

Educational Values and Interests

Acton Public School Committee
Acton-Boxborough Regional School Committee

Presentation

January 28, 2010

Our Changing Demographic Study Group Participants

Liza Huber, Director Of Pupil Services
Marie Altieri, Director of Personnel
Craig Hardimon, RJG Principal
Andrew Shen, RJG Assistant Principal
James Marcotte, ABRHS Assistant Principal
Kellie Carter, RJG Classroom Teacher
Diane Telicki, ABRHS Classroom teacher
Stephen Hitzrot, School Counselor/Chairperson
Ed Kaufman, Merriam Principal
Christine Price, Conant Principal
Matthew Kidder, Out-of-District Coordinator
Carol Huebner, Early Childhood Coordinator
Mary Emmons, Pupil Services Coordinator
Bart Wendell, District Consultant

Educational Values and Interests

A beginning...A Grass Roots Effort...

- Anecdotal Information
- Structural and Institutional Shifts
- The ABRSD Leadership Institute

Educational Values and Interests

Central Questions:

- Does the data help us identify themes (interesting information about shifts in community priorities)?
- Does the data require action steps?

Educational Values and Interests

Understanding the Data

- Looking for recognizable and meaningful patterns
- Learning about possible new trends
- Only a beginning to understanding
- Identifying community values and priorities for our schools

Educational Values and Interests








Discussion Questions:

- What constitutes a quality education?
- What constitutes a balanced education?
- What are the areas of congruency and conflict for identified areas?
- Questions that give us food for thought?
- Forums for further discussion?

Educational Values and Interests

- The Data -

Educational Values and Interests - The Aggregate

		Response Percent	Response Count
Strongly Agree		10.1%	113
Agree		26.8%	300
Somewhat Agree		32.8%	368
No Opinion		1.5%	17
Somewhat Disagree		14.3%	160
Disagree		10.1%	113
Strongly Disagree		4.5%	50
answered question			1,121
skipped question			188

Question # 35:

*I consider
standardized test
scores to be very
important for
measuring the
academic success of
the students and of
the school's efforts to
educate students.*

Educational Values and Interests - The Aggregate

	Response Percent	Response Count
Strongly Agree	11.4%	128
Agree	20.9%	235
Somewhat Agree	24.6%	277
No Opinion	17.4%	196
Somewhat Disagree	11.7%	132
Disagree	9.1%	102
Strongly Disagree	4.8%	54
answered question		1,124
skipped question		185

Question # 39:

The school district should use international comparisons when reviewing the district's performance and priorities.

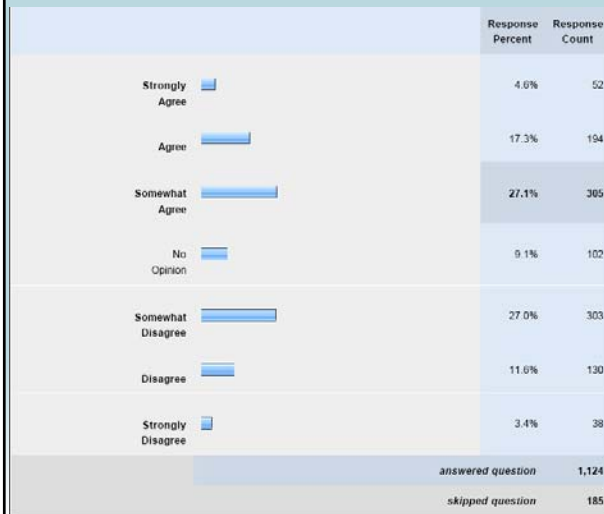
Educational Values and Interests - The Aggregate

	Response Percent	Response Count
Strongly Agree	13.9%	156
Agree	21.3%	239
Somewhat Agree	26.2%	294
No Opinion	6.0%	68
Somewhat Disagree	14.5%	163
Disagree	13.4%	151
Strongly Disagree	4.7%	53
answered question		1,124
skipped question		185

Question # 40:

I am most concerned with my child's ability to be competitive in being admitted into a top tier college or university.

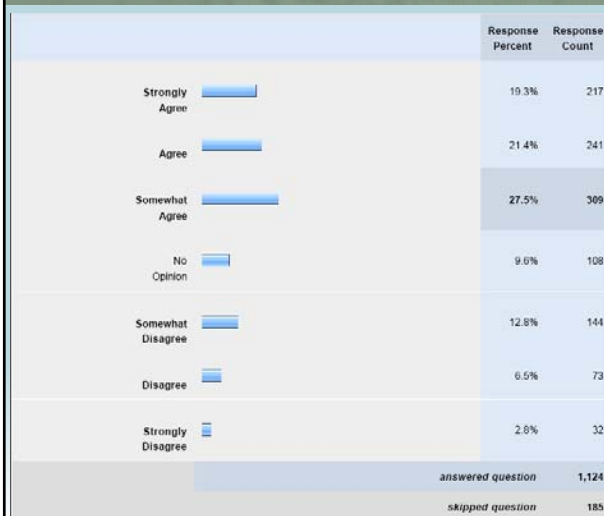
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Question # 42:

Our schools have had a long history of success and achievement, and we should not make any significant changes.

Educational Values and Interests - The Aggregate



Question # 43:

Our community (parents, teachers, students) has become too concerned with grades and academic performance at the cost of creating a balanced development (social health, emotional wellness) of our students.

Educational Values and Interests - The Aggregate

	Response Percent	Response Count
Strongly Agree	8.5%	95
Agree	15.8%	178
Somewhat Agree	18.2%	205
No Opinion	9.7%	109
Somewhat Disagree	28.2%	317
Disagree	14.4%	162
Strongly Disagree	5.2%	58
answered question		1,124
skipped question		185

Question # 44:

It is important for the school district to increase its emphasis on high academic performance.

Educational Values and Interests - The Aggregate

	Response Percent	Response Count
Strongly Agree	14.3%	161
Agree	38.3%	442
Somewhat Agree	29.7%	334
No Opinion	3.8%	43
Somewhat Disagree	7.7%	87
Disagree	3.6%	41
Strongly Disagree	1.4%	16
answered question		1,124
skipped question		185

Question # 45:

Athletics can play as important a role as academics in positively shaping a student's potential.

Educational Values and Interests - The Aggregate

	Response Percent	Response Count
Strongly Agree	22.2%	260
Agree	45.2%	568
Somewhat Agree	25.1%	282
No Opinion	1.9%	21
Somewhat Disagree	3.7%	42
Disagree	1.1%	12
Strongly Disagree	0.8%	9
answered question		1,124
skipped question		185

Question # 46:

Performing and fine arts can play as important a role as academics in positively shaping a student's potential.








Educational Values and Interests - The Aggregate

	Response Percent	Response Count
Strongly Agree	22.3%	251
Agree	48.0%	539
Somewhat Agree	23.6%	265
No Opinion	1.7%	19
Somewhat Disagree	3.4%	38
Disagree	0.7%	8
Strongly Disagree	0.4%	4
answered question		1,124
skipped question		185

Question # 47:

Extracurricular programs can play as important a role as academics in positively shaping a student's potential.

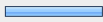
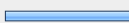






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		Response Percent	Response Count
Strongly Agree		22.8%	256
Agree		24.2%	272
Somewhat Agree		19.9%	224
No Opinion		16.3%	183
Somewhat Disagree		8.1%	91
Disagree		6.0%	67
Strongly Disagree		2.8%	31
answered question			1,124
skipped question			185

Question # 53:

I am concerned that the standards of "excellence" at AB have gone so high that students who would be considered very strong in other districts are viewed as mediocre.

