

making a meaningful difference



120 Wall Street
21st Floor
New York, New York 10005
212-425-8833
www.metisassociates.com

September 11, 2013

Greenwich Public Schools Elementary School Choice Market Research Survey

Preliminary Report of Survey Data and Findings

SUBMITTED TO:
William S. McKersie, Ph.D.
Superintendent of Schools
Greenwich Public Schools
290 Greenwich Avenue
Greenwich, CT 06830

metis associates

Greenwich Public Schools Elementary School Choice Market Research Survey

Preliminary Report of Survey Data and Findings

SUBMITTED TO:
William S. McKersie, Ph.D.
Superintendent of Schools

AUTHORED BY:
Claire Aulicino and Artis Bergman



120 Wall Street
21st Floor
New York, New York 10005
212-425-8833
www.metisassociates.com

metis associates

Table of Contents

	Page
Executive Summary	i
Overview	1
Introduction	1
Survey Methodology	2
Summary of Survey Findings	5
Key Findings	5
Supplemental Tables	20

Executive Summary

Introduction

Greenwich Public Schools (GPS) is a district of 15 schools and approximately 9,000 students. Over the past decade, student enrollment across the district has remained stable; however the distribution of students within the district's 11 elementary school attendance zones has become increasingly disparate. This is the result of changes in the distribution of the population, demographic characteristics, and housing patterns. The changes have led to heightened concerns about the utilization of school buildings and racial balance across the district.

In response to these concerns, the GPS Board of Education charged Superintendent William S. McKersie with developing a plan to examine and address facility utilization and racial balance issues in the district, within the context of maintaining excellent educational opportunities for all students. As part of the plan, GPS hired Metis Associates to conduct market research on elementary school choice through the administration of a survey to parents of all elementary school students in the district and six focus groups with a sample of GPS elementary school parents. The survey was administered online and in paper format during the period from August 20 through September 5, 2013. This interim report presents preliminary findings from an analysis of the survey responses that were collected from 2,186 parents. Data from the focus groups, which will be held in mid-September, will be included in the final report submitted to the district in early October 2013.

Metis developed the survey in close consultation with the Superintendent and members of the task force for the racial balance and facility utilization issues. Furthermore, the survey was reviewed by members of the Board of Education, task force members, school principals, outside consultants for the district, and PTAC representatives. The district used a variety of methods to publicize the survey among elementary school parents, including messages through the district's parent link, emails, flyers in Friday folders, and paper copies distributed in elementary school buildings. A total of 2,186 surveys were completed, representing 79.3% of the 2,758 households in GPS with elementary school students. A comparison of the respondent group to the district population on several variables, including child's school, race/ethnicity, eligibility for free or reduced-price lunch, and English for Speakers of Other Languages (ESOL) services showed that the survey data can be viewed confidently as representative of district-wide perceptions.

Key Findings

Parents of students in GPS elementary schools place a strong value on the concept of neighborhood schools. When asked to rate the level of importance of having

their child(ren) attend a school with other children from their neighborhood, 65 percent of survey respondents said it is *extremely important* to them. Furthermore, 85 percent of respondents reported that it is *extremely important* to them that their children are enrolled in a *school that is located less than 30 minutes from their home*.

A large majority of respondents said they would prefer to keep their child in a neighborhood school if they were given the immediate opportunity to choose between the neighborhood school and a school outside of their neighborhood. Almost three-quarters of survey respondents (73%) said that given the immediate choice between their neighborhood school and a school of their choosing outside of their neighborhood, they would *definitely prefer their neighborhood school*. Another 10 percent indicated that they would *probably prefer their neighborhood school*, while five percent said they would *definitely prefer to enroll their child in a school of their choosing outside of their neighborhood* and three percent said *probably*. The remaining 10 percent said they either *don't know* or *need more information to make this decision*.

Survey respondents with children enrolled at Riverside, Old Greenwich, and North Mianus Elementary Schools were most likely to say they *definitely prefer to keep their child enrolled in their neighborhood school*. On the other hand, respondents with children enrolled at Hamilton Avenue, Julian Curtiss, and The International School at Dundee (ISD)—schools that currently offer choice enrollment through magnet programs—were most likely to say they *definitely* or *probably prefer to enroll their child enrolled in a school of their choosing outside of their neighborhood*.

Parents' reluctance to enroll their children in schools outside of their neighborhood may be influenced in part by their high levels of satisfaction with the neighborhood schools that their children currently attend. Survey respondents were asked to rate their level of satisfaction with 11 different aspects of their child's current school, such as *the school offers a variety of specials or electives*, *students use technology in daily learning*, and *the school offers specific services or programs to ensure that the individual learning needs of my child are met*. For nine of the 11 aspects, a majority of respondents said they were satisfied. For the remaining two aspects, which related to services for non-English speakers, most indicated they were *neither satisfied nor dissatisfied*, suggesting these services were not relevant to those individuals.

Notwithstanding most parents' current preferences for neighborhood schools, the survey responses suggest that a sizeable number of parents would consider non-neighborhood schools as a viable option for their child IF they offered better educational opportunities than the neighborhood school. For example, 28 percent of the respondents indicated that they would *definitely* choose a non-neighborhood school IF it provided their child with better opportunities to *develop new skills in*

science, technology, engineering, and math than their neighborhood school. One in five respondents (20%) said they would *definitely* choose a non-neighborhood school for their child if it offered him or her opportunities to *participate in hands-on learning of real-world issues*. Furthermore, if a school *benefited from a partnership with a college, university or other outside agency*, 20 percent of respondents would *definitely* take the opportunity to choose a non-neighborhood school for their child, 19 percent would *probably*, and 29 percent *maybe*.

Just over a fourth of the respondents indicated that sibling priority for enrollment is absolutely necessary to their family in selecting an elementary for their children. Other frequently reported prerequisites included door-to-door transportation to school and after school programs. When parents were asked to select items from a specified list that are absolutely necessary for their family when enrolling their child in an elementary school, 28 percent reported *sibling priority for enrollment*, 22 percent reported *door-to-door bus transportation for their child*, and 20 percent said *after school enrichment or sports programs*. At the same time, however, almost half of respondents (46%) said they are *willing to have their child(ren) travel on a school bus to reach a school outside of their neighborhood*.

Racial and socioeconomic diversity was not a salient concern for most respondents; however, about a quarter of respondents said diversity would be a strong attracting quality. When asked to select the most important aspects of the educational experience, only six percent of respondents indicated *racial or socio-economic diversity* as one of their top three. Yet, 22 percent of respondents said they would *definitely* (9%) or *probably* (12%) enroll their child in a school of their choosing outside of their neighborhood IF it offered greater *racial- and socioeconomic diversity of student population* than their neighborhood school.

Overview

Introduction

Greenwich Public Schools (GPS) encompasses 15 schools that have a current enrollment of approximately 9,000 students in grades PreK through 12. Over the past decade student enrollment across the district has remained stable; however the distribution of students within the district's 11 elementary school attendance zones has become increasingly disparate, a result of changes in the distribution of the population, demographic characteristics, and housing patterns, especially in the southwestern area of the district which borders the city of White Plains New York. The changes have led to heightened concerns about the utilization of school buildings and racial balance across the district. Student enrollments in three elementary schools—Glenville, Cos Cob, and New Lebanon—are showing early indicators of overcrowding, such as high kindergarten enrollments. Other schools in the northern and eastern areas of the district are currently under-capacity for enrollment. Additionally, in two schools—Hamilton Avenue and New Lebanon—the non-White minority student enrollment has grown substantially, causing these schools to be identified by the Connecticut State Department of Education as racially imbalanced.

In January 2013, as a response to these issues, the GPS Board of Education charged Superintendent William S. McKersie with developing a plan to examine and address facility utilization and racial balance issues in the district, within the context of maintaining excellent educational opportunities for all students. From January through August 2013, GPS conducted extensive analyses of enrollment and demographic data, offered numerous public comment sessions for community members, and organized series of meetings of the district's task force for this issue to inform the planning process. In August 2013, GPS also issued a Request for Proposals to retain the services of an external consultant to conduct market research on elementary school choice. The scope of the research was designed to collect data in order to better understand community opinions about school choice and further inform decision-making concerning issues of facility utilization and racial balance.

