



Baldwinsville Central School District Community Perception Survey

November 23rd, 2022

Provided to:

Joseph DeBarbieri
Acting Superintendent
jdebarbieri@bville.org

Danielle Nahorney
Director of Academic Services and Accountability
dnhorney@bville.org



Ask. Listen. Solve.

15 East Genesee Street, Suite 210
Baldwinsville, NY 13027
315.635.9802
www.RMSresults.com
MarkD@RMSresults.com

Table of Contents

Executive Summary	1
Background & Methodology	1
Key Findings – Aggregate Responses	2
Recommendations	4
Survey Findings	7
Appendix	40
Data Tables	40
Survey Script	43
General Link Flyer	49
Limiting Terms and Conditions	50

Executive Summary

Research and Marketing Strategies, Inc. (RMS) is pleased to present the findings of this community perception research study to the Baldwinsville Central School District. Overall, the data validates that the BCSD focuses on creating a positive, enriching, and supportive environment for students, families, and the community at large. This report will help provide BCSD with important data to help guide its strategic planning efforts.

Background & Methodology

RMS received a total of 994 responses from community residents and non-resident employed BCSD staff. The survey was distributed through several means, including BCSD & RMS social media, weekly email solicitation requests, and dissemination of a flyer with a mobile device QR code. Two online surveys were developed. One that was used by community residents and a nearly identical survey for employees of BCSD who do not live in the Baldwinsville District. The response feedback from both surveys was combined and provided important perspective from key stakeholders serving the BCSD community.

The survey content included multiple choice, close-ended, and Likert scale type questions. These data were analyzed using descriptive statistics (means and frequencies), and when appropriate, cross tabs were run to analyze subsets of the data.

RMS also created six new variables to run additional analysis and cross tabulations on the data. One screener question allowed individuals to select multiple stakeholder groups from various options. RMS created six new groups using superseding rules to create six distinct groups: [(1) Instructional Staff (current); (2) Non-Instructional Staff (current); (3) Former Staff; (4) Parent; (5) Former BCSD Student; (6) Community Resident] The groups were developed using the following superseding rules:

1. If the survey respondent indicated that they were a current or former employee; in addition to being a parent and/or community resident and/or former student, RMS coded that response as either a current or former staff person. RMS then further clarified if current staff were either “instructional” or “non-instructional.”
2. If the survey respondent indicated that they were a parent and/or community resident and/or former student, RMS coded that respondent as a parent.
3. If the survey respondent indicated that they were a community resident and former student, RMS coded the respondent as a former student
4. Remaining responses were coded as Community Resident.

Table 1. New Grouping Variable Overview

New Variable	Count	%
Parents	591	59.5%
Instructional Staff (current)	212	21.3%
Community Resident	60	6.0%
Non-Instructional Staff (current)	53	5.3%
Former Students	45	4.5%
Former Staff	33	3.3%

Note. Values do not add up to 100% due to rounding.

For the qualitative data, RMS analyzed open-ended responses by reading and coding a portion of all responses. Two RMS researchers reviewed the qualitative data, compared findings, and mutually agreed upon the themes developed by the open-ended responses. RMS used a process of in-vivo coding. Rather than read all responses, RMS ceased open-ended coding responses once the data themes became apparent, which in most cases was about 50% of the open-ended responses. However, RMS believes this process led to well-substantiated findings, often corroborating or clarifying quantitative data. This process also increased analysis efficiency, as some open questions had over 900 responses. Finally, RMS has provided key verbatim quotes as additional support for the identified qualitative themes. Ultimately, RMS will provide BCSD with the complete data set and can conduct further data analysis.

Key Findings – Aggregate Responses

- Responding individuals reported strong awareness of the BCSD, rating it a 4.2 on a scale from not at all aware (1) to extremely aware (5).
- A strong majority (greater than 70%) shared a positive word or phrase when describing BCSD, with most using words like “excellent,” “high standards,” and “strong community.” Many others shared descriptive words, such as “Baldwinsville Bees” and “Home of the Bees.”
- Almost two-thirds (60.1%) of respondents think the Baldwinsville Central School District performs better than other area school districts. Many cited factors around quality education (teachers, Staff, program offerings, special education). Those that felt the District performed worse (4.5%) shared concerns about the school culture, limited support for teachers, and concern that BCSD does not care enough for its students.
- A majority shared that they moved to Baldwinsville due to the quality of schools, suggesting that BCSD is an important factor when people decide to move to and live in the greater Baldwinsville area.
- Some of the strengths of the District are a) providing quality education, b) communication, c) building a sense of community, and d) athletics. Many also mentioned e) the District’s special education programs.
- When asked what could improve, many felt that overall communication, transportation, and supporting/paying hiring staff could improve.

- The data suggest that respondents believe that BCSD is preparing students well for the future. Respondents largely believe that students are ready for the next phase of their academic or professional life. In particular, more than half (57.1%) of respondents rated their agreement with the statement, “A BCSD high school graduate is ready for college” as 4 “agree” (36.8%) or 5 “strongly agree” (20.3%) out of 5 with a mean score of 3.9. The mean score from the recent graduate respondents is 3.5 (n=74), suggesting recent graduates do not have as much confidence they are prepared well for college as other respondent groups in this study.
- Almost two-thirds (60.1%) of respondents rated their agreement with the statement, “A BCSD graduate is well prepared for post high school life” as 4 “agree” (41.5%) or 5 “strongly agree” (18.6%) out of 5, and a mean score of 3.7. Recent graduates (n = 67) scored slightly higher with a mean score of 3.9 suggesting that they feel well prepared.
- Almost three quarters (73.8%) of respondents rated their agreement with the statement, “The BCSD maintains its facilities and campus” as a 4 “agree” (39.0%) or 5 “strongly agree” (34.8%) out of 5, and a mean score of 4.1.
- Almost two thirds (63%) of respondents rated their agreement with the statement, “BCSD creates ample opportunity to engage and inform the community,” as either a 4 “agree” (34.1%) or 5 “strongly agree” (28.9%) out of 5, and a mean score of 3.8.
- Most respondents get their information about Baldwinsville Schools from District or respective school websites (83.8%), and the School newsletter and/or other District mailings (80.5%). More than two-thirds of respondents get their District from teachers and Staff (68%), and more than half get their information from friends or neighbors (55.7%) or Facebook and other social media (55%).
- Almost two thirds (64.5%) of respondents rated their agreement with the statement, “The BCSD values its vision for all students to reach their full potential,” as 4 “agree” (38.2%) or 5 “strongly agree” (26.3%) out of 5.
- More than three quarters of respondents rated their awareness of the District’s current strategic plan as 3 out of 5 or less (78.5%), with more than a quarter of respondents (26.1%) rated their awareness as 1 out of 5 (Very Unaware). Less than a quarter of respondents (21.4%) rated their awareness as 4 (14.7%) or 5 (6.7%) out of 5. The overall mean score was low (2.6).
- RMS asked respondents what the BCSD could do to help stakeholders become more aware of the BCSD Strategic Plan. The top 3 answers given by respondents were that they think (1) the BCSD should email information to stakeholders (22.4%), they would (2) prefer more communication from BCSD (14.8%), and (3) the BCSD should send newsletters to stakeholders (5.9%).
- More than three-quarters of respondents (75.4%) rated the importance of the BCSD to “promote collaboration, innovation, flexibility, and cultural awareness, preparing students for their future” as 4 (23.1%) or 5 (52.3%) out of 5
- Many respondents (81.9%) rated the importance for the BCSD to “achieve high levels of educational, social, emotional, and lifelong learning skills for all” as 4 (18.6%) or 5 (63.3%) out of 5. Many respondents (80%) rated the importance for the BCSD to “ensure equal access, opportunities, and choices for all students” as 4 (20.9%) or 5 (59.1%) out of 5.

- RMS asked respondents what the District could do to continue to move its goals forward. The top 3 answers given by respondents were (1) the BCSD should increase diversity/equity (8.1%), (2) the BCSD should hire/support teachers (5.7%), and (3) the BCSD should focus on education (2.3%).
- When asked what the District's key areas of focus should be for the coming years, the highest rated options (both with average ratings of 4.6) were "The quality of the teaching staff" with 93% of respondents rating it a 4 (23.6%) or 5 (69.4%) out of 5, and "School safety and security" with 90% of respondents selecting 4 (21.7%) or 5 (68.4%) out of 5. The lowest rated option (with an average rating of 2.8) was "Student achievement on standardized tests" with more than two thirds (66.7%) rating it 3 out of 5 or lower.
- RMS asked respondents, "What are other key areas of focus for the District in the coming years?" The top 3 answers given by respondents were that they think (1) the BCSD should hire/pay/support teachers (8.3%), (2) the BCSD should Increase diversity/equity (6.1%), and the BCSD should focus on education (6.1%).

Recommendations

Based on the findings of this report, RMS offers the following recommendations. Many of these recommendations may already be in place within the District's planning efforts, but can help validate efforts and guide next steps.

Maintain and celebrate the District's positive reputation through strategic outreach and communications

The data from this study suggests a very positive reputation for the District. In particular, many individuals commented on strengths such as preparing students for post-high school life, special education, academic programs, and athletics. The data suggests that individuals believe BCSD is offering a well-rounded educational experience for students. As BCSD continues in its strategic planning efforts, this finding should be celebrated by the team.

Leverage recent graduates to better understand perceptions regarding their preparedness for college

There was distinction in the data between recent graduates and the aggregate scores. Recent BCSD graduates data suggest they feel well prepared for post-high school life and satisfied with their education experience. Their mean satisfaction score was 3.9. However, when asked about preparedness for college, this segment rated agreement lower than the aggregate 3.5 versus 3.9. This topical area should be researched more, as a means to help understand the factors driving this difference. Whether it is because the experience is most current, or some bias in which they do not have enough experience yet to judge is unclear, but there may be a lot of insight to gather on why they feel prepared for life, and what strategies are working.

Communicate through multiple channels for community engagement

Communication was a common theme throughout the data. Many want communication improved, and many say that communication is a strength. This finding was often closely related to people's positive/negative beliefs on District activities. In some ways, the simple response is

that if people agree with BCSD, they like communication. Communication is often one of the first things cited when they have a different opinion. Given the complexity of BCSD activities, a multi-channel approach to communication is essential to maximize the reach and present evidence of communication efforts. When communication inevitably comes up, the conversation can shift to increasing awareness rather than lack of communication. For example, citing evidence of the multiple ways BCSD reaches out to students, offers opportunities to voice opinions, educate the community, and get ahead of concerns the District is not communicating. The data suggests that the district website is an important resource, along with email, social media, and mailings. All these activities should be weighted equally and allow people to engage in how they feel most comfortable.

Increase communications and transparency from the District Administration and BOE

There seems to be a community perception that there is a communication barrier between the BCSD Board of Education and District Administration and the community-at-large. Greater communication and transparency were identified as opportunity areas with the district administrative team and Board of Education. Conversely school and teacher communications were rated as being acceptable/good.

Educate the community on how limitations and opportunities to invest in teachers and facilities, and school safety

Teacher pay and investment in facilities was common concern in the study. Many felt that the District must invest in its teachers more. The District may want to integrate general awareness and education into its strategic planning process, which can explain how teachers are invested in, ways to increase pay and limitations, and how upgrading facilities works.

Increase opportunities for the community to actively participate in strategic planning efforts

The data suggests that BCSD community is very much engaged in the well-being and success of the District's students and desires to be involved in the strategic planning process. Offering sessions like town hall discussions, focus groups, or public review sessions will provide a space for the community to engage with the strategic planning efforts. These activities will also build greater awareness about the strategic plan.

