

Columbus City Schools

Family Engagement Survey

2012-2013






Note: Only schools who had fifteen or more responses appear in the report.

Arlington Park Elementary School

2013 Family Survey Results

15 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	4	0.85	
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	14		
 1 to 2 SEM less than district mean (Noticeably different than district)	2	21	
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			-0.11
I receive information on child development.			0.12
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			0.65
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			1.12
When my child's school communicates with me, it is easy for me to read or understand.			2.23
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			1.04
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			3.22
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			2.70
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			0.63
I receive regular updates from the teacher on my child's progress.			2.91
I receive information on what my child should learn and be able to do in each grade in school.			-1.29
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			0.56
My child's teacher(s) hold high expectations for my child.			-0.04
My child receives the academic support needed to meet his/her individual needs.			1.33
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.96
I am asked about my child's talents and strengths.			0.96
I can be involved in school improvement planning and decision making at my child's school.			1.06
I am invited to help plan family involvement activities.			0.35
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.86
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.50
The school helps my child feel comfortable as he/she moves from one grade to the next.			1.84
My involvement in my child's education is valued at my school.			-0.07
My child's school is a friendly environment for students, parents and families.			-1.23
My child's school is a safe place to learn.			-0.11
My child's school respects all cultures and diversity.			0.91

Avondale Elementary School

2013 Family Survey Results

42 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	20		3.09
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	0		
 1 to 2 SEM less than district mean (Noticeably different than district)	0	District rank (out of 54 schools with reportable results)	4
 2 or more SEM less than district mean (Substantially different than district)	0		






I receive information on health and nutrition.	5.09
I receive information on child development.	3.45
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	1.72
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	1.18
When my child's school communicates with me, it is easy for me to read or understand.	1.84
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	2.17
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	2.13
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	3.29
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	1.07
I receive regular updates from the teacher on my child's progress.	4.98
I receive information on what my child should learn and be able to do in each grade in school.	3.21
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	2.25
My child's teacher(s) hold high expectations for my child.	1.09
My child receives the academic support needed to meet his/her individual needs.	2.88
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	4.39
I am asked about my child's talents and strengths.	4.53
I can be involved in school improvement planning and decision making at my child's school.	2.41
I am invited to help plan family involvement activities.	3.37
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	4.49
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	3.32
The school helps my child feel comfortable as he/she moves from one grade to the next.	3.45
My involvement in my child's education is valued at my school.	4.14
My child's school is a friendly environment for students, parents and families.	3.98
My child's school is a safe place to learn.	3.10
My child's school respects all cultures and diversity.	3.83

Berwick Alternative

2013 Family Survey Results

67 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	1	-0.47	
 1 to 2 SEM greater than district mean (Noticeably different than district)	3		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	13		
 1 to 2 SEM less than district mean (Noticeably different than district)	7		
 2 or more SEM less than district mean (Substantially different than district)	1		
		District rank (out of 54 schools with reportable results)	42
I receive information on health and nutrition.			0.01
I receive information on child development.			-0.72
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-0.52
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.08
When my child's school communicates with me, it is easy for me to read or understand.			-0.74
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			1.13
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			-1.27
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-1.14
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-0.64
I receive regular updates from the teacher on my child's progress.			-1.82
I receive information on what my child should learn and be able to do in each grade in school.			-0.61
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-2.74
My child's teacher(s) hold high expectations for my child.			-1.90
My child receives the academic support needed to meet his/her individual needs.			-1.90
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-0.41
I am asked about my child's talents and strengths.			0.16
I can be involved in school improvement planning and decision making at my child's school.			-1.50
I am invited to help plan family involvement activities.			-1.02
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-0.37
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-0.39
The school helps my child feel comfortable as he/she moves from one grade to the next.			-0.32
My involvement in my child's education is valued at my school.			1.24
My child's school is a friendly environment for students, parents and families.			1.59
My child's school is a safe place to learn.			2.01
My child's school respects all cultures and diversity.			0.30

Binns Elementary School

2013 Family Survey Results

47 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.





	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	1	0.45	
 1 to 2 SEM greater than district mean (Noticeably different than district)	6		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	16	28	
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	1		
I receive information on health and nutrition.		0.02	
I receive information on child development.		0.72	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-0.09	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-0.20	
When my child's school communicates with me, it is easy for me to read or understand.		0.13	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		0.02	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.37	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		0.47	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		1.00	
I receive regular updates from the teacher on my child's progress.		0.08	
I receive information on what my child should learn and be able to do in each grade in school.		1.91	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		1.54	
My child's teacher(s) hold high expectations for my child.		0.85	
My child receives the academic support needed to meet his/her individual needs.		0.77	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		0.16	
I am asked about my child's talents and strengths.		1.19	
I can be involved in school improvement planning and decision making at my child's school.		0.42	
I am invited to help plan family involvement activities.		1.71	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-2.86	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-1.68	
The school helps my child feel comfortable as he/she moves from one grade to the next.		1.18	
My involvement in my child's education is valued at my school.		0.48	
My child's school is a friendly environment for students, parents and families.		2.20	
My child's school is a safe place to learn.		1.17	
My child's school respects all cultures and diversity.		-0.39	

Broadleigh Elementary School

2013 Family Survey Results

46 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.




	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.13	
 1 to 2 SEM greater than district mean (Noticeably different than district)	1		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	21	33	
 1 to 2 SEM less than district mean (Noticeably different than district)	2		
 2 or more SEM less than district mean (Substantially different than district)	1		
I receive information on health and nutrition.		0.05	
I receive information on child development.		-0.20	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-0.03	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		0.70	
When my child's school communicates with me, it is easy for me to read or understand.		0.56	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-1.54	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.75	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-0.85	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-0.33	
I receive regular updates from the teacher on my child's progress.		-2.52	
I receive information on what my child should learn and be able to do in each grade in school.		-0.56	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-0.46	
My child's teacher(s) hold high expectations for my child.		-0.24	
My child receives the academic support needed to meet his/her individual needs.		-0.04	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-0.05	
I am asked about my child's talents and strengths.		-0.44	
I can be involved in school improvement planning and decision making at my child's school.		0.69	
I am invited to help plan family involvement activities.		1.19	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		0.39	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		0.39	
The school helps my child feel comfortable as he/she moves from one grade to the next.		0.02	
My involvement in my child's education is valued at my school.		0.56	
My child's school is a friendly environment for students, parents and families.		0.70	
My child's school is a safe place to learn.		-1.46	
My child's school respects all cultures and diversity.		-0.60	

Burroughs Elementary School

2013 Family Survey Results

37 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0		-0.82
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	14	District rank (out of 54 schools with reportable results)	45
 1 to 2 SEM less than district mean (Noticeably different than district)	9		
 2 or more SEM less than district mean (Substantially different than district)	2		
I receive information on health and nutrition.			-1.26
I receive information on child development.			-0.28
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-1.47
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.44
When my child's school communicates with me, it is easy for me to read or understand.			-0.29
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			0.05
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			-0.58
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-0.25
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			0.02
I receive regular updates from the teacher on my child's progress.			-1.57
I receive information on what my child should learn and be able to do in each grade in school.			-0.40
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-1.11
My child's teacher(s) hold high expectations for my child.			-1.99
My child receives the academic support needed to meet his/her individual needs.			-1.31
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-0.65
I am asked about my child's talents and strengths.			-0.91
I can be involved in school improvement planning and decision making at my child's school.			0.04
I am invited to help plan family involvement activities.			-0.16
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.54
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-0.45
The school helps my child feel comfortable as he/she moves from one grade to the next.			-1.07
My involvement in my child's education is valued at my school.			-1.02
My child's school is a friendly environment for students, parents and families.			-1.30
My child's school is a safe place to learn.			-2.47
My child's school respects all cultures and diversity.			-2.23

Cassady Elementary School

2013 Family Survey Results

24 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.49	
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	18	37	
 1 to 2 SEM less than district mean (Noticeably different than district)	7		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		-0.36	
I receive information on child development.		-0.10	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-0.74	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-0.06	
When my child's school communicates with me, it is easy for me to read or understand.		0.23	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		0.64	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-0.15	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-0.24	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-1.54	
I receive regular updates from the teacher on my child's progress.		0.21	
I receive information on what my child should learn and be able to do in each grade in school.		0.73	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-0.32	
My child's teacher(s) hold high expectations for my child.		-1.88	
My child receives the academic support needed to meet his/her individual needs.		0.73	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-1.17	
I am asked about my child's talents and strengths.		-0.98	
I can be involved in school improvement planning and decision making at my child's school.		-1.60	
I am invited to help plan family involvement activities.		-1.89	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		0.63	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-0.96	
The school helps my child feel comfortable as he/she moves from one grade to the next.		0.03	
My involvement in my child's education is valued at my school.		-1.01	
My child's school is a friendly environment for students, parents and families.		-0.44	
My child's school is a safe place to learn.		-1.14	
My child's school respects all cultures and diversity.		-0.98	

Cedarwood Elementary School

2013 Family Survey Results

46 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.





