



Family-School Partnerships Survey 2025-2026

Developed by



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Executive Summary

A total of 508 parents completed the survey, representing 41% of the district's enrolled students. The response rate met the district's goal and matches the highest response rate over the past 5 years.

Respondent Profile

Most respondents identified as Black or African American (84%) and female (75%). They most frequently had children in high school only (39%). Over one quarter (29%) had children in more than one school. Most families (74%) had internet access every day using a cell phone (82%), while some (6%) do not have any internet access.

Survey Results

Across all schools, the percentage of parents who Agree or *Strongly Agree* increased for Sharing Information and Educational Quality, and decreased for Leadership & Participation from the previous year. Leadership and Participation continued to have the lowest level of agreement.

Consistent with feedback from previous years, families would like more frequent, proactive, and timely communication with the district and schools. Parents have a wide range of preferences for district and school communication, including mail, email, text message, phone, voicemail, automated all-calls, and paperwork sent home with students. Although most parents are aware of many different ways to be involved with the school, they are less aware of how to provide input on their children's learning, be involved in school improvement planning and decision making, or volunteer with the schools.

Recommendations

Based on these findings, the following are recommended to strengthen family engagement.

RECOMMENDATION 1: Provide most events on Wednesday and Saturday evenings, along with options at other times and online/virtual options to encourage engagement of parents with various work schedules.

RECOMMENDATION 2: Communicate more consistently using multiple methods to ensure messages reach parents.

RECOMMENDATION 3: Use Class Dojo, rather than Infinite Campus, for teachers at all schools to provide regular updates on students' progress.

RECOMMENDATION 4: Communicate more frequently and improve response and notification times.

RECOMMENDATION 5: Provide more opportunities for parents to volunteer with schools, provide input on their children's learning, and be involved in school improvement planning and decision making.



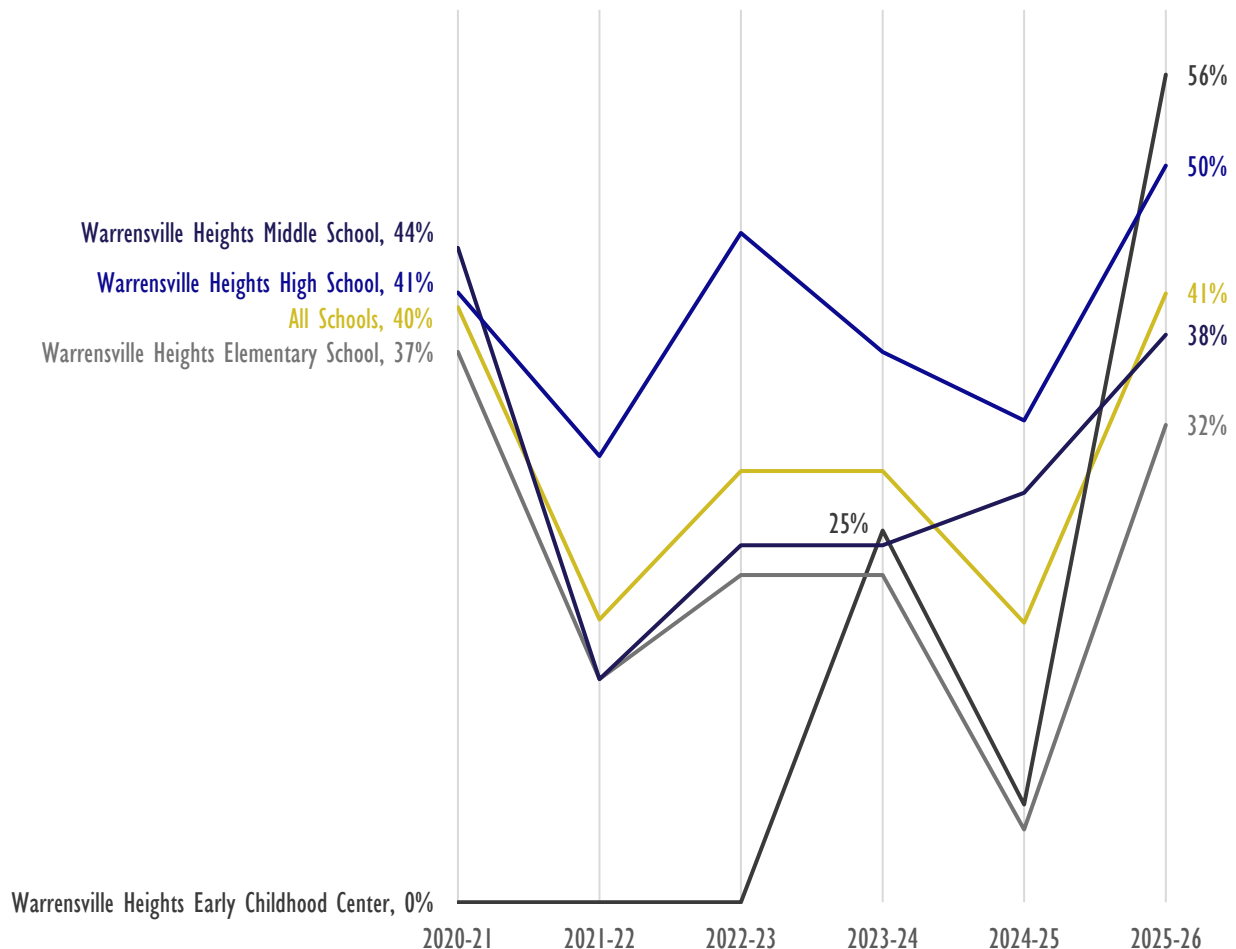
Introduction

Warrensville Heights City School District (WHCSD) contracted with Hamai Consulting to assist with the annual Family-School Partnerships Survey. For the first time, there were two rounds of data collection, in October-November of 2025 and January-February 2026. District and school staff encouraged parents to complete the survey, answering questions about the district and each school where they had children enrolled.

Parents completed the survey online after seeing emails, posts in Class Dojo, and social media posts, or completed paper surveys while attending school and district events and parent-teacher conferences. The survey was available in English, Spanish, Burmese, French, Hungarian, and Russian.

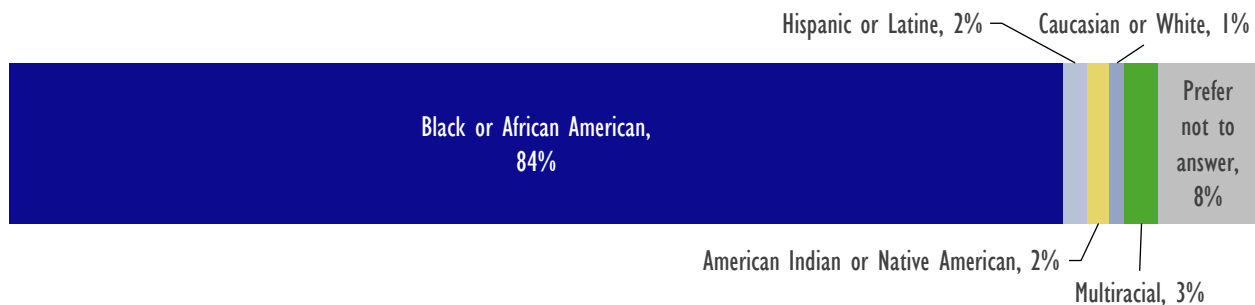
Survey Goals and Response Rates

A total of 508 parents completed the survey, representing 41% of the district's enrolled students. This met the district's goal of achieving a 40% response rate. The response rate was higher than last year and matches the highest rate of responses over the past 5 years.

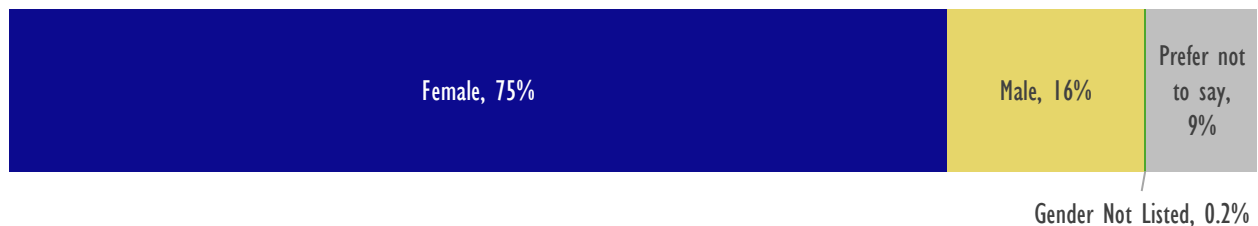


Respondent Demographics and Background Information

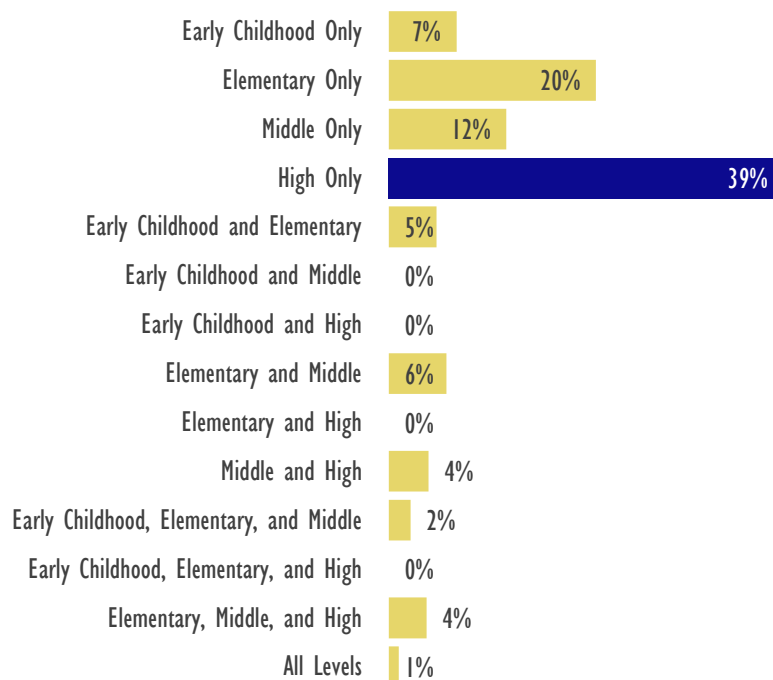
Most respondents identified as Black or African American.



