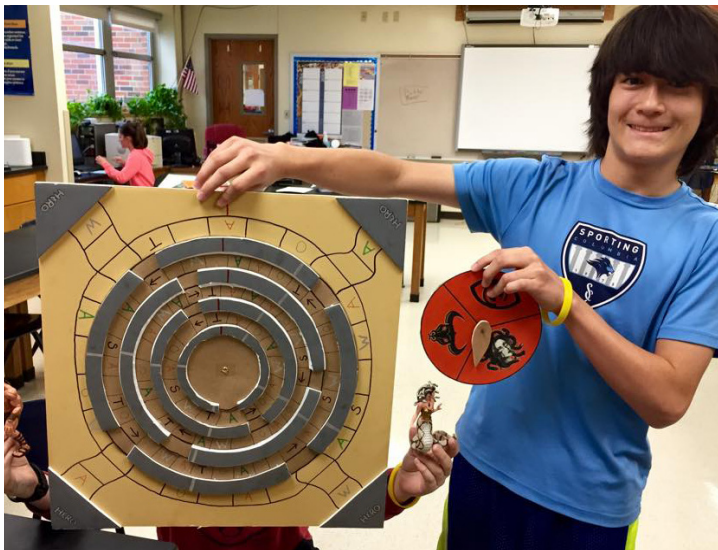


Columbia Public Schools

2016 Online Research of Parents, Staff, Eighth-, Eleventh- and Fifth-Grade Students Final Report



February 3, 2017

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Columbia Public Schools 2016 Online Research of Parents, Staff, 8th and 11th grade students, and 5th grade students Final Report – Introduction

In late December 2016 through the third week of January 2017, separate online surveys addressing a variety of climate and perception topics were made available to parents, staff, eighth- and 11th-grade students, and fifth-grade students in the Columbia Public Schools.

This is the third consecutive year that such surveys have been conducted and most of the questions were identical (or similar) to those on the previous two years' surveys.

The two major differences between the 2015 and 2016 surveys were as follows:

- The open-ended questions were limited to two follow-up questions regarding extracurricular activity participation (or lack of participation) for the eighth- and 11th-grade students only.
- The elementary school survey was limited to fifth-grade students this year, rather than being for third- and fifth-grade students, as had been the case in 2014 and 2015.

With the exception of the survey of fifth-grade students (where the response count was 107 higher than the fifth-grade participants from the 2015 study of third- and fifth-grade students), the surveys saw a decline in the number of respondents this year. Much of that can likely be attributed to the fact that the surveys opened before the school district's Winter Break, making it difficult to restart momentum for participation after the Break had concluded.

Nonetheless, the information that was gathered provides an outstanding view into the current opinions of these four important stakeholder groups, along with – in many cases – an opportunity to compare the survey results over a three-year period.

In reviewing this data, it is important to keep the following in mind:

First, in the cases where a weighted scale is applied, the point values are displayed to provide a clear picture of cases where certain answers were closely grouped, and where they were not. The available points in each of these circumstances are based on the number of participants. So, it is important *not* to compare point values from year to year, but rather to compare the rank order of these items being evaluated.

Second, participants in online surveys are “self-selected,” meaning those who take part make a conscious effort to do so – or, in the case of the students, they are instructed to do so. As such, the participants are not a true random sample, which is necessary for a statistically precise comparison of opinions. However, a good benchmark for separating differences that are notable from those that are not is a score difference of greater than 5%.

In this report, percentages within the individual school cross-tabulations that differ by more than 5% from the overall score for that statement or issue are highlighted. Those that are higher are in bold and in a larger typeface. Those that are lower are in italics, underlined and in a larger typeface.

Third, while noting these differences does provide a “picture” of the overall views within a group (like students in one particular school), it is also important to keep the actual score in mind. For example, a combined “Strongly favor/Favor” score of 80% remains very solid, even if the score on this item in the previous year’s survey was 86%.

Finally, when studying the cross-tabulations, pay close attention to the “n” number. This is the number of participants in the subgroup. Groups with a small number of participants are more prone to larger score changes, because of the more significant impact that just a handful of respondents having a different opinion can make on the “overall score”.

The report that follows is divided by audience: parents, eighth- and 11th-grade students, fifth-grade students, and staff. Within each section is brief commentary about the findings. The last section shows the results from different audiences on questions that cross over multiple surveys.

Columbia Public Schools 2016 Online Research

Parent Survey Results

Number of responses – 2,575 (decrease of 499 from the 2015 study)

Parent participation in the 2016 survey ranged from a low of four (CORE) and eight (Douglass High School) to three schools being well over 200 responses – Hickman High School, Rock Bridge High School and Gentry Middle School. The district’s newest elementary (Beulah Ralph) had a solid first year with the survey, with 133 participants.

Interestingly, the location of the respondents’ residences returned to the order from 2014, in terms of frequency. Those living west of Providence and south of Broadway were the most well-represented, with 1,178 respondents, down to 336 respondents who live east of Providence and south of Broadway.

The findings, by topic, are as follows:

Judging the quality of a school district

The order of importance among the 11 potential school district quality factors presented for consideration stayed essentially the same as it has for the past two years.

At the top of the list – by quite a margin – was “Quality teachers and staff.” This was followed by “Nurturing, supportive culture in the school building,” “Up-to-date curriculum,” “Up-to-date safety and security practices,” and “Small class sizes.” The other factors were judged to be notably lower in importance.

The top two have been rock solid in their spots for the three years of this survey, while the next three have seen some modest shifts – but have always remained in those three spots.

Importance of various skills in a student’s career

The biggest change in this year’s survey on this topic was the addition of “Reading skills” and the deletion of “Multicultural experiences in school” (which was in 12th place in 2014 and 2015) and “Being able to speak and read a language besides English” (which had been in 13th – meaning “last” – place in 2014 and 2015).

This change may make it appear that there was some upheaval, but the basic pattern was only modestly different.

“Communication skills” remained solidly in the top spot, followed by “Problem-solving skills” (which had been in third the previous two years – by only by a handful of points – behind “Critical-thinking skills”). “Reading skills” placed third this year, while “Critical-thinking skills” was fourth.

Agreement or disagreement with climate statements

The level of agreement with 17 different statements remained relatively static from 2015 to 2016.

Statements with a combined “Strongly agree/agree” percentage greater than 85% were:

- My student knows what is expected of him or her at school. – 91%
- My student feels welcome at school. – 90%
- The teachers treat my student with respect. – 89%
- I feel welcome at my child’s school. – 87%
- I think my student’s teachers are good teachers. – 87%

Only two statements saw a score change of more than 5% and both saw a decrease. Specifically:

- Students generally respect other students and their belongings. – 66%, down from 77% in 2015
- The discipline policies are fair to all students. – 54%, down from 61% in 2015

This theme of concerns about discipline and student behavior is also seen in the results for the other surveys later in this report.

Grading the district’s performance

A new question for 2016 asked respondents to “grade” the district for its overall performance “over the last five years or so.”

Thirty-two percent answered, “A,” while 43% said, “B.” Applying a 5-point weighted scale to the responses results in a solid 4.11, which is well above the equivalent of a “B.”

1. **To begin with, where does your child (or do your children) attend school in the Columbia Public Schools in the 2016-2017 school year?**

Location	Number/ 2016	Number/ 2015	Number/ 2014
CORE	4	14	3
Early Childhood Special Education	45	45	36
Alpha Hart Lewis Elementary	42	44	87
Benton STEM Elementary	29	57	48
Beulah Ralph Elementary	133	n/a	n/a
Blue Ridge Elementary	29	53	54
Cedar Ridge Elementary	37	41	42
Derby Ridge Elementary	36	57	50
Eliot Battle Elementary	57	58	n/a
Fairview Elementary	128	147	222
Field Center/Gifted School	42	n/a	n/a
Grant Elementary	81	121	150
Lee Expressive Arts Elementary	87	99	139
Midway Heights Elementary	56	62	92
Mill Creek Elementary	154	199	240
New Haven Elementary	36	56	54
Parkade Elementary	84	62	85
Paxton Keeley Elementary	127	170	230
Ridgeway Elementary	94	108	119
Rock Bridge Elementary	92	209	187
Russell Boulevard Elementary	105	146	176
Shepard Boulevard Elementary	101	104	152
Two Mile Prairie Elementary	43	44	101
West Boulevard Elementary	29	46	55
Gentry Middle School	221	307	269
Jefferson Middle School	142	126	156
Lange Middle School	83	111	120
Oakland Middle School	66	83	98
Smithton Middle School	130	178	193
West Middle School	137	205	213
Battle High School	186	222	339
Douglass High School	8	11	7
Hickman High School	293	369	449
Rock Bridge High School	270	456	514
Did not answer*	0	0	24

**An answer was required in 2015 and 2016 for the respondent to be able to continue.*

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

Location	Number/2016	Number/2015	Number/2014
West of Providence and south of Broadway	1,178	513	1,714
East of Providence and north of Broadway	553	671	800
West of Providence and north of Broadway	508	1503	647
East of Providence and south of Broadway	336	387	413
Did not answer*	0	0	161

**An answer was required in 2015 and 2016 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 385 respondents skipped this question.

