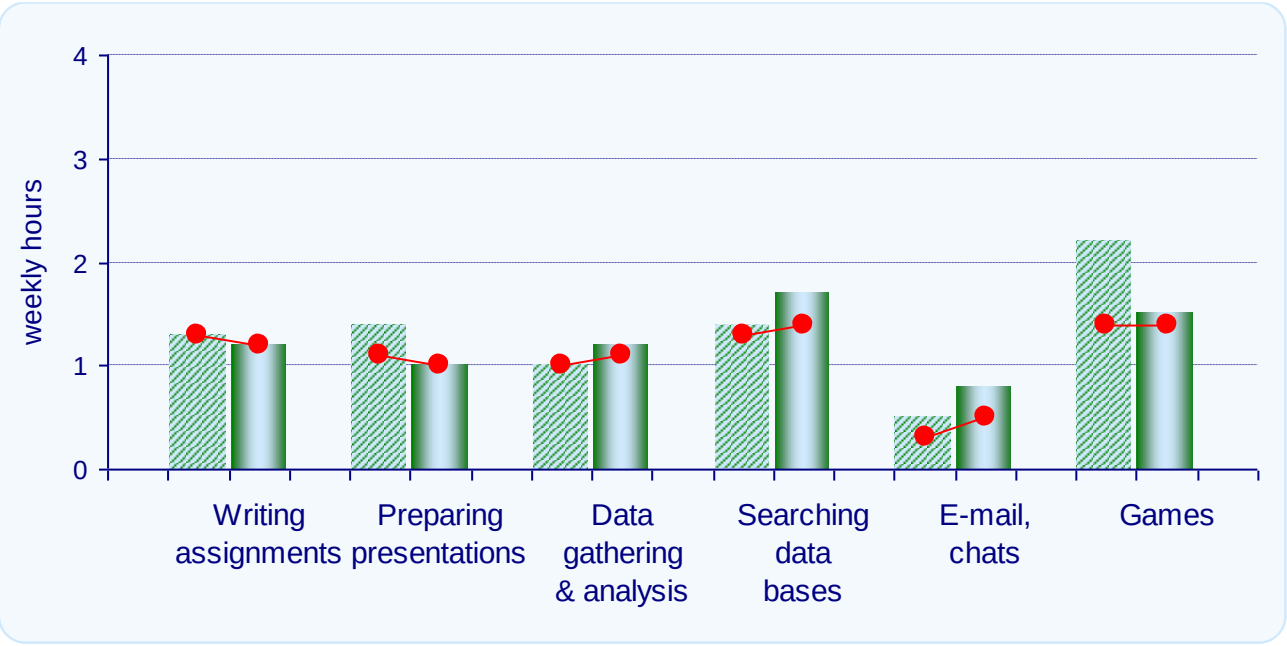


Levels of abstraction emphasized by teachers– by grade level

Grade level	knowledge		Comprehension		Application		Analysis & integration		Evaluation & critical thinking		Independent study	
	school	National Mean	school	National Mean	school	National Mean	school	National Mean	school	National Mean	school	National Mean
5	62%	72%	59%	68%	17%	17%	49%	41%	60%	43%	44%	43%
6	55%	67%	52%	63%	9%	14%	24%	37%	24%	38%	22%	38%

Graph 3: How students use the computer in School?

2004 versus 2002



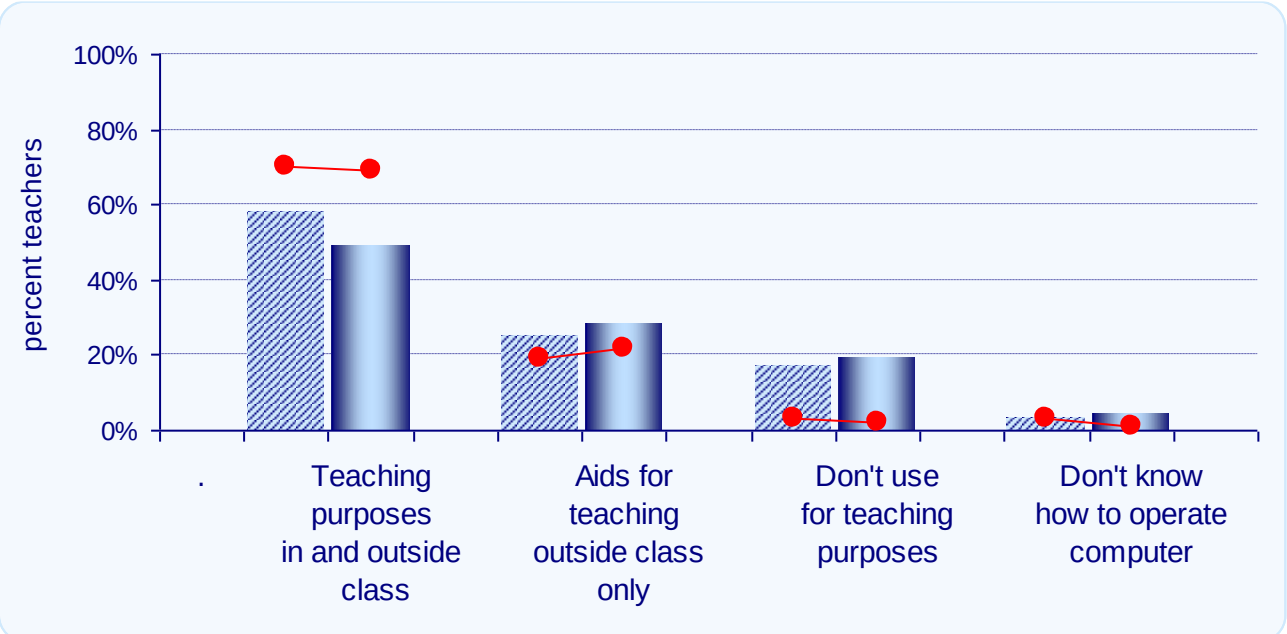
How students use the computer in School – by grade level

Grade level	Writing assignments		Preparing presentations		Data gathering & analysis		Searching data bases		E-mail, chats		Games	
	school	National Mean	school	National Mean	school	National Mean	school	National Mean	school	National Mean	school	National Mean
5	1.3	1.4	1.0	1.3	1.1	1.3	1.6	1.5	1.0	0.9	1.7	1.5
6	1.2	1.2	1.1	1.2	1.1	1.2	1.3	1.4	0.5	0.7	1.2	1.3

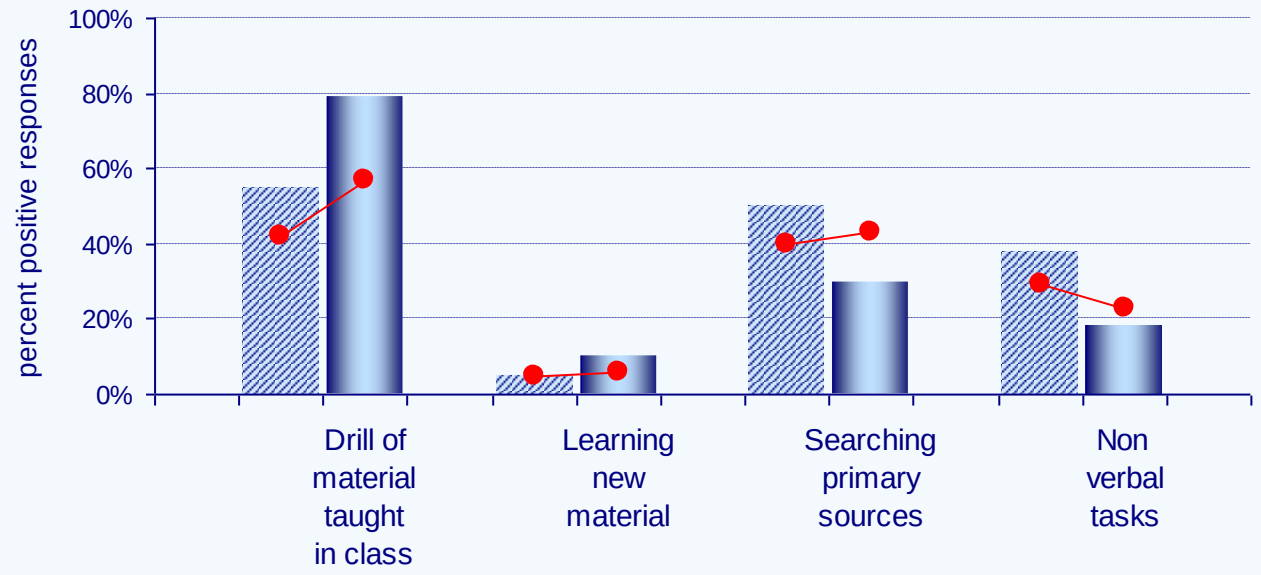
- **88% of the students have a computer at home (Mean for Similar schools: 94%)**
- **66% of the home computers are connected to the Internet (Mean for Similar Schools is 78%)**

Graph 4: How do teachers utilize computers?

2004 versus 2002

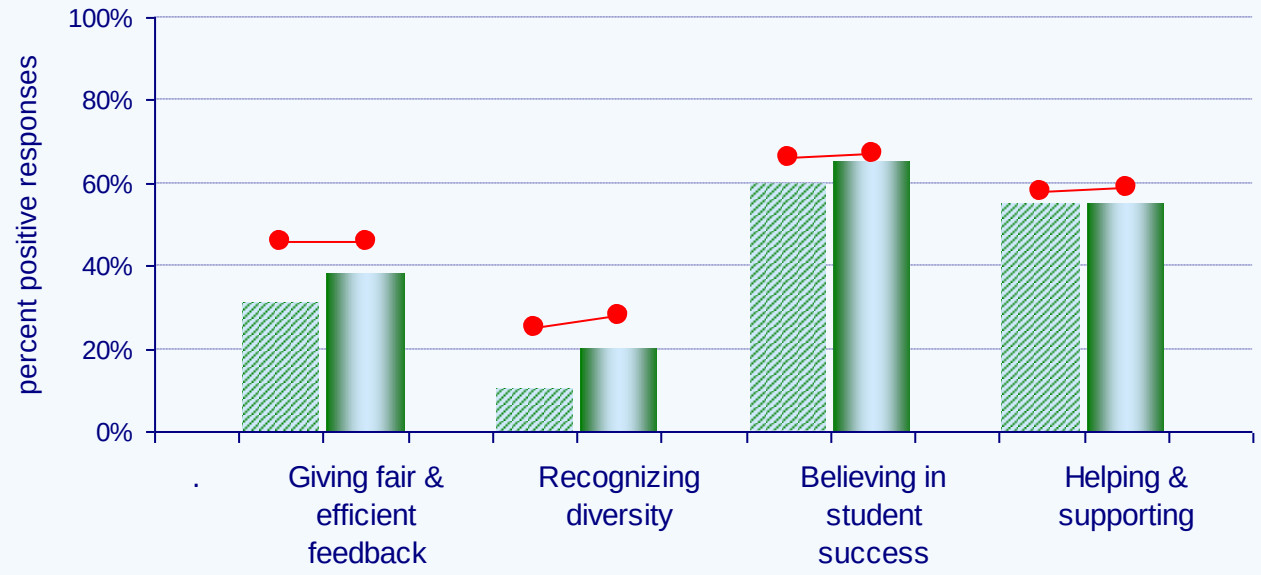


Graph 5: What kind of homework do teachers assign? 2004 versus 2002



- **29% of teachers coordinate among them amount of homework assigned (Mean for Similar Schools is 14%)**
- **Teachers expect 20 minutes of homework per one classroom hour (Mean for Similar Schools is 17 minutes)**

