



2021-2022

**ANNUAL
STAKEHOLDER
SURVEY REPORT**

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ABOUT THIS REPORT

The results presented in this report are from an annual stakeholder survey in Henrico County Public Schools. The survey was administered online in March through April 2022 to division students (grades 5-12), families and staff. Leadership in HCPS worked with researchers from the Metropolitan Educational Research Consortium (merc.soe.vcu.edu) in the School of Education at Virginia Commonwealth University to develop and edit the survey by reviewing together the HCPS strategic plan to develop survey items for students, families, and staff. Some additional questions were added that were not included in previous years and some questions included on previous surveys were removed due to irrelevant content.

While there are many parallel items across all three stakeholder groups, some were unique to only one or two. In total, there were 4,324 staff responses (65.6% response rate), 5,585 family responses (13.7% response rate), and 21,910 student responses (70.2% response rate). Versions of the survey in different languages were made available for families. Response totals vary by item as participant responses of “I can’t answer this” were omitted and some items only applied to a subset of respondents (for example, questions related to special education or English as a second language services). Survey items included a six-point response scale. This report contains average responses to all survey items, organized by the four cornerstones in the HCPS strategic plan. The results of this survey illustrate what went well in Henrico County Public Schools in the 2021-2022 school year and what the opportunities are for growth in the following year. Results are compared with the survey data last collected in Spring 2021 during the COVID-19 pandemic. HCPS leadership will use these survey results to inform their ongoing work with students, educators, and families in Henrico.

- 1 = *Completely Disagree*
- 2 = *Mostly Disagree*
- 3 = *Slightly Disagree*
- 4 = *Slightly Agree*
- 5 = *Mostly Agree*
- 6 = *Completely Agree*

HENRICO STRATEGIC PLAN CORNERSTONES

Safety and Wellness: An equitable and inclusive school climate that provides for the social, emotional, cultural and physical wellness of all stakeholders.

Academic Growth: Occurring from the cumulative impact of exposure to core curricula, electives and life-skill development opportunities, and that prepares students to reach their potential.

Equity and Opportunity: Collective effort of all stakeholders to reduce disparities among students from varying demographics and backgrounds through engaging, meaningful and relevant experiences.

Relationships: Building authentic, trusting connections that encourage collaboration and engagement among students, families, staff and communities.



SAFETY AND WELLNESS

An equitable and inclusive school climate that provides for the social, emotional, cultural and physical wellness of all stakeholders.

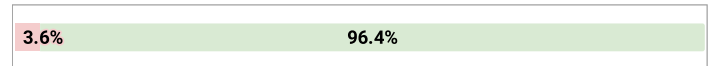
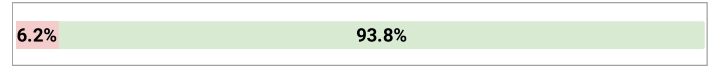
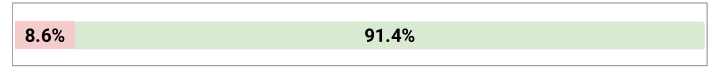
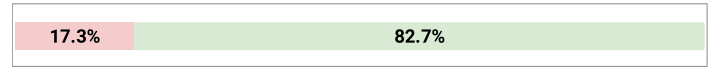
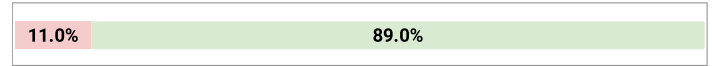
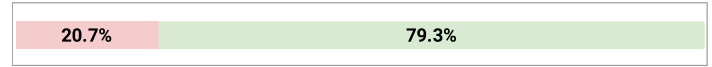
SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	4.10	Family	4.85	Staff	4.57
<i>2021 Change</i>	<i>-0.38</i>		<i>0.07</i>		<i>-0.24</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Building safety and condition	Student	<i>I believe this school building is safe and in good condition.</i>						4.48	NA
		962 4.6%	1,231 5.8%	2,175 10.3%	3,915 18.5%	7,993 37.8%	4,861 23.0%		
	Family	<i>My child's school building is safe and in good condition.</i>						5.07	NA
	117 2.3%	211 4.2%	221 4.4%	359 7.2%	1,872 37.4%	2,231 44.5%			
	Staff	<i>My school building/work environment is safe and in good condition.</i>						4.78	NA
		117 2.8%	284 6.7%	327 7.8%	416 9.9%	1,625 38.6%	1,446 34.3%		
Know what to do in an emergency	Student	<i>I know what to do if there is an emergency or a dangerous situation (such as a violent person on the property) during the school day.</i>						5.12	NA
		488 2.3%	509 2.4%	823 3.9%	2,693 12.7%	6,409 30.2%	10,311 48.6%		
	Family	<i>My child's school has taught my child what he/she should do if there is an emergency or a dangerous situation (such as a violent person on the property) during the school day.</i>						5.24	NA
	103 2.2%	112 2.3%	82 1.7%	378 7.9%	1,655 34.6%	2,448 51.2%			
	Staff	<i>I know what to do if there is an emergency or a dangerous situation (such as a violent person on the property) during the school/work day.</i>						5.54	NA
		59 1.4%	37 0.9%	57 1.3%	140 3.3%	1,053 24.8%	2,902 68.3%		

% Disagree % Agree

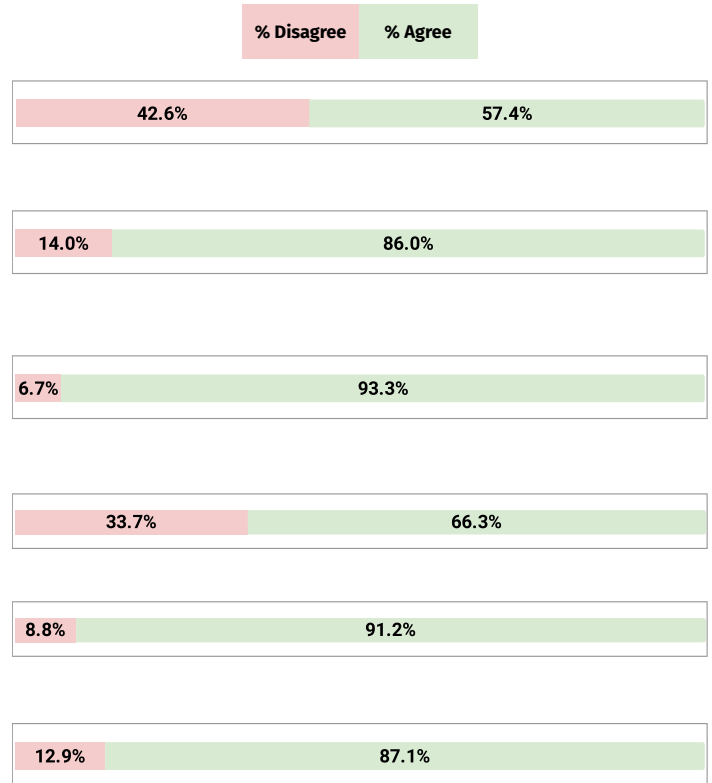


SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	4.10	Family	4.85	Staff	4.57
2021 Change	-0.38		0.07		-0.24

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Students talk about understanding feelings	Student	At this school, students talk about the importance of understanding their own feelings and the feelings of others.						3.62	-0.37
		2,582 12.7%	2,697 13.2%	3,413 16.7%	5,453 26.8%	3,782 18.6%	2,458 12.1%		
Students can go to adult for help	Student	At this school, there is a teacher, school counselor, or some other adult I can go to if I need help.						4.92	-0.19
		1,052 5.0%	803 3.8%	1,094 5.2%	3,168 15.0%	4,762 22.6%	10,232 48.5%		
	Family	At my child's school, there is a teacher, school counselor, or some other adult my child can go to if they need help.						5.35	0.21
		142 2.6%	116 2.2%	101 1.9%	386 7.2%	1,257 23.4%	3,368 62.7%		
All students treated fairly	Student	All students are treated fairly by the adults at this school.						4.06	-0.49
		2,054 10.0%	1,737 8.5%	3,124 15.2%	3,747 18.3%	5,655 27.5%	4,210 20.5%		
	Family	My child is treated fairly by the adults at the school.						5.19	-0.04
142 2.7%		124 2.4%	196 3.7%	363 6.9%	1,732 33.0%	2,692 51.3%			
	Staff	All students are treated fairly by the adults at this school/ in our division.						4.94	-0.22
		85 2.1%	149 3.7%	283 7.1%	389 9.7%	1,580 39.5%	1,510 37.8%		



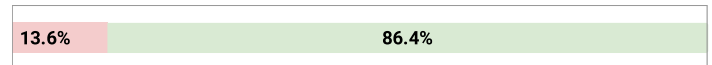
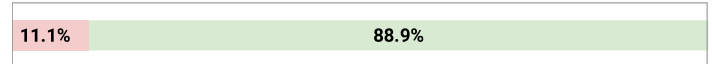
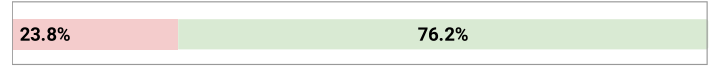
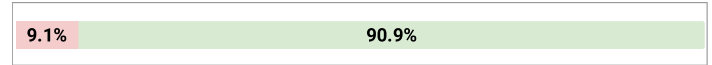
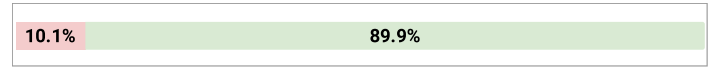
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Knowing consequences of breaking rules	Student	<i>I know what will happen if I break a school rule.</i>						5.06	-0.12
		515 2.5%	552 2.6%	1,052 5.0%	2,943 14.0%	5,856 27.9%	10,062 48.0%		
	Family	<i>My child's school teaches students about the consequences for breaking school rules.</i>						5.17	-0.01
		162 3.2%	136 2.7%	164 3.2%	400 7.9%	1,533 30.3%	2,667 52.7%		
	Staff	<i>My school teaches/our schools teach students about the consequences for breaking school rules.</i>						4.51	-0.46
		185 4.6%	322 8.0%	359 8.9%	698 17.4%	1,317 32.8%	1,135 28.3%		
Students feel safe around other students	Student	<i>I feel safe being with the other students at this school.</i>						4.34	NA
		1270 6.1%	1294 6.2%	2,395 11.5%	4,520 21.7%	6,715 32.3%	4,623 22.2%		
	Family	<i>My child feels safe being with other students at school.</i>						5.04	NA
		173 3.3%	157 3.0%	246 4.7%	515 9.9%	1,753 33.6%	2,368 45.4%		
	Staff	<i>Students feel safe being with the other students at this school.</i>						4.79	NA
		74 2.0%	147 3.9%	288 7.7%	491 13.1%	1,727 46.1%	1,016 27.1%		

% Disagree % Agree



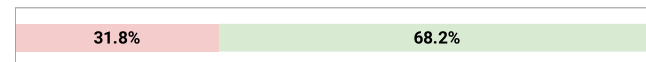
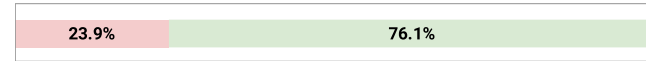
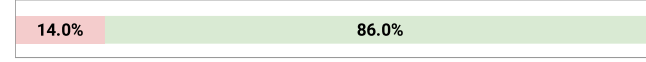
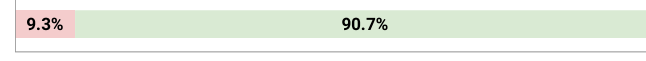
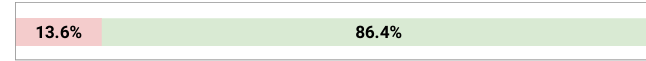
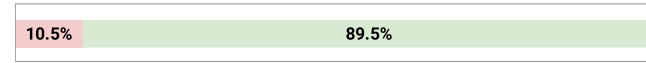
SAFETY AND WELLNESS

