



COLUMBIA
SCHOOL DISTRICT

QUALITY SCHOOL INQUIRY

SURVEY RESULTS



GOALS

- Ask what the Columbia community regards as the most important characteristics of a quality school.
- Ask the community what percentage of students should meet state (testing) performance standards in a quality school.
- Ask what the community believes the Columbia School district can do to be most successful, and what types of obstacles need to be overcome in the next 5 years.

Reaching Out

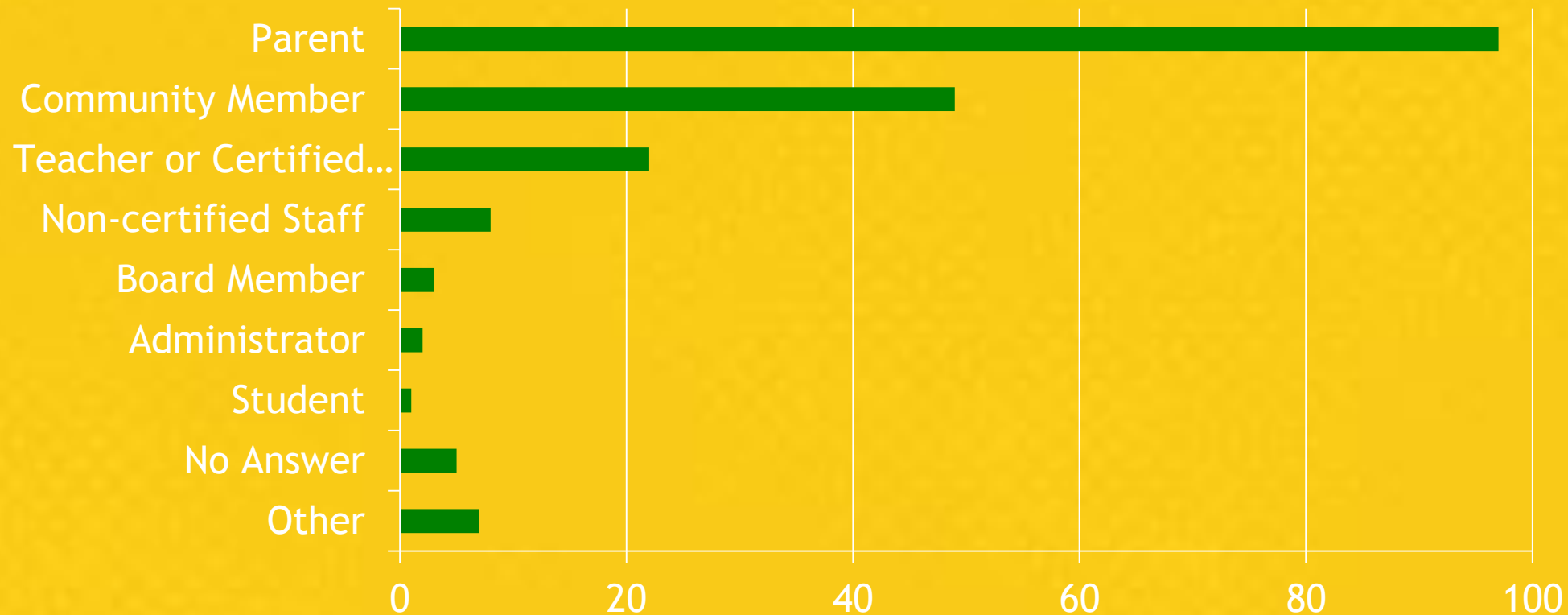
- An invitation to complete an electronic survey was posted on the district web site and linked to other web sites in the community.
- Paper survey distribution and collection points were placed in strategic locations around town.
- **194** survey responses were collected.

Who Responded?

- **86%** of respondents were residents of Columbia.
- **77%** have children.
- **42%** currently have children at Horace Porter.
- **40%** have children who previously attended Horace Porter.