Two-thirds of the respondents identified as female.



Respondents most frequently had children in high school only. More than one quarter (29%) had children in more than one school.



District Health and Safety

This category asked families about their perceptions of how the district handles COVID-19 concerns.

Just over half of respondents agreed or strongly agreed that the district communicates effectively about COVID protocols/resources and that the COVID guidelines are effective.

Warrensville Heights City School District communicates with me effectively about COVID protocols/resources.

Strongly Agree or Agree, 53%

I feel Warrensville Heights City School District's COVID Guidelines are effective.

55%

One parent suggested removing these questions from the survey, since the COVID pandemic has ended.

District Communication

This category asked respondents about the communication they receive from the district.

Most respondents agreed or strongly agreed that the district communicates with them the right amount, in the right ways, and in a timely manner.

Warrensville Heights City School District communicates the right amount for me.

Strongly Agree or Agree,
78%

Warrensville Heights City School District communicates in ways that work for me.

79%

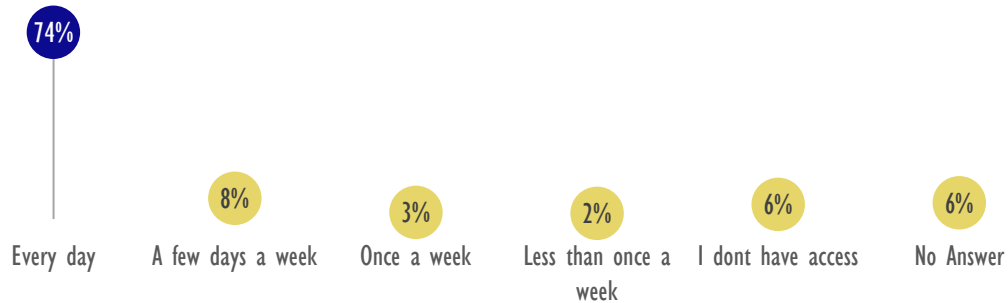
Warrensville Heights City School District communicates in a timely manner for important announcements.

79%

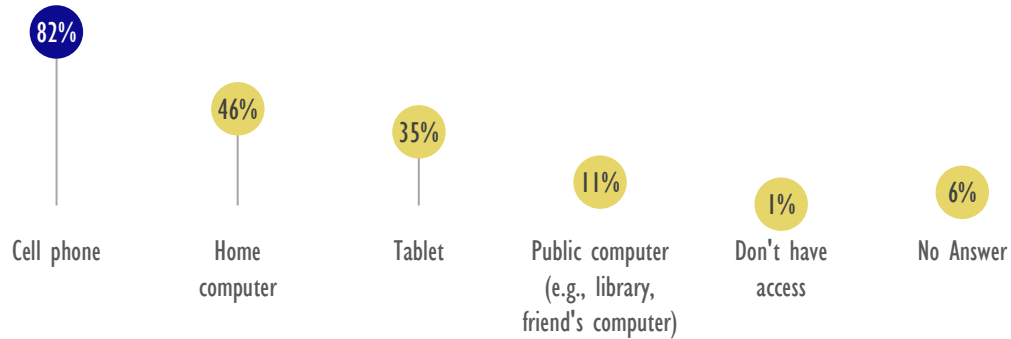


Access to Internet and Social Media

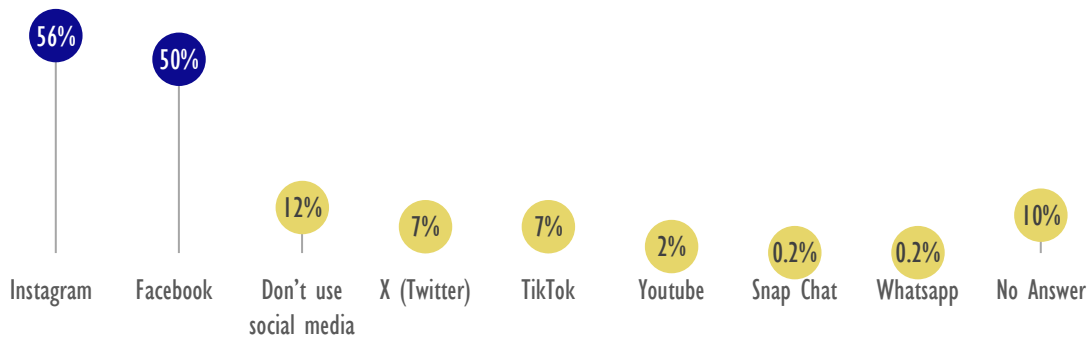
Most families have internet access every day; however, 6% do not have any internet access.



Most respondents use a cell phone to access the internet.

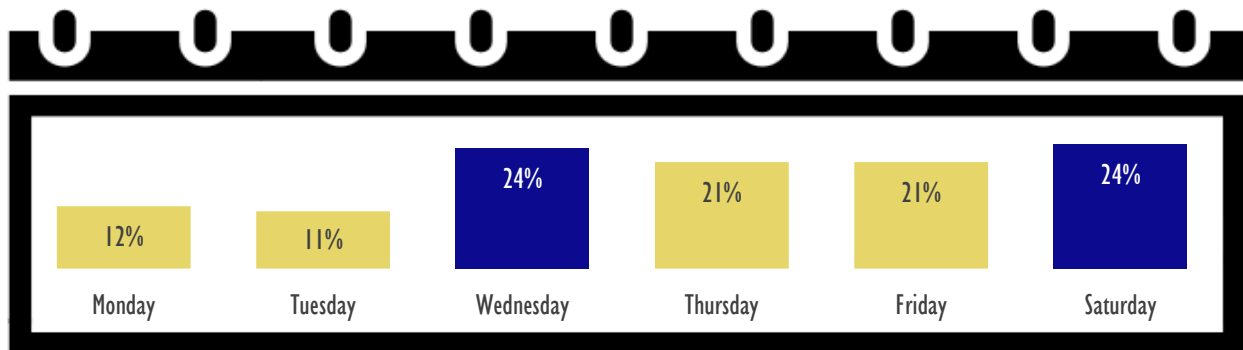


Respondents mostly use Instagram and Facebook; however, about one-eighth of respondents do not use social media.

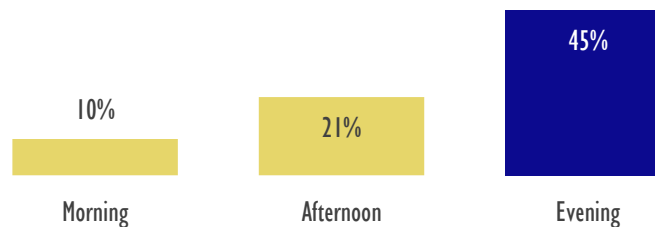


Engagement Preferences

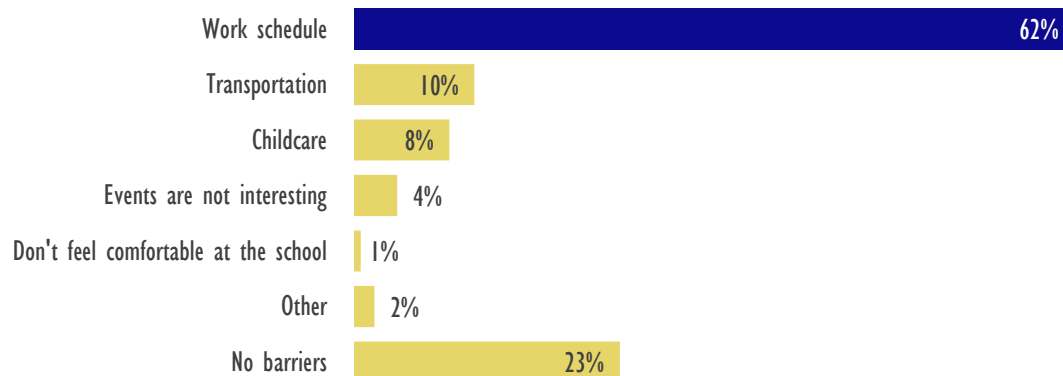
Respondents prefer to attend school-sponsored workshops or events on Wednesdays or Saturdays.



Respondents also prefer to participate in workshops or events during the evening.