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School and grounds are welcoming	Family	My child's school building and grounds are welcoming and inviting.					2,458	5.08	NA
		149 2.9%	172 3.3%	222 4.3%	481 9.3%	1,665 32.3%			
School supports social and emotional development	Family	My child's school helps students develop socially and emotionally.					2,002	4.86	0.13
	Staff	My school helps/our schools help students develop socially and emotionally.					1,429	4.93	-0.21
Priority on mental health	Family	My child's school places a priority on addressing students' mental health needs.					1,617	4.67	0.18
	Staff	Our schools place a priority on addressing students' mental health needs.					1,283	4.78	-0.21
Mental health and behavioral support	Staff	I feel prepared to support students if they have mental health or behavior support needs.					1,012	4.68	-0.12
Discussion of student conduct data	Staff	At this school, we regularly discuss student conduct data, including any trends or gaps between demographic groups.					982	4.43	-0.11
Support for implementing student behavior program	Staff	At this school, we receive the support we need to implement the student behavior program.					819	4.33	-0.42
Rules for behavior are consistent	Staff	The rules for behavior are applied equally and consistently to all students.					904	4.16	-0.49

% Disagree % Agree



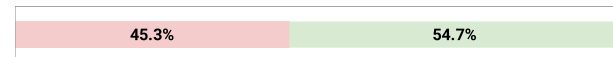
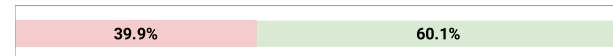
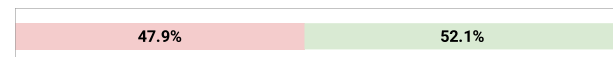
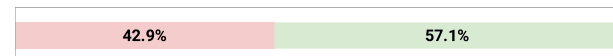
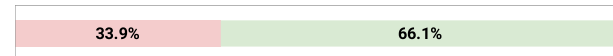
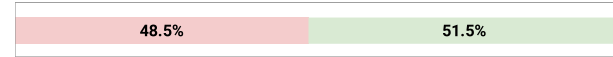
SAFETY AND WELLNESS

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	Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Physical bullying involves repeatedly hurting a person's body or things. Physical bullying includes repeatedly hitting, punching, pushing/shoving, kicking, spitting, tripping, chasing/cornering, taking or breaking someone's things or making mean/rude hand gestures on purpose.								
Physical bullying is not a problem	Student	Physical bullying is <u>not</u> a problem at this school.					3.60	NA
		3,224 16.4%	2,503 12.7%	3,826 19.4%	2,580 13.1%	4,487 22.8%	3,070 15.6%	
	Family	Physical bullying is <u>not</u> a problem at this school.					4.26	NA
		424 10.3%	301 7.3%	671 16.3%	347 8.4%	1,140 27.7%	1,232 29.9%	
	Staff	Physical bullying is <u>not</u> a problem at this school.					4.38	NA
		169 4.6%	290 8.0%	596 16.4%	428 11.8%	1,232 33.9%	920 25.3%	
Verbal bullying is repeatedly saying or writing mean things about someone. Verbal bullying includes repeatedly teasing, name-calling, taunting, threatening to cause harm, or insulting someone on purpose.								
Verbal bullying is not a problem	Student	Verbal bullying is <u>not</u> a problem at this school.					3.01	NA
		4,369 22.0%	4,013 20.2%	4,572 23.0%	2,607 13.1%	2,735 13.7%	1,604 8.1%	
	Family	Verbal bullying is <u>not</u> a problem at this school.					3.90	NA
		565 13.3%	415 9.8%	837 19.7%	402 9.5%	1,083 25.5%	938 22.1%	
	Staff	Verbal bullying is <u>not</u> a problem at this school.					3.71	NA
		383 10.5%	506 13.9%	851 23.4%	444 12.2%	959 26.4%	491 13.5%	
Social bullying is repeatedly hurting someone's relationships. Social bullying includes repeatedly leaving someone out on purpose, getting others to ignore or leave someone out on purpose, spreading rumors about someone, or embarrassing someone in public.								
Social bullying is not a problem	Student	Social bullying is <u>not</u> a problem at this school.					3.22	NA
		3,602 18.6%	3,484 18.0%	4,479 23.2%	2,725 14.1%	2,939 15.2%	2,087 10.8%	
	Family	Social bullying is <u>not</u> a problem at this school.					4.02	NA
		498 12.3%	380 9.4%	740 18.3%	379 9.4%	1,042 25.7%	1,012 25.0%	
	Staff	Social bullying is <u>not</u> a problem at this school.					3.79	NA
		317 9.0%	472 13.4%	803 22.9%	469 13.4%	953 27.1%	499 14.2%	



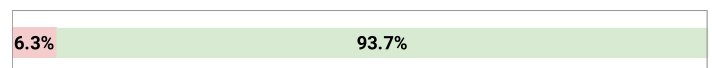
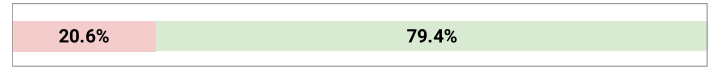
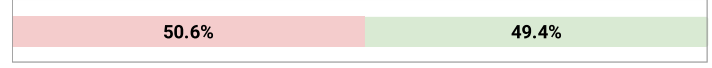
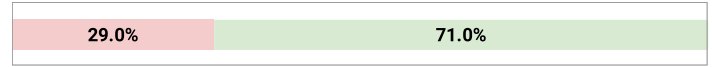
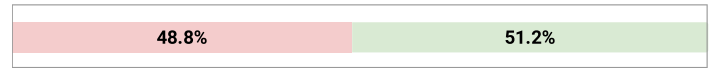
SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	4.10	Family	4.85	Staff	4.57
2021 Change	-0.38		0.07		-0.24



		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Cyberbullying is not a problem	Student	Cyberbullying is <u>not</u> a problem at this school.						3.62	NA
		2,903 15.7%	2,509 13.6%	3,613 19.5%	2,638 14.3%	3,280 17.7%	3,551 19.2%		
	Family	Cyberbullying is <u>not</u> a problem at this school.						4.49	NA
		336 9.8%	240 7.0%	413 12.1%	250 7.3%	770 22.6%	1,403 41.1%		
	Staff	Cyberbullying is <u>not</u> a problem at this school.						3.95	NA
		298 10.2%	397 13.6%	541 18.5%	285 9.8%	726 24.9%	674 23.1%		
Student response to bullying	Student	Students try to stop bullying when they see it happening.						3.37	NA
		2757 14.9%	3102 16.8%	3,491 18.9%	4,343 23.5%	3,158 17.1%	1,611 8.7%		
	Staff	Students try to stop bullying when they see it happening.						4.03	NA
		110 3.5%	322 10.1%	481 15.2%	999 31.5%	984 31.0%	277 8.7%		
Staff response to bullying	Student	If I tell an adult at school that someone is bullying me, the adult will do something to help.						4.53	NA
		1,068 5.6%	1,070 5.6%	1,801 9.4%	3,834 20.1%	5,317 27.9%	5,993 31.4%		
	Staff	School staff make it clear to students that bullying is not tolerated.						5.26	NA
		48 1.3%	60 1.6%	125 3.4%	380 10.3%	1,130 30.5%	1,958 52.9%		





ACADEMIC GROWTH

Occurring from the cumulative impact of exposure to core curricula, electives and life-skill development opportunities, and that prepares students to reach their potential.

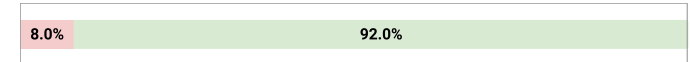
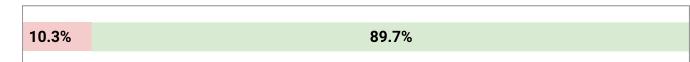
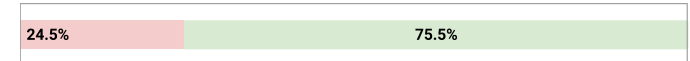
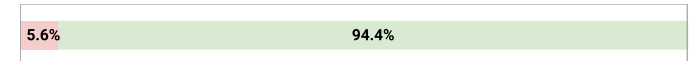
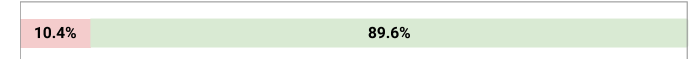
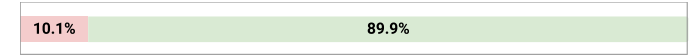
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

% Disagree % Agree

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
High expectations for student learning	Student	Adults at this school have high expectations for student learning.						4.89	-0.08
		466 2.4%	457 2.3%	1,077 5.5%	3,567 18.1%	7,329 37.1%	6,851 34.7%		
	Family	Adults at this school have high expectations for my child's learning.						5.02	-0.04
		134 2.7%	152 3.1%	230 4.6%	572 11.6%	1,744 35.2%	2,120 42.8%		
	Staff	Staff at this school/in our division have high expectations for student learning.						5.22	-0.11
		42 1.0%	76 1.9%	108 2.7%	399 9.9%	1,505 37.2%	1,912 47.3%		
Deeper learning: Anytime and anywhere	Student	At this school, I learn in and out of the classroom.						4.32	NA
		1,167 5.9%	1,250 6.3%	2,435 12.3%	4,904 24.8%	5,406 27.3%	4,642 23.4%		
	Family	My child's school provides learning experiences in and out of the classroom.						4.68	NA
		178 3.6%	285 5.8%	442 9.0%	850 17.3%	1,447 29.4%	1,714 34.9%		
	Staff	Our school provides/our schools provide learning experiences in and out of the classroom.						4.93	NA
		43 1.1%	115 3.0%	231 6.1%	682 18.1%	1,325 35.1%	1,381 36.6%		
Deeper learning: Authentic and connected	Student	What I learn in school is related to real life.						3.71	-0.05
		2,444 12.2%	2,616 13.1%	3,162 15.8%	4,771 23.8%	4,089 20.4%	2,958 14.8%		
	Family	My child's school provides learning experiences that are connected with real life.						4.71	0.00
		168 3.5%	207 4.3%	354 7.3%	955 19.7%	1,597 32.9%	1,572 32.4%		
	Staff	Our school provides/schools provide learning experiences that are connected with real life.						4.97	-0.14
		37 1.0%	83 2.2%	183 4.8%	685 18.1%	1,473 38.9%	1,330 35.1%		



