Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

School Climate Survey 2025-2026 Results

Enriqueciendo y acelerando el aprendizaje

Survey Participation

RICHFIELD PUBLIC SCHOOLS

RHS: 480

RMS: 493

SEC: 11

RCEP: 14

Centennial: 76

RDLS: 146

R-STEM: 172

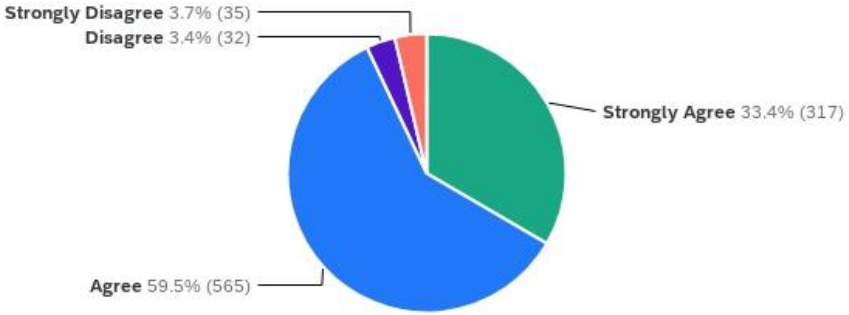
Sheridan Hills: 130

The survey was administered to students in grades 4-12+ during the school day. Students in grades 4-5 completed a slightly shorter and simpler version of the survey.

Survey Results

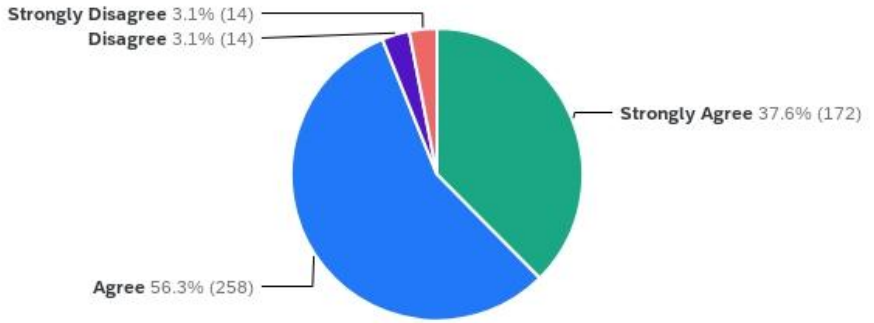
RICHFIELD PUBLIC SCHOOLS

The expectations at my school are fair.



Grades 6 - 12+

Grades 4 - 5

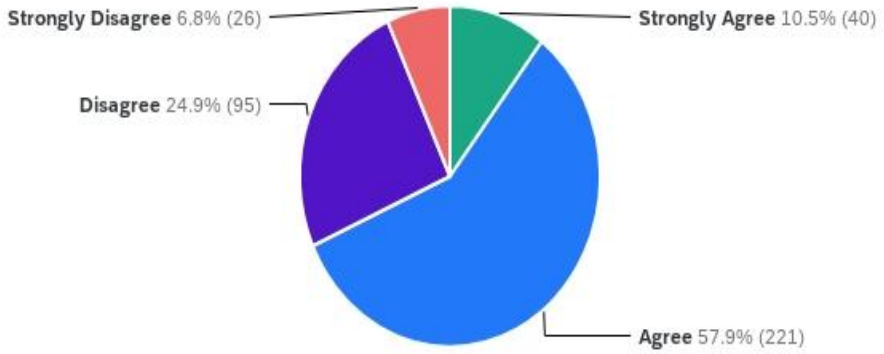


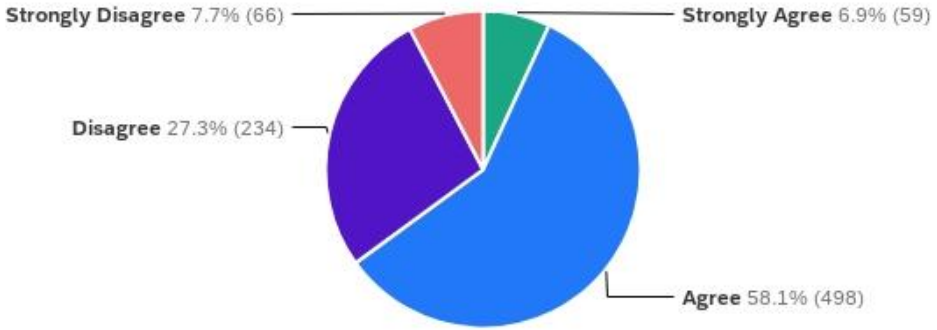
Survey Results

RICHFIELD PUBLIC SCHOOLS

Students demonstrate expected behavior at school.

