

# 2012 Community Satisfaction Survey Results and Analysis



**Teacher Satisfaction**



**Student Satisfaction**



**Parent Satisfaction**



**Community Satisfaction**

**July 2012**

A Report and Analysis of the  
2012 Community Satisfaction Survey conducted by  
*the polling company, inc.* for  
the Arlington Public Schools



**ARLINGTON PUBLIC SCHOOLS**  
**WWW.APSVA.US**

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## HIGHLIGHTS OF THE 2012 COMMUNITY SATISFACTION SURVEY

- Arlington Public Schools received positive feedback across all audiences and survey questions of the 2012 Community Satisfaction Survey. Pluralities, if not majorities, responded favorably to most queries.
- When analyzing staff results by scale, P-Scale employees were consistently most likely to respond affirmatively, while E- and G-Scale staff members gave the lowest marks.
- Arlington Public Schools were graded much higher than the national average, as collected in the 2011 PDK/Gallup Poll, by community members and parents alike. An all-time high of 43% of Arlington County residents gave their local public schools an “A,” compared to 14% of nationwide respondents. Parents in Arlington County were more than three times as likely as respondents nationwide to rate their children’s school with an “A” (64% vs. 19%).
- The percentage of T-Scale staff who strongly agreed that teachers use a variety of instructional approaches has significantly increased from 25% in 2007 and 29% in 2009 to 62% in 2012.
- Overall, majorities of students receive praise from both their parents (63%) and instructors (54%) at least once per week.
- Fully 79% of students feel prepared for the school work in their grade, and 90% project that they will graduate from high school.
- More than one-in-five students (22%) feel they spend an unreasonable amount of time on homework. In contrast, just 5% of teachers think they assign too much homework.
- Majorities of parents attested to being partners with APS in the development of their child’s education both in- and out-of-school. Eighty-six percent reported collaborating with APS staff to continue developing their child out of school, and 85% feel encouraged by APS to be an advocate for their child’s education; 6% disagreed.
- Between 2004 and 2012, there was a 25-point increase (18% to 43%) in the percentage of students who “strongly” agreed they felt respected at school.
- Students were most inclined to enjoy going to school because they like to see their friends (87%) or because they believe it will help them in the future (80%). The most common grievances for disliking school included waking up early (64%), doing homework (49%) and being bored in class (44%).
- When asked whether Arlington Public Schools provide appealing lunch options, more students disagreed with the statement than agreed (38% vs. 30%). The plurality of those pupils surveyed “strongly disagreed” (23%).
- No fewer than 83% of parents or staff members agreed that APS is “always” or “sometimes” respectful of cultural, language, and racial/ethnic differences.
- Overall 92% of staff members, 86% of parents, and 89% of Arlington County residents believe that closing the achievement gap is “somewhat” or “very” important, with majorities of each stakeholder group deeming it very important. Sixty-one percent of parents and 54% of community members believe that Arlington Public Schools has already made strides in bridging the achievement gap.

- In 2012, 77% of teachers felt that they had the backing of their school administration, a 6% drop from 2009. The proportion of teachers who felt they were generally supported by parents dropped by a 5% margin (from 85% in 2009 to 80% in 2012).
- Fully 65% of Arlington Public Schools employees believe the work environment promotes productivity and success, and separately, 56% agreed “somewhat” or “strongly” that it brings about well-being, satisfaction, and positive morale.
- Majorities of staff members “strongly” or “somewhat” agreed that their school or department had an open air communication (63%), equitable distribution of responsibility (60%), and that their supervisors gave them fair performance reviews (70%). T-Scale staff were less likely than P-, A-, or G-Scale employees to agree with these statements.
- When asked solely about salary, 56% of employees were “very” or “somewhat” satisfied, and that number increased to 60% when considering their full package including benefits.
- At least one-half of Arlington County residents likewise agreed that APS staff and families work with community members (50%) and staff and students are involved in the local community (59%). Fully 79% of parents agreed that their Parent Teacher Association collaborates with the community local community, compared to just 6% that disagreed in total.
- Nearly four-in-five Arlington County residents were “very” or “somewhat” satisfied with their access to local schools’ facilities, with 47% very satisfied. Eight-seven percent of community members know how to get information on APS services, programs and resources.
- This year marked a record high of both parents and teachers stating that their communications with one another was “good” or “excellent.” (89% and 85%, respectively).
- More than four-in-five parents agreed their child’s school offers learning events (89%) and that they can easily get school-related information online (84%).
- Parents were more satisfied than community or staff members with their involvement in the School Board’s decision making (70% vs. 53% and 35%, respectively). Staff members were the only audience surveyed that was more “dissatisfied” than “satisfied” overall (45% vs. 35%, respectively). T-Scale employees were particularly dissatisfied with their inclusion in these decisions.
- Just more than one-quarter of Arlington Public Schools staff are “very” or “somewhat” satisfied with their ability to influence policy, while the majority (54%) are “dissatisfied” overall. Again, T-Scale staff members were especially apt to express dissatisfaction; the percentage of dissatisfied instructors has increased from 44% in 2009 to 61% in 2012, with 32% being “very dissatisfied” this year.
- Two-in five APS employees and students (40%, both) reported being uncomfortable in their classrooms.

## OVERVIEW OF THE 2012 COMMUNITY SATISFACTION SURVEY

### APS COMMUNITY SATISFACTION SURVEY PROCESS

The Community Satisfaction Survey of residents, parents, teacher and students is conducted every other year. The results provide a district wide snapshot of:

- Public Support for APS
- Responsive Education
- The Student Experience
- Cultural Sensitivity and the Academic Achievement Gap
- The Teacher Experience
- Communication and Stakeholder Involvement

The survey is designed to encourage comparison. Where applicable, the survey:

- Asks similar questions across the stakeholder groups of parents, community members, teachers, and students.
- Includes items from the Phi Delta Kappa/Gallup Poll (PDK) of the Public's Attitudes Towards Public Schools, though earlier PDK/Gallup Polls.
- Repeats questions from past Community Satisfaction Survey for questions that are monitored over time.<sup>1</sup>

In 2012, Arlington Public Schools re-contracted with *the polling company, inc.* to conduct individual surveys of four stakeholder groups:

- (1) parents of APS students
- (2) Arlington County community members
- (3) current APS staff, and
- (4) APS students

The surveys were developed to glean information that would respond to the Arlington Public Schools' Strategic Plan goals, and provide the results for a number of the indicators used to measure progress in these areas. The surveys are designed to evaluate overall levels of satisfaction and identify areas in need of improvement. The Evaluation Office was responsible for the overall direction of the survey.

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<sup>1</sup> <http://www.apsva.us/site/Default.aspx?PageID=1109>

## COMPARING THE RESULTS

### Nationally

The 2012 Community Satisfaction Surveys were designed to include items that could be compared to national data on public satisfaction with public schools, allowing for better gauging and interpretation of the responses provided by the Arlington stakeholder groups.

A number of the questions in the Arlington survey are comparable to the results of the 2011 *Phi Delta Kappa/Gallup Poll (PDK) of the Public's Attitudes Towards Public Schools*. Earlier PDK/Gallup Polls have also been referenced based on the availability of data for certain inquiries. Where applicable, the Arlington Public Schools report and analysis includes results of the national poll for comparison to local results for community members and parents.

When examining these comparative data, it is important to note that the audience of “all respondents” to the Phi Delta Kappa/Gallup Poll referenced in this report includes both parents of public school students and those with “no children in school,” according to the most recent data available at the time of analysis. Therefore, comparisons to the audiences of parents and community members in Arlington should be approached with caution. Details on the Phi Delta Kappa/Gallup survey can be found at <http://www.pdkintl.org/poll/index.htm>.

### Over Time

The 2012 Community Satisfaction Survey was developed to include questions that could be compared across years. Where applicable and statistically significant, the report and analysis of the 2012 Community Satisfaction Survey contains past data from similar surveys conducted in 2002, 2004, 2007, and 2009, providing a basis for monitoring levels of satisfaction over time.

Further, for questions included in previous surveys, this report compares results over time. It is important to note that the survey administration procedures have evolved over time. Since 2002, parents and community members were surveyed by telephone, and beginning in 2007, teachers/staff were surveyed online. 2012 also marks the first year that the Community Satisfaction Survey was conducted among staff members besides teachers. Phrasing of questions or the inclusion of answer choices that differ from the 2012 Community Satisfaction Survey are noted, as applicable.

### ↩ A CLOSER LOOK

Where possible, *the polling company, inc.* conducted cross-tabular analysis, examining responses among demographic cohorts within each stakeholder group. A Chi-square “goodness of fit” statistical test was conducted at the 95% confidence level to determine whether a relationship between two variables, or survey questions, is statistically significant. Where results are statistically significant among demographic cohorts of stakeholder groups, cross-tabular analysis is presented in “A CLOSER LOOK” text boxes throughout the report.

## NOTES ON METHODOLOGY AND PROCEDURES

*the polling company, inc.* was awarded the 2012 Community Satisfaction Survey project through a competitive bidding process conducted by Arlington Public Schools. In collaboration with the APS Evaluation Office, *the polling company, inc.* developed the 2012 Community Satisfaction Survey of parents, community members, staff, and students. Lisa Stengle, Assistant Director for Evaluation at Arlington Public Schools and Kellyanne Conway, President and CEO of *the polling company, inc.* were the respective leads on the project. An explanation of complete data collection procedures and protocol can be found in Appendix A, however, selected details are also included below for reference.

*the polling company, inc.* selected a random sample of survey participants for each audience given the following sources of participants:

- **Parents:** A full list of parents of Arlington Public School students provided by Arlington Public Schools;
- **Community Members:** a targeted list of residents living in zip codes included in Arlington County (landline phones only), purchased by *the polling company, inc.*;
- **Staff:** All staff members included in a full list provided by Arlington Public Schools; and
- **Students:** a list of classrooms of students in grades 5-11 provided by Arlington Public Schools.

Audience	Survey Method	Completed Surveys	Dates of Data Collection	Margin of Error
Parents	Telephone Survey	603	April 19-May 17, 2012	± 4.0%
Community Members	Telephone Survey	600	March 19-26, 2012	± 4.0%
Staff	Online Survey	1,858	April 19-May 11, 2012	± 1.7%
Teachers (T-Scale Staff)	Online Survey	1,030	April 19-May 11, 2012	± 1.8%
Students (Grades 5-11)	Paper Survey	1,164	March 19-April 13, 2012	± 2.8%

The overall margin of error for the survey is calculated at a 95% confidence interval, meaning that in 19 out of 20 cases, the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same methodology and sampling method across the same population.

Margins of error for subgroups among all audiences examined through cross-tabular analysis are higher. It should be noted that some of the subgroups in the four survey audiences for the 2012 Community Satisfaction Survey are quite small, accounting for less than 50 total respondents. It is neither advisable nor scientifically sound to draw significant conclusions about these cohorts within this study.

*the polling company, inc.* removed any personally identifying information from the survey data before completing this analysis. Survey participants did answer select demographic inquiries used for cross-





tabular analysis throughout the report, but those are examined in aggregate without identifying the individual.

### **ORGANIZATION OF THE RESULTS**

The survey data are extensive, with responses spread across parents, community members, staff and students. The report is organized by topic, and the analysis of each question includes:

- The general category and topic under which the question falls;
- The survey question;
- The audiences which responded to the inquiry;
- The responses from the 2012 Community Satisfaction Survey in a table format;
- General observations about 2012 survey data, and comparisons across stakeholder groups; and
- Comparisons with prior years' surveys and national PDK/Gallup Poll data, where possible.

### **USING THE RESULTS FOR CONTINUOUS IMPROVEMENT**

Surveys provide an effective method to help public entities assess relative levels of satisfaction, awareness, knowledge and opinion, and to solicit suggestions for modifying or improving services. The results reported in this survey, along with the additional data tables available on the Arlington Public Schools website ([www.apsva.us](http://www.apsva.us)) will be shared with staff responsible for APS schools, programs, and services.

Those likely to use the results include, but are not limited to: advisory groups, principals, supervisors, assistant superintendents, the superintendent, school board members, and the Arlington community. The survey will be repeated again in the future for the purposes of trending and tracking results as well as to assess progress, satisfaction, continual improvement.



## EVALUATING PUBLIC SUPPORT FOR SCHOOLS

### RATING ARLINGTON PUBLIC SCHOOLS

**Question:** What overall grade would you give the public schools in Arlington: A, B, C, D, or F, where A is outstanding, B is very good, C is average, D is poor, and F is failing?

**Audiences:** Parents, Community Members, Staff, and Students

What overall grade would you give the public schools in Arlington: A, B, C, D, or F, where A is outstanding, B is very good, C is average, D is poor, and F is failing?				2011 PDK <sup>2</sup>
2012 Community Satisfaction Survey				
	Staff (N=1,858)	Parent (N=600)	Community (N=603)	National (All Respondents)
<b>A</b>	31%	59%	43%	14%
<b>B</b>	54%	33%	36%	37%
<b>C</b>	13%	3%	5%	32%
<b>D</b>	1%	1%	1%	11%
<b>F</b>	-	*	1%	5%
<b>Don't know</b>	-	4%	15%	2%
<b>Refused</b>	-	*	1%	-

#### 2012 Results:

- In total, 92% of parents, 85% of staff, and 79% of community members awarded Arlington Public Schools an “A” or “B.”
- Parents were more apt than staff or community members and students to give APS an “A.”
- Fifteen percent of community members did not feel comfortable providing a grade for Arlington Public Schools, and as such, passed on the question.

#### Comparison to Phi Delta Kappa/Gallup Poll:

- While the stakeholder groups in Arlington varied in their grading of the public schools, parents and community members both rated Arlington Public Schools more positively than did participants in the PDK/Gallup Poll on a nationwide level.
- Only 14% of PDK/Gallup Poll respondents gave the public schools in their area an “A,” compared to 59% of parents and 43% of community members in Arlington County.
- What’s more, single digit percentages of APS parents and Arlington county residents awarded APS a “C,” “D” or “F,” compared to 32%, 11% and 5%, respectively, of the national audience examined in the PDK/Gallup Poll.

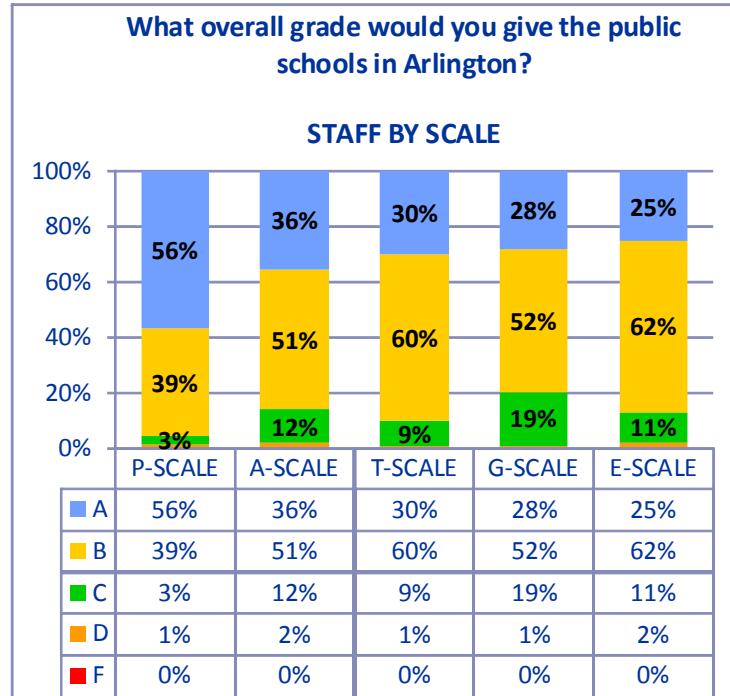
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<sup>2</sup> The question in the Phi Delta Kappa/Gallup Poll is phrased: “Students are often given the grades of A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give the public schools here -- A, B, C, D, or FAIL?”



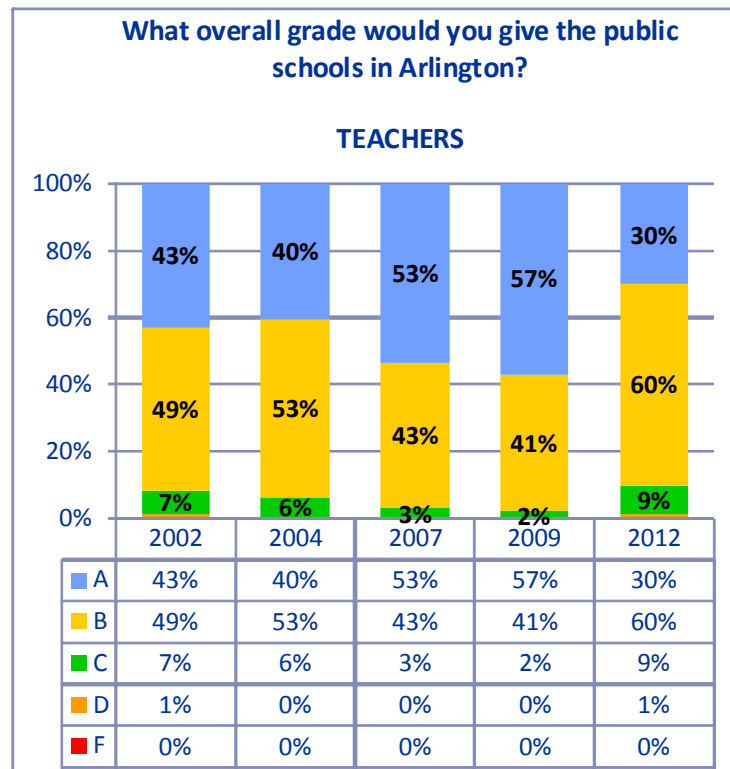
### Staff Results by Scale

- P-Scale staffers were more apt than employees in any other scale to give Arlington Public Schools an “A.” In total, 95% thought APS deserved either an “A” or “B” grade.
- E- and T-Scale employees were more likely than P-Scale staff to give Arlington Public Schools a “B.”
- G-Scale employees were more inclined than P- or T-Scale staff to assign APS an “average” grade.
- Not a single staff member assigned APS a failing grade.



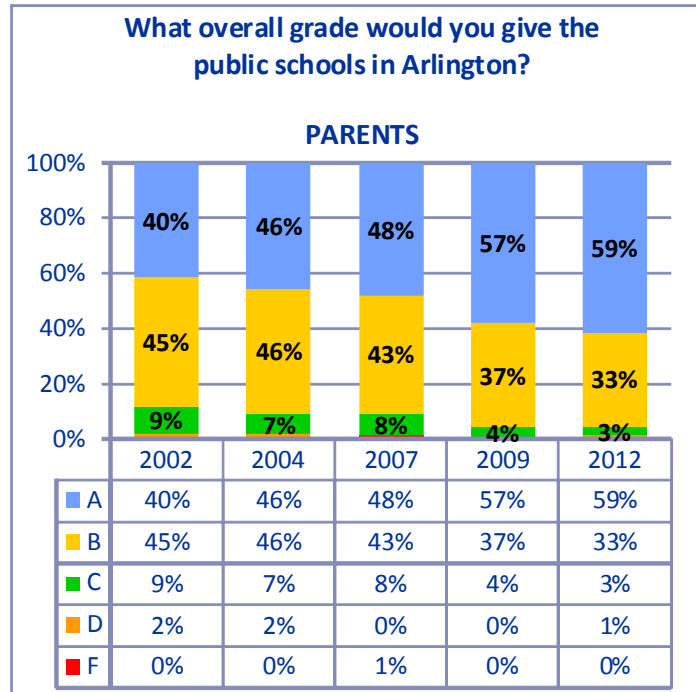
### Comparison to Past Results: Teachers

- In 2012, a total of 90% of teachers awarded Arlington Public Schools an “A” or “B,” compared to 98% in 2009, 93% in 2004, 92% in 2002.
- In 2012, a higher percentage of teachers awarded APS a “B” than an “A,” similar to the “grade distribution” in 2002 and 2004.
- Still, just one-in-ten awarded Arlington Public Schools a “C” or lower.



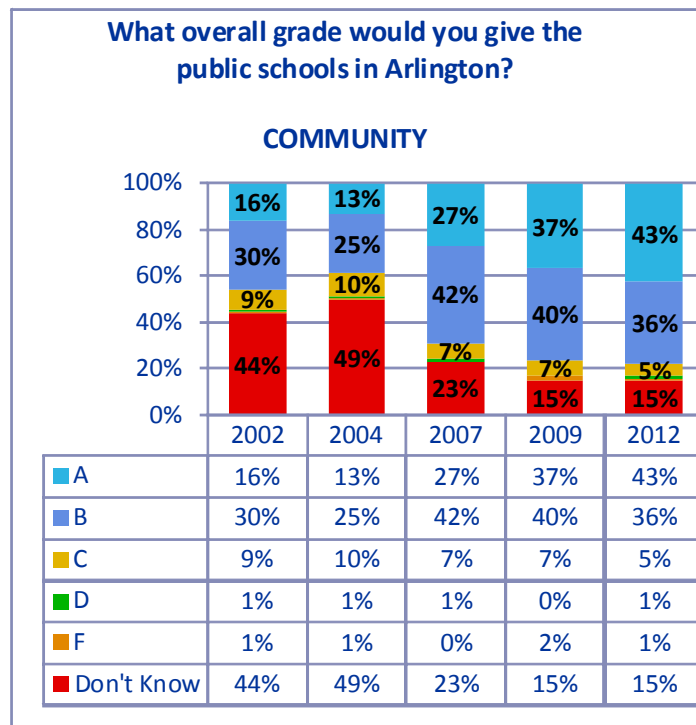
### Comparison to Past Results: Parents

- The proportion of parents awarding Arlington Public Schools an “A” has steadily increased over the past decade, with nearly three-in-five parents grading APS an “A” or “Excellent” in 2012 (59%).

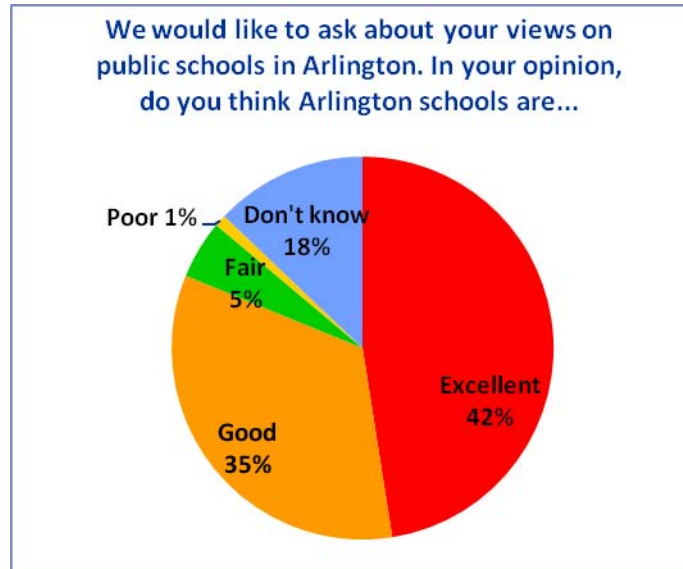


### Comparison to Past Results: Community

- A growing percentage of community members have awarded Arlington Public Schools an “A” since 2004. In 2012, an all-time high of 43% of Arlington County residents gave their local public schools an “A,” marking the first year that more community members graded APS an “A” than a “B” (36%).
- In addition, Arlington Public Schools’ name recognition held steady in 2012, with just 15% unwilling to grade the school system compared to 23% in 2007, 49% in 2004, and 44% in 2002.



Community members also rated the public schools in Arlington separately on a scale of “excellent,” “good,” “fair,” and “poor.” The plurality of community members (42%) bestowed the most positive rating upon the public schools in their county, as illustrated in the graph below.



<b>↘ A CLOSER LOOK:</b> <b>Subgroups More Apt than Average to Give Arlington Public Schools a/an...</b>		
STAFF	PARENTS	COMMUNITY
<b>“A” (31% overall)</b> <ul style="list-style-type: none"> <li>Caucasian more than African American staff (34% vs. 21%)</li> <li>Staff at alternative and elementary locations more than those at secondary locations (40% and 34% vs. 29%, respectively)</li> </ul>	<b>“A” (59% overall)</b> <ul style="list-style-type: none"> <li>Fathers more than mothers (62% vs. 55%)</li> <li>White parents more than other racial/ethnic cohort (69% vs. 59%, Asian; 53%, Hispanic; 44%, Black)</li> <li>Parents of elementary school students more than those with children in middle school (65% vs. 49%)</li> </ul>	<b>“A” (43% overall)</b> <ul style="list-style-type: none"> <li>Residents with some post-graduate education or a post-graduate degree more than those with a college degree or less (51% vs. 32%)</li> <li>Bilingual residents more than those that speak only English (45% vs. 35%)</li> <li>Residents that have attended a an APS event or used an APS facility in the past year more than those who have not (47% vs. 34%)</li> </ul>
<b>“B” (54% overall)</b> <ul style="list-style-type: none"> <li>Females more than males (58% vs. 45%)</li> </ul>		
<b>“C” (13% overall)</b> <ul style="list-style-type: none"> <li>African American staff (27%)</li> </ul>		

## RATING ONE'S OWN SCHOOL

**Question:** What overall grade would you give [your/ your child's] [school/department]: A, B, C, D, or F?

**Audiences:** Parents, Staff, and Students

What overall grade would you give [your/ your child's/ my school] school: A, B, C, D, or F?				
2012 Community Satisfaction Survey				2011 PDK
	Staff (N=1,858)	Parent (N=600)	Student (N=1,164)	National (Parents)
<b>A</b>	38%	64%	29%	19%
<b>B</b>	46%	30%	46%	48%
<b>C</b>	13%	4%	18%	24%
<b>D</b>	3%	1%	2%	5%
<b>F</b>	1%	1%	2%	3%
<b>Don't know</b>	-	-	2%	1%
<b>Refused</b>	-	-	2%	-

### 2012 Results:

- Overall, 94% of parents, 84% of staff, and 75% of students awarded their school an "A" or "B."
- The majority of parents (64%) granted "A's" to their children's schools, while pluralities of staff and students assigned their schools or departments a "B" (46%, both)

### Comparison to Phi Delta Kappa/Gallup Poll:

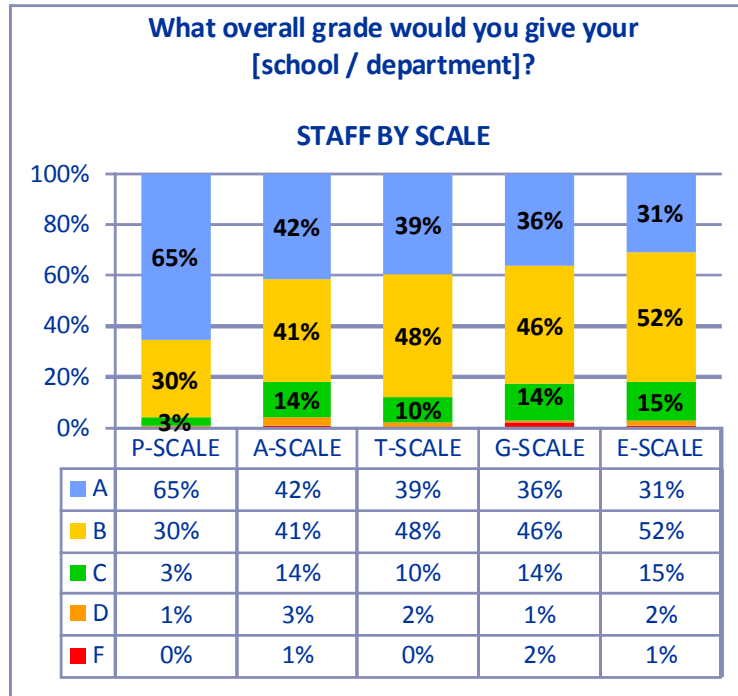
- Parents in Arlington County were more than three times as likely as respondents nationwide to rate their children's school with an "A" (64% of parents vs. 19% participants in the PDK/Gallup Poll).
- Similarly, nearly one-quarter (24%) of respondents on a national level rated their children's schools as a "C," compared to just 4% of parents in Arlington County.

A CLOSER LOOK: Subgroups More Apt than Average to Give Their (Child's) School/Department a/an...		
STAFF	PARENTS	STUDENTS
<p><b>"A" (38% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian and Caucasian employees (47% and 40%, respectively)</li> <li>• Staff at elementary schools (44%)</li> </ul> <p><b>"C" or below (17% overall)</b></p> <ul style="list-style-type: none"> <li>• African American staff by a ratio of more than two-to-one (28%)</li> </ul>	<p><b>"A" (64% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian parents more than African American parents (69% vs. 56%, respectively)</li> </ul> <p><b>"B" (30% overall)</b></p> <ul style="list-style-type: none"> <li>• Parents of children in middle school (41% vs. 31% of those in high school; 26%, Pre-K/Kindergarten; and 25%, elementary school)</li> </ul>	<p><b>"A" (29% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian students (33%)</li> <li>• Elementary school students (42%).</li> </ul> <p><b>"C" (18% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school students nearly twice as apt as their younger counterparts (20% vs. 11%, respectively).</li> </ul>



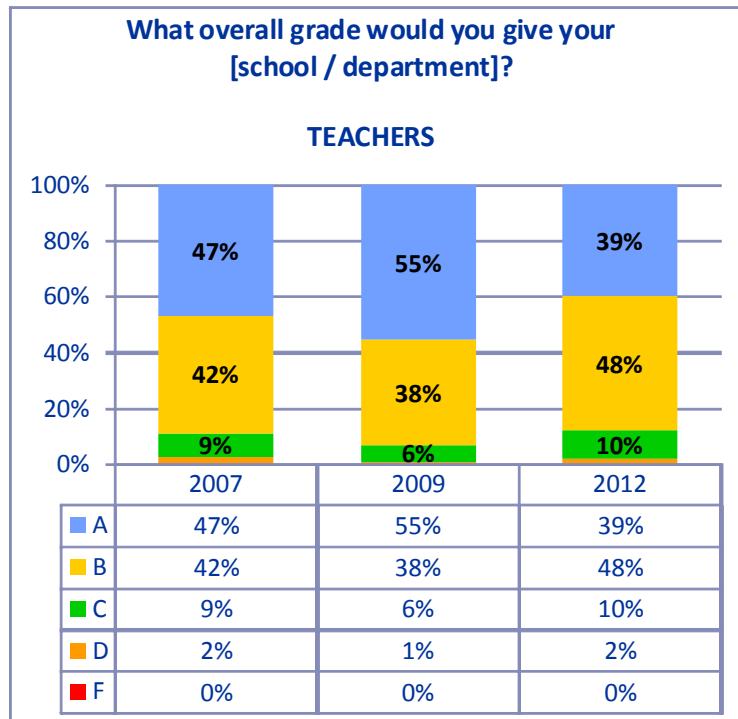
### Staff Results by Scale

- P-Scale staff was more apt than any other employee scale to give their particular school an “A,” with nearly two-in-three giving their school the top grade.
- A-Scale employees were also more likely than staff overall to deem their school/department an “Ace.”
- The majority of E-Scale employees offered a grade of a “B” on their school/department.



### Comparison to Past Results: Teachers

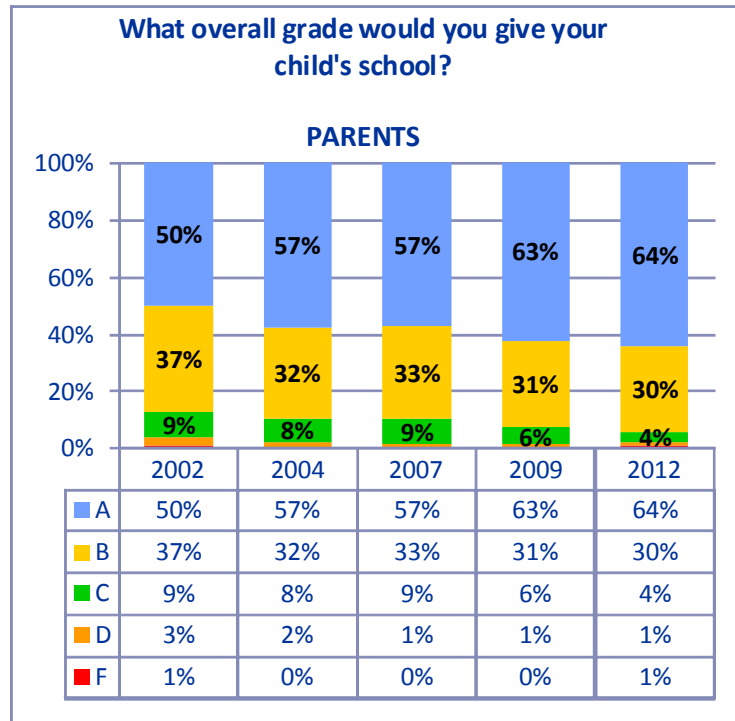
- In 2012, 87% of teachers gave above-average grades to their own schools, compared to 93% in 2009 and 89% in 2007.
- For the first time since this question was introduced in 2007, the plurality of teachers assigned their own schools a “B” instead of an “A.”





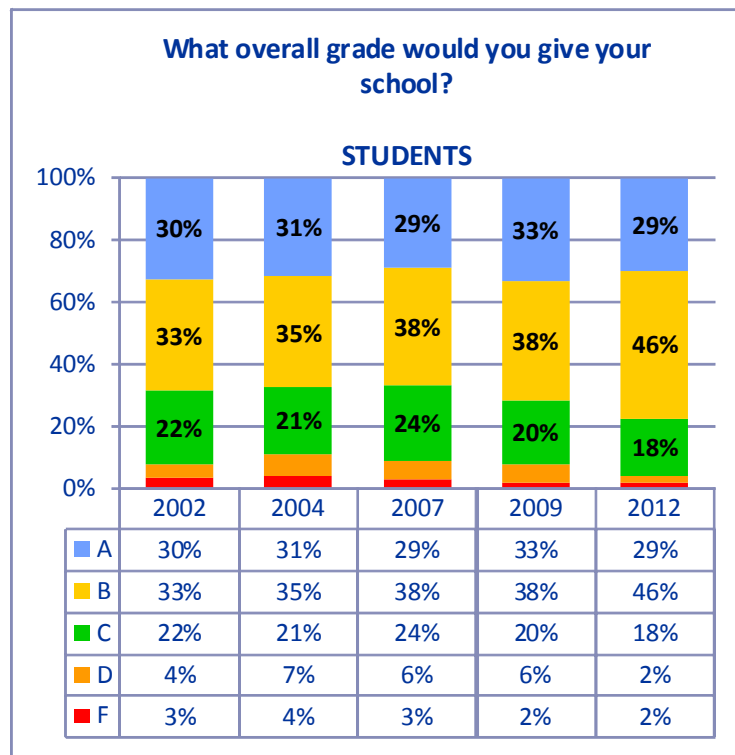
### Comparison to Past Results: Parents

- In 2012 94% of parents awarded their children’s schools an “A” or “B,” the same net above average grades as in 2009. This has been steadily increasing since 2002 when 87% of parents bestowed the highest possible grade on their oldest child’s school.
- The 2012 results included the highest percentage of “A’s” awarded and the lowest levels of “B’s.”



### Comparison to Past Results: Students

- Students have varied in their ratings of their own school since 1999. The percentage of “A’s” awarded by students to their schools returned back to 29% from 33% in 2009; however the total percentage grading their schools “above average” hit an all-time-high, with three-in-four students bestowing an “A” or “B” (75%).
- Similarly, the portion of students that deemed their school “average” has been declining since 2007, with just 18% doling out “C’s” in 2012.



## RATING PRINCIPALS AND ASSISTANT SUPERINTENDENTS

**Question:** What overall grade would you give the principal in [your child's/ your] school: A, B, C, D, or F?

**Audiences:** Parents, Staff, and Students

What overall grade would you give the [principal/assistant superintendent] in [your child's/ your] [school/department]: A, B, C, D, or F?			
	Staff (N=1,858)	Parent (N=600)	Student (N=1,164)
<b>A</b>	35%	59%	41%
<b>B</b>	35%	22%	29%
<b>C</b>	19%	4%	17%
<b>D</b>	11%	2%	3%
<b>F</b>	7%	1%	3%
<b>Don't know</b>	4%	11%	6%
<b>Refused/No response</b>	-	*	1%

### 2012 Results

- Overall, 81% of parents, 70% of staff, and 70% of students gave their principals, children's principals, or assistant superintendents an "A" or "B."
- Nearly three-in-five parents (59%) gave the highest grades to their children's principals, compared to 41% of students and 35% of staff
- Eleven percent of parents did not feel comfortable offering an opinion on their child's principal.

### ↘ A CLOSER LOOK:

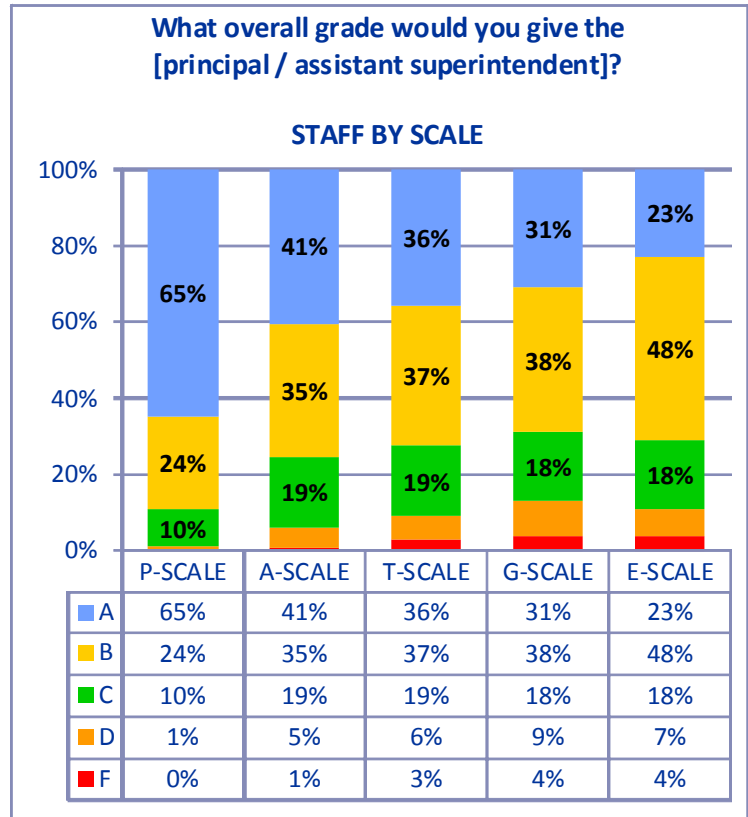
#### Subgroups More Apt than Average to Give Their (Child's) Principal/Assistant Superintendent a/an...

STAFF	PARENTS	STUDENTS
<p><b>"A" (35% overall)</b></p> <ul style="list-style-type: none"> <li>• Staff members at elementary schools (43% vs. 37%, secondary schools; 25%, alternative programs)</li> </ul> <p><b>"B" (35% overall)</b></p> <ul style="list-style-type: none"> <li>• Female more than male staff members (37% vs. 30%, respectively)</li> </ul>	<p><b>"A" (59% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school parents (68% vs. 60%, high school; 56%, Pre-K and Kindergarten; and 42%, middle school)</li> </ul> <p><b>"Don't Know" (11% overall)</b></p> <ul style="list-style-type: none"> <li>• Middle school parents nearly twice as likely than parents overall (21%)</li> </ul>	<p><b>"A" (41% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school students more than secondary school students (55% vs. 39%, respectively)</li> </ul>



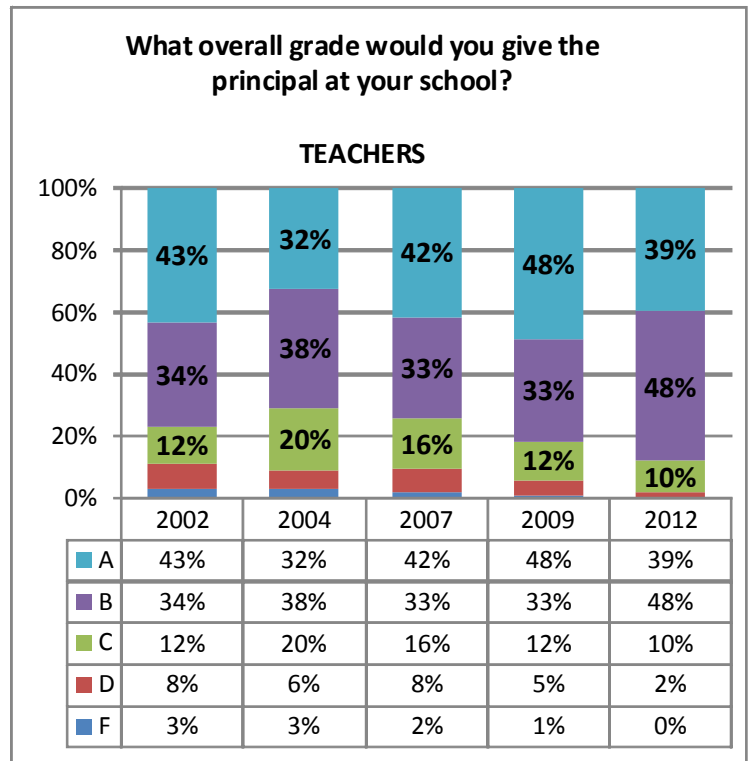
### Staff Results by Scale

- Pluralities of P-Scale and A-Scale staff graded their principals/assistant superintendents an “A,” while the pluralities of T-, G-, and E-Scale employees awarded a “B.”
- E-Scale staff members were most inclined to rate their supervisors “very good” as opposed to “excellent.”



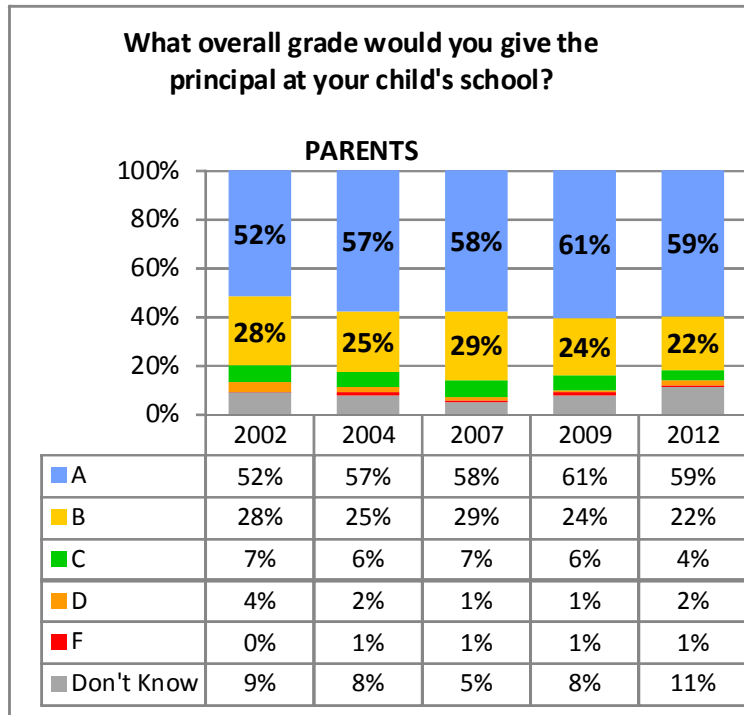
### Comparison to Past Results: Teachers

- Overall, nearly nine-in-ten teachers (87%) assigned their principals an “A” or “B” in 2012, compared to 81% in 2009, 75% in 2007, 70% in 2004, and 77% in 2002.
- An additional 10% of instructors imparted a grade of “C” on their principals, while 2% gave a “D.” None of the teachers surveyed gave their principal a failing grade.



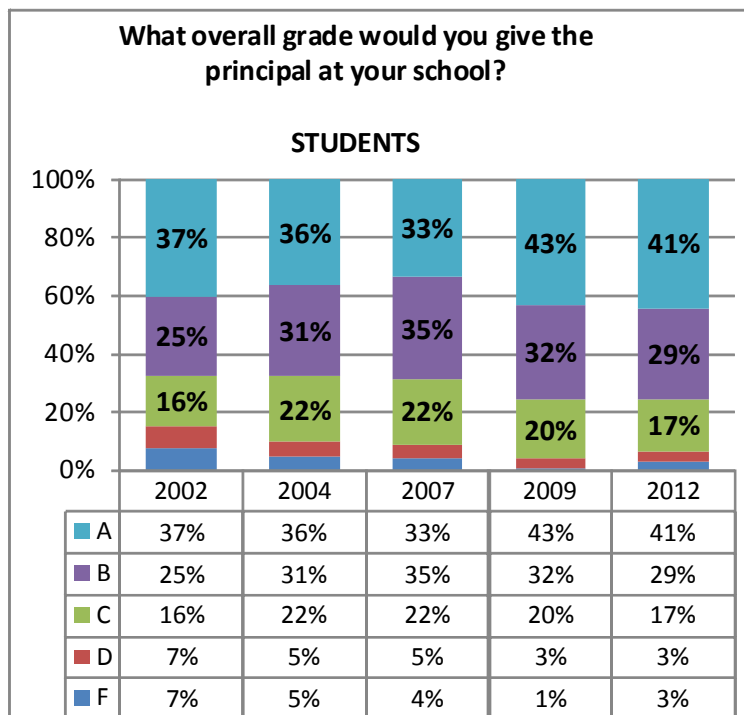
### Comparison to Past Results: Parents

- In sum, 81% of parents awarded their children’s principals an “A’s” or “B’s” in 2012, slightly down from 85% in 2009, but within the margin of error.
- Nearly three-in-five parents (59%) gave their children’s principals the top grade of “A.”



### Comparison to Past Results: Students

- Two-in-five pupils (41%) awarded their principals an “A’s” in 2012, down just slightly and within the margin of error from 43% in 2009.
- Overall, 70% of students gave an “A” or “B” rating to the principals at their school. Less than one-fifth of students surveyed gave an “average” grade of a “C” to their principal.
- What’s more, just 3% of students graded their principals as a “D,” or “F,” lower levels than in 2002, 2004, and 2007.



## RATING TEACHERS & STAFF


**Question:** What overall grade would you give the [staff / teachers] in [your / your child's] [school / department]?

**Audiences:** Staff, Parents, Students

What overall grade would you give the [teachers / staff] in [your / your child's] [school / department]?			
	Staff (N=1,858)	Parent (N=600)	Student (N=1,164)
<b>A</b>	41%	63%	29%
<b>B</b>	46%	29%	39%
<b>C</b>	11%	6%	24%
<b>D</b>	1%	1%	3%
<b>F</b>	1%	*	1%
<b>Don't know</b>	-	2%	-
<b>Refused</b>	-	-	-

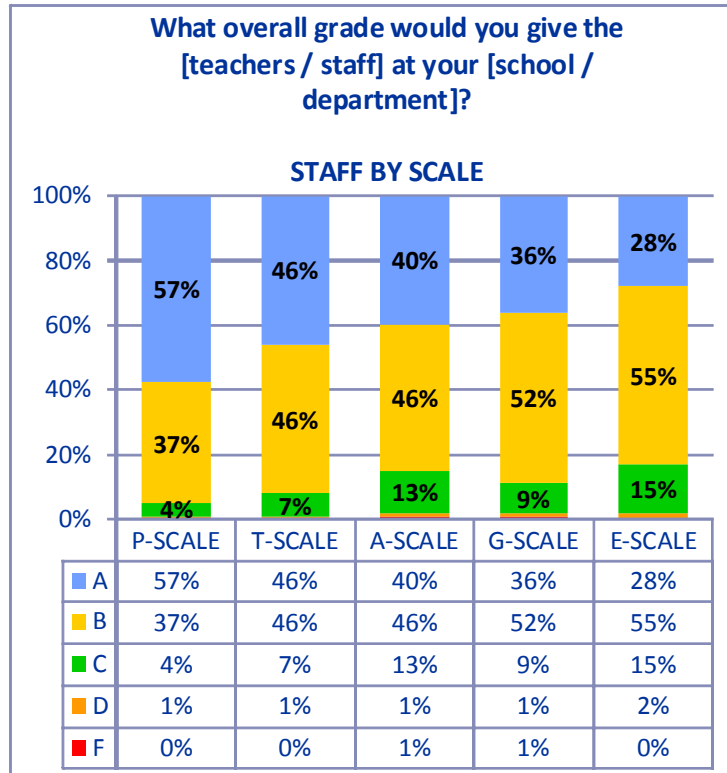
### 2012 Results:

- Overall, 92% of parents, 87% of staff, and 68% of students believed APS teachers/staff deserved an above average grade of an "A" or "B."
- Pluralities of staff and students gave the teachers/staff "B's" (46% and 39%, respectively) while the vast majority of parents (63%) gave their children's teachers an "A."
- Students were the most likely audience to award their teachers a "C" (24% vs. 11%, staff and 6%, parents).

 <b>A CLOSER LOOK:</b> <b>Subgroups More Apt than Average to Give APS Teachers/Staff a/an...</b>		
STAFF	PARENTS	STUDENTS
<p><b>"A" (41% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasians more than Hispanic or African American staff members (45% vs. 38% and 23%, respectively)</li> </ul> <p><b>"C" or below (13% overall)</b></p> <ul style="list-style-type: none"> <li>• Men twice as likely as women (22% vs. 10%)</li> <li>• Employees at alternative programs more than those at elementary or secondary schools (17% vs. 7% and 8%, respectively)</li> </ul>	<p><b>"A" (63% overall)</b></p> <ul style="list-style-type: none"> <li>• Parents of Pre-K/Kindergarten (75%) and elementary school students (71%)</li> </ul> <p><b>"B" (29% overall)</b></p> <ul style="list-style-type: none"> <li>• Parents of high school students more than any other school level (42% vs. 26%, middle school; 22%, elementary school; 19%, Pre-K/ Kindergarten)</li> </ul>	<p><b>"A" (29% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary more than secondary school students (66% vs. 23%)</li> </ul> <p><b>"C" (24% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary students more than four times as likely as elementary students (28% vs. 6%)</li> </ul>

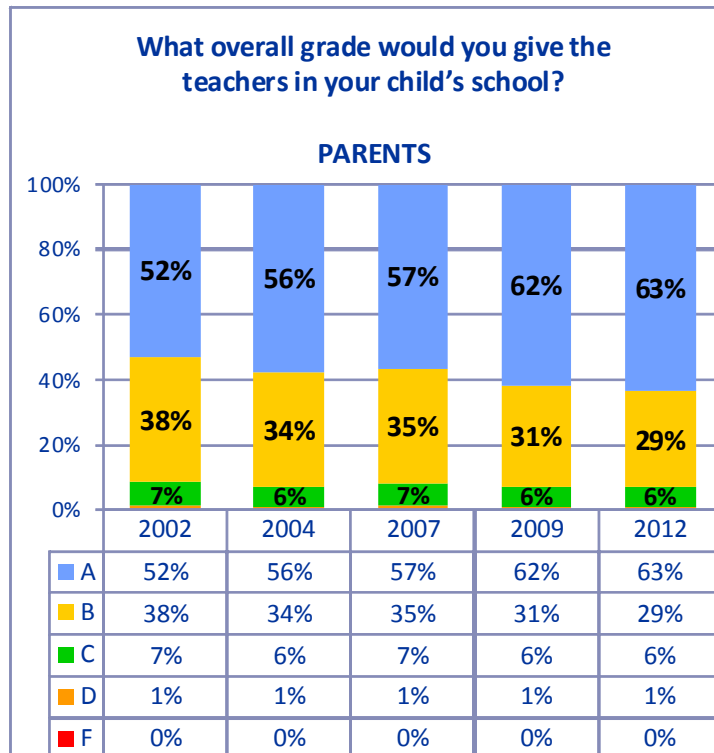
### Staff Results by Scale

- No less than 83% of APS Staff across all scales graded their colleagues above average.
- Pluralities of P- and T-Scale employees gave the teachers/ staff at their schools or departments an “A” (57% and 46%, respectively).



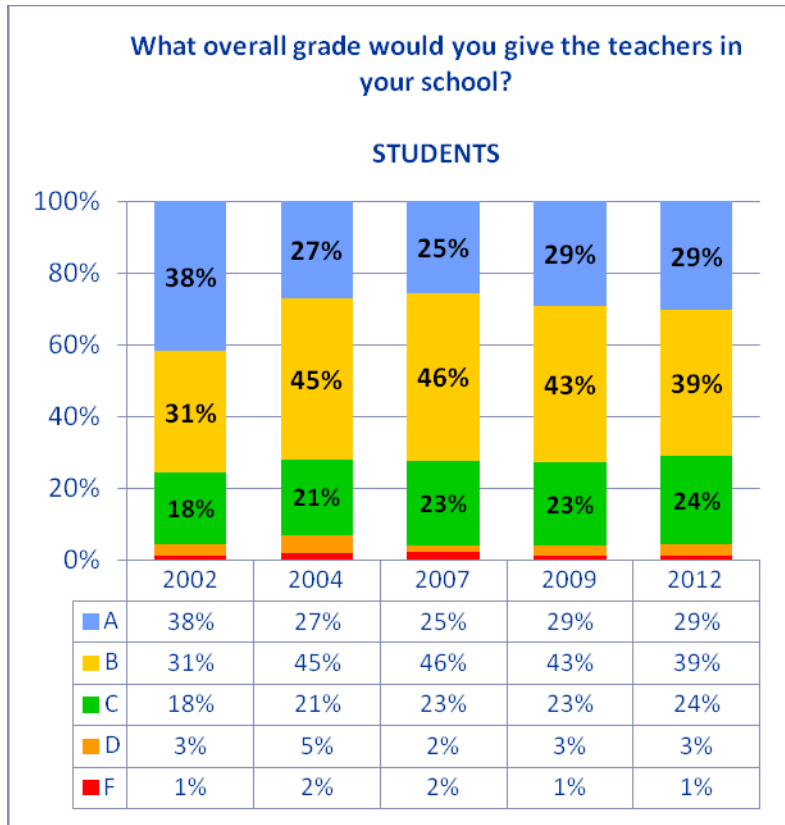
### Comparison to Past Results: Parents

- The 92% of parents that furnished an “A” or “B” rating for their children’s teachers was comparable to past years. (93% in 2009, 92% in 2007, 90% in 2004, and 90% in 2002).
- More than three-in-five parents (63%) gave the teachers in their children’s schools an “A,” the highest percentage since 2002.



**Comparison to Past Results: Students**

- In sum, 68% of students rated their teachers with top grades (“A” or “B”) in 2012, compared to 72% in 2009, 71% in 2007, 72% in 2004, and 69% in 2002. This drop from 2009 is within the margin of error.
- The proportion of students awarding their teachers “A’s” in 2012 is identical to that of 2009, the highest recorded figure to date.



## RATING THE SUPERINTENDENT


**Question:** What overall grade would you give the Superintendent?

**Audiences:** Staff, Parents

What overall grade would you give the Superintendent?		
	Staff (N=1,858)	Parent (N=600)
<b>A</b>	10%	23%
<b>B</b>	28%	22%
<b>C</b>	35%	8%
<b>D</b>	18%	3%
<b>F</b>	9%	1%
<b>Don't know</b>	-	43%
<b>Refused</b>	-	1%

### 2012 Results:

- This question on the APS Superintendent was a new addition to the 2012 Community Satisfaction survey. Perceptions of the Superintendent varied by audience; while the plurality of staff members deemed the Superintendent “average” (35%), the more than two-in-five parents (43%) volunteered that they did not know enough about the Superintendent to even wager a guess.
- Of those parents that offered a grade for the Superintendent, 79% awarded an above average rating of either an “A” or “B” (41% and 38%, respectively).
- More than one-in-four staff members (27%) gave the APS Superintendent a below average grade.

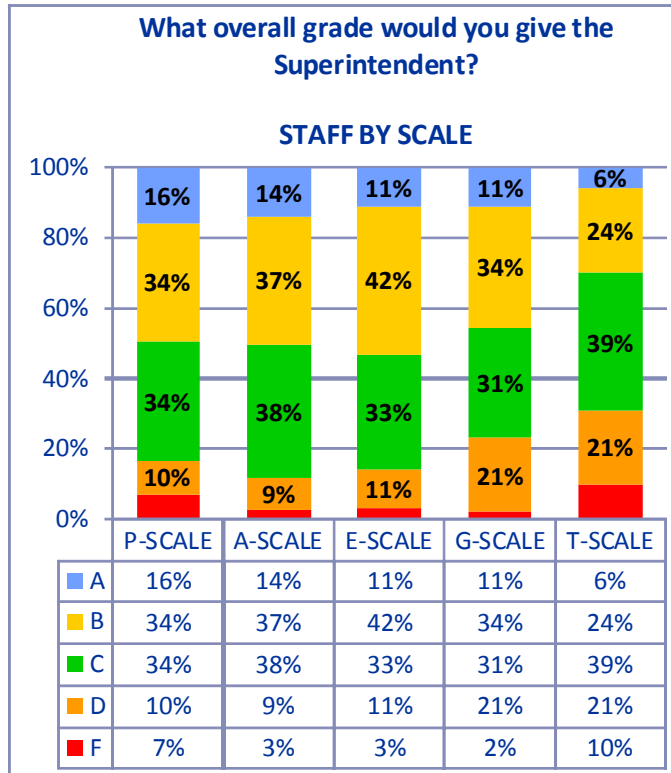
 <b>A CLOSER LOOK:</b> <b>Subgroups More Apt than Average to Give the Superintendent a/an...</b>	
STAFF	PARENTS
<p><b>“A” or “B” (38% overall)</b></p> <ul style="list-style-type: none"> <li>• Minority staff members (69%, Asian American; 57%, Hispanic; 45%, African American vs. 32%, Caucasian)</li> </ul> <p><b>“D” or “F” (27% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (37% vs. 23%, respectively)</li> <li>• Caucasians (32%)</li> <li>• Secondary school employees more than twice as likely as their counterparts at elementary schools (38% vs. 23%)</li> </ul>	<p><b>“A” (23% overall)</b></p> <ul style="list-style-type: none"> <li>• Spanish-speaking parents (33% vs. 19%, English-speakers)</li> <li>• Hispanic parents about twice as likely as Caucasian or African American parents (30% vs. 15% and 16%, respectively)</li> <li>• Parents of high school students more than those with children in elementary or middle school (30% vs. 18% and 20%, respectively)</li> <li>• Fathers more than mothers (28% vs. 19%)</li> </ul> <p><b>“Don’t Know” (43% overall)</b></p> <ul style="list-style-type: none"> <li>• Parents of children in Pre-K/Kindergarten (54%) and Elementary school (49%)</li> </ul>





**Staff Results by Scale**

- Pluralities of P-, A-, and T-Scale employees gave the Superintendent an “average” grade.
- No more than 31% of any staff scale assigned the Superintendent a below-average grade.
- T-Scale staff members were least favorable toward the Superintendent, with nearly two-in-five doling out an “average” grade and another 31% assigning a below-average grade of D (21%) or F (10%).



## VALUE OF APS INVESTMENT TO TAXPAYERS

**Question:** Please rate your level of agreement with the following statement. “My tax dollars are being well spent by the Arlington public school system.”

**Audience:** Parents and Community Members

“My tax dollars are being well spent by the Arlington public school system.”		
	Parent (N=600)	Community (N=603)
<b>Strongly agree</b>	55%	35%
<b>Somewhat agree</b>	27%	36%
<b>Neither agree nor disagree</b>	5%	9%
<b>Somewhat disagree</b>	4%	8%
<b>Strongly disagree</b>	1%	4%
<b>Don’t know</b>	8%	7%
<b>Refused</b>	1%	*

### 2012 Results:

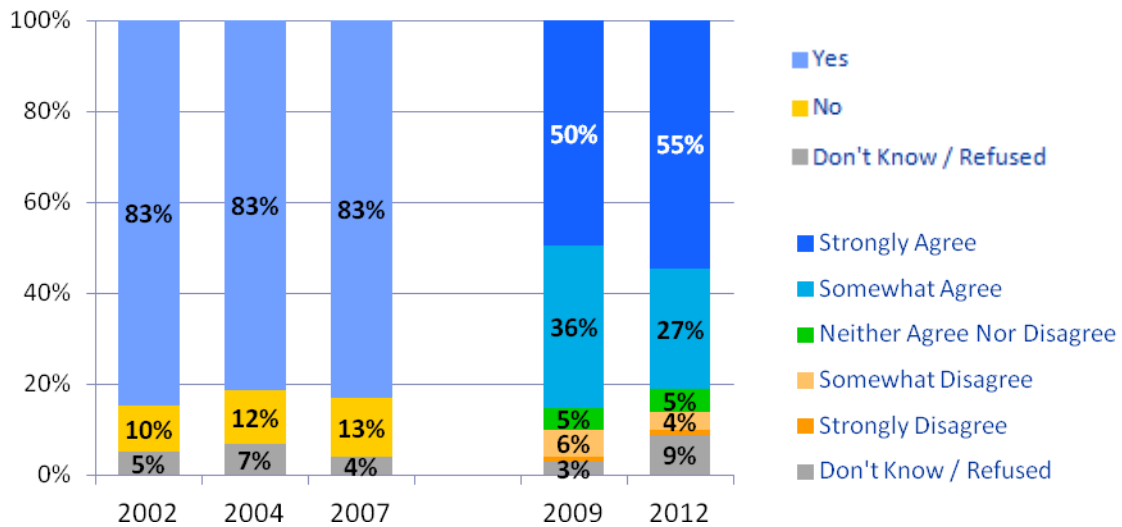
- In total, 82% of parents and 71% of community members agreed “somewhat” or “strongly” that their tax dollar investment in Arlington Public Schools is well spent. More than one-half of parents (55%) were in strong accordance with this statement.
- Single digit percentages of both parents and community members selected any other response option besides agreement. Even among community members, just 7% said they “did not know” how well their tax dollars were being spent.
- The **plurality** of all demographic subgroups of APS parents **agreed** that their tax dollar were being well spent by the public school system.

A CLOSER LOOK:	
Subgroups More Apt than Average to...	
PARENTS	COMMUNITY
<p><b>“Agree” (82% overall)</b></p> <ul style="list-style-type: none"> <li>• White parents more than African American or Hispanic parents (91% vs. 76%, both)</li> <li>• English-speaking parents more than primarily Spanish-speakers (86% vs. 73%)</li> </ul>	<p><b>“Agree” (70% overall)</b></p> <ul style="list-style-type: none"> <li>• Those that had a child enrolled at APS in the past (79%)</li> <li>• Those that attended an APS event (77%) or have used APS’ facilities (76%) in the past year</li> <li>• Post-graduates (73%)</li> </ul> <p><b>“Disagree” (13% overall)</b></p> <ul style="list-style-type: none"> <li>• Adults ages 65+ and 55-64 (22% and 17%, respectively)</li> </ul>

### Comparison to Past Results: Parents

**2002-2007:** Do you think your tax dollars are being well spent in the school system?

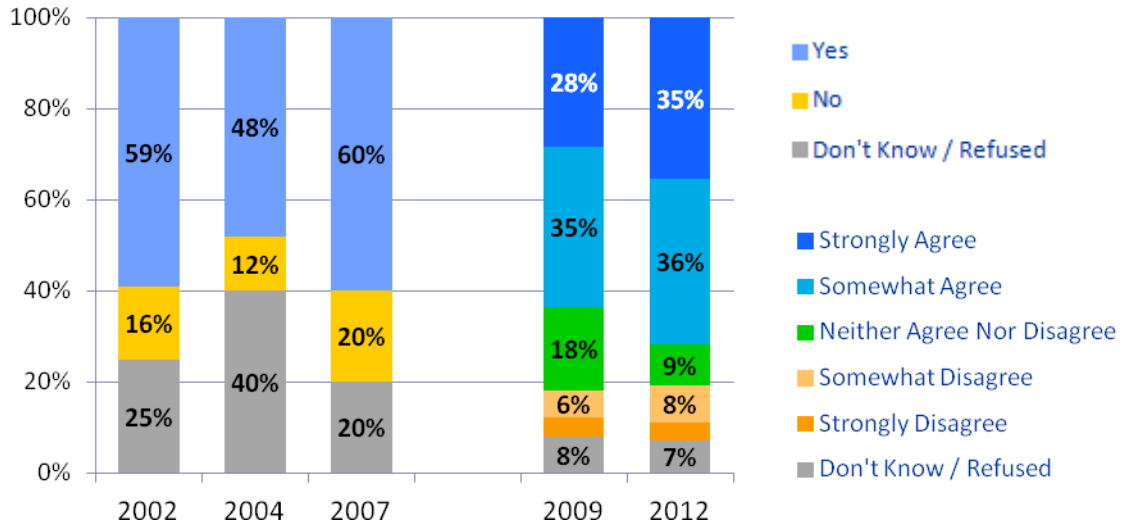
**2009-2012:** Please rate your level of agreement with the following statement. "My tax dollars are being well spent by the Arlington public school system."



**Comparison to Past Results: Community Members**

**2002-2007:** Do you think your tax dollars are being well spent in the school system?

**2009-2012:** Please rate your level of agreement with the following statement. "My tax dollars are being well spent by the Arlington public school system."



## PROVIDING A RESPONSIVE EDUCATION

### RATING CLASS SIZE

**Question:** How do you feel about the number of students in [your child's/ your] classes? Would you say there are too many students, just the right number of students, or too few students?

**Audiences:** Teachers, Parents, and Students

How do you feel about the number of students in [your child's/ your] classes? Would you say there are too many students, just the right number of students, or too few students?			
	Teacher (N=1,263)	Parent (N=600)	Student (N=1,164)
<b>Just the right number of students</b>	51%	72%	77%
<b>Too many students</b>	31%	22%	18%
<b>Too few students</b>	2%	1%	4%
<b>Don't know</b>	-	6%	-
<b>Refused</b>	-	-	1%
<b>Not applicable/ No basis to judge</b>	13%	6%	-

#### 2012 Results

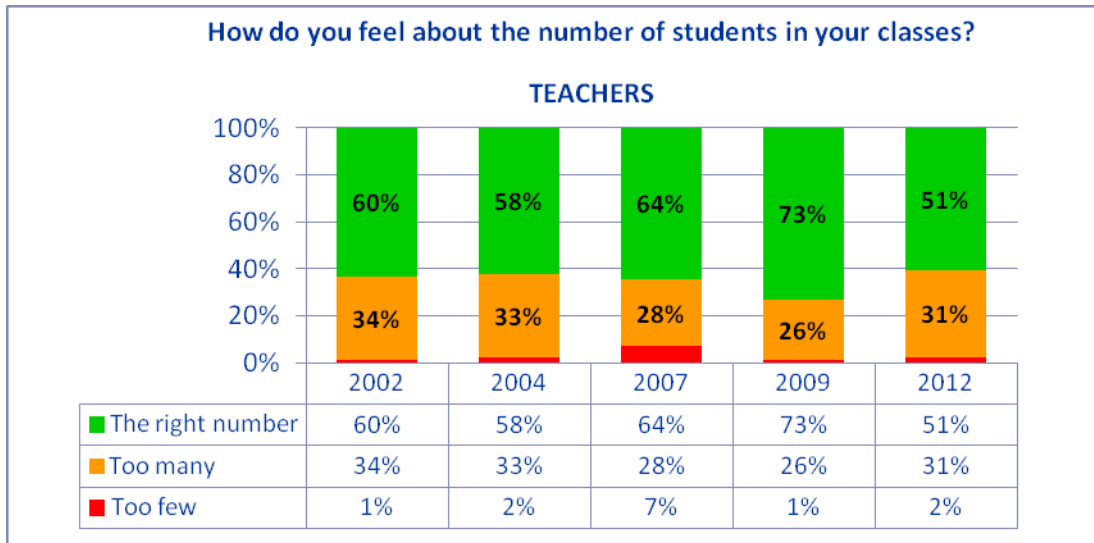
- Majorities of all audiences surveyed believe that Arlington Public Schools' class sizes are "just right."
- Students and parents were significantly more inclined than teachers to believe their (children's) classrooms held an appropriate number of pupils (77% and 72% vs. 51%, respectively).
- Similarly, nearly one-third of teachers (31%) thought class sizes were too large, compared to 22% of teachers and 18% of students.

A CLOSER LOOK: Subgroups More Apt than Average to Say There are __ Students...		
TEACHERS	PARENTS	STUDENTS
<p><b>"Just the right number of" (51% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian (67%) and African American (59%) instructors</li> </ul> <p><b>"Too many" (31% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school teachers (39% vs. 7% of those at alternative programs)</li> <li>• Male teachers (36%)</li> </ul> <p><b>"Too few" (2% overall)</b></p> <ul style="list-style-type: none"> <li>• Alternative program instructors (13%)</li> </ul>	<p><b>"Just the right number of" (72% overall)</b></p> <ul style="list-style-type: none"> <li>• Hispanic parents more than any other racial/ethnic subgroup (78% vs. 70%, Asian; 68%, Caucasian; 63%, African American)</li> <li>• Primary Spanish-speakers (78% vs. 69% English-speaking parents)</li> </ul> <p><b>"Too many" (22% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian parents (31%)</li> </ul>	<p><b>"Just the right number of" (77% overall)</b></p> <ul style="list-style-type: none"> <li>• Hispanic students (82%)</li> </ul> <p><b>"Too many" (18% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian students (21%)</li> </ul>

	<ul style="list-style-type: none"> <li>Parents of elementary school students (27%)</li> </ul>	
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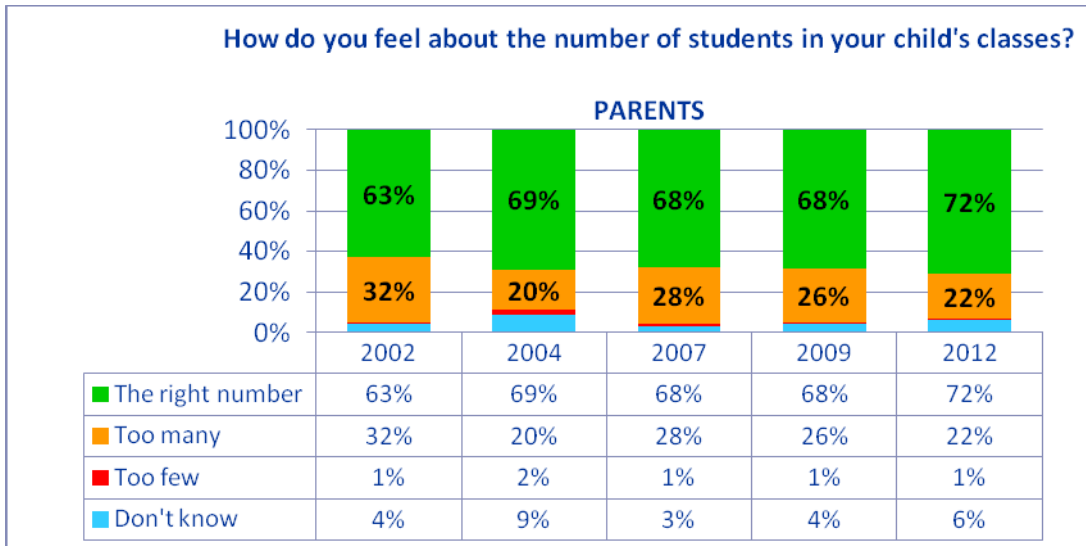
**Comparison to Past Results: Teachers**

- The percentage of teachers reporting an excess of students in each classroom increased from 26% in 2009 to 31% in 2012 returning to the rates from 2002 and 2004 (34% and 33%, respectively).
- A slim majority of teachers are satisfied with the number of students in their classroom (51%), however, this has decreased sharply from the all-time high of 73% in 2009.



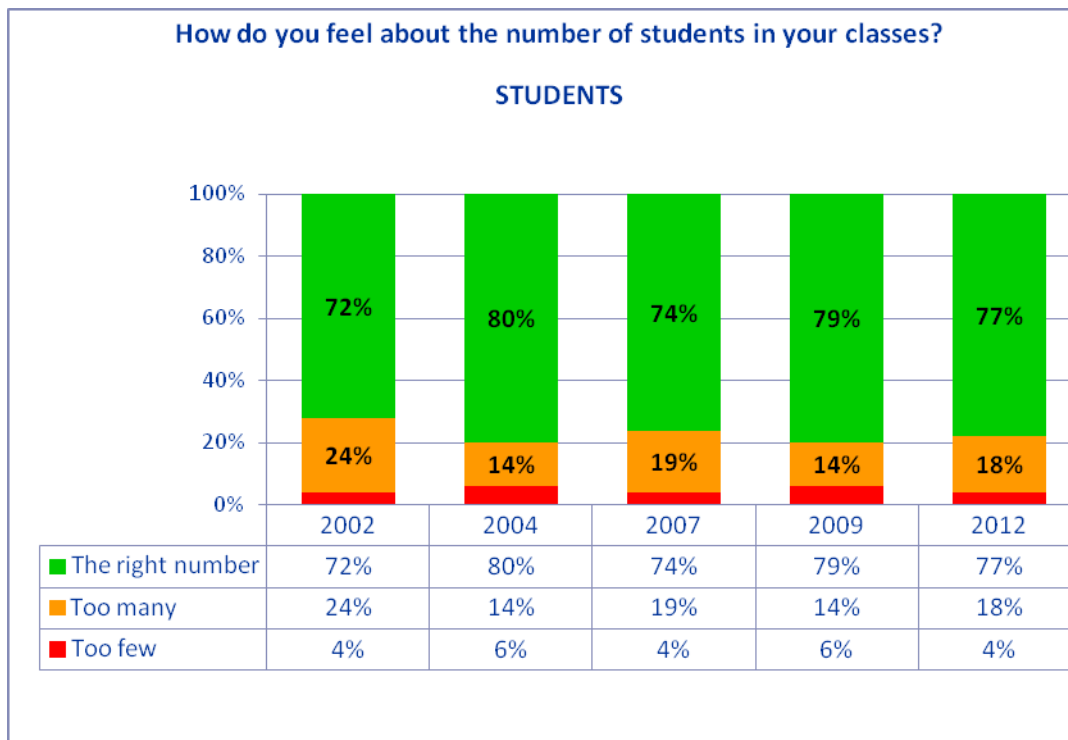
**Comparison to Past Results: Parents**

- The percentage of parents who reported an appropriate amount of pupils in each classroom in 2012 (72%) increased from the consistent streak in 2004, 2007, and 2009 (69%, 68%, and 68%, respectively).
- The percentage of parents who believed there were too many children in the classroom has varied over time, but decreased from 26% in 2009 to 22% in 2012 – the lowest percentage since 2004.
- Since 2002 no more than 2% of parents believed there were too few students in the classroom.



**Comparison to Past Results: Students**

- Students' assessment of the number of pupils per classroom has remained relatively unchanged since 2004, with more than three-in-four reporting comfortable class sizes in 2012 (77%).
- Fewer than one-in-five students (18%) believed there were too many students in their classroom in 2012, a 4% increase from 2009.



## INSTRUCTIONAL ACTIVITIES IN THE CLASSROOM

**Question:** To what extent do you agree or disagree with the following statements about your school? “Teachers in my school use many instructional approaches.”

**Audience:** Teachers

**Question:** To what extent do you agree or disagree with the following statements about your school? “My teachers do many different instructional activities in the classroom.”

**Audience:** Students

	“Teachers in my school use many instructional approaches.”	“My teachers do many different instructional activities in the classroom.”
	Teacher (N=1,263)	Student (N=1,164)
<b>Strongly agree</b>	62%	30%
<b>Somewhat agree</b>	28%	40%
<b>Neither agree nor disagree</b>	5%	17%
<b>Somewhat disagree</b>	3%	8%
<b>Strongly disagree</b>	1%	3%
<b>Not applicable/No basis to judge</b>	2%	-

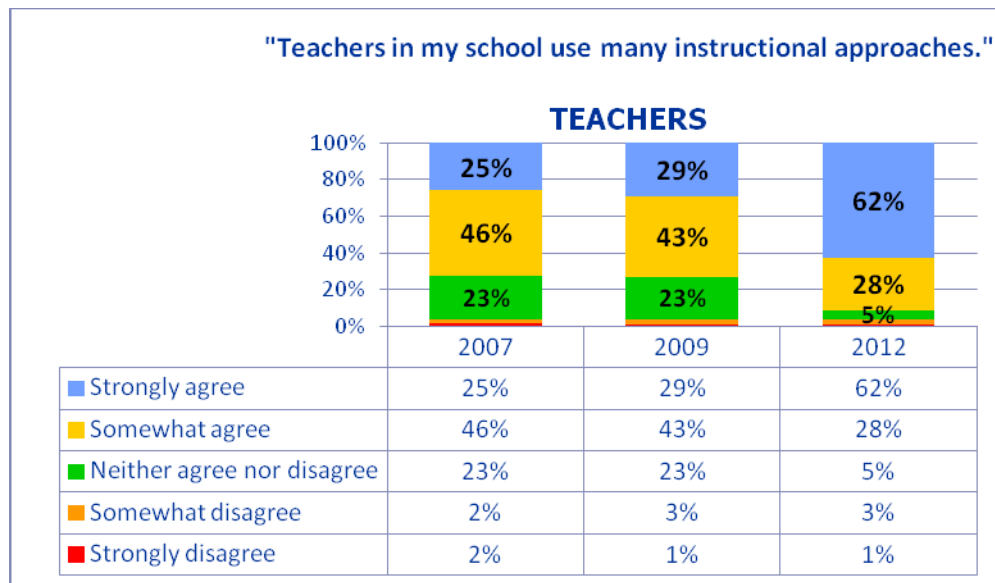
- Overall, 90% of teachers and 70% of students agreed “strongly” or “somewhat” that teachers in their school vary their instructional methods.
- Teachers were more than twice as likely as students to be in strong accordance with the statement that Arlington Public Schools’ teachers utilize different instructional methods (62% vs. 30%).
- Seventeen percent of students declined an opinion in either direction on this statement.
- Eleven percent of students disagreed that their teachers differ classroom instruction, compared to just 4% of teachers who reported the same sentiment.

Subgroups More Apt than Average to...	
TEACHERS	STUDENTS
<b>“Strongly Agree” (62% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school teachers (67% vs. 57%)</li> </ul>	<b>“Strongly Agree” (30% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school pupils (55% v. 25%)</li> </ul>
<b>“Somewhat Agree” (28% overall)</b> <ul style="list-style-type: none"> <li>• Asian (42%) and Hispanic (31%) instructors</li> <li>• Secondary school more than elementary school teachers (34% vs. 24%)</li> </ul>	<b>“Somewhat Agree” (40% overall)</b> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school students (42% v. 34%)</li> </ul>



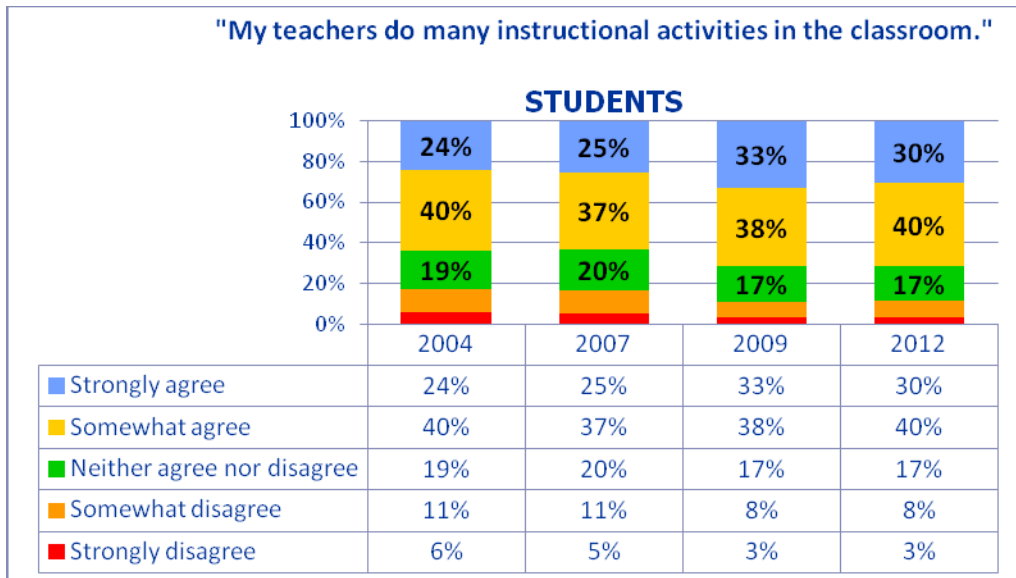
### Comparison to Past Results: Teachers

- Overall, 90% of teachers agreed “strongly” or “somewhat” that instructors varied their approach to teaching in 2012, compared to 71% in 2007.
- The percentage of teachers who strongly agreed that teachers use a variety of instructional approaches has significantly increased since 2007, with 62% in 2012, compared to 29% in 2009 and 25% in 2007.



### Comparison to Past Results: Students

- In total, 70% of students in 2012 agreed with this statement, compared to 71% in 2009, 62% in 2007, and 64% in 2004.
- The proportion of students who strongly agree with this claim has slightly decreased since 2009 (from 33% to 30%).