	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	6	1.14	
 1 to 2 SEM greater than district mean (Noticeably different than district)	6		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	13		
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
		District rank (out of 54 schools with reportable results)	19
I receive information on health and nutrition.			0.42
I receive information on child development.			3.27
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			3.03
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			0.18
When my child's school communicates with me, it is easy for me to read or understand.			-0.68
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			1.71
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.68
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			0.61
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			2.94
I receive regular updates from the teacher on my child's progress.			0.15
I receive information on what my child should learn and be able to do in each grade in school.			1.29
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			3.33
My child's teacher(s) hold high expectations for my child.			0.97
My child receives the academic support needed to meet his/her individual needs.			-0.26
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			2.30
I am asked about my child's talents and strengths.			1.85
I can be involved in school improvement planning and decision making at my child's school.			0.49
I am invited to help plan family involvement activities.			1.12
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.74
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			3.46
The school helps my child feel comfortable as he/she moves from one grade to the next.			-0.89
My involvement in my child's education is valued at my school.			1.03
My child's school is a friendly environment for students, parents and families.			1.24
My child's school is a safe place to learn.			0.42
My child's school respects all cultures and diversity.			-0.98

Clinton Elementary School

2013 Family Survey Results

81 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	18	3.55	
 1 to 2 SEM greater than district mean (Noticeably different than district)	3		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	4	District rank (out of 54 schools with reportable results)	2
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			5.38
I receive information on child development.			-0.52
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			10.31
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			4.17
When my child's school communicates with me, it is easy for me to read or understand.			3.48
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			5.75
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			5.52
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			5.87
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			3.61
I receive regular updates from the teacher on my child's progress.			3.01
I receive information on what my child should learn and be able to do in each grade in school.			1.99
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			2.75
My child's teacher(s) hold high expectations for my child.			2.09
My child receives the academic support needed to meet his/her individual needs.			2.00
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.48
I am asked about my child's talents and strengths.			1.49
I can be involved in school improvement planning and decision making at my child's school.			2.66
I am invited to help plan family involvement activities.			6.17
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.71
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.57
The school helps my child feel comfortable as he/she moves from one grade to the next.			3.36
My involvement in my child's education is valued at my school.			4.27
My child's school is a friendly environment for students, parents and families.			5.32
My child's school is a safe place to learn.			6.24
My child's school respects all cultures and diversity.			2.21

Colerain Elementary School

2013 Family Survey Results

17 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	14	2.33	
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	3	District rank (out of 54 schools with reportable results)	7
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		






I receive information on health and nutrition.	2.58
I receive information on child development.	0.99
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	3.04
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	3.03
When my child's school communicates with me, it is easy for me to read or understand.	2.04
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	3.25
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	4.52
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	2.64
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	0.60
I receive regular updates from the teacher on my child's progress.	1.95
I receive information on what my child should learn and be able to do in each grade in school.	1.30
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	1.29
My child's teacher(s) hold high expectations for my child.	2.07
My child receives the academic support needed to meet his/her individual needs.	3.17
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	1.70
I am asked about my child's talents and strengths.	2.06
I can be involved in school improvement planning and decision making at my child's school.	2.09
I am invited to help plan family involvement activities.	3.05
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	0.75
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	1.69
The school helps my child feel comfortable as he/she moves from one grade to the next.	4.49
My involvement in my child's education is valued at my school.	2.99
My child's school is a friendly environment for students, parents and families.	0.00
My child's school is a safe place to learn.	0.00
My child's school respects all cultures and diversity.	0.00

Columbus Spanish Immersion Academy

2013 Family Survey Results

57 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	4	0.72	
 1 to 2 SEM greater than district mean (Noticeably different than district)	6		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	15	23	
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		-0.54	
I receive information on child development.		-0.34	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		0.09	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-0.36	
When my child's school communicates with me, it is easy for me to read or understand.		-0.17	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		1.49	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		1.44	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		1.51	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		2.02	
I receive regular updates from the teacher on my child's progress.		0.28	
I receive information on what my child should learn and be able to do in each grade in school.		0.84	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		0.00	
My child's teacher(s) hold high expectations for my child.		-0.35	
My child receives the academic support needed to meet his/her individual needs.		0.35	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-0.26	
I am asked about my child's talents and strengths.		-0.47	
I can be involved in school improvement planning and decision making at my child's school.		0.72	
I am invited to help plan family involvement activities.		2.34	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-0.43	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-0.87	
The school helps my child feel comfortable as he/she moves from one grade to the next.		1.44	
My involvement in my child's education is valued at my school.		1.67	
My child's school is a friendly environment for students, parents and families.		1.45	
My child's school is a safe place to learn.		2.38	
My child's school respects all cultures and diversity.		3.66	

Como Elementary School

2013 Family Survey Results

31 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	3	1.12	
 1 to 2 SEM greater than district mean (Noticeably different than district)	10		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	12	16	
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		1.00	
I receive information on child development.		1.64	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		0.61	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		0.18	
When my child's school communicates with me, it is easy for me to read or understand.		2.39	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		1.16	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.58	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		0.85	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		0.24	
I receive regular updates from the teacher on my child's progress.		3.20	
I receive information on what my child should learn and be able to do in each grade in school.		2.72	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		1.87	
My child's teacher(s) hold high expectations for my child.		1.24	
My child receives the academic support needed to meet his/her individual needs.		1.83	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		1.61	
I am asked about my child's talents and strengths.		0.71	
I can be involved in school improvement planning and decision making at my child's school.		1.91	
I am invited to help plan family involvement activities.		-0.94	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-0.44	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		0.71	
The school helps my child feel comfortable as he/she moves from one grade to the next.		0.52	
My involvement in my child's education is valued at my school.		1.13	
My child's school is a friendly environment for students, parents and families.		-0.18	
My child's school is a safe place to learn.		1.86	
My child's school respects all cultures and diversity.		1.57	

Cranbrook Elementary School

2013 Family Survey Results

40 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	20		3.18
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	0	District rank (out of 54 schools with reportable results)	5
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		

I receive information on health and nutrition.	2.97
I receive information on child development.	4.21
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	2.28
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	1.36
When my child's school communicates with me, it is easy for me to read or understand.	2.01
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	4.22
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	2.86
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	5.20
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	4.21
I receive regular updates from the teacher on my child's progress.	2.23
I receive information on what my child should learn and be able to do in each grade in school.	1.15
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	1.90
My child's teacher(s) hold high expectations for my child.	3.93
My child receives the academic support needed to meet his/her individual needs.	2.08
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	4.98
I am asked about my child's talents and strengths.	4.14
I can be involved in school improvement planning and decision making at my child's school.	1.36
I am invited to help plan family involvement activities.	2.67
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	2.53
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	2.36
The school helps my child feel comfortable as he/she moves from one grade to the next.	5.22
My involvement in my child's education is valued at my school.	1.80
My child's school is a friendly environment for students, parents and families.	7.05
My child's school is a safe place to learn.	2.67
My child's school respects all cultures and diversity.	4.21

Duxberry Park Elementary School

2013 Family Survey Results

20 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.35	
 1 to 2 SEM greater than district mean (Noticeably different than district)	1		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	22	36	
 1 to 2 SEM less than district mean (Noticeably different than district)	2		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		-0.89	
I receive information on child development.		-0.33	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-0.62	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-0.80	
When my child's school communicates with me, it is easy for me to read or understand.		0.02	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-0.41	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-0.74	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-0.26	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		1.43	
I receive regular updates from the teacher on my child's progress.		-0.51	
I receive information on what my child should learn and be able to do in each grade in school.		0.39	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		0.00	
My child's teacher(s) hold high expectations for my child.		-0.77	
My child receives the academic support needed to meet his/her individual needs.		-0.57	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-0.57	
I am asked about my child's talents and strengths.		-1.82	
I can be involved in school improvement planning and decision making at my child's school.		-1.34	
I am invited to help plan family involvement activities.		0.57	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		0.16	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-0.67	
The school helps my child feel comfortable as he/she moves from one grade to the next.		0.39	
My involvement in my child's education is valued at my school.		-0.60	
My child's school is a friendly environment for students, parents and families.		-0.74	
My child's school is a safe place to learn.		-0.19	
My child's school respects all cultures and diversity.		0.19	

Eakin Elementary School

2013 Family Survey Results

54 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	13		2.01
 1 to 2 SEM greater than district mean (Noticeably different than district)	7		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	5	District rank (out of 54 schools with reportable results)	10
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		