GPS hired Metis Associates to conduct market research through the administration of a survey to parents of all elementary school students in the district and six focus groups with a sample of GPS elementary school parents. Metis, a national research and evaluation firm with more than 20 years of experience examining issues related to school choice and parental options, worked in consultation with the Superintendent and members of the task force, school principals, and the PTA Council (PTAC), to create a survey designed to collect parents' opinions about the importance of different elements of elementary schools to their families; their current level of satisfaction with their child's school on those elements; and the impact of various school characteristics and opportunities on their decisions to choose a neighborhood school or another school outside of their neighborhood.

The survey was administered online and in paper format during the period from August 20 through September 5, 2013. This interim report presents preliminary findings from an analysis of the survey responses that were collected from 2,186 parents. Data from the focus groups, which will be held in mid-September, will be included in the final report submitted to the district in early October 2013.

Survey Methodology

The survey of GPS elementary school parents was developed by Metis to collect feedback on various topics related to school attributes and parental preferences. To inform the survey development, Metis conducted a thorough review of district documentation on the facility utilization and racial balance issues and conducted several conference calls with the Superintendent and members of the task force to understand the key elements of the issues. Metis developed a draft survey that was reviewed by members of the Board of Education, the Superintendent and task force members, school principals, outside consultants for the district, and PTAC representatives. The feedback and edits to the survey were incorporated by Metis, in consultation with the Superintendent and members of the task force, into the final version of the survey. The survey was posted online in English and Spanish on August 20, 2013 and was closed on September 5, 2013. Paper versions of both surveys were available at all elementary schools; online versions were available in school computer labs.

The district notified parents about the survey via a variety of methods, including messages through the district's Parentlink, emails, flyers in Friday folders, and paper copies distributed in elementary school buildings. In a letter to parents that was attached to the survey, the Superintendent invited all parents to complete the survey with instructions to submit only one survey per household. Furthermore, in order to discourage multiple responses by an individual, the online survey was restricted so that only one survey could be submitted per personal computer. A complete list of the distribution methods that were employed by the district to encourage parent participation is provided below.

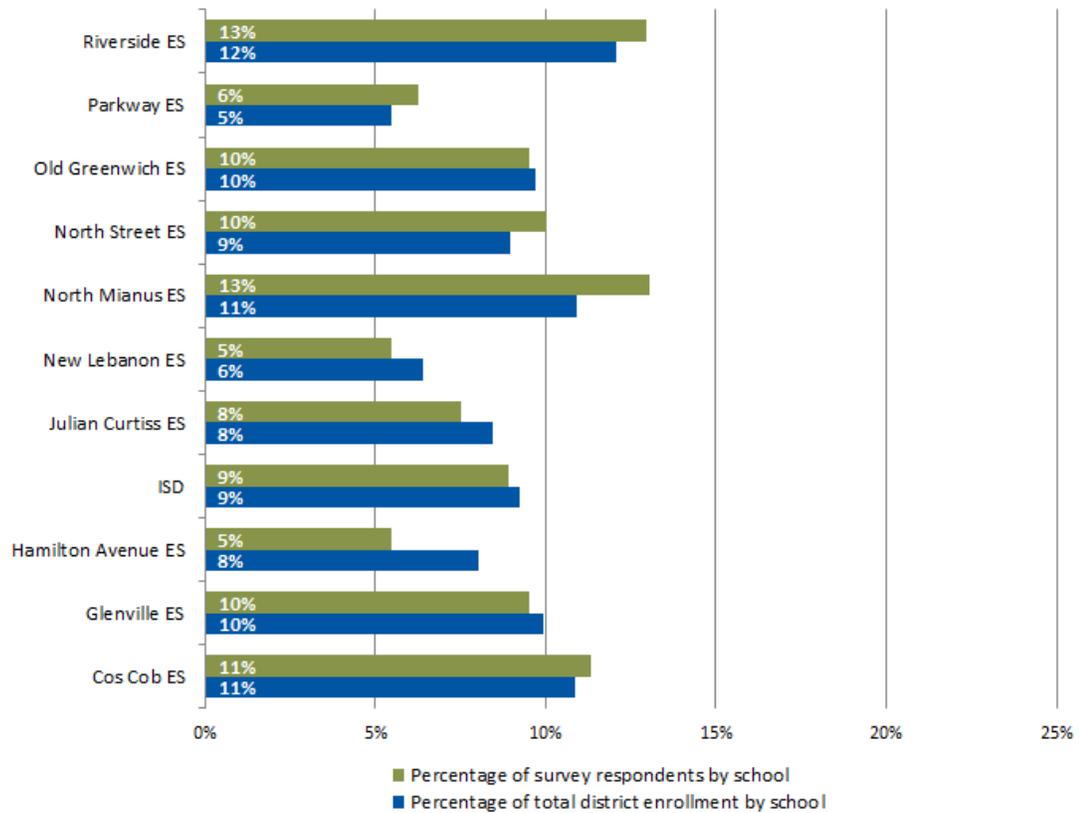
- Parentlink messages via telephone and email to parents of all elementary school students with survey links in English and Spanish on August 20, August 28, and August 30, 2013;
- Distribution of paper surveys during welcome back to school coffees, volunteer fairs, and school communications, and at the district's public meeting on September 3, 2013;
- Availability of computer labs in schools for parents to complete the survey; and
- Personal communications by principals to encourage parent participation in the survey.

A total of 2,186 surveys were completed, representing 79.3% of the 2,758 households in GPS with elementary school students. The majority of the responses (N=2,102 or 96.2%) were collected with the online English language version of the survey. An additional 65 responses were collected with the online Spanish version and 19 with paper surveys (8 in English and 11 in

Spanish). The response rate is very robust for a parent survey and provides a representative sample of the elementary school parents in the district.

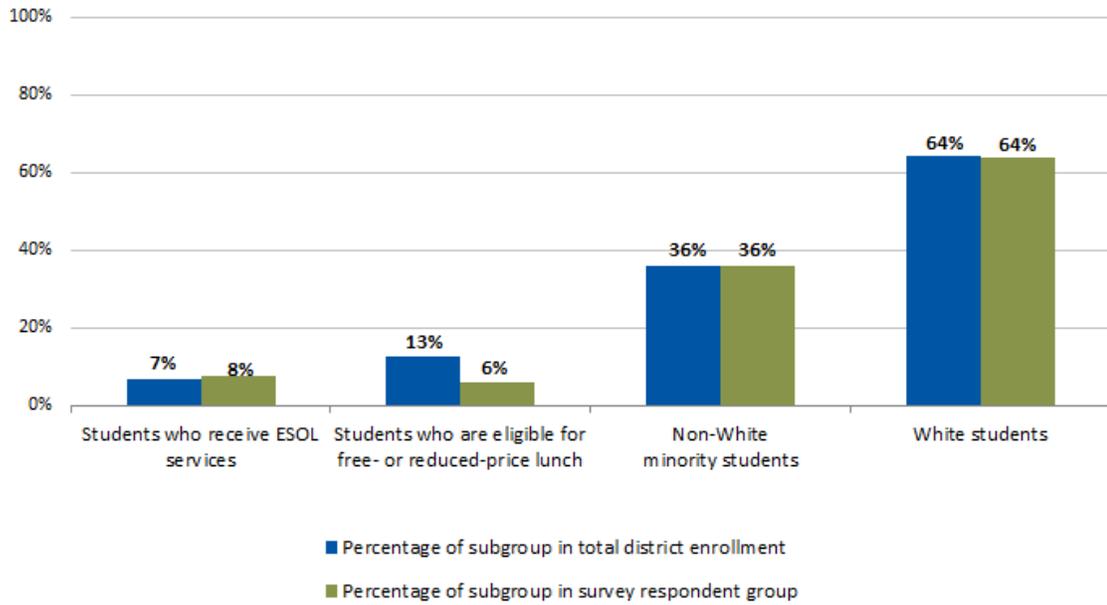
The following figures present the distribution of survey respondents by child’s school, race/ethnicity, eligibility for free or reduced-price lunch, and English for Speakers of Other Languages (ESOL) services, and provide a comparison to district-wide data for elementary schools.¹ These results show that the proportion of respondents by each of these groups does not vary from the proportion in the total district enrollment by more than two percentage points, with the exception of respondents from Hamilton Avenue Elementary (variance of three points) or eligibility for free-or reduced price lunch (variance of seven points). This comparison of the respondent group to the district population shows that the survey data can be viewed confidently as representative of district-wide perceptions.

Figure I: Comparison of survey respondents and total district elementary school enrollment, by elementary school



¹ Greenwich Public Schools PreK through 12 enrollment, as of 9/9/2013.