### RELEVANT INSTRUCTION IN THE CLASSROOM

**Question:** To what extent do you agree or disagree with the following statement?  
 "My teachers make schoolwork relevant with real-world examples."

**Audience:** Students

"My teachers make schoolwork relevant with real-world examples."	
<b>Strongly agree</b>	30%
<b>Somewhat agree</b>	36%
<b>Neither agree nor disagree</b>	16%
<b>Somewhat disagree</b>	7%
<b>Strongly disagree</b>	5%
<b>Not applicable</b>	3%
<b>No response</b>	2%

#### 2012 Results

- Overall nearly two-thirds of the students surveyed (66%) agreed their teachers employ tangible examples to improve learning. The plurality agreed "somewhat" (36%), and another three-in-ten strongly assented (30%).
- Just 12% of pupils felt their schoolwork was not made relevant with real-world examples, and another 16% offered neither agreement nor disagreement with the statement.

#### 📌 A CLOSER LOOK:

##### Student Subgroups More Apt than Average to...

##### "Strongly Agree" (30% overall)

- Elementary school more than secondary school students (47% vs. 28%)
- African American and Asian pupils (38% and 34%, respectively)

**“Somewhat Agree” (36% overall)**

- Females more than males (40% vs. 33%)

**“Neither Agree nor Disagree” (16% overall)**

- Secondary school more than elementary school students (18% vs. 10%)



## DIFFERENTIATED INSTRUCTION IN THE CLASSROOM

**Question:** To what extent do you agree or disagree with the following statements about your school? “In my teaching, I differentiate instruction.”


**Question:** To what extent do you agree or disagree with the following statements about your school? “Most of my colleagues at my school differentiate instruction.”

**Audience:** Teachers

	“In my teaching, I differentiate instruction.”	“Most of my colleagues at my school differentiate instruction.”
	Teacher (N=1,263)	Teacher (N=1,263)
<b>Always</b>	60%	29%
<b>Sometimes</b>	33%	53%
<b>Rarely</b>	*	4%
<b>Never</b>	*	*
<b>Unsure</b>	*	7%
<b>Not applicable/ No basis to judge</b>	6%	6%

### 2012 Results

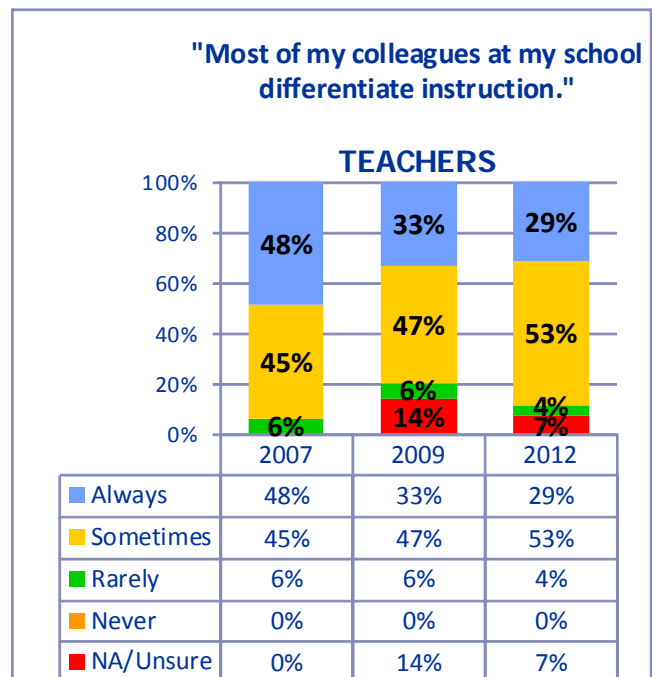
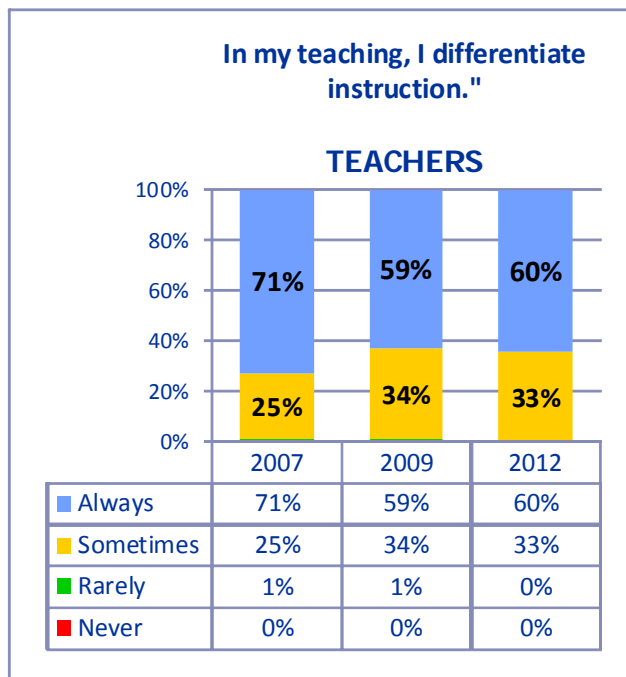
- In total, an overwhelming 93% of teachers reported they personally differentiate instruction in their classroom “always” or “sometimes,” and 82% felt most of their colleagues follow suit.
- Teachers were more than two times more likely to think they **always** vary instruction than to think the same of their colleagues (60% vs. 29%, respectively).

 <b>A CLOSER LOOK:</b> Subgroups of Teachers More Apt than Average to Respond to Each Statement with...	
“In my teaching, I differentiate instruction.”	“Most of my colleagues at my school differentiate instruction.”
<p><b>“Always” (60% overall)</b></p> <ul style="list-style-type: none"> <li>• Alternative program and elementary school more than secondary school teachers (77% and 70% vs. 46%, respectively)</li> <li>• Asian (75%) and African American (73%) instructors</li> </ul> <p><b>“Sometimes” (33% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school teachers (48% vs. 29%, elementary school and 16%, alternative program)</li> <li>• Male more than female instructors (42% vs. 31%)</li> <li>• Caucasian teachers more than those that identify as Hispanic or African American (36% vs. 23% and 18%, respectively)</li> </ul>	<p><b>“Always” (29% overall)</b></p> <ul style="list-style-type: none"> <li>• Alternative program and elementary school teachers (36% for both vs. 20%, secondary school instructors)</li> <li>• Hispanic (36%) and African American (34%) teachers</li> <li>• Female more than male instructors (31% vs. 22%)</li> </ul> <p><b>Sometimes” (53% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school teachers (61% vs. 51%, elementary school and 39%, alternative program)</li> <li>• Male teachers (59%)</li> <li>• Caucasian instructors (55%)</li> </ul>



### Comparison to Past Results: Teachers

- The percentage of teachers who said they personally “always” differentiate instruction has remained consistent since 2009, but is down from the highwater mark of 71% in 2007. Similarly, the portion of instructors that reported their colleagues always varying classroom instruction decreased from 48% in 2007 to 29% in 2012.
- For the first time since the question was added to the Community Satisfaction Survey, the majority of teachers (53%) said their colleagues sometimes differentiate instruction.
- None of the teachers surveyed responded that they “rarely” or “never” vary their instruction, and just 4% said as much for their colleagues.



## WELL-ROUNDED INSTRUCTION IN THE CLASSROOM

**Question:** To what extent do you agree or disagree with the following statement?  
 “My students’ schoolwork develops life skills, such as... teamwork, collaboration, time management, goal setting, community service, and arts appreciation.”

**Audience:** Teachers

**Question:** To what extent do you agree or disagree with the following statement?  
 “My child’s schoolwork develops life skills, such as teamwork, collaboration, time management, goal setting, community service, and arts appreciation.”

**Audience:** Parents

**Question:** To what extent do you agree or disagree with the following statement?  
 “My school teaches me to manage my time effectively.”

**Audience:** Students (Secondary)

	TEACHERS (N=1,263)						PARENTS (N=600)
	TEAM WORK	COLLABO RATION	TIME MANAGE MENT	GOAL SETTING	ARTS APPRECI ATION	COMM UNITY SERVICE	
Strongly agree	50%	50%	41%	36%	36%	22%	41%
Somewhat agree	41%	40%	42%	45%	38%	37%	28%
Neither agree or disagree	7%	7%	11%	13%	19%	26%	10%
Somewhat disagree	2%	2%	6%	6%	7%	13%	11%
Strongly disagree	*	*	1%	1%	1%	2%	6%
Don’t know	-	-	-	-	-	-	4%
Refused	-	-	-	-	-	-	*

	“My students’ schoolwork develops life skills, such as time management.”	“My school teaches me to manage my time effectively.”
	TEACHERS (N=1,263)	STUDENTS (SECONDARY, N=978)
Strongly agree	41%	21%
Somewhat agree	42%	26%
Neither agree or disagree	11%	22%
Somewhat disagree	6%	13%
Strongly disagree	1%	10%
Not applicable	-	6%

No response	-	3%
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### ENCOURAGEMENT FOR NEW MATERIAL

**Question:** To what extent do you agree or disagree with the following statement?  
 “Teachers in my school encourage their students to learn new things every day.”

**Audience:** Teachers

**Question:** To what extent do you agree or disagree with the following statement?  
 “My teachers encourage me to learn new things every day.”

**Audience:** Students

	“Teachers in my school encourage their students to learn new things every day.”	“My teachers encourage me to learn new things every day.”
	Teacher (N=1,263)	Student (N=1,858)
<b>Strongly agree</b>	65%	39%
<b>Somewhat agree</b>	27%	43%
<b>Neither agree nor disagree</b>	4%	13%
<b>Somewhat disagree</b>	1%	4%
<b>Strongly disagree</b>	2%	1%
<b>Not applicable/ No basis to judge</b>	2%	-

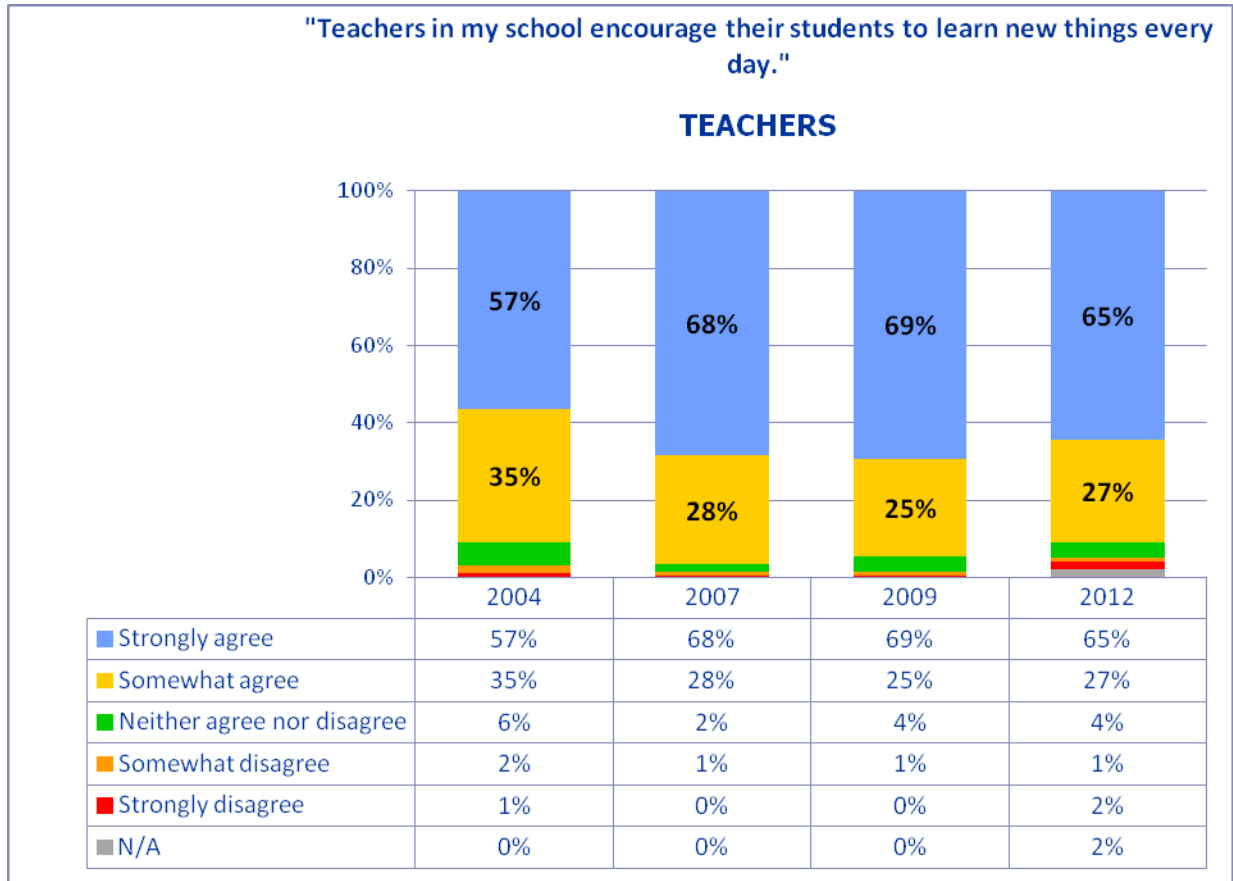
#### 2012 Results

- In total, 92% of teachers and 82% of students concurred that teachers in Arlington Public Schools encourage their pupils to explore new material in school.
- Teachers were 26 percentage points more likely than students (65% vs. 39%) to “strongly agree” APS instructors promote learning new material on a daily basis.
- Thirteen percent of students demurred on this question, neither agreeing nor disagreeing with it, while single digit percentages of both teachers and students disagreed that APS pupils are encouraged by their instructors to learn new things.

Subgroups More Apt than Average to...	
TEACHERS	STUDENTS
<b>“Strongly Agree” (65% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school teachers (67% vs. 57%)</li> </ul>	<b>“Strongly Agree” (39% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school pupils (55% v. 25%)</li> </ul>
<b>“Somewhat Agree” (27% overall)</b> <ul style="list-style-type: none"> <li>• Asian (42%) and Hispanic (31%) instructors</li> <li>• Secondary school more than elementary school teachers (34% vs. 24%)</li> </ul>	<b>“Somewhat Agree” (43% overall)</b> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school students (42% v. 34%)</li> </ul>

**Comparison to Past Results: Teachers**

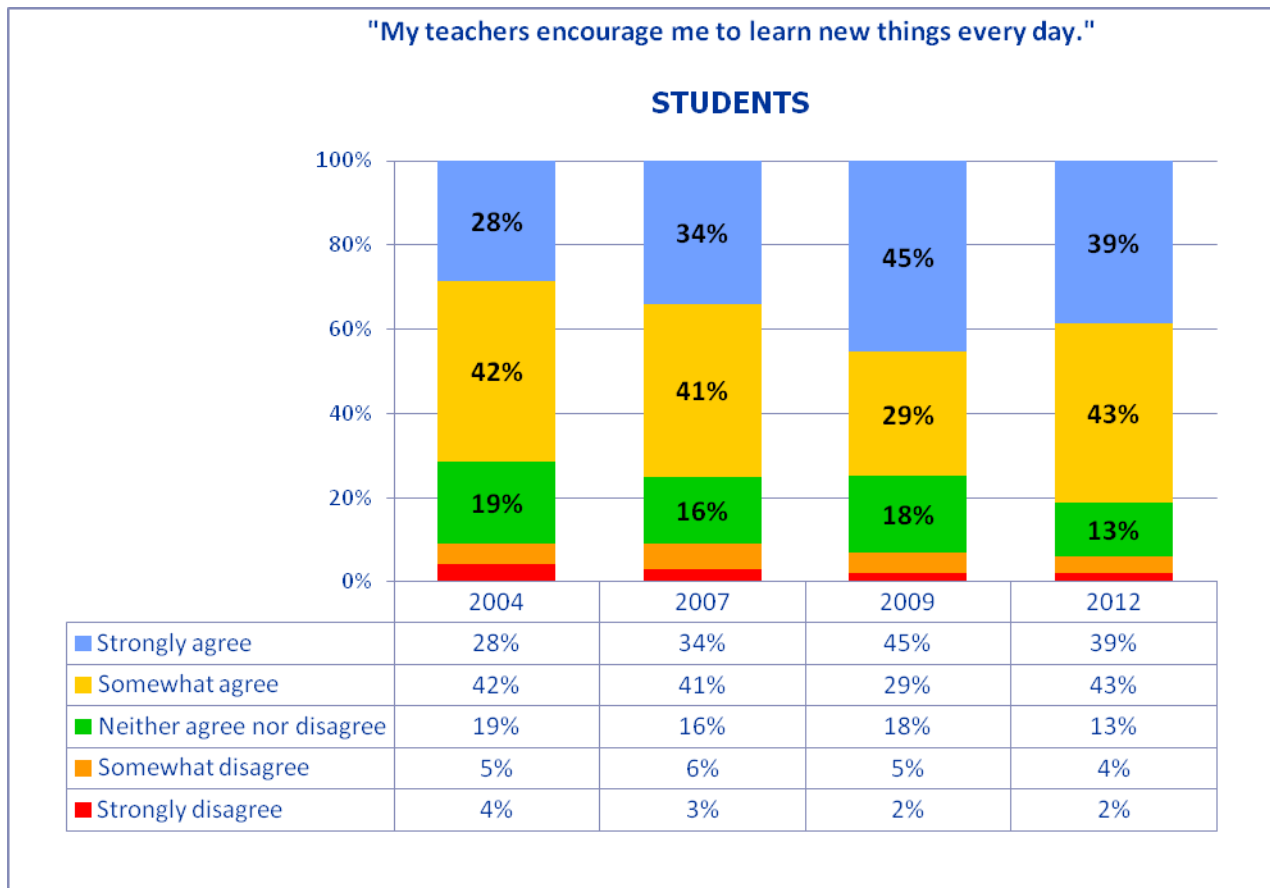
- In 2012, 92% of teachers agreed that they encourage students to learn new things every day, from 94% in 2009, 96% in 2007, and 92% in 2004.
- For the first time, teachers were offered a “not applicable” response option for this question, which was selected by two percent of those surveyed.





### Comparison to Past Results: Students

- The net portion of students to agree with the statement increased from 74% in 2009 to 82% in 2012, the highest it has been since the question was introduced in 2004.
- Two-in-five students (39%) “strongly agreed” their instructors encourage them to learn new material daily – down from 45% in 2009. Still, the 43% that “somewhat agreed,” is way up from 29% in 2009.
- Fewer than one-in-five students (19%) disagreed or refrained from weighing in on the statement in one direction or the other, down from 25% in 2009 and 2007.



## TEACHER ENCOURAGEMENT AND EXPECTATIONS

**Question:** To what extent do you agree or disagree with the following statement?  
“The teachers encourage [my child] to always do well at school.”

**Audience:** Parents


**Question:** To what extent do you agree or disagree with the following statement?  
“My teachers expect me to do well at school.”

**Audience:** Students

	“The teachers encourage [my child] to always do well at school.”	“My teachers expect me to do well at school.”
	Parent (N=600)	Student (N=1,164)
<b>Strongly agree</b>	82%	66%
<b>Somewhat agree</b>	14%	23%
<b>Neither agree nor disagree</b>	1%	8%
<b>Somewhat disagree</b>	2%	1%
<b>Strongly disagree</b>	*	1%
<b>Don’t know</b>	1%	-
<b>Refused/No Response</b>	-	1%

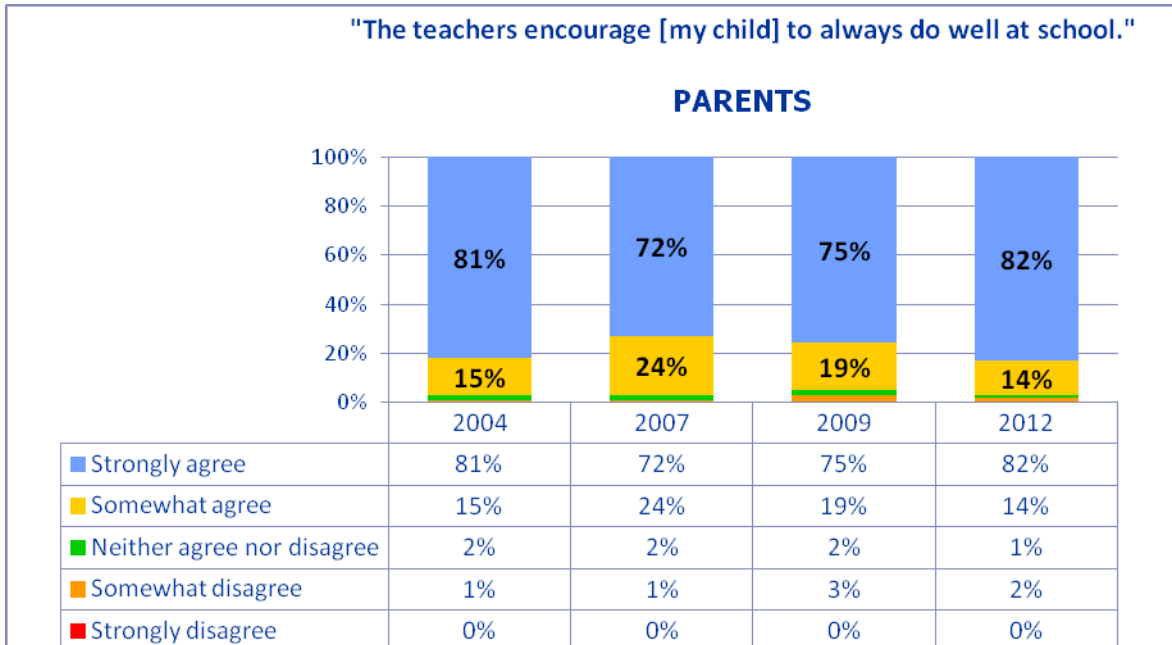
### 2012 Results

- In total, 96% of parents believed teachers encourage their child to excel in the classroom, 82% strongly so. Just 2% disagreed that teachers did not urge students to do well.
- Nearly two-thirds (66%) of students “strongly” agreed that their instructors expect them to do well in school, while an additional 23% “somewhat” concurred with this statement.

 <b>A CLOSER LOOK:</b> <b>Subgroups of Each Audience More Apt than Average to Respond to Each Statement with...</b>	
“The teachers encourage [my child] to always do well at school.”	“My teachers expect me to do well at school.”
<p><b>Strongly agree (82% overall)</b></p> <ul style="list-style-type: none"> <li>• Parents of children enrolled in Pre-K through grade 5 more than those with kids in grades 6-12 (89% vs. 75%)</li> <li>• Primarily Spanish-speaking parents (88%)</li> </ul> <p><b>Somewhat agree (14%)</b></p> <ul style="list-style-type: none"> <li>• Parents of children enrolled in grades 6-12 more than those with kids in Pre-K through grade 5 (19% vs. 9%)</li> <li>• Caucasian more than Hispanic parents (19% vs. 12%)</li> </ul>	<p><b>Strongly agree (66% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (91% vs. 62%)</li> <li>• Caucasian students (69%)</li> </ul> <p><b>Somewhat agree (23%)</b></p> <ul style="list-style-type: none"> <li>• Secondary school more than three times as likely as elementary school students (26% vs. 8%)</li> </ul>

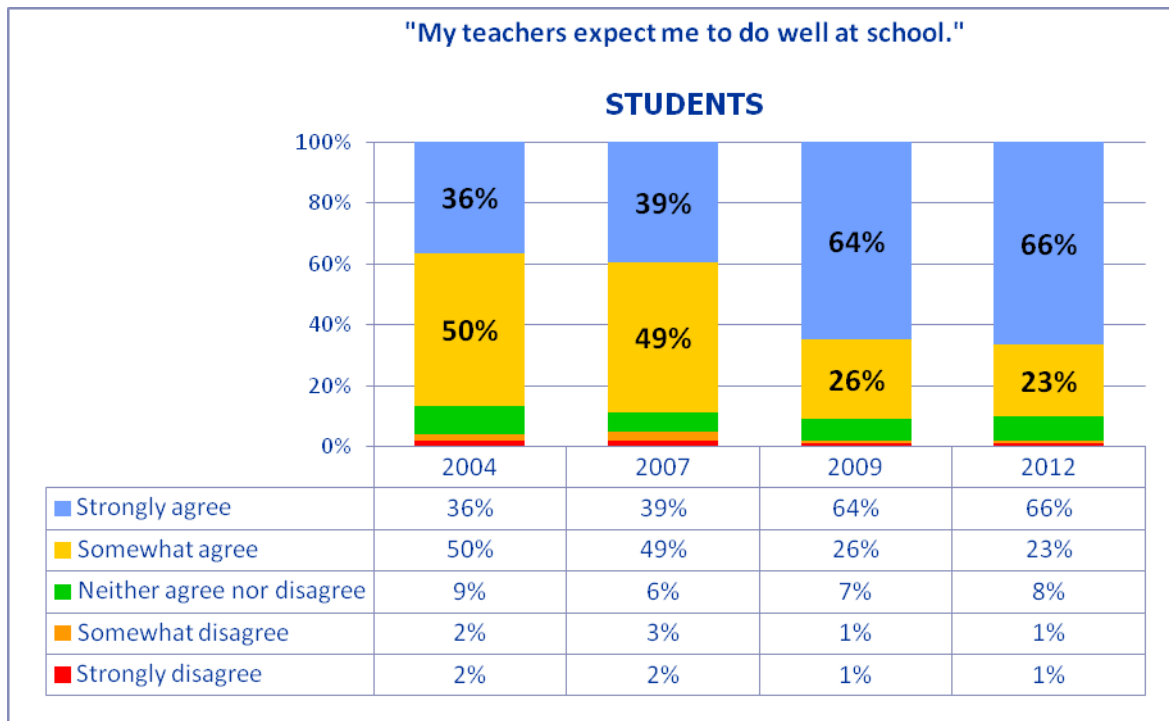
**Comparison to Past Results: Parents**

- Fully 82% of parents strongly agreed that teachers encourage their child to do well at school, an increase of seven percentage points from 2009 (75%) and the highest portion of parents to “strongly agree” since the question was added to the Community Satisfaction Survey in 2004.
- The percent of parents that disagree with the statement has remained under 5% from 2004 to 2012.



### Comparison to Past Results: Students

- The proportion of students that *strongly* agreed that teachers challenge them to excel has rapidly increased from 36% in 2004 to 66% in 2012. The overall figures are virtually unchanged: 89% total agreement in 2012, 90% in 2009, 88% in 2007 and 86% in 2004.
- The percent of students who generally disagree that teachers expect them to do well in class (2%) has stayed consistent with results of 2009 and decreased from 4% in 2004 and 5% in 2007.



### Past Inquiries Related to Teacher Encouragement

- The 2004, 2007, and 2009 Community Satisfaction Surveys of students asked a related question: "To what extent do you agree with the following statement? 'My teachers encourage me to always do well at school.'"

<b>"My teachers encourage me to always do well at school."</b>			
	<b>STUDENT</b>		
	<b>2004</b>	<b>2007</b>	<b>2009</b>
<b>Strongly agree</b>	39%	40%	56%
<b>Somewhat agree</b>	41%	40%	28%
<b>Neither agree nor disagree</b>	13%	12%	11%
<b>Somewhat disagree</b>	4%	3%	2%
<b>Strongly disagree</b>	3%	2%	2%
<b>Don't know</b>	-	-	-
<b>Refused</b>	-	-	-

## PRINCIPAL/ASSISTANT SUPERINTENDENT RESPONSIVENESS

**Question:** To what extent do you agree or disagree with the following statement?  
“My principal takes action on concerns or problems that students share with him or her.”

**Question:** To what extent do you agree or disagree with the following statement?  
“The principal and assistant principal are fair when they discipline me.”

**Audience:** Students

	“My principal takes action on concerns or problems that students share with him or her.”	“The principal and assistant principal are fair when they discipline me.”
<b>Strongly agree</b>	36%	23%
<b>Somewhat agree</b>	21%	18%
<b>Neither agree nor disagree</b>	15%	19%
<b>Somewhat disagree</b>	4%	4%
<b>Strongly disagree</b>	3%	6%
<b>Don’t know</b>	18%	-
<b>Not applicable</b>	-	28%
<b>No response</b>	2%	2%

### 2012 Results

- The majority of students (57%) feel their principal is responsive to student concerns, with the plurality (36%) agreeing strongly. Fifteen percent neither agreed nor disagreed and another 18% simply said they did not know.
- When asked whether they had been disciplined fairly by their principal or assistant principal, a notable 28% said the question was not applicable, presumably because they had not been in trouble previously. Two-in-five students (41%) agreed either “somewhat” or “strongly” that their principal or assistant principal had given them fair punishment, compared to just 10% that disagreed with this sentiment.

**↘ A CLOSER LOOK:**

**Subgroups of Students More Apt than Average to Respond to Each Statement with...**

“My principal takes action on concerns or problems that students share with him or her.”	“The principal and assistant principal are fair when they discipline me.”
<p><b>“Strongly Agree” (36% overall)</b></p> <ul style="list-style-type: none"> <li>Elementary school more than secondary school students (55% vs. 34%)</li> <li>Bilingual students (40%)</li> <li>African American (44%) and Hispanic (41%) students</li> </ul> <p><b>Neither agree nor disagree (15% overall)</b></p> <ul style="list-style-type: none"> <li>Asian students (20%)</li> <li>Female more than male students (19% vs. 13%)</li> <li>Secondary school more than twice as likely as elementary school students (17% vs. 7%)</li> </ul>	<p><b>Strongly agree (23% overall)</b></p> <ul style="list-style-type: none"> <li>Elementary school twice as much as secondary school students (40% vs. 20%)</li> <li>African American and Hispanic students (34% and 28%, respectively)</li> </ul> <p><b>“Somewhat agree” (18% overall)</b></p> <ul style="list-style-type: none"> <li>Asian and African American students (22% and 21%, respectively)</li> <li>Bilingual students more than those that speak only English at home (21% vs. 15%)</li> </ul> <p><b>“Not applicable” (28% overall)</b></p> <ul style="list-style-type: none"> <li>Caucasian students (40%)</li> <li>Students who speak only English in the household (35% vs. 24%, bilingual students)</li> <li>Females (32%)</li> </ul>

**Comparison to Past Results: Students**

- There was a decrease in the percentage of students who “strongly” agreed that their principals are even-handed when providing discipline, from 32% in 2009 to 23% this year.
- A total of 10% of students disagreed with the claim that principals and assistant principals are fair in discipline standards, a 2% decrease from 2009.

“The principal and assistant principal are fair when they discipline me.”			
	Student		
	2007	2009 <sup>3</sup>	2012
<b>Strongly agree</b>	23%	32%	23%
<b>Somewhat agree</b>	28%	33%	18%
<b>Neither agree nor disagree</b>	33%	23%	19%
<b>Somewhat disagree</b>	8%	7%	4%
<b>Strongly disagree</b>	7%	5%	6%

<sup>3</sup> In the 2009 Community Satisfaction Survey, the phrase “and assistant principal” was added to this inquiry.

## TEACHER AND PARENT RECOGNITION

**Question:** To what extent do you agree or disagree with the following statement?  
 “In the past seven days, a teacher has given me recognition or praise for doing good schoolwork .”

**Question:** To what extent do you agree or disagree with the following statement?  
 “In the past seven days, my parent has given me recognition or praise for doing good schoolwork .”

**Question:** To what extent do you agree or disagree with the following statement?  
 “My counselor is accessible to me.”

**Audience:** Students

	“In the past seven days, a <u>teacher</u> has given me recognition or praise for doing good schoolwork.”	“In the past seven days, my <u>parent</u> has given me recognition or praise for doing good schoolwork.”
<b>Strongly agree</b>	32%	41%
<b>Somewhat agree</b>	22%	22%
<b>Neither agree nor disagree</b>	18%	15%
<b>Somewhat disagree</b>	9%	5%
<b>Strongly disagree</b>	11%	9%
<b>Not applicable</b>	6%	5%
<b>No Response</b>	2%	2%

### 2012 Results

- These questions related to teacher and parent recognition were added to the 2012 iteration of the Community Satisfaction Survey. Overall, majorities of students receive praise from both their parents (63%) and instructors (54%) at least once per week.
- Pluralities agreed strongly with both statements, even as they give mom and dad the edge in effusiveness of praise (41%, parents and 32%, teachers).
- One-in-five students disagreed that their teachers recognize their schoolwork (20%, overall), and 14% denied receiving parent praise in the past seven days.

➤ **A CLOSER LOOK:**

**Students Subgroups More Apt than Average to Respond to Each Statement with...**

<p><b>“In the past seven days, a <u>teacher</u> has given me recognition or praise for doing good schoolwork.”</b></p>	<p><b>“In the past seven days, my <u>parent</u> has given me recognition or praise for doing good schoolwork.”</b></p>
<p><b>Strongly agree (32%)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (41% vs. 31%)</li> <li>• African American, Asian, and Caucasian students (40%, 39%, and 35%, respectively)</li> <li>• Males more than females (36% vs. 30%)</li> </ul> <p><b>Somewhat agree (22%)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (28% vs. 22%)</li> <li>• Hispanic students (27%)</li> </ul>	<p><b>Strongly agree (41%)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (65% vs. 38%)</li> <li>• African American and Caucasian students (49% and 48%, respectively)</li> <li>• Females (44%)</li> </ul> <p><b>Strongly disagree (9%)</b></p> <ul style="list-style-type: none"> <li>• Hispanic students (14%)</li> <li>• Secondary school more than elementary school students (10% vs. 4%)</li> </ul>



## STUDENT GUIDANCE

**Question:** To what extent do you agree or disagree with the following statement?  
“When I have a problem at school, I am able to get help.”


**Question:** To what extent do you agree or disagree with the following statement?  
“There is at least one adult in the school with whom I can talk about things that are important to me.”

**Audience:** Students

	“When I have a problem at school, I am able to get help.”	“There is at least one adult in the school with whom I can talk about things that are important to me.”
<b>Strongly agree</b>	37%	45%
<b>Somewhat agree</b>	32%	21%
<b>Neither agree nor disagree</b>	17%	16%
<b>Somewhat disagree</b>	7%	7%
<b>Strongly disagree</b>	5%	9%
<b>No Response</b>	1%	2%

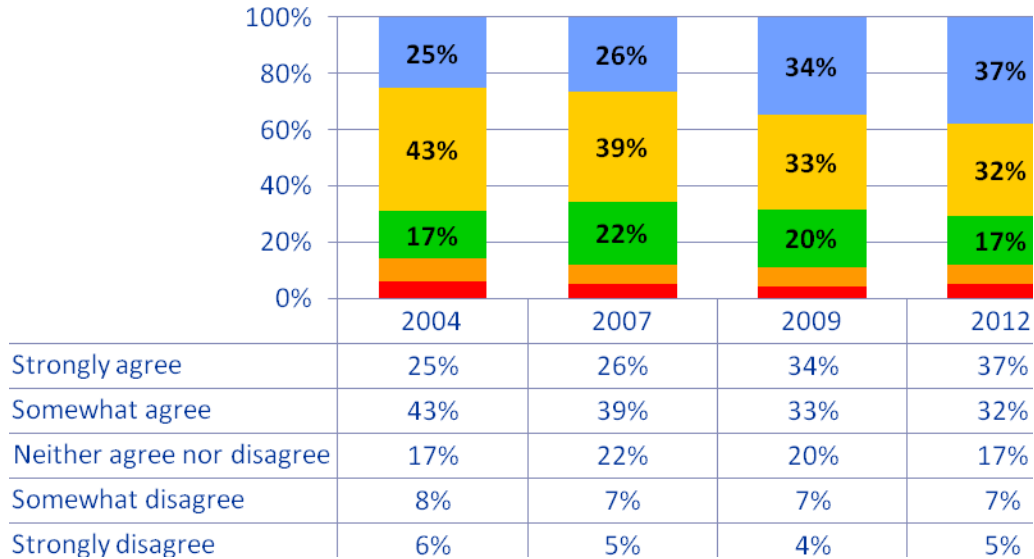
### 2012 Results

- A substantial number of students (69%) agreed that they can find relief when confronting a problem at school. Just 12% disagreed, while 17% demurred.
- A comparable number (66%) “somewhat” or “strongly” agreed they have an adult with whom they can talk openly about important topics, with 45% agreeing intensely. Sixteen percent denied having access to such a person, while another 16% did not offer an opinion either way.

 A CLOSER LOOK: <b>Student Subgroups More Apt than Average to Respond to Each Statement with...</b>	
“When I have a problem at school, I am able to get help.”	“There is at least one adult in the school with whom I can talk about things that are important to me.”
<b>Strongly agree (37% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (52% vs. 35%)</li> <li>• African American pupils (50%)</li> <li>• Males more than females (42% vs. 34%)</li> </ul> <b>Somewhat agree (32% overall)</b> <ul style="list-style-type: none"> <li>• Asian and Caucasian pupils (40% and 37%, respectively)</li> <li>• Females more than males (36% vs. 30%)</li> </ul>	<b>Strongly agree (45% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (64% vs. 42%)</li> <li>• African American and Caucasian pupils (58% and 48%, respectively)</li> </ul> <b>Somewhat agree (21% overall)</b> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school students (23% vs. 15%)</li> </ul>

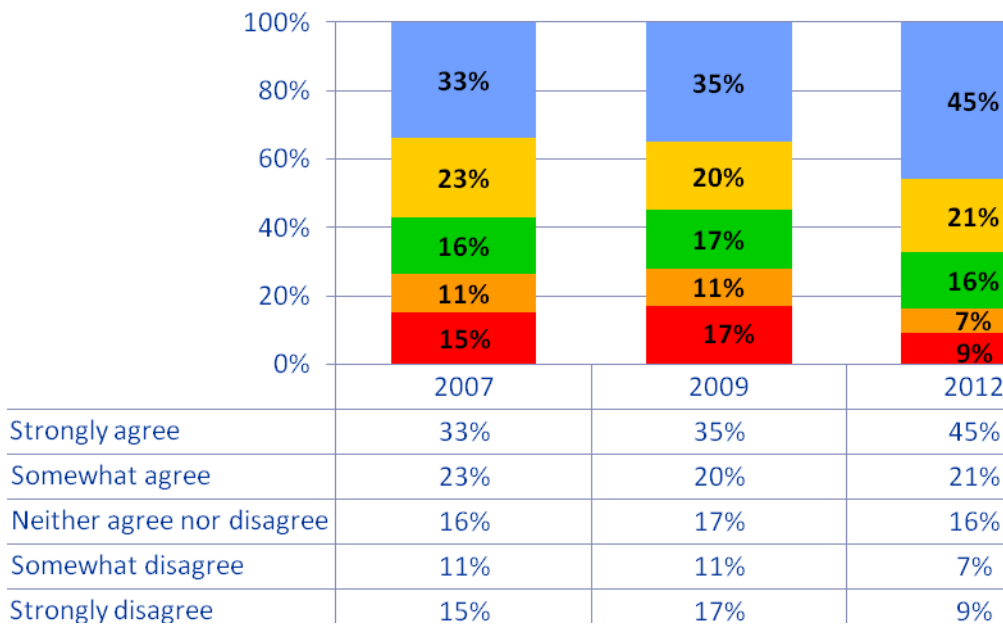
**Comparison to Past Results: Students**

**2012:** To what extent do you agree or disagree with the following statement? “When I have a problem at school, I am able to get help.”



**2007-2009:** To what extent do you agree or disagree with the following statement? “There is at least one adult in the school with whom I can talk about almost anything.”

**2012:** To what extent do you agree or disagree with the following statement? “There is at least one adult in the school with whom I can talk about things that are important to me.”



## STUDENT GUIDANCE

**Question:** To what extent are you satisfied with the following?  
“The accessibility of your school’s counselors to students.”

**Audience:** Teachers


**Question:** To what extent do you agree or disagree with the following statement?  
“My counselor is accessible to me.”

**Audience:** Students

	“The accessibility of your school’s counselors to students.”		“My counselor is accessible to me.”	
	Teacher (N=1,263)		Student (N=1,164)	
<b>Very satisfied</b>	44%	<b>Strongly agree</b>	44%	
<b>Somewhat satisfied</b>	31%	<b>Somewhat agree</b>	26%	
<b>Somewhat dissatisfied</b>	12%	<b>Neither agree nor disagree</b>	19%	
<b>Very dissatisfied</b>	4%	<b>Somewhat disagree</b>	5%	
<b>I don’t know</b>	9%	<b>Strongly disagree</b>	4%	
		<b>No response</b>	1%	

### 2012 Results

- In total, exactly three-fourths of teachers (75%) are content with the accessibility of guidance counselors to their students, compared to 16% that were dissatisfied. The plurality of instructors was very satisfied (44%).
- A similar percentage of students believed that their guidance counselor is accessible to them (70%, overall), with 44% in strong agreement with the statement. One-in-five pupils (19%) offered neither agreement nor disagreement, perhaps because they had not been in a situation requiring a counselor. A single-digit percentage felt their counselor was unavailable to them (9%).

 <b>A CLOSER LOOK:</b> <b>Subgroups of Both Audiences More Apt than Average to Respond to Each Statement with...</b>	
TEACHERS: “The accessibility of your school’s counselors to students.”	STUDENTS: “My counselor is accessible to me.”
<b>“Very satisfied” (44% overall)</b> <ul style="list-style-type: none"> <li>• African American teachers (51%)</li> <li>• Instructors at Alternative programs (48%)</li> </ul> <b>“Somewhat satisfied” (31% overall)</b> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school teachers (38% vs. 29%)</li> <li>• Asian and Hispanic instructors (44% and 36%, respectively)</li> </ul>	<b>“Strongly agree” (44% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (55% vs. 42%)</li> <li>• Bilingual students more than those that speak only English at home (47% vs. 41%)</li> <li>• African American and Hispanic students (52% and 47%, respectively)</li> </ul> <b>“Disagree” NET (9% overall)</b> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school students (11% vs. 3%)</li> </ul>

### Past Inquiries Related to Counseling

The 2009 Community Satisfaction Survey asked students two related questions about their experience visiting their guidance counselor over the course of their most recent school year:

- “Since the beginning of this school year, how many times have you visited your guidance counselor?” and,
- “How satisfied are you with the quality of counseling you receive from your guidance counselor?”

Since the beginning of this school year, how many times have you visited your guidance counselor?		How satisfied are you with the quality of counseling you receive from your guidance counselor?	
	2009		2009
0	35%	Very satisfied	33%
1-5	48%	Somewhat satisfied	28%
5-10	9%	Neither satisfied nor dissatisfied	13%
11-15	2%	Somewhat dissatisfied	6%
16 or more	5%	Very dissatisfied	5%





## CURRICULA AND HOMEWORK

### STUDENT PREPAREDNESS

**Question:** To what extent do you agree or disagree with the following statements about your school? "I am well-prepared for the work covered in this grade."

**Audience:** Students

	"I am well-prepared for the work covered in this grade."	"I know I will graduate from high school."
	Student (N=1,164)	Student (N=1,164)
<b>Strongly agree</b>	38%	78%
<b>Somewhat agree</b>	41%	12%
<b>Neither agree nor disagree</b>	15%	4%
<b>Somewhat disagree</b>	4%	2%
<b>Strongly disagree</b>	1%	1%
<b>Not Applicable</b>	-	2%
<b>No response</b>	1%	2%

#### 2012 Results:

- Overall, 79% of students agreed that they were ready for the instruction level covered in their school year. Intensity was split (38% strongly agreed, and 41% somewhat agreed).
- Fifteen percent of students neither agreed nor disagreed with the statement, while just 5% total "somewhat" or "strongly" disagreed that they had been adequately prepared for the level of academic instruction they faced in their current grade.
- Feelings of readiness and confidence extended past the current grade, with 90% of students projecting that they will graduate from high school. Just 3% disagreed.

#### ➤ A CLOSER LOOK:

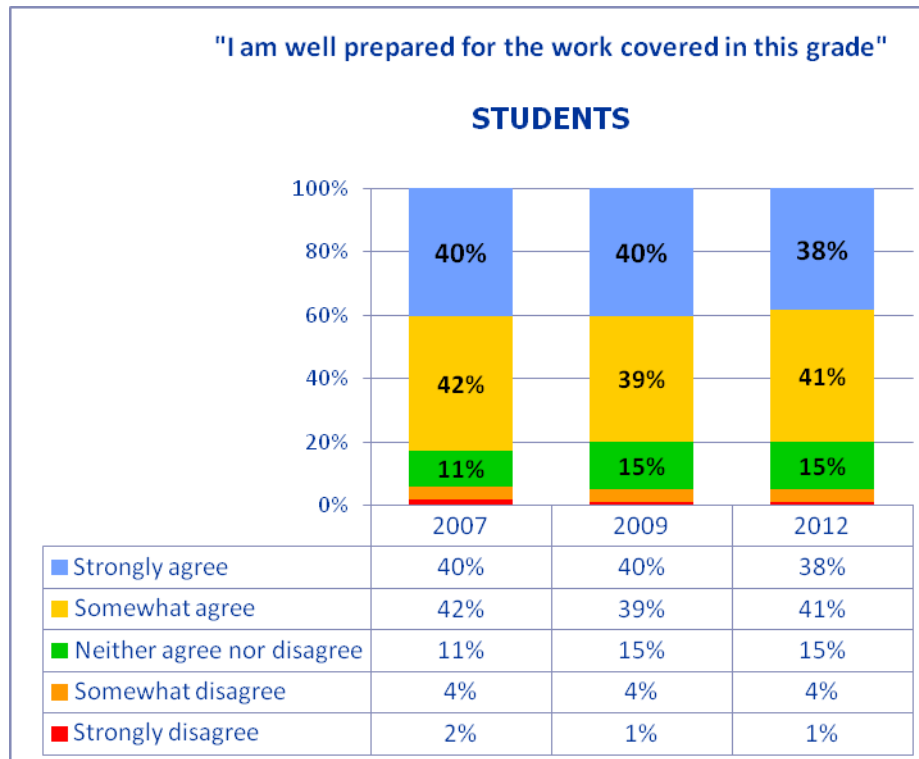
##### Student Subgroups More Apt than Average to Respond to Each Statement with...

"I am well-prepared for the work covered in this grade."	"I know I will graduate from high school."
<p><b>"Strongly Agree" (38% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (61% vs. 35%)</li> <li>• Caucasian (44%) and African American (43%) students</li> </ul> <p><b>"Somewhat Agree" (41% overall)</b></p> <ul style="list-style-type: none"> <li>• Hispanic students (45%)</li> <li>• Secondary school more than elementary school students (43% vs. 31%)</li> </ul>	<p><b>"Strongly Agree" (78% overall)</b></p> <ul style="list-style-type: none"> <li>• African American and Caucasian students (88% and 87%, respectively)</li> <li>• Females more than males (85% vs. 76%)</li> </ul> <p><b>"Somewhat Agree" (12% overall)</b></p> <ul style="list-style-type: none"> <li>• Hispanic pupils (15%)</li> <li>• Males more than females (14% vs. 9%)</li> </ul>



### Comparison to Past Results: Students

- In total, 79% of students agreed “somewhat” or “strongly” that their knowledge level was appropriate for their school year in 2012 and 2009, a slight decrease from 82% in 2007.
- The number of students that disagreed outright (5%) or that neither agreed nor disagreed (15%) were also consistent with the findings from the 2009 study.



### Past Inquiries on Student Preparedness

- The 2007 and 2009 Community Satisfaction Surveys asked related questions to teachers and parents: “To what extent do you agree with the following statement? ‘The students in my classes are prepared to work at this current level’ and ‘When the school year started, my child was well-prepared for the work at his/her current grade.’” The results to each follow.

	“The students in my classes are prepared to work at this current level”		“When the school year started, my child was well-prepared for the work at his/her current grade.”	
	Teacher		Parent	
	2007	2009	2007	2009
<b>Strongly agree</b>	34%	25%	68%	65%
<b>Somewhat agree</b>	41%	43%	24%	23%
<b>Neither agree nor disagree</b>	12%	9%	3%	2%
<b>Somewhat disagree</b>	11%	14%	4%	7%
<b>Strongly disagree</b>	2%	4%	4%	2%

Not Applicable	-	6%	-	-
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## DIFFICULTY OF CURRICULA AND INSTRUCTION

**Question:** To what extent do you agree or disagree with the following statement about your school? “The Arlington Public Schools curricula are challenging for all students.”

**Audience:** Teachers

**Question:** To what extent do you agree or disagree with the following statement about your school? “I am challenged by the lessons taught by my teachers.”

**Audience:** Students

	“The Arlington Public Schools curricula are challenging for all students.”	“I am challenged by the lessons taught by my teachers.”
	Teacher (N=1,263)	Student (N=1,164)
<b>Strongly agree</b>	45%	20%
<b>Somewhat agree</b>	41%	41%
<b>Neither agree nor disagree</b>	7%	24%
<b>Somewhat disagree</b>	5%	8%
<b>Strongly disagree</b>	1%	4%
<b>Not applicable/ No response</b>	2%	1%

**Question:** In your opinion, how challenging is the overall level of instruction that [selected child] is receiving? Would you say you say it is too easy, easy, moderate, hard, or too hard?


**Audience:** Parents

In your opinion, how challenging is the overall level of instruction that [selected child] is receiving?	
	Parent (N=605)
<b>Too easy</b>	4%
<b>Easy</b>	11%
<b>Moderate</b>	59%
<b>Hard</b>	23%
<b>Too hard</b>	2%
<b>Don't know</b>	1%
<b>Refused</b>	*



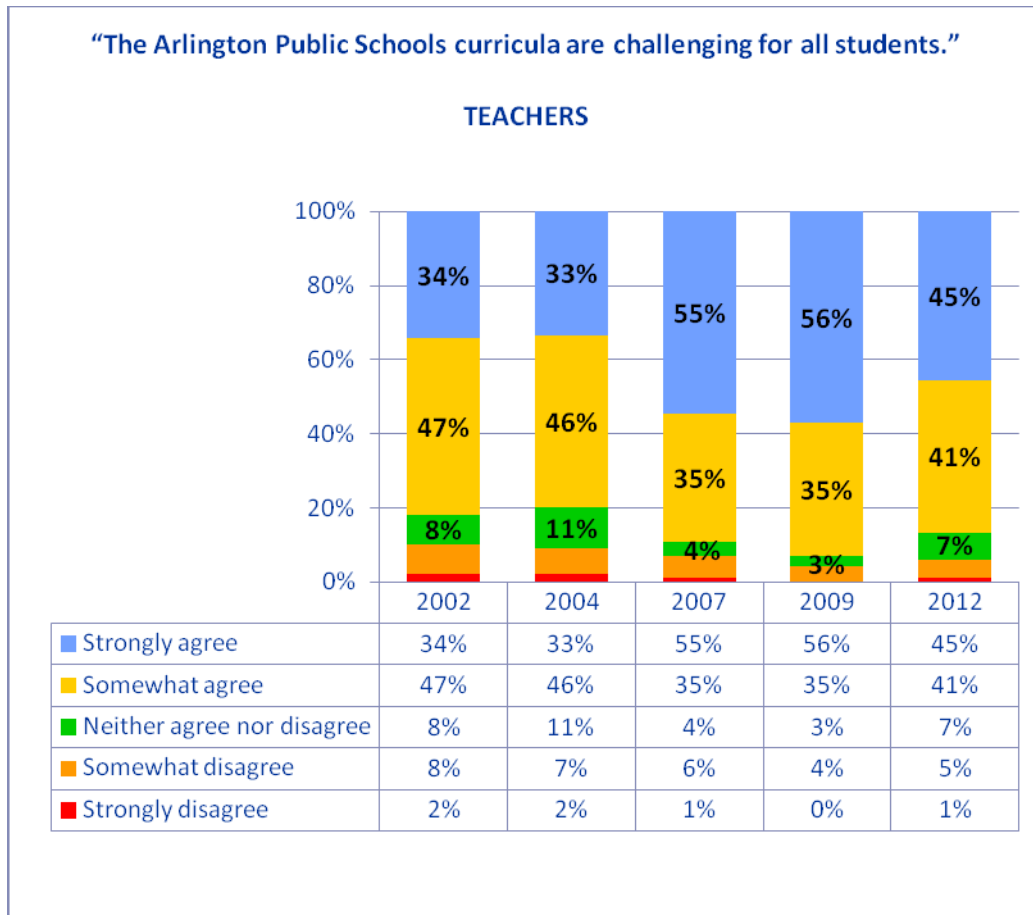
## 2012 Results

- Fully 86% of teachers and 61% of students agreed “strongly” or “somewhat” that Arlington Public Schools’ curricula are demanding for all students. A slim plurality of teachers (45%) and 20% of students were in strong accordance with this statement.
- Nearly one-quarter of students (24%) neither agreed nor disagreed with the statement, “I am challenged by the lessons taught by my teachers,” while 12% outright disagreed that they were facing tough instruction there (8%, somewhat; 4%, strongly).
- The majority of parents (59%) reported the level of APS instruction was moderately challenging for their children. Just 6% deemed it either “too hard” or “too easy.” Another 23% felt their child’s school work was “hard,” but not “too hard.”

 <b>A CLOSER LOOK:</b> <b>Subgroups More Apt than Average to Respond...</b>	
TEACHERS	STUDENTS
<b>“Strongly Agree” (45% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school teachers (49% vs. 38%)</li> </ul> <b>“Somewhat Agree” (41% overall)</b> <ul style="list-style-type: none"> <li>• Secondary school more than alternative program instructors (45% vs. 29%)</li> </ul>	<b>“Strongly Agree” (20% overall)</b> <ul style="list-style-type: none"> <li>• African American students (28%)</li> </ul> <b>“Somewhat Agree” (41% overall)</b> <ul style="list-style-type: none"> <li>• Asian American students (46%)</li> </ul>
PARENTS	
<b>“Easy” (15% overall)</b> <ul style="list-style-type: none"> <li>• Asian parents more than twice as likely as any other racial/ethnic cohort (28% vs. 13%, African Americans and Hispanics; 12%, Caucasians)</li> </ul> <b>“Moderate” (59% overall)</b> <ul style="list-style-type: none"> <li>• African American (69%) and Hispanic (64%) parents</li> </ul> <b>“Hard” (25% overall)</b> <ul style="list-style-type: none"> <li>• Caucasian parents more than any other racial/ethnic subgroup (31% vs. 19%, Hispanics; 14%, African Americans; and 13%, Asians)</li> <li>• Parents of high school students more than those with children at any other school level (35% vs. 21%, middle school; 17%, elementary school; 12%, Pre-K/Kindergarten)</li> </ul>	

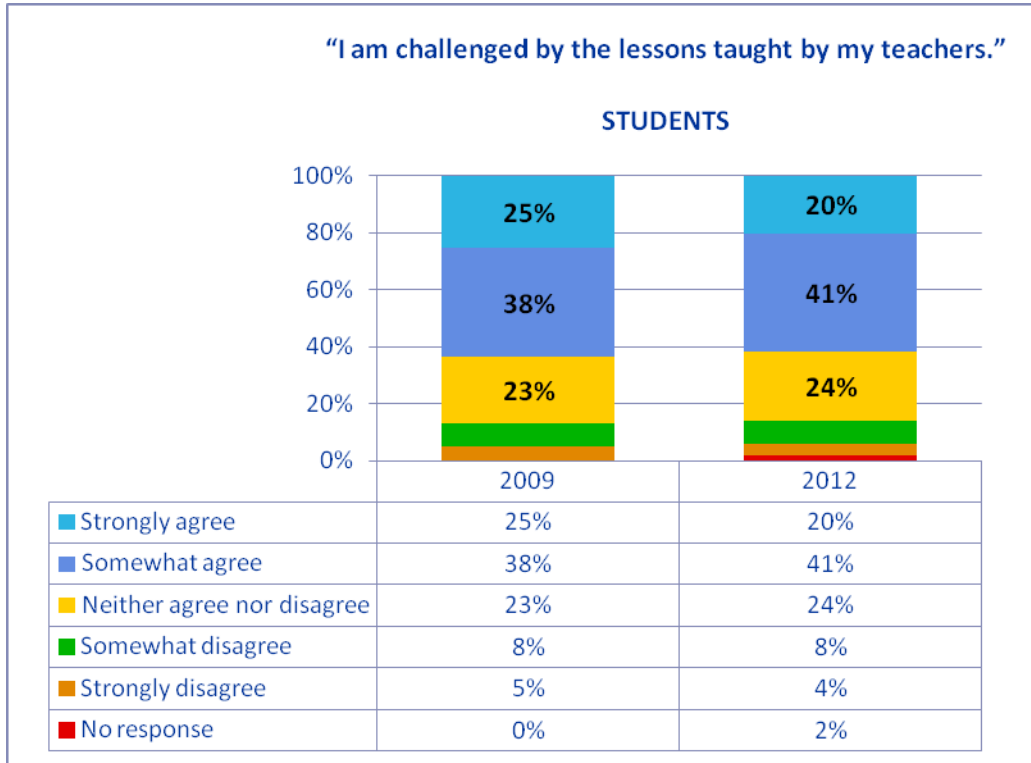
### Comparison to Past Results: Teachers

- A total of 86% of teachers generally agreed that Arlington Public Schools curricula are challenging for all students, compared to 91% in 2009, 90% in 2007, 79% in 2004, and 81% in 2002.
- Keeping with the trend starting in 2007, the plurality of teachers (45%) agreed with this statement strongly. Another two-fifths of those instructors surveyed “somewhat” agreed (41%).
- The percentage of teachers that disagreed or had no opinion remained in the single digits in 2012, as they have been since 2004.



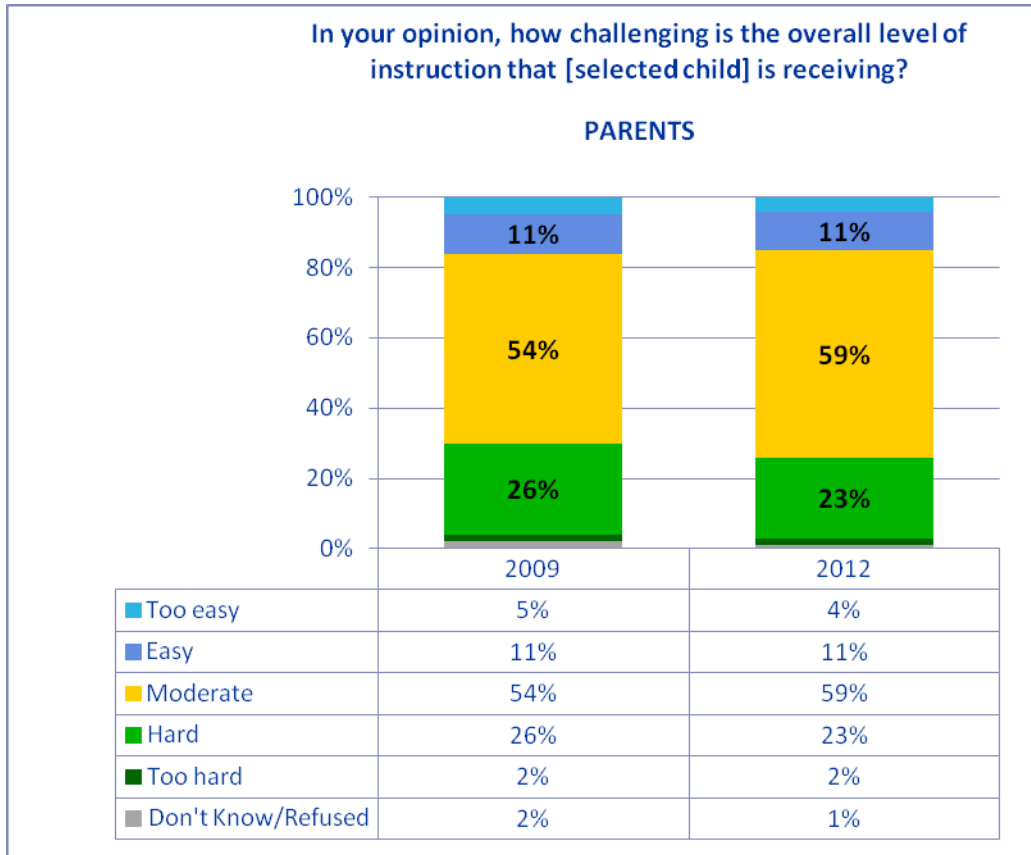
**Comparison to Past Results: Students**

- The results of this survey question in 2012 remained very consistent with those of the 2009 Community Satisfaction Survey, when this inquiry was first introduced.
- Overall, three-in-five students (61%) agreed that their lessons are challenging in 2012, statistically similar to the 63% in 2009.



**Comparison to Past Results: Parents**

- The results of this survey question in 2012 also remained very consistent with those of the 2009 Community Satisfaction Survey, when the parent inquiry was first introduced.
- In 2012, the majority of parents (59%) rated the level of instruction to be “moderately” challenging for their children, up from 54% in 2009. Less than one-quarter of parents deemed it “hard,” down from 26% in 2009.



## STUDENT STRESS

**Question:** To what extent do you agree or disagree with the following statement?  
“My child is experiencing school-related stress.”

**Audience:** Parents


**Question:** To what extent do you agree or disagree with the following statement?  
“I am stressed about school work.”

**Audience:** Students

	“My child is experiencing school-related stress.”	“I am stressed because of schoolwork.”
	Parent (N=600)	Student (N=1,164)
<b>Strongly agree</b>	14%	27%
<b>Somewhat agree</b>	26%	26%
<b>Neither agree nor disagree</b>	6%	20%
<b>Somewhat disagree</b>	16%	14%
<b>Strongly disagree</b>	37%	11%
<b>Don’t Know</b>	1%	-
<b>No response</b>	-	1%

### 2012 Results:

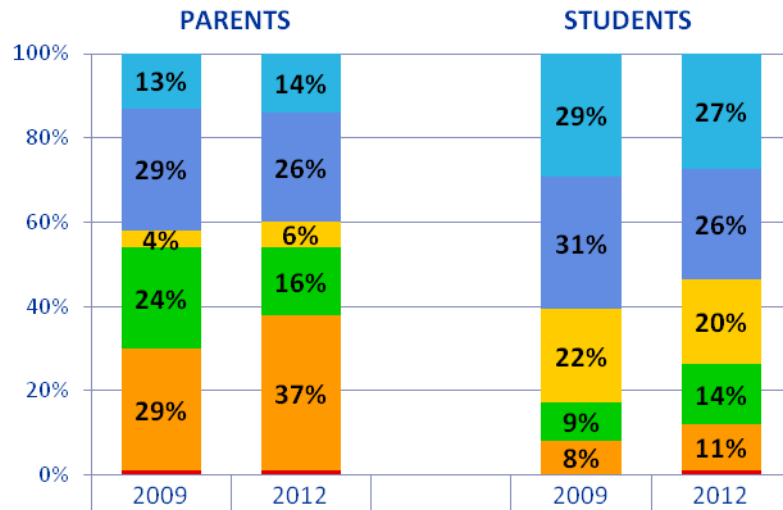
- While 40% of parents believe their child is stressed about schoolwork, a slim majority of students (53%) self-report having this anxiety.
- Parents were more than three times more inclined than students to adamantly deny school-related stress (37% vs. 11%, respectively), while students were twice as likely as their parents (27%-14%) to adamantly insist that it is real.

 <b>A CLOSER LOOK:</b> <b>Subgroups More Apt than Average to Respond to each Statement with...</b>	
Parents: “My child is experiencing school-related stress.”	Students: “I am stressed because of schoolwork.”
<p><b>“Somewhat agree” (26% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian parents more than any other racial cohort (38% vs. 22%, Hispanic; 21%, African American, and 16%, Asian)</li> <li>• Parents of children enrolled in grades 6-12 (34% vs. 19%, Pre-K through grade 5)</li> </ul> <p><b>“Strongly disagree” (37% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian, Hispanic, and African American parents (52%, 44%, and 42%, respectively vs. 25%, Caucasian parents)</li> <li>• Parents of children enrolled in Pre-K through grade 5 (49% vs. 25%, grade 6-12)</li> </ul>	<p><b>“Agree” NET (53% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian students (60%)</li> <li>• Females more than males (60% vs. 48%)</li> <li>• Secondary school more than elementary school students (58% vs. 34%)</li> </ul> <p><b>“Disagree” NET (25% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (47% vs. 21%)</li> <li>• Males more than females (30% vs. 22%)</li> <li>• Caucasian students (28%)</li> </ul>

- Primarily Spanish-speaking parents (46%)

**Comparison to Past Results: Parents and Students**

**PARENTS: "My child is experiencing school-related stress."  
STUDENTS: "I am stressed because of schoolwork."**



	2009	2012	2009	2012
Strongly agree	13%	14%	29%	27%
Somewhat agree	29%	26%	31%	26%
Neither agree nor disagree	4%	6%	22%	20%
Somewhat disagree	24%	16%	9%	14%
Strongly disagree	29%	37%	8%	11%
Don't know/Refused	1%	1%	0%	1%

## INFORMATION TO COMPLETE HOMEWORK

**Question:** To what extent do you agree or disagree with the following statement?  
“My students have enough information to complete their homework by themselves.”

**Audience:** Teachers

**Question:** To what extent do you agree or disagree with the following statement?  
“I have enough information to complete my homework by myself.”

**Audience:** Students

	“My students have enough information to complete their homework by themselves.”	“I have enough information to complete my homework by myself.”
	Teacher (N=1,263)	Student (N=1,164)
<b>Strongly agree</b>	54%	35%
<b>Somewhat agree</b>	25%	45%
<b>Neither agree nor disagree</b>	17%	12%
<b>Somewhat disagree</b>	3%	6%
<b>Strongly disagree</b>	*	1%
<b>No response</b>	-	*

### 2012 Results:

- Nearly equal portions of teachers and students agree that sufficient information is imparted in the classroom for pupils to independently complete their homework assignments. Fifty-four percent of teachers “strongly” agreed, compared to 35% of students.
- Single-digit percentages of both teachers and students disagreed with the tested statements (3%, teachers; 7%, pupils)

### ↘ A CLOSER LOOK:

#### Subgroups More Apt than Average to Respond to each Statement with...

Teachers: “My students have enough information to complete their homework by themselves.”	Students: “I have enough information to complete my homework by myself.”
<p><b>“Strongly agree” (54% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian and African American teachers (72% and 60%, respectively)</li> <li>• Secondary school instructors more than those at elementary schools or alternative programs (64% vs. 53% and 48%, respectively)</li> <li>• Male teachers (58%)</li> </ul> <p><b>“Somewhat agree” (25% overall)</b></p> <ul style="list-style-type: none"> <li>• Instructors at alternative programs (29%)</li> <li>• Male instructors (28%)</li> </ul>	<p><b>“Strongly agree” (35% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school pupils (46% vs. 34%)</li> <li>• African American and Caucasian students (46% and 39%, respectively)</li> <li>• Males more than females (41% vs. 30%)</li> </ul> <p><b>“Somewhat agree” (45% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school pupils (46% vs. 38%)</li> <li>• Females more than males (49% vs. 42%)</li> <li>• Bilingual students more than those that</li> </ul>



## TIME SPENT ON HOMEWORK

**Question:** To what extent do you agree or disagree with the following statements about your school? “The amount of homework assigned to my students is reasonable.”

**Audience:** Teachers

**Question:** To what extent do you agree or disagree with the following statements about your school? “The amount of time I spend on homework is reasonable.”

**Audience:** Students

**Question:** Do you think that your child is spending too little time on homework, too much time on homework, or the right amount of time on homework?

**Audience:** Parents

	“The amount of homework assigned to my students is reasonable.”	“The amount of time I spend on homework is reasonable.”
	Teacher (N=1,263)	Student (N=1,164)
<b>Strongly agree</b>	53%	28%
<b>Somewhat agree</b>	24%	32%
<b>Neither agree nor disagree</b>	18%	17%
<b>Somewhat disagree</b>	4%	13%
<b>Strongly disagree</b>	1%	9%
<b>No response</b>	-	1%

Do you think that your child is spending too little time on homework, too much time on homework, or the right amount of time on homework?	
	Parent (N=600)
<b>Too little time</b>	15%
<b>Right amount of time</b>	69%
<b>Too much time</b>	14%
<b>Don't know</b>	2%

### 2012 Results

- While 77% of teachers believe they assign their pupils a reasonable amount of homework, 60% of students report spending a reasonable amount of time completing it. More than one-in-five students (22%) disagreed with the sentiment, while 17% offered neither agreement nor disagreement.
- Nearly seven-in-ten parents (69%) believe their children are spending the right amount of time on homework, falling between teachers’ and students’ perceptions. Just 15% think their children are working too little or too much (14%) time working after school.



➤ **A CLOSER LOOK:**

**Subgroups More Apt than Average to Respond to each Statement with...**

<p><b>“The amount of homework assigned to my students is reasonable.”</b></p>	<p><b>“Do you think that your child is spending too little time on homework, too much time on homework, or the right amount of time on homework?”</b></p>	<p><b>“The amount of time I spend on homework is reasonable.”</b></p>
<p><b>“Strongly agree” (53% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian and African American teachers (67% and 59%, respectively)</li> <li>• Secondary school teachers more than elementary school instructors (60% vs. 53%)</li> </ul> <p><b>“Somewhat agree” (24% overall)</b></p> <ul style="list-style-type: none"> <li>• Hispanic teachers nearly three times as likely as Asian instructors (30% vs. 11%)</li> </ul> <p><b>“Neither agree nor disagree” (18% overall)</b></p> <ul style="list-style-type: none"> <li>• Alternative program and elementary school teachers more than those at secondary schools (25% and 19% vs. 10%, respectively)</li> </ul>	<p><b>“Right amount” (69% overall)</b></p> <ul style="list-style-type: none"> <li>• Primarily Spanish-speaking parents (79%)</li> <li>• Hispanic parents (76%)</li> <li>• Parents of children enrolled in Pre-K through grade 5 (75% vs. 63%, grades 6-12)</li> </ul> <p><b>“Too little” (15% overall)</b></p> <ul style="list-style-type: none"> <li>• Parents of children enrolled in grades 6-12 (20% vs. 10%, Pre-K through grade 5)</li> </ul>	<p><b>“Strongly agree” (28% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (52% vs. 23%)</li> <li>• Asian students (36%)</li> </ul> <p><b>“Somewhat agree” (32% overall)</b></p> <ul style="list-style-type: none"> <li>• Males more than females (36% vs. 29%)</li> </ul> <p><b>“Disagree” NET (22% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school students (26% vs. 10%)</li> <li>• Caucasian students (25%)</li> </ul>

**Comparison to Past Results: Parents**

- The proportion of parents who believe their child spends “too little” time on their homework has decreased for the first time (from 17% in 2007 and 2009 to 15% in 2012).
- The amount of parents who believe that their child spends the “right amount for time on homework” has increased slightly since 2009 by a two percentage points.

<p><b>Do you think that your child is spending too little time on homework, too much time on homework, or the right amount of time on homework?</b></p>			
	<p><b>Parent</b></p>		
	<p><b>2007</b></p>	<p><b>2009</b></p>	<p><b>2012</b></p>
<p><b>Too little time</b></p>	<p>17%</p>	<p>17%</p>	<p>15%</p>
<p><b>Right amount of time</b></p>	<p>68%</p>	<p>67%</p>	<p>69%</p>
<p><b>Too much time</b></p>	<p>15%</p>	<p>14%</p>	<p>14%</p>
<p><b>Don't know</b></p>	<p>1%</p>	<p>2%</p>	<p>2%</p>

### Past Inquiries about Time Spent on Homework

- The 2007 and 2009 Community Satisfaction Surveys asked parents a related question: “Including reading, how many hours does your child spend on homework each night?”

Including reading, how many hours does your child spend on homework each night?		
	PARENT	
	2007	2009
Less than half an hour	29%	9%
Half an hour to one hour	50%	42%
One to two hours	13%	32%
Two to three hours	7%	10%
Three or more hours	-	6%
Don't know	1%	1%
Refused	-	*

## IN- AND OUT-OF-SCHOOL LEARNING

**Question:** To what extent do you agree or disagree with the following statement?  
 “I collaborate with the staff at my child’s school to continue my child’s development at home as well as at school.”

**Question:** To what extent do you agree or disagree with the following statement?  
 “APS has the technology to support both in- and out-of-school learning for my child.”

**Question:** To what extent do you agree or disagree with the following statement?  
 “APS encourages me to be an advocate for my child’s education.”

**Audience:** Parents

	“I collaborate with the staff at my child’s school to continue my child’s development <u>at home</u> as well as at school.”	“APS has the technology to support both in- and out-of-school learning for my child.”	“APS encourages me to be an advocate for my child’s education.”
	Parent (N=600)	Parent (N=600)	Parent (N=600)
<b>Strongly agree</b>	62%	56%	66%
<b>Somewhat agree</b>	25%	21%	20%
<b>Neither agree nor disagree</b>	7%	7%	5%
<b>Somewhat disagree</b>	4%	3%	4%
<b>Strongly disagree</b>	2%	2%	2%
<b>Don’t Know</b>	1%	11%	4%
<b>Refused</b>	*	*	-

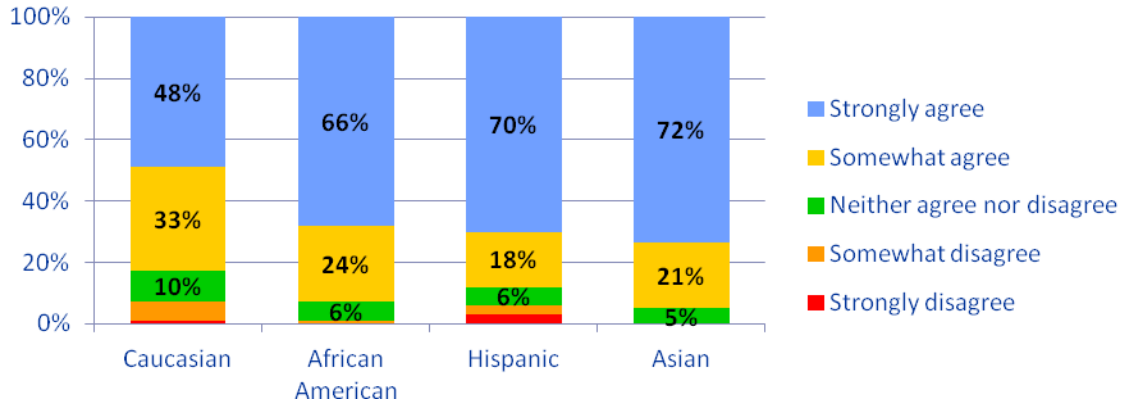
### 2012 Results

- These inquiries on in- and out-of-school learning were added to the 2012 Community Satisfaction Survey of parents.
- Overall, 87% of parents reported collaborating with APS staff to continue developing their child out of school, compared to just 6% that disagreed.
- Seventy-seven percent of parents acknowledged Arlington Public Schools’ technological capabilities to continue school learning at home, with 56% strongly agreeing. Eleven percent of parents volunteered that they were unsure how to answer the question.
- Fully 86% of parents feel encouraged by APS to be an advocate for their child’s education, with nearly two-in-three (66%) acquiescing “strongly.”

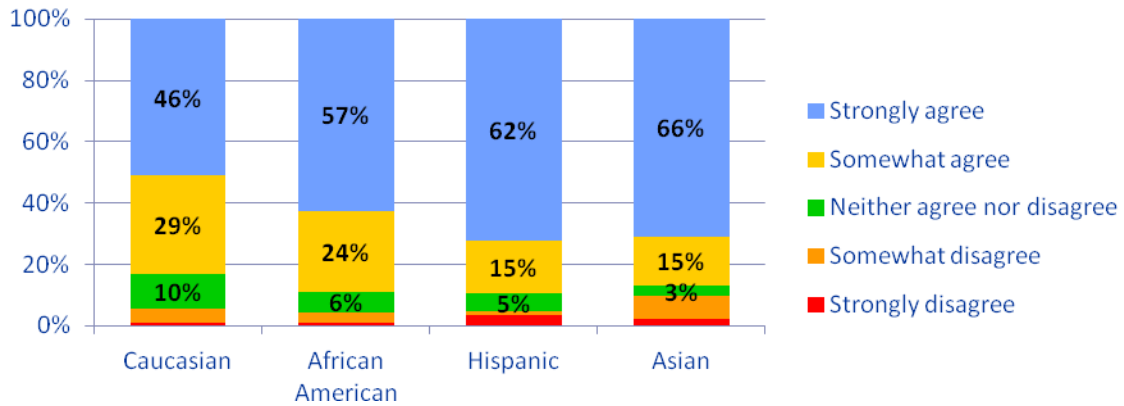
**↳ A CLOSER LOOK:**

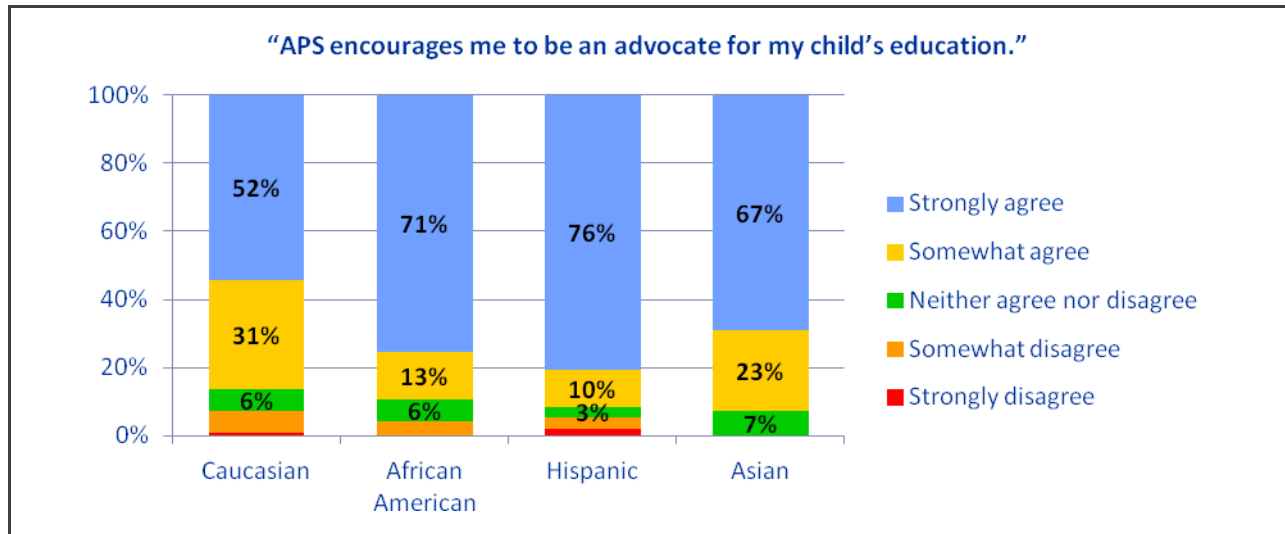
**Parent Results by Race/Ethnicity**

**"I collaborate with the staff at my child's school to continue my child's development at home as well as at school."**



**"APS has the technology to support both in- and out-of-school learning for my child."**





**PARENTS RATE THE ACADEMIC PLAN FOR STUDENTS IN GRADES 7-11**

**Question:** How knowledgeable are you with your child’s [6-year OR 4-year] academic plan?<sup>4</sup>

**Question:** How satisfied are you with your child’s [6-year OR 4-year] academic plan?<sup>5</sup>

**Audience:** Parents

How knowledgeable are you with your child’s [6-year OR 4-year] academic plan?		How satisfied are you with your child’s [6-year OR 4-year] academic plan?	
	Parent (N=212)		Parent (N=208)
<b>Very knowledgeable</b>	42%	<b>Very satisfied</b>	45%
<b>Somewhat knowledgeable</b>	39%	<b>Somewhat satisfied</b>	38%
<b>Somewhat unknowledgeable</b>	17%	<b>Somewhat dissatisfied</b>	14%
<b>Very unknowledgeable</b>	1%	<b>Very dissatisfied</b>	1%
<b>Don’t know</b>	1%	<b>Don’t know</b>	*
<b>Refused</b>	-	<b>Refused</b>	*


**2012 Results:**

- In total, 81% of parents of students in grades 7-11 were knowledgeable about their children’s academic plan.
- Fewer in than one-in-five parents of children in grades 7-11 were “somewhat unknowledgeable,” about their student’s academic plan (17%), and just 1% were “very unknowledgeable.”

<sup>4</sup> This question was asked only of parents of students in grades 7-11. For parents of students in grade 7-8, interviewers asked about “child’s 6-year academic plan.” For parents of students in grade 9-11, interviewers asked about “child’s 4-year academic plan.”

<sup>5</sup> This question was asked only of parents of students in grades 7-11 who reported some knowledge of their child’s academic plan in the previous question.

- Of those parents who had some acquaintance with their children’s academic plan, 83% were satisfied with it. Again, only 1% of those parents surveyed were “very dissatisfied” with the academic plan in place for their students at APS.

