

The Center for Community Studies
at Jefferson Community College

Presentation of Results



EDUCATION STUDY

May 2019



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Table of Contents

Section 1 – Introduction and Methodology	3
Section 1.1 – Methodology – How This Data Was Collected	3
Section 1.2 – Demographics of the sample – Who was Interviewed?	3
Table 1 – School District Distribution of Participants of the FDRLO Education Committee Study	4
Table 2 – Grade Distribution of the Children of Participants of the FDRLO Education Committee Study	4
Table 3 – Distribution of the Highest Rank of the Currently Active Military Personnel Living in the Household of Participants of the FDRLO Education Committee Study	5
Table 4 – Military Locations at which the family of participants was stationed while children were enrolled in K-12 schools for the FDRLO Education Committee Study	5
Section 2 - Summary of Findings	6
Section 2.1 – Academic Experience	6
Section 2.2 – Relationship Between the School and Families of Students	10
Section 2.3 – School Culture and Climate	14
Section 2.4 – Transfer Process into Current School	18
Section 3 - Detailed Statistical Results	19
“Framing” a Statistic – Providing Perspective to Better Understand, Interpret, and Use this Survey Data	20
Section 3.0 – Technical Comments to Assist Interpretation of the Data	21
Table 5 – Margins of Error for Varying Sample Sizes (approximations)	22
Table 6 – More Detailed Margins of Error for Varying Sample Sizes and Varying Sample Proportions	24
Section 3.1 – Academic Experience	27
Section 3.1.1 – Evaluation of Academic Experience at Current School	27
Table 7 – SUMMARY – Evaluation of the Academic Experience at Current School	27
Table 8 – The academic program is stimulating and rigorous.	30
Table 9 – Students have access to programming that can earn them college credit in high school	31
Table 10 – Students have access to a broad variety of enriching academic offerings	32
Table 11 – Instruction and instructional staff are highly qualified and competent.	33
Table 12 – Instructional materials are high quality	34
Table 13 – Schools have effective programs to serve students with special needs.	35
Table 14 – Schools provide students with opportunities to use relevant, modern technology as a tool for learning	36
Table 15 – Students have access to higher education campus visits, representatives, and exploration programs	37
Table 16 – Students have access to career exploration, internships, and/or job shadow opportunities.	38
Section 3.1.2 – Comparison of Academic Experience at Current School to Previous School	39
Table 17 – SUMMARY – Comparison of Academic Experience at Current School to Previous School	39
Table 18 – Stimulating and rigorous academic program	42
Table 19 – Student access to programming that can earn them college credit in high school	43
Table 20 – Student access to a broad variety of enriching academic offerings	44
Table 21 – Qualified and competent instruction and instructional staff	45
Table 22 – Quality of instructional materials	46
Table 23 – Programs serving students with special needs	47
Table 24 – Opportunities for students to use relevant, modern technology as a tool for learning	48
Table 25 – Access to higher education campus visits, representatives, and exploration programs	49
Table 26 – Access to career exploration, internships, and/or shadow opportunities	50
Section 3.2 – Relationship Between the School and Families of Students	51
Section 3.2.1 – Evaluation of the Relationship Between the School and Families at Current School	51
Table 27 – SUMMARY – Evaluation of the Relationship Between the School and Families at Current School	51

Table 28 –	Students are connected to and responsive to parents and families.....	53
Table 29 –	The school communicates well with families about students' academic progress.....	54
Table 30 –	The school communicates well with families about student behavior.....	55
Table 31 –	The school communicates well with families about school events/activities.....	56
Table 32 –	The school addresses parents'/families' concerns in a timely manner.....	57
Table 33 –	The school provides various methods/modes for accessing school information.....	58
Table 34 –	Schools are welcoming towards new students and families.....	59
Section 3.2.2 – Comparison of the Relationship between the School and the Families of its Students at Current School to Previous School.....		60
Table 35 –	SUMMARY – Comparison of Relationship Between the School and Families at Current School to Previous School.....	60
Table 36 –	School's connection to and responsiveness to parents and families.....	62
Table 37 –	School's communication with families about students' academic progress.....	63
Table 38 –	School's communication with families about student behavior.....	64
Table 39 –	School's communication with families about school events/activities.....	65
Table 40 –	Timeliness of the school's addressing of parents'/families' concerns.....	66
Table 41 –	Methods/modes for accessing school information.....	67
Table 42 –	Welcoming of new students and families.....	68
Section 3.3 – School Culture and Climate		69
Section 3.3.1 – Evaluation of School Culture and Climate		69
Table 43 –	SUMMARY – Evaluation of School Culture and Climate at Current School	69
Table 44 –	Students feel safe and secure at school	72
Table 45 –	The school embraces military students and families.....	73
Table 46 –	The school is a place of warmth, caring, and a sense of belonging for students.....	74
Table 47 –	The school has an effective anti-bullying program.....	75
Table 48 –	The school teaches positive values, respect, and character education.....	76
Table 49 –	The school offers access to support services for students (counseling, medical/dental, academic support, etc.).....	77
Table 50 –	The school is connected with the local community, local culture, and local businesses.....	78
Table 51 –	Students have access to safe, reliable transportation for school activities.....	79
Table 52 –	School facilities are well cared for and meet student needs.....	80
Table 53 –	Students have access to a variety of high quality extra-curricular activities/clubs.....	81
Table 54 –	I am satisfied overall with my family's education experience at the school.....	82
Section 3.3.2 – Comparison of School Culture and Climate at Current School to Previous School.....		83
Table 55 –	SUMMARY - Comparison of School Culture and Climate at Current School to Previous School.....	83
Table 56 –	Feeling of safety and security at school.....	86
Table 57 –	Support of military students and families	87
Table 58 –	Warmth, caring, and a sense of belonging for students.....	88
Table 59 –	Anti-bullying program.....	89
Table 60 –	Teaching of positive values, respect, and character education	90
Table 61 –	Access to support services for students (counseling, medical/dental, academic support, etc.)	91
Table 62 –	Connection with the local community, local culture, and local businesses	92
Table 63 –	Access to safe, reliable transportation for school activities.....	93
Table 64 –	Care of facilities that meet student needs.....	94
Table 65 –	Access to a variety of high quality extra-curricular activities/clubs.....	95
Table 66 –	Overall family educational experience at the school.....	96
Section 3.4 – Transfer Process into Current School		97
Table 67 –	Transferring into the school from a previous institution is a smooth, straight-forward experience.....	97
Appendix.....		99
Additional Comments from Survey Participants.....		99
Comments from Families with Active Military Stationed at Fort Drum in the Household.....		99
Comments from Families without Active Military Stationed at Fort Drum in the Household.....		105
The Survey Instrument.....		112

Section 1 – Introduction and Methodology

The Fort Drum Regional Liaison Organization (FDRLO) contracted with The Center for Community Studies (CCS) at Jefferson Community College to conduct a survey of the families with children enrolled in K-12 schools across the North Country Region. The survey questionnaire included questions pertaining to academic experience, family-school relationships, school culture and climate, and student transfer into the school.

This document is a summary of the results collected in this study. The response distribution for each question from the aforementioned areas is included along with comparison tables pertaining to the family's current affiliation with Fort Drum, grade level, and school district size. Specifically, these cross-tabulation tables allow for the reader to explore potential associations between those families with active military personnel stationed at Fort Drum with those who do not currently have an active duty family member stationed at Fort Drum. Similarly, potential relationships can be explored for school district and grade level.

Section 1.1 – Methodology – How This Data Was Collected

The survey instrument used in this study was constructed through the combined efforts of the professional staff of *The Center* and the FDRLO Education Committee.

Twenty-one school districts in Northern New York were identified as typically serving families in which at least one member of the household is active military stationed at Fort Drum. Of the selected districts, nineteen chose to participate in the study. Data collection was completed utilizing an online survey. Each school district was supplied with an online link to the survey instrument to be shared with the families of currently enrolled students. Each school district was free to choose the method they believed to be most appropriate and useful in disseminating the information pertinent to the study to the families in their district.

Each family was given the opportunity to share their opinions for each of the schools in the district their children had either recently attended or are currently attending. Data collected was between November 11, 2018 and December 12, 2018.

All participants were informed of the purpose of the study and participation in the study was completely voluntary. Incentives were used to help increase participation as respondents who completed the entire survey were given the opportunity to be entered into a drawing for a \$25 gift card. In total, 1226 families participated in the study, with a total of 1697 schools evaluated, 387 of which were evaluated by a family in which there is at least one member of the household who is active military stationed at Fort Drum.

Section 1.2 – Demographics of the sample – Who was Interviewed?

This section of the report includes a description of the results for the demographic variables included in the sample. The demographic characteristics of the sampled adult residents can be used to attain three separate objectives.

1. Initially, this information adds to the knowledge and awareness about the true characteristics of the population of families of K-12 school aged children in the Region (e.g. What is their military affiliation to Fort Drum, are their children in elementary or secondary education, what school and school district the children attend?).
2. Secondly, this demographic information facilitates the ability for the data to be sorted or partitioned to investigate for significant relationships – relationships between demographic characteristics included in the study and their attitudes regarding the K-12 schools in the Region. Identification of significant relationships allows for the data to be used more effectively.
3. Finally, the demographic information also serves an important purpose when compared to established facts about the families with children enrolled in K-12 education to analyze the representative nature of the sample that was selected in this study, and to determine the post-stratification weighting schematic to be applied to the data.

The results after application of post-stratification weights for school district size for the demographic questions in the survey are summarized in Table 1 - Table 4.

Table 1 – School District Distribution of Participants of the FDRLO Education Committee Study

School District	Frequency (unweighted)	Percentage (weighted)
Alexandria CSD	47	1.9%
Augustinian Academy	24	1.0%
Beaver River CSD	70	2.9%
Belleville-Henderson CSD	57	2.3%
Carthage CSD	392	25.2%
Copenhagen CSD	11	0.4%
Faith Fellowship School	29	1.2%
Gouverneur	34	2.5%
Harrisville CSD	15	0.6%
Immaculate Heart Central	20	1.5%
Indian River CSD	319	20.5%
LaFargeville CSD	45	1.8%
Lowville Academy	47	3.4%
Lyme CSD	34	1.4%
Sackets Harbor CSD	90	3.7%
Sandy Creek CSD	76	3.1%
South Jefferson CSD	96	7.0%
Thousand Islands CSD	102	7.4%
Watertown City School District	189	12.2%
TOTALS:	1697	100.0%

Table 2 – Grade Distribution of the Children of Participants of the FDRLO Education Committee Study

Grade Level	Frequency (unweighted)	Percentage (weighted)
Kindergarten	202	11.8%
First Grade	192	11.4%
Second Grade	189	11.2%
Third Grade	209	12.5%
Fourth Grade	216	12.7%
Fifth Grade	259	15.1%
Sixth Grade	217	12.6%
Seventh Grade	211	12.2%
Eighth Grade	174	10.0%
Ninth Grade	216	12.7%
Tenth Grade	170	9.8%
Eleventh Grade	163	9.3%
Twelfth Grade	218	12.1%
TOTALS:	1681	100.0%

Table 3 – Distribution of the Highest Rank of the Currently Active Military Personnel Living in the Household of Participants of the FDRLO Education Committee Study

Military Rank	Frequency (unweighted)	Percentage (weighted)
O7-O10	2	0.3%
O4-O6	80	13.2%
O1-O3	32	5.5%
W1-W5	58	9.9%
E7-E9	166	28.9%
E5-E6	173	31.0%
E1-E4	29	5.0%
DA Civilian/Contractor	37	6.2%
TOTALS:	577	100.0%

Table 4 – Military Locations at which the family of participants was stationed while children were enrolled in K-12 schools for the FDRLO Education Committee Study

Military Location	Frequency (unweighted)	Percentage (weighted)
Fort Benning	21	5.9%
Fort Bliss	36	10.1%
Fort Bragg	37	10.4%
Fort Campbell	33	9.5%
Fort Carson	36	10.2%
Joint Base Langley-Eustis	7	1.9%
Fort Hood	49	13.2%
Fort Huachuca	7	2.1%
Fort Knox	11	3.1%
Fort Leavenworth	19	4.8%
Fort Lee	9	2.6%
Fort Leonard Wood	18	5.2%
Joint Base Lewis-McChord	39	11.4%
Fort Polk	12	3.4%
Fort Riley	26	7.6%
Fort Rucker	18	5.1%
Schofield Barracks	38	10.8%
Fort Sill	23	6.9%
Fort Stewart	32	9.5%
Fort Wainwright	10	2.2%
Locations in Germany	35	9.9%
Locations in Korea	22	6.2%
TOTALS:	353	100.0%

Given the diligence placed on scientific sampling design, after application of post-stratification weights, it is felt that the sample of school evaluations obtained is representative of families of K-12 students enrolled in North Country schools that routinely serve families with an affiliation with Fort Drum. When using the sample statistics presented in this report to estimate that which would be expected for an entire population of families, the exact margin of error for this survey is question-specific.

The margin of error depends upon the sample size for each specific question and the resulting sample percentage for each question. Sample sizes vary the question on the survey, since some questions are only appropriate for certain subgroups e.g. only those families who transferred into the district, and/or as a result of persons refusing to answer questions. *In general*, the results of this survey for any questions that were completed for the 1697 schools by the 1226 families may be generalized to the population of all families in the Region with a 95% confidence level to within a margin

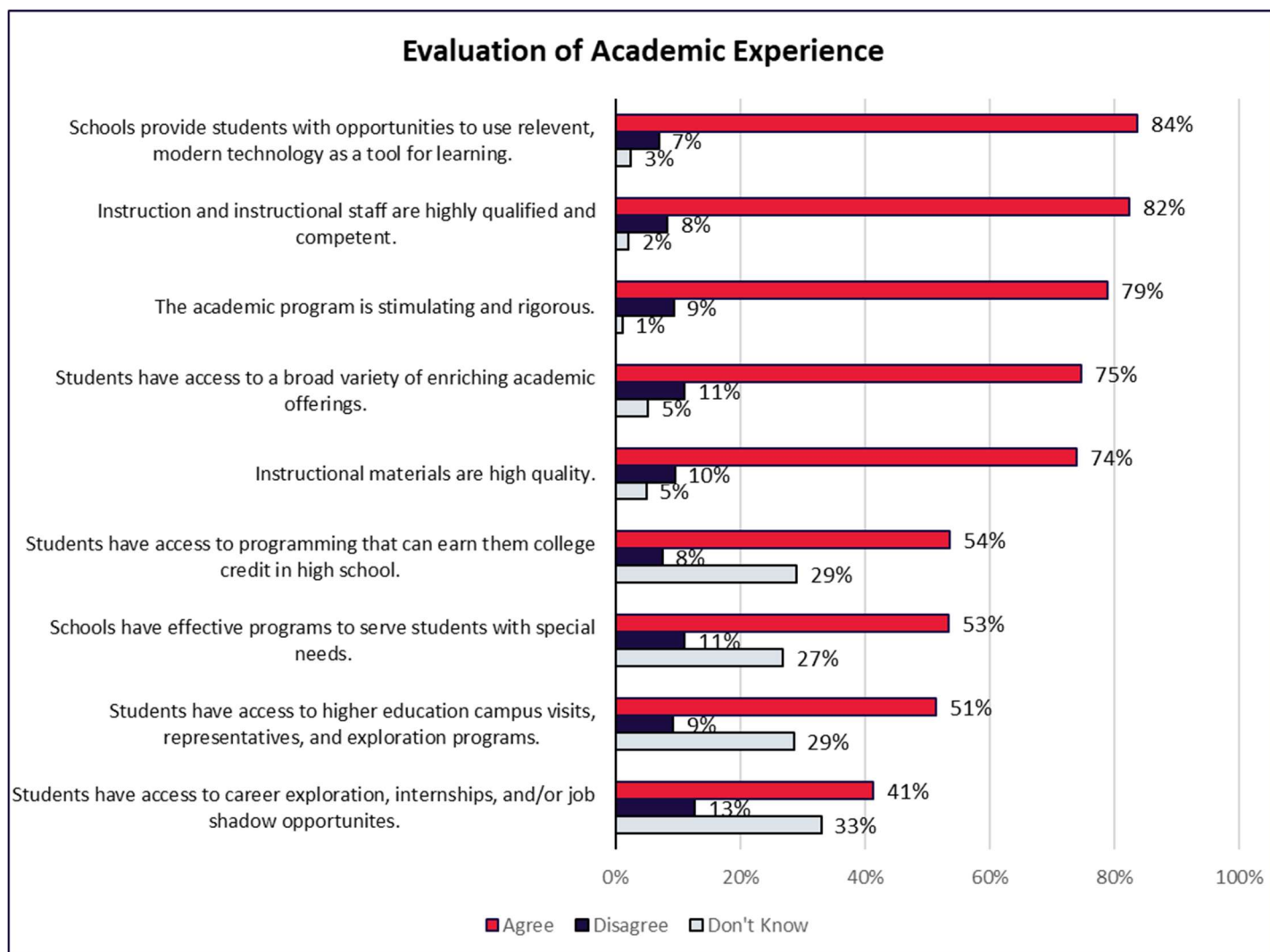
of error of approximately ± 2 percentage points (there is an average margin of error of $\pm 1.9\%$ with a sample size of $n = 1697$). For questions that were posed only to certain specific subgroups, or for results that are presented for subgroups (such as only those with current military connection to Fort Drum), the resulting smaller sample sizes in these instances allow generalization to the specific subpopulation with a 95% confidence level to within a margin of error of larger than approximately ± 2 percentage points (± 4 percentage points in the case of families with active military stationed at Fort Drum in the household). In other words, one can be 95% confident that any sample statistic presented in the remainder of this report would/could only deviate from the true value that would be found if all current members were, in fact interviewed by at most two percentage points. For more specific detail regarding the margin of error for this survey, please refer Section 3.0 of this report and/or contact the professional staff at the *Center for Community Studies*.

Section 2 - Summary of Findings

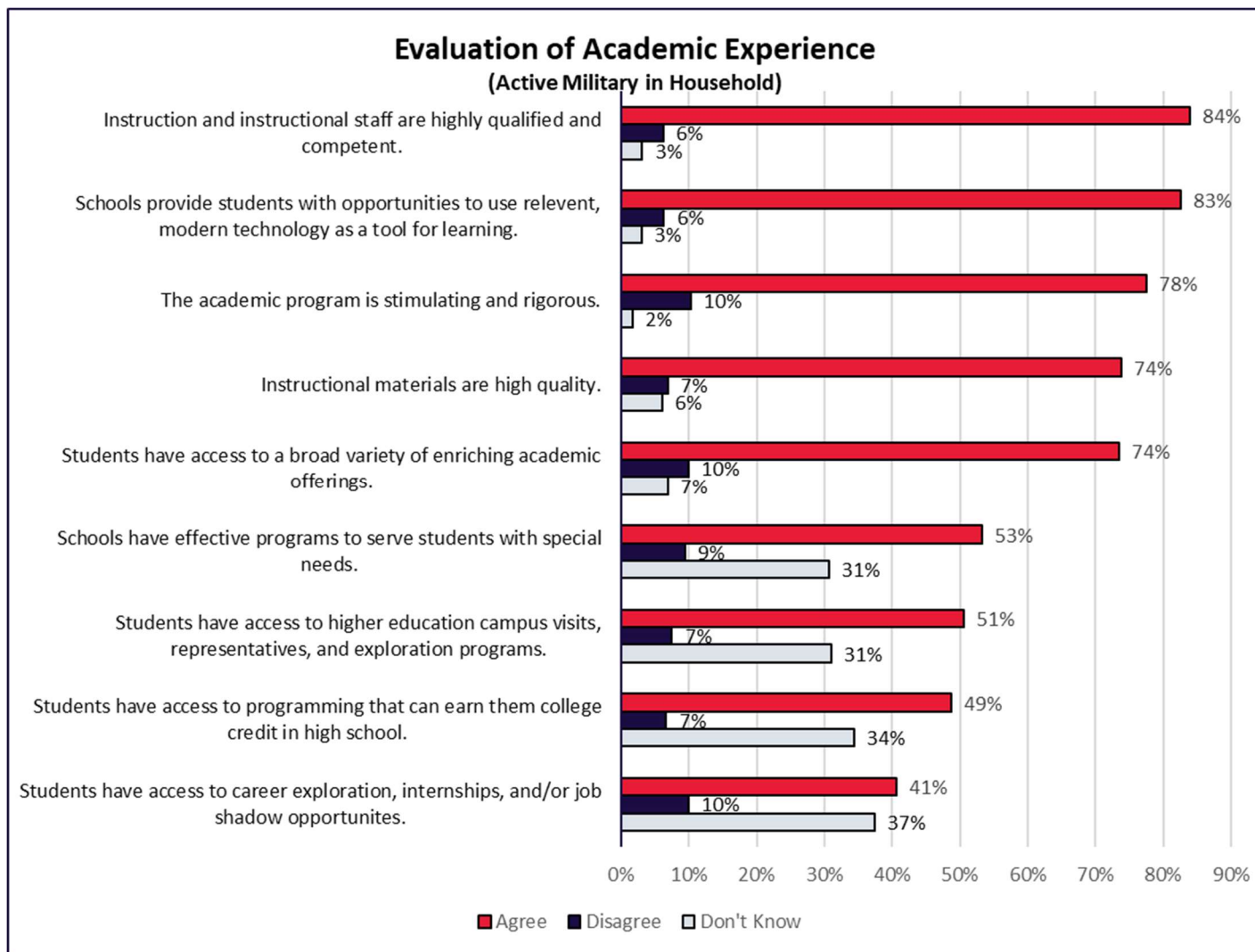
Section 2.1 – Academic Experience

(Tables 7-26)

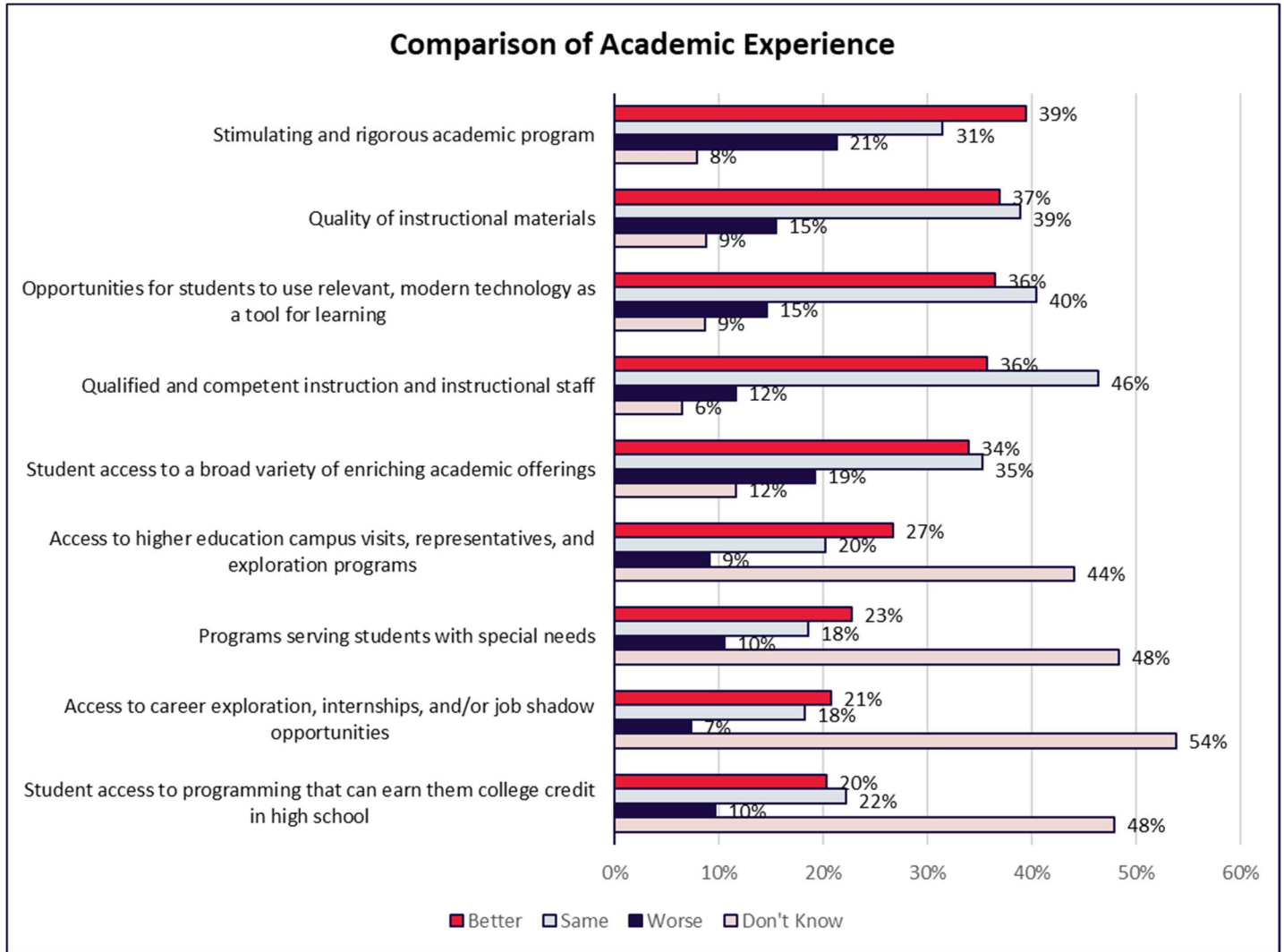
- To gauge the satisfaction with the academic experience of K-12 children enrolled in schools in North Country identified as having a military connection to Fort Drum, families were asked to give their level of agreement with nine statements pertaining to academics. The graph below displays the results for the nine statements. Families are more likely to agree with all nine statements than disagree, with nearly three-quarters or more of families agreeing with five of the nine statements. It should be noted that although the rate of agreement for the other four statements ranges from 41% to 54% the levels a disagreement are quite similar to the previously mentioned five statements. For each of these four statements approximately 30% of participants responded with “Don’t Know.” (Tables 7-16)



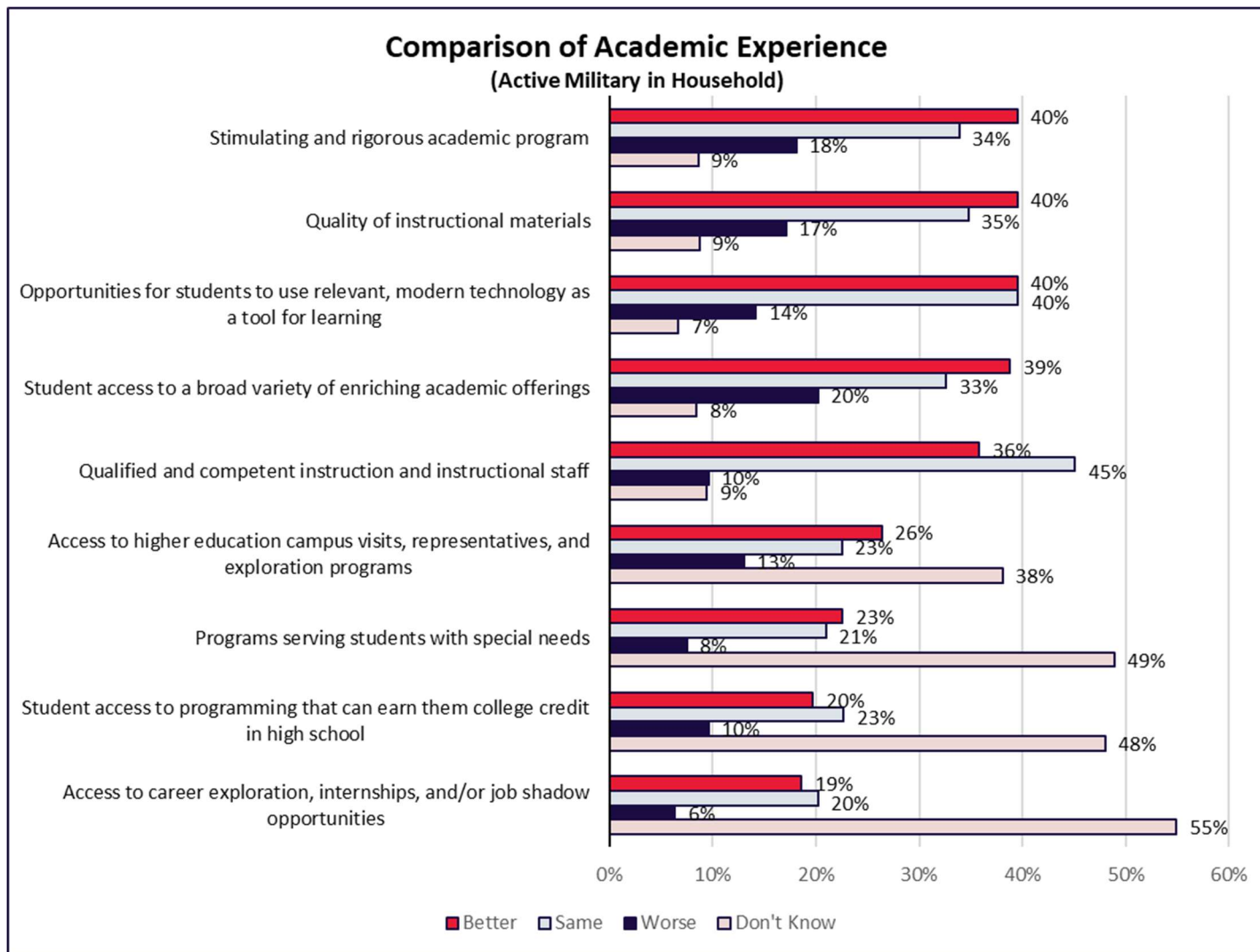
2. When only the families with active military stationed at Fort Drum are considered, very similar results are seen. The percentages from this subgroup are very similar to the those for the entire sample, eight of the nine percentages are within 2 percentage points of the value for the entire sample. The lone exception is for the statement, “Students have access to programming that can earn them college credit in high school.” (49% for the military subgroup compared to 54% for the entire sample). The levels of disagreement are also very similar for the military affiliated families, ranging from 6% to 10% (these values vary from 7% to 13% for the entire sample). (Tables 7-16)



3. Additionally, the families who have had a child transfer into the school they currently attend from a school outside of the North Country were asked to compare the nine academic characteristics of their child's current school to their previous school. In each of the nine cases, respondents are more likely to indicate the academic characteristic is better in the current school (in the North Country) than it was in the previous school (outside the North Country). The "Better" rate of among respondents is at least two times larger than the "Worse" rate for eight of the nine characteristics. The most common response among the participants is "better" for only one of the characteristics (but second most common for seven of the remaining eight characteristics), "same" for four of the characteristics and "Don't Know" for the remaining four. (Tables 17-26)



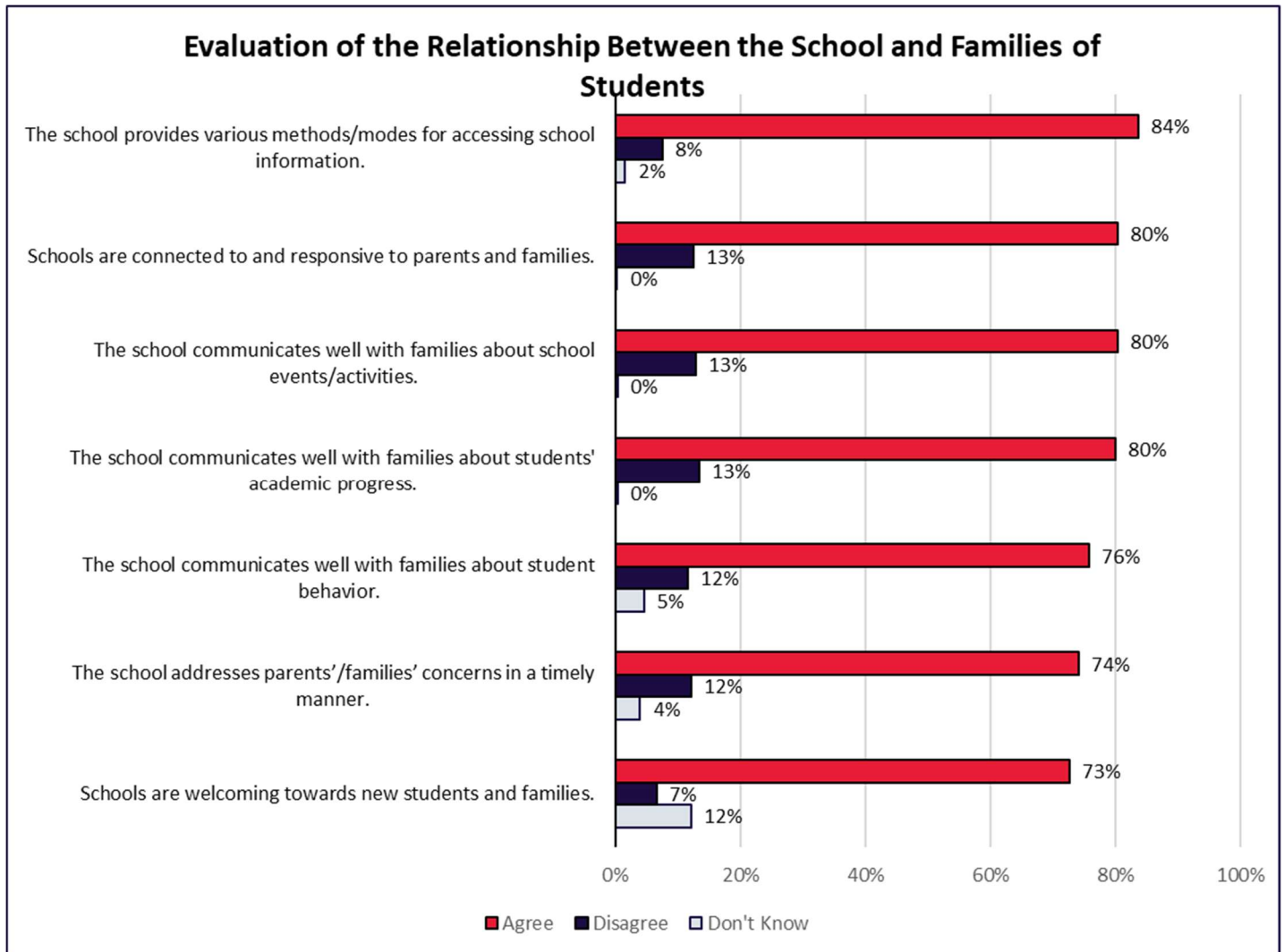
4. When looking at just the families with active military personnel stationed at Fort Drum the results are very similar to those from the entire sample. The “Better” ratings range from 19% - 40% as was the case for the entire sample while the “Worse” ratings range from 6% to 20%, again very similar to the results from the entire sample. Additionally, the four characteristics that were most commonly rated “Don’t Know” are also the case when looking at these military affiliated families. Among families with active military in the household stationed at Fort Drum “Better” was the most common response for four characteristics, “Same” is the most common in one case, and “Don’t Know” is most common for the remaining four cases. As was the case for the entire sample, this subgroup of families is almost twice as likely to rate these academic experience characteristics as “Better” at their children’s current school than “Worse” when comparing to the school their child attended prior. (Tables 17-26)



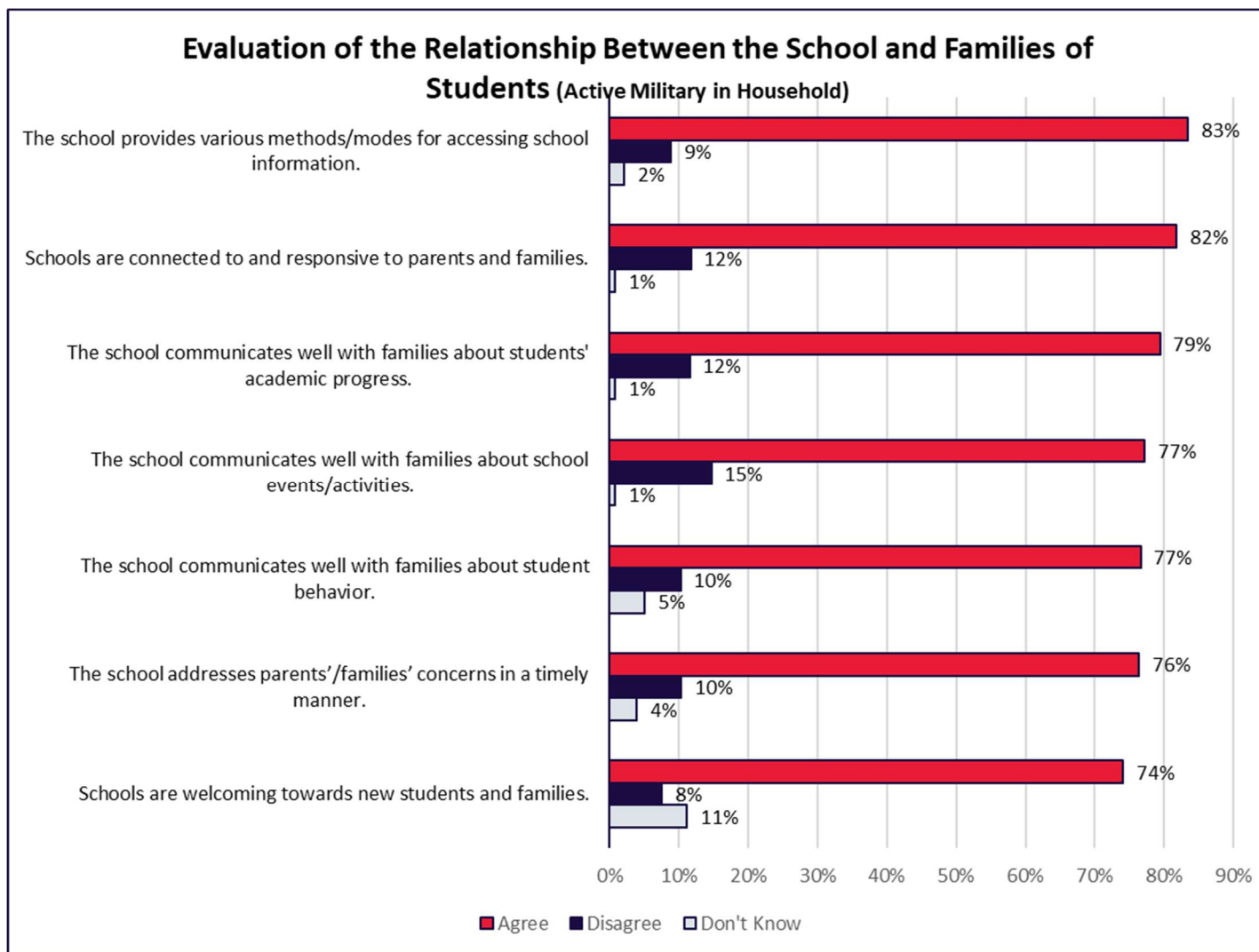
Section 2.2 – Relationship Between the School and Families of Students

(Tables 27-42)