Prioritize hands-on project-based learning in strategic planning

Many individuals discussed the need for project-based learning or hands-on exercises to help prepare students for college and their professions. More exposure to these learning activities will align with many educational trends and provide a space for students to explore, test, and learn about future career paths.

Emphasis on diversity and inclusion and special education in strategic planning

Many individuals commented on the need for more diversity and inclusion within the District. The data supports that diversity and inclusion may be essential to the strategic plan. In addition, special education was discussed throughout the survey. Many were very passionate about the need to continue to invest in special education, and cited Baldwinsville reputation as one of the best districts in the area for special needs. However, they also wanted to make sure that

Baldwinsville maintained this reputation and continues to provide the best access to resources for children with complex needs.

Reinforce activities that promote life skills, soft skills, and critical thinking

Several respondents felt that the District could do more to teach and emphasize more generic life skills, soft skills, and critical thinking. The District could highlight to the community at large all they do today around these areas in the educational curriculum.

Maintain a rigorous social media and Internet presence about School activities

Far and away, the respondents indicated that they turn to the District's website and social media platforms to stay informed of issues related to the District's activities. BCSD needs to continue to maintain its website(s) and social media platforms since these are very popular venues that are used by the community.

The following sections of this report provide a question-by-question analysis of the findings.

Survey Findings

The following section provides a question-by-question analysis of the survey. Counts, percentages, and means are calculated as appropriate. For some questions, only means or select quotes from open ended responses are reported. In these cases, the full data tables are located in the Appendix for this report.

The first question of the survey asked individuals to rate their awareness of the BCSD school district, on a scale from *not at all aware* (1) to *very aware* (5). More than three-quarters (77.4%) of respondents rated their awareness of the Baldwinsville Central School District as a 4 (32.8%) or 5 (44.6%) out of 5, with a mean score of 4.2. Please note that if a respondent rated their awareness as a 1, that individual was screened out of taking the survey.

Table 2. Your awareness of BCSD (n = 994)

S1	Not at all Aware		2		3		4		Very Aware		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
Awareness of BCSD	0	0.0	37	3.7	188	18.9	326	32.8	443	44.6	4.2

Across all groups, individuals rated their awareness of BCSD fairly high. Instructional Staff (current), non-instructional Staff (current) and former employees rated their awareness the highest (4.4 mean on a five-point scale). Community groups rated their awareness the lowest with a 3.9.

Table 3. Awareness of BCSD by Stakeholder Group (n = 994)

Group	Top % Rating 4 or 5	Mean
Parents	74.8%	4.1
Instructional Staff (current)	87.7%	4.4
Non-Instructional Staff (current)	77.4%	4.4
Community Resident	70.7%	3.9
Former Students	68.9%	4.0
Former Employees	80.0%	4.4
Aggregate	77.4%	4.2

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n= 212), community residents (n=58), non-instructional Staff (n=53), former students (n=45), and former employees (n=35).

As an additional screening question, all individuals who participated in this survey were either residents of the District (884) or employed by the District (110). In addition, many respondents (41%) are 35-44 years old, and almost a third (29%) are 45-54.

Table 4. Which category best represents your age?

S3	Overall (n = 994)	
	#	%
Under 18	0	0.0
18 to 24	11	1.1
25 to 34	139	14.0
35 to 44	408	41.0
45 to 54	293	29.5
55 to 64	95	9.6
65 to 74	39	3.9
75 years or older	9	0.9

70.5%

The data suggests that over a quarter (26.3%) of respondents attended a school in the Baldwinsville Central School District themselves, but most (73.7%) did not.

Table 5. Did you attend a school in the Baldwinsville Central School District?

S4 A.	Overall (n = 994)	
	#	%
Yes	261	26.3
No	733	73.7

Of those that attended a school in BCSD (n=261), 92.7% of respondents graduated from high school in the Baldwinsville Central School District.

Table 6. Did you graduate from high school in the Baldwinsville Central School District?

S4 B.	Overall (n = 261)	
	#	%
Yes	242	92.7
No	19	7.3

Most individuals were not currently or formerly employed by BCSD (67.6%). Almost a quarter (21.4 %) of respondents are current employees (16.4%) or former employees (5%) of the Baldwinsville Central School District.

Table 7. Are you a current or former employee of the Baldwinsville Central School District?

S5 A.	Overall (n = 885)	
	#	%
Yes, I am a current employee	163	16.4
Yes, I am a former employee	50	5.0
No	672	67.6

Note. The n is 885 as current staff who do not live in the district were not asked this question.

Of the respondents who shared they were current, or former employees (n=213), most (74.2%) are/were part of the District's teaching/instructional staff. Also, 25.8% of respondents are current or former employees who are/were not part of the teaching/instructional Staff.

Table 8. Are/Were you part of the teaching/instructional staff within the District?

S5 B.	Overall (n = 213)	
	#	%
Yes	158	74.2
No	55	25.8

A vast majority of individuals who participated in this survey have children (91.6%).

Table 9. Do you have children?

S6 A.	Overall (n = 994)	
	#	%
Yes	911	91.6
No	83	8.4

A majority of respondents have a child or children who have attended, will attend, or are attending Baldwinsville Central School District. More than two-thirds shared they currently have a child or children attending the Baldwinsville Central School District.

Table 10. S6 B. Which of the following statements best applies to you regarding your children? *(Respondents selected all that applied.)*

S6 B.	Overall (n = 911)*	
	#	%
I have a child or children who will attend the Baldwinsville Central School District in the future.	102	11.2
I currently have a child or children attending the Baldwinsville Central School District.	686	75.3
I have an adult child or children who attended and/or graduated from the Baldwinsville Central School District.	215	23.6
I have a child or children who does/did NOT attend the Baldwinsville Central School District.	94	10.3

Note. Multiple responses allowed

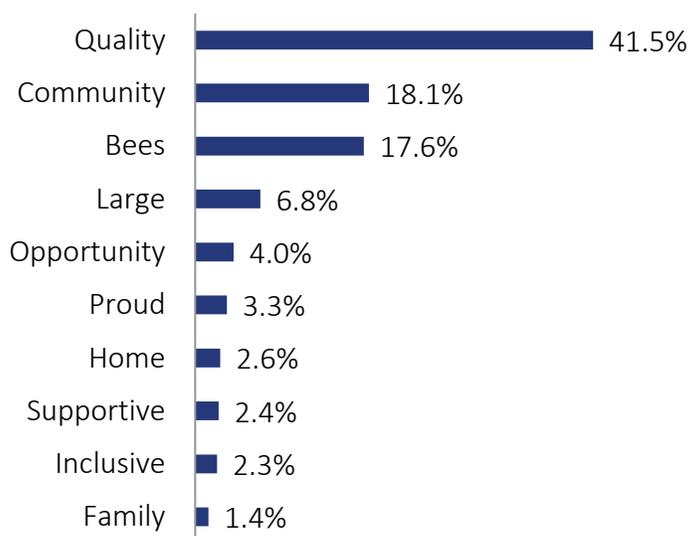
RMS analyzed households that send their children to districts outside of Baldwinsville. Out of 21 households that send their children to districts outside BCSD, almost one in five (19%) send students to Liverpool, 9.5% send students to Christian Brothers Academy, 9.5% send students to Word of Life Christian Academy, and 9.5% homeschool/homeschooled their students. The rest, over half (52.4%), send/sent students to various other schools. Nearly a quarter (23.8%) cited religious preference, some (19%) cited displeasure with public education, and over a quarter (28.6%) cited various other reasons. Almost a third (28.6%) cited location as the reason they decided to select out of District schooling.

GENERAL SURVEY QUESTIONS

The first word or phrase that comes to mind for almost a quarter of respondents (23.9%) is a positive statement about the overall quality of the school district (i.e., “Excellent,” “Great,” “High standards”). Another 10.5% of respondents shared a word or phrase related to community (“Community,” “Strong community”); 10.2% of respondents indicated a descriptive word, such as Baldwinsville Bees (“Bees,” “Home of the Bees”). Overall, the data suggests a very positive view of the District. Few individuals provided negative comments when asked to describe the District. Some quotes include:

- *Great special education program and amazing teachers!*
- *Great teachers, but lack of leadership from the District Office*
- *Quality education with acceptance of individual differences and needs*
- *Great School. District, probably the best in Onondaga County.*
- *B'ville is a good school district with outstanding teachers.*
- *Great with special education students and very well adapted in mental health*
- *don't trust anyone, administration targets certain employees while others get everything they ask for and there is zero support when it comes to discipline. Trust and loyalty are unheard of.*
- *Strong academics, great music and athletics.*
- *Have had mixed emotions on how it's been run the past few years.*
- *Promoting positivity, kindness, & inclusiveness*
- *I specifically moved to b'ville so my daughter would go to b'ville schools.*
- *Great District to have your children attend*

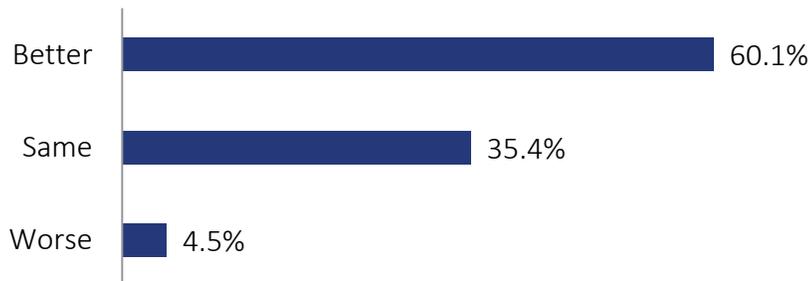
Figure 1. What is the first word or phrase that comes to mind when you think about the Baldwinsville Central School District? (n=574)



Note. There was a total of 574 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 10 themes and codes developed from analysis of open-end responses (n=574).

Almost two thirds (60.1%) of respondents think the Baldwinsville Central School District performs better than other area school districts. This data corroborates the overly positive sentiment shared by respondents when asked to share the first word or phrases about the District.

Figure 2. Perception of BCSD Compared to Other Districts (n=994)



When comparing BCSD to other schools, 60.1% of respondents cited that they perceive BCSD as *better than other schools*. Very few individuals cited BCSD as worse. Most parents, current Staff (instructional and non-instructional), community residents, and students cited BCSD as better. However, many former employees noted that BCSD is “the same” as other schools (48.6%), while 40.0% shared it was the same, and 11.4% shared it was worse.

Table 11. Perception of BCSD Compared to Other Schools by Stakeholder Group

Group	Worse	Same	Better
Parents	4.4%	30.6%	65.0%
Instructional Staff (current)	2.4%	43.4%	54.2%
Non-Instructional Staff (current)	1.9%	37.7%	60.4%
Community Resident	6.9%	43.1%	50.0%
Former Students	11.1%	37.8%	51.1%
Former Employees	11.4%	48.6%	40.0%
Aggregate	4.5%	35.4%	60.1%

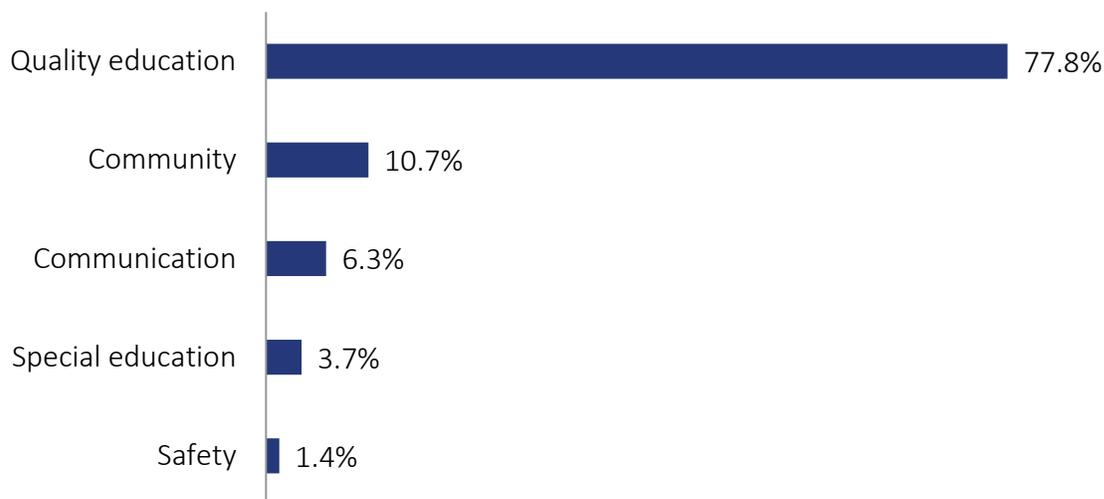
Note. The number of responses for each group was parents (n=591), instructional staff (n=212), community residents (n=58), non-instructional Staff (n=53), former students (n=45), and former employees (n=35).

