PATRON INSIGHT

School District of Clayton
2012 Patron Telephone Survey
Topline Report
April 20, 2012

A topline report provides the overall findings, organized by topic area, for the total survey group of 400 head-of-household patrons. Each topic area has a preliminary analysis. The report does not include the cross-tabulations (the evaluation of responses by demographic and geographic characteristics), or more detailed analysis, based on those cross-tabulations. Those items will appear in the full report.

All results in this survey have a Margin of Error of +/- 5%, at the 95% confidence level, and percentages on all questions may add to more than 100%, due to rounding.

Topic: Qualification questions

The survey began by confirming that the individual was either the male or female head of the household and that he or she was aware that his or her residence was located within the boundaries of the School District of Clayton. Both of these factors were known to be true for each person who was contacted and invited to participate, but each individual had to confirm this information before he or she could continue.

Respondents were also divided into groups of approximately 1/3 each, based on elementary school drawing areas. This was done to provide a general approximation of the population pattern within the school district.

1. **Thank you. First of all, are you the MALE/FEMALE head of your household?**

Response	Percentage
Yes, female	56%
Yes, male	44%

2. **Is your primary residence located within the boundaries of the School District of Clayton?** *All those who were contacted lived within the boundaries of the School District of Clayton. However, all were asked this question to confirm their awareness of this fact. As such, all those represented in this survey answered "yes" to this question.*

3. **To make certain we have participants in this survey from all parts of the school district, can you tell me which elementary school the children in your neighborhood typically attend – if they go to a school in the School District of Clayton?** *Percentages were specified by the school district to match the approximate population pattern in the district. Goal was to have 1/3 from each drawing area.*

Response	Percentage
Meramec Elementary	34%
Captain Elementary	33%
Glenridge Elementary	33%

Topic: Longitudinal questions/general education topics

Given the fact that the school district's leadership has changed frequently in a short period of time, and the general uncertainty about the economy and other topics making local and national headlines, it is not surprising that the longitudinal questions regarding general education topics saw some decline in this survey. School district patrons in communities of all sizes are much more anxious these days, and it shows in the scores.

In looking at the combined positive scores and the combined negative scores, the importance of schools in terms of maintaining property values was essentially unchanged from the 2010 study, but respondents were much less enthusiastic about the statement that "the quality of the local school district is the most important factor that affects my property values." The positive responses to this statement dropped 20%, while the negative ones increased by 19%. Clearly, the ongoing economic challenges are weighing on the minds of residents.

Optimism about the district's future and trust in the Board of Education also saw a decline which, again, could be attributed to both the recent frequency in the change of leadership and the timing of the survey – during a School Board campaign.

Support for the voluntary desegregation program also dropped somewhat, but the negative scores were essentially the same. This means that the drop was due primarily to respondents moving to the "don't know" category, rather than either of the "disagree" choices.

Yet, even given these modest criticisms, respondents bristled at the statement that "schools in my district are not as good as they were five years ago," as only 21% choose one of the "agree" options (which was statistically identical to 2010), while 66% chose one of the "disagree" options – a jump from 55% in 2010.

Thank you. To begin with today, I'm going to read some statements that people are making about public issues. For each one, please tell me if you strongly agree, mostly agree, mostly disagree, or strongly disagree. Let's start with…*Questions 4 through 9 were rotated to eliminate "order bias."*

4. **It's vitally important to our property values that we maintain the quality of our public schools.**

Response	Percentage
Strongly agree	64%
Mostly agree	29%
Mostly disagree	3%
Strongly disagree	4%
Don't know (not read)	0%

5. **I am optimistic about the direction of my school district over the next five years.**

Response	Percentage
Strongly agree	30%
Mostly agree	45%
Mostly disagree	16%
Strongly disagree	1%
Don't know (not read)	8%

6. **The quality of the local school district is the most important factor that affects my property values.**

Response	Percentage
Strongly agree	23%
Mostly agree	39%
Mostly disagree	28%
Strongly disagree	7%
Don't know (not read)	2%

7. **I trust my school district's Board of Education to make decisions about our district's overall direction.**

Response	Percentage
Strongly agree	19%
Mostly agree	42%
Mostly disagree	22%
Strongly disagree	13%
Don't know (not read)	5%

8. **The voluntary desegregation program enhances opportunities for all students.**

Response	Percentage
Strongly agree	19%
Mostly agree	35%
Mostly disagree	18%
Strongly disagree	12%
Don't know (not read)	16%

9. Schools in my district are not as good today as they were five years ago.

Response	Percentage
Strongly agree	4%
Mostly agree	17%
Mostly disagree	40%
Strongly disagree	26%
Don't know (not read)	14%

Results on "educational issues statements" for this survey, and for the previous three surveys.