Figure 2: Comparison of survey respondents and total district elementary school enrollment, by race/ethnicity, eligibility for free/reduced price lunch, and students who receive ESOL services



Summary of Survey Findings

The GPS elementary schools parent survey findings are presented for the total respondent group; the findings describe opinions of parents district-wide on important issues about school choice. Survey items that are reported include:

- what aspects of elementary schools do parents rate as most important to their family,
- how satisfied parents are with different aspects of the child's current school,
- how likely would parents be to enroll their child in a school outside of their neighborhood, and
- the requisite conditions in a school outside their neighborhood that would influence their decision.

These findings are augmented, when appropriate, by a segmentation of the survey data by school and by response to the following survey question, *If given the choice right now, would you prefer that your child(ren) attend your neighborhood school or would you prefer them to attend a school of your choosing outside of your neighborhood?* Four subgroups were created based on responses to this question: (1) respondents who said they would *definitely prefer their neighborhood school*; (2) respondents who would *probably prefer their neighborhood school*; (3) respondents who *need more information to make the decision*; and (4) respondents who would *probably or definitely prefer a school of their choosing outside of their neighborhood*. Select survey data are presented in figures throughout the section and in the supplemental tables at the end of the report.

Key Findings

Parents of students in GPS elementary schools place a strong value on the concept of neighborhood schools.

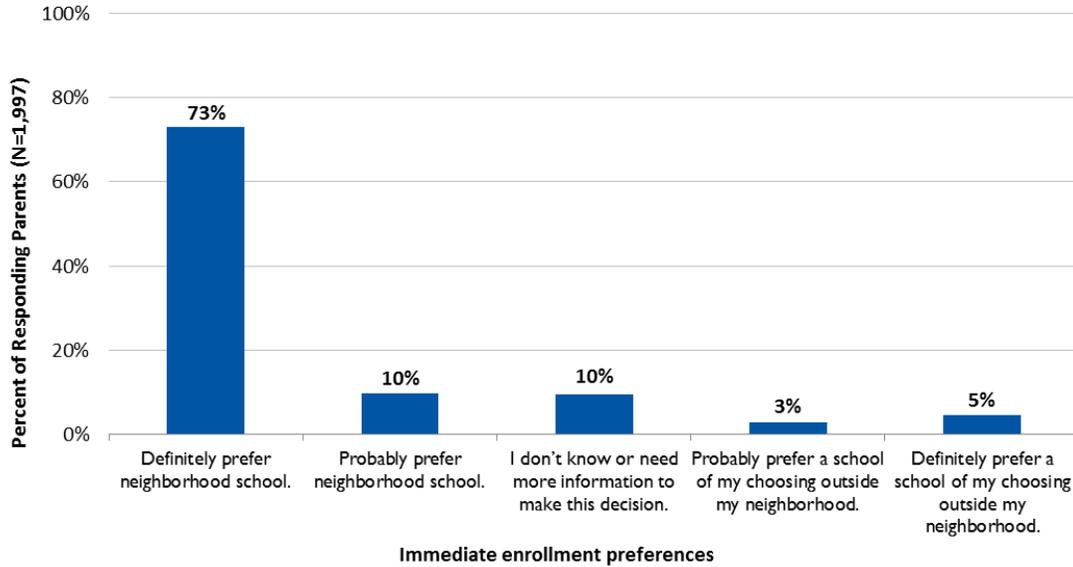
- More than eight in ten respondents (85%) reported that it is *extremely important* to them that their children are enrolled in *school that is located less than 30 minutes from their home*. Another 10 percent said that this is *important* to them, while only three percent said it was *somewhat important*, and one percent each responded *not very important* and *not at all important*.
- Almost two-thirds of the respondents (65%) rated having *their child(ren) attend a school with other children from their neighborhood* as *extremely important* to them. Another 20 percent of the respondents said this is *important* to them, and nine percent said *somewhat important*. Again, very few respondents said it is *not very important* (5%) or *not at all important* (2%).

- About a third of respondents (31%) identified the ability for *their child to walk to school* as one of the three most important aspects of their educational experience.
- Open-ended survey responses also suggest that neighborhood schools are important to parents—in part because families reported making a deliberate choice to live in the neighborhoods served by the school. In their responses, some parents indicated that their neighborhood school is also not merely the school nearby, but the school they chose by deliberately moving to a particular area of Greenwich. For example, one respondent wrote, “*We chose where we live and have arranged our lives and our jobs so that our children can attend [name of school]. We did what we have to get to the school we wanted.*” Another respondent similarly reported, “*We moved to Greenwich and paid a premium to live in [name of neighborhood] in particular for the sense of community, most of which is the result of neighborhood schools.*” To this end, the concept of the neighborhood school is also melded to a decision already made about school quality and offerings. These results illuminate the core concept of neighborhood school for responding parents.

A large majority of respondents said they would prefer to keep their child in a neighborhood school if they were given the immediate opportunity to choose between the neighborhood school and a school outside of their neighborhood.

- The majority of respondents (73%) indicated that given the immediate choice between their neighborhood school and a school of their choosing outside of their neighborhood, they would *definitely prefer their neighborhood school*. Another 10 percent indicated that they would *probably prefer their neighborhood school*. (Figure 3)
- Just under eight percent of the respondents (N=151) said that, given the choice right now, they would *prefer to enroll their child in a school of their choosing outside of their neighborhood*—five percent said *definitely*, and another three percent said *probably*.
- About one in 10 respondents (N=191) said they either *don’t know* or *need more information to make this decision*.

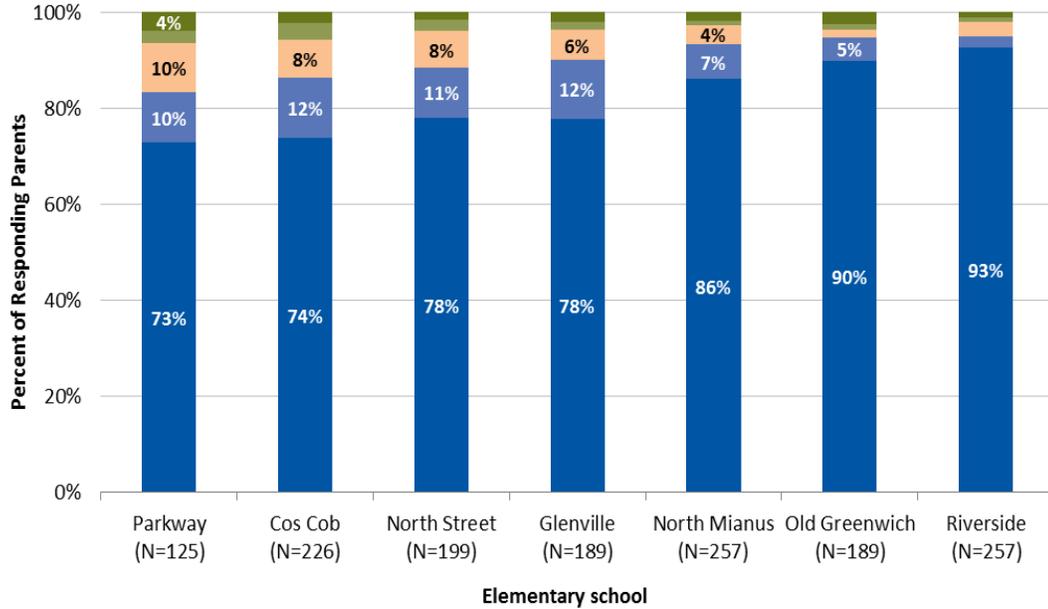
Figure 3: “If given the choice right now, would you prefer that your child(ren) attend your neighborhood school or would you prefer them to attend a school of your choosing outside of your neighborhood?”



A preference towards remaining in a neighborhood school varied significantly depending on the school in which one’s child is currently enrolled.

- Survey respondents with children enrolled at Riverside, Old Greenwich, and North Mianus Elementary Schools were most likely to say they *definitely prefer to keep their child enrolled in their neighborhood school*. As shown in Figure 4-A, 93 percent of respondents from Riverside, 90 from Old Greenwich, and 86 percent from North Mianus gave this response.
- In contrast, as shown in Figure 4-B, respondents with children enrolled at Hamilton Avenue, Julian Curtiss, and The International School at Dundee (ISD)—schools that currently offer choice enrollment through magnet programs—were most likely to say they *definitely or probably prefer to enroll their child enrolled in a school of their choosing outside of their neighborhood*. One in four respondents (25%) with children enrolled in Hamilton Avenue, 18 percent with children enrolled in ISD, and 16 percent with children enrolled in Julian Curtiss responded this way.