Factor	Most important/ 2016	Second-most important/ 2016	Third-most important/ 2016	Fourth-most important/ 2016	4-point weighted scale points/2016	4-point weighted scale points/ 2015	4-point weighted scale points/ 2014
Quality teachers and staff	1,287	496	144	54	6,978 (1)	9,417 (1)	11,846 (1)
Nurturing, supportive culture in the school building	226	391	337	181	2,932 (2)	4,071 (2)	4,880 (2)
Up-to-date curriculum	138	308	316	214	2,322 (3)	2,755 (4)	3,365 (4)
Up-to-date safety and security practices	236	205	197	223	2,176 (4)	2,180 (5)	3,042 (5)
Small class sizes	105	278	283	236	2,056 (5)	2,758 (3)	3,526 (3)
Modern school facilities, including technology for student use	39	135	267	258	1,353 (6)	1,560 (6)	1,890 (6)
Effective management of financial resources, like tax money	54	90	136	188	946 (7)	1,216 (7)	1,512 (7)
Equivalent classes and programs from school to school	50	85	129	137	850 (8)	791 (9)	1,051 (9)
Visionary school district and building-level leadership	24	75	116	136	689 (9)	1,093 (8)	1,197 (8)
Large variety of extracurricular activities available	15	55	129	175	658 (10)	598 (10)	629 (10)
Active engagement between the school district and the community	11	35	70	114	403 (11)	470 (11)	559 (11)

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

4. 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 428 respondents skipped this question.*

Factor	Very important/ 2016	Somewhat important/ 2016	Not very important/ 2016	Not at all important/ 2016	Don't know/2016	4-point weighted scale points/ 2016	4-point weighted scale points/ 2015	4-point weighted scale points/ 2014
Communication skills	1,892	755	57	8	2	9,955 (1)	9,756 (1)	12,063 (1)
Problem-solving skills	1,938	166	11	3	7	8,275 (2)	9,361 (3)	11,381 (3)
Reading skills*	1,872	238	8	5	1	8,223 (3)	n/a	n/a
Critical-thinking skills	1,847	256	11	3	5	8,181(4)	9,474 (2)	11,545 (2)
Grit (perseverance to accomplish goals/work)	1,657	430	22	3	7	7,965 (5)	8,985 (4)	10,929 (4)
Initiative (see an issue and begin to think about how to solve it)	1,592	503	12	2	6	7,903 (6)	8,932 (5)	10,916 (5)
Flexibility and adaptability	1,471	605	26	5	4	7,756 (7)	8,699 (7)	10,580 (7)
Collaboration skills	1,304	750	45	8	7	7,564 (8)	8,450 (9)	10,192 (9)
Math skills	1,292	755	57	8	2	7,555 (9)	8,505 (8)	10,425 (8)
Ability to use technology	1,241	775	76	10	4	7,451 (10)	8,721 (6)	10,674 (6)
Leadership skills	1,008	971	119	4	7	7,187 (11)	8,120 (10)	9,906 (10)
Creativity	999	976	116	5	8	7,161 (12)	8,024 (11)	9,725 (11)

*"Reading skills" was added this year, while "Multicultural experiences in school" (was in 12th place in 2014 and 2015) and "Being able to speak and read a language besides English" (was in 13th place in 2014 and 2015) were removed.

Topic: Agreement or disagreement with climate statements

5. Please look at the statements below. Each has been said by other parents about their child's (or their children's) experiences 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. A total of 475 respondents skipped this question.

Statement	Strongly agree/2016	Agree/2016	Neither agree nor disagree/2016	Disagree/2016	Strongly disagree/2016	Don't know/2016	Combined SA/A – 2016	Combined SA/A – 2015	Combined SA/A – 2014
My student knows what is expected of him or her at school.	42%	49%	6%	2%	<1%	1%	91% (1)	92% (1)	92% (1)
My student feels welcome at school.	44%	46%	7%	2%	1%	1%	90% (2)	86% (4T)	89% (2)
The teachers treat my student with respect.	43%	46%	7%	2%	1%	1%	89% (3)	88% (2T)	88% (3T)
I feel welcome at my child's school.	45%	42%	9%	3%	1%	<1%	87% (4T)	86% (4T)	87% (5T)
I think my student's teachers are good teachers.	45%	42%	8%	2%	1%	1%	87% (4T)	88% (2T)	87% (5T)
Teachers have my student's best interests at heart.	41%	44%	11%	3%	1%	1%	85% (6)	83% (7T)	83% (8)
My child feels safe at school.	37%	48%	8%	4%	1%	1%	85% (7)	86% (4T)	88% (3T)
Students are encouraged to do their best every day.	35%	46%	12%	3%	1%	3%	81% (8)	83% (7T)	84% (7)
My student is able to get additional help, when needed.	33%	44%	13%	4%	1%	4%	77% (9)	75% (11)	75% (10T)
My student's school is meeting his or her individual needs.	29%	47%	12%	10%	2%	1%	76% (10)	77% (9T)	n/a
When I have a concern or problem, it is taken seriously.	30%	43%	14%	6%	3%	4%	73% (11T)	71% (14)	71% (13T)
Everyone has a chance to succeed at my student's school.	29%	44%	14%	5%	2%	6%	73% (11T)	74% (12)	76% (9)
The curriculum is engaging and challenging.	21%	51%	17%	8%	2%	1%	72% (13)	70% (15)	71% (13T)
Students are generally well-behaved.	16%	53%	17%	8%	3%	3%	69% (14)	73% (13)	73% (12)
Students generally respect other students and their belongings.	17%	49%	17%	10%	3%	4%	66% (15)	77% (9T)	75% (10T)
Bullying is not tolerated	24%	39%	18%	9%	3%	7%	63% (16)	63% (16)	62% (15)
The discipline policies are fair to all students.	20%	34%	20%	8%	5%	13%	54% (17)	61% (17)	59% (16)

Topic: Grading the district's performance (new for 2016)

6. **What overall grade would you give the Columbia Public Schools for its performance over the last five years or so?** *The district's "grade," using a 5-point weighted scale, is 4.11, or notably higher than a "B." A total of 480 respondents skipped this question.*

Response	Percentage
A	32%
B	43%
C	15%
D	3%
F	<1%
Don't know	7%

Topic: Demographics

A total of 483 respondents skipped the entire demographic section and, therefore, their survey concluded. As such, these percentages are of the 2,092 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 7.)

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

Response	Percentage/ 2016	Percentage/ 2015	Percentage/ 2014
Less than 2 years	8%	7%	7%
2 years to 5 years	11%	11%	12%
More than 5 years to 10 years	16%	18%	18%
More than 10 years to 15 years	19%	19%	19%
More than 15 years	35%	33%	32%
I've lived here all my life	11%	11%	11%
Prefer not to answer	<1%	1%	1%

8. In what age group are you?

Response	Percentage/ 2016	Percentage/ 2015	Percentage/ 2014
18 to 24	<1%	<1%	<1%
25 to 34	13%	14%	16%
35 to 44	48%	46%	48%
45 to 54	32%	33%	29%
55 to 64	5%	4%	5%
65 or older	1%	<1%	<1%
Prefer not to answer	1%	2%	2%

9. Are you...

Response	Percentage/ 2016	Percentage/ 2015	Percentage/ 2014
Female	73%	70%	73%
Male	24%	26%	25%
Prefer not to answer	3%	4%	3%

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

Response	Percentage/ 2016	Percentage/ 2015	Percentage/ 2014
Caucasian, or white	76%	78%	79%
Prefer not to answer	12%	11%	9%
Asian	6%	4%	5%
African-American, or black	4%	5%	5%
Hispanic or Latino	2%	2%	2%

Columbia Public Schools 2016 Online Research Eighth- and Eleventh-grade Survey Results Number of responses – 1,757 (decrease of 53 from the 2015 study)

Participation among student in the eighth- and 11th-grade was relatively flat in 2016, with a small – 53 participant – decrease from the 2015 study. Eighth-grade students continued to lead with way, with 1,040 participants, to 717 from those in the 11th grade.