Graph 6: Teaching behavior as perceived by students: 2004 versus 2002

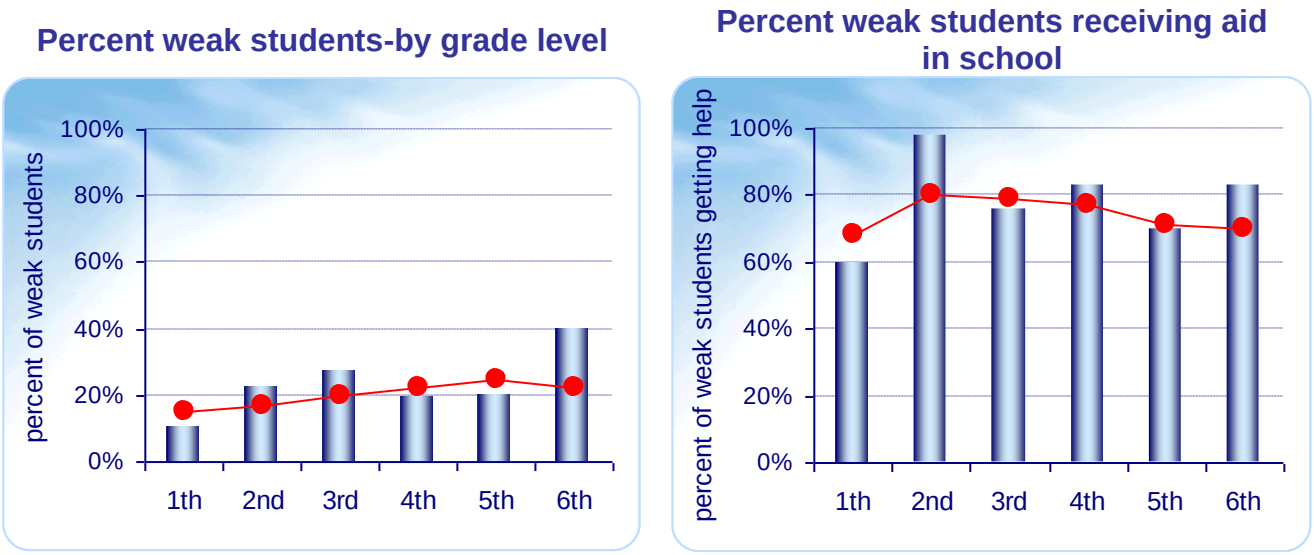


Teaching behavior as perceived by students – by grade level

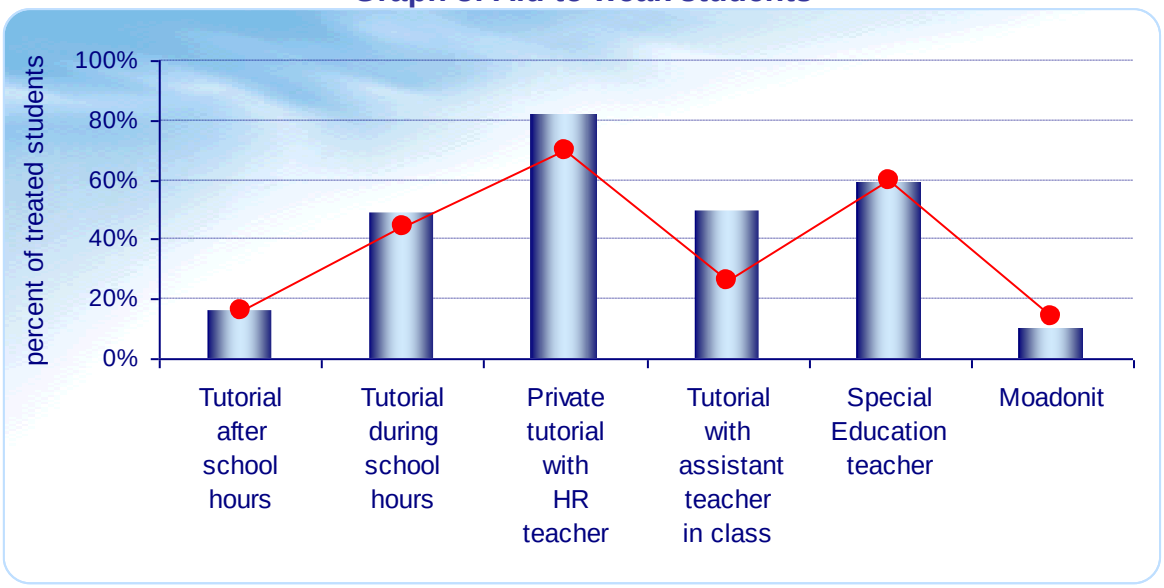
Grade level	Give fair & efficient feedback		Recognizing diversity		Believing in student success		Helping & supporting	
	school	National Mean	school	National Mean	school	National Mean	school	National Mean
5	40%	49%	23%	25%	63%	69%	57%	61%
6	36%	43%	17%	15%	60%	65%	53%	57%

4. Weak students

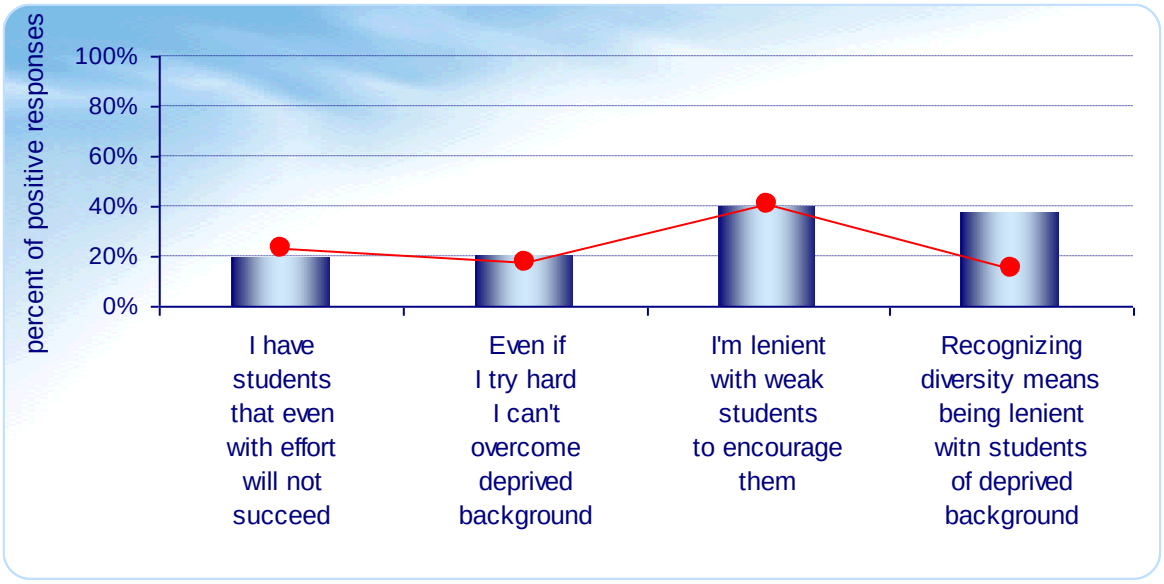
Graph 7: Weak students & students receiving aid



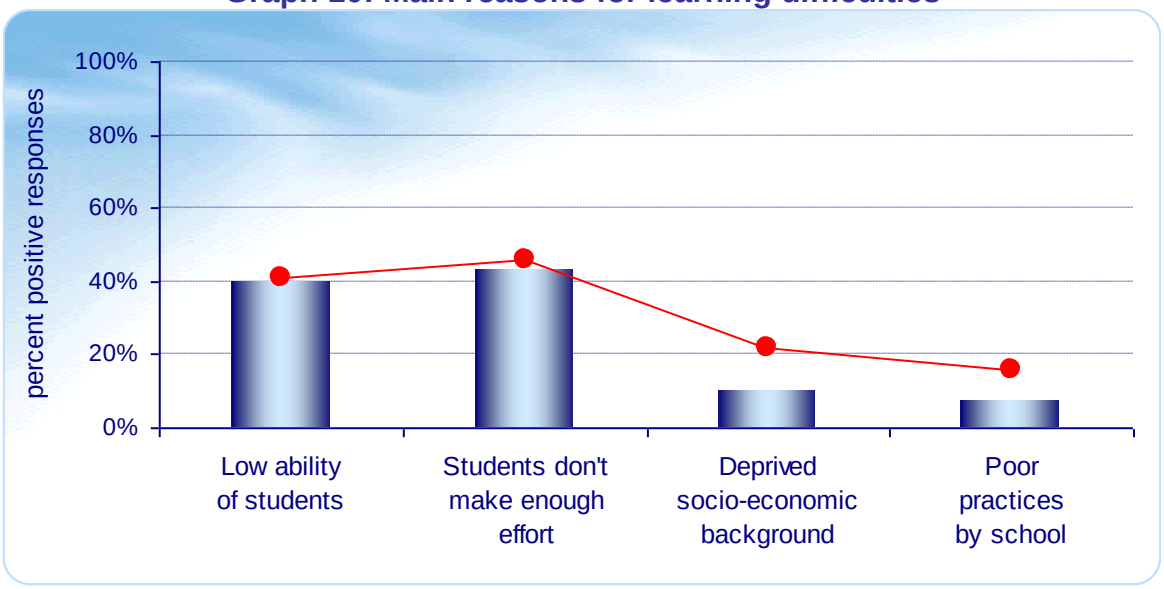
Graph 8: Aid to weak students



Graph 9: Teachers' Attitudes toward weak students



Graph 10: Main reasons for learning difficulties



For your convenience – comments, conclusions, things to do…

ACADEMIC ACHIEVEMENTS

This part of the report presents outcomes of schooling -- achievements of 5th grade students in four basic subjects:

- Hebrew
- Mathematics
- Science & Technology
- English

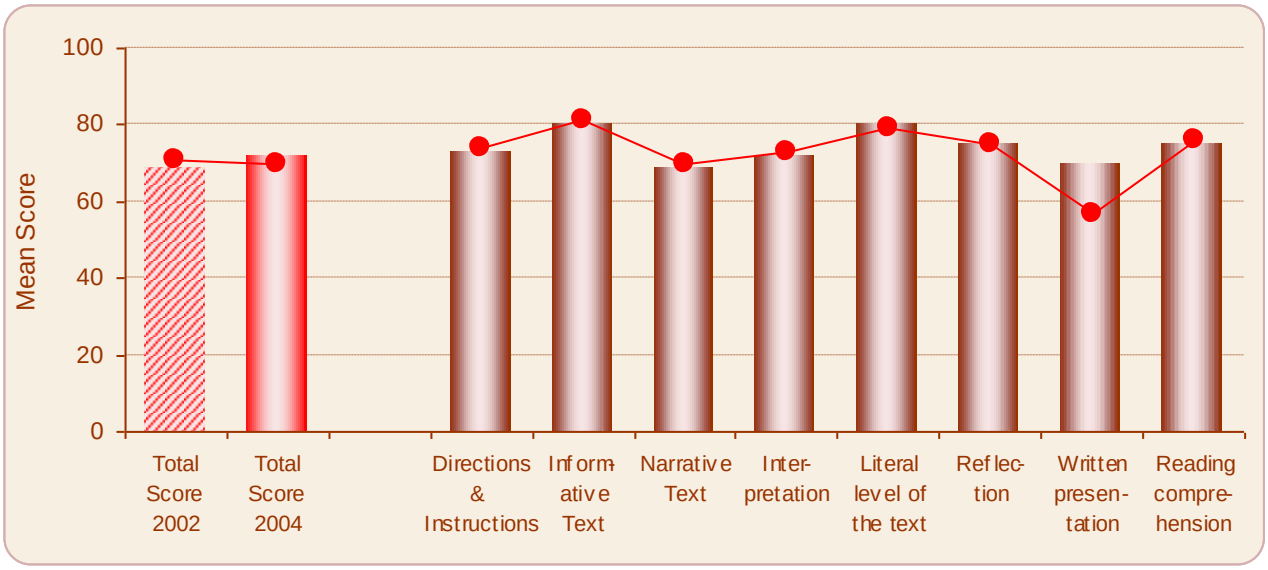
Moreover, for each subject-matter the following data are presented: Weekly classroom hours and weekly hours of computer-assisted teaching; weekly hours devoted to homework by students; the extent to which students feel that the homework adds to their progress; the percentage of students who receive private tutoring;.