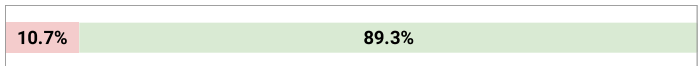
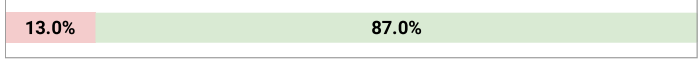
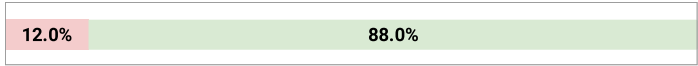
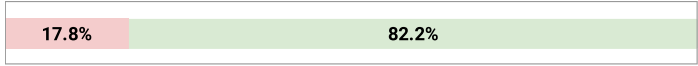
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Deeper learning: Community supported	Student	What I learn in school helps me feel more a part of my community.						3.67	-0.07
		2,341 12.1%	2,259 11.7%	3,269 16.9%	5,335 27.5%	3,825 19.7%	2,343 12.1%		
	Family	My child's school provides learning experiences that help students feel more a part of the community.						4.61	0.04
		191 4.1%	235 5.1%	398 8.6%	965 20.8%	1,427 30.8%	1,424 30.7%		
	Staff	Our school provides/schools provide learning experiences that help students feel more a part of the community.						4.75	-0.20
		49 1.3%	127 3.4%	271 7.3%	862 23.2%	1,356 36.5%	1,051 28.3%		
Deeper learning: Student owned	Student	I have control of my own learning at this school.						3.95	-0.07
		2,115 10.9%	1,912 9.8%	2,776 14.3%	4,460 22.9%	4,449 22.9%	3,751 19.3%		
	Family	My child's school provides learning experiences that promote student ownership over their learning.						4.80	-0.04
		148 3.2%	189 4.0%	270 5.8%	828 17.7%	1,650 35.2%	1,602 34.2%		
	Staff	Our school provides/schools provide learning experiences that promote student ownership over their learning.						4.83	-0.12
		54 1.4%	121 3.2%	223 6.0%	725 19.5%	1,471 39.5%	1,131 30.4%		

% Disagree % Agree



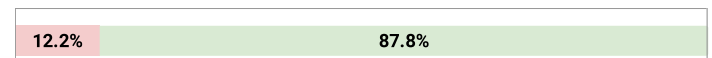
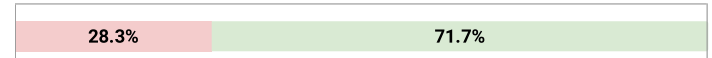
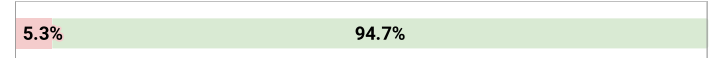
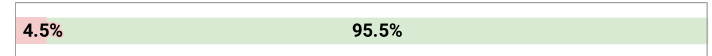
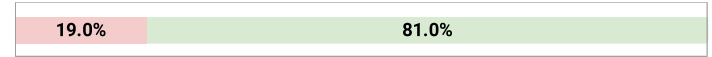
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Encouragement to attend school	Student	Adults at this school encourage students to come to school every day.						4.60	-0.01
		988 5.1%	927 4.8%	1,759 9.1%	3,775 19.5%	5,554 28.7%	6,359 32.8%		
	Family	My child's school encourages students to attend school every day.						5.53	-0.01
		86 1.8%	64 1.3%	70 1.4%	215 4.4%	955 19.5%	3,505 71.6%		
	Staff	Our school/school division encourages students to attend school every day.						5.36	-0.01
		44 1.1%	61 1.5%	108 2.7%	340 8.5%	1,080 26.9%	2,377 59.3%		
Career assessment and planning	Student	I have taken a career assessment (test) and have begun planning for my future job.						4.22	-0.01
		2,116 11.8%	1,222 6.8%	1,736 9.7%	3,790 21.2%	3,603 20.1%	5,446 30.4%		
Awareness of career-focused classes	Student	My school offers career-focused classes (like technology education, business, marketing, family and consumer sciences) to help prepare me for a career in the future.						4.87	-0.01
		507 3.2%	526 3.3%	920 5.8%	3,136 19.6%	4,449 27.9%	6,431 40.3%		
	Family	I am aware of career-focused classes (like technology education, business, marketing, family and consumer sciences) and programs available to students in middle and high school.						4.88	-0.01
		198 5.6%	155 4.4%	171 4.8%	461 13.1%	909 25.8%	1,634 46.3%		
	Staff	I am aware of career-focused classes (like technology education, business, marketing, family and consumer sciences) and programs available to students in middle and high school.						5.00	-0.01
		96 3.2%	131 4.4%	137 4.5%	395 13.1%	802 26.6%	1,450 48.2%		

% Disagree % Agree



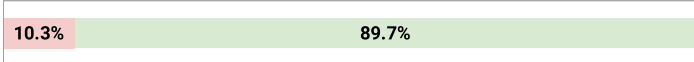
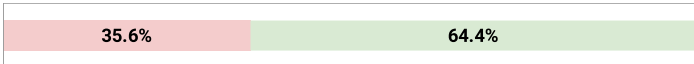
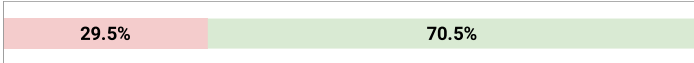
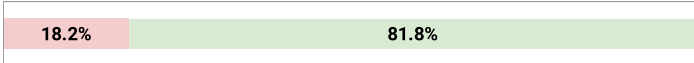
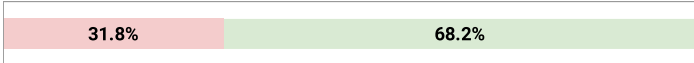
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Awareness of Career Learning Experiences	Student (HS only)	I am aware of opportunities provided through my school for job shadowing, externships/internships, and mentoring.						4.00	NA
		795 9.6%	840 10.1%	1,007 12.1%	2,054 24.7%	2,185 26.3%	1,435 17.3%		
Awareness of Career Learning Experiences	Staff (HS only)	Our school provides student opportunities for job shadowing, externships/internships, and mentoring.						4.54	NA
		14 2.4%	45 7.6%	49 8.2%	148 24.9%	176 29.6%	162 27.3%		
Participation in Career Learning Experiences	Student (HS only)	I have taken advantage of opportunities provided through my school for job shadowing, externships/internships, and mentoring.						4.03	NA
		389 7.3%	444 8.3%	740 13.9%	1,632 30.6%	1,284 24.1%	845 15.8%		
Informed about college and career pathways	Family	I am informed by my child's school about pathways and prerequisites for college and career readiness starting as early as elementary school.						4.05	0.00
		485 13.2%	352 9.6%	473 12.9%	571 15.5%	779 21.2%	1017 27.7%		
Informed about college and career pathways	Staff	At this school/in our schools, staff help students plan for their future by exposing them to college and career opportunities.						4.86	-0.06
		57 1.9%	103 3.4%	152 5.0%	652 21.5%	1,017 33.5%	1,056 34.8%		

% Disagree % Agree



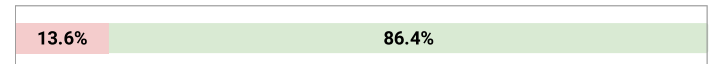
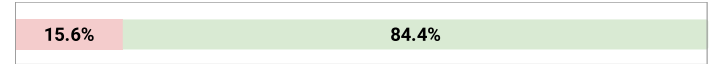
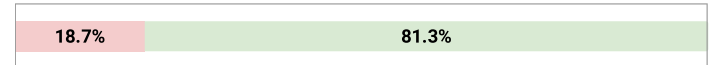
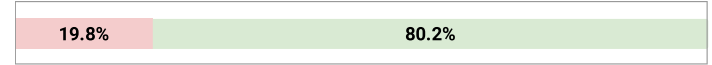
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Encouragement to take advanced courses	Student	I am encouraged by adults at my school to take advanced courses (e.g. advanced, gifted, honors, AP, IB, or dual enrollment).						4.52	-0.14
		1,154	914	1,585	3,976	5,208	5,599		
	Family	My child is encouraged by school staff to take advanced courses (e.g. advanced, gifted, honors, AP, IB, or dual enrollment).						4.75	-0.02
		258	182	224	464	837	1,591		
6Cs: Critical thinking	Student	This year, my teachers have helped me develop my critical thinking skills.						4.58	0.08
		737	785	1,475	4,694	6,792	4,790		
		3.8%	4.1%	7.7%	24.4%	35.2%	24.9%		
	Family	This year, my child's teachers have helped develop my child's critical thinking skills.						4.83	0.20
		167	189	286	791	1,505	1,792		
		3.5%	4.0%	6.0%	16.7%	31.8%	37.9%		
Staff	This year, I have worked/our schools have worked to develop students' critical thinking skills.						5.23	0.21	
	25	47	75	423	1,397	1,631			
	0.7%	1.3%	2.1%	11.8%	38.8%	45.3%			

% Disagree % Agree



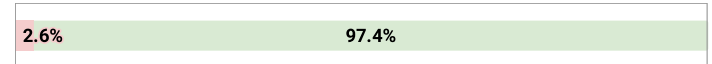
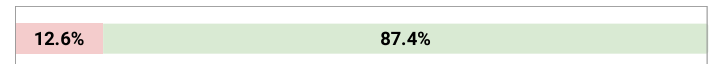
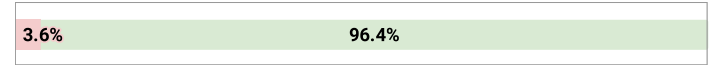
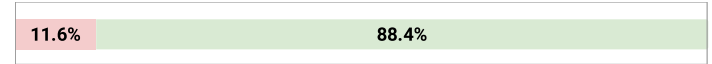
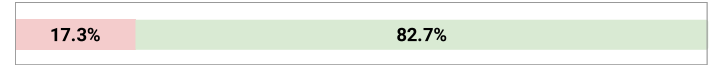
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
6Cs: Collaboration	Student	This year, my teachers have helped me develop my collaboration skills.						4.47	0.30
		805 4.2%	842 4.4%	1,652 8.7%	5,223 27.4%	6,366 33.4%	4,166 21.9%		
	Family	This year, my child's teachers have helped develop my child's collaboration skills.						4.90	0.51
	143 3.1%	150 3.2%	247 5.3%	761 16.4%	1,547 33.3%	1,796 38.7%			
	Staff	This year, I have worked/our schools have worked to develop students' collaboration skills.						5.26	0.78
		23 0.6%	33 0.9%	74 2.1%	467 13.1%	1,251 35.1%	1,720 48.2%		
6Cs: Communication	Student	This year, my teachers have helped me develop my communication skills.						4.36	0.23
		1,139 5.9%	1,042 5.4%	1,880 9.8%	5,066 26.4%	5,845 30.5%	4,218 22.0%		
	Family	This year, my child's teachers have helped develop my child's communication skills.						4.89	0.28
	160 3.4%	159 3.4%	278 5.9%	757 16.0%	1,436 30.4%	1,932 40.9%			
	Staff	This year, I have worked/our schools have worked to develop students' communication skills.						5.42	0.27
		21 0.6%	26 0.7%	50 1.4%	290 7.9%	1,201 32.7%	2,081 56.7%		