From a school standpoint, the low counts were from Rock Bridge High School, with just 14, and from Oakland Middle School, with 40. Two schools topped 300 responses each: Battle High School (373) and Hickman High School (305).

The findings, by topic, are as follows:

Agreement or disagreement with climate statements

The combined “Strongly agree/Agree” percentages for the 20 climate statements presented to survey participants ranged from a high of 88% (“I know what is expected of me at this school.”) to a low of 35% (“The students in my classes are generally well-behaved.”).

Five other statements were at 79% or higher. Specifically:

- I believe my teachers know the subjects they are teaching. – 82%
- Everyone has a chance to succeed at my school. – 80%
- I’m confident that I will leave this school with a good education. – 80%
- My teachers treat me with respect. – 79%
- I think my teachers are good teachers. – 79%

In addition to the statement about student behavior, two other statements had results below 40%:

- The students in this school generally respect other students’ belongings. – 37%
- The students in this school generally respect other students. – 36%

In the cross-tabulation of results for the schools with a meaningful level of participation, Hickman High School was the most dramatically positive, with 16 of the 20 statements scoring more than 5% higher than the overall score for that statement.

On the other end of the spectrum, Battle High School had seven statements where the scores were more than 5% lower than the overall score, and Lange Middle School had seven. The other schools had some of both.

Involvement in extracurricular activities

A new question set this year for the eighth- and 11th-grade students dealt with the issue of extracurricular activities.

Overall, 64% of the survey respondents said that they were involved with school-based or school-affiliated extracurricular activities. The range of “Yes” answers went from a low of 56% (Smithton Middle School) to a high of 74% (Hickman High School).

Those who said that they did participate in such activities said they were fun, enjoyable, something they were interested in, and that they liked being around – or making new – friends.

Those who said they were *not* involved primarily pointed to a lack of time (or having other commitments) as the reasons for their non-participation, with not liking the options and not having enough options also mentioned frequently.

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

School	Number/ 2016	Number/ 2015	Number/ 2014
Smithton Middle School	137	242	240
Lange Middle School	186	180	217
Battle High School	373	144	202
Gentry Middle School	286	262	194
Jefferson Middle School	183	161	188
Rock Bridge High School	14	269	184
Hickman High School	305	197	176
West Middle School	231	182	170
Oakland Middle School	40	167	167
Douglass High School	0	6	24
Did not answer*	0	0	3

**An answer was required in 2015 and 2016 for the respondent to be able to continue.*

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

Response	Number/ 2016	Number/ 2015	Number/ 2014
Eighth grade	1,040	1,198	1,137
11th grade	717	612	587
Did not answer*	0	0	41

**An answer was required in 2015 and 2016 for the respondent to be able to continue.*

3. Below are some things 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 274 skipped the entire section.

Statement	Strongly agree/2016	Agree/2016	Neither agree nor disagree/2016	Disagree/2016	Strongly disagree/2016	Don't know/2016	Combined SA/A – 2016	Combined SA/A – 2015	Combined SA/A – 2014
I know what is expected of me at this school.	38%	50%	8%	1%	2%	2%	88% (1)	86% (1)	86% (1)
I believe my teachers know the subjects they are teaching.	37%	45%	12%	3%	2%	2%	82% (2)	78% (2T)	77% (3)
Everyone has a chance to succeed at my school.	34%	46%	11%	4%	3%	2%	80% (3T)	78% (2T)	78% (2)
I'm confident that I will leave this school with a good education.	30%	50%	12%	4%	2%	2%	80% (3T)	76% (4T)	76% (4)
My teachers treat me with respect.	31%	48%	13%	3%	3%	1%	79% (5T)	76% (4T)	75% (5)
I think my teachers are good teachers.	30%	49%	15%	3%	2%	1%	79% (5T)	72% (6)	72% (6)
I feel safe at my school.	22%	47%	19%	6%	4%	2%	69% (7)	68% (8)	67% (7T)
I believe my teachers have my best interests at heart.	22%	46%	22%	4%	3%	3%	68% (8)	63% (9)	63% (9)
I feel like I fit in well at my school.	21%	46%	19%	6%	5%	2%	67% (9)	69% (7)	67% (7T)
Generally speaking, the homework I am assigned helps reinforce what was taught in class.	17%	47%	20%	8%	5%	2%	64% (10)	n/a (new for 2016)	n/a (new for 2016)
I feel like I can ask my teacher for help with anything.	21%	42%	21%	8%	5%	2%	63% (11)	58% (12%)	57% (12)
Bullying is not tolerated at this school.	22%	39%	22%	9%	5%	3%	61% (12T)	60% (10)	58% (10T)
When I have a concern or problem, it is taken seriously by my teachers.	20%	41%	24%	7%	4%	3%	61% (12T)	59% (11)	56% (13T)
I think that students in my school are encouraged to do their best every day.	18%	40%	26%	9%	5%	2%	58% (14)	57% (13)	58% (10T)
The school's discipline policies are fair.	15%	42%	23%	10%	6%	4%	57% (15)	56% (14)	56% (13T)
The curriculum in this school is engaging.	12%	37%	32%	11%	5%	3%	49% (16)	47% (15)	45% (15)
The curriculum in this school is challenging.	11%	35%	34%	13%	4%	4%	46% (17)	46% (16)	43% (16)
The students in this school generally respect other students' belongings.	7%	30%	31%	20%	10%	4%	37% (18)	36% (19)	36% (19)
The students in this school generally respect other students.	6%	30%	34%	18%	10%	2%	36% (19)	38% (18)	40% (17T)
The students in my classes are generally well-behaved.	6%	29%	37%	17%	9%	2%	35% (20)	40% (17)	40% (17T)

Cross-tabulation: Combined “Strongly agree/Agree” percentage for eighth and 11th grade, and for schools with notable participation levels.

Statement	Combined SA/A – 2016	8th grade (n=1,040)	11th grade (n=717)	Gentry (n=286)	Jefferson (n=183)	Lange (n=186)	Smithton (n=137)	West (n=231)	Battle (n=373)	Hickman (n=305)
I know what is expected of me at this school.	88% (1)	88%	87%	86%	86%	90%	91%	90%	83%	90%
I believe my teachers know the subjects they are teaching.	82% (2)	83%	80%	80%	80%	87%	87%	84%	<u>76%</u>	84%
Everyone has a chance to succeed at my school.	80% (3T)	81%	79%	81%	81%	81%	77%	79%	77%	82%
I’m confident that I will leave this school with a good education.	80% (3T)	78%	81%	80%	80%	78%	76%	84%	75%	87%
My teachers treat me with respect.	79% (5T)	79%	80%	76%	78%	81%	81%	78%	74%	87%
I think my teachers are good teachers.	79% (5T)	78%	80%	76%	75%	83%	81%	77%	76%	86%
I feel safe at my school.	69% (7)	68%	70%	70%	69%	<u>62%</u>	66%	70%	<u>58%</u>	82%
I believe my teachers have my best interests at heart.	68% (8)	66%	70%	69%	<u>62%</u>	<u>62%</u>	64%	72%	64%	75%
I feel like I fit in well at my school.	67% (9)	67%	67%	63%	72%	66%	65%	72%	62%	73%
Generally speaking, the homework I am assigned helps reinforce what was taught in class.	64% (10)	64%	65%	65%	62%	<u>55%</u>	63%	73%	<u>58%</u>	74%
I feel like I can ask my teacher for help with anything.	63% (11)	61%	67%	58%	61%	64%	<u>57%</u>	67%	59%	75%
Bullying is not tolerated at this school.	61% (12T)	63%	58%	65%	69%	61%	56%	58%	<u>53%</u>	64%
When I have a concern or problem, it is taken seriously by my teachers.	61% (12T)	61%	62%	59%	68%	59%	<u>54%</u>	67%	<u>54%</u>	68%
I think that students in my school are encouraged to do their best every day.	58% (14)	55%	63%	<u>51%</u>	62%	<u>51%</u>	<u>52%</u>	58%	59%	66%
The school’s discipline policies are fair.	57% (15)	57%	56%	53%	63%	54%	58%	57%	<u>47%</u>	67%
The curriculum in this school is engaging.	49% (16)	44%	56%	46%	50%	<u>42%</u>	<u>35%</u>	<u>42%</u>	47%	66%
The curriculum in this school is challenging.	46% (17)	42%	52%	47%	44%	43%	42%	<u>32%</u>	46%	57%
The students in this school generally respect other students’ belongings.	37% (18)	34%	40%	44%	39%	<u>25%</u>	34%	<u>27%</u>	33%	48%
The students in this school generally respect other students.	36% (19)	33%	39%	43%	36%	<u>22%</u>	32%	<u>30%</u>	33%	46%
The students in my classes are generally well-behaved.	35% (20)	30%	44%	43%	<u>27%</u>	31%	<u>25%</u>	<u>21%</u>	33%	53%