Statement	Year	Strongly agree	Strongly and Mostly agree combined	Mostly disagree and Strongly disagree combined
It's vitally important to our property values that we maintain the quality of our public schools	**2012**	**64%**	**93%**	**7%**
	2010	74%	96%	4%
	2008	67%	94%	5%
	2006	80%	97%	3%
I am optimistic about the direction of my school district over the next five years	**2012**	**30%**	**75%**	**17%**
	2010	40%	82%	12%
	2008	26%	81%	12%
	2006	35%	79%	14%
The quality of the local school district is the most important factor that affects my property values.	**2012**	**23%**	**62%**	**35%**
	2010	43%	82%	16%
	2008	32%	77%	18%
	2006	44%	86%	10%

Statement	Year	Strongly agree	Strongly and Mostly agree combined	Mostly disagree and Strongly disagree combined
I trust my school district's Board of Education to make decisions about our district's overall direction	**2012**	**19%**	**61%**	**35%**
	2010	23%	72%	23%
	2008	21%	74%	20%
	2006	21%	80%	15%

Statement	Year	Strongly agree	Strongly and Mostly agree combined	Mostly disagree and Strongly disagree combined
The voluntary desegregation program enhances opportunities for all students	**2012**	**19%**	**54%**	**30%**
	2010	Not asked	Not asked	Not asked
	2008	32%	66%	28%
	2006	36%	71%	22%

Statement	Year	Strongly agree	Strongly and Mostly agree combined	Mostly disagree and Strongly disagree combined
Schools in my district are not as good as they were five years ago	**2012**	**4%**	**21%**	**66%**
	2010	10%	20%	55%
	2008	6%	17%	59%
	2006	8%	19%	66%

Topic: Longitudinal question/engaging with the community

Survey respondents were somewhat more critical of the district, when it comes to engagement with patrons – both on the give and take of input from patrons, and on communicating with residents. All three areas saw a statistically significant decline in their scores from the 2010 survey.

The cross-tabulation results (which will appear in the full report) will provide some context regarding these scores, by determining the differences among current parents, non-parents, different geographic regions, etc.

Thinking now just about the School District of Clayton, please rate the following either excellent, good, not so good, or poor. *Questions 10 through 12 were rotated.*

10. Communicating with members of the community

Response	Percentage
Excellent	26%
Good	44%
Not so good	19%
Poor	8%
Don't know (not read)	3%

11. Soliciting community input

Response	Percentage
Excellent	15%
Good	38%
Not so good	31%
Poor	6%
Don't know (not read)	10%

12. Responding to community input

Response	Percentage
Excellent	21%
Good	27%
Not so good	29%
Poor	7%
Don't know (not read)	17%

Results on "School District of Clayton performance" for this survey, and for the previous three surveys.

Item	Year	Excellent	Excellent and Good combined	Not so good and Poor combined
Communicating with members of the community	**2012**	**26%**	**70%**	**27%**
	2010	29%	77%	20%
	2008	23%	77%	16%
	2006	25%	76%	20%

Item	Year	Excellent	Excellent and Good combined	Not so good and Poor combined
Soliciting community input	**2012**	**15%**	**53%**	**37%**
	2010	29%	79%	17%
	2008	18%	72%	18%
	2006	23%	68%	22%

Item	Year	Excellent	Excellent and Good combined	Not so good and Poor combined
Responding to community input	**2012**	**21%**	**48%**	**36%**
	2010	20%	70%	22%
	2008	14%	67%	17%
	2006	19%	65%	21%

Topic: Comparison of School District of Clayton to private/parochial schools

The results on this question – which asked respondents to compare the quality of education in the School District of Clayton with that of private and parochial schools – saw a drop in positive scores, an increase in "about the same" results, and dramatic growth in the percentage of respondents saying, "don't know."

