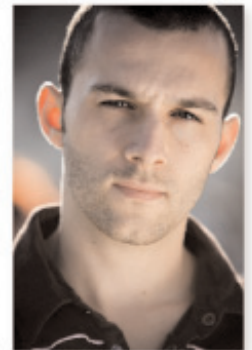


The Power of Know™



**Columbia Public Schools
2015 Online Research of Parents, Staff,
and Third-, Fifth-, Eighth-
and Eleventh-Grade students**

Final Report

January 21, 2016



Table of Contents

Introduction	2
Parent Survey data	4
Parent Survey cross-tabulations	
• High School	36
• Middle School	41
• Elementary School	49
Staff Survey data	69
Staff Survey cross-tabulations	
• High School	82
• Middle School	87
• Elementary School	97
8th- and 11th-Grade Student Survey data	122
3rd- and 5th-Grade Student Survey data	136



**Columbia Public Schools 2015 Online Research of
Parents, Staff
8th and 11th grade students, and 3rd and 5th grade students
January 21, 2015**

In the fourth quarter of 2015, online research was conducted with four distinct audiences to determine their views on a variety of topics, each related (in some way) to the performance of the Columbia Public Schools.

Nearly all of the survey content was identical to a similar initiative that took place during the same time period in 2014, while the audiences were exactly the same:

Parents
Staff
8th-and 11th-grade students
3rd-and 5th grade students

The Parent and Staff surveys were distributed to these audiences via an e-mail that contained a link to the survey. The student surveys were forwarded to the individual schools, who were responsible for seeing that the survey was completed.

A total of 9,153 individuals participated this year, which was a very modest decline of 71 from the 2014 studies. The only survey to actually see a decrease in participation was the Parent study, which decreased by 661 participants.

Following this introduction, the Parent and Staff surveys are presented as follows:

First, all of the questions and answers are presented, with comparisons to that audience's 2014 results, where possible.

Second, cross-tabulations are displayed for each school's responses from that audience. Because the number of participants varied school by school, the results are shown in rank order, rather than the raw data. This is to avoid misunderstandings that could occur, for example, if one school had earned 500 points and another had earned 100, but they were both at the top of their rank order for their particular school. This presentation approach also makes this exhaustive data a bit easier for readers to review.

The surveys taken by the 8th- and 11th-grade students, and by the 3rd- and 5th-grade students have the questions, answers and comparisons, but do not include any cross-tabulations.



In all cases:

- Responses that are shown as percentages and that ask the respondent for one answer only, may add to more or less than 100%, due to rounding.
- When two or more answers are tied, in terms of the data that led to their place in the rank order, all the affected responses will have a “T” next to their number. In reviewing these, it is important to remember that, for instance, two items that are presented as “T1” will be followed by “T3,” not “T2.”
- As with all online research, the findings represent only the opinions of those who chose to participate. Also, participants can, and do, sometimes skip questions.
- All verbatim responses are presented as written by the respondents. In reviewing these, it is important to remember that each is one comment, by one person.

Results from the survey of Parents

Number of responses – 3,074 (decrease of 661 from the 2014 study)

1. To begin with, where does your child (or do your children) attend school in the Columbia Public Schools in the 2015-2016 school year?

Location	Number/2015	Number/2014
CORE	14	3
Early Childhood Special Education	45	36
Alpha Hart Lewis Elementary	44	87
Benton STEM Elementary	57	48
Blue Ridge Elementary	53	54
Cedar Ridge Elementary	41	42
Derby Ridge Elementary	57	50
Eliot Battle Elementary	58	n/a
Fairview Elementary	147	222
Grant Elementary	121	150
Lee Elementary	99	139
Midway Heights Elementary	62	92
Mill Creek Elementary	199	240
New Haven Elementary	56	54
Parkade Elementary	62	85
Paxton Keeley Elementary	170	230
Ridgeway Elementary	108	119
Rock Bridge Elementary	209	187
Russell Boulevard Elementary	146	176
Shepard Boulevard Elementary	104	152
Two Mile Prairie Elementary	44	101
West Boulevard Elementary	46	55
Gentry Middle School	307	269
Jefferson Middle School	126	156
Lange Middle School	111	120
Oakland Middle School	83	98
Smithton Middle School	178	193
West Middle School	205	213
Battle High School	222	339
Douglass High School	11	7
Hickman High School	369	449
Rock Bridge High School	456	514
Did not answer*	0	24

**An answer was required in 2015 for the respondent to be able to continue*

2. Which of the following best describes where you live?

Location	Number/2015	Number/2014
West of Providence and south of Broadway	513	1,714
East of Providence and north of Broadway	671	800
West of Providence and north of Broadway	1503	647
East of Providence and south of Broadway	387	413
Did not answer*	0	161

**An answer was required in 2015 for the respondent to be able to continue*

Topic: Judging the quality of a school district

3. Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is most important to you, second-most important, third-most important, and fourth-most important from the items on this list. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response. A total of 319 respondents skipped this question.*

Factor	4-point weighted scale points/2015	Most important/2015	Second-most important/2015	Third-most important/2015	Fourth-most important/2015	4-point weighted scale points/2014
Quality teachers and staff	9,417 (1)	1960	454	90	35	11,846 (1)
Nurturing, supportive culture in the school building	4,071 (2)	240	680	435	201	4,880 (2)
Small class sizes	2,758 (3)	78	383	491	315	3,526 (3)
Up-to-date curriculum	2,755 (4)	88	426	423	279	3,365 (4)
Up-to-date safety and security practices	2,180 (5)	187	215	250	287	3,042 (5)
Modern school facilities, including technology for student use	1,560 (6)	26	140	325	386	1,890 (6)
Effective management of financial resources, like tax money	1,216 (7)	79	114	153	252	1,512 (7)
Visionary school district and building-level leadership	1,093 (8)	35	116	200	205	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	25	89	120	184	1,051 (9)
Large variety of extracurricular activities available	598 (10)	9	42	111	214	629 (10)
Active engagement between the school district and the community	470 (11)	11	43	81	135	559 (11)

Topic: Factors that impact a student's ability to succeed

4. There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Biggest impact," down to 1 point for each "Fourth-biggest impact" response. A total of 415 respondents skipped this question.

Factor	4-point weighted scale points/2015	Biggest impact/2015	Second-biggest impact/2015	Third-biggest impact/2015	Fourth-biggest impact/2015	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6,085 (1)	916	458	405	237	7,486 (1)
Teacher/student relationship	5,828 (2)	597	706	518	286	7,206 (2)
Home environment	4,461 (3)	552	435	333	282	5,365 (3)
Parent involvement	3,973 (4)	327	495	413	354	5,306 (4)
Teacher-to-student feedback	1,620 (5)	61	186	272	274	2,037 (5)
Class sizes	1,218 (6)	50	92	212	318	1,659 (6)
Teacher education	922 (7)	61	79	133	175	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	30	58	93	116	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	16	32	67	101	424 (9)
Participation of the student in preschool	270 (10)	14	25	46	47	347 (11)
Homework	261 (11)	6	21	44	86	381 (10)
Diversity within the teaching staff	244 (12)	14	15	39	65	288 (12)
Diversity within the student body	182 (13)	4	20	21	64	248 (13)

Topic: Importance of various skills in a student's career

5. How important do you believe each of these skills is, in terms of a student's ability to be successful in his or her career? Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Very important," down to 1 point for each "Not at all important" response. A total of 442 respondents skipped this question.

Factor	4-point weighted scale points/2015	Very important/2015	Somewhat important/2015	Not very important/2015	Not at all important/2015	4-point weighted scale points/2014
Communication skills	9,756 (1)	2336	117	18	25	12,063 (1)
Critical-thinking skills	9,474 (2)	2150	251	48	25	11,545 (2)
Problem-solving skills	9,361 (3)	2079	290	68	39	11,381 (3)
Grit (perseverance to accomplish goals/work)	8,985 (4)	1877	443	59	30	10,929 (4)
Initiative (see an issue and begin to think about how to solve it)	8,932 (5)	1803	528	52	32	10,916 (5)
Ability to use technology	8,721 (6)	1671	616	82	25	10,674 (6)
Flexibility and adaptability	8,699 (7)	1663	628	65	33	10,580 (7)
Math skills	8,505 (8)	1501	785	72	2	10,425 (8)
Collaboration skills	8,450 (9)	1528	736	57	16	10,192 (9)
Leadership skills	8,120 (10)	1217	983	136	31	9,906 (10)
Creativity	8,024 (11)	1132	1064	143	18	9,725 (11)
Multicultural experiences in school	6,613 (12)	515	1097	549	164	8,012 (12)
Being able to speak and read a language besides English	6,213 (13)	329	1051	796	152	7,667 (13)

Topic: Agreement or disagreement with climate statements

6. Please look at the statements below. Each has been said by other parents about their child's (or their children's) experience at school in the Columbia Public Schools. Please say whether you "strongly agree," "agree," "neither agree nor disagree," "disagree," or "strongly disagree" with each statement. If you have more than one child at a district school – and their experiences are different – please select an answer that best reflects how you feel about the statement, based on the experiences of all your children. Responses shown in rank order, based on the combined "Strongly agree/Agree" percentage.

Statement	Combined SA/A -- 2015	Strongly agree/2015	Agree/ 2015	Neither agree nor disagree/2015	Disagree/ 2015	Strongly disagree/ 2015	Don't know/2015	Combined SA/A – 2014
My student knows what is expected of him or her at school	92% (1)	42%	50%	6%	2%	<1%	1%	92% (1)
The teachers treat my student with respect	88% (2T)	42%	46%	9%	2%	<1%	1%	88% (3T)
I think my student's teachers are good teachers	88% (2T)	45%	43%	10%	2%	1%	1%	87% (5T)
My student feels welcome at school	86% (4T)	43%	43%	10%	3%	1%	<1%	89% (2)
My child feels safe at school	86% (4T)	37%	49%	8%	4%	2%	<1%	88% (3T)
I feel welcome at my child's school	86% (4T)	43%	43%	10%	3%	1%	<1%	87% (5T)
Students are encouraged to do their best every day	83% (7T)	39%	44%	12%	3%	<1%	2%	84% (7)
Teachers have my student's best interests at heart	83% (7T)	37%	46%	12%	3%	1%	1%	83% (8)
My student's school is meeting his or her individual needs.	77% (9T)	28%	49%	12%	8%	2%	1%	n/a
Students generally respect other students and their belongings	77% (9T)	16%	61%	12%	8%	2%	1%	75% (10T)
My student is able to get additional help when needed	75% (11)	31%	44%	15%	4%	1%	4%	75% (10T)
Everyone has a chance to succeed at my student's school	74% (12)	32%	42%	16%	5%	1%	3%	76% (9)
Students are generally well-behaved	73% (13)	11%	62%	16%	8%	1%	1%	73% (12)
When I have a concern or problem, it is taken seriously	71% (14)	33%	38%	16%	6%	3%	4%	71% (13T)
The curriculum is engaging and challenging	70% (15)	23%	47%	18%	8%	2%	1%	71% (13T)
Bullying is not tolerated	63% (16)	27%	36%	20%	8%	4%	7%	62% (15)
The discipline policies are fair to all students	61% (17)	24%	37%	21%	8%	4%	7%	59% (16)



Topic: Perception of District Performance (new for 2015)

7. **Over the last five years or so, do you think the Columbia Public Schools have...**488
participants chose not to answer this question. As such, the percentages displayed below are of the 2,586 respondents.

Response	Percentage
Improved	27%
Stayed the same	36%
Gotten worse	12%
Don't know	25%

8. **In what areas do you believe the school district has improved?** *This question was made available to all the respondents who answered question 7, no matter what their answer was. This ensured that all participants had the opportunity to speak about both improvements and about areas that had gotten worse, if they wished to do so. A total of 1,391 respondents answered this question. The responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Building new schools/improving facilities/fewer trailers	295
Technology/resources	285
Don't know/Not sure/new to the district	160
Communication	138
Smaller classes sizes	130
Safety/security measures	114
Stronger curriculum/quality of education	113
None/hasn't improved/stayed the same	89
Better staff and teachers	70
Putting students' need first/whole child/one on one	68
Other (see below)	64
Diversity/cultural awareness/impact of poverty	56
Administration/new leadership	51
Anti-bullying policy/discipline	43
Forward thinking/planning for growth	31
Parent/community involvement	29
Special Education/RTI/behavior management	29
Redistricting/boundary changes/fewer transitions	25
Transportation	20
Switching from junior highs to middle schools	17
Change school start/end times	15
Sports/extracurricular activities	15
Higher expectations/challenging/honors classes	14
Budgeting/fiscal responsibility	13

Use of social media	13
All areas/everything	12
College/career prep/career center	12
Training/PBIS	10
Transparency	8
More collaboration	7
Test scores	6
Early Childhood	4
Implementation of AVID	4
Parent-Teacher Conference home visits	4
STEM	4
Getting rid of Bruin Block	3
Lunch program	2
Implementation of Common Core	2
Outdoor classrooms/field trips	2
Partnerships with colleges	2

Verbatim “other” comments

Running meetings.

Less time off school. It’s ridiculous the amount of time this month alone that all is not in session.

Need to work on bullying.

I think the process of how the school district redistricted was very unethical. I attended all the meetings and what the administration said in the beginning of the process is not what they said at the end.

CPS’ support for lottery schools with different focuses, in particular Lee and its focus on arts integration, is a wonderful way to offer diverse opportunities to the community as a whole.

Make the school geographic restructure make more sense. Students two blocks from Rockbridge Elementary have to change schools just make the new school more diverse. This makes no sense. If more regional/proximity lines were drawn the way the same affect will happen. Columbia's population in the new schools area would still get good mix of ethnicities and economic backgrounds. It makes no sense for a kid living in Cedar Lake about a quarter mile or less from Rockbridge to have to ride a bus to another school a few miles away just to keep classes diverse. I think this will work its self out, due to Columbia’s naturally diverse demographics. Due to the three colleges in town, Columbia doesn’t have the diversity issues other similar sized or even nearby cities have.

SOME REALLY HIGH PAID INDIVIDUALS.

Fewer building changes leads to better continuity.



The classes are larger and for new students it has been an issue for our family. My student went from all advanced classes and being top of his class to having two Ds.

The new principal seems to do things very differently from the last in the area of discipline. I feel he praises the bad kids and does not pay attention to the good kids in the class.

Bullying is a concern. A safer way for kids to turn in bullies without the other student who turned them in. I believe they can be bullied more after words.

Putting the ninth-graders in the high schools.

There needs to be a better online tool for parents to interact with teachers and know what is happening in the curriculum, with daily work, with tests.

Pandering to Muslims.

I have only had experience with one school for the last five years. The only district-wide issue I have is the delayed start option for cold weather that was put into place last year. It was shamelessly overused. Not an improvement but a complete aggravation.

The district needs to focus more on high-achieving students. Current thinking seems to be trying to elevate lower-achievement students. Unfortunately, these efforts tend to lead to bringing down the top end lower achievement students are encouraged to take classes (such as AP) courses that they are unlikely to succeed in and their presence in which harms the opportunity for stronger students.

Hickman has been left behind. It has only gotten worse. Improvement has been focused more on newer schools. The new schools seem to be better equipped from teachers to funding, and the good students have suffered. Hickman has been turned into the ghetto school. It amazes me that in a college town and for as much money that is spent, we are not hiring better teachers.

I think in so many areas CPS (and most public schools) is in a steady decline. I've had children in public schools for 25 years (eight more years to go). A huge reason why I took a job with CPS, so I could get the bigger picture.

Remove layers of higher public schools administration. Remove the current Hickman head football coach (Monroe) who has destroyed the program and ruined the school's reputation.

Fun activities.

From a-z Columbia public schools need an overhaul! Bunch of lazy administrators and teachers!

Please more interest about international students, because they don't have friends and don't know the way to make friends.



They need gave tutorial for ELS.

I think a move away from spelling being important and students not have textbooks that can assist parents in helping with homework, sometimes, creates a barrier. Not to mention these short lunch periods cause my children to eat like dogs at the dinner table.

The district works very hard to reduce the “achievement gap” and has been somewhat successful in this (but at the price of watering down high-end classes).

I don’t know. I am generally pleased with the school district. Each year, some teachers are outstanding and challenge my child, and some teachers are less engaged with teaching. The need to test seems to have slowed somewhat, but this has always been a concern. I teach with technology at the college level – and I think this is a panacea for the problems with learning. I do not think giving all students iPads necessarily improves the learning process. Overcoming student distractions is a huge challenge and one that is not solely on the shoulders of educators.

Different school times; it is absolutely ridiculous and impacts the family.

Asking for more money from the taxpayers.

Alternative schools (STEM, etc.).

Students are being threatening and more violent toward other students and staff. There is unfair treatment with the best teachers being assigned to the poorest schools.

The technique where they have some sort of “positive reinforcement” behavior seems to work. I remember when my kids were in elementary school they had like five statements and it carried over at home and upper levels of school. Recently heard other elementary schools using similar and my perception is that it really helps set a standard.

Get rid of Common Core.

THE BETTER NEIGHBORHOODS HAVE THEIR OWN SCHOOLS.

Updates need to be made to Two Mile Prairie.

Making sure everyone feels welcome in our schools.

Need more accountability with parents not paying their unpaid debt with school lunches & more consequences for parents who don’t pay their unpaid balances.

We have lived in Columbia for less than a year. The Columbia School District has been a huge disappointment and a big step down in education for my children. I feel sorry for the kids who have been stuck here their whole lives.



Some of the teachers are really bad (in term of their knowledge) and as a result the classes lack depth and interest for some of the students. The choices for elective class are really poor.

Keep it simple. Some issues are so complex they are hard for some to understand.

That they duck their heads in the sand better.

That is a very gray question. There are so many things to consider when asking this question. I am in the middle, because I feel I have not seen any major changes go on in my child's school to change my answer. I love the teachers at Blue Ridge. My daughter would not have succeeded as well if she did not have the support from them. They are very caring and I can feel the love they have for their kids. How the school is operated is another story. Our kids are not able to talk during their lunch time. There have been several complaints I have heard from my child and other children who attend that school that there is a lot of bullying that goes on from other children. When kids go and tell an adult, nothing is done. Those kids are looked upon as tattle tales. They are told to go away and play. What are we telling our children when we say, go tell an adult, but then the adults do nothing. I do believe our kids have to have some problem solving skills of their own. But when a child is pushing and punching another, and a teacher is told and nothing is done, what kind of message is this sending to our children. It is okay to hit, then that child is fed up with it, punches back and then they are the ones who are caught. I know we cannot have a completely fair system, but this is one of my major concerns with what I have heard from my child at school. She has experienced it firsthand with one student in particular, and nothing is done with this other child. My child must come in every day to school and endure him bullying her. And all because a teacher does not see it, nothing is done.

At RBHS, the sports programs have become overly aggressive with catering to certain economic groups of teens as varsity. All the CPS staff has to do is observe, for I have listened to many RBHS teachers that have stated their concern and/or disappointment in how the football program does NOT teach all players and the selective process of who plays. CPS needs to get a grip on all athletics departments, just that the RBHS football stands out since I and many other parents have been involved with the program for seven-plus years. The program promotes dated material upon the process of playing at the college level. The program doesn't use huddle appropriately. The program hinders the athlete to get scholarships at the next level.

I don't feel like the district has a solid plan to deal with future population growth and demographic shifts. There should be more focus on improving the schools that are underperforming and less on redistributing kids, based off socioeconomic statistics. I would also like to see the district create an environment where students are challenged to be better people as well as good students, i.e., there should be volunteer opportunities, individual projects, etc.

My son was able to take Spanish as a class in sixth grade, while my daughter was only able to take it as a "try it" class for a couple weeks when she went through five years ago. Also, my son was able to take Challenge Math in sixth grade, whereas, it was not offered when my daughter went through five years ago. We love the diversity in the teachers and students of West and Hickman! We need to strengthen the music program and build it back up to what it was five years ago, however. Please bring back the instrument specialists in the middle school band program!!



This is where the band students five years ago were able to achieve early success with their instruments and stick with it through high school, because of their success.

I feel like my student is not being taught language arts, science and social studies in the way it should be treated. When asked about these, especially science and social studies, it is we watch videos.

The addition of foreign language in sixth grade.

Graduation rates.

Limiting the “celebration of mediocrity.” Awards are given for earning them, not just for showing up.

Students are not competitive for top-tier college applications comparing to other school districts. Our physics education (honored, AP) is below par from all schools my children went through.

Holding the line with the teachers’ union.

I think they should discipline the students better. My son was on a bus where a kid got off the bus and grabbed a gun. I told the school about it; they ended up being fake guns but the kid had to sit in the office for the rest of the day the next day at school. Big deal! I thought he should have been in more trouble than just that.

Request more availability from high school teachers. Do high school teachers have scheduled “office hours?” Where are teacher “office hours” published?

Hire principals who show initiative, leadership and vision and truly care about the students and school community. Math program is below expectations.

The behavior of the students has gotten worse. The double standard for some students is unacceptable.

I said in the last question that the schools have gotten worse. That is no fault of the district in my mind. Restrictions continue to be put in place that limit the school system’s ability to discipline. I think this is a shame, and our culture, in general. Will continue to see a rise in crime, etc., until this is corrected. Again, I understand that there is only so much that can be done without making people “mad,” but kids need to learn who is in charge (not them) at an early age!

Additional homework. Buses keep changing their times. Fighting and disrespect by the children on buses. Children don’t feel challenged.

The district can improve communication to parents regarding honest assessments of the schools, students and teachers. They can improve communicating relevant, age-appropriate educational opportunities for students.



Core curriculum is not the best. Spelling tests have been eliminated thus negatively impacting reading skills.

Discipline. The school district as a whole doesn't look out for the well-being of all students. The problem children continue to get all the attention, which takes away from the learning environment. Why is more attention put into the problem behaviors? I just want my son to get an education. As a family, we have seriously thought about private school, which is sad, since I was born and raised in the Columbia Public Schools.

Have to rethink the class start times. Younger kids need sleep to grow and grow mind. High school kids need to prepare for early mornings in college and get out of school for after school activities. The fact you are sending 11-year-olds to a 7:30 start time is almost criminal.

Redraw district lines in regards to middle schools!!!

The district has improved its approach to helping struggling learners, while, at the same time, robbing higher achieving students of challenging opportunities at the middle and lower levels. Many high school classes have been saturated with students who are not prepared for some of the more challenging high school classes, in turn, lowering the overall expectations in these classes.



- 9. In what areas do you believe the school district has gotten worse?** *This question was made available to all the respondents who answered question 7, no matter what their answer was. This ensured that all participants had the opportunity to speak about both improvements and about areas that had gotten worse, if they wished to do so. A total of 1,476 respondents answered this question. The responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Bullying/discipline/behavior issues	246
Don't know/Not sure/new to the district	208
Class sizes/overcrowding	128
Quality of curriculum/education/standards	95
Nothing/None/Hasn't gotten worse	90
Overuse of/poor implementation of technology/not enough textbooks	87
Quality of teachers/staff	75
Boundaries/redistricting	64
Communication	62
Special Education/behavior management/RTI	60
Other (see below)	56
Change to school start/end times	55
Poor leadership/administration	48
Safety/security measures	46
Focus on the students' needs/one to one	43
Honors/gifted/challenging students	43
Lack of equality across the district	40
Teacher support/trust/respect	39
Teaching to the test/data driven	38
Overemphasis on diversity/ minorities/multiculturalism	38
Lunch program	37
Need to return to the basics – reading, writing, math, etc.	36
Budgeting/fiscal responsibility/transparency	31
Teacher salaries/benefits	31
Common Core	24
Need more buildings/better facilities/fewer trailers	24
Diversity/cultural awareness	22
Transportation/parking/traffic	21
Forward thinking/planning for growth/innovative	17
Parent/community involvement	17
Too many new initiatives	17
Too much homework/not enough explanation	16

Need more play time/outdoors	12
Equal extracurricular activities/sports district-wide	11
Politics/political correctness	11
Dress code	10
Transfer student program	10
Foreign language options	9
Quality of sports and coaches	9
All areas/overall	7
Athletics vs. academics and arts	7
Attendance policy	7
College/career prep	7
Too many days off	7
Training/personal development	7
Drug problems	3
AVID/tutoring	2
Block scheduling	2

Verbatim “other” comments

Emphasis on making schools the same, rather than letting the best ones lead. Emphasis on making all teachers do the same things in courses, rather than letting the best ones lead. Lowering student expectations just to make sure less-motivated student pass courses. Removing experienced teachers from teaching higher level courses for the sake of “equity.” Allowing the culture to determine policies rather than standing on established principles.

