



# Community Dialogue #1

## Results Report

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## **Acknowledgements & Introduction**

On Tuesday, November 4, 2014, Community Dialogue #1 was held at the MeadowView Marriott Conference Resort & Convention Center at 6:00 pm. The purpose of the community dialogue conference was to obtain input and feedback regarding the educational framework that will set the parameters for planning school facilities of the future in the District.

A questionnaire was distributed to obtain input from the attendees regarding various educational framework topics. There were a total of 9 group respondents and 332 individual respondents [29 paper and 303 web]. The pages that follow outline the responses to the questionnaire as well as all applicable comments.

DeJONG-RICHTER would like to thank the Kingsport City Schools for the opportunity work with the community in creating a Facility Master Plan that will help define the District's facility-strategy over the next several years.

### **Kingsport City Schools**

Dr. Lyle Ailshie, Superintendent

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### **DeJONG-RICHTER**

Tracy Richter, REFP, C.E.O.

Ann Hoffsis, REFP, Director of Enrollment Projection Services

Matt Sachs, GIS Analyst

**How important are the following when preparing students for the future?**

**Individual**

	Very Important	Important	Somewhat Important	Not Important	No Opinion
Increasing academic rigor	153	125	41	9	2
Integration of career tech into the standard curriculum	147	125	43	11	1
More focus on college and career readiness	177	114	24	10	0
Joint ventures with private industry (professionals in the classroom, internships, etc.)	124	120	66	17	3
Collaboration with post-secondary institutions	133	140	37	14	3
Creating flexible learning opportunities (e.g. virtual classroom, alternative hours, etc.)	113	98	77	38	3
Innovation and learning around technology	103	127	40	10	1

**Group**

	Very Important	Important	Somewhat Important	Not Important	No Opinion	No Consensus
Increasing academic rigor	5	3	1	0	0	0
Integration of career tech into the standard curriculum	4	4	0	1	0	0
More focus on college and career readiness	5	4	0	0	0	0
Joint ventures with private industry (professionals in the classroom, internships, etc.)	2	4	3	0	0	0
Collaboration with post-secondary institutions	3	6	0	0	0	0
Creating flexible learning opportunities (e.g. virtual classroom, alternative hours, etc.)	2	4	2	0	0	1
Innovation and learning around technology	5	4	0	0	0	0

**Which of the following programs would best fit into each grade level in the District?**

**Individual**

	Elementary	Middle	High	Not a fit
STEM (Science, Technology, Engineering, Math)	145	262	252	5
Language Immersion	204	194	175	19
College Preparatory	20	142	310	2
Visual & Performing Arts	191	251	260	4
International Baccalaureate (I.B.)	10	37	217	81
Montessori	148	39	57	114

**Group**

	Elementary	Middle	High	Not a fit	No Consensus
STEM (Science, Technology, Engineering, Math)	0	0	9	0	0
Language Immersion	0	1	5	3	0
College Preparatory	0	0	9	0	0
Visual & Performing Arts	0	0	9	0	0
International Baccalaureate (I.B.)	0	0	8	1	0
Montessori	2	0	1	6	0

**Please select your preferred elementary school size.**

**Individual**

	300-450	451-600	Over 600
Elementary School	256	70	1

**Group**

	300-450	451-600	Over 600	No Consensus
Elementary School	6	3	0	0

**Please select your preferred middle school size.**

**Individual**

	450-600	601-750	Over 750
Middle School	136	171	21

**Group**

	450-600	601-750	Over 750	No Consensus
Middle School	1	4	3	1

**Please select your preferred high school size.**

**Individual**

	Less than 1,300	1,200-1,600	1,601-1,900	Over 1,900
High School	75	98	95	58

**Group**

	Less than 1,300	1,200-1,600	1,601-1,900	Over 1,900	No Consensus
High School	0	1	3	4	1

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**Please elaborate on your reasoning for choosing the elementary, middle and high school sizes you did.****Group Comments:**

- Opportunity to reach many other student needs in various programming. More individualized attention to students. Current high school is currently at capacity and it would be nice to have more space and room with flexibility.
- More options.
- 6th - 7th graders don't mix (stay with grade level). DB great with numbers. Pull out 9th grade and make separate campus rather than 2 high schools.
- Grade configuration could have an impact on responses.
- Intramural incorporated in high school - football, soccer, dance. Split between 1,601-1,900 and over 1,900 students.

**Individual Comments:**

- "Reach" time. We have a multitude of resources, but large class size keeps us from getting ultimate use from resources.
- A smaller elementary school allows more feeling of community for the children and is not overwhelming for them. A smaller elementary school allows younger children to attend school with their close neighbors. A large high school allows for a more varied curriculum such as multiple AP course offerings, multiple languages taught as well as more vocational opportunities. A large high school is more competitive in sports competitions, band, theatre, etc. a large high school prepares students to deal with a university setting. The intermediate size preferred for middle schools allows students to transition from the smaller elementary schools to the large size high school.
- A smaller learning environment better meets the needs of at risk youth.
- A smaller setting is better for learning for all age children
- Actual size would depend on the size of the school building and the number of teachers, but should have a small student teacher ratio (1:15 approximately). DB has way too many students for the size of the faculty - teachers often do not have access to their room during planning periods, which is especially bad in the Science department as science teachers are often needing to set up labs which requires them to either disturb the class in session or to remain after school well past contracted hours.
- Around 500-600 seems to work very well currently for Elementary Middle school 700- 800 seems to be a very good size. I went to a Middle School with 1500 and it was too big. Current size of D-B allows for very diverse course offerings.
- As a teacher, I recognize the value of teaching smaller classes. Class size does matter; it allows for more individualized instruction.
- As children grow older, their interests become more defined.
- As students get older I would like to see them learn to navigate a larger and larger community. Elementary schools, I think, are best served by small populations to ensure a sense of safety and involvement in the school. As kids get older, I think they should be exposed to more diversity and more opportunities. Schools with larger populations are able to offer more diverse activities and student organizations/

sports/activities can include more talented students.