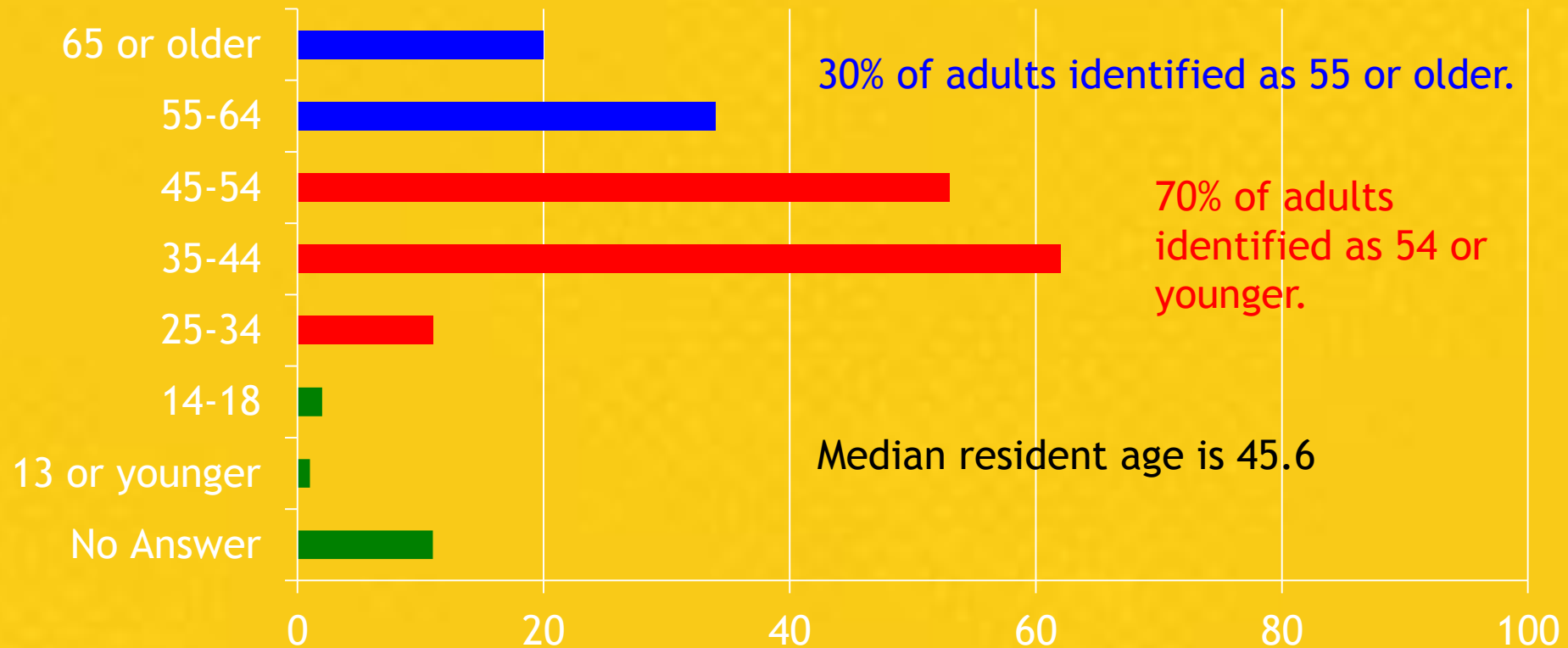
Who Responded?