I am not a fan of awarding participation. A student is not wonderful simply for showing up with a pulse. Reward dedication and improvement, but don’t overuse praise. As a whole, I feel the district could also be a bit less sensitive in their reaction to perceived “bullying” and be a little more traditional in the approach to dealing with young children who are learning social skills in conjunction with the curriculum. Granted, this requires that teachers, staff and administrators be allowed the authority to stop inappropriate behaviors in an appropriate manner. I just feel that what would historically be considered “typical behavior” or seen as a learning experience is now quickly labeled bullying and, thus, overreacted to.

Double standards.

Respect for children and parents.



I think parent pickup and drop-off is ridiculous. There should be a fee charged to these parents for inconveniencing the local area drivers as well as requiring extra staff to facilitate the process.

The introduction of the iPads has offered a number of opportunities to the students.

Pandering to Muslims and allowing kids to bully others. Battle high feels like walking into a jail, with all the police needed.

I think selling off the kids to the interests of Coca-Cola and Kelly Press advertisers is making the school district and its scoreboards and programs hucksters for companies. It is very upsetting.

The students should not use their cell phones during class because they do not pay attention.

Children exposure to wireless radiation from cell phone towers and Wi-Fi.

Students allowed too much free time.

Dealing with parents who are divorced. One parent gets all the information on the child and the other does not get any, even after asking and providing e-mail and phone numbers.

Putting red lines in a school and have to walk on it for elementary kids. Come on. Each elementary school is run as an individual vs. a district. Went to Russell previously and it was a nice, warm feeling, family atmosphere. Paxton is very "stiff." Never have an awards assembly to recognize kids.

I love Paxton Keeley School. My child has excelled here; her reading scores have gone up since attending Paxton Keeley, and she loves her teachers and is very comfortable there! Thank you to all the amazing teachers at Paxton Keeley!

No resources/books for parents to help with homework and no resources for parents to use to know what the teacher expects/how it is to be done.

Psychological needs.

Too much commercialism has been allowed to take root in the schools.

Promoting the idea that all high schools are equal. Battle is the new, trendy school, Rock Bridge is the school of the privileged, and Hickman is the land that time forgot!



RANKING in Missouri state.

Some parents get everything for their kid. These mothers spend the most time at school, do things for the teacher, and are somehow able to get every teacher they want their kid to be with. Some of us just take what we get. Too many damn helicopter parents at Millcreek.

Would like to see better graduation rates. There are still too many dropouts.

They have not kept up with the growing number of students in south Columbia and the parents are expected to cover the costs of what is often given to schools in other parts of town.

It's not the school district, it's the world we live in now is more intense and causes new issues. Prices are going up higher than people's paychecks to live.

West is truly the weakest school any of our kids has ever been in. It has gotten worse in the last couple of years and I see no improvements. The quality of teaching and expectations of teacher engagement and accountability are appalling to me.

Not enough schools in the most populated areas. North Columbia can hardly get a team of kids together, and south Columbia is cutting kids for too many involved.

The district has started treating the students like criminals instead of children. The wording on the documentation is similar to the criminal justice system. Why?

Still too focused on minutes of instruction, rather than imparting the skills.

As a society, we are creating weak-willed, entitled children. This is very evident at schools. Participation ribbons are a crutch that is a disservice to children. I also think the trend of moving away from physical education, art and music classes is a disservice to children. In order to cultivate well-rounded human beings, they need to physical education, creative outlets and core coursework.

While there are issues with family involvement, there seems that we have left the students in the middle out. We spend a lot of time with students with issues such as discipline or high achieving, but the regular student gets neglected.

North side of town and south side need to remember they are part of one district.

In our own school we lost several of our favorite teachers because they all left to go teach at Battle, as well as our principal. I feel like the school district favored battle. We lost a



lot of good teachers, and now have brand new teachers to replace them. It's frustrating being in a school with inexperienced teachers.

Need more accountability with parents not paying their unpaid debt with school lunches & more consequences for parents who don't pay their unpaid balances.

I think most all areas seem to be improving well.

Too much pressure on kid and families to do fundraisers.

Teachers' ability to compute grades.

Too many teacher days off during the year.

I have a real problem with the types of books that are chosen in English classes. I believe there is no reason to read a preponderance of books that are emotionally distressing.

Building a "private" school for the rich white folks off Scott Blvd.

The transition for the ninth-graders into HS for first few years should have been more closely monitored. I feel that this group has gotten lost "in shuffle."

All of the requirements for small things like chapstick and cough drops, having to have a doctor's note to have and use. This takes away from the time a child could be at school, because a doc will not just write one (and the doc office can't understand why they need to) without seeing a child and that means they have to be pulled out of school. Seems counterproductive on the small things like this. But I do understand the things like antibiotics and inhalers do need those and think that is smart on CPS side.

Taken to many days off in nice weather.

The injection of issues, such as the new gender neutrality of facilities policy, the "inside connection" to Planned Parenthood for a sexual education program, and federal intervention in lunch programs that take away building flexibility distract teachers, staff and students from skill building and learning. An activist School Board that promotes a political agenda denies opportunity for all kids.

Should NOT combine history and English grades in high school. Unfair for students to receive the same grade for both. There are students who excel in history, but may not do well in public speaking or writing, and they are double penalized for not being able to express themselves well. There are extremely bright students who know more than most adults about historical events and their impact on our world, who are not given a history test, and their "grade" is lower than they generally receive, because they had to talk about



a topic in front of a room of 60 students. That's my other concern – combined classrooms. There should NOT be classrooms of 60 students, especially if we are trying to introduce students to speaking in front of the room for the first time. Some students will not excel in this environment.

Freedom with responsibility is a JOKE. These kids are running wild with little to no consequences at RBHS. DRUGS are a REAL problem at RBHS and no one wants to talk about it. Also, I see different races treated differently.

The middle school band program had instrument specialists five years ago, but they did away with them when they revamped the school system. The instrument specialists helped the students achieve early success with their instruments, and their success encouraged them to stick with the band program through high school. Let's bring back the instrument specialists! That was very successful for students just learning to play their instruments. The current band directors are fantastic at West, but the kids need the extra support of the instrument specialists! Also, I want to note that the Hickman band directors are some of the hardest working, most dedicated, and talented teachers in the district! The band directors at West and Hickman are out there every day with programs that represent the Columbia Public Schools to outsiders. Let's make sure they are appropriately recognized for their hard work.

More open about sex at too young of an age.

Morality in the schools. CPS promotes the gay and lesbian and opposite gender lifestyle in the school district. This is completely wrong.

Too much pressure for kids to grow up faster than their actual age

Too much free time at RBHS, and the start times are crazy. High School kids should be the ones starting early and younger kids starting later. There is no respect for Christian students and their beliefs; it's always about respecting everybody else and what they believe. The lack of God in our schools is what is wrong with our young people and with society and their poor choices these days, and we are expected to accept them but they don't have to accept us. And the fact that high school does not have a dress code is awful; they are the ones who really need it. The things some students wear is right down disgusting, improper and a distraction to others.

Liberal agenda: homosexuality, gender neutrality, not sticking to history as was learned by all of us.

Government interference.



I very much dislike the strong presence of the counselors in school. I understand when they are needed for a problem, but I do not believe that they should be teaching our children about sexual abuse awareness and things of that nature. That belongs at home with the parents.

Shortened summer school.

Allowing students to turn in late work, re-do tests and all around too many second chances.



Topic: Demographics

A total of 511 respondents skipped the entire demographic section and, therefore, their survey concluded. As such, these percentages are of the 2,563 respondents who chose to answer. (Answers were required on all the demographic questions, but a respondent who did not want to answer could simply end his or her survey upon arriving at question 10.)

10. How long have you lived within the boundaries of the Columbia Public Schools?

Response	Percentage/2015	Percentage/2014
Less than 2 years	7%	7%
2 years to 5 years	11%	12%
More than 5 years to 10 years	18%	18%
More than 10 years to 15 years	19%	19%
More than 15 years	33%	32%
I've lived here all my life	11%	11%
Prefer not to answer	1%	1%

11. In what age group are you?

Response	Percentage/2015	Percentage/2014
18 to 24	<1%	<1%
25 to 34	14%	16%
35 to 44	46%	48%
45 to 54	33%	29%
55 to 64	4%	5%
65 or older	<1%	<1%
Prefer not to answer	2%	2%

12. Are you...

Response	Percentage/2015	Percentage/2014
Female	70%	73%
Male	26%	25%
Prefer not to answer	4%	3%

13. And, finally, which of the following best describes your racial or ethnic group?

Response	Percentage/2015	Percentage/2014
Caucasian, or white	78%	79%
Prefer not to answer	11%	9%
African-American, or black	5%	5%
Asian	4%	5%
Hispanic or Latino	2%	2%

Topic: Final opportunity to comment (new for 2015)

The survey closed with a question offering one final opportunity to share thoughts, and 644 respondents chose to do so.

- 14. If you have any other comments to share, please write them here. If not, you can leave this blank. Thank you!** *The responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Great schools/education	108
Other (see below)	91
Great teachers/staff/administration	86
Better discipline/respect/less bullying	55
Higher expectations of/better teachers/administration	54
Better quality education/curriculum	49
Better communications/communication methods	35
Challenge students/offer more advanced courses	31
Overuse of/poor implementation of technology/not enough textbooks	24
Change school start/end times	21
Better SPED/behavior management	20
Smaller class sizes/overcrowding issues	20
Support/respect/trust teachers	18
Ethnicity/race question on survey confusing/not all inclusive/not necessary	16
Better safety/security	15
Focus on the individual needs of students	15
More time/choices for lunch program	14
Poor redistricting/boundary issues	14
More diversity/less discrimination	13
Don't know/N/A/None	12
Too much homework/not enough guidance	12
Get rid of Common Core	11
Teacher salaries/benefits	11
Transportation/parking/traffic	11
Equal/better resources/materials	9
More physical/outdoor activities	9
Poor management/choices athletics/activities	9
Back to basics/don't teach to the test	8
Budgeting/fiscal responsibility	7

Building new schools/improving facilities/fewer trailers	6
More/better foreign language options	6
More prep for college/the future	5
More student accountability	5
Politics/political correctness	4
Great EEC/preschool options	3
More community/parent involvement	3
Too many days off	3
Too much focus on transgender inclusion/rights	3
Better professional development/support	2
Consider year-long schools	2
Get rid of binders/string backpacks	2
Improve Parent-Teachers conferences	2
More one-on-one help/tutoring	2
Require hand washing before meals	2

Verbatim “other” comments

What good would it do?

The education system in the U.S. is great.

Overall we think that the higher ups at Aslin have the right idea; they do a great job of putting plans in place for our growing community!

The Columbia Public schools should look into the Leader In Me curriculum for all schools within the district. IT is a great program, our former school district did it and it was great.

At this time physical education is organized recess. They are not learning healthy eating habits, the mechanics of throwing/kicking a ball, etc. They run in circles or game a basic game. Also, the school lunch is far from healthy.

There should be more information given to parents regarding the negative effects of social media and cell phone use/reliance in young teens. <http://variety.com/2015/tv/news/cnn-anderson-cooper-teens-social-media-1201610349/>

JagWire is very helpful for parental knowledge and involvement- appreciate this electronic newsletter.

My child attended private school until high school.

You have hired two retired police sergeants as security. Arm them and make them take care of the problems, besides calling for help on 911 every time a 5- or 6-year-old is “uncontrollable.” If you



want to abuse police services, then you should pay to have all the time wasted in those schools to the city for officers.

We came into the school system new this year. It would have been good to pair her up with another student who could help her navigate the first few days and introduce her to others.

There should be more notification for picture day for those parents who struggle financially to get the money to buy pictures of their children.

I would like to see STEM education pushed at all education levels, before my children graduate. One is a freshman and the other is seventh grade. Would also like to see a quality preschool opportunity for all families, not just Title 1 students. The best private preschools have long waiting lists.

I would like to see increased spelling instruction. It seems like writing is a big concern, but no marks or instruction are made in regards to spelling. My daughter is in the third grade and has never had a spelling test. I work with her on spelling at home, but it's not something that is taught or corrected at school.

The Columbia Public Schools school administration needs to be more flexible with visionary ideas that brought into the schools. There are currently great programs funded through the Children's Services Fund that could be beneficial to all children involved in the school. I believe it is time to think "outside the box" for ideas that could not only help children and families in school district but also save money in the future.

Educate all the students to respect substitute teachers.

I really hope the nature fifth grade school ends up working out and soon! I think foreign language should be taught in elementary school. Waiting until 6th grade is a disservice to our students. Cps is a great district overall and the teachers are wonderful.

The fact that you create these surveys says you care. As a parent, I appreciate that. We need to work together. I think one solution could be a push for quality community volunteers. Our classrooms are getting larger and students are falling behind.

Instead of a new gym build a bigger cafeteria and keep students on campus.

The fact that the EEE schedule has the same schools on Mondays and Fridays (the weekdays that are in session the least in a school year) every year is blatantly unfair. The fact that the schools that tend to have families in the highest tax bracket are all on T, W, Th every year is pandering to those with money. (With the exception of the private and home-schooled kids, who may in some instances be in the higher tax bracket, but are still treated as second class citizens at EEE as far as scheduling is concerned and must always go on Fridays despite the fact that their parents pay into the school system just like all the other parents.) The only fair thing to do would be to rotate the schedule every year which shouldn't be a big deal as bus routes/drivers are updated every year anyway.



Wish Columbia public schools would incorporate more of the arts into the school curriculum.

I understand the importance of parental involvement in school activities. However, I don't think these activities quite cater to those families where both parents work – and most of us in our generation do. Our schedules, for example, are set A YEAR in advance, with a very little room for flexibility. We receive notices from Russell usually a week prior, and I wish they would be more reminders than news of these activities taking place. Our child often feels left out because neither one of us are able to attend due to conflicting schedules – but this isn't our intent; we can accommodate so long as we know in advance. Please consider restructuring.

There are too many parent activities. I just want you to teach my kid. Every time I turn around there is another event, fundraiser, etc. If a parent can't involve themselves in those things, the child feels left out.

I would have had very different answers for my middle school child vs. elementary child, if I had a way to share those differences.

I think it is important that schools have expectations that will help students become responsible adults, such as penalties for late work, expectations of attendance and individual responsibility. It discourages me that teachers are not placing an emphasis on these life-important responsibilities. I also feel this is leading to a lack of expectation about work in general, which is reflected in whole classes that lose productivity.

I wondered if CPS has ever thought about having some type of Adventure Club program for the middle schools, so that this age doesn't have to be home alone when they have working parents.

I hope to see your return to treating the students as children instead of adults or young criminals!

I appreciate the work it would take, but it would be helpful if this survey actually allowed parents to address issues in specific schools. It seems the District spends time reaffirming the big picture – we all want great schools, with wonderful staff, that keep our kids safe and respect and honor our cultural differences, but each school has its own needs and challenges, and there doesn't seem to be a mechanism to voice those concerns. How effective is a survey with the same questions that reaffirm the same values and beliefs? I think we could spend our time more effectively.

Consider getting rid of awards ceremonies. Some students get tons of awards, which is great. Other students might get good grades (all As & Bs), volunteer time, etc. but never get recognized. Then there are those students who do their very best every day to pass with Cs and never get recognized. So, unless you get awards at every ceremony (the same students every year), the students end up leaving with a poor concept of what they have worked too hard to achieve and feel defeated.

Please go back to teaching basic mathematical skills. Keep respect of our country and values in our schools too.



My child was being bullied at West Middle School. The counselors responded quickly and efficiently to get the situation under control and keep my child safe at school. I really appreciate it!

Feel strongly that we shouldn't allow DOJO in our district. Research shows punishment doesn't work – I'm not sure why this is in our classrooms.

I found the survey format difficult to understand.

Yes, I would like to have a discussion of why a parent needs to write SIX separate checks during the Fall Registration period.

Recognize how girls interact in stem classes vs. boys. Boys will demonstrate confidence and may overshadow girls' contributions; teachers should ensure that both are heard.

Assign more team project for students to do.

A public forum, even if it's just Cedar Ridge for CPS to sit down and ask the parents exactly how they feel about this continued spending and supplying of technology would be my suggestion. There are so many better ways to spend education money to fund better education. We have great, feasible ideas but CPS is not asking nor using our suggestions to date. It has been proven that reading to a child is better than a child staring at a screen listening or reading. Use technology when it helps! Not because it's easier to sit the kids in front of it!

Fix middle school. Neighbor kids talk about sex in the bathrooms at Lange, fistfights, they can't learn because of disruptive kids. FIX IT.

I am mostly pleased with most of what I see in my children's current schools. For survey purposes, it may be good to note that we moved since the last survey. I did NOT like the elementary school (Parkade) my kids were in and that was a big reason we moved.

Let Principals administer, let teachers teach, and stop growth of the central administration. Where regulations are the cause, identify them and call for their elimination.

Question 13 needs to be removed from this survey because it is the problem in the country today. Stop labeling and dividing people. We are Americans and that alone needs to be taught. FOR THE RECORD, I HAVE TWO COLLEGE DEGREES.

We live as white. Those who can pass do.

By adding a third high school, the district has lost control! "Let it go." Just allow people to gravitate toward their cultural, socio-economic and/or racial biases. If you didn't want this, you should have never added the third high school. I say, allow each high school to create their own culture from their "feeder schools": elementary and middle... From the main office do everything possible to create faculty racial, cultural and educational equity amongst your employees... But, if



you can't "control" your employees, then you'll never control the families living in Columbia. Also, no faculty should be allowed transfer privileges not afforded to other taxpaying citizens. A teacher at Hickman can't have their kid at the school of choice, because they teach at Hickman but live in Rockbridge school district. Make them abide by the same rules as the rest of us or don't enforce the rules... If my kid can drive to Battle High from south of town – why should the district control such activity. Get control or trust the citizenship to police themselves, and let the chips fall where they may!

I would like to see educational reform that makes our kids more competitive on an international level. I see lots of international college students with better critical thinking skills and a better understanding of the English language than our domestic students and it is worrisome.

A traditional education is the best one.

I think school dances and the music played at these events need to be monitored more appropriately.

Consider changing the male-female binary on your forms (offer an "other" option for example) to be forward thinking on new gender identity non-discrimination efforts.

I would like to see the counselors interacting with the students more that are not in trouble. That way if a preteen girl has anxiety/depression issues maybe she would be more comfortable approaching them. Something we are going through.

Place en spanish.

I am concerned that the district will place gender neutral policy over the safety of my children and other children in the district and lead to higher rates of sexual misconduct.

Miss Providence Bowl at the stadium; that was something that drew the while community together.

I found the way the district worked with the teachers' union last spring disrespectful and insulting. If we truly believe teachers are professionals, they should be treated as equals in a discussion about how best to meet their needs and the needs of the school district. The school district embarrassed me with its petty approach and nasty comments. I would be insulted and find new work if my employer treated me like the school district treated the teachers and staff last year. Please do a better job of treating the teachers and staff with respect – it isn't a game when their satisfaction and engagement directly impacts the education of our children. (Neither my husband or I are employees of the school district.)

We appreciate the standards-based assessments at the elementary school level and would like to see the district move toward standards-based assessment at all levels in all buildings. We believe that standards-based assessment will benefit all students as they move to the secondary education level. We appreciate the introduction of more technologies into the classrooms, including iPads,



etc. We appreciate the district's leadership and the teachers' efforts to ensure that the technology is used in thoughtful and productive ways to enrich the learning experience.

I appreciate you asking questions and learning what is on the minds of the families that have children in the school district.

Please get rid of advisory and especially RTI at the middle school level. RTI is a waste of my child's time. If a student demonstrates ability in sixth grade and does not struggle, that student should not be forced into RTI in seventh or eighth grade. NO MORE RTI!

Provide more chance to learn English.

I am concerned that high school grading practices do not conform to contemporary best practices (e.g., O'Connor) and are not standardized across the faculty or departments. I fear some teachers continue to use the grade as a reflection of the ability to "play school," rather than as solely a reflection of student content mastery.

Answers 3 and 4 in Question 10 are phrased ambiguously. If I've lived here for 20 years, then I have lived here for "More than 5 years to 10 years" AND for "More than 10 years to 15 years" AND for "More than 15 years." So, what is one to answer? Answers should simply be phrased as "5 years to 10 years" or "10 years to 15 years."

The entire Columbia Public School system needs a house cleaning and complete overhaul.

Could West Middle School have another spring musical this year? We need to encourage the arts in the school, and I fear this sort of thing has been and will be phased out with the district reorganization. The West musicals were one of the most positive extracurricular programs at West five years ago when my daughter attended, and I would like to ensure they continue for my son while he attends too.

My child is in kindergarten. It is a very long day for a 5-year-old. I would like to see half-day kindergarten as an option for families. Some solution to shorten the day for new learners. Perhaps a later start or an earlier release or both!

Overall, we are very pleased with our schools. We love the new start-time schedule. CPS does a good job implementing findings from recent research about what's good for students. Our teachers are amazing. We have been impressed with the administration as well.

I am sure this will not change anything.

Again, making Title 1 at Hickman full day!

Why can't we have textbooks or workbooks so students could work on extra problems (in math) or read ahead if necessary? It is often difficult to find online resources that are reviewing the same material and the way it was taught in class. Even if the teacher could copy extra problems in



math or have a workbook to read in other classes, that would be helpful. What happens to the students who don't have access to the Internet?

Schools need to focus on what is best for the kids, not the parents.

I just don't like the policy in our school that doesn't allow the students to give invitations for birthday party to the other students in school. I also don't like that I haven't receive any e-mails from the teachers with some pictures or sharing what they were doing at school. My friends from other schools have almost every day. I'm ending with no class pictures for my daughter. And someday, she will have nothing to share with her kids or friends (like a lot of other kids). Also, I wish the students had more homework. I believe that more practice at home is equal to a better success later.

Please write your own surveys and do not use Survey Monkey, as they mine information for their own purposes through Google Analytics, New Relic and other systems.

Student Transportation is now stellar! What an excellent move to get rid of First Student!!!!
Thank you, thank you, thank you!

I do feel like these surveys are more to check off the list of to-dos than to really consider the thoughts and concerns of parents.

My children 19/9/2 don't see race. It never mattered to them. They choose their friends, because of the kind of people they are. Knock off the over the top diversity issues to appease the parents that have racial issues. Teach my children and keep them safe, while they are there.

On question three one of the choices was "Modern school facilities, including technology for student use." I believe that including technology with modern facilities may provide unreliable survey information. I believe that students need access to modern technology, but do not necessarily need a modern facility to learn in.

Principals should find a way to make a survey with parents and students about their schools teachers. They should get our feedback!

My age and color should have absolutely no place in this questionnaire.

Wait until after the first Parent/Teacher conference each year to send this survey.

My son has had some wonderful case managers. It is taking everyone to get him through high school.

Based on last year's surveys, I don't see that much has changed. However, we were never given the results, so I do not have anything to base that on. It would be nice if the results were made public.



Somehow, my child was enrolled in two separate classes no one notice precious teacher had not passes him. Not impressed with the public school this year. My child starts kindergarten next year. I hope things are smoother.

One of the things that annoys a lot of parents is the yearly forms that need to be filled out. These forms should be eliminated if the information from the previous year has not changed. At least make the option to refuse to fill out the forms or have a spot on the form that says “same information as previous year.” A lot of times, different school staff are sending the same forms and parents have to fill out the same info multiple times. Most parents are responsible enough to let you know of changes to the child’s address or any other info. School pictures: Everything is digital, so why not make two to three different picture options available to parents. My child came home with a picture that was unflattering. Now, we have to retake it. Instead of retaking, it would have been nice if the photographer had taken a few pictures and parents could go select the picture they like and get that printed. Picture packages: Please reduce the number of pictures that a parent has to buy TWICE a year per child. Not everyone has a big family and not everyone needs to get 30-40 pictures of varying sizes every time. Not only is it a ripe off, but more than half of those pictures never get used. Instead, why not allow parents to choose the number/size of prints that they need? Homework: It would be nice for the child to get more challenging homework. One side of a page for math and reading is not enough. Maybe one page a day for both might be a good start. Bullying: School buses and playgrounds have ongoing bullying. Some students bring phones on the buses and are watching videos that are not age appropriate. Student bags should be checked often and any electronic item that is not allowed in school should be confiscated and returned to the student at the end of the year.

