ROCORI Public School District
Community Survey Results

Spring 2019

SCHOOL
PERCEPTIONS
Measuring what matters
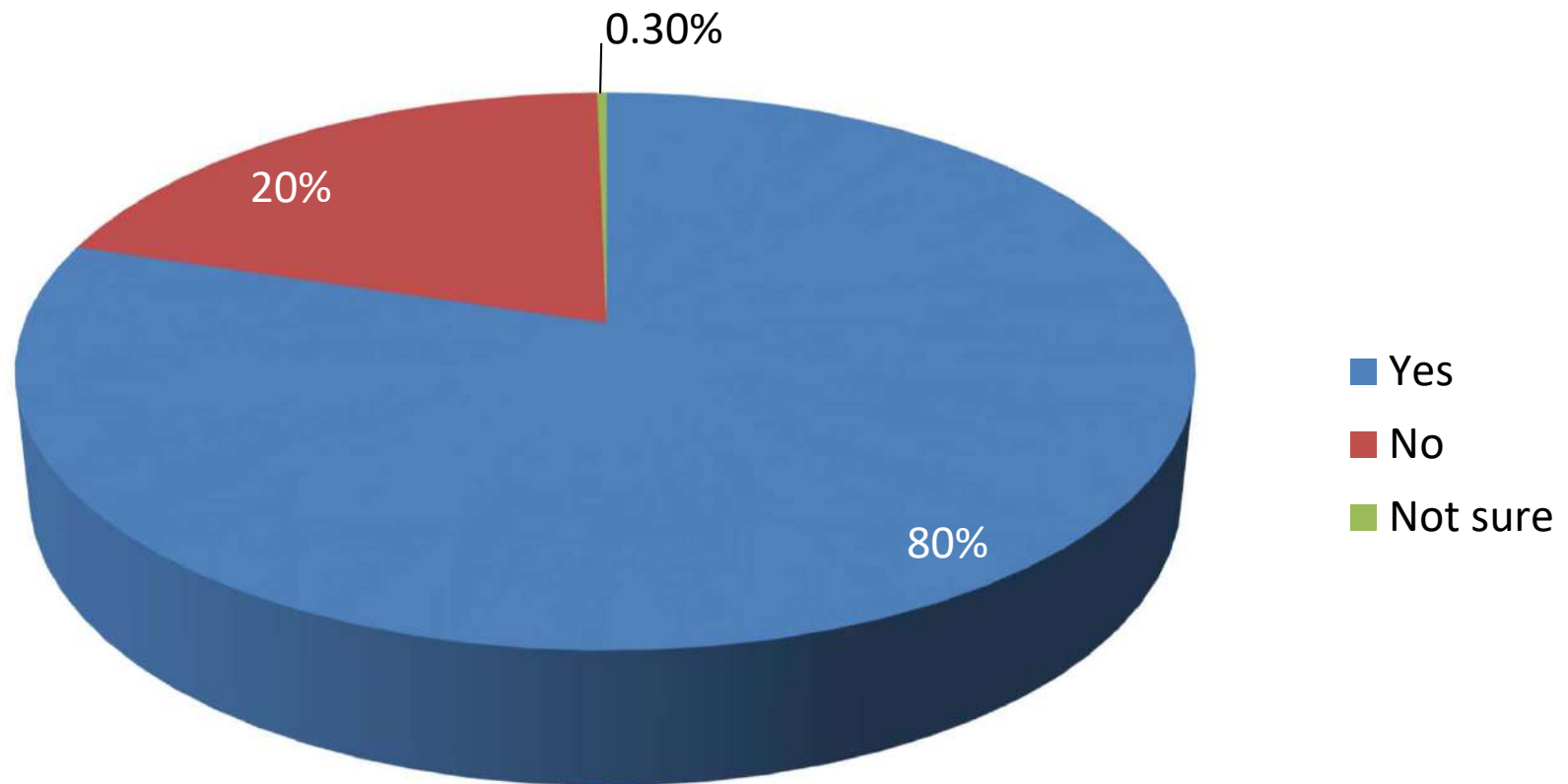
Survey Summary

- The survey was conducted in May of 2019.

- Residents within the District received a survey invitation letter within the May Community Ed mailer. Each letter included a one-time-use survey access code that could be used to take the survey online.

- Total responses = 652

- Margin of error = +/- 3.9%

Respondent Information

What is your age?
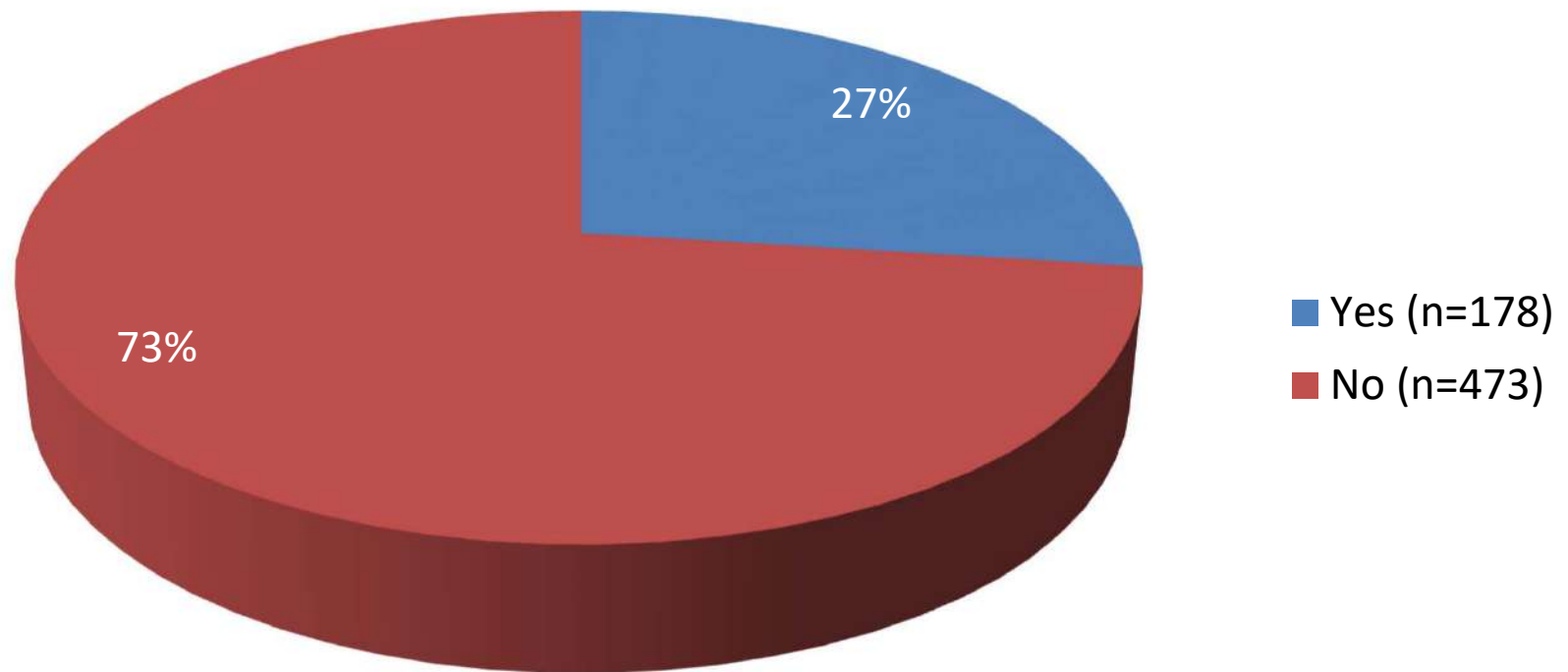

Age Range	Percentage
18-25	1%
26-35	18%
36-45	40%
46-55	32%
56-64	7%
65 and older	2%
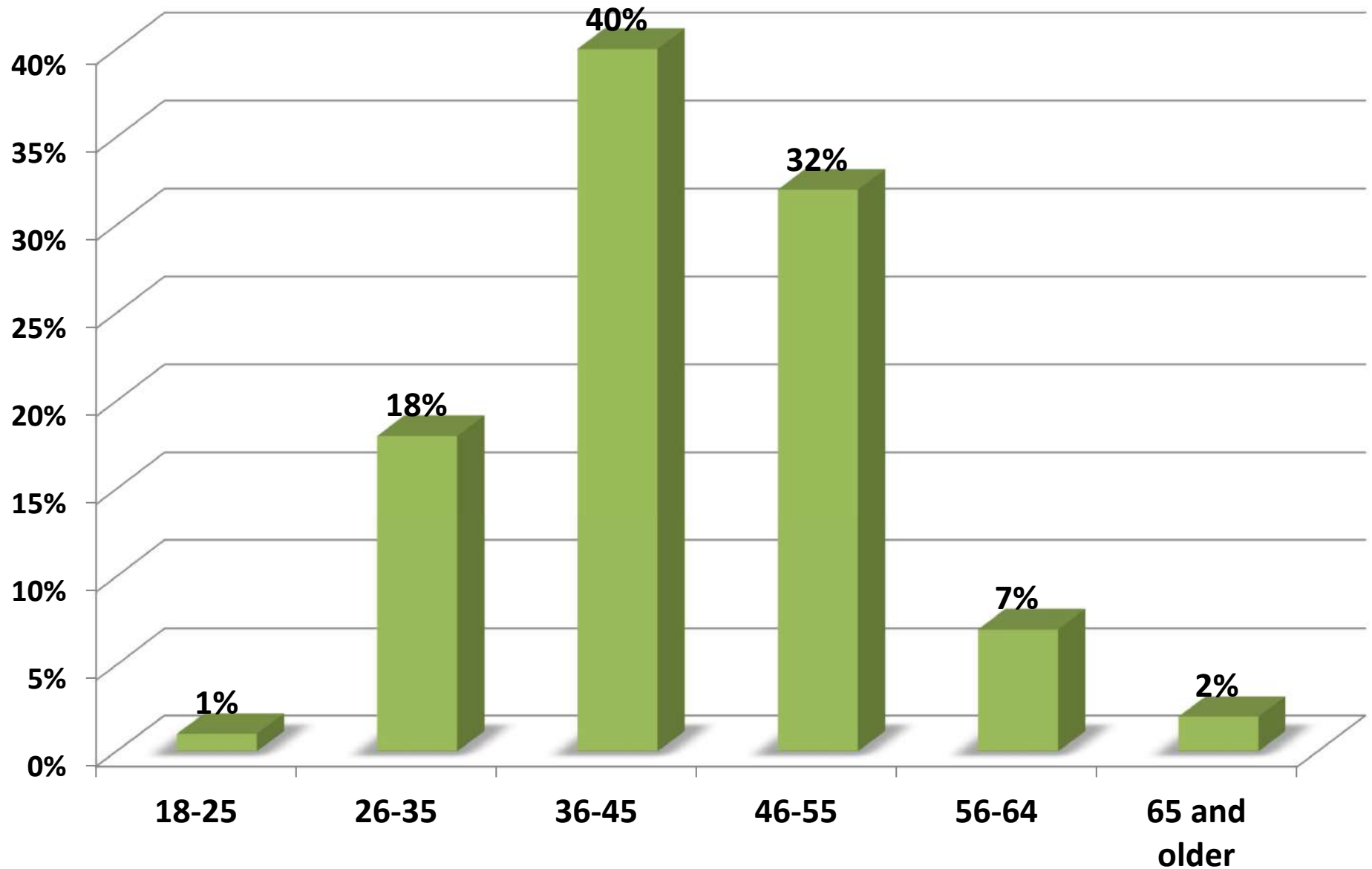
Do you live in the ROCORI School District?

0.30%

20%

80%

- Yes
- No
- Not sure

Are you an employee of the ROCORI School District?

27%

73%

- Yes (n=178)
- No (n=473)

Do you have children attending our schools?

20%

80%

■ Yes (n=521)
■ No (n=130)
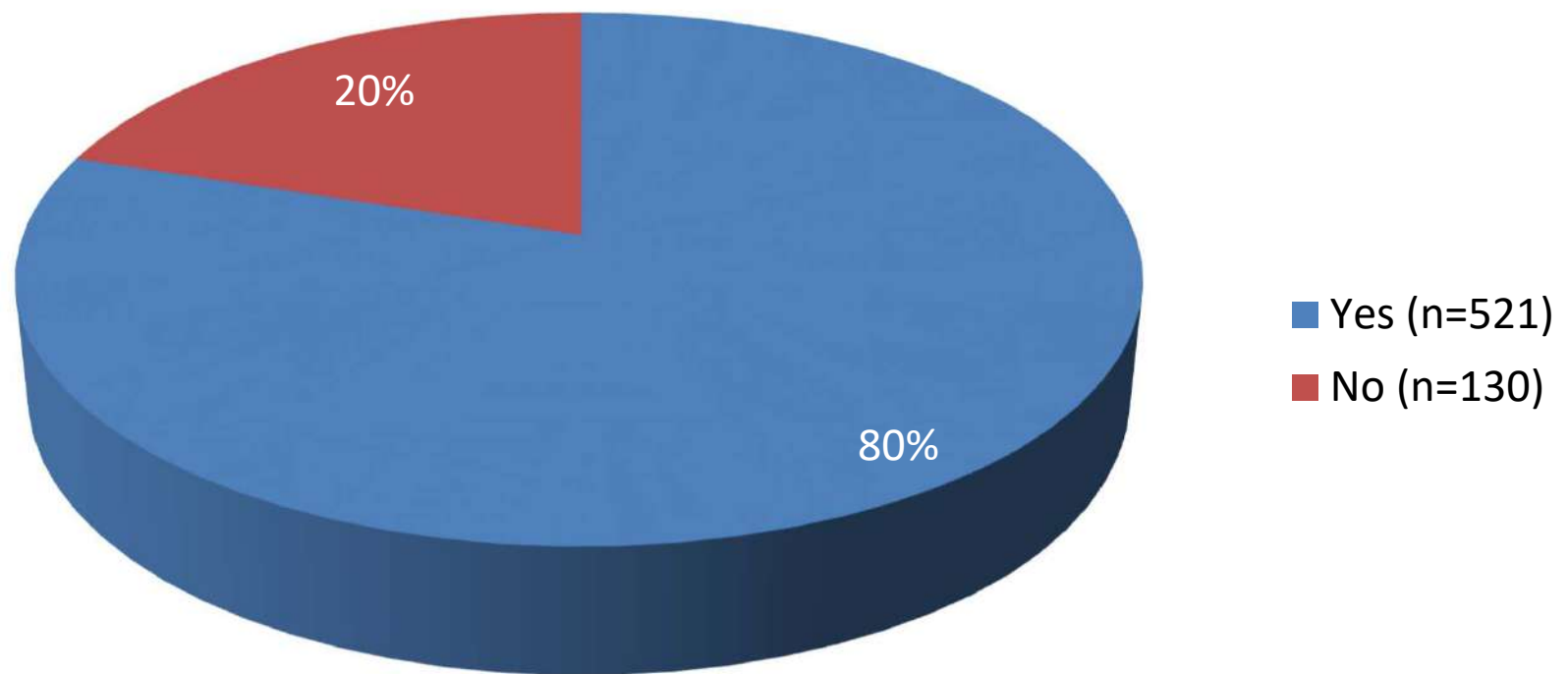
If you have school-aged children, what school(s) do they attend?

- ROCORI High School: 48%
- ROCORI Middle School: 43%
- Cold Spring Elementary: 25%
- Private school: 11%
- DEF: 8%
- Richmond Elementary: 7%
- John Clark Elementary: 6%
- Other: 3%
- Public school outside of District: 0.40%
- Virtual school: 0.20%
- Alternative Learning Center: 0%
- Homeschool: 0%
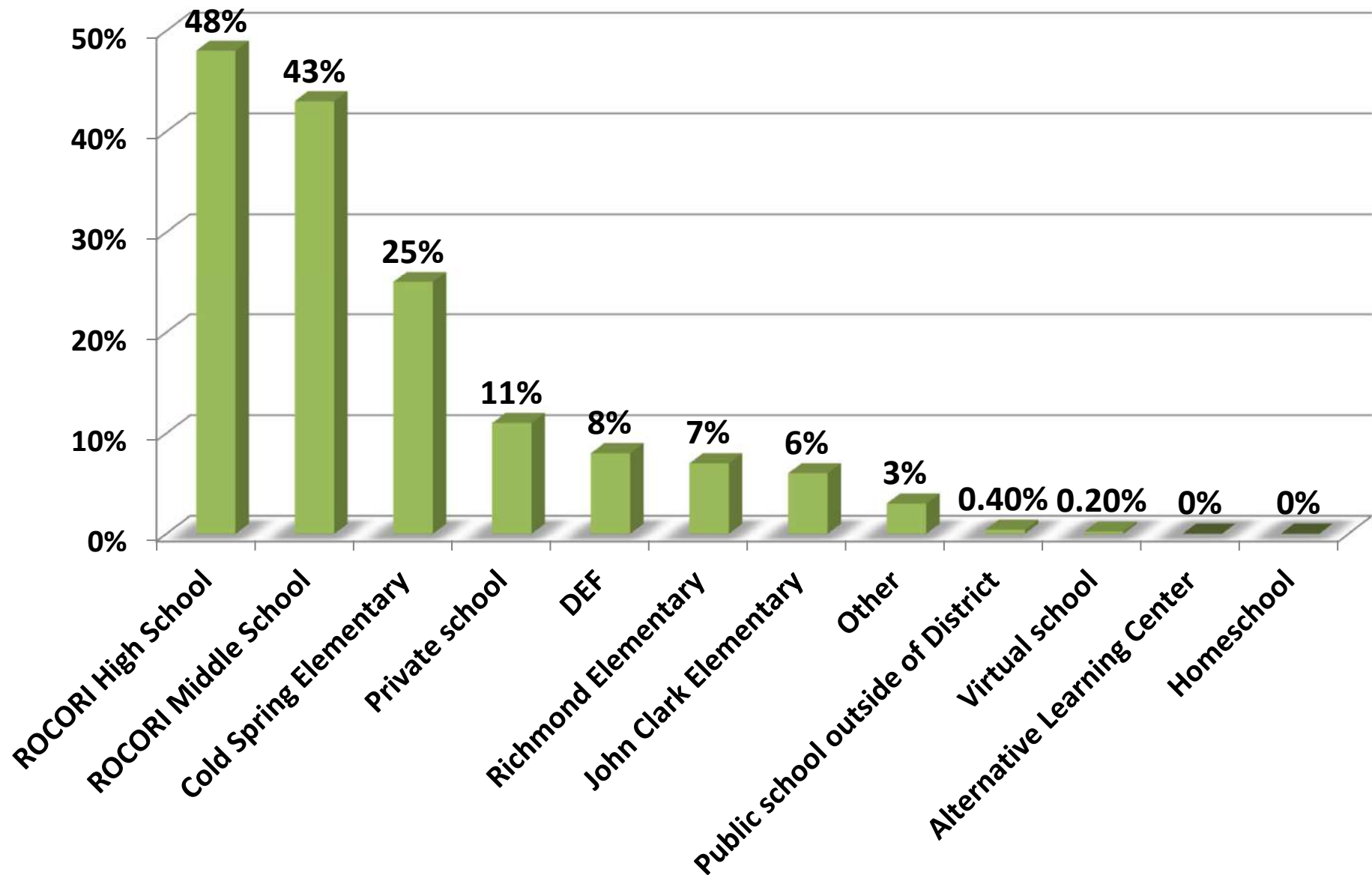
Please check ALL other relationships you have with the District:

Relationship	Percentage
Parent/guardian of ROCORI School District graduate(s)	40%
Graduate of the ROCORI School District	36%
Parent/guardian of child younger than elementary school age	24%
Other	14%
ROCORI School District volunteer	12%
Grandparent/relative of ROCORI School District student(s)	12%
Community/business partner of ROCORI School District	9%
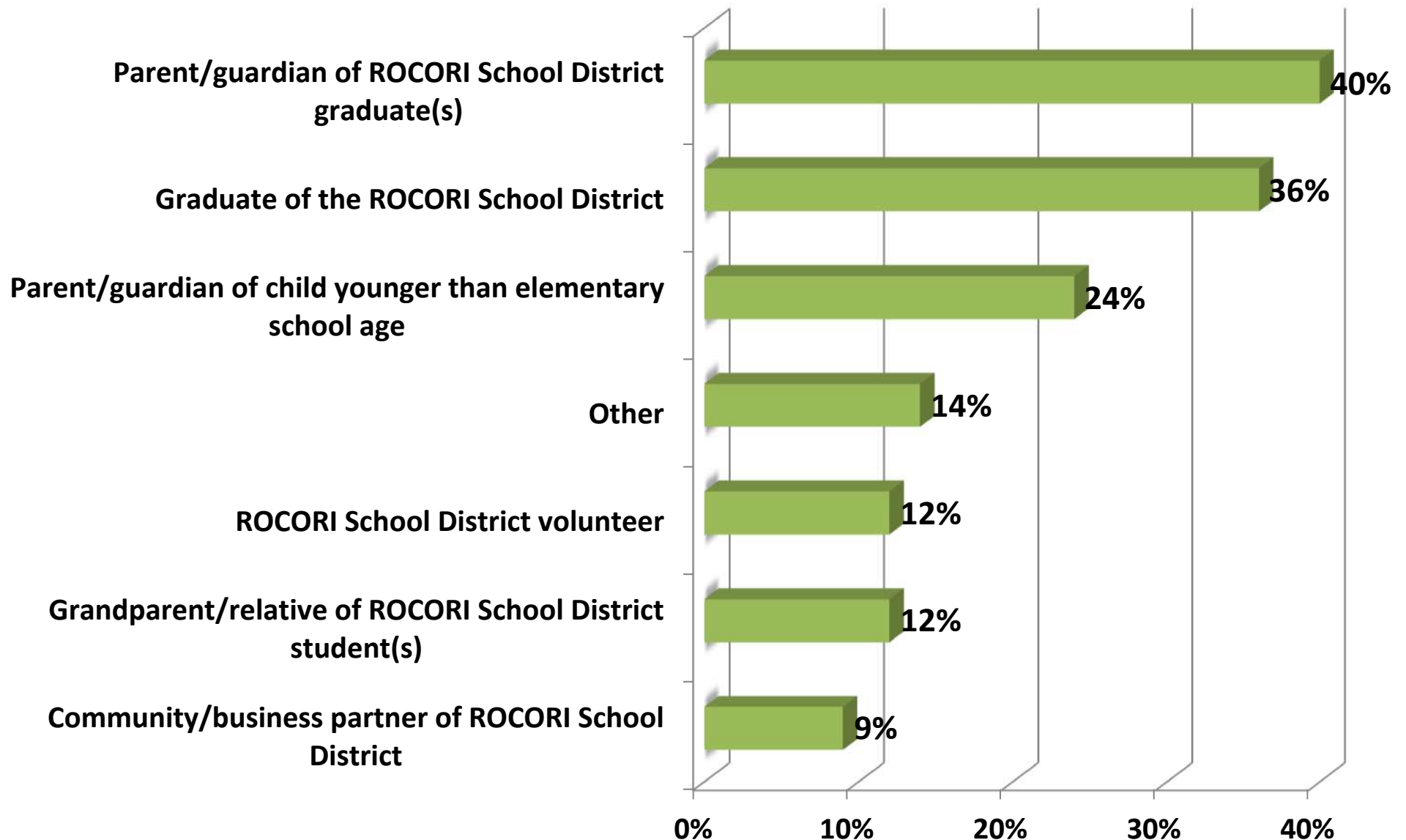
How often have you attended a school event (athletics, music, drama, etc.) in the past year?