Relationship to Columbia Public Schools



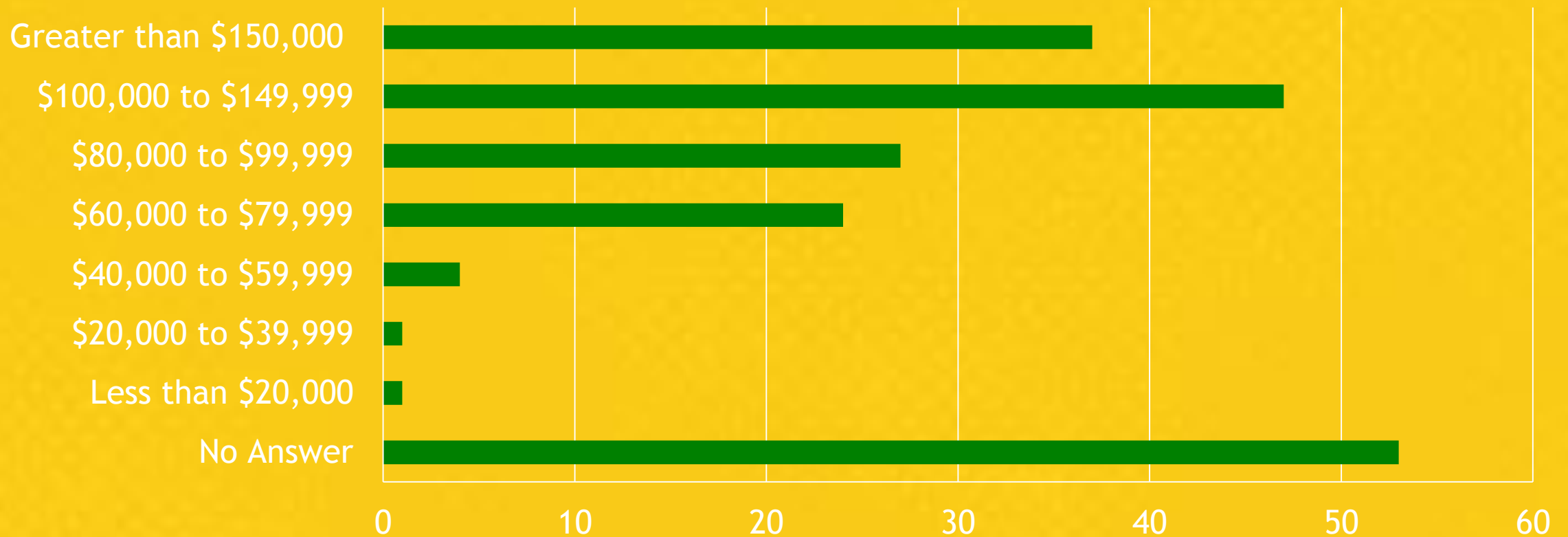
Who Responded?

Age of Respondents



Who Responded?