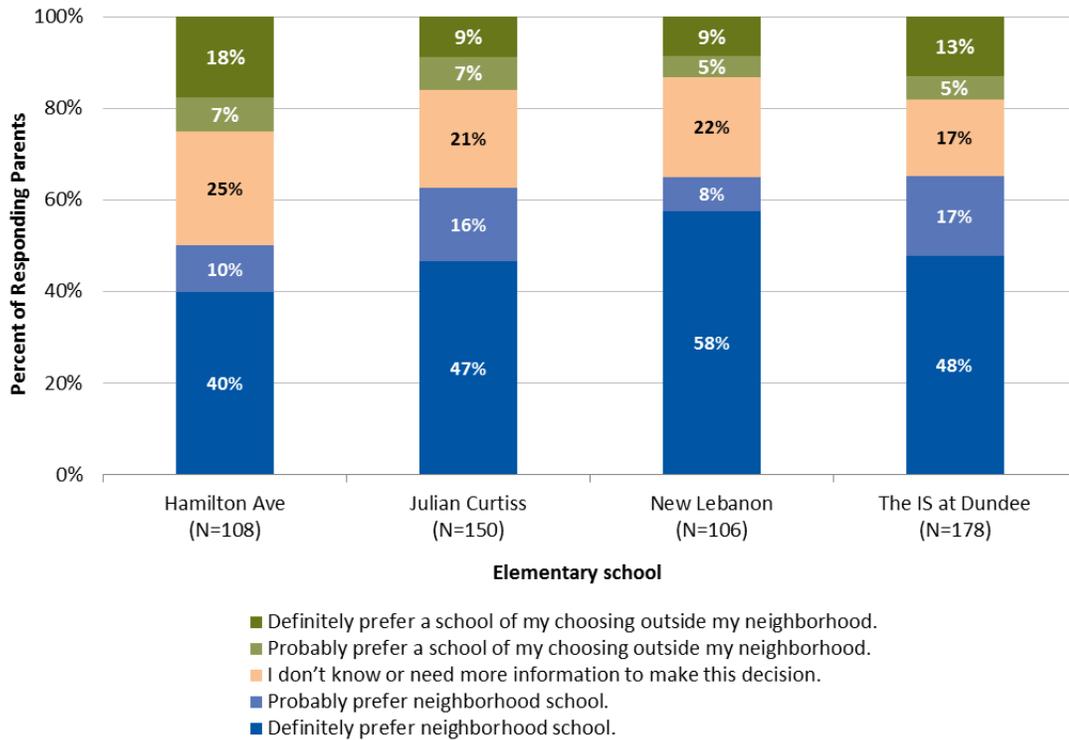
Figure 4-A: Responses by school to the survey question, “If given the choice right now, would you prefer that your child(ren) attend your neighborhood school or would you prefer them to attend a school of your choosing outside of your neighborhood?”



- Definitely prefer a school of my choosing outside my neighborhood.
- Probably prefer a school of my choosing outside my neighborhood.
- I don't know or need more information to make this decision.
- Probably prefer neighborhood school.
- Definitely prefer neighborhood school.

Note: percents of three or less are not labeled

Figure 4-B: Responses by school to the survey question, “If given the choice right now, would you prefer that your child(ren) attend your neighborhood school or would you prefer them to attend a school of your choosing outside of your neighborhood?”



Parents’ reluctance to enroll their children in schools outside of their neighborhood may be influenced in part by their high levels of satisfaction with the neighborhood schools that their children currently attend.

- When parents were asked to rate their level of satisfaction with various aspects of their child’s current school, a majority of respondents said they were satisfied with all but two of the 11 listed aspects, as shown in Figures 5-A and 5-B. For the remaining two aspects, which concerned services for non-English speakers, most indicated they were *neither satisfied nor dissatisfied*, suggesting these services were not relevant to those individuals.
- Almost three-quarters of the respondents (73%) said they were *very satisfied* that their child *attends school with children from our neighborhood*. Almost as many (65%) also said they were *very satisfied* that their child *attends an elementary school that feeds into the middle school they prefer*.

- Furthermore, about half of the respondents were *very satisfied* that their child’s school *offers a variety of specials or electives* (53%) and that *parents have meaningful opportunities and supports that allow them to participate regularly in student learning, school activities, and school decisions* (46%).

Figure 5-A: “Each of the following sentences describes a different aspect of elementary schools. Rate how satisfied you are with these aspects at your child’s current school.”

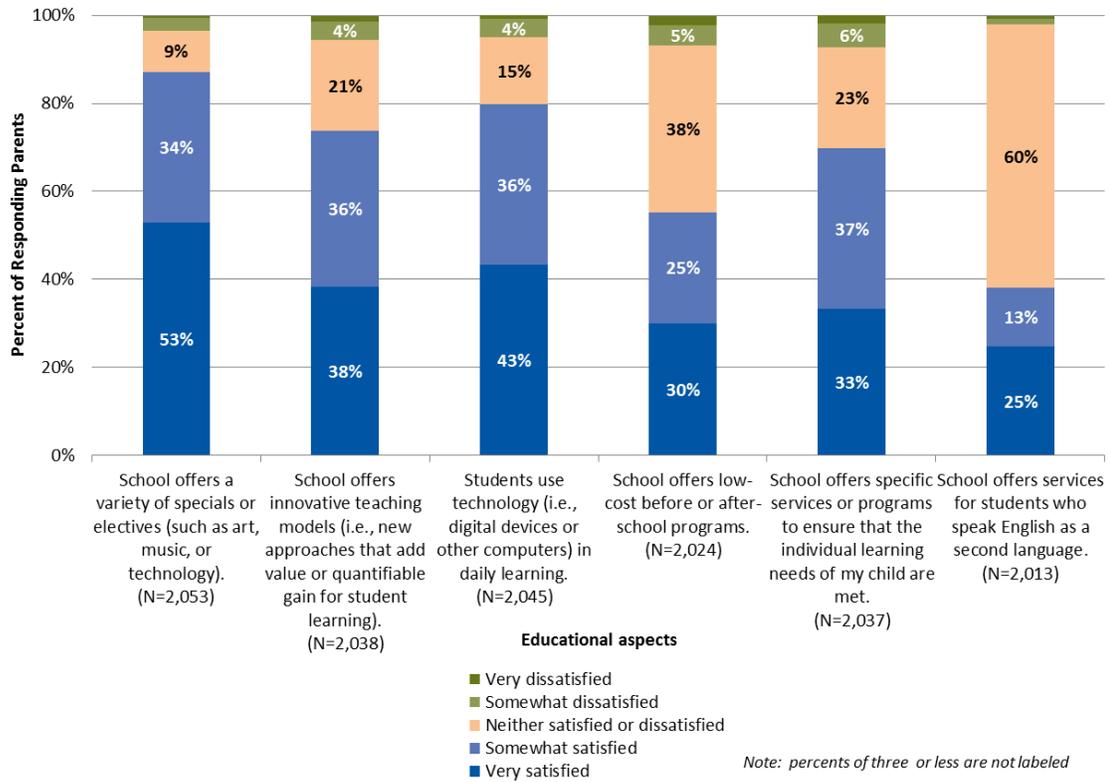
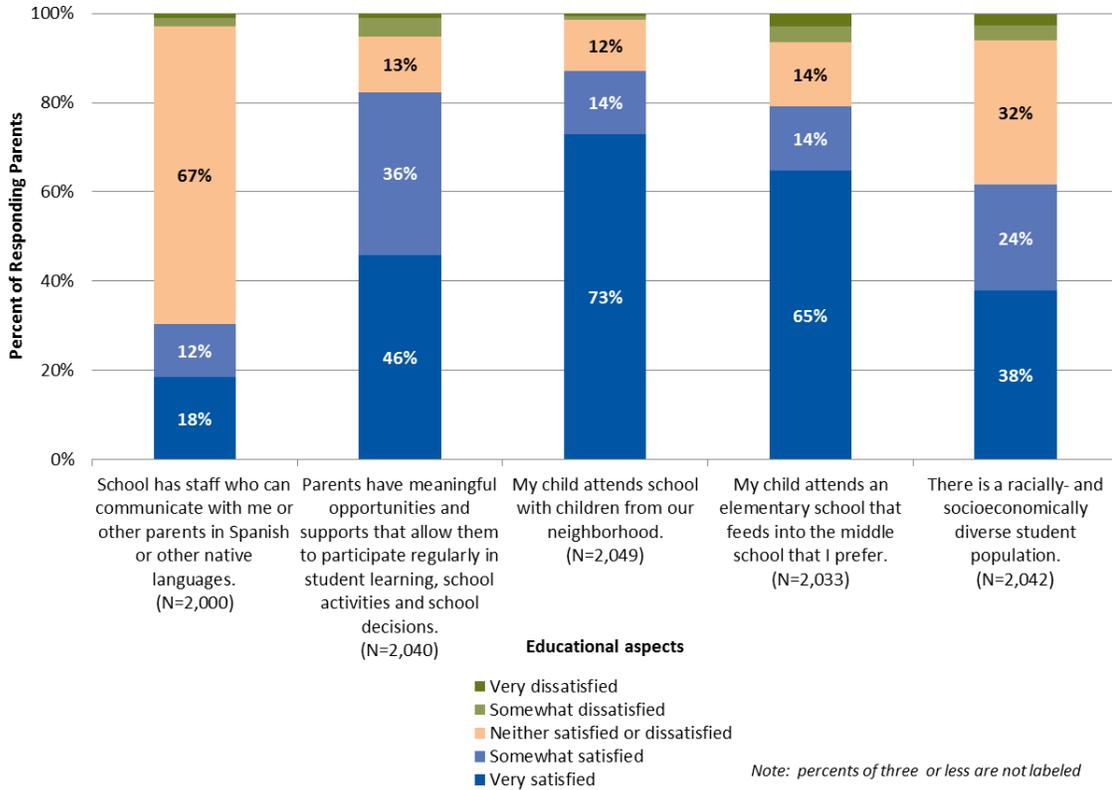