- Average students perform best in smaller environments. Any school system can do well with gifted students. The measure of a good school system is how well it does with average students.
- Believe the grades should be divided as in Q7 and thus having smaller schools.
- Better able to create a community within the school
- Better funding, more opportunities to students in regards to AP and Honor classes. Larger high schools stand out on a National and State level. Size is important.
- Bigger high schools are able to offer more class selections
- Bigger the schools bigger the prisons.
- Class size and team size at the grade levels are important. I also think building usage is important and filling it to capacity limits discretionary space for small group and exploratory work.
- Class size social interaction
- Comparable with private schools in TN with a stronger staff to student ratio especially for high school to receive the same support private school students do for college application.
- Did not answer Q5 because I think there needs to be a 8-9 school. If that were the case then I see the high school in the 1601 to 1900 range.
- Ease of organization yet still personable.
- Efficiency gains at larger schools.
- Elem - I think a large school can be overwhelming to small children. The lunch times tend to get broader with more students as well with some eating very early and some eating very late. The larger school also makes it difficult to have adequate space for car rider pick up and drop off. Middle - I think they need to step up to a bigger campus to start getting them ready for high school. High - economy of scale. More programs, classes, courses of study and extracurricular activities are possible in a bigger school.
- Elementary students need a closer, calmer community environment. Middle schools and high schools should be larger to accommodate scheduling flexibility and increased options for students.
- Elementary and middle school ages are formative years that require more one on one attention, order, and structure. A smaller school traditionally has a closer knit school culture.
- Elementary and Middle school kids benefit from smaller schools and more individual attention. High school size must strike a balance between large enough to offer a broad range of programs yet small enough to not be overwhelming.
- Elementary children don't need to be overwhelmed with crowding Middle school kids need the guidance and faculty per child needs to be workable High school size is important for athletics to compete with large schools. Academically, I would prefer a smaller school.
- Elementary children need more one-on-one attention. In high school, the larger size allows for a more varied offering - more sports, AP classes, clubs, etc.
- Elementary needs to be approximately 500 to maintain personal touch. Middle and high needs to be larger to provide for specialty programs of high quality (AP, music, etc.)



- Elementary schools need to be more intimate for emotional development. Middle school size should increase to optimize resources and broadened experience. High school should be big enough to optimize resources, provide diverse and broad experiences and provide multiple leadership opportunities.
- Elementary schools need to be small to meet the individual needs of students. Once they become teenagers we need to quit focusing on their feelings and preparing them for the real world.
- Elementary should be community based middle is larger to give more athletes, leaders, academic high is just comfortable to me at this size, a little bigger is ok.
- Elementary should be fewer students per teacher. In middle and high the number should be high to be able to offer more diverse class subjects.
- Elementary should be smaller and more personal. Middle school needs a little more diversity. High school should be large but not overflowing.
- Elementary students need more focused attention with smaller class sizes. Middle schoolers need more contained environments so they are not overwhelmed so much socially. They would have a more intimate peer group to whom they could attach themselves, and they would not get so "lost in the shuffle". By high school, students need to be in a larger student body to prepare them for collegiate sized classrooms--even if they attend a smaller college or university.
- Elementary students need more one on one focus which is more possible in a small to medium sized school. Middle school students need to learn how to interact with a larger population to prepare for college. High school needs a large population to provide more variety of available classes.
- Elementary: staff appropriate to have full-time related arts. Middle School: more than 750 needs more support for administrator (to be instructional leaders, evaluators, handle meetings, and discipline). High School: over 2000 it is hard to form community with staff and students. Do need to be large enough to continue offering excellent academic and fine arts.
- Elementary-smaller class room size is better. Fundamentals are critical and lower teacher ratios make it easier to identify weaknesses and shore up gaps. Middle School - transition year, and very important at least one teacher identifies with each student. Medium size still allows for diverse population, curriculum, and opportunities. High school - this is prep for college or trade school or, etc. Big schools offer more opportunity for students, regardless of their chosen path.
- Four classes 20 per class k-3 4th and 5th can be very overwhelming for the lower grades 4-5 should be their own group 6-8 should be their own group 9-12 stay as they are
- Greater student to teacher ratio possibilities
- Hard to control higher volume of students. Increase in student to staff ratios with support positions i.e. Nurses, family liaisons
- High school is currently at capacity. Would be nice to have space and room.
- I am a fan of smaller schools and smaller classrooms
- I believe a school should feel like a community. It should be small enough that each person feels like they are apart of it and, therefore, care about it. Everyone should have a reasonable chance of during the extra curricular activities they would like to.
- I believe that at younger ages, students benefit from smaller school sizes with smaller class sizes and a more one-on-one learning

environment. As children age, I feel that they are more capable of adapting to bigger class sizes with less individual attention.

- I believe that elementary school size should be smaller in order to have more teacher to student ratio. It is important for students that age to have more one-to-one attention. The high school should be bigger because of the need to offer a variety of courses, both technical and honors.
- I believe that smaller school sizes typically reflect 1) a commitment on the part of a community to education and 2) a focus on keeping education local and local is typically better at least in our area (for example, I believe students do better in smaller school settings which reflect their own community members, students are not having to travel long distances on buses to attend every morning, etc. folks tend to know each other, smaller class sizes, students do not become numbers, better buy-in from parents/family members, etc.).
- I believe that smaller sizes contribute to a better sense of a community for learning.
- I believe the smaller student population in the elementary setting gives students more of an opportunity to get to know each other, staff and their teachers. I believe students having a sense of belonging in elementary will provide a great start for students limiting disengagement later in school. I believe the high school population should be one that provides a balance for more diverse programs to meet the diverse population of students. When the school is too large, students can get lost in the crowd; however, the smaller schools may not have the resources to meet the diverse needs and interest of its student body.
- I choose the smallest for all the schools because when schools are smaller then students and staff become more connected and feel like a family. In order to learn effectively students' basic needs must be met and feeling safe is one of the most basic of needs. Smaller schools increase the likelihood students' will have a sense of belonging.
- I don't have an opinion about overall school sizes -- I'm more concerned with classroom size. In response to Q17, I would rather see existing tax spending prioritized for schools and education than increase taxes. For instance, what do we need a Welcome Center off of the interstate for?
- I experienced both large and small schools during my educational years and I feel like I got the most out of the smaller schools. I think a greater focus on the individual and the individual's learning style is more likely to happen when the school is smaller.
- I feel like school size isn't necessarily the issue. I am more worried about the ratio between students and staff. If you have a large student body and a large building and enough staff to keep the ratios small I am OK with that. The problem for me comes when there is a large student body a small building and not enough staff. I feel this to be true for all grade levels.
- I feel strongly Kingsport should maintain only one high school.
- I feel students learn better in class rooms with fewer students. I think teachers do better with fewer students to work with. With smaller class size teachers can focus on students needs better. I feel they could also move more at the students pace and maybe really dig deep into subjects.
- I feel that at the youngest age it would be important for students and teachers to be able to know everyone and feel comfortable in their environment. Although a small school size would be nice for that reason through out the educational experience, a larger pool will provide more opportunities for diversity in learning and offerings. Also, being used to a larger high school size and campus will help students if they choose to continue their education at a larger university.
- I feel that bigger schools allow for more academic opportunities for the students.