On the surface, a move toward the middle and toward "don't know" suggests a lack of awareness, rather than a community-wide concern about the quality of the local public school district. However, the cross-tabulation results will pinpoint the differences of opinion on this issue by key demographic and geographic characteristics, to see if specific trends can be identified among key audience segments.

13. **If you were to compare the quality of education in the School District of Clayton with that of area private and parochial schools, would you say that the quality of Clayton schools is much higher, somewhat higher, about the same, somewhat lower, or much lower?**

Response	Percentage
Much higher	4%
Somewhat higher	17%
About the same	48%
Somewhat lower	10%
Much lower	1%
Don't know (not read)	22%

"Compared to private school" question results for this survey, and for the previous four surveys.

Question	Year	Much higher	Somewhat higher	About the same	Somewhat lower	Much lower	Don't know
If you were to compare the quality of education in the School District of Clayton with that of area private and parochial schools, would you say that the quality of Clayton schools is much higher, somewhat higher, about the same, somewhat lower, or much lower?	**2012**	**4%**	**17%**	**48%**	**10%**	**1%**	**22%**
	2010	13%	28%	41%	11%	2%	5%
	2008	8%	28%	44%	11%	3%	7%
	2006	11%	29%	41%	12%	2%	6%
	2002	12%	31%	38%	10%	1%	8%

Topic: Strengths and areas needing improvement

Teachers, the strong curriculum and the fact that the School District of Clayton is small topped the list of strengths, as identified in an open-ended question posed to respondents.

Almost half (199 out of 400) could not identify an area of the district that needed improvement. Those who did focused primarily on money issues (managing it effectively, and keeping taxes low), the need to continue focusing on academics rather than extracurricular activities, and a desire for more active communication with patrons.

The pattern of responses on the question of strengths is typical for a successful district: teachers, curriculum, a strong sense of community. Given the district's success, these results are not a surprise.

Nor is it is surprise that almost half of the respondents on a survey of "typical" patrons (which is a cross-section of individuals) could not name an area needing improvement. Money issues have dominated this question in districts of all shapes and sizes for the last five to six years, so the fact that this topic surfaced second and third, in terms of frequency, is to be expected, and should not be seen as something that is causing significant concern in the community.

Note: The verbatim comments are each one comment by one individual. Had they been indicative of a broader trend, they would have been mentioned in enough quantity to appear in the chart associated with the question.

14. What would you say are the strengths of the School District of Clayton?
Answers below were coded from open-ended comments, based on common words, phrases or ideas. Numbers, rather the percentages, displayed below.

Response	Number
Teachers	96
Strong curriculum	75
Small district	61
Strong community support	44
Good reputation	37
Parents are involved	27
Other	23
Good tax/revenue base	18
Good leadership	12
Don't know	7

Verbatim "other" comments

Their commitment to excellence.

The district is small and has an excellent revenue stream.

The attention given to students at all levels of ability.

The district has parents who value education, and that is instilled in the kids.

They have a strong foreign language program.

They have a good reputation. Also, the eagerness and confidence of the students is commendable. They have good teachers.

They work with children individually and have a strong academic curriculum.

Parents aspire and encourage kids to do well in the district. The community values education. There is also a very low teacher-to-student ratio.

Excellent facilities.

All I know is we have one of the best school districts in Missouri.

Difficult to find a better school district than this one.

A few years ago vandals damaged my church. I went to Wydown, and the principal was very cooperative in identifying the eighth-graders who were involved. I know this is a good district.

Advanced studies for college prep are available.

The quality of staff, the diversity of the student body and the commitment of the families in the district make it a good one.

Quality of the students who live here.

Good environment for kids to learn in.

Good support from leadership toward staff. Good facilities.

Small classes and high expectations from parents. Children tend to do well here.

Education is highly valued here.

Provide a good, quality education.

Education is top-flight.

Very strong and intelligent student base, with excellent teachers.

