



2022-2023

**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 2023 to division students (grades 3-12), 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 4,772 staff responses (68.2% response rate), 6,324 family responses (15.7% response rate), and 29,089 student responses (76.4% 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 2022-2023 school year and what the opportunities are for growth in the following year. Results are compared with the survey data last collected in Spring 2022. 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.

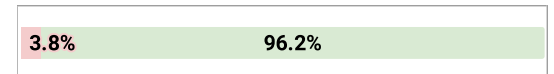
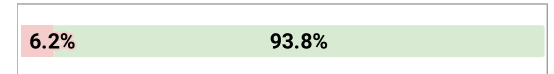
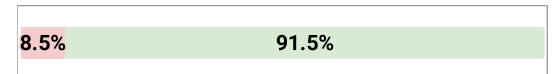
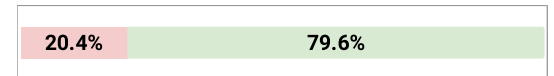
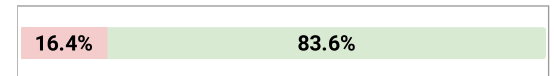
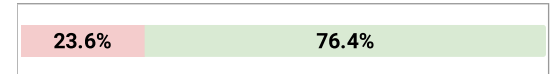
SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	Family	Staff
4.05	4.61	4.44
2022 Change	-0.05	-0.13

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Building safety and condition	Student	I believe this school building is safe and in good condition.						4.35	-0.14
		1,212 5.5%	1,479 6.7%	2,541 11.4%	4,550 20.5%	8,031 36.2%	4,387 19.8%		
	Family	My child's school building is safe and in good condition.						4.76	-0.31
	228 3.7%	356 5.8%	424 6.9%	663 10.8%	2,452 40.0%	2,010 32.8%			
	Staff	My school building/work environment is safe and in good condition.						4.60	-0.18
		145 3.1%	360 7.7%	443 9.5%	610 13.1%	1,804 38.7%	1,294 27.8%		
Know what to do in an emergency	Student	I know what to do if there is an emergency or a dangerous situation during the school day.						5.09	-0.03
		568 2.6%	518 2.3%	806 3.6%	2,820 12.7%	7,300 32.8%	10,232 46.0%		
	Family	My child's school has taught my child what he/she should do if there is an emergency or a dangerous situation during the school day.						5.21	-0.03
	116 2.0%	123 2.1%	128 2.2%	490 8.2%	2,244 37.8%	2,840 47.8%			
	Staff	I know what to do if there is an emergency or a dangerous situation during the school/work day.						5.43	-0.11
		58 1.2%	56 1.2%	65 1.4%	229 4.9%	1,502 32.1%	2,773 59.2%		

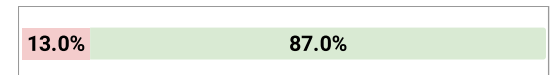
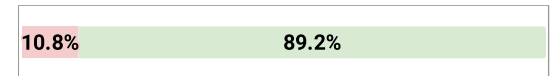
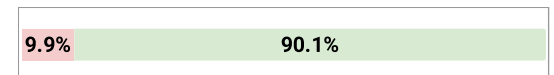
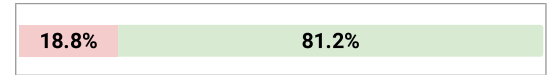
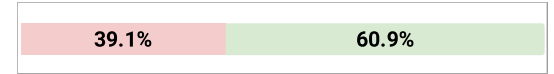
SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	Family	Staff
4.05	4.61	4.44
2022 Change	-0.05	-0.13

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Students talk about understanding feelings	Student (Including 3rd and 4th grade)	At this school, students talk about their feelings.						3.72	0.10
		2,716 10.0%	3,535 13.1%	4,335 16.0%	7,677 28.4%	5,645 20.9%	3,159 11.7%		
Students can go to adult for help	Student (Including 3rd and 4th grade)	I have a teacher or other adult at school who I can count on to help me, no matter what.						4.65	-0.27
	1,797 6.4%	1,436 5.2%	2,010 7.2%	5,073 18.2%	6,675 23.9%	10,883 39.0%			
Students can go to adult for help	Family	At my child's school, there is a teacher or other adult who my child can count on to help them, no matter what.						5.07	-0.27
	184 3.1%	205 3.4%	200 3.4%	734 12.3%	1,711 28.7%	2,927 49.1%			
Knowing consequences of breaking rules	Student (Including 3rd and 4th grade)	I know what will happen if I break a school rule.						5.02	-0.04
	883 3.1%	782 2.8%	1,371 4.9%	3,837 13.6%	8,183 29.1%	13,112 46.5%			
	Family	My child's school teaches students about the consequences for breaking school rules.						4.93	-0.24
257 4.4%	230 3.9%	275 4.7%	608 10.4%	1,998 34.2%	2,475 42.4%				
Knowing consequences of breaking rules	Staff	My school teaches/our schools teach students about the consequences for breaking school rules.						4.33	-0.17
	232 5.3%	409 9.4%	450 10.3%	859 19.7%	1,413 32.4%	1,002 23.0%			

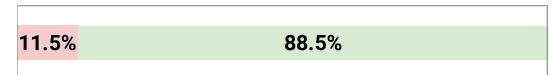
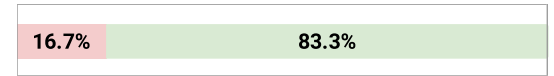
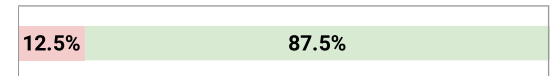
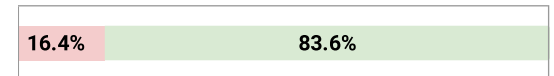
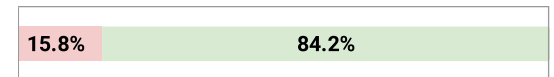
SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	Family	Staff
4.05	4.61	4.44
2022 Change	-0.05	-0.13

2022 Change

% Disagree	% Agree
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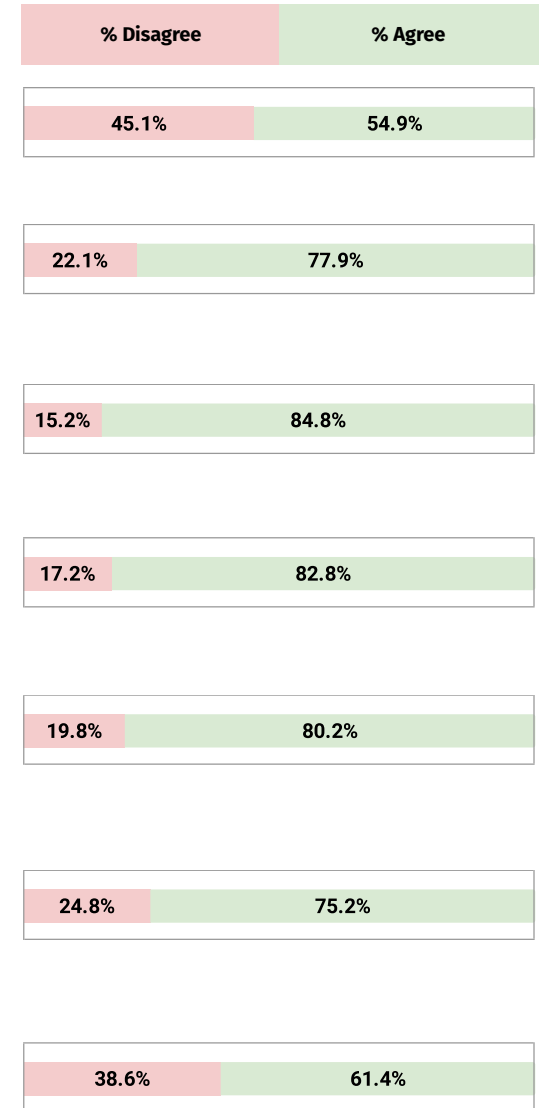
		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Students feel safe around other students	Student (including 3rd and 4th grade)	I feel safe being with the other students at this school.						4.33	-0.01
		1569	1802	3,150	6,170	8,634	5,982		
		5.7%	6.6%	11.5%	22.6%	31.6%	21.9%		
Students feel safe around other students	Family	My child feels safe being with other students at school.						4.77	-0.03
		237	306	433	773	2,302	2,109		
		3.8%	5.0%	7.0%	12.5%	37.4%	34.2%		
Students feel safe around other students	Staff	Students feel safe being with the other students at this school.						4.66	-0.13
		70	185	403	622	1,842	901		
		1.7%	4.6%	10.0%	15.5%	45.8%	22.4%		
School and grounds are welcoming	Family	My child's school building and grounds are welcoming and inviting.						4.95	-0.14
		197	230	345	755	2,062	2,591		
School supports social and emotional development	Student (including 3rd and 4th grade)	My school teaches me how to manage my emotions and how to understand my own feelings and the feelings of others.						3.90	NA
		3404	2978	3,789	6,096	5,617	5,772		
		12.3%	10.8%	13.7%	22.0%	20.3%	20.9%		
School supports social and emotional development	Family	My child's school helps students develop socially and emotionally.						4.67	-0.19
		270	314	405	987	2,064	1,874		
		4.6%	5.3%	6.8%	16.7%	34.9%	31.7%		
School supports social and emotional development	Staff	My school helps/our schools help students develop socially and emotionally.						4.78	-0.16
		57	181	276	908	1,827	1,232		
		1.3%	4.0%	6.2%	20.3%	40.8%	27.5%		

SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	Family	Staff
4.05	4.61	4.44
2022 Change -0.05	-0.24	-0.13