Academic achievements are presented in equated scores, following the setting of standards described above, which enables comparison of 2004 results to 2002 results.

School and class grades are based on "regular" students only. Achievements of New Immigrants and of Special Education Students are calculated separately and not included in the reporting of means by school or class.

1. Hebrew

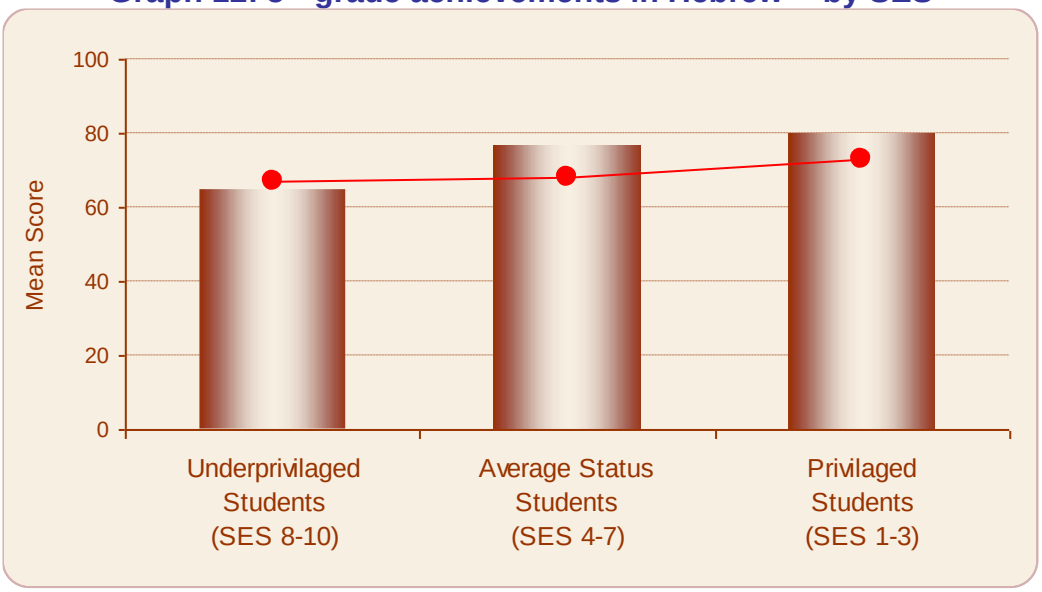
Graph 11: 5th grade achievements in Hebrew



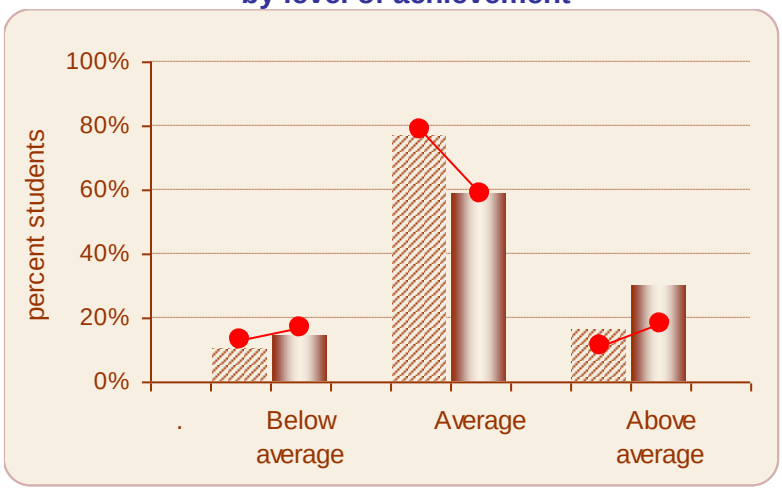
5th grade achievements in Hebrew – by class

Class	No. of stude-nts	Directions & instruct-tions	Inform-Ative text	Narra-tive text	Interp-retation	Literal level of the text	Refle-ction	Written present-ation	Reading compre-hension	Total
Grade 5, class A	26	73	85	72	75	77	73	70	71	68
Grade 5, class B	23	79	82	70	70	92	84	78	85	80
Grade 5, class C	20	68	71	68	70	70	67	64	69	64
Students with special needs	11	75	54	70	80	71	71	84	67	69
Students with special needs in similar schools	1,870	63	36	63	67	60	59	69	59	55
New immigrants	0									
New immigrants needs in similar schools	276	63	39	63	66	61	59	68	59	56

Graph 12: 5th grade achievements in Hebrew -- by SES



Graph 13: Distribution of 5th graders by level of achievement



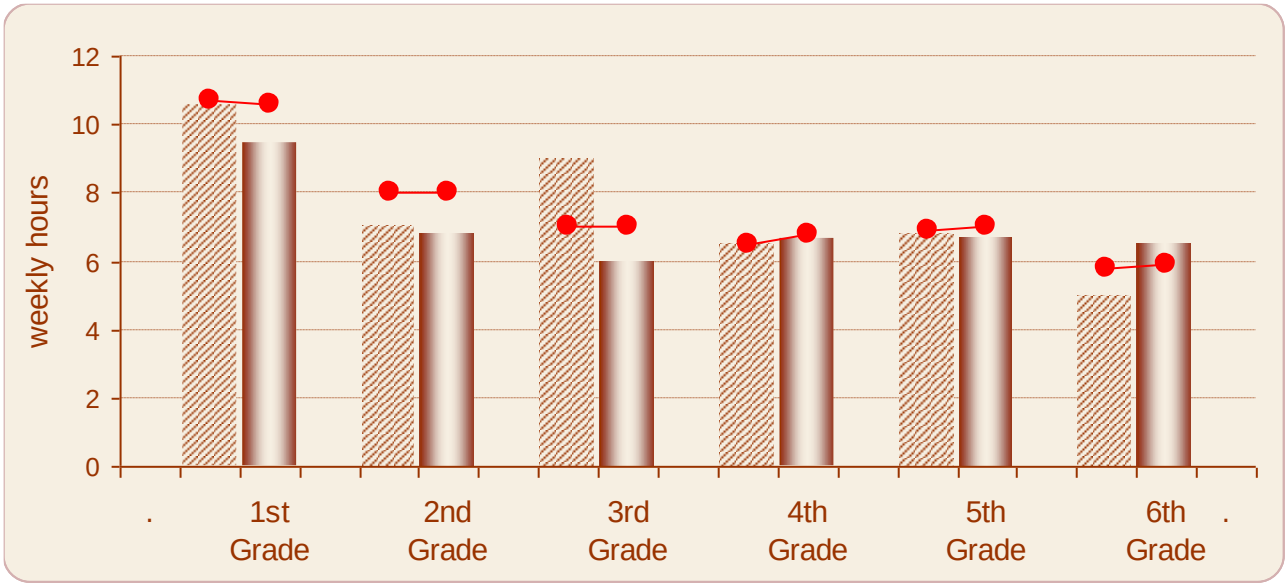
Level of achievements - by class

Class	Below average	Average	Above average
5 - A	15%	58%	27%
5 - B	0%	43%	33%
5 - C	25%	75%	0%

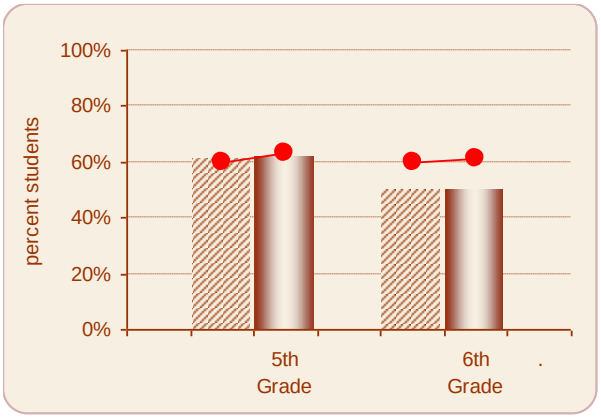
Table 6: School programs in Hebrew instruction– by grade level

Grade level	1	2	3	4	5	6
Assessment of students		✓	✓	✓	✓	✓
Teachers participate in in-service training	1 out of 1	3 out of 3	3 out of 3	3 out of 3	--	2 out of 3
Teachers participate in in-school training	1 out of 1	3 out of 3	1 out of 3	3 out of 3	--	2 out of 3
Utilize "bank of assignments"				✓	✓	✓
'Initiatives', 'Projects'	✓	✓	✓	✓	✓	✓

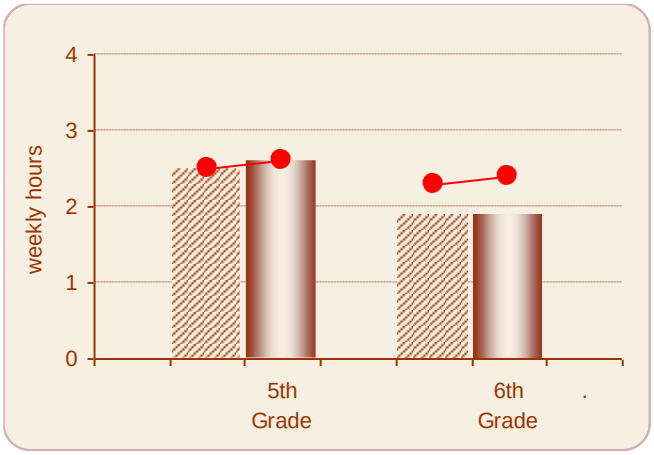
Graph 14: Weekly classroom hours in teaching Hebrew – by grade level



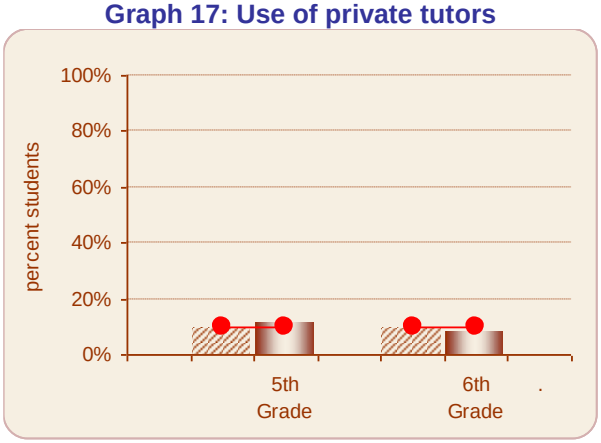
Graph 15: Does homework enhance achievements?



