Strategic Plan

2023-2028

Approved by the Baldwinsville CSD Board of Education on Monday June 26, 2023

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Introduction - Purpose of Strategic Planning Committee

In an effort to ensure the growth of all students, members of the Baldwinsville Central School District, through a collaborative process, developed a strategic plan that explores the identified goals and objectives that measure student success. This plan will assist the Board of Education in identification of priorities and allocation of resources aimed at creating optimal educational experiences, health and safety, fiscal responsibility, and ongoing communication.

What is a strategic plan?

A strategic plan is how the Baldwinsville Central School District will bring to life the district mission, vision, and beliefs. A strategic plan provides focus and direction for the district, individual school buildings, staff members, and students.

Mission

The mission answers the question: "Why do we exist?" This clarifies priorities and creates focus.

Foster an environment to educate and empower all students today to become global citizens of tomorrow.

Vision

The vision describes a compelling future. The question answered is: "What must we become?" This gives a district/school direction.

The Baldwinsville community is committed to providing equitable and diverse learning experiences that educate and empower students, allowing each individual to thrive.

Collective Values and Beliefs

Answers the question: "How must we behave?" This guides individual behavior and clarifies how each individual will contribute to achieving the vision.

All members of the Baldwinsville community including students, parents, teachers, support professionals, administrators, community groups, and the Board of Education share the following beliefs and values:

Culture and Climate

- Everyone thrives in a vibrant, healthy, safe, enriching, and respectful learning environment in which we recognize that words and actions matter

- Ensure all students have the social and emotional supports necessary to feel safe and empowered to pursue their goals

- Acceptance of our individual differences regardless of race, ethnicity, gender, socio-economic status, sexual orientation, age, abilities, religious beliefs, political beliefs, and other ideologies

Approach to Instruction and Learning

- A successful education system comprised of effective educators develops students who are effective communicators; collaborators; creative critical thinkers; global and ethical citizens; and goal-directed, resilient learners

- Quality early childhood education is crucial to school readiness and future success

- Literacy is an essential life skill and reading proficiency is critical for the academic success of all students

- Dynamic and supportive partnerships among students, families, educators, and the community are critical to meet student needs and provide enriching experiences

- Differentiated instructional strategies are necessary to accommodate diverse learning needs

Individual Student Needs

- Diversity, equity, and inclusion are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and practices

- Embrace every student's unique talents and abilities through diverse, inclusive, and equitable learning experiences thus allowing each student to achieve success in whatever path they choose

- Each student is entitled to a high-quality education

- A well-rounded education enables students to lead productive, fulfilling, creative, and culturally rich lives

Priorities

Answers the questions: "Which strategies will lead us to success?" Strategic priorities are values and strategies that guide us to achieve our goals. These priorities align with our district's vision, mission, and culture to lead our organization to success.

- Provide Project-Based Learning Experiences *

- Accessing Cutting-Edge Technology

- Enhancing Teaching Quality

- Improving Student Achievement

- Collaborating with Community Partners/Programs

- Increasing Social Emotional Development

- Aligning Curriculum and Instruction to the Job Market

- Creating Individualized and Differentiated Education

- Increasing School Safety and Security *

- Exemplify Cultural Responsiveness, Diversity, and Equity *

* Designated Priorities for the 2023-2024 School Year
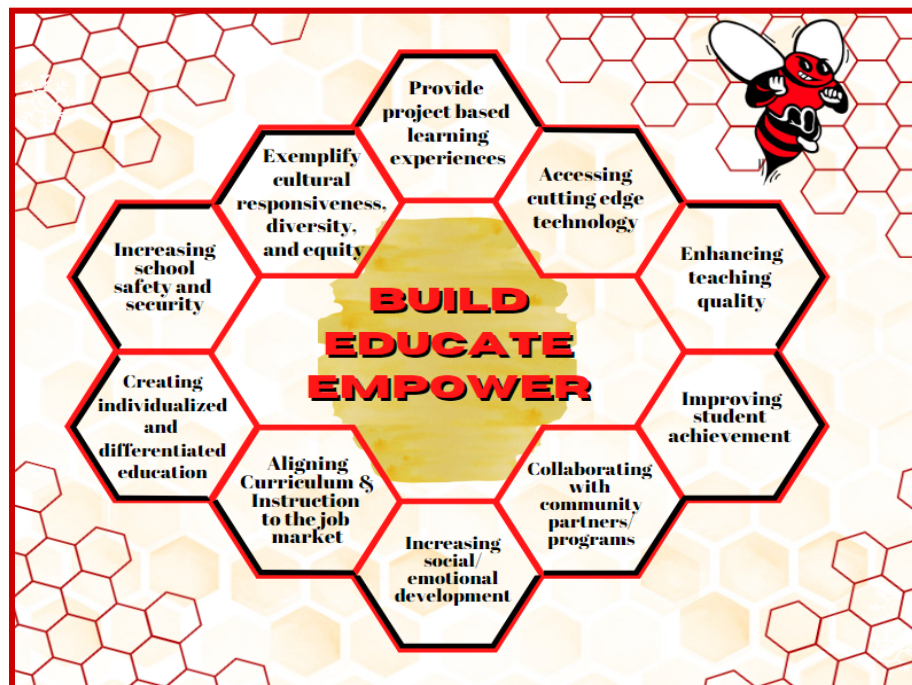
Shared Goals

Answers the questions: Which steps and when? These provide targets and timelines including establishment of incremental steps and indicators to monitor progress.

- Increase school safety and security measures by supporting mental health opportunities and a learning environment that is safe and secure for students and staff

- Create a communication plan / partnership with families, higher education, businesses, community organizations, and the armed forces to enhance student programming that will meet the demands of the local and global marketplace

- Recognize and support the unique academic needs of all students

- Create job-embedded opportunities for teachers to develop and apply new skills (develop a culture of professional learning and improvement

- Create an environment where all students, staff, and families feel a sense of belonging

- Prepare students to be knowledgeable critical thinkers, communicators, collaborators, creators, and contributors

- Ensure continued access to state-of-the-art technology systems, products and programs that will allow students to compete in college and career ready occupations

- Expand available learning opportunities including Enrichment programs to fit the needs of all students

- Establish and strengthen partnerships with businesses and community organizations/partners to support student success and experience

- Continue to evolve the social/emotional supports to meet the needs of all students

Strategic Plan as a Living Document

A living document is:

- edited and updated annually
- relevant to all stakeholders
- at the forefront of daily actions and decisions

Context for Plan Development

The Baldwinsville Central School District Board of Education desired a new strategic plan to guide the years to come and as a result a new strategic planning committee was developed.

The thinking was to create an adaptive document so that as times and pressures on school districts change, the document and practices evolve. This plan will be reviewed annually in accordance with accompanying data so that progress can be evaluated. Since goals must be measurable, within this process, the fundamental aim is to have plans customized by each individual school building and department. Each building in turn will develop individual plans based upon collection of data targeted at common goals, which will bring the District's mission to life.

In the spring of 2022, a committee consisting of representative members from the Board of Education (BOE), Baldwinsville Association of Principals and Instructional Supervisors (BAPIS), Baldwinsville Teachers Association (BTA), Baldwinsville Educational Support Professionals Association (BESPA), district administration, students, community members, and parents was assembled and a series of meetings were held to begin the required steps of designing a new strategic plan.

During 2021-2022 the following was accomplished:

➔ Purpose, timeline, and communication plans established

➔ Roles and norms identified

➔ Work and data to date reviewed

➔ Extension of previous plan for 1 school year

The committee reconvened during the fall of the 2022-23 school year and the following were undertaken:

➔ District strategic goals and community perception survey created, piloted, and revised

➜ Survey disseminated

➜ Value and Belief statements clarified and amended

➜ Accompanying narrative created

➜ Initial district focus objectives prioritized

➜ Annual plan for review and revision developed

➜ Vision for document created

➜ Big ideas generated, prioritized, and clarified

➜ Goals and bullets defined/refined

➜ Metrics developed

➜ One page document/overview formatted and reviewed

Committee Membership

Representation	Member
Board of Education	Sam Schraven
Board of Education	Tanya Rosado-Barringer
Board of Education	Wayne Davison, Jr.
District Administration	Kathleen Davis
District Administration	Joseph DeBarbieri
District Administration	Kimberly Vile
District Administration	David Kilcourse
Baldwinsville Association of Principals & Instructional Supervisors (BAPIS)	Christina Morgan
Baldwinsville Association of Principals & Instructional Supervisors (BAPIS)	Danielle Nahorney
Baldwinsville Association of Principals & Instructional Supervisors (BAPIS)	Jennifer Homeyer
Baldwinsville Association of Principals & Instructional Supervisors (BAPIS)	Renee Burnett
Baldwinsville Teacher Association (BTA)	Kara Bick
Baldwinsville Teacher Association (BTA)	Kate Zwecker
Baldwinsville Teacher Association (BTA)	Ashley Vernyi
Baldwinsville Teacher Association (BTA)	Megan Eschmenn
Baldwinsville Teacher Association (BTA)	Jen Medwid
Baldwinsville Teacher Association (BTA)	Gerald Dias
Baldwinsville Teacher Association (BTA)	Mary Mason

Representation	Member
Baldwinsville Teacher Association (BTA)	Dan Deemer
Baldwinsville Educational Support Professionals Association (BESPA)	Helen Sholette
Baldwinsville Educational Support Professionals Association (BESPA)	Pat Speach
Non-Instructional or Support Staff	Tom Liggett
Parent or PTA	Heather Golden
Parent or PTA	Kat Martin
Community Member	Joan Reeves
Student	Alyssa Flores
Student	Nicholas Cary

Strategic Goals with Prioritized Objectives

Increasing School Safety and Security

Goal: *Increase school safety and security measures by supporting mental health opportunities and a learning environment that is safe and secure for all students and staff*

- Communicate available mental health services and updated resources for students and staff

- Continue to provide SRO/SRPO support in all buildings

- Incorporate ongoing safety trainings and review of reporting requirements for staff and students (active shooter, evacuation, lockdown, lockout, "see something, say something" campaign)

- Utilize Smart Schools Grant funding to embed measures to address physical safety (window coverings, door locks, weapons detection, cameras)

- Educate community stakeholders about general safety measures

- Embed internet security protocols to protect staff and students

- Offer wellness activities for staff and students

Aligning Curriculum and Instruction to the Job Market

Goal: *Create a communication plan / partnership with families, higher education, businesses, community organizations, and the armed forces to enhance student programming that will*

meet the demands of the local and global marketplace

- Develop a comprehensive list of higher education, community partners and businesses that can support student programming and opportunities

- Ensure the local curriculum remains relevant and flexible to accommodate the evolving needs of the marketplace

- Create opportunities for student and family involvement in activities that will enhance the educational experience

- Embrace new technologies that will advance our students in an ever-changing job market

Creating Individualized and Differentiated Education

Goal: *Recognize and support the unique academic needs of all students*

- Provide instructional materials to support a variety of learning differences across disciplines

- Utilize a variety of developmentally appropriate engagement strategies with research based and inclusive curricula

- Provide stakeholders with professional learning centered on a variety of engagement strategies

- Integrate effective technology that can reach a variety of learners and enhance learning engagement

- Cultivate an inclusive environment by providing high-quality, specially-designed instructional opportunities to meet unique needs (e.g., students with disabilities, economically disadvantaged students, English learners, gifted learners)

Enhancing Teaching Quality

Goal: *Develop a culture of professional learning and improvement*

- Create job-embedded opportunities for teachers to develop and apply new skills

- Offer mentorship and coaching support to foster educator success

- Target evidence-based, high-quality professional learning that supports the development of teachers' best instructional strategies

- Provide opportunities for staff members to collaborate with colleagues on shared goals

- Coordinate opportunities for teachers to access relevant, authentic, and practical learning experiences

- Recruit, retain, and support diverse faculty and staff

- Provide high-quality, strategically-aligned professional learning for all staff

- Develop and refine career-advancement pathways and growth opportunities as a means of valuing and retaining staff

Exemplify Cultural Responsiveness, Diversity, and Equity

Goal: *Create an environment where all students, staff, and families feel a sense of belonging*

- Offer a variety of Professional Development opportunities to execute culturally responsive instruction

- Provide a robust curriculum that represents and reflects culturally diverse identities and beyond

- Investigate, prioritize, and seek opportunities that support diverse employment practices

- Foster relationships that build a sense of belonging for students from all backgrounds by implementing programs that eliminate the barriers to access

- Validate the student experience with decision making that reflects diversity, equity, and inclusion as core institutional values

Provide Project-Based Learning Experiences

Goal: *Prepare students to be knowledgeable critical thinkers, communicators, collaborators, creators, and contributors*

- Provide professional development on problem-based learning/rigor

- Develop problem-based learning units of instruction

- Implement problem-based learning units

- Ensure systems meet the needs of project-based learning

Accessing Cutting-Edge Technology

<u>Goal:</u> ***Ensure continued access to state-of-the-art technology systems, products, and programs that will allow students to compete in college and career ready occupations***

- Develop robust budgeting cycles that include a focus on technology demands and needs from the student perspective

- Future-proof the district network for scalability and adaptability to meet the growing demand of modern technologies

- Provide continuous education and in-classroom coaching for staff and students on the use of new technologies

- Continue to improve and implement a secure network infrastructure to safeguard students' access to the internet and ensure a safe and secure online learning environment

- Explore innovative technologies to integrate into the school's learning environment

- Ensure students use modern technologies ethically and responsibly as digital citizens

Improving Student Achievement

<u>Goal:</u> ***Expand available learning opportunities including Enrichment programs to fit the needs of all students***

- Expand opportunities for multiple Accessible Pathways to Success through diverse programming

- Enable Core Academic Excellence by providing rigorous instruction for all students

Collaborating with Community Partners/Programs

<u>Goal:</u> ***Establish and strengthen partnerships with businesses and community organizations / partners to support student success and experience***

- Create opportunities to increase community involvement in school and district events / activities

- Enhance communication between school, home, and community using best

practices and preferred modes of communication

- Build additional community partnerships to enhance student programming

- Engage community partners and parents in the school's volunteer programs so they can participate in supporting district-wide, school-wide, and classroom activities

- Develop a comprehensive list of current community partners and in what capacity they support district programs

- Deepen family engagement by offering inclusive opportunities for conversation across the district

Increasing Social Emotional Development

Goal: *Adapt social/emotional supports to meet the needs of all students*

- Develop healthy identities by fostering a sense of community and self-awareness by engaging all students

- Expand the spectrum of experiences and enrichment opportunities to create global citizens for our future

- Provide a tiered level of support to ensure the mental and behavioral health of all students

- Use available data and staff resources to proactively identify students' social, emotional, and academic needs

Prioritized Objectives

The articulated goals are long-term with shorter term objectives for each goal. The objectives further define the goals by identifying possible steps and critical elements toward achievement of each goal. The committee recognized that to work on all objectives at once was not realistic, yet the district needed to be moving systematically toward each goal. Surveys were sent to gather input to inform the priority of the objectives or in other words, to establish a starting point for each goal. These objectives will guide the development of the first action plans.

Moving to Action Plans

Each building will develop specific action plans with measurable goals pertinent to their setting and students to accomplish priority objectives. These are posted on the district web page.

Review Process

June 26, 2023 - Present for Board of Education approval.

Post June 26, 2023 - Planning Committee establishes a roll-out plan for communication and implementation.

Summer 2023 - Communication plan and "road show" presentation developed.

September 2023 - Planning Committee visits each building for a "road show" and Q&A based on the strategic planning process, goals, and implementation timeline.

Fall of 2023 - Building leadership teams develop an understanding of the strategic goals, specifically focusing on the meaning of each strategic goal and corresponding objectives as each one of them relates to building level needs, supports, and data. All building-level stakeholders (instructional and support staff members) develop a shared understanding of the strategic goals and begin working with leadership teams to create an action plan for at least one of the strategic priorities.

Winter - Spring 2024 - Building leadership teams and building stakeholders continuing developing action plans for two (2) additional priorities.

Summer 2024 - Building leadership teams begin finalizing action plans while utilizing regular communication channels to solicit feedback and share development.

September / October 2024 - Buildings leadership teams will share action plans with the Board of Education.

2024-2025 - Full implementation of building action plan cycles with fall updates inclusive of prior year results and establishment of new goals / plans / action steps.

Baseline Data

The district will use an interactive data report card to highlight data from each school building and department. It is anticipated that baseline data will come from the most recent or prior school year. Updated interactive data reports will be aligned to actions identified in the building and department plans.

Appendix

A. Statement of Introduction

B. District Interactive Data Report Card

C. Foundational Data / Planning Documents

   ○ 2017-2022 Baldwinsville CSD Strategic Plan

   ○ 2022-2023 Baldwinsville CSD Strategic Plan Extension / Goals

   ○ 2022 Community Perception Survey

   ○ February 2023 ThoughtExchange – Strategic Plan Feedback (Build, Educate, Empower)

   ○ June 2023 Priorities Survey – Strategic Plan Public Comment

D. Strategic Action Plan Cycle

Statement of Introduction

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

June 2023

Dear Baldwinsville Community:

The 2023-2028 Strategic Plan has been designed to clearly articulate our school district's mission and vision for the future. It reflects how the Baldwinsville Central School District will bring life to our collective values and beliefs. It provides a focus and direction for our district, individual school buildings, staff members, and students.

In an effort to ensure we build, educate, and empower members of the Baldwinsville Central School District, we began developing our new strategic plan during the 2021-2022 school year through a collaborative process. Due to a lot of hard work and determination from a variety of stakeholders, our committee developed a strategic plan that explores ten (10) priority areas based on feedback.

Mission

Foster an environment to educate and empower all students today to become global citizens of tomorrow.

Vision

The Baldwinsville community is committed to providing equitable and diverse learning experiences that educate and empower students, allowing each individual to thrive.

Priorities

Provide Project-Based Learning Experiences
Accessing Cutting-Edge Technology
Enhancing Teaching Quality
Improving Student Achievement
Collaborating with Community Partners/Programs
Increasing Social Emotional Development
Aligning Curriculum and Instruction to the Job Market
Creating Individualized and Differentiated Education
Increasing School Safety and Security
Exemplify Cultural Responsiveness, Diversity, and Equity

This plan is intended to assist the Baldwinsville Central School District Board of Education in the identification of supports and allocation of resources aimed at optimizing educational experiences, health and safety, fiscal responsibility, creation of partnerships, transparency, and communication. It is expected this plan be adaptable to meet our needs as circumstances change over time.

As district leaders, we are excited this new plan will be the driving force as we work and lead together to transform our innovative school district!

Sincerely,

Dr. Joseph M. DeBarbieri	Ms. Renee M. Burnett	Ms. Karrie A. LaMacchia	Ms. Kimberly A. Vile	Mr. David H. Kilcourse
Superintendent	Assistant Superintendent for Curriculum, Instruction & Assessment	Assistant Superintendent for Student Services	Assistant Superintendent for Management Services	Assistant Superintendent for Human Resources

Appendix B

District Interactive Data Report Card

District Interactive Data Report Card

Access the Data Report Card HERE

Baldwinsville Central School District Interactive Report Card

A message from the Office of Curriculum, Instruction, Assessment, and Accountability:

Our district report card is an interactive report updated quarterly. Our goals in providing this data are to celebrate the successes of Baldwinsville students and staff, monitor and examine areas in which support is needed, and to remain transparent in our work. **Please use the directions below to best navigate the interactive options in this report.**

Use the left and right arrows below to view each page of the report, or select the specific page you wish to view in the pop-up list.

For optimal viewing, select the "Full Screen" box below. To exit full screen mode, press Esc on your keyboard.

Quarter 3 Report:

Data snapshot from Sept. 7, 2022 through Apr. 14, 2023

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Click on any topic below to jump to that section

Enrollment and Demographics
Enrollment and demographic trends have remained consistent.

Involvement
About 40% of students have participated in an extra-curricular activity this school year.

Universal Screening: Academics & Behavior
Universal screening assessment data for 2021-22 will be used as a baseline for future years.

Course Scores by Department
Approximately 90% of students are passing Regents level courses.

Discipline
Approximately 85% of students have not had a disciplinary referral documented this year.

Attendance and Chronic Absenteeism
Students have been present over 90% of instructional days.

Appendix C

Foundational Data / Planning Documents

Baldwinsville Central School District

Strategic Plan

2017-2022

Approved by the Baldwinsville Central School District Board of Education - May 23, 2017

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Matthew J. McDonald, Superintendent of Schools
Joseph M. DeBarbieri, Deputy Superintendent
James J. Rodems, Assistant Superintendent for Management Services
Eric J. Wilson, Director of Staff Relations / School Attorney

29 East Oneida Street
Baldwinsville, New York 13027

315-638-6043 (office)
315-638-6041 (Fax)

May 2017

Dear Baldwinsville Community:

The 2017-2022 Strategic Plan has been designed to clearly articulate our school district's mission and vision for the future. It reflects how the Baldwinsville Central School District will bring life to our beliefs. It provides a focus and direction for our district, individual school buildings, staff members, and students.

In an effort to ensure all students reach their full potential, members of the Baldwinsville Central School District, through a collaborative process, began developing our strategic plan during the 2015-2016 school year. Through a lot of hard work and determination from a variety of stakeholders, our committee developed a strategic plan that explores three (3) identified goals and objectives that measure student success.

Mission

*Provide every student with the educational experiences and opportunities
that will foster the full development of his or her potential*

Student Achievement Goals

- *Achieve educational excellence and high levels of learning for all*
- *Promote collaboration, innovation, and flexibility to prepare students for their future*
- *Ensure equal access, opportunity, and choice for all students*

This plan is intended to assist the Baldwinsville Central School District Board of Education in identification of priorities and allocation of resources aimed at optimizing educational experiences, health and safety, fiscal responsibility, and ongoing communication. It is also expected this plan be adaptable – a "living" document, one that is viewed as flexible, responsive, and frequently visited as our needs and circumstances change over time.

As district leaders, we are excited this plan will help guide decision making so we can ensure all of our students and staff *reach their full potential*!

Sincerely,

Matthew J. McDonald
Superintendent of Schools

Joseph M. DeBarbieri
Deputy Superintendent

James J. Rodems
Assistant Superintendent
for Management Services

Eric Wilson, Esq.
Director of Staff Relations /
School Attorney

Baldwinsville Central School District

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       b. 2012 Graduate Survey
       c. 2012-2017 Baldwinsville CSD Strategic Plan
       d. 2010-2015 Baldwinsville CSD Strategic Plan
       e. 2008 Community Perception Survey
       f. March 20th, 2015 Professional Development Day Brainstorming by District Staff
       g. Summer 2015 BOE Workshop Data
  D. Surveys for Prioritizing Objectives:
       a. All Staff
       b. Parent
       c. Student
       d. Total – All Stakeholders
  E. Action Plan Template
  F. Strategic Action Plan Cycle
  G. Prioritized Objectives for 2018-2019

Baldwinsville Central School District
Achieving Our Full Potential...
2017-2022

Mission

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Vision

Through a cooperative effort of the total community, we will create an environment which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

Student Achievement Goals

- *Achieve educational excellence and high levels of learning for all*
- *Promote collaboration, innovation, and flexibility to prepare students for their future*
- *Ensure equal access, opportunity and choice for all students*

Beliefs

It is the responsibility and role of all members of the Baldwinsville community including: students, parents, teachers, support professionals, administrators, community groups, and the Board of Education to:

- provide a healthy, safe learning environment where each student can reach his or her full potential.
- support differentiated instructional strategies to accommodate the diverse learning styles so students may achieve their full potential.
- ensure that all students receive the best efforts of all members of the school community.
- encourage all students to put forth their best efforts in the pursuit of their education.
- provide students with knowledge and understanding to live productive and responsible lives as citizens in the community.
- prepare students with an academic background that equips them for success in whatever career path they choose to follow.
- acknowledge and appreciate that every student possesses unique talents and abilities by supporting the development of those talents and abilities to their fullest.

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Baldwinsville Central School District
Achieving Our Full Potential...
2017-2022

Durgee Junior High School
- Action Plan
- Data
- Video/Pic

Baker High School
- Action Plan
- Data
- Video/Pic

Van Buren Elementary
- Action Plan
- Data
- Video/Pic

Reynolds Elementary
- Action Plan
- Data
- Video/Pic

Achieving Our Full Potential... Together

Ray Middle School
- Action Plan
- Data
- Video/Pic

Elden Elementary
- Action Plan
- Data
- Video/Pic

McNamara Elementary
- Action Plan
- Data
- Video/Pic

Palmer Elementary
- Action Plan
- Data
- Video/Pic

Introduction-Purpose of Strategic Planning Committee

In an effort to ensure all students reach their full potential, members of the Baldwinsville Central School District, through a collaborative process, developed a strategic plan that explores the identified goals and objectives that measure student success. This plan will assist the board of education in identification of priorities and allocation of resources aimed at optimal educational experiences, health and safety, fiscal responsibility and ongoing communication.

What is a strategic plan?

A strategic plan is how the Baldwinsville Central School District will bring to life the district mission, vision and beliefs. A strategic plan provides focus and direction for the district, individual school buildings, staff members, and students.

Mission

The mission answers the question: "W*hy do we exist*?" This clarifies priorities and creates focus.

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Vision

The vision describes a compelling future. The question answered is: "*What must we become*?" This gives a district/school direction.

Through a cooperative effort of the total community, we will create an environment which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.
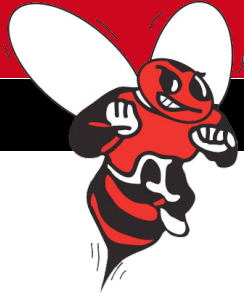
Collective Commitments/Values/Beliefs

Answers the question: "*How must we behave?*" This guides individual behavior and clarifies how each individual will contribute to achieving the vision.

It is the responsibility and role of all members of the Baldwinsville community including: students, parents, teachers, support professionals, administrators, community groups, and the Board of Education to:

- *Dedicate themselves to providing a healthy, safe learning environment where each student can reach his or her full potential.*

- *Support differentiated instructional strategies to accommodate diverse learning styles so students may achieve their full potential.*

- *Ensure that all students receive the best efforts of all members of the school community.*

- *Encourage all students to put forth their best efforts in pursuit of their education.*

- *Provide graduates with a core of knowledge and understanding in order to live productive and responsible lives as citizens in the community.*

- *Prepare graduates with an academic background that equips them for success in whatever career path they choose to follow.*

- *Acknowledge and appreciate that every student possesses unique talents and abilities by supporting the development of those talents and abilities to their fullest.*

Shared Goals

Answers the questions: W*hich steps and when*? These provide targets and timelines including establishment of incremental steps and indicators to monitor progress

- *Achieve educational excellence and high levels of learning for all*

- *Promote collaboration, innovation, and flexibility to prepare students for their future*

- *Ensure equal access, opportunity and choice for all students*

Strategic Plan as a Living Document

A living document is:

- edited and updated annually

- relevant to all stakeholders

- at the forefront of daily actions

Context for Plan Development

In the past, previous strategic plans were viewed as being an integral part of district development; however, the end result was viewed simply as a task completed, resulting in a document that had little to no sustaining impact on the educational community.

The Baldwinsville Central School District Board of Education desired a new strategic plan to guide the years to come and as a result a new strategic planning committee was developed.

The thinking was to create an adaptive document so that as times and pressures on school districts change, the document and practices evolve. Unlike what has been done in the past, moving forward, this plan will be reviewed annually in accordance with accompanying data so that progress can be evaluated. Since goals must be measurable, within this process the fundamental aim is to have plans customized by each individual school building. Each building in turn will develop individual plans based upon collection of student data targeted at the common goal, which will bring the district mission to life.

In the fall of 2015, a committee consisting of 2 representative members from each instructional association: Board of Education (BOE), Baldwinsville Association of Principals and Instructional Supervisors (BAPIS), Baldwinsville Teachers Association (BTA), Baldwinsville Educational Support Professionals Association (BESPA) and district administration was assembled and a series of meetings were facilitated by Lynn Radicello, Director of Support and Technical Assistance at OCM BOCES.

During 2015-16 the following was accomplished:

- Purpose, timeline, and communication plans established
- Roles and norms identified
- Sample plans studied
- Work and data to date reviewed
- Vision for document created
- Big ideas generated, prioritized, and clarified
- Board of Education updates provided
- Examined what ideas each mean for Baldwinsville students
- Converted ideas from big ideas to goals with evidence points
- Goals and bullets defined/refined (objectives)
- Metrics developed
- One page document/overview formatted and reviewed
- Strategic planning group expanded In preparation for future work

The committee reconvened during the fall of the 2016-17 school year and the following were undertaken:

- Group expanded to increase - student, parent, CSEA (non-instructional) staff members, BOE, building and district administration representation
- District goals survey created, piloted, and revised
- Survey disseminated
- Format designed (web based with links to each building plan)
- Belief statements clarified and amended
- Accompanying narrative created
- Tools to assist the building created
- Communication plan developed
- Initial district focus objectives prioritized
- Prepared data from surveys for each building to develop action plans and metrics
- Annual plan for review and revision developed

Committee membership

Representation	Member
Board of Education	Christy Bond
Board of Education	Sally Dayger
Board of Education	Kim McIlroy
Board of Education	Joan Reeves
District Administration	Matthew McDonald
District Administration	Joseph DeBarbieri
District Administration	James Rodems
Baldwinsville Association of Principals & Instructional Supervisors (BAPIS)	Thomas Coughlin
Baldwinsville Association of Principals & Instructional Supervisors (BAPIS)	Alexander Ewing
Baldwinsville Association of Principals & Instructional Supervisors (BAPIS)	Jennifer Sawyer
Baldwinsville Teacher Association (BTA)	Jon Bick
Baldwinsville Teacher Association (BTA)	Tim James
Baldwinsville Educational Support Professionals Association (BESPA)	Sam Schraven
Baldwinsville Educational Support Professionals Association (BESPA)	Pat Speach
Non-Instructional Staff (CSEA)	Mike Burlingame
Parent (PTA)	Joel Lorenzo
Parent (PTA)	Desiree Salvagni
Parent (PTA)	Shelly Goeckel
Student	Amanda Strenk
Student	Alec Williams

Facilitator -- Lynn Radicello, Onondaga–Cortland –Madison (OCM) BOCES

Strategic Goals

Goal: Achieve educational excellence and high levels of learning for all

In a district where this happens:

- Learning gaps based on demographics will be eliminated.
- Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.
- Students will be provided relevant and challenging experiences inside and outside of the classroom (i.e. mentoring, internships, school to school experiences, etc.).
- Student skills will be transferred from one setting or content area to another.
- Students will be critical consumers of information with the ability to effectively evaluate information and make informed choices/decisions.
- There will be large participation in challenging coursework whether at the Regents, Advanced Placement or College level (concurrent enrollment).
- Students will be exposed to life skills, including personal finance, career management and professional behaviors.

Goal: Promote collaboration, innovation, and flexibility to prepare students for their futures

In a district where the school community anticipates, collaborates, and innovates to prepare students for their futures there will be:

- Value placed on taking risks as learners.
- Systems designed for flexibility and responsiveness.
- Strong connections established between the community and schools.
- Evidence of creativity, collaboration, and problem solving.

Goal: Ensure equal access, opportunity, and choice for all students

In a district where students have equal access, opportunity and choice there will be:

- A guaranteed (consistent/same for grade and content) and viable (do-able within a school year) curriculum.
- Core experiences identified and provided for all K-12 students with flexibility in the system to maximize opportunities for students.
- Provide opportunities for students to achieve their goals through exposure and exploration.

Prioritized Objectives

The articulated goals are long-term with shorter term objectives for each goal. The objectives further define the goals by identifying possible steps and critical elements toward achievement of each goal. The committee recognized that to work on all objectives at once was not realistic, yet the district needed to be moving systematically toward each goal. Surveys were sent to gather input to inform the priority of the objectives or in other words, to establish a starting point for each goal. These objectives will guide the development of the first action plans.

Each long-term goal has one objective. Based on survey data the following are prioritized objectives:

- Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.

- Evidence of creativity, collaboration and problem solving

- Provide opportunities for students to achieve their goals through exposure and exploration

Moving to Action Plans

Each building will develop specific action plans pertinent to their setting and students to accomplish priority objectives. These are posted on the district web page.

Please refer to Appendix B

Review Process

April 25, 2017 - Building leadership will join the planning committee to share thinking and plan to have discussion about next steps at each building.

May 9, 2017 - District leadership directors will join the planning committee to share thinking and next steps.

May 22, 2017 - Present for Board of Education approval.

Post May 22, 2017 - Planning Committee establishes a roll-out plan for communication and implementation.

Summer 2017 - Communication plan and "road show" presentation developed.

September 2017 - Planning Committee visits each building for a "road show" and Q&A based on the strategic planning process, goals, and implementation timeline.

Fall of 2017 - Building leadership teams develop an understanding of the strategic goals, specifically focusing on the meaning of each strategic goal and corresponding objectives as each one of them relates to building level needs, supports, and data.

Winter 2017-2018 - All building-level stakeholders (instructional and non-instructional staff members) develop a shared understanding of the strategic goals and begin working with leadership teams to create a "draft" action plan for at least one of the strategic objectives.

Spring 2018 - Building leadership teams and building stakeholders continuing developing "draft" action plans for two (2) additional objectives based on the strategic goals.

Summer 2018- Building leadership teams begin finalizing action plans while utilizing regular communication channels to solicit feedback and share development.

September / October 2018 - As part of an anticipated staff development day, building teams will have opportunity to meet with full faculty for implementation of the action plans.

Post October 2018, likely in November 2018 - Buildings leadership teams will share action plans with Board of Education.

2018-2019 - Full implementation of building action plans.

January 2019 - Strategic Planning Committee convenes to review process and progress to date. Revisions made as needed.

February 2019 - Building leadership teams update the Board of Education on Progress.

2018-19 Baseline data

There will be a data portal for each building to post baseline data and updated data as aligned to actions identified in the building plan.

Baldwinsville Central School District

Appendix

A. Statements of Support

B. Design for Web-based Plans and Communication

C. Foundational Data / Planning Documents

    a. 2015 Community Perception Survey

    b. 2012 Graduate Survey

    c. 2012-2017 Baldwinsville CSD Strategic Plan

    d. 2010-2015 Baldwinsville CSD Strategic Plan

    e. 2008 Community Perception Survey

    f. March 20th, 2015 Professional Development Day Brainstorming by District Staff

    g. Summer 2015 BOE Workshop Data

D. Surveys for Prioritizing Objectives:

    a. All Staff

    b. Parents

    c. Students

    d. Totals

E. Action Plan Template

F. Strategic Action Plan Cycle

G. Prioritized Objectives for 2018-2019

Appendix A

Statements of Support

BUILDING TOMORROW'S ACHIEVERS

BALDWINSVILLE TEACHERS' ASSOCIATION

NYSUT   NEA   AFT
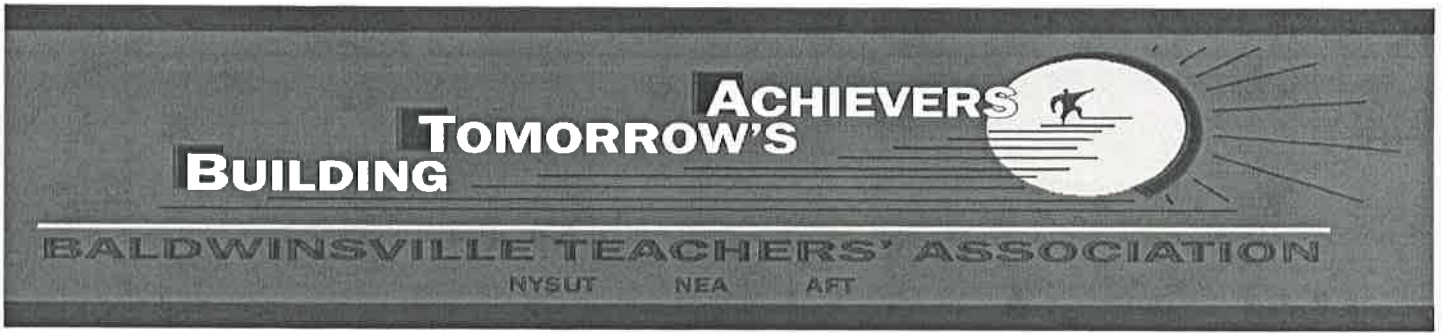
Dear Colleagues, Parents, Students, and Community Members,

As the president of the Baldwinsville Teachers' Association, I am proud to support the school district's 2017-2022 Strategic Plan. This document will serve to guide members of the teaching staff to meet the needs of all students through collaboration and innovation.

Teacher representatives worked together as proud partners with other District stakeholders, and we look forward to continuing the work of this plan for several reasons:

- teachers worked together in 2016 and 2017 with parents, students, administrators and support staff at all stages of the process--creating the plan from its inception, drafting and revising the work to reflect the results of surveys of staff, students, parents, and community, as well as developing the "Road Show" to roll out the process to the BOE, staff, and community in the fall of 2017;
- it is student-centered, and teacher/building-driven in its full implementation in 2018;
- it is a living document that will be reevaluated and updated annually in order to keep it relevant to all stakeholders as opposed to a "one-and-done" document to be shelved after its creation;
- it serves as a guide for supporting our efforts as educators to foster the full development of each child's potential from K-12.

I am excited about the potential in the Baldwinsville Central School District's Strategic Plan. I anticipate continued great work to come!

Fondly,

Beth Chetney

Baldwinsville Teachers' Association President
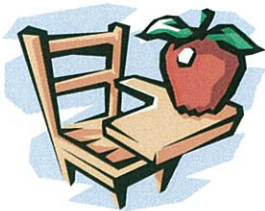
Baldwinsville Central School District
Educational Support Professional Association

Sam Schraven-President   Terrie Craver-Secretary
Pat Speach-Vice President

Dear Colleagues and Community Members:

The Baldwinsville Central School District has developed a new strategic plan in order to set goals and objectives that will guide the district in years to come. This document is a living document which has been created through the collaboration of many stakeholders. I am pleased to write that the Baldwinsville Educational Support Professional Association (BESPA) has been included in the strategic planning process and in the creation of this new plan.

Throughout the strategic planning process, ideas, goals, and objectives, along with the Mission, Vision and Beliefs of the Baldwinsville School District have been shared, revisited, and identified by all involved. This work has been a learning process, as well as a meaningful experience that members of BESPA have shared to ensure that our students reach their full potential. Additionally as noted, our BESPA members worked tirelessly with other stakeholders to benefit the students of our district. That effort has been and will continue to be a vital guiding principle of the strategic planning committee's work.

In closing, I am pleased to share that the Baldwinsville Educational Support Professional Association (BESPA) fully supports the Baldwinsville Central School District's 2017-2022 Strategic Plan. We are confident moving forward and will continue to support a collaborative effort to ensure the Baldwinsville Central School District creates positive learning experience and environment for all students.

Sincerely,

S Schraven

Sam Schraven
President

Baldwinsville Association of Principals and Instructional Supervisors

May, 2017

Baldwinsville Community Members:

On behalf of the Baldwinsville Association of Principals and Instructional Supervisors (BAPIS), this letter serves to outline our support for the Baldwinsville Central School District's Strategic Plan 2017-2022.

We are proud to collaborate with other stakeholder groups in full support of this plan because it:

- Was created collaboratively by a representative group of stakeholders with input by various unit members.
- Is student and teacher focused/centered.
- Is a living document, which will be updated annually and is relevant to all stakeholder groups.
- Empowers all instructional staff members to collaborate, as well as innovate through the development of action plans.
- Serves as a guide for supporting our efforts as instructional leaders.

As President, I am hopeful that our new strategic plan will inspire life-long learning for both students and educators.

Sincerely,

R.J. DeLisle, President BAPIS

Appendix B

Design for Web-based Plans and Communication

Baldwinsville Central School District
Achieving Our Full Potential...
2017-2022

Mission

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Vision

Through a cooperative effort of the total community, we will create an environment which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

Student Achievement Goals

- *Achieve educational excellence and high levels of learning for all*
- *Promote collaboration, innovation, and flexibility to prepare students for their future*
- *Ensure equal access, opportunity and choice for all students*

Beliefs

It is the responsibility and role of all members of the Baldwinsville community including: students, parents, teachers, support professionals, administrators, community groups, and the Board of Education to:

- provide a healthy, safe learning environment where each student can reach his or her full potential.

- support differentiated instructional strategies to accommodate the diverse learning styles so students may achieve their full potential.

- ensure that all students receive the best efforts of all members of the school community.

- encourage all students to put forth their best efforts in the pursuit of their education.

- provide students with knowledge and understanding to live productive and responsible lives as citizens in the community.

- prepare students with an academic background that equips them for success in whatever career path they choose to follow.

- acknowledge and appreciate that every student possesses unique talents and abilities by supporting the development of those talents and abilities to their fullest.

170209

Baldwinsville Central School District
Achieving Our Full Potential...
2017-2022

Achieving Our Full Potential... Together

Durgee Junior High School
- Action Plan
- Data
- Video/Pic

Baker High School
- Action Plan
- Data
- Video/Pic

Van Buren Elementary
- Action Plan
- Data
- Video/Pic

Reynolds Elementary
- Action Plan
- Data
- Video/Pic

Ray Middle School
- Action Plan
- Data
- Video/Pic

Elden Elementary
- Action Plan
- Data
- Video/Pic

McNamara Elementary
- Action Plan
- Data
- Video/Pic

Palmer Elementary
- Action Plan
- Data
- Video/Pic

Appendix C

Foundational Data / Planning Documents – 2015 Community Perception Survey

Baldwinsville Central School District
Stakeholder and Community Perception Research
Spring 2015

HOME OF THE BEES

CLASS OF 1991

Prepared for:
Dr. David Hamilton
Superintendent of Schools
Baldwinsville Central School
29 East Oneida Street
Baldwinsville, NY 13027

RMS

Topic	Page
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Executive Summary	4
Telephone Survey Results	12
Focus Group Results	62
Appendix	78

Background and Methodology
Executive Summary
Telephone Survey Results
Focus Group Results
Appendix

Baldwinsville Central School District

❖ In February 2015, Baldwinsville Central School District (BCSD) contracted with Research and Marketing Strategies, Inc. (RMS) to conduct key stakeholder perception research, consisting of a telephone survey, an online survey, and a series of focus groups. The objectives of the research were to 1) determine community and key stakeholder perception regarding BCSD, 2) explore learning concepts (including internships, college courses, and career specialization), and 3) identify other strengths and areas of opportunity for the district.

❖ The telephone survey contained approximately 40 questions and took roughly 10 minutes to complete. Fieldwork began on March 19th, 2015 and finished on April 11th, 2015. A total of 410 completes were obtained for this survey (for a margin of error of +/- 4.8%). Community residents were randomly surveyed. In addition the telephone survey, an online survey was developed to provide the general community an opportunity to provide feedback. However, to ensure statistically reliable results, the following report details the findings from the telephone survey only. Findings from the online survey will be delivered separately.

❖ In order to validate survey findings and provide more in-depth responses focus groups were also conducted. Three separate focus groups were held with key stakeholder audiences including: 1) the Board of Education, 2) BCSD Instructors, and 3) parents in the community. The Board of Education focus group was held on April 18th, while the Instructor and Parent focus groups were held on April 30th. RMS created a moderators guide and participation packet to assist with the discussion.

❖ Any questions or comments regarding this market research study can be directed to Chris Coville, Research Analyst at Research & Marketing Strategies (RMS) at 1-866-567-5422 or email at ChrisC@RMSresults.com.

Background and Methodology
Executive Summary
Telephone Survey Results
Focus Group Results
Appendix

Baldwinsville Central School District
Community Perception Research

HOW DOES BCSD COMPARE?

73%
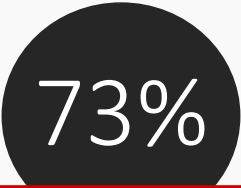
BETTER THAN OTHER DISTRICTS

WHY IS BCSD BETTER?
1) Great Instructors (15%)
2) Quality Education (15%)
3) Performance Metrics (14%)

WHAT DOES BCSD DO BEST?

1) Academics (26%)
2) Extracurricular Activities (26%)
3) Life Preparation (9%)

WHAT MAKES BCSD UNIQUE?

1) Extracurricular Activities (13%)
2) Community Involvement (11%)
3) Individual Attention (7%)

DECISION TO MOVE TO DISTRICT

52%

Respondents who stated BCSD had an impact (3 or more, on a scale of 1 to 5, with 5 being significant) on their decision to move to the district.

BCSD PREPERATION OF STUDENTS
(Strongly or Somewhat Agree)
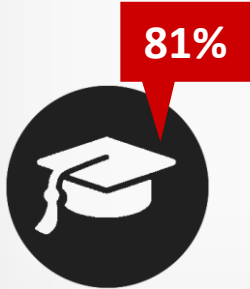
81% Ready For College
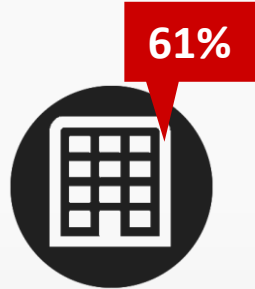
61% Ready For Workplace

AGREEMENT WITH CURRICULUM CONCEPTS
(Strongly or Somewhat Agree)

82% Career Specialization

67% College Credit

54% At Least One Internship
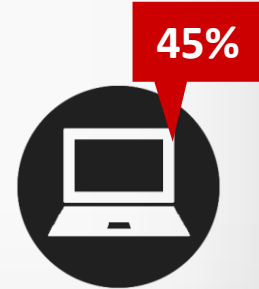
45% Online Course Work

There is an overall belief among the studied stakeholders that the Baldwinsville Central School District (BCSD) is doing well, and is better than other districts in the area. Three-quarters (73%) of survey respondents stated that BCSD was better than other area districts, while nearly all (26%) of the remaining respondents stated it was 'the same'. The reasons cited for BCSD's excellent performance compared to other districts were BCSD having great instructors (15%), quality education (15%), as well as high performance metrics (14%). Survey respondents also stated they know BCSD is better than other districts due to their personal experience with their children attending. Focus group participants validated these findings by describing BCSD with positive words including "Great", "Excellent", "Caring", and "Quality".

The District was described by focus group participants as being unique by excelling in several different areas, including community involvement, special needs programs, the administration, public relations, parental involvement, and the overall sense of camaraderie among BCSD staff. Survey respondents also described the district as being unique, particularly due to the strong offering of extracurricular activities (13%), their community involvement (11%), and the individual attention that is provided to students (7%).

Recommendation: *The Baldwinsville Central School District should continue to promote its events and successes through local media sources so that area residents can stay abreast of the District's activities.*

Both focus group participants and survey respondents recognized the value of internships, stating these would give students "real-life" experiences and introduce them to potential career fields. Over half (54%) of survey respondents 'somewhat' or 'strongly agree' that 'students should be required to complete at least one internship to graduate'. However, focus group participants did express some reservations with this concept. Most participants indicated concern over requiring internships for all students. Focus group participants also felt that if an internship took place during school hours, it would take away from the balanced education students should be receiving while at school. Other concerns included the logistics of both getting students to and from internship locations, and finding enough internship positions within the area.

Recommendation: *The Baldwinsville Central School District should continue to explore opportunities to facilitate internships for students who may be interested, as well as find potential alternatives that may help give students a similar "real-world" career and life experience. Some suggested alternatives to a full scale required internship include classes that support local businesses, and an increase in participation in government and/or community service, focusing the student on civic engagement. Also suggested was increasing the job shadowing experience, which would give students exposure to potential career paths while not locking them into a specific field.*

For the most part, participants responded favorably to the concept of Pathways and educational program career specialization, particularly under the belief that this concept could be scaled-back or optional for students who are not yet ready to make a career decision. Eighty-two percent of survey respondents indicated that they 'somewhat' or 'strongly agree' that students should be given the option to specialize in a career of their choice. Some survey respondents were concerned that career specialization would lock a student into a particular Pathway, with the student missing out on an opportunity to head down a different career trajectory. Survey respondents were also concerned that this model would take away from producing a well-rounded individual. In addition to career specialization, survey respondents agreed with the statement that students should 'receive more education about potential career choices' (81%) and that students should be 'prepared for career fields with more employment opportunities' (81%).

Recommendation: *The Baldwinsville Central School District should find opportunities to further educate students about potential career paths, educating them about the various career options and employment opportunities that exist within each field. Further educating students in these career paths may also make students more certain of their choice to specialize in a specific career.*
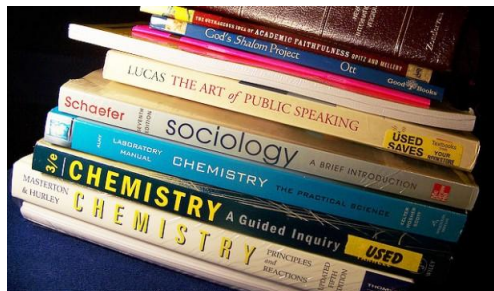
Over two-thirds (67%) of survey respondents stated they 'somewhat' or 'strongly agreed' that students should have 'more opportunities to earn college credit'. During the focus group, parents expressed interest in this concept's potential to help cut college costs by earning credits during high school.   However, some instructors indicated students often struggle being placed in higher level college courses (as a result of high school based entry level college course fulfillment), due to both a change in environment and a different level of rigor being required to succeed in these upper level classes. There was a particular interest in having actual college courses offered in high school versus a push to take AP exam based courses allowing for college credit.

Recommendation: *BCSD should continue to explore and develop their offering for actual college course credits. It provides an opportunity for advanced students to learn and get a head start with their college career.   However, guidance should be provided to students to ensure they are prepared to handle the workload and pace of a college course.*

While the community has a very positive perception of BCSD, a quarter (26%) of survey respondents indicated the district needs to change to meet the needs of today's students, indicating there is room for improvement and continual progress to stay up-to-date. Survey respondents mentioned a variety of areas that the district could improve upon. Commonly mentioned improvements among survey respondents were budget/taxes (8%), eliminating or improving upon the common core (7%), and improving communication (7%).

Recommendation: *Focus group participants described a strong sense of community, with parents communicating with one-another, as well as with instructors. The BCSD should continue to engage with the Community, including parents, current students, and graduates to determine areas of opportunity for the District to optimize its education platform. Graduates in particular should be probed so as to provide specific examples of what the district could do to better serve its existing students and the community as a whole. The Community is a resource that should be utilized through meetings, surveys, and other engagements to effectively improve the BCSD.*

Research participants provided other suggestions for improving the curriculum at BCSD. Top improvement areas identified include: financial literacy, life skills, social skills and interaction, team-based interactions, ethics, and community involvement. Participants also stated that K-9 should focus on foundational skill development, and stress the process of learning, not necessarily attaining the highest test grade. Some instructors suggested that technology could be better incorporated into lessons to better engage students, along with ensuring that all instructors are up-to-date on these technologies. Some instructors also pointed out that many of the district's current staff has skills/knowledge outside of what they are currently teaching. This creates an opportunity for the district to offer mini-courses to students in these areas. Instructors can share their knowledge on technology, culture, and other life experiences. In the parent focus group, some participants suggested that many parents are willing to spend time outside of school assisting their children with education, provided they are given the appropriate materials and guidance to do so. Some parents also discussed having the district guide parents with their children's pre-school education.

Recommendation: *The District should focus on broad based skill sets that will provide life-long skills for students to be successful regardless of the specific career/post secondary educational path selected. Furthermore, the District should look to "engage" the community in helping achieve this education.*

Telephone Survey Results
Focus Group Results
Appendix

Q3: Have you ever lived outside the Baldwinsville Central School District as an adult? n410; Single Response		
Category	n	%
Yes	321	78%
No	89	22%

Q4: Did you attend the Baldwinsville Central School District? n410; Single Response		
Category	n	%
Yes	92	22%
No	318	78%

Q5: (IF YES) Did you graduate from the Baldwinsville Central School District? n92; Single Response		
Category	n	%
Yes	83	90%
No	9	10%

Q6: Are you a current or former employee of the Baldwinsville Central School District n410; Single Response		
Category	n	%
Yes, I am a current employee	22	5%
Yes, I am a former employee	53	13%
No	335	82%

Q7: Are/were you part of the instructional staff within the District? n75; Single Response		
Category	n	%
Yes	50	67%
No	25	33%

Q8: Do you have children? n410; Single Response		
Category	n	%
Yes	376	92%
No	34	8%

Q9: (IF YES) Which of the following statements best applies to you regarding your children? n376; Multiple Response		
Category	n	%
I have a pre-school aged child or children who will attend the Baldwinsville Central School District in the future.	31	8%
I currently have a child or children attending the Baldwinsville Central School District.	124	33%
I have an adult child or children who graduated from the Baldwinsville Central School District.	223	59%
I have a child or children who does/did NOT attend the Baldwinsville Central School District.	58	15%

> **Q9a: What school does/did your child attend out of the district?**
> **Q9b: Why did you select out of district schooling?**
> n6[1]; Open-Ended

- ❖ Baldwinsville doesn't offer Pre-K (St. Mary's Pre-K)
- ❖ I like the smaller classes of a private school. (St. Mary's)
- ❖ It provides religion to my children. (St. Mary's)
- ❖ She didn't fit in and didn't fit the mold, needed a lot of one on one. (Home Schooling)
- ❖ To attend private school (Syracuse)
- ❖ To receive special-education classes, They are both hearing impaired (Rome, NY)

[1] **Note:** Nearly all respondents (52 of 58) stated their child attended out of district schooling simply because they were living out of the district at the time.

Q10: What is the first word or phrase that comes to mind when you think about the Baldwinsville Central School District?
n410; Open-Ended; Word Cloud (Wordle.net)

Q11: Do you think Baldwinsville Central School District performs…? n410; Single Response						
Category	n	%	All Parents (n325)	Parents of Graduates (n223)	Graduates of BCSD (n83)	Instructors (n15)
Better than other area school districts	301	73%	76%	76%	76%	73%
The same as other area school districts	105	26%	23%	24%	23%	27%
Worse than other area school districts	4	1%	1%	0%	1%	0%

Q12a: Why do you think the Baldwinsville Central School District is better than other area school districts? n301; Open-Ended; Coded Responses		
Category	n	%
Great Instructors	45	15%
Quality Education	45	15%
Performance Metrics (Scores, Graduation Rates, etc.)	42	14%
Personal Experience (Children)	38	12%
Extracurricular Activities	37	12%
Better (compared to other Districts)	32	10%
Community/Budget	19	6%
Word of Mouth	14	5%
Special Needs	13	4%
Personal Experience (with Instructors)	12	4%
Opportunities	10	3%
Overall good	9	3%
Personal Experience (know Graduates/Others)	9	3%
Reputation	9	3%
Good Administration	7	2%
Personal Attention to Students	7	2%
Other[1]	13	4%

[1] Other includes: Awards/Achievements, Safety, Parental Involvement, College Preparation, Organized.

> **Q12b: Why do you think the Baldwinsville Central School District is worse than other area school districts?**
> n4; Open-Ended

- ❖ The way they spend their money.
- ❖ I have friends that teach in other districts and this district doesn't compare.
- ❖ I don't think they do as well as private schools or are they as good as the public education provided in the Jamesville-Dewitt or Fayetteville School Districts.
- ❖ Education standards are some what lower.

Q13: On a scale of 1 to 5 where "1" is Not at all significant and "5" is Significant, to what extent did the Baldwinsville Central School District impact your decision to move to the Greater Baldwinsville area? n321; Single Response			
Category	n	%	Parents (n247)
1	140	44%	34%
2	13	4%	4%
3	36	11%	13%
4	52	16%	20%
5	80	25%	29%

Q14: What does the Baldwinsville Central School District do best? n410; Open-Ended; Coded Responses		
Category	n	%
Academics	105	26%
Extracurricular Activities	105	26%
Prepare Students	37	9%
Don't Know	28	7%
Care/Attention on Students	25	6%
Strong Teachers	20	5%
Communication	19	5%
Graduate Success	16	4%
Community Involvement	13	3%
Variety/Opportunity	13	3%
Budget/Taxes	10	2%
Overall Good	9	2%
special-education	8	2%
Safety	5	1%
Elementary	4	1%
Other[1]	23	6%

[1] Other includes: Transportation, Cleanliness, resource program, specific scenarios.

Q15: What makes the Baldwinsville Central School District unique compared to other area Districts? n410; Open-Ended; Coded Responses		
Category	n	%
Don't Know / Nothing	116	28%
Extracurricular Activities	52	13%
Community Involvement	44	11%
Individual Attention / Small class size	29	7%
Strong Teachers	29	7%
Care/Attention on Students	24	6%
Variety of Offerings/Opportunity	22	5%
Academics	18	4%
special-education	16	4%
Diverse	12	3%
Location / Small town community	12	3%
Overall Good	11	3%
Large district	6	1%
Safety/Drugs/Environment/Bullying	6	1%
Graduate Success	5	1%
Budget Effectively	4	1%
Other[1]	25	6%

[1] Other includes: Higher standards/discipline, Junior High separate, specific case examples.

Q16: What can the Baldwinsville Central School District improve on? n410; Open-Ended; Coded Responses		
Category	n	%
Nothing/Don't Know	137	33%
Budget/Taxes	33	8%
Eliminate/Improve Common Core	29	7%
Better Communication	29	7%
Extracurricular Activity Improvements	21	5%
Improve Facilities/Parking	15	4%
Improve Education Programs/Offerings	14	3%
Safety/Drugs/Environment/Bullying	14	3%
Individual Attention To All Students	13	3%
Curriculum/Courses/Teaching Methods	11	3%
Transportation	11	3%
Improve Teachers	8	2%
Class Sizes	7	2%
Preparation for Real World	7	2%
Scores/Testing	7	2%
Special Needs	7	2%
Dress Code	5	1%
Higher Standards/Discipline	5	1%
Other[1]	32	8%

[1] Other includes: Elementary Districting, Full Days/Hours, Calling Snow Days, Add Preschools, Stress social/communication skills.

Q17: Do you think the Baldwinsville Central School District needs to change to meet the needs of today's students, or do you think it is currently meeting the needs of today's students? n410; Single Response				
Category	n	%	Parents (n325)	Instructors (n15)
Needs to change	106	26%	28%	40%
Already meets needs	242	59%	58%	60%
Don't know	62	15%	14%	0%

Q18-27: On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District education and preparation of students for each of the following…

n410[1]; Single Response

Category	1	2	3	4	5
Students in Baldwinsville Central School District elementary schools are adequately prepared to succeed in middle school.	3%	2%	9%	36%	50%
Students in Baldwinsville Central School District middle schools are adequately prepared to succeed in high school.	1%	2%	15%	35%	47%
Graduates of the Baldwinsville Central School District are well-prepared for post-graduation career opportunities.	3%	2%	13%	35%	47%
Baldwinsville Central School District high school should place more emphasis on preparing all students to attend college.	10%	13%	29%	19%	29%
Students in Baldwinsville Central School District high school should receive more education about potential career choices.	1%	5%	13%	30%	51%
Students in Baldwinsville Central School District high school should have the option to specialize in a career area of their choice.	2%	3%	13%	22%	60%
Baldwinsville Central School District high school should focus on preparing students for career fields with more employment opportunities.	2%	5%	12%	25%	56%
Students in Baldwinsville Central School District high school should be required to complete at least one internship before graduation.	12%	11%	23%	23%	31%
Students in Baldwinsville Central School District high school should have more opportunities to earn college credit.	5%	8%	20%	24%	43%
Students in Baldwinsville Central School District high school should have more opportunities to earn credit through completion of online courses.	16%	12%	27%	22%	23%

[1] N/A responses not shown.

Q18-27: On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District education and preparation of students for each of the following… n410[1]; Single Response			
Category	4 or 5	Parents (n325)	Instructors (n15)
Students in Baldwinsville Central School District elementary schools are adequately prepared to succeed in middle school.	86%	85%	79%
Students in Baldwinsville Central School District middle schools are adequately prepared to succeed in high school.	82%	81%	79%
Graduates of the Baldwinsville Central School District are well-prepared for post-graduation career opportunities.	82%	82%	87%
Baldwinsville Central School District high school should place more emphasis on preparing all students to attend college.	48%	46%	20%
Students in Baldwinsville Central School District high school should receive more education about potential career choices.	81%	82%	69%
Students in Baldwinsville Central School District high school should have the option to specialize in a career area of their choice.	82%	80%	80%
Baldwinsville Central School District high school should focus on preparing students for career fields with more employment opportunities.	81%	81%	71%
Students in Baldwinsville Central School District high school should be required to complete at least one internship before graduation.	54%	52%	40%
Students in Baldwinsville Central School District high school should have more opportunities to earn college credit.	67%	65%	64%
Students in Baldwinsville Central School District high school should have more opportunities to earn credit through completion of online courses.	45%	43%	43%

[1]N/A responses not shown.

Q28-29: On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District students and their future. n410[1]; Single Response					
Category	1	2	3	4	5
A Baldwinsville Central School District high school graduate is ready for the workplace.	4%	4%	31%	36%	25%
A Baldwinsville Central School District high school graduate is ready for college.	1%	4%	14%	42%	39%

Q28-29: On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District students and their future. n410[1]; Single Response			
Category	4 or 5	Parents (n325)	Instructors (n15)
A Baldwinsville Central School District high school graduate is ready for the workplace.	61%	59%	73%
A Baldwinsville Central School District high school graduate is ready for college.	81%	80%	87%

[1] N/A responses not shown.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?
n328[1]; Open-Ended

- ❖ Accept students for who they are and give them something they can go to, something that they are strong at.
- ❖ Add more curriculum content for students that are not going to be math/science majors in college.
- ❖ Again just make sure they are keeping in touch with what the job demands are.
- ❖ Again smaller classrooms and hands on with teachers.
- ❖ Allow teachers to teach, and I mean to education, not teach to achieve test scores.
- ❖ Always be cognizant of what they are doing and how they can always improve themselves as far as an educational institution. Never be stagnant.
- ❖ Approach Albany about the common core curriculum.
- ❖ Attract very good teachers to their system. Introduce charter school into their system.
- ❖ Be progressive.
- ❖ Become more diversified. They need to provide more opportunities for the trades.
- ❖ Become more professional.
- ❖ Better educate their teachers while working with the kids.
- ❖ Better prepare student for a more realistic life-plan. Do more to teach students about investments, social skills, how to pay bills, life-style basics and financial planning. They should offer classes for things like cooking, sewing, day-to-day skills, nutrition.
- ❖ Better support their teachers.
- ❖ BOCES to expand their occupational training, more occupational opportunities to students who will not be attending college.
- ❖ Bring in graduates from 4 years prior who are actually are done with college or are in the work force so they could relate to the students.
- ❖ College prep is not for everyone, students should be prepared also for a tech career if they choose.
- ❖ Communicate better with students about different occupations and the education needed for these different occupations. Let the students see how education can impact their earning capacity.
- ❖ Concentrate more on the basic math and sciences.
- ❖ Constantly change to meet the new technologies.
- ❖ Continue to focus on the fundamentals of math and keep an eye on emerging trends like technology.
- ❖ Continue to give additional course options for high school students and challenge them.

81 Unsure/Nothing.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ Continue to stay current with modern technology and what is required in the work field.
- ❖ Continue to work with the community, and keep communication with the families.
- ❖ Continuing to keep up with the latest technology and providing teachers with continuing education and resources to help them in the classroom.
- ❖ Differentiate instructions at all levels.
- ❖ Do not have to do much at all because they should be already prepared by technology and teachings that they have.
- ❖ Drop the common core for the younger kids
- ❖ Education needs to help special-ed kids more. It's hard for special-ed kids to get into college for certain diplomas. Older kids need to stop picking on needy kids; they are human just like everybody else. They should not blend high school kids and younger kids together on the same buses. Older kids need to ride their own bus because grown kids need to stop picking on smaller kids.
- ❖ Emphasis shouldn't all be on college, some kids might want to go into a trade. Pay more attention in guidance level. Say maybe you would be better off in a school with a craft, like plumber, farmer, etc. A trade that doesn't require a four year college education but maybe a formal certification for that trade.
- ❖ Equal education for all.
- ❖ Establish a curriculum that targets those students that may not be college bound to a four year school.
- ❖ Every school is having a problem. I wish that they could take the best people as their teachers in the junior/high school. I was concerned with my children that they were not pushed as much as they should have been. I wish they had talked more about college had been being important.
- ❖ Find a way to deal with common core and let the students think out of the box.
- ❖ Find a way to teach students how to think not what to think. Get away from common core and develop stronger curriculum that meet the academic needs of the student based on their abilities. Not all the students and teachers are the same. I do not like the common core mess I know it's not the district it's a state thing. Would like the district to separate themselves from that.
- ❖ Focus less on testing and focus more on direct student needs.
- ❖ Focus more on careers.
- ❖ Focus on developing the students who are not college bound so they can be gainfully employed and provide the college bound students with as much support and experience as they can.

> Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ Focus on real life skills.
- ❖ Focus on teachers student ratios.
- ❖ Focus on what they do after high school.
- ❖ Focus more on not all standardize testing and focus on what's going on today.
- ❖ Force on the languages and back to the basics.
- ❖ Gear toward the individual child more and less about state testing.
- ❖ Get rid of the coach.
- ❖ Get rid of common core and standardized testing in grades 3-8 so that teachers can teach!
- ❖ Get rid of common core.
- ❖ Get rid of constant testing.
- ❖ Get rid of core!
- ❖ Get rid of the common core.
- ❖ Get rid of the core curriculum.
- ❖ Get the middle school students better prepared for high School.
- ❖ Give students opportunities to interact with students in other countries.
- ❖ Go back to teaching cursive writing.
- ❖ Granddaughter seems to have a lot of study halls that she feels could be filled with career oriented classes.
- ❖ Hands on classroom experience and internships.
- ❖ Happy with current quality.
- ❖ Have a job coach take and train them.
- ❖ Have a longer school year, longer school day, Eliminate all cell phones, Electronics and calculators, have more structure, to many distractions with the way male and females are dressing.
- ❖ Have more courses and technology.
- ❖ Have more opportunity to see the real world jobs that they are interested in.
- ❖ Have more realistic courses offered. It would be interesting for the kids that are not college bound. Something like basic finance. Kids could improve on their reading as it is not taught after 5th grade level; especially for kids with IEP's from a certified reading teacher.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ Have not experienced much to know what needs to be improved on. The teachers have been great!
- ❖ Have programs to teach students finance and everyday skills i.e., paying bills, to give them a good understanding of how not to create bills and create wealth for themselves.
- ❖ Help students to be more independent and responsible.
- ❖ Hire the best teachers
- ❖ Hire better teachers.
- ❖ Hold more than one meeting regarding education.
- ❖ I am going to say stay abreast of the latest educational trend and technology not that I think those are fix alls for anything, but it is good to be educated and be aware of trends. Where we are headed in the next decades. Change is where we are headed.
- ❖ I believe they are doing a good job, I would say keep up with the local trend.
- ❖ I believe they should have more trades in the schools.
- ❖ I cannot answer the question because my children are adults now. At the time my kids were in school they did very well. They had counselors that were good and helped my children. The counselors gave them a push to go to college.
- ❖ I do not know a lot about what they offer except what I hear and what I hear is that they have a pretty well grounded method of educating.
- ❖ I don't agree with the teachers not being let go if they are not a good teacher. I am not in favor of tenure.
- ❖ I don't know other than drop common core.
- ❖ I don't know, maybe have the kids be more involved and make sure they know what they really want to do before graduating. I liked the internship idea.
- ❖ I don't know, maybe pay their teachers more.
- ❖ I feel like they already do a good job in the education department.
- ❖ I guess more interaction and more feed back with parents,. Working together with parents.
- ❖ I guess more training in managing personal business like emails and finances. Just managing overall personal and academic. Work on academics. My son doesn't know what emails to respond to. I was made fun of for this. They do not provide any classes for any social skill classes beyond 5th grade. I think it should be optional. It isn't just my child. Assertiveness classes.
- ❖ I have not paid any attention to what they could do to improve.
- ❖ I just think continue the path it is on. I think it has a good plan. The staff development is good. Maintain a quality administration. Quality leadership, continue with that.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ I kid about some people who say they can't make change. I think they should all pass a decency course. Most kids have no concept of money, how to spend it how to save it. Basic things they have to have when they go through life. They have to know about a check book.
- ❖ I know maybe start school later in the day.
- ❖ I like the education already.
- ❖ I really don't have any suggestion other than smaller class size.
- ❖ I think all the teachers should put the kids first and teach them what they need to learn.
- ❖ I think education the kids are now receiving is very good, I can't think of anything they should change.
- ❖ I think give more options to children by looking at what their interests are and pursuing that.
- ❖ I think giving the kids more opportunity to see what different opportunities are out there. Not just pushing college, but like welding and other vocational jobs you can still earn good money at.
- ❖ I think if the school hours could be extended it would be easier. Reducing athletics and approving on the education.
- ❖ I think incorporated some of the up and coming employment opportunities.
- ❖ I think it needs to crack down on some of the problems as far as drugs and problem kids.
- ❖ I think it should just continue what it is doing.
- ❖ I think it's adequate as it is.
- ❖ I think just keep doing what it is doing. Stay on top of things; take students into consideration, and all of those kinds of things.
- ❖ I think like I said, in elementary school if they have issues they need to place them at the correct level they need to be at.
- ❖ Offer internships. They need to look at it like every kid will not go to college.
- ❖ I think looking at more programming for kids to learn more work programs and internships. I think they need to involve the parents more into the scheduling of the classes.
- ❖ I think more preparation for post graduate career and or college.
- ❖ I think one of the things they should have is a class for all of them with basic life skills like bank accounts, balancing a check book, how to budget. Things like life skills.
- ❖ I think some teachers need to put their students first.
- ❖ I think taking less emphasis away from testing and teaching how to take a test as opposed to learning actual hands on skills.
- ❖ I think that rather than learning by role models children should be challenged to think for themselves. If they come out with a different perspective and a different point of view that should be respected in a equal way.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ I think that the school district is doing exactly as much as it ought to be doing. I don't see what else it should be doing. After all the kids have to be doing their job, not the school.
- ❖ I think that they should offer more in the trade school.
- ❖ I think the best thing they can do is to continue to offer the kids more extracurricular choices and make sure that they keep adapting with today's technology.
- ❖ I think the quality of the education is excellent. It's just not focused enough for some of the students. Some students need more individualized attention.
- ❖ I think the school needs to teach these kids more about what is going on in the outside world not just what they want the children to believe. Telling them they have to get a job but not explaining how to be prepared to interview and represent yourself better.
- ❖ I think the smaller classes are better.
- ❖ I think the students should be able to rate the teachers.
- ❖ I think the students should be rating the teachers.
- ❖ I think there needs to be a mandated college-prep course for high school seniors, to get them ready to meet the demands of college, that it's not going to be paper-based but technology based assignments. Communicating via technology. How to make power point presentations, how to submit tech based assignments. Everybody has to have a laptop and there are no paper notes given.
- ❖ I think they could get some better teachers on some things.
- ❖ I think they could have more people come in from the community about job opportunities and what is available.
- ❖ I think they could look at teaching more trades. Not everybody is made to go to college. Stop a lot of the testing like the regents. Regents might be okay if you are going to college but, again, not everybody will go to college because they are not cut out for it.
- ❖ I think they just need to have qualified teachers.
- ❖ I think they just need to teach the kids how to live in the real world.
- ❖ I think they just need to teach the kids how to live in the real world.
- ❖ I think they need more computers in the school.
- ❖ I think they need more hands on and getting the kids ready for the work place.
- ❖ I think they need more technical courses like Home Economics and things like that.
- ❖ I think they need to focus more on teaching students, and less on the tests that they have to take. Less testing, more teaching.
- ❖ I think they need to keep up the good work.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ I think they need to make the school day longer and less vacation.
- ❖ I think they need to not be so political. Focus on the kids.
- ❖ I think they need to stop the common core.
- ❖ I think they ought to work towards trades. For kids that don't want college, kids should be pushed towards trades. Trade schools are a good way to make money.
- ❖ I think they should do away with the core program.
- ❖ I think they should force on the children that need help. Maybe send them to BOCES for a trade.
- ❖ I think they should give more kids that don't want to go to college, a chance to get into the skilled trades.
- ❖ I think they should have more available courses for students that are not planning on going to college. They should have more classes on life skills.
- ❖ I think they should just stay current.
- ❖ I think they should partner with local colleges.
- ❖ I think they should weed some of the teachers out.
- ❖ I think what I said earlier, they need to get back to basics. Not common core that is a bad word. It isn't a bad thing. It was bad the way it was done. They need to get back to teaching. Stop focusing on the cell phones/tablets/dressing and let the teachers focus on teaching and not babysitting. The ones who want to learn will learn. More structure.
- ❖ I think what needs to happen is less focus on testing and more on developing a curriculum that will prepare them for a test and for moving up through the ranks throughout their time in B'ville. A stronger curriculum to be developed and teaching them the actual material. Less focus on test preparation.
- ❖ I wish I had one in high school. I only have two in elementary and one in junior high.
- ❖ I would be more concerned. I guess the SAT's are a big deal in the Junior year. My daughter, because she is not attending school, is left out of that. They need to provide more of that for kids who are not attending school on a regular basis.
- ❖ I would have to know what their weakness are first.
- ❖ I would have to say really preparing the students more for the working world. Some kids don't choose college. They need to focus on what it is like to be an adult in the working world
- ❖ I would like them to continue the music program. They threaten to take that away.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ I would philosophize over that a lot more than you would want to hear. I think they are doing a very good job. Students who want to learn are learning and the ones who don't care just have to find their own way. Those are people who could go into a BOCES Program which is wonderful or an internship.
- ❖ If there were smaller classes that would only help things.
- ❖ If they could have more independence from state regulations to have their own curriculum. The school districts independence is what helps make them unique and helps the community to also be unique.
- ❖ I'm happy with the education.
- ❖ I'm happy with the teachers my children have now.
- ❖ I'm not involved and can't give opinion.
- ❖ I'm really not sure as my children graduated a very long time ago.
- ❖ Improve on graduation rate.
- ❖ Improve teachers
- ❖ Increase rigor and higher expectations.
- ❖ Individualize more for students who are struggling.
- ❖ Intensify programs.
- ❖ Is not aware of the current curriculum.
- ❖ It would be very useful to maintain high standards in the grading process. I think a lot of times we have people handing out grades to students that don't really know the subject matter.
- ❖ It's a good school system so I cannot answer on what needs to be improved.
- ❖ It's not just the school district that needs to come up with ideas about how to improve the quality of education. As far as the education goes, it is more the parents that need to worry about their kids. It really starts at home.
- ❖ Just continually monitor the quality of their teachers and get rid of the tenure system.
- ❖ Just continue on the path that they're on. They're doing a good job..
- ❖ Just keep doing what they are doing.
- ❖ Just need to change with the times.
- ❖ Keep good teachers in the classroom and remove the bad ones.
- ❖ Keep on going on the same scale.
- ❖ Keep teaching.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ Kids leave school whenever they want the district needs to keep kids in school to learn something. Don't suck up to the parents and go back to disciplining the kids. Help them understand how to make a living. Show them what life is really about and make them stay in school. Help them find the path.
- ❖ Less emphasis on state testing.
- ❖ Less home work
- ❖ Less testing, more teaching.
- ❖ Let the teacher's survive, no need to test or grade the teachers all the time. Reduce state testing. Be sure state tests are age/grade appropriate.
- ❖ Listen more to what the students have to say.
- ❖ Maintain the number if not increasing the number of electives that they can choose from.
- ❖ Make curriculum more consistent and not make changes so frequently to that curriculum.
- ❖ Make sure teachers are well
- ❖ Making sure teachers are well qualified and certified in teaching area, The area of the expertise
- ❖ Maybe find a way to personalize each student's learning experience more.
- ❖ Maybe introduce more intro college classes
- ❖ Monitor their teachers more closely.
- ❖ More ability for students to get out into the community and have more hands-on opportunities.
- ❖ More classroom time.
- ❖ More elective style courses.
- ❖ More gifted/talented programs to give the kids that can excel more of an opportunity at a younger age.
- ❖ More hands on learning opportunities. More project base learning.
- ❖ More hands on training.
- ❖ More hands-on opportunities for students in the technical field i.e.: college, business or technical
- ❖ More information on jobs that don't need a college education
- ❖ More interactive courses. I think kids learn when classes are exciting. The curriculum itself needs to be spiced up a little, I think.
- ❖ More real world application, what's being taught will not apply to landing a job.
- ❖ More student help in technical area
- ❖ More tutoring and more after class access to the teachers for help.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ More workshops for teachers to improve their quality of teaching.
- ❖ Motivate the child to be creative, find out what they like to do, what they want and listen to what they have to say. Most important is understanding where they are coming from.
- ❖ My kids are in elementary schools, so I don't have an idea of what needs to be improved.
- ❖ My main thing is teach the kids how they need to be taught in order to learn. Some kids can learn from reading the book, some need to hear it, some need hands on. They need to get the kids categorized on how they learn and teach them how they need to be taught. It's not one size fits all.
- ❖ Need to focus on the individual child, I think they would have a much greater success rate if children left school saying that they learned how to read and write.
- ❖ Need to put more emphasis on students who are not college bound. Provide more apprenticeships for students.
- ❖ Need to start focusing more on career opportunities instead of college opportunities, they're pushing kids to fast and no child should be left behind.
- ❖ Not a matter of improving the education, but you can't rate every student by answering a survey.
- ❖ Not aware of district policies.
- ❖ Not teach to test but teach students things that will help them in the future.
- ❖ Offer hands on training.
- ❖ Offer more college courses. Saves work on entry level college programs.
- ❖ Offer more courses at the high school level related to a career or something that teaches skills. It's a disaster that there are four different buildings that the students have to go to. Losing 2 years out of 12 because of the transition.
- ❖ Offer more courses that would prepare a student for a career. A lot of kids, though scholastically ready, may not be emotionally ready for college. An internship may help those students. School needs to offer multiple post-grad options for all students.
- ❖ Offer more gifted programs and earlier intervention for elementary school levels.
- ❖ Offer more individualized instruction.
- ❖ Offer more trade opportunities.
- ❖ Offer more variety of courses.
- ❖ Offer trade courses that do not require a college education such as carpentry, plumbing, etc.
- ❖ Offer trade school training.
- ❖ Offering other things not everybody wants to go to college

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ Oh let's see. I would like them to reach more students with more effective teaching in the high school.
- ❖ Pairing with local businesses to offer opportunities or bring them in to help teach and help set up internship.
- ❖ Perhaps implement block scheduling.
- ❖ Place a stronger emphasis on vocational opportunities.
- ❖ Prepare and Educate children on careers on where employers are looking to hire and understand that not all children will go to college. Prepare kids that are not for college for careers.
- ❖ Prepare them more for college and if they aren't able to go to college take a trade of some sort.
- ❖ Pretty much what I have said throughout the call - be consistent with everything they do especially the discipline.
- ❖ Probably a little more participation.
- ❖ Probably focus more on career choices.
- ❖ Provide more classes with broader variety.
- ❖ Provide more opportunities to get more help from teachers outside of class.
- ❖ Provide more vocational counseling.
- ❖ Provide professional development for teachers during the summer months.. give them incentive to participate in that.
- ❖ Put less emphasis on sports and focus more on education.
- ❖ Redistricting and the class size is very important and not to down size extracurricular activities.
- ❖ Scholarships
- ❖ Smaller class sizes.
- ❖ Smaller class sizes. But that won't make them spend less money.
- ❖ Smaller classrooms. Bring back the 80 year old teachers with the stick down at St. Mary's.
- ❖ Spend less time testing
- ❖ Spend more time in school. Make it a longer year.
- ❖ Spend their money in the right places.
- ❖ Spending more time in the elementary levels on kid's academics not just their behavior in class. Keep kids that are borderline passing separate to focus on learning when they need to.
- ❖ Start letting kids get into trades instead of forcing everybody into common core and college, let them try to be trades people, not everybody wants to be a doctor or lawyer.
- ❖ Stop focusing so much on standardized testing.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ Stricter curriculum.
- ❖ Students should talk to guidance counselors with choice of field if it's not for them or others it's very important.
- ❖ Tailor to meet each child's need, not the general population. Each child is different.
- ❖ Take away common core or explain to the parents better about common core.
- ❖ Take time with each student.
- ❖ Teach more life skills, like budgeting, balance checkbooks, mortgage buying, finances.
- ❖ Teach reading, writing, and arithmetic.
- ❖ Teachers need to be more consistent with online portals for home work.
- ❖ Teachers should all be there on time and please do not leave early. The administration should check when teachers arrive and leave.
- ❖ Teachers should not be too easy on instructing students because they will learn more if the teacher is not to easy on them.
- ❖ The preparation is good there.
- ❖ The quality of the education is excellent.
- ❖ Their stuck with state requirements so I don't know how to answer question.
- ❖ Then should increase the written communications.
- ❖ They're doing a good job now.
- ❖ They could be offering more AP Classes and all children should not have to take regents.
- ❖ They are currently doing a good job.
- ❖ They are currently meeting expectations of education.
- ❖ They are doing a good job.
- ❖ They are doing a really good job so overall I feel they meet everything.
- ❖ They can always offer smaller classes. Teachers shouldn't teach more than 5 classes a day. They need a supervisor for every department head.
- ❖ They can keep doing surveys like this to get feedback from the parents to see how the kids are adapting to their academic program.
- ❖ They can teach students in evolution and in biblical creation. Need to improve teaching of grammar and usage for students and teachers. They should be teaching all students about how to handle finances. Make sure students on every level understand mathematical concepts. Health class instructions on how to abstain from sex.
- ❖ They could add a finance course.
- ❖ They could try to be fair to every student. Less favoritism.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ They have to provide for students that are not college bound to make sure they take adequate classes to be successful.
- ❖ They just need to continue counseling the children and giving them a good education.
- ❖ They need better teacher workshops.
- ❖ They need better teaching in the high schools.
- ❖ They need bring the basic learning back to the schools.
- ❖ They need diversity.
- ❖ They need individual career training.
- ❖ They need less disruption in the classroom.
- ❖ They need more common core informational nights.
- ❖ They need more levels of academics instead of just the AP & Regents. They need at least 3 or 4 levels. Regents should be broken down by the level of work they will put in.
- ❖ They need more skill-type training.
- ❖ They need supervisors to over look each subject, K-12.
- ❖ They need to be more one on one with the kids.
- ❖ They need to continue to bring on classes that are driving today's work force.
- ❖ They need to continue to support and nourish the teachers and trust and have faith in the teachers and forget all those above who think they know more.
- ❖ They need to do more of the surveying the parents and getting their feedback.
- ❖ They need to do more writing.
- ❖ They need to focus more on the GPA and less on the SAT's.
- ❖ They need to force on the children that don't go to college.
- ❖ They need to get more teachers and smaller classes.
- ❖ They need to get rid of the common core testing.
- ❖ They need to get rid of the common core testing.
- ❖ They need to get the best teachers.
- ❖ They need to have smaller class sizes.
- ❖ They need to hire well quantified teachers.
- ❖ They need to improve on getting children ready for the workplace if they do not attend college.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ They need to improve on some of the teaching staff.
- ❖ They need to improve Ray Middle School.
- ❖ They need to improve the science department.
- ❖ They need to prepare students for everyday life.
- ❖ They need to put the tech classes back into the schools.
- ❖ They need to screen the teachers better.
- ❖ They need to start listening to the parent, student and teachers and stop listening to Cuomo.
- ❖ They need to stay up on everything.
- ❖ They need to stray away for the common core.
- ❖ They need to take a hard look at common core and the student evaluation system and support their teachers and if they don't they are taking away from age appropriate activities and not support what the state is currently dishing out.
- ❖ They need to teach the kids something about work ethics.
- ❖ They need to teach the kids the everyday life and not so much of the college classes.
- ❖ They need to teach the kids.
- ❖ They should stop taking the students from the intercity if they have a bad record.
- ❖ They should be holding the kids accountable for their actions on their education.
- ❖ They should give extra help to the slow learners.
- ❖ They should go back to the basics. (reading, writing and math)
- ❖ They should have younger teachers.
- ❖ They should increase arts requirements at the high school
- ❖ They should keep on doing what they are doing
- ❖ They should pay attention to the non achievers.
- ❖ They should pay more attention to those students that are not college materials, focus on skilled trades (plumbing, electrician, auto mech. etc..)
- ❖ They should teach the kids to use their minds and not to rely on technology.
- ❖ Think it's a good school currently.
- ❖ To be able to replace underperforming teachers with stronger, more energetic teachers.
- ❖ To be more individualized toward individual people. Just not grouping everything together, everyone is different.

Q30: What could the Baldwinsville Central School District do to improve the quality of its education?

- ❖ To continue to expand course selection in high school and continue to invest in staff to meet the needs of the students early in their education.
- ❖ To do more educating based on the thirst for knowledge and get back the energy students want to place rather than teaching on a test.
- ❖ To keep classes at a small teacher student ratio.
- ❖ To make sure ALL the students' needs are met.
- ❖ To make sure that elementary children have to be better at reading, writing, math and arithmetic not computer at the elementary level and that teachers, parents, students have to all three work on that, If the parents are unable in some form to work after school with the children to reinforce what the teacher thought throughout the day then there needs to be a way at the school.
- ❖ To make sure they are educating the parents with what's going on in the schools.
- ❖ To put family consumer science back in junior high school and more emphasis on career opportunities.
- ❖ Try to prepare these kids for real life. I don't think they should tell the kids they are going to get high paying jobs right out of college as they will be paying off their student loans along with their bills.
- ❖ Understand the individual student and what their needs are.
- ❖ Unfortunately, there is not enough for the students that are in the upper echelon of grades, there are not a lot of choices. The brightest students are bored out of their minds, and there are not enough challenging opportunities for them to pick their classes.
- ❖ Well I am going to give you my background as a European. I think the teachers should be more demanding for their studies.
- ❖ Well I liked the idea of internships, more work experience, more volunteer experience. I know other high schools have to do 100 hours of volunteer service and we only had to do about 20.
- ❖ Well if I don't know their quality of education now I can't say.
- ❖ Well there is not a lot of diversity in the school. Kids need that these days.
- ❖ Would like to see the district more behind the young age students in sports. Believes they would be better qualified in these areas by starting them younger and it would make for a stronger district.

Q31: On a scale of 1 to 5 where "1" is Very Unimportant and "5" is Very Important, please rate how important you believe a college education is today. n409[1]; Single Response		
Category	n	%
1 (Very Unimportant)	4	1%
2	5	1%
3	62	15%
4	108	27%
5 (Very Important)	230	56%

1 No Reply.

Q32: What is the highest level of education you have completed? n409[1]; Single Response		
Category	n	%
Did not graduate high school	7	2%
High school diploma	53	13%
Some college	62	15%
Associate (2-year) degree	58	14%
Bachelor (4-year) degree	102	25%
Graduate degree	124	31%

1 Refused.

Q33: How many total years have you lived in the Baldwinsville Central School District? n408[1]; Single Response		
Category	n	%
Less than 1 year	2	1%
1 to 2 years	7	2%
3 to 5 years	24	6%
6 to 10 years	43	10%
11 to 20 years	78	19%
More than 20 years	254	62%

2 Refused.

Q34: How many people reside in your household? n407[1]; Open-Ended		
Category	n	%
1	66	17%
2	160	39%
3	67	16%
4	85	21%
5+	29	7%
Mean: 2.7		

Q35: How many children under the age of 18 reside in your household? n407[1]; Open-Ended		
Category	n	%
0	271	67%
1	58	14%
2	61	15%
3	15	4%
4	2	0%
5+	0	0%
Mean: 2.7		

3 Refused/No Reply.

Q36: Which of the following schools has your child or have your children attended? n315; Multiple Response		
Category	n	%
Elden Elementary	84	27%
McNamara Elementary	63	20%
Reynolds Elementary	71	23%
Palmer Elementary	71	23%
Van Buren Elementary	83	26%
Ray Middle School	239	76%
Durgee Junior High School	249	79%
Baker High School	243	77%

Q2: Which of the following best represents your age? n410; Single Response		
Category	n	%
18 to 24	4	1%
25 to 34	13	3%
35 to 44	62	15%
45 to 54	75	18%
55 to 64	114	28%
65 to 74	78	19%
75 or older	64	16%

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?
n410; Open-Ended

- Administrators need more respect for teacher's and student's
- All my family moved out because of taxes. I think why do you need so many teachers in one room?
- As far as the school board is concerned it has been doing a great job for the tax payers. The BCSD doesn't realize how lucky they are.
- Baldwinsville did a good job with my children. I am pleased with how my kids made their way in life.
- Baldwinsville school district standards are too high. And the teacher's expectations are too high also.
- Basically keep up the good work.
- Basically, we're happy with the education and things that the school offers.
- Be progressive. Don't follow the pack, stay ahead of the pack.
- Be the first to get rid of common core.
- Bring back old teachers. Bring back the hard core teachers.
- My children have been out for a while. Overall doing a good job.
- Children today need to be taught a skill and their education.
- Continue to respect their teachers and give every student an opportunity to reach their potential.
- Cram more general learning in high school. Leave it up to kids to see if they want to go to college.
- Does not have anything to share at this time.
- Don't let the requirements of the NYS for Common Core take over the entire curriculum.
- Don't raise our taxes.
- Dump the common core. It does more harm than good. They only teach it for a few years.
- Education in general really needs to look at the entire picture, not just the teacher. Encourage parents to get involved.
- Empower our teachers and protect our teachers! So they can continue to education our students. Beware of the Charter Schools and Gov. Cuomo's initiative.
- Everything they do is great.
- I feel that education is one of the top priorities for a community whether that affects taxes or not.
- Focus more on the areas of discipline.
- Focus on all of the students, and not just the minority. Crack down on bullying and drugs.
- From what I see from my neighborhood kids and my great nieces, I think they're doing a great job.
- Get the new superintendent out in the community more.

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- Good job keep it up!
- Good luck and do the best you can do. Go for it. Go Baldwinsville you do a pretty good job.
- Gosh I think we've covered everything.
- Grandchildren attended district so did not have additional comments.
- Greg Norton is a great principal.
- I am a firm supporter of your district in every way. I am glad we moved here.
- I am a sub and this is the best district to work in.
- I am unhappy with the principal at Van Buren Elementary, it's a negative atmosphere. Ray is a poor community.
- I am very proud of the school district and I wish I had children that were aged to attend.
- I appreciate them taking the time to move forward.
- I appreciated the release time program that they permitted the churches to perform.
- I believe overall they are doing a great job.
- I believe teaching staff is excellent. Teaching staff and teaching assistance is phenomenal.
- I believe that all students should be bused. There should not be any walkers.
- I just think they do a good job.
- Keep up the good work!
- I don't have much to say I don't have an opinion because like I said I don't know how they operate; it has been a long time.
- I don't know I can't think of anything I'm always talking to the school though.
- Keep up the good work.
- I don't know. Like I said I am 70 something years old. Just learn a way to work budget better.
- I don't think I have any. I think they are doing a good job.
- I don't want to sound negative but I would like to see more attention to the special-education kids and kids that really go through a school year not knowing and not learning because they didn't have enough help.
- I enjoyed it very much when my kids did go here. I think the level of education was excellent. I can't comment now. I think probably my children, I feel like from the people I talk to, my era of my kids there was more dedication. There weren't cell phones. The kids concentrated.
- I guess I would just say thank you for accommodating my child with special needs. You really stepped up!

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ I guess the only thing I really want is to see the teachers get back to teaching and not have to worry about kids that cannot behave. I don't like the teachers to have to worry about disciplining kids when they should be teaching. Another thing that I have heard is that they have all the kids mixed in together, the average students, the above average students, and those that excel. I don't like that. They should keep those kids together that need extra help and those that don't will excel on their own.
- ❖ I guess you do a pretty good job, remember not every kid is college bound. Trades are important.
- ❖ I have been trying to get business going with school district and I wrote a book for the school district, it's about life and living.
- ❖ I have no complaints.
- ❖ I have older children who graduated from BCSD, they're college and career ready.
- ❖ I hope they keep doing a good job with children that are coming up now and that will be for the next couple years
- ❖ I just like to have an internal review of some of the coaches there. I think I was tormented.
- ❖ I just think overall it is a very good district. They manage money well. They could do better.
- ❖ I just think they are over taxed.
- ❖ I just think they do a really good job.
- ❖ I just want to give credit to Mrs. Murphy the speech pathologist at Palmer Elementary. She is one of the best speech pathologist I have ever met.
- ❖ I know my neighbor has a grandson that plays in the band, and she is extremely proud of the band.
- ❖ I like the full day of kindergarten but they needed to be better prepared for it.
- ❖ I like them to keep up with the academics. I think most kids that are good students will make the grade.
- ❖ I like to hear the marching band practicing.
- ❖ I love B'ville.
- ❖ I really do think it's a wonderful school district. There is too much emphasis on go to college, go to college, go to college. Some people don't need to go, they need to do other things.
- ❖ I really don't have any. I think they are doing a really good job. I think they try and very hard.
- ❖ I really enjoy Baldwinsville, it's a good place for kids to grow up and have the opportunity to make something of themselves.
- ❖ I really had a very good teaching experience. I felt the board was fair most of the time.
- ❖ I think Baldwinsville is a wonderful place to bring up your family and also I think it is a good thing they added Ray School to the mix when my children went through they didn't have Ray School; the fewer the grades per school the better.
- ❖ I think basically they should trust the teachers more and give them a little more freedom.

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ I think it is a good solid school. From the young people I am meeting and my own grandson.
- ❖ I think it is a great school. I tell everyone that is thinking about moving that the school is good.
- ❖ I think it is a very fine school district for growth in our community and I think the high school is a very well run institution.
- ❖ I think it is very important for the administrators to support the teachers.
- ❖ I think it should be easier to fire a teacher that isn't doing their job.
- ❖ I think it's a good conversation to have about academia and employment opportunities. They should provide more options besides college.
- ❖ I think it's a good district for new people to move into.
- ❖ I think its a good school district.
- ❖ I think it's a highly recommended district. Children should have exposure to programs other than college geared.
- ❖ I think it's a very fine school district.
- ❖ I think it's great for the strong and gifted but needs work for the children with challenges. Too much bullying.
- ❖ I think my children had an excellent education. I think they were well prepared to be successful.
- ❖ I think that B'ville teachers should communicate better w/parents and the community. Better websites.
- ❖ I think that parents need to be included more so everybody works together better.
- ❖ I think the administrators need to figure out how to reduce the administration costs.
- ❖ I think the Baldwinsville School District is wonderful.
- ❖ I think the BCSD is doing a fine job. I get very annoyed with people that think schools should be doing it all.
- ❖ I think the board is doing a fine job, we all disagree with certain things they do.
- ❖ I think the district is great.
- ❖ I think the district is very nice and doing a great job.
- ❖ I think the kids that are borderline passing and failing need more attention, they fall through the cracks and are not able to succeed.
- ❖ I think the new superintendent is doing a great job.
- ❖ I think the pledge of allegiance in the morning doesn't have any place in education it's something that's not appropriate. Children don't know what they are pledging to, it is brain washing.
- ❖ I think the school district should increase its academic learning curve so that the students can go to more challenging colleges.
- ❖ I think they're doing a good job all around.
- ❖ I think they're doing a good job.
- ❖ I think there is a lot of disruption in the classroom with the special needs kids.

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ I think there should be more emphasis for preparing kids at the 9th grade level for college prep because once you get to Baker you are already a sophomore and there is so much to prepare for and those three years go quickly.
- ❖ I think they are doing a great job and keep it up.
- ❖ I think they are doing a great job.
- ❖ I think they are doing an outstanding job but we need to get back to having students love learning rather than being fearful of tests.
- ❖ I think they have done a excellent job with the children and hiring excellent teachers.
- ❖ I think they need a parent teacher organization.
- ❖ I think they should have better sub pay.
- ❖ I think they're doing a fantastic job. I think they're great with keeping up with current topics and balancing state demands with something that's like a fly by night idea.
- ❖ I think they're expecting too much of the young kids.
- ❖ I think Van Buren needs to gain leadership.
- ❖ I think, just keep up the good work.
- ❖ I tried to help them out with their scholarship program I volunteered with the budget positions.
- ❖ I was extremely impressed with Durgee's special-ed program.
- ❖ I wish I had better information that I could have based the survey on.
- ❖ I would like the school district to teach the importance of work as well as the importance of post high school education.
- ❖ I would like to see more classroom time and fewer meetings.
- ❖ I would like to see some Pre-K options for the district.
- ❖ I would like to see the staff both administrator and teaching more involved with community activities outside of the school.
- ❖ I would like to thank the district for all their hard work.
- ❖ I would say keep doing what your doing but look forward and look for more opportunities for the kids.
- ❖ I wouldn't have anything negative. I'm not active in the PTA or volunteer of any sort.
- ❖ I'd like to see some of the teachers be more professional.
- ❖ If the school system that has a teacher that can come in and teach sign language for deaf kids, people do not know sign language and if everyone could teach sign language to kids in school it will help.
- ❖ If they could do something about lowering the school taxes, that would be great.

> Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ If you have children with disabilities that attend BCSD the questions in this survey do not meet the needs to this population. You have to take into consideration the children with needs because these questions do not apply to them.
- ❖ I'm just proud of the district.
- ❖ I'm very proud of it. They've had a very good reputation. The standards they hold are high. It's been around a very long time. My grandmother attended it.
- ❖ In our workplace and even in the news. Certain schools issued tablets/laptops for snow days to work at home
- ❖ Instead of pushing college, let's push some of these kids into trade schools so they can earn a living.
- ❖ It has nothing to do with district itself but I really think we have to stop taking all of these kids from group homes. They should play a little bit harder. BCSD should not to be forced to take these kids into our district. We have a wonderful special-ed program and I don't think we should be inundated with children from group homes and then we have to pay for it too.
- ❖ It is a wonderful community.
- ❖ It was a positive experience for both my children as students, and me as an employee for over 20 years.
- ❖ It would be good for teachers at the various schools to have more contact with the schools ahead of them to ensure that things are being taught for them to succeed in the upper level. Better communications.
- ❖ It's a good place to live and the neighbor kids all seem to get off to school and have a good time.
- ❖ It's a great school district. They are doing a good job. I'm sure it's hard with the state demanding state testing but I'm sure it has to be done.
- ❖ Just continue our students for college and the outside world.
- ❖ Just keep the quality
- ❖ Just keep up the good job.
- ❖ Just keep up the good work.
- ❖ Just like I said before not everyone wants to go to college but other kids want to go to BOCES.
- ❖ Just try to keep the fighting out of the schools.
- ❖ Just very happy with the district... then and currently.
- ❖ Keep attracting top notch students to the system. Encourage students to either attend college or vocational school.
- ❖ Keep doing what they are currently doing
- ❖ Keep doing what you're doing. I heard they were getting rid of learning cursive and I disagree with that. Down the road they won't know what a signature is.

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ Keep enhancing children's lives. Make it fun.
- ❖ Keep the sports going!
- ❖ Keep up doing the good work and the caring they do for our children.
- ❖ Keep up the good work.
- ❖ Keep up the good work.
- ❖ Keep up the good work.
- ❖ Keep up the good work and always strive to be the best.
- ❖ Keep up the good work!
- ❖ Keep up the good work!
- ❖ Keep up the good work!
- ❖ Keep up the good work!
- ❖ Keep up the good work.
- ❖ Keep up the good work.
- ❖ Keep up the good work.
- ❖ Keep up the good work.
- ❖ Keep up the good work.
- ❖ Kids should not be a number.
- ❖ Lower taxes.
- ❖ Make sure they keep parents in the loop with their child.
- ❖ Maybe take a poll like this of the children that attend. Maybe not elementary but high school.
- ❖ My daughter received a good education at the Baldwinsville Central School District.
- ❖ My grandchildren would prefer to get a paper report card rather than having to going on line to retrieve it.
- ❖ My wife and I chose to raise our family here because of the school district. We both grew up in it, and we have been very happy having our children go through the BCSD. We are very pleased to have been here during the late Jean Dengle's superintendence.
- ❖ No except it is a good district. I would recommend anyone to raise their children here.
- ❖ No, I just compare it to Denver and it is open 12 months and I think it should be here.
- ❖ None, except that I am impressed with the quality of education within the district.
- ❖ Not all children are prepared for college. A lot of children can't handle it. Better with a trade.

> Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ I am very satisfied.
- ❖ Not to raise school taxes anymore.
- ❖ Nothing at this time. I am very impressed with the Quality. I am very much in touch.
- ❖ Offer more hands-on experiences before going out into the real world.
- ❖ One of the things that they can do to teach these kids is at some point in their education their education should be geared towards their strengths. They place more emphasis on sports than academics.
- ❖ One thing I have noticed is with my fifth grader with this common core math is wrong.
- ❖ Only that I am still hearing really good things about the superintendent. We are really happy about the school districts atmosphere.
- ❖ Only to keep working with elementary kids they need to learn to read, write and do arithmetic without computers.
- ❖ Over the years I think the district has improved.
- ❖ Overall I enjoy the Baldwinsville School District.
- ❖ Overall, BCSD does a good job. They should get rid of common core! They should go back to focus on the inclusion classroom. I don't like the way they are rating teachers by the success of the classroom, this is not fair because all classrooms are different and its not fair to the teacher. They need to find a better way to evaluate the teachers.
- ❖ Overall, I think they do a fine job. I have been especially impressed by the music department.
- ❖ Pay the teachers more.
- ❖ Phenomenal marching, music, band, arts program. Great sports program. Very pleased with the new superintendent.
- ❖ Prior to this year looking for full day kindergarten and maybe more afterschool for elementary.
- ❖ Provide leadership, need a replacement superintendant. Give teachers tenure. Keep valued teachers so we don't lose them to other districts. Hire good subs.
- ❖ Quarter of a million is too much for a superintendent compensation.
- ❖ Schools have to stay on top of students as far as media and being on their phones.
- ❖ So far I am very pleased with the new superintendent!
- ❖ So far we are thrilled with the education that our daughter is receiving and we don't regret moving.
- ❖ Special-ed needs to improve diplomas as normal diplomas. Jobs do not accept special-ed diplomas.
- ❖ Taxes are too high they have too many vice principals and people in charge of curriculum; heavy administrative
- ❖ Teachers are very important along with parents. Grandparents are very important. Supporting their young people. I think the future of our country rests with the young people of our country.

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ Teachers needs to get in line with mathematical pedagogy. Not just in math but all subjects.
- ❖ Thank you very much for giving our 3 children the opportunity to be so successful.
- ❖ Thanks for asking.
- ❖ That I very happy right now with the school district.
- ❖ That they have a very high reputation of being a very good school district that attracts people.
- ❖ That they would continue to prepare parents for the financial responsibilities of college.
- ❖ That we tell the kids what to learn. We are not teaching them how to think for themselves and make decisions. We are forcing them to learn a specific way such as a common core, when it may not be positive for them. There are too many standards that are irrelevant.
- ❖ The district is good.
- ❖ The Baldwinsville Central School District newsletter is very good and I enjoy reading it.
- ❖ The children need stability in the classrooms.
- ❖ The common core needs to be taken out of the curriculum.
- ❖ The common core testing - getting away from that in terms of teacher evaluations. Leave it to the school principles to do the teacher evaluations not testing.
- ❖ The dress code should be enforced more properly at the high school.
- ❖ The high cost of taxes are making it difficult for community members to keep up with the cost.
- ❖ The parking at high school.
- ❖ The survey is easy.
- ❖ The teachers are great
- ❖ There are a lot of comments I'd like to make. I'm an old guy and you don't want to get me started. When teachers lost the authority to discipline kids in school, educating kids has gone downhill. It's a privilege for kids to go to school, not a right. Teachers are hand cuffed by the Supreme Court. Parents have to wake up. When a teacher is telling a parent that their kid is doing something wrong, well in the old days the parents would side with the teacher, but now the parents go "my kid would never do something like that." Parents are blind today. Listen, I have grandkids and they know better than to mess around in school with their grandfather here. Just the other day, some 16 year old kid beat up his homeroom teacher and put him in the hospital, it's been all over the national news. Teachers have no control over students thanks to the Supreme Court and new laws and parents. Parents need to discipline their kids at home.
- ❖ They are doing a good job
- ❖ They are doing a good job and keep it up.

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ They are good schools but more focus on actual content and curriculum rather than test preparation. Also more attention to the art and music department. There is lots of potential to attract more students it would be nice if there were more business and vocational classes too. Classes that will teach them a trade.
- ❖ They are improving. It is good to hear Baldwinsville is improving but I still believe they have long way to go.
- ❖ They did right by our children. They are doing a good job and stay the course. Extraordinary French teacher.
- ❖ They do a good job.
- ❖ They do a good job. Stay current.
- ❖ They finally opened up kindergarten full day and that is good. Year-round school.
- ❖ They have a good district and they care about their students.
- ❖ They have a hard working staff and need to stand behind teachers more
- ❖ They have so much emphasis on college and not every child is college material
- ❖ They need a new swimming pool.
- ❖ They need to approve bonuses to the staff. There should be a community vote on bonuses.
- ❖ They need to bring some kind of community thing for the kids as far as a community center where kids can go in and use computers and things like that.
- ❖ They need to change the way they teach.
- ❖ They need to concentrate more on keeping a student in school instead of suspending them (OSS/ISS).
- ❖ They need to find out which teachers need more education on teaching the kids.
- ❖ They need to fix Ray Middle School.
- ❖ They need to know that the children should respect the teachers and not allow children to have cell phones in class. The children need more discipline.
- ❖ They should have late busses five days a week.
- ❖ They would make great improvement if they would implement some kind of a plan with dressing, start up a dress code or something.
- ❖ They would save a lot of money if they realigned the district. I sent 3 to college and I think trade schools should be better promoted.
- ❖ To brain storm to see what they can do to put children first in education.
- ❖ Too much emphasis is placed on collegiate achievements. There needs to be more career choices in trades. They treat BOCES like a dumping ground, it is a career choice.
- ❖ Totally against the common core. It is to in-depth to get into but I am against it.

Q37: What additional comment(s) would you like to share with the Baldwinsville Central School District?

- ❖ Try to give out information a couple of weeks in advance.
- ❖ We are superior to other districts in the State. Everyone wants to get their kid here.
- ❖ We need to work more on grammar in English and main stream common core in a different way.
- ❖ Well haven't thought about that so nothing really.
- ❖ Wish the new superintendent luck!
- ❖ Without thinking about it I really have no comment.
- ❖ Work more with the non-college bound students.
- ❖ Your finance guy and the staff for the facilities group are great people.

Focus Group Results
Appendix

Q1: On a scale of 1 to 5, with 1 being 'poor' and 5 being 'excellent', how would you rate the overall performance of the New York State education system?	
Audience	Average
Teachers	3.1
Community	3.4
Board of Education	3.6

Q2: What does the New York State education system do well?
Teachers

- Provide opportunity
- Well rounded requirements
- Educate students at an above-average level
- Provides students learning opportunities
- Promote rigor
- Hiring quality teachers
- Prepare future teachers
- Provides access to education for all learners at all levels
- Produces excellent teachers
- Our teachers are high quality - masters required
- Rigor of curriculum
- Hold schools/teachers/students to a set of standards
- Student accountability for learning
- Hold students accountable at some levels
- Quality Teachers
- High expectations of teachers, administrators, students
- Ensuring enough staff to support students with special needs
- Provides opportunities for inclusion

- Creates high standards of achievement
- Regents exams/Board of Regents
- Regents exams required for graduation
- Supporting wide range of educational opportunities
- "All learners"
- Offer a variety of programs (arts/music)
- Good cohesiveness between school systems
- Encourages diversity & acceptance
- Provides students with opportunities for enrichment & remediation
- Retirement
- Many choices in high school
- Professional development focus
- Leader nationally in programs
- Offer multiple levels of diplomas - business/education
- Teachers are very hard-working
- Provide opportunities for extra curricular activities
- Lab requirements for science

Q2: What does the New York State education system do well?
Community

- ❖ Prepare students in various disciplines
- ❖ Preparing for college or further career
- ❖ Prepares students for college
- ❖ Provide a variety of educational opportunities (BOCES, AP, general, Regents)
- ❖ Prepare students for life
- ❖ High standards for teacher certification/training
- ❖ Regents standards good - but not recognized much out of state, offers choices
- ❖ Concept of no kid left behind
- ❖ Challenges the student
- ❖ Teach students fundamentals
- ❖ Offers regents/AP courses in HS
- ❖ Not sure if state, but AP classes are good opportunity for some
- ❖ Good reputation when applying to colleges (out of state)
- ❖ Has activities for the student
- ❖ Allow for enrichment
- ❖ Class size/teacher-student ratios
- ❖ Provide opportunities for excellence in music & athletics
- ❖ Support special needs

Q2: What does the New York State education system do well?
Board of Education

- Support Financially
- Inclusion/Special-Ed
- Inclusiveness
- Provides/reputation for providing high quality education - at least I've heard this with respect to comparisons to other states
- Teacher training/education
- Focus on education & improvement (models for improvement)
- High standards for teacher certification/training
- Regents exams
- Provides extra curricular opportunities
- Differentiated Learning
- Pipeline to higher education
- Students have access to a quality education
- Administrative training
- Organized groups trying to assist and make changes (NYSSBA, CNYSBA)
- Attempts to ensure students achieve Athletics program
- Good training for teachers
- Funding/Student

- Higher standards & testing
- I know NYS performs better than many other states, at least by reputation
- Certification process
- Diversified education to accommodate all student needs
- Attempts to define student success
- Quality education in depth compared to other states
- High expectations/standards
- Technology in classroom
- This is a challenge for me given that I don't have any kids in school at this time
- Board of Regents
- special-education
- Attempts to attract talented educators by offering good salaries/benefits
- Funding - but not equitable
- Technology
- Strong State Ed Department; Structure/local control

Q3: What does the New York State education system need to improve upon?
Teachers

- Being student-focused
- Teacher development/training/accountability sys.
- Better assessments - grade appropriate
- Using testing
- Grades 3-8 testing - aligned to improve student learning.
- More access to technology
- Reliance on testing (too much)
- Relying on edu-preneurs for curricular/assessments
- Teacher evaluation system
- Determine a clear target in each grade (and for teachers' certification)
- Focus on testing with no impact on student
- Being equitable
- Program funding
- Align curriculum to college readiness
- Teacher evaluations
- Targeted & focused - more formative than summative
- Greater emphasis of technology
- Opportunities for electives
- Changes the requirements for pre-service teachers qualification
- Allocating money to districts
- Stop rewriting curriculum
- Life skills prep - bank acct, etc.

- Listening to teachers, students, parents
- Opportunities for more creative pursuits in teaching
- Student support for special needs students
- Not required – Professional Development for some teachers, administrators
- Changing nature of needs for testing
- Reduction in mandates
- Assumes that all teachers/districts operate at the same level
- Listening to the community (parents/teachers/students)
- Over testing our kids with meaningless assessments
- Ignoring extraneous variables & impact on student achievement
- Using multiple measures to assess students & teachers equally
- Too much need for edu-preneurs providing transparency to parents & teachers
- Assessments
- Lack of basic skills mastery
- Not being punitive
- Allowing students to pursue interests in creative ways/modern context
- Social and emotional development - this is far more important than test scores, it needs to be a focus & priority
- Utilizing stakeholder input.
- Not enough independent learning

Q3: What does the New York State education system need to improve upon?
Community

- ❖ Enabling poor performing teachers to be terminated
- ❖ New math
- ❖ Too much teaching to/for tests
- ❖ Too many mandates
- ❖ Universal Pre-K in all districts
- ❖ Restore local control to districts, especially curriculum
- ❖ Unrealistic inclusion - too much inclusion in SPED; not enough life skill
- ❖ Spending money more wisely
- ❖ More individualized measurement systems
- ❖ Stop mandates - have guides/boundaries
- ❖ Recognizing the differences amongst districts
- ❖ Improved communication w/parents on individual basis
- ❖ District support without strings attached
- ❖ Common core debate - teachers are very discouraged
- ❖ Power of teachers unions can be problematic
- ❖ Support special needs - consistency among districts & teacher training for special needs kids affected by syndromes

Q3: What does the New York State education system need to improve upon? Board of Education

- Be able to remove poor or bad teachers
- Assessment Process
- Cost
- Funding - taking funds via GEA & other types of restrictions; tying funds to their standards of performance
- Better process for choosing Regents members
- Put education before moneys for appropriation
- Current adversarial climate between policy-makers & educators
- Equitable funding
- The unions are opponents, we need to collaborate.
- Teacher evaluation process
- Micro-management - not allowing districts to evaluate teachers on their own terms - loss of local control
- Stronger "individual curriculum"
- Test and prove strategies before implementing
- Teacher certification so rigid that it is difficult to pursue education as a second career
- Get rid of common core tests & common core curriculum
- Benefits too costly (medical & retirement)
- Roll out initiatives before ready
- Common core implementation-type issues: creating a mandate but not thinking through or allowing adequate time for implementation

- Less testing
- Need to listen to teachers (first line educators)
- Administrator certification - impossible to hire business professionals to run district programs
- Stop using common core tests to evaluate teachers
- More sharing of good ideas between districts
- State vs. local funding (tax levy)
- Possibly political factors - teachers unions vs. Albany
- Better focus on individual students' needs with more opportunities for students in all districts; Equity
- Revisit education as necessary to meet the needs of advances in technology
- Emphasis on traditional academics vs. vocational education may leave some students out
- Stop/de-emphasize regents exams
- Need better way to monitor/grade teachers; More curriculum sharing; Tear done walls (institutions)
- Overall communications
- Tenure system
- More school days; let educators run education/politicians should step aside

Q1: What is the first word or phrase that comes to mind when you think of the Baldwinsville Central School District?

Teachers
- Community
- Quality
- High expectations academically & socially
- Building leaders
- Excellence
- High achieving
- Quality
- Community
- Excellent
- Great kids/community
- Well-rounded students - extracurricular

Community
- Awesome
- Caring
- Quality education
- Excellence
- Kids
- Great
- Go Bees!

Board of Education
- Good School
- Great District!
- Dynamic
- High quality education; well rounded education/opportunities
- Great Students
- Good district, but not quite 'there' yet
- Small district feel with large district opportunities
- Pride; Quality

Q2: Do you think Baldwinsville Central School District performs…			
Category	Teachers	Community	BOE
Better than other area school districts	8	7	9
The same as other area school districts	2	0	0
Worse than other area school districts	0	0	0

Q3: What makes the Baldwinsville Central School District unique compared to other local school districts?
Teachers

❖ We celebrate our kids in so many ways and they have to many ways to express their talents. I think that is very unique. I'd like that to be expanded upon but I do believe we are above the curve with that.
❖ Community orientation; large (but shrinking-seems); parental support; high achieving extra curricular programs/music/acceleration; high percentage of 'white collar' pros - "bubble"
❖ Size, high expectations in and out of classroom; disciplined, quality education, technology resources.
❖ The quality of teachers hired, the resources provided to students
❖ Community support (communication/collaboration/critical thinking/creativity
❖ The size. This is definitely an advantage because teachers have access to more trainings and opportunities for professional development.
❖ It "operates" within a bubble (good: pride, spirit, sense of belonging; bad: naïve, sheltered).
❖ Many of the students we teach leave then return - building & rebuilding our community in a variety of ways.
❖ Great community of parents & teachers
❖ We have a diverse community that "works" in general. Great opportunities for kids with far different interests (music, sports, clubs, etc.)
❖ Community support of supplemental programs

Q3: What makes the Baldwinsville Central School District unique compared to other local school districts?
Community

- ❖ Socio-econ mix while maintaining excellence in so many programs
- ❖ Different approach, depending on student/situation
- ❖ Community involvement, small town feel
- ❖ One middle school and one junior high - and a 3-year high school
- ❖ Socio-economic blend in our district is broad - very wealthy to very needy
- ❖ As a bedroom community of sorts to Syracuse & greater Onondaga County, the B'ville school district is a great mix of all sorts of people. Opportunity abounds.

Q3: What makes the Baldwinsville Central School District unique compared to other local school districts?
Board of Education

❖ Many people lived here a long time; more diverse economically than many; good talent level.
❖ Variety of programs
❖ Extra Curricular opportunities; programmatic opportunities; progressive decision making
❖ Size - Provides similar quality education to larger districts but with the opportunity to be part of a smaller community and similar quality; administration.
❖ Demographics - strong centralized community feeling
❖ We, the BOE & administration, take painstaking measures to minimize the impact on education and extra-curricular during budget season
❖ Family support (interest), demographics
❖ Camaraderie & positive environment

Q1: On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District education and preparation of students for each of the following… Teachers			
Audience	Teachers (Average)	Community (Average)	Board (Average)
Students in the Baldwinsville Central School District high school should be required to complete <u>at least one internship</u> before graduation.	3.3	1.6	3.1
Students in the Baldwinsville Central School District high school should have the option to <u>specialize in a career area</u> of their choice.	4.0	3.4	4.1
Students in the Baldwinsville Central School District high school should have more opportunities to <u>earn college credit</u>.*	3.0	4.0	3.7

Q2: What recommendations do you have for improving the educational experience with the Baldwinsville Central School District?
Teachers

- ❖ Offering more electives at all levels . Utilizing our resources (teachers) more effectively.
- ❖ Additional electives - maybe even mini-course (9 weeks) style to better address student interests; opportunity for work-study; 20% time - career & interest exploration with the requirement of producing a final project; hire more teachers.
- ❖ Provide more choices/support our non-college bound students & struggling students; Provide advanced opportunities (college/AP credit) by holding to prerequisites - individualized. Reach-out programs for struggling students. Life coaching - adult/student mentors.
- ❖ Provide opportunities for students to explore career choices; Smaller class size; help with social and emotional growth
- ❖ Offer skill based career opportunities similar to the design of ESM (automotive, tech, medical, cosmetology, business, film & graphic design, HVAC, welding, photography
- ❖ I think we need to start at a very early age. Students need support at the first opportunity to help - at the early elementary level, beyond just reading and math. They need to know how to work well in groups; communicate effectively, problem solve - all more important than math. Also - smaller class sizes.
- ❖ Increase teaching staff in order to decrease class size as well as offer more electives to the general student population
- ❖ Create opportunities for students to explore their interests and develop their particular talents through classes (electives) that give them credits. My concern is that the focus on college/career readiness for children undermines the significance of humanities - those areas which we gain understanding of the human race and explore thinking, creativity and the potential of all.
- ❖ For the students who are not successful in the "traditional" path - other offerings need to be made at all levels. Socially promoting students only makes the student feel not worthy, dumb, inferior, etc. in front of their peers.
- ❖ Stop accelerating students after 9th grade and provide a solid foundation of instruction from K-9 in ALL subjects. Basic skills and knowledge are lacking and/or not mastered.
- ❖ Purposeful assessment; partnering with community & businesses in the classroom; using practical tech tools in classroom (Google drive; e-mail for all students above grade 5) using social media as a learning tool.

Q2: What recommendations do you have for improving the educational experience with the Baldwinsville Central School District?
Community

❖ Equal college credit to AP choices; standardize grading practices
❖ Universal Pre-k; Guide students to consider careers in fields where there is a demand. Change to cut off date for kindergarten - 12/1 is too late - should be 5 to start.
❖ Lots of opportunity to explore options; Teach your child to read in 100 lessons

Appendix

Baldwinsville Central School District
Community Perceptions Survey
March 17th, 2015 – Draft 2

AUDIENCE SPECIFICATIONS

Geography of Respondents: Baldwinsville School District Resident
Age: 18+

Red = New language added or revised

Blue = Benchmark question from

INTRODUCTION

Thank you in advance for your time and participation in this community effort! This survey is designed to determine the community perception of the Baldwinsville Central School District. The survey will take approximately 10 minutes to complete. Upon submitting the survey, you will have the opportunity to enter into a raffle to win one of (4) $25 Amazon gift cards. Results are anonymous and will be reported in aggregate. We appreciate your input.

Click here to begin the survey.

SCREENER QUESTIONS:
1. Are you a resident in the Baldwinsville Central School District?
    a. Yes
    b. No (THANK & END)

2. Which of the following best represents your age?
    a. Under 18 (THANK & END)
    b. 18-24
    c. 25-34
    d. 35-44
    e. 45-54
    f. 55-64
    g. 65-74
    h. 75 years or older

3. Have you ever lived outside the Baldwinsville Central School District as an adult?
    a. Yes
    b. No

4. Did you attend the Baldwinsville Central School District?
    a. Yes
    b. No

5. (IF YES) Did you graduate from the Baldwinsville Central School District?
    a. Yes
    b. No

6. Are you a current or former employee of the Baldwinsville Central School District?
    a. Yes, I am a current employee
    b. Yes, I am a former employee
    c. No

7. (IF YES) Are/were you part of the instructional staff within the District?
    a. Yes
    b. No

8. Do you have children?
    a. Yes
    b. No

9. (IF HAVE CHILDREN) Which of the following statements best applies to you regarding your children? SELECT ALL THAT APPLY.

    a. I have a pre-school aged child or children who will attend the Baldwinsville Central School District in the future.
    b. I currently have a child or children attending the Baldwinsville Central School District.
    c. I have an adult child or children who graduated from the Baldwinsville Central School District.
    d. I have a child or children who does/did NOT attend the Baldwinsville Central School District.

Q9a. (IF Q9=D / OUT OF DISTRICT) What school does/did your child attend out of the district? (Open-Ended)

Q9b. (IF Q9=D / OUT OF DISTRICT) Why did you select out of district schooling? (Open-Ended)

MAIN SURVEY:

Branding/Perception

10. What is the first word or phrase that comes to mind when you think about the Baldwinsville Central School District? (Open-Ended)

11. Do you think Baldwinsville Central School District performs…
    a. Better than other area school districts
    b. The same as other area school districts
    c. Worse than other area school districts

12. (IF BETTER OR WORSE) Why do you think the Baldwinsville Central School District is (better/worse) than other area school districts?

13. (IF LIVED OUTSIDE OF DISTRICT AS ADULT) On a scale of 1 to 5 where "1" is "Not at all significant" and "5" is "Significant", to what extent did the Baldwinsville Central School District impact your decision to move to the Greater Baldwinsville area?

Not at all significant   Significant
1   2   3   4   5

14. What does the Baldwinsville Central School District do best? (Open-Ended)

15. What makes the Baldwinsville Central School District unique compared to other area Districts? (Open-Ended)

16. What can the Baldwinsville Central School District improve on? (Open-Ended)

17. Do you think the Baldwinsville Central School District needs to change to meet the needs of today's students, or do you think it is currently meeting the needs of today's student's?
    a.   Needs to change
    b.   Already meets needs
    c.   Don't know

Education/Preparation

On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District education and preparation of students for each of the following...

Strongly Disagree   Strongly Agree
1   2   3   4   5

18. Students in Baldwinsville Central School District elementary schools are adequately prepared to succeed in middle school.
19. Students in Baldwinsville Central School District middle schools are adequately prepared to succeed in high school.
20. Graduates of the Baldwinsville Central School District are well-prepared for post-graduation career opportunities.
21. Baldwinsville Central School District high schools should place more emphasis on preparing all students to attend college.
22. Students in Baldwinsville Central School District high schools should receive more education about potential career choices.
23. Students in Baldwinsville Central School District high schools should have the option to specialize in a career area of their choice.
24. Baldwinsville Central School District high schools should focus on preparing students for career fields with more employment opportunities.
25. Students in Baldwinsville Central School District high schools should be required to complete at least one internship before graduation.
26. Students in Baldwinsville Central School District high schools should have more opportunities to earn college credit
27. Students in Baldwinsville Central School District high schools should have more opportunities to earn credit through completion of online courses.

For ratings of 1 or 2, ask "Why"

On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District students and their future.

Strongly Disagree   Strongly Agree
1   2   3   4   5

28. A Baldwinsville Central School District high school graduate is ready for the workplace.
29. A Baldwinsville Central School District high school graduate is ready for college.

30. What could the Baldwinsville Central School District do to improve the quality of its education?

Research & Marketing Strategies (RMS)   Ask. Listen. Solve.   3

Research & Marketing Strategies (RMS)   Ask. Listen. Solve.   4

31. On a scale of 1 to 5 where "1" is Very Unimportant and "5" is Very Important, please rate how important you believe a college education is today.

Very Unimportant				Very Important
1	2	3	4	5

DEMOGRAPHICS & RESPONDENT INFORMATION

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

   a. Did not graduate high school
   b. High School diploma
   c. Some college
   d. Associate (2-year) degree
   e. Bachelor (4-year) degree
   f. Graduate Degree

33. How many total years have you lived in the Baldwinsville Central School District?

   a. Less than 1 year
   b. 1 to 2 years
   c. 3 to 5 years
   d. 6 to 10 years
   e. 11 to 20 years
   f. More than 20 years

34. How many people reside in your household?
   _____

35. How many children under the age of 18 reside in your household?
   _____

36. (IF CHILDREN ATTEND BCSD) Which of the following schools has your child or have your children attended?

   a. Elden Elementary
   b. McNamara Elementary
   c. Reynolds Elementary
   d. Palmer Elementary
   e. VanBuren Elementary
   f. Ray Middle School
   g. Durgee Junior High School
   h. Baker High School

37. What additional comment(s) would you like to share with the Baldwinsville Central School District?

38. Are you...

   a. Male
   b. Female
   c. Refused

END SCREEN

39. That concludes the survey. As a thank you for your participation, we are offering the chance to win one of (4) $25 Amazon gift cards. Winners will be chosen at random. Would you like to be entered into the raffle?

   a. Yes
   b. No

40. (IF ENTERED SWEEPSTAKES) Please provide your name and email address. We will notify the winners of the gift cards by email address.

We thank you for your time and thoughts today! Please click the red submit button below to complete your survey.

BCSD Community Perception Research
Focus Group Moderator's Guide
April 15th, 2015 – Final

Focus Group Overview:

Audience	Date	Location	Time (Local)
• Board of Education • Community Members • Instructional Staff	• April 18th, 2015 • TBD • TBD	RMS QualiSight Research & Marketing Strategies, Inc.	• Arrive 8:30am, Begin 9:00am, End 11:00am • TBD • TBD

RMS will seat roughly 8 participants for the community members and instructional staff focus groups. The board of education focus group will have approximately 10 participants.

Participant Qualifications:
- Board of Education
  o Member of the BCSD Board of Education (Q6)
- Community Members
  o Resident of the BCSD (Q1)
- Instructional Staff
  o Current BCSD employee with instructional responsibilities (Q6)

Recruit a Mix of:
- Households with and without children who are attending/have attended the BCSD (Q9)
- Households with children who are attending/have attended a school outside the BCSD (Q9)
- Ages from 18 to 75+ (Q2)
- Education Status (Q32)
- Gender (Q38)

Breakdown of Content: The focus group will begin with a five to ten minute warm-up where the group is introduced to the 90-120 minute process and individual introductions take place to get everyone accustomed to the session. The second section will involve a discussion regarding the current state and perception of the importance of education. The third section of the group will focus on the participants' perception of the BCSD. The fourth section will include a discussion regarding the education and education options of BCSD students. A conclusion will follow, allowing the participants time to provide any additional thoughts on the topics discussed during the focus group.

Duration: 90-120 minutes

Focus Groups   Page 1

Focus Group

1	Introduction	10 Minutes	9:00 AM

(PP) Have group complete Participation Packet Activity 1. This should be filled out while the welcome and approach, logistics and rules, and confidentiality are explained by the moderator.

Welcome and Approach:
- Have participants complete Activity 1 as they are waiting for the group to begin.
- Welcome everyone and thanks for coming today! A focus group is qualitative research, done to gather opinions and perceptions. I work for a market research firm, Research & Marketing Strategies (RMS) in Central New York. Our firm has been hired by the school district to conduct this session and hear your feedback. I do not work for the district so I may ask for an explanation or ask you to be more specific with what you are talking about. Today you are the experts. We will be chatting about your perception of education, and more specifically, BCSD. This work is part of the strategic approach to looking at mission/vision and looking at changing ideas. Superintendent Hamilton is using a number of approaches to engage the community, parents, staff, business leaders and students in learning how the district can best help students meet their full potential. [Mention: online survey, listening sessions, telephone survey, etc.]
- (Group 2 & 3 only) Explain that participants were selected randomly from a list of qualified individuals.
- At no time will anyone try to sell you anything, this discussion is for research purposes only.
- (Group 2 & 3 only) Your $50 honorarium will be distributed at the conclusion of the discussion at the registration desk.
- Ask people to turn off cell phones and use bathroom if necessary (explain locations of bathrooms).
- Participants have a job to do – they need to share their thoughts and opinions related to the topics we are discussing. Everyone needs to participate in the discussion.

Logistics and Rules:
- The discussion will be broken down into specific areas that I will guide you through.
- Introduce audio recording and video recording – for research purposes and report writing only. Mention school district administrators (and board members) along with RMS analysts in back room through one-way mirror.
- I ask that you speak loudly and clearly and try not to interrupt someone when he/she is talking. The final report is prepared from findings summarized in aggregate - your name won't be tied to anything we discuss – please speak freely about your thoughts and opinions.
- With a focus group there are no wrong answers. I'll look to hear from everyone in the group, if you hear something and you agree, please let me know that, should you disagree, let me know that too.
- This group should take approximately 90-120 minutes. As we move through sections of the discussion, I will ask you to refer to your Participation Packet which has specific written activities tied to our discussion. Please do not move ahead in the packet unless I direct you to. Also, please write legibly.

Confidentiality:
- There is no guarantee that the new idea concepts we discuss today will be implemented by the district. However, we are looking to understand your thoughts and perceptions which might be explored for implementation in the future. As a key stakeholder (constituent), we need your feedback in this strategic process. This is an opportunity for you to express things that you would like to see in the future or express concerns about the district's current activities.
- It is important for you to remember that today's discussion is confidential. If someone asks what you did today, please feel free to say "I participated in a group discussion regarding the Baldwinsville School District's mission/vision and strategic focus." Please DO NOT share more, nor discuss the names

BCSD Focus Groups (Spring 2015)   Page 2

Focus Group

of anyone else in the discussion. Finally, the moderators will discuss the young maiden and old lady optical illusion. The intent of this exercise is to explain to the participants that there is no such thing as a wrong answer in a focus group. Ensure that there are no additional questions before moving to the next section.

1	Current State & Importance of Education	20 Minutes	9:10 AM

(PP) Have group complete Participation Packet Activity 2. Activity 2 will inquire about the participants' perception of the current state of the NYS education system in general (not specific to BCSD) and any issues foreseen with the evolution of the public education system (specific to the impact on students, teachers, and staff). It will ask participants to indicate 5 things that the education system in New York State is doing well, and to circle the one item they believe the State is doing the best. Participants will also be asked to note 5 things the education system in New York State needs to improve on, and to circle the one item they believe the State needs to improve the most. Participants will be asked to provide recommendations for improving the area that needs the most attention.

1. What is the education system in New York State doing well? Go around room. List.
2. Is the education system in New York State meeting the needs of students? Yes/No. Why/why not? Hand count.
3. Ask participants to rate the NYS education system on a scale from 1 to 5 with 1 indicating not at all and 5 being fully meeting needs. Log rating on white board.
4. What does the education system in New York State need to improve on? Why?
5. What are the biggest issues you foresee in the future with education? Are there negative issues impacting education? Yes/No. (IF YES) What can be done to avoid or minimize those issues?
6. What recommendations do you have for improving the education system in New York State?
7. How important is it that students have a college education today? Why/why not?

2	School District Perception	30 Minutes	9:30 AM

(PP) Have group complete Participation Packet Activity 3. Activity 3 will inquire about what comes to mind when the participant's think about the BCSD, how well the District performs, and what makes the BCSD unique compared to other local school districts.

OVERALL PERCEPTION:

1. What is the first word or phrase that comes to mind when you think about the BCSD? Why do you feel that way? Go around room.
2. In general, how do you think BCSD performs in comparison to other local school districts? Better, worse, same.
3. What makes BCSD unique compared to other local districts? Why?
4. What is the BCSD known for? Why?
5. Do you feel that the BCSD is meeting the needs of today's students? Yes/No Do you think it needs to change? Yes/No How so? Explain.
6. What does the BCSD need to improve upon to be more successful in educating students?

SCHOOL DISTRICT PERFORMANCE:

Focus Group

7. How well do you feel the BCSD prepares students to succeed in elementary school? Why? 1-10 scale. Hand count. Write on board.
8. How well do you feel the BCSD prepares students to succeed in middle school? Why? 1-10 scale. Hand count. Write on board.
9. How well do you feel the BCSD prepares students to succeed in high school? Why? 1-10 scale. Hand count. Write on board.
10. How well do you feel the BCSD prepares students to succeed in post-graduation opportunities? Why? 1-10 scale. Hand count. Write on board.
11. Is BCSD effectively preparing individuals for college? Explain.
12. Is BCSD effectively preparing individuals for the workplace? Explain.
13. What influences your perception of the school district?
14. How aware do you believe Baldwinsville residents are of the district's scores? Graduate enrollment into elite colleges? Extent of Advanced Placement Programs being offered? How important are these factors to the perception of the district? (1 to 5, 1=not at all; 5=very)
15. What else impacts the community's perception of the district?

3	Education Options for BCSD Students	30 Minutes	10:00 AM

(PP) Have group complete Participation Packet Activity 4. Activity 4 will inquire about the participants' perception of pathways learning and internship completion as part of graduation requirements. It will ask them to rate their level of agreement with the importance of including an internship component as part of graduation requirements. It will also provide a description of a pathways approach to learning, and ask them to rate their perception of the effectiveness this approach would have within the BCSD. Additionally, the packet will ask participants to rate both college credit and online course learning options. The final question of the exercise will be "what recommendations do you have for improving educational experience with the BCSD?"

INTERNSHIPS:

Description: Internships would be the equivalent of a half-day, every day, for half a school year. This could potentially be a full-day internship for half a school year. Overall, this would be similar to college internships.

1. If the completion of an internship was a mandatory component of graduation requirements, what effect do you think it would have on the post-graduation success of students? Why?
2. How much involvement should the school district have in coordinating internships? Why?

PATHWAYS:

3. Is there enough focus on potential career paths? When should students start learning about potential careers? Or Pathways? At what age? During what school year?
4. Should the school district put emphasis on career fields that have better employment opportunities?
5. Are individuals aware of the State Education Pathway model for school districts? The model creates a more structured approach for engaging students to chart personalized pathways to college and a career.
6. Would a pathways approach to learning be an effective learning approach for the BCSD?
7. In what grade should students opt-in to a pathway?

Focus Group

8. How could BCSD implement a pathway approach to learning? What would that look like? **Probe on building/teacher/resources allocation.**

COLLEGE CREDITS:

9. Should the school district offer more opportunities for students to obtain college credits while still in high school?
10. Are there particular colleges that the school district should look to partner with for course curriculum?

ONLINE LEARNING:

11. Should the school district offer opportunities for online learning? Y/N Do you think high school curriculum should be offered online? If yes, how much (ask for percentage)? What subjects? How so?
12. Should the district promote online college courses? Why or why not?
13. If incorporating online learning, how much time should be spent in-person vs. online? Is there a maximum amount of online or online/hybrid courses that students should be allowed to enroll in?
14. At what grade level should this type of learning model be offered?

OTHER LEARNING METHODS/MODELS:

15. Are there any other unique learning models that you think the BCSD should explore for students? **Explain.**

4	Conclusion	10 Minutes	10:30 AM

MODERATOR WILL STEP INTO CLIENT VIEWING ROOM.

1. Do you have any final comments about the topics that were discussed today? OPEN-ENDED.
2. Thank them for their time and attendance. Direct them to the registration desk to receive their $50 honorarium. Also mention they will be signing a release form which is an agreement to confidentiality and a confirmation that they did receive their $50 cash.

BCSD Focus Groups (Spring 2015)   Page 5

Participant Packet

Thank you for coming!
We're glad you are here!

Please turn to the next page and complete Warm-Up Activity 1 while we wait for the discussion group to begin.

Activity 1

1. Name (First & Last): _____

2. What is your favorite TV show? _____

3. What do you see in the picture below?

   _____

   _____

Thank you! Please sit quietly until the group begins.

STOP

THIS IS THE END OF THIS ACTIVITY. PLEASE DO NOT TURN THE PAGE.

Activity 2

1. On a scale of 1 to 5, with 1 being 'poor' and 5 being 'excellent', how would you rate the overall performance of the New York State education system?

Poor				Excellent
1	2	3	4	5

2. What does the New York State education system do well? (List below, then circle the one that the New York State education system does best)

1) _____

2) _____

3) _____

4) _____

5) _____

3. What does the New York State education system need to improve upon? (List below, then circle the one that needs most improvement)

1) _____

2) _____

3) _____

4) _____

5) _____

STOP

Activity 3

1. What is the first word or phrase that comes to mind when you think of the Baldwinsville Central School District?

_____

2. Do you think Baldwinsville Central School District performs...
   a. **Better** than other area school districts
   b. **The same** as other area school districts
   c. **Worse** than other area school districts

3. What makes the Baldwinsville Central School District unique compared to other local school districts?

_____

_____

STOP

Activity 4

1. On a scale of 1 to 5 where "1" is Strongly Disagree and "5" is Strongly Agree, please rate your overall level of agreement regarding the Baldwinsville Central School District education and preparation of students for each of the following...

   a. Students in the Baldwinsville Central School District high school should be required to complete <u>at least one internship</u> before graduation.

Strongly Disagree				Strongly Agree
1	2	3	4	5

   b. Students in the Baldwinsville Central School District high school should have the option to <u>specialize in a career area</u> of their choice.

Strongly Disagree				Strongly Agree
1	2	3	4	5

   c. Students in the Baldwinsville Central School District high school should have more opportunities to <u>earn college credit</u>.

Strongly Disagree				Strongly Agree
1	2	3	4	5

2. What recommendations do you have for improving the educational experience with the Baldwinsville Central School District?

   _____

   _____

   _____

THIS IS THE END OF THE PARTICIPATION PACKET. THANK YOU FOR YOUR PARTICIPATION.

The information contained in this study has been obtained from primary sources and/or was furnished directly from the clients listed in this report. All source materials and information so 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, and therefore all of the information contained herein, and upon which opinions have been based, have 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 from the client. 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' 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 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_   Date: June 5th, 2015
            Mark Dengler, President
            Research & Marketing Strategies, Inc.

RMS
Research & Marketing Strategies

Email: ChrisC@RMSresults.com

Phone: 1-866-567-5422

Web: www.RMSresults.com

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Join the thousands of RMS View**Point** members on our research panel that get paid to participate in market research surveys, focus groups, and other studies. Are you interested in joining? Visit us here:

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Appendix C

Foundational Data / Planning Documents – 2012 Graduate Survey

Baldwinsville Central School District

Graduate Survey (Classes 2005 through 2012)

Winter 2012-2013

HOME OF THE
BEES

CLASS OF 1991

RMS Analytics

Ask • Listen • Solve

Prepared by:
Research & Marketing Strategies, Inc
15 E. Genesee Street, Suite 210
Baldwinsville, NY 13027
Tel: 315.635.9802
www.RMSresults.com

Prepared for:
Jeanne Dangle
Superintendent of Schools
Baldwinsville Central School District
29 East Oneida Street
Baldwinsville, NY 13027

Online Graduate Survey
Summary Report

Background & Methodology

Dashboard & Executive Summary
Survey Results
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Online Graduate Survey

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❖ In December of 2012, Baldwinsville Central School District partnered with Research & Marketing Strategies (RMS) Inc. to conduct an online survey with recent Baldwinsville Central School District graduates. The objective of the research was to obtain primary feedback from the 2005 through 2012 graduates of C.W. Baker High School regarding their current life state status (employment, enrollment into college, military, workforce, travel, etc.), evaluating how this "actuality" compares with their expectations. Secondary objectives of the research included determining how well the graduates felt their secondary school experience (within the BSD) prepared them to meet the new *life skill demands* of the 21st Century, as well as obtaining their suggestions for program content enhancements and class offerings. In addition to the main survey content, the survey also collected the information of students willing to participate in a research panel that that can serve as a ready contact database for future BSD interaction and surveying.

❖ In order to provide all students with an opportunity to participate, an introductory letter was sent from the superintendent office's to each graduate's last known mailing address. The introductory letter served as either a survey invitation for the graduate or as a way to collect the graduate's current contact information from the graduate's parents/guardians. Follow- up emails were sent to graduate's whose information was submitted. A total of 3,678 letters were sent to recent graduates (all available addresses). Additionally the survey link was published on the BCSD website and social media pages. The survey fieldwork lasted from December 17th, 2012 through April 22nd, 2013. A total of 269 surveys were completed by graduates.

Graduation Year	Completes
2005	20
2006	27
2007	36
2008	35
2009	34
2010	34
2011	44
2012	39
Total	269

❖ This report summarizes the findings of the survey. Questions about its contents can be directed to Chris Coville, Senior Research Associate, Research & Marketing Strategies, Inc. at 315-635-9802 or ChrisC@RMSresults.com.

Background & Methodology

Dashboar d & Executive Summary

Survey Results

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Online Graduate Survey

RMS

Satisfaction & Comparison to Other Schools

Satisfaction with Education

85%

Graduates that were satisfied (4 or 5) on a scale of 1 to 5 with the education they received at BCSD.

Compared to Other Schools

76%

Graduates that felt their C.W. Baker education was better compared to other high schools.

Satisfaction with 21st Century Skills*

Top 3 Skills with Highest Satisfaction

1) Reading (77%)
2) Teamwork and collaboration (71%)
3) Writing Skills (70%)

* Percent satisfied (4 or 5) on a scale of 1 to 5.

Bottom 3 Skills with Lowest Satisfaction

1) Personal Finance (27%)
2) Public Speaking & Presentation (45%)
3) Specialized (related to career) (45%)

* Percent satisfied (4 or 5) on a scale of 1 to 5.

Learning and Innovation Skills

Life and Career Skills

Core Subjects and 21st Century Themes

Information Media, and Technology Skills

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Online Graduate Survey

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Preparation for Post-High School Life

Prepared for Post-High School

75%

Graduates that indicated they were prepared (4 or 5) on a scale of 1 to 5 for their post-high school plans.

College/Career Readiness – Math

67%

Graduates who stated they were math ready (4 or 5) on a scale of 1 to 5.

College/Career Readiness – Reading & Writing

79%

Graduates who stated they were reading and writing ready (4 or 5) on a scale of 1 to 5.

Areas of Opportunity for BCSD

Visual Representation of "life skills" that respondents felt graduates were lacking.
Larger font words indicate a higher percentage of mentions. In depth responses start on page 51. Image generated from Wordle.net

> **How satisfied are graduates with their Baldwinsville Central School District education?**

Most respondents had a **moderate to high level of satisfaction with the education** they received at Baldwinsville Central School District. Eighty-five percent (85%) of respondents stated their satisfaction with the education was either a 4 or 5 (on a scale of 1 to 5). When respondents were asked to reflect on their experiences with other college classmates and colleagues in the workplace, **76% of respondents indicated they felt the C.W. Baker High school education was either somewhat better or significantly better** than what others received.
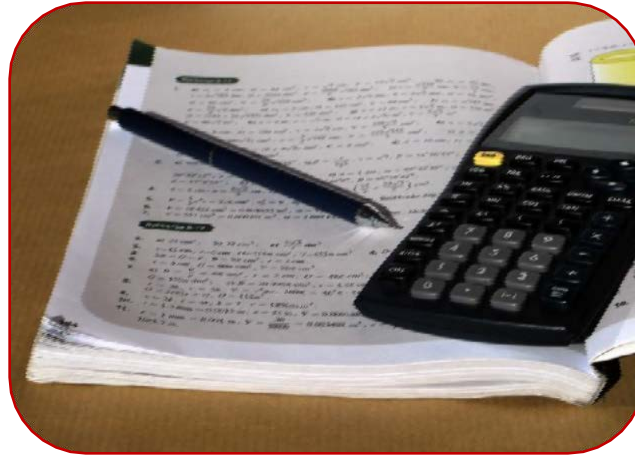
Did the graduates feel well prepared?

For the most part, respondents indicated a high level of readiness for their post-graduate life. **Three-quarters of respondents indicated they were prepared** for their post-high school life. With regards to being college/career-ready in specific disciplines, **67% of respondents indicated they were math-ready** while **79% indicated they were reading and writing-ready**.

Did the students do what they say they would do after graduation?

Nearly **half (44%) of the BCSD graduate respondents indicated their career path or expectations have changed** since they graduated. Among those who indicated their career path or expectations changed, most indicated that it was due to a **change in the subject they were majoring in** at college. Respondents also indicated they **changed their overall career** course (which frequently was a result of the major change) or that they were **working a different job than what they had originally expected**.

What are the graduates doing after 4 years?

Graduation Years: 2005 to 2008

Among respondents who graduated from Baldwinsville Central School District in 2008 or prior, **7% have completed a two-year program, while 76% have completed a four-year program, and 12% have completed a graduate program**. Additionally, 8% have completed a training/certificate program. Thirteen percent of respondents (13%) indicated they haven't completed any sort of college or training program, however half of those individuals are currently enrolled in a program. Only 3% of the respondents indicated they are not currently enrolled in a program, nor have they completed a program. Among the same group of graduates (2005 to 2008), 61% are currently employed full-time, 25% part-time and 14% are unemployed. However, adjusting for those who are not currently enrolled in a program, these **employment numbers** increase to **80% full-time, 14% part-time and 6% unemployed**.

2-Year
4-Year
Graduate
Cert/Training

0%   50%   100%

6%
14%
80%

■ Full-Time
□ Part-Time
■ Unemployed

Online Graduate Survey
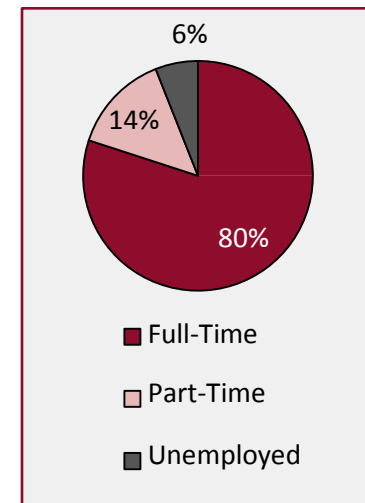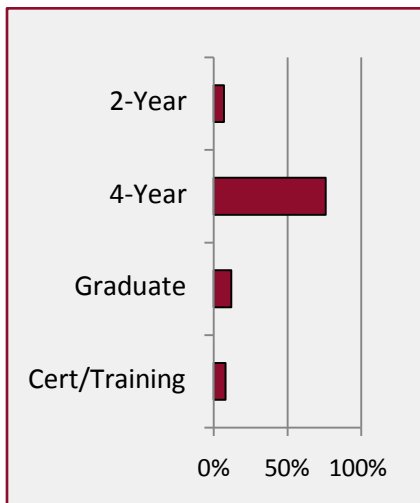
What classes/programs ~~were the most helpful?~~

Among the classes that were most helpful to graduates, respondents frequently mentioned **A.P. (Advanced Placement) courses**, noting that they were essentially college-level courses which helped prepare them by knowing what to expect. Additionally, a handful **specific instructors** were mentioned frequently, with graduates indicating that the teacher was instrumental in helping them learn and become prepared for post-BCSD studies. Respondents also mentioned individual classes, particularly ones that were **applicable to their future college major and/or career path**.

What programs/classes would they suggest for future students?

Respondents felt that graduates most commonly lacked **financial skills (applicable to the "real world")** and/or **public speaking and presentation skills**. These two factors also appeared lacking when respondents were provided with a list of 21st century skills. Public speaking and financial skills resulted in the lowest levels of satisfaction on the list with regards to C.W. Baker High School's ability to prepare students. In addition to those two areas, graduates reaffirmed the **helpfulness of the A.P. classes** and suggested expanding on their availability. Respondents also suggested courses relating to **college and/or career exploration and selection** (noting they were unaware of the many opportunities available).
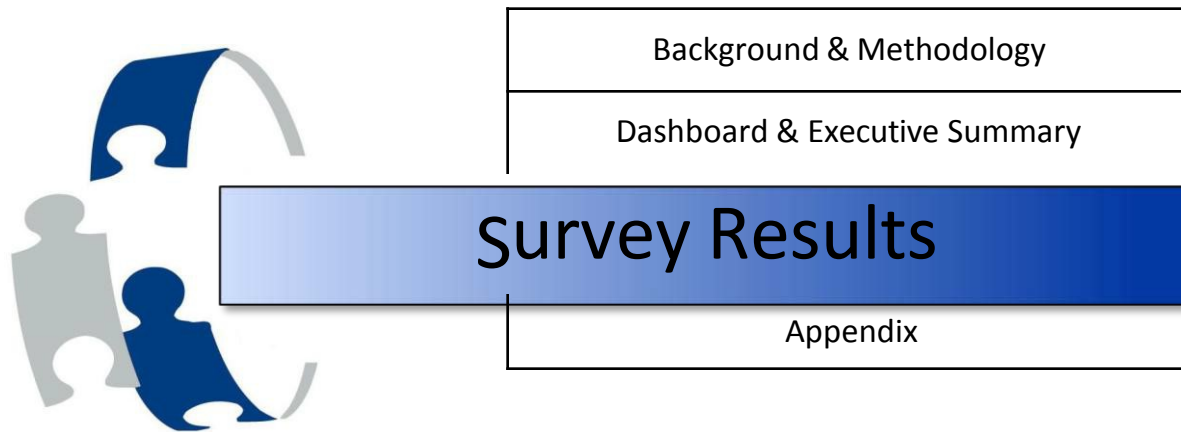
Background & Methodology

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Appendix

Q2: In what year did you graduate from C.W. Baker High School?
n269; Single Response

Online Graduate Survey

Q3: Overall, how satisfied are you with the education you received at C.W. Baker High School?
n269; Single Response

| %5% | 9% | 45% | 40% |

0% 20% 40% 60% 80% 100%

☐ Not at all satisfied (1) ☐ 2 ☐ 3 ☐ 4 ■ Very satisfied (5)
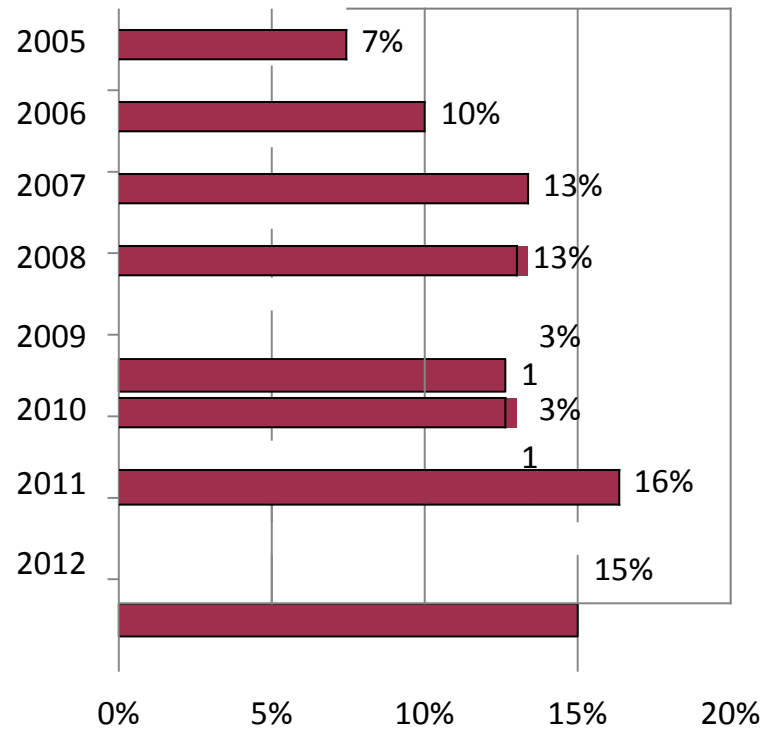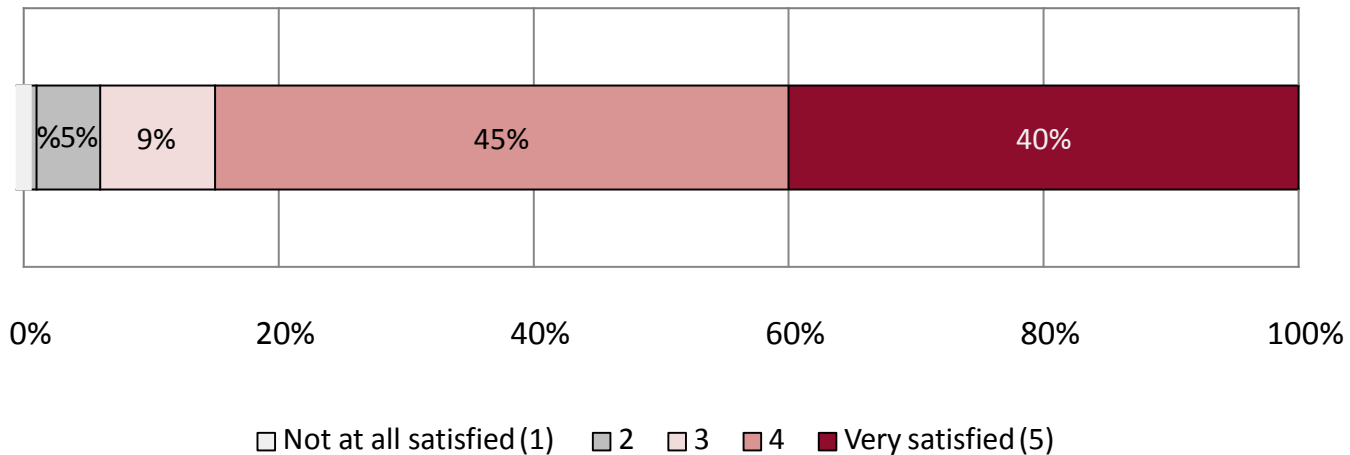
Year	TOTAL	2005	2006	2007	2008	2009	2010	2011	2012
n	269	20	27	36	35	34	34	43	39
% 4 to 5	85%	100%	85%	86%	83%	82%	88%	86%	80%

Q4: How engaged would you say you were with high school?
n269; Single Response

	4%	5%	20%	36%	35%

0%   20%   40%   60%   80%   100%

☐ Not at all engaged (1)   ☐ 2   ☐ 3   ☐ 4   ■ Very engaged (5)
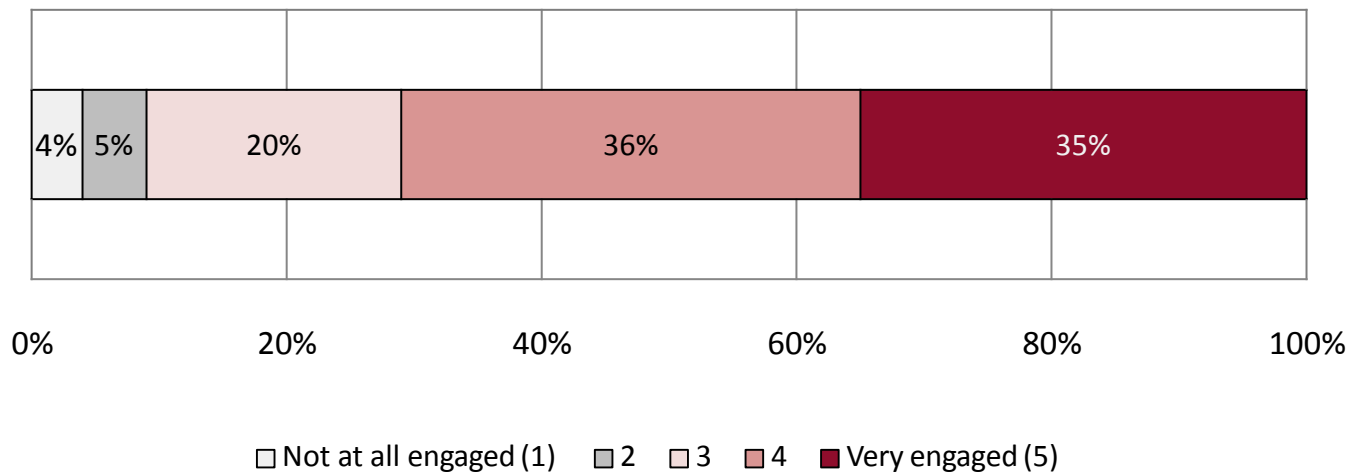
Year	TOTAL	2005	2006	2007	2008	2009	2010	2011	2012
n	*269*	*20*	*27*	*36*	*35*	*34*	*34*	*43*	*39*
% 4 to 5	71%	75%	59%	83%	69%	68%	74%	72%	67%

Online Graduate Survey

Q5: Overall, how college/career ready did you feel you were with math skills when you graduated from C.W. Baker High School?
n269; Single Response

| | 3% | 8% | 22% | 33% | 34% |

0%   20%   40%   60%   80%   100%
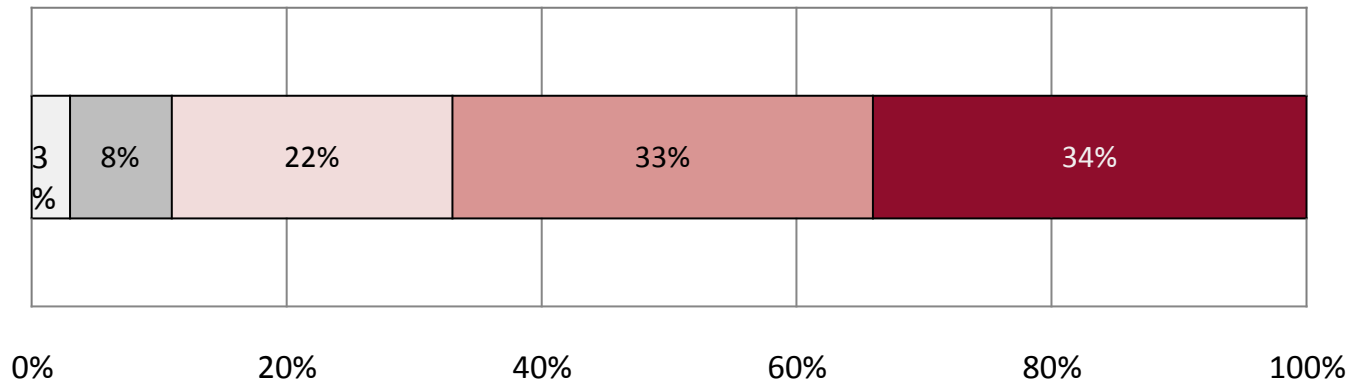
☐ Not at all ready (1)   ◻ 2   ☐ 3   ◻ 4   ■ Very ready (5)

Year	TOTAL	2005	2006	2007	2008	2009	2010	2011	2012
n	269	20	27	36	35	34	34	43	39
% 4 to 5	67%	80%	37%	72%	57%	80%	71%	70%	64%

Online Graduate Survey

Q6: Overall, how college/career ready did you feel you were with reading and writing skills when you graduated from C.W. Baker High School?

n268[1]; Single Response

| | 2% | 3% | 16% | 35% | 44% |

0%   20%   40%   60%   80%   100%

☐ Not at all ready (1)   ☐ 2   ☐ 3   ☐ 4   ■ Very ready (5)
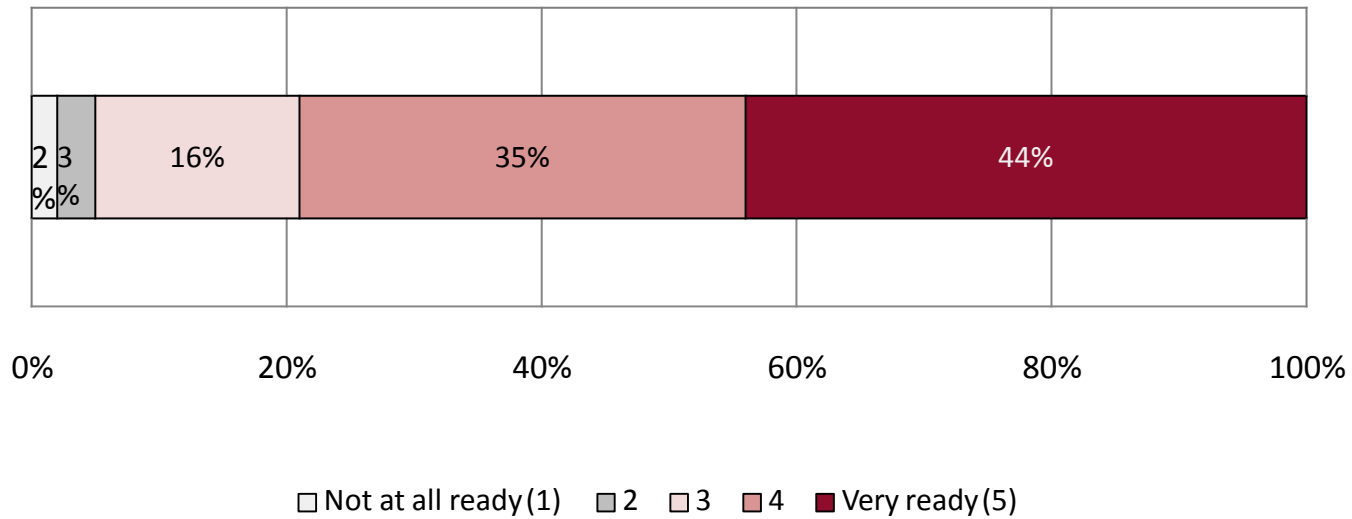
Year	TOTAL	2005	2006	2007	2008	2009	2010	2011	2012
n	268	20	27	36	35	34	34	43	39
% 4 to 5	79%	90%	78%	81%	74%	82%	74%	81%	77%

[1] 1 No Reply

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Online Graduate Survey

Q7: How well do you feel that C.W. Baker High School prepared you for your post high school plans?
n269; Single Response

□ Not at all prepared (1) □ 2 □ 3 □ 4 ■ Very prepared (5)
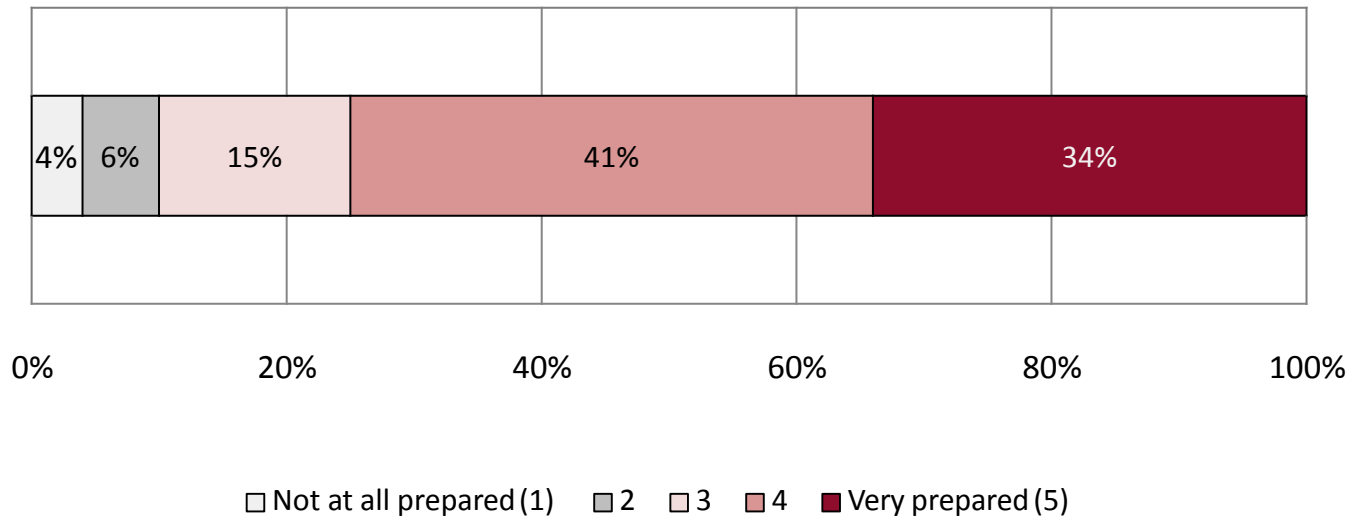
Year	TOTAL	2005	2006	2007	2008	2009	2010	2011	2012
n	269	20	27	36	35	34	34	43	39
% 4 to 5	75%	95%	67%	78%	71%	71%	82%	70%	74%

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Q8: Why did you rate the question that way?

n179; Open-Ended

Rating of 5 (Very prepared)

➢*I graduated with confidence in my academic abilities, and I have never felt unprepared for a college assignment.*

➢*Working closely with teachers and the guidance department, it helped me become more aware of what post-graduate life would be like.*

➢*I was an honors and AP student and the course at Baker had a certain level of difficulty that was manageable for high school students, but provided a basis as to what to expect in college.*

➢*I have been very successful in my 5 semesters at Cornell University.*

➢*I've had no issues adjusting to adult life.*

➢*I had a very smooth transition from high school to college. My major was music education and with the music department at Baker, it had me beyond prepared for college.*

➢*AP classes were tough enough that introductory college coursework was not overwhelming.*

➢*I have graduated with honors as an undergrad. I have almost a 4.0 in graduate school.*

➢*I am studying ceramics at Alfred University. Mr. Miller was very helpful and influential in my pursuits. I was very ready to study ceramics.*

➢*Mrs. Foote really helped me choose a career path and there were classes I could take pertaining to the major I planned on studying in.*

➢*Because that is how I feel.*

➢*Because that's how I feel. The school didn't teach me about life skills they only taught me school skills. Waste of time.*

➢*Homework teaching time management, organization, and preparation planning. Research papers done in school prepared me for writing them in college.*

➢*I did well in college.*

➢*My education at Baker was invaluable to graduating with honors at SUNY Oswego and having a very successful study abroad year in Japan.*

➢*After having been involved at Baker I was ready to enter college and join numerous groups and make friends through extracurricular activities.*

➢*Career Resource Center and Guidance Counselors helped lead me on the right path for college!*

➢*Took several AP courses, had help with the college application/selection process.*

➢*There were a lot of electives available that allowed me to start preparing for my future. I went to college for biology so I took physics and field biology during my senior year. I feel very lucky to have attended a school where there were so many opportunities.*

➢*I felt that I was well prepared to know what I wanted to do after college and was one of the few people who didn't change majors in college. I knew what I wanted to do when I left Baker and I am currently doing very well working in my field.*

➢*I went to a four year college and BCSD's AP and honors courses were very challenging and taught by very proficient teachers. Particularly the math department (which was never my strong suit) was very challenging. When I attended college with plenty of students who had attended prestigious private high schools, I was ahead of almost all of the non-math majors in understanding of pre-calculus and calculus.*

Rating of 5 (Very prepared) (Continued)

➢ The assignments given to me in high school challenged me to think and read critically. In college I have felt comfortable writing research papers.

➢ Teachers and Guidance Counselors took the time to go over all the steps it took to get our information to colleges we wanted to apply to and explained the whole process from start to finish.

➢ Baker gave me an easy transition into college. It pushed me just hard enough to know what to expect for college.

➢ I felt very prepared to head off to college.

➢ Had good guidance on what to do to get ready for college.

➢ They made sure we planned a great future and pushed college life in high school.

➢ :)

➢ The career resource center helped me with my college application and made sure everything was correct and proof read before they were submitted. Also, the school offered a variety of different classes (tech, cooking, economics etc.) and upper level AP courses so that we were prepared for a wide variety of college courses.

➢ I felt confident that I would have the personal and education-based skills to get me through college.

➢ I didn't have any trouble adjusting to college curriculum, although I did take several AP and honors courses which most likely helped

➢ I was ready for college.

➢ I felt I had a great background knowledge in the basic skill sets needed for my classes at college. I felt that I was very well prepared with study skills and work habits to be successful.

➢ The level of difficulty of classes and the involvement of teachers adequately prepared me for my college courses, especially AP courses offered in high school.

➢ The CRC ladies helped a lot.

➢ Baker High has great staff knowledgeable about resources, teachers that provided excellent training and education, and plenty of college-level classes.

➢ Because I passed out of some required general education requirements at my college as a result of the level of math and english from Baker.

➢ I went to and excelled in science at a great university.

➢ I was well prepared for college coursework. Additionally Baker's offering of AP courses allowed me to fulfill a year of college credit, finish college in three years, and avoid an additional $15,000 of student loan debt.

➢ I had wonderful AP instructors, and all of my teachers tried to help me achieve the best possible educational comprehension I was able to during high school. My high school teachers strongly influenced my decision to pursue a Neuropharmacology degree.

➢ I did very well in at the college level.

➢ College was simple.

➢ I attend a competitive four-year university and have been able to excel in the university's curriculum due to the preparation I was given in high school.

➢ I was well prepared in math, science, and engineering classes from the excellent teaching of PLTW and AP courses.

Rating of 5 (Very prepared) (Continued)

➤The number of college credit classes helped me immensely more than I realized they would while in high school. Talking to people in college now who didn't have those opportunities makes me feel extremely lucky to have graduated from Baldwinsville. Technology classes also gave me quite the edge when beginning the curriculum for computer engineering at Syracuse University. Please keep inspiring students with these programs!

➤The teachers at Baker provided me with a strong background in writing and math skills. I would have been confident in any major in college.

➤Good planning with financial aid and how to complete college applications.

➤It did what it had do and it allowed me to make decisions and go to them when necessary.

➤My post-High School Plans were very specific. I majored in drama/musical theater so most of my college courses dealt with English (reading comprehension/ writing), Art, and Music. The music program at Baldwinsville was Stellar and I had excellent English teachers.

➤If motivated I felt I could apply and have a fair chance getting into any college

➤The project lead the way courses prepared me well for engineering in college.

➤I was pushed in high school harder with higher level courses which made the transition to college level courses a little easier. With the extra college credits earned in high school I was able to take more classes in college and I was able to register for classes before 99% of my classmates which guaranteed I got into the courses/time slots that I wanted

➤I feel that I was very ready emotionally and academically for college..

➤The people at the CRC were fantastic

➤I felt prepared and was successful in college. The advanced/honors and AP classes were particularly helpful.

➤The guidance team and career center were very helpful. We could use the computers to research schools and go through binders of info from different colleges

➤As a student who participated in Honors and AP courses, I feel that I was very well prepared for my collegiate career. Even after not completing a series in Honors/AP mathematics, I went on to complete four levels of calculus through my engineering curriculum.

➤Baker offered AP courses and I took several, saving me a year of college :)

➤I was able to take AP classes which prepared me for college-level work and provided me with college credit. Numerous professors commented on my preparedness for college level writing.

➤The CRC was helpful with applications and scholarship information.

➤My personal education values were very high throughout high school and this continued into college.

➤The transition to college was no problem, but I didn't have the ADD, etc. that my brother does. I have always been an honor student, and school came easy.

➤Walking into college I felt completely prepared for the workload and the pressures that came along with college.

➤Each instructor informed me about opportunities and offered help for planning steps in my college career.

➤I felt high school prepared me very well for college. A lot of my peers felt their college education was drastically different from high school; however the transition was easy for me.

➤The school's teachers were very helpful and responsible.

Rating of 5 (Very prepared) (Continued)

➢ _The classes that I took at Baker prepared me for college. The amount of responsibility that the teachers placed on me during high school prepared me for that of college._

➢ _I was involved with a few activities but fully engaged in those I was a part of. I thought the classes were really good. Also, talking with other students, we had opportunities here not many other people had._

➢ _I have had success in my college career so far and a lot of that is based on the education I received from C.W. Baker High School._

➢ _I was accepted into my choice of college and now have a successful career._

➢ _Baker gave me a lot of opportunities to pursue sports, music and AP classes. Many more opportunities than a lot of my classmates at college._

Rating of 4

➢ _I had already enrolled in college and from there I enrolled in a better college and graduated with an Associates degree in Business._

➢ _Baker did a good job at preparing me for college, but there are skills I needed in college that I did not learn at Baker._

➢ _I wanted to go to school for psychology and specialize in Eating Disorder Research but none of the faculty knew anything about it. I did my own research and went to University at Albany even though my guidance counselor told me I shouldn't apply there because it was too competitive._

➢ _There was still a lot to learn, but I felt comfortable approaching the future on my own._

➢ _My transition from high school to college was very smooth and easy. My years at C.W. Baker High School prepared me for my higher education._

➢ _It would have been nice to have some more technology courses mandated. Classes on how to use computers, repair cars, or fix things around the house were available, but not required. In reality, it would be nice to almost force kids to do that stuff because when you're 16 it doesn't seem very important at the time. The education and standards were fine for what to expect at the next level classroom, but not outside of it._

➢ _Because I went into school undecided_

➢ _We had help from the Career Resource Center_

➢ _I feel like there could have been SAT and ACT classes that could have been offered as an option._

➢ _I was prepared for the course loads and tasks that needed to be performed._

➢ _The way I feel_

➢ _The staff at Baker helped with college admissions (applications, essays, etc) but the overall curriculum was much easier compared to college.._

➢ _Lots of AP classes were helpful for college._

➢ _I think that all of the sophomore and junior class seminars through the guidance office played a large role in making me feel prepared as I entered college._

➢ _The school offered many different classes to prepare students for college and they talked about what it was like, student loans, and financial aid._

➢ _I was told that I would not get into Geneseo because I dropped a subject in high school. I DID get in._

➢ _It felt like a 4._

➢ _My guidance councilor Ms. Ambrose really guided me on the whole college application process_

➢ _At Baker, you get as much help as you ask for. If you ask for it, you will get it._

Rating of 4 (Continued)

➤_I feel that the classes I took prepared me for my college classes, however there were very few classes offered that could have prepared me for classes I need to complete my major._

➤_Courses were great but it would have been nice to bring in current Baker graduate college students to give insight on the differences between high school and college._

➤_"Post-high-school plans" is a bit of a silly phrase. I can't say that any of my goals in high-school have had an effect on my path since then. C.W. Baker helped me get into the college that I wanted to attend, and that is good enough._

➤_The teachers pushed me. They made me go further than I ever thought I could on an educational level._

➤_It supplied the technical skills required for college very well, but helped little in determining interests for potential majors._

➤_Senior seminar helped me get all of my applications in on time and the women in the office were very helpful. I wasn't totally ready for class intensity._

➤_I wish there were more courses for real life scenarios such as public speaking._

➤_Because I felt prepared..._

➤_I had a good foundation in math and science that left me well-prepared for my college coursework. I am not rating it a 5 because there really were no Computer Science classes available at the time._

➤_The classes were challenging and fun. They got me ready for the expectations of college._

➤_The classes I took (especially Honors and APs) helped me to develop good study skills etc._

➤_I didn't get the help that I needed to help me choose a plan for after high school._

➤_I think that some of the classes were taught at a lower level. I think that the overall feeling of the classes should feel more like college with strict deadlines and no opportunities for second chances or extra credit. It's easy to get a 105 on a test in high school but it's difficult then to transition into college where the workload is heavier and the grades are harder to get. The school shouldn't change into a private school where everyone is miserable because of the heavy workload but I think we could be taught at a little higher level and not taught to just pass the Regents requirements. That way students that are ready to learn at a higher level are still challenged and students who are below this level would be motivated to do better instead of receiving low grades. In some of the classes I took at Baker I was bored and not challenged because the level of material was so low that it wasn't making me a better student._

➤_I was well prepared as far as school and academics, however I was not sure about what to do as far as my major._

➤_I feel I was not prepared for what was expected of me in terms of work load and difficulty._

➤_I took the appropriate classes to help me with engineering school. I did very well in my math courses, but I was not at all prepared for calculus in college_

➤_I felt the guidance counselors made sufficient efforts to guide me in my college preparations._

➤_The PLTW courses_

➤_The counselors at the school made a very good effort at making me aware of the things I would need to do in order to go to college and kept me on track to make all the necessary deadlines._

➤_They did a good job with preparing us for college applications and knowing where we wanted to and should apply. They could have done more with having college representatives speak from time to time. I think they did a good job of making sure we were informed and had a set plan._

Rating of 4 (Continued)

➢ I got into a good college that I wanted to which was the ultimate goal through high school. However, there are plenty of things I believe high schools as a whole do not address such as real world financial impacts of the decisions (4 year/2 year college, work force) students make.

➢ Due to the seminar sessions, I felt prepared.

➢ I went to college, and felt pretty prepared to attend classes.

➢ I believe I was given an education that prepared me well enough to succeed in college career.

➢ Those who wanted help, could get help.

➢ Good course work that was challenging

➢ I believe that in terms of schoolwork I was very prepared although I could have used more guidance in picking a field to study.

➢ Great guidance!

➢ I believe that I had good work ethic towards school work to begin college and my future career that my teachers help me develop.

➢ I feel there is always room for improvement.

➢ College takes a lot more work than high school, but AP classes sort of helped me get ready for them.

➢ I felt that I was as prepared enough to excel in college, but others may have been more prepared.

➢ The CRC was always willing to help and with the school's help along with my parents I was able to realize I wanted to do Pre-Med and I found the right university that would best fit me.

➢ College is very difficult and the classes I am taking are at a much higher level.

➢ My career goals do not exactly correlate with the core classes I took at Baker. However, I feel I was very prepared for college.

➢ Very good planning for college but not much discussion of internships, jobs, co-ops, etc.

➢ I feel as though I was very well prepared through the career services. They helped guide me to make a very important decision for my future. I also believed the curriculum in my advanced senior courses helped prepare me for the college work load, but I believe they didn't prepare me for how much work I would be doing. But I believe that may put too much pressure on any high school student. And I believe there are some things high school can't (or shouldn't) really prepare you for.

➢ The amount of courses offered to me, as well as the quality of instruction that I had at Baker led me to make the best decision I could at the time.

➢ B'ville offered a fairly good education for me! Probably not the very best, but ranking in the top somewhere.

➢ Math was taught at too quick pace to keep up. My brother, who is currently a student at Baker now and is taking Trig and Algebra 2 is failing and having a hard time keeping up like I did. I went through 2 teachers at Baker for Trig and Algebra 2 and could not keep up with the way they taught and failed both times. The first year the teacher advised me to withdraw the class (imagine that!) even though I thought I could catch up. My mom even was there when she told me this in the meeting and could not believe it. This was my only time failing this particular class, I always did well in math and received good grades in all other math classes. I took the same course at OCC and was much better taught and received 80s on homework, quizzes and tests.

➢ Writing-intensive English classes, and electives like broadcast performance gave me an edge majoring in journalism.

Rating of 3

➤*As far as math skills, they fully prepared me. I am now in college out of state and this states math students are not as ready as me. As far as life skills, we were not taught to anticipate the level of organization that is necessary to be successful. Also it is important to teach students to advocate for themselves. Some colleges will keep you longer than necessary for the money. It is sad but true. Students need to advocate for their skill level in order to move through college at an consistent pace.*

➤*Guidance counselors aren't open to very many schools and kind of push certain schools on you only like SUNY schools*

➤*There was guidance for the most part on choosing the correct college for me but I don't believe they pushed me out of my comfort zone. They had the same response for everyone, gave the same list of school to everyone and same scholarships. That's why half of my high school friends go to the same schools, no one challenged them to be different!*

➤*I did the vast majority of college research by myself. State schools were pushed heavily, but without real regard for what I was interested in. I chose the schools I wanted to tour largely by myself.*

➤*I feel as though the teachers are just happy to pass you regardless what you know.*

➤*Some of the teachers do not interact the way they should with students, they don't really care how students do they just pass them to get them out of high school. Other teachers only interact with athletic students and favor them because they are doing extracurricular activities and doing something with there lives, versus the kids that actually need the help and hate school because they don't understand it.*

➤*I did not know what I would be doing at that time.*

➤*I went to a rigorous academic school and I didn't feel as prepared as the rest of my peers*

➤*College is nothing like high school work. I never had to study or work hard and I did well at Baker. It's too easy to slide by.*

➤*College classes differ from classes in high school. For example, there is rarely any homework assigned, optional attendance, and some grades are based on two exams.*

➤*The level of work needed to do well in high school was very minimal compared to the amount of work needed to do well in college. I feel that it should have been harder in high school.*

➤*The did prepare me, but it can't prepare you for everything such as living and having some days where you have no classes and some where you are completely booked. Maybe a good psychological time management class is needed.*

➤*I had no idea what I wanted to major in. Students should be encouraged to explore all options and be told that OCC is a good option for students who are unsure. Maybe even offer students the opportunity to visit OCC, Oswego, and other state schools. I have been to 2 private colleges both Houghton and Nazareth and 2 SUNY schools. SUNY is by far the best option and offers the most opportunities for students. I'm sure a large private school is excellent too, but for students who are unsure of their career goals SUNY is where it's at. I wish Baker had encouraged me to go to a big school like SUNY Oswego instead, I only applied to 2 small private colleges. In addition I would also like to see more support for students who feel they might be gay or who already identify as so. If I had realized that it was okay to be gay my senior year at Baker this would have changed my decisions about prospective colleges.*

➤*Overall, being a science major in college, in high school I wish I gained more experience in communicating, writing, and presenting scientific information.*

Rating of 3 (Continued)

➢*I went into college undecided and felt there was lack of career exploration and interests during my junior and senior year. Too much was expected of students out of class, when more time in school should have been focused on career exploration*

➢*I feel like Baker prepared me for college, and did not focus on college as a means to a career.*

➢*College is such a different life than high school could ever be. You think your ready for college when you leave high school but you are not. I do not believe there is enough reading or writing that is done at the high school level. You should learn how to write in all subject areas outside of ELA. There is too much emphases placed on passing state exams. The only essays I knew how to write were a DBQ, Thematic, and the 4 different essays for the ELA exam. I think improvement should be made regarding to writing, spelling, and grammar rules. However, in comparison to other school districts (because I majored in education at college, Baldwinsville is very advanced in terms of their schooling. Adding these extra elements would enhance their curriculum.)*

➢*The guidance counselors were all very knowledgeable but they didn't seem quite as inviting as they should have for me to want to go and talk to them about colleges. It was always very uncomfortable and I tried to get through my "college plan" meetings as quickly as possible*

➢*Because I feel that I could have explored more options than what was given to me at the time*

➢*Guidance office did very little.*

➢*We weren't properly taught how to study for college tests, which are so much different than high school tests. College tests are often long paragraph answers, where most high school tests are multiple choice, true/false, fill in the blank. Plus high school tests are often straight out of the book, so you could almost predict the test questions, when college tests are usually designed by the professor.*

➢*Because there wasn't the fire and first responder class that there is now.*

➢*I don't feel they had a very good art program, which is the subject I decided to major in, and there weren't very many teachers that I feel engaged me during my high school career. I do feel that Mr. LeGro was an excellent teacher, though.*

➢*I felt very uncertain about my own interests after graduating high school, and it took me a while to really figure out a major once in college.. I also felt that the teachers, especially those of AP courses and any other senior-level course, thought that they knew "the real world" and how college courses would be and tried to emulate that in their teaching - and honestly, in my experience, they were very wrong.*

➢*I transitioned very well into college and was successful in obtaining my degree. I think some of that though has to do with my personality and the work my parents did preparing me for college too. I felt all of the teachers at Baker were very competent and invested in our education, but overall I don't feel as though I was challenged enough.*

➢*College is almost nothing like high school. More work, stricter deadlines, harder exams.*

Rating of 2

➢When I graduated high school I hadn't even enrolled to college yet. And by the time school had started I had other career and school plans.

➢The courses didn't prepare me for the college standards

➢Because Baker has become more like a prison and less like a school.

➢Needed more counseling to choose a path.

➢Jobs are simply hard to find even for those in theory educated and prepared for the job. Programs helping students achieve job and work experience would be a simple and very effective method.

➢While Baldwinsville did do a great job of academically preparing me for post graduation I felt that I had been treated like a child in school. The administration seemed to try and control us far to much and caused us to feel as if we were still going to be treated the same in college. The freedom that you get it college was a bit of a shell shock to a lot of students who graduated in my year.

➢The career counseling did not suggest possible careers and rather expected us to know what we wanted to do for a career. Also, we did not receive much information as far as what to look for in a college when doing our college search. Furthermore, I was not aware that AP classes existed or boosted ones grade in the high school rankings, due to a grade curve, until the 11th grade. I wish I had known this earlier so I could have earned a lower ranking than I had and therefore been more competitive with colleges.

➢I feel that we were babied in high school and not held to deadlines or responsibilities like the real world holds for us

➢I'm an interior design major and I wasn't prepared at all for the design aspect.

➢I went to college and should have been more prepared academically....

➢My guidance counselor told me I wouldn't be accepted into college if I didn't take physics, which was a total lie - I was accepted everywhere I applied and offered a generous scholarship. I don't feel like the career or guidance center had very up to date information for me in my search and also didn't have any information about finding LGBT friendly resources on campus.

➢Baker limited me to picking specific classes

➢Although I seemed to get somewhat decent experience with learning how to be a good person, most if not all of my knowledge was gained outside of school, and not a whole lot came from Baker that pertained to my career in the music industry.

Rating of 1

➢ *Everything in high school was too regimented. I had no freedom in high school and as a result the amount of freedom that I received when I got to college was overwhelming. The first few weeks of college for me were a disaster until I figured out how to manage time on my own. Even though I ended up with a 3.5 GPA my first semester, many of my friends were not able to get a handle on time management and will not be returning next semester. Let them make their own mistakes in high school so that they can learn from them and be more prepared when they go to college.*

➢ *If I was well enough prepared I would still be in college*

➢ *I feel that the school did not prepare me for the level of academic challenges I faced in college. The school's curriculum inflates students grades and allows them to slide through the system with the bare minimum amount of work while still achieving a grade disproportional to their effort. Schools should challenge the students to rise up and achieve, not lower the standards so they achieve by doing nothing.*

➢ *I did not want to go to school after school but they forced me*

➢ *Baker is basically a day care center for students ages 14-18. The way students are treated does not prepare them for college or the real world.*

➢ *Common sense because they didn't prepare us.*

➢ *Because it did not feel to me as if the guidance counselors gave a realistic picture of college.*

➢ *They forced me into college and then made it extremely hard to request a transcript. They don't care about anyone who doesn't play sports*

➢ *I feel like they did not prepare me for college or the real world at all. I feel like I was taught to pass a state test and that was it.*

Q9: Based on your experiences with other college classmates or colleagues in your workplace, how do you think your C.W. Baker High School education compares?

n268[1]; Single Response

My C.W. Baker High School education was _____ than other high schools.