I receive information on health and nutrition.	2.49
I receive information on child development.	2.85
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	2.21
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	0.92
When my child's school communicates with me, it is easy for me to read or understand.	-0.45
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	1.88
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	0.81
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	0.27
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	1.26
I receive regular updates from the teacher on my child's progress.	2.65
I receive information on what my child should learn and be able to do in each grade in school.	2.20
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	3.04
My child's teacher(s) hold high expectations for my child.	1.16
My child receives the academic support needed to meet his/her individual needs.	2.19
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	4.57
I am asked about my child's talents and strengths.	4.11
I can be involved in school improvement planning and decision making at my child's school.	1.90
I am invited to help plan family involvement activities.	1.01
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	2.43
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	0.92
The school helps my child feel comfortable as he/she moves from one grade to the next.	3.81
My involvement in my child's education is valued at my school.	1.46
My child's school is a friendly environment for students, parents and families.	2.81
My child's school is a safe place to learn.	2.46
My child's school respects all cultures and diversity.	1.17

East Linden Elementary School

2013 Family Survey Results

20 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	5	1.28	
 1 to 2 SEM greater than district mean (Noticeably different than district)	7		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	13	18	
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			1.66
I receive information on child development.			0.72
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			0.37
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			0.87
When my child's school communicates with me, it is easy for me to read or understand.			0.90
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			0.07
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.94
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			0.06
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			1.22
I receive regular updates from the teacher on my child's progress.			1.80
I receive information on what my child should learn and be able to do in each grade in school.			1.11
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			0.89
My child's teacher(s) hold high expectations for my child.			1.22
My child receives the academic support needed to meet his/her individual needs.			2.18
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.15
I am asked about my child's talents and strengths.			0.19
I can be involved in school improvement planning and decision making at my child's school.			1.19
I am invited to help plan family involvement activities.			0.59
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.44
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.39
The school helps my child feel comfortable as he/she moves from one grade to the next.			1.10
My involvement in my child's education is valued at my school.			3.05
My child's school is a friendly environment for students, parents and families.			3.16
My child's school is a safe place to learn.			4.68
My child's school respects all cultures and diversity.			3.08

Easthaven Elementary School

2013 Family Survey Results

46 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	2	-0.18	
 1 to 2 SEM greater than district mean (Noticeably different than district)	2		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	14		
 1 to 2 SEM less than district mean (Noticeably different than district)	5	31	
 2 or more SEM less than district mean (Substantially different than district)	2		
I receive information on health and nutrition.			-2.15
I receive information on child development.			-1.42
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-0.01
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			0.67
When my child's school communicates with me, it is easy for me to read or understand.			-1.69
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			0.86
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.51
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-1.33
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-0.72
I receive regular updates from the teacher on my child's progress.			2.35
I receive information on what my child should learn and be able to do in each grade in school.			1.83
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-0.84
My child's teacher(s) hold high expectations for my child.			-0.80
My child receives the academic support needed to meet his/her individual needs.			-0.33
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			1.90
I am asked about my child's talents and strengths.			0.37
I can be involved in school improvement planning and decision making at my child's school.			2.21
I am invited to help plan family involvement activities.			0.11
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-1.42
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.11
The school helps my child feel comfortable as he/she moves from one grade to the next.			-1.37
My involvement in my child's education is valued at my school.			0.38
My child's school is a friendly environment for students, parents and families.			-0.81
My child's school is a safe place to learn.			-2.13
My child's school respects all cultures and diversity.			-0.85

Ecole Kenwood French Immersion

2013 Family Survey Results

24 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-1.23	
 1 to 2 SEM greater than district mean (Noticeably different than district)	2		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	9	48	
 1 to 2 SEM less than district mean (Noticeably different than district)	2		
 2 or more SEM less than district mean (Substantially different than district)	10		
I receive information on health and nutrition.		-0.75	
I receive information on child development.		-3.62	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-0.56	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-2.15	
When my child's school communicates with me, it is easy for me to read or understand.		0.58	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-2.29	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-0.09	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		1.04	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-0.29	
I receive regular updates from the teacher on my child's progress.		-2.23	
I receive information on what my child should learn and be able to do in each grade in school.		-3.30	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-1.23	
My child's teacher(s) hold high expectations for my child.		-2.18	
My child receives the academic support needed to meet his/her individual needs.		-3.06	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-2.91	
I am asked about my child's talents and strengths.		-2.06	
I can be involved in school improvement planning and decision making at my child's school.		-0.45	
I am invited to help plan family involvement activities.		-0.69	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-1.26	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-2.75	
The school helps my child feel comfortable as he/she moves from one grade to the next.		-0.15	
My involvement in my child's education is valued at my school.		1.24	
My child's school is a friendly environment for students, parents and families.		0.92	
My child's school is a safe place to learn.		0.00	
My child's school respects all cultures and diversity.		0.00	

Fairwood Elementary School

2013 Family Survey Results

44 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	20	3.22	
 1 to 2 SEM greater than district mean (Noticeably different than district)	4		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	1	District rank (out of 54 schools with reportable results)	3
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			3.86
I receive information on child development.			3.03
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			0.41
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			1.12
When my child's school communicates with me, it is easy for me to read or understand.			3.77
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			3.48
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			4.37
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			1.72
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			1.40
I receive regular updates from the teacher on my child's progress.			2.41
I receive information on what my child should learn and be able to do in each grade in school.			2.52
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			5.06
My child's teacher(s) hold high expectations for my child.			3.76
My child receives the academic support needed to meet his/her individual needs.			4.49
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			4.79
I am asked about my child's talents and strengths.			3.58
I can be involved in school improvement planning and decision making at my child's school.			2.69
I am invited to help plan family involvement activities.			5.35
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			5.79
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			3.57
The school helps my child feel comfortable as he/she moves from one grade to the next.			3.87
My involvement in my child's education is valued at my school.			1.56
My child's school is a friendly environment for students, parents and families.			3.49
My child's school is a safe place to learn.			2.33
My child's school respects all cultures and diversity.			2.14

Forest Park Elementary School

2013 Family Survey Results

41 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	3	0.59	
 1 to 2 SEM greater than district mean (Noticeably different than district)	3		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	17		
 1 to 2 SEM less than district mean (Noticeably different than district)	2	22	
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			0.90
I receive information on child development.			0.30
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			0.85
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			2.70
When my child's school communicates with me, it is easy for me to read or understand.			2.15
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			1.15
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.27
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-0.01
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-0.97
I receive regular updates from the teacher on my child's progress.			3.18
I receive information on what my child should learn and be able to do in each grade in school.			0.84
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			0.90
My child's teacher(s) hold high expectations for my child.			1.98
My child receives the academic support needed to meet his/her individual needs.			0.94
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-0.55
I am asked about my child's talents and strengths.			-1.26
I can be involved in school improvement planning and decision making at my child's school.			-1.30
I am invited to help plan family involvement activities.			0.80
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-0.13
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.76
The school helps my child feel comfortable as he/she moves from one grade to the next.			1.53
My involvement in my child's education is valued at my school.			0.09
My child's school is a friendly environment for students, parents and families.			-0.14
My child's school is a safe place to learn.			0.51
My child's school respects all cultures and diversity.			-0.81

Gables Elementary School

2013 Family Survey Results

64 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	2	0.48	
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	16	27	
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	1		
I receive information on health and nutrition.		0.10	
I receive information on child development.		0.14	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		2.65	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		0.80	
When my child's school communicates with me, it is easy for me to read or understand.		1.05	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		1.85	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.75	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-0.13	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		1.14	
I receive regular updates from the teacher on my child's progress.		0.19	
I receive information on what my child should learn and be able to do in each grade in school.		-0.21	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		0.49	
My child's teacher(s) hold high expectations for my child.		1.24	
My child receives the academic support needed to meet his/her individual needs.		0.64	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-2.16	
I am asked about my child's talents and strengths.		-1.19	
I can be involved in school improvement planning and decision making at my child's school.		-0.30	
I am invited to help plan family involvement activities.		0.18	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-0.69	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		0.11	
The school helps my child feel comfortable as he/she moves from one grade to the next.		0.72	
My involvement in my child's education is valued at my school.		0.30	
My child's school is a friendly environment for students, parents and families.		0.53	
My child's school is a safe place to learn.		1.00	
My child's school respects all cultures and diversity.		2.87	