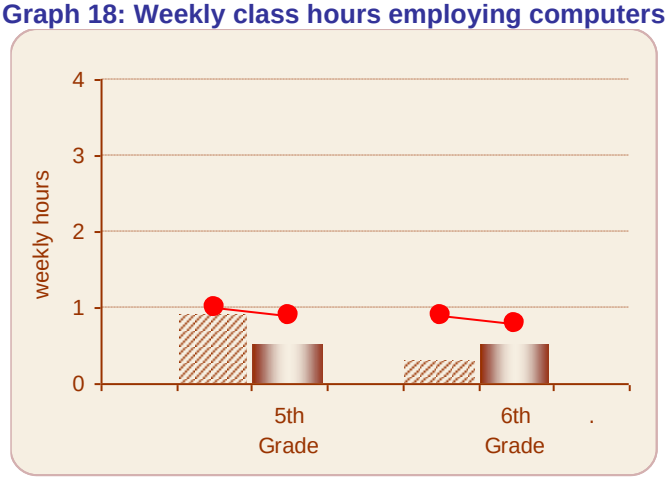
Graph 16: Weekly hours spent on homework



Graph 17: Use of private tutors

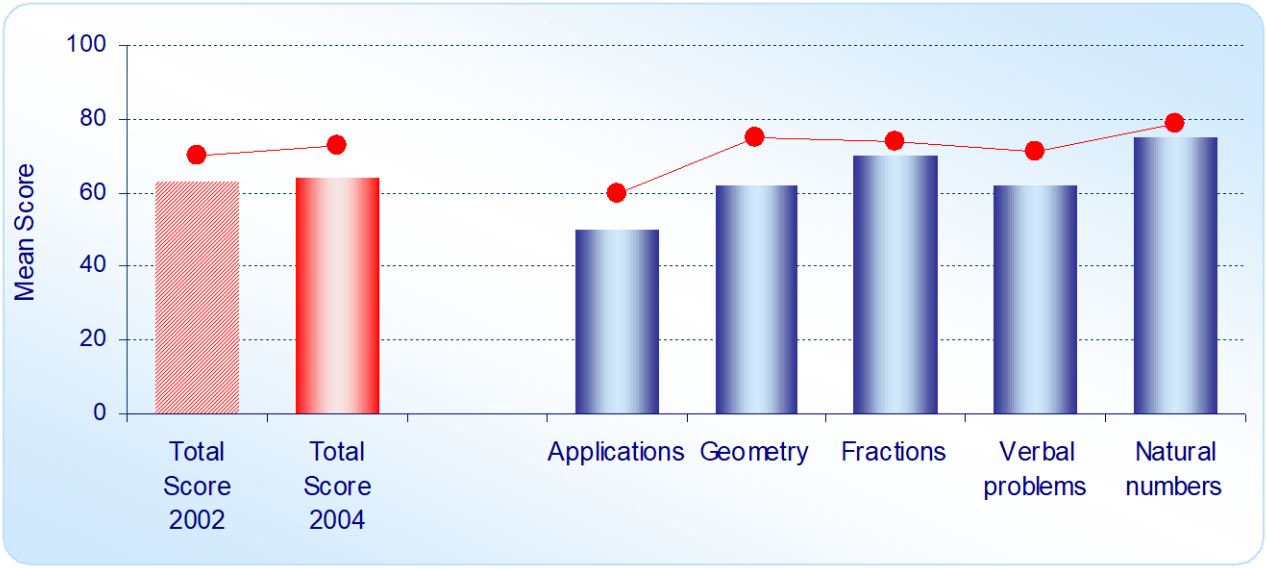


Graph 18: Weekly class hours employing computers



2. Mathematics

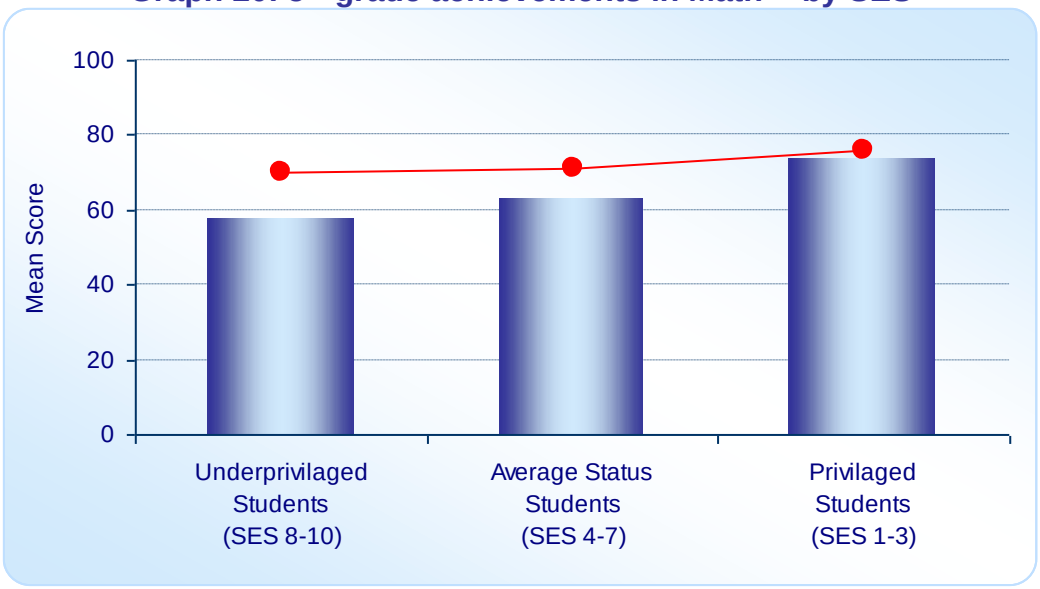
Graph 19: 5th grade achievements in Math



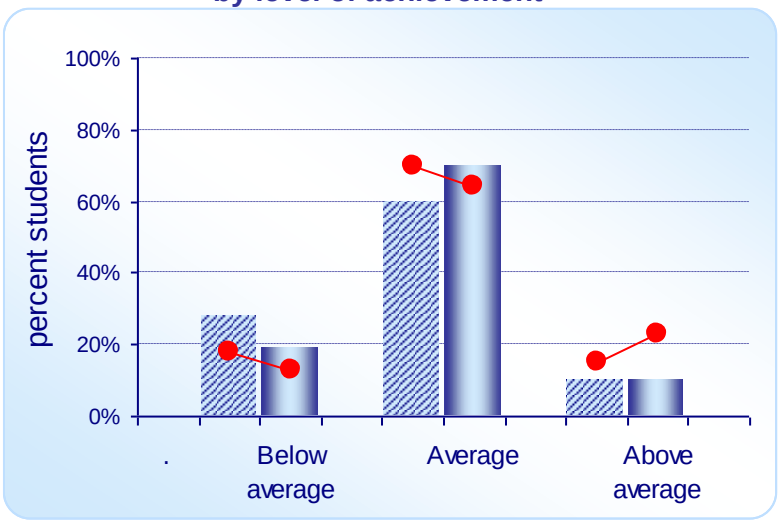
5th grade achievements in Math – by class

Class	No. of students	Natural numbers	Verbal problems	Fractions	Geometry	Applica-tions	Total
Grade 5, class A	27	72	68	74	73	49	69
Grade 5, class B	27	77	67	76	71	52	71
Grade 5, class C	23	68	50	52	41	45	53
Students with special needs	19	56	39	48	49	36	48
Students with special needs in similar schools	1857	64	50	59	58	46	57
New immigrants	2	49	38	47	50	42	45
New immigrants needs in similar schools	330	72	62	68	66	53	66

Graph 20: 5th grade achievements in Math -- by SES



Graph 21: Distribution of 5th graders by level of achievement



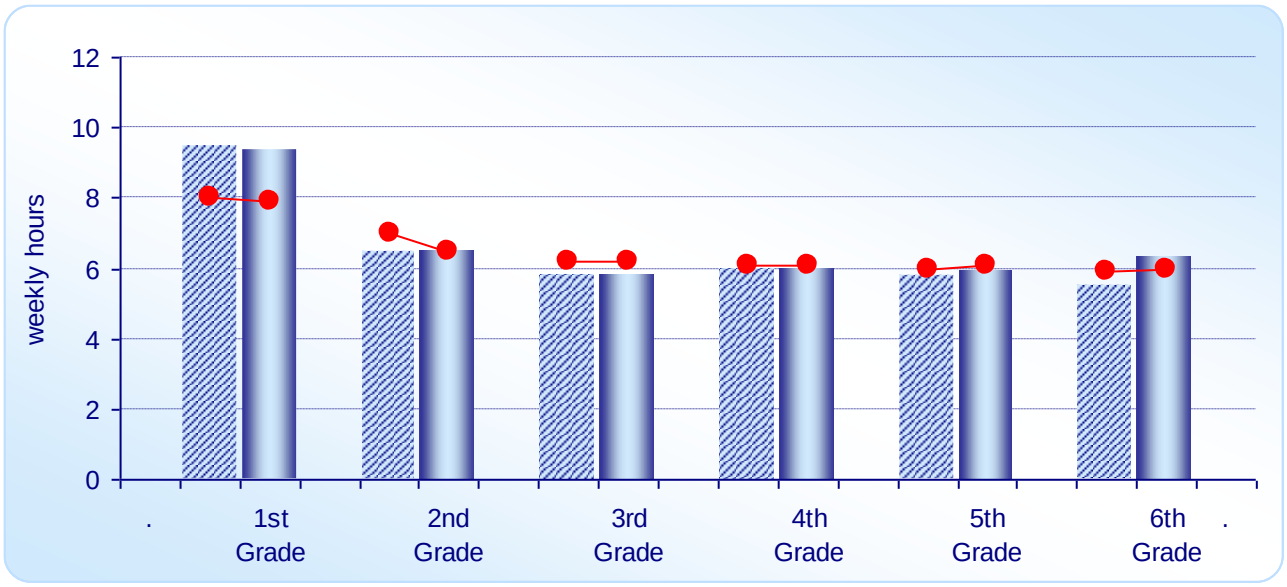
Level of achievements - by class

Class	Below average	Average	Above average
5 - A	19%	61%	19%
5 - B	11%	78%	7%
5 - C	0%	52%	43%

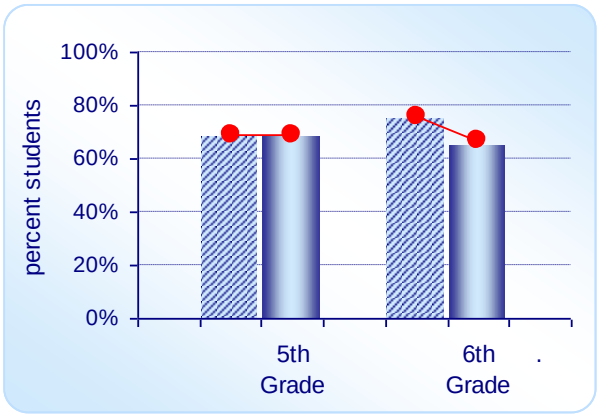
Table 7: School programs in Math instruction– by grade level