The facilities are well-maintained.

15. Where do you believe the district could improve? *Answers below were coded from open-ended comments, based on common words, phrases or ideas. Numbers, rather the percentages, displayed below.*

Response	Number
Don't know	199
Manage money better/more efficiently	53
Keep taxes reasonable	48
Continue emphasizing academics over extracurricular activities	36
Need better communication with patrons	29
Need to do better at understanding individual student needs	21
Other	14

Verbatim "other" comments

Need to focus on having a diverse district that is fair to all students.

More consideration of the input from the community and parents.

Improve on communication with all residents, not just a select few.

It would be nice to see programs that help with bullying.

They could replace most of the Board of Education.

The low teacher-to-student ratio is nice, but it is driving up taxes. The ratio could be higher. It is currently around one to seven, but could go to one to 10 and still be good.

Not building the new middle school. It's a waste of money.

More emphasis on educating all types of students, even special needs kids.

They can always improve on the curriculum. Continue to make it challenging.

Providing good career counseling.

The big stones on the playgrounds seem dangerous. Children could get hurt.

Could have a better math program. Also, make sure all students get the same education opportunities.

District first needs to answer for the money they are spending. They must also be open to the opinions of those without kids in the district, and not just to those with ties to the schools.

I would like to see even more emphasis on science and math.

Topic: Mission Statement ideas

The questions related to the central purpose of the survey – to secure patron opinion regarding potential mission, vision and core value ideas – were structured identically for each of the three subject areas.

Specifically, respondents were presented with a definition (for mission, vision or core values), followed by a list of potential ideas for this component. For each idea, respondents were asked to state their level of agreement or disagreement.

This was followed by an opportunity to add to the list of ideas for the specific topic (again, mission, vision or core values). Then, each section closed by asking respondents to select the ideas from the list (or, one of the items that they had added to the list, if any) that they consider to be "most important," "second-most important" and "third-most important." A 3-point weighted scale was applied to the results, to determine a true rank order of all the factors.

This research approach allows respondents to become familiar with the ideas first, before challenging them to prioritize. Given that none of the ideas that were presented on mission, vision or core values was particularly controversial, the overwhelming support for each one individually is to be expected. However, it is in the rank order questions where the patrons' opinion on the relative importance of each factor can be most accurately determined.

In the case of mission, three factors separated themselves from the other four on the list:

- Setting high academic expectations for students
- Developing critical thinking skills in all students
- Meeting the individual needs of each student

The remaining four items had much lower point values, suggesting that the patrons who participated in this research saw them as much more secondary in importance.

Note: The use of a weighted scale provides insight into the relative importance of each factor, as judged by survey respondents. The specific number of points is immaterial, except to better understand the separation between factors on an individual list.

As you may have heard, the School District of Clayton is taking a close look at its core values, its mission statement and its vision statement, trying to make certain that they are up-to-date, and that they are in line with what teachers, students, parents, and other area residents think is the right direction for the district, looking forward. This survey is part of that process.

A Mission statement says "this is who we are, and this is why we exist." I'm now going to read you a short list of words, phrases and ideas that others we have talked to have said should be part of the mission statement. As I read each one, please tell me if you strongly agree, mostly agree, mostly disagree, or strongly disagree with including this word, phrase or idea in a new mission statement. Let's start with…*Questions 16 through 21 were rotated.*

16. Setting high academic expectations for students

Response	Percentage
Strongly agree	65%
Mostly agree	28%
Mostly disagree	3%
Strongly disagree	0%
Don't know (not read)	5%

17. Empowering students' academic achievement

Response	Percentage
Strongly agree	51%
Mostly agree	26%
Mostly disagree	4%
Strongly disagree	7%
Don't know (not read)	12%

18. Meeting the individual needs of each student

Response	Percentage
Strongly agree	62%
Mostly agree	25%
Mostly disagree	8%
Strongly disagree	1%
Don't know (not read)	4%

19. Developing critical thinking skills in all students

Response	Percentage
Strongly agree	64%
Mostly agree	28%
Mostly disagree	5%
Strongly disagree	<1%
Don't know (not read)	2%