Legend:
- Parents (Non-Staff)
- Non-Parents (Non-Staff)

Category	Parents (Non-Staff)	Non-Parents (Non-Staff)
0	5%	17%
1-5	34%	58%
6-10	16%	13%
More than 10	45%	12%
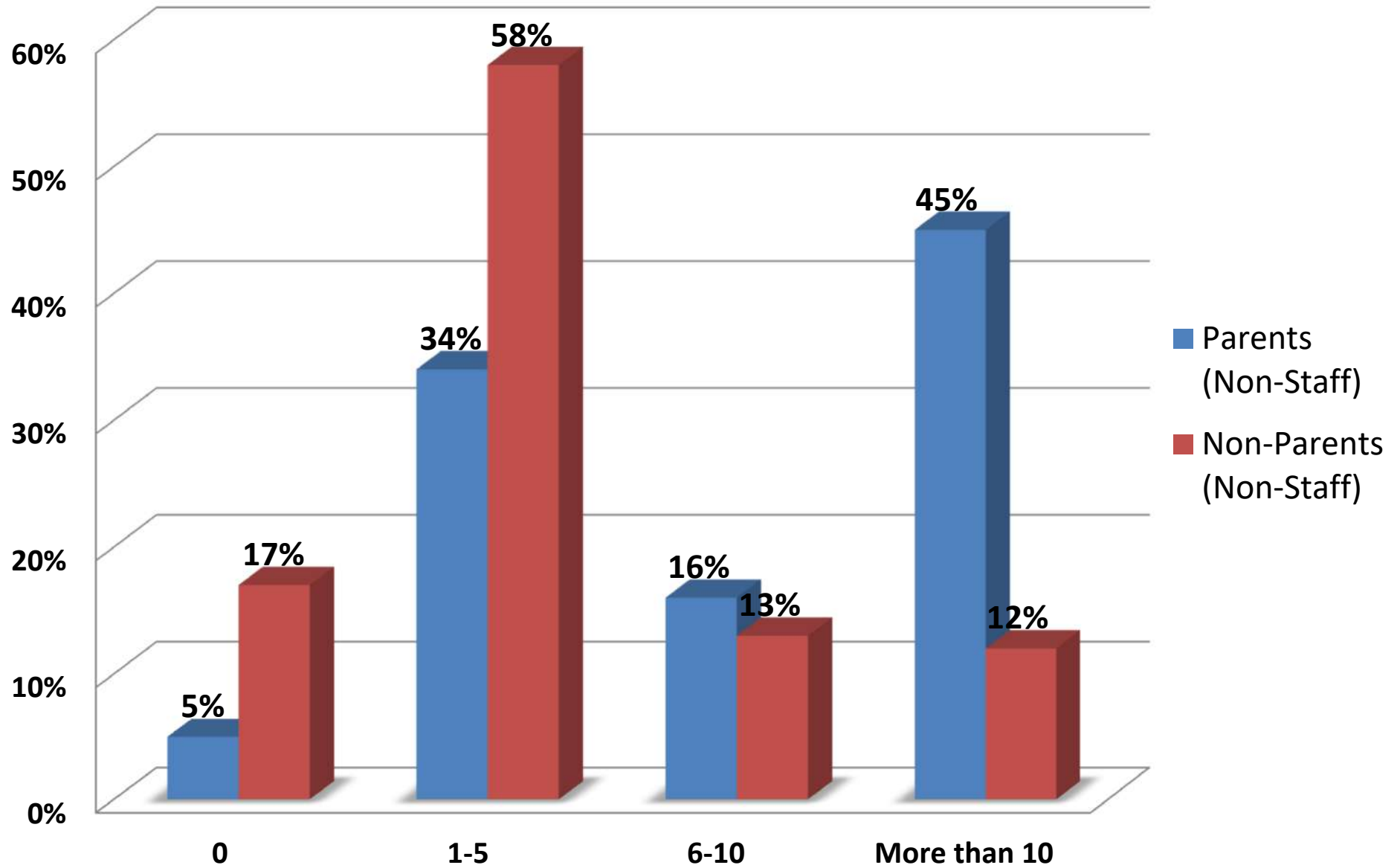
When did you last participate in a community education offering?
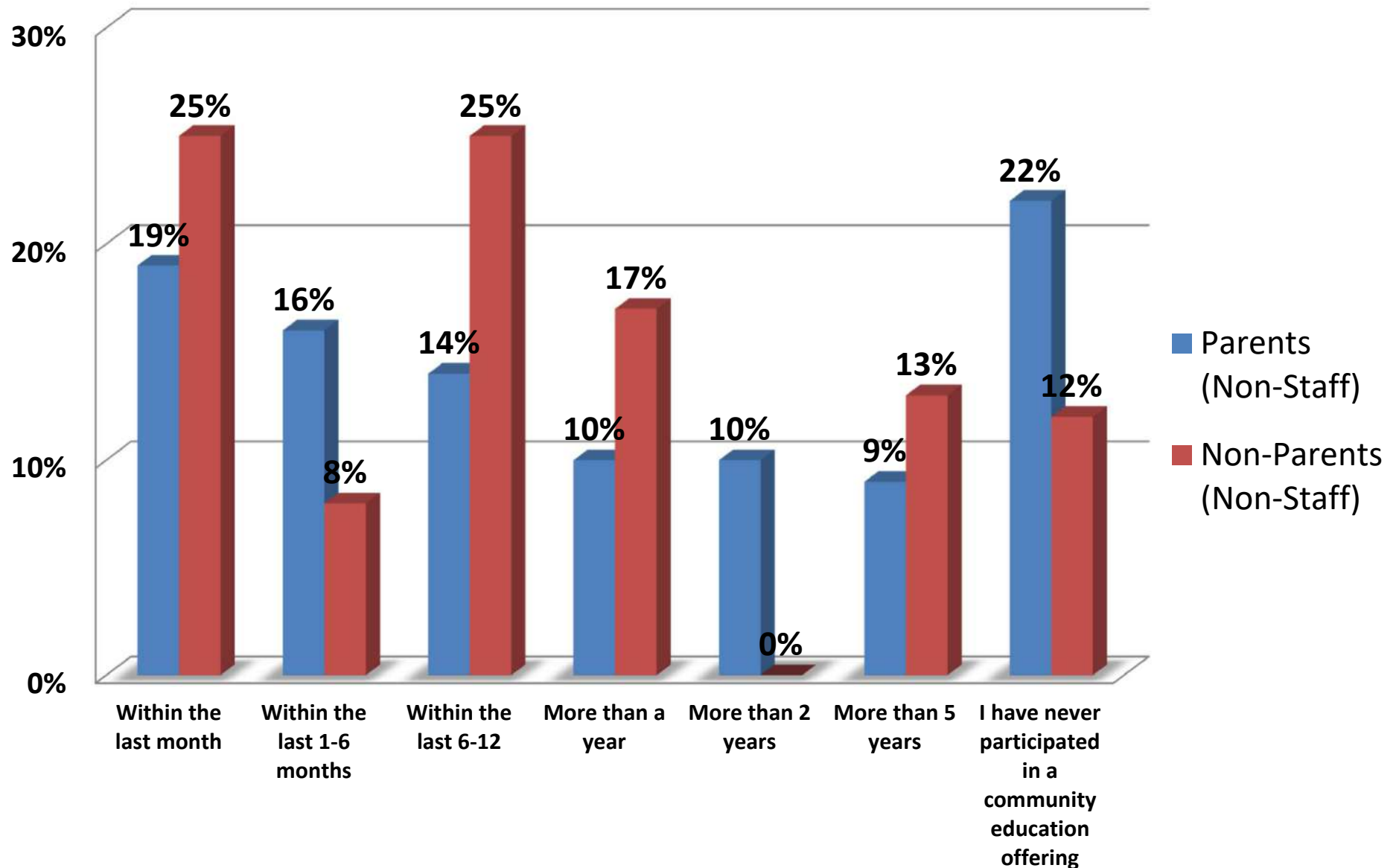
OPTIONAL: What is your gender?

- 21% Male
- 79% Female

OPTIONAL: What is your race?

Race	Percent
White	94%
No response	3%
Multi-racial/Ethnic	1%
Hispanic/Latino	1%
Black	0.20%
Asian/Pacific Islander	0.20%
Native American	0.20%
Somali	0%
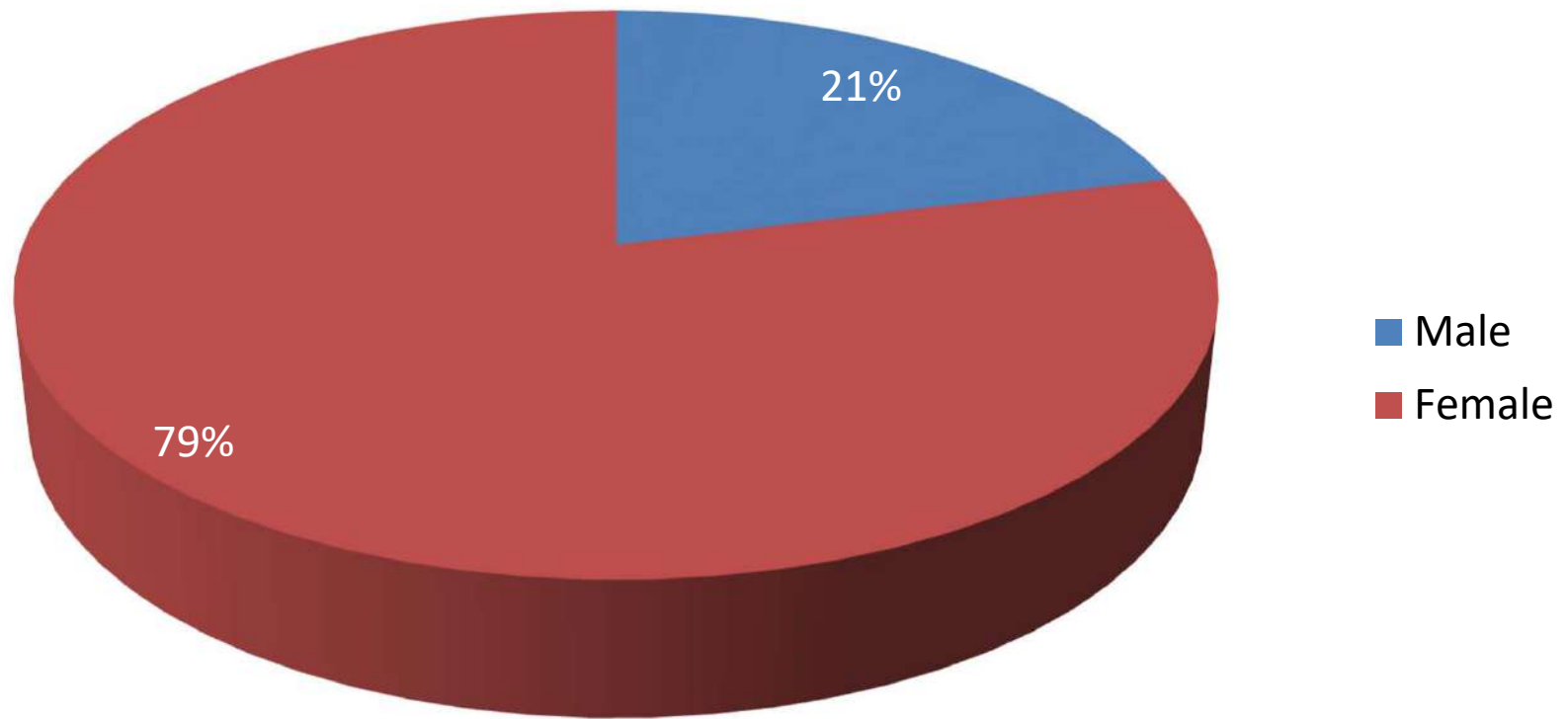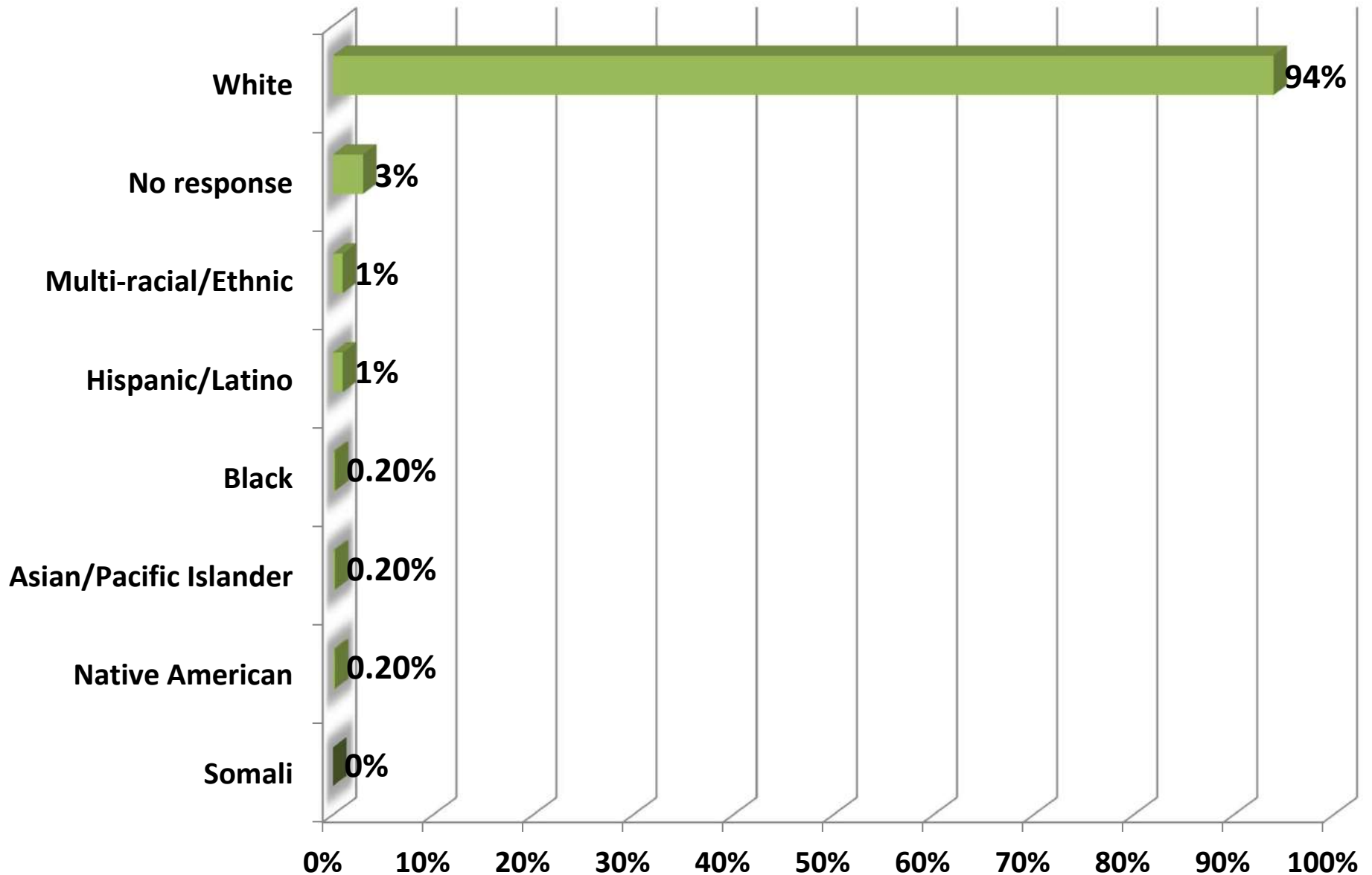
Parent Information

Grade level of your child(ren):