Figure 5-B: “Each of the following sentences describes a different aspect of elementary schools. Rate how satisfied you are with these aspects at your child’s current school.”



The survey data also suggest that parents’ level of satisfaction with their child’s current school is associated with their willingness to enroll their child in a school outside of their neighborhood.

- As Figures 6-A, 6-B, and 6-C show, satisfaction with their neighborhood school is highest among those parents who said they would *definitely prefer* to keep their child in their neighborhood school. Complete results for parent’s levels of satisfaction by their immediate enrollment preferences are presented at the end of this report in Table 4.

Figure 6-A: Immediate enrollment preferences by selected educational aspects, among parents who are very satisfied with current school

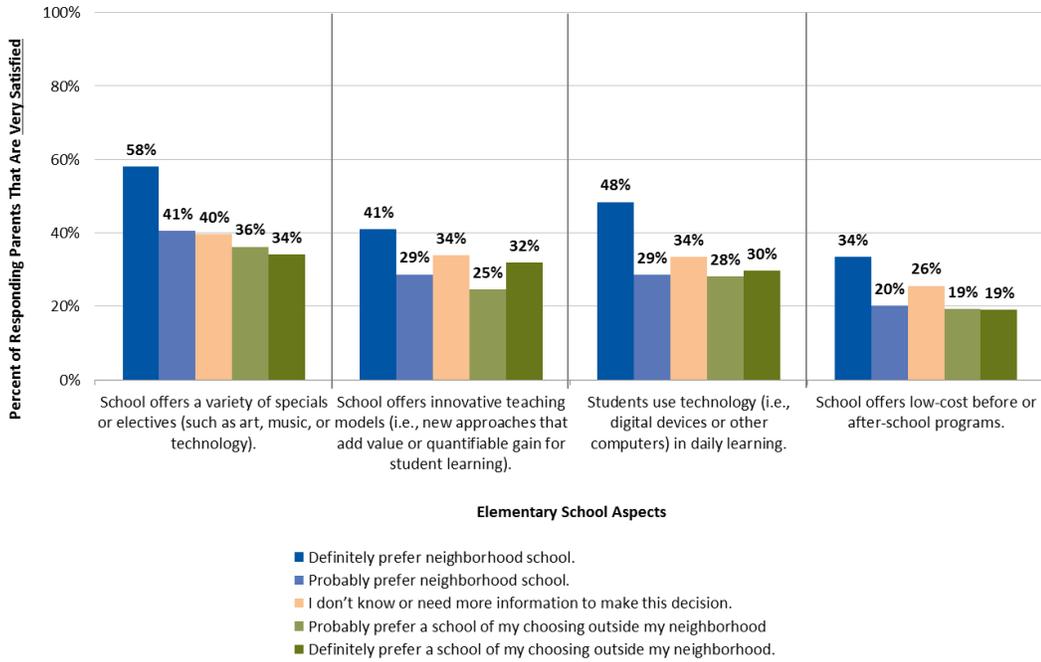


Figure 6-B: Immediate enrollment preferences by selected educational aspects, among parents who are very satisfied with current school

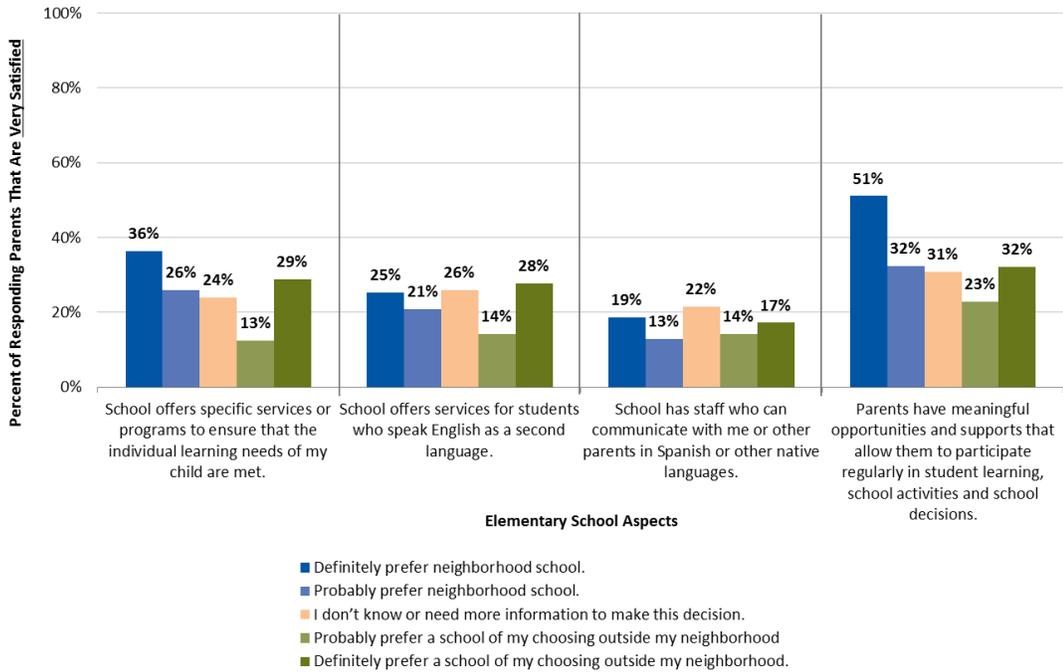
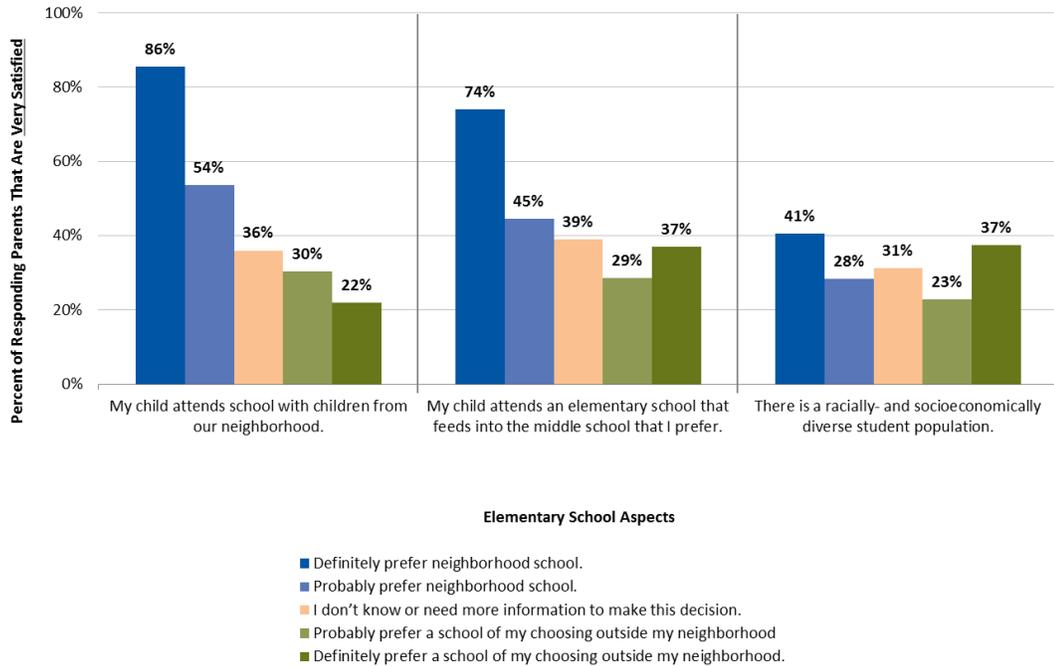