This is our first year with a student in CPS. So far, it has been great. Also, I worry about the some of these questions and how they will be used. The questions about what I think is most important in school success and what I think is most valuable in career success I'm sure have been addressed in research. I would much prefer you structure the classroom and curriculum to match research, not simply what parents prefer. Parents’ voices need to be heard for sure, but parents aren’t experts on education – teachers are. I hope teachers’ voices are heard loud and clear. One of my responses was about my valuing economic responsibility in schools. To be really clear on this, I think teachers should be paid significantly more and offered significantly more benefits (more funding for classroom resources, field trips, and all the extra things teachers do). I understand some of this might be outside the control of CPS or the scope of this survey, but you asked for additional comments.

Your campus is open to drugs and alcohol.

Please consider ways to integrate the elementary and middle schools more. The “separate but equal” model being used in CPS is not effective. Too many disparities exist in the different elementary and middle schools.

I strongly believe that there needs to be checks and balances for all employees or CPS as well as the School Board members. Seems too easy to get stagnant in your role without firm accountability.



CPS needs to advertise the lottery schools better.

Require parent(s) or guardian to substitute teach one day out of 13 years.

Please schedule school to end before Memorial Day. Parents have limited vacation time and being able to go on a family vacation that weekend is very important to many families.

A question asked, 5. “How important do you believe each of these skills are, in terms of a student’s ability, to be successful in his or her career?” It depends completely on what that career is. A successful poet uses a different set of skills than a successful web designer. And a successful poet can lead just as fulfilling a life. I think the current importance placed on STEM is dangerous, when it precludes the importance of everything that is NOT STEM. I understand the need to emphasize math and science, but not at the cost of music and literature. We still need artists, and there’s got to be space in public schools for them to sit and read.

Question 4 didn't have the answer I wanted: appropriate teaching technologies – not available. No organization for hybrid learning. #5 (career) - question didn’t make sense. Depends on career!

Some young teachers need to be evaluated more.

Cross-tabulations Parents

High School

Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is most important to you, second-most important, third-most important, and fourth-most important from the items on this list. Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response. Results for the individual schools shown in rank order only.

Factor	4-point weighted scale points/2015	Battle High (n=222)	Douglass High (n=11)	Hickman High (n=369)	Rock Bridge High (n=456)	4-point weighted scale points/2014
Quality teachers and staff	9417 (1)	1	1	1	1	11,846 (1)
Nurturing, supportive culture in the school building	4071 (2)	3	3	2	3	4,880 (2)
Small class sizes	2758 (3)	5	2	5	4	3,526 (3)
Up-to-date curriculum	2755 (4)	2	T5	4	2	3,365 (4)
Up-to-date safety and security practices	2180 (5)	4	4	3	6	3,042 (5)
Modern school facilities, including technology for student use	1560 (6)	6	T7	6	5	1,890 (6)
Effective management of financial resources, like tax money	1216 (7)	7	T7	7	7	1,512 (7)
Visionary school district and building-level leadership	1093 (8)	9	T5	9	8	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	8	T9	8	10	1,051 (9)
Large variety of extracurricular activities available	598 (10)	10	11	10	9	629 (10)
Active engagement between the school district and the community	470 (11)	11	T9	11	11	559 (11)

There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Biggest impact,” down to 1 point for each “Fourth-biggest impact” response. Results for the individual schools shown in rank order only.

Factor	4-point weighted scale points/2015	Battle High (n=222)	Douglass High (n=11)	Hickman High (n=369)	Rock Bridge High (n=456)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	1	1	1	1	7,486 (1)
Teacher/student relationship	5828 (2)	2	2	2	2	7,206 (2)
Home environment	4461 (3)	3	T4	3	3	5,365 (3)
Parent involvement	3973 (4)	4	3	4	4	5,306 (4)
Teacher-to-student feedback	1620 (5)	5	T4	5	5	2,037 (5)
Class sizes	1218 (6)	7	T6	6	7	1,659 (6)
Teacher education	922 (7)	6	13	7	6	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	8	T6	8	8	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	9	T6	10	11	424 (9)
Participation of the student in preschool	270 (10)	12	T11	9	12	347 (11)
Homework	261 (11)	10	T11	12	9	381 (10)
Diversity within the teaching staff	244 (12)	11	T9	11	10	288 (12)
Diversity within the student body	182 (13)	13	T9	13	13	248 (13)

How important do you believe each of these skills is, in terms of a student's ability to be successful in his or her career? Shown in rank order, based on total points using, a 4-point weighted scale – 4 points for each “Very important,” down to 1 point for each “Not at all important” response. Results for the individual schools shown in rank order only.

Factor	4-point weighted scale points/2015	Battle High (n=222)	Douglass High (n=11)	Hickman High (n=369)	Rock Bridge High (n=456)	4-point weighted scale points/2014
Communication skills	9756 (1)	1	1	1	1	12,063 (1)
Critical-thinking skills	9474 (2)	T2	T4	T2	2	11,545 (2)
Problem-solving skills	9361 (3)	T2	T4	T2	3	11,381 (3)
Grit (perseverance to accomplish goals/work)	8985 (4)	T5	T7	4	4	10,929 (4)
Initiative (see an issue and begin to think about how to solve it)	8932 (5)	T5	T2	5	5	10,916 (5)
Ability to use technology	8721 (6)	4	T4	7	6	10,674 (6)
Flexibility and adaptability	8699 (7)	7	T7	6	7	10,580 (7)
Math skills	8505 (8)	8	T2	9	8	10,425 (8)
Collaboration skills	8450 (9)	10	12	8	9	10,192 (9)
Leadership skills	8120 (10)	9	T9	10	10	9,906 (10)
Creativity	8024 (11)	11	T9	11	11	9,725 (11)
Multicultural experiences in school	6613 (12)	12	T9	12	12	8,012 (12)
Being able to speak and read a language besides English	6213 (13)	13	13	13	13	7,667 (13)

Please look at the statements below. Each has been said by others about Columbia Public Schools. Please say whether you “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” or “strongly disagree” with each statement, based on your experiences. Listed in rank order, based on combined “Strongly agree/Agree” percentage.

Statement	Combined SA/A - 2015	Battle High (n=104)	Douglass High (n=11)	Hickman High (n=369)	Rock Bridge High (n=456)	4-point weighted scale points/2014
My student knows what is expected of him or her at school	91% (1)	94% (1)	91% (T1)	88% (1)	88% (1)	92% (1)
My student feels welcome at school	89% (2)	82% (4)	64% (T15)	85% (3)	85% (T2)	89% (2)
The teachers treat my student with respect	88% (3)	83% (3)	91% (T1)	83% (6)	82% (T4)	88% (T3)
I think my student's teachers are good teachers	87% (4)	85% (2)	82% (T6)	84% (T4)	80% (7)	87% (T5)
My child feels safe at school	86% (T5)	72% (T11)	82% (T6)	82% (7)	85% (T2)	88% (T3)
I feel welcome at my child's school	86% (T5)	79% (7)	73% (T10)	86% (2)	81% (6)	87% (T5)
Students are encouraged to do their best every day	83% (T7)	81% (5)	91% (T1)	77% (9)	74% (8)	84% (7)
Teachers have my student's best interests at heart	83% (T7)	78% (8)	90% (5)	79% (8)	73% (T10)	83% (8)
My student's school is meeting his or her individual needs.	77% (9)	76% (9)	73% (T10)	76% (10)	74% (9)	n/a
Students generally respect other students and their belongings	76% (10)	60% (14)	73% (10)	73% (T11)	73% (T10)	75% (T10)
My student is able to get additional help when needed	75% (11)	80% (6)	82% (T6)	84% (T4)	82% (T4)	75% (T10)
Everyone has a chance to succeed at my student's school	74% (T12)	73% (10)	91% (T1)	68% (15)	72% (T13)	76% (9)
Students are generally well-behaved	74% (T12)	51% (16)	73% (T10)	71% (T13)	73% (T10)	73% (12)
When I have a concern or problem, it is taken seriously	71% (T14)	61% (13)	64% (T15)	71% (T13)	64% (15)	71% (T13)

Statement	Combined SA/A - 2015	Battle High (n=104)	Douglass High (n=11)	Hickman High (n=369)	Rock Bridge High (n=456)	4-point weighted scale points/2014
The curriculum is engaging and challenging	71% (T14)	2% (T11)	64% (T15)	73% (T11)	72% (T13)	71% (T13)
Bullying is not tolerated	62% (16)	48% (17)	70% (14)	57% (16)	54% (T16)	62% (15)
The discipline policies are fair to all students	60% (17)	52% (15)	82% (T6)	55% (17)	54% (T16)	59% (16)

Cross-tabulations Parents

Middle School

Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is most important to you, second-most important, third-most important, and fourth-most important from the items on this list. Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response. Results for the individual schools shown in rank order only.

Factor	4-point weighted scale points/2015	Gentry Middle School (n=307)	Jefferson Middle (n=126)	Lange Middle (n=111)	Oakland Middle (n=83)	4-point weighted scale points/2014
Quality teachers and staff	9417 (1)	1	1	1	1	11,846 (1)
Nurturing, supportive culture in the school building	4071 (2)	2	2	3	2	4,880 (2)
Small class sizes	2758 (3)	3	4	5	5	3,526 (3)
Up-to-date curriculum	2755 (4)	4	3	4	3	3,365 (4)
Up-to-date safety and security practices	2180 (5)	5	6	2	4	3,042 (5)
Modern school facilities, including technology for student use	1560 (6)	7	5	7	8	1,890 (6)
Effective management of financial resources, like tax money	1216 (7)	6	7	6	6	1,512 (7)
Visionary school district and building-level leadership	1093 (8)	8	9	8	9	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	9	10	9	7	1,051 (9)
Large variety of extracurricular activities available	598 (10)	10	8	10	10	629 (10)
Active engagement between the school district and the community	470 (11)	11	11	11	11	559 (11)

Factor	4-point weighted scale points/2015	Smithton Middle (n=178)	West Middle (n=205)
Quality teachers and staff	9417 (1)	1	1
Nurturing, supportive culture in the school building	4071 (2)	2	2
Small class sizes	2758 (3)	3	4
Up-to-date curriculum	2755 (4)	4	3
Up-to-date safety and security practices	2180 (5)	5	5
Modern school facilities, including technology for student use	1560 (6)	6	6
Effective management of financial resources, like tax money	1216 (7)	7	9
Visionary school district and building-level leadership	1093 (8)	9	8
Equivalent classes and programs from school to school	791 (9)	8	7
Large variety of extracurricular activities available	598 (10)	10	10
Active engagement between the school district and the community	470 (11)	11	11

4-point weighted scale points/2014
11,846 (1)
4,880 (2)
3,526 (3)
3,365 (4)
3,042 (5)
1,890 (6)
1,512 (7)
1,197 (8)
1,051 (9)
629 (10)
559 (11)

There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Biggest impact," down to 1 point for each "Fourth-biggest impact" response. Results for the individual schools shown in rank order only.*

Factor	4-point weighted scale points/2015	Gentry Middle School (n=307)	Jefferson Middle (n=126)	Lange Middle (n=111)	Oakland Middle (n=83)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	1	1	1	1	7,486 (1)
Teacher/student relationship	5828 (2)	2	2	2	2	7,206 (2)
Home environment	4461 (3)	3	3	3	3	5,365 (3)
Parent involvement	3973 (4)	4	4	4	4	5,306 (4)
Teacher-to-student feedback	1620 (5)	5	5	7	5	2,037 (5)
Class sizes	1218 (6)	6	6	5	6	1,659 (6)
Teacher education	922 (7)	7	7	6	7	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	8	8	8	8	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	9	10	9	T10	424 (9)
Participation of the student in preschool	270 (10)	13	11	13	12	347 (11)
Homework	261 (11)	10	12	T10	9	381 (10)
Diversity within the teaching staff	244 (12)	12	9	T10	T10	288 (12)
Diversity within the student body	182 (13)	11	13	12	13	248 (13)

Factor	4-point weighted scale points/2015	Smithton Middle (n=178)	West Middle (n=205)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	1	1	7,486 (1)
Teacher/student relationship	5828 (2)	2	2	7,206 (2)
Home environment	4461 (3)	3	3	5,365 (3)
Parent involvement	3973 (4)	4	4	5,306 (4)
Teacher-to-student feedback	1620 (5)	5	5	2,037 (5)
Class sizes	1218 (6)	6	7	1,659 (6)
Teacher education	922 (7)	7	6	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	T8	8	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	T8	9	424 (9)
Participation of the student in preschool	270 (10)	12	T11	347 (11)
Homework	261 (11)	T10	10	381 (10)
Diversity within the teaching staff	244 (12)	T10	T11	288 (12)
Diversity within the student body	182 (13)	13	13	248 (13)

How important do you believe each of these skills is, in terms of a student's ability to be successful in his or her career? Shown in rank order, based on total points using, a 4-point weighted scale – 4 points for each “Very important,” down to 1 point for each “Not at all important” response. Results for the individual schools shown in rank order only.

Factor	4-point weighted scale points/2015	Gentry Middle School (n=307)	Jefferson Middle (n=126)	Lange Middle (n=111)	Oakland Middle (n=83)	4-point weighted scale points/2014
Communication skills	9756 (1)	1	1	2	1	12,063 (1)
Critical-thinking skills	9474 (2)	2	2	T9	3	11,545 (2)
Problem-solving skills	9361 (3)	3	3	1	2	11,381 (3)
Grit (perseverance to accomplish goals/work)	8985 (4)	5	T4	6	4	10,929 (4)
Initiative (see an issue and begin to think about how to solve it)	8932 (5)	4	T4	5	7	10,674 (6)
Ability to use technology	8721 (6)	6	7	4	5	10,425 (8)
Flexibility and adaptability	8699 (7)	8	6	7	6	10,916 (5)
Math skills	8505 (8)	7	8	3	11	10,192 (9)
Collaboration skills	8450 (9)	9	9	T9	9	10,580 (7)
Leadership skills	8120 (10)	10	10	8	8	9,725 (11)
Creativity	8024 (11)	11	11	11	10	9,906 (10)
Multicultural experiences in school	6613 (12)	12	13	12	12	8,012 (12)
Being able to speak and read a language besides English	6213 (13)	13	12	13	13	7,667 (13)

Factor	4-point weighted scale points/2015	Smithton Middle (n=178)	West Middle (n=205)
Communication skills	9756 (1)	1	1
Critical-thinking skills	9474 (2)	2	2
Problem-solving skills	9361 (3)	3	3
Grit (perseverance to accomplish goals/work)	8985 (4)	4	4
Initiative (see an issue and begin to think about how to solve it)	8932 (5)	6	6
Ability to use technology	8721 (6)	5	9
Flexibility and adaptability	8699 (7)	7	5
Math skills	8505 (8)	8	8
Collaboration skills	8450 (9)	9	7
Leadership skills	8120 (10)	11	11
Creativity	8024 (11)	10	10
Multicultural experiences in school	6613 (12)	12	12
Being able to speak and read a language besides English	6213 (13)	13	13

4-point weighted scale points/2014
12,063 (1)
11,545 (2)
11,381 (3)
10,929 (4)
10,674 (6)
10,425 (8)
10,916 (5)
10,192 (9)
10,580 (7)
9,725 (11)
9,906 (10)
8,012 (12)
7,667 (13)

Please look at the statements below. Each has been said by others about Columbia Public Schools. Please say whether you “strongly agree,” “agree,” “neither agree nor disagree,” “disagree” or “strongly disagree” with each statement, based on your experiences.
Listed in rank order, based on combined “Strongly agree/Agree” percentage.

Statement	Combined SA/A - 2015	Gentry Middle (n=307)	Jefferson Middle (n=126)	Lange Middle (n=111)	Oakland Middle (n=83)	4-point weighted scale points/2014
My student knows what is expected of him or her at school	91% (1)	91% (1)	92% (2)	89% (1)	94% (1)	92% (1)
My student feels welcome at school	89% (2)	86% (T3)	93% (1)	69% (T6)	87% (T2)	89% (2)
The teachers treat my student with respect	88% (3)	86% (T3)	90% (4)	74% (4)	87% (T2)	88% (3)
My child feels safe at school	86% (4)	87% (2)	88% (5)	62% (9)	79% (T8)	87% (T4)
I think my student's teachers are good teachers	87% (5)	82% (5)	91% (3)	77% (2)	81% (7)	87% (T4)
I feel welcome at my child's school	86% (6)	80% (T6)	84% (T6)	70% (5)	83% (6)	86% (6)
Students are encouraged to do their best every day	83% (T7)	80% (T6)	83% (8)	76% (3)	86% (T4)	84% (7)
Teachers have my student's best interests at heart	83% (T7)	80% (T6)	84% (T6)	69% (T6)	86% (T4)	83% (8)
My student's school is meeting his or her individual needs	77% (9)	70% (13)	77% (T11)	54% (13)	79% (T8)	n/a
Students generally respect other students and their belongings	76% (10)	79% (9)	81% (9)	49% (16)	67% (T13)	76% (9)
My student is able to get additional help when needed	75% (11)	78% (10)	78% (10)	69% (T6)	75% (T10)	75% (T10)
Everyone has a chance to succeed at my student's school	74% (T12)	72% (12)	77% (T11)	60% (T10)	75% (T10)	75% (T10)
Students are generally well-behaved	74% (T12)	76% (11)	71% (14)	43% (17)	57% (T15)	73% (12)
When I have a concern or problem, it is taken seriously	71% (T14)	65% (15)	73% (13)	55% (12)	68% (12)	71% (13)
The curriculum is engaging and challenging	71% (T14)	69% (14)	70% (15)	60% (T10)	67% (T13)	70% (14)
Bullying is not tolerated	62% (16)	63% (16)	65% (16)	48% (14)	46% (17)	62% (15)
The discipline policies are fair to all students	60% (17)	56% (17)	64% (17)	52% (15)	57% (T15)	59% (16)

Statement	Combined SA/A - 2015	Smithton Middle (n=178)	West Middle (n=205)	4-point weighted scale points/2014
My student knows what is expected of him or her at school	92% (1)	91% (T1)	86% (2)	92% (1)
My student feels welcome at school	89% (2)	90% (3)	82% (5)	89% (2)
The teachers treat my student with respect	88% (T3)	87% (T4)	84% (T3)	88% (3)
My child feels safe at school	88% (T3)	91% (T1)	74% (T8)	87% (T4)
I think my student's teachers are good teachers	87% (T5)	87% (T4)	80% (6)	87% (T4)
I feel welcome at my child's school	87% (T5)	86% (6)	84% (T3)	86% (6)
Students are encouraged to do their best every day	84% (7)	83% (T7)	72% (T10)	84% (7)
Teachers have my student's best interests at heart	83% (8)	81% (T9)	79% (7)	83% (8)
My student's school is meeting his or her individual needs.	77% (9)	80% (11)	72% (T10)	n/a
Everyone has a chance to succeed at my student's school	76% (10)	77% (T12)	63% (13)	76% (9)
My student is able to get additional help when needed	75% (T11)	83% (T7)	87% (1)	75% (T10)
Students generally respect other students and their belongings	75% (T11)	81% (T9)	74% (T8)	75% (T10)
Students are generally well-behaved	73% (13)	77% (T12)	62% (14)	73% (12)
When I have a concern or problem, it is taken seriously	71% (T14)	74% (15)	66% (12)	71% (13)
The curriculum is engaging and challenging	71% (T14)	76% (14)	59% (15)	70% (14)
Bullying is not tolerated	62% (16)	65% (16)	58% (16)	62% (15)
The discipline policies are fair to all students	59% (17)	62% (17)	47% (17)	59% (16)

Cross-tabulations Parents

Elementary School

Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is most important to you, second-most important, third-most important, and fourth-most important from the items on this list. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response. Results for the individual schools shown in rank order only.*

Factor	4-point weighted scale points/2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=57)	Blue Ridge Elem (n=53)	Cedar Ridge Elem (n=41)	4-point weighted scale points/2014
Quality teachers and staff	9417 (1)	1	1	1	1	11,846 (1)
Nurturing, supportive culture in the school building	4071 (2)	2	2	2	2	4,880 (2)
Small class sizes	2758 (3)	5	4	4	3	3,526 (3)
Up-to-date curriculum	2755 (4)	3	3	5	5	3,365 (4)
Up-to-date safety and security practices	2180 (5)	4	T5	3	4	3,042 (5)
Modern school facilities, including technology for student use	1560 (6)	8	T5	6	6	1,890 (6)
Effective management of financial resources, like tax money	1216 (7)	6	10	8	8	1,512 (7)
Visionary school district and building-level leadership	1093 (8)	9	T5	9	7	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	7	8	7	T10	1,051 (9)
Large variety of extracurricular activities available	598 (10)	11	11	11	9	629 (10)
Active engagement between the school district and the community	470 (11)	10	9	10	T10	559 (11)

Factor	4-point weighted scale points/2015	Derby Ridge Elem (n=57)	Eliot Battle Elem (n=58)	Fairview Elem (n=147)	Grant Elem (n=121)	4-point weighted scale points/2014
Quality teachers and staff	9417 (1)	1	1	1	1	11,846 (1)
Nurturing, supportive culture in the school building	4071 (2)	2	2	2	2	4,880 (2)
Small class sizes	2758 (3)	3	5	3	3	3,526 (3)
Up-to-date curriculum	2755 (4)	8	4	4	4	3,365 (4)
Up-to-date safety and security practices	2180 (5)	4	3	5	5	3,042 (5)
Modern school facilities, including technology for student use	1560 (6)	7	6	6	7	1,890 (6)
Effective management of financial resources, like tax money	1216 (7)	6	7	8	8	1,512 (7)
Visionary school district and building-level leadership	1093 (8)	11	8	7	6	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	5	9	9	10	1,051 (9)
Large variety of extracurricular activities available	598 (10)	10	10	11	9	629 (10)
Active engagement between the school district and the community	470 (11)	9	11	10	11	559 (11)

Factor	4-point weighted scale points/2015	Lee Expressive Arts Elem (n=99)	Midway Heights Elem (n=62)	Mill Creek Elem (n=199)	New Haven Elem (n=56)	4-point weighted scale points/2014
Quality teachers and staff	9417 (1)	1	1	1	1	11,846 (1)
Nurturing, supportive culture in the school building	4071 (2)	2	3	2	3	4,880 (2)
Small class sizes	2758 (3)	3	2	T3	2	3,526 (3)
Up-to-date curriculum	2755 (4)	4	5	T3	4	3,365 (4)
Up-to-date safety and security practices	2180 (5)	5	4	5	5	3,042 (5)
Modern school facilities, including technology for student use	1560 (6)	6	7	6	6	1,890 (6)
Effective management of financial resources, like tax money	1216 (7)	7	6	7	7	1,512 (7)
Visionary school district and building-level leadership	1093 (8)	9	8	8	9	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	11	9	10	10	1,051 (9)
Large variety of extracurricular activities available	598 (10)	10	10	9	8	629 (10)
Active engagement between the school district and the community	470 (11)	8	11	11	11	559 (11)

Factor	4-point weighted scale points/2015	Parkade Elem (n=62)	Paxton Keeley Elem (n=170)	Ridgeway Elem (n=108)	Rock Bridge Elem (n=209)	4-point weighted scale points/2014
Quality teachers and staff	9417 (1)	1	1	1	1	11,846 (1)
Nurturing, supportive culture in the school building	4071 (2)	2	2	2	2	4,880 (2)
Small class sizes	2758 (3)	3	3	4	3	3,526 (3)
Up-to-date curriculum	2755 (4)	6	5	3	4	3,365 (4)
Up-to-date safety and security practices	2180 (5)	4	4	5	5	3,042 (5)
Modern school facilities, including technology for student use	1560 (6)	5	6	8	6	1,890 (6)
Effective management of financial resources, like tax money	1216 (7)	T8	8	7	8	1,512 (7)
Visionary school district and building-level leadership	1093 (8)	7	7	6	7	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	T8	9	9	9	1,051 (9)
Large variety of extracurricular activities available	598 (10)	10	10	11	11	629 (10)
Active engagement between the school district and the community	470 (11)	11	11	10	10	559 (11)