Grade level	1	2	3	4	5	6
Assessment of students		✓	✓	✓	✓	✓
Teachers participate in in-service training	1 out of 1	2 out of 2	2 out of 3	1 out of 1	--	1 out of 2
Teachers participate in in-school training	0 out of 1	2 out of 2	1 out of 3	1 out of 1	--	0 out of 2
Utilize “bank of assignments”				✓	✓	✓
‘Initiatives’, ‘Projects’						

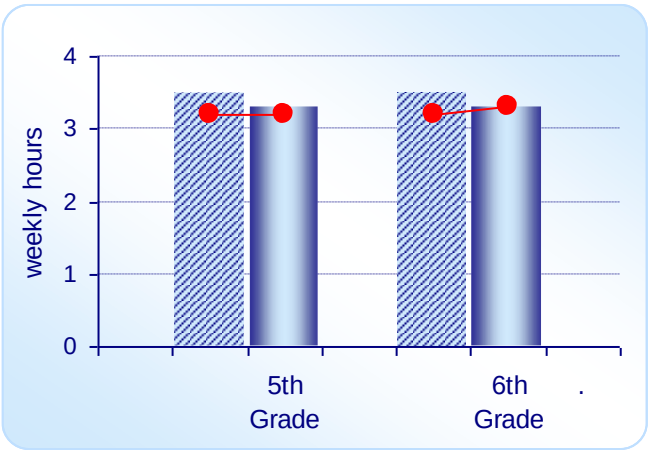
Graph 22: Weekly classroom hours for Math study – by grade level



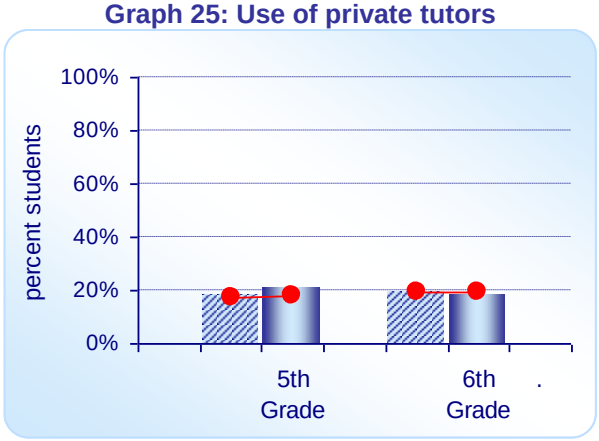
Graph 23: Does homework enhance achievements?



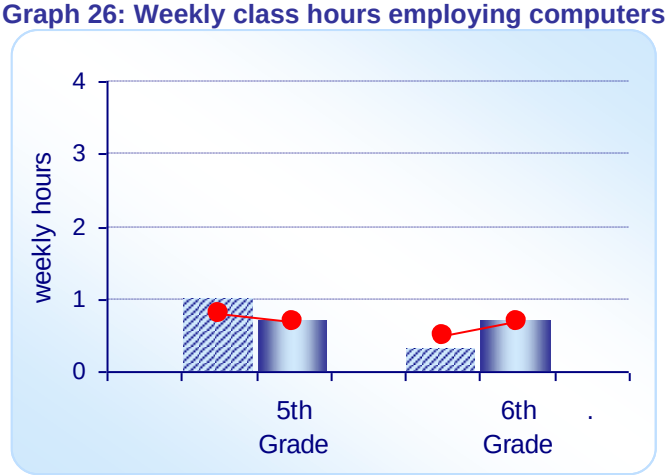
Graph 24 : Weekly hours spent on homework



Graph 25: Use of private tutors

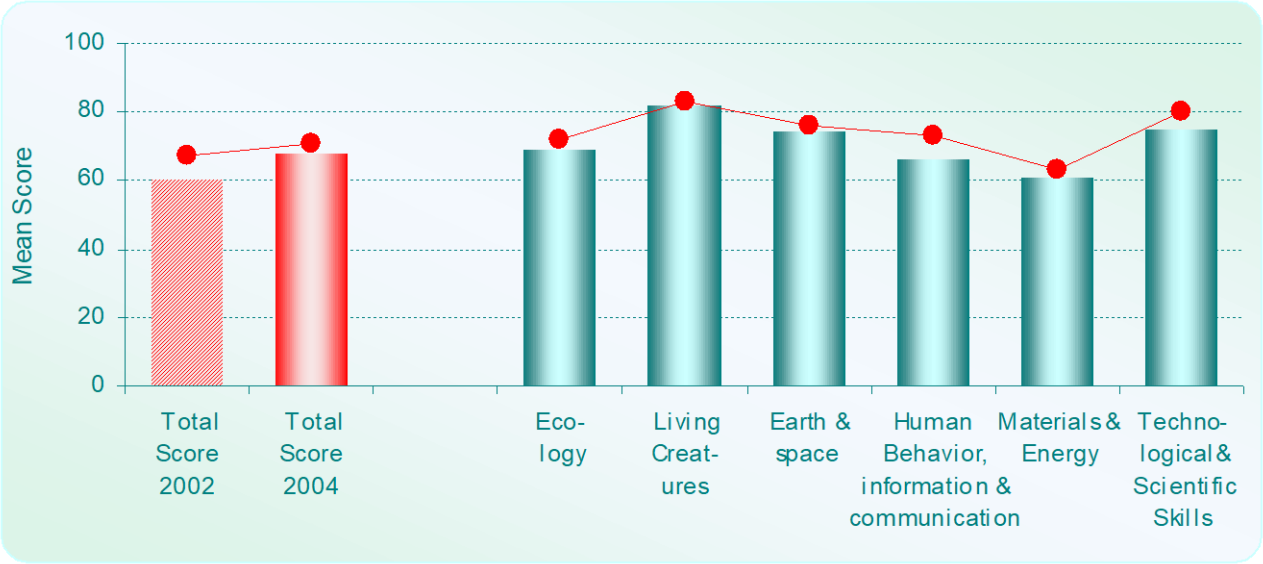


Graph 26: Weekly class hours employing computers



3. Science and Technology

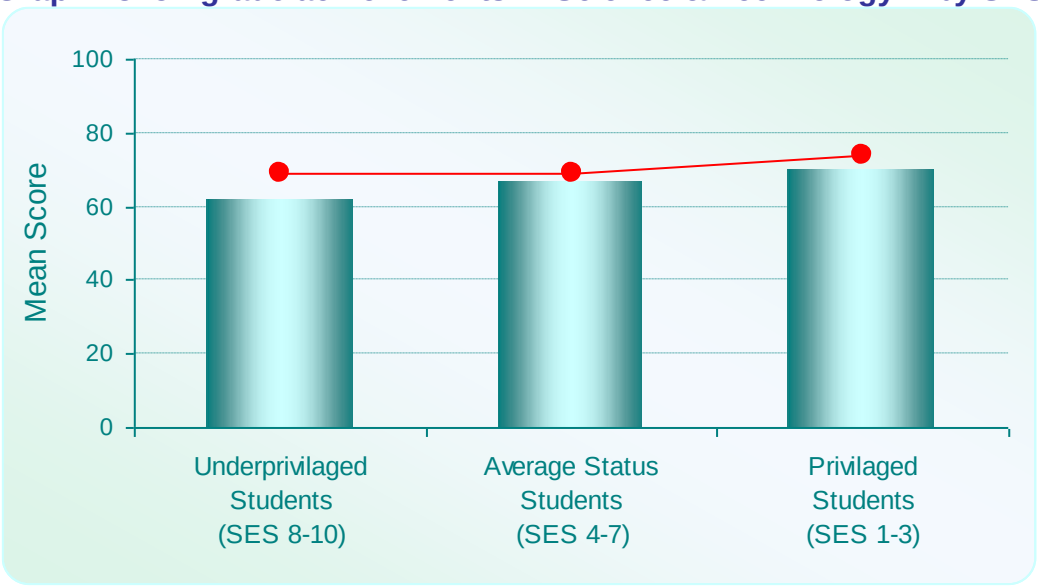
Graph 27: 5th grade achievements in Science & Technology



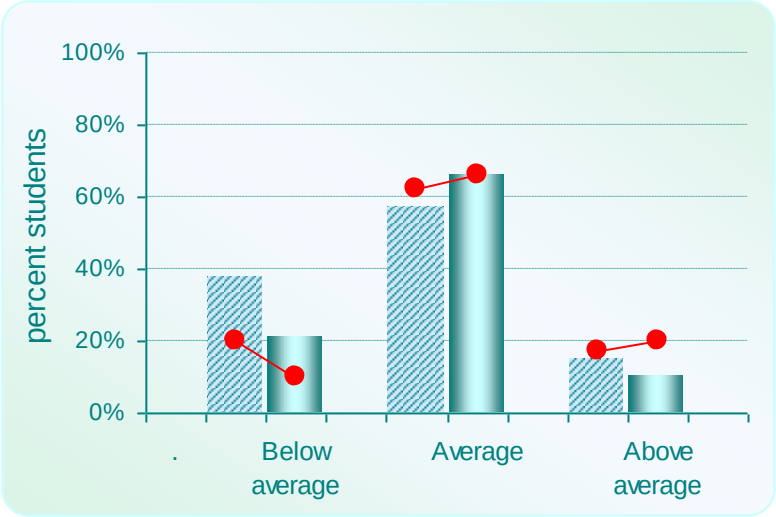
5th grade achievements in Science & Technology – by class

Class	No. of students	Techno-logical & Scientific Skills	Materials & Energy	Human Behavior, Infor-mation & commu-nication	Earth & space	Living Creat-ures	Ecology	Total
Grade 5, class A	27	76	63	67	76	80	72	70
Grade 5, class B	24	76	58	64	78	84	71	69
Grade 5, class C	22	73	54	63	65	79	61	63
Students with special needs	17	70	51	59	69	73	63	60
Students with special needs in similar schools	1878	69	51	64	67	70	62	60
New immigrants	1	73	85	40	92	82	100	77
New immigrants needs in similar schools	282	72	54	67	69	72	68	64