20. Developing students of solid character

Response	Percentage
Strongly agree	56%
Mostly agree	23%
Mostly disagree	11%
Strongly disagree	4%
Don't know (not read)	7%

21. Preparing students to make a meaningful contribution to the world

Response	Percentage
Strongly agree	44%
Mostly agree	26%
Mostly disagree	17%
Strongly disagree	10%
Don't know (not read)	3%

22. Partnering with families and the community

Response	Percentage
Strongly agree	52%
Mostly agree	23%
Mostly disagree	2%
Strongly disagree	7%
Don't know (not read)	15%

23. Are there any other words, phrases or ideas you think should be included, as the district considers its mission statement – that is, the statement that says "this is who we are, and this is why we exist?" *Only eight of the 400 respondents provided a response to this question. Their verbatim comments are displayed below.*

Developing leaders.

We are diverse and fair.

To ensure that each student has the opportunity to reach his or her highest goals.

Making leaders for tomorrow.

Should include diversity and lifelong learning.

I have no others, but these questions should be answered by a team of professionals, not the general school district community.

The love of learning.

Internship to the real world.

24. Of all the words, phrases and ideas we've just discussed for the mission statement, which one do you think is most important? It could be from the list I read to you, or it could be one that you would add? *List was re-read on questions 24, 25 and 26, if requested. It is presented on these three questions in the order of frequency.*

Response	Percentage
Setting high academic expectations for students	34%
Developing critical thinking skills in all students	28%
Meeting the individual needs of each student	20%
Empowering students' academic achievement	7%
Don't know (not read – those who answered this way were skipped to question 27)	5%
Partnering with families and the community	4%
Developing students of solid character	2%
Other*	1%
Preparing students to make a meaningful contribution to the world	0%

* "Developing leaders," and "Ensure each student has the opportunity to reach their highest goal."

25. What would be second-most important?

Response	Percentage
Setting high academic expectations for students	21%
Meeting the individual needs of each student	19%
Preparing students to make a meaningful contribution to the world	14%
Developing critical thinking skills in all students	13%
Developing students of solid character	10%
Only one factor is important (not read – those who answered this way were skipped to question 27)	8%
Empowering students' academic achievement	7%
Partnering with families and the community	6%
Other*	2%
Don't know (not read)	0%

* "We are diverse and fair," "Providing students with tools to succeed," "Shaping our world with students that are motivated," "Together, we develop adults with integrity," "Making leaders for tomorrow," "Developing students with high expectations," and "Preparing for the real world."

26. And, what would be third-most important?

Response	Percentage
Developing critical thinking skills in all students	27%
Meeting the individual needs of each student	24%
Setting high academic expectations for students	18%
Developing students of solid character	12%
Preparing students to make a meaningful contribution to the world	8%
Only two factors are important (not read)	5%
Partnering with families and the community	3%
Empowering students' academic achievement	2%
Other*	1%
Don't know (not read)	1%

"Developing a curriculum that meets individual needs," "Diversity and lifelong learning," and "The love of learning."

3-point weighted scale rating for each potential Mission Statement factor. (3 points for each "most important" selection, 2 points for each "second-most important" selection and 1 point for each "third-most important" selection.)

Item	Three-point scale points
Setting high academic expectations for students	625
Developing critical thinking skills in all students	531
Meeting the individual needs of each student	468
Empowering students' academic achievement	140
Developing students of solid character	138
Preparing students to make a meaningful contribution to the world	131
Partnering with families and the community	100

Topic: Vision Statement ideas

The 3-point weighted scale points for the vision statement factors broke into three tiers, in terms of the points awarded by respondents.

The top tier was truly separate from the rest, however:

- To ensure that all students have opportunities for academic success
- To have all students achieve their highest academic potential, post-high school graduation

Fairly tightly bunched together in a group that was significantly below this top tier were the following:

- To actively engage community members in the work and mission of the school district
- To become a nationally recognized school district
- To create innovative educational strategies

Much lower on the priority list was the lone item in what would be considered tier three:

- To provide a real-world experience for all students

Again, it is important to remember that even the third-tier item received some support on the "second-most important" and "third-most important" questions. None of these ideas are seen as being inappropriate; it is merely the difficult task of prioritizing that has separated these items into three groups.