Figure 6-C: Immediate enrollment preferences by selected educational aspects, among parents who are very satisfied with current school



- Of particular note is that satisfaction is higher across all elements, even those unrelated to the school’s “neighborhood-ness” among parents who *definitely* prefer to keep their child in their neighborhood school. For example, parents who prefer to keep their children in their neighborhood school are also more likely to be satisfied with their school’s electives, technology, and innovative teaching models.
- Finally, the importance of one’s middle school is highlighted as the findings suggest that dissatisfaction with the middle school that is associated with their elementary school may be strongly linked to a parent’s preference to enroll their child in a non-neighborhood school, if given the opportunity now.

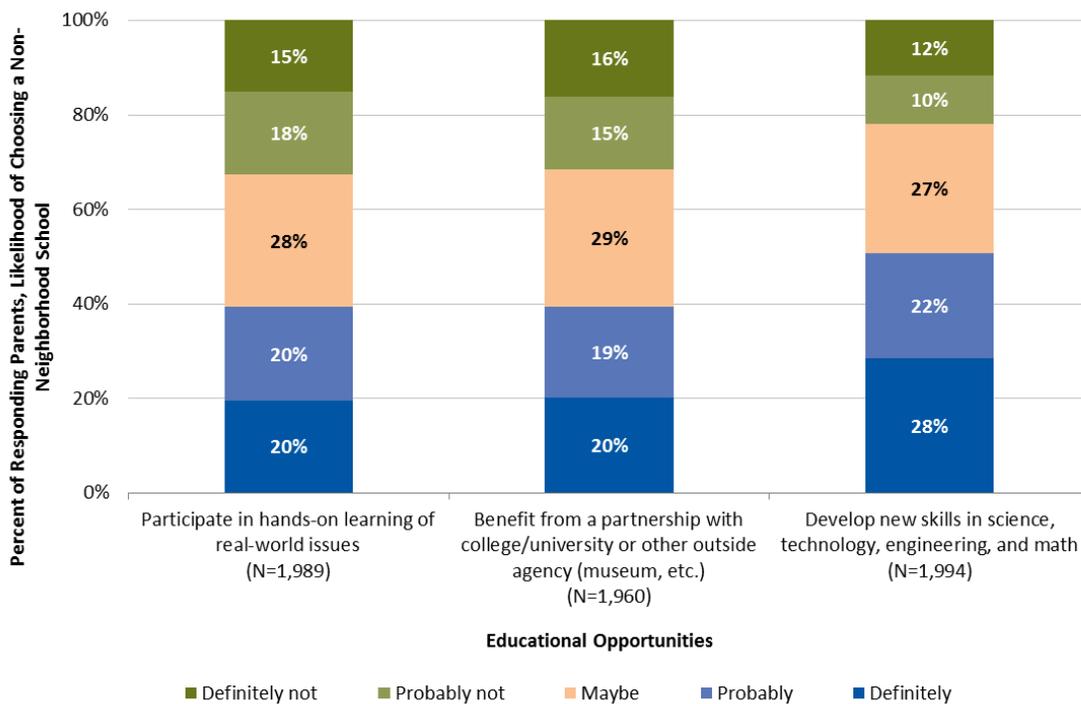
Despite most parents’ current preferences for neighborhood schools, the survey responses suggest that a sizeable number of parents would consider non-neighborhood schools as a viable option for their child IF they offered better educational opportunities than the neighborhood school.

- For example, 28 percent of the respondents indicated that they would *definitely* choose a non-neighborhood school IF it provided their child with better opportunities to *develop new skills in science, technology, engineering, and math* than their neighborhood school. In addition, 22

percent said they would *probably* and 27 percent said they would *maybe* choose a school outside their neighborhood if it provided this opportunity.

- Furthermore, if a school *benefited from a partnership with a college, university or other outside agency*, 20 percent of respondents would *definitely* take the opportunity to choose a non-neighborhood school for their child, 19 percent would *probably*, and 29 percent *maybe*.
- About one in five respondents (20%) said they would *definitely* choose a non-neighborhood school for their child if it offered him or her opportunities to *participate in hands-on learning of real-world issues*. Another fifth of the respondents (20%) said they would *probably* and 28 percent would *maybe* choose the non-neighborhood school that offered these types of opportunities that were better than the neighborhood school. Figure 7 presents these top three opportunities. Complete data on these survey questions are presented at the end of this report in Tables 1 through 3.

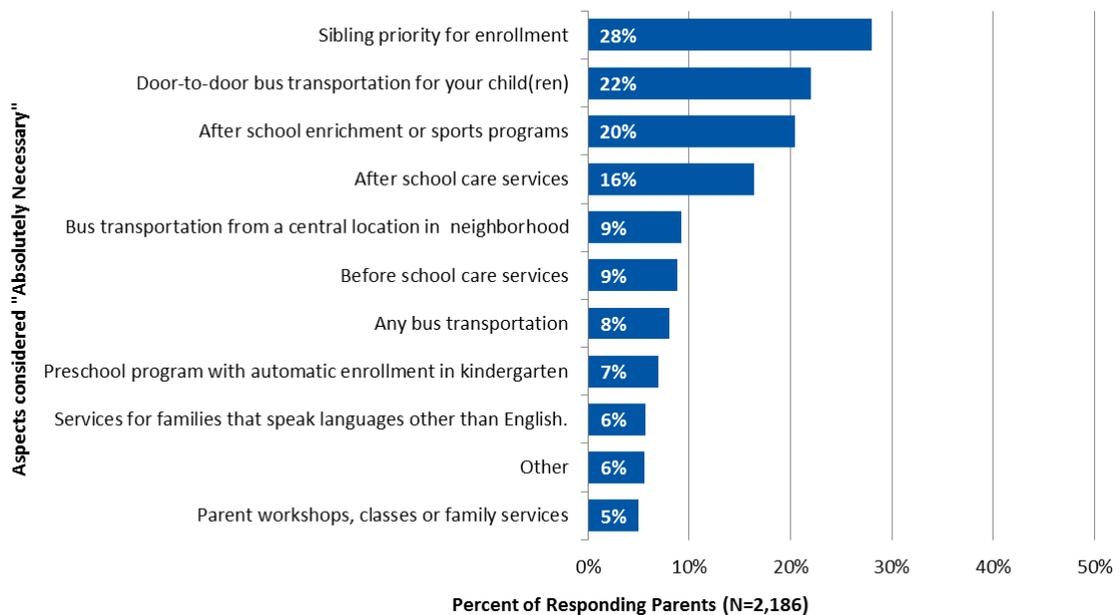
Figure 7: Consideration of non-neighborhood schools IF schools offered better educational opportunities, three most attractive types of opportunities.



Just over a fourth of the respondents indicated that sibling priority for enrollment is absolutely necessary to their family in selecting an elementary school for their children. Other frequently reported prerequisites include door-to-door transportation to school and after school programs.