Graph 28: 5th grade achievements in Science & Technology -- by SES



Graph 29: Distribution of 5th graders by level of achievement



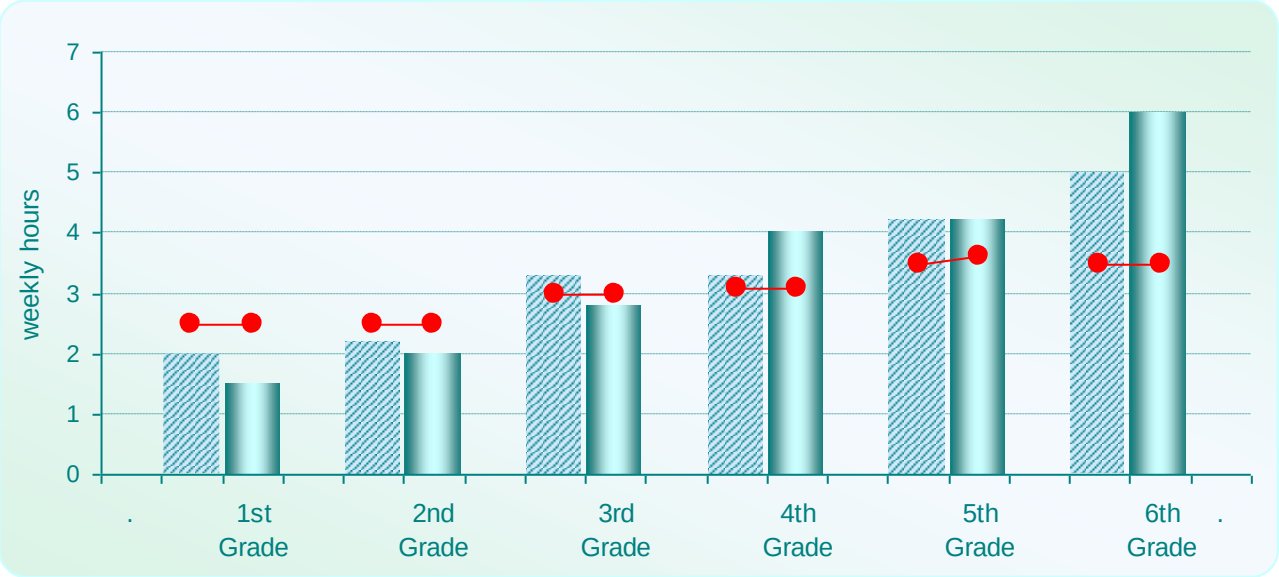
Level of achievements - by class

Class	Below average	Average	Above average
5 - A	7%	85%	5%
5 - B	13%	58%	26%
5 - C	9%	55%	32%

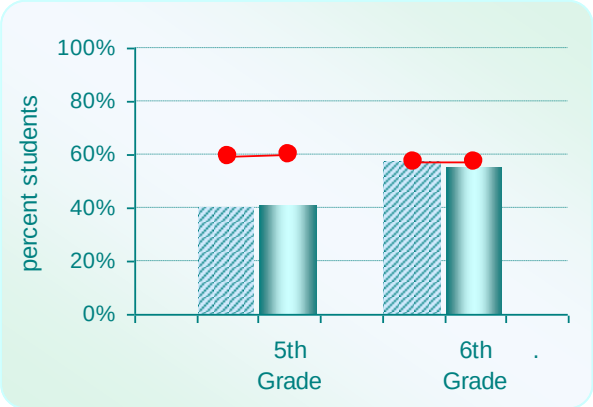
Table 8: School programs in Science & Technology instruction-by grade level

Grade level	1	2	3	4	5	6
Assessment of students					✓	✓
Teachers participate in in-service training	--	--	0 out of 1	1 out of 1	1 out of 1	1 out of 1
Teachers participate in in-school training	--	--	0 out of 1	1 out of 1	1 out of 1	1 out of 1
Utilize "bank of assignments"					✓	✓
'Initiatives', 'Projects'						

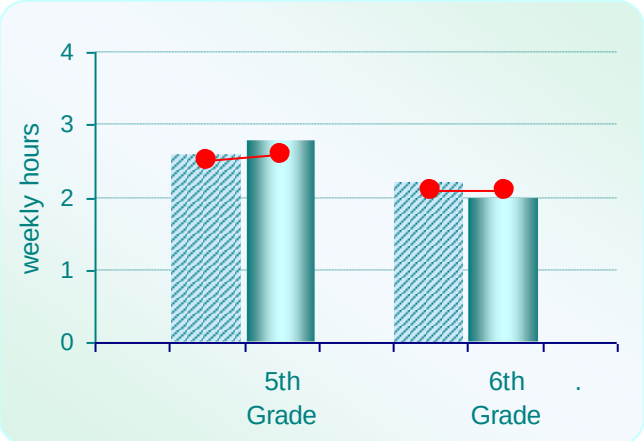
Graph 30: Weekly classroom hours for Science study – by grade level



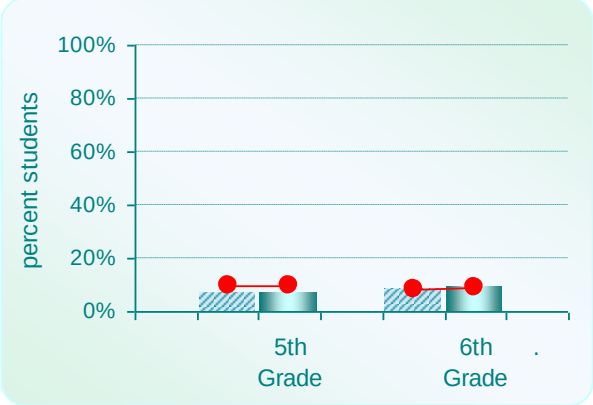
Graph 31: Does homework enhance achievements?



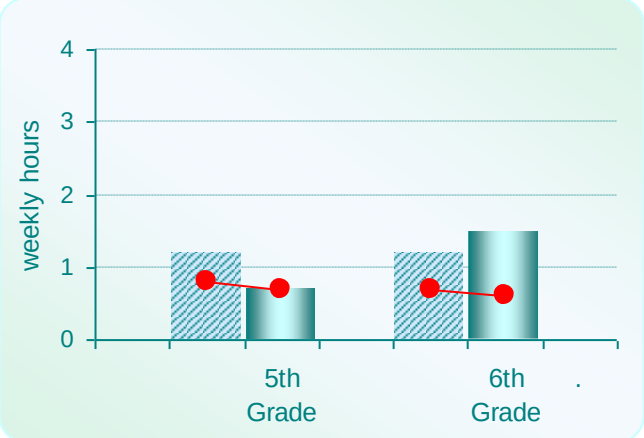
Graph 32: Weekly hours spent on homework



Graph 33: Use of private tutors

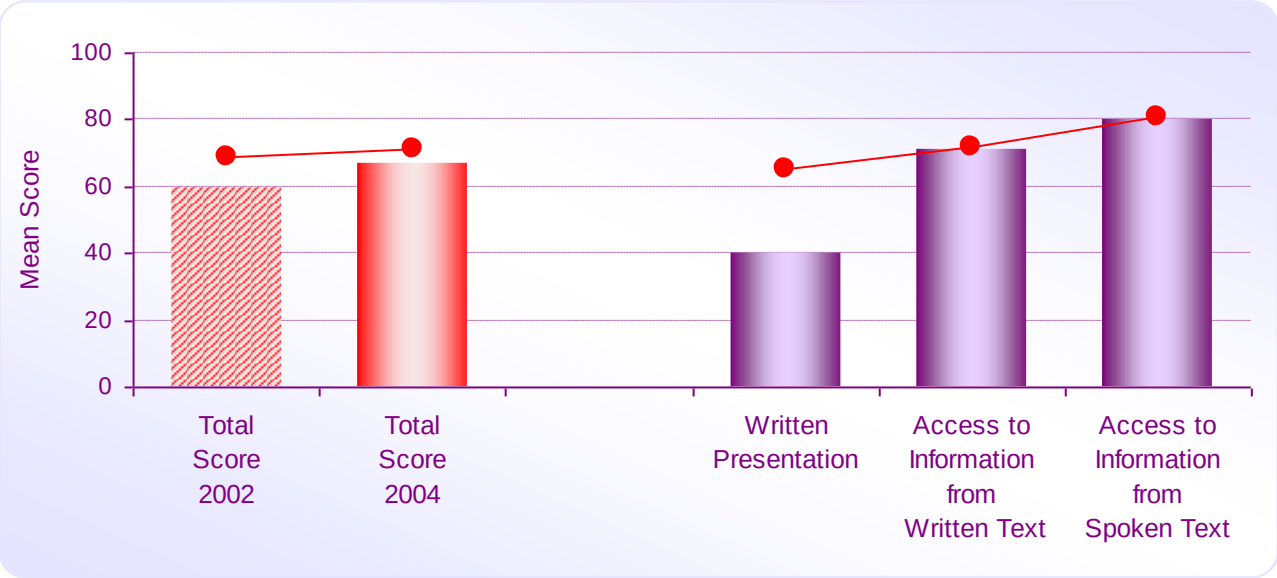


Graph 34: : Weekly class hours employing computers



4. English

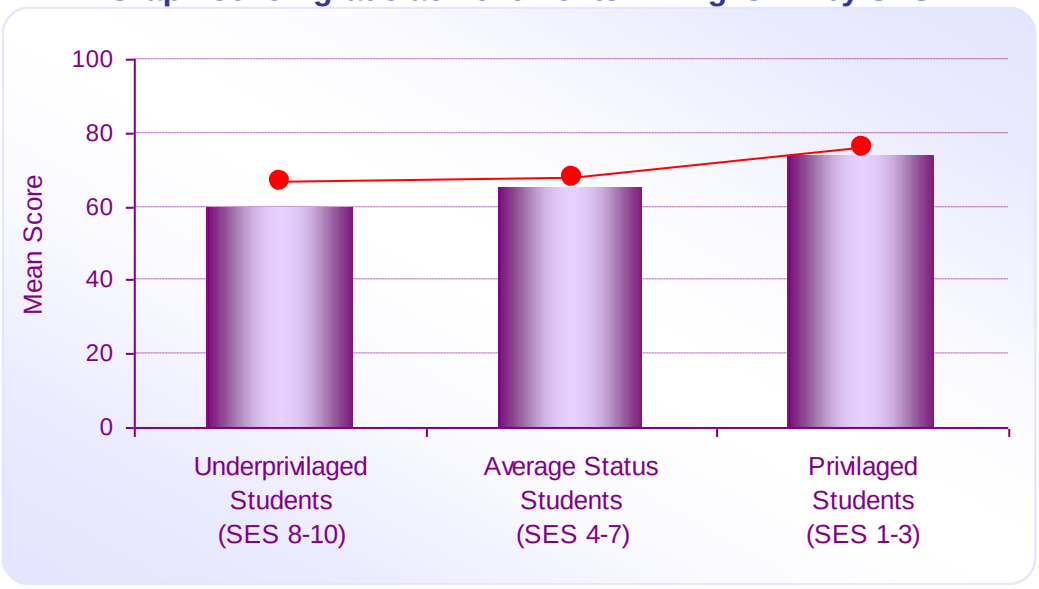
Graph 35: 5th grade achievements in English



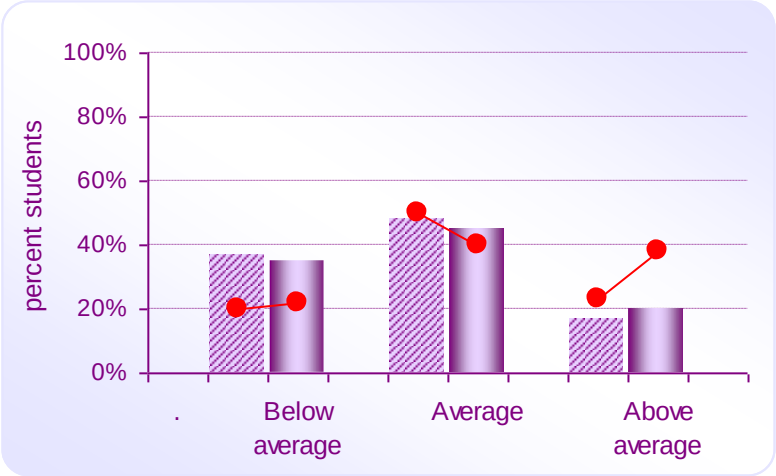
5th grade achievements in English – by class