% Disagree % Agree



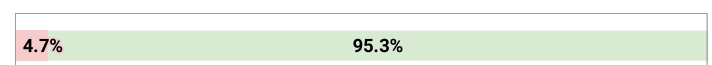
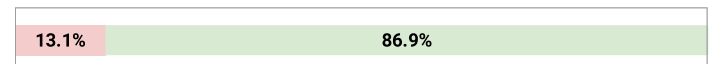
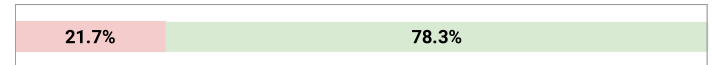
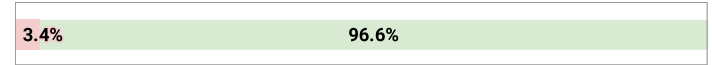
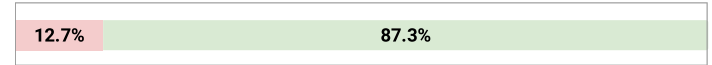
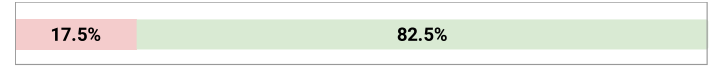
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
6Cs: Creativity	Student	This year, my teachers have helped me develop my creative thinking skills.						4.50	0.06
		856 4.5%	841 4.4%	1,654 8.6%	5,062 26.4%	6,142 32.0%	4,639 24.2%		
	Family	This year, my child's teachers have helped develop my child's creative thinking skills.						4.85	0.22
	162 3.4%	170 3.6%	267 5.7%	810 17.2%	1,480 31.4%	1,818 38.6%			
	Staff	This year, I have worked/our schools have worked to develop students' creative thinking skills.						5.20	0.19
		19 0.5%	29 0.8%	75 2.1%	509 14.2%	1,394 39.0%	1,552 43.4%		
6Cs: Citizenship	Student	This year, my teachers have helped me develop my citizenship skills.						4.32	0.14
		989 5.3%	1,017 5.5%	2,011 10.8%	5,320 28.7%	5,478 29.5%	3,736 20.1%		
	Family	This year, my child's teachers have helped develop my child's citizenship skills.						4.85	0.28
	177 4.0%	147 3.3%	260 5.8%	754 16.9%	1,402 31.4%	1,732 38.7%			
	Staff	This year, I have worked/our schools have worked to develop students' citizenship skills.						5.19	0.22
		27 0.8%	38 1.1%	102 2.9%	538 15.1%	1,211 33.9%	1,654 46.3%		

% Disagree % Agree



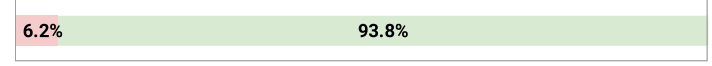
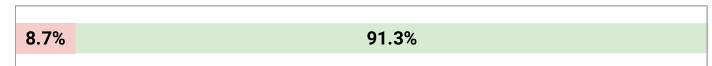
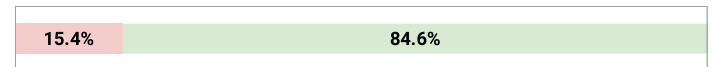
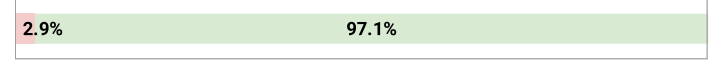
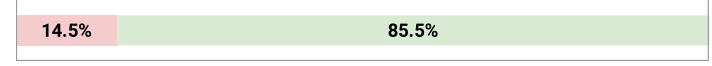
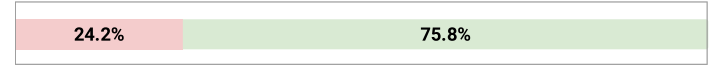
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
6Cs: Quality character	Student	<i>This year, my teachers have helped me develop the quality of my character.</i>						4.24	0.13
		1,346 7.2%	1,130 6.1%	2,031 10.9%	5,033 27.1%	5,277 28.4%	3,786 20.4%		
	Family	<i>This year, my child's teachers have helped develop the quality of my child's character.</i>						4.79	0.23
		198 4.3%	182 4.0%	286 6.2%	787 17.1%	1,418 30.8%	1,729 37.6%		
	Staff	<i>This year, I have worked/our schools have worked to develop the quality of my/our students' character.</i>						5.40	0.18
		21 0.6%	25 0.7%	59 1.6%	311 8.5%	1,194 32.5%	2,062 56.2%		
Satisfaction with rigor and quality of education	Family	<i>I am satisfied with the rigor and quality of education at my child's school.</i>						4.80	0.03
		231 4.7%	221 4.5%	315 6.3%	599 12.1%	1,755 35.3%	1,845 37.2%		
Teachers are effective and qualified	Family	<i>I believe my child's teachers are effective and qualified to teach.</i>						5.22	-0.07
		90 1.8%	107 2.2%	231 4.7%	396 8.1%	1,452 29.6%	2,633 53.6%		
Materials in understandable language	Family	<i>I receive materials about academic programs in a language I understand.</i>						5.50	-0.09
		131 2.8%	74 1.6%	87 1.9%	242 5.2%	642 13.7%	3,522 75.0%		

% Disagree % Agree



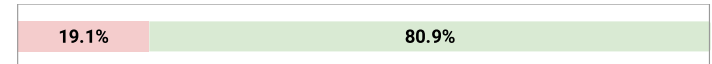
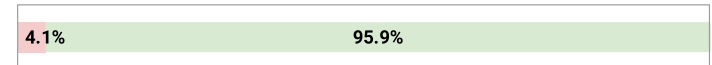
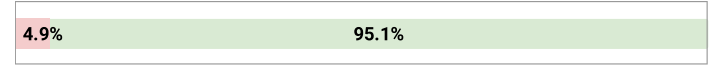
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	4.32	Family	4.87	Staff	5.03
2021 Change	0.01		0.08		-0.02

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Technologies support deeper learning	Staff	<i>I have access/our schools have access to technologies that support deeper student learning experiences.</i>						5.23	-0.03
		36	56	86	396	1,328	1,707		
		1.0%	1.6%	2.4%	11.0%	36.8%	47.3%		
Relevant professional development	Staff	<i>The professional development I receive is relevant to the work I do every day.</i>						4.24	-0.39
		205	399	387	846	1,195	758		
		5.4%	10.5%	10.2%	22.3%	31.5%	20.0%		
Use of assessment data to support growth	Staff	<i>I/school staff use a variety of assessment data (both multiple choice and performance-based) to support student academic growth.</i>						5.30	-0.01
		26	38	68	300	1,182	1,633		
		0.8%	1.2%	2.1%	9.2%	36.4%	50.3%		
Support for implementing K-12 literacy plan	Staff	<i>I receive the professional development and support I need to implement the division's Literacy Plan.</i>						4.55	NA
		140	187	218	526	986	801		
		4.9%	6.5%	7.6%	18.4%	34.5%	28.0%		

% Disagree % Agree





EQUITY AND OPPORTUNITY

Collective effort of all stakeholders to reduce disparities among students from varying demographics and backgrounds through engaging, meaningful and relevant experiences.

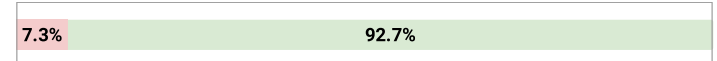
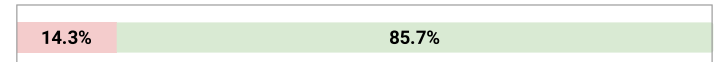
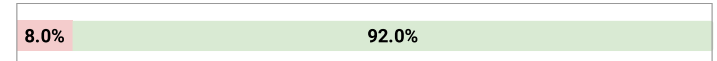
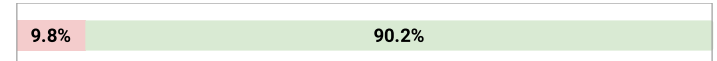
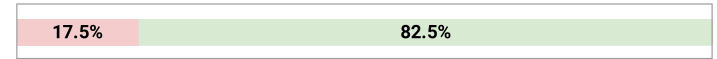
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	4.50	Family	4.95	Staff	5.06
<i>2021 Change</i>	<i>-0.01</i>		<i>0.01</i>		<i>0.04</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Understand and appreciate different cultures	Student	The adults at this school understand and are responsive to students' different cultural backgrounds.						4.61	-0.40
		766 4.3%	784 4.4%	1,544 8.7%	3,875 21.9%	5,358 30.2%	5,389 30.4%		
	Family	The adults at my child's school understand and are responsive to students' different cultural backgrounds.						5.12	-0.03
	122 3.4%	77 2.1%	155 4.3%	340 9.4%	1,137 31.4%	1,793 49.5%			
	Staff	The adults at this school/in our school division understand and are responsive to students' different cultural backgrounds.						5.02	-0.11
		50 1.3%	79 2.0%	185 4.7%	531 13.5%	1,666 42.4%	1,421 36.1%		
Students learn about what makes them who they are	Student	The adults at this school help students learn about the qualities, characteristics, or beliefs that make them who they are.						4.40	-0.08
		967 5.4%	1,038 5.8%	1,964 11.1%	4,437 25.0%	4,699 26.5%	4,647 26.2%		
	Family	My child's school helps my child learn about the qualities, characteristics or beliefs that make them who they are.						4.87	0.16
	189 4.7%	161 4.0%	225 5.6%	561 13.9%	1,185 29.4%	1,714 42.5%			
	Staff	This school helps/our schools help students learn about the qualities, characteristics or beliefs that make them who they are.						5.01	-0.04
		33 0.9%	68 1.9%	160 4.5%	639 17.9%	1,358 38.0%	1,315 36.8%		

% Disagree % Agree



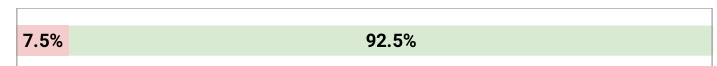
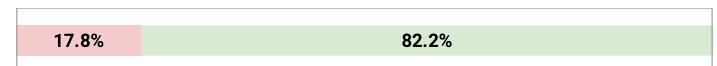
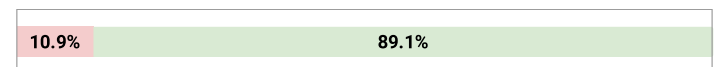
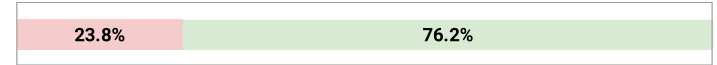
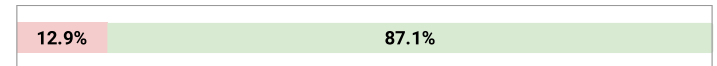
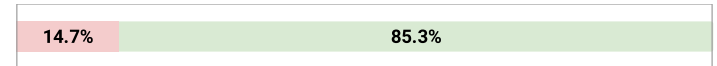
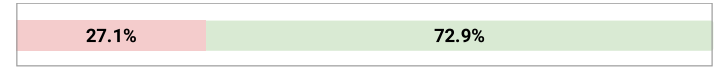
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	4.50	Family	4.95	Staff	5.06
<i>2021 Change</i>	<i>-0.01</i>		<i>0.01</i>		<i>0.04</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Student groups are not treated differently	Student	The adults at this school do not treat students of one group differently than students of another group.						4.36	-0.28
		1,542	1,192	2,015	3,101	4,045	5,598		
		8.8%	6.8%	11.5%	17.7%	23.1%	32.0%		
	Family	The adults at my child's school do not treat students of one group differently than students of another group.						5.02	-0.05
		200	107	204	244	877	1,834		
		5.8%	3.1%	5.9%	7.0%	25.3%	52.9%		
	Staff	The adults at this school/in our school division do not treat students of one group differently than students of another group.						5.00	-0.03
		124	108	261	364	1,244	1,712		
		3.3%	2.8%	6.8%	9.5%	32.6%	44.9%		
Opportunities to apply personal experiences	Student	My school provides opportunities for me to relate my personal experiences to my learning.						4.27	-0.04
		1,011	1,197	2,021	4,982	4,838	3,694		
	Family	My child's school provides opportunities for my child to apply their personal experiences to their learning.						4.90	0.04
		130	110	208	726	1,356	1,566		
		3.2%	2.7%	5.1%	17.7%	33.1%	38.2%		
Promotion of positive attitudes towards different people	Student	My school helps me develop positive attitudes towards people who are different from me.						4.55	-0.25
		860	771	1,564	4,330	5,300	5,127		
	Family	My child's school provides opportunities for my child to develop positive attitudes towards people who are different from them.						5.14	0.03
		112	77	122	509	1,301	2,013		
		2.7%	1.9%	3.0%	12.3%	31.5%	48.7%		