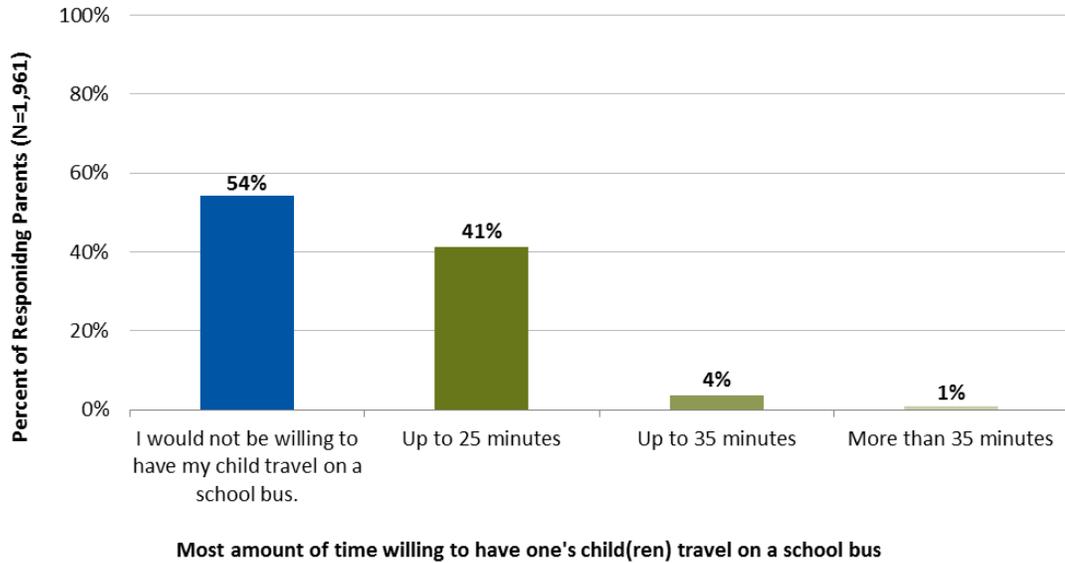
- When parents were asked to select, from a list of response choices, items that are absolutely necessary for their family when enrolling their child in an elementary school, 28 percent reported *sibling priority for enrollment*, 22 percent reported *door-to-door bus transportation for their child*, and 20 percent said *after school enrichment or sports programs*. These and other findings on necessary services are presented in Figure 8.

Figure 8: “Is anything listed below ABSOLUTELY NECESSARY for you or your family, meaning that you would enroll your child ONLY IF the school offered it?”



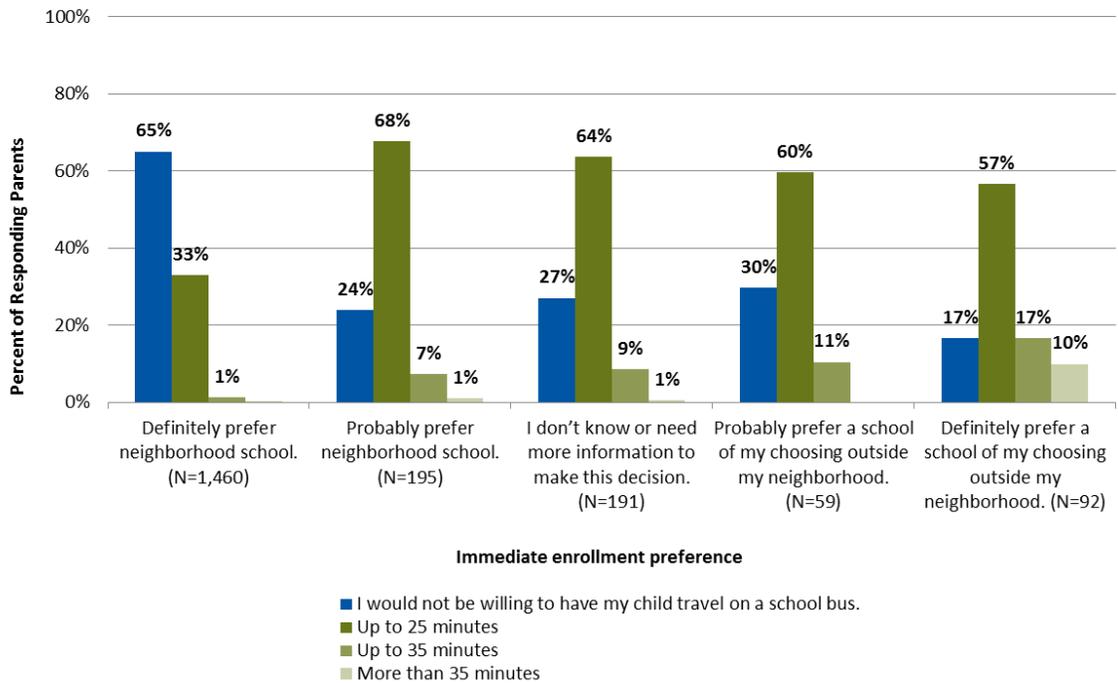
- At the same time, almost half of respondents said they are *willing to have their child(ren) travel on a school bus to reach a school outside of their neighborhood*. Most of these respondents (41%) said they would be willing to have their child travel on a school bus for *up to 25 minutes* to get to a school of their choosing outside of their neighborhood. An additional four percent said they would be willing to have their child on a school bus for *up to 35 minutes*. Responses to this question are presented in Figure 9.

Figure 9: “What is the MOST amount of time you would be willing to have your child(ren) travel on a school bus to reach a school of your choosing outside your neighborhood?”



- The proportion of respondents who would be willing to have their child travel on a school bus was higher among the subgroup of respondents who said that if given the immediate choice, they would either *definitely* or *probably* prefer to enroll their child in a school outside their neighborhood. Among the respondents who *definitely* prefer a non-neighborhood school, more than half (57%) said they would be willing to have their child ride a school bus for *up to 25 minutes*. Another 17 percent said they would be willing to have their child ride a school bus for *up to 35 minutes*, and 10 percent said *more than 35 minutes*. The results were similar among respondents who said they would *probably* prefer to send their child to a non-neighborhood school. These findings are presented in Figure 10.

Figure 10: Willingness to have child(ren) travel on a school bus to school, by immediate enrollment preference.



Racial and socioeconomic diversity was not a salient concern for most respondents.

- When asked to select the most important aspects of the educational experience, only six percent of respondents *indicated racial or socio-economic diversity* as one of their top three.
- Furthermore, the stated *importance of racial and socioeconomic diversity* varied among respondents, with 14 percent stating it is *extremely important*, 26 percent stating it is *important*, and 30 percent saying *somewhat important*. The remaining respondents reported that it is either *not very important* (16%) or *not at all important* (15%).
- Equally informative is the finding that few respondents are dissatisfied with the *racial- and socioeconomic diversity of student population* in their child’s current school. In fact, 38 percent said they are *very satisfied*, 24 percent said *somewhat satisfied*, and 32 percent said they are *neither satisfied nor dissatisfied*. Only six percent were *somewhat* or *very dissatisfied* with this element of the children’s school. (Figure 5-B on page 11)

For about a quarter of respondents, however, a school that offered a diverse setting would be a strong attracting quality.

- On the survey, 22 percent of respondents said they would *definitely* (9%) or *probably* (12%) enroll their child in a school of their choosing outside of their neighborhood IF it offered a greater *racial- and socioeconomic diversity of student population* than their neighborhood school. (Table 1)
- In addition, more than half of the respondents said they would *definitely* (14%), *probably* (16%) or *maybe* (26%) enroll their child(ren) in a non-neighborhood school if it provided their child with opportunities *to learn in a multi-cultural environment*. (Table 2) This indicates that diversity itself is an attraction for a segment of the district's parents.

Supplemental Tables

Table 1: “Imagine that you could choose any school in Greenwich for your child, including your neighborhood school OR another school outside of your neighborhood. How likely would you be to choose a school outside of your neighborhood IF it was better for your child(ren)’s learning interests or needs because of each of the following characteristics?”

Characteristics	Total N	Percent of Respondents who Reported				
		Definitely (%)	Probably (%)	Maybe (%)	Probably not (%)	Definitely not (%)
Types of electives or specials	1,984	16%	17%	27%	23%	18%
School offers innovative teaching models (i.e., new approaches that add value or quantifiable gain for student learning)	1,996	24%	20%	26%	16%	14%
Students use technology (i.e., digital devices or other computers) in daily learning	1,996	17%	20%	25%	21%	18%
Availability of before or after-school programs	1,985	13%	13%	19%	24%	32%
Specific services or programs to ensure that the individual learning needs of my child are met	1,988	31%	21%	23%	12%	14%
Services for students who speak English as a second language	1,988	7%	5%	10%	20%	58%
Availability of staff who can communicate with parents in Spanish or other native languages	1,986	5%	5%	9%	21%	61%
Opportunities for parent involvement in school activities and decisions	1,983	14%	17%	25%	24%	22%
The school feeds into the middle school that I prefer	1,993	31%	22%	23%	12%	13%
Racial- and socioeconomic diversity of student population	1,972	9%	12%	23%	24%	32%

Table 2: “How likely would you be to choose a school outside of your neighborhood if it offers the following opportunities for your child?”