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Priority on mental health	Student	My school prioritizes my mental health.						3.52	NA
		3535	2670	3,263	4,997	3,820	2,700		
		16.8%	12.7%	15.5%	23.8%	18.2%	12.9%		
Family	My child's school places a priority on addressing students' mental health needs.						4.46	-0.21	
		346	360	477	995	1,660	1,523		
		6.5%	6.7%	8.9%	18.6%	31.0%	28.4%		
Staff	Our schools place a priority on addressing students' mental health needs.						4.65	-0.13	
		89	211	368	944	1,650	1,134		
		2.0%	4.8%	8.4%	21.5%	37.5%	25.8%		
Mental health and behavioral support	Staff	I feel prepared to support students if they have mental health or behavior support needs.						4.54	-0.14
			106	232	358	901	1,579	875	
		2.6%	5.7%	8.8%	22.2%	39.0%	21.6%		
Discussion of student conduct data	Staff	At this school, we regularly discuss student conduct data, including any trends or gaps between demographic groups.						4.53	0.10
			151	277	314	744	1,215	1,041	
		4.0%	7.4%	8.4%	19.9%	32.5%	27.8%		
Support for implementing student behavior program	Staff	At this school, we receive the support we need to implement the student behavior program (restorative practices, PBIS, etc.)						4.30	-0.04
			206	320	422	835	1,258	781	
		5.4%	8.4%	11.0%	21.8%	32.9%	20.4%		
Rules for behavior are consistent	Staff	The rules for behavior are applied equally and consistently to all students.						3.91	-0.26
			469	485	635	656	1,101	768	
		11.4%	11.8%	15.4%	15.9%	26.8%	18.7%		

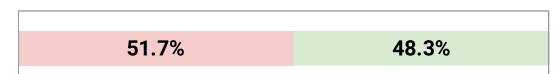
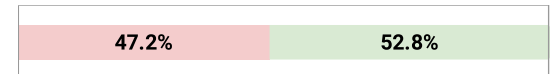
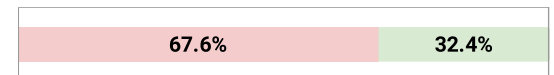
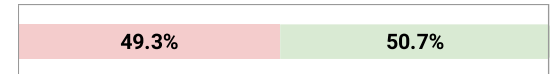
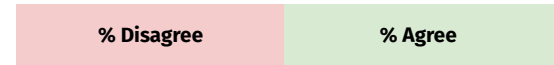


SAFETY AND WELLNESS

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2022 Change



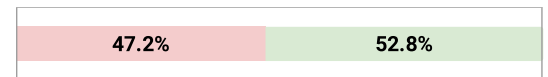
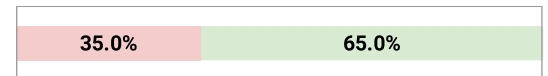
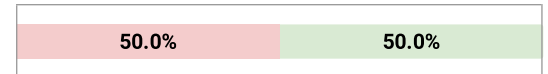
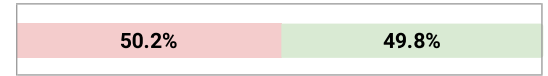
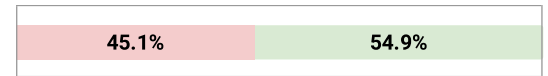
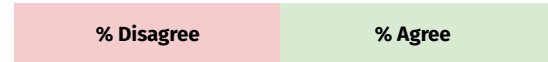
	Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Physical Bullying involves repeatedly and on purpose hurting a person's body or damaging their things. Physical bullying is <u>not</u> a problem at this school.								
Physical bullying is not a problem	Student (including 3rd and 4th grade)	Physical bullying is <u>not</u> a problem at this school.					3.56	-0.04
		4,706	3,333	5,094	3,500	5,703	4,276	
		17.7%	12.5%	19.1%	13.2%	21.4%	16.1%	
	Family	Physical bullying is <u>not</u> a problem at this school.					4.13	-0.13
		501	426	820	490	1,509	1,145	
		10.2%	8.7%	16.8%	10.0%	30.9%	23.4%	
	Staff	Physical bullying is <u>not</u> a problem at this school.					4.26	-0.13
		200	302	700	531	1,238	818	
		5.3%	8.0%	18.5%	14.0%	32.7%	21.6%	
Verbal bullying is repeatedly and on purpose saying or writing hurtful things about someone. This can include repeated, name-calling, taunting, threats, hurtful teasing or jokes, or rumors. Verbal bullying is <u>not</u> a problem at this school.								
Verbal bullying is not a problem	Student (including 3rd and 4th grade)	Verbal bullying is <u>not</u> a problem at this school.					2.92	-0.08
		6,413	5,606	6,144	3,240	3,228	2,224	
		23.9%	20.9%	22.9%	12.1%	12.0%	8.3%	
	Family	Verbal bullying is <u>not</u> a problem at this school.					3.69	-0.21
		740	615	1,011	518	1,330	798	
		14.8%	12.3%	20.2%	10.3%	26.5%	15.9%	
	Staff	Verbal bullying is <u>not</u> a problem at this school.					3.57	-0.14
		425	598	964	480	987	391	
		11.1%	15.6%	25.1%	12.5%	25.7%	10.2%	

SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	Family	Staff
4.05	4.61	4.44
2022 Change	-0.05	-0.13

2022 Change



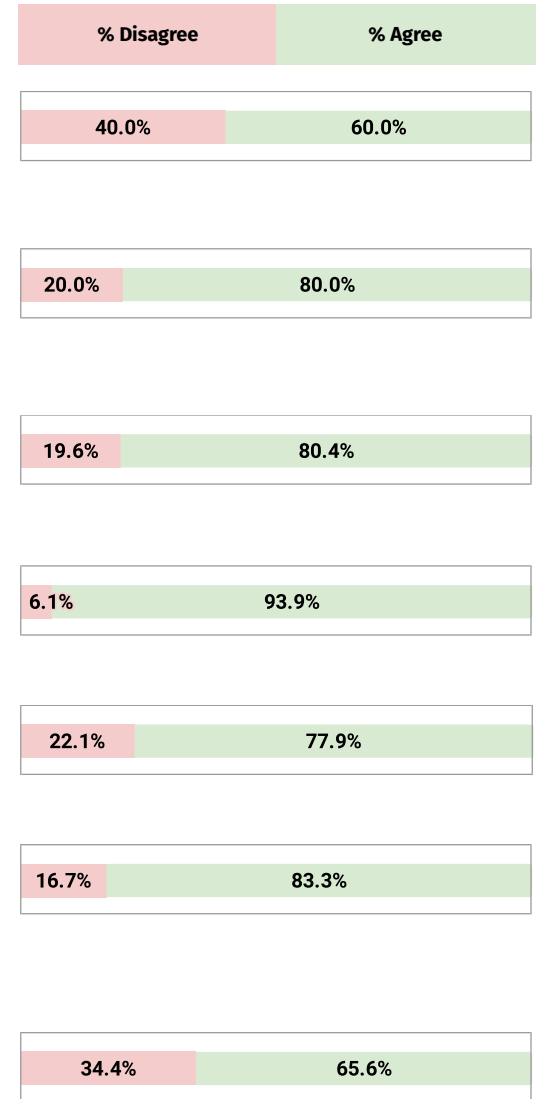
	Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Social bullying is repeatedly and on purpose hurting someone's relationships or reputation and can include leaving someone out on purpose, getting others to ignore or leave someone out, spreading rumors about someone, or embarrassing someone in public. Social bullying is <u>not</u> a problem at this school.								
Social bullying is not a problem	Student (Including 3rd and 4th grade)	Social bullying is <u>not</u> a problem at this school.					3.11	-0.11
		5,433 20.7%	4,966 18.9%	6,245 23.8%	3,423 13.0%	3,386 12.9%	2,799 10.7%	
	Family	Social bullying is <u>not</u> a problem at this school.					3.78	-0.24
	665 14.1%	552 11.7%	905 19.3%	486 10.3%	1,218 25.9%	875 18.6%		
Staff	Social bullying is <u>not</u> a problem at this school.					3.63	-0.16	
	340 9.2%	607 16.5%	901 24.5%	488 13.2%	929 25.2%	419 11.4%		
Cyberbullying is bullying that takes place using technology (cell phones, computers, tablets, social media, text, apps, gaming, etc.) and may include sending, posting, or sharing harmful, false or hurtful content about someone else. It may also include sharing personal or private information or photos about someone causing embarrassment or humiliation. Cyberbullying is <u>not</u> a problem at this school.								
Cyberbullying is not a problem	Student (Including 3rd and 4th grade)	Cyberbullying is <u>not</u> a problem at this school.					3.63	0.00
		4,031 16.0%	3,436 13.7%	5,090 20.3%	3,306 13.2%	3,864 15.4%	5,395 21.5%	
	Family	Cyberbullying is <u>not</u> a problem at this school.					4.20	-0.29
	465 11.8%	322 8.2%	589 15.0%	367 9.3%	980 24.9%	1,211 30.8%		
Staff	Cyberbullying is <u>not</u> a problem at this school.					3.77	-0.18	
	342 11.0%	472 15.2%	648 20.9%	312 10.1%	740 23.9%	583 18.8%		

SAFETY AND WELLNESS

CORNERSTONE AVERAGES

Student	Family	Staff
4.05	4.61	4.44
2022 Change -0.05	-0.24	-0.13

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Student response to bullying	Student (Including 3rd and 4th grade)	Students try to help someone being bullied when they see it happening.						3.74	0.36
		2784 10.9%	3221 12.6%	4,195 16.5%	6,453 25.3%	5,356 21.0%	3,467 13.6%		
	Staff	Students try to help someone being bullied when they see it happening.						4.26	0.23
		48 1.4%	248 7.2%	393 11.4%	1160 33.6%	1,287 37.3%	314 9.1%		
Staff response to bullying	Student (Including 3rd and 4th grade)	If I tell an adult at school that someone is bullying me, the adult will do something to help.						4.59	0.06
		1,465 5.6%	1,345 5.2%	2,283 8.8%	5,183 19.9%	6,675 25.7%	9,030 34.8%		
	Staff	School staff make it clear to students that bullying is not tolerated.						5.21	-0.05
		29 0.7%	70 1.8%	141 3.6%	470 12.0%	1,310 33.4%	1,904 48.5%		
Student response to conflict	Student (Including 3rd and 4th grade)	I can resolve conflict in a safe and peaceful way.						4.39	NA
		1,711 6.6%	1,424 5.5%	2,577 10.0%	6,014 23.3%	7,568 29.3%	6,551 25.3%		
	Family	My child's school helps students to resolve conflict in a safe and peaceful way.						4.62	NA
		234 4.8%	254 5.3%	322 6.7%	842 17.4%	1,857 38.4%	1,327 27.4%		
	Staff	The students at my school resolve conflict in a safe and peaceful way/Our schools help students to resolve conflict in a safe and peaceful way.						3.93	NA
		260 6.6%	487 12.4%	599 15.3%	853 21.8%	1,344 34.3%	374 9.5%		





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.