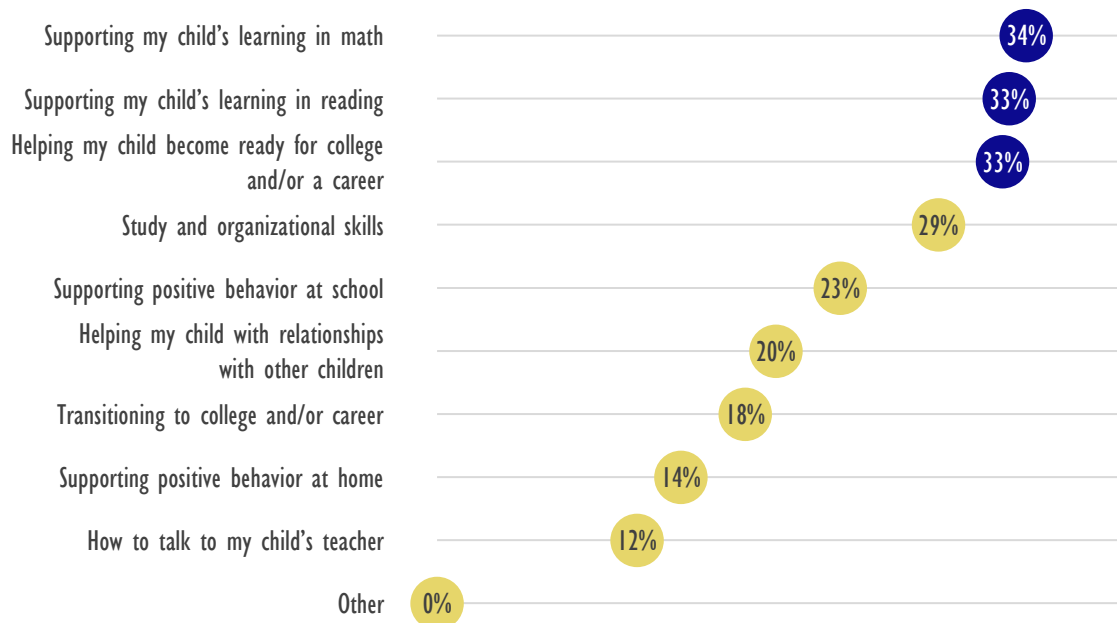
Most respondents felt that their work schedule made it hard for families to attend school-sponsored events or workshops.



“Other” barriers to attending events and workshops included health issues and appointments, other scheduling conflicts and conflicting responsibilities, being unaware that events were happening, and having events scheduled at two schools at the same time.



Respondents would like more information about were supporting their child’s learning in math, supporting their child’s learning in reading, and helping their child become ready for college and/or career.



Improving District Communication and Engagement

When asked for suggestions about how the district could improve its communication and engagement with families, 7% of respondents provided any suggestions for improvement. Suggestions included:

- Provide more advance notice for events and important dates (n = 8)
- Communicate more frequently (n = 3) by mail (n = 2), email (n = 1), phone, text message, and by paperwork sent home with the children (n = 1)
- Change communication methods (n = 4), such as “decrease the amount of robo calls,” “fix the automated all-call,” add a school newsletter with upcoming dates and events, and consider offering parent night out events and a PTO.
- Provide virtual participation options (n = 3)
- Improve staff responsiveness and answering service (n = 3)
- Provide more communication and support regarding transportation (n = 3), such as providing transportation for parents without cars, informing parents when buses are late, and making pick-up locations clearer.
- Provide more parent engagement opportunities (n = 2), such as continuing “brainstorming engagement with the Tiger Parent Council.”
- Address the issue of bullying and harassment (n = 2)
- Other (n = 3), for example: “Be on time,” and “...stagger events sometimes...because almost all the events are scheduled at night.”



Summary of School-Level Results

This report compares the percent of respondents selecting *Agree* or *Strongly Agree* with the percent selecting *Disagree* or *Strongly Disagree* or *Don't Know/Not Applicable* for question categories and individual questions. See the tables at the end of this report for more detailed breakdowns of responses.

Warrensville Heights Early Childhood Center had the highest percentage of agreement with items in **Communication**, **Educational Quality**, and **Health & Safety**, while Washington Heights Elementary School had the highest agreement with items in **Sharing Information**, **Educational Quality**, and **How I Feel About My School**, and Washington Heights High School had the highest agreement with items in **Leadership & Participation**.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
All Schools	86%	82%	85%	48%	72%	91%
Warrensville Heights Early Childhood Center	89%	89%	87%	53%	76%	93%
Warrensville Heights Elementary School	92%	86%	87%	49%	74%	94%
Warrensville Heights Middle School	81%	79%	83%	51%	66%	85%
Warrensville Heights High School	83%	80%	84%	63%	72%	91%

Across all schools, the percentage of agreement increased for items in **Sharing Information** and **Educational Quality**, and decreased for items in **Leadership & Participation** from the previous year.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
2024-2025	78%	80%	81%	52%	69%	90%
2025-2026	86%	82%	85%	48%	72%	91%



Warrensville Heights Early Childhood Center

A total of 74 Warrensville Heights Early Childhood Center (WHECC) families responded to the survey, representing 56% of the school population.

A greater percentage of WHECC respondents *Agreed* or *Strongly Agreed* with items in **Communication** and **Leadership and Participation** than across all schools combined.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
All Schools	86%	82%	85%	48%	72%	91%
Warrensville Heights Early Childhood Center	89%	89%	87%	53%	76%	93%

A greater percentage of WHECC respondents *Agreed* or *Strongly Agreed* with items in **Sharing Information** and **Educational Quality** than the previous year, while a lower percentage of respondents agreed with items in **Leadership & Participation**.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
2024-2025	89%	81%	75%	78%	63%	85%
2025-2026	89%	89%	87%	53%	76%	93%

Sharing Information

Respondents most frequently agreed that their school provides age-appropriate information about their child's development.

My child's school provides information on what I can do at home to help my child improve their learning.

Strongly Agree or Agree, 89%

My child's school provides information about my child's development at this age.

91%

My child's school provides information on what my child should learn and be able to do in each grade in school.

89%

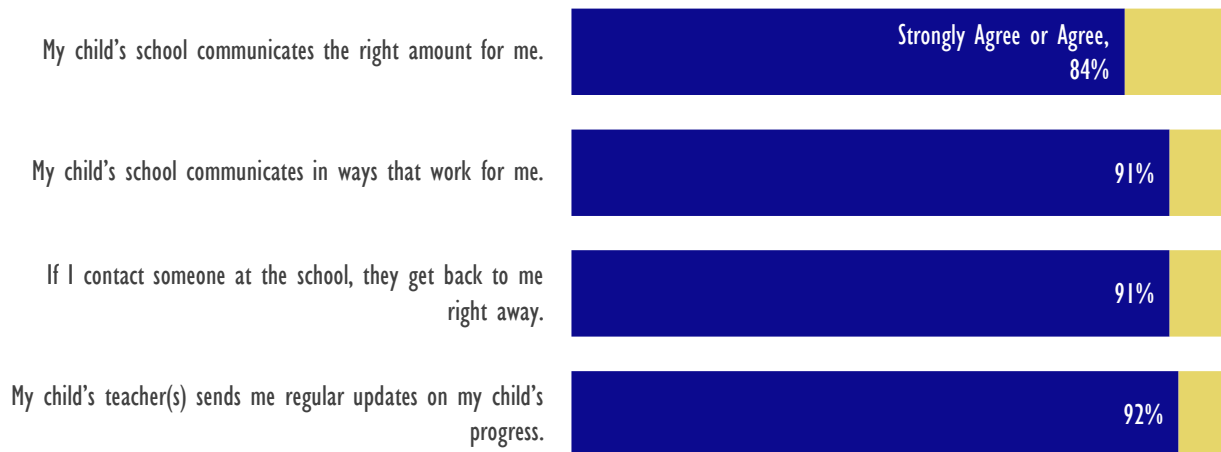
My school provides information about community resources and services in which my family might be interested.

88%



Communication

Although generally happy with communication, respondents were less likely to agree that their child's school communicates the right amount for them.



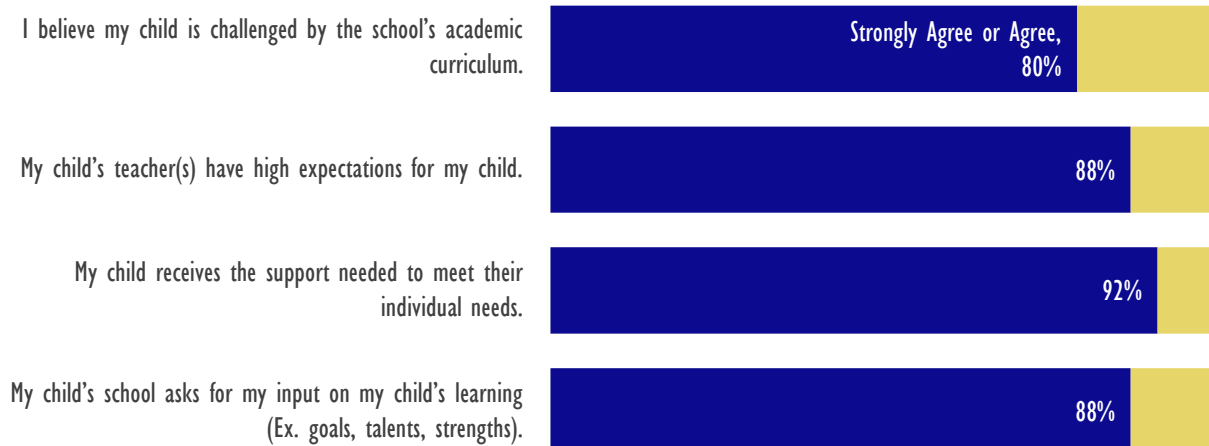
When asked for suggestions about how WHECC could improve its communication and engagement with families, 15% of respondents provided any suggestions for improvement. Suggestions included:

- Communicate more frequently (n = 1) by text message (n = 2)
- "...highlights or more updates from the Principal about what activities are going on in school."
- "More communication on what child needs to improve on and what child is doing good in."
- Provide more advance notice for upcoming activities (n = 1)
- "Wait until parents reach out for communication."
- "Clearly define volunteer opportunities in the school/classroom and the process parents have to take to become a volunteer."
- "For children that need additional help, it would be nice if there was a resource page, or center for parents seeking additional help for their children."
- "I would suggest more work for at home practice to be returned."