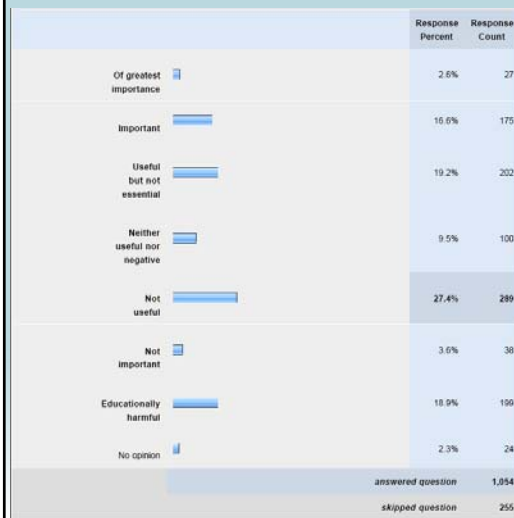
Educational Values and Interests - The Aggregate

		Response Percent	Response Count
Of greatest importance		40.6%	443
Important		52.5%	569
Useful but not essential		4.5%	49
Neither useful nor negative		1.0%	11
Not useful		0.1%	1
Not important		0.1%	1
Educationally harmful		0.1%	1
No opinion		0.8%	9
answered question			1,084
skipped question			225

Question # 61:

Development of social and relational skills (peer relationships, self-esteem, self-expression). I consider this feature to be:

Educational Values and Interests - The Aggregate



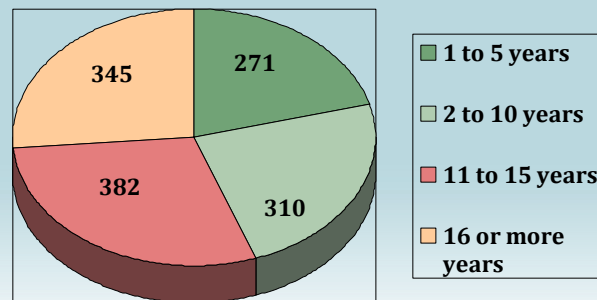
Question # 77:
Focusing curriculum on high academic success through increased homework, I consider this feature to be:

Educational Values and Interests

- The Disaggregate -

Educational Values and Interests

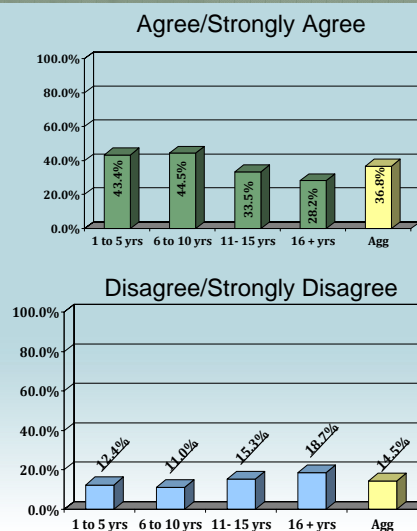
The Data: Time in Acton - Boxborough



Educational Values and Interests - Time in AB

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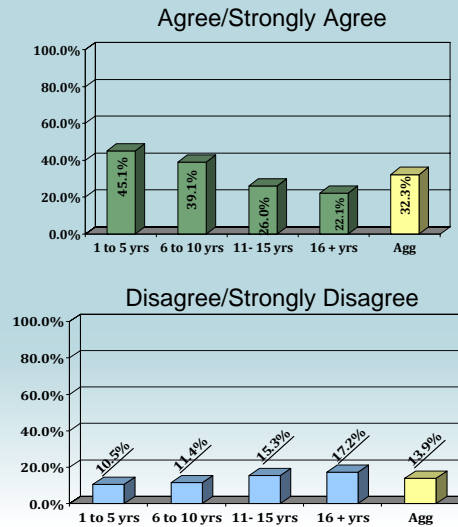
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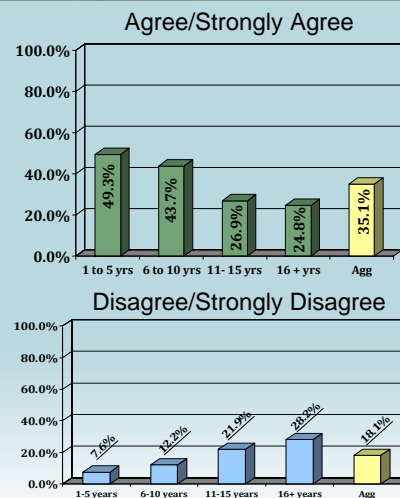
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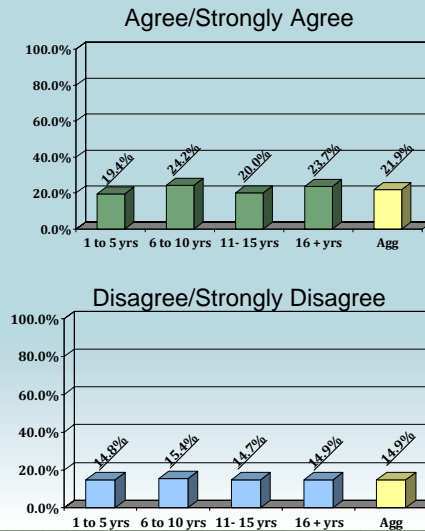
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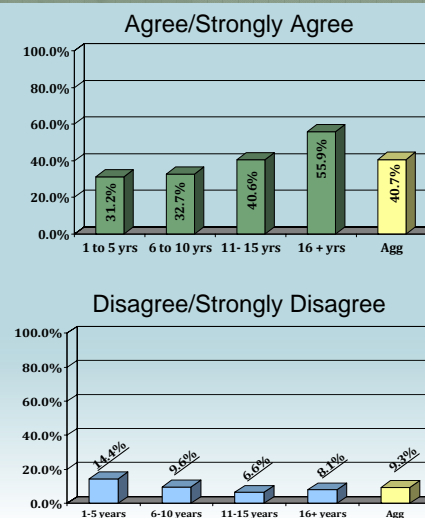
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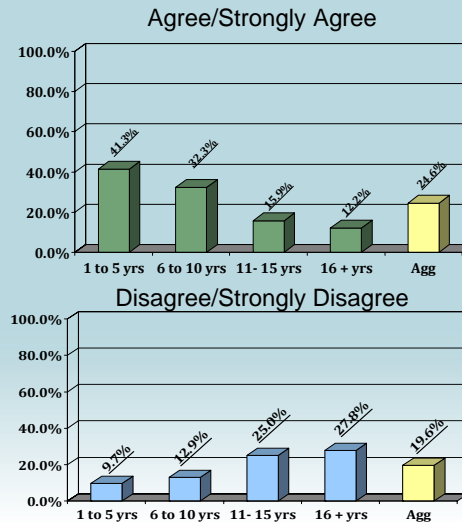
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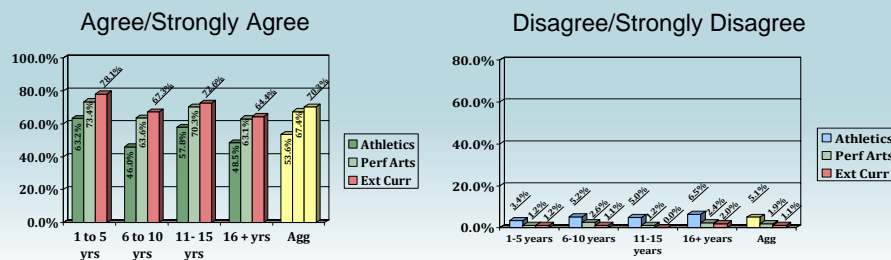
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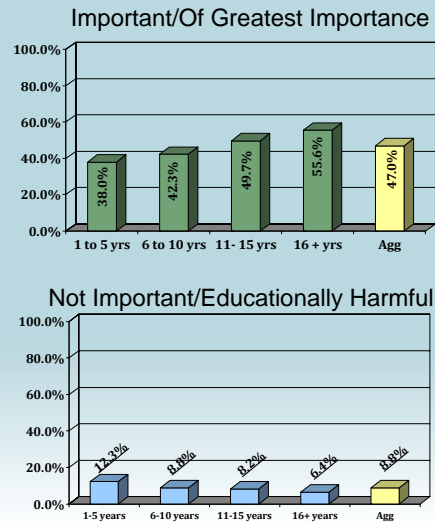
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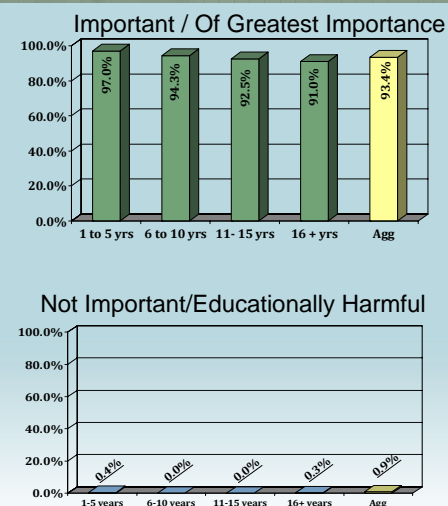
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Educational Values and Interests - Time in AB

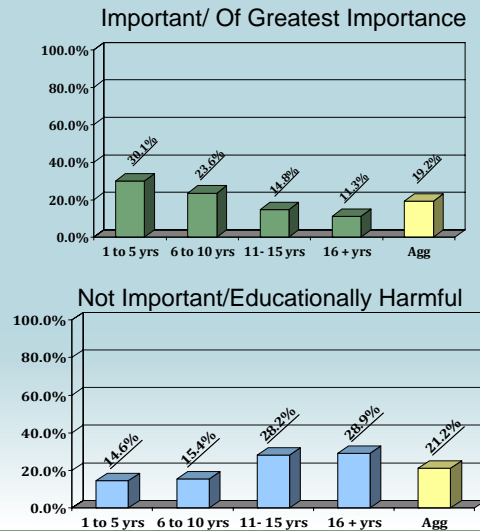
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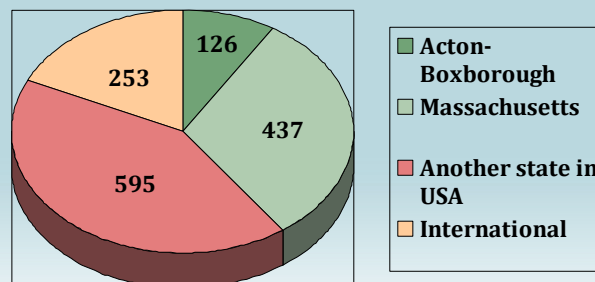
Educational Values and Interests - Time in AB