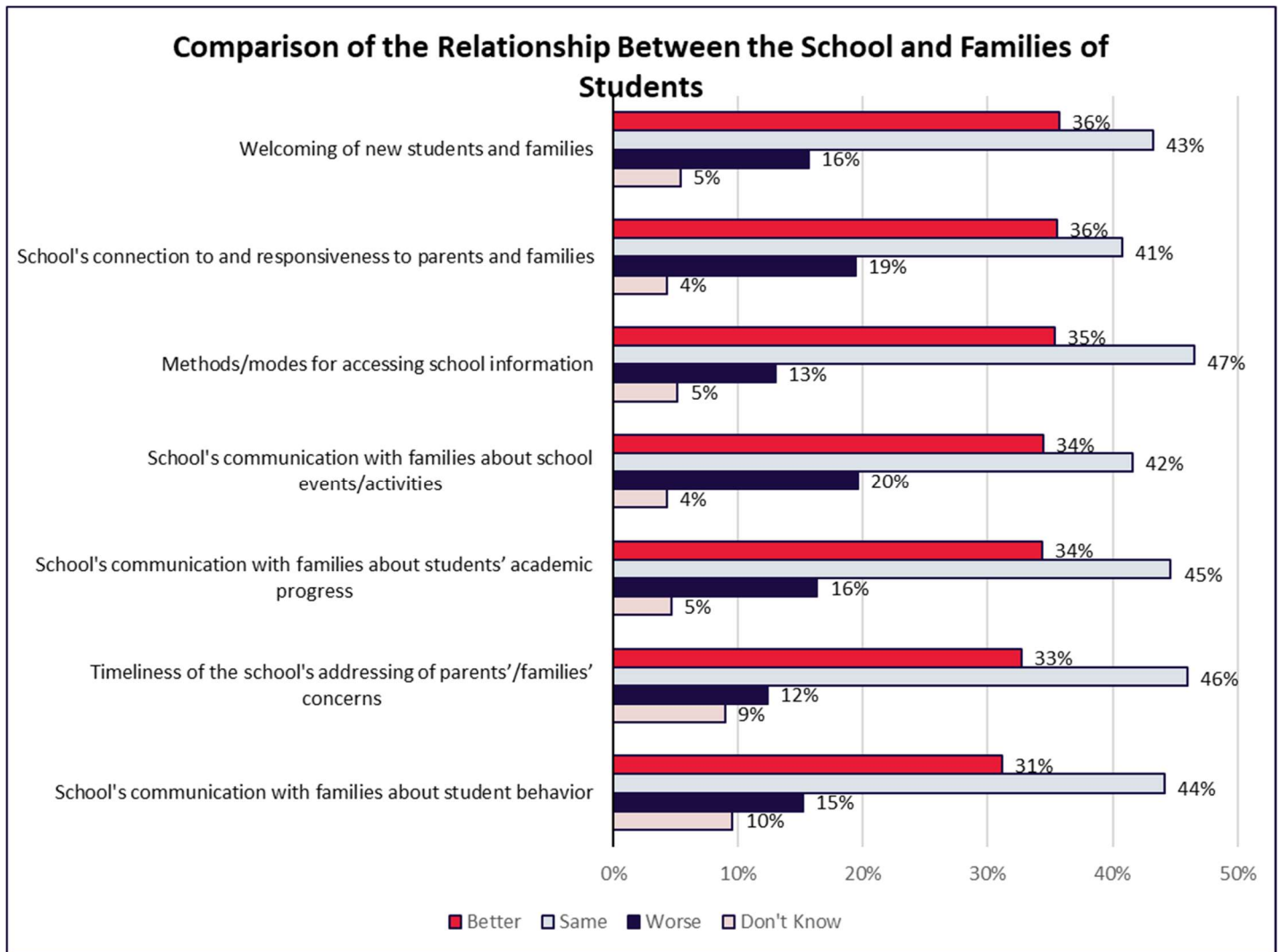
5. Respondents were asked to indicate their level of agreement with seven statements regarding the relationships between the school their children attend and the families of the students who attend the school. There is overwhelming agreement with each of these statements as at least three-quarters of participants either “somewhat agree or strongly agree” with each statement while disagreement rates range from 7% to 13%. Respondents are in most agreement with the statement, “The school provides various methods/modes for accessing school information.”, with 84% agreement and only 8% disagreement. The lowest rate of agreement (73%) was determined for the statement, “Schools are welcoming towards new students and families.” This rate is over ten times higher than the disagreement rate of 7% (the lowest disagreement rate for the seven statements in this section of the study). (Tables 27-34)



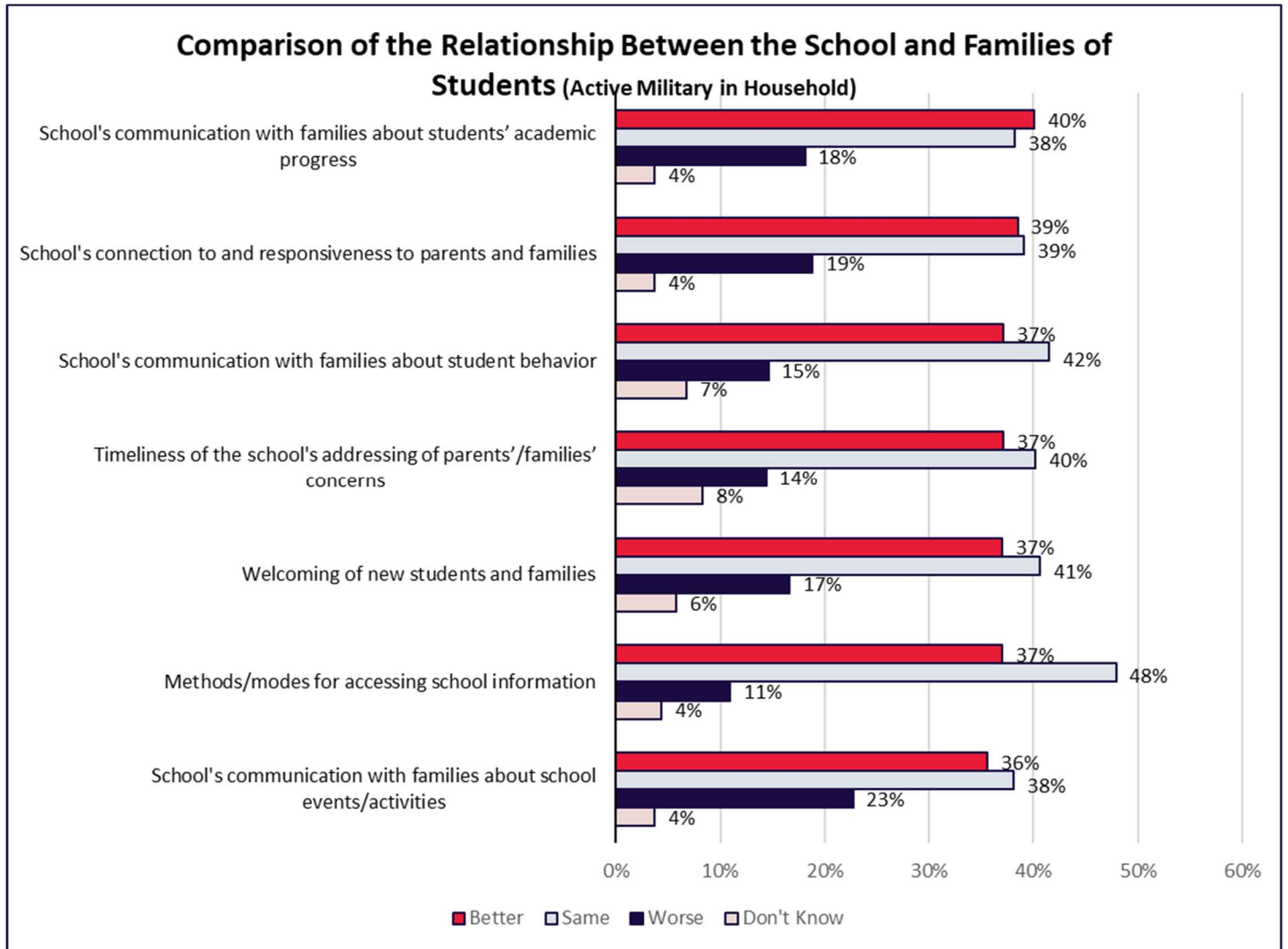
6. When looking at only the families with an active member of the military stationed at Fort Drum the results again parallel those for the entire sample of families in the study. The rates of agreement range from 74% to 83% while the disagreement rates range from 8% to 15%. Families with an active member of the military are at least five times more likely to agree with each of these statements than disagree with the statements. (Tables 27-34)



7. When asked to compare the seven characteristics of the relationship between the school their children are attending now and the school they attended previously, respondents were more likely to indicate the current school is “Better” than the previous school than “Worse” in all seven cases. Each of these “Better” ratings is between 31% and 36%. In many cases this likelihood of indicating the current school is better is nearly twice that of worse rating. When looking at “methods/modes for accessing school information” and “timeliness of the school’s addressing of parents’/families’ concerns” this likelihood is nearly three times larger. The most common response for all seven characteristics is the current school is “the same as” the previous school. (Tables 35-42)



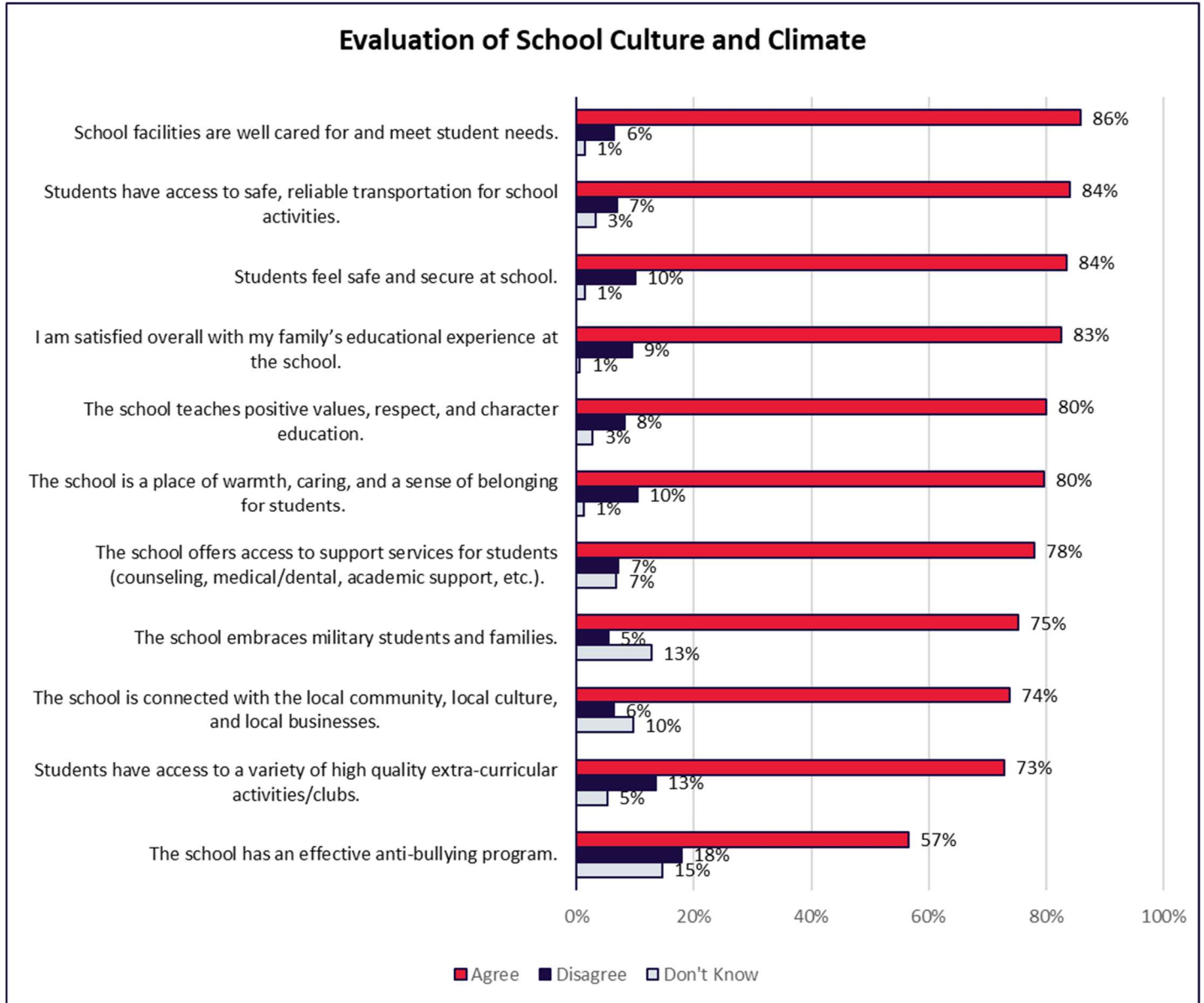
8. When these seven characteristics are analyzed for those families with an activate member of the military stationed at Fort Drum, the results are slightly more positive. The “Better” ratings range from 36% to 40% opposed to 31% to 36% for the entire sample. The “worse” ratings are slightly higher than those for the entire sample ranging from 11% to 23%. As was the case for the entire sample, with the exception of school’s communication with families about school events/activities responses of “better” are at least two as likely as responses of “worse.” The communication between schools and families regarding academic progress of students is rated better by 40% of these military families, the most common response for this trait. (Tables 35-42)



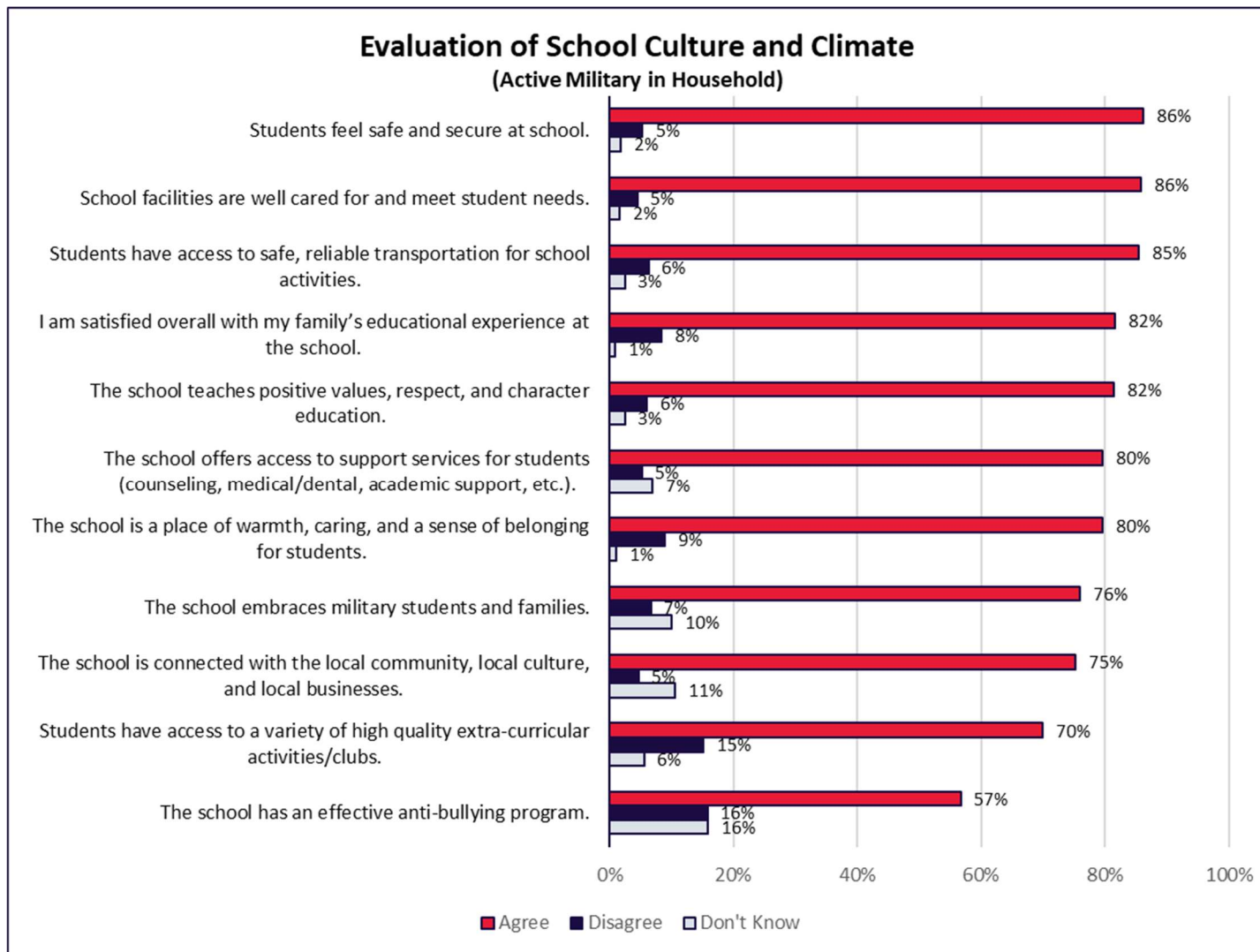
Section 2.3 – School Culture and Climate

(Table 43-66)

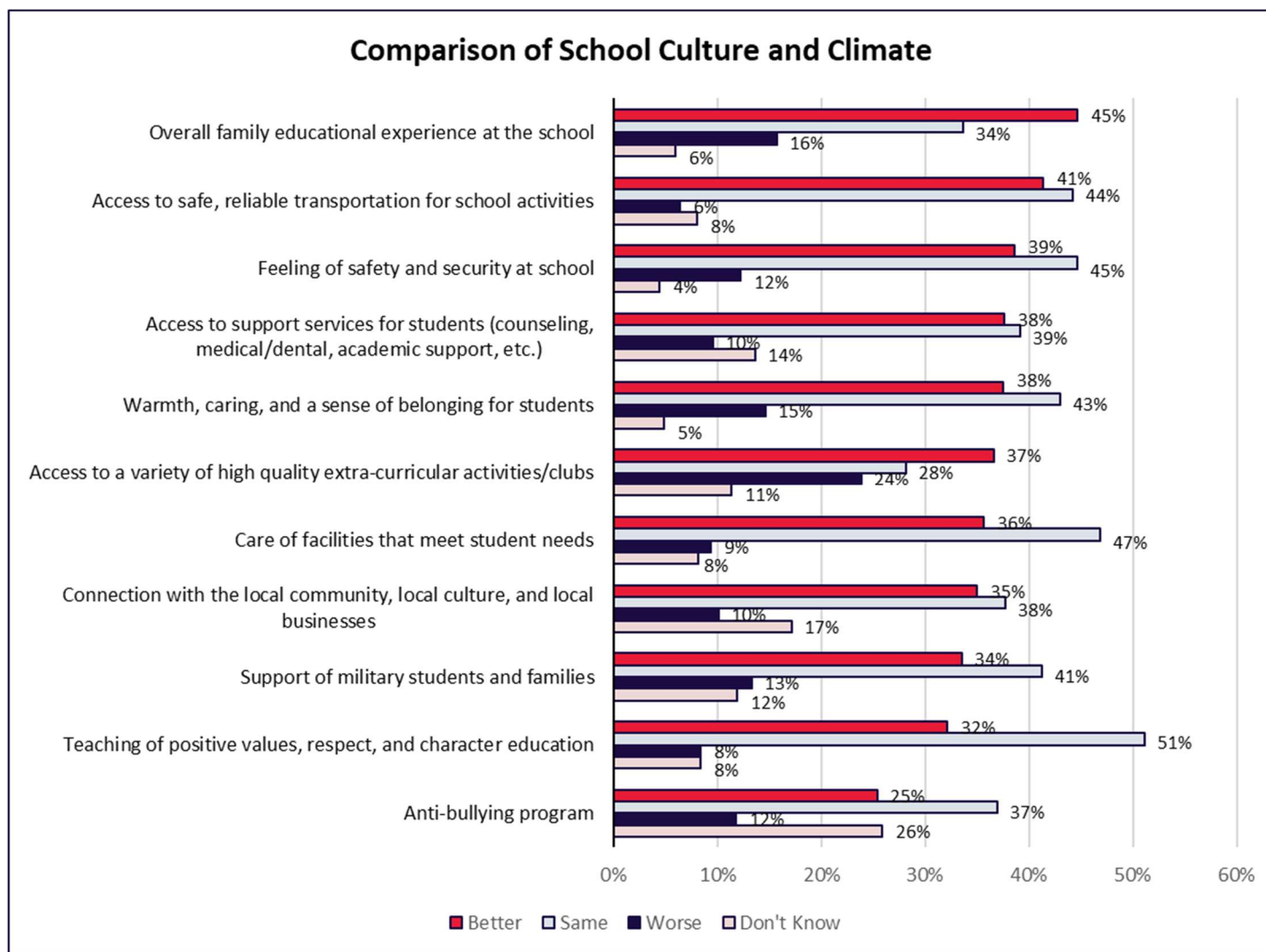
9. Ten of the eleven school culture and climate characteristics from this study were very highly rated (reported levels of agreement with statements reflecting the culture and climate positively ranged from 73% to 86%). The levels of disagreement with these statements rated as low as 5% and as high as 13%. The one statement that is both less positively and more negatively perceived than the other ten is, "The school has an effective anti-bullying program." The level of agreement with this statement is 57% while the reported level of disagreement is 18%; however, it should be noted that although these values are less supportive of the local school culture and climate, the level of agreement is three times larger than the level of disagreement. (Tables 43-54)



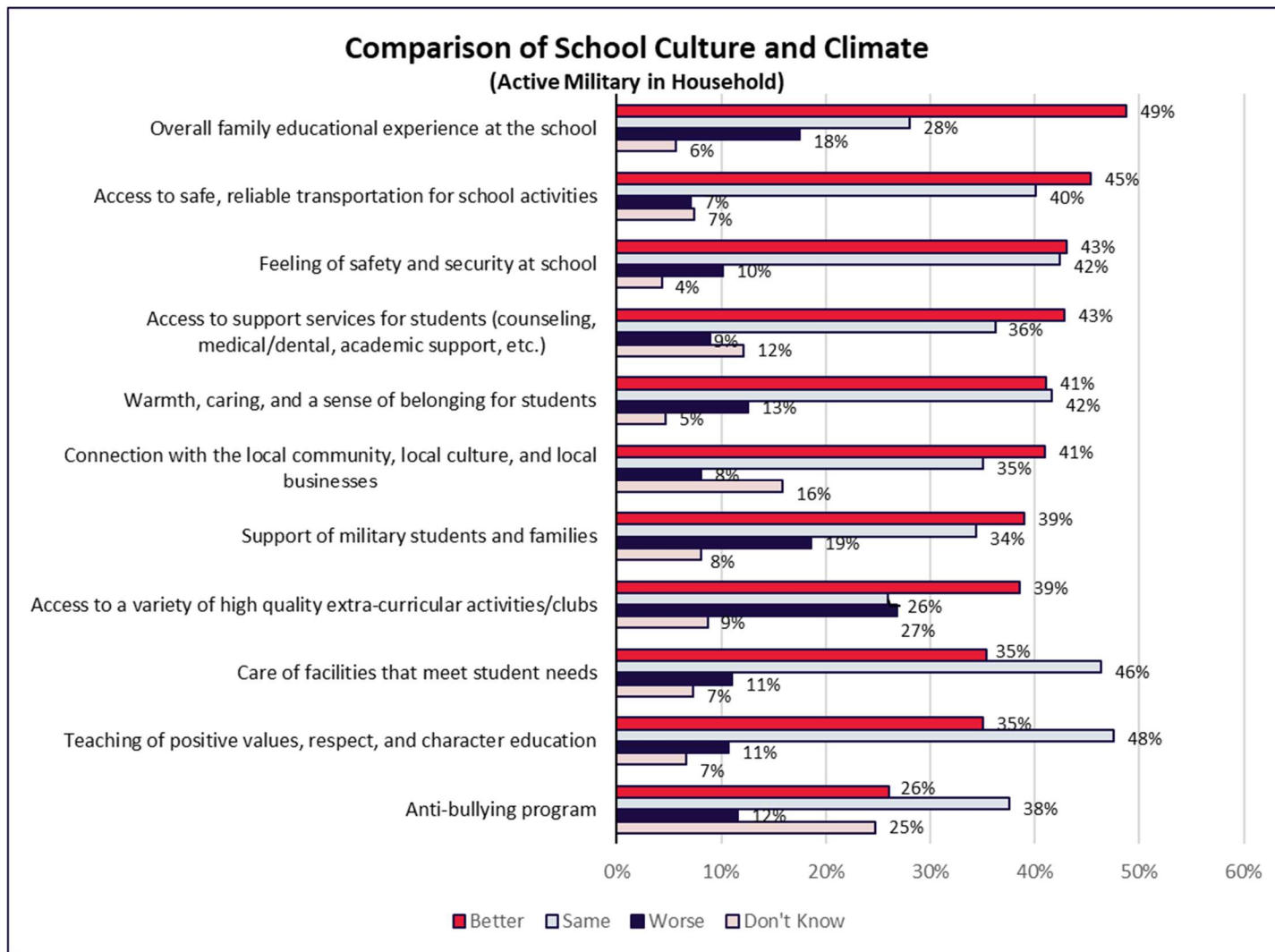
10. If only the families in which active military stationed at Fort Drum live in the household are considered similar results can be seen. Agreement ratings of the top ten rated statements is between 70% and 86% with levels of disagreement ranging from 5% to 15%. Once again the least positively and most negatively viewed trait is “an effective anti-bullying program.” The agreement rating is 57% while the disagreement rating is 16% extremely similar to those obtained from the entire sample. (Tables 43-54)



11. When asked to compare the culture and climate of their children's current school to that of their previous school, once again the current school is generally viewed more positively. The "better" ratings of the eleven studied characteristics ranged from 25% to 45% while the "worse" ratings ranged from 8% to 24%. When looking at each of the culture and climate characteristics, families' positive ratings outweigh the negative ratings by a ratio of at least three-to-two and as highly as almost seven-to-one. Six of the eleven characteristics received at least three times as many positive reviews as negative reviews. The most common response for nine of the eleven items was "same", with a "better" response the most common for the other two items. The characteristic most negatively perceived is access to a variety of high quality extra-curricular activities or clubs. (Tables 55-66)



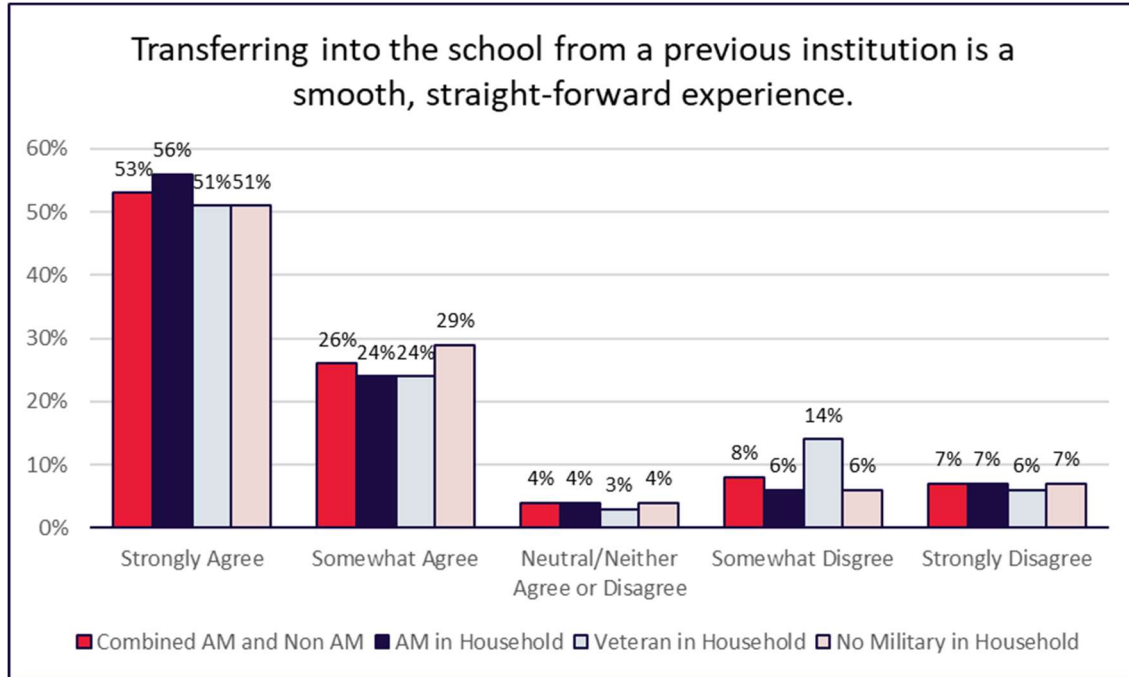
12. When the eleven culture and climate characteristics are reviewed by only families with current active military in the household stationed at Fort Drum the results closely resemble that of the entire sample. The families report the characteristics of the current school their children attend as better between 26% and 49% of the time (consistent with the 25% to 45% for the entire sample). “Worse” ratings of the eleven items range from 7% to 27%, with the highest rating of “worse” attributed to “access to a variety of high quality extra-curricular activities/clubs. This is the only trait in which the “better” rating is not at least twice as large as the “worse” rating. (Tables 55-66)



Section 2.4 – Transfer Process into Current School

(Table 67)

13. The families that transferred into the current school district from a district outside the North Country region were asked to share their thoughts surrounding the transfer into the school their children currently attend. Nearly four in every five respondents indicate that the transfer process was a “smooth, straight-forward experience.” This result was seen when looking at all families (regardless of their affiliation with Fort Drum), the families that currently have an active duty household member stationed at Fort Drum, and those families that do not have an active duty household member stationed at Fort Drum. Nearly 15% of families disagree with this statement, again consistent for military and nonmilitary affiliated families. (Table 67)



Section 3 - Detailed Statistical Results

This section of the Final Report of Study Findings provides a detailed presentation of the results for each of the questions in the survey. There are five separate sections of detailed statistical results to follow (Sections 3.0-3.4). The first of these sections (Section 3.0) includes technical comments and is provided to explain the details of how to best interpret the included statistics. Descriptions of the correct margin of error to use for any provided statistic and how to determine statistical significance are explained in detail within these technical comments. Following the technical comments in Section 3.0 are four sections of detailed presentation of K-12 education statistical results. The technical comments and survey questions included in this study and analyzed in this report have been organized into the following five sections:

Section 3.0 – Technical Comments to Assist Interpretation of the Data

Section 3.1 – Academic Experience (Tables 7-26)

Section 3.2 – Relationship Between the School and Families of Students (Tables 27-42)

Section 3.3 – School Culture and Climate (Tables 43-66)

Section 3.4 – Transfer Process into Current School (Table 67)

The organization of the tabular presentation of statistical results in Section 3.1 – Section 3.4 is as follows. A summary table is presented for all questions in the section utilizing the same response scale (Agree-Disagree or Better-Same-Worse). These multiple-item comparative summary tables are located prior to the individual tables for each of the questions contained in these tables of overall comparison.

The most detailed statistical results are presented within Sections 3.1-3.4 of this report on an *individual-question* basis. The results for *each* of the survey questions are presented in this section of the report with the following organizational structure:

- (1) The results for all sampled families are combined and summarized in a frequency distribution that shows the unweighted sampled frequency and weighted sample proportion for each possible survey response for the survey question (recall, the results are weighted by school district size).
- (2) The results for each survey question have been cross-tabulated by military affiliation with Fort Drum, specifically whether or not there is a member of the household who is active military stationed at Fort Drum. Again, readers are reminded that the method to determine which observed sample differences between the two groups are *statistically significant* differences is explained in detail in the “Technical Comments” section in this report, Section 3.0.
- (3) The results for each survey question have also been cross-tabulated by each of the factors of education level of the children enrolled at the school and school district size. Again, readers are reminded that the method to determine which observed sample differences between subgroups (e.g. comparing larger school districts to smaller school districts) are *statistically significant* differences is explained in detail in the “Technical Comments” section in this report, Section 3.0.

“Framing” a Statistic – Providing Perspective to Better Understand, Interpret, and Use this Survey Data

The rationale behind providing so many analyses (statistics) for every survey question included in this study is that one never fully understands the information contained in a reported statistic without “framing” that statistic. Framing involves adding a richer perspective to the value of some reported statistic. For example, families of K-12 students in the North Country were asked to indicate their level of agreement to the statement: “Schools provide students with opportunities to use relevant, modern technology as a tool for learning.” The result in the study is that 83.7% of the participating individuals responded with either “Strongly Agree” or “Agree” (reported later in Table 14). So what does this 83.7% really mean? Often-times community-based researchers will describe the process of “framing” a statistic as completing as many as possible of the six following comparisons (frames) to better understand a reported statistic from a sample:

- **Within Response Distribution**
(Is it a majority? 4:1 ratio? “Twenty times more likely to respond with “better” than “worse”?)
- **Trend Across Time**
(Has it increased? Decreased?)
- **Compare to Target/Benchmark**
(Compare to an agency or community’s goal or target?)
- **Compare to some regional average/partner?**
(Compare to a larger regional average or regional partner – Alternative Base Locations)
- **Ranking Among Similar Variables**
(Among many different similar locations, characteristics, options, or attributes, that all use the same response scale, is this specific item ranked first? last?)
- **Cross-tabulations by Potential Explanatory Variables**
(Do different political ideological people differ in opinion or behavior? Military Affiliation-dependent? Geography-dependent?)

The design of this final study report of findings includes all of the various types of tables that are necessary to allow leaders to best “frame the statistics” included in this report, best understand the statistics included, and make best decisions in the future regarding how to use the statistics. As has been mentioned previously, if one has further questions about “framing a statistic” please contact the professional staff at the *Center for Community Studies*.

Section 3.0 – Technical Comments to Assist Interpretation of the Data

The results of this study will be utilized in decision-making by a very wide array of readers – who, no doubt, have a very wide array of statistical backgrounds. The following comments are provided to give guidance for interpretation of the presented findings so that readers with less-than-current statistical training might maximize the use of the information contained in the study.

Margin of Error – Constructing Confidence Intervals to Estimate for an Entire Population

When data is collected, of course, it is only possible for the researcher to analyze the results of the *sample* data, the data from the group of individuals actually sampled, or in this case, actually completed the online questionnaire. However, it is typically the goal of the researcher to use this *sample* data to draw a conclusion, or estimate that which they believe is true, for the entire *population* from which the sample was selected. To complete this estimation the standard statistical technique is to construct a **confidence interval** – an interval of values between which one can be 95% certain, or confident, that the true population value will fall. For example, if a researcher interviews $n=500$ randomly selected participants from some population of size $N=100,000$ individuals, and the researcher finds that $x=200$ of the 500 sampled participants indicate that they “agree” with some posed statement (200 out of 500 would be 40%), then the researcher can never be 100% certain that if all 100,000 population members were, in fact, interviewed that the result for this entire population investigated would be that 40% (that would be 40,000 out of the 100,000) would “agree.” In general, one can never guarantee with 100% certainty that a statistic for some random sample will perfectly, exactly, result the same as the value that describes the entire population (this value is called a “parameter”). Fortunately, considering the types of variables and resulting data that typically are generated in survey research, use of the statistical tools of probability distributions and sampling distributions allows the determination of a very important distance – the distance that one would expect 95% of the samples of size n to fall either above or below the true population value. This distance is commonly referred to as the **margin of error**. Once this distance (margin of error) is measured, there is a 95% probability that the sample result (the result of the $n=500$ sampled participants in the illustration above) will fall within that distance of the true population value. Therefore, to construct the very useful and easily-interpreted statistical estimation tool known as a **confidence interval**, all one must do is calculate the margin of error and add-and-subtract it to-and-from the sample result (statistic) and the outcome is that there is a 95% chance that the resulting interval does, in fact, include the true population value within the interval.

To illustrate the above-described concepts of margin of error and confidence intervals, recall that the margin of error for this survey has been earlier stated in the Methodology section in this report as approximately ± 2 percentage points when a survey question is completed for all 1697 responses. Therefore, when a percentage is observed in one of the included tables of statistics in this report, the appropriate interpretation is that we are 95% confident that if all families of K-12 children were surveyed for each of the schools their children attend (rather than just the 1226 who were actually surveyed), the percentage that would result for all families would be within ± 2 percentage points of the sample percentage that we surveyed, calculated, and reported in this study. For example, in Table 14, it can be observed that 58% of the sample of 1689 responses from parents “Strongly Agree” that “Schools provide students with opportunities to use relevant, modern technology as a tool for learning.” With this sample result, one could infer with 95% confidence that if all families were asked – somewhere between 56% and 60% of the population would strongly agree with the statement (generated by starting with the 58% that was found in the sample and adding-and-subtracting the margin of error of $\pm 2\%$). This resulting interval (56%-60%) is known as a **95% Confidence Interval**. The consumer of this report should use this pattern when attempting to generalize any of these survey findings for survey questions *that have been completed all or nearly all 1697 times in this study* to the entire adult population of K-12 families. When attempting to generalize results for survey questions which had smaller sample sizes (the result of screening questions, investigating demographic subgroups such as only families with military ties to Fort Drum, the resulting margin of error will be *larger* than ± 2 percentage points. Table 5 presented on the top on the following page provides *approximate* margin of error values that should be used with sample sizes less than 1697.

Table 5 – Margins of Error for Varying Sample Sizes (approximations)

Sample Size (n = ...)	Approximate Margin of Error
40	12.6%
75	9.2%
125	7.2%
150	6.5%
200	5.7%
250	5.1%
300	4.6%
400	4.0%
500	3.6%
900	2.7%
1050	2.5%
1200	2.3%
1700	1.9%

Margin of Error – More Detail for Those Interested in Maximizing Precision and Accuracy of Estimates

The preceding introductory example used a margin of error of $\pm 2\%$, as a result of an illustration that used nearly all of the 1697 participants in this study. Again, the margin of error when using the sample results in this study to construct a confidence interval to estimate a population percentage will not always be $\pm 2\%$. There is not one universal value of a margin of error that can be precisely calculated and used for the results for every question included in this survey, or for that matter, any multiple-question survey. For calculations based on the 387 cases in which there is active military stationed at Fort Frum as a member of the household the margin of error would be $\pm 4\%$. Calculation methods used in this study for generating the margin of error depend upon the following three factors, which include two factors in addition to the sample-size factor that has just been mentioned:

1. The **sample size** is the number of adults who validly answered the survey question. The sample size will not always be $n=1697$ (or $n=387$ for active military households) since individuals have a right to omit any question. In general, the smaller the sample size then the larger the margin of error, and conversely, the larger the sample size then the smaller the margin of error.
2. The **sample proportion or percentage** is the calculated percentage of the sample who responded with the answer or category of interest (e.g. responded “Agree” or “Better”). This percentage can vary from 0%-100%, and, of course, will change from question to question throughout the survey. In general, the further that a sample percentage varies from 50% in either direction (approaching either 0% or 100%), the smaller the margin of error. Conversely, the closer that the actual sample percentage is to 50% then the larger is the resulting margin of error. As an example, if 1081 out of 1690 sampled families “Strongly Agree” with a particular statement, then the sample proportion would be $1081 \div 1690 = 0.636 = 63.6\%$.
3. The **confidence level** is used in generalizing the results of the sample to the population that the sample represented. In this study, the standard confidence level used in survey research, 95% confidence level, will be used for all survey questions.
4. The **design effect** (DEFF) is a factor that compensates for the impact upon the size of the margin of error that having a sample whose demographic distributions do not parallel the distributions of the entire population that the sampling is attempting to represent. In general, the further that the sample demographic distributions deviate from the population distributions then the larger the margin of error, and conversely, the closer that the sample demographic distributions parallel the population distributions then the smaller the margin of error. Essentially the design effect reflects the magnitude of the impact that reliance upon weighting of sample results will have upon the reliability of population estimates.