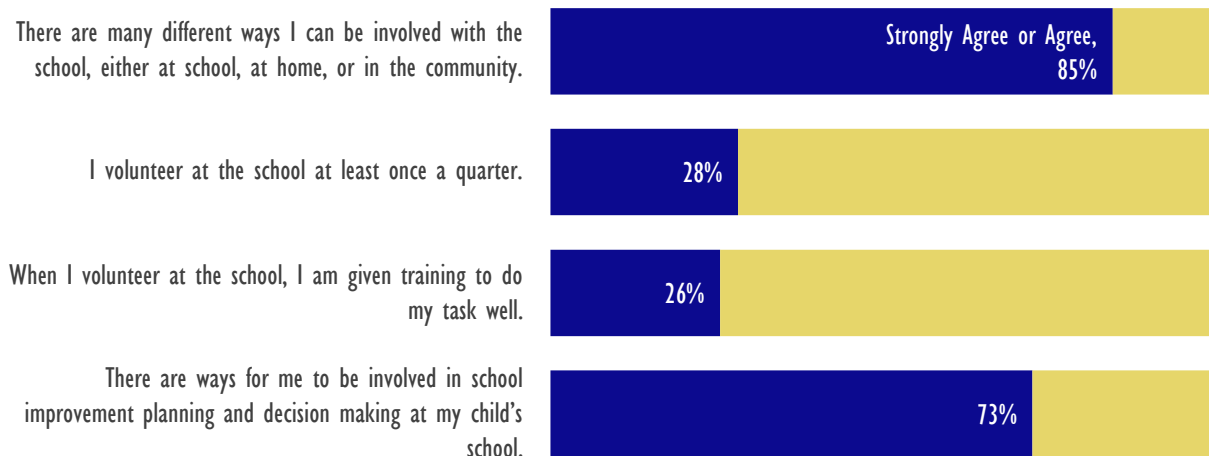
Educational Quality

Respondents most frequently agreed that their child receives the support they need to meet their individual needs, and were least likely to agree that they believe their child is challenged by the school's academic curriculum.



Leadership and Participation

More respondents agreed that there were many different ways to be involved with the school, improvement planning, and decision making; however, few respondents had volunteered at least once per quarter or agreed that they were giving adequate training for volunteering.



Health and Safety

Respondents were most likely to agree that their child's school takes health precautions seriously.

My child's school communicates with me effectively about COVID protocols/resources.

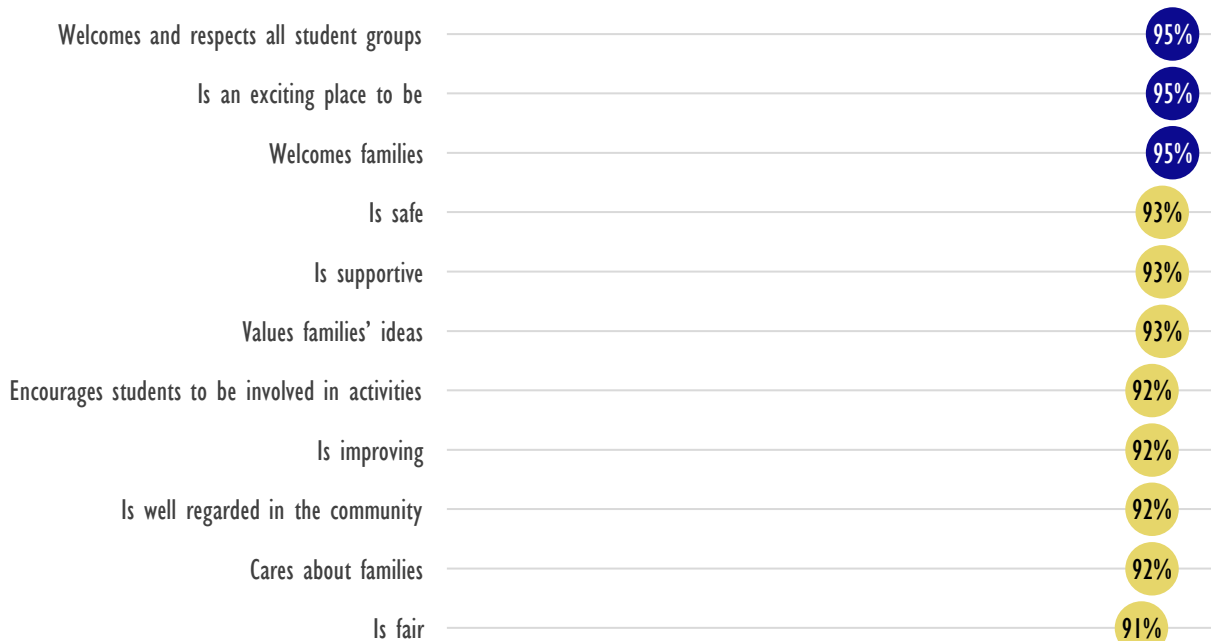
Strongly Agree or Agree,
66%

My child's school takes health precautions seriously.

86%

How You See Your School

Almost all respondents agreed that their school welcomes and respects all student groups, is an exciting place to be, and welcomes families.



Warrensville Heights Elementary School Survey Results

A total of 192 Warrensville Heights Elementary School (WHES) families responded to the survey, representing 32% of the school population.

A greater percentage of WHES respondents agreed with items in **Sharing Information** and **Communication** than across all schools combined.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
All Schools	86%	82%	85%	48%	72%	91%
Warrensville Heights Elementary School	92%	86%	87%	49%	74%	94%

A greater percentage of WHES respondents *Agreed or Strongly Agreed* with items in **Sharing Information** and **Educational Quality** than the previous year, while a lower percentage of respondents agreed with items in **Communication**.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
2024-2025	89%	89%	84%	49%	72%	95%
2025-2026	92%	86%	87%	49%	74%	94%

Sharing Information

Respondents most frequently agreed that their school provides age-appropriate information about their child's development.

My child's school provides information on what I can do at home to help my child improve their learning.

Strongly Agree or Agree, 91%

My child's school provides information about my child's development at this age.

95%

My child's school provides information on what my child should learn and be able to do in each grade in school.

92%

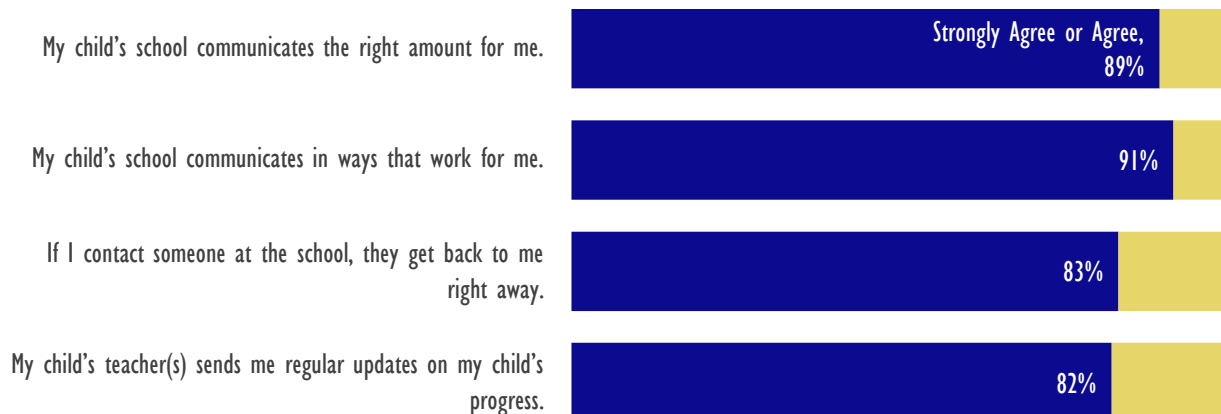
My school provides information about community resources and services in which my family might be interested.

89%



Communication

Respondents most frequently agreed that their child's school communicates in ways that work for them.

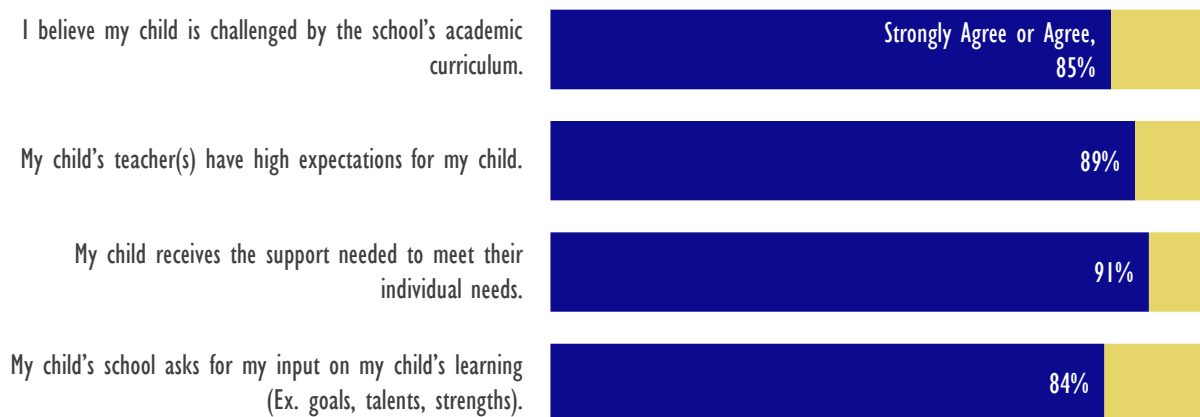


When asked for suggestions about how WHES could improve its communication and engagement with families, 3% provided any suggestions for improvement. Suggestions included:

- Improve Class Dojo (n = 2), such as making sure parents are receiving updates from the correct school and class.
- Send regular updates on children's progress (n = 1)
- More frequent communication from teachers (n = 1)
- Improve responsiveness of staff in the office (n = 1)

Educational Quality

Respondents were most likely to agree that their child receives the support needed to meet their individual needs.