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Educational Values and Interests

The Data: Educational Background

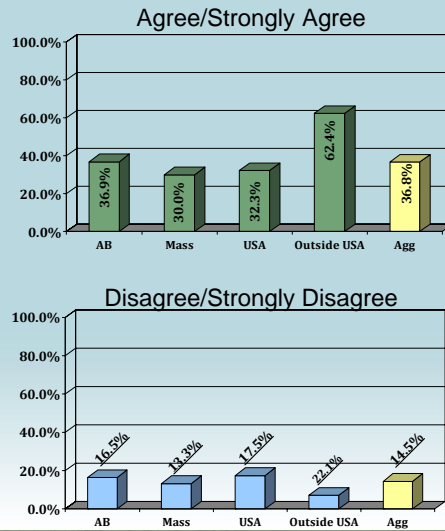


Educational Values and Interests

Educational Background

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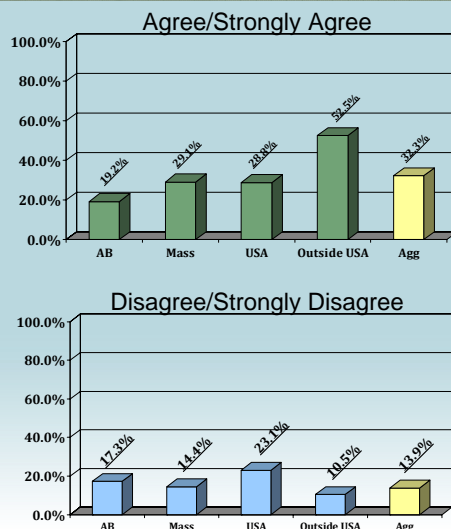


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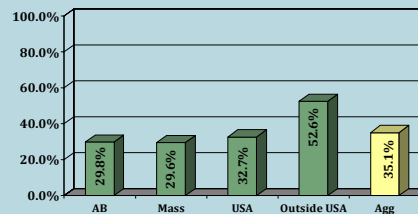
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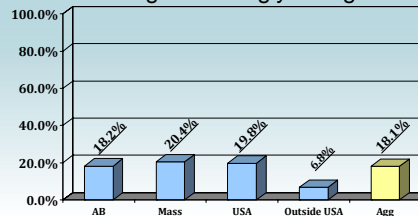
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Agree/Strongly Agree



Disagree/Strongly Disagree



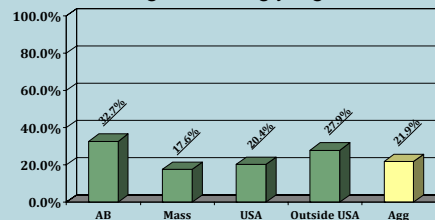
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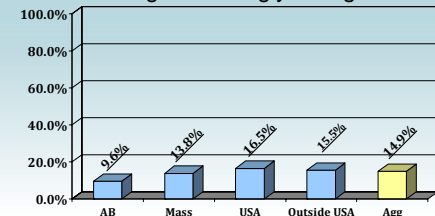
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Agree/Strongly Agree



Disagree/Strongly Disagree



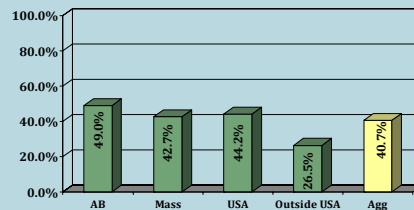
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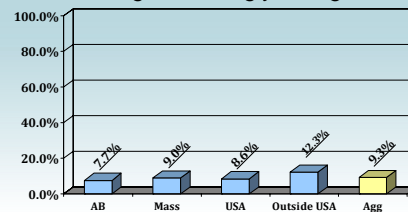
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Agree/Strongly Agree



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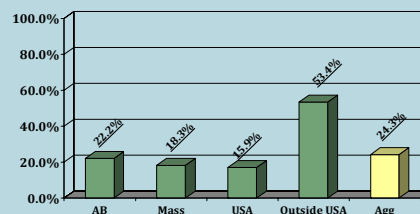
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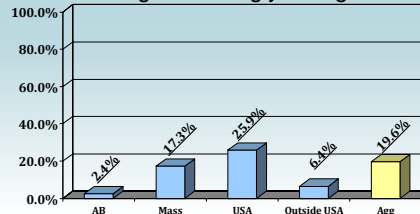
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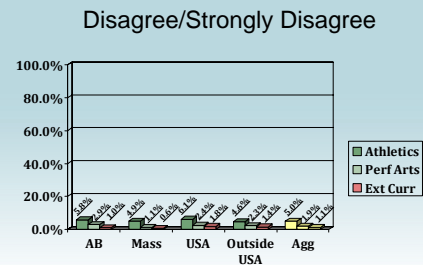
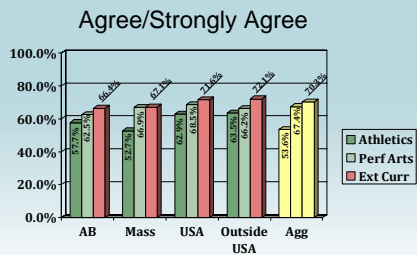


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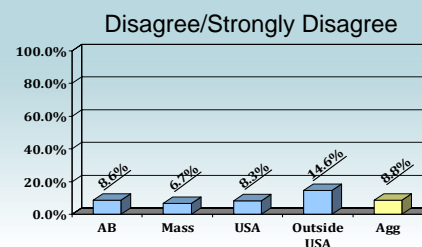
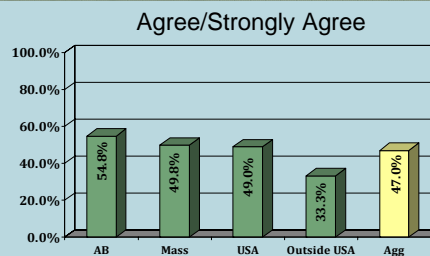


Educational Values and Interests

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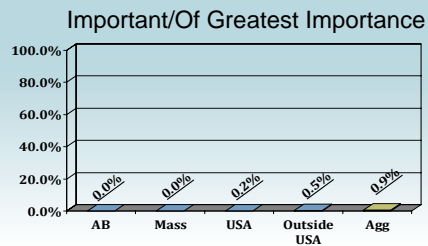
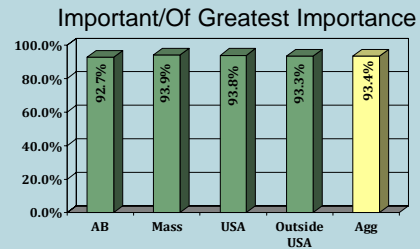


Educational Values and Interests

Educational Background

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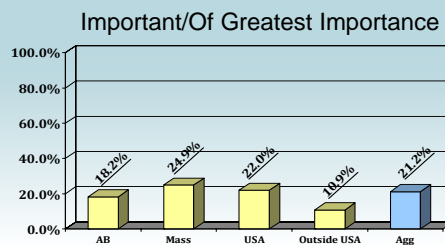
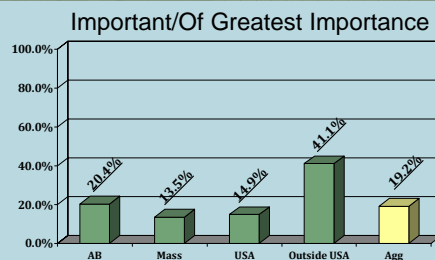


Educational Values and Interests

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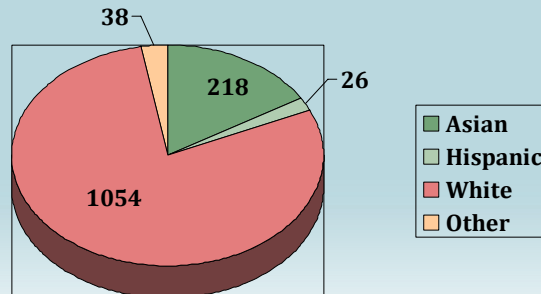
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Educational Values and Interests