Now, let's talk about the future. The following are words, phrases and ideas that others have said should be included in the district's vision statement – that is, the statement that says what the district strives to become or to accomplish in the future. As I read each one, please tell me if you strongly agree, mostly agree, mostly disagree, or strongly disagree with including this word, phrase or idea in the district's vision statement. *Questions 27 through 32 were rotated.*

27. To become a nationally recognized school district

Response	Percentage
Strongly agree	25%
Mostly agree	38%
Mostly disagree	20%
Strongly disagree	12%
Don't know (not read)	6%

28. To create innovative educational strategies

Response	Percentage
Strongly agree	22%
Mostly agree	43%
Mostly disagree	18%
Strongly disagree	7%
Don't know (not read)	11%

29. To have all students achieve their highest academic potential, post-high school graduation

Response	Percentage
Strongly agree	46%
Mostly agree	37%
Mostly disagree	11%
Strongly disagree	4%
Don't know (not read)	2%

30. To actively engage community members in the work and mission of the school district

Response	Percentage
Strongly agree	32%
Mostly agree	54%
Mostly disagree	9%
Strongly disagree	3%
Don't know (not read)	3%

31. To provide a real-world experience for all students

Response	Percentage
Strongly agree	13%
Mostly agree	47%
Mostly disagree	20%
Strongly disagree	2%
Don't know (not read)	19%

32. To ensure that all students have opportunities for academic success

Response	Percentage
Strongly agree	68%
Mostly agree	27%
Mostly disagree	3%
Strongly disagree	1%
Don't know (not read)	3%

33. Are there any other words, phrases or ideas you think should be included, as the district considers its vision statement – that is, the statement that says "this is what we want to accomplish in the future?" *Only 11 of the 400 respondents provided an answer to this question. Their verbatim comments are listed below.*

To provide a diverse faculty that can address the needs of special needs students.

Known for math and science emphasis.

Should put itself in a position to be current with technology and education.

I would think the district would want to provide the best technology available to assist students.

To create students that think outside the box.

Provides the best, most up-to-date facilities.

Have facilities that give students the extra edge in learning.

Provide the highest quality teachers.

To provide standards in science that equal the best in the country.

To perhaps generate money through business activities created by students.

Diverse learning for all.

34. Of all the words, phrases and ideas we've just discussed for the vision statement, which one do you think is most important? It could be from the list I read to you, or it could be one that you would add? *List was re-read on questions 34, 35 and 36, if requested. It is presented on these three questions in the order of frequency.*

Response	Percentage
To ensure that all students have opportunities for academic success	38%
To have all students achieve their highest academic potential, post-high school graduation	30%
To become a nationally recognized school district	12%
To actively engage community members in the work and mission of the school district	9%
To create innovative educational strategies	8%
Don't know (not read – those who answered this way were then skipped to question 37)	4%
To provide a real-world experience for all students	0%
Other	0%

35. What would be second-most important?

Response	Percentage
To ensure that all students have opportunities for academic success	31%
To have all students achieve their highest academic potential, post-high school graduation	24%
To actively engage community members in the work and mission of the school district	13%
Only one factor important (not read – those who answered this way were then skipped to question 37)	11%
To create innovative educational strategies	10%
To become a nationally recognized school district	7%
To provide a real-world experience for all students	4%
Other	0%
Don't know (not read)	0%

36. And, what would be third-most important?

Response	Percentage
To actively engage community members in the work and mission of the school district	23%
Only two factors important (not read)	21%
To become a nationally recognized school district	17%
To have all students achieve their highest academic potential, post-high school graduation	14%
To provide a real-world experience for all students	9%
To ensure that all students have opportunities for academic success	7%
To create innovative educational strategies	6%
Other*	1%
Don't know (not read)	1%

* "To provide a diverse faculty that can address the needs of special needs students," and "Provide the highest quality teachers."

3-point weighted scale rating for each potential Vision Statement factor. (3 points for each "most important" selection, 2 points for each "second-most important" selection and 1 point for each "third-most important" selection.)