Leadership and Participation

Although most respondents agreed that there were many different way to be involved with the school, only about one quarter respondents agreed that they volunteer at least once per quarter or received sufficient training when they volunteered.

There are many different ways I can be involved with the school, either at school, at home, or in the community.

Strongly Agree or Agree,
83%

I volunteer at the school at least once a quarter.

24%

When I volunteer at the school, I am given training to do my task well.

28%

There are ways for me to be involved in school improvement planning and decision making at my child's school.

62%

Health and Safety

Respondents were most likely to agree that the school takes health precautions seriously.

My child's school communicates with me effectively about COVID protocols/resources.

Strongly Agree or Agree,
67%

My child's school takes health precautions seriously.

82%



How You See Your School

Almost all respondents agreed that the school welcomes and respects all student groups, is safe, is well regarded in the community, and welcomes families.



Warrensville Heights Middle School Survey Results

A total of 152 Warrensville Heights Middle School (WHMS) families responded to the survey, representing 38% of the school population.

A lower percentage of WHMS respondents *Agreed or Strongly Agreed* with items in **Sharing Information, Health & Safety, and How I Feel About My School** than across all schools.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
All Schools	86%	82%	85%	48%	72%	91%
Warrensville Heights Middle School	81%	79%	83%	51%	66%	85%

A greater percentage of WHMS respondents *Agreed or Strongly Agreed* with items in **Communication, Educational Quality, Leadership & Participation, and Health & Safety** than the previous year.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
2024-2025	81%	75%	76%	43%	59%	88%
2025-2026	81%	79%	83%	51%	66%	85%

Sharing Information

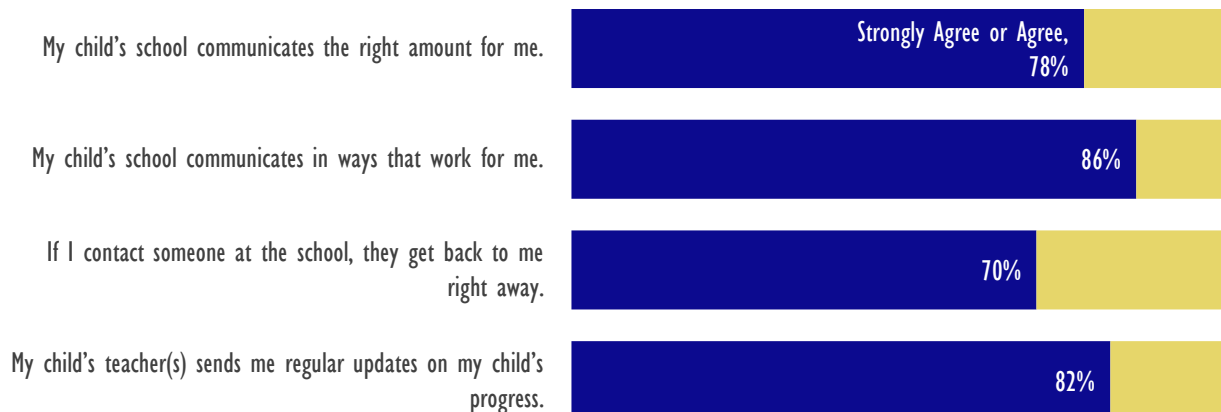
Respondents were equally likely to agree that their school provides information about what they can do at home, child development, grade-level expectations, and community resources.

My child's school provides information on what I can do at home to help my child improve their learning.	Strongly Agree or Agree, 82%
My child's school provides information about my child's development at this age.	82%
My child's school provides information on what my child should learn and be able to do in each grade in school.	81%
My school provides information about community resources and services in which my family might be interested.	81%



Communication

Respondents were most likely to agree that their child's school communicates with them in ways that work for them.



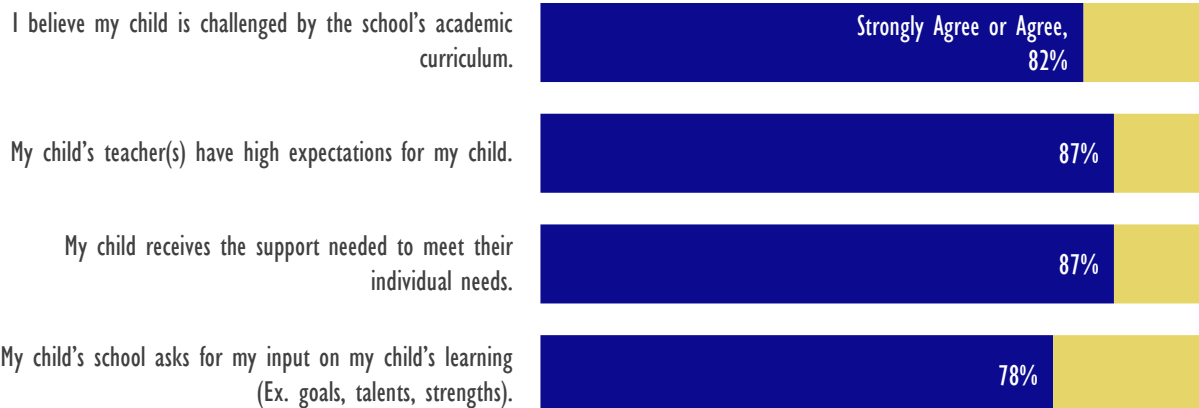
When asked for suggestions about how WHMS could improve its communication and engagement with families, 18% provided any suggestions for improvement. Suggestions included:

- Communicate more frequently (n = 3) by text message (n = 3), phone (n = 2), by email (n = 1), and by all-call Robo call (n = 1)
- Communicate directly with parents, rather than through students (n = 2)
- Use Class Dojo instead of Infinite Campus (n = 3)
- More frequent communication from teachers (n = 1)
- Improve responsiveness of staff in the office (n = 2)
- Provide more parent engagement opportunities (n = 2)
- "Making sure the numbers being called are correct."
- "Instagram page w/updates for middle school kids only"
- "Conduct a two-way dialogue with feedback options, and prioritize a positive contact report."
- "Talk to families right away so parents can know how to improve themselves"
- "By getting the child's contact"



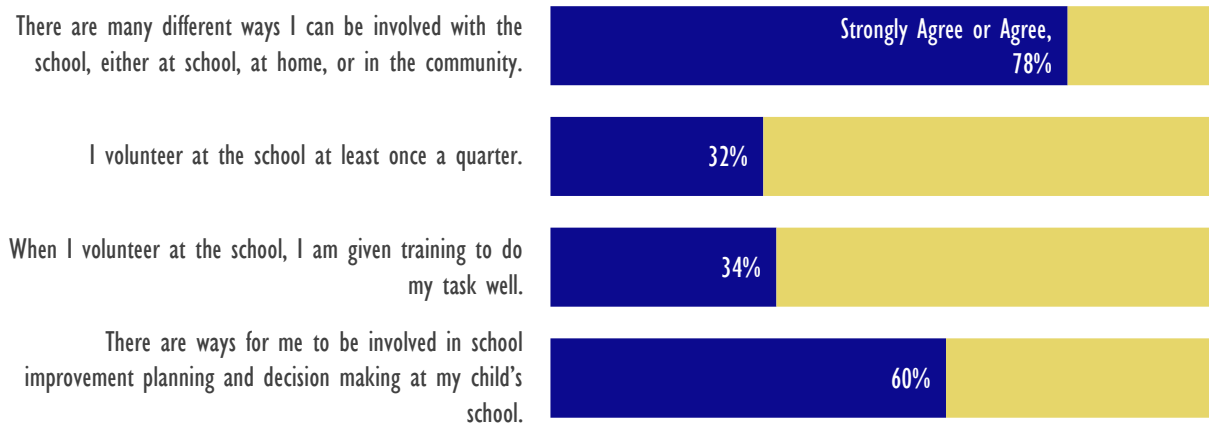
Educational Quality

Respondents were most likely to agree that their child's teacher has high expectations for their child and that their child receives the support needed to meet their individual needs.



Leadership and Participation

Many respondents agreed that there were different ways to be involved with the school; however, only one third of respondents agreed that they volunteer at least once per quarter or receive sufficient training when they volunteer.



Health and Safety

Respondents were most likely to agree that the school takes health precautions seriously.

My child's school communicates with me effectively about COVID protocols/resources.