The Data: Race and Ethnicity

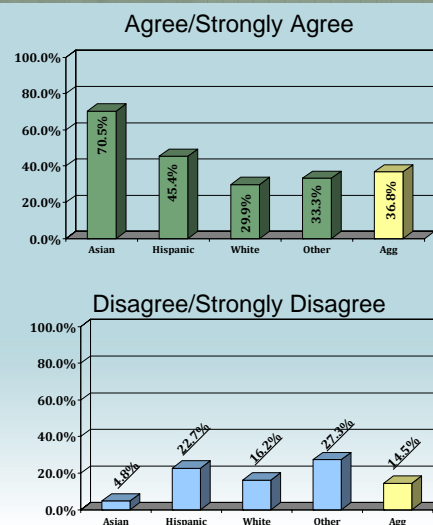


Educational Values and Interests

Race and Ethnicity

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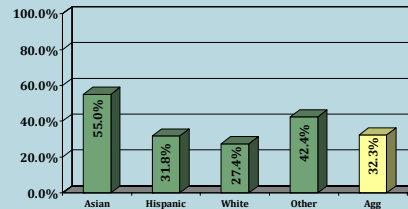
Educational Values and Interests

Race and Ethnicity

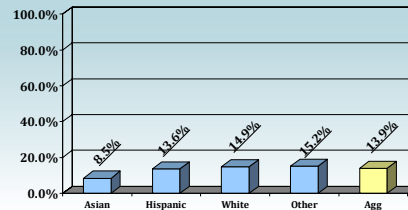
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Agree/Strongly Agree



Disagree/Strongly Disagree



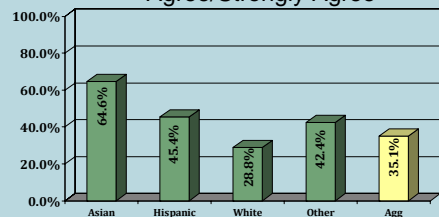
Educational Values and Interests

Race and Ethnicity

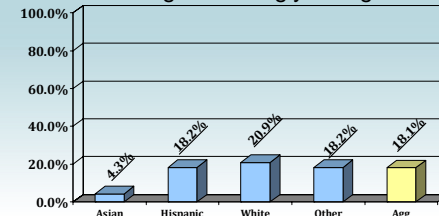
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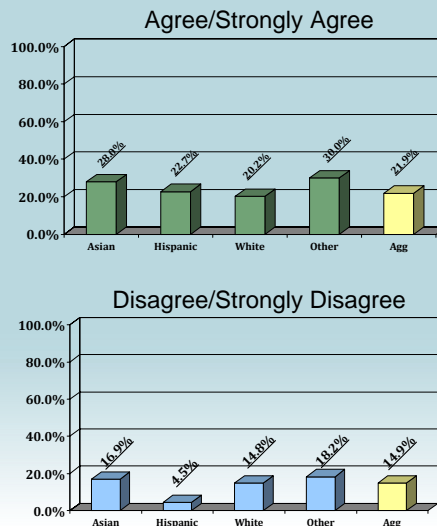


Educational Values and Interests

Race and
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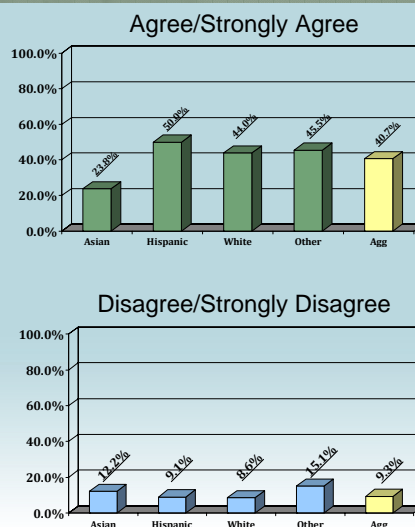


Educational Values and Interests

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Question # 43:

Our community (parents, teachers, students) has become too concerned with grades and academic performance at the cost of creating a balanced development (social health, emotional wellness) of our students.



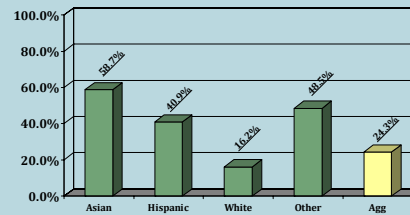
Educational Values and Interests

Race and Ethnicity

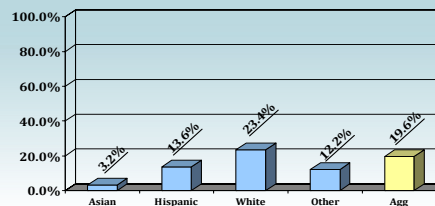
Question # 44:

It is important for the school district to increase its emphasis on high academic performance.

Agree/Strongly Agree



Disagree/Strongly Disagree



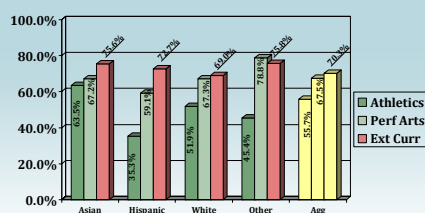
Educational Values and Interests

Race and Ethnicity

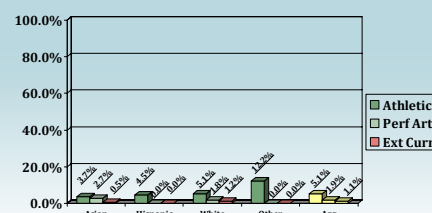
Question # 45, 46, 47:

Athletics, Performing Arts, and Extracurricular programs can play as important a role as academics in positively shaping a student's potential.

Agree/Strongly Agree



Disagree/Strongly Disagree

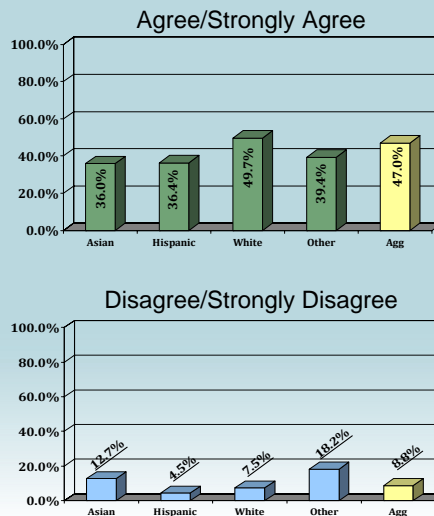


Educational Values and Interests

Race and
Ethnicity

Question # 53:

I am concerned that the standards of “excellence” at AB have gone so high that students who would be considered very strong in other districts are viewed as mediocre.

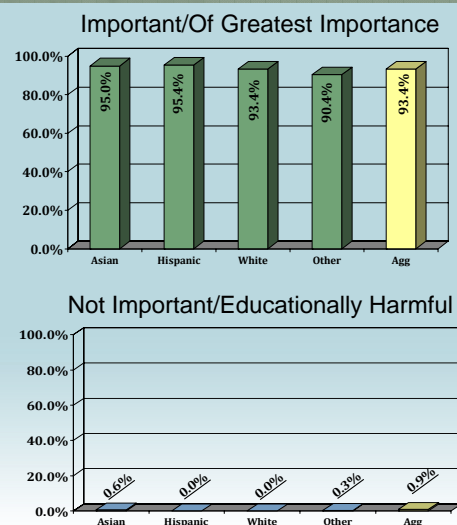


Educational Values and Interests

Race and
Ethnicity

Question # 61:

Development of social and relational skills (peer relationships, self-esteem, self-expression). I consider this feature to be:

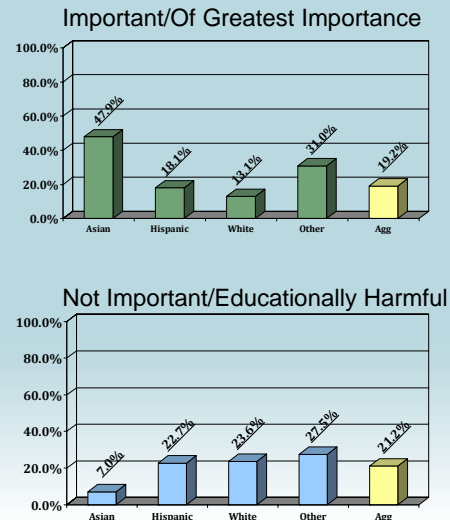


Educational Values and Interests

Race and Ethnicity

Question # 77:

Focusing curriculum on high academic success through increased homework, I consider this feature to be:



Educational Values and Interests

Educational Values and Interests

- The Comments -

Educational Values and Interests

Comments on comments

- Engrossing
- Thought provoking
- Deeply personal
- Anecdotal
- But.....