In mathematical notation, the margin of error for each sample result for this study would be represented as:

$$ME = 1.96 \cdot \sqrt{\frac{p(100-p)}{n}} \cdot \sqrt{DEFF}$$

Where n = sample size = # valid responses to the survey question

p = sample percentage for the survey question (between 0%-100%)

1.96 = the standard normal score associated with the 95% confidence level

DEFF = the design effect

and $DEFF = \frac{n \cdot \sum w_i^2}{(\sum w_i)^2}$, where w_i = the post-stratification weight associated with i^{th} individual

Since the sample size varies (in fact, is conceivably different for each question on the survey) and the sample percentage varies (also, conceivably different for each question on the survey) Table 6 on the following page has been provided for the reader to determine the correct margin of error to use whenever constructing a confidence interval using the sample data presented in this study. This table was generated using the ME formula shown above.

Illustration of how to use Table 6: To estimate the percentage in the population of families with active military stationed at Fort Drum who “Strongly Agree” that “Schools provide students with opportunities to use relevant, modern technology as a tool for learning,” one must first refer to Table 14 to determine the sample size and percentage of sampled respondents with the aforementioned military affiliation who responded with “Strongly Agree”. From Table 14, it is found that 59.7% of the sampled military affiliated participants strongly agreed with the statement and the total number of military affiliated responses for this question is $n = 385$. Reference to Table 6 on the following page indicates that the appropriate margin of error would be $\pm 4.9\%$ (used $n=400$, the closest entry to $n=385$ in the table, and used $p=60\%$). Therefore, we can be 95% confident that if all Fort Drum affiliated families were asked, the resulting percentage who would strongly agree with the statement, “Schools provide students with opportunities to use relevant, modern technology as a tool for learning.” among this population would be within $\pm 5.9\%$ of the 59.7% found in our sample. The interpretation of this would be that we are 95% confident that among all Fort Drum affiliated families the percentage who “Strongly Agree” with the statement would be somewhere between 53.8% and 65.6%. Note that this margin of error of 5.9 percentage points is larger than the earlier-cited study margin of error of 2 percentage points as a result of there being only 385 responses from the Fort Drum affiliated families who responded to this question.

It should be noted that the margin of error is a measurement of random error, error due to simply the random chance of sampling. For example, if one were to flip a fair coin $n=300$ times, the population percentage for the percentage of the time that the coin would result with a head is, of course, 50%. Use of Table 6 indicates that with a margin of error of $\pm 5.8\%$, one would determine that there is a 95% chance that a sample of $n=300$ flips would fall with $\pm 5.8\%$ of this real population value of 50%. In other words, there is a 95% chance that the sample result will be between $50\% \pm 5.8\%$, between 44.2% and 55.8%. Only 5% of the time would a sample of $n=300$ flips result with either less than 44.2% heads, or greater than 55.8% heads.

However, in survey research, it is not coins that are being flipped; it is humans who are being interviewed. When surveying humans there are other potential sources of error, sources of error in addition to random error (which is the only error encompassed by the margin of error). Response error, nonresponse error, process error, bias in sample selection, bias in question-phrasing, lack of clarity in question-phrasing, and undercoverage are common sources of other-than-random error. Methods that should be, and have been employed in this study, to minimize these other sources of error are: testing of utilized survey questions, extensive training of all data collectors (interviewers), and application of post-stratification algorithms. Hence, when using this study data to make estimates to the entire population of families with children enrolled in K-12 education in the North Country, as is the case in standard survey research practices, the margin of error will be the only error measurement cited and interpreted.

Table 6 – More Detailed Margins of Error for Varying Sample Sizes and Varying Sample Proportions

Varying Sample %'s	Varying Sample Sizes												
	40	75	125	150	200	250	300	400	500	900	1050	1200	1700
2%	4.4%	3.2%	2.5%	2.3%	2.0%	1.8%	1.6%	1.4%	1.3%	0.9%	0.9%	0.8%	0.7%
4%	6.2%	4.5%	3.5%	3.2%	2.8%	2.5%	2.3%	2.0%	1.8%	1.3%	1.2%	1.1%	1.0%
6%	7.5%	5.5%	4.3%	3.9%	3.4%	3.0%	2.7%	2.4%	2.1%	1.6%	1.5%	1.4%	1.2%
8%	8.6%	6.3%	4.9%	4.4%	3.8%	3.4%	3.1%	2.7%	2.4%	1.8%	1.7%	1.6%	1.3%
10%	9.5%	6.9%	5.4%	4.9%	4.2%	3.8%	3.5%	3.0%	2.7%	2.0%	1.9%	1.7%	1.5%
12%	10.3%	7.5%	5.8%	5.3%	4.6%	4.1%	3.8%	3.3%	2.9%	2.2%	2.0%	1.9%	1.6%
14%	11.0%	8.0%	6.2%	5.7%	4.9%	4.4%	4.0%	3.5%	3.1%	2.3%	2.1%	2.0%	1.7%
16%	11.6%	8.5%	6.6%	6.0%	5.2%	4.6%	4.2%	3.7%	3.3%	2.4%	2.3%	2.1%	1.8%
18%	12.2%	8.9%	6.9%	6.3%	5.4%	4.9%	4.4%	3.8%	3.4%	2.6%	2.4%	2.2%	1.9%
20%	12.7%	9.2%	7.2%	6.5%	5.7%	5.1%	4.6%	4.0%	3.6%	2.7%	2.5%	2.3%	1.9%
22%	13.1%	9.6%	7.4%	6.8%	5.9%	5.2%	4.8%	4.1%	3.7%	2.8%	2.6%	2.4%	2.0%
24%	13.5%	9.9%	7.6%	7.0%	6.0%	5.4%	4.9%	4.3%	3.8%	2.8%	2.6%	2.5%	2.1%
26%	13.9%	10.1%	7.9%	7.2%	6.2%	5.6%	5.1%	4.4%	3.9%	2.9%	2.7%	2.5%	2.1%
28%	14.2%	10.4%	8.0%	7.3%	6.4%	5.7%	5.2%	4.5%	4.0%	3.0%	2.8%	2.6%	2.2%
30%	14.5%	10.6%	8.2%	7.5%	6.5%	5.8%	5.3%	4.6%	4.1%	3.1%	2.8%	2.6%	2.2%
32%	14.8%	10.8%	8.4%	7.6%	6.6%	5.9%	5.4%	4.7%	4.2%	3.1%	2.9%	2.7%	2.3%
34%	15.0%	10.9%	8.5%	7.7%	6.7%	6.0%	5.5%	4.7%	4.2%	3.2%	2.9%	2.7%	2.3%
36%	15.2%	11.1%	8.6%	7.8%	6.8%	6.1%	5.5%	4.8%	4.3%	3.2%	3.0%	2.8%	2.3%
38%	15.4%	11.2%	8.7%	7.9%	6.9%	6.1%	5.6%	4.9%	4.3%	3.2%	3.0%	2.8%	2.4%
40%	15.5%	11.3%	8.8%	8.0%	6.9%	6.2%	5.7%	4.9%	4.4%	3.3%	3.0%	2.8%	2.4%
42%	15.6%	11.4%	8.8%	8.1%	7.0%	6.2%	5.7%	4.9%	4.4%	3.3%	3.0%	2.9%	2.4%
44%	15.7%	11.5%	8.9%	8.1%	7.0%	6.3%	5.7%	5.0%	4.4%	3.3%	3.1%	2.9%	2.4%
46%	15.8%	11.5%	8.9%	8.1%	7.1%	6.3%	5.8%	5.0%	4.5%	3.3%	3.1%	2.9%	2.4%
48%	15.8%	11.5%	8.9%	8.2%	7.1%	6.3%	5.8%	5.0%	4.5%	3.3%	3.1%	2.9%	2.4%
50%	15.8%	11.6%	9.0%	8.2%	7.1%	6.3%	5.8%	5.0%	4.5%	3.3%	3.1%	2.9%	2.4%
52%	15.8%	11.5%	8.9%	8.2%	7.1%	6.3%	5.8%	5.0%	4.5%	3.3%	3.1%	2.9%	2.4%
54%	15.8%	11.5%	8.9%	8.1%	7.1%	6.3%	5.8%	5.0%	4.5%	3.3%	3.1%	2.9%	2.4%
56%	15.7%	11.5%	8.9%	8.1%	7.0%	6.3%	5.7%	5.0%	4.4%	3.3%	3.1%	2.9%	2.4%
58%	15.6%	11.4%	8.8%	8.1%	7.0%	6.2%	5.7%	4.9%	4.4%	3.3%	3.0%	2.9%	2.4%
60%	15.5%	11.3%	8.8%	8.0%	6.9%	6.2%	5.7%	4.9%	4.4%	3.3%	3.0%	2.8%	2.4%
62%	15.4%	11.2%	8.7%	7.9%	6.9%	6.1%	5.6%	4.9%	4.3%	3.2%	3.0%	2.8%	2.4%
64%	15.2%	11.1%	8.6%	7.8%	6.8%	6.1%	5.5%	4.8%	4.3%	3.2%	3.0%	2.8%	2.3%
66%	15.0%	10.9%	8.5%	7.7%	6.7%	6.0%	5.5%	4.7%	4.2%	3.2%	2.9%	2.7%	2.3%
68%	14.8%	10.8%	8.4%	7.6%	6.6%	5.9%	5.4%	4.7%	4.2%	3.1%	2.9%	2.7%	2.3%
70%	14.5%	10.6%	8.2%	7.5%	6.5%	5.8%	5.3%	4.6%	4.1%	3.1%	2.8%	2.6%	2.2%
72%	14.2%	10.4%	8.0%	7.3%	6.4%	5.7%	5.2%	4.5%	4.0%	3.0%	2.8%	2.6%	2.2%
74%	13.9%	10.1%	7.9%	7.2%	6.2%	5.6%	5.1%	4.4%	3.9%	2.9%	2.7%	2.5%	2.1%
76%	13.5%	9.9%	7.6%	7.0%	6.0%	5.4%	4.9%	4.3%	3.8%	2.8%	2.6%	2.5%	2.1%
78%	13.1%	9.6%	7.4%	6.8%	5.9%	5.2%	4.8%	4.1%	3.7%	2.8%	2.6%	2.4%	2.0%
80%	12.7%	9.2%	7.2%	6.5%	5.7%	5.1%	4.6%	4.0%	3.6%	2.7%	2.5%	2.3%	1.9%
82%	12.2%	8.9%	6.9%	6.3%	5.4%	4.9%	4.4%	3.8%	3.4%	2.6%	2.4%	2.2%	1.9%
84%	11.6%	8.5%	6.6%	6.0%	5.2%	4.6%	4.2%	3.7%	3.3%	2.4%	2.3%	2.1%	1.8%
86%	11.0%	8.0%	6.2%	5.7%	4.9%	4.4%	4.0%	3.5%	3.1%	2.3%	2.1%	2.0%	1.7%
88%	10.3%	7.5%	5.8%	5.3%	4.6%	4.1%	3.8%	3.3%	2.9%	2.2%	2.0%	1.9%	1.6%
90%	9.5%	6.9%	5.4%	4.9%	4.2%	3.8%	3.5%	3.0%	2.7%	2.0%	1.9%	1.7%	1.5%
92%	8.6%	6.3%	4.9%	4.4%	3.8%	3.4%	3.1%	2.7%	2.4%	1.8%	1.7%	1.6%	1.3%
94%	7.5%	5.5%	4.3%	3.9%	3.4%	3.0%	2.7%	2.4%	2.1%	1.6%	1.5%	1.4%	1.2%
96%	6.2%	4.5%	3.5%	3.2%	2.8%	2.5%	2.3%	2.0%	1.8%	1.3%	1.2%	1.1%	1.0%
98%	4.4%	3.2%	2.5%	2.3%	2.0%	1.8%	1.6%	1.4%	1.3%	0.9%	0.9%	0.8%	0.7%

Significance Testing – Testing for Statistically Significant Relationships (Differences)

The technical discussion of the statistical techniques above has focused on the statistical inference referred to as *estimation* – construction of confidence intervals using the margins of error described in Table 6. To take full advantage of the data collected in this study, other statistical techniques are of value. Tests for significantly correlated factors with measured quality of life-related variables are presented as well.

A comment or two regarding “statistical significance” could help readers of varying quantitative backgrounds most appropriately interpret the results of what has been statistically analyzed. Again, because the data for this study is based on a *sample* of 1697 responses from families of K-12 students, as opposed to obtaining information from every family for each of the schools their children attend, there must be a method of determining whether an observed relationship, or difference in the *sample* survey data, is likely to continue to hold true if *every* K-12 family in the region were, in fact, interviewed. To make this determination, **tests of statistical significance** are standard practice in evaluating sample survey data. All tests have been completed using the two-proportion z-test. Subsequent cell adjustment for all pairwise comparisons within a row of each innermost sub-table using the Bonferroni Multiple Comparison corrections has been completed when necessary. Tests assume equal variances. All results for all significance tests are reported in the associated cross-tabulation contingency tables using APA-style subscripts.

For example, if the *sample* data shows that families with active military in the household stationed at Fort Drum are more likely to rate “Student access to a broad variety of enriching academic offerings” in local schools “Better” than the schools their children attended outside the North Country than families without current active military in the household (38.8% vs. 33.1%, respectively, Table 20), the researcher would want to know if this higher rate among families with an active affiliation with would still be present if they interviewed *all* families rather than just the sample of 297 responses that were obtained in this sample. To answer this question, the researcher uses a **test of statistical significance**. The outcome of a test of statistical significance will be that the result is either “not statistically significant” or the result is “statistically significant.”

The meaning of “not statistically significant” is that if the sample were repeated many more times (in this case that would mean many more different groups of $n=297$ from families who have a child who transferred into the district from a district outside the North Country), then the results of these samples would not consistently show that military affiliated families would have a higher percentage of “Better” responses than the families without a member of household who is active military stationed at Fort Drum. Instead, some samples would have active military households higher while others would have them lower. In this case, the researcher could not report *with high levels of confidence* that the active military rating of “broad variety of enriching academic offerings” as “Better” is statistically significantly different from the nonactive military rate. Rather, the difference found between the two in the one actually-selected sample of size $n=291$ would be interpreted as small enough that it could be due simply to the random chance of sampling – not statistically significant. Again, the determination of “how far apart is far enough apart to be statistically significant?” is calculated by using sampling distributions and the margins of error described earlier. These tools allow the measurement of how far apart sample subgroups must be to be interpreted as a very *unlikely* difference to occur simply by random chance (if one assumes that the population values for the subgroups are, in fact, equal).

Conversely, the meaning of “statistically significant” is that if the sample were repeated many more times, then the results of these samples would consistently show that active military families are more likely to rate “broad variety of enriching academic offerings” as “Better” than nonactive military families; and further, if *every* family was interviewed, we are confident that the population “Better” rating of “broad variety of enriching academic offerings” among active military families would be higher than the rate among nonactive military families. One can never be 100% certain (or confident) that the result of a sample will indicate appropriately whether the population percentages are, in fact, different from one another or not. The interpretation of a “statistically significant” difference is that it is so large that there is a probability of less than 5% that this difference occurred simply due to the random chance of sampling (if one assumes that the population values for the subgroups are, in fact, equal) – instead, it is considered a “real” difference. In statistical vocabulary and notation, this would be represented as a p-value of less than 5% ($p<0.05$).

Each of the cross-tabulation tables in sections 3.1 – 3.4 contains the information necessary to determine statistically significant differences between either military affiliation, school education level, and school district size subgroups. The military affiliation cross-tabulations from Table 20 are displayed below to illustrate how to determine whether the differences between the sample results are statistically significant.

	Active Military in Home			
	Active Military in household stationed at Fort Drum		No current military affiliation with Fort Drum	
Better	38.8% _a	42	33.1% _a	59
Same	32.6% _a	35	34.0% _a	61
Worse	20.2% _a	22	19.8% _a	38
Don't Know	8.4% _a	10	13.1% _a	24
TOTALS:	100.0%	109	100.0%	182

Note: Values in the same row and subtable not sharing the same subscript are significantly different at $p < .05$ in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.^{1,2}

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

The note that accompanies the table includes directions to determine statistically significant differences. One can see that when the subscripts in the row differ it can be concluded that the difference between the sample percentages is statistically significant. The table above shows that 38.8% of families with active military in the household stationed at Fort Drum rate the “broad variety of enriching academic offerings” as “Better” while the families without active military in the house only yielded a rating of “Better” 33.1% of the time. The subscripts indicate that this difference is not statistically significant since both percentages have the same subscript. Notice there are no statistically significant difference in any of the responses (“Better”, “Same”, “Worse” and “Don’t Know”) as shown by the same subscript of *a* used for each of the responses.

Finally, the preceding comments regarding statistically significant differences between subgroups are comments addressing **statistical significance** ... which, of course, is not one-and-the-same as **practical significance**. The reader should be reminded that statistical significance addresses the concept of *probability*, as follows – “is this difference likely to occur in a sample of size $n=1697$ (or, even smaller, at times, as shown in the example above) if there is no difference in the entire sampled population? Could the result simply be due to chance?” Alternatively, practical significance is an interpretation that is left to the subject area expert, since practical significance addresses the concept of *usefulness*, as follows – “is this result useful in the real world?” A difference identified in a sample may be statistically significant without being practically significant; however, a difference identified in a sample may *not* be practically significant without being statistically significant.

Please direct any questions regarding margin of error, confidence intervals, other sources of sampling error, tests of statistical significance, and practical significance to the professional staff at the Center for Community Studies.

Section 3.1 – Academic Experience

Each survey participant was asked to rate their level of agreement with nine statements concerning the academic experience of their children at the schools their children are currently or had recently attended. Additionally, those families who have had a child transfer into the district from a district outside the North Country were asked to rate nine academic characteristics related to these statements by comparing the characteristic at the school their children currently attends to the district from which their child previously attended.

Section 3.1.1 – Evaluation of Academic Experience at Current School

Each of the academic statements proposed to the participants was rated on a scale of “Strongly Agree, Somewhat Agree, Neutral/Neither Agree or Disagree, Somewhat Disagree, Strongly Disagree”, with an additional “Don’t Know” option. The results from the study are summarized in Table 7. In this table the results from the entire sample are first displayed, followed by the results from those families with active military in the household stationed at Fort Drum, and then the results from families without active military in the household stationed at Fort Drum.

Table 7 – SUMMARY – Evaluation of the Academic Experience at Current School

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
Schools provide students with opportunities to use relevant, modern technology as a tool for learning.	58.3%	25.4%	6.8%	4.4%	2.6%	2.5%	12.0
Instruction and instructional staff are highly qualified and competent.	56.9%	25.5%	7.2%	5.4%	2.9%	2.1%	9.9
The academic program is stimulating and rigorous.	48.4%	30.5%	10.7%	5.9%	3.5%	1.1%	8.4
Instructional materials are high quality.	44.1%	29.9%	11.6%	6.4%	3.2%	5.0%	7.8
Students have access to programming that can earn them college credit in high school.	37.6%	16.0%	9.9%	2.8%	4.7%	29.1%	7.1
Students have access to a broad variety of enriching academic offerings.	44.2%	30.4%	9.0%	7.4%	3.8%	5.2%	6.7
Students have access to higher education campus visits, representatives, and exploration programs.	34.2%	17.3%	10.7%	4.8%	4.4%	28.6%	5.6
Schools have effective programs to serve students with special needs.	38.1%	15.2%	8.9%	6.0%	5.0%	26.8%	4.8
Students have access to career exploration, internships, and/or job shadow opportunities.	26.4%	14.9%	12.9%	7.4%	5.4%	33.0%	3.2

Table 7 (cont.) – SUMMARY – Evaluation of the Academic Experience at Current School

Active Military in Household stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
Instruction and instructional staff are highly qualified and competent.	59.1%	24.8%	6.7%	4.6%	1.7%	3.1%	13.4
Schools provide students with opportunities to use relevant, modern technology as a tool for learning.	59.7%	22.8%	8.1%	4.3%	2.0%	3.1%	13.1
Instructional materials are high quality.	46.3%	27.6%	13.1%	4.4%	2.5%	6.1%	10.7
The academic program is stimulating and rigorous.	48.1%	29.5%	10.4%	7.6%	2.8%	1.6%	7.5
Students have access to a broad variety of enriching academic offerings.	46.7%	26.8%	9.7%	6.8%	3.1%	6.9%	7.4
Students have access to programming that can earn them college credit in high school.	35.8%	12.9%	10.3%	2.9%	3.7%	34.4%	7.3
Students have access to higher education campus visits, representatives, and exploration programs.	33.9%	16.7%	11.0%	3.5%	4.0%	31.0%	6.8
Schools have effective programs to serve students with special needs.	38.6%	14.6%	6.7%	5.4%	4.0%	30.7%	5.7
Students have access to career exploration, internships, and/or job shadow opportunities.	28.0%	12.6%	12.0%	5.9%	4.1%	37.4%	4.1

Veteran in Household who was stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
Schools provide students with opportunities to use relevant, modern technology as a tool for learning.	59.8%	24.6%	5.5%	4.6%	3.9%	1.6%	9.9
Instruction and instructional staff are highly qualified and competent.	58.3%	24.4%	5.4%	5.8%	4.2%	2.0%	8.3
The academic program is stimulating and rigorous.	52.0%	31.0%	6.1%	4.4%	5.8%	0.7%	8.2
Instructional materials are high quality.	41.9%	32.0%	13.2%	4.6%	4.5%	3.8%	8.1
Students have access to a broad variety of enriching academic offerings.	45.9%	28.2%	8.1%	6.2%	5.5%	6.1%	6.3
Students have access to programming that can earn them college credit in high school.	37.3%	17.1%	10.1%	2.1%	7.9%	25.6%	5.4
Schools have effective programs to serve students with special needs.	35.2%	16.2%	8.9%	4.2%	6.4%	29.1%	4.8
Students have access to higher education campus visits, representatives, and exploration programs.	34.7%	14.7%	9.4%	7.7%	7.0%	26.5%	3.4
Students have access to career exploration, internships, and/or job shadow opportunities.	27.6%	11.3%	12.7%	8.5%	8.7%	31.2%	2.3

Table 7 (cont.) – SUMMARY – Evaluation of the Academic Experience at Current School

No Current or Past Military in Household stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
Schools provide students with opportunities to use relevant, modern technology as a tool for learning.	58.0%	26.0%	6.3%	4.6%	2.4%	2.6%	11.9
Instruction and instructional staff are highly qualified and competent.	56.6%	25.7%	7.5%	5.3%	3.1%	1.9%	9.8
The academic program is stimulating and rigorous.	47.8%	31.0%	11.7%	5.6%	3.0%	0.9%	9.2
Students have access to programming that can earn them college credit in high school.	39.4%	17.0%	9.7%	3.0%	4.2%	26.7%	7.7
Instructional materials are high quality.	43.8%	30.5%	10.0%	7.7%	2.8%	5.1%	7.1
Students have access to a broad variety of enriching academic offerings.	42.7%	33.1%	8.7%	7.8%	3.4%	4.2%	6.8
Students have access to higher education campus visits, representatives, and exploration programs.	33.9%	18.9%	10.7%	4.5%	3.9%	28.0%	6.2
Schools have effective programs to serve students with special needs.	39.0%	15.4%	9.8%	7.0%	5.0%	23.9%	4.6
Students have access to career exploration, internships, and/or job shadow opportunities.	25.1%	17.6%	13.9%	7.6%	4.9%	31.0%	3.4

Table 8 – The academic program is stimulating and rigorous.

		Frequency (unweighted)	Percentage (weighted)
The academic program is stimulating and rigorous.	Strongly Agree	812	48.4%
	Somewhat Agree	522	30.5%
	Neutral/Neither Agree or Disagree	180	10.7%
	Somewhat Disagree	101	5.9%
	Strongly Disagree	55	3.5%
	Don't Know	18	1.1%
	TOTALS:	1688	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	48.1%	189	52.0%	149	47.8%	418
Somewhat agree	29.5%	112	31.0%	93	31.0%	279
"Agree"	77.6% _a	301	83.1% _a	242	78.8% _a	697
Somewhat Disagree	7.6%	29	4.4%	12	5.6%	52
Strongly Disagree	2.8%	10	5.8%	16	3.0%	25
"Disagree"	10.4% _a	39	10.2% _a	28	8.5% _a	77
Neutral/Neither Agree or Disagree	10.4% _{a,b}	39	6.1% _a	20	11.7% _b	104
Don't Know	1.6% _a	6	0.7% _a	2	0.9% _a	8
TOTALS:	100.0%	385	100.0%	292	100.0%	886

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	51.0%	528	44.5%	370	46.3%	229	50.5%	150	48.3%	433
Somewhat Agree	28.4%	297	33.3%	290	33.9%	168	28.6%	85	30.0%	269
"Agree"	79.4% _a	825	77.8% _a	660	80.2% _a	397	79.1% _a	235	78.3% _a	702
Somewhat Disagree	5.3%	57	6.6%	57	6.7%	33	5.4%	16	5.8%	52
Strongly Disagree	3.4%	32	3.4%	27	1.6%	8	4.0%	12	3.9%	35
"Disagree"	8.7% _a	89	10.0% _a	84	8.3% _a	41	9.4% _a	28	9.7% _a	87
Neutral/Neither Agree or Disagree	10.4% _a	109	11.8% _a	101	10.7% _a	53	10.8% _a	32	10.6% _a	95
Don't Know	1.5% _a	15	0.4% _b	3	0.8% _a	4	0.7% _a	2	1.3% _a	12
TOTALS:	100.0%	1038	100.0%	848	100.0%	495	100.0%	297	100.0%	896

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	50.8%	128	42.3%	80	54.9%	62	36.5%	23	49.8%	104
Somewhat agree	29.7%	73	31.8%	59	27.4%	31	36.5%	23	27.8%	58
"Agree"	80.5% _a	201	74.1% _a	139	82.3% _a	93	73.0% _a	46	77.5% _a	162
Somewhat Disagree	7.0%	18	8.4%	16	7.1%	8	6.3%	4	8.1%	17
Strongly Disagree	1.2%	3	4.2%	7	0.9%	1	3.2%	2	3.3%	7
"Disagree"	8.3% _a	21	12.6% _a	23	8.0% _a	9	9.5% _a	6	11.5% _a	24
Neutral/Neither Agree or Disagree	9.4% _a	22	12.2% _a	23	8.8% _a	10	15.9% _a	10	9.1% _a	19
Don't Know	1.8% _a	4	1.1% _a	2	0.9% _a	1	1.6% _a	1	1.9% _a	4
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 9 – Students have access to programming that can earn them college credit in high school.

		Frequency (weighted)	Percentage (weighted)
Students have access to programming that can earn them college credit in high school.	Strongly Agree	646	37.6%
	Somewhat Agree	278	16.0%
	Neutral/Neither Agree or Disagree	160	9.9%
	Somewhat Disagree	50	2.8%
	Strongly Disagree	75	4.7%
	Don't Know	477	29.1%
	TOTALS:	1686	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	35.8%	141	37.3%	111	39.4%	354
Somewhat agree	12.9%	52	17.1%	49	17.0%	156
"Agree"	48.7% _a	193	54.4% _{a,b}	160	56.3% _b	510
Somewhat Disagree	2.9%	11	2.1%	6	3.0%	31
Strongly Disagree	3.7%	13	7.9%	22	4.2%	35
"Disagree"	6.6% _a	24	10.0% _a	28	7.3% _a	66
Neutral/Neither Agree or Disagree	10.3% _a	39	10.1% _a	29	9.7% _a	81
Don't Know	34.4% _a	128	25.6% _b	74	26.7% _b	229
TOTALS:	100.0%	384	100.0%	291	100.0%	886

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	28.0%	302	49.9%	423	45.4%	226	41.7%	123	33.3%	297
Somewhat Agree	11.8%	129	23.5%	205	21.1%	105	17.3%	51	13.7%	122
"Agree"	39.8% _a	431	73.3% _b	628	66.5% _a	331	59.0% _a	174	46.9% _b	419
Somewhat Disagree	1.3%	16	4.6%	41	4.2%	21	0.7%	2	3.0%	27
Strongly Disagree	6.0%	58	3.5%	28	2.0%	10	4.7%	14	5.7%	51
"Disagree"	7.3% _a	74	8.1% _a	69	6.2% _a	31	5.4% _a	16	8.7% _a	78
Neutral/Neither Agree or Disagree	12.1% _a	120	6.3% _b	53	6.4% _a	32	10.5% _a	31	10.9% _a	97
Don't Know	40.8% _a	410	12.3% _b	99	20.9% _a	104	25.1% _a	74	33.5% _b	299
TOTALS:	100.0%	1035	100.0%	849	100.0%	498	100.0%	295	100.0%	893

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	26.3%	68	46.7%	89	44.2%	50	33.9%	21	33.5%	70
Somewhat agree	10.3%	28	21.6%	42	18.6%	21	12.9%	8	11.0%	23
"Agree"	36.6% _a	96	68.2% _b	131	62.8% _a	71	46.8% _{a,b}	29	44.5% _b	93
Somewhat Disagree	0.7%	2	5.5%	10	1.8%	2	0.0%	0	4.3%	9
Strongly Disagree	3.6%	8	3.7%	6	0.9%	1	4.8%	3	4.3%	9
"Disagree"	4.3% _a	10	9.2% _b	16	2.7% _a	3	4.8% _a	3	8.6% _a	18
Neutral/Neither Agree or Disagree	11.7% _a	28	7.2% _a	14	8.8% _a	10	9.7% _a	6	11.0% _a	23
Don't Know	47.4% _a	113	15.4% _b	26	25.7% _a	29	38.7% _a	24	35.9% _a	75
TOTALS:	100.0%	247	100.0%	187	100.0%	113	100.0%	62	100.0%	209

Table 10 – Students have access to a broad variety of enriching academic offerings.

	Frequency (weighted)	Percentage (weighted)
Strongly Agree	728	44.2%
Somewhat Agree	529	30.4%
Neutral/Neither Agree or Disagree	150	9.0%
Somewhat Disagree	131	7.4%
Strongly Disagree	63	3.8%
Don't Know	90	5.2%
TOTALS:	1691	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	46.7%	179	45.9%	131	42.7%	365
Somewhat agree	26.8%	108	28.2%	84	33.1%	301
"Agree"	73.5% _a	287	74.2% _a	215	75.9% _a	666
Somewhat Disagree	6.8%	26	6.2%	19	7.8%	75
Strongly Disagree	3.1%	11	5.5%	15	3.4%	32
"Disagree"	10.0% _a	37	11.7% _a	34	11.2% _a	107
Neutral/Neither Agree or Disagree	9.7% _a	36	8.1% _a	24	8.7% _a	76
Don't Know	6.9% _a	25	6.1% _a	20	4.2% _a	38
TOTALS:	100.0%	385	100.0%	293	100.0%	887

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	43.9%	446	43.3%	353	33.2%	165	43.4%	129	48.4%	434
Somewhat Agree	29.4%	312	32.9%	292	38.6%	192	32.3%	96	26.9%	241
"Agree"	73.3% _a	758	76.2% _a	645	71.8% _a	357	75.8% _a	225	75.3% _a	675
Somewhat Disagree	5.6%	60	9.4%	85	11.1%	55	8.4%	25	5.7%	51
Strongly Disagree	3.9%	39	3.8%	33	3.2%	16	3.4%	10	4.1%	37
"Disagree"	9.5% _a	99	13.3% _b	118	14.3% _a	71	11.8% _a	35	9.8% _a	88
Neutral/Neither Agree or Disagree	9.5% _a	99	8.5% _a	71	7.6% _a	38	8.4% _a	25	9.7% _a	87
Don't Know	7.6% _a	82	2.0% _b	17	6.2% _a	31	4.0% _a	12	5.2% _a	47
TOTALS:	100.0%	1038	100.0%	851	100.0%	497	100.0%	297	100.0%	897

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	47.9%	119	43.2%	78	42.5%	48	36.5%	23	51.7%	108
Somewhat agree	27.0%	70	29.3%	59	38.9%	44	28.6%	18	22.0%	46
"Agree"	74.9% _a	189	72.5% _a	137	81.4% _a	92	65.1% _a	41	73.7% _a	154
Somewhat Disagree	4.4%	10	10.1%	19	7.1%	8	11.1%	7	5.3%	11
Strongly Disagree	1.8%	4	4.1%	7	0.9%	1	4.8%	3	3.3%	7
"Disagree"	6.2% _a	14	14.2% _b	26	8.0% _a	9	15.9% _a	10	8.6% _a	18
Neutral/Neither Agree or Disagree	8.5% _a	21	11.6% _a	21	7.1% _a	8	11.1% _a	7	10.0% _a	21
Don't Know	10.3% _a	24	1.6% _b	3	3.5% _a	4	7.9% _a	5	7.7% _a	16
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 11 – Instruction and instructional staff are highly qualified and competent.

	Frequency (weighted)	Percentage (weighted)
Strongly Agree	960	56.9%
Somewhat Agree	432	25.5%
Neutral/Neither Agree or Disagree	120	7.2%
Somewhat Disagree	93	5.4%
Strongly Disagree	48	2.9%
Don't Know	36	2.1%
TOTALS:	1689	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	59.1%	232	58.3%	170	56.6%	495
Somewhat agree	24.8%	91	24.4%	73	25.7%	232
"Agree"	83.9% _a	323	82.7% _a	243	82.3% _a	727
Somewhat Disagree	4.6%	18	5.8%	16	5.3%	49
Strongly Disagree	1.7%	6	4.2%	12	3.1%	27
"Disagree"	6.3% _a	24	10.0% _a	28	8.4% _a	76
Neutral/Neither Agree or Disagree	6.7% _a	26	5.4% _a	16	7.5% _a	66
Don't Know	3.1% _a	11	2.0% _a	6	1.9% _a	17
TOTALS:	100.0%	384	100.0%	293	100.0%	886

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	63.4%	655	48.0%	406	55.8%	278	54.9%	163	58.1%	519
Somewhat Agree	21.4%	224	30.4%	260	27.1%	135	28.6%	85	23.7%	212
"Agree"	84.8% _a	879	78.4% _b	666	82.9% _a	413	83.5% _a	248	81.8% _a	731
Somewhat Disagree	4.6%	49	7.0%	61	6.6%	33	6.4%	19	4.6%	41
Strongly Disagree	2.7%	27	3.5%	29	2.2%	11	3.4%	10	3.0%	27
"Disagree"	7.3% _a	76	10.5% _b	90	8.8% _a	44	9.8% _a	29	7.6% _a	68
Neutral/Neither Agree or Disagree	5.6% _a	57	9.1% _b	77	6.6% _a	33	6.7% _a	20	7.5% _a	67
Don't Know	2.4% _a	25	2.0% _a	17	1.6% _a	8	0.0% ¹	0	3.1% _a	28
TOTALS:	100.0%	1037	100.0%	850	100.0%	498	100.0%	297	100.0%	894

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	65.2%	163	49.6%	95	69.9%	79	50.8%	32	58.2%	121
Somewhat agree	20.9%	50	30.7%	55	15.9%	18	31.7%	20	25.5%	53
"Agree"	86.1% _a	213	80.3% _a	150	85.8% _a	97	82.5% _a	52	83.7% _a	174
Somewhat Disagree	3.6%	9	6.6%	13	6.2%	7	7.9%	5	2.9%	6
Strongly Disagree	1.2%	3	1.9%	3	0.9%	1	3.2%	2	1.4%	3
"Disagree"	4.8% _a	12	8.5% _a	16	7.1% _a	8	11.1% _a	7	4.3% _a	9
Neutral/Neither Agree or Disagree	5.5% _a	14	8.8% _a	17	7.1% _a	8	6.3% _a	4	6.7% _a	14
Don't Know	3.6% _a	8	2.4% _a	4	0.0% ¹	0	0.0% ¹	0	5.3% _a	11
TOTALS:	100.0%	247	100.0%	187	100.0%	113	100.0%	63	100.0%	208

Table 12 – Instructional materials are high quality.

		Frequency (weighted)	Percentage (weighted)
Instructional materials are high quality.	Strongly Agree	743	44.1%
	Somewhat Agree	510	29.9%
	Neutral/Neither Agree or Disagree	194	11.6%
	Somewhat Disagree	107	6.4%
	Strongly Disagree	52	3.2%
	Don't Know	82	5.0%
	TOTALS:	1688	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	46.3%	182	41.9%	122	43.8%	384
Somewhat agree	27.6%	106	32.0%	95	30.5%	273
"Agree"	73.9% _a	288	73.9% _a	217	74.4% _a	657
Somewhat Disagree	4.4%	17	4.6%	13	7.7%	68
Strongly Disagree	2.5%	9	4.5%	13	2.8%	25
"Disagree"	6.9% _a	26	9.1% _a	26	10.5% _a	93
Neutral/Neither Agree or Disagree	13.1% _a	49	13.2% _a	39	10.0% _a	89
Don't Know	6.1% _a	22	3.8% _a	11	5.1% _a	45
TOTALS:	100.0%	385	100.0%	293	100.0%	884

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	48.1%	497	37.8%	319	42.9%	213	40.7%	120	45.8%	410
Somewhat Agree	28.8%	302	31.5%	273	34.0%	169	34.2%	101	26.8%	240
"Agree"	77.0% _a	799	69.3% _b	592	76.9% _a	382	74.9% _a	221	72.5% _a	650
Somewhat Disagree	4.8%	51	8.5%	72	6.2%	31	6.8%	20	6.2%	56
Strongly Disagree	3.3%	33	3.2%	26	2.2%	11	2.4%	7	3.8%	34
"Disagree"	8.1% _a	84	11.7% _b	98	8.5% _a	42	9.2% _a	27	10.0% _a	90
Neutral/Neither Agree or Disagree	9.6% _a	99	14.8% _b	125	11.3% _a	56	13.6% _a	40	10.9% _a	98
Don't Know	5.3% _a	55	4.2% _a	34	3.4% _{a,b}	17	2.4% _a	7	6.5% _b	58
TOTALS:	100.0%	1037	100.0%	849	100.0%	497	100.0%	295	100.0%	896

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	50.5%	127	39.5%	75	54.0%	61	38.1%	24	46.4%	97
Somewhat agree	28.8%	71	26.4%	50	29.2%	33	38.1%	24	23.4%	49
"Agree"	79.3% _a	198	65.9% _b	125	83.2% _a	94	76.2% _a	48	69.9% _a	146
Somewhat Disagree	2.5%	7	7.3%	14	4.4%	5	3.2%	2	4.8%	10
Strongly Disagree	1.7%	4	3.1%	5	0.9%	1	3.2%	2	2.9%	6
"Disagree"	4.2% _a	11	10.4% _b	19	5.3% _a	6	6.3% _a	4	7.7% _a	16
Neutral/Neither Agree or Disagree	11.2% _a	27	17.3% _b	32	9.7% _a	11	14.3% _a	9	13.9% _a	29
Don't Know	5.3% _a	12	6.4% _a	11	1.8% _a	2	3.2% _a	2	8.6% _a	18
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 13 – Schools have effective programs to serve students with special needs.