- I feel that the foundation years need to have a smaller setting. I think that the class size is really important to be small in size. I believe that a little larger size is good for adjusting to more peers in an academic setting and then on to high school and eventually higher education where there are more students in a setting. Growing in increments helps students to adjust to more competitive environments as their knowledge is gained without being lost in the shuffle.
- I feel that you get more one on one time, more involvement. The teacher are able to teacher better to smaller classes.
- I find that kids will get lost in the shuffle
- I just believe smaller schools with smaller class sizes would only benefit the students. I realize in our district this is difficult as our population continues to grow.
- I know the current sizes of each of the school levels and feel that the size they are at now are fine. I have two students who attend DB and neither feel their class sizes, lunches, etc. are crowded.
- I prefer smaller class sizes for students.
- I prefer smaller sized elementary schools for the opportunities it creates in school climate and culture. The principal has the opportunity to get to know individual families and children more readily. Middle schools can support a little larger population and this creates more opportunities to expand social groups; however a relatively smaller school still provides opportunities to develop a closer knit community. A middle sized high school gives "the best of both worlds." Large enough to offer multiple opportunities for a varied population with a variety of interests and small enough to not be overwhelming.
- I really don't have a preference in school size. I think class size is more important. Elementary should have smaller classes and middle school and high school could be larger.
- I see many people picking up with Virginia plates on their cars and they are parents. Obviously they are using grandma's address to attend our schools. I chose to live in the city of Kingsport for the schools. I pay taxes for those schools. As a person who attended private schools I am a parent who believes in public schools as opposed to private. I believe in diversity and doing the right thing. I don't like paying for other people to benefit from that in regards to my public school choices.
- I think a smaller school creates a better atmosphere for students and parents. It also gets more students involved in extra curricular activities.
- I think classrooms should be limited to approximately 20 students.
- I think controlling class size at the elementary level is critical for kids success. I think that they need the teacher to be in close proximity at all times. This will help more at a younger age and as they get older the class sizes can increase.
- I think in smaller schools students are not so overwhelmed and they can receive more personalized attention. With better relationships students are more eager to please teachers and try harder in the classroom.
- I think larger high school offers more opportunities in academics and athletics. I think middle school of that size is not intimidating but prepares kids for the high school and ultimately college environment Elementary offers more opportunities and allows kids to mingle easily with others to meet new friends while inhibitions are lower and before peer pressure kicks in and kids stop thinking on their own.
- I think smaller school sizes are better to accommodate the needs of the kids and to provide a comfort level and atmosphere for the kids. It is one of the reasons why we chose the city school we were zoned for when we could have also gone to a county school (recent

zoning). The city school was much smaller and had less students. I think too many kids at the high school level makes kids "get lost" in the crowd and tends to turn some people away from the big high schools. It is intimidating as an adult to go to a big school, much less to a young high school student.

- I think smaller schools help create better learning environment.
- I think that an elementary should be small and more intimate where students stay with one teacher all day long and build important relationships. Middle school should be somewhere in the middle to offer more for students. However, there should be a focus on building relationships and family. High School should be large enough to offer a lot of choices for all students. By the time students are in high school, the academic choices a large school can offer, provide for every student to find what s/he needs.
- I think that the district should offer more small schools, each with a different emphasis so that families could choose which they wanted.
- I think the school sizes I listed reflect an appropriate class size of 20-25 students. I would prefer closer to 20 than 25, but would be fine up to 25.
- I think there needs to be a smaller student to teacher ratio in the early years to lay a good math and reading foundation. As the children get older they need to be around more children in order to prepare them for the transition to large college sizes.
- I think too few students make it difficult to do things you would like as an entire school, but too many make it difficult to have reasonable class sizes.
- I think with a smaller school that the student could have a better student to teacher ratio and easier to identify the needs of individual students.
- I think younger students excel in smaller school environments whereas high schoolers benefit from larger schools due to the number of classes that can be offered there.
- I work at DB and know how overcrowded it is. These numbers would reduce overcrowding from the elementary level up.
- I would think less students would have more connection with teachers and staff. In turn better behavior better grades.
- If the elementary school sizes were smallest, then students will receive more one-on-one attention and focus at an earlier age, and then gradually go into larger class sizes in middle and high school. At the high school, the preferred size depends on teacher availability. Of course, we want KCS to grow and DBHS to grow, but if we increase the number of students, then we need to think about the student to teacher ratio of many of the classes so that each student receives the teaching, attention, and focus one needs in order to be successful.
- In elementary school; our children are learning social skills as well as beginning structured learning. While over four hundred to six hundred children in an elementary is taxing for the teachers; our children will have interaction with folks from various backgrounds and cultures. Fewer students means less interaction with people of all manner of standard of living. If we are to embrace this culture of no bullying and tolerance; we must expose our children to ideology other than our own. By the time the children begin Middle School; they have set the bar standard for learning from their elementary school experience. A smaller number in Middle schools will help to keep the academic achievement higher and allow the teachers to help these near teens with college preparedness so they are not overwhelmed in high school. A high school with more than 1000 students but less than 2000 will again give these budding adults more exposure and interaction with people from all walks of life. Hopefully these students will make contacts with other parents that could help them up the ladder of success. It is most difficult for those students who are not fortunate enough to have social interaction with the elite to obtain the status in

society those more fortunate already have. If it truly takes a village to raise a child; we need to be willing to give our time and focus on these children regardless of community status. They need exposure to successful business people and these formative years from high school to college are very important for their future; if they are to have one

- In my opinion, smaller schools with smaller class sizes provide the richest learning environments for students, enable more one-on-one interaction and support, and generally deliver a better student, faculty and parent experience.
- Individual attention.
- It would allow each student to receive that little extra individualized help when needed. Kids want their teachers "know" them; they are not just the 'that kid' that sits in the back corner in their 3rd period class per say.
- I've worked in elem. and high.
- Just seems right for elementary and middle. Don't know for sure since I have never taught in those grades. In High school I picked that number based on the physical size of our school and the number of teachers available to keep a good teacher/student ratio
- Large numbers for options.
- larger school = more diverse class offerings, more funding, more selection of class times for different grade levels
- Larger schools means more program options.
- Less overcrowding issues, large numbers of students in a school tend to result in more behavior issues. Smaller class size Less intimidating
- Less students means more attention to each of them and the likelihood that they will get into other extra curricular activities.
- Less students per classroom
- Lower student/teacher ratio
- Lower teacher to student ratio has demonstrated improvement on learning. Not test taking skills but learning.
- Manageable student population only promotes a better relationship between students and staff. There is no way that a teacher can know the student population beyond what is in their classroom with a school of around 2000 students. It would promote a much closer sense of community. Bigger is not necessarily better. In academics as well as athletics.
- Medium sized schools offer more opportunities, diversity, yet don't lose a child and their identity by being too big.
- Mid size elementary and middle schools are large enough to provide plenty of variety and opportunity for children but not so large they lack individual attention. A larger high school provides more academic opportunities and extra curricular activities.
- Midsize would benefit from the pros of a smaller/larger school.
- Moderate amount of students would mean more one on one learning
- Moderate sizes for elementary schools are best. Our current middle schools are already larger than the over 750 mark and are deemed fine (and seem that way). The high school has always been able to handle a large student body, even before some of the new wings were added. (I, myself, attended high school at DB in the 1970's. I entered as a 10th grader, and was an 11th grader when the 9th grade students were added to the high school in the fall of 1976. There were 1800 to 1900 students there at that time. Since then there have been significant increases in square footage including the art wing, technology wing, the new band and music building, etc.) I also feel that there is room to expand the current footprint of the high school to add additional classroom space to allow even more space and flexibility. This would also allow the school to address some security concerns. Furthermore, athletics has always been important to the

school and the community. If the numbers are dropped too much we will be dropped to a lower level classification. Currently the TSSAA lists DB as having 2072 students. If DB's enrollment drops too low they would have to drop to a 5A classification. The community has always taken pride in the high school competing at the highest level.