 <b>A CLOSER LOOK:</b> <b>Subgroups of Parents More Apt than Average to Respond to Each Statements with...</b>	
<b>“How knowledgeable are you with your child’s [6-year OR 4-year] academic plan?”</b>	<b>“How satisfied are you with your child’s [6-year OR 4-year] academic plan?”</b>
<b>“Knowledgeable” (81% overall)</b> <ul style="list-style-type: none"> <li>• Mothers more than fathers (88% vs. 75%)</li> </ul> <b>“Unknowledgeable” (18% overall)</b> <ul style="list-style-type: none"> <li>• African American parents (27%)</li> <li>• Fathers (23%)</li> <li>• Primary Spanish speakers (22)</li> </ul>	<b>“Very Satisfied” (45% overall)</b> <ul style="list-style-type: none"> <li>• Mothers (51%)</li> </ul> <b>“Somewhat Satisfied” (38% overall)</b> <ul style="list-style-type: none"> <li>• Parents of high school students (42%)</li> <li>• Fathers (41%)</li> <li>• Caucasian parents (41%)</li> </ul>

### Comparison to Past Results: Parents

- The charts below compare the 2012, 2009, and 2007 data by the school level of the student attending Arlington Public Schools.
- Among both cohorts of parents of students attending APS middle schools and high schools, overall satisfaction levels decreased slightly from 2009 to 2012.
- Levels of dissatisfaction with the academic plan more than doubled from 2007 levels, though remained relatively low.

<b>How satisfied are you with your child's 6-year academic plan?</b>			
	<b>Parents of Middle Schoolers (6-year Academic Plan)</b>		
	<b>2007</b>	<b>2009</b>	<b>2012</b>
<b>Very satisfied</b>	43%	54%	48%
<b>Somewhat satisfied</b>	47%	37%	32%
<b>Somewhat dissatisfied</b>	7%	4%	14%
<b>Very dissatisfied</b>	1%	-	4%
<b>Don't know</b>	1%	4%	1%
<b>Refused</b>	-	-	-
<b>How satisfied are you with your child's 4-year academic plan?</b>			
	<b>Parents of High Schoolers (4-year Academic Plan)</b>		
	<b>2007</b>	<b>2009</b>	<b>2012</b>
<b>Very satisfied</b>	47%	55%	43%
<b>Somewhat satisfied</b>	37%	39%	42%
<b>Somewhat dissatisfied</b>	7%	6%	15%
<b>Very dissatisfied</b>	2%	-	-
<b>Don't know</b>	7%	1%	-
<b>Refused</b>	-	-	1%





## THE STUDENT EXPERIENCE

### STUDENTS' ATTITUDES ABOUT ARLINGTON PUBLIC SCHOOLS

**Question:** To what extent do you agree or disagree with the following statement about your school: "I feel respected at school."

**Question:** To what extent do you agree or disagree with the following statement about your school: "I feel supported in my school."

**Question:** To what extent do you agree or disagree with the following statement about your school: "I feel welcomed at school."

**Audience:** Students

	"I feel respected at school."	"I feel supported in my school."	"I feel welcomed at school."
	Student (N=1,858)	Student (N=1, 858)	Student (N=1, 858)
<b>Strongly agree</b>	34%	37%	43%
<b>Somewhat agree</b>	36%	35%	31%
<b>Neither agree nor disagree</b>	17%	19%	17%
<b>Somewhat disagree</b>	6%	5%	4%
<b>Strongly disagree</b>	5%	3%	3%

#### 2012 Results:

- No less than 70% of students feel respected (70%), supported (72%), and welcomed (74%) at school.
- Pluralities of students "strongly agreed" they felt supported (37%) and welcomed (43%) at school.
- No more than 11% of all students surveyed disagreed with the statements that they were respected (11%), supported (8%) and welcomed (7%) at school.

#### ↘ A CLOSER LOOK:

##### Subgroups of Students More Apt than Average to Respond to Each Statements with...

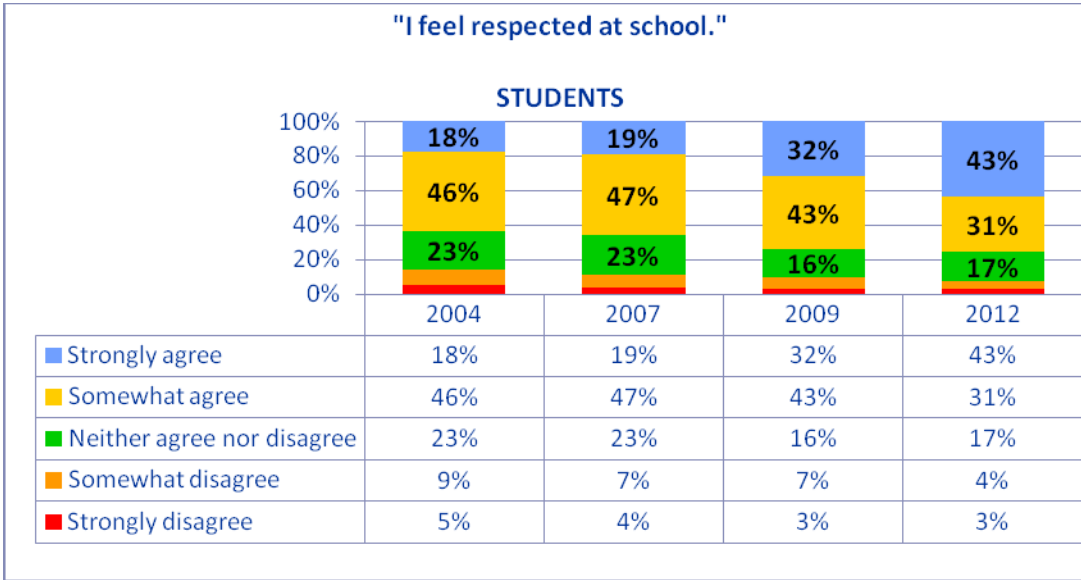
"I feel respected at school."	"I feel supported in my school."	"I feel welcomed at school."
<p><b>"Agree" (70% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school students (79%)</li> <li>• Caucasian pupils (74%)</li> </ul> <p><b>"Disagree" (11% overall)</b></p> <ul style="list-style-type: none"> <li>• African American students (21%)</li> </ul>	<p><b>"Strongly Agree" (37% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (58% vs. 33%)</li> <li>• African American pupils (41%)</li> </ul> <p><b>"Somewhat Agree" (35% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian students (38%)</li> <li>• Female pupils (38%)</li> <li>• Secondary school more than elementary school students</li> </ul>	<p><b>"Strongly Agree" (43% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (60% vs. 41%)</li> <li>• African American (50%) and Caucasian (46%) pupils</li> <li>• Male students (47%)</li> </ul> <p><b>"Somewhat Agree" (31% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian pupils (37%)</li> <li>• Female more than male students</li> </ul>



	(37% v. 29%)	(34% v. 28%)
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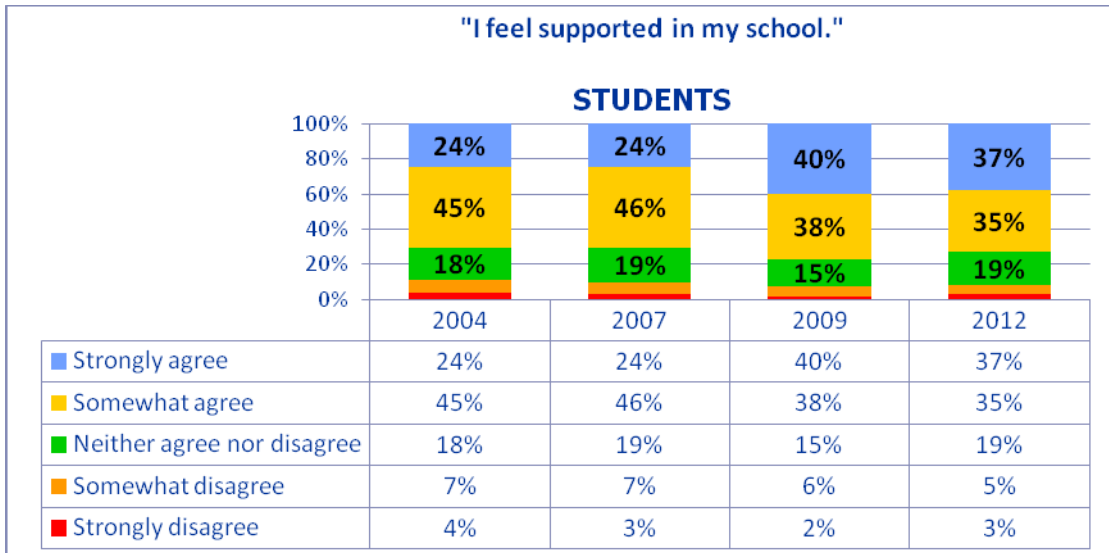
**Comparison to Past Results: Students**

- Between 2004 and 2012, there was a 25-point increase (18% to 43%) in the percentage of students who “strongly” agreed they felt respected at school.
- During that same time period, the portion of students who disagreed that they are respected has been cut in half (14% in 2004 to 7% in 2012).



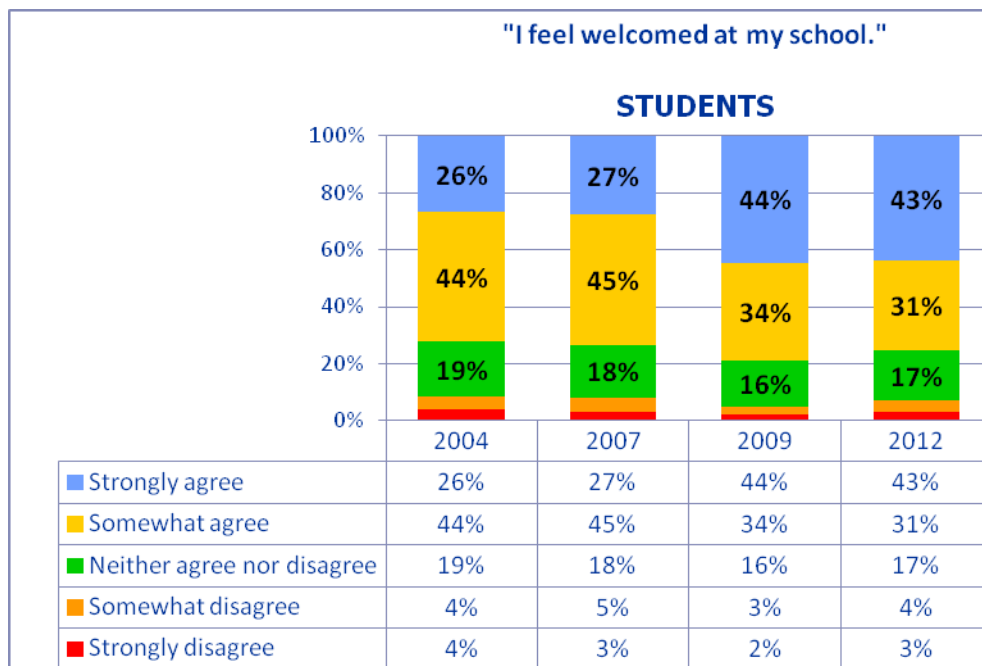
**Comparison to Past Results: Students**

- Overall the percentage of students that reported feeling supported at school dropped from 75% in 2011 to 72% in 2012, returning to the levels of 2004 and 2007 (69% and 70%, respectively).
- In 2012, the plurality of students “strongly agreed” with the statement, continuing the shift from “somewhat agree” that occurred starting in 2009.
- The portion of pupils that disagreed with the statement remained at a record-low 8%, compared to 10% in 2007 and 11% in 2004.



**Comparison to Past Results: Students**

- In total, nearly three-in-four students (74%) agreed they feel welcomed at school, compared to 78% in 2009, 72% in 2007, and 70% in 2004.
- In 2012, the plurality of students “strongly agreed” with the statement, continuing the shift from “somewhat agree” that occurred starting in 2009.



## STUDENTS' ATTITUDES ABOUT ARLINGTON PUBLIC SCHOOLS

**Question:** To what extent do you agree or disagree with the following statement?  
 "My child likes to go to school."

**Audience:** Parents

<b>"My child likes to go to school."</b>	
	<b>Parent (N=600)</b>
<b>Strongly agree</b>	74%
<b>Somewhat agree</b>	17%
<b>Neither agree nor disagree</b>	4%
<b>Somewhat disagree</b>	3%
<b>Strongly disagree</b>	2%
<b>Don't know</b>	-
<b>Refused</b>	-

### 2012 Results:

- In total, 91% of parents agreed that their child enjoys attending school, with nearly three-fourths "strongly" so (74%).
- Seventeen percent "somewhat agreed," while single digit percentages disagreed with the statement or had no opinion in either direction.

### ↘ A CLOSER LOOK:

#### Subgroups of Parents More Apt than Average to Respond with...

##### "Strongly Agree" (74% overall)

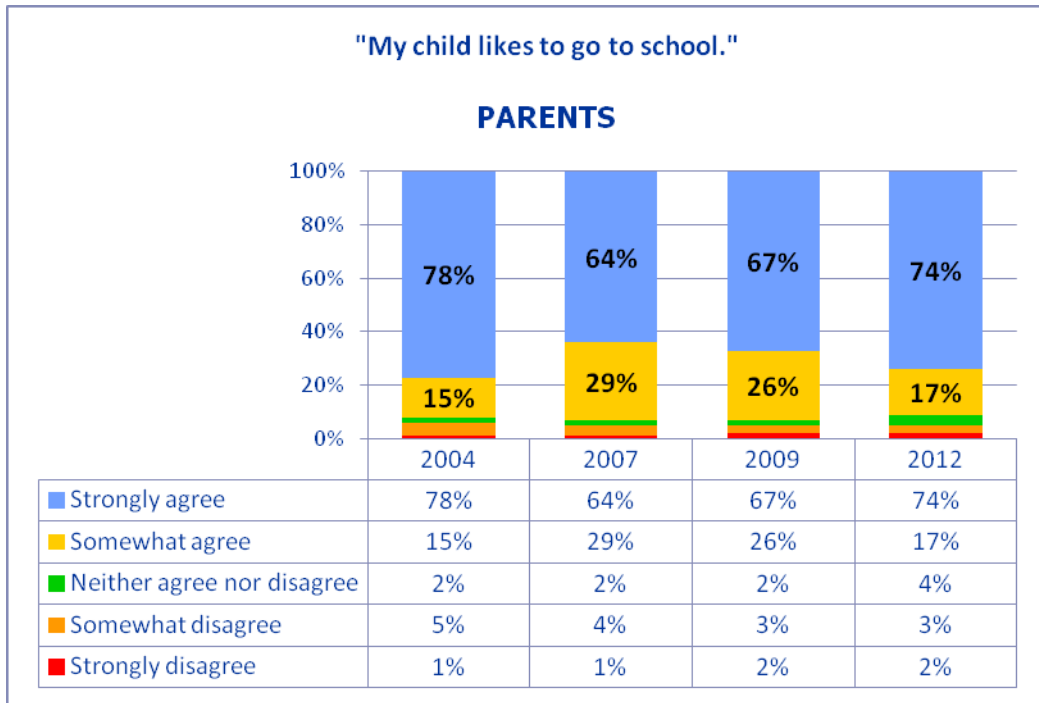
- Parents of children in Pre-K/Kindergarten and elementary school (91% and 89% vs. 70%, middle school; 60%, high school)
- Parents that primarily speak Spanish (89%)
- Asian and Hispanic more than Caucasian parents ( 85% and 83% vs. 61%, respectively)

##### "Somewhat Agree" (17% overall)

- Caucasian parents more than twice as likely as those of any other race (26% vs. 11%, Asian and African American; 10%, Hispanic)
- Parents of high school students (24% vs. 12%, elementary school; 8%, Pre-K /Kindergarten)

**Comparison to Past Results: Parents**


- Although there is a two point decrease in the proportion of parents who believe that their children generally like attending school in comparison to 2009, there is a 7 point increase in the proportion who strongly felt their children like attending school (67% in 2009 to 74% in 2012).
- Since 2004, no more than 6% of parents have disagreed that their children enjoy attending school (5% disagreed “strongly” or “somewhat” in 2012).



## STUDENTS' ATTITUDES ABOUT ARLINGTON PUBLIC SCHOOLS

**Question:** Which of the following statements do you agree with? *You may select all that apply.* I like to go to school because...


**Audience:** Students

Response	Percent	 <b>A CLOSER LOOK:</b> Student Subgroups More Apt than Average to Select Each Response...
I like to see my friends	87%	<ul style="list-style-type: none"> <li>• Caucasian students (91%)</li> <li>• Female more than male students (90% vs. 84%)</li> </ul>
It will help me in the future, like with college or getting a job	80%	<ul style="list-style-type: none"> <li>• Caucasian students (85%)</li> </ul>
I want to learn	59%	<ul style="list-style-type: none"> <li>• Female more than male students (63% vs. 56%)</li> </ul>
I like my extracurricular activities	49%	<ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (68% vs. 46%)</li> <li>• Caucasian students (58%)</li> </ul>
I like my lessons, classes, or activities in the classroom	45%	<ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (67% vs. 41%)</li> <li>• Female more than male students (49% vs. 41%)</li> <li>• Caucasian students (49%)</li> </ul>
I like my teachers	45%	<ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (73% vs. 40%)</li> <li>• Caucasian students (51%)</li> </ul>
None of the above	2%	-

## STUDENTS' ATTITUDES ABOUT ARLINGTON PUBLIC SCHOOLS

**Question:** Which of the following statements do you agree with? *You may select all that apply.* I do not like to go to school because...

**Audience:** Students

Response	Percent	 <b>A CLOSER LOOK:</b> Student Subgroups More Apt than Average to Select Each Response...
I don't like to wake up early for school	64%	<ul style="list-style-type: none"> <li>Hispanic students (69%)</li> <li>Female more than male students (68% vs. 61%)</li> <li>Secondary school more than elementary school students (68% vs. 49%)</li> </ul>
I don't like doing my homework	49%	<ul style="list-style-type: none"> <li>Caucasian and Asian students (54% for both)</li> <li>Secondary school more than elementary school students (53% vs. 36%)</li> </ul>
I'm bored at school	44%	<ul style="list-style-type: none"> <li>Caucasian students (47%)</li> <li>Secondary school more than elementary school students (47% vs. 30%)</li> </ul>
I am not ready for a test or have not finished my homework	29%	<ul style="list-style-type: none"> <li>Female more than male students (35% vs. 24%)</li> <li>Hispanic, Asian, and African American students (33%, 33%, and 32%, respectively)</li> <li>Secondary school more than elementary school students (32% vs. 11%)</li> </ul>
I don't like my lessons	17%	<ul style="list-style-type: none"> <li>Secondary school more than elementary school students (19% vs. 8%)</li> </ul>
I don't like my teachers	15%	<ul style="list-style-type: none"> <li>Hispanic students (18%)</li> <li>Secondary school more than elementary school students (18% vs. 4%)</li> </ul>
My lessons are too hard	13%	<ul style="list-style-type: none"> <li>Hispanic students (18%)</li> </ul>
I'm worried about bullying or teasing	12%	<ul style="list-style-type: none"> <li>Hispanic students (15%)</li> <li>Bilingual students more than those that speak only English at home (15% vs. 10%)</li> </ul>
I have few or no friends	6%	-
None of the above	14%	-

**Past Inquiries Related to Student Enjoyment of Attending School**

- These queries about what students like and do not like about going to school were posed in this manner for the first time in 2012.
- The 2007-2009 Community Satisfaction Surveys of students asked a related question: “To what extent do you agree with the following statement? ‘I like to go to school,’” while the 2004 Community Satisfaction Survey asked, ““To what extent do you agree with the following statement? ‘I enjoy going to school.’”

	“I like to go to school.”		
	Student		
	2004	2007	2009
<b>Strongly agree</b>	20%	19%	24%
<b>Somewhat agree</b>	31%	32%	31%
<b>Neither agree nor disagree</b>	24%	25%	21%
<b>Somewhat disagree</b>	13%	12%	10%
<b>Strongly disagree</b>	11%	12%	12%
<b>Don’t know</b>	-	-	-
<b>Refused</b>	-	-	-



## PARENTS RATE HEALTHY LIFESTYLES

**Question:** To what extent do you agree or disagree with the following statement?  
 “Arlington Public Schools helps students live healthy lives through physical education, nutritious school lunches, and limiting junk food on school property.”

**Audience:** Parents

<b>“Arlington Public Schools helps students live healthy lives through physical education, nutritious school lunches, and limiting junk food on school property.”</b>	
	<b>Parent (N=600)</b>
<b>Strongly agree</b>	41%
<b>Somewhat agree</b>	28%
<b>Neither agree nor disagree</b>	10%
<b>Somewhat disagree</b>	11%
<b>Strongly disagree</b>	6%
<b>Don’t know</b>	4%
<b>Refused</b>	*

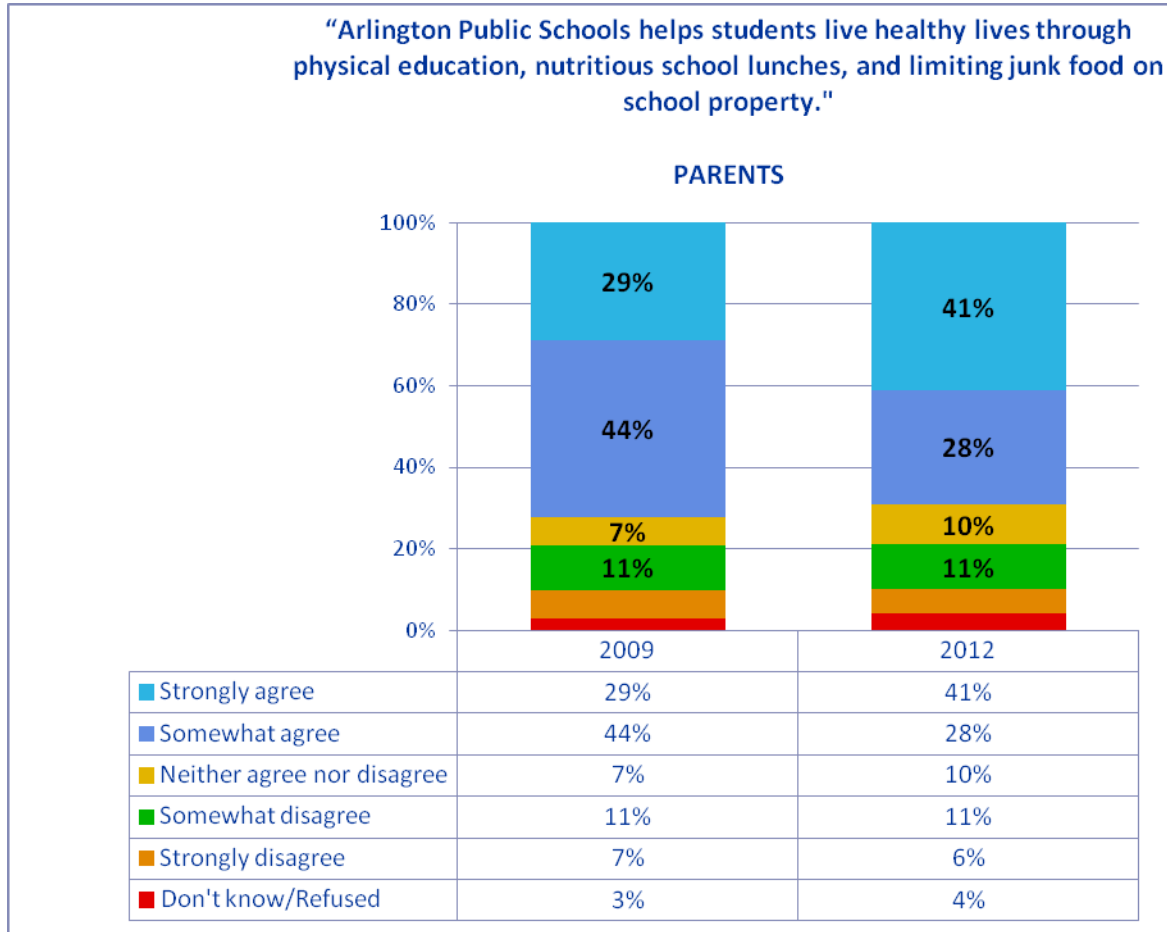
### 2012 Results

- Almost seven-in-ten (69%) parents felt that Arlington Public Schools encourages students to live healthy in a variety of ways, with 41% believing strongly so.
- Seventeen percent of parents disputed this statement, 6% “strongly” and 11% “somewhat” so.

<b>↘ A CLOSER LOOK:</b>	
<b>Parent Subgroups More Apt than Average to...</b>	
<b>“Strongly agree” (41% overall)</b>	
•	Hispanic and Asian more than Caucasian parents (51% and 46% vs. 27%, respectively)
•	Parents of children enrolled in Pre-K through grade 5 (45% vs. 37%, grades 6-12)
•	Primarily Spanish-speaking parents (49%)
<b>“Somewhat agree” (28% overall)</b>	
•	Caucasian parents (38%)
<b>“Neither agree nor disagree” (10% overall)</b>	
•	Parents of children enrolled in grades 6-12 (14% vs. 6, Pre-K through grade 5)

**Comparison to Past Results: Parents**

- The portion of parents who intensely agreed that APS is encouraging students to live healthy lives increased by twelve percentage points from 29% in 2009 to 41% in 2012
- The percentage of parents that disagreed with the statement decreased slightly from 18% in 2009 to 17% in 2012.



## STUDENTS RATE HEALTHY LIFESTYLES

**Question:** I select healthy choices for snacks, meals, or beverages at school...

**Question:** To what extent do you agree or disagree with the following statement?  
“My school offers a variety of lunch options that are appealing to me.”

**Audience:** Students

**Question:** To what extent do you agree or disagree with the following statement?  
“My school offers many opportunities for me to participate in physical activities such as recess or sports teams.”


**Audience:** Students (Elementary)

I select healthy choices for snacks, meals, or beverages at school...	
	Student (N=1,858)
Often	29%
Sometimes	31%
Rarely	6%
Never	4%
I have not seen healthy choices for snacks and meals at school	6%
I don't know	7%
Not applicable	11%
No response	5%

	“My school offers a variety of lunch options that are appealing to me.” Student (N=1,858)	“My school offers many opportunities for me to participate in physical activities such as recess or sports teams.” Student (Elementary – N=186)
Strongly agree	12%	63%
Somewhat agree	18%	22%
Neither agree nor disagree	16%	9%
Somewhat disagree	15%	2%
Strongly disagree	23%	1%
Not applicable	14%	-
No response	1%	4%

## 2012 Results

- Three-in-five students (60%) reportedly select healthy food options at school “often” (29%) or “sometimes” (31%). Just 10% “rarely” or “never” make healthful decisions when it comes to snacks, meals, and beverages at school, and a single-digit percentage (6%) deny seeing these options at APS locations.
- When asked whether Arlington Public Schools provide appealing lunch options, more students disagreed with the statement than agreed (38% vs. 30%). The plurality of those pupils surveyed “strongly disagreed,” (23%).
- Elementary school students were asked whether they got adequate opportunities for exercise at school; a resounding 85% responded in the affirmative. The vast majority “strongly” agreed, while just 3% disagreed in total.

 <b>A CLOSER LOOK:</b> <b>Student Subgroups More Apt than Average to Respond to Each Statements with...</b>	
<b>I select healthy choices for snacks, meals, or beverages at school...</b>	<b>“My school offers a variety of lunch options that are appealing to me.”</b>
<p><b>“Often” (29% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian students (33%)</li> <li>• Elementary school students (43% vs. 29%, secondary school)</li> </ul> <p><b>“Sometimes” (31% overall)</b></p> <ul style="list-style-type: none"> <li>• African American, Asian, and Hispanic students (43%, 39%, and 35%, respectively)</li> <li>• Bilingual students (36% vs. 29% that speak only English at home)</li> <li>• Secondary school more than elementary school students (34% vs. 26%)</li> </ul>	<p><b>“Agree” NET (30% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school students (34%)</li> <li>• Asian students (33%)</li> <li>• Males (33%)</li> </ul> <p><b>“Disagree” NET (43% overall)</b></p> <ul style="list-style-type: none"> <li>• Females (43%)</li> <li>• Hispanic students (42%)</li> </ul>



## SAFETY AT ARLINGTON PUBLIC SCHOOLS

### PERCEIVED SAFELY AT ARLINGTON PUBLIC SCHOOLS

**Question:** To what extent do you agree or disagree with the following statement? “I feel safe in my [school / building].”

**Audience:** Staff

**Question:** “My child feels safe at school.” Would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree?

**Audience:** Parents

**Question:** To what extent do you agree or disagree with the following statement about your school? “I feel safe at school.”

**Audience:** Students

	“I feel safe in my [school/building].”	“My child feels safe at school.”	“I feel safe at school.”
	Staff (N=1,858)	Parent (N=600)	Student (N=1,164)
<b>Strongly agree</b>	67%	80%	51%
<b>Somewhat agree</b>	21%	15%	29%
<b>Neither agree nor disagree</b>	6%	1%	11%
<b>Somewhat disagree</b>	4%	3%	5%
<b>Strongly disagree</b>	1%	1%	3%
<b>Don't know</b>	-	*	-
<b>Refused</b>	-	-	1%

#### 2012 Results:

- Total, nearly nine-in-ten staff members (88%) agreed that they feel safe at work, two-thirds strongly so (67%).
- Almost all parents (95%) surveyed believed their children felt safe at school, with the majority agreeing “strongly” (80%).
- Four-in-five students concurred that security in the classroom is a reality, and again, the majority (51%) were in strong concurrence with this statement.
- Single-digit percentages of all audiences surveyed disagreed with the statement about feeling safe at Arlington Public Schools (5%, staff; 4%, parents; and 8%, students).



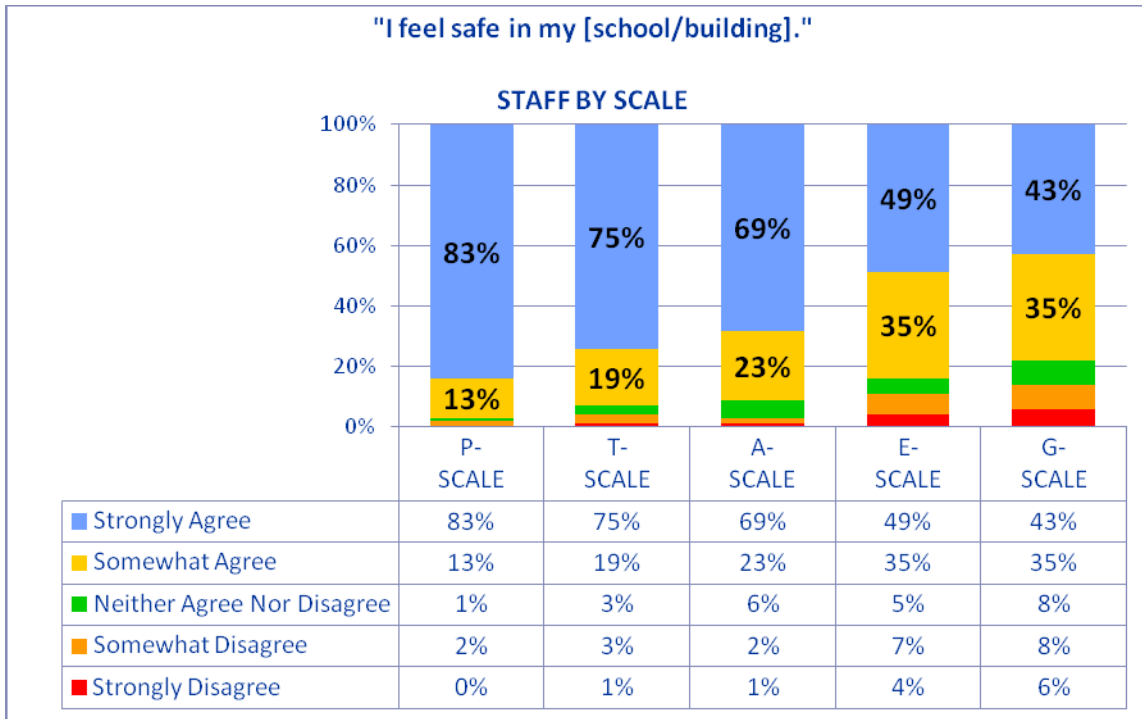
📍 A CLOSER LOOK:

Subgroups More Apt than Average to Respond with...

STAFF	PARENTS	STUDENTS
<p><b>“Strongly Agree” (67% overall)</b></p> <ul style="list-style-type: none"> <li>Asian and Caucasian staff members (79% and 71% vs. 61%, Hispanic; 52%, African American)</li> <li>Elementary and Secondary school employees more than those at alternative programs (77% and 72% vs. 51%, respectively)</li> </ul> <p><b>“Somewhat Agree” (21% overall)</b></p> <ul style="list-style-type: none"> <li>Alternative program staffers (33% vs. 21%, secondary school; 17% elementary school)</li> <li>African American employees (26% vs. 19%, Caucasian; 16%, Asian)</li> <li>Women (23% vs. 15%, men)</li> </ul>	<p><b>“Strongly Agree” (80% overall)</b></p> <ul style="list-style-type: none"> <li>Parents of children enrolled in Pre-K-5<sup>th</sup> grade more than those with children in grades 6-12 (85% vs. 75%)</li> <li>Asian parents (84%)</li> </ul> <p><b>“Somewhat Agree” (15% overall)</b></p> <ul style="list-style-type: none"> <li>African American parents (20%)</li> <li>Parents of high school students (19% vs. 12%, elementary school)</li> </ul>	<p><b>“Strongly Agree” (51% overall)</b></p> <ul style="list-style-type: none"> <li>Elementary school more than secondary school students (69% vs. 48%)</li> <li>Caucasian pupils (56%)</li> </ul> <p><b>“Somewhat Agree” (29% overall)</b></p> <ul style="list-style-type: none"> <li>African American students (32%)</li> <li>Secondary school more than elementary school pupils (31% vs. 21%)</li> </ul>

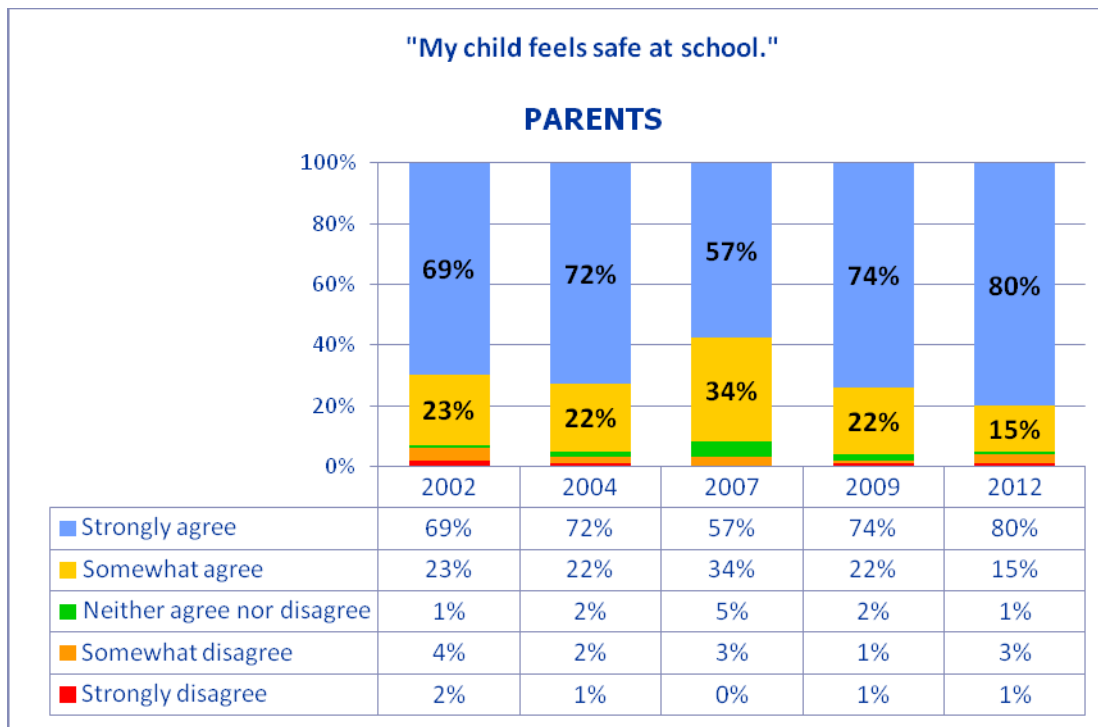
**Staff Results by Scale**

- Pluralities of every staff scale “strongly agreed” they feel safe at work.
- P-, T-, and A-Scale staff members were more likely than E- or G-scale employees to agree with intensity (83%, 75%, and 69% vs. 49% and 43%, respectively).
- E- and G-Scale employees were significantly more inclined than P- and T-Scale staff to “somewhat agree” (35%, both vs. 13% and 19%, respectively).



**Comparison to Past Results: Parents**

- The portion of parents who strongly feel that their child feels safe at school has increased by a 6 point margin since 2009 (from 74% to 80%).
- Since 2002, no more than 6% of parents have disagreed that their child enjoys a sense of safety at Arlington Public Schools.

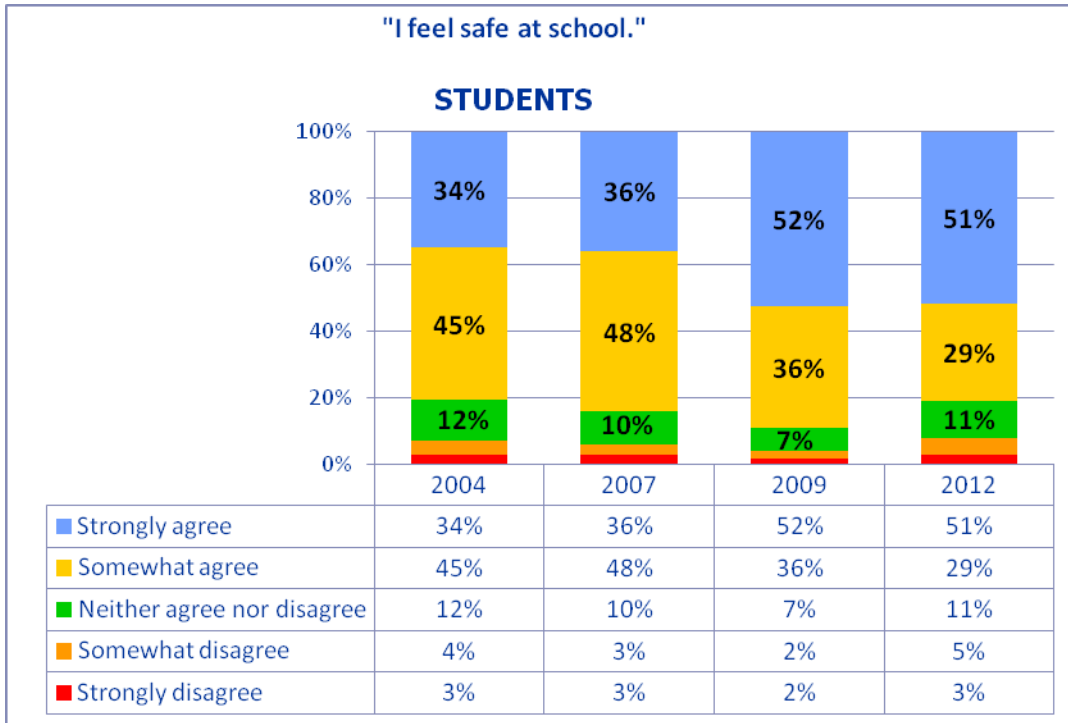






**Comparison to Past Results: Students**

- In total, four-fifths of the student body surveyed reported feeling safe in school, compared to 88% in 2009, 84% in 2007, and 79% in 2004.
- In 2012, the majority of pupils “strongly agreed” with the statement, continuing the shift from “somewhat agree” that occurred starting in 2009.
- A similar inquiry in the 2002 Community Satisfaction Survey of students asked: “To what extent do you agree with the following statements about your school? ‘I feel safe at school.’”  
 Student response: 52%, “Agree;” 36%, “Mostly agree;” 6%, “Disagree;” and 4%, “Don’t know.”



## EXPOSURE TO BULLYING

**Question:** “My child is worried about bullying in the school.” Would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree?

**Audience:** Parents

**Question:** To what extent do you agree or disagree with the following statements about your school? “I feel threatened by bullies in my school.”

**Question:** “I was bullied at school (this year).”

**Question:** “I saw someone else bullied at school.”

**Audience:** Students

	“My child is worried about bullying in the school.”	“I feel threatened by bullies in my school.”	“I was bullied at school this year.”	“I saw someone else bullied at school.”
	Parent (N=600)	Student (N=1,164)	Student (N=1,164)	Student (N=1,164)
<b>Strongly agree</b>	7%	4%	7%	21%
<b>Somewhat agree</b>	14%	7%	9%	19%
<b>Neither agree nor disagree</b>	7%	13%	9%	16%
<b>Somewhat disagree</b>	20%	15%	8%	11%
<b>Strongly disagree</b>	50%	58%	64%	31%
<b>Don’t know</b>	2%	-	-	-
<b>Refused</b>	*	2%	2%	2%

### 2012 Results:

- Slightly more than one-fifth (21%) of parents agreed, either “strongly” or “somewhat” that their child was concerned about bullying at school. This was nearly twice the percentage of students who self-reported worries about bullying (11%).
- Just one-in-ten students felt threatened by schoolyard tyrants, less than the percentage that actually reported being harassed this school year (16%).
- In stark contrast, two-in-five students (40%) said they witnessed maltreatment of a classmate by a peer in the last year.



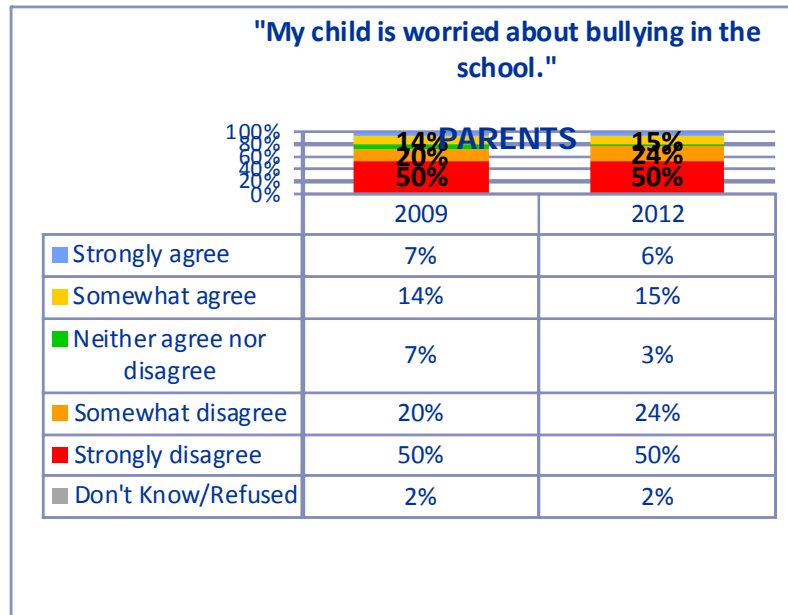
**📌 A CLOSER LOOK:**

**Subgroups More Apt than Average to Respond to Each Statement with...**

<b>PARENTS: "My child is worried about bullying in the school."</b>	<b>STUDENTS: "I feel threatened by bullies in my school."</b>
<p><b>"Strongly Disagree" (50% overall)</b></p> <ul style="list-style-type: none"> <li>Hispanic more than Caucasian parents (59% vs. 41%)</li> <li>Parents that primarily speak Spanish (59%)</li> </ul> <p><b>"Somewhat Disagree" (20% overall)</b></p> <ul style="list-style-type: none"> <li>Caucasian more than African American or Hispanic parents (30% vs. 17% and 12%, respectively)</li> </ul> <p><b>"Agree" NET (21% overall)</b></p> <ul style="list-style-type: none"> <li>Parents of middle school students (30% vs. 22%, elementary school; 16%, high school; and 13% Pre-K/Kindergarten)</li> </ul>	<p><b>"Strongly Disagree" (58% overall)</b></p> <ul style="list-style-type: none"> <li>Asian and African American students (64%, both)</li> </ul> <p><b>"Disagree" NET (73% overall)</b></p> <ul style="list-style-type: none"> <li>Asian American and Caucasian students (80% and 76%, respectively)</li> <li>Males (76%)</li> </ul> <p><b>"Agree" NET (11% overall)</b></p> <ul style="list-style-type: none"> <li>Elementary school students (16%)</li> <li>Bilingual students more than those that speak only English at home (14% vs. 8%, respectively)</li> </ul>
<b>STUDENTS: "I was bullied at school this year."</b>	<b>STUDENTS: "I saw someone else bullied at school this year."</b>
<p><b>"Disagree" NET (72% overall)</b></p> <ul style="list-style-type: none"> <li>Asian and Hispanic students (77%, both)</li> <li>Males more than females (76%)</li> <li>Secondary school more than elementary school students (75% vs. 68%)</li> </ul> <p><b>"Agree" NET (16% overall)</b></p> <ul style="list-style-type: none"> <li>African American students (23%)</li> <li>Elementary school students (22%)</li> <li>Bilingual students 18%</li> </ul>	<p><b>"Strongly Disagree" (31% overall)</b></p> <ul style="list-style-type: none"> <li>Elementary school more than secondary school students (39% vs. 30%)</li> <li>Males (35% vs. 27%, females)</li> </ul> <p><b>"Strongly Agree" (21% overall)</b></p> <ul style="list-style-type: none"> <li>African American students (29%)</li> <li>Bilingual students more than those that speak only English in the household (26% vs. 18%)</li> </ul>

**Comparison to Past Results:  
Parents**

- The total percentage of parents that disagreed their child is concerned about bullying increased from 70% in 2009 to nearly three-in-four (74%) in 2012.
- Identical numbers of parents said their scholar is worried about bullying at school in both the 2009 and 2012 surveys (21%, both years).

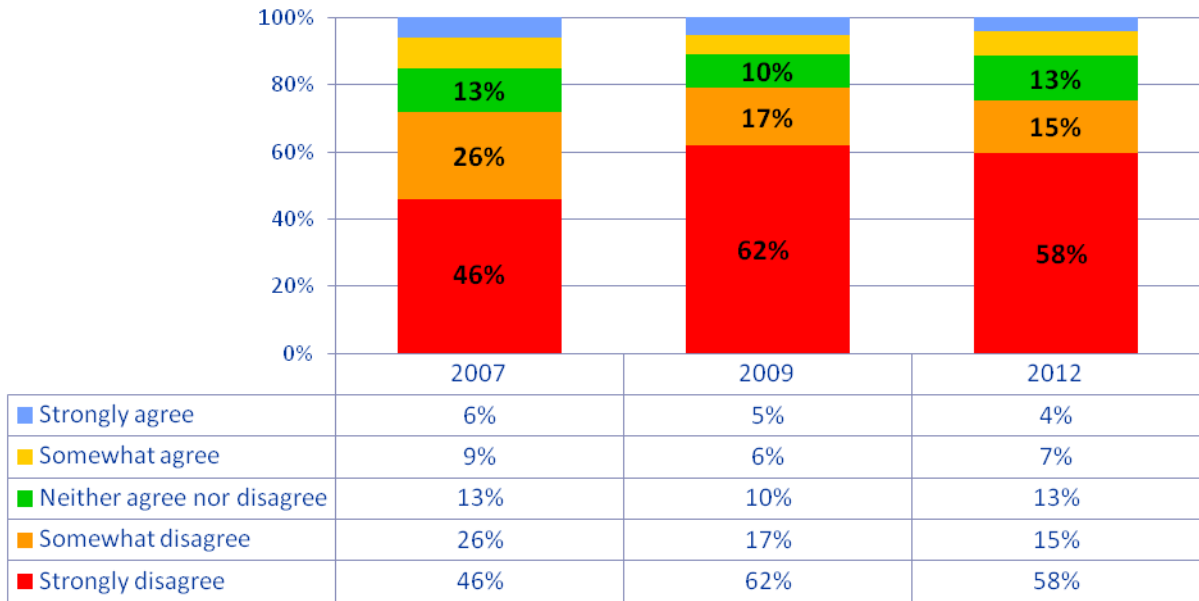


**Comparison to Past Results: Students**

- Small percentages of students reported feeling in danger of school bullies, and the proportion that does has steadily decreased – from 15% in 2007 to 11% in 2009 and 2012.
- In total, 73% of students disagreed “strongly” or “somewhat” that they were intimidated by bullies at Arlington Public Schools in 2012, down from 79% in 2009.

"I feel threatened by bullies in my school."

**STUDENTS**

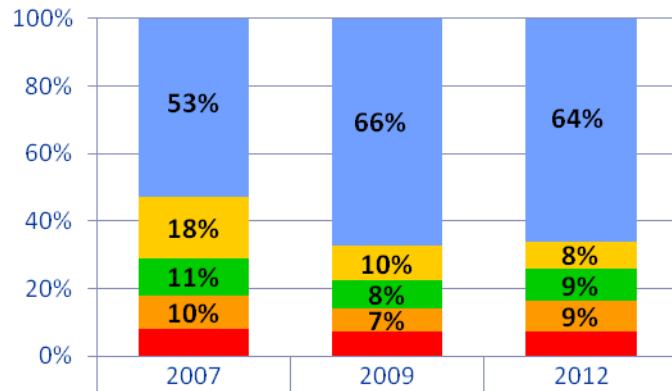


**Comparison to Past Results: Students**

- Just 16% of students agreed they had been bullied at Arlington Public Schools this past year, down from 18% in 2007.
- The majority (64%) “strongly disagreed” they had experienced bullying, compared to 66% in 2009 and 53% in 2007.

"I was bullied at school this year."

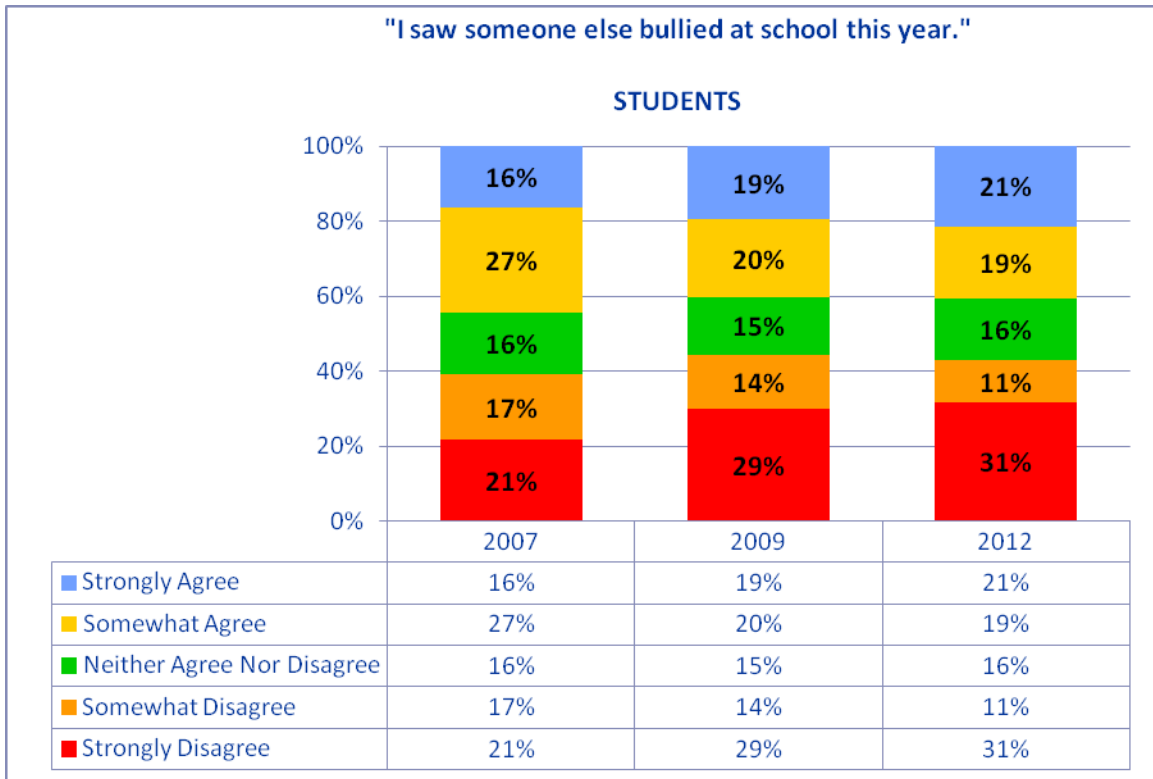
STUDENTS



Strongly disagree	53%	66%	64%
Somewhat disagree	18%	10%	8%
Neither agree nor disagree	11%	8%	9%
Somewhat agree	10%	7%	9%
Strongly agree	8%	7%	7%

**Comparison to Past Results: Students**

- While 72% of students in the previous question said they had not personally experienced actual or threatened bullying, 40% said they have seen it happen to someone else at school. This is down slightly from 2007 (43%).
- Since 2007 disagreement has intensified with regard to students observing others' being bullied during the school day (21% in 2007 and 29% in 2009 to 31% in 2012 "strongly disagreed").





## STAFF ATTENTION TO STUDENT HARASSMENT

**Question:** To what extent do you agree or disagree with the following statement about your school? "School staff stops bullying in school whenever they see it."

**Audience:** Student

<b>"School staff stops bullying in school whenever they see it."</b>	
	<b>Student</b>
	<b>2012</b>
<b>Strongly agree</b>	30%
<b>Somewhat agree</b>	29%
<b>Neither agree nor disagree</b>	23%
<b>Somewhat disagree</b>	10%
<b>Strongly disagree</b>	7%
<b>No response</b>	2%

### 2012 Results

- A majority of students (59%) agreed that school staff responds to bullying, albeit with split intensities.
- Nearly one-quarter of the students surveyed (23%) had no opinion whether school staff intervened to stop bullying, while 17% outright disagreed that staff steps in to protect taunted students.

#### ↘ A CLOSER LOOK:

##### Subgroups of Students More Apt than Average to Respond with...

###### "Agree" NET (59% overall)

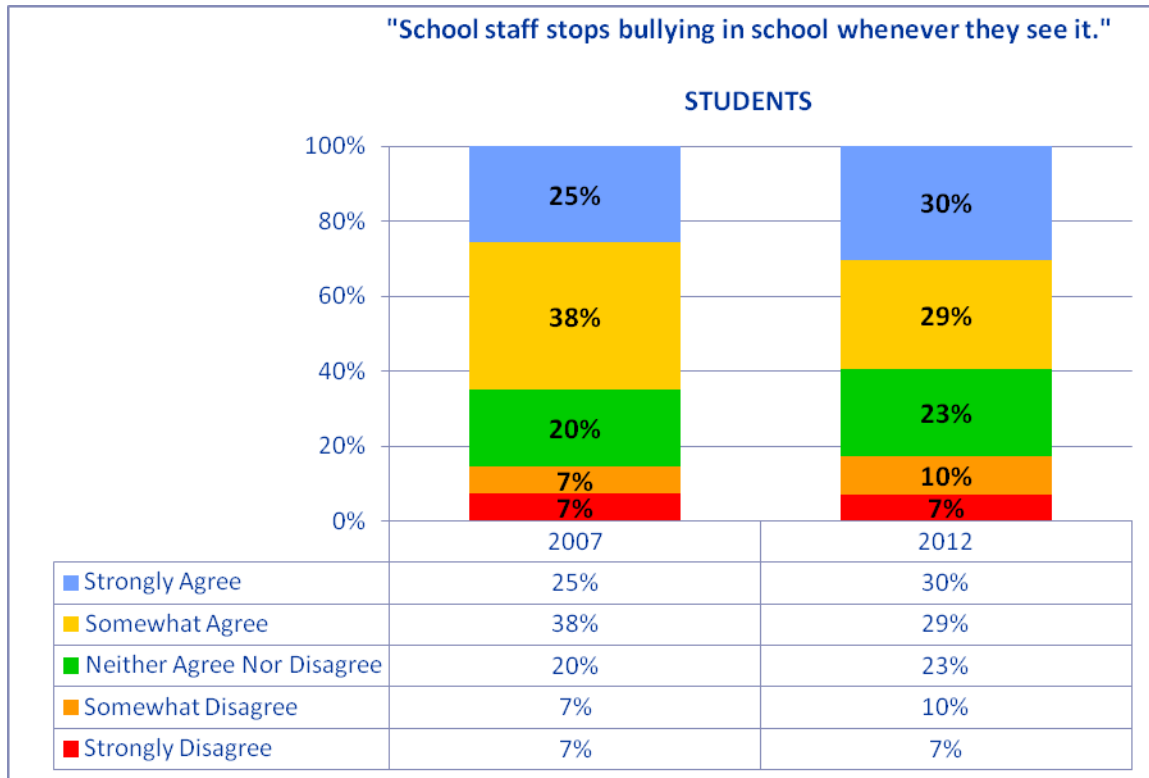
- Elementary school more than secondary school students (75% vs. 56%)
- African American and Asian students (64% and 63%, respectively)
- Bilingual students (62%)

###### "Disagree" NET (17% overall)

- Secondary school more than elementary school students (18% vs. 11%)

### Comparison to Past Results: Students

- The percentage of students that strongly agreed staff stops bullying when they see it increased from 25% in 2007 to 30% in 2012. However, overall agreement dipped to 59% from 63% in 2007.
- Net disagreement with the statement increased from 14% in 2007 to 17% in 2012.



### Past Inquiries Related to Teasing

	<b>"School staff reacts if they observe name calling or teasing related to race or culture."</b>	<b>"School staff reacts if they observe name calling or teasing related to appearance, or mental or physical disability."</b>
	<b>Student</b>	
	<b>2009</b>	
<b>Strongly agree</b>	46%	48%
<b>Somewhat agree</b>	26%	26%
<b>Neither agree nor disagree</b>	16%	18%
<b>Somewhat disagree</b>	7%	5%

<b>Strongly disagree</b>	4%	4%
--------------------------	----	----

- This query about teasing and APS staff response thereto were posed in this manner for the first time since 2007. The 2009 Community Satisfaction Survey of students asked two similar questions instead: “To what extent do you agree with the following statements about your school? ‘School staff reacts if they observe name calling or teasing related to race or culture.’ and ‘School staff reacts if they observe name calling or teasing related to appearance, or mental or physical disability.”



## CULTURAL SENSITIVITY

### RESPECTING DIFFERENCES IN CULTURE

**Question:** Please respond to each of the following items. “My [school/department] is respectful of cultural differences.”

**Audience:** Staff

**Question:** In your opinion, how respectful is your child’s school of cultural differences? Would you say very respectful, somewhat respectful, or not at all respectful?

**Audience:** Parents

	“My [school/department] is respectful of cultural differences.”		In your opinion, how respectful is your child’s school of cultural differences?	
		Staff (N=1,858)		Parent (N=600)
<b>Always</b>		64%	<b>Very respectful</b>	71%
<b>Sometimes</b>		32%	<b>Somewhat respectful</b>	19%
<b>Rarely</b>		1%	<b>Neither respectful nor disrespectful</b>	4%
<b>Never</b>		*	<b>Somewhat disrespectful</b>	2%
<b>Unsure</b>		1%	<b>Very disrespectful</b>	1%
<b>Not applicable/ No basis to judge</b>		1%	<b>Don’t know</b>	4%
			<b>Refused</b>	-

#### 2012 Results

- More than seven-in-ten parents (71%) felt their children’s school was “very respectful” of cultural differences, and an additional one-in-five (19%) said the public institutions were “somewhat” so.
- Among staff members, 64% said their school is “always” respectful of such diversities, while an additional 32% said they were “sometimes” sensitive in this way.

#### ↘ A CLOSER LOOK:

##### Subgroups of Each Audience More Apt than Average to Respond with...

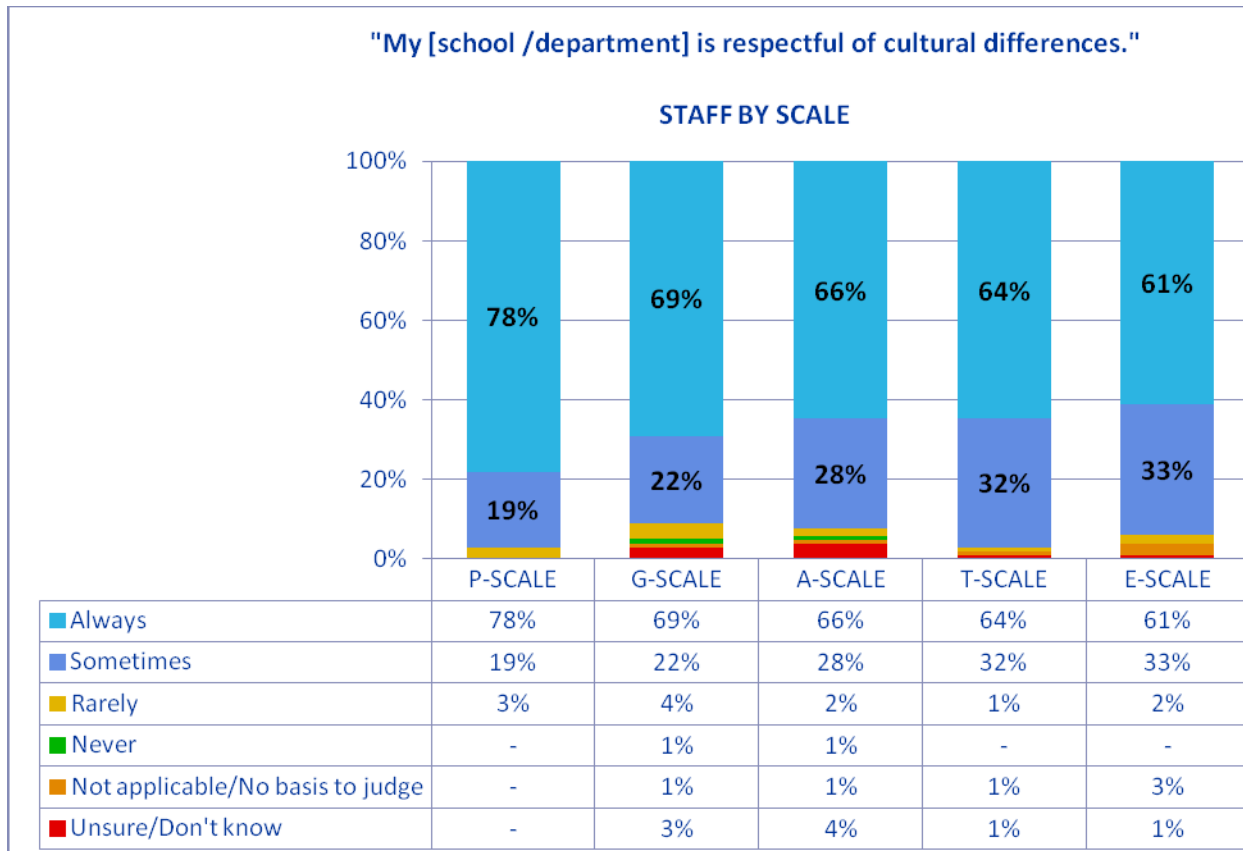
STAFF	PARENTS
<p><b>“Always” (64% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school staff (69% vs. 62%)</li> <li>• Caucasian staff (68%)</li> </ul> <p><b>“Sometimes” (32% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school staff (34% vs. 25%)</li> </ul> <p><b>“Rarely/Never” NET (1% overall)</b></p> <ul style="list-style-type: none"> <li>• African American and Hispanic more than Caucasian staff (19% and 8% vs. 1%, respectively)</li> </ul>	<p><b>“Very Respectful” (71% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian parents (75%)</li> <li>• Parents of children enrolled in Kindergarten through grade 5 (78% vs. 65%, 6-12)</li> </ul> <p><b>“Somewhat Respectful” (19% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian parents (30%)</li> <li>• Parents of children enrolled in grades 6-12 (25% vs. 14%, K-5)</li> </ul>



- Men more than women (8% vs. 3%)

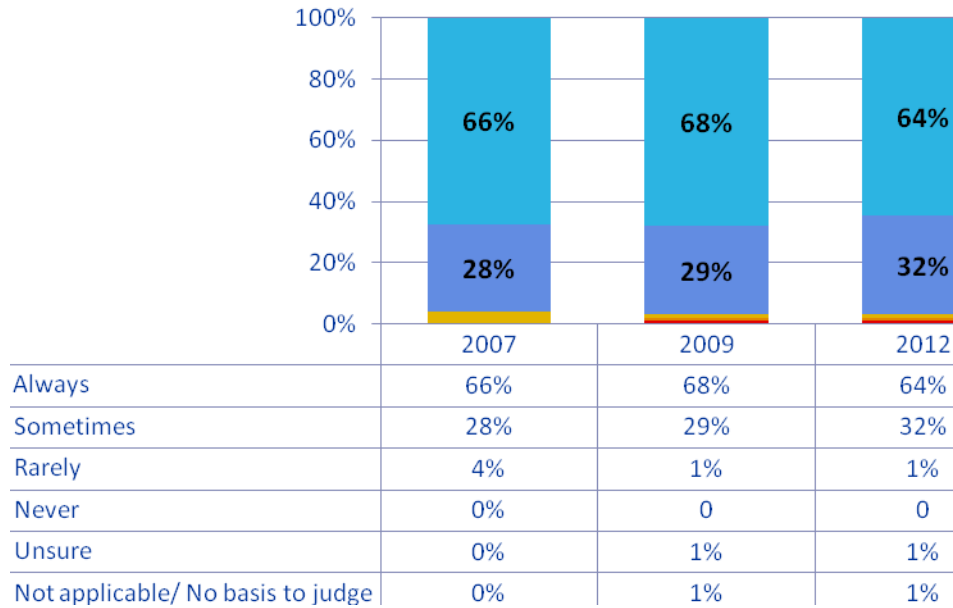
### Staff Results by Scale

- Majorities of all staff scales agreed Arlington Public Schools is “always” sensitive to cultural differences. No more than 5% of any staff scale overall responded with “rarely” or “never.”
- P-Scale employees were significantly more inclined than A-, T-, or E-scale staffers to consider their school or department always cognizant of cultural differences (78% vs. 66%, 64%, and 61%, respectively).
- E- and T-scale employees were more likely than G- and P-Scale staff members to deem cultural differences only respected sometimes (33% and 32% vs. 22% and 19%, respectively).



**Comparison to Past Results: Teachers**

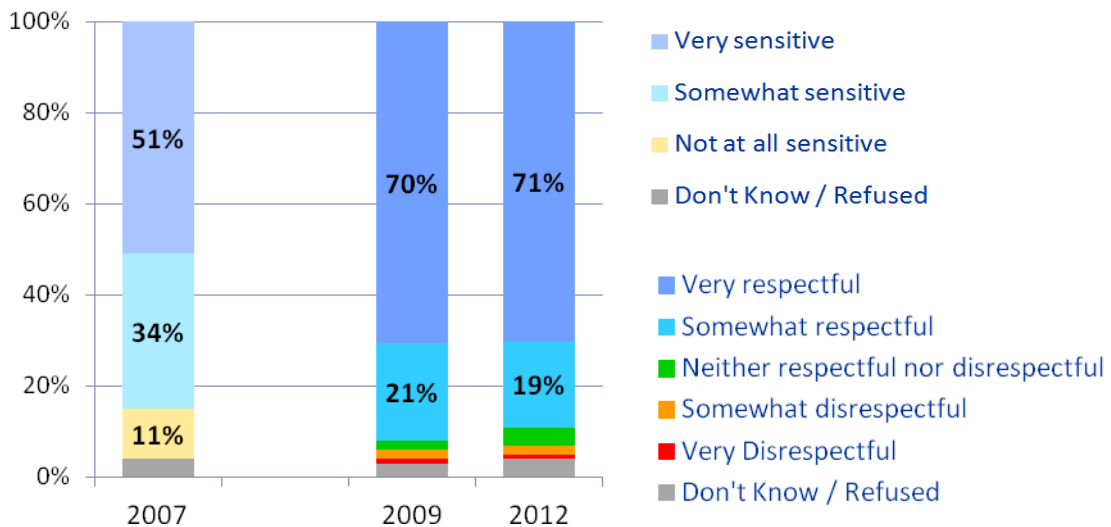
"My school is respectful of cultural differences. "



**Comparison to Past Results: Parents**

**2007:** "In your opinion, how sensitive is your child's school to cultural differences?"

**2009-2012:** "In your opinion, how respectful is your child's school of cultural differences?"



## RESPECTING DIFFERENCES IN LANGUAGE

**Question:** Please respond to each of the following items. “My [school/department] is respectful of language differences.”

**Audience:** Staff

**Question:** How respectful is your child’s school of language differences? Would you say very respectful, somewhat respectful, or not at all respectful?

**Audience:** Parents

	“My [school/department] is respectful of language differences.”		In your opinion, how respectful is your child’s school of language differences?	
		Staff (N=1,858)		Parent (N=600)
<b>Always</b>	63%	<b>Very respectful</b>	67%	
<b>Sometimes</b>	29%	<b>Somewhat respectful</b>	16%	
<b>Rarely</b>	3%	<b>Neither respectful nor disrespectful</b>	5%	
<b>Never</b>	1%	<b>Somewhat disrespectful</b>	1%	
<b>Unsure</b>	3%	<b>Very disrespectful</b>	1%	
<b>Not applicable/ No basis to judge</b>	1%	<b>Don’t know</b>	10%	
		<b>Refused</b>	*	

### 2012 Results:

- Overall, 92% of Arlington Public School staff agreed that their department of school is respectful of linguistic differences. Fully 63% gave APS credit for always doing so, and an additional three-in-ten (29%) said their school/department was sometimes accommodating.
- A total of 83% of parents believed their child’s school was generally respectful of language differences, where only 2% of parents disagreed with the statement.

### ↘ A CLOSER LOOK:

#### Subgroups of Each Audience More Apt than Average to Respond with...

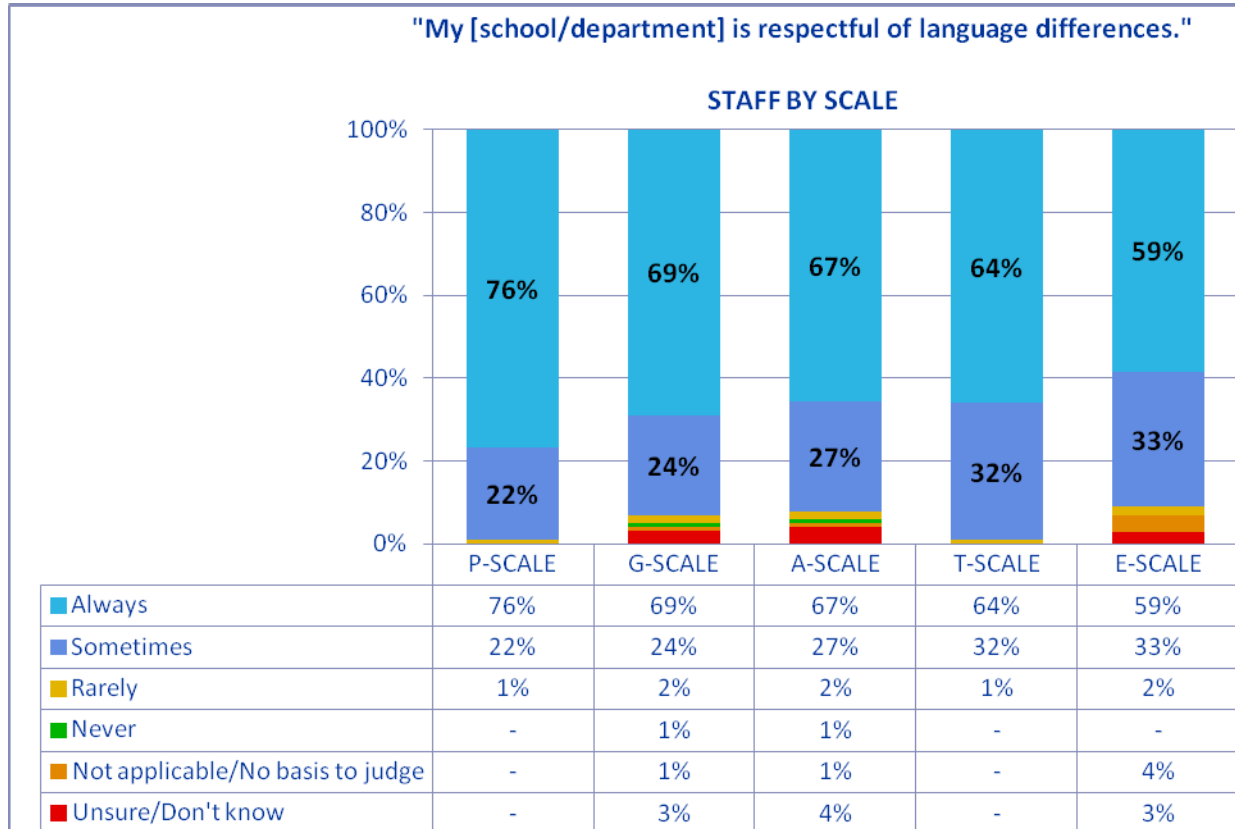
STAFF	PARENTS
<p><b>“Always” (63% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school staff (69% vs. 62%)</li> <li>• Caucasian staff (69%)</li> </ul> <p><b>“Sometimes” (29% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school more than elementary school staff (33% vs. 25%)</li> </ul> <p><b>“Rarely/Never” NET (4% overall)</b></p> <ul style="list-style-type: none"> <li>• African American and Hispanic more than Caucasian staff (15% and 7% vs. 1%, respectively)</li> </ul>	<p><b>“Very respectful” (67% overall)</b></p> <ul style="list-style-type: none"> <li>• Primarily Spanish-speaking parents (75%) and Hispanic parents (74%)</li> <li>• Parents of children enrolled in Kindergarten through grade 5 (72% vs. 61%, 6-12)</li> </ul> <p><b>“Somewhat respectful” (16% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian more than Hispanic or Caucasian parents (30% vs. 16% and 12%, respectively)</li> </ul>



- Men more than women (6% vs. 3%)

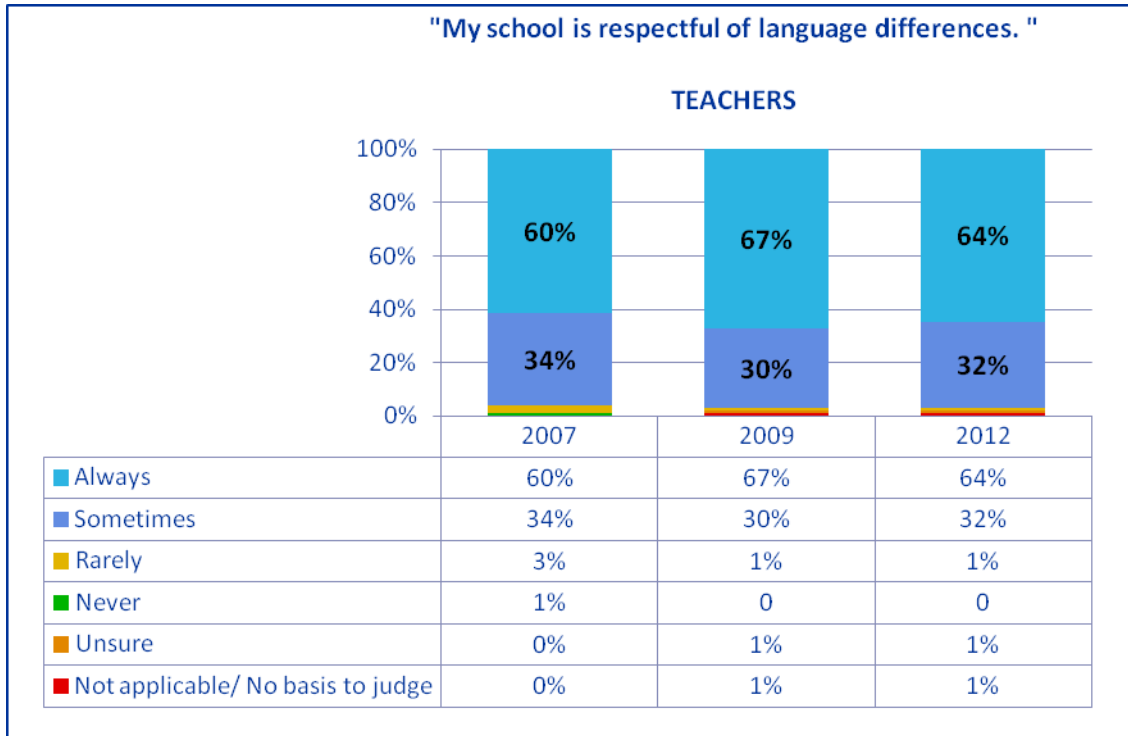
**Staff Results by Scale**

- Majorities of all scales find their school or department to always respect language differences.
- No less than 92% of each scale feel Arlington Public Schools is at least “sometimes” if not “always” respectful of these differences, while no more than 3% think their school/department is “rarely” or “never” sensitive to diversity.



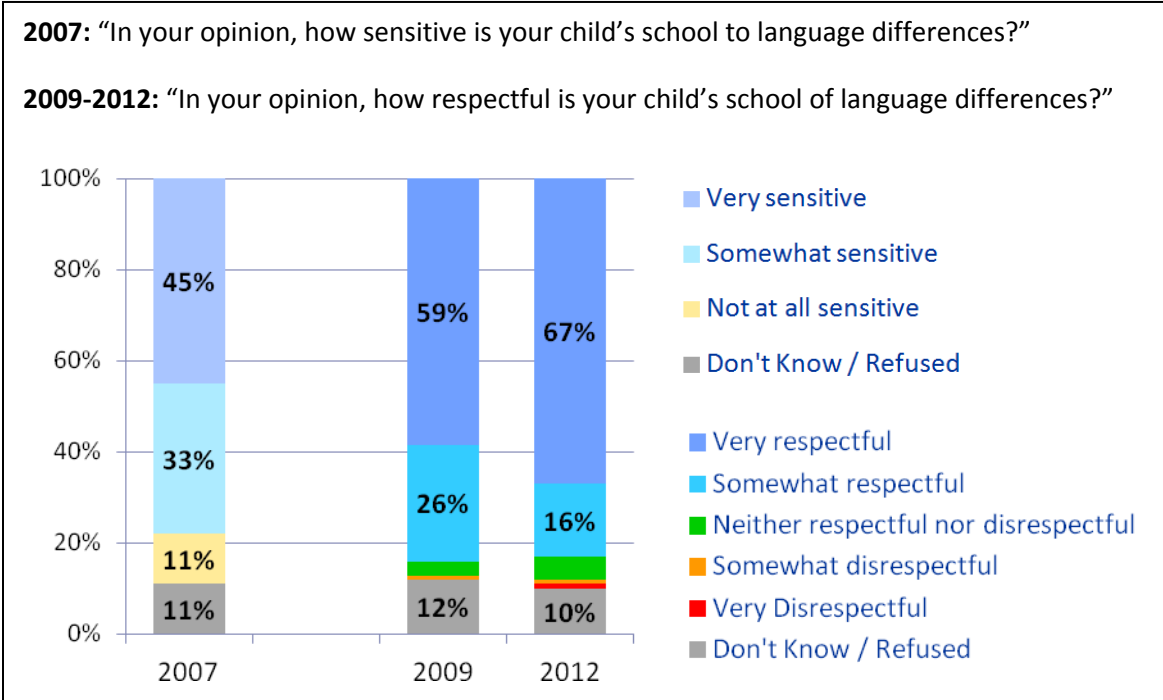
### Comparison to Past Results: Teachers

- Sixty-four percent of teachers felt their school is “always” respectful of language differences in 2012, compared to 67% in 2009 and 60% in 2007.
- A whopping 96% of instructors overall believed their school “sometimes” or “always” was sensitive to linguistic differences, compared to 97% in 2009 and 94% in 2007.



**Comparison to Past Results: Parents**

- This year, parents were eight percentage points more likely than they were in 2009 to believe that their child’s school is “very” respectful of language differences (67%, 2012 vs. 59%, 2009).
- In 2012, just 2% of parents considered APS “disrespectful” of different languages, compared to 1% in 2009 and 11% of parents that deemed their child’s school “not at all sensitive” to language differences in 2007.



## RESPECTING DIFFERENCES IN RACE AND ETHNICITY

**Question:** Please respond to each of the following items. “My [school/department] is respectful of racial/ethnic differences.”

**Audience:** Staff

**Question:** In your opinion, how respectful is your child’s school of racial or ethnic differences? Would you say very respectful, somewhat respectful, or not at all respectful?

**Audience:** Parents

“My [school/department] is respectful of racial/ethnic differences.”		In your opinion, how respectful is your child’s school of racial/ethnic differences?	
	Staff (N=1,858)		Parent (N=600)
<b>Always</b>	62%	<b>Very respectful</b>	70%
<b>Sometimes</b>	30%	<b>Somewhat respectful</b>	19%
<b>Rarely</b>	3%	<b>Neither respectful nor disrespectful</b>	4%
<b>Never</b>	2%	<b>Somewhat disrespectful</b>	2%
<b>Unsure</b>	2%	<b>Very disrespectful</b>	1%
<b>Not applicable/ No basis to judge</b>	1%	<b>Don’t know</b>	4%
		<b>Refused</b>	*

### 2012 Results

- More than three-in-five staff members (62%) attested their particular school or department is always respectful of different races and ethnicities, with another three-in-ten (30%) of the belief that APS is “sometimes” sensitive to these differences.
- Almost nine-in-ten (89%) parents felt their child’s school is “very” or “somewhat” respectful of racial/ethnic differences, while just 3% disagreed with this statement.
- This inquiry drew the most significant levels of agreement than most other questions asked in the surveys.