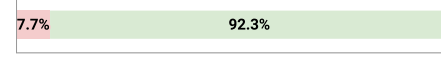
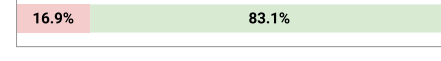
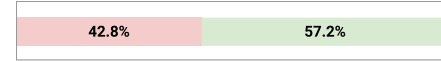
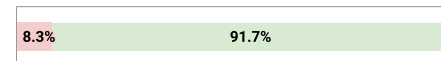
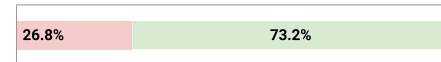
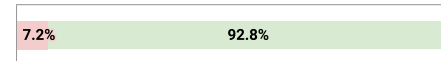
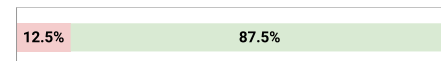
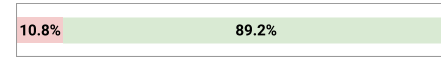
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
High expectations for student learning	Student	Adults at this school have high expectations for student learning.						4.85	-0.04
		599 2.9%	533 2.6%	1,134 5.4%	4,056 19.4%	7,370 35.3%	7,201 34.5%		
	Family	Adults at this school have high expectations for my child's learning.						4.88	-0.14
		201 3.6%	219 3.9%	283 5.0%	721 12.8%	2,127 37.7%	2,094 37.1%		
	Staff	Staff at this school/in our division have high expectations for student learning.						5.12	-0.10
		48 1.1%	90 2.0%	178 4.0%	502 11.4%	1,735 39.4%	1,845 42.0%		
Deeper learning: Anytime and anywhere	Student	At this school, I learn in and out of the classroom.						4.19	-0.12
		1,393 6.7%	1,496 7.2%	2,721 13.0%	5,660 27.1%	5,356 25.6%	4,278 20.5%		
	Family	My child's school provides learning experiences in and out of the classroom.						4.67	-0.01
		224 4.0%	296 5.2%	450 8.0%	1,023 18.1%	1,821 32.3%	1,830 32.4%		
	Staff	Our school provides/our schools provide learning experiences in and out of the classroom.						4.98	0.06
		33 0.8%	96 2.3%	210 5.1%	766 18.7%	1,462 35.7%	1,530 37.3%		
Deeper learning: Authentic and connected	Student	What I learn in school is related to real life.						3.62	-0.10
		2,844 13.5%	2,709 12.9%	3,432 16.3%	5,424 25.8%	3,911 18.6%	2,695 12.8%		
	Family	My child's school provides learning experiences that are connected with real life.						4.60	-0.11
		207 3.8%	277 5.0%	448 8.1%	1,122 20.4%	1,954 35.5%	1,499 27.2%		
	Staff	Our school provides/schools provide learning experiences that are connected with real life.						4.95	-0.01
		35 0.9%	94 2.3%	184 4.5%	782 19.2%	1,597 39.2%	1,386 34.0%		

% Disagree	% Agree
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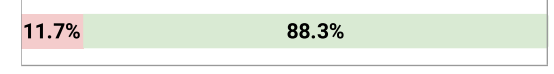
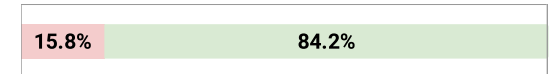
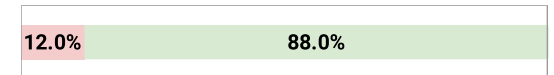
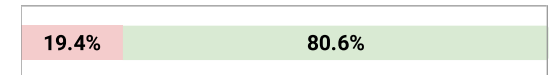
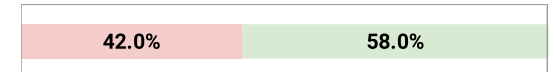
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Deeper learning: Community supported	Student	What I learn in school helps me feel more a part of my community.						3.62	-0.06
		2,533 12.4%	2,430 11.9%	3,596 17.6%	5,851 28.7%	3,753 18.4%	2,227 10.9%		
	Family	My child's school provides learning experiences that help students feel more a part of the community.						4.51	-0.10
		247 4.7%	302 5.7%	474 9.0%	1,175 22.3%	1,655 31.4%	1,423 27.0%		
	Staff	Our school provides/schools provide learning experiences that help students feel more a part of the community.						4.75	0.00
		46 1.2%	127 3.2%	302 7.6%	918 23.1%	1,468 36.9%	1,112 28.0%		
Deeper learning: Student owned	Student	I have control of my own learning at this school (i.e., choose ways to show my learning, the books I read, etc.)						4.01	0.07
		1,859 9.1%	1,882 9.2%	2,836 13.8%	5,234 25.5%	4,936 24.1%	3,764 18.4%		
	Family	My child's school provides learning experiences that promote student ownership over their learning.						4.65	-0.16
		213 4.0%	243 4.6%	383 7.2%	1,060 20.0%	1,866 35.2%	1,529 28.9%		
	Staff	Our school provides/schools provide learning experiences that promote student ownership over their learning.						4.77	-0.06
		53 1.3%	132 3.3%	278 7.0%	854 21.5%	1,544 38.9%	1,107 27.9%		

ACADEMIC GROWTH

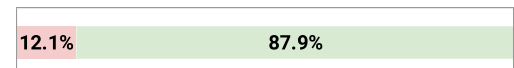
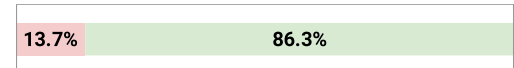
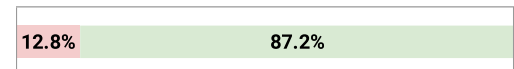
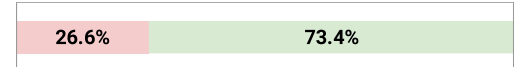
CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
-0.02	-0.06	-0.02

2022 Change

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Encouragement to attend school	Student	Adults at this school encourage students to come to school every day.						4.58	-0.03
		1,149 5.6%	998 4.9%	1,791 8.7%	4,192 20.4%	5,703 27.8%	6,707 32.7%		
	Family	My child's school encourages students to attend school every day.						5.53	0.00
		90 1.6%	70 1.3%	94 1.7%	283 5.1%	1,035 18.5%	4,009 71.8%		
	Staff	Our school/school division encourages students to attend school every day.						5.43	0.06
		36 0.8%	58 1.3%	103 2.3%	335 7.6%	1,134 25.8%	2,730 62.1%		
Career assessment and planning	Student	I have taken a career assessment (test) and have begun planning for my future job.						4.25	0.02
		1,939 10.1%	1,276 6.6%	1,915 9.9%	4,593 23.8%	4,103 21.3%	5,456 28.3%		
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.						4.80	-0.06
		624 3.6%	535 3.1%	1,051 6.1%	3,630 21.1%	4,980 28.9%	6,410 37.2%		
	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.						4.92	0.04
		217 5.0%	157 3.6%	217 5.0%	577 13.4%	1,138 26.4%	2,002 46.5%		
	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.						4.97	-0.03
		99 3.0%	147 4.4%	156 4.7%	493 14.9%	884 26.7%	1,537 46.4%		

% Disagree	% Agree
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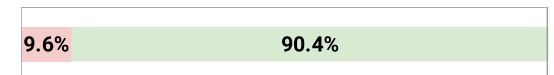
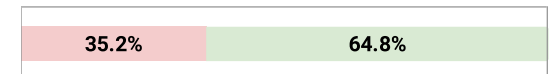
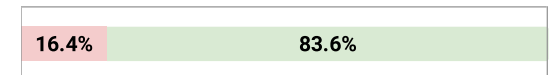
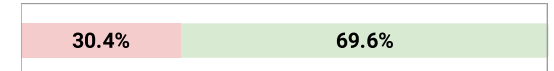
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Awareness of Career Learning Experiences	Student (HS only)	<i>I am aware of opportunities provided through my school for job shadowing, externships/internships, and mentoring.</i>						4.03	0.03
		951 9.4%	988 9.8%	1,133 11.2%	2,529 25.0%	2,757 27.3%	1,755 17.4%		
Participation in Career Learning Experiences	Staff (HS only)	<i>Our school provides student opportunities for job shadowing, externships/internships, and mentoring.</i>						4.60	0.06
		18 2.3%	47 5.9%	65 8.2%	202 25.4%	238 30.0%	224 28.2%		
Participation in Career Learning Experiences	Student (HS only)	<i>I have taken advantage of opportunities provided through my school for job shadowing, externships/internships, and mentoring.</i>						4.11	0.07
		412 6.2%	453 6.9%	886 13.4%	2,123 32.2%	1,716 26.0%	1,010 15.3%		
Informed about college and career pathways	Family	<i>I am informed by my child's school about pathways and prerequisites for college and career readiness starting as early as elementary school.</i>						4.01	-0.04
		568 12.9%	448 10.1%	538 12.2%	756 17.1%	1033 23.4%	1073 24.3%		
Informed about college and career pathways	Staff	<i>At this school/in our schools, staff help students plan for their future by exposing them to college and career opportunities.</i>						4.87	0.02
		58 1.7%	100 2.9%	169 5.0%	730 21.5%	1,160 34.2%	1,175 34.6%		

ACADEMIC GROWTH

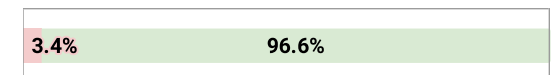
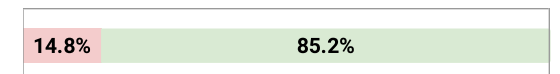
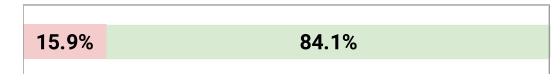
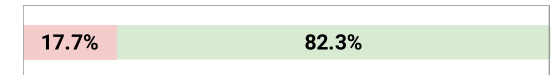
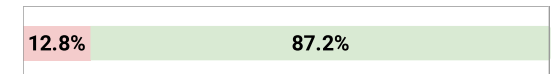
CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 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).						4.80	0.28
		624	535	1,051	3,630	4,980	6,410		
		3.6%	3.1%	6.1%	21.1%	28.9%	37.2%		
Encouragement to take advanced courses	Family	My child is encouraged by school staff to take advanced courses (e.g. advanced, gifted, honors, AP, IB, or dual enrollment).						4.76	0.01
		290	205	257	597	1034	1,864		
		6.8%	4.8%	6.1%	14.1%	24.3%	43.9%		
6Cs: Critical thinking	Student	This year, my teachers have helped me develop my critical thinking skills.						4.51	-0.07
		859	869	1,459	5,343	7,138	4,427		
		4.3%	4.3%	7.3%	26.6%	35.5%	22.0%		
6Cs: Critical thinking	Family	This year, my child's teachers have helped develop my child's critical thinking skills.						4.72	-0.11
		226	212	342	980	1,759	1,750		
		4.3%	4.0%	6.5%	18.6%	33.4%	33.2%		
6Cs: Critical thinking	Staff	This year, I have worked/our schools have worked to develop students' critical thinking skills.						5.24	0.01
		19	46	67	472	1,512	1,730		
		0.5%	1.2%	1.7%	12.3%	39.3%	45.0%		