% Disagree % Agree



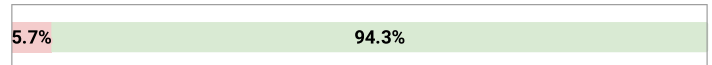
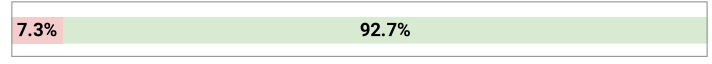
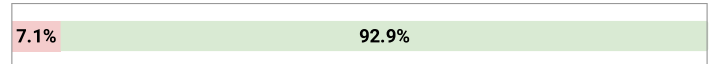
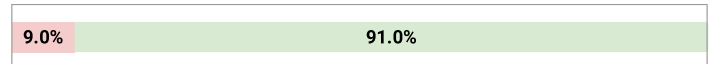
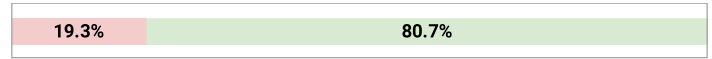
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	4.50	Family	4.95	Staff	5.06
2021 Change	-0.01		0.01		0.04

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Materials teach about different cultural backgrounds	Student	My school uses materials (such as computer resources, books, and handouts) that teach me about different cultural backgrounds.						4.58	0.60
		858	924	1,692	4,006	4,623	5,940		
		4.8%	5.1%	9.4%	22.2%	25.6%	32.9%		
Teaching about accomplishments of different cultures	Family	My child's school uses materials (such as computer resources, books, handouts) that teach students about different cultural backgrounds.						5.09	0.45
		111	87	148	511	1,139	1,843		
		2.9%	2.3%	3.9%	13.3%	29.7%	48.0%		
Teaching about accomplishments of different cultures	Staff	Our school uses/our schools use materials (such as computer resources, books, and handouts) that teach students about different cultural backgrounds.						5.06	0.33
		32	69	145	579	1,246	1,414		
		0.9%	2.0%	4.2%	16.6%	35.8%	40.6%		
Materials teach about different cultural backgrounds	Student	My school teaches students about the accomplishments of people from different cultural backgrounds.						4.67	0.13
		678	720	1,307	4,026	5,201	5,714		
		3.8%	4.1%	7.4%	22.8%	29.5%	32.4%		
Teaching about accomplishments of different cultures	Family	My child's school teaches students about the accomplishments of people from different cultural backgrounds.						5.14	0.18
		97	64	124	536	1,200	1,900		
		2.5%	1.6%	3.2%	13.7%	30.6%	48.5%		
Teaching about accomplishments of different cultures	Staff	Our school teaches/schools teach students about the accomplishments of people from different cultural backgrounds.						5.17	0.17
		27	52	128	515	1,268	1,645		
		0.7%	1.4%	3.5%	14.2%	34.9%	45.3%		

% Disagree % Agree



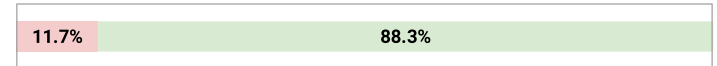
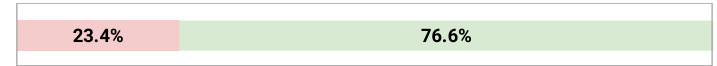
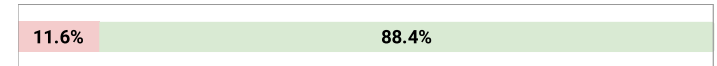
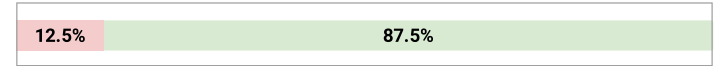
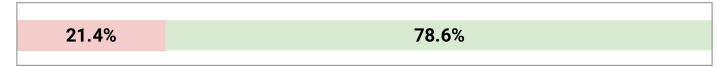
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	4.50	Family	4.95	Staff	5.06
<i>2021 Change</i>	<i>-0.01</i>		<i>0.01</i>		<i>0.04</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Teaching about understanding different backgrounds	Student	<i>My school teaches students to understand how a person's background and experiences affects their thoughts and opinions.</i>						4.41	0.03
		963	953	1,812	4,380	4,864	4,460		
		5.5%	5.5%	10.4%	25.1%	27.9%	25.6%		
	Family	<i>My child's school teaches my child to understand how a person's background and experiences affects their thoughts and opinions.</i>						4.89	0.16
		133	113	193	555	1,117	1,413		
		3.8%	3.2%	5.5%	15.7%	31.7%	40.1%		
	Staff	<i>Our school teaches/schools teach students to understand how a person's background and experiences affects their thoughts and opinions.</i>						4.80	-0.01
		54	89	244	719	1,204	1,024		
		1.6%	2.7%	7.3%	21.6%	36.1%	30.7%		
Encouragement to enroll in specialized programs	Student	<i>The adults at my school encourage me to enroll in specialized programs such as International Baccalaureate, the middle school Gifted Young Scholar Academy, high school specialty centers, Advanced Career Education Centers, and Advanced College Academy.</i>						4.36	-0.01
		1,246	1,038	1,574	3,878	4,219	4,546		
		7.6%	6.3%	9.5%	23.5%	25.6%	27.5%		
	Family	<i>My child is encouraged by school staff to enroll in specialized programs such as International Baccalaureate, the middle school Gifted Young Scholar Academy, high school specialty centers, Advanced Career Education Centers, and Advanced College Academy.</i>						4.46	-0.05
		157	89	126	263	407	549		
		9.9%	5.6%	7.9%	16.5%	25.6%	34.5%		
School processes support diverse groups	Family	<i>My child's school empowers students by creating school and classroom processes to support the needs of diverse student groups.</i>						4.96	0.17
		144	87	169	460	1,058	1,502		
		4.2%	2.5%	4.9%	13.5%	30.9%	43.9%		

% Disagree % Agree



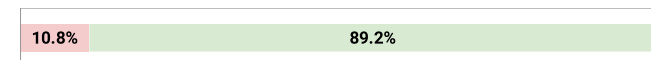
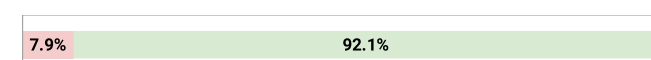
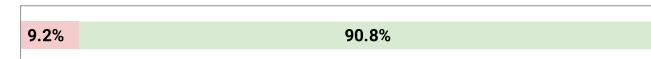
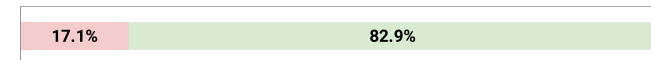
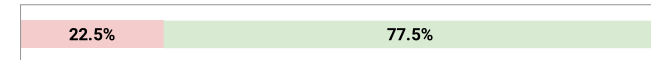
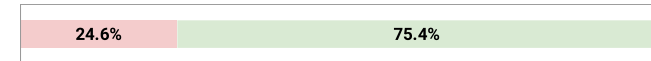
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	4.50	Family	4.95	Staff	5.06
2021 Change	-0.01		0.01		0.04

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Students with disabilities supported to take challenging courses	Family	<i>My child's school provides pathways and supports so students with disabilities can take challenging classes and enroll in specialized programs.</i>						4.35	-0.34
		39 12.0%	18 5.5%	23 7.1%	54 16.6%	92 28.3%	99 30.5%		
Students with disabilities receive postsecondary support	Family	<i>My child's school provides pathways and supports so students with disabilities can achieve postsecondary transition outcomes.</i>						4.45	-0.24
		33 11.6%	11 3.9%	20 7.0%	43 15.1%	85 29.9%	92 32.4%		
School understands needs of students with disabilities	Family	<i>My child's school understands the needs of students with disabilities and is committed to advancing their success.</i>						4.91	0.03
		53 6.3%	28 3.3%	40 4.7%	110 13.0%	208 24.6%	408 48.2%		
Parent is satisfied with special education services	Family	<i>I am satisfied with the special education services my child receives.</i>						4.82	0.07
		58 6.9%	33 3.9%	52 6.2%	103 12.3%	205 24.5%	387 46.2%		
Parent feels valued as a member of IEP/504 team	Family	<i>I feel included as a valued member of my child's IEP/504 team.</i>						5.12	-0.03
		41 4.8%	23 2.7%	38 4.4%	87 10.2%	169 19.7%	498 58.2%		
Parent is satisfied with ESL services	Family	<i>I am satisfied with the English as a Second Language (ESL) services my child receives in school.</i>						5.21	-0.12
		8 4.3%	4 2.2%	5 2.7%	18 9.8%	39 21.2%	110 59.8%		
School understands needs of ESL students	Family	<i>My child's school understands the needs of English Learners and is committed to advancing their success.</i>						5.35	-0.11
		4 2.1%	6 3.2%	5 2.6%	14 7.4%	36 19.0%	124 65.6%		
ESL students supported to take challenging courses	Family	<i>My child's school provides pathways and supports so English learners can take challenging classes and enroll in specialized programs (e.g., Advanced, Honors level courses, gifted courses, AP or IB courses).</i>						4.86	-0.19
		2 5.4%	2 5.4%	0 0.0%	8 21.6%	8 21.6%	17 45.9%		

% Disagree % Agree



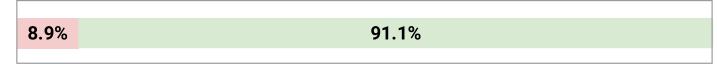
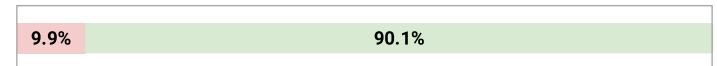
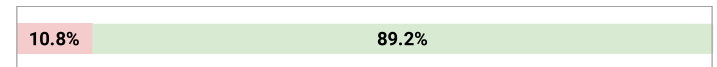
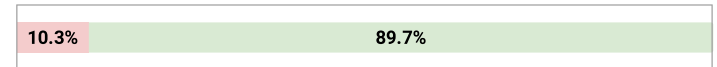
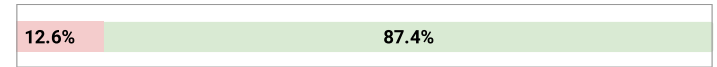
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	4.50	Family	4.95	Staff	5.06
<i>2021 Change</i>	<i>-0.01</i>		<i>0.01</i>		<i>0.04</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Parent feels valued as member of ESL team	Family	I feel included as a valued member of my child's English Learner plan team.						5.12	-0.03
		9 5.1%	6 3.4%	7 4.0%	14 8.0%	36 20.6%	103 58.9%		
Under-represented students supported to take challenging classes	Staff	Our school provides/schools provide pathways and supports so students from underrepresented groups (for example, students with disabilities, English learners, racially diverse students) can take challenging classes and enroll in specialized programs (e.g., Advanced, Honors level courses, gifted courses, AP or IB courses).						4.95	0.01
		53 1.8%	88 3.0%	166 5.6%	462 15.5%	1,074 36.1%	1,129 38.0%		
Materials provided in multiple languages	Staff	Our school/school division provides materials about academic programs in multiple languages for families.						4.90	-0.06
		51 1.7%	101 3.3%	179 5.8%	576 18.7%	1,025 33.3%	1,145 37.2%		
Staff share common understanding of diversity and equity	Staff	School/division staff have a common understanding of diversity and equity.						4.97	-0.04
		59 1.6%	114 3.0%	200 5.3%	519 13.7%	1,522 40.2%	1,372 36.2%		
Research based practices to close achievement gaps	Staff	I feel prepared to implement evidence-based practices to close academic and opportunity gaps.						4.93	0.03
		38 1.2%	86 2.7%	159 5.0%	554 17.4%	1,288 40.5%	1,059 33.3%		