- More individualized educational opportunities for the students.
- More opportunity to build academic relationships with students in order to ensure success.
- More personal for each student. They are less likely to "slip through the cracks"
- My middle school choice is based on the children at that stage in life when everything seems to change. I believe having a smaller class could help offset some of the physical and social changes that many children go through. I like the smaller school setting but at the same time it seems that the larger schools have more opportunities.
- My son who is in 4th grade recently was in a class size of 30 children. This lasted for 9 weeks until recently the school added a 4th teacher to make the class size average around 22. I feel with the larger size it is impossible for teachers to be able to get to every student and give them any focused attention. I had to reteach my son, who is a "A" student and participates in Math Olympiad, the US Algorithm way of subtracting and adding. I feel like this was due to large class sizes.
- No context to why the questions are asked is given. The general public, and even school professionals to some extent, will not be able to generate a solid opinion based on anything other than gut emotion. Much more valid questions would be about average classroom size and faculty to student ratios.
- No reasoning - only made a choice because I had to. My preference can not be evaluated just on the number of students. It has to be reviewed along with what the building can hold, class sizes, and anticipated growth.
- Our schools, for the most part, are close to if not at capacity. This would mean increased enrollment would mean increased class size. If we could say, take Sullivan North for grades 8-9 this would decrease class size and better equip us as our enrollment increases.
- personal relationships can be created easily with a smaller student to teacher ratio
- Personalized for each student
- Prefer smaller classes so that no one is lost in the crowd.
- Q3 - elementary school size should be smaller (along with classroom size) as the roots of a student's education need to be individualized as much as possible in the early grades as students enter school at varying levels. Q4 - middle school students can handle larger settings, so a slightly larger middle school than elementary (possibly two feeder schools) allows facilities to be maintained and a variety of courses to expand. Q5 - With varying schedules a larger high school can offer more selection of course work for students to pursue. The downfall for a larger high school is often students don't get opportunities in athletics as they would at a smaller high school. While athletics are not everything to every student, a student that is engaged in their school outside of the classroom builds pride and connection with their school community.
- Q3 - fewer students utilizing shared spaces. Q4 - Offer more diverse extra curricular related outs. Q5 - More options for courses.
- Q3- I feel a smaller school for the younger grades is better for the students. Gives them a more secure feeling by allowing them a stronger connection with the whole school. Q4- a little bigger school here is not bad. Help the students become a little more independent, but is a space where they still feel safe. Q5- get the students ready for the big college environment. In a large school they are going to face



issues they would see in college and why not help them learn to navigate those issues while still living at home.

- Q3: To ensure diversity Q4: To ensure diversity Q5: To ensure diversity and ensure the school provides many different activities. However, I do think in this region city school systems are reluctant to build high schools - they seem to just change the grade configuration (please, don't build a 9th grade academy)
- Q3; small enough to provide fewer students per class, but large enough to warrant advanced STEM and language classes. Q3 Enough students to populate high level STEM and language classes. also enough to support the performing arts programs. Q4: 1900 - 2200 students for economy of scale to finance AP as well as career prep. coursework.
- Q3-Also Depends on physical size of school, so this question to general to answer as written. Some of our elem. schools are smaller, so can only accommodate smaller # students. Q4-Our middle schools accommodate this size easily, and when my children were students there, the size was approx. 900 and all worked well. Q5-Larger high school size is best. More offerings if school size is larger--for example, more diverse course offerings, and tech. offerings, more AP classes, etc. This is not practical in smaller school --if small # students signing up, not cost effective to provide that class. There is space available on DB campus to increase/add-on building sq. footage. By enclosing/connecting some of the outdoor space, DB can be made larger and in doing so may even alleviate some security concerns presented by students transferring in and out of the building between classes. The tennis courts could be moved to the area beside the Civic Auditorium where Legion Pool was. The courts could be used by both the school and the city. DB could be expanded into the parking lot adjacent to the tennis courts, and new parking where tennis courts are currently located. An additional consideration/option is creating a separate 9th grade school. When DB first opened it only served 10th-12th grades. A 9th grade "school" could be built on the current DB campus (or renovate or replace the current Civic Auditorium with a new 9th grade school) and could share DB's athletic facilities, parking, etc., and possibly the music facilities as well. A better use of Civic Auditorium would be as part of the D-B campus, rather than its current use for craft shows, gun shows, sales and office space. It is going to take money to add-on or renovate, but the city created these problems through its annexation policy and now needs to increase funding to pay to educate all these new city students it has brought into its fold. The city schools are one of the very best strengths Kingsport has. Dobyys-Bennett is well known across the state and across the country (thanks particularly to the Band, as well as academics and athletics) as being an excellent top tier school. We recruit families and professionals to our city with our schools (DB in particular.) People choose to live inside the city limits instead of the county so that they are sure to be able to attend city schools (particularly DB) and pay "double taxes" in order to provide these quality schools. Diluting them or doing anything to decrease the quality would harm Kingsport in many ways.
- Quality of instructors per student ratio to see each child gets the attention they need
- Schools will be more intimate. You get to know everyone better, which I believe helps students excel academically.
- Seems like a lot happens to pre-teens and having more teachers to kids would help everyone. Larger high schools can provide more and also help kids adjust to being in colleges.
- Since the federalization of education (the 1970's), schools have become bigger and bigger, making them more institutional in nature. This creates more of an intimidation factor for students and parents, who feel more alienated from the education process of their kids. When schools are smaller, a more personal atmosphere prevails with much more of a welcoming atmosphere. Having said that, D-B could easily remain as large as it is if we broke it up into "academies" that allow students to pursue their chosen career/education preparation.

Also, with reference to "career/college ready," there is far too little emphasis on the trades and the technical "career" part of that equation. It is beyond demoralizing when we put our special ed students through PLAN testing and ACT testing when they are more suited for the trades. They are perpetually beaten down with the "academic rigor" that is aimed at better ACT scores rather than actually preparing them for an appropriate career path. Apprenticeships and work study would be great options for these kids. Our economy is hurting for kids to go into the trades: welding, plumbing, electrical, etc.

