



CENTER FOR THE SCHOOL OF THE FUTURE

Fast Forward Charter High School

Logan, UT
May 29, 2013































Signal Analysis Legend

-  Exemplary
-  Superior
-  Typical
-  Opportunity to Improve

Status Report

The table presented below summarizes global domains by audience; the second page of this report is a breakdown for each domain by item; the third is a disaggregation by item for home language, family mobility, student gender, and student ethnicity; and the last page summarizes demographic data, school priorities, and neighborhood risk.

| Indicators of School Quality | Parent | Teacher | Student | Staff |
|------------------------------|--|---|---|---|
| Parent Support |  |  |  |  |
| Teacher Excellence |  |  |  |  |
| Student Commitment |  |  |  |  |
| School Leadership |  |  |  |  |
| Instructional Quality |  |  |  |  |
| Resource Management |  |  |  |  |
| School Safety |  |  |  |  |

| Indicators of School Quality | Parent | Teacher | Student | Staff |
|--|--------|---------|---------|-------|
| Status Report | | | | |
| Parent Support | | | | |
| Parents support their child's education | | | | |
| Parents know what happens at school | | | | |
| Enough parents participate at parent/teacher conferences | | | | |
| Parents support extracurricular activities | | | | |
| Teacher Excellence | | | | |
| Teachers are knowledgeable about the subjects they teach | | | | |
| Teachers care about students as individuals | | | | |
| Teachers promote good behavior in their classrooms | | | | |
| Teachers are well organized | | | | |
| Teachers enjoy teaching | | | | |
| Student Commitment | | | | |
| Students are well behaved | | | | |
| Enough students participate in extracurricular activities | | | | |
| Students enjoy learning | | | | |
| Students have pride in their school | | | | |
| School Leadership | | | | |
| Administration is accessible to parents, students, and staff | | | | |
| Administration promotes quality education | | | | |
| Administration is well organized | | | | |
| Administration promotes good behavior at the school | | | | |
| Administration has high expectations for all students | | | | |
| Instructional Quality | | | | |
| This school prepares students for adult life | | | | |
| This school provides a quality education | | | | |
| Instruction at this school is innovative | | | | |
| Instruction at this school challenges students | | | | |
| Resource Management | | | | |
| Staff has access to enough ongoing training | | | | |
| Counselors are accessible to students | | | | |
| Students have adequate computer access | | | | |
| The school has quality textbooks and instructional materials | | | | |
| Students have enough extracurricular opportunities | | | | |
| School Safety | | | | |
| Students and staff feel safe at school | | | | |
| Students feel safe traveling to and from school | | | | |
| The school is clean and in good repair | | | | |
| The school grounds and hallways are well supervised | | | | |

| Indicators of School Quality | Parent | Parent | Student | Student |
|--|----------------|--------------|------------|--------------|
| | English Yes/No | Moved Yes/No | Boy / Girl | White Yes/No |
| Disaggregated Data | | | | |
| Parent Support | | | | |
| Parents support their child's education | ●● | ●● | ●● | ●● |
| Parents know what happens at school | ●● | ●● | ●● | ●● |
| Enough parents participate at parent/teacher conferences | ●● | ●● | | |
| Parents support extracurricular activities | ●● | ●● | ●● | ●● |
| Teacher Excellence | | | | |
| Teachers are knowledgeable about the subjects they teach | ●● | ●● | | |
| Teachers care about students as individuals | ●● | ●● | ●● | ●● |
| Teachers promote good behavior in their classrooms | ●● | ●● | ●● | ●● |
| Teachers are well organized | ●● | ●● | | |
| Teachers enjoy teaching | ●● | ●● | ●● | ●● |
| Student Commitment | | | | |
| Students are well behaved | ●● | ●● | ●● | ●● |
| Enough students participate in extracurricular activities | ●● | ●● | ●● | ●● |
| Students enjoy learning | ●● | ●● | ●● | ●● |
| Students have pride in their school | ●● | ●● | ●● | ●● |
| School Leadership | | | | |
| Administration is accessible to parents, students, and staff | ●● | ●● | ●● | ●● |
| Administration promotes quality education | ●● | ●● | | |
| Administration is well organized | ●● | ●● | | |
| Administration promotes good behavior at the school | ●● | ●● | ●● | ●● |
| Administration has high expectations for all students | ●● | ●● | ●● | ●● |
| Instructional Quality | | | | |
| This school prepares students for adult life | ●● | ●● | ●● | ●● |
| This school provides a quality education | ●● | ●● | ●● | ●● |
| Instruction at this school is innovative | ●● | ●● | | |
| Instruction at this school challenges students | ●● | ●● | ●● | ●● |
| Resource Management | | | | |
| Staff has access to enough ongoing training | | | | |
| Counselors are accessible to students | ●● | ●● | ●● | ●● |
| Students have adequate computer access | ●● | ●● | ●● | ●● |
| The school has quality textbooks and instructional materials | ●● | ●● | ●● | ●● |
| Students have enough extracurricular opportunities | ●● | ●● | ●● | ●● |
| School Safety | | | | |
| Students and staff feel safe at school | ●● | ●● | ●● | ●● |
| Students feel safe traveling to and from school | ●● | ●● | ●● | ●● |
| The school is clean and in good repair | ●● | ●● | ●● | ●● |
| The school grounds and hallways are well supervised | ●● | ●● | ●● | ●● |

Indicators of School Quality: Demographics, Risk, and School Priorities

| Demographics | Parent | Teacher | Student | Staff |
|--|---------------------------------------|--|---|-------|
| Number of Respondents & Adequacy of Samples - Good - Fair - Poor | 96 | 13 | 159 | 12 |
| Grades (%) | | | | |
| 9th Grade | 25 | 92 | 19 | |
| 10th Grade | 36 | 85 | 28 | |
| 11th Grade | 38 | 100 | 34 | |
| 12th Grade | 19 | 100 | 19 | |
| Child Ethnicity (%) | | | | |
| African American | 1 | | 6 | |
| American Indian | 8 | | 8 | |
| Asian/Pacific Islander | 2 | | 3 | |
| Hispanic | 22 | | 27 | |
| White (Caucasian) | 70 | | 71 | |
| Other Ethnicity | 14 | | 7 | |
| Child Gender (% Male) | | | 54 | |
| Neighborhood Risk (%) | Overall Neighborhood Risk is Moderate | | | |
| Economic Status | 81 | All numbers are percentages. Item content can be determined by looking at the returned surveys. Percentages at or above 80 indicate the presence of factors that support higher academic achievement scores for the school. Percentages below 80 indicate risk and are highlighted in red. | | |
| Community Affiliation | 63 | | | |
| Family Bonding | 84 | | | |
| Neighborhood Stability | 57 | | | |
| Academic Status | 85 | | | |
| Home Language | 92 | | | |
| Peer Associations | 93 | | | |
| School Priorities (ranked by %) | Parent | Teacher | These numbers represent the percent of parents believing that school function is one of the most important attributes of a quality school, or the percent of teachers believing that school function is something this school does best. Rank is average of both. | |
| 1 - Accommodate individual differences | 50 | 92 | | |
| 2 - Provide a safe environment | 51 | 85 | | |
| 3 - Treat all students with respect | 44 | 85 | | |
| 4 - Focus on academic achievement | 66 | 15 | | |
| 5 - Promote good citizenship | 36 | 8 | | |
| 6 - Develop community involvement | 15 | 8 | | |
| 7 - Provide breadth in learning experiences | 20 | 0 | | |
| 8 - Involve families meaningfully | 16 | 0 | | |