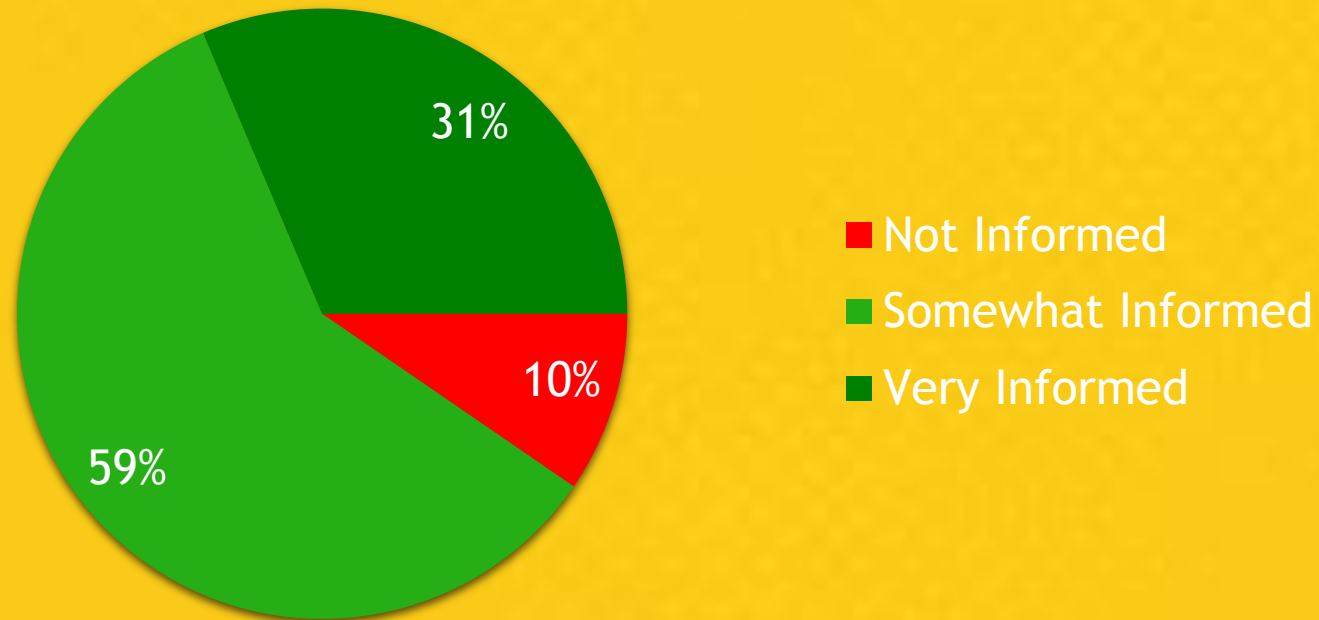
Income of Respondents



Who Responded?

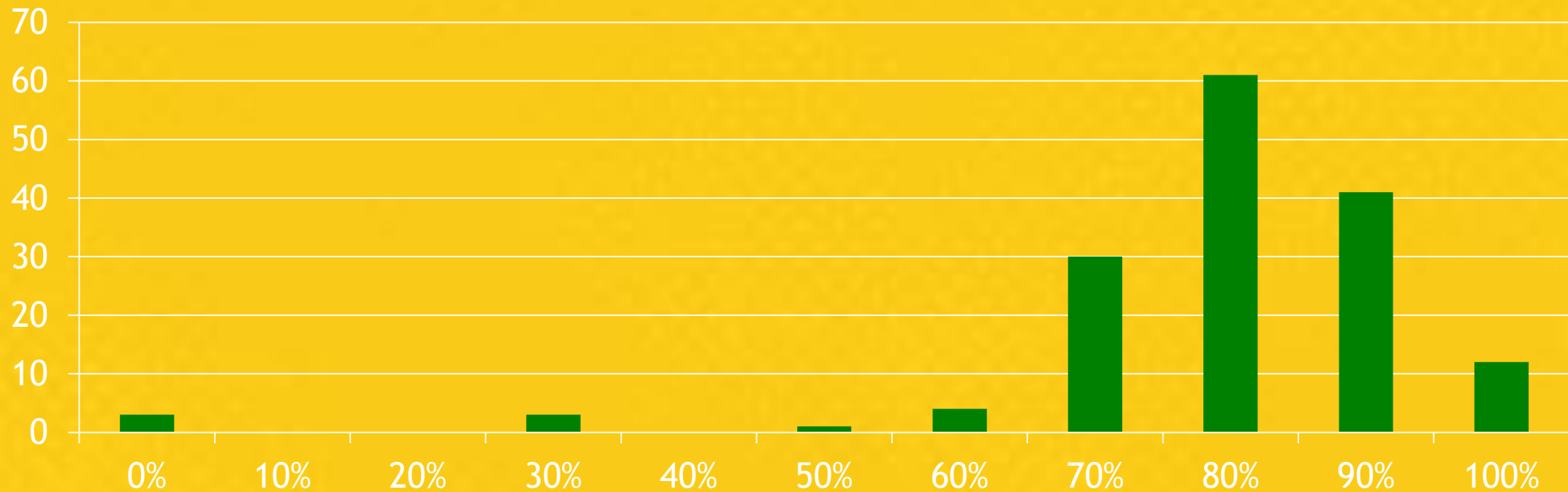
Informed on Issues in Education

90% of those who responded to this question considered themselves at least “Somewhat informed”



Respondent Beliefs: How Many Students Should Meet Goals?

Percentage of Students Who Should Meet State Testing Goals
In a Quality School



Question to Respondents: Which of These is Most Important?

- A broad range of extra-curricular activities
- A safe and secure environment
- A strong code of behavior
- Adequate financial resources
- Being a hub of community activity
- Community support of K-12 education
- Connecting skills and knowledge to real life situations
- Emphasis on core skills of reading, writing, and math
- Empowered teachers
- Experienced administrators
- Frequent communication from teachers and administrators to parents
- High expectations from teachers
- High-quality staff
- Integration of technology into the classroom
- Parental involvement
- Quality feedback to students from teachers
- Regular professional development opportunities for teachers
- Student mentoring
- Student-centered values
- Support of student social and emotional development
- Using the newest teaching methods and techniques

Respondent Beliefs: What's Most Important in a Quality School?