- Size of teacher/student ratio. Accommodation of facilities.
- Sizes of schools that allow opportunities for students to learn.
- Small class sizes
- Small is always better
- Small school provides more personal education.
- Smaller class and school size is important for elementary students as younger children are likely to need more one on one attention. Gradually increasing the school size in middle and high school becomes important to offer more programs and activities while increasing diversity in the school population.
- Smaller class size with better teacher to student ratio
- Smaller class sizes allow for more one on one interaction.
- Smaller class sizes always improve the quality of education, which the students will benefit from in the long term.
- Smaller classes allows for more direct teaching to the individual students.
- Smaller classes and less crowding.
- Smaller classes for younger children; immersion for older children
- Smaller classes in younger years important. Fewer grades in middle school so numbers should reflect that. Larger high school b/c course offerings should be very diverse and allow students individualized opportunities while promoting appropriate class size.
- Smaller classes, receive more attention from teacher.
- Smaller classroom sizes provide for a more focused education for all students.
- Smaller elementary school sizes promote a sense of community within the school. Likewise with the middle-school, you can know 'everyone' if the size isn't too great. While a smaller high school would also benefit from the same logic as the elementary and middle schools, high schools feel additional pressures in ranking evaluations; smaller high schools may 'slip through the cracks', whereas a large-enough school can hit certain metrics that get noticed by colleges, in sports, etc.
- Smaller elementary to allow for more one on one and individual development. Larger middle to allow some individual attention but more social interaction and social skill development (team or group interaction). This also allows for the development of individual responsibility. Even larger high school to fully immerse them in a diverse and self motivated environment. Less one on one attention and more self discipline to prepare them for college or the work force/family. Real world preparation.
- Smaller is better for elementary school students. I like the larger numbers in middle and high school, because larger numbers can support more class offerings of different subjects and electives such as AP courses and unique offerings.
- Smaller is better for learning .. Control of student behavior creates for personalization



- Smaller is better in the classroom. It gets physically crowded in some of these small rooms. The more crowded a building is the more people to manage, both kids and staff. The principal's job at Roosevelt must look a lot different than the principal at Johnson or Jackson. Same is true for the school counselor, nurse, speech teacher, etc. See my point? The workload for those folks is increased by double or triple at the bigger schools. Lunch ideally should not have to be served until 11:00. Our cafeterias are small. Esp. RNR. They must serve lunch all day long to get everyone fed.
- Smaller is better; however, larger schools do have an advantage in different kinds of students.
- Smaller number offer opportunities for more individualized student attention.
- Smaller numbers = more attention to each student
- Smaller numbers equal a good teacher to student ratio; however coming from the Texas school system Kingsport City Schools are small sizes currently.
- Smaller school size lowers the possibility of children being lost in the system. I also think it's very important for children to feel they are a part of the school and socially accepted.
- Smaller school sizes offer a more personal learning experiences.
- Smaller schools foster a sense of family/community. At large schools, other students are more likely to be seen as "strangers."
- Smaller schools lead to a closer-knit community.
- Smaller schools mean schools more in line with individual neighborhoods.
- Smaller schools should equal smaller class sizes which provides for better learning opportunities.
- Smaller schools tend to be closer knit
- Smaller schools the kids would get more time with teachers. Teachers has little control anymore over classes, smaller classes might help with control over the students.
- Smaller schools, smaller class sizes, more individual attention
- Smaller size school means smaller size classrooms, which means more individual contact between student and teacher. I hope that they don't decrease the size of the school and increase the size of the classroom. Class size, not school size is what's important.
- Smaller sizes can give more focused assistance.
- Smaller sizes equals more one on one and better learning when teachers are more accessible to students
- Smaller student numbers tend to create a better sense of a supportive learning community and teachers/admins can normally offer more one on one instruction.
- Smaller student to teacher ratio.
- Somewhere in the middle and not too many and not too little, evens out totals I would think making it easier for teachers/faculty which means kids should be getting enough hands on learning & one on one and its not overloading the school systems. If I hadn't have chosen these I would have chosen the smallest levels but then again that would probably mean building more schools to house said students with more hands on learning and one on one study with teachers for those needing it.
- Student who struggle with learning disabilities and/or has coping skills would benefit a smaller learning environment (smaller classroom numbers). In order for all students to have an equal opportunity to learn the teacher would need a smaller class size to work with those

that struggle. Equal opportunity for all students to learn.

- Student/teacher ratio is important in learning for each individual student. Class size needs to be considered for each teacher. Not too large of amount of students per teacher.
- Students at the elementary school level should feel comfortable with all individuals around them. They should know all the teachers and fellow classmates. In middle school a transition begins to be made where more students are together and have more opportunities to be involved because of the size. High school is best served when large enough to provide opportunities, but small enough to not have students just fall through the cracks.
- Teacher to student ratio
- That's what we currently have and I am fine with that as long as everyone fits into the building.
- The larger the school, the more opportunities could be available for my child
- The less students more one on one time with teachers
- The lower the student to teacher ratio; the more involved each student will be for the best possible outcomes for each student.
- The more students in a building cause more social, physical, and educational issues for students to deal with. For instance, when a group of middle schoolers are eating lunch at 1p.m. that should tell you that either the lunchroom is too small or the number of students is too high.
- The schools I attended were in line with my choices. A very small group seems unrealistic given the demographics in Kingsport. Having lived in a densely populated area of Ohio as a child, I saw firsthand that schools with large numbers of enrollees did not perform as well as schools with smaller numbers.
- The smaller student to teacher ratio is more important in Elementary and Middle School levels rather than High School level. Large classrooms are normal in college.
- The smaller the class room the more focus can be on all the children.
- The smaller the classrooms the better kids learn.
- The smaller the school size, the more attention that teachers and administrators can provide the children. That increased attention should result in a better experience and better preparation of our children for life after High School.
- There exists a sense of pride in the small school, and an attitude and sense of personal possession and involvement on the part of students, parents, teachers, administrators, and community residents.
- There needs to be enough students to show some diversity, but I would like the staff to be very familiar with as many students as possible. So that it feels more like a community for our children.
- These school sizes are large enough to provide multiple offerings of courses in all areas, yet are small enough to be managed effectively.
- Those seem about the right size before students get swallowed up and may lose some sort of school identity.
- This is what our current schools can adequately handle
- To better facilitate learning and social interaction.
- Too many kids will result in some left out
- Too small = too expensive, no economics of scale, less ability to offer special programs. Too large = too impersonal.
- We have lived in several geographic areas and these are the average sizes of most districts that we have lived. In Houston TX our Elem

was 800 students k-4 then they had several intermediate schools that were 5-6 and then Jr High for 7-8 and a ninth grade campus and 2 High Schools 10-12 that were just a bit larger population size than DB. Conroe ISD was a very well run school district and that is what we look for when we relocate to an area.

- What I grew up in
- When a high school becomes too large, safety of teachers and students is a concern.
- With smaller student enrollment teachers and administrators will have more time to focus on personal attention for every student. I believe it would have a positive impact on the student bodies as a whole.