Georgian Heights Elementary School

2013 Family Survey Results

39 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
<div></div> 2 or more SEM greater than district mean (Substantially different than district)	18	District rank (out of 54 schools with reportable results)	2.94
<div></div> 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
<div></div> 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	2		
<div></div> 1 to 2 SEM less than district mean (Noticeably different than district)	0		
<div></div> 2 or more SEM less than district mean (Substantially different than district)	0		
			6
I receive information on health and nutrition.			0.82
I receive information on child development.			0.81
My child’s teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			5.86
My child’s school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			2.21
When my child’s school communicates with me, it is easy for me to read or understand.			3.98
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			6.63
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			4.00
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			2.05
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			1.52
I receive regular updates from the teacher on my child’s progress.			2.15
I receive information on what my child should learn and be able to do in each grade in school.			2.52
My child’s teacher(s) adjust their teaching styles to meet my child’s learning needs.			1.77
My child’s teacher(s) hold high expectations for my child.			1.97
My child receives the academic support needed to meet his/her individual needs.			1.13
I am asked what my goals are for my child’s learning and/or what classes or programs my child should take.			1.71
I am asked about my child’s talents and strengths.			2.70
I can be involved in school improvement planning and decision making at my child’s school.			3.14
I am invited to help plan family involvement activities.			3.24
I am given information about community services that help with families’ needs (for example, adult education, job, health, mental health, utilities).			3.08
I am given information about services to support my child’s learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			3.95
The school helps my child feel comfortable as he/she moves from one grade to the next.			3.97
My involvement in my child’s education is valued at my school.			3.80
My child’s school is a friendly environment for students, parents and families.			3.47
My child’s school is a safe place to learn.			3.15
My child’s school respects all cultures and diversity.			3.81

Hamilton STEM Academy

2013 Family Survey Results

47 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.48	
 1 to 2 SEM greater than district mean (Noticeably different than district)	2		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	14	District rank (out of 54 schools with reportable results)	
 1 to 2 SEM less than district mean (Noticeably different than district)	8		40
 2 or more SEM less than district mean (Substantially different than district)	1		
I receive information on health and nutrition.			-0.04
I receive information on child development.			0.35
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-1.59
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			0.45
When my child's school communicates with me, it is easy for me to read or understand.			-0.22
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-0.59
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			-1.25
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			0.00
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-0.29
I receive regular updates from the teacher on my child's progress.			-0.33
I receive information on what my child should learn and be able to do in each grade in school.			-0.20
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-1.18
My child's teacher(s) hold high expectations for my child.			-0.07
My child receives the academic support needed to meet his/her individual needs.			-0.09
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.91
I am asked about my child's talents and strengths.			1.12
I can be involved in school improvement planning and decision making at my child's school.			1.01
I am invited to help plan family involvement activities.			-1.45
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-1.04
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-0.14
The school helps my child feel comfortable as he/she moves from one grade to the next.			-1.24
My involvement in my child's education is valued at my school.			-1.54
My child's school is a friendly environment for students, parents and families.			-1.63
My child's school is a safe place to learn.			-2.08
My child's school respects all cultures and diversity.			-0.74

Huy Elementary School

2013 Family Survey Results

60 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	1	0.54	
 1 to 2 SEM greater than district mean (Noticeably different than district)	8		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	15	26	
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	0		
		District rank (out of 54 schools with reportable results)	

I receive information on health and nutrition.	1.04
I receive information on child development.	0.87
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	-0.63
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	-0.33
When my child's school communicates with me, it is easy for me to read or understand.	-0.82
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	1.62
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	0.53
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	0.62
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	1.04
I receive regular updates from the teacher on my child's progress.	1.27
I receive information on what my child should learn and be able to do in each grade in school.	0.95
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	0.67
My child's teacher(s) hold high expectations for my child.	1.07
My child receives the academic support needed to meet his/her individual needs.	1.25
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	0.43
I am asked about my child's talents and strengths.	-0.28
I can be involved in school improvement planning and decision making at my child's school.	-0.30
I am invited to help plan family involvement activities.	0.15
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	-1.19
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	0.05
The school helps my child feel comfortable as he/she moves from one grade to the next.	-0.24
My involvement in my child's education is valued at my school.	1.24
My child's school is a friendly environment for students, parents and families.	1.43
My child's school is a safe place to learn.	0.90
My child's school respects all cultures and diversity.	2.20

Independence High School

2013 Family Survey Results

18 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
<div></div> 2 or more SEM greater than district mean (Substantially different than district)	0	District rank (out of 54 schools with reportable results)	51
<div></div> 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
<div></div> 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	8		
<div></div> 1 to 2 SEM less than district mean (Noticeably different than district)	8		
<div></div> 2 or more SEM less than district mean (Substantially different than district)	9		






I receive information on health and nutrition.	-1.59
I receive information on child development.	-0.81
My child’s teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	-1.98
My child’s school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	-0.61
When my child’s school communicates with me, it is easy for me to read or understand.	0.03
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	-1.07
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	-1.39
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	-0.87
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	-1.40
I receive regular updates from the teacher on my child’s progress.	-3.09
I receive information on what my child should learn and be able to do in each grade in school.	-2.17
My child’s teacher(s) adjust their teaching styles to meet my child’s learning needs.	-3.31
My child’s teacher(s) hold high expectations for my child.	-2.13
My child receives the academic support needed to meet his/her individual needs.	-2.89
I am asked what my goals are for my child’s learning and/or what classes or programs my child should take.	-1.67
I am asked about my child’s talents and strengths.	-0.54
I can be involved in school improvement planning and decision making at my child’s school.	-1.41
I am invited to help plan family involvement activities.	-2.43
I am given information about community services that help with families’ needs (for example, adult education, job, health, mental health, utilities).	-0.88
I am given information about services to support my child’s learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	-0.98
The school helps my child feel comfortable as he/she moves from one grade to the next.	-1.87
My involvement in my child’s education is valued at my school.	-0.89
My child’s school is a friendly environment for students, parents and families.	-3.05
My child’s school is a safe place to learn.	-2.84
My child’s school respects all cultures and diversity.	-2.46

Indian Springs Elementary

2013 Family Survey Results

111 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-2.87	
 1 to 2 SEM greater than district mean (Noticeably different than district)	1		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	4	54	
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	19		
I receive information on health and nutrition.			-4.70
I receive information on child development.			-5.06
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			1.66
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-3.55
When my child's school communicates with me, it is easy for me to read or understand.			-4.08
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-4.64
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			-3.69
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-2.39
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-3.40
I receive regular updates from the teacher on my child's progress.			-1.09
I receive information on what my child should learn and be able to do in each grade in school.			-3.17
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-0.10
My child's teacher(s) hold high expectations for my child.			-0.44
My child receives the academic support needed to meet his/her individual needs.			-4.22
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-3.54
I am asked about my child's talents and strengths.			-2.75
I can be involved in school improvement planning and decision making at my child's school.			-4.16
I am invited to help plan family involvement activities.			-2.01
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-4.32
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-4.26
The school helps my child feel comfortable as he/she moves from one grade to the next.			-3.87
My involvement in my child's education is valued at my school.			-4.36
My child's school is a friendly environment for students, parents and families.			-3.67
My child's school is a safe place to learn.			0.24
My child's school respects all cultures and diversity.			-0.27

Indianola Alternative

2013 Family Survey Results

57 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	9	1.40	
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	9		
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	1		
		District rank (out of 54 schools with reportable results)	17
I receive information on health and nutrition.			-0.74
I receive information on child development.			-2.84
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			0.34
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			2.48
When my child's school communicates with me, it is easy for me to read or understand.			2.29
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			1.20
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			2.66
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			4.04
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			3.69
I receive regular updates from the teacher on my child's progress.			-0.37
I receive information on what my child should learn and be able to do in each grade in school.			-0.61
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-0.37
My child's teacher(s) hold high expectations for my child.			-1.28
My child receives the academic support needed to meet his/her individual needs.			0.01
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			1.09
I am asked about my child's talents and strengths.			0.23
I can be involved in school improvement planning and decision making at my child's school.			3.03
I am invited to help plan family involvement activities.			4.52
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.40
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.93
The school helps my child feel comfortable as he/she moves from one grade to the next.			1.80
My involvement in my child's education is valued at my school.			2.62
My child's school is a friendly environment for students, parents and families.			5.82
My child's school is a safe place to learn.			2.00
My child's school respects all cultures and diversity.			1.99

Liberty Elementary School

2013 Family Survey Results

20 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-2.26	
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	3		
 1 to 2 SEM less than district mean (Noticeably different than district)	5	53	
 2 or more SEM less than district mean (Substantially different than district)	17		
I receive information on health and nutrition.			-3.17
I receive information on child development.			-0.96
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-1.29
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-1.75
When my child's school communicates with me, it is easy for me to read or understand.			-2.23
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-2.30
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			-1.60
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-2.46
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-4.01
I receive regular updates from the teacher on my child's progress.			-2.64
I receive information on what my child should learn and be able to do in each grade in school.			-2.15
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-3.65
My child's teacher(s) hold high expectations for my child.			-1.83
My child receives the academic support needed to meet his/her individual needs.			-2.36
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-2.21
I am asked about my child's talents and strengths.			-2.52
I can be involved in school improvement planning and decision making at my child's school.			-2.25
I am invited to help plan family involvement activities.			-3.03
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-2.39
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-0.83
The school helps my child feel comfortable as he/she moves from one grade to the next.			-2.79
My involvement in my child's education is valued at my school.			-3.45
My child's school is a friendly environment for students, parents and families.			-1.39
My child's school is a safe place to learn.			-0.99
My child's school respects all cultures and diversity.			-2.22