For the respondents that think the Baldwinsville Central School District performs better than other area school districts, more than half (55.8%) said the reason is because the school provides quality education (“Teachers,” “Staff,” “Program Offerings”).

- *The people. Teachers care and I think most parents care and take part in positive ways.*
- *High quality, dedicated educators who really care about kids.*
- *Smaller community which allows BCSD to support their students better than the larger districts*
- *Smaller community. Sense of family.*
- *The community, The plethora of schools, The sports. They probably have the highest standards in all aspects of school next to a private academy.*

- *We have always received a high level of communication. When issues arose teachers and administrators took swift action. Students are encouraged to be involved in a variety of activities which helps build a strong lasting community.*
- *Communication (email, phone, social media) staying connected and prompt with helpful, knowledgeable information. Access to resources. Support of PTA and engagement with general community, and support of Staff to keep them happy to keep them a part of the District for our children.*

Figure 3. Why do you think the Baldwinsville Central School District performs better than other area school districts?



Note. There was a total of 428 open-end responses reviewed. Each response was coded and grouped by theme. Remaining responses were related to the BCSD sharing their values. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=428).

For the respondents that think the Baldwinsville Central School District performs worse than other area school districts, a third (33.3%) said the reason is that the school provides a hostile culture (“Horrific culture,” “Preferential treatment”). Many of these respondents were both community residents and a parent of current/former students. Few were former students or current employees. **The number of individuals who responded worse was minimal (n=28). The responses were overwhelmingly positive.** Some key quotes include:

- *No support for the teachers*
- *Bville is heavy with extra circular activities and over the years less about the academic*
- *Absolutely incompetent Board and Administration with a horrific culture that would not exist in a private workplace let alone a public school.*

Almost two-thirds (61.9%) of respondents rated “the significance of the Baldwinsville Central School District in their decision to live in the greater Baldwinsville area” as 4 (22.2%) or 5 (39.7%) out of 5. The mean score was 3.9. Given that the data suggests most individuals are sending, or will send, their children to a BCSD school, this is a notable finding that the District is an important factor in families deciding to settle in the greater Baldwinsville area.

Table 12. How significant factor was BCSD when deciding to live in Baldwinsville?

Q3	Not at all Significant		2		3		4		Significant		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
BCSD Factor	113	11.4	30	3.0	126	12.7	221	22.2	395	39.7	3.9

Note. Employees of the District who do not live in Baldwinsville were omitted from this question. The sample size for this question is 884.

The data suggest that BCSD is a significant factor when people decide to live within the District. The significance is even higher for parents. Three out of four parents cited a score of 4 or 5, and a mean score of 4.0. The mean score was 3.7.

Table 13. How significant factor was BCSD when deciding to live in Baldwinsville?

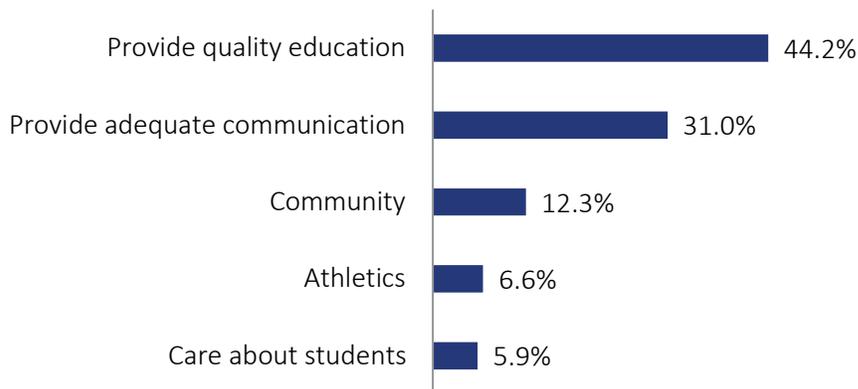
Group	Top % Rating 4 or 5	Mean
Parents	74.6%	4.0
Instructional Staff (current)	41.1%	3.9
Non-Instructional Staff (current)	62.5%	3.6
Community Resident	60.3%	3.5
Former Students	35.6%	2.7
Former Employees	48.6%	3.1
Aggregate	61.9%	3.9

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n= 124), community residents (n=58), non-instructional Staff (n=32), former students (n=45), and former employees (n=35).

When asked what the Baldwinsville Central School District does best, 44.2% of respondents shared *provide quality education*, 31.0% of respondents stated *adequate communication*. And 12.3% said that what the Baldwinsville Central School District does best is *provide a sense of community*.

- *Supports the child and family to provide the best education possible*
- *Academic Staff is responsive to student needs.*
- *Provides support to their students while tailoring their individual needs, especially students with learning disabilities.*
- *Provides several sports teams, extra curricula activities, AP courses and generally speaking, Special Ed. Department.*

Figure 5. What does the Baldwinsville Central School District do best?



Note. There was a total of 407 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=407).

In addition, 14.7% of respondents stated that they think the Baldwinsville Central School District’s ability to communicate makes it unique compared to other districts. Another 7.4% of respondents believe that the District’s ability to provide quality education makes it unique compared to other districts. And 2.2% said the District’s “small town feel” makes it special.

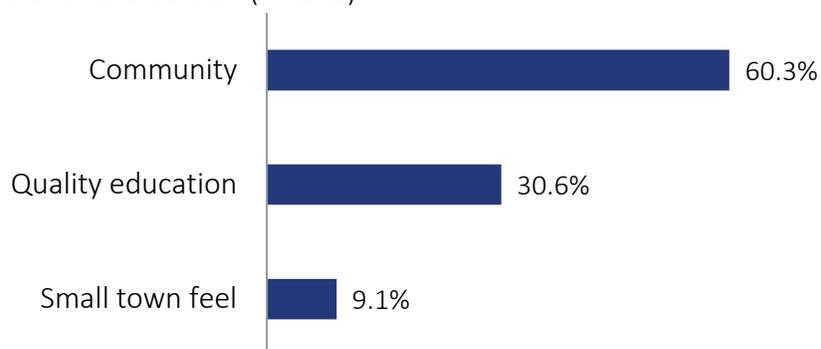
- *While athletics is a big part of the culture, academics is also extremely important. The students have a lot of opportunities to excel academically.*
- *There is great interaction between the school district and the community.*
- *A lack of investment/priority in maintaining school buildings and athletic facilities. Bville schools (primarily Durgee) and the athletic fields/complexes are really run down and outdated compared to other districts.*
- *Small feel despite being in larger class*

RMS asked 994 respondents, “What can the Baldwinsville Central School District improve upon?” The three most popular responses were related to *Improving communication, Improving transportation, and supporting/paying/hiring staff* (4.3%)—figure 6 shares the top 10 themes which emerged from coding the open-ended responses.

- *More parental involvement in what students are being taught.*
- *I would greatly like to see more emphasis on the social-emotional growth of students. There is a big lean towards mental health awareness in the District, which is noticeable and commended. However, the one deficit I have seen over several years (having several children at various ages) is that every year students are missing deep social interactions and greater friendships developed with peers because there are so many changes in classes at the youngest grades through the oldest*
- *The District can work on being less ostracizing towards the lower-class families who struggle daily by requiring those families provide additional information for them to qualify for school food. It's absurd to return to an oppressive system after the pandemic started.*
- *Update buildings, more college classes*
- *More support staff*

- *We need improved communication, we are doing well but can always do better. We need to provide PD for teachers that will help students grow academically and social/emotionally.*

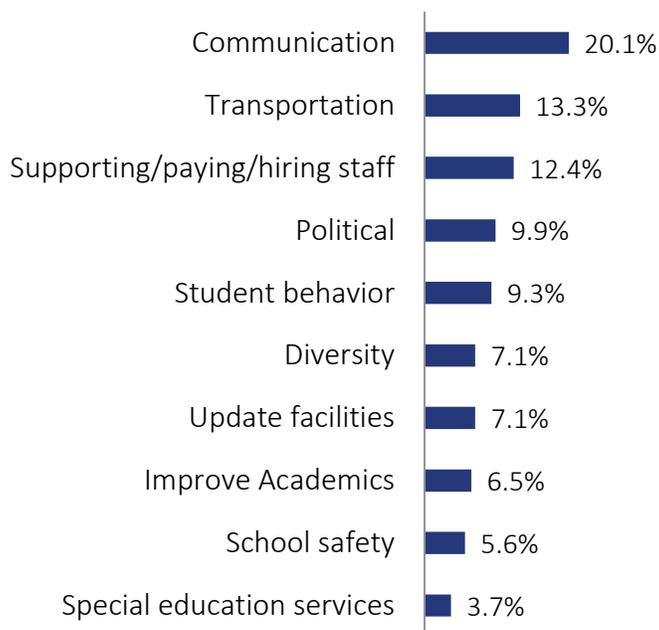
Figure 6. What makes the Baldwinsville Central School District unique compared to other area districts? (n= 242)



Note. There was a total of 242 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 3 themes and codes developed from analysis of open-end responses (n=242).

Q7. RMS asked 994 respondents, “What can the Baldwinsville Central School District improve upon?” The three most popular responses were related to *improving communication (20.1%)*, *improving transportation (13.3%)*, and *supporting/paying/hiring staff (12.4%)*.

Figure 7. What can the Baldwinsville Central School District improve upon? (n= 354)

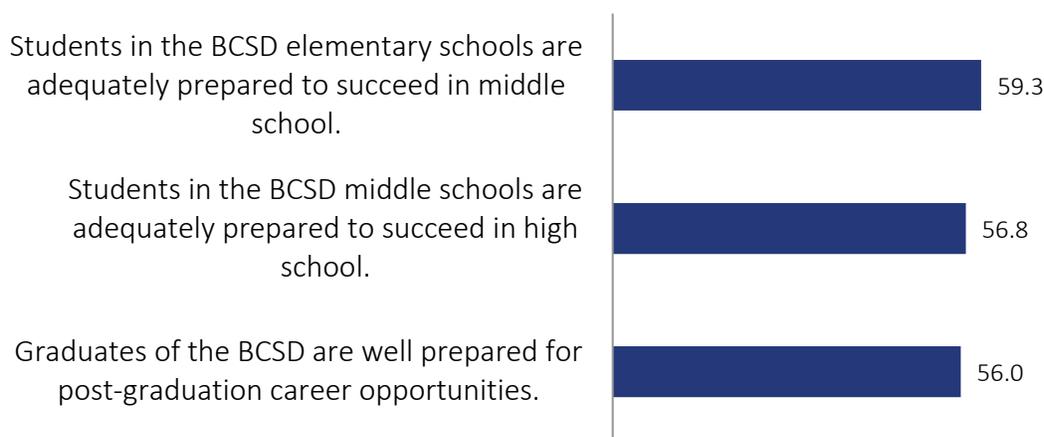


Note. There was a total of 354 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 10 themes and codes developed from analysis of open-end responses (n=354).