		Frequency (weighted)	Percentage (weighted)
Schools have effective programs to serve students with special needs.	Strongly Agree	639	38.1%
	Somewhat Agree	270	15.2%
	Neutral/Neither Agree or Disagree	150	8.9%
	Somewhat Disagree	103	6.0%
	Strongly Disagree	85	5.0%
	Don't Know	441	26.8%
	TOTALS:	1688	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	38.6%	149	35.2%	101	39.0%	343
Somewhat agree	14.6%	58	16.2%	51	15.4%	142
"Agree"	53.2% _a	207	51.4% _a	152	54.4% _a	485
Somewhat Disagree	5.4%	21	4.2%	12	7.0%	64
Strongly Disagree	4.0%	14	6.4%	18	5.0%	46
"Disagree"	9.4% _a	35	10.7% _a	30	11.9% _a	110
Neutral/Neither Agree or Disagree	6.7% _a	26	8.9% _a	27	9.8% _a	86
Don't Know	30.7% _a	116	29.1% _{a,b}	83	23.9% _b	206
TOTALS:	100.0%	384	100.0%	292	100.0%	887

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	39.6%	406	35.5%	299	35.0%	174	35.4%	105	40.3%	360
Somewhat Agree	14.3%	154	16.9%	154	22.3%	111	14.8%	44	12.9%	115
"Agree"	53.9% _a	560	52.4% _a	453	57.3% _a	285	50.2% _a	149	53.1% _a	475
Somewhat Disagree	6.4%	69	5.7%	49	7.4%	37	7.1%	21	5.0%	45
Strongly Disagree	5.8%	59	4.9%	43	5.4%	27	7.4%	22	4.0%	36
"Disagree"	12.2% _a	128	10.6% _a	92	12.9% _{a,b}	64	14.5% _a	43	9.1% _b	81
Neutral/Neither Agree or Disagree	7.6% _a	80	10.3% _b	88	9.1% _a	45	9.4% _a	28	8.6% _a	77
Don't Know	26.3% _a	268	26.6% _a	217	20.7% _a	103	25.9% _{a,b}	77	29.2% _b	261
TOTALS:	100.0%	1036	100.0%	850	100.0%	497	100.0%	297	100.0%	894

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	40.7%	101	35.5%	65	40.7%	46	39.7%	25	37.5%	78
Somewhat agree	13.4%	33	16.5%	33	18.6%	21	11.1%	7	14.4%	30
"Agree"	54.1% _a	134	52.0% _a	98	59.3% _a	67	50.8% _a	32	51.9% _a	108
Somewhat Disagree	6.2%	15	5.2%	10	6.2%	7	6.3%	4	4.8%	10
Strongly Disagree	3.4%	8	4.2%	7	1.8%	2	9.5%	6	2.9%	6
"Disagree"	9.6% _a	23	9.3% _a	17	8.0% _a	9	15.9% _a	10	7.7% _a	16
Neutral/Neither Agree or Disagree	5.7% _a	15	9.0% _a	17	7.1% _a	8	6.3% _a	4	6.7% _a	14
Don't Know	30.6% _a	75	29.7% _a	55	25.7% _a	29	27.0% _a	17	33.7% _a	70
TOTALS:	100.0%	247	100.0%	187	100.0%	113	100.0%	63	100.0%	208

Table 14 – Schools provide students with opportunities to use relevant, modern technology as a tool for learning.

		Frequency (weighted)	Percentage (weighted)
Schools provide students with opportunities to use relevant, modern technology as a tool for learning.	Strongly Agree	983	58.3%
	Somewhat Agree	432	25.4%
	Neutral/Neither Agree or Disagree	113	6.8%
	Somewhat Disagree	76	4.4%
	Strongly Disagree	42	2.6%
	Don't Know	43	2.5%
	TOTALS:	1689	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	59.7%	233	59.8%	176	58.0%	508
Somewhat agree	22.8%	87	24.6%	72	26.0%	233
"Agree"	82.5% _a	320	84.4% _a	248	84.0% _a	741
Somewhat Disagree	4.3%	16	4.6%	13	4.6%	44
Strongly Disagree	2.0%	7	3.9%	11	2.4%	21
"Disagree"	6.3% _a	23	8.5% _a	24	7.1% _a	65
Neutral/Neither Agree or Disagree	8.1% _a	31	5.5% _a	16	6.3% _a	55
Don't Know	3.1% _a	11	1.6% _a	5	2.6% _a	24
TOTALS:	100.0%	385	100.0%	293	100.0%	885

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	61.1%	635	53.8%	455	57.5%	286	57.6%	171	58.8%	526
Somewhat Agree	23.9%	248	28.2%	243	27.4%	136	28.6%	85	23.6%	211
"Agree"	85.1% _a	883	82.1% _a	698	84.9% _a	422	86.2% _a	256	82.3% _a	737
Somewhat Disagree	3.3%	37	5.9%	50	5.2%	26	4.7%	14	4.0%	36
Strongly Disagree	2.8%	28	2.7%	22	1.6%	8	2.0%	6	3.1%	28
"Disagree"	6.2% _a	65	8.5% _b	72	6.8% _a	34	6.7% _a	20	7.2% _a	64
Neutral/Neither Agree or Disagree	5.9% _a	61	7.4% _a	62	6.0% _a	30	6.1% _a	18	7.3% _a	65
Don't Know	2.8% _a	29	2.0% _a	17	2.2% _a	11	1.0% _a	3	3.2% _a	29
TOTALS:	100.0%	1038	100.0%	849	100.0%	497	100.0%	297	100.0%	895

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	64.6%	162	52.5%	99	66.4%	75	55.6%	35	58.9%	123
Somewhat agree	20.0%	49	27.8%	52	22.1%	25	30.2%	19	20.6%	43
"Agree"	84.5% _a	211	80.3% _a	151	88.5% _a	100	85.7% _a	54	79.4% _a	166
Somewhat Disagree	3.3%	8	6.1%	11	2.7%	3	4.8%	3	4.8%	10
Strongly Disagree	1.2%	3	2.5%	4	0.9%	1	3.2%	2	1.9%	4
"Disagree"	4.5% _a	11	8.5% _a	15	3.5% _a	4	7.9% _a	5	6.7% _a	14
Neutral/Neither Agree or Disagree	7.3% _a	18	9.6% _a	18	7.1% _a	8	4.8% _a	3	9.6% _a	20
Don't Know	3.6% _a	8	1.6% _a	3	0.9% _a	1	1.6% _a	1	4.3% _a	9
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 15 – Students have access to higher education campus visits, representatives, and exploration programs.

		Frequency (weighted)	Percentage (weighted)
Students have access to higher education campus visits, representatives, and exploration programs.	Strongly Agree	583	34.2%
	Somewhat Agree	297	17.3%
	Neutral/Neither Agree or Disagree	176	10.7%
	Somewhat Disagree	81	4.8%
	Strongly Disagree	71	4.4%
	Don't Know	475	28.6%
	TOTALS:	1683	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	33.9%	133	34.7%	102	33.9%	303
Somewhat agree	16.7%	64	14.7%	43	18.9%	173
"Agree"	50.6% _a	197	49.4% _a	145	52.9% _a	476
Somewhat Disagree	3.5%	14	7.7%	21	4.5%	41
Strongly Disagree	4.0%	14	7.0%	20	3.9%	33
"Disagree"	7.5% _a	28	14.7% _b	41	8.5% _a	74
Neutral/Neither Agree or Disagree	11.0% _a	42	9.4% _a	26	10.7% _a	92
Don't Know	31.0% _a	117	26.5% _a	80	28.0% _a	240
TOTALS:	100.0%	384	100.0%	292	100.0%	882

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	29.8%	312	40.7%	348	38.6%	192	33.9%	100	32.7%	291
Somewhat Agree	12.3%	130	24.1%	207	20.7%	103	16.3%	48	16.4%	146
"Agree"	42.1% _a	442	64.7% _b	555	59.2% _a	295	50.2% _b	148	49.1% _b	437
Somewhat Disagree	2.9%	32	7.4%	61	5.2%	26	6.8%	20	3.9%	35
Strongly Disagree	5.5%	53	3.4%	28	2.4%	12	4.7%	14	5.1%	45
"Disagree"	8.4% _a	85	10.8% _a	89	7.6% _a	38	11.5% _a	34	9.0% _a	80
Neutral/Neither Agree or Disagree	11.7% _a	116	8.7% _b	76	8.6% _a	43	11.5% _a	34	11.1% _a	99
Don't Know	37.9% _a	388	15.8% _b	127	24.5% _a	122	26.8% _a	79	30.8% _a	274
TOTALS:	100.0%	1031	100.0%	847	100.0%	498	100.0%	295	100.0%	890

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	31.5%	79	38.9%	75	39.8%	45	29.0%	18	33.5%	70
Somewhat agree	10.6%	27	25.6%	47	16.8%	19	17.7%	11	16.3%	34
"Agree"	42.1% _a	106	64.5% _b	122	56.6% _a	64	46.8% _a	29	49.8% _a	104
Somewhat Disagree	2.8%	7	4.9%	10	5.3%	6	4.8%	3	2.4%	5
Strongly Disagree	4.5%	10	3.1%	5	0.9%	1	4.8%	3	4.8%	10
"Disagree"	7.3% _a	17	7.9% _a	15	6.2% _a	7	9.7% _a	6	7.2% _a	15
Neutral/Neither Agree or Disagree	11.7% _a	29	9.3% _a	18	9.7% _a	11	6.5% _a	4	12.9% _a	27
Don't Know	38.8% _a	95	18.3% _b	32	27.4% _a	31	37.1% _a	23	30.1% _a	63
TOTALS:	100.0%	247	100.0%	187	100.0%	113	100.0%	62	100.0%	209

Table 16 – Students have access to career exploration, internships, and/or job shadow opportunities.

		Frequency (weighted)	Percentage (weighted)
Students have access to career exploration, internships, and/or job shadow opportunities.	Strongly Agree	445	26.4%
	Somewhat Agree	261	14.9%
	Neutral/Neither Agree or Disagree	216	12.9%
	Somewhat Disagree	127	7.4%
	Strongly Disagree	86	5.4%
	Don't Know	550	33.0%
	TOTALS:	1685	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	28.0%	109	27.6%	80	25.1%	221
Somewhat agree	12.6%	49	11.3%	35	17.6%	161
"Agree"	40.6% _a	158	38.9% _a	115	42.6% _a	382
Somewhat Disagree	5.9%	22	8.5%	23	7.6%	73
Strongly Disagree	4.1%	15	8.7%	24	4.9%	40
"Disagree"	10.0% _a	37	17.2% _b	47	12.5% _{a,b}	113
Neutral/Neither Agree or Disagree	12.0% _a	46	12.7% _a	37	13.9% _a	121
Don't Know	37.4% _a	141	31.2% _a	94	31.0% _a	268
TOTALS:	100.0%	382	100.0%	293	100.0%	884

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	23.0%	241	30.3%	255	27.3%	136	28.7%	85	25.1%	224
Somewhat Agree	10.7%	115	21.8%	190	19.9%	99	14.5%	43	13.4%	119
"Agree"	33.8% _a	356	52.2% _b	445	47.2% _a	235	43.2% _{a,b}	128	38.5% _b	343
Somewhat Disagree	3.9%	42	11.8%	101	9.0%	45	8.4%	25	6.4%	57
Strongly Disagree	5.9%	57	5.2%	42	3.0%	15	7.8%	23	5.4%	48
"Disagree"	9.7% _a	99	17.0% _b	143	12.0% _a	60	16.2% _a	48	11.8% _a	105
Neutral/Neither Agree or Disagree	13.9% _a	139	11.5% _a	102	12.0% _a	60	13.5% _a	40	13.0% _a	116
Don't Know	42.6% _a	439	19.4% _b	160	28.7% _a	143	27.0% _a	80	36.7% _b	327
TOTALS:	100.0%	1033	100.0%	850	100.0%	498	100.0%	296	100.0%	891

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	26.6%	66	29.9%	58	32.7%	37	29.0%	18	26.1%	54
Somewhat agree	9.4%	23	19.6%	37	15.0%	17	12.9%	8	11.6%	24
"Agree"	36.0% _a	89	49.5% _b	95	47.8% _a	54	41.9% _a	26	37.7% _a	78
Somewhat Disagree	3.5%	9	10.4%	19	5.3%	6	9.7%	6	4.8%	10
Strongly Disagree	3.6%	8	3.8%	7	2.7%	3	4.8%	3	4.3%	9
"Disagree"	7.1% _a	17	14.2% _b	26	8.0% _a	9	14.5% _a	9	9.2% _a	19
Neutral/Neither Agree or Disagree	12.0% _a	29	13.0% _a	25	12.4% _a	14	11.3% _a	7	12.1% _a	25
Don't Know	45.0% _a	110	23.3% _b	41	31.9% _a	36	32.3% _a	20	41.1% _a	85
TOTALS:	100.0%	245	100.0%	187	100.0%	113	100.0%	62	100.0%	207

Section 3.1.2 – Comparison of Academic Experience at Current School to Previous School

Each of the participants who have children who transferred into their current school district from a district outside the North Country was asked to rate nine characteristics associated with academic experience as either “Better, the Same, or Worse” than the district their child previously attended. The results from the study are summarized in Table 17.

Table 17 – SUMMARY – Comparison of Academic Experience at Current School to Previous School

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Qualified and competent instruction and instructional staff	35.7%	46.3%	11.6%	6.4%	3.1
Access to higher education campus visits, representatives, and exploration programs	26.7%	20.2%	9.1%	44.0%	2.9
Access to career exploration, internships, and/or job shadow opportunities	20.7%	18.2%	7.3%	53.8%	2.9
Opportunities for students to use relevant, modern technology as a tool for learning	36.4%	40.4%	14.5%	8.6%	2.5
Quality of instructional materials	36.9%	38.9%	15.5%	8.7%	2.4
Programs serving students with special needs	22.7%	18.5%	10.5%	48.3%	2.2
Student access to programming that can earn them college credit in high school	20.3%	22.2%	9.6%	47.9%	2.1
Stimulating and rigorous academic program	39.5%	31.5%	21.2%	7.9%	1.9
Student access to a broad variety of enriching academic offerings	33.9%	35.2%	19.2%	11.6%	1.8

Table 17 (cont.)- SUMMARY – Comparison of Academic Experience at Current School to Previous School

Active Military in Household stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Qualified and competent instruction and instructional staff	35.8%	45.1%	9.6%	9.4%	3.7
Programs serving students with special needs	22.6%	21.0%	7.5%	48.9%	3.0
Access to career exploration, internships, and/or job shadow opportunities	18.6%	20.2%	6.3%	54.9%	3.0
Opportunities for students to use relevant, modern technology as a tool for learning	39.5%	39.6%	14.2%	6.7%	2.8
Quality of instructional materials	39.5%	34.8%	17.1%	8.7%	2.3
Stimulating and rigorous academic program	39.5%	33.9%	18.1%	8.6%	2.2
Student access to programming that can earn them college credit in high school	19.7%	22.7%	9.6%	48.0%	2.1
Access to higher education campus visits, representatives, and exploration programs	26.4%	22.5%	13.0%	38.1%	2.0
Student access to a broad variety of enriching academic offerings	38.8%	32.6%	20.2%	8.4%	1.9

Veteran in Household who was stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Opportunities for students to use relevant, modern technology as a tool for learning	43.0%	37.9%	13.6%	5.4%	3.2
Access to higher education campus visits, representatives, and exploration programs	34.8%	17.8%	11.6%	35.8%	3.0
Student access to programming that can earn them college credit in high school	31.9%	21.2%	12.6%	34.3%	2.5
Student access to a broad variety of enriching academic offerings	41.7%	29.1%	17.3%	11.9%	2.4
Stimulating and rigorous academic program	48.5%	27.3%	20.1%	4.1%	2.4
Qualified and competent instruction and instructional staff	37.9%	46.1%	16.0%	0.0%	2.4
Programs serving students with special needs	31.6%	8.7%	14.5%	45.1%	2.2
Access to career exploration, internships, and/or job shadow opportunities	23.9%	16.9%	11.8%	47.4%	2.0
Quality of instructional materials	34.8%	39.2%	17.6%	8.4%	2.0

Table 17 (cont.)- SUMMARY – Comparison of Academic Experience at Current School to Previous School

No Current or Past Military in Household stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Access to higher education campus visits, representatives, and exploration programs	26.5%	19.1%	4.4%	50.1%	6.0
Qualified and competent instruction and instructional staff	36.7%	45.9%	10.0%	7.4%	3.6
Access to career exploration, internships, and/or job shadow opportunities	21.5%	14.9%	6.7%	57.0%	3.2
Quality of instructional materials	34.5%	42.1%	12.9%	10.4%	2.7
Opportunities for students to use relevant, modern technology as a tool for learning	32.0%	42.2%	15.9%	9.9%	2.0
Student access to programming that can earn them college credit in high school	18.4%	21.0%	9.4%	51.2%	2.0
Programs serving students with special needs	21.4%	16.9%	13.0%	48.8%	1.7
Stimulating and rigorous academic program	37.1%	30.0%	23.3%	9.7%	1.6
Student access to a broad variety of enriching academic offerings	29.7%	36.0%	20.7%	13.6%	1.4

Table 18 – Stimulating and rigorous academic program

		Frequency (weighted)	Percentage (weighted)
Stimulating and rigorous academic program	Better	127	39.5%
	Same	102	31.5%
	Worse	69	21.2%
	Don't Know	26	7.9%
	TOTALS:	324	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	39.5% _a	44	48.5% _a	25	37.1% _a	47
Same	33.9% _a	36	27.3% _a	14	30.0% _a	41
Worse	18.1% _a	20	20.1% _a	10	23.3% _a	31
Don't Know	8.6% _a	10	4.1% _a	2	9.7% _a	13
TOTALS:	100.0%	110	100.0%	51	100.0%	132

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	38.5% _a	81	45.6% _a	69	36.0% _a	27	37.5% _a	15	40.7% _a	85
Same	33.6% _a	70	26.3% _a	41	32.0% _a	24	32.5% _a	13	31.1% _a	65
Worse	19.8% _a	41	22.7% _a	36	22.7% _a	17	25.0% _a	10	20.1% _a	42
Don't Know	8.1% _a	17	5.4% _a	9	9.3% _a	7	5.0% _a	2	8.1% _a	17
TOTALS:	100.0%	209	100.0%	155	100.0%	75	100.0%	40	100.0%	209

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	42.4% _a	31	41.0% _a	21	42.4% _a	14	25.0% _a	3	41.5% _a	27
Same	31.7% _a	23	33.9% _a	16	24.2% _a	8	41.7% _a	5	35.4% _a	23
Worse	15.1% _a	11	22.3% _a	12	21.2% _a	7	33.3% _a	4	13.8% _a	9
Don't Know	10.8% _a	8	2.8% _a	2	12.1% _a	4	0.0% ¹	0	9.2% _a	6
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 19 – Student access to programming that can earn them college credit in high school

	Frequency (weighted)	Percentage (weighted)
Better	64	20.3%
Same	71	22.2%
Worse	32	9.6%
Don't Know	155	47.9%
TOTALS:	322	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	19.7% _a	22	31.9% _a	16	18.4% _a	23
Same	22.7% _a	24	21.2% _a	11	21.0% _a	28
Worse	9.6% _a	11	12.6% _a	6	9.4% _a	13
Don't Know	48.0% _a	53	34.3% _a	18	51.2% _a	66
TOTALS:	100.0%	110	100.0%	51	100.0%	130

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	15.1% _a	31	30.5% _b	46	16.0% _a	12	22.5% _a	9	20.8% _a	43
Same	17.7% _a	37	27.6% _b	43	21.3% _a	16	25.0% _a	10	21.7% _a	45
Worse	8.4% _a	18	13.1% _a	21	14.7% _{a,b}	11	17.5% _a	7	6.8% _b	14
Don't Know	58.8% _a	121	28.8% _b	45	48.0% _a	36	35.0% _a	14	50.7% _a	105
TOTALS:	100.0%	207	100.0%	155	100.0%	75	100.0%	40	100.0%	207

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	14.9% _a	11	28.4% _b	15	21.2% _a	7	8.3% _a	1	21.5% _a	14
Same	16.6% _a	12	32.5% _b	16	15.2% _a	5	25.0% _a	3	24.6% _a	16
Worse	10.2% _a	8	10.8% _a	6	15.2% _{a,b}	5	25.0% _a	3	4.6% _b	3
Don't Know	58.3% _a	42	28.4% _b	14	48.5% _a	16	41.7% _a	5	49.2% _a	32
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 20 – Student access to a broad variety of enriching academic offerings

		Frequency (weighted)	Percentage (weighted)
Student access to a broad variety of enriching academic offerings	Better	108	33.9%
	Same	111	35.2%
	Worse	64	19.2%
	Don't Know	39	11.6%
	TOTALS:	322	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	38.8% _a	42	41.7% _a	22	29.7% _a	37
Same	32.6% _a	35	29.1% _a	14	36.0% _a	47
Worse	20.2% _a	22	17.3% _a	9	20.7% _a	29
Don't Know	8.4% _a	10	11.9% _a	6	13.6% _a	18
TOTALS:	100.0%	109	100.0%	51	100.0%	131

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	33.2% _a	69	35.5% _a	53	28.0% _a	21	25.0% _a	10	37.2% _a	77
Same	35.7% _a	72	32.7% _a	50	26.7% _a	20	37.5% _a	15	36.7% _a	76
Worse	17.5% _a	37	21.6% _a	35	28.0% _a	21	25.0% _a	10	15.9% _a	33
Don't Know	13.7% _a	29	10.3% _a	17	17.3% _a	13	12.5% _a	5	10.1% _a	21
TOTALS:	100.0%	207	100.0%	155	100.0%	75	100.0%	40	100.0%	207

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	40.9% _a	29	37.5% _a	19	33.3% _a	11	16.7% _a	2	45.3% _a	29
Same	30.6% _a	22	34.4% _a	17	27.3% _a	9	25.0% _a	3	35.9% _a	23
Worse	17.9% _a	13	22.9% _a	12	24.2% _{a,b}	8	50.0% _a	6	12.5% _b	8
Don't Know	10.6% _a	8	5.3% _a	3	15.2% _a	5	8.3% _a	1	6.3% _a	4
TOTALS:	100.0%	72	100.0%	51	100.0%	33	100.0%	12	100.0%	64

Table 21 – Qualified and competent instruction and instructional staff

		Frequency (weighted)	Percentage (weighted)
Qualified and competent instruction and instructional staff	Better	116	35.7%
	Same	150	46.3%
	Worse	38	11.6%
	Don't Know	20	6.4%
	TOTALS:	324	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	35.8% _a	40	37.9% _a	20	36.7% _a	47
Same	45.1% _a	49	46.1% _a	23	45.9% _a	62
Worse	9.6% _a	11	16.0% _a	8	10.0% _a	14
Don't Know	9.4% _a	10	0.0% ¹	0	7.4% _a	9
TOTALS:	100.0%	110	100.0%	51	100.0%	132

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	38.0% _a	79	35.4% _a	55	36.0% _a	27	32.5% _a	13	36.4% _a	76
Same	45.0% _a	95	46.6% _a	72	45.3% _a	34	42.5% _a	17	47.4% _a	99
Worse	11.5% _a	24	12.6% _a	20	14.7% _a	11	17.5% _a	7	9.6% _a	20
Don't Know	5.4% _a	11	5.5% _a	8	4.0% _a	3	7.5% _a	3	6.7% _a	14
TOTALS:	100.0%	209	100.0%	155	100.0%	75	100.0%	40	100.0%	209

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	37.8% _a	28	33.9% _a	17	39.4% _a	13	25.0% _a	3	36.9% _a	24
Same	43.0% _a	31	49.6% _a	25	39.4% _a	13	41.7% _a	5	47.7% _a	31
Worse	9.2% _a	7	12.1% _a	7	15.2% _{a,b}	5	25.0% _a	3	4.6% _b	3
Don't Know	10.0% _a	7	4.4% _a	2	6.1% _a	2	8.3% _a	1	10.8% _a	7
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 22 – Quality of instructional materials

		Frequency (weighted)	Percentage (weighted)
Quality of instructional materials	Better	119	36.9%
	Same	125	38.9%
	Worse	51	15.5%
	Don't Know	27	8.7%
	TOTALS:	322	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	39.5% _a	44	34.8% _a	18	34.5% _a	44
Same	34.8% _a	38	39.2% _a	19	42.1% _a	56
Worse	17.1% _a	19	17.6% _a	9	12.9% _a	18
Don't Know	8.7% _a	9	8.4% _a	4	10.4% _a	13
TOTALS:	100.0%	110	100.0%	50	100.0%	131

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	38.0% _a	79	38.6% _a	59	37.3% _a	28	35.0% _a	14	37.2% _a	77
Same	39.6% _a	82	35.4% _a	55	38.7% _a	29	42.5% _a	17	38.2% _a	79
Worse	15.5% _a	33	16.5% _a	26	20.0% _a	15	17.5% _a	7	14.0% _a	29
Don't Know	6.9% _a	14	9.5% _a	14	4.0% _a	3	5.0% _a	2	10.6% _a	22
TOTALS:	100.0%	208	100.0%	154	100.0%	75	100.0%	40	100.0%	207

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	41.9% _a	31	36.1% _a	18	42.4% _a	14	25.0% _a	3	41.5% _a	27
Same	36.4% _a	26	34.7% _a	18	33.3% _a	11	41.7% _a	5	33.8% _a	22
Worse	16.1% _a	12	20.4% _a	11	21.2% _a	7	33.3% _a	4	12.3% _a	8
Don't Know	5.7% _a	4	8.8% _a	4	3.0% _a	1	0.0% ¹	0	12.3% _a	8
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 23 – Programs serving students with special needs

		Frequency (weighted)	Percentage (weighted)
Programs serving students with special needs	Better	73	22.7%
	Same	59	18.5%
	Worse	33	10.5%
	Don't Know	157	48.3%
	TOTALS:	322	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	22.6% _a	25	31.6% _a	16	21.4% _a	28
Same	21.0% _a	23	8.7% _a	4	16.9% _a	22
Worse	7.5% _a	8	14.5% _a	7	13.0% _a	17
Don't Know	48.9% _a	54	45.1% _a	23	48.8% _a	64
TOTALS:	100.0%	110	100.0%	50	100.0%	131

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	21.8% _a	45	23.6% _a	36	21.3% _a	16	17.9% _a	7	24.0% _a	50
Same	20.6% _a	42	16.0% _a	25	16.0% _a	12	15.4% _a	6	19.7% _a	41
Worse	12.7% _a	26	9.9% _a	15	12.0% _a	9	33.3% _b	13	5.3% _a	11
Don't Know	44.9% _a	95	50.5% _a	79	50.7% _a	38	33.3% _a	13	51.0% _a	106
TOTALS:	100.0%	208	100.0%	155	100.0%	75	100.0%	39	100.0%	208

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	18.6% _a	14	29.2% _a	14	24.2% _a	8	25.0% _a	3	21.5% _a	14
Same	23.8% _a	17	17.3% _a	9	18.2% _a	6	8.3% _a	1	24.6% _a	16
Worse	11.6% _a	8	5.3% _a	3	9.1% _{a,b}	3	33.3% _a	4	1.5% _b	1
Don't Know	46.0% _a	34	48.2% _a	25	48.5% _a	16	33.3% _a	4	52.3% _a	34
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 24 – Opportunities for students to use relevant, modern technology as a tool for learning

		Frequency (weighted)	Percentage (weighted)
Opportunities for students to use relevant, modern technology as a tool for learning	Better	116	36.4%
	Same	131	40.4%
	Worse	48	14.5%
	Don't Know	28	8.6%
	TOTALS:	323	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	39.5% _a	43	43.0% _a	22	32.0% _a	41
Same	39.6% _a	45	37.9% _a	19	42.2% _a	55
Worse	14.2% _a	15	13.6% _a	7	15.9% _a	22
Don't Know	6.7% _a	7	5.4% _a	3	9.9% _a	13
TOTALS:	100.0%	110	100.0%	51	100.0%	131

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	37.1% _a	76	36.2% _a	54	30.7% _a	23	37.5% _a	15	37.5% _a	78
Same	40.6% _a	85	39.4% _a	61	42.7% _a	32	45.0% _a	18	38.9% _a	81
Worse	13.0% _a	27	17.7% _a	28	17.3% _a	13	10.0% _a	4	14.9% _a	31
Don't Know	9.3% _a	20	6.7% _a	11	9.3% _a	7	7.5% _a	3	8.7% _a	18
TOTALS:	100.0%	208	100.0%	154	100.0%	75	100.0%	40	100.0%	208

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	40.7% _a	29	35.0% _a	17	36.4% _a	12	41.7% _a	5	40.0% _a	26
Same	37.8% _a	29	45.5% _a	24	51.5% _a	17	41.7% _a	5	35.4% _a	23
Worse	12.7% _a	9	18.1% _a	9	9.1% _a	3	16.7% _a	2	15.4% _a	10
Don't Know	8.8% _a	6	1.4% _a	1	3.0% _a	1	0.0% ¹	0	9.2% _a	6
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 25 – Access to higher education campus visits, representatives, and exploration programs

		Frequency (weighted)	Percentage (weighted)
Access to higher education campus visits, representatives, and exploration programs	Better	84	26.7%
	Same	65	20.2%
	Worse	30	9.1%
	Don't Know	141	44.0%
	TOTALS:	320	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	26.4% _a	28	34.8% _a	18	26.5% _a	33
Same	22.5% _a	24	17.8% _a	9	19.1% _a	26
Worse	13.0% _a	14	11.6% _{a,b}	6	4.4% _b	6
Don't Know	38.1% _a	42	35.8% _a	18	50.1% _a	65
TOTALS:	100.0%	108	100.0%	51	100.0%	130

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	20.1% _a	42	34.8% _b	51	22.7% _a	17	32.5% _a	13	26.3% _a	54
Same	18.4% _a	39	24.2% _a	38	21.3% _a	16	20.0% _a	8	20.0% _a	41
Worse	7.9% _a	16	12.1% _a	20	13.3% _a	10	12.5% _a	5	7.3% _a	15
Don't Know	53.6% _a	110	28.9% _b	44	42.7% _a	32	35.0% _a	14	46.3% _a	95
TOTALS:	100.0%	207	100.0%	153	100.0%	75	100.0%	40	100.0%	205

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	18.0% _a	13	32.4% _b	16	21.2% _a	7	16.7% _a	2	30.2% _a	19
Same	20.2% _a	15	30.4% _a	15	18.2% _a	6	8.3% _a	1	27.0% _a	17
Worse	12.4% _a	9	15.0% _a	8	15.2% _{a,b}	5	33.3% _a	4	7.9% _b	5
Don't Know	49.5% _a	36	22.3% _b	11	45.5% _a	15	41.7% _a	5	34.9% _a	22
TOTALS:	100.0%	73	100.0%	50	100.0%	33	100.0%	12	100.0%	63

Table 26 – Access to career exploration, internships, and/or shadow opportunities

		Frequency (weighted)	Percentage (weighted)
Access to career exploration, internships, and/or job shadow opportunities	Better	66	20.7%
	Same	57	18.2%
	Worse	24	7.3%
	Don't Know	172	53.8%
	TOTALS:	319	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	18.6% _a	22	23.9% _a	12	21.5% _a	26
Same	20.2% _a	20	16.9% _a	8	14.9% _a	21
Worse	6.3% _a	7	11.8% _a	6	6.7% _a	9
Don't Know	54.9% _a	60	47.4% _a	24	57.0% _a	73
TOTALS:	100.0%	109	100.0%	50	100.0%	129

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	13.8% _a	29	30.6% _b	46	20.0% _a	15	20.0% _a	8	21.1% _a	43
Same	17.6% _a	36	18.3% _a	28	16.0% _a	12	25.0% _a	10	17.2% _a	35
Worse	6.0% _a	12	10.9% _a	18	10.7% _a	8	10.0% _a	4	5.9% _a	12
Don't Know	62.6% _a	129	40.1% _b	61	53.3% _a	40	45.0% _a	18	55.9% _a	114
TOTALS:	100.0%	206	100.0%	153	100.0%	75	100.0%	40	100.0%	204

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	14.7% _a	12	25.1% _a	14	30.3% _a	10	0.0% ¹	0	18.8% _a	12
Same	18.0% _a	12	22.0% _a	10	6.1% _a	2	41.7% _b	5	20.3% _{a,b}	13
Worse	5.5% _a	4	8.6% _a	5	9.1% _a	3	16.7% _a	2	3.1% _a	2
Don't Know	61.8% _a	45	44.3% _b	22	54.5% _a	18	41.7% _a	5	57.8% _a	37
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	64

Section 3.2 – Relationship Between the School and Families of Students

Each survey participant was asked to rate their level of agreement with seven statements based on the relationship between the schools and the families of the students attending the school. Additionally, those families who have had a child transfer into the district from a district outside the North Country were asked to rate seven characteristics related to these statements by comparing the characteristic at the school their children currently attend to the district the from which their child previously attended.

Section 3.2.1 – Evaluation of the Relationship Between the School and Families at Current School

Each of the statements concerning the relationship between school and family proposed to the participants was rated on a scale of “Strongly Agree, Somewhat Agree, Neutral/Neither Agree or Disagree, Somewhat Disagree, Strongly Disagree”, with an additional “Don’t Know” option. The results from the study are summarized in Table 27. In this table the results from the entire sample are first displayed, followed by the results from those families with active military in the household stationed at Fort Drum, and then the results from families without active military in the household stationed at Fort Drum.

Table 27 – SUMMARY – Evaluation of the Relationship Between the School and Families at Current School

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
The school provides various methods/modes for accessing school information.	58.2%	25.4%	7.1%	4.9%	2.7%	1.6%	11.0
Schools are welcoming towards new students and families.	60.2%	12.4%	8.6%	2.7%	3.8%	12.2%	11.0
The school communicates well with families about student behavior.	51.0%	24.8%	8.0%	7.1%	4.5%	4.6%	6.6
Schools are connected to and responsive to parents and families.	52.6%	27.8%	6.7%	7.3%	5.4%	0.3%	6.4
The school communicates well with families about school events/activities.	54.3%	26.0%	6.4%	8.5%	4.3%	0.5%	6.3
The school addresses parents'/families' concerns in a timely manner.	51.2%	22.9%	9.7%	6.6%	5.6%	4.0%	6.1
The school communicates well with families about students' academic progress.	53.5%	26.4%	6.2%	7.9%	5.6%	0.4%	5.9

Active Military in Household stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
Schools are welcoming towards new students and families.	65.6%	8.5%	7.2%	4.6%	3.0%	11.2%	9.8
The school provides various methods/modes for accessing school information.	59.5%	23.9%	5.5%	6.9%	2.0%	2.2%	9.4
The school communicates well with families about student behavior.	53.9%	22.7%	8.0%	6.6%	3.7%	5.1%	7.4
The school addresses parents'/families' concerns in a timely manner.	54.9%	21.5%	9.2%	5.6%	4.8%	4.0%	7.3
Schools are connected to and responsive to parents and families.	55.4%	26.4%	5.5%	8.0%	3.8%	0.9%	6.9
The school communicates well with families about students' academic progress.	54.6%	24.8%	8.2%	6.9%	4.7%	0.9%	6.8
The school communicates well with families about school events/activities.	55.7%	21.5%	7.2%	10.4%	4.3%	0.9%	5.3

Table 27 (cont.) - SUMMARY – Evaluation of the Relationship Between the School and Families at Current School

Veteran in Household who was stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
The school provides various methods/modes for accessing school information.	58.3%	26.3%	5.4%	4.2%	5.0%	0.8%	9.1
Schools are welcoming towards new students and families.	60.8%	11.3%	7.5%	3.4%	4.7%	12.3%	9.0
The school communicates well with families about student behavior.	49.4%	25.5%	7.6%	6.0%	5.8%	5.7%	6.4
The school communicates well with families about students' academic progress.	54.3%	25.8%	5.0%	9.0%	6.0%	0.0%	5.3
The school communicates well with families about school events/activities.	55.5%	23.8%	5.4%	9.5%	5.8%	0.0%	5.2
The school addresses parents'/families' concerns in a timely manner.	52.0%	19.6%	9.1%	7.4%	7.1%	4.8%	4.9
Schools are connected to and responsive to parents and families.	52.5%	25.5%	6.0%	8.4%	7.6%	0.0%	4.9

No Current or Past Military in Household stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
Schools are welcoming towards new students and families.	58.0%	13.8%	9.1%	1.5%	4.0%	13.5%	12.9
The school provides various methods/modes for accessing school information.	57.2%	26.6%	8.1%	4.3%	2.3%	1.6%	12.8
The school communicates well with families about school events/activities.	53.4%	28.2%	6.0%	7.9%	4.1%	0.5%	6.8
Schools are connected to and responsive to parents and families.	51.0%	29.5%	7.1%	6.7%	5.5%	0.2%	6.6
The school communicates well with families about student behavior.	50.9%	25.3%	8.3%	7.2%	4.4%	3.9%	6.5
The school addresses parents'/families' concerns in a timely manner.	49.1%	24.3%	10.2%	6.6%	6.0%	3.9%	5.9
The school communicates well with families about students' academic progress.	53.1%	27.3%	5.3%	8.2%	5.8%	0.4%	5.7

Table 28 – Students are connected to and responsive to parents and families.

		Frequency (weighted)	Percentage (weighted)
Schools are connected to and responsive to parents and families.	Strongly Agree	893	52.6%
	Somewhat Agree	473	27.8%
	Neutral/Neither Agree or Disagree	109	6.7%
	Somewhat Disagree	119	7.3%
	Strongly Disagree	87	5.4%
	Don't Know	5	0.3%
	TOTALS:	1686	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	55.4%	217	52.5%	153	51.0%	452
Somewhat agree	26.4%	100	25.5%	78	29.5%	263
"Agree"	81.8% _a	317	77.9% _a	231	80.5% _a	715
Somewhat Disagree	8.0%	30	8.4%	23	6.7%	58
Strongly Disagree	3.8%	13	7.6%	21	5.5%	48
"Disagree"	11.8% _a	43	16.0% _a	44	12.2% _a	106
Neutral/Neither Agree or Disagree	5.5% _a	20	6.0% _a	18	7.1% _a	61
Don't Know	0.9% _a	3	0.0% ¹	0	0.2% _a	2
TOTALS:	100.0%	383	100.0%	293	100.0%	884

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	57.4%	596	46.5%	398	54.7%	272	48.3%	143	53.5%	478
Somewhat Agree	25.5%	269	30.6%	261	31.0%	154	30.1%	89	25.8%	230
"Agree"	82.9% _a	865	77.1% _b	659	85.7% _a	426	78.4% _b	232	79.3% _b	708
Somewhat Disagree	5.6%	57	8.9%	73	5.4%	27	7.4%	22	7.8%	70
Strongly Disagree	5.4%	54	6.4%	52	3.8%	19	7.1%	21	5.3%	47
"Disagree"	11.0% _a	111	15.3% _b	125	9.3% _a	46	14.5% _a	43	13.1% _a	117
Neutral/Neither Agree or Disagree	5.7% _a	57	7.5% _a	62	5.0% _a	25	7.1% _a	21	7.1% _a	63
Don't Know	0.4% _a	4	0.1% _a	1	0.0% ¹	0	0.0% ¹	0	0.6% _a	5
TOTALS:	100.0%	1037	100.0%	847	100.0%	497	100.0%	296	100.0%	893

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	61.6%	155	45.6%	87	64.6%	73	43.5%	27	56.3%	117
Somewhat agree	23.0%	56	31.6%	58	24.8%	28	32.3%	20	25.0%	52
"Agree"	84.7% _a	211	77.2% _b	145	89.4% _a	101	75.8% _a	47	81.3% _a	169
Somewhat Disagree	5.1%	13	11.5%	21	6.2%	7	6.5%	4	9.1%	19
Strongly Disagree	3.3%	7	5.3%	9	0.9%	1	8.1%	5	3.4%	7
"Disagree"	8.4% _a	20	16.8% _b	30	7.1% _a	8	14.5% _a	9	12.5% _a	26
Neutral/Neither Agree or Disagree	5.6% _a	13	6.0% _a	11	3.5% _a	4	9.7% _a	6	4.8% _a	10
Don't Know	1.3% _a	3	0.0% ¹	0	0.0% ¹	0	0.0% ¹	0	1.4% _a	3
TOTALS:	100.0%	247	100.0%	186	100.0%	113	100.0%	62	100.0%	208

Table 29 – The school communicates well with families about students' academic progress.