% Disagree % Agree



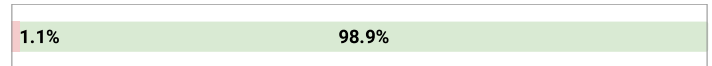
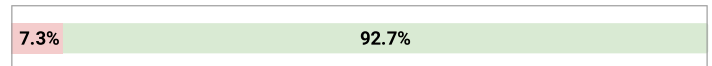
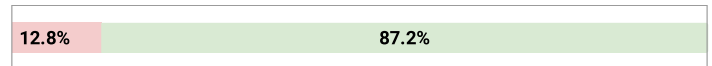
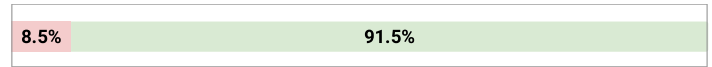
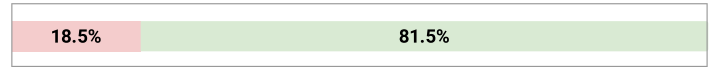
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	4.50	Family	4.95	Staff	5.06
<i>2021 Change</i>	<i>-0.01</i>		<i>0.01</i>		<i>0.04</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Comfortable having difficult conversations with students	Student	<i>The adults at this school are comfortable having difficult conversations about current and historical events that students bring up in class..</i>						4.55	NA
		784 4.5%	836 4.8%	1,615 9.2%	3,959 22.6%	5,457 31.1%	4,873 27.8%		
	Staff	<i>I am comfortable having difficult conversations about current and historical events that my students bring up in class.</i>						5.10	0.12
		56 1.7%	77 2.3%	154 4.6%	380 11.2%	1,230 36.4%	1,482 43.9%		
Comfortable interacting with different cultures	Student	<i>The adults at this school are comfortable interacting with students and families from different cultural backgrounds.</i>						4.83	NA
		508 2.9%	527 3.0%	1,207 6.9%	3,441 19.7%	5,348 30.6%	6,450 36.9%		
	Family	<i>The adults at my child's school are comfortable interacting with students and families from different cultural backgrounds.</i>						5.25	NA
		93 2.7%	45 1.3%	119 3.4%	291 8.3%	1,048 29.9%	1,913 54.5%		
	Staff	<i>I am comfortable interacting with students and families from different cultural backgrounds.</i>						5.62	0.00
		14 0.3%	14 0.3%	17 0.4%	135 3.4%	1,062 26.5%	2,768 69.0%		

% Disagree % Agree





RELATIONSHIPS

Building authentic, trusting connections that encourage collaboration and engagement among students, families, staff and communities.

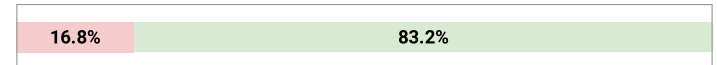
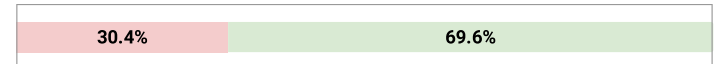
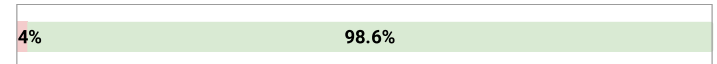
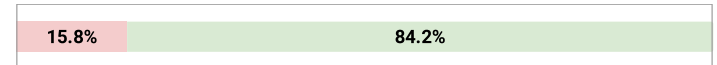
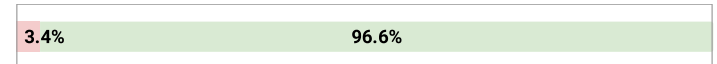
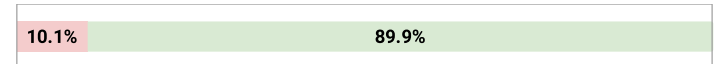
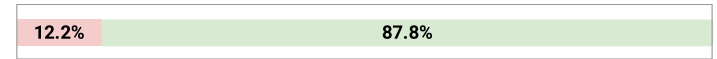
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	4.40	Family	4.92	Staff	4.97
<i>2021 Change</i>	<i>-0.19</i>		<i>-0.08</i>		<i>-0.22</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Parents updated on academic progress	Student	My school keeps my parents/guardians updated on my grades and test scores.						4.96	-0.25
		592 3.3%	565 3.1%	1,037 5.8%	2,897 16.1%	4,695 26.1%	8,228 45.7%		
	Family	I am well-informed about the academic progress of my child.						5.13	-0.03
		127 2.8%	141 3.2%	183 4.1%	447 10.0%	1,257 28.2%	2,307 51.7%		
	Staff	Parents are well-informed about their child's academic progress.						5.33	0.01
		18 0.5%	33 1.0%	61 1.9%	285 8.7%	1,241 37.8%	1,646 50.1%		
Students updated on academic progress	Student	My teachers keep me updated on my academic progress (i.e., grades, test scores, etc.).						4.70	-0.22
		663 3.7%	820 4.5%	1,387 7.7%	3,714 20.5%	5,276 29.1%	6,251 34.5%		
	Staff	I keep my students updated on their academic progress (i.e., grades, test scores, etc.).						5.52	0.57
		7 0.2%	6 0.2%	28 1.0%	165 5.7%	920 31.9%	1,760 61.0%		
Students treat other students with respect	Student	Students at my school treat other students with respect regardless of their background or ability.						4.14	-0.29
		1,722 9.8%	1,445 8.2%	2,190 12.4%	3,719 21.1%	4,347 24.6%	4,225 23.9%		
	Family	Students at my child's school treat other students with respect regardless of their background or ability.						4.81	-0.17
		202 5.5%	123 3.4%	287 7.9%	419 11.5%	1,136 31.2%	1,474 40.5%		
	Staff	Students at this school/in our schools treat other students with respect regardless of their background or ability.						4.46	-0.42
		159 4.2%	239 6.3%	411 10.8%	632 16.6%	1,593 41.9%	769 20.2%		

% Disagree % Agree



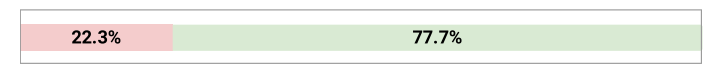
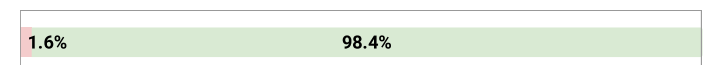
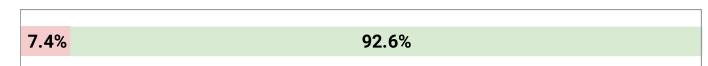
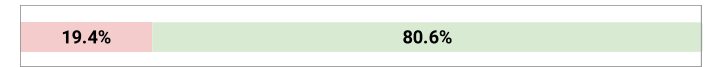
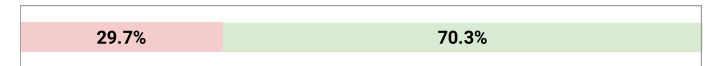
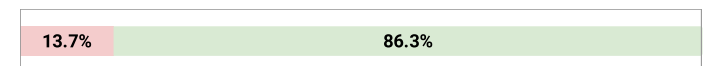
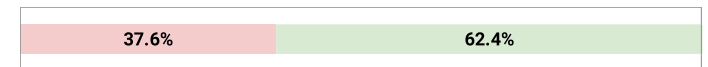
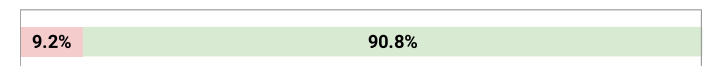
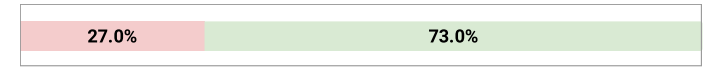
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	4.40	Family	4.92	Staff	4.97
2021 Change	-0.19		-0.08		-0.22

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Student fits in with other students at school	Student	I feel like I fit in with other students at this school.						4.21	-0.12
		1,680 9.5%	1,229 6.9%	1,872 10.6%	3,971 22.4%	4,818 27.2%	4,145 23.4%		
	Family	My child fits in with other students at this school.						5.07	-0.04
		104 2.4%	99 2.3%	198 4.6%	494 11.4%	1,537 35.4%	1,909 44.0%		
Students respect adults at school	Student	Students at my school respect the adults working here.						3.83	-0.60
		1,824 10.3%	1,979 11.1%	2,879 16.2%	4,257 23.9%	4,349 24.5%	2,495 14.0%		
	Family	Students at my child's school respect the adults working there.						4.90	-0.24
	152 4.0%	140 3.7%	223 5.9%	381 10.1%	1,368 36.4%	1,492 39.7%			
	Staff	Students at this school/in our division respect the adults working here.						4.14	-0.71
		254 6.5%	381 9.8%	518 13.3%	665 17.1%	1,539 39.6%	531 13.7%		
Adults care about students	Student	There is at least one adult at this school that cares about me and knows me well.						4.63	0.06
		1,319 7.5%	896 5.1%	1,203 6.8%	3,250 18.4%	3,909 22.2%	7,059 40.0%		
	Family	There are adults at my child's school that care about my child and know him/her well.						5.23	0.09
	82 1.9%	96 2.3%	136 3.2%	508 12.0%	1,059 25.0%	2,357 55.6%			
	Staff	School staff care about the students at this school/ Staff in our division care about our students.						5.52	-0.11
		18 0.5%	14 0.4%	32 0.8%	183 4.6%	1,294 32.7%	2,414 61.0%		
Adults involve students in decision-making	Student	Adults at my school listen to student ideas and opinions when making a decision.						4.37	-0.19
		1,079 6.1%	1,049 5.9%	1,818 10.3%	4,406 24.9%	5,011 28.3%	4,331 24.5%		