BCSD community members were provided a series of statements and asked to rate on a scale from *strongly disagree* (1) to *strongly agree* (5). Almost two-thirds (59.3%) of respondents rated their agreement with the statement, “Students in the BCSD elementary schools are adequately prepared to succeed in middle school,” as 4.0 (31.1%) or 5 (28.2%) out of 5.

More than half (56.8%) of respondents rated their agreement with the statement, “Students in the BCSD middle schools are adequately prepared to succeed in high school” as 4 (32.7%) or 5 (24.1%) out of 5. More than half (56.0%) of respondents rated their agreement with the statement, “Graduates of the BCSD are well prepared for post-graduation career opportunities” as 4 (31.7%) or 5 (24.3%) out of 5. All three statements had a mean score of 3.9.

Figure 8. Top 2 Boxes: Agreement with Statements (%) {Rating of 4 or 5}



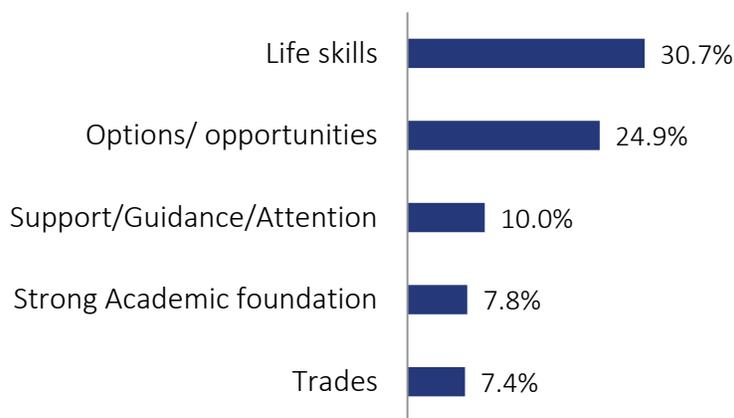
RMS also analyzed Q7-Q9 by recent graduates. Recent graduates were defined as individuals who were aged 18-30 and shared they graduated from the BCSD school district. The data largely mirrored the overall findings, however, the means were slightly higher for preparedness in elementary and high school, scoring a 4.1 for both, compared to a 3.9 aggregate score.

Q9 B. RMS asked 994 respondents, “What do you believe being ‘well prepared for post-graduation career opportunities’ looks like in our schools?” The three most popular responses were about *teaching students life skills, making students aware of their options and opportunities, and supporting students and providing guidance to them regarding their life post-graduation.*

- *Instilling confidence in their area of academic and extracurricular interests*
- *Educated, disciplined, motivated*
- *This does depend on the work put in by the student, but if they do, they are prepared for college. Communicating with teachers, using extra help opportunities, getting involved.*
- *The most recent school board election was Communist like. Socialist teachers union strong armed, including students, to vote for their endorsed candidates This is just one more indication of where this District is headed.*

- *Providing realistic options that don't always follow the path of college following high school graduation.*
- *Study skills, exposure to career options*
- *writing and math skills, communication skills, social emotional health*
- *Time and task management, financial literacy and competency, emotional literacy and competency, interest in pursuing opportunities to become a self-sufficient participant in the community.*
- *Knowledge of content, explored many opportunities, life skills for living alone*

Figure 9. What do you believe being well prepared for post-graduation career opportunities looks like in our schools?



Note. There was a total of 309 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=309). Many of the remaining answers were related to teaching students career skills and communication skills.

More than half (56.6%) of respondents rated how important they believe college education is today as a 4 (32.0%) or 5 (24.6%) out of 5. Almost a third (32.5%) of respondents rated it a 3, and a mean score of 3.7.

Table 14. How important is a college education today?

Q10	Very Unimportant						Very Important		Mean		
	1		2		3		4		5		
	#	%	#	%	#	%	#	%	#	%	M
College Importance	28	2.8	59	5.9	323	32.5	318	32.0	245	24.6	3.7

The data suggests that although individuals felt a college education is important today, there are additional factors that will help prepare a student for adulthood. The highest mean score for college importance was from instructional Staff (3.9), closely followed by parents (3.8). In addition, parents provided the highest percentage of 4 or 5's related to importance (60.2%). Former students rated the importance of college the lowest (3.3).

Table 15. How important is a college education today?

Group	Top % Rating of 4 or 5	Mean
Parents	60.2%	3.8
Instructional Staff (current)	53.7%	3.9
Non-Instructional Staff (current)	58.0%	3.6
Community Resident	48.3%	3.6
Former Students	42.2%	3.3
Former Employees	48.6%	3.5
Aggregate	56.6%	3.7

Note. The column Top % adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=119), community residents (n=58), non-instructional Staff (n=50), former students (n=45), and former employees (n=35).

More than half (57.1%) of respondents rated their agreement with the statement, “A BCSD high school graduate is ready for college” as 4 (36.8%) or 5 (20.3%) out of 5. The mean score for recent graduates is 3.5 (3.9 overall), suggesting recent graduates do not have as much confidence they are prepared for college as other groups in this study (n=74).

Table 16. BCSD High School Graduates Preparedness for College

Q11 A.	Strongly Disagree		2		3		4		Strongly Agree		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
Preparedness	13	1.3	28	2.8	213	21.4	366	36.8	202	20.3	3.9

When asked how prepared BCSD graduates are for college, non-instructional Staff rated preparedness the highest (4.1), and former students and employees ranked the lowest (3.7).

Table 17. BCSD High School Graduates’ Preparedness for College by Stakeholder Group

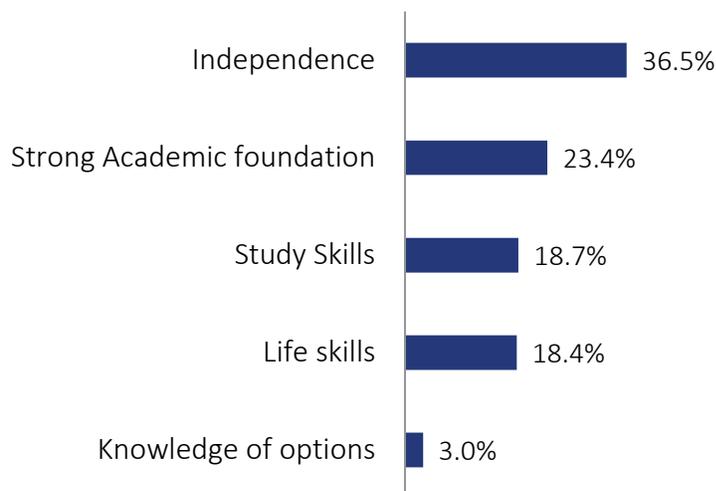
Group	Top % Rating of 4 or 5	Mean
Parents	68.2%	3.9
Instructional Staff (current)	73.9%	3.9
Non-Instructional Staff (current)	75.0%	4.1
Former Students	68.9%	3.7
Former Employees	62.9%	3.7
Aggregate	57.1%	3.9

Note. The column Top % adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=119), community residents (n=0), non-instructional Staff (n=32), former students (n=45), and former employees (n=35).

When RMS asked respondents, “What do you believe being ‘ready for college’ looks like in our schools?” The three most popular responses were about *fostering student independence*, *providing a strong academic foundation in students*, and *instilling good study skills in students*.

- *Having the knowledge, skills and experience to take on the challenges of higher education and the real world.*
- *Being ready for college is being able to take care of yourself.*
- *That constitutes many variables so I am reluctant to generalize*
- *Same as my previous answer: strong foundation in reading, writing/ grammar,. and number sense. In order to be ready for college, students need to know their individual learning styles (how they process/ take in information) as well as how to stay organized and how to take notes and study. Students should also know how to write a quality email and how to follow directions for submitting paperwork and requesting meetings with professors.*

Figure 10. What do you believe being “ready for college” looks like in our schools?



Note. There was a total of 337 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=337).

Almost two-thirds (60.1%) of respondents rated their agreement with the statement, “A BCSD graduate is well prepared for post-high school life” as 4 (41.5%) or 5 (18.6%) out of 5, and a mean score of 3.7 Recent graduates (n = 67), scored slightly higher with a mean score of 3.9.

Table 18. Graduates’ preparedness for post-high school life

Q12 A.	Strongly Disagree		2		3		4		Strongly Agree		Mean
	1								5		M
	#	%	#	%	#	%	#	%	#	%	M
Post high school	24	2.4	46	4.6	304	30.6	413	41.5	185	18.6	3.7

When asked about BCSD’s graduate’s preparedness for post-high school life, all categories responded similarly, with either a mean score of 3.6 or 3.7.

Table 19. Graduates’ preparedness for post-high school life by Stakeholder Group

Group	Top % Rating of 4 or 5	Mean
Parents	61.3%	3.7
Instructional Staff (current)	60.9%	3.7
Non-Instructional Staff (current)	61.2%	3.7
Community Resident	56.9%	3.7
Former Students	57.8%	3.6
Former Employees	51.4%	3.6
Aggregate	60.1%	3.7

Note. The column Top % adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n = 591), instructional Staff (n=194), community residents (n=58), non-instructional Staff (n=49), former students (n=45), and former employees (n=35).

RMS asked why respondents rated their agreement with the statement “A BCSD graduate is well prepared for post-high school life” with a 1 (Strongly Disagree) or 2 (Disagree). The top 3 reasons given by respondents were that *students lack life skills, students were not given guidance on life after high school, and the District has low expectations of students.*

- *Critical thinking skills are not widely taught/emphasized bc some staff are too focused on ridiculous notions of woke mentality.*
- *I don't believe students are encouraged to think or challenge or allowed to make mistakes (particularly in the younger grades). Students have to be encouraged to critically think rather than learn by rote and be given multiple choice tests. Essay writing and forming coherent arguments does not appear to be a key element of their education for example.*
- *BCSD students, in general, are coddled until the day they graduate, and many cannot handle the rigor that college presents.*
- *As a former grad I think way more could have been done to open my mind to diversity as well as exploring career paths and options in-depth.*
- *You teach for college and if the kids aren't going to college, you don't do anything to prepare them for life. You barely give them the time of day. You teach classes that have zero relevance in life When you could be teaching classes that give real life skills. Kids will learn what they need in college when they attend college stop teaching as if they are already there*
- *I think BCSD allows under achieving kids to skate through school without consequences.*

Respondents were presented with three statements, asking individuals to what extent individuals agreed with students’ preparedness for middle school, high school, and post-graduation career opportunities.

Overall, most individuals felt that BCSD students were prepared for each level (middle school, high school, and career). However, mean scores suggest that non-instructional staff feel more strongly about preparedness than other groups.

Table 20. Q8 – Please rate 3 Statements by Stakeholder Group

Group	Students in the BCSD elementary schools are adequately prepared to succeed in middle school.		Students in the BCSD middle schools are adequately prepared to succeed in high school.		Graduates of the BCSD are well-prepared for post-graduation career opportunities.	
	Top2 %	Mean	Top2 %	Mean	Top2 %	Mean
Parents	73.1%	4.0	68.2%	3.9	67.7%	3.9
Instructional Staff (current)	66.4%	3.8	71.4%	3.8	71.5%	3.9
Non-Instructional Staff (current)	75.0%	4.1	71.9%	4.2	81.3%	4.2
Former Students	68.9%	3.9	73.3%	3.8	60.0%	3.6
Former Employees	65.7%	3.7	60.0%	3.5	54.3%	3.6
Aggregate	59.3%	4.0	56.8%	3.9	56.0%	3.9

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n= 119), community residents (not asked question), non-instructional Staff (n=32), former students (n=45) and former employee (n=35).