Grades 4 - 5





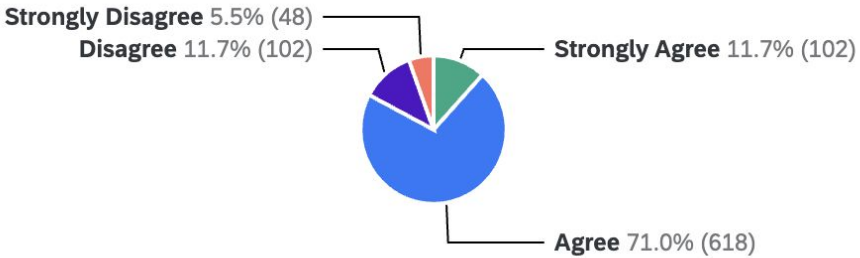
Grades 6 - 12+

Survey Results

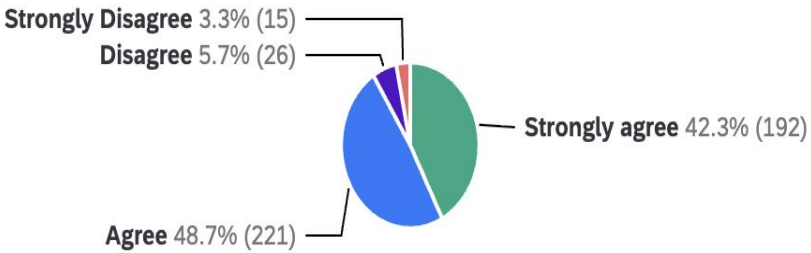
RICHFIELD PUBLIC SCHOOLS

My school feels like a positive place/I enjoy being part of my school community.

Grades 6 - 12+



Grades 4 - 5

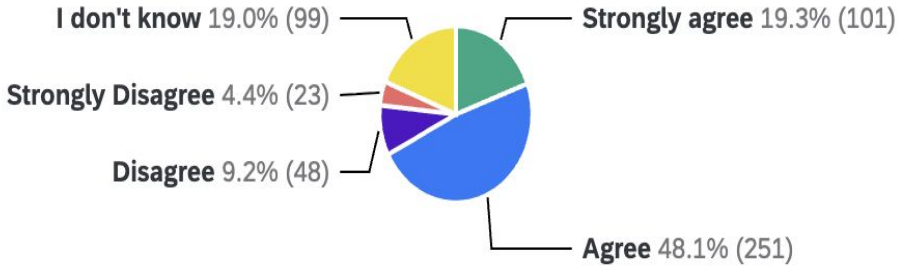


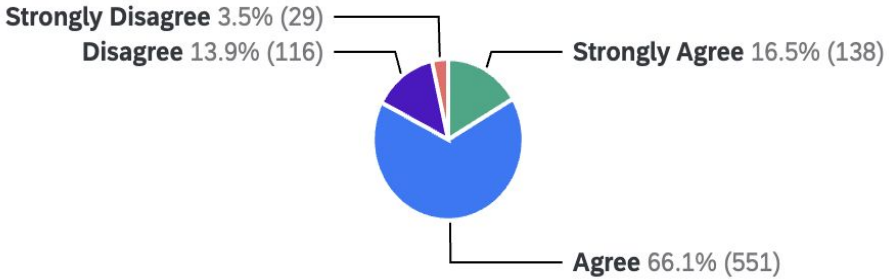
Survey Results

RICHFIELD PUBLIC SCHOOLS

Adults in my school listen to the voices and ideas of students.