1. A safe and secure environment
2. Emphasis on core skills of reading, writing, and math
3. Connecting skills and knowledge to real life situations
4. High-quality staff
5. A strong code of behavior
6. Empowered teachers
7. Support of student social and emotional development
8. High expectations from teachers

Respondent Beliefs: What's Not So Important in a Quality School?

1. Being a hub of community activity
2. Using the newest teaching methods and techniques
3. Student mentoring
4. A broad range of extra-curricular activities

Respondent Beliefs: What are the Greatest Obstacles?

Common themes appearing in responses:

- Declining and/or fluctuating enrollment
- Financial and/or funding issues
- Student retention or issues with competition
- Special education costs

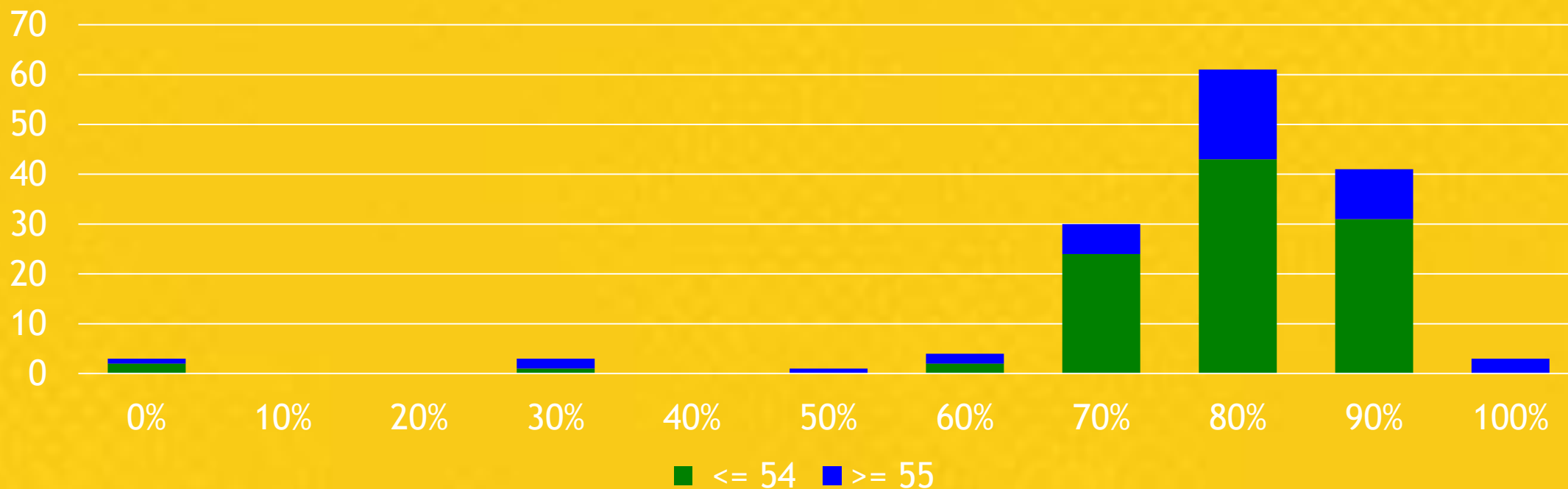
Respondent Beliefs: How Can the District be Successful?

Common themes appearing in responses:

- Eliminate and/or reduce common core requirements
- Improve community connections and/or communication
- Regionalization and/or seek partnerships with other districts
- Improve recruiting efforts

Generational Differences in Respondent Beliefs: How Many Students Should Meet Goals?

Percentage of Students Who Should Meet State Testing Goals
In a Quality School by Age of Respondent



Generational Differences in Respondent Beliefs: What's Most Important in a Quality School?