Linden STEM Academy

2013 Family Survey Results

43 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0		-0.55
 1 to 2 SEM greater than district mean (Noticeably different than district)	2		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	17		
 1 to 2 SEM less than district mean (Noticeably different than district)	6	District rank (out of 54 schools with reportable results)	39
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			1.18
I receive information on child development.			0.47
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-0.90
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.73
When my child's school communicates with me, it is easy for me to read or understand.			-1.25
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-1.93
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.07
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-0.78
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-0.80
I receive regular updates from the teacher on my child's progress.			-1.49
I receive information on what my child should learn and be able to do in each grade in school.			-0.93
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-0.86
My child's teacher(s) hold high expectations for my child.			-1.92
My child receives the academic support needed to meet his/her individual needs.			-0.66
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-0.85
I am asked about my child's talents and strengths.			-0.65
I can be involved in school improvement planning and decision making at my child's school.			0.25
I am invited to help plan family involvement activities.			-0.37
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			1.82
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.84
The school helps my child feel comfortable as he/she moves from one grade to the next.			-0.28
My involvement in my child's education is valued at my school.			-0.44
My child's school is a friendly environment for students, parents and families.			-0.74
My child's school is a safe place to learn.			-1.56
My child's school respects all cultures and diversity.			-1.23

Livingston Elementary School

2013 Family Survey Results

34 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-1.13	
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	13		
 1 to 2 SEM less than district mean (Noticeably different than district)	6	46	
 2 or more SEM less than district mean (Substantially different than district)	6		
I receive information on health and nutrition.		-0.04	
I receive information on child development.		0.62	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-1.03	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-0.11	
When my child's school communicates with me, it is easy for me to read or understand.		-0.52	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-0.40	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-1.71	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-1.05	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-1.90	
I receive regular updates from the teacher on my child's progress.		-0.56	
I receive information on what my child should learn and be able to do in each grade in school.		0.29	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-0.92	
My child's teacher(s) hold high expectations for my child.		0.20	
My child receives the academic support needed to meet his/her individual needs.		-0.77	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-2.57	
I am asked about my child's talents and strengths.		-2.79	
I can be involved in school improvement planning and decision making at my child's school.		-2.49	
I am invited to help plan family involvement activities.		-2.58	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-1.57	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-0.79	
The school helps my child feel comfortable as he/she moves from one grade to the next.		-2.04	
My involvement in my child's education is valued at my school.		-0.74	
My child's school is a friendly environment for students, parents and families.		-2.16	
My child's school is a safe place to learn.		-1.68	
My child's school respects all cultures and diversity.		-1.00	

Maize Elementary School

2013 Family Survey Results

176 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	1	0.15	
 1 to 2 SEM greater than district mean (Noticeably different than district)	3		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	18	30	
 1 to 2 SEM less than district mean (Noticeably different than district)	3		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		0.71	
I receive information on child development.		0.50	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		2.03	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		0.36	
When my child's school communicates with me, it is easy for me to read or understand.		-0.16	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-0.49	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.19	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		1.30	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-0.80	
I receive regular updates from the teacher on my child's progress.		1.12	
I receive information on what my child should learn and be able to do in each grade in school.		1.18	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		0.01	
My child's teacher(s) hold high expectations for my child.		0.12	
My child receives the academic support needed to meet his/her individual needs.		-0.09	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		0.46	
I am asked about my child's talents and strengths.		0.71	
I can be involved in school improvement planning and decision making at my child's school.		0.48	
I am invited to help plan family involvement activities.		-0.85	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		0.12	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		0.47	
The school helps my child feel comfortable as he/she moves from one grade to the next.		-1.29	
My involvement in my child's education is valued at my school.		0.51	
My child's school is a friendly environment for students, parents and families.		-1.03	
My child's school is a safe place to learn.		-0.62	
My child's school respects all cultures and diversity.		-1.25	

North Linden Elementary School

2013 Family Survey Results

41 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	12		1.96
 1 to 2 SEM greater than district mean (Noticeably different than district)	4		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	8	District rank (out of 54 schools with reportable results)	9
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	0		






I receive information on health and nutrition.	2.20
I receive information on child development.	1.71
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	0.64
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	-0.28
When my child's school communicates with me, it is easy for me to read or understand.	-1.52
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	0.57
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	0.62
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	2.54
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	3.58
I receive regular updates from the teacher on my child's progress.	2.02
I receive information on what my child should learn and be able to do in each grade in school.	-0.30
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	0.72
My child's teacher(s) hold high expectations for my child.	2.24
My child receives the academic support needed to meet his/her individual needs.	1.86
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	6.12
I am asked about my child's talents and strengths.	4.79
I can be involved in school improvement planning and decision making at my child's school.	1.76
I am invited to help plan family involvement activities.	3.71
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	6.77
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	2.75
The school helps my child feel comfortable as he/she moves from one grade to the next.	2.48
My involvement in my child's education is valued at my school.	0.70
My child's school is a friendly environment for students, parents and families.	2.59
My child's school is a safe place to learn.	1.32
My child's school respects all cultures and diversity.	-0.53

Northtowne Elementary School

2013 Family Survey Results

24 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	13	2.15	
 1 to 2 SEM greater than district mean (Noticeably different than district)	6		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	6	District rank (out of 54 schools with reportable results)	8
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		0.85	
I receive information on child development.		1.66	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		3.15	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-0.11	
When my child's school communicates with me, it is easy for me to read or understand.		0.76	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		3.31	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		1.73	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		1.17	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		1.66	
I receive regular updates from the teacher on my child's progress.		1.82	
I receive information on what my child should learn and be able to do in each grade in school.		4.26	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		2.44	
My child's teacher(s) hold high expectations for my child.		1.58	
My child receives the academic support needed to meet his/her individual needs.		2.66	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		3.63	
I am asked about my child's talents and strengths.		2.88	
I can be involved in school improvement planning and decision making at my child's school.		4.01	
I am invited to help plan family involvement activities.		0.56	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		0.76	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		0.72	
The school helps my child feel comfortable as he/she moves from one grade to the next.		2.43	
My involvement in my child's education is valued at my school.		2.27	
My child's school is a friendly environment for students, parents and families.		3.41	
My child's school is a safe place to learn.		2.49	
My child's school respects all cultures and diversity.		3.76	

Oakland Park Elementary School

2013 Family Survey Results

29 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.


	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	9	District rank (out of 54 schools with reportable results)	1.50
 1 to 2 SEM greater than district mean (Noticeably different than district)	8		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	8		
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
			14
I receive information on health and nutrition.			2.07
I receive information on child development.			3.06
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			1.16
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			1.01
When my child's school communicates with me, it is easy for me to read or understand.			3.20
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			3.12
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			3.01
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			1.60
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			1.16
I receive regular updates from the teacher on my child's progress.			0.62
I receive information on what my child should learn and be able to do in each grade in school.			0.82
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			0.62
My child's teacher(s) hold high expectations for my child.			1.06
My child receives the academic support needed to meet his/her individual needs.			1.60
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.50
I am asked about my child's talents and strengths.			0.38
I can be involved in school improvement planning and decision making at my child's school.			1.48
I am invited to help plan family involvement activities.			1.20
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.58
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-0.16
The school helps my child feel comfortable as he/she moves from one grade to the next.			2.40
My involvement in my child's education is valued at my school.			2.07
My child's school is a friendly environment for students, parents and families.			2.20
My child's school is a safe place to learn.			2.46
My child's school respects all cultures and diversity.			0.32

Ohio Elementary School

2013 Family Survey Results

22 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	1	0.21	
 1 to 2 SEM greater than district mean (Noticeably different than district)	3		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	21		
 1 to 2 SEM less than district mean (Noticeably different than district)	0	29	
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			-0.53
I receive information on child development.			2.35
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-0.38
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			1.62
When my child's school communicates with me, it is easy for me to read or understand.			-0.65
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			0.99
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.17
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			0.52
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-0.89
I receive regular updates from the teacher on my child's progress.			0.31
I receive information on what my child should learn and be able to do in each grade in school.			-0.90
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-0.21
My child's teacher(s) hold high expectations for my child.			-0.38
My child receives the academic support needed to meet his/her individual needs.			0.92
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.03
I am asked about my child's talents and strengths.			1.70
I can be involved in school improvement planning and decision making at my child's school.			-0.27
I am invited to help plan family involvement activities.			-0.39
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.60
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.65
The school helps my child feel comfortable as he/she moves from one grade to the next.			-0.52
My involvement in my child's education is valued at my school.			1.29
My child's school is a friendly environment for students, parents and families.			0.01
My child's school is a safe place to learn.			-0.35
My child's school respects all cultures and diversity.			-0.42

