

2007 Student Connection Survey

The elements of student connection measured within the Student Connection Survey have been shown, both by research and through the experience of our CPS educators, to be critical to student learning. This report evaluates these elements from the point of view of your school's students. I am confident that your school will be able to use this report to improve learning conditions and learning outcomes available to all our students.

-Arne Duncan
Chief Executive Officer
Chicago Public Schools

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Want help using these results? Visit the **Toolkit**

www.cpstoolkit.cps.k12.il.us

Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	100%
Academic Rigor	96%
Student Support	97%
Social and Emotional Learning	98%

Response Rate by Grade:

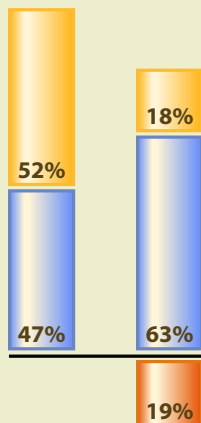
Freshmen	63%
Sophomores	85%
Juniors	91%
Seniors	74%

Safe and Respectful Climate

Overall Results

Percent Adequate or Above

100% 81%



Your School
CPS Average

What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

EXCELLENT: 52% of students report that the level of safety is excellent.

ADEQUATE: 47% of students report that the level of safety is adequate.

Results by Groups of Students

Some groups of students feel less safe than others at your school. These groups include Asian/Pacific Islander students, students who qualify for free or reduced-price lunches, female students, and seniors.

EXCELLENT

Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

ADEQUATE

Students feel physically safe most of the time, but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased, bullied, harassed, or put down by other students.

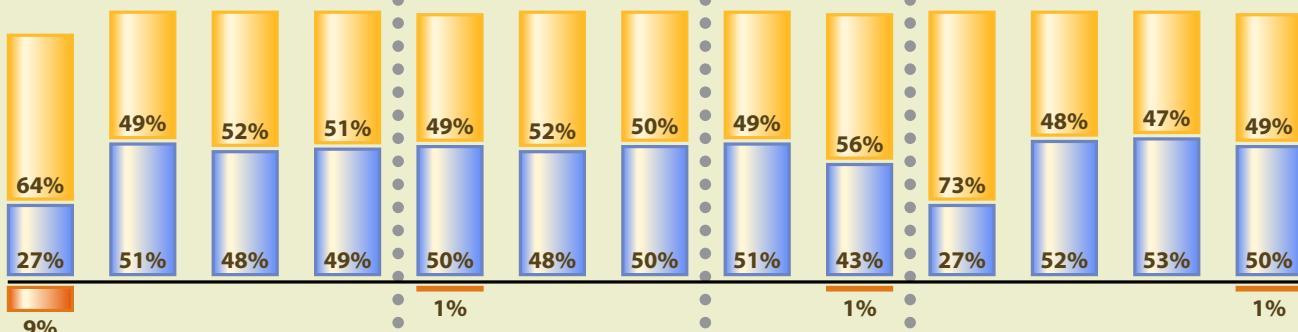
NEEDS IMPROVEMENT

Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.

Results by Groups of Students

Percent Adequate or Above

91% 100% 100% 100% 99% 100% 100% 100% 99% 100% 100% 100% 99%



Asian/Pacific Islander students Black students Hispanic students White students Students qualifying for free or reduced-price lunch Students with disabilities English language learners Males Females Freshmen Sophomores Juniors Seniors

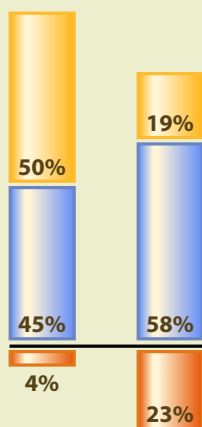
Results are not reported for Native American students because there were fewer than 10 students in this group in your school.

Academic Rigor

Overall Results

Percent Adequate or Above

96% 77%



Your School CPS Average

What These Results Mean

The Academic Rigor scale measures how much students perceive that teachers and other adults in the school encourage them to think, work hard, do their best, and connect what they are learning in school to life outside school. A rigorous curriculum, presented in a way that is relevant to students, will promote student achievement.

EXCELLENT: 50% of students report that their classes are academically rigorous.