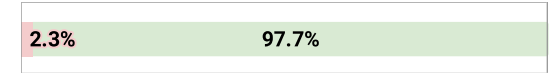
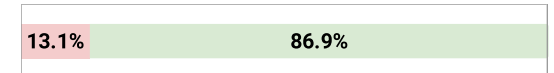
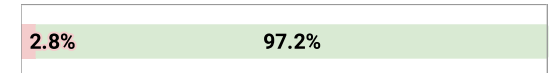
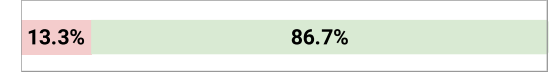
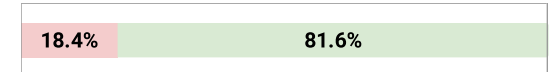
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
6Cs: Collaboration	Student	This year, my teachers have helped me develop my collaboration skills.						4.40	-0.07
		943 4.7%	902 4.5%	1,825 9.1%	5,798 29.1%	6,569 32.9%	3,916 19.6%		
	Family	This year, my child's teachers have helped develop my child's collaboration skills.						4.78	-0.11
	199 3.9%	195 3.8%	291 5.6%	931 18.1%	1,766 34.3%	1,772 34.4%			
	Staff	This year, I have worked/our schools have worked to develop students' collaboration skills.						5.31	0.05
		13 0.3%	33 0.9%	62 1.6%	450 11.7%	1,371 35.7%	1,907 49.7%		
6Cs: Communication	Student	This year, my teachers have helped me develop my communication skills.						4.33	-0.03
		1,233 6.1%	1,058 5.3%	1,930 9.6%	5,565 27.7%	6,233 31.1%	4,044 20.2%		
	Family	This year, my child's teachers have helped develop my child's communication skills.						4.79	-0.10
	192 3.6%	213 4.0%	286 5.4%	986 18.7%	1,734 32.9%	1,867 35.4%			
	Staff	This year, I have worked/our schools have worked to develop students' communication skills.						5.39	-0.03
		13 0.3%	25 0.6%	52 1.3%	348 8.8%	1,376 35.0%	2,119 53.9%		

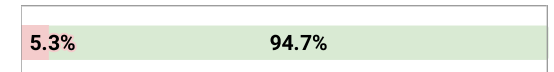
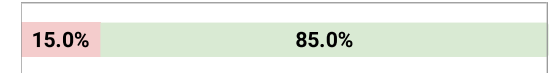
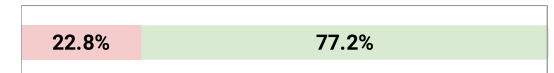
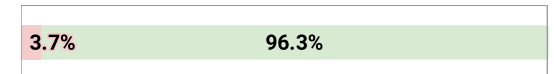
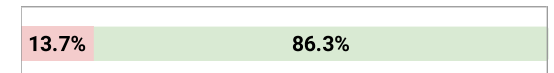
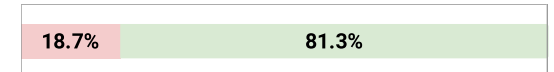
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
6Cs: Creativity	Student	This year, my teachers have helped me develop my creative thinking skills.						4.41	-0.08
		1,004 5.0%	934 4.7%	1,805 9.0%	5,632 28.1%	6,288 31.4%	4,348 21.7%		
	Family	This year, my child's teachers have helped develop my child's creative thinking skills.						4.75	-0.11
	205 3.9%	186 3.6%	327 6.2%	1,041 19.9%	1,734 33.1%	1,745 33.3%			
	Staff	This year, I have worked/our schools have worked to develop students' creative thinking skills.						5.18	-0.03
		16 0.4%	39 1.0%	86 2.2%	589 15.3%	1,494 38.8%	1,630 42.3%		
6Cs: Citizenship	Student	This year, my teachers have helped me develop my citizenship skills.						4.24	-0.08
		1,150 5.9%	1,051 5.4%	2,223 11.5%	5,928 30.5%	5,636 29.0%	3,418 17.6%		
	Family	This year, my child's teachers have helped develop my child's citizenship skills.						4.73	-0.11
	212 4.3%	186 3.7%	348 7.0%	929 18.7%	1,595 32.1%	1,697 34.2%			
	Staff	This year, I have worked/our schools have worked to develop students' citizenship skills.						5.15	-0.04
		30 0.8%	41 1.1%	130 3.4%	585 15.3%	1,369 35.8%	1,667 43.6%		

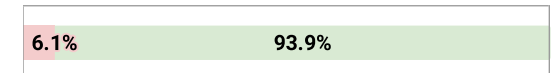
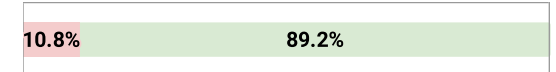
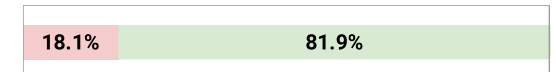
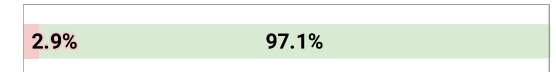
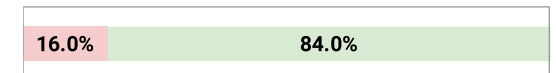
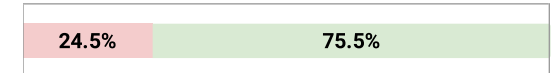
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
6Cs: Quality character	Student	<i>This year, my teachers have helped me develop the quality of my character.</i>						4.19	-0.05
		1,466 7.5%	1,182 6.1%	2,125 10.9%	5,657 29.0%	5,580 28.6%	3,489 17.9%		
	Family	<i>This year, my child's teachers have helped develop the quality of my child's character.</i>						4.67	-0.12
		254 5.0%	204 4.0%	359 7.0%	1,042 20.4%	1,561 30.5%	1,699 33.2%		
	Staff	<i>This year, I have worked/our schools have worked to develop the quality of my/our students' character.</i>						5.35	-0.05
		19 0.5%	30 0.8%	66 1.7%	399 10.2%	1,316 33.6%	2,082 53.2%		
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>						4.63	-0.17
		331 5.9%	291 5.2%	390 7.0%	834 14.9%	2,003 35.7%	1,757 31.3%		
Teachers are effective and qualified	Family	<i>I believe my child's teachers are effective and qualified to teach.</i>						5.06	-0.16
		156 2.8%	145 2.6%	291 5.3%	523 9.5%	1,894 34.5%	2,488 45.3%		
Materials in understandable language	Family	<i>I receive materials about academic programs in a language I understand.</i>						5.49	-0.01
		138 2.6%	72 1.4%	111 2.1%	322 6.1%	747 14.1%	3,911 73.8%		

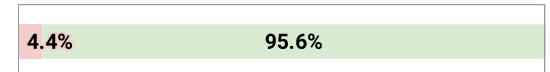
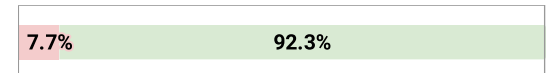
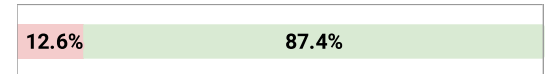
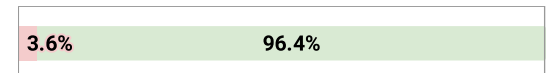
ACADEMIC GROWTH

CORNERSTONE AVERAGES

Student	Family	Staff
4.30	4.81	5.05
2022 Change	-0.02	-0.06

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Technologies support deeper learning	Staff	<i>I have access/our schools have access to technologies that support deeper student learning experiences.</i>					5.15	-0.08	
		31 0.8%	59 1.5%	130 3.4%	501 13.0%	1,482 38.6%			1,637 42.6%
Relevant professional development	Staff	<i>The professional development I receive is relevant to the work I do every day.</i>					4.33	0.09	
		205 4.9%	375 9.0%	424 10.2%	928 22.3%	1,292 31.0%			940 22.6%
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>					5.26	-0.04	
		22 0.6%	37 1.1%	68 1.9%	415 11.8%	1,312 37.4%			1,651 47.1%
Culture that values literacy	Student	<i>At this school, reading and writing are important tools for learning and communicating.</i>					4.74	NA	
	Family	<i>At this school, reading and writing are important tools for learning and communicating.</i>					5.22	NA	
	Staff	<i>At this school, reading and writing are important tools for learning and communicating.</i>					5.32	NA	



EQUITY AND OPPORTUNITY

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

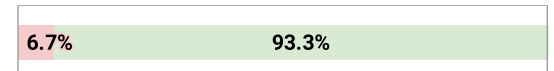
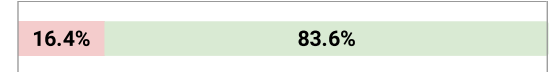
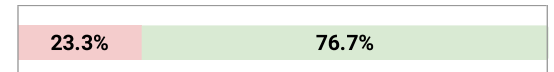
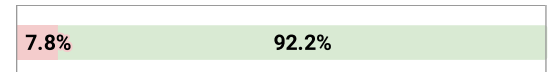
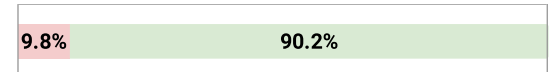
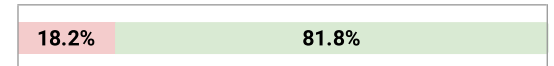
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	Family	Staff
4.43	4.85	5.02
2022 Change	-0.07	-0.10