**Please select your preferred grade configuration.**

Individual	
PK-5, 6-8, 9-12	132
PK-3, 4-6, 7-9, 10-12	82
PK-3, 4-5, 6-8, 9-12	41
PK-5, 6-7, 8-9, 10-12	56
Other	13

Group	
PK-5, 6-8, 9-12	4
PK-3, 4-6, 7-9, 10-12	2
PK-3, 4-5, 6-8, 9-12	1
PK-5, 6-7, 8-9, 10-12	0
No Consensus	2
Other	0

**Group Other:**

- 2nd opinion - PK-4, 5-6, 7-8, 9, 10-12 (cost prohibitive)

**Individual Other:**

- Age/maturity segregation
- Another "2nd choice" option: PK-5, 6-8, 9, 10-12; 3rd choice option: PK-5, 6-7, 8-9, 10-12
- I like both configurations that keep 9 thru 12 together.
- I would have the grades configured as they are, but with either the expansion of the current high school footprint to accommodate more classrooms or add a new building to the high school campus (where the civic auditorium currently sits) to house ninth grade student and their classes.
- Jr High is the way we use to do it and it worked fine, middle school is not a great concept. My father taught in middle school & he preferred Jr High. Freshman not @ High School
- K-5, 6-8, 9-12 (2)
- K-6, 7-9, 10-12
- Never thought about the second option you listed. I could possibly be open to that configuration.
- Not really sure since can see pros and cons and comfort levels at all
- PK - 4, 5-6, 7-8, 9, 10-12
- PK-4, 5-6, 7-8, 9, 10-12 - Cost prohibitive
- PK-4, 5-6, 7-8, 9-12
- PK-4, 5-6, 7-8, 9-12. There's a lot of difference between a 6th grader and an 8th grader; similarly, there's a lot between a 5th and a kindergartener.
- PK-4, 5-6, 7-9, 10-12
- PK-4, 5-6, 8-9, 9-12
- PK-4/ 5,6,7/8,9/ 10-12
- PK-6, 7-9, 10-12 (3)
- PreK-4, 5-6, 7-8, 9, 10-12
- There should be no pre-K in public schools. K-6; 7-9; 10-12 is my preferred arrangement.

**How do you ensure that school enrollments are adequately balanced and appropriately sized?**

Individual	
Consolidate schools within the District	38
Redraw school zones	108
Transport students	14
Change grade configuration	84
Create magnet / thematic programs	41
Other	27

Group	
Consolidate schools within the District	0
Redraw school zones	0
Transport students	0
Change grade configuration	3
Create magnet / thematic programs	3
No Consensus	2
Other	1

**Group Other:**

- Question is unclear.
- Bricks and mortar.

**Individual Other:**

- A few of these options used together should be considered. Our current school zone map is a riot. Grade configuration and school consolidation along with the creation of magnet programs might be one feasible option.
- Adamantly oppose the creation of magnet and/or thematic programs. Change grade configuration if needed to balance.
- All of the above
- Also do not leave out the county schools. I feel they should be included in the study. A few of the county schools could eventually be used to control overcrowding and annexation students/areas.
- And transport students
- Build more facilities.
- Consolidate city and county schools. use North the way voters were told it would be used when it was built
- Consolidate with the county so students can attend neighborhood school and enrollment is more evenly spaced.
- Consolidating city and county schools is totally unacceptable. Consolidating schools within city school system would serve no purpose as none of our schools are underutilized. Consolidating grades into a school might possibly be helpful and perhaps that is what is meant by the "Change grade configuration" option. Redrawing school zones within the city might be necessary if it is a substantial, persistent problem, and extremely likely to be a long-standing, ongoing problem, but not for mere "fluctuations" in enrollment. Not sure what is supposed to be intended by "Transporting students"? As for thematic programs, we tried the Innovation Academy but that had problems with related arts, athletics, etc. I assume this question only applies to elementary and middle schools. Long-time city residents feel very strongly that DB continue to be their high school.
- Do not consolidate city and county. That adds too many other issues an probably a lot more snow days. City schools much better maintained as well. Keep city special and top notch
- Enlarge the existing high school and middle schools

- Expand as needed to reduce class size.
- First thing is to stop expanding until we can manage what we already have. Then you can look at each of the options above and see how to make things better.
- Have no idea which is best
- Having more options, such as Montessori, Work-Study Academies, Arts Academies as well as changing the grade configurations.
- Hire a consultant instead of surveying the general public. Base your decisions on the educational needs and post education success of students, not on how it will affect the band and football programs
- Hire enough teachers
- I think any of the above mentioned items would be hard. Your parents are committed to the schools their children attend.
- I think the City of Kingsport needs to be cautious about annexing in the first place. Barring that, I think we need to push for whatever structures we need (new, enhanced, or revamped) to keep our enrollments at reasonable levels across all grade levels.
- I think we need additional schools, seeing as how enrollment is increasing at KCS.
- Kingsport needs more school buildings. We are crowded.
- Less travel
- limit tuition students, check to make sure students actually live at the disclosed address on file
- Metropolitan Government
- Only accept legitimate zoning requests instead of every request, even those based on fictitious addresses and/or reasons that are not enough to warrant a zoning exemption (i.e. parents who pull children from home school to go to a "better" school in the district. This causes a huge imbalance in the system and makes certain schools "heavy" for higher test scores. Faculty and staff of KCS should get first priority when accepting zoning applications and should be notified promptly after the deadline for zoning applications, rather than in July.
- Or change grade configuration I think that doing this would be less traumatic for the children.
- Our schools are in close proximity--Most children will fit into more than one zone---Parents should be able to decide which school they want for their child if they are within two zones--
- Quit accepting tuition students to start with.
- Redraw school zones within the city school system, and could change grade configuration also if necessary. Could add 8th grade to the aforementioned 9th grade building.
- Redraw school zones, reconfigure grade levels, and create magnet schools.
- Schools should be more evenly distributed. Cloud apartments should be split between 2 or 3 schools.
- Stop accepting county children into the city schools.
- Stop giving zoning exemptions for other schools
- Stop taking out of district students
- There is not only 1 right way to ensure enrollment to be balanced & correct size. Several solutions will have to be implemented.
- This only allowed one selection; however, I believe that most all could be used if necessary.

Please rate your interest in the following CTE (Career Technical Education) programs you feel should be offered to prepare students for future careers.

Individual

	Highly Interested	Interested	Disinterested	Highly Disinterested
Animation	62	153	80	17
Architecture	83	199	27	6
Automotive Services	126	155	36	2
Biomedical Sciences	158	142	17	5
Business	164	139	14	4
Commercial Graphics and Illustration	93	186	27	8
Computer Maintenance	178	127	15	2
Construction	113	160	41	4
Cosmetology	87	148	67	12
Culinary Arts	100	167	41	7
Engineering	195	109	12	5
Entrepreneurship	124	149	37	6
Fire Academy / Law Enforcement	95	160	56	6
Gaming and Simulation	61	116	104	33
Health Cre	188	119	10	4
HVAC (Heating, Ventilation, Air	118	151	49	3
Interior Design	43	131	108	32
Manufacturing	92	166	47	11
Radio Television	64	172	67	12
Welding	118	150	40	8
Other	19	17	10	8

	<b>Group</b>				
	Highly Interested	Interested	Disinterested	Highly Disinterested	No Consensus
Animation	2	4	1	0	0
Architecture	0	7	0	0	0
Automotive Services	0	6	1	0	0
Biomedical Sciences	3	4	0	0	0
Business	4	3	0	0	0
Commercial Graphics and Illustration	0	7	0	0	0
Computer Maintenance	3	4	0	0	0
Construction	2	4	1	0	0
Cosmetology	0	6	0	1	0
Culinary Arts	0	6	1	0	0
Engineering	4	3	0	0	0
Entrepreneurship	1	6	0	0	0
Fire Academy / Law Enforcement	0	5	2	0	0
Gaming and Simulation	2	3	1	1	0
Health Cre	3	4	0	0	0
HVAC (Heating, Ventilation, Air	1	5	1	0	0
Interior Design	0	5	2	0	0
Manufacturing	1	5	0	0	0
Radio Television	0	6	1	0	0
Welding	0	6	0	1	0
Other	1	3	0	0	0

**Group Other:**

- Robotics; CAD (Computer, Auto, Design); Information Technology (IT)
- Things we can afford.
- Accounting
- 3D printing, plumbing. Do not take band garage.


