% Disagree % Agree



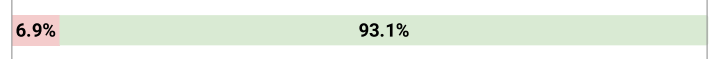
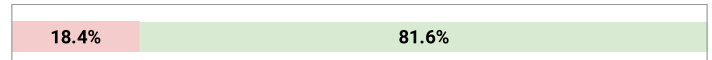
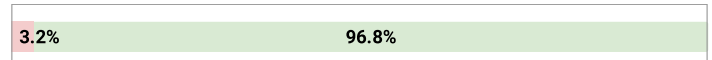
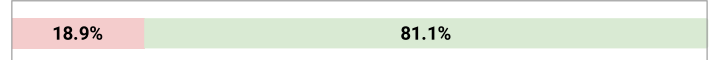
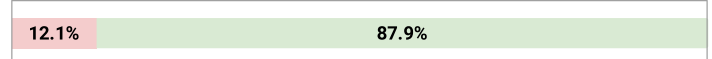
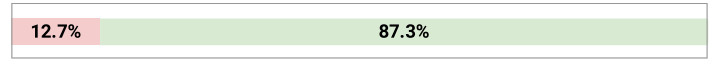
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	4.40	Family	4.92	Staff	4.97
<i>2021 Change</i>	<i>-0.19</i>		<i>-0.08</i>		<i>-0.22</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Parent communication is regular, two-way, and meaningful	Family	Communication with my child's school is timely, two-way, and meaningful.						4.98	0.06
		193 4.4%	147 3.4%	214 4.9%	530 12.1%	1,213 27.7%	2,079 47.5%		
Parents are welcome at school	Staff	At this school/in our division, communication with parents is timely, two-way, and meaningful.						4.87	-0.08
		63 1.7%	127 3.5%	254 6.9%	586 16.0%	1,388 37.9%	1,249 34.1%		
School seeks parent support	Family	I feel welcome in my child's school.						5.07	NA
		180 4.3%	131 3.1%	195 4.6%	425 10.1%	1,055 25.1%	2,214 52.7%		
Parent feels like partner	Staff	Parents feel welcome at this school.						5.24	NA
		23 0.7%	47 1.5%	69 2.2%	331 10.6%	1,196 38.4%	1,445 46.4%		
Parent communication is regular, two-way, and meaningful	Family	Adults in my child's school seek my support and assistance when working with my child.						4.71	0.03
		241 6.0%	234 5.8%	290 7.2%	587 14.5%	1,041 25.7%	1,651 40.8%		
Parent feels like partner	Staff	Our school seeks/schools seek the support and assistance of parents when working with their child.						5.32	-0.05
		15 0.4%	27 0.8%	69 2.0%	350 10.1%	1,286 37.0%	1,733 49.8%		
Parent feels like partner	Family	I feel like I am a partner in the decisions that affect my child.						4.74	-0.07
		271 6.4%	212 5.0%	301 7.1%	593 13.9%	1,103 25.8%	1,787 41.9%		
Parent feels like partner	Staff	At our school/in our schools, parents are partners in the decisions that affect their child.						5.12	0.07
		30 0.9%	70 2.1%	134 4.0%	435 12.8%	1,289 38.1%	1,429 42.2%		

% Disagree % Agree



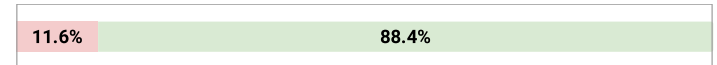
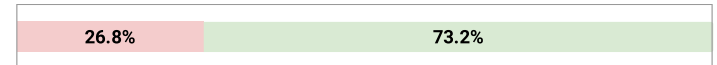
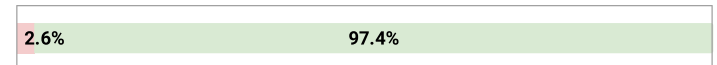
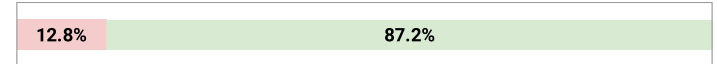
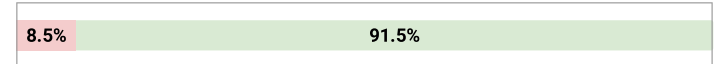
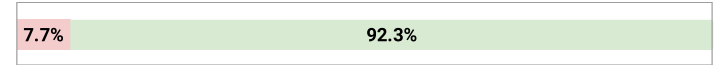
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	4.40	Family	4.92	Staff	4.97
<i>2021 Change</i>	<i>-0.19</i>		<i>-0.08</i>		<i>-0.22</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Parent feels like active participant	Family	I am an active participant in planning my child's academic career.						5.24	-0.07
		86 2.1%	97 2.3%	138 3.3%	413 9.9%	1,099 26.4%	2,333 56.0%		
Staff treat students with respect	Family	At my child's school, staff treat all students with respect.						5.22	-0.09
		104 2.9%	62 1.7%	137 3.9%	269 7.6%	1,054 29.7%	1,927 54.2%		
Parents receive information about academic programs	Family	I have received information about Henrico's academic programs (including advanced, accelerated, gifted, and special education learning opportunities, remedial programs).						5.01	-0.01
		221 5.4%	123 3.0%	178 4.4%	443 10.9%	994 24.4%	2,109 51.8%		
	Staff	Parents at this school/in our division receive information about Henrico's academic programs (including advanced, accelerated, gifted, and special education learning opportunities and remedial programs).						5.44	-0.02
		13 0.4%	23 0.7%	46 1.4%	269 8.4%	975 30.4%	1,876 58.6%		
Awareness of Henrico strategic plan	Family	I am aware of the strategic plan for Henrico County Public Schools and how the division is working to meet their goals.						4.31	-0.07
		384 9.7%	312 7.9%	362 9.2%	725 18.4%	987 25.0%	1,179 29.9%		
	Staff	I am aware of the strategic plan for Henrico County Public Schools and how the division is working to meet their goals.						4.82	-0.06
		95 2.6%	134 3.7%	196 5.4%	707 19.3%	1,314 36.0%	1,208 33.1%		

% Disagree % Agree



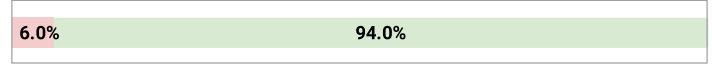
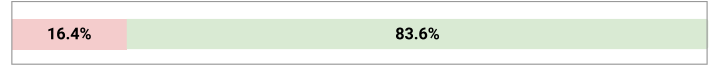
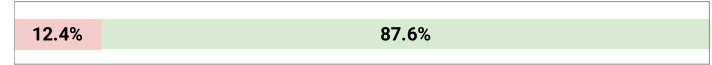
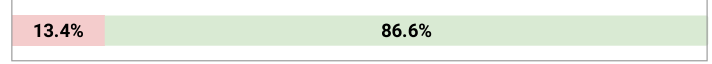
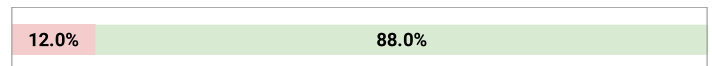
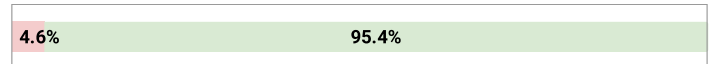
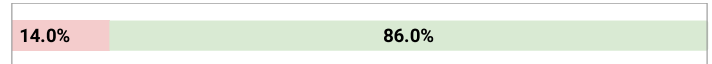
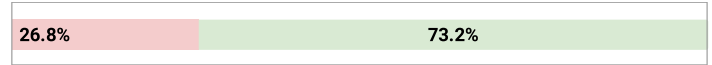
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	4.40	Family	4.92	Staff	4.97
<i>2021 Change</i>	<i>-0.19</i>		<i>-0.08</i>		<i>-0.22</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
HCPS policies are easy to access and understand.	Family	HCPS policies are easy to access and understand.						4.31	NA
		384 9.7%	312 7.9%	362 9.2%	725 18.4%	987 25.0%	1,179 29.9%		
HCPS policies are easy to access and understand.	Staff	HCPS policies are easy to access and understand.						4.72	NA
		99 2.6%	158 4.1%	280 7.3%	780 20.3%	1,416 36.8%	1,114 29.0%		
Students comfortable talking to staff about problem	Staff	Students feel comfortable talking to the staff in this school if they have a problem.						5.11	-0.07
		22 0.6%	52 1.5%	87 2.5%	440 12.6%	1,643 47.1%	1,246 35.7%		
Respected by principal/administrator/supervisor	Staff	I feel respected by my principal and other administrators at this school/ I feel respected by my supervisor.						5.09	-0.23
		145 3.7%	141 3.6%	187 4.7%	369 9.4%	991 25.2%	2,107 53.5%		
Trust principal/supervisor	Staff	I trust my principal/supervisor.						5.06	-0.26
		168 4.3%	152 3.9%	202 5.2%	361 9.3%	876 22.5%	2,143 54.9%		
Principal/supervisor takes personal interest in staff development	Staff	My principal/supervisor takes a personal interest in the professional development of staff.						5.05	-0.29
		154 4.1%	133 3.5%	186 4.9%	429 11.3%	878 23.1%	2,021 53.2%		
Principal/supervisor is effective manager	Staff	My principal/supervisor is an effective manager who makes the school run smoothly.						4.87	-0.35
		215 5.5%	185 4.7%	240 6.2%	392 10.1%	1,068 27.4%	1,795 46.1%		
Respected by other staff	Staff	I feel respected by other staff in this school/ in my department.						5.24	-0.14
		46 1.2%	64 1.6%	126 3.2%	317 8.0%	1,507 38.2%	1,881 47.7%		

% Disagree % Agree



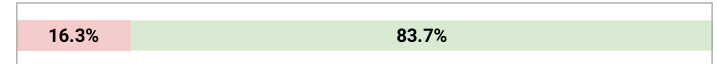
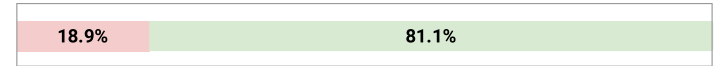
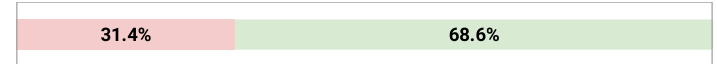
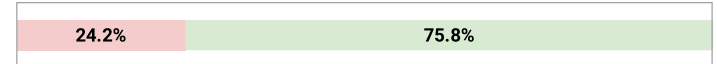
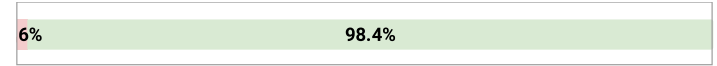
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	4.40	Family	4.92	Staff	4.97
<i>2021 Change</i>	<i>-0.19</i>		<i>-0.08</i>		<i>-0.22</i>

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change
Get along with other staff	Staff	I get along well with other staff members in this school/ in my department.						5.49	-0.10
		13 0.3%	18 0.5%	31 0.8%	191 4.8%	1,413 35.8%	2,282 57.8%		
Staff involvement in decision-making	Staff	School administrators/my supervisors involve staff in decision-making.						4.44	-0.38
		268 7.1%	317 8.4%	326 8.6%	640 17.0%	1,002 26.6%	1,217 32.3%		
Satisfaction with recognition for doing good job	Staff	Despite the challenges of the pandemic, I feel satisfied with the recognition I get for doing a good job.						4.16	-0.63
		390 10.0%	401 10.3%	429 11.0%	642 16.5%	1,019 26.2%	1,007 25.9%		
Plan to be at school/ department in two years	Staff	I plan to be with this school/my department two years from now.						4.73	-0.44
		329 9.7%	151 4.5%	160 4.7%	364 10.8%	843 24.9%	1,534 45.4%		
Recommend school/division to friend seeking employment	Staff	I would recommend this school/Henrico County Public Schools to a friend seeking employment.						4.80	-0.43
		227 6.0%	178 4.7%	212 5.6%	545 14.4%	947 25.0%	1,672 44.2%		