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Understand and appreciate different cultures	Student	The adults at this school understand and are responsive to students' different cultural backgrounds.						4.53	-0.07
		924 4.9%	859 4.6%	1,648 8.7%	4,372 23.2%	5,981 31.7%	5,092 27.0%		
	Family	The adults at my child's school understand and are responsive to students' different cultural backgrounds.						5.04	-0.08
		139 3.4%	103 2.5%	162 3.9%	488 11.9%	1,383 33.6%	1,838 44.7%		
	Staff	The adults at this school/in our school division understand and are responsive to students' different cultural backgrounds.						4.99	-0.04
		45 1.1%	84 2.0%	204 4.8%	637 15.0%	1,862 43.9%	1,414 33.3%		
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.						4.32	-0.07
		1,109 5.9%	1,093 5.8%	2,196 11.6%	5,036 26.6%	5,096 27.0%	4,368 23.1%		
	Family	My child's school helps my child learn about the qualities, characteristics or beliefs that make them who they are.						4.73	-0.14
		230 5.1%	210 4.7%	299 6.6%	731 16.2%	1,398 31.0%	1,640 36.4%		
	Staff	This school helps/our schools help students learn about the qualities, characteristics or beliefs that make them who they are.						4.97	-0.04
		27 0.7%	72 1.9%	156 4.1%	773 20.3%	1,490 39.2%	1,281 33.7%		

EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

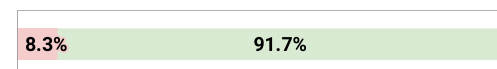
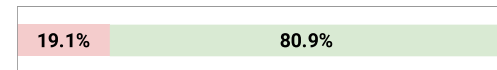
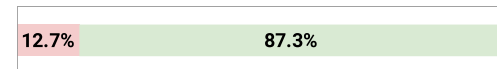
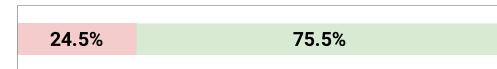
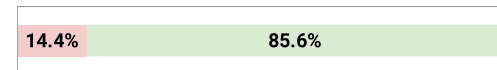
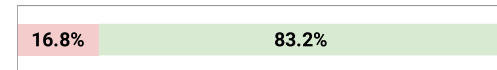
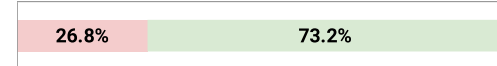
Student	Family	Staff
4.43	4.85	5.02
-0.07	-0.10	-0.04

2022 Change

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 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.						4.32	-0.03
		1,601	1,223	2,175	3,665	4,534	5,446		
		8.6%	6.6%	11.7%	19.7%	24.3%	29.2%		
Student groups are not treated differently	Family	The adults at my child's school do not treat students of one group differently than students of another group.						4.89	-0.13
		255	147	249	322	1,040	1,864		
		6.6%	3.8%	6.4%	8.3%	26.8%	48.1%		
Student groups are not treated differently	Staff	The adults at this school/in our school division do not treat students of one group differently than students of another group.						4.94	-0.06
		99	136	291	372	1,228	1,537		
		2.7%	3.7%	7.9%	10.2%	33.5%	42.0%		
Opportunities to apply personal experiences	Student	My school provides opportunities for me to relate my personal experiences to my learning.						4.21	-0.06
		1,155	1,202	2,275	5,697	5,103	3,486		
		6.1%	6.4%	12.0%	30.1%	27.0%	18.4%		
Opportunities to apply personal experiences	Family	My child's school provides opportunities for my child to apply their personal experiences to their learning.						4.78	-0.12
		151	161	270	908	1,592	1,508		
		3.3%	3.5%	5.9%	19.8%	34.7%	32.9%		
Promotion of positive attitudes towards different people	Student	My school helps me develop positive attitudes towards people who are different from me.						4.45	-0.10
		1,001	849	1,768	5,088	5,547	4,695		
		5.3%	4.5%	9.3%	26.9%	29.3%	24.8%		
Promotion of positive attitudes towards different people	Family	My child's school provides opportunities for my child to develop positive attitudes towards people who are different from them.						5.05	-0.09
		122	98	167	651	1,605	2,020		
		2.6%	2.1%	3.6%	14.0%	34.4%	43.3%		

% Disagree

% Agree



EQUITY AND OPPORTUNITY

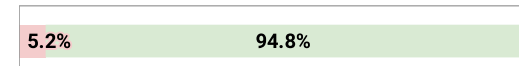
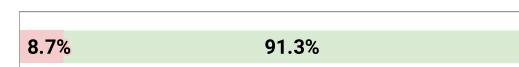
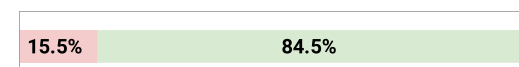
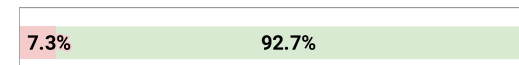
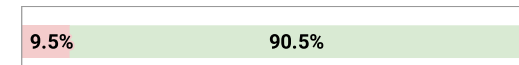
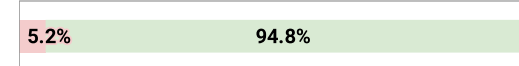
CORNERSTONE AVERAGES

Student	Family	Staff
4.43	4.85	5.02
-0.07	-0.10	-0.04

2022 Change

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 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.						4.50	-0.08
		952	960	1,834	4,747	5,039	5,563		
		5.0%	5.0%	9.6%	24.9%	26.4%	29.1%		
	Family	My child's school uses materials (such as computer resources, books, handouts) that teach students about different cultural backgrounds.						4.98	-0.10
		128	115	162	669	1,394	1,777		
		3.0%	2.7%	3.8%	15.8%	32.8%	41.9%		
	Staff	Our school uses/our schools use materials (such as computer resources, books, and handouts) that teach students about different cultural backgrounds.						5.02	-0.04
		32	84	157	634	1,411	1,401		
		0.9%	2.3%	4.2%	17.0%	37.9%	37.7%		
Teaching about accomplishments of different cultures	Student	My school teaches students about the accomplishments of people from different cultural backgrounds.						4.61	-0.07
		755	761	1,398	4,763	5,680	5,456		
		4.0%	4.0%	7.4%	25.3%	30.2%	29.0%		
	Family	My child's school teaches students about the accomplishments of people from different cultural backgrounds.						5.03	-0.10
		123	104	157	651	1,450	1,916		
		2.8%	2.4%	3.6%	14.8%	32.9%	43.5%		
	Staff	Our school teaches/schools teach students about the accomplishments of people from different cultural backgrounds.						5.13	-0.03
		29	60	111	608	1,398	1,645		
		0.8%	1.6%	2.9%	15.8%	36.3%	42.7%		

% Disagree	% Agree
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EQUITY AND OPPORTUNITY

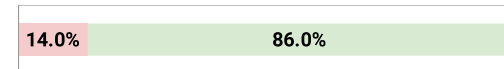
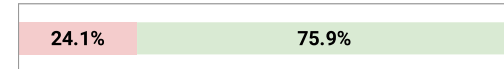
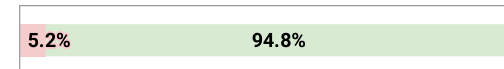
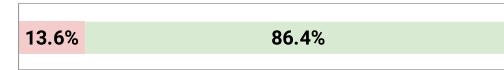
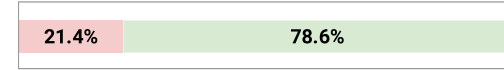
CORNERSTONE AVERAGES

Student	Family	Staff
4.43	4.85	5.02
2022 Change -0.07	2022 Change -0.10	2022 Change -0.04

2022 Change

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Teaching about understanding different backgrounds	Student	My school teaches students to understand how a person's background and experiences affects their thoughts and opinions.						4.36	-0.05
		1,023 5.5%	976 5.2%	1,984 10.6%	5,128 27.5%	5,258 28.2%	4,271 22.9%		
	Family	My child's school teaches my child to understand how a person's background and experiences affects their thoughts and opinions.						4.79	-0.10
	171 4.3%	151 3.8%	218 5.5%	680 17.1%	1,338 33.7%	1,417 35.6%			
	Staff	Our school teaches/schools teach students to understand how a person's background and experiences affects their thoughts and opinions.						5.13	0.33
		29 0.8%	60 1.6%	111 2.9%	608 15.8%	1,398 36.3%	1,645 42.7%		
Encouragement to enroll in specialized programs	Student	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.						4.30	-0.06
		1,371 7.8%	1,157 6.6%	1,729 9.8%	4,409 25.0%	4,524 25.6%	4,454 25.2%		
	Family	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.						4.53	0.08
		198 8.5%	132 5.7%	170 7.3%	400 17.2%	572 24.7%	848 36.6%		
School processes support diverse groups	Family	My child's school empowers students by creating school and classroom processes to support the needs of diverse student groups.						4.82	-0.15
		198 5.1%	128 3.3%	216 5.6%	589 15.2%	1,266 32.6%	1,481 38.2%		

% Disagree	% Agree
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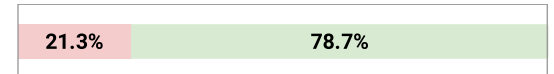
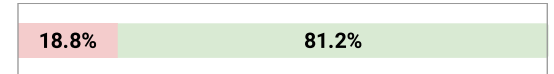
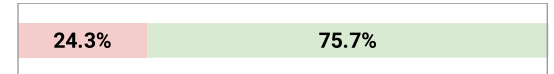
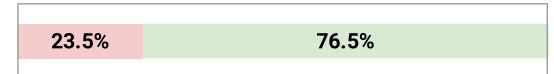
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	Family	Staff
4.43	4.85	5.02
2022 Change	-0.07	-0.10

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 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>						4.49	0.14
		59 11.5%	26 5.1%	35 6.8%	67 13.1%	134 26.2%	190 37.2%		
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>						4.46	0.01
		51 11.2%	27 5.9%	33 7.2%	64 14.0%	114 25.0%	167 36.6%		
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>						4.73	-0.18
		74 7.0%	52 4.9%	72 6.9%	138 13.1%	269 25.6%	446 42.4%		
Parent is satisfied with special education services	Family	<i>I am satisfied with the special education services my child receives.</i>						4.64	-0.18
		86 8.3%	57 5.5%	78 7.5%	133 12.8%	257 24.8%	426 41.1%		

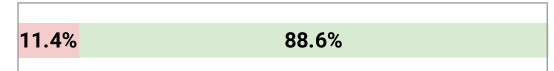
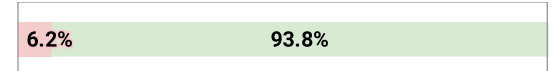
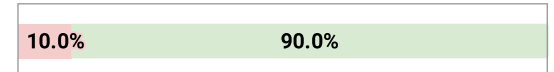
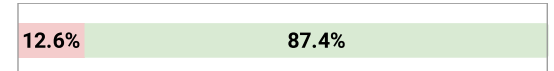
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	Family	Staff
4.43	4.85	5.02
2022 Change	-0.07	-0.10