		Frequency (weighted)	Percentage (weighted)
The school communicates well with families about students' academic progress.	Strongly Agree	902	53.5%
	Somewhat Agree	453	26.4%
	Neutral/Neither Agree or Disagree	102	6.2%
	Somewhat Disagree	133	7.9%
	Strongly Disagree	90	5.6%
	Don't Know	6	0.4%
	TOTALS:	1686	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	54.6%	211	54.3%	160	53.1%	465
Somewhat agree	24.8%	96	25.8%	77	27.3%	246
"Agree"	79.4% _a	307	80.0% _a	237	80.4% _a	711
Somewhat Disagree	6.9%	27	9.0%	25	8.2%	73
Strongly Disagree	4.7%	17	6.0%	17	5.8%	49
"Disagree"	11.5% _a	44	15.0% _a	42	14.0% _a	122
Neutral/Neither Agree or Disagree	8.2% _a	29	5.0% _a	14	5.3% _a	48
Don't Know	0.9% _a	3	0.0% ¹	0	0.4% _a	3
TOTALS:	100.0%	383	100.0%	293	100.0%	884

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	58.6%	607	46.7%	396	53.3%	265	54.1%	160	53.4%	477
Somewhat Agree	23.6%	251	30.1%	259	30.8%	153	26.7%	79	24.7%	221
"Agree"	82.2% _a	858	76.8% _b	655	84.1% _a	418	80.7% _a	239	78.2% _a	698
Somewhat Disagree	6.0%	61	10.0%	85	7.0%	35	4.4%	13	9.5%	85
Strongly Disagree	4.9%	50	7.0%	57	3.6%	18	7.1%	21	5.7%	51
"Disagree"	11.0% _a	111	17.0% _b	142	10.7% _a	53	11.5% _a	34	15.2% _a	136
Neutral/Neither Agree or Disagree	6.3% _a	61	6.0% _a	51	5.2% _a	26	7.8% _a	23	5.9% _a	53
Don't Know	0.5% _a	5	0.1% _a	1	0.0% ¹	0	0.0% ¹	0	0.7% _a	6
TOTALS:	100.0%	1035	100.0%	849	100.0%	497	100.0%	296	100.0%	893

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	61.4%	153	44.1%	83	58.4%	66	51.6%	32	54.3%	113
Somewhat agree	20.5%	51	29.7%	55	27.4%	31	25.8%	16	23.6%	49
"Agree"	81.9% _a	204	73.7% _b	138	85.8% _a	97	77.4% _a	48	77.9% _a	162
Somewhat Disagree	5.0%	13	9.8%	19	8.0%	9	3.2%	2	7.7%	16
Strongly Disagree	4.1%	10	6.7%	12	2.7%	3	6.5%	4	4.8%	10
"Disagree"	9.1% _a	23	16.5% _b	31	10.6% _a	12	9.7% _a	6	12.5% _a	26
Neutral/Neither Agree or Disagree	7.6% _a	17	9.8% _a	17	3.5% _a	4	12.9% _a	8	8.2% _a	17
Don't Know	1.3% _a	3	0.0% ¹	0	0.0% ¹	0	0.0% ¹	0	1.4% _a	3
TOTALS:	100.0%	247	100.0%	186	100.0%	113	100.0%	62	100.0%	208

Table 30 – The school communicates well with families about student behavior.

		Frequency (weighted)	Percentage (weighted)
The school communicates well with families about student behavior.	Strongly Agree	861	51.0%
	Somewhat Agree	423	24.8%
	Neutral/Neither Agree or Disagree	133	8.0%
	Somewhat Disagree	121	7.1%
	Strongly Disagree	74	4.5%
	Don't Know	74	4.6%
	TOTALS:	1686	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	53.9%	208	49.4%	145	50.9%	447
Somewhat agree	22.7%	87	25.5%	75	25.3%	228
"Agree"	76.6% _a	295	75.0% _a	220	76.1% _a	675
Somewhat Disagree	6.6%	26	6.0%	17	7.2%	66
Strongly Disagree	3.7%	13	5.8%	17	4.4%	39
"Disagree"	10.4% _a	39	11.8% _a	34	11.7% _a	105
Neutral/Neither Agree or Disagree	8.0% _a	30	7.6% _a	22	8.3% _a	72
Don't Know	5.1% _a	19	5.7% _a	16	3.9% _a	33
TOTALS:	100.0%	383	100.0%	292	100.0%	885

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	56.3%	583	44.1%	373	51.2%	254	49.7%	147	51.5%	460
Somewhat Agree	23.0%	242	27.3%	234	27.4%	136	25.0%	74	23.8%	213
"Agree"	79.3% _a	825	71.3% _b	607	78.6% _a	390	74.7% _a	221	75.3% _a	673
Somewhat Disagree	6.5%	68	8.5%	74	7.3%	36	4.7%	14	7.9%	71
Strongly Disagree	4.1%	42	5.4%	45	4.2%	21	6.4%	19	3.8%	34
"Disagree"	10.6% _a	110	13.9% _b	119	11.5% _a	57	11.1% _a	33	11.7% _a	105
Neutral/Neither Agree or Disagree	6.2% _a	63	9.6% _b	80	7.1% _a	35	9.1% _a	27	7.9% _a	71
Don't Know	3.8% _a	38	5.2% _a	42	2.8% _a	14	5.1% _a	15	5.0% _a	45
TOTALS:	100.0%	1036	100.0%	848	100.0%	496	100.0%	296	100.0%	894

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	61.0%	152	43.9%	82	56.6%	64	48.4%	30	54.8%	114
Somewhat agree	19.6%	48	27.7%	51	23.9%	27	27.4%	17	20.7%	43
"Agree"	80.6% _a	200	71.6% _b	133	80.5% _a	91	75.8% _a	47	75.5% _a	157
Somewhat Disagree	6.1%	16	8.7%	17	8.0%	9	6.5%	4	6.3%	13
Strongly Disagree	2.4%	5	5.9%	10	0.9%	1	4.8%	3	4.3%	9
"Disagree"	8.5% _a	21	14.5% _b	27	8.8% _a	10	11.3% _a	7	10.6% _a	22
Neutral/Neither Agree or Disagree	6.8% _a	16	8.5% _a	16	7.1% _a	8	9.7% _a	6	7.7% _a	16
Don't Know	4.2% _a	10	5.4% _a	10	3.5% _a	4	3.2% _a	2	6.3% _a	13
TOTALS:	100.0%	247	100.0%	186	100.0%	113	100.0%	62	100.0%	208

Table 31 – The school communicates well with families about school events/activities.

	Frequency (weighted)	Percentage (weighted)
Strongly Agree	925	54.3%
Somewhat Agree	441	26.0%
Neutral/Neither Agree or Disagree	107	6.4%
Somewhat Disagree	136	8.5%
Strongly Disagree	71	4.3%
Don't Know	7	0.5%
TOTALS:	1687	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	55.7%	214	55.5%	164	53.4%	478
Somewhat agree	21.5%	83	23.8%	71	28.2%	250
"Agree"	77.3% _a	297	79.3% _a	235	81.6% _a	728
Somewhat Disagree	10.4%	38	9.5%	26	7.9%	66
Strongly Disagree	4.3%	16	5.8%	16	4.1%	36
"Disagree"	14.7% _a	54	15.3% _a	42	12.0% _a	102
Neutral/Neither Agree or Disagree	7.2% _a	29	5.4% _a	16	6.0% _a	51
Don't Know	0.9% _a	3	0.0% ¹	0	0.5% _a	4
TOTALS:	100.0%	383	100.0%	293	100.0%	885

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	60.6%	630	46.0%	396	57.8%	288	49.7%	147	54.9%	490
Somewhat Agree	23.8%	250	28.8%	246	27.9%	139	28.4%	84	24.4%	218
"Agree"	84.4% _a	880	74.7% _b	642	85.7% _a	427	78.0% _b	231	79.3% _b	708
Somewhat Disagree	6.8%	68	10.7%	84	4.6%	23	10.1%	30	9.3%	83
Strongly Disagree	3.6%	35	5.3%	44	3.2%	16	4.1%	12	4.8%	43
"Disagree"	10.4% _a	103	15.9% _b	128	7.8% _a	39	14.2% _b	42	14.1% _b	126
Neutral/Neither Agree or Disagree	4.6% _a	48	9.0% _b	77	6.4% _a	32	7.8% _a	23	5.8% _a	52
Don't Know	0.5% _a	5	0.3% _a	2	0.0% ¹	0	0.0% ¹	0	0.8% _a	7
TOTALS:	100.0%	1036	100.0%	849	100.0%	498	100.0%	296	100.0%	893

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	64.6%	158	40.2%	76	56.6%	64	53.2%	33	56.3%	117
Somewhat agree	20.8%	53	24.9%	46	23.0%	26	22.6%	14	20.7%	43
"Agree"	85.3% _a	211	65.1% _b	122	79.6% _a	90	75.8% _a	47	76.9% _a	160
Somewhat Disagree	6.1%	15	16.5%	29	6.2%	7	11.3%	7	11.5%	24
Strongly Disagree	2.7%	6	6.2%	11	2.7%	3	3.2%	2	5.3%	11
"Disagree"	8.8% _a	21	22.7% _b	40	8.8% _a	10	14.5% _a	9	16.8% _a	35
Neutral/Neither Agree or Disagree	4.5% _a	12	12.2% _b	24	11.5% _a	13	9.7% _a	6	4.8% _a	10
Don't Know	1.3% _a	3	0.0% ¹	0	0.0% ¹	0	0.0% ¹	0	1.4% _a	3
TOTALS:	100.0%	247	100.0%	186	100.0%	113	100.0%	62	100.0%	208

Table 32 – The school addresses parents’/families’ concerns in a timely manner.

		Frequency (weighted)	Percentage (weighted)
The school addresses parents’/families’ concerns in a timely manner.	Strongly Agree	867	51.2%
	Somewhat Agree	389	22.9%
	Neutral/Neither Agree or Disagree	160	9.7%
	Somewhat Disagree	111	6.6%
	Strongly Disagree	93	5.6%
	Don't Know	66	4.0%
	TOTALS:	1686	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	54.9%	211	52.0%	150	49.1%	438
Somewhat agree	21.5%	82	19.6%	62	24.3%	215
"Agree"	76.4% _a	293	71.6% _a	212	73.4% _a	653
Somewhat Disagree	5.6%	22	7.4%	21	6.6%	59
Strongly Disagree	4.8%	17	7.1%	20	6.0%	53
"Disagree"	10.4% _a	39	14.5% _a	41	12.5% _a	112
Neutral/Neither Agree or Disagree	9.2% _a	35	9.1% _a	26	10.2% _a	87
Don't Know	4.0% _a	15	4.8% _a	14	3.9% _a	33
TOTALS:	100.0%	382	100.0%	293	100.0%	885

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	56.9%	592	43.3%	369	52.1%	259	45.9%	136	52.9%	472
Somewhat Agree	20.1%	211	26.3%	225	25.4%	126	25.7%	76	20.9%	187
"Agree"	77.1% _a	803	69.6% _b	594	77.5% _a	385	71.6% _a	212	73.8% _a	659
Somewhat Disagree	5.9%	63	7.9%	67	6.6%	33	7.1%	21	6.4%	57
Strongly Disagree	5.1%	51	7.1%	59	5.0%	25	7.4%	22	5.2%	46
"Disagree"	11.0% _a	114	15.0% _b	126	11.7% _a	58	14.5% _a	43	11.5% _a	103
Neutral/Neither Agree or Disagree	8.1% _a	79	11.8% _b	99	7.6% _a	38	10.8% _a	32	10.1% _a	90
Don't Know	3.8% _a	40	3.6% _a	29	3.2% _a	16	3.0% _a	9	4.6% _a	41
TOTALS:	100.0%	1036	100.0%	848	100.0%	497	100.0%	296	100.0%	893

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	62.5%	156	42.5%	79	55.8%	63	41.9%	26	58.9%	122
Somewhat agree	17.4%	42	27.3%	50	23.0%	26	30.6%	19	17.9%	37
"Agree"	79.9% _a	198	69.8% _b	129	78.8% _a	89	72.6% _a	45	76.8% _a	159
Somewhat Disagree	5.0%	13	7.1%	14	6.2%	7	3.2%	2	6.3%	13
Strongly Disagree	3.4%	8	7.0%	12	2.7%	3	9.7%	6	3.9%	8
"Disagree"	8.5% _a	21	14.1% _b	26	8.8% _a	10	12.9% _a	8	10.1% _a	21
Neutral/Neither Agree or Disagree	8.3% _a	20	11.9% _a	22	8.8% _a	10	11.3% _a	7	8.7% _a	18
Don't Know	3.3% _a	8	4.2% _a	8	3.5% _a	4	3.2% _a	2	4.3% _a	9
TOTALS:	100.0%	247	100.0%	185	100.0%	113	100.0%	62	100.0%	207

Table 33 – The school provides various methods/modes for accessing school information.

		Frequency (weighted)	Percentage (weighted)
The school provides various methods/modes for accessing school information.	Strongly Agree	984	58.2%
	Somewhat Agree	431	25.4%
	Neutral/Neither Agree or Disagree	117	7.1%
	Somewhat Disagree	81	4.9%
	Strongly Disagree	44	2.7%
	Don't Know	26	1.6%
	TOTALS:	1683	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	59.5%	230	58.3%	171	57.2%	504
Somewhat agree	23.9%	89	26.3%	78	26.6%	238
"Agree"	83.4% _a	319	84.6% _a	249	83.7% _a	742
Somewhat Disagree	6.9%	27	4.2%	11	4.3%	37
Strongly Disagree	2.0%	7	5.0%	14	2.3%	20
"Disagree"	8.9% _a	34	9.3% _a	25	6.5% _a	57
Neutral/Neither Agree or Disagree	5.5% _a	20	5.4% _a	17	8.1% _a	70
Don't Know	2.2% _a	8	0.8% _a	2	1.6% _a	14
TOTALS:	100.0%	381	100.0%	293	100.0%	883

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	61.3%	636	54.1%	458	59.6%	296	53.9%	159	59.4%	529
Somewhat Agree	23.1%	242	28.8%	247	28.2%	140	31.2%	92	22.3%	199
"Agree"	84.4% _a	878	82.9% _a	705	87.7% _a	436	85.1% _{a,b}	251	81.7% _b	728
Somewhat Disagree	4.0%	41	5.8%	48	4.0%	20	4.1%	12	5.5%	49
Strongly Disagree	2.9%	29	2.9%	24	1.8%	9	2.7%	8	3.0%	27
"Disagree"	6.9% _a	70	8.7% _a	72	5.8% _a	29	6.8% _a	20	8.5% _a	76
Neutral/Neither Agree or Disagree	6.3% _a	64	7.9% _a	65	5.6% _a	28	7.5% _a	22	7.5% _a	67
Don't Know	2.3% _a	23	0.5% _b	4	0.8% _a	4	0.7% _a	2	2.2% _a	20
TOTALS:	100.0%	1035	100.0%	846	100.0%	497	100.0%	295	100.0%	891

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	64.6%	161	50.2%	94	66.1%	74	53.2%	33	59.4%	123
Somewhat agree	21.4%	52	29.0%	53	20.5%	23	32.3%	20	22.2%	46
"Agree"	86.0% _a	213	79.2% _b	147	86.6% _a	97	85.5% _a	53	81.6% _a	169
Somewhat Disagree	5.6%	14	9.6%	18	8.0%	9	3.2%	2	7.7%	16
Strongly Disagree	1.7%	4	2.5%	4	0.9%	1	3.2%	2	1.9%	4
"Disagree"	7.3% _a	18	12.1% _a	22	8.9% _a	10	6.5% _a	4	9.7% _a	20
Neutral/Neither Agree or Disagree	3.3% _a	8	8.7% _b	15	3.6% _a	4	8.1% _a	5	5.3% _a	11
Don't Know	3.4% _a	8	0.0% ¹	0	0.9% _a	1	0.0% ¹	0	3.4% _a	7
TOTALS:	100.0%	247	100.0%	184	100.0%	112	100.0%	62	100.0%	207

Table 34 – Schools are welcoming towards new students and families.

		Frequency (weighted)	Percentage (weighted)
Schools are welcoming towards new students and families.	Strongly Agree	1025	60.2%
	Somewhat Agree	208	12.4%
	Neutral/Neither Agree or Disagree	147	8.6%
	Somewhat Disagree	44	2.7%
	Strongly Disagree	62	3.8%
	Don't Know	199	12.2%
	TOTALS:	1685	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	65.6%	255	60.8%	178	58.0%	518
Somewhat agree	8.5%	33	11.3%	34	13.8%	120
"Agree"	74.1% _a	288	72.1% _a	212	71.8% _a	638
Somewhat Disagree	4.6%	17	3.4%	9	1.5%	13
Strongly Disagree	3.0%	10	4.7%	13	4.0%	35
"Disagree"	7.5% _a	27	8.0% _a	22	5.5% _a	48
Neutral/Neither Agree or Disagree	7.2% _a	27	7.5% _a	22	9.1% _a	83
Don't Know	11.2% _a	41	12.3% _a	36	13.5% _a	115
TOTALS:	100.0%	383	100.0%	292	100.0%	884

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	63.8%	666	55.6%	476	63.6%	316	50.0%	148	62.9%	561
Somewhat Agree	12.5%	129	12.2%	104	12.5%	62	13.9%	41	11.8%	105
"Agree"	76.4% _a	795	67.8% _b	580	76.1% _a	378	63.9% _b	189	74.7% _a	666
Somewhat Disagree	2.6%	27	3.1%	25	1.4%	7	2.4%	7	3.4%	30
Strongly Disagree	3.8%	37	4.5%	37	2.4%	12	4.4%	13	4.1%	37
"Disagree"	6.4% _a	64	7.6% _a	62	3.8% _a	19	6.8% _a	20	7.5% _a	67
Neutral/Neither Agree or Disagree	8.0% _a	81	9.5% _a	84	9.5% _a	47	8.8% _a	26	8.3% _a	74
Don't Know	9.2% _a	94	15.1% _b	123	10.7% _a	53	20.6% _b	61	9.5% _a	85
TOTALS:	100.0%	1034	100.0%	849	100.0%	497	100.0%	296	100.0%	892

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	70.5%	176	59.4%	112	72.6%	82	54.8%	34	66.8%	139
Somewhat agree	9.3%	23	8.2%	16	8.8%	10	6.5%	4	9.1%	19
"Agree"	79.8% _a	199	67.6% _b	128	81.4% _a	92	61.3% _b	38	76.0% _a	158
Somewhat Disagree	4.3%	11	5.3%	10	3.5%	4	4.8%	3	4.8%	10
Strongly Disagree	2.4%	5	4.3%	7	0.0%	0	4.8%	3	3.4%	7
"Disagree"	6.7% _a	16	9.6% _a	17	3.5% _a	4	9.7% _a	6	8.2% _a	17
Neutral/Neither Agree or Disagree	5.9% _a	14	8.6% _a	16	6.2% _a	7	8.1% _a	5	7.2% _a	15
Don't Know	7.6% _a	18	14.3% _b	25	8.8% _{a,b}	10	21.0% _a	13	8.7% _b	18
TOTALS:	100.0%	247	100.0%	186	100.0%	113	100.0%	62	100.0%	208

Section 3.2.2 – Comparison of the Relationship between the School and the Families of its Students at Current School to Previous School

Each of the participants who have children who transferred into their current school district from a district outside the North Country was asked to rate seven characteristics associated with the relationship between the school and the families of its students as either “Better, the Same, or Worse” than the district their child previously attended. The results from the study are summarized in Table 35.

Table 35 – SUMMARY – Comparison of Relationship Between the School and Families at Current School to Previous School

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Methods/modes for accessing school information	35.3%	46.5%	13.0%	5.2%	2.7
Timeliness of the school's addressing of parents'/families' concerns	32.7%	46.0%	12.4%	9.0%	2.6
Welcoming of new students and families	35.7%	43.2%	15.7%	5.4%	2.3
School's communication with families about students' academic progress	34.3%	44.7%	16.3%	4.7%	2.1
School's communication with families about student behavior	31.1%	44.1%	15.2%	9.6%	2.0
School's connection to and responsiveness to parents and families	35.5%	40.8%	19.4%	4.3%	1.8
School's communication with families about school events/activities	34.5%	41.6%	19.6%	4.3%	1.8

Active Military in Household stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Methods/modes for accessing school information	37.0%	47.9%	10.9%	4.3%	3.4
Timeliness of the school's addressing of parents'/families' concerns	37.1%	40.2%	14.4%	8.3%	2.6
School's communication with families about student behavior	37.1%	41.5%	14.6%	6.8%	2.5
Welcoming of new students and families	37.0%	40.6%	16.6%	5.8%	2.2
School's communication with families about students' academic progress	40.1%	38.2%	18.1%	3.7%	2.2
School's connection to and responsiveness to parents and families	38.5%	39.1%	18.8%	3.7%	2.0
School's communication with families about school events/activities	35.6%	38.1%	22.7%	3.7%	1.6

Table 35 (cont.) - SUMMARY – Comparison of Relationship Between the School and Families at Current School to Previous School

Veteran in Household who was stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Methods/modes for accessing school information	44.3%	37.1%	16.4%	2.1%	2.7
Timeliness of the school's addressing of parents'/families' concerns	32.7%	46.8%	14.2%	6.3%	2.3
School's communication with families about school events/activities	39.0%	39.2%	19.7%	2.1%	2.0
School's communication with families about student behavior	34.1%	38.1%	17.3%	10.6%	2.0
School's communication with families about students' academic progress	36.1%	44.5%	19.3%	0.0%	1.9
Welcoming of new students and families	37.2%	38.4%	20.1%	4.4%	1.8
School's connection to and responsiveness to parents and families	36.1%	40.4%	23.4%	0.0%	1.5

No Current or Past Military in Household stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Timeliness of the school's addressing of parents'/families' concerns	30.3%	49.7%	10.6%	9.4%	2.9
Methods/modes for accessing school information	32.3%	47.4%	13.1%	7.2%	2.5
Welcoming of new students and families	34.4%	45.6%	14.4%	5.6%	2.4
School's communication with families about students' academic progress	31.1%	46.4%	15.2%	7.3%	2.0
School's communication with families about school events/activities	32.4%	45.9%	16.1%	5.6%	2.0
School's communication with families about student behavior	27.3%	45.5%	15.4%	11.7%	1.8
School's connection to and responsiveness to parents and families	32.3%	42.9%	18.3%	6.4%	1.8

Table 36 – School's connection to and responsiveness to parents and families

		Frequency (weighted)	Percentage (weighted)
School's connection to and responsiveness to parents and families	Better	120	35.5%
	Same	129	40.8%
	Worse	62	19.4%
	Don't Know	14	4.3%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	38.5% _a	44	36.1% _a	19	32.3% _a	45
Same	39.1% _a	42	40.4% _a	20	42.9% _a	56
Worse	18.8% _a	20	23.4% _a	12	18.3% _a	24
Don't Know	3.7% _a	4	0.0% ¹	0	6.4% _a	8
TOTALS:	100.0%	110	100.0%	51	100.0%	133

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	39.1% _a	86	36.0% _a	56	52.0% _a	39	35.0% _{a,b}	14	31.9% _b	67
Same	37.6% _a	75	42.2% _a	64	28.0% _a	21	40.0% _a	16	43.8% _a	92
Worse	19.8% _a	41	18.4% _a	28	16.0% _a	12	22.5% _a	9	19.5% _a	41
Don't Know	3.5% _a	7	3.5% _a	6	4.0% _a	3	2.5% _a	1	4.8% _a	10
TOTALS:	100.0%	209	100.0%	154	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	42.1% _a	33	38.6% _a	19	51.5% _a	17	33.3% _a	4	35.4% _a	23
Same	38.1% _a	26	36.9% _a	19	30.3% _a	10	33.3% _a	4	43.1% _a	28
Worse	16.7% _a	12	23.1% _a	12	15.2% _a	5	33.3% _a	4	16.9% _a	11
Don't Know	3.1% _a	2	1.4% _a	1	3.0% _a	1	0.0% ¹	0	4.6% _a	3
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 37 – School's communication with families about students' academic progress

		Frequency (weighted)	Percentage (weighted)
School's communication with families about students' academic progress	Better	116	34.3%
	Same	142	44.7%
	Worse	53	16.3%
	Don't Know	15	4.7%
	TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	40.1% _a	46	36.1% _a	19	31.1% _a	43
Same	38.2% _a	40	44.5% _a	22	46.4% _a	62
Worse	18.1% _a	20	19.3% _a	10	15.2% _a	20
Don't Know	3.7% _a	4	0.0% ¹	0	7.3% _a	9
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	38.2% _a	83	35.1% _a	56	49.3% _a	37	35.0% _{a,b}	14	30.8% _b	65
Same	39.9% _a	81	45.6% _a	69	30.7% _a	23	40.0% _a	16	48.8% _a	103
Worse	17.9% _a	38	15.1% _a	23	16.0% _a	12	20.0% _a	8	15.6% _a	33
Don't Know	4.0% _a	8	4.2% _a	7	4.0% _a	3	5.0% _a	2	4.7% _a	10
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	44.5% _a	34	38.8% _a	20	54.5% _a	18	33.3% _a	4	36.9% _a	24
Same	33.8% _a	23	37.2% _a	18	21.2% _a	7	33.3% _a	4	44.6% _a	29
Worse	18.7% _a	14	22.6% _a	12	21.2% _a	7	33.3% _a	4	13.8% _a	9
Don't Know	3.1% _a	2	1.4% _a	1	3.0% _a	1	0.0% ¹	0	4.6% _a	3
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 38 – School's communication with families about student behavior

		Frequency (weighted)	Percentage (weighted)
School's communication with families about student behavior	Better	105	31.1%
	Same	141	44.1%
	Worse	50	15.2%
	Don't Know	30	9.6%
	TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	37.1% _a	42	34.1% _a	18	27.3% _a	38
Same	41.5% _a	45	38.1% _a	19	45.5% _a	60
Worse	14.6% _a	16	17.3% _a	9	15.4% _a	21
Don't Know	6.8% _a	7	10.6% _a	5	11.7% _a	15
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	33.7% _a	73	30.8% _a	49	44.0% _a	33	30.0% _a	12	28.4% _a	60
Same	41.4% _a	85	45.3% _a	69	33.3% _a	25	42.5% _a	17	46.9% _a	99
Worse	17.8% _a	38	12.7% _a	20	17.3% _a	13	17.5% _a	7	14.2% _a	30
Don't Know	7.1% _a	14	11.2% _a	17	5.3% _a	4	10.0% _a	4	10.4% _a	22
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	41.5% _a	31	33.6% _a	17	45.5% _a	15	25.0% _a	3	36.9% _a	24
Same	40.3% _a	29	39.4% _a	20	36.4% _a	12	41.7% _a	5	43.1% _a	28
Worse	13.4% _a	10	18.7% _a	10	15.2% _a	5	25.0% _a	3	12.3% _a	8
Don't Know	4.9% _a	3	8.3% _a	4	3.0% _a	1	8.3% _a	1	7.7% _a	5
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 39 – School's communication with families about school events/activities

		Frequency (weighted)	Percentage (weighted)
School's communication with families about school events/activities	Better	116	34.5%
	Same	133	41.6%
	Worse	62	19.6%
	Don't Know	14	4.3%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	35.6% _a	41	39.0% _a	20	32.4% _a	45
Same	38.1% _a	41	39.2% _a	19	45.9% _a	61
Worse	22.7% _a	24	19.7% _a	10	16.1% _a	21
Don't Know	3.7% _a	4	2.1% _a	1	5.6% _a	7
TOTALS:	100.0%	110	100.0%	50	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	37.4% _a	82	33.4% _a	53	48.0% _a	36	30.0% _a	12	32.4% _a	68
Same	39.8% _a	81	42.0% _a	64	33.3% _a	25	40.0% _a	16	43.8% _a	92
Worse	19.3% _a	39	21.1% _a	32	14.7% _a	11	27.5% _a	11	19.0% _a	40
Don't Know	3.5% _a	7	3.4% _a	6	4.0% _a	3	2.5% _a	1	4.8% _a	10
TOTALS:	100.0%	209	100.0%	155	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	43.3% _a	33	28.4% _a	15	48.5% _a	16	16.7% _a	2	35.4% _a	23
Same	35.4% _a	25	36.9% _a	18	30.3% _a	10	33.3% _a	4	41.5% _a	27
Worse	18.2% _a	13	33.4% _b	17	18.2% _{a,b}	6	50.0% _a	6	18.5% _b	12
Don't Know	3.1% _a	2	1.4% _a	1	3.0% _a	1	0.0% ¹	0	4.6% _a	3
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 40 – Timeliness of the school's addressing of parents'/families' concerns

		Frequency (weighted)	Percentage (weighted)
Timeliness of the school's addressing of parents'/families' concerns	Better	110	32.7%
	Same	146	46.0%
	Worse	40	12.4%
	Don't Know	29	9.0%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	37.1% _a	42	32.7% _a	17	30.3% _a	42
Same	40.2% _a	43	46.8% _a	23	49.7% _a	66
Worse	14.4% _a	16	14.2% _a	7	10.6% _a	14
Don't Know	8.3% _a	9	6.3% _a	3	9.4% _a	12
TOTALS:	100.0%	110	100.0%	50	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	37.2% _a	81	29.5% _a	47	46.7% _a	35	32.5% _a	13	29.5% _a	62
Same	41.9% _a	85	48.3% _a	73	33.3% _a	25	45.0% _a	18	49.0% _a	103
Worse	13.3% _a	28	12.2% _a	19	13.3% _{a,b}	10	22.5% _a	9	10.0% _b	21
Don't Know	7.6% _a	15	10.0% _a	16	6.7% _a	5	0.0% ¹	0	11.4% _a	24
TOTALS:	100.0%	209	100.0%	155	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	40.7% _a	31	33.9% _a	17	45.5% _a	15	25.0% _a	3	36.9% _a	24
Same	40.1% _a	28	38.6% _a	19	30.3% _a	10	41.7% _a	5	43.1% _a	28
Worse	13.0% _a	10	20.4% _a	11	18.2% _{a,b}	6	33.3% _a	4	9.2% _b	6
Don't Know	6.2% _a	4	7.2% _a	4	6.1% _a	2	0.0% ¹	0	10.8% _a	7
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 41 – Methods/modes for accessing school information

		Frequency (weighted)	Percentage (weighted)
Methods/modes for accessing school information	Better	119	35.3%
	Same	148	46.5%
	Worse	42	13.0%
	Don't Know	17	5.2%
	TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	37.0% _a	43	44.3% _a	23	32.3% _a	44
Same	47.9% _a	50	37.1% _a	19	47.4% _a	63
Worse	10.9% _a	12	16.4% _a	8	13.1% _a	18
Don't Know	4.3% _a	5	2.1% _a	1	7.2% _a	9
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	39.3% _a	86	33.2% _a	52	49.3% _a	37	35.0% _a	14	32.2% _a	68
Same	41.7% _a	85	51.5% _b	78	34.7% _a	26	55.0% _a	22	47.4% _a	100
Worse	14.3% _a	29	11.9% _a	19	10.7% _a	8	7.5% _a	3	14.7% _a	31
Don't Know	4.8% _a	10	3.4% _a	6	5.3% _a	4	2.5% _a	1	5.7% _a	12
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	45.2% _a	35	25.1% _b	13	54.5% _a	18	25.0% _a	3	33.8% _a	22
Same	41.6% _a	28	58.4% _b	29	27.3% _a	9	58.3% _a	7	52.3% _a	34
Worse	9.0% _a	7	15.1% _a	8	12.1% _a	4	16.7% _a	2	9.2% _a	6
Don't Know	4.1% _a	3	1.4% _a	1	6.1% _a	2	0.0% ¹	0	4.6% _a	3
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 42 – Welcoming of new students and families

	Frequency (weighted)	Percentage (weighted)
Better	121	35.7%
Same	138	43.2%
Worse	50	15.7%
Don't Know	17	5.4%
TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	37.0% _a	43	37.2% _a	20	34.4% _a	47
Same	40.6% _a	43	38.4% _a	19	45.6% _a	61
Worse	16.6% _a	18	20.1% _a	10	14.4% _a	19
Don't Know	5.8% _a	6	4.4% _a	2	5.6% _a	7
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	37.7% _a	83	32.6% _a	52	50.7% _a	38	27.5% _a	11	34.1% _a	72
Same	43.5% _a	88	44.3% _a	68	33.3% _a	25	47.5% _a	19	44.5% _a	94
Worse	15.9% _a	33	16.7% _a	25	12.0% _a	9	17.5% _a	7	16.1% _a	34
Don't Know	2.9% _a	6	6.5% _a	10	4.0% _a	3	7.5% _a	3	5.2% _a	11
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	40.2% _a	31	30.9% _a	16	54.5% _a	18	25.0% _a	3	33.8% _a	22
Same	43.4% _a	30	42.1% _a	21	27.3% _a	9	41.7% _a	5	44.6% _a	29
Worse	13.4% _a	10	20.9% _a	11	15.2% _a	5	25.0% _a	3	15.4% _a	10
Don't Know	3.1% _a	2	6.1% _a	3	3.0% _a	1	8.3% _a	1	6.2% _a	4
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Section 3.3 – School Culture and Climate

Each survey participant was asked to rate their level of agreement with eleven statements pertaining to the school culture and climate at the schools their children are currently attending or have recently attend. Additionally, those families who have had a child transfer into the district from a district outside the North Country were asked to rate eleven culture and climate characteristics related to these statements by comparing the characteristic at the school their children currently attend to the district the from which their child previously attended.

Section 3.3.1 – Evaluation of School Culture and Climate

Each of the school culture and climate statements presented to the participants was rated on a scale of “Strongly Agree, Somewhat Agree, Neutral/Neither Agree or Disagree, Somewhat Disagree, Strongly Disagree”, with an additional “Don’t Know” option. The results from the study are summarized in Table 43.

Table 43 – SUMMARY – Evaluation of School Culture and Climate at Current School

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
The school embraces military students and families.	63.6%	11.6%	6.6%	2.7%	2.7%	12.8%	13.9
School facilities are well cared for and meet student needs.	65.2%	20.7%	6.3%	3.0%	3.4%	1.4%	13.4
Students have access to safe, reliable transportation for school activities.	67.3%	16.7%	5.8%	3.5%	3.4%	3.3%	12.2
The school is connected with the local community, local culture, and local businesses.	49.2%	24.7%	10.2%	3.5%	2.8%	9.6%	11.7
The school offers access to support services for students (counseling, medical/dental, academic support, etc.).	57.7%	20.3%	8.0%	3.6%	3.6%	6.8%	10.9
The school teaches positive values, respect, and character education.	55.6%	24.5%	8.9%	4.4%	3.8%	2.8%	9.8
I am satisfied overall with my family's educational experience at the school.	59.7%	22.9%	7.4%	5.0%	4.5%	0.6%	8.7
Students feel safe and secure at school.	61.0%	22.6%	5.0%	5.8%	4.2%	1.4%	8.3
The school is a place of warmth, caring, and a sense of belonging for students.	55.4%	24.3%	8.8%	5.8%	4.5%	1.3%	7.7
Students have access to a variety of high quality extra-curricular activities/clubs.	50.3%	22.6%	8.4%	8.8%	4.7%	5.2%	5.4
The school has effective anti-bullying program.	32.7%	24.0%	10.8%	9.4%	8.4%	14.6%	3.2

Table 43 (cont.) – SUMMARY – Evaluation of School Culture and Climate at Current School

Active Military in Household stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
School facilities are well cared for and meet student needs.	68.2%	17.7%	7.8%	1.9%	2.6%	1.7%	19.1
Students feel safe and secure at school.	62.5%	23.7%	6.7%	2.6%	2.7%	1.8%	16.3
The school is connected with the local community, local culture, and local businesses.	54.7%	20.6%	9.4%	3.1%	1.6%	10.6%	16.0
The school offers access to support services for students (counseling, medical/dental, academic support, etc.).	59.7%	19.9%	8.2%	2.9%	2.3%	7.0%	15.3
Students have access to safe, reliable transportation for school activities.	68.5%	16.9%	5.9%	3.5%	2.8%	2.5%	13.6
The school teaches positive values, respect, and character education.	58.9%	22.6%	10.0%	3.4%	2.7%	2.5%	13.4
The school embraces military students and families.	65.8%	10.1%	7.4%	3.6%	3.1%	10.1%	11.3
I am satisfied overall with my family's educational experience at the school.	61.0%	20.7%	9.1%	4.8%	3.6%	0.9%	9.7
The school is a place of warmth, caring, and a sense of belonging for students.	57.9%	21.7%	10.3%	6.6%	2.4%	1.1%	8.8
Students have access to a variety of high quality extra-curricular activities/clubs.	51.2%	18.7%	9.3%	10.0%	5.1%	5.6%	4.6
The school has effective anti-bullying program.	34.5%	22.2%	11.6%	9.0%	6.8%	15.9%	3.6

Veteran in Household who was stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
School facilities are well cared for and meet student needs.	64.6%	21.8%	4.4%	4.3%	4.3%	0.7%	10.0
The school embraces military students and families.	62.5%	10.2%	6.2%	3.6%	4.3%	13.1%	9.1
The school offers access to support services for students (counseling, medical/dental, academic support, etc.).	57.5%	18.6%	8.1%	3.7%	5.0%	7.2%	8.8
The school teaches positive values, respect, and character education.	53.0%	28.0%	7.9%	5.0%	4.7%	1.5%	8.4
Students have access to safe, reliable transportation for school activities.	66.2%	14.8%	6.0%	5.1%	5.2%	2.9%	7.9
The school is connected with the local community, local culture, and local businesses.	48.2%	24.1%	10.3%	4.9%	4.3%	8.3%	7.9
I am satisfied overall with my family's educational experience at the school.	57.8%	23.6%	6.5%	6.1%	6.0%	0.0%	6.8
The school is a place of warmth, caring, and a sense of belonging for students.	52.4%	27.4%	7.3%	6.4%	5.7%	0.8%	6.6
Students feel safe and secure at school.	61.7%	18.9%	5.2%	7.6%	5.3%	1.4%	6.3
Students have access to a variety of high quality extra-curricular activities/clubs.	49.9%	20.7%	8.8%	9.0%	5.6%	5.9%	4.9
The school has effective anti-bullying program.	27.2%	24.8%	10.0%	9.8%	11.5%	16.6%	2.4

Table 43 (cont.) – SUMMARY – Evaluation of School Culture and Climate at Current School

No Current or Past Military in Household stationed at Fort Drum:

	Strongly Agree	Somewhat Agree	Neutral/ Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree	Don't Know	Ratio Agree/ Disagree
The school embraces military students and families.	61.8%	12.7%	6.5%	1.9%	2.2%	14.8%	17.9
Students have access to safe, reliable transportation for school activities.	67.0%	17.3%	5.5%	2.9%	3.4%	3.8%	13.4
School facilities are well cared for and meet student needs.	64.6%	21.6%	6.0%	2.8%	3.6%	1.4%	13.3
The school is connected with the local community, local culture, and local businesses.	46.9%	26.7%	10.8%	3.3%	2.7%	9.7%	12.2
The school offers access to support services for students (counseling, medical/dental, academic support, etc.).	56.6%	21.3%	7.9%	4.0%	3.9%	6.2%	9.9
The school teaches positive values, respect, and character education.	55.4%	24.4%	8.0%	4.7%	4.0%	3.4%	9.2
I am satisfied overall with my family's educational experience at the school.	60.0%	23.7%	6.8%	4.8%	4.4%	0.4%	9.1
Students feel safe and secure at school.	60.5%	23.1%	4.0%	6.4%	4.6%	1.4%	7.6
The school is a place of warmth, caring, and a sense of belonging for students.	55.2%	24.4%	8.2%	5.6%	4.9%	1.7%	7.5
Students have access to a variety of high quality extra-curricular activities/clubs.	50.5%	24.5%	7.6%	8.5%	4.2%	4.6%	5.9
The school has effective anti-bullying program.	33.1%	25.1%	10.2%	9.4%	8.5%	13.7%	3.3

Table 44 – Students feel safe and secure at school.