Grades 4 - 5



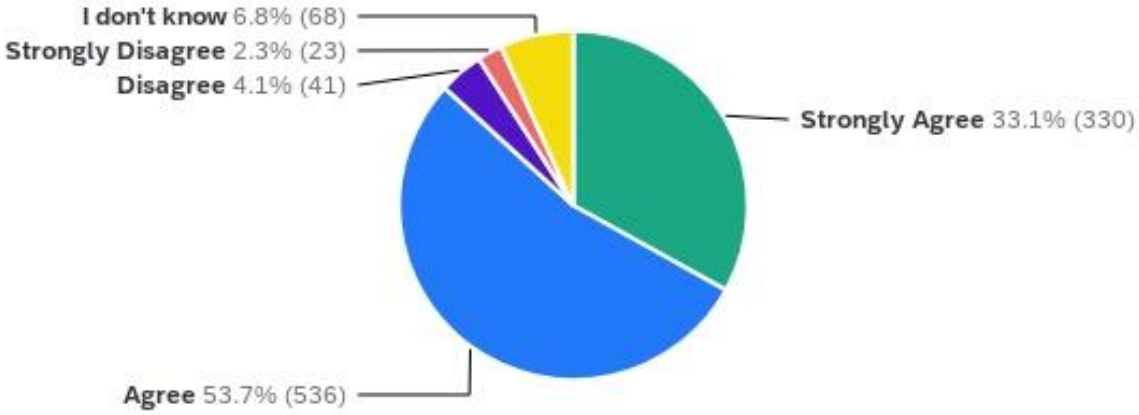


Grades 6 - 12+

Survey Results – Grades 6-12+ Only

RICHFIELD PUBLIC SCHOOLS

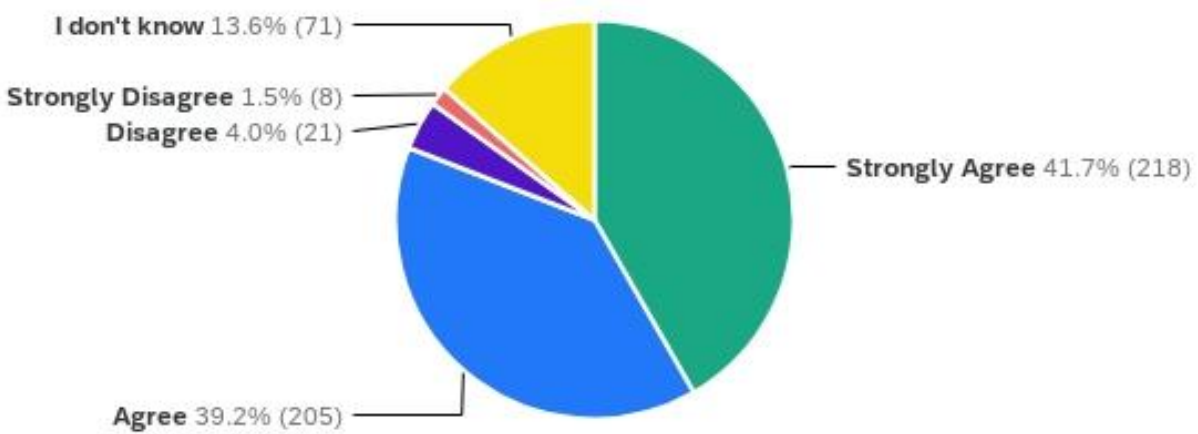
Teachers create classroom environments where students of all races and cultures are treated with kindness and given what they need to learn and succeed.



Survey Results – Grades 4-5 Only

RICHFIELD PUBLIC SCHOOLS

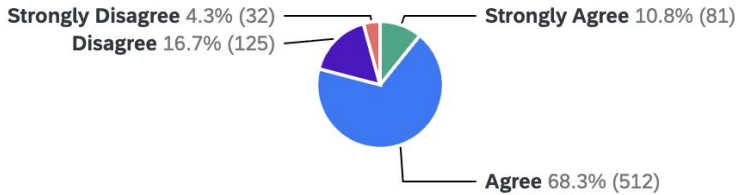
Students of all races and cultures are treated with kindness and given what they need to learn

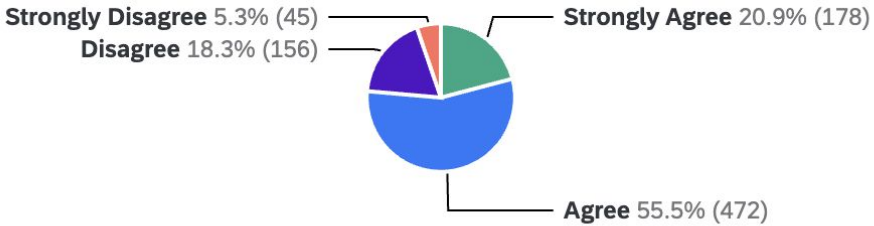


Survey Results – Grades 6-12+ Only

RICHFIELD PUBLIC SCHOOLS

I participate in activities, groups or clubs to help make my school a better place.