	Graduation Year							
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
	n20	*n27*	*n36*	*n35*	*n34*	*n34*	*n43*	*n38*
Significantly better — 30%	45%	26%	36%	34%	18%	35%	26%	24%
Somewhat better — 46%	35%	52%	44%	31%	56%	47%	46%	50%
Same as — 19%	20%	15%	17%	26%	26%	12%	21%	18%
Somewhat worse — 3%	0%	4%	3%	3%	0%	3%	5%	8%
Significantly worse — 2%	0%	3%	0%	6%	0%	3%	2%	0%
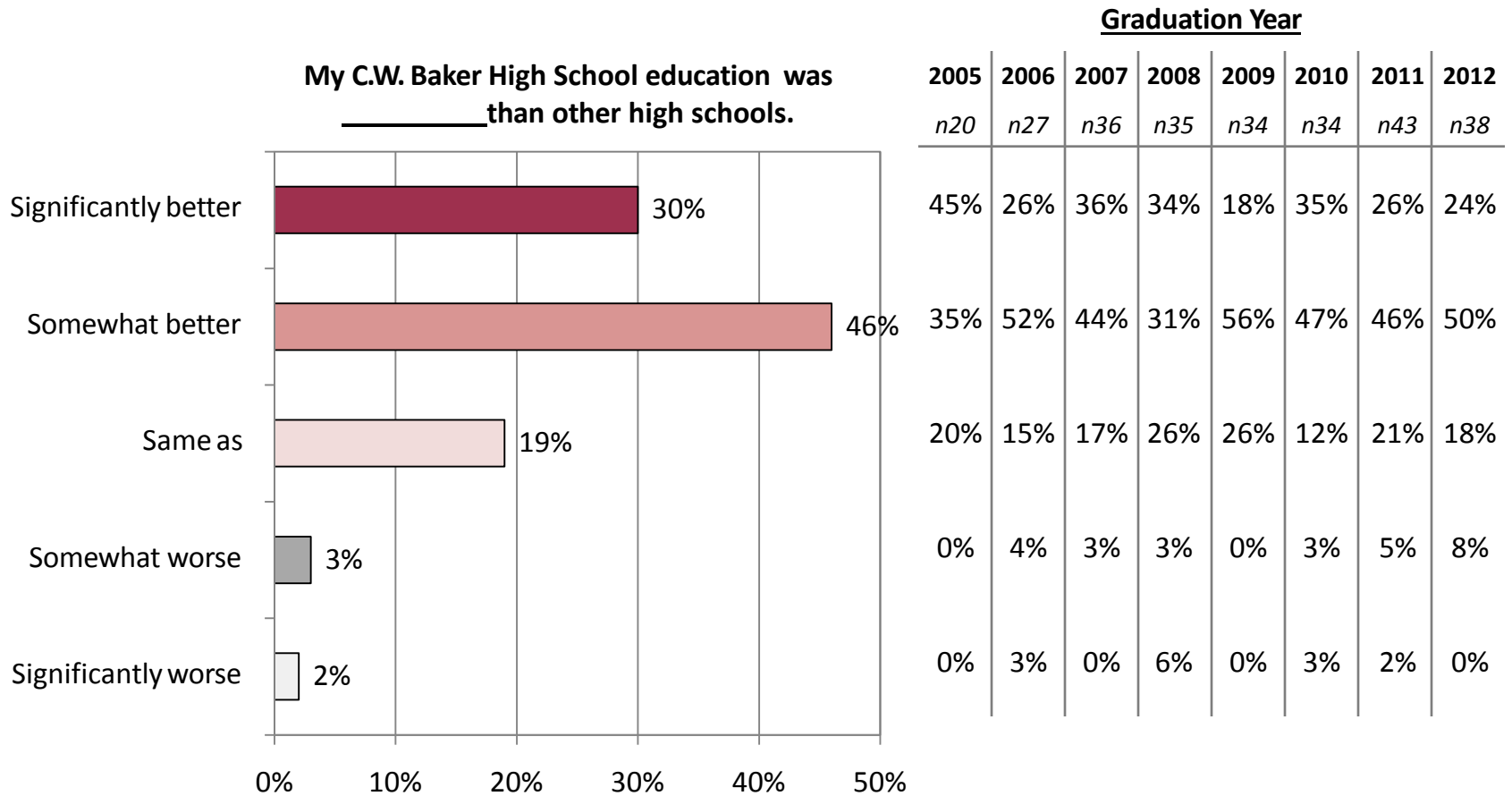
[1] 1 No Reply

Q10: What programs/classes did you take as a student at C.W. Baker High School that you felt were most helpful in preparing you for your post high school plans?
n239; Open-Ended

➢*A.P. English and A.P. Psychology*
➢*A.P. English, A.P. Biology*
➢*A.P. English, A.P. US history, German 1-5, and introduction to psychology*
➢*Accounting, Advanced accounting, Pre-calc*
➢*Accounting, business, typing and writing classes.*
➢*Adv Microsoft Office, Athletic Training I, Contemporary Literature*
➢*Advanced placement classes like AP French and Chemistry really helped prepare me to the style of testing that colleges use. There were no word banks or easy answers so you really have to know the material. The way that AP French was taught also contributed to the way I see my college career. Madame Guillet was a strict teacher and she made you feel that she would be disappointed if your work was poor. It was expected of us to have our work done on time and to the fullest degree. I think sometimes students view other classes as a joke because there is rarely homework or testing situations are not serious (i.e. partner tests or other forms that won't happen in the real world).*
➢*All AP courses, AP Statistics, Honors English in 10th grade with Mrs. Brunetti, PIG*
➢*All my math classes*
➢*All my tech classes that involved software and machinery. All my AP math and AP physics classes- Calc and physics BC to be exact.*
➢*All of my business classes.*
➢*All of my classes. The technology courses I took in particular because they prepared me for group project (which I did in 75% of my college classes, and almost 100% of the time at my career).*
➢*All of my English classes, and definitely the home economics classes.*
➢*ALL of the AP classes I took (AP Euro, AP Gov't, AP Psyc, AP US History, AP English) & My honors classes of Honors English in both 10th (Brunetti) and 11th (Kennedy)*
➢*All of the AP classes I took greatly prepared me for college. I took AP Chemistry, English, Calculus BC, European History, US History, and Physics B. Not only did I receive some college credit for these classes, but I also was prepared at a level that colleges expect before I graduated high school.*
➢*All of them*
➢*Any class with Mr. Fortais*
➢*Any of my business courses especially because that's what I'm starting to get into in college.*
➢*Any of the project Lead the Way classes and the AP C Physics class.*
➢*AP and Honors class helped me to prepare for college. They also helped me to earn college credit while still in high school. The Spanish language courses helped me to test into a high level of classes at college making it significantly easier to earn a minor.*

➢ *AP and honors courses.*
➢ *AP Calc BC PLTW Music*
➢ *AP calc BC, AP English*
➢ *AP calc, AP chem.*
➢ *AP Calc, AP English, music theory*
➢ *AP Calc, AP Physics, AP Chem.*
➢ *AP Calc, Home Ec/Cooking, Participation in Government, Economics, Contemporary Literature, History Classes*
➢ *AP Calculus*
➢ *AP Calculus, all of the math classes in general, AP Chemistry*
➢ *AP Calculus, AP English, AP Physics, Chemistry, Biology, AP Biology*
➢ *AP Chem., AP Calc BC, Stage and Screen, several cooking courses*
➢ *AP Chem., AP Physics, comp and crit and all the other courses I took senior year. They were the classes that I would say were most challenging and most similar to that of college courses.*
➢ *AP chemistry, AP calculus, AP Spanish, all my writing courses, economics*
➢ *AP classes - wish I took more*
➢ *AP Classes (especially AP English with Culhane), classes/programs in the 'guidance center' about college and transitioning.*
➢ *AP classes Honors classes*
➢ *AP classes, especially Calculus BC and US History*
➢ *AP classes, pre-calculus, physics*
➢ *AP classes, specifically AP chemistry, AP Physics, and AP calculus were very useful.*
➢ *AP classes.*
➢ *AP courses, Mrs. James courses in mathematics, Mrs. Brunetti's English class*
➢ *AP courses, sports, and music activities*
➢ *AP courses. Honors classes.*
➢ *AP English*
➢ *AP English AP Psychology*
➢ *AP English Business Ownership and Management*
➢ *AP English class with Culhane prepared me for a college work-load and improved my writing skills. Also, all the opportunities for extracurricular involvement B'ville offers gave me the opportunity to feel very involved and connected to the community, and it prepared me for the time management I have needed to be very involved in my university community while still balancing my schoolwork.*
➢ *AP English literature, band, music theory, AP Calculus.*
➢ *AP English with Mr. Culhane was by far the most helpful class in preparing me for college. Being involved in theatre and music also drove me to pursue similar interests after graduation.*
➢ *AP English with Mr. Culhane was the only course that offered a particularly rigorous treatment of the material.*

➢ *AP English with Mr. Culhane. Business Ownership and Marketing.*

➢ *AP English, AP Bio, AP Calc BC, and Spanish 4 and AP Spanish with Mr. Widrick*

➢ *AP English, AP Biology, Physics*

➢ *AP English, AP Calc BC, AP Stats, Athletic Training. These classes were set up in a way similar to college settings, and also covered more difficult material.*

➢ *AP English, AP French, Marketing*

➢ *AP English, AP Statistics, AP U.S. History, and AP European History.*

➢ *AP English, Band*

➢ *AP English, especially, but any AP class greatly prepares you for college. Creative Writing at C.W. Baker High School gave me an edge in my writing courses in college.*

➢ *AP English, French with Madame Guillet*

➢ *AP English; Mr. Culhane tried to prepare us for college both academically and practically by incorporating time management lessons and assigning a lot of writing exercises.*

➢ *AP Euro*

➢ *AP Euro, AP Spanish, AP Calculus, Physics, Chemistry, 10th and 11th grade honors English*

➢ *AP Literature, AP Calculus (BC), AP Biology, Athletics and Music (developing leadership skills)*

➢ *AP Math and Accounting classes*

➢ *AP Physics B, AP Calculus BC, Contemporary Literature, Engineering Design and Development*

➢ *AP Physics C, AP Calculus, All PLTW courses and technology courses, Cross Country, Track & Field, AP English*

➢ *AP physics was one of the more rewarding classes as I look back. It was challenging if you did no work out of class, which is how most of my classes at college are, it wasn't necessarily the content of the course but the way it was thought. I also think business classes like accounting or finance should be more encouraged.*

➢ *AP Spanish*

➢ *AP Spanish, English class during senior year, pre-calc*

➢ *AP Stats, PIG/ECO/LIT, Field Biology, Chemistry (Mrs. Schmidt)*

➢ *AP U.S. History, A.P. Spanish, A.P. & Honors English, and Pre-Calc. Also, the math lab was extremely helpful as well as the flexibility of Baker's curriculum to take independent studies.*

➢ *AP US History, AP Global/European History, PIG, Microsoft Word*

➢ *AP US History, Health Class*

➢ *AP, and AP course.*

➢ *AP's*

➢ *Art classes and English classes.*

➢ *As a chemistry major, taking physics and chemistry helped. Although I had to learn a lot in college, having a background did help.*

➢ *Athletic Training and AP Biology*

➢ *Athletic training and English courses*

➢ *Athletic Training AP Bio*

➢ *Biology and labs*

➢ *BOCES cosmetology course*

➢ *British literate with Mr. legro, the best teacher at CW baker*

➢ *Business*

➢ *Business classes*

➢ *Business with Mr. Biz*

➢ *Business with Mr. Villnave- (Gave me the most practical guide to a business plan which I have used in the start-up of two businesses) English with Mr. Culhane- (Emphasized outside the box thinking and creative reading while also imparting college advice which has been very beneficial.)*

➢ *C++ Digital Pig/Eco/Lit Computer Integrated Manufacturing Materials processing*

➢ *Calculus BC, Physics AB & C, Project lead the way, and PIG/ECO/LIT*

➢ *Career resource center*

➢ *Ceramic Art, Chemistry, Trigonometry, Field Biology, & Life Sciences*

➢ *Ceramics and sculpting*

➢ *Child psychology and psychology*

➢ *Chorus/Vocal Jazz/Musical w Carole Jacobe/Colin Keating English w Georgia Gillespie Stage and Screen w Kathy Pickard French w Madame Guillet*

➢ *College credit engineering classes*

➢ *College Math courses*

➢ *Cooperative Work Experience class was one of the best ways to jumpstart my career.*

➢ *Cross Country. AP Physics C. Calc BC. The PLTW classes*

➢ *Economics*

➢ *Economics, Bio, Reading and writing*

➢ *English and the sophomore, junior, and senior seminars.*

➢ *English and writing classes since most of college depends on writing papers. Also Mrs. Mahons home economics class taught basic cooking and life skills for living away from home.*

➢ *English classes and technology classes. Awesome teachers in both areas!*

➢ *English classes with Katie Vecharelli were most helpful! Math classes with Mr. Scuderi were also helpful. History with Mr. Thomas were useful too.. All of my music classes and activities were helpful in making me grow socially, which is the most important thing that high school can do for students. Colin Keating is an invaluable educator at Baker as was Carol Jacobe.*

➢ *English with Ms./Mrs. Kowalski. Other English classes. Technology classes with Jeff Fortais, Paul Mizer*

➢ *English, German*

➢ *English, Math and Science*

➢ *English, Math, Field Biology*

➢ *English, Participation in Government/Economics,*

➢ *English/Literature*

➢ *English/writing, money management, economics*

➢ *English: Stage and Screen! That class was so hard but it was worth it and I learned a lot!*

➢ *Every music class I took brought me to a whole new level, and going into Ithaca college as a music major I felt much more prepared than other students from different high schools.*

➢ *Everything. I'm a teacher, therefore all my classes have given me ideas for what worked with me and what didn't. I translate that into my students lives and everyday actions.*

➢ *Fashion design, English classes, home and careers*

➢ *Field bio, business management, criminal law, sporting foods, psychology*

➢ *Field Biology*

➢ *Field biology helped me a lot because that's what I went on to study in college. Physics was also really beneficial.*

➢ *Field Biology was my favorite class. Other then that didn't get too much from high school, maybe senior English class. Would have liked the option to do something like BOCES but with bigger options-considering they had nothing I liked. That would have prepared me more then just learning the same things every year.*

➢ *Field biology, trigonometry, pig Eco lit*

➢ *First was the Project Lead the way program that I participated in over my high school career. It provided an excellent start for me. It covered things that allowed me to have a jump start on my college engineering classes. It opened the world of engineering up to me with practical knowledge. Second was the joint History and Literature class I took senior year. This class taught how to critically look at both literature and our History. The skills I gained in this class translated directly to college level classes. This single class prepared me for college more than any other I took while in high school.*

➢ *French 3, 4, and AP French, AP Calc*

➢ *French IV & AP French, AP European History, AP English, and Trig, AP Calculus*

➢ *French with Abbe Guillet taught me passion, commitment, and the ability to work through a long individual project. That said, I have not taken French since, but that class still prepared me for college more than anything else in BCSD.*

➢ *French with Madame Guillet. Contemporary literature*

➢ *French, Business, English*

➢ *German*

➢ *Higher level math classes.*

➢ *History classes, English classes*

➢ *Honors/AP courses. French-I believe Madam Guillet's class was most representative of the level of work needed later in life*

➢ *I believe that the business courses help me the most, each instructor was very useful in relaying information about college courses and future careers.*

➢ *I can't remember.*

➢ *I did all of the technology classes for project lead the way. Those classes helped me prepare for my engineering classes.*

➢I don't think anything in particular was most helpful, but I did have some really great teachers that knew their curriculum well and were able to teach effectively in math, science, English, and history.

➢I feel Economics my senior year helped me the most because I now work as a department manager at Wal-Mart and I understand how to do my ordering based on the economical factors of the store.

➢I felt that all classes had an impact in helping me prepare for my plans

➢I liked the business classes, it was nice to remember some of the basics when it came to forming my own company.

➢I really liked my English Lit/PIG class with Culhane and another teacher. It really prepared me to look at different angles of writing and history. It allowed us to talk in a group setting but relied on a lot of outside work as well. It was challenging and fun at the same time. It resembled a college class.

➢I took all general classes. Outside of the general classes, I think the business courses and typing course I took prepared me well for college..

➢I took the New Vision Animal And Environmental Science class through BOCES.

➢I went to BOCES for cosmetology because school was not really my thing, I think BOCES helped me more then anything with dealing with stuff and getting my career going, Baldwinsville teachers favor the athletic students to much for me to deal with. I was not athletic therefore I didn't "fit in" with the crowd...

➢In my Senior year I took many AP classes that I received credit for in college. Also I was in accelerated science.

➢Jeff Fortais' classes on Media Production and Communications Systems really helped launch me into my film career. I wouldn't be where I am today without them!! Also, AP Biology has helped me with my Biology requirements. The math courses (Trig, Algebra, Pre-Calc) put me exactly where I needed to be for my major (environmental sciences). 11th grade English also greatly helped with my writing skills!

➢Just the normal curriculum.

➢Lunch

➢Math and English. Technology departments classes

➢Math and science

➢Math and science classes

➢Math apps 3

➢Math classes

➢Math programs, sciences

➢Math, business, technology

➢Math, engineering and science

➢Math, free college credit from OCC as senior

➢Math, Science, English

➢Mr. Biz's business class was basically a college level course. No other course I took during my time at Baker prepped me for college as much as that class did. He is truly a great teacher.

➢Mrs. Goff's Classes

➢Mrs. Goff's global history and PIG courses, participating in athletics, honors English

➢MST, Technology

➢ *Music (band, orchestra, jazz band, marching band, small ensembles) Art (photography, studio art) English (11th grade and AP English)*

➢ *Music Classes*

➢ *Music Theory with Mr. Uhl, AP Classes*

➢ *My AP History classes with Mr. Thomas and Mr. Magnerelli. The level of work that was expected from us as AP students was much higher than that of my fellow non AP students. As a non-AP student in all other classes I noticed I was learning more in History and in my AP classes than I was in other classes. Responsibility and time management while key in all areas of school, had to be at a much higher level which helped me a lot when I went to college.*

➢ *My art classes including Drawing 1 and 2.*

➢ *My BOCES Classes*

➢ *My core classes.*

➢ *My math skills stand out in most of my business classes*

➢ *N/a*

➢ *New Visions Animal and Environmental Science*

➢ *None*

➢ *None*

➢ *None*

➢ *None*

➢ *None*

➢ *None of them*

➢ *None of them*

➢ *Not many, really. If anything, the AP classes slightly helped prepare me for college level classes.*

➢ *Only two classes and teachers really stand out in my mind, and I feel that these two teachers helped prepare me more than anything else at Baker for life after high school. The first was Madame Guillet - I took her AP French class, and the other was Mr. Culhane - I took his AP English class. Those teachers were incredibly dedicated to their jobs, extremely invested in their students, and didn't treat the students like high school kids, but expected a higher level of work and held them accountable for the work they did. In those classes we weren't just high school kids who were scolded for not doing homework, we were treated like adults and respected as well. The conversations, topics, and ideas they explored were more advanced and thought provoking than with any other teachers I had at Baker. Their classes were a step up from the rest.*

➢ *P.I.G.*

➢ *Participation in Government, AP Spanish and Spanish 4, U.S. History, 11th grade English, Orchestra*

➢ *Pig and economics*

➢ *Pig Eco lit*

➢ *Pig Eco lit. Math with Mrs. James.*

➢ *Pig/eco/lit*

➤ *Pig/Eco/Lit*

➤ *PIG/ECO/LIT - Participation in Government/Economics/Literature with Culhane & Glashauser Money Management or TOPICS*

➤ *PIG/Eco/Lit (Culhane/Glashauser) helped A LOT with writing skills. I am a Adolescence Math Education major with a dual major in Mathematics, so I believe all the math classes I took were great and prepared me quite well, such as AP Calculus BC (Morse) and AP Statistics (Cassidy).*

➤ *Pig/Eco/Lit was an amazing preparation, closely mirroring the setup of a college course and being perhaps the only class which helped me discover potential interests. Math courses were also taught excellently and prepared me greatly for college.*

➤ *PIG/Eco/Lit was the best course I took at Baker High School. The interdisciplinary technique was ahead of its time and perfect course for college students. My college just revised their core curriculum (as I was exiting college in 2012) to favor courses being taught at the interdisciplinary level. There is always so much discussion about critical thinking, cooperative learning and connecting across subject areas, PIG/Eco/Lit embodies those attributes. The one thing I think the course could use is more formal writing. Moreover, explicitly teaching students how to write a formal college paper would have been a great help.*

➤ *Pig/eco/lit, PLTW programs, math classes*

➤ *PIG-Lit, AP Calculus*

➤ *PIGLIT, pre-calculus, cooking class by Mrs. McMahan*

➤ *PLTW - Technology courses AP classes Honors classes Languages*

➤ *PLTW Pig/Eco/Lit*

➤ *Pre calc and trig. Contemporary literature. Creative writing. Sociology.*

➤ *Pre calc, ape bio, money management., 12th grade English,*

➤ *Pre calculus and trig. ape bio. honors English with the little lady who used to teach mythology. Contemporary lit with Ms. Kowalski was helpful for English.*

➤ *Pre-Calculus/Trigonometry, Calculus, AP Biology, AP Physics, Contemporary English/Literature, Chemistry, and Forensics Science*

➤ *Project lead the way courses and all of the advance math and sciences as well as the AP courses*

➤ *Project lead the way shop classes.*

➤ *Project Lead the Way, AP Physics, AP Calculus*

➤ *Project Lead the Way, Java Programming, C++ Programming, AP Calculus, AP Physics*

➤ *Pysch forensics*

➤ *Resource and photo classes*

➤ *Right now I'm going to school to be an occupational therapist. I'm in my senior year of college. I can not pick one class that specifically helped in my career choice. I believe the classes I pursued in high school like cooking courses, sociology and being part of the high schools band made me a well rounded person and gave me a base to pursue a career in the medical and helping field. For the science aspect of occupational therapy I was completely unprepared. I know there is an athletic training course that I could have taken but I would like to see Baker High School add an anatomy/kinesiology class to help with students wanting to go into the medical field.*

➤ *Science courses*

➤ *Several AP classes including U.S. history, European history, Spanish and English*

➢ *Spanish, English, Mrs. Goff's classes.*

➢ *Stage & Screen was the only class that I felt remotely prepared me for after high school.*

➢ *Stage and Screen Field Biology*

➢ *Stage and Screen, All regents level courses*

➢ *Statistics*

➢ *Tech classes*

➢ *Tech classes*

➢ *Tech classes*

➢ *Tech classes and art classes. Also PIG/Eco/Lit*

➢ *Tech courses*

➢ *Tech courses, writing and literature, political science.*

➢ *Technology*

➢ *Technology classes*

➢ *The AP courses were the most helpful, specifically in Math. The corresponding courses I took in college were almost identical to the material covered in high school.*

➢ *The AP courses, as well as the dual-enrollment courses, helped strengthen my ideas for post-graduate planning, as well as giving me a head up on future coursework.*

➢ *The AP courses, specifically English with Michael Culhane, which is saying a lot since I am now a Mathematics PhD candidate. I say that because he taught me how to write creatively, constructively, and critically. It's a skill that most of my peers - even at the graduate level - simply do not have.*

➢ *The class that showed me how to keep track of my money*

➢ *The English classes I took were helpful because they taught me more about history than any of the teachers at Baker did. The history courses are a total white European view of the world and looking back now, I find them to have been offensive. Mr. Culhane in the PIG/Eco/Lit course made very educated choices for the reading materials in that class and I believe he is the best teacher in the district.*

➢ *The excellent music and art programs helped broaden my education, and I appreciated having those opportunities. Reading, writing, and critical thinking was emphasized in many of my classes, which helped me in my post high school experiences.*

➢ *The honors classes I took opened up my college class option as well as saved me tuition money. Honors English had an immediate and significant impact on my college application process, and my 1st sem. success in college with papers.*

➢ *The math classes were very helpful because I became a math education major.*

➢ *The PIG/Eco/Lit combined class I took my senior year was, by far, the most college-like and college-helpful class I took in all of high school. College is NOTHING like an AP-style course, it's much more a 'how can you interpret and apply' what you learn rather than robotic memorization or 'read x and y then compare and contrast'. That was definitely the most helpful course to prepare me for success in college.*

➢ *The PLTW courses were engaging for an Engineering major in college*

➢ *The tech classes were very good.*

➢ *The tech classes, math classes, and electives*

➢ *The writing and reading classes have aided me very well after high school. I also took some Tech courses that introduced me to concepts and ways of thinking that helped me throughout college. Also, I took two programming courses that really helped me later on in life.*

➢ *Topics - Math Algebra 2 with Mr. Scuderi. I blew away my math professor in college by knowing the quadratics equation by heart. Child psychology - I work with children currently and an attending school to be a teacher.*

➢ *Wide variety of courses*

➢ *Writing courses! Critical lens essays were a complete waste of time but any creative writing courses I took helped me immensely.*

➢ *Writing intensive courses (Contemporary Literature, US History, Stage/Screen, and other regents level English courses). These classes helped build basic writing skills. Every course I took in college required numerous papers and were writing intensive courses, with that said I believe more English and history courses with a writing focus should be offered so that Baker graduates are ready for the work load brought forth by many colleges.*

Q11: Do you feel that the C.W. Baker High School should offer any additional programs/classes to help students be more prepared for their post high school plans?

n267[1]; Single Response

- Yes
- No

34%

66%
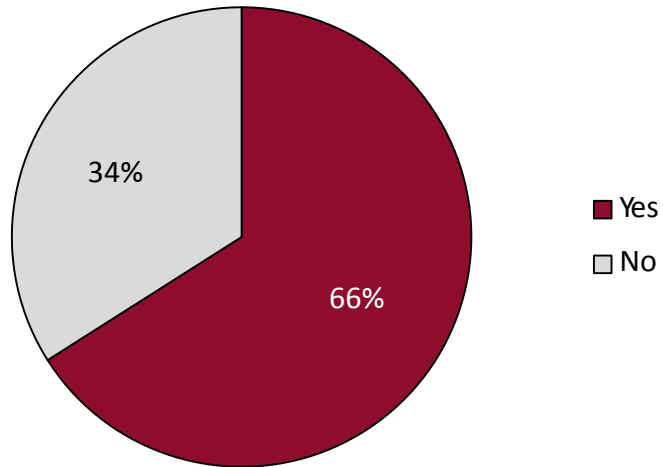
[1] 2 No Reply

Q12: What programs would you suggest?
n162; Open-Ended

➤*A business program that involves accounting economics and management would help a great deal. Most students would benefit from having that knowledge and it may even promote more business majors as they enter school.*

➤*A class that is designed to help students learn what interests them and how they could make it into a career as well as what major would be most beneficial to them. The major I graduated with I had never heard about or knew existed until I got to college.*

➤*A Current Events class, Psychology/AP Psychology, Sociology, Geography*

➤*A mandatory class that teaches leadership skills and volunteerism. More peer tutoring for Math and Science courses.*

➤*A more diverse curriculum would be nice; I did not have many writing or English electives to choose from, which is what I was most interested in. More broadly, I think it's great that there are more electives in the science department now, and I think that should continue across all departments. The biomedical class seems like a great addition. Overall, more diverse and focused classes engage students and allow them to sample their interests before college.*

➤*A practical class on exploring careers besides what is currently offered. An elective class on enhancing and implementing creativity in ones life as it is very high in demand in the work world as well as overall good to have.*

➤*A 'prep for college' class? Budgeting money and time...life skills*

➤*A stronger Economics course, or perhaps offer an honors or AP option*

➤*Acting*

➤*Additional AP courses, required math/science courses for juniors and seniors, and additional general interest courses (psychology, etc.)*

➤*Adult Living type classes...how to change a tire, how to balance a checkbook, buy a house etc*

➤*Agriculture programs and classes*

➤*Although I think the programs offer are significantly better than other high schools, I would wish there were more AP classes and at least one course geared towards students who wish to pursue further education in the health sciences field. However, since my graduation, I believe this has been achieved, and I hope it meets with success.*

➤*Always room for improvement, but I believe a financial advisement program should be offered to help students choose colleges in which they will be able to afford.*

➤*American Sign Language*

➤*An Anatomy or Intro to Anatomy course.*

➤*AP Art Classes.*

➤*AP courses and concurrent enrollment courses are great! There are some courses I've had to take in college that some of my friends were exempt from and I had wished I had that opportunity. For example AP Psychology.*

➤*AP Psychology, more AP options before senior year, computer science courses*

➤*As stated before, a class to prepare student wanting to enter in the medical field, like anatomy science classes.*

Additional Programs/Classes

➤*Baker High School should either add a required writing course that crosses all subject areas and is not connect to any state exam or integrate more writing into their courses. I believe in elementary school students focus on too many different strategies to "learn" how to write that they never master any of them. Therefore, learning one writing method and mastering it I believe would be beneficial.*

➤*Basic math - like checkbook balancing, student loans, typing.*

➤*Basic reading, writing, grammar skills to those students who are behind. Psychologists rated my brother as in the average group when in fact he has needed the extra resource help for years and has never received it.*

➤*Better math classes*

➤*Better more available SAT prep classes*

➤*Bill paying, budgeting, classes to prepare for real life*

➤*Broaden the AP curriculum, and open it up for students interested in starting before grade 10. Also, start foreign language curricula BEFORE grade 8. At the very least, grade 6 (at the Middle school). Even if students are only interested in taking 3 years, they can be finished with their 3 years before they reach high school. This gives them the opportunity to take more classes.*

➤*Business classes.*

➤*Business Classes. Much more important than the sciences.*

➤*Business/Marketing writing*

➤*Career exploration, internships, more career fairs*

➤*Classes about how to study effectively in college setting, time management, and public speaking courses.*

➤*Classes or general life skills such as business math would be beneficial for all students. More cooperative learning courses with group projects and presentations would also help.*

➤*College preparedness seminar that is sorted by majors maybe attempt to bring in a doctor for the pre meds, a lawyer for the pre laws, engineer or engineers and so on to really let the students know what they need to do as undergrads to get to their next goal. Many students know this going in and if you are not prepared to hit the ground running and know exactly what you need, you will fall behind the top performers (which is where I hope every BHS student wants to be), attend/make teams for more regional/national competitions whether it is in speech and debate, science, programming, etc. A class to get students interested and involved with research and protocol.*

➤*College writing skills, research writing, Microsoft office (all programs), money management*

➤*College writing, money management*

➤*Communicating Biology course- writing (lab reports, research papers), oral presentations, and representing data. General Public Speaking course*

➤*Computer science*

➤*Computer Science (programming languages)*

➤*Courses in effective study techniques. More course specialization and college credit opportunities in order to experience various fields before paying and pursing a career. Most college students change majors at least once, so the more opportunities that offered future college bound students a chance to determine which field they wanted to go into before paying for courses in a major they will eventually switch out of.*

➤*Depends, maybe offer more independent studies.*

➤*Design programs, trip/abroad programs.*

➢ *Drivers ED - How to manage your money*

➢ *Electives in political science/law, any additional AP courses such as AP psychology or AP economics*

➢ *Engineering classes associated with the computer language MATLAB*

➢ *Every student should spend 6 months to a year during the end of their sophomore year exploring career options and avenues to get there. Students should be encouraged to pick SUNY schools if they aren't 100% positive*

➢ *Expand AP and Technology program*

➢ *Expanding the AP course offerings would make Baker a much more competitive high school. I understand the school has done this to some extent, but I also hear that AP English has been eliminated, and that's troubling.*

➢ *Film courses, and more electives in general.*

➢ *Finance course besides topics for seniors.*

➢ *Financial, home living, organizing time*

➢ *Get the kids OUT OF THE CLASSROOM! I feel that you can only know what you might want to do if you have done it before. By offering more hands on courses that take education full circle (like field biology and stage and screen), kids can experience what they're learning rather than just reading it in a book.*

➢ *How to prepare for college and the workload to come*

➢ *I believe having a financial literacy class that is mandated for students would help students understand the importance of financial planning early on. With student loans on the rise it is becoming a more important factor in young peoples every day lives. Public Speaking, this is another class I feel should be mandated. While I am only 24 and do not consider myself an adept public speaker, I have noticed with many people younger than myself you cannot communicate face to face with people properly. Whether this has to do with the increase in technology or not is unknown to me, I feel that if I had had a public speaking class I would have been better adept to do more in my collegiate and now professional life.*

➢ *I feel that a mandatory half-year class or after-school seminar all about what college really entails should be given. I wasn't asked once in high school to write a research paper. Now, in my freshman year of college, I don't know how to write a research paper. That doesn't exactly bode well in college.*

➢ *I suggest a class that is based around preparing and informing kids about college. I feel that I was clueless about college and much more intimidated than necessary for the college experience. Also friends of mine declined scholarships and did not go to college due to common misconceptions about college life.*

➢ *I think a workshop should be added to help explain to seniors all the things that college throws at you, such as organization, scheduling, using the college resources and especially advocating for yourself so you don't get taken advantage of. Additionally, that NO ONE cares who you were in high school. Even if high school was hard for you, college is a new start, one where your intellect will be what makes you popular.*

➢ *I think Baker should offer courses more geared toward specific majors.. For example, a student looking to pursue a Nursing major would take Anatomy and Physiology. (Not athletic training)*

➢ *I think every school could use a "after high school plans" class. Specifically designed to help students determine what they want to do and how they can go about doing it. So many of my friends wasted 2 years of college just deciding what they wanted to do, it resulted in wasted money and time. Most did not graduate college on time.*

➢ *I think exposing students to trades more would be helpful for some. Also, more computer and technology classes should be offered.*

➢ *I think for college bound students, the classes should be geared more towards how college classes actually are. I know there are AP classes but not everyone takes/qualifies/recommended for them. The amount of time studying and doing homework is so much more in college. Also, in many college classes homework isn't given or if it is it's not collected and graded, leaving the responsibility on the student and the overall grade in the course is based off a midterm an a final. All of these things are much different than high school and take a while to adjust to.*

➢ *I think more help in deciding where a student should apply/go to school. I applied to eight schools, but then realized that I only realistically wanted to go to maybe three or four of them. It's hard determining where you will fit best, even if you have done a college visit or have read all of the brochures.*

➢ *I think there should have been less home ec. classes and more psych and sociology classes. Preference.*

➢ *I think they should offer history courses from the perspective of minorities as to give a more realistic view of this world and how it became what it is.*

➢ *I would like to see Baker offer dance as a part of the arts education..*

➢ *I would suggest an easier way to get into advanced math classes. Because I wasn't ahead in early grades I felt as if I could never get into higher level calculus.*

➢ *IB classes, any program that encourages creativity and critical thinking*

➢ *If any more AP's*

➢ *I'm not really sure what to suggest I just feel that the Baldwinsville school district should always be looking into additional/new programs that would benefit students in their future endeavors*

➢ *Intensive English classes*

➢ *Isn't it up to the school*

➢ *It would be helpful to have a program allowing high school students to explore various professions in the health care field.*

➢ *It's been a little while since I've graduated, and I think there have been a lot of changes made since then, so I'm not really sure what kinds of programs the school is currently offering. I think more than any program, what helped me the most was the way I was treated, and the quality classes from Madame Guillet and Mr. Culhane. If more teachers were on their level, I think that alone would help immensely prepare students for life after high school.*

➢ *Job program. Adding experience to a resume. Work applied to areas in the school, such as janitorial work, cafeteria work, and other jobs done typically by school staff and faculty would reduce the costs of school expenses while providing credit and job experience to students along with learning a work ethic.*

➢ *Journalism, Reporting*

➢ *Linguistics/grammar*

➢ *Managing money*

➢ *Mandarin.*

➢ *Mass communications courses other than radio*

➢ *Mass communications production classes, more advanced web design, business.*

➢ *Math be taught better and at a slower pace for students like me and my brother so that we don't get discouraged when we want to do good*

➢ *Maybe a program involving how to study (I study completely differently in college than in high school; high school did not involve as much conscious effort to study as college classes).*

➢ *Money and time management*

➢ *Money Management should be a required class.*

➢ *Money management, student loan information and tracking seeing that now all students should be college bound.*

➢ *More AP classes*

➢ *More AP classes*

➢ *More AP classes should be offered.*

➢ *More AP classes, more computer programming classes*

➢ *More AP classes: I entered college with 0 credits where I knew people who had as many as 19 college credits from AP classes that were not even offered at Baker*

➢ *More AP courses in all areas*

➢ *More AP's to be more comparable to other school districts, more college credit classes WE NEED MORE OF THESE! Your students are graduating with half of the amount of credits other students have*

➢ *More Athletic courses and business courses.*

➢ *More availability of AP classes*

➢ *More business classes(bring back Mr. Villnave)*

➢ *More career shadowing, or information regarding which majors apply to which careers. Information on careers that have higher demands. Matching skills with careers.*

➢ *More chances to learn how to write a resume and cover letter*

➢ *More classes about college transitions and applying to college. More AP courses. A lot of my friends in college came in with a bunch of credits from a number of different AP courses not offered in B'Ville.*

➢ *More classes that partner with the local colleges so students can go in Freshman year with a significant number of credits.*

➢ *More classes that show a variety of opportunities that we get in college*

➢ *More classes to present the opportunity for students to take the chance to earn college credits while still participating in high school courses..*

➢ *More classes/teachers to help cope with kids problems nowadays.... bring back Mrs. Kinlock she was the best at helping. if kids cant talk about there problems, then they don't want to be there, let alone learn. Also, more classes that kids can pick! no one wants to be shoved into classes they hate, or make the boring classes more fun.*

➢ *More College credit courses*

➢ *More college like classes. Maybe some real life classes not just education but hands on things that you can actually use. No one ever does half the things we are supposed to do in school*

➢ *More courses about different jobs. I had no idea of the opportunities out there.*

➢ *More electives should be offered.*

➢ *More electives that focus on assisting students decide on career possibilities.*

➢ *More engineering based programs.*

➢ *More firefighter and EMS and police geared classes*

➢ *More hands-on classes*

➢*More in depth technology classes to give students a feel for what engineering discipline they want to pursue in college.*

➢*More language options*

➢*More math and writing*

➢*More program specific classes*

➢*More programs that focus on writing, specifically research-style papers that are required at the college level*

➢*More specific courses besides general biology (i.e. genetics, neuroscience, etc.), chemistry (i.e. organic, inorganic, or physical chemistry), etc.*

➢*More specific studies*

➢*More specific tech programs such as film production. I know as a student, I would have really enjoyed it!*

➢*More tech and politics. Courses that educate about things outside of the classroom*

➢*More tech. electric for example*

➢*More writing. I felt that the papers we wrote prepared me but I feel like there was just so much writing in college... even after college.*

➢*Music-related programs that are a bit more in relation to the current industry. There wasn't much, if at all, available outside of your typical concert band and orchestra.*

➢*Perhaps have a writing mechanics course, or some course that deals with writing documents such as resumes. I also believe programming classes and maybe some basic web development classes would be a great resource.*

➢*Perhaps IBC classes in addition to AP. Also, all senior classes should get some kind of college credit because all the credits I earned helped me significantly in the SUNY Gen. Ed. requirements, and allowed me to take classes that I actually want to take.*

➢*Philosophy, world religions, anything regarding diversity and knowledge of the world at large really. I feel that not enough was taught about the things going on outside of our country.*

➢*Program for students who want to become teachers.*

➢*Programs around establishing credit and being an adult. I also feel like home ec. classes would be better as a junior or senior than at a middle school level*

➢*Programs in a variety of career fields*

➢*Programs that deal with real world things we have to deal with such as balancing a checkbook or managing money.*

➢*Programs that would be college level. Classes that may be offered in college and not just your basic math, English, history etc. More creative classes, allow students to find what interests them before they head out.*

➢*Programs to teach about excel, PowerPoint and other computer programs that are really necessities in college classrooms. Computers are so important now so it is imperative to be comfortable on them before college.*

➢*Promote BOCES, seriously. We need far more work with vocational programs. The school did not even come close to utilizing the BOCES opportunities when I was there 05-08, what a shame. Not everyone is cut out for college, and BOCES could have helped a lot of people obtain an actual skill set.*

➢*Public Speaking*

➢*Real Life Skills (i.e. Balancing a check book, budgeting money, paying bills, applying for loans etc.)*

➢*Real life skills that most parents do for their kids, when in reality the kids should learn them for themselves (how to fill out paperwork, how to make to-do lists, how medical insurance works, how to speak to customer service reps, etc.)*

➢ *Research and writing*

➢ *SAT and ACT classes. More health science related classes.*

➢ *Science programs that prepare you more for college level science classes*

➢ *Seniors should be able to take college-like courses, where the entire class is based off exams or there is rarely homework assignments*

➢ *Some kind of class to allow them to prepare for college courses and choose a path they should take.*

➢ *Some sort of class or after school program geared towards helping seniors learn how to do things such as balance a checkbook, apply for a loan, rent an apartment, make appointments, job interview help, etc. Things that will be useful to know in the post secondary education world.*

➢ *Some sort of time management class. Also, the country needs to modify laws so that students can take any subjects that interest them, because high school almost feels like a waste of time in retrospect.*

➢ *Some students are not going to be scientists, lawyers, etc so I feel that we should prepare students to be successful citizens and force students to aspire to be college graduates. Sometimes preparing students to live properly can help our society more than preparing them to know Physics formulas or math equations. For some students this is necessary but for others we should focus on preparing them to not harm society.*

➢ *Something that goes more in depth than home economics, something that deals with life on your own and how to handle life after college so that young adults may be able to adapt better if they know all of the issues they might deal with when their two or four years are over in college.*

➢ *Something that introduces culture and diversity.*

➢ *SUNY-credited courses would be a big plus, along with a culturally competent, comprehensive sexual health class, and I think that a 'life math' class that taught basics about taxes, applying for a loan, managing money, investing and other real-world math would be helpful. The economics course I took was great for me, but the concepts were too abstract for many students.*

➢ *Teach better money management skills and how to balance a checkbook or credit score. Easy cooking when you live on your own. Ideas to help create and maintain personal relationships.*

➢ *Tech/computer related*

➢ *Technology / Art - graphic design, Photoshop, typography*

➢ *Television and radio*

➢ *The general curriculum courses should be more geared towards success in college than towards good regents scores. The courses I took that were not advanced from the regular curriculum did not do anything to prepare me for college.*

➢ *There should be a basic applied math course that all students need to go through that teaches about the affordability of college choices (I.e. how much you'll come out owing for private vs. state school vs. how much you'll be making in your future job and how much your monthly payment will be), understanding credit card debt and interest rates, credit scores, buying a home, etc.*

➢ *There should be remedial math sessions for students who are struggling. It is exceedingly easy to float by in high-school and make it to college with a barely passable understanding of algebra.*

➢ *There should have a more extensive money management class or program..*

➢ *They should expand with their media/film classes.*

➢ *They should have more college prep courses.*

➢ *Things that really pertain to today's world. Why should kids take things they will NEVER use in life?*

➢*Transitional college courses to better prepare for college life and the type of work required by teachers. Teaching children about making a budget and learning to cook with limited money and pots and pans. Teaching children about how important their first semester is and to get the highest grades possible.*

➢*We offer a wide variety of AP and extra-curricular courses. Through feeling out your projected student body and teaching interest, build and add more "topics" and AP courses from your results.*

➢*Whether it was offered or not I cannot recall but I think there should be more emphasis on classes such as personal finance*

➢*Writing intensive courses*

➢*Writing papers and college level reading*

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Online Graduate Survey

Q13: Are there any "life skills" (e.g. writing, finance, speaking, etc.) that you feel graduates from C.W. Baker High School are lacking that would help students meet the demands of today's world?
n268[1]; Single Response

37%

63%

■ Yes
□ No
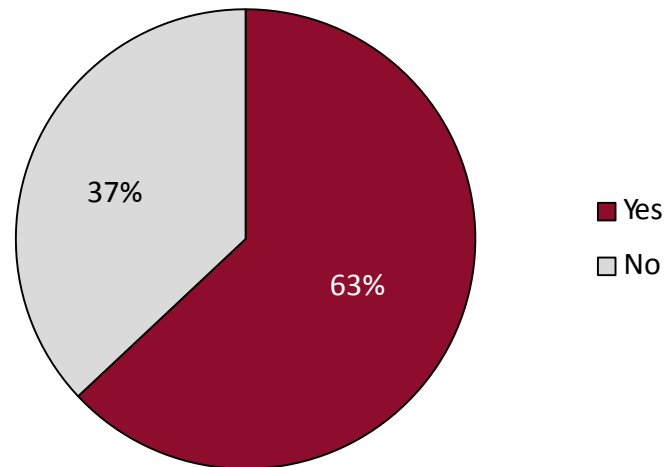
[1] 1 No Reply

Q14: Which "life skills" do you feel graduates are lacking?
n158; Open-Ended

➢*A little bit of everything here and there.*
➢*Accountability*
➢*Accounting, basic finances, grammar/proofreading*
➢*Again, advocate for yourself. Sadly, colleges want your money and will keep you around if they can. Know your skill level and push for the appropriate course load and level.*
➢*All life skills*
➢*All students should be more exposed to BOCES*
➢*An emphasis on public speaking in some of the required courses would definitely better prepare students for college and the work force*
➢*Anything that teaches general education on money management, credit cards, apartment living, etc.*
➢*As previously mentioned financial literacy and public speaking are huge. I believe that students should have more exposure to life outside Baldwinsville, or outside their comfort levels. In today's world, one must be willing to go beyond their personal comfort levels to fully understand how any system works. Whether that comfort level is understanding all levels of a production line, or understanding a foreign culture, it is integral for students from Baldwinsville to be comfortable in learning the unknown and accepting it.*
➢*Balancing a check book, managing finances, etc. The last time I was actually taught any of that was in 8th grade Home Economics when it wasn't really necessary at the time.*
➢*Basic banking skills, public speaking*
➢*Basic life skill math, public speaking*
➢*Basics on checking and credit cards and loans*
➢*Budget planning. Understanding credit cards, debt. Good debt vs. bad debt. An "economy" class that has nothing to do with wall street but more to do with everyday budgets.*
➢*Business skills are the most important in today's job market.*
➢*Communication, finances, geography*
➢*Communications. Face to face skills are hard to come by with today's technologies. Skills should be taught also about money management and even credit scores for students going to college and suddenly acquiring debt and possibly opening credit cards.*
➢*Critical thinking skills should be the main focus of English courses with an emphasis on analyzing some kind of text and being able to make a coherent argument about it.*
➢*Critical writing skills.*
➢*Definitely finance education needs to be taught - you don't generally learn personal finance in college either!*
➢*Do taxes, pay bills, insurance information*
➢*Drivers education*
➢*Drivers education*

➢*Economics. Despite taking the class and getting an A, I went to college with no idea what the basic principles of economics were.*
➢*Everyday skills*
➢*Everyday skills*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance*
➢*Finance and how to cope with temptations in college*
➢*Finance and speaking*
➢*Finance classes or seminars would be greatly beneficial to students graduating and going either into jobs or to college.*
➢*Finance courses, or a general course in preparing yourself for your collegiate experience*
➢*Finance for sure*
➢*Finance should be a mandatory math class.*
➢*Finance!!!!*
➢*Finance, basic accounting and a politics class would help a great deal.*
➢*Finance, college planning skills (ex filling out FAFSA forms)*
➢*Finance, common sense and knowing what the impacts are and how the choices you make will affect you in the future. I know we have health class and such. But I do not know if students really know the legal ramifications of cheating, drugs, alcohol, premarital/underage sex and/or pregnancy, etc. Whether or not B'ville is rated highly in these categories in terms of it not happening I assume it will at some point and know all of these have taken place in the community. As well as many students will at some point run into a friend or family member who will be in many of these situations.*
➢*Finance, knowing what we want to do in life*
➢*Finance, perhaps a writing/research course to prepare students for writing seminars and thesis papers*
➢*Finance, picking a major that would satisfy their job desires with the degree that they want. For example, you cannot get a psychology job with a 4 year degree in psychology; you need a 6 year degree. I think that many students pick degrees to make a lot of money but in reality they need more than a 4 year degree to obtain those jobs.*
➢*Finance, presentation techniques, formal writing*

➢*Finance, public speaking*
➢*Finance, speaking*
➢*Finance, Speaking, and Reading.*
➢*Finance, speaking, grammar*
➢*Finance, writing*
➢*Finance: budgeting money. More emphasis on writing.*
➢*Finance: learn how to manage a bank account and a budget. Career Skills: How to do well in an interview, how to write a good resume, emphasize the fact that in this current economy it would be helpful to have at least one unique skill and a minimum of a masters degree.*
➢*Finances! It should be a class that is not just looked at as a math for kids who are not ready for pre calc or calc or for business majors. They need to know how to manage their freedom*
➢*Finances, all students should learn how to manage money.*
➢*Finances, public speaking*
➢*Financial*
➢*Financial issues, insurance in general, and taxes*
➢*Financial skills, how to invest/save*
➢*Financial skills. Credit*
➢*Financial. work ethic.*
➢*Financing*
➢*Financing should be incorporated into mandatory classes so all students are more prepared not just those who had room for the elective in their schedule.*
➢*Getting a job*
➢*Grammar/spelling*
➢*How can you force me to take PE for 3 years and have nothing about accounting. Language of business and totally necessary for budgeting and being financially responsible, should be required.*
➢*How to balance income and other bills*
➢*How to communicate well and effectively. How to really apply themselves and not feel entitled to everything.*
➢*How to prevent a pregnancy or the transmission of a sexually transmitted infection would be number one. I bought several pregnancy tests over the years for friends in need who 'didn't think' they could get pregnant because of XYZ. Also, I think a stronger emphasis in all classes on critical thinking and the basics of applying the scientific method in real life would be very helpful.*
➢*I can honestly say I have no idea how to finance anything because my high school education didn't teach me that.*
➢*I did not take any economics course, and I now feel like it should have been required (I am still clueless in that area).*
➢*I feel kids are lacking speaking. I hate speaking to anyone because I feel like an idiot because I was never taught not to stutter or get nervous. I can't get over stage fright.*

➢I feel that students should have to engage in more public speaking activities as well as interviewing skills.

➢I suppose in general that Baker was more a place I had to go for class, get good grades, and leave. I would say that I spent a lot of time growing and progressing as an individual as a direct result of the time I spent in classes. The extra curricular activities were what really helped me grow and learn different life skills, such as team work, hard work, time management skills, and maintaining my commitments. (I was in marching band and jazz band, and took private piano/clarinet lessons a outside of school.)

➢I think classes focusing on anthropology, sociology and diversity would be helpful. Baldwinsville is not especially diverse, and I think students could be better prepared for the fact that the world outside of B'ville is.

➢I think students in Baldwinsville should be encouraged to look at opportunities across the country. Far to often they are only encouraged to look at schools close to home, even when those may not present them with the best chances of success in life. This mindset will then stick with these students for the rest of their career and may hamper how successful they are.

➢I thought I could write seeing as I always passed English with flying colors...then went to college and got laughed at by professors. I know nothing about finances which would be an incredible skill to learn, etc.

➢I would have liked to take a personal finance class.

➢I would like to see some more classes revolved around the labored skills or specialized skills. I found that even though I took land trans in high school I am absolutely clueless about automobiles.

➢In college, a lot of emphasis is placed on the ability to write clearly and effectively. While AP Literature helped a lot in developing my writing skills, I feel as though the students who didn't take this class are lacking that advantage when entering college. Even in the AP class, we never had to write a long research paper, which is the most popular writing assignment I've encountered in college.

➢Interview preparation, public speaking

➢It seems there are a lot of people now-a-days that just have no respect for others, or know how to properly engage and establish contacts that actually do things to build a successful career. Whether it be because of Baker or not, it just seems a lot of people just don't care, or have any desire to succeed. Maybe I'm biased, as I am an extremely driven person.

➢Kids have no idea about finances, insurance, how expensive college loans are. The career center should try to put into perspective the difference between paying off a private vs. public college, and realistically explain to students that they most likely won't make a lot of money early on in their career, and that they will be better off at a public college.

➢Knowing about loans, buying a car, using a checkbook, basically everything you need, you never learn.

➢Let them have freedom to make their own mistakes and learn from them.

➢Managing coursework with extracurricular activities.

➢Math

➢Media awareness

➢Money management

➢Money management, finance, public speaking abilities.

➢More emphasis on public speaking

➢More financing classes

➢*More math and job interviews and resumes and writing techniques*

➢*Not many students seem to graduate with a basic understanding of finances and self-sufficiency.*

➢*One skill which I feel is lacking is personal finance which I only received through an elective class which did not go as in depth as would have been beneficial. Some financial skills which could have been good to know is investing, how to save money and how to weigh financial benefits in the job choosing process.*

➢*Personal finance skills*

➢*Personal finances*

➢*Probably finance and workplace social skills (not like the grocery store or retail).*

➢*Professional etiquette would be good, in terms of appropriate communication especially with e-mail and other technologies. A public speaking class would be good for everyone to learn how the verbally communicate clearly and effectively.*

➢*Public speaking*

➢*Public speaking*

➢*Public Speaking*

➢*Public speaking*

➢*Public speaking*

➢*Public speaking and oral presentations, citations for research paper writings*

➢*Public Speaking- I don't remember doing much of this in High School and it's a very important skill.*

➢*Public speaking was a rough course for myself in college because I had given few speeches prior to the class. I think some sort of public presentation aspect in more classes would be great to ease students into speaking.. Also I think the school should do a better job of stressing grammar and common writing mistakes. The apostrophe "s" and other mistakes like your and you're really give a poor image when a graduate uses them. I think they are simple to learn but are often forgotten.*

➢*Public speaking, balancing finances, living on their own.*

➢*Public speaking, finance*

➢*Public speaking, financial skills*

➢*Public speaking, I have done so many presentations in my college career and in high school I could count on one hand the amount of times I had to give a speech in front of a class.*

➢*Public speaking, money and time management*

➢*Public speaking, political education, personal economics/budgeting, resume building*

➢*Public speaking, writing essays, cover letters etc.*

➢*Public Speaking, Writing, Personal Money Management*

➢*Public speaking. I have to do presentations all the time (in class and also for research I am conducting), and my skills and confidence have drastically improved since coming to college. I wish I had been better prepared from high school, though.*

➢*Reading and writing*

➢*Research based writing, narratives, foreign language courses*

➢ *Resume writing*

➢ *See other responses. (i.e. reading, writing). The best thing that helped me learn how to write was going to a writing lab at college, where a (good) student would sit down and edit my papers for me. The only way I learned was when my mistakes were pointed out to me. It did not help that the teacher wrote (in complete thought or fragment or spelling error) that is not teaching, that is identifying. Showing me how to turn my fragments into complete thoughts and construct an argument from my ideas was very helpful. The repetitive nature of reviewing my writing actually improved my writing ten fold. Also, I understand why rubrics are used, but by just circling a pre-written response on a rubrics also does not help the student, most of the times its written in such a high academic language that it is hard for the student to identify what they need to improve on. Personal comments and edits are preferred.*

➢ *See previous comment.*

➢ *Social skills*

➢ *Some students should really be taught finances. It is something that everybody must go through after college.*

➢ *Speaking*

➢ *Speaking*

➢ *Speaking and finances*

➢ *Speaking I feel like I never did enough public speaking and presentations are huge at college*

➢ *Speaking- World Religions- Studies of Culture*

➢ *Speaking!*

➢ *Speaking, bit of financing.*

➢ *Speaking, logic*

➢ *Statistics and Finance and how the classes can be incorporated into life.*

➢ *Staying in school and not doing drugs*

➢ *Tax and loans but parents can always help there. Interview tips and practice.*

➢ *The reality of college and how high school doesn't prepare you what-so-ever.*

➢ *The use of important computer programs.*

➢ *To act half way intelligent... public speaking for one*

➢ *Understanding applied math for remaining debt free/having control over your debt/living within your means*

➢ *We spend more time on useless math that the average person is never going to use than we do teaching valuable life skills; like how to estimate the tax on your groceries/purchases, how to calculate a tip, how to file your taxes. Baker prepared me for none of these things. Public speaking is another thing. Some of this is not Baker's fault, though. The state is responsible for the amount of time spent on practically useless math. I think we should cater to what students are actually going to need once out of high school and for most of them that is not trigonometry.*

➢ *Writing*

➢ *Writing classes, but this may be because I am in a field where writing is essential.*

➢ *Writing needs serious improvement.*

➢*Writing papers that would realistically be written in college. I never had to write a research paper in high school or anything longer than 3 pages double spaced as far as I can remember, and in college, just about every paper I've had to write has had a 3 page minimum. Also, the first 8-10 page research paper I had to write in college, which is a very typical assignment, was extremely challenging since I had no idea how to go about organizing and collecting information for such a lengthy and in depth paper.*

➢*Writing scientific or other professional research papers*

➢*Writing skills are essential, and I feel these are somewhat sidelined in Baker's heavy emphasis on mathematics and the sciences.*

➢*Writing skills, Speaking skills, Rudimentary Mathematics.*

➢*Writing, accounting, budgeting.*

➢*Writing, as I mentioned before, there's a lot more writing in the post high school world. Also, basic financing course could be a requirement as I was lost in basic accounting classes I took for my minor.*

➢*Writing, networking, web design, personal budgeting*

➢*Writing, speaking, reading, finance, etc.*

➢*Writing, spelling, etc., basic skills.*

Q15: Are there any experiences that you feel graduates from C.W. Baker are lacking?
n268[1]; Single Response

[1] 1 No Reply

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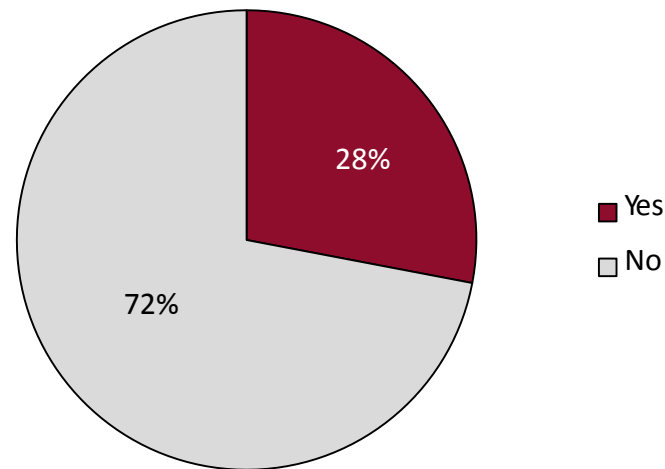
Online Graduate Survey

Q16: Which experiences do you feel graduates are lacking?
n66; Open-Ended

➢*A global perspective on our increasingly interdependent and interconnected world we now live in.*
➢*A little bit more social freedom, I've noticed that the school is going with a tight grip policy. The real world and college isn't like that. Students should be able to have more freedom and not be watched like hawks for cell phone use during lunch time. Give them some leeway and I think you may be surprised.*
➢*A more strictness or demand on students to learn the material. An example would just be more repetition in everything to help it stick.*
➢*Abroad or traveling experience to make people more worldly*
➢*Accounting*
➢*Allow independent thinking with accountability*
➢*Baker should consider making a weekly television station. Going into college as a Broadcasting Comm. major I didn't have any prior experience. It'd be nice to have an idea of what kind of career I plan on driving towards.*
➢*Better dances. Should be a homecoming and prom king and queen.*
➢*Block scheduling.*
➢*Class trip*
➢*Community service, experiencing other cultures like low income areas and underprivileged communities. Baldwinsville is a relatively safe, upper middle class, predominately white bubble that a lot of kids never leave unless it's for a vacation. Putting students in a class or program that involves interacting with more diverse or under privileged communities can give them an appreciation for the education they have and why having an education is so important.*
➢*Computer programming*
➢*Current event classes*
➢*Diversity*
➢*Diversity*
➢*Diversity*
➢*Diversity. Make more classes like Ms. Garcia's Sociology course.*
➢*Experiences outside of the classroom. Or experiences in which kids can discover learning themselves. I HATE it when kids are forced to listen to a lecture or view a PowerPoint. The information isn't retained as well as it would be if C.W. Baker offered hands-on experiences.*
➢*Field trips! Senior privileges! Senior trips! I know this stuff costs money but I really believe, from hearing from peers all over the country, that it's definitely worth the investment. I don't think kids at B'ville see themselves as investments or as valuable, and they should.*
➢*Foreign languages should start earlier. More options for job applicable skill development. Open access to district administration.*
➢*Freedom*
➢*Freedom*
➢*Freedom to learn what interests them before college. Ability to become independent learners.*

➢ *Fun. The school was like a prison at times.*

➢ *Greater reach out to alumni to attend events like homecoming*

➢ *I feel like many BHS students are lacking people skills and effective communication skills. But I think that often comes with being in a high school environment.*

➢ *I'm not sure exactly, but I feel in general that I could have taken more away from Baker. Perhaps more. Encouragement to get students involved in clubs or extra curricular activities?*

➢ *Independence. The restrictions in that school are like being in jail, seriously need to re-evaluate how you treat 16-18 year olds.*

➢ *Interest in non college bound students.*

➢ *It should be easier for students to be involved in a variety of extracurricular activities instead of many activities in one field. I feel that my involvement in music and the impossible scheduling of many athletic teams robbed me of a chance to play sports in high school.*

➢ *Life skills*

➢ *Living independently, having a budget*

➢ *Making choices independently from their parents*

➢ *Memories of safer drives to school when class should have been cancelled. One more day off in order to ensure the safety of both the staff and students shouldn't have been so hard to manage during the winter.*

➢ *More availability of internships, etc. to get a feel for the real world.*

➢ *More community service and opportunities to observe people in their chosen field.*

➢ *More freedom for senior students who are deserving (ex. ability to leave during lunch)*

➢ *Networking. It seems that, at least at a large university, many people know and have mentors in their goal fields that aid them, give advice, and help them along the way.*

➢ *Overseas semesters abroad as exchange students. We are living in a world that is getting smaller and smaller, and as Americans it is important to give our children first hand knowledge of the world and let them learn from experience and not just what is in a text book.*

➢ *Perhaps more hands on learning.*

➢ *Possibly more study abroad options*

➢ *Real life experiences*

➢ *Real life internship opportunities*

➢ *Real world training*

➢ *Religious exposure.*

➢ *Respect*

➢ *School Newspaper*

➢ *School trips to museums, other cities, volunteer opportunities*

➢ *Senior privileges to allow seniors a structured place to experience some of the additional freedom they will have in college*

➢ *Sign Language*

➢ *Some sort of introduction to scientific research instead of simply learning from a book*

➤ Students should be encouraged to travel to places outside of Baldwinsville. Only the music students and language students have that opportunity..

➤ The experience in Baker was alright. If they didn't make the school have so many rules then maybe kids would have liked the high school. Why do you think we wanted to get out of there so badly? Because our experience within the building everyday was horrible.

➤ The principle needs to stop being so uptight and demanding... I think in study hall and lunch and open periods during the day kids need to be able to use there phones... if they had periods through the day to use there phones the usage in class would significantly go down. I know it would have stopped me in class.

➤ The school should take a class fieldtrip to Washington DC and/or NYC since geographically they're so close and many students might not have an opportunity otherwise.

➤ There are not enough opportunities offered for class trips, internships, and first hand experience. A majority of the people I've met in college had senior trips and weekend trips to places like NYC, Boston, Washington DC, etc which I was never offered in high school unless I stuck with a foreign language for 4 years and had 4 thousand dollars to spare for a trip to Spain. First experiences with job shadowing as well as visits to other cities and cultures are extremely valuable and memorable and students learn a great deal from them.

➤ They don't know how to be adults because they are treated like toddlers from the time they enter to the time they leave.

➤ Thinking out of the box- a more worldly awareness.

➤ Those pursuing A career in computers NEED to know about the Cisco based networking courses which are available, and how important they are.

➤ TRAVEL

➤ We should have been taken to the inner city to help students out there, so the baker students can see how fortunate they are comparatively

➤ What experiences are we talking about? teachers are more laid back and don't care

➤ When I was there, it felt like there was no trust between any one. All of the faculty and administration believed every kid was up to wrong-doing and irresponsible, and the students felt that the facility didn't believe or seem to treat them as adults. Personally, I believe the best way to teach and prepare someone for a career and adult-hood, is to simply treat them that way. It's hard to find motivation to work and succeed in school when you can't go to the bathroom without approval and someone watching you to make sure you're not going to smoke a joint or skip class. In my mind, the more rules and restraints you have, the more the kids want to break them. And also with that, it makes them feel belittled. Trust in each other builds confidence, good character, and well equipped young adults ready and prepared to move onto their next step in life. If someone wants to skip class to do drugs, or break the law, etc. -- let them do it, they need to experience and realize it themselves that what they are doing is wrong, rather than have someone else tell them that it is wrong... adding another rule will not stop them for a second, and usually it'll end up making them desire to break the rule even more.

➤ Work study programs where a student can shadow a career option (after school, weekend, summer) then have a staff member be there "coach" to find out if that career is something the student wants to pursue or what career paths would better suit that student.

➤ Working for what they have.

➤ Yes we need to push organization. You will get lost in college and in your finances if they are not organized.

Q17: Are there any educational tools (e.g. using technology, internships, etc.) that you feel graduates from C.W. Baker missed out on?

n267[1]; Single Response

38%

62%

■ Yes

□ No

[1] 2 No Reply

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Online Graduate Survey

RMS
Research & Marketing Strategies
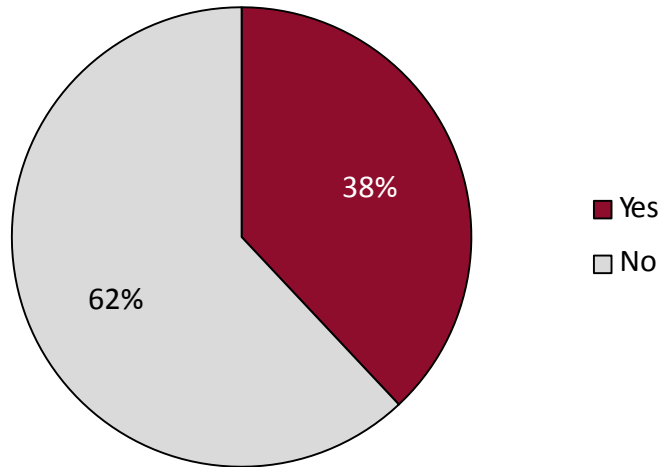
Q18: What educational tools do you feel are missing?
n93; Open-Ended

➢ *A lot of people I know had research opportunities as interns while in high school, which is a great opportunity I wish I had had. I don't recall any of these programs being advertised at Baker.*

➢ *Books on iPad/tablet/Internet*

➢ *CISCO based classes were something I wish I pursed and only did not because I did not see their importance.*

➢ *Communications skills*

➢ *Computer programming*

➢ *Every student should do one internship. I learned much of my broadcasting knowledge from my two broadcasting internships.*

➢ *Financial management classes*

➢ *Give out more information about summer internships/jobs that are open.*

➢ *How to use all parts of the Microsoft Office programs.*

➢ *I did not hear about internships while I was there, but I may have not been looking at the time.*

➢ *I don't remember internship opportunities, which could certainly be useful.*

➢ *I feel like the high school could have had a hand in placing high-achieving students in summer academic programs such as internships or research programs in college. This experience would add to their resume and make them more competitive for the more selective universities. I felt as though I was lacking these experiences when applying to college.*

➢ *I feel that a course that teaches word and excel should be mandatory, I've noticed that a lot of companies that pay decently require that knowledge.*

➢ *I feel that compared to my college peers I have a complete lack of computer skills of any kind.*

➢ *I feel that internships are an amazing way to figure out if the career you have in mind is what you really want to do. I feel that there should be more volunteer opportunities because that is something that will be very beneficial on your resume as well as a life experience.*

➢ *I never knew you could do internships!*

➢ *I think internships would be great.*

➢ *I think internships would have been helpful*

➢ *I think more field trips or being able to use smart phones and technology for class related things would be fantastic. I don't think it's fair that really only the "smart" kids get the expensive field trips.*

➢ *I think that the school should have been more encouraging and helpful in trying to get students to participate in a variety of opportunities to learn tools that are necessary in college and life*

➢ *I think that there should have been more internship/programs that helped with specific courses (i.e. internships with ESF for science majors etc).*

➢ *I think there should be more use of computers in the classroom, using programs like Excel.*

➢ *I was accepted to an internship my junior year of high school but the school would not let me out of class to do it. Instead I was stuck taking irrelevant classes and I could have been out in the world getting real experience.*

➢ *I was barely familiar with Excel past its use in my physics class, and I think internships or shadowing experiences should be encouraged.*

➢*I wasn't aware of any internships while in Baker, so I'd say that was lacking.*
➢*I would have liked as a student to see more internship opportunities.*
➢*If you didn't know, the world is shifting to a world that is based on the Internet and more specifically, Internet on a mobile platform. By restricting mobile devices in school we restrict learning for our students. Students should be taught to properly use these devices and should be encouraged to use them in the classroom.*
➢*Incorporating internships or other hands-on learning into the required courses early on in high school would help students to determine career paths that they are interested in.*
➢*Internships*
➢*Internships*
➢*Internships*
➢*Internships*
➢*Internships*
➢*Internships*
➢*Internships and how to look for them.*
➢*Internships and jobs.*
➢*Internships are extremely important. While again I do not recall if it is offered or not, more emphasis should be placed on participating in an internship.*
➢*Internships are missing unless you go to BOCES.*
➢*Internships in fields*
➢*Internships were never offered in high school from what I can remember.*
➢*Internships were not even discussed*
➢*Internships with nearby businesses should be increased.*
➢*Internships would be a nice addition. Or a tour of the local schools like OCC or even SU if possible.*
➢*Internships would offer a leg up on other schools, especially learning what is expected in a professional setting.*
➢*Internships, relating things to the real world.*
➢*Internships. We didn't have any.*
➢*Internships/job shadowing*
➢*Interview preparation, cover letter and resume writing, finding internships and jobs*
➢*Just a little more emphasis on AutoCAD . Some university engineering programs don't make it a requirement when the work world does.*
➢*Knitting- Internships (art)- A sense of community- The value of work and how to enjoy it- compassion- philosophies for well being and function of culture. There are many who left C.W. Baker high school without understanding community and culture who are confused about their place in society. Individuals are part of a whole and should not feel isolated. Individuals should be reminded they are important parts of our community and are vital for a happily functioning society.*
➢*Lab equipment*
➢*Learning the latest computer skills*

➢Maybe not educational tool, but an educational resource, but I never once went to the library because it was not allowed unless you had a certain teacher sign off for it. I understand people fool around in the library but it would have been nice to have that as a more accessible resource.

➢Microsoft Office proficiency. You use each of these programs in school, but using them effectively and in depth can be a challenge unless drilled or used daily.

➢More computer classes, computer art, programming

➢More electric skills and contracting

➢More hands on or out of school experiences especially if you are not college bound

➢More internship experience.

➢More internships for students who want a career in education

➢More internships, many students graduating from Baker have no idea what to major in, I think internships would help with this.

➢More student instruction in technological means of organizing homework, assignments, finances, etc...

➢More training to get us ready to face what's out there in the real world.

➢Not enough internships

➢Offering more opportunities for internships or research positions for high school seniors could be useful.

➢Opportunities for internships, more career fairs/ options introduced

➢Overall, I think the school (and the CRC) do a great job of preparing students for whatever they may be interested in, but some sort of internship program would be a great way to get a jump on the process of narrowing down careers. I also think a greater focus on incorporating technology into the classroom other than basic Microsoft Word and PowerPoint would be helpful.

➢Part of my start up business deals with market trends and what we have found as there is a growing demand for IPods in schools. Baldwinsville should capitalize on this new device, as many other schools are, which could be beneficial in the learning process and give Baldwinsville students a competitive edge in the workplace.

➢Potential internship classes would be beneficial.

➢Practice interviewing and resume writing

➢See previous answer (availability of internships).

➢Shadowing a professional member of the field the student is considering to go into

➢Shadowing professional so students have some idea of career paths. Volunteer experience, yes I know you have to do PIG hours but students should have to help in the community more than once in their senior year. It should be an every year requirement

➢Should have internships for courses.

➢Some of my college friends had summer internships. I am sure there are notices in the CRC about them, but I did not find we were made aware of them. There is also the possibility that they did not get these internships through their school.

➢Some sort of internship requirement or service hours for all students would give graduates a leg up on other students from other high schools

➢Specifically Microsoft excel should be emphasized more.

➢Teachers should be better trained to use new technology. For example, some teachers who had SmartBoards never made use of them.

➢Teachers who care

➢*Technology*

➢*Technology is a waste of money in my opinion. A good teacher is a good teacher, regardless of whether or not they have a smartboard, and a smartboard isn't going to make a bad teacher any better. The technology we did have in the school isn't being used to it's potential either. Also, internships were non-existent as an opportunity for me as a high school student I would have taken one in a heartbeat if I had been given the tools to obtain one.*

➢*Technology used in the science labs.*

➢*The best way to teach something is through experience. You don't learn how to drive a car by reading a book about cars, you learn by driving it. The same goes for anything else in life. Experience, experience, experience.*

➢*The engineering computer language MATLAB*

➢*The school should have a better Computer Science/Software Engineering program.*

➢*These I have previously stated.*

➢*They could offer internships as electives for students in their senior year*

➢*Upon entering college, I am surrounded by people who have already had internships and have gotten a head-start in their field. I feel like I am lacking in that respect and I think that if students were at least made aware of opportunities and aided in the pursuit of them, that would be really beneficial.*

➢*Very few internships, half of college is internships and we are so close to the city there is no reason we shouldn't be able to have stronger internship experiences offered.*

➢*We did not have many classes on computers - there was one class for typing.*

➢*We should have more of a network for graduates. A lot of schools have alumni networks.*

➢*Well I am a photo major and I love the darkroom classes but I think there should have been more classes involving Photoshop.*

➢*What internships?*

➢*When I graduated I did not feel totally comfortable with a lot of technologies I was expected to know in college.*

Q19: Reflecting on your time at C.W. Baker High School, did you feel that anything was "cutting-edge" at the time?
n267[1]; Single Response

- ■ Yes
- □ No

37%

63%

[1] 2 No Reply
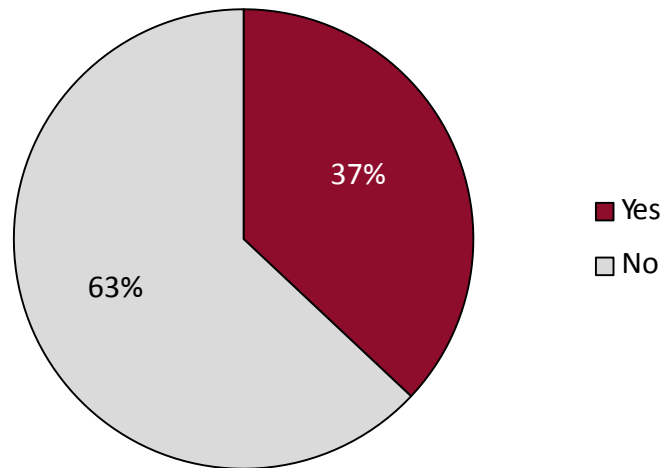
Online Graduate Survey

Q20: What things were "cutting-edge"?
n93; Open-Ended

➢*AP classes, project lead the way*
➢*Athletics*
➢*Baldwinsville has always been cutting edge regarding technology and new teaching styles and strategies. I noticed that as when I did practicum's and student taught in different school districts. Smart boards technology was cutting edge when I went to Baker High School, in addition they always had the latest edition of word, PowerPoint, excel etc.*
➢*Because I took a couple of tech classes, I was introduced to a lot of cool and recent technologies.*
➢*Business classes and running the school store.*
➢*Google- technological innovations- ceramic studios-*
➢*I remember when I was in Ray and smartboards were being introduced to classrooms, it was the greatest thing for all the students. Now, the district has helped implement iPads into classrooms, and I can imagine this has met with a similar reaction.*
➢*I think when the smart boards were first introduced I felt we were one of the first few schools to try them out but now I would think they are much more popular.*
➢*I thought the tech department was fairly "cutting edge".*
➢*I took graphic design and I thought that was a really well done class, technology wise and lesson wise*
➢*Interventions focused on making healthy foods more available*
➢*Machines used in tech classes like the CNC machine as well as the 3D printer*
➢*Mr. Widirick's Spanish Classes: FABULOUS!*
➢*MUD day and all the scholarship that go along with it!*
➢*My education. CW Baker High School provided me with a great education. Unfortunately more students don't have the opportunity to attend such a great academic high school. Many of the students there don't realize how good of a school it really is.*
➢*My math class had a SmartBoard installed my senior year.*
➢*Our tech department seems to always be up on its information , teachings, and technologies. Our music program and AP classes all seemed to be ahead and on target as well. Our CRC has the right idea and is very useful if better targeted for student needs rather than being a hassle.*
➢*Our technology department*
➢*PLTW programs, mainly CIM - computer integrated manufacturing, inventor*
➢*Prezi and SmartBoards*
➢*Project Lead the Way*
➢*Regents*
➢*Smart board*
➢*Smart Board*

➤ *Smart board technology integration, electronic revision of essays (French)*
➤ *Smart Board technology made learning and taking notes in class a lot easier.*
➤ *SMART board technology. High schools around here are just getting them, mainly in only the private schools.*
➤ *Smart board use in math classes. Music program quality was cutting edge, better than a lot of college music programs!!!*
➤ *Smart boards*
➤ *Smart boards*
➤ *Smart Boards*
➤ *Smart Boards*
➤ *Smart boards*
➤ *Smart boards*
➤ *Smart boards*
➤ *Smart boards*
➤ *Smart Boards*
➤ *Smart boards*
➤ *Smart boards*
➤ *Smart boards*
➤ *Smart boards (electronic chalk boards) for math classes and the radio station for students.*
➤ *Smart boards and smart computers*
➤ *Smart boards and the iPads.*
➤ *Smart boards!*
➤ *Smart boards, power points*
➤ *Smart boards, teacher websites*
➤ *Smartboards*
➤ *Smartboards*
➤ *Smartboards were pretty "cutting-edge."*
➤ *Smartboards.*
➤ *Smartboards. Also, many of the tools in the technology department such as the camera equipment and software, the vinyl cutter as well as the 3d printer.*
➤ *Some of the tech machines*
➤ *Some of the technology courses that were offered at the time were on newer technology.*
➤ *Tech and Music*
➤ *Tech department*
➤ *Technology (SMART Boards) and sports that other schools did not offer (crew, field hockey)*
➤ *Technology class supplies*

➢ *Technology department and smart boards*

➢ *Technology was largely "cutting-edge," I learned a lot more effectively with the adoption of Smart Technology and iPads!*

➢ *Technology was nice. Newer facilities.*

➢ *Technology, smart boards*

➢ *The CAD packages and mills in the technology department.*

➢ *The classes and the ability to choose classes*

➢ *The field Biology and Stage and Screen Courses. Also allowing each class to go to Syracuse Stage each year. Hands on Experiences equal a well rounded education and those two courses were definitely cutting edge!*

➢ *The honors classes I took (as well as ones I could have taken) are far and beyond what I am hearing peers in college had offered to them in their high schools.*

➢ *The machine shop, the CNC machine, and the Laser printer.*

➢ *The MST and technology programs*

➢ *The music department*

➢ *The music department*

➢ *The Project Lead the way program and technology facilities were far more advanced than expected for a high school.*

➢ *The project lead the way technology classes*

➢ *The school's use of the smart board technology seemed very modern to me; also, several of my friends were very happy with the technology labs.*

➢ *The shop machines like the laser cutter and CNC machines.*

➢ *The Smart Boards*

➢ *The smart boards were very cutting edge at the time, I also enjoyed the use of graphing calculators, I only wish my college allowed their use which would have allowed me to get the most out of my $100 investment.*

➢ *The social environment was brutal.*

➢ *The tech department had lots of new machines when I was there.*

➢ *The technology class rooms. Other than that, no. The schools computer network was constantly strained, which caused significant problems attempting to use computers in a learning environment.*

➢ *The technology classes that were available and the equipment we had.*

➢ *The technology department seemed very forward-thinking. Trade-styled programs are cutting edge in the way that they acknowledge that many individuals are better suited to trades than the typical educational paradigm.*

➢ *The technology department. Especially the equipment like the 3D printer and CNC routers*

➢ *The Technology Departments classes, computer programs and machines. WBXL*

➢ *The Technology program and its equipment was very up to date.*

➢ *The technology used during the project lead the way sequence include tools that most people in my field did not get a chance to use until late in the educational process. Use of Smart board technology was being implemented at the time and now you see that technology in the workplace on a daily basis.*

➢*The use of Smart boards and computers and such was, I guess, cutting edge for the time, yet again I don't know what is current now.*
➢*The use of smart-boards*
➢*They had a really nice weight room.*
➢*Using smart boards in classes...we didn't even have them in college at SUNY ESF while I was there*
➢*Vex robotics in computer integrated manufacturing*
➢*We had a great music program.*
➢*We had a SMARTBoard in my math classroom which was very cutting edge in 2004-2005.*
➢*We used a Smart Board in our math class.*
➢*Well ACTUALLY this class was taken in Durgee Jr. High but it was only available to 9th graders. It was a multi media class where we worked with Photoshop and iMovie. We also did clay animation videos. I wish there was an advanced level of that class offered at Baker.*

**Q21: Overall, how satisfied are you with C.W. Baker High School's
ability to provide you with the following 21st century skills?**
nVaries; Single Response

Reading Skills		20%	34%	43%	n266
Teamwork and collaboration skills	6%	21%	44%	27%	n267
Writing Skills	5%	24%	35%	35%	n267
Critical thinking and problem solving skills	9%	20%	40%	29%	n266
Leadership and responsibility	4% 8%	23%	36%	29%	n266
Integrity in college/the workplace	6% 7%	22%	36%	29%	n265
Creativity	4% 7%	25%	38%	26%	n265
Information and technology skills	8%	26%	40%	24%	n267
Communication skills	3% 7%	28%	37%	25%	n266
Time management skills	3% 13%	27%	31%	26%	n267
Social and cross-culture skills	6% 14%	34%	31%	15%	n266
Specialized skills (related to your career path)	13% 17%	25%	25%	20%	n267
Public speaking and presentation skills	5% 15%	35%	27%	18%	n265
Personal finance skills	17% 29%	27%	20% 7%		n266

0%   20%   40%   60%   80%   100%

□ Not at all satisfied (1)   □ 2   □ 3   ■ 4   ■ Very satisfied (5)

Online Graduate Survey

Q22: Are there any particular BOCES or afterschool programs that you participated in that proved useful to your post-graduation endeavors?
n267[1]; Single Response

16%

84%

- Yes
- No

[1] 2 No Reply

Confidential

Online Graduate Survey

RMS
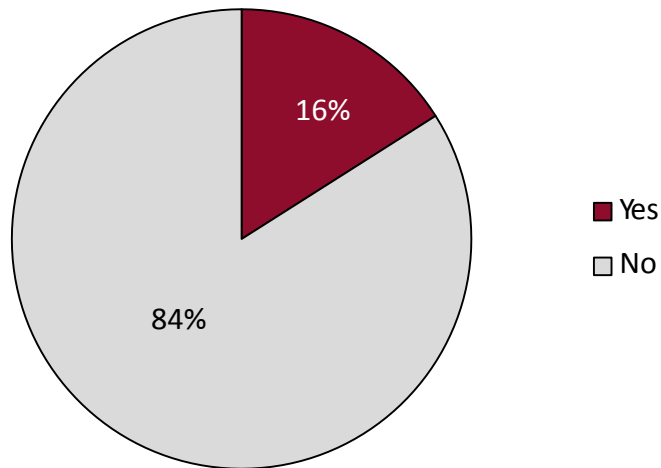
Q23: What BOCES or afterschool programs proved useful?
n269; Open-Ended

➢ *Acceptance Coalition because it was very eye opening and just about the only diversity we had in the school*
➢ *Afterschool programs: key club, newspaper club, pep band, most clubs...*
➢ *Anything related to music I was in*
➢ *As I previously mentioned, many of the skills I took from my time in high school were obtained through my extracurricular activities.*
➢ *Athletics*
➢ *Athletics*
➢ *Athletics, national honor society*
➢ *Automotive collision Technology*
➢ *Childcare*
➢ *Class council, key club and varsity sports all taught me how to work with others on group projects and communicate with other efficiently.*
➢ *Clubs, sag, teams, etc.*
➢ *Company B (vocal jazz)*
➢ *Cosmetology*
➢ *Cosmetology course, helped me with my confidence in my career, even though I am not currently in a cosmetology related occupation.*
➢ *Cosmetology, to learn to work with others and communicate properly with others, teamwork skills and leadership and time management skills.*
➢ *Drama club and WBXL*
➢ *Hair cutting, which I never did.*
➢ *High School sports*
➢ *I participated in cheerleading which helped me learn time management skills and how to cooperate on a team.*
➢ *I think being involved in student council, class council, and athletic programs were all very beneficial for any post-graduate endeavors.*
➢ *I took an after school writing workshop in THIRD grade with Michelle Crisafulli that really was the start of my interest in writing. Start young!*
➢ *I took cosmetology in BOCES and I think going to BOCES was the best thing in the world for me because it taught me way more then Baker. Baker is full of favoritizing teachers and snobby students. It's not a healthy environment and teachers don't help.*
➢ *I was part of Mock Trial from 2005-2008. It made me think of situations from a different angle due to the competitiveness of winning the cases.*
➢ *Investment club, B'ville Crew. Based on my current professional situation, I wish I had been on the Debate and Speech team.*
➢ *Key Club- My college emphasized service learning in college.*
➢ *Key Club, Cross Country, Track*
➢ *Lacrosse*
➢ *Lacrosse*
➢ *Marching band, drum line*
➢ *Marching band, science Olympiad, math league*

➢*Mock Trial and M.U.N were very useful in boosting my pubic speaking skills and throughout them I gained experience in speaking to large groups of people.*
➢*Musical Vocal Jazz*
➢*New Vision Animal And Environmental Science*
➢*New Visions Environmental and Animal Science*
➢*Running cross country and track made me a better person, more specifically, the guidance of Coaches helped. I was very disappointed in the decision to fire one of them. The chosen replacement makes no sense to me, as I found the coach to be still in an army mentality and lacking in all understanding.*
➢*Science Olympiad provided me with a challenging experience that increased my problem-solving/critical thinking skills.*
➢*Sports and music*
➢*Sports improve leadership people skills and develop character*
➢*Team sports helped me to learn leadership and team working qualities.*
➢*Varsity Soccer -Student Council*
➢*Varsity Swimming Jenna's Mentor's/BTT Spanish Club Spanish & National Honors Society Math Club Class Council Model United Nations Stage Crew School Newspaper, the Bakery*
➢*WBXL*

Q24: For this question, please rate your overall level of agreement to the following statement:

C.W. Baker High School made classroom content relevant to my post-graduation needs and career path.
n266[1]; Single Response

Strongly agree — 12%
Agree — 47%
Neither agree nor disagree — 28%
Disagree — 9%
Strongly disagree — 4%
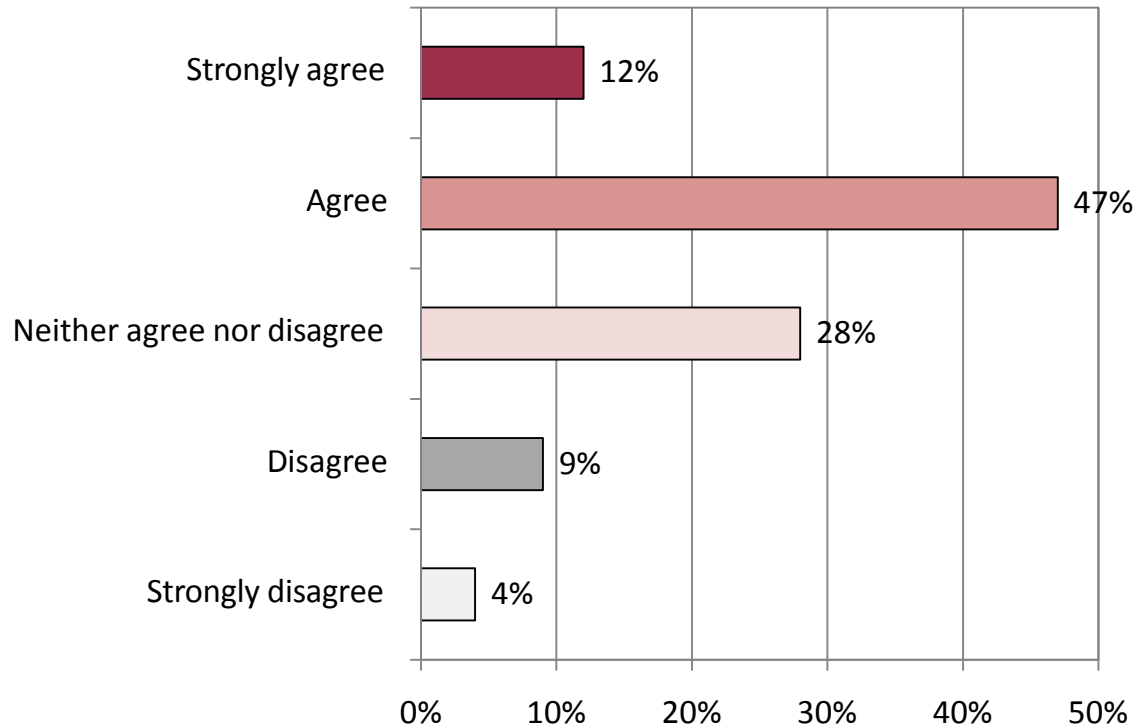
[1] 3 No Reply

Q24a: Why did you_____with the previous statement?

n108; Open-Ended

Strongly Agree

➢*Baker well prepared for me for college class work. It gave me a well rounded education in math, science, english and history. It provided a base knowledge to build further studies and developed skills for these studies.*

➢*I chose to attend a liberal arts college and the emphasis on writing particularly. A.P. US and A.P. English were definitely helpful. I also had to take a language in college regardless of level of proficiency and Baker's Spanish program and A.P. Spanish course prepared me a great deal for that.*

➢*I did well in college*

➢*I felt very prepared for college which allowed me to do well in college, get great internships, and get a great job right after graduation in my field.*

➢*I found there was a lot of knowledge I gained that later became useful during my time at college.*

➢*I have looked frequently to the knowledge gained in high school in my courses at the university level. I feel that my bank of knowledge has served me well.*

➢*I planned to attend college and the work I did in the classroom helped prepare me for that specifically. I feel senior year of high school was really geared towards preparing me for college. Although "Senioritis" kicked in, I still took a courses that were specific to my college/career path.*

➢*I was able to learn java programming with ease because I had previously worked in C++ and with the robotic software in CIM.*

➢*Many of my AP classes allowed me to have a step up on my classmates and gain entry into upper-level classes.*

➢*Project lead the way. Also sports and extra curricular items helped a lot with teamwork, leadership and responsibility*

➢*Teachers were able to relate to real life.*

➢*The AP courses were taught in a way that made the transition to college courses easy. The technology and PLTW courses helped in making it easier to take engineering courses in college.*

➢*The classes I chose to take significantly prepared me for life.*

➢*The classes I took (junior and senior) year were very helpful. They were very similar in work load and type of work I would be doing in college.*

➢*The classes I took were relevant to my post-secondary track.*

➢*The PLTW courses*

➢*The technology made it fun to pay attention instead of reading the book all day long. It allowed us to keep up with the times.*

Agree

➢A lot of useful general information, but lacked in depth anatomy knowledge that would have been helpful.

➢AP Calculus, AP English with Mr. Culhane, AP U.S. History with Glisson, AP Chemistry with Graydon etc...all made it easier for me to pursue my neuropharmacology degree.

➢Athletic Training

➢Available college prep courses

➢Baker prepared me for the necessary college-level critical thinking and writing

➢Baker prepared me well.

➢Baker's classroom content did a good job at preparing me for college

➢Because I thought it was true

➢Because I've gone into teaching.

➢Because most of the material was related in some way. Some things, like PIG I didn't find useful since I'm a Psychology major.

➢Because that is how I feel.

➢For general courses that all students had to take: The teachers taught with such passion (most of them) which reflected that many of us should be equally as passionate once we are out in the workplace. For specialized/elective classes; choosing these classes meant we, the students, carried a particular interest with the subject in question. Automatically making the course material relevant and reflective of our possible future post-graduate plans.

➢For the most part I felt noticed and appreciated by my teachers. I was given special attention when it was needed and I felt my teachers genuinely cared about my success.

➢For the most part, we learned skills and techniques that prepared us for college coursework.

➢I agreed because I do feel like I was prepared for my post high school career. I took classes that were very similar to those in college which made the class easier as half the semester was review. I was familiar with excel and other software. My skills and preparation are also due to the influence of my parents however. My dad is an engineer and has always been teaching me lessons of organization and problem solving.

➢I agreed, but I think other content related to news and where careers are going could have been useful.

➢I believe our math skills and writing skills were helpful. I think life skills would have been more beneficial. I took a class about life skills but it didn't display the true difficulties of the world outside of our parents houses.

➢I didn't necessarily know what I would do in college, but the music program at Baker helped me and my friends in our eventual music degrees.

➢I feel Baker High School successfully made school content related to the outside world.

➢I felt that I left Baker confident that I would succeed in college and later on in the workforce.

➢I felt well prepared for college upon graduation from Baker.

➢I had a basic foundation from what I learned in high school going into college. The AP courses offered in high school benefited me the most.

➢I had good time management skills and basic knowledge to achieve in college.

Agree (Continued)

➢ *I studied biology and mathematics in high school, which I will use in Med school.*

➢ *I think Baker did an overall good job providing me with the standard and general education required, I just can't say that I was wowed by it.*

➢ *I think I put myself in classes that pertained to what I wanted to do in college. For example I took extra science and math because I wanted to go into a health related field. As far as overall content I think Baker did a good job; I think that it can be even better now. Students now lack more motivation than previous graduates so I think making it a little more strict will prepare them better.*

➢ *I think the classroom content was helpful for their subject areas, but I think a psychology/sociology class would have been extremely helpful in college.*

➢ *I think the foundation was there but compared to college classes it's a much slower pace and adjusting to a faster teaching style was difficult.*

➢ *I thought teachers did a good job on incorporating current events and stressing importance of keeping up with current events. Other teachers set high expectations and standards that prepared students for the demands and pace of college courses.*

➢ *I was able to take an independent study course in fashion design*

➢ *I was able to take many ceramic courses to broaden my understanding of the material. The senior year is wonderful for being able to concentrate on what you like.*

➢ *I was exempt from several classes in college and AP Spanish taught me the same exact material as Spanish 202 in my college so I got an A in the class (Spanish is also my major)*

➢ *I was exposed to AutoCAD, WestPoint Bridge Design, and Team projects.*

➢ *I went to college for an English degree. So many courses were offered at BHS that helped me in my field of study.*

➢ *I wish there was more work on the fundamentals of writing and a better perspective on international studies. In addition, I wish the format of classes [in high school] were more comparable to college courses including a class syllabus, more public speaking opportunities , and an better teacher to student assessment of how that student can advance academically and personally.*

➢ *I'm going into academics, PhD and research*

➢ *It did a good job for the area that we are in however there is a real world element that is lacking*

➢ *It prepared me for the level of responsibility that I had to undergo, and helped me with time management skills.*

➢ *It's important to get a well-rounded education in HS and that is what I feel I received.*

➢ *Most classroom content was relevant, but not all.*

➢ *Most classroom lectures tended to be focused on knowledge of the content for the sake of passing a state exam. Unless it was an elective, such as Business Ownership and Management, classes were not typically taught in a way that showed their relevance to specific fields.*

➢ *Most junior and senior year classes prepared me for the future.*

➢ *My business classes were extremely helpful.*

➢ *My classes emphasize writing and presentation skills. I would have liked better structured group projects (not a couple people doing all the work).*

➢ *My classes had relevant material because of the tech classes and the way my teachers taught the material. The materials were always up to date and had to do with issues in the world at the time.*

Agree (Continued)

➢*My classroom content prepared me for the general core liberal arts classes that I took in college.*

➢*My experience prepared me well academically but the "life" and career skill areas needed more improvement.*

➢*My math skills are very well refined.*

➢*My post college career/career path is graphic design. Baker didn't offer any computer graphics or media classes. (Only the one in 9th grade at Durgee) But I did take studio art as my concentration for my graphic design major. I took several studio art classes at Baker.*

➢*Offering AP Bio and Field Bio both helped me*

➢*Only some classes related to post-graduation like my senior English class. I feel like more classes should so that students have a better understanding of what they would like to do after HS.*

➢*Our technology classes can only take you so far into the field of electrical engineering. They provide a good general basis for engineering to help decide which one is better suited towards you.*

➢*Some of skills learned in the classroom helped me today with college.. I wish there was and strongly recommend adding an environmental science course (AP). Many other students at college have had high school classes with environmental sciences.*

➢*Sometimes I found the content pointless and unrelated to what we would need to know later in our lives and careers. Overall, I really enjoyed my time at CW Baker High School, and wouldn't trade my education for anything!*

➢*Students are taught as a group - not every student has their career and post-graduation goals addressed in a classroom setting.*

➢*The business classes allowed me to realize my potential in the field.*

➢*The classes I took in the Project Lead the way program were almost exactly mirrored in my first years of college. The History Lit combo class prepared me for college level thinking, writing and presenting.*

➢*The content allowed me to develop the critical thinking and analytical tools necessary for my future career in the sciences.*

➢*The high level of science classes I was able to take prepared me for all the sciences classes I have taken in college. The teachers taught me at a level that prepare me for the heightened level of a rigorous science class.*

➢*There were numerous business classes offered that presented useful information.*

➢*There were so many electives available which allowed me to get more science in my background. I also took a contemporary literature class and signed up to get OCC credit for it which got me out of a writing class at college.*

➢*They were good at implementing real life*

➢*Well I am majoring in Culinary Arts currently, which could only have been supported in school by the home economics programs, however I am thinking of going for food writing as well, so the English classes helped to prepare me for this.*

➢*Went into math/science and helped*

➢*What I learned in high school helped me with what I would learn in college.*

➢*When I arrived at college, I found that students around me were less prepared than I was for entry level classes.*

Disagree

➢Baker provides a general education across many disciplines. When I applied to college, I did not know what I wanted to do because I had no experience in any particular field. Instead of requiring such a rigid schedule, opportunities to explore career paths should be available.

➢Because post-graduation is not all about getting a job right away and using all of the concrete skills you learned in math, science, and English. It is learning how to become a member of society and learning to figure out what you want out of life and help that gear you towards the right career for you. If you have not already become familiar with the skills needed to survive post-grad life, then you will spend a year or two learning this and feel that you may have wasted valuable time learning something that you could have been better prepared for.

➢Everyone was so focused on getting us to pass state tests at the end of the year that we never learned the skills we needed for college such as writing research papers, time management, critical thinking, and there was rarely room for creativity. I also am a sociology major and was unable to get into the sociology class at our high school 2 years in a row.

➢Everything in my classes was irrelevant to what I am doing with my life. I live in a country we barely talk about and there was nothing in all of my classes about the automotive industry.

➢High school seniors are fed the "you can be anything you want" story, when really most with a college degree will still have low paying jobs.

➢I changed majors but didn't have any exposure to other areas in education; high school was too limiting in class areas.

➢I felt there was not enough career exploration in real life situations.

➢I went to college for a sociology degree as well as elementary education and special education for grades 1-6. No intro courses or anything regarding my major was offered when I was in high school.

➢I'm a social worker. The only thing relevant to my career path was the time I spent with Mrs. Laura Kinlock, the students assistance counselor, a position that I believe doesn't even exist anymore at the school, which is a shame.

➢It is very hard to make an entire educational experience relevant to post-graduation needs. I feel that my time at C.W. was crucial for the social aspect of my personality.

➢Nothing in high school was specialized and never helped me decide what I wanted to do in life.

➢Nothing stands out as being useful.

➢Occupational therapy is about teaching and engaging others, that are unable to engage, in an meaningful occupation/activity/task functionally so a person that wants or needs to restore their independence has the ability too. History, math and even science classes gave me a good base on being a well rounded intelligent person to become the best therapist possible but the content of my high school classes didn't help directly.

➢Our career path wasn't really considered in our education. We take almost entirely mandatory courses and none of them related to my college major.

➢The work was relevant but if you didn't understand the help was horrible because teachers only helped the students that asked or were teachers pets, not the obviously confused kids. Only their favorites

➢There were no classes offered that were relevant to my college major choice.

➢We just focused on stupid stuff that no one ever uses. I think that there should be multiple different paths through high school that focus more on the individual needs than those hidden agendas of the school.