Grade	Percentage
Pre K	16%
K	11%
1	11%
2	9%
3	11%
4	15%
5	14%
6	14%
7	17%
8	17%
9	15%
10	15%
11	14%
12	13%
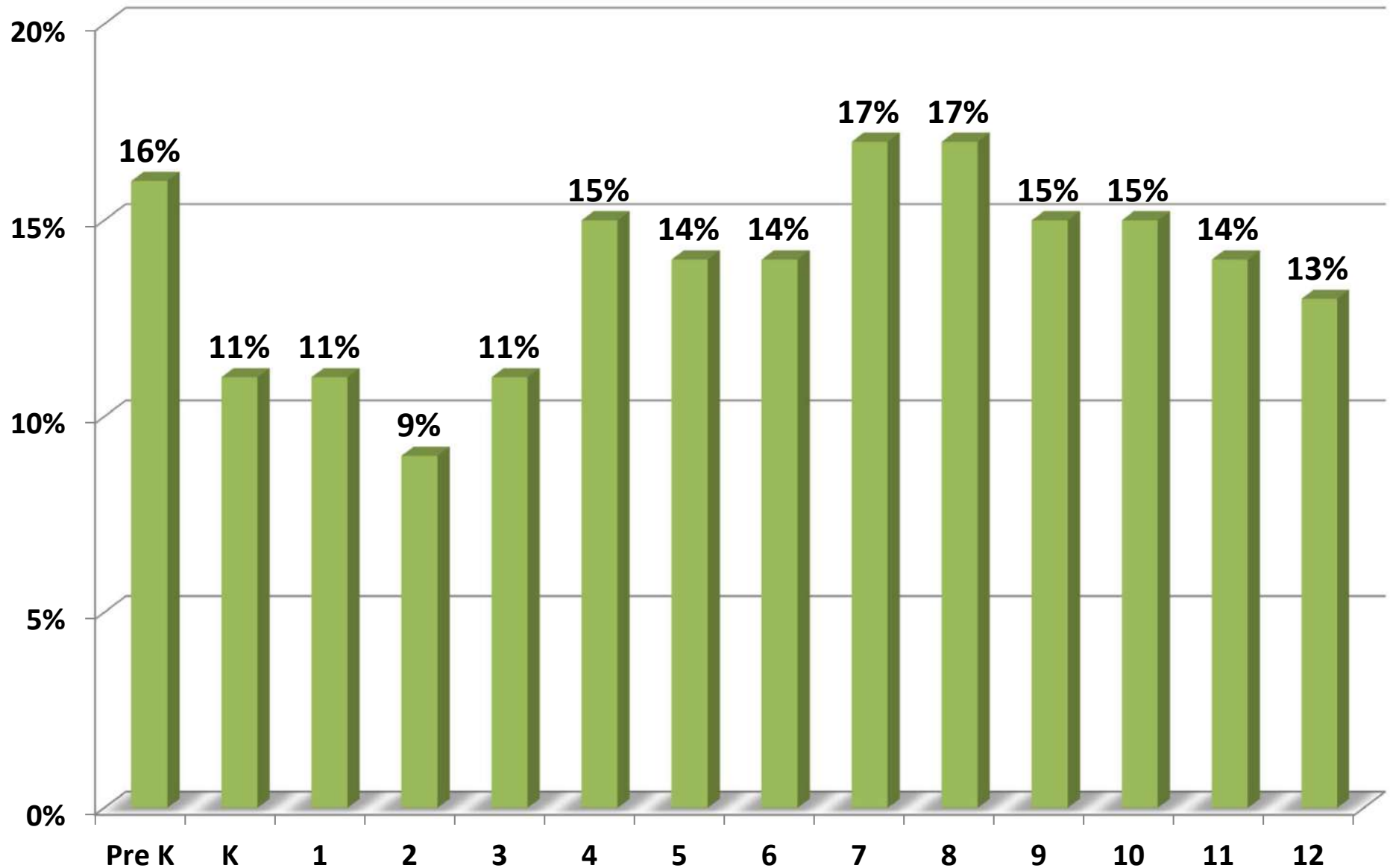
One or more of my children are identified as:
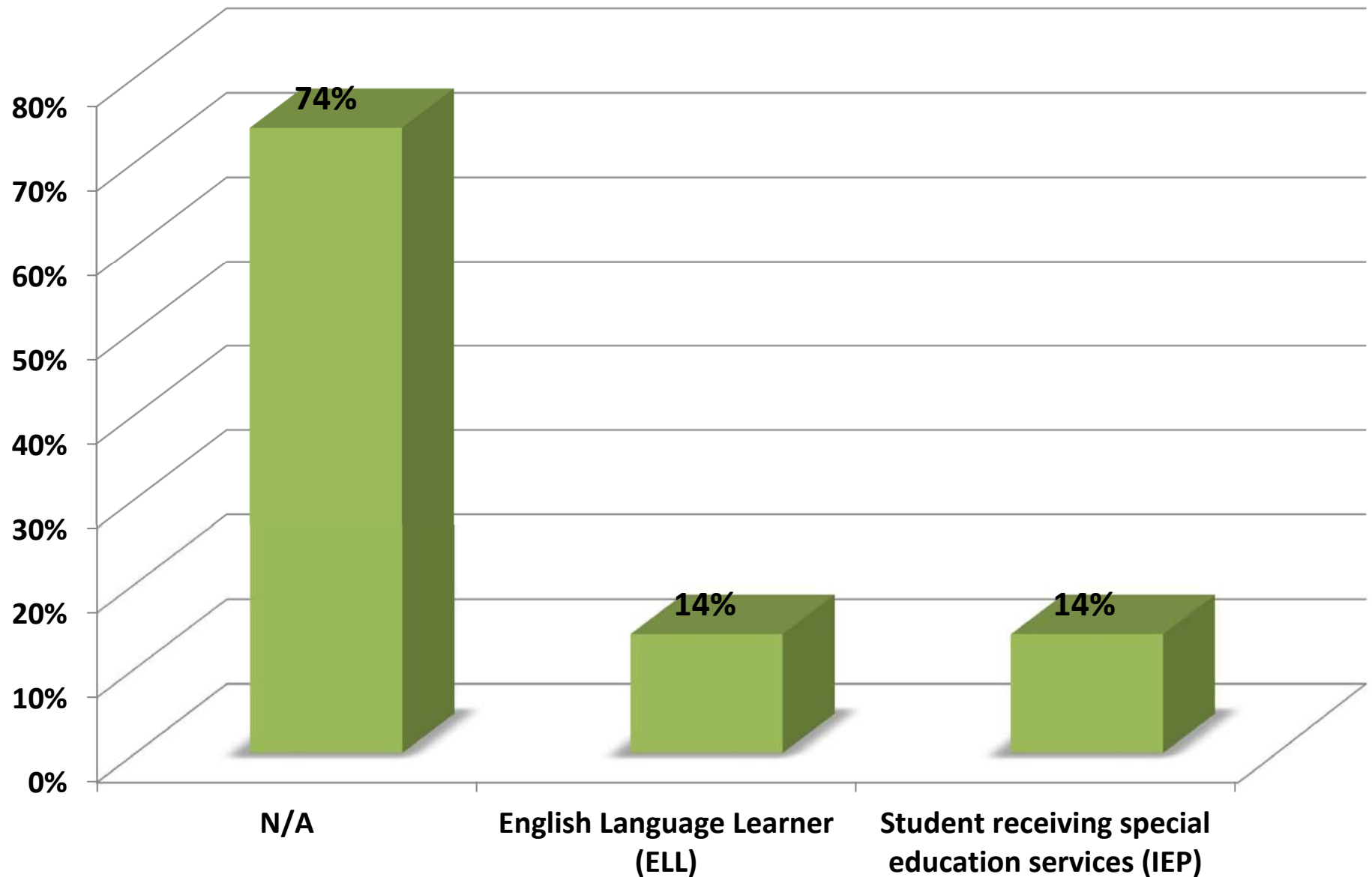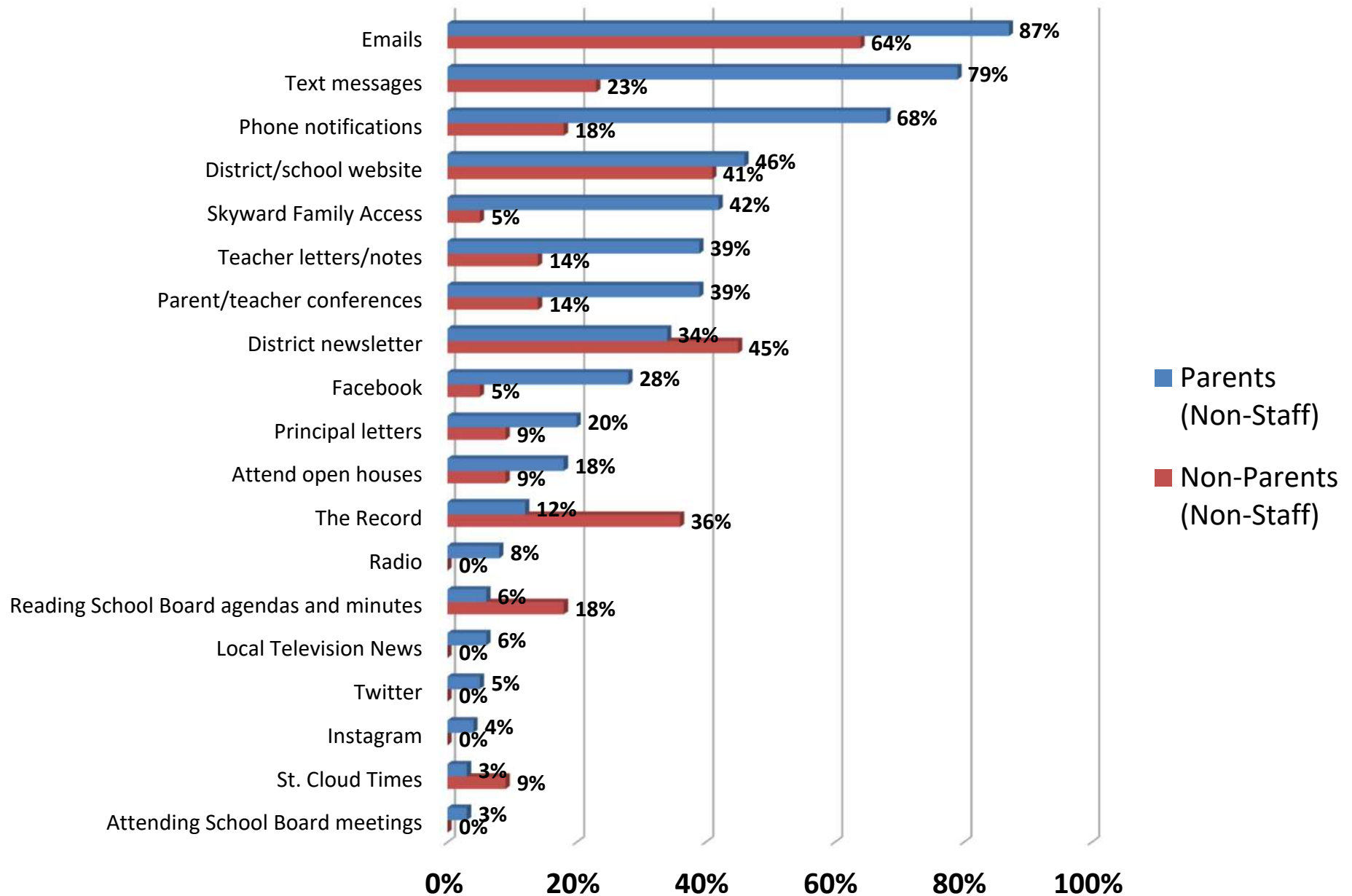
District Communications

How <u>would you like to</u> receive school information?

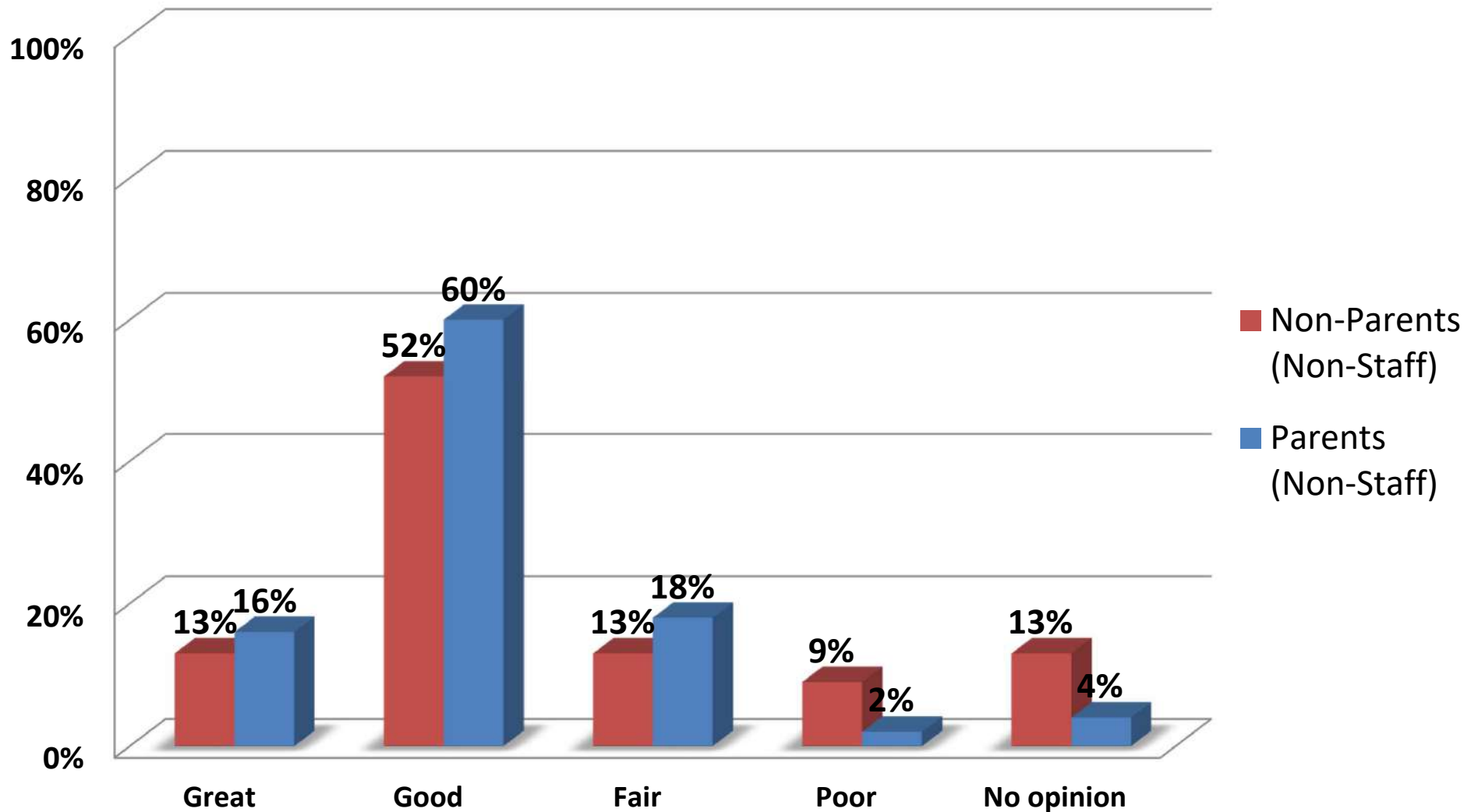| Category	Parents (Non-Staff)	Non-Parents (Non-Staff)
Emails	87%	64%
Text messages	79%	23%
Phone notifications	68%	18%
District/school website	46%	41%
Skyward Family Access	42%	5%
Teacher letters/notes	39%	14%
Parent/teacher conferences	39%	14%
District newsletter	34%	45%
Facebook	28%	5%
Principal letters	20%	9%
Attend open houses	18%	9%
The Record	12%	36%
Radio	8%	0%
Reading School Board agendas and minutes	6%	18%
Local Television News	6%	0%
Twitter	5%	0%
Instagram	4%	0%
St. Cloud Times	3%	9%
Attending School Board meetings	3%	0%

Over the past year, how would you rate the <u>frequency</u> of the District's communication?
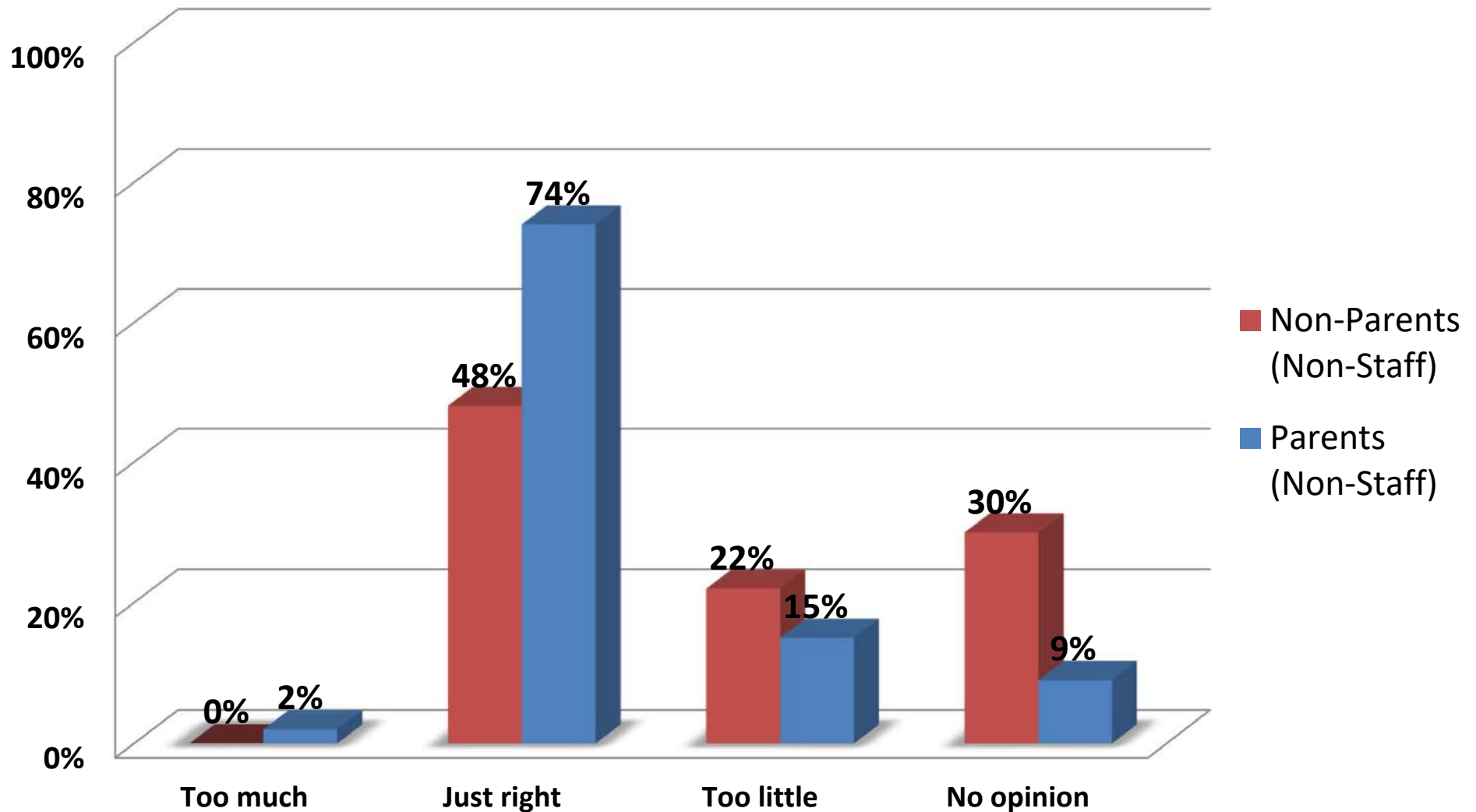
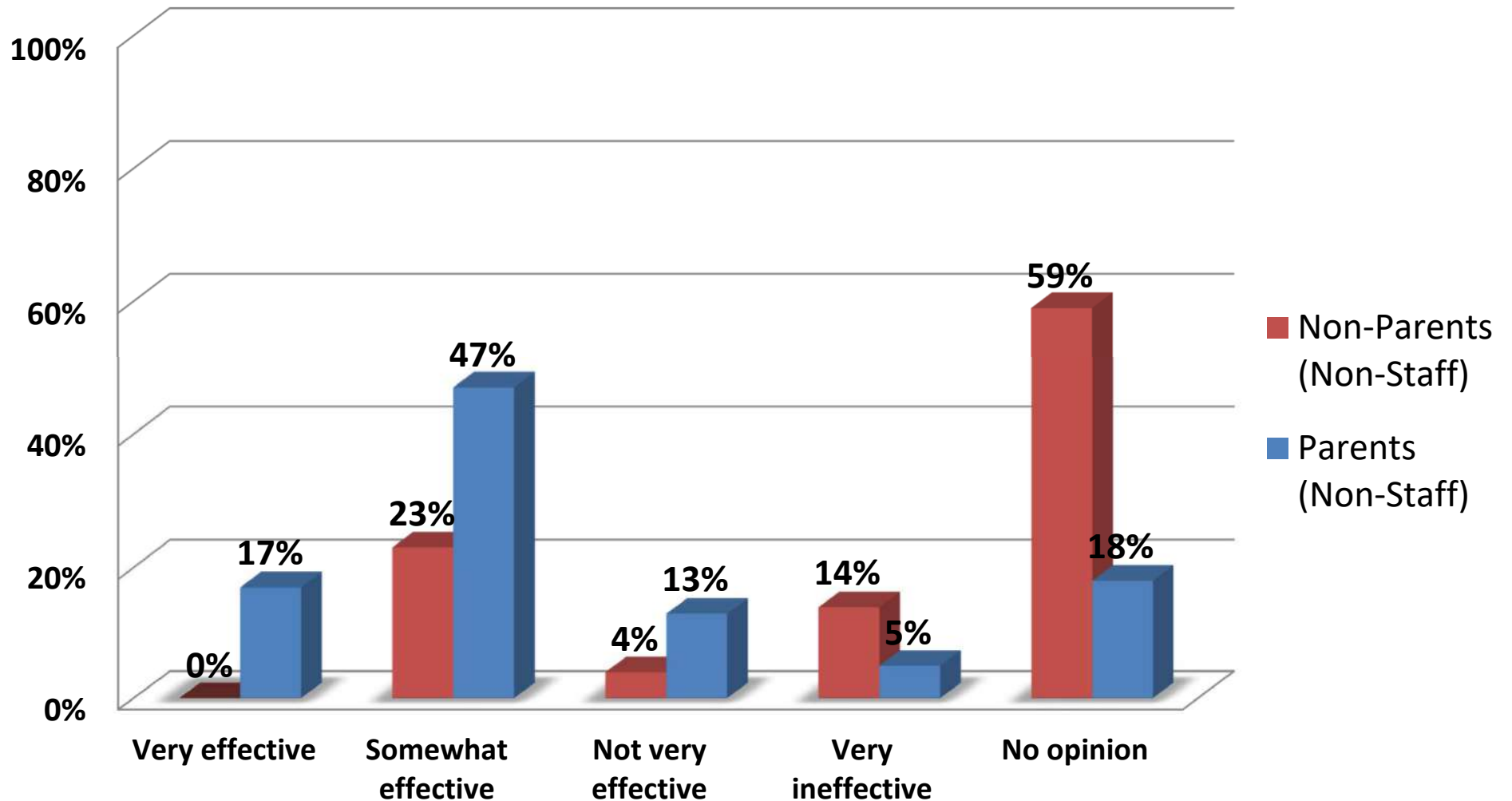# Over the past year, how often do you read the information sent to you from the District?