Factor	4-point weighted scale points/2015	Russell Blvd Elem (n=146)	Shepard Blvd Elem (n=104)	Two Mile Prairie Elem (n=44)	West Blvd Elem (n=46)	4-point weighted scale points/2014
Quality teachers and staff	9417 (1)	1	1	1	1	11,846 (1)
Nurturing, supportive culture in the school building	4071 (2)	2	2	2	2	4,880 (2)
Small class sizes	2758 (3)	3	5	5	3	3,526 (3)
Up-to-date curriculum	2755 (4)	4	3	4	5	3,365 (4)
Up-to-date safety and security practices	2180 (5)	5	4	3	4	3,042 (5)
Modern school facilities, including technology for student use	1560 (6)	6	7	7	8	1,890 (6)
Effective management of financial resources, like tax money	1216 (7)	8	9	6	T6	1,512 (7)
Visionary school district and building-level leadership	1093 (8)	7	6	T9	9	1,197 (8)
Equivalent classes and programs from school to school	791 (9)	9	8	8	T6	1,051 (9)
Large variety of extracurricular activities available	598 (10)	11	10	T9	11	629 (10)
Active engagement between the school district and the community	470 (11)	10	11	11	10	559 (11)

There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Biggest impact," down to 1 point for each "Fourth-biggest impact" response. Results for the individual schools shown in rank order only.*

Factor	4-point weighted scale points/2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=57)	Blue Ridge Elem (n=53)	Cedar Ridge Elem (n=41)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	1	T1	2	1	7,486 (1)
Teacher/student relationship	5828 (2)	2	T1	1	2	7,206 (2)
Home environment	4461 (3)	3	4	4	4	5,365 (3)
Parent involvement	3973 (4)	4	3	3	3	5,306 (4)
Teacher-to-student feedback	1620 (5)	5	5	5	6	2,037 (5)
Class sizes	1218 (6)	6	6	6	5	1,659 (6)
Teacher education	922 (7)	T8	7	9	T12	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	7	T8	7	7	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	T8	T8	10	8	424 (9)
Participation of the student in preschool	270 (10)	13	13	13	T10	347 (11)
Homework	261 (11)	T8	T11	11	T12	381 (10)
Diversity within the teaching staff	244 (12)	T8	T8	8	T10	288 (12)
Diversity within the student body	182 (13)	T8	T11	12	9	248 (13)

Factor	4-point weighted scale points/2015	Derby Ridge Elem (n=57)	Eliot Battle Elem (n=58)	Fairview Elem (n=147)	Grant Elem (n=121)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	3	1	1	1	7,486 (1)
Teacher/student relationship	5828 (2)	1	3	2	2	7,206 (2)
Home environment	4461 (3)	2	4	3	3	5,365 (3)
Parent involvement	3973 (4)	4	2	4	4	5,306 (4)
Teacher-to-student feedback	1620 (5)	T10	5	5	5	2,037 (5)
Class sizes	1218 (6)	6	6	7	6	1,659 (6)
Teacher education	922 (7)	5	7	6	8	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	T10	T10	8	7	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	12	T12	9	T9	424 (9)
Participation of the student in preschool	270 (10)	9	8	T10	11	347 (11)
Homework	261 (11)	13	9	T10	13	381 (10)
Diversity within the teaching staff	244 (12)	8	T10	12	12	288 (12)
Diversity within the student body	182 (13)	7	T12	13	T9	248 (13)

Factor	4-point weighted scale points/2015	Lee Expressive Arts Elem (n=99)	Midway Heights Elem (n=62)	Mill Creek Elem (n=199)	New Haven Elem (n=56)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	1	1	1	2	7,486 (1)
Teacher/student relationship	5828 (2)	2	2	2	1	7,206 (2)
Home environment	4461 (3)	3	3	3	4	5,365 (3)
Parent involvement	3973 (4)	4	4	4	3	5,306 (4)
Teacher-to-student feedback	1620 (5)	7	5	T5	7	2,037 (5)
Class sizes	1218 (6)	5	6	7	5	1,659 (6)
Teacher education	922 (7)	6	7	T5	6	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	8	T9	8	8	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	T9	8	9	11	424 (9)
Participation of the student in preschool	270 (10)	T9	12	T10	10	347 (11)
Homework	261 (11)	13	T9	T10	9	381 (10)
Diversity within the teaching staff	244 (12)	11	T9	13	13	288 (12)
Diversity within the student body	182 (13)	12	13	12	12	248 (13)

Factor	4-point weighted scale points/2015	Parkade Elem (n=62)	Paxton Keeley Elem (n=170)	Ridgeway Elem (n=108)	Rock Bridge Elem (n=209)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	1	1	1	2	7,486 (1)
Teacher/student relationship	5828 (2)	2	2	3	1	7,206 (2)
Home environment	4461 (3)	3	3	2	3	5,365 (3)
Parent involvement	3973 (4)	4	4	4	4	5,306 (4)
Teacher-to-student feedback	1620 (5)	5	5	6	5	2,037 (5)
Class sizes	1218 (6)	T7	6	5	6	1,659 (6)
Teacher education	922 (7)	T7	7	8	8	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	6	9	10	7	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	9	8	7	9	424 (9)
Participation of the student in preschool	270 (10)	11	12	9)	13	347 (11)
Homework	261 (11)	T12	11	T11	12	381 (10)
Diversity within the teaching staff	244 (12)	T12	10	13	11	288 (12)
Diversity within the student body	182 (13)	10	13	T11	10	248 (13)

Factor	4-point weighted scale points/2015	Russell Blvd Elem (n=146)	Shepard Blvd Elem (n=104)	Two Mile Prairie Elem (n=44)	West Blvd Elem (n=46)	4-point weighted scale points/2014
A student's belief in his or her own academic ability	6085 (1)	2	1	3	2	7,486 (1)
Teacher/student relationship	5828 (2)	1	2	1	1	7,206 (2)
Home environment	4461 (3)	3	3	4	3	5,365 (3)
Parent involvement	3973 (4)	4	4	2	4	5,306 (4)
Teacher-to-student feedback	1620 (5)	5	5	6	6	2,037 (5)
Class sizes	1218 (6)	6	6	5	5	1,659 (6)
Teacher education	922 (7)	7	7	7	9	1,122 (7)
Culturally competent teaching (teachers respecting the cultural differences among students)	596 (8)	T8	10	10	7	570 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	395 (9)	T8	9	9	8	424 (9)
Participation of the student in preschool	270 (10)	12	8	8	T10	347 (11)
Homework	261 (11)	13	T11	12	12	381 (10)
Diversity within the teaching staff	244 (12)	T10	13	13	T10	288 (12)
Diversity within the student body	182 (13)	T10	T11	11	13	248 (13)

How important do you believe each of these skills is, in terms of a student’s ability to be successful in his or her career? Shown in rank order, based on total points using, a 4-point weighted scale – 4 points for each “Very important,” down to 1 point for each “Not at all important” response. Results for the individual schools shown in rank order only.

Factor	4-point weighted scale points/2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=57)	Blue Ridge Elem (n=53)	Cedar Ridge Elem (n=41)	4-point weighted scale points/2014
Communication skills	9756 (1)	T1	2	T2	1	12,063 (1)
Critical-thinking skills	9474 (2)	T1	3	T2	T3	11,545 (2)
Problem-solving skills	9361 (3)	3	1	1	T3	11,381 (3)
Grit (perseverance to accomplish goals/work)	8985 (4)	5	6	7	6	10,929 (4)
Flexibility and adaptability	8932 (5)	T8	4	8	T9	10,580 (7)
Initiative (see an issue and begin to think about how to solve it)	8721 (6)	4	7	T5	5	10,916 (5)
Collaboration skills	8699 (7)	6	9	10	8	10,192 (9)
Ability to use technology	8505 (8)	7	5	T5	2	10,674 (6)
Math skills	8450 (9)	T8	8	4	T9	10,425 (8)
Creativity	8120 (10)	11	11	11	7	9,725 (11)
Leadership skills	8024 (11)	10	10	9	11	9,906 (10)
Multicultural experiences in school	6613 (12)	12	12	12	12	8,012 (12)
Being able to speak and read a language besides English	6213 (13)	13	13	13	13	7,667 (13)

Factor	4-point weighted scale points/2015	Lee Expressive Arts Elem (n=99)	Midway Heights Elem (n=62)	Mill Creek Elem (n=199)	New Haven Elem (n=56)	4-point weighted scale points/2014
Communication skills	9756 (1)	1	2	1	1	12,063 (1)
Critical-thinking skills	9474 (2)	2	3	2	T4	11,545 (2)
Problem-solving skills	9361 (3)	3	1	3	3	11,381 (3)
Grit (perseverance to accomplish goals/work)	8985 (4)	5	7	5	T4	10,929 (4)
Flexibility and adaptability	8932 (5)	4	8	10	8	10,580 (7)
Initiative (see an issue and begin to think about how to solve it)	8721 (6)	6	T5	4	2	10,916 (5)
Collaboration skills	8699 (7)	8	9	8	T6	10,192 (9)
Ability to use technology	8505 (8)	T9	T5	6	T6	10,674 (6)
Math skills	8450 (9)	T9	4	7	9	10,425 (8)
Creativity	8120 (10)	7	11	11	10	9,725 (11)
Leadership skills	8024 (11)	11	10	9	11	9,906 (10)
Multicultural experiences in school	6613 (12)	12	12	13	12	8,012 (12)
Being able to speak and read a language besides English	6213 (13)	13	13	12	13	7,667 (13)

Factor	4-point weighted scale points/2015	Parkade Elem (n=62)	Paxton Keeley Elem (n=170)	Ridgeway Elem (n=108)	Rock Bridge Elem (n=209)	4-point weighted scale points/2014
Communication skills	9756 (1)	1	1	1	1	12,063 (1)
Critical-thinking skills	9474 (2)	2	2	3	2	11,545 (2)
Problem-solving skills	9361 (3)	3	3	2	3	11,381 (3)
Grit (perseverance to accomplish goals/work)	8985 (4)	T5	4	5	4	10,929 (4)
Flexibility and adaptability	8932 (5)	4	6	7	7	10,580 (7)
Initiative (see an issue and begin to think about how to solve it)	8721 (6)	T5	5	4	6	10,916 (5)
Collaboration skills	8699 (7)	8	8	9	8	10,192 (9)
Ability to use technology	8505 (8)	7	7	8	5	10,674 (6)
Math skills	8450 (9)	9	T9	6	10	10,425 (8)
Creativity	8120 (10)	10	T9	11	11	9,725 (11)
Leadership skills	8024 (11)	11	11	10	9	9,906 (10)
Multicultural experiences in school	6613 (12)	12	12	12	12	8,012 (12)
Being able to speak and read a language besides English	6213 (13)	13	13	13	13	7,667 (13)

Factor	4-point weighted scale points/2015	Russell Blvd Elem (n=146)	Shepard Blvd Elem (n=104)	Two Mile Prairie Elem (n=44)	West Blvd Elem (n=46)	4-point weighted scale points/2014
Communication skills	9756 (1)	1	1	1	1	12,063 (1)
Critical-thinking skills	9474 (2)	2	T2	3	3	11,545 (2)
Problem-solving skills	9361 (3)	3	T2	T4	2	11,381 (3)
Grit (perseverance to accomplish goals/work)	8985 (4)	4	4	T4	T6	10,929 (4)
Flexibility and adaptability	8932 (5)	6	5	7	T8	10,580 (7)
Initiative (see an issue and begin to think about how to solve it)	8721 (6)	5	6	6	4	10,916 (5)
Collaboration skills	8699 (7)	8	10	8	10	10,192 (9)
Ability to use technology	8505 (8)	7	7	2	5	10,674 (6)
Math skills	8450 (9)	9	9	10	T6	10,425 (8)
Creativity	8120 (10)	10	11	11	T8	9,725 (11)
Leadership skills	8024 (11)	11	8	9	11	9,906 (10)
Multicultural experiences in school	6613 (12)	12	12	12	12	8,012 (12)
Being able to speak and read a language besides English	6213 (13)	13	13	13	13	7,667 (13)

Please look at the statements below. Each has been said by others about Columbia Public Schools. Please say whether you “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” or “strongly disagree” with each statement, based on your experiences. Listed in rank order, based on combined “Strongly agree/Agree” percentage.

Statement	Combined SA/A - 2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=57)	Blue Ridge Elem (n=53)	Cedar Ridge Elem (n=41)	4-point weighted scale points/2014
My student knows what is expected of him or her at school	91% (1)	92% (1)	95% (1)	95% (T1)	97% (T1)	92% (1)
My student feels welcome at school	89% (2)	83% (6)	84% (T6)	95% (T1)	97% (T1)	89% (2)
The teachers treat my student with respect	88% (3)	86% (T3)	91% (2)	89% (T4)	97% (T1)	88% (T3)
I think my student’s teachers are good teachers	87% (4)	89% (2)	88% (T4)	94% (3)	92% (9)	87% (T5)
My student feels safe at school	86% (T5)	70% (12)	79% (8)	84% (7)	89% (T10)	88% (T3)
I feel welcome at my child’s school	86% (T5)	86% (T3)	84% (T6)	89% (T4)	94% (T4)	87% (T3)
Students are encouraged to do their best every day	83% (T7)	86% (T3)	90% (3)	86% (6)	94% (T4)	84% (7)
Teachers have my student’s best interests at heart	83% (T7)	81% (T7)	88% (T4)	83% (8)	94% (T4)	83% (8)
My student’s school is meeting his or her individual needs.	77% (9)	81% (T7)	77% (T9)	81% (9)	81% (T14)	n/a
Students generally respect other students and their belongings	76% (10)	68% (14)	67% (T12)	59% (17)	81% (T14)	75% (T10)
My student is able to get additional help when needed	75% (11)	72% (11)	67% (T12)	76% (13)	83% (13)	75% (T10)
Everyone has a chance to succeed at my student’s school	74% (T12)	76% (9)	77% (T9)	78% (T10)	94% (T4)	76% (9)
Students are generally well-behaved	74% (T12)	58% (16)	67% (T12)	75% (14)	81% (T14)	73% (12)
When I have a concern or problem, it is taken seriously	71% (T14)	69% (13)	72% (11)	78% (T10)	94% (T4)	71% (T13)
The curriculum is engaging and challenging	71% (T14)	75% (10)	65% (15)	78% (T10)	89% (T10)	71% (T13)
Bullying is not tolerated	62% (16)	56% (17)	58% (17)	62% (16)	67% (17)	62% (15)
The discipline policies are fair to all students	60% (17)	65% (15)	60% (16)	73% (15)	86% (12)	59% (16)

Statement	Combined SA/A - 2015	Derby Ridge Elem (n=57)	Eliot Battle Elem (n=58)	Fairview Elem (n=147)	Grant Elem (n=121)	4-point weighted scale points/2014
My student knows what is expected of him or her at school	91% (1)	94% (T1)	100% (1)	91% (T4)	95% (4)	92% (1)
My student feels welcome at school	89% (2)	83% (7)	87% (T7)	93% (T1)	96% (3)	89% (2)
The teachers treat my student with respect	88% (3)	89% (T3)	93% (T2)	93% (T1)	98% (1)	88% (T3)
I think my student's teachers are good teachers	87% (4)	86% (T5)	93% (T2)	90% (6)	94% (5)	87% (T5)
My student feels safe at school	86% (T5)	75% (9)	91% (T4)	91% (T4)	97% (2)	88% (T3)
I feel welcome at my child's school	86% (T5)	86% (T5)	83% (9)	93% (T1)	93% (6)	87% (T5)
Students are encouraged to do their best every day	83% (7)	94% (T1)	89% (6)	85% (T7)	91% (7)	84% (7)
Teachers have my student's best interests at heart	83% (8)	89% (T3)	91% (T4)	85% (T7)	90% (8)	83% (8)
My student's school is meeting his or her individual needs.	77% (9)	69% (11)	74% (13)	82% (11)	88% (T9)	n/a
Students generally respect other students and their belongings	76% (10)	56% (T14)	67% (14)	85% (T7)	88% (T9)	75% (T10)
My student is able to get additional help when needed	75% (11)	59% (13)	63% (T16)	79% (12)	74% (15)	75% (T10)
Everyone has a chance to succeed at my student's school	74% (T12)	78% (8)	87% (T7)	73% (14)	81% (13)	76% (9)
Students are generally well-behaved	74% (T12)	44% (17)	63% (T16)	85% (T7)	86% (11)	73% (12)
When I have a concern or problem, it is taken seriously	71% (T14)	71% (10)	78% (T10)	75% (13)	83% (12)	71% (T13)
The curriculum is engaging and challenging	71% (T14)	54% (16)	76% (12)	65% (16)	71% (16)	71% (T13)
Bullying is not tolerated	62% (16)	67% (12)	65% (15)	72% (15)	70% (17)	62% (15)
The discipline policies are fair to all students	60% (17)	56% (T14)	78% (T10)	60% (17)	76% (14)	59% (16)

Statement	Combined SA/A - 2015	Lee Expressive Arts Elem (n=99)	Midway Heights Elem (n=62)	Mill Creek Elem (n=199)	New Haven Elem (n=56)	4-point weighted scale points/2014
My student knows what is expected of him or her at school	91% (1)	92% (5)	94% (T1)	93% (4)	93% (T2)	92% (1)
My student feels welcome at school	89% (2)	93% (T3)	94% (T1)	94% (T2)	93% (T2)	89% (2)
The teachers treat my student with respect	88% (3)	93% (T3)	92% (T6)	92% (5)	91% (T6)	88% (T3)
I think my student's teachers are good teachers	87% (4)	95% (1)	94% (T1)	94% (T2)	96% (1)	87% (T5)
My student feels safe at school	86% (T5)	94% (2)	94% (T1)	95% (1)	93% (T2)	88% (T3)
I feel welcome at my child's school	86% (T5)	84% (9)	85% (11)	87% (T8)	91% (T6)	87% (T5)
Students are encouraged to do their best every day	83% (T7)	85% (T7)	94% (T1)	87% (T8)	93% (T2)	84% (7)
Teachers have my student's best interests at heart	83% (T7)	88% (6)	89% (8)	89% (T6)	91% (T6)	83% (8)
My student's school is meeting his or her individual needs.	77% (9)	77% (T11)	83% (12)	81% (12)	87% (10)	n/a
Students generally respect other students and their belongings	76% (10)	85% (T7)	92% (T6)	87% (T8)	78% (12)	75% (T10)
My student is able to get additional help when needed	75% (11)	77% (T11)	87% (T9)	68% (16)	71% (16)	75% (T10)
Everyone has a chance to succeed at my student's school	74% (T12)	77% (T11)	76% (15)	82% (11)	80% (11)	76% (9)
Students are generally well-behaved	74% (T12)	78% (10)	87% (T9)	89% (T6)	76% (13)	73% (12)
When I have a concern or problem, it is taken seriously	71% (T14)	70% (T15)	79% (14)	70% (T13)	89% (9)	71% (T13)
The curriculum is engaging and challenging	71% (T14)	70% (T15)	81% (13)	70% (T13)	74% (T14)	71% (T13)
Bullying is not tolerated	62% (16)	72% (14)	72% (16)	69% (15)	67% (17)	62% (15)
The discipline policies are fair to all students	60% (17)	67% (17)	67% (17)	64% (17)	74% (T14)	59% (16)

Statement	Combined SA/A - 2015	Parkade Elem (n=62)	Paxton Keeley Elem (n=170)	Ridgeway Elem (n=108)	Rock Bridge Elem (n=209)	4-point weighted scale points/2014
My student knows what is expected of him or her at school	91% (1)	85% (T8)	95% (T2)	90% (T6)	94% (1)	92% (1)
My student feels welcome at school	89% (2)	94% (1)	96% (1)	97% (1)	89% (T2)	89% (2)
The teachers treat my student with respect	88% (3)	89% (7)	92% (6)	95% (2)	89% (T2)	88% (T3)
I think my student's teachers are good teachers	87% (4)	92% (T2)	94% (T4)	93% (4)	89% (T2)	87% (T5)
My student feels safe at school	86% (T5)	90% (T4)	95% (T2)	94% (3)	87% (5)	88% (T3)
I feel welcome at my child's school	86% (T5)	92% (T2)	94% (T4)	92% (5)	78% (T9)	87% (T5)
Students are encouraged to do their best every day	83% (T7)	90% (T4)	83% (T8)	90% (T6)	84% (7)	84% (7)
Teachers have my student's best interests at heart	83% (T7)	85% (T8)	86% (7)	88% (9)	86% (6)	83% (8)
My student's school is meeting his or her individual needs.	77% (9)	81% (10)	83% (T8)	87% (T10)	74% (T12)	n/a
Students generally respect other students and their belongings	76% (10)	90% (T4)	82% (11)	90% (T6)	81% (8)	75% (T10)
My student is able to get additional help when needed	75% (11)	63% (T16)	72% (T14)	69% (T16)	72% (14)	75% (T10)
Students are generally well-behaved	74% (T12)	77% (12)	83% (T8)	87% (T10)	78% (T9)	73% (12)
Everyone has a chance to succeed at my student's school	74% (T12)	73% (13)	80% (12)	81% (12)	77% (11)	76% (9)
When I have a concern or problem, it is taken seriously	71% (T14)	79% (11)	75% (13)	78% (13)	65% (15)	71% (T13)
The curriculum is engaging and challenging	71% (T14)	65% (15)	72% (T14)	69% (T16)	74% (T12)	71% (T13)
Bullying is not tolerated	62% (16)	69% (14)	71% (16)	72% (14)	59% (16)	62% (15)
The discipline policies are fair to all students	60% (17)	63% (T16)	69% (17)	70% (15)	55% (17)	59% (16)

Statement	Combined SA/A - 2015	Russell Blvd Elem (n=146)	Shepard Blvd Elem (n=104)	Two Mile Prairie Elem (n=44)	West Blvd Elem (n=46)
My student knows what is expected of him or her at school	91% (1)	91% (5)	97% (1)	98% (T1)	94% (1)
My student feels welcome at school	89% (2)	94% (T1)	93% (T2)	93% (T3)	89% (T5)
The teachers treat my student with respect	88% (3)	92% (T3)	92% (5)	90% (7)	89% (T5)
I think my student's teachers are good teachers	87% (4)	92% (T3)	93% (T2)	93% (T3)	91% (T3)
My student feels safe at school	86% (T5)	88% (6)	82% (8)	93% (T3)	78% (10)
I feel welcome at my child's school	86% (T5)	94% (T1)	88% (T6)	98% (T1)	92% (2)
Students are encouraged to do their best every day	83% (T7)	83% (8)	88% (T6)	88% (T8)	91% (T3)
Teachers have my student's best interests at heart	83% (T7)	87% (7)	93% (T2)	93% (T3)	86% (T7)
My student's school is meeting his or her individual needs.	77% (9)	76% (T11)	76% (T9)	83% (10)	86% (T7)
Students generally respect other students and their belongings	76% (10)	82% (T9)	76% (T9)	73% (12)	72% (14)
My student is able to get additional help when needed	75% (11)	63% (15)	76% (T9)	71% (T13)	74% (13)
Students are generally well-behaved	74% (T12)	82% (T9)	73% (16)	78% (11)	67% (16)
Everyone has a chance to succeed at my student's school	74% (T12)	69% (T13)	76% (T9)	88% (T8)	71% (15)
When I have a concern or problem, it is taken seriously	71% (T14)	76% (T11)	74% (T14)	71% (T13)	80% (9)
The curriculum is engaging and challenging	71% (T14)	62% (16)	75% (13)	71% (T13)	77% (T11)
Bullying is not tolerated	62% (16)	69% (T13)	74% (T14)	71% (T13)	77% (T11)
The discipline policies are fair to all students	60% (17)	59% (17)	63% (17)	71% (T13)	66% (17)

4-point weighted scale points/2014
92% (1)
89% (2)
88% (T3)
87% (T5)
88% (T3)
87% (T5)
84% (7)
83% (8)
n/a
75% (T11)
76% (T9)
75% (T11)
76% (T9)
73% (13)
71% (T14)
71% (T14)
62% (16)

Results from the survey of Staff

Number of responses – 1,798 (increase of 511 from the 2014 study)

1. So that we can understand the different views from building to building, and from department to department, please check the location where you work. (If you work in more than one location, please mark the location where you spend the most time during the work day.)