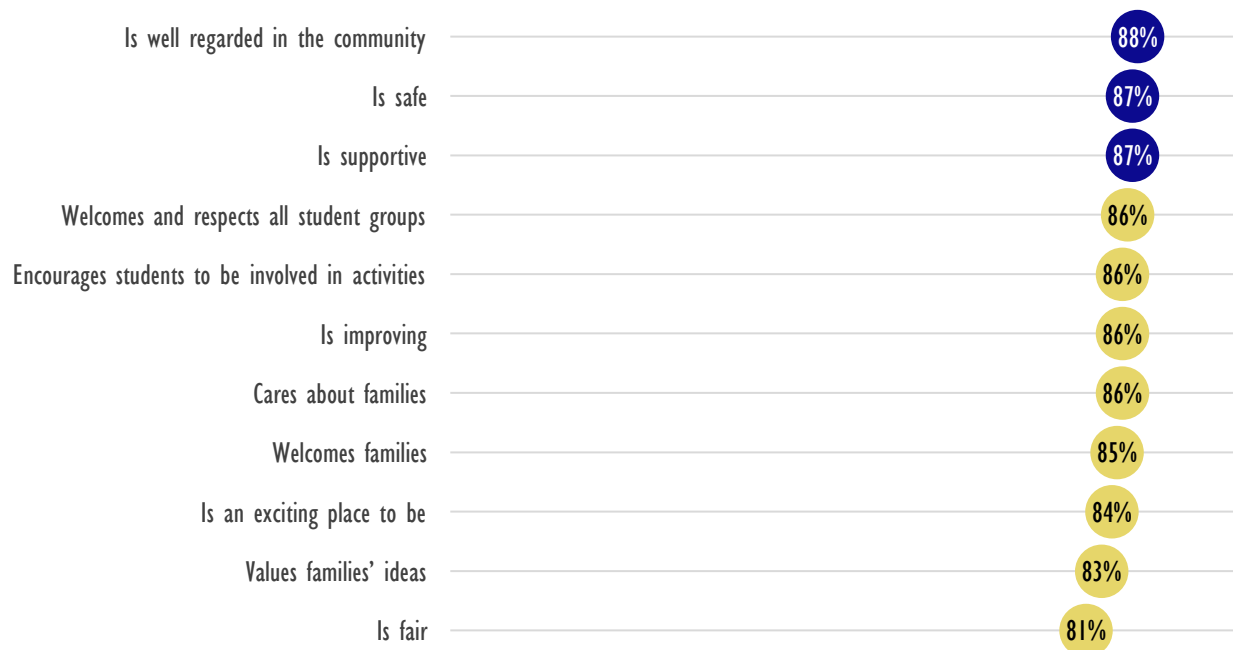
Strongly Agree or Agree,
60%

My child's school takes health precautions seriously.

72%

How You See Your School

Respondents were most likely to see their school as well regarded in the community, safe, and supportive.



Warrensville Heights High School Survey Results

A total of 282 Warrensville Heights High School (WHHS) families responded to the survey, representing 50% of the school population.

A greater percentage of WHHS respondents *Agreed or Strongly Agreed* with items in **Leadership and Participation** than across all schools combined.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
All Schools	86%	82%	85%	48%	72%	91%
Warrensville Heights High School	83%	80%	84%	63%	72%	91%

A greater percentage of WHHS respondents *Agreed or Strongly Agreed* with items in **Sharing Information** and **Leadership & Participation** than the previous year, while a lower percentage of respondents agreed with items in **Health & Safety**.

	Sharing Information	Communication	Educational Quality	Leadership and Participation	Health and Safety	How I Feel About My School
2024-2025	70%	82%	83%	54%	76%	91%
2025-2026	83%	80%	84%	63%	72%	91%

Sharing Information

Respondents were slightly more likely to agree that their school provides information about what children should learn and be able to do in each grade.

My child's school provides information on what I can do at home to help my child improve their learning.

Strongly Agree or Agree,
83%

My child's school provides information about my child's development at this age.

82%

My child's school provides information on what my child should learn and be able to do in each grade in school.

85%

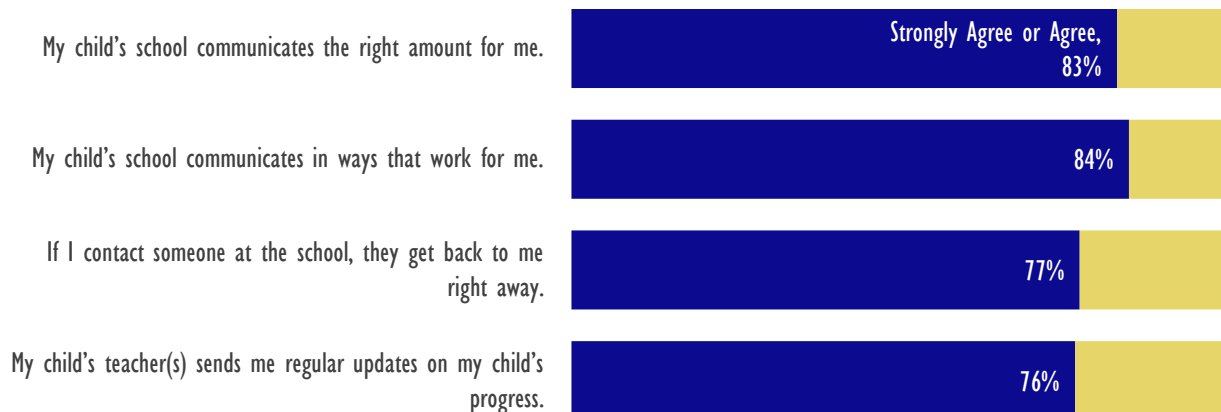
My school provides information about community resources and services in which my family might be interested.

84%



Communication

Respondents were most likely to agree that their child's school communicate the right amount and in ways that work for them.



When asked for suggestions about how WHHS could improve its communication and engagement with families, 6% provided any suggestions for improvement. Suggestions included:

- Communicate more frequently (n = 1) by text message (n = 4), by email (n = 3), phone/voicemail (n = 3), and by methods other than phone and email (n = 1)
- Communicate directly with parents, rather than through students (n = 2)
- Improve responsiveness of staff in the office (n = 1)
- "It would be nice to get weekly reports on paper, from each teacher."
- "Get the child's contact"
- "Fix glitches in the all-call system & make sure letters & mail reach homes."
- "Have listening sessions or emails for parents feedback. Phone blast with information related to sports/club tryouts, upcoming game schedules/events to potentially increase attendance. Shift from school led decisions to family partnered (decision making committees) curriculum feedback sessions make events relevant = special ed transition planning. Culture night. Welcome New families - explain school system."

Educational Quality

Respondents were most likely to agree that teachers have high expectations for their children.

I believe my child is challenged by the school's academic curriculum.

Strongly Agree or Agree,
84%

My child's teacher(s) have high expectations for my child.

89%

My child receives the support needed to meet their individual needs.

85%

My child's school asks for my input on my child's learning (Ex. goals, talents, strengths).

76%

Leadership and Participation

Respondents were most likely to agree that there were different ways to be involved with the school; however, less than half of respondents agreed that they had volunteered at least once a quarter or received sufficient training when they volunteered.

There are many different ways I can be involved with the school, either at school, at home, or in the community.

Strongly Agree or Agree,
81%

I volunteer at the school at least once a quarter.

49%

When I volunteer at the school, I am given training to do my task well.

48%

There are ways for me to be involved in school improvement planning and decision making at my child's school.

72%



Health and Safety

Respondents were most likely to agree that their child's school takes health precautions seriously.

My child's school communicates with me effectively about COVID protocols/resources.

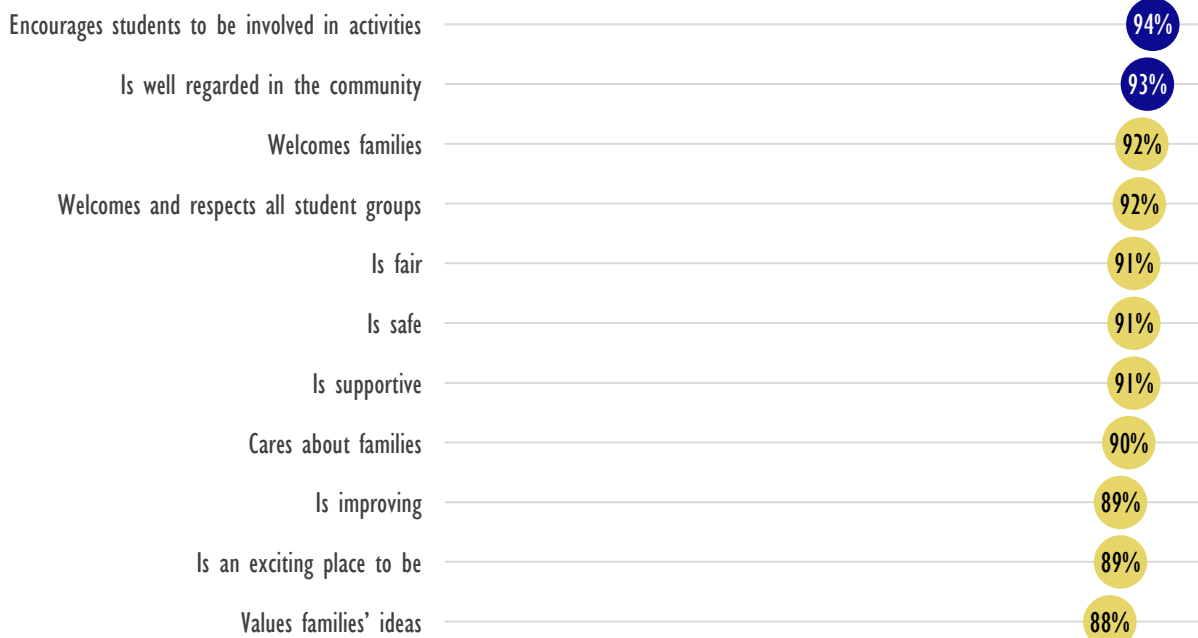
Strongly Agree or Agree,
66%

My child's school takes health precautions seriously.

78%

How You See Your School

Respondents were most likely to agree that their school encourages students to be involved in activities and is well regarded in the community.



Recommendations

Overall, parents have positive perceptions of and experiences engaging with Warrensville Heights City School District and the schools in the district.

The following are recommendations for the district and schools to build upon their strengths to continue to improve their engagement with families.

RECOMMENDATION 1: Provide most events on Wednesday and Saturday evenings, along with options at other times and online/virtual options to encourage engagement of parents with various work schedules.