Strongly Disagree

➢*All classroom content that I experienced was a complete waste of time.*

➢*I needed more difficult classes and more intense/in-depth classes (such as AP).*

➢*Mainly mathematics, college classes required a much higher understanding and retention of basic principles that the curriculum at BCSD does not provide.*

➢*My career path changed.*

➢*Not enough education or class work that pertained to after school preparation*

➢*Nothing to do with chemical engineering, although not many high schools are equipped with the proper tools to influence math, science, and technology skills.*

➢*Nothing we were taught is relevant once you graduate they gear everything to the sports and that's it.*

➢*We spent way to much time preparing for tests and not enough time learning. I believe that studying critical lens essays actually took away from my writing abilities. I literally told myself to forget everything I was ever taught about them so that my writing skills could bounce back from the "cookie cutter" lens essays.*

Q25: Please rate your overall level of agreement to the following statement:

C.W. Baker High School provided me with the experiences relevant to my post-graduate needs and career path.
n268[1]; Single Response

Response	Percentage
Strongly agree	12%
Agree	43%
Neither agree nor disagree	31%
Disagree	10%
Strongly disagree	4%
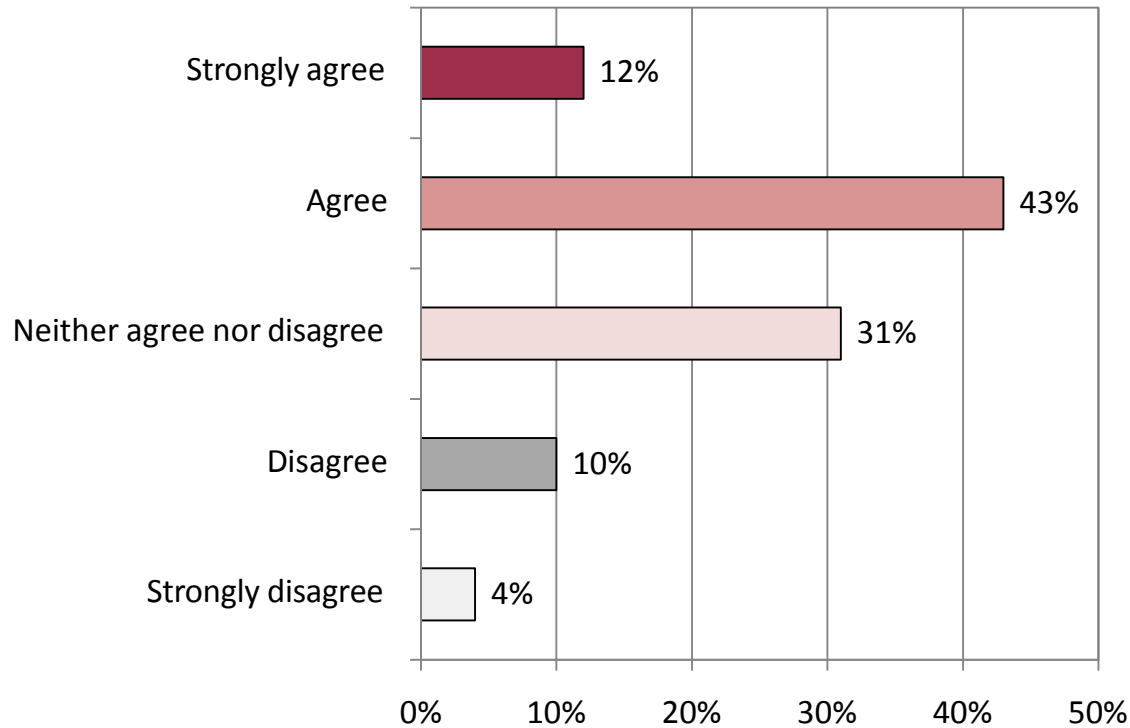
[1] 1 No Reply

Q25a: Why did you_____with the previous statement?

n99; Open-Ended

Strongly Agree

➢*By being involved at Baker I was not afraid to join clubs as soon as I arrived at college.*

➢*Extracurricular experiences and strong curriculum were helpful.*

➢*I had a competitive knowledge background in the subject matter relevant to my majors.*

➢*I learned how to socialize and how to stand up for myself in school so that is useful now.*

➢*I learned various skills like team working, leadership, speaking skills, and writing skills that I used throughout my college career.*

➢*I was able to partake in a sport, Track & Field, where I had considerable success due to two great coaches [Jensen, Balcom] which benefited my edge in getting admitted into many colleges. I was also involved in numerous clubs and organizations at Baker which allowed me to gain the leadership, teamwork, and communication skills I now have.*

➢*I was able to tutor tenth graders struggling in global history as a senior for an entire year preparing me for my career as a social studies teacher.*

➢*I was well prepared for after high school activities.*

➢*I'm going to school for Mechanical Engineering. Specific courses at Baker High School that helped with my major are Pre-Calculus, AP Calculus BC, AP Physics B and C, General Chemistry. I owe a lot to the teachers of most of my classes that provided a great experience. The teachers showed genuine interest in the student but were hard enough on us to prepare for college.*

➢*It was great.*

➢*Made me feel college-ready.*

➢*My teachers were great.*

➢*Only some classes related to post-graduate needs like my senior English class. I think that more classes should so that students have a better understanding of what they want to do after HS.*

➢*PLTW and Math*

➢*Teachers were able to provide me with public speaking skills, communication, and other skills needed in a college setting.*

➢*The classes I took significantly prepared me*

➢*The guidance counseling for the college application process was helpful.*

➢*The passions I developed thru participation in cross country and French trips help to guide choices and priorities still.*

Agree

➢ *A lot of good classes.*

➢ *Advanced science and English courses really exposed me and prepared me for my freshman year of college.*

➢ *Again, AP Bio and Field Bio*

➢ *Baker had the Career Resource Center, Guidance Seminars which were all useful.*

➢ *Baker made me college ready, not only with the curriculum, but with the staff's ability to relate to young people.*

➢ *Baker's academic programs were challenging and provided experiences that were definitely utilized in a university setting. However, I think they could improve upon fostering personal responsibility - a less restrictive environment, particularly for seniors, many of whom are going to live on their own a few months after graduation, would be helpful and is a crucial part of the individuals learning process.*

➢ *Baker's arts programs were incredibly strong while I was in school. My career path in the arts may not have been possible had Baker not nurtured my talent and given me the opportunity to learn, improve, and perform.*

➢ *Battle of the bands helped me get into the music industry.*

➢ *Because of high school experiences it prepared me more for college.*

➢ *Because that is how I feel.*

➢ *Big school, a lot of people prepared me for college*

➢ *Business classes*

➢ *Business internships where you are actually exposed to professional situations*

➢ *Ceramics*

➢ *Certain skills were beneficial. In order to balance your finances, the skills in Topics helped put it into perspective.*

➢ *Having a good educations helped me develop habits for learning what is important to me and accomplishing long-term goals.*

➢ *I am in college for childhood education and my teachers helped me to become the person I am today.*

➢ *I continued on playing volleyball in college and I was able to use the facilities (sewing machines, screen printing lab) that pertained to my major - fashion design and merchandising.*

➢ *I felt Baker High School prepared me for my college experience because the transition was easy.*

➢ *I followed an education career path because if the academic environment I came from.*

➢ *I had social skills and public speaking skills that helps me with my career path to being a teacher.*

➢ *I mentored in Elden elementary school which led me to decide to switch my major from elementary education to Spanish.*

➢ *I participated greatly in the music department, French club, Math League, and National Honors Society, but very rarely was their anything entirely relevant to engineering. Women in engineering day was always fun to help out with.*

➢ *I participated in school activities.*

➢ *I was able to be involved in drama productions, as well as music ensembles. If it wasn't for these opportunities, I would not have discovered my passion for theatre.*

➢ *I was able to work in a team on a major project and make presentations in front of my classmates.*

➢ *I'm an English teacher now and I still think about my MS and HS English teachers from B'ville.*

Agree (Continued)

➢ *In terms of music opportunities, Baker's support of band programs is great.*

➢ *Like I said on the last question, I think Baker did an overall good job giving its students the basics, but I didn't feel that my education and life preparation was extraordinary or life changing.*

➢ *Many classes provided a useful background for college courses.*

➢ *Meeting new people.*

➢ *Most was relevant, but not all.*

➢ *Not all my experiences from Baker were academic, but life skills which helped me make decisions farther on in my life.*

➢ *Not sure*

➢ *Opportunities to engage in varying opportunities, including social, extra-curricular, etc*

➢ *Overall, what I learned in high school was satisfactory.*

➢ *PLTW was related to my career path*

➢ *Project Lead the Way program*

➢ *Same as previous (learned skills and techniques that prepared us).*

➢ *School was challenging enough to prepare me for college. (I was in honors and AP classes though)*

➢ *See previous answer's response… (PLTW helped with the first year classes)*

➢ *Since I attended college, I thought Baker helped me to learn time management and other imperative skills to be successful.*

➢ *Taught teamwork and good time management skills*

➢ *Teachers told me things that would be relevant for post-graduate work in college.*

➢ *The experiences of being able to do so much during high school besides classroom related activities helped me expand and grow as an individual after high school. I was involved in orchestra, sports, and after-school clubs. Baker High School provided the perfect environment for me to grow as a person, it only takes the conscious decision of the student to embrace it.*

➢ *The teachers showed us that life isn't a game, and you have to know how to get serious.*

➢ *The tech, science, and math classes helped prepare me for the engineering courses I had to take. I learned a lot from my parents too.*

➢ *The technology and PLTW courses were similar to the kinds of projects in college*

➢ *There were many music and arts courses available*

➢ *This is because I was student council vice president so the school did not really help with that. I gained good experience from that but the school in general did not offer anything related to my career choice.*

➢ *Time-management*

➢ *WBXL helped me pursue journalism. Honors society and Amnesty International encouraged me to continue community and civic engagement*

➢ *We were required to volunteer and there was a wide range of classes and after school activities that were great for developing the basics for college and a career*

Disagree

➢Again, my post-graduate plans were not taken into account when my classes were chosen, because classes relevant to my career path weren't available. And that is not because I have an obscure major, but because everyone has to take the same classes. Electives were only half a year and not exactly beneficial to anyone's post-graduate plans.

➢Because the school is more interested in passing us than helping us.

➢Because there were no opportunities for design majors

➢Because they didn't

➢High school gave me nothing to contribute to the higher academic or working worlds. I never learned to study hard because I did not have to. There was zero responsibility on the student's part at BSCD.

➢I did something that doesn't relate to anything I learned in high school

➢I didn't feel very prepared for college once I got there, and I was attending a very good school so I am not a bad student.

➢I don't recall any relevant "experiences".

➢I had to fight for these experiences myself.

➢I had to figure out college for myself. I had no idea what I was in for when I arrived at college. I was one of the lucky ones that was able to figure it out on the fly. Many of my friends were not able to do so.

➢I think there is a heavy emphasis on sciences and math which is good. But application of those math skills is lacking.

➢I was not challenged or pushed to succeed

➢It is not an accurate statement.

➢Labs involved only following directions; minimal scientific knowledge was needed. AP Biology provided general knowledge of biology, but there were no options for more specific fields such as genetics, neuroscience, etc.

➢My career path is a clinical social worker and this school did not provide any psychology classes.

➢No one told my to become an occupational therapist. I had to do all the research and finding of occupational therapy school on my own.

➢Only a few select classes helped me.

➢Some of the biology and chemistry labs could have been more involved. They felt very prescribed and didn't really help me to think critically about the material.

➢There is not a television station at Baker.

➢They allow students to just go with things and never have to make real choices

➢Unable to choose a career path or college by the time I graduated had no path set.

Strongly Disagree

➢ _I didn't have any experiences that were relevant to my career path._
➢ _I wasn't really exposed to the BOCES track._
➢ _No classes relevant to mental health issues._
➢ _Real world experience can not be taught simply by threatening students how hard it is. Classes provided to train me certainly taught me skills but again on a resume this is simply seen as education and NOT experience._
➢ _See previous explanation (no chemical engineering classes)._
➢ _There were no experiences that were in anyway useful or relevant to my career path_
➢ _They didn't teach anything that you'll need outside of school._

Q26: After you graduated from C.W. Baker High School, what was your most immediate action?
n268[1]; Single Response

Enrolled in college — 94%
Entered the workforce — 3%
Traveled (non-work/non-college related) — 1%
Joined the military — 0%
Other* — 2%
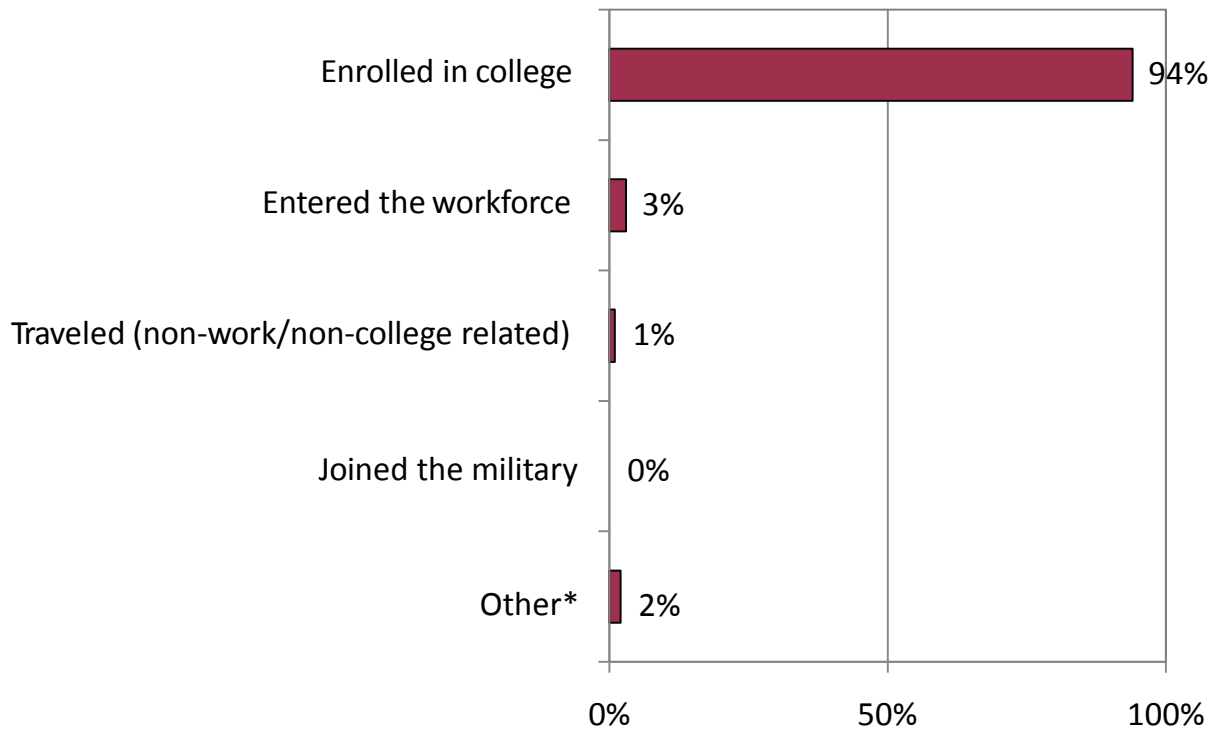
[1] 1 No Reply
* Flight attendant academy, unemployed, work/trade school.

Online Graduate Survey

Q27: Have your career path or expectations changed since you graduated?
n269; Single Response

44%

56%

■ Yes

□ No

Online Graduate Survey
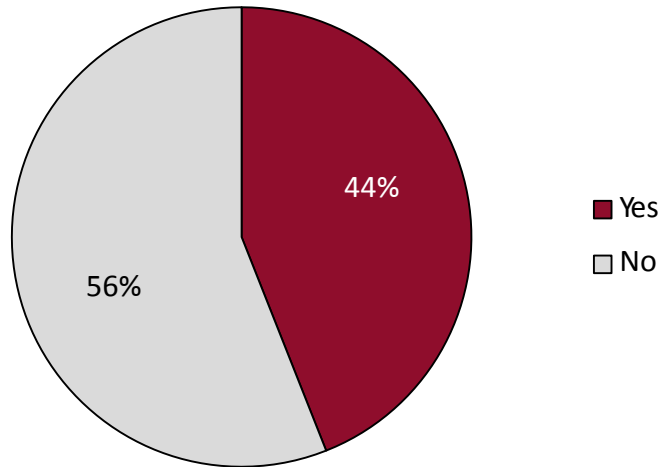
Q28: How has it changed?
n105; Open-Ended

➢ *Accounting major to nursing student*
➢ *After taking 5 years to complete my undergrad and having two years of being "undecided" I now have realized a more accurate career path and want to return to school*
➢ *Became a dual major, career interests broadened.*
➢ *Change of desired future career*
➢ *Changed colleges twice, and changed major once.*
➢ *Changed majors*
➢ *Changed majors*
➢ *Changed majors*
➢ *Changed my major*
➢ *Changed my major and thoughts on what I would do for a job a few times.*
➢ *Changed my major from finance to accounting.*
➢ *Changed my major in college*
➢ *Changed my major slightly*
➢ *Changed what I wanted to do with my college degree*
➢ *Currently an LPN and working on my RN and would like to become a NP.*
➢ *Decided to get a master's degree*
➢ *Didn't want to stay in computer*
➢ *Different major than originally planned*
➢ *Due in part to not receiving much career advice in High School I originally wanted to major in management at RIT. However, I am now enrolled in MIS as it makes me more competitive in the workforce. This said, I don't actually enjoy the work related to MIS so I am pursuing an entrepreneurial effort and will have a career in MIS as a back-up.*
➢ *Even after graduating from college, my career ideas change. My education at Baker laid a strong foundation for long-term academic success, but my ideas still change often.*
➢ *First I wanted to be a math teacher now I want to be a mathematician.*
➢ *Going to college has given me more opportunities to consider.*
➢ *Going to join military after college.*
➢ *Have decided to major in Biochemistry and get PhD in Pharmacy.*
➢ *I am a nurse now.*
➢ *I am currently considering changing my professional career, but it is based in the goals I had at high school graduation.*
➢ *I am much more engaged in film than I ever would have thought 2 years ago!*

➢*I am not in college any more and now work a low income full time job*
➢*I am now working in a field I did not expect. Did finish graduate school, which I expected.*
➢*I changed majors before starting at Geneseo, and have considered another change a few times since then.*
➢*I changed my major from biology to sociology legal studies and environmental studies*
➢*I changed my major several times from what I had previously chosen as a graduate. And graduated a year earlier than had planned*
➢*I changed my major.*
➢*I changed what I wanted to do.*
➢*I chose PhD instead of MD post-undergraduate.*
➢*I decided not to become a teacher*
➢*I declared Mechanical Engineering right out of high school expecting to go into Nuclear Engineering. I spent some time searching careers and decided to pursue a goal of becoming an engineer in the ski and snowboard industry.*
➢*I did not have career path expectations in 2007, I was just going to college because that is what is expected of students of college age.*
➢*I didn't know what I wanted to do when I started college, now I am working on my masters.*
➢*I don't know what I want to do in life and I'm 22 years old.*
➢*I don't want to be in school. I want to go to trade school.*
➢*I don't want to be what I thought I wanted to be I high school.*
➢*I graduated Baker wanting to be a high school health teacher after college but I am now an elementary special educator.*
➢*I graduated from college with a degree in sociology and a concentration in dual childhood and special education for grades 1-6. I got halfway through my masters degree in literacy from kindergarten to grades 6 when I unfortunately realized that I no longer want to teach anymore. Having courses available in high school regarding careers will help you determine and explore what you want to do with the rest of your life. I feel that 18 years of age is way too young to determine what you would like to do for the rest of your life, because as you can see what I thought I wanted to do with my life I no longer do, and it's very unfortunate. I am still trying to determine exactly what I would like to do with my life, but having the resources and options available at an early age to high school students will most definitely be beneficial.*
➢*I had a job, hated it, stopped working there and now am on the path that BOCES, helped me with, not the job that baker prepared me for.*
➢*I had no clear career path upon high school graduation, and in fact was not interested in going to college originally.*
➢*I had originally wanted to become a teacher but the advanced schooling after my bachelor's degree was not affordable so I have chosen another path.*
➢*I have become more interested in pursuing a career in public health, which I didn't know existed in high school.*
➢*I have changed my major from Criminal Justice to Theatre Arts.*
➢*I have changed my major in college.*
➢*I have chosen to pursue medical school after pharmacy school.*
➢*I haven't changed my major but going into school I didn't know what I wanted out of life and occupational therapy seemed like a good place to start. I made the right choice in career but now with a semester of undergrad left I feel that I finally understand what I want to do and accomplish in my life and becoming an occupational therapist is just part of it.*
➢*I intended on becoming an attorney, however I work in the publishing field as a marketing manager for fashion magazines.*

➢*I intended to become a professional musician, and I now intend to enter law school.*

➢*I might switch majors, otherwise they're the same.*

➢*I no longer want to be a flight attendant, I'm not enrolled in the Airline Academy any longer and I go to college for humanities and social science in the hopes to go into counseling and advisement, and to help people.*

➢*I originally left Baker to go to Oswego State to be a History teacher. I have instead pursued an academic path of International Relations earning my BA as well as my Master's of Science in the field.*

➢*I originally wanted to be a teacher, now I am a medical assistant*

➢*I originally went to college wanting to study International Relations and have a career in World Politics. While I kept the International Relations major, I also added a degree in Psychology and am now looking to become a Child Life Specialist and work in hospitals with children.*

➢*I realize that I would have been so much better off if I went to a public college and did not attend grad school.*

➢*I realized I will be in debt because I was forced into college so I dropped out.*

➢*I wanted to be a history teacher but am now involved in technology.*

➢*I wanted to become a teacher but now I aspire to be a television producer.*

➢*I wanted to go into environmental law. I attended college for environmental science and did a year of law school before discovering it was not what I wanted to go into. Now currently on a Masters to PhD track in environmental science.*

➢*I was almost completely done with my Human Services degree in hopes to a job similar to Ms. Kinlock but I found out that it is really hard to get her position due to lack of budgets and that the jobs I would work in order to obtain one like hers would involve dealing with heavily abused children and situations that I could not keep my personal feelings out of. I am now starting a new degree, Education.*

➢*I was discharged from the Marine Corps later in 2009 and I tried college and it wasn't for me. Now I'm a manager for Wal-Mart. I feel that this is what I'm here to do. I believe these are Gods plans for me in life.*

➢*I was going to school for mechanical engineering but changed to childhood education.*

➢*I was originally going to become a surgeon, but now I want to become a pediatrician.*

➢*I went from being a secondary math education major to a child and family studies major.*

➢*I went from pre-med to becoming a clinical social worker.*

➢*I went from wanting to be a teacher of art to graphic design. So, no, not much.*

➢*I went into college as an art and music education major, but graduated only as a music education major.*

➢*I went into college thinking I wanted a certain job, and my path took a 180 and I'm now in a totally different field.*

➢*I went into college wanting to do forensic science but I then realized that there aren't that many forensic jobs and unless I would relocate, and even then, the chances of getting a job would be slim. I never changed my major but I'm in a different field than I thought I would be when I graduated high school*

➢*I went into college with an undeclared major and selected accounting after my sophomore year.*

➢*I'm not attending college*

➢*I'm still looking for a full time job*

➢*Interests have changed the career path I would like to follow.*

➢*I've changed one of my fields of study.*
➢*I've had a child and switched majors*
➢*I've learned more about what I'm interested in and what it takes to become part of the work force after education.*
➢*Leaving high school I was intending to be an author/editor but am now on track to become a licensed therapist.*
➢*Major has changed 3 times. I wasted a lot of time and money on college, then started a masters program for teaching and feel that I may have been more fulfilled had I chosen business for an undergraduate major. If the teaching field wasn't so tough to find employment in it would be more fulfilling, it's just discouraging to be working on a masters without job prospects.*
➢*More confident in my career choices as well as my ability to thrive in the workforce.*
➢*My major changed multiple times in college and with the poor economy and jobs not being available I decided that getting an entry level job would get me to the places I wanted to be faster than pursuing my education. I did manage to get an associates degree but decided that now is not the best time to pursue a bachelors degree.*
➢*Planned on classroom teaching but education system and economy forced me to change that.*
➢*Planned on going to OCC for two years and then transferring to a 4-year college to major in history and possibly become a teacher. Ended up transferring to a 4-year college, majoring in history and joining the ARMY ROTC program. I am in Afghanistan now, scheduled to return home in January and will possibly pursue a career in the police department.*
➢*Received bachelors in business and finance but unable to find a position that paid a living wage. Joined the military for different additional training.*
➢*Same area of study but different career paths.*
➢*Started college with Mathematics and Secondary Education (teach math to high school students), studied abroad, and after completing 2 full years, switched to a double major in Business Administration and Mathematics (still graduating on-time). My career path changed drastically, I just wish I knew before attending college.*
➢*Started out as an English major...changed majors and schools*
➢*Started out w/Anthropology: degrees in Anthro and Doc Film Studies. In grad school now for Doc Filmmaking*
➢*Starting undergraduate with a French major to become a French teacher, later switched to psychology and am now a licensed mental health counselor.*
➢*Switched colleges and majors.*
➢*Switched colleges because I was unprepared for a 4 year school.*
➢*Took up a full time job in addition to college.*
➢*Totally different path than where I started before I went to college.*
➢*Transferred from pharmacy school to a four year college to study political science.*
➢*Turned my career path to computer based security. Took to online based certifications due to college being expensive and recession causing job loss making college seem impractical in the financial climate. I have yet to find a job in computers due to lack of experience, despite my certified education. Frankly, the only work I have found has been minimum wage jobs, which I ended up costing me more money spending getting there than I did earning. So now I spend my time attempting to build my own business based on my technological background.*
➢*Want different things*
➢*Wanted to do physical therapy and now am pursuing PhD in molecular biology.*

➢*Was going to OCC for Surgical Technology, now going for respiratory care and then eventually med school.*

➢*Went to grad school.*

➢*When I first graduated I went to college not knowing what I wanted to do for the rest of my life. Now I'm graduating with a degree in biochemistry and working on a career in health services.*

➢*When I graduated, I wasn't sure what I would major in or what I would do after college. Now I've chosen International Relations and am thinking of going to Law School.*

Q29, Q30: Which of the following programs are you currently enrolled in or have you completed?
n262[1] (Q29); n248 (Q30)[2]; Single Response

Category	Completed Program	Enrolled in Program
Two-year college	5%	6%
Four-year college	38%	50%
Graduate program	6%	15%
Training/Certificate program	6%	3%
Not enrolled in any/completed any	54%	30%

■ Completed Program　　□ Enrolled in Program

Winter 2012-2013

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Online Graduate Survey

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96
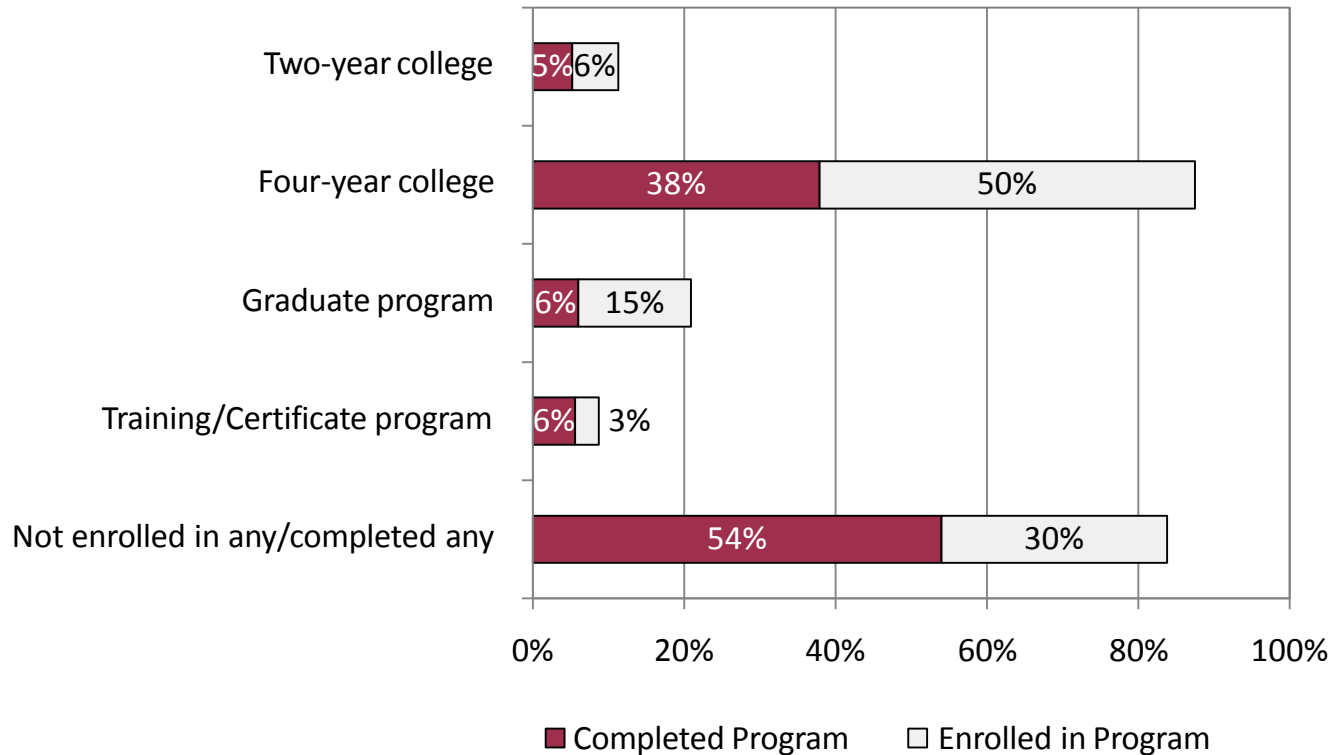
Q31: What is your present employment status?

n268[1]; Single Response

	2005	2006	2007	2008	2009	2010	2011	2012
	n20	*n26*	*n36*	*n35*	*n34*	*n34*	*n43*	*n39*
Employed full-time (33%)	70%	65%	61%	54%	18%	6%	14%	3%
Employed part-time (35%)	25%	15%	31%	26%	38%	53%	47%	39%
Not currently employed (32%)	5%	19%	8%	20%	44%	41%	40%	59%
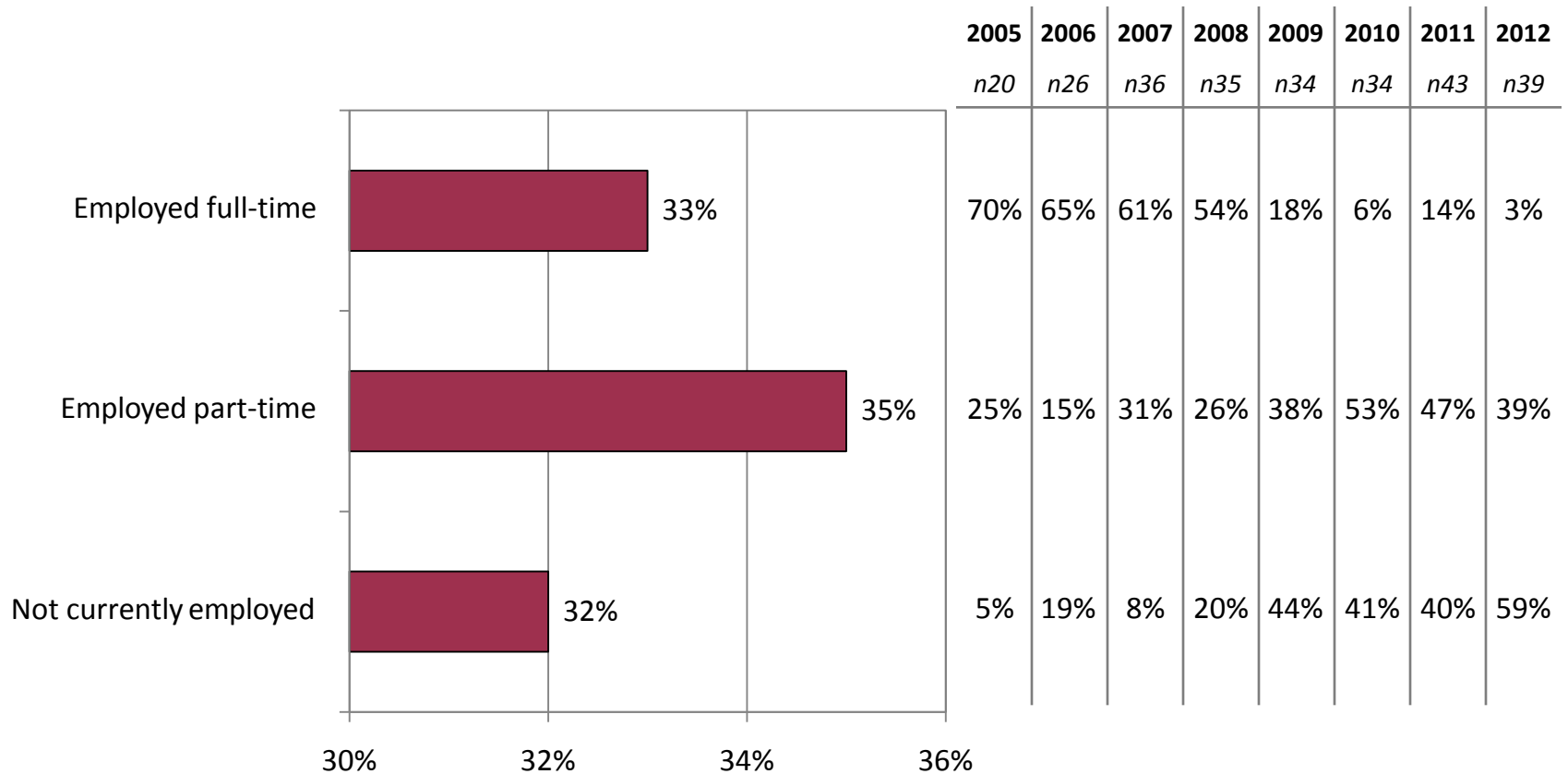
[1] 1 No Reply

Q32: Which of the following best represents your current level of income?
n179[1]; Asked of employed; Single Response

	Full-Time	Part-Time
Less than $10k — 41%	5%	74%
$10k to $19,999 — 16%	15%	17%
$20k to $29,999 — 13%	19%	8%
$30k to $39,999 — 9%	19%	1%
$40k to $49,999 — 8%	16%	-
$50k to $59,999 — 6%	14%	-
$60k to $69,999 — 4%	8%	-
$70k to $79,999 — 1%	2%	-
$80k to $89,999 — 1%	1%	-
$90k to $99,999 — 0%	-	-
$100k or more — 1%	1%	-

0%   20%   40%   60%

[1] 3 No Reply

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Online Graduate Survey

RMS
Research & Marketing Strategies
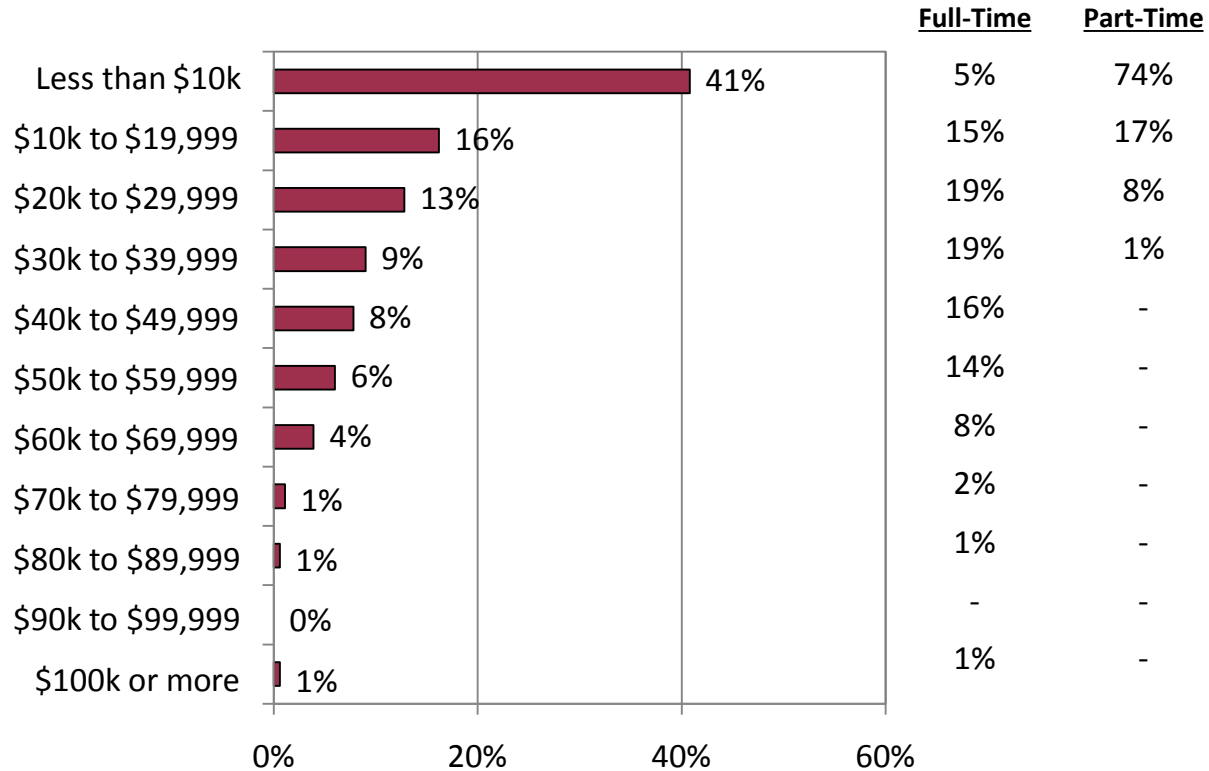
Q33: What is your current job title?
n269; Open-Ended

- *1st Lieutenant*
- *7-12 Grade Math Teacher*
- *Account Executive*
- *Account Manager*
- *Account Manager*
- *Addiction Therapist IV*
- *Administrative Assistant*
- *AIS Math Teacher*
- *Americorps VISTA*
- *Assistant Account Executive*
- *Associate Claims Adjuster*
- *Athletic Trainer*
- *Auditor*
- *Automation Engineer*
- *Baby-Sitter*
- *Bank Teller*
- *Banquet Cook*
- *Banquet Server*
- *Bartender*
- *Bindery Worker*
- *Brand Representative*
- *Car Detailer*
- *Cashier*
- *Cashier*
- *Cashier*
- *Cashier*
- *Cashier*
- *Cashier*
- *Cashier, Student Researcher*
- *Cashier/Food Prep*

- *Catering*
- *Center Associate*
- *Certified Daycare Assistant Provider*
- *Civil Engineer*
- *Clerical Worker in the E. Philip Saunder's College of Business Part Time*
- *Clerk*
- *Clerk/Retail/Food Service*
- *Client Services Intern*
- *Clinical Service Specialist*
- *Clothing Sales*
- *Co-Director*
- *Computer Analyst*
- *Customer Care Representative*
- *Customer Service*
- *Customer Service Associate*
- *Day Aide*
- *Department Head*
- *Designer*
- *Digital Retoucher*
- *District Sales Manager*
- *Dog Washer*
- *Driver*
- *Editorial Assistant*
- *Electrical Engineer, EIT*
- *Elementary Special Education Teacher*
- *EMT-Basic*
- *English Teacher*
- *Environmental Health & Safety Coordinator*
- *Financial Representative for Northwestern Mutual*

- *First-Year Experience Coordinator*
- *Flight Attendant*
- *Food Service Employee*
- *Food Service/Deli Clerk*
- *Freshman Experience Coordinator*
- *Full Time Student*
- *Graduate Assistant*
- *Graduate Assistant*
- *Graduate Assistant*
- *Graduate Assistant For The Educational Administration Dept. At SUNY Oswego*
- *Graduate Research Fellow*
- *Graduate Teaching Assistant*
- *Graphic Designer*
- *Greenhouse Employee*
- *Helicopter Avionics Technician*
- *Helping Hands At Wegman's*
- *Houseman*
- *Ice Cream*
- *Implementation Manager*
- *In-Charge Accountant*
- *Information Systems Coordinator*
- *Instructional Designer*
- *Intern*
- *Intern*
- *Job Coach*
- *Kennel Attendant*
- *Lead Corporate Process Engineer*
- *Lead Trainer*
- *Library Page*
- *Licensed Practical Nurse*

- Line Chef
- Load Trucks
- LPN Supervisor
- Marketing Associate
- Marketing Manager
- Material Support
- Mechanical Engineer
- Mechanical Engineer
- Medical Assistant
- Mental Health Social Worker
- Mental Health Specialist
- Mentor Manager
- Merchandiser
- Mixing Engineer / Record Producer
- Music Teacher
- Nanny
- Occupational Therapist
- Office Assistant
- Office Assistant
- Office Assistant/ Sales Associate
- Paralegal
- Part Time Liquor Store and Substitute Teacher
- Personal Trainer And Sports Coach
- Personal Assistant
- Pharmacy Assistant
- Pharmacy Intern
- Pharmacy Intern
- Pharmacy Student Intern
- Pharmacy Tech
- Photo Tech
- Preschool Lead Teacher

- Process Engineer
- Producer
- Product Development Specialist
- Program Director
- Project Coordinator
- Purdue University Office Of Admissions Tour Guide
- Retail Employee
- Receptionist
- Receptionist
- Receptionist
- Rental Technician
- Research Assistant
- Sales Associate
- Sales Associate
- Sales Manager
- Sales Representative
- Salesperson
- Sandwich Artist
- School Aged Child Care Head Of Group
- Secretary At The Embassy Of Greece
- Shift Leader
- Social Studies Teacher (.5)
- Software Developer
- Sporting Goods
- Spray Technician
- Staff Accountant
- Staff Accountant
- Stock
- Store Associate
- Student

- Student
- Student Advisor
- Student Assistant
- Student Employee
- Student/Waitress
- Substitute Teacher
- Substitute Teacher
- Substitute Teacher
- Substitute Teacher For BCSD
- Summer Guy At Down-Baldwinsville
- Swim Coach
- Teacher
- Teacher
- Teaching Assistant
- Technical Intern
- Underwriter
- USMC
- Waitress
- Waitress
- Waitress
- Waitress/Bartender
- Work Study Jobs On Campus
- Work Study Student
- XRD Analyst

Q34: What industry are you employed in?

n269; Open-Ended

- *Academia*
- *Academia*
- *Academics*
- *Accounting*
- *Accounting*
- *Accounting*
- *Advertising / Social Media*
- *Animal Health*
- *Army*
- *Aviation*
- *Baldwinsville Central School And Liverpool Central School*
- *Banking*
- *Beer*
- *Book Publishing*
- *Broadcast Journalism - Tv*
- *Broadcasting & Mass Comm*
- *Campus Positions*
- *Car Detailing*
- *Childcare*
- *Childtime Learning Center*
- *Churchville-Chilli As A Long Term Sub This Year*
- *College/University*
- *Communications / Publishing*
- *Construction Design*
- *Custom Fire Truck Manufacturing*
- *Customer Service*
- *Digital Media*
- *Dining Services*
- *Direct Care For People With Developmental Disabilities*

- *Direct Care For People With Developmental Disabilities*
- *Dishwashing While In College*
- *Dog Grooming*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Education*
- *Electrical Power Systems*
- *Engineering*
- *Engineering*
- *Engineering*
- *Fast Food*
- *Fed Ex*
- *Film Production*
- *Finance*
- *Finance*
- *Financial Services*
- *Food*
- *Food Industry*
- *Food Industry*
- *Food Management*

- *Food Service*
- *Food Service*
- *Food Service*
- *Food Service/Restaurant*
- *Food Service/Retail*
- *Food Services/Retail*
- *Golf Course Management*
- *Graphic Design*
- *Grocery*
- *Grocery*
- *Grocery*
- *Grocery Store*
- *Grocery Store*
- *Grocery, Physics*
- *Group Family Home Daycare*
- *Health Care*
- *Health Care*
- *Health Care*
- *Health Insurance*
- *Health Services*
- *Healthcare*
- *Henderson'S Dairy*
- *Higher Ed*
- *Higher Education*
- *Higher Education*
- *Home Depot*
- *Horticulture*
- *Hospitality*
- *Hospitality*
- *Hotel/Food Service*
- *Human Services/Counseling*
- *Industrial Hygiene*

- Information Technology
- Information Technology
- Instructional Design
- Insurance
- Insurance/Financial Services
- International Relations/Government
- Jp Ryans
- Legal
- Liquor Store/Education
- Lockheed Martin
- Manufacturing
- Manufacturing
- Marketing
- Marketing
- Medical
- Medical
- Medical
- Music
- Non For Profit
- Non-Profit
- Non-Profit Organization
- Office Assistant
- Office Of Admission
- Olive Garden Restaurant
- Onondaga County
- Outdoor Public Parks Maintenance
- Paper
- Parks And Recreation
- Parks And Recreation
- Payroll For The College
- Pharmacy
- Pharmacy

- Pharmacy
- Pharmacy
- Pharmacy (Health Care)
- Photography
- Power Delivery (Utility)
- Printing
- Professional Sports Agency
- Promotional Products And Sales
- Public Accounting
- Public Library
- Public Relations
- Real Estate
- Regal Entertainment
- Research Programs Office
- Restaurant
- Restaurant Business
- Restaurant Industry
- Retail
- Retail
- Retail
- Retail
- Retail
- Retail
- Retail
- Retail
- Retail
- Retail
- Retail
- Retail
- Sales/Service
- Service

- Ski And Snowboard
- Small Business
- Social Work
- Social Work
- Specialty Chemicals
- Specialty Papers Industry-Automotive Gaskets
- Sports
- Student Affairs
- Support Staff
- TLC Ambulance
- Tops Markets
- Transportation (For Health Care)
- U.S. Army Reserves
- USA
- Verizon Wireless
- Virginia Private Schools
- Wegmans
- YMCA
- YMCA

Q35: ZIP Codes of Respondents
n269; Open-Ended

Top 10 ZIP Codes

ZIP Code	Location	n	% of Respondents
13027	Baldwinsville, NY	134	51%
13126	Oswego, NY	6	2%
13209	Syracuse, NY	6	2%
13135	Phoenix, NY	5	2%
13210	Syracuse, NY	4	2%
19104	Philadelphia, PA	4	2%
10033	New York, NY	3	1%
13088	Liverpool, NY	3	1%
13090	Liverpool, NY	3	1%
14607	Rochester, NY	3	1%
Other	-	94	35%

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Q36: Gender of Respondents
n265[1]; Single Response
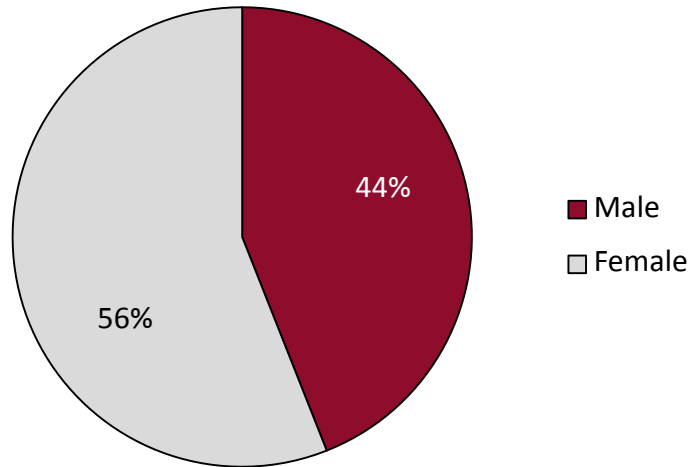
Male 44%
Female 56%

 Online Graduate Survey

Background & Methodology

Dashboard & Executive Summary

Survey Results

Appendix

Online Graduate Survey

The information contained in this study has been obtained from primary sources and/or was furnished directly from Baldwinsville CSD. All source materials and information so 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, and therefore all of the information contained herein, and upon which opinions have been based, have 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 from the Baldwinsville CSD. RMS has no undisclosed interests in the subject for which this analysis was prepared, nor does RMS have a financial interest in Baldwinsville CSD other than as a contracted vendor for this research. RMS' 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 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: _____   Date: ___ May 1st, 2013 _____
Mark Dengler, President
Research & Marketing Strategies, Inc.

Baldwinsville Central School District
Graduate Survey (2005 through 2012)
December 6th, 2012 – Final

Email Invitation

Subject Line: Baldwinsville Central School District Needs Your Feedback!

Text: Dear (INSERT FIRST NAME),

The Baldwinsville Central School District is conducting a survey of its graduates from 2005 through 2012 to learn their current life status (employment, enrollment into college/trade school, military, workforce, etc.). Additionally, the District wants to learn how well its graduates feel their experience at Baldwinsville Central School District prepared them for their pursuits after high school, as well as obtain suggestions for high school program content enhancements and class offerings.

Click here to complete the survey: <SURVEY ADDRESS>

The survey is being administered by Research & Marketing Strategies, Inc. (RMS), an independent third-party research firm based in Baldwinsville. Our goal is to conclude data collection quickly, so please complete the survey at your earliest convenience.

Thank you in advance for your assistance in helping us obtain this vital feedback. We value the thoughts and opinions of our graduates.

Sincerely,

<SIGNATURE>

To unsubscribe from future reminders for this study, click here

Opening screen begins with survey (once link is clicked)

1. Are you a graduate of C.W. Baker High School?

   a. Yes
   b. No (SEND TO DISQUALIFY SCREEN – THANK & END SURVEY)

2. In what year did you graduate from C.W. Baker High School? (DROP-DOWN SELECTOR)

   a. 2005
   b. 2006
   c. 2007
   d. 2008
   e. 2009
   f. 2010
   g. 2011
   h. 2012
   i. None of the above (SEND TO DISQUALIFY SCREEN – THANK & END SURVEY)

3. Using a scale of 1-5, where "5" indicates very satisfied and "1" not at all satisfied, overall, how satisfied are you with the education you received at C.W. Baker High School?

   Not at all satisfied   Very satisfied
   1   2   3   4   5

4. How "engaged" would you say you were with high school?

   Not at all engaged   Very engaged
   1   2   3   4   5

5. Overall, how "college/career ready" did you feel you were with math skills when you graduated from C.W. Baker High School?

   Not at all ready   Very Ready
   1   2   3   4   5

6. Overall, how "college/career ready" did you feel you were with reading and writing skills when you graduated from C.W. Baker High School?

   Not at all ready   Very Ready
   1   2   3   4   5

7. Using a scale of 1-5, where "5" indicates very well prepared and "1" indicates not at all prepared, how well do you feel that C.W. Baker High School prepared you for your post high school plans?

   Not at all prepared   Very well prepared
   1   2   3   4   5

8. Why did you rate how well you were prepared as a (INSERT ANSWER FROM PREVIOUS)?

   [ ]

9. Based on your experiences with other college classmates/colleagues in your workplace, how do you think your C.W. Baker High School education compares? SELECT ONE.

   a. My C.W. Baker High School education was significantly better than other high schools
   b. My C.W. Baker High School education was somewhat better than other high schools
   c. My C.W. Baker High School education was about the same as other high schools
   d. My C.W. Baker High School education was somewhat worse than other high schools
   e. My C.W. Baker High School education was significantly worse than other high schools

10. What programs/classes did you take as a student at C.W. Baker High School that you felt were most helpful in preparing you for your post high school plans?

    [ ]

11. Do you feel that the C.W. Baker High School should offer any additional programs/classes to help students be more prepared for their post high school plans?

    a. Yes
    b. No

12. (IF YES) What programs would you suggest?

    [ ]

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Online Graduate Survey

13. Are there any "life skills" (e.g. writing, finance, speaking, etc.) that you feel graduates from C.W. Baker High School are lacking that would help students meet the demands of today's world?

   a. Yes
   b. No

14. (IF YES) Which "life skills" do you feel graduates are lacking?

15. Are there any "experiences" that you feel graduates from C.W. Baker are lacking?

   a. Yes
   b. No

16. (IF YES) Which "experiences" do you feel graduates are lacking?

17. Are there any educational tools (e.g. using technology, internships, etc.) that you feel graduates from C.W. Baker missed out on?

   a. Yes
   b. No

18. (IF YES) What educational tools do you feel are missing?

19. Reflecting on your time at C.W. Baker High School, did you feel that anything was "cutting-edge" at the time?

   a. Yes
   b. No

20. (IF YES) What things were "cutting-edge"?

21. Using a scale of 1-5, where "5" indicates very satisfied and "1" not at all satisfied, overall, how satisfied are you with C.W. Baker High School's ability to provide you with the following 21st century skills? RANDOMIZE OPTIONS.

   Not at all satisfied   Very satisfied
   1   2   3   4   5

   a. Writing skills
   b. Reading skills
   c. Public speaking and presentation skills
   d. Communication skills
   e. Creativity
   f. Critical thinking and problem solving skills
   g. Teamwork and collaboration skills
   h. Information and technology skills
   i. Leadership and responsibility
   j. Social and cross-culture skills
   k. Integrity in college/the workplace
   l. Personal finance skills
   m. Time management skills
   n. Specialized skills (related to your career path)

22. Is there any particular BOCES or afterschool programs that you participated in that proved useful to your post-graduation endeavors?

   a. Yes
   b. No

23. (IF YES) What BOCES or afterschool programs proved useful?

24. Please rate your overall level of agreement to the following statements: INVERSE ORDER; SELECT ONE.

   C.W. Baker High School made classroom content relevant to my post-graduation needs and career path.

   C.W. Baker High School provided me with the experiences relevant to my post-graduate needs and career path

   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

25. (ASK FOR EACH STATEMENT, IF Q13 IS NOT C) Why did you (INSERT CHOICE) with the previous statement?

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26. After you graduated from C.W. Baker High School in (INSERT YEAR), what was your most immediate action?

    a. Enrolled in college
    b. Entered the workforce
    c. Enrolled in the military
    d. Traveled (non-work/non-college related)
    e. Other (PLEASE SPECIFY)

27. Have your career path or expectations changed since you graduated in (INSERT YEAR)?

    a. Yes
    b. No

28. (IF YES) How has it changed?

29. Which of the following programs are you currently enrolled in? (CHECK ALL THAT APPLY)

    a. Enrolled in a two-year college
    b. Enrolled in a four-year college
    c. Enrolled in a graduate program
    d. Enrolled in a training/certificate program
    e. Not currently enrolled in any colleges or programs

30. Which of the following programs have you completed? (CHECK ALL THAT APPLY)

    a. Completed a two-year college
    b. Completed a four-year college
    c. Completed a graduate program
    d. Completed a training/certificate program
    e. Have not completed any programs

31. What is your present employment status?

    a. Employed full-time
    b. Employed part-time
    c. Not currently employed

32. (ASK OF THOSE WHO ARE EMPLOYED) Which of the following best represents your current level of income? (DROP DOWN)

    a. Less than $10,000
    b. $10,000 to $19,999
    c. $20,000 to $29,999
    d. $30,000 to $39,000
    e. $40,000 to $49,999
    f. $50,000 to $59,999
    g. $60,000 to $69,999
    h. $70,000 to $79,999
    i. $80,000 to $89,999
    j. $90,000 to $99,000
    k. $100,000 or more

33. (ASK OF THOSE WHO ARE EMPLOYED) What is your current job title?

34. (ASK OF THOSE WHO ARE EMPLOYED) What industry are you employed in?

35. What is the ZIP Code of your current residence? OPEN-ENDED.

36. Please select your gender

    a. Male
    b. Female

37. Please enter your current contact information for the Baldwinsville CSD:

    This information will not be used to identify your responses. Your data will remain confidential and anonymous. This question is to solely update the Baldwinsville CSD graduate database.

    a. Street Address
    b. City
    c. State (DROP DOWN BOX)

On behalf of Baldwinsville Central School District, thank you for your time and thoughts today on this survey. Your feedback will be used to help the District better serve its students and meet their educational needs.

(END)

Appendix C

Foundational Data / Planning Documents – 2012-2017 Baldwinsville CSD Strategic Plan

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

COMPREHENSIVE PLANNING DOCUMENT

2012-2017

PLANNING FOR EXCELLENCE
MEETING THE CHALLENGE OF HIGHER STANDARDS

DISTRICT MISSION STATEMENT

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

VISION STATEMENT

Through a cooperative effort of the total community, we will create an environment, which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

WE BELIEVE:

It is the responsibility of all members of the educational community including: Students, parents, teachers, administrators, support professionals and community groups to dedicate themselves to providing a healthy, safe learning environment where each student can reach his or her full potential.

All members of the educational community including: Students, parents, teachers, administrators, support professionals and community groups support differentiated instructional strategies to accommodate the diverse learning styles so students may achieve their full potential. The role of the school district is to support and provide the appropriate accommodations for diverse learning styles.

All students deserve the best efforts of all members of the school community including: Students, parents, teachers, administrators, support professionals and community groups. The role of the district is to ensure those best efforts.

All students should put forth their best efforts in the pursuit of their education. The role of the school district is to help every student understand the importance of education and develop high expectations for his/her educational experience.

There is a core of knowledge and understanding that all graduates must have in order to live productive and responsible lives as citizens in the community. The role of the school district is to ensure that every graduate possess that core of knowledge and understanding.

The graduates must have an academic background that prepares them for success in whatever career path they choose to follow. The role of the school district is to provide every graduate with a strong academic background.

Every student possesses unique talents and abilities. The role of the school district is to identify and develop those talents and abilities to their fullest. Graduates should have an appreciation and understanding of their own talents and abilities so that they may pursue their goals with confidence. The role of the school district is to develop that appreciation and understanding in every graduate.

SUPERINTENDENT'S STATEMENT

The District Comprehensive Planning Document is the articulation of our district's vision for the future. It reflects where we must focus our energies if we are to realize our mission.

While this plan speaks to issues touching virtually every area of the school operations, it is by no means inclusive of all of the challenges our district faces.

We must:

Never take for granted the many successful programs we currently feature in our schools, which may not be specifically mentioned.

Recognize the significant impact our school operations have on our taxpayers and must work to provide excellence and equity at a reasonable cost.

Recognize that success is only possible where students are our number one priority, stakeholders are valued and employees are provided with the tools to be successful and are asked to accept challenges that stretch their personal learning.

This plan must be viewed as flexible, able to respond to changing needs and circumstances while remaining fiscally responsible to our taxpayers.

This is offered not so much as a blue print, but a concept…. not a road map, but a vision.

Sincerely,

Jeanne Dangle
Superintendent of Schools

BEES

DISTRICT GOAL 1

The District will demonstrate continuous improvement in student achievement to ensure all students graduate meeting college career readiness standards consistent with the District's Long Range Planning Document's measures of success.

CORE OBJECTIVES:
- Have consistent and aligned instructional systems across all grade levels K-12

- Have strong instructional practices that are research-based "best practices" that support student learning and continuous improvement

- Continue to improve student learning by focusing on literacy across the curriculums

- Provide opportunities for students to stay connected to school through diverse extra-curricular opportunities that meet the needs and interests of our students

- Implement staff evaluation systems as tools to identify strengths and areas for growth to ensure continuous improvement

INITIATIVES/STRATEGIES:
- Aligned, developed, distributed, and implemented grade level and content area curriculum documents mapped to the Common Core Curriculum

- Developed and implemented common formative and summative assessments

- Develop common rubrics

- Lesson design training

- Develop report cards that are aligned to the grade level /content

- Communicate grade level/ content area expectations at open house and curriculum nights

- Implement a review of materials and resources that support differentiation of abilities

- Provide professional development opportunities for across district grade level collaboration and vertical collaboration as professional learning communities

- Data teams will review data and implement appropriate instructional changes based on their findings

- Develop co-teaching teams to support at-risk students in the learning environment

- Teachers will be encouraged to visit other classrooms, in and out of district to strengthen their skills

- Literacy instruction across all curricular areas

- Authentic research/inquiry into the various content areas

- Information gathered from past graduates will be reviewed to provide input in the planning process

- Survey student interests

- Establish a baseline of student involvement

MEASURES:
- 90% of all students in grades 3-8 will score a Level 3 or 4 on NYS ELA and Math assessments

- 90% of all students in grades K-8 will meet the yearly growth target in AIMSWeb ELA and Math

- 90% of all students will score 65% or higher on the NYS Regents exams

- Increase the mastery level on NYS Regents exams 2% year-over-year

- 90% of the students will meet the graduation requirements in 4 years

- 70% of the students will receive a Regents Diploma with Advanced Designation

- Increase the number of students receiving 3-5 on the Advanced Placement exams by 2% year-over-year

- Increase the number of students taking college credit courses by 2% year-over-year

- **100 % of all staff will meet the district performance standard of being rated effective or highly effective**

- **100% of staff (where required) will meet the required State mandated hours for professional development**

- **Increase the number of students participating in extra-curricular areas**

- **Maintain Title IX compliance in the district athletic program**

Appendix C

Foundational Data / Planning Documents – 2010-2015 Baldwinsville CSD Strategic Plan

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

PLANNING FOR EXCELLENCE

MEETING THE CHALLENGE OF HIGHER STANDARDS

2010-2015

Updated: 5/10

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

DISTRICT MISSION STATEMENT:
Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

VISION STATEMENT:
Through a cooperative effort of the total community, we will create an environment, which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

WE BELIEVE:
It is the responsibility of all members of the educational community including: Students, parents, teachers, administrators, support professionals and community groups to dedicate themselves to providing a healthy, safe learning environment where each student can reach his or her full potential. The role of the school district is to ensure the understanding of that responsibility.

All members of the educational community including: Students, parents, teachers, administrators, support professionals and community groups support differentiated instructional strategies to accommodate the diverse learning styles so students may achieve their full potential. The role of the school district is to support and provide the appropriate accommodations for diverse learning styles.

All students deserve the best efforts of all members of the school community including: Students, parents, teachers, administrators, support professionals and community groups. The role of the school district is to ensure those best efforts.

All students should put forth their best efforts in the pursuit of their education. The role of the school district is to help every student understand the importance of education and develop high expectations for his/her educational experience.

There is a core of knowledge and understanding that all graduates must have in order to live productive and responsible lives as citizens in the community. The role of the school district is to ensure that every graduate possesses that core of knowledge and understanding.

The graduates must have an academic background that prepares them for success in whatever career path they choose to follow. The role of the school district is to provide every graduate with a strong academic background.

Every student possesses unique talents and abilities. The role of the school district is to identify and develop those talents and abilities to their fullest. Graduates should have an appreciation and understanding of their own talents and abilities so that they may pursue their goals with confidence. The role of the school district is to develop that appreciation and understanding in every graduate.

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

The 2010-2015 Long-Range Plan is the articulation of our district's vision for the future. It reflects where we must focus our energies if we are to realize our mission.

While this plan speaks to issues touching virtually every area of school operations, it is by no means inclusive of all the challenges our district faces.

We must:

Never take for granted the many successful programs we currently feature in our schools, which may not be specifically mentioned.

Recognize the significant impact our school operations have on our taxpayers and must work to provide excellence and equity at a reasonable cost.

Recognize that success is only possible where pupil/teacher ratios are reasonable, stakeholders are valued and employees are provided with the tools to be successful and are asked to accept challenges that can be managed.

This plan must be viewed as flexible, able to respond to changing needs and circumstances while remaining fiscally responsible.

This is offered not so much as a blue print, but a concept…not a road map, but a vision.

Jeanne M. Dangle
Superintendent of Schools

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN
Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 1	Align current district curriculum to National Core Standards grades K-12 in all content areas.
Present State	Designed and implemented an articulated and comprehensive curriculum grades K-12 in all content areas.

Objective	Key Measures	Responsibility	Strategies	Date
To align and implement a well-articulated, comprehensive curriculum grades K-12 in all content areas.	Curriculum document is developed, distributed, and implemented Local assessments and New York State assessments are aligned to the curriculum and demonstrate student learning Curriculum is accessed on the District website Professional Development Plan implemented	Assistant Superintendent of Curriculum and Instruction Curriculum Committees Director of Curriculum & Instruction Building Administrators Teachers	K-12 curriculum continuum defined - Align Standards - Align grade level Benchmarks - Align grade level scope and sequence using unit and/or lesson design - Define core resources - Instructional strategies are designed to support instruction - Design, implement and articulate differentiated lessons through utilization of lesson design - Critical thinking strategies - Reading Workshops - Writing Workshops - Incorporate Performance by Design structures - Design study groups for topics such as: - Co-teaching model - Differentiated Instruction - Reading and Writing workshops - Grading and assessment	Sept. 2010 -2015

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN
Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 1 continued	Align current district curriculum to National Core Standards grades K-12 in all content areas.
Present State	Designed and implemented an articulated and comprehensive curriculum grades K-12 in all content areas.

Objective	Key Measures	Responsibility	Strategies	Date
To align and implement a well-articulated, comprehensive curriculum grades K-12 in all content areas	Curriculum maps for all content areas are developed, distributed, and implemented Unit plans for all content areas are developed, distributed, and implemented	Assistant Superintendent of Curriculum and Instruction Curriculum Committees Director of Curriculum & Instruction	Determine and/or develop formative and summative assessments • Report assessment results to all stake holders Curriculum teams will revise curriculum maps for all content areas using district benchmarks Curriculum teams will develop unit plans resulting in daily lessons Design and maintain a curriculum website Full implementation of documents by all instructional staff members	

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN
Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 1 continued	Design and implement a well-articulated, comprehensive and aligned technology curriculum K-12. Continue to implement other technology initiatives (PLTW Bio Technical Medical, AeroSpace Engineering and GenYes).
Present State	The district K-8 Technology curriculum document is developed and communicated to K-8 staff

Objective	Key Measures	Responsibility	Strategies	Date

To design and implement a well-articulated, comprehensive and aligned Technology curriculum K-12 and continue to expand the PLTW program.	9-12 technology curriculum documents are developed (MST)
	
	9-12 technology curriculum documents are distributed (MST)
	
	9-12 technology curriculum documents are understood (MST)
	
	K-8 technology curriculum is embedded into core content areas (ISTE)
	
	Use of the K-8 technology is evident in student learning (ISTE)
	
	Curriculum is accessed on the District website
	
	Professional Development Plan implemented
		Assistant Superintendent of Curriculum and Instruction
		
		Curriculum Committees
		
		Director of Curriculum & Instruction
		
		Director of Technology
		
		Instructional Specialist
			Technology curriculum continuum defined
			• Define Standards
			• Define grade level Benchmarks
			• Define grade level scope and sequence using unit and/or lesson design
			  o Define core resources
			  o Instructional strategies are designed to support instruction
			• Determine and/or develop assessments
			• Report assessment results to stakeholders
			
			Technology curriculum reflection, adjustments and review
			
			Communicate through team meetings, department meetings, faculty meetings
			
			Provide teachers on-going professional development opportunities for PLTW and GenYes certified courses
			
			Full implementation or document by all instructional staff
			
			Explore distance learning opportunities
				On-going

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<section>5/10/2017

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN
Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 1 continued	Design and implement a well-articulated, comprehensive and aligned Business curriculum for 9-12. Implementation of 9-12 CTE endorsed Business Curriculum.
Present State	Currently working toward 9-12 CTE endorsed Business Curriculum

Objective	Key Measures	Responsibility	Strategies	Date

To design and implement a well-articulated, comprehensive and aligned Business curriculum and implementation of CTE endorsed Business curriculum.	Documents are developed
	
	Documents are distributed
	
	Documents are understood
	
	Curriculums are implemented
	
	Local assessments are aligned to the curriculum and demonstrate student learning
	
	Curriculum is accessed on the District website
	
	Professional Development Plan implemented
	
	CTE endorsement is obtained
		Assistant Superintendent of Curriculum and Instruction
		
		Department committees
		
		Director of Curriculum & Instruction
		
		Director of Technology
			Curriculum continuum defined
			• Define Standards
			• Define grade level benchmarks
			• Define grade level scope and sequence using unit and/or lesson design
			   o Define core resources
			   o Instructional strategies are designed to support instruction
			• Determine and/or develop assessments
			• Report assessment results to stakeholders
			
			Curriculum reflection, adjustments and review
			
			Communicate through department meetings
			
			Full implementation or document by all instructional staff
			
			Internal and external committees review for State approval
			
			On-going professional development
				Fall 2010 – on-going

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 2	Ensure all students will meet or exceed state and local standards.
Present State	Not all students are meeting or exceeding state and local standards
Desired State	All students meet or exceed state and local standards.

Objective	Key Measures	Responsibility	Strategies	Date
Analyze appropriate data. Use the information from our data analysis to make instructional decisions Implement pre-intervention strategies to meet the unique needs of at-risk students that enable them to meet or exceed state and local standards Standardize the referral process including child-study format, referral procedures, and intervention documentation	90% of all students will score at level 3 & 4 on the NYS and local assessments grades 3-8 90% of all students will score 65% or higher on the NYS Regents assessments for grades 8-12 90% of the students will meet the graduation requirements in 4 years 100% of the students will meet the graduation requirements All students will receive a Regents Diploma All schools will meet an annual 95% attendance rate Ensure the percentage of students requiring special education support is aligned with state wide average as targeted in the District CSPD plan	Building Administrators Instructional* staff Administration and Instructional Support Teams	• All buildings analyze appropriate date for each instructional area • District curriculum documents are used to drive instruction • On-going professional development will target gaps/needs determined by data analysis and the District Professional Development Plan • Provide mentoring support for all non-tenured staff • Evaluations provide feedback on instructional delivery, instructional strategies • Provide academic support for students meeting the AIS criteria. Ensure AIS services include targeted skills and strategies identified by data analysis for individual students • Ensure AIS services address test-taking strategies • Require 120 minutes of instructional time for ELA in grades K-5 and 80 minutes for grades 6 and 7 • Before, After School, summer programs for students 3-12 • Help Labs (grades 8-12) • Social Worker, Psychological & Counseling Support grades K-12 • Monitor identification and declassification	Continued Incremental Growth

* Instructional Staff = includes all teachers, teaching assistants, guidance/school counselors, professional support staff

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 2 cont.	Ensure all students will meet or exceed state and local standards.
Present State	Not all students are meeting or exceeding state and local standards
Desired State	All students meet or exceed state and local standards.

Objective	Key Measures	Responsibility	Strategies	Date
Implement strategies and opportunities for high performing students and increase the number of students performing at higher levels	Increase the number of students demonstrating mastery by scoring 85% or higher on the Regents and NYS assessments for grades 8-12 – 2% year over year 70% of the students will receive a Regents Diploma with Advanced Designation Increase the number of students receiving 3-5 on AP courses year over year by 2% Increase the number of students challenging college credit courses by 2% Increase the number of students challenging honors and accelerated level courses by 2%	Instructional* staff and students	Provide teachers on-going professional development for AP and college credit bearing courses Increase the number of college credit bearing courses and AP certified teachers Create scholarships/funding to assist students unable to pay for college credit courses Provide opportunities for students to qualify for accelerated courses throughout 7th -12th grade. Allow eligible students access into accelerated courses throughout 7th-12th grade Ensure that all qualified students are provided the opportunity to enroll in accelerated/advanced classes Develop a parent communication process that educates parents to the district's accelerated criteria	On-going

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 3	Hire, develops, maintains and holds accountable qualified personnel committed to the district vision.

Objective	Key Measures	Responsibility	Strategies	Date
Performance and Evaluation	Each probationary employee will annually demonstrate the potential to meet or exceed satisfactory performance reviews for continued employment. Each term employee will demonstrate the potential to meet or exceed satisfactory performance reviews during the term of employment All permanent employees will meet or exceed satisfactory performance annually	Superintendent Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Management Services Building Administrators Employee	Administrators will evaluate all employees as agreed upon by each bargaining units contract Evaluations will provide feedback focused on effective strategies that support quality job performance and provides suggestions for improvement Develop goals aligned to the Building Plan and District Long-Range Plan Develop improvement plan when required Form subcommittees comprised of administrators and appropriate contingency group members to review, modify and/or develop evaluation tools as per Federal, New York State, and New York State Education Law Provide training on the tools Implement the evaluation tools	Annually Sept. 2010-June 2011 Sept. 2011 Oct. 2011

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 3 continued	Hire, develops, maintains and holds accountable qualified personnel committed to the district vision.

Objective	Key Measures	Responsibility	Strategies	Date
Professional Development	Each employee, where required, will participate in mandated hours professional development per State and district mandates	Assistant Superintendent for Instruction Assistant Superintendent for Management Services Professional Development Committee	Professional Development Committee will annually develop and provide professional development opportunities State mandated training will be provided as required Professional development will be provided based on district needs Encourage individuals to participate in on going professional development	On-going
Mentoring	Each new employee, where mentoring is provided will participate in the program.	Assistant Superintendent for Instruction Mentoring Coordinator	The Mentoring Committee will develop and provide mentoring opportunities	On-going

Hiring	Each employee possesses the necessary technical skills, global awareness, quality practices and experiences to meet with success in their position	All Administrators, Supervisors responsible for the position
		Appropriate staff members
			Interview process that requires the individual to demonstrate competency for the desired position
			• Oral interview
			• Performance interview
			   o Demonstration task
			   o Written task
				On-going

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 4	Create a Safe and Healthy Learning Environment
Present State	Breakfast and lunch average daily participation (ADP) on the rise while improving on the School Meals Initiative, fund balance is adequate.
Desired State	Breakfast ADP increase each year, lunch ADP raised above 50% participation, fund balance added to each year, menus reflect current trends while fulfilling guidelines established by the USDA.

Objective	Key Measures	Responsibility	Strategies	Date
Certify Food Service staff on ServSafe sanitation class	95% of staff certified by end of each school year	Assistant Superintendent for Management Services Food Service Director	On going training class as needed	On going
Add to fund balance while maintaining food service equipment and supplies	EOY fund balance is greater than previous year, kitchens well supplied. Large purchases or emergency situations may prevent above on occasion.	Assistant Superintendent for Management Services Food Service Director	Write and follow budget that anticipates equipment and supply needs. Plan for large purchases such as a new delivery truck, POS system, ovens, etc.	On going
Control labor and related costs	Hourly rate of pay for new employees at fair market value	Assistant Superintendent for Human Resources Assistant Superintendent for Management Services Food Service Director	Begin negotiations with CSEA to establish starting wage for new food service employees, establish a cap on hourly rate, etc. Review meals per hour by school.	On going
Meet standards of the School Meals Initiative (SMI)	SMI review is passed and all areas are addressed	Food Service Director	All menus reflect guidelines established by the SMI	On going

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 5	Create a Safe and Healthy Learning Environment
Present State	Existing buildings & equipment are good, construction is improving the physical plant
Desired State	Enhance aesthetics along with building and athletic field integrity.

Objective	Key Measures	Responsibility	Strategies	Date
Raise the District's acceptable level of internal cleanliness.	All custodial procedures are defined, standardized and custodians informed. Formalize cleaning duties and schedules and develop written procedures for cleaners.	Superintendent of Building and Grounds	Implement software package for standard procedure development.	On going
Secure the long-term integrity of the district's buildings & equipment	Enhance the existing building preventative maintenance program	Superintendent of Building and Grounds	A preventative maintenance software package for standard procedure development and management.	On going
Continue to implement a turf care program for district athletic fields	Field, lawn care and landscape improvements are done	Superintendent of Building and Grounds	Continue IPM approach to athletic field care and focus labor on lawn care, landscape and parking controls.	On going

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal 6	Create a Safe and Healthy Learning Environment
Present State	A safe and efficient pupil transportation system
Desired State	A safe, more efficient, and cost effective pupil transportation system

Objective	Key Measures	Responsibility	Strategies	Date
Decrease the ratio of miles & Reportable Bus Crash/Citations	NYSDMV Audit reflects the ratio yearly of reportable citations and accidents.	Supervisor of Transportation/Safety Officer	Increase number of hands on mandated training. Increase on the road supervision by the Safety Officer	Begin Sept. 2010
Improved Supervision	Increase documented on road driver observations.	Supervisor of Transportation / Safety Officer	Safety officer on road 2 days a wk observing drivers. Immediate follow up with drivers what is observed.

Dispatchers check GPS frequently using the equipment that has been purchased. Make drivers aware we are watching them. | Begin Sept. 2010

Sept 2010 |
| Increase cost proficiency | Keep costs flat or rate of increase down compared to prior years. | Supervisor of Transportation and Assistant Supt for Management Services | Seek out other district buying buses to purchase buses cooperatively off the OGS contract. Participate in OCM BOCES group purchasing for as much as possible – fuel, parts etc. | On going |
| More efficient and reliable vehicles | Continue to keep the NYS DOT inspection passing bus rate in the 90's.

Recommend an improved software maintenance cost reporting program

Labor productivity reports are designed and implemented | Head Mechanic and Supervisor of Transportation | Develop and implement part purchasing guidelines and work along side of BOCES to purchase parts Decrease breakdowns and repair enforcing bus pre-trip and post trips with drivers. Continue to monitor and minimize overtime.

Monitor vehicle maintenance staff productivity to determine where improvements can be made | July 2010

July 2010 |

5/10/2017

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal continued	**Create a Safe and Healthy Learning Environment**
Present State	**A safe and efficient pupil transportation system**
Desired State	**A safe, more efficient, and cost effective pupil transportation system**

Objective	Key Measures	Responsibility	Strategies	Date
Feasibility Study for Transportation Facilities	Recommendation to Board of Education	BOE, Assistant Superintendent of Management Services, Transportation Supervisor	Plan and propose a facility that will better meet the needs of the transportation department and meet the requirements of DOT.	On going
Improve Delivery of Service	Reduce number of parent complaints	Drivers, Attendants, Transportation Office Staff, Vehicle Maintenance Staff, Supervisor, Safety Officer, Dispatchers	Mandate professional development for all staff Review policies and procedures with full staff . Provide staff with expectations using General Instruction Manual and continuously review the district's expectations at mandated meetings. Review and improve school bus routing yearly making routes more efficient and cost effective	On going Sept 2010 On going

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal	Maintain a financially stable district
Present State	Growing tax base, maintaining reserves, maintaining fund balance
Desired State	Maintain fund balance, utilize reserves as planned, establish reserves as needed

Objective	Key Measures	Responsibility	Strategies	Date
Ensure stabilization of the general fund, fund balance	Unreserved, unappropriated fund balance is maintained in accordance with sound financial practices in the best interest of the district	Assistant Superintendent for Management Services	Limit use of fund balance as a revenue in the general fund. As we look at the near term future this will be difficult to do. We will look to minimize use of fund balance as best we can given the economic challenges we face.	Ongoing
	An appropriated fund balance equal to the planned unencumbered balance in the projected budget is maintained	Assistant Superintendent for Management Services	Estimated fund balance as a revenue is beyond the traditional 1.5 million dollars we have planned on year after year. We will be using more fund balance and reserves in future years and our ability to place an equal amount in the general fund budget will be limited by the economic challenges that we face	Ongoing
Maintain appropriate levels of reserves that support financial stability	Unemployment Reserve is maintained at the level necessary for projected future expenses	Assistant Superintendent for Management Services	Project potential unemployment liability annually	Ongoing
	Tax Certiorari reserve is maintained at the level necessary for coverage of the value of the district's potential liability	Assistant Superintendent for Management Services	Use the calculation of district counsel for the potential tax certiorari liability plus the input of the Assistant Superintendent for Management Services	Ongoing
	Capital Reserve is maintained to cover the local share of the $34,705,000 capital projects	Assistant Superintendent for Management Services	Use the capital reserve as a revenue in the general fund each year to cover the local share of the debt	Ongoing
	Capital Reserves are established to support the Long Range Capital Plan	Assistant Superintendent for Management Services	Communicate need to the public Seek voter approval of continuing and funding this reserve for a future project vote	Ongoing
	Employee Benefits and Accrued Liabilities Reserve is maintained up to the amount of the liability as calculated annually by the district auditor	Assistant Superintendent for Management Services Assistant Superintendent for Human Resources	Project the number of future retirements over the next five years. Use the calculation of district auditor along with input from Assistant Superintendent for Management Services for the value of the potential liability	Ongoing

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BALDWINSVILLE CENTRAL SCHOOL DISTRICT
2010 - 2015
LONG RANGE COMPREHENSIVE EDUCATION PLAN

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

Goal (cont.)	Maintain a financially stable district
Present State	**Growing tax base, maintaining reserves, maintaining fund balance**
Desired State	**Maintain fund balance, utilize reserves as planned, establish reserves as needed**

Objective	Key Measures	Responsibility	Strategies	Date
Maintain appropriate levels of reserves that support financial stability	Budget amounts for equipment is funded at a level necessary for annual equipment replacement program	Assistant Superintendent for Management Services Superintendent of Building and Grounds Transportation Supervisor Assistant Superintendent for Instruction	Develop five year plans for equipment replacement for instruction, building and grounds, support services, and transportation	Ongoing
Maintain appropriate levels of reserves that support financial stability	Reserve for repair is funded at the level necessary for maintenance projects	Assistant Superintendent for Management Services

Superintendent of Buildings and Grounds | Develop a five year plan for maintenance projects

BOE establishes the reserve for repair

Communicate need to the public

Seek voter approval to fund the reserve
Use the reserve as a revenue to general fund | Ongoing |
Changes in costs per pupil expenditure will be cost efficient	Budget is passed and per pupil expenditure is comparable to regional schools	Superintendent of Schools Assistant Superintendent for Management Services Leadership Team	Develop annual budgets by examining the cost effectiveness of all services and programs Project future needs to meet all state, federal, and local requirements	Ongoing
Investigate cost saving strategies to minimize or address fixed costs impact	Report out annually on possible cost saving strategies that have been investigated Report out annually on those cost saving strategies implemented	Assistant Superintendent for Management Services	Review existing strategies for cost effectiveness Meet periodically with local agencies to discuss potential opportunities for savings	Ongoing
Investigate other avenues as funding opportunities	Report out annually on possible funding sources that have been investigated Report out annually on those funding sources that have been utilized	Assistant Superintendent for Management Services	Research potential funding opportunities Develop plan to acquire other avenues of funding	Ongoing
The Board of Education will review June 30 appropriations for fund balance and reserves	Planned appropriations for fund balance and reserves are established with the district auditor and the Board Audit Committee	Assistant Superintendent for Management Services	Present June 30 fund balance projections on a monthly basis beginning November through May Discuss with Board of Education possible uses during the budget process	Ongoing

Appendix C

Foundational Data / Planning Documents – 2008 Community Perception Survey

FINAL REPORT

Community Perception Research
Quantitative Research

2008

Baldwinsville Central School District
29 East Oneida Street
Baldwinsville NY, 13027

Prepared by:
Research & Marketing Strategies, Inc.
15 East Genesee Street, Suite 130
Baldwinsville, New York 13027
(315) 635-9802
www.RMSresults.com

Table of Contents

Limiting Conditions and Assumptions

The information contained in this study has been obtained from primary sources and/or was furnished directly from Baldwinsville Central School District. All source materials and information so 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, and therefore all of the information contained herein, and upon which opinions have been based, have 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 within the Baldwinsville Central School District. RMS has no undisclosed interests in the subject for which this analysis was prepared, nor does RMS have a financial interest in the Baldwinsville Central School District other than as a contracted vendor for this research.

The sole purpose of this study is to learn community opinions and perceptions related to the Baldwinsville Central School District. RMS' 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 perceptions from the respondents to the survey based on the designed methodology. They do not guarantee future product or service success, but are to be considered a tool to supplement administrative factors such as community communications and general management.

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_   Date: _January 29, 2008_

Mark Dengler, President
Research & Marketing Strategies, Inc.

Limiting Conditions and Assumptions

Background and Methodology

Executive Summary

Awareness of Sources

School Satisfaction

District Satisfaction Measures

Overall District Satisfaction

Capital Project Referendum

Demographics

In the winter of 2007, the Baldwinsville Central School District's Board of Education requested that research be conducted by Research & Marketing Strategies, Inc. (*RMS*) in regards to evaluating opinions of the District's residents in terms of performance and image. RMS conducted a telephone survey among residents. The survey sought to uncover any unmet needs or expectations from community residents, as well as, feedback regarding the October 2007 Capital Project referendum defeat.

The telephone survey methodology was chosen in order to collect *a random sample of residents* in the District which could be representative of the Baldwinsville District as a whole. Data collection for this project was conducted from January 9th through January 17th 2008 (*approximately a week and a half*). The random calling was designed to attain 200 completes from each of two groups – *those who voted* in the October 2007 Capital Project referendum and *those who did not vote*. Respondents took an average of 15-20 minutes to complete the survey depending upon whether they had children currently active in the District and whether or not they voted on the referendum.

School District	Number of Residents in District	Completes			Margin of Error
		Voters	**Non-Voters**	**Total**	
Baldwinsville	**~ 30,000**	**203**	**201**	**404**	**± 4.8%***

* 95% confidence interval – industry reliability standard typically is a ±5.00% margin of error, the aggregate sampling for this work indicates a strong degree of statistical reliability.
        ✓ The voters sub-group of 203 completes represents a ± 6.5% margin of error.
        ✓ The non-voters sub-group of 201 completes represents a + 6.9% margin of error.

Weighting

❖ In order to have the survey data reflect the population as a whole, a weighting variable was added to discount bias. The overall Baldwinsville District-wide population (*approximately 30,000 residents*) reflects a 1:15 (*voter to non-voter*) ratio, while the actual survey respondents shows an even 1:1 ratio in that RMS collected 200 completes from each faction. Therefore, the data needed to be adjusted so that the voter responses were not disproportional to the overall population. The weighting variable proportions the data in total to reflect the Baldwinsville community as a whole.
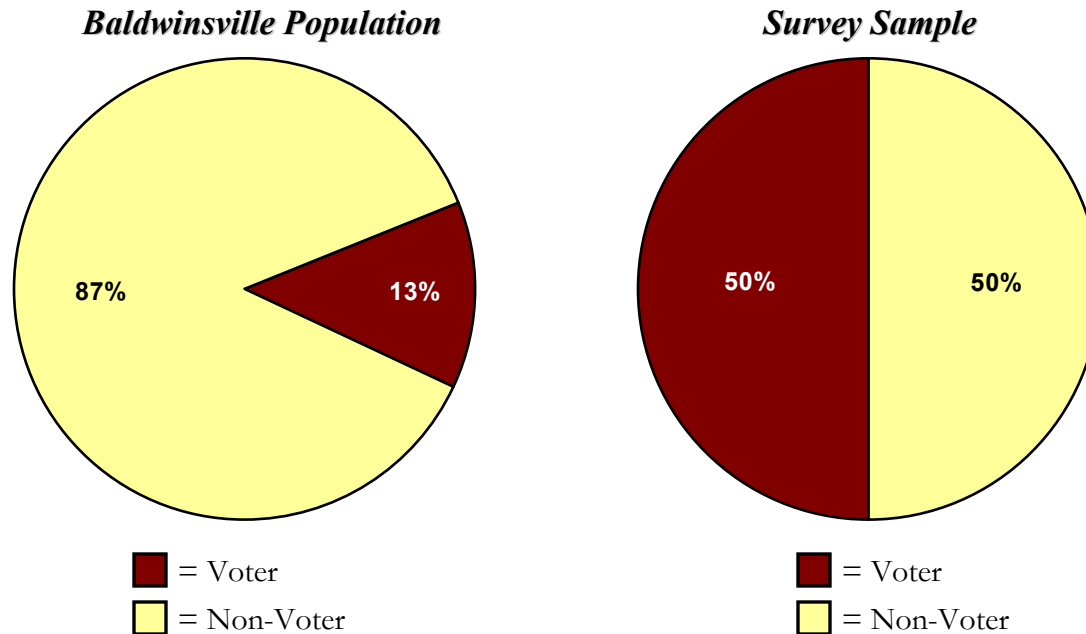
Baldwinsville Population

87%   13%

■ = Voter
■ = Non-Voter

Survey Sample

50%   50%

■ = Voter
■ = Non-Voter

Limiting Conditions and Assumptions

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Awareness of Sources

School Satisfaction

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Overall District Satisfaction

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Demographics

Awareness

❖ The Beecon District newsletter is the most used source for District news among community residents. It is also the primary source of information for over 40% of area residents. *Usage rates are detailed below:*

77%	**48%**	**48%**
Beecon Newsletter	*Baldwinsville Messenger*	*Syracuse Post Standard*

School Satisfaction*
% Satisfied

❖ Overall, there was high satisfaction for the various school facilities within the District among respondents who had child(ren) attending that respective school. Palmer Elementary and McNamara Elementary score the highest satisfaction among those residents who have child(ren) attending those schools in 2007-2008. Reynolds Elementary scores the lowest satisfaction.

91%	**89%**	**84%**	**83%**	**75%**	**74%**	**73%**	**63%**
Palmer *(n=17)*	*McNamara* *(n=13)*	*Baker* *(n=68)*	*Durgee* *(n=41)*	*Elden* *(n=23)*	*Ray* *(n=54)*	*Van Buren* *(n=15)*	*Reynolds* *(n=15)*

* Caution should be taken when reviewing these school results (as many of the elementary schools had a base size of less than 30 respondents).

Satisfaction Measures

❖ Community residents are most likely to agree that the District is a valuable asset to the community (*96% agreement rate; strongly agree or agree*). Respondents are least likely to agree that the Board of Education communicates well with the community and that the District is sensible with tax dollars.

✓ *Respondents most frequently mention their displeasure with a lack of information coming from Board meetings and the District having high tax rates which are continually increasing.*

Statement	% Agree	% Disagree	% No Opinion
The District is a valuable asset to the community it serves.	96%	3%	1%
The communication materials produced by the District are of good quality.	88%	7%	5%
Graduates are well prepared to be good community citizens.	85%	4%	11%
Variety of athletic opportunities offered is satisfactory.	83%	8%	9%
Graduates are well prepared for post graduation opportunities.	82%	7%	11%
The District communicates well with the community.	81%	13%	6%
Variety of educational programs offered is satisfactory.	79%	7%	14%
Variety of music and fine arts programs offered is satisfactory.	76%	5%	19%
Variety of extra-curricular clubs and organizations offered is satisfactory.	74%	4%	22%
The District is sensible with my tax dollars.	68%	21%	11%
The Board of Education communicates well with the community.	57%	21%	22%

✓ *Not surprisingly, those without child(ren) in the District seem to disengage from District communications and are more likely to share a "no opinion" when asked.*

☐ = *Significant number of disagrees.*

Overall Satisfaction

❖ When rating the District as a whole, 82% of respondents were at least somewhat satisfied with the District's overall performance. When using a weighted average on a 10-point scale, the Baldwinsville Central School District receives a grade of **8.22** out of a possible **10** points scoring an overall satisfaction rate of an **A-**.

A	*B*	*C*	*D*	*F*
Very Satisfied	*Somewhat Satisfied*	*Neither*	*Somewhat Dissatisfied*	*Very Dissatisfied*
33%	**49%**	**13%**	**4%**	**1%**
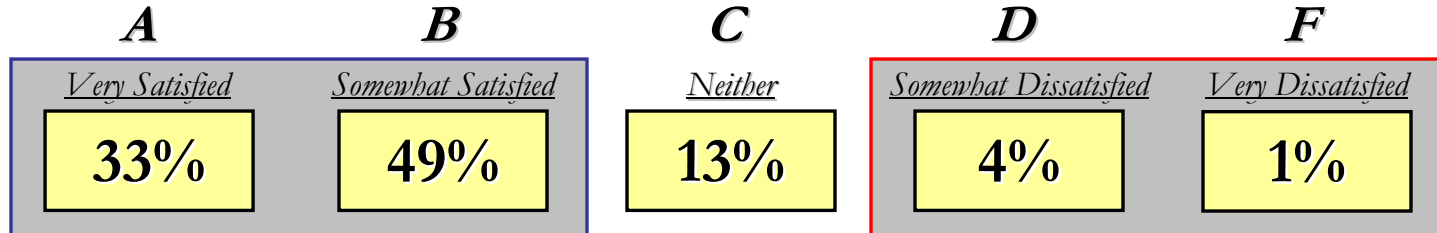
*Respondents who are satisfied with the performance of District are significantly more likely to agree with **all** of the satisfaction measures from the previous page. Among those factors, the communication measures are the most significant drivers to overall satisfaction – 1) communication materials are of good quality, 2) District communicates well with the community, and 3) the Board of Education communicates well with the community.*

✓ *Over half of the Baldwinsville community believes the District performs better than other area school districts – citing strong academic measures.*

- = Better than other area school districts
- = The same as other area school districts
- = Worse than other area school districts

January 2008 — Community Perception Research — **RMS** Research & Marketing Strategies **8**
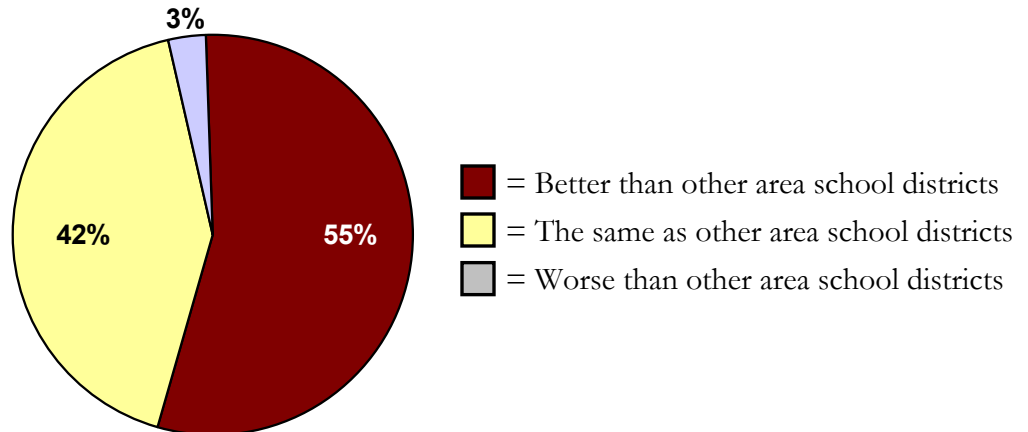
October 2007 Capital Project Referendum - Voters

❖ Almost all voting survey respondents believed the descriptions of the propositions were specific enough for them to make a decision regarding their vote. About half of the respondents who voted stated they always vote (*46%*), however a significant amount of voters were drawn to vote on the referendum due to their negative feelings toward the propositions (*19% voted due to tax related reasons, while another 12% stated they were against the referendum as their reason for voting*).

Proposition 1

Reasons for Voting In-Favor:

✓ *38% stated specific buildings needed upgrade*
✓ *21% stated it was generally needed (non-specific)*
✓ *14% stated it would improve the education of students*

Reasons for Voting Against:

✓ *35% because of the tax increase*
✓ *26% thought the improvements weren't necessary*
✓ *13% wanted improvements focused elsewhere*

Proposition 2

Reasons for Voting In-Favor:

✓ *40% stated the fields needed an upgrade*
✓ *17% stated it was beneficial to students*
✓ *9% were in-favor of the turf*

Reasons for Voting Against:

✓ *28% had negative feelings toward the turf*
✓ *28% stated it was cost and tax related*
✓ *20% mentioned it was not a priority*
✓ *20% were content with the current fields*

October 2007 Capital Project Referendum – Non-Voters

❖ Respondents offered a wide variety of reasons they did not vote in the referendum. A significant amount stated they planned on voting but did not due to a busy schedule, personal reasons, or simply forgetting the date (*14% were unaware of the vote*).

Future Capital Project Referendums

❖ Consistent with obtaining general information about the District, respondents were most familiar with the Beecon newsletter special edition produced for the referendum (*48% recall*). The special edition newsletter also was the source that most impacted opinions regarding the referendum.

❖ There is a clear-cut theme between those construction and renovation projects the community deems necessary and those they feel are not mandatory.

Important (50%+ Rating 8-10 Very Important)	*Less Important (<50% Rating 8-10 Very Important)*
✓ Heating and Ventilation System Upgrades	✓ Cafeteria Additions and Renovations
✓ Security Located at School Entrances	✓ Exterior Building Upgrades or Renovations
✓ Additional or Upgraded Academic Space	✓ Additional or Upgraded Extra-Curricular Space
✓ Electric and Plumbing Upgrades	✓ Additional or Upgraded Athletic Fields or Facilities
✓ Structure and Stair Reconstruction	

❖ When considering future capital improvement projects, the District should focus on three messages that community members are most likely to consider in their decision-making process to vote:

  ✓ *Improving the delivery of educational services*
  ✓ *Improving the safety of the school facilities for students and staff*
  ✓ *Limiting the tax dollar increase*

Limiting Conditions and Assumptions

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Overall District Satisfaction

Capital Project Referendum

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❖ The Beecon District newsletter is by far the most used source to obtain information about the District. This is true for residents with and without active child(ren) in the District.

Which of the Following Do You Use to Obtain Information?
Total Respondents; Weighted; Multiple Response; n=404

		Role			Age	
		Current Child(ren) in BCSD n=163	*Non-Current Child(ren) in BCSD* n=241		*Under 45* n=115	*45 and Over* n=288
Beecon District Newsletter	77%	86%	70%		83%	74%
Baldwinsville Messenger	48%	55%	42%		49%	47%
Syracuse Post Standard	48%	36%	57%		33%	57%
My Friends or Neighbors	39%	42%	37%		37%	40%
Students/My Children	35%	68%	12%		49%	26%
District Website	29%	56%	10%		52%	16%
School Building Newsletter	22%	50%	3%		41%	12%
District Employees	15%	24%	10%		17%	14%
PAC-B Cable	13%	21%	18%		10%	15%
Board of Education Meetings	6%	11%	3%		7%	5%
None	1%	0%	2%		0%	2%
Other	4%	3%	5%		3%	5%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

* Other includes: word of mouth, PennySaver, PTA meetings, calendar.

Q2a

☐ *= Significant difference at 95% confidence level.*

Primary Source

❖ The Beecon District newsletter is by far the primary source for general news about the District – 28% higher incidence than any other source.

Primary Source for News About the District?
Total Respondents; Weighted; Single Response; n=399

	Chart	Role		Age	
		Current Child(ren) in BCSD <u>*n=163*</u>	*Non-Current Child(ren) in BCSD* <u>*n=236*</u>	*Under 45* <u>*n=113*</u>	*45 and Over* <u>*n=286*</u>
Beecon District Newsletter	41%	36%	44%	40%	42%
Baldwinsville Messenger	13%	11%	15%	8%	15%
Syracuse Post Standard	11%	3%	17%	5%	14%
Students/My Children	9%	16%	5%	14%	7%
District Website	7%	13%	3%	14%	4%
My Friends or Neighbors	6%	1%	9%	4%	7%
School Building Newsletter	6%	13%	2%	11%	3%
District Employees	3%	4%	2%	2%	4%
PAC-B Cable	1%	1%	1%	0%	2%
Board of Education Meetings	1%	0%	1%	0%	1%
Other	2%	2%	1%	2%	1%

0% 5% 10% 15% 20% 25% 30% 35% 40% 45%

* Other includes: word of mouth, PennySaver, PTA meetings, calendar.