ADEQUATE: 45% of students report that the level of academic rigor is adequate.

NEEDS IMPROVEMENT: 4% of students think that the school is not academically rigorous.

Results by Groups of Students

Some groups of students feel less challenged than others at your school. This group includes Hispanic students. Some groups of students feel more challenged than others at your school. These groups include Asian/Pacific Islander students, Black students, English language learners, and freshmen.

EXCELLENT

Students think that their teachers and other adults in the school expect *all* students to put in a high level of effort and be engaged in their course work. Students think that *most* classes are interesting, challenging, and relevant.

ADEQUATE

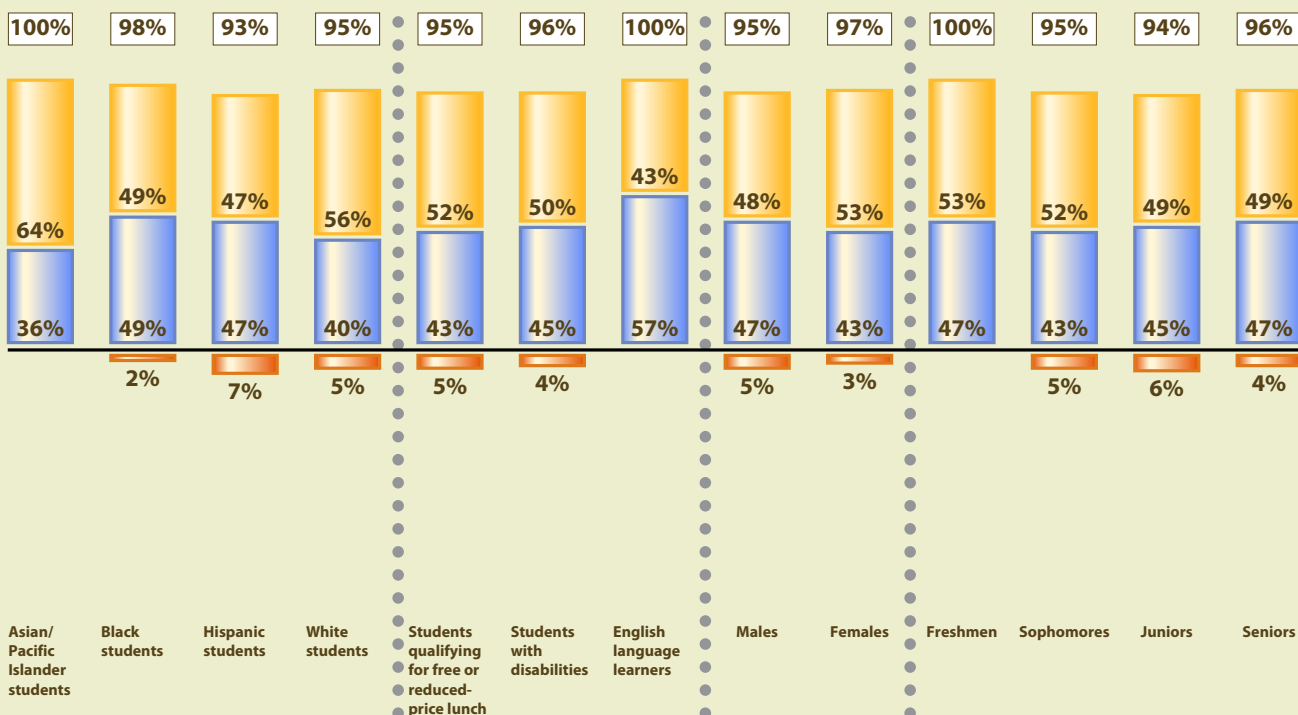
Students think that their teachers and other adults in the school expect *most* students to put in a high level of effort and be engaged in their course work. They think that *some* classes are interesting, challenging, and relevant, but other classes are routine and boring.

NEEDS IMPROVEMENT

Students think that their teachers and other adults in the school expect *few* students to perform at a high level. Students think that classes are often boring and are disconnected from their lives outside the classroom. Students think that teachers do not expect them to work hard or attend every class.