Class	No. of students	Access to Information from Spoken Text	Access to Information from Written Text	Written Presentation	Total
Grade 5, class A	26	85	64	40	63
Grade 5, class B	26	82	82	48	75
Grade 5, class C	20	70	61	30	56
Students with special needs	13	89	81	31	72
Students with special needs in similar schools	1845	73	60	38	58
New immigrants	0				
New immigrants needs in similar schools	325	83	77	70	77

Graph 36: 5th grade achievements in English -- by SES



Graph 37: Distribution of 5th graders by level of achievement



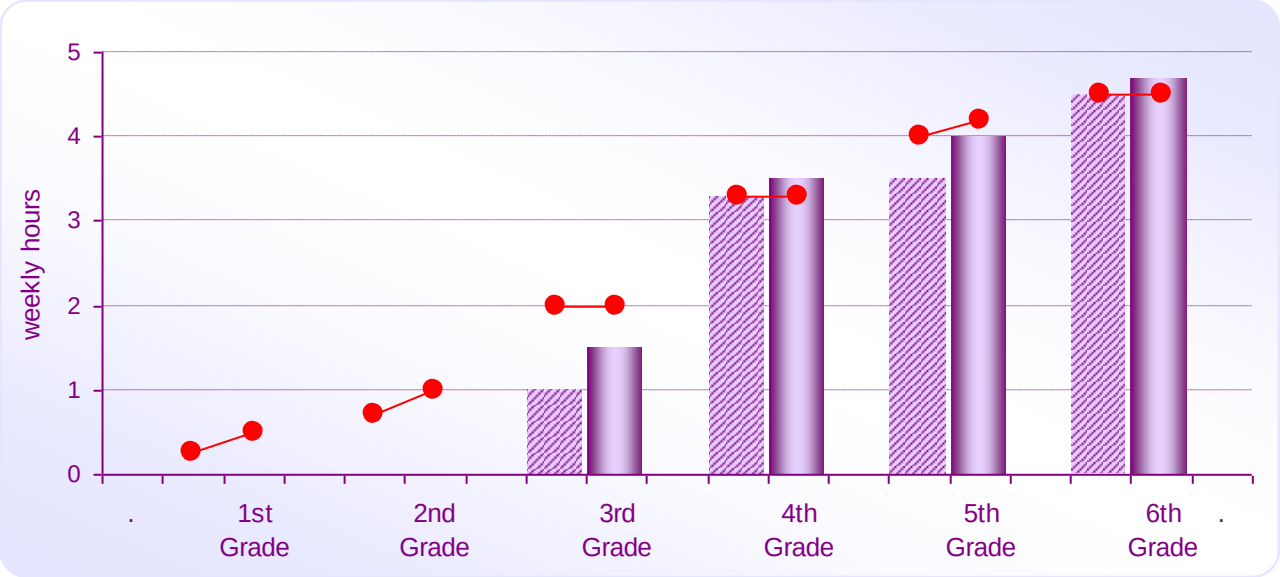
Level of achievements - by class

Class	Below average	Average	Above average
5 - A	21%	42%	28%
5 - B	29%	54%	10%
5 - C	12%	45%	25%

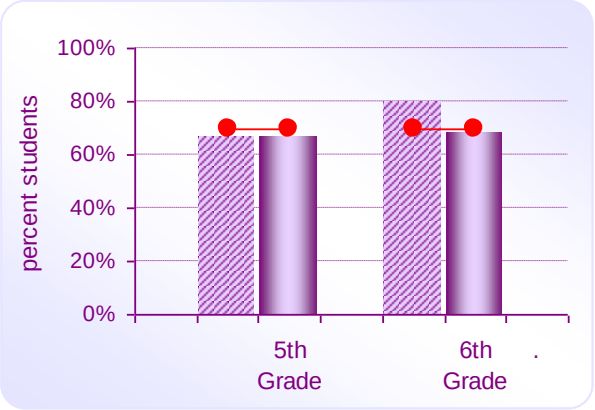
Table 9: School programs in Science % Technology instruction-by grade level

Grade level	1	2	3	4	5	6
Assessment of students				✓	✓	
Teachers participate in in-service training	--	--	--	2 out of 2	1 out of 1	1 out of 1
Teachers participate in in-school training	--	--	0 out of 1	1 out of 2	1 out of 1	1 out of 1
Utilize “bank of assignments”					✓	
‘Initiatives’, ‘Projects’						

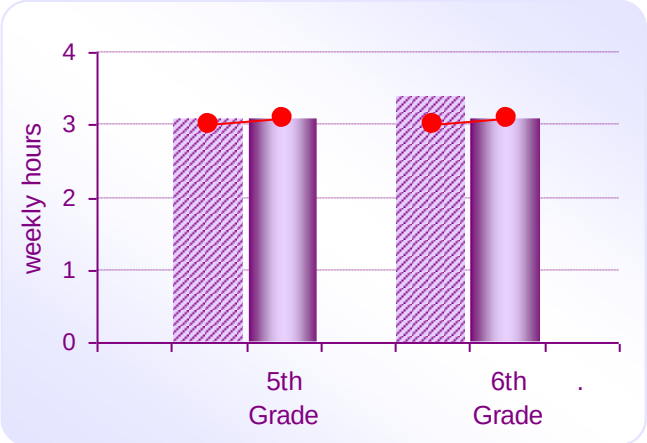
Graph 38: Weekly classroom hours for English study – by grade level



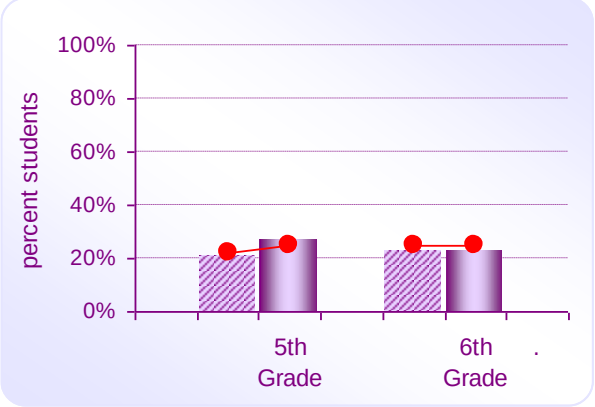
Graph 39: Does homework enhance achievements?



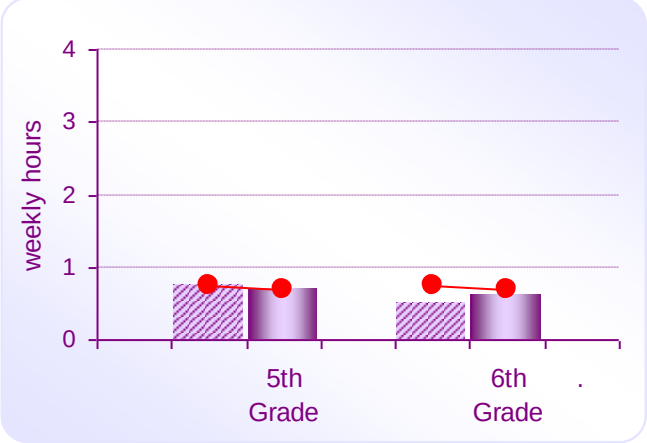
Graph 40: : Weekly hours spent on homework



Graph 41: Use of private tutors



Graph 42: Weekly class hours employing computers



For your convenience – comments, conclusions, things to do…

School Climate & Work Environment

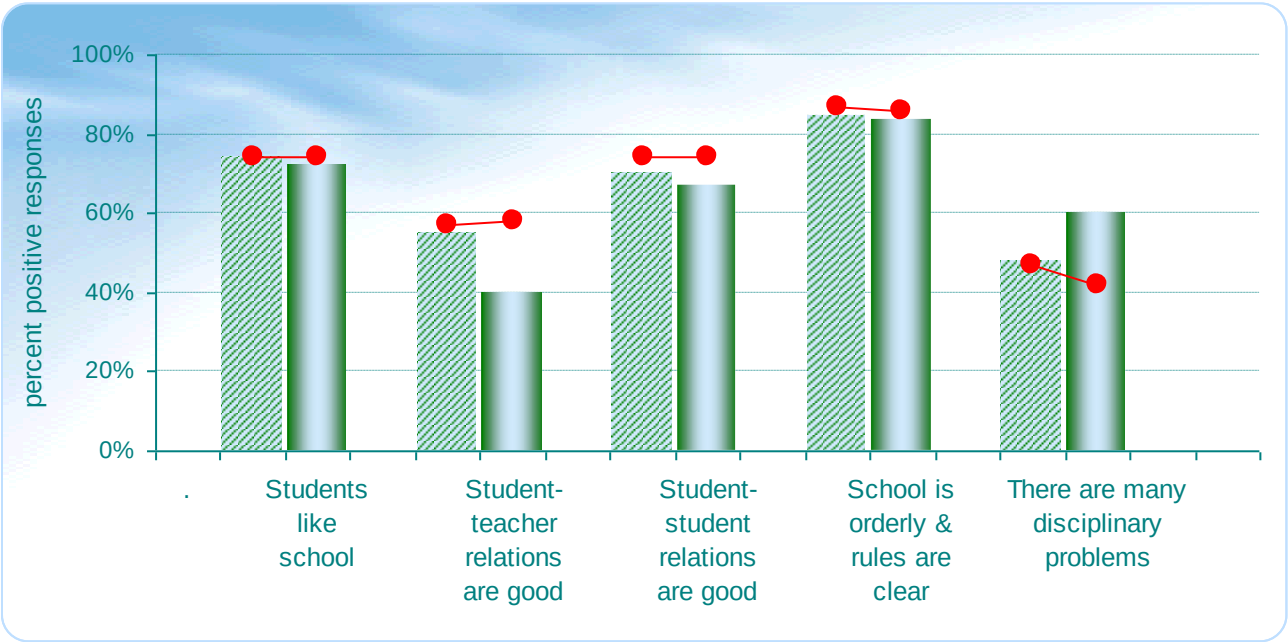
This part summarizes reports by students and teachers on various dimensions of Climate:

- **School Climate –** General ambience as reported by students (satisfaction, relations with teachers, with other students, discipline etc.), as well as level of violence

- **Work Environment –** How is school managed? How are relations at work? As reported by the teachers (satisfaction, relations with colleagues etc.)