Educational Values and Interests

Comments codes

1. References to demographic shifts (racial, ethnic, etc.)
[18 comments]
2. “Average” student in AB would be top tier elsewhere
[15 comments]
3. Ideas about how academic achievement should be measured (what defines success)
[52 comments]
4. References to the impact of academics on stress and emotional well-being
[36 comments]
5. Desire for increase academic rigor, gifted and talented programs
[25 comments]

Educational Values and Interests

Comments codes

6. Current academic standards and expectations are too high
[25 comments]
7. Overall strong satisfaction with schools
[47 comments]
8. "Other" – comments not relating to issues at hand
[39 comments]
9. Comments about level of competitive atmosphere
[64 comments]
10. Desire for schools to meet needs of students who not considered "top tier"
[45 comments]

Educational Values and Interests

"We believe the Acton teachers and school system are doing a very good job and the school system is producing quality results. In addition to the school system, the success of the Acton school district and the children is due to: (1) High parental involvement (2) Efforts of PTO fundraising for additional classroom teachers, and (3) Large percentage of students who receive supplementary education (Kuman, Tutors, Home Schooling etc). Our biggest concern is the allocation of school resources. We worry that the "average" student falls through the cracks. We want to see all children in the classroom receive an equal amount of attention and focus."

"Stay the course and don't increase my taxes!"

Educational Values and Interests

"APS and ABRSD have provided my children with an excellent education. There is no doubt. However, I believe it has come at a price. I believe that while high academic standards and striving for excellence is important, too much pressure is put on this, and the result is an education that, while academically excellent, is not geared toward the WHOLE child. I have observed many students in both of my children's classes, who are high achievers, but who haven't learned to lead a balanced life. Priority is not given to balancing academics with work, extra curricular activities AND LEISURE AND COMMUNITY PARTICIPATION. I believe that Acton would do well to focus more on the whole child, and developing individuals who value more than type A behavior and academics. While I support the value of "life long learning" which is definitely a part of the Acton School system, it should not be learning for the sake of learning, which I fear it has become."

Educational Values and Interests

"It would be nice to have an honors program as early as 5th grade, and perhaps for more subjects than just math in junior high. Also, increased homework amounts are not the answer - fewer, but more clever problems where the students are required to think beyond the very basics would do more good."

"The Acton-Boxborough schools should put more emphasis on programs for academically accelerated and gifted students at the elementary and Jr. High level. There are programs for, and support for special needs students at the other end of the spectrum, why not more support for this population? There is currently too much emphasis on bringing mediocre students up to par while children who hunger for more academic challenges are given no opportunities and getting lost in the shuffle. Given that the AB schools have a tradition of academic excellence, there should be at least some effort made to research gifted and talented programs at the elementary and Jr. high levels."

Educational Values and Interests

"Acton / AB has demographics that puts children whose parents want balanced lives for them in an academic disadvantage to the point where it is obvious that they would shine and get into better colleges if they were in a different public school community. For example, ... advance math is about how many problems a child can solve in a time period (beat the clock); it is not about if the child can grasp concepts and solve problems. Why is this--because too many children have studied the concepts years ago in Kumon, so the schools/teachers differentiate on how fast the children can solve problems...What is wrong with this picture? This is insane and is strictly due to the demographics and misguided beliefs. ... Stress levels are out of control for families and children that want normal, balanced, healthy lives."

Educational Values and Interests

"Acton-Boxborough regional high presents many opportunities for students to succeed. Still, many students feel tremendous pressure and stress. I feel that the balance is skewed to a great extent towards intensive curriculae that presume students' acceptance to 'top tier' colleges. I think A-B could do a much better job at educating all our children, and every one of our children has a talent or gift that society will benefit from, if there is greater balance. I think there are also examples of extreme thinking among some parents and staff. I don't think the school should formulate policy based on the opinions or philosophies of the majority, but rather we should base our educational programming on fact- and research-based evidence pertaining to adolescent development, best educational practices, and the creation of healthy individuals. It is sad to see seniors graduate in flying colors but completely burnt out on the threshold of life - and we have seen many of these in A-B!"

Educational Values and Interests

"I think the schools are doing an excellent job although I do see a bit too much in the way of memorizing facts and less in critical thinking.... But in general, I love the attention and money we put into schools. As for racial differences, I see a great need for improvement in attitudes and understanding about ethnic differences. My Caucasian kids often make mention of feeling like minorities when they are in higher level classes (lots of Asian kids) and I don't see as much mixing up amongst them all. I guess people like to hang with familiar people, and that's okay. But I don't like the prejudices I see by non-Asians about high pressured and highly achieving Asians. I would like to learn about different families' ideas, hear from the families, parents and kids, about these issues, and some public soul searching about what different cultures bring to Acton and what we want to learn from each other and where we want to go together. Groups and forums with all cultures represented (e.g. hearing from that Asian-born parent and other parents--not to single out one culture-- what they are thinking) would be fun and helpful for all ages. I find myself alternately wanting my kids to relax and not stress, and wanting them to get into as good a college as possible, and fearing that they look only mediocre in this high achieving town and mad at myself for even caring...and competitive with other cultures, fearing they are getting ahead."

Educational Values and Interests

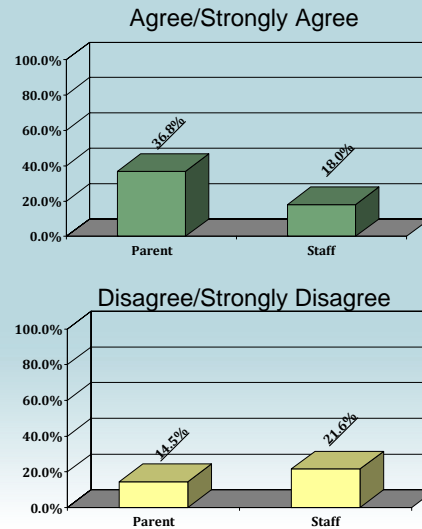
Staff & Faculty ***Comparison to Parent Results***

Educational Values and Interests

**The Staff:
Aggregate**

Question # 9 (35):

*I consider
standardized test
scores to be very
important for
measuring the
academic success of
the students and of
the school's efforts to
educate students.*

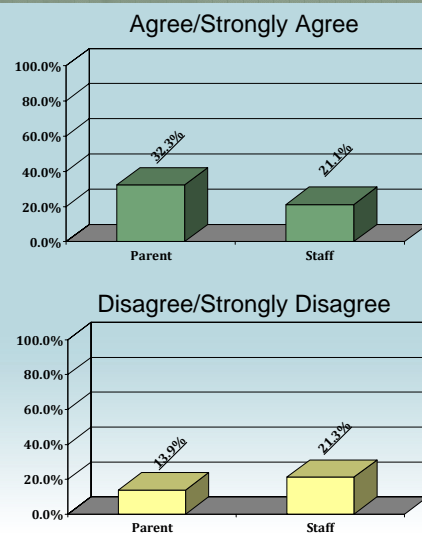


Educational Values and Interests

**The Staff:
Aggregate**

Question #13 (39):

*The school district
should use
international
comparisons when
reviewing the
district's
performance and
priorities.*

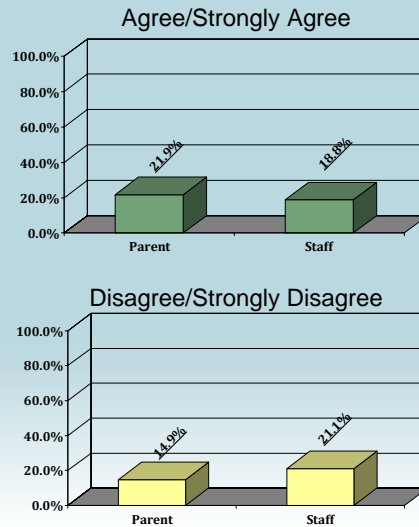


Educational Values and Interests

**The Staff:
Aggregate**

Question # 16 (42):

Our schools have had a long history of success and achievement, and we should not make any significant changes.

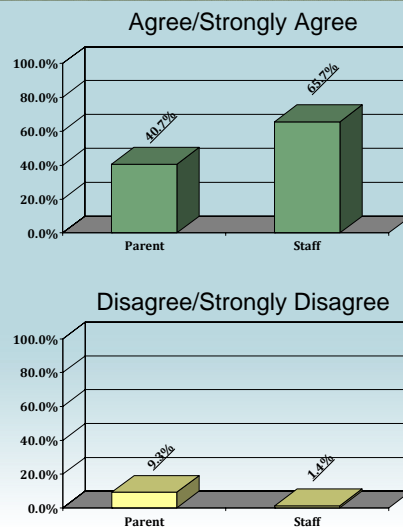


Educational Values and Interests

**The Staff:
Aggregate**

Question # 17(43):

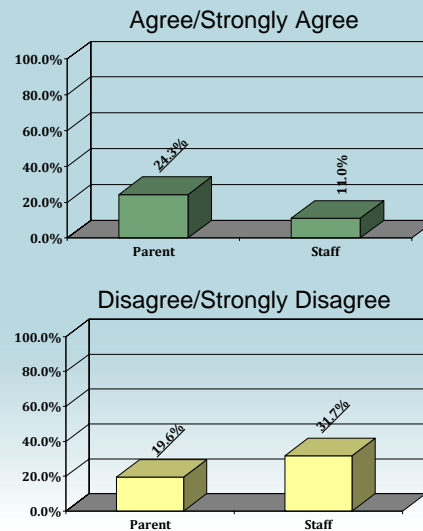
Our community (parents, teachers, students) has become too concerned with grades and academic performance at the cost of creating a balanced development (social health, emotional wellness) of our students.