Q2b

☐ *= Significant difference at 95% confidence level.*

Limiting Conditions and Assumptions

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School Satisfaction

District Satisfaction Measures

Overall District Satisfaction

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❖ There is a high satisfaction with Baker High School among those respondents with child(ren) currently attending (*84% are satisfied or very satisfied*).
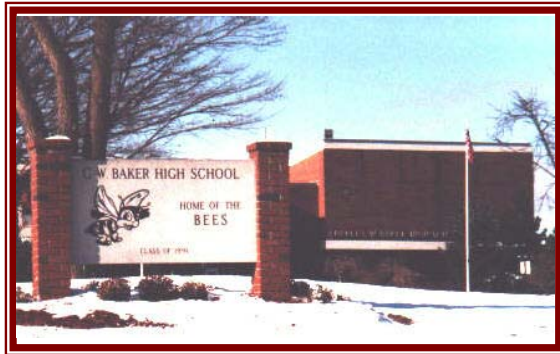
Satisfaction with Baker High School
Weighted; Single Response; n=68
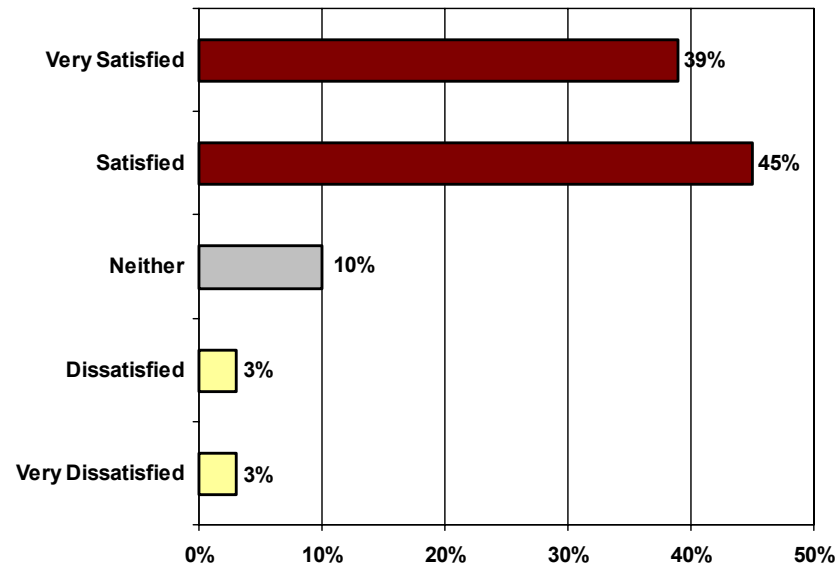
Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	30%	60%	1%	6%	3%
Quality of the Educational Programs is Satisfactory	31%	69%	0%	0%	0%
Overall Learning Environment is Satisfactory	29%	62%	3%	3%	3%

Q4a, Q5a

❖ Over 80% are satisfied with the performance of Durgee Junior High School, with none dissatisfied. Virtually no respondents disagreed with any of the three descriptive school statements below.

Satisfaction with Durgee Junior High School

Weighted; Single Response; n=41
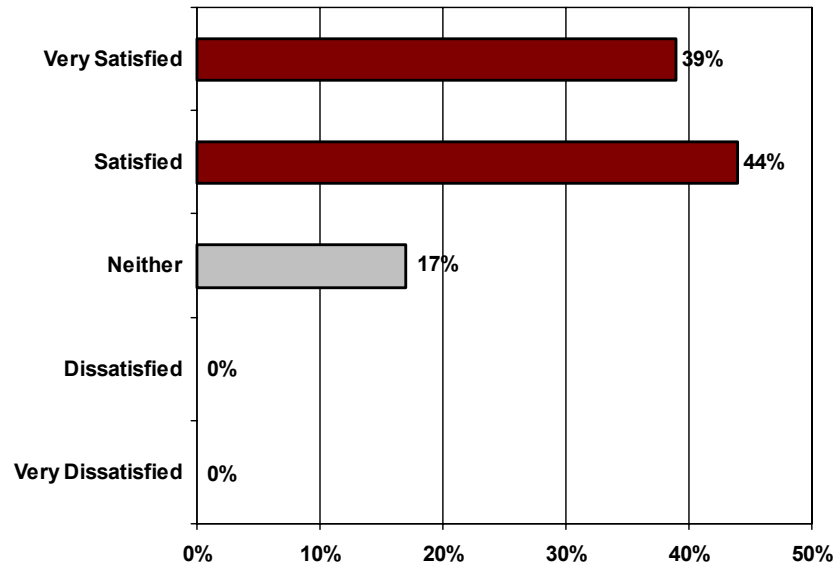
Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	30%	70%	0%	0%	0%
Quality of the Educational Programs is Satisfactory	35%	64%	1%	0%	0%
Overall Learning Environment is Satisfactory	35%	65%	0%	0%	0%

Q4a, Q5a

Ray Middle School Profile

❖ Just under three-fourths of respondents that have child(ren) attending Ray Middle School are satisfied with its performance.

Satisfaction with Ray Middle School
Weighted; Single Response; n=54
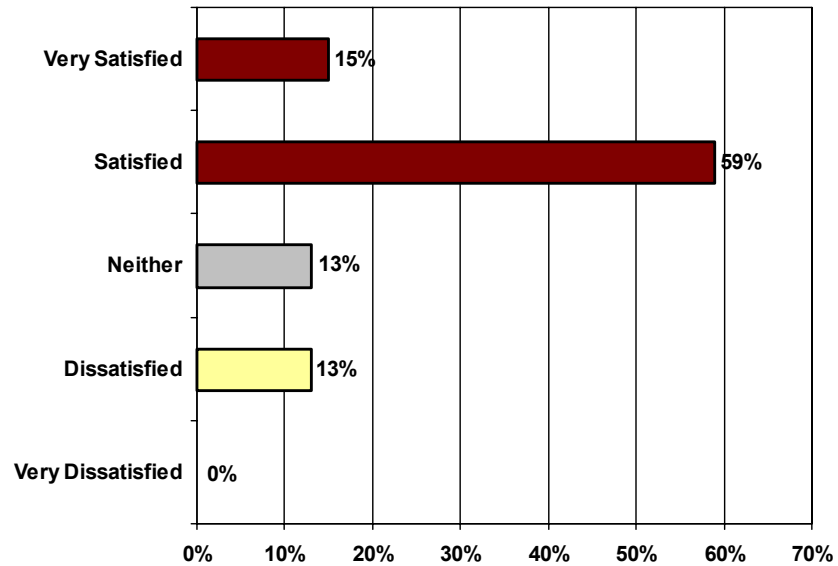
Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	45%	55%	0%	0%	0%
Quality of the Educational Programs is Satisfactory	32%	58%	7%	3%	0%
Overall Learning Environment is Satisfactory	33%	60%	4%	3%	0%

Q4a, Q5a

❖ Three-fourths of respondents with child(ren) attending Elden Elementary are satisfied or very satisfied with the performance of the school (*75% satisfied*).

Satisfaction with Elden Elementary
Weighted; Single Response; n=23*
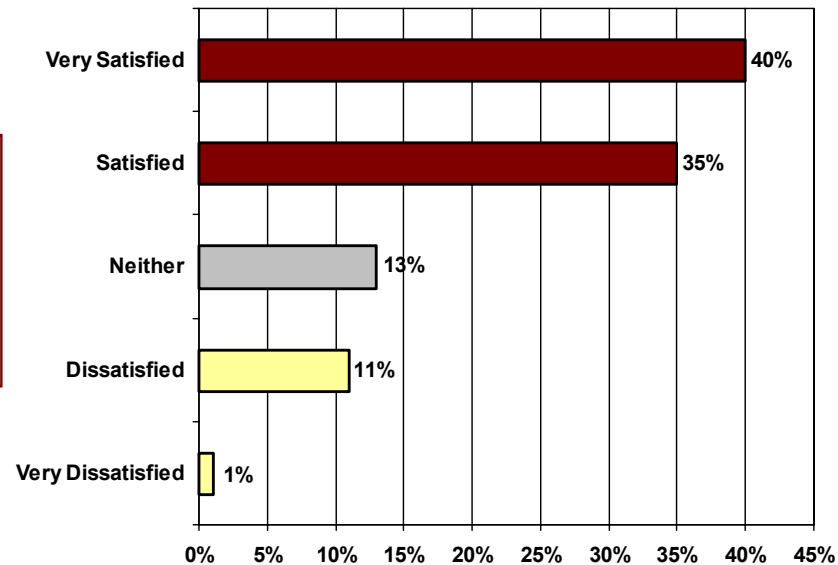
Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	27%	71%	2%	1%	0%
Quality of the Educational Programs is Satisfactory	27%	50%	1%	11%	11%
Overall Learning Environment is Satisfactory	37%	49%	13%	1%	0%

Q4a, Q5a

* Caution: Extremely Small Sample Size.

❖ Among those with child(ren) attending McNamara Elementary, most are satisfied with the school (*89% satisfied*). All thirteen respondents agree or strongly agree with each of the three descriptive statements below about the school – driving the overall satisfaction.

Satisfaction with McNamara Elementary
Weighted; Single Response; n=13*
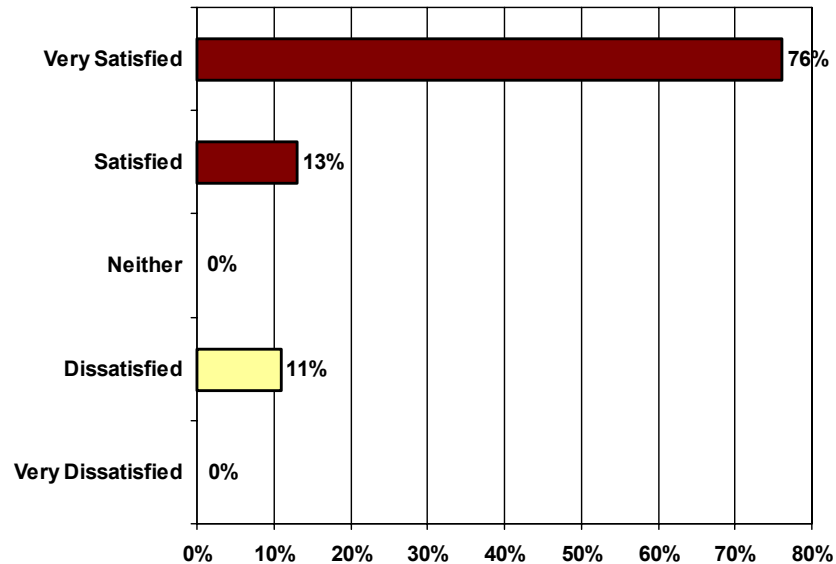
Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	**88%**	**12%**	**0%**	**0%**	**0%**
Quality of the Educational Programs is Satisfactory	**76%**	**24%**	**0%**	**0%**	**0%**
Overall Learning Environment is Satisfactory	**77%**	**23%**	**0%**	**0%**	**0%**

Q4a, Q5a

* Caution: Extremely Small Sample Size.

❖ Among those with child(ren) attending Palmer Elementary, a high percentage are satisfied with the school (*91% satisfied*). No one with children at this school indicated dissatisfaction with the overall performance of the school.

Satisfaction with Palmer Elementary
Weighted; Single Response; n=17*
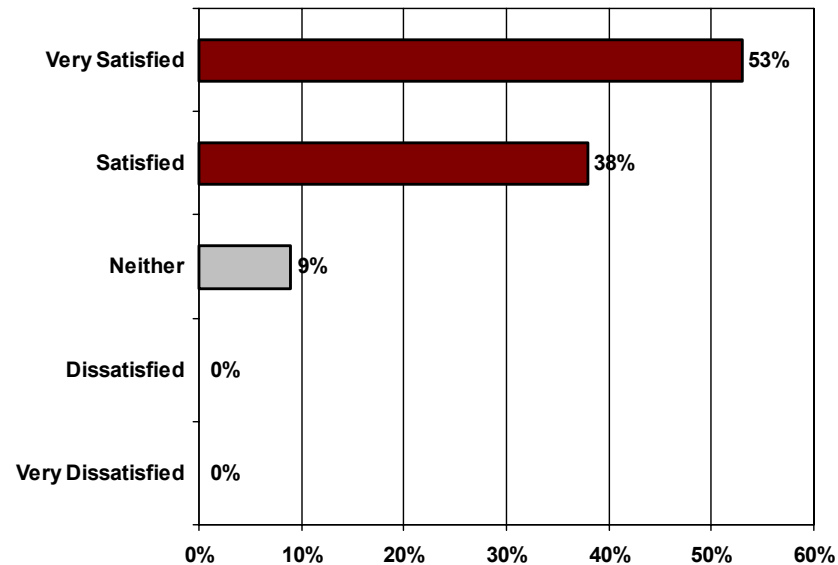
Response	Percentage
Very Satisfied	53%
Satisfied	38%
Neither	9%
Dissatisfied	0%
Very Dissatisfied	0%

Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	71%	29%	0%	0%	0%
Quality of the Educational Programs is Satisfactory	35%	64%	1%	0%	0%
Overall Learning Environment is Satisfactory	27%	64%	9%	0%	0%

Q4a, Q5a

* Caution: Extremely Small Sample Size.

❖ A fair amount of respondents who have child(ren) attending Reynolds Elementary are dissatisfied with the school's performance (*37% dissatisfaction rate*).

Satisfaction with Reynolds Elementary
Weighted; Single Response; n=10*
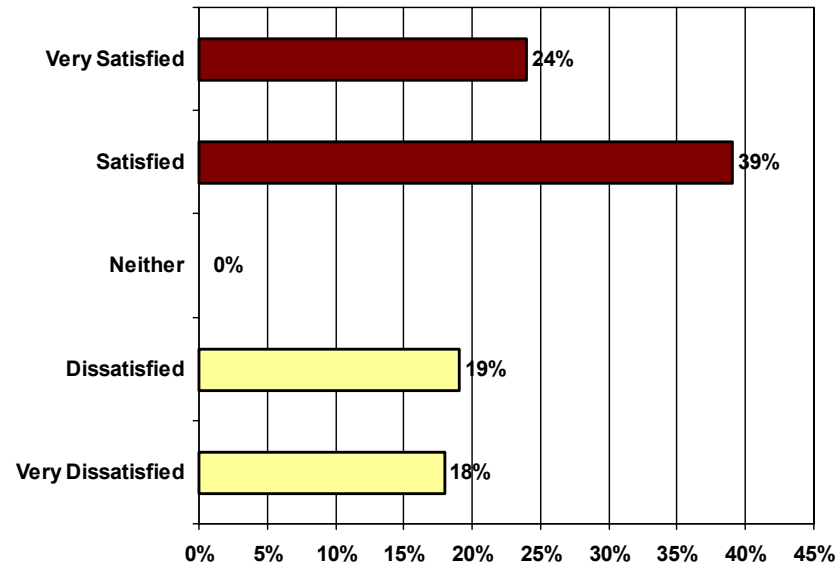
Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	**22%**	**59%**	**0%**	**19%**	**0%**
Quality of the Educational Programs is Satisfactory	**24%**	**57%**	**0%**	**19%**	**0%**
Overall Learning Environment is Satisfactory	**23%**	**59%**	**0%**	**18%**	**0%**

Q4a, Q5a

* Caution: Extremely Small Sample Size.

❖ Among those with child(ren) attending Van Buren Elementary, most are satisfied with the school (*73% satisfied*).

Satisfaction with Van Buren Elementary

Weighted; Single Response; n=15*
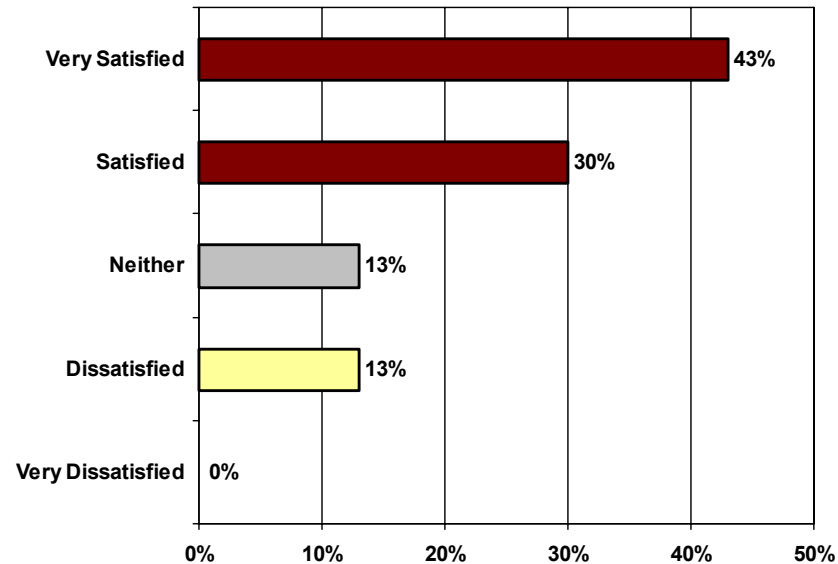
	Very Satisfied	43%
Satisfied	30%
Neither	13%
Dissatisfied	13%
Very Dissatisfied	0%

Overall Level of Agreement…	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Appearance of the School Buildings and Grounds is Satisfactory	15%	59%	13%	13%	0%
Quality of the Educational Programs is Satisfactory	16%	71%	13%	0%	0%
Overall Learning Environment is Satisfactory	28%	72%	0%	0%	0%

Q4a, Q5a

* Caution: Extremely Small Sample Size.

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School Satisfaction

District Satisfaction Measures

Overall District Satisfaction

Capital Project Referendum

Demographics

❖ Virtually all community residents agree that the communication materials produced by the District are of good quality (*88% agreement rate*).

Communication Materials Produced Are of Good Quality
Total Respondents; Weighted; Single Response; n=404

| | **Role** | |
	Current Child(ren) in BCSD *n=163*	*Non-Current Child(ren) in BCSD* *n=241*
Strongly Agree — 15%	16%	14%
Agree — 73%	74%	72%
Disagree — 6%	7%	5%
Strongly Disagree — 1%	0%	2%
No Opinion — 5%	3%	7%

88%

Q3a
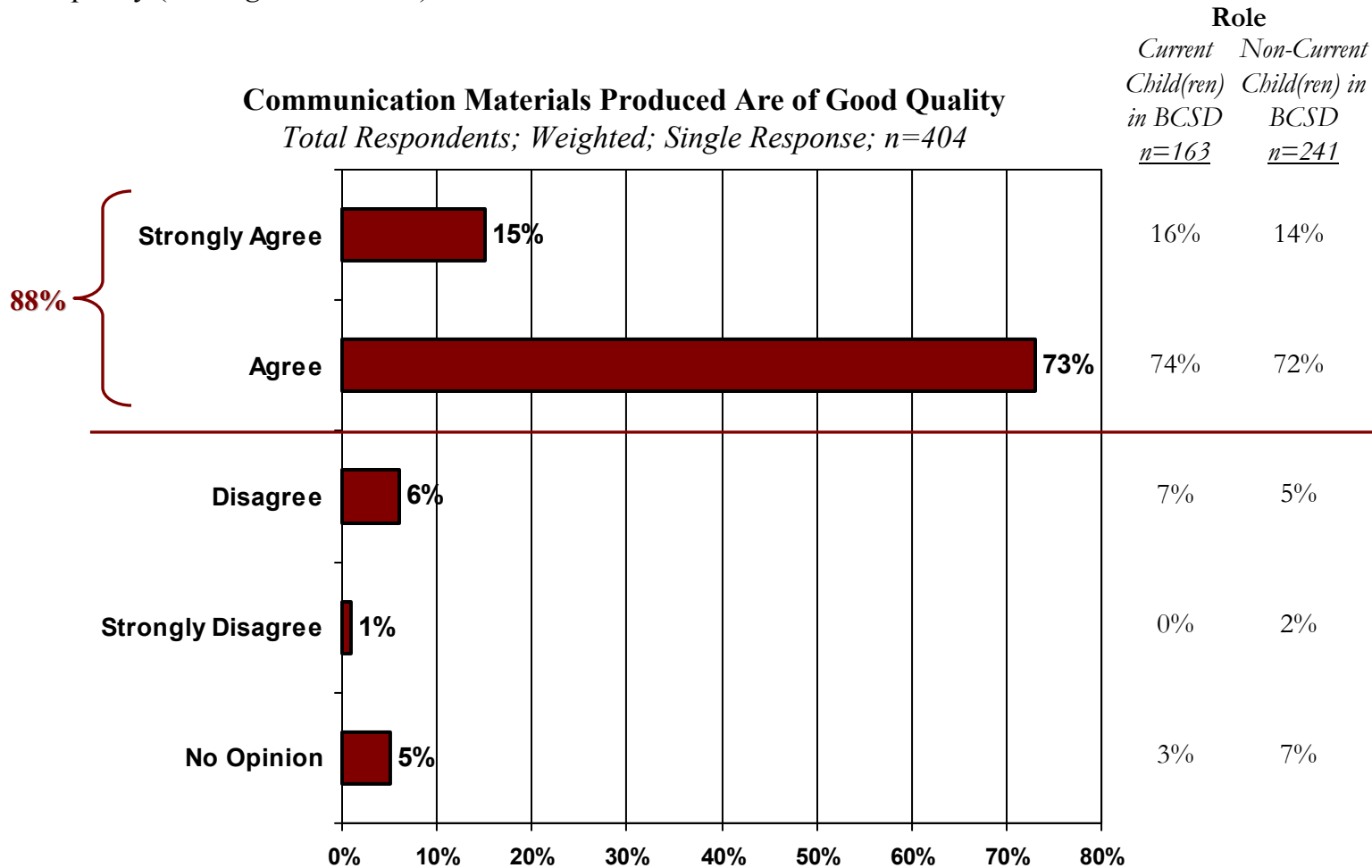
❖ About four-fifths of respondents agree that the District communicates well with the community. Those with child(ren) in the District are slightly more likely to state the communication is better.

Role

	Current Child(ren) in BCSD *n=163*	*Non-Current Child(ren) in BCSD* *n=241*

The District Communicates Well With the Community
Total Respondents; Weighted; Single Response; n=404

Response	%	Current	Non-Current
Strongly Agree	14%	16%	13%
Agree	67%	69%	64%
Disagree	11%	11%	12%
Strongly Disagree	2%	5%	0%
No Opinion	6%	0%	11%

81%

0% 10% 20% 30% 40% 50% 60% 70% 80%

Q3b
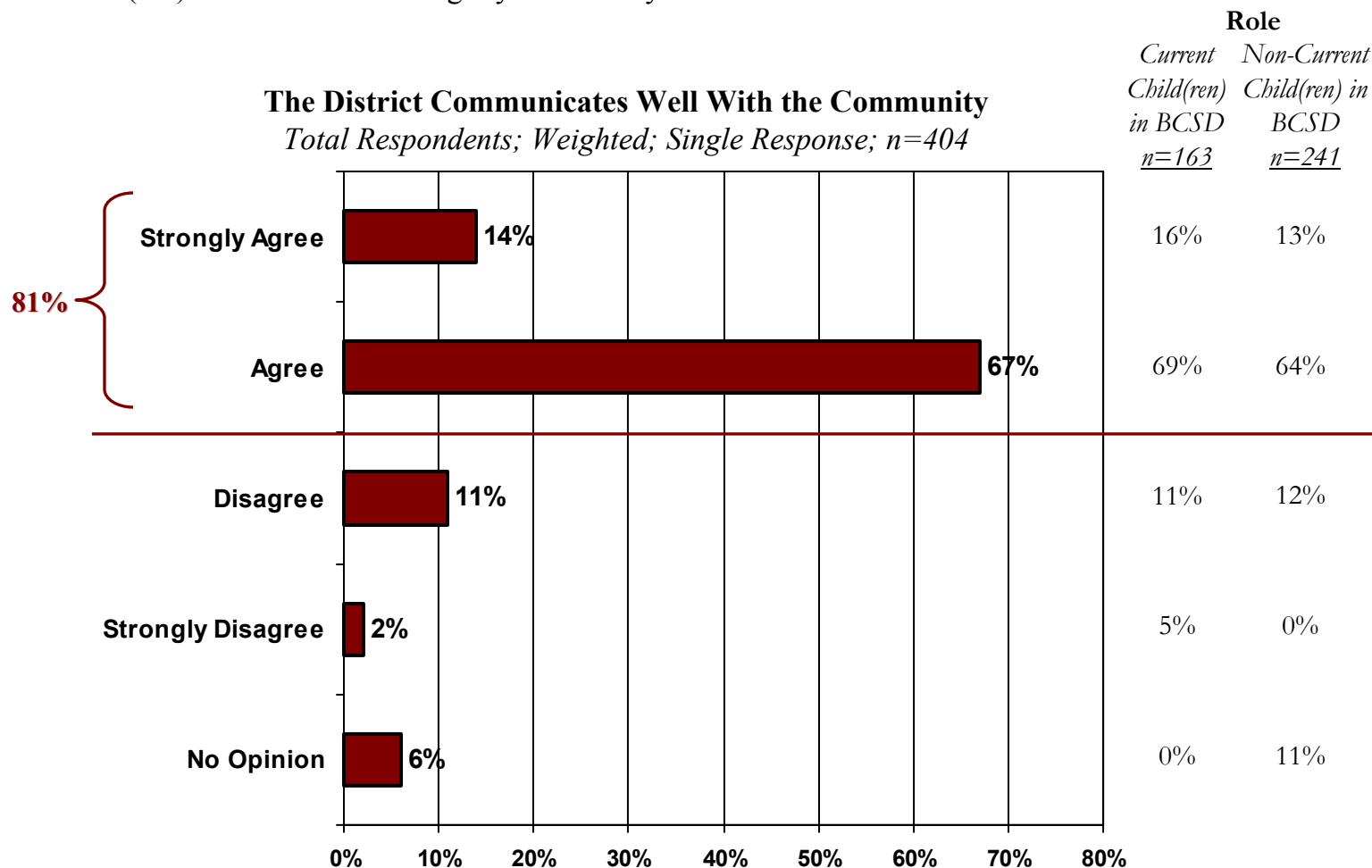
❖ Respondents stated the District could improve its communication through additional modes of contact including letters sent to home, flyers, posters around town, and emails.

How Can the District Communicate Better With the Community?

Open-Ended; Coded; n=58

Category	Value
Additional Publications	19%
More Information	19%
More Timely Information	12%
More Face to Face Interaction	10%
More Precise & Factual	7%
Other	28%
Don't Know	5%

More e-communication, flyers, personal letters.

Detailed information, more information on Board Meetings, more on website.

Q3b1
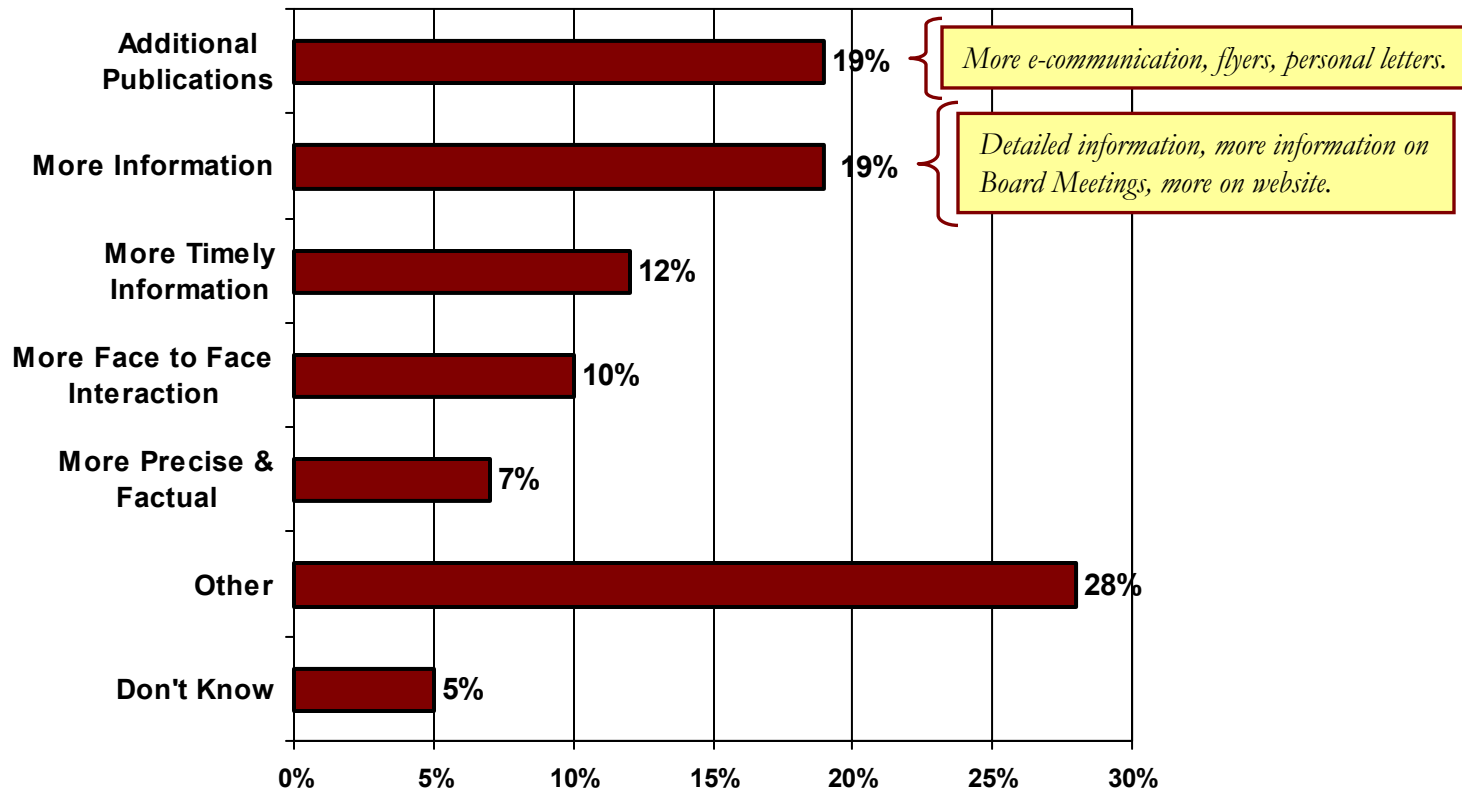
* Other includes: listen better, do a better job general, out of touch, focus on education.

❖ Over half of the community residents agree that the Board of Education communicates well with the community. Those without child(ren) in the District were less likely to offer an opinion.

The Board of Education Communicates Well With the Community
Total Respondents; Weighted; Single Response; n=404

	Role	
	Current Child(ren) in BCSD <u>*n=163*</u>	*Non-Current Child(ren) in BCSD* <u>*n=241*</u>
Strongly Agree — 7%	6%	8%
Agree — 50%	54%	48%
Disagree — 17%	19%	16%
Strongly Disagree — 4%	7%	2%
No Opinion — 22%	14%	26%

57% { Strongly Agree + Agree

Owners are more likely to disagree with this statement when compared to those who rent their residence.

0% 10% 20% 30% 40% 50% 60%

Q3c
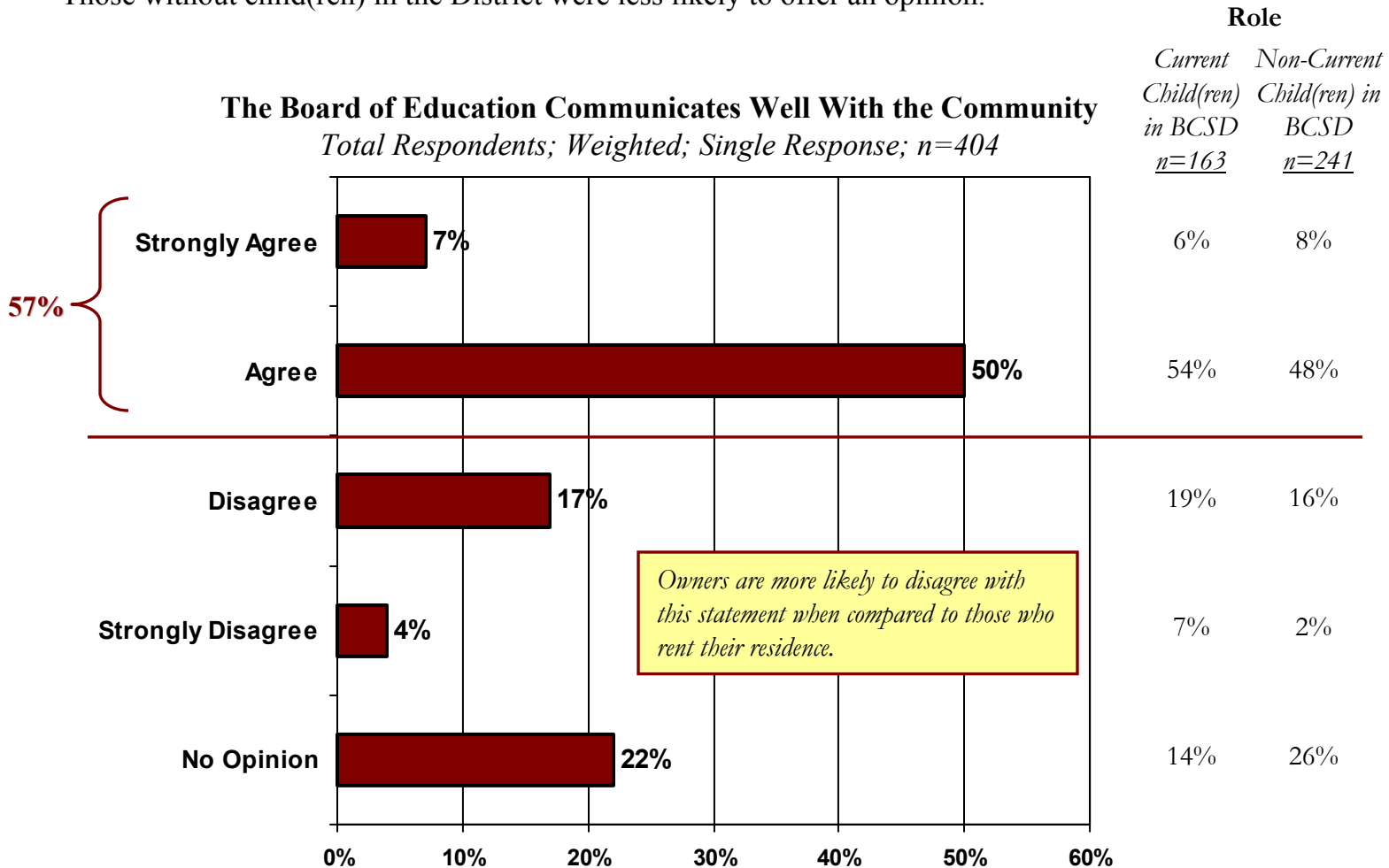
❖ The most common improvement for the communication with the Board as stated by respondents was more information requested from the Board meetings – through either a column in the newsletter or a completely separate editorial about the meeting from the Board.

How Can the Board Communicate Better With the Community?

Open-Ended; Coded; n=404

Category	Percentage
Nothing	20%
More Information on Meetings	14%
Publicize Meetings More	9%
Get More Community Feedback	8%
General Mailings	5%
Be More Open & Honest	5%
E-Communication	4%
Hold More Meetings	3%
Voting Related	2%
Televise Meetings	2%
Tax Related	1%
Get Information Out Faster	1%
Other	8%
Don't Know	22%

Q3c1
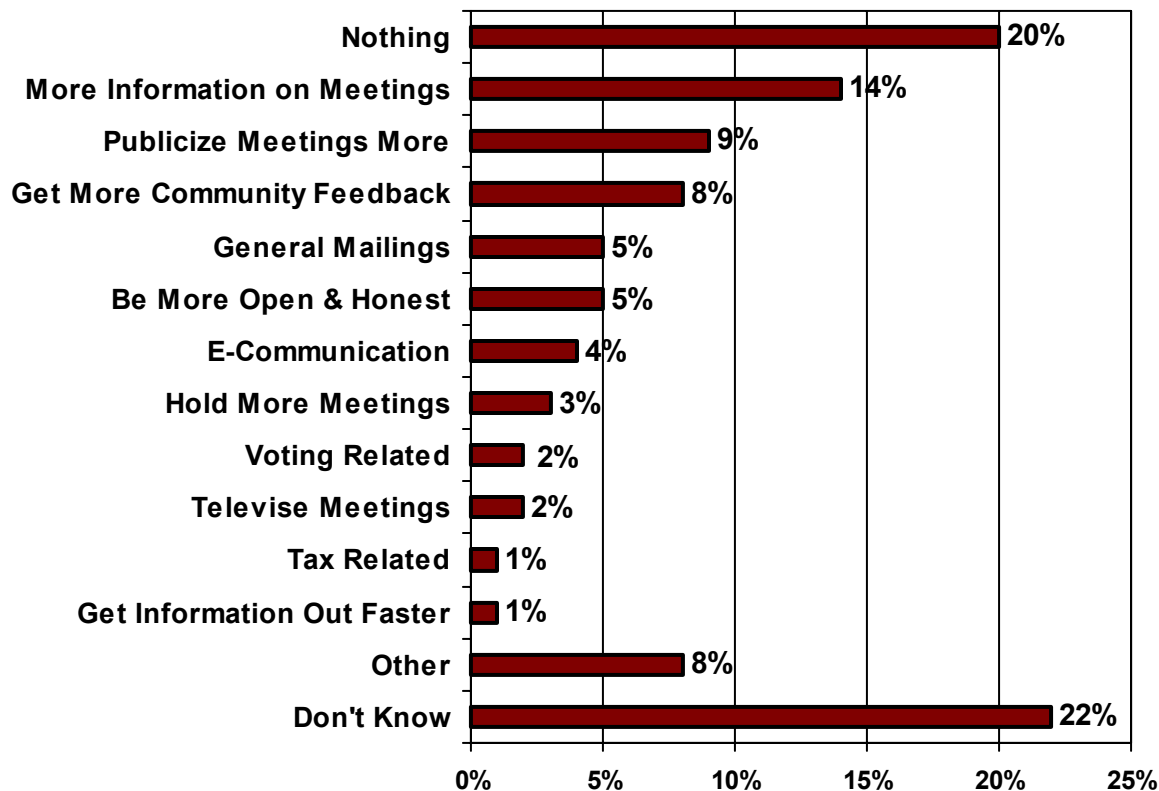
* Other includes: be proactive, make improvements, not enough info, get in touch with parents.

❖ The majority of community members agree that graduates of the District are well prepared to be good community citizens.

**Graduates of the BCSD are Well Prepared
to be Good Community Citizens**
Total Respondents; Weighted; Single Response; n=404

85%

		Role	
		Current Child(ren) in BCSD <u>*n=163*</u>	*Non-Current Child(ren) in BCSD* <u>*n=241*</u>
Strongly Agree	20%	15%	21%
Agree	65%	66%	64%
Disagree	3%	4%	3%
Strongly Disagree	1%	2%	1%
No Opinion	11%	13%	11%

0% 10% 20% 30% 40% 50% 60% 70%

Q3d
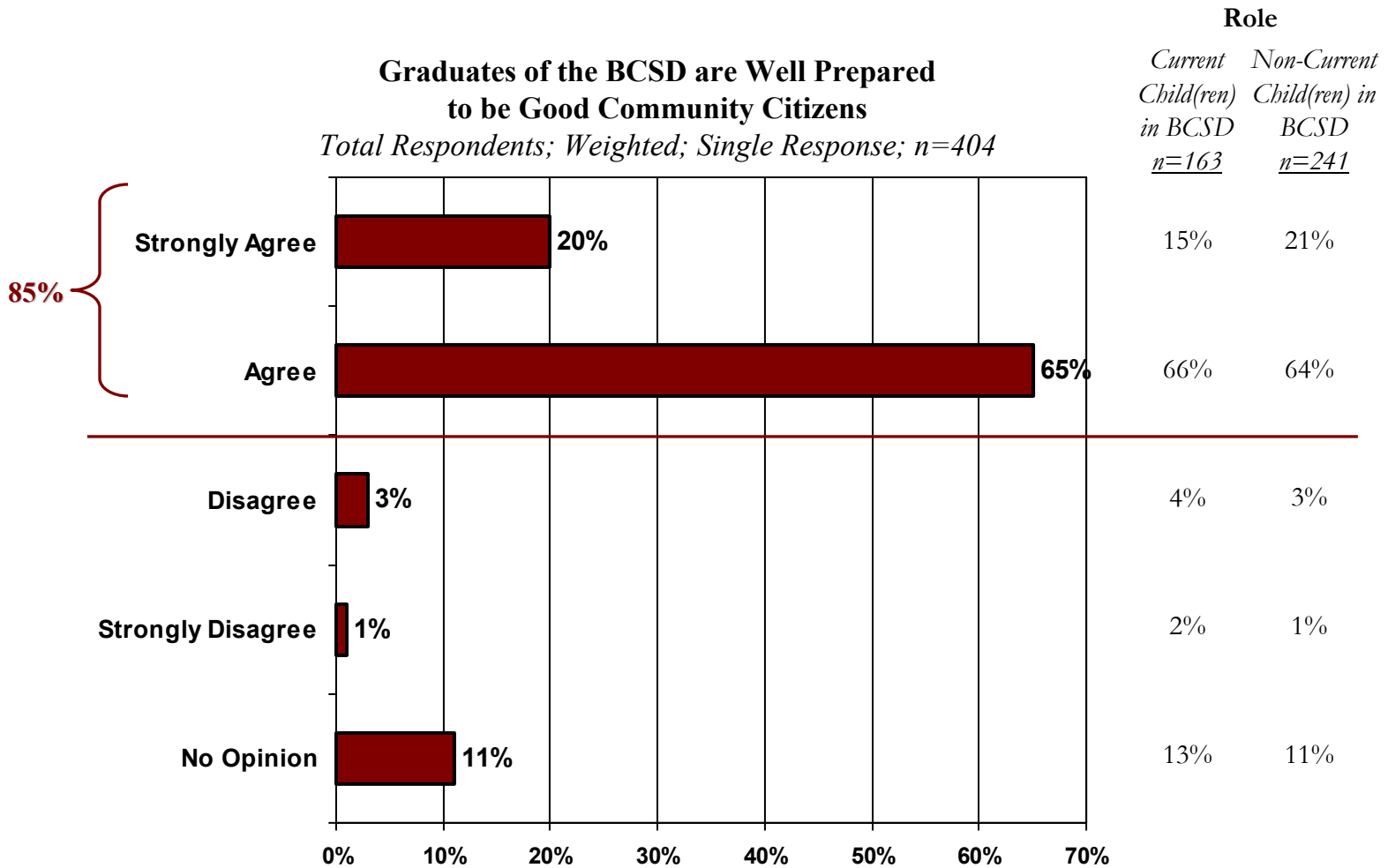
❖ Over 80% of respondents are in agreement with the statement that graduates of BCSD are well prepared for post graduation opportunities (*college or career-centric*).

Role

	Current Child(ren) in BCSD	*Non-Current Child(ren) in BCSD*
	n=163	*n=241*

Graduates of the BCSD are Well Prepared For Post Graduation Opportunities
Total Respondents; Weighted; Single Response; n=404

82%

Strongly Agree	19%
Agree	63%
Disagree	5%
Strongly Disagree	2%
No Opinion	11%

Response	Current	Non-Current
Strongly Agree	18%	20%
Agree	70%	57%
Disagree	3%	6%
Strongly Disagree	1%	2%
No Opinion	8%	15%

0% 10% 20% 30% 40% 50% 60% 70%

Q3e

❖ About one-fifth of the respondents stated the District should be more considerate to those who struggle in school. However, some people also stated the courses should be more challenging.

Making Graduates More Prepared for Post Graduation Opportunities?
Open-Ended; Coded; Number of Mentions; n=28*

	Number of Mentions
Help Struggling Students	✔ ✔ ✔ ✔ ✔ (6)
More Internships, Real World Experience	✔ ✔ ✔ ✔ (5)
More Challenging Courses	✔ ✔ ✔ ✔ ✔ (5)
Better Test Preparation	✔ ✔ ✔ (3)
Better Guidance for Students	✔ ✔ ✔ (3)
Other	✔ ✔ ✔ ✔ ✔ ✔ (7)

Q3e1

* Caution: Extremely Small Sample Size.

* Other includes: be proactive, make improvements, not enough info, get in touch with parents.

❖ Those with child(ren) in the District are significantly more likely to be satisfied with the educational programs offered at BCSD.

Role

The Variety of Educational Programs Offered at Baldwinsville Central School District is Satisfactory
Total Respondents; Weighted; Single Response; n=404

		Current Child(ren) in BCSD *n=163*	*Non-Current Child(ren) in BCSD* *n=241*
Strongly Agree	18%	25%	14%
Agree	61%	65%	59%
Disagree	6%	7%	5%
Strongly Disagree	1%	0%	2%
No Opinion	14%	3%	20%

79%

0%   10%   20%   30%   40%   50%   60%   70%

Q3f
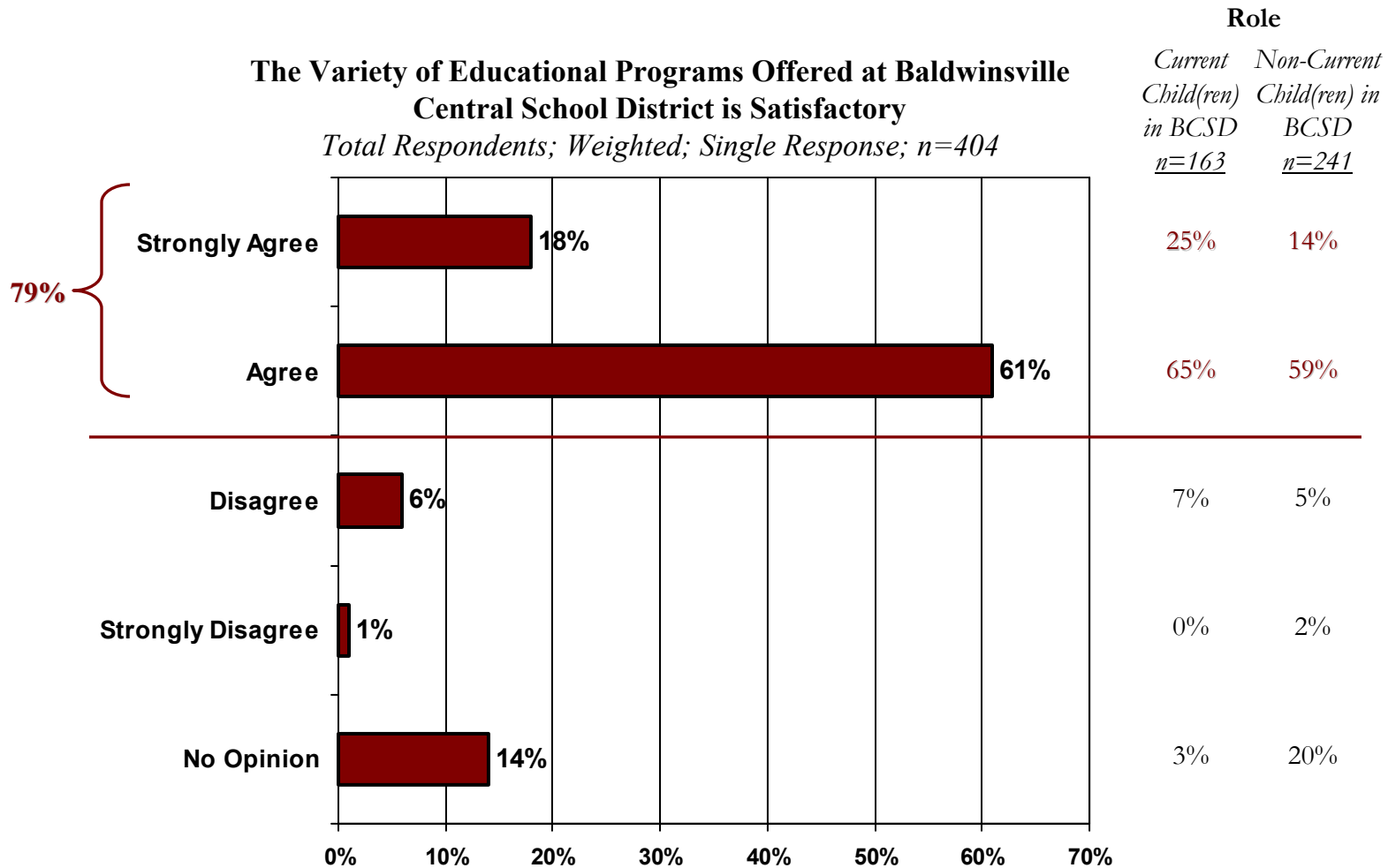
❖ The three most common responses for improving educational programs include limiting the number of courses, having a greater special needs focus, and offering more well-rounded, less-traditional curriculum.

Make You More Satisfied with the Variety of Educational Programs?
Open-Ended; Coded; n=25*

	Number of Mentions
Limiting the Number of Courses	✔ ✔ ✔ ✔ (4)
Special Needs Focus	✔ ✔ ✔ ✔ (4)
More Well Rounded Courses	✔ ✔ ✔ ✔ (4)
Be More Creative	✔ ✔ ✔ (3)
Science Courses	✔
More Foreign Language	✔
Focus on High Achievers	✔
Driver's Education	✔
Other	✔ ✔ ✔ ✔ ✔ ✔ (6)

Q3f1

* Caution: Extremely Small Sample Size.

* Other includes: depends, offer more, focus more on important ones.

❖ Respondents who currently have child(ren) active in music or fine arts in 2007-2008 are significantly more likely to be satisfied with the variety of programs offered in that subject area.

Children in Music/Fine Arts?
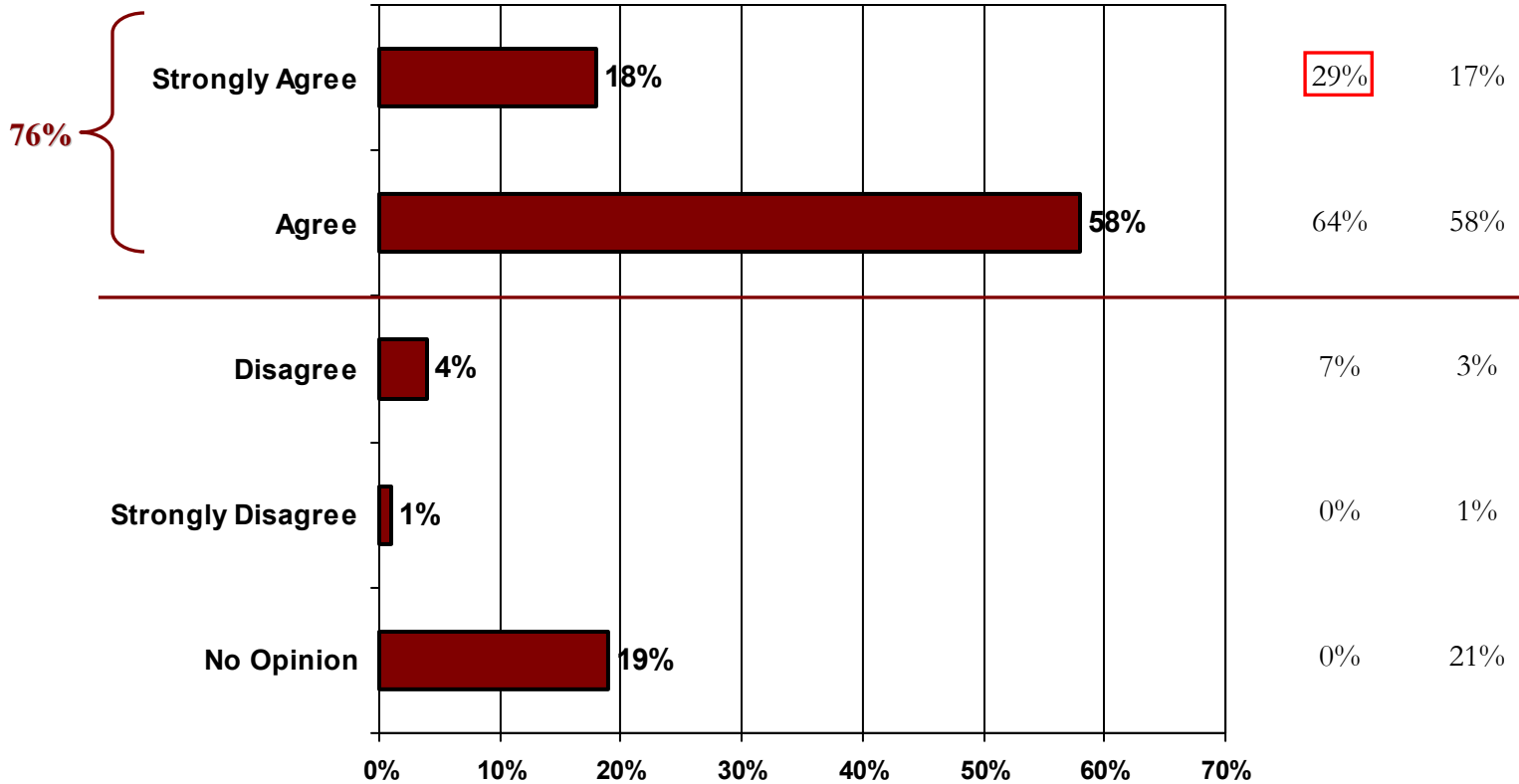
The Variety of Music and Fine Arts Programs Offered at Baldwinsville Central School District is Satisfactory
Total Respondents; Weighted; Single Response; n=404

	Yes	*No*
	n=45	*n=359*
Strongly Agree	29%	17%
Agree	64%	58%
Disagree	7%	3%
Strongly Disagree	0%	1%
No Opinion	0%	21%

76%

Strongly Agree: 18%
Agree: 58%
Disagree: 4%
Strongly Disagree: 1%
No Opinion: 19%

0% 10% 20% 30% 40% 50% 60% 70%

Q3g

□ = *Significant difference at 95% confidence level.*

❖ Some respondents mentioned expanding the music and fine arts budget, while another three mentions revolved around better education in the subject area early-on in students' education.

Make You More Satisfied with the Variety of Music & Fine Arts Programs?
Open-Ended; Coded; n=17*

	Number of Mentions
Larger Budget	✔ ✔ ✔ (3)
Better Elementary Music Lessons	✔ ✔ ✔ (3)
More High School Opportunities	✔ ✔ (2)
Generally Do Better	✔ ✔ (2)
More Art Classes	✔
Other	✔ ✔ ✔ ✔ ✔ ✔ (6)

Q3f1

* Caution: Extremely Small Sample Size.

* Other includes: more local opportunities, offer for all, better scheduling.

❖ Over 80% of community members are satisfied with the variety of athletic opportunities.

The Variety of Athletic Opportunities Offered at Baldwinsville Central School District is Satisfactory
Total Respondents; Weighted; Single Response; n=404

Children in Athletics?

	Yes *n=79*	*No* *n=325*
Strongly Agree 27%	29%	27%
Agree 56%	53%	57%
Disagree 6%	18%	3%
Strongly Disagree 2%	0%	2%
No Opinion 9%	0%	11%

83% (Strongly Agree + Agree)

0% 10% 20% 30% 40% 50% 60%

Q3g
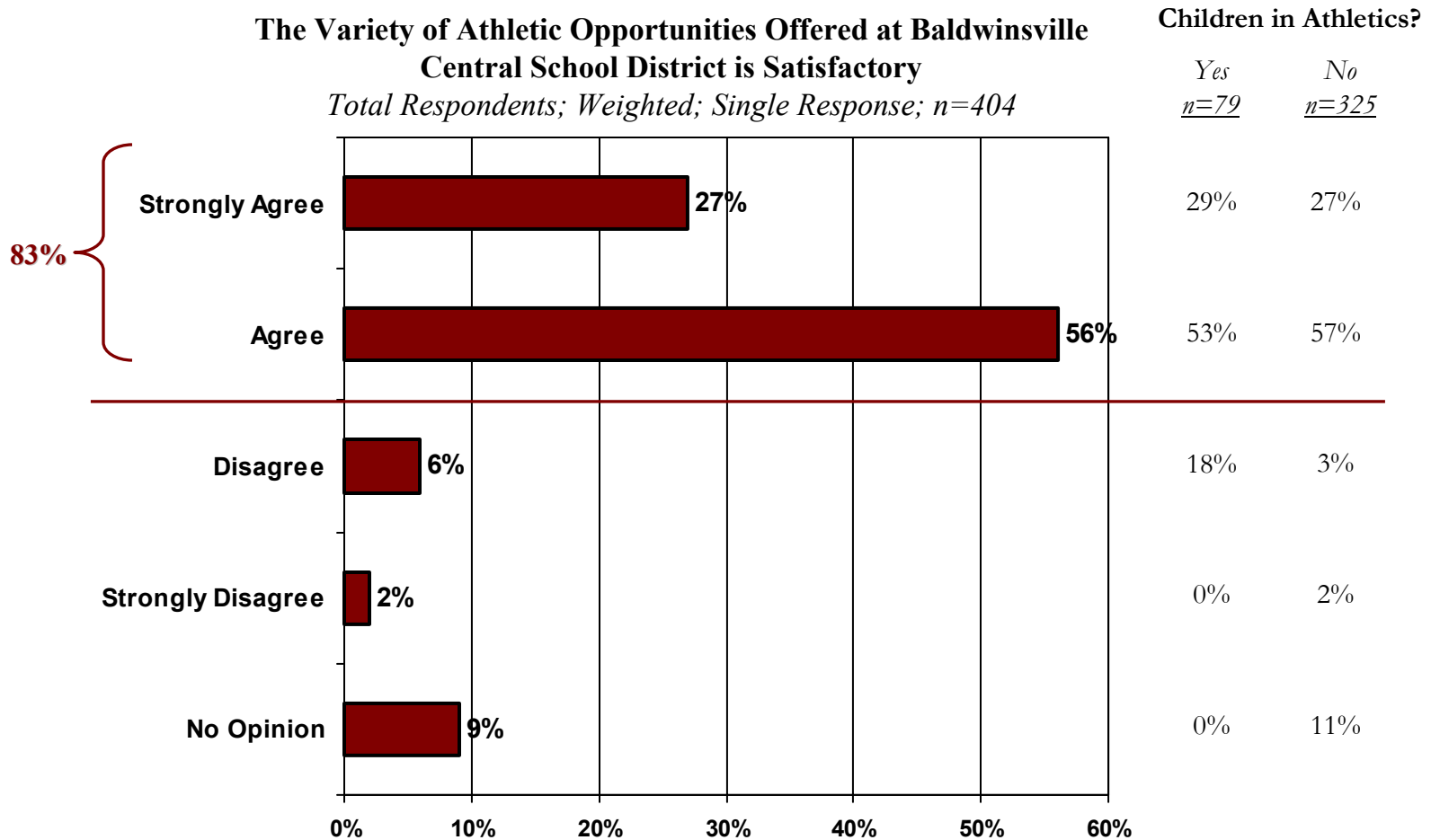
Improving Athletic Opportunities

❖ Community members expressed their interest in Baldwinsville expanding it's intramural sports and creating secondary teams for those students who cannot make the first team.

Make You More Satisfied with the Variety of Athletic Opportunities?
Open-Ended; Coded; n=33

	Number of Mentions
More Secondary or Intramural Teams	✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ (9)
Too Much Favoritism	✔ ✔ ✔ ✔ ✔ (6)
More Specific Opportunities	✔ ✔ ✔ ✔ (5)
Budget Related	✔ ✔ ✔ ✔ (5)
More Elementary Opportunities	✔ ✔ ✔ (3)
Coaching Related	✔
Other	✔ ✔ ✔ ✔ (4)

❖ Three-fourths of the community is satisfied with the variety of extra-curricular clubs and organizations at BCSD.

The Variety of Extra-Curricular Clubs & Organizations Offered at Baldwinsville Central School District is Satisfactory
Total Respondents; Weighted; Single Response; n=404

	Children in Extra-Curriculars?	
	Yes n=30	*No* n=374
Strongly Agree — 11%	10%	11%
Agree — 63%	80%	62%
Disagree — 3%	10%	2%
Strongly Disagree — 1%	0%	1%
No Opinion — 22%	0%	24%

74% (Strongly Agree + Agree)

Q3i
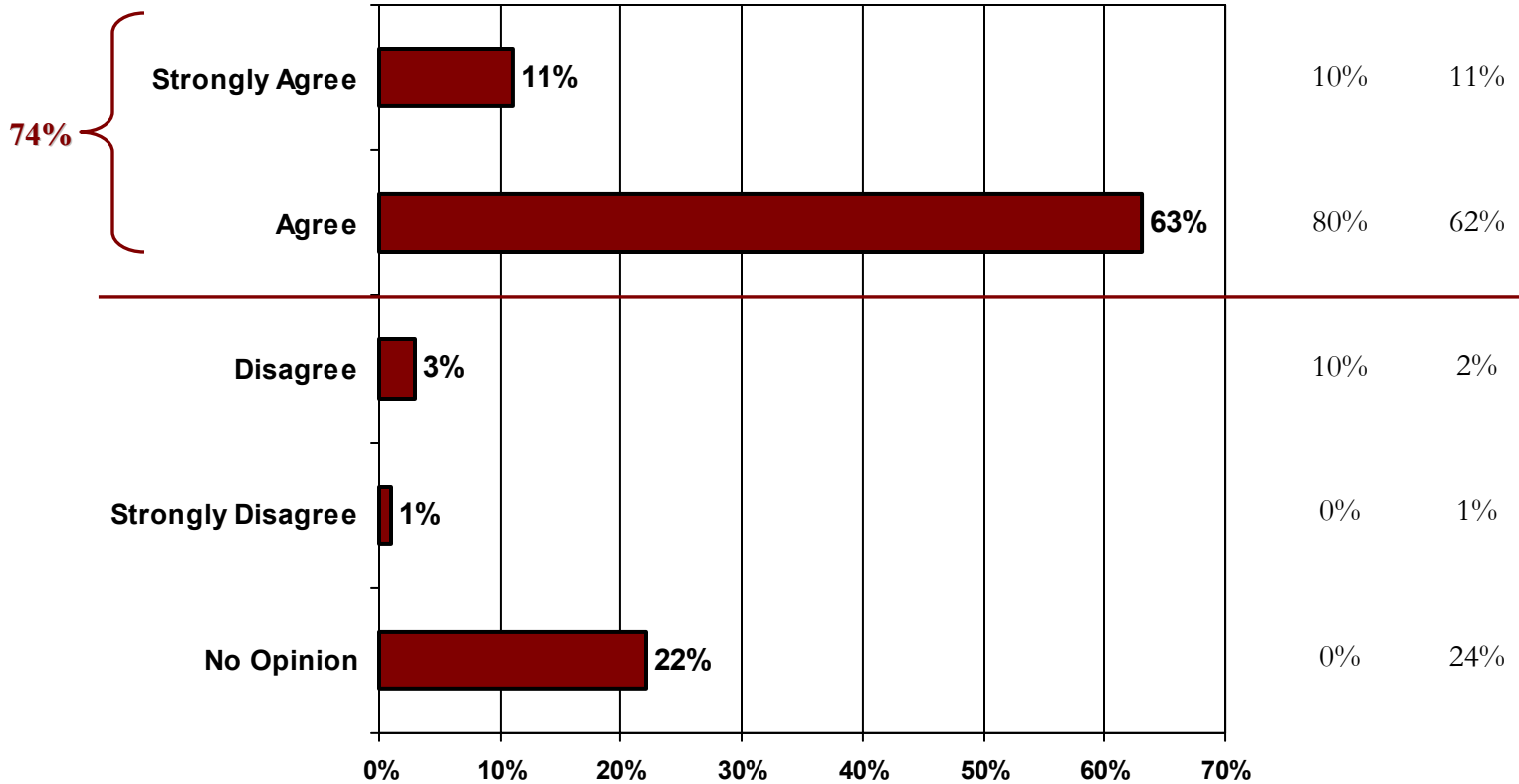
❖ Respondents would like to see a greater variety of extra-curricular clubs and organizations offered at BCSD (*8 of 15 mentions*).

Make You More Satisfied with the Variety of
Extra-Curricular Clubs & Organizations?
Open-Ended; Coded; n=15*

	Number of Mentions
More Variety	✔ ✔ ✔ ✔ ✔ ✔ ✔ (8)
Too Many Clubs	✔
Open Schools for All Children	✔
More Intramurals	✔
More Elementary Opportunities	✔
Build Awareness of Clubs and Organizations	✔
Other	✔ ✔ (2)

Q3f1

* Other includes: allow good kids to play, nothing for the top 5%.

❖ Over two-thirds of survey respondents are in agreement that the District is sensible with their tax dollars. However, a significant amount of community members disagreed with the statement (*21%*) – compared to other satisfaction measures.

The District is Sensible With My Tax Dollars
Total Respondents; Weighted; Single Response; n=404

	Role	
	Current Child(ren) in BCSD	*Non-Current Child(ren) in BCSD*
	n=163	*n=241*
Strongly Agree — 7%	6%	8%
Agree — 61%	64%	59%
Disagree — 16%	15%	16%
Strongly Disagree — 5%	6%	5%
No Opinion — 11%	9%	13%

68% (Strongly Agree + Agree)

Q3j
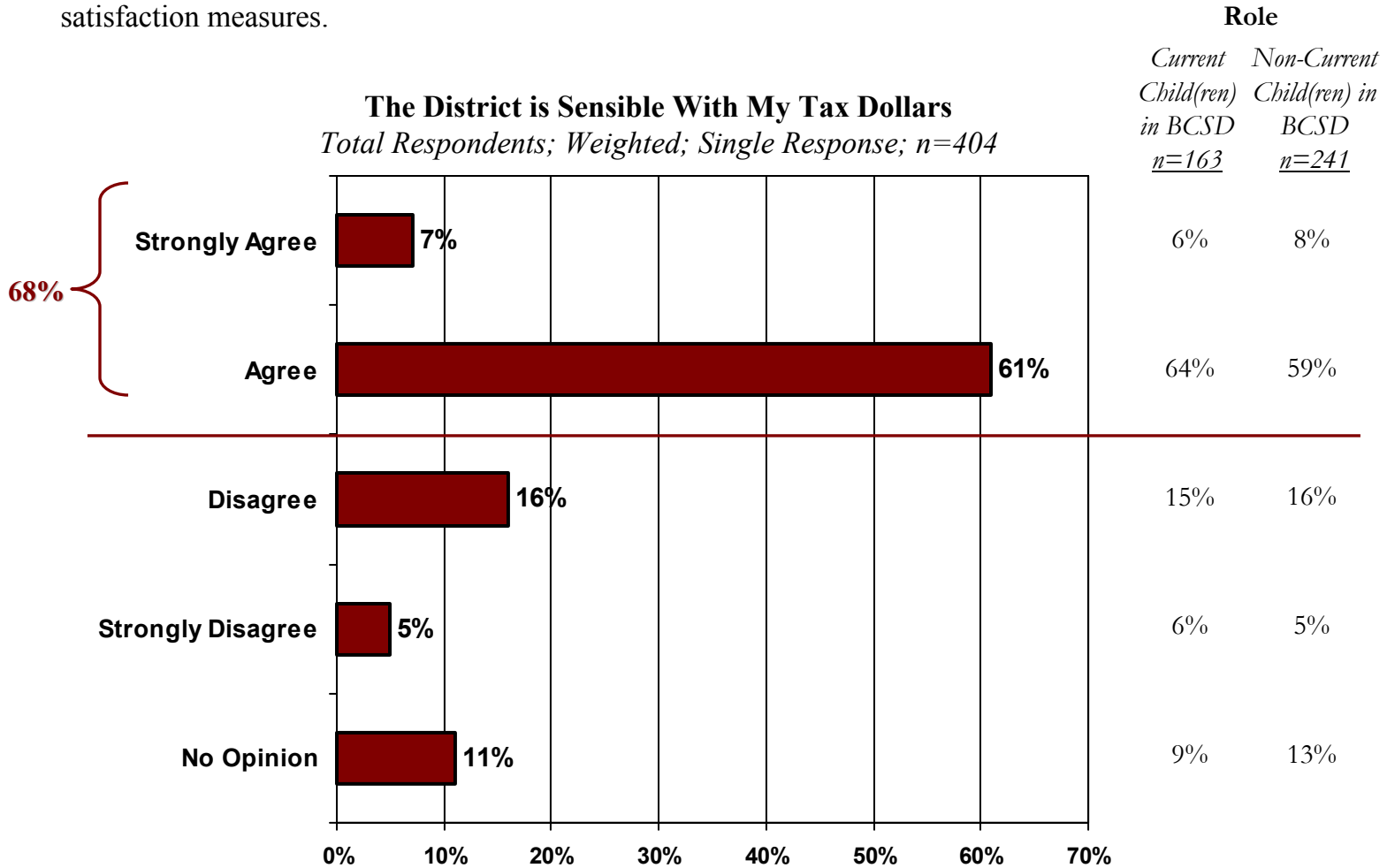
❖ Driving factors for the satisfaction with tax spending are the educational spending for students at the schools and good budgeting (*well-proportioned*) practices by the District.

**Reasons Why Community is Satisfied
with Tax Spending?**
Open-Ended; Coded; n=214

Q3j1
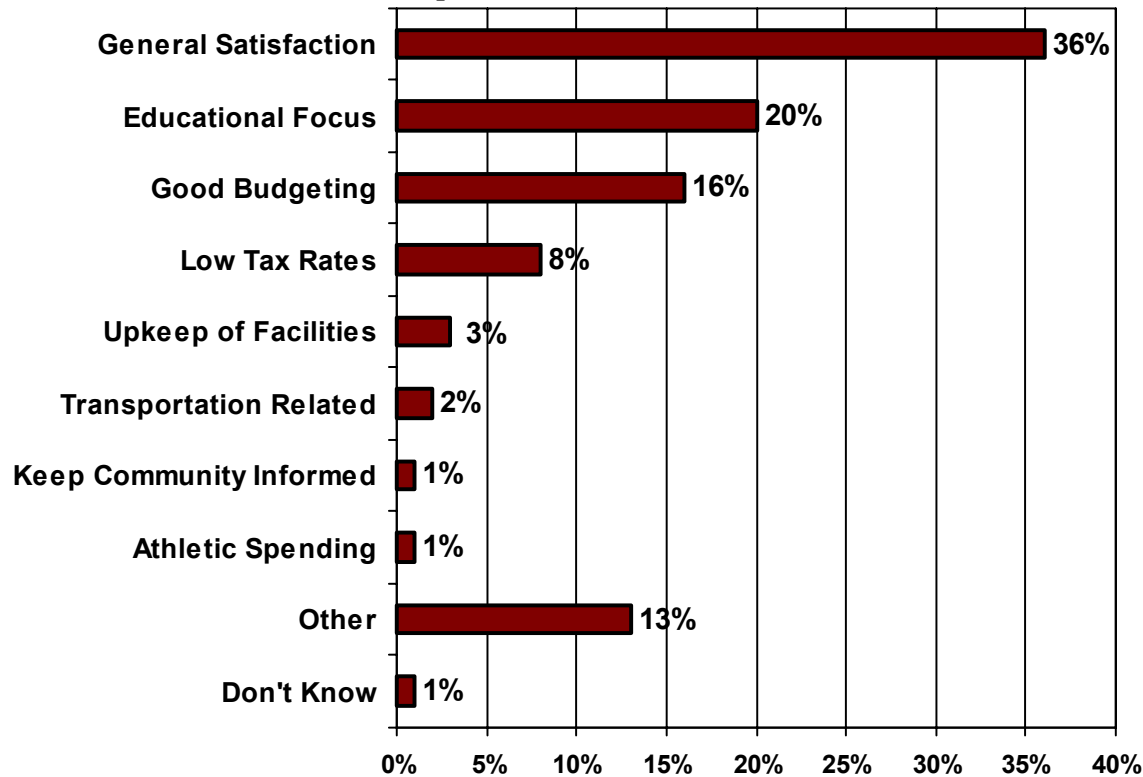
* Other includes: state mandated spending, no choice, specific experiences.

❖ One-third of those dissatisfied with the spending of tax dollars stated that the tax rates are currently too high or seem to increase every year.

**Reasons Why Community is Dissatisfied
with Tax Spending?**
Open-Ended; Coded; n=119

Category	Percentage
High & Increasing Taxes	33%
Wasting Money	14%
Transportation Related	10%
Too Many Athletic Projects	10%
Not Enough Focus on Education	6%
District Salaries Too High	5%
Want More Tax Information	5%
Poor Facility Upgrades	3%
Other	10%
Don't Know	3%

Q3j1
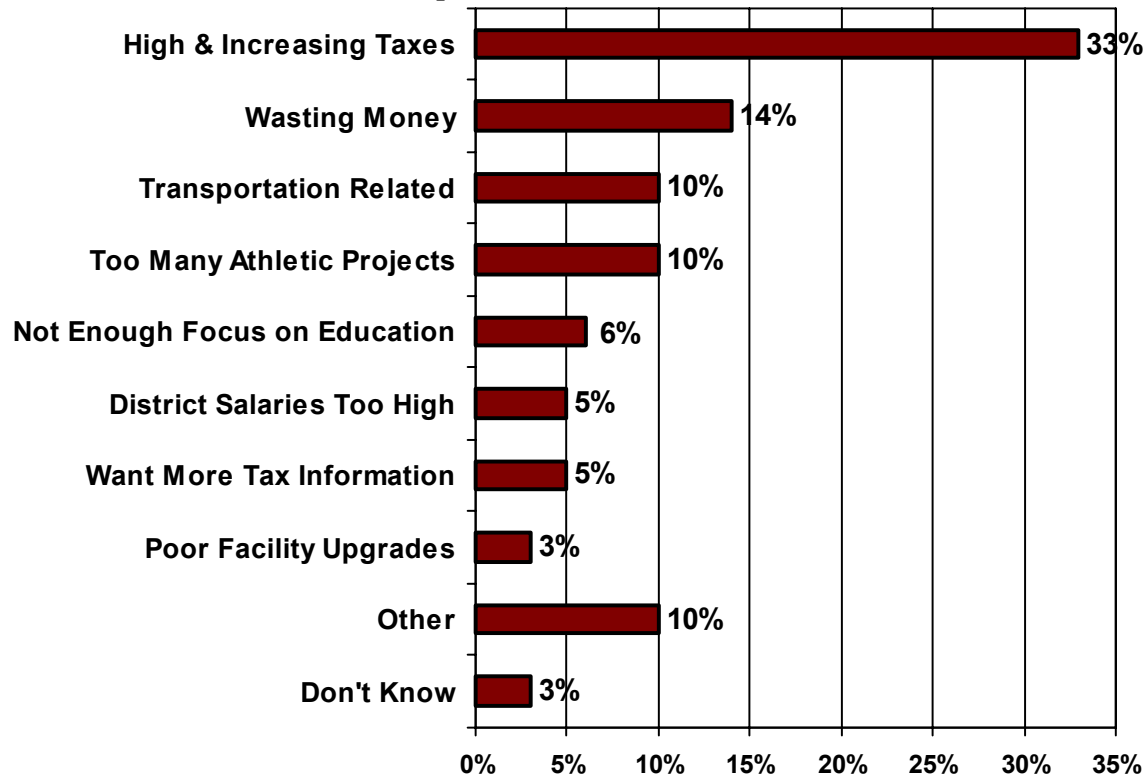
* Other includes: some issues I disagree with, too much elementary school focus, improve long range planning.

❖ Almost all (*96%*) of survey respondents are in agreement that the District is a valuable asset to the community it serves.

The District is a Valuable Asset to the Community it Serves
Total Respondents; Weighted; Single Response; n=404

	Role	
	Current Child(ren) in BCSD	*Non-Current Child(ren) in BCSD*
	n=163	*n=241*
Strongly Agree — 37%	38%	36%
Agree — 59%	58%	61%
Disagree — 2%	4%	0%
Strongly Disagree — 1%	0%	1%
No Opinion — 1%	0%	2%

96%

Q3k
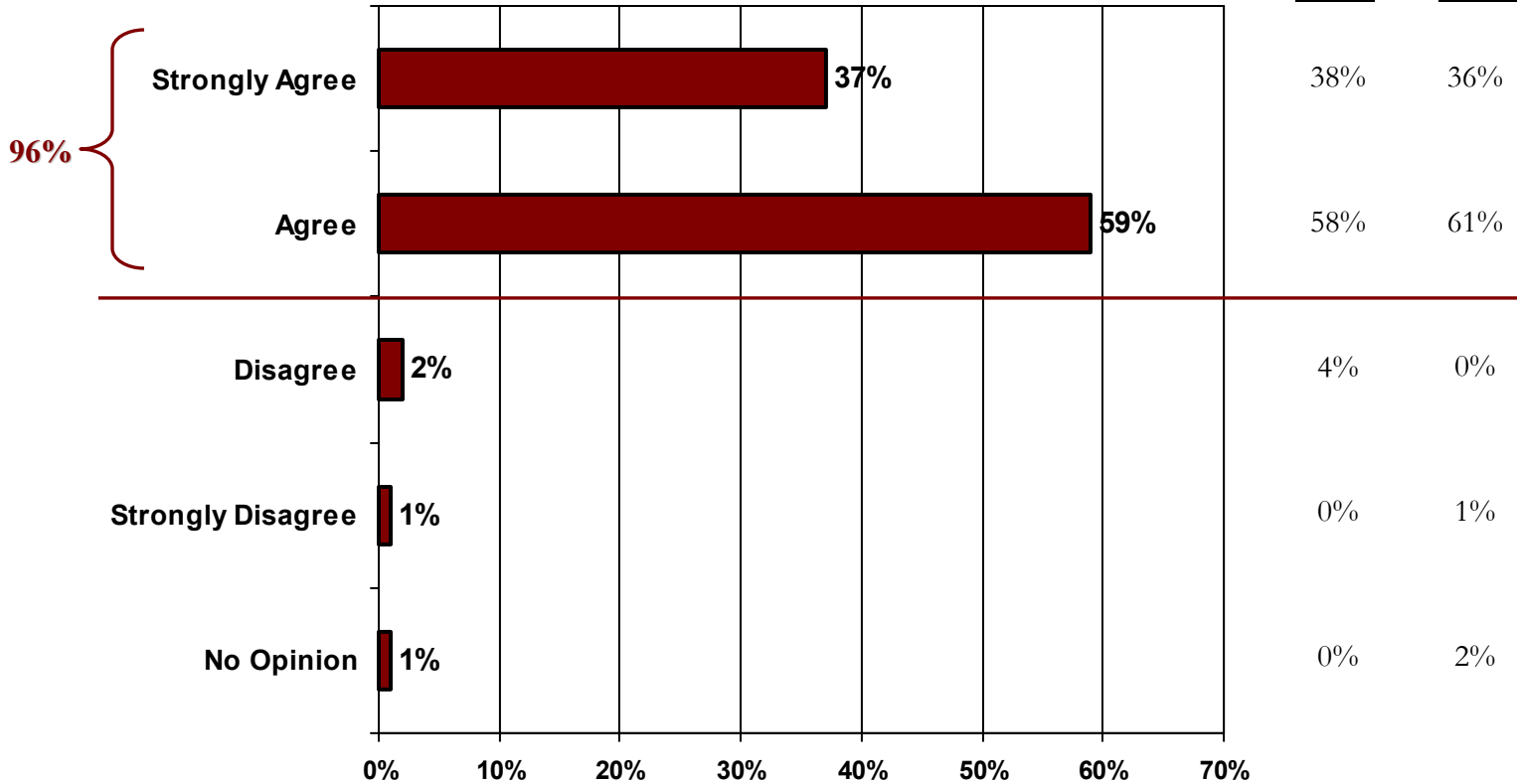
Limiting Conditions and Assumptions

Background and Methodology

Executive Summary

Awareness of Sources

School Satisfaction

District Satisfaction Measures

Overall District Satisfaction

Capital Project Referendum

Demographics

❖ Overall, District residents are highly satisfied with the performance of the Baldwinsville Central School District (*82% are very satisfied or satisfied*). Just 5% expressed dissatisfaction.

Overall Satisfaction with the District
Total Respondents; Weighted; Single Response; n=404

	Role	
	Current Child(ren) in BCSD	*Non-Current Child(ren) in BCSD*
	n=163	*n=241*
Very Satisfied	39%	30%
Satisfied	46%	51%
Neither	8%	16%
Dissatisfied	7%	3%
Very Dissatisfied	0%	1%

Q6a
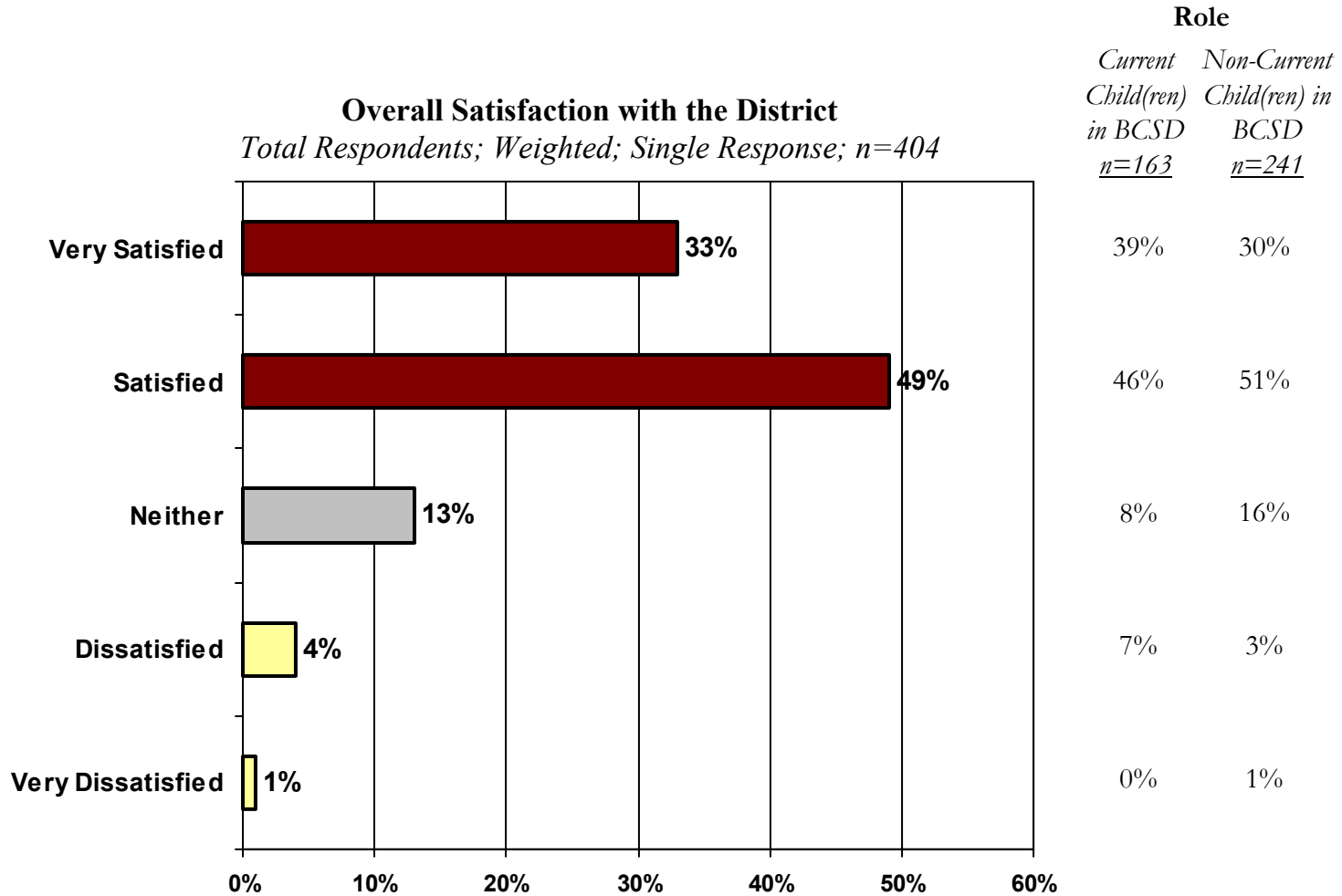
❖ Over half of the community residents state that BCSD performs better than other area school districts which is being driven by strong academic scores from students.

District Performance
Total Respondents; Weighted; Single Response; n=404
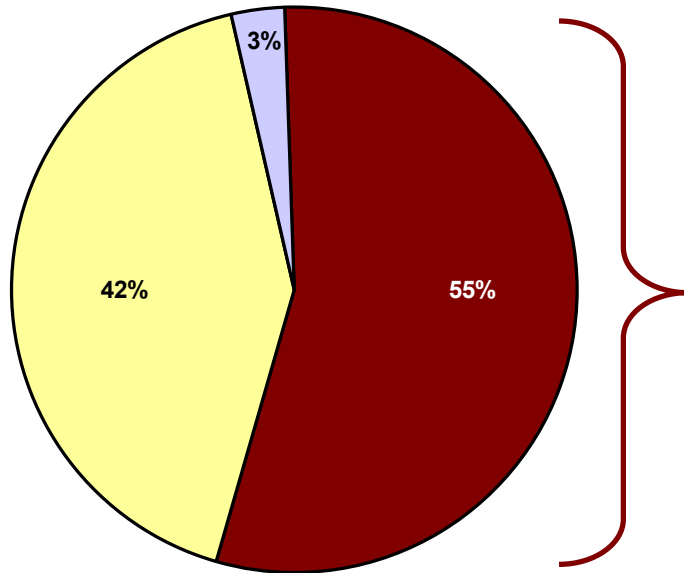
Reasons it Performs Better…
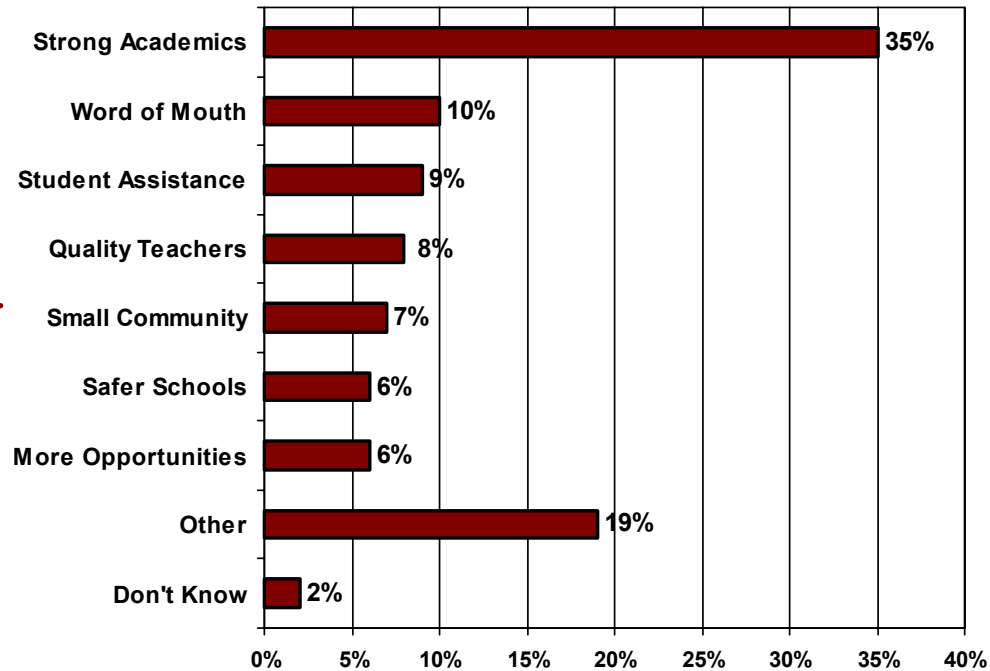
3%

42%   55%

■ = Better than other area school districts
☐ = The same as other area school districts
☐ = Worse than other area school districts

Strong Academics — 35%
Word of Mouth — 10%
Student Assistance — 9%
Quality Teachers — 8%
Small Community — 7%
Safer Schools — 6%
More Opportunities — 6%
Other — 19%
Don't Know — 2%

0% 5% 10% 15% 20% 25% 30% 35% 40%

Q6b, Q6c

Limiting Conditions and Assumptions

Background and Methodology

Executive Summary

Awareness of Sources

School Satisfaction

District Satisfaction Measures

Overall District Satisfaction

Capital Project Referendum

Demographics

❖ Overall about half of the community were at least somewhat knowledgeable of the October 2007 Capital Project referendum. Inherently, those who voted were more likely to be very knowledgeable than those who didn't. Still 41% of voters indicated they were not fully knowledgeable of the referendum.

How Knowledgeable Were You of the Two Propositions Voted on in the October Capital Project Referendum?

Total Respondents; Weighted; Single Response; n=404
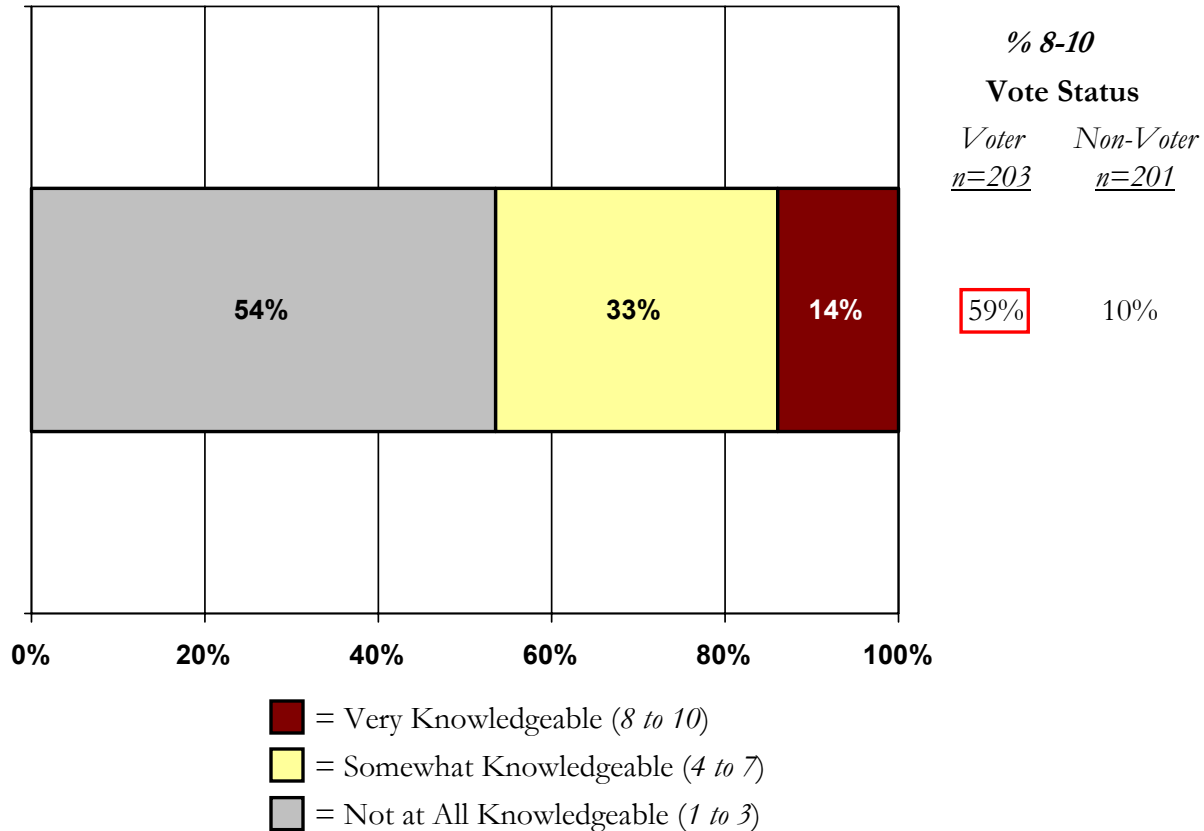
	% 8-10	
	Vote Status	
	Voter	*Non-Voter*
	n=203	*n=201*
	59%	10%

Chart values:
- 54%
- 33%
- 14%

Axis: 0% 20% 40% 60% 80% 100%

■ = Very Knowledgeable (*8 to 10*)
□ = Somewhat Knowledgeable (*4 to 7*)
■ = Not at All Knowledgeable (*1 to 3*)

Q7a

□ *= Significant difference at 95% confidence level.*

❖ Most respondents recall receiving information regarding the October Capital Projects referendum in the Beecon newsletter special edition (*23% higher than any other source*).

From Which of the Following Sources Did You Receive
Information Regarding the October Capital Projects Referendum?
Total Respondents; Weighted; Multiple Response; n=404

Vote Status

	Voter *n=203*	*Non-Voter* *n=201*
Beecon Newsletter Special Edition — 48%	77%	46%
Word of Mouth — 25%	45%	24%
Baldwinsville Messenger Articles — 23%	42%	21%
Post Standard Articles — 20%	39%	19%
District Postcard Reminder — 16%	30%	15%
Information at Open Houses — 5%	16%	4%
Presentations to Community — 4%	10%	3%
Presentations at PTA Meetings — 4%	9%	4%
General Public Meeting Before Vote — 2%	6%	2%
Not Aware of Any — 24%	1%	25%

0%   10%   20%   30%   40%   50%   60%

Q7b
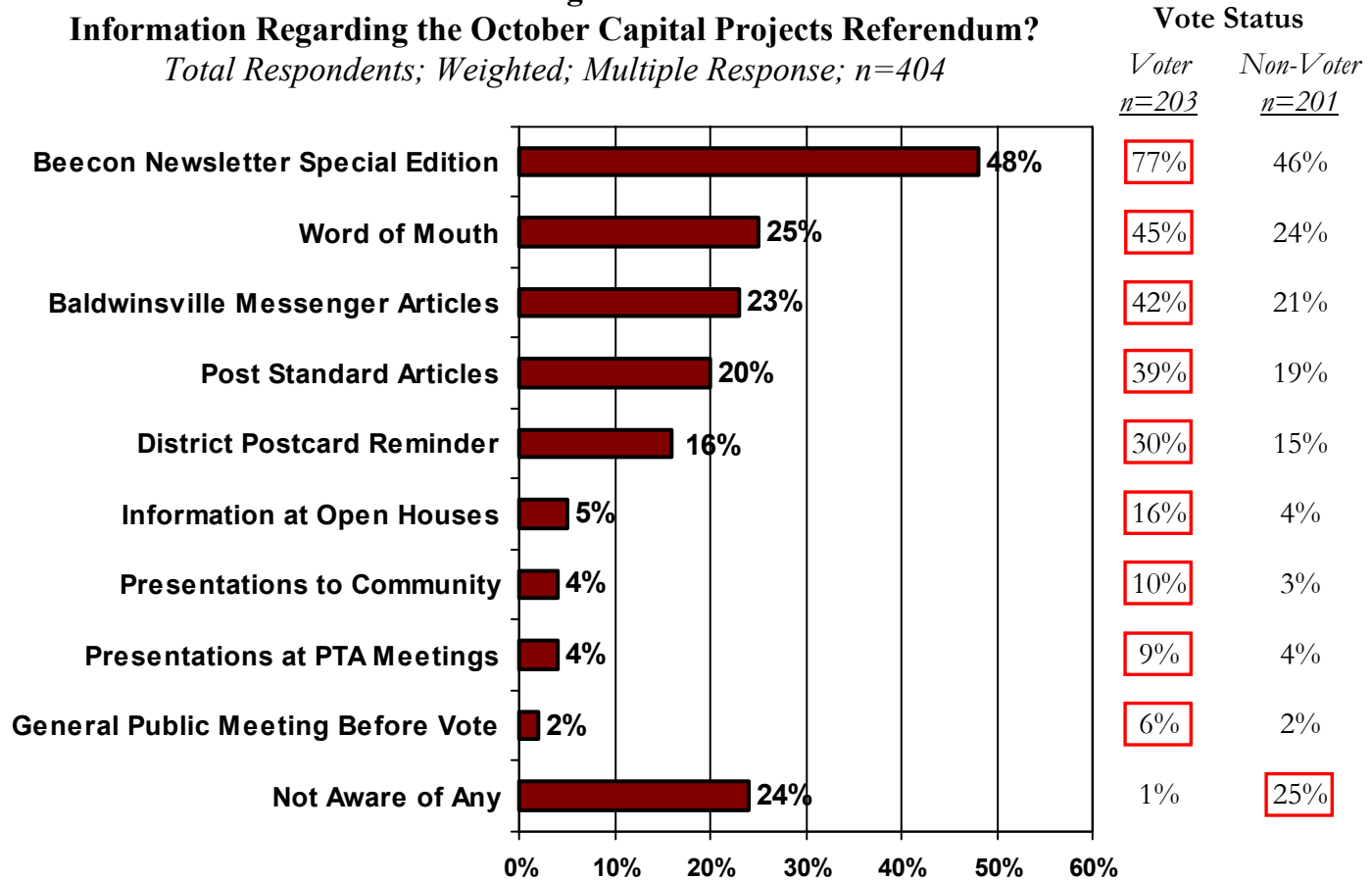
□ = *Significant difference at 95% confidence level.*

❖ Not only was the Beecon newsletter special edition the most recalled source regarding the referendum but it also had the highest impact on opinions for the vote.

Which Source Most Impacted Your Opinion Regarding the Referendum?
Weighted; Single Response; n=342

Source	Percentage
Beecon Newsletter Special Edition	47%
Word of Mouth	17%
Post Standard Articles	12%
Baldwinsville Messenger Articles	10%
District Postcard Reminder	4%
Information at Open Houses	4%
Presentations at PTA Meetings	3%
Presentations to Community	2%
General Public Meeting Before Vote	1%

Uncontrollable medium.