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
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>						5.06	-0.06
		43 4.1%	29 2.7%	61 5.8%	135 12.7%	216 20.4%	575 54.3%		
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>						5.14	0.01
		8 4.0%	7 3.5%	5 2.5%	19 9.5%	51 25.5%	110 55.0%		
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>						5.32	-0.03
		3 1.3%	5 2.2%	6 2.7%	23 10.2%	54 24.0%	134 59.6%		
ESL students supported to take challenging courses	Family	<i>My child's school provides pathways and supports so Englishlearners can take challenging classes and enroll in specialized programs</i>						4.81	-0.05
		2 2.9%	3 4.3%	3 4.3%	20 28.6%	12 17.1%	30 42.9%		

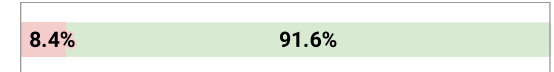
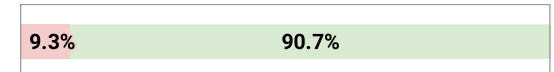
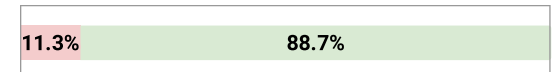
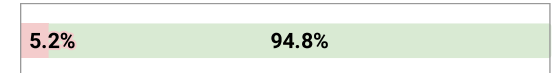
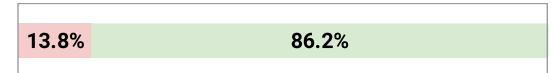
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	Family	Staff
4.43	4.85	5.02
2022 Change	-0.07	-0.10

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Parent feels valued as member of ESL team	Family	<i>I feel included as a valued member of my child's English Learner plan team.</i>						4.78	-0.34
		2	3	4	15	15	26		
		3.1%	4.6%	6.2%	23.1%	23.1%	40.0%		
Under-represented students supported to take challenging classes	Staff	<i>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).</i>						5.13	0.18
		29	60	111	608	1,398	1,645		
		0.8%	1.6%	2.9%	15.8%	36.3%	42.7%		
Materials provided in multiple languages	Staff	<i>Our school/school division provides materials about academic programs in multiple languages for families.</i>						4.87	-0.04
		73	111	199	631	1,185	1,204		
		2.1%	3.3%	5.8%	18.5%	34.8%	35.4%		
Staff share common understanding of diversity and equity	Staff	<i>School/division staff have a common understanding of diversity and equity.</i>						4.94	-0.03
		62	107	215	623	1,728	1,374		
		1.5%	2.6%	5.2%	15.2%	42.1%	33.4%		
Research based practices to close achievement gaps	Staff	<i>I feel prepared to implement evidence-based practices to close academic and opportunity gaps.</i>						4.92	-0.01
		37	73	177	628	1,418	1,077		
		1.1%	2.1%	5.2%	18.4%	41.6%	31.6%		

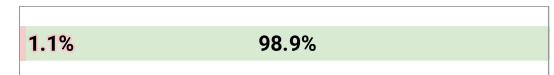
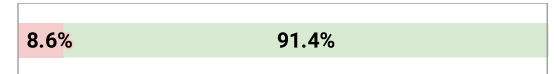
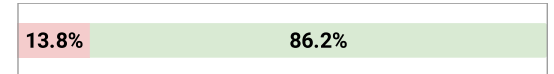
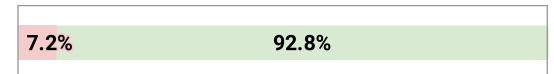
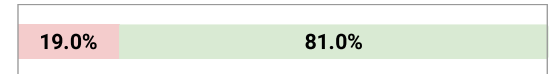
EQUITY AND OPPORTUNITY

CORNERSTONE AVERAGES

Student	Family	Staff
4.43	4.85	5.02
2022 Change	-0.07	-0.04

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 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>						4.48	-0.06
		858 4.6%	935 5.0%	1,762 9.4%	4,580 24.5%	5,851 31.3%	4,680 25.1%		
	Staff	<i>I am comfortable having difficult conversations about current and historical events that my students bring up in class.</i>						5.12	0.02
		36 1.0%	67 1.9%	152 4.3%	459 12.9%	1,299 36.4%	1,551 43.5%		
Comfortable interacting with different cultures	Student	<i>The adults at this school are comfortable interacting with students and families from different cultural backgrounds.</i>						4.74	-0.09
		629 3.4%	589 3.2%	1,361 7.3%	4,006 21.5%	5,942 31.8%	6,130 32.9%		
	Family	<i>The adults at my child's school are comfortable interacting with students and families from different cultural backgrounds.</i>						5.14	-0.09
		107 2.7%	95 2.4%	136 3.5%	393 10.0%	1,274 32.5%	1,913 48.8%		
	Staff	<i>I am comfortable interacting with students and families from different cultural backgrounds.</i>						5.59	-0.04
		10 0.2%	12 0.3%	27 0.6%	174 4.0%	1,268 29.2%	2,846 65.6%		



RELATIONSHIPS

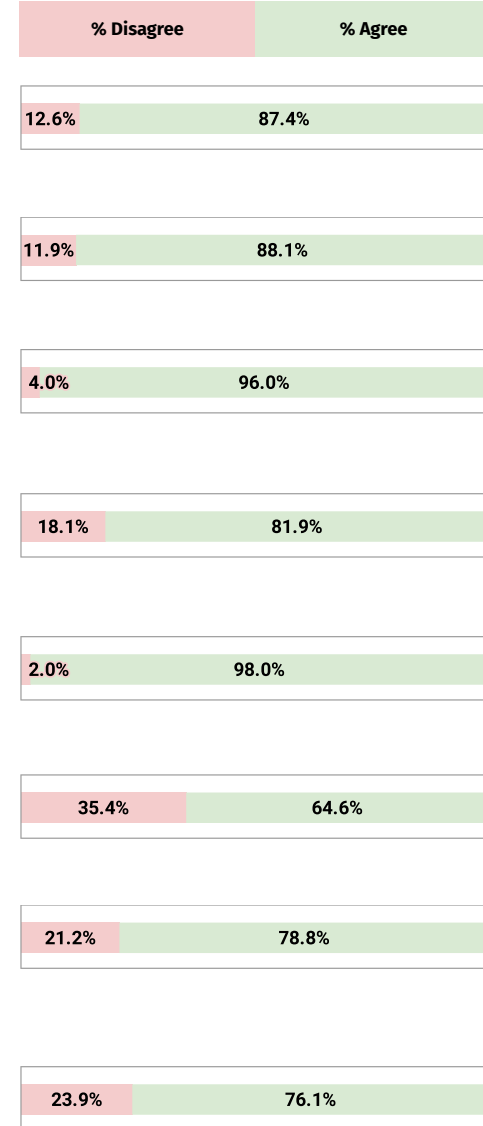
Building authentic, trusting connections that encourage collaboration and engagement among students, families, staff and communities.

RELATIONSHIPS

CORNERSTONE AVERAGES

	Student	Family	Staff
	4.40	4.78	4.90
2022 Change	0.00	-0.14	-0.07

		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Parents updated on academic progress	Student	My school keeps my parents/guardians updated on my grades and test scores.						4.90	-0.05
		694 3.6%	581 3.0%	1,135 5.9%	3,323 17.3%	5,192 27.1%	8,264 43.1%		
	Family	I am well-informed about the academic progress of my child.						5.03	-0.09
		171 3.4%	187 3.7%	243 4.8%	562 11.1%	1,449 28.6%	2,454 48.4%		
	Staff	Parents are well-informed about their child's academic progress.						5.31	-0.02
		10 0.3%	35 1.0%	94 2.7%	326 9.4%	1,277 36.9%	1,722 49.7%		
Students updated on academic progress	Student	My teachers keep me updated on my academic progress (i.e., grades, test scores, etc.).						4.58	-0.12
		878 4.6%	896 4.6%	1,711 8.9%	4,262 22.1%	5,683 29.5%	5,852 30.3%		
	Staff	I keep my students updated on their academic progress (i.e., grades, test scores, etc.).						5.45	-0.07
		3 0.1%	13 0.4%	44 1.4%	237 7.8%	1,001 32.9%	1,741 57.3%		
Students treat other students with respect	Student (including 3rd and 4th grade)	Students at my school treat other students with respect.						3.88	-0.26
		2,853 11.4%	2,491 9.9%	3,528 14.1%	5,979 23.8%	6,335 25.2%	3,909 15.6%		
	Family	Students at my child's school treat other students with respect regardless of their background or ability.						4.58	-0.23
		299 7.1%	221 5.2%	372 8.8%	546 13.0%	1,379 32.7%	1,395 33.1%		
	Staff	Students at this school/in our schools treat other students with respect regardless of their background or ability.						4.35	-0.11
		166 4.1%	289 7.1%	522 12.8%	749 18.3%	1,672 41.0%	684 16.8%		



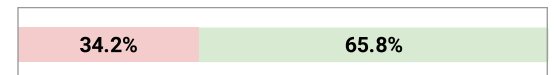
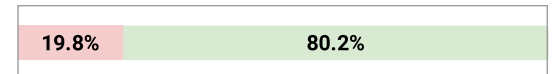
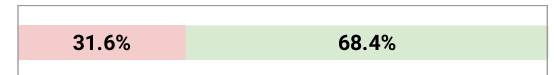
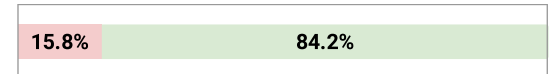
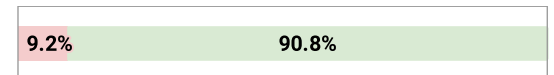
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	Family	Staff
4.40	4.78	4.90
2022 Change	0.00	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Student belonging	Student (including 3rd and 4th grade)	I feel like I belong at this school.						4.21	0.17
	Family	My child feels a sense of belonging at school.						5.07	-0.29
	Staff	I inquire about my students' sense of belonging at school weekly.						4.63	NA
Students respect adults at school	Student (including 3rd and 4th grade)	Students at my school show respect to the adults working here.						4.05	0.21
	Family	Students at my child's school show respect to the adults working there.						4.62	-0.29
	Staff	Students at this school/in our division show respect to the adults working here.						3.97	-0.18