**Individual Other:**













- Accounting, Business Law
- Aerospace, mass communication.
- Agriculture, pipe fitting, landscaping
- Animal science (2)
- Anything that will help more students reach their potential. Not every student needs to go to traditional college. We need more plumbers for example.
- Anything we can afford.
- Arts
- Child care early child development, service learning incorporating service projects into school day.
- Electricity; plumbing
- Everything listed above should be pursued in a technical or trade school and/or college. It should not be part of our public (city/county) education system.
- Finance
- HVAC would be a fantastic addition. Any consideration for Child Care Program again?
- I think all those
- I would like to see child care for those students interested in early child care and printing.
- More science and math-based careers
- Other areas that will ensure trades success for students who are not college bound. Construction industry especially needs to see a return of these trades.
- Our educational system should bring back traditional "home economic classes". Students do not know how to cook, sew, or balance a check book!
- Parenting
- Photography/videography/printing
- plumbing and septic systems
- Plumbing, Computer Coding
- Plumbing, electrical
- Responsibility and morals
- Robotics /IT
- Science and math
- Social Services
- The more offerings you have, the better able you are to keep the students interested, motivated, and enrolled, thereby increasing graduation rates and potential for success in the work-force and in life.
- Vet medicine; truck driving and maintenance (rigs);
- Where is agriculture, green technologies, alternative power sources? It is time to consider CTE as something other than the old VoTech!
- Wood shop

Please rate your desirability of how technology should be offered to students in all schools in the District.

**Individual**






	Low	Moderate	High
Dedicated computer rooms	 77	 122	 127
Computers / technology fully integrated into each learning space	 17	 67	 245
BYOD (Bring Your Own Device)	 99	 116	 109
Virtual / distance learning labs	 78	 160	 88
Integrate one-to-one technology	 35	 135	 147

**Group**




	Low	Moderate	High	No Consensus
Dedicated computer rooms	 4	 4	 1	0
Computers / technology fully integrated into each learning space	0	 2	 7	0
BYOD (Bring Your Own Device)	 1	 5	 3	0
Virtual / distance learning labs	0	 8	 1	0
Integrate one-to-one technology	0	 5	 4	0

**Under what conditions would you support altering school attendance boundaries and / or student school assignment?**

**Individual**

To meet the needs of fluctuating student enrollment	 40
To achieve diversity: income, ethnicity, etc.	 22
To increase utilization of facilities	 149
If research suggests it will improve student learning	 94
Other	 18

**Group**

To meet the needs of fluctuating student enrollment	 1
To achieve diversity: income, ethnicity, etc.	0
To increase utilization of facilities	 4
If research suggests it will improve student learning	 4
No Consensus	0
Other	0

**Group Other:**

- Overcrowding if it is an ongoing problem.
- If student population trend is established over several years.

**Individual Other:**

- All but the first. Would not move a student once enrolled in a school. (Rezone new students only or by parent preference.) Also keep siblings at same school.
- All of the above (7)
- Build a bigger high school
- Consideration of adding a 3rd middle school.
- Happy with the way things are.
- I believe that all the reasons listed are valid incentives to having a flexible policy on attendance zones
- I do not support it
- I feel it's important to keep students in their neighborhood schools. It gives the students a sense of community.
- If persistent, highly predicted to be longstanding & significant overcrowding with no other options, then perhaps. But "Overcrowding" is not defined here, so I say no. Altering zones is easier/more palatable with younger (elem) students. It should not be done for mere "fluctuating" enrollments. A return to "Busing" methods for diversity reasons should not be done. Research which merely "suggests" a possible outcome is certainly no reason to make changes. Additionally, With regards to Q14 (there is no space provided in which to comment on Q14), this Question does not really apply to the City Schools since none of our schools are in a poor physical condition that would require such extensive renovations. I can not imagine that even adding on to or renovating DB in order to provide space for a

larger school population would exceed the cost of building a new high school. That being said, I believe it is important to spend what is required to maintain DB as the high school for city residents.

- If student population trend is established over several years.
- In reference to Q10: I marked having "dedicated" rooms LOW because I believe there will be access to computers and computing devices and Wi-Fi everywhere; thus, you won't need dedicated rooms. For Q11: I would not change zones necessarily to meet needs of fluctuating enrollment (end up chasing your tail), not to achieve diversity (can you say "Busing!"), and not merely for research merely suggesting improvement (there had better be strong proof)
- KCS should consolidate with Sullivan County in Kingsport only to alleviate the space concerns. It makes perfect sense for KCS to divide the city into 3 different zones.
- Makes financial sense (a bus doesn't have to travel by one school to get to another school)
- One unacknowledged issue is the time of school. We ill-serve our students when they have to be at the bus stop at 6:15 and don't get home until 4. This is entirely too early and too long of a day. How many conferences would professionals attend if they had to show up at 6 am, attend 75-90 minutes workshops with a 20 minute break for lunch? It's ridiculous.
- Themed magnet schools
- To tailor the learning environment to how students learn
- We do not need to bring back bussing--It did not work the first time and it will not work now---Causes more dissention than families should have to deal with

**How would you rate the current physical condition of Kingsport City Schools facilities?**

**Individual**

	Excellent	Good	Fair	Poor	Don't Know / No Opinion
John Adams Elementary	179	22	1	0	118
Cora Cox Academy	5	27	49	12	226
Dobyns-Bennett High	58	175	38	7	48
Andrew Jackson Elementary	7	71	44	5	192
Thomas Jefferson Elementary	18	104	26	3	170
Andrew Johnson Elementary	19	110	32	2	156
John F. Kennedy Elementary	9	35	53	21	202
Abraham Lincoln Elementary	6	87	37	11	181
Palmer Center	5	44	60	11	197
Ross N. Robinson Middle	37	152	46	3	84
Theodore Roosevelt Elementary	5	35	46	18	211
John Sevier Middle	28	131	50	7	108
George Washington Elementary	65	90	11	2	153

**Group**

	Excellent	Good	Fair	Poor	Don't Know / No Opinion	No Consensus
John Adams Elementary	8	0	0	0	1	0
Cora Cox Academy	0	1	3	2	3	0
Dobyns-Bennett High	1	8	0	0	0	0
Andrew Jackson Elementary	0	4	2	0	3	0
Thomas Jefferson Elementary	0	8	0	0	1	0
Andrew Johnson Elementary	0	7	1	0	1	0
John F. Kennedy Elementary	0	0	5	1	3	0
Abraham Lincoln Elementary	0	5	2	0	2	0
Palmer Center	0	3	3	0	2	1
Ross N. Robinson Middle	0	8	1	0	0	0
Theodore Roosevelt Elementary	0	2	4	1	1	1
John Sevier Middle	0	7	1	0	1	0
George Washington Elementary	3	4	0	0	1	1