Olde Orchard Elementary School

2013 Family Survey Results

41 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.40	
 1 to 2 SEM greater than district mean (Noticeably different than district)	6		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	10	38	
 1 to 2 SEM less than district mean (Noticeably different than district)	6		
 2 or more SEM less than district mean (Substantially different than district)	3		
I receive information on health and nutrition.		-1.70	
I receive information on child development.		1.33	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		1.68	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		1.64	
When my child's school communicates with me, it is easy for me to read or understand.		1.05	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		0.49	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-0.81	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-0.50	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-0.98	
I receive regular updates from the teacher on my child's progress.		0.43	
I receive information on what my child should learn and be able to do in each grade in school.		1.65	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-1.43	
My child's teacher(s) hold high expectations for my child.		0.41	
My child receives the academic support needed to meet his/her individual needs.		-0.30	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-2.82	
I am asked about my child's talents and strengths.		-1.14	
I can be involved in school improvement planning and decision making at my child's school.		-1.80	
I am invited to help plan family involvement activities.		-1.42	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-4.03	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-2.38	
The school helps my child feel comfortable as he/she moves from one grade to the next.		0.94	
My involvement in my child's education is valued at my school.		-1.09	
My child's school is a friendly environment for students, parents and families.		0.47	
My child's school is a safe place to learn.		1.10	
My child's school respects all cultures and diversity.		-0.89	

Parkmoor Elementary School

2013 Family Survey Results

19 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	9	1.69	District rank (out of 54 schools with reportable results)
 1 to 2 SEM greater than district mean (Noticeably different than district)	8		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	7		
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		-1.11	
I receive information on child development.		1.55	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		2.75	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		4.79	
When my child's school communicates with me, it is easy for me to read or understand.		1.73	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		3.50	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.68	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		0.42	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-0.82	
I receive regular updates from the teacher on my child's progress.		3.26	
I receive information on what my child should learn and be able to do in each grade in school.		2.01	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		0.25	
My child's teacher(s) hold high expectations for my child.		1.33	
My child receives the academic support needed to meet his/her individual needs.		3.05	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		1.17	
I am asked about my child's talents and strengths.		1.45	
I can be involved in school improvement planning and decision making at my child's school.		0.92	
I am invited to help plan family involvement activities.		-0.95	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-0.11	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		3.08	
The school helps my child feel comfortable as he/she moves from one grade to the next.		1.57	
My involvement in my child's education is valued at my school.		3.64	
My child's school is a friendly environment for students, parents and families.		4.23	
My child's school is a safe place to learn.		1.80	
My child's school respects all cultures and diversity.		1.99	

Parsons Elementary School

2013 Family Survey Results

41 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	6	1.38	
 1 to 2 SEM greater than district mean (Noticeably different than district)	8		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	11	12	
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
		District rank (out of 54 schools with reportable results)	




I receive information on health and nutrition.	2.38
I receive information on child development.	1.83
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	0.64
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	-0.01
When my child's school communicates with me, it is easy for me to read or understand.	3.79
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	2.29
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	2.13
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	1.56
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	0.11
I receive regular updates from the teacher on my child's progress.	3.48
I receive information on what my child should learn and be able to do in each grade in school.	2.44
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	1.60
My child's teacher(s) hold high expectations for my child.	1.64
My child receives the academic support needed to meet his/her individual needs.	1.40
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	0.24
I am asked about my child's talents and strengths.	1.62
I can be involved in school improvement planning and decision making at my child's school.	0.71
I am invited to help plan family involvement activities.	1.70
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	1.37
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	0.54
The school helps my child feel comfortable as he/she moves from one grade to the next.	0.48
My involvement in my child's education is valued at my school.	0.87
My child's school is a friendly environment for students, parents and families.	0.79
My child's school is a safe place to learn.	0.94
My child's school respects all cultures and diversity.	-0.13

Scottwood Elementary School

2013 Family Survey Results

46 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	4	0.95	
 1 to 2 SEM greater than district mean (Noticeably different than district)	8		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	12	20	
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			2.12
I receive information on child development.			0.39
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			0.52
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			1.20
When my child's school communicates with me, it is easy for me to read or understand.			-0.48
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			0.39
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.26
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-1.60
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			0.50
I receive regular updates from the teacher on my child's progress.			2.49
I receive information on what my child should learn and be able to do in each grade in school.			1.62
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			3.72
My child's teacher(s) hold high expectations for my child.			0.53
My child receives the academic support needed to meet his/her individual needs.			1.85
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.61
I am asked about my child's talents and strengths.			1.32
I can be involved in school improvement planning and decision making at my child's school.			1.40
I am invited to help plan family involvement activities.			1.04
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.91
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			2.06
The school helps my child feel comfortable as he/she moves from one grade to the next.			0.99
My involvement in my child's education is valued at my school.			-0.54
My child's school is a friendly environment for students, parents and families.			1.03
My child's school is a safe place to learn.			1.09
My child's school respects all cultures and diversity.			0.32

Siebert Elementary School

2013 Family Survey Results

39 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.18	
 1 to 2 SEM greater than district mean (Noticeably different than district)	3		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	18	35	
 1 to 2 SEM less than district mean (Noticeably different than district)	4		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		0.13	
I receive information on child development.		0.66	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-1.03	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-1.37	
When my child's school communicates with me, it is easy for me to read or understand.		-0.63	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		0.05	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-0.52	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-1.18	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-1.95	
I receive regular updates from the teacher on my child's progress.		0.00	
I receive information on what my child should learn and be able to do in each grade in school.		-0.58	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		0.68	
My child's teacher(s) hold high expectations for my child.		-0.77	
My child receives the academic support needed to meet his/her individual needs.		-0.39	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		1.20	
I am asked about my child's talents and strengths.		-0.11	
I can be involved in school improvement planning and decision making at my child's school.		1.16	
I am invited to help plan family involvement activities.		1.00	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		0.07	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-0.38	
The school helps my child feel comfortable as he/she moves from one grade to the next.		-0.17	
My involvement in my child's education is valued at my school.		-0.34	
My child's school is a friendly environment for students, parents and families.		-0.10	
My child's school is a safe place to learn.		-0.36	
My child's school respects all cultures and diversity.		0.30	

South High School

2013 Family Survey Results

24 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-1.64	
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	6	District rank (out of 54 schools with reportable results)	50
 1 to 2 SEM less than district mean (Noticeably different than district)	11		
 2 or more SEM less than district mean (Substantially different than district)	8		


I receive information on health and nutrition.	-1.55
I receive information on child development.	-0.94
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	0.76
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	-0.06
When my child's school communicates with me, it is easy for me to read or understand.	-0.07
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	0.06
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	-3.29
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	-1.74
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	-1.26
I receive regular updates from the teacher on my child's progress.	-3.06
I receive information on what my child should learn and be able to do in each grade in school.	-1.96
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	-1.43
My child's teacher(s) hold high expectations for my child.	-2.58
My child receives the academic support needed to meet his/her individual needs.	-1.42
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	-1.00
I am asked about my child's talents and strengths.	-1.42
I can be involved in school improvement planning and decision making at my child's school.	-1.31
I am invited to help plan family involvement activities.	-3.65
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	-2.26
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	-1.58
The school helps my child feel comfortable as he/she moves from one grade to the next.	-1.34
My involvement in my child's education is valued at my school.	-2.02
My child's school is a friendly environment for students, parents and families.	-2.77
My child's school is a safe place to learn.	-3.13
My child's school respects all cultures and diversity.	-1.99

Starling K-8

2013 Family Survey Results

41 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0		-0.62
 1 to 2 SEM greater than district mean (Noticeably different than district)	1		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	16		
 1 to 2 SEM less than district mean (Noticeably different than district)	8	District rank (out of 54 schools with reportable results)	41
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			-0.34
I receive information on child development.			-0.28
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-1.71
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.53
When my child's school communicates with me, it is easy for me to read or understand.			-0.70
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-0.38
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.63
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-0.26
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-1.32
I receive regular updates from the teacher on my child's progress.			-0.66
I receive information on what my child should learn and be able to do in each grade in school.			-0.52
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-0.92
My child's teacher(s) hold high expectations for my child.			-1.01
My child receives the academic support needed to meet his/her individual needs.			-0.22
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			1.14
I am asked about my child's talents and strengths.			-0.15
I can be involved in school improvement planning and decision making at my child's school.			-0.58
I am invited to help plan family involvement activities.			-1.71
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-0.71
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.79
The school helps my child feel comfortable as he/she moves from one grade to the next.			-0.57
My involvement in my child's education is valued at my school.			-1.35
My child's school is a friendly environment for students, parents and families.			-1.23
My child's school is a safe place to learn.			-1.61
My child's school respects all cultures and diversity.			-1.31