Location	Number/2015	Number/2014
CORE	25	15
Early Childhood Special Education	41	22
Alpha Hart Lewis Elementary	44	39
Benton STEM Elementary	29	16
Blue Ridge Elementary	35	33
Cedar Ridge Elementary	15	4
Derby Ridge Elementary	57	33
Eliot Battle Elementary	40	n/a
Fairview Elementary	39	29
Grant Elementary	32	19
Lee Elementary	21	25
Midway Heights Elementary	24	23
Mill Creek Elementary	39	39
New Haven Elementary	27	20
Parkade Elementary	32	34
Paxton Keeley Elementary	47	33
Ridgeway Elementary	19	13
Rock Bridge Elementary	41	37
Russell Boulevard Elementary	28	32
Shepard Boulevard Elementary	36	33
Two Mile Prairie Elementary	23	18
West Boulevard Elementary	30	21
Gentry Middle School	93	59
Jefferson Middle School	60	33
Lange Middle School	68	38
Oakland Middle School	62	47
Smithton Middle School	58	48
West Middle School	65	45
Battle High School	104	63
Douglass High School	23	26
Hickman High School	145	80

Rock Bridge High School	151	113
Facilities and Construction Services	7	1
Aslin Administration Building	97	86
Career Center	39	39
Field	26	13
District-wide	64	43
Did not answer	12	15

2. Are you a member of...?

Location	Number/2015	Number/2014
Certified staff (teachers)	1180	875
Administration of support staff	202	218
Classified staff (hourly)	311	132
Did not answer	105	62

Topic: Judging the quality of a school district

3. Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is **most important** to you, **second-most important**, **third-most important**, and **fourth-most important** from the items on this list. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response. A total of 196 respondents skipped this question.*

Factor	4-point weighted scale points/ 2015	Most important/ 2015	Second-most important/ 2015	Third-most important/ 2015	Fourth-most important/ 2015	4-point weighted scale points/2014
Quality teachers and staff	5,120 (1)	974	332	93	42	3,889 (1)
Nurturing, supportive culture in the school building	3,202 (2)	324	446	233	102	2,261 (2)
Small class sizes	1,950 (3)	97	259	301	183	1,606 (3)
Visionary school district and building-level leadership	1,227 (4)	49	137	221	178	835 (4)
Up-to-date curriculum	859 (5)	25	119	135	132	664 (5)
Effective management of financial resources, like tax money	767 (6)	49	65	96	184	513 (8)
Modern school facilities, including technology for student use	732 (7)	11	70	144	190	624 (6)
Up-to-date safety and security practices	724 (8)	37	69	111	147	620 (7)
Equivalent classes and programs from school to school	561 (9)	24	44	99	135	459 (9)
Active engagement between the school district and the community	429 (10)	7	24	93	143	297 (10)
Large variety of extracurricular activities available	224 (11)	3	11	47	85	149 (11)

Topic: Factors that impact a student's ability to succeed

4. There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Biggest impact," down to 1 point for each "Fourth-biggest impact" response. A total of 96 respondents skipped this question.*

Factor	4-point weighted scale points/2015	Biggest impact/2015	Second-biggest impact/2015	Third-biggest impact/2015	Fourth-biggest impact/2015	4-point weighted scale points/2014
Teacher/student relationship	3,816 (1)	438	435	292	175	2,835 (2)
A student's belief in his or her own academic ability	3,641 (2)	535	295	223	170	2,849 (1)
Home environment	2,705 (3)	330	266	210	167	1,974 (3)
Parent involvement	1,691 (4)	113	215	214	166	1,379 (4)
Class sizes	788 (5)	40	59	128	195	738 (5)
Teacher-to-student feedback	763 (6)	20	94	139	123	628 (6)
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	18	65	115	118	390 (8)
Limited student mobility (student stays in same school, rather than moving regularly)	577 (8)	12	48	102	181	434 (7)
Participation of the student in preschool	335 (9)	24	28	43	69	223 (9)
Teacher education	270 (10)	16	25	37	57	208 (10)
Diversity within the teaching staff	156 (11)	4	18	22	42	111 (11)
Diversity within the student body	51 (12)	2	0	10	23	31 (13)
Homework	26 (13)	1	1	5	9	33 (12)

Topic: Importance of various skills in a student's career

5. How important do you believe each of these skills is, in terms of a student's ability to be successful in his or her career? Shown in rank order, based on total points using, a 4-point weighted scale – 4 points for each "Very important," down to 1 point for each "Not at all important" response. A total of 102 respondents skipped this section.

Factor	4-point weighted scale points/2015	Very important/2015	Somewhat important/2015	Not very important/2015	Not at all important/2015	4-point weighted scale points/2014
Communication skills	5,781 (1)	1397	54	12	7	4,449 (1)
Problem-solving skills	5,470 (2)	1211	167	49	27	4,150 (3)
Critical-thinking skills	5,469 (3)	1202	196	26	21	4,158 (2)
Grit (perseverance to accomplish goals/work)	5,412 (4)	1181	200	28	32	4,077 (4)
Flexibility and adaptability	5,177 (5)	1015	328	57	19	3,942 (5)
Initiative (see an issue and begin to think about how to solve it)	5,128 (6)	979	370	36	30	3,863 (6)
Collaboration skills	5,061 (7)	982	358	26	7	3,833 (7)
Ability to use technology	5,030 (8)	902	439	45	15	3,785 (8)
Math skills	4,678 (9)	641	670	51	2	3,519 (9)
Creativity	4,508 (10)	524	733	102	9	3,370 (10)
Leadership skills	4,383 (11)	439	797	113	10	3,315 (11)
Multicultural experiences in school	3,963 (12)	297	723	275	56	2,981 (12)
Being able to speak and read a language besides English	3,452 (13)	136	575	536	111	2,641 (13)

Topic: Agreement or disagreement with statements about the respondent's job (new, or drawn from another question, for 2015)

6. The next set of questions is about your job. Again, please indicate your level of agreement. Listed in rank order, based on combined "Strongly agree/Agree" percentage. A total of 260 respondents skipped this section.

Statement	Combined SA/A	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I believe I can positively impact student performance.	95%	70%	25%	5%	1%	<1%	<1%
I feel welcome at school or in my department.	93%	65%	28%	4%	3%	1%	0%
I feel safe at school or in my department.	92%	60%	32%	5%	3%	1%	<1%
I have at least one person at work that I consider to be a good friend.	88%	64%	24%	8%	3%	1%	<1%
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	87%	47%	40%	9%	3%	1%	1%
I usually look forward to each working day.	86%	48%	38%	9%	4%	1%	<1%
My supervisor supports me.	86%	59%	27%	9%	3%	2%	<1%
My supervisor values my contributions.	83%	57%	26%	11%	4%	2%	1%
On the job, I am treated with dignity and respect.	83%	45%	38%	9%	5%	2%	<1%
Generally speaking, I have the resources I need to do my job.	81%	35%	46%	10%	7%	2%	<1%
I would recommend Columbia Public Schools to anyone looking for a job.	80%	42%	38%	13%	4%	2%	1%
When I have a concern or problem, it is taken seriously.	78%	41%	37%	14%	7%	2%	<1%
I believe the employee evaluation system in this district is fair and effective.	63%	24%	39%	23%	8%	3%	3%

Topic: Agreement or disagreement with climate statements

7. Please look at the statements below. Each has been said by others about Columbia Public Schools. Please say whether you “strongly agree,” “agree,” “neither agree nor disagree,” “disagree” or “strongly disagree” with each statement, based on your experiences. *Listed in rank order, based on combined “Strongly agree/Agree” percentage. A total of 272 respondents skipped this section.*

Statement	Combined SA/A - 2015	Strongly agree/ 2015	Agree/2105	Neither agree nor disagree/2105	Disagree/ 2015	Strongly disagree/ 2015	Don't know/ 2015	Combined SA/A -- 2014
I believe I can positively impact student performance.	95% (1T)	70%	25%	5%	1%	<1%	<1%	n/a
We have good teachers in our district	95% (1T)	54%	41%	5%	<1%	<1%	<1%	94% (1)
Teachers have students' best interests at heart	93% (3T)	50%	43%	6%	1%	<1%	1%	83% (10)
Students feel welcome at school	93% (3T)	33%	60%	6%	1%	<1%	1%	92% (3T)
Students are encouraged to do their best every day	93% (3T)	49%	44%	6%	1%	<1%	1%	91% (5)
I feel welcome at school or in my department	92% (6T)	65%	27%	4%	3%	1%	<1%	93% (2)
I feel safe at school or in my department	92% (6T)	60%	32%	5%	3%	1%	<1%	92% (3T)
Teachers treat students with respect	90% (8)	39%	51%	8%	1%	<1%	1%	90% (6)
I have at least one person at work that I consider to be a good friend.	88% (9)	64%	24%	8%	3%	1%	<1%	n/a
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	87% (10T)	47%	40%	9%	3%	1%	1%	n/a
Students feel safe at school	87% (10T)	28%	59%	9%	2%	<1%	1%	88% (7)
Students know what is expected at school	87% (10T)	32%	55%	10%	2%	<1%	1%	86% (8)
My supervisor supports me.	86% (13T)	59%	27%	9%	3%	2%	<1%	n/a
I usually look forward to each working day	86% (13T)	48%	38%	9%	4%	1%	<1%	n/a
On the job, I am treated with dignity and respect.	85% (15T)	47%	38%	9%	5%	1%	<1%	n/a
Every student has a chance to succeed	85% (15T)	42%	43%	9%	4%	1%	1%	84% (9)
Statement	Combined	Strongly	Agree/2105	Neither agree	Disagree/	Strongly	Don't	Combined

	SA/A - 2015	agree/ 2015		nor disagree/2105	2015	disagree/ 2015	know/ 2015	SA/A -- 2014
My supervisor values my contributions	83% (17)	57%	26%	11%	4%	2%	1%	n/a
Generally speaking, I have the resources I need to do my job.	81% (18T)	35%	46%	10%	7%	2%	<1%	n/a
Students are able to get additional help when needed	81% (18T)	36%	45%	12%	5%	1%	2%	79% (12)
I would recommend Columbia Public Schools to anyone looking for a job.	80% (20)	42%	38%	13%	4%	2%	1%	n/a
The curriculum is engaging and challenging	79% (21T)	27%	52%	16%	3%	<1%	2%	77% (13T)
Students who graduate from our district are prepared for future success	79% (21T)	23%	56%	15%	3%	1%	3%	80% (11)
When I have a concern or problem, it is taken seriously	78% (23)	41%	37%	14%	6%	2%	<1%	70% (17)
Students generally respect other students and their belongings	76% (24)	9%	67%	14%	8%	2%	1%	77% (13T)
Bullying is not tolerated	72% (25T)	30%	42%	16%	8%	2%	1%	74% (15)
Students are generally well-behaved	72% (25T)	8%	64%	16%	9%	2%	1%	73% (16)
I believe the employee evaluation system in this district is fair and effective.	63% (27)	24%	39%	23%	8%	3%	3%	n/a
The discipline policies are fair to all students	59% (28)	20%	39%	20%	16%	4%	1%	60% (18)

Topic: Final opportunity to comment (new for 2015)

The survey closed with a question offering one final opportunity to share thoughts, and 644 respondents chose to do so.

8. **If you have any other comments to share, please write them here. If not, you can leave this blank. Thank you!** *The responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Better discipline/respect	39
Other (see below)	35
Improve morale/support/respect	30
Better SPED/behavior management/resources/support	22
More student accountability/possibly performance-based progression	22
Stronger leadership/decision-making	18
Better salaries/salary scale	18
Too many new initiatives/high workload/stress	17
Great place to work	16
Equal resources/materials	14
Good leadership/staff/	10
Poor evaluation system	10
More diversity/less racism	7
Putting students' needs first	7
Better communication	6
Smaller class sizes	6
Better food program	5
Better prep – non-college bound students	5
Parent/community involvement	5
Attendance issues	4
Better professional development	4
Budgeting/fiscal responsibility	4
Bullying issues	4
More collaboration/planning time	4
Too many meetings/in-service	4
Less data-driven/fewer assessments	3
More recognition for good students	3
Need alternative program/school	3

Better facilities maintenance/few trailers	2
Better use of classroom technology/no iPads	2
Revisit start/end times	2
Safety issues	2

Verbatim “other” comments

Some students might need an educational setting, which is more customized to their needs, so that is why I cannot say I would recommend CPS to everyone. I would recommend it to most, however.

Would love to see Columbia offer an International Baccalaureate Diploma at some point in the future.

Thanks for the opportunity to contribute to the betterment of our district.

Could we negotiate a stipend for using our cell phone as a benefit for our job? Those of us working in the field and not a typical classroom use our phones for a large part of our daily work with families.

The mental health support for students is much better this year!

I have been in various schools across the district and have seen excellent teachers who care about students and continue to learn and grow as educators in order to meet classroom challenges. Unfortunately, there are those that don’t and do not use best teacher practices, yet are not held accountable. It lessens the initiative of those who strive to be excellent when curriculum standards are not expected in all classrooms. Need more teacher accountability!

Parents as Teachers staff is struggling right now. We need greater administrative supervision. Most of us don’t feel valued and appreciated, although we are an amazing, caring, capable group of educators.

I’m uncomfortable with the point of view of this survey. These vague statements can have several points of view. I wonder how the survey can possibly give a fair picture of the district as a whole.

I do have concerns with the lack of differentiation with class options for our students (within particular content areas). It seems that we often facilitate a “one-size-fits-all” philosophy that doesn’t fit the needs of all students in our building. While the current



curriculum and class setup does benefit a large majority of students, it does not work for all students. I think these students would benefit from more options and smaller class sizes.

I love Lange. We have made some great improvements in the past years!! The Best Is Yet To Come!!!

Teacher Professional Dress.

The new middle school models are NOT what the old, true middle schools were founded on – teaming and truly child-centered learning. A building's clientele should determine the number of administrators, NOT the number of students in a building. Schools with major discipline issues should be given more support – another administrator and more FTEs, so classes are smaller and more manageable. The six middle schools are NOT equitable. The district needs to acknowledge that NOT EVERY STUDENT IS COLLEGE MATERIAL!!!! Blue collar workers make GREAT money and forcing AVID and core subjects and college prep classes are quite possibly WHY students drop out.

The blanket statements about the “district” become a little difficult to answer as each building is SO different from the next. I know I can answer for my own building, but not necessarily for other buildings.

I would like to encourage the district to altering the school day for our Title One schools. I feel students would benefit from additional days at school, physical education class daily and additional teacher support staff. Additionally, I would like to see equality among teacher responsibilities between title and non-Title teachers.

I do not work in a school building, therefore, some of these questions does not relate to my position.

My answers reflect what I see happening in the building where I work.

As a person who travels to different schools, there are different feelings of community at those schools. I would like to see a more consistent air of kindness and respect for the students across all schools. I would encourage administration to “pop in” and listen to the dynamics of interactions of teachers to students in the hallways of our schools just so they will be a presence.

Career Center continues to offer students a wide variety of career and post-secondary options and is a value to CPS.



I would like to see more appropriate work being done at the elementary level. Children this age should not be doing worksheets and crafts. They need to be encouraged to do things for themselves and find their own answers, not be force fed information so they can do well in a test. Elementary needs to take a page from the title I preschool book. A lot of good things are going on there.

Not at this time.

I work at Field school but I am with ECSE.

I am still “on the fence” about conscious discipline and how effective it is.

These comments are strictly based on my years served at WBE. They do not reflect how I perceive things to be in other buildings throughout our district.

Let me reiterate, the most important thing a school contributes to students are the relationships the students have with their instructors. Time and time again, people will recount how a teacher made a difference in their life, not so much how a subject made a difference in their life. Invest in staff that is caring and influential, don’t burden them with paperwork, let them connect and you will see marked results in student success. Forget the programs – concentrate on the people!

I disagree with the CPS vision, “to be the best school district in the state.” In order for someone to be the best, someone else has to be the worst. With that vision in mind, we can only succeed at the expense of someone else’s failure. We should be more concerned with making ourselves better than with being better than somebody else.

I hope that with the building of the Early Childhood Center that there will be greater access to preschool for more students. I think this is an area that needs improvement – access to public Early Childhood programs.

When I refer to my supervisor or administrator on the set of questions re: my job, I am referring to my principal not the SPED administrators. SPED is very supportive and make me feel valued.

I feel we need a new spelling curriculum. Word study is not working and kids spend too much time cutting words out and not learning how to spell.

My comments and answers are based on what I see in Guidance. I do not know enough about what goes on in the classrooms to evaluate or express my opinion on them.



Funds for specialist materials (SLP) are limited and often therapists have to purchase materials with money out of their own pocket. Each specialist should have an allowance to purchase up to date and educationally relevant materials to their caseload.

Many of the questions regarding CPS as a whole require a level of district-wide knowledge. For example, I would strongly recommend my building and I know we have excellent teachers in my building, but do not feel comfortable making those assertions district-wide.

The Best is Yet to Come!

Cross-tabulations Staff

High School

Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is most important to you, second-most important, third-most important, and fourth-most important from the items on this list. Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response.

Factor	4-point weighted scale points/2015	Battle High (n=104)	Douglass High (n=23)	Hickman High (n=145)	Rock Bridge High (n=151)	4-point weighted scale points/2014
Quality teachers and staff	5120 (1)	1	1	1	1	3,889 (1)
Nurturing, supportive culture in the school building	3202 (2)	2	2	2	2	2,261 (2)
Small class sizes	1950 (3)	3	3	3	3	1,606 (3)
Up-to-date curriculum	1227 (4)	8	T5	5	6	835 (4)
Up-to-date safety and security practices	859 (5)	6	T9	8	8	664 (5)
Visionary school district and building-level leadership	767 (6)	4	4	4	4	513 (8)
Modern school facilities, including technology for student use	732 (7)	T9	8	7	7	624 (6)
Effective management of financial resources, like tax money	724 (8)	5	T5	6	5	620 (7)
Equivalent classes and programs from school to school	561 (9)	T9	T9	11	9	459 (9)
Large variety of extracurricular activities available	429 (10)	11	11	10	10	297 (10)
Active engagement between the school district and the community	224 (11)	7	7	9	11	149 (11)

There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Biggest impact," down to 1 point for each "Fourth-biggest impact" response.*

Factor	4-point weighted scale points/2015	Battle High (n=104)	Douglass High (n=23)	Hickman High (n=145)	Rock Bridge High (n=151)	4-point weighted scale points/2014
Teacher/student relationship	3816 (1)	2	1	2	2	2835 (2)
A student's belief in his or her own academic ability	3641 (2)	1	2	1	1	2849 (1)
Home environment	2705 (3)	3	3	3	3	1974 (3)
Parent involvement	1691 (4)	5	5	4	4	1379 (4)
Teacher-to-student feedback	788 (5)	7	8	6	6	628 (6)
Class sizes	763 (6)	6	6	7	5	738 (5)
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	4	4	5	7	390 (8)
Teacher education	577 (8)	9	T10	9	11	208 (10)
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	8	7	8	8	434 (7)
Homework	270 (10)	12	T12	13	13	33 (12)
Participation of the student in preschool	156 (11)	11	9	10	9	223 (9)
Diversity within the student body	51 (12)	13	T12	12	12	31 (13)
Diversity within the teaching staff	26 (13)	10	T10	11	10	111 (11)

How important do you believe each of these skills is, in terms of a student’s ability to be successful in his or her career? Shown in rank order, based on total points using, a 4-point weighted scale – 4 points for each “Very important,” down to 1 point for each “Not at all important” response.

Factor	4-point weighted scale points/2015	Battle High (n=104)	Douglass High (n=23)	Hickman High (n=145)	Rock Bridge High (n=151)	4-point weighted scale points/2014
Communication skills	5781 (1)	1	T2	1	1	4449 (1)
Problem-solving skills	5470 (2)	2	5	4	4	4150 (3)
Critical-thinking skills	5469 (3)	4	T2	3	3	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	3	1	2	2	4077 (4)
Flexibility and adaptability	5177 (5)	5	4	5	5	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	6	6	6	6	3863 (6)
Collaboration skills	5061 (7)	7	8	7	7	3833 (7)
Ability to use technology	5030 (8)	8	10	8	8	3785 (8)
Math skills	4678 (9)	T10	7	9	9	3519 (9)
Creativity	4508 (10)	9	9	10	11	3370 (10)
Leadership skills	4383 (11)	T10	11	11	10	3315 (11)
Multicultural experiences in school	3963 (12)	12	12	12	12	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	13	13	2641 (13)

Please look at the statements below. Each has been said by others about Columbia Public Schools. Please say whether you “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” or “strongly disagree” with each statement, based on your experiences. *Listed in rank order, based on combined “Strongly agree/Agree” percentage.*

Statement	Combined SA/A - 2015	Battle High (n=104)	Douglass High (n=23)	Hickman High (n=145)	Rock Bridge High (n=151)	4-point weighted scale points/2014
I believe I can positively impact student performance.	94% (T1)	94% (2)	100% (1)	94% (T3)	96% (1)	n/a
We have good teachers in our district	94% (T1)	97% (1)	89% (T10)	95% (2)	93% (2)	94% (1)
Teachers have students' best interests at heart	93% (3)	93% (3)	95% (T2)	94% (T3)	89% (T6)	83% (10)
I feel welcome at school or in my department	92% (T4)	92% (T4)	84% (T13)	91% (10)	92% (T3)	93% (2)
I feel safe at school or in my department	92% (T4)	90% (6)	95% (T2)	94% (T3)	89% (T6)	92% (T3)
Students feel welcome at school	92% (T4)	89% (7)	84% (T13)	81% (23)	92% (T3)	92% (T3)
Students are encouraged to do their best every day	92% (T4)	88% (T8)	95% (T2)	93% (6)	87% (T11)	91% (5)
Teachers treat students with respect	91% (8)	88% (T8)	89% (T10)	92% (T7)	87% (T11)	90% (6)
I have at least one person at work that I consider to be a good friend.	88% (9)	83% (12)	95% (T2)	90% (T11)	88% (T8)	n/a
Students feel safe at school	87% (T10)	76% (21)	95% (T2)	92% (T7)	88% (T8)	88% (7)
Students know what is expected at school	87% (T10)	77% (20)	84% (T13)	88% (T15)	80% (20)	86% (8)
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	86% (T12)	81% (T14)	90% (T8)	90% (T11)	85% (T14)	n/a
I usually look forward to each working day	86% (T12)	80% (16)	95% (T2)	89% (T13)	88% (T8)	n/a
My supervisor supports me.	86% (T12)	87% (T10)	80% (T18)	88% (T15)	81% (T18)	n/a
Every student has a chance to succeed	85% (T15)	87% (T10)	89% (T10)	92% (T7)	79% (21)	84% (9)
On the job, I am treated with dignity and respect.	85% (T15)	79% (T17)	80% (T18)	86% (18)	87% (T11)	n/a
My supervisor values my contributions	83% (17)	79% (T17)	80% (T18)	88% (T15)	78% (T22)	n/a
Generally speaking, I have the	81% (T18)	79% (T17)	75% (24)	84% (T20)	78% (T22)	n/a

resources I need to do my job.							
Students are able to get additional help when needed	81% (T18)	92% (T4)	79% (T22)	96% (1)	90% (5)		79%
I would recommend Columbia Public Schools to anyone looking for a job.	80% (20)	81% (T14)	90% (T8)	85% (19)	74% (24)		n/a
Students who graduate from our district are prepared for future success	79% (T21)	71% (23)	74% (T25)	84% (T20)	81% (T18)		80% (11)
The curriculum is engaging and challenging	79% (T21)	72% (22)	74% (T25)	89% (T13)	82% (17)		77% (T12)
When I have a concern or problem, it is taken seriously	78% (23)	82% (13)	80% (T18)	71% (26)	72% (25)		70%
Students generally respect other students and their belongings	76% (24)	59% (28)	84% (T13)	82% (22)	83% (16)		77% (T12)
Bullying is not tolerated	72% (T25)	66% (24)	79% (T22)	79% (25)	71% (26)		74% (14)
Students are generally well-behaved	72% (T25)	62% (26)	84% (T13)	80% (24)	85% (T14)		73% (15)
I believe the employee evaluation system in this district is fair and effective.	62% (27)	63% (25)	40% (28)	64% (28)	52% (27)		n/a
The discipline policies are fair to all students	59% (28)	60% (27)	47% (27)	69% (27)	51% (28)		60% (16)

