In the following report, Hanover Research presents responses to a school climate survey administered to the staff, parents, and students of Worthington City Schools. This analysis includes responses describing all schools in the district, and includes the topics of student and staff stress, parent communication and involvement, student learning and the school environment, and perceptions of the schools.
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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

The following report provides an analysis of the school climate survey administered to staff, parents, and students in grade 3 through 12 in Worthington City Schools. The survey models the Race to the Top School Climate survey and was administered on behalf of the district by Hanover Research in spring 2013. The survey addressed a range of topics under the theme of school climate, including student motivation and ability, parent participation, teacher preparedness, interaction with community, and stakeholder perceptions of the school’s climate.

All four surveys had very high response rates, with the following number of responses:

- **Staff**: A total of 406 staff responded to the survey.
- **Parents**: A total of 1,065 parents completed the survey.
- **Students** The survey garnered responses from 2,567 elementary students between grades 3 and 6, and 2,399 secondary students between grades 7 and 12, for a total of 4,966 student responses.

KEY FINDINGS

- **All respondent groups indicated that the district’s schools have high expectations for the academic performance of all students.** Students reported that their parents, teachers, and schools hold them to high academic standards. Staff respondents indicated that all students are held to high standards of achievement and that teachers believe all students can learn and are ready to learn. Students reported positive outlooks for their futures, with nearly all secondary school respondents placing importance on graduating from high school and pursuing further education. Elementary students indicated that they expect things to “go very well” in their lives.

- **According to survey responses, district schools are safe and caring.** All four respondent groups characterized their school as safe above nearly any other characteristic, and most respondents also described their school as caring. Parents agreed that their child’s school is welcoming and supportive of diversity. Additionally, most student respondents reported that their teachers care about them. Most students feel supported at school and at home, and very few students reported absences due to family issues or because they did not feel safe at school.

- **Staff and students offered high ratings of teachers’ performance.** Elementary students, in particular, reported that their teachers are concerned about students and are a source of support and assistance for them. Staff reported that teachers feel capable of motivating all students to learn and are prepared to identify and
intervene with students at risk of failing. Thought teachers reported moderately high levels of stress in their job, nearly all feel at least somewhat supported.

- **Parent responses indicated that they feel welcome at their child’s school and are satisfied with communication from the school.** Parents agreed that school personnel address parent concerns in a timely manner, and most parents agreed that they meet with their child’s teacher at least once a year to discuss academic progress. However, relatively fewer parents agreed that their child’s teacher seeks input from them about their child’s strengths or their goals for their child’s learning. Parents received information about ways to be involved in their child’s school and offered positive feedback on those experiences. Teachers largely reported feeling supported by parents and issues related to parent interactions were relatively low-stress concerns for teachers.

- **Responses regarding the district’s involvement with the community were relatively less positive.** A portion of parents did not agree that they were informed about resources in the community to support their child’s learning, nor did they receive information on child development or nutrition. Teachers agreed that collaborative partnerships among community programs are important but did not agree at a high rate that these partnerships are in place at their school.

- **Bullying and substance abuse may be localized concerns.** A portion of parents and students did not agree that bullying programs are handled effectively. A substantial portion of elementary students reported that they had been bullied on at least one occasion. While the vast majority of respondents did not consider substance abuse to be a concern at their school, a substantial minority indicated this is an issue.

- **Secondary school students reflected negatively on the enforcement of rules.** A substantial portion of students believed that rules are not applied fairly and that some groups of students are treated differently than others. One-half of students reported that students break rules at school.
SECTION I: STAFF SURVEY

The following section discusses staff responses to the version of the survey administered to teachers, administration, and classified staff in the district. The staff survey addresses the school’s instructional environment, staff satisfaction with their positions and stresses of their jobs, support for students and teachers, and perceptions of their schools. Overall, staff responses suggest they have a positive opinion of their schools and the student body.

Teachers and staff report that schools in the district have high expectations for students. One-half of respondents strongly agreed that teachers believe children can learn (Figure 1.7), while 97 percent indicated that their schools set high standards for academic performance at least “often” (Figure 1.8). Nearly all respondents (92 percent) confirmed that their school cares about students and 87 percent confirmed that their school has high expectations for students (Figure 1.16).

Respondents largely agreed that the staff and schools are equipped to support students. Most respondents positively rated teachers’ abilities to motivate their students and get through to even the most difficult students (84 percent and 78 percent, respectively)(Figure 1.7). Respondents largely disagreed (92 percent) with the statement “teachers here don’t have the skills needed to produce meaningful learning” (Figure 1.7). They also largely did not agree (86 percent) that teachers give up on students who do not want to learn (Figure 1.7). The majority of respondents, 86 percent, reported that their school helps all students (Figure 1.16).¹ Over three-fourths of respondents indicated that their school “frequently” or “almost always” intervenes when they identify early signs of risk among students and that teachers are capable of assessing early signs of risk among students (Figure 1.14).

Respondents reported largely positive impressions of student capabilities and support. Eighty-five percent of respondents indicated that students are motivated to learn, and 69 percent agreed that the community provides students opportunities to ensure that they will learn (Figure 1.7). Staff reported that 85 percent of students “often” or “very often” respect others who get good grades and believe they can achieve the goals that have been set for them (Figure 1.8). Additionally, over one-half of staff indicated that students “often” or “very often” try hard to improve on their previous work. However, while staff perceived student effort and ability to be high, nearly two-thirds of respondents think students only “sometimes” or “rarely” seek extra work so they can get good grades (Figure 1.8).

The majority of responding staff reported having moderately or very high levels of stress but indicated they can rely on support from within their school. The greatest sources of teacher stress are student behavior or mental health, which cause at least “quite a bit” of stress for 43 percent of respondents. Approximately one-half of teachers find that

¹ On a scale of one to seven, where seven corresponds with “School helps all students” and seven correspondents with “school helps only some groups,” 86 percent of respondents offered a rating of one, two, or three.
accountability pressures or a lack of planning time cause “quite a bit” of stress for them. Issues with parents were less prevalent (Figure 1.10). Close to 90 percent of teachers reported that they can rely on at least some support from parents (Figure 1.9), while only 10 percent felt that a lack of respect from parents was a the cause of “quite a bit” of stress (Figure 1.10).

Eighty-five percent of responding teachers reported that they feel at least moderately supported (Figure 1.13). Close to 90 percent of teachers received at least “quite a bit” of support from their colleagues, and a similar portion received at least “some” support from school building leaders and students (Figure 1.12). Teachers relied less on outside sources of support such as unions or professional organizations (Figure 1.12).

The survey was completed largely by certified staff (83 percent) whose primary role is teaching (79 percent). One-third of respondents have worked for the district for up to five years, while one-fifth have been employed for over 20 years for the district. Staff from 19 district schools responded, with the highest number of responses submitted by high school staff.

**DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>32%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>23%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>15%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>11%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>19%</td>
</tr>
</tbody>
</table>

Figure 1.1: Years of Experience at Current School (n=406)
Figure 1.2: School Where Respondents Work (n=402)

- Worthington Kilbourne High: 13%
- Thomas Worthington High: 11%
- Granby Elementary: 9%
- Worthington Park Elementary: 7%
- McCord Middle: 5%
- Worthingway Middle: 5%
- Slate Hill Elementary: 5%
- Liberty Elementary: 5%
- Kilbourne Middle: 5%
- Bluffsview Elementary: 5%
- Colonial Hills Elementary: 4%
- Worthington Hills Elementary: 4%
- Sutter Park Preschool: 4%
- Worthington Estates Elementary: 4%
- Evening Street Elementary: 3%
- Wilson Hill Elementary: 3%
- Phoenix Middle: 2%
- Linworth: 2%
- Brookside Elementary: 2%

Figure 1.3: Respondent Role (n=403)

- Certified staff: 83%
- Classified staff: 17%
The survey prompted respondents to select all grades that apply, so percentages will exceed 100 percent.
Teachers in this school believe that every child can learn.

Teachers here are confident they will be able to motivate their students.

Teachers at my school are able to get through to the most difficult students.

The opportunities in this community help ensure that these students will learn.

These students come to school ready to learn.

Home life provides so many advantages that students here are bound to learn.

Social problems such as drug and alcohol abuse in the community make learning difficult for students here.

Students here just aren't motivated to learn.

Teachers at my school do not have the skills to deal with student disciplinary problems.

If a child doesn't want to learn, teachers here give up.

Learning is more difficult at my school because students are worried about their safety.

Teachers here don't have the skills needed to produce meaningful learning.
## Academics and Morale

### Figure 1.8: Staff Rate Morale (n=379-383)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very often occurs</th>
<th>Often occurs</th>
<th>Sometimes occurs</th>
<th>Rarely occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school sets high standards for academic performance.</td>
<td>65%</td>
<td>32%</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>My school recognizes and acknowledges academic achievement.</td>
<td>39%</td>
<td>45%</td>
<td>14%</td>
<td>36%</td>
</tr>
<tr>
<td>Decisions in my school always focus on what is best for student learning.</td>
<td>36%</td>
<td>38%</td>
<td>23%</td>
<td>34%</td>
</tr>
<tr>
<td>The school day at my school is organized to maximize instructional time with students.</td>
<td>34%</td>
<td>41%</td>
<td>20%</td>
<td>36%</td>
</tr>
<tr>
<td>Students at my school respect others who get good grades.</td>
<td>32%</td>
<td>53%</td>
<td>14%</td>
<td>32%</td>
</tr>
<tr>
<td>Students at my school believe they can achieve the goals that have been set for them.</td>
<td>20%</td>
<td>65%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Parents at my school exert pressure to maintain high standards.</td>
<td>13%</td>
<td>46%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td>Parents at my school press for school improvement.</td>
<td>11%</td>
<td>39%</td>
<td>43%</td>
<td>11%</td>
</tr>
<tr>
<td>Students at my school try hard to improve on their previous work.</td>
<td>8%</td>
<td>46%</td>
<td>42%</td>
<td>8%</td>
</tr>
<tr>
<td>Students at my school seek extra work so they can get good grades.</td>
<td>7%</td>
<td>53%</td>
<td>11%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Figure 1.9: Staff Rate Agreement with Statements Regarding Morale at School (n=383-387)

- Strongly agree
- Agree
- Can't decide
- Disagree
- Strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Can't decide</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get a lot of satisfaction from my work at my school.</td>
<td>43%</td>
<td>44%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend my school as a good place to work.</td>
<td>39%</td>
<td>39%</td>
<td>13%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>This school does not have a substance abuse problem.</td>
<td>38%</td>
<td>24%</td>
<td>13%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Staff at my school take pride in their school.</td>
<td>36%</td>
<td>51%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look forward to coming to work every day.</td>
<td>35%</td>
<td>44%</td>
<td>13%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>There is positive energy at my school.</td>
<td>22%</td>
<td>44%</td>
<td>15%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>There is good team spirit at my school.</td>
<td>21%</td>
<td>46%</td>
<td>16%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Staff at my school are enthusiastic about their jobs.</td>
<td>17%</td>
<td>50%</td>
<td>17%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Bullying problems at this school are handled effectively.</td>
<td>16%</td>
<td>49%</td>
<td>21%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Staff morale in my school is high.</td>
<td>13%</td>
<td>37%</td>
<td>16%</td>
<td>24%</td>
<td>9%</td>
</tr>
</tbody>
</table>
**Sources of Stress**

**Figure 1.10: Staff Rate Stressors (n=379-384)**

- **Student mental/behavioral health issues**: A great deal (17%), Quite a bit (26%), Some (43%), Very little (13%)
- **Accountability pressures**: A great deal (22%), Quite a bit (28%), Some (28%), Very little (16%), None (6%)
- **Not enough planning time**: A great deal (22%), Quite a bit (23%), Some (28%), Very little (17%), None (10%)
- **Class size**: A great deal (20%), Quite a bit (21%), Some (31%), Very little (16%), None (12%)
- **Limited opportunities to communicate with other teachers**: A great deal (13%), Quite a bit (19%), Some (31%), Very little (27%), None (10%)
- **Parent mental/behavioral health issues**: A great deal (8%), Quite a bit (19%), Some (40%), Very little (27%), None (6%)
- **Unrealistic parent expectations**: A great deal (5%), Quite a bit (15%), Some (37%), Very little (36%), None (6%)
- **Lack of communication between teachers and administrators**: A great deal (10%), Quite a bit (16%), Some (28%), Very little (30%), None (17%)
- **Lack of training in managing student mental/behavioral health issues**: A great deal (6%), Quite a bit (11%), Some (35%), Very little (40%), None (8%)
- **Lack of respect by students**: A great deal (6%), Quite a bit (12%), Some (35%), Very little (31%), None (15%)
- **Lack of parent support for student learning**: A great deal (5%), Quite a bit (9%), Some (38%), Very little (35%), None (13%)
- **Poor fit between teacher goals and school administration goals**: A great deal (9%), Quite a bit (11%), Some (24%), Very little (32%), None (24%)
- **Unplanned events/crisis that come up during the day**: A great deal (9%), Quite a bit (31%), Some (43%), Very little (14%)
- **Lack of respect by parents**: A great deal (9%), Quite a bit (29%), Some (44%), Very little (17%)
- **Lack of community support for student learning**: A great deal (6%), Quite a bit (24%), Some (44%), Very little (24%)
- **General lack of support for teaching in the school**: A great deal (6%), Quite a bit (18%), Some (40%), Very little (30%)
Figure 1.11: Staff Rate Overall Stressfulness of Job (n=382)

- Not at all stressful: 2%
- Mildly stressful: 23%
- Moderately stressful: 38%
- Very stressful: 28%
- Extremely stressful: 8%

---

**TEACHER STUDENT SUPPORTS**

Figure 1.12: Staff Rate Amount of Positive Support from Sources (n=379-381)

<table>
<thead>
<tr>
<th>Support Source</th>
<th>A great deal</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>My colleagues</td>
<td>45%</td>
<td>42%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School building leaders</td>
<td>23%</td>
<td>35%</td>
<td>28%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>13%</td>
<td>45%</td>
<td>33%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>The school community</td>
<td>10%</td>
<td>37%</td>
<td>42%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>7%</td>
<td>34%</td>
<td>46%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Union</td>
<td>11%</td>
<td>25%</td>
<td>37%</td>
<td>21%</td>
<td>7%</td>
</tr>
<tr>
<td>Professional literature</td>
<td>19%</td>
<td>43%</td>
<td>23%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>District leadership</td>
<td>13%</td>
<td>41%</td>
<td>33%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Professional organizations</td>
<td>11%</td>
<td>35%</td>
<td>33%</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

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Teachers and staff at my school worry that asking for help from others is indicative that they are not doing their job well.