- 4. Are you involved in school-based or school-affiliated extracurricular activities?** *A total of 290 respondents skipped this question. Numbers (with percentages in parenthesis) are shown below.*

Response	Total	Eighth- grade students	11th-grade students
Yes	937 (64%)	536 (61%)	401 (69%)
No	530 (36%)	348 (39%)	182 (31%)

Cross-tabulation: Percentages for schools with notable survey participation levels.

Response	Overall	Gentry (n=286)	Jefferson (n=183)	Lange (n=186)	Smithton (n=137)	West (n=231)	Battle (n=373)	Hickman (n=305)
Yes, I am involved in school-based/school-affiliated extracurricular activities	64%	58%	63%	62%	56%	64%	63%	74%
No, I am NOT involved in school-based/school-affiliated extracurricular activities	36%	42%	37%	38%	44%	36%	37%	26%

5. **Why are you involved in extracurricular activities?** *Asked only of the 937 respondents who answered question 4, “Yes.” Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages displayed below. After answering this question, these respondents were automatically skipped to the “Thank you” page.*

Eighth-grade students

Response	Number
Fun/interested in/enjoy	186
Be with/make new friends	87
Like sports/being active/fit	70
Other (see below)	36
Like basketball/basketball team	52
Try/learn new things	32
Like running/track/cross country	31
Get involved in/after school	26
Help with future/college	23
Band/music/orchestra	19
Because I want to be	19
Represent/play for the school/on a team	19
Like/play volleyball	16
Keeps me out of trouble/keep up grades	13
Like football	13
Enjoy drama/musicals/plays	7
Parents made me	7
AVID	6
Cheering/cheerleader	6
Enjoy academic clubs	6
Like Chess club	5
Be a part of a community/family	4
Choir	4
Don't know/N/A	4
Like Science Olympiad	3
Enjoy soccer	2
FCA	2
I'm the mascot	2
MAC Scholars is helpful	2
Math club/good at math	2

Verbatim “other” comments

I've been trying to work with the school to raise money by taking the logo and altering it to students' color needs.

Because they help me get through the year faster and better.

I wanted to make and get into a club that could bring joy to me and others.

Because it is my last year in public school and my last year at this school, I wanted to be a part of something important.

I am involved with dance club, because I run it and I like it!

Pep Band, Jazz Band, District Award Band, NEMO Band, District Jazz Band, Missouri Youth Orchestra, Boy Scouts of America.

Basketball and TNADO.

It gives you a chance to do other really fun things you enjoy, still inside of school. You also get a letter at the end of school.

I am in robotics club and science club. I am in those because I want to learn more about robotics and programming, because I am interested in it and that might be what I want to do when I grow up. I also like doing science experiments.

I wasn't offered some of these extracurricular activities at my old school.

Because I am a great kid.

I think that anyone can do well in school if they don't have a busy life, so I challenge myself by keeping myself active, so that I am prepared for the homework loads of high school.

I am involved with extracurricular activities, because I enjoy Spanish and Choir and they will help me understand the two topics a little better than I may have without the extracurricular activities. I also like to challenge myself, so I chose to do something I enjoy.

Because of A.C.E., so I can go to the baseball game.

They aren't like school because there isn't a ton of pressure, unless it is a sport. Sports teach us different things from what classes teach us, like how to work together and how to keep going. It is also an out-of-class opportunity to get to know classmates better.

Basketball, football, track and cyclone host.

TOP.

It's a good opportunity and helps me become smarter, gets me in better study habits and it is fun.

I am involved, because gaming club sounds fun.

I am involved, so I'm ready for ninth grade.

To learn about vocals and sing in concerts with other Glee members.

I have other things that take my time.

Because I wanna play basketball in high school and get a scholarship.

I find that I can be myself.

Because I don't necessarily like home as much as I do sports and other activities.

Because I like to join only in one club and that is the Gardening Club.

Because I enjoy the teacher and the things that we do in my activity.

I am involved in extracurricular activities, because I want to stay out of my house. It gets boring doing nothing at home. I also do sports to stay healthy. Plus, it's just fun.

Cause I need tutoring in algebra, because I'm not a very good at math.

I made my club that I go to.

I feel like the extracurricular activities I participate in help me deal with stress in a healthy way, and it's a great way to wind down after eight hours of worksheets and discussions, because I have a lot of energy that can't be used during the normal school hours.

Outdoor adventures club.

Band, Student Council.

Because I find people that make me feel comfortable, and people who are very intelligent. I enjoy intelligent people. When they use large words, it makes me feel focused and happy. I just want to soak up their knowledge in like a sponge.

MAC Scholars, Kinect club.

I am not really involved, but I join book club lunch.

Eleventh-grade students

Response	Number
Fun/interested in/enjoy	128
Good for college applications/resumes/scholarships	86
Be with/make new friends	71
Like to be involved/something to do	57
Like sports/being active/fit	27
Other (see below)	24
Band/marching band/orchestra	20
Try/learn new things	20
Enjoy drama/theater/musicals	12
Enjoy soccer/soccer team	12
Future/career prep	12
Like football/football team	11
Be a part of a community/family	9
Keeps me out of trouble/keep up grades	8
Like baseball/baseball team	8
Student Council	8
Don't know/No reason	7
Like running/track/cross country	7
NHS/NSHS	7

Represent/play for the school/on a team	7
Strengthen leadership/communication skills	7
Health Sciences/Biology club	6
Like basketball/basketball team	6
MAC Scholars is helpful	6
Music/choir	6
Speech/debate	5
Art club	4
Community involvement	4
Red Cross club	4
Cheering/cheerleader	3
Foreign language clubs	3
Key club	3
Like softball	3
Mu Alpha Theta	3
Parents made me	3
Swim team	3
Tennis	3
Wrestling	3
FBLA	2
Go club	2
GSA	2
Hope club	2
Lacrosse team	2
Like/play volleyball	2
Part-time job	2
Photography club	2

Verbatim “other” comments

It takes my mind off of other things like school, home and/or family-related problems.
It’s an escape and I enjoy it.

Broadcast, Rotary.

Bowling and fencing.

Baseball, Young Life, Boy Scouts.

Because I believe they give life skills and memories I’ll carry for the rest of my life.

Ping Pong club.

Generally I go to clubs that meet my interests, i.e., chess and League of Legends Club.

Volunteer, Hope club, anime club, reading club, bowling team, and track and field team.

Part-time job at University Hospital.

Because I'm not interested in school, but I am interested in what is promoted outside of it.

I feel like it's in my best interests to take advantage of the opportunities given to me. This is a point in my life where I can experience the freedom to do what I want, without many responsibilities, so it's best to get involved in something now.

Hickman cross country, Engineering Society and Red Cross club.

I want to improve myself, physically and mentally. To do this, I participate in service clubs that do good works for others, and I also participate in school sports programs.

I'm actually in TOP club, and I am in that club, specifically, because I want to be able to help others and my community.

Battle dance team.

Archery.

Golf.

FPS & archery.

I enjoy having things to take up time, rather than just sitting alone at home. Not becoming a hermit and actually interacting with other humans is rather important.

Skills USA.

Bowling.

Student Council, A+ Program.

Academy of Rock.

Because I enjoy doing other activities to take my mind off of how much emotional damage and stress I have, due to high school. Believe it or not, I don't devote my entire life to the soul sucking experience that is waking up every morning and worrying about my grades and whether or not the homework will be taken for a grade and how they will judge every little thing I do in my academic life. But, no, I love it.