Cross-tabulations Staff

Middle School

Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is most important to you, second-most important, third-most important, and fourth-most important from the items on this list. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response. A total of 82 respondents skipped this question.*

Factor	4-point weighted scale points/2015	Gentry Middle School (n=93)	Jefferson Middle (n=60)	Lange Middle (n=68)	Oakland Middle (n=62)	4-point weighted scale points/2014
Quality teachers and staff	5120 (1)	1	1	1	1	3,889 (1)
Nurturing, supportive culture in the school building	3202 (2)	2	2	2	2	2,261 (2)
Small class sizes	1950 (3)	3	3	3	3	1,606 (3)
Up-to-date curriculum	1227 (4)	T6	5	T7	5	835 (4)
Up-to-date safety and security practices	859 (5)	8	7	9	9	664 (5)
Visionary school district and building-level leadership	767 (6)	5	4	4	4	513 (8)
Modern school facilities, including technology for student use	732 (7)	T6	8	6	8	624 (6)
Effective management of financial resources, like tax money	724 (8)	4	9	11	7	620 (7)
Equivalent classes and programs from school to school	561 (9)	9	6	5	6	459 (9)
Large variety of extracurricular activities available	429 (10)	10	11	10	T10	297 (10)
Active engagement between the school district and the community	224 (11)	11	10	T7	T10	149 (11)

Factor	4-point weighted scale points/2015	Smithton Middle (n=58)	West Middle (n=65)	4-point weighted scale points/2014
Quality teachers and staff	5120 (1)	1	1	3,889 (1)
Nurturing, supportive culture in the school building	3202 (2)	2	2	2,261 (2)
Small class sizes	1950 (3)	3	3	1,606 (3)
Up-to-date curriculum	1227 (4)	8	7	835 (4)
Up-to-date safety and security practices	859 (5)	7	4	664 (5)
Visionary school district and building-level leadership	767 (6)	4	5	513 (8)
Modern school facilities, including technology for student use	732 (7)	T5	T9	624 (6)
Effective management of financial resources, like tax money	724 (8)	9	6	620 (7)
Equivalent classes and programs from school to school	561 (9)	T5	8	459 (9)
Large variety of extracurricular activities available	429 (10)	11	11	297 (10)
Active engagement between the school district and the community	224 (11)	10	T9	149 (11)

There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Biggest impact," down to 1 point for each "Fourth-biggest impact" response. A total of 96 respondents skipped this question.*

Factor	4-point weighted scale points/2015	Gentry Middle School (n=93)	Jefferson Middle (n=60)	Lange Middle (n=68)	Oakland Middle (n=62)	4-point weighted scale points/2014
Teacher/student relationship	3816 (1)	3	2	1	1	2835 (2)
A student's belief in his or her own academic ability	3641 (2)	1	1	2	2	2849 (1)
Home environment	2705 (3)	2	3	3	3	1974 (3)
Parent involvement	1691 (4)	4	4	4	4	1379 (4)
Teacher-to-student feedback	788 (5)	7	6	6	7	628 (6)
Class sizes	763 (6)	5	5	5	6	738 (5)
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	8	7	T7	5	390 (8)
Teacher education	577 (8)	9	8	T9	9	208 (10)
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	6	9	T7	8	434 (7)
Homework	270 (10)	T12	12	13	T12	33 (12)
Participation of the student in preschool	156 (11)	10	T10	11	11	223 (9)
Diversity within the student body	51 (12)	T12	13	12	T12	31 (13)
Diversity within the teaching staff	26 (13)	11	T10	T9	10	111 (11)

Factor	4-point weighted scale points/2015	Smithton Middle (n=58)	West Middle (n=65)	4-point weighted scale points/2014
Teacher/student relationship	3816 (1)	1	3	2835 (2)
A student's belief in his or her own academic ability	3641 (2)	3	2	2849 (1)
Home environment	2705 (3)	2	1	1974 (3)
Parent involvement	1691 (4)	4	4	1379 (4)
Teacher-to-student feedback	788 (5)	T6	T6	628 (6)
Class sizes	763 (6)	T6	5	738 (5)
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	9	9	390 (8)
Teacher education	577 (8)	10	11	208 (10)
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	8	8	434 (7)
Homework	270 (10)	T12	12	33 (12)
Participation of the student in preschool	156 (11)	5	T6	223 (9)
Diversity within the student body	51 (12)	T12	13	31 (13)
Diversity within the teaching staff	26 (13)	11	10	111 (11)

How important do you believe each of these skills is, in terms of a student's ability to be successful in his or her career? Shown in rank order, based on total points using, a 4-point weighted scale – 4 points for each “Very important,” down to 1 point for each “Not at all important” response.

Factor	4-point weighted scale points/2015	Gentry Middle School (n=93)	Jefferson Middle (n=60)	Lange Middle (n=68)	Oakland Middle (n=62)	4-point weighted scale points/2014
Communication skills	5781 (1)	1	1	1	1	4449 (1)
Problem-solving skills	5470 (2)	2	3	3	2	4150 (3)
Critical-thinking skills	5469 (3)	3	2	2	3	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	4	5	4	5	4077 (4)
Flexibility and adaptability	5177 (5)	7	4	6	4	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	6	6	5	6	3863 (6)
Collaboration skills	5061 (7)	5	7	T7	7	3833 (7)
Ability to use technology	5030 (8)	8	8	T7	8	3785 (8)
Math skills	4678 (9)	9	9	9	9	3519 (9)
Creativity	4508 (10)	11	10	10	T10	3370 (10)
Leadership skills	4383 (11)	10	11	11	T10	3315 (11)
Multicultural experiences in school	3963 (12)	12	12	12	12	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	13	13	2641 (13)

Factor	4-point weighted scale points/2015	Smithton Middle (n=58)	West Middle (n=65)	4-point weighted scale points/2014
Communication skills	5781 (1)	1	1	4449 (1)
Problem-solving skills	5470 (2)	3	4	4150 (3)
Critical-thinking skills	5469 (3)	4	T2	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	2	T2	4077 (4)
Flexibility and adaptability	5177 (5)	5	7	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	7	6	3863 (6)
Collaboration skills	5061 (7)	6	5	3833 (7)
Ability to use technology	5030 (8)	8	8	3785 (8)
Math skills	4678 (9)	9	9	3519 (9)
Creativity	4508 (10)	10	10	3370 (10)
Leadership skills	4383 (11)	11	11	3315 (11)
Multicultural experiences in school	3963 (12)	12	12	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	2641 (13)

Please look at the statements below. Each has been said by others about Columbia Public Schools. Please say whether you “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” “strongly disagree” with each statement, based on your experiences. *Listed in rank order, based on combined “Strongly agree/Agree” percentage.*

Statement	Combined SA/A - 2015	Gentry Middle (n=93)	Jefferson Middle (n=60)	Lange Middle (n=68)	Oakland Middle (n=62)	4-point weighted scale points/2014
We have good teachers in our district	94% (T1)	93% (2)	100% (1)	98% (1)	96% (T3)	94%
I believe I can positively impact student performance.	94% (T1)	96% (1)	96% (T3)	91% (T3)	94% (T8)	n/a
Teachers have students’ best interests at heart	93% (3)	88% (T7)	96% (T3)	91% (T3)	94% (T8)	83%
I feel welcome at school or in my department	92% (T4)	91% (T4)	96% (T3)	89% (7)	98% (T1)	93%
I feel safe at school or in my department	92% (T4)	92% (3)	96% (T3)	82% (T12)	96% (T3)	92%
Students feel welcome at school	92% (T4)	85% (11)	94% (T10)	85% (T10)	94% (T8)	92%
Students are encouraged to do their best every day	92% (T4)	91% (T4)	98% (2)	91% (T3)	94% (T8)	91%
Teachers treat students with respect	91% (8)	87% (T9)	96% (T3)	91% (T3)	94% (T8)	90%
I have at least one person at work that I consider to be a good friend.	88% (9)	89% (6)	92% (T15)	80% (T15)	92% (T18)	n/a
Students feel safe at school	87% (T10)	87% (T9)	92% (T15)	73% (T22)	98% (T1)	88%
Students know what is expected at school	87% (T10)	80% (T15)	94% (T10)	87% (T8)	92% (T18)	86%
I would recommend Columbia Public Schools to anyone looking for a district for their child’s education.	86% (T12)	79% (17)	94% (T10)	76% (20)	94% (T8)	n/a
My supervisor supports me.	86% (T12)	76% (T20)	96% (T3)	82% (T12)	96% (T3)	n/a
I usually look forward to each working day	86% (T12)	88% (T7)	94% (T10)	85% (T10)	91% (20)	n/a
Every student has a chance to succeed	85% (T15)	83% (12)	94% (T10)	87% (T8)	94% (T8)	84%
On the job, I am treated with dignity and respect.	85% (T15)	76% (T20)	96% (T3)	82% (T12)	94% (T8)	n/a
My supervisor values my contributions	83% (17)	73% (23)	92% (T15)	80% (T15)	96% (T3)	n/a

Students are able to get additional help when needed	81% (T18)	80% (T15)	92% (T15)	93% (2)	94% (T8)	79%
Generally speaking, I have the resources I need to do my job.	81% (T18)	77% (19)	78% (26)	78% (T18)	87% (T22)	n/a
I would recommend Columbia Public Schools to anyone looking for a job.	80% (20)	69% (24)	88% (T19)	80% (T15)	96% (T3)	n/a
Students who graduate from our district are prepared for future success	79% (T21)	76% (T20)	84% (T22)	73% (T22)	85% (24)	80%
The curriculum is engaging and challenging	79% (T21)	82% (13)	84% (T22)	75% (21)	87% (T22)	77%
When I have a concern or problem, it is taken seriously	78% (23)	59% (T25)	86% (21)	78% (T18)	94% (T8)	70%
Students generally respect other students and their belongings	76% (24)	78% (18)	88% (T19)	55% (28)	75% (27)	77%
Bullying is not tolerated	72% (T25)	59% (T25)	84% (T22)	73% (T22)	89% (21)	74%
Students are generally well-behaved	72% (T25)	81% (14)	80% (25)	64% (26)	83% (T25)	73%
I believe the employee evaluation system in this district is fair and effective.	62% (27)	57% (27)	58% (28)	60% (27)	83% (T25)	n/a
The discipline policies are fair to all students	59% (28)	44% (28)	73% (27)	65% (25)	70% (28)	60%

Statement	Combined SA/A - 2015	Smithton Middle (n=58)	West Middle (n=65)	4-point weighted scale points/2014
We have good teachers in our district	94% (T1)	100% (1)	98% (1)	94%
I believe I can positively impact student performance.	94% (T1)	94% (T6)	91% (T6)	n/a
Teachers have students' best interests at heart	93% (3)	96% (T3)	95% (T2)	83%
I feel welcome at school or in my department	92% (T4)	94% (T6)	91% (T6)	93%
I feel safe at school or in my department	92% (T4)	90% (9)	82% (T11)	92%
Students feel welcome at school	92% (T4)	98% (2)	79% (14)	92%
Students are encouraged to do their best every day	92% (T4)	96% (T3)	94% (5)	91%
Teachers treat students with respect	91% (8)	96% (T3)	95% (T2)	90%
I have at least one person at work that I consider to be a good friend.	88% (9)	92% (8)	95% (T2)	n/a
Students feel safe at school	87% (T10)	84% (13)	55% (T22)	88%
Students know what is expected at school	87% (T10)	78% (T17)	85% (8)	86%
My supervisor supports me.	86% (T12)	86% (12)	70% (17)	n/a
I usually look forward to each working day	86% (T12)	78% (T17)	67% (T18)	n/a
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	86% (T12)	82% (T14)	67% (T18)	n/a
Every student has a chance to succeed	85% (T15)	78% (T17)	84% (T9)	84%
On the job, I am treated with dignity and respect.	85% (T15)	70% (T22)	67% (T18)	n/a
My supervisor values my contributions	83% (17)	74% (20)	75% (T15)	n/a
Generally speaking, I have the resources I need to do my job.	81% (T18)	88% (T10)	75% (T15)	n/a
Students are able to get additional help when needed	81% (T18)	88% (T10)	82% (T11)	79%
I would recommend Columbia Public	80% (20)	66% (25)	53% (25)	n/a

Schools to anyone looking for a job.				
Students who graduate from our district are prepared for future success	79% (T21)	72% (21)	82% (T11)	80%
The curriculum is engaging and challenging	79% (T21)	82% (T14)	84% (T9)	77%
When I have a concern or problem, it is taken seriously	78% (23)	82% (T14)	55% (T22)	70%
Students generally respect other students and their belongings	76% (24)	70% (T22)	56% (21)	77%
Bullying is not tolerated	72% (T25)	62% (26)	36% (27)	74%
Students are generally well-behaved	72% (T25)	70% (T22)	38% (26)	73%
I believe the employee evaluation system in this district is fair and effective.	62% (27)	60% (27)	54% (24)	n/a
The discipline policies are fair to all students	59% (28)	44% (28)	31% (28)	60%

Cross-tabulations Staff

Elementary School

Below is a list of factors that others have said are important to them, when it comes to judging the quality of a school district. Please look over the list, and then indicate which one is most important to you, second-most important, third-most important, and fourth-most important from the items on this list. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each “Most important,” down to 1 point for each “Fourth-most important” response.*

Factor	4-point weighted scale points/2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=29)	Blue Ridge Elem (n=35)	Cedar Ridge Elem (n=15)	4-point weighted scale points/2014
Quality teachers and staff	5120 (1)	1	1	1	1	3,889 (1)
Nurturing, supportive culture in the school building	3202 (2)	3	2	2	2	2,261 (2)
Small class sizes	1950 (3)	4	3	3	T3	1,606 (3)
Up-to-date curriculum	1227 (4)	2	10	T6	T3	835 (4)
Up-to-date safety and security practices	859 (5)	6	6	5	T3	664 (5)
Visionary school district and building-level leadership	767 (6)	5	4	4	T3	513 (8)
Modern school facilities, including technology for student use	732 (7)	7	5	T6	T3	624 (6)
Effective management of financial resources, like tax money	724 (8)	10	7	T6	T3	620 (7)
Equivalent classes and programs from school to school	561 (9)	T8	8	T9	T3	459 (9)
Large variety of extracurricular activities available	429 (10)	11	11	T9	T3	297 (10)
Active engagement between the school district and the community	224 (11)	T8	9	11	T3	149 (11)

Factor	4-point weighted scale points/2015	Derby Ridge Elem (n=57)	Eliot Battle Elem (n=40)	Fairview Elem (n=39)	Grant Elem (n=32)	4-point weighted scale points/2014
Quality teachers and staff	5120 (1)	1	1	1	1	3,889 (1)
Nurturing, supportive culture in the school building	3202 (2)	2	2	2	2	2,261 (2)
Small class sizes	1950 (3)	3	3	3	3	1,606 (3)
Up-to-date curriculum	1227 (4)	4	5	7	5	835 (4)
Up-to-date safety and security practices	859 (5)	8	T7	6	7	664 (5)
Visionary school district and building-level leadership	767 (6)	6	4	4	4	513 (8)
Modern school facilities, including technology for student use	732 (7)	7	6	9	8	624 (6)
Effective management of financial resources, like tax money	724 (8)	9	T7	5	10	620 (7)
Equivalent classes and programs from school to school	561 (9)	5	T7	8	9	459 (9)
Large variety of extracurricular activities available	429 (10)	11	11	10	11	297 (10)
Active engagement between the school district and the community	224 (11)	10	T7	11	6	149 (11)

Factor	4-point weighted scale points/2015	Lee Expressive Arts Elem (n=21)	Midway Heights Elem (n=24)	Mill Creek Elem (n=39)	New Haven Elem (n=27)	4-point weighted scale points/2014
Quality teachers and staff	5120 (1)	1	1	1	1	3,889 (1)
Nurturing, supportive culture in the school building	3202 (2)	2	2	2	2	2,261 (2)
Small class sizes	1950 (3)	3	3	3	3	1,606 (3)
Up-to-date curriculum	1227 (4)	5	5	4	7	835 (4)
Up-to-date safety and security practices	859 (5)	T8	6	11	T5	664 (5)
Visionary school district and building-level leadership	767 (6)	4	4	T5	8	513 (8)
Modern school facilities, including technology for student use	732 (7)	7	7	T5	4	624 (6)
Effective management of financial resources, like tax money	724 (8)	T8	8	8	T5	620 (7)
Equivalent classes and programs from school to school	561 (9)	10	T9	7	10	459 (9)
Large variety of extracurricular activities available	429 (10)	11	T9	10	11	297 (10)
Active engagement between the school district and the community	224 (11)	6	T9	9	9	149 (11)

Factor	4-point weighted scale points/2015	Russell Blvd Elem (n=28)	Shepard Blvd Elem (n=36)	Two Mile Prairie Elem (n=23)	West Blvd Elem (n=30)	4-point weighted scale points/2014
Quality teachers and staff	5120 (1)	1	1	1	1	3,889 (1)
Nurturing, supportive culture in the school building	3202 (2)	2	2	2	2	2,261 (2)
Small class sizes	1950 (3)	3	3	3	3	1,606 (3)
Up-to-date curriculum	1227 (4)	5	6	6	4	835 (4)
Up-to-date safety and security practices	859 (5)	8	4	7	8	664 (5)
Visionary school district and building-level leadership	767 (6)	4	5	4	7	513 (8)
Modern school facilities, including technology for student use	732 (7)	T6	7	5	5	624 (6)
Effective management of financial resources, like tax money	724 (8)	T6	T8	10	11	620 (7)
Equivalent classes and programs from school to school	561 (9)	10	T8	9	6	459 (9)
Large variety of extracurricular activities available	429 (10)	11	11	11	10	297 (10)
Active engagement between the school district and the community	224 (11)	9	T8	8	9	149 (11)

There has been a lot of research done on the impact of various factors on a student's ability to succeed. Below is a list of 13 of those factors. Please indicate the item from this list you think has the biggest impact on a student's ability to succeed, which one has the second-biggest impact, which one has the third-biggest impact, and which one has the fourth-biggest impact. *Shown in rank order, based on total points, using a 4-point weighted scale – 4 points for each "Biggest impact," down to 1 point for each "Fourth-biggest impact" response.*

Factor	4-point weighted scale points/2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=29)	Blue Ridge Elem (n=35)	Cedar Ridge Elem (n=15)	4-point weighted scale points/2014
Teacher/student relationship	3816 (1)	1	2	1	2	2835 (2)
A student's belief in his or her own academic ability	3641 (2)	2	1	T2	1	2849 (1)
Home environment	2705 (3)	3	3	T2	3	1974 (3)
Parent involvement	1691 (4)	4	T4	5	8	1379 (4)
Teacher-to-student feedback	788 (5)	5	6	6	4	628 (6)
Class sizes	763 (6)	7	T4	T7	T5	738 (5)
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	6	7	T7	T5	390 (8)
Teacher education	577 (8)	8	9	T10	9	208 (10)
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	9	8	4	7	434 (7)
Homework	270 (10)	13	13	T10	10	33 (12)
Participation of the student in preschool	156 (11)	10	10	9	11	223 (9)
Diversity within the student body	51 (12)	12	12	T10	12	31 (13)
Diversity within the teaching staff	26 (13)	11	11	T10	T12	111 (11)

Factor	4-point weighted scale points/2015	Derby Ridge Elem (n=57)	Eliot Battle Elem (n=40)	Fairview Elem (n=39)	Grant Elem (n=32)	4-point weighted scale points/2014
Teacher/student relationship	3816 (1)	1	1	1	2	2835 (2)
A student's belief in his or her own academic ability	3641 (2)	2	2	2	1	2849 (1)
Home environment	2705 (3)	3	3	3	3	1974 (3)
Parent involvement	1691 (4)	4	4	5	T4	1379 (4)
Teacher-to-student feedback	788 (5)	8	6	6	9	628 (6)
Class sizes	763 (6)	6	T7	4	6	738 (5)
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	7	T7	8	T7	390 (8)
Teacher education	577 (8)	T11	5	11	10	208 (10)
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	5	9	7	T4	434 (7)
Homework	270 (10)	13	13	T12	T11	33 (12)
Participation of the student in preschool	156 (11)	10	10	T9	T7	223 (9)
Diversity within the student body	51 (12)	T11	11	T12	T11	31 (13)
Diversity within the teaching staff	26 (13)	9	12	T9	T11	111 (11)

Factor	4-point weighted scale points/2015	Lee Expressive Arts Elem (n=21)	Midway Heights Elem (n=24)	Mill Creek Elem (n=39)	New Haven Elem (n=27)
Teacher/student relationship	3816 (1)	1	1	1	1
A student's belief in his or her own academic ability	3641 (2)	2	2	2	2
Home environment	2705 (3)	3	5	3	4
Parent involvement	1691 (4)	4	3	4	6
Teacher-to-student feedback	788 (5)	6	4	6	9
Class sizes	763 (6)	5	T6	5	7
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	T8	10	T7	8
Teacher education	577 (8)	T8	T8	T11	11
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	T10	T6	T7	5
Homework	270 (10)	T12	T11	13	T12
Participation of the student in preschool	156 (11)	7	T8	9	3
Diversity within the student body	51 (12)	T12	T11	T11	T12
Diversity within the teaching staff	26 (13)	T10	T11	10	10
4-point weighted scale points/2014					
	2835 (2)				
	2849 (1)				
	1974 (3)				
	1379 (4)				
	628 (6)				
	738 (5)				
	390 (8)				
	208 (10)				
	434 (7)				
	33 (12)				
	223 (9)				
	31 (13)				
	111 (11)				

Factor	4-point weighted scale points/2015	Parkade Elem (n=32)	Paxton Keeley Elem (n=47)	Ridgeway Elem (n=19)	Rock Bridge Elem (n=41)
Teacher/student relationship	3816 (1)	1	1	1	2
A student's belief in his or her own academic ability	3641 (2)	2	2	2	1
Home environment	2705 (3)	3	4	4	3
Parent involvement	1691 (4)	4	5	3	4
Teacher-to-student feedback	788 (5)	6	3	9	9
Class sizes	763 (6)	7	6	7	5
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	T10	8	5	8
Teacher education	577 (8)	T8	T11	T10	12
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	5	7	6	6
Homework	270 (10)	T12	13	T12	13
Participation of the student in preschool	156 (11)	T10	9	T12	7
Diversity within the student body	51 (12)	T12	T11	T10	11
Diversity within the teaching staff	26 (13)	T8	10	8	10
4-point weighted scale points/2014					
					2835 (2)
					2849 (1)
					1974 (3)
					1379 (4)
					628 (6)
					738 (5)
					390 (8)
					208 (10)
					434 (7)
					33 (12)
					223 (9)
					31 (13)
					111 (11)

Factor	4-point weighted scale points/2015	Russell Blvd Elem (n=28)	Shepard Blvd Elem (n=36)	Two Mile Prairie Elem (n=23)	West Blvd Elem (n=30)	4-point weighted scale points/2014
Teacher/student relationship	3816 (1)	2	T1	2	1	2835 (2)
A student's belief in his or her own academic ability	3641 (2)	1	T1	1	2	2849 (1)
Home environment	2705 (3)	3	3	3	3	1974 (3)
Parent involvement	1691 (4)	4	T4	5	8	1379 (4)
Teacher-to-student feedback	788 (5)	T5	7	6	5	628 (6)
Class sizes	763 (6)	T5	T4	4	7	738 (5)
Culturally competent teaching (teachers respecting the cultural differences among students)	615 (7)	10	8	T9	10	390 (8)
Teacher education	577 (8)	8	T9	8	9	208 (10)
Limited student mobility (student stays in same school, rather than moving regularly)	335 (9)	T5	6	7	4	434 (7)
Homework	270 (10)	T11	T12	T11	T11	33 (12)
Participation of the student in preschool	156 (11)	9	T9	T9	6	223 (9)
Diversity within the student body	51 (12)	T11	T12	T11	T11	31 (13)
Diversity within the teaching staff	26 (13)	T11	11	T11	T11	111 (11)

How important do you believe each of these skills is, in terms of a student's ability to be successful in his or her career? Shown in rank order, based on total points using, a 4-point weighted scale – 4 points for each “Very important,” down to 1 point for each “Not at all important” response.