	Always	Usually	Sometimes	Never
Non-Parents (Non-Staff)	48%	38%	9%	5%
Parents (Non-Staff)	60%	34%	5%	1%
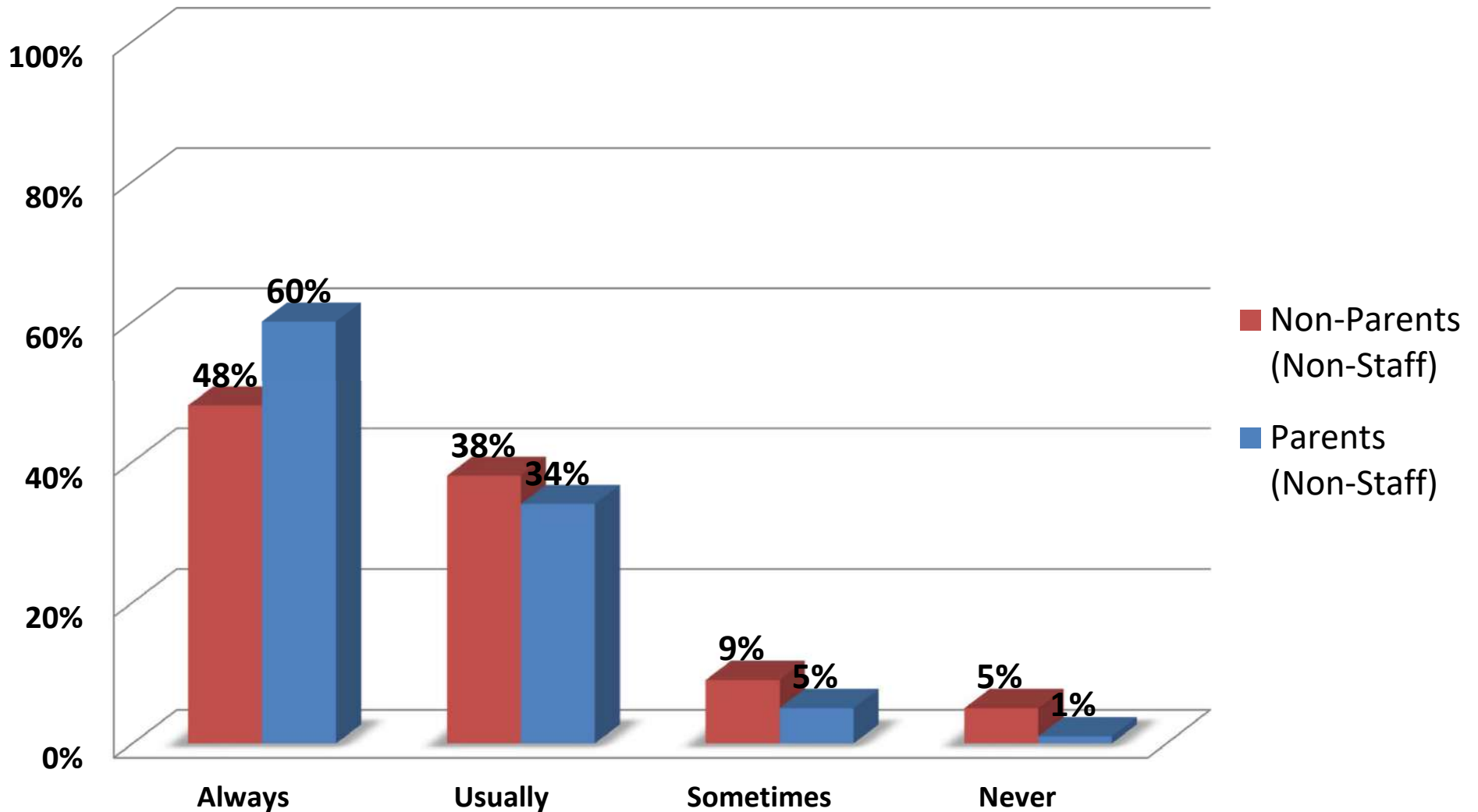
Over the past year, how would you rate the **content** of the District's communication?

Legend:
- ■ Non-Parents (Non-Staff)
- ■ Parents (Non-Staff)

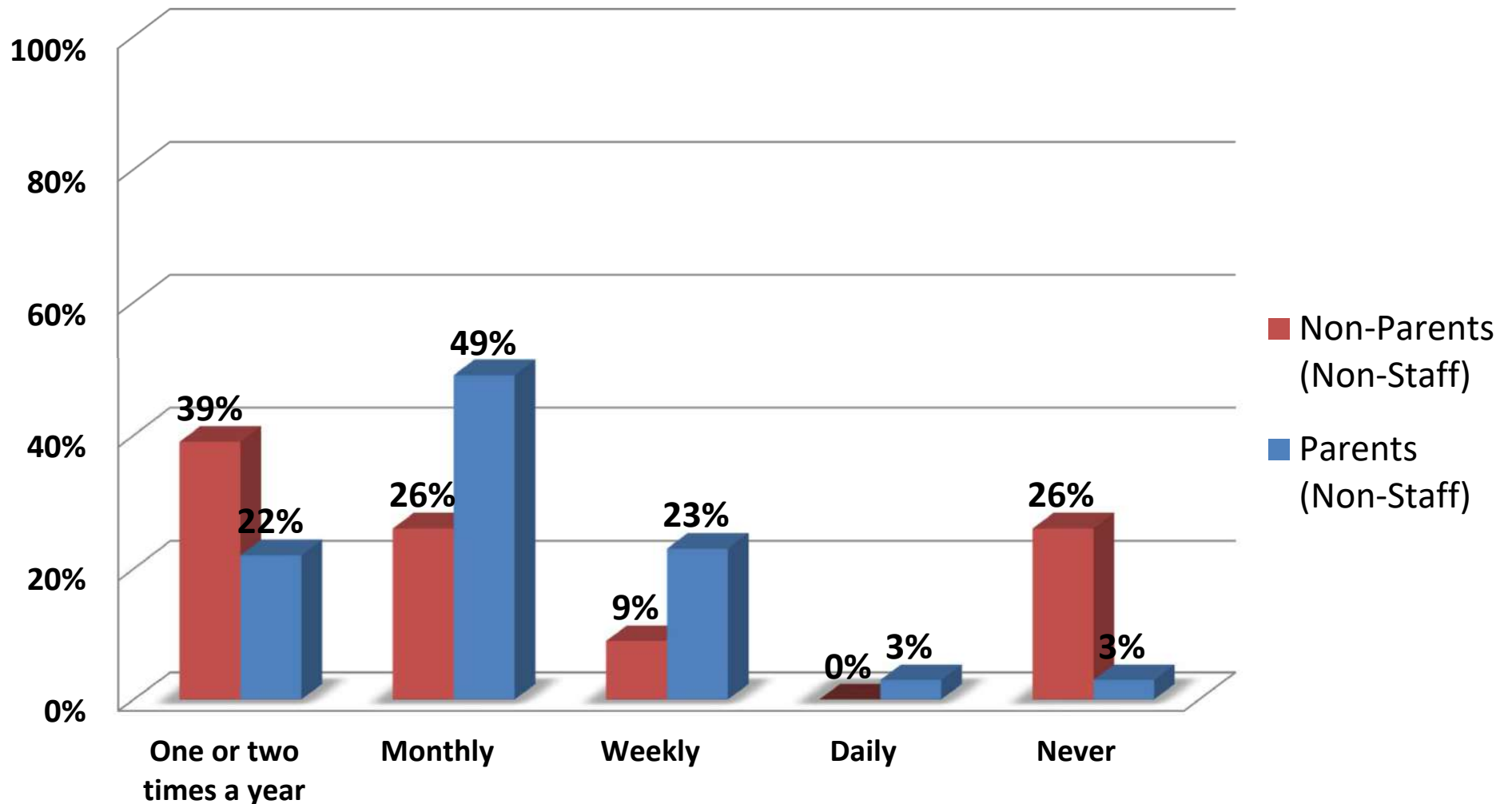|	Great	Good	Fair	Poor	No opinion
Non-Parents (Non-Staff)	13%	52%	13%	9%	13%
Parents (Non-Staff)	16%	60%	18%	2%	4%

DISTRICT WEBSITE
How effective is the District's website (not social media) in providing timely and meaningful information?

Legend:
- Non-Parents (Non-Staff)
- Parents (Non-Staff)

	Very effective	Somewhat effective	Not very effective	Very ineffective	No opinion
Non-Parents (Non-Staff)	0%	23%	4%	14%	59%
Parents (Non-Staff)	17%	47%	13%	5%	18%

How often do you visit the District's website (not social media)?

Legend:
- Non-Parents (Non-Staff) — red
- Parents (Non-Staff) — blue

Response	Non-Parents (Non-Staff)	Parents (Non-Staff)
One or two times a year	39%	22%
Monthly	26%	49%
Weekly	9%	23%
Daily	0%	3%
Never	26%	3%

Why do you visit the District's website?

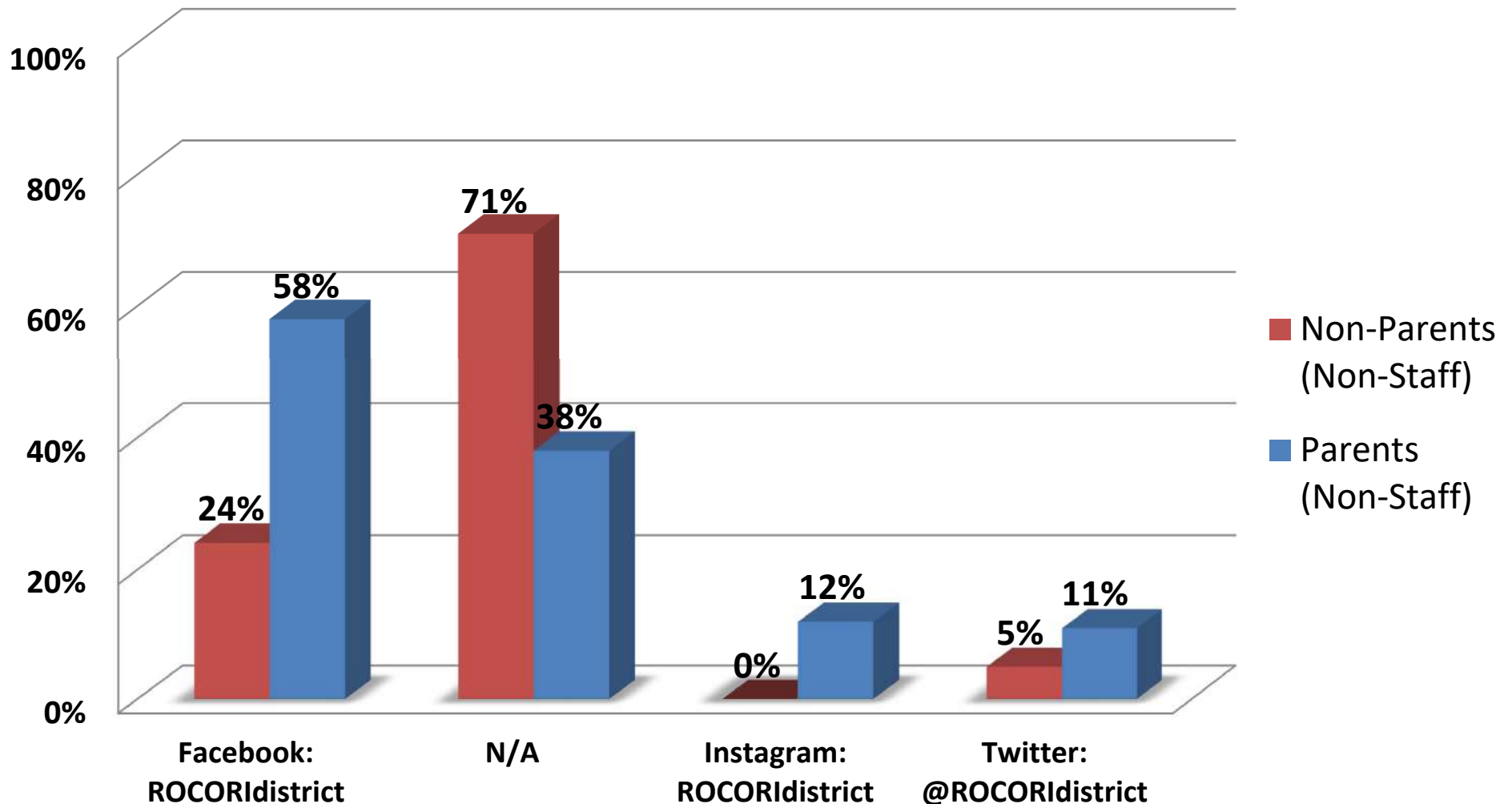| Reason	Parents (Non-Staff)	Non-Parents (Non-Staff)
Access Skyward Family Access parent portal/check grades	68%	6%
Search for upcoming events/view calendar	66%	65%
To pay lunch money	65%	6%
Access staff contact information	41%	12%
To view sports/co-curricular schedules	40%	29%
Enroll in Community Education classes	38%	53%
To view lunch menu	23%	6%
View District newsletter	13%	0%
Enroll in preschool/make payments	12%	0%
Review School Board agendas/minutes	8%	12%
Other	3%	0%

SOCIAL MEDIA
Which, if any, of the following forms of social media do you use?
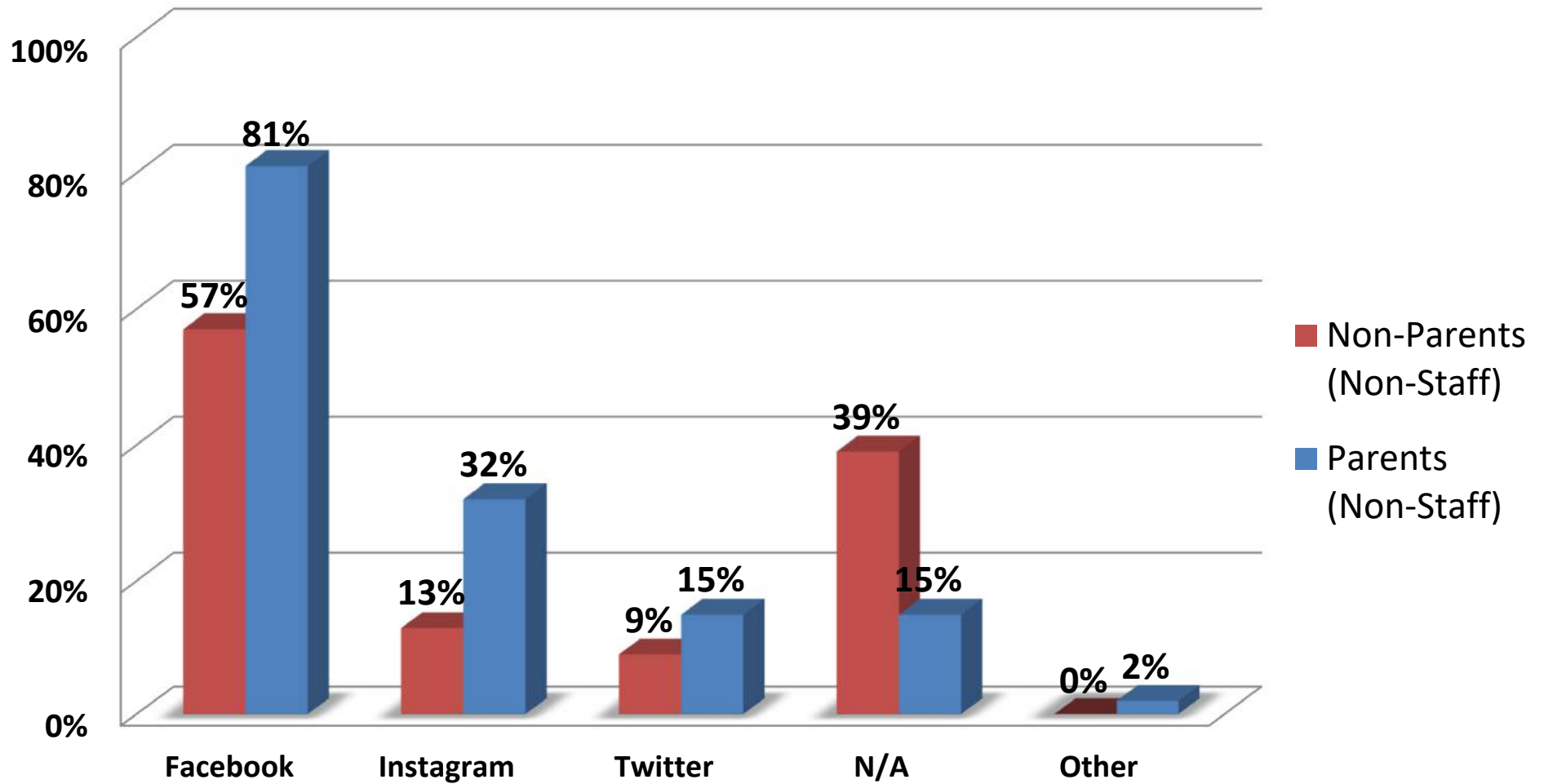
# Do you follow the District on any of the following forms of social media?

Legend:
- Non-Parents (Non-Staff) — red
- Parents (Non-Staff) — blue

Category	Non-Parents (Non-Staff)	Parents (Non-Staff)
Facebook: ROCORIdistrict	24%	58%
N/A	71%	38%
Instagram: ROCORIdistrict	0%	12%
Twitter: @ROCORIdistrict	5%	11%

Achieving Excellence

As we develop a baseline for our strategic plan, please tell us how we are doing in the following areas:
Great (4), Good (3), Fair (2), Poor (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Building pride in our community	3.03	3.05	3.02
Delivering a high-quality educational experience	3.08	2.83	2.98
Providing a safe learning environment	3.06	2.70	2.98
Providing a welcoming learning environment	3.06	2.69	2.93
Keeping the public informed	2.90	2.76	2.87
Maintaining/improving school facilities	2.78	3.17	2.86
Offering Community Education programs that meet the needs/interests of residents	2.93	2.78	2.86
Using technology to enhance the learning experience	2.62	2.80	2.75
Preparing students for life after high school	2.81	2.67	2.67
Spending tax dollars wisely	2.61	2.33	2.64
Meeting students' social and emotional needs	2.43	2.63	2.60

Overall, how satisfied are you with ROCORI School District?
(All Respondents)
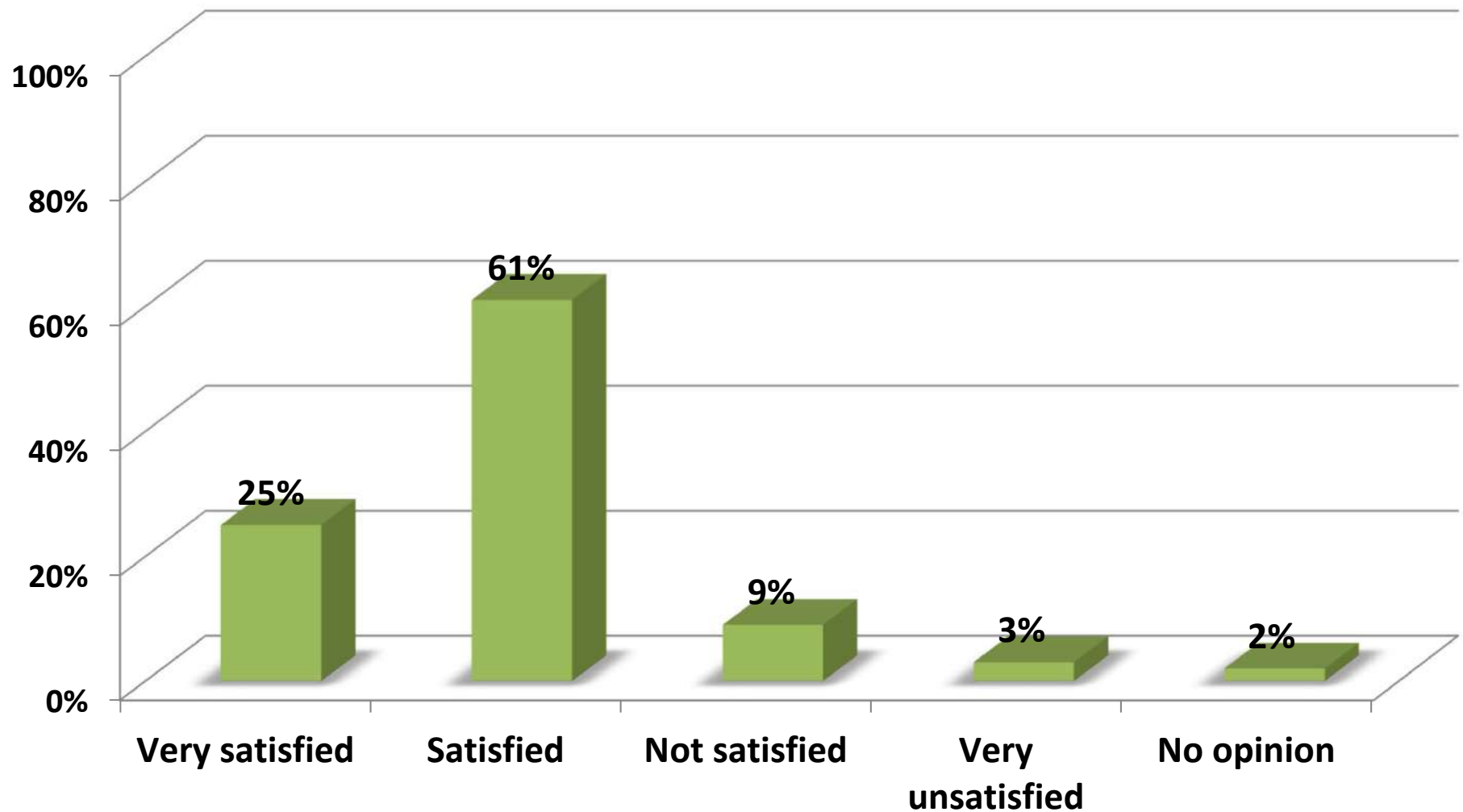
Programs/Services

How valuable are the following to the success of our students? (Slide 1/2)

Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
College/Career advising	3.59	3.31	3.65
English language arts (reading & writing)	3.47	3.47	3.60
Technology education	3.33	3.41	3.57
Math	3.47	3.41	3.56
Advanced Placement (AP)/college classes	3.37	3.56	3.55
Mental health and wellness services for students/family	3.62	3.28	3.52
Programming for student with disabilities	3.51	3.06	3.50
Science	3.36	3.47	3.43
Extracurricular clubs and activities	3.38	3.18	3.34

How valuable are the following to the success of our students? (Slide 2/2)

Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Physical education / health education	3.44	3.06	3.32
Social studies	3.30	3.19	3.30
Family & Consumer Science	3.02	3.06	3.21
Library media services	3.14	3.18	3.18
Athletics	3.18	3.06	3.12
World language	3.12	3.06	3.07
Music	3.13	3.29	3.05
Art	3.14	3.35	3.03
Programming for English as a second language	3.33	2.93	2.91

How are we doing? (Slide 1/2)
Great (4), Good (3), Fair (2), Poor (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Advanced Placement (AP)/college classes	3.13	3.45	3.12
Athletics	3.17	3.50	2.99
Extracurricular clubs and activities	3.05	2.90	2.98
Science	2.87	3.11	2.97
Social studies	2.83	2.89	2.97
English language arts (reading & writing)	2.90	3.10	2.96
Math	3.00	3.40	2.95
Library media services	2.76	3.30	2.90
Physical education / health education	2.68	2.70	2.88

How are we doing? (Slide 2/2)
Great (4), Good (3), Fair (2), Poor (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Music	2.62	2.55	2.84
Programming for English as a second language	2.35	3.29	2.84
Art	2.75	2.75	2.79
World language	2.65	2.88	2.76
Family & Consumer Science	2.82	3.11	2.75
College/Career advising	2.86	2.78	2.66
Programming for student with disabilities	2.79	3.44	2.66
Technology education	2.44	2.70	2.65
Mental health and wellness services for students/family	2.16	2.27	2.41

Gap Analysis: Staff (Slide 1/2)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Athletics	3.18	3.17	-0.01
Family & Consumer Science	3.02	2.82	-0.20
Advanced Placement (AP)/college classes	3.37	3.13	-0.24
Extracurricular clubs and activities	3.38	3.05	-0.33
Library media services	3.14	2.76	-0.38
Art	3.14	2.75	-0.39
Social studies	3.30	2.83	-0.47
Math	3.47	3.00	-0.47
World language	3.12	2.65	-0.47

Gap Analysis: Staff (Slide 2/2)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Science	3.36	2.87	-0.49
Music	3.13	2.62	-0.51
English language arts (reading & writing)	3.47	2.90	-0.57
Programming for student with disabilities	3.51	2.79	-0.72
College/Career advising	3.59	2.86	-0.73
Physical education / health education	3.44	2.68	-0.76
Technology education	3.33	2.44	-0.89
Programming for English as a second language	3.33	2.35	-0.98
Mental health and wellness services for students/family	3.62	2.16	-1.46

Gap Analysis: Non-Parents (Non-Staff) (Slide 1/2)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Athletics	3.06	3.50	0.44
Programming for student with disabilities	3.06	3.44	0.38
Programming for English as a second language	2.93	3.29	0.36
Library media services	3.18	3.30	0.12
Family & Consumer Science	3.06	3.11	0.05
Math	3.41	3.40	-0.01
Advanced Placement (AP)/college classes	3.56	3.45	-0.11
World language	3.06	2.88	-0.18
Extracurricular clubs and activities	3.18	2.90	-0.28

Gap Analysis: Non-Parents (Non-Staff) (Slide 2/2)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Social studies	3.19	2.89	-0.30
Physical education / health education	3.06	2.70	-0.36
Science	3.47	3.11	-0.36
English language arts (reading & writing)	3.47	3.10	-0.37
College/Career advising	3.31	2.78	-0.53
Art	3.35	2.75	-0.60
Technology education	3.41	2.70	-0.71
Music	3.29	2.55	-0.74
Mental health and wellness services for students/family	3.28	2.27	-1.01

Gap Analysis: Parents (Non-Staff) (Slide 1/2)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Programming for English as a second language	2.91	2.84	-0.07
Athletics	3.12	2.99	-0.13
Music	3.05	2.84	-0.21
Art	3.03	2.79	-0.24
Library media services	3.18	2.90	-0.28
World language	3.07	2.76	-0.31
Social studies	3.30	2.97	-0.33
Extracurricular clubs and activities	3.34	2.98	-0.36
Advanced Placement (AP)/college classes	3.55	3.12	-0.43

Gap Analysis: Parents (Non-Staff) (Slide 2/2)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Physical education / health education	3.32	2.88	-0.44
Family & Consumer Science	3.21	2.75	-0.46
Science	3.43	2.97	-0.46
Math	3.56	2.95	-0.61
English language arts (reading & writing)	3.60	2.96	-0.64
Programming for student with disabilities	3.50	2.66	-0.84
Technology education	3.57	2.65	-0.92
College/Career advising	3.65	2.66	-0.99
Mental health and wellness services for students/family	3.52	2.41	-1.11

Life Skills

How valuable is the following to the success of our students?
Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Communication skills	3.71	3.89	3.85
Critical thinking and problem solving	3.73	3.88	3.81
Financial literacy	3.59	3.65	3.73
Character development	3.63	3.78	3.71
Time management	3.57	3.76	3.70
Teamwork/Group problem solving	3.60	3.65	3.66
Leadership skills	3.58	3.59	3.65
Computer and technology skills	3.46	3.72	3.64
Develop creativity and imagination	3.57	3.82	3.58
Civics/Citizenship	3.52	3.67	3.43

How are we doing?

Great (4), Good (3), Fair (2), Poor (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Teamwork/Group problem solving	2.62	3.00	2.77
Communication skills	2.56	2.90	2.73
Character development	2.41	2.45	2.72
Critical thinking and problem solving	2.52	2.89	2.72
Computer and technology skills	2.44	2.80	2.70
Develop creativity and imagination	2.43	3.00	2.70
Civics/Citizenship	2.64	3.00	2.68
Leadership skills	2.54	3.22	2.66
Time management	2.36	2.67	2.61
Financial literacy	2.29	2.63	2.31

Gap Analysis: Staff

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Civics/Citizenship	3.52	2.64	-0.88
Teamwork/Group problem solving	3.60	2.62	-0.98
Computer and technology skills	3.46	2.44	-1.02
Leadership skills	3.58	2.54	-1.04
Develop creativity and imagination	3.57	2.43	-1.14
Communication skills	3.71	2.56	-1.15
Critical thinking and problem solving	3.73	2.52	-1.21
Time management	3.57	2.36	-1.21
Character development	3.63	2.41	-1.22
Financial literacy	3.59	2.29	-1.30

Gap Analysis: Non-Parents (Non-Staff)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Leadership skills	3.59	3.22	-0.37
Teamwork/Group problem solving	3.65	3.00	-0.65
Civics/Citizenship	3.67	3.00	-0.67
Develop creativity and imagination	3.82	3.00	-0.82
Computer and technology skills	3.72	2.80	-0.92
Critical thinking and problem solving	3.88	2.89	-0.99
Communication skills	3.89	2.90	-0.99
Financial literacy	3.65	2.63	-1.02
Time management	3.76	2.67	-1.09
Character development	3.78	2.45	-1.33

Gap Analysis: Parents (Non-Staff)

Importance: *Very valuable (4), Valuable (3), Somewhat valuable (2), Not valuable (1)*
Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Civics/Citizenship	3.43	2.68	-0.75
Develop creativity and imagination	3.58	2.70	-0.88
Teamwork/Group problem solving	3.66	2.77	-0.89
Computer and technology skills	3.64	2.70	-0.94
Character development	3.71	2.72	-0.99
Leadership skills	3.65	2.66	-0.99
Critical thinking and problem solving	3.81	2.72	-1.09
Time management	3.70	2.61	-1.09
Communication skills	3.85	2.73	-1.12
Financial literacy	3.73	2.31	-1.42

Future Planning

As we develop a strategic plan to guide our work over the next five years, please check up to four of the planning priorities you believe the ROCORI School District should focus their efforts:

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Help students with career planning/life after high school	42%	70%	60%
Recruit and retain high-quality staff	46%	57%	48%
Improve the use of up-to-date technology in teaching and learning	47%	43%	46%
Explore the opportunities for hands-on, project-based learning	40%	48%	35%
Ensure school facilities support students' educational needs	47%	22%	32%
Provide support services for students who have difficulty learning	31%	17%	29%
Increase leadership and character education programming	29%	22%	26%
Increase the number of Advanced Placement(AP)/college credit courses	9%	26%	26%
Improve school safety and security	24%	22%	21%
Provide training/development opportunities to enhance skills of staff	19%	9%	20%
Improve communications with our parents and community	14%	0%	13%
Increase academic achievement offerings at the elementary level	6%	9%	12%
Increase co-curricular opportunities	6%	9%	5%
Expand early childhood education opportunities	10%	9%	4%
Other	4%	4%	4%
Expand Alternative Learning Center opportunities	5%	0%	2%

School Funding
Background Information

There are two types of referenda: **operating levy and bond.**

Unlike most other districts in the state, the ROCORI School District does not currently have a voter-approved **operating levy** in place to help fund the District's programs and services. This type of funding supports day-to-day operations, such as staffing, educational programming and student services. These funds are used the same year they are received.

A **bond** is used to pay for major building projects. Much like a home mortgage, a bond is typically financed over an extended period of time. This financing method was used in 2009 to update the current high school and add the middle school to the high school.

In simple terms, bonds are for building, levies are for learning.

Funding to Support Operations

Based on the State's current funding formula, there is no indication that school funding will increase at the level needed to maintain current program and services. The District currently has approximately two weeks of expenditures in fund balance (savings), while the general practice is to have at least one and a half to three months of operating expenditures in fund balance.

Therefore, the District would need to secure a voter-approved operating levy in the future. If the District cannot secure an operating levy, budget cuts would be needed. These cuts could result in:

• Increased class size
• Reduced elective course offerings in the high school
• Reduced support services for students
• Delayed technology updates
• Fewer bus routes, which increases student ride times
• Postponed building maintenance

The table to the right shows the tax increase for various levy amounts.

PROPERTY TAX INCREASE					
Type of Property	Estimated Market Value *per property tax statement	Levy Referendum Estimated Increase Per Year			
		$181,800	$363,600	$545,400	$727,200
Residential Homestead/ Commercial/ Industrial	$50,000	$7	$14	$21	$28
	$75,000	$11	$21	$32	$43
	$100,000	$14	$28	$43	$57
	$150,000	$21	$43	$64	$85
	$200,000	$28	$57	$85	$113
	$350,000	$50	$99	$149	$199
	$500,000	$71	$142	$213	$284

How much of a tax impact would you support through a levy referendum?
(ROCORI Public School District Residents Only)

Facility Planning

Would you support a referendum that provides funding to…

Yes (10), No (1)

Item	All Residents	Staff Residents	Parent Residents (Non-Staff)	Non-Parent Residents (Non-Staff)
purchase land for the future use?	8.06	8.42	8.07	5.85
build a multi-purpose indoor facility?	6.96	7.53	6.98	4.18
relocate and reconfigure youth, middle and high school outdoor practice facilities?	6.47	6.75	6.59	3.81
add turf to athletic field?	5.20	5.28	5.41	2.50

Facilities Funding Support

The following table shows the annual tax impact for various bond referendum amounts. **The District would like to know your level of support, should they consider a bond referendum for the projects described in the previous section.**

PROPERTY TAX INCREASE					
Type of Property	Estimated Market Value *per property tax statement	Bond Referendum Estimated Increase Per Year			
		$3 million	$5 million	$8 million	$10 million
Residential Homestead	$50,000	$2	$4	$6	$8
	$75,000	$3	$6	$9	$12
	$100,000	$5	$9	$15	$18
	$150,000	$10	$16	$26	$32
	$200,000	$14	$23	$37	$46
	$350,000	$26	$44	$71	$88
	$500,000	$38	$64	$103	$128
Commercial/ Industrial	$100,000	$11	$19	$31	$38
	$250,000	$32	$54	$87	$109
Ag Homestead*# (average value per acre of land and buildings)	$5,000	$0.11	$0.19	$0.31	$0.38
	$7,000	$0.16	$0.27	$0.43	$0.54
	$9,000	$0.21	$0.35	$0.55	$0.69
Ag Non-Homestead* (average value per acre of land and buildings)	$5,000	$0.23	$0.38	$0.62	$0.77
	$7,000	$0.32	$0.54	$0.86	$1.08
	$9,000	$0.41	$0.69	$1.11	$1.38

*Ag2School Property Tax Relief Bill: The Estimated Market Value tax impact listed above *includes* the 40% reduction due to the School Building Bond Agricultural Credit.

#Homestead examples exclude the house, garage, and one acre, which has the same tax impact as a residential homestead. Further, tax impacts per acre assume the estimated market value of the Ag. Homestead properties are less than $1,900,000.

How much of a tax impact would you support through a bond referendum, assuming the projects included were acceptable to you?
(ROCORI Public School District Residents Only)
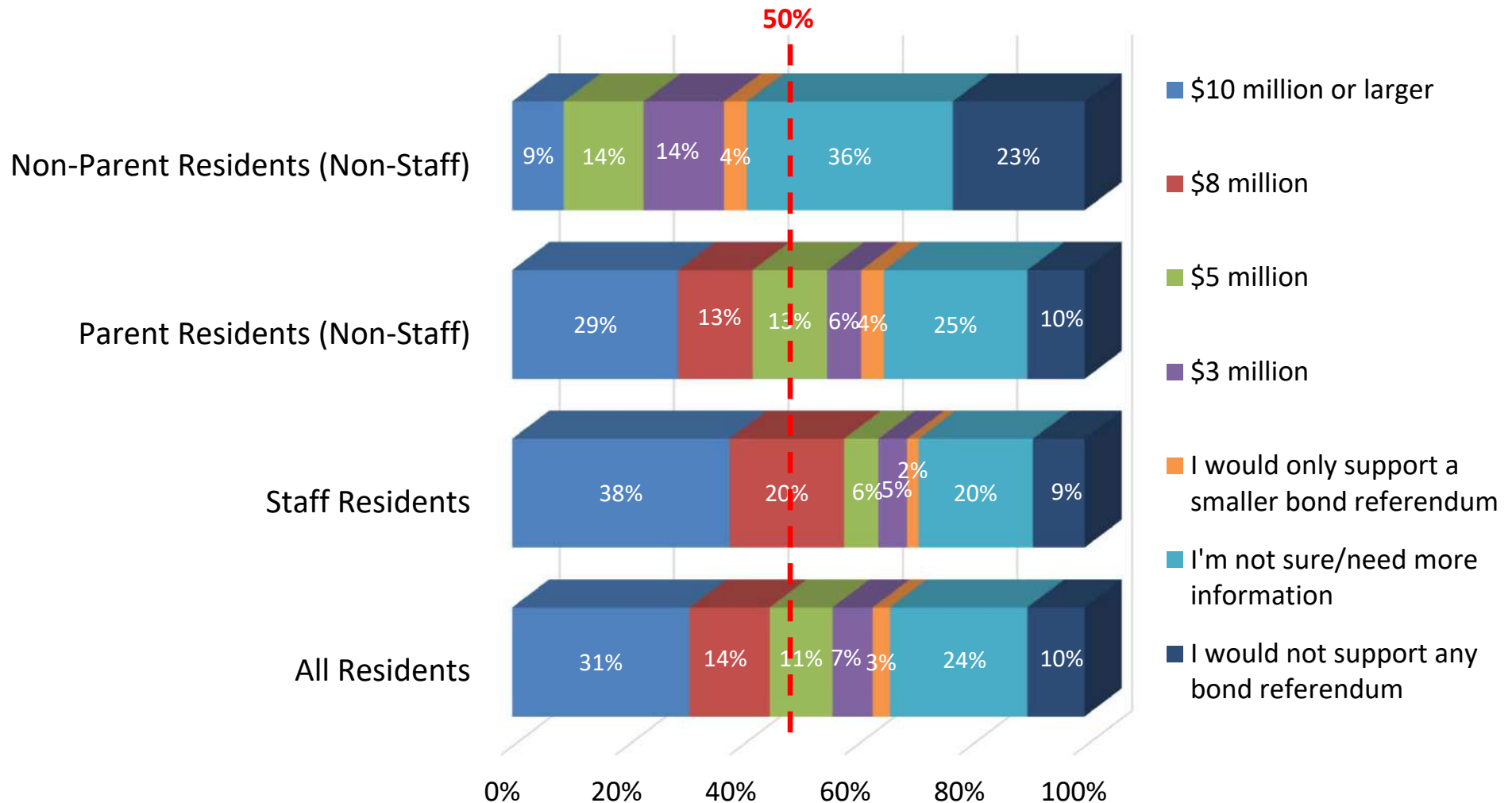
School Feedback
(Parents Only)

*Not enough data to display for the Alternative Learning Center

Cold Spring Elementary (Slide 1/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
School facilities are clean and well-kept.	4.45	98%
My child has a positive relationship with at least one adult at school.	4.33	93%
I'm proud of our school.	4.18	91%
I feel welcomed at my child's school.	4.18	89%
I would recommend my child's school to a friend.	4.13	88%
My child feels safe at school.	4.11	92%
I believe the school staff inspire my child's best efforts.	4.08	84%
My child enjoys going to school.	4.08	87%
Students are encouraged to treat each other with dignity and respect.	4.04	88%

Cold Spring Elementary (Slide 2/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
My school provides appropriate opportunities for parental involvement.	4.03	87%
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	4.00	83%
The school employs high-quality teachers.	3.99	85%
School staff treat everyone with dignity and respect.	3.97	86%
Even though I may not always agree with decisions, the principal is doing what it takes to make our school successful.	3.87	79%
I am satisfied with the communication that comes from the school.	3.85	81%
The amount of homework given to my child is appropriate.	3.84	83%
My child is being adequately prepared for the next grade level or college/career/life after high school.	3.82	83%
Technology is used effectively to support teaching and learning.	3.79	82%

Cold Spring Elementary (Slide 3/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
A climate of openness and trust exists between school administration and parents.	3.78	79%
I am comfortable contacting the principal.	3.76	75%
Parent/teacher conferences provide productive communication.	3.73	77%
I feel comfortable sharing ideas for school improvement with staff.	3.59	71%
I receive enough information to understand my child's progress.	3.59	74%
When my child has a problem at school, he/she knows how to get help.	3.58	78%
Teachers personalize instruction to meet my child's needs.	3.57	75%
Use of a personal cell phone/device during school enhances my child's learning.	1.97	20%
My child's use of a personal cell phone/device during the school hours is important to me.	1.96	20%

Academic expectations at Cold Spring Elementary are:

- Too high — 10%
- Just right — 71%
- Too low — 15%
- Don't know — 4%
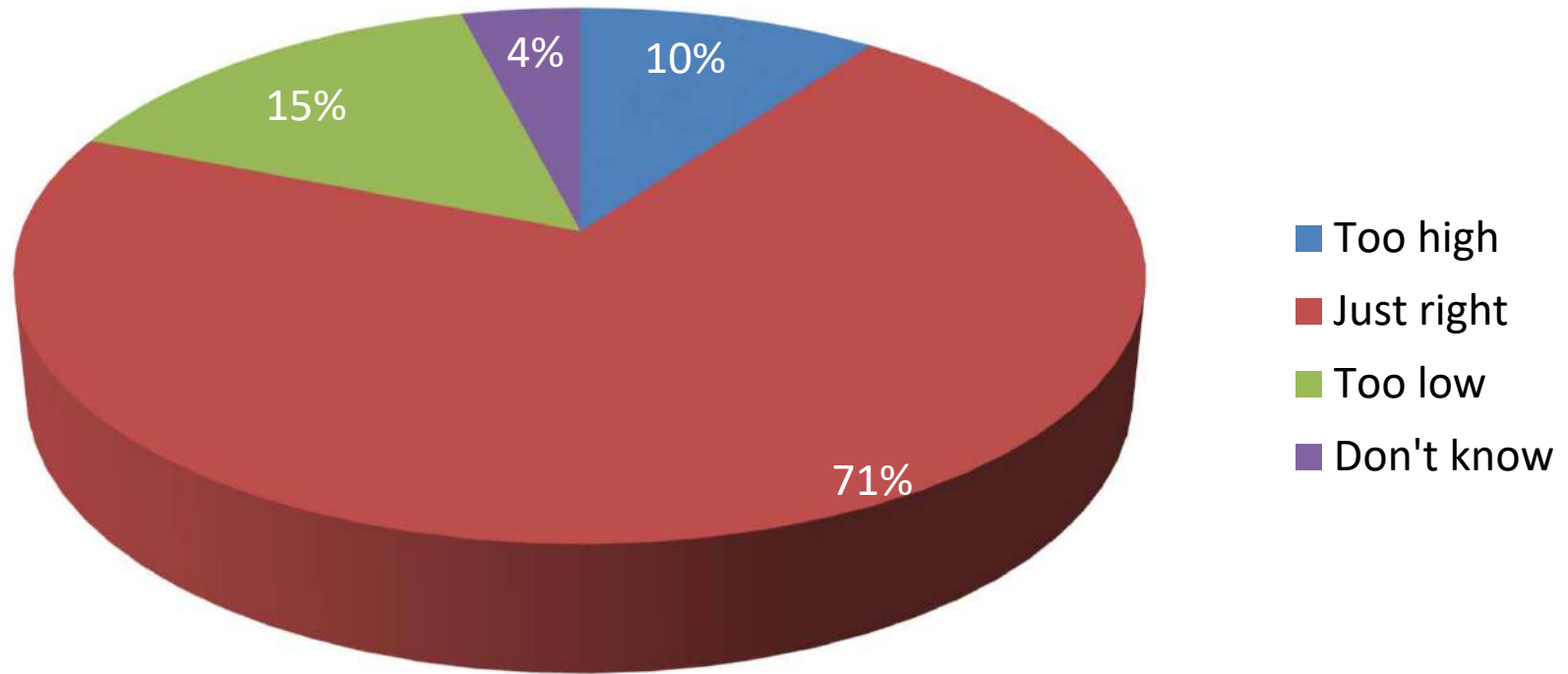
The overall use of technology at Cold Spring Elementary is:
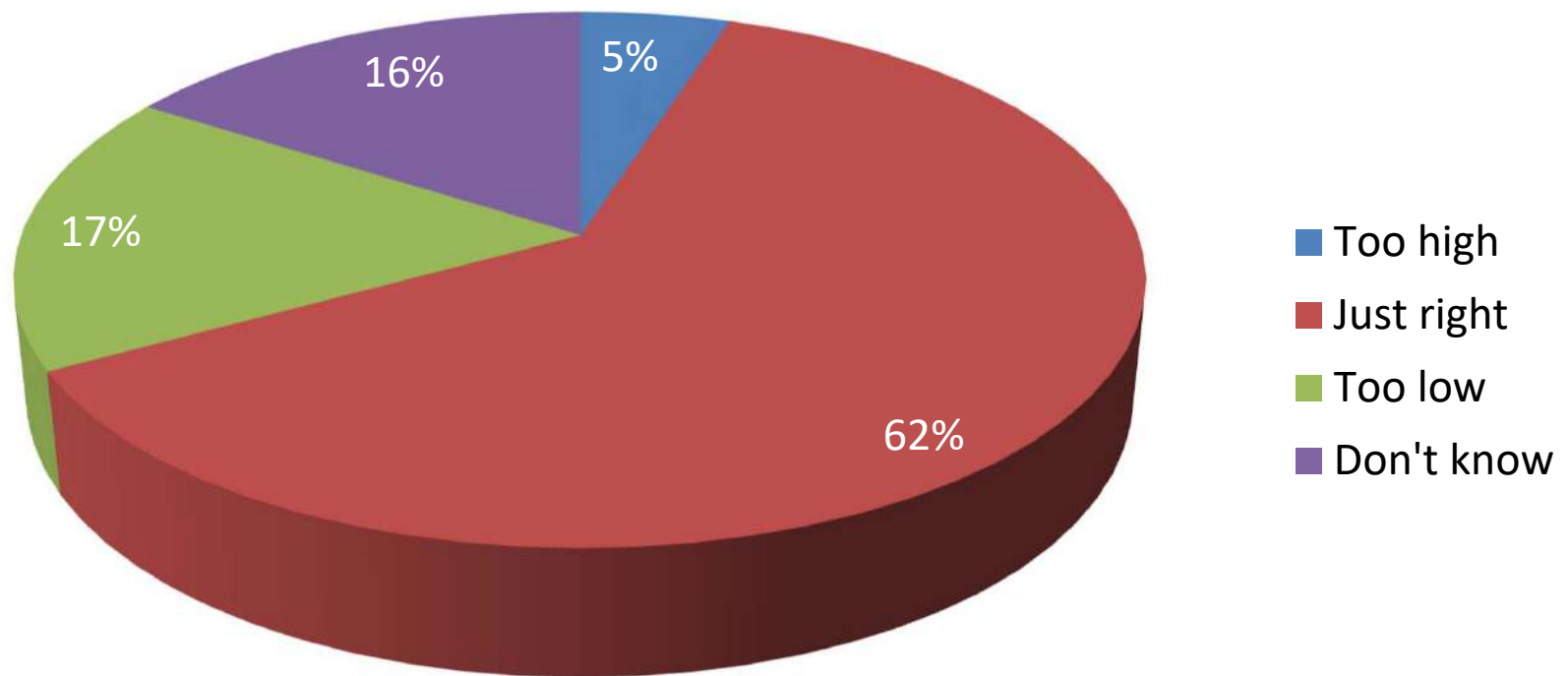
- 5% Too high
- 62% Just right
- 17% Too low
- 16% Don't know

John Clark Elementary (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
My child has a positive relationship with at least one adult at school.	4.65	100%
Even though I may not always agree with decisions, the principal is doing what it takes to make our school successful.	4.53	100%
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	4.50	100%
I would recommend my child's school to a friend.	4.50	100%
I believe the school staff inspire my child's best efforts.	4.47	95%
My child enjoys going to school.	4.45	100%
School facilities are clean and well-kept.	4.45	95%
My school provides appropriate opportunities for parental involvement.	4.45	100%
I feel welcomed at my child's school.	4.45	100%

John Clark Elementary (Slide 2/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
I'm proud of our school.	4.45	100%
Students are encouraged to treat each other with dignity and respect.	4.35	90%
I am comfortable contacting the principal.	4.35	95%
My child feels safe at school.	4.35	95%
A climate of openness and trust exists between school administration and parents.	4.30	95%
I receive enough information to understand my child's progress.	4.25	95%
Parent/teacher conferences provide productive communication.	4.20	85%
I am satisfied with the communication that comes from the school.	4.20	85%
Teachers personalize instruction to meet my child's needs.	4.16	89%

John Clark Elementary (Slide 3/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
I feel comfortable sharing ideas for school improvement with staff.	4.15	90%
My child is being adequately prepared for the next grade level or college/career/life after high school.	4.05	84%
School staff treat everyone with dignity and respect.	4.05	85%
The school employs high-quality teachers.	4.00	84%
Technology is used effectively to support teaching and learning.	3.94	83%
When my child has a problem at school, he/she knows how to get help.	3.89	79%
The amount of homework given to my child is appropriate.	3.70	70%
My child's use of a personal cell phone/device during the school hours is important to me.	2.69	38%
Use of a personal cell phone/device during school enhances my child's learning.	2.47	33%

Academic expectations at John Clark Elementary are:

- Too high — 14%
- Just right — 71%
- Too low — 5%
- Don't know — 10%
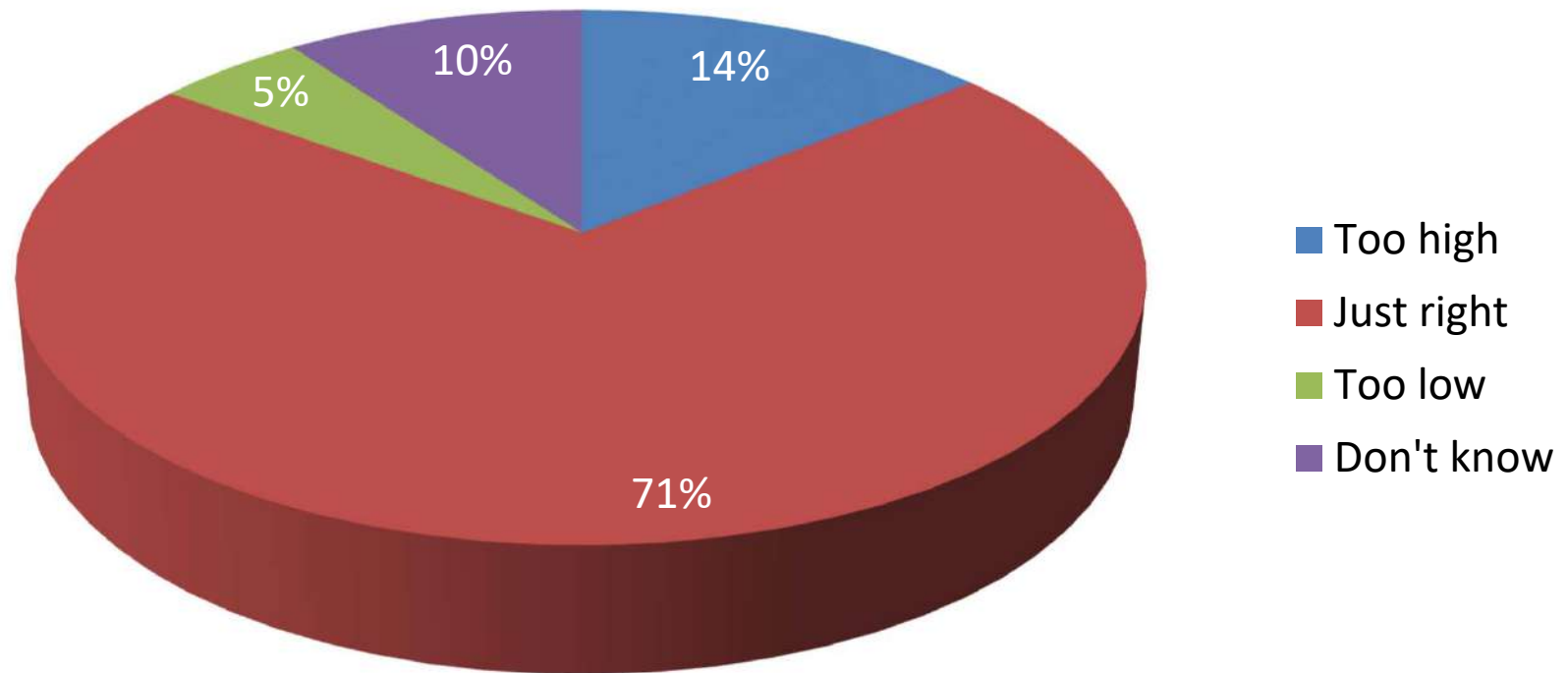
The overall use of technology at John Clark Elementary is:
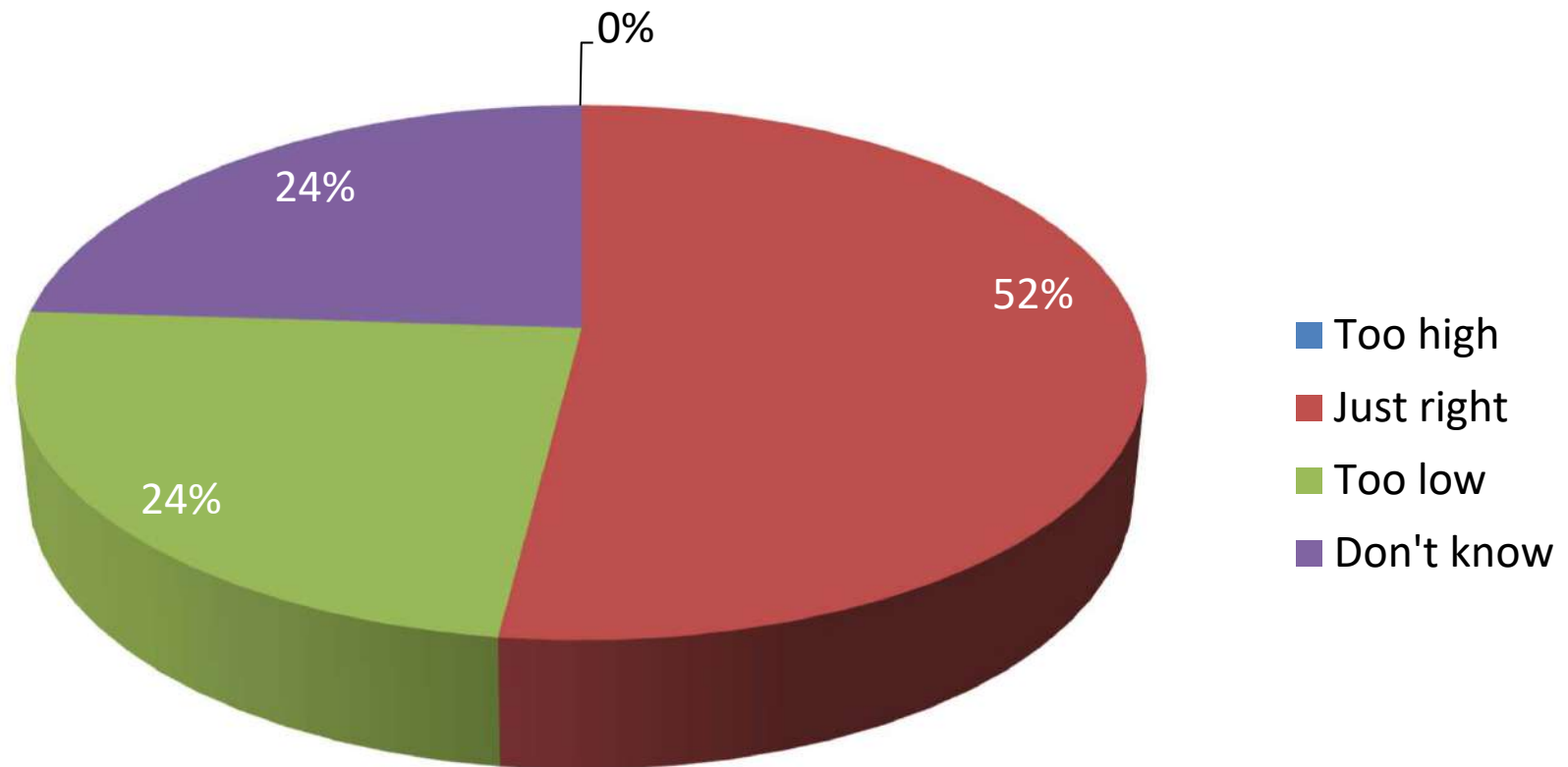
0%

24%

52%

24%

- Too high
- Just right
- Too low
- Don't know

Richmond Elementary (Slide 1/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
My child has a positive relationship with at least one adult at school.	4.63	100%
I'm proud of our school.	4.57	100%
School staff treat everyone with dignity and respect.	4.55	100%
Even though I may not always agree with decisions, the principal is doing what it takes to make our school successful.	4.54	100%
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	4.54	96%
I believe the school staff inspire my child's best efforts.	4.53	97%
The school employs high-quality teachers.	4.52	100%
I feel welcomed at my child's school.	4.48	97%
A climate of openness and trust exists between school administration and parents.	4.48	100%

Richmond Elementary (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
I am comfortable contacting the principal.	4.46	100%
School facilities are clean and well-kept.	4.45	97%
Students are encouraged to treat each other with dignity and respect.	4.43	97%
I would recommend my child's school to a friend.	4.38	97%
My child enjoys going to school.	4.38	93%
My child feels safe at school.	4.37	93%
My school provides appropriate opportunities for parental involvement.	4.17	90%
I receive enough information to understand my child's progress.	4.10	90%
My child is being adequately prepared for the next grade level or college/career/life after high school.	4.10	86%

Richmond Elementary (Slide 3/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
I am satisfied with the communication that comes from the school.	4.10	87%
The amount of homework given to my child is appropriate.	4.03	87%
Parent/teacher conferences provide productive communication.	4.00	83%
When my child has a problem at school, he/she knows how to get help.	3.96	82%
Technology is used effectively to support teaching and learning.	3.88	85%
Teachers personalize instruction to meet my child's needs.	3.76	69%
I feel comfortable sharing ideas for school improvement with staff.	3.61	68%
Use of a personal cell phone/device during school enhances my child's learning.	2.60	40%
My child's use of a personal cell phone/device during the school hours is important to me.	2.44	33%

Academic expectations at Richmond Elementary are:

- Too high — 7%
- Just right — 87%
- Too low — 3%
- Don't know — 3%
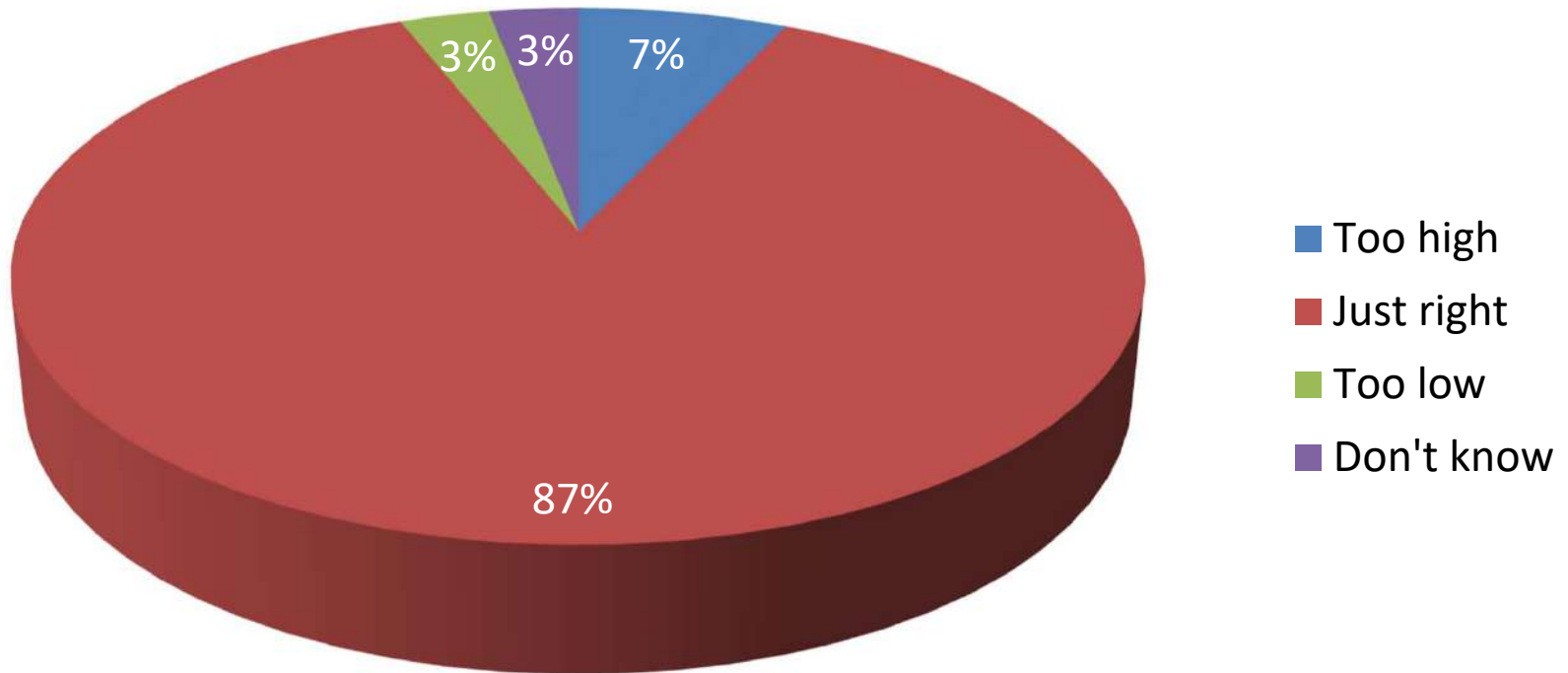
The overall use of technology at Richmond Elementary is:

0%

23%

47%

30%

- Too high
- Just right
- Too low
- Don't know
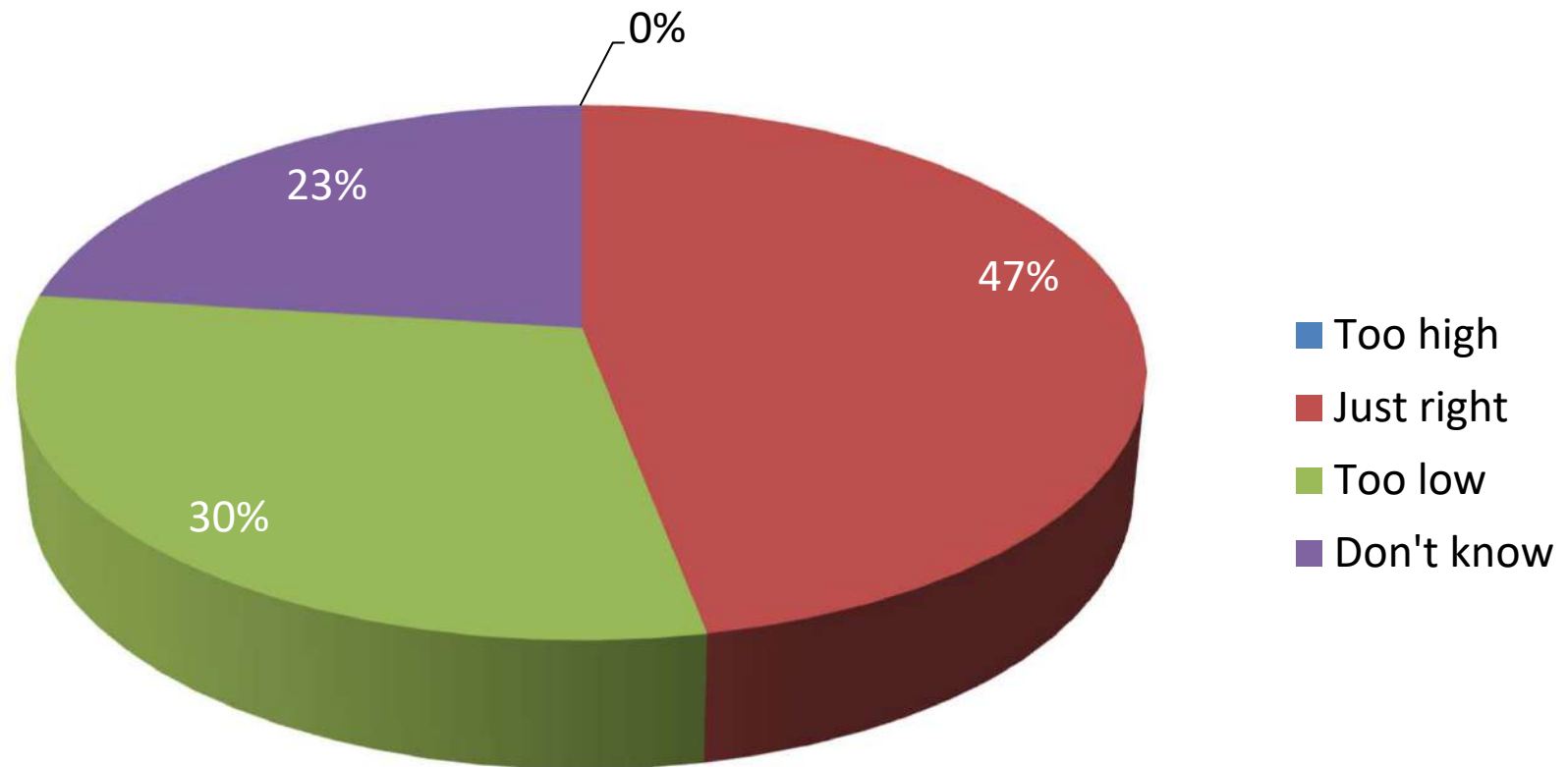
ROCORI Middle School (Slide 1/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
School facilities are clean and well-kept.	4.33	98%
My child has a positive relationship with at least one adult at school.	4.25	93%
I'm proud of our school.	4.10	90%
I would recommend my child's school to a friend.	4.06	90%
My child feels safe at school.	4.04	93%
My child enjoys going to school.	3.94	86%
I feel welcomed at my child's school.	3.88	85%
I receive enough information to understand my child's progress.	3.88	85%
School staff treat everyone with dignity and respect.	3.86	86%