Results by Groups of Students

Percent Adequate or Above



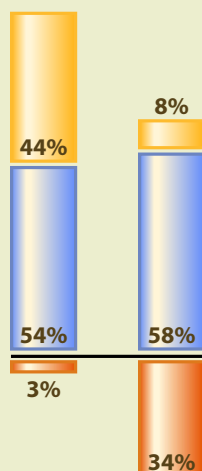
Results are not reported for Native American students because there were fewer than 10 students in this group in your school.

Student Support

Overall Results

Percent Adequate or Above

97% 66%



Your School

CPS Average

What These Results Mean

The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school. Strong relationships between teachers and students lead to higher academic achievement, even for students who have previously done poorly in school or who come from disadvantaged backgrounds.

EXCELLENT: 44% of students report that the level of support is excellent.

ADEQUATE: 54% of students report that the level of support is adequate.

NEEDS IMPROVEMENT: 3% of students report that the level of support needs improvement.

Results by Groups of Students

Some groups of students feel less supported than others at your school. These groups include male students and juniors. Some groups of students feel more supported than others at your school. These groups include Asian/Pacific Islander students, English language learners, female students, and sophomores.

EXCELLENT

Students think that *most* of their teachers and other adults in the school listen to them, care about them, and treat them fairly. Students report that teachers notice when they are having trouble and readily provide extra help when it is needed.

ADEQUATE

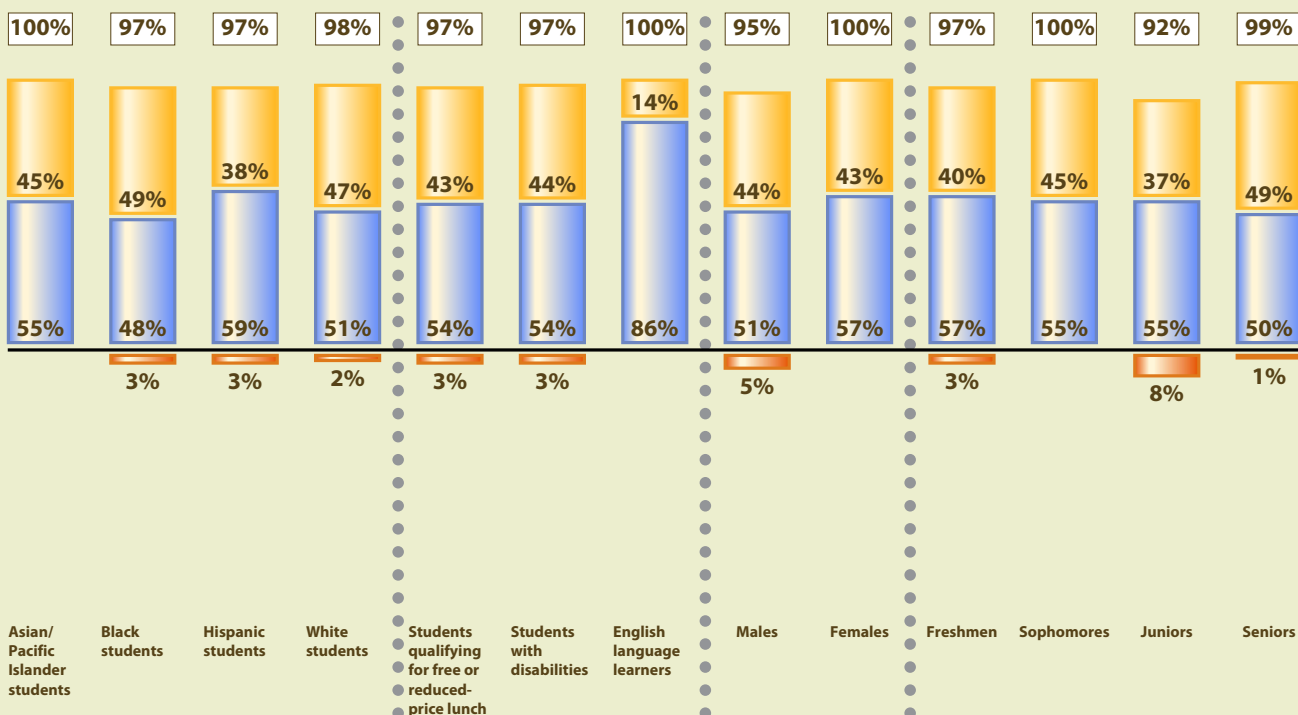
Students think that their teachers and other adults in the school *sometimes* listen to them, care about them, and treat them fairly. Students report that teachers sometimes provide extra help when it is needed.