1. School Climate

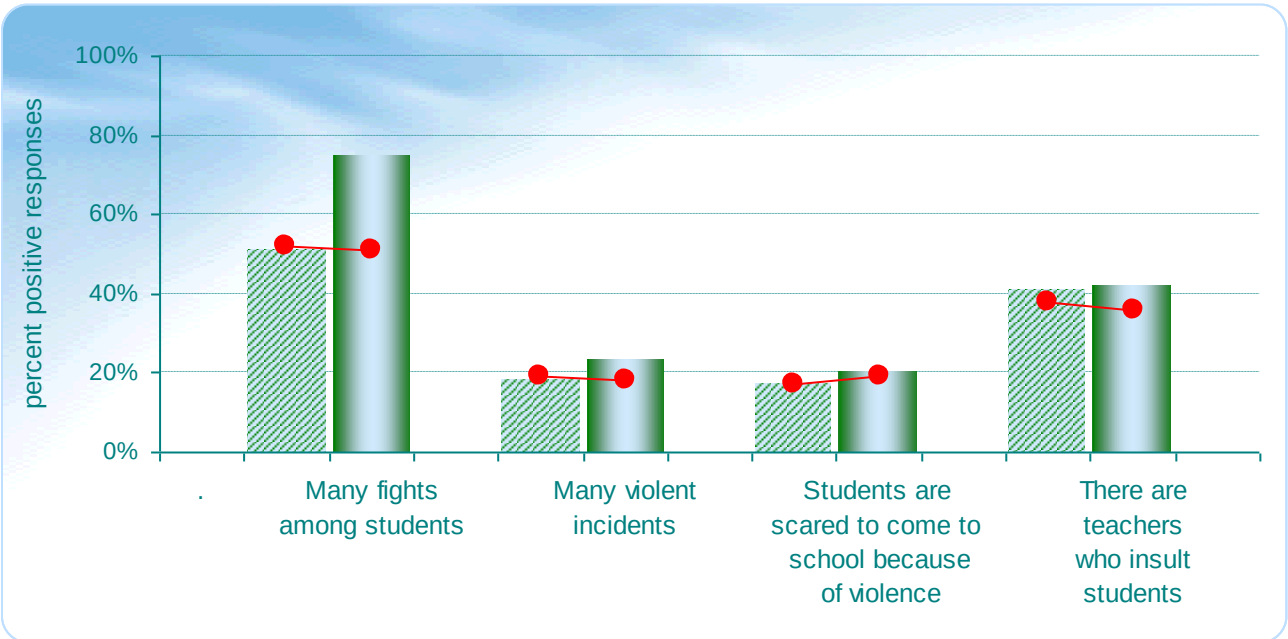
Graph 43: Students report on the general ambience of school



Students report on the general ambience of school – by grade level

Grade level	Students like school		Student-teacher relations are good		Student- student relations are good		School is orderly & rules are clear		There are many disciplinary problems	
	school	National Mean	school	National Mean	school	National Mean	school	National Mean	school	National Mean
5	75%	75%	56%	63%	24%	75%	86%	87%	61%	41%
6	70%	74%	28%	56%	56%	74%	82%	86%	57%	44%

Graph 44: Students report on the level of violence in school

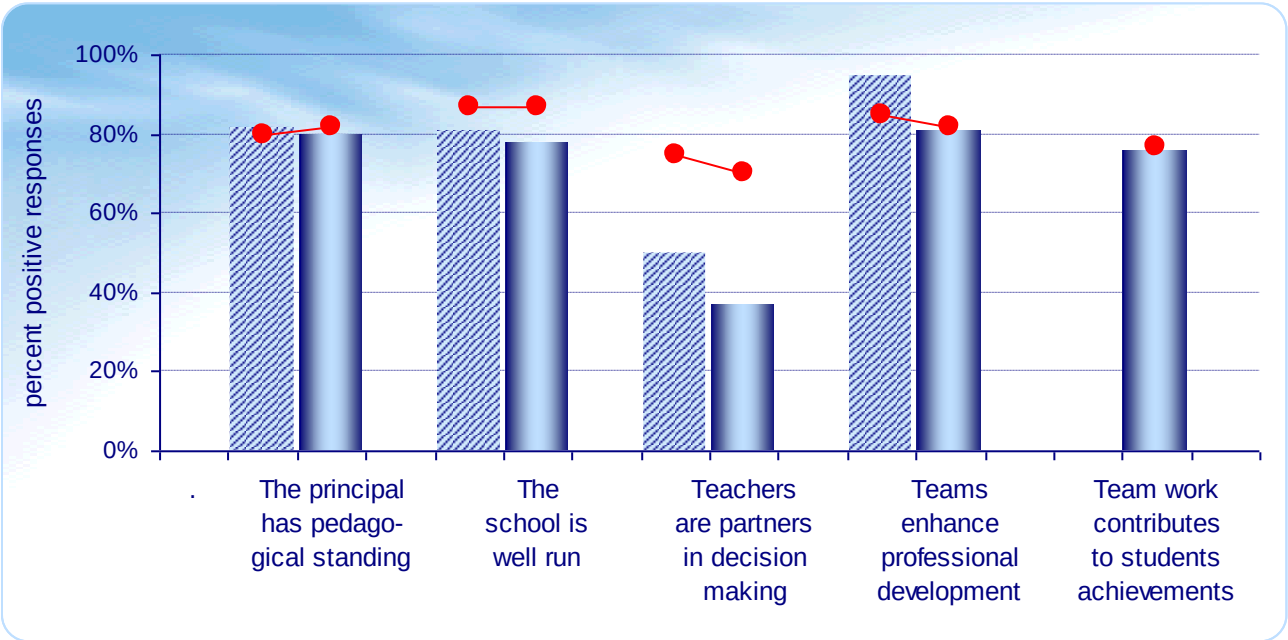


Students report on level of violence in school – by grade level

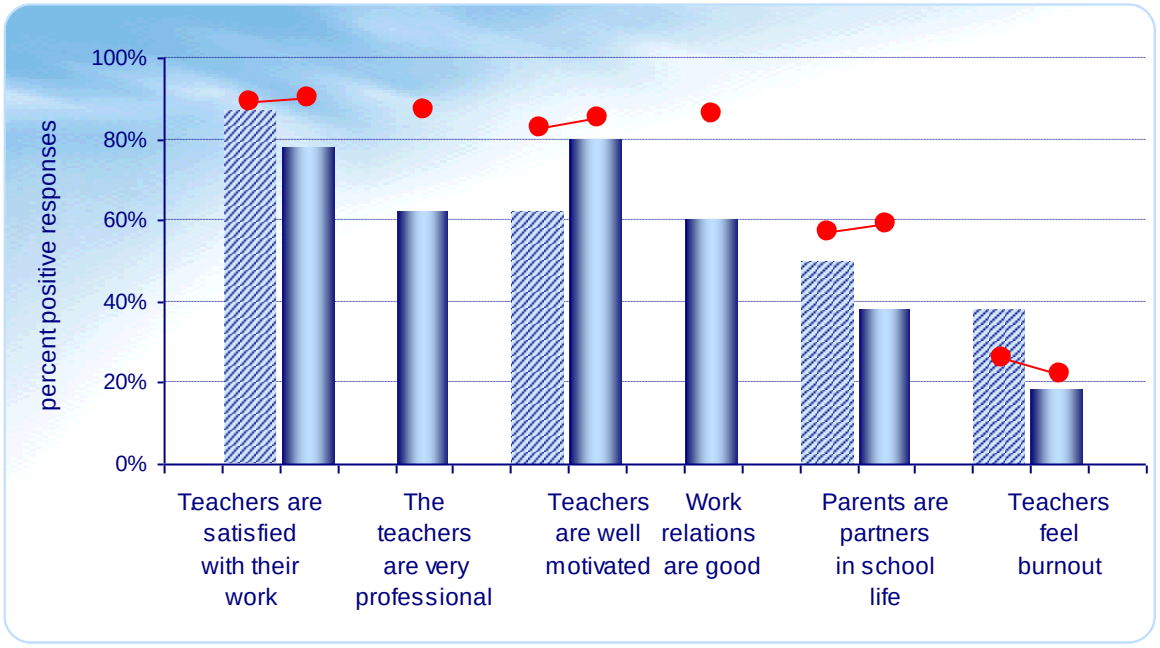
Grade level	Many fights among students		Many violent incidents		Students are scared to come to school because of violence		There are teachers who insult students	
	school	National Mean	school	National Mean	school	National Mean	school	National Mean
5	78%	54%	33%	21%	27%	24%	42%	36%
6	51%	51%	17%	17%	13%	16%	47%	37%

2. Work Environment

Graph 45: Teachers report on the way the school is managed



Graph 46: Teachers report on Work Environment in the school



For your convenience – comments, conclusions, things to do…

Summing up – The action plan of school should focus on…

Appendix: Examples of statements by which the various indices represented in the graphs above are created

Graph 1: Is not based on combination of statements

Graph 2: Levels of abstraction emphasized by teachers -- as reported by students

knowledge	▪ The teachers give assignments & exercises that help to remember the material ▪ The teachers ask many questions to make sure we know the material
Comprehension	▪ The teachers give many examples to enhance understanding of the material ▪ The teachers run discussions that help clarify the material
Application	▪ The teachers give assignments & exercises that weren't taught in class and are not included in the textbooks ▪ The teachers request new examples to the material taught in class
Analysis & integration	▪ The teachers request we find several ways of solving a problem ▪ The teachers give assignments which require analysis and integration with other subjects we learned
Evaluation & critical thinking	▪ When there are different ways of solving a problem the teachers request we analyze all of hem and find the best one ▪ The teachers teach ways of assessing the importance and relevance of information
Independent study	▪ The teachers teach how to study new material by ourselves ▪ The teachers request we use many diverse sources of information (newspapers, magazines, books, data bases etc.)

Graphs 3-5: Are not based on combination of statements

Graph 6: Teaching behavior as perceived by students

Give fair & efficient feedback	▪ The teachers explain exactly what I have to do in order to improve my grades ▪ The teachers explain exactly how they evaluate and grade
Recognizing diversity	▪ When a student face difficulties the teachers allow him more time to study ▪ Each students gets homework according to his stage of attainment
Believing in student success	▪ The teachers make me feel that if I'll make more effort I can do better and will be more successful
Helping & supporting	▪ When a student fails the teachers encourage him to try again and again ▪ The teachers are always available when I need help

Graphs 7-37: Are not based on combination of statements

Graph 38: Students report on general ambience of school

Students like school	▪ Generally I feel good at school
Student-teacher relations are good	▪ When I have a problem there is someone at school I turn to ▪ There are good relations between teachers and students
Student- student relations are good	▪ Socially I feel good in my class ▪ Students help each other
School is orderly & rules are clear	▪ I know what behaviors are allowed and what behaviors are forbidden in school ▪ School emphasizes discipline
There are many disciplinary problems	▪ Students are frequently late or truant ▪ Students are frequently fresh toward teachers

Graph 49: Is not based on combination of statements

Graph 40: Teachers report on the way the school managed

The principal has pedagogical standing	▪ The principal leads pedagogical innovations ▪ The principal has pedagogical standing
The school is well run	▪ Work regulations in school are clear ▪ School operate according to clear priorities
Teachers are partners in decision making	▪ I have an influence on school schedule, curriculum, evaluation policy, dealing with disciplinary problems ▪ The principal involve all teachers in decision-making
Teachers influence budgeting	▪ I have an influence on the school budget and the ways it is used
Team work contribute pedagogically	▪ Team work contribute to school pedagogically
Teams enhance professional development	▪ Teams enhance professional development of teachers
Team work is efficient	▪ Team work contribute to school efficiency

Graph 41: Teachers report on Work Environment in school

Teachers are satisfied with their work	▪ I'm satisfied with my work at the school
The teachers are very professional	▪ The teachers know how to adopt learning units to students' level ▪ The teachers diagnose students by various diagnostic tools
Teachers are well motivated	▪ Teachers are well motivated to work in school ▪ Teachers make efforts "above and beyond"
Work relations are good	▪ Atmosphere among teacher is good ▪ Teachers help each other with professional problems
Parents are partners in the life of the school	▪ Parents take part in deciding on school policy ▪ Parents are partners in school life
Teachers feel burnout	▪ I feel that my work load is too much ▪ I feel burnout