Opportunities	Total N	Percent of Respondents who Reported				
		Definitely (%)	Probably (%)	Maybe (%)	Probably not (%)	Definitely not (%)
Become fluent in English and a second language	1,989	17%	17%	25%	18%	24%
Develop special talents or interests in arts	1,991	17%	17%	29%	20%	17%
Participate in hands-on learning of real-world issues	1,989	20%	20%	28%	18%	15%
Develop new skills in science, technology, engineering, and math	1,994	28%	22%	27%	10%	12%
Participate in an entirely digital learning environment	1,992	13%	16%	26%	24%	21%
Engage in exploration of environmental or global issues	1,991	16%	18%	26%	22%	18%
Participate in community service learning	1,992	14%	18%	26%	23%	19%
Learn in a multi-cultural environment	1,989	14%	16%	26%	24%	20%
Benefit from a partnership with college/university or other outside agency (museum, etc.)	1,960	20%	19%	29%	15%	16%

Table 3: “How likely would you be to choose a school outside of your neighborhood if it offers the following services for your family?”

Services	Total N	Percent of Respondents who Reported				
		Definitely (%)	Probably (%)	Maybe (%)	Probably not (%)	Definitely not (%)
Low-cost before school care services	1,991	6%	6%	14%	26%	47%
Low-cost after school care services	1,991	8%	8%	16%	23%	44%
After school enrichment or sports programs	1,989	15%	14%	27%	19%	25%
Parent workshops, classes or family services	1,986	5%	9%	17%	31%	38%
Door-to-door bus transportation for your child(ren)	1,988	14%	12%	22%	20%	32%
Bus transportation for your child(ren) from a central location in your neighborhood to the school	1,985	7%	9%	16%	24%	44%
Preschool program with automatic enrollment in kindergarten	1,978	9%	10%	15%	20%	46%
Sibling priority for enrollment (all children in your family could attend the same school)	1,967	22%	13%	17%	15%	33%

Table 4: Satisfaction with aspects of one’s current school, by immediate enrollment preference

Aspect of elementary schools	Immediate enrollment preference	Total	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
School offers a variety of specials or electives (such as art, music, or technology).	Definitely prefer neighborhood school.	1,437	58%	32%	7%	2%	0.2%
	Probably prefer neighborhood school.	190	41%	40%	15%	4%	1%
	I don’t know or need more information to make this decision.	187	40%	41%	16%	4%	1%
	Probably prefer a school of my choosing outside my neighborhood.	58	36%	43%	17%	2%	2%
	Definitely prefer a school of my choosing outside my neighborhood.	91	34%	44%	8%	11%	3%
School offers innovative teaching models (i.e., new approaches that add value or quantifiable gain for student learning).	Definitely prefer neighborhood school.	1,429	41%	36%	19%	3%	1%
	Probably prefer neighborhood school.	188	29%	33%	31%	6%	1%
	I don’t know or need more information to make this decision.	186	34%	33%	27%	5%	1%
	Probably prefer a school of my choosing outside my neighborhood.	57	25%	33%	26%	16%	0%
	Definitely prefer a school of my choosing outside my neighborhood.	91	32%	35%	13%	11%	9%
Students use technology (i.e., digital devices or other computers) in daily learning.	Definitely prefer neighborhood school.	1,435	48%	35%	13%	3%	1%
	Probably prefer neighborhood school.	189	29%	44%	22%	5%	1%
	I don’t know or need more information to make this decision.	185	34%	37%	23%	5%	1%
	Probably prefer a school of my choosing outside my neighborhood.	57	28%	39%	28%	5%	0%
	Definitely prefer a school of my choosing outside my neighborhood.	91	30%	36%	17%	13%	4%
School offers low-cost before or after-school programs.	Definitely prefer neighborhood school.	1,422	34%	24%	38%	4%	1%
	Probably prefer neighborhood school.	188	20%	29%	44%	5%	2%
	I don’t know or need more information to make this decision.	180	26%	28%	32%	9%	6%
	Probably prefer a school of my choosing outside my	57	19%	26%	42%	7%	5%

Aspect of elementary schools	Immediate enrollment preference	Total	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
	neighborhood.						
	Definitely prefer a school of my choosing outside my neighborhood.	89	19%	26%	42%	7%	7%
School offers specific services or programs to ensure that the individual learning needs of my child are met.	Definitely prefer neighborhood school.	1,431	36%	36%	21%	5%	1%
	Probably prefer neighborhood school.	189	26%	40%	28%	6%	0%
	I don't know or need more information to make this decision.	183	24%	38%	30%	7%	2%
	Probably prefer a school of my choosing outside my neighborhood.	56	13%	39%	30%	13%	5%
	Definitely prefer a school of my choosing outside my neighborhood.	90	29%	29%	23%	10%	9%
School offers services for students who speak English as a second language.	Definitely prefer neighborhood school.	1,409	25%	12%	61%	1%	1%
	Probably prefer neighborhood school.	187	21%	16%	60%	3%	1%
	I don't know or need more information to make this decision.	185	26%	17%	55%	1%	2%
	Probably prefer a school of my choosing outside my neighborhood.	56	14%	27%	59%	0%	0%
	Definitely prefer a school of my choosing outside my neighborhood.	90	28%	14%	52%	2%	3%
If given the choice right now, would you prefer that your child(ren) attend your neighborhood school or would you prefer them to attend a school of your choosing outside of your neighborhood?	Definitely prefer neighborhood school.	1,396	19%	10%	69%	2%	0.8%
	Probably prefer neighborhood school.	187	13%	12%	73%	2%	1%
	I don't know or need more information to make this decision.	186	22%	16%	58%	3%	2%
	Probably prefer a school of my choosing outside my neighborhood.	56	14%	16%	64%	2%	4%
	Definitely prefer a school of my choosing outside my neighborhood.	87	17%	17%	62%	1%	2%
Parents have meaningful opportunities and supports that allow them to participate	Definitely prefer neighborhood school.	1,433	51%	35%	10%	3%	1%
	Probably prefer neighborhood school.	188	32%	41%	22%	4%	0%
	I don't know or need more information to make this	185	31%	43%	17%	7%	3%

Aspect of elementary schools	Immediate enrollment preference	Total	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
regularly in student learning, school activities and school decisions.	decision.						
	Probably prefer a school of my choosing outside my neighborhood.	57	23%	39%	35%	4%	0%
	Definitely prefer a school of my choosing outside my neighborhood.	90	32%	36%	16%	10%	7%
If given the choice right now, would you prefer that your child(ren) attend your neighborhood school or would you prefer them to attend a school of your choosing outside of your neighborhood?	Definitely prefer neighborhood school.	1,442	86%	10%	4%	0.3%	0.3%
	Probably prefer neighborhood school.	188	54%	23%	21%	2%	0.5%
	I don't know or need more information to make this decision.	186	36%	27%	35%	1%	0.5%
	Probably prefer a school of my choosing outside my neighborhood.	56	30%	23%	39%	4%	4%
	Definitely prefer a school of my choosing outside my neighborhood.	91	22%	22%	48%	6%	2%
My child attends an elementary school that feeds into the middle school that I prefer.	Definitely prefer neighborhood school.	1,435	74%	12%	10%	3%	2%
	Probably prefer neighborhood school.	186	45%	26%	20%	7%	3%
	I don't know or need more information to make this decision.	182	39%	17%	34%	8%	3%
	Probably prefer a school of my choosing outside my neighborhood.	56	29%	27%	34%	5%	5%
	Definitely prefer a school of my choosing outside my neighborhood.	89	37%	18%	19%	9%	17%
There is a racially- and socioeconomically diverse student population.	Definitely prefer neighborhood school.	1,431	41%	24%	33%	2%	1%
	Probably prefer neighborhood school.	190	28%	27%	36%	5%	3%
	I don't know or need more information to make this decision.	186	31%	26%	32%	6%	5%
	Probably prefer a school of my choosing outside my neighborhood.	57	23%	25%	28%	14%	11%
	Definitely prefer a school of my choosing outside my neighborhood.	91	37%	14%	29%	8%	12%