NEEDS IMPROVEMENT

Students think that *most* teachers and other adults in the school do not listen to them, care about them, or treat them fairly. Students report that it is hard to get extra help when needed.

Results by Groups of Students

Percent Adequate or Above



Results are not reported for Native American students because there were fewer than 10 students in this group in your school.

Social and Emotional Learning

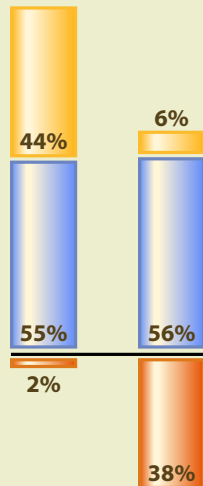
My Voice
My School

Student
Connection
Survey 2007

Overall Results

Percent Adequate or Above

98% 62%



Your
School

CPS
Average

What These Results Mean

The Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills. Developing students' social and emotional skills improves their grades, attendance, behavior, and attitudes toward school. Students with good social and emotional skills are less likely to drop out of school.

EXCELLENT: 44% of students report that *most* of their peers have excellent social and emotional skills.

ADEQUATE: 55% of students report that their peers have adequate social and emotional skills.

NEEDS IMPROVEMENT: 2% of students report that their peers' social and emotional skills need improvement.

Results by Groups of Students

Some groups of students have more negative perceptions of other students' social and emotional skills. This group includes seniors. *Some* groups of students have more positive perceptions of other students' social and emotional skills. These groups include Asian/Pacific Islander students, White students, English language learners, freshmen, and sophomores.

EXCELLENT

Students report that *most* students in the school have good social skills, want to do well in school, and work well in teams. These students resolve conflicts peacefully, solve problems creatively, and think cheating is wrong. They do their best, even when their school work is difficult.

ADEQUATE

Students report that *some* students in the school have good social skills, want to do well in school, and work well in teams. These students *sometimes* resolve conflicts peacefully and solve problems creatively. They may give up when their school work is difficult.

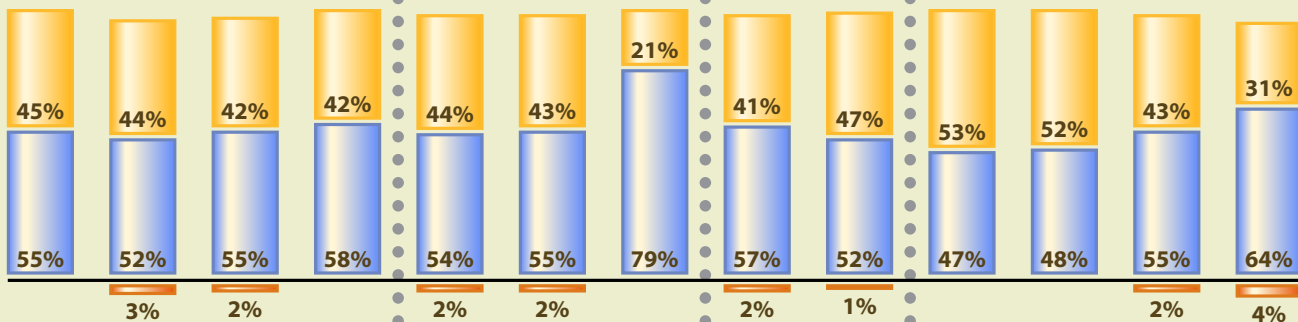
NEEDS IMPROVEMENT

Students *do not* rate their peers as socially skilled. They report that other students do not care about doing well in school. Students have trouble resolving conflicts and solving problems. They think it is OK to cheat. They often give up when their school work is difficult.

Results by Groups of Students

Percent Adequate or Above

100% 97% 98% 100% 98% 98% 100% 98% 99% 100% 100% 98% 96%



Results are not reported for Native American students because there were fewer than 10 students in this group in your school.