Almost three-quarters (73.8%) of respondents rated their agreement with the statement, “The BCSD maintains its facilities and campus,” as a 4 (39.0%) or 5 (34.8%) out of 5, and a mean score of 4.1.

Table 21. BCSD Maintenance of Facilities

Q13 A.	Strongly Disagree		2		3		4		Strongly Agree		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
BCSD facilities	14	1.4	40	4.0	141	14.2	388	39.0	346	34.8	4.1

RMS asked why respondents rated their agreement with the statement “The BCSD maintains its facilities and campus” with a 1 (Strongly Disagree) or 2 (Disagree). The top 3 reasons given by respondents were that schools in the District need maintenance or updates (34.0%), Athletic facilities need maintenance (17.0%), and schools in the District lack adequate heating, ventilation, or cooling (13.2%).

- *I think they could do a better job*

- *Band facilities. Get them. Show the group the District has their back and they go off and do wonderful things across the country for the District.*
- *There needs to be way more security available. There is smoking, drug use, and fighting in the bathrooms, on the fields, etc.*
- *Many of the buildings are the same as when they were built. The buildings keep getting added onto without fixing the original building.*
- *No buildings have ever been fully renovated. We need either a 6th elementary and a 3rd floor added to the newest addition of baker to accommodate 9-12 at baker, k-5 at elementary buildings, and Ray/Durgee to both be 6-8.*
- *A lot of work needs to be done*
- *In all fairness they probably care more about facilities in campuses and they do the children that they're teaching. Because apparently looks matter most*

Non- instructional Staff rated BCSD’s Maintenance of Facilities lower than any other group, with a 3.7 mean score. This is followed by a mean score of 3.9 from the Instructional Staff. Overall staff perceptions of the facilities maintenance is lower than the other stakeholder groups. Most parents seem quite satisfied with the maintenance of facilities, with a mean score of 4.2.

Table 22. BCSD Maintenance of Facilities by Stakeholder Group

Group	Top2 %	Mean
Parents	81.0%	4.2
Instructional Staff (current)	57.1%	3.9
Non-Instructional Staff (current)	61.2%	3.7
Community Resident	75.9%	4.0
Former Students	77.8%	4.0
Former Employees	71.4%	4.1
Aggregate	73.8%	4.1

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=162), community residents (n=58), non-instructional Staff (n=49), former students (n=45), and former employees (n=35).

Almost two-thirds (63%) of respondents rated their agreement with the statement, “BCSD creates ample opportunity to engage and inform the community,” as 4 (34.1%) or 5 (28.9%) out of 5, and a mean score of 3.8.

Table 23. BCSD creates ample opportunity to engage and inform the community

Q14 A.	Strongly Disagree		2		3		4		Strongly Agree		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
Inform community	38	3.8	55	5.5	221	22.2	339	34.1	287	28.9	3.8

Non-instructional Staff rated BCSD’s ability to create ample opportunity to engage and inform the community the highest (4.0), while community residents rated it the lowest (3.5). The majority of respondents (Parents and Instructional Staff) agree with the opportunities that BCSD provide to engage the community.

Table 24. BCSD creates ample opportunity to engage and inform the community by Stakeholder Group

Group	Top % Rating 4 or 5	Mean
Parents	67.2%	3.9
Instructional Staff (current)	56.6%	3.9
Non-Instructional Staff (current)	73.8%	4.0
Community Resident	51.8%	3.5
Former Students	55.6%	3.6
Former Employees	65.7%	3.7
Aggregate	63.0%	3.8

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=169), community residents (n=58), non-instructional Staff (n=42), former students (n=45) and former employee (n=35).

RMS asked why respondents rated their agreement with the statement “BCSD creates ample opportunity to engage and inform the community” with a 1 (Strongly Disagree) or 2 (Disagree). The top 3 reasons given by respondents were that *BCSD lacks transparency, BCSD provides inadequate communication, and BCSD Lacks Engagement.*

- *My experiences with communicating with district officials has not been good. Many times, administration will pass you off from one administrator to the other or will stop communicating. I’ve often felt like my concerns were not valid to them, at all.*
- *You school board should interact more with parents; I run a FB group FILLED with parents and we talk all the time. Never hear back from the board though. The school itself, well you sure know how to send emails, can ya stop? ENGAGE more with the parents and kids not just share announcements*
- *There are not meetings held at the building level for parents to engage with administrators and/or board members. Decisions should not be made in a vacuum.*
- *The BOE has made it very clear they have no intention of engaging the public with their "rules" for speaking at mtgs. That comes from the top - if they will not answer to taxpayers and parents the Staff will feel they don't have to either.*

Most respondents get their information about Baldwinsville Schools from District or school websites (83.8%), and school newsletter and other District mailings (80.5%). More than two-thirds get their information about Baldwinsville Schools from Teachers and Staff (68%), and more than half get theirs from Friends and/or neighbors (55.7%) or Facebook and other social media (55%).

Table 25. Where do you get your information about Baldwinsville Schools?

Q15 A.	Overall (n = 994)	
	#	%
Parent organizations	336	33.8
Friends and/or neighbors	554	55.7
District or school websites	833	83.8
School newsletter and other District mailings	800	80.5
School board meetings	251	25.3
Local News	242	24.3
Facebook and other social media	547	55.0
Teachers and Staff	676	68.0
Other	55	5.5

Across all age categories, the district or school website serves as a very important place when individuals gather information. Newsletters and mailings are utilized more frequently for individuals over 35. Facebook and social media is more common for people under 54.

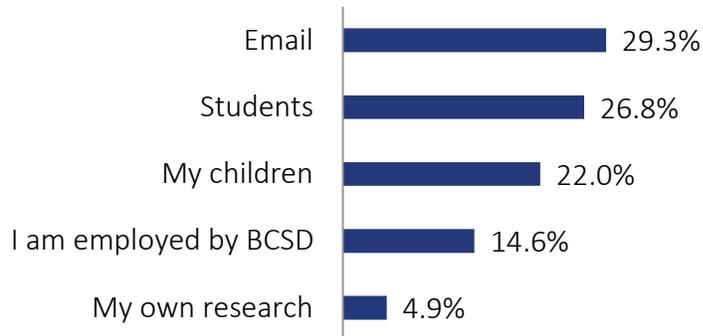
Table 26. Where do you get your information about Baldwinsville Schools? (By age)

	District or school websites	Friends and/or neighbors	Parent organizations	Local news	Facebook and other social media	School Board meetings	Teachers and Staff	School newsletter and other District mailings
Age 25 to 34	77%	53%	29%	27%	60%	22%	63%	71%
Age 35 to 44	84%	62%	43%	18%	61%	20%	70%	82%
Age 45 to 54	90%	53%	32%	26%	51%	31%	70%	82%
Age 55 to 64	81%	42%	21%	34%	42%	35%	68%	83%
Age 65 to 74	74%	59%	10%	36%	46%	28%	59%	82%
75 years+	56%	33%	11%	22%	11%	11%	44%	100%

18 to 24 (not included, n < 5), 25 to 34 (n=139), 35 to 44 (n=408), 45 to 54 (n=293), 55 to 64 (n=95), 65 to 74 (n=39), 75+ (n=9)

RMS asked what other sources respondents use to get information about BCSD. The top 3 answers were email, students, and their children.

Figure 14. Other sources of information about BCSD



Note. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=41).

More than fifty percent (53.5%) of respondents rated their agreement with the statement, “The BCSD addresses students’ holistic needs,” as 4 (36.7%) or 5 (16.8%) out of 5, with a mean score of 3.6.

Table 27. BCSD Addresses students’ holistic needs.

Q16 A.	Strongly Disagree		2		3		4		Strongly Agree		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
Holistic needs.	28	2.8	68	6.8	339	34.1	365	36.7	167	16.8	3.6

When assessed across groups, community residents scored BCSD the lowest (3.4) when asked if the District supports students’ holistic needs. Non-instructional Staff rated the highest, with a mean score of 3.7.

Table 28. BCSD Addresses students’ holistic needs by Stakeholder Group

Group	Top % Rating 4 or 5	Mean
Parents	55.3%	3.6
Instructional Staff (current)	51.9%	3.6
Non-Instructional Staff (current)	61.7%	3.7
Community Resident	39.7%	3.4
Former Students	53.3%	3.6
Former Employees	54.3%	3.5
Aggregate	53.5%	3.6

Note. The column Top % adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=191), community residents (n=58), non-instructional Staff (n=47), former students (n=45), and former employees (n=35).

RMS asked why respondents rated their agreement with the statement “The BCSD addresses students’ holistic needs” with a 1 (Strongly Disagree) or 2 (Disagree). The top 3 reasons given by respondents were that they believe *only some students’ holistic needs were addressed*, they *believe BCSD does not address students’ holistic needs* (13.5%), and *they are unaware of how BCSD addresses students’ holistic needs* (8.3%).

- *only students with disabilities or students with behavior issues are being focused on. Students without either of these issues still have needs but if a student isn't a "problem" they are ignored*
- *It did indeed address its holistic needs, they would have been more worried about the students' mental and emotional health over the past three years. They were only worried about getting sued by a parents or student who caught a cold. Which never happened.*
- *They deny many students extra help that need and deserve*
- *Kids got bullied relentlessly last year in Ray (again I run a FB group we talk about it) you didn't do a thing! Actually you moved the kids being bullied and not the bully, they never got in trouble and the teachers would say things and let other kids say things. This year, if my child misses gym 3x he has to make up stuff? Give me a break, it's gum, he's a walker. How is that taking care of their holistic needs? They are sick or god forbid need a mental health day and y'all are making them panic about making up work. Just stop. Also this "ACADEMIC" period at the end of they day? Just let them go home what is wrong with you!? Socio-economic ways? How about school lunches? Figure this out, it's INSANE and I have trouble affording it and I have a decent job. You say the grant for free/reduced lunches is over, idk maybe propose to add it into the school tax and create a fund to pay for lunches so all kids can have the opportunity. Also please figure it out, school supplies or chrome books? Because this is too much, these poor kids.*
- *Your definition of holistic needs is not likely mine. My definition of holistic does not contain LBJQT, critical race theory, etc. Yours does*
- *Our administration ignores problems and pushes diverse students to the sidelines*
- *I care about education not holistic*

Almost two thirds (64.5%) of respondents rated their agreement with the statement, “The BCSD values its vision for all students to reach their full potential,” as 4 (38.2%) or 5 (26.3%) out of 5.

Table 29. BCSD values its vision for all students

Q17 A.	Strongly Disagree		2		3		4		Strongly Agree		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
Reach potential	27	2.7	53	5.3	234	23.5	380	38.2	261	26.3	3.8

When asked to what extent BCSD *values its vision for all students*, there was slight variation in mean responses. Instructional staff were less likely to agree with the statement. However, a larger share of parents (70+%) tended to agree (selecting a score of a 4 or 5), [more than any other stakeholder group.

Table 30. BCSD values its vision for all students

Group	Top% Rating 4 or 5	Mean
Parents	70.2%	3.9
Instructional Staff (current)	55.7%	3.7
Non-Instructional Staff (current)	71.7%	3.8
Community Resident	51.7%	3.7
Former Students	57.8%	3.7
Former Employees	54.3%	3.6
Aggregate	64.5%	3.8

Note. The column Top % adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=180), community residents (n=58), non-instructional Staff (n=46), former students (n=45), and former employees (n=35).

RMS asked why respondents rated their agreement with the statement “The BCSD values its vision for all students to reach their full potential” with a 1 (Strongly Disagree) or 2 (Disagree). The top 3 reasons given by respondents were that they prefer more individualized teaching (17.5%), they believe BCSD is biased in their treatment of students (13.8%), and they believe their values do not align with those of BCSD (10.0%).