Stewart Alternative Elementary School

2013 Family Survey Results

32 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.73	
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	16	43	
 1 to 2 SEM less than district mean (Noticeably different than district)	7		
 2 or more SEM less than district mean (Substantially different than district)	2		
I receive information on health and nutrition.		-0.27	
I receive information on child development.		-0.99	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-0.48	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-0.08	
When my child's school communicates with me, it is easy for me to read or understand.		0.24	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-1.58	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-0.70	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-1.04	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-1.66	
I receive regular updates from the teacher on my child's progress.		0.39	
I receive information on what my child should learn and be able to do in each grade in school.		-0.16	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-1.77	
My child's teacher(s) hold high expectations for my child.		-0.25	
My child receives the academic support needed to meet his/her individual needs.		-0.51	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-0.68	
I am asked about my child's talents and strengths.		-0.78	
I can be involved in school improvement planning and decision making at my child's school.		-2.03	
I am invited to help plan family involvement activities.		0.44	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-1.42	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-1.01	
The school helps my child feel comfortable as he/she moves from one grade to the next.		-2.30	
My involvement in my child's education is valued at my school.		-0.23	
My child's school is a friendly environment for students, parents and families.		-1.39	
My child's school is a safe place to learn.		-0.46	
My child's school respects all cultures and diversity.		0.51	

Sullivant Elementary School

2013 Family Survey Results

41 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.





	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	3	0.51	
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	14	25	
 1 to 2 SEM less than district mean (Noticeably different than district)	3		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			1.99
I receive information on child development.			2.01
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-0.56
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.48
When my child's school communicates with me, it is easy for me to read or understand.			0.26
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			0.40
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			-1.22
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-0.96
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-1.14
I receive regular updates from the teacher on my child's progress.			0.35
I receive information on what my child should learn and be able to do in each grade in school.			1.20
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			0.87
My child's teacher(s) hold high expectations for my child.			2.21
My child receives the academic support needed to meet his/her individual needs.			1.40
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			0.40
I am asked about my child's talents and strengths.			0.84
I can be involved in school improvement planning and decision making at my child's school.			-0.03
I am invited to help plan family involvement activities.			-1.31
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			2.22
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.77
The school helps my child feel comfortable as he/she moves from one grade to the next.			1.82
My involvement in my child's education is valued at my school.			0.54
My child's school is a friendly environment for students, parents and families.			1.03
My child's school is a safe place to learn.			-0.66
My child's school respects all cultures and diversity.			0.80

Valley Forge Elementary School

2013 Family Survey Results

67 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.10	
 1 to 2 SEM greater than district mean (Noticeably different than district)	3		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	19	34	
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	2		
I receive information on health and nutrition.		0.63	
I receive information on child development.		0.67	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-0.09	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		0.40	
When my child's school communicates with me, it is easy for me to read or understand.		-2.05	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-0.89	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-0.39	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-3.51	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-1.62	
I receive regular updates from the teacher on my child's progress.		-0.49	
I receive information on what my child should learn and be able to do in each grade in school.		-0.33	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		1.09	
My child's teacher(s) hold high expectations for my child.		-0.57	
My child receives the academic support needed to meet his/her individual needs.		0.60	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-0.42	
I am asked about my child's talents and strengths.		0.79	
I can be involved in school improvement planning and decision making at my child's school.		-0.51	
I am invited to help plan family involvement activities.		-0.65	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		1.11	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		0.59	
The school helps my child feel comfortable as he/she moves from one grade to the next.		0.46	
My involvement in my child's education is valued at my school.		-0.30	
My child's school is a friendly environment for students, parents and families.		0.99	
My child's school is a safe place to learn.		1.20	
My child's school respects all cultures and diversity.		0.73	

Valleyview Elementary School

2013 Family Survey Results

43 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	0.07	
 1 to 2 SEM greater than district mean (Noticeably different than district)	2		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	21	32	
 1 to 2 SEM less than district mean (Noticeably different than district)	2		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			-0.56
I receive information on child development.			-0.01
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			1.85
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.53
When my child's school communicates with me, it is easy for me to read or understand.			0.56
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-0.01
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.35
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			0.05
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			0.29
I receive regular updates from the teacher on my child's progress.			0.27
I receive information on what my child should learn and be able to do in each grade in school.			-0.55
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			1.54
My child's teacher(s) hold high expectations for my child.			0.34
My child receives the academic support needed to meet his/her individual needs.			-0.40
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-0.43
I am asked about my child's talents and strengths.			-1.04
I can be involved in school improvement planning and decision making at my child's school.			-0.63
I am invited to help plan family involvement activities.			-1.47
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			0.01
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.28
The school helps my child feel comfortable as he/she moves from one grade to the next.			0.21
My involvement in my child's education is valued at my school.			0.60
My child's school is a friendly environment for students, parents and families.			-0.11
My child's school is a safe place to learn.			0.29
My child's school respects all cultures and diversity.			0.79

Wedgewood Middle School

2013 Family Survey Results

43 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-1.46	
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	8		
 1 to 2 SEM less than district mean (Noticeably different than district)	12	49	
 2 or more SEM less than district mean (Substantially different than district)	5		
I receive information on health and nutrition.			-2.76
I receive information on child development.			-2.29
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-1.54
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.62
When my child's school communicates with me, it is easy for me to read or understand.			-0.96
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-1.34
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			0.31
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-0.88
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-0.67
I receive regular updates from the teacher on my child's progress.			-2.25
I receive information on what my child should learn and be able to do in each grade in school.			-1.97
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-3.10
My child's teacher(s) hold high expectations for my child.			-1.20
My child receives the academic support needed to meet his/her individual needs.			-1.85
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-2.63
I am asked about my child's talents and strengths.			-1.83
I can be involved in school improvement planning and decision making at my child's school.			-1.04
I am invited to help plan family involvement activities.			-1.59
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-1.69
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-1.14
The school helps my child feel comfortable as he/she moves from one grade to the next.			-0.25
My involvement in my child's education is valued at my school.			-0.96
My child's school is a friendly environment for students, parents and families.			-0.96
My child's school is a safe place to learn.			-1.48
My child's school respects all cultures and diversity.			-1.81

West Broad Elementary School

2013 Family Survey Results

42 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	2		0.55
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	16		
 1 to 2 SEM less than district mean (Noticeably different than district)	2	District rank (out of 54 schools with reportable results)	24
 2 or more SEM less than district mean (Substantially different than district)	0		






I receive information on health and nutrition.	1.20
I receive information on child development.	1.65
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	0.95
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	1.57
When my child's school communicates with me, it is easy for me to read or understand.	1.50
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	2.13
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	0.58
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	0.11
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	-0.12
I receive regular updates from the teacher on my child's progress.	-0.68
I receive information on what my child should learn and be able to do in each grade in school.	0.89
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	0.98
My child's teacher(s) hold high expectations for my child.	-0.62
My child receives the academic support needed to meet his/her individual needs.	0.11
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	0.69
I am asked about my child's talents and strengths.	0.63
I can be involved in school improvement planning and decision making at my child's school.	0.41
I am invited to help plan family involvement activities.	0.46
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	3.05
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	1.09
The school helps my child feel comfortable as he/she moves from one grade to the next.	0.51
My involvement in my child's education is valued at my school.	0.36
My child's school is a friendly environment for students, parents and families.	-0.45
My child's school is a safe place to learn.	-1.36
My child's school respects all cultures and diversity.	-1.82

West Mound Elementary School

2013 Family Survey Results

76 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-1.51	
 1 to 2 SEM greater than district mean (Noticeably different than district)	1		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	8	District rank (out of 54 schools with reportable results)	47
 1 to 2 SEM less than district mean (Noticeably different than district)	7		
 2 or more SEM less than district mean (Substantially different than district)	9		
I receive information on health and nutrition.		-2.25	
I receive information on child development.		-1.53	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-2.24	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		-3.09	
When my child's school communicates with me, it is easy for me to read or understand.		-1.18	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-5.03	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		-1.99	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-2.75	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		-0.29	
I receive regular updates from the teacher on my child's progress.		-1.15	
I receive information on what my child should learn and be able to do in each grade in school.		-0.25	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-0.84	
My child's teacher(s) hold high expectations for my child.		1.81	
My child receives the academic support needed to meet his/her individual needs.		-0.89	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-0.52	
I am asked about my child's talents and strengths.		-2.25	
I can be involved in school improvement planning and decision making at my child's school.		-0.71	
I am invited to help plan family involvement activities.		-1.85	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-0.52	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-0.62	
The school helps my child feel comfortable as he/she moves from one grade to the next.		-2.30	
My involvement in my child's education is valued at my school.		-1.39	
My child's school is a friendly environment for students, parents and families.		-2.51	
My child's school is a safe place to learn.		-1.09	
My child's school respects all cultures and diversity.		-2.19	