Asian/
Pacific
Islander
students

Black
students

Hispanic
students

White
students

Students
qualifying
for free or
reduced-
price lunch

Students
with
disabilities

English
language
learners

Males

Females

Freshmen

Sophomores

Juniors

Seniors

Your School's Performance on the Individual Questions

This table shows the percentage of students in your school who provided each response to each question on the survey. The most frequent response is indicated in bold. *Note: These questions should be reviewed along with your school's results on each scale.*

Safe and Respectful Climate

Physical Safety

How safe do you feel:

	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	4	7	38	52
2. In the hallways and bathrooms of the school?	2	7	36	55
3. In your classes?	1	5	27	66

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	35	44	16	5
5. I feel safe when security is present.	3	6	48	43
6. I sometimes stay home because I don't feel safe at school.	46	40	9	5

Emotional Safety

Most students in my school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
7. Don't really care about each other.	25	40	26	9
8. Like to put others down.	25	52	18	5
9. Don't get along together very well.	23	50	20	7
10. Just look out for themselves.	19	51	27	3
11. Treat each other with respect.	1	12	55	32

How much do you agree with the following statements about your school:

12. Students at this school are often teased or picked on.	25	40	29	6
13. Students at this school are often threatened or bullied.	27	51	18	4

Academic Rigor

My teachers:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Often connect what I am learning to life outside the classroom.	1	5	55	38
2. Encourage students to share their ideas about things we are studying in class.	1	10	55	34
3. Often require me to explain my answers.	1	12	56	32
4. Often assign homework that helps me learn.	1	9	52	38
5. Think all students can do challenging school work.	1	8	56	35

How much do you agree with the following:

6. When students in this school already know the material that is being taught, the teacher gives them more-advanced assignments.	2	12	57	29
7. In my classes, we often discuss different interpretations of things we read.	0	0	60	40
8. Students in this school are expected to take four years of math.	100	0	0	0
9. Students in this school are expected to take four years of science.	100	0	0	0
10. Students in this school are expected to take more than two years of a foreign language.	100	0	0	0
11. Students in this school are encouraged to take advanced classes, such as honors, Advanced Placement (AP), or International Baccalaureate (IB), or classes that lead to professional certification.				

How much do you agree with the following statements about this class:

12. The topics we are studying are interesting and challenging.	2	9	57	32
13. This class really makes me think.	1	9	55	35
14. I am usually bored in this class.	27	49	21	3

This school year, how often have your teachers given you an assignment to:

	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
15. Write a research paper of 5 or more pages using multiple sources of information.	100	0	0	0
16. Write a paper in which you defended your own point of view or ideas.	100	0	0	0
17. Make a formal presentation to a class about something you read or researched.	100	0	0	0

Student Support

<i>My teachers:</i>		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1.	Really care about me.	0	5	51	45
2.	Help me make up work after an excused absence.	2	12	48	38
3.	Give me feedback on my assignments that helps me improve my work.	2	6	55	36
<i>How much do you agree with the following:</i>					
4.	Adults in this school are often too busy to give students extra help.	24	49	20	7
5.	Adults in this school apply the same rules to all students equally.	1	12	60	27
6.	I wish I went to a different school.	38	41	16	6
7.	I can get extra help at school outside of my regular classes.	1	6	60	33
8.	An adult at this school has helped me plan for life after high school.	1	9	50	41
<i>The teacher for this class:</i>					
9.	Notifies if I have trouble learning something.	1	10	56	33
10.	Will help me improve my work if I do poorly on an assignment.	0	6	55	39
<i>This school year, how often have you:</i>					
		NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
11.	Talked to a teacher about a problem you were having in class.	19	30	28	23
12.	Talked to an adult at school about something that was bothering you.	11	34	28	28
13.	Talked to an adult at school about something outside of school that is important to you.	25	25	24	26
14.	Talked to a counselor at school in depth about planning for college.	48	31	9	13