COMMON BELIEFS between respondents

54 and younger and **55 and older**

- A safe and secure environment
- Emphasis on core skills of reading, writing, and math
- Connecting skills and knowledge to real life situations
- High-quality staff
- A strong code of behavior

Generational Differences in Respondent Beliefs: What's Most Important in a Quality School?

DISCORDANT BELIEFS between respondents
54 and younger and **55 and older**

54 or Younger

- Empowered teachers
- High expectations from teachers
- Support of student social and emotional development

55 or Older

- Parental Involvement
- Integration of Technology in the Classroom

Generational Differences in Respondent Beliefs: What's Not So Important in a Quality School?

COMMON BELIEFS between respondents

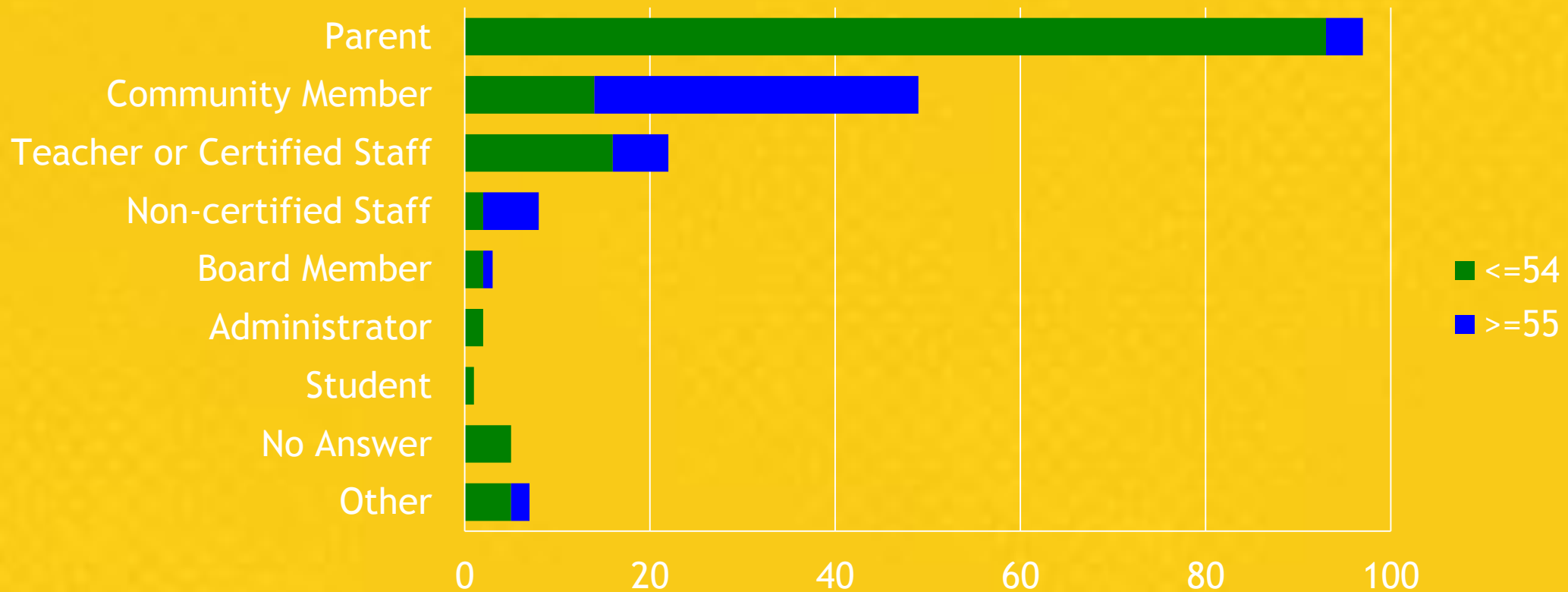
54 and younger and **55 and older**

NO DIFFERENCE

1. Being a hub of community activity
2. Using the newest teaching methods and techniques
3. Student mentoring
4. A broad range of extra-curricular activities

By Generation, Who Responded?

Role by Generation



Who Responded, Income by Generation

Income of Respondents by Generation