Educational Values and Interests

**The Staff:
Aggregate**

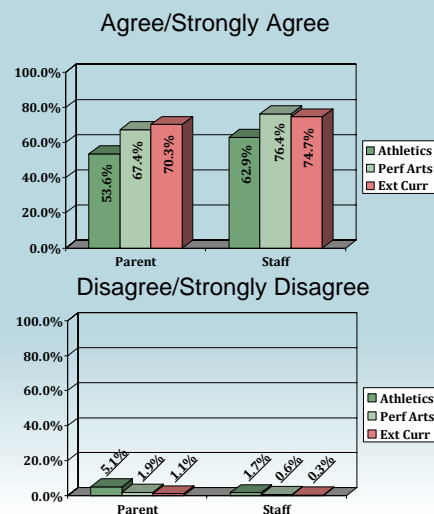
Question # 18 (44):
It is important for the school district to increase its emphasis on high academic performance.



Educational Values and Interests

**The Staff:
Aggregate**

Question # 19(45), 20 (46), 21 (47):
Athletics, Performing Arts, and Extracurricular programs can play as important a role as academics in positively shaping a student's potential.

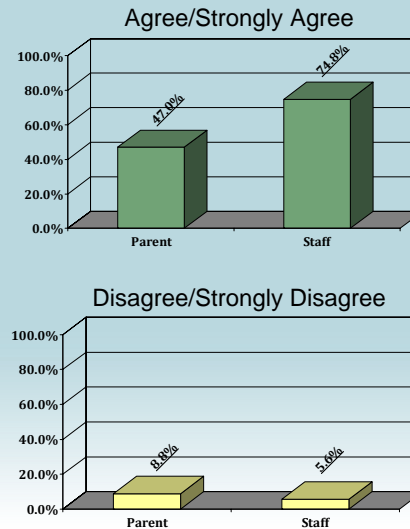


Educational Values and Interests

**The Staff:
Aggregate**

Question # 27 (53):

I am concerned that the standards of “excellence” at AB have gone so high that students who would be considered very strong in other districts are viewed as mediocre.

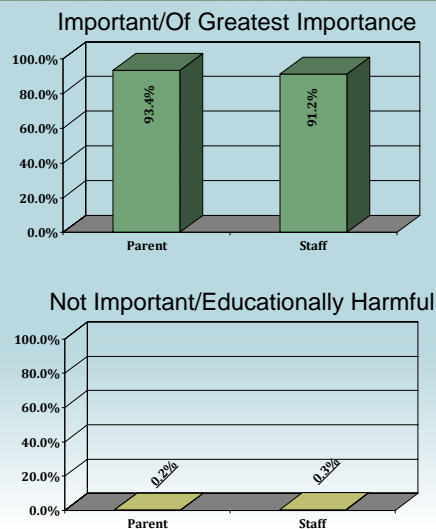


Educational Values and Interests

**The Staff:
Aggregate**

Question # 35(61):

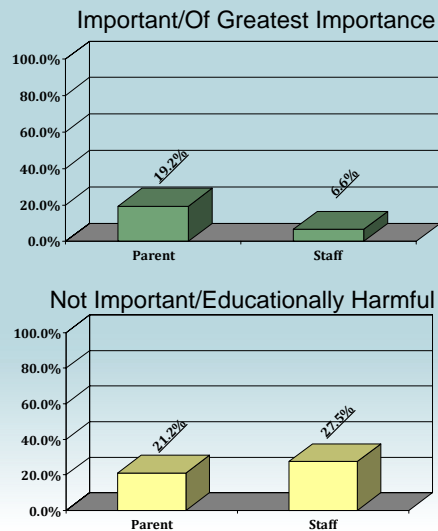
Development of social and relational skills (peer relationships, self-esteem, self-expression). I consider this feature to be:



Educational Values and Interests

**The Staff:
Aggregate**

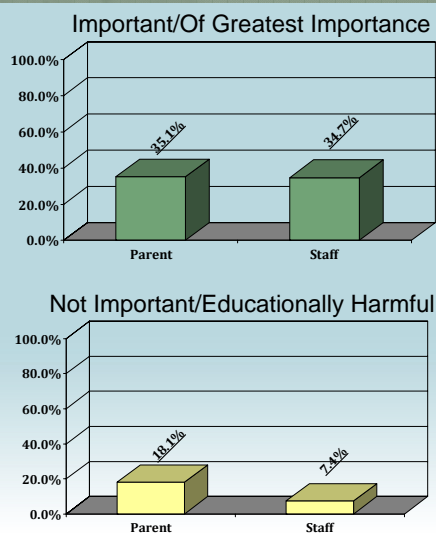
Question # 51 (77):
*Focusing curriculum
on high academic
success through
increased
homework, I
consider this feature
to be:*



Educational Values and Interests

**The Staff:
Aggregate**

Question # 59 (40):
*Maximizing potential
to gain admission
into top tier colleges.
I consider this
feature to be:*



Educational Values and Interests

What do we know?

- There has been a demographic shift in our school population (*Enrollment by Race data*)
- We have a spectrum of educational experiences in our community
- We have a more varied perspectives of how parents/guardians define success for their children and how to achieve it

Educational Values and Interests

Naming the challenges

- Navigating change
- Varied perspectives
- Natural tendency to stereotype

Educational Values and Interests

Where do we go from here

- Developing a common vocabulary for future discussions
- Longitudinal study
- Using the data to fuel thoughtful conversations
 - Develop questions
 - Schedule forums
 - Consider student input through the survey process
 - School/community focus groups

Educational Values and Interests

What are we trying to understand? *Where are we going?*

- Community demographic shifts
- Effect on schools and community
- What are our educational values?
- Need to enhance or change?

Changing Demographics - Parents

Introduction

Dear Parents and Guardians,

Over the past 30 years, Acton and Acton-Boxborough schools have seen and incorporated a variety of educational trends and demographic shifts. We are hoping that you will be able to help guide our schools as we explore the differing goals and perspectives found within our schools and community. By completing the survey, we hope you can help us better understand your views in shaping educational goals and policies. We hope to better understand the role of parents and guardians in shaping educational goals and policies as well. We respect divergent thinking; we respect your ideas.

Within an environment that strives to improve student growth and achievement, we recognize that there are different paths to reaching those goals. We recognize that differing definitions of academic excellence are influenced by diverse student experiences, different cultures, and expectations. As educational challenges come to the forefront, and times change, it gives every parent and guardian an opportunity to individually and collectively express his/her priorities about academics, citizenship, and personal well being. These issues can be complementary, or all inclusive.

The more surveys we have, the better our predictions (or conclusions) will be. Please take a moment to become part of our thinking as the schools want to reach out to as many parents and guardians as we can. As we attempt to have as many surveys completed as possible, we will have multiple ways of collection. Should you prefer to complete a hard copy of the survey, drop boxes are available in the lobby of each school for your convenience.

Thank you.

Changing Demographics - Parents

Survey Instructions

Please fill out the questions within each section of the survey. We anticipate that this survey should take less than 15 minutes.

You do not need to have a child in a particular grade to offer your feedback. For example, even if you only have elementary aged children, your feedback is still needed on the junior high and high school sections.

Recognizing that there may be differing perspectives within families, we ask that each parent or guardian take the time to complete their own individual survey.

All survey responses will remain anonymous.