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%

Q7c
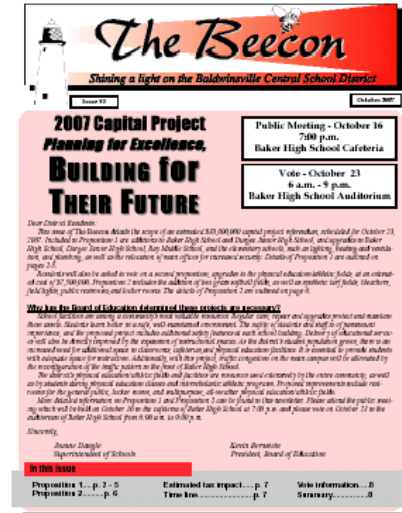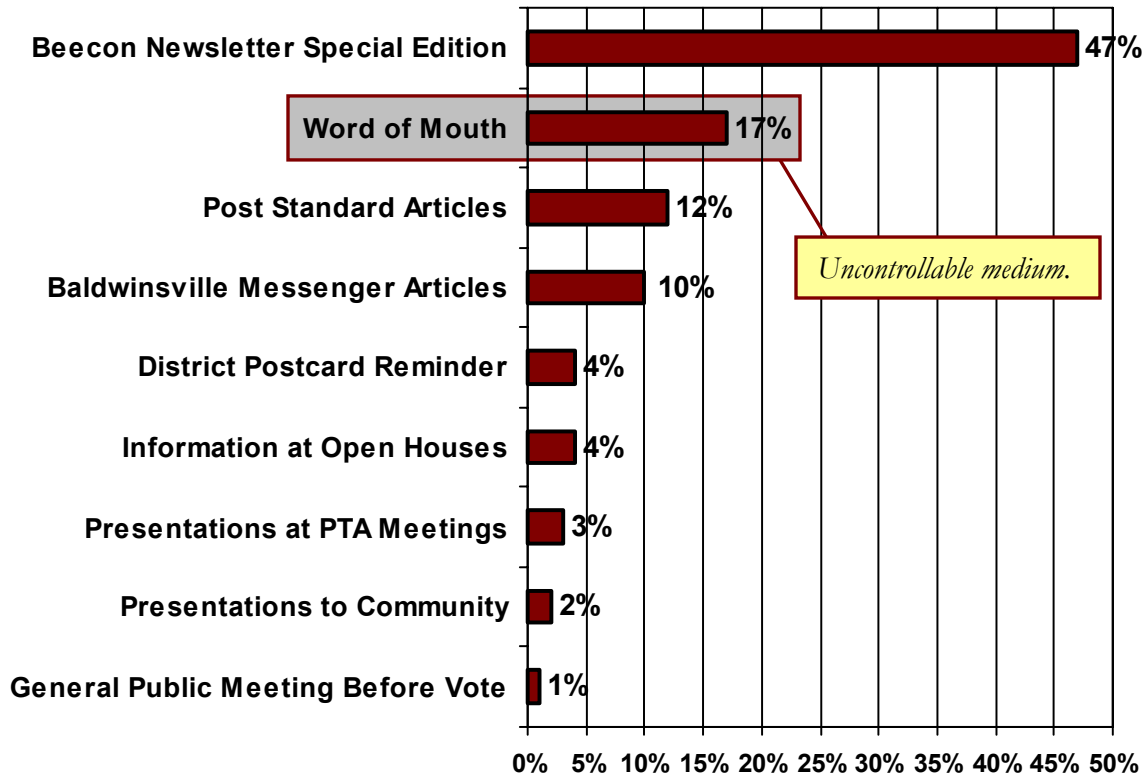
❖ About half of the residents in Baldwinsville are aware of New York State providing additional monies, above and beyond normal capital project state aid, known as Excel money – to offset some of the capital project costs of the District. Voters on the referendum were significantly more likely to be aware of these monies.

Aware of NYS Excel Monies?
Total Respondents; Weighted; n=404
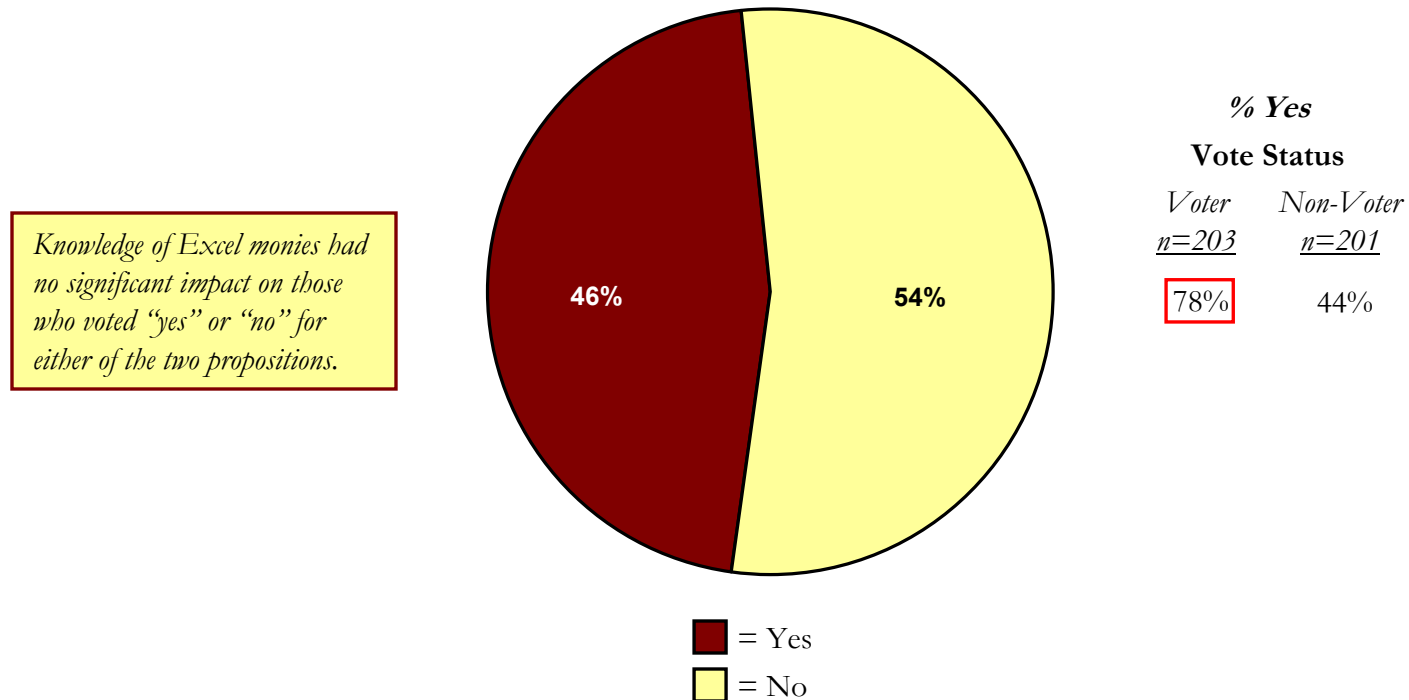
Knowledge of Excel monies had no significant impact on those who voted "yes" or "no" for either of the two propositions.

46%

54%

% Yes

Vote Status

Voter	*Non-Voter*
n=203	*n=201*
78%	44%

■ = Yes
□ = No

Q7d

□ *= Significant difference at 95% confidence level.*

❖ Heating and ventilation system upgrades and security located at school entrances are the two most important aspects of the capital improvements.

Importance of Construction and Renovation Projects to the District?

Total Respondents; Weighted; Single Response; n=404

	% 8-10	
	Voter	*Non-Voter*
	n=203	*n=201*

Project	Not at All Important	Somewhat Important	Very Important	Voter % 8-10	Non-Voter % 8-10
Heating and Ventilation System Upgrades		24%	73%	74%	73%
Security Located at School Entrances		22%	73%	62%	74%
Additional or Upgraded Academic Space	7%	23%	70%	68%	71%
Electric and Plumbing Upgrades		29%	68%	62%	79%
Structure and Stair Reconstruction and Repairs		29%	66%	63%	67%
Cafeteria Additions and Renovations	9%	52%	39%	46%	39%
Exterior Building Upgrades or Renovations	10%	51%	39%	35%	40%
Additional or Upgraded Extra-Curricular Space	10%	52%	38%	29%	38%
Additional or Upgraded Athletic Fields or Facilities	14%	49%	37%	27%	38%

0%   20%   40%   60%   80%   100%

■ = Very Important (*8 to 10*)
□ = Somewhat Important (*4 to 7*)
▨ = Not at All Important (*1 to 3*)

Q8a

❖ Improving the delivery of educational services and improving the safety of the school facilities for students and staff are the two most important factors for voters in their decision-making process.

Rank Ordering Factors in the Voting Decision-Making Process
Total Respondents; Weighted; Single Response; n=404
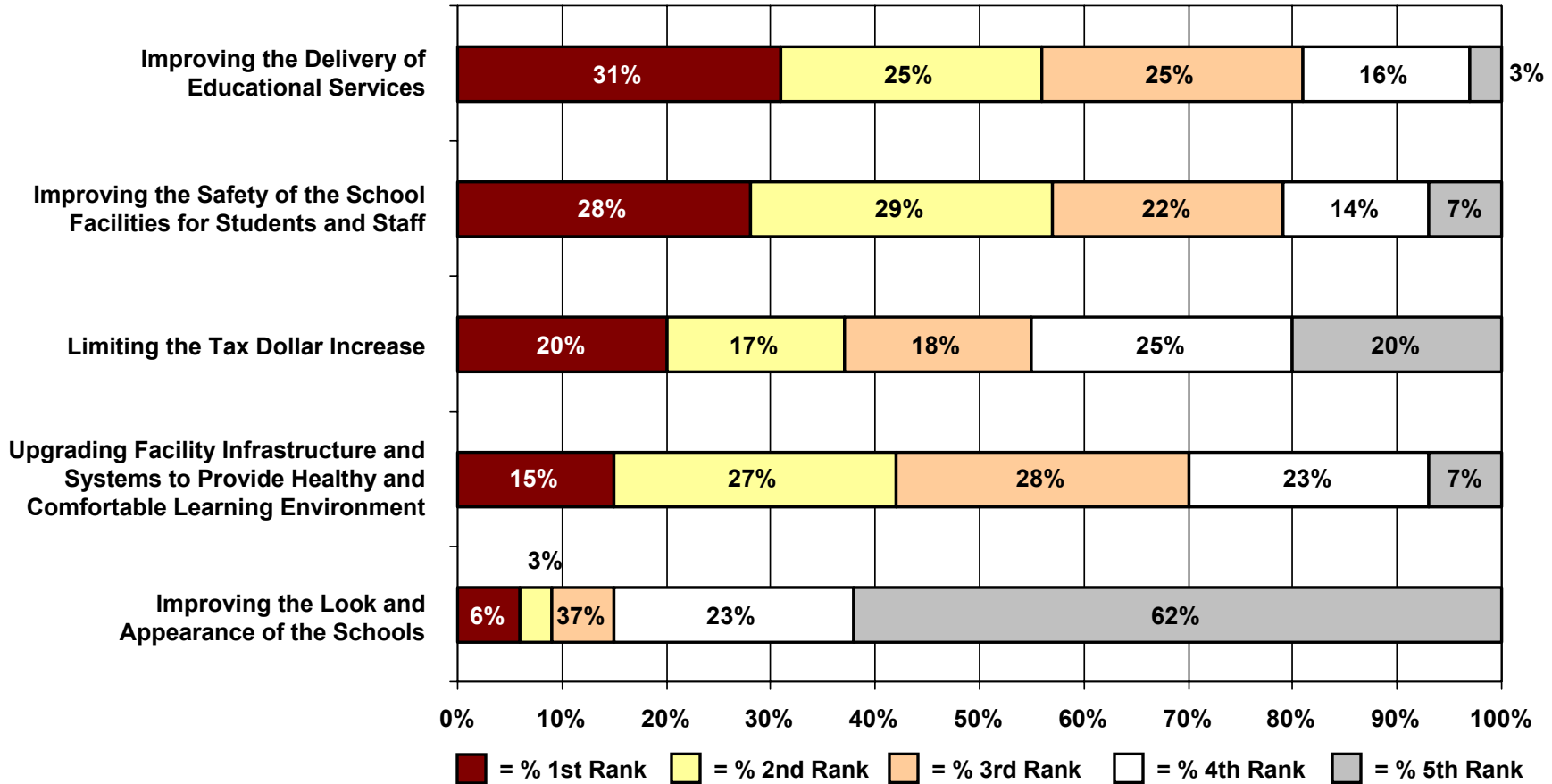
❖ About half of the Baldwinsville population stated they are consistent voters. More specific reasoning for coming out to vote included the affect on tax dollars and strong feelings either towards or against the referendum.

What is the Main Reason You Personally Decided to Vote on the Capital Project Referendum?

Among Voters; Open-Ended; Coded; n=203

61% of these mentions revolved around the athletic upgrades or turf field.

Category	Percent
Always Vote	46%
Tax Money Related	19%
Against Referendum	12%
In Favor of Referendum	11%
Have Children in District	8%
Other	4%

Q9
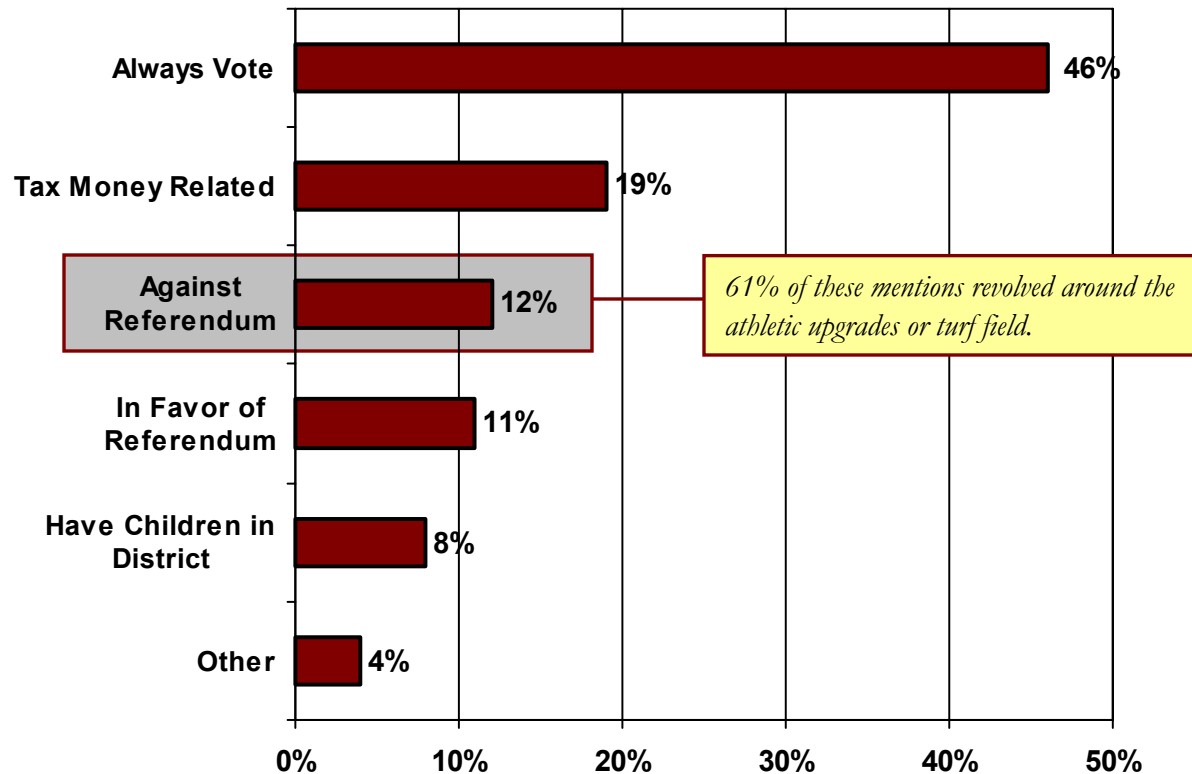
* Other includes: felt strongly about the issues, word of mouth.

❖ The vast majority of voters agreed that the descriptions of the propositions were specific enough for them to make a decision. Among the small percentage who thought otherwise, they cited that they did their own research, it was too confusing, and that it was vague or unclear. Respondents suggested more detail and more explanation for each specific improvement with the possibility of sending something out beforehand with the pros and cons of each.

Were the Descriptions of the Propositions Specific Enough?
Among Voters; n=203

86%

11%

3%

■ = Yes
■ = No
■ = No Opinion/DK
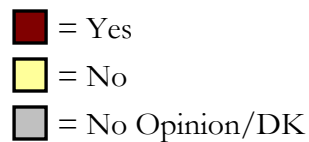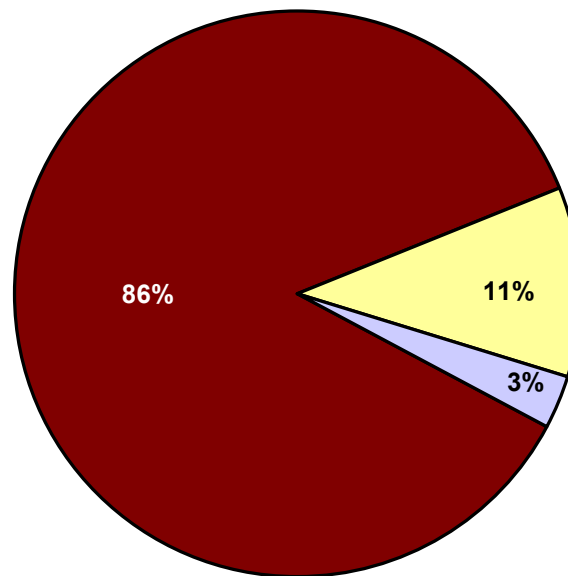
Q10a, Q10b, Q10c

❖ Over half of the voters spoken to stated they voted "in favor" of Proposition 1.

**How Did You Vote on Proposition 1 – Upgrade and
Renovation of School Buildings?**
Among Voters; n=203

61%

29%

10%
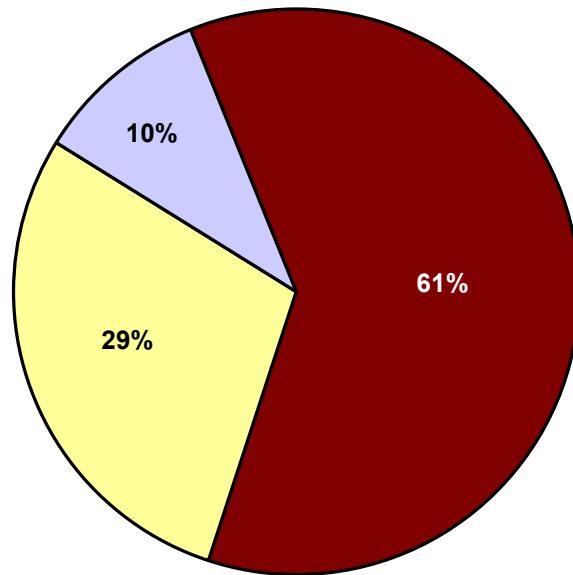
Demographic Breakdown
% Yes; Among Those Who Voted on Proposition 1

Gender	56% of Males, 63% of Females
Residency	61% of Homeowners, 50% of Renters
Age	63% of those under 45, 60% of those over 45
Tenure	62% of those living in BCSD 10 years or less, 60% of those living in BCSD more than 10 years
Status	66% of those with child(ren) active in BCSD, 58% with no active child(ren)

■ = Yes
□ = No
□ = Refused

Q11a

Reasons for Voting on Proposition 1

❖ The main reason voters were in-favor of Proposition 1 was their opinion that the buildings needed to be upgraded and renovated.

❖ Those who voted against Proposition 1 were most concerned with the tax increases. Another 26% thought the building upgrades and renovations were unneeded.

Reasons for Voting In-Favor of Proposition 1?
Among Voters In-Favor ; n=122

Reason	Percentage
Buildings Needed Upgrade	38%
General Necessity	21%
Improve Student Education	14%
Reasonable Costs	6%
Improve Safety and Security	6%
Personal Opinion	4%
Other	8%
Refused	4%
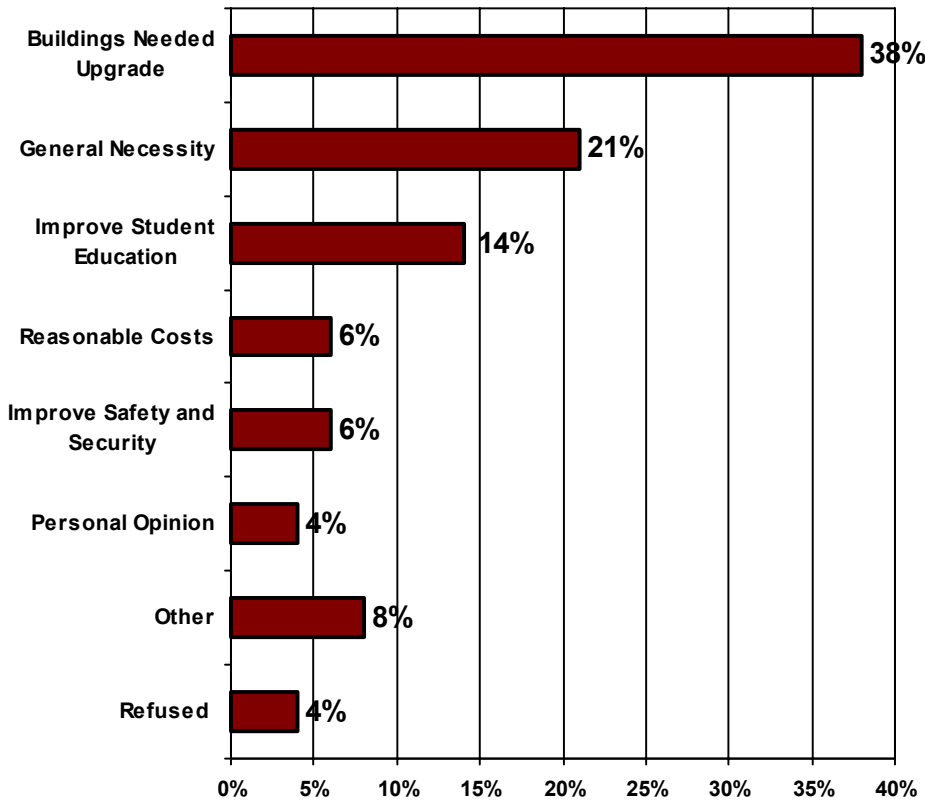
Reasons for Against Proposition 1?
Among Voters Against; n=59

Reason	Percentage
Tax Increase	35%
Unnecessary	26%
Wanted Different Improvements	13%
Proposition Was Unclear	11%
Personal Opinion	2%
Other	11%
Refused	2%

Q11b

* Other includes: important, maintain assets of District, thought it would pass.

❖ Only one-third of the voters were in-favor of Proposition 2. Those with child(ren) active in BCSD are significantly more likely to vote 'yes' on Proposition 2 (*even more so if the student(s) participate in athletics*).

How Did You Vote on Proposition 2 – Upgrade of Athletic Fields on Main School Campus?
Among Voters; n=203

9%

58%

33%
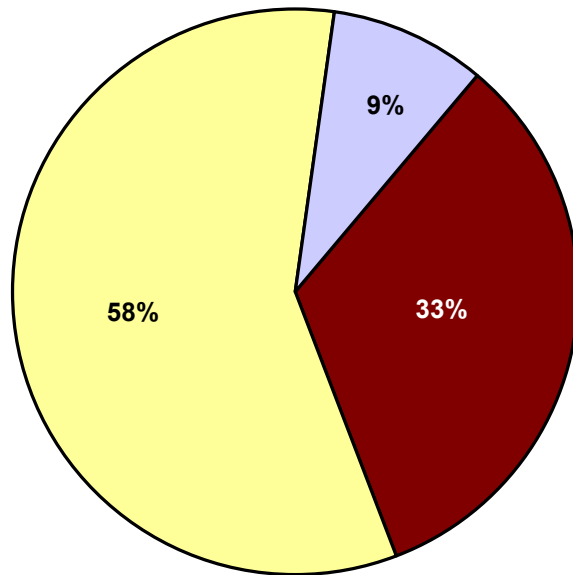
Demographic Breakdown
% Yes; Among Those Who Voted on Proposition 2

Gender	28% of Males, 36% of Females
Residency	32% of Homeowners, 52% of Renters
Age	46% of those under 45, 30% of those over 45
Tenure	33% of those living in BCSD 10 years or less, 33% of those living in BCSD more than 10 years
Status	45% of those with child(ren) active in BCSD, 24% with no active child(ren)
Athletics	53% of those with child(ren) participating in athletics currently, 27% of those without

■ = Yes
□ = No
□ = Refused

Q12a

❖ Community members who voted for Proposition 2 based their vote on necessity.

❖ Many respondents were against the turf for safety and security reasons. Others cited the high taxes and costs related to the proposition.

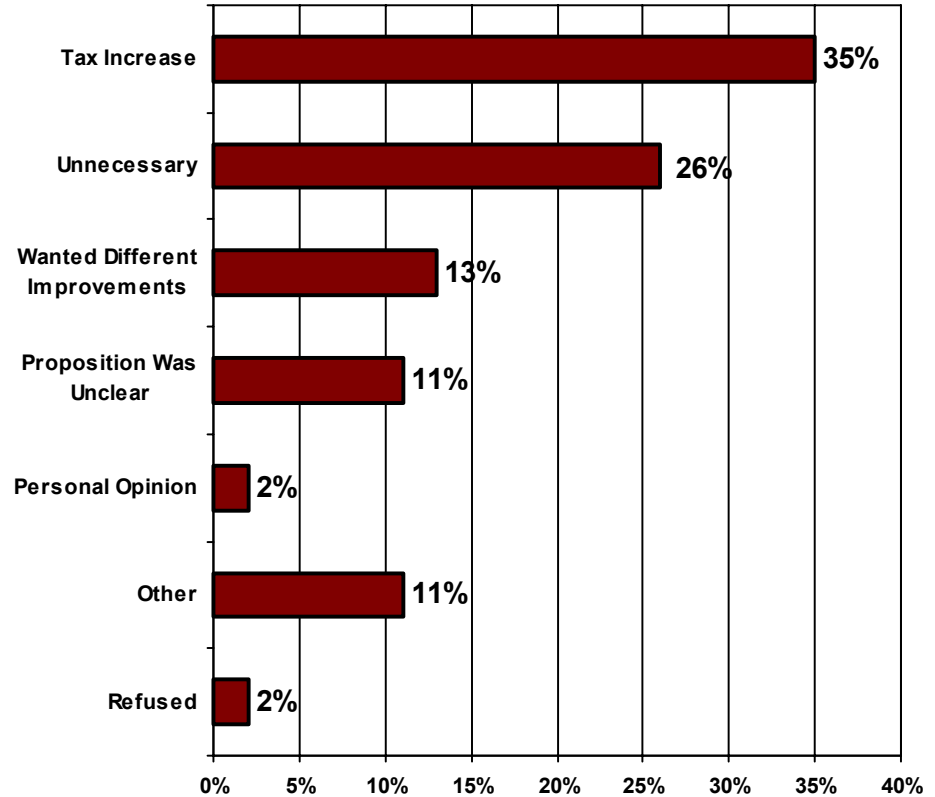**Reasons for Voting In-Favor of Proposition 2?**
Among Voters In-Favor ; n=66
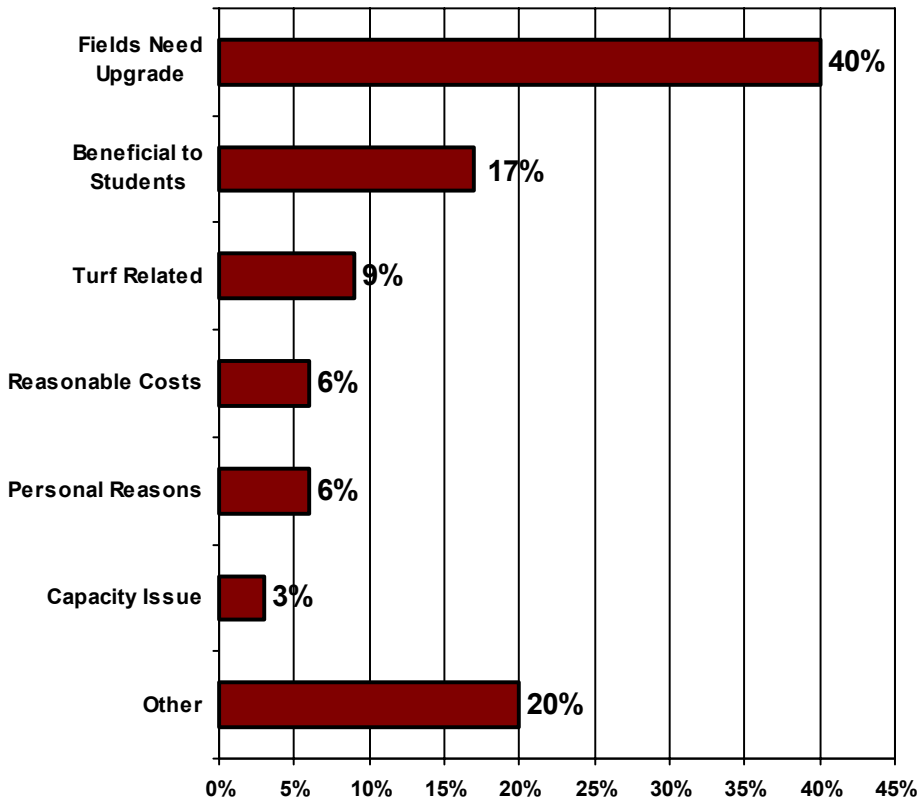
Reasons for Against Proposition 2?
Among Voters Against; n=116
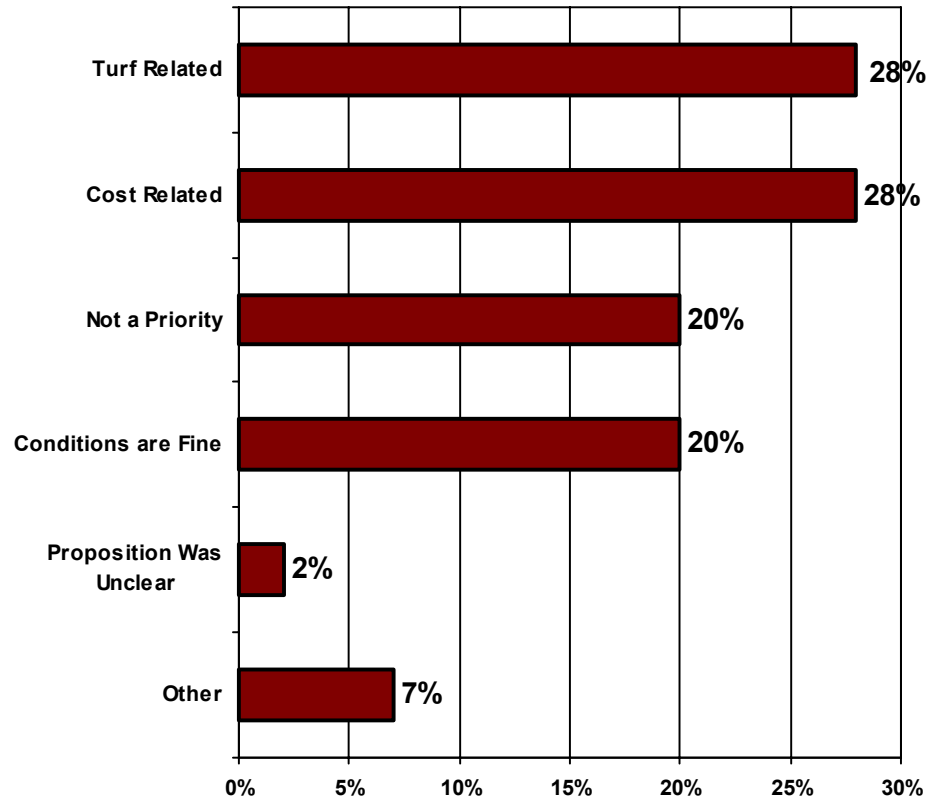
Q12b

❖ Two-thirds of the community stated that it was not appropriate to have Proposition 2 contingent on Proposition 1.

Appropriate to Have Proposition 2
Contingent on Proposition 1?
Among Voters; n=203

■ = Yes
□ = No

Q13
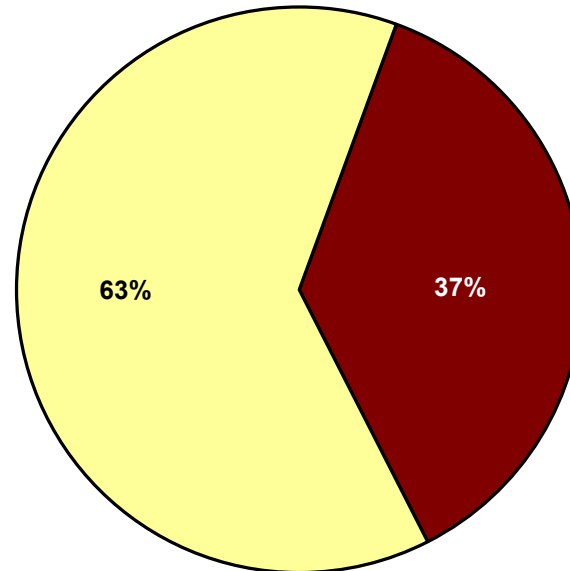
❖ About one-quarter of respondents mentioned they were too busy to vote on the referendum. Another 24% stated they were either unaware of the vote or forgot to vote.

**What is the Main Reason You Did Not Vote
on the Capital Project Referendum in October?**
Among Non-Voters; Open-Ended; Coded; n=201
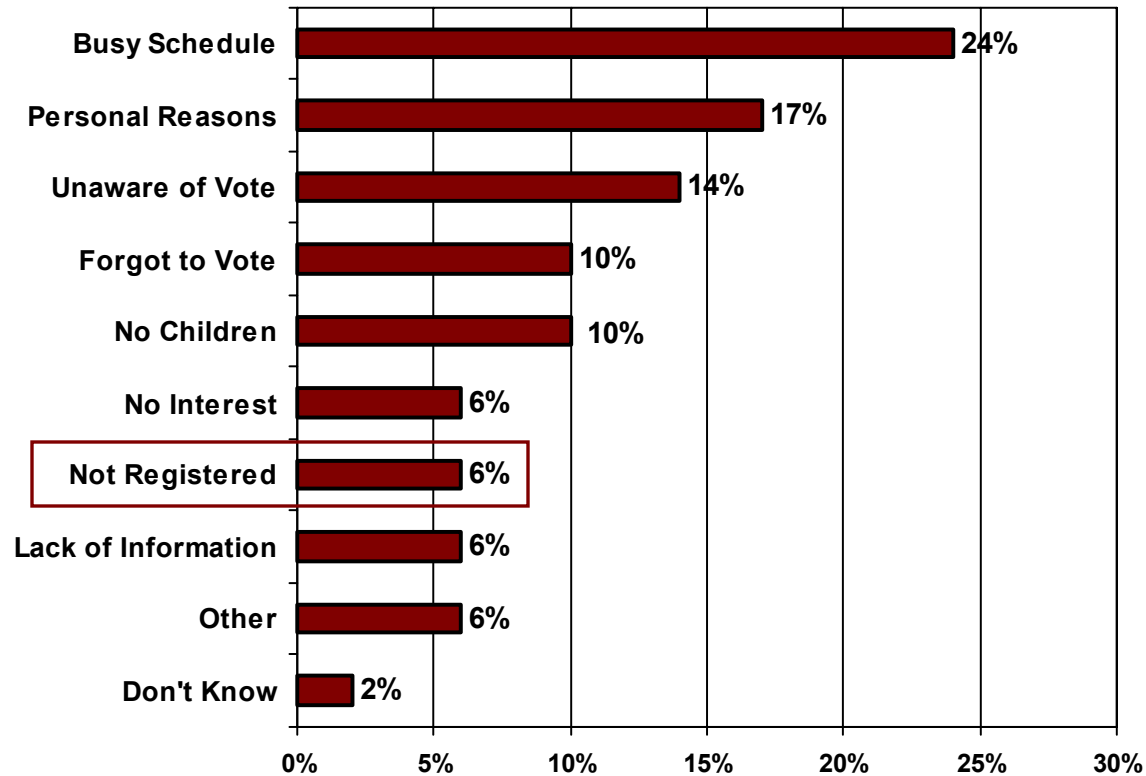
❖ Among the actionable suggestions, respondents would like more notification leading up to the vote through mailings, letters, and print sources. They also would like last minute reminders (*suggesting use of a caller or email tree*).

What Could be Done to Encourage You to Vote on
Future Capital Project Referendums?
Among Non-Voters; Open-Ended; Coded; n=201

Q15
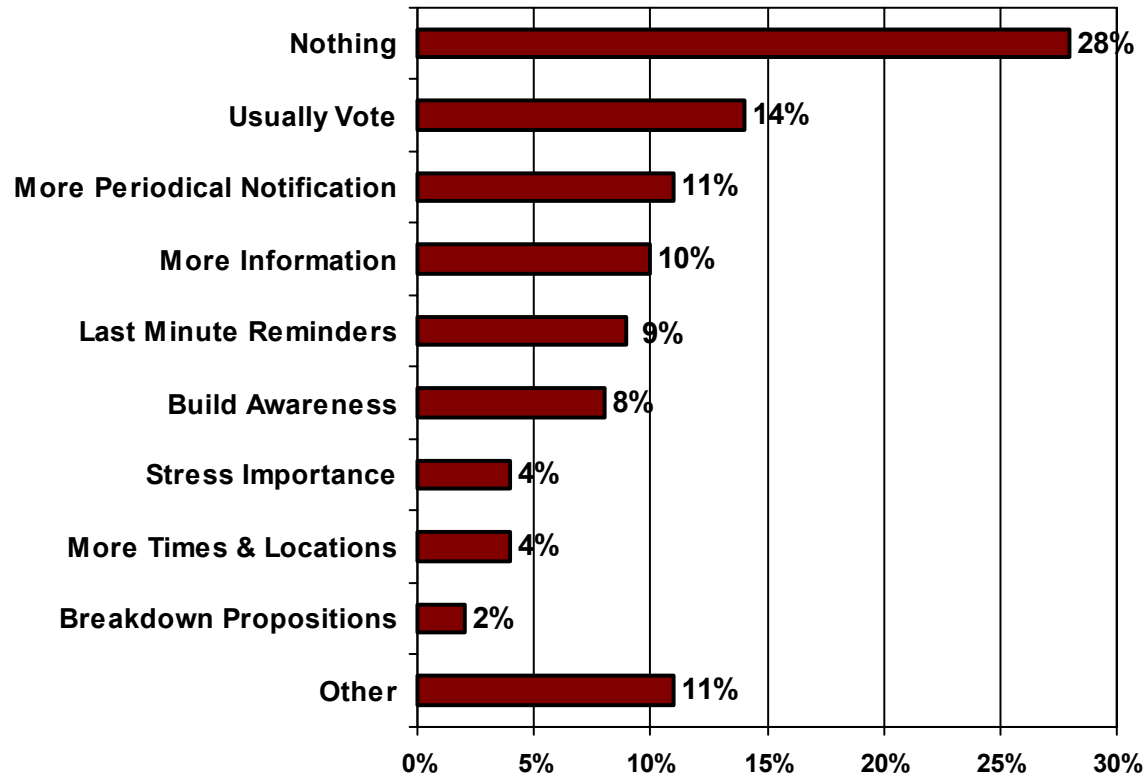
* Other includes: register, lower taxes, focus on special programs.

Engaging the Community

❖ Residents in the Baldwinsville community offered a variety of ways to better engage the community in future capital improvement initiatives. Some of the more common mentions involved creating a dialogue and communicating better with the community. Suggested ways to do this include:

- ✓ Town meetings
- ✓ More newspaper articles
- ✓ Getting more detailed information out ahead of time
- ✓ Obtaining more community feedback before the propositions are developed
- ✓ Fundraisers

Selected Responses

"A town hall meeting to show people through pictures and documents."

"Communicate more, question and answer seminar. More than one more notice of these kinds of meetings."

"Advertise the updates and propositions more in the newspaper, so the whole District can see it, not just those with children in the schools."

"Be more open to what really needs to be done, and what the problems are."

"Find a way to better inform those with no kids currently in school, help them realize that cost increase is really minimal over time and with matching funds."

"Ask for more input from the community, and encourage them to come to Board of Education meetings because the Board is doing whatever they want because they aren't getting input."

"Get a lot of volunteers together, like they did for the fundraising for the playgrounds."

"I am really not sure, they need to be more accessible for questions and answers, maybe have meetings in each school."

"Need better explanations in the Beecon and newspapers about the propositions in detail and they need to let people know that state funds help pay for projects. I don't think that is clear for many people."

Q16

Limiting Conditions and Assumptions

Background and Methodology

Executive Summary

Awareness of Sources

School Satisfaction

District Satisfaction Measures

Overall District Satisfaction

Capital Project Referendum

Demographics

❖ Of those with child(ren) in Ray, Durgee or Baker – 24% of the students are involved in music or fine arts, 53% in athletics, 17% in other extra-curricular clubs or organizations, and 30% are not involved in any.

Role in the Community
Total Respondents; Weighted; Multiple Response; n=404
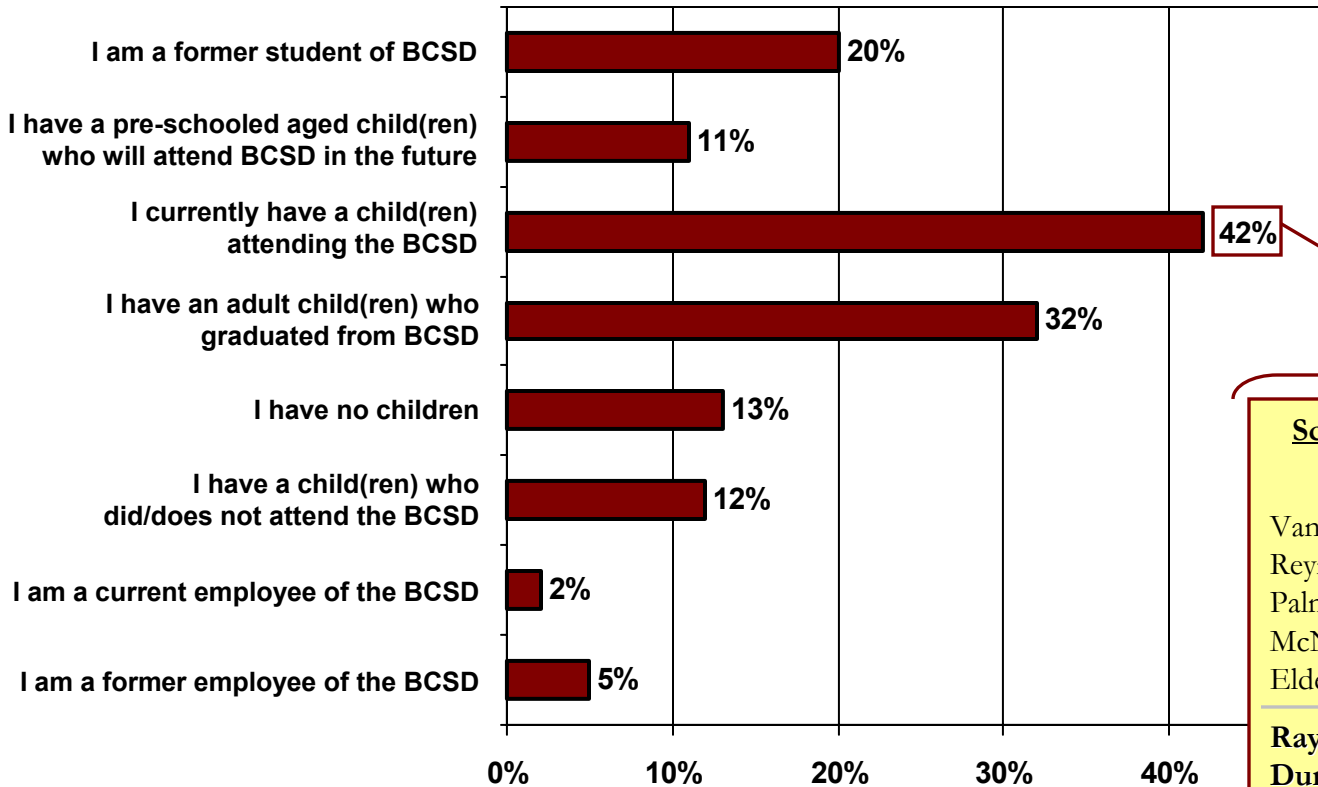
Schools Attended in 2007-2008	
n=163	
Van Buren Elementary	9%
Reynolds Elementary	6%
Palmer Elementary	13%
McNamara Elementary	10%
Elden Elementary	10%
Ray Middle School	**37%**
Durgee Middle School	**22%**
Baker High School	**37%**

Q1a, Q1b, Q1c

❖ Most residents have lived in the District for six or more years.

Length of Residence in Baldwinsville Central School District
Total Respondents; Un-weighted; n=404

	Vote Status	
	Voter *n=203*	*Non-Voter* *n=201*
6 Months to Less Than a Year — 2%	1%	3%
1 to 2 Years — 4%	2%	7%
3 to 5 Years — 10%	5%	14%
6 to 10 Years — 12%	11%	14%
11 to 20 Years — 23%	25%	22%
More Than 20 Years — 49%	56%	40%

S1
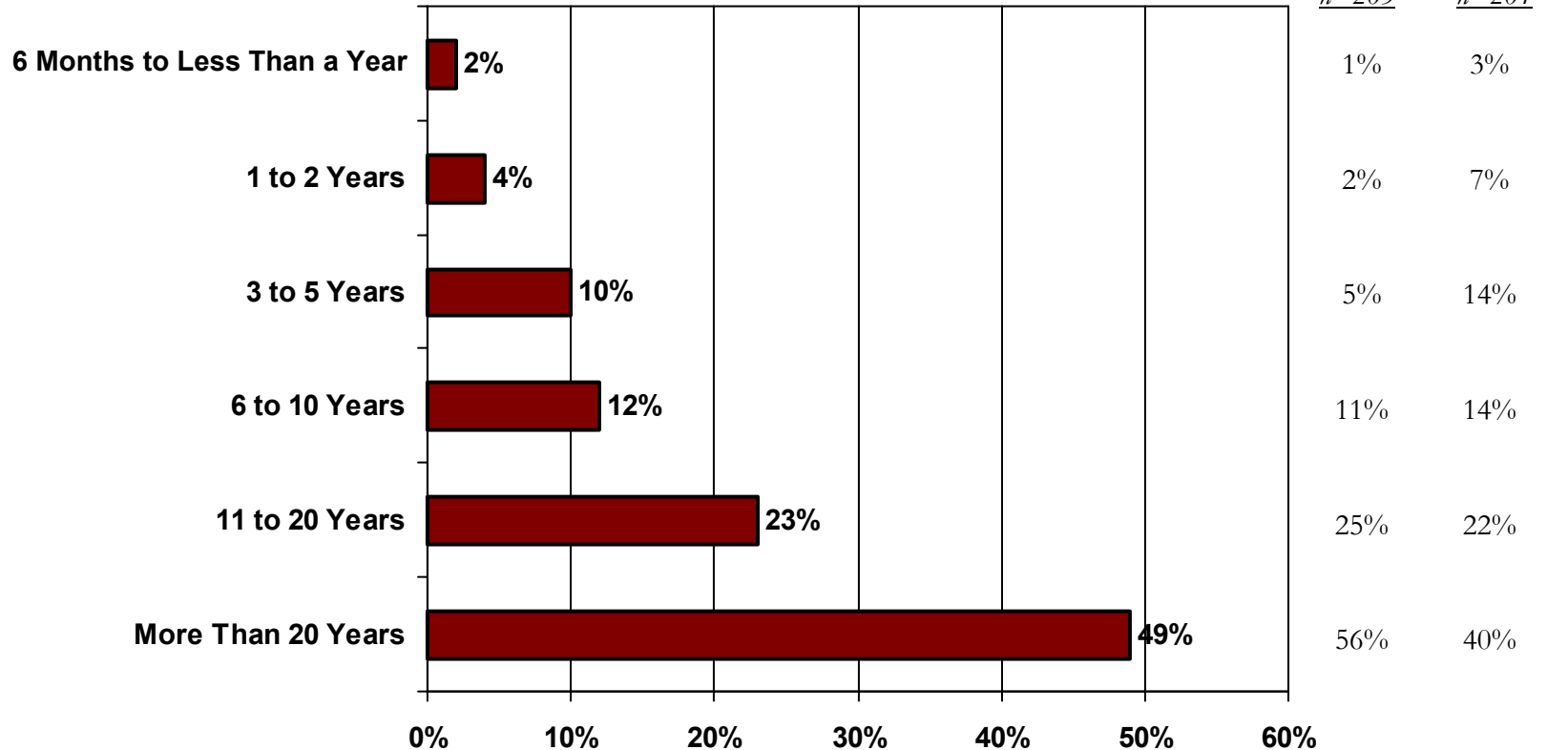
Demographics – Age

❖ Ages of respondents are fairly evenly distributed. Those under 23 years of age were asked additional follow-up questions to test their familiarity with the District and their role in the community to determine if they were eligible to continue.

Age of Respondents
Total Respondents; Un-weighted; n=404

Age	Percent
Under 23 Years	0%
23 to 34 Years	9%
35 to 44 Years	20%
45 to 54 Years	27%
55 to 64 Years	21%
65 Years or Older	23%

Vote Status

	Voter n=203	Non-Voter n=201
Under 23 Years	1%	0%
23 to 34 Years	3%	15%
35 to 44 Years	17%	22%
45 to 54 Years	30%	25%
55 to 64 Years	23%	19%
65 Years or Older	26%	19%

S2
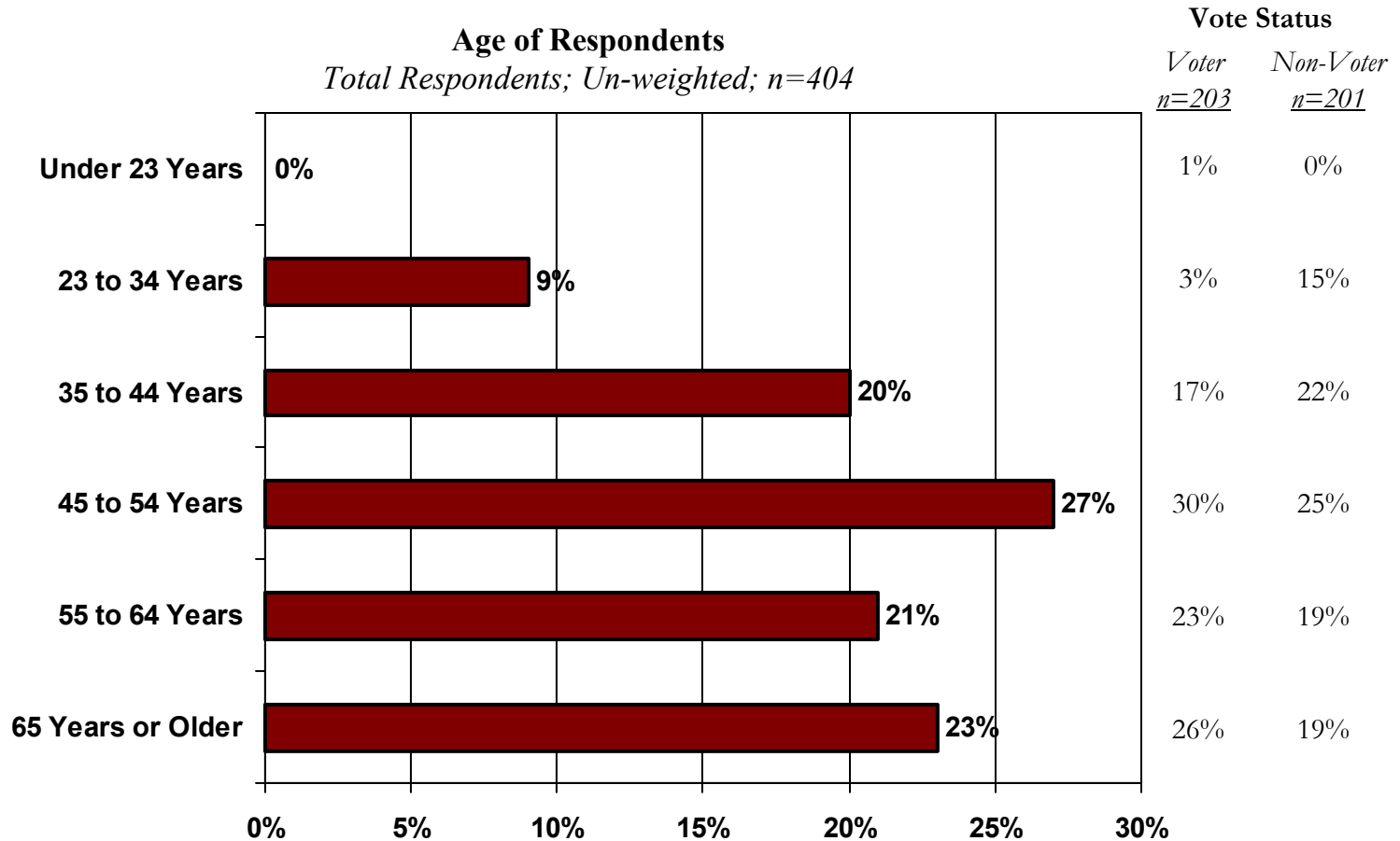
❖ Number of residents in each household varies (*most having two to four*).

Number of People in Household
Total Respondents; Un-weighted; n=404

Number	Percentage
1	17%
2	29%
3	16%
4	24%
5	10%
6 or More	4%

Respondents with children have an average of about two children per household.
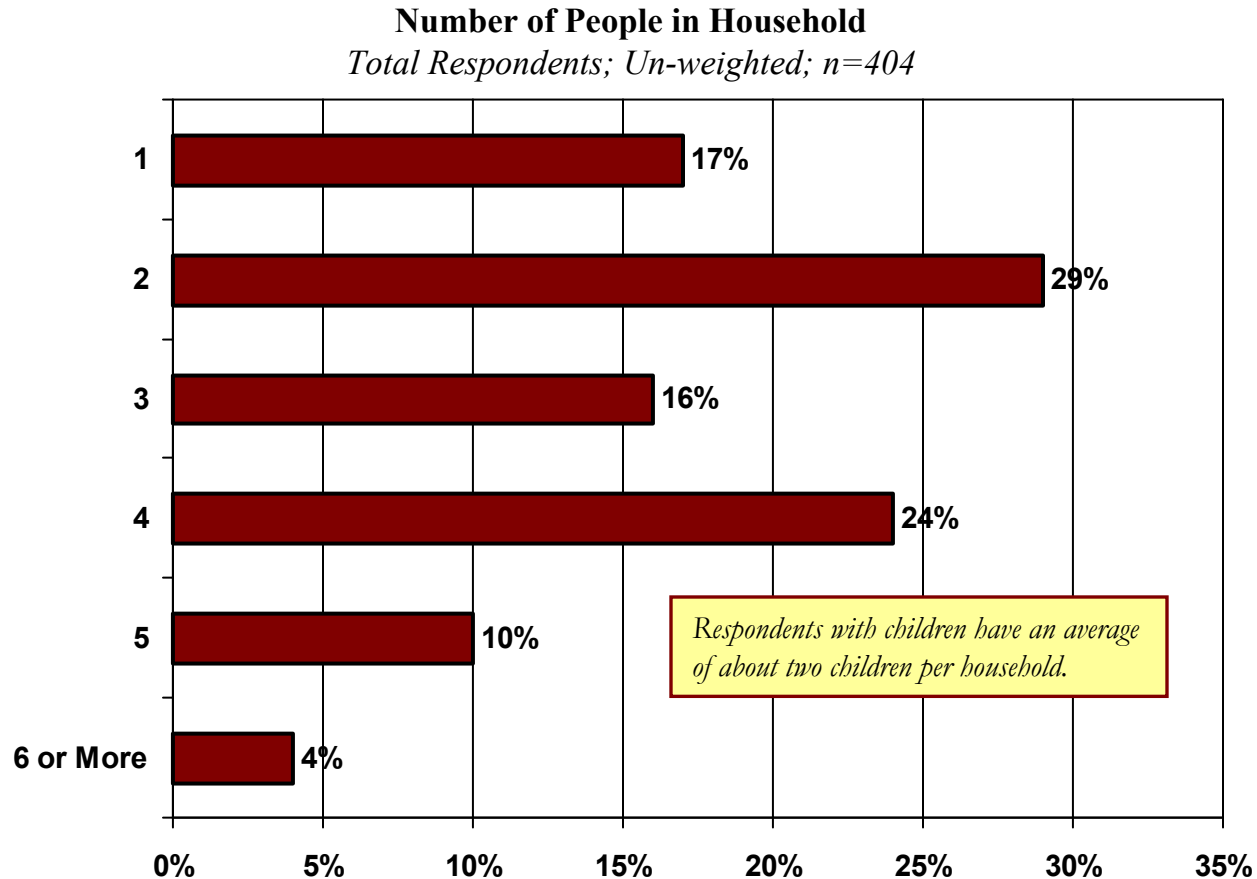
Q17a, Q17b

❖ Half the respondents in the District have a 4-year college degree or higher.

Vote Status

Highest Level of Education Attained
Total Respondents; Un-weighted; n=404

	Voter *n=203*	*Non-Voter* *n=201*
Did Not Finish High School — 4%	2%	5%
High School Graduate or GED — 20%	13%	27%
Technical or Trade School — 1%	1%	2%
Some College — 13%	8%	18%
2-Year College Degree — 12%	11%	14%
4-Year College Degree — 29%	34%	24%
Graduate or Professional Degree — 21%	31%	11%

0% 5% 10% 15% 20% 25% 30% 35%

Q17c

□ = *Significant difference at 95% confidence level.*

January 2008 Community Perception Research **RMS** **69**

❖ About 90% of respondents own their household.

❖ Over half of respondents reside in the Lysander township.

Home Ownership Status
Total Respondents; Un-weighted; n=404
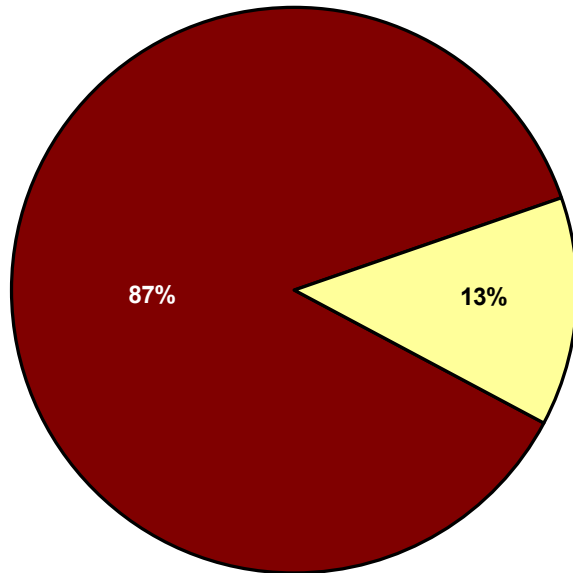
Township of Residence
Total Respondents; Un-weighted; n=404

87%   13%

60%   31%   9%

■ = Own
□ = Rent
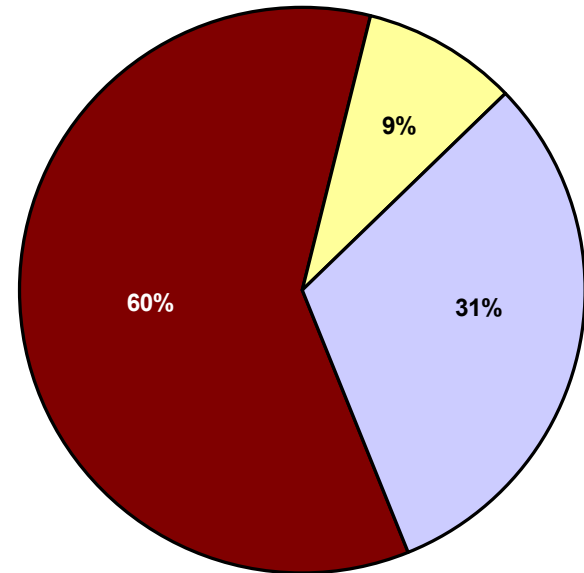
■ = Lysander
□ = Clay
□ = Van Buren

Q17d, Q17e

❖ Similar to many research studies, two-thirds of respondents are female.

Gender
Total Respondents; Un-weighted; n=404

32%   68%

■ = Male
□ = Female

Q17f
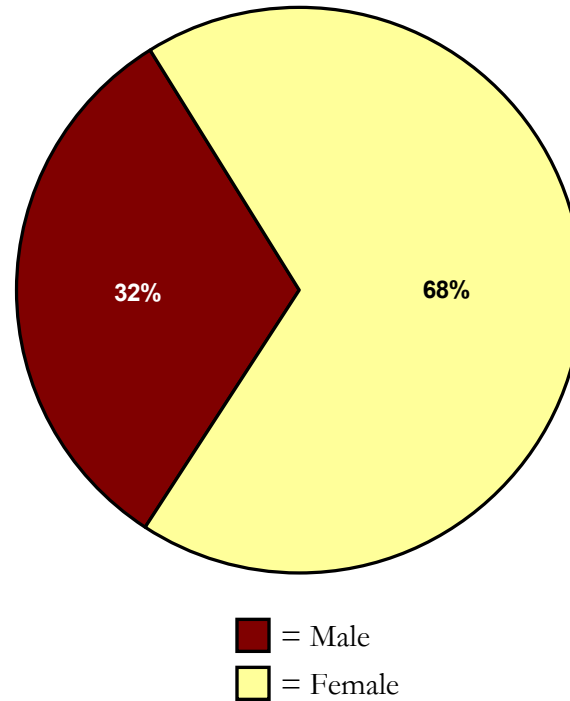
Appendix C

Foundational Data / Planning Documents – March 20, 2015 Professional Development Day Brainstorming by District Staff

The District's Mission Statement:

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

1.) In what ways are we already fostering the development of every student's full potential?

- Team Teaching
- Staying consistent with teams
- Extended core time to work with students
- Department meetings during ECL weekly
- Daily team planning
- Special area classes (Art, FACS) to celebrate the successes of all students
- Extra-curricular: Excellent music and athletic programs available to all students
- Individualized feedback on work
- Late bus to help kids stay after, although we cut that to only 3 days a week ☹
- Team approach to students/programs
- Accelerated math/science in 7th Grade (need to meet the needs of our lower level students)
  - Meeting the needs of the students by not accelerating all students if it's not appropriate for their abilities
- Co-teaching designed to help students with needs
- RTI Math and reading
- SIS, pull out instruction
- Modified program
- Library Learning Commons
- Parent conferences (built into school day)- can be immediate instead of waiting for conference days
- Time flexibility within teams
- Support Personnel
- Schooltool
- Collaborative Technology
- Emotionally- Allowing students to see social workers and counselors
- Differentiate, scaffold for students
- Holding students accountable IEP/504, Resource, TA's, Clubs/Organizations, Sports, Work Study, Music, 3-5 room.
- Integration of technology: iRead, Google Drive, iPads, iMovie, Explain Everything
- Co-teaching
- AIS
- After/Before School Help
- Course Websites

- Math Lab
- Test Center
- After School Clubs
- 3-5 Program
- Computer software
- Arts/Music Clubs
- Extra-Curricular Activities
- Teamwork
- Library Learning Commons
- Differentiated Instruction
- Communication with Students and Parents
- Getting to know each and every student
- Teach and engage students enthusiastically
- Always improving reflecting on lessons
- Giving/Getting feedback from colleges/universities
- Extracurricular and clubs
- High Expectations
- Flexible grouping
- 21st century skills
- Reading texted on Lexile
- Encouraging parental involvement
- Maintaining good rapport with students
- Interdisciplinary projects
- Collaboration with colleagues to provide superior instruction.
- Individualized instruction
- Group Projects
- Integrated Coursework
- Breakfast Program
- Volunteer Opportunities
- "Flipped" classes
- Service Learning
- Track Progress
- Parent contact/communication
- Discipline
- Modeling
- Academic Support
- Personal Support
- Provide options/electives
- Connection/contact/support outside of class

- Objective grading and interaction
- Provide modifications and accommodations
- Work to guidance – sick, 3 to 5
- Additional teacher support
- We offer a variety of course selections, but not as many as we used to offer.
- Academic support, but not as much as we used to offer.
- Relevant curriculum
- Up to date technology
- Real World projects
- Quality instructors and instruction
- Compassion
- Respect for differentiated learning styles
- We should have smaller class sizes
- Extra focus on lowest achievers
- Provide challenges for higher achievers
- After School help
- Parental involvement
- Teacher collaboration regarding student progress
- Assessment evaluation
- Offering challenging courses.
- Clubs and Athletics
- Variety of electives
- Counseling
- Health Services
- Access to other programs – ex. BOCES
- Differentiated Instruction
- Co-teaching
- Devoted Staff
- Labs, APE, AP College Courses
- Access to Technology & having it and understanding it (instruction)
- Community Based Instruction
- Community Involvement
- Scholarships
- College Prep and CRC
- Guidance Seminars
- BESTT Program
- DASA legislation
- PIG and volunteer requirements
- Partners in Science Class

- 3-5 Program
- Breakfast and Lunch
- Help Labs and Test Center
- Student participation in CSE meetings
- Program modifications
- Test modifications
- Differentiated Instruction
- Voice and Choice through Project Bases Learning activities
- We do try to see all students as individuals
- The Learning Commons (Library) welcomes students with many different needs.
- We try to challenge every student.
- Providing Electives
- Hands on Learning
- The Library collection appeals to lots of reading preferences
- By offering a variety of courses, however, this is decreasing with less and less staff being employed.
- Need to bring back student voice and choice electives.
- By not lowering our standards/expectations for dedication.
- Through our passion and dedication in our teaching!
- Positive relationships help students.
- Personalized every day after school instruction for students
- Differentiated products so students can access own talents and interests.
- Model appropriate adult behavior!
- Varied models of instruction
- Because WE Care!
- Go Bees!
- Asking questions that require critical thinking
- Offering alternative texts
- Offering individual assistance during planning period, duties, after school
- Offering multiple opportunities for support, re-teaching, and instruction to all students.
- Differentiation
- Group work
- Offering study guides
- Asking students to think!
- Investment in teacher practices
- Value added programming
- Constructive/relevant use of resources for students.
- Engaging programs for learners
- Finding more about them.
- Realizing every student is different and motivated by various stuff.

- By advocating for our schools and the needs of our students.
- Offer seminars to 10th, 11th & 12th graders regarding post-secondary plans.
- Career Resource Center offers support for kids as they plan for post-secondary options.
- Relevant vocational training
- In House SAT Prep
- Managing 30 students in a room or with equipment designed for 20.
- Professional teachers who shielded students from poor administrative policies. Not the time or place for this.
- We offer incredible opportunities for academic and personal growth.
- We educate the whole child.
- School and community work together.
- Teachers, faculty, staff care more about kids than test scores…we don't give up…for options and answers.
- We work beyond the school day.
- We foster connections.
- Extracurricular activities
- We see potential as individual to each student (wish State Ed did too)
- Providing opportunities to showcase their talents, offering advanced courses, providing 1 one 1 staff and aides to those who need more help.
- Constant collaboration
- PE curriculum to meet all kid's needs: lifetime fitness, team sports, individual sports/activities
- Constant feedback for students/staff
- Community building – Tournament
- Differentiating Instruction
- Different Pathways
- Skills and Content taught
- Diverse course offerings?
- Collaboration
- Community involvement
- Extracurricular opportunities
- Setting high standards within the classroom
- Offering varied experiences (diversity) to students to encourage involvement at many levels: Field Trips, Variety of styles and expressions, Cultural expression/experiences. Multi-Age level experiences (elem. Mentors, blended grade levels performing together).
- Technology/Media Center
- Math Lab
- After school time
- Off campus trips/opportunities. Ongoing Spain/France trips, Syracuse Stage, Darien Lake.
- Visiting artists
- Guest speakers

- constant assessment in all forms
- extras we provide: WIN, afterschool, alternative assessments, help labs, conferences with parents, guidance involvement
- through collaboration we have incorporated technology and professional development to create cross-curricular learning opportunities
- differentiation of lesson
- offering help centers, WIN, after school academy
- exploring their career/vocational interests
- continuing to be more well-rounded, offering school clubs, extracurricular activities
- understanding differences in learning styles and needs
- we allow students some autonomy and do less hand holding than in middle school
- scaffolding student learning
- cross curricular collaboration to increase student potential
- GAP: we meet students every day to determine career goals, future aspirations, academics and social emotional wellbeing
- meeting IEP's, 504's etc.
- providing HIGH QUALITY instruction to ALL students in ALL subjects
- providing a flexible environment
- we provide academic support outside the classroom throughout the day i.e.: help labs, after-school help, peer tutoring, after school academy, WIN time
- encourage and build on what they know: develop relationships of mutual respect
- day to day planning, researching, building relationships and making lesson that engage students
- we try to provide an environment of acceptance that instills trust and stimulates learning

The District's Mission Statement:

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

2.) What would it look like to have every student reach his or her full potential?

- Improved attendance/punctuality
- Sufficient support from parents/administration
  - Support from programs (RTI, Writing, Reading, Math Labs)
  - Increase staff for support (RTI, Writing, Reading, Math Labs)
- Exploring multiple pathways for all students (including at the middle school level)
- Reasonable class sizes
- State tests later in the year so students can reach their potential in the subject area (teachers need the whole year so that they're not rushed)
- Students enjoying the learning process/wanting to learn/feeling that it's relevant in their lives/value in their education

- o Ownership in their education
- o More choice
- o More options
- No one would be crying in social worker's/ Guidance offices
- Have materials above and below level to teach 7th grade concepts
- Have realistic expectations
- Up-to-date materials
- Instructional support for Encore (FACS Future) classes
- Not getting rid of science and social studies just to teach for ELA and MATH tests
- Every kid smiling- Happy, excited students ☺
- Electives-specializes classes; something they are interested in
- Flexible scheduling
- Relaxed teachers
- No more one-size fits all
- Confident students
- Students moving forward when they are ready, not pushed forward. Thriving-not surviving.
- Students making connections on their own
- Less anxiety from putting pressure on themselves
- Collectively, the energy and morale with staff would be better. Staff would want to be here.
- Administration would be around in classrooms interacting with students and seeing what going on- taking a seat with kids.
- More collaboration
- Parents would support staff and their own kids.
- Increased participation
- Reasonable class sizes
- Less educators leaving the field
- Alive, healthy, drug-free
- Take (calculated) risks
- Open to learning, new ideas, new experiences
- Willing to make mistakes and learn
- Self-sufficient (employment/college/career/self-care)
- High self esteem
- Confident
- Resilient
- Problem solver, critical thinkers, self-motivated
- Engage in learning and living
- Kind to others. Show compassion
- Empathetic
- Good citizens
- Education is a privilege
- Follow directions
- Well rounded

- Leadership skills
- Critical thinkers
- Creative thinkers
- Willing to share
- There is a danger to believing
- There is such a thing as full potential
- Students yearn for more
- Competent productive citizens
- Classrooms that teach to learn and not for a test
- Self confidence
- Concern for community: willingness to give back
- Empathy
- Pride
- Continuing education
- Learning experience would be relevant to each student. We are not making widgets!! Shadowing internships (outside of classroom experiences)
- Happy, productive, kind member of society, in school and beyond
- Acceptance of peers and selves
- Less pressure to cheat, willing to take chances and LEARN
- 100% graduation rate
- Students set their own goals and achieve them
- Students are given different choices and opportunities to realize their full potential
- Students are excited and passionate about their future
- An atmosphere of kindness, positivity, and achievement/equity for everyone
- Every student excited and fully engaged in classroom activities
- All students excited about coming to school every day
- College readiness
- Career readiness
- Emotional, mental, physical maturity
- Positive member of community
- Kids overcome their fears, anxieties (plus ability to make mistakes - meet failure – recover and move forward
- Happy – healthy – smiles
- Self-satisfaction/pride in their work
- Pride in themselves
- Greater awareness of diversity by recognizing own prejudices and biases (students and staff)
- Community – trust – success – satisfaction
- Increased options/opportunities
- Decreased behavioral issues (drugs, fighting)
- High level of engagement in school activities
- More "study" in study hall as a result of engaged learning
- Self- directed learning
- Willingness and ability to help others
- When they realize they may never reach their full potential
- When it is a student's choice to identify their goals and take steps to achieve those goals

- Students more invested in their experience
- Students in courses they want to engage in
- Teachers having common time to maximize student potential
- Students helping students
- Students would self-advocate
- They would understand their rights and responsibilities
- When we have more than one day a year with perfect attendance
- When they are no longer shocked by their capacity to learn
- When they are excited to learn
- Personal responsibility
- Sense of ownership
- Successful learners
- Failure is ok – learn from revision
- Personalized learning
- Confident learners
- Communicators
- Collaborators
- Independent thinker
- Know how to think for themselves
- Positive relationships
- Happy to learn content
- Skill mastery
- Students trust staff
- Say hello
- Share good/bad news with you
- More opportunities
- We might have to extend from our programs to help them find their potential
- To see self- sufficient, self- supporting, independent living persons. Persons that function in their work place, home and community as supportive, participating
- More motivated, happier, confident students
- More college ready students
- More meaningful interaction between teachers and students
- Teachers and students would work together to set goals
- Students will take more ownership in learning and in the school community
- Parents and community would be more involved
- Whole atmosphere would be more challenging
- They would hold themselves accountable
- They would come to school on a regular basis
- They would complete assignments – quality work
- Excitement!
- Smiles and laughter
- Confident
- Less in study hall
- Engagement
- Pride in their work and themselves

- prepare students for various career choices not just college
- students who enjoy school
- engage learners with intrinsic motivation
- success after school: both qualitative and quantitative measures
- self-confidence to perform in classroom and out – this socially impacts behavior
- ability to think socially for themselves, participation
- students taking ownership of their own personal learning who take pride in all of their accomplishments no matter how small
- engage and invested home support for student success
- content, well-rounded, ready for life
- being a contributing and successful member of society
- job placement in career choice
- the value of commitment is learned
- self-confidence is apparent
- students exit with unlimited options
- student driven learning (not so much that we tell them what, how, when to learn
- self-advocacy form students
- students show interest in being life-long learners
- self-confidence, good work ethics, happiness and wonderful future
- integrate valuable real-world experience before students graduate

The District's Mission Statement:

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

3.) How would we know that we had fostered the full potential of every student?

- Creating diversity in our lessons
- Identify their strongest learning style
- Formative assessment
- No failures
- Coming in to school in September with the necessary grade level skills to be successful
- Are the students applying their knowledge?
- Students doing self-assessments (do they think they're reaching their potential)?
- Quality of work/writing
- Use of rubrics based on standards
- Students are able to contribute to society and be independent
- Can't know everyone's full potential
- Having the drive to keep fostering learning

- Having skills to know how to learn
- Need to utilize their learning style and advocate for themselves
- Kids taking pride in hard work
- Be motivated by hard work <u>NOT</u> grades
- The atmosphere /climate of the building/district would be different
- People would love to work here
- Students would love being here
- When students work collaboratively, students work and contribute equally.
- Student's potential is sustained every year and those who weren't working to theirs would be supported to get there.
- Students going into 6th or 7th grade would be ready to begin 6th or 7th grade and have those skills.
- Parents will be involved\
- Each student sees "success" at their own level
- Ability to move on after high school to "the next step" in their life
- See growth from year to year
- Student involvement in extra curricular
- College acceptance and completion
- Effectively able to communicate with other across all settings
- Staff/graduates return to the district to teach and work in other capacities
- Career ready
- Students return to thank you
- Positive relationships with students after graduation
- Thank you from parents and families
- Growth of student skills observed
- Transition services obtained prior to graduation
- Successfully employed/diverse careers
- Graduation rate up
- Independent learners
- Increased maturity
- Productive community members
- Bee proud
- Strong alumni support
- Successful BESTT program
- When we are confident students will be able to achieve at the next academic/work level
- We may never know
- When students are able to ask insightful questions
- When students understand their needs and are able to advocate form themselves
- Listen to what they want and need
- Behavior changes
- Academic evaluation
- Discussion of goals and review of progress with instructor/student/parent/school
- Need appropriate relevant measurable outcomes
- "achievement X teaching – outcome

- Are they (not)doing drugs – J. Allen College of St. Rose
- Giving back – community – society
- We have successful, well-adjusted and happy past grads
- Re-evaluate what potential looks like for a student interested in, i.e carpentry – their potential is not necessary met or measured by NYS Regents
- See alumni return to district (MUD) as teachers to chat
- See students blossom and grow and excel
- Talk to other teachers
- Reward system for students who are doing well (go to lunch off campus, etc)
- Ask them to self-assess
- Hold high expectations for all
- I would love to track them after graduation
- I start many in 3rd grade and watch them continue to grow each year. Many who quit I never see their full potential. I have students for many years and see a lot of growth
- You can only hope that if the student has not realized their full potential, that they are aware that they still have time to figure it out on their own or something like that
- We want as educators to see growth and the passion to be a life- long learner being developed/ing
- Alumni drop-out rate in college (are they successful)
- Rate of unemployed after HS
- No suicide or self-abuse in HS or after
- First, we have to identify what full potential is…. I have reached potential – I would not have known that right after school
- Kids are taking more of an initiative in the learning process
- Participation, showing more confidence in self
- More involved collaboration
- Challenging themselves
- Feedback; post-grad survey
- Stories of success from former students
- Bring in distinguished alumni to share experience
- Periodic feed -back from kids
- Accountability
- Individual pride
- Involvement in school activities/team culture
- Better attendance
- Pursuing interest outside of school
- Fewer study halls
- Graduation rate up and post high school education
- More students enrolled in elective course of higher interest
- Everyone has an exit plan
- College students (Alumni) return with stories of success and growth
- Surveys
- Graduation rate
- Employment for non-college bound students
- Involvement
- Engaged

- Provided multiple opportunities
- They gave goals
- Incorporate multiple learning styles
- Exit interviews
- Excitement for learning
- We ask for feedback
- They come back and talk to us – share stories and say thank you
- Lightbulb moments
- Move forward on a path continue to next step
- We know our kids and we push them to reach their potential
- Fewer behavior problems
- Student attitudes would change
- Reduction of absences and dropouts
- More of a community feel
- More involved in extracurricular activities
- We would see much more differentiated instruction going on in each classroom
- More voice and choice
- Students would present their learning in many different ways
- Development of character
- Development of a sense of their own authority
- Critical thinking/reasoning skills
- Functional reading and math skills
- New levels of cooperation with peers (eventually) self-directed learning
- Work ethic
- Basic computer skills
- Begin questioning/see value of their own questioning
- Positive behaviors
- Quest to keep learning
- Responsible member of society
- Good communication skills
- Self-advocacy
- Confidence, motivation, coping skills
- Gainfully employed
- Positive behaviors
- Problem solving skills
- Independence without parents
- Sense of self
- Being content
- Peers teaching peers
- Wok with others effectively or productively
- Positive social skills
- Good hygiene, good attendance
- Being able to compromise
- Happy to be in school and with life
- Getting out of comfort zone

- Being challenged
- starts with knowing students on individual levels to understand potential
- students show passion and direction
- students are actively engaged everyday
- sharing, encouraged, peers, student pride
- less time spent on managing behavior, more time on academics
- learning activities as opposed to just note taking
- students will self-advocate and continue to set goals for personal growth
- motivation, enthusiasm, attendance, engagement, happiness, contentment
- let's survey seniors: what worked, what didn't, suggestions
- graduation rates of 100%
- post-graduation success (employment, college enrollment, trades, military service)
- improved grades, more involved students, good attendance, more personal connections
- seeing students after graduation and being thanked for a great experience
- if skills match cognitive ability they have reached their full potential after demonstrating this via grades
- growth in progress through five week reports and report cards
- self-fulfilling goals sheets per student each quarter
- How could we know? Potential can always grow, there is no 'max' or 'ceiling'
- they are in the Zone of Proximal Development
- communication with students and parents
- differentiated assessments
- Does anyone really know their full potential?
- poll the students 10, 20 years later. What do they think?

The District's Mission Statement:

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

4.) How does the mission statement change and/or confirm your belief in the work you're already doing for students?

- Confirms because that is why we come to school every day.
- It confirms we are doing everything in our power to foster potential even with the challenges we are faced with.
- Our shared experience enhances not only the learners' development, but expands the educator's practice and experience as we connect and encourage growth of the whole group.
- Confirms that we strive to teach and foster the whole child. Students are people not numbers.
- It takes a village (Bville) to raise (foster the education) of a child.
- Confirms because I don't want to be anywhere else.
- Confirms: Education is more than covering the content or just teaching to the test. Education needs to be multifaceted to allow true growth to take place. Just teaching to the test just hamstrings learning.
- What about those students who just "fall" through the cracks?

- It inspires me to be my best every day!
- It confirms that each day we do our best to provide for our students.
- We make a difference.
- Real life incorporation and & connections.
- Feel comfortable deviating from content curriculum to relate to students.
- Glad to come to work every day
- No one learns the same way
- Eliminate Standardized testing.
- We need to provide an environment which <u>fosters</u> not <u>crushes</u> individuality.
- Change: Gives me a more holistic look at what curriculum is.
- We do not teach enough Tech/IT skills (code, etc.) or start early enough.
- Educational experience includes skills gained in Art, Music, Tech, Sports.
- Proves every student has different potential.
- It confirms my belief that we are helping to guide students in the direction they need to go in – whether they know what it is or not.
- Change delivery of instruction to meet needs and changing style of each student.
- CDOS requirements contrast what the statement says. It provides access but sometimes at a cost.
- We want to believe we meet this mission statement.
- Does meeting the full potential of one student impair ability to meet the full potential of another?
- What is full potential? How is it determined? How is it measured?
- What we see as "full potential" may not match students or parents.
- Success breeds success.
- Provide experiences and opportunities but… "You can lead a horse to water…".
- Teenagers resist meeting full potential.
- I still haven't met my full potential.
- Course options: one size doesn't fit all.
- Some students are not reaching their fullest potential.
- Developing confidence.
- Don't give up on the students
- Consistency within the building.
- How do we measure full potential?
- Library experience/materials offer independent learning for all students.
- Staff development
- Engage in meaningful dialog that helps students think outside the box.
- Provides a variety of technology & methodology so that students can convey their knowledge.
- Teachers do take time to get to know their students and make connections.
- We offer a wide variety of courses for students.
- Alumni return
- Students who go into teaching and/or playing a sport in college.
- Student accolades/achievements.

- Encourage all students to take advantage of opportunities available
- Focus on change
- Not holding students accountable
- How to hold accountable while respecting individual educational needs. (discipline, deadlines, etc.)
- Both In-Class and Enrichment Experiences in all 4 LOTE languages.
- Smaller classes – appropriate space.
- Wider variety of courses.
- Many options should be available for students – course selections – all learners.
- Increase staff for each department. Decrease class size to better reach full potential.
- Sometimes I'm confused about what a student's full potential is.
- Focus on skills necessary for meeting potential of each and every student.
- Dedicated staff with the desire to help students achieve full potential.
- Variety of classes/paths to ensure success.
- Extracurricular activities to keep students engaged.
- Conflict between "full potential" and graduation – being asked "what can you do for this student" – may not be in his/her best interests.
- Change…Perhaps revisiting the retention policy at the secondary level for the purpose of helping students develop skills and knowledge needed to enrich their potential.
- It changes it – makes us confirm our belief that we need to increase opportunity and reduce size of class roster to better help students meet their potential.
- Lack of Electives?
- Opportunities for full range intellectually in all languages, from learning disabled through the advanced students.
- Rigor of courses supported by mission statement. Supports maintaining expectations of honors students.
- 20 IEP students in one class of 30 <u>does not foster full development of potential</u>.
- Student motivation should be considered. How, though? Students need to be on board with determining their goals.
- We give the opportunity to all students to perform and celebrate their success even if it is different than another.
- We need: smaller classes, a writing center, team planning time, an attendance policy.
- It doesn't change, it does confirm that I am directing my pedagogy to each child's potential, at many levels.
- Make teachers want to keep trying new ways/strategies.
- Affirmation of what we do from former students: email, calls, visits, see kids come back after graduation – they did what they planned to - we made those connections with kids – have to know them to know if they are working toward their full potential.
- Current students don't always "see it now".
- Confirmation of mission: Variety of kids in a variety of courses – improved by end of class.
- Students need to be a part of the process!
- We offer supports. We work with more than just the academic piece.

- Confirms it because as teachers we want to bring the best out of students.
- Confirms it because we want to produce intelligent, successful citizens.
- We need the mission to include more than just educational goals. If we help develop/foster more than just educational experiences…we help them meet emotional/educational potential.
- We need a social worker.
- we continue to strive for students' full potential
- offer more pathways for the diverse student population
- it confirms our hopes that students will develop the desire to actively participate in the progression of their learning?
- we need to investigate careers targeted to students that truly fit their learning styles
- co-teaching/collaboration fosters our beliefs
- the work we do every day with students and through collaboration with teachers fosters our belief and confirms
- doesn't change…validates
- confirms the fact that all of us are truly attempting to provide for every student's needs
- encourages us to continue to focus on each individual students needs

Changes

- may need a better idea if some students are already being pushed to their limits and if others are just doing the minimum but are capable of so much more
- knowing that each student has their own individual development potential
- education is state driven, not student driven

Confirms

- co-teaching
- differentiated instruction
- after-school academy
- help labs
- assistive technology
- test accommodations
- cohesiveness/teamwork
- validates what we do best as educators, it confirms our educational drive
- confirms that we should do/push every student out of their comfort zone

5.) Why do you think this mission statement is a good fit for B'ville?

- The lock and step approach to education does not allow every student to develop their potential.
- We are trying to fast forward everything instead of slowing down so everyone can understand
  - o Hamster wheel

- We cannot get kids to their potential, when we are giving them curriculum that is not developmentally appropriate- exp. Math
- The gap continues to get wider and we aren't doing anything to support these students.
- We need more staff to accomplish mission statement.
- We need flexible programming
- Co-teaching isn't true co-teaching- it needs to happen in all classrooms (not just ELA and MATH)
- We seem to base staff on numbers/money rather than need.
- We are not meeting the students where they are, and are expecting them to meet us where the educational process expects them to be (square peg in round hole).
- Walk the walk-don't talk the talk
- It (the mission statement) will be a good fit when we make the changes to start fulfilling it
- Trust between administration and staff so that teachers/TA's feel supported and like part of the team.
- Retain students that need to be retained
- Go back to the basics
- No problem with statement; it's the way we are going
- Allowing kids to be at levels regardless of age (Multi-age classrooms).
- Want kids to reach their potential so okay with statement.
- We have a variety of classes
- We have a diverse population (economic, family, ability, etc.)
- We provide opportunities for all regardless of "potential"
- Hopefully it is the reason we all became educators
- Teachers go above and beyond the requirements of "the test"
- We have the resources to achieve greatness
- We have a supportive community
- Because every child deserves individual attention and deserves the opportunity to become the best human being he or she can
- Because each child needs to learn to be accountable!
- Self-reliance
- Every child should be provided with the tools for life-long learning
- Because every child should be given equal opportunity to achieve their own potential
- We all already do this!
- Student opportunities
- Student support (academically, emotionally)
- Teacher/student/parent collaboration
- Student growth
- Challenging students
- B'ville hires teachers w/ high standards
- It maintains/builds our district reputation
- Still offer 4 different foreign languages
- New experiences

- Diverse student body – diverse offerings: kids can choose their path
- <u>All</u> students
- Everyone should reach their <u>FULL</u> potential
- Not limited to content/tests
- Broad statement – lots of "meets mission statement" potential →win-win
- Many doors and pathways
- We <u>want</u> that for our kids
- Allows for flexibility, not one size fits all
- I think it's a broad statement that would be a good fit for many districts, especially schools that match our size, economic background and community
- It is good because we work toward providing every student w/ experiences to reach potential (or at least <u>foster</u> that development)
- We offer <u>many </u>opportunities from support services – after school opportunities… We have the reputation of a district that offers a lot! Our HS offers a plethora of <u>electives</u> which fosters development of individual career interests, life skills… We have a caring staff that helps students identify <u>individual potential</u>! We believe in our students' potential…across the district! (from elementary to HS level!!)
- Our teachers/staff are willing to try new techniques…seek professional development…keep up w/ research, technology = continued student success
- Our teachers, staff, etc. are open to accepting differences and creating community! Our elem. schools are diverse, but kids are accepting – we model this!!
- Provide students with opportunity to understand what their true potential actually is.
- We offer different programs (BOCES, AP, etc.). Can we offer more programs in the middle? (Like for kids who know they are not college-bound) Also erase stigma of vocational programs.
- Focuses on students! Keeps us thinking about how <u>we</u> help them <u>find</u> their potential
- We <u>have resources</u> to accomplish this goal. We have <u>community support</u> to help support students
- Staff is creative and tenacious in helping students to tap into their (students) potential
- We offer a variety of classes and extracurricular activities to help students reach this potential
- We (staff) value individual students and care deeply about their growth in all areas. We have genuinely kind, considerate kids
- Open-minded staff (and students)
- We have high quality educators and paraprofessionals and administrators
- We have <u>great</u> teachers who <u>dedicate</u> their lives to education and meeting the needs of children. Academic and otherwise.
- "every" – no exceptions, "experiences & opportunities" – shared ownership, "development" – beyond "knowledge", "foster potential" – we don't own the outcome
- B'ville is a wealthy/small community and we have the resources to do what is needed to fulfill the mission statement
- Supportive administration/ superintendent with innovative ideas and clear direction of where we are going
- Great/ high quality teachers who care

- It allows us to adjust as new challenges appear
- It suits the needs of a community committed to its learners and imparts leadership & models care, growth & potential
- Acceptance
- Big school with a small school feel
- Good mission statement for any school (business or organization)
- Student-centered
- We try to prepare our students for their future
- It's multifaceted! Covers a lot of areas
- Our students come from a variety of economic backgrounds
- We embrace diversity!
- Hard working staff!
- It's focused on All students
- We have a real community feel!
- We offer a vast array of programs the students can be involved in – offering "something for everyone"
- Good facilities and equipment. Access to community facilities and maintenance
- More accepting of differences
- Financial support – schools & activities
- People choose to relocate to Baldwinsville for the education and supports offered
- Staff support, team work & mentoring
- Manageable size
- It is inclusive – "every student"
- Supported classrooms
- Opportunities for professional development
- Strong Special Education Department
- Strong Music & Art programs
- Supportive administration
- Scholarships – show diversity
- Advancement of human dignity
- Community support – BESTT program
- it ensures they will be good citizens that contributes to society
- BVille always endeavors for the best for each student
- it covers the vast diversity of the students personalities and further gives the opportunity for each personality to maximize their unique characteristics
- this mission is complete in its expectations and is good to strive for. Schools should all embrace this goal
- our district and community has high expectations of our students for academic success, therefor, this statement confirms our goals
- it is a good start but we have to realize what "every" student needs is not always the same
- student focused

- it supports what we want for our students and Baldwinsville is representing what every district strives for
- What would the alternative be? To squash their potential and make them less than they could be?
- simple, to the point and evident with regents exam success
- nice that work success is not there it is interpreted as standardized test
- potential means everything
- because of the diversity of our students
- leaves room for interpretations to fit everyone's needs
- intrinsic in all teachers…want students to succeed
- it describes our whole community-parents and teachers and our expectations
- each student should have the opportunity to follow their chosen educational pathway and we have the talent to help guide them
- as a learning community, we work hard to address all learners and value individual achievement

Appendix C

Foundational Data / Planning Documents – Summer 2015 BOE Workshop Data

Work from Summer 2015

We value a focus on a small number of high leverage goals that will drive district resources and decision-making

Educational excellence (what do we mean?) cohesive challenging and aligned curriculum (Guaranteed and Viable)-Expectation that ALL students will succeed, will achieve high levels of learning

Forward thinking, being educational leaders in the region and offering unique opportunities

Prepare ALL students for a diverse global environment

Prepare ALL students for college, careers and life-long learning

Life-skills/work-skills/Problem-solving

Value and support extra-curricular activities for students and the community

Broad range of experiences

Provide experiences beyond the day to day, learning connection to the real world

Learn about diversity of all kinds

Discover, develop and encourage students' diverse gifts, perspectives and interests

Equity, opportunity, and choice (same opportunities across the program)

Collaborative partnerships and processes with all stakeholders/Students, Community, Family, and Staff relationships, partnerships, and communication

Actively seek diverse perspectives and then support district decisions and direction

Provide experiences beyond the day to day, learning connection to the real world

Safety and feeling valued, respected

Responsible use of resources focused on our district mission, vision, and goals

Equity, opportunity, and choice (same opportunities across the program)

Fiscal responsibility, show value for the community's investment in education

Close, accurate and frequent monitoring of our goals

Appendix D

All Staff Survey

All District Staff

511 Attempted -- 432 Complete Respondents

Strategic Goal - *Ensure equal access, opportunity, and choice for all students.*

–	1–	2–	3–	Total–	Score–
A guaranteed (consistent/same for grade and content) and viable (do-able within a school year) curriculum.	**39.81%** 172	**21.06%** 91	**39.12%** 169	432	2.01
Core experiences identified and provided for all K-12 students with flexibility in the system to maximize opportunities for students.	**31.94%** 138	**41.20%** 178	**26.85%** 116	432	2.05
Provide opportunities for students to achieve their goals through exposure and exploration.	**28.24%** 122	**37.73%** 163	**34.03%** 147	432	1.94

1. It is important that all students who are struggling have access to remediation and intervention opportunities. It is also important that students who are consistently successful have opportunities to enrich and expand their learning.

2. I think that we could do more to provide students with choices at the high school level. I feel that there are too many students in study halls. I think that it would be beneficial to create more electives and hire more staff to teach them.

3. For ALL students-we need to challenge the brightest students; we need to provide the least restrictive environment for students* without* disabilities as well as those with disabilities; we need to schedule relevant courses for those with disabilities; we need to find a space for those who have "opted out" instead of continuing to expect different results from those with high absenteeism and low motivation.

4. Fair isn't always equal.

5. Students should be given opportunities to meet their individual best. It should never always look the same because learners are not the same. Our failures and lack of achievement are due in part to teaching information that is not developmentally appropriate.

6. While these are all very important objectives for all students I do believe that emphasis

7. Clear ideas as to how we include our special needs students.

8. As a parent, I am concerned that as my daughter gets older and enters junior high and high school, that she will not be able to make a choice of if she wants to take advanced placement courses. I think that students should be able to pick what pressures may be placed on them.

9. Love our options for electives, it gives students to explore possible career options.

10. I selected the Core experiences objectives as the first to work on because it seems like this will be able to be achieved more quickly and the others look like longer term re-engineering of processes.

11. These are very broad, and while they have to be very broad to keep them simple and manageable, it is important that they be executed in such a way that they remain meaningful. We have to adopt and promote procedures that keep these items at the forefront of what we do. These objectives need to matter and need to stay part of the daily conversation.

12. Though I agree with the goal, and its components, I do not feel that each individual classroom needs to be on the same exact schedule in order for the students to be successful. As a subject, we have standards and objectives to follow. As long as those standards and objectives are met, it is not necessary to have all the teachers in that subject to be teaching the exact same thing at the exact same time and in the exact same manner. Actually, it is impossible when classes need to share materials. In addition, with co-teaching classes that have students who do not have a reading level above the 2nd grade in a 7th grade class, the methods of instructional delivery need to change for those students to be successful. The time table also needs to change. Until we do something about students coming into Ray that cannot read, having all classes do the exact same thing is unreasonable.

13. Not all students need to have access to all activities. Some student may need life skills rather than advanced math or sciences.

14. We must proceed with caution when we try to pigeonhole common grade level classes so that their is common pacing and assessments. Some of these courses are simply different classes and trying to push for common assessments and timing is not appropriate. At the high school we may want to consider revisiting the structure of the school day. 40 minutes classes does not lend itself to exposure and exploration.

15. I greatly value equal access but wish it didn't come at a cost for students who become frustrated trying to take the same test as their peers all in the name of collecting data. Eg: giving a child, who is not at grade level, the same reading test as his/her classmates for the sake of consistency while knowing that the child will score a 1.