		Frequency (weighted)	Percentage (weighted)
Students feel safe and secure at school.	Strongly Agree	1040	61.0%
	Somewhat Agree	382	22.6%
	Neutral/Neither Agree or Disagree	83	5.0%
	Somewhat Disagree	95	5.8%
	Strongly Disagree	66	4.2%
	Don't Know	22	1.4%
	TOTALS:	1688	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	62.5%	245	61.7%	181	60.5%	540
Somewhat agree	23.7%	90	18.9%	57	23.1%	203
"Agree"	86.2% _a	335	80.5% _a	238	83.6% _a	743
Somewhat Disagree	2.6%	11	7.6%	21	6.4%	54
Strongly Disagree	2.7%	9	5.3%	14	4.6%	39
"Disagree"	5.3% _a	20	12.9% _b	35	11.0% _b	93
Neutral/Neither Agree or Disagree	6.7% _a	24	5.2% _a	16	4.0% _a	36
Don't Know	1.8% _a	6	1.4% _a	4	1.4% _a	12
TOTALS:	100.0%	385	100.0%	293	100.0%	884

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	67.8%	702	51.8%	451	65.6%	326	55.9%	165	61.3%	549
Somewhat Agree	19.0%	200	27.6%	232	22.9%	114	23.1%	68	22.3%	200
"Agree"	86.8% _a	902	79.4% _b	683	88.5% _a	440	79.0% _b	233	83.6% _{a,b}	749
Somewhat Disagree	4.7%	48	7.5%	61	4.2%	21	7.8%	23	5.7%	51
Strongly Disagree	2.7%	26	6.0%	47	2.2%	11	6.8%	20	3.9%	35
"Disagree"	7.4% _a	74	13.5% _b	108	6.4% _a	32	14.6% _b	43	9.6% _a	86
Neutral/Neither Agree or Disagree	4.6% _a	47	5.6% _a	48	4.2% _a	21	5.1% _a	15	5.2% _a	47
Don't Know	1.2% _a	12	1.5% _a	11	0.8% _a	4	1.4% _a	4	1.6% _a	14
TOTALS:	100.0%	1035	100.0%	850	100.0%	497	100.0%	295	100.0%	896

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	71.9%	180	48.5%	94	72.6%	82	58.7%	37	60.3%	126
Somewhat agree	18.5%	46	33.2%	60	20.4%	23	23.8%	15	24.9%	52
"Agree"	90.5% _a	226	81.7% _b	154	92.9% _a	105	82.5% _a	52	85.2% _a	178
Somewhat Disagree	1.7%	5	4.3%	9	4.4%	5	0.0%	0	2.9%	6
Strongly Disagree	1.5%	3	3.7%	6	0.0%	0	4.8%	3	2.9%	6
"Disagree"	3.2% _a	8	7.9% _b	15	4.4% _a	5	4.8% _a	3	5.7% _a	12
Neutral/Neither Agree or Disagree	5.4% _a	12	7.8% _a	14	2.7% _a	3	9.5% _a	6	7.2% _a	15
Don't Know	0.9% _a	2	2.5% _a	4	0.0% ¹	0	3.2% _a	2	1.9% _a	4
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 45 – The school embraces military students and families.

	Frequency (weighted)	Percentage (weighted)
The school embraces military students and families.		
Strongly Agree	1081	63.6%
Somewhat Agree	200	11.6%
Neutral/Neither Agree or Disagree	111	6.6%
Somewhat Disagree	43	2.7%
Strongly Disagree	44	2.7%
Don't Know	211	12.8%
TOTALS:	1690	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	65.8%	256	62.5%	183	61.8%	551
Somewhat agree	10.1%	39	10.2%	32	12.7%	113
"Agree"	75.9% _a	295	72.7% _a	215	74.5% _a	664
Somewhat Disagree	3.6%	14	3.6%	10	1.9%	16
Strongly Disagree	3.1%	11	4.3%	12	2.2%	19
"Disagree"	6.7% _{a,b}	25	8.0% _a	22	4.2% _b	35
Neutral/Neither Agree or Disagree	7.4% _a	28	6.2% _a	18	6.5% _a	58
Don't Know	10.1% _a	36	13.1% _a	38	14.8% _a	130
TOTALS:	100.0%	384	100.0%	293	100.0%	887

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	65.9%	685	59.7%	512	64.8%	322	51.9%	154	67.5%	605
Somewhat Agree	11.1%	115	13.3%	118	13.1%	65	9.8%	29	11.8%	106
"Agree"	77.0% _a	800	73.0% _b	630	77.9% _a	387	61.6% _b	183	79.4% _a	711
Somewhat Disagree	2.6%	27	2.6%	21	1.2%	6	0.7%	2	3.9%	35
Strongly Disagree	3.0%	30	3.3%	26	1.6%	8	3.4%	10	2.9%	26
"Disagree"	5.6% _a	57	5.9% _a	47	2.8% _a	14	4.0% _{a,b}	12	6.8% _b	61
Neutral/Neither Agree or Disagree	5.2% _a	54	8.7% _b	73	6.4% _a	32	8.4% _a	25	6.0% _a	54
Don't Know	12.2% _a	126	12.4% _a	101	12.9% _a	64	25.9% _b	77	7.8% _c	70
TOTALS:	100.0%	1037	100.0%	851	100.0%	497	100.0%	297	100.0%	896

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	71.2%	176	57.9%	111	71.4%	80	52.4%	33	68.4%	143
Somewhat agree	10.0%	25	12.2%	23	8.9%	10	3.2%	2	12.9%	27
"Agree"	81.2% _a	201	70.2% _b	134	80.4% _a	90	55.6% _b	35	81.3% _a	170
Somewhat Disagree	3.4%	9	4.3%	8	3.6%	4	0.0%	0	4.8%	10
Strongly Disagree	2.1%	5	5.2%	9	0.9%	1	3.2%	2	3.8%	8
"Disagree"	5.5% _a	14	9.5% _a	17	4.5% _a	5	3.2% _a	2	8.6% _a	18
Neutral/Neither Agree or Disagree	5.3% _a	13	9.6% _a	18	7.1% _a	8	9.5% _a	6	6.7% _a	14
Don't Know	8.1% _a	19	10.7% _a	18	8.0% _a	9	31.7% _b	20	3.3% _a	7
TOTALS:	100.0%	247	100.0%	187	100.0%	112	100.0%	63	100.0%	209

Table 46 – The school is a place of warmth, caring, and a sense of belonging for students.

		Frequency (weighted)	Percentage (weighted)
The school is a place of warmth, caring, and a sense of belonging for students.	Strongly Agree	941	55.4%
	Somewhat Agree	413	24.3%
	Neutral/Neither Agree or Disagree	147	8.8%
	Somewhat Disagree	96	5.8%
	Strongly Disagree	73	4.5%
	Don't Know	20	1.3%
	TOTALS:	1690	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	57.9%	228	52.4%	155	55.2%	488
Somewhat agree	21.7%	83	27.4%	81	24.4%	217
"Agree"	79.6% _a	311	79.8% _a	236	79.6% _a	705
Somewhat Disagree	6.6%	24	6.4%	18	5.6%	49
Strongly Disagree	2.4%	8	5.7%	15	4.9%	44
"Disagree"	9.0% _a	32	12.1% _a	33	10.5% _a	93
Neutral/Neither Agree or Disagree	10.3% _a	38	7.3% _a	22	8.2% _a	74
Don't Know	1.1% _a	4	0.8% _a	2	1.7% _a	14
TOTALS:	100.0%	385	100.0%	293	100.0%	886

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	63.8%	663	43.7%	376	57.2%	285	50.2%	149	56.6%	507
Somewhat Agree	21.4%	221	28.0%	242	26.7%	133	28.6%	85	21.8%	195
"Agree"	85.2% _a	884	71.7% _b	618	83.9% _a	418	78.8% _a	234	78.4% _a	702
Somewhat Disagree	3.5%	38	8.9%	72	4.6%	23	6.4%	19	6.0%	54
Strongly Disagree	3.7%	36	5.7%	47	3.2%	16	7.1%	21	4.0%	36
"Disagree"	7.2% _a	74	14.7% _b	119	7.8% _a	39	13.5% _b	40	10.1% _{a,b}	90
Neutral/Neither Agree or Disagree	6.4% _a	68	12.3% _b	104	7.8% _a	39	6.7% _a	20	9.8% _a	88
Don't Know	1.1% _a	11	1.3% _a	10	0.4% _a	2	1.0% _a	3	1.7% _a	15
TOTALS:	100.0%	1037	100.0%	851	100.0%	498	100.0%	297	100.0%	895

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	67.4%	169	42.7%	83	68.1%	77	47.6%	30	57.9%	121
Somewhat agree	19.8%	49	27.1%	51	22.1%	25	28.6%	18	19.1%	40
"Agree"	87.3% _a	218	69.8% _b	134	90.3% _a	102	76.2% _{a,b}	48	77.0% _b	161
Somewhat Disagree	3.4%	9	11.6%	20	3.5%	4	6.3%	4	7.7%	16
Strongly Disagree	1.5%	3	3.1%	5	0.0%	0	6.3%	4	1.9%	4
"Disagree"	4.8% _a	12	14.7% _b	25	3.5% _a	4	12.7% _a	8	9.6% _a	20
Neutral/Neither Agree or Disagree	7.0% _a	16	14.3% _b	26	6.2% _a	7	11.1% _a	7	11.5% _a	24
Don't Know	0.9% _a	2	1.2% _a	2	0.0% ¹	0	0.0% ¹	0	1.9% _a	4
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 47 – The school has an effective anti-bullying program

		Frequency (weighted)	Percentage (weighted)
The school has effective anti-bullying program.	Strongly Agree	553	32.7%
	Somewhat Agree	408	24.0%
	Neutral/Neither Agree or Disagree	184	10.8%
	Somewhat Disagree	162	9.4%
	Strongly Disagree	140	8.4%
	Don't Know	243	14.6%
	TOTALS:	1690	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	34.5%	135	27.2%	79	33.1%	293
Somewhat agree	22.2%	87	24.8%	73	25.1%	221
"Agree"	56.7% _a	222	52.1% _a	152	58.2% _a	514
Somewhat Disagree	9.0%	35	9.8%	28	9.4%	87
Strongly Disagree	6.8%	26	11.5%	31	8.5%	75
"Disagree"	15.8% _a	61	21.3% _a	59	17.9% _a	162
Neutral/Neither Agree or Disagree	11.6% _a	43	10.0% _a	32	10.2% _a	91
Don't Know	15.9% _a	58	16.6% _a	50	13.7% _a	120
TOTALS:	100.0%	384	100.0%	293	100.0%	887

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	37.0%	383	27.3%	235	31.9%	159	27.9%	83	34.7%	311
Somewhat Agree	23.0%	239	25.1%	217	25.7%	128	24.6%	73	23.1%	207
"Agree"	60.0% _a	622	52.4% _b	452	57.6% _a	287	52.5% _a	156	57.9% _a	518
Somewhat Disagree	7.8%	83	12.1%	105	10.6%	53	9.1%	27	9.2%	82
Strongly Disagree	6.2%	65	12.0%	99	8.0%	40	13.5%	40	6.7%	60
"Disagree"	14.0% _a	148	24.1% _b	204	18.7% _{a,b}	93	22.6% _a	67	15.9% _b	142
Neutral/Neither Agree or Disagree	9.2% _a	96	12.9% _b	109	11.4% _a	57	11.1% _a	33	10.5% _a	94
Don't Know	16.8% _a	171	10.7% _b	86	12.2% _a	61	13.8% _a	41	15.8% _a	141
TOTALS:	100.0%	1037	100.0%	851	100.0%	498	100.0%	297	100.0%	895

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	39.2%	98	27.2%	53	38.1%	43	22.2%	14	37.5%	78
Somewhat agree	21.1%	53	26.1%	50	27.4%	31	28.6%	18	18.3%	38
"Agree"	60.2% _a	151	53.3% _a	103	65.5% _a	74	50.8% _a	32	55.8% _a	116
Somewhat Disagree	6.7%	17	12.6%	24	9.7%	11	7.9%	5	9.1%	19
Strongly Disagree	4.1%	11	10.2%	19	7.1%	8	9.5%	6	5.8%	12
"Disagree"	10.8% _a	28	22.9% _b	43	16.8% _a	19	17.5% _a	11	14.9% _a	31
Neutral/Neither Agree or Disagree	10.5% _a	25	13.8% _a	24	8.8% _a	10	15.9% _a	10	11.1% _a	23
Don't Know	18.4% _a	43	10.1% _b	17	8.8% _a	10	15.9% _a	10	18.3% _a	38
TOTALS:	100.0%	247	100.0%	187	100.0%	113	100.0%	63	100.0%	208

Table 48 – The school teaches positive values, respect, and character education.

		Frequency (weighted)	Percentage (weighted)
The school teaches positive values, respect, and character education.	Strongly Agree	943	55.6%
	Somewhat Agree	413	24.5%
	Neutral/Neither Agree or Disagree	152	8.9%
	Somewhat Disagree	74	4.4%
	Strongly Disagree	63	3.8%
	Don't Know	45	2.8%
	TOTALS:	1690	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	58.9%	231	53.0%	157	55.4%	489
Somewhat agree	22.6%	85	28.0%	81	24.4%	216
"Agree"	81.5% _a	316	81.0% _a	238	79.8% _a	705
Somewhat Disagree	3.4%	13	5.0%	14	4.7%	42
Strongly Disagree	2.7%	9	4.7%	13	4.0%	37
"Disagree"	6.1% _a	22	9.6% _a	27	8.7% _a	79
Neutral/Neither Agree or Disagree	10.0% _a	38	7.9% _a	24	8.0% _a	73
Don't Know	2.5% _a	9	1.5% _a	4	3.4% _a	29
TOTALS:	100.0%	385	100.0%	293	100.0%	886

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	63.3%	659	44.5%	380	56.8%	283	52.2%	155	56.4%	505
Somewhat Agree	22.0%	224	27.7%	238	24.5%	122	27.9%	83	23.2%	208
"Agree"	85.3% _a	883	72.2% _b	618	81.3% _a	405	80.1% _a	238	79.7% _a	713
Somewhat Disagree	2.4%	26	7.0%	57	4.4%	22	6.1%	18	3.8%	34
Strongly Disagree	2.8%	29	5.3%	45	3.6%	18	4.4%	13	3.6%	32
"Disagree"	5.2% _a	55	12.2% _b	102	8.0% _a	40	10.4% _a	31	7.4% _a	66
Neutral/Neither Agree or Disagree	7.2% _a	76	12.0% _b	103	9.2% _a	46	8.1% _a	24	9.2% _a	82
Don't Know	2.2% _a	23	3.6% _a	28	1.4% _a	7	1.3% _a	4	3.8% _a	34
TOTALS:	100.0%	1037	100.0%	851	100.0%	498	100.0%	297	100.0%	895

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	69.0%	173	42.7%	82	67.3%	76	50.8%	32	58.9%	123
Somewhat agree	18.1%	44	30.1%	55	19.5%	22	30.2%	19	21.1%	44
"Agree"	87.1% _a	217	72.7% _b	137	86.7% _a	98	81.0% _a	51	79.9% _a	167
Somewhat Disagree	2.4%	6	5.2%	10	3.5%	4	4.8%	3	2.9%	6
Strongly Disagree	1.5%	3	3.7%	6	0.0%	0	4.8%	3	2.9%	6
"Disagree"	3.9% _a	9	8.9% _b	16	3.5% _a	4	9.5% _a	6	5.7% _a	12
Neutral/Neither Agree or Disagree	6.0% _a	15	16.6% _b	31	8.8% _a	10	9.5% _a	6	10.5% _a	22
Don't Know	3.0% _a	7	1.8% _a	3	0.9% _a	1	0.0% ¹	0	3.8% _a	8
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 49 – The school offers access to support services for students (counseling, medical/dental, academic support, etc.)

		Frequency (weighted)	Percentage (weighted)
The school offers access to support services for students (counseling, medical/dental, academic support, etc.).	Strongly Agree	970	57.7%
	Somewhat Agree	347	20.3%
	Neutral/Neither Agree or Disagree	133	8.0%
	Somewhat Disagree	60	3.6%
	Strongly Disagree	59	3.6%
	Don't Know	120	6.8%
	TOTALS:	1689	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	59.7%	234	57.5%	166	56.6%	497
Somewhat agree	19.9%	76	18.6%	56	21.3%	190
"Agree"	79.6% _a	310	76.0% _a	222	78.0% _a	687
Somewhat Disagree	2.9%	10	3.7%	10	4.0%	37
Strongly Disagree	2.3%	8	5.0%	14	3.9%	34
"Disagree"	5.2% _a	18	8.6% _a	24	7.9% _a	71
Neutral/Neither Agree or Disagree	8.2% _a	31	8.1% _a	23	7.9% _a	70
Don't Know	7.0% _a	26	7.2% _a	23	6.2% _a	58
TOTALS:	100.0%	385	100.0%	292	100.0%	886

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	60.1%	621	54.4%	460	53.8%	268	50.5%	150	61.7%	552
Somewhat Agree	18.7%	195	22.3%	192	22.3%	111	20.9%	62	19.5%	174
"Agree"	78.8% _a	816	76.7% _a	652	76.1% _{a,b}	379	71.4% _a	212	81.2% _b	726
Somewhat Disagree	3.2%	33	4.1%	35	3.6%	18	5.1%	15	3.0%	27
Strongly Disagree	3.7%	37	4.0%	33	3.2%	16	5.4%	16	3.0%	27
"Disagree"	6.9% _a	70	8.0% _a	68	6.8% _{a,b}	34	10.4% _a	31	6.0% _b	54
Neutral/Neither Agree or Disagree	6.7% _a	69	9.7% _b	82	7.6% _{a,b}	38	11.8% _a	35	6.7% _b	60
Don't Know	7.6% _a	82	5.5% _b	48	9.4% _a	47	6.4% _a	19	6.0% _a	54
TOTALS:	100.0%	1037	100.0%	850	100.0%	498	100.0%	297	100.0%	894

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	61.5%	155	56.9%	108	67.3%	76	47.6%	30	61.2%	128
Somewhat agree	18.6%	46	21.5%	40	18.6%	21	20.6%	13	20.1%	42
"Agree"	80.1% _a	201	78.4% _a	148	85.8% _a	97	68.3% _b	43	81.3% _a	170
Somewhat Disagree	2.8%	6	3.7%	6	0.0%	0	3.2%	2	3.8%	8
Strongly Disagree	1.7%	4	2.9%	5	0.9%	1	6.3%	4	1.4%	3
"Disagree"	4.5% _a	10	6.6% _a	11	0.9% _a	1	9.5% _b	6	5.3% _{a,b}	11
Neutral/Neither Agree or Disagree	7.1% _a	18	9.8% _a	18	8.0% _a	9	14.3% _a	9	6.2% _a	13
Don't Know	8.2% _a	19	5.2% _a	10	5.3% _a	6	7.9% _a	5	7.2% _a	15
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 50 – The school is connected with the local community, local culture, and local businesses.

		Frequency (weighted)	Percentage (weighted)
The school is connected with the local community, local culture, and local businesses.	Strongly Agree	845	49.2%
	Somewhat Agree	415	24.7%
	Neutral/Neither Agree or Disagree	172	10.2%
	Somewhat Disagree	58	3.5%
	Strongly Disagree	47	2.8%
	Don't Know	154	9.6%
	TOTALS:	1691	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	54.7%	218	48.2%	143	46.9%	419
Somewhat agree	20.6%	77	24.1%	71	26.7%	236
"Agree"	75.3% _a	295	72.2% _a	214	73.6% _a	655
Somewhat Disagree	3.1%	11	4.9%	13	3.3%	30
Strongly Disagree	1.6%	6	4.3%	12	2.7%	25
"Disagree"	4.7% _a	17	9.2% _a	25	6.0% _a	55
Neutral/Neither Agree or Disagree	9.4% _a	35	10.3% _a	30	10.8% _a	96
Don't Know	10.6% _a	38	8.3% _a	24	9.7% _a	81
TOTALS:	100.0%	385	100.0%	293	100.0%	887

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	53.0%	560	45.7%	394	57.0%	284	52.2%	155	45.3%	406
Somewhat Agree	22.5%	232	26.5%	224	24.3%	121	28.3%	84	23.4%	210
"Agree"	75.6% _a	792	72.1% _a	618	81.3% _a	405	80.5% _a	239	68.7% _b	616
Somewhat Disagree	3.1%	31	4.1%	35	2.8%	14	2.7%	8	4.0%	36
Strongly Disagree	3.0%	31	3.0%	26	2.4%	12	2.4%	7	3.1%	28
"Disagree"	6.1% _a	62	7.1% _a	61	5.2% _a	26	5.1% _a	15	7.1% _a	64
Neutral/Neither Agree or Disagree	8.1% _a	83	12.4% _b	105	9.2% _a	46	8.8% _a	26	11.2% _a	100
Don't Know	10.2% _a	101	8.4% _a	67	4.2% _a	21	5.7% _a	17	12.9% _b	116
TOTALS:	100.0%	1038	100.0%	851	100.0%	498	100.0%	297	100.0%	896

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	61.0%	156	47.0%	91	72.6%	82	54.0%	34	48.8%	102
Somewhat agree	17.6%	42	24.5%	45	15.9%	18	27.0%	17	20.1%	42
"Agree"	78.6% _a	198	71.5% _a	136	88.5% _a	100	81.0% _{a,b}	51	68.9% _b	144
Somewhat Disagree	2.3%	5	3.9%	7	0.9%	1	1.6%	1	4.3%	9
Strongly Disagree	1.2%	3	2.2%	4	0.9%	1	1.6%	1	1.9%	4
"Disagree"	3.5% _a	8	6.1% _a	11	1.8% _a	2	3.2% _a	2	6.2% _a	13
Neutral/Neither Agree or Disagree	8.4% _a	20	10.8% _a	20	6.2% _a	7	6.3% _a	4	11.5% _a	24
Don't Know	9.5% _a	22	11.7% _a	20	3.5% _a	4	9.5% _{a,b}	6	13.4% _b	28
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 51 – Students have access to safe, reliable transportation for school activities.

	Frequency (weighted)	Percentage (weighted)
Strongly Agree	1142	67.3%
Somewhat Agree	284	16.7%
Neutral/Neither Agree or Disagree	95	5.8%
Somewhat Disagree	58	3.5%
Strongly Disagree	56	3.4%
Don't Know	53	3.3%
TOTALS:	1688	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	68.5%	269	66.2%	194	67.0%	592
Somewhat agree	16.9%	62	14.8%	43	17.3%	159
"Agree"	85.4% _a	331	80.9% _a	237	84.4% _a	751
Somewhat Disagree	3.5%	12	5.1%	15	2.9%	27
Strongly Disagree	2.8%	10	5.2%	14	3.4%	30
"Disagree"	6.2% _a	22	10.2% _a	29	6.3% _a	57
Neutral/Neither Agree or Disagree	5.9% _a	22	6.0% _a	17	5.5% _a	47
Don't Know	2.5% _a	9	2.9% _a	9	3.8% _a	32
TOTALS:	100.0%	384	100.0%	292	100.0%	887

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	68.7%	719	65.9%	558	70.0%	347	65.7%	195	67.0%	600
Somewhat Agree	15.4%	158	18.7%	163	17.5%	87	17.2%	51	16.3%	146
"Agree"	84.1% _a	877	84.6% _a	721	87.5% _a	434	82.8% _a	246	83.4% _a	746
Somewhat Disagree	2.9%	29	4.0%	34	3.2%	16	4.0%	12	3.4%	30
Strongly Disagree	3.6%	36	3.5%	30	2.6%	13	3.7%	11	3.6%	32
"Disagree"	6.5% _a	65	7.6% _a	64	5.8% _a	29	7.7% _a	23	6.9% _a	62
Neutral/Neither Agree or Disagree	5.4% _a	54	5.9% _a	50	4.6% _a	23	7.1% _a	21	5.7% _a	51
Don't Know	4.0% _a	40	1.9% _b	15	2.0% _a	10	2.4% _a	7	4.0% _a	36
TOTALS:	100.0%	1036	100.0%	850	100.0%	496	100.0%	297	100.0%	895

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	70.6%	178	64.9%	124	82.1%	92	63.5%	40	65.6%	137
Somewhat agree	15.1%	36	20.8%	37	9.8%	11	15.9%	10	19.6%	41
"Agree"	85.7% _a	214	85.6% _a	161	92.0% _a	103	79.4% _a	50	85.2% _a	178
Somewhat Disagree	2.8%	6	4.2%	7	0.0%	0	3.2%	2	4.8%	10
Strongly Disagree	2.4%	6	2.9%	5	1.8%	2	4.8%	3	2.4%	5
"Disagree"	5.2% _a	12	7.2% _a	12	1.8% _a	2	7.9% _a	5	7.2% _a	15
Neutral/Neither Agree or Disagree	6.0% _a	14	6.1% _a	12	4.5% _a	5	7.9% _a	5	5.7% _a	12
Don't Know	3.1% _a	7	1.1% _a	2	1.8% _a	2	4.8% _a	3	1.9% _a	4
TOTALS:	100.0%	247	100.0%	187	100.0%	112	100.0%	63	100.0%	209

Table 52 – School facilities are well cared for and meet student needs.

	Frequency (weighted)	Percentage (weighted)
School facilities are well cared for and meet student needs.		
Strongly Agree	1106	65.2%
Somewhat Agree	352	20.7%
Neutral/Neither Agree or Disagree	102	6.3%
Somewhat Disagree	52	3.0%
Strongly Disagree	56	3.4%
Don't Know	21	1.4%
TOTALS:	1689	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	68.2%	266	64.6%	188	64.6%	572
Somewhat agree	17.7%	67	21.8%	66	21.6%	192
"Agree"	85.9% _a	333	86.3% _a	254	86.2% _a	764
Somewhat Disagree	1.9%	7	4.3%	12	2.8%	27
Strongly Disagree	2.6%	10	4.3%	12	3.6%	32
"Disagree"	4.5% _a	17	8.6% _a	24	6.5% _a	59
Neutral/Neither Agree or Disagree	7.8% _a	28	4.4% _a	13	6.0% _a	52
Don't Know	1.7% _a	6	0.7% _a	2	1.4% _a	11
TOTALS:	100.0%	384	100.0%	293	100.0%	886

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	68.8%	716	60.5%	515	67.4%	335	65.2%	193	64.5%	578
Somewhat Agree	18.9%	197	23.0%	197	21.9%	109	21.3%	63	20.1%	180
"Agree"	87.7% _a	913	83.5% _b	712	89.3% _a	444	86.5% _a	256	84.6% _a	758
Somewhat Disagree	2.4%	25	3.7%	32	3.2%	16	1.7%	5	3.5%	31
Strongly Disagree	3.4%	34	3.9%	33	2.8%	14	3.4%	10	3.6%	32
"Disagree"	5.7% _a	59	7.6% _a	65	6.0% _a	30	5.1% _a	15	7.0% _a	63
Neutral/Neither Agree or Disagree	5.2% _a	52	7.6% _b	62	4.4% _a	22	7.1% _a	21	6.6% _a	59
Don't Know	1.4% _a	13	1.3% _a	10	0.2% _a	1	1.4% _a	4	1.8% _a	16
TOTALS:	100.0%	1037	100.0%	849	100.0%	497	100.0%	296	100.0%	896

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	72.8%	182	60.5%	114	78.6%	88	71.4%	45	63.6%	133
Somewhat agree	15.8%	39	21.2%	39	14.3%	16	12.7%	8	20.6%	43
"Agree"	88.6% _a	221	81.6% _b	153	92.9% _a	104	84.1% _a	53	84.2% _a	176
Somewhat Disagree	1.7%	4	2.2%	4	0.9%	1	1.6%	1	2.4%	5
Strongly Disagree	2.8%	7	3.5%	7	2.7%	3	3.2%	2	2.4%	5
"Disagree"	4.4% _a	11	5.7% _a	11	3.6% _a	4	4.8% _a	3	4.8% _a	10
Neutral/Neither Agree or Disagree	5.6% _a	13	10.2% _b	18	3.6% _a	4	9.5% _a	6	8.6% _a	18
Don't Know	1.3% _a	3	2.5% _a	4	0.0% ¹	0	1.6% _a	1	2.4% _a	5
TOTALS:	100.0%	248	100.0%	186	100.0%	112	100.0%	63	100.0%	209

Table 53 – Students have access to a variety of high quality extra-curricular activities/clubs.

		Frequency (weighted)	Percentage (weighted)
Students have access to a variety of high quality extra-curricular activities/clubs.	Strongly Agree	836	50.3%
	Somewhat Agree	398	22.6%
	Neutral/Neither Agree or Disagree	140	8.4%
	Somewhat Disagree	151	8.8%
	Strongly Disagree	78	4.7%
	Don't Know	86	5.2%
TOTALS:		1689	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	51.2%	197	49.9%	144	50.5%	438
Somewhat agree	18.7%	75	20.7%	63	24.5%	226
"Agree"	69.9% _a	272	70.7% _a	207	75.1% _a	664
Somewhat Disagree	10.0%	40	9.0%	26	8.5%	77
Strongly Disagree	5.1%	18	5.6%	16	4.2%	39
"Disagree"	15.2% _a	58	14.6% _a	42	12.7% _a	116
Neutral/Neither Agree or Disagree	9.3% _a	35	8.8% _a	26	7.6% _a	67
Don't Know	5.6% _a	20	5.9% _a	18	4.6% _a	40
TOTALS:	100.0%	385	100.0%	293	100.0%	887

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	48.1%	495	53.1%	437	43.2%	215	50.8%	151	52.6%	470
Somewhat Agree	21.4%	230	24.6%	219	31.3%	156	21.9%	65	19.8%	177
"Agree"	69.5% _a	725	77.7% _b	656	74.5% _a	371	72.7% _a	216	72.4% _a	647
Somewhat Disagree	8.2%	86	9.4%	83	10.8%	54	11.4%	34	7.0%	63
Strongly Disagree	5.0%	51	4.2%	36	4.2%	21	4.7%	14	4.8%	43
"Disagree"	13.2% _a	137	13.6% _a	119	15.1% _a	75	16.2% _a	48	11.9% _a	106
Neutral/Neither Agree or Disagree	9.5% _a	97	6.9% _b	60	7.0% _a	35	8.4% _a	25	8.9% _a	80
Don't Know	7.7% _a	78	1.8% _b	15	3.4% _{a,b}	17	2.7% _a	8	6.8% _b	61
TOTALS:	100.0%	1037	100.0%	850	100.0%	498	100.0%	297	100.0%	894

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	48.9%	121	53.4%	99	50.4%	57	47.6%	30	52.6%	110
Somewhat agree	19.4%	50	19.3%	37	25.7%	29	17.5%	11	16.7%	35
"Agree"	68.3% _a	171	72.7% _a	136	76.1% _a	86	65.1% _a	41	69.4% _a	145
Somewhat Disagree	10.4%	27	11.2%	22	13.3%	15	9.5%	6	9.1%	19
Strongly Disagree	3.8%	9	6.4%	11	1.8%	2	9.5%	6	4.8%	10
"Disagree"	14.2% _a	36	17.7% _a	33	15.0% _a	17	19.0% _a	12	13.9% _a	29
Neutral/Neither Agree or Disagree	10.0% _a	24	7.8% _a	15	7.1% _a	8	9.5% _a	6	10.0% _a	21
Don't Know	7.5% _a	17	1.9% _b	3	1.8% _a	2	6.3% _a	4	6.7% _a	14
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Table 54 – I am satisfied overall with my family's education experience at the school.

	Frequency (weighted)	Percentage (weighted)
Strongly Agree	1009	59.7%
Somewhat Agree	391	22.9%
Neutral/Neither Agree or Disagree	121	7.4%
Somewhat Disagree	85	5.0%
Strongly Disagree	71	4.5%
Don't Know	9	0.6%
TOTALS:	1686	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	61.0%	239	57.8%	168	60.0%	527
Somewhat agree	20.7%	80	23.6%	72	23.7%	212
"Agree"	81.6% _a	319	81.5% _a	240	83.7% _a	739
Somewhat Disagree	4.8%	18	6.1%	17	4.8%	44
Strongly Disagree	3.6%	13	6.0%	16	4.4%	37
"Disagree"	8.4% _a	31	12.1% _a	33	9.2% _a	81
Neutral/Neither Agree or Disagree	9.1% _a	32	6.5% _a	19	6.8% _a	60
Don't Know	0.9% _a	3	0.0% ¹	0	0.4% _a	3
TOTALS:	100.0%	385	100.0%	292	100.0%	883

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	63.5%	661	54.1%	457	60.6%	300	57.6%	170	60.2%	539
Somewhat Agree	21.0%	220	25.1%	219	25.9%	128	22.4%	66	22.0%	197
"Agree"	84.5% _a	881	79.2% _b	676	86.5% _a	428	80.0% _a	236	82.1% _a	736
Somewhat Disagree	3.8%	40	6.9%	59	5.5%	27	5.4%	16	4.7%	42
Strongly Disagree	4.5%	44	4.9%	39	2.4%	12	6.4%	19	4.5%	40
"Disagree"	8.3% _a	84	11.8% _b	98	7.9% _a	39	11.9% _a	35	9.2% _a	82
Neutral/Neither Agree or Disagree	6.6% _a	67	8.5% _a	69	5.5% _a	27	7.8% _a	23	7.9% _a	71
Don't Know	0.6% _a	6	0.5% _a	4	0.2% _a	1	0.3% _a	1	0.8% _a	7
TOTALS:	100.0%	1038	100.0%	847	100.0%	495	100.0%	295	100.0%	896

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	66.2%	167	52.7%	99	69.0%	78	50.8%	32	61.7%	129
Somewhat agree	19.7%	48	23.3%	46	22.1%	25	22.2%	14	19.6%	41
"Agree"	85.9% _a	215	75.9% _b	145	91.2% _a	103	73.0% _b	46	81.3% _{a,b}	170
Somewhat Disagree	3.7%	9	5.9%	11	4.4%	5	7.9%	5	3.8%	8
Strongly Disagree	3.8%	9	4.4%	8	1.8%	2	4.8%	3	3.8%	8
"Disagree"	7.5% _a	18	10.3% _a	19	6.2% _a	7	12.7% _a	8	7.7% _a	16
Neutral/Neither Agree or Disagree	5.7% _a	13	13.1% _b	22	2.7% _a	3	12.7% _a	8	10.0% _a	21
Don't Know	0.9% _a	2	0.7% _a	1	0.0% ¹	0	1.6% _a	1	1.0% _a	2
TOTALS:	100.0%	248	100.0%	187	100.0%	113	100.0%	63	100.0%	209

Section 3.3.2 – Comparison of School Culture and Climate at Current School to Previous School

Each of the participants who have children who transferred into their current school district from a district outside the North Country was asked to rate eleven characteristics associated with school culture and climate as either “Better, the Same, or Worse” than the district their child previously attended. The results from the study are summarized in Table 55.