**↘ A CLOSER LOOK:**

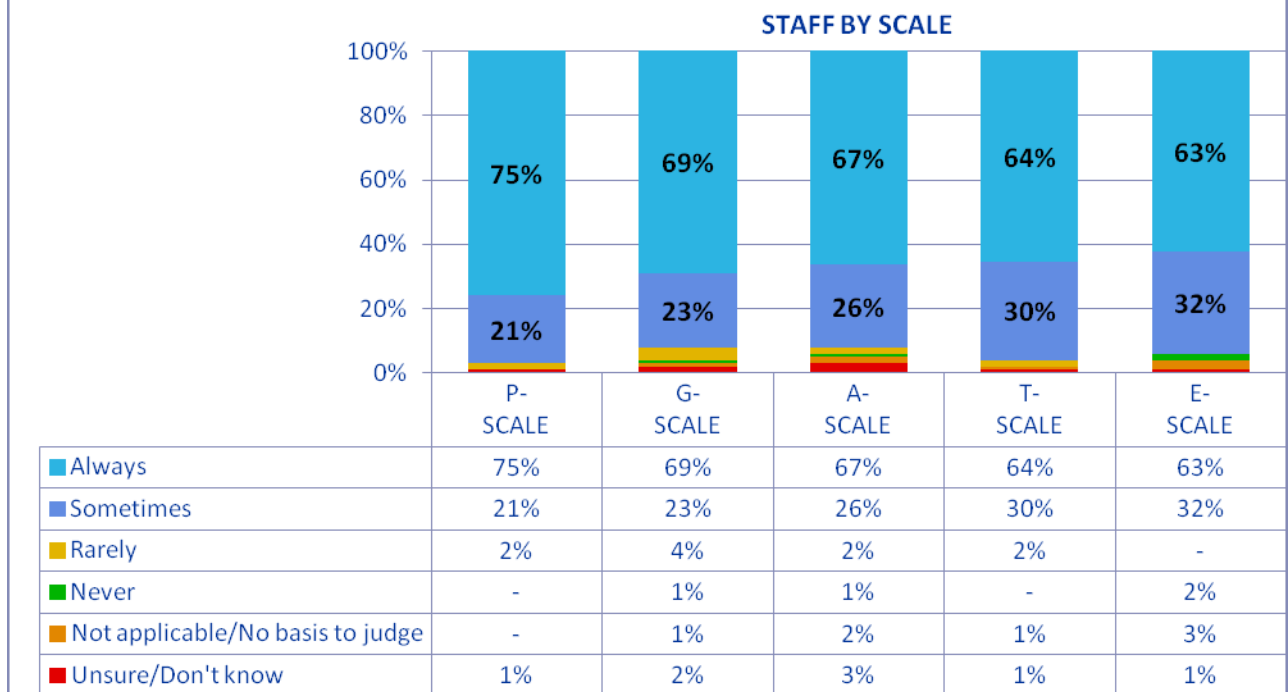
**Subgroups of Each Audience More Apt than Average to Respond with...**

STAFF	PARENTS
<p><b>“Always” (62% overall)</b></p> <ul style="list-style-type: none"> <li>Elementary school more than secondary school staff (70% vs. 59%)</li> <li>Caucasian staff (68%)</li> <li>Women more than men (64% vs. 57%)</li> </ul> <p><b>“Sometimes” (30% overall)</b></p> <ul style="list-style-type: none"> <li>Secondary school more than elementary school staff (36% vs. 25%)</li> <li>Asian, African American, and Hispanic more than Caucasian staff (38%, 36%, and 34% vs. 28%, respectively)</li> </ul> <p><b>“Rarely/Never” NET (5% overall)</b></p> <ul style="list-style-type: none"> <li>African American staff more than any other racial cohort (19% vs. 5%, Hispanic; 3%, Asian; 1%, Caucasian)</li> </ul>	<p><b>“Very respectful” (70% overall)</b></p> <ul style="list-style-type: none"> <li>Caucasian parents (75%)</li> <li>Parents of children enrolled in Kindergarten through grade 5 (76% vs. 63%, 6-12)</li> </ul> <p><b>“Somewhat respectful” (19% overall)</b></p> <ul style="list-style-type: none"> <li>Asian parents (30%)</li> <li>Parents of children enrolled in grades 6-12 twice as likely as those with children in Kindergarten through grade 5 (26% vs. 13%)</li> </ul> <p><b>“Disrespectful” NET (3% overall)</b></p> <ul style="list-style-type: none"> <li>African American parents (7%)</li> </ul>

**Staff Results by Scale**

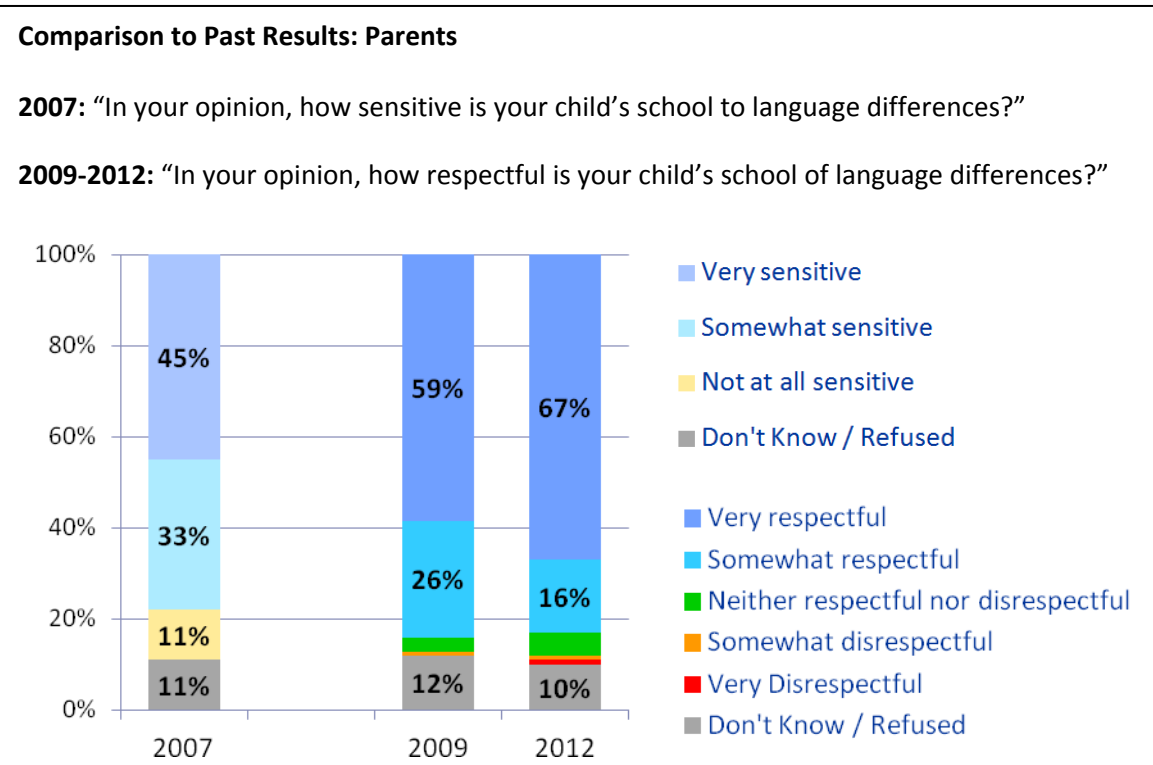
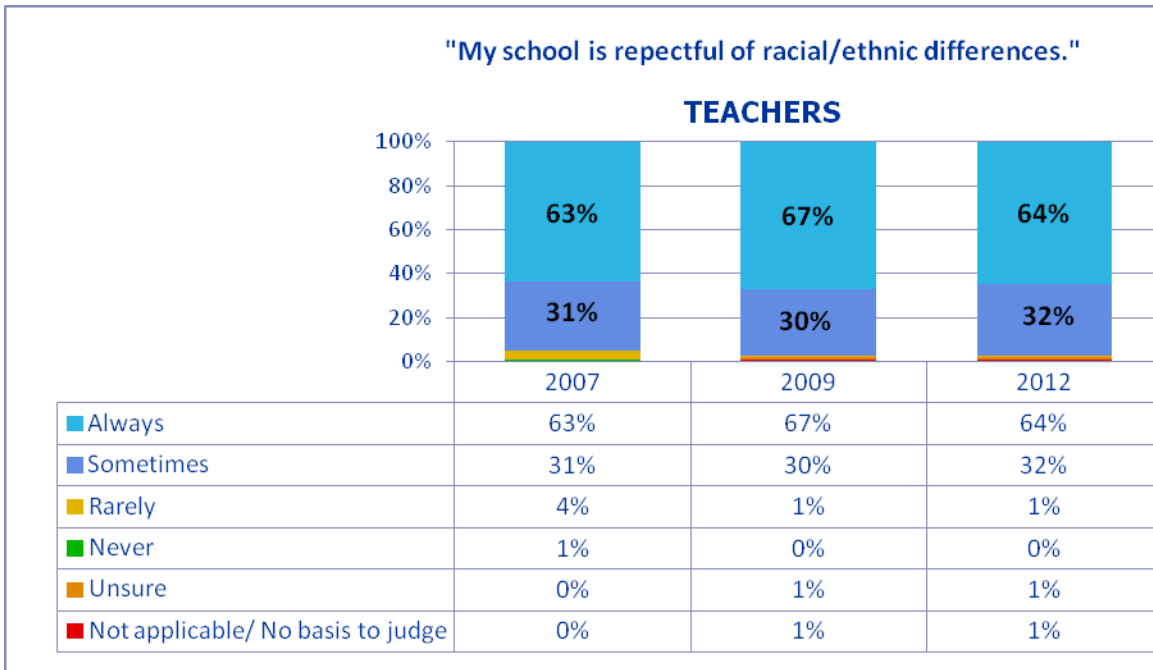
- Majorities of all scales find their school/department to always respect different ethnicities/cultures.
- No less than 92% of each scale feel Arlington Public Schools is at least “sometimes” if not “always” respectful of these differences, while no more than 5% think their school/department is “rarely” or “never” sensitive to diversity.

"My [school/department] is respectful of racial/ethnics differences."



**Comparison to Past Results: Teachers**

- Fully 96% of teachers deemed their schools “always” or “sometimes” respectful of racial/ethnic differences – compared to 97% in 2009 and 94% in 2007 – with three-fifths (64%) saying “always.”
- Not a single teacher surveyed was of the opinion that their school “never” respects racial/ethnic differences that exist among the Arlington County population.



**PERCEIVED ACCEPTANCE BY STAFF AND STUDENTS**

**Question:** To what extent do you agree or disagree with the following statement about your school? "My teachers treat students fairly regardless of race, culture, or language."

**Question:** To what extent do you agree or disagree with the following statement about your school? “I feel students of my race or culture are accepted by staff at school.”

**Question:** To what extent do you agree or disagree with the following statement about your school? “I feel students of my race or culture are accepted by students at school.”

**Audience:** Students

	“My teachers treat students fairly regardless of race, culture, or language.”	“I feel students of my race or culture are accepted by staff at school.”	“I feel students of my race or culture are accepted by students at school.”
<b>Strongly agree</b>	55%	61%	48%
<b>Somewhat agree</b>	21%	18%	24%
<b>Neither agree nor disagree</b>	12%	13%	14%
<b>Somewhat disagree</b>	7%	3%	8%
<b>Strongly disagree</b>	3%	3%	4%
<b>No response</b>	2%	2%	2%

#### 2012 Results

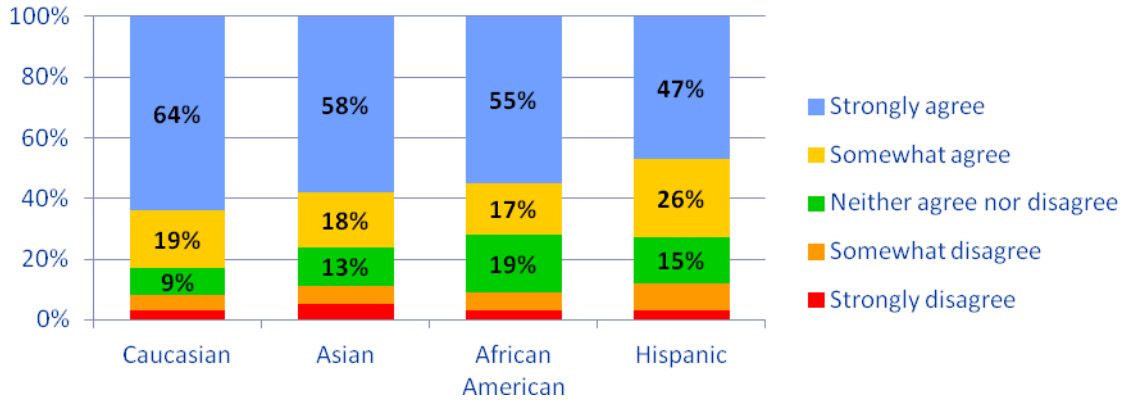
- More than three-in-four students (76%) believe the way their teachers treat students is uninfluenced by cultural, linguistic, or racial differences. Just 10% disagreed with the statement.
- Nearly four-fifths (79%) of students either “strongly” or “somewhat” agreed that “students of their race or culture were accepted by staff at school.”
- Similarly, 72% of students perceived a lack of racial or cultural bias from their peers, compared to 12% who disagreed with the statement.



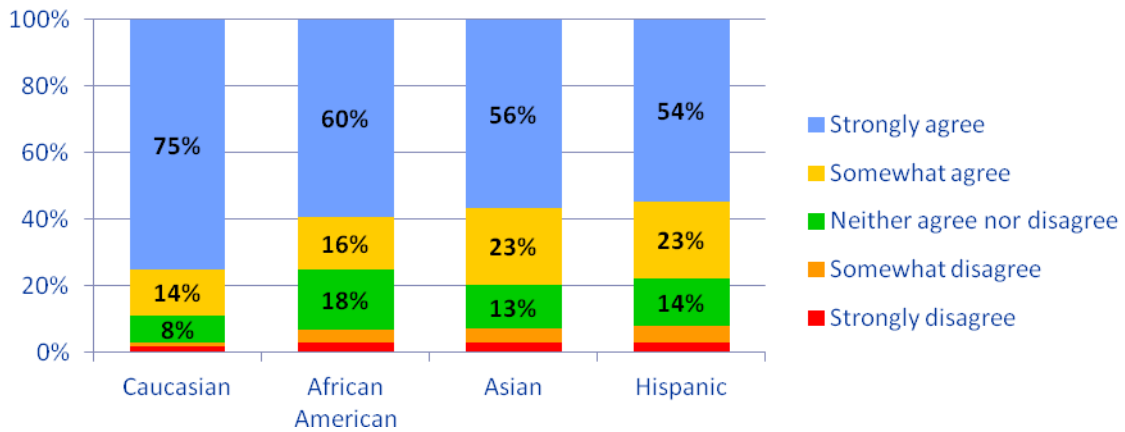
**A CLOSER LOOK:**

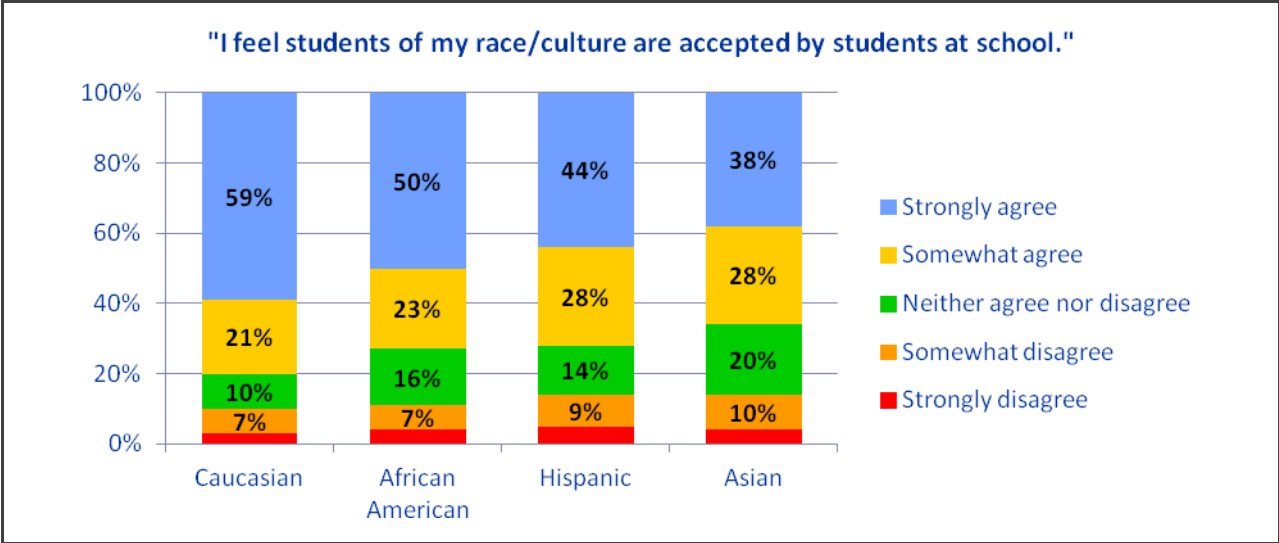
**Student Results by Race/Ethnicity**

**"My teachers treat students fairly regardless of race, culture, or language."**



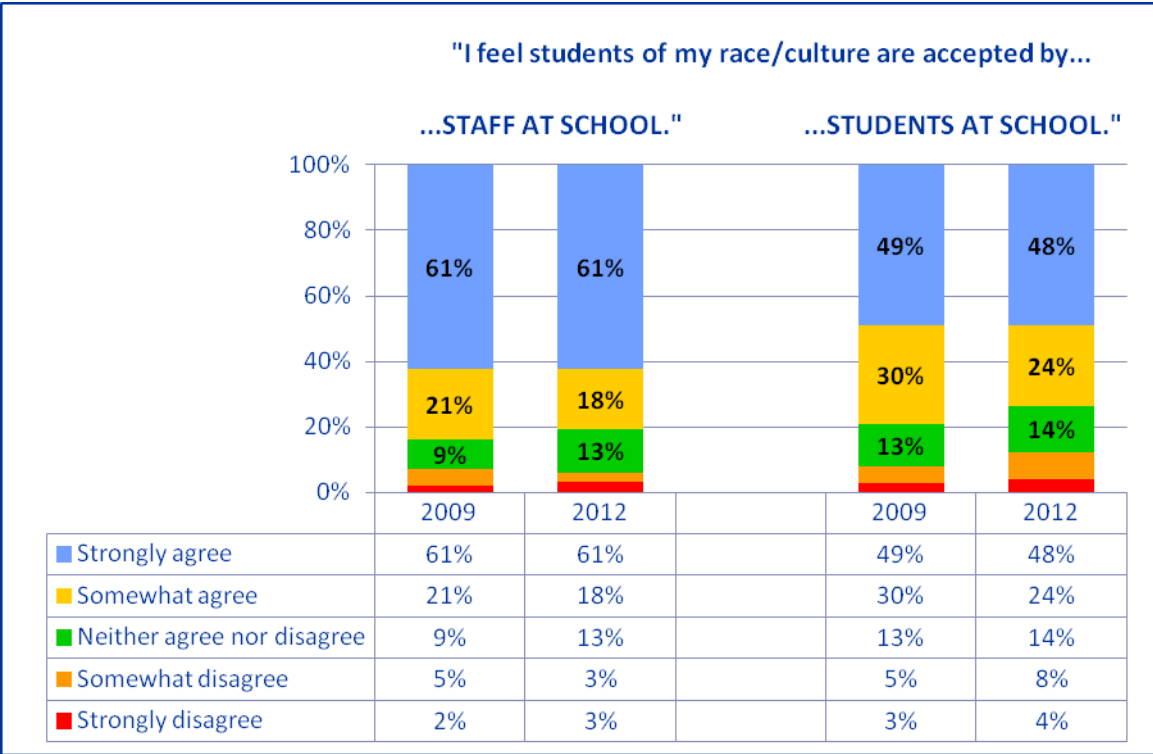
**"I feel students of my race/culture are accepted by staff at school."**





**Comparison to Past Results: Students**

- The portions of students that selected each response option for the inquiry about whether staff accept students of all races and cultures *differed by no more than three percentage points* in either direction.
- Twelve percent of students disagreed that students of their race or culture are accepted by their peers in 2012, up from 8% total in 2009. Overall agreement dropped from 79% in 2009 to 72% in 2012.



**Past Inquiries Related to Cultural Competence**

- The chart below outlines cultural competence questions, and their associated results, which were included in the 2007 and 2009 iterations of the Community Satisfaction Survey.

	"My teachers expect all students in their classes to do well, no matter who the students are."		"My teachers treat minority students with courtesy and respect."	"I am comfortable working with students from other races in my class or classes."	"In my classes, I see pictures, videos or assignments that relate to different cultures."	
	2007	2009	2009	2009	2007	2009
<b>Strongly agree</b>	33%	49%	56%	23%	23%	39%
<b>Somewhat agree</b>	40%	28%	24%	39%	39%	32%
<b>Neither agree nor disagree</b>	14%	13%	14%	24%	24%	19%
<b>Somewhat disagree</b>	7%	6%	3%	8%	8%	6%
<b>Strongly disagree</b>	3%	3%	2%	5%	5%	4%

### PERCEIVED ASSISTANCE BY STAFF

**Question:** To what extent do you agree or disagree with the following statement about your school? "School staff help students who cannot speak English well."

**Audience:** Students

"School staff help students who cannot speak English well."	
<b>Strongly agree</b>	32%
<b>Somewhat agree</b>	25%
<b>Neither agree nor disagree</b>	18%
<b>Somewhat disagree</b>	3%
<b>Strongly disagree</b>	3%
<b>Not applicable</b>	16%
<b>No response</b>	2%

### 2012 Results

- A 57% majority acknowledged that APS staff assists those pupils that are not fluent in English (32% strongly; 25% somewhat). Just 6% disputed the existence of such help.
- Eighteen percent of students neither agreed nor disagreed, and an additional 16% responded they had not experienced an instance in which a staff member would have needed to help a student who could not speak English well.

#### ➤ A CLOSER LOOK:

##### Subgroups of Students More Apt than Average to Respond with...

##### "Agree" NET (57% overall)

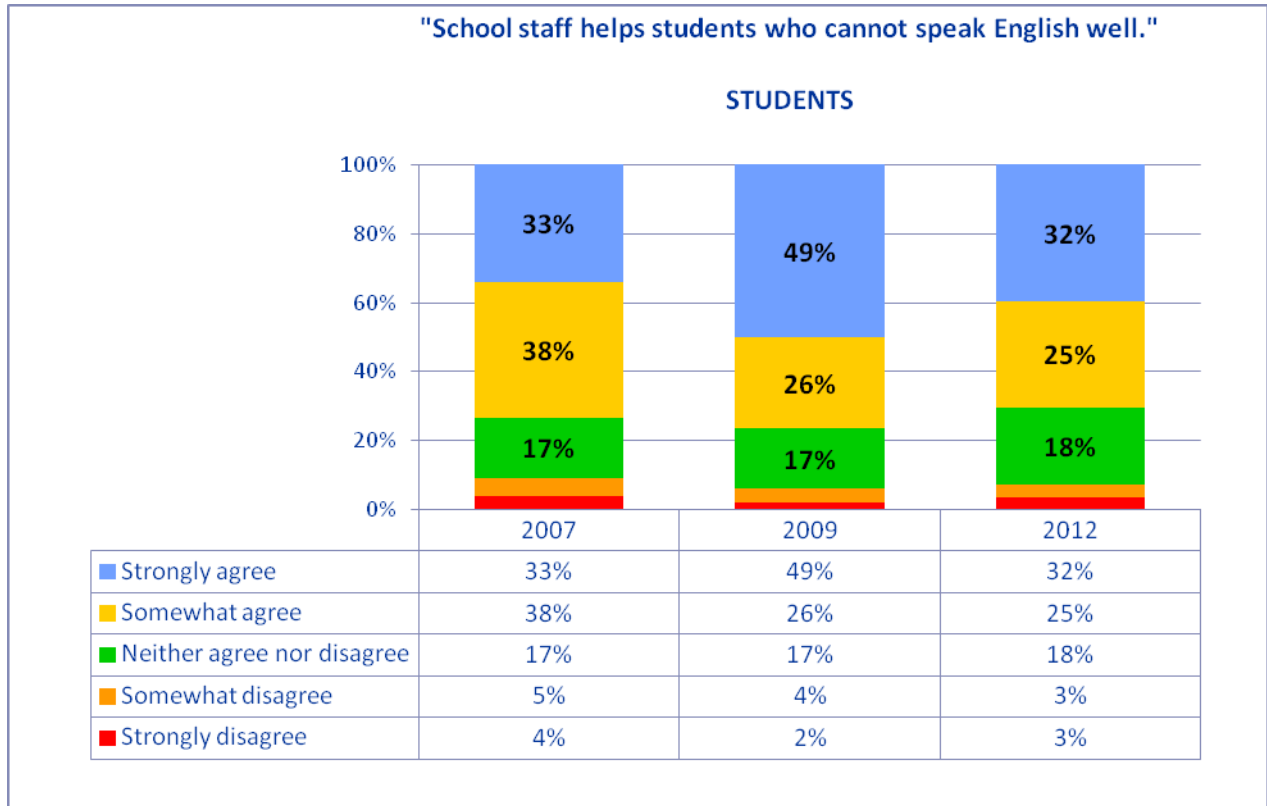
- Elementary school more than secondary school students (80% vs. 55%)
- African American and Hispanic students (63% and 62%, respectively)



- Bilingual students more than those that speak only English at home (63% vs. 49%)
- **“Not applicable” (16% overall)**
- Caucasian students (21%)
- Students that speak only English at home more than bilingual students (20% vs. 13%)
- Secondary school three times as likely as elementary school students (18% vs. 6%)

**Comparison to Past Results: Students**

- Overall, 57% of students acquiesced “strongly” or “somewhat” that staff help English-learners at school, compared to 75% in 2012 and 71% in 2007.
- The amount of students who strongly agreed with this claim has significantly decreased from 2009, returning to the results of the 2007 iteration (32%, 2012; 49%, 2009; 33%, 2007).



## CULTURAL INSTRUCTION IN THE CLASSROOM

**Question:** To what extent do you agree or disagree with the following statement about your school? "I learn about other cultures in my school."

**Audience:** Students

"I learn about other cultures in my school."		↘ A CLOSER LOOK: Subgroups of Students More Apt than Average to Respond with...
<b>Strongly agree</b>	38%	<b>"Strongly agree" (38% overall)</b> <ul style="list-style-type: none"> <li>Elementary more than secondary school students (53% vs. 36%)</li> <li>African American (47%) and Caucasian (41%) students</li> <li>Females (41%)</li> </ul> <b>"Somewhat agree" (30% overall)</b> <ul style="list-style-type: none"> <li>Males (33%)</li> </ul>
<b>Somewhat agree</b>	30%	
<b>Neither agree nor disagree</b>	16%	
<b>Somewhat disagree</b>	8%	
<b>Strongly disagree</b>	6%	
<b>No response</b>	2%	

### 2012 Results

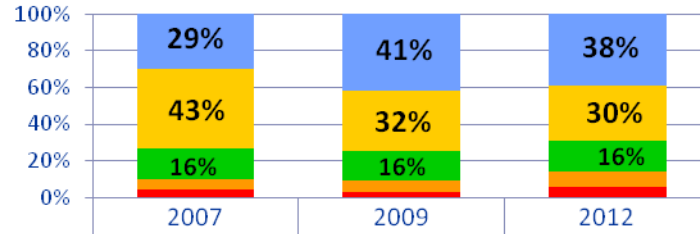
- More than two-in-three students (68%) said they learn about different cultures at school, compared to just 14% that claimed to receive an ethnocentric education. The plurality of students (38%) **strongly** agreed with the statement.
- Sixteen percent "neither agreed nor disagreed" that they learn of other cultures at Arlington Public Schools.

### Comparison to Past Results: Students

- Thirty-eight percent of students strongly agreed they learn about other cultures at school, compared to 41% in 2009 and 29% in 2007.
- The portion of students who "neither agreed nor disagreed" with the claim has remained consistent since the inquiry was introduced in 2007 (16%).

"I learn about other cultures in my school."

STUDENTS



■ Strongly agree	29%	41%	38%
■ Somewhat agree	43%	32%	30%
■ Neither agree nor disagree	16%	16%	16%
■ Somewhat disagree	6%	6%	8%
■ Strongly disagree	4%	3%	6%

## THE ACADEMIC ACHIEVEMENT GAP

### THE IMPORTANCE OF CLOSING THE ACADEMIC ACHIEVEMENT GAP

**Question:** Black and Hispanic students generally score lower on standardized tests than white students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students?

Black and Hispanic students generally score lower on standardized tests than White students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students?			
	STAFF	PARENT	COMMUNITY
Very important	72%	68%	68%
Somewhat important	20%	18%	21%
Not too important	3%	4%	3%
Not at all important	2%	2%	2%
Don't know/ Unsure	4%	6%	4%
Refused	-	2%	2%

**Audiences:** Staff, Parents, and Community Members

#### 2012 Results

- Overall 92% of staff members, 86% of parents, and 89% of Arlington County residents believe that closing the achievement gap is “somewhat” or “very” important. Majorities of each stakeholder group deemed it **very important**.
- No more than 6% of any audience surveyed said this goal was “not too” or “not at all” important.
- Similarly, single digit percentages of each respondent group were unsure of how to rate the importance of minimizing the achievement gap.



📌 A CLOSER LOOK:

Subgroups of Each Audience More Apt than Average to Respond with...

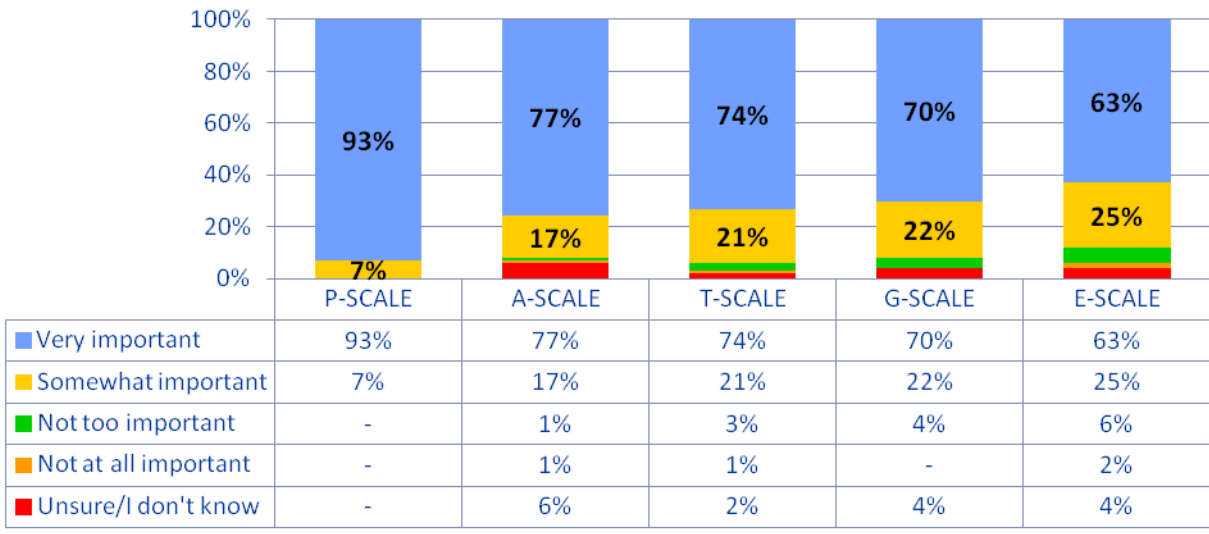
STAFF	PARENTS	COMMUNITY
<p><b>“Very important” (72% overall)</b></p> <ul style="list-style-type: none"> <li>African American and Hispanic employees (87% and 83%, respectively)</li> <li>Elementary school more than secondary school staff (79% vs. 69%)</li> <li>Women more than men (77% vs. 56%)</li> </ul> <p><b>“Somewhat important” (20% overall)</b></p> <ul style="list-style-type: none"> <li>Asian and Caucasian staff (26% and 23%, respectively)</li> <li>Men more than women (25% vs. 18%)</li> <li>Secondary school more than elementary school employees (22% vs. 17%)</li> </ul>	<p><b>“Very important” (68% overall)</b></p> <ul style="list-style-type: none"> <li>African American and Hispanic parents (74%, both)</li> <li>Primarily Spanish-speaking parents (74%)</li> </ul> <p><b>“Somewhat important” (18% overall)</b></p> <ul style="list-style-type: none"> <li>Caucasian parents (28%)</li> </ul> <p><b>“Not too/at all important” NET (6% overall)</b></p> <ul style="list-style-type: none"> <li>Asian parents (17%)</li> </ul>	<p><b>“Very important” (68% overall)</b></p> <ul style="list-style-type: none"> <li>Women more than men (75% vs. 61%)</li> <li>Asians and African Americans (74% and 73%, respectively)</li> <li>Adults ages 18-24 and 25-34 (73% and 72%, respectively)</li> <li>Parents (72%)</li> </ul> <p><b>“Somewhat important” (21% overall)</b></p> <ul style="list-style-type: none"> <li>Men more than women (26% vs. 15%)</li> <li>College graduates more than twice as likely as those who have not attended or completed college (26% vs. 12%)</li> </ul>

**Staff Results by Scale**

- Majorities of each employee scale deemed closing the academic achievement gap **very important**.
- P-Scale staff were significantly more inclined than any other scale to say it was “very important” (93% vs. 77%, A-Scale; 74%, T-Scale; 70%, G-Scale; and 63%, E-Scale)

**"In your opinion, how important is it to close the academic achievement gap between white students and Black and Hispanic students?"**

**STAFF BY SCALE**



**Comparison to Past Results: Teachers**

- Nearly one-quarter of teachers think closing the achievement gap between minority and white students is “very important,” up from 70% in 2009. Another 21% declared it “somewhat important,” an increase from 18% in 2009.
- The portion of teachers that deemed reducing the achievement gap to be “not at all important” decreased from 8% in 2009 to 1% in 2012.

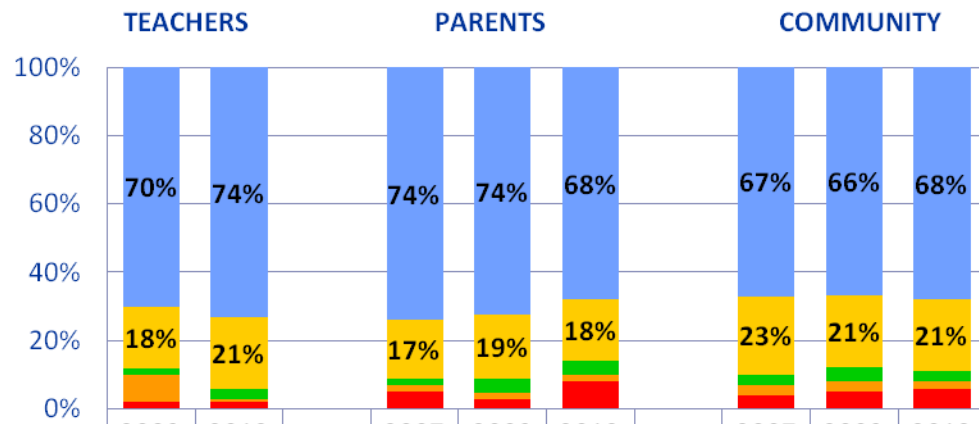
**Comparison to Past Results: Parents**

- In 2012, 86% of responded it was “very” or “somewhat” important to close the achievement gap, compared to 93% in 2009 and 91% in 2007.

**Comparison to Past Results: Community Members**

- Community members’ reactions to the importance of reducing the achievement gap have remained consistent over the past two years, with no answer category varying by more than two percentage points year-over-year.

**HOW IMPORTANT DO YOU THINK IT IS TO CLOSE THIS ACADEMIC ACHIEVEMENT GAP BETWEEN MINORITY AND WHITE STUDENTS?**



Very important	70%	74%	74%	74%	68%	67%	66%	68%
Somewhat important	18%	21%	17%	19%	18%	23%	21%	21%
Not too important	2%	3%	2%	4%	4%	3%	4%	3%
Not at all important	8%	1%	2%	2%	2%	3%	3%	2%
Don't Know/Refused	2%	2%	5%	3%	8%	4%	5%	6%

**MAINTAINING HIGH STANDARDS WHILE CLOSING THE ACADEMIC ACHIEVEMENT GAP**

**Question:** Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children, or not?


**Audiences:** Staff and Community Members

Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children, or not?		
	Staff (N=1,858)	Community (N=603)
<b>Yes</b>	71%	79%
<b>No</b>	11%	14%
<b>Unsure/Don't know</b>	17%	7%

Refused	-	-
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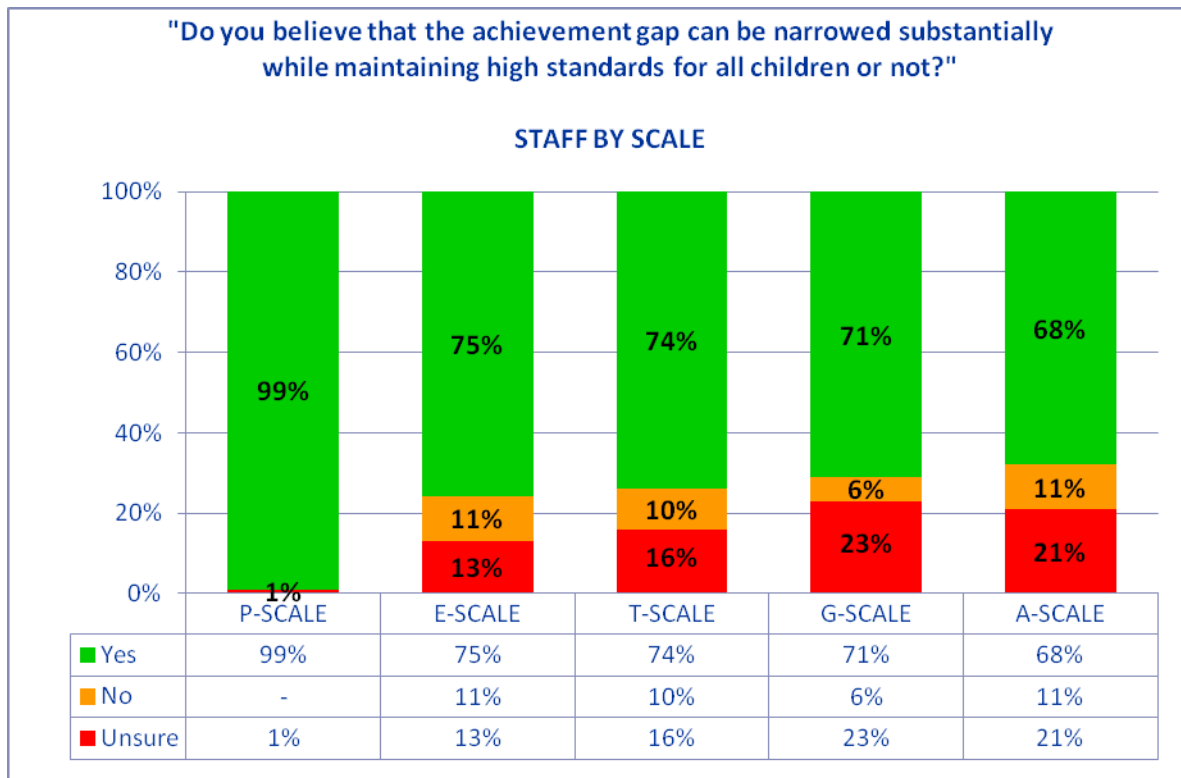
## 2012 Results

- Seventy-one percent of Arlington Public School staff and 79% of community members said they thought it possible for the achievement gap to be narrowed without diminishing high standards for all students.
- At least one-in-ten staff members (11%) and Arlington County residents (14%) did not believe standards could be maintained while substantially closing the achievement gap between minority and Caucasian students.

 <b>A CLOSER LOOK:</b> <b>Subgroups of Each Audience More Apt than Average to Respond with...</b>	
STAFF	COMMUNITY
<p><b>“Yes” (71% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian and Hispanic employees (83% and 79%, respectively)</li> <li>• Elementary school staff members (76%)</li> <li>• Women more than men (74% vs. 64%)</li> </ul> <p><b>“No” (11% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (20% vs. 8%)</li> <li>• African American employees (14%)</li> <li>• Alternative program and secondary school staff members (14% and 13%, respectively)</li> </ul>	<p><b>“Yes” (79% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian residents (88%)</li> <li>• Households earning less than \$90K annually (84%, &lt;\$50K; 84%, \$50-69K; 83%, \$70-89K)</li> <li>• Adults ages 18-24 and 55-64 (83 and 84%, respectively)</li> </ul> <p><b>“No” (14% overall)</b></p> <ul style="list-style-type: none"> <li>• Adults ages 65+ (22%)</li> <li>• Men more than women (17% vs. 12%)</li> </ul>

### Staff Results by Scale

- No fewer than two-in-three Arlington Public School employees across all scales claimed a belief that the achievement gap can be reduced while still providing a quality education to all students.
- P-Scale employees were significantly more inclined than any staff in any other scale to hold this belief (99% vs. 75%, E-Scale; 74%, T-Scale; 71%, G-Scale; and 68%, A-Scale).
- G-Scale staffers were more likely than T-, E-, or P-Scale workers to say they were “unsure” whether it was possible to close the gap without sacrificing school-wide standards (23% vs. 16%, 13%, and 1%, respectively).

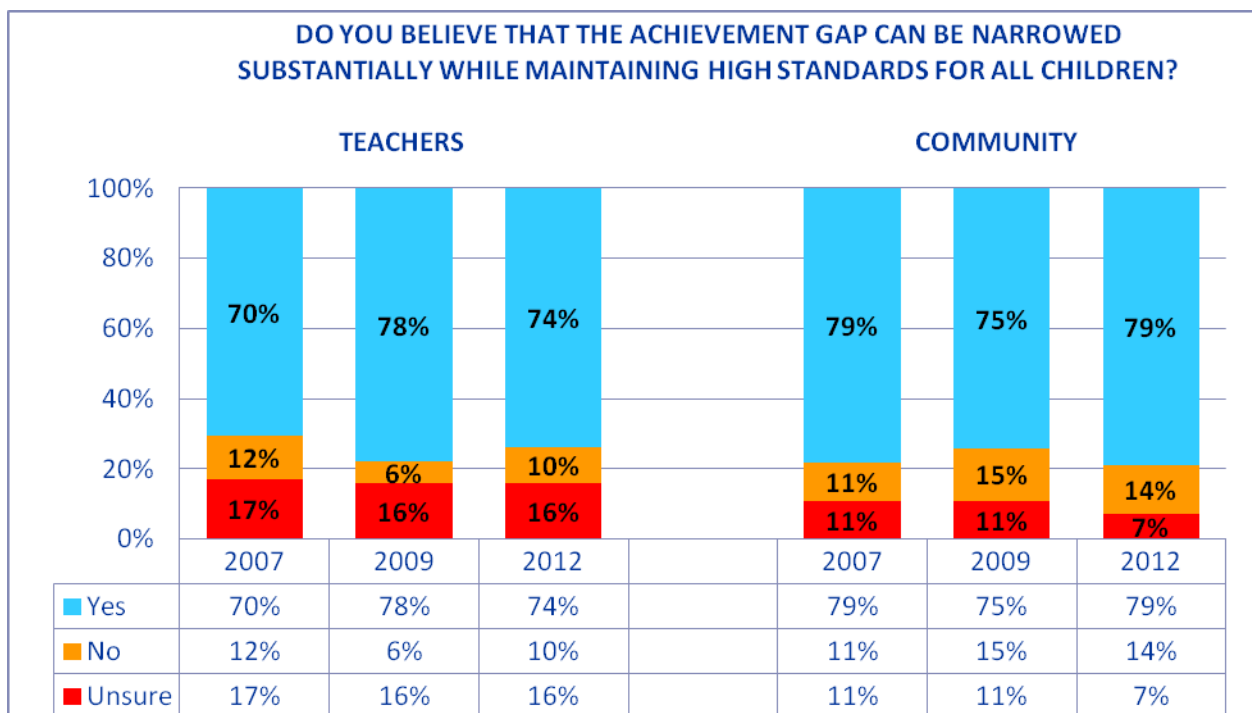


### Comparison to Past Results: Teachers

- Nearly three-quarters of those teachers surveyed in 2012 thought it possible to close the achievement gap while keeping course work challenging for all students, compared to 78% in 2009 and 70% in 2007.
- The portion of teachers that are unsure whether this is feasible has remained constant within one percentage point since 2007 (17%, 2007; 16%, 2009 and 2012).

### Comparison to Past Results: Community Members

- In 2012, the percentage of Arlington County residents to believe the gap could be narrowed without sacrificing standards for all students returned to that of 2007 (79%) compared to 75% in 2009.



### Previous Inquires About Narrowing the Achievement Gap

Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children, or not?		
Parent		
	2007	2009
Yes	81%	79%
No	12%	13%

- |                   |    |    |
|-------------------|----|----|
| <b>Don't know</b> | 6% | 8% |
| <b>Refused</b>    | 2% | -  |

The 2007 and 2009 Community Satisfaction Survey asked parents the same question “Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children, or not.”

## RESPONSIBILITY OF CLOSING THE ACADEMIC ACHIEVEMENT GAP


**Question:** In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students, or not?

**Audiences:** Parent, Community Members, and Teachers

In your opinion, is it the responsibility of the public schools to close the achievement gap between White students and Black and Hispanic students, or not?		
	Staff (N=1,858)	Community (N=603)
<b>Yes</b>	62%	66%
<b>No</b>	15%	23%
<b>Unsure/Don't know</b>	23%	11%
<b>Refused</b>	-	-

### 2012 Results:

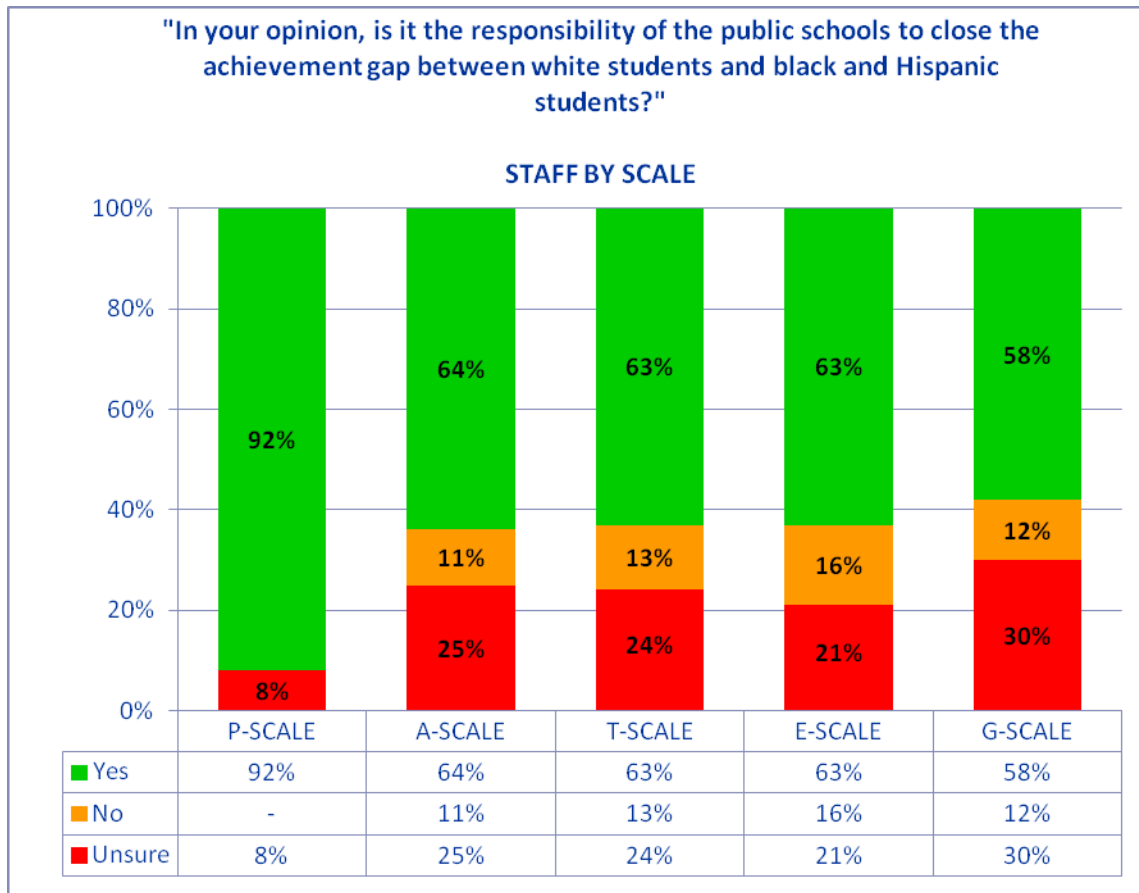
- Nearly two-in-three Arlington County residents (66%) and 62% of APS staff members thought that it was the responsibility of the public school system to close the academic achievement gap.
- More than one-fifth of the Arlington community abdicated APS of the responsibility to narrow the gap, compared to 15% of staffers.

 <b>A CLOSER LOOK:</b> <b>Subgroups of Each Audience More Apt than Average to Respond with...</b>	
STAFF	COMMUNITY
<p><b>“Yes” (62% overall)</b></p> <ul style="list-style-type: none"> <li>• African American staff members more than any other racial/ethnic cohort (74% vs. 60%, Caucasian; 59%, Hispanic; and 56%, Asian)</li> <li>• Women more than men (64% vs. 55%)</li> <li>• Elementary school more than Secondary school staff (65% vs. 58%)</li> </ul> <p><b>“No” (15% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian staffers nearly two times more likely than any other racial cohort (29% vs. 15%, Caucasian; 15%, Hispanic; and 8%, African American)</li> <li>• Men twice as inclined as women (24% vs. 12%)</li> <li>• Secondary school more than elementary school staff (18% vs. 10%)</li> </ul>	<p><b>“Yes” (66% overall)</b></p> <ul style="list-style-type: none"> <li>• Adults ages 18-24 more than those 45+ (80%, 18-24 vs. 62%, 45-54; 57%, 55-64; and 58%, 65+)</li> <li>• Women more than men (71% vs. 60%)</li> <li>• Asian residents (74%)</li> </ul> <p><b>“No” (23% overall)</b></p> <ul style="list-style-type: none"> <li>• Senior community members (31%, 65+)</li> <li>• Men more than women (28% vs. 18%)</li> </ul>



### Staff Results by Scale

- Majorities of all employee scales believe that Arlington Public Schools holds the responsibility for closing the academic achievement gaps.
- P-Scale staff was significantly more likely than any other employee scale to support this claim (92% vs. 64%, A-Scale; 63%, T-Scale; 63%, E-Scale; and 58%, G-Scale).

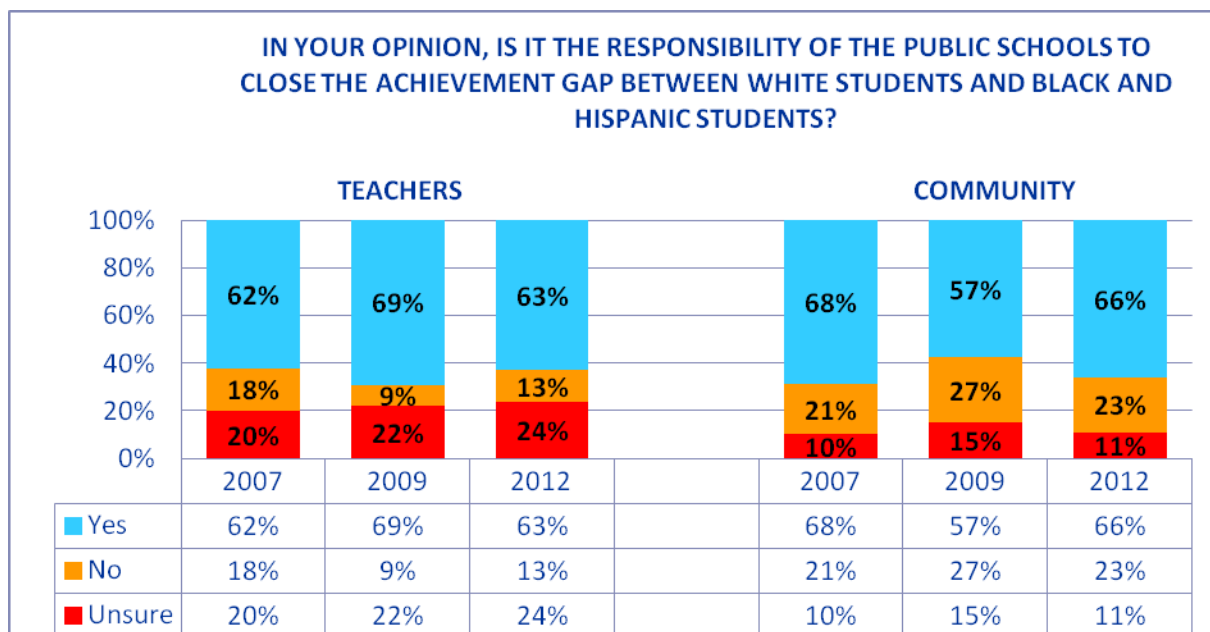


### Comparison to Past Results: Teachers

- The results of the 2012 Community Satisfaction survey mirrored those in 2007. Fully 63% said the public schools were responsible for closing the achievement gap compared to 69% in 2009 and 62% in 2007. Thirteen percent said “no,” compared to 9% in 2009 and 18% in 2007.
- There has been a steady uptick of the percentage of teachers who are unsure to whom the responsibility should fall, from 20% in 2007 to 22% in 2009 and finally 24% in 2012.

### Comparison to Past Results: Community Members

- The results of the 2012 Community Satisfaction survey mirrored those in 2007. Nearly two-in-three Arlington County residents (66%) placed the responsibility on the public schools compared to 57% in 2009 and 68% in 2007. Similarly, 23% said the responsibility did not fall to the schools in 2012, compared to 27% in 2009 and 21% in 2007.
- About one-in-ten community members (11%) did not take a side on whether or not it is the responsibility of the public schools to close the gap, compared to 15% in 2009 and 10% in 2007.



### Previous Inquires About Closing the Achievement Gap

- The 2007 and 2009 Community Satisfaction Survey asked parents the same question “In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students?”

In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students?		
Parent		
	2007	2009
Yes	68%	64%
No	25%	29%
Don't know	5%	6%

Refused	2%	1%
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## ARLINGTON PUBLIC SCHOOL PERFORMANCE ON CLOSING THE ACADEMIC ACHIEVEMENT GAP

**Question:** In your opinion, how successful do you think Arlington Public Schools has been in narrowing the academic achievement gap between minority and white students?

**Audiences:** Parents and Community Members

In your opinion, how successful do you think Arlington Public Schools has been in narrowing the academic achievement gap between minority and white students?		
	Parent (N=600)	Community (N=603)
Very successful	19%	9%
Somewhat successful	42%	45%
Somewhat unsuccessful	6%	7%
Very unsuccessful	2%	2%
Need more information/No basis to judge	15%	10%
Don't know	15%	26%
Refused	1%	1%

### 2012 Results:

- Overall, 61% of parents and 54% of community members believe that Arlington Public Schools has made strides in bridging the achievement gap. Pluralities of both audiences deemed APS “somewhat” successful in narrowing this gap (42%, parents and 45%, residents).
- Single-digit percentages of both parents (8%) and Arlington County residents (9%) thought APS had been *unsuccessful* in their attempts to remove race or ethnicity as an indicator of success.
- A significant portion of both audiences were unsure how to rate Arlington Public Schools’ performance on this metric, with at least three-in-ten respondents *volunteering* that they needed more information to judge or simply did not know (total of 30%, parents; 36%, community members).

A CLOSER LOOK: Subgroups of Each Audience More Apt than Average to Respond with...	
PARENTS	COMMUNITY
<p><b>“Very successful” (19% overall)</b></p> <ul style="list-style-type: none"> <li>Hispanic more than Caucasian parents (24% vs. 15%)</li> <li>Primarily Spanish-speaking parents (23%)</li> </ul> <p><b>“Somewhat successful” (42% overall)</b></p> <ul style="list-style-type: none"> <li>Parents of children enrolled in grades 6-12 (47% vs. 37%, Pre-K-5)</li> <li>Caucasian parents (46%)</li> </ul> <p><b>“Do not know” (15% overall)</b></p> <ul style="list-style-type: none"> <li>Parents of children enrolled in Pre-K through grade 5 (19% vs. 10%, 6-12)</li> </ul>	<p><b>“Successful” NET (54% overall)</b></p> <ul style="list-style-type: none"> <li>Those who used to have a child enrolled in APS (66%)</li> <li>Those with an annual household income less than \$70K (61%, \$50-69K and 58%, &lt;\$50K)</li> <li>African Americans (58%)</li> <li>Those who have never enrolled in or completed college (58%)</li> </ul> <p><b>“Do not know” (26% overall)</b></p> <ul style="list-style-type: none"> <li>Those who have never had children enrolled in APS (31%)</li> </ul>

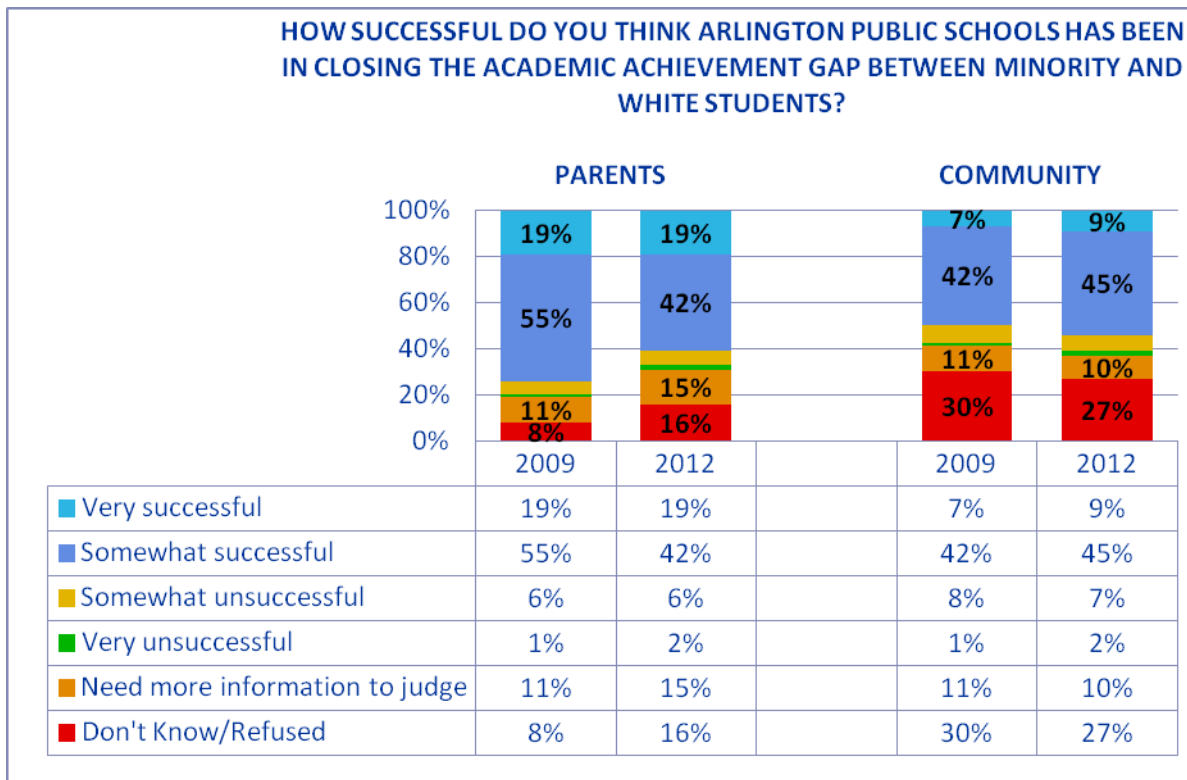
- Adults ages 65+ (33%)

**Comparison to Past Results: Parents**

- In 2012 the portion of APS parents who believed their public schools were successful in closing the academic achievement gap dropped to 61% from 74% in 2009.
- Three-in-ten parents volunteered they needed more information to judge or simply did not know, up from 19% total in 2009.

**Comparison to Past Results: Community Members**

- The 2012 results were fairly consistent with those in 2009. There was a 5 percentage-point uptick in the portion of Arlington County residents who deemed APS successful at narrowing the gap (49% in 2009 to 54% in 2012).



**Previous Inquires About Closing the Achievement Gap**

- The 2009 Community Satisfaction Survey asked teachers the same question “In your opinion, how successful do you think Arlington Public Schools has been in narrowing the academic achievement gap between minority and white students?”

In your opinion, how successful do you think Arlington Public Schools has been in narrowing the academic achievement gap between minority and white students?	
Teacher	
2009	
Very successful	17%
Somewhat successful	65%
Somewhat unsuccessful	7%
Very unsuccessful	2%
Don't know/ Unsure	2%
Refused	-
Need more information/ No basis to judge	7%



## THE STAFF EXPERIENCE

### STAFF'S ATTITUDES ABOUT ARLINGTON PUBLIC SCHOOLS

**Question:** To what extent do you agree or disagree with the following statements about your school? "I feel respected at school or in my department."

**Question:** "I feel supported by the school administration."

**Question:** "I feel supported by parents."

**Question:** "I like going to work."

**Audience:** Staff

	"I like going to work."	"I feel valued at work."	"I feel respected in my [school/department]."
<b>Strongly agree</b>	55%	44%	48%
<b>Somewhat agree</b>	29%	30%	31%
<b>Neither agree nor disagree</b>	8%	9%	9%
<b>Somewhat disagree</b>	5%	12%	9%
<b>Strongly disagree</b>	2%	6%	4%

#### 2012 Results:

- Overall, 84% of staff enjoys going to work, 74% feel valued at work, and 79% feel respected within their specific school or department.
- Pluralities agreed *strongly* with each of the tested statements (55%, 44%, and 48%, respectively).

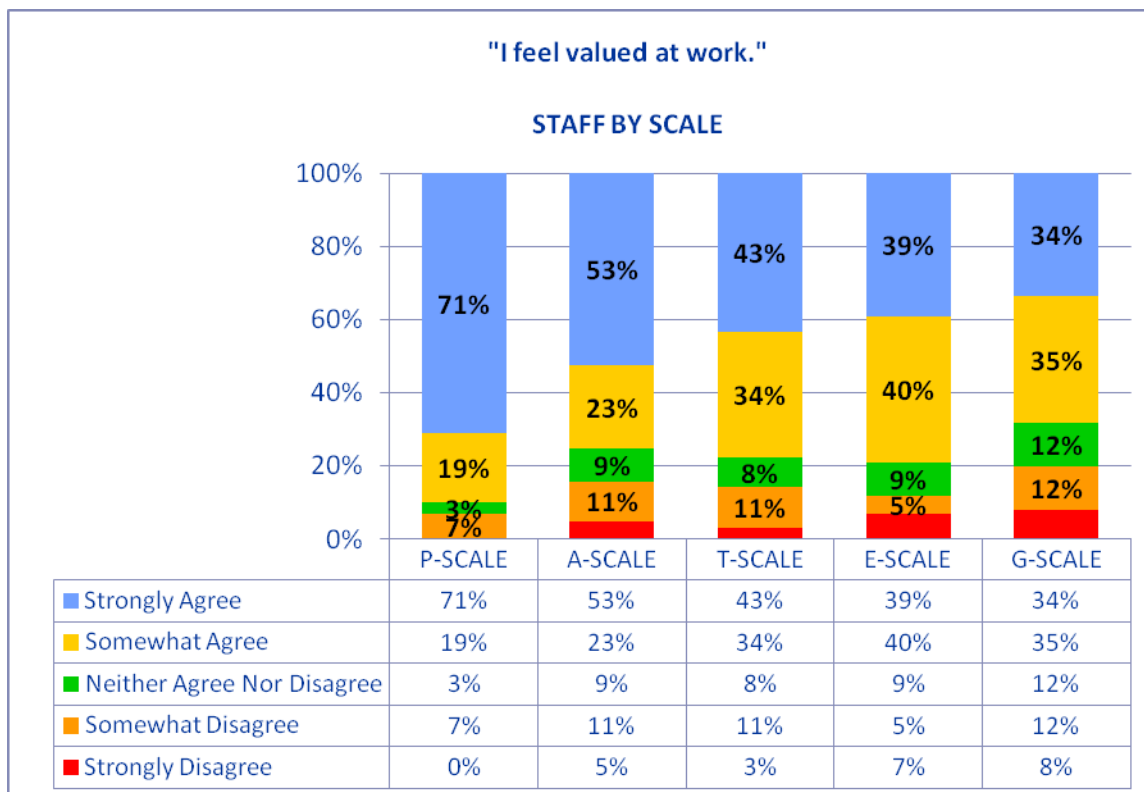
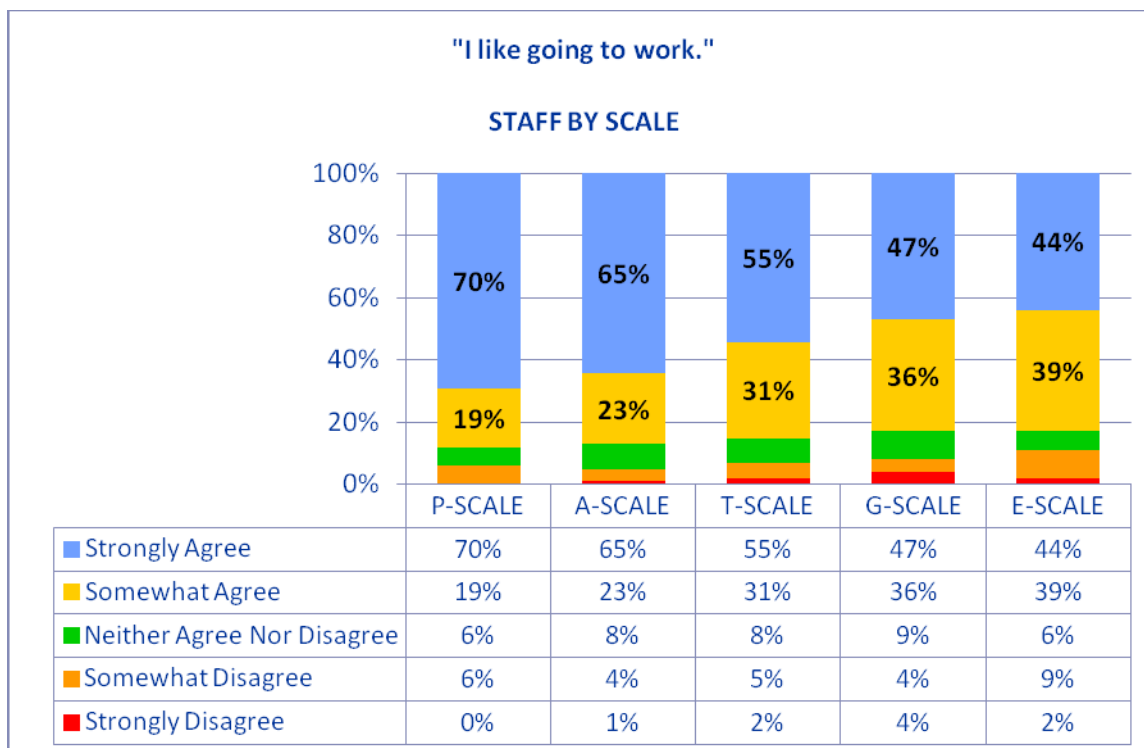
#### ↘ A CLOSER LOOK:

##### Subgroups of Staff More Apt than Average to Respond to Each Statement with...

"I like going to work."	"I feel valued at work."	"I feel respected in my [school/department]."
<p><b>"Strongly agree" (55% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian and Hispanic more than Caucasian and African American staff (73% and 65% vs. 54% and 45%, respectively)</li> <li>• Elementary school staff (59%)</li> </ul> <p><b>"Disagree" NET (7% overall)</b></p> <ul style="list-style-type: none"> <li>• Males more than females (17% vs. 7%)</li> <li>• African American staff (11% vs. 3%, Hispanic and Asian staff)</li> </ul>	<p><b>"Agree" NET (74% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian (86%)</li> <li>• Elementary school (80%)</li> </ul> <p><b>"Disagree" NET (18% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (26% vs. 15%)</li> <li>• African American teachers (25%)</li> <li>• Alternative program staff (28% vs. 17% secondary, 13% elementary)</li> </ul>	<p><b>"Strongly agree" (48% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian (54%) and Caucasian (51%) staff</li> <li>• Elementary school staff (51%)</li> </ul> <p><b>"Disagree" NET (13% overall)</b></p> <ul style="list-style-type: none"> <li>• African American (19%)</li> <li>• Men more than women (18% vs. 11%)</li> <li>• Alternative program staff (18% vs. 11% secondary)</li> </ul>



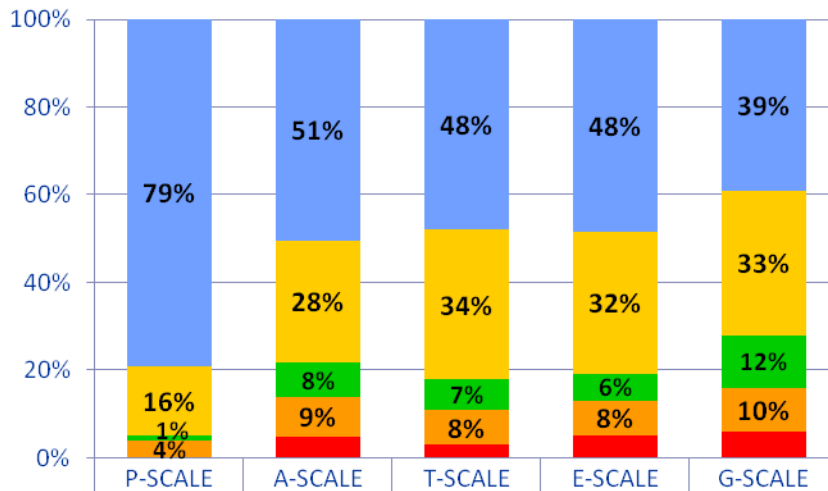
**Staff Results by Scale**





I feel respected in my [school / department]."

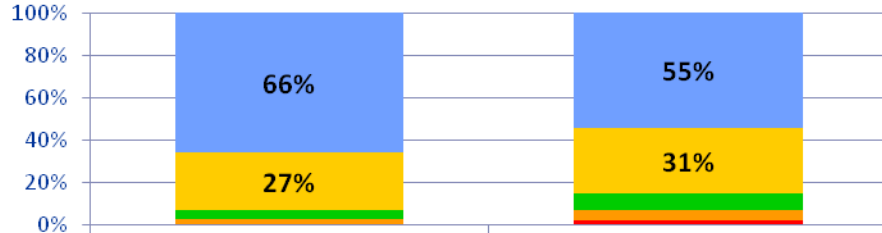
STAFF BY SCALE



	P-SCALE	A-SCALE	T-SCALE	E-SCALE	G-SCALE
Strongly Agree	79%	51%	48%	48%	39%
Somewhat Agree	16%	28%	34%	32%	33%
Neither Agree Nor Disagree	1%	8%	7%	6%	12%
Somewhat Disagree	4%	9%	8%	8%	10%
Strongly Disagree	0%	5%	3%	5%	6%

"I like going to work."

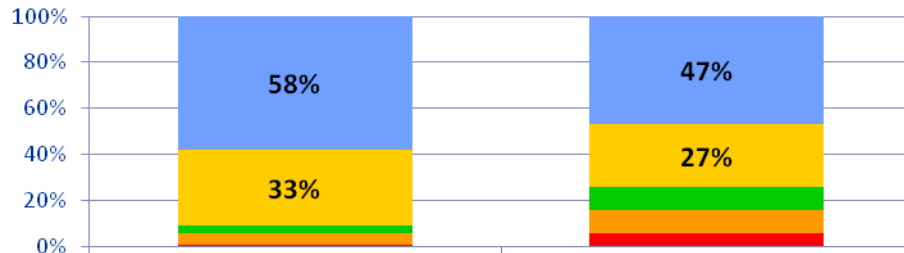
TEACHERS



	2009	2012
Strongly agree	66%	55%
Somewhat agree	27%	31%
Neither agree nor disagree	4%	8%
Somewhat disagree	3%	5%
Strongly disagree	0%	2%

"I feel respected in my [school / department]."

TEACHERS



	2009	2012
Strongly agree	58%	47%
Somewhat agree	33%	27%
Neither agree nor disagree	3%	10%
Somewhat disagree	5%	10%
Strongly disagree	1%	6%

## STAFF'S PERCEIVED SUPPORT BY STAKEHOLDER GROUPS

**Question:** To what extent do you agree or disagree with the following statement about your school? "I feel supported by my [school / department]."

**Question:** To what extent do you agree or disagree with the following statement about your school? "I feel supported by my [principal / assistant superintendent]."

**Audience:** Staff

**Question:** To what extent do you agree or disagree with the following statement about your school? "I feel supported by parents."

**Audience:** Teachers

	"I feel supported by my school/ department."	"I feel supported by my principal/ assistant superintendent."	"I feel supported by parents."
	STAFF N=1,858	STAFF N=1,158	TEACHERS N=1,263
<b>Strongly agree</b>	44%	44%	43%
<b>Somewhat agree</b>	30%	26%	37%
<b>Neither agree nor disagree</b>	10%	10%	13%
<b>Somewhat disagree</b>	11%	11%	5%
<b>Strongly disagree</b>	7%	9%	1%

### 2012 Results

- Nearly three-fourths of staff members (74%) feel supported by their particular school or department, while 18% disagreed in total.
- Fully 80% of APS employees feel supported by their supervisors, while one-in-five (20%) dissented with the statement.
- Four-fifths of instructors at the Arlington Public Schools feel supported by parents, while a single digit percentage in total said they did not get encouragement from these stakeholders (6%).

### Comparison to Past Results: Teachers

- In 2012, 74% of teachers felt that they had the backing of their school administration, a 6% drop from 2009. Those who felt they "strongly disagreed" that they were supported by school administration increased by three percentage points compared to 2009. Additionally, the proportion of teachers who felt they were generally not supported by their administration only increased by a 1% margin from 2009 (well within the margin of error).
- The proportion of teachers who felt they were generally supported by parents dropped by a 5% margin (from 85% in 2009 to 80% in 2012). Only 6% of teachers felt like they were not backed by teachers, just a 1% increase from 2009.