16. That's a great goal, yet we have minimal "choices" in our math department

17. The expectations regarding consistency within each content/grade are concerning. We are told we don't need to be a carbon copy of one another, and yet the push seems to be in that direction. I understand the need for appropriate timing/common assessments, but the idea that each child's experience in the middle school will be the "same" is not realistic.

18. I feel the goal is appropriate, but question whether there is enough staff at the elementary level to achieve this. Perhaps one more special ed teacher at each elementary would make this more successful.

19. Lock step learning is ridiculous. The state of NY has already provided us with a viable curriculum.

20. Make sure that this does not turn into every student should go to college and take AP classes. Sending all student to college is not a good thing some are better off working in the trades. The opportunity should be there for any student who wants to go to college.

21. Maybe more exposure to different career paths, other than the typical, early on so there isn't as much pressure to know on own when planning for what lies ahead prior to High School and heading to college and beyond.

22. It seems like there are a lot of inconsistencies across elementary schools with regards to how things are done. For example, RTI service providers are assigned per building, versus where the needs are so a student who might be serviced in one elementary school wouldn't be serviced in another because the needs are higher. Depending on which school they are at, two students with the same exact scores might be able to receive services at one school but not at the other.

23. Providing opportunities for students to achieve their goals should include making sure that students can take the appropriate classes. Schedules should be setup to allow flexibility for students to adjust their schedules and not be stuck in a class they don't belong in just because they were given misinformation and now can't get into the right class because there weren't enough sections scheduled.

24. We are in need of access to more chromebooks. They are a critical tool in providing opportunity and choice in all content areas. We have been juggling trying to share resources and we simply do not have enough. At a minimum there should be 2 carts per grade level. I know we have the capital resources and we should spend it wisely on technology.

25. Ensure that there is sufficient technology to provide core experiences to all students (i.e. a potential 1:1 program).

26. Flexibility , I believe you have to know the student, so what may work for one of my students may not for another. I try to show and make a difference in all the students I come in contact with.

27. For the library's information literacy curriculum, it's impossible to scaffold learning if I can't ensure that students are all consistently exposed to specific learning standards at specific times.

28. Even though we have been working diligently on the curriculum, we have a long way to go. We are teachers, not curriculum writers. I think we still have some gaps.

29. This is a worthy goal, but it will fall short if implemented solely at the expense of teacher creativity and discretion.

30. Know your audience. Each child is an individual and may learn just a little differently. The Goal is for them to learn and be successful in life. The goal should not involve our pride and limit the child to learn only one way.

31. We will need more opportunity for outside community resources to ensure learning. For example, bowling, YMCA (Swimming), Beaver Lake (Walking, hiking, snow shoe).

32. I believe "a guaranteed & viable curriculum" is a top priority as we as a District need to know a student did receive instruction on what is included in the curricula. While some of my colleagues may argue a goal like this takes away the craft of teaching, I beg to differ. We, as classroom teachers, are at the bottom of the decision making ladder in reference to what IS taught in the classroom. It seems if everyone was asked to adhere to the same curricula but given the freedom to decide the way the curricula was presented to students, we find increased student success.

33. Students in the same grade level should not have to all be working on the same topic at the same time, nor should testing on these topics be completed at the same time for all classes. Teachers should have flexibility to teach topics when they feel it fits into their individual curriculum.

34. Teachers should not be expected to be lock-step (on the same page at the same time). The core curriculum should be guaranteed but some autonomy is needed.

35. Although choice is a positive idea, students are all at different abilities and strengths. They are also developmental in regard to learning so foundational knowledge is essential. There is a need to take into consideration the needs of students with support in place for both those who are struggling and the students who are excelling.

36. There needs to be more requirements for the accelerated programs. We need to concentrate on the Quality of education students are getting and a solid foundation is more important then accelerating students or taking "college" courses in high school. Teachers in the classrooms need to be heard and part of decisions instead of people who are not in the classroom and are disconnected.

37. Do not limit BOCES seats.

38. The district needs to commit to a doable, viable curriculum (with materials)that makes sense to its teachers especially at the elementary level.

39. Students need exposure to real life problem solving opportunities, and BASIC life skills. We have a lot of students that can solve multi-step math problems and answer higher level comprehension questions but cannot problem solve when faced with simple tasks that they may encounter daily.

40. Teachers should have the ability to differentiate instruction for students in class. The idea that each teacher should be teaching the same material on the same day and giving the same common assessment on the same day is ridiculous. Teachers and students are not automatons. Teachers should have the flexibility to change instruction, on a daily basis if necessary, to meet the needs of their students.

41. I think that making all teachers in a subject area teach the same thing, the same way, at the same time, using all of the same materials is not the way to get the best results. Collaboration and ensuring all students have access to curriculum are important, but this is not best way to make it happen.

42. It concerns me that we devote an enormous amount of time and energy to help our low/struggling students. While this is very important, it has made our strongest students an underserved population as well. The top kids are often used as peer partners to help the lower kids. Instead, we should be challenging them academically and giving them the opportunity for independent learning activities that will continue to push them to expand their boundaries.

43. BCSD needs to be more progressive in offering diverse electives in sync with current career trends as well as offering more sections of existing elective courses in areas like Business, FACS and technology where some students with interest in those careers (which all have growing job opportunities) are currently unable to get into those courses.

44. What do you mean by core experiences?

45. Equal access/opportunity which includes fair choice for participation in content that is cognitively and developmentally appropriate for individual students.

46. ALL students who would like to explore a CTE (Career Technical Education) program at Boces should be able to select that option and not be limited by a finite number of seats set ahead of time.

47. I feel every student deserves an equal opportunity for a good education. So we as a school district need to offer that to every student. However, if a student is disruptive and does not accept this opportunity, they should not be kept in the classroom to take this opportunity from the rest of the students. They in turn should be given an alternative learning experience that best meets their needs.

48. Equal access does NOT mean we have to be cookie cutters of one another. It does not mean one size fits all and that opportunities should be denied of students because they are not given to all. All students do not come from two parent homes, so not all students are given the same opportunities. All students do not get wholesome, homemade lunches from their parents, so they are not all "having the same experiences". We cannot make decisions for a building of almost 900 or a class of over 400 based on the fact that ALL should be receiving the same experience when we have 5 elementary buildings that are not ALL having the same experience. Until all five elementary schools ALL have a kindergarten graduation, 5th grade graduation, physical fitness awards, etc., we shouldn't ALL have to have the "same experience".

49. Choice of what?

50. This means to me as well as students, teachers need to be allowed flexibility to give their students as choice and not locked into a situation where this needs be done because of common assessment.

51. We need more support for the special education students in order for them to be successful in this area. Sharing 1 on 1 assistants and dividing them between students is not helpful for the student or other students in their classrooms since the teacher is focusing on the challenges that student may create during that class.

52. Students need to be informed more about the courses and options available to them. Not sure if this means a "road show" or more descriptive write-ups.

53. It is important during the focus to make instruction more consistent to ensure that there is enough flexibility for lessons/experiences to be adapted based on individual needs.

54. Scheduling of chorus, speech, OT, lessons, sometimes gets in the way of students' accessibility to academic services.

55. This needs to be clarified to make sure all students are offered different paths in achieving this. High standards are important but the same box to fit all students into isn't.

56. Regents level students have limited options for science and math once they have met their diploma requirements. These are students whom are not interested in taking AP classes nor do they need to for their college/career path. All students whether they have taken accelerated math classes should also be able to access math classes that teaches personal finance. These classes teach math skills that everyone needs in their lives.

57. Many students do not have equal access to computers at home. With the districts sweeping use of Google Classroom and Castle Learning, many students will be at a disadvantage.

58. I think the actual content of curriculum needs to be more flexible, so teachers feel the freedom to adjust to meet the needs of their students. Also, the skills that need to be targeted in each grade area do not always have to be exactly the same and should be scaffolded due to academic readiness.

59. There needs to be better flexibility in the structure of classroom settings and educational form to accommodate the growing trend of special needs students.

60. It appears sometimes that students' learning is hindered by distractions, or behaviors, of a few students who need extra attention. It's not always a level playing field.

61. A guaranteed and viable curriculum should not be created by a small group of randomly chosen teachers at each grade level. Curriculum should be researched based and designed by experts, not by teachers googling reading passages and assessments from free websites.

62. Yes, I feel student choice will be better served by bringing back many of our elective courses that we have lost over the years.

63. I think that we need to address the idea of adding additional staff, especially at the high school, to provide more educational opportunities for all students. It isn't providing equal access and opportunity if students are wait-listed for courses and we have hundreds of students in a study hall every period of the day.

Strategic Goal - *Promote collaboration, innovation, and flexibility to prepare students for their futures.*

	1—	2—	3—	4—	Total—	Score—
Value placed on taking risks as learners.	9.72% 42	26.16% 113	34.72% 150	29.40% 127	432	2.16

Systems designed for flexibility and responsiveness.	37.73% 163	27.31% 118	25.46% 110	9.49% 41	432	2.93
Strong connections established between the community and schools.	10.19% 44	14.35% 62	22.22% 96	53.24% 230	432	1.81
Evidence of creativity, collaboration, and problem solving.	42.36% 183	32.18% 139	17.59% 76	7.87% 34	432	3.09

1. It is important to have quality time for collaboration.

2. It would be wonderful to have time built into the day to collaborate with colleagues. I would also love to be able to observe other teachers.

3. Understand that not all students are college bound, what do we offer those students?

4. I would think that preparing our students for the real world would require a whole lot more diversity among our staff. When you look around the auditorium during s PDC day, the last thing that comes to mind is diversity.

5. All are extremely important....each value needs to be reflected differently at each grade level on question 4.

6. In order to achieve these objectives, it seems like you first need to be nimble i.e. flexible and responsive.

7. Again, we need procedures put in place that keep these objectives part of the daily conversation.

8. We need effective use of teacher/staff planning time.

9. Include appropriate special area teachers to help achieve the goals.

10. I value creativity, collaboration, and problem solving as prime objectives but am leery of when it becomes more about evidence rather than experience.

11. Collaboration time with your department/content area to work on curriculum--not the curriculum format the district is pushing.

12. I believe that not all students learn the same way or on the same level. I think we need to look into ways to help the students learn and be successful instead of placing them all in the same group and expecting all students to be successful.

13. Socially promoting students sets them up for failure once they enter high school regents level courses. Many students feel the hill is too steep to climb so why bother trying. I would like to see more flexible options/support for students who struggle...just pushing them onto the next grade level/course only compounds the problem.

14. Maybe more opportunity to 'explore' and understand 'why' and less pressure to just 'know' because ?

15. Providing flexibility for students should include making sure that students can take the appropriate classes. Schedules should be setup to allow flexibility for students to adjust their schedules and not be stuck in a class they don't belong in just because they were given misinformation and now can't get into the right class because there weren't enough sections scheduled.

16. We need mentorships. Many jobs have not be created that our students will need to do. Students need to see what is out there before they make life choices in college and career studies. I also believe that we need to do more project-based learning because therein lies the beauty of thinking outside the box and learning from our mistakes. I believe that engagement and creativity on all levels: elementary, middle and high school should be our focus. I have spoken to many older students that I have had in the past and they truly dislike school even though they are doing well at it. I feel that we are selling them short by giving them a great deal of work. I truly believe that quality of our expectations and goals should be the focus, not the quantity of what we expect. I believe there should be more cross-class collaboration on projects that intertwine and interest our students. It all boils down to our curriculum and the quality of the projects and units we choose to use. Quality and realistic expectations are critical. Two hours of homework in one subject is abusive.

17. As the state standards continue to shift toward a more problem solving approach to learning, the District should provide ongoing professional development regarding these shifts and how to adjust our teaching to better provide students with opportunities for creativity, collaboration and problem solving.

18. All very ambiguous and not achievement focused. Could be improved upon.

19. Not all students are cut out for the same path, so goal setting needs to be done sooner than high school.

20. I feel the connections established between the community and schools are inherent. School is a community in and of itself, and the school is set inside of a larger community. Neither can become lost within the other, or at the very least would be extremely challenging to ever become disconnected. Through creativity, collaboration and problem solving, community based thinking becomes a given.

21. Truthfully, I had a very hard time ranking the order of importance for these, as I feel they are all pretty close in importance given the approach of an increasingly automated society and workforce. Therefore, and I would probably change my responses at later dates.

22. I believe a system designed for flexibility & responsiveness would allow for an increased value on taking risks as learners. It feels as if students (and families) are too concerned with receiving the highest marks possible on the 1st try rather than taking time to learn: manipulate, discover, and evaluate what works for each student as they master curricula.

23. Students should be allowed a wide variety of experiences in the classroom setting. The present educational focus on math and science limits their opportunity to be creative in other areas. Education should never limit or try a one size all approach.

24. There is wonderful resources within our district as well as our community. We have multiple higher learning opportunities that would provide both shadowing and research for our students but we need time to reach out in order to create these.

25. To place a value on learners taking risks without penalty means that teachers will have to grade differently and allow students to learn over a period of time. This means that teachers will have to allow students "redos" for tests, projects, etc.

26. PlC format is not working. Give a full day for teams within a school to collaborate . We rush through and leave it until next time. It rarely gets accomplished and we are away from the kids .

27. Opportunities for learners to solve real world problems with local business and community partners.

28. Again a huge focus on problem solving skills and personal accountability as a student and community member.

29. Both students and teachers should have the opportunity to collaborate, innovate and be flexible in learning. In the past, however, there has been little of this in Baldwinsville. For the most part, decisions have been made at the top and forced on teachers with little to no collaboration or discussion. Teacher leadership is

important for collaboration and innovation to work. Flexibility in the classroom needs to happen and cannot be squashed by forcing us to teach the same material on the same day.

30. The ability to collaborate effectively has historically been one of the things that employers most want us to develop in our students. A teacher's ability to adjust in his/her classroom is one of the keys to enabling us to be flexible and innovative when it comes to our students' instruction. One problem that has been occurring in the past few years is that administration is more concerned with all staff being the same and that it's not fair if teams give different experiences at this grade level. What does this say about the value placed on innovation and/or flexibility? I understand that parents may be comparing teams, but a supportive administrator will respond to a parent by saying, "Every team provides a solid education to the students in our district." We as a district need to practice what we preach when it comes to encouraging students to collaborate, innovate, and be flexible.

31. It is very important that we prepare all of our students for their futures. Not just the high achieving type students but the average, the learning disabled and the 12:1:1 students. All of our students deserve an opportunity to unlock and tap their potential for successful futures.

32. What areas beside pushing AP courses is the district going to develop to help students be career ready (instead of focusing only on college ready?) How is the district helping students who may not be college bound but who do have career potential, develop skills they need after graduation. What does the district offer them at the high school, beyond sending them to BOCES programs?

33. Allowing students to do internships outside of the high school and in the community would allow students to decide on realistic career goals...especially during senior year.

34. If we are to prepare students for their futures, attendance must be addressed. Student absences are out of control. There must be some type of accountability for seat time. Ten to twenty years ago, NYS Regents required 85%seat time. Something needs to be done here...

35. Our entire educational practice is based on assessing if students know something or not, and responding appropriately. What to do if they do know it??? What to do if they don't??? This requires constant and immediate flexibility and responsiveness

36. This is a very important goal because education has been and always should be preparing students in the best possible way we can, to be good and productive citizens.

37. Not all students do their best work in collaboration; some work better independently.

38. Curriculum needs to reflect flexibility.

39. I think that students should be better able to become problem solvers, rather than the current "what was my grade" mentality. The world needs individuals who are able to creatively solve problems. Students now are too focused on their grades and not on thinking outside the box or being creative thinkers.

40. Is the collaboration, innovation, etc. done by the STUDENTS for the students, or is it the TEACHERS do it for the students?

41. We need to be able to be responsive to student needs and not be locked in to old beliefs and old systems that are not effective.

42. Stronger emphasis and exposure should be placed on the "trades" as a career path. These jobs can be very valuable and lucrative for those students that do not desire college. Im referring to plumbing, heating, electrical training. There should be talk early on about this option.

43. More time be given for team collaboration including teaching assistants. Our Teaching Assistants are a vital part of making our programs successful.

44. I think we should keep doing what we're doing

45. I think that critical thinking should be added to the list of things necessary to preparing students for their futures.

46. Again, without the addition of staff and programs, we simply cannot meet this goal. We can promote collaboration in the classroom but the flexibility for students to pursue academic paths that interest them is limited by our lack of staff.

Strategic Goal - *Achieve educational excellence and high levels of learning for all.*

	1	2	3	4	5	6	7	Total	Score
Learning gaps based on demographics will be eliminated.	**11.11%** 48	**9.03%** 39	**8.56%** 37	**11.81%** 51	**13.19%** 57	**19.44%** 84	**26.85%** 116	43 2	3.2 7
Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.	**39.12%** 169	**15.51%** 67	**16.20%** 70	**12.04%** 52	**9.95%** 43	**5.56%** 24	**1.62%** 7	43 2	5.3 9
Students will be provided relevant and challenging experiences inside and outside the classroom (i.e., mentoring, internships, school to school experiences, etc.).	**9.72%** 42	**13.43%** 58	**22.22%** 96	**20.60%** 89	**16.90%** 73	**11.57%** 50	**5.56%** 24	43 2	4.2 2
Student skills will be transferred from one setting or content area to another.	**6.71%** 29	**18.75%** 81	**13.66%** 59	**20.60%** 89	**14.35%** 62	**17.13%** 74	**8.80%** 38	43 2	3.9 6
Students will be critical	**12.50%**	**14.35%**	**18.06%**	**17.59%**	**18.98%**	**14.81%**	**3.70%**	43	4.2

consumers of information with the ability to effectively evaluate information and make informed choices/decisions.	54	62	78	76	82	64	16	2	5
There will be large participation in challenging coursework whether at the Regents, Advanced Placement or College level (concurrent enrollment).	3.24% 14	6.71% 29	6.48% 28	6.02% 26	12.96% 56	20.60% 89	43.98% 190	432	2.44
Students will be exposed to life skills, including personal finance, career management and professional behaviors.	17.59% 76	22.22% 96	14.81% 64	11.34% 49	13.66% 59	10.88% 47	9.49% 41	432	4.48

1. This is a vague objective. What does this really mean?

2. All students need to be exposed to life skills. This class is perceived as for the "lower" students. However, it is clear that the majority don't know how to conduct banking, what types of insurances there are, things you need to budget for in their future, etc.

3. Students need to master the basics before they moved on to the next level. We need a pre-1st so students have the gift of time to develop. It would save our district MILLIONS in spec. ed and would help close the gaps. It worked for my child... He graduates this year and will be attending a very prestigious university next year.

4. I think it is important that we as teachers meet students where they are, continuing then to improve on their education. It is naive to believe that every student will achieve educational excellence and high levels of learning. What is 'high level' of learning for one may not necessarily be for another and I believe that should be acceptable. That does not mean that students that do not achieve what are deemed 'high levels' of learning are not successful.

5. It is difficult to achieve excellence and high levels of learning for all when you have very disruptive students in a classroom. Splitting a TA to cover multiple assignments during the day is not conducive to having disruptive children under control so other may have the opportunity to learn.

6. Important to recognize that motivating and empowering staff to achieve their personal best can reap exponential growth and benefit to students. Deliberate and calculated support, positivity, encouragement, and professional development can move the mountains necessary to make the strategic plan come to life, every day. Let's do whatever it takes to keep this from being a binder on a dusty bookshelf. I'm in!

7. Again, staff needs time to effectively plan for students to achieve educational excellence. Meetings like the Ed Camp meeting from yesterday felt like an extremely ineffective way for many of us to spend our very valuable time. If I ran a class like that - with no concrete goals or plan, with no direction, I am certain that educational excellence and high levels of learning for all would not be achieved.

8. Students need viable and valuable life skills in order to be successful in today's society. They need coursework that is challenging, but not all students need it at the Regents or Advanced Placement level. As a matter of fact, not all students can perform at that level. Especially when they cannot read above a 2nd grade reading level in 7th grade. We desperately need to address the fact that students are coming out of elementary schools without mastering reading. Retention at the elementary level needs to occur. When students know they will be passed on, no matter what they do, they will not put the effort into achieving success. But if they knew that they could possibly be retained and made to repeat the grade unless they mastered the concepts, they may actually take school seriously and put more effort into mastering the skills taught. I believe the number one problem with the school system is no retention, not demographics. There will always be different levels of income, education, and economics within a school district. We cannot do anything about that. But we could help students become more successful if they would take school seriously, and realize they have to "earn" movement to a next grade level.

9. I think that lessening gaps between students is important, but I also think it is important to provide opportunities for those segments of the student population who aren't necessarily headed to a 4-year college.

10. Appropriate support, training, time and class sizes to ensure success. Class sizes not based on district average but the school itself.

11. This survey was ridiculous. Ranking 7 items is difficult.

12. Demographics are going to have an impact - what happens in the home and the family dynamic is going to have a direct impact on how students perform in school.

13. We can't control, only encourage, student's desire to achieve academic excellence, but if encouragement is unwavering starting at the elementary level, I believe we can make a difference.

14. As previously stated, we need to address the problem of simply socially promoting students. As students enter algebra without having passed 7th or 8th grade math, most feel the course to too challenging and fast-paced so they don't even attempt to try...they feel the hill is too steep to climb. Putting them in regents level courses without having passed previous courses sets them up for failure. Taking regents level courses is extremely beneficial to all, however, our current philosophy of simply socially promoting students who have not learned necessary prerequisite skills just sets them up for failure.

15. I think that it's great that our district provides a couple different levels of learning opportunities for the students, for those who need a challenge and those who are working at their appropriate level of learning. I think understanding why subjects are taught and how they matriculate into life knowledge and is very useful and might help with overall motivation and basic understanding. I do think students are put under a lot more pressure than in years past and wish some of that could be alleviated. However, I also realize that is the world we now live in, for better or worse. Maybe more life skills and organization courses would help with that? I also have a suggestion that keyboarding and computer skills be brought back in the elementary setting. With all the technology that we use today, a basic understanding of keyboarding and computer management is super important to know, especially starting at a young age.

16. How can students achieve high levels of learning with having no honors program? Too many students are accelerated based on parent preference but not held to any standards. Many students then struggle through classes they shouldn't be in, which also lowers the level of that class. High achieving students then are not being challenged and are just bored sitting through slow moving classes. Students should have the opportunity to challenge honors level courses, courses that go beyond the regular curriculum, not just courses at an earlier time (acceleration). Students are limited to being bored and not challenged through regular curriculum courses until they are seniors and can take the "AP" level courses. This is limiting to their

high level of learning, limiting to their exposure to challenging experiences, and limiting to their college options. Also, since some students haven't been challenged until they are in AP courses, a lot of them struggle with the new challenges that they face in those courses.

17. Once again the quantity of the work does not mean the quality of the thinking and learning each student does. I believe that we need to we structure how our curriculum is addressed and seriously look at project-based learning. The more real experiences and thinking tasks our students get, the more we prepare them for the future.

18. The largest skill gap for exiting high school students is the ability to be critical consumers of information with the ability to effectively evaluate information. As such, the District needs to promote collaboration between the library media specialist and content area teacher and the delivery of targeted mini lessons to effectively address this skill gap in all curricular areas.

19. I believe it takes everyone to do there best to achieve every single goal for themselves and there students

20. We need to remember kids with special needs and learning disabilities as well as those with gaps based on demographics will need additional support. Each year In the younger grades we have less and less personnel available to support these students. If we can't build a strong foundation, the gaps will increase rather than decrease.

21. Guidance and positive atmosphere should be incorporated as well as the tools needed.

22. I believe that learning should encompass all levels. The students who learn faster should have access to more challenging lessons and the students who need more time should be accommodated as well.

23. I'm always saddened by the idea that a large participation in "challenging coursework" such as Regents, AP/College level coursework is the priority to strive for in our system. What is to happen to students who truly enjoy working with their hands, problem-solving & desire to enter a trade? If we continue to push "college" as the goal, we (as a community) will be very sad in the near future when there are few businesses to choose from for various the skilled trades. Perhaps the student who earns a top score on college placement exams & finished at the top of his class could become a successful entrepreneur... I believe our educational system should aim to graduate students who are ready to live on their own & find positive means of income immediately: college is a bonus.

24. Student placement in more rigorous classes should be based on demonstrated ability, not on desire.

25. Success breeds success at every level. Raise the bar and students will join you. Over the years education has been lowering the standards to get all students through and in the end students have not seen the importance of learning in regards to personal success. On top of this, lowering the standards has not helped the lowest achievers either.

26. For this to be effective parent workshops may be needed. Such as parent universities, tutorials on how to help with CC ELA and CC Math.

27. It seems that there is the misconception in the district that Rigor means students should have a higher volume or work. Many students in our district are overwhelmed with the work load and not able to take advantage of enriching experiences such as music, volunteer work, athletics, etc. without compromising their emotional well-being. Also, my impression is that there is a continuous push for students to learn more and more rigorous, college level material earlier rather than really ensuring that kids are truly mastering foundational curriculum. Students are quickly moving through accelerated material without truly understanding what they are learning then moving on to even more difficult accelerated curriculum with a weak foundation. Although it would be nice to think that students are choosing accelerated classes to challenge themselves, many students are requesting placement in accelerated classes to avoid the stigma of not being accelerated. The non accelerated track is now saturated with students who struggle, creating a larger divide between those with IEPs/504s and the regular population. The district's unrealistic strive for

academic excellence is resulting in high levels of students stress/anxiety (weakened mental health), lower student educational confidence, and compromised educational foundation on which to build.

28. What is considered educational excellence? 65%, 85% That need to be defined. NYS defines mastery at 85%.

29. Really like and think we desperately need to implement a goal that will expose students to life skills!

30. Since I have been in Baldwinsville, there have been many initiatives introduced. In some cases, considerable amounts of money have been spent to implement these initiatives. Unfortunately, most of these initiatives either disappear or abandoned to implement the latest and greatest initiative. Before the district chooses goals and initiatives, it must decide whether they are willing to implement proper planning, money, time and effort to truly see the project to fruition.

31. We have far too many students entering 6th grade reading at levels much lower than grade level. We need to have a better program in the elementary grades to address these students. At Ray there needs to be more reading specialists on staff as well as a program for individualized instruction to allow for high levels of learning for all. This also goes for math.

32. Differentiating our instruction to help our students improve and achieve to the best of their ability is key. With class sizes of 26/27, this is very difficult. Ray MS seems to be the bottleneck when it comes to getting assistance for our students. As key transitional years for students, it would be wonderful to see the district invest in the middle school by enabling us to provide: inclusive teams throughout the entire building (more sp.ed. staff), smaller class sizes (more instructional staff), support for students and families with mental health issues (more guidance/counseling staff), a targeted approach to RTI writing as opposed to just reading/math (Ray used to have this!), a summer school program for sixth and seventh grade students who consistently struggle (again, we used to have this, and it seems unfair to hit them with summer school at Durgee after we've trained them for 7 years that they will never get held back/retained), the ability to flexibly group students by needs within a team to best target instruction (an investment in teams and team planning time as well as being "permitted" to use our educational expertise backed by data to group our kids would enable this to happen.) "Equality is everyone getting what they need...not everyone getting the same thing." [Dr. B. Berry] This quote was shared with all staff who went through Rick Wormeli training and philosophically it was promoted by our district. Now, it seems that the administrative focus is more on ensuring that parents are happy and all students get the same thing, right down to the classroom supply lists. Staff needs clarification about what you'd like us to prioritize. I miss the days when staff was encouraged to be flexible and creative with our classroom instruction! It enabled us to instill a love for learning in our students which has been more difficult to do in recent years.

33. It is important that ALL of our students have a chance to achieve their potential.... no matter what learning abilities they may have. We need to help them achieve the potential that they have and encourage students to have a life long love for learning. I see many students who are giving up as sophomores and it is heartbreaking to think that they are giving up as tenth grade students. We need to reach out to all of our students and learners!!

34. Within the individual student's own time frame.

35. I believe strongly in real life skills, credit cards, interest rates, cost of living, careers and where they will take you, income expected with career choices, etc. This may entice some children to see they do have a future and they do have power over their future. Sending kids into the world without life skills and life lessons is perhaps the biggest failure of our society today.

36. Statistics and data are less important than life experience. Will the district move beyond a data driven model (how many students graduate with an advanced regents degree, how many students scored exceptionally well on the ELA, etc) to a real life experience focus. How many students have had a chance to explore career options? How many have been able to take electives of their first choice (rather than what "fits" into their schedule? How experiences beyond the classroom have students been given? (Marching Band/ Science Olympiad competitions)

37. This is a goal that our team and school strongly believes in, however, it is difficult to achieve this in some classrooms (inclusion and BIP specifically) because of the lack of planning time between teachers and co-teachers. We are always on the go, have limited time with each other, communicating mostly in the moment, and therefore, are not able to plan effectively ahead of time in order to promote educational excellence and high levels of learning all the time.

38. Exposing students to life skills is something missing from current upper level curriculum. I would also include training students in a trade or offering more opportunities like this to students who may not be on a college bound track. Having these students leave with a trade or sets of skills will prepare some students more for post high school life.

39. I have no problem teaching high or low level students. I also understand that there will always be low or struggling students in each class at times. However, the discrepancy between high and low level students has and is becoming more and more unmanageable. At times I feel I am teaching 3 different curriculums for three different level students because the numbers are so high and the abilities are so varied. With a viable and consistent curriculum we can teach much more efficiently and at higher levels when learning gaps are closed. I know that each of us in our right mind is an RTI teacher, but the learning gaps are getting severely out of control. I have noticed this happening more and more with emphasis placed on testing and mandatory accelerated courses. Having changed grade levels, I am seeing across the board in many different grades, hearing the same thing from colleagues, and continually sympathize with parents who want to know why their child isn't getting more attention. I am very tired of hearing "The highs will always be high, we need to improve the basic skills of lower level learners." Every learner deserves my equal time, and it is insanely difficult to balance my time with all students when lower level students consume 70% of my time. I have no problem teaching lower students, but give me a class where the abilities are similar. We NEED to reduce learning gaps!

40. I again feel this is a very important goal, however, when students are not interested in achieving their highest potential we should not forget them, but the majority of our time should be spent on the students who really want to learn, and give the others an alternative learning experience.

41. Why is it a goal for a "large participation" for challenging coursework? Not all students are ready for challenging coursework, especially when they get moved on to the next grade level without showing mastery of all courses.

42. All admirable goals, but upper level students (Durgee and Baker) need to buy into this wanting the best out of their own education.

43. I find the above objectives to be too numerous and quite vague. These are incomplete objectives. How and when are they to be implemented?

44. Again, we need support for the special education students in the form of TA support and not "sharing" the TA.

45. Understanding of child development is important in order to realize there are differing levels of accomplishment, and that sometimes (for instance,transfer of skills to another content area) an area may look very different to different kids, grade levels, etc.

46. I am respectfully adding this...Part of what is getting in the way of learning is that staff have minimal recent professional development on dealing with challenging behavior. The CPS (Collaborative Problem Solving) model would also encompass many students with mental health challenges, neurodiverse learners, and any other student with significant skill delays. There are many resources out there, and we are not growing in this area. Other parts of the state are outpacing us on this. At the elementary level, we also need to bring back "project aware" to help these kids who are struggling so that teachers can get to the challenging content, and a child dealing with trauma or emotional/regulatory issues can learn skills to cope better in the school environment. We waste too much time managing behavior. This is a band-aid to real problem solving. Collaborative Problem Solving would also be amazingly beneficial for this building to learn. I urge

you to look it up if you are not familiar with it. CASDA in the Capital District offers an excellent training. It would be LIFE CHANGING for Elden to embrace this philosophy/strategy. If you are interested in learning more, you could contact me for a conversation on this as well.

47. Challenging course work CAN be challenging to particular students. Not all students are able to take college prep, AP etc. For a 7th grader reading at a 3rd grade level, challenging may be at a 5 grade level!!

48. The above ranking is tough- I feel the first 5 I listed are all highly valuable to our students

49. This does not mean increase the number of AP classes and enrollment in them. This district lacks a honors program that expands beyond English. If we are preparing students to enter competitive colleges and careers colleges are not interested in students padding their schedules with AP classes they are looking for a rigorous honors program that goes across content areas. This would also allow students to do more interdisciplinary projects. This district also lacks an enrichment program starting at the elementary grades. Acceleration is NOT enrichment.

50. High levels of learning should include learning that can be assessed in a way other than paper and pen tests. Im talking about kids seeing and doing with their hands. Many children learn this way and have this particular talent that should be valued and acknowledged. These are the kids that will be good at professions taught at BOCES, these jobs should be valued more. These are dying professions but are much needed.

51. I think we indirectly as a whole do and operate this way

52. Students should have the life skills needed so when out in the workforce they will know how to work their finances and know what will be required of them and whether they will need to go on to more advance learning.

53. Kids still need to be kids and have time to explore their world outside of school.

54. Yes, I feel we need to include more exposure to life skills within curriculum.

Appendix D

Parent Survey

1324 Attempted -- 865 Complete Respondents

Strategic Goal - *Ensure equal access, opportunity, and choice for all students.*

	1—	2—	3—	Total—	Score—
A guaranteed (consistent/same for grade and content) and viable (do-able within a school year) curriculum.	24.86% 215	22.08% 191	53.06% 459	865	1.72
Core experiences identified and provided for all K-12 students with flexibility in the system to maximize opportunities for students.	31.21% 270	41.73% 361	27.05% 234	865	2.04
Provide opportunities for students to achieve their goals through exposure and exploration.	43.93% 380	36.18% 313	19.88% 172	865	2.24

1. I did not rank them as they all appear to be fundamental. The descriptions were also very general and could have been better communicated using specific examples.

2. Would like to have more flexibility for students who excel in specific subjects to be able to be exposed to more advanced material in order to continue to excel. Also, the flexibility for students who struggle in specific subjects to be able to slow down and grasp the concept before the new material is introduced.

3. I am in agreement with this strategic goal, however, I would like to see a greater emphasis on the "helping students achieve their greatest potential". No matter the level, low or high, students should have counselors who can guide them to opportunities that will either assist them or stretch them to new heights.

4. Configuration of daily schedule needs to be reconsidered; need to a lot more TIME for students to think, work through and question content being learned. Too often we are "teaching to the middle" and students who need more time to process and practice don't get it, nor do accelerated students get an opportunity to be enriched.

5. Allow for accelerated learning so those that show a greater aptitude for a subject can excel.

6. My comments are as follows: There is currently no way to identify or provide for a child who is in all likelihood gifted. I would like to see teachers trained to stretch curriculum to keep these children busy and engaged. Our school system should not be content with only high test scores, but look for each student to work hard to reach their potential. Encouraging engaged and enthusiastic learners should be a core goal. There must be creative ways to achieve this without raising costs. Making a portion of the curriculum individualized would surely allow and encourage a teacher to point a gifted student towards more engaging work. I have felt this personally lately. My son entered kindergarten reading on a level 24. He continuously receives praise for the little effort he gives but also seems bored in school. Our family values school highly

and wants to instill a love of learning and hard work. But, it hard when a school refuses to identify a gifted student or fails to create an environment that acknowledges their special needs. This sentiment does not reflect our experience with our child's teaches per se, but without a system that identifies or provides guidelines, it is hard for teachers to be consistent. Again, I truly believe this could be done without extra funding, but by simply identifying these children and having their teachers collaborate with the student on additional projects to be completed individually by the student. These are easy changes, and I'm sure these changes would bring about positive results for a great many students and support the school's strategic goal. Thank you.

7. Opportunity for enrichment or differentiation for high functioning students so they are not bored while other students receive needed attention. Success and growth for all levels of students.

8. Choice is a good thing.

9. More teachers and or time to review if students do not understand content

10. There is a balance here to maintain. Equal access can't come at the expense of diversity and creativity. Be careful not to stifle innovation to ensure commonality.

11. School is becoming over crowded, my son is having a difficult year and is upset every day from school. Also school day starts too early in the morning.

12. Developmentally disabled students should have a wide range of experiences and opportunities, but achievement scores/levels should not be used in an overall average of scores of students with so called normal intelligence.

13. Self-explanatory, really. EVERY child of EVERY ethnic and financial background has the RIGHT to a full and unbiased education.

14. The elementary schools are clearly built and designed in different eras. Please ensure all children even those in older buildings have all of the same access as those in newer buildings. Including newer equipment and maintenance upgrades (i.e. water lead problems).

15. Not sure if this is relative but the removal of common core would be a benefit

16. While I hear about clubs and groups, my shy daughter only looks on and watches them.

17. Disregard my responses above. Isn't "a guaranteed and viable curriculum" the cornerstone of what is already required of our District? Why would I want my children to have "exposure and exploration" if it is on something other than a guaranteed and viable curriculum? Who wrote this survey? Are you describing the difference between book learning and physical application? What will change in the curriculum if you add more exposure and explanation? What goals do our elementary students set? They are told what their goal is and that gets back to the teacher having a viable curriculum to teach. When you say "flexibility in the system", does that mean allow the teachers to have freedom to teach students at their individual level? Isn't that what teachers are supposed to do anyway? This does not make sense! Did this committee define these strategic goals? Before you get to voting on the objectives, you need to go back to who selected the objectives? All 3 are equally important and things that our District should be doing already - for every student.

18. I am a big believe that we need to make education meaningful and relatable to the students. I feel providing this foundation helps foster a stronger will to succeed, encourages active participation in their learning and will support a basis for the students to find greater purpose in their education and future.

19. Equal does not mean the same - equal means every student gets what they need.

20. I'm less concerned with common core standards and care more about the children being engaged in interesting learning activities.

21. I would like advanced learning opportunities for children who can handle the challenge

22. Ensure children who need to be challenged with more advanced content are adequately challenged.

23. The k-12 curriculum needs stronger alignment within grade levels.

24. I believe this is a great goal which should continue to be the primary goal of the School District. It should be considered that elevation of the few at the cost of the many is always a danger in this environment. I commend the district for what they have done so-far in working to balance as I believe they are striking a sound and appropriate balance at this time.

25. I don't see how students with IEP or other pull out services have much "choice" in their schedule.

26. I feel that there is much focus on providing opportunity for students who don't meet the standard than there is for students who are above the standard.

27. Just as there are opportunities for those students needing additional instruction there should be equal opportunities for the students that need to be challenged....to remove the accelerated program (or make it mandatory for all) slows the pace and removes the challenges for those who genuinely need it.

28. Fair is not equal. Students with Special Needs may need different, more, flexible, not equal.

29. I worry about limited access to certain courses for students. My children have not been able to take all of the desired courses due to limited seats.

30. I am a certified teacher in Work Based Learning (Career Development) and feel strongly that students need more exposure to career exploration.

31. All means every single one. Look at the schedules, programming, teaching and assessment from the child's point of view and experience in school.

32. My son is taking the 4 year program -medical intervention. Why aren't we made aware of all the community based courses volunteering camps etc. that are out there. I research this myself and now have some friends that network together to help each other. (Volunteering at the hospitals-deadlines assistance, courses for teens through Crouse and Upstate, FREE Sat prep at SU, etc.)

33. More and more, I feel children are becoming learners from doing, not just reading. It's the technology age. I feel our education system should do as much as possible to mimic that trend.

34. An extremely difficult but necessary goal...gather data, shared analysis and have good communication between departments and staff.

35. Input from those involved is important

36. In order to provide equal access for all students, they should have 1:1 devices while at school.

37. This needs to include special areas such as library and technology. All students, regardless of their elementary schools should have the opportunity to learn the same library/research skills as well as tech skills. Typing and computer courses should be a requirement starting around grade 3.

38. Great goal, but it should come with being held to same standards. In other words, if a student fails, they get the grade they earned. None of this social promotion or afraid to hurt their self-esteem garbage. The real world is not a warm and fuzzy place.

39. I wish the gifted and talented program would come back to help children grow and excel and not be bored, give them a challenge like I was when I was in school.

40. Never forget BACK TO BASICS mentality or vision. Attempting this technique of this course of action to teach and for students to learn can get lost if you do not focus on the fundamentals.

41. Identify opportunities for students who excel and need more challenges to maximize their potential, and for students who have different learning styles.

42. I feel some higher level students aren't given challenges in line with their abilities. They are bored at times.

43. I wholeheartedly support this goal as I find that the district's elementary schools, as they currently stand, are separate and unequal. I would like to see Van Buren students have the opportunities the students at schools such as Palmer have. I would like to see Science Fairs, After School arts classes, and Bricks for Kids workshops. I would like to know that my child isn't being punished for not living in Radisson or on Shanagarry Drive. Equal access, equal opportunity, for ALL.

44. Has there not been equal access, opportunity or choice before? Seems like an obvious Goal.

45. I believe there should be more extension of curriculum opportunities for high achieving students at the elementary and middle school levels. WIN time is not enough. Students involved in music rarely get an opportunity to enjoy enrichment opportunities in math, science or the creative arts. Enrichment/gifted and talented curriculum should be available to students looking for more challenging academic opportunities.

46. To recognize and adapt that each child does not learn the same. Develop and implement strategies to engage the student in ways that are outside how the standard student learns. At times children reach out to teachers for help; however, the teacher unknowingly teaches the same format and the child gives up and is thought of as lazy.

47. Speak plain English on question 2. What the heck are you asking?

48. There is a lack of opportunity for advanced students in the elementary school level to excel. They are not given any opportunity to be challenged or to accelerate.

49. It seems impossible to accomplish a guaranteed and viable curriculum given the continual state and federal educational changes that occur - as well as the district itself playing around with the curriculum as demonstrated last year. In addition - taking special needs children into account does not allow for consistency in grade and content curriculum. It would be nice if we didn't treat our children as a one size fits all and provide the opportunities to learn and grow at their speed. This includes those who can advance ahead of what is currently offered, as well as extra support for those who cannot keep up.

50. We should have opportunities for high achieving students at elementary school level to be excellent. Including advanced topics like foreign language and computer coding for example which would be great for young children

51. The offering of electives at Baker is extremely important to my children. They will graduate with Advanced Regents diplomas, and the additional courses that they take help them explore ideas for their majors in college. Many of the FACS Nutrition courses that my senior is taking right now are of direct benefit to her as she enters college life as a Dietary Studies major. My sophomore is looking forward to being able to explore his personal interests through electives in order to help him get some ideas for a field of study in college.

52. Not all student organizations are given the same funds. Large discrepancies exist between the amount of funds allocated to sports programs, with little consideration and funds allocated for students in other student activities that are non-athletes.

53. PLEASE DISREGARD THE RANKINGS ABOVE. I am not sure why we are ranking these if they are all going to and should be addressed. These 3 items all overlap which makes ranking them quite difficult. Guaranteed and viable curriculum that is the same for all grades/content areas is important and should exist to meet the state expectations and local curricular decisions. I am not sure what you mean by the same. If two teachers teach the same content but one has a class that is capable of moving at a faster pace, does that mean they can't teach more content and test the students on the extra OR do all tests have to be the same from beginning to end? The tests/projects for the required content should be the same but if teachers want to add-on to a test to cover extra material the students were exposed to then teachers should have the capability to do this. Is this being practiced at this time? I hope so! Students have different questions/interests and teachable moments vary from class to class. Teachers should have the flexibility to assess students on everything covered in the class. So yes, all students should be guaranteed the same content but they should not be held back to keep everything the same. "Guaranteed" in choice one means the same as "core experiences" in choice two correct? Maximizing opportunities that are of quality is important and I would hope this has always been practiced in this district. Striving for a minimum would concern me. Choice two and three are very similar so I am not sure how to rank them. In two, everyone gets the core but flexibility is needed to maximize opportunities - wouldn't this be choice 3? Students' goals/interests used to maximize opportunities? Now there are 3 parts to this goal - equal access, opportunity and choice. I don't see equal access or choice being specifically addressed in any of these choices. What do you mean by equal access? Equal access to what? Any class? Any field trip, core experience? If everyone has the core and things are guaranteed, is that what you mean by EQUAL access? What is meant by equal choice? These two parts to this goal seem geared towards the upper grades. Does it mean everyone can take any class they want? This will affect staffing. Does it mean students can take whatever class they want even if they have not met prerequisites or have required skills? I hope not. That would be the same as someone saying they should have equal access to the job you have without being trained or having the background to do it well. Equal choice - what does this mean? Everyone has a choice to take the same things, different things etc.? Or does it mean that ALL students at EVERY level of ability have a nice and comparable selection of choices that are appropriate for where they are at that point in time? This question is so unclear and can't be ranked. There is too much overlap of the choices and there are two parts of this goal that are not even addressed in the objectives.

54. Increase family/community involvement in the schools

55. Hopefully, it can be designed in such a way that students will be challenged and have opportunities to challenge themselves through a combination of directives and exploration in line with their aptitude and performance.

56. I believe choice of curriculum, program and the path to get there, especially at the secondary level, is important. E.g.: Not all students will thrive in an accelerated program.

57. More opportunity for students in grades K-5 to excel beyond their class. Example reading level, math, etc.

58. Find a way promote job shadowing and for the love of god.. Teach these kids about having a bank account and financial responsibilities and preparing for a job, resume writing and interviewing. Kids are too spoiled and expect things to be handed to them and have no idea how to fend for themselves and most of them don't listen to their parents.

59. I see a lot of services for children that are failing or need extra assistance and NONE for children who consistently exceed expectations and are not challenged in the curriculum at all.

60. I do not believe that inclusion or balancing classes is helping everyone. It raises the bar for those in need, but leaves those that are high achievers bored with their school experience. While I understand the desire for inclusion, I feel from an academic perspective, it is a failure to those that need the challenge.

61. I hope the brighter students are given more challenging material so they can achieve their potential.

62. The phrasing of these objectives leaves a lot of room for interpretation. It's hard to tell what I'm prioritizing.

63. I think the better word is equitable. Equal access and opportunity may not bring about the desired outcome; equitable is better at doing that.

64. Place an emphasis on student innovation growth and achievement.

65. Believe they should focus more on academic excellence and achievement by students

66. Choice: How exactly is this objective measured as a strategic goal? This needs to be within the scope of curriculum-based learning. This word "choice" makes me scratch my head?

67. This does not mean that all students be offered the same thing. Not all students are the same. You've clearly seen the error in accelerating all students as it forces everyone into a track that may not be right for them.

68. The best solution to our education woes is competition...school choice. It is clear. Every parent should have liberty to choose (pro-choice) the foundation for their own child's education. Why would we deny liberty & choice???

69. With no previous contact with these terms and ideas, to answer this question/survey intelligently I need more background and explanation. What is given is not sufficient to make an accurate selection. What is the definition of the school for Strategic goal? What is meant by equal access, opportunity and choice? What is a Core Experience? How would students even set goals? Does consistent mean the level is boiled down to the lowest achiever? Why did my survey start with question 2? I AM FILLING IN RANDOM NUMBERS IN ORDER FOR THIS INFORMATION EVEN TO BE RECORDED. IT WILL NOT LET ME OUT WITH OUT ENTERING SOMETHING SO IT WILL BE RANDOM

70. While it's fine to provide equal access, not all kids learn at the same level or ability. Students who are accelerated should be given an opportunity to excel without being hampered by children who are not at the same level; while children who need extra help should be given an opportunity to excel as well, but not being placed in the same groups/classes as the accelerated. It can cause them feel inadequate, if they feel they are not at the same level.

71. I would like to see the district take accessibility for students with life-threatening food allergies much more seriously. New York State has published guidelines available online, entitled: "Making the Difference: Caring for Students with Life-Threatening Allergies." These guidelines are very thorough and establish many

recommended best practices. The NY State Guidelines establish the roles of students, parents, school administrators, school nurses, teachers, food service personnel, coaches, and transportation personnel in management of life-threatening allergies. The NY State Guidelines establish best practices for management of food in classrooms, cafeteria accommodations, and field trips, steps to take in the event of a reaction, and include guidance on applicable laws. These NY State guidelines were created in collaboration with the NY State Dept. of Health, NY State Education Dept., NY Statewide School Health Services Center, the American Academy of Pediatrics, and Bronx-Lebanon Hospital Center. The CDC also has published guidelines, entitled: "Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs." Additionally, the National School Boards association has published guidelines for the management of food allergy, entitled "Safe at School and Ready to Learn: A Comprehensive Policy Guide for Protecting Students with Life-Threatening Food Allergies." The Baldwinsville Central School District has a food allergy policy that falls well short of the recommendations in all of these established guidelines. In contrast, the West Genesee School District has fully adopted the NY State recommended guidelines and has a 53-page district policy/plan for food allergies and anaphylaxis. With all of these established guidelines and best-practices, there is no excuse to completely ignore all of them and not follow any of them. I am PLEADING with the district to revisit this issue and to fall into line with ANY of these established guidelines for the management of life-threatening food allergies in school. Curriculum-wise: As a parent, I first and foremost want to see the entirety of the required state curriculum covered by the district. In a rush to "accelerate" every 7th/8th grade student, without regard to the individual ability or level of each student, huge areas of deficiency were identified by BOCES in the district's curriculums for math and science. As a parent and taxpayer, I cannot begin to express how incredibly disappointed I am in this district for its failure to implement the state curriculum. These students were done a huge disservice, and instead of filling the gaps (created by BCSD) in the education of these students, the district has instead decided to push these students into classes for which they are ill-prepared. I sincerely hope the district addresses these deficiencies as soon as possible.

72. I am a parent of a student with a learning disability. I feel that between the common core, and the regents level courses that children starting in 7th grade are taking, is just too much for a good majority of children. Let alone children with learning disabilities. My child along with others (that I know of) are being forced into a 15:1 program that they don't necessarily belong in. Due to the fact that they cannot keep up with the curriculum. I believe that the current process needs to change so that all students can benefit.

73. Every student is different. What's good for one student may not be for another. Fairness taking in to consideration each student's strengths and weaknesses will provide the best outcome for each student.

74. Bring back gifted education. The problem with No Child Left Behind is that No Child Gets Ahead. That isn't how the world works.

75. Consistency among grades and teachers and schools. Less focus on testing of all kinds. Focus on better understanding for all.

76. Grading systems need to be consistent for one course. The experience now is, if a student gets an easier grader, their class rank goes up and vice versa.

77. Don't hold children back if they are finding the curriculum easy, let them advance.

78. Yes. You have not explained these very well to help a parent know exactly what you mean. Number One Priority is for my child to be engaged in learning and not do pencil and paper all day. I also want my child not to have to be given NY State tests that take hours. School should be about learning in fun, enticing ways not taking so many assessments!

79. Don't hold children, or classrooms, back due to less advanced students.

80. Don't offer courses to students if you don't have the capacity to fulfill the request. If a class is intended for seniors, then say so. Don't tell a sophomore that they may get into a class if it doesn't fill with Seniors first. Either it's available or not. This happened to my child.

81. All students are not the same and should not be treated as the same. That seems to be forgotten this day and age.

82. Why is the district using previous superintendent's Strategic Plan? The reason given for forcing the previous superintendent to resign was "going in a different direction".

83. if some kids need extra help to achieve this make sure they have all the tools they can to be most successful

84. Access, opportunity and choice should be assessed at an individual level based on capabilities and skills to succeed.

85. Why must all kids achieve the same goals at the same pace? A guaranteed consistent curriculum for to be completed in a year stuffs everyone into the same box. It is okay to be faster and slower. What happened to differentiated instruction? Does this mean if a child already can attain all the goals for a grade or class they just sit around and do nothing, learn nothing new? What about those who need more time to learn. This goal is not right for all and should be reworded to include all the differentiation of the students that attend B'ville schools.

86. As long as equal access does not mean eliminating programs for those students who excel or who need extra help.

87. I don't think it's possible for each student in a grade level to follow the same curriculum and expect to get the same thing out of it. Every child learns in different ways and timeframes. Those who are more advanced should learn at a more rapid pace so they can keep expanding their minds, and those who learn more slowly should have lessons kept at their pace so they don't fall behind.

88. School shouldn't be about testing to take a test; it should be about learning valuable strategies for life!

89. Some students excel in studies rather than music, sports, etc. They should be able to receive opportunities to take classes with those who also excel in academic challenges and not be held back by classes where "everyone is given equal access" even if they can't be successful in that environment/pace of learning. This strategy causes frustration to the accelerated learner and failure to the one who struggles. There must be a past history of accelerated grades and achievements to obtain access to some classes just like there are try-outs for sports and special music events.

90. I have had two student flow through the system with very different educational needs. My daughter is a senior and very typical. However my son had educational deficits and a 504. He was still handled by guidance and teachers quite the same with the push always toward college and a typical educational type learning except for one class a day. He is very intelligent and articulate however I did not feel he was given flexible options to thrive and found there is not much innovative options for students like him such as verbal testing as he had a handwriting disorder. Even his teachers stated if they were allowed to test him that way he knew the material he just could not write it down. I found that Baker HS is geared very much toward preparing all students for college and does not get kids on the vocational path early enough who are not college bound and want all kids to fit the same mold and not be different.

91. Allow students to be encouraged to pursue their talents and skills and an option to form their strength.

92. To play a sport is to be shut out of academic clubs and, I assume, vice versa. Must students sacrifice one for the other? It seems some creative time management might allow my son to participate without such agonizing choices.

93. Add adaptability

94. I think they are vague. What do you mean by "core experiences"?--related to common core? What do you mean by "exposure and exploration"? To me, these words imply the ability to have the chance, within the curriculum, to learn about topics on a more in-depth level--to have some freedom from teaching to the test, explore areas of interest, etc. My rating of this objective is perhaps based on my imagined definition of this goal.

95. I just think it is important to be able to stratify students to help them all reach their potential - for students at both ends of the spectrum.

96. I just want to make sure choice is emphasized. Students are more engaged and learn more when they have choices in their education and schooling.

97. If you worded the objectives in plain English it would be easier to determine what you are talking about. The current wording probably makes sense to an educator, but not to someone who doesn't work in education.

98. Your questions or statements are poorly worded and lead me to believe have been constructed to fit into what you want the outcome to be. Why don't you simply ask what parents would like to see in school, more math and science, longer school days and if a teacher is going to be out for a significant time get a full time replacement for the school year to be more consistent for learning purposes and let the regular teacher be a sub or fill in teacher, kids are paying too much for teachers lifestyle choices!

99. There appears to be no attempt to challenge students who outperform the standard curriculum, and, at times punishment administered for any attempt to do so. Clearly not all children are encouraged to realize their potential, particularly if it falls outside of the "core experience". It demonstrates the ultimate in inflexibility, and is damaging to students initiative, desire for learning, and natural tendency to excel in individual areas. With this being the managing philosophy, all students will be worse off. Its clear there is not equal access for all children.

100. While I appreciate that schools need to address the needs of students with disabilities, I continue to be frustrated over the lack of enrichment for students that are doing well in school.

101. I only rated the above statements because I could not submit the survey if I did not. I do not want my answers to this question counted. The common core curriculum is ridiculous and should be removed from the schools. Who cares if it is guaranteed and viable if it does not teach what is important? I don't know what you consider a core experiences, exposure, or exploration so I do not know how to rate these. I do believe this is important. Is there additional documentation to describe the terms used in the statements above?

102. My child has special concerns, I feel like I have to know which questions to ask to get the help he needs. I don't think Baker does a good job of letting us know the options.

103. Equal access is totally subjective- do some students take advantage of this? Equal access for what facilities? Classes? Core classes or advanced placement? Equal access is not possible with non-equal student ability.

104. Get rid of common core. Start teaching cursive writing again. The generation entering the work force can't do basic math or write legibly

105. We are doing a disservice to our children and teachers by following the broken curriculum of common core.

106. I believe that all students should have equal access and opportunities regardless of any learning disabilities they may have but, I don't think that it should be something that takes away from another student's learning process.

107. How will you measure 'equal opportunity' and 'equal choice'? How are these variables operationalized and quantified?

108. Parents need the information as well. Too many times our students have had course changes with no parent consent and no student choice. Often students are pushed toward district priorities, not student priorities

109. I do not feel students have equal opportunity in school or with extracurricular activities. Policies that are not approved by the board should not be tolerated.

110. Your first goal of equal access makes it sound as if the school system has not historically done this. I don't think that is accurate. Its like a store announcing that NOW they have Equal Access...because last week, they didn't let all customers into the door.

111. Try and remember that not all students are the same they don't learn the same or progress the same

112. These goals are written in a way where it isn't obvious to the common person what you want to SEE from the students. Goals should be visible, and obvious to your average stakeholder.

113. Follow the law and provide a school nurse on field trips for students with disabilities rather than saying that you'll achieve equal access by canceling the trip for all students if the student doesn't either go without a nurse or back out of the trip. This sets up a student and the family who asserts his/her rights to be bullied and ostracized if a trip is canceled for this reason and makes a mockery of the intent of the law.

114. Sometimes equal access means support should be provided such as transportation.

115. All students should have equality opportunities

116. I want my children to be challenged and enjoy learning. I often feel they are pushed to learning a set curriculum by a particular time due to New York State requirements.

117. While this is an admirable goal, I would be more interested in how you plan to achieve it. What are the tactical approaches?

118. More labs, student help times, closer monitoring of learning problems before they become issues

119. I am hoping that whatever changes are made, lessons will still reflect the creative energies of educators and provide students with unique classroom experiences.

120. If u judge a fish by his ability to climb a tree, he'll live his whole life believing he is stupid ~Albert Einstein

121. Each of the grade level teams, k-5, should have little or no ambiguity on what is being taught and when it is being taught. Continuity is key, total buy in is needed.

122. A minimum level of curriculum should be guaranteed for all. Common core does that well. There should however be different levels of learning to challenge the children who excel in certain areas. Van Buren has done that well in mixing up the different classes in a specific grade to keep children at certain levels together. This helps those that need more help as well as those that want to go further and be more challenged.

123. I would like to see more opportunities for challenging children who are working above grade level

124. I feel like common core is not the best strategy for learning...

125. I have a very difficult time ranking my 1 and 2 choice - they are both important to me.

126. I would like for my daughter to have the same learning experiences as her peers. I don't think we should have to worry about what our kids will be learning in a content area based on who they get for a teacher. It should be equal for all students.

127. I don't think all access needs to be truly equal as much as student based on interests and skill sets so a child can develop and grow in areas they feel strong in. Having opportunity to do volunteer clubs like robotics, ski club and other items that fit all students not just the school star athletes which seems to be the school's real focus as the school cuts programs and doesn't fund them in comparison. I honestly would move out of the district if my daughter didn't have such close friends to a school that was more student exposure and exploration focused and less traditional sports focused.

128. I would like to see equal access to extra-curricular clubs and activities for homeschool students.

129. Both of my children are having difficulties with the structure of the current education format. My daughter is now receiving the assistance she needs to succeed from the district, but my son is spiraling downward. He is capable, but is not responding the "same old routine" in school. A flexible program for kids that need a different type of learning may be a great thing for this new student population. Example, bring more of a BOCES feel into the classroom.

130. It is critical that teachers seek not to simply fulfill a core curriculum goal but actually seek to harvest the innate individual strengths. Our current education system does not match the manner in which individuals are hired and fired.

131. For students who struggle in school there needs to be a simpler curriculum. This curriculum should be similar in logic but simplified. Also, there needs to be more emphasis on trade school options for kids. College education is a positive but kids need to know there are other avenues for a career other than college and the military. The school should educate parents on trade schools that specialize in mechanics and welding for example. Parents need to know all options available to them so that they can make an educated decision on how they can provide direction for their child's future. As a parent, I want to make sure I have all the necessary tools to help my child become a sustainable adult. Trade schools should be discussed at a more specific level in high school.

132. They need more exposure to possible careers and how to achieve them! Life skills necessary!

133. Students learn on different levels and we need different levels of classes for the students to understand the content instead of all regent classes.

134. We need to have experiences for ALL level of learners. Not everyone is geared to be a college student and we need to recognize that MUCH sooner than 11th and 12th grade and offer practical classes for those who will not or cannot achieve Regents work.

135. I understand that BCSD has many connections with postsecondary institutions already, so I believe that the district should work to build more relationships with area businesses (i.e. Accounting, Engineering, Medical, etc.). This would provide students with shadowing and internship opportunities, and allow them with on-the-job exposure. Students would develop a more educated choice of the career they want to pursue and allow them to make better college choices.

136. In talking with other community members, it seems that the different elementary schools offer different experiences regarding opportunities within the class and as "extras". It would be nice for them to be a little more uniform

137. Might be nice to bus some Syracuse students into the district to get a more real representation of diversity.

138. I felt that my son (who has now graduated) had a very good educational experience in Baldwinsville until he got to Baker HS. At Baker he had a terrible experience, and we felt his guidance counselor played a major role in this. She was very reluctant to assist him with any but his most cursory needs. This included choosing classes (discouraging him from taking classes that he was interested in for a variety of reasons, and not fulfilling NCAA class requirements despite multiple parent phone calls and meetings and assurances from her that he was on track over three years of schedule planning). When we called her with any questions the only effort she would expend was to pull up his report card and read us comments. When we would contact teachers directly we discovered every single time that she had not spoken to them at all. We had many issues with basic day to day compliance of his 504, and by his senior year we stopped asking for her help with any of these issues and monitored and dealt with them ourselves. She was very reluctant to apply for his 504 accommodations for ACT/SAT testing as she told us they would most likely not be approved, and we had to forcefully insist that she do so. They were approved and he used them. We really felt that his educational experience was severely limited by the guidance counselor. We didn't trust her to be proactive and we felt that he may have easily missed opportunities and access to programs and situations that could be either helped or hindered by a student's guidance counselor.

139. It's nice to see that our district has the opportunity to focus on choice and exploration while so many schools are focused on achievement on test scores!

140. Stop wasting money and time. Let's get our children educated and stop allowing the curriculum to change over and over again.

141. I don't really know what any of the above mean beyond the 1st one. This survey needs to be written in more direct language using laymen terms. Very poorly written survey. Too wordy and written in language most will not understand. (By the way I'm a manager at my company with a bachelor's degree).

142. This may be the best way to prep students for future demands.

143. How about ensuring ALL computers in the computer labs work and are up to date. The district can spend millions on a turf field but yet not have the equipment running in a classroom where out children are educated.

144. I would like to see classes that are targeted toward overall "world experiences" after graduation and not so much on things they will most likely never use again. I would also love to see more western culture opportunities added like meditation and yoga and how what you eat affects your mental and physical health.

145. I do wish that there was the flexibility for teachers to pick things relative to their students to get the information into them. Especially with reading. If a student doesn't give a darn about koalas they aren't likely to retain the info.

146. I wish the school district understood that not all children learn the same. A "common" learning process for all kids is not acceptable. An attitude of "by this age" kids should be able to.... Not all kids learn the same and therefore should be guided in a way that makes sense for that child. Also, while it is great that we have this on line parent portal it should not take the responsibility away from the teacher to contact a parent when a child falls behind. All teachers should be required to contact a parent when a child is struggling somehow.

147. Students wishing to have advanced level courses should be given every opportunity to do so.

148. No two kids are the same...we need to be sure that we are taking care of every student!

149. I think all students should not be tested on their ability to perform in a classroom setting but outside the classroom as that's where it will matter most.

150. I think that all kids are not equal when it comes to some things and putting kids in classes that have specific disabilities that are disruptive to the whole class should be addressed instead of ignored and put in their own classes to not weigh down or slow the progress of others. Continuing to ignore the "elephant" (just and expression) only leads to too much coddling for that child and slowing down the progress of the rest of the class. I also think more disabling is needed for all students so as they grow up they have a better respect for authority. I agree this can not only be at school but needs to be in the home too.

151. Because students are different, it concerns me when our system asks the same of all students. I would like to see a firm commitment to supporting children in learning to their potential - both those who struggle with traditional learning and those who excel.

152. I think it's important not to "water down" curriculum so that everyone passes. I think we need to hold students to a high standard. They need to be given something to reach for. High standards doesn't have to equal failure.

153. Doesn't feel very aspirational - I would like to see something about Bville being an attractive school for prestigious universities to accept students from. Our top students should be able to get into the best universities. I don't believe that happens here as much as at other schools, and must be a negative reflection on our schools.

154. We need to keep those with special needs or accommodations in mind better.

155. In my family's experience thus far the district seems to emphasize/promote equal access more than choice for students. Both are obviously laudable but I would like to see a better balance.

156. Have a better learning environment for special needs students. Not one that singles them out from their friends and destroys their self-confidence.

157. Sounds like trying to make robots

158. I'm sorry. I found a couple of these selections confusing. How are flexible "core experiences" which maximize student's opportunities different than achieving their goals through "exposure and exploration"?

159. All students, not just the ones that make the most noise.

160. Are there any examples of lack of equal access opportunity or choice that need to be addressed?

161. Often when we are ensuring "equal" opportunity there is lots of focus (and rightly so) on underachieving students but not a lot of focus or added opportunities for those achieving well beyond their grade level.

162. This survey is garbage to help the new super build a business plan and justify a job. Please stop wasting everyone's time!

163. I support equal access etc. for all students, but not at the expense of less needy students.

164. I think teachers need to divide the classes into groups according to skill level. I do not think it is fair to the kids to think that they are all learning at the same level. If someone is more advanced, they should not be "held back" just because other members of the class are not progressing at the same level.

165. Would like more information on the strategic goal. First time I've heard about the strategic goal

166. Yes look at each new student coming in and see if there is anything special or extra steps needed for that child that may be under the radar

167. Flexibility is key, my biggest issue having been in this school district for the past 9 yrs. is that, we don't do enough for the kids in the top 5%. They are pretty much left to fend for themselves.

168. I don't feel like we have equality for all students. Students that excel are left on their own to figure the best path and opportunities.

Strategic Goal - *Promote collaboration, innovation, and flexibility to prepare students for their futures.*

	1—	2—	3—	4—	Total—	Score—
Value placed on taking risks as learners.	**9.36%** 81	**23.58%** 204	**31.91%** 276	**35.14%** 304	865	2.07
Systems designed for flexibility and responsiveness.	**35.72%** 309	**29.48%** 255	**24.74%** 214	**10.06%** 87	865	2.91
Strong connections established between the community and schools.	**6.47%** 56	**15.03%** 130	**29.25%** 253	**49.25%** 426	865	1.79
Evidence of creativity, collaboration, and problem solving.	**48.44%** 419	**31.91%** 276	**14.10%** 122	**5.55%** 48	865	3.23

1. This question was as vague and difficult to understand as #2. What do these objectives mean?

2. Vocational themes should be added to this list.

3. Students need to be given the "opportunity to fail" and learn from their mistakes without having a detrimental effect on their averages. This limits risk taking behavior and does not show students the importance of working through the process of making a mistake and problem solving to get to the "correct outcome".

4. I had a hard time connecting meaning to these statements. Strong connections between school and community was self-explanatory. I can only speak for elementary school, but being flexible and maybe looking at what strategies some of the private schools do to promote excellence would be helpful. I realize that the school has the challenge of teaching all children, but by being flexible and providing that child with what that child needs, hopefully they'll graduate and be successful. Children who perform lower need more one on one time and children who perform highly need help creating a plan to execute.

5. We need to prepare kids for the real world once they graduate from high school. They need to create a budget and learn to live within it. They need to know how to prepare for a job interview beyond just writing a good resume. Real world life skills.

6. Many students aren't academic learners. I would like to see more opportunities for students to explore career opportunities that may not require a college degree.

7. Middle School does not provide a strategic goal just rambling from class to class failing to guide my child in any direction.

8. Students need to be able to collaborate with others but also be expected to develop their own potential.

9. There should be plenty more specialized and personalized classes set up to promote children's' interests which they will likely carry on into adulthood rather than clogging their learning with the things they will never, ever use. For example, if a child is not doing well in math and has zero interest in a job with math relations yet is excelling in ELA, PROMOTE ELA SKILLS so when that child is old enough to join the rest of the working world, the skills they were given in school will be put to GOOD use to further our community and society as a whole.

10. They all could be equally important--don't like the survey as it won't let you rank it that way

11. You have enough staff to individually interact with students you see are not participating in after school groups. Get them INVOLVED! NOT ALL KIDS ARE RISK TAKERS.

12. Disregard my answers. Isn't it a sign of a good teacher that their students don't fear taking risks? This is an individual motivation for the student and not something that can be put in an agenda. It's dependent on good teachers, so I would change the objective to "teachers encourage students to take risks as learners" and then give them the training that they need to get there. Encourage them with "guaranteed and viable" leaders who will help facilitate this - something we don't currently have in at least some of the buildings. What "systems" are you talking about? Isn't the last objective restating the goal? It would be nice to have community connections, but not every student can have this. We simply don't have enough community to go around. Is this mostly for high school? What does a connection between community and schools look like for 2nd graders? If you are going to make this an objective, it needs to be implementable for ALL students, not just certain grades.

13. Project based learning - following those who have done this for years is important. Not a time to recreate the wheel.

14. I don't understand what "taking risks as learners" means.

15. We do not seem to treat all of the children equally. If they are not advanced or know what they want to do in college, they feel less than and are feeling bad about their choices

16. Professional development needs to be provided to encourage more updated strategies that reflect best practices to engage students.

17. Individualized learning so all students are challenged to potential. Both my children are currently held back by slower pace in classroom. Considering private school.

18. Very difficult to figure out what exactly is being ranked. Does taking risks as learners mean taking a test which is loosely related to what was studied and seeing how well everyone does? Responsiveness is computer graded tests to get results quicker? Strong connection means parents need to confirm student grades on each assignment?

19. Who is this promoted among? Staff? Students? All stakeholders?

20. Survey students as well as parents to be 100% certain Teacher /faculty evaluations can provide some additional measure of BCSD performance /attempt to meet this strategic goal. Ray and now Durgee proving that this likely is NOT occurring. (we are quiet /make that "non-raging" parents trying to teach collaboration /flexibility too and truly are not seeing it from a number of teachers)

21. Please focus on students and allowing them opportunities to learn without penalizing them for bad grades. Too little opportunity for students to add more to their grades. While I understand not everything should be allowed to be redone for a better grade, I worry about those students who have test anxiety and don't perform well through traditional outcome measurement are not afforded other opportunities to demonstrate their knowledge and skill development.

22. Our schools have done a wonderful job collaborating with families and remaining flexible. This is crucial for a healthy school system and community.

23. More exposure to students with finding careers in their field of interest. Art, music, technical, engineering, plumbing, electrical, medical (not just doctors or nurses). My son has a goal of working in the medical field-I do my best to expose him to as much as I can. However-there are lots of kids who need more guidance at school.

24. This is difficult to rank 1-4 as all have important effects on children. Creativity must be encouraged - this is how discoveries have been, and will continue, to be made.

25. Group activities are valuable to show children how to get along with those they aren't naturally gravitated to

26. Additional courses should be offered to better prepare students for college. For example, a senior seminar course, which focuses on the research process (from blended curricular areas), and more elective courses. For a school district of our size, we should also be offering more than two "live" languages. Currently, we are only offering French and Spanish. Most of the other school districts in our region have a third language offered to students, such as German, Chinese, etc. We have a new German teacher who is doing a terrific job of integrating appropriate and important technology into his lessons. He could reinvigorate the German language program at our district. It is a real waste of his talents to phase out German instruction altogether.

27. I don't believe the school system does as good of a job as it could help students explore career interests and opportunities. Although they are given a skills/interest inventory around 10th grade, there isn't enough true exploration of the possibilities.

28. I think Bville should hold SAT prep courses.

29. Focus on discipline, respect for others and authority.

30. I like the focus on problem solving because I feel it reflects real life situations.

31. Promote collaboration through networking within the classroom and outside of the classroom. Develop the appropriate networking skills to essential to allow the children to interact and develop their contacts with others.

32. These words are mostly ambiguous. Much prefer a Goal of teaching skill set and knowledge to help these young minds be better prepared for life after HS.

33. I have been pleased with the current administrations more collaborative relationship with staff, parents and students. Their mental health initiative is a wonderful example. Using parents, school staff and local community mental health professionals as a resource to support the emotional health of all students was insightful. I think this model reflects a collaborative spirit that previously was missing. I am pleased with the change.

34. Students need to understand the goals and that playing it safe all the time rarely allows you to grow. Sometimes failure is the best teacher.

35. I'm not sure what you mean by evidence of......but usually that would indicate data collection and/or some type of testing to measure the evidence. If that's the case - you haven't learned the lesson of less testing.

36. I would like to see the elementary schools include innovative and challenging options for high achieving students like foreign language and computing topics, science and basic engineering concepts

37. The courses offered at Baker that provide college credits were of GREAT benefit to my family when my oldest child went to college. It saved us a ton of money, and she was able to immediately enroll in college courses directly related to her major as opposed to the "101" courses that many college students need to take. I am looking forward to those same opportunities for my next 2 children.

38. Not all student organizations are given the same funds. Large discrepancies exist between the amount of funds allocated to sports programs, with little consideration and funds allocated for students in other student activities that are non-athletes.

39. PLEASE DISREGARD THE RANKINGS ABOVE. I wonder how this question will be interpreted. Is this goal from the perspective of the staff in preparing to teach or the methods students will use for learning? Does it mean teachers are given more time/opportunities to collaborate to design programs, and come up with solutions to better reach their students, while having flexibility in the system to make sure each child gets what they need to be successful in preparing students for their futures? Or are students to be collaborating while finding solutions and being flexible? Flexible in what way? It is very important to me that value is placed on risk takers while learning concepts in the classroom. Students need to understand that it is okay to be wrong and we learn much more from our mistakes in most cases. I am for responsible risk taking when it comes to choosing the level of difficulty of a course for a child and feel the district needs to do its due diligence as professionals to communicate all possible scenarios/choices for the students. I am not sure what you mean by choice #2. If it means that a system/process exists that is flexible so students can be

placed in the best situation for learning and the district has a system that is immediately responsive in "catching" students who are struggling then this is very important to me. Not sure what you intended here if #2 is from a student learning perspective. Do you mean students using different methods to solve a problem? Choice 3 is very important as our students can make connections between the classroom and what they will encounter and have opportunities to do in the "real world". Strong school/community ties is important for extra opportunities. #4 confuses me a bit. If the goal is to have students work together and be innovative, wouldn't there need to be evidence of this to evaluate? I am not sure why this is being ranked. It is like an evaluation of the goal and not a component of the goal. I sadly can't rank these in order of importance for my students because it is not clear what you are asking. I am hoping my comments help in some way.

40. This generation is unavoidably dependent on electronics. Let's see if we can get them to interact and collaborate outside the digital realm.

41. Community involvement is important but the core of education happens within each school between students and teachers. Flexibility, creativity and collaboration within each classroom is something to work toward.

42. Opening up advanced opportunity to go beyond grade level to excel quicker in the higher grades.

43. again work with companies, hospital etc. for job shadowing experiences and maybe a trip to a college to see how classes are

44. Real world experience is critical for the students. They need to be able to navigate this every changing difficult world. Mental health education is crucial.

45. Again, these are very vague statements that aren't mutually exclusive. That or they're code words that we would only understand if we had studied pedagogy. For example: If we require kids to have meaningful volunteer activities, we're hitting on all four of these priorities.

46. In this area I believe that hands on experience should be brought back. There has become a stigma attached to blue collar careers. Some blue collar careers pay very well. Our youngest daughter will be our fourth child to graduate from the Baldwinsville School District. (As well as my spouse and I). I know I have heard my children express comments made randomly over the years (repeated from teachers) that trade schools are for children with poor grades. Therefore children are embarrassed to sign up for the old drafting classes and auto repair classes that were popular when we graduated in the 80s. On the plus side, my daughter loved having the opportunity to take a forensics based class that wasn't available years ago. New classes relevant to many career fields need to stay available. Also let children know there is no shame in wanting to work with your hands and they are just as intelligent as white collar workers.

47. Not all students learn at the same rate or in the same way. There should be more flexibility in how students are taught.

48. These terms, "A guaranteed & viable curriculum", "Systems designed for flexibility & responsiveness", & terms like these are lofty & pretentious sounding goals, but they can be manipulated to mean anything. Without more specific definitions & outlines of exactly what goals include, this is a pointless exercise just to fool parents into thinking they somehow have a say.

49. See number 3 above. Get someone outside the system with no contact with the ideas to test your survey; otherwise your results will not be reliable. Did people really understand what was being asked of them and what you were trying to do? I certainly do not. I AM FILLING IN RANDOM NUMBERS IN ORDER FOR THIS INFORMATION EVEN TO BE RECORDED. IT WILL NOT LET ME OUT WITHOUT ENTERING SOMETHING SO IT WILL BE RANDOM

50. Include workplace readiness

51. Students need to learn how to learn...independent learners and problems solvers. The 4 C's are a good model: Communication, Collaboration, Creativity and Critical Thinking

52. The last administration tried to create an everybody is equal and learn at the same pace, what ended up happening, is that the teachers were not equipped nor were given any extra in the classroom help to address this and State mandated core requirements were taken out of the curriculum. Thus this year's 7th and 8th graders are behind. For example, there is no accelerated math class for 7th graders and 8th graders were encouraged to attend class before the school year started to "catchup". We need to have flexibility, but at the same time, teach not just what the minimum the State requires, but more if possible.

53. My personal opinion is that students need more experience with collaboration and being innovative in order to be successful after their student career because the "real world" is far less likely to be flexible with them. They need to learn to adapt and not expect others to adapt to THEM.

54. Stop teaching one way to do things, the rote way, and allow students to be flexible with how they learn. Math and science offer different methods to reach the same solutions. Allow them.

55. We need to identify students that learn differently/atypically and make an adaptive change for their success.

56. We need to teach students to be a problem solvers and critical thinkers.

57. You provided short little sentences and that did not give me enough information to truly explain these goals. I want my child to be creative in her learning but that does not mean send a project home that takes me 20 hours to help her complete. I want her to be creative in her learning at school!!!!!!

58. Drop common core.

59. Create more consistent marking methodology across teachers. Some teachers grade everything; others grade only major tests and quizzes. Some allow corrections and some don't or will vary their practice depending on the event. This is sending mixed messages to the students. Be consistent and eliminate uncertainty. We experience this at Durgee and Baker.

60. There are some teachers that do not allow this flexibility. They have the students not willing to take those risks based on the teacher's' outcomes.

61. Why are you using Previous superintendent's plan? I his dismissal was political after all.

62. Allow for mentoring opportunities within the community to further learning. Allow more opportunities to explore and apply learning not just memorize

63. I believe the schools and the NY state must become more innovative and flexible to prepare students for their futures. Children are not learning the way they used to in rows of desks sitting quietly the discipline we had as children. We have to look at them differently as they all communicate differently on social media and even my son who could not write could type. We always need to be changing as children also have many new issues such as autism and psychological disorders and broken homes many living with only one parent and many not able to do homework the way we did as children as they have to work to help with the family bills. I believe the schools still teach like they did when I was a child and times have changed. We really need to think outside the box to reach these kids and keep them interested.

64. Yes allowing flexible natural expression to promote each person for what their strengths are will encourage them in a helpful supportive manner. It will allow students to have interest, focus, and encouragement from the mentors they look towards.

65. Again, it would be useful to have examples of what is intended by each objective so that rating them could be more meaningful.

66. I would like to see more support for students thinking "Outside the box" in their problem solving skills. I am a believer that not all students learn in the same manner and that challenges to teaching some students may derive from this issue. "you can't judge a fish by its ability to climb a tree"

67. You are missing "focus" - the large class sizes and you overstretching your goals is limiting your ability to focus on individuals (I have one in Ray and on in McNamara). Just an observation.

68. If you worded the objectives in plain English it would be easier to determine what you are talking about. The current wording probably makes sense to an educator, but not to someone who doesn't work in education.

69. Stop using buzzwords and provide us with more information with regard to what this means.

70. These objectives are not being met, in my opinion. Children are not encouraged to realize their full potential, but rather are forced to submit to work that they already mastered, fostering boredom, and lack of confidence to explore and challenge themselves. They are treated harshly, and punished for being risk takers, and showing initiative. There appears to be very little flexibility. There is a lack of communication between the school and parents at times that is inexcusable.

71. Exploring and implementing personalized learning strategies will assist students in building these skills. Teachers are currently using some blended learning strategies but I would like to see that taken to the next level to personalize for each student.

72. Again, enrichment opportunities.

73. Again, I don't think I have enough information to rate these as well as I could (although it is better than the first question). What do you consider the community? What kind of flexibility and responsiveness?

74. The district should look outside the box. Several other area schools are doing more with Technology- see Marcellus with their animation lab.

75. Students should have experience/exposure to potential career paths and inject ideas for education involved in various job/career. Most students don't know what jobs are out there let alone what type of education and preparation is required.

76. It has been my experience that State Education is pushing to have all students go to college. This is not reality! We need to provide the students with the tools to provide a prosperous future. This maybe a Master's Degree or PHD for some students and for others a mechanical or electrical trade school is important in their preparation. I also believe that each student should be required to take a "Real Life Studies Class", which will prepare them for functioning in society, such as money management, simple home repairs, and tasks to that effect, I feel are more important than Home Ec.

77. I believe that all children should be taught in a way that they are able to move forward in their future that will not cause them to rely too much on others. They should be taught to be self-starters.

78. Again, how will district measure and quantify this goal and related objectives?

79. The district should support the concept of developing T-Shaped professionals. If you do not know what that is, look it up! The key word is support. This may mean being more open, flexible with how students structure their day.

80. Its sounds good, but I am left with the question: "What is the "flexibility" connote?"

81. Teaching should fit the individual student

82. Our students need to be able to think outside of the "prescribed" way of doing things. They also need to be given the opportunity to fail while trying something in a way that it may not have been done before. We can't create robots that do well on tests; we need innovative thinkers and problem solvers. Hopefully there will be flexibility in the curriculum to allow teachers to create projects and assignments that foster independent thinking and not just rote memorization for tests that don't amount to anything.

83. Again, these are not very specific. "Systems designed for flexibility and responsiveness" - what systems? Flexibility?? What type of evidence? How do you measure strong connections between community and schools, and risk taking?

84. That was a difficult area to rank as they are all so important.

85. I believe Students need more focus on the ability to properly communicate.

86. I would like my children to be able to tackle problems they face with confidence and know that they will not always have the right answer the first time. Learning is a growing process where mistakes are part of that process.

87. What is meant by "flexibility"? Is that meant to address timeframes, or accommodation of learning styles? Alternative learning methods?

88. More hands on opportunities - not so focused on computers

89. Students need LIFE lessons NOT common core...all kids learn differently and those who cannot grasp the curriculum are those who have low self-esteem and turn into "problem" students.

90. I think in the 21st century, it will be most important for our kids to be creative thinkers that work well with others and have strong problem solving skills to be successful for life after school.

91. Gear classes to work toward the goal in life and what they want to do like your criminal justice, auto ,etc.

92. Most of the students I have met through my daughter are not willing to take risk and make valued decisions and most often are leaving that up to the school and parents. I think this is mostly due to the fact that the students' education is so linear with few true "life", "future" decision making opportunities. Students need to problem solve and succeed and fail to learn results and accountability of decisions they make whether positive or negative.

93. The current grading system does not encourage students to take risks/take classes outside their comfort zone where they may not excel and may negatively impact GPA.

94. Teaching/cultivating creativity in our young learners and then connecting that with becoming problem solvers is without a doubt mission critical.

95. I think they need more of the basic fundamentals not so much nonsense!

96. Taking risks are great for the advance and average students but needs of others need to be looked at.

97. For HS students, it would be amazing for them to get the opportunity for mini internships as they explore the possibilities for the future. Too many of these kids are going to school for A, and switching to B, C, D and in the end, racking up more and more outrageous college debt at 8+% interest. It is pathetic.

98. I believe that a system needs to be designed to efficiently and effectively address the other 3 objectives.

99. The more exposure to collaborative problem solving based on evidence you can give the kids the better prepared they will be.

100. Innovation and flexibility in curriculum are sadly going by the wayside in the era of common core and under the pressures of a test driven society. I hope these are not simply buzzwords but will be truly be driving forces in the direction of Bville's educational goals.

101. What exactly do these mean? What is value placed on taking risks as learners? Redo this survey in terms people can understand. Get rid of the "education speak."

102. To be able to find a happy medium where kids can push themselves as individuals to enter the world but not to the point where stress takes over.

103. see note above

104. Above I answered the strong connection between community and school because I believe there are way too many parents getting way too involved in things they know very little about.

105. Group project grading should not be one grade for all. Experience has proven to show not all students contribute. Perhaps 2 grades per project. Group and individual.

106. Let us not neglect skilled trades as desirable direction for students.

107. Flexibility, innovation (creativity) and collaboration is so important in our daily lives. I do think there is a lot of work that has to been done to change the mindset of the district.

108. I rated this understanding that by "community" you have a very strong emphasis of the parents and guardians within the community.

109. I believe more should be done to help students to plan for their future. You do provide some resources but I feel kids are graduating not knowing what they want to pursue in college.

110. This seems like gibberish. Focus on reading, writing and arithmetic.

111. Obviously they need to be college-ready and real-world-ready. You're assuming that these goals will accomplish that.

112. This survey is garbage to help the new super build a business plan and justify a job. Please stop wasting everyone's time!

113. Administrators and educators should recognize that there are post-graduate options other than college/university, and should encourage and value learning opportunities and options that help students pursue jobs in skilled labor.

114. More information shared with stakeholders and the students

115. My businesses and organizations use the same word - collaboration and innovation. The goal should be more specific.

Strategic Goal - *Achieve educational excellence and high levels of learning for all.*

	1	2	3	4	5	6	7	Total	Score
Learning gaps based on demographics will be eliminated.	6.24% 54	3.47% 30	5.90% 51	7.40% 64	11.79% 102	20.00% 173	45.20% 391	865	2.44
Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.	39.19% 339	18.73% 162	13.29% 115	11.79% 102	9.02% 78	6.24% 54	1.73% 15	865	5.42
Students will be provided relevant and challenging experiences inside and outside the classroom (i.e., mentoring, internships, school to school experiences, etc.).	10.75% 93	22.89% 198	24.28% 210	18.27% 158	13.29% 115	8.44% 73	2.08% 18	865	4.66
Student skills will be	1.85%	7.75%	12.83%	16.18%	22.77%	24.86%	13.76%	86	3.2

transferred from one setting or content area to another.	16	67	111	140	197	215	119	5	0
Students will be critical consumers of information with the ability to effectively evaluate information and make informed choices/decisions.	8.90% 77	15.95% 138	18.38% 159	22.43% 194	18.03% 156	12.37% 107	3.93% 34	865	4.22
There will be large participation in challenging coursework whether at the Regents, Advanced Placement or College level (concurrent enrollment).	8.79% 76	8.79% 76	9.13% 79	11.56% 100	14.10% 122	19.65% 170	27.98% 242	865	3.16
Students will be exposed to life skills, including personal finance, career management and professional behaviors.	24.28% 210	22.43% 194	16.18% 140	12.37% 107	10.98% 95	8.44% 73	5.32% 46	865	4.90

1. I'm sorry. I tried to understand what you were looking for in this survey but was unable to provide meaningful feedback due to my inability to understand what the objectives mean. Note that I was unable to submit my form without ranking the objectives for all three questions, so I ranked them in the order they were presented.

2. While aiming for 'educational excellence and high levels of learning for all' is admirable, is it really achievable? All students have differing levels of ability and not all are capable of 'high levels' and that should be addressed, as there is nothing wrong with that. We should meet students where they are and build on that.

3. You need more help (teachers) to give these kids the help they need. My son has an I EP and when I complained, their excuse was the student to teacher ratio is too much!

4. I personally believe that it is acceptable to allow students to learn at their own pace and comfort zone. I do not believe a child should be made to participate in regent or AP level courses if they are not capable of it or comfortable with it. A student may excel at math but struggle with biology. The student, their families, and their guidance counsellor are capable of making the decision of which courses best fit their academic life.

5. Learning gaps based on demographics is #7 on my list because I would hope that the District has Never changed curriculum or offered different academic choices based on demographics. There should never be a gender, race, religious or address bias. I'm not sure why this would even be a choice on this survey.

6. Not EVERYONE needs a Regents diploma, they are not all going to be CEO's and that is okay. Students need to be challenged and motivated for sure, but they should not all be pigeon-holed into the same track. I also believe areas of trade school development can be entertained (welding, masonry, plumbing, electrician), as this is an equally valuable component to our society.

7. I personally like the idea that all students learn life skills in school and are given the opportunity to gain experiential learning opportunities. An example of teaching a life skill would be having young children spruce up their class room before they leave for the day. Personally, I believe they would enjoy this. In lessening the impact of demographics, have you considered using high achieving students to help/mentor low achieving students. I believe this could be done at a young age too. So many kids don't receive services because they are doing the "best" they can. But because of funding, special needs kids receive lots of services. Unfortunately, the first group will have to support themselves someday and not have a system to support them. If the school system is flexible, it may provide for everyone, by using resources already present. Students should be active members of the school, helping where they can and encourage action and not passiveness. This attitude will only help our students be great members of society. I would like to add, I am glad, the school has addressed how to deal with bullies. As of now, my children have not experienced bullying. The school is doing something right in that area. Good job!

8. Basic life skills learning has been lost in school curriculum.

9. Collaborate with accredited vocational schools, or corporations. Add more college prep classes for all level students, not just AP.

10. I strongly believe that incorporating life skills into the curriculum is imperative

11. I understand that we want the best for our kids, but we cannot forget the students with special needs that cannot attain what the state wants.

12. My child is not goal driven and is losing all faith in his teachers. The system has lost its way and need to simplify its studies.

13. Flexibility for students relating to learning styles are important as is critical thinking.

14. Calm down with the pressure. They're KIDS. Let them be KIDS. Kids learn through experience, not through the incessant drilling of information and misinformation. Overhaul the "history" lessons that are taught and teach them the true history of their country rather than forcing a sense of false patriotism onto them. We will never learn from our history if we continue the way we are and we are only going to be doomed to repeat it. IT ALL STARTS WITH SCHOOL!

15. Again some of the goals are equally important and you want me to rank them. Which could give the impression the lower rank is not important I'm sorry but the survey was not well thought out.

16. Please pay attention to the kids not always raising their hands. Have the gym teacher pick one of the quieter ones. They may be a hockey star.

17. Ignore my response in #7. I was forced to answer them. Learning gaps based on demographics? This shouldn't even be part of a strategic plan. The District should just do this. What demographics are generating learning gaps in our area? Is it the difference between McNamara and Van Buren

demographics? What am I supposed to say? My kids aren't impacted, so I don't care about the gaps? That's what you are having me do with ranking it in this survey. How can you make a decision to ignore learning gaps if the survey tells you it's a low priority? It's an OBLIGATION of a school district to strive to help all students. Again, aren't teachers already supposed to motivate our students (and themselves) to do their personal best? Does this mean that if a teacher reaches one student to motivate them and the other 25 are left only mildly motivated that that teacher is a success? This is supposed to be "FOR ALL"! How are the elementary kids going to have challenging experiences with mentoring/internships/school to school experiences? Aren't these things that are done at the High School? Maybe it starts a little in middle school, but it certainly doesn't reach to elementary. Would you forego the "FOR ALL" statement if it's not able to be implemented for elementary? Who finds those opportunities anyway? You're talking about 5,000 students. Who is going to find something for all of them? What student skills will be transferred? Does that mean learning how to write an opinion essay in ELA and then using that writing skill in science to write up a lab? What is the definition of a "setting"? When can humans become "critical consumers"? Can elementary students really make decisions on reliability of information when they are just learning how to find the main idea? Can they make "informed choices"? Again, what can our elementary students gain from regents courses? My oldest student is not at high school yet, which is the only place where you will see AP/college level courses. I am offended by how blindly the District slaps the label of "college level" courses onto their course work. How does gym count as a college level course? I do not believe that the District has the right to require enrollment at OCC in order to take a "college level" course, but if you look at the course catalog for physics, you'll find it there. I do not believe there is true oversight at the teacher syllabus level by the district into the college level courses that are offered at the high school. AP courses - I hear students must have a 4.0 in order to get "credit" as an AP course. In a District that says that they believe that having a student try a challenging course and not do as well vs. taking a course that does not challenge them and doing well, I find the objective of "Regents/Advanced Placement/College Level courses totally irresponsible. If you believe that trying and failing looks good to colleges, than why would you care about Regents, etc.? You should create the courses that will challenge our kids even if they can't get college credit for it. Regarding life skills, you touch on them in 7th grade. Maybe there's something else at Baker. What life skills are you going to teach our elementary students? These objectives are most definitely NOT designed for all students. Most couldn't be applied to elementary work and yet, that is where our students are the longest. This is a leading and manipulative survey. I would like to know who wrote the survey. How is this survey any different from the infamous "Previous superintendent" survey? How will it be used? To "guide" in decision making process? For whom?

18. Previous attempts to fill in the gaps has meant holding our strong learners back whilst others catch up. Let the strong kids fly, but keep at the average too.

19. I believe in promoting higher learning and encouraging the students to achieve their best. However if they do not follow the stereotypical path... they are forgotten. This has to change

20. Differentiated learning in a heterogeneous classroom sounds good in theory, but is too impractical and actually creates barriers to learning.

21. This is not possible for some students with disabilities. Let's be honest.

22. It's great if some content of the different disciplines overlap naturally, but I don't like the idea of making science goals fit in with social study goals. Nor do I think music has to be math. They are different disciplines, all worthy of pursuing for their own unique characteristics.

23. Participation in challenging coursework should be done as relevant to the student. Those students able to meet challenges should have the opportunity while students who cannot should not be made to feel inadequate for not.

24. How will you eliminate learning gaps between demographics?

25. Please provide more project based learning experiences as well as integrated coursework opportunities such as PIG-ECO-LIT.

26. As a certified work based coordinator, I feel that it is very important for a student to learn life skills that will help prepare them for their future

27. I think it would benefit kids and then society as a whole to lose the stigma with BOCES programs and careers like plumbing, electrical, construction, Hair stylist etc. Awesome jobs!

28. Challenging the student - regardless of the level - is incredibly necessary. Growth is impossible without being challenged - physically, mentally, and spiritually.

29. Best of luck with this! Create an unbiased environment for all students to flourish and introduce a setting of community and harmony between all of the students. School Spirit - GO BEES!!

30. All students should have the same opportunities to learn.

31. It was unclear to me what you meant by "There will be large participation in challenging..." Just FYI :)

32. A thorough assessment of teaching capabilities should be conducted to insure students are receiving the highest level of learning possible. As an example, a large number of students in Physics courses at Baker are receiving tutoring from a retired teacher from the Liverpool school district. These are students who have never struggled with school assignments or grades, but now need to pay a private tutor just to understand the coursework. At what point do we as a district evaluate whether the instruction in the classroom is acceptable? Parents should not have to spend $40/session because the school instruction is not sufficient. If a large number of students are struggling with tests in the class, does anyone evaluate if the instruction is sufficient?

33. Some of those choices are equally important and were hard to rank.

34. Not everyone will get to the high levels of learning. I do not agree with that. It should read something like the highest level for each individual.

35. Stop constantly timing everything our children do. They seem to be more worried about what they accomplish in 5 minutes rather than getting to the final answer. All the strategic goals seem very vague.

36. The question state DEMOGRAPHICS.....but yet you don't list what those DEMOGRAPHICS are. Difficult to rank and decide which is important if we are unaware what the question truly means. If we are unaware of the intent of the word this question loses its value.

37. It seems that some of these objectives go hand in hand. Focus on personal growth and achieving personal best can be accomplished through various experiences, participation and other opportunities.

38. Always challenge students. Don't let the forerunners fall behind their own skills in order to mentor those with extra challenges.

39. I think this goal is vital for the future of our community. Thank you for taking on these very challenging goals!

40. For all, but not without considering each child's individualized needs. We don't need a repeat of the failed plan to push all the students ahead a year in the math and sciences despite many of them not being ready or able to handle such a curriculum.

41. Create an environment that encourages creative thinking. Let the children's minds expand and develop such that they are able think independently without condemnation for having views that might not agree with faculty. Learning math and science is paramount.

42. Make sure that high level/advance learners are challenged throughout their time in the school system. Too much time devoted to teaching to the lowest common denominator. Also too much grade inflation in the system to make people feel better about themselves. Focus on really results rather than numbers.

43. Every child should be given the same opportunities to learn and grow. Those that show interest should be encouraged with more challenging opportunities and rewarded for achieving them.

44. More emphasis needs to place on "life skills", career awareness and personal finances. These topics are important for ALL students. Also-there should be more emphasis on the different pathways after high school so students are exposed to all of the options they have. Courses that teach these life-skills should value as much as college level an AP courses.

45. If you can accomplish -1-3 as listed above, the rest WILL fall into place. We are missing critical pieces to education at this point. Life skills, professional behaviors - are non-existent. Offering real life skills that hearken back to days of old in auto repair, plumbing, electrical, cosmetology, etc. Not all students can handle the challenging college level work; and it is not in their life goals to attend a 4-year college. Other outside experiences should include internships with blue collar jobs as well as white. Learning gaps based on demographics will only be solved if you can get the parents on board - and that is difficult, but not impossible.