Table 55 – SUMMARY - Comparison of School Culture and Climate at Current School to Previous School

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Access to safe, reliable transportation for school activities	41.4%	44.2%	6.4%	8.0%	6.5
Access to support services for students (counseling, medical/dental, academic support, etc.)	37.7%	39.2%	9.5%	13.6%	3.9
Teaching of positive values, respect, and character education	32.2%	51.1%	8.3%	8.4%	3.9
Care of facilities that meet student needs	35.7%	46.8%	9.4%	8.1%	3.8
Connection with the local community, local culture, and local businesses	35.0%	37.7%	10.1%	17.2%	3.5
Feeling of safety and security at school	38.7%	44.7%	12.3%	4.4%	3.2
Overall family educational experience at the school	44.7%	33.6%	15.7%	6.0%	2.8
Warmth, caring, and a sense of belonging for students	37.5%	43.0%	14.6%	4.9%	2.6
Support of military students and families	33.5%	41.2%	13.3%	11.9%	2.5
Anti-bullying program	25.4%	36.9%	11.8%	25.9%	2.1
Access to a variety of high quality extra-curricular activities/clubs	36.6%	28.2%	23.8%	11.4%	1.5

Table 55 (cont.) - SUMMARY – Comparison of School Culture and Climate at Current School to Previous School

Active Military in Household stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Access to safe, reliable transportation for school activities	45.4%	40.1%	7.1%	7.4%	6.4
Connection with the local community, local culture, and local businesses	41.0%	35.0%	8.1%	15.9%	5.1
Access to support services for students (counseling, medical/dental, academic support, etc.)	42.8%	36.2%	8.9%	12.1%	4.8
Feeling of safety and security at school	43.1%	42.4%	10.2%	4.3%	4.2
Teaching of positive values, respect, and character education	35.1%	47.5%	10.7%	6.7%	3.3
Warmth, caring, and a sense of belonging for students	41.1%	41.6%	12.6%	4.7%	3.3
Care of facilities that meet student needs	35.4%	46.3%	11.0%	7.3%	3.2
Overall family educational experience at the school	48.8%	28.0%	17.5%	5.7%	2.8
Anti-bullying program	26.1%	37.6%	11.6%	24.7%	2.3
Support of military students and families	39.0%	34.4%	18.6%	8.1%	2.1
Access to a variety of high quality extra-curricular activities/clubs	38.6%	26.0%	26.8%	8.7%	1.4

Veteran in Household who was stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Access to safe, reliable transportation for school activities	40.2%	50.2%	4.1%	5.4%	9.8
Teaching of positive values, respect, and character education	33.0%	50.0%	7.5%	9.5%	4.4
Access to support services for students (counseling, medical/dental, academic support, etc.)	44.3%	32.7%	13.2%	9.8%	3.4
Care of facilities that meet student needs	38.9%	42.8%	11.6%	6.7%	3.4
Feeling of safety and security at school	36.4%	47.9%	13.6%	2.1%	2.7
Connection with the local community, local culture, and local businesses	36.9%	26.3%	16.7%	20.1%	2.2
Access to a variety of high quality extra-curricular activities/clubs	46.6%	24.5%	21.4%	7.5%	2.2
Overall family educational experience at the school	50.0%	21.4%	26.5%	2.1%	1.9
Warmth, caring, and a sense of belonging for students	37.2%	37.1%	23.7%	2.1%	1.6
Anti-bullying program	27.3%	33.2%	18.3%	21.1%	1.5
Support of military students and families	32.1%	34.2%	21.8%	11.8%	1.5

Table 55 (cont.) - SUMMARY – Comparison of School Culture and Climate at Current School to Previous School

No Current or Past Military in Household stationed at Fort Drum:

	Better	Same	Worse	Don't Know	Ratio Better/Worse
Access to safe, reliable transportation for school activities	39.7%	43.3%	6.6%	10.3%	6.0
Care of facilities that meet student needs	34.9%	46.7%	7.8%	10.6%	4.5
Support of military students and families	32.1%	43.3%	7.5%	17.2%	4.3
Teaching of positive values, respect, and character education	30.3%	51.5%	7.1%	11.1%	4.3
Overall family educational experience at the school	41.0%	40.5%	10.0%	8.5%	4.1
Connection with the local community, local culture, and local businesses	31.7%	41.9%	8.2%	18.1%	3.8
Access to support services for students (counseling, medical/dental, academic support, etc.)	32.0%	41.4%	9.5%	17.1%	3.4
Feeling of safety and security at school	38.5%	41.9%	13.2%	6.4%	2.9
Warmth, caring, and a sense of belonging for students	36.3%	44.2%	13.1%	6.4%	2.8
Anti-bullying program	23.5%	38.0%	10.6%	28.0%	2.2
Access to a variety of high quality extra-curricular activities/clubs	34.0%	27.6%	22.9%	15.5%	1.5

Table 56 – Feeling of safety and security at school

		Frequency (weighted)	Percentage (weighted)
Feeling of safety and security at school	Better	129	38.7%
	Same	145	44.7%
	Worse	38	12.3%
	Don't Know	14	4.4%
	TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	43.1% _a	48	36.4% _a	20	38.5% _a	52
Same	42.4% _a	47	47.9% _a	23	41.9% _a	57
Worse	10.2% _a	10	13.6% _a	7	13.2% _a	17
Don't Know	4.3% _a	5	2.1% _a	1	6.4% _a	8
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	36.9% _a	80	43.2% _a	67	49.3% _a	37	37.5% _a	15	36.5% _a	77
Same	47.8% _a	99	41.7% _a	66	41.3% _a	31	40.0% _a	16	46.4% _a	98
Worse	11.4% _a	23	12.5% _a	18	6.7% _a	5	20.0% _a	8	11.8% _a	25
Don't Know	4.0% _a	8	2.6% _a	4	2.7% _a	2	2.5% _a	1	5.2% _a	11
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	41.7% _a	31	45.1% _a	22	45.5% _a	15	25.0% _a	3	46.2% _a	30
Same	46.2% _a	34	40.8% _a	22	45.5% _a	15	41.7% _a	5	41.5% _a	27
Worse	8.1% _a	5	12.7% _a	6	3.0% _a	1	33.3% _b	4	7.7% _a	5
Don't Know	4.1% _a	3	1.4% _a	1	6.1% _a	2	0.0% ¹	0	4.6% _a	3
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 57 – Support of military students and families

	Frequency (weighted)	Percentage (weighted)
Better	111	33.5%
Same	132	41.2%
Worse	44	13.3%
Don't Know	38	11.9%
TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	39.0% _a	43	32.1% _a	17	32.1% _a	44
Same	34.4% _a	38	34.2% _a	16	43.3% _a	57
Worse	18.6% _a	21	21.8% _a	11	7.5% _b	10
Don't Know	8.1% _a	8	11.8% _a	6	17.2% _a	23
TOTALS:	100.0%	110	100.0%	50	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	33.2% _a	72	36.7% _a	57	40.0% _a	30	27.5% _a	11	33.3% _a	70
Same	43.4% _a	88	36.9% _a	57	33.3% _a	25	37.5% _a	15	43.8% _a	92
Worse	11.8% _a	25	15.8% _a	25	16.0% _a	12	15.0% _a	6	12.4% _a	26
Don't Know	11.7% _a	24	10.6% _a	16	10.7% _a	8	20.0% _a	8	10.5% _a	22
TOTALS:	100.0%	209	100.0%	155	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	39.3% _a	29	39.4% _a	19	39.4% _a	13	33.3% _a	4	40.0% _a	26
Same	37.1% _a	27	32.0% _a	17	33.3% _a	11	16.7% _a	2	38.5% _a	25
Worse	15.3% _a	12	22.3% _a	12	24.2% _a	8	25.0% _a	3	15.4% _a	10
Don't Know	8.2% _a	5	6.4% _a	3	3.0% _a	1	25.0% _a	3	6.2% _a	4
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 58 – Warmth, caring, and a sense of belonging for students

		Frequency (weighted)	Percentage (weighted)
Warmth, caring, and a sense of belonging for students	Better	126	37.5%
	Same	136	43.0%
	Worse	49	14.6%
	Don't Know	15	4.9%
	TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	41.1% _a	47	37.2% _a	20	36.3% _a	49
Same	41.6% _a	44	37.1% _a	18	44.2% _a	58
Worse	12.6% _a	14	23.7% _a	12	13.1% _a	19
Don't Know	4.7% _a	5	2.1% _a	1	6.4% _a	8
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	39.1% _a	85	39.1% _a	61	50.7% _a	38	37.5% _a	15	34.6% _a	73
Same	43.3% _a	89	41.7% _a	63	28.0% _a	21	42.5% _{a,b}	17	46.4% _b	98
Worse	13.5% _a	28	16.0% _a	26	20.0% _a	15	17.5% _a	7	12.8% _a	27
Don't Know	4.1% _a	8	3.3% _a	5	1.3% _a	1	2.5% _a	1	6.2% _a	13
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	43.3% _a	33	39.9% _a	20	54.5% _a	18	33.3% _a	4	38.5% _a	25
Same	42.8% _a	30	41.3% _a	21	27.3% _a	9	41.7% _a	5	46.2% _a	30
Worse	9.2% _a	7	17.3% _a	9	15.2% _a	5	25.0% _a	3	9.2% _a	6
Don't Know	4.7% _a	3	1.4% _a	1	3.0% _a	1	0.0% ¹	0	6.2% _a	4
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 59 – Anti-bullying program

		Frequency (weighted)	Percentage (weighted)
Anti-bullying program	Better	87	25.4%
	Same	119	36.9%
	Worse	38	11.8%
	Don't Know	82	25.9%
	TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	26.1% _a	31	27.3% _a	15	23.5% _a	32
Same	37.6% _a	40	33.2% _a	16	38.0% _a	52
Worse	11.6% _a	13	18.3% _a	9	10.6% _a	14
Don't Know	24.7% _a	26	21.1% _a	11	28.0% _a	36
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	26.5% _a	59	26.7% _a	43	40.0% _a	30	20.0% _{a,b}	8	23.2% _b	49
Same	36.2% _a	75	39.9% _a	61	32.0% _a	24	37.5% _a	15	37.9% _a	80
Worse	10.9% _a	23	11.5% _a	18	12.0% _{a,b}	9	22.5% _a	9	9.5% _b	20
Don't Know	26.5% _a	53	21.9% _a	33	16.0% _a	12	20.0% _a	8	29.4% _a	62
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	24.9% _a	20	28.4% _a	15	42.4% _a	14	8.3% _a	1	24.6% _a	16
Same	33.8% _a	24	42.9% _a	21	27.3% _a	9	41.7% _a	5	40.0% _a	26
Worse	12.4% _a	9	11.3% _a	7	15.2% _a	5	25.0% _a	3	7.7% _a	5
Don't Know	28.9% _a	20	17.3% _a	8	15.2% _a	5	25.0% _a	3	27.7% _a	18
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 60 – Teaching of positive values, respect, and character education

		Frequency (weighted)	Percentage (weighted)
Teaching of positive values, respect, and character education	Better	109	32.2%
	Same	162	51.1%
	Worse	28	8.3%
	Don't Know	26	8.4%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	35.1% _a	41	33.0% _a	18	30.3% _a	41
Same	47.5% _a	49	50.0% _a	24	51.5% _a	69
Worse	10.7% _a	12	7.5% _a	4	7.1% _a	10
Don't Know	6.7% _a	7	9.5% _a	5	11.1% _a	14
TOTALS:	100.0%	109	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	32.2% _a	72	34.2% _a	53	48.6% _a	36	32.5% _{a,b}	13	28.4% _b	60
Same	52.5% _a	106	48.7% _a	74	36.5% _a	27	55.0% _a	22	53.6% _a	113
Worse	7.4% _a	16	10.3% _a	17	12.2% _a	9	10.0% _a	4	7.1% _a	15
Don't Know	7.9% _a	16	6.8% _a	10	2.7% _a	2	2.5% _a	1	10.9% _a	23
TOTALS:	100.0%	210	100.0%	154	100.0%	74	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	35.3% _a	28	35.5% _a	18	56.2% _a	18	16.7% _b	2	32.3% _{a,b}	21
Same	48.3% _a	33	45.0% _a	21	25.0% _a	8	58.3% _a	7	52.3% _a	34
Worse	10.8% _a	8	13.7% _a	8	15.6% _a	5	25.0% _a	3	6.2% _a	4
Don't Know	5.7% _a	4	5.9% _a	3	3.1% _a	1	0.0% ¹	0	9.2% _a	6
TOTALS:	100.0%	73	100.0%	50	100.0%	32	100.0%	12	100.0%	65

Table 61 – Access to support services for students (counseling, medical/dental, academic support, etc.)

		Frequency (weighted)	Percentage (weighted)
Access to support services for students (counseling, medical/dental, academic support, etc.)	Better	123	37.7%
	Same	125	39.2%
	Worse	31	9.5%
	Don't Know	46	13.6%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	42.8% _a	47	44.3% _a	23	32.0% _a	43
Same	36.2% _a	39	32.7% _a	16	41.4% _a	55
Worse	8.9% _a	9	13.2% _a	7	9.5% _a	13
Don't Know	12.1% _a	14	9.8% _a	5	17.1% _a	23
TOTALS:	100.0%	109	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	35.9% _a	77	42.1% _a	64	37.3% _a	28	25.0% _a	10	40.5% _a	85
Same	38.9% _a	80	37.7% _a	57	30.7% _a	23	37.5% _a	15	41.4% _a	87
Worse	11.8% _a	24	9.0% _a	14	12.0% _{a,b}	9	22.5% _a	9	6.2% _b	13
Don't Know	13.4% _a	29	11.2% _a	19	20.0% _a	15	15.0% _a	6	11.9% _a	25
TOTALS:	100.0%	210	100.0%	154	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	37.0% _a	28	51.8% _a	25	42.4% _a	14	16.7% _a	2	48.4% _a	31
Same	38.3% _a	28	32.7% _a	16	33.3% _a	11	41.7% _a	5	35.9% _a	23
Worse	12.2% _a	8	7.6% _a	4	6.1% _{a,b}	2	33.3% _a	4	4.7% _b	3
Don't Know	12.5% _a	9	7.9% _a	5	18.2% _a	6	8.3% _a	1	10.9% _a	7
TOTALS:	100.0%	73	100.0%	50	100.0%	33	100.0%	12	100.0%	64

Table 62 – Connection with the local community, local culture, and local businesses

		Frequency (weighted)	Percentage (weighted)
Connection with the local community, local culture, and local businesses	Better	118	35.0%
	Same	121	37.7%
	Worse	31	10.1%
	Don't Know	55	17.2%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	41.0% _a	47	36.9% _a	20	31.7% _a	43
Same	35.0% _a	38	26.3% _a	13	41.9% _a	55
Worse	8.1% _a	8	16.7% _a	8	8.2% _a	11
Don't Know	15.9% _a	17	20.1% _a	10	18.1% _a	24
TOTALS:	100.0%	110	100.0%	51	100.0%	133

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	33.7% _a	75	38.8% _a	61	50.7% _a	38	37.5% _{a,b}	15	31.0% _b	65
Same	36.6% _a	75	39.5% _a	60	32.0% _a	24	37.5% _a	15	39.0% _a	82
Worse	11.7% _a	23	7.6% _a	11	4.0% _a	3	12.5% _a	5	11.0% _a	23
Don't Know	17.9% _a	36	14.1% _a	23	13.3% _a	10	12.5% _a	5	19.0% _a	40
TOTALS:	100.0%	209	100.0%	155	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	42.7% _a	33	36.4% _a	19	54.5% _a	18	25.0% _a	3	40.0% _a	26
Same	32.1% _a	23	38.6% _a	19	30.3% _a	10	33.3% _a	4	36.9% _a	24
Worse	7.8% _a	5	8.0% _a	4	3.0% _a	1	25.0% _a	3	6.2% _a	4
Don't Know	17.4% _a	12	17.1% _a	9	12.1% _a	4	16.7% _a	2	16.9% _a	11
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 63 – Access to safe, reliable transportation for school activities

		Frequency (weighted)	Percentage (weighted)
Access to safe, reliable transportation for school activities	Better	137	41.4%
	Same	142	44.2%
	Worse	20	6.4%
	Don't Know	26	8.0%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	45.4% _a	51	40.2% _a	21	39.7% _a	53
Same	40.1% _a	44	50.2% _a	25	43.3% _a	58
Worse	7.1% _a	7	4.1% _a	2	6.6% _a	9
Don't Know	7.4% _a	8	5.4% _a	3	10.3% _a	13
TOTALS:	100.0%	110	100.0%	51	100.0%	133

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	39.9% _a	85	45.8% _a	72	48.0% _a	36	30.0% _a	12	42.4% _a	89
Same	44.0% _a	91	42.5% _a	65	38.7% _a	29	45.0% _a	18	45.2% _a	95
Worse	7.0% _a	14	6.6% _a	10	5.3% _{a,b}	4	15.0% _a	6	4.8% _b	10
Don't Know	9.1% _a	19	5.0% _a	8	8.0% _a	6	10.0% _a	4	7.6% _a	16
TOTALS:	100.0%	209	100.0%	155	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	44.6% _a	33	45.7% _a	24	51.5% _a	17	25.0% _a	3	47.7% _a	31
Same	41.9% _a	31	39.9% _a	20	39.4% _a	13	41.7% _a	5	40.0% _a	26
Worse	4.5% _a	3	10.5% _a	5	3.0% _{a,b}	1	25.0% _a	3	4.6% _b	3
Don't Know	9.0% _a	6	3.9% _a	2	6.1% _a	2	8.3% _a	1	7.7% _a	5
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 64 – Care of facilities that meet student needs

		Frequency (weighted)	Percentage (weighted)
Care of facilities that meet student needs	Better	117	35.7%
	Same	152	46.8%
	Worse	31	9.4%
	Don't Know	25	8.1%
	TOTALS:	325	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	35.4% _a	39	38.9% _a	20	34.9% _a	47
Same	46.3% _a	51	42.8% _a	22	46.7% _a	62
Worse	11.0% _a	12	11.6% _a	6	7.8% _a	11
Don't Know	7.3% _a	8	6.7% _a	3	10.6% _a	13
TOTALS:	100.0%	110	100.0%	51	100.0%	133

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	32.2% _a	69	41.0% _a	63	37.3% _a	28	25.0% _a	10	37.6% _a	79
Same	50.6% _a	106	42.0% _a	64	46.7% _a	35	50.0% _a	20	46.2% _a	97
Worse	9.7% _a	20	10.2% _a	17	12.0% _a	9	12.5% _a	5	8.1% _a	17
Don't Know	7.5% _a	15	6.9% _a	10	4.0% _a	3	12.5% _a	5	8.1% _a	17
TOTALS:	100.0%	210	100.0%	154	100.0%	75	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	30.9% _a	23	42.6% _a	21	33.3% _a	11	16.7% _a	2	40.0% _a	26
Same	52.1% _a	38	41.6% _a	21	48.5% _a	16	58.3% _a	7	43.1% _a	28
Worse	9.8% _a	7	12.1% _a	7	12.1% _a	4	25.0% _a	3	7.7% _a	5
Don't Know	7.2% _a	5	3.6% _a	2	6.1% _a	2	0.0% ¹	0	9.2% _a	6
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 65 – Access to a variety of high quality extra-curricular activities/clubs

		Frequency (weighted)	Percentage (weighted)
Access to a variety of high quality extra-curricular activities/clubs	Better	120	36.6%
	Same	88	28.2%
	Worse	80	23.8%
	Don't Know	38	11.4%
	TOTALS:	326	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	38.6% _a	43	46.6% _a	24	34.0% _a	45
Same	26.0% _a	27	24.5% _a	12	27.6% _a	36
Worse	26.8% _a	30	21.4% _a	11	22.9% _a	32
Don't Know	8.7% _a	10	7.5% _a	4	15.5% _a	21
TOTALS:	100.0%	110	100.0%	51	100.0%	134

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	32.5% _a	70	42.7% _b	65	36.0% _{a,b}	27	20.0% _a	8	40.3% _b	85
Same	29.4% _a	59	27.6% _a	40	17.3% _a	13	45.0% _b	18	27.0% _a	57
Worse	23.8% _a	51	23.7% _a	39	33.3% _a	25	30.0% _a	12	20.4% _a	43
Don't Know	14.3% _a	30	5.9% _b	11	13.3% _a	10	5.0% _a	2	12.3% _a	26
TOTALS:	100.0%	210	100.0%	155	100.0%	75	100.0%	40	100.0%	211

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	37.6% _a	28	41.6% _a	21	39.4% _{a,b}	13	8.3% _a	1	44.6% _b	29
Same	25.8% _a	18	26.4% _a	12	15.2% _a	5	41.7% _a	5	26.2% _a	17
Worse	26.7% _a	20	27.9% _a	15	33.3% _a	11	41.7% _a	5	21.5% _a	14
Don't Know	10.0% _a	7	4.2% _a	3	12.1% _a	4	8.3% _a	1	7.7% _a	5
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Table 66 – Overall family educational experience at the school

		Frequency (weighted)	Percentage (weighted)
Overall family educational experience at the school	Better	148	44.7%
	Same	106	33.6%
	Worse	51	15.7%
	Don't Know	19	6.0%
	TOTALS:	324	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Better	48.8% _a	55	50.0% _a	26	41.0% _a	55
Same	28.0% _{a,b}	29	21.4% _a	11	40.5% _b	53
Worse	17.5% _{a,b}	19	26.5% _a	13	10.0% _b	14
Don't Know	5.7% _a	6	2.1% _a	1	8.5% _a	11
TOTALS:	100.0%	109	100.0%	51	100.0%	133

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	45.5% _a	99	46.2% _a	71	55.4% _a	41	40.0% _a	16	43.3% _a	91
Same	30.0% _a	60	36.1% _a	54	23.0% _a	17	35.0% _a	14	35.7% _a	75
Worse	17.7% _a	37	14.2% _a	22	17.6% _a	13	22.5% _a	9	13.8% _a	29
Don't Know	6.7% _a	14	3.5% _a	6	4.1% _a	3	2.5% _a	1	7.1% _a	15
TOTALS:	100.0%	210	100.0%	153	100.0%	74	100.0%	40	100.0%	210

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Better	49.4% _a	38	48.6% _a	24	62.5% _a	20	33.3% _a	4	47.7% _a	31
Same	25.2% _a	17	30.7% _a	15	15.6% _a	5	33.3% _a	4	30.8% _a	20
Worse	18.2% _a	13	19.3% _a	10	18.7% _a	6	33.3% _a	4	13.8% _a	9
Don't Know	7.2% _a	5	1.4% _a	1	3.1% _a	1	0.0% ¹	0	7.7% _a	5
TOTALS:	100.0%	73	100.0%	50	100.0%	32	100.0%	12	100.0%	65

Section 3.4 – Transfer Process into Current School

Each survey participant who has a child who transferred into the district from a district outside the North Country was asked to rate their level of agreement with the statement below concerning the transfer process for their children at the schools their children are currently or had recently attend. The results are displayed in Table 67.

Table 67 – Transferring into the school from a previous institution is a smooth, straight-forward experience.

		Frequency (weighted)	Percentage (weighted)
Transferring into the school from a previous institution is a smooth, straight-forward experience.	Strongly Agree	179	53.2%
	Somewhat Agree	85	26.1%
	Neutral/Neither Agree or Disagree	12	3.8%
	Somewhat Disagree	24	7.8%
	Strongly Disagree	21	6.6%
	Don't Know	8	2.5%
	TOTALS:	329	100.0%

Fort Drum Affiliation Cross-tabulations:

	Military Affiliation with Fort Drum					
	Active military in household stationed at Fort Drum		Veteran in household who was stationed at Fort Drum		No current or past military affiliation with Fort Drum	
Strongly agree	56.4%	64	50.5%	26	51.4%	71
Somewhat agree	24.1%	26	24.0%	13	29.1%	39
"Agree"	80.5% _a	90	74.5% _a	39	80.5% _a	110
Somewhat Disagree	5.9%	6	14.1%	7	6.1%	8
Strongly Disagree	7.4%	8	6.0%	3	6.8%	9
"Disagree"	13.4% _a	14	20.1% _a	10	12.9% _a	17
Neutral/Neither Agree or Disagree	4.2% _a	4	3.3% _a	2	3.7% _a	5
Don't Know	2.0% _a	2	2.0% _a	1	2.9% _a	4
TOTALS:	100.0%	110	100.0%	52	100.0%	136

Table 67 (cont.) - Transferring into the school from a previous institution is a smooth, straight-forward experience.

School-District Cross-tabulations (All Sampled Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly Agree	53.1%	115	55.6%	89	68.0%	51	57.5%	23	49.1%	105
Somewhat Agree	25.8%	54	26.5%	41	21.3%	16	17.5%	7	29.0%	62
"Agree"	79.0% _a	169	82.2% _a	130	89.3% _a	67	75.0% _a	30	78.0% _a	167
Somewhat Disagree	8.6%	17	7.0%	10	2.7%	2	10.0%	4	8.4%	18
Strongly Disagree	5.4%	11	9.7%	15	4.0%	3	5.0%	2	7.5%	16
"Disagree"	14.0% _a	28	16.7% _a	25	6.7% _a	5	15.0% _a	6	15.9% _a	34
Neutral/Neither Agree or Disagree	5.5% _a	11	0.0% ¹	0	2.7% _a	2	7.5% _a	3	3.3% _a	7
Don't Know	1.5% _a	3	1.1% _a	2	1.3% _a	1	2.5% _a	1	2.8% _a	6
TOTALS:	100.0%	211	100.0%	157	100.0%	75	100.0%	40	100.0%	214

School-District Cross-tabulations (Active Military Stationed at Fort Drum Households):

	Education Level				Number of Schools in District					
	Elementary		Secondary		1 School		3 Schools		More than 3 Schools	
Strongly agree	59.9%	45	56.3%	29	72.7%	24	58.3%	7	50.8%	33
Somewhat agree	20.7%	15	26.1%	13	18.2%	6	8.3%	1	29.2%	19
"Agree"	80.6% _a	60	82.4% _a	42	90.9% _a	30	66.7% _a	8	80.0% _a	52
Somewhat Disagree	7.6%	5	6.1%	3	3.0%	1	16.7%	2	4.6%	3
Strongly Disagree	5.3%	4	11.6%	6	6.1%	2	8.3%	1	7.7%	5
"Disagree"	12.9% _a	9	17.6% _a	9	9.1% _a	3	25.0% _a	3	12.3% _a	8
Neutral/Neither Agree or Disagree	4.9% _a	3	0.0% ¹	0	0.0% ¹	0	8.3% _a	1	4.6% _a	3
Don't Know	1.6% _a	1	0.0% ¹	0	0.0% ¹	0	0.0% ¹	0	3.1% _a	2
TOTALS:	100.0%	73	100.0%	51	100.0%	33	100.0%	12	100.0%	65

Appendix

Additional Comments from Survey Participants

Comments from Families with Active Military Stationed at Fort Drum in the Household

- Ensuring all children have access to quality school counselors to provide them with coping skills for ADHD, anxiety, and bullying. Having those counselors send their contact information to parents at the beginning of the year.
- Our son requires special education services and it was difficult to get him the services he needs. We were given the run around by the school in trying to get him these services. We had to go to his PCM to get a referral for services from the school district. He got no help in preschool at IHC in Watertown. In Kindergarten at Sackets Harbor Central School it took us getting private tutoring and therapists to help our son before the school acted to help him. In First Grade it took his teacher (Mrs. Lawler) advocating for him to receive services that the OT at Sackets Harbor Central School wanted to discontinue. He is still using multiple services at the school as well as private tutoring and therapy.
- I think it would be a wonderful idea for there to be a military child club. A place where military children can socialize and be better understood about their experience/struggles with the military. For example when Dad and or Mom are deployed, or about having to move every 3-4 years. I think it would be ideal for the military child. There was such a club back in 2015 I believe but it was shut down. The struggles of military children should be better addressed. There should be a group where they can get ideas about stress management or make signs for example for the deployed family member. They need more support when a parent is deployed.
- I also have a son who graduated 3 years ago and is active army National guard
- Anti-bullying program; program for staff that would include education of anti-bullying, military culture, gender awareness, etc.; additional sports after school (school affiliated and/or provide transportation to participate with other close schools in the area) such as, cheerleading, gymnastics, volleyball, swimming, etc.
- Alexandria Central School (ACS) does not cater well to military students. They were not understanding or helpful in knowing the needs of my children upon entering into the district. They did not easily provide challenging academics to my children that were advanced from previous schooling. ACS is a very political school, meaning it caters very well to the students whom have parents that donate to the school.
- My daughter is only in 1st grade, so I don't know about high school stuff, but the school has been wonderful in helping us out and answering all of my questions. They are supportive and caring. I am glad to send my daughter to Faith Fellowship.
- The school of Lyme offers an amazing Pre-K program which is full day. This is extremely hard to find in the North country. We have a child in 1st and Pre-K, and they love going to school.
- The Lyme school has an all day pre-k program which is absolutely amazing.
- More sports and clubs would be nice.
- We came from a school in Alabama that has many programs for gifted children and accelerated classes. We found New York does not have these programs. The private schools are unable to challenge my child. Here it seems to be one level of learning with educators unwilling to deviate from that path.
- We moved to Augustinian after 1.5 years at Indian River where our son had no homework and the teachers were complacent.
- Augustinian Academy is the best school my children have ever attended. They are academically supported and offered opportunities in music, sports and other activities. Most important they are learning to be good people through moral teaching and a character building, community based environment.
- We would've preferred to have schools on post. We are not as involved with the army as we had been living on posts. Since the schools are long driving range we had to move off post. Most military families have this same issue. We would rather live on post, within a military community than off post!!!
- Augustinian Academy fosters an environment that is inclusive to everyone. We enjoy the small class sizes, the community within the school and town of Carthage, and the overall experience our son is gaining from attending a catholic school. We feel this is so important being in the military and moving around frequently. We have been very pleased with Augustinian Academy and would recommend it to any family, but especially military families.
- Common Core is a useless program and needs to be removed from schools.
- Augustinian Academy has been so warm in welcoming my military family into the community. I am so incredibly pleased with my daughter's education at Augustinian! I'm especially pleased with the bus transportation system and LOVE my daughter's bus driver.
- Augustinian Academy provides the perfect balance of the small town feeling of connection to the local community and at the same time support for children who have moved many times and come from different backgrounds.
- The size of the school is perfect, teacher to student ratio is great and provides kids the right amount of attention to help them progress properly

- Both of my children attend the Augustinian Academy and it has been the best school they have ever attended. They are thriving being academically supported and provided with opportunities in music, sports and other extra-curricular activities. With this schools emphasis on morals and community, I have never seen a better environment for children to grow into good people.
- I am concerned that basic life needs are not covered in school. Learning to properly address an envelop, balance a check book, budgeting. Students do not even learn cursive or how to sign their name.
- I would like to see more support for military children moving into the school and community. A lot of bullying goes on with these kids as they try to fit into a new environment and try to make new friends. A lot of times they are the ones to be shut out by kids and adult don't see it. Maybe even support groups would not be a bad idea to help them talk and get to know each other and make friends who understand what is going on and that they are not alone.
- The school is very pushy. I've never been inside my child's classroom. The principal has asked me to say my "good byes" before the lobby. As my son transferred from another school in the district, I found this highly inappropriate and rude. There is little respect for families and more authoritarian attitude occurring. This is elementary school, not a prison.
- I have two children at Watertown high school; one is in 9th grade & the other in 12th grade. We have never had any problems with the school or teachers.
- The teachers are fantastic and the administration made the move to the school very easy. However, the school seems to be a little behind the times with technology. In whole, I think the school doesn't focus enough on STEM programs. There are no extracurricular clubs that are geared towards STEM and I don't feel like there are enough elective classes that focus on STEM either. We came from a school district where each high school focused on different fields, i.e. Health/Medical, Technology, etc. My son was going to go into the Technology high school that offered a ton of STEM classes as well as extracurricular clubs. His goal (as of right now) is to become an Engineer so these courses/clubs would benefit him greatly.
- The classes have too many students. The ratio concerns me.
- No MFLC or liaison counselor at both the SAC or elementary. Some children need the support and counseling due military stressors.
- I honestly have had nothing but great experiences with Calcium Primary. Even though it is a huge school, I find that many personnel, aside from my son's teacher know him by name and make it a point to say hi to him. We arrived after the school year had already started and they were very accommodating. My son needed an IEP for speech and that was sorted out in a very timely manner. I am very pleased with the school.
- I love that my daughter comes home and talks about how involved the teachers and principal is. My daughter is very comfortable and encouraged by their daily presence and how open they are to her and the other students.
- Its excellent here...no changes needed
- keep up the good work!
- I think the school could communicate better for inner district event - no permission slip is needed so sometimes I find out from my 2nd grader at the dinner table that they went to the middle/high school for some event. I would like to know if my child is not going to be where I expect them to be. Also, my second grader complains 2-3 times a week that she is bored in class. I have to explain to her in the mornings that she NEEDS to go to school, even if it is boring. I wish there were programs for the kids who finish work earlier than the rest to keep them engaged, in contrast to her doodling on the back of her papers.
- The Sandy Creek CSD is in a very small community with many staff members who lack in experience with other cultures and minority races. No diversity in staff and very one sided views on issues relating to society. Other school districts that are closer to Fort Drum, like Indian River CSD represent the diverse population and experiences of the Fort Drum community. My experience with my son's special needs education has been very satisfactory, but my daughter couldn't get out of here fast enough when she graduated. We started in the Indian River school district and moved in 5th and 6th grades.
- All the staff that my child interacts with seem competent and compassionate. Quick to communicate and respond to emails regarding my child. Monthly dances for children, wonderful after school (CASE program). Transportation is amazing. First district were aware of that offers evening transportation. Other districts require family to pickup from school clubs. Two concerns: This is my child's first yr at Carthage MS and the evening of the open house, our first visit to the school, my child and I heard a female employee complaining about families coming to attend towards the end of the open house. Came across as very ignorant and unprofessional as some adults work later hrs than school staff. We also attended a literacy night in which a female educator leading a class was unprofessional dressed (hair I kept, large sweat pants, no bra, shirt old and too small for her size, stomach showing when she reached to point to smartboard). Also, love the academic/district events calendar we received at beginning of yr. first time we've received and actual calendar with photos of district students and not just a single page print out. So helpful and a source of conversation when friends are over.
- Moving and transferring my son from Fort Campbell schools to Black River Elementary was quick, smooth, and easy. It made that aspect of moving easier for us, especially with how accommodating transportation was for us. We were in

the Remington Park cabins for almost 3 weeks before we moved into our home. The bus garage/transportation office, along with the school, does a great job coordinating everything.

- The school does not offer gifted services and special classes are very limited.
- The school do not make it an easy transition while you are moving in. If you are waiting for housing they really make it difficult and are not friendly about it. Carthage feels they have the best school and people are trying to sneak in their district if you don't have permit housing. Family's are just trying to get there kids registered for school as quick as possible even if you are living in the cabins or hotel. I goal is for the kids to miss as little time of school as possible. Indian River I believe has more to offer and they are more military friendly. The biggest problem is all the other school have 9-10 class periods a day. They have 38 minute class periods. That does not give you any time with a teacher. Carthage is the only one who does not. They have block scheduling. We have been to 5 different states for high school over the year and I have never seen any school have 38-40 min class periods and have 9-10 classes a day. I also think the regions testing truly hurts any high school child who moves in to this area IF they have to move again. Other states have common core and have common core test that are excepted in any state. NY will not take the common core test. You have to take a regions test even if you took the class 2 years ago OR you can not graduate with a Regions diploma. If you graduate with out a Regions diploma you will not be eligible for scholarship money and most 4 year college will not except you. If you move from NY to another state they will not take the regions testing only the common core. NY is teaching mostly common core why not get ride of Regions and use the EOC end of course exam for common core in all classes.
- The only difficulty we had moving here is that the age cut-off for K is much later than most places in the country. My child has a fall birthday, which would have placed her in 1st Grade here, but since she had not completed K yet, we started her in K. As a result, she is with children who are much younger, many who have not had any pre-K experience. I sympathize with my child's teacher, who has to provide instruction to a very wide range of academic abilities. Perhaps there should be a academic screening for military children entering K (who would be old enough to start 1st) to determine which grade level would be best.
- My son is a special needs student at Carthage Elementary in his third grade year. He has attended this specific school since his kindergarten year. We transferred in from Fort Campbell with an IEP in place. He's in a regular classroom. My complaints are not about meeting his needs. This school meets the basic needs of their students, teaches the required curriculum and offers a safe environment in which to learn. HOWEVER, what has been very disappointing and very hard to stand back and watch at times, is their lack of offering anything above and beyond the bare minimum that is required of them, both in and outside of the classroom. In four years of attendance, there has never been any enrichment above and beyond the minimum they are required to teach. No extra reading incentives, like the "book-it" program. No young authors. My son has never completed a project in correlation with what he's leaning in the room, such as a poster board or diorama. My son has been on the same field trip every fall, all four years of attendance. Every classroom has a "smart board", but that is where the technology starts and ends. The end of school "field day" has had the same exact stations and guest lectures all four years. They do ONE presentation for the entire school, and again, has been the same all four years. A maple syrup demonstration and tasting. There are no clubs, no after school sports, no holiday performances, and a PTO that barely exists. Anyone volunteering for the PTO is eventually turned-off because you're not allowed access to the school to do the volunteering. In fact, you're not welcome as a parent at this school PERIOD. Not to eat lunch with your student, or to simply volunteer to read in the classroom. The atmosphere of this school is "we got it". The standard starts at the top with the principal. He sets the standard, and while he is cordial and does what is required, there is no high standard of excellence set or met. He does not send home a monthly or quarterly newsletter to parents at all. He doesn't communicate with parents except for the very start of the year. There is NO communication. While this note is full of things that this school is not, I will say that the staff are good people. The teachers my son has had are fully capable and have treated my son kindly. The school is always kept clean. That said, we cannot wait to move. We did not realize how good our sons education was at Fort Campbell. Fort Campbell was welcoming to parents, encouraged their support, and communicated monthly with their parents. They valued the involvement of their parents and offered the very best of education. What we fear at this point, is how far behind our son will be when we do PCS.
- My only thing is I wish they taught Spanish. Or even French! Learning a foreign language is so much easier at a young age. And studies have shown learning a second language helps develop the brain. I feel strongly about being bilingual. We are one of the few countries that aren't wide-spread bilingual. Thank you for all you do!
- With us being new to the school I feel there were many areas I just can't answer at this time. For example, I cannot say what is available to students as far as collage credits. I do feel technology could be increased, but maybe they just aren't as involved in technology in younger grade here as they were in GA. While we have felt welcomed by most of the staff we have been in contact with, I have also felt a sense of lifetime or long term locals being somewhat detached from military families. Or less understanding/welcoming. I would definitely not say all, but some. I also feel that our Kindergarten experience at Fort Benning was from day one, more stimulating and fast paced.
- I strongly support the continued endorsement of Black River Elementary School by the FDRLO. In addition, I sincerely hope the MFLC program will continue.
- I think the school should do a better job welcoming families and communicating. We are very pleased with our experience thus far in the Carthage School System.

- Military life is unstable and I wish the school would offer students the chance to experience stability by keeping children in the same group through elementary. The reorganization of classes for every grade change seems unnecessary.
- I wish the teachers were easier to access and all in one location. I currently have two apps to reach only two of my child's teachers out of the nine he sees in a day.
- My oldest son graduated from Carthage High School last year. We came from Fort Huachuca when he was in middle school and we immediately noticed the difference in the education here. The teachers really seem to care and the system wants kids to succeed. He got better grades once we moved here. Also I think the busses that run after school activities are great too. Other places we lived did not offer that. Also I have a son who has autism and the school district has been awesome. I cannot say enough good things about his special education class and teachers. He has blossomed and flourished. Honestly, a huge reason why we have decided to stay here in NY once my husband retires is because of the schools.
- Transferring high school credits was a frustrating experience. NY state has different PE requirements, and even though my child had already completed all the necessary credit hours (2) for graduation, her school claimed that NY still required her to take PE class with absolutely no exceptions. It would have been more beneficial to have those credit hours open to take other classes instead.
- I have been here a year and still do not understand the communication style up here. I am constantly left out of the loop with both of my kids' schools. I have tried to reach out but I get the feeling the office staff doesn't appreciate my questions or even know the correct answers.
- I would like to see a talented and gifted program implemented to push qualified students that desire more challenging and critical thinking.
- Calcium makes it so hard for my son to get extra reading help. When we enrolled him we brought all the documentation showing he needed the extra help last year. Here we are almost December and they still haven't started his services. There process isn't smooth at all
- Thanks for hardwork of enlightening my kids mind with knowledge. Keep up the great work.
- I think overall the school is okay but I think there needs to be help on our school bus I have witnessed a kid multiple times yelling at the bus driver and kicking him and my kid comes home everyday just about crying because someone is messing with her I called the garage to request an aid but they informed me someone needs to have it in an IEP also I feel like the school should be more secure more outside doors should be locked and I think parents should be able to attend class if they wish I understand policies but it gets a little ridiculous I can't even walk my child to class or speak to the teacher
- This school is good with kids in the military. The military units themselves are horrible with allowing service members time to be with their families, especially officers.
- Teachers are great, bus garage is very unorganized and inefficient.
- My children have attended three schools in this district (grades 2-7, collectively), and the Intermediate School is the only one at which I have ever felt remotely welcome. I have sent notes and/or emailed to teachers at the Middle School an gotten no response. I had multiple issues with Calcium Elementary School (which I did not complete the survey about). The entire second half of one student's fourth grade year did not include any reading instruction, and his reading level remained at what it was in third grade. Another teacher told us not to worry about our child's spelling challenges because eventually he would have spell check. This has affected his grades in Middle School. If I do not hunt for information on extra curricular activities, to include sports, I rarely know about it. We went through a year-long deployment and there was either no MFLAC, or my kids did not know how to access this resource (but I did tell them about it). As a whole, we feel very isolated and there is a clear distinction between local and military kids (recognized first by my children via their teachers conduct).
- *The schools really need a new student buddy program that is also for kids coming in from the beginning of the year and throughout. Lunchtime in particular, can be the loneliest and scariest time of the day especially if kids are coming from much smaller schools. *They need to know their students better. My daughter came into IR as a senior. She missed out on much of the senior fun because nobody knew she was a senior! She had teachers who thought she was a sophomore or junior. *Offer AP classes as well. Luckily we were able to afford paying for the college courses offered but many families can not afford them. Also DODS schools offer AP courses and you have a large military community attending the schools. It would be nice to be able to continue these courses that are accepted by more universities. *Better communication with families. The only things I hear about on a regular bases are things we are supposed to sell for fundraisers. We never know when sports signups are (except football, which was quite organized). I have also signed up for parent teacher conferences and never get a response confirming my time. I also never get anything from them. It's always general comments and no strategies to help him in places he could use it. {Middle School} *back to school night was a complete waist of time. The teachers, except the welding teacher, looked at us like they were confused as to why we would want to talk to them. There was nothing set up to show us what they were going to learn or what was expected in the class. *I tried to contact the baseball coach but no one in the office seemed to know how to email or call him and the email address they finally got me bounced back. *the mobile app and website is a great tool but poorly laid out.