Teachers and staff at my school only intervene with students when problems are severe and escalated.

Student learning problems are identified early and acted upon at my school.

Teachers and staff at my school only intervene with students when problems are severe and escalated.

Teachers and staff work closely with school counselors, secretaries, and other support staff at my school.

Teachers and staff at my school intervene when they identify early signs of risk among students.

Teachers and staff at my school know how to assess early signs of risk among students.

There is a system in place at my school where teachers and staff can refer students and families who are in need of additional learning supports.

Teachers and staff at my school effectively refer students and families to support staff and other helping professionals when needed.

Students in need of extra learning supports at my school are able to get them.

Student learning problems are identified early and acted upon at my school.

Teachers and staff at my school know how to assess early signs of risk among students.
Leaders at my school continually stress the need for employees to work collaboratively with other organizations.

There is broad opinion in this community that my school and community partners should work together to address student achievement.

Leaders at my school are highly committed to collaborative partnerships with other community programs.

My school needs collaborative partnerships to be truly effective in meeting its goals.

My school could do more to develop productive collaborative relationships with other community programs.

Employees at my school are highly committed to collaborative partnerships with other community programs.

There are many community programs that could use my school's resources to address important community issues.

Leaders at my school continually stress the need for employees to work collaboratively with other organizations.
**PERCEPTION OF SCHOOL**

The following figure presents respondent ratings of their perception of their school. The question was presented on a scale of one to seven, where a score of one represents the most positive outlook and seven the most negative. For example, “My school is fair” and “My school is unfair” were two opposite ends, shortened to “School is fair/ Unfair” in the figure below.

**Figure 1.16: Rating Perception of School (n=367-371)**

<table>
<thead>
<tr>
<th>Perception of School</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cares about students / Doesn't care</td>
<td>68</td>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High expectations / Low expectations</td>
<td>54</td>
<td></td>
<td></td>
<td>33</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>School cares about families / Doesn't care</td>
<td>52</td>
<td></td>
<td></td>
<td>33</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>School welcomes parents / Keeps parents out</td>
<td>49</td>
<td></td>
<td></td>
<td>37</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>School is friendly / Unfriendly</td>
<td>47</td>
<td></td>
<td></td>
<td>35</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>School is safe / Dangerous</td>
<td>42</td>
<td></td>
<td></td>
<td>38</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Encourages involvement / Discourages involvement</td>
<td>41</td>
<td></td>
<td></td>
<td>34</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>School values parents ideas / School ignores parents ideas</td>
<td>41</td>
<td></td>
<td></td>
<td>38</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>School is supportive / Not supportive</td>
<td>40</td>
<td></td>
<td></td>
<td>32</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>School is positive in life / Negative in my life</td>
<td>40</td>
<td></td>
<td></td>
<td>28</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>School is improving / Getting worse</td>
<td>38</td>
<td></td>
<td></td>
<td>31</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>School well-regarded in community / Poorly regarded</td>
<td>37</td>
<td></td>
<td></td>
<td>37</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>School helps all / Helps only some groups</td>
<td>35</td>
<td></td>
<td></td>
<td>38</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Exciting place / Boring place</td>
<td>33</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>School is fair / Unfair</td>
<td>31</td>
<td></td>
<td></td>
<td>37</td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Note: One represents the most positive rating, and seven the most negative.
SECTION II: PARENT SURVEY

The following section presents responses to the parent version of the school climate survey. Responding parents commented on themes such as communication with their child’s school and teachers, support for student learning, and perceptions of the school environment.

Responding parents indicated that their child’s school is caring and supportive. Over 90 percent of parents concurred that their child’s school cares about students, and a similar portion considered their child’s school to hold high expectations for students (Figure 2.16). When presented with the statement “My child’s school is a safe place to learn,” 85 percent of responding parents at least agreed. Eighty-five percent also agreed that their child’s school respects all cultures and diversity.

Parents reported largely positive experiences with involvement at their child’s school. Three-fourths of parents at least agreed that their child’s school is a friendly environment for students, parents, and families and that parent involvement in their child’s education is valued (Figure 2.8). Eighty percent indicated that their child’s school encourages involvement, while three-fourths agreed that their child’s school values parents’ ideas (Figure 2.9). Approximately 80 percent agreed that there are many ways for parents to be involved with their school, and a similar portion agreed that they are invited to learn about what is going on in the school (Figure 2.6).

Parents conveyed positive feedback regarding communication with teachers and their school, with the exception of two topics. Approximately three-fourths of parents agreed that their child’s teacher meets with them at least once a year, and 81 percent agreed that their questions or concerns are addressed in a timely manner by all school personnel (Figure 2.5). Over 90 percent of parents agreed that school communications are easy to understand (Figure 2.5).

Parent ratings suggest that communication is sometimes one-way, as approximately 30 percent disagreed that they are asked about their child’s strengths and talents or about their goals for their child’s learning (Figure 2.7). A second concern appearing in survey responses is that one-fourth of parents disagreed that they are informed about services to support their child’s talents or learning needs (Figure 2.7). Similarly, over one-third of respondents disagreed that they receive information on child development or health and nutrition (Figure 2.5).

On a scale of one to seven, where one corresponds with “school cares about students” and seven corresponds with “school doesn’t care about students,” 96 percent of respondents offered a rating of one, two, or three. On a similar scale, 96 percent offered a rating of one, two, or three when comparing the statements “school has high expectations” or “school has low expectations.”

On a scale of one to seven, where one corresponds with “school encourages involvement” and seven corresponds with “discourages involvement,” 80 percent of respondents offered a rating of one, two, or three. On a similar scale, 75 percent offered a rating of one, two, or three when comparing the statements “school values parents’ ideas” or “school ignores parents’ ideas.”
While parents did not overwhelmingly identify major concerns with their child’s school, bullying and substance abuse may be localized issues on some campuses. One-fifth of respondents did not know whether bullying is handled effectively or whether substance abuse is an issue at their child’s school. However, of those who did offer a rating, over one-fifth indicated that these two concerns are problematic at their child’s school (Figure 2.8).

The survey was completed by parents from 19 district schools, particularly high school schools. Most responding parents were white females whose children were in grades 3-6.