- *Give students the opportunity to learn and prepare themselves for success with advancement into higher education, career placement, or what craft continues to build their livelihood.*
- *Embrace Equity. Embrace Communication. Actually “Bee” the change as they are fond of saying.*
- *Be inclusive and aware of the challenges students with disabilities face. Leadership should examine their exclusionary disciplinary actions towards students disability-related behavior. When students fail, they did not do so on their own!*

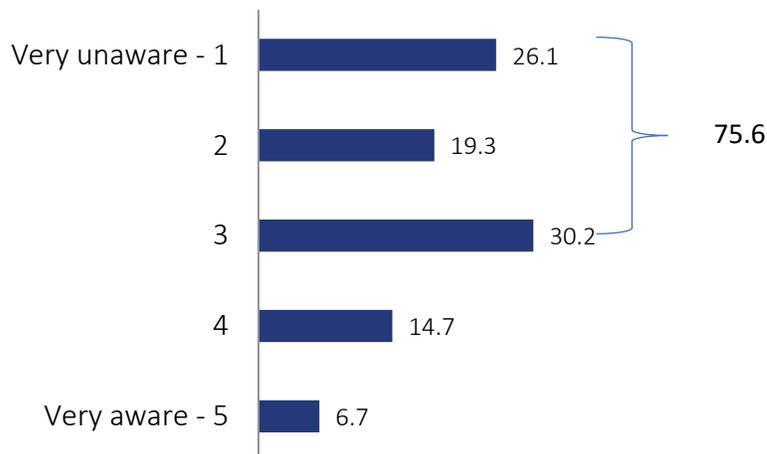
RMS asked respondents what the BCSD could do to improve the quality of its education. The top 3 answers given by respondents were that they think the BCSD should provide more support to teachers, the BCSD should work to decrease class sizes, and the BCSD should increase diversity/equity among the District.

- *Hire better teachers*
- *Get children to and from school on transportation that is dependable and safe with drivers who are consistent and route educated. This is basic foundation building. If the base doesn’t work what is happening behind closed doors in the classroom.*
- *Smaller class sizes.*
- *Offer more electives, Things that kids will use in real life. How to balance a budget etc*
- *Hire the best candidates for the job. do not hire teachers that are able to be molded into what BCSD thinks they should be doing*
- *Allow teachers to teach, give teachers the time/resources they need. Allow teachers with many years of actual classroom (not administrative) experience to help make decisions*

- *Stop trying to have so much control especially over the older kids who are almost adults. These kids have been through enough in the last couple of years you show no Grace*

More than three-quarters of respondents rated their awareness of the District’s current strategic plan as 3 out of 5 or less (78.5%), with more than a quarter of respondents (26.1%) rated their awareness as 1 out of 5 (Very Unaware). Less than a quarter of respondents (21.4%) rated their awareness as 4 (14.7%) or 5 (6.7%) out of 5, with a low mean score of 2.6.

Figure 18. Awareness with BCSD Strategic Plan



Awareness of the BCSD Strategic plan was low across all groups, parents rated the scores very low. Parents and community residents provided a mean score of 2.3, indicating that they are not aware of the BCSD’s strategic plan. The highest mean score was a 3.3, from the current Instructional Staff.

Table 31. Awareness of BCSD Strategic Plan by Stakeholder Group

Group	Top % rating 4 or 5	Mean
Parents	12.9%	2.3
Instructional Staff (current)	42.0%	3.3
Non-Instructional Staff (current)	27.7%	3.0
Community Resident	22.4%	2.3
Former Students	28.9%	2.8
Former Employees	25.7%	2.8
Aggregate	21.4%	2.6

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=188), community residents (n=58), non-instructional Staff (n=47), former students (n=45) and former employee (n=35).

RMS asked respondents what the BCSD could do to help stakeholders become more aware of the BCSD Strategic Plan. The top 3 answers given by respondents were that they think the BCSD

should Email information to stakeholders, they would prefer more communication from BCSD, and the BCSD should send newsletters to stakeholders.

- *Emails and social media posts*
- *Send out communication*
- *Offer meetings separate of board meetings. Emails.*
- *Email with the link. Quick summary in layman’s terms*
- *Send information in small consumable amounts and make it important on social media.*
- *Publish on website*
- *Describe it in the newsletter*
- *Repeat it often on correspondence.*
- *Have backup plans for future plans to the District, set up how to deal with influx of population. Crowding in schools, another building built or redraw district lines.*
- *Send out more emails or paper Flyers*
- *Community emails*
- *Send out info on said future plans*
- *Make the information public?*
- *Send home more information. I tend to read mail first*
- *I am not on social media and would like a publication bi-weekly with stats, info. teachers, students, sports, etc.*

Figure 19. Please explain what BCSD can do to help stakeholders become more aware of the BCSD Strategic Plan.



Note. There was a total of 206 qualified open-end responses. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=203).

More than three-quarters of respondents (75.4%) rated the importance for the BCSD to “promote collaboration, innovation, flexibility, and cultural awareness, preparing students for their future” as 4 (23.1%) or 5 (52.3%) out of 5. Many respondents (81.9%) rated the importance for the BCSD to “achieve high levels of educational, social, emotional, and lifelong learning skills for all” as 4 (18.6%) or 5 (63.3%) out of 5. Many respondents (80%) rated the importance for the BCSD to “ensure equal access, opportunities, and choices for all students” as 4 (20.9%) or 5 (59.1%) out of 5.

Table 32. Importance of Statements by Stakeholder Group

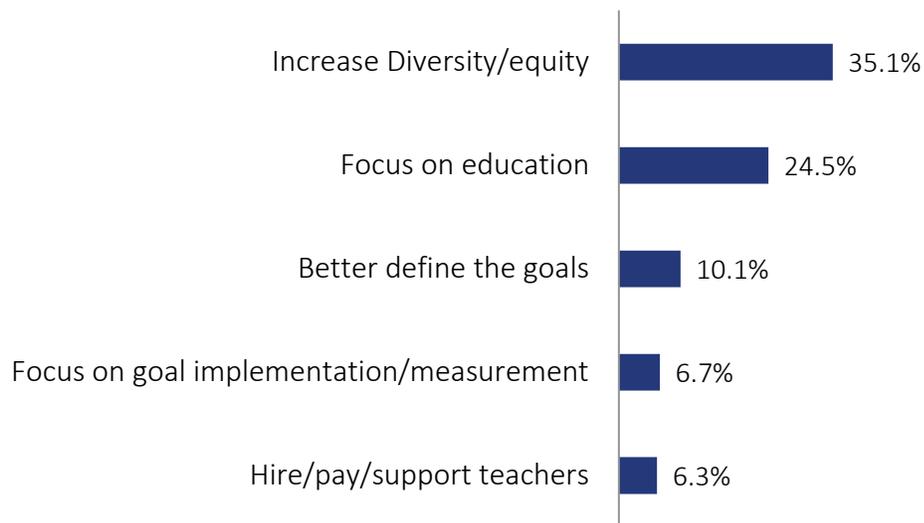
How important is it for the BCSD to...	Promote collaboration, innovation, flexibility, and cultural awareness, preparing students for their future?		Achieve high levels of educational, social, emotional, and lifelong learning skills for all?		Ensure equal access, opportunities, and choices for all students?	
	Top2 %	Mean	Top2 %	Mean	Top2 %	Mean
Parents	81.7%	4.3	90.2%	4.6	86.8%	4.5
Instructional Staff (current)	62.2%	4.3	62.8%	4.4	65.6%	4.5
Non-Instructional Staff (current)	70.0%	4.0	83.8%	4.4	78.4%	4.4
Community Resident	75.9%	4.1	87.9%	4.5	82.7%	4.3
Former Students	77.8%	4.2	80.0%	4.3	80.0%	4.3
Former Employees	80.0%	4.4	85.7%	4.6	85.7%	4.6
Aggregate	75.4%	4.3	81.9%	4.5	80.0%	4.5

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=155), community residents (n=58), non-instructional Staff (n=40), former students (n=45), and former employees (n=35).

RMS asked respondents what the District could do to continue to move its goals forward. The top 3 answers given by respondents were that they think the BCSD should Increase Diversity/equity, the BCSD should Hire/support teachers, and the BCSD should Focus on education (2.3%).

- *Hire more teachers and support staff. Create smaller classrooms*
- *I think they are well prepared to do this already.*
- *I don't know.*
- *Involve parents more, not just in the PTA and School Board. Encourage committee participation.*
- *not sure*
- *Lower the intensity in all areas so that the whole student maintains health as well as school success.*
- *Get teachers that genuinely care not just for a paycheck*
- *Equal opportunity does not mean equal outcomes. The sooner we recognize this, the better off we will be as a society.*

Figure 21. What could the District do to continue to move its goals forward? (n= 208)



Note. There was a total of 208 qualified open-end responses. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=208).

RMS asked respondents what improvements the District could make to these goals. The top 3 answers given by respondents were that they think the BCSD should increase diversity/equity, the BCSD should focus on education, and the BCSD should better define the goals.

When asked what the District's key areas of focus should be for the coming years, the highest rated options (both with average ratings of 4.6) were "The quality of the teaching staff," with 93% of respondents rating it a 4 (23.6%) or 5 (69.4%) out of 5, and "School safety and security" with 90% of respondents selecting 4 (21.7%) or 5 (68.4%) out of 5. The lowest-rated option (with an average rating of 2.8) was "Student achievement on standardized tests," with more than two-thirds (66.7%) rating it 3 out of 5 or lower.

Figure 22. Ranking of Key Areas of Focus

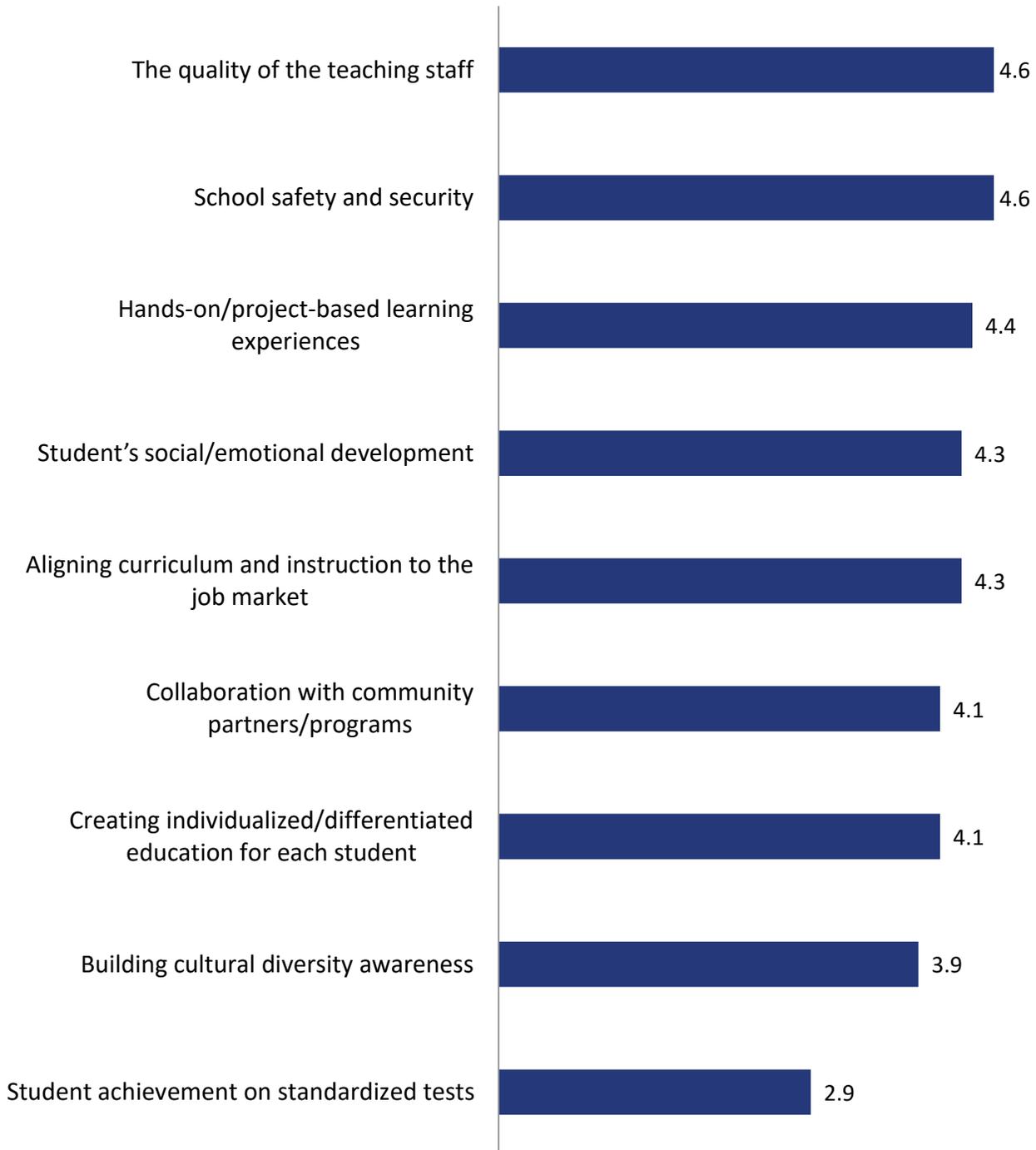


Table 33. Priorities by Stakeholder Group (Percentages)