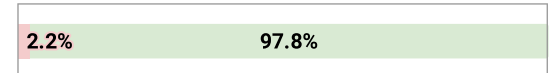
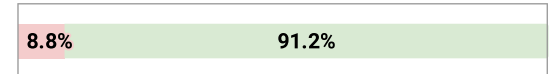
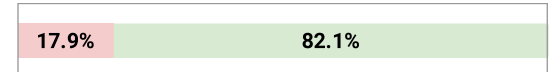
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	Family	Staff
4.40	4.78	4.90
2022 Change	0.00	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Adults care about students	Student (including 3rd and 4th grade)	There is at least one adult at this school that cares about me and knows me well.						4.71	0.08
		1,661 6.7%	1,102 4.5%	1,649 6.7%	4,397 17.9%	5,360 21.8%	10,439 42.4%		
	Family	There are adults at my child's school that care about my child and know him/her well.						5.11	-0.12
		144 3.0%	128 2.6%	158 3.2%	653 13.4%	1,339 27.4%	2,457 50.4%		
Adults involve students in decision-making	Staff	During the past week, I have shown or told a student that I care about them and know them well/ Staff in our division frequently show that they care about our students and know them well.						5.56	0.04
		19 0.5%	22 0.5%	50 1.2%	269 6.5%	966 23.3%	2,828 68.1%		
Adults involve students in decision-making	Student (including 3rd and 4th grade)	Adults at my school include student ideas and opinions when making a decision.						4.36	-0.01
		1,517 6.4%	1,306 5.5%	2,370 10.0%	6,172 25.9%	6,827 28.7%	5,595 23.5%		

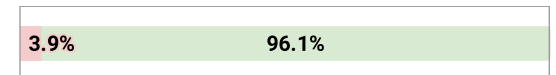
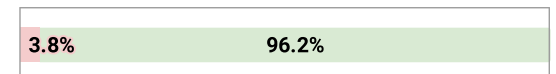
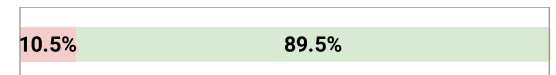
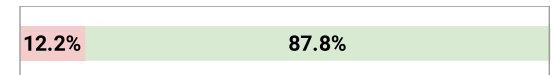
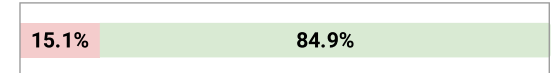
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	Family	Staff
4.40	4.78	4.90
2022 Change		
0.00	-0.14	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Parent communication is regular, two-way, and meaningful	Family	Communication with my child's school is timely, two-way, and meaningful.						4.84	-0.14
		254 5.1%	210 4.2%	285 5.8%	671 13.5%	1,436 29.0%	2,097 42.3%		
At this school/in our division, communication with parents is timely, two-way, and meaningful	Staff	At this school/in our division, communication with parents is timely, two-way, and meaningful.						4.87	0.00
		45 1.2%	134 3.5%	292 7.5%	707 18.2%	1,337 34.5%	1,359 35.1%		
Parents are welcome at school	Family	I feel welcome in my child's school.						5.10	0.04
		187 3.8%	109 2.2%	226 4.6%	532 10.7%	1,336 26.9%	2,575 51.9%		
Parents feel welcome at this school	Staff	Parents feel welcome at this school.						5.27	0.03
		18 0.5%	22 0.7%	89 2.7%	357 10.6%	1,288 38.4%	1,579 47.1%		
School seeks parent support	Family	Adults in my child's school seek my support and assistance when working with my child.						4.56	-0.14
		316 7.0%	281 6.2%	367 8.1%	762 16.7%	1,198 26.3%	1,622 35.7%		
Our school seeks/schools seek the support and assistance of parents when working with their child.	Staff	Our school seeks/schools seek the support and assistance of parents when working with their child.						5.27	-0.05
		16 0.4%	37 1.0%	92 2.5%	411 11.2%	1,375 37.3%	1,752 47.6%		

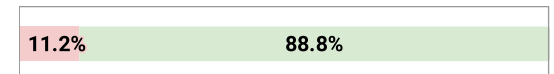
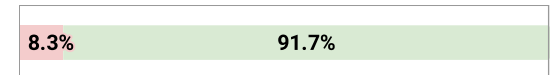
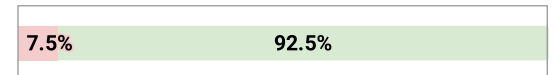
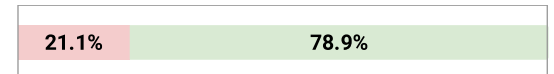
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	Family	Staff
4.40	4.78	4.90
2022 Change		
0.00	-0.14	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Parent feels like partner	Family	<i>I feel like I am a partner in the decisions that affect my child.</i>						4.59	-0.15
		333 6.9%	273 5.7%	405 8.4%	776 16.2%	1,254 26.2%	1,752 36.6%		
Parent feels like active participant	Staff	<i>At our school/in our schools, parents are partners in the decisions that affect their child.</i>						5.06	-0.06
		38 1.0%	76 2.1%	160 4.4%	562 15.4%	1,330 36.4%	1,485 40.7%		
Parent feels like active participant	Family	<i>I am an active participant in planning my child's academic career.</i>						5.16	-0.08
		128 2.7%	103 2.2%	164 3.4%	583 12.2%	1,306 27.4%	2,488 52.1%		
Staff treat students with respect	Family	<i>At my child's school, staff treat all students with respect.</i>						5.06	-0.16
		167 4.1%	76 1.9%	212 5.2%	367 9.1%	1,292 31.9%	1,940 47.9%		

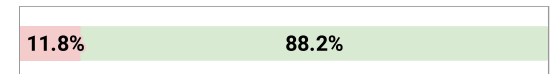
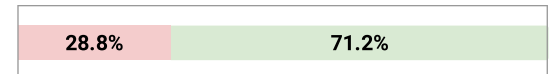
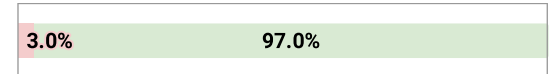
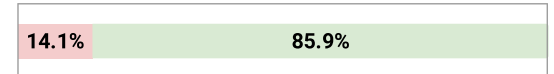
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	Family	Staff
4.40	4.78	4.90
2022 Change	0.00	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Parents receive information about academic programs	Family	<i>I have received information about Henrico's academic programs (including advanced, accelerated, gifted, and special education learning opportunities, remedial programs).</i>						4.93	-0.09
		260 5.6%	154 3.3%	241 5.2%	577 12.5%	1,169 25.2%	2,229 48.1%		
Parents receive information about academic programs	Staff	<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>						5.39	-0.05
		20 0.6%	14 0.4%	68 2.0%	298 8.7%	1,136 33.1%	1,895 55.2%		
Awareness of Henrico strategic plan	Family	<i>I am aware of the strategic plan for Henrico County Public Schools and how the division is working to meet their goals.</i>						4.15	-0.15
		494 11.3%	370 8.4%	401 9.1%	918 20.9%	1,114 25.4%	1,088 24.8%		
Awareness of Henrico strategic plan	Staff	<i>I am aware of the strategic plan for Henrico County Public Schools and how the division is working to meet their goals.</i>						4.84	0.02
		97 2.4%	157 3.9%	216 5.4%	737 18.4%	1,417 35.5%	1,373 34.4%		

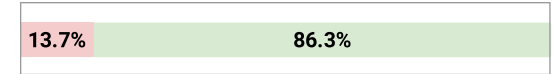
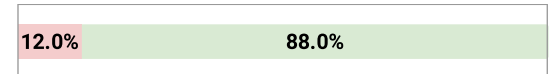
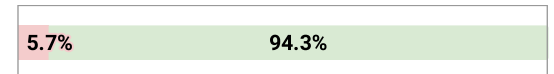
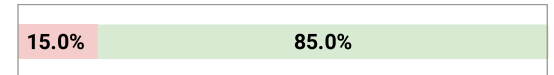
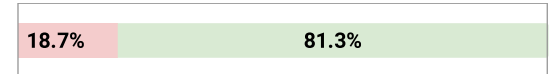
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	Family	Staff
4.40	4.78	4.90
2022 Change	0.00	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
HCPS policies are easy to access and understand.	Family	212 4.6%	235 5.1%	410 8.9%	875 19.1%	1,488 32.5%	1,362 29.7%	4.59	0.28
	Staff	98 2.4%	175 4.2%	353 8.5%	874 21.0%	1,551 37.2%	1,115 26.8%	4.67	-0.05
Students comfortable talking to staff about problem	Staff	21 0.6%	55 1.5%	132 3.6%	554 15.1%	1,695 46.3%	1,201 32.8%	5.04	-0.07
Respected by principal/administrator/supervisor	Staff	139 3.2%	158 3.7%	217 5.1%	416 9.7%	1,109 25.9%	2,245 52.4%	5.09	-0.01
Trust principal/supervisor	Staff	167 3.9%	171 4.0%	245 5.8%	406 9.6%	1,033 24.4%	2,220 52.3%	5.03	-0.03

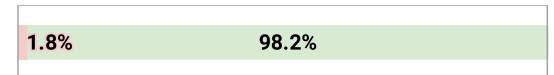
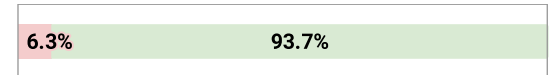
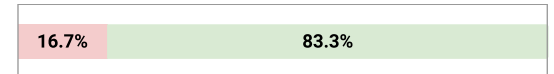
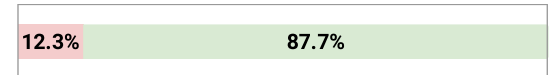
RELATIONSHIPS

CORNERSTONE AVERAGES

Student	Family	Staff
4.40	4.78	4.90
2022 Change	0.00	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Principal/supervisor takes personal interest in staff development	Staff	My principal/supervisor takes a personal interest in the professional development of staff.						5.06	0.00
		137	141	232	484	998	2,152		
		3.3%	3.4%	5.6%	11.7%	24.1%	51.9%		
Principal/supervisor is effective manager	Staff	My principal/supervisor is an effective manager who makes the school run smoothly.						4.85	-0.02
		192	224	286	481	1,155	1,870		
		4.6%	5.3%	6.8%	11.4%	27.4%	44.4%		
Respected by other staff	Staff	I feel respected by other staff in this school/ in my department.						5.19	-0.04
		58	82	130	409	1,624	1,974		
		1.4%	1.9%	3.0%	9.6%	38.0%	46.2%		
Get along with other staff	Staff	I get along well with other staff members in this school/ in my department.						5.47	-0.02
		19	13	45	235	1,527	2,442		
		0.4%	0.3%	1.1%	5.5%	35.7%	57.0%		