**DEMOGRAPHICS**

**Figure 2.1: School Attended by Child (n=1,064)**
Figure 2.2: Child’s Grade Level (n=1,065)

- Grade 12: 6%
- Grade 11: 7%
- Grade 10: 7%
- Grade 9: 8%
- Grade 8: 7%
- Grade 7: 9%
- Grade 6: 13%
- Grade 5: 13%
- Grade 4: 11%
- Grade 3: 12%
- Grade 2: 3%
- Grade 1: 2%
- Pre-K: 1%
- No grade: 0%

Figure 2.3: Respondent Race (n=918)

- White: 86%
- Asian/Pacific Islander: 4%
- African American: 4%
- Other: 2%
- Multiracial: 2%
- Hispanic: 1%
- Native American: 0%

Figure 2.4: Respondent Gender (n=924)

- Female: 72%
- Male: 28%
COMMUNICATION AND INVOLVEMENT

Figure 2.5: Parents Rate Communication from School (n=960-971)

- **When my child's school communicates with me, it is easy for me to read or understand.**
  - Strongly agree: 43%
  - Agree: 43%
  - Neutral: 8%
  - Disagree: 11%
  - Strongly disagree: 6%

- **My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.**
  - Strongly agree: 43%
  - Agree: 30%
  - Neutral: 8%
  - Disagree: 11%
  - Strongly disagree: 6%

- **If I have a question, concern, or comment about my child, the teacher, principal, or guidance counselor gets back to me right away.**
  - Strongly agree: 42%
  - Agree: 39%
  - Neutral: 8%

- **My child's school is very good about staying in touch with me (letters, phone calls, emails, etc).**
  - Strongly agree: 38%
  - Agree: 40%
  - Neutral: 13%
  - Disagree: 7%

- **I receive regular updates from the teacher on my child's progress.**
  - Strongly agree: 25%
  - Agree: 33%
  - Neutral: 19%
  - Disagree: 15%
  - Strongly disagree: 7%

- **I receive information on what my child should learn and be able to do in each grade in school.**
  - Strongly agree: 22%
  - Agree: 38%
  - Neutral: 18%
  - Disagree: 16%
  - Strongly disagree: 5%

- **I receive information on what I can do at home to help my child improve or advance his/her learning.**
  - Strongly agree: 20%
  - Agree: 41%
  - Neutral: 17%
  - Disagree: 15%
  - Strongly disagree: 6%

- **I receive information on child development.**
  - Strongly agree: 11%
  - Agree: 26%
  - Neutral: 26%
  - Disagree: 27%
  - Strongly disagree: 7%

- **I receive information on health and nutrition.**
  - Strongly agree: 8%
  - Agree: 22%
  - Neutral: 30%
  - Disagree: 27%
  - Strongly disagree: 7%
Figure 2.6: Parents Rate Involvement with School (n=958-965)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know/ Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many different ways I can be involved with the school, either at the school building, at home, or in the community.</td>
<td>39%</td>
<td>44%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).</td>
<td>32%</td>
<td>49%</td>
<td>11%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am invited to help plan family involvement activities.</td>
<td>22%</td>
<td>35%</td>
<td>17%</td>
<td>11%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>I can be involved in school improvement planning and decision making at my child's school.</td>
<td>19%</td>
<td>35%</td>
<td>19%</td>
<td>11%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).</td>
<td>13%</td>
<td>27%</td>
<td>19%</td>
<td>23%</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>When I volunteer at the school, I am given training, if needed, and resources to do my task well.</td>
<td>20%</td>
<td>28%</td>
<td>16%</td>
<td>31%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STUDENT LEARNING**

*Figure 2.7: Parents Rate Student Learning (n=936-941)*

- **My child’s teacher(s) hold high expectations for my child.**
  - Strongly agree: 30%
  - Agree: 48%
  - Neutral: 14%
  - Disagree: 6%

- **I believe my child is challenged by the school’s academic curriculum.**
  - Strongly agree: 25%
  - Agree: 46%
  - Neutral: 15%
  - Disagree: 9%

- **My child receives the academic support needed to meet his/her individual needs.**
  - Strongly agree: 29%
  - Agree: 41%
  - Neutral: 16%
  - Disagree: 9%

- **I am asked about my child's talents and strengths.**
  - Strongly agree: 21%
  - Agree: 32%
  - Neutral: 16%
  - Disagree: 21%
  - Strongly disagree: 8%

- **I am asked what my goals are for my child’s learning and/or what classes or programs my child should take.**
  - Strongly agree: 19%
  - Agree: 31%
  - Neutral: 17%
  - Disagree: 23%
  - Strongly disagree: 7%
  - Don't know/Not applicable: 8%

- **My child’s teacher(s) adjust their teaching styles to meet my child's learning needs.**
  - Strongly agree: 19%
  - Agree: 33%
  - Neutral: 20%
  - Disagree: 13%
  - Strongly disagree: 7%
  - Don't know/Not applicable: 8%

- **I am given information about services to support my child's learning and behavior needs and enhance his or her talents.**
  - Strongly agree: 18%
  - Agree: 30%
  - Neutral: 20%
  - Disagree: 19%
  - Strongly disagree: 7%
  - Don't know/Not applicable: 6%
**School Environment**

**Figure 2.8: Parents Rate School Environment (n=934-936)**

- **My child's school is a safe place to learn.**
  - Strongly agree: 38%
  - Agree: 47%
  - Neutral: 9%
  - Disagree: 0%
  - Strongly disagree: 0%
  - Don't know/Not applicable: 0%

- **My child's school respects all cultures and diversity.**
  - Strongly agree: 39%
  - Agree: 46%
  - Neutral: 8%
  - Disagree: 0%
  - Strongly disagree: 0%
  - Don't know/Not applicable: 0%

- **My child's school is a friendly environment for students, parents, and families.**
  - Strongly agree: 38%
  - Agree: 44%
  - Neutral: 11%
  - Disagree: 0%
  - Strongly disagree: 0%
  - Don't know/Not applicable: 0%

- **My involvement in my child's education is valued at my school.**
  - Strongly agree: 34%
  - Agree: 41%
  - Neutral: 14%
  - Disagree: 5%
  - Strongly disagree: 0%
  - Don't know/Not applicable: 0%

- **The school helps my child feel comfortable as he/she moves from one grade to the next.**
  - Strongly agree: 29%
  - Agree: 47%
  - Neutral: 13%
  - Disagree: 5%
  - Strongly disagree: 0%
  - Don't know/Not applicable: 0%

- **This school does not have a substance abuse problem.**
  - Strongly agree: 24%
  - Agree: 25%
  - Neutral: 12%
  - Disagree: 10%
  - Strongly disagree: 8%
  - Don't know/Not applicable: 21%

- **Bullying problems at this school are handled effectively.**
  - Strongly agree: 15%
  - Agree: 31%
  - Neutral: 19%
  - Disagree: 9%
  - Strongly disagree: 7%
  - Don't know/Not applicable: 20%
PERCEPTION OF SCHOOL

The following figure presents respondent ratings of their perception of the school. The question was presented on a scale of one to seven, where one represents the most positive outlook and seven the most negative. For example, “My school is fair” and “My school is unfair” were two opposite ends, shortened to “School is fair/Unfair” in the figure below.