6. **Why are you not involved in extracurricular activities?** *Asked only of the 530 respondents who answered question 4, “No.” Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages displayed below.*

Eighth-grade students

Response	Number
Not enough time/other commitments (e.g., job, non-school sport)	113
Don't like any of the activities offered/not enough choices	61
Just not interested/don't want to be involved	52
Too much homework/focused on keeping grades up	23
Don't want to spend any extra time at school	17
Don't know/N/A	16
Other (see below)	13
Parents won't let me	11
New to the school this year	10
My activity/sport is done for the year	9
Missed the deadline/tryouts	8
Plan to sign up for track	8
My activity/sport hasn't started yet	7
No ride home/lack of transportation	6
Not interested in playing sports	4
Afraid to try out/not be good at it	3
Want more time with my family	3
Don't like school	2
Need a soccer team	2
Need a softball team	2

Verbatim “other” comments

Who wants to stay after school for math club? Maybe, it's just because I'm a lazy piece of trash. I would rather go home and take a nap and eat food.

Because I can't afford to.

Don't feel like it. I would rather play with my friends, since I get good grades.

I'm very good at learning; it's that I'm slow at processing at high-based stuff.

I'm too fat to walk the extra meter into the classroom, so I just go home and cry myself to sleep.

No lacrosse team.

I don't really want to be involved, because the school is unfair.

Because a lot of students tell me things about the teachers and I have a bad attitude, at times, and I don't want to get myself in trouble.

Because I only go half days.

Because I was cut.

I don't trust most the people at this school, and I do things all the time outside the school.

Choir.

I have heart problems.

Eleventh-grade students

Response	Number
Not enough time/other commitments (e.g., job, non-school sport)	61
Just not interested/don't want to be involved	41
Other (see below)	18
Don't like any of the activities offered/not enough choices	15
Don't know/N/A/No reason	11
Too much homework/focused on keeping grades up	10
Don't want to spend any extra time at school	9
I'm lazy	3
No ride home/lack of transportation	2
Sports-related injuries	2

Verbatim "other" comments

Not really a people person, but really, I try to be alone, because I don't want a lot to be involved with and in my life.

I have bad anxiety.

The people in some of the clubs are not as inviting as they should be. There are cliques in the clubs at school, too. I also have a job that doesn't allow me to be in different activities.

Don't like the coaches.

Because I got bills.

They aren't well-advertised.

I work a lot, but I'm going to try out for football and basketball next year and maybe golf for the fun of it.

Never had a chance.

I'm involved in photo club.

I didn't want to play on the basketball team anymore.

I'm in Boy Scouts and I'd rather play video games with friends.

Because I don't like the school and I don't like to get along with others.

I'd like to be, but I can't really play sports. I'm a klutz that barely can play. I love choir, but I didn't get to be in the class this year. I like small clubs, but some days my parents work or something and I don't wanna be stuck at school.

Depression.

The one I was in is over.

I couldn't, because I transferred. Waiting for second semester.

I'd rather play video games.

Nothing I'm interested in, and there's no girls' swim team.

Columbia Public Schools 2016 Online Research

Fifth-grade survey results

Number of responses – 1,265 (increase of 107 from the 2015 study)

The number of fifth-grade students taking part in the 2016 survey increased by a modest 107, reaching a total of 1,265. New Haven Elementary dropped from 92 in 2015 to just three this year, while Cedar Ridge Elementary went from 45 in 2015 to only four this year.

Three schools topped 100 participants, and a fourth was close (although all four were down from 2015). Those schools and their responses counts were:

- Mill Creek Elementary – 148
- Rock Bridge Elementary – 117
- Fairview Elementary – 101
- Parkade Elementary – 97

The findings, by topic, are as follows:

Agreement or disagreement with climate statements

The fifth-grade survey consisted exclusively of a review of 19 climate statements. To make it a better fit with the participant audience, the answer options were simplified. Instead of a range of choices from “Strongly agree” to “Strongly disagree,” participants were asked to select either “Yes,” “Sometimes” or “No.”

Six statements topped 80% “Yes” responses:

- My teachers treat me with respect. – 89%
- I think that my teachers are good teachers. – 88%
- I know what is expected of me at my school. – 87%
- Teachers in my school really care about me. – 87%
- Everyone has a chance to succeed at my school. – 87%
- I feel safe at my school. – 81%

Two familiar statements were at the bottom of the list, in terms of the percentages of students answering, “Yes.”

- The students in my school respect other students. – 38%
- The students in my classes are generally well-behaved. – 31%

Three of the 19 statements saw an increase in their “Yes” score of greater than 5%, while none saw a decline of that magnitude. The statements that gained notably were:

- Everyone has a chance to succeed at my school. – 87%, up from 79% in 2015
- I can ask my teacher for help with anything. – 69%, up from 55% in 2015
- The students in my school respect other students. – 38%, up from 31% in 2015

Cross-tabulations were conducted for each school that had a notable level of participation in the survey. In reviewing these results, it is important, once again, to note the “n” number; the smaller the number, the more likely the results are to be impacted by a small subset of students from that school – one way or the other.

Recognizing that as a limitation, it is still interesting to note the schools that had numerous statements that were either more than 5% higher than the overall score, or more than 5% lower. Specifically, those with numerous positive results (listed from the larger participant groups to the smaller ones):

- Mill Creek Elementary – 11 of 19 statements more than 5% higher
- Rock Bridge Elementary – Six statements more than 5% higher; one statement more than 5% lower
- Beulah Ralph Elementary – Five statements more than 5% higher; two statements more than 5% lower
- Russell Boulevard Elementary – 15 statements more than 5% higher, one statement more than 5% lower
- Lee Expressive Arts Elementary – 14 statements more than 5% higher
- Paxton Keely Elementary – 12 statements more than 5% higher
- Grant Elementary – 12 statements more than 5% higher; one statement more than 5% lower
- Ridgeway Elementary – 12 statements more than 5% higher

On the more negative side (again, listed from the larger participant groups to the smaller ones):

- Fairview Elementary – Seven statements more than 5% lower
- Shepard Boulevard Elementary – 11 statements more than 5% lower
- Eliot Battle Elementary – Two statements more than 5% higher; 11 statements more than 5% lower

- Blue Ridge Elementary – 14 statements more than 5% lower
- Alpha Hart Lewis Elementary – One statement more than 5% higher; 14 statements more than 5% lower
- West Boulevard Elementary – 17 statements more than 5% lower
- Midway Heights Elementary – Two statements more than 5% higher; nine statements more than 5% lower
- Two Mile Prairie Elementary – Two statements more than 5% higher; nine statements more than 5% lower

1. First of all, please choose your school from the list below. *The results from 2015 and 2014 were for third- and fifth-grade students. The 2016 study was limited to fifth-grade students.*

School	Number/2016	Number/2015	Number/2014
Mill Creek Elementary	148	213	235
Rock Bridge Elementary	117	224	200
Fairview Elementary	101	163	185
Parkade Elementary	97	114	135
Derby Ridge Elementary	74	170	164
Shepard Boulevard Elementary	71	177	188
Eliot Battle Elementary	67	107	n/a
Blue Ridge Elementary	61	144	57
Beulah Ralph Elementary	60	n/a	n/a
Russell Boulevard Elementary	59	126	75
Lee Expressive Arts Elementary	56	67	86
Paxton Keeley Elementary	53	164	147
Grant Elementary	52	106	84
Alpha Hart Lewis Elementary	51	158	186
West Boulevard Elementary	46	92	113
Midway Heights Elementary	43	92	107
Benton STEM Elementary	40	69	89
Ridgeway Elementary	33	72	76
Two Mile Prairie Elementary	29	76	118
Cedar Ridge Elementary	4	45	44
New Haven Elementary	3	92	113
CORE	0	n/a	n/a
Field Center/Gifted School	0	n/a	n/a
Did not answer*	0	0	35

**An answer was required in 2016 and 2015 for the respondent to be able to continue, but respondents were able to skip this question in 2014, if they chose to do so.*

2-4. 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. The 2016 scores shown in boldface type had a score difference of greater than 5% from 2015.