ROCORI Middle School (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
Even though I may not always agree with decisions, the principal is doing what it takes to make our school successful.	3.84	85%
The school employs high-quality teachers.	3.83	83%
Students are encouraged to treat each other with dignity and respect.	3.82	83%
I believe the school staff inspire my child's best efforts.	3.81	80%
The amount of homework given to my child is appropriate.	3.79	85%
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	3.74	76%
I am satisfied with the communication that comes from the school.	3.73	81%
When my child has a problem at school, he/she knows how to get help.	3.72	80%
My child is being adequately prepared for the next grade level or college/career/life after high school.	3.70	80%

ROCORI Middle School (Slide 3/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
A climate of openness and trust exists between school administration and parents.	3.62	77%
I am comfortable contacting the principal.	3.53	72%
My school provides appropriate opportunities for parental involvement.	3.52	71%
Parent/teacher conferences provide productive communication.	3.47	72%
Technology is used effectively to support teaching and learning.	3.39	68%
I feel comfortable sharing ideas for school improvement with staff.	3.32	63%
Teachers personalize instruction to meet my child's needs.	3.29	65%
My child's use of a personal cell phone/device during the school hours is important to me.	2.68	39%
Use of a personal cell phone/device during school enhances my child's learning.	2.61	38%

Academic expectations at ROCORI Middle School are:

- Too high — 2%
- Just right — 75%
- Too low — 18%
- Don't know — 5%
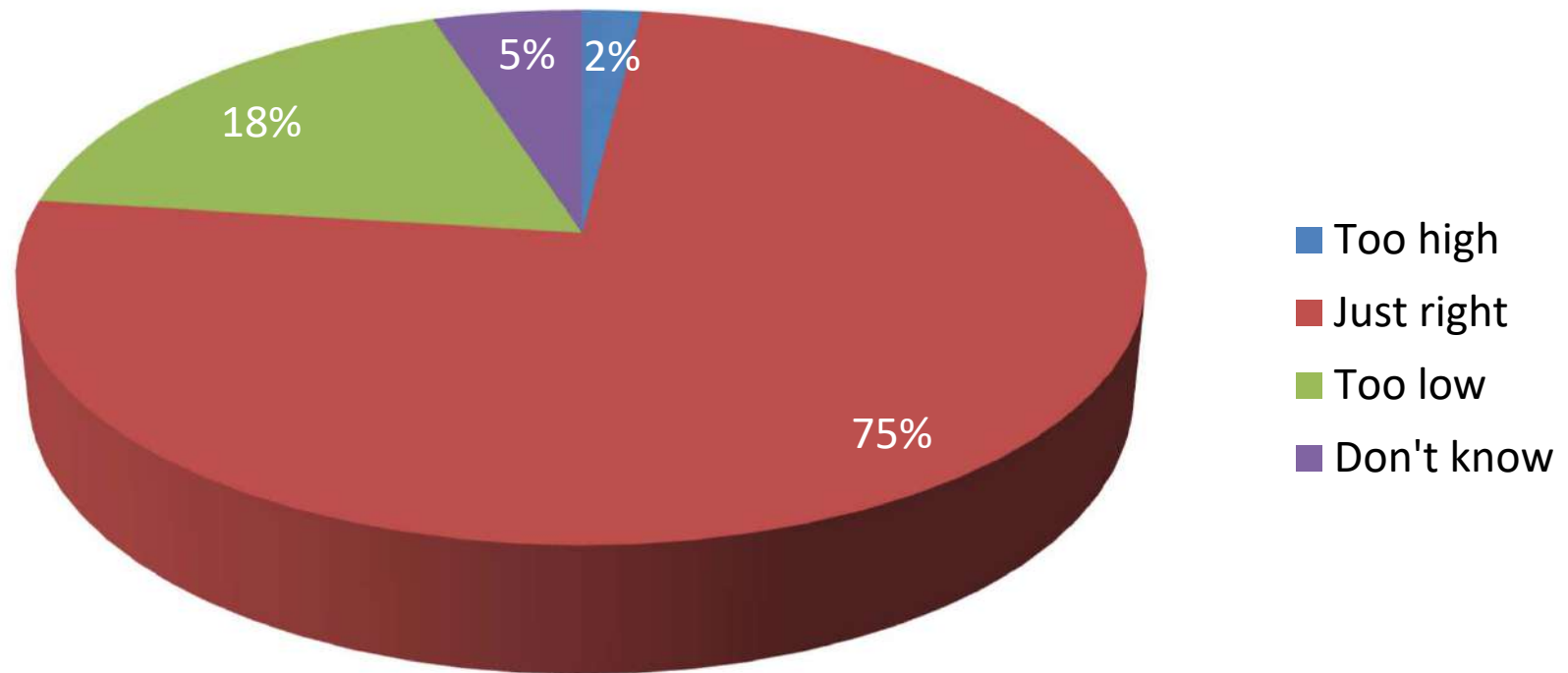
The overall use of technology at ROCORI Middle School is:

- 9% Too high
- 50% Just right
- 32% Too low
- 9% Don't know
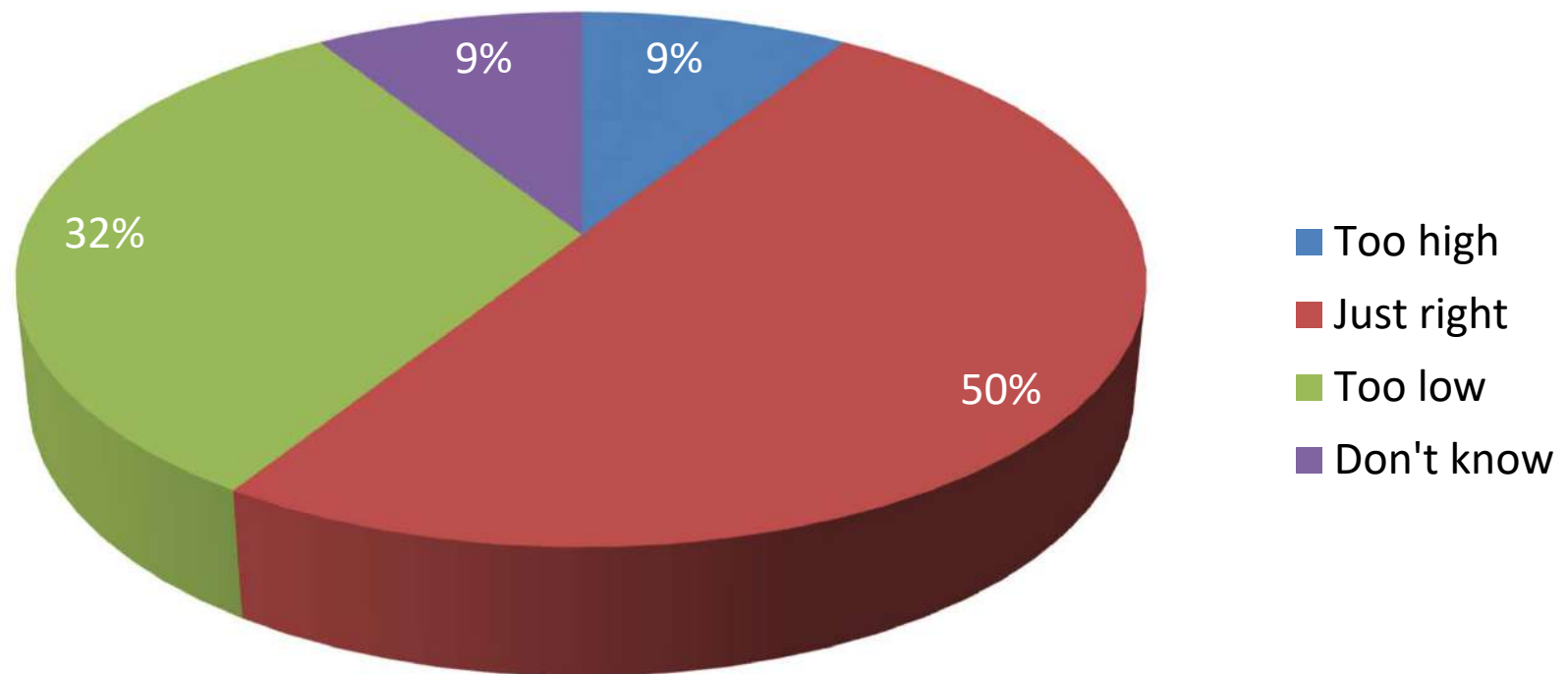
ROCORI High School (Slide 1/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
School facilities are clean and well-kept.	4.36	99%
My child has a positive relationship with at least one adult at school.	4.32	94%
I'm proud of our school.	4.11	91%
My child feels safe at school.	4.11	95%
I would recommend my child's school to a friend.	4.04	89%
I receive enough information to understand my child's progress.	4.01	89%
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	3.99	83%
I feel welcomed at my child's school.	3.97	88%
Students are encouraged to treat each other with dignity and respect.	3.87	85%

ROCORI High School (Slide 2/3)
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
When my child has a problem at school, he/she knows how to get help.	3.86	85%
Even though I may not always agree with decisions, the principal is doing what it takes to make our school successful.	3.85	85%
My child enjoys going to school.	3.84	82%
I believe the school staff inspire my child's best efforts.	3.84	80%
My school provides appropriate opportunities for parental involvement.	3.84	84%
I am satisfied with the communication that comes from the school.	3.84	84%
The school employs high-quality teachers.	3.81	83%
The amount of homework given to my child is appropriate.	3.77	84%
School staff treat everyone with dignity and respect.	3.75	81%

ROCORI High School (Slide 3/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
I am comfortable contacting the principal.	3.70	78%
My child is being adequately prepared for the next grade level or college/career/life after high school.	3.65	76%
A climate of openness and trust exists between school administration and parents.	3.60	75%
Parent/teacher conferences provide productive communication.	3.53	72%
Technology is used effectively to support teaching and learning.	3.41	67%
I feel comfortable sharing ideas for school improvement with staff.	3.40	65%
Teachers personalize instruction to meet my child's needs.	3.21	60%
My child's use of a personal cell phone/device during the school hours is important to me.	3.04	51%
Use of a personal cell phone/device during school enhances my child's learning.	2.80	45%

Academic expectations at ROCORI High School are:

- Too high — 3%
- Just right — 75%
- Too low — 18%
- Don't know — 4%
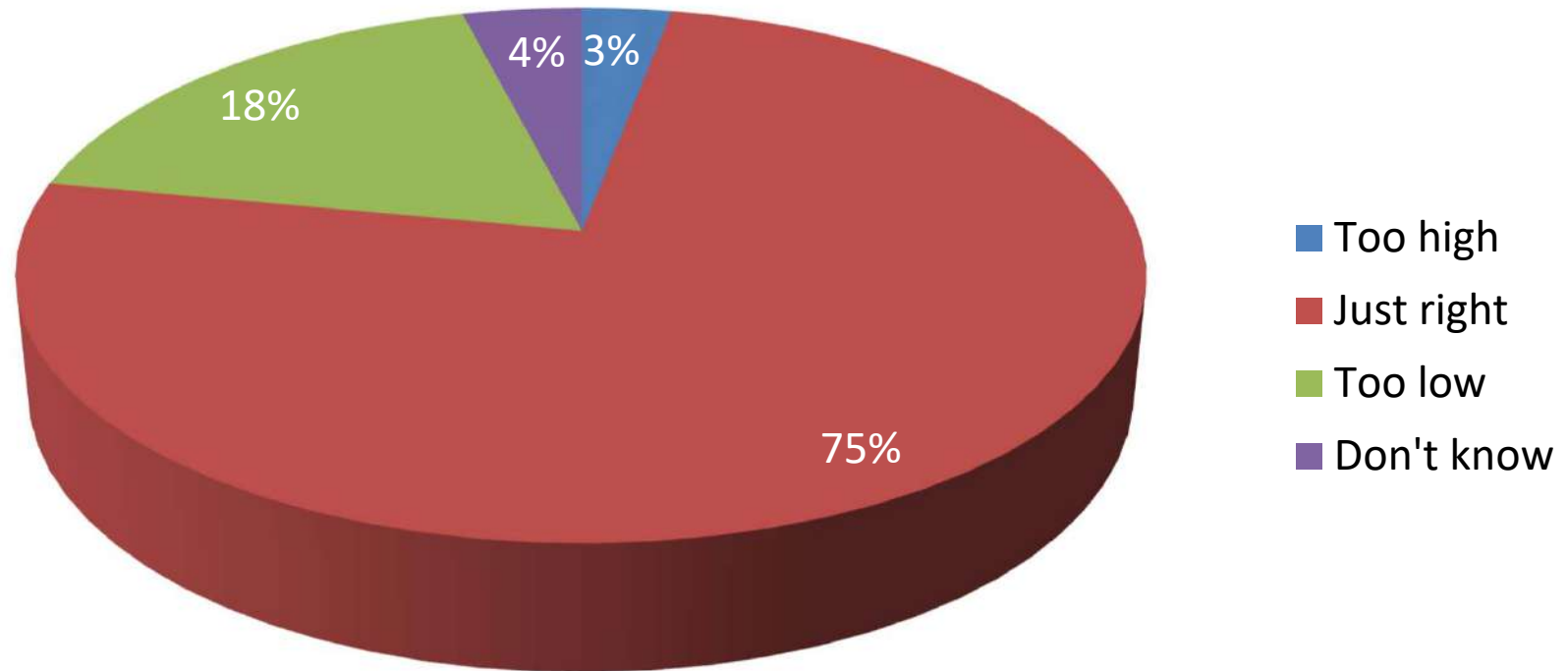
The overall use of technology at ROCORI High School is:

- Too high — 6%
- Just right — 47%
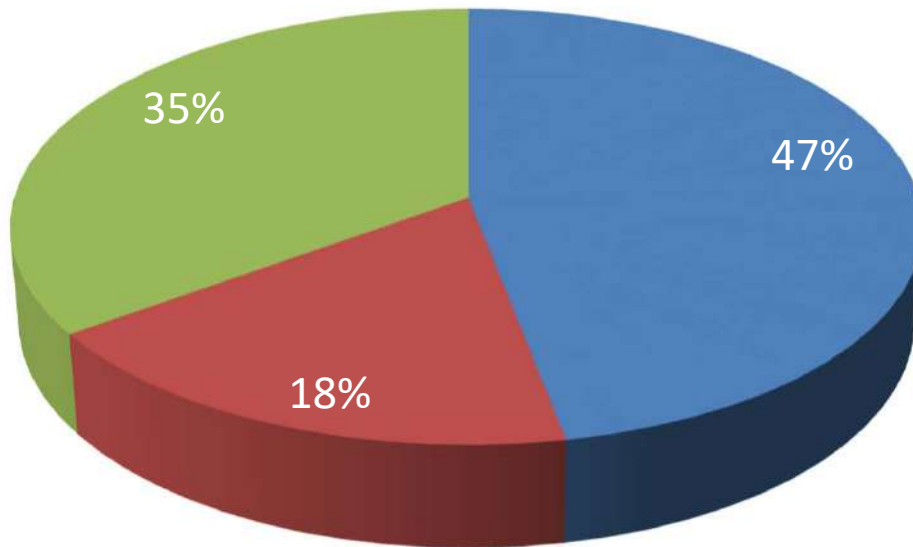- Too low — 34%
- Don't know — 13%
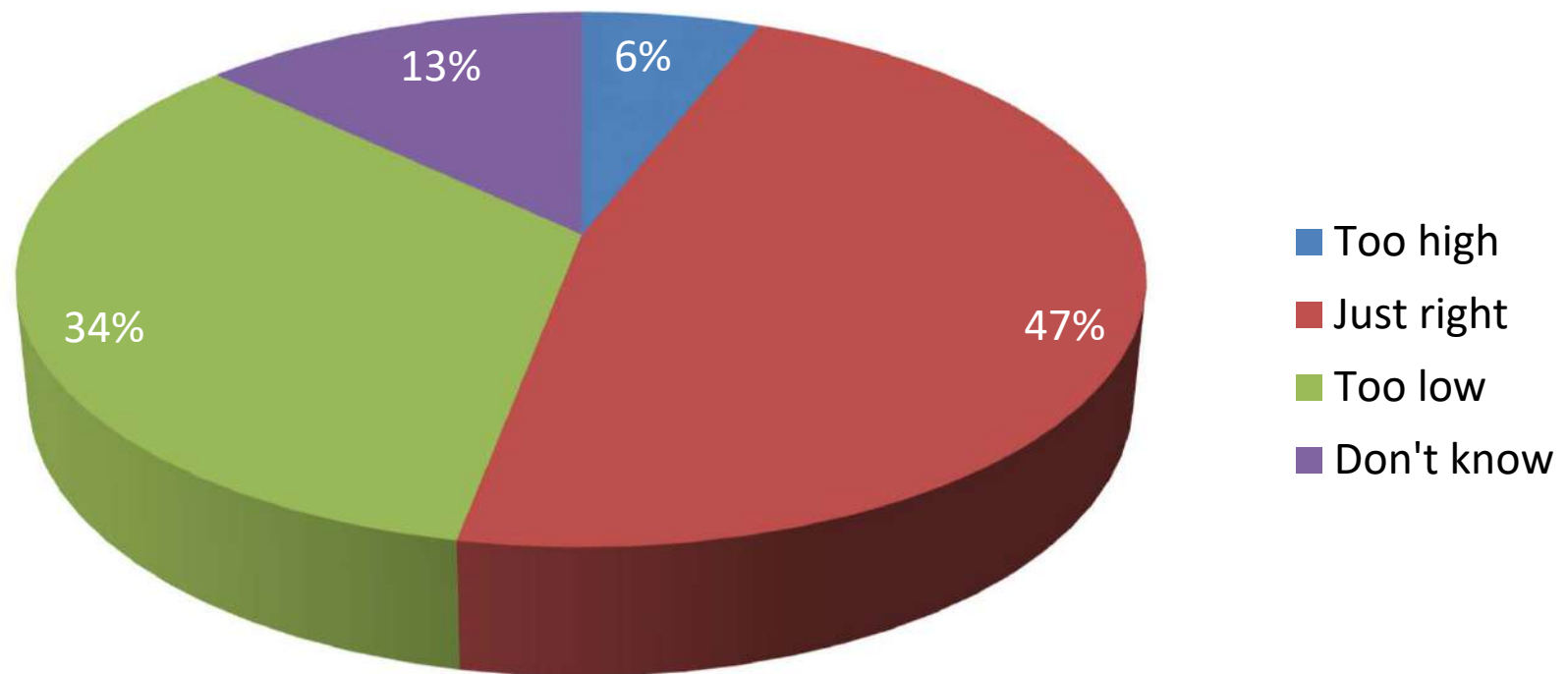
Transportation
(Parents Only)

Regarding, busing services, please indicate your level of agreement for each item:

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

Item	Average	% Strongly agree/Agree
The bus driver(s) treat our child(ren) with respect.	4.21	93%
My questions/concerns are addressed in a timely manner.	3.91	85%
I receive communication on important matters in a timely manner.	3.76	79%
I am satisfied with the communication I receive on busing services.	3.76	80%

Which best describes the transportation habits of your family?