Westgate Elementary School

2013 Family Survey Results

47 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	4	1.46	
 1 to 2 SEM greater than district mean (Noticeably different than district)	17		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	4	District rank (out of 54 schools with reportable results)	13
 1 to 2 SEM less than district mean (Noticeably different than district)	0		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.			1.08
I receive information on child development.			1.00
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			1.60
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			1.10
When my child's school communicates with me, it is easy for me to read or understand.			1.11
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			2.24
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			1.38
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			1.64
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			1.08
I receive regular updates from the teacher on my child's progress.			0.99
I receive information on what my child should learn and be able to do in each grade in school.			0.66
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			1.66
My child's teacher(s) hold high expectations for my child.			1.48
My child receives the academic support needed to meet his/her individual needs.			2.53
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			1.05
I am asked about my child's talents and strengths.			1.19
I can be involved in school improvement planning and decision making at my child's school.			0.78
I am invited to help plan family involvement activities.			1.63
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			1.71
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			0.91
The school helps my child feel comfortable as he/she moves from one grade to the next.			1.77
My involvement in my child's education is valued at my school.			2.38
My child's school is a friendly environment for students, parents and families.			2.65
My child's school is a safe place to learn.			1.64
My child's school respects all cultures and diversity.			1.36

Winterset Elementary School

2013 Family Survey Results

66 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	7	1.34	
 1 to 2 SEM greater than district mean (Noticeably different than district)	9		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	8	15	
 1 to 2 SEM less than district mean (Noticeably different than district)	1		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		0.38	
I receive information on child development.		2.35	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		1.99	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		3.41	
When my child's school communicates with me, it is easy for me to read or understand.		2.52	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		0.96	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.93	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		3.82	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		2.66	
I receive regular updates from the teacher on my child's progress.		1.55	
I receive information on what my child should learn and be able to do in each grade in school.		-0.49	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		1.50	
My child's teacher(s) hold high expectations for my child.		1.22	
My child receives the academic support needed to meet his/her individual needs.		1.04	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		0.04	
I am asked about my child's talents and strengths.		0.07	
I can be involved in school improvement planning and decision making at my child's school.		1.10	
I am invited to help plan family involvement activities.		1.41	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-1.31	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		0.37	
The school helps my child feel comfortable as he/she moves from one grade to the next.		1.53	
My involvement in my child's education is valued at my school.		-0.48	
My child's school is a friendly environment for students, parents and families.		3.05	
My child's school is a safe place to learn.		2.67	
My child's school respects all cultures and diversity.		1.27	

Woodcrest Elementary School

2013 Family Survey Results

25 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	20	4.30	
 1 to 2 SEM greater than district mean (Noticeably different than district)	5		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	0	District rank	
 1 to 2 SEM less than district mean (Noticeably different than district)	0	(out of 54 schools with reportable results)	1
 2 or more SEM less than district mean (Substantially different than district)	0		






I receive information on health and nutrition.	1.59
I receive information on child development.	6.35
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	1.22
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	10.22
When my child's school communicates with me, it is easy for me to read or understand.	6.59
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	4.33
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).	6.26
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	3.42
When I volunteer at the school, I am given training, if needed, and resources to do my task well.	1.16
I receive regular updates from the teacher on my child's progress.	4.17
I receive information on what my child should learn and be able to do in each grade in school.	4.29
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	1.58
My child's teacher(s) hold high expectations for my child.	1.52
My child receives the academic support needed to meet his/her individual needs.	7.39
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	3.68
I am asked about my child's talents and strengths.	3.88
I can be involved in school improvement planning and decision making at my child's school.	2.46
I am invited to help plan family involvement activities.	2.69
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).	3.67
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).	7.97
The school helps my child feel comfortable as he/she moves from one grade to the next.	3.76
My involvement in my child's education is valued at my school.	5.53
My child's school is a friendly environment for students, parents and families.	4.85
My child's school is a safe place to learn.	4.25
My child's school respects all cultures and diversity.	4.77

Woodward Park Middle School

2013 Family Survey Results

20 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.






	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0	-0.71	
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	17	44	
 1 to 2 SEM less than district mean (Noticeably different than district)	8		
 2 or more SEM less than district mean (Substantially different than district)	0		
I receive information on health and nutrition.		-0.47	
I receive information on child development.		-0.41	
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.		-1.30	
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).		0.55	
When my child's school communicates with me, it is easy for me to read or understand.		0.64	
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.		-0.26	
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).		0.29	
There are many different ways I can be involved with the school, either at the school building, at home or in the community.		-0.48	
When I volunteer at the school, I am given training, if needed, and resources to do my task well.		0.35	
I receive regular updates from the teacher on my child's progress.		-1.12	
I receive information on what my child should learn and be able to do in each grade in school.		-1.89	
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.		-1.45	
My child's teacher(s) hold high expectations for my child.		-0.98	
My child receives the academic support needed to meet his/her individual needs.		-1.66	
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.		-1.44	
I am asked about my child's talents and strengths.		-0.95	
I can be involved in school improvement planning and decision making at my child's school.		-0.96	
I am invited to help plan family involvement activities.		-1.49	
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).		-0.05	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).		-0.15	
The school helps my child feel comfortable as he/she moves from one grade to the next.		-0.40	
My involvement in my child's education is valued at my school.		-0.70	
My child's school is a friendly environment for students, parents and families.		-0.93	
My child's school is a safe place to learn.		-1.88	
My child's school respects all cultures and diversity.		-0.64	

Yorktown Middle School

2013 Family Survey Results

35 surveys were submitted from this school. If this number represents less than 10% of the total enrollment you should be very cautious in your use of this data as it may not accurately reflect the condition of this building.

The reported number for each item is the number of standard errors of measure (SEM) away from the district mean (similar to a value added result but based only one year of data). Results are color coded in a manner similar to value added results. Values between -1 and 1 are considered to be essentially equal to the district mean and are not shaded. Values between one and two units away from the mean (1 to 2 and -1 to -2) are shaded in light green or yellow and are considered to be noticeably different than the district mean. Values two or more units from the mean (≥ 2 or ≤ -2) are shaded in dark green or red and are considered to be substantially different than the district mean.

	# of Items	Average # of SEM above(+) or below(-) district mean	
 2 or more SEM greater than district mean (Substantially different than district)	0		-2.06
 1 to 2 SEM greater than district mean (Noticeably different than district)	0		
 1 or less SEM less than or greater than district mean (Essentially equivalent to district)	3	District rank (out of 54 schools with reportable results)	52
 1 to 2 SEM less than district mean (Noticeably different than district)	9		
 2 or more SEM less than district mean (Substantially different than district)	13		
I receive information on health and nutrition.			-1.51
I receive information on child development.			-1.44
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.			-3.50
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).			-0.91
When my child's school communicates with me, it is easy for me to read or understand.			-0.03
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.			-2.21
I am invited to meetings so I can learn about what is going on in the school (for example, issues or policies).			-3.47
There are many different ways I can be involved with the school, either at the school building, at home or in the community.			-1.42
When I volunteer at the school, I am given training, if needed, and resources to do my task well.			-1.72
I receive regular updates from the teacher on my child's progress.			-3.46
I receive information on what my child should learn and be able to do in each grade in school.			-2.15
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.			-3.54
My child's teacher(s) hold high expectations for my child.			-0.70
My child receives the academic support needed to meet his/her individual needs.			-2.17
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.			-2.65
I am asked about my child's talents and strengths.			-4.13
I can be involved in school improvement planning and decision making at my child's school.			-2.14
I am invited to help plan family involvement activities.			-2.45
I am given information about community services that help with families' needs (for example, adult education, job, health, mental health, utilities).			-2.02
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (for example, tutoring, mentoring, camps, career exploration).			-1.38
The school helps my child feel comfortable as he/she moves from one grade to the next.			-1.32
My involvement in my child's education is valued at my school.			-1.83
My child's school is a friendly environment for students, parents and families.			-2.03
My child's school is a safe place to learn.			-1.81
My child's school respects all cultures and diversity.			-1.62