Figure 2.9: Parents Rate Perceptions of School (n=921-929)
SECTION III: SECONDARY SCHOOL SURVEY

The following section presents responses from secondary school students in the district. The survey covered material similar to the teacher and parent surveys, including perceptions of their school, rating the academic environment, sources of stress, and emotional or social well-being at school. Overall, secondary school students offered lower ratings than parents or teachers, but did not have overwhelmingly negative opinions of their schools.

At various points in the survey, students indicated that they feel safe at their school. Over 85 percent agreed that they feel safe at school (Figure 3.9), and over three-fourths considered their school to be safe (Figure 3.15). Additionally, over two-thirds of responding students agreed that they are happy to be at their school and feel a part of their school (Figure 3.9).

Responding students largely perceived that there are high expectations for them. Over 90 percent agreed that their teachers and parents have high academic expectations for them, and over three-fourths agreed that their school sets high standards for academic performance for all students (Figure 3.8).

Students experienced relatively more stress over social or family situations than school-related circumstances. While over one-half of responding students reported having at least some difficulty handling stress related to school performance, 82 percent were unconcerned about school attendance and 79 percent were not stressed over relationships with teachers (Figure 3.12). Almost 90 percent indicated they receive at least some support from a teacher, just slightly lower than those who receive support from friends (Figure 3.11). Over three-fourths of students agreed that they are confident in their reading or math abilities, and over two-thirds agreed they are confident in their ability to manage their school work (Figure 3.10). The greatest concerns of students regarding sources of stress were uncertainties about their future and their home life, as these were the only concerns that caused more than “some” stress for over one-fifth of responding students (Figure 3.12). Eighty percent of respondents feel at least somewhat confident that they can deal with stress (Figure 3.13).

The enforcement of rules appeared as a concern for a substantial portion of responding students. Over 40 percent of responding students perceived that there are different rules for different groups of students, and close to 30 percent disagreed that rules are applied consistently (Figure 3.13). Over one-half of students disagreed that students follow the rules (Figure 3.14).

---

4 On a scale of one to seven, where one corresponds with “school is safe” and seven corresponds with “dangerous,” 78 percent of respondents offered a rating of one, two, or three.
Students placed importance on many goals for their futures. Nearly all respondents considered it at least important that they will graduate from high school, and 94 percent placed importance on going to college (Figure 3.16). Over 90 percent also indicated that it is important for them to have a job that pays well and to own a home (Figure 3.16). Most respondents did not frequently miss school and were absent mainly due to illness (Figure 3.18). Three-fourths of students reported earning mostly grades of B or higher (Figure 3.6).

DEMOGRAPHICS

![Figure 3.1: Respondent School (n=2,239)](chart1)

- Worthington Kilbourne High School: 36%
- McCord Middle School: 19%
- Worthingway Middle School: 14%
- Kilbourne Middle School: 14%
- Thomas Worthington High School: 9%
- Phoenix Middle School: 7%
- Linworth: 1%

![Figure 3.2: Student Grade in School (n=2,239)](chart2)

- Grade 7: 26%
- Grade 8: 25%
- Grade 9: 22%
- Grade 10: 10%
- Grade 11: 10%
- Grade 12: 7%

![Figure 3.3: Student Gender (n=2,230)](chart3)

- Female: 49%
- Male: 51%
Figure 3.4: Student Race (n=2,221)

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>69%</td>
</tr>
<tr>
<td>African American</td>
<td>8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
</tr>
</tbody>
</table>

Figure 3.5: Description of Respondent Families (n=2,219)

- I live with both my parents: 64%
- My parents do not live together and I split time between them: 16%
- I live in a one-parent family with my mother: 15%
- I live in a one-parent family with my father: 3%
- I don't live with my parents - I have another caretaker: 2%

Figure 3.6: Average Grades (n=2,235)

- Mostly A's: 30%
- Mostly A's and B's: 38%
- Mostly B's: 8%
- Mostly B's and C's: 15%
- Mostly C's: 4%
- Mostly C's and D's: 3%
- Mostly D's: 0%
- Mostly D's and F's: 1%
- Mostly F's: 1%
Figure 3.7: Student Plans after Graduation (n=2,231)

<table>
<thead>
<tr>
<th>Plan</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a professional degree</td>
<td>48%</td>
</tr>
<tr>
<td>Go to a technical school</td>
<td>1%</td>
</tr>
<tr>
<td>Graduate from a junior college</td>
<td>1%</td>
</tr>
<tr>
<td>Graduate from college</td>
<td>43%</td>
</tr>
<tr>
<td>Graduate from high school</td>
<td>5%</td>
</tr>
<tr>
<td>Some high school</td>
<td>1%</td>
</tr>
</tbody>
</table>

Expectations and Connections

Figure 3.8: Students Rate Relationships and Expectations in School (n=2,373-2,394)

My parents have high academic expectations for me.
- Strongly agree: 64%
- Agree: 30%
- Can't decide: 16%
- Disagree: 4%
- Strongly disagree: 0%

My teachers have high academic expectations for me.
- Strongly agree: 33%
- Agree: 55%
- Can't decide: 8%
- Disagree: 2%
- Strongly disagree: 0%

My school sets high standards for academic performance for all students.
- Strongly agree: 18%
- Agree: 57%
- Can't decide: 14%
- Disagree: 9%
- Strongly disagree: 0%

My time at school is organized to help me do my best in my classes.
- Strongly agree: 18%
- Agree: 50%
- Can't decide: 18%
- Disagree: 11%
- Strongly disagree: 0%

Decisions at my school always focus on what is best for learning.
- Strongly agree: 12%
- Agree: 44%
- Can't decide: 25%
- Disagree: 14%
- Strongly disagree: 5%

Students at my school respect others who get good grades.
- Strongly agree: 10%
- Agree: 35%
- Can't decide: 30%
- Disagree: 19%
- Strongly disagree: 6%

Students at my school believe they can achieve the academic goals that have been set for them.
- Strongly agree: 7%
- Agree: 40%
- Can't decide: 37%
- Disagree: 13%
- Strongly disagree: 0%

Students at my school try hard to improve their school work.
- Strongly agree: 6%
- Agree: 31%
- Can't decide: 38%
- Disagree: 21%
- Strongly disagree: 0%
### Figure 3.9: Students Rate Feelings at School (n=2,375-2,387)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Can't decide</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at my school.</td>
<td>27%</td>
<td>49%</td>
<td>15%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>I feel close to people at my school.</td>
<td>23%</td>
<td>48%</td>
<td>15%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>I feel like I am part of my school.</td>
<td>21%</td>
<td>46%</td>
<td>17%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>I am happy to be at my school.</td>
<td>21%</td>
<td>46%</td>
<td>16%</td>
<td>10%</td>
<td>7%</td>
</tr>
</tbody>
</table>
**School Experience**