Work schedules are parents' most common challenge for participating in events and activities for families. The district and school may increase family engagement by providing events and activities at parents' preferred times, on Wednesday and Saturday evenings, throughout the school year. Parents also suggested staggering the times of events and activities and providing virtual engagement opportunities to reach parents with different schedules.

RECOMMENDATION 2: Communicate more consistently using multiple methods to ensure messages reach parents.

Parents have a wide range of preferences for district and school communication, including mail, email, text message, phone, voicemail, automated all-calls, and paperwork sent home with students. At the Middle and High Schools, parents still prefer to communicate directly with the district and school, rather than relying on students for getting information to families. Parents also suggested adding new communication tools, including a school newsletter with updates from Principals and a resource page on the district's website for parents seeking additional help for their children.

To meet the range of parents' preferences, the district and schools could use multiple communication methods for the same types of information. For example, they could share an invitation to sign up for parent-teacher conferences via Class Dojo, email, text message, and paperwork sent home with students.

Establishing a consistent schedule and set methods to be used for different types of communication would make communication more predictable for parents. Given that many families have children at multiple schools in the district, having a consistent communication approach would help parents know what to expect, when, and how from the district and schools.

RECOMMENDATION 3: Use Class Dojo, rather than Infinite Campus, for teachers at all schools to provide regular updates on students' progress.

Parent feedback was overwhelming positive about Class Dojo for the Early Childhood Center and Elementary School, while multiple Middle and High School parents suggested replacing Infinite Campus with Class Dojo. Given that many families have children at multiple schools in the district, it would be easier for parents to have a single system for students at all school levels.



Additionally, parents requested more regular updates on children's progress from teachers. These updates could be provided through Class Dojo on a set schedule (e.g., once per month) to make it easier for parents to know when and where to get updates.

RECOMMENDATION 4: Communicate more frequently and improve response and notification times.

Consistent with feedback from previous years, families would like more frequent, proactive, and timely communication with the district and schools. They continue to comment about not receiving a call back when they reach out. The district and schools may address these concerns by collaboratively identifying and developing the policies, tools, and processes needed to increase office staff's availability and responsiveness when parents reach out. One parent also suggested providing a calendar of all events and dates at the beginning of the school year.

RECOMMENDATION 5: Provide more opportunities for parents to volunteer with schools, provide input on their children's learning, and be involved in school improvement planning and decision making.

As with previous years, Leadership and Participation continues to have the lowest ratings on the Family and School Partnerships Survey. Although most parents are aware of many different ways to be involved with the school, they are less aware of how to provide input on their children's learning, be involved in school improvement planning and decision making, or volunteer with the schools. One parent suggested clearly defining volunteer opportunities in the school and classroom and the process that parents have to complete to become a volunteer.

The district and schools may increase engagement by continuing to collaborate with the Tiger Parent Council to identify new ways for parents to engage and volunteer at the school. Parents offered ideas about new ways of engaging families, including a PTA/PTO, parent night out events, curriculum feedback sessions, and an orientation to welcome new families to the district or school. A few parents suggested two-way dialogue and feedback options, such as having listening sessions to discuss parent feedback. This could start shifting the district and schools' approach from school-led decisions to family-partnered decisions.



Data Tables

Demographic Indicators

Indicator	District (n=508)
Race/Ethnicity	
Black or African American	84.4%
Hispanic or Latino	2.0%
Asian or Pacific Islander	0.0%
American Indian or Native American	1.8%
Caucasian or White	1.2%
Multiracial	2.8%
Prefer not to answer or no answer	7.9%
Gender	
Female	75.2%
Male	15.7%
Gender not listed	0.2%
Prefer not to say or no answer	8.9%
Survey Language	
English	100.0%
Spanish	0.0%
Burmese	0.0%
French	0.0%
Hungarian	0.0%
Russian	0.0%
Grades of Children	
Pre-Kindergarten	2.4%
Kindergarten	13.0%
Grade 1	9.4%
Grade 2	8.5%
Grade 3	7.9%
Grade 4	8.5%
Grade 5	9.8%
Grade 6	10.8%
Grade 7	9.6%
Grade 8	10.6%
Grade 9	14.2%
Grade 10	23.2%
Grade 11	13.8%
Grade 12	11.0%
Children in District	
Has children at one school	70.7%
Has children at multiple schools	29.3%

Access to Internet and Social Media

Indicator	District (n=508)
How often do you have access to a computer with the internet?	
Every day	74.2%
A few days a week	8.3%
Once a week	2.8%
Less than once a week	2.4%
I don't have access	5.9%
No Answer	6.5%
What devices do you most often use to access the internet?	
Cell phone	82.5%
Home computer	46.1%
Public computer	11.2%
Tablet	35.0%
Don't have access	0.8%
No Answer	6.3%
Which social media networks do you use most often?	
Instagram	56.1%
Facebook	50.0%
TikTok	6.9%
X (Twitter)	6.9%
YouTube	1.8%
Snapchat	0.2%
WhatsApp	0.2%
I don't use social media	11.8%
No Answer	9.8%

Engagement Preferences

Indicator	District (n=508)
When do you prefer to attend school events for families? - Day of the Week	
Monday	12.2%
Tuesday	11.2%
Wednesday	23.6%
Thursday	20.9%
Friday	20.9%
Saturday	24.4%



Indicator	District (n=508)
When do you prefer to attend school events for families? -Time of Day	
Morning	9.8%
Afternoon	21.3%
Evening	44.9%
What factors make it harder for you to attend events for families?	
Childcare	8.3%
Transportation	10.4%
Work schedule	62.4%
I don't feel comfortable at school	0.6%
Events are not interesting to me	3.7%
Other	1.8%
No barriers	23.0%

Sharing Information

Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
My child's school provides information on what I can do at home to help my child improve their learning.				
Strongly Agree	52.7%	51.6%	32.9%	19.1%
Agree	36.5%	39.6%	48.7%	63.5%
Disagree	0.0%	2.6%	9.9%	9.6%
Strongly Disagree	2.7%	1.6%	3.9%	4.6%
Don't Know/Not Applicable	4.1%	3.1%	2.0%	2.1%
No Answer	4.1%	1.6%	2.6%	1.1%
My child's school provides information about my child's development at this age.				
Strongly Agree	55.4%	52.6%	31.6%	20.2%
Agree	35.1%	42.2%	50.7%	62.1%
Disagree	0.0%	2.1%	7.9%	10.6%
Strongly Disagree	2.7%	1.0%	4.6%	3.9%
Don't Know/Not Applicable	2.7%	1.0%	1.3%	2.1%
No Answer	4.1%	1.0%	3.9%	1.1%
My child's school provides information on what my child should learn and be able to do in each grade in school.				
Strongly Agree	48.6%	54.7%	30.9%	22.3%
Agree	40.5%	37.5%	50.0%	62.8%
Disagree	4.1%	3.6%	9.2%	8.5%
Strongly Disagree	1.4%	1.0%	3.3%	3.9%
Don't Know/Not Applicable	1.4%	1.6%	2.6%	1.4%
No Answer	4.1%	1.6%	3.9%	1.1%



Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
My school provides information about community resources and services in which my family might be interested.				
Strongly Agree	50.0%	47.4%	32.2%	24.1%
Agree	37.8%	41.7%	48.7%	59.6%
Disagree	2.7%	5.7%	7.9%	6.7%
Strongly Disagree	1.4%	1.6%	2.6%	4.3%
Don't Know/Not Applicable	4.1%	2.6%	5.3%	4.3%
No Answer	4.1%	1.0%	3.3%	1.1%

Communication

Indicator	District (n=508)
Warrensville Heights City School District communicates the right amount for me.	
Strongly Agree	19.9%
Agree	57.9%
Disagree	5.5%
Strongly Disagree	3.0%
Don't Know/Not Applicable	2.4%
No Answer	11.4%
Warrensville Heights City School District communicates in ways that work for me.	
Strongly Agree	21.3%
Agree	57.7%
Disagree	4.9%
Strongly Disagree	2.2%
Don't Know/Not Applicable	2.8%
No Answer	11.2%
Warrensville Heights City School District communicates in a timely manner for important announcements.	
Strongly Agree	21.9%
Agree	56.7%
Disagree	5.7%
Strongly Disagree	2.6%
Don't Know/Not Applicable	1.8%
No Answer	11.4%



Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
My child's school communicates the right amount for me.				
Strongly Agree	50.0%	46.4%	30.3%	23.0%
Agree	33.8%	42.7%	47.4%	59.6%
Disagree	8.1%	8.3%	11.2%	9.6%
Strongly Disagree	1.4%	1.0%	4.6%	5.3%
Don't Know/Not Applicable	1.4%	0.5%	3.9%	0.7%
No Answer	5.4%	1.0%	2.6%	1.8%
My child's school communicates in ways that work for me.				
Strongly Agree	52.7%	46.4%	31.6%	23.0%
Agree	37.8%	44.8%	53.9%	61.3%
Disagree	2.7%	4.7%	5.3%	7.8%
Strongly Disagree	1.4%	1.0%	3.9%	4.3%
Don't Know/Not Applicable	0.0%	2.1%	2.0%	0.7%
No Answer	5.4%	1.0%	3.3%	2.8%
If I contact someone at the school, they get back to me right away.				
Strongly Agree	41.9%	33.3%	25.7%	16.3%
Agree	48.6%	49.5%	44.7%	60.6%
Disagree	2.7%	7.8%	13.8%	11.0%
Strongly Disagree	0.0%	2.6%	8.6%	3.2%
Don't Know/Not Applicable	4.1%	3.6%	5.9%	5.3%
No Answer	2.7%	3.1%	1.3%	3.5%
My child's teacher(s) sends me regular updates on my child's progress.				
Strongly Agree	52.7%	43.8%	32.9%	17.7%
Agree	39.2%	38.0%	48.7%	58.5%
Disagree	2.7%	8.9%	9.9%	13.8%
Strongly Disagree	0.0%	3.1%	5.3%	4.6%
Don't Know/Not Applicable	0.0%	3.1%	1.3%	1.1%
No Answer	5.4%	3.1%	2.0%	4.3%