Group (Top2%)	Parents	Instructional Staff (current)	Non-Instructional Staff (current)	Community Resident	Former Students	Former Employees	Aggregate	
Student’s social/emotional development	83.9%	84.3%	83.0%	74.2%	62.2%	77.1%	82.0%	5
Student achievement on standardized tests	36.4%	22.7%	34.0%	43.1%	28.9%	31.4%	33.2%	
The quality of the teaching staff	95.4%	88.2%	88.7%	96.5%	84.4%	97.1%	93.0%	1
Building cultural diversity awareness	62.8%	79.1%	63.5%	63.8%	53.3%	71.4%	66.1%	
Hands-on/project-based learning experiences	91.0%	85.2%	86.8%	89.6%	73.3%	85.7%	88.3%	3
Aligning curriculum and instruction to the job market	83.6%	82.9%	92.5%	87.9%	86.7%	88.6%	84.4%	4
Access to cutting edge technology	81.7%	77.7%	88.7%	88.0%	71.1%	80.0%	81.0%	6
Collaboration with community partners/programs	78.0%	77.1%	83.0%	86.3%	64.4%	82.9%	77.9%	
School safety and security	91.9%	85.2%	92.3%	93.1%	84.4%	97.1%	90.1%	2
Creating individualized/differentiated education for each student	78.0%	76.8%	63.5%	63.8%	71.1%	80.0%	75.8%	

Note. The column Top2% adds the percentage who responded with a 4 or 5 on the 5-point Likert scale. The number of responses for each group was parents (n =591), instructional Staff (n=210), community residents (n=58), non-instructional Staff (n=53), former students (n=45), and former employees (n=35).

When ranking the priorities by type, there are some distinctions among groups, as shown by the table below. The table shows the top priorities by each group and the aggregate.

Table 34. Ranking of priorities by group

Parents	Instructional Staff (current)	Non-Instructional Staff (current)	Community Resident	Former Students	Former Employees	Aggregate
Enhancing teaching quality	Enhancing teaching quality	Aligning curriculum and instruction to the job market	Enhancing teaching quality	Aligning curriculum and instruction to the job market	Enhancing teaching quality	Enhancing teaching quality
Increasing school safety and security	Providing project-based learning experiences	Increasing school safety and security	Increasing school safety and security	Enhancing teaching quality	Increasing school safety and security	Increasing school safety and security
Providing project-based learning experiences	Increasing school safety and security	Enhancing teaching quality	Providing project-based learning experiences	Increasing school safety and security	Aligning curriculum and instruction to the job market	Providing project-based learning experiences
Increasing social/emotional development	Increasing social/emotional development	Accessing cutting edge technology	Accessing cutting edge technology	Providing project-based learning experiences	Providing project-based learning experiences	Aligning curriculum and instruction to the job market
Aligning curriculum and instruction to the job market	Aligning curriculum and instruction to the job market	Providing project-based learning experiences	Aligning curriculum and instruction to the job market	Accessing cutting edge technology	Collaborating with community partners/programs	Increasing social/emotional development
Accessing cutting edge technology	Building cultural diversity awareness	Increasing social/emotional development	Collaborating with community partners/programs	Creating individualized/differentiated education	Accessing cutting edge technology	Accessing cutting edge technology
Collaborating with community partners/programs	Accessing cutting edge technology	Collaborating with community partners/programs	Increasing social/emotional development	Collaborating with community partners/programs	Creating individualized/differentiated education	Collaborating with community partners/programs
Creating individualized/differentiated education	Collaborating with community partners/programs	Building cultural diversity awareness	Building cultural diversity awareness	Increasing social/emotional development	Increasing social/emotional development	Creating individualized/differentiated education
Building cultural diversity awareness	Creating individualized/differentiated education	Creating individualized/differentiated education	Creating individualized/differentiated education	Building cultural diversity awareness	Building cultural diversity awareness	Building cultural diversity awareness
Improving student achievement on standardized tests						

RMS asked respondents, “What are other key areas of focus for the District in the coming years?” The top 3 answers given by respondents were that they think the BCSD should Hire/pay/support teachers, the BCSD should Increase Diversity/equity, and the BCSD should Focus on education.

- *Stop trying to make every kid happy and just teach them*
- *Continuity with programs and not abandon them before results are reviewed.*
- *Really, monitor the bathrooms and don't let the drug users take them over.*
- *Promote all the opportunities kids can do maybe even at ray level so parents can learn about it*
- *More after school programs*
- *No kids left behind*
- *More fluidity when student/teacher doesn't gel. In elementary age I think it's important that the students are taught by the best teacher for them not necessarily the teacher they were assigned. As they get older, when students and teachers are clashing bring in a teacher that can reach the student to mediate. It would do wonders with reaching kids who lose motivation to learn because they do not feel heard.*
- *Keep an open forum with parents and the community*
- *Focus more broadly on what certifications or available as well as degrees*

The remaining questions in the survey were related to demographic data, explained in the following section.

DEMOGRAPHICS & RESPONDENT INFORMATION

Most respondents (84.8%) have an Associate (2-year) degree or higher, with almost half (46.3%) having a Graduate degree.

Table 35. What is the highest level of education you have completed?

D1	Overall (n = 994)	
	#	%
Did not graduate high school	5	0.5
High school diploma	47	4.7
Some college	100	10.1
Associate (2-year) degree	111	11.2
Bachelor's (4-year) degree	271	27.3
Graduate degree	460	46.3

Almost two-thirds of respondents (63%) have lived in the Baldwinsville Central School District for more than 10 years, and about a third (33.5%) have lived in the Baldwinsville Central School District for more than 20 years.

Table 36. D2 How many total years have you lived in the Baldwinsville Central School District?

D2	Overall (n = 994)	
	#	%
Less than 1 year	25	2.5
1 to 2 years	40	4.0
3 to 5 years	118	11.9
6 to 10 years	185	18.6
11 to 20 years	293	29.5
More than 20 years	333	33.5

63.0%

Table 37. D4 How many children under the age of 18 reside in your household?

# Children in House	# Respondents	% of Responses
1	218	29.7%
2	373	50.9%
3	113	15.4%
4	20	2.7%
5	7	1.0%
6	1	0.1%
7	1	0.1%
8	0	0.0%
9	0	0.0%
10	0	0.0%

RMS asked respondents, “What additional comment(s) would you like to share with the Baldwinsville Central School District?” The top 3 answers given by respondents were that they think the BCSD should Hire/pay/support teachers (8.3%), the BCSD should Increase Diversity/equity (6.1%), and the BCSD should Focus on education (6.1%).

Table 38. Are you...

D6	Overall (n = 994)	
	#	%
Male	495	49.8
Female	499	50.2

Appendix

Data Tables

Table 39. Perceptions of BCSD Compared to Other Districts (Better, Worse, or Same)

Q2 A.	Overall (n = 994)	
	#	%
Better than other area school districts	597	60.1
The same as other area school districts	352	35.4
Worse than other area school districts	45	4.5

Table 40. To what extent do you agree with the following statements? (Q7,Q8,Q9).

Q7	Strongly Disagree		2		3		4		Strongly Agree		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
Students in the BCSD elementary schools are adequately prepared to succeed in middle school.	19	1.9	33	3.3	181	18.2	309	31.1	280	28.2	4.0
Students in the BCSD middle schools are adequately prepared to succeed in high school.	19	1.9	41	4.1	197	19.8	325	32.7	240	24.1	3.9
Graduates of the BCSD are well prepared for post-graduation career opportunities.	22	2.2	32	3.2	211	21.2	315	31.7	242	24.3	3.9

Table 41. Awareness of BCSD Strategic Plan

Q19 A.	Very Unaware		2		3		4		Very Aware		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
How aware are you of the District's current strategic plan?	259	26.1	192	19.3	300	30.2	146	14.7	67	6.7	2.6

Table 42. Counts, percentages, means Q20-Q22

Q20	Very Unimportant		2		3		4		Very Important		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
How important is it for the BCSD to promote collaboration, innovation, flexibility, and cultural awareness, preparing students for their future?	15	1.5	49	4.9	110	11.1	230	23.1	520	52.3	4.3
How important is it for the BCSD to achieve high levels of educational, social, emotional, and lifelong learning skills for all?	6	0.6	12	1.2	86	8.7	185	18.6	629	63.3	4.5
How important is it for the BCSD to ensure equal access, opportunities, and choices for all students?	9	0.9	17	1.7	95	9.6	208	20.9	587	59.1	4.5

Table 43. Q24 A. What should the District’s key areas of focus be for the coming years?

Q24 A.	Low Priority		2		3		4		High Priority		Mean
	1								5		
	#	%	#	%	#	%	#	%	#	%	M
Student’s social/emotional development	19	1.9	37	3.7	121	12.2	274	27.6	541	54.4	4.3
Student achievement on standardized tests	176	17.7	143	14.4	344	34.6	221	22.2	109	11.0	2.9
The quality of the teaching staff	1	0.1	8	0.8	59	5.9	235	23.6	690	69.4	4.6
Building cultural diversity awareness	67	6.7	66	6.6	202	20.3	266	26.8	391	39.3	3.9
Hands-on/project-based learning experiences	2	0.2	12	1.2	100	10.1	352	35.4	526	52.9	4.4
Aligning curriculum and instruction to the job market	6	0.6	29	2.9	119	12.0	356	35.8	483	48.6	4.3
Access to cutting edge technology	4	0.4	14	1.4	170	17.1	361	36.6	444	44.7	4.2
Collaboration with community partners/programs	4	0.4	35	3.5	178	17.9	385	38.7	390	39.2	4.1
School safety and security	6	0.6	13	1.3	76	7.6	216	21.7	680	68.4	4.6
Creating individualized/differentiated education for each student	22	2.2	43	4.3	174	17.5	322	32.4	431	43.4	4.1

Survey Script

Audience: Must be Aged 18+ and be a resident of the Baldwinsville School District

Email Invitation:

Subject Line: BCSD Important Community Perception Survey – Your Feedback is Needed!