Item	Three-point scale points
To ensure that all students have opportunities for academic success	718
To have all students achieve their highest academic potential, post-high school graduation	585
To actively engage community members in the work and mission of the school district	284
To become a nationally recognized school district	250
To create innovative educational strategies	190
To provide a real-world experience for all students	63

Topic: Core Values ideas

The eight ideas presented as potential core values separated into three distinct tiers, in terms of the points earned through this exercise.

Very distinctly in the top tier were:

- Teacher excellence
- Academic excellence
- Integrity

The middle tier had the following:

- Fiscally responsible
- Academic diversity

The third tier featured:

- Forward thinking
- Transparency
- Cultural diversity

And, finally, how about the district's core values – the words, phrases or ideas that describe what the district stands for, and that help to provide guidance whenever decisions need to be made? I'm now going to read you a short list of what others have told us should be included, as the district considers its core values. After I read each one, please tell me if you strongly agree, mostly agree, mostly disagree, or strongly disagree with including this word, phrase or idea in the district's core values. *Questions 37 through 44 were rotated.*

37. Academic diversity

Response	Percentage
Strongly agree	46%
Mostly agree	32%
Mostly disagree	11%
Strongly disagree	4%
Don't know (not read)	7%

38. Cultural diversity

Response	Percentage
Strongly agree	42%
Mostly agree	39%
Mostly disagree	7%
Strongly disagree	2%
Don't know (not read)	11%

39. Integrity

Response	Percentage
Strongly agree	88%
Mostly agree	9%
Mostly disagree	1%
Strongly disagree	1%
Don't know (not read)	2%

40. Transparency

Response	Percentage
Strongly agree	43%
Mostly agree	42%
Mostly disagree	4%
Strongly disagree	1%
Don't know (not read)	10%

41. Academic excellence

Response	Percentage
Strongly agree	90%
Mostly agree	6%
Mostly disagree	1%
Strongly disagree	0%
Don't know (not read)	3%

42. Forward thinking

Response	Percentage
Strongly agree	52%
Mostly agree	34%
Mostly disagree	6%
Strongly disagree	1%
Don't know (not read)	8%

43. Fiscally responsible

Response	Percentage
Strongly agree	76%
Mostly agree	21%
Mostly disagree	1%
Strongly disagree	0%
Don't know (not read)	3%

44. Teacher excellence

Response	Percentage
Strongly agree	94%
Mostly agree	5%
Mostly disagree	0%
Strongly disagree	0%
Don't know (not read)	1%

45. Are there any other words, phrases or ideas you think should be included, as the district considers its core values – that is, the characteristics that describe what the district stands for and that help to provide guidance whenever decisions need to be made. *Only three of the 400 respondents provided an answer to this question. Their verbatim comments are listed below.*

United.

Developing independence and full community participation.

Flexible and understanding.

46. Of all the words, phrases and ideas we've just discussed for the core values, which one do you think is most important? It could be from the list I read to you, or it could be one that you would add? *List was re-read on questions 46, 47 and 48, if requested. It is presented on these three questions in the order of frequency.*

Response	Percentage
Academic excellence	35%
Teacher excellence	29%
Integrity	24%
Fiscally responsible	8%
Don't know (not read – those who answered this were then skipped to question 49)	3%
Academic diversity	2%
Forward thinking	1%
Transparency	<1%
Cultural diversity	0%
Other	0%

47. What would be second-most important?

Response	Percentage
Teacher excellence	32%
Integrity	24%
Academic excellence	16%
Academic diversity	10%
Fiscally responsible	9%
Forward thinking	5%
Transparency	3%
Cultural diversity	1%
Only one factor important (not read – those who answered this way were then skipped to question 49)	1%
Other	0%
Don't know (not read)	0%

48. And, what would be third-most important?

Response	Percentage
Integrity	20%
Teacher excellence	19%
Forward thinking	15%
Academic excellence	14%
Fiscally responsible	13%
Academic diversity	9%
Transparency	5%
Cultural diversity	4%
Only one factor important (not read)	2%
Don't know (not read)	1%
Other	0%

3-point weighted scale rating for each potential Core Value. (3 points for each "most important" selection, 2 points for each "second-most important" selection and 1 point for each "third-most important" selection.)