Social and Emotional Learning

<i>Most students in my school:</i>		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1.	Stop and think before doing anything when they get angry.	2	27	56	14
2.	Get into arguments when they disagree with people.	19	41	37	2
3.	Think it's OK to cheat if other students are cheating.	29	57	11	3
4.	Try to work out their disagreements with other students by talking to them.	2	20	56	22
5.	Do their share of the work when we have group projects.	1	14	57	28
6.	Do all their homework.	2	16	54	29
7.	Give up when they can't solve a problem easily.	18	52	25	5
8.	Try to do a good job on school work even when it is not interesting.	2	10	65	23
9.	Think it's OK to fight if someone insults them.	28	58	12	2
10.	Say mean things to other students when they think the other students deserve it.	24	52	20	3
11.	Do their best, even when their school work is difficult.	3	12	59	25

Participation in Extracurricular Activities

<i>Activity:</i>	PERCENT PARTICIPATION*
School sports or cheerleading	59
Arts or music group	61
Organization or club based on nationality, culture, or ethnicity	11
Academic club or competition	10
Club or organization that provides community service	21
School yearbook, newspaper, or literary magazine	12
Student council or student government	14
Junior Reserve Officer Training Corps (JROTC)	1
Other	60

Overall percentage of students
participating in at least one
extracurricular activity:

87%

*Numbers may add up to more than 100% because students can participate in more than one activity.

Suggested Next Steps

Research shows that attendance, learning, test performance, and graduation rates improve and that suspension, expulsion, and dropout rates diminish in schools where students feel *safe, challenged, and supported* and where the school contributes to the development of *social and emotional skills*. This report highlights areas of strength for your school and areas needing improvement.

Your School's Strengths

- Among your students, 100% report that they feel safe at school.

Areas You Need to Improve

- Your Asian/Pacific Islander students are less likely to feel safe at school than *most* other students, with 9% reporting that your school needs improvement.
- Your juniors are less likely to feel supported than *most* other students, with 8% reporting that your school needs improvement.

Frequently Asked Questions

How were the categories *excellent, adequate, and needs improvement* determined?

Researchers developed descriptions of schools that are excellent, adequate, or in need of improvement for each scale after reviewing the research literature on student connection and meeting with students, parents, teachers, and national experts. Based on this process, administrators from the Chicago Public Schools chose to apply a consistent distribution to the student responses for each scale. This means that, districtwide, approximately 25% of student responses were categorized as needs improvement, 50% of student responses were categorized as adequate, and 25% of student responses were categorized as excellent.

How does the survey relate to the scorecard?

The High School and Elementary School Scorecards have four sections: 1) student outcomes, 2) academic progress, 3) student connection, and 4) school characteristics. The Student Connection

survey provides information for four metrics in the student connection section. These are Safe and Respectful School Climate; Academic Rigor; Supportive Teachers and Staff; and Participation in Extracurricular Activities.

Resources to Enhance Student Connections at Your School

- Read "What to Do" on this page.
- Visit the toolkit online at www.cpstoolkit.cps.k12.il.us
- Work with the Offices of High School Programs, Safety and Security, Principal Preparation and Development, and Specialized Services to identify additional resources.

What to Do:

- ✓ **Review this report** with your administrative and student development teams. Compare these results with other information about your school.
- ✓ **Conduct focus groups with students** from groups that this report shows you are serving well and with students from groups that this report shows you are not serving well. Discuss what your school can do to improve conditions for learning. Consider training students as focus group leaders to get honest feedback.
- ✓ **Develop an action plan** for improving student connection. Align the plan with SIPAAA goals and student development plans.
- ✓ **Implement your action plan** and monitor your progress by obtaining ongoing feedback from students, teachers, administrators, staff, school counselors, psychologists, social workers, and parents.



Visit us online . . .

This score report provides information on student perceptions of your school's climate that you and your staff can use to improve student connection. To support schools in using this information effectively, CPS has developed an online toolkit.

The toolkit is a user-friendly resource intended for use by principals, teachers, parents and other school staff working as part of a school improvement team.

The toolkit provides detailed information on local and nationally recognized evidence-based programs, strategies, and resources for improving student connection. In addition, the toolkit has search tools that will allow you and your team to identify resources that are directly linked to your survey results and identified student needs.

www.cpstoolkit.cps.k12.il.us

. . . to learn more about how to use these results