Educational Quality

Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
I believe my child is challenged by the school's academic curriculum.				
Strongly Agree	39.2%	34.9%	28.9%	19.5%
Agree	40.5%	50.0%	53.3%	64.5%
Disagree	6.8%	6.8%	11.2%	6.0%
Strongly Disagree	2.7%	2.6%	2.6%	3.2%
Don't Know/Not Applicable	5.4%	3.1%	2.0%	1.8%
No Answer	5.4%	2.6%	2.0%	5.0%
My child's teacher(s) have high expectations for my child.				
Strongly Agree	51.4%	47.9%	34.9%	24.8%
Agree	36.5%	40.6%	52.0%	64.5%
Disagree	1.4%	2.1%	3.9%	2.8%
Strongly Disagree	2.7%	1.0%	1.3%	1.8%
Don't Know/Not Applicable	2.7%	4.7%	5.9%	2.8%
No Answer	5.4%	3.6%	2.0%	3.2%
My child receives the support needed to meet their individual needs.				
Strongly Agree	48.6%	44.8%	30.9%	23.0%
Agree	43.2%	45.8%	55.9%	62.1%
Disagree	2.7%	2.1%	5.3%	5.0%
Strongly Disagree	0.0%	1.0%	2.0%	2.8%
Don't Know/Not Applicable	1.4%	3.6%	2.6%	3.5%
No Answer	4.1%	2.6%	3.3%	3.5%
My child's school asks for my input on my child's learning (Ex. goals, talents, strengths).				
Strongly Agree	45.9%	37.0%	28.9%	15.6%
Agree	41.9%	46.9%	48.7%	60.6%
Disagree	2.7%	6.8%	13.8%	13.8%
Strongly Disagree	0.0%	2.6%	3.9%	3.5%
Don't Know/Not Applicable	5.4%	3.1%	2.6%	2.8%
No Answer	4.1%	3.6%	2.0%	3.5%

Leadership and Participation

Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
There are many different ways I can be involved with the school, either at the school building, at home, or in the community.				
Strongly Agree	36.5%	32.8%	28.3%	22.3%
Agree	48.6%	50.5%	50.0%	58.9%
Disagree	2.7%	2.1%	6.6%	3.2%
Strongly Disagree	0.0%	1.0%	3.3%	3.5%
Don't Know/Not Applicable	9.5%	11.5%	9.9%	9.2%
No Answer	2.7%	2.1%	2.0%	2.8%
I volunteer at the school at least once a quarter.				
Strongly Agree	9.5%	9.9%	14.5%	11.7%
Agree	18.9%	14.6%	17.8%	37.6%
Disagree	29.7%	33.9%	22.4%	20.9%
Strongly Disagree	10.8%	10.9%	14.5%	10.3%
Don't Know/Not Applicable	27.0%	28.6%	28.9%	16.0%
No Answer	4.1%	2.1%	2.0%	3.5%
When I volunteer at the school, I am given training to do my task well.				
Strongly Agree	8.1%	11.5%	14.5%	12.8%
Agree	17.6%	16.7%	19.7%	35.5%
Disagree	14.9%	13.5%	8.6%	13.8%
Strongly Disagree	5.4%	4.2%	6.6%	5.3%
Don't Know/Not Applicable	47.3%	51.0%	47.4%	28.7%
No Answer	6.8%	3.1%	3.3%	3.9%
There are ways for me to be involved in school improvement planning and decision making at my child's school.				
Strongly Agree	28.4%	20.8%	24.3%	18.8%
Agree	44.6%	41.1%	35.5%	53.5%
Disagree	2.7%	5.7%	9.9%	7.1%
Strongly Disagree	2.7%	2.1%	4.6%	4.6%
Don't Know/Not Applicable	17.6%	27.6%	22.4%	12.1%
No Answer	4.1%	2.6%	3.3%	3.9%



Health and Safety

Indicator	District (n=508)
Warrensville Heights City School District communicates with me effectively about COVID protocols/resources.	
Strongly Agree	14.0%
Agree	39.0%
Disagree	12.6%
Strongly Disagree	8.3%
Don't Know/Not Applicable	13.2%
No Answer	13.0%
I feel Warrensville Heights City School District's COVID Guidelines are effective.	
Strongly Agree	14.8%
Agree	40.2%
Disagree	9.1%
Strongly Disagree	7.9%
Don't Know/Not Applicable	15.4%
No Answer	12.8%

Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
My child's school communicates with me effectively about COVID protocols/resources.				
Strongly Agree	27.0%	26.0%	21.1%	14.9%
Agree	39.2%	40.6%	38.8%	51.1%
Disagree	9.5%	8.9%	13.2%	12.8%
Strongly Disagree	0.0%	2.6%	6.6%	6.0%
Don't Know/Not Applicable	21.6%	19.3%	11.2%	12.1%
No Answer	2.7%	2.6%	9.2%	3.2%
My child's school takes health precautions seriously.				
Strongly Agree	33.8%	35.4%	27.0%	19.1%
Agree	52.7%	46.4%	44.7%	58.5%
Disagree	1.4%	2.6%	3.3%	7.8%
Strongly Disagree	1.4%	1.0%	2.6%	3.5%
Don't Know/Not Applicable	8.1%	10.9%	13.2%	7.4%
No Answer	2.7%	3.6%	9.2%	3.5%



How You See Your School

Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
Is fair				
Strongly Agree	31.1%	31.3%	21.7%	20.6%
Agree	59.5%	59.4%	59.2%	70.6%
Disagree	4.1%	5.2%	8.6%	3.2%
Strongly Disagree	0.0%	1.0%	1.3%	2.5%
No Answer	5.4%	3.1%	9.2%	3.2%
Is safe				
Strongly Agree	39.2%	34.4%	25.0%	24.1%
Agree	54.1%	61.5%	61.8%	67.0%
Disagree	1.4%	1.0%	3.3%	3.5%
Strongly Disagree	0.0%	1.0%	0.7%	2.1%
No Answer	5.4%	2.1%	9.2%	3.2%
Encourages students to be involved in activities				
Strongly Agree	35.1%	36.5%	27.0%	25.2%
Agree	56.8%	58.3%	58.6%	68.4%
Disagree	1.4%	2.6%	2.0%	1.4%
Strongly Disagree	0.0%	0.0%	2.0%	1.8%
No Answer	6.8%	2.6%	10.5%	3.2%
Welcomes and respects all student groups				
Strongly Agree	35.1%	34.4%	25.0%	25.5%
Agree	59.5%	62.0%	61.2%	66.3%
Disagree	0.0%	1.0%	2.6%	1.8%
Strongly Disagree	0.0%	0.0%	1.3%	2.1%
No Answer	5.4%	2.6%	9.9%	4.3%
Is supportive				
Strongly Agree	37.8%	35.4%	27.0%	27.0%
Agree	55.4%	59.4%	59.9%	64.2%
Disagree	0.0%	1.6%	3.3%	2.5%
Strongly Disagree	0.0%	1.0%	0.7%	2.1%
No Answer	6.8%	2.6%	9.2%	4.3%
Is improving				
Strongly Agree	36.5%	29.2%	25.0%	29.1%
Agree	55.4%	65.6%	60.5%	60.3%
Disagree	4.1%	0.5%	4.6%	4.3%
Strongly Disagree	0.0%	1.0%	0.7%	2.1%
No Answer	4.1%	3.6%	9.2%	4.3%



Indicator	ECC (n=74)	Elementary (n=192)	Middle (n=152)	High (n=282)
Is an exciting place to be				
Strongly Agree	33.8%	29.7%	22.4%	23.4%
Agree	60.8%	64.6%	61.8%	66.0%
Disagree	0.0%	2.1%	4.6%	3.9%
Strongly Disagree	0.0%	0.5%	1.3%	2.5%
No Answer	5.4%	3.1%	9.9%	4.3%
Is well regarded in the community				
Strongly Agree	36.5%	35.4%	28.9%	26.2%
Agree	55.4%	60.4%	58.6%	66.7%
Disagree	1.4%	0.5%	2.0%	1.4%
Strongly Disagree	0.0%	0.5%	1.3%	1.8%
No Answer	6.8%	3.1%	9.2%	3.9%
Cares about families				
Strongly Agree	36.5%	40.6%	30.3%	27.7%
Agree	55.4%	52.1%	55.3%	62.8%
Disagree	1.4%	3.1%	2.0%	3.9%
Strongly Disagree	0.0%	0.5%	2.6%	1.8%
No Answer	6.8%	3.6%	9.9%	3.9%
Welcomes families				
Strongly Agree	35.1%	41.7%	28.3%	32.3%
Agree	59.5%	54.2%	56.6%	59.9%
Disagree	1.4%	1.6%	3.3%	2.5%
Strongly Disagree	0.0%	0.0%	2.0%	1.8%
No Answer	4.1%	2.6%	9.9%	3.5%
Values families' ideas				
Strongly Agree	36.5%	35.4%	28.3%	28.0%
Agree	56.8%	56.8%	54.6%	59.9%
Disagree	1.4%	3.6%	3.9%	4.6%
Strongly Disagree	0.0%	1.0%	2.6%	2.1%
No Answer	5.4%	3.1%	10.5%	5.3%