Factor	4-point weighted scale points/2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=29)	Blue Ridge Elem (n=35)	Cedar Ridge Elem (n=15)	4-point weighted scale points/2014
Communication skills	5781 (1)	T2	1	1	T1	4449 (1)
Problem-solving skills	5470 (2)	1	2	6	T1	4150 (3)
Critical-thinking skills	5469 (3)	T2	4	T4	T1	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	4	3	2	5	4077 (4)
Flexibility and adaptability	5177 (5)	5	6	T4	T7	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	7	8	3	6	3863 (6)
Collaboration skills	5061 (7)	6	5	8	4	3833 (7)
Ability to use technology	5030 (8)	8	7	7	T7	3785 (8)
Math skills	4678 (9)	9	9	9	10	3519 (9)
Creativity	4508 (10)	11	T11	10	11	3370 (10)
Leadership skills	4383 (11)	10	10	11	9	3315 (11)
Multicultural experiences in school	3963 (12)	12	T11	12	12	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	13	13	2641 (13)

Factor	4-point weighted scale points/2015	Derby Ridge Elem (n=57)	Eliot Battle Elem (n=40)	Fairview Elem (n=39)	Grant Elem (n=32)	4-point weighted scale points/2014
Communication skills	5781 (1)	1	1	1	T3	4449 (1)
Problem-solving skills	5470 (2)	2	4	3	1	4150 (3)
Critical-thinking skills	5469 (3)	3	2	2	5	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	4	3	T5	2	4077 (4)
Flexibility and adaptability	5177 (5)	6	8	7	T3	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	5	5	8	7	3863 (6)
Collaboration skills	5061 (7)	8	6	T5	6	3833 (7)
Ability to use technology	5030 (8)	7	7	4	8	3785 (8)
Math skills	4678 (9)	9	9	9	9	3519 (9)
Creativity	4508 (10)	11	10	11	10	3370 (10)
Leadership skills	4383 (11)	10	11	10	12	3315 (11)
Multicultural experiences in school	3963 (12)	12	12	12	11	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	13	13	2641 (13)

Factor	4-point weighted scale points/2015	Lee Expressive Arts Elem (n=21)	Midway Heights Elem (n=24)	Mill Creek Elem (n=39)	New Haven Elem (n=27)	4-point weighted scale points/2014
Communication skills	5781 (1)	1	2	1	3	4449 (1)
Problem-solving skills	5470 (2)	2	3	3	T1	4150 (3)
Critical-thinking skills	5469 (3)	T3	1	2	T1	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	T3	5	T4	5	4077 (4)
Flexibility and adaptability	5177 (5)	T7	6	T4	4	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	6	7	8	6	3863 (6)
Collaboration skills	5061 (7)	T7	4	T6	7	3833 (7)
Ability to use technology	5030 (8)	9	T8	T6	8	3785 (8)
Math skills	4678 (9)	T10	T8	9	9	3519 (9)
Creativity	4508 (10)	5	10	10	10	3370 (10)
Leadership skills	4383 (11)	T10	11	11	11	3315 (11)
Multicultural experiences in school	3963 (12)	12	12	12	12	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	13	13	2641 (13)

Factor	4-point weighted scale points/2015	Parkade Elem (n=32)	Paxton Keeley Elem (n=47)	Ridgeway Elem (n=19)	Rock Bridge Elem (n=41)	4-point weighted scale points/2014
Communication skills	5781 (1)	T1	T1	1	1	4449 (1)
Problem-solving skills	5470 (2)	T1	T1	4	T6	4150 (3)
Critical-thinking skills	5469 (3)	3	3	T2	2	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	T6	4	T5	T3	4077 (4)
Flexibility and adaptability	5177 (5)	T4	5	T2	5	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	8	6	7	8	3863 (6)
Collaboration skills	5061 (7)	T6	7	T5	T3	3833 (7)
Ability to use technology	5030 (8)	T4	8	9)	T6	3785 (8)
Math skills	4678 (9)	9	9	8	9	3519 (9)
Creativity	4508 (10)	10	10	10	10	3370 (10)
Leadership skills	4383 (11)	11	11	12	11	3315 (11)
Multicultural experiences in school	3963 (12)	12	12	11	12	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	13	13	2641 (13)

Factor	4-point weighted scale points/2015	Russell Blvd Elem (n=28)	Shepard Blvd Elem (n=36)	Two Mile Prairie Elem (n=23)	West Blvd Elem (n=30)	4-point weighted scale points/2014
Communication skills	5781 (1)	1	1	1	5	4449 (1)
Problem-solving skills	5470 (2)	T2	2	5	T2	4150 (3)
Critical-thinking skills	5469 (3)	T2	4	2	T2	4158 (2)
Grit (perseverance to accomplish goals/work)	5412 (4)	5	5	4	1	4077 (4)
Flexibility and adaptability	5177 (5)	6	T8	T7	7	3942 (5)
Initiative (see an issue and begin to think about how to solve it)	5128 (6)	8	3	6	4	3863 (6)
Collaboration skills	5061 (7)	7	6	3	11	3833 (7)
Ability to use technology	5030 (8)	T2	T8	T7	6	3785 (8)
Math skills	4678 (9)	9	7	10	8	3519 (9)
Creativity	4508 (10)	10	11	9	9	3370 (10)
Leadership skills	4383 (11)	11	10	11	10	3315 (11)
Multicultural experiences in school	3963 (12)	12	12	12	12	2981 (12)
Being able to speak and read a language besides English	3452 (13)	13	13	13	13	2641 (13)

Please look at the statements below. Each has been said by others about Columbia Public Schools. Please say whether you “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” or “strongly disagree” with each statement, based on your experiences. Listed in rank order, based on combined “Strongly agree/Agree” percentage.

Statement	Combined SA/A - 2015	Alpha Hart Lewis Elem (n=44)	Benton STEM Elem (n=29)	Blue Ridge Elem (n=35)	Cedar Ridge Elem (n=15)	4-point weighted scale points/2014
We have good teachers in our district	94% (T1)	95% (T2)	92% (T9)	93% (T6)	100% (T1)	94% (1)
I believe I can positively impact student performance.	94% (T1)	83% (15)	96% (T2)	100% (T1)	86% (T10)	n/a
Teachers have students' best interests at heart	93% (3)	95% (T2)	96% (T2)	97% (T3)	100% (T1)	83% (10)
I feel welcome at school or in my department	92% (4)	98% (1)	100% (1)	97% (T3)	86% (T10)	93% (2)
I feel safe at school or in my department	92% (5)	95% (T2)	96% (T2)	80% (15)	86% (T10)	92% (T3)
Students feel welcome at school	92% (6)	95% (T2)	92% (T9)	93% (T6)	100% (T1)	92% (T3)
Students are encouraged to do their best every day	92% (7)	95% (T2)	96% (T2)	93% (T6)	100% (T1)	91% (5)
Teachers treat students with respect	91% (8)	93% (T8)	96% (T2)	100% (T1)	100% (T1)	90% (6)
I have at least one person at work that I consider to be a good friend.	88% (9)	85% (14)	96% (T2)	93% (T6)	86% (T10)	n/a
Students feel safe at school	87% (10)	93% (T8)	73% (21)	72% (20)	93% (T8)	88% (7)
Students know what is expected at school	87% (11)	95% (T2)	92% (T9)	83% (T12)	100% (T1)	86% (8)
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	86% (12)	88% (T12)	92% (T9)	83% (T12)	86% (T10)	n/a
I usually look forward to each working day	86% (13)	90% (T10)	88% (T15)	87% (11)	86% (T10)	n/a
My supervisor supports me.	86% (14)	82% (16)	96% (T2)	97% (T3)	79% (T17)	n/a
Every student has a chance to succeed	85% (15)	88% (T12)	88% (T15)	77% (T16)	100% (T1)	84% (9)
On the job, I am treated with dignity and respect.	85% (16)	90% (T10)	92% (T9)	77% (T16)	67% (25)	n/a
My supervisor values my contributions	83% (17)	68% (T23)	88% (T15)	93% (T6)	79% (T17)	n/a
Generally speaking, I have the	81% (18)	78% (T19)	69% (T22)	73% (19)	71% (T21)	n/a

resources I need to do my job.						
Students are able to get additional help when needed	81% (19)	69% (T23)	69% (T22)	70% (T21)	71% (T21)	79% (12)
I would recommend Columbia Public Schools to anyone looking for a job.	80% (20)	80% (T17)	85% (18)	77% (T16)	71% (T21)	n/a
Students who graduate from our district are prepared for future success	79% (21)	73% (22)	69% (T22)	70% (T21)	79% (T17)	80% (11)
The curriculum is engaging and challenging	79% (22)	78% (T19)	77% (T19)	63% (T26)	57% (26)	77% (T13)
When I have a concern or problem, it is taken seriously	78% (23)	68% (25)	92% (T9)	83% (T12)	71% (T21)	70% (17)
Students generally respect other students and their belongings	76% (24)	80% (T17)	62% (T26)	63% (T26)	93% (T8)	77% (T13)
Bullying is not tolerated	72% (25)	75% (21)	69% (T22)	70% (T21)	86% (T10)	74% (15)
Students are generally well-behaved	72% (26)	50% (28)	46% (28)	47% (28)	79% (T17)	73% (16)
I believe the employee evaluation system in this district is fair and effective.	62% (27)	63% (26)	77% (T19)	70% (T21)	43% (T27)	n/a
The discipline policies are fair to all students	59% (28)	53% (27)	62% (T26)	67% (25)	43% (T27)	60% (18)

Statement	Combined SA/A - 2015	Derby Ridge Elem (n=57)	Eliot Battle Elem (n=40)	Fairview Elem (n=39)	Grant Elem (n=32)	4-point weighted scale points/2014
We have good teachers in our district	94% (T1)	93% (T3)	97% (T4)	91% (T7)	96% (T11)	94% (1)
I believe I can positively impact student performance.	94% (T1)	91% (T5)	94% (T13)	100% (T1)	100% (T1)	n/a
Teachers have students' best interests at heart	93% (3)	98% (1)	97% (T4)	88% (T12)	96% (T11)	83% (10)
I feel welcome at school or in my department	92% (4)	89% (T7)	97% (T4)	100% (T1)	96% (T11)	93% (2)
I feel safe at school or in my department	92% (5)	87% (9)	100% (T1)	97% (T3)	100% (T1)	92% (T3)
Students feel welcome at school	92% (6)	93% (T3)	100% (T1)	94% (T5)	100% (T1)	92% (T3)
Students are encouraged to do their best every day	92% (7)	91% (T5)	100% (T1)	94% (T5)	100% (T1)	91% (5)
Teachers treat students with respect	91% (8)	96% (2)	97% (T4)	88% (T12)	96% (T11)	90% (6)
I have at least one person at work that I consider to be a good friend.	88% (9)	83% (11)	94% (T13)	91% (T7)	81% (25)	n/a
Students feel safe at school	87% (10)	89% (T7)	97% (T4)	97% (T3)	100% (T1)	88% (7)
Students know what is expected at school	87% (11)	74% (T16)	97% (T4)	91% (T7)	100% (T1)	86% (8)
My supervisor supports me.	86% (12)	85% (10)	94% (T13)	85% (T15)	100% (T1)	n/a
I usually look forward to each working day	86% (13)	80% (T12)	94% (T13)	91% (T7)	89% (T18)	n/a
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	86% (14)	70% (T20)	91% (T19)	85% (T15)	89% (T18)	n/a
On the job, I am treated with dignity and respect.	85% (15)	80% (T12)	97% (T4)	86% (14)	96% (T11)	n/a
Every student has a chance to succeed	85% (16)	80% (T12)	97% (T4)	80% (T19)	96% (T11)	84% (9)
My supervisor values my contributions	83% (17)	74% (T16)	97% (T4)	80% (T19)	100% (T1)	n/a
Generally speaking, I have the resources I need to do my job.	81% (18)	67% (T22)	94% (T13)	65% (T24)	74% (27)	n/a
Students are able to get additional help when needed	81% (19)	74% (T16)	76% (T24)	62% (T26)	85% (T23)	79% (12)
I would recommend Columbia Public	80% (20)	67% (T22)	91% (T19)	62% (T26)	89% (T18)	n/a

Schools to anyone looking for a job.						
Students who graduate from our district are prepared for future success	79% (21)	70% (T20)	82% (T22)	83% (18)	93% (17)	80% (11)
The curriculum is engaging and challenging	79% (22)	61% (T24)	82% (T22)	85% (T15)	78% (26)	77% (T13)
When I have a concern or problem, it is taken seriously	78% (23)	74% (T16)	94% (T13)	65% (T24)	100% (T1)	70% (17)
Students generally respect other students and their belongings	76% (24)	61% (T24)	74% (T26)	89% (11)	100% (T1)	77% (T13)
Bullying is not tolerated	72% (25)	80% (T12)	76% (T24)	79% (T21)	89% (T18)	74% (15)
Students are generally well-behaved	72% (26)	41% (28)	74% (T26)	79% (T21)	85% (T23)	73% (16)
I believe the employee evaluation system in this district is fair and effective.	62% (27)	48% (26)	85% (21)	41% (28)	67% (28)	n/a
The discipline policies are fair to all students	59% (28)	46% (27)	74% (T26)	68% (23)	89% (T18)	60% (18)

Statement	Combined SA/A - 2015	Lee Expressive Arts Elem (n=21)	Midway Heights Elem (n=24)	Mill Creek Elem (n=39)	New Haven Elem (n=27)	4-point weighted scale points/2014
We have good teachers in our district	94% (T1)	95% (T4)	95% (T7)	93% (T14)	100% (T1)	94% (1)
I believe I can positively impact student performance.	94% (T1)	95% (T4)	100% (T1)	93% (T14)	100% (T1)	n/a
Teachers have students' best interests at heart	93% (3)	100% (T1)	91% (T9)	97% (T8)	100% (T1)	83% (10)
I feel welcome at school or in my department	92% (T4)	95% (T4)	82% (T17)	100% (T1)	100% (T1)	93% (2)
I feel safe at school or in my department	92% (T4)	95% (T4)	100% (T1)	97% (T8)	100% (T1)	92% (T3)
Students feel welcome at school	92% (T4)	100% (T1)	100% (T1)	100% (T1)	100% (T1)	92% (T3)
Students are encouraged to do their best every day	92% (T4)	100% (T1)	100% (T1)	100% (T1)	100% (T1)	91% (5)
Teachers treat students with respect	91% (8)	90% (T11)	91% (T9)	97% (T8)	96% (T13)	90% (6)
I have at least one person at work that I consider to be a good friend.	88% (9)	95% (T4)	76% (24)	90% (T20)	96% (T13)	n/a
Students feel safe at school	87% (T10)	90% (T11)	100% (T1)	100% (T1)	100% (T1)	88% (7)
Students know what is expected at school	87% (T10)	90% (T11)	100% (T1)	100% (T1)	96% (T13)	86% (8)
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	86% (T12)	80% (T19)	86% (T12)	97% (T8)	96% (T13)	n/a
I usually look forward to each working day	86% (T12)	75% (T23)	86% (T12)	100% (T1)	100% (T1)	n/a
My supervisor supports me.	86% (T12)	80% (T19)	68% (T27)	90% (T20)	96% (T13)	n/a
Every student has a chance to succeed	85% (T15)	95% (T4)	82% (T17)	90% (T20)	84% (24)	84% (9)
On the job, I am treated with dignity and respect.	85% (T15)	85% (T14)	77% (T21)	100% (T1)	100% (T1)	n/a
My supervisor values my contributions	83% (17)	84% (18)	68% (T27)	90% (T20)	100% (T1)	n/a
Students are able to get additional help when needed	81% (T18)	80% (T19)	82% (T17)	67% (28)	48% (28)	79% (12)
Generally speaking, I have the resources I need to do my job.	81% (T18)	75% (T23)	77% (T21)	93% (T14)	88% (T22)	n/a
I would recommend Columbia Public	80% (20)	80% (T19)	86% (T12)	93% (T14)	97% (12)	n/a

Schools to anyone looking for a job.						
Students who graduate from our district are prepared for future success	79% (T21)	75% (T23)	86% (T12)	93% (T14)	80% (26)	80% (11)
The curriculum is engaging and challenging	79% (T21)	85% (T14)	86% (T12)	73% (27)	83% (25)	77% (T13)
When I have a concern or problem, it is taken seriously	78% (23)	75% (T23)	77% (T21)	93% (T14)	96% (T13)	70% (17)
Students generally respect other students and their belongings	76% (24)	95% (T4)	95% (T7)	97% (T8)	96% (T13)	77% (T13)
Bullying is not tolerated	72% (T25)	85% (T14)	82% (T17)	83% (24)	92% (21)	74% (15)
Students are generally well-behaved	72% (T25)	85% (T14)	91% (T9)	97% (T8)	96% (T13)	73% (16)
I believe the employee evaluation system in this district is fair and effective.	62% (27)	65% (28)	73% (T25)	77% (26)	88% (T22)	n/a
The discipline policies are fair to all students	59% (28)	68% (27)	73% (T25)	80% (25)	60% (27)	60% (18)

Statement	Combined SA/A - 2015	Parkade Elem (n=32)	Paxton Keeley Elem (n=47)	Ridgeway Elem (n=19)	Rock Bridge Elem (n=41)	4-point weighted scale points/2014
We have good teachers in our district	94% (T1)	96% (T2)	93% (T9)	100% (T1)	100% (1)	94% (1)
I believe I can positively impact student performance.	94% (T1)	100% (1)	98% (T2)	94% (T11)	97% (T2)	n/a
Teachers have students' best interests at heart	93% (3)	96% (T2)	95% (T6)	88% (T17)	94% (T6)	83% (10)
I feel welcome at school or in my department	92% (T4)	96% (T2)	91% (T16)	81% (T22)	86% (14)	93% (2)
I feel safe at school or in my department	92% (T4)	93% (T9)	98% (T2)	100% (T1)	83% (T15)	92% (T3)
Students feel welcome at school	92% (T4)	96% (T2)	98% (T2)	94% (T11)	94% (T6)	92% (T3)
Students are encouraged to do their best every day	92% (T4)	96% (T2)	97% (5)	100% (T1)	94% (T6)	91% (5)
Teachers treat students with respect	91% (8)	93% (T9)	95% (T6)	88% (T17)	97% (T2)	90% (6)
I have at least one person at work that I consider to be a good friend.	88% (9)	79% (22)	91% (T16)	94% (T11)	92% (11)	n/a
Students feel safe at school	87% (T10)	89% (T16)	100% (1)	100% (T1)	94% (T6)	88% (7)
Students know what is expected at school	87% (T10)	93% (T9)	95% (T6)	100% (T1)	97% (T2)	86% (8)
My supervisor supports me.	86% (T12)	93% (T9)	93% (T9)	88% (T17)	81% (T19)	n/a
I usually look forward to each working day	86% (T12)	89% (T16)	88% (19)	100% (T1)	89% (T12)	n/a
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	86% (T12)	96% (T2)	93% (T9)	100% (T1)	97% (T2)	n/a
On the job, I am treated with dignity and respect.	85% (T15)	93% (T9)	86% (T20)	81% (T22)	83% (T15)	n/a
Every student has a chance to succeed	85% (T15)	96% (T2)	93% (T9)	94% (T11)	78% (T21)	84% (9)
My supervisor values my contributions	83% (17)	89% (T16)	86% (T20)	81% (T22)	78% (T21)	n/a
Generally speaking, I have the resources I need to do my job.	81% (T18)	81% (T20)	83% (23)	100% (T1)	89% (T12)	n/a
Students are able to get additional help when needed	81% (T18)	81% (T20)	70% (28)	100% (T1)	75% (T24)	79% (12)
I would recommend Columbia Public	80% (20)	93% (T9)	81% (24)	88% (T17)	94% (T6)	n/a

Schools to anyone looking for a job.						
Students who graduate from our district are prepared for future success	79% (T21)	85% (19)	93% (T9)	88% (T17)	83% (T15)	80% (11)
The curriculum is engaging and challenging	79% (T21)	67% (27)	93% (T9)	75% (T25)	75% (T24)	77% (T13)
When I have a concern or problem, it is taken seriously	78% (23)	93% (T9)	79% (25)	75% (T25)	78% (T21)	70% (17)
Students generally respect other students and their belongings	76% (24)	78% (23)	91% (T16)	94% (T11)	83% (T15)	77% (T13)
Bullying is not tolerated	72% (T25)	74% (T24)	84% (22)	94% (T11)	71% (26)	74% (15)
Students are generally well-behaved	72% (T25)	74% (T24)	93% (T9)	100% (T1)	81% (T19)	73% (16)
I believe the employee evaluation system in this district is fair and effective.	62% (27)	70% (26)	72% (27)	75% (T25)	61% (27)	n/a
The discipline policies are fair to all students	59% (28)	63% (28)	77% (26)	69% (28)	53% (28)	60% (18)

Statement	Combined SA/A - 2015	Russell Blvd Elem (n=28)	Shepard Blvd Elem (n=36)	Two Mile Prairie Elem (n=23)	West Blvd Elem (n=30)	4-point weighted scale points/2014
I believe I can positively impact student performance.	94% (T1)	96% (T2)	97% (T2)	100% (T1)	93% (T5)	n/a
We have good teachers in our district	94% (T1)	92% (T7)	97% (T2)	94% (T11)	79% (T16)	94% (1)
Teachers have students' best interests at heart	93% (3)	96% (T2)	91% (T7)	100% (T1)	96% (T3)	83% (10)
I feel welcome at school or in my department	92% (T4)	92% (T7)	91% (T7)	100% (T1)	90% (7)	93% (2)
I feel safe at school or in my department	92% (T4)	92% (T7)	94% (T5)	100% (T1)	83% (T11)	92% (T3)
Students feel welcome at school	92% (T4)	100% (1)	97% (T2)	100% (T1)	96% (T3)	92% (T3)
Students are encouraged to do their best every day	92% (T4)	92% (T7)	100% (1)	94% (T11)	100% (T1)	91% (5)
Teachers treat students with respect	91% (8)	88% (T15)	94% (T5)	94% (T11)	100% (T1)	90% (6)
I have at least one person at work that I consider to be a good friend.	88% (9)	96% (T2)	91% (T7)	89% (T20)	79% (T16)	n/a
Students feel safe at school	87% (T10)	92% (T7)	88% (T12)	100% (T1)	93% (T5)	88% (7)
Students know what is expected at school	87% (T10)	96% (T2)	91% (T7)	94% (T11)	86% (T8)	86% (8)
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	86% (T12)	92% (T7)	88% (T12)	94% (T11)	79% (T16)	n/a
I usually look forward to each working day	86% (T12)	76% (T23)	91% (T7)	89% (T20)	79% (16)	n/a
My supervisor supports me.	86% (T12)	92% (T7)	78% (T21)	94% (T11)	83% (T11)	n/a
On the job, I am treated with dignity and respect.	85% (T15)	88% (T15)	71% (25)	100% (T1)	79% (T16)	n/a
Every student has a chance to succeed	85% (T15)	76% (T23)	88% (T12)	100% (T1)	86% (T8)	84% (9)
My supervisor values my contributions	83% (17)	92% (T7)	78% (T21)	94% (T11)	86% (T8)	n/a
Generally speaking, I have the resources I need to do my job.	81% (T18)	80% (22)	84% (T15)	94% (T11)	79% (16)	n/a
Students are able to get additional help when needed	81% (T18)	76% (T23)	81% (T19)	78% (T25)	82% (T14)	79% (12)
I would recommend Columbia Public	80% (20)	84% (T18)	72% (T23)	100% (T1)	83% (T11)	n/a

Schools to anyone looking for a job.						
Students who graduate from our district are prepared for future success	79% (T21)	84% (T18)	84% (T15)	94% (T11)	82% (T14)	80% (11)
The curriculum is engaging and challenging	79% (T21)	76% (T23)	84% (T15)	78% (T25)	71% (T24)	77% (T13)
When I have a concern or problem, it is taken seriously	78% (23)	96% (T2)	72% (T23)	100% (T1)	76% (22)	70% (17)
Students generally respect other students and their belongings	76% (24)	83% (T20)	81% (T19)	89% (T20)	71% (T24)	77% (T13)
Bullying is not tolerated	72% (T25)	76% (T23)	84% (T15)	89% (T20)	75% (23)	74% (15)
Students are generally well-behaved	72% (T25)	83% (T20)	59% (27)	78% (T25)	68% (26)	73% (16)
I believe the employee evaluation system in this district is fair and effective.	62% (27)	88% (T15)	66% (26)	83% (24)	66% (27)	n/a
The discipline policies are fair to all students	59% (28)	56% (28)	50% (28)	72% (28)	64% (28)	60% (18)