**Figure 3.10: Students Rate Attitudes Toward School (n=2,351-2,373)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Can't decide</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have plans to further my education beyond high school.</td>
<td>61%</td>
<td></td>
<td>30%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>I am confident in my reading abilities in school.</td>
<td>43%</td>
<td></td>
<td>41%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>I am confident in my math abilities in school.</td>
<td>32%</td>
<td></td>
<td>43%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>I am performing to the best of my ability in school.</td>
<td>23%</td>
<td></td>
<td>48%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>I am confident in my ability to manage my school work.</td>
<td>21%</td>
<td></td>
<td>47%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>I have enjoyed my school experience so far.</td>
<td>23%</td>
<td></td>
<td>46%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>I feel I have made the most of my school experience so far.</td>
<td>19%</td>
<td></td>
<td>47%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>I like the challenges of learning new things in school.</td>
<td>21%</td>
<td></td>
<td>44%</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>I have a positive attitude toward school.</td>
<td>16%</td>
<td></td>
<td>49%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>I feel my school experience is preparing me well for adulthood.</td>
<td>19%</td>
<td></td>
<td>42%</td>
<td>21%</td>
<td>12%</td>
</tr>
</tbody>
</table>

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## Sources of Support

Figure 3.11: Students Rate Sources of Support (n=2,302-2,352)

<table>
<thead>
<tr>
<th>Source</th>
<th>A lot</th>
<th>Some</th>
<th>None at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>A parent or caretaker</td>
<td>77%</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Your overall sense of support</td>
<td>56%</td>
<td>39%</td>
<td>5%</td>
</tr>
<tr>
<td>A personal friend</td>
<td>53%</td>
<td>38%</td>
<td>9%</td>
</tr>
<tr>
<td>A teacher</td>
<td>48%</td>
<td>41%</td>
<td>11%</td>
</tr>
<tr>
<td>A relative</td>
<td>35%</td>
<td>45%</td>
<td>19%</td>
</tr>
<tr>
<td>A brother or sister</td>
<td>28%</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>A coach</td>
<td>28%</td>
<td>31%</td>
<td>40%</td>
</tr>
<tr>
<td>A family friend</td>
<td>24%</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>Another school staff member</td>
<td>22%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>A boyfriend or girlfriend</td>
<td>20%</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>A minister/youth leader</td>
<td>20%</td>
<td>26%</td>
<td>54%</td>
</tr>
<tr>
<td>A physician/doctor</td>
<td>15%</td>
<td>31%</td>
<td>54%</td>
</tr>
</tbody>
</table>
Figure 3.12: Students Rate Sources of Stress (n=2,236-2,289)

- Stress related to school attendance
  - 1: I have no difficulty handling stress in this area: 62%
  - 2: I have some difficulty handling stress in this area: 13%
  - 3: I have great difficulty handling stress in this area: 7%
- Stress related to teacher relationships
  - 1: I have no difficulty handling stress in this area: 49%
  - 2: I have some difficulty handling stress in this area: 20%
  - 3: I have great difficulty handling stress in this area: 10%
- Stress related to romantic relationships
  - 1: I have no difficulty handling stress in this area: 54%
  - 2: I have some difficulty handling stress in this area: 14%
  - 3: I have great difficulty handling stress in this area: 9%
- Stress related to finance
  - 1: I have no difficulty handling stress in this area: 47%
  - 2: I have some difficulty handling stress in this area: 17%
  - 3: I have great difficulty handling stress in this area: 10%
- Stress related to emerging adult responsibilities
  - 1: I have no difficulty handling stress in this area: 36%
  - 2: I have some difficulty handling stress in this area: 22%
  - 3: I have great difficulty handling stress in this area: 13%
- Stress related to friendships/relationships with other people
  - 1: I have no difficulty handling stress in this area: 33%
  - 2: I have some difficulty handling stress in this area: 23%
  - 3: I have great difficulty handling stress in this area: 14%
- Stress related to home life
  - 1: I have no difficulty handling stress in this area: 29%
  - 2: I have some difficulty handling stress in this area: 22%
  - 3: I have great difficulty handling stress in this area: 13%
- Stress related to uncertainties about my future
  - 1: I have no difficulty handling stress in this area: 30%
  - 2: I have some difficulty handling stress in this area: 17%
  - 3: I have great difficulty handling stress in this area: 15%
- Stress related to school performance
  - 1: I have no difficulty handling stress in this area: 15%
  - 2: I have some difficulty handling stress in this area: 18%
  - 3: I have great difficulty handling stress in this area: 16%
**Figure 3.13: Students Rate Overall Confidence Dealing with Stress (n=2,273)**

<table>
<thead>
<tr>
<th>Confidence Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Not very confident at all</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>4: Somewhat confident</td>
<td>21%</td>
</tr>
<tr>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>7: Very confident</td>
<td>21%</td>
</tr>
</tbody>
</table>

**School Rules**

**Figure 3.14: Students Rate Opinions on School Rules and Discipline (n=2,276-2,284)**

- **The rules in my school are fair.**
  - Strongly agree: 11%
  - Agree: 44%
  - Can't decide: 20%
  - Disagree: 16%
  - Strongly disagree: 9%

- **In my school there are different rules for different groups of kids.**
  - Strongly agree: 14%
  - Agree: 28%
  - Can't decide: 24%
  - Disagree: 22%
  - Strongly disagree: 13%

- **Bullying problems in my school are handled effectively.**
  - Strongly agree: 14%
  - Agree: 31%
  - Can't decide: 28%
  - Disagree: 17%
  - Strongly disagree: 11%

- **In my school, rules are applied consistently.**
  - Strongly agree: 8%
  - Agree: 35%
  - Can't decide: 28%
  - Disagree: 20%
  - Strongly disagree: 9%

- **The rules in my school are designed to be in the best interest of students.**
  - Strongly agree: 11%
  - Agree: 33%
  - Can't decide: 29%
  - Disagree: 17%
  - Strongly disagree: 10%

- **My school does not have a substance abuse problem.**
  - Strongly agree: 12%
  - Agree: 21%
  - Can't decide: 27%
  - Disagree: 20%
  - Strongly disagree: 20%

- **Students in my school follow the rules.**
  - Strongly agree: 17%
  - Agree: 28%
  - Can't decide: 34%
  - Disagree: 19%
### Perceptions of School

**Figure 3.15: Students Rate Perceptions of School (n=2,259-2,271)**

<table>
<thead>
<tr>
<th>Perception</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>School welcomes parents / Keeps parents out</td>
<td>38%</td>
<td>27%</td>
<td>14%</td>
<td>14%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is safe / Dangerous</td>
<td>37%</td>
<td>27%</td>
<td>14%</td>
<td>12%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School has high expectations / Low expectations</td>
<td>33%</td>
<td>29%</td>
<td>18%</td>
<td>14%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School cares about students / Doesn’t care</td>
<td>36%</td>
<td>26%</td>
<td>15%</td>
<td>12%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages involvement / Discourages involvement</td>
<td>32%</td>
<td>26%</td>
<td>16%</td>
<td>17%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School well-regarded / Poorly regarded</td>
<td>27%</td>
<td>29%</td>
<td>17%</td>
<td>17%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is supportive / Not supportive</td>
<td>27%</td>
<td>27%</td>
<td>19%</td>
<td>16%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is friendly / Unfriendly</td>
<td>27%</td>
<td>26%</td>
<td>19%</td>
<td>14%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School cares about families / Doesn’t care</td>
<td>26%</td>
<td>26%</td>
<td>17%</td>
<td>19%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is improving / Getting worse</td>
<td>25%</td>
<td>25%</td>
<td>17%</td>
<td>19%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School helps all / Helps only some groups</td>
<td>26%</td>
<td>23%</td>
<td>17%</td>
<td>15%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School values parents ideas / School ignores parents ideas</td>
<td>22%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is fair / Unfair</td>
<td>16%</td>
<td>27%</td>
<td>19%</td>
<td>20%</td>
<td>9%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>School is positive in life / Negative in my life</td>
<td>22%</td>
<td>23%</td>
<td>18%</td>
<td>17%</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>All groups welcome and respected / Only certain groups welcome and respected</td>
<td>24%</td>
<td>21%</td>
<td>16%</td>
<td>16%</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>School is an exciting place / Boring place</td>
<td>15%</td>
<td>16%</td>
<td>19%</td>
<td>19%</td>
<td>11%</td>
<td>8%</td>
<td>13%</td>
</tr>
</tbody>
</table>
**Future Aspirations**