Item	Three-point scale points
Teacher excellence	665
Academic excellence	594
Integrity	545
Fiscally responsible	222
Academic diversity	126
Forward thinking	101
Transparency	43
Cultural diversity	21

Topic: Information sources

Using a 2-point weighted scale (based on answers to questions about the respondents' "primary" and "secondary" sources of district news), three sources stood out as the "go-to" locations for School District of Clayton updates:

- Other adults in the community ("friends and neighbors")
- District publications (such as "Inside Clayton")
- E-mail/e-news updates

Thank you for sharing your thoughts. My last few questions will help to divide our responses into groups.

49. **First of all, excluding television and radio, what would you say is your primary source of information about the School District of Clayton?** *List was not read.*

Response	Percentage
Other adults in the community ("friends and neighbors")	23%
District publications (such as "Inside Clayton")	21%
E-mail/e-news updates	19%
District website	12%
Students	10%
Individual school newsletter	8%
Parents of students	5%
District meetings/Board of Education meetings	2%
District employees	1%
Other	1%
Clayton-Richmond Heights Patch website (or "patch.com" or similar)	0%
Don't know (not read)	0%

50. And what is your second-most frequently consulted source of information about the School District of Clayton? *List was not read.*

Response	Percentage
Other adults in the community ("friends and neighbors")	18%
I only refer to one source	16%
District publications (such as "Inside Clayton")	14%
E-mail/e-news updates	12%
District website	11%
Parents of students	8%
Individual school newsletter	7%
District employees	7%
Students	4%
District meetings/Board of Education meetings	4%
Other	<1%
Clayton-Richmond Heights Patch website (or "patch.com" or similar)	0%
Don't know (not read)	0%

2-point weighted scale rating for each potential News Source. (2 points for each "primary source" selection and 1 point for each "second-most frequently consulted source" selection.)

Source	Two-point weighted scale points
Other adults in the community ("friends and neighbors")	255
District publications (such as "Inside Clayton")	222
E-mail/e-news updates	200
District website	134
Students	92
Individual school newsletter	91
Parents of students	73
District meetings/Board of Education meetings	33
District employees	33
Clayton-Richmond Heights Patch website (or "patch.com" or similar)	0

Topic: Demographics

The demographic questions that were asked as the survey closed matched the demographic questions that had been asked in previous surveys. The results on these questions were similar to previous surveys as well, suggesting that the survey group was a very representative sample of residents, based on age, presence of children and other key factors.

51. Do you have children who are 18 years of age or younger who live in your household?

Response	Percentage/Number
Yes	27% (109)
No	73% (291)

52. Do you have grandchildren who attend school in the School District of Clayton?

Response	Percentage/Number
Yes	14% (54)
No	87% (346)

53. Do any of these children attend the following…*Asked only of the 161 who answered "yes" on question 51 and/or 52 (Two respondents answered "yes" to both.) A total of 177 children under the age of 18 are represented in the results. Percentages are of 161 households with children under 18, and will add to more than 100%, due to the presence of multiple district children in many of the households.*

Response	Percentage/Number of children
One of the elementary schools in the district	38% (61)
Clayton High School	29% (46)
Private school at any level	21% (34)
Wydown Middle School	17% (28)
None/don't know/refused	2% (4)
Clayton School Family Center	2% (3)
Home-schooled	1% (1)

54. In which of the following age groups are you? *Choices were read to respondents.*

Response	Percentage
18 to 34	21%
35 to 49	27%
50 to 64	31%
65 or older	19%
Refused (not read)	2%

55. What was the last grade or year of school that you, yourself, completed? *Choices were read to respondents.*

Response	Percentage
High school or less	2%
Trade school	0%
Some college	8%
College degree	50%
Post graduate	36%
Other/don't know/refused (not read)	5%

56. And, finally, for statistical purposes only, which of the following best describes your racial or ethnic group? Is it...*Choices were read to respondents.*

Response	Percentage
African-American, or black	3%
Asian	2%
Caucasian, or white	89%
Hispanic or Latino	1%
Refused (not read)	5%