Results from the survey of 8th- and 11th-grade students

Number of responses – 1,810 (increase of 45 from the 2014 study)

1. First of all, please choose your school from the list below.

School	Number/2015	Number/2014
Smithton Middle School	242	240
Lange Middle School	180	217
Battle High School	144	202
Gentry Middle School	262	194
Jefferson Middle School	161	188
Rock Bridge High School	269	184
Hickman High School	197	176
West Middle School	182	170
Oakland Middle School	167	167
Douglass High School	6	24
Did not answer*	0	3

**An answer was required in 2015 for the respondent to be able to continue*

2. Are you in Eighth grade or 11th grade?

School	Number/2015	Number/2014
Eighth grade	1198	1,137
11th grade	612	587
Did not answer*	0	41

**An answer was required in 2015 for the respondent to be able to continue*

Topic: Agreement or disagreement with climate statements

3. Below are some thing that other students have said about school. For each one, please say whether you “Strongly agree, “Agree,” “Neither agree nor disagree,” “Disagree” or “Strongly disagree,” based on what you think about school. *Statements are shown in rank order by the combined “Strongly agree/Agree” percentage. Not all students answered all the questions and 128 skipped the entire section.*

Statement	Combined SA/A -- 2015	Strongly agree/2015	Agree/ 2015	Neither agree nor disagree/ 2015	Disagree/ 2105	Strongly disagree/ 2015	Don't know/2015	Combined SA/A -- 2014
I know what is expected of me at this school	86% (1)	40%	46%	8%	2%	2%	2%	86% (1)
Everyone has a chance to succeed at my school	78% (2T)	37%	41%	12%	4%	3%	2%	78% (2)
I believe my teachers know the subjects they are teaching	78% (2T)	34%	44%	14%	3%	2%	2%	77% (3)
I'm confident that I will leave this school with a good education	76% (4T)	32%	44%	14%	3%	3%	4%	76% (4)
My teachers treat me with respect	76% (4T)	29%	47%	14%	4%	3%	2%	75% (5)
I think my teachers are good teachers	72% (6)	27%	45%	19%	4%	3%	2%	72% (6)
I feel like I fit in well at my school	69% (7)	24%	45%	15%	7%	6%	3%	67% (7T)
I feel safe at my school	68% (8)	23%	45%	18%	6%	5%	3%	67% (7T)
I believe my teachers have my best interests at heart	63%(9)	21%	42%	21%	7%	5%	4%	63% (9)
Bullying is not tolerated at this school	60% (10)	25%	35%	19%	10%	6%	4%	58% (10T)
When I have a concern or problem, it is taken seriously by my teachers	59% (11)	18%	41%	22%	8%	6%	5%	56% (13T)
I feel like I can ask my teacher for help with anything	58% (12)	19%	39%	24%	11%	5%	2%	57% (12)
I think that students in my school are encouraged to do their best every day	57% (13)	16%	41%	25%	9%	6%	3%	58% (10T)
The school's discipline policies are fair	56% (14)	18%	38%	21%	10%	8%	4%	56% (13T)
The curriculum in this school is engaging	47% (15)	9%	38%	31%	10%	6%	6%	45% (15)
The curriculum in this school is challenging	46% (16)	11%	35%	29%	12%	7%	5%	43% (16)
The students in my classes are generally well-behaved	40% (17)	5%	35%	33%	17%	8%	2%	40% (17T)
The students in this school generally respect other students	38% (18)	5%	33%	30%	19%	10%	3%	40% (17T)
The students in this school generally respect other students' belongings	36% (19)	5%	31%	29%	22%	10%	3%	36% (19)



Topic: Extracurricular activities (new for 2015)

4. **Thinking now about all the extracurricular activities at your school – not just sports, but also clubs, societies, groups that form to support charities like the American Cancer Society, and other types of community service, for example -- would you say you are...***A total of 145 respondents skipped this question.*

School	Percentage
More involved than most of your fellow students	22%
Involved about the same amount as most of your fellow students	39%
Less involved than most of your fellow students	23%
Don't know	16%

5. **What are your favorite school-affiliated extracurricular activities?** *This question was made available to all 1,810 participants and 243 skipped it. The responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Don't know/Don't do any/None	233
Basketball	222
Track/cross country/running	189
Football	175
Sports	153
Jazz/marching band/orchestra	109
Volleyball	73
Choir/Glee/music	68
Science Olympiad/science clubs	62
Drama/plays/theater	60
Cheerleading	56
Art club/art studio	45
MAC Scholars	43
Soccer/soccer club	35
Fellowship of Christian Athletes (FCA)	31
Student government/student council	29
Chess club	26
Physical education	25
AVID/tutoring	22
Math Counts/club	22
Key Club	22
FCCLA (real cooking, sewing circle)	21

TOP club	21
Other (see below)	19
All clubs/clubs in general	18
Book/reading club	18
Swimming/diving	18
Video game/gaming club	17
RBRO	16
Baseball	15
Dance team/club	15
Yearbook	15
GSA	14
Tennis	14
Zombie Defense League	14
Anime club	12
PTSA	12
Builders club	11
Foreign language clubs	11
Leopard Lit club	11
Computers/technology club	10
DECA	10
Young Republicans	10
FFA/FBLA	9
Quiz/ethics bowl	9
Robotics	9
Softball	9
Young Democrats	8
Young Life	8
Academy of Rock	7
ACE	7
English/language arts	7
Golf	7
Teen outreach	7
Volunteer Corps	7
Wrestling	7
HOSA	6
Lacrosse club	6
Model UN	6
Crossfit/weightlifting	5
Dumbledore's Army	5
Guitar club	5
HOPE club	5
MU Alpha Theta	5
Rock Bridge Reaches Out	5
Bowling	4
BLARM	4

CASA	4
Fandom club	4
Hickman Honors Society/Review	4
Industrial Tech	4
Ultimate Frisbee	4
U Matter	4
Bru Crew	3
Bruins United	3
Go club	3
Guided Studies	3
Heifer International	3
Speech and debate	3
Amnesty International	2
Cube club	2
Fencing	2
Film club	2
Gay-Straight Alliance	2
JCL	2
Knitting club	2
Ladies PASS	2
Relay for Life	2
Socializing club	2
Spin club	2
Walking club	2

Verbatim “other” comments

Mrs. Collman’s class.

I don’t have one. I would like to be in PTAs, but I missed the date to go and I don’t know the PTAs teacher here at Lange middle school.

I’m new, but I think this school is very good; there really organized and their taken seriously but math and my other cores.

I hate the school cheer coach!!

Bungee jumping.

The automotive course at the career center.

Psychology, creative writing, Spanish.



The clubs here are great. They give me a chance to wind down and talk to my peers after a stressful day here at school.

I used to like cheer, but then I had to quit, because the coaches treated me and my squad terribly. They yelled and punished us for no reason. It was bad.

Volleyball, Rainbow House club.

ICO Clubs – International Cultural Organization – because there are many people similar as me, which they are all from other countries.

Involved in forensics.

Gardening club.

Hickman d.a.

D20 Club.

I like to go and support our sports teams when they have a game.

I would love to take chess club but I might be bullied by it.

I am a part of Oakland's competitive Winter Guard.

My favorite school-affiliated extracurricular activities are the Industrial Technology club that Dr. K teaches and the Lego Club that Dr. K teaches.

6. **Why do you not get involved in extracurricular activities as much as your fellow students? What would make you want to be more involved – in other words, what is holding you back right now?** *This question was made available to all 1,810 participants and 243 skipped it. The responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Not enough time/other commitments (e.g., job, non-school sport)	410
Too much homework/focused on keeping grades up	229
Don't know/Nothing/No reason	221
Don't like any of the activities offered/not enough choices	208
I am very involved	163

Just not interested/don't want to be involved	124
Want to just focus on one or two activities	113
Don't know enough people/friends aren't involved	54
Other (see below)	37
Don't want to spend any extra time at school	36
Afraid to try out/not be good at it	28
Not enough information available about each activity	28
No ride home/lack of transportation	20
Don't like the coach/teacher in charge	15
No soccer team offered	13
Didn't get/couldn't afford the physical	8
New to the district/school	8
Cost/fees too high	7
Injury/health issues	7
Parents won't let me	7
Wish there was a video game/technology club	5
No lacrosse team/not sanctioned	4

Verbatim “other” comments

They don't appreciate my opinion and what I have to say and everyone makes me usually nervous, because they treat me differently. I just think that they don't want me there, so I kept it like that.

Ask the teacher.

Baseball. There needs to be all sports at the schools.

I wanted to be in PTSA, but I missed the due date and I don't know the PTSA teacher.

Maybe playing trips and stuff for school.

Because I can't do anything.

They don't have any after-school band classes.

I want to do track, but the season hasn't started yet.



There aren't enough places for me left.

Feeling as though it's too late to join a club or can't make all the meetings.

I don't really like how some people act, so I would rather not be in the same team or group as people that act like they're better than everyone else.

I don't want the other students to judge me for what activities I do.

I'm not very athletic and it's me to blame. I don't encourage myself and I don't like running. Maybe, in the future, I might join a club or something.

Maybe, more things available like a concession stand and like a type of theme or something.

If I wasn't disabled.

My differences and being bullied.

Because I am not good at some of the sports that are acceptable at my school.

I would like to start my own club and I plan to, but my friend and I still require a sponsor that could hold the club one to two times a week.

STRESS.

To get better and meet new people.

The rule that we have to behave in class is too hard for me to follow.

I am a rather private person and am not a team player. I think that more students should be allowed to do volunteer work, in the office or the library, for example. Just as some lower security correctional facilities encourage their inmates to work, we should strongly encourage our students to work, because they go there and sometimes provide a new outlook or concept that can better the operation of the facility.

Students in Rock Bridge join extracurricular activities just for the "title" and just to fill up their resumes. They are not genuinely interested in joining.

Being able to do more influential things with these groups.

Trying new things. I would like to join DECA, so I will try next year.



Doing more for the community would make me more involved.

I would like for reading club to be more often.

A fence under lock and key?

Get more help from teachers.

I don't feel safe.

Most are more education based than sport based.

Not being good at the activity.

Nothing can hold me back other than the government and racist cops and people.

Because some haven't started.

Because I don't want to go to practice.

Something that is holding me back is that they don't put in a lot of support in the sports with less people in it. They put more money and things in the sports that have more people, because they think that the ones with less people aren't as important because they don't have to worry about as many people.

To stay away from trouble.



Topic: Final opportunity to comment (new for 2015)

The survey closed with a question offering one final opportunity to share thoughts, and 683 respondents chose to do so.

Response	Number
Great/fun schools	126
Better discipline/behavior/respect	69
Better teachers/teaching methods	59
Great teachers/staff/administration	56
Other (see below)	56
Bullying/harassment issues	41
Don't know/Nothing	40
More time/fewer rules/better food for lunch program	39
Need to challenge students/offer more honors programs	27
Too strict/unequal discipline across the district	25
Don't like this school	24
Too much homework/overwhelming coursework	24
Better facilities/HVAC management	21
Better computers/Wi-Fi/access to iPad apps	20
Offer more sports/sports options – all schools	18
Great students/friends	12
More one-on-one help/support	11
Better coaches	10
Dress code too strict	10
Like the Freedom with Responsibility method/more freedom	10
Don't like Spanish class/not learning anything	8
Better college/career prep	8
Change school start/end times	7
Better security/safety	3
Take mental health issues seriously	3
Better communication/use of website	2
Great coaches	2
Hickman needs AUT	2
More support arts/academics vs. athletics	2

Verbatim “other” comments

I want to be home-schooled.

I do participate. I just didn't name all of them.



I want to have a writing club.

Advisory is useless.

Play 80s rock on the speakers.

May I ask that for all C.P.S could have a party with every grade and teacher together to have fun? At the last week of school.

There needs to be a picture for FFA in the clubs section of the yearbook.

I have problems with very few people, but if I do it is in an extracurricular not a class, and it's because of how their parents put them on a pedestal to be honest. Also it's always really cold.

WHY IS CPS SO LIBERAL?? Y'all need Jesus. And why doesn't CPS say the pledge of allegiance every day? The teachers at Hickman are not encouraging and they don't help you when you come in every day.

I love all the clubs here, but I don't know anybody that much to do anything, so I stay to myself or I hang out with my friends.

I feel like too many people blame the school and the school system for their problems and failures, when the fault is on the students' lack of willingness to put in effort.

My friends and other people have told me their complaints about AVID and want to get out, but the teachers won't let them and the teacher always has an attitude with the students and always has something negative to say about them. It's starting to irritate me.

I don't feel as smart as most of the kids in this school. I feel a bit slower or dumber.

Don't play any sports for Smithton.

I hope to never hear about fixed or growth mindset again, as it was very discouraging and little was done by anyone to reassure me of my chances as a successful student afterwards.

Political views concerning teachers should be much less obvious in the classroom at Rockbridge.

We need to have another place for kids that don't go to class and pull everyone else down. They just take up room and the attention/energy of teachers, which should be on the students that want to be here. Because of such students, everyone else has restrictions that they don't need.

Rockbridge is no longer a good school; it's a trash school now and that makes me very sad, because I was really excited to go here when I was a kid. This is also not a race situation; it is equally whites and blacks who are causing problems. It is also both girls and boys. This isn't as



small as many people think. This is a serious problem that has poisoned the school and clubs, like student coalition who were formed to try to change stuff like this are too scared to talk about this. Rock bridge is supposed to be full of hardworking, good kids that want to go somewhere in life; it used to be like that, but now it's not, because no one will make a move to deal with a problem that will only grow. I hope you read this all the way through and didn't skip over it cause you didn't like the sound of it. Ask your students real questions about real problems going on in their school and see what the outcome is. We're here to learn not to screw around and that's being compromised. Please help before this gets to be too much for you to handle.

Outside put new basketball stand.

I think we should have more charities and more things for non-sporty people.

I wish that the papers put in the office were on the website or something like that, instead of thinking everybody goes there. Also, I wish I could have RTI. And some of the teachers need to be stricter with children who disrupt class. In Spanish, my entire class is disrupted by those who don't listen. She sends them to the safe seat and everything, but it doesn't help. I wish there was more she would do.

Why is there no more chess club?

PE should be on every day.

Cross country should get better funding, maybe some of football's funding.

I think it isn't fair that I was not able to join basketball, because I didn't have my physical. When some of us don't have medical insurance/enough money to get one, I think they need to understand that this happens and kids still want to join sports, even if they do not have enough money.

Make girls lacrosse a school sport, so more girls can become involved and meet new people and stay active.

Nobody is probably gonna read this, but the sweeping system at Battle is ridiculous.

Racial issues are a HUGE problem between teachers and students.

We have too many students. I suggest kicking them into the streets. Thanks for your consideration.

I hate sweeps.



They need to get rid of teaching evolution because it is just a theory. They can teach science without teaching evolution.

There is a lot that's needs to be improved on.

It's ok, but it needs a lot of improving. In my opinion, the PE class for girls is far from exceptional, and it needs A LOT more effort into letting us have fun and getting exercise.

I like that we do fun things, like ACE, where we can have pizza parties and trips.

This school should give all its students As.

Longer passing times, more electronic freedom and injuries taken more seriously.

GREAT FOOTBALL PROGRAM.

I think we should go to whatever teacher we want in the mornings and just hang out there.

I don't like how we can't bring our backpacks with us, and we have to carry around binders that break.

Advisory should give everyone food or candy every Monday, because Mondays are the worst.

German was cancelled when it was promised and that makes me very mad.

We need to crack down on the people with drugs, they're too young. Also people should watch out for any type of guns.

There should be a girls softball team. Thank you.

Middle school should offer more community service opportunities. Also, middle schools should offer and encourage more contests, local events, etc.

No advisory, but have a study hall time.

I like how they have Mac Scholars. It helps us later on in life and I do want to use the stuff I was taught at Mac Scholars later on in life.

The "popular people" judge all of us and I'm not popular or from Missouri, so I am judged how I talk, because I can't say certain words correctly.

There should be a bigger reward for straight As. Like I get straight As and it isn't even a big deal. That is wrong; we need rewards.



Racism sort of exists, and it's pretty obvious that the colored kids are regulated a lot more than white boys.

The late bell system is dumb. Discipline needs to be more serious.

Volunteering should be added.

There is a major drug problem at my school I don't think the adults are aware of. Like I walk in on probably three drug deals a day. And trust me those students make lots of money, trust me.

We need to lift weights during football practice.

Can't wait till high school.

I would like to say that you need to change advisory into a place we can study and do homework or have it be a place for free time.

I think that the buddy room and safe seat thing is for elementary. And that really we don't need it for middle school.

I would like to have a geometry teacher at our school instead of having to be bused over to Lange.

Results from the survey of 3rd- and 5th-grade students

Number of responses – 2,471 (increase of 34 from the 2014 study)

1. First of all, please choose your school from the list below.

School	Number/2015	Number/2014
Mill Creek Elementary	213	235
Rock Bridge Elementary	224	200
Shepard Boulevard Elementary	177	188
Alpha Hart Lewis Elementary	158	186
Fairview Elementary	163	185
Derby Ridge Elementary	170	164
Paxton Keeley Elementary	164	147
Parkade Elementary	114	135
Two Mile Prairie Elementary	76	118
West Boulevard Elementary	92	113
New Haven Elementary	92	113
Midway Heights Elementary	92	107
Benton STEM Elementary	69	89
Lee Elementary	67	86
Grant Elementary	106	84
Ridgeway Elementary	72	76
Russell Boulevard Elementary	126	75
Blue Ridge Elementary	144	57
Cedar Ridge Elementary	45	44
Eliot Battle Elementary	107	n/a
Did not answer*	0	35

**An answer was required in 2015 for the respondent to be able to continue*

2. Are you in third grade or fifth grade?

School	Number/2015	Number/2014
Fifth grade	1158	958
Third grade	1313	843
Did not answer*	0	636

**An answer was required in 2015 for the respondent to be able to continue*

Topic: Agreement or disagreement with climate statements

3-5 Below are some things that other students have said about school. For each one, please say what you think by choosing either “Yes,” “Sometimes” or “No.” Statements were actually divided into three groups, to spread them out visually for the students. They are shown here all together, in rank order by the percentage of “Yes” answers. Not all students answered all the questions. These statements were actually broken up into three groups, to make it visually less imposing for the students.

Statement	Yes/2015	Sometimes/2015	No/2015	Yes/2014
I think that my teachers are good teachers	88% (1)	11%	1%	87% (1)
Teachers in my school really care about me	86% (2)	12%	2%	86% (2T)
I know what is expected of me at my school	85% (3)	13%	2%	81% (4T)
My teachers treat me with respect	84% (4)	14%	2%	86% (2T)
Everyone has a chance to succeed at my school	79% (5T)	18%	3%	81% (4T)
If I am having trouble learning something, my teacher helps me understand	79% (5T)	19%	3%	80% (7)
I feel safe at my school	78% (7)	18%	4%	81% (4T)
Most of the time, I have to work hard on my school work	77% (8)	19%	4%	74% (8T)
When I have a concern or problem, it is taken seriously by my teachers	73% (9)	22%	5%	73% (10)
I feel I fit in well at my school	71% (10)	21%	8%	74% (8T)
Bullying is NOT tolerated at my school	69% (11T)	19%	12%	72% (11)
The school's discipline rules are fair	69% (11T)	25%	7%	70% (12)
I think that students in my school are encouraged to do their best every day	60%(13)	35%	5%	63% (13)
I can ask my teacher for help with anything	55% (14)	34%	11%	60% (15)
I get extra help from my teacher with school work that is hard for me	53% (15)	36%	11%	61% (14)
The students in my school respect other students' belongings	48% (16)	45%	7%	50% (17)
Most of the time, my school work is interesting	47% (17)	45%	8%	52% (16)
The students in my classes are generally well-behaved	35% (18)	57%	7%	34% (19)
The students in my school respect other students	31% (19)	65%	4%	36% (18)



Topic: Final opportunity to comment (new for 2015)

The survey closed with a question offering one final opportunity to share thoughts, and 1,104 respondents chose to do so.

If you have anything else you'd like to say about your school, please write it here. If not, you can just leave this blank. Thank you!

Response	Number
Great/fun schools	557
Great teachers/staff/administration	152
Lunch – more time/fewer rules/more and better choices	97
Bullying/safety issues	85
Better discipline/behavior/respect	81
Fewer restrictions for/more recess time	67
Great students/friends	50
Should focus on/focus is on anti-bullying/respect for each other	41
Other (see below)	33
Some staff/teachers mean/not helpful	29
Don't like school/too hard	27
Better facilities/equipment/maintenance	22
Feel safe at school	22
Need more challenging/harder classes (e.g., math)	17
Better explanation of/less homework	16
Better computers/resources/access to iPad apps	15
Don't know/Nothing	11
More field trips/sports/activities	8
Like the food/lunch	7
Don't like strong choice/weak choice system	3
Like our school mascot	3
More bathroom breaks	3



Verbatim “other” comments

Some people at my school are really loud and sometimes, do not listen to directions the first time they are given.

School is my life. I want to finish school go to college and have a job.

No friends.

This is one of the biggest schools I’ve went to.

I miss my old teachers. They were fun.

I wish we had a vending machine.

This school is close to my house, so anything happens at my school I can just run to my house and be safe until it’s over. If not, I can just stay home, so I can be safe.

My school will celebrate when it is time to celebrate and that is when are classes are doing good but most of the time we celebrate in Fridays, because the weekend is coming up.

I like that our school plays Four Square every day!

I think that we should get to keep are shoes off for the whole day. And we should get to get snacks whenever we want.

I think that Grant should have a suggestion box and that they should let you tell a teacher that someone is bullying you at the last second of recess, because it happens but the teachers don’t listen at the last minute/second of recess and also I think that bullies should have a severe punishment for bullying.

When I tell my teacher that I want to talk to the principal she says I have to talk to her first, but I don’t want to.

Last year, someone stole things out of my classroom.

Why did we change the pumpkin patch into a mustang manner celebration?

I would like to have smaller classes, because I feel that I learn better in smaller classes and I would like to have longer lunch and recess.

I am lonely.



1. We need more time to understand the things we are learning and not be pushed too quickly to learn or need to wait for the rest of the class to learn, so really each person needs to be in a class for how quick they learn not what they know, and should be learning the things in till they get it. 2. The teachers need to help us more with what we are learning till we get it. 3. I think we should be able to take time off like grownups can at work. 4. I think we should have three days off to help people calm down at school. 5. I think you should move up a grade, when you understand everything, not when school is over. 6. I think we should not need to do things at home for school and only do things at home for school, when we want to not be pushed to do things for school instead of relaxing. 7. We should have more time to make friends than learn math and stuff. 8. I think we should have free time when we want, so kids can relax their brains. 9. I think we should walk around the school freely and go to class when the bell rings like high school. 10. I think our teachers need to work more one on one with their students. 11. School should be more free to roam. 12. I think the cooks should do better at giving good food and take more time on making good food. 13. I think we should in the beginning of the year say what you are good at and learn the things you're not good at. 14. The teachers should teach kids the easy way, so they can understand faster. 15. I hate everything about school the food, the way we are treated, the time we get to relax, everything is bad.

I think, just in case there is an intruder, there should be emergency doors.

We should get a bell so when the class is loud the teacher can ring the bell, instead of yelling, because some students don't like yelling, because it's just harsh.

My school has the best library.

I think that students should only wear two-finger-wide tank tops.

I wish I could see people in the other classes more.

I feel like sometimes no one cares about me.

I think that school should be a place where students enjoy school, a place where you can be understood.

I like how the work is challenging.

I think there should be a celebration for everything special for the whole school to attend.

THE FUNDRAISERS.

It's just not a Muslim-friendly environment. For one, I miss my only holiday for school and yet we learn about Hanukkah, but I can only bring up rid and everyone says what and I don't think



bullying is being held as a serious thing and also parents aren't involved enough and on top of that parents aren't home to help their children.

I have a chance to do my work, if not finished on time.

THE NEW HAVEN STARS DO ASEMBLEYS ON FRIDAYS AND DANCE TO STUFF LIKE "WATCH ME WHIP, WATCH ME NAE NAE!"

I wish the cutoff date was later than the 17th.

I think that the MAP test should have an option to take on the computer or paper.

I love that fifth grade is able to do husky jobs.