Figure 3.16: Students Rate Importance of Future Goals (n=2,231=2,248)

- **You will graduate from high school?**
  - Very important: 89%
  - Important: 8%
  - Somewhat important: 8%
  - Not at all important: 8%

- **You will stay in good health?**
  - Very important: 80%
  - Important: 16%
  - Somewhat important: 5%
  - Not at all important: 8%

- **You will go to college?**
  - Very important: 80%
  - Important: 14%
  - Somewhat important: 5%
  - Not at all important: 7%

- **You will have a job that pays well?**
  - Very important: 78%
  - Important: 16%
  - Somewhat important: 7%
  - Not at all important: 9%

- **You will own your own home?**
  - Very important: 76%
  - Important: 17%
  - Somewhat important: 6%
  - Not at all important: 7%

- **You will have good friends you can count on?**
  - Very important: 68%
  - Important: 24%
  - Somewhat important: 6%
  - Not at all important: 8%

- **You will have a good reputation in the community?**
  - Very important: 53%
  - Important: 30%
  - Somewhat important: 12%
  - Not at all important: 5%

- **You will do community or volunteer work?**
  - Very important: 27%
  - Important: 36%
  - Somewhat important: 28%
  - Not at all important: 9%

**Attendance**

Figure 3.17: Number of Days Missed (n=2,241)

- **0 days**: 9%
- **1-3 days**: 32%
- **4-6 days**: 26%
- **7-9 days**: 14%
- **10 or more days**: 19%
Figure 3.18: Reasons for Absences (n=2,196)

- I was sick: 83%
- I was tired: 22%
- I was having family problems: 17%
- I had to take care of family responsibilities: 15%
- School is boring: 12%
- I don't like school: 10%
- I have not been absent: 10%
- I didn't finish my homework/ I wasn't ready for a test: 8%
- I was being bullied: 4%
- I was having trouble with a teacher/school staff: 3%
- I don't feel safe at school: 2%
SECTION IV: ELEMENTARY SCHOOL SURVEY

The following section presents responses from elementary school students in grades 3 through 6 in the district. The elementary school version of the survey is similar to the secondary school survey, with modifications to make the survey age-appropriate.

Elementary student respondents reported positive feedback on their teachers. Over 90 percent agreed that they trust the teachers in their school, and nearly 90 percent agreed that they have a good relationship with their teachers (Figure 4.5). Over 90 percent indicated that they feel their teacher cares about them (Figure 4.6), and a similar portion agreed that their teacher would notice if they were not in school (Figure 4.7). Ninety percent of responding students reported that they would go to their teacher for help if they needed it (Figure 4.7). Nearly 90 percent agreed that their teachers positively influence their outlook on the future (Figure 4.14).

Responding students indicated that there were high expectations for their academic performance and seemed confident in their ability to meet these expectations. Almost all students agreed that their parents, teachers, and the school want them to “learn a lot” (Figure 4.8). Nearly 90 percent agreed that their parents push them to work hard in school (Figure 4.11). Over 95 percent reported that they feel confident in their ability to achieve good grades, and 90 percent considered themselves good at reading and math (Figure 4.6). A similar portion also agreed that students in their school try hard to get good grades (Figure 4.8), and 95 percent agreed that they work their hardest every day at school (Figure 4.6). Only 8 percent reported that school work is always too hard and 5 percent indicated that it is hard for them to read or write (Figure 4.9).

Nearly all respondents reported strong support in their home lives. Approximately 90 percent of students agreed that their parents ask them about homework and talk to them about their school work (Figure 4.11). Almost 90 percent receive homework assistance from their parents (Figure 4.11), and a similar portion agreed that they can get help from their family if they have a problem (Figure 4.7). Students perceived that their family members have a good outlook about their futures (Figure 4.14). Eighty-five percent have never had to miss school in order to help their families, and 11 percent reported this has happened only “sometimes” (Figure 4.9). However, one-third of respondents did not agree that their parents visit their schools, and nearly 30 percent reported that their parents did not go to meetings at their school (Figure 4.11).

Students generally rated their behavior and relationships with others very positively. Over 90 percent agreed that they have attributes of a caring friend and that they cooperate with others well. Over 80 percent reported that they have never bullied another student and 94 percent have never been suspended (Figure 4.13). However, over 50 percent of students indicated that they are bullied at least “sometimes.” While nearly three-fourths have
gotten in trouble in class at least “sometimes,” 84 percent have never had a phone call to their homes due to their behavior (Figure 4.9).

Elementary student respondents attend 11 district elementary schools, and all four grades were evenly represented. The responses came from an even mix of male and female students, with two-thirds of student identifying as white.

DEMOGRAPHICS

![Figure 4.1: Student Gender (n=2,327)](image)

![Figure 4.2: Student Race (n=2,284)](image)
**Figure 4.3: Student Grade Level (n=2,325)**

- 6th grade: 24%
- 5th grade: 26%
- 4th grade: 26%
- 3rd grade: 25%

**Figure 4.4: School Attended (n=2,334)**

- Evening Street Elementary School: 12%
- Worthington Hills Elementary School: 11%
- Slate Hill Elementary School: 11%
- Liberty Elementary School: 11%
- Worthington Park Elementary School: 10%
- Worthington Estates Elementary School: 10%
- Granby Elementary School: 10%
- Bluffsview Elementary School: 10%
- Wilson Hill Elementary School: 9%
- Colonial Hills Elementary School: 7%
- Brookside Elementary School: 1%
**SCHOOL CONNECTIONS AND EXPERIENCES**

**Figure 4.5: Students Rate Feelings about School (n=2,514-2,533)**

- I trust teachers at my school: 61% yes, 33% no
- I am proud to be at my school: 53% yes, 36% no, 8% no!
- I have good relationships with my teachers: 43% yes, 45% no, 9% no!
- I feel I belong at my school: 49% yes, 37% no, 10% no, 5% no!
- I enjoy coming to school: 26% yes, 51% no, 15% no, 8% no!