Statement	Yes/2016	Sometimes/ 2016	No/2016	Yes/2015	Yes/2014
My teachers treat me with respect.	89% (1)	10%	1%	84% (4)	86% (2T)
I think that my teachers are good teachers.	88% (2)	12%	1%	88% (1)	87% (1)
I know what is expected of me at my school.	87% (3T)	12%	1%	85% (3)	81% (4T)
Teachers in my school really care about me.	87% (3T)	11%	2%	86% (2)	86% (2T)
Everyone has a chance to succeed at my school.	87% (3T)	11%	2%	79% (5T)	81% (4T)
I feel safe at my school.	81% (6)	17%	2%	78% (7)	81% (4T)
If I am having trouble learning something, my teacher helps me understand.	79% (7)	18%	3%	79% (5T)	80% (7)
Bullying is NOT tolerated at my school.	73% (8)	17%	10%	69% (11T)	72% (11)
Most of the time, I have to work hard on my school work.	72% (9)	25%	3%	77% (8)	74% (8T)
When I have a concern or problem, it is taken seriously by my teachers.	71% (10)	26%	3%	73% (9)	73% (10)
I can ask my teacher for help with anything.	69% (11T)	27%	4%	55% (14)	60% (15)
I feel I fit in well at my school.	69% (11T)	25%	5%	71% (10)	74% (8T)
The school's discipline rules are fair.	65% (13)	29%	5%	69% (11T)	70% (12)
I think that students in my school are encouraged to do their best every day.	58% (14)	39%	4%	60% (13)	63% (13)
I get extra help from my teacher with school work that is hard for me.	55% (15)	37%	8%	53% (15)	61% (14)
The students in my school respect other students' belongings.	48% (16)	48%	4%	48% (16)	50% (17)
Most of the time, my school work is interesting.	44% (17)	48%	8%	47% (17)	52% (16)
The students in my school respect other students.	38% (18)	58%	5%	31% (19)	36% (18)
The students in my classes are generally well-behaved.	31% (19)	63%	5%	35% (18)	34% (19)

Cross-tabulations by schools with notable levels of participation.

Statement	Yes/2016 Overall	Mill Creek (n=148)	Rock Bridge (n=117)	Fairview (n=101)	Parkade (n=97)	Derby Ridge (n=71)	Shepard Blvd. (n=71)
My teachers treat me with respect.	89% (1)	92%	94%	86%	91%	94%	89%
I think that my teachers are good teachers.	88% (2)	91%	90%	80%	94%	95%	87%
I know what is expected of me at my school.	87% (3T)	95%	96%	86%	84%	82%	<u>74%</u>
Teachers in my school really care about me.	87% (3T)	88%	94%	<u>72%</u>	92%	94%	87%
Everyone has a chance to succeed at my school.	87% (3T)	88%	96%	88%	84%	79%	84%
I feel safe at my school.	81% (6)	94%	90%	81%	<u>74%</u>	<u>62%</u>	<u>73%</u>
If I am having trouble learning something, my teacher helps me understand.	79% (7)	87%	87%	<u>62%</u>	77%	90%	<u>70%</u>
Bullying is NOT tolerated at my school.	73% (8)	84%	79%	75%	<u>64%</u>	69%	<u>64%</u>
Most of the time, I have to work hard on my school work.	72% (9)	74%	77%	68%	72%	78%	<u>54%</u>
When I have a concern or problem, it is taken seriously by my teachers.	71% (10)	82%	68%	<u>61%</u>	78%	<u>61%</u>	<u>62%</u>
I can ask my teacher for help with anything.	69% (11T)	78%	66%	<u>49%</u>	78%	85%	67%
I feel I fit in well at my school.	69% (11T)	80%	74%	73%	<u>63%</u>	66%	70%
The school's discipline rules are fair.	65% (13)	76%	<u>58%</u>	65%	61%	70%	<u>50%</u>
I think that students in my school are encouraged to do their best every day.	58% (14)	66%	64%	52%	60%	57%	33%
I get extra help from my teacher with school work that is hard for me.	55% (15)	59%	55%	<u>28%</u>	53%	66%	57%
The students in my school respect other students' belongings.	48% (16)	67%	53%	48%	<u>38%</u>	<u>32%</u>	<u>31%</u>
Most of the time, my school work is interesting.	44% (17)	42%	43%	43%	46%	51%	31%
The students in my school respect other students.	38% (18)	59%	39%	38%	<u>20%</u>	<u>19%</u>	<u>21%</u>
The students in my classes are generally well-behaved.	31% (19)	42%	34%	<u>25%</u>	32%	<u>27%</u>	<u>15%</u>

Statement	Yes/2016 Overall	Eliot Battle (n=67)	Blue Ridge (n=61)	Beulah Ralph (n=60)	Russell Blvd. (n=59)	Lee Expressive Arts (n=56)	Paxton Keely (n=53)
My teachers treat me with respect.	89% (1)	84%	<u>83%</u>	88%	98%	92%	98%
I think that my teachers are good teachers.	88% (2)	86%	<u>79%</u>	92%	96%	90%	93%
I know what is expected of me at my school.	87% (3T)	82%	<u>71%</u>	96%	95%	94%	87%
Teachers in my school really care about me.	87% (3T)	<u>79%</u>	84%	87%	93%	96%	89%
Everyone has a chance to succeed at my school.	87% (3T)	82%	<u>71%</u>	90%	100%	94%	96%
I feel safe at my school.	81% (6)	<u>59%</u>	<u>74%</u>	84%	91%	90%	95%
If I am having trouble learning something, my teacher helps me understand.	79% (7)	<u>71%</u>	74%	87%	91%	90%	87%
Bullying is NOT tolerated at my school.	73% (8)	82%	48%	85%	93%	84%	78%
Most of the time, I have to work hard on my school work.	72% (9)	82%	76%	72%	<u>62%</u>	82%	71%
When I have a concern or problem, it is taken seriously by my teachers.	71% (10)	<u>60%</u>	<u>61%</u>	66%	82%	84%	82%
I can ask my teacher for help with anything.	69% (11T)	64%	64%	70%	67%	80%	82%
I feel I fit in well at my school.	69% (11T)	<u>59%</u>	<u>59%</u>	<u>62%</u>	75%	69%	80%
The school's discipline rules are fair.	65% (13)	68%	<u>51%</u>	65%	82%	70%	74%
I think that students in my school are encouraged to do their best every day.	58% (14)	<u>40%</u>	<u>47%</u>	60%	69%	84%	55%
I get extra help from my teacher with school work that is hard for me.	55% (15)	<u>44%</u>	58%	64%	57%	74%	73%
The students in my school respect other students' belongings.	48% (16)	<u>22%</u>	<u>38%</u>	49%	85%	55%	69%
Most of the time, my school work is interesting.	44% (17)	<u>36%</u>	<u>38%</u>	<u>34%</u>	40%	45%	48%
The students in my school respect other students.	38% (18)	<u>13%</u>	<u>15%</u>	44%	71%	67%	54%
The students in my classes are generally well-behaved.	31% (19)	<u>6%</u>	<u>17%</u>	35%	50%	47%	67%

Statement	Yes/2016 Overall	Grant (n=52)	Alpha Hart Lewis (n=51)	West Blvd. (n=46)	Midway Heights (n=43)	Benton STEM (n=40)	Ridgeway (n=33)	Two Mile Prairie (n=29)
My teachers treat me with respect.	89% (1)	92%	<u>77%</u>	<u>69%</u>	86%	<u>78%</u>	84%	<u>78%</u>
I think that my teachers are good teachers.	88% (2)	98%	<u>69%</u>	<u>69%</u>	79%	94%	88%	<u>77%</u>
I know what is expected of me at my school.	87% (3T)	92%	<u>74%</u>	<u>75%</u>	100%	88%	92%	87%
Teachers in my school really care about me.	87% (3T)	92%	80%	<u>81%</u>	<u>81%</u>	88%	88%	88%
Everyone has a chance to succeed at my school.	87% (3T)	96%	<u>80%</u>	<u>67%</u>	89%	<u>81%</u>	88%	87%
I feel safe at my school.	81% (6)	94%	<u>71%</u>	<u>69%</u>	82%	76%	89%	83%
If I am having trouble learning something, my teacher helps me understand.	79% (7)	81%	<u>73%</u>	<u>68%</u>	74%	81%	81%	<u>55%</u>
Bullying is NOT tolerated at my school.	73% (8)	85%	<u>46%</u>	<u>54%</u>	<u>51%</u>	<u>65%</u>	80%	<u>54%</u>
Most of the time, I have to work hard on my school work.	72% (9)	<u>63%</u>	76%	69%	<u>61%</u>	81%	68%	<u>61%</u>
When I have a concern or problem, it is taken seriously by my teachers.	71% (10)	85%	67%	<u>56%</u>	66%	67%	80%	70%
I can ask my teacher for help with anything.	69% (11T)	81%	66%	<u>50%</u>	<u>58%</u>	<u>38%</u>	84%	<u>61%</u>
I feel I fit in well at my school.	69% (11T)	78%	60%	<u>58%</u>	<u>59%</u>	68%	86%	<u>57%</u>
The school's discipline rules are fair.	65% (13)	80%	<u>50%</u>	<u>54%</u>	<u>58%</u>	<u>59%</u>	80%	<u>52%</u>
I think that students in my school are encouraged to do their best every day.	58% (14)	80%	<u>42%</u>	<u>33%</u>	62%	<u>47%</u>	72%	71%
I get extra help from my teacher with school work that is hard for me.	55% (15)	52%	64%	<u>39%</u>	50%	<u>47%</u>	68%	59%
The students in my school respect other students' belongings.	48% (16)	63%	<u>31%</u>	<u>22%</u>	44%	<u>39%</u>	63%	52%
Most of the time, my school work is interesting.	44% (17)	57%	39%	44%	50%	58%	56%	<u>36%</u>
The students in my school respect other students.	38% (18)	67%	<u>18%</u>	<u>11%</u>	<u>27%</u>	<u>11%</u>	70%	33%
The students in my classes are generally well-behaved.	31% (19)	33%	<u>11%</u>	<u>0%</u>	<u>22%</u>	38%	63%	38%