Changing Demographics - Parents

Section I:

Demographic Information of Participant

1. How long have you lived in Acton or Boxborough?

- ☐ 1 - 5 Years
- ☐ 6 - 10 Years
- ☐ 11 - 15 Years
- ☐ 16+ Years

2. Where did you reside and attend school in your school-age years (Please select all that apply)?

- ☐ Acton or Boxborough
- ☐ Another community in Massachusetts
- ☐ Another state in the United States
- ☐ Outside of the USA (please specify country):

3. How would you identify yourself racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

4. How many school-aged children do you have?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

Changing Demographics - Parents

one child

1. What school does your child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

2. What Grade is your child in?

3. How would you identify your child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

two children

1. What school does your first child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

2. What Grade is your first child in?

3. How would you identify your first child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

4. What school does your second child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

5. What Grade is your second child in?

6. How would you identify your second child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

three children

1. What school does your first child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

2. What Grade is your first child in?

3. How would you identify your first child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

4. What school does your second child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

5. What Grade is your second child in?

6. How would you identify your second child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

7. What school does your third child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

8. What Grade is your third child in?

9. How would you identify your third child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

four children

1. What school does your first child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

2. What Grade is your first child in?

3. How would you identify your first child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

4. What school does your second child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

5. What Grade is your second child in?

6. How would you identify your second child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

7. What school does your third child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

8. What Grade is your third child in?

9. How would you identify your third child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

10. What school does your fourth child attend?

- ☐ Blanchard
- ☐ Conant
- ☐ Douglas
- ☐ Gates
- ☐ Merriam
- ☐ McCarthy-Towne
- ☐ Raymond J. Grey Junior High
- ☐ Acton-Boxborough Regional High School
- ☐ Administration Building Programs (Pre-School, Colebrook High School)
- ☐ None of the above

11. What Grade is your fourth child in?

12. How would you identify your fourth child racially and/or ethnically? Using the category guidelines set by the Massachusetts Department of Education, please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify)

Changing Demographics - Parents

Section :II:

Agree and Disagree Statements About School Goals and Vision

1. I consider standardized test scores to be very important for measuring the academic success of the students and of the school's efforts to educate students.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

2. The junior high and high school should do its best to increase its offerings of accelerated and advanced courses for students who are able to succeed in those courses (i.e. gifted and talented programs).

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

3. The high school should do its best to increase its offerings of standard and college preparatory courses.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

4. The junior high and high school should do its best to increase its vocational and/or non-traditional college offerings for students.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

5. The school district should use international comparisons when reviewing the district's performance and priorities.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

6. I am most concerned with my child's ability to be competitive in being admitted into a top tier college or university.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

Changing Demographics - Parents

7. I believe there are other educational goals equal to (or greater than) preparing students to get into top tier colleges.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

8. Our schools have had a long history of success and achievement, and we should not make any significant changes.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

9. Our community (parents, teachers, students) has become too concerned with grades and academic performance at the cost of creating a balanced development (social health, emotional wellness) of our students.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

10. It is important for the school district to increase its emphasis on high academic performance.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

11. Athletics can play as important a role as academics in positively shaping a student's potential.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

12. Performing and fine arts can play as important a role as academics in positively shaping a student's potential.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

Changing Demographics - Parents

13. Extracurricular programs can play as important a role as academics in positively shaping a student's potential.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

14. I view the District's summer school program as an opportunity to accelerate academic performance/course work and/or for academic enrichment and interest.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

15. I view the District's summer school program as an opportunity to re-teach and re-learn skills.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

16. Our students have become too overscheduled in academic activities at the expense of promoting a balanced approach to childhood.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

17. Our students have become too overscheduled in athletic activities at the expense of promoting a balanced approach to childhood.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

18. Our students have become too overscheduled in extracurricular activities at the expense of promoting a balanced approach to childhood.

☐ **Strongly Agree** ☐ **Agree** ☐ **Somewhat Agree** ☐ **No Opinion** ☐ **Somewhat Disagree** ☐ **Disagree** ☐ **Strongly Disagree**

Changing Demographics - Parents

19. I am concerned that the standards of “excellence” at AB have gone so high that students who would be considered very strong in other districts are viewed as mediocre.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

20. I am concerned that the standards of “excellence” at AB have gone so high that the average student receives less attention or consideration in the college preparation and application process.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

21. It is important for the school to better explain its educational approach to those who are new to the community.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

22. It's important for the school to go beyond academics when educating our students, to include an emphasis on becoming active citizens and critical thinkers.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

23. The philosophy and approach of the school district should be based on the philosophy held by the majority of parents in the district.

☐ Strongly Agree ☐ Agree ☐ Somewhat Agree ☐ No Opinion ☐ Somewhat Disagree ☐ Disagree ☐ Strongly Disagree

Changing Demographics - Parents

24. The philosophy and approach of the school district should be based on the philosophy held by the majority of educators in the district.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Disagree	Strongly Disagree

Changing Demographics - Parents

Section III:

Educational Values and Interests

Your Educational Interests

For each of the educational features or goals listed below, please indicate how important you consider that feature to be in providing a successful educational experience for children in different grade levels. You are asked to select one of the following values to describe your opinions on the educational features listed in this section:

I consider this feature or goal to be of the greatest importance.

I consider this feature or goal to be important.

I consider this feature or goal to be useful, but not essential.

I consider this feature or goal to be neither useful nor negative.

I don't believe this feature or goal is useful.

I don't believe this feature or goal is important

I believe this feature or goal would be educationally harmful.

I do not have an opinion on this educational feature or goal.

In theory, all of the options can be of equally high value or equally low value to you. We are asking you to speak from your own particular view point. You do not currently need to have a child in a particular grade to offer your feedback on the educational features or goals for a specific grade level.

Changing Demographics - Parents

Elementary School (Pre-Kindergarten to 6th grade)

Please identify the values you have for the following educational features or goals in relation to your views in **elementary school** (Conant, Douglas, Gates, Merriam, and McCarthy Towne):

1. A balance of racial and ethnic diversity of the student population in the elementary classroom.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

2. Opportunities for community connections (community service projects, guest speakers, etc).

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

3. Development of social and relational skills (peer relationships, self-esteem, self-expression).

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

Changing Demographics - Parents

4. Performance on standardized tests (such as MCAS).

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

5. Opportunities for leveled academic programs.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

6. Opportunities for mixed ability groupings for reading, language arts, and math.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

7. Quality of physical space (technology, comfort, space, play area, noise reduction).

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

Changing Demographics - Parents

8. Support for self-expression and creativity.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

9. Focusing the curriculum on social/emotional well being and stress management.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

10. Providing social/emotional support.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

11. Opportunities for expanded day services.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

Changing Demographics - Parents

12. Opportunities for school choice: Being able to pick my child’s elementary school.

I consider this feature to be:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of greatest importance	Important	Useful but not essential	Neither useful nor negative	Not useful	Not important	Educationally harmful	No opinion

Changing Demographics - Parents

Junior High School:

Please identify the values you have for the below educational features or goals in relation to your views in **junior high** school:

1. A balance of racial and ethnic diversity of the student population in the junior high classroom.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

2. Balanced curriculum including high academic standards, performing arts, technology, athletics, and extra-curricular programs.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

3. Expanding opportunities for accelerated and advanced classes for students who wish to pursue them.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

Changing Demographics - Parents

4. Focusing curriculum on high academic success as measured by standardized assessments, maintaining high test scores and course grades for the district in all measured areas.

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

5. Teaching and encouraging civic mindedness and citizenship (community service programs, and after school clubs).

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

6. Maintaining small school atmosphere with the use of the team model.

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

7. Focusing curriculum on high academic success through increased homework.

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

Changing Demographics - Parents

8. Providing social/emotional support.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

9. Support for self-expression and creativity.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

10. Providing mental health services.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

11. Focusing curriculum on high academic success through increased critical and abstract thinking skills, and organization.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

Changing Demographics - Parents

High School

Please identify the values you have for the below educational features or goals in relation to your views in **high school**:

1. A balance of racial and ethnic diversity of the student population in the high school classroom.

I consider this feature to be:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of greatest importance	Important	Useful but not essential	Neither useful nor negative	Not useful	Not important	Educationally harmful	No opinion

2. Balanced curriculum including high academic standards, performing arts, technology, athletics, and extra-curricular programs.

I consider this feature to be:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of greatest importance	Important	Useful but not essential	Neither useful nor negative	Not useful	Not important	Educationally harmful	No opinion

3. Teaching and encouraging civic mindedness and citizenship (community service programs, and after school clubs).

I consider this feature to be:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of greatest importance	Important	Useful but not essential	Neither useful nor negative	Not useful	Not important	Educationally harmful	No opinion

Changing Demographics - Parents

4. Maximizing potential to gain admission into top tier colleges.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

5. Access to and availability of high performing, competitive and robust fine and performing arts program.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

6. Community service programs and engagement.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

7. Access to and availability of high performing, competitive and robust athletic programs.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

Changing Demographics - Parents

8. Focusing curriculum on high academic success as measured by standardized assessments, maintaining high test scores and course grades for the district in all measured areas.