46. I think starting in elementary school that high achieving students should be given advanced options like foreign languages, computer programming, etc.

47. Hit 'em with the Hein!

48. All of these goals and objectives are important. I am glad you are taking the time to do this.

49. "Personal best" and "high levels of learning" are relative terms. I think it would be beneficial to have a rubric that parents fill out on each one of their children that expresses the parents' desire/goal for that child. What are the home expectations regarding academics and life after high school? How can the teachers support those expectations? It's important to know if parents expect their kids to be passing, 70's, 80's, or 90's-average kids. At Baker (and possibly Ray and Durgee), this could also be a rubric that is filled out by the student him/herself. How can the district best support the measurable goals of the family and student? The rubric should be precise, avoiding vague language like "achieving educational excellence," and instead putting measurable goals for the student's future. I think this would be an important document to travel in each student's cumulative folder as they move through the grades.

50. I feel all objectives are important and need to be incorporated into school programs. So I found this difficult to do.

51. PLEASE DISREGARD THE RANKINGS ABOVE. I can't take the time to determine what is most and least important. They are all important. Choice #1 - that is the job of the district and something the school is evaluated on with results released on the NYS school report card. #2 - If this is a focus, then objective #1 can be achieved. #2 is important to me because it leads me to believe that each student will be looked at as an individual and "keeping up with the Jones" in education may be eliminated and more of a focus on personal desires and goals that are challenging, but appropriate, will come to the forefront. #3 has some nice examples. I do believe #3 is what is expected of teachers/schools but I don't believe any of your examples should be required. They are nice opportunities that can be offered to the students. #4 is what we

all hope for right? Students always ask when will I ever use this, and every teacher should be able to give them examples of how and when. Making connections between content area is important. More classes need to be offered that allow for this and making them relevant/connected to possible career choices would be a huge bonus. #5 all sounds like basic education. Sure do hope that is already being addressed and not ranked to eventually be addressed. #6 is not a nice objective to be ranked. This objective is basically stating that any coursework that is not at the level listed above is not challenging. I completely disagree. While these listed levels are challenging to some students, courses at levels other than this are challenging to other students, and while I have to believe it was not the intention of the committee to be condescending to the students who take the lower level classes, the word challenging in this objective can offend some. While we hope as many students as possible take the opportunity to challenge themselves, there are some who can't take this level of work, or may not be ready to do so at the same time as their peers. This objective is very important to me but to achieve this objective, the district will need to go back to the basics and make sure students have an incredibly strong foundation to move forward to achieve this. Also, participating and mastering are two very different things. I want to see the district design a sound plan that doesn't put people in these courses but has students completely prepared so as many as possible can master the courses. Participation and mastery are two VERY DIFFERENT things. #7 is a MUST and many different things can be tied to this objective. These examples are preparing students for the real world. Again, this can go back to #4. Sorry I could not rank these items. Hopefully my comments will assist the committee in some way. I do want to finish by stating that the design of this survey seems flawed. Parents who have children in multiple buildings can show that on the survey but they don't have the opportunity to answer these questions for different building levels. I can say that the priorities I have for my oldest child and my youngest child are different. Each building is different as they all represent a different time in the educational process where cognitive, physical, social and emotional changes are occurring which could make priorities change for each level. I am not certain whether the results of this district survey will give valuable or valid input due to the design. However, it is possible to validate this effort to some degree. This may be achieved if the three goals go to each building and this process is FLIPPED around. The building level committee should have a LISTENING session so ALL stakeholders who find this important can be included in a conversation with the committee members being active listeners. They should then discuss all ideas presented to the committee and also include their own ideas to develop a survey. This way the ideas of all stakeholders can be included in the survey. What was done at the district level was the exact opposite. A group of 8-10 people decided what the goals were for ALL stakeholders and everyone is expected to accept it and were never invited to the table where discussions take place AND decisions are made. Since the 3 goals were decided for everyone, the next best thing that can be done is to go to each building to design a building level survey that hones in on the desires of each building and then send to that building community to complete. Hopefully at this level, parents will be invited to the table from beginning to end. To not have parents represented on the district level committee is terrible and is very telling! This district is K-12 and ALL building levels should have been represented by parents, teachers and administrators!! I can't believe there were not enough people on the committee who felt this was important and advocated for this. Again, very telling.

52. This goal is a given.

53. I think eliminating learning gaps based on demographics is important - but that is systemic change based on years of how as a country we address those living in poverty. I'm aware there is plenty of poverty in our district and I applaud you for taking this on. Good luck!

54. "Learning gaps based on demographics will be eliminated." I have no idea what that means. ???

55. Get the students who need extra help outside the regular classroom setting as to not slow down the regular class.

56. Is it wise to try to eliminate learning gaps based on demographics? A child with two, educated parents with a good income is much more likely to perform well than a child with one low-income parent. To try to make all children perform equally (i.e. eliminate learning gaps) is neither beneficial nor realistic. A much better objective would be "to maximize each student's development regardless of their demographics." And if by "demographics", you mean race, the same thing applies: maximize each student's development regardless

of their race." For life skills - I recommend including dangers of obesity and social/emotional dangers of over-exposure to social media. Both of these have been studied extensively and are not taught to kids properly.

57. This goal is very important and I appreciate that I live in a town that addresses it. I love that you offer the opportunity to list each graduate on the billboard on campus each summer listing each graduating senior, and their college of choice. I myself went down and waited for my daughter's name to be listed with her attending RIT college. However, when it was my son's turn, he was embarrassed because he was going to a community college the first two years of his four year degree, (to save money by living home) he thought that made him look like he was a failure by going to a community college. How many other children are in that same boat? Where is this stigma coming from and how can the school and community help change that?

58. Instruction is still a one way expository delivery of information to students. Not enough focus on challenging learning that is hands on, relevant and motivating. Recommend some peer comparisons with high achieving academic districts like FM, JD etc. to see how they are achieving

59. These should be the top priority objectives listed in my opinion.. Why can we not focus on highlighting critical thinking better in this objective?

60. I believe each child is unique and wonderful; we can't stifle their creative growth by grouping them together.

61. Spend time ensuring we ate tracking the basics properly before you worry about AP and college courses. As an example, Students should be able to pass chemistry w/out after school help AND private tutors. Just one example of many.

62. Will students be encouraged to tolerate disagreement or to conform to a consensus of thought? Will students be taught to respect the rights of others or that what the masses perceive as the greater good of all trumps individual liberty? Will students be taught, ""It is the mark of an educated mind to be able to entertain a thought without accepting it (Aristotle)"?

63. see three and five. I never did see question 1 I AM FILLING IN RANDOM NUMBERS IN ORDER FOR THIS INFORMATION EVEN TO BE RECORDED. IT WILL NOT LET ME OUT WITH OUT ENTERING SOMETHING SO IT WILL BE RANDOM

64. Why label as participation in Regents coursework, etc. as challenging... shouldn't all coursework be challenging???

65. I am lucky in that both my children are very bright, however with that also comes its challenges. My one older child is up a grade and is in the most challenging classes he can be in; when I talked with his guidance counselor his sophomore year, to try and challenge him even more which my son wanted (NOT by overloading him with no lunch or study hall), but just more challenging classes, was told no several times because the classes were only for Seniors or were no longer being offered. Definitely need more challenging classwork/classes for accelerated students to reach their full potential. Also, why only two languages starting next year, my daughter wants to take Latin, but it won't be offered. This is a great language to learn for any student interested in medicine, or the law or the sciences. I understand that one of the teacher's also knows Russian, something other than Spanish or French. Also would be great to partner with one of the best universities in the world, it's great you have done things with RIT, Oswego and OCC, but Cornell is right down the road.

66. I think it's important not to put the cart before the horse. Internships and mentoring are GREAT, but first all curriculum deficiencies need to be addressed and students need to be placed in the correct classes based on their individual needs. Only then, should extra things like mentoring and internships be implemented.

67. Tooooooooooooooo Many!!!!!! Should never have more than 4 objectives. You will lose focus / & dilute!!!

68. See above comment

69. Not sure what is meant by transfer of skills from one setting to another.

70. See my prior comment on Gifted Education and NCLB

71. Please try to provide appropriate challenges to individuals and do not teach large groups to the lowest common denominator

72. Please make sure these goals do not include lots of tests and assessments! Children are over assessed.

73. Drop common core.

74. Once again, all students are not the same. We still need to offer careers and career choices for all academic levels.

75. Again, the public was told that Previous superintendent''s was based on a difference of ideology. Tell the truth!

76. Just make sure all kids have access to tools to help them achieve this. If they need extra help give them it. Schools tend to like conformity so it makes it easier to control the masses; often later those who march to their own drum are the most successful don't dampen those students' spirits.

77. I really like the moral values and responsibilities the positivity project can instill in children today. I would like to see more of an example of this with our children and also to have parents educated on the importance as well. Learning and setting good examples begins at home first.

78. AP participation is a joke. It is not useful to college credit and is used only for rankings between schools. Let's have more Project Lead the Way and college classes through local colleges.

79. Everyone's educational excellence is different based on their personal ability and we tend to lose that sediment. Also in our society we are in great need of plumbers, welders and vocational workers that make a great living with great skill and those occupations should not be looked down upon at the school level when we have students that have a propensity for working with their hands rather than writing an essay or book report.

80. All students should have the ability to reach their best individual goals no matter what.

81. Your questions or statements are poorly worded and lead me to believe have been constructed to fit into what you want the outcome to be. Why don't you simply ask what parents would like to see in school, more math and science, longer school days and if a teacher is going to be out for a significant time get a full time replacement for the school year to be more consistent for learning purposes and let the regular teacher be a sub or fill in teacher, kids are paying too much for teachers lifestyle choices!

82. Again, these are Buzzwords. What are the issues, and what are the proposed solutions.

83. ALL children, no matter their level of ability should be encouraged to their highest potential.

84. Students learning transferable critical thinking skills through rigorous coursework and experiential learning is key.

85. Everyone deserves educational excellence, but "highs levels of learning" has to consider on an individual basis.

86. It is again subjective as to what "high levels" means for differing levels of intelligence. My oldest graduated early through the college level classes but other students were not able to do as they could not complete their courses sufficiently ... perhaps pushing into higher levers is not the answer for all.

87. Stop overthinking everything. Use proven programs that teach life skills.

88. Appreciate that objectives are lofty. Curious how district will work to attain these objectives. Question whether or not large participation in challenging coursework is appropriate considering the organic academic, developmental, and inherent skill diversity of students. Not all students desire to enroll in or are best suited for regents, AP, or college level coursework - but rather prefer or will excel in trades or other disciplines. Would like to see this factor taken into consideration when factoring in the other Strategic goals - specifically to ensure equal choice/ opportunity and flexibility to prepare students for their futures. How will district ensure these goals do not contradict one another - pushing for large participation into challenging coursework for students who do not choose that path for their future?

89. I feel it's extremely important to give the kids the life skills they need to be successful college student and adults.

90. Please recognize that not all students learn at the same pace or by the same delivery method. Teachers must be open to creating multiple lesson plans to address a broader audience.

91. The problem with spending extra effort with limited resources (people, time) is that something else will always suffer....so, unless we are using additional resources, how are we adding effort without another area suffering a loss?

92. Regents is useless eliminate it or give them a choice not everyone is regents material or can keep up with it and its unfair.

93. I think it is imperative for students to be able to effectively communicate with simple and concise messages. In all professions the ability to speak clearly and articulate understanding is key. I think there should be more emphasis on this skill set. I also think some of the materials whether it be word problems or comprehension materials should be simplified. Doing so would allow students to be move faster and retain what they are learning while gaining confidence.

94. There is a time and place for advanced learning. Elementary - High School should be a time of exploration, learning practical skills that will allow them to function as adults. College is the time to delve into topics of interest more deeply and create a learning path that will lead to being a productive member of society. For those NOT going onto the military or higher ed, the life skills become that much more important. There needs to be less AP and more time for exploration of likes/dislikes, community involvement, athletics and arts. This is coming from a parent with two high achieving students and one above average student. Let's expose them to all that we can before they have to narrow the choices (and pay for it) in college. Too much emphasis is put on getting 12 credits out of the way before their freshman year. There's no time to figure out what they want to be when they grow up if that is the emphasis. They should be challenged and pushed to their own personal best in all areas. Thank you for giving me the opportunity to weigh in on the Strategic Plan. Good luck.

95. Is it logical to say you will eliminate learning gaps based on demographics? Is it realistic? Please identify one district in the entire country that has done it. How do you prove most of these? Skills being transferred from one setting to another. What number do you classify as "large participation"? Most of these "goals" are not realistic, measurable and really just generic educational improvement statements. If I owned a business and said my strategic goal was to "Make more money" it wouldn't actually help me make more money - you're doing the same thing. These "goals" are not goals, nor are they strategic goals. Most alarming they are not helpful statements in directing this district to a state of improvement or continued success. I'm extremely disappointed by this.

96. All are critical! Hard to rank these.

97. It is important

98. An obvious choice for a school system.

99. Everyone learns differently - nothing new, but not seeing that it is a priority to enable all students to achieve using different means

100. I really don't like the phrasing of my 5, 6 and 7. Consumers of information makes it sound like kids are going to be lectured to as a primary way of learning. I hope kids are not going to be pushed into coursework that is over their heads. Is the general education diploma going by the wayside? Learning gaps based on demographics or otherwise will never be completely eliminated. Kids are all different, as are educators. Even with identical lessons, materials, etc., that will never change!

101. NOT ALL STUDENTS LEARN IN THE SAME WAY AND SHOULD NOT BE TREATED AS SUCH

102. If the requirements for graduation require Living Environment, for example, provide adequate in classroom support for learning disabled students. A class rich is reading comprehension just like ELA. It does not make sense to provide a special Ed teacher in ELA and not LE. Your goal means nothing if you're not doing everything possible in the classroom to make a student, especially a learning disabled student successful. The system now allows for placing a spec Ed student with an IEP in a regents class and hoping for the best. It does not work and it needs to be fixed ASAP. Otherwise, your plan is words on a page and only means something to the administration to have a strategic plan.

103. All students learn differently so teaching needs to reflect and adapt to the needs of the students to maximize learning

104. Students need to be prepared that there is more to life than every student going to be a doctor, teacher or engineer. Each child that does not reach those imaginary fallacies that only a small to medium percentage achieve are automatically set up to feel as they failed. I have multiple younger 18-23 year old workers who are semi successful in education working for me, two recent graduates from the Baldwinsville school who both had excellent high school grades. They have minimal life skills, very poor professional behaviors and good morals which used to be taught at home by parents seem to have gone out the door. However they are both a social media genius and great with personal finance. Workshop internships/mentorships at local employment facilities or local military bases would be great experiences for students to see both professionals at work and standards of work with real expectations. Easier said than done I know. I am going to add a comment of something not asked as I can't believe it's not at the top of any school survey. How is Baldwinsville school going to assist parents to develop students to understand the legal and moral responsibilities that come from bullying on social media and throughout the school. It is a huge problem at Baldwinsville school and the students I have spoken to feel when the school gets involved the situations escalate quickly. the stresses this is causing on students which I have seen even with my own child is immense and should be the top priority for students healthy education as any student under stress has a

lack of concentration and reduced learning ability. There will always be a pecking order, but when students don't feel safe at school, bus or after school activities there is a problem that needs to be addressed. Having students fill out a survey would probably be much more beneficial on how pinpoint and to fix this issue and find out what students really want from the school.

105. Cross collaboration between classes is great when it makes sense (ie, physics, calculus), but sometimes spending too much time trying to connect classes takes away from learning core materials. Don't force cross-collaboration.

106. The district needs to recognize that there are different levels of intelligence. The "smart" kids should be mentored as such and given all the right tools to be challenged appropriately based on their intelligence. The "not so smart" kids need to be given the tools to help them determine their direction after high school. Weather that be trade school or a community college.

107. I feel like kids with learning disabilities are being pushed through without giving them a real chance to show what they are actually capable of. Each LD kid is different and therefore more time consuming and they sometimes could benefit from certain programs or therapies not provided by the school. I think the district should not worry so much about a nice football field, stop wasting money on contracted employees who get fired and invest the money into these disadvantaged kids who need more attention than the average child.

108. Not to put the Regents thing at 5, I think that is IMPORTANT for those kids who can work at that level. That should almost be a tie for my #1 for all other learners. For the kids who can and wish to do Advanced Placement and Regents--go for it! We need Doctors and engineers, but we also need Tradesmen and women and military personnel, etc.!

109. My daughter, who is in Baker right now, has struggled in school. We have been either been offered or requested peer tutors or study skills groups for her and they never came to fruition. If you are going to put programs in place and you are going to offer them, then when they are either offered to a student or when they are requested, they either need to be granted or an explanation as to why not needs to happen. Putting programs in place is a great thing but if the students cannot access these programs, they are worthless.

110. While I support educational excellence, the expectations and pressures placed upon our children are simply too great. Too many quizzes, tests and too much homework. Also, there is no consistency between teams; especially at Ray. Some teams give far more homework than others. Frankly, the requirements for school have forced my child into counseling to help him deal with the stress and anxiety of school - even though he is a good student and has been successful. This has to change ASAP! The curriculum is ruining my child's childhood.

111. You are offering too many choices. It is very difficult to digest each option and comment on the importance of them individually.

112. Eliminating demographic learning gaps is impossible without other systemic changes to our system of government.

113. It was hard to rank the above 7 objectives because when we consider educational excellence and learning for ALL students the goals and priorities are different depending on their individual needs/abilities.

114. Redo this survey. The results from this will mean nothing because your terminology is not understood by those of us not in the education field.

115. Life skill will be expanded to include stress management and more western ideas

116. You've made this one too difficult to process, split it up or make it less complicated if you want it filled out properly. Because you wouldn't allow it not to be answered I had to put #'s in place that I do not believe in, so for #7 ignore my responses until you modify it.

117. I would like the district to pursue providing opportunities for upper learners to achieve their potential, which may mean going beyond achieving the required, with the same vigor as is spent on bringing those that have a hard time reaching the minimum up.

118. I have over 200 clients that complain about the employees and their levels of skill. They range from restaurants, manufacturers, contractors, doctors, and wholesalers to plumbers and electricians. Not every person is college material or should go to college. I agree that a college education gives you a head start in life. But for those individuals that are not college material we need to train them in the; life skills -- balancing a checkbook to writing a basic resume. We also need to train students in the trades -- plumbers, electricians, HVAC technicians can all make above average incomes with the right training. it then leads them to be contributing members to society.

119. Students should be held to the standard that they are capable. for many years I have a child whom is capable of so much but struggled in a lot of areas. The district told me that he does not qualify for help since he is has been smart enough to "get by". Now he struggles because he never learned the real skills needed to be a student.

120. Previous superintendent's plan for advancing our children's curriculum should still be carried out in an effort to better prepare them for college level courses and their higher level education.

121. Show the students no matter what age how what their learning is going to benefit them in the future. Take them out into the real world and show them how it works no matter if they're in K or 12th grade. Kids need to see things for themselves and to be more hands on.

122. I feel we should go back to some of the ways that we were taught before including some life experiences and respect for others, adults and people of authority. Also promoting trades because no matter what we may want not every child will be a Dr or Lawyer etc. some will be in construction or mechanics. These are some lost skills that we no longer promote as a good career choice but can be.

123. The students that want to excel and achieve deserve that chance.

124. I have had the experience of requesting advanced/honors classes for some of my children who were not recommended. Guidance was supportive of my request and my children are being challenged to do their best. I realize that is not the same experience in other districts. I am grateful to be in a district that supports this practice.

125. I think you keep your exceptions of students high they will meet the challenge. When schools lower their standards because it's too hard, students begin to believe that too and stop pushing themselves and in turn are not prepared for the challenges of college and life.

126. Ensure that we communicate before we change curriculum as has happened under previous administration. Looking forward to teachers being held accountable for their work and for learning and growing in their careers and passing that along to our students. Let our students excel and not cap their potential.

127. Not all kids fit into the same "box" we seem to create.

128. Focus should be on students as individuals, not test scores.

129. The curriculum in certain areas, for example Social Studies and English, is far from challenging and occasionally pabulum. It seems this reflects the approach taken by individual instructors rather than a broader curricular policy but it is depressing nonetheless.

130. If each student is motivated and empowered to do their best, then the demographics disparity should fall aside. I am all for reducing gaps - if each child does their best then the gaps should be significantly reduced or eliminated. Hence my low rating for demographics. Can achieve without focusing priorities on demographics.

131. Perhaps the issue here is not to add more, but to add less. I would propose that the more that is added to a seemingly short window will only lead to greater bottlenecks to solve down the road. Excellence for all would be much easier if the school day and year was reworked. Eliminate summer vacation and the multiple weeks off during the year. Re-align the actual day so that education takes place from 7:30 am to 5 pm, and there would be plenty of time to beat the entire world with k-12 results.

132. They are all important. I do think socioeconomic disparity is important, despite my rankings.

133. This survey is garbage to help the new super build a business plan and justify a job. Please stop wasting everyone's time!

134. About time real life skills are presented and taught in the school. Get rid of Facts class, home ec needs to be eliminated. Teaching students about the sewing machine and how to set the table is ridiculous and waste of time. How about managing a bank account, filling out a job application and staring foreign language classes in fifth or sixth grade. Also keyboarding skills are a must! We are behind with educating our children.

Appendix D

Student Survey

Student Survey

523 Complete Respondents

Strategic Goal - *Ensure equal access, opportunity, and choice for all students.*

	1—	2—	3—	Total—	Score—
A guaranteed (consistent/same for grade and content) and viable (do-able within a school year) curriculum.	**23.41%** 70	**26.42%** 79	**50.17%** 150	299	1.73
Core experiences identified and provided for all K-12 students with flexibility in the system to maximize opportunities for students.	**25.08%** 75	**44.48%** 133	**30.43%** 91	299	1.95
Provide opportunities for students to achieve their goals through exposure and exploration.	**51.51%** 154	**29.10%** 87	**19.40%** 58	299	2.32

1. Kids who are ready to move to a more complex material should be able too

2. All three of them are extremely important matters that would help students reach their goals and learn the right way. All three of these matters should be addressed sooner or later.

3. I think the objectives are very important for students.

4. I don't have one

5. I want every student to have an equal opportunity at a good education and be able to explore the world in their classroom

6. I want to have lots of 100% on all of my tests and sometimes I do and that is actually my goal to get lots of 100% throughout the year

7. I believe that this goal will be welcomed in my school, Ray.

8. I think these are good objectives.

9. I believe that student whom may excel should be given opportunities to maybe get further exploration on harder subjects

10. I believe although it is important to have equal access to learning opportunities for students, the curriculum has to be flexible and be able to conform to the students' needs, both for those who struggle and those who excel and want to go beyond the standards.

11. Nothing

12. Everyone should be able to do the same things if they choose to.

13. No

14. A student should partially have their teachings tailored to them. Throughout my schooling I've struggled with having classes move far too slow, and most if not all teachers or counselors haven't cared one way or another about my ability to learn and how it has been slowed for 12 years. To this system I am a number and not a student, I have a problem with this.

15. Make sure all students questions are answered, and provide after school help if needed.

16. While I agree wholeheartedly with the objectives, I would like to voice my hopes that the goal includes flexibility for mental restrictions such as anxiety, which is a major problem with the requirements of students today.

17. As the parent of a minority student, I feel the students need to have a comfortable environment where they can discuss differences. Ignorance causes fear which can lead to hatred.

18. Push experience and opportunities. I think students should be pushed and pressed to be more involved in the school and clubs and jobs etc. Good grades matter, but service looks equally as impressive on an application.

19. I think it's important for students to be able to learn about how to deal with real life things like taxes, mortgage, etc. that they might not have the opportunity to learn otherwise

20. All student should be able to choose their own path to success

21. Restrict homework. It's beyond stressful and almost every day I hear kids joking about killing themselves because the amount of homework.

22. Some of the kids at school need extra time to let certain topics sink in. I really think B'ville should think about doing a block schedule. We would not only have more time to learn, but also another day to complete work for home.

23. This letter was a collaborative effort between concerned students. Let's be honest; if the district really has any strategic goal, which they don't, it is garbage. Our district may not be extraordinarily wealthy, but that is not the problem. The problem is the prioritization of funding and resources. One example of this is the stadium project; this took way too long to do, and practically that was done in the first few months was taking off the loudspeakers, yet the bleachers were assembled in a matter of days. Another even larger example is the auditorium. I understand that it is a very large project, but come on; it has been years and it is nowhere remotely close to done. A recent but equally ridiculous, if not more, is the renovations of the middle wing staircase by the boy's locker room/cafeteria. It has been 2 weeks since one of the highest traffic areas in Baker High School has been closed for "maintenance." There is no way replacing some tiles should take this long; I'm no expert in tile replacement, but I am experienced enough to know that it really is not that hard. And one more thing; most of the vending machines here are broken, come on just get someone to fix it and move on. I could go on and on with projects that our district has been neglectful on, but this is a complaint

letter, not a research paper. The point of the matter is that whenever Baldwinsville administration starts even the simplest task, they cannot efficiently or quickly complete it without being distracted. Additionally, with concern to the education reforms discussed in this survey, what is the point? I understand that many of the topics you've asked us to prioritize may not apply to me because of my background but regardless, my background is the same as the majority. Attempting to reform the education system based simply upon the minority is irrelevant and simply dilutes the point of argument to make any changes at all. If I am going to be handicapped so that others will have a fair chance then that isn't educational equality. It's communism. My suggestion is to quit whining about this educational equality BS, and let the teachers do their damn jobs without administration breathing down their neck. Teaching is an art, not a science. The reason there is a difference in ability across the board is because of personal application, rather the some kind of sorcery . You can't fit a square peg through a round hole, just as you cannot force a student to apply themselves in a class they do not care about. You can yell at a cat all you want, but it is never going to sniff out criminals like German Shepard. The cat is going to do cat stuff like it does best. I'll stop beating around the bush, The fact that different students have different levels of intelligence is not going to be fixed by a mediocre plan; the best way would be to teach students topics they are interested in. It was Adam Savage that once said "If you want the kids' test scores up, bring back band and bring back shop and get kids actually learning stuff instead of teaching them how to take a test." Earlier in this letter I mentioned the micromanagement of administration and how it is utterly failing. Some people, including myself, believe that Health class is redundant and frankly, a waste of time. Complaints like this are not being properly heard or received. So think about this: what is really important: trying to upheave a process and replace it with a different version, or helping students achieve what they want to achieve? That letter was a lot; let me break it down: -Let teachers do their jobs -Prioritize tasks and funding, and see them through to the end -Understand that students will try in activities that they enjoy, rather than pressuring them to take certain classes or follow a certain path -Changes made for some students should not hinder or affect other students We urge you to review this letter and all of its points. Please reach out to me at _____@aol.com

24. Often times students are coerced into taking certain classes, which will determine the rest of their high school career "path" and this often, can either lead children to feeling either overwhelmed, or useless. In my experience my parent told me not to take an AP this left me in a class where I was bored out of my mind and no one was challenging me, in Global 2 I had over a 100 average all year until the last marking period because of the regents/final, no student should be able to easily get a grade this high in a class, and guidance counselors should recognize this and have the power to move students to a higher level. It is great to excel in a class; however if a student is not challenged the class seems arbitrary, and boring. Moreover the class rank system is unfair, I by no means am in contention for the baker's dozen; however I do understand teachers of the same course do not teach and grade the same, so a student is left either to have a high Regents score or to be in the top of the class. This is very unfair, and frustrating, if students decide to take weighted/honors/AP courses they should feel comfortable in their teachers and be able to believe they have the same odds as a student enrolled in the same course with a different teacher does to both get high class grades and exam scores.

25. Please do not confuse "equal" with fair and what is needed by the individual student.

26. It's about learning, not memorizing.

27. I think that there should be more advanced classes in Durgee.

28. Not every student is the same

29. What will you do if two students are granted equal opportunities and are forced to choose between the two? What precautions are going to be taken to show which student are more deserving? Is Affirmative action going to take place?

30. Gifted students are NOT meeting their full potential if material is dumbed down for "all". Conversely, slower students are NOT meeting their potential if in a class with advanced material that is beyond their ability.

31. Teachers should understand that they should slightly prepare us for college. But until then they should worry about us in high school for now and try to keep the closest communication with students about missing grades, behavior, etc.

32. Make opportunities more available to the LGBTQ+ community.

33. Let us travel more and also make gym class better with more choice (more yoga/Pilates!!)

34. I, as a student of Baker High School, believe that in order to provide opportunities for students and achieve their goals through exposure and exploration is to change the way we teach. How we teach today is mainly through one way, and if you can't follow this one way, then you can't learn. The best way to teach every student is to use the five senses as a teaching tool, give out more debates so they can think more, and most importantly, allow the students to have fun, because if they are not having fun, they will remember less, learn less, and refuse to learn.

35. Equal opportunity shouldn't mean that everyone has the same classes and experience, or else some would get dragged down.

Strategic Goal - *Promote collaboration, innovation, and flexibility to prepare students for their futures.*

	1—	2—	3—	4—	Total—	Score—
Value placed on taking risks as learners.	**19.40%** 58	**20.07%** 60	**29.10%** 87	**31.44%** 94	299	2.27
Systems designed for flexibility and responsiveness.	**26.09%** 78	**29.10%** 87	**26.09%** 78	**18.73%** 56	299	2.63
Strong connections established between the community and schools.	**19.06%** 57	**25.42%** 76	**24.75%** 74	**30.77%** 92	299	2.33
Evidence of creativity, collaboration, and problem solving.	**35.45%** 106	**25.42%** 76	**20.07%** 60	**19.06%** 57	299	2.77

1. We should not have the state tests on computers because for our regents exams we won't be used to writing on a big test

2. Take a trip to baker

3. Be a little more open to questions about it

4. I do not have a comment

5. This survey is too hard and I'm in the sixth grade and I don't understand please pick easier words. Thx

6. Doing more online school activities.

7. All of these virtues are important.

8. Most things in the class curriculums don't necessarily prepare you for the future. finding how to get the circumference of a circle won't help if you want to go into a career in creative arts.

9. Nothing

10. I think the flexibility part is very important, especially with changing and full-to-bursting schedules. I think students should learn time-management early on to prevent future stress.

11. No

12. Same as previous question.

13. Make students set goals at the beginning of the new marking period, and ask students if they accomplished them at the end.

14. Yeah, we need more of it. Many of the topics student are being taught will be irrelevant to their future. Students should have the ability to choose more classes of their interest, instead of exposing subjects to students that they don't understand/don't need for the future.

15. Goal that many adults should strive for.

16. More class discussions. We need to understand and learn together, as well as get different viewpoints.

17. Honestly think they're all equally important

18. Preparing students for the future consists of a variety of processes and is attained through multiple ways. Taking tests, for example, will not really prepare the students as much as working with people.

19. PLEASE WORK ON TEAMWORK. Tests are very flawed in the system in my opinion. Please take note in a cultural festival - kids work together to create a fun environment for the community and other kids (kids would have shifts working on their areas) - this would result in social ease.

20. I think no matter what a person wants to be when they grow up, their teachers and guidance counselors should support them and create the best path for them to do so.

21. This letter was a collaborative effort between concerned students. Let's be honest; if the district really has any strategic goal, which they don't, it is garbage. Our district may not be extraordinarily wealthy, but that is not the problem. The problem is the prioritization of funding and resources. One example of this is the stadium project; this took way too long to do, and practically that was done in the first few months was taking off the loudspeakers, yet the bleachers were assembled in a matter of days. Another even larger example is the auditorium. I understand that it is a very large project, but come on; it has been years and it is nowhere remotely close to done. A recent but equally ridiculous, if not more, is the renovations of the middle wing staircase by the boys locker room/cafeteria. It has been 2 weeks since one of the highest traffic areas in Baker High School has been closed for "maintenance." There is no way replacing some tiles should take this long; I'm no expert in tile replacement, but I am experienced enough to know that it really is not that hard. And one more thing; most of the vending machines here are broken, come on just get someone to fix it and move on. I could go on and on with projects that our district has been neglectful on, but this is a complaint letter, not a research paper. The point of the matter is that whenever Baldwinsville administration starts even the simplest task, they cannot efficiently or quickly complete it without being distracted. Additionally, with concern to the education reforms discussed in this survey, what is the point? I understand that many of the topics you've asked us to prioritize may not apply to me because of my background but regardless, my background is the same as the majority. Attempting to reform the education system based simply upon the minority is irrelevant and simply dilutes the point of argument to make any changes at all. If I am going to be handicapped so that others will have a fair chance then that isn't educational equality. It's communism. My suggestion is to quit whining about this educational equality BS, and let the teachers do their damn jobs without administration breathing down their neck. Teaching is an art, not a science. The reason there is a difference in ability across the board is because of personal application, rather the some kind of sorcery. You can't fit a square peg through a round hole, just as you cannot force a student to apply themselves in a class they do not care about. You can yell at a cat all you want, but it is never going to sniff out criminals like German Shepard. The cat is going to do cat stuff like it does best. I'll stop beating around the bush, the fact that different students have different levels of intelligence is not going to be fixed by a mediocre plan; the best way would be to teach students topics they are interested in. It was Adam Savage that once said "If you want the kids' test scores up, bring back band and bring back shop and get kids actually learning stuff instead of teaching them how to take a test." Earlier in this letter I mentioned the micromanagement of administration and how it is utterly failing. Some people, including myself, believe that Health class is redundant and frankly, a waste of time. Complaints like this are not being properly heard or received. So think about this: what is really important: trying to upheave a process and replace it with a different version, or helping students achieve what they want to achieve? That letter was a lot; let me break it down: -Let teachers do their jobs -Prioritize tasks and funding, and see them through to the end -Understand that students will try in activities that they enjoy, rather than pressuring them to take certain classes or follow a certain path -Changes made for some students should not hinder or affect other students We urge you to review this letter and all of its points. Please reach out to me at _____@aol.com

22. Add as much creativity as possible into assignments so students can feel proud of their work.

23. Creativity does not mean a detailed and unique project in a night or two. Creativity and thought may take some time, if you can find any left.

24. Why is the system split up into different categories when it should be a combination of all without compromise? I don't understand why you're trying to force specifically creativity or specifically flexibility. I know that both aspects will be introduced but there should not be discrimination.

25. By flexibility we do NOT mean forcing everybody to learn the same thing 8 different ways.

26. Guidance counselors should keep closer communication with students to ensure the job that the student should have and enjoy.

27. This is not followed at all

28. I believe that if we allow students more creativity, collaboration, and problem solving in school, then we should also move it out into the community through field trips, social experiments, and more. Not only that but I think creativity has become a low standard in school, and that we should allow students to unleash and wield it properly in all classes more often to better themselves and others. We can also learn so much from creativity especially when it is built on science, English, history, and math.

29. I believe that the Baldwinsville Central School District (along with public schools at large) should research what a Sudbury school is and how one works, going on to target it's academic approach around what the students individually aim to do with their lives. To an aspiring artist, science and math courses may be boring and useless in adult life. Instead of teaching about government systems in a static manner such as that in the standard school syllabus, putting it into practice by letting the students themselves vote on the issues that affect them as a student. Like student council but actually worthwhile. To whomever would read this, I urge you to research the idea and, if you like what you read, move to integrate some of what these schools get right into our school community.

30. More discussion and not just repeating what the teacher wants/said.

Strategic Goal - *Achieve educational excellence and high levels of learning for all.*

_	1—	2—	3—	4—	5—	6—	7—	Total—	Score—
Learning gaps based on demographics will be eliminated.	**14.05%** 42	**12.37%** 37	**10.03%** 30	**8.70%** 26	**11.71%** 35	**15.05%** 45	**28.09%** 84	299	3.51
Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.	**28.43%** 85	**22.74%** 68	**13.71%** 41	**10.37%** 31	**11.37%** 34	**7.36%** 22	**6.02%** 18	299	5.00
Students will be provided relevant and challenging experiences inside and outside the	**12.04%** 36	**22.41%** 67	**26.09%** 78	**13.38%** 40	**11.04%** 33	**11.37%** 34	**3.68%** 11	299	4.62

classroom (i.e., mentoring, internships, school to school experiences, etc.).								
Student skills will be transferred from one setting or content area to another.	**5.69%** 17	**8.03%** 24	**15.38%** 46	**22.07%** 66	**18.73%** 56	**18.06%** 54	**12.04%** 36	299	3.58
Students will be critical consumers of information with the ability to effectively evaluate information and make informed choices/decisions.	**5.69%** 17	**9.03%** 27	**12.71%** 38	**23.41%** 70	**24.08%** 72	**17.39%** 52	**7.69%** 23	299	3.66
There will be large participation in challenging coursework whether at the Regents, Advanced Placement or College level (concurrent enrollment).	**6.35%** 19	**9.36%** 28	**11.04%** 33	**10.37%** 31	**13.38%** 40	**21.40%** 64	**28.09%** 84	299	3.08
Students will be exposed to life skills, including personal finance, career management and professional behaviors.	**27.76%** 83	**16.05%** 48	**11.04%** 33	**11.71%** 35	**9.70%** 29	**9.36%** 28	**14.38%** 43	299	4.55

1. No I do not

2. WH

3. I think that if the student can own up to the challenge of higher level learning, than there should be choices for those children, such as after school activities. Some children are not ready, and do not adapt well to new concepts, so there should be choices, instead of forcing higher level learning.

4. These are good objectives.

5. if the schools provided more programs and clubs, more people would be interested. This could contribute to participation and engaging students in work. If a curriculum had more hands on experiences that were catered to more creatively inspired students, more students will be engaged.

6. I strongly believe that believe that all demographics deserve an equal chance for education, however no student should be slowed from excelling past the expectations. Each and every student should get the help and resources to improve, not just reach the necessary amount to succeed.

7. nothing

8. Challenging work in all subjects is important because even though it creates more work and maybe extra time spent in a subject to ask for extra help, it helps students learn more not only in school but in other areas too like time and schedule management which are skills you can use in the future.

9. Please consider creating in-school programs for all-learners that help them achieve academic goals other than academic academy because some don't have great home-supporters and it is hard for them to learn or they just don't have the time out of school.

10. no

11. Same as other two

12. Teachers could begin after school help for students having trouble with a subject, and teachers could use different ways of teaching such as groups, stations, etc.

13. High

14. Students should be at an educational level where the criterion is suitable for them.

15. What?? I'm so confused what any of this is supposed to mean.

16. I'm a neutral person and believe they're all equally important!

17. I believe involving life skills into learning is great because we can apply what we learned while the "brain exercise" that most math is we learn about real life tasks and situations. Also when taking notes making sure students have full understanding of the notes before moving on.

18. If high levels of learning is only a point to reach, then what is happening to attain it? The processes need to be effective and instead of just having a high level of learning, some skill has to be attained (instead of just having a high level).

19. Kids that are not putting effort in are most likely not motivated or having issues at home, or otherwise. You need to work to make sure these kids are emotionally stable, and try and get a better response. Don't let them continue to fail. Kids are not being emotionally supported; we feel we are just part of some governmental card. They are not focusing on or fundamental needs. They expect us to have experience with work, volunteering, high-class A+ work, AND balance a social life. I think it's sad that kids want to die because they have four different assignments that'll impact their grade and lower it to an 80% if they get a 0% after having all 100%. Add another year to school, I don't care, just please stop pushing kids to their limit and expecting them to be able to handle it with A+ work everywhere. Society already pressures us. Personal

issues already pressure us. But we can't focus on it because we are being forced to focus on something that stresses us to the point of breaking down.

20. I think teachers should push their students but not be let down or disappointed if they don't do as well as they hoped. Students have a lot of pressure on them to get good grades, to pass exams, to get into college. Teachers think that's it's the same and that they went through it too, but its different now and no one really knows besides the people experiencing it.

21. As a high school senior, I and MANY of my peers believe we were not given the proper opportunities to learn vital life skills such as career and money management! I remember taking a class called Tech Yes in 7th grade which taught me life skills I should have been learning about in high school. It doesn't make sense to teach young teenagers skills they will not need for years, and FAIL to teach young adults entering the professional world these skills. I know that there are a few classes available to learn some of these skills (their effectiveness, I do not know) but some students are not able to add another class to their schedule with the already vigorous course load they have. This issue should be addressed.

22. This is the main one that I would encourage and support.

23. This letter was a collaborative effort between concerned students. Let's be honest; if the district really has any strategic goal, which they don't, it is garbage. Our district may not be extraordinarily wealthy, but that is not the problem. The problem is the prioritization of funding and resources. One example of this is the stadium project; this took way too long to do, and practically that was done in the first few months was taking off the loudspeakers, yet the bleachers were assembled in a matter of days. Another even larger example is the auditorium. I understand that it is a very large project, but come on; it has been years and it is nowhere remotely close to done. A recent but equally ridiculous, if not more, is the renovations of the middle wing staircase by the boy's locker room/cafeteria. It has been 2 weeks since one of the highest traffic areas in Baker High School has been closed for "maintenance." There is no way replacing some tiles should take this long; I'm no expert in tile replacement, but I am experienced enough to know that it really is not that hard. And one more thing; most of the vending machines here are broken, come on just get someone to fix it and move on. I could go on and on with projects that our district has been neglectful on, but this is a complaint letter, not a research paper. The point of the matter is that whenever Baldwinsville administration starts even the simplest task, they cannot efficiently or quickly complete it without being distracted. Additionally, with concern to the education reforms discussed in this survey, what is the point? I understand that many of the topics you've asked us to prioritize may not apply to me because of my background but regardless, my background is the same as the majority. Attempting to reform the education system based simply upon the minority is irrelevant and simply dilutes the point of argument to make any changes at all. If I am going to be handicapped so that others will have a fair chance then that isn't educational equality. It's communism. My suggestion is to quit whining about this educational equality BS, and let the teachers do their damn jobs without administration breathing down their neck. Teaching is an art, not a science. The reason there is a difference in ability across the board is because of personal application, rather the some kind of sorcery. You can't fit a square peg through a round hole, just as you cannot force a student to apply themselves in a class they do not care about. You can yell at a cat all you want, but it is never going to sniff out criminals like German Shepard. The cat is going to do cat stuff like it does best. I'll stop beating around the bush, the fact that different students have different levels of intelligence is not going to be fixed by a mediocre plan; the best way would be to teach students topics they are interested in. It was Adam Savage that once said "If you want the kids' test scores up, bring back band and bring back shop and get kids actually learning stuff instead of teaching them how to take a test." Earlier in this letter I mentioned the micromanagement of administration and how it is utterly failing. Some people, including myself, believe that Health class is redundant and frankly, a waste of time. Complaints like this are not being properly heard or received. So think about this: what is really important: trying to upheave a process and replace it with a different version, or helping students achieve what they want to achieve? That letter was a lot; let me break it down: -Let teachers do their jobs -Prioritize tasks and funding, and see them through to the end -Understand that students will try in activities that they enjoy, rather than pressuring them to take certain classes or follow a certain path -Changes made for some students should not hinder or affect other students We urge you to review this letter and all of its points. Please reach out to me at _____@aol.com

24. Weights for courses need to be changed, and business/personal finance classes should be a mandatory graduation requirement like health and gym class.

25. Ensure that students who need extra help with the coursework get it.

26. It's not about pushing kids harder. They have enough on their plate. They need a life outside of school and homework.

27. Educational excellent does NOT mean increasing the quality for the less gifted while decreasing the quality for the gifted.

28. There should be encouragement for good grades being that some students may not get it at home. Grades are very important and many students don't understand that.

29. I believe real transferable skills are more important that fact repeating, even though it is necessary for areas such as math, but I would like to see more focus on real world applications

Appendix D

Total Survey Results

All District Parents/Guardians/Students/Staff

2358 Attempted -- 1820 Complete Respondents

Strategic Goal - *Ensure equal access, opportunity, and choice for all students.*

	1	2	3	Total	Score
A guaranteed (consistent/same for grade and content) and viable (do-able within a school year) curriculum.	28.63% 457	22.62% 361	48.75% 778	1596	1.80
Core experiences identified and provided for all K-12 students with flexibility in the system to maximize opportunities for students.	30.26% 483	42.11% 672	27.63% 441	1596	2.03
Provide opportunities for students to achieve their goals through exposure and exploration.	41.10% 656	35.28% 563	23.62% 377	1596	2.17

Strategic Goal - *Promote collaboration, innovation, and flexibility to prepare students for their futures.*

	1	2	3	4	Total	Score
Value placed on taking risks as learners.	11.34% 181	23.62% 377	32.14% 513	32.89% 525	1596	2.13
Systems designed for flexibility and responsiveness.	34.46% 550	28.82% 460	25.19% 402	11.53% 184	1596	2.86
Strong connections established between the community and schools.	9.84% 157	16.79% 268	26.50% 423	46.87% 748	1596	1.90
Evidence of creativity, collaboration, and problem solving.	44.36% 708	30.76% 491	16.17% 258	8.71% 139	1596	3.11

Strategic Goal - *Achieve educational excellence and high levels of learning for all.*

	1	2	3	4	5	6	7	Total	Score
Learning gaps based on demographics will be eliminated.	7.14 % 144	6.64 % 106	7.39 % 118	8.83 % 141	12.16 % 194	18.92 % 302	37.03 % 591	1596	2.87
Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.	37.16 % 593	18.61 % 297	14.16 % 226	11.59 % 185	9.71 % 155	6.27 % 100	2.51 % 40	1596	5.33
Students will be provided relevant and challenging experiences inside and outside the classroom (i.e., mentoring, internships, school to school experiences, etc.).	10.71 % 171	20.23 % 323	24.06 % 384	17.98 % 287	13.85 % 221	9.84 % 157	3.32 % 53	1596	4.53
Student skills will be transferred from one setting or content area to another.	3.88 % 62	10.78 % 172	13.53 % 216	18.48 % 295	19.74 % 315	21.49 % 343	12.09 % 193	1596	3.48
Students will be critical consumers of information with the ability to effectively evaluate information and make informed choices/decisions.	9.27 % 148	14.22 % 227	17.23 % 275	21.30 % 340	19.42 % 310	13.97 % 223	4.57 % 73	1596	4.12
There will be large participation in challenging coursework whether at the Regents, Advanced Placement or College level (concurrent enrollment).	6.82 % 109	8.33 % 133	8.77 % 140	9.84 % 157	13.66 % 218	20.24 % 323	32.33 % 516	1596	2.95

| Students will be exposed to life skills, including personal finance, career management and professional behaviors. | 23.12 % 369 | 21.18 % 338 | 14.85 % 237 | 11.97 % 191 | 11.47 % 183 | 9.27 % 148 | 8.15 % 130 | 1596 | 4.72 |

Appendix E

Action Plan Template

Baldwinsville Central School District

Strategic Planning for Student Achievement - *Building/Dept. Insert*

District Goal**:   Achieve educational excellence and high levels of learning for all**

District Objective: Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.
Building or Department Goal (attainable): Baseline data:

Action/Strategy	Measurement	Potential Barriers	Responsibility	Resources	Timeline

Potential next steps and resources:

Strategic Planning for Student Achievement - *Building/Dept. Insert*

District Goal**:**   **Ensure equal access, opportunity, and choice for all students.**

District Objective: Provide opportunities for students to achieve their goals through exposure and exploration.
Building or Department Goal (attainable): Baseline data:

Action/Strategy	Measurement	Potential Barriers	Responsibility	Resources	Timeline

Potential next steps and resources:

Strategic Planning for Student Achievement - *Building/Dept. Insert*

District Goal**: Promote collaboration, innovation, and flexibility to prepare students for their futures.**

District Objective: Evidence of creativity, collaboration, and problem solving.
Building or Department Goal (attainable): Baseline data:

Action/Strategy	Measurement	Potential Barriers	Responsibility	Resources	Timeline

Potential next steps and resources:

Appendix F

Strategic Action Plan Cycle

STRATEGIC ACTION PLAN: A CYCLE FOR SUCCESS

June 30th | July 1st

Review and Reset District Goals

Set Goals:
- District
- Building
- Grade Level
- Subject

Assess:
- State Assessments
- Regents Exams
- Local Finals

Progress Monitoring:
- STAR
- Common Formative Assessments
- Common Unit Summative Assessments

Continued Monitoring and Academic Support:

Academic Support:
- RtI
- AIS
- Departmental enrichment

Adjust/Modify
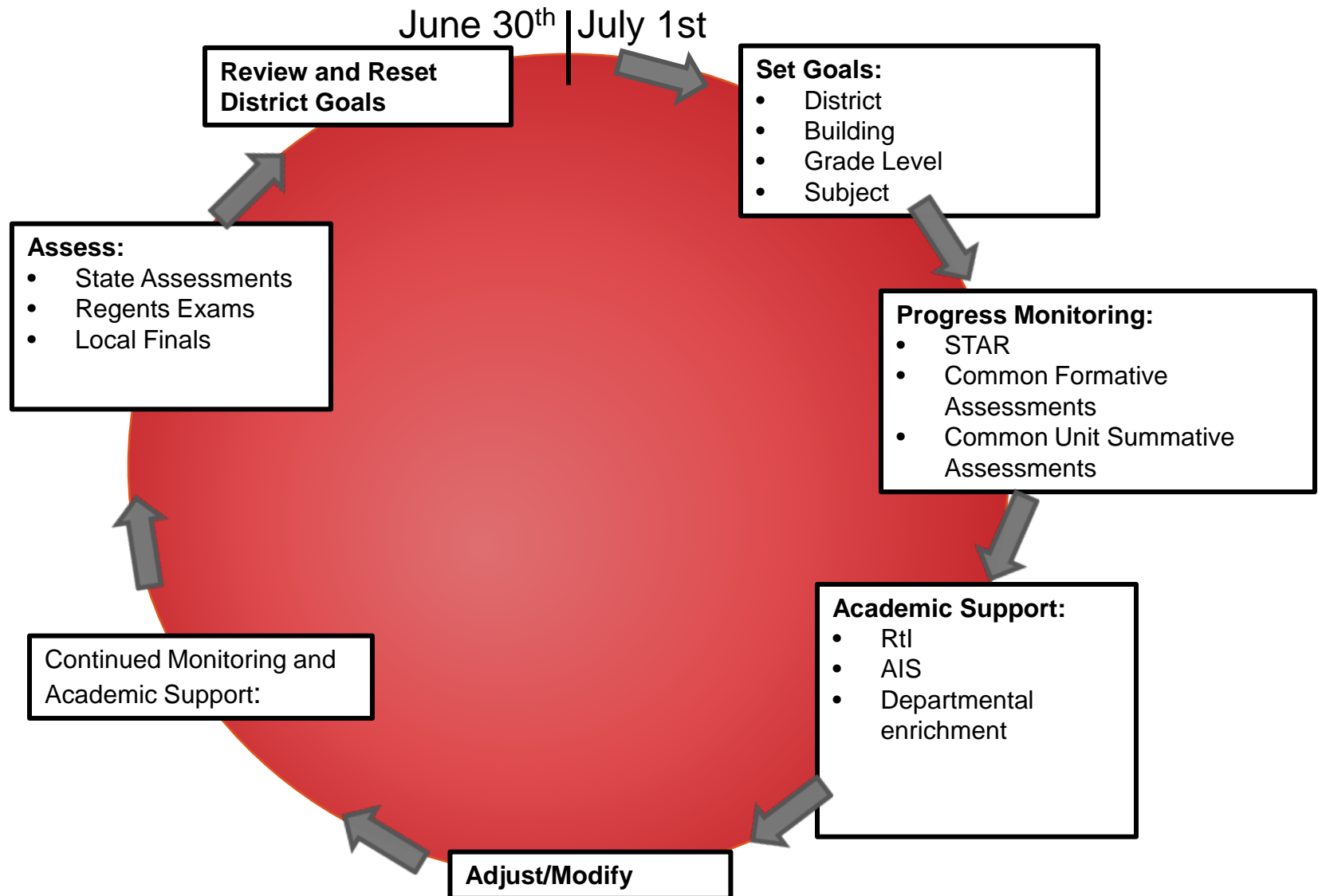
Appendix G

Prioritized Objectives for 2018-2019

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Strategic Goals – <mark>Prioritized Objectives</mark>

Goal: Achieve educational excellence and high levels of learning for all

In a district where this happens:

- Learning gaps based on demographics will be eliminated.
- <mark>Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.</mark>
- Students will be provided relevant and challenging experiences inside and outside the classroom (i.e., mentoring, internships, school to school experiences, etc.).
- Student skills will be transferred from one setting or content area to another.
- Students will be critical consumers of information with the ability to effectively evaluate information and make informed choices/decisions.
- There will be large participation in challenging coursework whether at the Regents, Advanced Placement or College level (concurrent enrollment).
- Students will be exposed to life skills, including personal finance, career management and professional behaviors.

Goal: Promote collaboration, innovation, and flexibility to prepare students for their futures

In a district where the school community anticipates, collaborates, and innovates to prepare students for their futures there will be:

- Value placed on taking risks as learners.
- Systems designed for flexibility and responsiveness.
- Strong connections established between the community and schools.
- <mark>Evidence of creativity, collaboration, and problem solving.</mark>

Goal: Ensure equal access, opportunity, and choice for all students

In a district where students have equal access, opportunity and choice there will be:

- A guaranteed (consistent/same for grade and content) and viable (do-able within a school year) curriculum.
- Core experiences identified and provided for all K-12 students with flexibility in the system to maximize opportunities for students.
- <mark>Provide opportunities for students to achieve their goals through exposure and exploration.</mark>

Baldwinsville Central School District
Achieving Our Full Potential...
2022-2023

Mission

Provide every student with the educational experiences and opportunities that will foster the full development of the student's potential.

Vision

Through a cooperative effort of the total community, we will create an environment which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

Student Achievement Goals

- *Achieve high levels of educational, social, emotional, and lifelong learning for all*
- *Promote collaboration, innovation, flexibility and cultural awareness to prepare students for their future*
- *Ensure equal access, opportunities and choices for all students*

Beliefs

It is the responsibility and role of all members of the Baldwinsville community including: students, parents, teachers, support professionals, administrators, community groups, and the Board of Education to:

- provide a healthy, safe learning environment where each student can reach their potential.

- support differentiated instructional strategies to accommodate the diverse learning styles so students may achieve their full potential.

- ensure that all students receive the best efforts of all members of the school community.

- encourage all students to put forth their best efforts in the pursuit of their education.

- provide students with knowledge and understanding to live productive and responsible lives as citizens in the community.

- prepare students with an academic background that equips them for success in whatever career path they choose to follow.

- acknowledge and appreciate that every student possesses unique talents and abilities by supporting the development of those talents and abilities to their fullest.

220425

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

RMS
Research & Marketing Strategies, Inc.

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

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								Very Aware		Mean
	1		2		3		4		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)
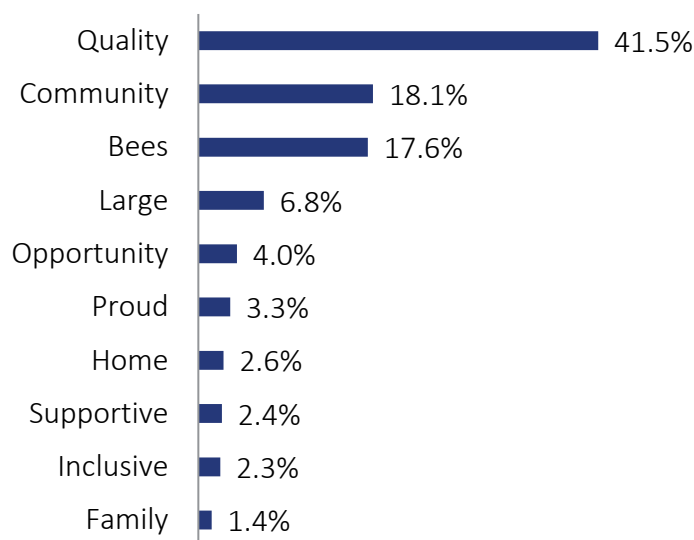
Note. There was a total of 574 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 10 themes and codes developed from analysis of open-end responses (n=574).

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)
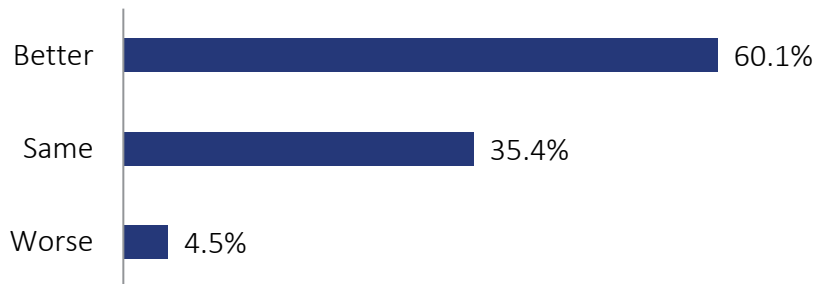
When comparing BCSD to other schools, 60.1% of respondents cited that they perceive BCSD as *better than other schools*. Very few individuals cited BCSD as worse. Most parents, current Staff (instructional and non-instructional), community residents, and students cited BCSD as better. However, many former 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 <u>better</u> than other area school districts?

Quality education	77.8%
Community	10.7%
Communication	6.3%
Special education	3.7%
Safety	1.4%
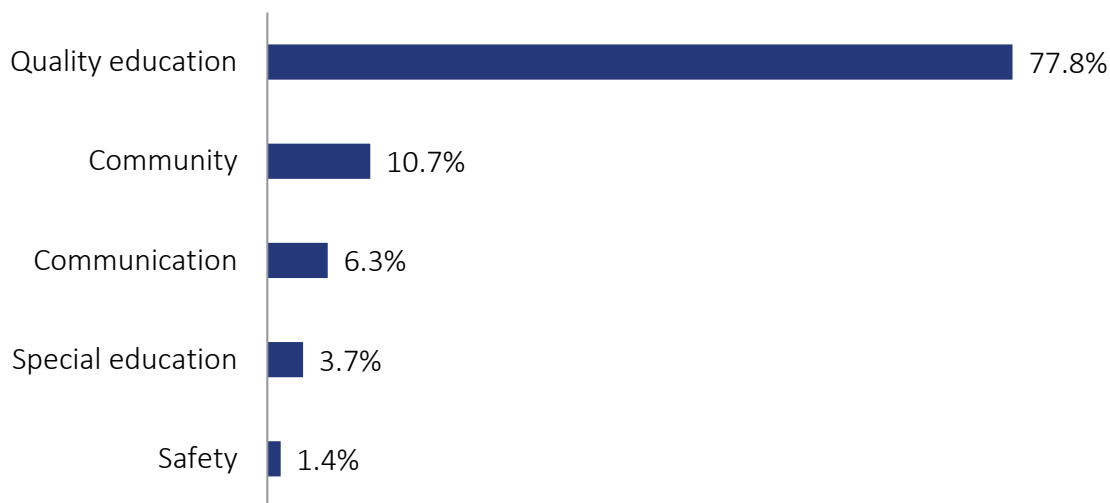
Note. There was a total of 428 open-end responses reviewed. Each response was coded and grouped by theme. Remaining responses were related to the BCSD sharing their values. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=428).

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 1		2		3		4		Significant 5		Mean
	#	%	#	%	#	%	#	%	#	%	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?

Provide quality education — 44.2%
Provide adequate communication — 31.0%
Community — 12.3%
Athletics — 6.6%
Care about students — 5.9%
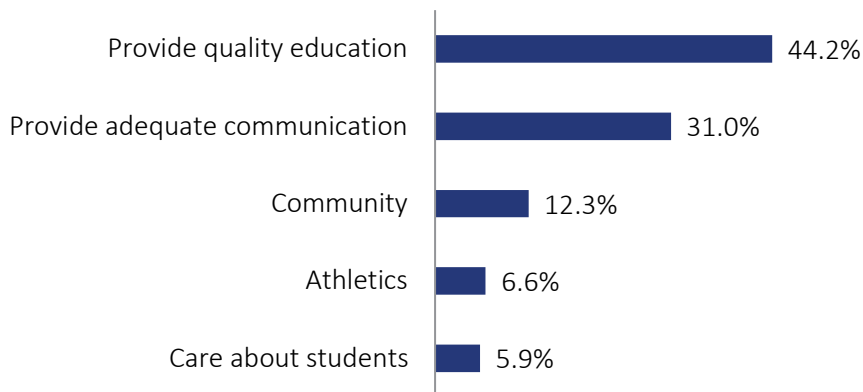
Note. There was a total of 407 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=407).

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)

Community	60.3%
Quality education	30.6%
Small town feel	9.1%
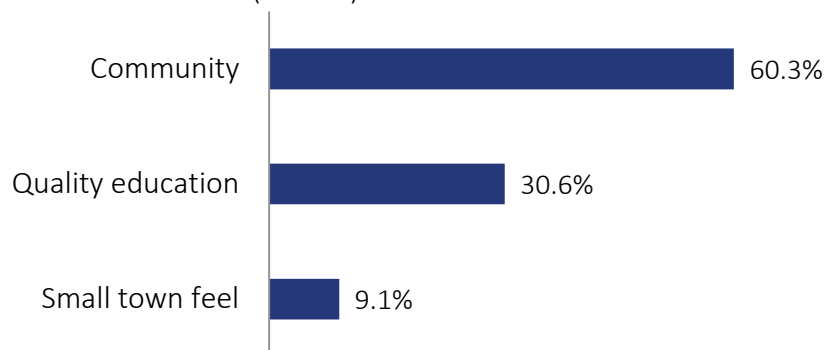
Note. There was a total of 242 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 3 themes and codes developed from analysis of open-end responses (n=242).

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)

Communication	20.1%
Transportation	13.3%
Supporting/paying/hiring staff	12.4%
Political	9.9%
Student behavior	9.3%
Diversity	7.1%
Update facilities	7.1%
Improve Academics	6.5%
School safety	5.6%
Special education services	3.7%
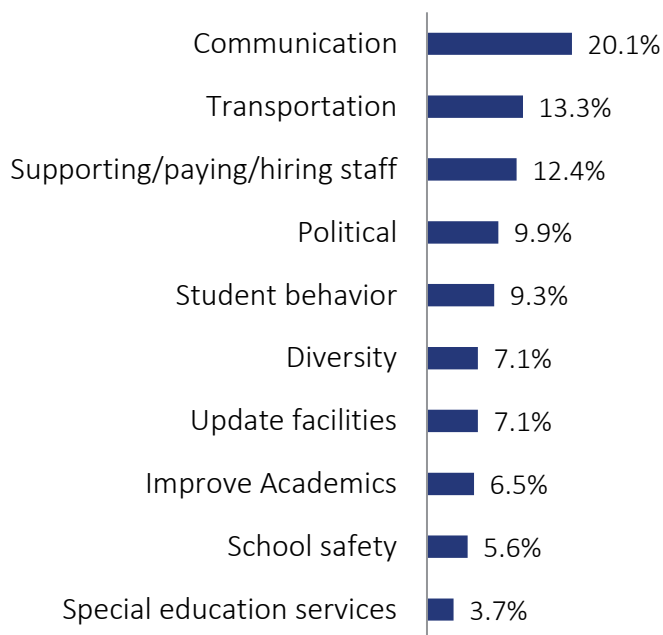
Note. There was a total of 354 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 10 themes and codes developed from analysis of open-end responses (n=354).

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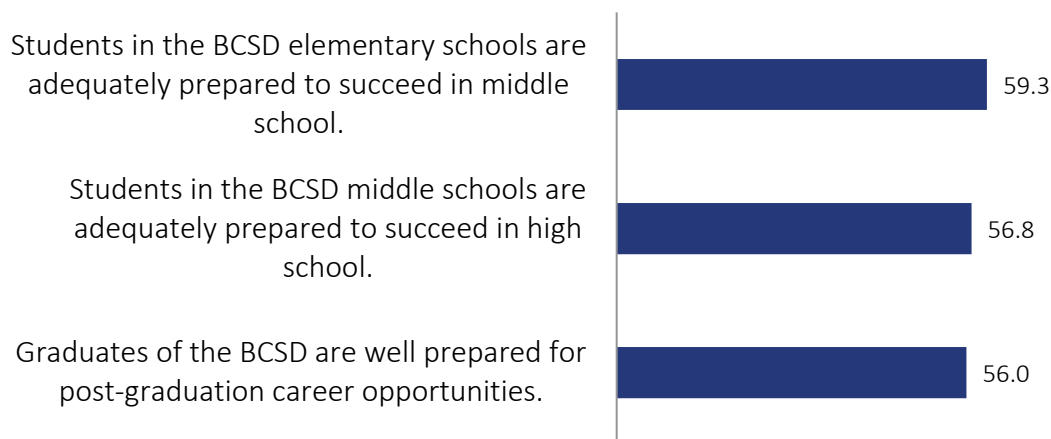
RMS also analyzed Q7-Q9 by recent graduates. Recent graduates were defined as individuals who were aged 18-30 and shared they graduated from the BCSD school district. The data largely mirrored the overall findings, however, the means were slightly higher for preparedness in elementary and high school,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

Life skills — 30.7%
Options/ opportunities — 24.9%
Support/Guidance/Attention — 10.0%
Strong Academic foundation — 7.8%
Trades — 7.4%
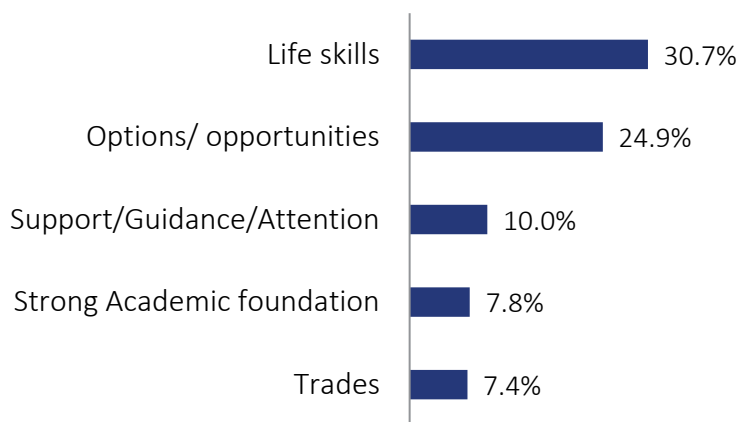
Note. There was a total of 309 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=309). Many of the remaining answers were related to teaching students career skills and communication 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 1		2		3		4		Very Important 5		Mean
	#	%	#	%	#	%	#	%	#	%	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* 1		2		3		4		*Strongly Agree* 5		*Mean*
	#	%	#	%	#	%	#	%	#	%	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?

Category	Percentage
Independence	36.5%
Strong Academic foundation	23.4%
Study Skills	18.7%
Life skills	18.4%
Knowledge of options	3.0%
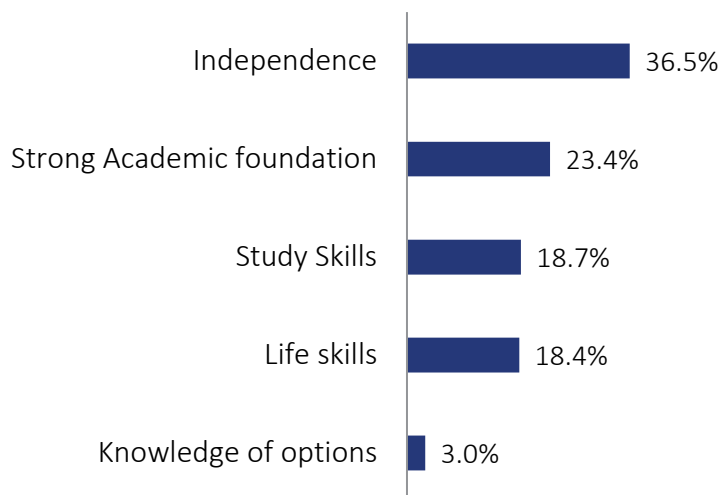
Note. There was a total of 337 open-end responses reviewed. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=337).

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 1		2		3		4		Strongly Agree 5		Mean
	#	%	#	%	#	%	#	%	#	%	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 1		2		3		4		Strongly Agree 5		Mean
	#	%	#	%	#	%	#	%	#	%	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* 1			2		3		4		*Strongly Agree* 5		*Mean*
	#	%	#	%	#	%	#	%	#	%		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 to74 (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
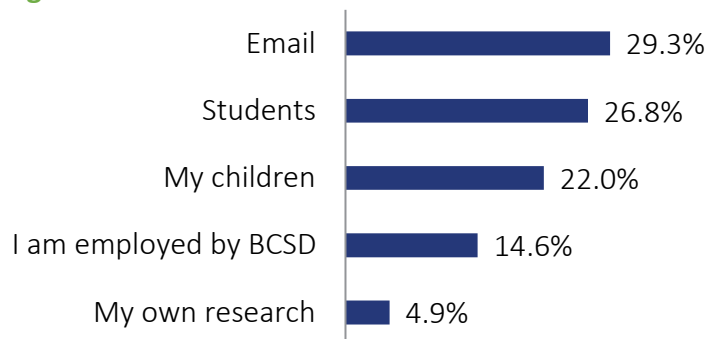
Note. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=41).

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 1		2		3		4		Strongly Agree 5		Mean
	#	%	#	%	#	%	#	%	#	%	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 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 1		2		3		4		Strongly Agree 5		Mean
	#	%	#	%	#	%	#	%	#	%	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
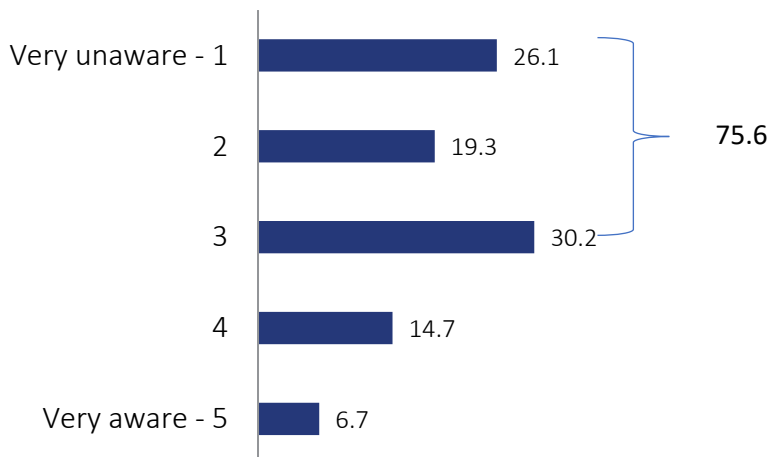
Awareness of the BCSD Strategic plan was low across all groups, parents rated the scores very low. Parents and community residents provided a mean score of 2.3, indicating that they are not aware of the BCSD's strategic plan. The highest mean score was a 3.3, from the current Instructional Staff.

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.

Email — 47.6%
Prefer more communication from BCSD — 31.6%
Newsletters — 12.6%
Hold regular meetings — 4.4%
Post info on BCSD website — 2.4%
Other qualified responses — 1.5%

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

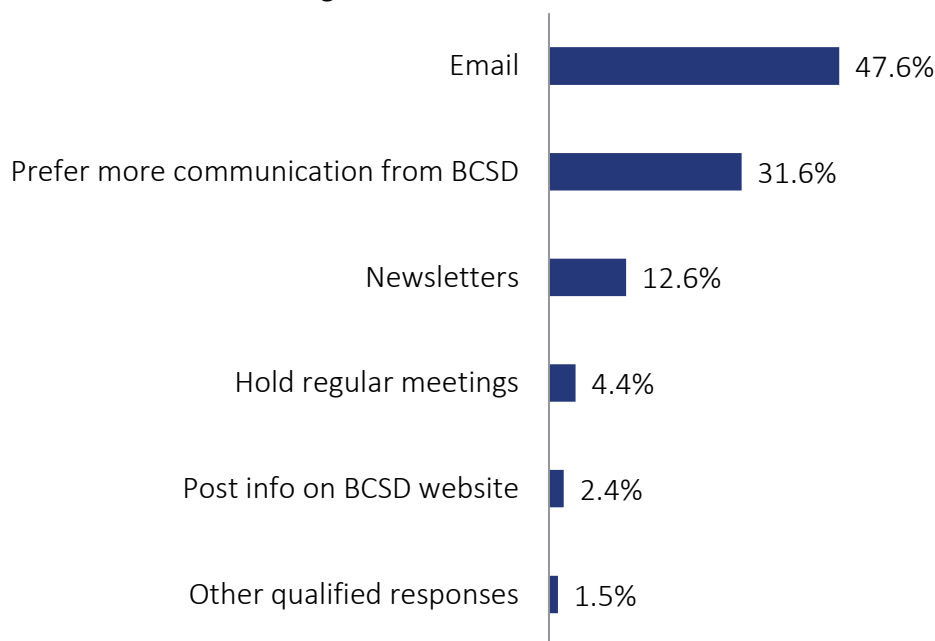| How important is it for the BCSD to...	Promote collaboration, innovation, flexibility, and cultural awareness, preparing students for their future?		Achieve high levels of educational, social, emotional, and lifelong learning skills for all?		Ensure equal access, opportunities, and choices for all students?	
Group	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)
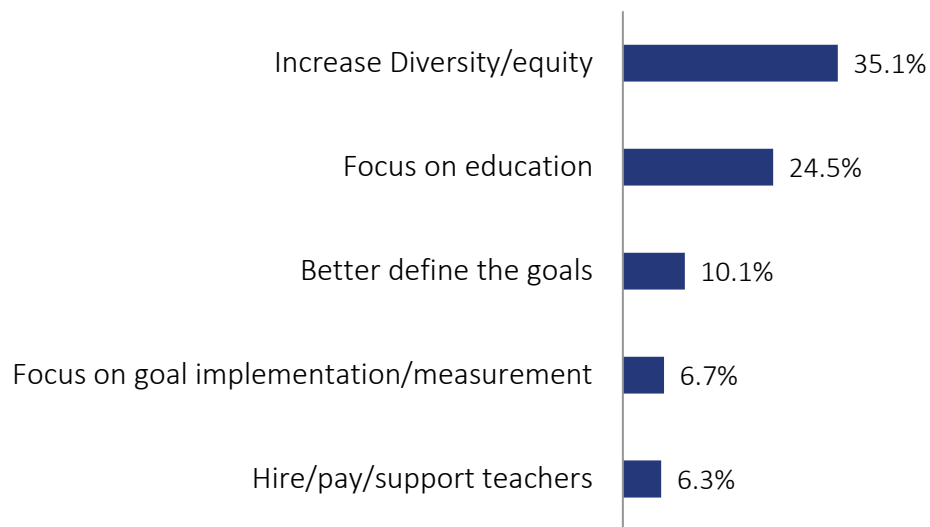
Note. There was a total of 208 qualified open-end responses. Each response was coded and grouped by theme. The chart above displays the top 5 themes and codes developed from analysis of open-end responses (n=208).

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

Area of Focus	Rating
The quality of the teaching staff	4.6
School safety and security	4.6
Hands-on/project-based learning experiences	4.4
Student's social/emotional development	4.3
Aligning curriculum and instruction to the job market	4.3
Collaboration with community partners/programs	4.1
Creating individualized/differentiated education for each student	4.1
Building cultural diversity awareness	3.9
Student achievement on standardized tests	2.9

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 priories 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	Improving student achievement on standardized tests	Improving student achievement on standardized tests	Improving student achievement on standardized tests	Improving student achievement on standardized tests	Improving student achievement on standardized tests	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 m*ore 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 1		2		3		4		Strongly Agree 5		Mean
	#	%	#	%	#	%	#	%	#	%	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 1		2		3		4		Very Aware 5		Mean
	#	%	#	%	#	%	#	%	#	%	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 1		2		3		4		Very Important 5		Mean
	#	%	#	%	#	%	#	%	#	%	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 1		2		3		4		High Priority 5		Mean
	#	%	#	%	#	%	#	%	#	%	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**)

A	C	S	P	FS	Question

					C. No (GO TO QS6)
					
					  B. (IF YES) Are/Were you part of the instructional Staff within the District?
					    A. Yes
					    B. No

X					S6. A. Do you have children?
					    A. Yes (**CONTINUE**)
					    B. No (**GO TO Q10**)
					
					  B. (IF YES) Which of the following statements best applies to you regarding your children? [**SELECT ALL THAT APPLY**]
					    a. I have a child or children who will attend the Baldwinsville Central School District in the future. (GO TO Q1)
					    b. I currently have a child or children attending the Baldwinsville Central School District. (GO TO Q1)
					    c. I have an adult child or children who attended and/or graduated from the Baldwinsville Central School District. (GO TO Q1)
					    d. I have a child or children who does/did NOT attend the Baldwinsville Central School District. (CONTINUE)
					
					  C. (IF QS6=D / OUT OF DISTRICT) What school does/did your child attend out of the District? (**Open-Ended**)
					  D. (IF QS=D / OUT OF DISTRICT) Why did you select out of district schooling? (**Open-Ended**)

GENERAL SURVEY QUESTIONS					
X					Q1. What is the first word or phrase that comes to mind when you think about the Baldwinsville Central School District? (**Open-Ended**)

X					Q2. A. Do you think Baldwinsville Central School District performs…
					    A. **Better than** other area school districts
					    B. **The same as** other area school districts
					    C. **Worse than** other area school districts
					
					  B. (**IF BETTER or WORSE**) Why do you think the Baldwinsville Central School District is (better/worse) than other area school districts? (**Open-Ended**)

X					Q3. To what extent did the Baldwinsville Central School District impact your decision to live in the greater Baldwinsville Area
					    Not at All Significant
					    Significant
					        1 2 3 4 5

X					Q4. What does the Baldwinsville Central School District do best? (**Open-Ended**)
X					Q5. What makes the Baldwinsville Central School District unique compared to other area districts? (**Open-Ended**)
X					Q6. What can the Baldwinsville Central School District improve upon? (**Open-Ended**)
On a scale of 1 is "strongly disagree" and 5 is "strongly agree," please rate your overall level of agreement regarding the Baldwinsville Central School District education and preparation of students for each of the following…					

	X	X	X	Q7. Students in the BCSD elementary schools are adequately prepared to succeed in middle school.
				      Strongly Disagree Strongly Agree
				       1 2 3 4 5

	X	X	X	Q8. Students in the BCSD middle schools are adequately prepared to succeed in high school.
				      Strongly Disagree Strongly Agree
				       1 2 3 4 5

	X	X	X	Q9. A. Graduates of the BCSD are well-prepared for post-graduation career opportunities.
				      Strongly Disagree Strongly Agree
				       1 2 3 4 5
				  B. What do you believe being well-prepared for post-graduation career opportunities looks like in our schools? (**Open-Ended**)

X				Q10. Please rate how important you believe a college education is today.
				      Very Unimportant Very Important
				       1 2 3 4 5

X				Q10. Please rate how important you believe a college education is today.
				      Very Unimportant Very Important
				       1 2 3 4 5

	X	X	X	Q11. A. A BCSD high school graduate is ready for college.
				      Strongly Disagree Strongly Agree
				       1 2 3 4 5
				  B. What do you believe being ready for college looks like in our schools? (**Open Ended**)

X				Q12. A. BCSD graduate is well prepared for post high school life?
				      Strongly Disagree
				      Strongly Agree
				       1 2 3 4 5
				  B. If rating is 2 or 1, Please explain "why." (**Open-Ended**)

X				Q13. A. The BCSD maintains its facilities and campus.
				      Strongly Disagree Strongly Agree
				       1 2 3 4 5
				Don't Know
				  B. If rating is 2 or 1, Please explain "why." (**Open-Ended**)

X				Q14. A. The District creates ample opportunity to engage and inform the community?
				      Strongly Disagree
				      Strongly Agree

				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**)
				     a. Parent organizations b. Friends and/or neighbors
				     c. District or school websites d. School newsletter and other District Mailings
				     e. School Board Meetings f. Local news
				     g. Facebook and other social media h. Teachers and Staff
				 OTHER: _____

X				Q16. A. The BCSD addresses students' holistic needs
				     Strongly Disagree
				 Strongly Agree
				     1 2 3 4 5
				 B. If rating is 2 or 1, Please explain "why." (**Open-Ended**)

X				Q17. A. The BCSD values its vision for all students to reach their full potential.
				     Strongly Disagree
				 Strongly Agree
				     1 2 3 4 5
				 B. If rating is 2 or 1, Please explain what could be done differently. (**Open-Ended**)

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
				     1 2 3 4 5
				 B. If rating is a 2 or 1, please explain what BCSD can do to help stakeholders become more aware. (**Open-Ended**)

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
				     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
				     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
				     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.

				A. What could the District do to continue to move its goals forward? (**Open-ended**) B. What improvements could the District make to these goals? (**Open-ended**)

What should the District's key areas of focus be for the coming years?
Low Priority   High Priority

X				Q24. Student's social/emotional development 1 2 3 4 5
X				Q25. Student achievement on standardized tests 1 2 3 4 5
X				Q26. The quality of the teaching staff 1 2 3 4 5
X				Q27. Building cultural diversity awareness 1 2 3 4 5
X				Q28. Hands-on/Project-based learning experiences 1 2 3 4 5
X				Q29. Aligning curriculum and instruction to the job market 1 2 3 4 5
X				Q30. Access to cutting edge technology 1 2 3 4 5
X				Q31. Collaboration with community partners/programs 1 2 3 4 5
X				Q32. School safety and security 1 2 3 4 5
X				Q33. Creating individualized/differentiated education for each student 1 2 3 4 5
X				Q34. OTHER: _____ 1 2 3 4 5

DEMOGRAPHICS & RESPONDENT INFORMATION

X				D1. What is the highest level of education you have completed?
				    b. Did not graduate high school b. High school diploma
				    i. Some college d. Associate (2-year) degree
				    e. Bachelor's (4-year) degree f. Graduate Degree

X				D2. How many total years have you lived in the Baldwinsville Central School District?
				    a. Less than 1 year b. 1 to 2 years
				    c. 3 to 5 years d. 6 to 10 years
				    e. 11 to 20 years f. More than 20 years

X				D3. How many people reside in your household?
X				D4. How many children under the age of 18 reside in your household?
X				D5. What additional comment(s) would you like to share with the Baldwinsville Central School District? [**Open-Ended**]
X				D6. Are you.. a. Male b. Female c. OTHER d. Refused

➢ 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 <u>will not</u> 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: _____   Date: ___November 21, 2022_____

Mark Dengler
President
Research & Marketing Strategies, Inc.

PARTICIPATION
Breakdown of Participation

150
Participants

65
Thoughts

1,944
Ratings

Which role best describes you?
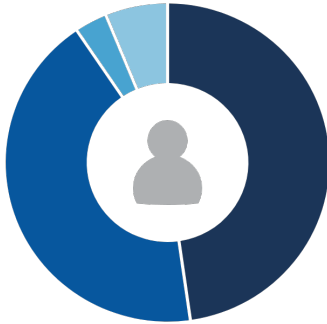
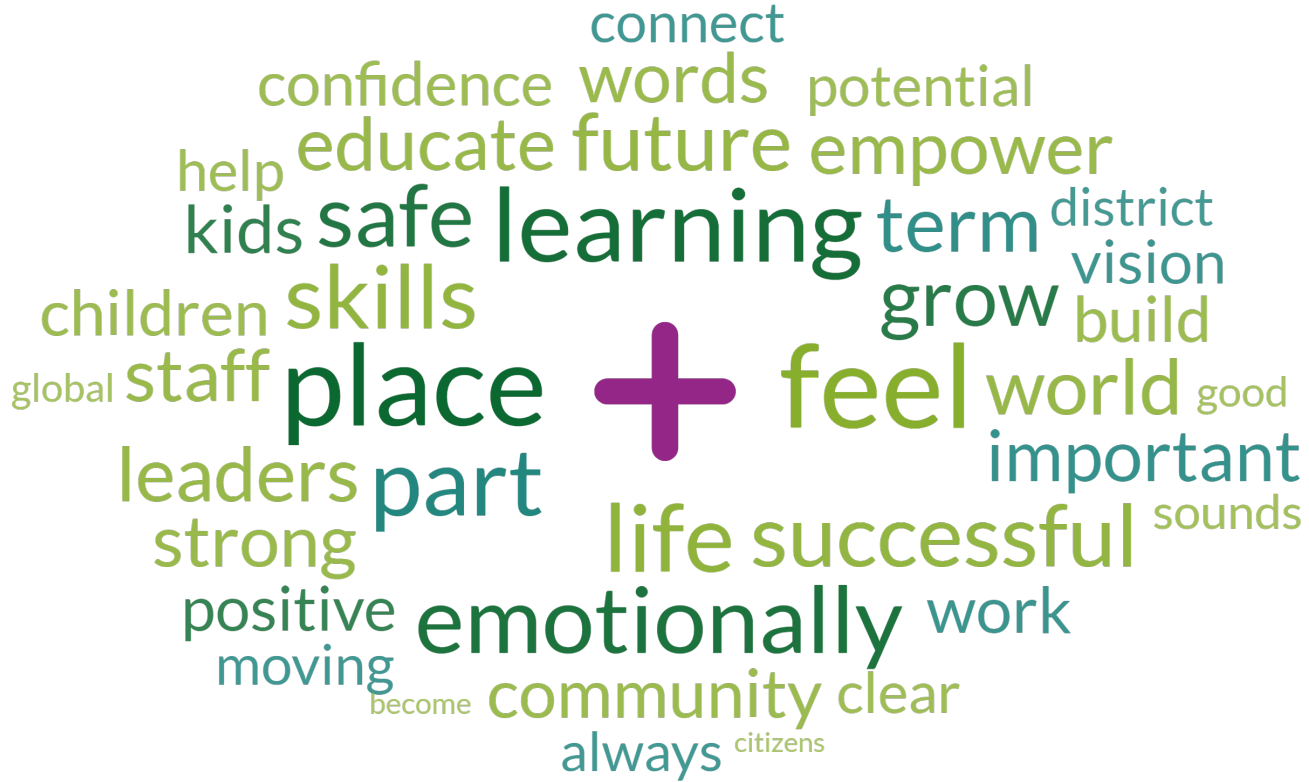| %	👤	Answer
48%	(68)	■ Parent/Guardian
43%	(60)	■ Staff
3%	(4)	■ Student
6%	(9)	■ Community Member

On a scale of 1 to 5, does the proposed mission statement "Foster an environment to educate and empower all students today to become global citizens of tomorrow" answer the question why do we exist?
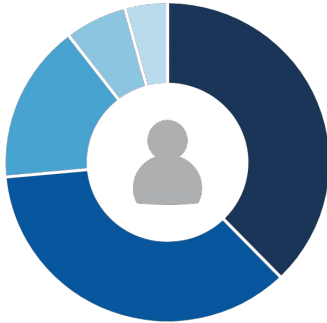
%	👤	Answer
38%	(51)	■ 5 - Yes, it provides clarity and focus.
36%	(48)	■ 4
16%	(22)	■ 3 - Neutral
6%	(8)	■ 2
4%	(5)	■ 1 - Not at all

To empower students first staff must feel empowered. We need a strong leader.

4.4 ★★★★☆ (43 👤)

Ranked #1 of 65

To me the term empowering means we are giving students the tools they need to be successful on the path they choose We want students to feel success in the area they decide to pursue

4.4 ★★★★☆ (42 👤)

Ranked #2 of 65

We want to build a place where kids want to learn and can learn, we need to give them the tools to learn and grow for the future Kids need a well-balanced and comprehensive education that educates the whole child to be successful in the world

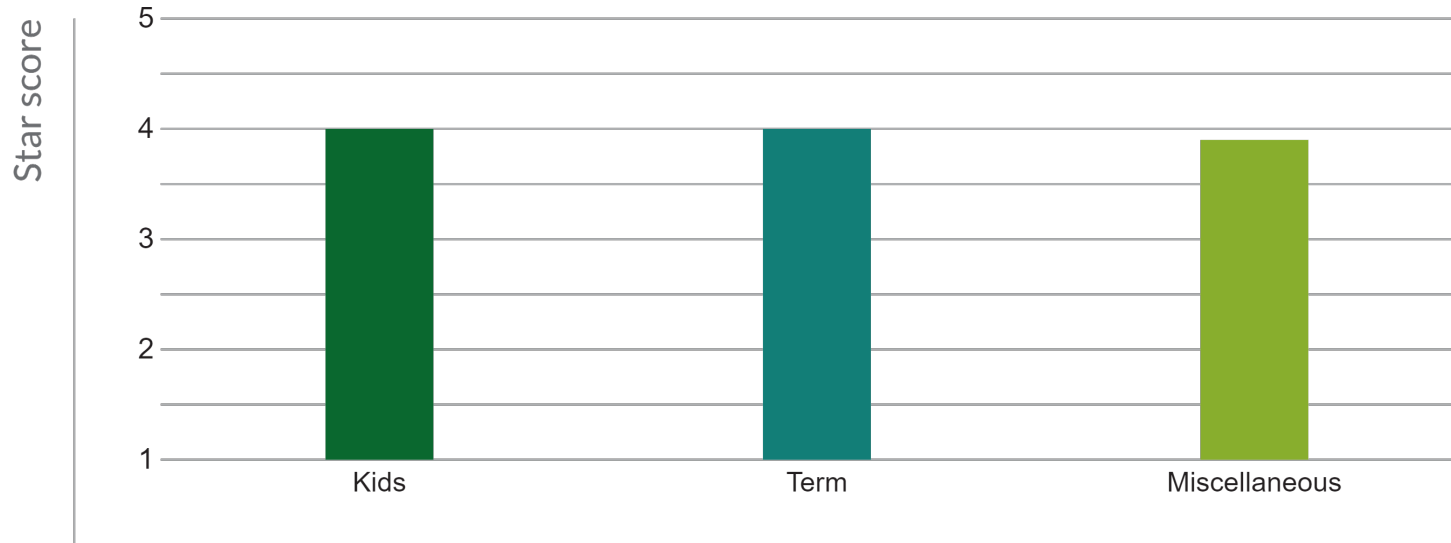4.4 ★★★★☆ (41 👤)

Ranked #3 of 65

KEYWORD THEMES
Top Themes by total thoughts

We want to build a place where kids want to learn and can learn, we need to give them the tools to learn and grow for the future Kids need a well-balanced and comprehensive education that educates the whole child to be successful in the world

4.4 ★★★★☆ (41 👤)

Giving the kids a supportive, positive and safe place to learn and grow   For them to succeed emotionally and intellectually

4.1 ★★★★☆ (35 👤)

Education in our community should serve the purpose of teaching kids the fundamentals on how to learn and the benefits of learning. With information coming from so many sources, students wil have navigate with an open mind, but also with a certain amount of skepticism.

4.1 ★★★★☆ (13 👤)

To me the term empowering means we are giving students the tools they need to be successful on the path they choose   We want students to feel success in the area they decide to pursue

4.4 ★★★★☆ (42 👤)

"Build" is an important part of the work We recognize our work is never done and want to continually improve our students experiences

4.2 ★★★★☆ (42 👤)

The terms bring a meaning and purpose of how the district should be moving to provide the tools to make students successful.   The district should always be building (increasing) opportunities for students in the future.

4.2 ★★★★☆ (42 👤)

To empower students first staff must feel empowered. We need a strong leader. 4.4 ★★★★☆ (43 👤)

The terms promote a scaffolded approach to ensuring students are supported academically, socially, and emotionally. 4.3 ★★★★☆ (40 👤)
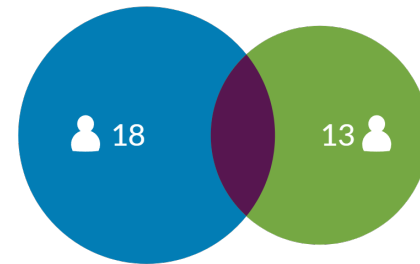
Making BCSD a place for all students to feel welcome, receive a great education, connect with the community and feel empowered for their future. Students are the reason we are here and they deserve the best opportunities and education we can give them as a district. 4.2 ★★★★☆ (42 👤)

18   13

Side A

I'm not sure how the term "build" connects to my vision for BCSD. It is unclear how the term "build" relates to BCSD

⭐ 4.4   ⭐ 1.7

I'm not sure the word BUILD works, you build buildings but don't educate them or empower them. Are talking about people here? Could we use GROW, ENRICH, ENGAGE, INSPIRE, etc or can we be more specific as to where these words apply?

⭐ 4.3   ⭐ 2.3

Side A/B Common (high)

We need to educate students by helping them build skills (including life skills like accountability) to empower them for the future. Students need skills we teach to be successful in school, but also in the real world. We fail them if we don't teach life skills alongside learning.

⭐ 4.4   ⭐ 4.1

Making BCSD a place for all students to feel welcome, receive a great education, connect with the community and feel empowered for their future. Students are the reason
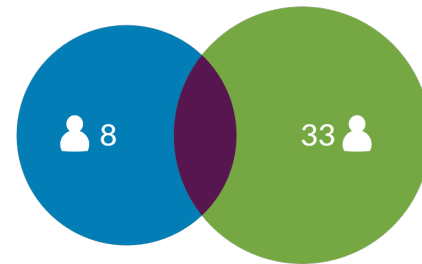
Side B

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.

DIFFERENCES
Global Citizens [8 | 33]

8   33

Side A

Question:on the previous page, why are we encouraging our students to become global citizens? Is the school district now in lock step with globalists? We are Americans we need to be promoting our country and the freedoms it affords its citizens we are not global citizens we are American citizens.

⭐ 4.6   ⭐ 1.1

Side A/B Common (high)

We want to build a place where kids want to learn and can learn, we need to give them the tools to learn and grow for the future Kids need a well-balanced and comprehensive education that educates the whole child to be successful in the world

⭐ 4.6   ⭐ 4.9

The terms promote a scaffolded approach to ensuring students are supported academically, socially, and emotionally.
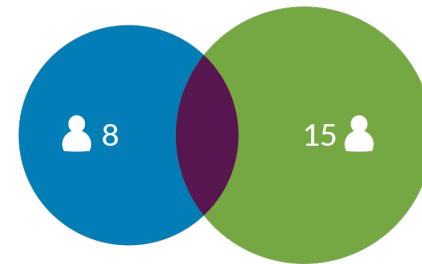
⭐ 3.7   ⭐ 4.8

Side B

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.

8   15

Side A

BUILD up our kids conference. EDUCATE our kids with ONLY the TRADITIONAL school subjects. EMPOWER our kids to be successful in a career. For the current and future mental health of our children!

⭐ 4.8   ⭐ 1.5

Educate our children, support their needs, help them become productive, caring individuals to ALL - without encouraging an "anything goes" society Kids should be taught to be caring, understanding, empathetic to ALL - but the beliefs/acceptance of

Side A/B Common (high)

Making BCSD a place for all students to feel welcome, receive a great education, connect with the community and feel empowered for their future. Students are the reason we are here and they deserve the best opportunities and education we can give them as a district.

⭐ 4.0   ⭐ 4.7

Giving the kids a supportive, positive and safe place to learn and grow For them to succeed emotionally and intellectually

⭐ 4.0   ⭐ 4.6

Side B

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.

Thanks for participating

We'll be carefully considering what we learned and sharing our actions back with you.

June 2023 Priorities Survey - Strategic Plan Public Comment

Theme	Shared Goal	Average Score	Rank
Increasing school safety and security	Increase school safety and security measures by supporting mental health opportunities and a learning environment that is safe and secure for students and staff	1.616	1
Provide project-based learning experiences	Prepare students to be knowledgeable critical thinkers, communicators, collaborators, creators, and contributors	1.679	2
Exemplify cultural responsiveness, diversity, and equity	Create an environment where all students, staff, and families feel a sense of belonging	1.927	3
Creating individualized/differentiated education	Recognize and support the unique academic needs of all students	1.935	4
Accessing cutting-edge technology	Ensure continued access to state-of-the-art technology systems, products and programs that will allow students to compete in college and career ready occupations	1.974	5
Increasing social/emotional development	Continue to evolve the social/emotional supports to meet the needs of all students	2.000	6
Improving student achievement	Expand available learning opportunities including Enrichment programs to fit the needs of all students	2.172	7
Enhancing teaching quality	Create job-embedded opportunities for teachers to develop and apply new skills (develop a culture of professional learning and improvement)	2.493	8
Aligning curriculum and instruction to the job market	Create a communication plan / partnership with families, higher education, businesses, community organizations, and the armed forces to enhance student programming that will meet the demands of the local and global marketplace	2.627	9
Collaborating with community partners / programs	Establish and strengthen partnerships with businesses and community organizations/partners to support student success and experience	2.710	10

Appendix D

Strategic Action Plan Cycle

Strategic Action Plan: A Cycle for Success

JUNE 30 | JULY 1

Set Goals:
- District
- Building
- Grade Level
- Subject

Review and Reset District Goals

Monitor Progress:
- STAR
- Common Formative Assessments
- Common Summative Assessments

Assess:
- State Assessments
- Regents Exams
- Local Finals

Academic Support:
- RtI
- AIS
- Departmental enrichment

Continued Monitoring and Academic Support

Adjust / Modify