Columbia Public Schools 2016 Online Research

Staff survey results

Number of responses – 1,513 (decrease of 285 from the 2015 study)

A total of 1,513 district staff members took part in the 2016 study, which was a decrease of 285 from the 2015 research.

With the exception of “Field” (nine participants), Field School/Gifted Center (six participants) and Facilities and Construction Services (three participants), each building had at least 17 participants. Topping the list was Hickman High School (131), followed by Rock Bridge High School (95) Aslin Administration Building (90), Battle High School (89) and Gentry Middle School (61). Only 14 respondents chose not to answer the question about where they work.

In terms of staff designation, certified led the way, with 949, followed by administration or support staff (292) and classified (202). Seventy individuals chose not to answer this question.

The findings, by topic, are as follows:

Judging the quality of a school district

The top five factors that staff members consider important in judging the quality of school district did not change from 2015. They were (in order of importance):

- Quality teachers and staff
- Nurturing, supportive culture in the school building
- Small class sizes
- Visionary school district and building-level leadership
- Up-to-date curriculum

In fact, the only change in this entire question set is that spots six and eight swapped places this year. On the current survey, “Up-to-date safety and security practices” was number six and “Effective management of financial resources, like tax money” was eighth. Aside from that, the results were identical the last two years.

Importance of various skills in a student's career

As was the case with the parent survey, the addition of “Reading skills” (and the removal of “Multicultural experiences in school” and “Being able to speak and read a language besides English”) made the biggest impact on the order of importance of the various skills presented for consideration.

In order, the top five were:

- Communication skills
- Problem-solving skills
- Reading skills
- Grit (perseverance to accomplish goals/work)
- Critical-thinking skills (which was in third place in 2015)

The only other notable change was the move to 10th place (from 8th in 2015) for “Ability to use technology.”

Agreement or disagreement with statements about the respondent's job

For the second year in a row, staff survey participants were presented 13 statements regarding various aspects of job satisfaction and asked to rate their level of agreement with each one, using a scale ranging from “Strongly agree” to “Strongly disagree.”

In terms of the combined “Strongly agree/Agree” percentage, none of the 13 statements changed more than 5% from 2015 to this year. Also, as was the case in 2015, only two statements (the same in both years) had scores that were less than 80%. Those statements were:

- When I have a concern or problem, it is taken seriously. – 75%
- I believe the employee evaluation system in this district is fair and effective. – 58%

Three of the statements scored 90% or higher. They were:

- I believe I can positively impact student performance. – 95%
- I feel welcome at school or in my department. – 91%
- I feel safe at school or in my department. – 90%

Agreement or disagreement with climate statements

While there was some modest movement in terms of the rank order of the combined “Strongly favor/Favor” percentages, the general tone remained quite positive.

Specifically, four of the 15 statements scored at 90% or higher:

- We have good teachers in our district. – 94%
- Teachers have students’ best interests at heart. – 93%
- Students are encouraged to do their best every day. – 90%
- Teachers treat students with respect. – 90%

Five statements had scores below 75%:

- Students who graduate from our district are prepared for future success. – 74%
- Bullying is not tolerated. – 73%
- Students generally respect other students and their belongings. – 64%
- Students are generally well-behaved. – 63%
- The discipline policies are fair to all students. – 54%

No statement experienced a score increase of more than 5%, while three saw a decrease at that level:

- Students feel safe at school – 81%, down from 87% in 2015
- Students generally respect other students and their belongings. – 64%, down from 76% in 2015
- Students are generally well-behaved. – 63%, down from 72% in 2015

(Once again, the theme of student behavior appears to be a shared concern from staff, students and parents.)

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/ 2016	Number/ 2015	Number/ 2014
CORE	27	25	15
Early Childhood Special Education	37	41	22
Alpha Hart Lewis Elementary	43	44	39
Benton STEM Elementary	24	29	16
Beulah Ralph Elementary	22	n/a	n/a
Blue Ridge Elementary	35	35	33
Cedar Ridge Elementary	17	15	4
Derby Ridge Elementary	40	57	33
Eliot Battle Elementary	32	40	n/a
Fairview Elementary	37	39	29
Field School/Gifted Center	6	n/a	n/a
Grant Elementary	27	32	19
Lee Elementary	26	21	25
Midway Heights Elementary	20	24	23
Mill Creek Elementary	37	39	39
New Haven Elementary	22	27	20
Parkade Elementary	31	32	34
Paxton Keeley Elementary	42	47	33
Ridgeway Elementary	18	19	13
Rock Bridge Elementary	28	41	37
Russell Boulevard Elementary	30	28	32
Shepard Boulevard Elementary	34	36	33
Two Mile Prairie Elementary	20	23	18
West Boulevard Elementary	36	30	21
Gentry Middle School	61	93	59
Jefferson Middle School	42	60	33
Lange Middle School	44	68	38
Oakland Middle School	49	62	47
Smithton Middle School	49	58	48
West Middle School	52	65	45
Battle High School	89	104	63
Douglass High School	24	23	26
Hickman High School	131	145	80
Rock Bridge High School	95	151	113
Facilities and Construction Services	3	7	1
Aslin Administration Building	90	97	86

Career Center	35	39	39
Field	9	26	13
District-wide	35	64	43
Did not answer	14	12	15

2. Are you a member of...?

Location	Number/ 2016	Number/ 2015	Number/ 2014
Certified staff (teachers)	949	1,180	875
Administration or support staff	292	202	218
Classified staff (hourly)	202	311	132
Did not answer	70	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 305 respondents skipped this question.*

Factor	Most important/ 2016	Second-most important/ 2016	Third-most important/ 2016	Fourth-most important/ 2016	4-point weighted scale points/ 2016	4-point weighted scale points/ 2015	4-point weighted scale points/ 2014
Quality teachers and staff	518	283	137	58	3,253 (1)	5,120 (1)	3,889 (1)
Nurturing, supportive culture in the school building	254	217	182	100	2,131 (2)	3,202 (2)	2,261 (2)
Small class sizes	125	157	180	127	1,458 (3)	1,950 (3)	1,606 (3)
Visionary school district and building-level leadership	58	97	105	126	859 (4)	1,227 (4)	835 (4)
Up-to-date curriculum	40	106	120	118	836 (5)	859 (5)	664 (5)
Up-to-date safety and security practices	82	73	75	100	797 (6)	724 (8)	620 (7)
Modern school facilities, including technology for student use	28	75	125	135	722 (7)	732 (7)	624 (6)
Effective management of financial resources, like tax money	47	59	78	113	634 (8)	767 (6)	513 (8)
Equivalent classes and programs from school to school	30	79	84	100	625 (9)	561 (9)	459 (9)
Active engagement between the school district and the community	11	31	53	89	332 (10)	429 (10)	297 (10)
Large variety of extracurricular activities available	5	14	41	72	216 (11)	224 (11)	149 (11)

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

4. 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 329 respondents skipped this section.