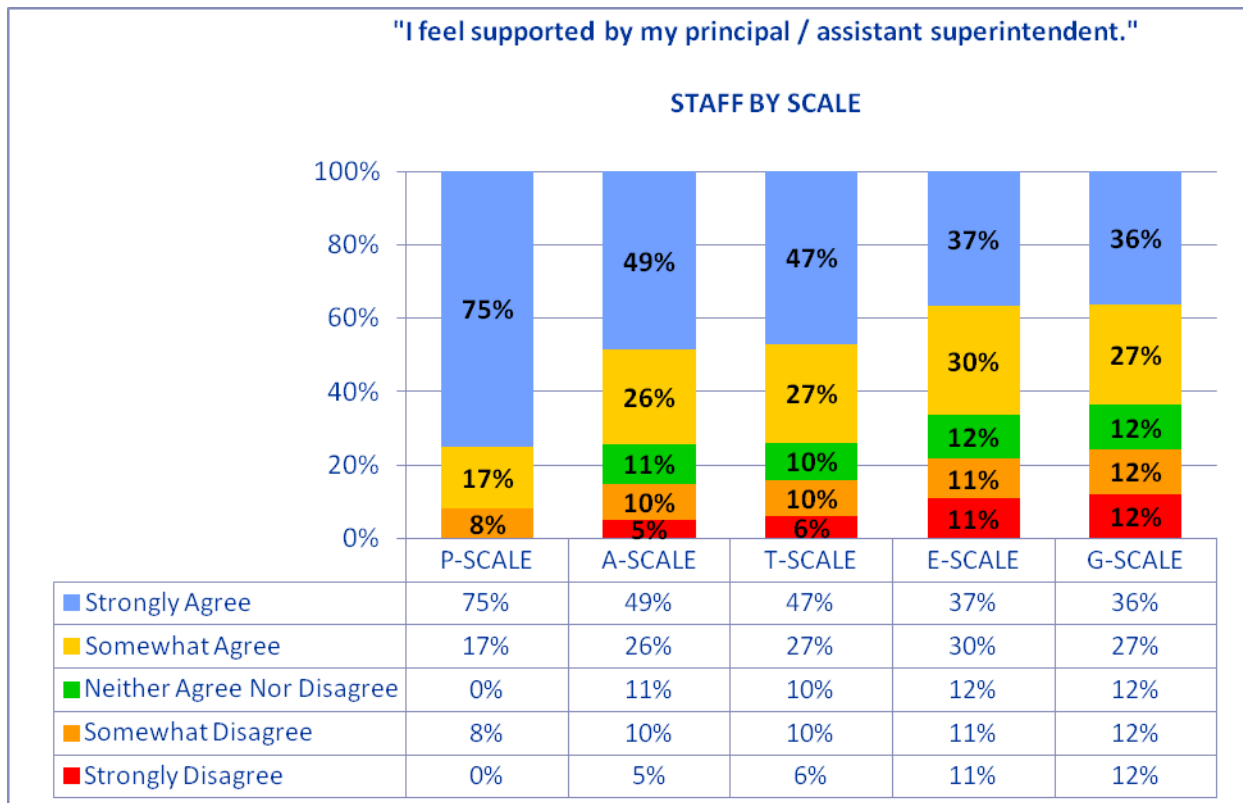
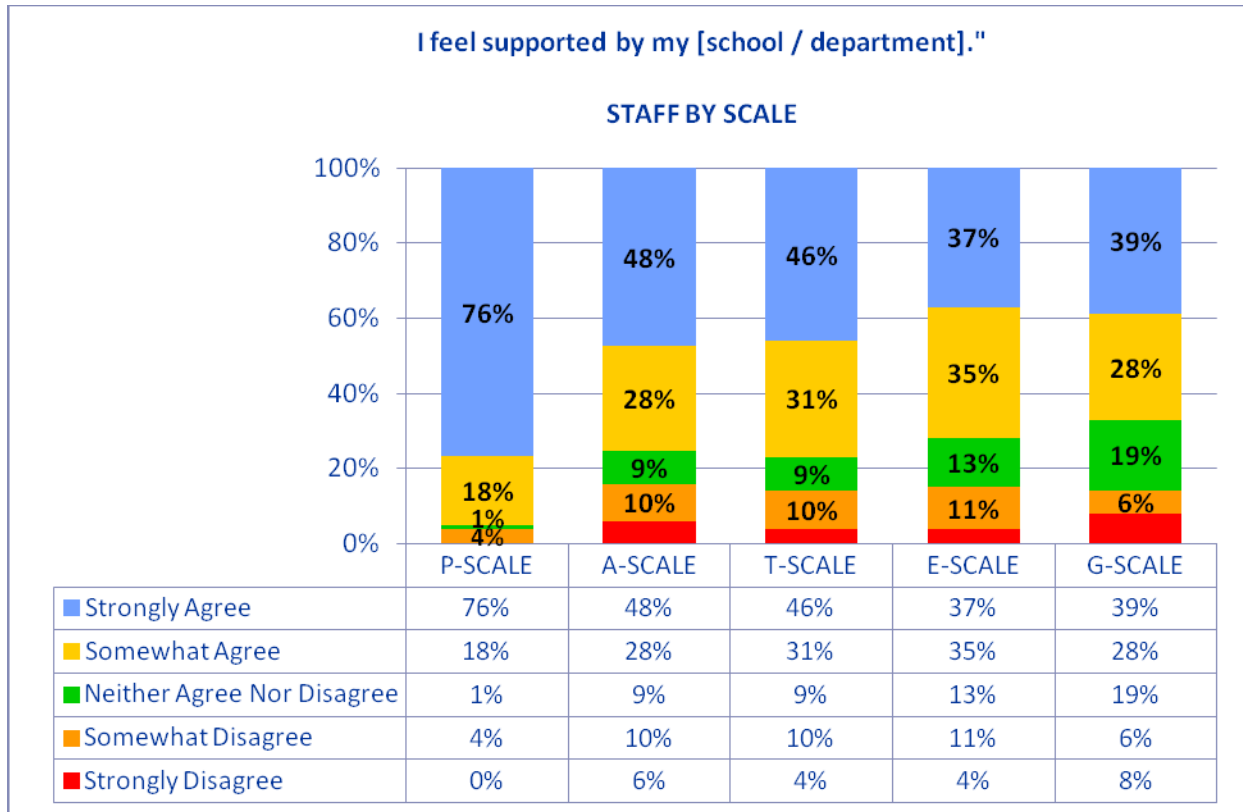


➤ **A CLOSER LOOK:**

**Subgroups of Staff and Teachers More Apt than Average to Respond to Each Statement with...**

<p><b>“I feel supported by my school/department.”</b></p>	<p><b>“I feel supported by my principal/assistant superintendent.”</b></p>	<p><b>“I feel supported by parents.”</b></p>
<p><b>“Strongly Agree” (44% overall)</b></p> <ul style="list-style-type: none"> <li>Asian Americans more than other racial cohorts (61% vs. 33% African Americans, 41% Hispanics, and 45% whites)</li> <li>Elementary school more than secondary school staff (50% vs. 42%, respectively)</li> </ul> <p><b>“Strongly Disagree” (7% overall)</b></p> <ul style="list-style-type: none"> <li>African Americans more than any other racial cohort (19% vs. 5% Hispanics, 4% Asians and Caucasians)</li> </ul> <p><b>“Somewhat Disagree” (11% overall)</b></p> <ul style="list-style-type: none"> <li>Males more than females (14% vs. 10%)</li> <li>Hispanic staff (15%)</li> <li>Secondary school more than elementary school (13% vs. 9%)</li> </ul>	<p><b>“Agree” NET (70% overall)</b></p> <ul style="list-style-type: none"> <li>Asian staff (83% vs. 59%, African American)</li> <li>Elementary school staff (78%)</li> </ul> <p><b>“Disagree” NET (20% overall)</b></p> <ul style="list-style-type: none"> <li>African American more than twice as likely as Hispanic or Asian staff (30% vs. 15% and 8%, respectively)</li> <li>Alternative program more than secondary or elementary school staff (29% vs. 16% and 14%).</li> </ul>	<p><b>“Strongly Agree” (43% overall)</b></p> <ul style="list-style-type: none"> <li>Elementary school more than secondary school teachers (51% vs. 35%)</li> <li>Asian and African American teachers (50% vs. 48%, respectively)</li> <li>Male teachers (48%)</li> </ul> <p><b>“Neither Agree nor Disagree” (13% overall)</b></p> <ul style="list-style-type: none"> <li>Alternative program teachers more than twice as likely as elementary or secondary school teachers (29% vs. 12% and 11%, respectively)</li> </ul> <p><b>“Somewhat Disagree” (5%)</b></p> <ul style="list-style-type: none"> <li>Secondary school teachers more than those at elementary or alternative programs (42% vs. 33% and 27%, respectively)</li> </ul>

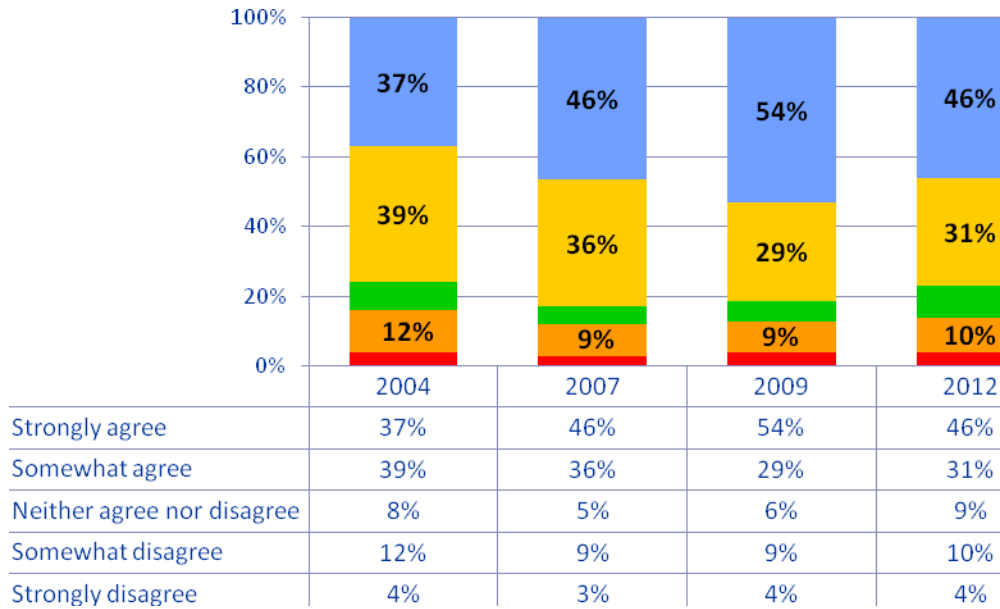
**Staff Results by Scale**



**Comparison to Past Results: Teachers**

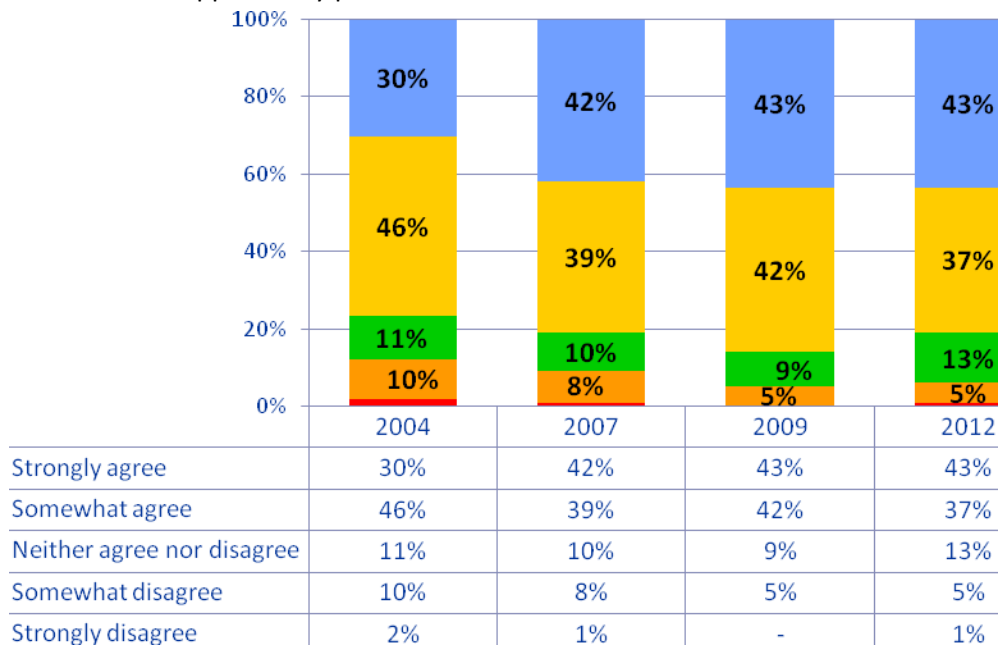
**2004-2009:** “I feel supported by the school administration.”

**2012:** “I feel supported by my [school / department].”



**Comparison to Past Results: Teachers**

**2004-2012:** “I feel supported by parents.”



## APS WORK ENVIRONMENT

**Question:** To what extent do you agree or disagree with the following statement?  
 “The APS work environment promotes employee productivity and success.”

**Question:** To what extent do you agree or disagree with the following statement?  
 “The APS work environment promotes employee well-being, satisfaction and positive morale.”

**Question:** To what extent do you agree or disagree with the following statement?  
 “My [school/department]’s work load is divided equitably among employees.”

**Audience:** Staff

	“The APS work environment promotes employee productivity and success.”	The APS work environment promotes employee well-being, satisfaction and positive morale.”
<b>Strongly agree</b>	27%	23%
<b>Somewhat agree</b>	38%	33%
<b>Neither agree nor disagree</b>	15%	15%
<b>Somewhat disagree</b>	13%	18%
<b>Strongly disagree</b>	7%	10%

### 2012 Results

- Fully 65% of Arlington Public Schools employees believe the work environment promotes productivity and success, and separately, 56% agreed “somewhat” or “strongly” that it brings about well-being, satisfaction, and positive morale.
- In contrast, 20% disagreed that their surroundings leads to productivity, and 28% of employees disagreed the APS work climate generates staff satisfaction.

**↘ A CLOSER LOOK:**

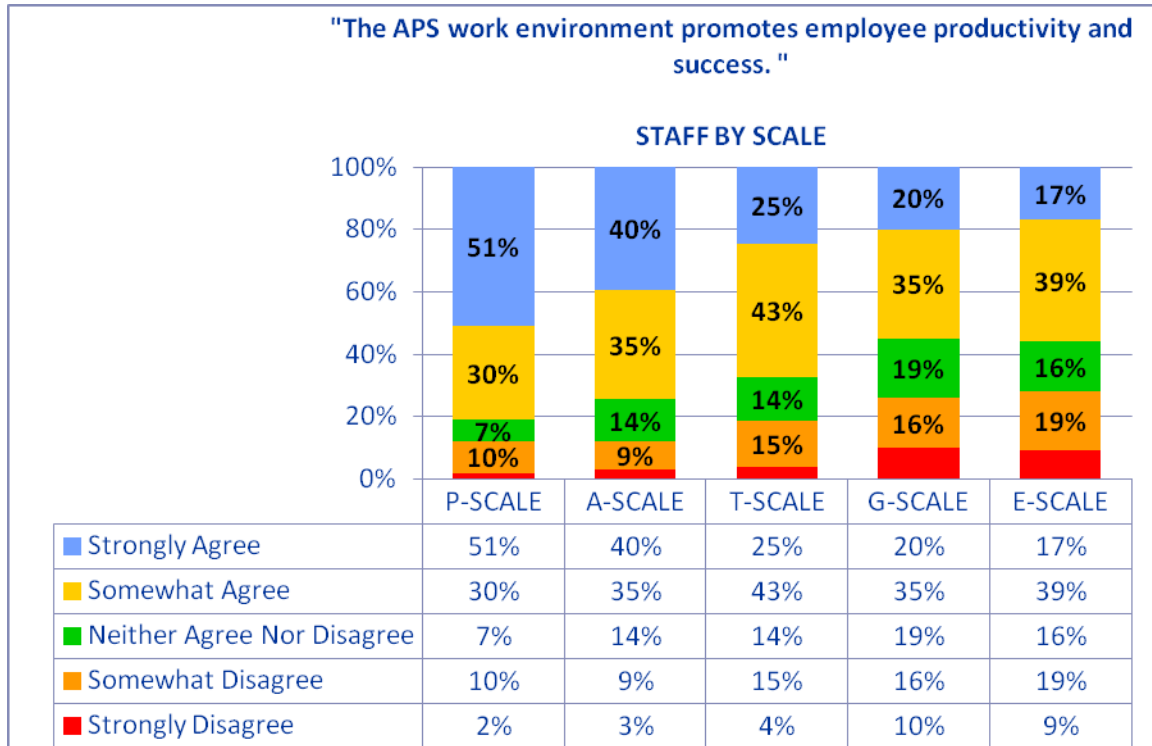
**Subgroups of Staff More Apt than Average to Respond to Each Statement with...**

<p><b>“The APS work environment promotes employee productivity and success.”</b></p>	<p><b>“The APS work environment promotes employee well-being, satisfaction, and positive morale.”</b></p>
<p><b>“Strongly Agree” (27% overall)</b></p> <ul style="list-style-type: none"> <li>• Women more than men (29% vs. 21%)</li> <li>• Asian staff more than any other racial cohort (44% vs. 29%, Hispanic; 27%, African American; 24%, Caucasian)</li> <li>• Elementary school staff (32%)</li> </ul> <p><b>“Neither agree nor disagree” (15% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (19% vs. 14%)</li> <li>• Hispanic staff (19%)</li> </ul> <p><b>“Strongly disagree” (7% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women by a ratio of 3-1 (15% vs. 4%)</li> <li>• African American staff more than twice as likely as any other racial cohort (14% vs. 6%, Caucasian; 4%, Hispanic; 3%, Asian)</li> <li>• Alternative programs more than secondary or elementary school staff (10% vs. 4% and 3%, respectively)</li> </ul>	<p><b>“Strongly agree” (23% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian staff more than any other racial cohort (49% vs. 24%, African American; 21%, Asian and Caucasian)</li> </ul> <p><b>“Somewhat agree” (33% overall)</b></p> <ul style="list-style-type: none"> <li>• Hispanics more than any other racial cohort (41% vs. 34%, Caucasian; 27%, African American; 24%, Asian)</li> <li>• Elementary more than secondary school (41% vs. 30%)</li> <li>• Females more than males (35% vs. 29%)</li> </ul> <p><b>“Disagree” NET (28% overall)</b></p> <ul style="list-style-type: none"> <li>• Men (34%)</li> <li>• Alternative program staff (34%)</li> <li>• African American staff more than any other racial cohort (33% vs. 30%, Caucasian; 20%, Hispanic; 15%, Asian)</li> </ul>



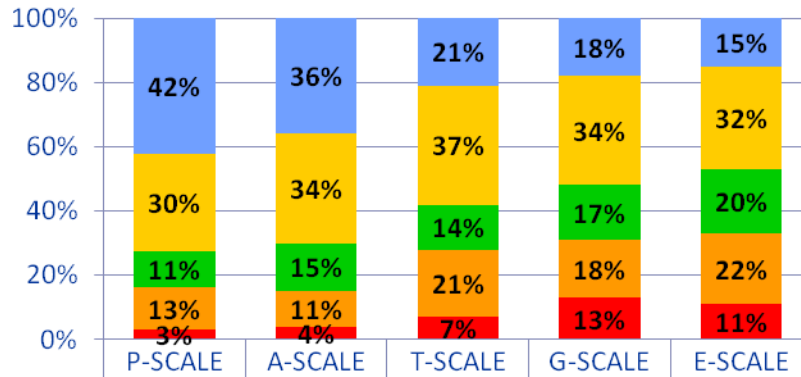


## Staff Results by Scale



**"The APS work environment promotes employee well-being, satisfaction and positive morale."**

**STAFF BY SCALE**



Strongly Agree	42%	36%	21%	18%	15%
Somewhat Agree	30%	34%	37%	34%	32%
Neither Agree Nor Disagree	11%	15%	14%	17%	20%
Somewhat Disagree	13%	11%	21%	18%	22%
Strongly Disagree	3%	4%	7%	13%	11%

**APS WORK COMMUNICATION**

**Question:** To what extent do you agree or disagree with the following statement?  
 "There is an atmosphere of open communication in my [school/department]."

**Question:** To what extent do you agree or disagree with the following statement?  
 "My [school/department]'s work load is divided equitably among employees."

**Question:** To what extent do you agree or disagree with the following statement?  
 "My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work."

**Audience:** Staff

	"There is an atmosphere of open communication in my [school/department]."	"My [school/department]'s work load is divided equitably among employees."	"My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work."
<b>Strongly agree</b>	32%	22%	40%
<b>Somewhat agree</b>	31%	28%	30%
<b>Neither agree nor disagree</b>	14%	16%	12%

<b>Somewhat disagree</b>	15%	21%	10%
<b>Strongly disagree</b>	8%	13%	8%

**2012 Results**

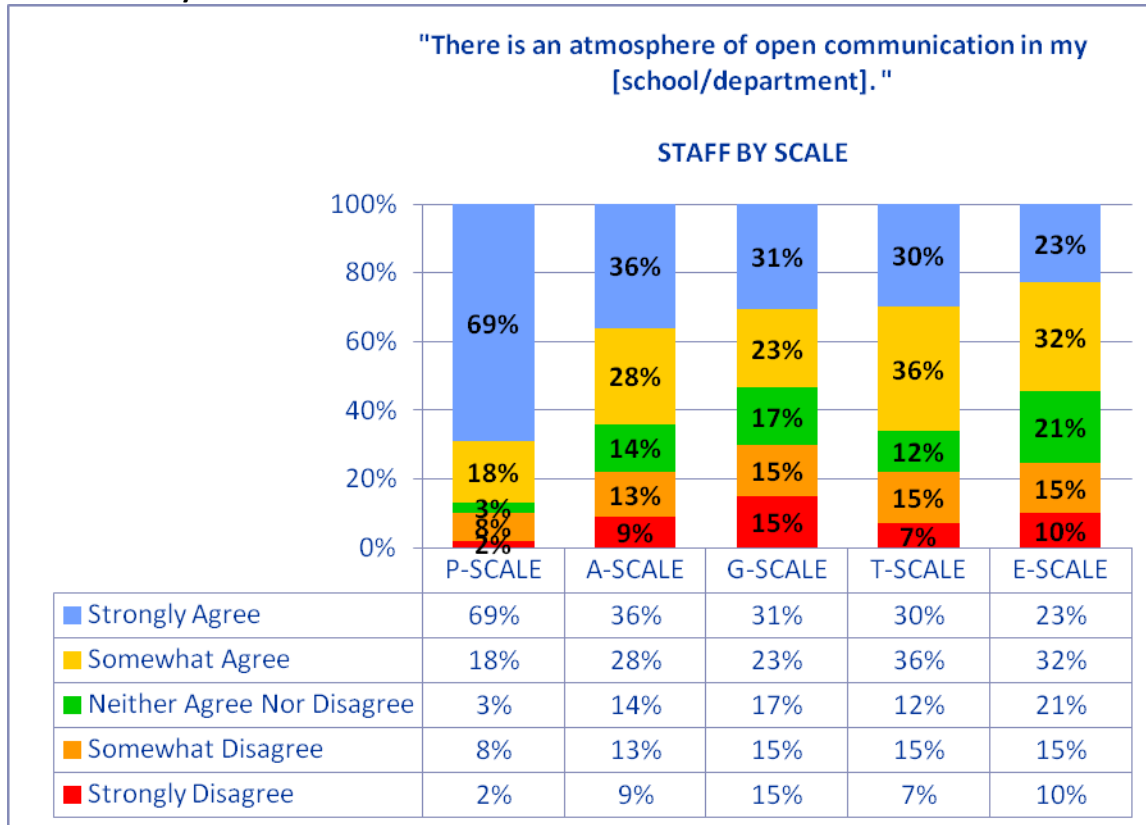
- Majorities of staff members “strongly” or “somewhat” agreed that their school or department had an open air communication (63%), equitable distribution of responsibility (50%), and that their supervisors gave them fair performance reviews (70%).
- That APS has a reasonable division of labor engendered the most disagreement, with 34% of staff not buying it. Separately 23% felt there were no open lines of communication in their school or department and 18% claimed their supervisor’s feedback lacked thoroughness and truthfulness.

➤ **A CLOSER LOOK:**

**Subgroups of Staff More Apt than Average to Respond to Each Statement with...**

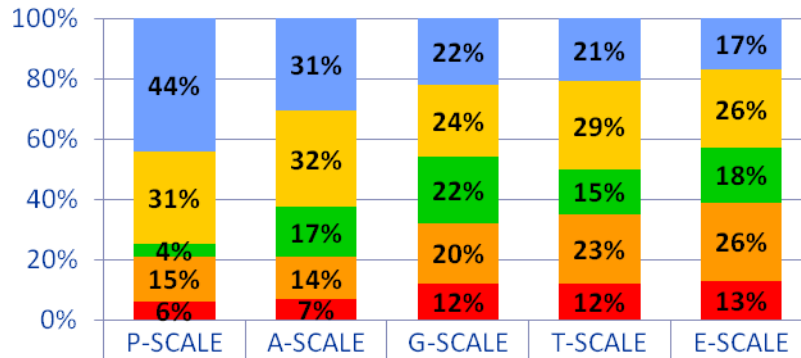
<p><b>“There is an atmosphere of open communication in my school/department.”</b></p>	<p><b>“My school/department’s work load is divided equally among employees.”</b></p>	<p><b>“My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.”</b></p>
<p><b>“Agree” NET (63% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian staff (77%)</li> <li>• Elementary school staff (69%)</li> </ul> <p><b>“Disagree” NET (23% overall)</b></p> <ul style="list-style-type: none"> <li>• African American staff (27%)</li> <li>• Alternative program staff more than those working at secondary or elementary schools (37% vs. 23% and 20%, respectively)</li> </ul>	<p><b>“Agree” NET (50% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian staff (67% vs. 52%, Hispanic; 48%, African American)</li> <li>• Elementary school staff more than secondary school staff (56% vs. 48%)</li> </ul> <p><b>“Disagree” NET (34% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (37% vs. 32%)</li> <li>• Caucasian staff (37%)</li> <li>• Alternative program staff (37%)</li> </ul>	<p><b>“Strongly agree” (40% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian staff more any other racial cohort (42%, Hispanic; 39%, Caucasian; 37% African American)</li> <li>• Elementary school more than secondary school staff (45% vs. 39%)</li> <li>• Women more than men (42% vs. 31%)</li> </ul> <p><b>“Strongly disagree” (8% overall)</b></p> <ul style="list-style-type: none"> <li>• Men twice as likely as women (15% vs. 6%)</li> <li>• African American employees more any than any other racial cohort (19% vs. 8%, Hispanic; 6%, Caucasian; 2%, Asian)</li> <li>• Alternative program staff members more than twice as inclined as elementary or secondary school employees (11% vs. 5%, both)</li> </ul>

**Staff Results by Scale**



"My [school/department]'s work load is divided equitably among employees."

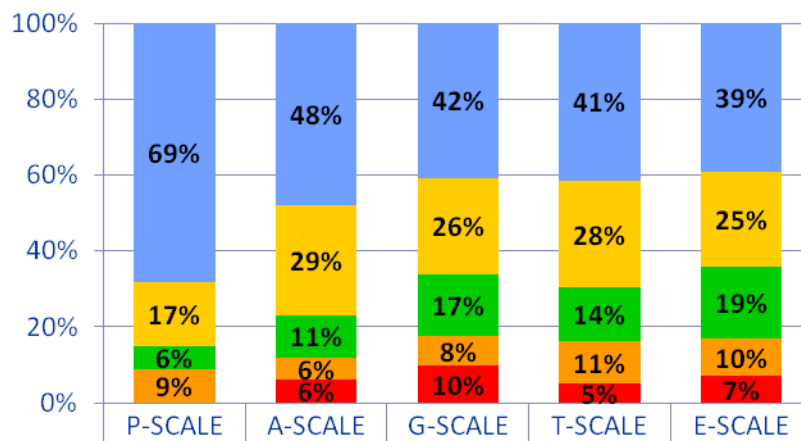
STAFF BY SCALE



Strongly Agree	44%	31%	22%	21%	17%
Somewhat Agree	31%	32%	24%	29%	26%
Neither Agree Nor Disagree	4%	17%	22%	15%	18%
Somewhat Disagree	15%	14%	20%	23%	26%
Strongly Disagree	6%	7%	12%	12%	13%

"My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work."

STAFF BY SCALE



Strongly Agree	69%	48%	42%	41%	39%
Somewhat Agree	17%	29%	26%	28%	25%
Neither Agree Nor Disagree	6%	11%	17%	14%	19%
Somewhat Disagree	9%	6%	8%	11%	10%
Strongly Disagree	0%	6%	10%	5%	7%

## STAFF COMPENSATION SATISFACTION

**Question:** Please rate your level of satisfaction or dissatisfaction with the following item.  
“Your **annual salary**, meaning pay excluding medical benefits and other perks.”

**Question:** Please rate your level of satisfaction or dissatisfaction with the following item.  
“Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks.”

**Audience:** Staff

	“Your annual salary, meaning pay <u>excluding</u> medical benefits and other perks.”	“Your compensation package, meaning pay <u>including</u> salary, medical benefits, 403B, and other perks.”
<b>Very satisfied</b>	15%	13%
<b>Somewhat satisfied</b>	42%	47%
<b>Somewhat dissatisfied</b>	25%	22%
<b>Very dissatisfied</b>	17%	14%
<b>Don’t Know/Unsure</b>	1%	3%

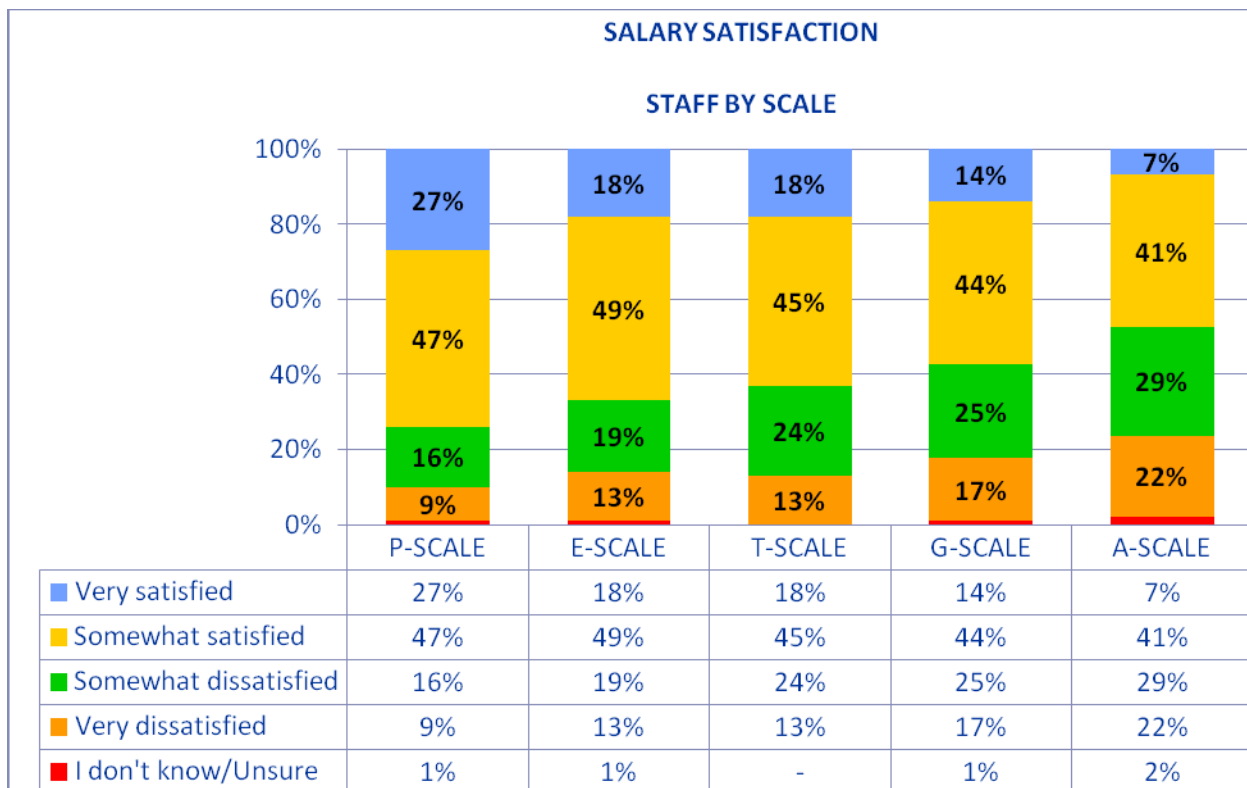
### 2012 Results

- Two questions related to employee satisfaction with their salary and full compensation package were added to the 2012 Community Satisfaction Survey of staff members.
- When asked solely about salary, 57% of employees were “very” or “somewhat” satisfied, and that number increased to 60% when considering their full package including benefits.
- About one-quarter of employees were “somewhat” dissatisfied with their salary and compensation packages (25% and 22%, respectively). Seventeen percent were “very” dissatisfied with their salary and 14% were so with their entire compensation package.

<b>↘ A CLOSER LOOK:</b> <b>Staff Subgroups More Apt than Average to Respond to Each Statement with...</b>	
“Your annual salary, meaning pay <u>excluding</u> medical benefits and other perks.”	“Your compensation package, meaning pay <u>including</u> salary, medical benefits, 403B, and other perks.”
<b>“Satisfied” NET (57% overall)</b> <ul style="list-style-type: none"> <li>• Staff working at alternative programs and elementary schools (62% and 60%, respectively)</li> <li>• Caucasian employees (60%)</li> <li>• Women more than men (60% vs. 47%)</li> </ul> <b>“Dissatisfied” NET (42% overall)</b> <ul style="list-style-type: none"> <li>• African American and Asian staffers (54% and 48%, respectively)</li> </ul>	<b>“Satisfied” NET (61% overall)</b> <ul style="list-style-type: none"> <li>• Staff working at alternative programs (67%)</li> <li>• Hispanic employees (68%)</li> </ul> <b>“Dissatisfied” NET (36% overall)</b> <ul style="list-style-type: none"> <li>• African American staffers (39%)</li> <li>• Men more than women (41% vs. 34%)</li> </ul>

- Men more than women (50% vs. 39%)

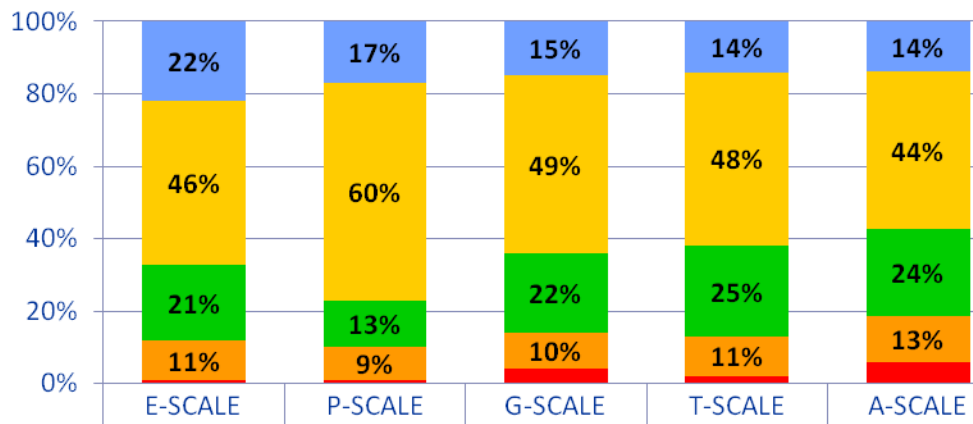
**Staff Results by Scale**





## COMPENSATION PACKAGE SATISFACTION

### STAFF BY SCALE



	E-SCALE	P-SCALE	G-SCALE	T-SCALE	A-SCALE
Very satisfied	22%	17%	15%	14%	14%
Somewhat satisfied	46%	60%	49%	48%	44%
Somewhat dissatisfied	21%	13%	22%	25%	24%
Very dissatisfied	11%	9%	10%	11%	13%
I don't know/Unsure	1%	1%	4%	2%	6%

## PRINCIPAL/ASSISTANT SUPERINTENDENT RESPONSIVENESS

**Question:** To what extent do you agree or disagree with the following statement?  
“My [principal/assistant superintendent] is responsive to staff.”

**Question:** To what extent do you agree or disagree with the following statement?  
“The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].”

**Audience:** Staff

	“My [principal/assistant superintendent] is responsive to staff.”	“The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].”
<b>Strongly agree</b>	39%	55%
<b>Somewhat agree</b>	27%	27%
<b>Neither agree nor disagree</b>	15%	13%
<b>Somewhat disagree</b>	13%	4%
<b>Strongly disagree</b>	6%	1%

### 2012 Results

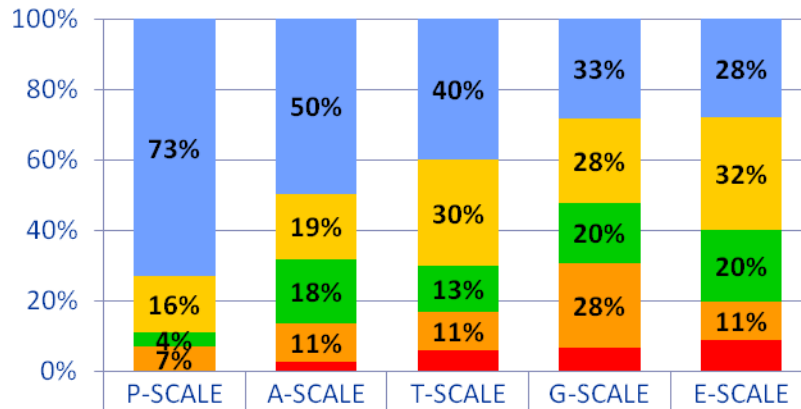
- Nearly two-in-three APS employees (66%) believe their principal or assistant superintendent is responsive to staff needs, and 72% think their supervisors act on the concerns of parents, students, schools, and the community.
- Single-digit percentages of APS staffers “somewhat” or “strongly” disagreed that their principal or assistant superintendent respond to stakeholder needs, with a total of one-in-five (19%) feeling that their staff needs generally went ignored.

<b>↘ A CLOSER LOOK:</b> <b>Subgroups of Staff More Apt than Average to Respond to Each Statement with...</b>	
<b>"The [principal/assistant superintendent] is responsive to staff."</b>	<b>"The [principal/assistant superintendent] is responsive to [parents and the community/schools and student needs]."</b>
<p><b>"Strongly agree" (39% overall)</b></p> <ul style="list-style-type: none"> <li>Asian staff (56% vs. 41%, Hispanic; 38%, Caucasian; 36%, African American)</li> <li>Elementary more than secondary school staff (48% vs. 41%)</li> <li>Women more than men (41% vs. 33%)</li> </ul> <p><b>"Somewhat agree" (27% overall)</b></p> <ul style="list-style-type: none"> <li>Hispanic staff (30%)</li> <li>Secondary school staff (30%)</li> <li>Women more than men (28% vs. 23%)</li> </ul> <p><b>"Disagree" NET (19% overall)</b></p> <ul style="list-style-type: none"> <li>Alternative program staff (29% vs. 16%, secondary school; 14%, elementary school)</li> <li>Men more than women (28% vs. 16%)</li> <li>African American and Caucasian staffers twice as likely as Hispanics or Asians (22% and 21% vs. 11% and 8%, respectively)</li> </ul>	<p><b>"Strongly agree" (55% overall)</b></p> <ul style="list-style-type: none"> <li>Females more than males (58% vs. 44%)</li> <li>Asian staff more than any other racial cohort (72% vs. 57%, Caucasian; 49%, Hispanic; 45%, African American)</li> <li>Elementary and secondary schools more than alternative program staff (61% and 65% vs. 52%, respectively)</li> </ul> <p><b>"Somewhat agree" (27% overall)</b></p> <ul style="list-style-type: none"> <li>Hispanic (37%) and African American (30%) staff</li> <li>Males more than females (31% vs. 25%)</li> </ul>

**Staff Results by Scale**

"My [principal/assistant superintendent] is responsive to staff. "

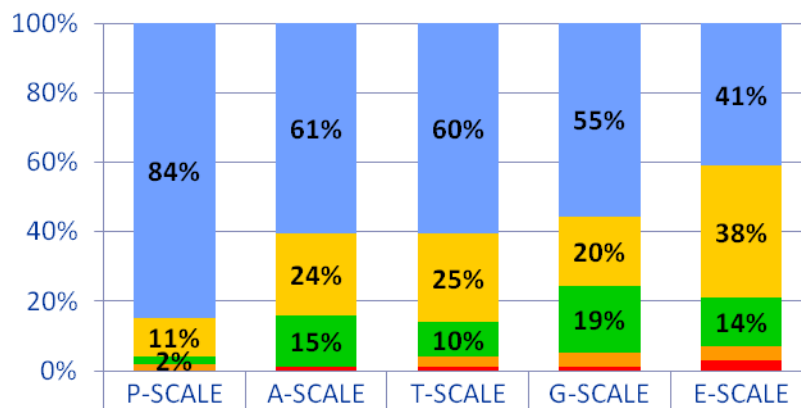
STAFF BY SCALE



	P-SCALE	A-SCALE	T-SCALE	G-SCALE	E-SCALE
Strongly Agree	73%	50%	40%	33%	28%
Somewhat Agree	16%	19%	30%	28%	32%
Neither Agree Nor Disagree	4%	18%	13%	20%	20%
Somewhat Disagree	7%	11%	11%	28%	11%
Strongly Disagree	0%	3%	6%	8%	9%

"The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs]."

STAFF BY SCALE



	P-SCALE	A-SCALE	T-SCALE	G-SCALE	E-SCALE
Strongly Agree	84%	61%	60%	55%	41%
Somewhat Agree	11%	24%	25%	20%	38%
Neither Agree Nor Disagree	2%	15%	10%	19%	14%
Somewhat Disagree	2%	0%	3%	4%	4%
Strongly Disagree	0%	1%	1%	1%	3%

**Past Inquires Related to Principal Responsiveness**

- The 2004-2009 Community Satisfaction Survey of teachers included a related question: “To what extent do you agree or disagree with the following statement? ‘My principal is open to teachers’ involvement in school issues.’”
- The 2002-2009 Community Satisfaction Survey of teachers included a related question: “Do you think that your principal is very open, somewhat open, or not at all open to teachers’ involvement in the school?”

“Do you think that your principal is very open, somewhat open or not at all open to teachers’ involvement in the school?”		“My principal is open to teachers’ involvement in school issues.”			
	TEACHER		TEACHER		
	2002		2004	2007	2009
<b>Very open</b>	65%	<b>Always</b>	54%	54%	57%
<b>Somewhat open</b>	32%	<b>Sometimes</b>	35%	35%	35%
<b>Not at all open</b>	3%	<b>Rarely</b>	9%	7%	4%
		<b>Never</b>	1%	2%	1%
		<b>Unsure</b>	-	-	1%
		<b>No Basis to Judge</b>	-	-	3%



## TEACHER EXPERIENCE

### INSTRUCTIONAL PLANNING

**Question:** The central office staff (supervisors and specialists) for my instructional programs are accessible to me...

**Question:** To what extent do you agree or disagree with the following statement?  
“I have enough planning time.”

**Audience:** Teachers

	“The central office staff (supervisors and specialists) for my instructional programs are accessible to me.”		“I have enough planning time.”	
	Teacher (N=1,263)		Teacher (N=1,263)	
<b>Always</b>	46%	<b>Strongly agree</b>	20%	
<b>Sometimes</b>	38%	<b>Somewhat agree</b>	30%	
<b>Rarely</b>	7%	<b>Neither agree nor disagree</b>	7%	
<b>Never</b>	1%	<b>Somewhat disagree</b>	18%	
<b>Do not know/Unsure</b>	4%	<b>Strongly disagree</b>	22%	
<b>Not applicable/No basis to judge</b>	4%	<b>Not applicable/No basis to judge</b>	3%	

#### 2012 Results

- Fully 84% of teachers felt the central office staff was “always” (46%) or “sometimes” (38%) accessible to them. Just 8% deemed central office staff “rarely” or “never” available.
- Exactly one-half of instructors (50%) either “strongly” or “somewhat” agreed that they had enough planning time. However two-in-five disagreed with the sentiment, 22% strongly so.

<b>↘ A CLOSER LOOK:</b> <b>Teacher Subgroups More Apt than Average to Respond to Each Statement with...</b>	
“The central office staff (supervisors and specialists) for my instructional programs are accessible to me.”	“I have enough planning time.”
<b>“Always” (46% overall)</b> <ul style="list-style-type: none"> <li>• Instructors at alternative programs and secondary schools more than those at elementary schools (61% and 48% vs. 41%)</li> <li>• Asian and Hispanic teachers (53% and 49%, respectively)</li> </ul> <b>“Sometimes” (38% overall)</b> <ul style="list-style-type: none"> <li>• African American more than Hispanic instructors (46% vs. 31%)</li> </ul>	<b>“Agree” NET (50% overall)</b> <ul style="list-style-type: none"> <li>• Hispanic and Asian instructors (66% and 56%, respectively)</li> <li>• Teachers at alternative programs (66%)</li> <li>• Men more than women (57% vs. 48%)</li> </ul> <b>“Disagree” NET (40% overall)</b> <ul style="list-style-type: none"> <li>• Caucasian instructors (43%)</li> <li>• Women more than men (42% vs. 32%)</li> </ul>



• Elementary school teachers (41%)	
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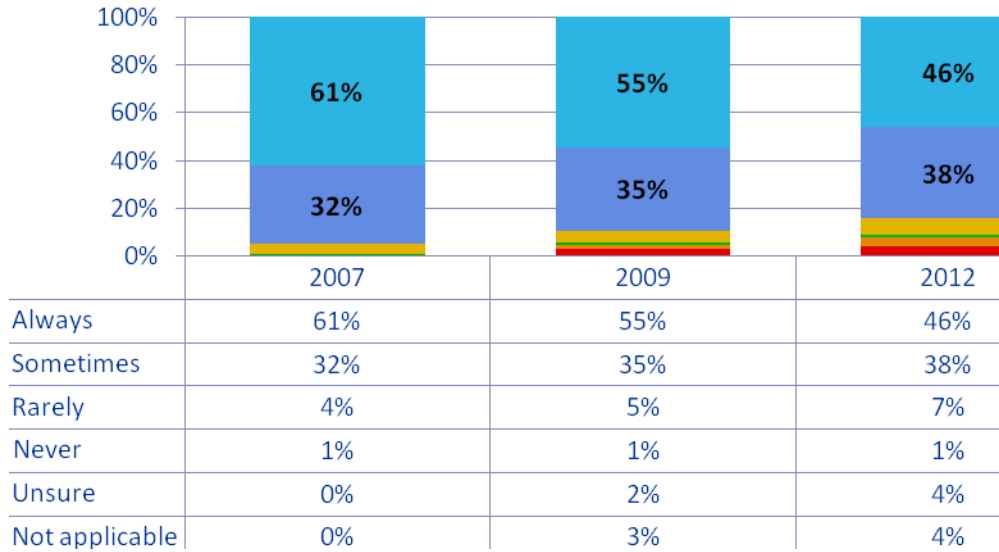




**Comparison to Past Results: Teachers**

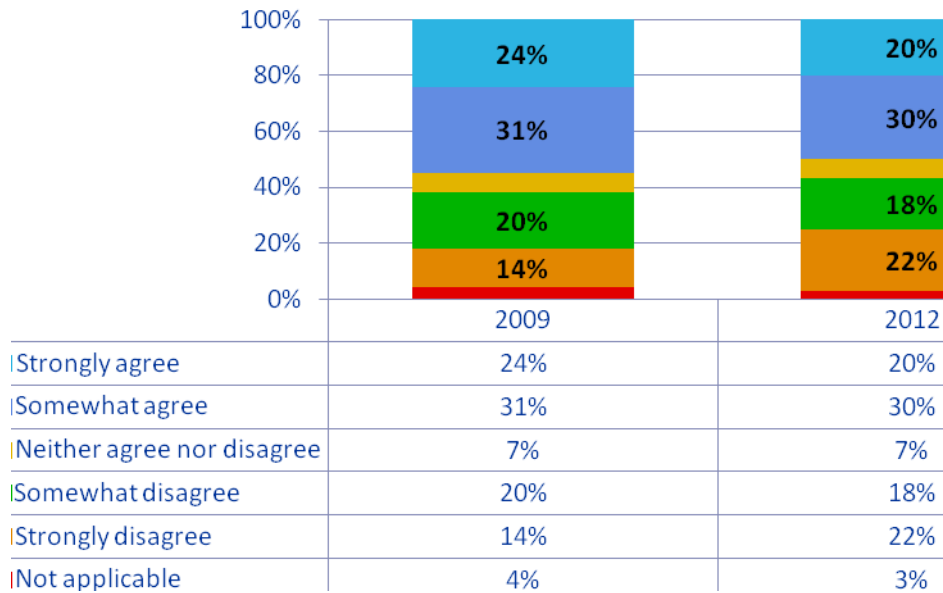
**“The central office staff (supervisors and specialists) for my instructional programs are accessible to me.”**

**TEACHERS**



**“I have enough planning time.”**

**TEACHERS**



### Past Inquiries about Rating Teacher Resources

The 2009 Community Satisfaction Surveys asked teachers three related questions, which instructed them to grade on an A to F scale the:

- “Overall information services provided for teachers;”
- “Overall technology services provided for teachers;” and,
- “The Department of Instruction.”

	Overall public information services provided for teachers.	Overall technology services provided for teachers.	The Department of Instruction
	Teacher 2009	Teacher 2009	Teacher 2009
A	31%	40%	31%
B	49%	38%	53%
C	14%	16%	14%
D	1%	5%	2%
F	*	1%	*
Not applicable/ No basis to judge	5%	*	-

## PROFESSIONAL DEVELOPMENT

**Question:** To what extent do you agree or disagree with the following statement?  
 “APS provides professional development that supports both student needs and ongoing individual or group improvement goals.”

**Question:** To what extent do you agree or disagree with the following statement?  
 “Instructional staff members are satisfied with their professional learning community experience.”

**Audience:** Teachers

	“APS provides professional development that supports both student needs and ongoing individual or group improvement goals.”	“Instructional staff members are satisfied with their professional learning community experience.”
	Teacher (N=1,263)	Teacher (N=1,263)
<b>Strongly agree</b>	26%	15%
<b>Somewhat agree</b>	43%	43%
<b>Neither agree nor disagree</b>	10%	20%
<b>Somewhat disagree</b>	16%	17%
<b>Strongly disagree</b>	5%	6%

### 2012 Results

- The vast majority of teachers (69%) agreed that Arlington Public Schools provides quality professional development. The plurality (43%) said they “somewhat” agreed it supports student needs and improvement goals. Some 21% parted company with this sentiment.
- Fifty-eight percent of instructors believe that their fellow teachers are satisfied with their professional learning community experience, more than double the portion of instructors that disagreed (23%). One-fifth of those surveyed (20%) were ambivalent.

### ➤ A CLOSER LOOK:

#### Teacher Subgroups More Apt than Average to Respond to Each Statement with...

“APS provides professional development that supports both student needs and ongoing individual or group improvement goals.”	“Instructional staff members are satisfied with their professional learning community experience.”
<p><b>“Strongly agree” (26% overall)</b></p> <ul style="list-style-type: none"> <li>• African American and Asian more than Caucasian teachers (44% and 39% vs. 24%, respectively)</li> <li>• Instructors at alternative programs more than those at secondary schools (38% vs. 21%)</li> </ul> <p><b>“Somewhat disagree” (16% overall)</b></p> <ul style="list-style-type: none"> <li>• Secondary school teachers (20%)</li> </ul> <p><b>“Neither agree nor disagree” (10% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (15% vs. 9%)</li> </ul>	<p><b>“Strongly agree” (15% overall)</b></p> <ul style="list-style-type: none"> <li>• African American and Asian teachers (24% and 22%, respectively)</li> <li>• Instructors at alternative programs (20%)</li> </ul> <p><b>“Somewhat agree” (43% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school teachers (46%)</li> </ul> <p><b>“Neither agree nor disagree” (20% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian more than twice as likely as African American teachers (33% vs. 14%)</li> <li>• Instructors at alternative programs more than</li> </ul>



those at elementary schools (29% vs. 16%)

### Past Inquiries Related to the Teacher Experience

The charts below detail the questions and results from the 2007 and 2009 Community Satisfaction Surveys related to teacher experience.

I have implemented tools and techniques I learned through...					
	Professional training offered by the Department of Instruction.		Professional training offered by the school.		My own self study, such as reading an education-focused book, participating in professional development programs, or attending a class on instruction.
	2007	2009	2007	2009	2009
Always	35%	32%	33%	32%	61%
Sometimes	49%	51%	46%	50%	38%
Rarely	11%	10%	16%	11%	1%
Never	2%	2%	2%	3%	-
Unsure	-	*	-	*	-
Not applicable/ No basis to judge	-	6%	-	4%	1%

	“The professional development programs are aligned with our school goals.”		“The administration, faculty and other staff at our schools work together to plan professional development activities.”	
	2007	2009	2007	2009
Strongly agree	37%	38%	32%	30%
Somewhat agree	39%	41%	38%	38%
Neither agree nor disagree	12%	12%	12%	7%
Somewhat disagree	9%	7%	13%	15%
Strongly disagree	2%	2%	5%	8%
Unsure	-	-	-	2%

Which professional development design model has the most impact on student success within your instructional program?	2009	Do you prefer to participate in professional development activities...		
		At another location	2007	2009
Professional learning communities	27%	At another location	5%	12%
Countywide workshops	22%	Have no preference	39%	36%
Whole faculty study groups	16%	At your school	55%	52%
Collegial Coaching	12%			
Analysis of student work	10%			
Portfolio-based reflection	3%			
Other	11%			



## STAKEHOLDER INVOLVEMENT AND COMMUNICATION

**Question:** To what extent do you agree or disagree with the following statement?  
 “My PTA collaborates with the community to expand learning opportunities, community services, and civic participation.”

**Audience:** Parents

**Question:** To what extent do you agree or disagree with the following statement?  
 “Arlington Public Schools’ staff and families collaborate with local community members.”

**Question:** To what extent do you agree or disagree with the following statement?  
 “Arlington Public Schools’ staff and students are involved in the local community.”

**Audience:** Community Members

	“My PTA collaborates with the community to expand learning opportunities, community services, and civic participation.”	“Arlington Public Schools’ staff and families collaborate with local community members.”	“Arlington Public Schools’ staff and students are involved in the local community.”
	PARENTS N=600	COMMUNITY N=603	COMMUNITY N=603
<b>Strongly agree</b>	57%	19%	26%
<b>Somewhat agree</b>	22%	32%	33%
<b>Neither agree nor disagree</b>	7%	15%	13%
<b>Somewhat disagree</b>	4%	8%	8%
<b>Strongly disagree</b>	2%	4%	2%
<b>Don’t Know</b>	8%	22%	17%
<b>Refused</b>	*	*	*

### 2012 Results

- Overall 79% of parents agreed that their Parent Teacher Association collaborates with the community local community, compared to just 6% that disagreed in total.
- At least one-half of Arlington County residents likewise agreed that APS staff and families work with community members (51%) and staff and students are involved in the local community (59%).
- About one-in-five Arlington residents volunteered that they did not know if APS staff and families collaborate with local community members (22%). Similarly, 17% were unsure whether APS staff and students are involved in the local community..

➤ **A CLOSER LOOK:**

**Subgroups More Apt than Average to Respond to Each Statement with...**

<p><b>“My PTA collaborates with the community to expand learning opportunities, community services, and civic participation.”</b></p>	<p><b>“Arlington Public Schools’ staff and families collaborate with local community members.”</b></p>	<p><b>“Arlington Public Schools’ staff and students are involved in the local community.”</b></p>
<p><b>PARENTS</b></p>	<p><b>COMMUNITY</b></p>	<p><b>COMMUNITY</b></p>
<p><b>“Strongly agree” (57% overall)</b></p> <ul style="list-style-type: none"> <li>Primarily Spanish-speaking parents (71%)</li> <li>Hispanic parents (66%)</li> <li>Parents of children enrolled in Pre-K through grade 5 (62% vs. 51%, grades 6-12)</li> </ul> <p><b>“Somewhat agree” (22% overall)</b></p> <ul style="list-style-type: none"> <li>Caucasian parents more than any other racial cohort (32% vs. 18%, Asian; 17% Hispanic; 13%, African American)</li> <li>Fathers more than mothers (26% vs. 19%)</li> </ul> <p><b>“Disagree” NET (6% overall)</b></p> <ul style="list-style-type: none"> <li>African American parents more than any other racial cohort (16% vs. 6%, Caucasian; 3%, Hispanic; 2%, Asian)</li> </ul>	<p><b>“Strongly agree” (19% overall)</b></p> <ul style="list-style-type: none"> <li>Adults ages 18-24 (33%)</li> <li>Asians (26%)</li> <li>Those with an annual household income &lt;\$50K (24%)</li> </ul> <p><b>“Somewhat agree” (32% overall)</b></p> <ul style="list-style-type: none"> <li>Households with three or more members (46% vs. 31%, single-member households)</li> <li>Adults ages 55-64 (38%)</li> <li>African Americans (36%)</li> </ul>	<p><b>“Strongly agree” (26% overall)</b></p> <ul style="list-style-type: none"> <li>Adults ages 18-24 more than any other age cohort (47% vs. 26%, 25-34; 25%, 35-44; 23%, 45-54; 23%, 55-64; 15%, 65+)</li> <li>Asians (30%)</li> <li>Those who once had children enrolled at APS (30%)</li> <li>Post graduates (29%)</li> </ul> <p><b>“Somewhat agree” (33% overall)</b></p> <ul style="list-style-type: none"> <li>Hispanics (38%)</li> </ul> <p><b>“Don’t know” (17% overall)</b></p> <ul style="list-style-type: none"> <li>Adults ages 65+ (24%)</li> </ul> <p>Single member households (22% vs. 7%, those with 3+ members)</p>

## ARLINGTON PUBLIC SCHOOLS EVENT COMMUNICATION AND INFORMATION

**Question:** How satisfied are you with the degree to which the local schools inform the community of its events?

**Audience:** Community Members

<b>“How satisfied are you with the degree to which the local schools inform the community of its events?”</b>	
	<b>COMMUNITY N=603</b>
<b>Very satisfied</b>	27%
<b>Somewhat satisfied</b>	42%
<b>Somewhat dissatisfied</b>	14%
<b>Very dissatisfied</b>	3%
<b>Don’t know</b>	13%
<b>Refused</b>	*

### 2012 Results:

- In total, 69% of community members were satisfied with the information they receive from Arlington Public Schools regarding events, a 52-point positive differential over the 17% that voiced dissatisfaction.
- The plurality of Arlington County residents (42%) were “somewhat” satisfied with how informed they are about local schools’ events.
- Thirteen percent of the residents surveyed volunteered that they were unsure what their level of satisfaction was with APS’ communication of its events to the local community.

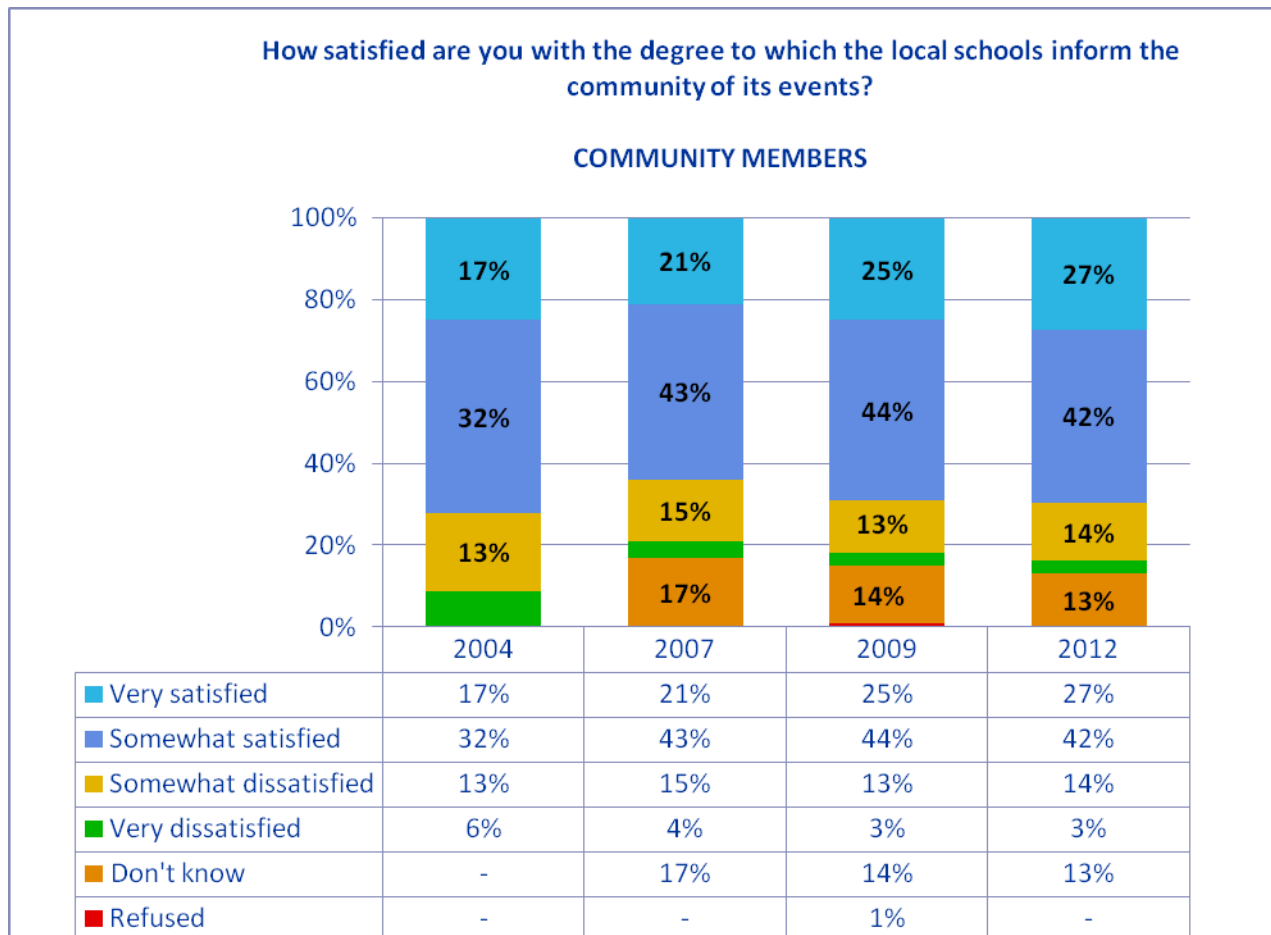
<b>➤ A CLOSER LOOK: Community Subgroups More Apt than Average to Be...</b>
<p><b>“Satisfied” NET (69% overall)</b></p> <ul style="list-style-type: none"> <li>• Adults ages 18-24 (77%)</li> <li>• Those who once had a child enrolled in APS more than those who never have (81% vs. 61%)</li> <li>• Those who have attended an APS event or used a schools’ facilities in the past year more than those who have not (82% and 74% vs. 60%, respectively)</li> </ul> <p><b>“Dissatisfied” NET (17% overall)</b></p> <ul style="list-style-type: none"> <li>• Households with an annual household income greater than \$90K (21%)</li> <li>• Those who have never had a child enrolled in APS (21%)</li> </ul>





### Comparison to Past Results: Community Members

- The overall percentage of community members who were satisfied with the way local schools informed them about events has remained consistent with 2009 data (69%). However, the proportion of community members who were “very” satisfied increased by a 2% margin (from 25% in 2009 to 27% in 2012).
- Thirteen percent of respondents could not rate their satisfaction in regard to information output, compared to 14% in 2009, and 17% in 2007.



## ARLINGTON PUBLIC SCHOOLS EVENT COMMUNICATION AND INFORMATION

**Question:** Do you know how to locate information about Arlington Public Schools' services, programs, and resources?

**Audience:** Community Members

Do you know how to locate information about Arlington Public Schools' services, programs, and resources?			
	COMMUNITY		
	2007	2009	2012
<b>Yes</b>	81%	70%	87%
<b>No</b>	19%	27%	12%
<b>Don't know</b>	1%	3%	*
<b>Refused</b>	*	-	-

### 2012 Results and Comparison to Past Results:

- Fully 87% of community members said they knew how to get information on APS services, programs and resources in 2012. This is the highest portion of Arlington residents to respond in the affirmative since this question was added to the Community Satisfaction Survey in 2007
- Just 12% said they would not know where to go for this information, compared to 19% in 2007 and 27% in 2009.

### 📌 A CLOSER LOOK:

#### Community Subgroups More Apt than Average to Respond with...

##### "Yes" (87% overall)

- Adults ages 25-34 (91%)
- Those who once had a child enrolled in APS more than those who never have (91% vs. 84%)
- Households with an annual household income greater than \$90K (92%)
- College graduates and Post-graduates (91% and 89%, respectively)

##### "No" (12% overall)

- Households with an annual household income less than \$50K (24%)
- Those without a college degree (28%)
- Those who have never had a child enrolled at APS (15%)



## COMMUNITY ACCESS TO ARLINGTON PUBLIC SCHOOL FACILITIES

**Question:** How satisfied are you with your access to local schools' facilities?

**Audience:** Community Members

How satisfied are you with your access to local schools' facilities?		
	COMMUNITY	
	2009	2012
<b>Very satisfied</b>	47%	47%
<b>Somewhat satisfied</b>	35%	33%
<b>Somewhat dissatisfied</b>	3%	3%
<b>Very dissatisfied</b>	1%	2%
<b>Don't know</b>	13%	15%
<b>Refused</b>	2%	1%

### 2012 Results and Comparison to Past Results

- Exactly four-in-five Arlington County residents were “very” or “somewhat” satisfied with their access to local schools’ facilities, with 47% very satisfied.
- A total of only 5% of respondents were dissatisfied with their access to these facilities, while 15% volunteered that they could did not know enough to rate their satisfaction.
- The results of the 2012 Community Satisfaction Survey have stayed very consistent with those of 2009; the portion of residents that selected each answer category varied by no more than two percentage points in either direction from 2009 to 2012.

### ↘ A CLOSER LOOK:

#### Community Subgroups More Apt than Average to Be...

##### “Very satisfied” (47% overall)

- Those who have used the facilities 21+ times in the past year (79% vs. 56%, <10 times)
- Those who have used a school’s facilities or attended an APS event in the past year more than those who have not (63% and 59% vs. 27%, respectively)
- Young adults (57%, 18-24; 82%, 25-34)
- Those with a child in the household (52%)
- Households with an annual household income less than \$50K or greater than \$90K (51%, both)

##### “Don't know” (15% overall)

- Those who have never used a school’s facilities or attended an APS event in the past year (32%)
- Single-member households (20%)



## COMMUNITY USE OF ARLINGTON PUBLIC SCHOOL FACILITIES

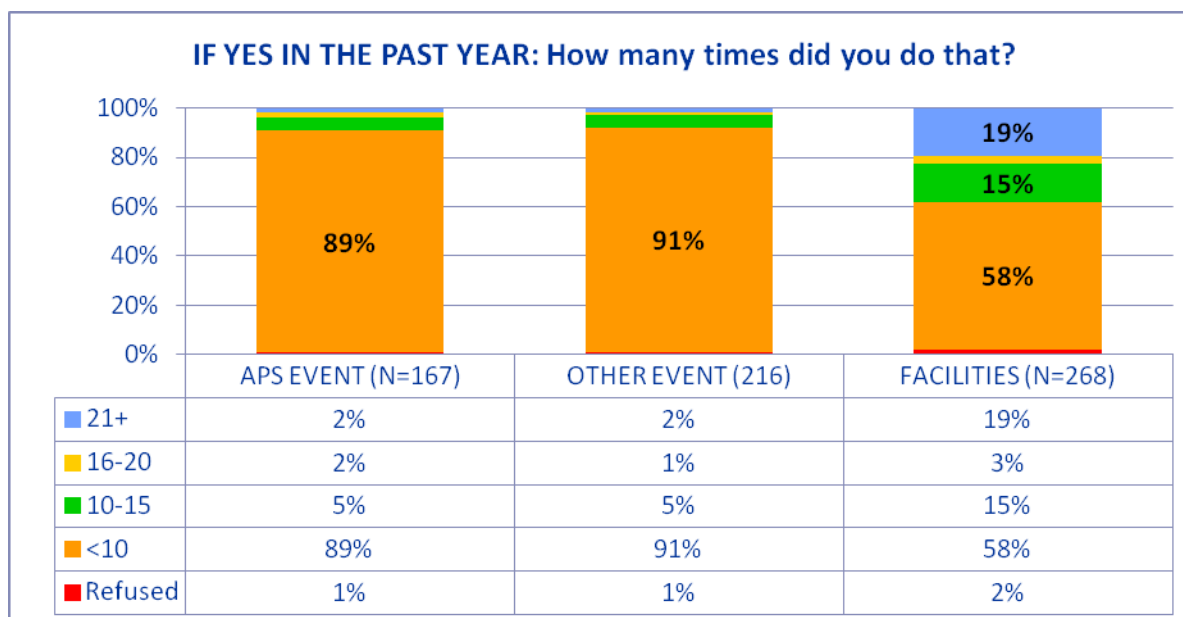
**Question:** During the last year, did you attend any events organized by the Arlington Public Schools? How many times did you do that?

**Question:** During the last year, did you participate in any activities held at the public schools but sponsored by other organizations? How many times did you do that?

**Question:** Other than the activities we just mentioned, have you used any of the local schools' facilities for other purposes? For example, this could include activities such as exercise, organizational meetings, performing arts events, or adult education classes. How many times did you do that?


**Audience:** Community Members

DURING THE LAST YEAR...	Did you attend any events organized by the Arlington Public Schools?	Did you participate in any activities held at the public schools but sponsored by other organizations?	Have you used any of the local schools' facilities for other purposes?
	COMMUNITY (N=603)	COMMUNITY (N=603)	COMMUNITY (N=603)
Yes	28%	36%	44%
No	72%	63%	55%
Don't know	*	1%	1%
Refused	*	-	-
MEAN NUMBER OF TIMES IF "YES"	4.4	4.1	22.9



## 2012 Results

- At least one-in-four Arlington County residents have accessed their local schools' facilities in the past year for an APS sponsored event (28%), other organization activity (36%), or any other purpose (44%). However, majorities of community members had not used these facilities for any purpose.
- Of those that have accessed Arlington Public Schools' facilities, majorities have done so less than 10 times in the past year (89%, APS event; 91%, other event; 58%, facilities).
- Community members that use Arlington Public Schools' facilities for other purposes – such as exercise, organizational meetings, performing arts events, or adult education classes – are more inclined than those visiting APS for an event or activity to utilize the facilities more than 20 times per year (19% vs. 2% and 2%, respectively).

 <b>A CLOSER LOOK:</b> <b>Community Subgroups More Apt than Average to...</b>		
<b>Attend any events organized by the Arlington Public Schools (28% overall)</b>	<b>Participate in any activities held at the public schools but sponsored by other organizations (36% overall)</b>	<b>Use any of the local schools' facilities for other purposes (44% overall)</b>
<ul style="list-style-type: none"> <li>• Adults ages 18-24 twice as inclined as seniors (38% vs. 19%, ages 65+)</li> <li>• Hispanics (34%)</li> <li>• Parents more than those without children in the household (33% vs. 23%)</li> </ul>	<ul style="list-style-type: none"> <li>• Young adults (43%, 18-24; 40%, 25-34)</li> <li>• Post graduates twice as likely as those without a college degree (40% vs. 20%)</li> </ul>	<ul style="list-style-type: none"> <li>• Adults ages 18-24 (62%)</li> <li>• African Americans (53%)</li> <li>• Parents more than those without children in the household (52% vs. 37%)</li> <li>• Post graduates more than those without a college degree (49% vs. 31%)</li> </ul>

### Comparison to Past Results: Community Members

- From 2007 to 2012, there was a nine point increase among Arlington County residents who attended events organized by APS (19% to 28%).
- The proportion of community members who participated in public school activities sponsored by other organizations increased by a 6% margin (from 30% in 2009 to 36% in 2012).
- There was a three point decrease amongst community members who used local schools' facilities for alternative purposes (from 47% in 2009 to 44% in 2012).

	Did you attend any events organized by the Arlington Public Schools?			Did you participate in any activities held at the public schools but sponsored by other organizations?			Have you used any of the local schools' facilities for other purposes? <sup>6</sup>		
	COMMUNITY			COMMUNITY			COMMUNITY		
	2007	2009	2012	2007	2009	2012	2007	2009	2012
<b>Yes</b>	19%	25%	28%	31%	30%	36%	29%	47%	44%
<b>No</b>	81%	73%	72%	68%	68%	63%	70%	52%	55%
<b>Don't know</b>	*	2%	*	1%	2%	1%	*	*	1%
<b>Refused</b>	-	-	*	-	-	*	-	-	*

<sup>6</sup> The examples "exercise, organizational meetings, performing arts events, or adult education classes" were added to the 2009 Community Satisfaction Survey of community members, and did not appear in previous surveys.

## PARENTS' RECEPTION AT ARLINGTON PUBLIC SCHOOLS

**Question:** "I feel welcomed at [selected child's] school." Would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree?

**Audience:** Parents

<b>"I feel welcomed at [selected child's] school."</b>		<b>↘ A CLOSER LOOK: Parent Subgroups More Apt than Average to...</b>
	<b>Parent (N=600)</b>	<b>"Strongly agree" (82% overall)</b>
<b>Strongly agree</b>	82%	<ul style="list-style-type: none"> <li>• Primarily Spanish-speaking parents (91%)</li> <li>• Hispanic and Asian parents (87%, both)</li> </ul>
<b>Somewhat agree</b>	12%	<ul style="list-style-type: none"> <li>• Parents of children enrolled in Pre-K through grade 5 (87% vs. 77%, grades 6-12)</li> </ul>
<b>Neither agree nor disagree</b>	3%	<b>"Somewhat agree" (12% overall)</b>
<b>Somewhat disagree</b>	2%	<ul style="list-style-type: none"> <li>• Caucasian parents (18%)</li> </ul>
<b>Strongly disagree</b>	2%	<ul style="list-style-type: none"> <li>• Parents of children enrolled in grades 6-12 (15% vs. 9%, Pre-K through grade 5)</li> </ul>
<b>Don't know</b>	-	
<b>Refused</b>	-	

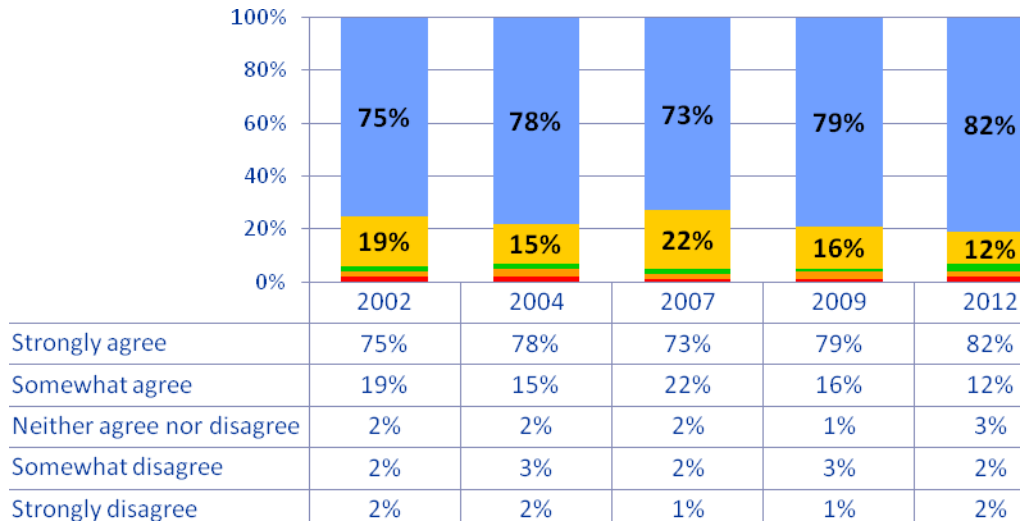
### 2012 Results

- Overall, a near-unanimous 94% of parents either "strongly" or "somewhat" agreed that they feel welcome at their child's school.
- An undeniable 82% agreed to this with intensity, marking the greatest portion of parents to do so since this question was introduced in 2002.

**Comparison to Past Results: Parents**

**2002:** "I feel welcomed at school."

**2004-2012:** "I feel welcomed at [selected child's] school."





## PARENT – TEACHER COMMUNICATION


**Question:** How would you rate your communications with your [students' / child's] [parents / teachers]?

**Audience:** Teachers and parents

	How would you rate your communications with your students' parents?	How would you rate your communications with [selected child's] teachers?
	Teacher (N=1,263)	Parent (N=600)
<b>Excellent</b>	38%	61%
<b>Good</b>	47%	28%
<b>Fair</b>	9%	8%
<b>Poor</b>	1%	2%
<b>Don't know</b>	-	1%
<b>Refused</b>	-	-
<b>Not applicable/ No basis to judge</b>	4%	-

### 2012 Results:

- Parents were much more apt than teachers to rate communication between the two parties as “excellent” (61% vs. 38%); however, a plurality of teachers remarked that communications with parents were “good” (47%).
- One-in-ten parents and teachers gave negative reviews on communications between the two parties (offering a “fair” or “poor” rating).

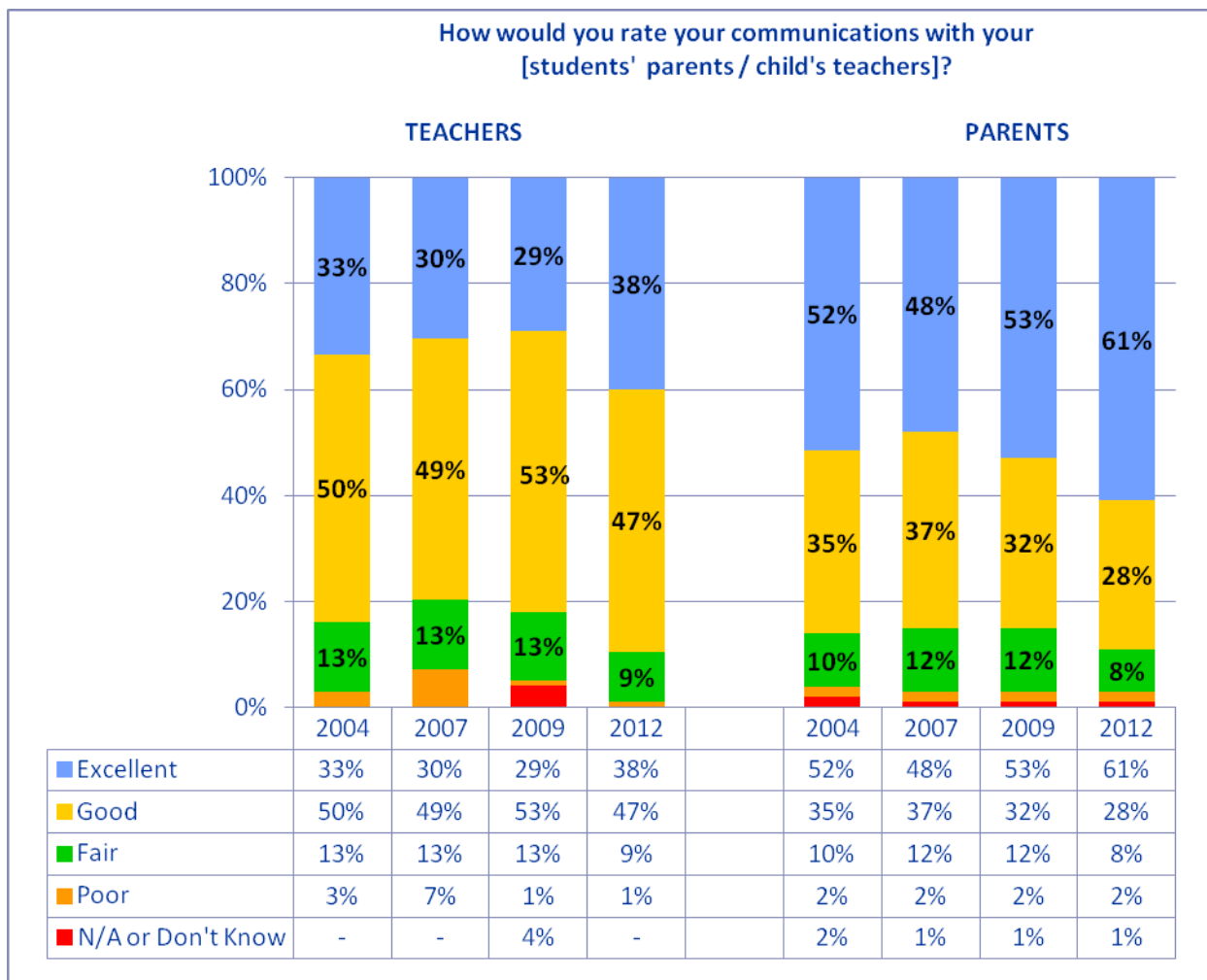
 <b>A CLOSER LOOK:</b> <b>Audience Subgroups More Apt than Average to Respond with...</b>	
How would you rate your communications with your students' parents?	How would you rate your communications with [selected child's] teachers?
<b>“Excellent” (38% overall)</b> <ul style="list-style-type: none"> <li>• Asian and African American instructors (50% and 44%, respectively)</li> <li>• Elementary school more than secondary school teachers (48% vs. 30%)</li> <li>• Women more than men (40% vs. 32%)</li> </ul> <b>“Good” (47% overall)</b> <ul style="list-style-type: none"> <li>• Secondary more than elementary school teachers (56% vs. 42%)</li> <li>• Hispanic instructors (50%)</li> </ul> <b>“Not applicable/No basis to judge” (4% overall)</b> <ul style="list-style-type: none"> <li>• Alternative program teachers (20%)</li> </ul>	<b>“Excellent” (61% overall)</b> <ul style="list-style-type: none"> <li>• African American and Caucasian parents (76% and 69%, respectively)</li> <li>• Parents of children enrolled in Pre-K through grade 5 (71% vs. 52%, grades 6-12)</li> </ul> <b>“Good” (28% overall)</b> <ul style="list-style-type: none"> <li>• Primarily Spanish-speaking parents (38%)</li> <li>• Asian and Hispanic parents (36% and 34%, respectively)</li> <li>• Parents of children enrolled in grades 6-12 (34% vs. 21%, Pre-K through grade 5)</li> </ul>

### Comparison to Past Results: Teachers

- The portion of teachers who gave communications a positive rating hit a record high in 2012 (85%, compared to 82% in 2009, 79% in 2007, and 83% in 2004).
- A total of one-in-ten teachers thought their communications with parents were “fair” or “poor,” a 4% drop from 2009.

### Comparison to Past Results: Parents

- This year also marked a record high of parents stating that communications with teachers was “good” or “excellent.” More than three-in-five parents (61%) deemed their teacher-parent communication “excellent,” marking an eight point increase from 53% in 2009.
- Just 10% of parents gave negative ratings of “fair” or “poor” in 2012, compared to 14% in 2009 and 2007.



## PARENT – SCHOOL COMMUNICATION

**Question:** To what extent do you agree or disagree with the following statement?  
“My school does a good job of getting important school information to parents.”

**Audience:** Teachers

**Question:** To what extent do you agree or disagree with the following statement?  
“My child’s school offers information and learning events for families.”

**Question:** To what extent do you agree or disagree with the following statement?  
“I can easily access information regarding my child’s school using the internet.”

**Audience:** Parents

	“My school does a good job of getting important school information to parents.”	“My child’s school offers information and learning events for families.”	“I can easily access information regarding my child’s school using the internet.”
	Teacher (N=1,263)	Parent (N=600)	Parent (N=600)
<b>Strongly agree</b>	58%	68%	67%
<b>Somewhat agree</b>	29%	21%	17%
<b>Neither agree nor disagree</b>	8%	3%	4%
<b>Somewhat disagree</b>	3%	3%	4%
<b>Strongly disagree</b>	1%	2%	1%
<b>Don’t know</b>	-	4%	6%
<b>Refused</b>	-	*	*

### 2012 Results

- Majorities of teachers and parents agreed with intensity to the three questions added to the 2012 Community Satisfaction Survey about school information sharing with parents.
- Fully 87% of teachers acknowledged that their school effectively gets information home to parents, compared to just 4% that disagreed with the statement.
- More than four-in-five parents agreed their child’s school offers learning events (89%) and that they can easily get school-related information online (84%).

👉 A CLOSER LOOK:

**Audience Subgroups More Apt than Average to Respond to Each Statement with...**

<p><b>“My school does a good job of getting important school information to parents.”</b></p>	<p><b>“My child’s school offers information and learning events for families.”</b></p>	<p><b>“I can easily access information regarding my child’s school using the internet.”</b></p>
<p><b>“Strongly agree” (58% overall)</b></p> <ul style="list-style-type: none"> <li>• Women more than men (60% vs. 51%)</li> <li>• Elementary school more than secondary school teachers (69% vs. 51%)</li> </ul> <p><b>“Somewhat agree” (29% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian teachers (39%)</li> <li>• Male instructors (33%)</li> <li>• Secondary more than elementary school teachers (36% vs. 24%)</li> </ul> <p><b>“Disagree” NET (4% overall)</b></p> <ul style="list-style-type: none"> <li>• Alternative program instructors (16%)</li> </ul>	<p><b>“Strongly agree” (68% overall)</b></p> <ul style="list-style-type: none"> <li>• Hispanic parents (77%)</li> <li>• Primarily Spanish-speaking parents (80%)</li> <li>• Parents of children enrolled in Pre-K through grade 5 (76% vs. 60%, grades 6-12)</li> </ul> <p><b>“Somewhat agree” (21% overall)</b></p> <ul style="list-style-type: none"> <li>• Caucasian parents twice as likely as African American or Hispanic parents (31% vs. 14%, both)</li> </ul>	<p><b>“Strongly agree” (84% overall)</b></p> <ul style="list-style-type: none"> <li>• African American and Asian parents (80% and 74%, respectively)</li> <li>• Parents of children enrolled in grades 6-12 (72% vs. 62%, Pre-K through grade 5)</li> </ul> <p><b>“Don’t know” (6% overall)</b></p> <ul style="list-style-type: none"> <li>• Primarily Spanish-speaking parents (15%)</li> <li>• Parents of children enrolled in Pre-K or Kindergarten (14%)</li> <li>• Hispanic parents (12%)</li> </ul>



## SCHOOL BOARD DECISION-MAKING

**Question:** To what extent are you satisfied with each of the following?  
 “[Staff/ involvement in the School Board's decision making.”

**Audience:** Staff

**Question:** How satisfied are you with the degree to which parents are involved in the School Board’s decision-making?

**Audience:** Parents


**Question:** How satisfied are you with the degree to which the community is involved in the School Board’s decision-making process on items such as boundaries, budgets, or educational programs?

