

The National Association for the Education of Young Children (NAEYC): 2014		Parent Survey Average Score
Standard 1: Relationships	Promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.	96%
Standard 2: Curriculum	Implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.	83%
Standard 3: Teaching	Uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.	94%
Standard 4: Assessment of Child Progress	Is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.	93%
Standard 5: Health	Promotes the nutrition and health of children and protects children and staff from illness and injury.	92%
Standard 6: Teachers	Employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.	100%
Standard 7: Families	Establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.	94%
Standard 8: Community Relationships	Establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.	94%
Standard 9: Physical Environment	Has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.	94%
Standard 10: Leadership & Management	Effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.	93%

The Southern Association of Colleges and Schools (SACS) Accreditation Standards for Early Learning: 2013		Parent Survey Average Score
Standard 1: Purpose and Direction	The school maintains and communicates a purpose and direction that commit to a sense of community and relationships among young children and adults; developmentally appropriate cognitive, emotional, social, creative, and physical growth and development; as well as shared values and beliefs about teaching, learning, development, and care for young children.	4.29
Standard 2: Governance and Leadership	The school operates under governance and leadership that promote and support learning, growth, and development in young children, family involvement, and school effectiveness.	4.18
Standard 3: Teaching and Assessing for Learning	The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness, and the developmentally appropriate cognitive, emotional, social, creative, and physical growth and development of young children.	4.34
Standard 4: Resources and Support Systems	The program has resources and provides services that support its purpose and direction to ensure success for all children.	4.45
Standard 5: Using Results for Continuous Improvement	The school uses data about developmentally appropriate learning, growth, and development of young children and overall school effectiveness and uses the data to guide continuous improvement.	4.32
		5 point Scale