**Figure 4.6: Students Rate Effort and Engagement (n=2,511-2,531)**

- I know I can get good grades: 72% yes, 25% no
- My teacher cares about me: 63% yes, 29% no, 5% no!
- I work my hardest every day at school: 57% yes, 37% no, 5% no!
- I am a good reader: 54% yes, 36% no, 8% no!
- I am good in math: 54% yes, 35% no, 8% no!
**STUDENT SUPPORT**

Figure 4.7: Students Identify Sources of Support (n=2,474-2,507)

- **My teacher would notice if I was not in school.**
  - Yes: 66%
  - No: 28%
  - No response: 8%

- **I would go to my teacher for help if I needed it.**
  - Yes: 51%
  - No: 39%
  - No response: 8%

- **When I have a problem, I get help from my family.**
  - Yes: 49%
  - No: 40%
  - No response: 9%

- **When I have a problem, I get help from my teacher.**
  - Yes: 38%
  - No: 43%
  - No response: 15%

**EXPECTATIONS LEARNING AND ACTIVITIES**

Figure 4.8: Students Rate Expectations (n=2,390-2,426)

- **My parents want me to learn a lot.**
  - Yes: 91%
  - No: 8%

- **My teacher wants me to learn a lot.**
  - Yes: 84%
  - No: 14%

- **My school wants me to learn a lot.**
  - Yes: 80%
  - No: 18%

- **Students at my school try hard to get good grades.**
  - Yes: 44%
  - No: 46%

- **My school does not have a substance abuse problem.**
  - Yes: 64%
  - No: 13%
  - Don't know: 6%

- **Bullying problems at my school are handled effectively.**
  - Yes: 40%
  - No: 34%
  - Don't know: 15%

- **Students who get good grades at my school are cool.**
  - Yes: 21%
  - No: 45%
  - Don't know: 22%
Figure 4.9: Students Rate Behavior and Capabilities (n=2,386-2,423)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever gotten in trouble in class?</td>
<td>35%</td>
<td>39%</td>
<td>26%</td>
</tr>
<tr>
<td>Is your school work too hard?</td>
<td>8%</td>
<td>67%</td>
<td>25%</td>
</tr>
<tr>
<td>Is it hard for you to come to school or stay at school for the whole day?</td>
<td>11%</td>
<td>27%</td>
<td>62%</td>
</tr>
<tr>
<td>Is it hard for you to control your behavior?</td>
<td>7%</td>
<td>30%</td>
<td>63%</td>
</tr>
<tr>
<td>Is it hard for you to read or write?</td>
<td>5%</td>
<td>22%</td>
<td>73%</td>
</tr>
<tr>
<td>Has your school called home because you were in trouble for your behavior?</td>
<td>11%</td>
<td>5%</td>
<td>84%</td>
</tr>
<tr>
<td>Are you absent a lot because you have to help your family?</td>
<td>11%</td>
<td>85%</td>
<td>-</td>
</tr>
</tbody>
</table>

Figure 4.10: Students Report Engagement in Extra-Curricular Activities (n=2,378-2,389)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play on sports teams.</td>
<td>61%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>I play a musical instrument.</td>
<td>45%</td>
<td>16%</td>
<td>39%</td>
</tr>
<tr>
<td>I am in a youth group at church.</td>
<td>27%</td>
<td>11%</td>
<td>62%</td>
</tr>
<tr>
<td>I am in a youth program (4-H, Boys and Girls Club).</td>
<td>22%</td>
<td>5%</td>
<td>73%</td>
</tr>
<tr>
<td>I am in dance or theatre group or class.</td>
<td>16%</td>
<td>8%</td>
<td>76%</td>
</tr>
</tbody>
</table>
**Parents and Relationships**

Figure 4.11: Students Rate Relationship with Parents (n=2,353-2,381)

<table>
<thead>
<tr>
<th>Activity</th>
<th>YES!</th>
<th>yes</th>
<th>no</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents make me follow rules when I am at home.</td>
<td>64%</td>
<td></td>
<td>29%</td>
<td>5%</td>
</tr>
<tr>
<td>My parents ask me about my homework.</td>
<td>54%</td>
<td></td>
<td>35%</td>
<td>7%</td>
</tr>
<tr>
<td>My parents push me to work hard in school.</td>
<td>60%</td>
<td></td>
<td>27%</td>
<td>8%</td>
</tr>
<tr>
<td>My parents talk to me about what I do in school.</td>
<td>46%</td>
<td></td>
<td>39%</td>
<td>10%</td>
</tr>
<tr>
<td>My parents help me with my homework.</td>
<td>39%</td>
<td></td>
<td>43%</td>
<td>13%</td>
</tr>
<tr>
<td>My parents talk to me about my life.</td>
<td>40%</td>
<td></td>
<td>35%</td>
<td>15%</td>
</tr>
<tr>
<td>My parents go to meetings at my school.</td>
<td>42%</td>
<td></td>
<td>31%</td>
<td>15%</td>
</tr>
<tr>
<td>My parents visit my school.</td>
<td>22%</td>
<td></td>
<td>39%</td>
<td>26%</td>
</tr>
</tbody>
</table>

0% 20% 40% 60% 80% 100%
Figure 4.12: Students Rate Relationships with Other People (n=2,337-2,385)

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES!</th>
<th>YES</th>
<th>NO</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a good friend.</td>
<td>75%</td>
<td></td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>I care about other people.</td>
<td>71%</td>
<td></td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>I care about other people's feelings.</td>
<td>66%</td>
<td></td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>I respect others.</td>
<td>62%</td>
<td></td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>I am responsible.</td>
<td>57%</td>
<td></td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>I help other people.</td>
<td>54%</td>
<td></td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>I cooperate with others.</td>
<td>51%</td>
<td></td>
<td>43%</td>
<td>5%</td>
</tr>
<tr>
<td>I get along with others.</td>
<td>50%</td>
<td></td>
<td>44%</td>
<td>4%</td>
</tr>
<tr>
<td>I am good at making friends.</td>
<td>56%</td>
<td></td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>I control my temper.</td>
<td>52%</td>
<td></td>
<td>35%</td>
<td>9%</td>
</tr>
<tr>
<td>I ask others if I can help them.</td>
<td>46%</td>
<td>42%</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>
ACTIVITIES AND THE FUTURE

Figure 4.13: Students Report Disciplinary Issues (n=2,332-2,348)

- Have you ever been bullied by someone? (37% Yes, 17% Sometimes, 45% No)
- Have you ever not done your homework? (25% Yes, 42% Sometimes, 34% No)
- Have you ever been in a fight? (23% Yes, 16% Sometimes, 61% No)
- Have you ever bullied another student? (9% Yes, 8% Sometimes, 83% No)
- Have you ever been suspended from school? (94% Yes)

Figure 4.14: Students Rate their Impressions of Future (n=2,293-2,352)

- My family members have good outlooks about the future. (61% Yes, 34% Sometimes, 5% No)
- I think things will go very well in my life. (54% Yes, 39% Sometimes, 5% No)
- My teachers are a positive influence in how I see my future. (57% Yes, 31% Sometimes, 8% No)
- My friends all have a good outlook about their future. (44% Yes, 46% Sometimes, 9% No)
- I always expect that good things will happen to me. (33% Yes, 36% Sometimes, 25% No, 7% No)

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