**Audience:** Community members

	STAFF (N=1,858)	PARENT (N=600)	COMMUNITY (N=603)
<b>Very satisfied</b>	7%	36%	16%
<b>Somewhat satisfied</b>	28%	34%	37%
<b>Somewhat dissatisfied</b>	24%	10%	11%
<b>Very dissatisfied</b>	21%	3%	5%
<b>Don't Know/Unsure</b>	19%	17%	29%
<b>Refused</b>	-	1%	1%

### 2012 Results

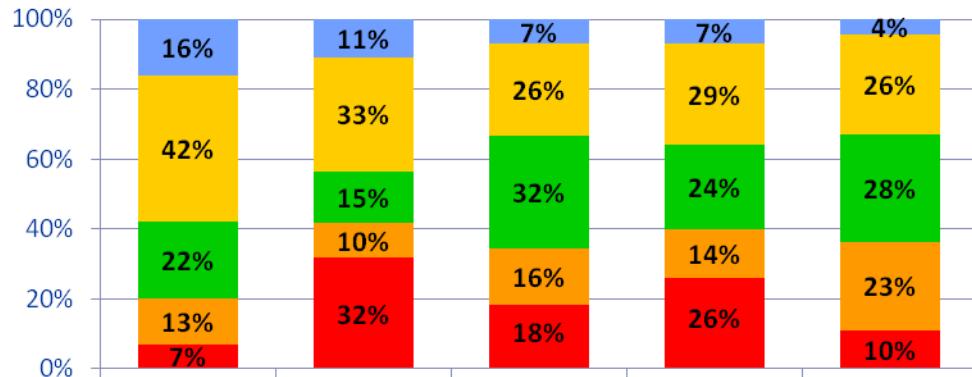
- Parents were more satisfied than community or staff members with their involvement in the School Board’s decision making (70% vs. 53% and 35%, respectively).
- Staff members were the only audience surveyed that was more “dissatisfied” than “satisfied” with their involvement in decision-making overall (45% vs. 35%, respectively).
- Nearly three-in-ten (29%) community members, 19% of staffers, and 17% of parents were unable or unwilling to rate their satisfaction levels on this issue.

 <b>A CLOSER LOOK:</b> <b>Subgroups of Each Audience More Apt than Average to Respond with...</b>		
<b>STAFF</b>	<b>PARENTS</b>	<b>COMMUNITY</b>
<p><b>“Satisfied” NET (35% overall)</b></p> <ul style="list-style-type: none"> <li>Asian and Hispanic staff (59% and 49%)</li> <li>Alternative program and elementary school staff (46% and 38%, respectively)</li> </ul> <p><b>“Dissatisfied” NET (45% overall)</b></p> <ul style="list-style-type: none"> <li>Men more than women (54% vs. 43%)</li> <li>Secondary school staff (53%)</li> <li>African American and Caucasian staff (51% and 49%, respectively)</li> </ul>	<p><b>“Satisfied” NET (70% overall)</b></p> <ul style="list-style-type: none"> <li>Asian (82%) and Hispanic (74%) parents</li> <li>Primarily Spanish-speaking parents (74%)</li> <li>Parents of pre-K and kindergarten students (77%)</li> </ul> <p><b>“Dissatisfied” NET (13% overall)</b></p> <ul style="list-style-type: none"> <li>Caucasian parents (23%)</li> </ul>	<p><b>“Satisfied” NET (53% overall)</b></p> <ul style="list-style-type: none"> <li>Residents ages 18-24 (65%) and 55-64 (63%)</li> <li>African American and Asian residents (64% and 62%, respectively)</li> <li>Lower income residents (61%, \$70,000-\$89,000 per year; 59%, \$50,000-\$69,000; 58%, &lt;\$50,000)</li> <li>Those who had children previously enrolled in Arlington Public Schools (64%)</li> </ul> <p><b>“Dissatisfied” NET (16% overall)</b></p> <ul style="list-style-type: none"> <li>Residents ages 55 and older (22%, 55-64; 24%, 65+)</li> </ul>

**Staff Results by Scale**

How satisfied are you with your involvement in the school board's decision making?

STAFF BY SCALE



	P-SCALE	A-SCALE	E-SCALE	G-SCALE	T-SCALE
Very satisfied	16%	11%	7%	7%	4%
Somewhat satisfied	42%	33%	26%	29%	26%
Somewhat dissatisfied	22%	15%	32%	24%	28%
Very dissatisfied	13%	10%	16%	14%	23%
I don't know/Unsure	7%	32%	18%	26%	10%



**Comparison to Past Results: Teachers**

- In total, 30% of teachers were “somewhat” or “very” satisfied with their level of input on matters with the School Board in 2012, continuing the steady decline from 41% in 2007 to 31% in 2009.
- The percentage of teachers who responded they “did not know” increased to nearly one-in-five in 2012, compared to 6% in 2009.

**Comparison to Past Results: Parents**

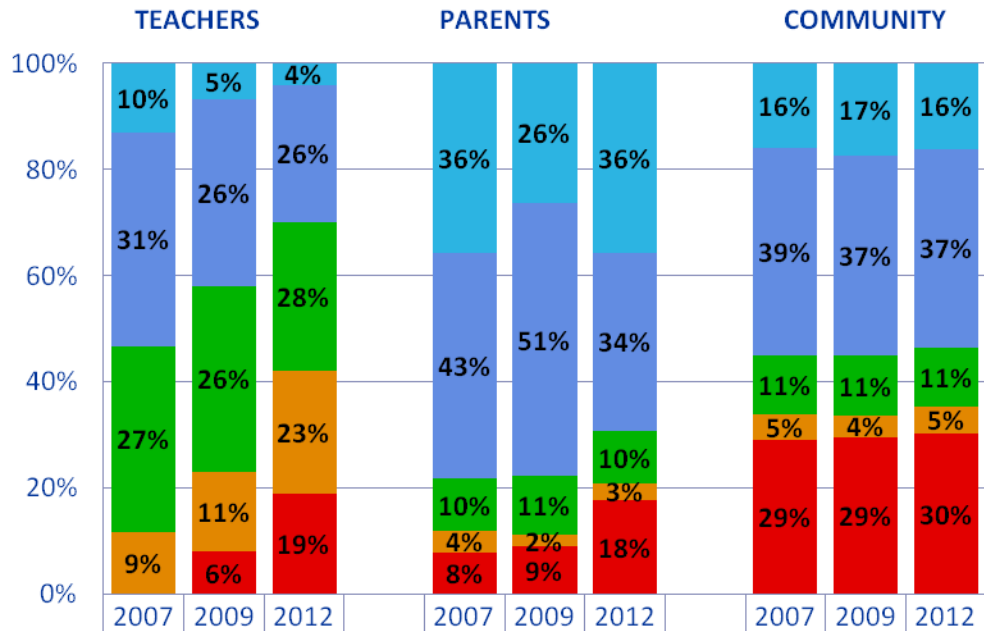
- The portion of parents who were “very satisfied” with their involvement in the School Board’s decision making increased sharply this year in comparison to 2009 (36% in 2012 vs. 26% in 2009).
- The percentage of parents who volunteered they did not know their level of satisfaction increased from 8% in 2007 and 9% 2009 to 18% in 2012.

**Comparison to Past Results: Community Members**

- The portion of Arlington County residents that were pleased with their involvement with the School Board’s decisions has remained steady from 2007 to 2012 (55%, 2007; 54%, 2009; and 53%, 2012). So too did the percentages of dissatisfied respondents (16%, 2007; 15%, 2009; and 16%, 2012).
- Exactly three-in-ten residents (30%) did not know enough to offer an answer in either direction, remaining consistent with the results of the 2007 and 2009 studies.



How satisfied are you with your level of involvement in the School Board's decision making?



Very Satisfied	10%	5%	4%	36%	26%	36%	16%	17%	16%
Somewhat satisfied	31%	26%	26%	43%	51%	34%	39%	37%	37%
Somewhat dissatisfied	27%	26%	28%	10%	11%	10%	11%	11%	11%
Very dissatisfied	9%	11%	23%	4%	2%	3%	5%	4%	5%
Don't know/Refused	0%	6%	19%	8%	9%	18%	29%	29%	30%

STAFF INFLUENCE ON POLICIES

**Question:** To what extent are you satisfied with the following?  
 "Your ability to influence the policies that affect you."

**Audience:** Staff

"Your ability to influence the policies that affect you."	
	STAFF (N=1,858)
Very satisfied	7%
Somewhat satisfied	24%
Somewhat dissatisfied	27%
Very dissatisfied	27%
Don't Know/Unsure	15%

2012 Results

- Just more than one-quarter of Arlington Public Schools staff are “very” or “somewhat” satisfied with their ability to influence policy, while the majority (54%) are “dissatisfied” overall.
- Fifteen percent of APS employees were unsure as to their level of satisfaction with their influence on school policies that will affect them.

**↘ A CLOSER LOOK:**

**Staff Subgroups More Apt than Average to Respond with...**

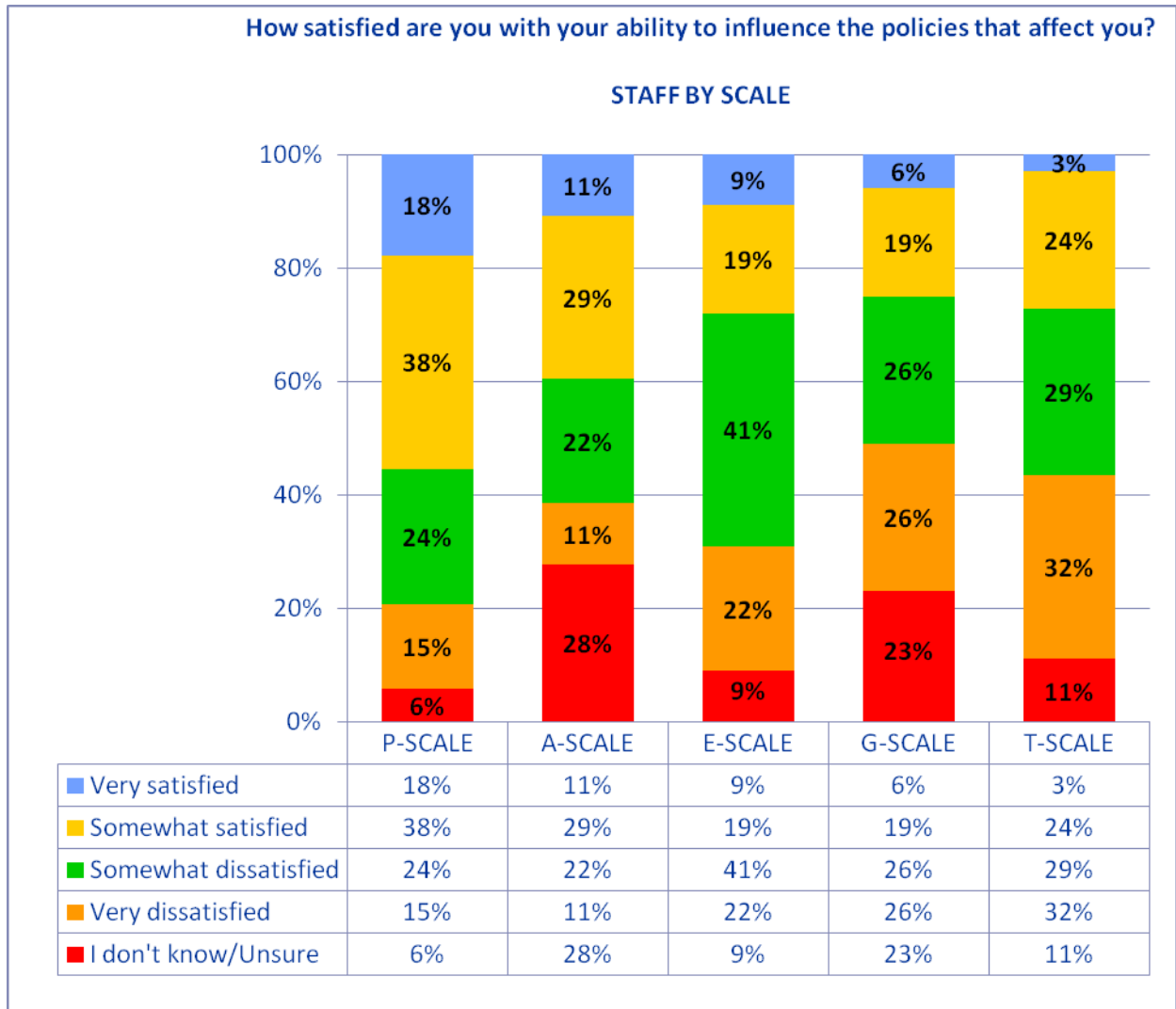
**“Satisfied” NET (31% overall)**

- Asian, Hispanic and African American more than Caucasian staff (54%, 37%, and 36%, vs. 27%, respectively)
- Employees at alternative programs and elementary schools more than those at secondary schools (42% and 35% vs. 24%, respectively)

**“Dissatisfied” NET (54% overall)**

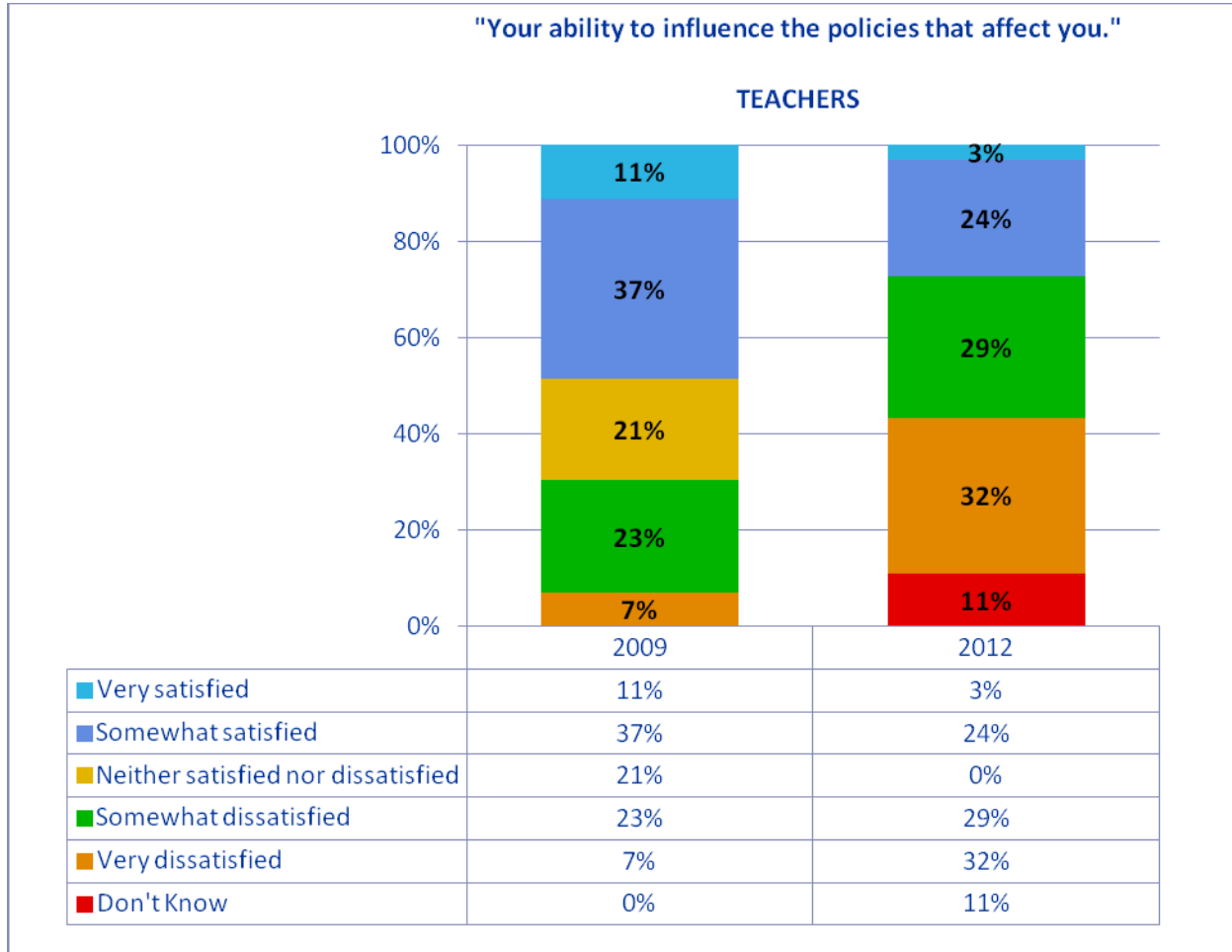
- Secondary school employees (62%)
- Caucasian staff members (59%)
- Male employees (58%)

**Staff Results by Scale**



**Comparison to Past Results: Teachers**

- The portion of teachers to be satisfied with their ability to influence school-related policies has decreased sharply from 48% in 2009 to 29% in 2012.
- Likewise, the percentage of dissatisfied instructors has increased from 30% in 2009 to 61% in 2012, with 32% being “very dissatisfied” this year.
- In 2009, there was a response option for, “Neither agree nor disagree.” In 2012 that response option was replaced with, “Do not know / Unsure.”





## ARLINGTON PUBLIC SCHOOL FACILITIES

### QUALITY OF ARLINGTON PUBLIC SCHOOL FACILITIES

**Question:** Are your [school/buildings] and grounds clean and in good condition?

**Question:** To what extent do you agree with the following statement?  
“The [school/building] grounds are well maintained.”

**Audience:** Staff

Are your [school/buildings] and grounds clean and in good condition?		“The [school/buildings] grounds are well maintained.”	
	STAFF (N=1,858)		STAFF (N=1,858)
Yes	86%	Strongly agree	58%
No	14%	Somewhat agree	33%
Don’t Know/Unsure	*	Neither agree nor disagree	4%
		Somewhat disagree	4%
		Strongly disagree	1%

#### 2012 Results:

- Staff deemed their buildings and grounds to be clean more often than not by a ratio of more than six-to-one (86% vs. 14%).
- An even higher figure, 91%, opined that their school or building grounds are well-maintained, 58% intensely so.

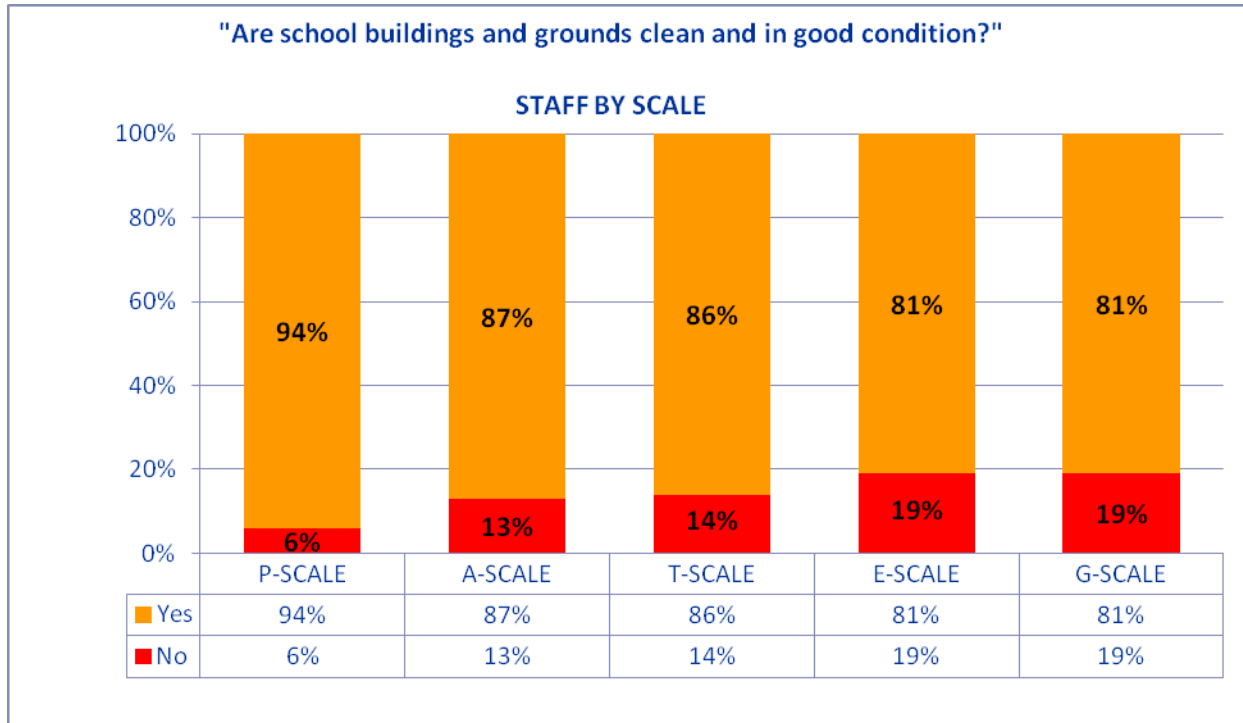
#### ➤ A CLOSER LOOK:

##### Staff Subgroups More Apt than Average to Respond to Each Question with...

Are your [school/buildings] and grounds clean and in good condition?	“The [school/building] grounds are well maintained.”
<p><b>“Yes” (86% overall)</b></p> <ul style="list-style-type: none"> <li>• Asian and Hispanic staff members (90% and 87%, respectively)</li> <li>• Secondary and elementary school employees more than those at alternative programs (89% and 86% vs. 73%)</li> <li>• Women more than men (86% vs. 80%)</li> </ul> <p><b>“No” (14% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (20% vs. 14%)</li> <li>• Alternative program employees more than those at elementary or secondary schools (27% vs. 14% and 11%, respectively)</li> </ul>	<p><b>“Strongly agree” (58% overall)</b></p> <ul style="list-style-type: none"> <li>• Women more than men (55% vs. 42%)</li> <li>• Caucasian employees (55% vs. 46%, Hispanics; 42%, African Americans)</li> <li>• Secondary and elementary school employees more than those at alternative programs (61% and 57% vs. 45%)</li> </ul> <p><b>“Disagree” NET (5% overall)</b></p> <ul style="list-style-type: none"> <li>• Men more than women (16% vs. 6%)</li> <li>• African American staffers (20%)</li> <li>• Alternative program employees (14%)</li> </ul>

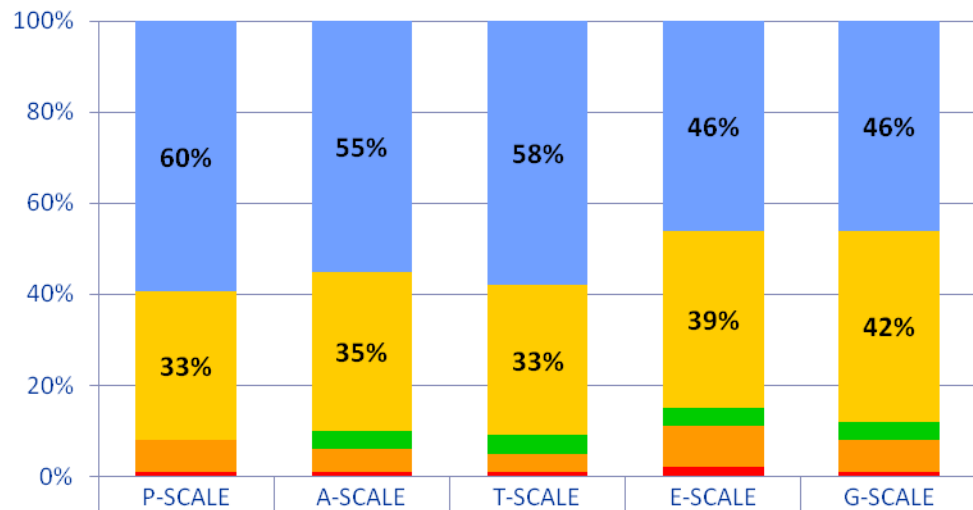


**Staff Results by Scale**



"School building and grounds are well maintained."

STAFF BY SCALE



	P-SCALE	A-SCALE	T-SCALE	E-SCALE	G-SCALE
Strongly agree	60%	55%	58%	46%	46%
Somewhat agree	33%	35%	33%	39%	42%
Neither agree nor disagree	-	4%	4%	4%	4%
Somewhat disagree	7%	5%	4%	9%	7%
Strongly disagree	1%	1%	1%	2%	1%

**Past Inquiries about School Facilities**

- The 2007 and 2009 Community Satisfaction Survey of teachers included a related question: "Does equipment in your area meet the needs of students?"
- The 2007 and 2009 Community Satisfaction Survey of students included the same question about school building cleanliness: "Are school buildings and grounds clean and in good condition?"

	Does equipment in your area meet the needs of students?		Are school buildings and grounds clean and in good condition?	
	TEACHER		STUDENT	
	2007	2009	2007	2009
Yes	77%	84%	71%	75%
No	22%	16%	26%	24%



## REPAIR AND MAINTENANCE REPORTING

**Question:** If you needed maintenance repair work, where would you submit your request?

**Question:** To what extent do you agree with the following statement?  
“Maintenance work referred for repair is addressed quickly and properly.”

**Audience:** Staff

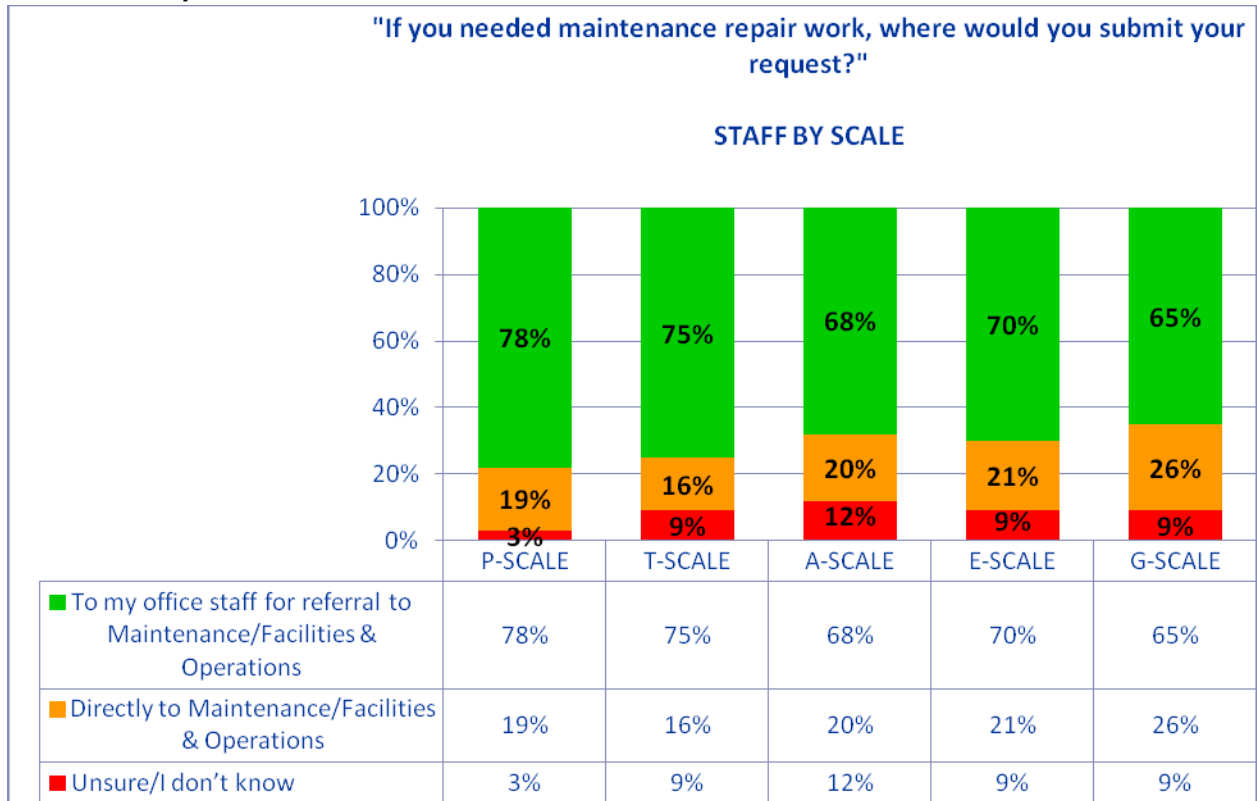
If you needed maintenance repair work, where would you submit your request?	
	STAFF (N=1,858)
Directly to maintenance/facilities & operations	16%
To my office staff for referral to maintenance/facilities & operations	75%
Don't know/unsure	9%

“Maintenance work referred for repair is addressed quickly and properly.”	
	STAFF (N=1,858)
Strongly agree	17%
Somewhat agree	33%
Neither agree nor disagree	11%
Somewhat disagree	15%
Strongly disagree	7%
Not applicable/Have never reported a maintenance issue	17%

### 2012 Results:

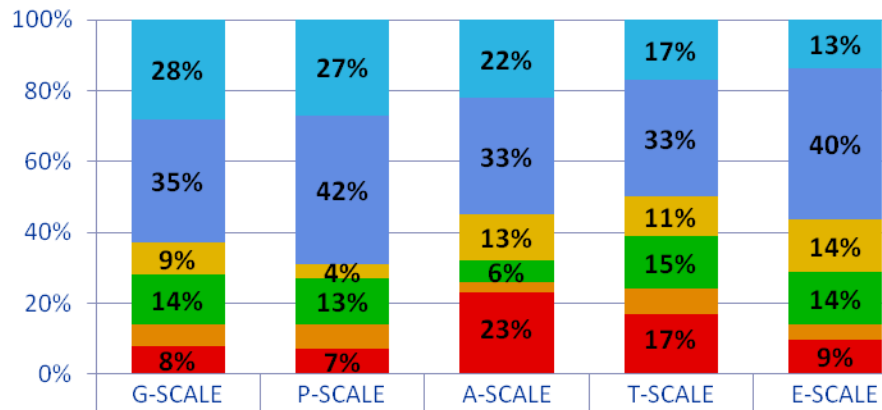
- Fully three-quarters of Arlington Public Schools staff (75%) report necessary repairs to their office staff to then refer to maintenance or facilities and operations. Sixteen percent of those surveyed reported these issues directly, while a single-digit percentage of staff said they were unsure where they report needed repair work.
- Exactly one-half (50%) of APS employees consider maintenance work promptly addressed. The plurality of those surveyed (33%) agreed “somewhat” with this statement, while 22% “disagreed” in total.
- Fully 17% of staff members were unable to rate their agreement about the prompt and properness of repair work because they never needed to report a problem.

**Staff Results by Scale**



"Maintenance work referred for repair is addressed quickly and properly."

STAFF BY SCALE



Strongly agree	28%	27%	22%	17%	13%
Somewhat agree	35%	42%	33%	33%	40%
Neither agree nor disagree	9%	4%	13%	11%	14%
Somewhat disagree	14%	13%	6%	15%	14%
Strongly disagree	6%	7%	3%	7%	4%
Not applicable/No basis to judge	8%	7%	23%	17%	9%

## RATING ROOM TEMPERATURES


**Question:** To what extent do you agree with the following statement?  
“The temperatures in my (class)rooms are comfortable.”

**Audience:** Staff and Students

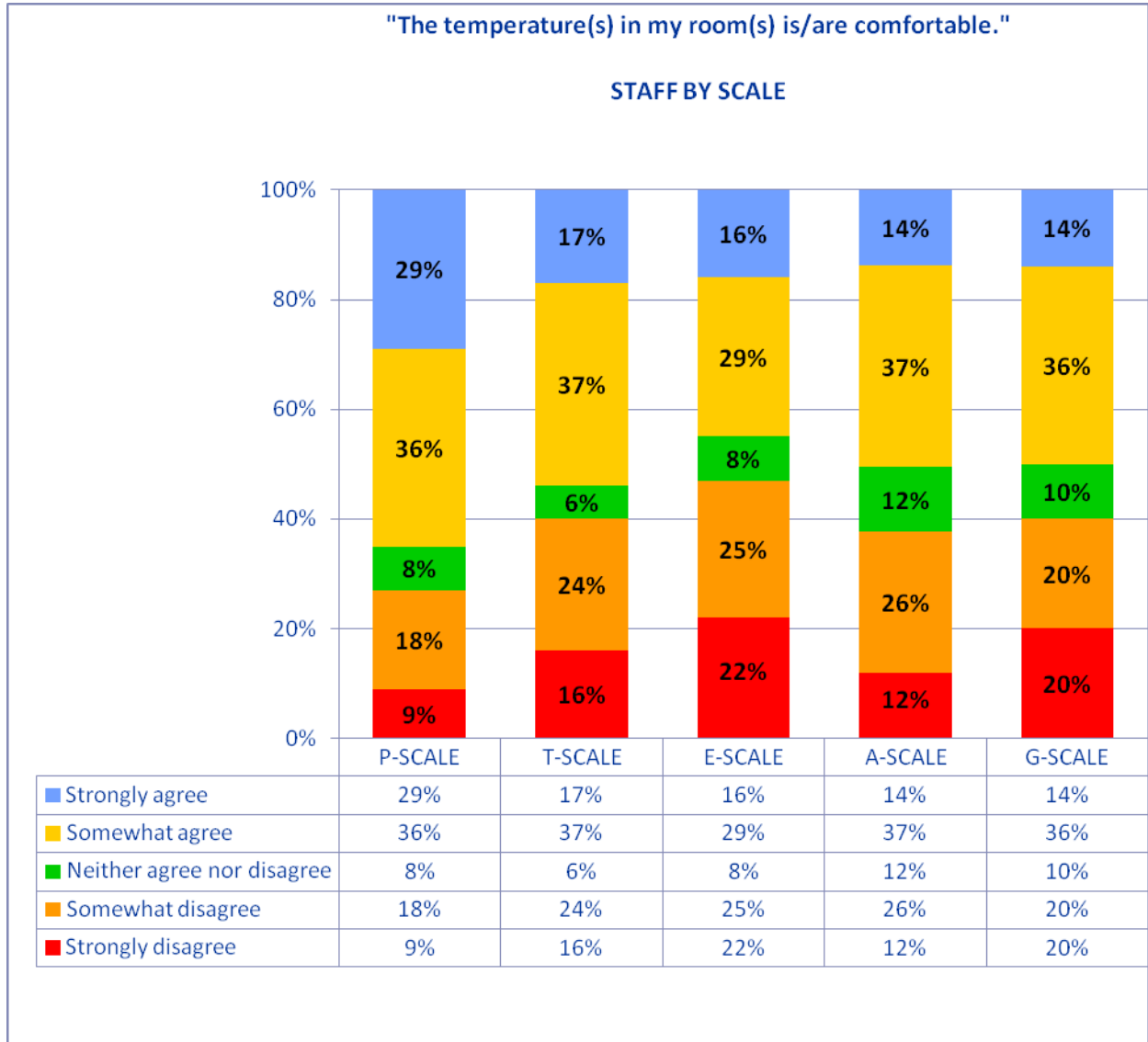
“The temperatures in my (class)rooms are comfortable.”		
	STAFF (N=1,858)	STUDENT (N=1,164)
Strongly agree	17%	15%
Somewhat agree	37%	23%
Neither agree nor disagree	6%	19%
Somewhat disagree	24%	21%
Strongly disagree	16%	19%
No response	-	3%

### 2012 Results

- Pluralities of both staff and students “somewhat agreed” that the temperatures in their rooms at Arlington Public Schools are comfortable (37%, staff; 23%, students)
- Still, two-in five APS employees and students (40%, both) reported being uncomfortable in their classrooms.

 A CLOSER LOOK: Audience Subgroups More Apt than Average to Respond with...	
STAFF	STUDENTS
<b>“Strongly agree” (17% overall)</b> <ul style="list-style-type: none"> <li>• Asian employees (28%)</li> <li>• Secondary school more than elementary school staff (20% vs. 15%)</li> </ul> <b>“Neither agree nor disagree” (6% overall)</b> <ul style="list-style-type: none"> <li>• Men more than twice as likely as women (15% vs 7%)</li> <li>• Hispanic employees (15%)</li> </ul> <b>“Disagree” NET (40%)</b> <ul style="list-style-type: none"> <li>• Caucasian staffers (51%)</li> <li>• Elementary school employees (50%)</li> </ul>	<b>“Agree” NET (38% overall)</b> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (63% vs. 36%)</li> <li>• Asian and Hispanic students (50% and 42%, respectively)</li> <li>• Males more than females (42% vs. 37%)</li> </ul> <b>“Disagree” NET (40% overall)</b> <ul style="list-style-type: none"> <li>• Secondary school pupils (45%)</li> <li>• Females more than males (43% vs. 39%)</li> <li>• African American students (43%)</li> </ul>

**Staff Results by Scale**



## ENERGY CONSERVATION MEASURES

**Question:** To what extent do you agree with the following statement?  
“There are measures or programs in place in my [school/building] to conserve energy.”

**Audience:** Staff

**Question:** To what extent do you agree with the following statement?  
“My school takes action to save energy.”

**Audience:** Students

	“There are measures or programs in place in my [school/building] to conserve energy.”	“My school takes action to save energy.”
	STAFF (N=1,858)	STUDENT (N=1,164)
Strongly agree	16%	20%
Somewhat agree	32%	25%
Neither agree nor disagree	15%	22%
Somewhat disagree	12%	7%
Strongly disagree	7%	5%
Don't Know	18%	19%
No response	-	2%

### 2012 Results

- Pluralities of both APS employees and students “somewhat agreed” that their schools or buildings have measures in place to conserve energy (32%, staff; 25%, students).
- Students and staff members were about equally aware of the actions APS takes to save energy, with 48% of staff members and 45% of students agreeing overall.
- Nearly one-in-five APS employees and students (18% and 19%, respectively) admitted they did not know whether the schools were actively attempting to conserve energy usage.

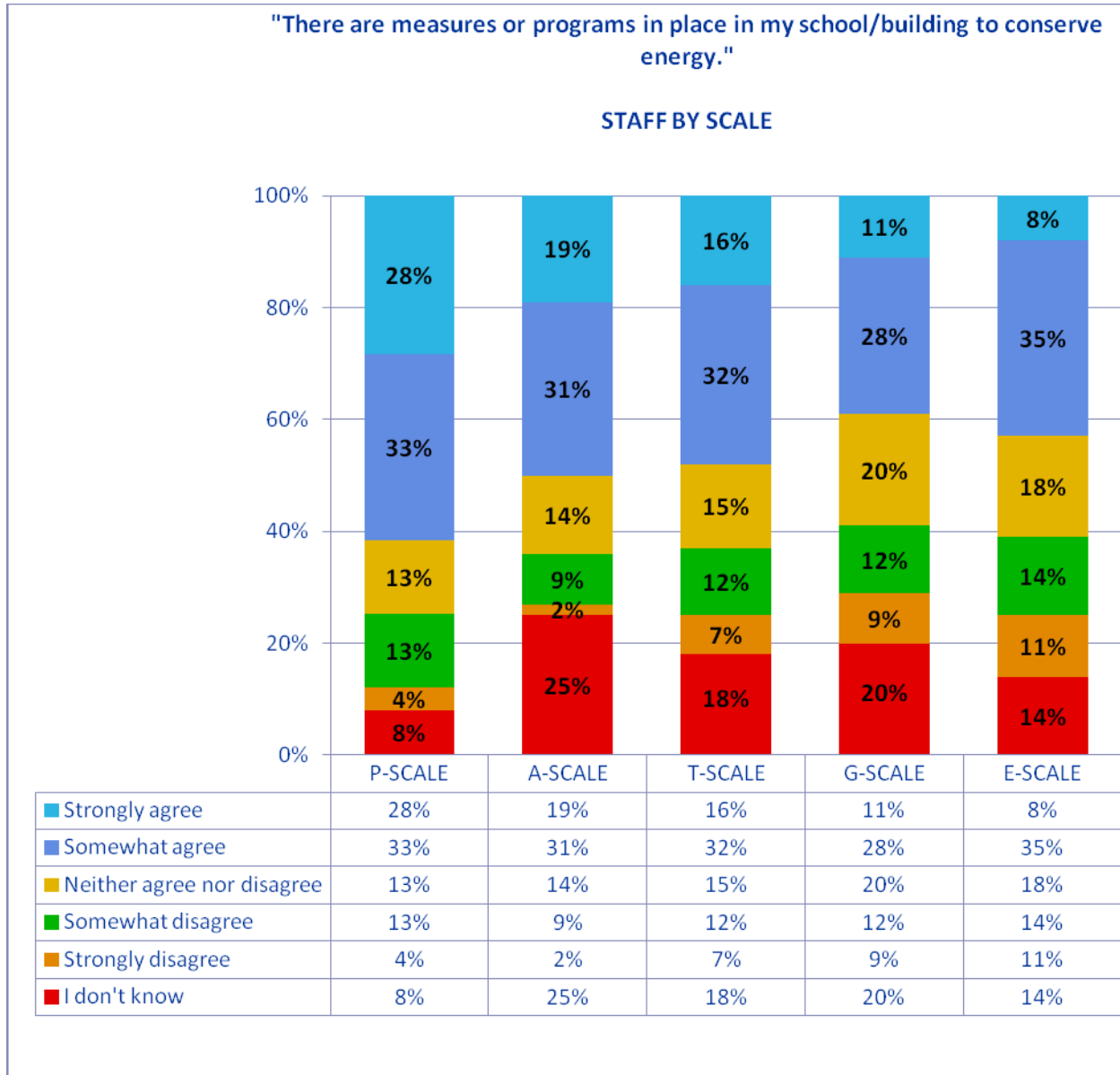
### ➤ A CLOSER LOOK:

#### Audience Subgroups More Apt than Average to Respond with...

STAFF	STUDENTS
<p><b>“Agree” NET (48% overall)</b></p> <ul style="list-style-type: none"> <li>• African American and Asian employees (61% and 55%, respectively)</li> <li>• Secondary school staff (53%)</li> <li>• Women (49%)</li> </ul> <p><b>“Disagree” NET (19%)</b></p> <ul style="list-style-type: none"> <li>• Caucasian staffers (29%)</li> </ul>	<p><b>“Agree” NET (45% overall)</b></p> <ul style="list-style-type: none"> <li>• Elementary school more than secondary school students (67% vs. 42%)</li> <li>• African American students (50%)</li> </ul> <p><b>“Don't know” (19% overall)</b></p> <ul style="list-style-type: none"> <li>• Males more than females (23% vs. 17%)</li> <li>• Secondary school more than twice as inclined as elementary school pupils (22%</li> </ul>

vs. 10%)

**Staff Results by Scale**







## APPENDIX A: 2012 COMMUNITY SATISFACTION SURVEY METHODOLOGY

### METHODOLOGICAL APPROACH

For the 2012 Community Satisfaction Survey and in collaboration with the APS Evaluation Office, *the polling company, inc.* developed original surveys for each of the four stakeholder groups: (1) parents, (2) community members (3) staff, and; (4) students. Each of the four surveys was conducted using the most appropriate and fruitful data collection method for each population, namely, telephone surveys of parents and community members, an online survey of teachers, and an in-person, on-site paper survey of students.

### SURVEY DESIGN

Inquiries on the four survey instruments were developed to address the strategic goals of Arlington Public Schools, and where appropriate, contained inquiries on topics to be compared across stakeholder groups, to past APS studies, and to the Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools.

#### Survey of Parents of Children Enrolled in Arlington Public Schools

The parent survey covered such topics as rating Arlington Public Schools, including their child's school, their principal, and their teachers, as well as parent's perception of their students' experiences, instruction, and curricula. Parents also responded to inquiries on cultural sensitivity in the schools, the academic achievement gap, and their personal involvement with Arlington Public Schools.

#### Community Members in Arlington County

Through the 2012 study, community members rated Arlington Public Schools, and addressed such issues as the academic achievement gap, their level of information and access to APS facilities, and their involvement and influence in the school system.

#### Staff at Arlington Public Schools

The survey of APS staff contained questions regarding their experience in Arlington Public Schools, including job environment and satisfaction, cultural sensitivity, the academic achievement gap, the quality of APS facilities, and satisfaction with compensation packages. The staff survey included a series of questions asked only to T-Scale employees, or teachers, who were the only staff surveyed through the CSS prior to 2012. This allows the results of the 2012 Community Satisfaction Survey to be compared to those of past years' by teachers. Teachers were asked to comment on professional development, instructional approaches, and curricula.

#### Students Enrolled in Arlington Public Schools

Students provided overall ratings of their schools, principals, and teachers, as well as more in-depth assessments of their experiences as pupils. A series of inquiries on the student survey addressed exposure to bullying, cultural sensitivity, responsive education methods, teachers' encouragement and expectations of students, and their ability to speak with an APS staff member or get help when they need it. Pupils in Arlington Public School also rated the fairness of grading and discipline.



## ROTATION OF ANSWER CHOICES

As noted in the survey instruments and topline data reports, *the polling company, inc.* rotated the answer choices for those inquiries on the telephone survey of parents and community members as appropriate. Rotation of answer categories is employed to avoid response set bias, which can occur when a respondent is influenced by the order in which answer categories are provided.

## TRANSLATION OF SURVEY INSTRUMENTS

The questionnaires for each audience were developed and reviewed in English. In preparation for the pre-testing of survey instruments (discussed in the next section), the Arlington Public Schools' Intake Center translated the parent, community member, and student surveys in the primary Spanish dialect spoken by the majority of Spanish-speaking residents in Arlington County.

## PRE-TESTING OF SURVEY INSTRUMENTS

*the polling company, inc.* conducted pre-tests of all survey instruments with their corresponding audiences in February-April 2012 to ensure proper question wording and sequencing, a lack of confusion, and the ability of respondents to answer survey questions. *the polling company, inc.* made select recommendations for changes to the survey instruments based on the observations from and results of the pre-test process.

### Parents and Community Members

A total of 25 completed telephone interviews with community members and parents were conducted during the pre-test from March 15-16, 2012 and April 19-21, 2012, respectively, at a Computer-Assisted Telephone Interviewing (CATI) facility using live callers.

The sample for the parent pre-test was randomly selected from the full population list provided by Arlington Public Schools, and was designed to yield 25 completed interviews. The community member pre-test sample was randomly selected from a larger targeted list of Arlington County residents purchased for the main study. The sample list of residents included individuals with "landline" telephones living in all zip codes within Arlington County. Pre-test survey participants were screened to ensure that they lived in Arlington County and did not have any children currently attending Arlington Public Schools. The latter criterion would have qualified them for the parent survey instead.

Representatives from *the polling company, inc.* directly observed a series of parent and community member interviews, conducted in both English and Spanish, to inform suggestions for revisions to the survey instrument prior to finalization for data collection.

### Staff at Arlington Public Schools

Sixteen completed online surveys were collected from Arlington Public School staff from April 19-23, 2012 as part of the pre-test. An invitation to participate in the pre-testing phase of the online survey was sent to 100 randomly selected APS staffers on April 19, 2012 from [survey@pollingcompany.com](mailto:survey@pollingcompany.com).

Teachers were asked to participate in the study, were assured of the confidentiality of their responses, and were provided with a link and a URL address to complete the survey. Participants received a unique URL so when they clicked on the link, the survey automatically permitted access to the questionnaire and pre-populated their demographic information on the backend.



### **Students Enrolled in Arlington Public Schools**

The APS Evaluation Office organized three separate sessions for pre-testing the survey at Arlington Public Schools. These sessions included students from grades 4-5, grade 12, and grade 12 Spanish speakers to gain an understanding from students at both ends of the age spectrum and among those who prefer English or Spanish.

A total of 24 in-person surveys were completed with students in this pre-testing phase. Representatives from **the polling company, inc.** administered the survey to 14 students at Washington-Lee High School on February 27, 2012 and to 10 students at Arlington Science Focus Elementary School on March 5, 2012. Six translated student surveys were conducted with Spanish-speaking students at the high school, and an interpreter was provided by Arlington Public Schools to administer the survey instructions and answer questions in Spanish.

After completing the paper survey, representatives from **the polling company, inc.** asked students a series of questions to gauge their understanding of select inquires, phrases, and words. Following the four pre-tests of the 2012 Community Satisfaction Survey instruments, **the polling company, inc.** submitted minor recommendations for revisions to the Arlington Public Schools Evaluation Office.

## DATA COLLECTION PROCEDURES

### Parents and Community Members

Telephone surveys were conducted March 19-26, 2012 for the community member survey and April 19-27, 2012 for the parent survey at a CATI facility (Computer Assisted Telephone Interviewing) using live callers. Bilingual interviewers conducted all interviews so that respondents could complete the survey in English or Spanish, depending on their preference.

For the telephone survey of parents and community members, *the polling company, inc.* implemented conventional measures to gain cooperation and increase the response rate. In collaboration with *the polling company, inc.*, the Superintendent of Arlington Public Schools sent an advance letter to all potential respondents randomly selected to participate in the study. In addition, Arlington Public Schools posted a press release on their website to provide more information for interested parties.

### Staff at Arlington Public Schools

The survey of staff at Arlington Public Schools was completed online. *the polling company, inc.* e-mailed an invitation to participate in the study from survey@pollingcompany.com on April 23, 2012. The e-mail included information about the purpose of the study, an assurance of confidentiality of responses, and a link to partake in the study. Participants received a unique URL so when they clicked on the link, the survey automatically permitted access to the questionnaire and pre-populated their demographic information on the backend. Data collected from teachers were examined collectively, and no identifying information that could reveal the personal identity of any participant was used in the analysis.

Staff members selected to participate in the 2012 Community Satisfaction Survey were informed of the survey by a letter sent from the Superintendent to their home addresses prior to data collection. Two reminder e-mails were sent on April 29 and May 6, 2012 to those staff members who had not yet completed the online survey.

### Students Enrolled in Arlington Public Schools

Student questionnaires were administered in selected health and physical education classes of students in grades 6-10, in homerooms of students in grade 5, and U.S. History classes of 11th grade students. These classes were selected because they are mandatory for all students in the grade identified. A principal or designated survey coordinator was chosen by the APS Evaluation Office to distribute and collect survey packets within each school. Each survey packet contained instructions to the designated survey proctor, questionnaires in English and Spanish, and No. 2 pencils. Survey coordinators and proctors were given one school week (March 19-23, 2012, or April 9-12, 2012 for Barcroft Elementary) to administer the student survey in the selected classrooms. Survey packets were returned to the APS Evaluation Office in signed, sealed envelopes to protect the respondents' confidentiality. All hard copies were collected by authorized representatives of *the polling company, inc.*, and taken to its Washington, DC office for analysis.



## SAMPLE DESIGN AND PROFILE OF RESPONDENTS

### Parents of Children Enrolled in Arlington Public Schools

The parent sample was designed to produce 600 completed interviews. *the polling company, inc.* randomly selected a sample of parents from a full list provided by Arlington Public Schools. The sample was screened to ensure parents were referring to their oldest child throughout the course of the study, based on information appended to the sample file. In total, 600 completed telephone surveys were collected with parents of Arlington Public School students, 425 in English and 175 in Spanish.

The overall margin of error for the survey is  $\pm 4.0\%$  at a 95% confidence interval, meaning that in 19 out of 20 cases, the data obtained would not differ by any more than 4.0 percentage points in either direction if the survey were repeated multiple times employing the same methodology and sampling method. Margins of error for subgroups among all audiences examined through cross-tabular analysis are higher.

The following groups were examined through cross-tabular analysis within the 2012 Community Satisfaction Survey of parents (completed interviews):

- Gender: Male (294), Female (306)
- Student School Level: Kindergarten or Pre-K (85), Elementary school (214), Middle school (104), High school (197)
- Race: Caucasian (284), African American (70), Asian (63), Another race (162)
- Ethnicity: Hispanic (229), Non-Hispanic (363)

Parents responding to the 2012 Community Satisfaction Survey answered selected demographic inquiries, which are included in the nearby table.

2012 Community Satisfaction Survey: Parent Sample (600 Respondents)	
<b>Gender</b>	
Male	49%
Female	51%
<b>Race</b>	
Caucasian	47%
African-American	12%
Asian	11%
Other	27%
Refused	4%
<b>Ethnicity</b>	
Hispanic or Latino	38%
Not Hispanic or Latino	61%
<b>Student Level Referenced in Study</b>	
Kindergarten or Pre-K	14%
Elementary School	36%
Middle School	17%
High School	33%

## Community Members in Arlington County

The community member sample was designed to produce 600 completed interviews. A targeted list of residents in Arlington County was purchased by *the polling company, inc.* for use in the 2012 Community Satisfaction Survey. Once a respondent was reached on the telephone, they were screened to ensure that they did live in Arlington County and did not have a student currently attending Arlington Public Schools. In total, 603 telephone surveys were completed with community members in Arlington, 589 in English and 14 in Spanish.

The margin of error for the survey was  $\pm 4.0\%$  at the 95% confidence interval. Arlington residents who were 18 and older *and* lived in a household that did not have any children currently enrolled in Arlington Public Schools were considered eligible to participate in the survey. The nearby table compares the demographic profile of Arlington County with that of the 2012 community member survey sample.

The following groups were examined through cross-tabular analysis within the 2012 Community Satisfaction Survey of community members (completed interviews):

- Gender: Male (293), Female (310)
- Age: 18-24 year olds (60), 25-34 year olds (172), 35-44 year olds (114), 45-54 year olds (81), 55-64 year olds (82), 65 years and older (78)
- Race: Caucasian (458), Non-White (126)
- Ethnicity: Hispanic (111), Non-Hispanic (488)
- Other Language Spoken in Household: Yes (148), No (454)
- Ever Had a Child in APS: Yes (211), No (345)
- Children in the Household: Yes (286), No (317)
- Number of Adults in the Household: 1 (159), 2 (354), 3 or more (82)
- Involvement with APS: Attended an event (167), Used APS Facilities (268), No involvement (193)

	Arlington County <sup>7</sup>	2012 Community Member Sample
	207,627 Population	603 Respondents
<b>Gender</b>		
Male	50%	49%
Female	50%	51%
<b>Race</b>		
Caucasian	72%	76%
African-American	9%	8%
Asian	10%	9%
Some other race	6%	4%
<b>Ethnicity</b>		
Hispanic or Latino	15%	18%
Not Hispanic or Latino	85%	81%
<b>Age</b>		
18-24	10%	10%
25-34	28%	29%
35-44	16%	19%
45-54	12%	13%
55-64	10%	14%
65-74	5%	9%
75+	4%	4%
Refused		3%

<sup>7</sup> U.S. Census Bureau: 2010 Demographic Profile Data of General Population and Housing Characteristics, Arlington County, Virginia ([Hyperlink](#))



### Staff at Arlington Public Schools

*the polling company, inc.* included all staff members in the 2012 Community Satisfaction Survey sample from a list provided by Arlington Public Schools. The sample file included employees' names, employment scales, work locations, position types, years of experience, and the like. Among those staff members with multiple assignments, the location where they spend the most time was selected for the study. Several inquiries in the staff survey required piping from the original sample file, such as work location and employment scale. Results of these inquiries have only been examined in aggregate.

Staff were e-mailed an invitation to participate in the survey by clicking on a unique hyperlink generated specifically for their APS-issued e-mail address. Staff were not able to complete the survey more than once. A total of 1,858 employees participated in the online survey over the course of the study. The margin of error for the survey was  $\pm 1.7\%$  at the 95% confidence interval.

2012 Community Satisfaction Survey Staff Sample (1,858 Respondents)	
<b>Gender</b>	
Male	25%
Female	75%
<b>Race and Ethnicity</b>	
Caucasian	66%
African-American	15%
Hispanic or Latino	14%
Asian	5%
Other	1%
<b>School Level</b>	
Elementary school	53%
Secondary school	41%
Alternative program	6%
<b>Scale</b>	
A-Scale	11%
E-Scale	6%
G-Scale	7%
P-Scale	5%
T-Scale	68%

The following groups were examined through cross-tabular analysis within the 2012 Community Satisfaction Survey of staff (completed interviews):

- Gender: Male (472), Female (1,386)
- Race: Caucasian (1,227), African American (275), Hispanic (253), Asian (85)
- School Level or Type: Elementary school (697), Secondary school (542), Alternative program (83)

The nearby table provides demographic information about the staff members responding to the 2012 survey.

- 

### Students in Arlington Public Schools

Student classrooms in grades 5-11 were selected by *the polling company, inc.* from a full list provided by Arlington Public Schools, to represent a cross-section of elementary, middle and high school classes. A total of 1,164 questionnaires were collected from students, and the margin of error for the survey was  $\pm 2.8\%$  at the 95% confidence interval.

The following groups were examined through cross-tabular analysis within the 2012 Community Satisfaction Survey of students (completed interviews):

- Gender: Male (569), Female (532)
- Race/Ethnicity: Caucasian (Non-Hispanic) (471), Hispanic (347), African American (115), Asian (143)
- School Level: Elementary school (186), Secondary school (978)
- Other Language Spoken in the Household: Yes (596), No (547)

The nearby table provides demographic information about the students responding to the 2012 survey.

2012 Community Satisfaction Survey: Student Sample (1,164 Respondents)	
<b>Gender</b>	
Male	52%
Female	48%
<b>Race</b>	
Caucasian	50%
African American	14%
Asian	16%
Native Hawaiian or Other Pacific Islander	2%
American Indian or Alaska Native	3%
Other	24%
<b>Ethnicity</b>	
Hispanic or Latino	31%
Not Hispanic or Latino	69%
<b>School Level</b>	
Elementary School	16%
Secondary School	84%



## APPENDIX B: GLOSSARY OF POLLING AND EDUCATION TERMS

### POLLING DEFINITIONS

**Chi-Square Test:** A measurement of observed versus expected frequencies.

**Confidence Interval:** An area in which there is a stated probability (95%, in this case) that the result will fall.

**Confidence Level:** The probability of (0.05 in this case) of rejecting a null hypothesis that is in fact true.

**Degrees of Freedom:** The number of scores in any particular test that can vary in value.

**Goodness of Fit Test:** A test that determines whether the Chi-Square value represents a significant difference between two frequencies.

**Intensity:** This is used throughout the report to indicate respondents feel strongly (i.e., “very interested” as opposed to “somewhat interested”).

**Margin of Error:** The margin of error is a statistic expressing the amount of random sampling error in a survey's results.

**Random Sample:** A subgroup or subset of the desired population (Arlington county residents, in this case) selected in a way so that each person in the population has an equal chance of being selected and/or surveyed.

**Statistical Significance:** Shows researchers how likely a result is due to chance. Throughout the report, a 95% confidence interval was used to ensure that all results have at least a 95% probability of holding true should the entire population be surveyed.

**Survey Scale:** Scales are used to measure attitudes and perceptions toward a specific issue or item.

## EDUCATION DEFINITIONS

**Academic Achievement Gap:** The observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, ability, and socioeconomic status.

**Differentiated Instruction:** “Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.”<sup>8</sup>

**Planning Time:** Specific periods of time set aside for teachers and staff to plan upcoming lessons.

**Academic Plan:** Plan which “charts the sequence of courses that the students will take throughout their secondary school experience.”<sup>9</sup>

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<sup>8</sup> Hall, T. (2002). Differentiated instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved April 13, 2009 from [http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html)

<sup>9</sup> “Academic Plan,” Arlington Public Schools.



## APPENDIX C: INDICES

### CULTURAL COMPETENCE INDEX

The student Cultural Competence Index (CCI) was identified using a principal component factor analysis to identify questionnaire items that would load on the CCI concept. Once identified, mean scores were calculated after deleting item non-responses.

The student Cultural Competence Index includes the following items:

“To what extent do you agree or disagree with the following statements about your school?”

- ‘School staff helps students who cannot speak English well.’
- ‘I learn about other cultures in my school.’
- ‘I feel students of my race or culture are accepted by staff at school.’
- ‘I feel students of my race or culture are accepted by students at school.’
- ‘My teachers treat students fairly, regardless of race, culture, or language.’

Items in the Cultural Competence Index were repeated from the 2009 Community Satisfaction Survey with select exceptions:

- ‘In my classes, I see pictures, videos or assignments that relate to different cultures.’ from 2009 was removed from the 2012 Community Satisfaction Survey of students.
- ‘My teachers treat students fairly, regardless of race, culture, or language.’ was added to the 2012 Community Satisfaction Survey of students.

CCI	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Most competent</b>				
5.00	152	13.1	13.2	13.2
4.80	127	10.9	11.0	24.2
4.75	29	2.5	2.5	26.7
4.67	1	.1	.1	26.8
4.60	124	10.7	10.7	37.5
4.50	28	2.4	2.4	39.9
4.40	97	8.3	8.4	48.4
4.33	1	.1	.1	48.4
4.25	18	1.5	1.6	50.0
4.20	90	7.7	7.8	57.8
4.00	106	9.1	9.2	67.0
3.80	69	5.9	6.0	73.0
3.75	12	1.0	1.0	74.0
3.67	2	.2	.2	74.2
3.60	41	3.5	3.6	77.7
3.50	11	.9	1.0	78.7
3.40	45	3.9	3.9	82.6
3.25	12	1.0	1.0	83.6
3.20	28	2.4	2.4	86.0
3.00	65	5.6	5.6	91.7
2.80	22	1.9	1.9	93.6
2.75	4	.3	.3	93.9
2.60	17	1.5	1.5	95.4
2.50	4	.3	.3	95.8
2.40	12	1.0	1.0	96.8
2.25	7	.6	.6	97.4
2.20	8	.7	.7	98.1
2.00	8	.7	.7	98.8
1.80	4	.3	.3	99.1
1.75	2	.2	.2	99.3
1.67	1	.1	.1	99.4
1.60	1	.1	.1	99.5
1.50	2	.2	.2	99.7
1.00	4	.3	.3	100.0
<b>Least competent</b>				
Total	1154	99.1	100.0	
System	10	.9		
<b>MEAN</b>	<b>4.09</b>			
Total	1164	100.0		



## SCHOOL CLIMATE INDEX

The student School Climate Index was identified using a principal component factor analysis to identify questionnaire items that would load on the SCI concept. Once identified, mean scores were calculated after deleting item non-responses.

The student School Climate Index includes the following items:

“To what extent do you agree or disagree with the following statements about your school?”

- ‘I feel safe at school.’
- ‘I feel supported in my school.’
- ‘I feel welcomed at school.’
- ‘When I have a problem at school, I am able to get help.’
- ‘There is at least one adult in the school with whom I can talk about almost anything.’
- ‘I feel respected at school.’

Items in the School Climate Index were repeated from the 2009 Community Satisfaction Survey.

SCI	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Most favorable</b>				
5.00	160	13.7	13.7	13.7
4.83	80	6.9	6.9	20.6
4.67	102	8.8	8.8	29.4
4.60	5	.4	.4	29.8
4.50	88	7.6	7.6	37.4
4.40	3	.3	.3	37.6
4.33	80	6.9	6.9	44.5
4.25	1	.1	.1	44.6
4.20	2	.2	.2	44.8
4.17	88	7.6	7.6	52.3
4.00	101	8.7	8.7	61.0
3.83	61	5.2	5.2	66.2
3.80	1	.1	.1	66.3
3.75	1	.1	.1	66.4
3.67	59	5.1	5.1	71.5
3.50	61	5.2	5.2	76.7
3.40	3	.3	.3	77.0
3.33	54	4.6	4.6	81.6
3.20	3	.3	.3	81.9
3.17	40	3.4	3.4	85.3
3.00	40	3.4	3.4	88.7
2.83	26	2.2	2.2	91.0
2.80	1	.1	.1	91.1
2.75	2	.2	.2	91.2
2.67	23	2.0	2.0	93.2
2.50	14	1.2	1.2	94.4
2.40	2	.2	.2	94.6
2.33	10	.9	.9	95.4
2.25	2	.2	.2	95.6
2.17	13	1.1	1.1	96.7
2.00	15	1.3	1.3	98.0
1.83	4	.3	.3	98.4
1.80	2	.2	.2	98.5
1.67	1	.1	.1	98.6
1.50	4	.3	.3	99.0
1.33	3	.3	.3	99.2
1.17	5	.4	.4	99.7
1.00	4	.3	.3	100.0
<b>Least favorable</b>				
<b>MEAN</b>	3.99			
<b>Total</b>	1164	100.0	100.0	

## BULLYING EXPOSURE INDEX

The student Bullying Exposure Index was identified using a principal component factor analysis to identify questionnaire items that would load on the BEI concept. Once identified, mean scores were calculated after deleting item non-responses.

The student Bullying Exposure Index includes the following items:

“To what extent do you agree or disagree with the following statements about your school?”

- ‘I feel threatened by bullies in my school.’
- ‘I was bullied at school (this year).’
- ‘I saw someone else bullied at school.’

Items in the Bullying Exposure Index were repeated from the 2009 Community Satisfaction Survey

BEI	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Most exposure</b>				
5.00	25	2.1	2.2	2.2
4.67	29	2.5	2.5	4.7
4.50	3	.3	.3	4.9
4.33	25	2.1	2.2	7.1
4.00	53	4.6	4.6	11.7
3.67	51	4.4	4.4	16.1
3.50	1	.1	.1	16.2
3.33	54	4.6	4.7	20.9
3.00	77	6.6	6.7	27.6
2.67	57	4.9	4.9	32.5
2.33	129	11.1	11.2	43.7
2.00	126	10.8	10.9	54.6
1.67	110	9.5	9.5	64.2
1.33	107	9.2	9.3	73.5
1.00	306	26.3	26.5	100.0
<b>Least Exposure</b>				
Total	1153	99.1	100.0	
System	11	.9		
MEAN	2.20			
TOTAL	1164	100.0		



## STUDENT ENCOURAGEMENT INDEX

The Student Encouragement Index was identified using a principal component factor analysis to identify questionnaire items that would load on the SEI concept. Once identified, mean scores were calculated after deleting item non-responses.

The Student Encouragement Index includes the following items:

“To what extent do you agree or disagree with the following statements about your school?”

- ‘When I have a problem at school, I am able to get help.’
- ‘My teachers encourage me to learn new things every day.’
- ‘My teachers expect me to do well at school.’
- ‘In the last seven days, a teacher has given me recognition or praise for doing good schoolwork.’
- ‘In the last seven days, my parent has given me recognition or praise for doing good schoolwork.’

Items in the Cultural Competence Index were repeated from the 2009 Community Satisfaction Survey with select exceptions:

- ‘My teachers encourage me to always do well at school.’ from 2009 was removed from the 2012 Community Satisfaction Survey of students.
- “In the last seven days, a teacher has given me recognition or praise for doing good schoolwork.’ was added to the 2012 Community Satisfaction Survey of students.
- “In the last seven days, my parent has given me recognition or praise for doing good schoolwork.’ was added to the 2012 Community Satisfaction Survey of students.

SEI	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Most encouraged</b>				
5.00	131	11.3	11.3	11.3
4.80	119	10.2	10.2	21.5
4.75	8	.7	.7	22.2
4.67	8	.7	.7	22.9
4.60	118	10.1	10.1	33.0
4.50	13	1.1	1.1	34.1
4.40	86	7.4	7.4	41.5
4.33	11	.9	.9	42.4
4.25	8	.7	.7	43.1
4.20	101	8.7	8.7	51.8
4.00	95	8.2	8.2	60.0
3.80	98	8.4	8.4	68.4
3.75	9	.8	.8	69.2
3.67	8	.7	.7	69.8
3.60	72	6.2	6.2	76.0
3.50	9	.8	.8	76.8
3.40	54	4.6	4.6	81.4
3.33	4	.3	.3	81.8
3.25	2	.2	.2	82.0
3.20	49	4.2	4.2	86.2
3.00	56	4.8	4.8	91.0
2.80	28	2.4	2.4	93.4
2.75	1	.1	.1	93.5
2.67	4	.3	.3	93.8
2.60	18	1.5	1.5	95.4
2.50	1	.1	.1	95.4
2.40	19	1.6	1.6	97.1
2.33	3	.3	.3	97.3
2.25	5	.4	.4	97.8
2.20	11	.9	.9	98.7
2.00	10	.9	.9	99.6
1.80	1	.1	.1	99.7
1.40	2	.2	.2	99.8
1.20	1	.1	.1	99.9
1.00	1	.1	.1	100.0
<b>Least encouraged</b>				
Total	1164	100.0	100.0	
<b>MEAN</b>	4.02			





## APPENDIX D: TOPLINE RESULTS

- Appendix D contains the topline results from each of the four surveys conducted; parents, community members, students, and staff, as well as topline reports for each individual staff scale.



**FULL STAFF**  
**ONLINE SURVEY OF 1,858 STAFF MEMBERS**  
**TOPLINE REPORT<sup>10</sup>**

**Field Dates:** April 19 – May 11, 2012

**Margin of Error:** ±1.68%

**Data have been weighted by staff scale to reflect the actual makeup of APS staff**

	Unweighted Sample	Weighted Sample	Percent	Total Population
<b>A-Scale</b> – Instructional Assistants	199	273	15%	603
<b>C-Scale</b> – Cafeteria	12	43	2%	95
<b>D-Scale</b> – Bus Drivers	5	76	4%	167
<b>E-Scale</b> – Technical and Administrative	114	84	5%	186
<b>G-Scale</b> – Clerical	137	123	7%	272
<b>M-Scale</b> – Maintenance and Custodial	17	144	8%	318
<b>P-Scale</b> – Principal and Administrative	89	62	3%	137
<b>T-Scale</b> – Teachers	1,263	1,030	55%	2,276
<b>X-Scale</b> – Extended Day	22	24	1%	52

Using the letter grade scale, A, B, C, D, or F, what overall grade would you give the performance of each of the following?

1. Arlington Public Schools

**85% TOTAL A/B (NET)**

31% A (OUTSTANDING)

54% B (VERY GOOD)

**13% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

- F (FAILING)

<sup>10</sup> Percentages may not add to exactly 100 due to rounding.

2. [School/department]

**84% TOTAL A/B (NET)**

38% A (OUTSTANDING)

46% B (VERY GOOD)

**13% C (AVERAGE)**

**4% TOTAL D/F (NET)**

3% D (POOR)

1% F (FAILING)

3. The [teachers/staff] in your [school/department]

**86% TOTAL A/B (NET)**

41% A (OUTSTANDING)

46% B (VERY GOOD)

**11% C (AVERAGE)**

**3% TOTAL D/F (NET)**

1% D (POOR)

1% F (FAILING)

4. The [principal/assistant superintendent] for your [school/department]

**70% TOTAL A/B (NET)**

35% A (OUTSTANDING)

35% B (VERY GOOD)

**19% C (AVERAGE)**

**11% TOTAL D/F (NET)**

7% D (POOR)

4% F (FAILING)

5. The Superintendent

**39% TOTAL A/B (NET)**

10% A (OUTSTANDING)

28% B (VERY GOOD)

**35% C (AVERAGE)**

**27% TOTAL D/F (NET)**

18% D (POOR)

9% F (FAILING)

To what extent do you agree or disagree with the following statements?

6. I feel safe in my [school/building].

**88% TOTAL AGREE (NET)**

67% STRONGLY AGREE

21% SOMEWHAT AGREE

**6% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE

1% STRONGLY DISAGREE

7. I feel respected in my [school/department].

**78% TOTAL AGREE (NET)**

48% STRONGLY AGREE

31% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**13% TOTAL DISAGREE (NET)**

9% SOMEWHAT DISAGREE

4% STRONGLY DISAGREE

8. I feel valued at work.

**74% TOTAL AGREE (NET)**

44% STRONGLY AGREE  
30% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**17% TOTAL DISAGREE (NET)**

12% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

9. I feel supported by my [school/department].

**73% TOTAL AGREE (NET)**

44% STRONGLY AGREE  
30% SOMEWHAT AGREE

**10% NEITHER AGREE NOR DISAGREE**

**17% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE

10. I feel supported by my [principal/assistant superintendent].

**69% TOTAL AGREE (NET)**

44% STRONGLY AGREE  
26% SOMEWHAT AGREE

**10% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
9% STRONGLY DISAGREE

11. I like going to work.

**85% TOTAL AGREE (NET)**

55% STRONGLY AGREE  
29% SOMEWHAT AGREE

8% NEITHER AGREE NOR DISAGREE

**8% TOTAL DISAGREE (NET)**

5% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

12. The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].

**82% TOTAL AGREE (NET)**

55% STRONGLY AGREE  
27% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

13. The APS work environment promotes employee productivity and success.

**65% TOTAL AGREE (NET)**

27% STRONGLY AGREE  
38% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**19% TOTAL DISAGREE (NET)**

13% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE

14. The APS work environment promotes employee well-being, satisfaction and positive morale.

**56% TOTAL AGREE (NET)**

23% STRONGLY AGREE  
33% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**28% TOTAL DISAGREE (NET)**

18% SOMEWHAT DISAGREE  
10% STRONGLY DISAGREE

15. There is an atmosphere of open communication in my [school/department].

**63% TOTAL AGREE (NET)**

32% STRONGLY AGREE  
31% SOMEWHAT AGREE

**14% NEITHER AGREE NOR DISAGREE**

**23% TOTAL DISAGREE (NET)**

15% SOMEWHAT DISAGREE  
8% STRONGLY DISAGREE

16. My [school/department]'s work load is divided equitably among employees.

**51% TOTAL AGREE (NET)**

22% STRONGLY AGREE  
28% SOMEWHAT AGREE

**16% NEITHER AGREE NOR DISAGREE**

**34% TOTAL DISAGREE (NET)**

21% SOMEWHAT DISAGREE  
13% STRONGLY DISAGREE

17. My [principal/assistant superintendent] is responsive to staff.

**66% TOTAL AGREE (NET)**

39% STRONGLY AGREE  
27% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**19% TOTAL DISAGREE (NET)**

13% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

18. My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.

**70% TOTAL AGREE (NET)**

40% STRONGLY AGREE  
30% SOMEWHAT AGREE

**12% NEITHER AGREE NOR DISAGREE**

**18% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
8% STRONGLY DISAGREE

To what extent are you satisfied with each of the following?

19. Staff involvement in the School Board's decision making.

**35% TOTAL SATISFIED (NET)**

7% VERY SATISFIED  
28% SOMEWHAT SATISFIED

**46% TOTAL DISSATISFIED (NET)**

24% SOMEWHAT DISSATISFIED  
21% VERY DISSATISFIED

19% I DON'T KNOW/UNSURE



20. Your ability to influence the policies that affect you.

**31% TOTAL SATISFIED (NET)**

7% VERY SATISFIED  
24% SOMEWHAT SATISFIED

**54% TOTAL DISSATISFIED (NET)**

27% SOMEWHAT DISSATISFIED  
27% VERY DISSATISFIED

15% I DON'T KNOW/UNSURE

21. My [school/department] is respectful of **cultural differences**.

**91% TOTAL SOMETIMES/ALWAYS (NET)**

63% ALWAYS  
28% SOMETIMES

**5% TOTAL RARELY/NEVER (NET)**

4% RARELY  
1% NEVER  
  
3% UNSURE  
1% NOT APPLICABLE / NO BASIS TO JUDGE

22. My [school/department] is respectful of **language differences**.

**92% TOTAL SOMETIMES/ALWAYS (NET)**

63% ALWAYS  
29% SOMETIMES

**4% TOTAL RARELY/NEVER (NET)**

3% RARELY  
1% NEVER  
  
3% UNSURE  
1% NOT APPLICABLE / NO BASIS TO JUDGE

23. My [school/department] is respectful of **racial/ethnic differences**.

**92% TOTAL SOMETIMES/ALWAYS (NET)**

62% ALWAYS  
30% SOMETIMES

**4% TOTAL RARELY/NEVER (NET)**

3% RARELY  
2% NEVER

2% UNSURE  
1% NOT APPLICABLE / NO BASIS TO JUDGE

24. In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

**91% TOTAL IMPORTANT (NET)**

72% VERY IMPORTANT  
20% SOMEWHAT IMPORTANT

**5% TOTAL UNIMPORTANT (NET)**

3% NOT TOO IMPORTANT  
2% NOT AT ALL IMPORTANT

4% UNSURE

25. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

71% YES  
11% NO

17% UNSURE

26. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

62% YES

15% NO

23% UNSURE

27. Are your [school/buildings] and grounds clean and in good condition?

84% YES

16% NO

To what extent do you agree with the following statements?

28. The [school/building] grounds are well maintained.

**87% TOTAL AGREE (NET)**

52% STRONGLY AGREE

35% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**9% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE

2% STRONGLY DISAGREE

29. The temperatures in my room(s) is/are comfortable.

**53% TOTAL AGREE (NET)**

16% STRONGLY AGREE

37% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**38% TOTAL DISAGREE (NET)**

23% SOMEWHAT DISAGREE

14% STRONGLY DISAGREE



30. To what extent do you agree with the following statement?

There are measures or programs in place in my [school/building] to conserve energy.

**49% TOTAL AGREE (NET)**

16% STRONGLY AGREE  
33% SOMEWHAT AGREE

**17% NEITHER AGREE NOR DISAGREE**

**17% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

18% I DON'T KNOW

31. If you needed maintenance repair work, where would you submit your request?

22% DIRECTLY TO MAINTENANCE/FACILITIES & OPERATIONS  
69% TO MY OFFICE STAFF FOR REFERRAL TO MAINTENANCE/FACILITIES & OPERATIONS  
9% UNSURE/DO NOT KNOW

32. To what extent do you agree with the following statement?

Maintenance work referred for repair is addressed quickly and properly.

**55% TOTAL AGREE (NET)**

21% STRONGLY AGREE  
34% SOMEWHAT AGREE

**10% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

13% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE

15% NOT APPLICABLE/ HAVE NEVER REPORTED A MAINTENANCE ISSUE

Please rate your level of satisfaction or dissatisfaction with the following items.

33. Your **annual salary**, meaning pay excluding medical benefits and other perks.

**57% TOTAL SATISFIED (NET)**

15% VERY SATISFIED

42% SOMEWHAT SATISFIED

**42% TOTAL DISSATISFIED (NET)**

25% SOMEWHAT DISSATISFIED

17% VERY DISSATISFIED

1% I DON'T KNOW/UNSURE

34. Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks

**61% TOTAL SATISFIED (NET)**

13% VERY SATISFIED

47% SOMEWHAT SATISFIED

**36% TOTAL DISSATISFIED (NET)**

22% SOMEWHAT DISSATISFIED

14% VERY DISSATISFIED

3% I DON'T KNOW/UNSURE

## **DEMOGRAPHICS**

### 35. Gender

25% MALE  
75% FEMALE

### 36. Race/ethnicity

66% WHITE  
15% BLACK OR AFRICAN AMERICAN  
14% HISPANIC OR LATINO OF ANY RACE  
5% ASIAN  
1% AMERICAN INDIAN OR ALASKAN NATIVE  
\* OTHER

**A-SCALE STAFF**  
**ONLINE SURVEY OF 199 A-SCALE STAFF**  
**TOPLINE REPORT<sup>11</sup>**

**Field Dates:** April 18 – May 11, 2012

**Margin of Error:** ±5.69%

**Unweighted data**

Using the letter grade scale, A, B, C, D, or F, what overall grade would you give the performance of each of the following? A is outstanding, B is very good, C is average, D is poor, and F is failing.

1. Arlington Public Schools

**87%      TOTAL A/B (NET)**  
36%      A (OUTSTANDING)  
51%      B (VERY GOOD)

**12%      C (AVERAGE)**

**2%      TOTAL D/F (NET)**  
2%      D (POOR)  
-      F (FAILING)

2. [School/department]

**82%      TOTAL A/B (NET)**  
42%      A (OUTSTANDING)  
41%      B (VERY GOOD)

**14%      C (AVERAGE)**

**4%      TOTAL D/F (NET)**  
3%      D (POOR)  
1%      F (FAILING)

---

<sup>11</sup> Percentages may not add to exactly 100 due to rounding.

3. The [teachers/staff] in your [school/department]

**86% TOTAL A/B (NET)**  
40% A (OUTSTANDING)  
46% B (VERY GOOD)

**13% C (AVERAGE)**

**2% TOTAL D/F (NET)**  
1% D (POOR)  
1% F (FAILING)

4. The [principal/assistant superintendent] for your [school/department]

**76% TOTAL A/B (NET)**  
41% A (OUTSTANDING)  
35% B (VERY GOOD)

**19% C (AVERAGE)**

**6% TOTAL D/F (NET)**  
5% D (POOR)  
1% F (FAILING)

5. The Superintendent

**50% TOTAL A/B (NET)**  
14% A (OUTSTANDING)  
37% B (VERY GOOD)

**38% C (AVERAGE)**

**12% TOTAL D/F (NET)**  
9% D (POOR)  
3% F (FAILING)



To what extent do you agree or disagree with the following statements?