The Baldwinsville Central School District (BCSD) would like to hear from you. As the BCSD begins its strategic planning activities for 2023 and beyond, it is important to obtain feedback from the community-at-large. This survey will take about **7-minutes** to complete and will provide you a forum to share your thoughts about the district activities. After completing the full survey, you will have the opportunity to enter into a sweepstakes to win one of four (4) \$75 digital gift cards. Results are anonymous and will be reported in the aggregate. Thank you in advance for your time and participation in this community effort!

[Click here to begin the survey.](#)

A = All Respondents

C = Community Resident

S = BCSD Staff

P = Parent of Current Student(s)

FS = Former Student/Graduate

SCREENER QUESTIONS:

A	C	S	P	FS	Question
SCREENER					
X					S1. A. Overall, how would you rate your awareness of the Baldwinsville Central School District (BCSD) Not at all Aware Very Aware 1 2 3 4 5 B. If a rating of "1", THANK & END , otherwise, CONTINUE
X					S2. Are you a resident in the Baldwinsville Central School District? A. Yes (CONTINUE) B. No (THANK & END) C. Don't Know (THANK & END)
X					S3. Which category best represents your age? A. Under 18 (THANK & END) B. Age 18 to 24 C. Age 25 to 34 D. Age 35 to 44 E. Age 45 to 54 F. Age 55 to 64 G. Age 65 to 74 H. 75 years or older
X					S4. A. Did you attend the Baldwinsville Central School District? A. Yes (CONTINUE) B. No (GO TO Q5) B. Did you graduate from the Baldwinsville Central School District A. Yes B. No
X					S5. A. Are you a current or former employee of the Baldwinsville Central School District A. Yes, I am a current employee (CONTINUE) B. Yes, I am a former employee (CONTINUE)

		X	X	X	<p>Q7. Students in the BCSD elementary schools are adequately prepared to succeed in middle school.</p> <p>Strongly Disagree</p> <p>Agree</p> <p>1 2 3 4 5</p> <p>Strongly</p>
		X	X	X	<p>Q8. Students in the BCSD middle schools are adequately prepared to succeed in high school.</p> <p>Strongly Disagree</p> <p>Agree</p> <p>1 2 3 4 5</p> <p>Strongly</p>
		X	X	X	<p>Q9. A. Graduates of the BCSD are well-prepared for post-graduation career opportunities.</p> <p>Strongly Disagree</p> <p>Strongly Agree</p> <p>1 2 3 4 5</p> <p>B. What do you believe being well-prepared for post-graduation career opportunities looks like in our schools? (Open-Ended)</p>
X					<p>Q10. Please rate how important you believe a college education is today.</p> <p>Very Unimportant</p> <p>Important</p> <p>1 2 3 4 5</p> <p>Very</p>
X					<p>Q10. Please rate how important you believe a college education is today.</p> <p>Very Unimportant</p> <p>Important</p> <p>1 2 3 4 5</p> <p>Very</p>
		X	X	X	<p>Q11. A. A BCSD high school graduate is ready for college.</p> <p>Strongly Disagree</p> <p>Strongly Agree</p> <p>1 2 3 4 5</p> <p>B. What do you believe being ready for college looks like in our schools? (Open Ended)</p>
X					<p>Q12. A. BCSD graduate is well prepared for post high school life?</p> <p>Strongly Disagree</p> <p>Strongly Agree</p> <p>1 2 3 4 5</p> <p>B. If rating is 2 or 1, Please explain "why." (Open-Ended)</p>
X					<p>Q13. A. The BCSD maintains its facilities and campus.</p> <p>Strongly Disagree</p> <p>Strongly Agree</p> <p>1 2 3 4 5</p> <p>Don't Know</p> <p>B. If rating is 2 or 1, Please explain "why." (Open-Ended)</p>
X					<p>Q14. A. The District creates ample opportunity to engage and inform the community?</p> <p>Strongly Disagree</p> <p>Strongly Agree</p>

					1	2	3	4	5								
					B. If rating is 2 or 1, Please explain "why." (Open-Ended)												
X					Q15. Where do you get your information about BCSD schools (Please select all that Apply) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Parent organizations</td> <td style="width: 50%;">b. Friends and/or neighbors</td> </tr> <tr> <td>c. District or school websites District Mailings</td> <td>d. School newsletter and other</td> </tr> <tr> <td>e. School Board Meetings</td> <td>f. Local news</td> </tr> <tr> <td>g. Facebook and other social media</td> <td>h. Teachers and Staff</td> </tr> </table> OTHER: _____					a. Parent organizations	b. Friends and/or neighbors	c. District or school websites District Mailings	d. School newsletter and other	e. School Board Meetings	f. Local news	g. Facebook and other social media	h. Teachers and Staff
a. Parent organizations	b. Friends and/or neighbors																
c. District or school websites District Mailings	d. School newsletter and other																
e. School Board Meetings	f. Local news																
g. Facebook and other social media	h. Teachers and Staff																
X					Q16. A. The BCSD addresses students' holistic needs Strongly Disagree Strongly Agree <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> B. If rating is 2 or 1, Please explain "why." (Open-Ended)						1	2	3	4	5		
	1	2	3	4	5												
X					Q17. A. The BCSD values its vision for all students to reach their full potential. Strongly Disagree Strongly Agree <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> B. If rating is 2 or 1, Please explain what could be done differently. (Open-Ended)						1	2	3	4	5		
	1	2	3	4	5												
X					Q18. What could the BCSD do to improve the quality of its education? (Open-Ended)												
The District is undertaking a strategic planning process to review its mission, purpose, and vision covering the next 5 years. These next set of questions are focused on gathering your thoughts and input to this initiative.																	
X					Q19. A. How aware are you of the District's current strategic plan? Very Unaware Very aware <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> B. If rating is a 2 or 1, please explain what BCSD can do to help stakeholders become more aware. (Open-Ended)						1	2	3	4	5		
	1	2	3	4	5												
X					Q20. How relevant is it for the BCSD to promote collaboration, innovation, flexibility, and cultural awareness, preparing students for their future? Very Irrelevant Very relevant <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>						1	2	3	4	5		
	1	2	3	4	5												
X					Q21. How relevant is it for the BCSD to achieve high levels of educational, social, emotional, and lifelong learning skills for all? Very Irrelevant Very relevant <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>						1	2	3	4	5		
	1	2	3	4	5												
X					Q22. How relevant is it for the BCSD to ensure equal access, opportunities, and choices for all students? Very Irrelevant Very relevant <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>						1	2	3	4	5		
	1	2	3	4	5												
X					Q23. Some key goals for the BCSD are: (1) to achieve high levels of educational, social, emotional, and lifelong learning for all, (2) to promote collaboration, innovation, flexibility, and cultural awareness to prepare students for their future; and (3) to ensure equal access, opportunities, and choices for all students.												

					<p>A. What could the District do to continue to move its goals forward? (Open-ended)</p> <p>B. What improvements could the District make to these goals? (Open-ended)</p>
<p>What should the District's key areas of focus be for the coming years?</p> <p>Low Priority High Priority</p>					
X					<p>Q24. Student's social/emotional development</p> <p>1 2 3 4 5</p>
X					<p>Q25. Student achievement on standardized tests</p> <p>1 2 3 4 5</p>
X					<p>Q26. The quality of the teaching staff</p> <p>1 2 3 4 5</p>
X					<p>Q27. Building cultural diversity awareness</p> <p>1 2 3 4 5</p>
X					<p>Q28. Hands-on/Project-based learning experiences</p> <p>1 2 3 4 5</p>
X					<p>Q29. Aligning curriculum and instruction to the job market</p> <p>1 2 3 4 5</p>
X					<p>Q30. Access to cutting edge technology</p> <p>1 2 3 4 5</p>
X					<p>Q31. Collaboration with community partners/programs</p> <p>1 2 3 4 5</p>
X					<p>Q32. School safety and security</p> <p>1 2 3 4 5</p>
X					<p>Q33. Creating individualized/differentiated education for each student</p> <p>1 2 3 4 5</p>
X					<p>Q34. OTHER: _____</p> <p>1 2 3 4 5</p>
<p>DEMOGRAPHICS & RESPONDENT INFORMATION</p>					
X					<p>D1. What is the highest level of education you have completed?</p> <p> b. Did not graduate high school b. High school diploma</p> <p> i. Some college d. Associate (2-year) degree</p> <p> e. Bachelor's (4-year) degree f. Graduate Degree</p>
X					<p>D2. How many total years have you lived in the Baldwinsville Central School District?</p> <p> a. Less than 1 year b. 1 to 2 years</p> <p> c. 3 to 5 years d. 6 to 10 years</p> <p> e. 11 to 20 years f. More than 20 years</p>
X					<p>D3. How many people reside in your household?</p>
X					<p>D4. How many children under the age of 18 reside in your household?</p>
X					<p>D5. What additional comment(s) would you like to share with the Baldwinsville Central School District? [Open-Ended]</p>
X					<p>D6. Are you..</p> <p> a. Male b. Female c. OTHER d. Refused</p>

- Would you like to be entered into a raffle to win a \$75 gift card? SELECT ONE.
 - a. Yes
 - b. No

- **(IF ENTERED SWEEPSTAKES)** A winner will be chosen at random and will be notified via email. Please provide the following information so you may be contacted if you win. This contact information will not be connected to your survey responses and will remain confidential. *(Open-ended)*

First name:	
Last name:	
Email:	
Phone:	

Thank you for your thoughts. Please click on the **green** SUBMIT button.

General Link Flyer



TELL US WHAT YOU THINK

DETAILS

We're looking to learn your thoughts as well as your perceptions.
Please take a few minutes and complete the survey.

You'll be entered into a raffle to win one of four \$75 VISA Gift Cards. The survey should take less than 10 minutes to complete.

HOW TO TAKE THE SURVEY

- ▶ Follow the Link
<http://www.rmsresults.com/BCSD>
- ▶ Scan QR Code with
the camera on your phone



Research & Marketing Strategies, Inc. (RMS),
is conducting this study.

15 East Genesee Street / Suite 210 / Baldwinsville, NY 13027
RMSresults.com

Do You Live in
the Baldwinsville
Central School
District?
Take our Survey.



THANK YOU
for helping with
this important study

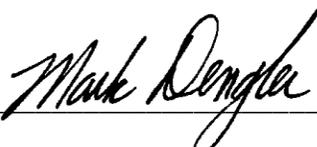


Limiting Terms and Conditions

The information contained in this study has been obtained from primary data sources. All source materials and information gathered and presented herein are assumed to be accurate, but no implicit or expressed guarantee of data reliability can be assumed. This study has been prepared in the interest of a fair and accurate report. Therefore, all the information contained herein, and upon which opinions have been based, has been gathered from sources that Research & Marketing Strategies, Inc. (RMS) considers reliable.

RMS staff has reviewed and inspected the primary data results obtained from the surveyed individuals. RMS has no undisclosed interests in the subject for which this analysis was prepared, nor does RMS have a financial interest in the client other than as a contracted vendor for this research. RMS's employment and compensation for rendering this research is not contingent upon the values found or upon anything other than the delivery of this report for a pre-determined fee.

The findings of this market study are indicators of the current opinions and perceptions of the surveyed individuals based on the designed study methodology. They do not guarantee product or service success but are to be considered a tool to supplement management activities. The contents of this study are for limited private use only. Possession of this report, or a copy thereof, does not carry with it the right of publication nor may it be used other than for its intended use by anyone other than the client, without the prior written consent of the client or RMS. No change of any item in this study shall be made by anyone other than RMS. Furthermore, RMS shall have no responsibility if any such change is made without its prior approval.

Certified by: 

Mark Dengler
President
Research & Marketing Strategies, Inc.

Date: ___ November 21,
2022_____