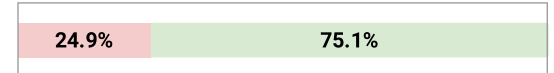
RELATIONSHIPS

CORNERSTONE AVERAGES

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4.40	4.78	4.90
2022 Change	0.00	-0.07

2022 Change

% Disagree	% Agree
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		Completely Disagree (1)	Mostly Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Mostly Agree (5)	Completely Agree (6)	Average	2022 Change
Staff involvement in decision-making	Staff	School administrators/my supervisors involve staff in decision-making.						4.44	-0.01
		250 6.1%	349 8.5%	421 10.3%	688 16.8%	1,102 26.9%	1,280 31.3%		
Satisfaction with recognition for doing good job	Staff	Despite challenges resulting from the pandemic, I feel satisfied with the recognition I get for doing a good job.						4.20	0.03
		340 8.1%	437 10.4%	490 11.7%	751 17.9%	1,135 27.1%	1,034 24.7%		
Plan to be at school/department in two years	Staff	I plan to be with this school/my department two years from now.						4.72	0.00
		361 9.8%	166 4.5%	178 4.8%	383 10.4%	939 25.5%	1,661 45.0%		
Recommend school/division to friend seeking employment	Staff	I would recommend this school/Henrico County Public Schools to a friend seeking employment.						4.80	0.00
		245 6.0%	193 4.7%	237 5.8%	588 14.4%	1,020 25.0%	1,805 44.2%		

HIGHEST AND LOWEST STUDENT RESPONSES

HIGHEST AVERAGE RESPONSE STUDENT ITEMS

Rank	Cornerstone	Survey Item	Average	2022 Change
1	Safety and Wellness	I know what to do if there is an emergency or a dangerous situation during the school day.	5.09	-0.03
2	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	I know what will happen if I break a school rule.	5.02	-0.04
3	Relationships	My school keeps my parents/guardians updated on my grades and test scores.	4.90	-0.05
4	Academic Growth	Adults at this school have high expectations for student learning.	4.85	-0.04
5	Academic Growth	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.	4.80	-0.06
	Academic Growth	I am encouraged by adults at my school to take advanced courses (e.g. advanced, gifted, honors, AP, IB, or dual enrollment).	4.80	0.28
6	Academic Growth	At this school, reading and writing are important tools for learning and communicating.	4.74	NA
	Equity and Opportunity	The adults at this school are comfortable interacting with students and families from different cultural backgrounds.	4.74	-0.09
7	Relationships <i>(includes 3rd and 4th grade students)</i>	There is at least one adult at this school that cares about me and knows me well.	4.71	0.08
8	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	I have a teacher or other adult at school who I can count on to help me, no matter what.	4.65	-0.27
9	Equity and Opportunity	My school teaches students about the accomplishments of people from different cultural backgrounds.	4.61	-0.07
10	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	If I tell an adult at school that someone is bullying me, the adult will do something to help.	4.59	0.06

LOWEST AVERAGE RESPONSE STUDENT ITEMS

Rank	Cornerstone	Survey Item	Average	2022 Change
1	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	Verbal bullying is <u>not</u> a problem at this school.	2.92	-0.08
2	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	Social bullying is <u>not</u> a problem at this school.	3.11	-0.11
3	Safety and Wellness	My school prioritizes my mental health.	3.52	NA
4	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	Physical bullying is <u>not</u> a problem at this school.	3.56	-0.04
5	Academic Growth	What I learn in school is related to real life.	3.62	-0.10
	Academic Growth	What I learn in school helps me feel more a part of my community.	3.62	-0.06
6	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	Cyberbullying is <u>not</u> a problem at this school.	3.63	0.00
7	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	At this school, students talk about their feelings.	3.72	0.10
8	Safety and Wellness <i>(includes 3rd and 4th grade students)</i>	Students try to help someone being bullied when they see it happening.	3.74	0.36
9	Relationships <i>(Includes 3rd and 4th grade students)</i>	Students at my school treat other students with respect.	3.88	-0.26
10	Safety and Wellness	My school teaches me how to manage my emotions and how to understand my own feelings and the feelings of others.	3.90	NA

HIGHEST AND LOWEST FAMILY RESPONSES

HIGHEST AVERAGE RESPONSE FAMILY ITEMS

Rank	Cornerstone	Survey Item	Average	2022 Change
1	Academic Growth	<i>My child's school encourages students to attend school every day.</i>	5.53	0.00
2	Academic Growth	<i>I receive materials about academic programs in a language I understand.</i>	5.49	-0.01
3	Equity and Opportunity	<i>My child's school understands the needs of English Learners and is committed to advancing their success.</i>	5.32	-0.03
4	Academic Growth	<i>At this school, reading and writing are important tools for learning and communicating.</i>	5.22	NA
5	Safety and Wellness	<i>My child's school has taught my child what he/she should do if there is an emergency or a dangerous situation during the school day.</i>	5.21	-0.03
6	Equity and Opportunity	<i>The adults at my child's school are comfortable interacting with students and families from different cultural backgrounds.</i>	5.16	-0.09
	Relationships	<i>I am an active participant in planning my child's academic career.</i>	5.16	-0.08
7	Equity and Opportunity	<i>I am satisfied with the English as a Second Language (ESL) services my child receives in school.</i>	5.14	0.01
8	Relationships	<i>There are adults at my child's school that care about my child and know him/her well.</i>	5.11	-0.12
9	Relationships	<i>I feel welcome in my child's school.</i>	5.10	0.04
10	Safety and Wellness	<i>At my child's school, there is a teacher or other adult who my child can count on to help them, no matter what.</i>	5.07	-0.27

LOWEST AVERAGE RESPONSE FAMILY ITEMS

Rank	Cornerstone	Survey Item	Average	2022 Change
1	Safety and Wellness	Verbal bullying is <u>not</u> a problem at this school.	3.69	-0.21
2	Safety and Wellness	Social bullying is <u>not</u> a problem at this school.	3.78	-0.24
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.	4.01	-0.04
4	Safety and Wellness	Physical bullying is <u>not</u> a problem at this school.	4.13	-0.13
5	Relationships	I am aware of the strategic plan for Henrico County Public Schools and how the division is working to meet their goals.	4.15	-0.15
6	Safety and Wellness	Cyberbullying is <u>not</u> a problem at this school.	4.20	-0.29
7	Safety and Wellness	My child's school places a priority on addressing students' mental health needs.	4.46	-0.21
	Equity and Opportunity	My child's school provides pathways and supports so students with disabilities can achieve postsecondary transition outcomes.	4.46	0.01
8	Equity and Opportunity	My child's school provides pathways and supports so students with disabilities can take challenging classes and enroll in specialized programs.	4.49	0.14
9	Academic Growth	My child's school provides learning experiences that help students feel more a part of the community.	4.51	-0.10
10	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.	4.53	0.08

HIGHEST AND LOWEST STAFF RESPONSES

HIGHEST AVERAGE RESPONSE STAFF ITEMS

Rank	Cornerstone	Survey Item	Average	2022 Change
1	Equity and Opportunity	<i>I am comfortable interacting with students and families from different cultural backgrounds.</i>	5.59	-0.04
2	Relationships	<i>During the past week, I have shown or told a student that I care about them and know them well/Staff in our division frequently show that they care about our students and know them well.</i>	5.56	0.04
3	Relationships	<i>I get along well with other staff members in this school/ in my department.</i>	5.47	-0.02
4	Relationships	<i>I keep my students updated on their academic progress (i.e., grades, test scores, etc.).</i>	5.45	-0.07
5	Safety and Wellness	<i>I know what to do if there is an emergency or a dangerous situation during the school/work day.</i>	5.43	-0.11
	Academic Growth	<i>Our school/school division encourages students to attend school every day.</i>	5.43	0.06
6	Academic Growth	<i>This year, I have worked/our schools have worked to develop students' communication skills.</i>	5.39	-0.03
	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>	5.39	-0.05
7	Academic Growth	<i>This year, I have worked/our schools have worked to develop the quality of my/our students' character.</i>	5.35	-0.05
8	Academic Growth	<i>At this school, reading and writing are important tools for learning and communicating.</i>	5.32	NA
9	Academic Growth	<i>This year, I have worked/our schools have worked to develop students' collaboration skills.</i>	5.31	0.05
	Relationships	<i>Parents are well-informed about their child's academic progress.</i>	5.31	-0.02
10	Relationships	<i>Parents feel welcome at this school.</i>	5.27	0.03
	Relationships	<i>Our school seeks/schools seek the support and assistance of parents when working with their child.</i>	5.27	-0.05

LOWEST AVERAGE RESPONSE STAFF ITEMS

Rank	Cornerstone	Survey Item	Average	2022 Change
1	Safety and Wellness	Verbal bullying is <u>not</u> a problem at this school.	3.57	-0.14
2	Safety and Wellness	Social bullying is <u>not</u> a problem at this school.	3.63	-0.16
3	Safety and Wellness	Cyberbullying is <u>not</u> a problem at this school.	3.77	-0.18
4	Safety and Wellness	The rules for behavior are applied equally and consistently to all students.	3.91	-0.26
5	Safety and Wellness	The students at my school resolve conflict in a safe and peaceful way/Our schools help students to resolve conflict in a safe and peaceful way.	3.93	NA
6	Relationships	Students at this school/in our division show respect to the adults working here.	3.97	-0.18
7	Relationships	Despite challenges resulting from the pandemic, I feel satisfied with the recognition I get for doing a good job.	4.20	0.03
8	Safety and Wellness	Physical bullying is <u>not</u> a problem at this school.	4.26	-0.13
	Safety and Wellness	Students try to help someone being bullied when they see it happening.	4.26	0.23
9	Safety and Wellness	At this school, we receive the support we need to implement the student behavior program (restorative practices, PBIS, etc.)	4.30	-0.04
10	Safety and Wellness	My school teaches/our schools teach students about the consequences for breaking school rules.	4.33	-0.17
	Academic Growth	The professional development I receive is relevant to the work I do every day.	4.33	0.09