6. I feel safe in my [school/building].

**91% TOTAL AGREE (NET)**

69% STRONGLY AGREE  
23% SOMEWHAT AGREE

**6% NEITHER AGREE NOR DISAGREE**

**3% TOTAL DISAGREE (NET)**

2% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

7. I feel respected in my [school/department].

**78% TOTAL AGREE (NET)**

51% STRONGLY AGREE  
28% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**14% TOTAL DISAGREE (NET)**

9% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

8. I feel valued at work.

**75% TOTAL AGREE (NET)**

53% STRONGLY AGREE  
23% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**16% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE



9. I feel supported by my [school/department].

**75% TOTAL AGREE (NET)**

48% STRONGLY AGREE  
28% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**10% TOTAL DISAGREE (NET)**

15% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

10. I feel supported by my [principal/assistant superintendent].

**74% TOTAL AGREE (NET)**

49% STRONGLY AGREE  
26% SOMEWHAT AGREE

**11% NEITHER AGREE NOR DISAGREE**

**15% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

11. I like going to work.

**87% TOTAL AGREE (NET)**

65% STRONGLY AGREE  
23% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

12. The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].

**84% TOTAL AGREE (NET)**

61% STRONGLY AGREE  
24% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**1% TOTAL DISAGREE (NET)**

- SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

13. The APS work environment promotes employee productivity and success.

**75% TOTAL AGREE (NET)**

40% STRONGLY AGREE  
35% SOMEWHAT AGREE

**14% NEITHER AGREE NOR DISAGREE**

**11% TOTAL DISAGREE (NET)**

9% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

14. The APS work environment promotes employee well-being, satisfaction and positive morale.

**70% TOTAL AGREE (NET)**

36% STRONGLY AGREE  
34% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**15% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

15. There is an atmosphere of open communication in my [school/department].

<b>64%</b>	<b><u>TOTAL AGREE (NET)</u></b>
36%	STRONGLY AGREE
28%	SOMEWHAT AGREE
14%	NEITHER AGREE NOR DISAGREE
<b>22%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
13%	SOMEWHAT DISAGREE
9%	STRONGLY DISAGREE

16. My [school/department]'s work load is divided equitably among employees.

<b>63%</b>	<b><u>TOTAL AGREE (NET)</u></b>
31%	STRONGLY AGREE
32%	SOMEWHAT AGREE
<b>17%</b>	<b><u>NEITHER AGREE NOR DISAGREE</u></b>
<b>21%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
14%	SOMEWHAT DISAGREE
7%	STRONGLY DISAGREE

17. My [principal/assistant superintendent] is responsive to staff.

<b>69%</b>	<b><u>TOTAL AGREE (NET)</u></b>
50%	STRONGLY AGREE
19%	SOMEWHAT AGREE
<b>18%</b>	<b><u>NEITHER AGREE NOR DISAGREE</u></b>
<b>13%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
11%	SOMEWHAT DISAGREE
3%	STRONGLY DISAGREE

18. My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.

**77% TOTAL AGREE (NET)**

48% STRONGLY AGREE  
29% SOMEWHAT AGREE

**11% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

6% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

To what extent are you satisfied with each of the following?

19. Staff involvement in the School Board's decision making.

**44% TOTAL SATISFIED (NET)**

11% VERY SATISFIED  
33% SOMEWHAT SATISFIED

**25% TOTAL DISSATISFIED (NET)**

15% SOMEWHAT DISSATISFIED  
10% VERY DISSATISFIED

32% I DON'T KNOW/UNSURE

20. Your ability to influence the policies that affect you.

**39% TOTAL SATISFIED (NET)**

11% VERY SATISFIED  
29% SOMEWHAT SATISFIED

**33% TOTAL DISSATISFIED (NET)**

22% SOMEWHAT DISSATISFIED  
11% VERY DISSATISFIED

28% I DON'T KNOW/UNSURE

21. My [school/department] is respectful of **cultural differences**.

<b>93%</b>	<b><u>TOTAL SOMETIMES/ALWAYS (NET)</u></b>
66%	ALWAYS
28%	SOMETIMES
<b>3%</b>	<b><u>TOTAL RARELY/NEVER (NET)</u></b>
2%	RARELY
1%	NEVER
4%	UNSURE
1%	NOT APPLICABLE / NO BASIS TO JUDGE

22. My [school/department] is respectful of **language differences**.

<b>93%</b>	<b><u>TOTAL SOMETIMES/ALWAYS (NET)</u></b>
67%	ALWAYS
27%	SOMETIMES
<b>3%</b>	<b><u>TOTAL RARELY/NEVER (NET)</u></b>
2%	RARELY
1%	NEVER
4%	UNSURE
1%	NOT APPLICABLE / NO BASIS TO JUDGE

23. My [school/department] is respectful of **racial/ethnic differences**.

<b>93%</b>	<b><u>TOTAL SOMETIMES/ALWAYS (NET)</u></b>
67%	ALWAYS
26%	SOMETIMES
<b>3%</b>	<b><u>TOTAL RARELY/NEVER (NET)</u></b>
2%	RARELY
1%	NEVER
3%	UNSURE
2%	NOT APPLICABLE / NO BASIS TO JUDGE

24. In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

**93%**      **TOTAL IMPORTANT (NET)**

77%      VERY IMPORTANT

17%      SOMEWHAT IMPORTANT

**1%**      **TOTAL UNIMPORTANT (NET)**

1%      NOT TOO IMPORTANT

1%      NOT AT ALL IMPORTANT

6%      UNSURE

25. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

68%      YES

11%      NO

21%      UNSURE

26. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

64%      YES

11%      NO

25%      UNSURE

27. Are your [school/buildings] and grounds clean and in good condition?

87%      YES

13%      NO

To what extent do you agree with the following statements?

28. The [school/building] grounds are well maintained.

<b>90%</b>	<b>TOTAL AGREE (NET)</b>
55%	STRONGLY AGREE
35%	SOMEWHAT AGREE
4%	NEITHER AGREE NOR DISAGREE

<b>6%</b>	<b>TOTAL DISAGREE (NET)</b>
5%	SOMEWHAT DISAGREE
1%	STRONGLY DISAGREE

29. The temperatures in my room(s) is/are comfortable.

<b>51%</b>	<b>TOTAL AGREE (NET)</b>
14%	STRONGLY AGREE
37%	SOMEWHAT AGREE
<b>12%</b>	<b>NEITHER AGREE NOR DISAGREE</b>

<b>37%</b>	<b>TOTAL DISAGREE (NET)</b>
26%	SOMEWHAT DISAGREE
12%	STRONGLY DISAGREE

30. To what extent do you agree with the following statement?

There are measures or programs in place in my [school/building] to conserve energy.

<b>50%</b>	<b>TOTAL AGREE (NET)</b>
19%	STRONGLY AGREE
31%	SOMEWHAT AGREE
<b>14%</b>	<b>NEITHER AGREE NOR DISAGREE</b>

<b>11%</b>	<b>TOTAL DISAGREE (NET)</b>
9%	SOMEWHAT DISAGREE
2%	STRONGLY DISAGREE

25%	I DON'T KNOW
-----	--------------



31. If you needed maintenance repair work, where would you submit your request?

- 20% DIRECTLY TO MAINTENANCE/FACILITIES & OPERATIONS
- 68% TO MY OFFICE STAFF FOR REFERRAL TO MAINTENANCE/FACILITIES & OPERATIONS
  
- 12% UNSURE/DO NOT KNOW

32. To what extent do you agree with the following statement?

Maintenance work referred for repair is addressed quickly and properly.

- 55% TOTAL AGREE (NET)**
- 22% STRONGLY AGREE
- 33% SOMEWHAT AGREE
  
- 13% NEITHER AGREE NOR DISAGREE**
  
- 9% TOTAL DISAGREE (NET)**
- 6% SOMEWHAT DISAGREE
- 3% STRONGLY DISAGREE
  
- 23% NOT APPLICABLE/ HAVE NEVER REPORTED A MAINTENANCE ISSUE

Please rate your level of satisfaction or dissatisfaction with the following items.

33. Your **annual salary**, meaning pay excluding medical benefits and other perks.

- 48% TOTAL SATISFIED (NET)**
- 7% VERY SATISFIED
- 41% SOMEWHAT SATISFIED
  
- 51% TOTAL DISSATISFIED (NET)**
- 29% SOMEWHAT DISSATISFIED
- 22% VERY DISSATISFIED
  
- 2% I DON'T KNOW/UNSURE

34. Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks

**58% TOTAL SATISFIED (NET)**

14% VERY SATISFIED

44% SOMEWHAT SATISFIED

**36% TOTAL DISSATISFIED (NET)**

24% SOMEWHAT DISSATISFIED

13% VERY DISSATISFIED

6% I DON'T KNOW/UNSURE

**DEMOGRAPHICS**

35. Gender

14% MALE

86% FEMALE

36. Race/ethnicity

45% WHITE

26% HISPANIC OR LATINO OF ANY RACE

21% BLACK OR AFRICAN AMERICAN

8% ASIAN

1% AMERICAN INDIAN OR ALASKAN NATIVE

1% OTHER

**E-SCALE STAFF**  
**ONLINE SURVEY OF 114 E-SCALE STAFF**  
**TOPLINE REPORT<sup>12</sup>**

**Field Dates:** April 19 – May 11, 2012

**Margin of Error:** ±5.73%

**Unweighted data**

Using the letter grade scale, A, B, C, D, or F, what overall grade would you give the performance of each of the following? A is outstanding, B is very good, C is average, D is poor, and F is failing.

1. Arlington Public Schools

**87% TOTAL A/B (NET)**

25% A (OUTSTANDING)

62% B (VERY GOOD)

**11% C (AVERAGE)**

**2% TOTAL D/F (NET)**

2% D (POOR)

- F (FAILING)

2. [School/department]

**82% TOTAL A/B (NET)**

31% A (OUTSTANDING)

52% B (VERY GOOD)

**15% C (AVERAGE)**

**3% TOTAL D/F (NET)**

2% D (POOR)

1% F (FAILING)

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<sup>12</sup> Percentages may not add to exactly 100 due to rounding.

3. The [teachers/staff] in your [school/department]

**83% TOTAL A/B (NET)**

28% A (OUTSTANDING)

55% B (VERY GOOD)

**15% C (AVERAGE)**

**2% TOTAL D/F (NET)**

2% D (POOR)

- F (FAILING)

4. The [principal/assistant superintendent] for your [school/department]

**71% TOTAL A/B (NET)**

23% A (OUTSTANDING)

48% B (VERY GOOD)

**18% C (AVERAGE)**

**11% TOTAL D/F (NET)**

7% D (POOR)

4% F (FAILING)

5. The Superintendent

**53% TOTAL A/B (NET)**

11% A (OUTSTANDING)

42% B (VERY GOOD)

**33% C (AVERAGE)**

**14% TOTAL D/F (NET)**

11% D (POOR)

3% F (FAILING)

To what extent do you agree or disagree with the following statements?

6. I feel safe in my [school/building].

**84% TOTAL AGREE (NET)**

49% STRONGLY AGREE  
35% SOMEWHAT AGREE

**5% NEITHER AGREE NOR DISAGREE**

**11% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

7. I feel respected in my [school/department].

**81% TOTAL AGREE (NET)**

48% STRONGLY AGREE  
32% SOMEWHAT AGREE

**6% NEITHER AGREE NOR DISAGREE**

**13% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

8. I feel valued at work.

**79% TOTAL AGREE (NET)**

39% STRONGLY AGREE  
40% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

5% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE

9. I feel supported by my [school/department].

**72% TOTAL AGREE (NET)**

37% STRONGLY AGREE  
35% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**15% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

10. I feel supported by my [principal/assistant superintendent].

**67% TOTAL AGREE (NET)**

37% STRONGLY AGREE  
30% SOMEWHAT AGREE

**12% NEITHER AGREE NOR DISAGREE**

**21% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
11% STRONGLY DISAGREE

11. I like going to work.

**83% TOTAL AGREE (NET)**

44% STRONGLY AGREE  
39% SOMEWHAT AGREE

**6% NEITHER AGREE NOR DISAGREE**

**11% TOTAL DISAGREE (NET)**

9% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

12. The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].

**79% TOTAL AGREE (NET)**

41% STRONGLY AGREE  
38% SOMEWHAT AGREE

**14% NEITHER AGREE NOR DISAGREE**

**7% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

13. The APS work environment promotes employee productivity and success.

**56% TOTAL AGREE (NET)**

17% STRONGLY AGREE  
39% SOMEWHAT AGREE

**16% NEITHER AGREE NOR DISAGREE**

**28% TOTAL DISAGREE (NET)**

19% SOMEWHAT DISAGREE  
9% STRONGLY DISAGREE

14. The APS work environment promotes employee well-being, satisfaction and positive morale.

**46% TOTAL AGREE (NET)**

15% STRONGLY AGREE  
32% SOMEWHAT AGREE

**20% NEITHER AGREE NOR DISAGREE**

**33% TOTAL DISAGREE (NET)**

22% SOMEWHAT DISAGREE  
11% STRONGLY DISAGREE

15. There is an atmosphere of open communication in my [school/department].

**54% TOTAL AGREE (NET)**

23% STRONGLY AGREE  
32% SOMEWHAT AGREE

**21% NEITHER AGREE NOR DISAGREE**

**25% TOTAL DISAGREE (NET)**

15% SOMEWHAT DISAGREE  
10% STRONGLY DISAGREE

16. My [school/department]'s work load is divided equitably among employees.

**43% TOTAL AGREE (NET)**

17% STRONGLY AGREE  
26% SOMEWHAT AGREE

**18% NEITHER AGREE NOR DISAGREE**

**39% TOTAL DISAGREE (NET)**

26% SOMEWHAT DISAGREE  
13% STRONGLY DISAGREE

17. My [principal/assistant superintendent] is responsive to staff.

**60% TOTAL AGREE (NET)**

28% STRONGLY AGREE  
32% SOMEWHAT AGREE

**20% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
9% STRONGLY DISAGREE



18. My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.

**64% TOTAL AGREE (NET)**

39% STRONGLY AGREE  
25% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**17% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE

To what extent are you satisfied with each of the following?

19. Staff involvement in the School Board's decision making.

**33% TOTAL SATISFIED (NET)**

7% VERY SATISFIED  
26% SOMEWHAT SATISFIED

**48% TOTAL DISSATISFIED (NET)**

32% SOMEWHAT DISSATISFIED  
16% VERY DISSATISFIED

18% I DON'T KNOW/UNSURE

20. Your ability to influence the policies that affect you.

**28% TOTAL SATISFIED (NET)**

9% VERY SATISFIED  
19% SOMEWHAT SATISFIED

**63% TOTAL DISSATISFIED (NET)**

41% SOMEWHAT DISSATISFIED  
22% VERY DISSATISFIED

9% I DON'T KNOW/UNSURE

21. My [school/department] is respectful of **cultural differences**.

**95% TOTAL SOMETIMES/ALWAYS (NET)**

61% ALWAYS  
33% SOMETIMES

**2% TOTAL RARELY/NEVER (NET)**

2% RARELY  
- NEVER  
  
1% UNSURE  
3% NOT APPLICABLE / NO BASIS TO JUDGE

22. My [school/department] is respectful of **language differences**.

**92% TOTAL SOMETIMES/ALWAYS (NET)**

59% ALWAYS  
33% SOMETIMES

**2% TOTAL RARELY/NEVER (NET)**

2% RARELY  
- NEVER  
  
3% UNSURE  
4% NOT APPLICABLE / NO BASIS TO JUDGE

23. My [school/department] is respectful of **racial/ethnic differences**.

**95% TOTAL SOMETIMES/ALWAYS (NET)**

63% ALWAYS  
32% SOMETIMES

**1% TOTAL RARELY/NEVER (NET)**

- RARELY  
1% NEVER  
  
1% UNSURE  
3% NOT APPLICABLE / NO BASIS TO JUDGE

24. In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

**88% TOTAL IMPORTANT (NET)**

63% VERY IMPORTANT  
25% SOMEWHAT IMPORTANT

**8% TOTAL UNIMPORTANT (NET)**

6% NOT TOO IMPORTANT  
2% NOT AT ALL IMPORTANT

4% UNSURE

25. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

75% YES  
11% NO

13% UNSURE

26. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

63% YES  
16% NO

21% UNSURE

27. Are your [school/buildings] and grounds clean and in good condition?

81% YES  
19% NO

To what extent do you agree with the following statements?

28. The [school/building] grounds are well maintained.

**85% TOTAL AGREE (NET)**

46% STRONGLY AGREE  
39% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**11% TOTAL DISAGREE (NET)**

9% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

29. The temperatures in my room(s) is/are comfortable.

**45% TOTAL AGREE (NET)**

16% STRONGLY AGREE  
29% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**47% TOTAL DISAGREE (NET)**

25% SOMEWHAT DISAGREE  
22% STRONGLY DISAGREE

30. To what extent do you agree with the following statement?

There are measures or programs in place in my [school/building] to conserve energy.

**43% TOTAL AGREE (NET)**

8% STRONGLY AGREE  
35% SOMEWHAT AGREE

**18% NEITHER AGREE NOR DISAGREE**

**25% TOTAL DISAGREE (NET)**

14% SOMEWHAT DISAGREE  
11% STRONGLY DISAGREE

14% I DON'T KNOW

31. If you needed maintenance repair work, where would you submit your request?

- 21% DIRECTLY TO MAINTENANCE/FACILITIES & OPERATIONS
- 70% TO MY OFFICE STAFF FOR REFERRAL TO MAINTENANCE/FACILITIES & OPERATIONS
  
- 9% UNSURE/DO NOT KNOW

32. To what extent do you agree with the following statement?

Maintenance work referred for repair is addressed quickly and properly.

**54% TOTAL AGREE (NET)**

- 13% STRONGLY AGREE
- 40% SOMEWHAT AGREE

**14% NEITHER AGREE NOR DISAGREE**

**18% TOTAL DISAGREE (NET)**

- 14% SOMEWHAT DISAGREE
- 4% STRONGLY DISAGREE

14% NOT APPLICABLE/ HAVE NEVER REPORTED A MAINTENANCE ISSUE

Please rate your level of satisfaction or dissatisfaction with the following items.

33. Your **annual salary**, meaning pay excluding medical benefits and other perks.

**67% TOTAL SATISFIED (NET)**

- 18% VERY SATISFIED
- 49% SOMEWHAT SATISFIED

**32% TOTAL DISSATISFIED (NET)**

- 19% SOMEWHAT DISSATISFIED
- 13% VERY DISSATISFIED

1% I DON'T KNOW/UNSURE



34. Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks

**68% TOTAL SATISFIED (NET)**

22% VERY SATISFIED

46% SOMEWHAT SATISFIED

**32% TOTAL DISSATISFIED (NET)**

21% SOMEWHAT DISSATISFIED

11% VERY DISSATISFIED

1% I DON'T KNOW/UNSURE

**DEMOGRAPHICS**

35. Gender

45% MALE

55% FEMALE

36. Race/ethnicity

66% WHITE

15% BLACK OR AFRICAN AMERICAN

11% ASIAN

8% HISPANIC OR LATINO OF ANY RACE

1% AMERICAN INDIAN OR ALASKAN NATIVE

**G-SCALE STAFF**  
**ONLINE SURVEY OF 137 G-SCALE STAFF**  
**TOPLINE REPORT<sup>13</sup>**

**Field Dates:** April 19 – May 11, 2012

**Margin of Error:** ±5.91%

**Unweighted data**

Using the letter grade scale, A, B, C, D, or F, what overall grade would you give the performance of each of the following? A is outstanding, B is very good, C is average, D is poor, and F is failing.

1. Arlington Public Schools

**80% TOTAL A/B (NET)**

28% A (OUTSTANDING)

52% B (VERY GOOD)

**19% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

- F (FAILING)

2. [School/department]

**82% TOTAL A/B (NET)**

36% A (OUTSTANDING)

46% B (VERY GOOD)

**14% C (AVERAGE)**

**4% TOTAL D/F (NET)**

1% D (POOR)

2% F (FAILING)

---

<sup>13</sup> Percentages may not add to exactly 100 due to rounding.

3. The [teachers/staff] in your [school/department]

**88% TOTAL A/B (NET)**

36% A (OUTSTANDING)

52% B (VERY GOOD)

**9% C (AVERAGE)**

**2% TOTAL D/F (NET)**

1% D (POOR)

1% F (FAILING)

4. The [principal/assistant superintendent] for your [school/department]

**69% TOTAL A/B (NET)**

31% A (OUTSTANDING)

38% B (VERY GOOD)

**18% C (AVERAGE)**

**14% TOTAL D/F (NET)**

9% D (POOR)

4% F (FAILING)

5. The Superintendent

**45% TOTAL A/B (NET)**

11% A (OUTSTANDING)

34% B (VERY GOOD)

**31% C (AVERAGE)**

**23% TOTAL D/F (NET)**

21% D (POOR)

2% F (FAILING)



To what extent do you agree or disagree with the following statements?

6. I feel safe in my [school/building].

**78% TOTAL AGREE (NET)**

43% STRONGLY AGREE  
35% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**14% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

7. I feel respected in my [school/department].

**72% TOTAL AGREE (NET)**

39% STRONGLY AGREE  
33% SOMEWHAT AGREE

**12% NEITHER AGREE NOR DISAGREE**

**16% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

8. I feel valued at work.

**69% TOTAL AGREE (NET)**

34% STRONGLY AGREE  
35% SOMEWHAT AGREE

**12% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

12% SOMEWHAT DISAGREE  
8% STRONGLY DISAGREE

9. I feel supported by my [school/department].

**67% TOTAL AGREE (NET)**

39% STRONGLY AGREE  
28% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**14% TOTAL DISAGREE (NET)**

6% SOMEWHAT DISAGREE  
8% STRONGLY DISAGREE

10. I feel supported by my [principal/assistant superintendent].

**64% TOTAL AGREE (NET)**

36% STRONGLY AGREE  
27% SOMEWHAT AGREE

**12% NEITHER AGREE NOR DISAGREE**

**24% TOTAL DISAGREE (NET)**

12% SOMEWHAT DISAGREE  
12% STRONGLY DISAGREE

11. I like going to work.

**83% TOTAL AGREE (NET)**

47% STRONGLY AGREE  
36% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**8% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

12. The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].

**76% TOTAL AGREE (NET)**

55% STRONGLY AGREE  
20% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

13. The APS work environment promotes employee productivity and success.

**55% TOTAL AGREE (NET)**

20% STRONGLY AGREE  
35% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**26% TOTAL DISAGREE (NET)**

16% SOMEWHAT DISAGREE  
10% STRONGLY DISAGREE

14. The APS work environment promotes employee well-being, satisfaction and positive morale.

**53% TOTAL AGREE (NET)**

18% STRONGLY AGREE  
34% SOMEWHAT AGREE

**17% NEITHER AGREE NOR DISAGREE**

**31% TOTAL DISAGREE (NET)**

18% SOMEWHAT DISAGREE  
13% STRONGLY DISAGREE

15. There is an atmosphere of open communication in my [school/department].

**54% TOTAL AGREE (NET)**

31% STRONGLY AGREE  
23% SOMEWHAT AGREE

**17% NEITHER AGREE NOR DISAGREE**

**29% TOTAL DISAGREE (NET)**

15% SOMEWHAT DISAGREE  
15% STRONGLY DISAGREE

16. My [school/department]'s work load is divided equitably among employees.

**46% TOTAL AGREE (NET)**

22% STRONGLY AGREE  
24% SOMEWHAT AGREE

**22% NEITHER AGREE NOR DISAGREE**

**32% TOTAL DISAGREE (NET)**

20% SOMEWHAT DISAGREE  
12% STRONGLY DISAGREE

17. My [principal/assistant superintendent] is responsive to staff.

**61% TOTAL AGREE (NET)**

33% STRONGLY AGREE  
28% SOMEWHAT AGREE

**20% NEITHER AGREE NOR DISAGREE**

**18% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
8% STRONGLY DISAGREE

18. My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.

**68% TOTAL AGREE (NET)**

42% STRONGLY AGREE  
26% SOMEWHAT AGREE

**14% NEITHER AGREE NOR DISAGREE**

**18% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
10% STRONGLY DISAGREE

To what extent are you satisfied with each of the following?

19. Staff involvement in the School Board's decision making.

**36% TOTAL SATISFIED (NET)**

7% VERY SATISFIED  
29% SOMEWHAT SATISFIED

**38% TOTAL DISSATISFIED (NET)**

24% SOMEWHAT DISSATISFIED  
14% VERY DISSATISFIED

26% I DON'T KNOW/UNSURE

20. Your ability to influence the policies that affect you.

**25% TOTAL SATISFIED (NET)**

6% VERY SATISFIED  
19% SOMEWHAT SATISFIED

**52% TOTAL DISSATISFIED (NET)**

26% SOMEWHAT DISSATISFIED  
26% VERY DISSATISFIED

23% I DON'T KNOW/UNSURE

21. My [school/department] is respectful of **cultural differences**.

**91% TOTAL SOMETIMES/ALWAYS (NET)**

69% ALWAYS  
22% SOMETIMES

**5% TOTAL RARELY/NEVER (NET)**

4% RARELY  
1% NEVER  
  
3% UNSURE  
1% NOT APPLICABLE / NO BASIS TO JUDGE

22. My [school/department] is respectful of **language differences**.

**93% TOTAL SOMETIMES/ALWAYS (NET)**

69% ALWAYS  
24% SOMETIMES

**3% TOTAL RARELY/NEVER (NET)**

2% RARELY  
1% NEVER  
  
3% UNSURE  
1% NOT APPLICABLE / NO BASIS TO JUDGE

23. My [school/department] is respectful of **racial/ethnic differences**.

**92% TOTAL SOMETIMES/ALWAYS (NET)**

69% ALWAYS  
23% SOMETIMES

**5% TOTAL RARELY/NEVER (NET)**

4% RARELY  
1% NEVER  
  
2% UNSURE  
1% NOT APPLICABLE / NO BASIS TO JUDGE

24. In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

**92% TOTAL IMPORTANT (NET)**

70% VERY IMPORTANT

22% SOMEWHAT IMPORTANT

**4% TOTAL UNIMPORTANT (NET)**

4% NOT TOO IMPORTANT

- NOT AT ALL IMPORTANT

4% UNSURE

25. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

71% YES

6% NO

23% UNSURE

26. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

58% YES

12% NO

30% UNSURE

27. Are your [school/buildings] and grounds clean and in good condition?

81% YES

19% NO

To what extent do you agree with the following statements?

28. The [school/building] grounds are well maintained.

**88% TOTAL AGREE (NET)**

46% STRONGLY AGREE  
42% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**8% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

29. The temperatures in my room(s) is/are comfortable.

**50% TOTAL AGREE (NET)**

14% STRONGLY AGREE  
36% SOMEWHAT AGREE

**10% NEITHER AGREE NOR DISAGREE**

**39% TOTAL DISAGREE (NET)**

20% SOMEWHAT DISAGREE  
20% STRONGLY DISAGREE

30. To what extent do you agree with the following statement?

There are measures or programs in place in my [school/building] to conserve energy.

**39% TOTAL AGREE (NET)**

11% STRONGLY AGREE  
28% SOMEWHAT AGREE

**20% NEITHER AGREE NOR DISAGREE**

**21% TOTAL DISAGREE (NET)**

12% SOMEWHAT DISAGREE  
9% STRONGLY DISAGREE

20% I DON'T KNOW



31. If you needed maintenance repair work, where would you submit your request?

- 26% DIRECTLY TO MAINTENANCE/FACILITIES & OPERATIONS
- 65% TO MY OFFICE STAFF FOR REFERRAL TO MAINTENANCE/FACILITIES & OPERATIONS
  
- 9% UNSURE/DO NOT KNOW

32. To what extent do you agree with the following statement?

Maintenance work referred for repair is addressed quickly and properly.

**63% TOTAL AGREE (NET)**

- 28% STRONGLY AGREE
- 35% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

- 14% SOMEWHAT DISAGREE
- 6% STRONGLY DISAGREE

- 8% NOT APPLICABLE/ HAVE NEVER REPORTED A MAINTENANCE ISSUE

Please rate your level of satisfaction or dissatisfaction with the following items.

33. Your **annual salary**, meaning pay excluding medical benefits and other perks.

**58% TOTAL SATISFIED (NET)**

- 14% VERY SATISFIED
- 44% SOMEWHAT SATISFIED

**42% TOTAL DISSATISFIED (NET)**

- 25% SOMEWHAT DISSATISFIED
- 17% VERY DISSATISFIED

- 1% I DON'T KNOW/UNSURE

34. Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks

**64% TOTAL SATISFIED (NET)**

15% VERY SATISFIED

49% SOMEWHAT SATISFIED

**32% TOTAL DISSATISFIED (NET)**

22% SOMEWHAT DISSATISFIED

10% VERY DISSATISFIED

4% I DON'T KNOW/UNSURE

**DEMOGRAPHICS**

35. Gender

4% MALE

96% FEMALE

36. Race/ethnicity

44% WHITE

35% HISPANIC OR LATINO OF ANY RACE

15% BLACK OR AFRICAN AMERICAN

4% ASIAN

1% AMERICAN INDIAN OR ALASKAN NATIVE

1% OTHER

**P-SCALE STAFF**  
**ONLINE SURVEY OF 89 P-SCALE STAFF**  
**TOPLINE REPORT<sup>14</sup>**

**Field Dates:** April 19 – May 11, 2012

**Margin of Error:** ±6.17%

**Unweighted data**

Using the letter grade scale, A, B, C, D, or F, what overall grade would you give the performance of each of the following? A is outstanding, B is very good, C is average, D is poor, and F is failing.

1. Arlington Public Schools

**96% TOTAL A/B (NET)**

56% A (OUTSTANDING)

39% B (VERY GOOD)

**3% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

- F (FAILING)

2. [School/department]

**96% TOTAL A/B (NET)**

65% A (OUTSTANDING)

30% B (VERY GOOD)

**3% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

- F (FAILING)

---

<sup>14</sup> Percentages may not add to exactly 100 due to rounding.

3. The [teachers/staff] in your [school/department]

**94% TOTAL A/B (NET)**

57% A (OUTSTANDING)

37% B (VERY GOOD)

**4% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

- F (FAILING)

4. The [principal/assistant superintendent] for your [school/department]

**89% TOTAL A/B (NET)**

65% A (OUTSTANDING)

24% B (VERY GOOD)

**10% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

- F (FAILING)

5. The Superintendent

**49% TOTAL A/B (NET)**

16% A (OUTSTANDING)

34% B (VERY GOOD)

**34% C (AVERAGE)**

**17% TOTAL D/F (NET)**

10% D (POOR)

7% F (FAILING)

To what extent do you agree or disagree with the following statements?

6. I feel safe in my [school/building].

**97% TOTAL AGREE (NET)**

83% STRONGLY AGREE  
13% SOMEWHAT AGREE

**1% NEITHER AGREE NOR DISAGREE**

**2% TOTAL DISAGREE (NET)**

2% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

7. I feel respected in my [school/department].

**94% TOTAL AGREE (NET)**

79% STRONGLY AGREE  
16% SOMEWHAT AGREE

**1% NEITHER AGREE NOR DISAGREE**

**4% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

8. I feel valued at work.

**90% TOTAL AGREE (NET)**

71% STRONGLY AGREE  
19% SOMEWHAT AGREE

**3% NEITHER AGREE NOR DISAGREE**

**7% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

9. I feel supported by my [school/department].

**94% TOTAL AGREE (NET)**

76% STRONGLY AGREE  
18% SOMEWHAT AGREE

**1% NEITHER AGREE NOR DISAGREE**

**4% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

10. I feel supported by my [principal/assistant superintendent].

**92% TOTAL AGREE (NET)**

75% STRONGLY AGREE  
17% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**- TOTAL DISAGREE (NET)**

- SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

11. I like going to work.

**89% TOTAL AGREE (NET)**

70% STRONGLY AGREE  
19% SOMEWHAT AGREE

**6% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

6% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

12. The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].

**96% TOTAL AGREE (NET)**

84% STRONGLY AGREE  
11% SOMEWHAT AGREE

**2% NEITHER AGREE NOR DISAGREE**

**2% TOTAL DISAGREE (NET)**

2% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

13. The APS work environment promotes employee productivity and success.

**81% TOTAL AGREE (NET)**

51% STRONGLY AGREE  
30% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

14. The APS work environment promotes employee well-being, satisfaction and positive morale.

**72% TOTAL AGREE (NET)**

42% STRONGLY AGREE  
30% SOMEWHAT AGREE

**11% NEITHER AGREE NOR DISAGREE**

**17% TOTAL DISAGREE (NET)**

13% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

15. There is an atmosphere of open communication in my [school/department].

**87% TOTAL AGREE (NET)**

69% STRONGLY AGREE  
18% SOMEWHAT AGREE

**3% NEITHER AGREE NOR DISAGREE**

**10% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

16. My [school/department]'s work load is divided equitably among employees.

**75% TOTAL AGREE (NET)**

44% STRONGLY AGREE  
31% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

15% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

17. My [principal/assistant superintendent] is responsive to staff.

**89% TOTAL AGREE (NET)**

73% STRONGLY AGREE  
16% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**7% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE



18. My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.

**85% TOTAL AGREE (NET)**

69% STRONGLY AGREE  
17% SOMEWHAT AGREE

**6% NEITHER AGREE NOR DISAGREE**

**9% TOTAL DISAGREE (NET)**

9% SOMEWHAT DISAGREE  
- STRONGLY DISAGREE

To what extent are you satisfied with each of the following?

19. Staff involvement in the School Board's decision making.

**57% TOTAL SATISFIED (NET)**

16% VERY SATISFIED  
42% SOMEWHAT SATISFIED

**36% TOTAL DISSATISFIED (NET)**

22% SOMEWHAT DISSATISFIED  
13% VERY DISSATISFIED

7% I DON'T KNOW/UNSURE

20. Your ability to influence the policies that affect you.

**56% TOTAL SATISFIED (NET)**

18% VERY SATISFIED  
38% SOMEWHAT SATISFIED

**38% TOTAL DISSATISFIED (NET)**

24% SOMEWHAT DISSATISFIED  
15% VERY DISSATISFIED

6% I DON'T KNOW/UNSURE

21. My [school/department] is respectful of **cultural differences**.

**97% TOTAL SOMETIMES/ALWAYS (NET)**

78% ALWAYS  
19% SOMETIMES

**3% TOTAL RARELY/NEVER (NET)**

3% RARELY  
- NEVER  
  
- UNSURE  
- NOT APPLICABLE / NO BASIS TO JUDGE

22. My [school/department] is respectful of **language differences**.

**99% TOTAL SOMETIMES/ALWAYS (NET)**

76% ALWAYS  
22% SOMETIMES

**1% TOTAL RARELY/NEVER (NET)**

1% RARELY  
- NEVER  
  
- UNSURE  
- NOT APPLICABLE / NO BASIS TO JUDGE

23. My [school/department] is respectful of **racial/ethnic differences**.

**97% TOTAL SOMETIMES/ALWAYS (NET)**

75% ALWAYS  
21% SOMETIMES

**2% TOTAL RARELY/NEVER (NET)**

2% RARELY  
- NEVER  
  
1% UNSURE  
- NOT APPLICABLE / NO BASIS TO JUDGE

24. In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

**100% TOTAL IMPORTANT (NET)**

93% VERY IMPORTANT  
7% SOMEWHAT IMPORTANT

**- TOTAL UNIMPORTANT (NET)**

- NOT TOO IMPORTANT  
- NOT AT ALL IMPORTANT  
  
- UNSURE

25. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

99% YES  
- NO

1% UNSURE

26. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

92% YES  
- NO

8% UNSURE

27. Are your [school/buildings] and grounds clean and in good condition?

94% YES  
6% NO

To what extent do you agree with the following statements?

28. The [school/building] grounds are well maintained.

**92% TOTAL AGREE (NET)**

60% STRONGLY AGREE

33% SOMEWHAT AGREE

- NEITHER AGREE NOR DISAGREE

**8% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE

1% STRONGLY DISAGREE

29. The temperatures in my room(s) is/are comfortable.

**65% TOTAL AGREE (NET)**

29% STRONGLY AGREE

36% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**27% TOTAL DISAGREE (NET)**

18% SOMEWHAT DISAGREE

9% STRONGLY DISAGREE

30. To what extent do you agree with the following statement?

There are measures or programs in place in my [school/building] to conserve energy.

**61% TOTAL AGREE (NET)**

28% STRONGLY AGREE

33% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**18% TOTAL DISAGREE (NET)**

13% SOMEWHAT DISAGREE

4% STRONGLY DISAGREE

8% I DON'T KNOW

31. If you needed maintenance repair work, where would you submit your request?

- 19% DIRECTLY TO MAINTENANCE/FACILITIES & OPERATIONS
- 78% TO MY OFFICE STAFF FOR REFERRAL TO MAINTENANCE/FACILITIES & OPERATIONS
  
- 3% UNSURE/DO NOT KNOW

32. To what extent do you agree with the following statement?

Maintenance work referred for repair is addressed quickly and properly.

**69% TOTAL AGREE (NET)**

- 27% STRONGLY AGREE
- 42% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

- 13% SOMEWHAT DISAGREE
- 7% STRONGLY DISAGREE

7% NOT APPLICABLE/ HAVE NEVER REPORTED A MAINTENANCE ISSUE

Please rate your level of satisfaction or dissatisfaction with the following items.

33. Your **annual salary**, meaning pay excluding medical benefits and other perks.

**74% TOTAL SATISFIED (NET)**

- 27% VERY SATISFIED
- 47% SOMEWHAT SATISFIED

**25% TOTAL DISSATISFIED (NET)**

- 16% SOMEWHAT DISSATISFIED
- 9% VERY DISSATISFIED

1% I DON'T KNOW/UNSURE

34. Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks

**76% TOTAL SATISFIED (NET)**

17% VERY SATISFIED

60% SOMEWHAT SATISFIED

**22% TOTAL DISSATISFIED (NET)**

13% SOMEWHAT DISSATISFIED

9% VERY DISSATISFIED

1% I DON'T KNOW/UNSURE

**DEMOGRAPHICS**

35. Gender

28% MALE

72% FEMALE

36. Race/ethnicity

69% WHITE

24% BLACK OR AFRICAN AMERICAN

7% HISPANIC OR LATINO OF ANY RACE

1% ASIAN

- AMERICAN INDIAN OR ALASKAN NATIVE

**T-SCALE STAFF**  
**ONLINE SURVEY OF 1,263 T-SCALE STAFF**  
**TOPLINE REPORT<sup>15</sup>**

**Field Dates:** April 19 – May 11, 2012

**Margin of Error:** ±1.84%

**Unweighted data**

Using the letter grade scale, A, B, C, D, or F, what overall grade would you give the performance of each of the following? A is outstanding, B is very good, C is average, D is poor, and F is failing.

1. Arlington Public Schools

**90%      TOTAL A/B (NET)**  
30%      A (OUTSTANDING)  
60%      B (VERY GOOD)

**9%      C (AVERAGE)**

**1%      TOTAL D/F (NET)**  
1%      D (POOR)  
-      F (FAILING)

2. [School/department]

**87%      TOTAL A/B (NET)**  
39%      A (OUTSTANDING)  
48%      B (VERY GOOD)

**10%      C (AVERAGE)**

**3%      TOTAL D/F (NET)**  
2%      D (POOR)  
\*      F (FAILING)

---

<sup>15</sup> Percentages may not add to exactly 100 due to rounding.

3. The [teachers/staff] in your [school/department]

**92%**      **TOTAL A/B (NET)**  
46%      A (OUTSTANDING)  
46%      B (VERY GOOD)

**7%**      **C (AVERAGE)**

**1%**      **TOTAL D/F (NET)**  
1%      D (POOR)  
\*      F (FAILING)

4. The [principal/assistant superintendent] for your [school/department]

**73%**      **TOTAL A/B (NET)**  
36%      A (OUTSTANDING)  
37%      B (VERY GOOD)

**19%**      **C (AVERAGE)**

**8%**      **TOTAL D/F (NET)**  
6%      D (POOR)  
3%      F (FAILING)

5. The Superintendent

**30%**      **TOTAL A/B (NET)**  
6%      A (OUTSTANDING)  
24%      B (VERY GOOD)

**39%**      **C (AVERAGE)**

**31%**      **TOTAL D/F (NET)**  
21%      D (POOR)  
10%      F (FAILING)



To what extent do you agree or disagree with the following statements?

6. I feel safe in my [school/building].

**94% TOTAL AGREE (NET)**

75% STRONGLY AGREE

19% SOMEWHAT AGREE

**3% NEITHER AGREE NOR DISAGREE**

**4% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE

1% STRONGLY DISAGREE

7. I feel respected in my [school/department].

**82% TOTAL AGREE (NET)**

48% STRONGLY AGREE

34% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**11% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE

3% STRONGLY DISAGREE

8. I feel valued at work.

**77% TOTAL AGREE (NET)**

43% STRONGLY AGREE

34% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**15% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE

3% STRONGLY DISAGREE

9. I feel supported by my [school/department].

**77% TOTAL AGREE (NET)**

46% STRONGLY AGREE  
31% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**14% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

10. I feel supported by my [principal/assistant superintendent].

**74% TOTAL AGREE (NET)**

47% STRONGLY AGREE  
27% SOMEWHAT AGREE

**10% NEITHER AGREE NOR DISAGREE**

**15% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

11. I feel supported by parents.

**80% TOTAL AGREE (NET)**

43% STRONGLY AGREE  
37% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**7% TOTAL DISAGREE (NET)**

5% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

12. I like going to work.

<b>86%</b>	<b><u>TOTAL AGREE (NET)</u></b>
55%	STRONGLY AGREE
31%	SOMEWHAT AGREE
<b>8%</b>	<b><u>NEITHER AGREE NOR DISAGREE</u></b>
<b>6%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
5%	SOMEWHAT DISAGREE
2%	STRONGLY DISAGREE

13. The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].

<b>85%</b>	<b><u>TOTAL AGREE (NET)</u></b>
60%	STRONGLY AGREE
25%	SOMEWHAT AGREE
<b>10%</b>	<b><u>NEITHER AGREE NOR DISAGREE</u></b>
<b>5%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
3%	SOMEWHAT DISAGREE
1%	STRONGLY DISAGREE

14. The APS work environment promotes employee productivity and success.

<b>68%</b>	<b><u>TOTAL AGREE (NET)</u></b>
25%	STRONGLY AGREE
43%	SOMEWHAT AGREE
14%	NEITHER AGREE NOR DISAGREE
<b>18%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
15%	SOMEWHAT DISAGREE
4%	STRONGLY DISAGREE

15. The APS work environment promotes employee well-being, satisfaction and positive morale.

<b>57%</b>	<b><u>TOTAL AGREE (NET)</u></b>
21%	STRONGLY AGREE
37%	SOMEWHAT AGREE
14%	NEITHER AGREE NOR DISAGREE
<b>28%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
21%	SOMEWHAT DISAGREE
7%	STRONGLY DISAGREE

16. There is an atmosphere of open communication in my [school/department].

<b>66%</b>	<b><u>TOTAL AGREE (NET)</u></b>
30%	STRONGLY AGREE
36%	SOMEWHAT AGREE
12%	NEITHER AGREE NOR DISAGREE
<b>22%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
15%	SOMEWHAT DISAGREE
7%	STRONGLY DISAGREE

17. My [school/department]'s work load is divided equitably among employees.

<b>50%</b>	<b><u>TOTAL AGREE (NET)</u></b>
21%	STRONGLY AGREE
29%	SOMEWHAT AGREE
15%	NEITHER AGREE NOR DISAGREE
<b>35%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
23%	SOMEWHAT DISAGREE
12%	STRONGLY DISAGREE

18. My [principal/assistant superintendent] is responsive to staff.

<b>70%</b>	<b>TOTAL AGREE (NET)</b>
40%	STRONGLY AGREE
30%	SOMEWHAT AGREE
13%	NEITHER AGREE NOR DISAGREE
<b>17%</b>	<b>TOTAL DISAGREE (NET)</b>
11%	SOMEWHAT DISAGREE
6%	STRONGLY DISAGREE

19. My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.

<b>69%</b>	<b>TOTAL AGREE (NET)</b>
41%	STRONGLY AGREE
28%	SOMEWHAT AGREE
<b>14%</b>	<b>NEITHER AGREE NOR DISAGREE</b>
<b>17%</b>	<b>TOTAL DISAGREE (NET)</b>
11%	SOMEWHAT DISAGREE
5%	STRONGLY DISAGREE

To what extent are you satisfied with each of the following?

20. Staff involvement in the School Board's decision making.

<b>30%</b>	<b>TOTAL SATISFIED (NET)</b>
4%	VERY SATISFIED
26%	SOMEWHAT SATISFIED
<b>51%</b>	<b>TOTAL DISSATISFIED (NET)</b>
28%	SOMEWHAT DISSATISFIED
23%	VERY DISSATISFIED
19%	I DON'T KNOW/UNSURE

21. Your ability to influence the policies that affect you.

**27% TOTAL SATISFIED (NET)**

3% VERY SATISFIED  
24% SOMEWHAT SATISFIED

**61% TOTAL DISSATISFIED (NET)**

29% SOMEWHAT DISSATISFIED  
32% VERY DISSATISFIED

11% I DON'T KNOW/UNSURE

To what extent do you agree or disagree with the following statements?

22. The Arlington Public Schools curricula are challenging for all students.

**86% TOTAL AGREE (NET)**

45% STRONGLY AGREE  
41% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

5% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE  
2% NOT APPLICABLE / NO BASIS TO JUDGE

23. Teachers in my school encourage their students to learn new things every day.

**92% TOTAL AGREE (NET)**

65% STRONGLY AGREE  
27% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**3% TOTAL DISAGREE (NET)**

1% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

2% NOT APPLICABLE / NO BASIS TO JUDGE

24. Teachers in my school use many instructional approaches.

**90% TOTAL AGREE (NET)**

62% STRONGLY AGREE  
28% SOMEWHAT AGREE

**5% NEITHER AGREE NOR DISAGREE**

**3% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

2% NOT APPLICABLE / NO BASIS TO JUDGE

25. I have enough planning time.

**50% TOTAL AGREE (NET)**

20% STRONGLY AGREE  
30% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**40% TOTAL DISAGREE (NET)**

18% SOMEWHAT DISAGREE  
22% STRONGLY DISAGREE

3% NOT APPLICABLE / NO BASIS TO JUDGE

26. In my teaching, I differentiate instruction.

**93% TOTAL SOMETIMES/ALWAYS (NET)**

60% ALWAYS  
33% SOMETIMES

**\* TOTAL RARELY/NEVER (NET)**

\* RARELY  
\* NEVER

\* DO NOT KNOW / UNSURE  
6% NOT APPLICABLE / NO BASIS TO JUDGE

27. Most of my colleagues at my school differentiate instruction.

<b>83%</b>	<b><u>TOTAL SOMETIMES/ALWAYS (NET)</u></b>
29%	ALWAYS
53%	SOMETIMES
<b>4%</b>	<b><u>TOTAL RARELY/NEVER (NET)</u></b>
4%	RARELY
*	NEVER
7%	DO NOT KNOW / UNSURE
6%	NOT APPLICABLE / NO BASIS TO JUDGE

28. The central office staff (supervisors and specialists) for my instructional programs are accessible to me.

<b>84%</b>	<b><u>TOTAL SOMETIMES/ALWAYS (NET)</u></b>
46%	ALWAYS
38%	SOMETIMES
<b>8%</b>	<b><u>TOTAL RARELY/NEVER (NET)</u></b>
7%	RARELY
1%	NEVER
4%	DO NOT KNOW / UNSURE
4%	NOT APPLICABLE / NO BASIS TO JUDGE

29. APS provides professional development that supports both student needs and ongoing individual or group improvement goals.

<b>69%</b>	<b><u>TOTAL AGREE (NET)</u></b>
26%	STRONGLY AGREE
43%	SOMEWHAT AGREE
<b>10%</b>	<b><u>NEITHER AGREE NOR DISAGREE</u></b>
<b>21%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
16%	SOMEWHAT DISAGREE
5%	STRONGLY DISAGREE



30. Instructional staff members are satisfied with their professional learning community experience.

<b>58%</b>	<b><u>TOTAL AGREE (NET)</u></b>
15%	STRONGLY AGREE
43%	SOMEWHAT AGREE
<b>20%</b>	<b><u>NEITHER AGREE NOR DISAGREE</u></b>
<b>22%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
17%	SOMEWHAT DISAGREE
6%	STRONGLY DISAGREE

31. My school does a good job of getting important school information to parents.

<b>87%</b>	<b><u>TOTAL AGREE (NET)</u></b>
58%	STRONGLY AGREE
29%	SOMEWHAT AGREE
<b>8%</b>	<b><u>NEITHER AGREE NOR DISAGREE</u></b>
<b>4%</b>	<b><u>TOTAL DISAGREE (NET)</u></b>
3%	SOMEWHAT DISAGREE
1%	STRONGLY DISAGREE

32. Overall, how would you rate your communications with your students' parents?

<b>86%</b>	<b><u>TOTAL GOOD/EXCELLENT (NET)</u></b>
38%	EXCELLENT
47%	GOOD
<b>10%</b>	<b><u>TOTAL FAIR/POOR (NET)</u></b>
9%	FAIR
1%	POOR
4%	NOT APPLICABLE / NO BASIS TO JUDGE

33. How do you feel about the number of students in your classes, would you say there are...

- 31% TOO MANY STUDENTS
- 51% THE RIGHT NUMBER OF STUDENTS
- 2% TOO FEW STUDENTS
  
- 13% NOT APPLICABLE / NO BASIS TO JUDGE

34. To what extent are you satisfied with the following?  
 “The accessibility of your school’s counselors to students.”

**76% TOTAL SATISFIED (NET)**

- 44% VERY SATISFIED
- 31% SOMEWHAT SATISFIED

**16% TOTAL DISSATISFIED (NET)**

- 12% SOMEWHAT DISSATISFIED
- 4% VERY DISSATISFIED

9% I DON’T KNOW

35. To what extent do you agree with the following:  
 My students’ schoolwork develops life skills, such as...

	<b>TOTAL AGREE (NET)</b>	STRONGLY AGREE	SOME-WHAT AGREE	NEITHER AGREE OR DISAGREE	SOME-WHAT DISAGREE	STRONGLY DISAGREE	<b>TOTAL DISAGREE (NET)</b>
TEAMWORK	<b>91%</b>	50%	41%	7%	2%	*	<b>3%</b>
COLLABORATION	<b>90%</b>	50%	40%	7%	2%	*	<b>3%</b>
TIME MANAGEMENT	<b>82%</b>	41%	42%	11%	6%	1%	<b>6%</b>
GOAL SETTING	<b>81%</b>	36%	45%	13%	6%	1%	<b>6%</b>
ARTS APPRECIATION	<b>73%</b>	36%	38%	19%	7%	1%	<b>8%</b>
COMMUNITY SERVICE	<b>59%</b>	22%	37%	26%	13%	2%	<b>15%</b>

To what extent do you agree or disagree with the following statements?

36. My students have enough information to complete their homework by themselves.

<b>79%</b>	<b>TOTAL AGREE (NET)</b>
54%	STRONGLY AGREE
25%	SOMEWHAT AGREE
<b>17%</b>	<b>NEITHER AGREE NOR DISAGREE</b>
<b>4%</b>	<b>TOTAL DISAGREE (NET)</b>
3%	SOMEWHAT DISAGREE
*	STRONGLY DISAGREE

37. The amount of homework assigned to my students is reasonable.

<b>77%</b>	<b>TOTAL AGREE (NET)</b>
53%	STRONGLY AGREE
24%	SOMEWHAT AGREE
<b>18%</b>	<b>NEITHER AGREE NOR DISAGREE</b>
<b>5%</b>	<b>TOTAL DISAGREE (NET)</b>
4%	SOMEWHAT DISAGREE
1%	STRONGLY DISAGREE

38. My [school/department] is respectful of **cultural differences**.

<b>96%</b>	<b>TOTAL SOMETIMES/ALWAYS (NET)</b>
64%	ALWAYS
32%	SOMETIMES
<b>2%</b>	<b>TOTAL RARELY/NEVER (NET)</b>
1%	RARELY
*	NEVER
1%	UNSURE
1%	NOT APPLICABLE / NO BASIS TO JUDGE

39. My [school/department] is respectful of **language differences**.

<b>96%</b>	<b><u>TOTAL SOMETIMES/ALWAYS (NET)</u></b>
64%	ALWAYS
32%	SOMETIMES
<b>2%</b>	<b><u>TOTAL RARELY/NEVER (NET)</u></b>
1%	RARELY
*	NEVER
1%	UNSURE
1%	NOT APPLICABLE / NO BASIS TO JUDGE

40. My [school/department] is respectful of **racial/ethnic differences**.

<b>95%</b>	<b><u>TOTAL SOMETIMES/ALWAYS (NET)</u></b>
65%	ALWAYS
30%	SOMETIMES
<b>2%</b>	<b><u>TOTAL RARELY/NEVER (NET)</u></b>
2%	RARELY
*	NEVER
1%	UNSURE
1%	NOT APPLICABLE / NO BASIS TO JUDGE

41. In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

<b>94%</b>	<b><u>TOTAL IMPORTANT (NET)</u></b>
74%	VERY IMPORTANT
21%	SOMEWHAT IMPORTANT
<b>4%</b>	<b><u>TOTAL UNIMPORTANT (NET)</u></b>
3%	NOT TOO IMPORTANT
1%	NOT AT ALL IMPORTANT
2%	UNSURE

42. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

74% YES

10% NO

16% UNSURE

43. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

63% YES

13% NO

24% UNSURE

44. Are your [school/buildings] and grounds clean and in good condition?

86% YES

14% NO

To what extent do you agree with the following statements?

45. The [school/building] grounds are well maintained.

**91%** **TOTAL AGREE (NET)**

58% STRONGLY AGREE

33% SOMEWHAT AGREE

**4%** **NEITHER AGREE NOR DISAGREE**

**5%** **TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE

1% STRONGLY DISAGREE

46. The temperatures in my room(s) is/are comfortable.

**54% TOTAL AGREE (NET)**

17% STRONGLY AGREE  
37% SOMEWHAT AGREE

**6% NEITHER AGREE NOR DISAGREE**

**40% TOTAL DISAGREE (NET)**

24% SOMEWHAT DISAGREE  
16% STRONGLY DISAGREE

47. To what extent do you agree with the following statement?

There are measures or programs in place in my [school/building] to conserve energy.

**48% TOTAL AGREE (NET)**

16% STRONGLY AGREE  
32% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**19% TOTAL DISAGREE (NET)**

12% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE

18% I DON'T KNOW

48. If you needed maintenance repair work, where would you submit your request?

16% DIRECTLY TO MAINTENANCE/FACILITIES & OPERATIONS  
75% TO MY OFFICE STAFF FOR REFERRAL TO MAINTENANCE/FACILITIES & OPERATIONS

9% UNSURE/DO NOT KNOW

49. To what extent do you agree with the following statement?  
Maintenance work referred for repair is addressed quickly and properly.

**50% TOTAL AGREE (NET)**

17% STRONGLY AGREE  
33% SOMEWHAT AGREE

11% NEITHER AGREE NOR DISAGREE

**21% TOTAL DISAGREE (NET)**

15% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE  
17% NOT APPLICABLE/ HAVE NEVER REPORTED A MAINTENANCE ISSUE

Please rate your level of satisfaction or dissatisfaction with the following items.

50. Your **annual salary**, meaning pay excluding medical benefits and other perks.

**63% TOTAL SATISFIED (NET)**

18% VERY SATISFIED  
45% SOMEWHAT SATISFIED

**37% TOTAL DISSATISFIED (NET)**

24% SOMEWHAT DISSATISFIED  
13% VERY DISSATISFIED

\* I DON'T KNOW/UNSURE

51. Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks

**62% TOTAL SATISFIED (NET)**

14% VERY SATISFIED  
48% SOMEWHAT SATISFIED

**36% TOTAL DISSATISFIED (NET)**

25% SOMEWHAT DISSATISFIED  
11% VERY DISSATISFIED

2% I DON'T KNOW/UNSURE

## **DEMOGRAPHICS**

### 52. Gender

18%	MALE
82%	FEMALE

### 53. Race/ethnicity

83%	WHITE
7%	HISPANIC OR LATINO OF ANY RACE
6%	BLACK OR AFRICAN AMERICAN
3%	ASIAN
1%	AMERICAN INDIAN OR ALASKAN NATIVE
*	OTHER

### 54. School level

43%	ELEMENTARY SCHOOL
37%	SECONDARY SCHOOL
4%	ALTERNATIVE PROGRAM



**PARENTS**  
**TELEPHONE SURVEY OF 600 CURRENT APS PARENTS**  
**TOPLINE REPORT**

**Field Dates:** April 19 – May 17, 2012

**Margin of Error:** ±4.00%

**Unweighted data**

1. WHAT OVERALL GRADE WOULD YOU GIVE THE **PUBLIC SCHOOLS** IN ARLINGTON?  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE]

**92% TOTAL A/B (NET)**

59% A (OUTSTANDING)

33% B (VERY GOOD)

**3% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

\* F (FAILING)

4% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)

2. WHAT OVERALL GRADE WOULD YOU GIVE [SELECTED CHILD'S] **SCHOOL**, [SELECTED CHILD'S SCHOOL]?  
[READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**94% TOTAL A/B (NET)**

64% A (OUTSTANDING)

30% B (VERY GOOD)

**4% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

1% F (FAILING)

1% DON'T KNOW (VOLUNTEERED)

- REFUSED (VOLUNTEERED)



3. WHAT ABOUT [SELECTED CHILD'S] **TEACHERS**?  
[READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**92% TOTAL A/B (NET)**

63% A (OUTSTANDING)

29% B (VERY GOOD)

**6% C (AVERAGE)**

**1% TOTAL D/F (NET)**

1% D (POOR)

\* F (FAILING)

2% DON'T KNOW (VOLUNTEERED)

- REFUSED (VOLUNTEERED)

4. AND WHAT ABOUT [HIS/HER] **PRINCIPAL**?  
[READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**82% TOTAL A/B (NET)**

59% A (OUTSTANDING)

22% B (VERY GOOD)

**4% C (AVERAGE)**

**3% TOTAL D/F (NET)**

2% D (POOR)

1% F (FAILING)

11% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)



5. AND WHAT ABOUT THE **APS SUPERINTENDENT?**  
[READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**45% TOTAL A/B (NET)**

23% A (OUTSTANDING)

22% B (VERY GOOD)

**8% C (AVERAGE)**

**4% TOTAL D/F (NET)**

3% D (POOR)

1% F (FAILING)

43% DON'T KNOW (VOLUNTEERED)

1% REFUSED (VOLUNTEERED)

6. PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT: "MY TAX DOLLARS ARE BEING WELL SPENT BY THE ARLINGTON PUBLIC SCHOOL SYSTEM."  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**82% TOTAL AGREE (NET)**

55% STRONGLY AGREE

27% SOMEWHAT AGREE

**5% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE

1% STRONGLY DISAGREE

8% DON'T KNOW (VOLUNTEERED)

1% REFUSED (VOLUNTEERED)



7. HOW DO YOU FEEL ABOUT THE NUMBER OF STUDENTS IN [SELECTED CHILD'S] CLASSES?  
WOULD YOU SAY THERE ARE...  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

1% TOO FEW STUDENTS  
72% JUST THE RIGHT NUMBER OF STUDENTS  
22% TOO MANY STUDENTS

6% DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)

8. [ASKED OF PARENTS OF STUDENTS IN GRADES 7-11.] (n=212)  
HOW KNOWLEDGEABLE ARE YOU WITH YOUR CHILD'S [6-YEAR (GRADE 7-8) OR 4-YEAR  
(GRADE 9-11)] ACADEMIC PLAN? WOULD YOU SAY THAT YOU ARE... [READ, ROTATED  
TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**81% TOTAL KNOWLEDGEABLE (NET)**

42% VERY KNOWLEDGEABLE [CONTINUED TO Q9]  
39% SOMEWHAT KNOWLEDGEABLE [CONTINUED TO Q9]

**18% TOTAL UNKNOWLEDGEABLE (NET)**

17% SOMEWHAT UNKNOWLEDGEABLE [CONTINUED TO Q9]  
1% VERY UNKNOWLEDGEABLE [SKIPPED TO Q10]

1% DON'T KNOW (VOLUNTEERED) [SKIPPED TO Q10]  
- REFUSED (VOLUNTEERED) [SKIPPED TO Q10]

9. (n=208) HOW SATISFIED ARE YOU WITH YOUR CHILD'S [6-YEAR (GRADE 7-8) OR 4-YEAR  
(GRADE 9-11)] ACADEMIC PLAN? WOULD YOU SAY YOU ARE...  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**83% TOTAL SATISFIED (NET)**

45% VERY SATISFIED  
38% SOMEWHAT SATISFIED

**16% TOTAL DISSATISFIED (NET)**

14% SOMEWHAT DISSATISFIED  
1% VERY DISSATISFIED

\* DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

10. IN YOUR OPINION, HOW CHALLENGING IS THE OVERALL LEVEL OF INSTRUCTION THAT [SELECTED CHILD] IS RECEIVING? WOULD YOU SAY YOU SAY IT IS...  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**15% TOTAL EASY (NET)**

4% TOO EASY

11% EASY

**59% MODERATE**

**25% TOTAL HARD (NET)**

23% HARD

2% TOO HARD

1% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)

11. HOW SATISFIED ARE YOU WITH THE DEGREE TO WHICH PARENTS ARE INVOLVED IN THE SCHOOL BOARD'S DECISION-MAKING? WOULD YOU SAY YOU ARE...  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**70% TOTAL SATISFIED (NET)**

36% VERY SATISFIED

34% SOMEWHAT SATISFIED

**13% TOTAL DISSATISFIED (NET)**

10% SOMEWHAT DISSATISFIED

3% VERY DISSATISFIED

17% DON'T KNOW (VOLUNTEERED)

1% REFUSED (VOLUNTEERED)

12. HOW WOULD YOU RATE YOUR ABILITY TO COMMUNICATE WITH [SELECTED CHILD'S] TEACHERS? WOULD YOU SAY IT IS...  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**89% TOTAL GOOD/EXCELLENT (NET)**

61% EXCELLENT

28% GOOD

**10% TOTAL FAIR/POOR (NET)**

8% FAIR

2% POOR

1% DON'T KNOW (VOLUNTEERED)



- REFUSED (VOLUNTEERED)

*For the next series of questions, I'm going to ask you to what extent you agree or disagree with certain statements. Please tell me if you [ROTATED TOP TO BOTTOM AND BOTTOM TO TOP] strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree.*

**13. MY CHILD FEELS SAFE AT SCHOOL.**  
[READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**95% TOTAL AGREE (NET)**

80% STRONGLY AGREE  
15% SOMEWHAT AGREE

**1% NEITHER AGREE NOR DISAGREE**

**3% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

\* DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)

**14. MY CHILD LIKES TO GO TO SCHOOL.**  
[READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**90% TOTAL AGREE (NET)**

74% STRONGLY AGREE  
17% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

- DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)

15. MY CHILD IS WORRIED ABOUT BULLYING IN THE SCHOOL.  
[READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**21% TOTAL AGREE (NET)**

7% STRONGLY AGREE  
14% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**70% TOTAL DISAGREE (NET)**

20% SOMEWHAT DISAGREE  
50% STRONGLY DISAGREE

2% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

16. I FEEL WELCOMED AT [SELECTED CHILD'S] SCHOOL.  
[READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**94% TOTAL AGREE (NET)**

82% STRONGLY AGREE  
12% SOMEWHAT AGREE

**3% NEITHER AGREE NOR DISAGREE**

**4% TOTAL DISAGREE (NET)**

2% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

- DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)



17. THE TEACHERS ENCOURAGE MY CHILD TO ALWAYS DO WELL AT SCHOOL.  
[READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**96% TOTAL AGREE (NET)**

82% STRONGLY AGREE  
14% SOMEWHAT AGREE

**1% NEITHER AGREE NOR DISAGREE**

**2% TOTAL DISAGREE (NET)**

2% SOMEWHAT DISAGREE  
\* STRONGLY DISAGREE

1% DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)

18. MY CHILD IS EXPERIENCING SCHOOL-RELATED STRESS.  
[READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**41% TOTAL AGREE (NET)**

14% STRONGLY AGREE  
26% SOMEWHAT AGREE

6% NEITHER AGREE NOR DISAGREE

**53% TOTAL DISAGREE (NET)**

16% SOMEWHAT DISAGREE  
37% STRONGLY DISAGREE

1% DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)

19. DO YOU THINK THAT YOUR CHILD IS SPENDING TOO LITTLE TIME ON HOMEWORK, TOO MUCH TIME ON HOMEWORK, OR THE RIGHT AMOUNT OF TIME ON HOMEWORK?  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

15% TOO LITTLE TIME  
69% RIGHT AMOUNT OF TIME  
14% TOO MUCH TIME

2% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)





20. PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT:  
“ARLINGTON PUBLIC SCHOOLS HELPS STUDENTS LIVE HEALTHY LIVES THROUGH  
PHYSICAL EDUCATION, NUTRITIOUS SCHOOL LUNCHES, AND LIMITING JUNK FOOD ON  
SCHOOL PROPERTY.”  
[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**69% TOTAL AGREE (NET)**

41% STRONGLY AGREE  
28% SOMEWHAT AGREE

**10% NEITHER AGREE NOR DISAGREE**

**17% TOTAL DISAGREE (NET)**

11% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

4% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

*The next three questions address the level of respect for students with different backgrounds attending Arlington Public Schools. Please answer each question with [ROTATED TOP TO BOTTOM AND BOTTOM TO TOP] very respectful, somewhat respectful, neither respectful nor disrespectful, somewhat disrespectful, or very disrespectful.*

21. IN YOUR OPINION, HOW RESPECTFUL IS YOUR CHILD'S SCHOOL OF CULTURAL DIFFERENCES? [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**91% TOTAL RESPECTFUL (NET)**

71% VERY RESPECTFUL  
19% SOMEWHAT RESPECTFUL

**4% NEITHER RESPECTFUL NOR DISRESPECTFUL**

**2% TOTAL DISRESPECTFUL (NET)**

1% SOMEWHAT DISRESPECTFUL  
1% VERY DISRESPECTFUL

4% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

22. IN YOUR OPINION, HOW RESPECTFUL IS YOUR CHILD'S SCHOOL OF LANGUAGE DIFFERENCES? [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**83% TOTAL RESPECTFUL (NET)**

67% VERY RESPECTFUL

16% SOMEWHAT RESPECTFUL

**5% NEITHER RESPECTFUL NOR DISRESPECTFUL**

**2% TOTAL DISRESPECTFUL (NET)**

1% SOMEWHAT DISRESPECTFUL

1% VERY DISRESPECTFUL

10% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)

23. IN YOUR OPINION, HOW RESPECTFUL IS YOUR CHILD'S SCHOOL OF RACIAL OR ETHNIC DIFFERENCES? [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**89% TOTAL RESPECTFUL (NET)**

70% VERY RESPECTFUL

19% SOMEWHAT RESPECTFUL

**4% NEITHER RESPECTFUL NOR DISRESPECTFUL**

**3% TOTAL DISRESPECTFUL (NET)**

2% SOMEWHAT DISRESPECTFUL

1% VERY DISRESPECTFUL

4% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)



24. BLACK AND HISPANIC STUDENTS GENERALLY SCORE LOWER ON STANDARDIZED TESTS THAN WHITE STUDENTS. IN YOUR OPINION, HOW IMPORTANT DO YOU THINK IT IS TO CLOSE THIS ACADEMIC ACHIEVEMENT GAP BETWEEN THESE GROUPS OF STUDENTS? WOULD YOU SAY IT IS:

[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**87% TOTAL IMPORTANT (NET)**

68% VERY IMPORTANT  
18% SOMEWHAT IMPORTANT

**6% TOTAL UNIMPORTANT (NET)**

4% NOT TOO IMPORTANT  
2% NOT AT ALL IMPORTANT

6% DON'T KNOW (VOLUNTEERED)  
2% REFUSED (VOLUNTEERED)

25. IN YOUR OPINION, HOW SUCCESSFUL DO YOU THINK ARLINGTON PUBLIC SCHOOLS HAS BEEN IN NARROWING THE ACADEMIC ACHIEVEMENT GAP BETWEEN MINORITY AND WHITE STUDENTS?

[READ, ROTATED TOP TO BOTTOM AND BOTTOM TO TOP, ACCEPTED ONE RESPONSE.]

**61% TOTAL SUCCESSFUL (NET)**

19% VERY SUCCESSFUL  
42% SOMEWHAT SUCCESSFUL

**9% TOTAL UNSUCCESSFUL (NET)**

6% SOMEWHAT UNSUCCESSFUL  
2% VERY UNSUCCESSFUL

15% NEED MORE INFORMATION/NO BASIS TO JUDGE (VOLUNTEERED)  
15% DON'T KNOW (VOLUNTEERED)  
1% REFUSED (VOLUNTEERED)



For the next series of questions, I'm going to ask you to what extent you agree or disagree with certain statements. Please tell me if you [ROTATED TOP TO BOTTOM AND BOTTOM TO TOP] strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree.

26. "MY CHILD'S SCHOOLWORK DEVELOPS LIFE SKILLS, SUCH AS TEAMWORK, COLLABORATION, TIME MANAGEMENT, GOAL SETTING, COMMUNITY SERVICE, AND ARTS APPRECIATION." [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**91% TOTAL AGREE (NET)**

64% STRONGLY AGREE  
26% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**4% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

2% DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)

27. "I COLLABORATE WITH THE STAFF AT MY CHILD'S SCHOOL TO CONTINUE MY CHILD'S DEVELOPMENT AT HOME AS WELL AS AT SCHOOL." [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**86% TOTAL AGREE (NET)**

62% STRONGLY AGREE  
25% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

1% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

28. "APS ENCOURAGES ME TO BE AN ADVOCATE FOR MY CHILD'S EDUCATION." [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**85% TOTAL AGREE (NET)**

66% STRONGLY AGREE  
20% SOMEWHAT AGREE

**5% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

4% DON'T KNOW (VOLUNTEERED)  
- REFUSED (VOLUNTEERED)

29. "MY PTA COLLABORATES WITH THE COMMUNITY TO EXPAND LEARNING OPPORTUNITIES, COMMUNITY SERVICES, AND CIVIC PARTICIPATION." [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**79% TOTAL AGREE (NET)**

57% STRONGLY AGREE  
22% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

8% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)



30. "MY CHILD'S SCHOOL OFFERS INFORMATION AND LEARNING EVENTS FOR FAMILIES."  
[READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**89% TOTAL AGREE (NET)**

68% STRONGLY AGREE  
21% SOMEWHAT AGREE

**3% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

4% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

31. "I CAN EASILY ACCESS INFORMATION REGARDING MY CHILD'S SCHOOL USING THE  
INTERNET." [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**84% TOTAL AGREE (NET)**

67% STRONGLY AGREE  
17% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

6% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

32. "APS HAS THE TECHNOLOGY TO SUPPORT BOTH IN- AND OUT-OF-SCHOOL LEARNING FOR MY CHILD." [READ ONLY IF NECESSARY, ACCEPTED ONE RESPONSE.]

**77% TOTAL AGREE (NET)**

56% STRONGLY AGREE  
21% SOMEWHAT AGREE

**7% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

11% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

**DEMOGRAPHICS**

33. ARE YOU OF SPANISH OR HISPANIC ORIGIN OR DESCENT?

38% YES  
61% NO

1% REFUSED (VOLUNTEERED)

34. ARE YOU... [READ, ACCEPTED ONE RESPONSE]

47% WHITE  
12% BLACK  
11% ASIAN  
27% ANOTHER RACE

4% REFUSED (VOLUNTEERED)

35. GENDER [RECORDED BY OBSERVATION]

49% MALE  
51% FEMALE

36. CHILD'S GRADE [RECORDED FROM SAMPLE AND CONFIRMED BY RESPONDENT]

**36% TOTAL ELEMENTARY SCHOOL**

8% GRADE 1  
8% GRADE 2  
6% GRADE 3  
6% GRADE 4  
8% GRADE 5

**17% TOTAL MIDDLE SCHOOL**

5% GRADE 6  
6% GRADE 7  
6% GRADE 8

**33% TOTAL HIGH SCHOOL**

5% GRADE 9  
8% GRADE 10  
10% GRADE 11  
10% GRADE 12





**ARLINGTON COUNTY RESIDENTS**  
**TELEPHONE SURVEY OF 603 COMMUNITY MEMBERS**  
**TOPLINE REPORT<sup>16</sup>**

**Field Dates:** March 19 – 26, 2012

**Margin of Error:** ±3.99%

***Unweighted data***

A. What county do you live in?

100% ARLINGTON COUNTY

B. Do you have any children?

47% YES

53% NO

C. Do any of them currently attend Arlington public schools?

100% NO

1. We would like to ask about your views on public schools in Arlington. In your opinion, do you think Arlington schools are...? [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**81% TOTAL EXCELLENT/GOOD (NET)**

48% EXCELLENT

34% GOOD

**5% TOTAL FAIR/POOR (NET)**

5% FAIR

1% POOR

13% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)

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<sup>16</sup> Please note that percentages may not add to exactly 100 due to rounding.

2. What overall grade would you give the **public schools in Arlington**? [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**78% TOTAL A/B (NET)**

43% A (OUTSTANDING)

36% B (VERY GOOD)

**5% C (AVERAGE)**

**2% TOTAL D/F (NET)**

1% D (POOR)

1% F (FAILING)

14% DON'T KNOW (VOLUNTEERED)

1% REFUSED (VOLUNTEERED)

3. Please rate your level of agreement with the following statement. My tax dollars are being well spent by the Arlington public school system. [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**70% TOTAL AGREE (NET)**

35% STRONGLY AGREE

36% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**13% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE

4% STRONGLY DISAGREE

7% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)

4. How satisfied are you with the degree to which the community is involved in the School Board's decision-making process on items such as boundaries, budgets, or educational programs? Would you say you are...? [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**53% TOTAL SATISFIED (NET)**

16% VERY SATISFIED

37% SOMEWHAT SATISFIED

**16% TOTAL DISSATISFIED (NET)**

11% SOMEWHAT DISSATISFIED

5% VERY DISSATISFIED

29% DON'T KNOW (VOLUNTEERED)

- 1% REFUSED (VOLUNTEERED)
5. How satisfied are you with the degree to which the local schools inform the community of its events? Would you say you are...? [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**68% TOTAL SATISFIED (NET)**

27% VERY SATISFIED  
42% SOMEWHAT SATISFIED

**18% TOTAL DISSATISFIED (NET)**

14% SOMEWHAT DISSATISFIED  
3% VERY DISSATISFIED

13% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

6. To what extent do you agree or disagree with the following statement... "Arlington Public Schools' staff and students are involved in the local community." [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**59% TOTAL AGREE (NET)**

26% STRONGLY AGREE  
33% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**10% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
2% STRONGLY DISAGREE

17% DON'T KNOW (VOLUNTEERED)  
\* REFUSED (VOLUNTEERED)

7. To what extent do you agree or disagree with the following statement... "Arlington Public Schools' staff and families collaborate with local community members." [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**50% TOTAL AGREE (NET)**

19% STRONGLY AGREE  
32% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**13% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

22% DON'T KNOW (VOLUNTEERED)

\* REFUSED (VOLUNTEERED)

8. Black and Hispanic students generally score lower on standardized tests than White students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Would you say it is... [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**89% TOTAL IMPORTANT (NET)**

68% VERY IMPORTANT  
21% SOMEWHAT IMPORTANT

**5% TOTAL UNIMPORTANT (NET)**

3% NOT TOO IMPORTANT  
2% NOT AT ALL IMPORTANT  
  
4% DON'T KNOW (VOLUNTEERED)  
2% REFUSED (VOLUNTEERED)

9. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children?

79% YES  
14% NO  
  
7% DON'T KNOW (VOLUNTEERED)

10. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students?

66% YES  
23% NO  
  
11% DON'T KNOW (VOLUNTEERED)

11. In your opinion, how successful do you think Arlington Public Schools has been in narrowing the academic achievement gap between minority and White students? [ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**54% TOTAL SUCCESSFUL (NET)**

9% VERY SUCCESSFUL  
45% SOMEWHAT SUCCESSFUL

**9% TOTAL UNSUCCESSFUL (NET)**

7% SOMEWHAT UNSUCCESSFUL  
2% VERY UNSUCCESSFUL  
  
10% NEED MORE INFORMATION/NO BASIS TO JUDGE (VOLUNTEERED)  
26% DON'T KNOW (VOLUNTEERED)

1% REFUSED (VOLUNTEERED)

12. During the last year, did you attend any events organized by the Arlington Public Schools?

28% YES

72% NO

\* DON'T KNOW

\* REFUSED

13. About how many times did you do that in the last year? [RECORDED NUMBER] (n=167)

*Mean = 4.4*

89% < 10

5% 10-15

2% 16-20

2% 21+

2% REFUSED

14. During the last year, did you participate in any activities held at the public schools but sponsored by other organizations?

36% YES

63% NO

1% DON'T KNOW

- REFUSED

15. About how many times did you do that in the last year? [RECORDED NUMBER] (n=216)

*Mean = 4.1*

91% < 10

5% 10-15

1% 16-20

2% 21+

1% REFUSED

16. Other than the activities we just mentioned, have you used any of the local schools' facilities for other purposes? For example, this could include activities such as exercise, organizational meetings, performing arts events, or adult education classes.

44% YES

55% NO

1% DON'T KNOW

- REFUSED

17. About how many times did you do that in the last year? [RECORDED NUMBER] (n=268)

Mean = 22.9

58% < 10  
15% 10-15  
3% 16-20  
19% 21+  
4% REFUSED

18. How satisfied are you with your access to local schools' facilities? Would you say you are...?  
[ACCEPTED ONE RESPONSE. ROTATED TOP TO BOTTOM AND BOTTOM TO TOP.]

**79% TOTAL SATISFIED (NET)**

47% VERY SATISFIED  
33% SOMEWHAT SATISFIED

**5% TOTAL DISSATISFIED (NET)**

3% SOMEWHAT DISSATISFIED  
2% VERY DISSATISFIED

15% DON'T KNOW (VOLUNTEERED)  
1% REFUSED (VOLUNTEERED)

19. Do you know how to locate information about Arlington Public Schools services, programs, and resources?

87% YES  
12% NO  
\* DON'T KNOW  
- REFUSED

## **DEMOGRAPHICS**

Finally, I'd like to ask you some background questions.

20. Are you of Spanish or Hispanic origin or descent?

- 18% YES
- 81% NO
  
- 1% REFUSED (VOLUNTEERED)

21. Are you:

- 76% WHITE
- 8% BLACK
- 9% ASIAN
- 4% ANOTHER RACE
  
- 3% REFUSED (VOLUNTEERED)

22. What is the highest level of education you have completed? [READ LIST]

- 5% TOTAL HIGH SCHOOL OR LESS (NET)**
- 1% SOME HIGH SCHOOL OR LESS
- 5% HIGH SCHOOL GRAD
  
- 9% SOME COLLEGE**
  
- 28% COLLEGE GRADUATE**
  
- 49% TOTAL POST -GRAD (NET)**
- 9% SOME GRADUATE SCHOOL
- 47% POST GRADUATE
  
- 1% REFUSED (VOLUNTEERED)

23. Which of the following categories best describes your age range? [READ LIST]

- 10% 18-24
- 29% 25-34
- 19% 35-44
- 13% 45-54
- 14% 55-64
- 9% 65-74
- 4% 75+
  
- 3% REFUSED (VOLUNTEERED)

24. And regarding your family's annual income...Please tell me which of the following categories best describes your family's total annual household income before taxes. (READ LIST, IF RESPONDENT SAID "DON'T KNOW," SAID, "ALL WE NEED IS A GENERAL RANGE, NOT A SPECIFIC FIGURE.")

- 2% LESS THAN \$25,000
- 7% \$25,000 TO \$49,999
- 11% \$50,000 TO \$69,999
- 8% \$70,000 TO \$89,999
- 47% \$90,000 OR HIGHER
  
- 7% DO NOT KNOW (VOLUNTEERED)
- 19% REFUSED (VOLUNTEERED)

25. [ASKED ONLY OF THOSE WHO ANSWERED "YES" TO SCREENER QB.] Did you ever have any children in the Arlington public school system? (n=286)

- 62% YES
- 38% NO
  
- REFUSED (VOLUNTEERED)

26. Are there languages other than English spoken in your home?

- 25% YES
- 75% NO
  
- \* REFUSED (VOLUNTEERED)

27. Including yourself, how many adults live in your household? [RECORDED NUMBER]

- 26% 1
- 59% 2
- 10% 3
- 3% 4
- 1% 5+
  
- 2% REFUSED

28. Gender [RECORDED FROM SAMPLE]

- 49% MALE
- 51% FEMALE



**STUDENTS**  
**ONLINE SURVEY OF 1,164 APS STUDENTS**  
**TOPLINE REPORT<sup>17</sup>**

**Field Dates:** March 19 – April 13, 2012

**Margin of Error:** ±2.80%

**Unweighted data**

What overall grade would you give to each of the following?

1. My school

**75% TOTAL A/B (NET)**

29% A (OUTSTANDING)

46% B (VERY GOOD)

**18% C (AVERAGE)**

**4% TOTAL D/F (NET)**

2% D (POOR)

2% F (FAILING)

2% I DON'T KNOW

1% NO RESPONSE

2. The principal in my school

**70% TOTAL A/B (NET)**

41% A (OUTSTANDING)

29% B (VERY GOOD)

**17% C (AVERAGE)**

**6% TOTAL D/F (NET)**

3% D (POOR)

3% F (FAILING)

6% I DON'T KNOW

1% NO RESPONSE

---

<sup>17</sup> Percentages may not add to exactly 100 due to rounding.