- Indian river has the best schools my family had experienced, we love Calcium and IRIS!
- After school sports or clubs would be wonderful!
- The Indian River School district is a great district. My kids came from Puerto Rico and the schools here are academically better and they love it at their schools. They find it more challenging and have more work but they welcome it and want to learn more. I am grateful for what the schools do for them.
- As a hose hold that has both parents who work, the CASE is extremely helpful. Both of our children fully enjoy the activities. with the use of the 5 o'clock bus the kids arrive at home by in a timely manner. Thank You!
- Offering AP classes in the afternoons for Seniors so that those that attend BOCES have the opportunity to continue their academic growth. Counselors not waiting until a students Senior year, who moved here three years ago, to try and tell them that they are missing classes and won't graduate, when they moved here sophomore year and that should have been planned out in their schedule over the last three years. Plus, inducing this fear in the student instead of talking to the parent, especially when the counselor has lost documentation that the parent could reproduce which would have alleviated the stress on the student.
- The district would benefit from a full time communications director.
- Unfortunately most of my dealings with both schools has been negative. My one child has been severely bullied to the point that he has come home with a busted lip and a concussion. While my other student's teacher this year seems to want to discuss my child's educational abilities with another parent instead of with me. I would never recommend this school system to anyone since dealing with it for the last 4yrs.
- Carthage high school is very focused on the local children versus military, had my own experience with this! Also my son was failing two classes in 11th grade and was bringing home fake grades so he wouldn't get in trouble and not once did I get a call from any teacher or guidance counselor until he it was time to sign him up for summer school cause he failed two classes. I asked the principle what the problem was and the only response I got was our counselors are very busy with a lot of students, it made me feel like my kid is not important enough because he's not a local child.
- We moved here from Northern virginia. While most rave about the schools in NoVA, we much prefer the schools here in Carthage. We love the smaller size and the community feel. Our students feel more cared for, welcomed, and known, and we are very happy with the level of education they are receiving g.
- I am very impressed with the professionalism and overall program at Carthage Middle School! My husband has been serving in the Army for over 20 years now and when we retire we would love to stay here just to keep our kids in such an awesome school district!!! My daughter was diagnosed with ADHD last year and the schools have been so helpful in working with us figure out what was going on with her prior to diagnosis. The middle school has been phenomenal at communication during the adjustment of medication, etc. both of my children are thriving at Carthage Midde School!
- My only negative comment about Carthage Middle School is the lack of communication between the school and home. Parents aren't told anything in advance about dances, clubs, etc. Even just postig the info on FB would be helpful.but an email with the monthly "happenings" would be more secure.
- I think the high school needs other classes that are not geared towards this region aka farming. My son wants to be a therapist and there are no classes offered here as electives for him to help him decide if that is a good path. Instead they offer "intro to construction." With a big majority of the kids here being military I wish the high school could offer a little better selection for elective courses.
- I'm impressed with the common core curriculum. I'm pleased with the progress of my children and feel that the schools do a good job meeting educational standards.
- A better anti-bullying program. Anger management for teachers. Lastly, better understanding of children with selective mutism (a form of social anxiety). It is more common than you think.
- Would be nice if some schools have more resources and better budget for the education, so they can have more programs and tools to teach the students.
- Have representatives of different private schools in the area attend any community events or "fairs" like the occasional ones held by the ACS. Or seeing how the private schools around here are mainly christian, having them show up and present Thier schools at the different chaples right around PCS season (or right after) after services during the time the congregation tends to mingle. This can take place at out side churches as well that have a heavy military precense. Or even if there was a way to let them be known through other ACS, CDCs, CYS, MWR, and chaple programs. There are plenty of families that would be interested in private school options that may be more likely to persue options if they were able to meet a representative and chat before picking up the phone and scheduling a tour. Most of these schools don't have the means for having a fantastic website or to have a local commercial (tv or radio), So to have occasional representatives come and meet new families would be fruitful.
- It was extremely hard to get my incoming freshman enrolled in honor or advanced classes. He was not given the opportunity without us throwing a huge fit. We were told there was no testing to see where he should be placed. Lots of military kids have seen the rest of the world 1st hand, lived abroad and even attended foreign school. That is not taken into account and you are made to feel like cattle being herded through the system instead of individuals with individual needs.
- Having an mflac available to augment the needs of the children in our buildings is a big plus.

- I absolutely love how the buses run for after school programs. Although they are a bit crowded and there is not much supervision on them, it is appreciated to have buses bring home students after practices. Thank you!!

Comments from Families without Active Military Stationed at Fort Drum in the Household

- I am a Civilian employee on Fort Drum. Harrisville CSD is a great school as it offers smaller classes so kids with learning disabilities like ADHD or Dyslexia have a more one on one experience.
- The school should offer more extracurricular activities and sports programs. There is very little to do in our town and the winters are long and cold!
- Special education needs working with and there bullying education and information needs work on
- I have a special needs child who I truly believe would have been left behind had it not been for the caring, dedicated and highly skilled professionals who worked with her to achieve academic success. She has recently started college and although she struggles, she has been provided with tools to work from several different angles until she finds a way that works for her. As a Mom, I know that because of her start at SHCS she will be able to accomplish so many things that I never really imagined possible. I could have moved out of the area several times for more pay and warmer weather, but the SHCS team made it worth staying. I am forever grateful.
- SHCS does little to remedy billing situations.
- I bought a house in this district after being a substitute teacher there years ago. I was impressed and wanted my children to go there.
- We are very happy overall with our child's experience at Sackets School
- I work in the largest school district in the North Country and my child attends one of the smallest districts. As a parent of a transgender student I see a vast array in difference in the impact this will have on a student. I understand education opportunities are lacking especially in the smaller schools who are not receiving large amounts of state and federal aid. This lack of educational opportunity is not only hurting the students academic growth but emotional and social growth as well. We need to enhance and diversify our educational opportunities for ALL school districts in the Fort Drum region. This will mirror the diverse population of students we educate. Opportunities should be available to all, not just Indian River students who receive a lot of federal money. Smaller schools like Sackets Harbor Central struggle to offer any additional educational opportunities to their students and they have military students as well.
- I think the staff/teachers need to be trained on working with ADHD kids. My daughter has ADHD and I feel like the teacher isn't willing to help her succeed
- Although none of my children currently attending transferred from another school, my oldest was in school in Los Angeles and NYC before relocating here. I have never experienced a better school or school district and would not consider relocating from the district until they have all graduated. It is that wonderful.
- Our children have been welcomed into the Sackets Harbor school twice. We love their connection to the community and parents. It's a WONDERFUL school.
- There is very little availability and awareness of activities for those students who aren't into sports.
- There should be more opportunities for classes for children who excel we do a very good job for students who need assistance or who have IEPs.
- Not all households have access to laptops or computers, a program for laptops (leasing or borrowing them from school) might be beneficial for a child who needs to wait for a parent to get home from work to use their smartphone, "if" they have one. I believe Watertown City School districts have started a program like this.
- Teachers need to stop putting kids in lunch detention all the time. All that does is piss off the kids and the parents. It doesn't teach them anything. Maybe if the teachers took the time to speak to kids like they're individuals, it might get better. Why is there nothing in the student handbook/school policies about teachers bullying students? It does happen. Belleville Henderson is so small and there are too many "cliques". Including the teachers. As a parent, I don't feel comfortable or "good enough" for some of the teachers in that school.
- I think that we do not address the needs of the low achieving high school students who are struggling - we need more access to GED programs and such so that they won't drop out of school due to frustration. I also feel that there isn't enough AP/college credit opportunities here, and often Seniors do not have rigorous classes or don't want to take the rigorous classes because they don't want to "mess up their average".
- Belleville Henderson Central School provides a safe and positive place to learn. I am a proud parent of the community.
- Belleville Henderson is really a warm, welcoming, and friendly school. I teach at a neighboring school and could bring my kids with me with no tuition but I wouldn't. Belleville offers so much more for my kids! We love it!!
- The current administration only cares about their paychecks. They have no care about the students or teachers and they also make things stressful on the teachers.
- I believe that Beaver River is a great school. I do feel, however, that like with many schools, some issues are glossed over and not dealt with. I would like to see parents that have legitimate struggles with teachers or student concerns feel supported by the school and issues be addressed. Many times issues are over-looked when faculty should be held accountable. This goes for many places but in a small school and community, word travels fast when this happens.
- The biggest issue at most local schools is the communication gap for parents working outside of the school. There are many opportunities the children don't know about because the parents don't know about it or it is announced the day it

is happening and not prior. Beaver River Central school is famous for putting announcements on during morning homeroom the day something is happening and the parents are not there to hear it or make plans to get their kids to it. There are many ways to communicate today and they should be using them.

- Funding for updated and complete technology. IE iPads for each student start to mirror what colleges do when the kids are JRs and SRs
- I was born and raised with Fort Drum in my back ground. I grew up knowing active duty soldiers and a wide variety of Vets. I have also met other past soldiers who were based at Fort Drum when I have travelled. They all loved the North Country experience, but they all talked about Winter in some for or another. Some of the best students I grew up with were military kids that I still am in contact with today. I can guarantee that the North Country schools are top notch and a perfect place for military personnel. I highly recommend Beaver River & Lowville.
- We always enjoy the families that are stationed at fort drum when they choose Beaver River school district for their education.
- I am interested in seeing the results of this survey!
- I have been very pleased with BR until the 5th grade. The children were suddenly exposed to many changes "to get them ready for middle school". The problem is, they are not in, nor are they ready for middle school. This results in anxiety and feeling overwhelmed. I do love BR, and the community provided there.
- My children have had numerous opportunities to meet kids whose parents serve at Fort Drum. It has been an excellent experience for my kids getting to know these kids. But it is hard on both kids when they have to move but we are thankful to have gotten to know these families through the years. You are always welcome at our school of Beaver River!!!
- Great activities for kids and sport wish there was more opportunities for fun that doeant cost money for low income families who dont have the extra money to pay for 4 kids playing 4 sports so something toward them families id like to see. Thanks always.
- My 11th grade students was adopted from Ukraine only 2 years ago. I don't know much about vhis previous school, transition was excellent My 7th grader is special needs. The support was excellent for her until this year. The school is aware of my concerns, I'm anxious to see how they are addressed. My other children have been home schooled. For home school parents the district is easy to work with for my reports. The school does not make available any extra curricular sports, or additional school activities for home school children . For students in private school the school does supply excellent transport. My husband was honorably discharged as Major
- If your child has an IEP or 504, Beaver River has excellent staff to help your child learn to overcome and excel.
- K-12 building creates an environment that most students don't get to experiance my son went to general brown elementary it was an awful experience
- Special Educational needs for children need to be planned out and implemented better within our school district. My spouse and I are graduates from a high schools in Jefferson County. After moving back to this area from being away for near 20years, I expected that my children would be able to experience better education from the smaller numbers in the classrooms. Their is less aggressive behavior with the students at our current school than that of the previous school system that my children attended from kindergarten through 9th grade before moving to Jefferson County. The teaching staff currently employed at my children's school in Jefferson County is far lacking with expertise and ability to teach to all of the children in a class instead of teaching the materials required to the class. It is a skill that NYS school systems need to greatly improve upon. Had I known that this is the case at my children's school here in NYS, I would have never considered moving my family back to this area. In doing so and believing that I was making the right choice to bring my family to an area that is smaller and should be more family oriented within the community and the school, it turned out to be a far worse situation. The NYS teaching staff, management staff, and their special educational programs at our current school are so poor that my child will not graduate from high school. The school system has expressed several times that they are fine with telling us that it is OK for this to happen. If we would have stayed in the previous State and left my children there through graduation, I firmly believe that they would have benefited greatly from the education and resources that they had in their previous school system. We have been back here in NYS for the past 5 years and have struggled every year to get my children the educational services they need to graduate through our current school system. Please note that my child with "Special Educational" needs, has average grades in the 90's in most all of the classes. Unfortunately the school system's inability to provide the appropriate teaching staff has caused him to have to take more than a additional year to schedule him for the standard classes he needs to graduate. The Principal that has previously left did informed us prior to leaving that they are sorry for the way things turned for not being able to schedule my child's standard educational classes because of the lack of staff. Knowing what I know now, If given a chance to make a different decision 5 years ago, I NEVER would have considered the move back to this area prior to my children graduating High School!
- I truly wish there was more minority in my children school which I know would be difficult to do based on where we live but its dissapointing to see only 5-10% minority in our school, I would also love to see more hands on training in all fields not only local agriculture and area based jobs because I don't believe every child will stay in this area so they need more real world experience rather than sitting in a class all day. These kids need to have on the job experience in different fields. I also believe that the whole food system should change we have to many obese children that

should have much healthier options meaning should be the only option. No cookies and donuts and sugary cereals. Local and healthy fruits and veggies. Kids adapt easy and will eventually eat what's offered.

- This is a financially poor district without access to many materials, programs, athletics, etc. that many other area schools are able to afford.
- Our school needs more support, the children are suffering from Lack of sports, after school programs and dual credit courses for high schoolers.
- I believe the teachers in Abay are awesome. What I am concerned with is the principal and N Y states curriculum. The principal has no idea how to make high schoolers responsible for their academics..I have a grandson who was not doing homework. I took all his things away at home. He still wasn't doing it. I told the teachers to keep him after school. Principal doesn't allow it. What a bunch of crap. No accountability.
- ACS is small but we have found that this is mostly a good thing. Most of the students have grown up together and every one knows each other. The faculty is dedicated and caring. The main issue is that there is are limited choices for advanced classes and electives in the higher grades. Courses offered through the community college do help to make up for the limited choices.
- I would like to draw more awareness to disabilities some kids may have/face. For example, Juvenile diabetes, food allergies, asthma, and learning disabilities.
- there are some great people in our school, but also some that do not do the job and are protected by the system. Common core should be dropped! Open communication with community about events and school operation is terrible.
- Alex bay Central has gone through several administration changes in the 5 years my children have been attending and honestly the policys and people change to often to offer stability. Also it's a small school in a small town and unless you start at kindergarten with the rest of the town there will always be issues.
- Being a small school, we expected that there wouldn't be as many extracurricular activities, but we are well-pleased with the one they do have.
- I love this school! They offer a personal, loving atmosphere for each student! For a small private school, they are very diverse and offer a lot to the students.
- I can recommend Faith Fellowship as a great place for your children to have a warm, loving environment and still receive a good academic experience. This reality more than offsets some of the deficiencies they have due to being such a very small school.
- Need better bullying policies and better communication with families
- Lyme used to have a after school program that assisted students with academics, offered extended education in variety topic and was a safe place for youth to be after school, especially the youth who don't play sports. Children who are left unsupervised between hours of 3pm and -7pm tend to get in trouble.
- Transportation for students who need after school instruction is nonexistent at Lyme. The teachers are truly the reason Lyme is as successful as it is.
- I wish the school had a special program to help grade school students who are struggling in learning certain criculum (Math, Reading)
- My family loves LCSD they have been amazing, my son who receives speech and occupational therapy is taken care of. His teachers are there for him, and keep in touch with me. All the teachers and other students look after one another. It's an amazing school, I feel my kids are safe and receiving an education that is actually tailored to their needs.
- The district has done a lot of physical upgrades to the school building especially in security. The faculty and staff are easy to contact.
- I'm so proud to be a part of this team,. La Fargeville is the ideal, and should be considered for the. Number one, program in the State if New York, if. Not. The. United States, since my daughter, who is now 35, left. Niota School in Tennessee, I have yet to match this caliber of education! Special thanks to both. Mrs James, and Mr Hoover who are and will always be our family, for life!! Thank you Ret. US Army, St Personal Sergeant. Thank you
- Though many programs are offered to my kids. It appears the staff members kids at LCS get most of the information about scholarship opportunities and special treatment. Not only is it obvious it's tolerated. To me it's pretty sickening and pathetic.
- The La Fargeville school system has problems with a diverse ethnicity, my children have been called inappropriate names on many occasions by bus drivers, staff and students alike. Discussion with staff results in a more hostility than it is worth.
- Bullying is happening in the classrooms, and the teachers are not intervening, they are blowing it off, because they are busy on their personal electronic devises. Students have even vaped in the classroom, and the teachers ignore it. Teachers are either not aware, are do not care. Have had two children graduate already, and they experienced the same issues.
- I have a 16year old daughter with Down Syndrome at Sandy Creek High School. I have had experience in other neighboring districts previously. Sandy Creek is an outstanding school for children with special needs. Teachers and the staff are more than just paid positions. They take great care of our daughter and even attend out of school

functions she is involved in when possible. The instruction in the school setting is groomed to the student. Teachers and staff are very communicative both dealing with issues that arise and opportunities that are available.

- While the sports programs are very good for most athletes they don't incorporate special needs children. They seem more focused on winning than allowing all children to play sports no matter what the disability and how hard the child is willing to work! Especially after the 6th grade!!
- I feel that our school is doing the best they can, but I would like to see more focus on providing stimulating and challenging programming for exceptional students. I feel there is more of a focus on providing services for students who are below the average, or special needs and would like to see equal resources committed to the advanced students.
- More anti-bullying programs would be very helpful. I think it is so important.
- Sandy Creek is well known for the special education services provided. Many north country school visit Sandy Creek to learn about the programs and the services available for special needs students.
- Sandy Creek is an amazing school!
- The teachers and staff at Sandy Creek are kind, caring, wonderful individuals. I know my children well taken care of while at school. The school has wonderful traditions such as the Halloween Parade, Thanksgiving feast, and Kindergarten Graduation that make the students feel special. The school is the heart of the community.
- Lowville Academy is a great school with many opportunities for children. I live out of the district and choose to pay tuition to send my children here because of the high quality education they are receiving.
- I'd love if the teachers would use Class Dojo or a similar application to better enable communication between parents and teachers on a more regular basis. Also, Lowville needs a better system for student drop off and pick up of young children. The limited parent parking and parents not being allowed to enter the school (having to wait outside in the elements with young siblings) are beyond ridiculous. Maybe some sort of parent ID would be more logical.
- Think there needs to be more education on hf autism and sensory issues. As i believe that if the staff had more education in this area it would benefit kids like my son who need more understanding.
- The school seems to be taking away all the performance based achievements in favor of protecting the feelings of a few. Gym only has participation awards now, there are fewer contests with winners anymore, fewer awards go out at the end of the year in order to spare feelings. Don't forget that it is good to recognize success also, not just avoid the recognition to avoid conflict.
- Math program in this school is very, very, very weak.
- All of the negative marks I gave were in regard to a particular teacher whose class is needed. This individual should be fired for bullying. That is my opinion.
- I think any interaction with the military would be beneficial to our community. After all, some of the military gave the ultimate sacrifice for all of us.
- Student safety both physically and mentally needs to be addressed. Bullying and harassment are not always handled equally or effectively.
- I love the school my daughter attends but the bus that takes her from Indian River could be on time so she makes it to school on time. I pay taxes for Indian River schools so we are paying for her to use the bus but they could pick her up about 5-10 minutes earlier these kids so they are not late for school
- I feel that IHC does an excellent job of preparing students for college. I have a daughter currently at IHC and one who graduated and is in college. She went to college knowing how important her education is and knowing how to balance her time, to turn in assignments when they are due, and to always do her best as that was what had always been expected of her during her high school years at IHC.
- The biggest disappointment we are feeling is the lack of elementary foreign language in her new school. Her new school is a lot more close in terms of allowing parent observation in the classroom.
- I feel that we have excellent educational resources in Northern New York, for the students and families that are willing to take advantage of them.
- I believe most north country schools are very receptive to and appreciate the presence of Fort Drum. Without it many schools would be so much smaller and less diverse. The change in diversity alone has been a learning experience that has been a positive eye-opener over the last 30 years.
- We love the school and the teachers that work here.
- Cape Vincent Elementary is a "remote" school, so it can be a challenge getting opportunities, but the care that all the faculty and staff show for ALL of the kids is outstanding. The students may miss out in afterschool activities and such, but each child is known and never becomes just "a number".
- My 4th grader has no issues with the school, or the transition last year from another state. My 8th grader still gets bullied on occasion when he's trying to fit in, and is still struggling with homework as it is a new system for him... Otherwise, all great!
- Older children's father was in the military but not when we lived in the south Jefferson district. He is deceased .
- Loved Mannsville as my older daughter was growing up. Leadership has been in transition over the past few years, with Mr. Ginger arriving and then leaving. I honestly don't think I know who the principal is this year. A lot of your questions weren't appropriate for the elementary schools, e.g. availability of college questions. There should have

been differential questions based on the school level chosen. There has seemed to be a disconnect going from elementary to middle school. I don't think my daughter noticed as much as I did how much less we as parents are included in information. Relying on the students to bring news home isn't terribly reliable. Some teachers/coaches WON'T talk to parents.

- TICS D racially supportive. It's mostly people who know each other and grew up together and family that's been going to the school there whole life. So it's hard being a multiracial family and moving to a mostly all white school and getting the education you need.
- I do like Thousand Islands in regards to elementary education. Not all of us have access to internet as the area is rural. As the children enter middle school, they assume and expect that all have internet access which is necessary to complete homework. This has made education difficult and frustrating. The teachers seldom reach out to parents. Middle school guidance is a joke. There are very few extra curricular activities other than sports.
- my stance on the bullying issues at TICS is that, I think all the programs are in place... high school, the age of the kids and the varying home lives makes it impossible to be 100% effective, in the grade schools the kids are made more aware of this issue and hopefully it will phase out as these kids age into the higher levels of school.
- According to my tenth grader, drug use is an issue at both the middle and high school. I'm not sure whether this is accurate information, but, if so, perhaps there could be more done in terms of helping students understand the long-term consequences of drug use.
- Although I am not affiliated with Fort Drum or the Army we moved to this school district from a DODEA school in Virginia and I am retired military. Thousand Islands is a VERY supportive and military/veteran school. They ensured that my children's transitions were as smooth as possible and a year later my kids are doing amazing and couldn't have picked a better district in the area for my "military brats" to attend school.
- The elementary school does not recognize special needs if they can't "see" it or if it does not cause behavioral disturbances in the classroom; even with a number of diagnoses and recommendations from highly qualified doctors and specialists. The school psychologist does not perform the psych evals and observations that are used in decision making in regards to IEP or 504 plans; instead decisions are based on opinions and observations of staff not trained in psych evaluations.
- This school district fudges the education evals for special needs kids to deny services. Our sons evaluation had another kids name all over it, and they used it to deny him any help. Since then he has been declared developmentally disabled through OPWDD and gets services. This school emotionally abused him until he was suicidal and we pulled him out on the recommendations of his Dr and therapists. Do not send special needs kids to this school, the CSE chair does NOT follow the IDEA laws and knows that there is no one who can make her....we had 4 agencies trying to get her to follow the laws. Further more, bullying is not just done by students, some of the teachers do it also! I wish we never moved to this district....worse decision ever!!!!
- Our children have been to all public schools within fort drum districts, when we came back we chose IHC and it was best decision we made. However, many people who want to send their kids to private school, and or a catholic school or Christian, do not know too much about them. It would be nice if the private schools were brought up as an option as well, with info concerning financial help as well
- I feel that students that are disruptive, have anger management issues in 2nd grade need to be separated from the students that are willing to work-follow rules-meet and exceed goals. They are a bad influence and teach the kids that society will coddle these children-and take away valuable learning time from those who want it. It is unacceptable behaviour. The teacher has to break from teaching regularly to address issues-I feel he is spread too thin-
- I am the parent of two elementary students, yet in the survey I could not mark BOTH of the grades my children are enrolled in. Also, some of the questions did not pertain to the elementary school buildings, yet as an employee of the school district I was able to answer the questions because I am informed of what the secondary grades have to offer WCS D students. Not all parents of only elementary students will have the information.
- The gym guide lines need to change 1 person out of the whole class can pass it it's not fair if you try hard and come up short then you still get 10 points off your grade. That's got to change.
- Stop focusing so much on military and focus on the entire community as a whole! Its not just about military. There are other children that need attention just as much as the military! You know like single mothers.
- This school district at one time had a basic computing class which was a requirement for graduating students along with a strong business department that provided many opportunities for student and the community. This class focused on life skills- writing resumés, business letters, interview techniques, etc. This class and many other business classes and the business department were done away with (all but one instructor out of 4 were released) and the response to public inquiry was that students have skills because of texting and Facebook, and business classes just were not necessary. Students now have up to 5+ free-periods per day as opposed to learning about business or at the very least cultivating skills that will serve them in the future. Also, some of the worst bullies in this school district are unfortunately the instructors/administrators. There are a few genuine teachers who are there for the students and community, but really the majority have their own best interests in mind. Students sneak vaping in class, they deal drugs in the halls, and success often depends upon your last name and what neighborhood your home is located within. While there are some instructors and administrators who really are devoted, there are serious reasons why this district is known in the tri-County area as a viper-ridden cesspool.

- I would like to see more support for helping kids get in to college . For example, tutoring for SATs, ACT. , help with college application process, more dual credit classes with JCC.
- I think our schools are very welcoming to Fort Drum families and children. These families enrich our community, and the children of military members enrich our schools. My children have made many friends that have come from many parts of the U.S., and have lived all over the world, which is wonderful.
- The schools around Fort Drum are amazing (both public and non-public)
- This survey is almost impossible to answer for people who just moved here. Further, it does not take into account the fact that some people have transferred here from overseas or have kids in private schools in addition to public schools.
- Theresa primary does a wonder jon. Love their staff
- School officials be more mindful of military students. Especially when their parents come home from a year overseas. They need time to be with them, even if they have to take vacation in the middle of the month etc.
- Carthage Central went above and beyond to purchase a pair of hearing aids & FM system so my child would not have to transport his back and forth.
- Not make the schools more about the military but the people who has lived here and supported the community.
- Would like to see chaperones on the busses- biggest issue for my family is bully/rude behavior on the busses in the AM and PM.
- Carthage Central School is an excellent school system. My children transferred here when they were in 1st and 4th grades and I have been impressed with almost all their teachers. My only concern is that there seems to be high turnover in administration (principal/vice principal) in the high school and middle school and I'm not sure why.
- One main problem I had with the CSCD, when first enrolling child, I was told I would have to have my child bused to a further location although I was a full time resident just outside of Black River for years and was not Military. They were giving Military preference towards Black River Elementary School. I had to confront the Principle at that time and proved my case.
- I feel like the special education program could be better. Teachers don't seem to be trained in this area well enough. I used to be constantly asked what can we do, your child won't focus. My child has ADD and a 504. Therefore his teachers who took the time to read his file, as they should, already know this. Yet they still say he can't focus. This is common knowledge. They are supposed to have the education to know how to redirect him. Not ask me. I'm not the one teaching him all day. We don't have focus issues at home where he can mostly do as he pleases. So that means I really don't know what it takes to get him to focus. When he's doing homework sometimes I have to stand over him, and constantly tell him to pay attention, and do his work. One teacher in a classroom doesn't have that kind of time to stand over students and do that.
- As an educational system you hold the parents accountable when their child is acting out or they're missing something so as a parent I feel that Educators should be held accountable for not communicating with the parents to let us know what everything is going on. My child is my business and when he's not doing what he should that becomes my business.
- There is great need for more education in the special ed department especially for those working with traumatized children with behavioral issues.
- Sometimes I feel we are too focused on the military and leave low income non-military families without what they need. We need to be better about helping all kids with all resources that we have.
- My one criticism was flow of information regarding the middle school. While at West Carthage Elementary it was great. I feel there should be better flow of information at least the 5th graders and even parent teacher conferences for that year. A monthly newsletter would help. Middle School is a big transition for both kids and parents. I found the daily announcements on the website by accident one day when searching for something else, not something parents are made aware of.
- I love Elementary School. Best community school feeling. Awesome attentive staff. Always answer any question I have had. Also willing to work with whats in the best interest of my child. I will miss this school greatly when my last child leaves this school.
- I feel there should be more opportunities for kids to get involved in sports in the school systems. There's not a lot of extracurricular sports for kids in the K-6 grades. There's programs outside the school at the Y or through other areas, but it would be great for kids to have outlets within the district.
- I feel that our district is behind in offering curriculum that keeps our students competitive in the current work force especially in technology.
- The teachers are excellent. Really have gotten my children through subjects that were difficult such as physics and geometry and has them enjoying the subjects by the end of the year. Teacher provide many opportunities for extra help.
- My children are 5 years apart. I currently have a senior and one that graduated several years ago. The climate of the school has changed greatly during that time. I suspect a change has occurred due to all of the new housing located around the Watertown area and in particular the additional subsidized housing. My answers to these questions are, therefore, based on the different experiences both children have had.

- School systems are doing well as far as education, just wish it was more academic sports for the 4th and 5th graders, and I get more communication with my 8th grader as far as grades and know what's going on. Other than that the teachers are doing great.
- I think this school district is doing a great job in all areas, I am very pleased with the district as a whole. Thank You!
- Both parents have been civilian employees on Fort Drum and one parent is a navy veteran. Also one child is a special needs child.
- When a student leaves a building and moves to a new one, I feel a better job of trying to keep a few friends / acquaintances together should be done. It's transition enough to go from one building to a new building but then having to build all brand-new friendships and relationships is a bit much. We have had this happen several times as our daughters have navigated through the school system. They would leave TPS and go to IRIS and / or the Middle School and not a single former co-student from their past educational experience was with them in their new classroom situation (and FYI - BOYS did NOT count to them at that age level as "close friends"). So instead of trying to (evenly) divide 40 - 50 (TPS) students between 16 classes at IRIS why can't 5 or 6 stay together in 7 or 8 classes? Just wondering? This has been happening for over 20 years now and even though I have spoken up about it before, there's been no change. I know that developing new friendships is a social and developmental skill, but having to do all of that on top of a transition to a NEW school building, new classroom & teacher(s), new school routine, new school staff, new cafeteria, and new bussing can add up to over-whelming! Something to consider and perhaps be more intentional about in the future. Also, on a different topic, I think it would be beneficial if ALL students K-5 had an outdoor recess EVERYDAY that the weather is appropriate - even in winter. The school I attended as a child did (and still does have daily outdoor recess. I think daily outdoor recess was especially helpful to get wiggles out, to get fresh air and to have a change in scenery. I think the expended energy and exercise led to less disciplinary issues and more focus after the fresh air. Our school hired play-ground aides who were there for 3 hour shifts - it was not the teacher's responsibility to take us out - it was planning time for the teacher.
- IR is an amazing district with many educational and extra curricular activities for our children.
- You had one question on this entire survey about special needs children. While your facilities are the best in the area, they are still lacking. There is no family support group or extra curricular activities for special needs, no program to help transition them into post graduate life. The world pretty much abandons special needs children after they turn 18. It would be awesome if you could help address their futures. Working with local advocacy groups to improve options and programs would be useful. This district spent 4 million on fake grass, but you can't spend anything to build a special needs accessible playground at Calcium? This district spent money to buy a 3d printer but can't buy speech assist tablets and programming? You need to focus more on the most vulnerable of your student demographic.
- Carthage schools are great would never take my kids from the district. Teachers and the other staff are great.
- Teachers communications with both parents of children, when they do not reside in the same household, could improve.
- Not all students are given the chance to intern or explore careers. It is a select few. We have maybe 10 who do new vision in the HS. It would be nice to expand this concept into other careers.
- The Indian River District is wonderful. They address any concerns in a timely manner. They have activities after school for the kids that are not only for fun but for learning as well. They practice drills so the kids know what to do in case of an emergency. We have police come in and meet the kids so they learn to respect them and are not afraid of them if they need one. The principle at Philly Primary is fantastic at her job. She talks with the kids everyday about their interests such as sports, hunting, fishing, farming, reading and outdoor activities. They all respect her and love her. She is fair and listens to the kids and then they solve the problem. The schools have many activities after school for kids of all ages. The teachers and other professionals in the school district go above and beyond to make this a place for learning, to feel safe, have fun and learn at the same time but to also make lifelong friendships.
- One of the best things that happened in the school is the addition of school based counseling. This has happened because of Fort Drum directly due to additional funding.
- We strongly believe that Carthage central school district's staff effectively navigate the connection between students from military families and their non-military peers. The principal and school staff of Carthage middle school and Carthage high school deeply reflect on how to enhance each student's academic, social and emotional growth. Also, those schools offer multiple educational and social opportunities to ALL students and strive to conduct close relationships between the families, school and the local community. We also would like to acknowledge that the superintendent of Carthage schools district and his assistant are very involved in the community and the school's activities and bring the schools into success. Finally, all stakeholders within the local district work very hard to include all students and parents voices.
- The transportation department at the school is a nightmare. The buses never come at the same time, the bus stops are very far for small kids to walk in the winter and the bus drivers are not very well trained.
- Make extra help more attainable to the students, 25 minutes after school is ridiculous. My junior miss every Regents study class last year because by the time her BOCES bus returned to school the class was over. Teachers need to be more accessible to the students.

The Survey Instrument

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Website: www.sunyjefferson.edu/community/community-studies.php

Introduction

Thank you for agreeing to complete this survey for the Advocate Drum (Fort Drum Regional Liaison Organization) Education Committee to help them learn more about families' perceptions of area schools.

The Education Committee would like you to share your thoughts and opinions of each of the schools your child or children are currently or have recently attended in the area.

To thank you for your time and help, if you complete the entire survey, you may have your name entered into a random drawing to receive a \$25 gift card. One person from each school district surveyed will be selected from the entire group who complete the survey and each be offered a \$25 gift card. You will be able to enter the drawing and choose where you would prefer to have the gift card from - Amazon, Walmart, or Dunkin Donuts - at the conclusion of the survey.

Quality Indicators of the School

We would like to know your level of agreement with a series of statements pertaining to Harrisville Central School.

1. Please indicate the grades you have a child currently completing or had a child recently complete.

☐ Kindergarten☐ Fifth Grade☐ Tenth Grade☐ First Grade☐ Sixth Grade☐ Eleventh Grade☐ Second Grade☐ Seventh Grade☐ Twelfth Grade☐ Third Grade☐ Eighth Grade☐ Fourth Grade☐ Ninth Grade

2. Listed below are statements related to the academic experience children receive in this school. For each of the statements listed, please indicate whether you strongly agree, somewhat agree, are neutral meaning you neither agree or disagree, somewhat disagree, strongly disagree, or feel that you do not have enough knowledge to give an opinion.

	Strongly Disagree	Somewhat Disagree	Neutral/Neither Agree or Disagree	Somewhat Agree	Strongly Agree	Don't Know
The academic program is stimulating and rigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have access to programming that can earn them college credit in high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have access to a broad variety of enriching academic offerings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction and Instructional staff are highly qualified and competent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials are high quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools have effective programs to serve students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools provide students with opportunities to use relevant, modern technology as a tool for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have access to higher education campus visits, representatives, and exploration programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have access to career exploration, internships, and/or job shadow opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. This next group of statements address the relationship between the school and the families of its students. Again, please indicate your level of agreement with each statement.

	Strongly Disagree	Somewhat Disagree	Neutral/Neither Agree or Disagree	Somewhat Agree	Strongly Agree	Don't Know
Schools are connected to and responsive to parents and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school communicates well with families about students' academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school communicates well with families about student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school communicates well with families about school events/activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school addresses parents'/families' concerns in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides various methods/modes for accessing school information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools are welcoming towards new students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. This group of statements relates to different aspects of the overall school culture and climate. Once again, please indicate your level of agreement with each statement.

	Strongly Disagree	Somewhat Disagree	Neutral/Neither Agree or Disagree	Somewhat Agree	Strongly Agree	Don't Know
Students feel safe and secure at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school embraces military students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is a place of warmth, caring, and a sense of belonging for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has effective anti-bullying program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school teaches positive values, respect, and character education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school offers access to support services for students (counseling, medical/dental, academic support, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is connected with the local community, local culture, and local businesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have access to safe, reliable transportation for school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School facilities are well cared for and meet student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have access to a variety of high quality extra-curricular activities/clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied overall with my family's educational experience at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Did your child transfer into the school from a school outside of the North Country Region?

☐ Yes ☐ No

Transferred into School

6. The statement below addresses your child's transfer into their current school in the District. One more time, please indicate your level of agreement with the statement.

	Strongly Disagree	Somewhat Disagree	Neutral/Neither Agree or Disagree	Somewhat Agree	Strongly Agree	Don't Know
Transferring into the school from a previous institution is a smooth, straight-forward experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Listed below are many of the characteristics addressed in the statements you read previously. For each of the characteristics listed please indicate whether the characteristic is better, about the same, or worse than the school your child attended previously.

Academic Experience

	Better	Same	Worse	Don't Know		
Stimulating and rigorous academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student access to programming that can earn them college credit in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student access to a broad variety of enriching academic offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualified and competent instruction and instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs serving students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for students to use relevant, modern technology as a tool for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to higher education campus visits, representatives, and exploration programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to career exploration, internships, and/or job shadow opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Relationship between the School and the Families of its Students

	Better	Same	Worse	Don't Know
School's connection to and responsiveness to parents and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School's communication with families about students' academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School's communication with families about student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School's communication with families about school events/activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness of the school's addressing of parents'/families' concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods/modes for accessing school information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcoming of new students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Overall School Culture and Climate

	Better	Same	Worse	Don't Know
Feeling of safety and security at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support of military students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warmth, caring, and a sense of belonging for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-bullying program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching of positive values, respect, and character education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to support services for students (counseling, medical/dental, academic support, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection with the local community, local culture, and local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to safe, reliable transportation for school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of facilities that meet student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a variety of high quality extra-curricular activities/clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall family educational experience at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

The last few demographic questions will help us get a better sense of the general nature of the people who have helped us with this project.

10. What is your gender?

☐ Male

☐ Female

Other (please specify)

11. In which age category does your age fall?

☐ 18-29

☐ 50-59

☐ 30-39

☐ 60 or older

☐ 40-49

12. Please select the highest level of education you have completed.

☐ Some High School

☐ Associate Degree

☐ High School Graduate or GED

☐ Bachelor's Degree

☐ Some college, no degree

☐ Graduate Degree

13. How would you describe yourself in regard to your race or ethnicity?

☐ Black/African American

☐ Asian/Pacific Islander

☐ White

☐ Native American

☐ Hispanic

☐ Multiracial

Other (please specify)

14. Which of the following best describes your affiliation with Fort Drum?

☐ You are active military stationed at Fort Drum.

☐ Someone else in the household is active military at Fort Drum.

☐ You or someone in your household is a veteran who was stationed at Fort Drum.

☐ No current or past military affiliation with Fort Drum.

Additional Demographics

15. Please indicate the highest rank of the currently active military personnel living in your household.

16. Please select any military locations at which your family was stationed while your children were enrolled in K-12 schools.

☐ Fort Bliss

☐ Joint Base Lewis-McChord

☐ Fort Brag

☐ Fort Riley

☐ Fort Campbell

☐ Fort Stewart

☐ Fort Carson

☐ Schofield Barracks

☐ Fort Hood

Other (please specify)

Gift Card Drawing

17. Do you want to be considered for the random drawing, and if yes, which type of gift card would you prefer if you are selected as one of the winners?

- ☐ Yes, enter me in the drawing - and if I win I'd like an Amazon card
- ☐ Yes, enter me in the drawing - and if I win I'd like a Walmart card
- ☐ Yes, enter me in the drawing - and if I win I'd like a Dunkin Donuts card
- ☐ No thank you, do not enter me in the drawing

18. Please share any additional information you think would be beneficial to the Advocate Drum Education Committee as the committee works to assess the opinions on educational institutions of parents of K-12 children in the region.

19. Finally, please provide the contact information you would like us to use to send the gift card if you are chosen as a winner.

Remember, no results from any of the survey questions in this study will be reported for any individual participant. Statistics will only be reported out in aggregate as percentages of all participants, and as a result, your confidentiality is guaranteed in regards to responses provided to this survey.

Name:

Street address:

City:

State:

ZIP Code:

Thank you

Thank you for spending your time and sharing your thoughts and opinions in regards to this endeavor as the Advocate Drum (FDRLO) Education Committee works to assess the strengths and overall state of educational institutions in the region.

If you have any questions you can contact Advocate Drum at:

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