- My child(ren) ride the bus to and/or from school most days. (47%)
- My child(ren) ride the bus to and/or from school sometimes. (18%)
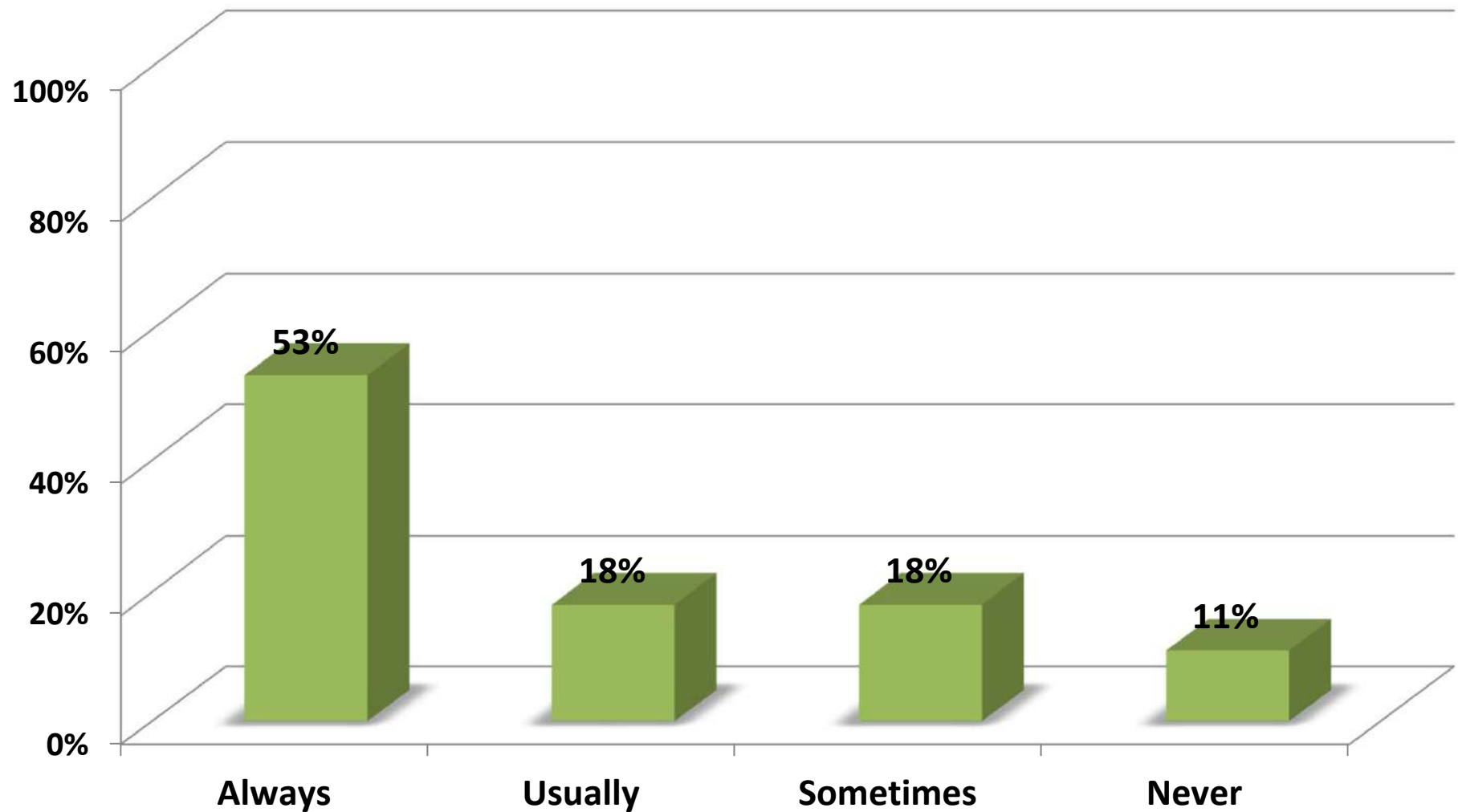- My child(ren) do not ride the bus. (35%)
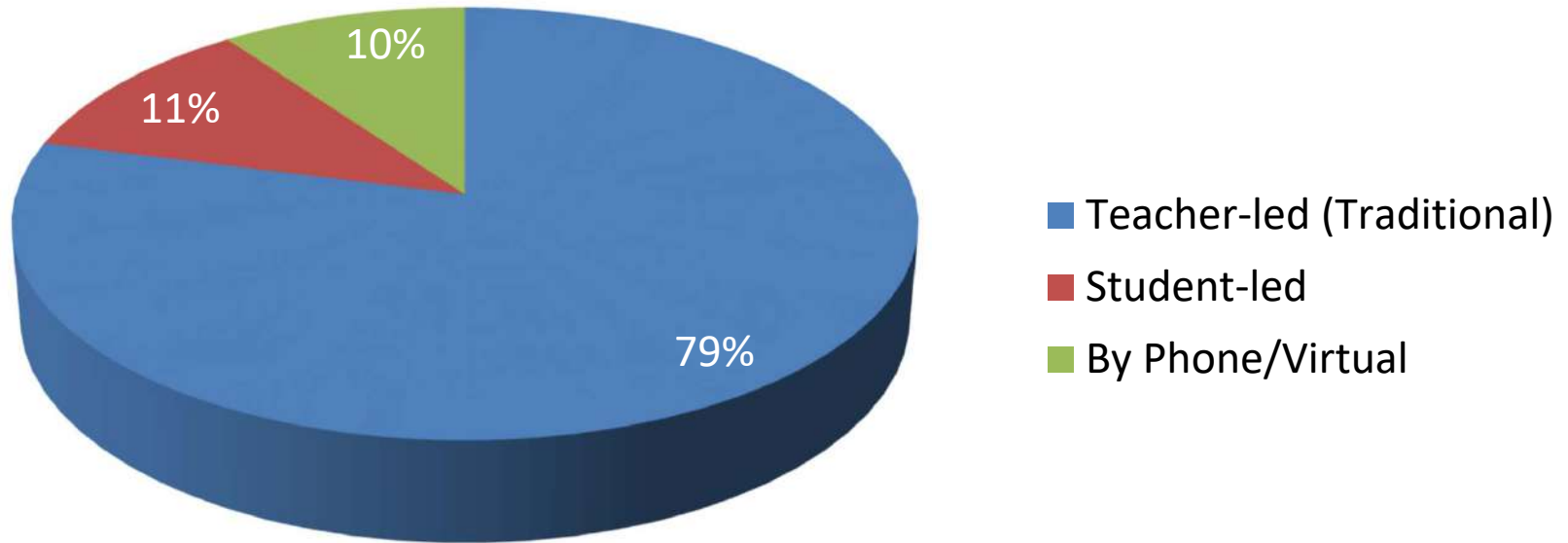
Overall, how satisfied are you with the District's busing services?
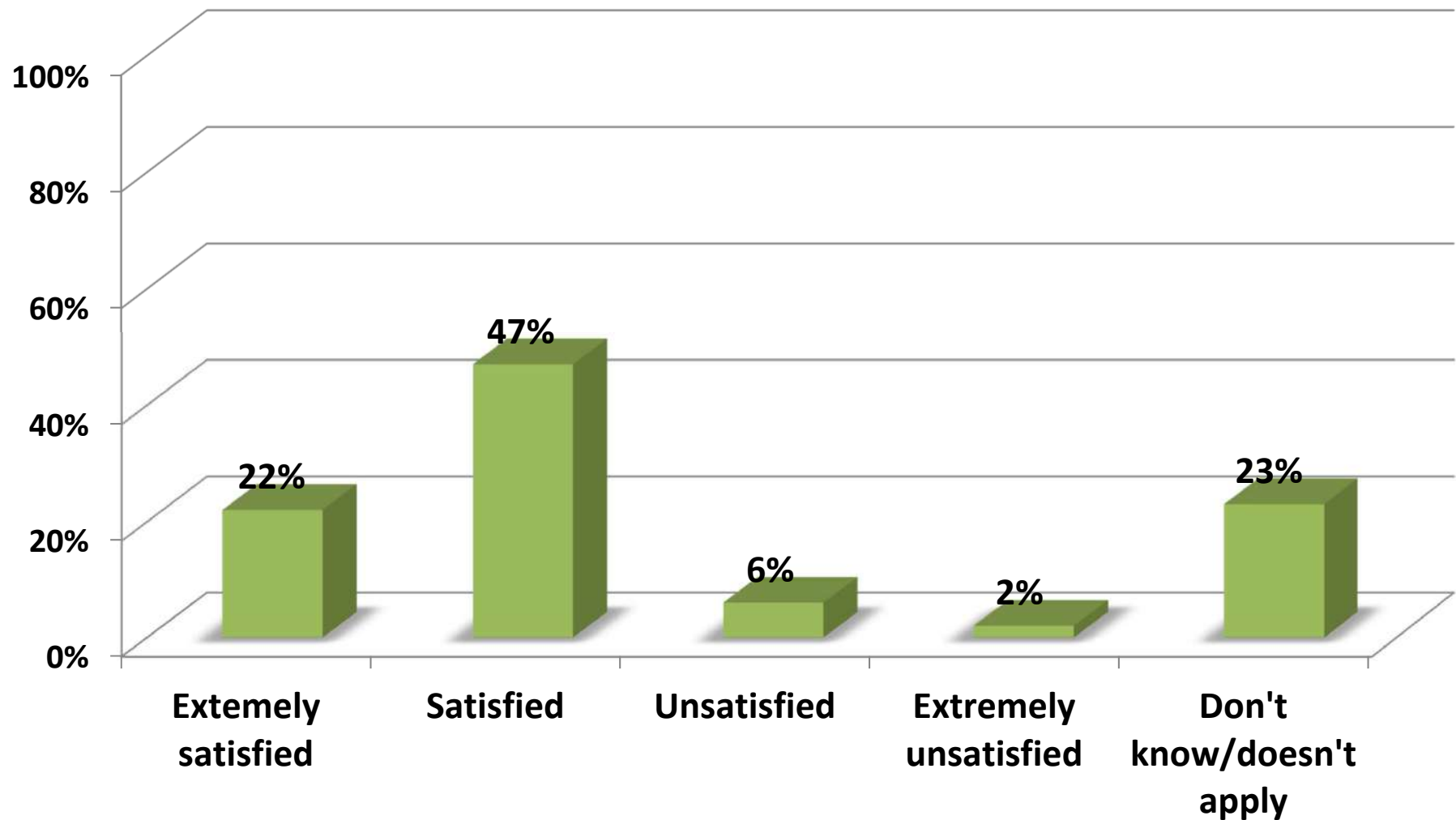
Parent-Teacher Conferences
(Parents Only)

What format do you prefer for Parent-Teacher Conferences?

- Teacher-led (Traditional) — 79%
- Student-led — 11%
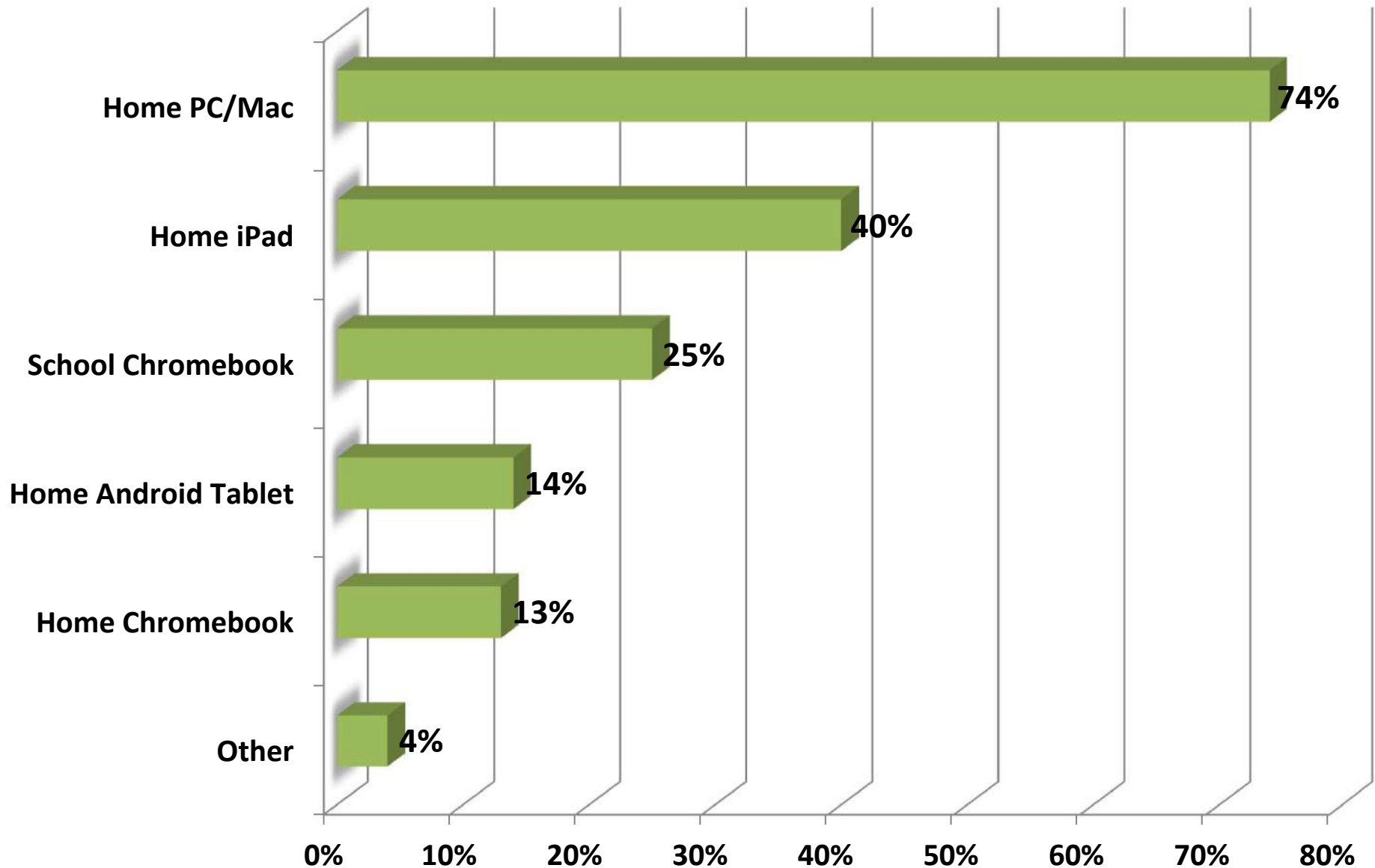- By Phone/Virtual — 10%

Flexible Learning
(Parents Only)

Regarding flexible learning, please indicate your level of agreement for each item:

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average	% Strongly agree/Agree
My child would be able to easily access E-Learning materials and lessons.	4.15	87%
I am interested in flexible learning days being made available to my child.	4.07	85%

What device would your child use for flexible learning?

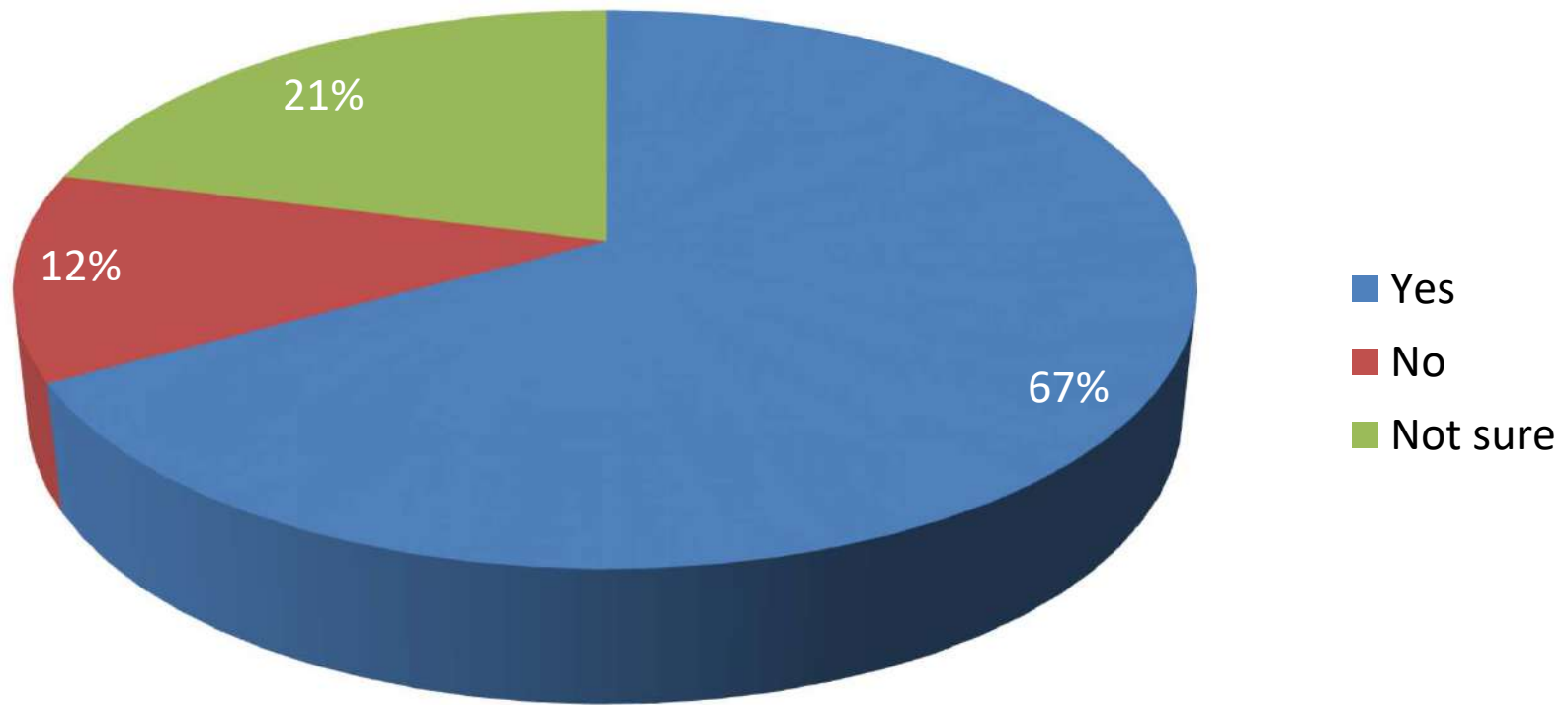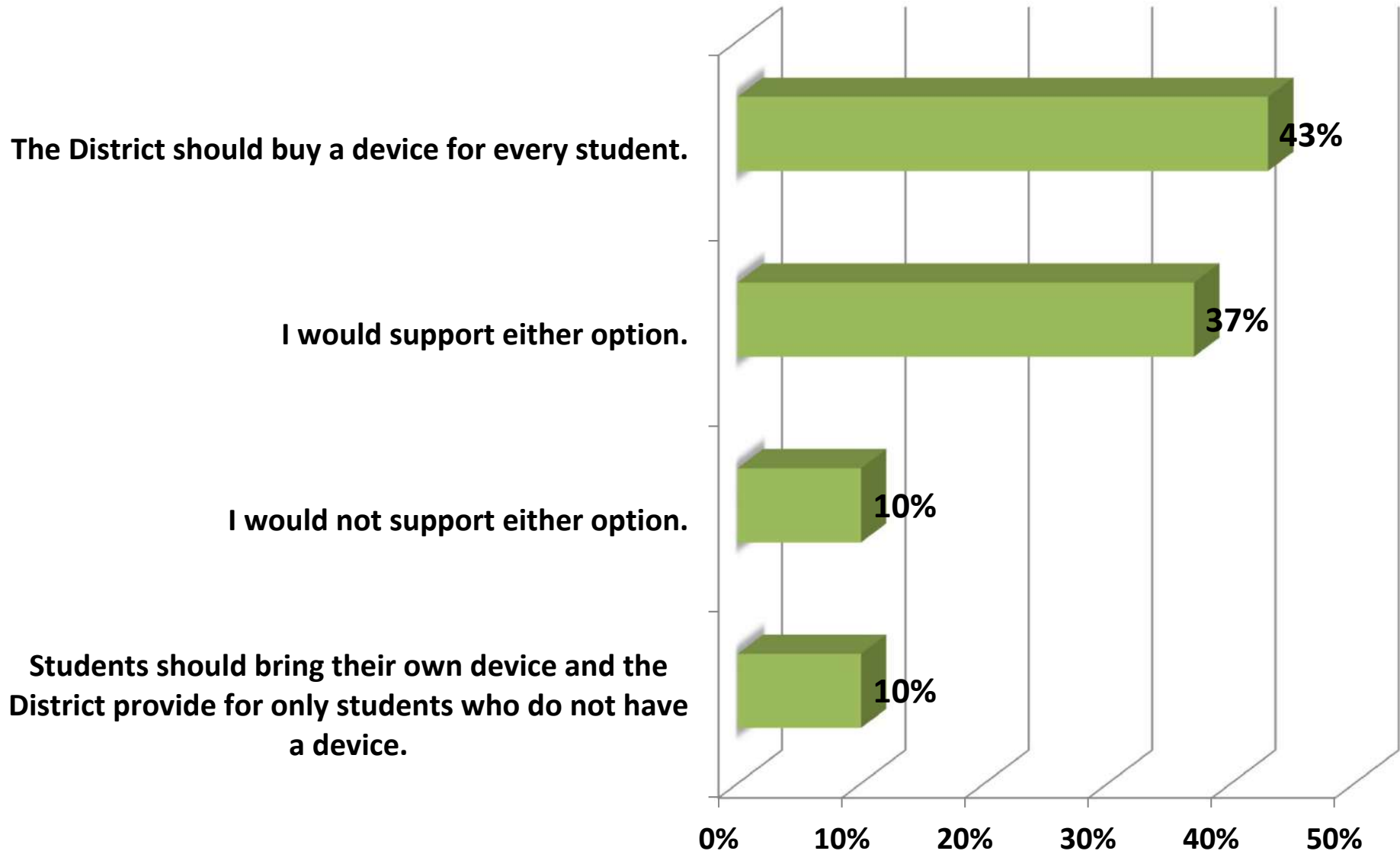| Device	Percentage
Home PC/Mac	74%
Home iPad	40%
School Chromebook	25%
Home Android Tablet	14%
Home Chromebook	13%
Other	4%

One-to-One Technology
(Parents Only)

The District is exploring a one-to one technology initiative. This would give every student in grades 4 – 12 a laptop or tablet computer. If implemented, textbooks could be purchased on the computer instead of a hardcopy at a lower cost. This allows class materials to be more easily updated as well greater access to online resources.

Do you support the District moving to a one-to one technology initiative?

21%

12%

67%

- Yes
- No
- Not sure

Thank you!