Factor	Very important/ 2016	Somewhat important/ 2016	Not very important/ 2016	Not at all important/ 2016	4-point weighted scale points/2016	4-point weighted scale points/2015	4-point weighted scale points/2014
Communication skills	1,021	134	4	3	4,497 (1)	5,781 (1)	4,449 (1)
Problem-solving skills	1,021	130	6	1	4,487 (2)	5,470 (2)	4,150 (3)
Reading skills*	979	168	10	1	4,441 (3)	n/a	n/a
Grit (perseverance to accomplish goals/work)	926	216	12	4	4,380 (4)	5,412 (4)	4,077 (4)
Critical-thinking skills	913	230	12	4	4,370 (5)	5,469 (3)	4,158 (2)
Flexibility and adaptability	845	299	10	2	4,299 (6)	5,177 (5)	3,942 (5)
Initiative (see an issue and begin to think about how to solve it)	764	373	17	3	4,212 (7)	5,128 (6)	3,863 (6)
Collaboration skills	715	394	36	2	4,116 (8)	5,061 (7)	3,833 (7)
Math skills	554	543	46	7	3,944 (9)	4,678 (9)	3,519 (9)
Ability to use technology	543	548	48	6	3,918 (10)	5,030 (8)	3,785 (8)
Leadership skills	365	646	130	5	3,663 (11)	4,383 (11)	3,315 (11)
Creativity	357	666	112	7	3,657 (12)	4,508 (10)	3,370 (10)

*"Reading skills" was added this year, while "Multicultural experiences in school" and "Being able to speak and read a language besides English" were removed.

Topic: Agreement or disagreement with statements about the respondent's job

5. 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 351 respondents skipped this section.

Statement	Strongly agree/ 2016	Agree/ 2016	Neither agree nor disagree/ 2016	Disagree/ 2016	Strongly disagree/ 2016	Don't know/ 2016	Combined SA/A – 2016	Combined SA/A – 2015
I believe I can positively impact student performance.	63%	32%	4%	<1%	<1%	<1%	95% (1)	95% (1)
I feel welcome at school or in my department.	57%	34%	6%	2%	1%	<1%	91% (2)	93% (2)
I feel safe at school or in my department.	55%	35%	6%	3%	1%	<1%	90% (3)	92% (3)
I would recommend Columbia Public Schools to anyone looking for a district for their child's education.	50%	38%	10%	1%	1%	1%	88% (4)	87% (5)
I have at least one person at work that I consider to be a good friend.	60%	27%	8%	3%	1%	1%	87% (5T)	88% (4)
I usually look forward to each working day.	43%	44%	8%	3%	1%	0%	87% (5T)	86% (6T)
On the job, I am treated with dignity and respect.	46%	40%	8%	4%	1%	<1%	86% (7)	83% (8T)
Generally speaking, I have the resources I need to do my job.	37%	48%	8%	6%	2%	0%	85% (8)	81% (10)
My supervisor supports me.	55%	31%	8%	4%	2%	<1%	84% (9)	86% (6T)
My supervisor values my contributions.	51%	32%	10%	4%	2%	<1%	83% (10T)	83% (8T)
I would recommend Columbia Public Schools to anyone looking for a job.	44%	39%	13%	3%	1%	<1%	83% (10T)	80% (11)
When I have a concern or problem, it is taken seriously.	36%	39%	14%	8%	2%	1%	75% (12)	78% (12)
I believe the employee evaluation system in this district is fair and effective.	18%	40%	25%	10%	3%	4%	58% (13)	63% (13)

**In the case of a tie on the combined "Strongly agree/Agree" percentage, the higher place in the rank order is given to the statement with the higher "Strongly agree" percentage.*

Topic: Agreement or disagreement with climate statements

6. 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 370 respondents skipped this section.

Statement	Strongly agree/ 2016	Agree/ 2016	Neither agree nor disagree/ 2016	Disagree/ 2016	Strongly disagree/ 2016	Don't know/ 2016	Combined SA/A – 2016	Combined SA/A – 2015	Combined SA/A – 2014
We have good teachers in our district.	45%	49%	4%	<1%	<1%	1%	94% (1)	95% (1)	94% (1)
Teachers have students' best interests at heart.	48%	45%	5%	1%	<1%	1%	93% (2)	93% (2T)	83% (8)
Students are encouraged to do their best every day.	41%	49%	6%	2%	<1%	1%	90% (3T)	93% (2T)	91% (3)
Teachers treat students with respect.	34%	56%	7%	1%	<1%	1%	90% (3T)	90% (5)	90% (4)
Students feel welcome at school.	37%	52%	8%	1%	0%	2%	89% (5)	93% (2T)	92% (2)
Students know what is expected at school.	30%	55%	10%	3%	1%	1%	85% (6)	87% (6T)	86% (6)
Every student has a chance to succeed.	36%	46%	10%	5%	1%	1%	82% (7)	85% (8)	84% (7)
Students feel safe at school.	25%	56%	10%	3%	1%	1%	81% (8)	87% (6T)	88% (5)
Students are able to get additional help when needed.	34%	46%	11%	6%	1%	2%	80% (9)	81% (9)	79% (10)
The curriculum is engaging and challenging.	19%	56%	16%	5%	1%	3%	75% (10)	79% (10T)	77% (11T)
Students who graduate from our district are prepared for future success.	19%	55%	17%	2%	1%	5%	74% (11)	79% (10T)	80% (9)
Bullying is not tolerated.	28%	45%	15%	9%	2%	2%	73% (12)	72% (13T)	74% (13)
Students generally respect other students and their belongings.	9%	55%	21%	10%	2%	2%	64% (13)	76% (12)	77% (11T)
Students are generally well-behaved.	10%	53%	21%	10%	4%	1%	63% (14)	72% (13T)	73% (14)
The discipline policies are fair to all students.	15%	39%	20%	17%	7%	3%	54% (15)	59% (15)	60% (15)

Cross-tabulations: Views on common (or similar, except for minor wording changes) questions.

Most important factors in judging the quality of a school district, based on rank order (using 4-point weighted scale points)

Factor	Rank order/Parents	Rank order/Staff
Quality teachers and staff	1	1
Nurturing, supportive culture in the school building	2	2
Up-to-date curriculum	3	5
Up-to-date safety and security practices	4	6
Small class sizes	5	3
Modern school facilities, including technology for student use	6	7
Effective management of financial resources, like tax money	7	8
Equivalent classes and programs from school to school	8	9
Visionary school district and building-level leadership	9	4
Large variety of extracurricular activities available	10	11
Active engagement between the school district and the community	11	10

Key skills for a student to be successful in his or her career, based on rank order (using 4-point weighted scale points)

Skill	Rank order/Parents	Rank order/Staff
Communication skills	1	1
Problem-solving skills	2	2
Reading skills	3	3
Critical-thinking skills	4	5
Grit (perseverance to accomplish goals/work)	5	4
Initiative (see an issue and begin to think about how to solve it)	6	7
Flexibility and adaptability	7	6
Collaboration skills	8	8
Math skills	9	9
Ability to use technology	10	10
Leadership skills	11	11
Creativity	12	12

Combined “Strongly agree/Agree” percentage on shared climate statements for parents and 8th/11th grade students; “Yes” percentage for 5th grade students

Statement	Parents	Eighth- and 11th-grade students	Fifth-grade students
My student knows (I know) what is expected of him or her (of me) at school.	91%	88%	87%
My student feels welcome at school (I feel like I fit in well at my school).	90%	67%	69%
The (my) teachers treat my student (me) with respect.	89%	79%	89%
I think my student’s (my) teachers are good teachers.	87%	79%	88%
(My) teachers have my student’s (my) best interests at heart.	85%	68%	n/a
My child feels (I feel) safe at school.	85%	69%	81%
Students are encouraged to do their best every day.	81%	58%	58%
My student is (I am) able to get additional help, when needed.	77%	63%	79%
When I have a concern or problem, it is taken seriously (by my teachers).	73%	61%	71%
Everyone has a chance to succeed at my child’s (my) school.	73%	80%	87%
The curriculum is engaging and challenging.	72%	Engaging – 49% Challenging – 46%	School work is Interesting – 44%
Students (in my school) are generally well-behaved.	69%	35%	31%
Students generally respect other students and their belongings.	66%	37%	48%
Bullying is not tolerated (at my school).	63%	61%	73%
The discipline policies are fair to all students.	54%	57%	65%