3. My teachers

**68% TOTAL A/B (NET)**  
29% A (OUTSTANDING)  
39% B (VERY GOOD)

**24% C (AVERAGE)**

**4% TOTAL D/F (NET)**  
3% D (POOR)  
1% F (FAILING)

2% I DON'T KNOW  
2% NO RESPONSE

To what extent do you agree with the following statements about your school?

4. My teachers encourage me to learn new things every day.

**81% TOTAL AGREE (NET)**  
39% STRONGLY AGREE  
43% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**  
4% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

\* NO RESPONSE

5. I have enough information to complete my homework by myself.

**80% TOTAL AGREE (NET)**  
35% STRONGLY AGREE  
45% SOMEWHAT AGREE

**12% NEITHER AGREE NOR DISAGREE**

**7% TOTAL DISAGREE (NET)**  
6% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

\* NO RESPONSE



6. The amount of time I spend on homework is reasonable.

**60% TOTAL AGREE (NET)**

28% STRONGLY AGREE  
32% SOMEWHAT AGREE

**17% NEITHER AGREE NOR DISAGREE**

**23% TOTAL DISAGREE (NET)**

13% SOMEWHAT DISAGREE  
9% STRONGLY DISAGREE

1% NO RESPONSE

7. My teachers expect me to do well at school.

**89% TOTAL AGREE (NET)**

66% STRONGLY AGREE  
23% SOMEWHAT AGREE

**8% NEITHER AGREE NOR DISAGREE**

**2% TOTAL DISAGREE (NET)**

1% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

1% NO RESPONSE

8. My teachers do many different instructional activities in the classroom.

**70% TOTAL AGREE (NET)**

30% STRONGLY AGREE  
40% SOMEWHAT AGREE

**17% NEITHER AGREE NOR DISAGREE**

**11% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

1% NO RESPONSE

9. I am challenged by the lessons taught by my teachers.

**62% TOTAL AGREE (NET)**

20% STRONGLY AGREE  
41% SOMEWHAT AGREE

**24% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

1% NO RESPONSE

10. I am well prepared for the work covered in this grade.

**79% TOTAL AGREE (NET)**

38% STRONGLY AGREE  
41% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**5% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

1% NO RESPONSE

11. I am stressed about school work.

**53% TOTAL AGREE (NET)**

27% STRONGLY AGREE  
26% SOMEWHAT AGREE

**20% NEITHER AGREE NOR DISAGREE**

**25% TOTAL DISAGREE (NET)**

14% SOMEWHAT DISAGREE  
11% STRONGLY DISAGREE

1% NO RESPONSE

12. I feel respected at school.

**71% TOTAL AGREE (NET)**

34% STRONGLY AGREE  
36% SOMEWHAT AGREE

**17% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

6% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

1% NO RESPONSE

13. I feel supported in my school.

**72% TOTAL AGREE (NET)**

37% STRONGLY AGREE  
35% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**8% TOTAL DISAGREE (NET)**

5% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

1% NO RESPONSE

14. I feel welcomed at school.

**74% TOTAL AGREE (NET)**

43% STRONGLY AGREE  
31% SOMEWHAT AGREE

17% NEITHER AGREE NOR DISAGREE

**7% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

1% NO RESPONSE

15. I feel safe at school.

**80% TOTAL AGREE (NET)**

- 51% STRONGLY AGREE
- 29% SOMEWHAT AGREE

**11% NEITHER AGREE NOR DISAGREE**

**9% TOTAL DISAGREE (NET)**

- 5% SOMEWHAT DISAGREE
- 3% STRONGLY DISAGREE

1% NO RESPONSE

16. Which of the following statements do you agree with? *You may select all that apply.*  
[ACCEPTED MULTIPLE RESPONSES]

I like to go to school because...

- 87% I LIKE TO SEE MY FRIENDS
- 80% IT WILL HELP ME IN THE FUTURE, LIKE WITH COLLEGE OR GETTING A BETTER JOB
- 59% I WANT TO LEARN
- 49% I LIKE RECESS (ELEMENTARY STUDENTS)/MY EXTRACURRICULAR ACTIVITIES (SECONDARY STUDENTS)
- 45% I LIKE MY LESSONS, CLASSES, OR ACTIVITIES IN THE CLASSROOM
- 45% I LIKE MY TEACHERS
  
- 3% NONE OF THE ABOVE

17. Which of the following statements do you agree with? *You may select all that apply.*  
[ACCEPTED MULTIPLE RESPONSES]

I do not like to go to school because...

- 64% I DON'T LIKE TO WAKE UP EARLY FOR SCHOOL
- 49% I DON'T LIKE DOING MY HOMEWORK
- 44% I'M BORED IN SCHOOL
- 29% I AM NOT READY FOR A TEST OR HAVE NOT FINISHED MY HOMEWORK
- 17% I DON'T LIKE MY LESSONS
- 15% I DON'T LIKE MY TEACHERS
- 13% MY LESSONS ARE TOO HARD
- 12% I'M WORRIED ABOUT BULLYING OR TEASING
- 6% I HAVE FEW OR NO FRIENDS
  
- 15% NONE OF THE ABOVE

18. How do you feel about the number of students in your classes? Would you say there are...

- 18% TOO MANY STUDENTS
- 77% JUST THE RIGHT NUMBER OF STUDENTS
- 4% TOO FEW STUDENTS
  
- 1% NO RESPONSE

19. I select healthy choices for snacks, meals, or beverages at school...

**60% TOTAL SOMETIMES/OFTEN (NET)**

- 29% OFTEN
- 31% SOMETIMES

**10% TOTAL RARELY/NEVER (NET)**

- 6% RARELY
- 4% NEVER

- 6% I HAVE NOT SEEN HEALTHY CHOICES FOR SNACKS AND MEALS AT SCHOOL
- 7% I DON'T KNOW
- 11% NOT APPLICABLE
  
- 5% NO RESPONSE

To what extent do you agree with the following statements?

20. I feel threatened by bullies in my school.

**12% TOTAL AGREE (NET)**

- 4% STRONGLY AGREE
- 7% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**73% TOTAL DISAGREE (NET)**

- 15% SOMEWHAT DISAGREE
- 58% STRONGLY DISAGREE

- 2% NO RESPONSE

21. I was bullied at school this year.

**16% TOTAL AGREE (NET)**

7% STRONGLY AGREE  
9% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**72% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
64% STRONGLY DISAGREE

2% NO RESPONSE

22. I saw someone else bullied at school this year.

**59% TOTAL AGREE (NET)**

30% STRONGLY AGREE  
29% SOMEWHAT AGREE

**23% NEITHER AGREE NOR DISAGREE**

**17% TOTAL DISAGREE (NET)**

10% SOMEWHAT DISAGREE  
7% STRONGLY DISAGREE

2% NO RESPONSE

23. When I have a problem at school, I am able to get help.

**70% TOTAL AGREE (NET)**

37% STRONGLY AGREE  
32% SOMEWHAT AGREE

**17% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

1% NO RESPONSE



24. There is at least one adult in the school with whom I can discuss things that are important to me.

**66% TOTAL AGREE (NET)**

45% STRONGLY AGREE  
21% SOMEWHAT AGREE

**16% NEITHER AGREE NOR DISAGREE**

**16% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
9% STRONGLY DISAGREE

2% NO RESPONSE

25. My counselor is accessible to me.

**70% TOTAL AGREE (NET)**

44% STRONGLY AGREE  
26% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**9% TOTAL DISAGREE (NET)**

5% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

1% NO RESPONSE

26. I feel students of my race or culture are accepted by staff at school.

**79% TOTAL AGREE (NET)**

61% STRONGLY AGREE  
18% SOMEWHAT AGREE

**13% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

2% NO RESPONSE

27. I feel students of my race or culture are accepted by students at school.

**72% TOTAL AGREE (NET)**

48% STRONGLY AGREE  
24% SOMEWHAT AGREE

**14% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
4% STRONGLY DISAGREE

2% NO RESPONSE

28. My teachers treat students fairly regardless of race, culture, or language.

**76% TOTAL AGREE (NET)**

55% STRONGLY AGREE  
21% SOMEWHAT AGREE

**12% NEITHER AGREE NOR DISAGREE**

**10% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

2% NO RESPONSE

29. I learn about other cultures in my school.

**69% TOTAL AGREE (NET)**

38% STRONGLY AGREE  
30% SOMEWHAT AGREE

**16% NEITHER AGREE NOR DISAGREE**

**13% TOTAL DISAGREE (NET)**

8% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

2% NO RESPONSE

30. The temperatures in my classrooms are comfortable.

**38% TOTAL AGREE (NET)**

15% STRONGLY AGREE  
23% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**40% TOTAL DISAGREE (NET)**

21% SOMEWHAT DISAGREE  
19% STRONGLY DISAGREE

3% NO RESPONSE

31. [ASKED OF ELEMENTARY STUDENTS ONLY] My school offers many opportunities for me to participate in physical activities, such as recess or sports teams. (n=186)

**85% TOTAL AGREE (NET)**

63% STRONGLY AGREE  
22% SOMEWHAT AGREE

**9% NEITHER AGREE NOR DISAGREE**

**3% TOTAL DISAGREE (NET)**

2% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

4% NO RESPONSE

32. My principal takes action on concerns or problems that students share with him or her.

**57% TOTAL AGREE (NET)**

36% STRONGLY AGREE  
21% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**7% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

18% I DON'T KNOW

2% NO RESPONSE

33. My school takes action to save energy.

**45% TOTAL AGREE (NET)**

20% STRONGLY AGREE  
25% SOMEWHAT AGREE

**22% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

19% I DON'T KNOW  
2% NO RESPONSE

34. The principal and assistant principal are fair when they discipline me.

**41% TOTAL AGREE (NET)**

23% STRONGLY AGREE  
18% SOMEWHAT AGREE

**19% NEITHER AGREE NOR DISAGREE**

**10% TOTAL DISAGREE (NET)**

4% SOMEWHAT DISAGREE  
6% STRONGLY DISAGREE

28% NOT APPLICABLE  
2% NO RESPONSE

35. My school offers a variety of lunch options that are appealing to me.

**30% TOTAL AGREE (NET)**

12% STRONGLY AGREE  
18% SOMEWHAT AGREE

**16% NEITHER AGREE NOR DISAGREE**

**38% TOTAL DISAGREE (NET)**

15% SOMEWHAT DISAGREE  
23% STRONGLY DISAGREE

14% NOT APPLICABLE  
1% NO RESPONSE



36. School staff help students who cannot speak English well.

**57% TOTAL AGREE (NET)**

32% STRONGLY AGREE  
25% SOMEWHAT AGREE

**18% NEITHER AGREE NOR DISAGREE**

**6% TOTAL DISAGREE (NET)**

3% SOMEWHAT DISAGREE  
3% STRONGLY DISAGREE

16% NOT APPLICABLE  
2% NO RESPONSE

37. I know I will graduate from high school.

**90% TOTAL AGREE (NET)**

78% STRONGLY AGREE  
12% SOMEWHAT AGREE

**4% NEITHER AGREE NOR DISAGREE**

**3% TOTAL DISAGREE (NET)**

2% SOMEWHAT DISAGREE  
1% STRONGLY DISAGREE

2% NOT APPLICABLE  
2% NO RESPONSE

38. My teachers make schoolwork relevant with real-world examples.

**66% TOTAL AGREE (NET)**

30% STRONGLY AGREE  
36% SOMEWHAT AGREE

**16% NEITHER AGREE NOR DISAGREE**

**12% TOTAL DISAGREE (NET)**

7% SOMEWHAT DISAGREE  
5% STRONGLY DISAGREE

3% NOT APPLICABLE  
2% NO RESPONSE

39. In the last seven days, a teacher has given me recognition or praise for doing good schoolwork.

**54% TOTAL AGREE (NET)**

32% STRONGLY AGREE  
22% SOMEWHAT AGREE

**18% NEITHER AGREE NOR DISAGREE**

**20% TOTAL DISAGREE (NET)**

9% SOMEWHAT DISAGREE  
11% STRONGLY DISAGREE

6% NOT APPLICABLE  
2% NO RESPONSE

40. In the last seven days, my parent has given me recognition or praise for doing good schoolwork.

**63% TOTAL AGREE (NET)**

41% STRONGLY AGREE  
22% SOMEWHAT AGREE

**15% NEITHER AGREE NOR DISAGREE**

**14% TOTAL DISAGREE (NET)**

5% SOMEWHAT DISAGREE  
9% STRONGLY DISAGREE

5% NOT APPLICABLE  
2% NO RESPONSE

41. [ASKED ONLY OF SECONDARY STUDENTS] My school teaches me to manage my time effectively.  
(n=978)

**47% TOTAL AGREE (NET)**

21% STRONGLY AGREE  
26% SOMEWHAT AGREE

**22% NEITHER AGREE NOR DISAGREE**

**23% TOTAL DISAGREE (NET)**

13% SOMEWHAT DISAGREE  
10% STRONGLY DISAGREE

6% NOT APPLICABLE  
3% NO RESPONSE

42. What grade are you in?

16% 5<sup>th</sup> GRADE  
15% 6<sup>th</sup> GRADE  
14% 7<sup>th</sup> GRADE  
10% 8<sup>th</sup> GRADE  
13% 9<sup>th</sup> GRADE  
11% 10<sup>th</sup> GRADE  
15% 11<sup>th</sup> GRADE  
1% 12<sup>th</sup> GRADE

4% NONE OF THE ABOVE/NO RESPONSE

43. Are you:

49% MALE  
46% FEMALE

5% NO RESPONSE

44. **For Elementary Students ONLY:** Are your parents, grandparents, or other people in your immediate family Spanish or Hispanic?

**For Secondary Students ONLY:** Are you of Spanish or Hispanic origin or descent?

30% YES  
66% NO

4% NO RESPONSE

45. Are you: (select all that apply) [ACCEPTED MULTIPLE RESPONSES]

48% WHITE  
15% ASIAN  
13% BLACK OR AFRICAN AMERICAN  
3% AMERICAN INDIAN OR ALASKA NATIVE  
2% NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER

23% OTHER  
13% PREFER NOT TO ANSWER/NO RESPONSE

46. Does anyone in your household speak a language other than English in your home?

48%	NO
51%	<u>YES (SPECIFIED)</u>
17%	SPANISH
5%	FRENCH
2%	GERMAN
2%	ARABIC
1%	PORTUGUESE
1%	CHINESE
1%	ITALIAN
1%	BENGALI
1%	RUSSIAN
1%	AMHARIC
1%	MONGOLIAN
1%	VIETNAMESE
1%	KOREAN
15%	LEFT BLANK
2%	NO RESPONSE





## APPENDIX E: SURVEY INSTRUMENTS

- Appendix E contains the original survey instruments utilized to gather the data presented in this report, including the parent, community member, student, and staff surveys.

## STAFF WEB SURVEY

**Mark only one answer for each question.**

Using the letter grade scale, A, B, C, D, or F, what overall grade would you give the performance of each of the following? A is outstanding, B is very good, C is average, D is poor, and F is failing.

1. Arlington Public Schools
2. [School or department]
3. The [teachers/staff] in your [school/department]
4. The [principal/assistant superintendent] for your [school/department]
5. The Superintendent

1. A
2. B
3. C
4. D
5. F

To what extent do you agree or disagree with the following statements?

6. I feel safe in my [school/building].
7. I feel respected in my [school/department].
8. I feel valued at work.
9. I feel supported by my [school/department].
10. I feel supported by my [principal/assistant superintendent].
11. **[Teachers Only]** I feel supported by parents.
12. I like going to work.

1. STRONGLY AGREE
2. SOMEWHAT AGREE
3. NEITHER AGREE NOR DISAGREE
4. SOMEWHAT DISAGREE
5. STRONGLY DISAGREE

To what extent do you agree or disagree with the following statements?

13. The [principal/assistant superintendent] is responsive to the concerns of [parents and the community/schools and student needs].
14. The APS work environment promotes employee productivity and success.
15. The APS work environment promotes employee well-being, satisfaction and positive morale.
16. There is an atmosphere of open communication in my [school/department].
17. My [school/department]'s work load is divided equitably among employees.
18. My [principal/assistant superintendent] is responsive to staff.
19. My supervisor gives me performance feedback and conducts thorough, accurate evaluations of my work.

1. STRONGLY AGREE
2. SOMEWHAT AGREE
3. NEITHER AGREE OR DISAGREE
4. SOMEWHAT DISAGREE
5. STRONGLY DISAGREE

To what extent are you satisfied with each of the following?

20. Staff involvement in the School Board's decision making.
21. Your ability to influence the policies that affect you.

- a. VERY SATISFIED
- b. SOMEWHAT SATISFIED
- c. NEITHER SATISFIED NOR DISSATISFIED
- d. SOMEWHAT DISSATISFIED
- e. VERY DISSATISFIED
- f. NOT APPLICABLE / NO BASIS TO JUDGE

To what extent do you agree or disagree with the following statements?

22. **[Teachers Only]** The Arlington Public Schools curricula are challenging for all students.
23. **[Teachers Only]** Teachers in my school encourage their students to learn new things every day.
24. **[Teachers Only]** Teachers in my school use many instructional approaches.
25. **[Teachers Only]** I have enough planning time.

1. STRONGLY AGREE
2. SOMEWHAT AGREE
3. NEITHER AGREE NOR DISAGREE
4. SOMEWHAT DISAGREE
5. STRONGLY DISAGREE
6. NOT APPLICABLE / NO BASIS TO JUDGE

Please mark one answer for each of the following statements.

- 26. **[Teachers Only]** In my teaching, I differentiate instruction.
- 27. **[Teachers Only]** Most of my colleagues at my school differentiate instruction.
- 28. **[Teachers Only]** The central office staff (supervisors and specialists) for my instructional programs are accessible to me.

- 1. ALWAYS
- 2. SOMETIMES
- 3. RARELY
- 4. NEVER
- 5. UNSURE
- 6. NOT APPLICABLE / NO BASIS TO JUDGE

To what extent do you agree or disagree with the following statements?

- 29. **[Teachers Only]** APS provides professional development that supports both student needs and ongoing individual or group improvement goals.
- 30. **[Teachers Only]** Instructional staff members are satisfied with their professional learning community experience
- 31. **[Teachers Only]** My school does a good job of getting important school information to parents.

- 1. STRONGLY AGREE
- 2. SOMEWHAT AGREE
- 3. NEITHER AGREE NOR DISAGREE
- 4. SOMEWHAT DISAGREE
- 5. STRONGLY DISAGREE

- 32. **[Teachers Only]** Overall, how would you rate your communications with your students' parents?  
[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

- 1. EXCELLENT
- 2. GOOD
- 3. FAIR
- 4. POOR
- 5. NOT APPLICABLE / NO BASIS TO JUDGE

- 33. **[Teachers Only]** How do you feel about the number of students in your classes, would you say there are...

- 1. TOO MANY STUDENTS
- 2. THE RIGHT NUMBER OF STUDENTS
- 3. TOO FEW STUDENTS
- 4. NOT APPLICABLE / NO BASIS TO JUDGE

34. **[Teachers Only]** To what extent are you satisfied with the following?

“The accessibility of your school’s counselors to students.”

- a. Very satisfied
- b. Somewhat satisfied
- c. Somewhat dissatisfied
- d. Very dissatisfied
- e. I don’t know

35. **[Teachers Only]** To what extent do you agree with the following.

My students’ schoolwork develops life skills, such as...

- A. Teamwork
- B. Collaboration
- C. Time management
- D. Goal setting
- E. Community service
- F. Arts appreciation.

- 1. STRONGLY AGREE
- 2. SOMEWHAT AGREE
- 3. NEITHER AGREE NOR DISAGREE
- 4. SOMEWHAT DISAGREE
- 5. STRONGLY DISAGREE

To what extent do you agree or disagree with the following statements?

36. **[Teachers Only]** My students have enough information to complete their homework by themselves.

37. **[Teachers Only]** The **amount of homework** assigned to my students is reasonable.

- a. Strongly agree
- b. Somewhat agree
- c. Neither agree nor disagree
- d. Somewhat disagree
- e. Strongly disagree

Please mark one answer for each of the following statements.

- 38. My [school/department] is respectful of **cultural differences**.
- 39. My [school/department] is respectful of **language differences**.
- 40. My [school/department] is respectful of **racial/ethnic differences**.

- 1. ALWAYS
- 2. SOMETIMES
- 3. RARELY
- 4. NEVER
- 5. UNSURE
- 6. NOT APPLICABLE / NO BASIS TO JUDGE

41. In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

- 1. VERY IMPORTANT
- 2. SOMEWHAT IMPORTANT
- 3. SOMEWHAT UNIMPORTANT
- 4. VERY UNIMPORTANT
- 5. UNSURE

42. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

43. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

- 1. YES
- 2. NO
- 3. UNSURE

44. Are your [school/buildings] and grounds clean and in good condition?

- 1. YES
- 2. NO

To what extent do you agree with the following statements?

- 45. The [school/building] grounds are well maintained.
- 46. The temperatures in my room(s) is/are comfortable.

- a. Strongly agree
- b. Somewhat agree
- c. Neither agree nor disagree
- d. Somewhat disagree
- e. Strongly disagree

47. If you needed maintenance repair work, where would you submit your request?
- a. Directly to Maintenance/Facilities & Operations
  - b. To my office staff for referral to Maintenance/Facilities & Operations
  - c. Unsure/Do not know

48. To what extent do you agree with the following statement?  
Maintenance work referred for repair is addressed quickly and properly.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
  - f. Not applicable/ Have never reported a maintenance issue

49. To what extent do you agree with the following statement?  
There are measures or programs in place in my [school/building] to conserve energy.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
  - f. I don't know

Please rate your level of satisfaction or dissatisfaction with the following items.

50. Your **annual salary**, meaning pay excluding medical benefits and other perks
51. Your **compensation package**, meaning pay including salary, medical benefits, 403B, and other perks
- a. VERY SATISFIED
  - b. SOMEWHAT SATISFIED
  - c. SOMEWHAT DISSATISFIED
  - d. VERY DISSATISFIED
  - e. I DON'T KNOW/UNSURE



## PARENT TELEPHONE SURVEY

[If at any point during the survey **the respondent asks** how the data will be used by Arlington Public Schools, please provide the following information:

- “The results of this survey will be shared with the School Board for Arlington Public Schools. The APS Planning and Evaluation Office commissions the Community Satisfaction Survey on a biennial basis to determine performance on key measurements identified by the School Board. Aggregate survey results will be published in a booklet and shared with the community later this year. To find more information on the study, please visit the Arlington Public Schools website at [www.apsva.us](http://www.apsva.us).”]
- *“Los resultados de esta encuesta serán compartidos con la Junta Escolar de Arlington. La oficina de Planificación y Evaluación de las escuelas de Arlington dirige esta encuesta acerca de la satisfacción de la comunidad cada dos años para determinar su rendimiento en ciertas áreas claves identificadas por la Junta Escolar. Los resultados agregados de todas las encuestas serán publicados en un panfleto que se compartirá con la comunidad más tarde este año. Si gusta obtener más información acerca de este estudio, por favor vaya al sitio Web de las Escuelas Públicas de Arlington en [www.apsva.us](http://www.apsva.us)”.*

My name is \_\_\_\_\_ of **the polling company, incorporated**, a national survey research firm. We’re talking with people like you today across Arlington and would like to ask you a few questions on a confidential basis. You have been selected randomly to participate in a survey and have a rare opportunity to voice your opinions. I am not selling or promoting any product and I am not asking for a donation; I simply want to know what you think and how you feel about education in your area. (DO NOT PAUSE)

I'd like to speak with [first name] [last name] [In sample file, this is column A (first name) and column B (last name)].

*Mi nombre es \_\_\_\_\_, y estoy llamando de parte de una firma nacional de estudios, llamada **the polling company, incorporated**. Hoy estamos entrevistando a personas como usted en Arlington y me gustaría hacerle algunas preguntas confidencialmente. Usted ha sido escogido al azar para participar en esta encuesta, por lo tanto usted tiene la rara oportunidad de expresar sus opiniones. No estamos vendiendo ni promoviendo nada, ni estamos pidiendo ninguna donación. Simplemente, queremos obtener su opinión acerca de la educación en su área. (DO NOT PAUSE)*

*Me gustaría hablar con [first name] [last name]. [In sample file, this is column A (first name) and column B (last name)]*



WHEN YOU REACH THE ELIGIBLE RESPONDENT:

- This study is being conducted on behalf of Arlington Public Schools. If you have any questions about the survey, I can provide you with the contact information for Lisa Stengle in the Evaluation Office at Arlington Public Schools. [If the respondent has questions or says anything in reference to contacting the school, please provide the following name and phone number: “Lisa Stengle, Evaluation Office, Arlington Public Schools, (703) 228-8663”]
- *WHEN YOU REACH THE ELIGIBLE RESPONDENT: Este es un estudio de las Escuelas Públicas de Arlington. Si usted tiene preguntas acerca de esta encuesta, yo le puedo dar información para que contacte a Lisa Stengle, de la oficina de Evaluación de las Escuelas Públicas de Arlington.* [If the respondent has questions or says anything in reference to contacting the school, please provide the following name and phone number: “Lisa Stengle, Oficina de Evaluación, Escuelas Públicas de Arlington (703) 228-8663”].

My questions take about 10 minutes, so let’s begin. For this interview we will be referring to your child [child’s name] in grade [grade from sample file]. [In sample file, this is column E (first name), column F (last name), and column H. For clarification, “OK” is kindergarten and “PK” is pre-K.]

*Las preguntas que le voy a hacer tomarán como 10 minutos, así es, que vamos a comenzar. Durante esta entrevista nos referiremos a su niño [child’s name] que está en el grado [grade from sample file].*

IF THE PARENT CORRECTS GRADE, ENTER NEW GRADE: \_\_\_\_\_

But before I ask about your child’s experience, let me begin with some general questions.

*Pero, antes de preguntarle acerca de la experiencia escolar de su niño(a), permítame hacerle unas preguntas generales.*

1. FIRST, WHAT OVERALL GRADE WOULD YOU GIVE THE **PUBLIC SCHOOLS** IN ARLINGTON?  
PRIMERO, QUÉ CALIFICACIÓN LE DARÍA USTED, EN GENERAL, A LAS **ESCUELAS PÚBLICAS DE ARLINGTON**

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. A (OUTSTANDING / SOBRESALIENTES)
2. B (VERY GOOD / MUY BUENAS)
3. C (AVERAGE / PROMEDIO)
4. D (POOR / MALAS)
5. F (FAILING / DEFICIENTE)
6. DON’T KNOW / NO SÉ. (DO NOT READ)
7. REFUSED / REHUSÓ (DO NOT READ)



2. WHAT OVERALL GRADE WOULD YOU GIVE [SELECTED CHILD'S] **SCHOOL**, [SELECTED CHILD'S SCHOOL] [IN SAMPLE FILE, THIS IS COLUMN G]?

*¿Qué calificación final le daría usted a la escuela [SELECTED CHILD'S SCHOOL] de [selected child]?*

READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY: [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. A (OUTSTANDING / SOBRESALIENTES)
2. B (VERY GOOD / MUY BUENAS)
3. C (AVERAGE / PROMEDIO)
4. D (POOR / MALAS)
5. F (FAILING / DEFICIENTE)
6. DON'T KNOW / NO SÉ. (DO NOT READ)
7. REFUSED / REHUSÓ (DO NOT READ)

3. WHAT ABOUT [SELECTED CHILD'S] **TEACHERS**?

*Y, ¿qué calificación les daría a los **profesores y profesoras** de [selected child]?*

READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY: [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. A (OUTSTANDING / SOBRESALIENTES)
2. B (VERY GOOD / MUY BUENAS)
3. C (AVERAGE / PROMEDIO)
4. D (POOR / MALAS)
5. F (FAILING / DEFICIENTE)
6. DON'T KNOW / NO SÉ. (DO NOT READ)
7. REFUSED / REHUSÓ (DO NOT READ)

4. AND WHAT ABOUT [HIS/HER] [IN SAMPLE FILE, GENDER OF CHILD IS COLUMN M] **PRINCIPAL**?

*Y, ¿qué calificación le daría a la directora o el director de [él/ ella]?*

READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY: [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. A (OUTSTANDING / SOBRESALIENTES)
2. B (VERY GOOD / MUY BUENAS)
3. C (AVERAGE / PROMEDIO)
4. D (POOR / MALAS)
5. F (FAILING / DEFICIENTE)
6. DON'T KNOW / NO SÉ. (DO NOT READ)
7. REFUSED / REHUSÓ (DO NOT READ)

5. AND WHAT ABOUT THE **APS SUPERINTENDENT?**

*Y, ¿QUÉ CALIFICACIÓN LE DARÍA A EL SUPERINTENDENTE ESCOLAR DE LAS ESCUELAS PÚBLICAS DE ARLINGTON?*

READ LETTER GRADES; READ GRADE DESCRIPTIONS ONLY IF NECESSARY: [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. A (OUTSTANDING / SOBRESALIENTES)
2. B (VERY GOOD / MUY BUENAS)
3. C (AVERAGE / PROMEDIO)
4. D (POOR / MALAS)
5. F (FAILING / DEFICIENTE)
6. DON'T KNOW / NO SÉ. (DO NOT READ)
7. REFUSED / REHUSÓ (DO NOT READ)

6. PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT. MY TAX DOLLARS ARE BEING WELL SPENT BY THE ARLINGTON PUBLIC SCHOOL SYSTEM.

*Por favor, indique cuán de acuerdo o en desacuerdo está usted con lo siguiente. Las escuelas públicas de Arlington hacen buen provecho de las contribuciones que yo apporto.*

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

7. HOW DO YOU FEEL ABOUT THE NUMBER OF STUDENTS IN [SELECTED CHILD'S] CLASSES?  
WOULD YOU SAY THERE ARE...

¿QUÉ PIENSA USTED ACERCA DEL NÚMERO DE ALUMNOS QUE HAY EN LA CLASE DE  
[SELECTED CHILD]? ¿DIRÍA USTED QUE HAY...

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. TOO MANY STUDENTS  
*DEMASIADO MUCHOS ALUMNOS*
2. JUST THE RIGHT NUMBER OF STUDENTS  
*EL NÚMERO DE ALUMNOS ESTÁ BIEN.*
3. TOO FEW STUDENTS  
*DEMASIADO POCOS ALUMNOS*
4. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
5. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

8. [ASK OF PARENTS OF STUDENTS IN GRADES 7-11.]

HOW KNOWLEDGEABLE ARE YOU WITH YOUR CHILD'S [6-YEAR OR 4-YEAR] ACADEMIC  
PLAN? WOULD YOU SAY THAT YOU ARE...

[PROGRAMMING INSTRUCTION: FOR PARENTS OF STUDENTS IN GRADE 7-8, ASK ABOUT  
"CHILD'S 6-YEAR ACADEMIC PLAN." FOR PARENTS OF STUDENTS IN GRADE 9-11, ASK  
ABOUT "CHILD'S 4-YEAR ACADEMIC PLAN."]

*¿CUÁN FAMILIARIZADO(A) ESTÁ USTED CON EL PLAN ACADÉMICO DE SU NIÑO(A) PARA  
LOS PRÓXIMOS [6-AÑOS Ó 4-AÑOS]? ¿DIRÍA USTED QUE ESTÁ:*

[PROGRAMMING INSTRUCTION: FOR PARENTS OF STUDENTS IN GRADE 7-8, ASK ABOUT  
"EL PLAN ACADÉMICO DE SU NIÑO PARA LOS PRÓXIMOS 6-AÑOS." FOR PARENTS OF  
STUDENTS IN GRADE 9-11, ASK ABOUT "EL PLAN ACADÉMICO DE SU NIÑO PARA LOS  
PRÓXIMOS 4-AÑOS."]

[ACCEPT ONE RESPONSE; ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. VERY KNOWLEDGEABLE [GO TO Q9]  
*MUY FAMILIARIZADO(A) [GO TO Q9]*
2. SOMEWHAT KNOWLEDGEABLE [GO TO Q9]  
*ALGO FAMILIARIZADO(A) [GO TO Q9]*
3. SOMEWHAT UNKNOWLEDGEABLE [GO TO Q9]  
*NO MUY FAMILIARIZADO(A) [GO TO Q9]*
4. VERY UNKNOWLEDGEABLE [SKIP TO Q10]  
*NO ESTOY FAMILIARIZADO(A) EN ABSOLUTO [SKIP TO Q10]*
5. DON'T KNOW (DO NOT READ) [SKIP TO Q10]  
*NO SÉ (DO NOT READ) [SKIP TO Q10]*
6. REFUSED (DO NOT READ) [SKIP TO Q10]  
*REHUSÓ (DO NOT READ) [SKIP TO Q10]*

9. [ASK OF PARENTS OF STUDENTS IN GRADES 7-11.]  
HOW SATISFIED ARE YOU WITH YOUR CHILD'S [6-YEAR OR 4-YEAR] ACADEMIC PLAN?  
WOULD YOU SAY YOU ARE:  
[PROGRAMMING INSTRUCTION: FOR PARENTS OF STUDENTS IN GRADE 7-8, ASK ABOUT  
"CHILD'S 6-YEAR ACADEMIC PLAN." FOR PARENTS OF STUDENTS IN GRADE 9-11, ASK  
ABOUT "CHILD'S 4-YEAR ACADEMIC PLAN."]  
*¿CUÁN SATISFECHO(A) ESTÁ USTED CON EL PLAN ACADÉMICO DE SU NIÑO(A) PARA LOS  
PRÓXIMOS [6-AÑOS Ó 4-AÑOS]? ¿DIRÍA USTED QUE ESTÁ:*  
[PROGRAMMING INSTRUCTION: FOR PARENTS OF STUDENTS IN GRADE 7-8, ASK ABOUT "EL  
PLAN ACADÉMICO DE SU NIÑO PARA LOS PRÓXIMOS 6-AÑOS." FOR PARENTS OF STUDENTS IN  
GRADE 9-11, ASK ABOUT "EL PLAN ACADÉMICO DE SU NIÑO PARA LOS PRÓXIMOS 4-AÑOS."]  
*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. VERY SATISFIED  
*MUY SATISFECHO(A)*
2. SOMEWHAT SATISFIED  
*ALGO SATISFECHO(A)*
3. SOMEWHAT DISSATISFIED  
*ALGO INSATISFECHO(A)*
4. VERY DISSATISFIED  
*MUY INSATISFECHO(A)*
5. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
6. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

10. IN YOUR OPINION, HOW CHALLENGING IS THE OVERALL LEVEL OF INSTRUCTION THAT  
[SELECTED CHILD] IS RECEIVING? WOULD YOU SAY YOU SAY IT IS...  
*EN SU OPINIÓN, ¿CUÁN EXIGENTE ES EL NIVEL GENERAL DE INSTRUCCIÓN QUE  
[SELECTED CHILD] ESTÁ RECIBIENDO? ¿DIRÍA USTED QUE ES...?*  
*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. TOO EASY  
*MUY FÁCIL*
2. EASY  
*FÁCIL*
3. MODERATE  
*REGULAR*
4. HARD  
*FUERTE*
5. TOO HARD  
*MUY FUERTE*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

11. HOW SATISFIED ARE YOU WITH THE DEGREE TO WHICH PARENTS ARE INVOLVED IN THE SCHOOL BOARD'S DECISION-MAKING? WOULD YOU SAY YOU ARE...?

*¿CUÁN SATISFECHO(A) ESTÁ USTED CON EL NIVEL DE PARTICIPACIÓN QUE LOS PADRES TIENEN EN LAS DECISIONES QUE HACE LA JUNTA ESCOLAR? ¿DIRÍA QUE USTED ESTÁ...?*

*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. VERY SATISFIED  
*MUY SATISFECHO(A)*
2. SOMEWHAT SATISFIED  
*ALGO SATISFECHO(A)*
3. SOMEWHAT DISSATISFIED  
*ALGO INSATISFECHO(A)*
4. VERY DISSATISFIED  
*MUY INSATISFECHO(A)*
5. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
6. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

12. HOW WOULD YOU RATE YOUR ABILITY TO COMMUNICATE WITH [SELECTED CHILD'S] TEACHERS? WOULD YOU SAY IT IS...

*¿CUÁL ES SU OPINIÓN ACERCA DE LA COMUNICACIÓN CON LOS PROFESORES DE [SELECTED CHILD]? ¿DIRÍA USTED QUE ES...*

*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. EXCELLENT  
*EXCELENTE*
2. GOOD  
*BUENA*
3. FAIR  
*REGULAR*
4. POOR  
*MALA*
5. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
6. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*



For the next series of questions, I'm going to ask you to what extent you agree or disagree with certain statements. Please tell me if you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree.

*En el próximo grupo de preguntas, le voy a preguntar cuán de acuerdo está de acuerdo o en desacuerdo con ciertos temas. Por favor, dígame si usted está firmemente de acuerdo, algo de acuerdo, ni de acuerdo ni en desacuerdo, algo en desacuerdo o firmemente en desacuerdo.*

**13. MY CHILD FEELS SAFE AT SCHOOL. WOULD YOU SAY YOU ...**

*MI NIÑO(A) SE SIENTE SEGURO EN LA ESCUELA. ¿DIRÍA USTED QUE ESTÁ...*

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)\  
*REHUSÓ (DO NOT READ)*

**14. MY CHILD LIKES TO GO TO SCHOOL .**

*A MI NIÑO(A) LE GUSTA IR A LA ESCUELA.*

*READ RESPONSE OPTIONS ONLY IF NECESSARY.*

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*



15. MY CHILD IS WORRIED ABOUT BULLYING IN THE SCHOOL .

*MI NIÑO(A) ESTÁ PREOCUPADO(A) ACERCA DE PODER SER ACOSADO(A) ("BULLIED") EN LA ESCUELA.*

READ RESPONSE OPTIONS ONLY IF NECESSARY.

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

16. I FEEL WELCOMED AT [SELECTED CHILD'S] SCHOOL.

*YO ME SIENTO BIENVENIDO(A) EN LA ESCUELA DE [SELECTED CHILD].*

READ RESPONSE OPTIONS ONLY IF NECESSARY.

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*



17. THE TEACHERS ENCOURAGE MY CHILD TO ALWAYS DO WELL AT SCHOOL.  
*LOS PROFESORES Y PROFESORAS ANIMAN A MI NIÑO(A) A HACER BUEN TRABAJO ESCOLAR SIEMPRE.*

READ RESPONSE OPTIONS ONLY IF NECESSARY.

*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

18. MY CHILD IS EXPERIENCING SCHOOL-RELATED STRESS.  
*MI NIÑO(A) ESTÁ PREOCUPADO(A) POR ASUNTOS ESCOLARES.*

READ RESPONSE OPTIONS ONLY IF NECESSARY

*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*



19. DO YOU THINK THAT YOUR CHILD IS SPENDING TOO LITTLE TIME ON HOMEWORK, TOO MUCH TIME ON HOMEWORK, OR THE RIGHT AMOUNT OF TIME ON HOMEWORK?  
¿CREE USTED QUE SU NIÑO(A) DEDICA: MUY POCO TIEMPO A HACER SUS TAREAS;  
DEMASIADO MUCHO TIEMPO A HACER SUS TAREAS; EL TIEMPO ADECUADO A HACER  
SUS TAREAS?

[ACCEPT ONE RESPONSE.]

1. TOO LITTLE TIME  
*MUY POCO TIEMPO*
2. TOO MUCH TIME  
*DEMASIADO MUCHO TIEMPO*
3. RIGHT AMOUNT OF TIME  
*EL TIEMPO ADECUADO*
4. DON'T KNOW / *NO SÉ (DO NOT READ)*
5. REFUSED / *REHUSÓ (DO NOT READ)*

20. PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT.  
ARLINGTON PUBLIC SCHOOLS HELPS STUDENTS LIVE HEALTHY LIVES THROUGH  
PHYSICAL EDUCATION, NUTRITIOUS SCHOOL LUNCHES, AND LIMITING JUNK FOOD ON  
SCHOOL PROPERTY.

*POR FAVOR, INDIQUE CUÁN DE ACUERDO ESTÁ USTED CON LO SIGUIENTE. POR MEDIO  
DE LAS CLASES DE EDUCACIÓN FÍSICA, DE LOS ALMUERZOS ESCOLARES SALUDABLES Y  
DEL LÍMITE DE COMIDAS DE POCO VALOR NUTRITIVO (JUNK FOOD O COMIDA BASURA)  
EN LAS ESCUELAS, LAS ESCUELAS PÚBLICAS DE ARLINGTON AYUDAN A LOS ALUMNOS A  
LLEVAR VIDAS SALUDABLES.*

[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW / *NO SÉ (DO NOT READ)*
7. REFUSED / *REHUSÓ (DO NOT READ)*

The next three questions address the level of respect for students with different backgrounds attending Arlington Public Schools. Please answer each question with very respectful, somewhat respectful, neither respectful nor disrespectful, somewhat disrespectful, or very disrespectful.

*Las próximas tres preguntas son acerca del nivel de respeto en que son tratados los alumnos de diversos orígenes en las Escuelas Públicas de Arlington. Por favor, responda a cada pregunta con las palabras: Muy respetuosamente; algo respetuosamente; ni muy respetuosamente ni muy irrespetuosamente; algo irrespetuosamente; o muy irrespetuosamente.*

21. IN YOUR OPINION, HOW RESPECTFUL IS YOUR CHILD'S SCHOOL OF CULTURAL DIFFERENCES? WOULD YOU SAY...  
*EN SU OPINIÓN, ¿CUÁN RESPETADAS SON LAS DIFERENCIAS CULTURALES EN LA ESCUELA DE SU NIÑO(A)? ¿DIRÍA USTED QUE...?*
22. IN YOUR OPINION, HOW RESPECTFUL IS YOUR CHILD'S SCHOOL OF LANGUAGE DIFFERENCES? WOULD YOU SAY...  
*EN SU OPINIÓN, ¿CUÁN RESPETADAS SON LAS DIFERENCIAS LINGÜÍSTICAS EN LA ESCUELA DE SU NIÑO(A)? ¿DIRÍA USTED QUE...?*
23. IN YOUR OPINION, HOW RESPECTFUL IS YOUR CHILD'S SCHOOL OF RACIAL OR ETHNIC DIFFERENCES? WOULD YOU SAY...  
*EN SU OPINIÓN, ¿CUÁN RESPETADAS SON LAS DIFERENCIAS RACIALES O ÉTNICAS EN LA ESCUELA DE SU NIÑO(A)? ¿DIRÍA USTED QUE...?*

[ROTATE TOP TO BOTTOM AND BOTTOM TO TOP; ACCEPT ONE RESPONSE.]

1. VERY RESPECTFUL  
*MUY RESPETADAS*
2. SOMEWHAT RESPECTFUL  
*ALGO RESPETADAS*
3. NEITHER RESPECTFUL NOR DISRESPECTFUL  
*NI MUY RESPETADAS NI MUY IRRESPETADAS*
4. SOMEWHAT DISRESPECTFUL  
*ALGO IRRESPETADAS*
5. VERY DISRESPECTFUL  
*MUY IRRESPETADAS*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

24. BLACK AND HISPANIC STUDENTS GENERALLY SCORE LOWER ON STANDARDIZED TESTS THAN WHITE STUDENTS. IN YOUR OPINION, HOW IMPORTANT DO YOU THINK IT IS TO CLOSE THIS ACADEMIC ACHIEVEMENT GAP BETWEEN THESE GROUPS OF STUDENTS? WOULD YOU SAY IT IS:

*LOS ALUMNOS NEGROS Y LOS HISPANOS GENERALMENTE OBTIENEN RESULTADOS MÁS BAJOS EN LOS EXÁMENES ESTANDARIZADOS QUE LOS ALUMNOS BLANCOS. EN SU OPINIÓN, ¿CUÁN IMPORTANTE, CREE USTED, QUE ES CERRAR ESTA BRECHA EN EL RENDIMIENTO ACADÉMICO ENTRE ESTOS GRUPOS DE ALUMNOS? ¿DIRÍA USTED QUE ES:*

*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. VERY IMPORTANT  
*MUY IMPORTANTE*
2. SOMEWHAT IMPORTANT  
*ALGO IMPORTANTE*
3. NOT TOO IMPORTANT  
*NO MUY IMPORTANTE*
4. NOT AT ALL IMPORTANT  
*NO ES IMPORTANTE*
5. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
6. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

25. IN YOUR OPINION, HOW SUCCESSFUL DO YOU THINK ARLINGTON PUBLIC SCHOOLS HAS BEEN IN NARROWING THE ACADEMIC ACHIEVEMENT GAP BETWEEN MINORITY AND WHITE STUDENTS?

*EN SU OPINIÓN, ¿CUÁNTO ÉXITO HAN TENIDO LAS ESCUELAS PÚBLICAS DE ARLINGTON EN REDUCIR LA BRECHA EN EL RENDIMIENTO ACADÉMICO ENTRE LOS ALUMNOS MINORITARIOS Y LOS BLANCOS?*

*[ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. VERY SUCCESSFUL  
*ALTO LOGRO*
2. SOMEWHAT SUCCESSFUL  
*ALGÚN LOGRO*
3. SOMEWHAT UNSUCCESSFUL  
*POCO LOGRO*
4. VERY UNSUCCESSFUL  
*MUY POCO LOGRO*
5. NEED MORE INFORMATION/NO BASIS TO JUDGE (DO NOT READ)  
*NECESITO MÁS INFORMACIÓN. NO PUEDO JUZGARLO. (DO NOT READ)*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)

*REHUSÓ (DO NOT READ)*

For the next series of questions, I'm going to ask you to what extent you agree or disagree with certain statements. Please tell me if you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree.

*En el próximo grupo de preguntas, le voy a preguntar cuán de acuerdo está de acuerdo o en desacuerdo con ciertos temas. Por favor, dígame si usted está firmemente de acuerdo, algo de acuerdo, ni de acuerdo ni en desacuerdo, algo en desacuerdo o firmemente en desacuerdo.*

26. "MY CHILD'S SCHOOLWORK DEVELOPS LIFE SKILLS, SUCH AS TEAMWORK, COLLABORATION, TIME MANAGEMENT, GOAL SETTING, COMMUNITY SERVICE, AND ARTS APPRECIATION."  
"EL TRABAJO ESCOLAR DE MI NIÑO LE AYUDA A DESARROLLAR HABILIDADES PARA LA VIDA DIARIA, TALES COMO TRABAJAR CON OTROS, COLABORAR, MANEJAR SU TIEMPO, ESTABLECER METAS, SERVIR A LA COMUNIDAD Y APRECIAR LAS ARTES".
27. "I COLLABORATE WITH THE STAFF AT MY CHILD'S SCHOOL TO CONTINUE MY CHILD'S DEVELOPMENT AT HOME AS WELL AS AT SCHOOL."  
"YO COLABORO CON EL PERSONAL DE LA ESCUELA DE MI NIÑO PARA PODER ASÍ CONTINUAR EL DESARROLLO DE MI NIÑO TANTO EN LA CASA COMO EN LA ESCUELA".
28. "APS ENCOURAGES ME TO BE AN ADVOCATE FOR MY CHILD'S EDUCATION."  
"APS ME ANIMA A ABOGAR POR LA EDUCACIÓN DE MI NIÑO".
29. "MY PTA COLLABORATES WITH THE COMMUNITY TO EXPAND LEARNING OPPORTUNITIES, COMMUNITY SERVICES, AND CIVIC PARTICIPATION."  
"LA ASOCIACIÓN DE PADRES Y MAESTROS (PTA, POR SUS SIGLAS EN INGLÉS) DE MI ESCUELA COLABORA CON LA COMUNIDAD PARA EXPANDIR LAS OPORTUNIDADES DE APRENDIZAJE, LOS SERVICIOS A LA COMUNIDAD Y LA PARTICIPACIÓN CÍVICA".
30. "MY CHILD'S SCHOOL OFFERS INFORMATION AND LEARNING EVENTS FOR FAMILIES."  
"LA ESCUELA DE MI NIÑO OFRECE INFORMACIÓN Y ACTIVIDADES PARA QUE LAS FAMILIAS APRENDAN".
31. "I CAN EASILY ACCESS INFORMATION REGARDING MY CHILD'S SCHOOL USING THE INTERNET."  
"PUEDO ACCEDER FÁCILMENTE LA INFORMACIÓN DE LA ESCUELA DE MI NIÑO POR MEDIO DE LA RED INFORMÁTICA (LA INTERNET)".
32. "APS HAS THE TECHNOLOGY TO SUPPORT BOTH IN- AND OUT-OF-SCHOOL LEARNING FOR MY CHILD."  
"APS TIENE LA TECNOLOGÍA NECESARIA PARA APOYAR EL APRENDIZAJE DE MI NIÑO EN LA ESCUELA Y FUERA DE LA ESCUELA".



(ACCEPT ONE RESPONSE; ROTATE TOP TO BOTTOM AND BOTTOM TO TOP)

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

Finally, I would like to ask you a few confidential statistical questions for classification purposes only.

*Finalmente, me gustaría hacerle unas pocas preguntas confidenciales acerca de información estadística, sólo con el propósito de organizar nuestro trabajo.*

33. ARE YOU OF SPANISH OR HISPANIC ORIGIN OR DESCENT?

¿ES USTED ESPAÑOL O DE ORIGEN HISPANO?

1. YES  
*SÍ*
2. NO  
*NO*
3. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

34. ARE YOU:

*ES USTED:*

1. WHITE  
*BLANCO(A)*
2. BLACK  
*NEGRO(A)*
3. ASIAN  
*ASIÁTICO(A)*
4. OR ANOTHER RACE  
*O DE OTRA RAZA*
5. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

35. RESPONDENT'S GENDER [RECORD BY OBSERVATION]

1. MALE
2. FEMALE

Those are all the questions I have. Thank you for your time and help.

*Hemos llegado al final de mis preguntas. Gracias por su tiempo y por su ayuda.*





## COMMUNITY MEMBER TELEPHONE SURVEY

[If at any point during the survey **the respondent asks** how the data will be used by Arlington Public Schools, please provide the following information: “The results of this survey will be shared with the School Board for Arlington Public Schools. The APS Evaluation Office commissions the Community Satisfaction Survey on a biennial basis to determine performance on key measurements identified by the School Board. Aggregate survey results will be published in a booklet and shared with the community later this year. To find more information on the study, please visit the Arlington Public Schools website at [www.apsva.us](http://www.apsva.us).”]

My name is \_\_\_\_\_ of **the polling company, incorporated**, a national survey research firm. We’re talking with people like you today across Arlington and would like to ask you a few questions on a confidential basis. You have been selected randomly to participate in a survey and have a rare opportunity to voice your opinions. I am not selling or promoting any product and I am not asking for a donation; I simply want to know what you think and how you feel about education in your area. (DO NOT PAUSE)

*Mi nombre es \_\_\_\_\_. Yo trabajo con la compañía **the polling company, incorporated**, la cual es una firma que hace estudios nacionales. Hoy estamos hablándole a personas como usted que viven en Arlington. Me gustaría hacerle algunas preguntas que serán confidenciales. Usted fue elegido al azar para participar en una encuesta, y por lo tanto tiene una oportunidad única de expresar sus opiniones. Yo no vendo ni promuevo ningún producto, y tampoco estoy pidiendo donaciones. Simplemente quiero saber lo que usted piensa y cómo se siente acerca de la educación en su área. (DO NOT PAUSE)*

I am calling on behalf of Arlington County School Board to talk with Arlington residents **who pay taxes and do not have children in the Arlington public schools right now.**

*Estoy llamando de parte de la Junta Escolar de Arlington para hablar con personas que viven en Arlington, que pagan impuestos y que no tienen niños en las escuelas públicas de Arlington actualmente.*

May I speak with the adult in your household who is at least 18 and has the next birthday?

*¿Puedo hablar con un adulto en su hogar que tenga por lo menos 18 años y que será el próximo en la casa que cumplirá años?*

WHEN YOU REACH THE ELIGIBLE RESPONDENT: My questions take about 5 minutes; let’s begin.

WHEN YOU REACH THE ELIGIBLE RESPONDENT: *Las preguntas que le haré tomarán como cinco minutos. Vamos a comenzar.*



A. What county do you live in?  
¿En qué condado vive usted?

1. ARLINGTON COUNTY  
*CONDADO DE ARLINGTON*
2. OTHER [END INTERVIEW]  
*OTRO [END INTERVIEW]*
3. REFUSED [END INTERVIEW]  
*REHUSÓ [END INTERVIEW]*

**[If the respondent asks** why they were terminated following this screener question, please say “You do not qualify to complete the survey because you do not live in Arlington County. We are currently only looking to speak with individuals who live in Arlington County.”]

B. Do you have any school age children?  
¿Tiene niños de edad escolar?

1. YES [GO TO SCREENER C]  
*SÍ [GO TO SCREENER C]*
2. NO [GO TO Q1]  
*NO [GO TO Q1]*
3. REFUSED [END INTERVIEW]  
*REHUSÓ [END INTERVIEW]*

C. Do any of them attend Arlington public schools?

1. YES [END INTERVIEW]  
*SÍ [END INTERVIEW]*
2. NO [GO TO Q1]  
*NO [GO TO Q1]*
3. REFUSED [END INTERVIEW]  
*REHUSÓ [END INTERVIEW]*

**[If the respondent asks** why they were terminated following this screener question, please say “You do not qualify to complete the survey because you have a child currently attending Arlington Public Schools. We are currently only looking to speak with members of the community who do not have a child in the Arlington Public Schools system at this time.”]

1. We would like to ask about your views on public schools in Arlington. In your opinion, do you think Arlington schools are excellent, good, fair, or poor? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

*Nos gustaría obtener sus opiniones acerca de las escuelas públicas de Arlington. En su opinión, ¿cree usted que las escuelas de Arlington son excelentes, buenas, regulares o malas? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. EXCELLENT (*EXCELENTES*)
2. GOOD (*BUENAS*)
3. FAIR (*REGULARES*)
4. POOR (*MALAS*)
5. DON'T KNOW (*NO SÉ*) (DO NOT READ)
6. REFUSED (*REHUSÓ*) (DO NOT READ)

2. What overall grade would you give the **public schools in Arlington**: A, B, C, D, or F, where A is outstanding, B is very good, C is average, D is poor, and F is failing. [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

*¿Qué calificación le daría usted a las escuelas públicas de Arlington en general? A, B, C, D ó F. La A indica sobresalientes; la B indica muy buenas; la C indica regular; la D indica malas; y la F indica muy malas.*

1. A
2. B
3. C
4. D
5. F
6. DON'T KNOW (*NO SÉ*)(DO NOT READ)
7. REFUSED (*REHUSÓ*) (DO NOT READ)

3. Please rate your level of agreement with the following statement. My tax dollars are being well spent by the Arlington public school system. [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

*Por favor, indique cuán de acuerdo usted está con estas opiniones: El sistema de escuelas públicas de Arlington hace buen uso de los impuestos que yo pago. [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
6. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
7. REFUSED (DO NOT READ)

*REHUSÓ (DO NOT READ)*

4. How satisfied are you with the degree to which the community is involved in the School Board's decision-making process on items such as boundaries, budgets, or educational programs? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]  
*¿Cuán satisfecho está usted con el nivel de participación que los padres tienen con la Junta Escolar en el proceso de tomar decisiones, tales como los límites de jurisdicción del vecindario de cada escuela, el presupuesto o programas educativos? ¿Diría que usted está muy satisfecho(a), algo satisfecho(a), algo disatisfecho(a) o muy disatisfecho(a)? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*
1. VERY SATISFIED  
*MUY SATISFECHO(A)*
  2. SOMEWHAT SATISFIED  
*ALGO SATISFECHO(A)*
  3. SOMEWHAT DISSATISFIED  
*ALGO DISATISFECHO(A)*
  4. VERY DISSATISFIED  
*MUY DISATISFECHO(A)*
  5. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
  6. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*
5. How satisfied are you with the degree to which the local schools inform the community of its events? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]  
*¿Cuán satisfecho está usted con el nivel de información que las escuelas le proveen a la comunidad acerca de los eventos escolares? ¿Diría que usted está muy satisfecho(a), algo satisfecho(a), algo disatisfecho(a) ó muy disatisfecho(a)? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*
1. VERY SATISFIED  
*MUY SATISFECHO(A)*
  2. SOMEWHAT SATISFIED  
*ALGO SATISFECHO(A)*
  3. SOMEWHAT DISSATISFIED  
*ALGO DISATISFECHO(A)*
  4. VERY DISSATISFIED  
*MUY DISATISFECHO(A)*
  5. DON'T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
  6. REFUSED (DO NOT READ)  
*(REHUSÓ) (DO NOT READ)*



6. To what extent do you agree or disagree with the following statement... “Arlington Public Schools’ staff and students are involved in the local community.”  
*Cuán de acuerdo está usted con lo siguiente... “el personal y los estudiantes de las Escuelas Públicas de Arlington están involucrados en la comunidad local”.*
1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
  2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
  3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
  4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
  5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
  6. DON’T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
  7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*
7. To what extent do you agree or disagree with the following statement... “Arlington Public Schools’ staff and families collaborate with local community members.”  
*Cuán de acuerdo está usted con lo siguiente... “el personal y las familias de las Escuelas Públicas de Arlington colaboran con los miembros de la comunidad local”.*
1. STRONGLY AGREE  
*FIRMEMENTE DE ACUERDO*
  2. SOMEWHAT AGREE  
*ALGO DE ACUERDO*
  3. NEITHER AGREE NOR DISAGREE  
*NI DE ACUERDO, NI EN DESACUERDO*
  4. SOMEWHAT DISAGREE  
*ALGO EN DESACUERDO*
  5. STRONGLY DISAGREE  
*FIRMEMENTE EN DESACUERDO*
  6. DON’T KNOW (DO NOT READ)  
*NO SÉ (DO NOT READ)*
  7. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

8. Black and Hispanic students generally score lower on standardized tests than White students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Would you say it is: [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

*Los estudiantes negros y los estudiantes hispanos generalmente obtienen resultados más bajos que los estudiantes blancos en los exámenes estandarizados. En su opinión, ¿cuán importante cree usted que es eliminar esta brecha en el rendimiento entre estos grupos de estudiantes? ¿Diría usted que es: [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. VERY IMPORTANT  
*MUY IMPORTANTE*
2. SOMEWHAT IMPORTANT  
*ALGO IMPORTANTE*
3. NOT TOO IMPORTANT  
*NO MUY IMPORTANTE*
4. NOT AT ALL IMPORTANT  
*NO ES IMPORTANTE*
5. DON'T KNOW (DO NOT READ)  
*NO SÉ. (DO NOT READ)*
6. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

9. Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?

*¿Cree usted que la brecha en el rendimiento académico pueda ser disminuida sustancialmente, mientras que a la vez se puedan mantener altos estándares para todos los alumnos, o no?*

1. YES (*SÍ*)
2. NO (*NO*)
3. DON'T KNOW (*NO SÉ*)(DO NOT READ)

10. In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?

*En su opinión, ¿piensa que las escuelas públicas tienen la responsabilidad de eliminar la brecha en el rendimiento académico entre los estudiantes blancos y los estudiantes negros e hispanos, o no?*

1. YES (*SÍ*)
2. NO (*NO*)
3. DON'T KNOW (*NO SÉ*)(DO NOT READ)



11. In your opinion, how successful do you think Arlington Public Schools has been in narrowing the academic achievement gap between minority and White students? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

*En su opinión, ¿cuán exitosas han sido las Escuelas Públicas de Arlington en reducir la brecha de aprendizaje entre los alumnos minoritarios y los alumnos blancos? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. VERY SUCCESSFUL

*MUY EXITOSAS*

2. SOMEWHAT SUCCESSFUL

*ALGO EXITOSAS*

3. SOMEWHAT UNSUCCESSFUL

*NO MUY EXITOSAS*

4. VERY UNSUCCESSFUL

*TOTALMENTE SIN ÉXITO*

5. NEED MORE INFORMATION/NO BASIS TO JUDGE (DO NOT READ)

*NECESITO MÁS INFORMACIÓN. NO TENGO EN QUÉ BASAR MI OPINIÓN. (DO NOT READ)*

6. DON'T KNOW (DO NOT READ)

*NO SÉ. (DO NOT READ)*

7. REFUSED (DO NOT READ)

*REHUSÓ (DO NOT READ)*

12. During the last year, did you attend any events organized by the Arlington Public Schools?

*¿Ha asistido usted a algún evento organizado por las escuelas Públicas de Arlington durante el año pasado?*

1. YES [CONTINUE TO Q11]

*SÍ [CONTINUE TO Q11]*

2. NO [GO TO Q12]

*NO [GO TO Q12]*

3. DON'T KNOW [GO TO Q12]

*NO SÉ [GO TO Q12]*

4. REFUSED [GO TO Q12]

*REHUSÓ [GO TO Q12]*

13. How many times did you do that? [RECORD NUMBER]

*¿Cuántas veces asistió? [RECORD NUMBER]*

14. During the last year, did you participate in any activities held at the public schools but sponsored by other organizations?

¿Participó usted, durante el año pasado, en alguna actividad que tomó lugar en las escuelas públicas, pero que fue organizada por otras organizaciones?

1. YES [CONTINUE TO Q13]  
*SÍ [CONTINUE TO Q13]*
2. NO [GO TO Q14]  
*NO [GO TO Q14]*
3. DON'T KNOW [GO TO Q14]  
*NO SÉ [GO TO Q14]*
4. REFUSED [GO TO Q14]  
*NO SÉ [GO TO Q14]*

15. How many times did you do that? [RECORD NUMBER]

¿Cuántas veces asistió? [RECORD NUMBER]

16. Other than the activities we just mentioned, have you used any of the local schools' facilities for other purposes? For example, this could include activities such as exercise, organizational meetings, performing arts events, or adult education classes.

*Fuera de las actividades que ya mencionamos, ¿ha usado usted alguna de las facilidades escolares para otros propósitos? Algunos ejemplos de otros propósitos pueden incluir actividades como: ejercicio, reuniones de organizaciones, actuaciones artísticas o clases para adultos.*

1. YES [CONTINUE TO Q15]  
*SÍ [CONTINUE TO Q15]*
2. NO [GO TO Q16]  
*NO [GO TO Q16]*
3. DON'T KNOW [GO TO Q16]  
*NO SÉ [GO TO Q16]*
4. REFUSED [GO TO Q16]  
*REHUSÓ [GO TO Q16]*

17. How many times did you do that? [RECORD NUMBER]

¿Cuántas veces las usó? [RECORD NUMBER]



18. How satisfied are you with your access to local schools' facilities? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]

*¿Cuán satisfecho(a) está usted con la disponibilidad de las facilidades escolares? ¿Diría que usted está muy satisfecho(a), algo satisfecho(a), algo disatisfecho(a) o muy disatisfecho(a)? [ACCEPT ONE RESPONSE. ROTATE TOP TO BOTTOM AND BOTTOM TO TOP.]*

1. VERY SATISFIED  
*MUY SATISFECHO(A)*
2. SOMEWHAT SATISFIED  
*ALGO SATISFECHO(A)*
3. SOMEWHAT DISSATISFIED  
*ALGO DISATISFECHO(A)*
4. VERY DISSATISFIED  
*MUY DISATISFECHO(A)*
5. DON'T KNOW (DO NOT READ)  
*NO SÉ. (DO NOT READ)*
6. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

19. Do you know how to locate information about Arlington Public Schools services, programs, and resources?

*¿Sabe usted cómo encontrar información acerca los servicios, programas y recursos de las Escuelas Públicas de Arlington?*

1. YES (*SÍ*)
2. NO (*NO*)
3. DON'T KNOW (*NO SÉ*)
4. REFUSED (*REHUSÓ*)

### **Demographics**

Finally, I'd like to ask you some background questions.

*Finalmente, quiero hacerle algunas preguntas acerca de usted.*

20. Are you of Spanish or Hispanic origin or descent?

*¿Es usted español o de origen hispano?*

1. YES (*SÍ*)
2. NO (*NO*)
3. REFUSED (*REHUSÓ*) (DO NOT READ)

21. Are you:

*Es usted:*

1. WHITE  
*BLANCO(A)*
2. BLACK  
*NEGRO(A)*
3. ASIAN  
*ASIÁTICO*
4. OR ANOTHER RACE  
*DE OTRA RAZA*
5. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*

22. What is the highest level of education you have completed? [READ LIST]

*¿Cuál fue el último grado escolar que usted terminó? [READ LIST]*

1. NONE  
*NINGUNO*
2. SOME ELEMENTARY  
*ALGUNOS GRADOS PRIMARIOS*
3. ELEMENTARY SCHOOL  
*ESCUELA PRIMARIA*
4. SOME HIGH SCHOOL  
*ALGUNOS GRADOS DE ESCUELA SECUNDARIA*
5. HIGH SCHOOL GRAD  
*GRADUADO DE ESCUELA SECUNDARIA*
6. SOME COLLEGE  
*ALGUNA UNIVERSIDAD*
7. COLLEGE GRAD  
*GRADUADO(A) DE UNIVERSIDAD*
8. SOME GRADUATE SCHOOL  
*PARTE DE UN POSGRADO*
9. GRADUATE OR PROFESSIONAL DEGREE  
*POSGRADO O TÍTULO PROFESIONAL*
10. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*



23. Which of the following categories best describes your age range? [READ LIST]

*¿A CUÁL DE LOS SIGUIENTES GRUPOS DE EDADES PERTENECE USTED? [READ LIST]*

1. 18-24
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65-74
7. 75+
8. REFUSED (DO NOT READ) *REHUSÓ (DO NOT READ)*

24. And regarding your family's annual income...Please tell me which of the following categories best describes your family's total annual household income before taxes. (READ LIST, IF RESPONDENT SAYS "DON'T KNOW," SAY, "ALL WE NEED IS A GENERAL RANGE, NOT A SPECIFIC FIGURE.")

*Y, en cuanto a los ingresos anuales de su familia, ¿cuál de los siguientes grupos de ingresos anuales mejor indica los ingresos brutos totales de toda su familia? (READ LIST, IF RESPONDENT SAYS "NO SE," SAY, "SOLAMENTE PUEDE DARME UNA IDEA GENERAL, NO TIENE QUE DECIRME LA CANTIDAD EXACTA".)*

1. LESS THAN \$25,000  
*MENOS DE \$25,000*
2. \$25,000 TO \$29,999  
*ENTRE \$25,000 Y \$29,999*
3. \$30,000 TO \$39,999  
*ENTRE \$30,000 Y \$39,999*
4. \$40,000 TO \$49,999  
*ENTRE \$40,000 Y \$49,999*
5. \$50,000 TO \$59,999  
*ENTRE \$50,000 Y \$59,999*
6. \$60,000 TO \$69,999  
*ENTRE \$60,000 Y \$69,999*
7. \$70,000 TO \$79,999  
*ENTRE \$70,000 Y \$79,999*
8. \$80,000 TO \$89,999  
*ENTRE \$80,000 Y \$89,999*
9. \$90,000 OR HIGHER  
*\$90,000 ó MÁS*
10. DO NOT KNOW (DO NOT READ)  
*NO SÉ. (DO NOT READ)*
11. REFUSED (DO NOT READ)  
*REHUSÓ (DO NOT READ)*



25. [ASKED ONLY IF RESPONDENT HAD CHILDREN IN SCREENER B] Did you ever have any children in the Arlington public school system?  
*[ASKED ONLY IF RESPONDENT HAD CHILDREN] ¿Ha tenido usted niños en las escuelas públicas de Arlington alguna vez en su vida?*
1. YES (*SÍ*)
  2. NO (*NO*)
  3. REFUSED (DO NOT READ) *REHUSÓ (DO NOT READ)*
26. Are there languages other than English spoken in your home?  
*En su casa, ¿hablan otro idioma además del inglés?*
1. YES [CONTINUE TO Q27]  
*SÍ [CONTINUE TO Q27]*
  2. NO [SKIP TO Q28]  
*NO [SKIP TO Q28]*
  3. REFUSED (DO NOT READ) [SKIP TO Q28]  
*REHUSÓ. (DO NOT READ) [SKIP TO Q28]*
27. What other languages are spoken?  
*¿Qué otros idiomas hablan?*
28. What is your home zip code? [RECORD ZIP CODE]  
*¿Cuál es el código postal (zip code) de su casa? [RECORD ZIP CODE]*
29. Including yourself, how many adults live in your household? [RECORD NUMBER]  
*¿Cuántos adultos, además de usted, viven en su casa? [RECORD NUMBER]*
30. Gender [RECORD FROM SAMPLE]  
*Género [RECORD FROM SAMPLE]*
1. MALE  
*MASCULINO*
  2. FEMALE  
*FEMENINO*

Those are all the questions I have. Thank you for your time and help.  
*Esas son todas mis preguntas. Gracias por su tiempo y por su ayuda.*

## STUDENT PAPER SURVEY

**What overall grade would you give to each of the following?**

**En general, ¿qué calificación le darías a los siguientes?**

- a. A (OUTSTANDING) (*sobresalientes*)
- b. B (VERY GOOD) (*muy buenos*)
- c. C (AVERAGE) (*regulares*)
- d. D (POOR) (*no muy buenos*)
- e. F (FAILING) (*un fracaso*)

- 1. My school  
Mi escuela
- 2. The principal in my school  
La directora o director de mi escuela.
- 3. My teachers  
Mis profesores

**To what extent do you agree with the following statements about your school?**

**¿Cuán de acuerdo estás con los siguientes comentarios acerca de tu escuela?**

- a. STRONGLY AGREE  
*Completamente de acuerdo*
  - b. SOMEWHAT AGREE  
*Algo de acuerdo*
  - c. NEITHER AGREE NOR DISAGREE  
*Ni de acuerdo ni en desacuerdo*
  - d. SOMEWHAT DISAGREE  
*Algo en desacuerdo*
  - e. STRONGLY DISAGREE  
*Completamente en desacuerdo*
- 4. I have enough information to complete my homework by myself.  
Tengo suficiente información para hacer mis tareas en mi casa independientemente.
  - 5. The amount of time I spend on homework is reasonable.  
El tiempo que dedico a hacer mis tareas en mi casa es razonable.
  - 6. My teachers do many different instructional activities in the classroom.  
Mis profesores hacen muchos diferentes tipos de actividades de enseñanza en las clases.
  - 7. My teachers expect me to do well at school.  
Mis profesores esperan que yo haga buen trabajo en la escuela.
  - 8. My teachers encourage me to learn new things every day.  
Mis profesores me animan a aprender nuevas cosas todos los días.

9. I am challenged by the lessons taught by my teachers.  
Las lecciones que mis maestras me enseñan me desafían positivamente.
10. I am well prepared for the work covered in this grade.  
Estoy bien preparado(a) para el trabajo de este grado.
11. I am stressed about school work.  
Estoy estresado por mi trabajo escolar.
12. I feel respected at school.  
Me siento respetado en la escuela.
13. I feel supported in my school.  
Me siento apoyado en la escuela.
14. I feel welcomed at school.  
Me siento bienvenido en la escuela.
15. I feel safe at school.  
Me siento seguro en la escuela.
16. I like to go to school.  
Me gusta ir a la escuela.
17. **Which of the following statements do you agree with? You may select all that apply.**  
**I like to go to school because...**

**¿Cuáles de los siguientes comentarios estás de acuerdo? Marca todas las respuestas que sean ciertas.**

**Me gusta ir a la escuela porque...**

- a. I want to learn  
*Quiero aprender.*
- b. I like my lessons, classes, or activities in the classroom  
*Me gustan mis lecciones, clases y actividades del salón de clase.*
- c. I like my teachers  
*Me gustan mis profesores.*
- d. I like to see my friends  
*Me gusta ver a mis amigos.*
- e. **For Secondary Students ONLY:** I like my extracurricular activities  
**SOLO para estudiantes de escuela secundaria:** *Me gustan las actividades después de las clases.*
- f. It will help me in the future, like with college or getting a better job  
*Es bueno para mi futuro, como para ir a la Universidad o conseguir mejor trabajo.*



18. Which of the following statements do you agree with? *You may select all that apply.*  
I do not like to go to school because...

¿Cuáles de los siguientes comentarios estás de acuerdo? *Marca todas las respuestas que sean ciertas.*

No me gusta ir a la escuela porque...

- a. I'm worried about bullying or teasing  
*Estoy preocupado por el acoso y la burla (bullying y teasing, en inglés).*
- b. My lessons are too hard  
*Mis clases son muy difíciles.*
- c. I don't like doing my homework  
*No me gusta hacer las tareas en la casa.*
- d. I am not ready for a test or have not finished my homework  
*No estoy preparado para un examen, o no he terminado mi tarea.*
- e. I'm bored in school  
*Estoy aburrido en la escuela.*
- f. I don't like my lessons  
*No me gustan mis lecciones.*
- g. I don't like my teachers  
*No me gustan mis profesores.*
- h. I have few or no friends  
*Tengo muy pocos amigos o ninguno.*
- i. I don't like to wake up early for school  
*No me gusta levantarme temprano para ir a la escuela.*

19. How do you feel about the number of students in your classes? Would you say there are...  
¿Qué piensas sobre el número de estudiantes en tus clases? ¿Dirías que...

- a. Too many students  
*Hay demasiado estudiantes*
- a. Just the right number of students  
*Hay un número correcto de estudiantes*
- b. Too few students  
*Hay muy pocos estudiantes*



**20. I select healthy choices for snacks, meals, or beverages at school...**

**En la escuela, consumo meriendas, comidas o bebidas que son saludables...**

- a. Often  
*A menudo*
- b. Sometimes  
*A veces*
- c. Rarely  
*Casi nunca*
- d. Never  
*Nunca*
- e. I have not seen healthy choices for snacks and meals at school.  
*No he visto opciones de meriendas y comidas saludables en la escuela*
- f. I don't know  
*No sé*
- g. Not applicable  
*No aplica*

**To what extent do you agree with the following statements?**

**¿Cuán de acuerdo estás con los siguientes comentarios?**

- a. STRONGLY AGREE  
*Completamente de acuerdo*
- b. SOMEWHAT AGREE  
*Algo de acuerdo*
- c. NEITHER AGREE NOR DISAGREE  
*Ni de acuerdo ni en desacuerdo*
- d. SOMEWHAT DISAGREE  
*Algo en desacuerdo*
- e. STRONGLY DISAGREE  
*Completamente en desacuerdo*

21. I feel threatened by bullies in my school.

Me siento amenazado por otros estudiantes en mi escuela.

22. I was bullied at school this year.

Yo fui acosado (*bullied, en inglés*) en la escuela este año.

23. I saw someone else bullied at school this year.

Yo vi cuando acosaron (*bullied, en inglés*) a otra persona en la escuela este año.



To what extent do you agree with the following statements about your school?  
¿Cuán de acuerdo estás con los siguientes comentarios acerca de tu escuela?

- a. STRONGLY AGREE  
*Completamente de acuerdo*
  - b. SOMEWHAT AGREE  
*Algo de acuerdo*
  - c. NEITHER AGREE NOR DISAGREE  
*Ni de acuerdo ni en desacuerdo*
  - d. SOMEWHAT DISAGREE  
*Algo en desacuerdo*
  - e. STRONGLY DISAGREE  
*Completamente en desacuerdo*
24. When I have a problem at school, I am able to get help.  
Cuando tengo un problema en la escuela, puedo encontrar ayuda.
25. There is at least one adult in the school with whom I can discuss things that are important to me.  
Hay por lo menos un adulto en la escuela con quien yo puedo hablar de cosas que son importantes para mí.
26. My counselor is accessible to me.  
Mi consejero está disponible para ayudarme a mí.
27. School staff stops bullying in school whenever they see it.  
Cuando el personal escolar ve que alguien está siendo acosado (*bullied, en inglés*), inmediatamente intervienen para prohibirlo.
28. I feel students of my race or culture are accepted by staff at school.  
Siento que los estudiantes de mi raza o cultura son aceptados por el personal escolar.
29. I feel students of my race or culture are accepted by students at school.  
Siento que los estudiantes de mi raza y cultura son aceptados por los estudiantes de la escuela.
30. My teachers treat students fairly regardless of race, culture, or language.  
Mis profesores tratan a los estudiantes de forma justa, no importa la raza, cultura o lenguaje de los estudiantes.
31. School staff help students who cannot speak English well.  
El personal escolar ayuda a los estudiantes que no pueden hablar inglés bien.
32. I learn about other cultures in my school.  
En mi escuela, yo aprendo acerca de otras culturas.
33. The temperatures in my classrooms are comfortable.  
La temperatura en mis clases es confortable.

34. **For Elementary Students ONLY:** My school offers many opportunities for me to participate in physical activities, such as recess or sports teams.  
**For Secondary Students ONLY:** My school offers many opportunities for me to participate in physical activities, such as daily physical education (P.E.) class or extracurricular team sports.  
**SOLO para estudiantes de escuelas primarias:** Mi escuela ofrece muchas oportunidades para que yo pueda participar en actividades físicas, tales como recreo y clubes deportivos.  
**SOLO para estudiantes de escuelas secundarias:** Mi escuela ofrece muchas oportunidades para que yo pueda participar en actividades físicas, tales como clase de educación física diaria (P.E.) o equipos deportivos después de clases.

**To what extent do you agree with the following statements about your school?  
¿Cuán de acuerdo estás con los siguientes comentarios acerca de tu escuela?**

- a. STRONGLY AGREE  
*Completamente de acuerdo*
  - b. SOMEWHAT AGREE  
*Algo de acuerdo*
  - c. NEITHER AGREE NOR DISAGREE  
*Ni de acuerdo ni en desacuerdo*
  - d. SOMEWHAT DISAGREE  
*Algo en desacuerdo*
  - e. STRONGLY DISAGREE  
*Completamente en desacuerdo*
  - f. NOT APPLICABLE/*No aplica*
35. The principal and assistant principal are fair when they discipline me.  
El director y el asistente del director son justos conmigo cuando me corrigen.
36. My school offers a variety of lunch options that are appealing to me.  
Mi escuela ofrece una variedad de almuerzos que me gustan.
37. I know I will graduate from high school.  
Yo sé que me graduaré de la escuela secundaria.
38. My teachers make schoolwork relevant with real-world examples.  
Mis maestros dan ejemplos de la vida real, los cuales hacen que mi trabajo escolar sea relevante (importante).
39. In the last seven days, a teacher has given me recognition or praise for doing good schoolwork.  
En los últimos siete días, algún maestro me ha reconocido y felicitado por hacer buen trabajo escolar.
40. In the last seven days, my parent has given me recognition or praise for doing good schoolwork.  
En los últimos siete días, uno de mis padres me ha reconocido o felicitado por hacer buen trabajo escolar.
41. **For Secondary Students ONLY:** My school teaches me to manage my time effectively.  
Mi escuela me enseña a manejar mi tiempo con eficacia.

**42. What grade are you in? ¿En qué grado estás?**

- a. 4<sup>th</sup> grade  
*4.º grado*
- b. 5<sup>th</sup> grade  
*5.º grado*
- a. 6<sup>th</sup> grade  
*6.º grado*
- b. 7<sup>th</sup> grade  
*7.º grado*
- c. 8<sup>th</sup> grade  
*8.º grado*
- d. 9<sup>th</sup> grade  
*9.º grado*
- a. 10<sup>th</sup> grade  
*10.º grado*
- b. 11<sup>th</sup> grade  
*11.º grado*
- c. 12<sup>th</sup> grade  
*12.º grado*
- d. None of the above  
*Ninguno de estos grados*

**43. Are school buildings and grounds clean in good condition?**

**¿Están los edificios y la propiedad escolar limpios y en buena condición?**

- a. Yes  
*Sí*
- b. No  
*No*

**44. Are you:**

**¿Eres:**

- 1. MALE  
HOMBRE
- 2. FEMALE  
MUJER

45. **For Elementary Students ONLY:** Are your parents, grandparents, or other people in your immediate family Spanish or Hispanic?  
**For Secondary Students ONLY:** Are you of Spanish or Hispanic origin or descent?  
**SOLO para estudiantes de escuelas primarias:** ¿Son tus padres, abuelos u otras personas de tu familia de origen español o hispano?  
**SOLO para estudiantes de escuelas secundarias:** ¿Eres de origen o descendencia española o hispana?
- a. Yes  
*Sí*
  - b. No  
*No*

46. **Are you: (select all that apply)**

**Indica si eres: (escoga todo lo que corresponda)**

- a. White  
*Blanco*
  - b. Black or African American  
*Negro o Afroamericano*
  - c. Asian  
*Asiático*
  - d. Native Hawaiian or Other Pacific Islander  
*Nativo de Hawaii, o Isleño de otras islas del Pacífico*
  - e. American Indian or Alaska Native  
*Amerindio o Nativo de Alaska*
  - f. Other  
*Otro*
  - g. Prefer not to answer  
*Prefiero no responder*
47. **Does anyone in your household speak a language other than English in your home?**  
**¿Hay otra idioma que se hable en tu casa distinto del español?**
- 1. NO  
NO
  - 2. YES (PLEASE SPECIFY IN THE BOX BELOW.)  
SÍ (POR FAVOR EXPLICA EN EL ESPACIO SIGUIENTE.)