% Disagree % Agree



HIGHEST AND LOWEST STUDENT RESPONSES

HIGHEST AVERAGE RESPONSE - STUDENT ITEMS

	Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change	% Disagree	% Agree
1	Safety and Wellness <i>I know what to do if there is an emergency or a dangerous situation (such as a violent person on the property) during the school day.</i>						5.12	NA	8.6%	91.5%
2	Safety and Wellness <i>I know what will happen if I break a school rule.</i>						5.06	-0.12	10.1%	89.9%
3	Relationships <i>My school keeps my parents/guardians updated on my grades and test scores.</i>						4.96	-0.25	12.2%	87.9%
4	Safety and Wellness <i>At this school, there is a teacher, school counselor, or some other adult I can go to if I need help.</i>						4.92	-0.19	14.0%	86.1%
5	Academic Growth <i>Adults at this school have high expectations for student learning.</i>						4.89	-0.08	10.2%	89.9%
6	Academic Growth <i>My school offers career-focused classes (like technology education, business, marketing, family and consumer sciences) to help prepare me for a career in the future.</i>						4.87	-0.01	12.3%	87.8%
7	Equity and Opportunity <i>The adults at this school are comfortable interacting with students and families from different cultural backgrounds.</i>						4.83	NA	12.8%	87.2%
8	Relationships <i>My teachers keep me updated on my academic progress (i.e., grades, test scores, etc.).</i>						4.70	-0.22	15.9%	84.1%
9	Equity and Opportunity <i>My school teaches students about the accomplishments of people from different cultural backgrounds.</i>						4.67	0.13	15.3%	84.7%
10	Relationships <i>There is at least one adult at this school that cares about me and knows me well.</i>						4.63	0.06	19.4%	80.6%

LOWEST AVERAGE RESPONSE - STUDENT ITEMS

	Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change	% Disagree	% Agree
1	Verbal bullying is <u>not</u> a problem at this school.						3.01	NA	65.2%	34.9%
2	Social bullying is <u>not</u> a problem at this school.						3.22	NA	59.8%	40.1%
3	Students try to stop bullying when they see it happening.						3.37	NA	50.6%	49.3%
4	Physical bullying is <u>not</u> a problem at this school.						3.60	NA	48.5%	51.5%
5	At this school, students talk about the importance of understanding their own feelings and the feelings of others.						3.62	-0.37	42.6%	57.5%
	Cyberbullying is <u>not</u> a problem at this school.						3.62	NA	48.8%	51.2%
6	What I learn in school helps me feel more a part of my community.						3.67	-0.07	40.7%	59.3%
7	What I learn in school is related to real life.						3.71	-0.05	41.1%	59.0%
8	Students at my school respect the adults working here.						3.83	-0.60	37.6%	62.4%
9	I am aware of opportunities provided through my school for job shadowing, externships/internships, and mentoring.						4.00	NA	31.8%	68.3%
10	I have taken advantage of opportunities provided through my school for job shadowing, externships/internships, and mentoring.						4.03	NA	29.5%	70.5%

HIGHEST AND LOWEST FAMILY RESPONSES

HIGHEST AVERAGE RESPONSE - FAMILY ITEMS

	Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change	% Disagree	% Agree
1	My child's school encourages students to attend school every day.						5.53	-0.01	4.5%	95.5%
	86 1.8%	64 1.3%	70 1.4%	215 4.4%	955 19.5%	3,505 71.6%				
2	I receive materials about academic programs in a language I understand.						5.50	-0.09	6.3%	93.9%
	131 2.8%	74 1.6%	87 1.9%	242 5.2%	642 13.7%	3,522 75.0%				
3	My child's school understands the needs of English Learners and is committed to advancing their success.						5.35	-0.11	7.9%	92.0%
	4 2.1%	6 3.2%	5 2.6%	14 7.4%	36 19.0%	124 65.6%				
4	At my child's school, there is a teacher, school counselor, or some other adult my child can go to if they need help.						5.35	0.21	6.7%	93.3%
	142 2.6%	116 2.2%	101 1.9%	386 7.2%	1,257 23.4%	3,368 62.7%				
5	The adults at my child's school are comfortable interacting with students and families from different cultural backgrounds.						5.25	NA	7.4%	92.7%
	93 2.7%	45 1.3%	119 3.4%	291 8.3%	1,048 29.9%	1,913 54.5%				
6	My child's school has taught my child what he/she should do if there is an emergency or a dangerous situation (such as a violent person on the property) during the school day.						5.24	NA	6.2%	93.7%
	103 2.2%	112 2.3%	82 1.7%	378 7.9%	1,655 34.6%	2,448 51.2%				
7	I am an active participant in planning my child's academic career.						5.29	0.11	7.7%	92.3%
	86 2.1%	97 2.3%	138 3.3%	413 9.9%	1,099 26.4%	2,333 56.0%				
8	There are adults at my child's school that care about my child and know him/her well.						5.23	0.09	7.4%	92.6%
	82 1.9%	96 2.3%	136 3.2%	508 12.0%	1,059 25.0%	2,357 55.6%				
9	At my child's school, staff treat all students with respect.						5.22	-0.09	8.5%	91.5%
	104 2.9%	62 1.7%	137 3.9%	269 7.6%	1,054 29.7%	1,927 54.2%				
10	I believe my child's teachers are effective and qualified to teach.						5.22	-0.07	8.7%	91.3%
	90 1.8%	107 2.2%	231 4.7%	396 8.1%	1,452 29.6%	2,633 53.6%				
11	I am satisfied with the English as a Second Language (ESL) services my child receives in school.						5.21	-0.12	9.2%	90.8%
	8 4.3%	4 2.2%	5 2.7%	18 9.8%	39 21.2%	110 59.8%				
12	My child is treated fairly by the adults at the school.						5.19	-0.04	8.8%	91.2%
	142 2.7%	124 2.4%	196 3.7%	363 6.9%	1,732 33.0%	2,692 51.3%				

LOWEST AVERAGE RESPONSE - FAMILY ITEMS

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change	% Disagree	% Agree
1	Safety and Wellness	Verbal bullying is <u>not</u> a problem at this school.						3.90	NA	42.8%	57.1%
2	Safety and Wellness	Social bullying is <u>not</u> a problem at this school.						4.02	NA	40.0%	60.1%
3	Academic Growth	I am informed by my child's school about pathways and prerequisites for college and career readiness starting as early as elementary school.						4.05	0.00	35.7%	64.4%
4	Safety and Wellness	Physical bullying is <u>not</u> a problem at this school.						4.26	NA	33.9%	66.0%
5	Relationships	I am aware of the strategic plan for Henrico County Public Schools and how the division is working to meet their goals.						4.31	-0.07	26.8%	73.3%
5	Relationships	HCPS policies are easy to access and understand.						4.31	NA	26.8%	73.3%
6	Equity and Opportunity	My child's school provides pathways and supports so students with disabilities can take challenging classes and enroll in specialized programs.						4.35	-0.34	24.6%	75.4%
7	Equity and Opportunity	My child is encouraged by school staff to enroll in specialized programs such as International Baccalaureate, the middle school Gifted Young Scholar Academy, high school specialty centers, Advanced Career Education Centers, and Advanced College Academy.						4.46	-0.05	23.4%	76.6%
8	Safety and Wellness	Cyberbullying is <u>not</u> a problem at this school.						4.49	NA	28.9%	71.0%
8	Academic Growth	My child's school provides learning experiences that help students feel more a part of the community.						4.61	0.04	17.8%	82.3%
10	Safety and Wellness	My child's school places a priority on addressing students' mental health needs.						4.67	0.18	17.8%	82.2%

HIGHEST AND LOWEST STAFF RESPONSES

HIGHEST AVERAGE RESPONSE - STAFF ITEMS

	Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change	% Disagree	% Agree
1 Equity and Opportunity	<i>I am comfortable interacting with students and families from different cultural backgrounds.</i>						5.62	0.00	1.0%	98.9%
	14 0.3%	14 0.3%	17 0.4%	135 3.4%	1,062 26.5%	2,768 69.0%				
2 Safety and Wellness	<i>I know what to do if there is an emergency or a dangerous situation (such as a violent person on the property) during the school/work day.</i>						5.54	NA	3.6%	96.4%
	59 1.4%	37 0.9%	57 1.3%	140 3.3%	1,053 24.8%	2,902 68.3%				
3 Relationships	<i>School staff care about the students at this school/ Staff in our division care about our students.</i>						5.52	-0.11	1.7%	98.3%
	18 0.5%	14 0.4%	32 0.8%	183 4.6%	1,294 32.7%	2,414 61.0%				
Relationships	<i>I keep my students updated on their academic progress (i.e., grades, test scores, etc.).</i>						5.52	0.14	1.4%	98.6%
	7 0.2%	6 0.2%	28 1.0%	165 5.7%	920 31.9%	1,760 61.0%				
4 Relationships	<i>I get along well with other staff members in this school/ in my department.</i>						5.49	-0.10	1.6%	98.4%
	13 0.3%	18 0.5%	31 0.8%	191 4.8%	1,413 35.8%	2,282 57.8%				
5 Relationships	<i>Parents at this school/in our division receive information about Henrico's academic programs (including advanced, accelerated, gifted, and special education learning opportunities and remedial programs).</i>						5.44	-0.02	2.5%	97.4%
	13 0.4%	23 0.7%	46 1.4%	269 8.4%	975 30.4%	1,876 58.6%				
6 Academic Growth	<i>This year, I have worked/our schools have worked to develop students' communication skills.</i>						5.42	0.27	2.7%	97.3%
	21 0.6%	26 0.7%	50 1.4%	290 7.9%	1,201 32.7%	2,081 56.7%				
7 Academic Growth	<i>This year, I have worked/our schools have worked to develop the quality of my/our students' character.</i>						5.40	0.18	2.9%	97.2%
	21 0.6%	25 0.7%	59 1.6%	311 8.5%	1,194 32.5%	2,062 56.2%				
8 Academic Growth	<i>Our school/school division encourages students to attend school every day.</i>						5.36	-0.01	5.3%	94.7%
	44 1.1%	61 1.5%	108 2.7%	340 8.5%	1,080 26.9%	2,377 59.3%				
9 Relationships	<i>Parents are well-informed about their child's academic progress.</i>						5.33	0.01	3.4%	96.6%
	18 0.5%	33 1.0%	61 1.9%	285 8.7%	1,241 37.8%	1,646 50.1%				
10 Relationships	<i>Our school seeks/schools seek the support and assistance of parents when working with their child.</i>						5.32	-0.05	3.2%	96.9%
	15 0.4%	27 0.8%	69 2.0%	350 10.1%	1,286 37.0%	1,733 49.8%				

LOWEST AVERAGE RESPONSE - STAFF ITEMS

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2021 Change	% Disagree	% Agree
1	Safety and Wellness	Verbal bullying is <u>not</u> a problem at this school.						3.71	NA	47.8%	52.1%
2	Safety and Wellness	Social bullying is <u>not</u> a problem at this school.						3.79	NA	45.3%	54.7%
3	Safety and Wellness	Cyberbullying is <u>not</u> a problem at this school.						3.95	NA	42.3%	57.8%
4	Safety and Wellness	Students try to stop bullying when they see it happening.						4.03	NA	28.8%	71.2%
5	Relationships	Students at this school/in our division respect the adults working here.						4.14	-0.71	29.6%	70.4%
6	Relationships	Despite the challenges of the pandemic, I feel satisfied with the recognition I get for doing a good job.						4.16	-0.63	31.3%	68.6%
	Safety and Wellness	The rules for behavior are applied equally and consistently to all students.						4.16	-0.49	31.8%	68.2%
7	Academic Growth	The professional development I receive is relevant to the work I do every day.						4.24	-0.39	26.1%	73.8%
8	Safety and Wellness	At this school, we receive the support we need to implement the student behavior program.						4.33	-0.42	24.5%	75.6%
9	Safety and Wellness	Physical bullying is <u>not</u> a problem at this school.						4.38	NA	29.0%	71.0%
10	Safety and Wellness	At this school, we regularly discuss student conduct data, including any trends or gaps between demographic groups.						4.43	-0.11	24.0%	76.1%