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

9. Providing social/emotional support.

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

10. Expanding accelerated and advanced college preparatory classes.

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

11. Provision of vocational and supplemental courses.

I consider this feature to be:

- | | | | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Of greatest importance | Important | Useful but not essential | Neither useful nor negative | Not useful | Not important | Educationally harmful | No opinion |

Changing Demographics - Parents

12. Access to and availability of inclusive fine and performing arts program.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

13. Provision of basic and standard educational courses (standard and college prep).

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

14. Focusing classroom practice on social/emotional well being and stress management.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

15. Support for self-expression and creativity.

I consider this feature to be:

☐

Of greatest
importance

☐

Important

☐

Useful
but not
essential

☐

Neither
useful nor
negative

☐

Not
useful

☐

Not
important

☐

Educationally
harmful

☐

No opinion

Changing Demographics - Parents

16. Providing mental health services.

I consider this feature to be:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of greatest importance	Important	Useful but not essential	Neither useful nor negative	Not useful	Not important	Educationally harmful	No opinion

17. Access to and availability of inclusive athletic experiences.

I consider this feature to be:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of greatest importance	Important	Useful but not essential	Neither useful nor negative	Not useful	Not important	Educationally harmful	No opinion

18. Increasing elective course offerings.

I consider this feature to be:

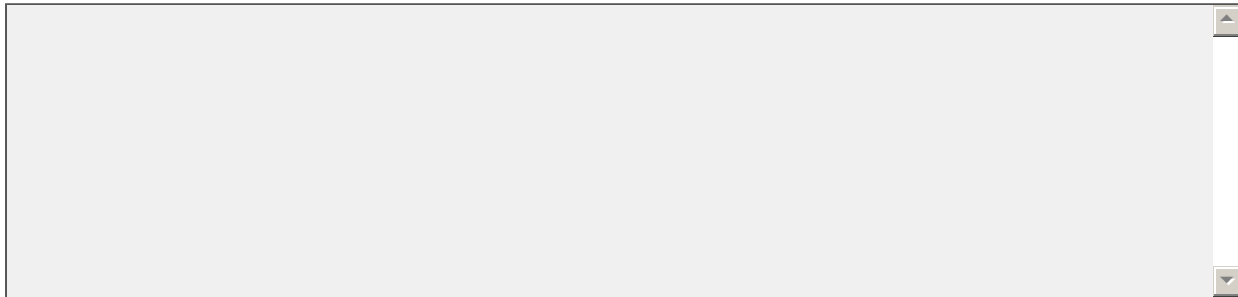
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of greatest importance	Important	Useful but not essential	Neither useful nor negative	Not useful	Not important	Educationally harmful	No opinion

Changing Demographics - Parents

Comments

1. Please feel free to share any additional comments or thought that you may have.

Thank you.



Educational Values and Interests Survey

Statement of Purpose

January 2010

Over the last 30 years, the Acton and Acton-Boxborough Schools have seen and incorporated a variety of educational trends and demographic shifts. Consequently, the school community has recognized the values of diversity and global awareness and its opportunity for improving student growth and achievement. From a summer leadership institute in June 2008, a study group formed to develop questions for parents, guardians, staff and faculty to identify and explore culturally relevant themes and experiences that influence student success.

With feedback from the Educational Values and Interests Survey, we now begin the task of integrating the ideas from home, community, faculty and staff to determine common ground for discussion. We are grateful for the 50% response from faculty and staff and the more than 1500 responses from our parents and guardians. We extend our appreciation to all of you who have shared your priorities for our childrens' academic and personal well-being.

Within an environment that strives to improve student growth and achievement, we recognize that there are different paths to reaching these goals. In the spirit of understanding various perspectives and having now compiled the data from both surveys, we are eager to share survey results and themes and welcome your participation in what we believe will generate both short and long-term goals and questions to be addressed by both the school district and the overall community alike.

While the aggregate data suggests that there are more common than disparate values, we also acknowledge that understanding these issues requires a commitment to understanding the subtleties of the data. By disaggregating the data into three categories: race and ethnicity, educational background, and years in Acton, divergent thinking becomes more evident. It is these differing goals and perspectives found within our school and community which may influence our thinking about our schools going forward.

We welcome our on-going discussions and look forward to your participation.

Committee Members

Liza Huber, Craig Hardimon, Andrew Shen, Stephen Hitzrot, James Marcotte, Kellie Carter, Diane Telicki, Marie Altieri, Ed Kaufman, Christine Price, Matthew Kidder, Carol Huebner, Mary Emmons

January 2010

Changing Demographics - Parents

Q1. I consider standardized test scores to be very important for measuring the academic success of the students and of the school's efforts to educate students.

Answer Options	Response	Response Count
Strongly Agree	10.1%	113
Agree	26.8%	300
Somewhat Agree	32.8%	368
No Opinion	1.5%	17
Somewhat Disagree	14.3%	160
Disagree	10.1%	113
Strongly Disagree	4.5%	50
	answered	1121
	skipped or	188

Q2. The school district should use international comparisons when reviewing the district's performance and priorities.

Answer Options	Response	Response Count
Strongly Agree	11.4%	128
Agree	20.9%	235
Somewhat Agree	24.6%	277
No Opinion	17.4%	196
Somewhat Disagree	11.7%	132
Disagree	9.1%	102
Strongly Disagree	4.8%	54
	answered	1124
	skipped or	185

Q3. I am most concerned with my child's ability to be competitive in being admitted into a top tier college or university.

Answer Options	Response	Response Count
Strongly Agree	13.9%	156
Agree	21.3%	239
Somewhat Agree	26.2%	294
No Opinion	6.0%	68
Somewhat Disagree	14.5%	163
Disagree	13.4%	151
Strongly Disagree	4.7%	53
	answered	1124
	skipped or	185

Q4. Our schools have had a long history of success and achievement, and we should not make any significant changes.

Answer Options	Response	Response Count
Strongly Agree	4.6%	52
Agree	17.3%	194

SomewhatAaree	27.1%	305
NoOpinion	9.1%	102
SomewhatDisaree	27.0%	303
Disaree	11.6%	130
StronalyDisaree	3.4%	38
	answered	1124
	skipped at	185

Q5. Our community (parents, teachers, students) has become too concerned with grades and academic performance at the cost of creating a balanced development (social health, emotional wellness) of our students.

Answer Options	Response	Response Count
StronalyAaree	19.3%	217
Aaree	21.4%	241
SomewhatAaree	27.5%	309
NoOpinion	9.6%	108
SomewhatDisaree	12.8%	144
Disaree	6.5%	73
StronalyDisaree	2.8%	32
	answered	1124
	skipped at	185

Q6. It is important for the school district to increase its emphasis on high academic performance.

Answer Options	Response	Response Count
StronalyAaree	8.5%	95
Aaree	15.8%	178
SomewhatAaree	18.2%	205
NoOpinion	9.7%	109
SomewhatDisaree	28.2%	317
Disaree	14.4%	162
StronalyDisaree	5.2%	58
	answered	1124
	skipped at	185

Q7. Athletics can play as important a role as academics in positively shaping a student's potential.

Answer Options	Response	Response Count
StronalyAaree	14.3%	161
Aaree	39.3%	442
SomewhatAaree	29.7%	334
NoOpinion	3.8%	43
SomewhatDisaree	7.7%	87
Disaree	3.6%	41
StronalyDisaree	1.4%	16
	answered	1124
	skipped at	185

Q8. Performing and fine arts can play as important a role as academics in positively shaping a student's potential.

Answer Options	Response	Response Count
StronglyAagree	22.2%	250
Aagree	45.2%	508
SomewhatAagree	25.1%	282
NoOpinion	1.9%	21
SomewhatDisagree	3.7%	42
Disagree	1.1%	12
StronglyDisagree	0.8%	9
	answered :	1124
	skipped at	185

Q9. Extracurricular programs can play as important a role as academics in positively shaping a student's potential.

Answer Options	Response	Response Count
StronglyAagree	22.3%	251
Aagree	48.0%	539
SomewhatAagree	23.6%	265
NoOpinion	1.7%	19
SomewhatDisagree	3.4%	38
Disagree	0.7%	8
StronglyDisagree	0.4%	4
	answered :	1124
	skipped at	185

Q10. I am concerned that the standards of "excellence" at AB have gone so high that students who would be considered very strong in other districts are viewed as mediocre.

Answer Options	Response	Response Count
StronglyAagree	22.8%	256
Aagree	24.2%	272
SomewhatAagree	19.9%	224
NoOpinion	16.3%	183
SomewhatDisagree	8.1%	91
Disagree	6.0%	67
StronglyDisagree	2.8%	31
	answered :	1124
	skipped at	185

Q11. Development of social and relational skills (peer relationships, self-esteem, self-expression). I consider this feature to be:

Answer Options	Response	Response Count
Of greatest importance	40.9%	443

Important	52.5%	569
Usefulbut notesse	4.5%	49
Neitheruseful nor	1.0%	11
Notuseful	0.1%	1
Notimportant	0.1%	1
Educationallvharm	0.1%	1
No opinion	0.8%	9
	answered :	1084
	skipped at	225

Q12. Focusing curriculum on high academic success through increased homework. I consider this feature to be:

Answer Options	Response	Response Count
Of greatest importance	2.6%	27
Important	16.6%	175
Usefulbut notesse	19.2%	202
Neitheruseful nor	9.5%	100
Notuseful	27.4%	289
Notimportant	3.6%	38
Educationallvharm	18.9%	199
No opinion	2.3%	24
	answered :	1054
	skipped at	255