**As education changes in the future, the needs we have of an educational building may also change. Rate how well you think the following buildings will meet our future educational needs.**

**Individual**

	Can Meet Needs	Cannot Meet Needs	Don't Know / No Opinion
John Adams Elementary	190	3	126
Cora Cox Academy	35	54	229
Dobyns-Bennett High	171	85	65
Andrew Jackson Elementary	84	20	212
Thomas Jefferson Elementary	100	23	195
Andrew Johnson Elementary	106	19	192
John F. Kennedy Elementary	57	39	219
Abraham Lincoln Elementary	86	25	207
Palmer Center	61	35	220
Ross N. Robinson Middle	145	54	119
Theodore Roosevelt Elementary	49	40	223
John Sevier Middle	134	44	140
George Washington Elementary	140	7	168

**Group**

	Can Meet Needs	Cannot Meet Needs	Don't Know / No Opinion	No Consensus
John Adams Elementary	6	0	2	1
Cora Cox Academy	1	2	4	0
Dobyns-Bennett High	8	0	0	0
Andrew Jackson Elementary	3	1	4	0
Thomas Jefferson Elementary	5	1	2	0
Andrew Johnson Elementary	5	0	3	0
John F. Kennedy Elementary	3	2	3	0
Abraham Lincoln Elementary	3	1	4	0
Palmer Center	2	0	6	0
Ross N. Robinson Middle	7	0	1	0
Theodore Roosevelt Elementary	3	2	3	0
John Sevier Middle	6	0	1	0
George Washington Elementary	6	0	2	0

The following cost-related considerations should apply to buildings that may not meet future educational needs. Please rank in order of preference.

**Individual**

	1 (highest)	2	3 (lowest)
Renovate even if cost exceeds cost of new	32	23	251
Renovate only if cost is less than or equal to cost of new construction	110	190	8
Renovate only if cost is not more than 75% the cost of new construction	173	92	41

**Group**

	1 (highest)	2	3 (lowest)	No Consensus
Renovate even if cost exceeds cost of new	0	0	9	0
Renovate only if cost is less than or equal to cost of new construction	2	7	0	0
Renovate only if cost is not more than 75% the cost of new construction	7	2	0	0

The following outdoor functions are very important. Please indicate below at what level you agree or disagree.

**Individual**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Separate bus drop off / pick up lanes	16	6	45	109	147
Separate parent drop off / pick up lanes	18	6	30	117	152
Teacher / staff parking for each employee	17	9	49	111	139
Visitor parking	18	3	34	164	105
Walking / bicycle paths	25	15	92	113	79

**Group**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Consensus
Separate bus drop off / pick up lanes	0	0	1	3	5	0
Separate parent drop off / pick up lanes	0	0	1	4	4	0
Teacher / staff parking for each employee	0	0	1	3	5	0
Visitor parking	0	0	1	2	6	0
Walking / bicycle paths	0	0	1	6	2	0

Please rank in order of important. 1=highest, 3=lowest

**Individual**

	1 (highest)	2	3 (lowest)
Renovate and/or newly construct multi-purpose rooms, gyms, conference rooms, playground, auditorium	59	86	163
Renovate existing permanent buildings	110	127	76
Upgrade/expand instructional technology such as computer hardware and network infrastructure (servers, cabling, sites, etc.)	149	101	63

**Group**

	1 (highest)	2	3 (lowest)	No Consensus
Renovate and/or newly construct multi-purpose rooms, gyms, conference rooms, playground, auditorium	0	5	4	0
Renovate existing permanent buildings	2	3	4	0
Upgrade/expand instructional technology such as computer hardware and network infrastructure (servers, cabling, sites, etc.)	6	3	0	0

Please indicate your level of support to pay higher taxes to fund the following:

**Individual**

	Low	Moderate	High	Don't Know / No Opinion
Future construction	61	128	112	21
Maintenance / life cycle needs	44	152	102	23
Preserve existing programs	39	148	116	21
Acquire new programs	52	136	107	27

**Group**

	Low	Moderate	High	Don't Know / No Opinion	No Consensus
Future construction	1	4	2	2	0
Maintenance / life cycle needs	0	3	5	1	0
Preserve existing programs	0	5	3	1	0
Acquire new programs	1	6	1	1	0



**Gender**

**Individual**

Male	95
Female	217

**Age**

**Individual**

Under 18	3
18-29	23
30-39	76
40-49	131
50-64	73
65+	7

**Education**

**Individual**

Current student	3
Not a high school graduate	0
High school graduate/GED	11
Some college/trade school	41
College graduate	107
Advanced degree	158

**Parental/Guardian/Student status (check all that apply)**

**Individual**

Do not have children in the District	64
Parent/guardian of a child less than 5	47
Parent/guardian of a kindergarten student	14
Parent/guardian of a 1st-3rd grade student	64
Parent/guardian of a 4th-5th grade student	56
Parent/guardian of a 6th-8th grade student	87
Parent/guardian of a 9th-12th grade	91
Parent/guardian of a private/parochial	1
Parent/guardian of a former student or	60
Grandparent of a current student or	10
Current student	3

**How did you find out about the Community Dialogue?**

Individual	
School newsletter	37
Local newspaper	47
Church bulletin	1
Community flyer	0
Poster in community	0
Personal contact	25
Radio/TV	13
Email	191
Social networking site (ex. Facebook,	22
Telephone call	32
Text message	17
Other	24

**Individual Other:**

- Announced at PTSA meetings at RVR & DB.
- Dr. Ailshie
- Dr. Yennie
- internet
- PTO meeting
- Steering committee member (8)
- Teacher (2)

**Are you a resident of the District?**

Individual	
Yes	262
No	53

**If so, how many years have you lived in the District?**

Individual	
Less than 2	19
2-5	37
6-10	55
11-15	40
16-20	34
More than 20	78
Not applicable	37

**Are you an employee or retiree of the District(s)?**

Individual	
Yes	145
No	165

**If you are an employee or retiree, what is/was your position?**



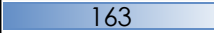










Individual	
Teacher	96
Support staff	31
Administration	8
Not applicable	73
Other	13

**Individual Other:**

- BOE
- BOE 2001-2009
- Bus driver
- Counselor
- Engineer
- Ex teacher, administrator, minister
- Registered Substitute for all KCS
- Substitute (3)

**Which school(s)/program(s) are you affiliated with? (check all that apply)**

**Individual**

John Adams Elementary		34
Cora Cox Academy		10
Dobyns-Bennett High		163
Andrew Jackson Elementary		17
Thomas Jefferson Elementary		38
Andrew Johnson Elementary		34
John F. Kennedy Elementary		13
Abraham Lincoln Elementary		28
Palmer Center		19
Ross N. Robinson Middle		73
Theodore Roosevelt Elementary		10
John Sevier Middle		53
George Washington Elementary		27