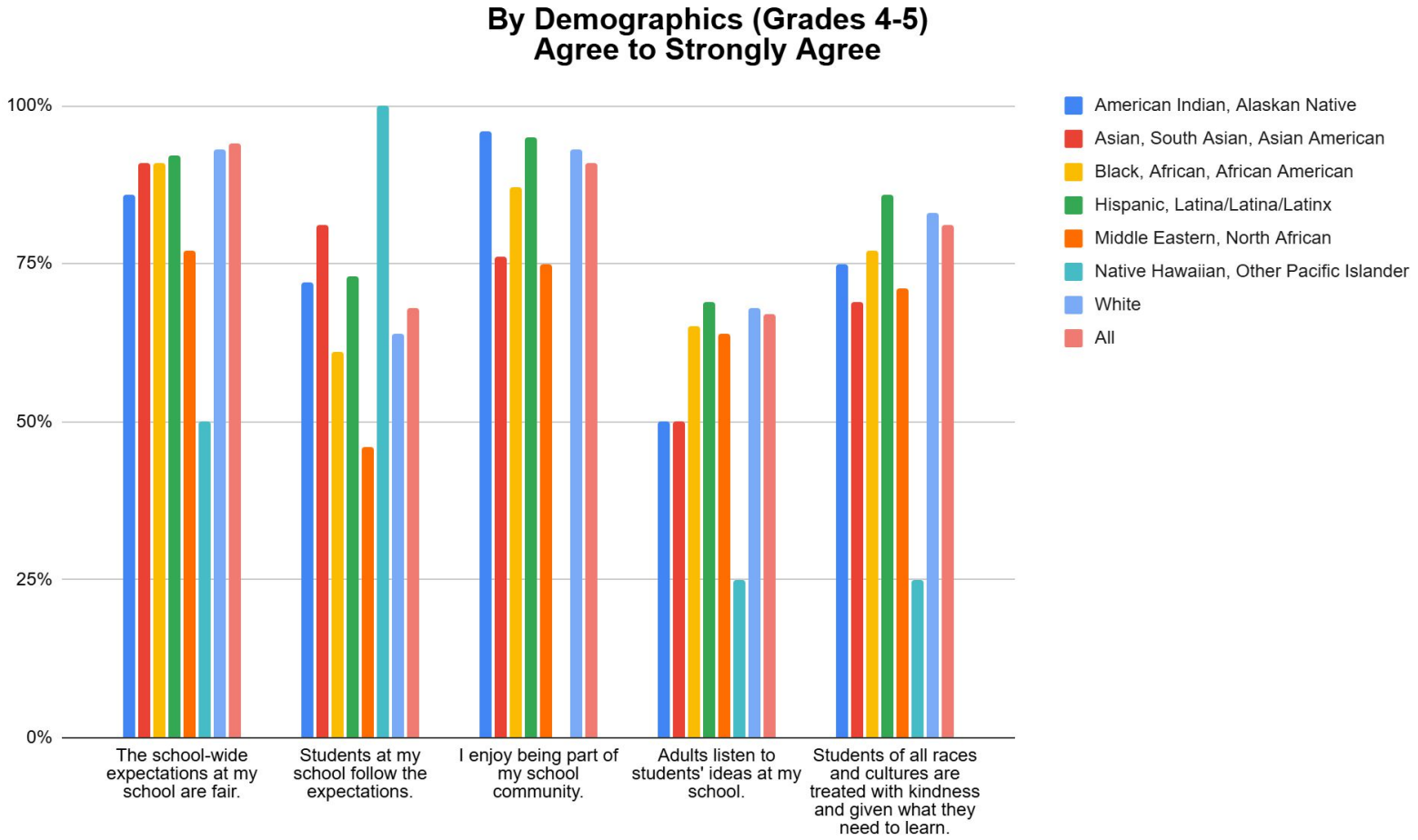


I can make a positive difference in my school.

By Demographics (Grades 4-5) Agree to Strongly Agree

RICHFIELD PUBLIC SCHOOLS

	American Indian, Alaskan Native	Asian, South Asian, Asian American	Black, African, African American	Hispanic, Latina/Latina/Latinx	Middle Eastern, North African	Native Hawaiian, Other Pacific Islander	White	All
The school-wide expectations at my school are fair.	86%	91%	91%	92%	77%	50%	93%	92%
Students at my school follow the expectations.	72%	81%	61%	73%	46%	100%	64%	64%
I enjoy being part of my school community.	96%	76%	87%	95%	75%	0%	93%	93%
Adults listen to students' ideas at my school.	50%	50%	65%	69%	64%	25%	68%	68%
Students of all races and cultures are treated with kindness and given what they need to learn.	75%	69%	77%	86%	71%	25%	83%	83%

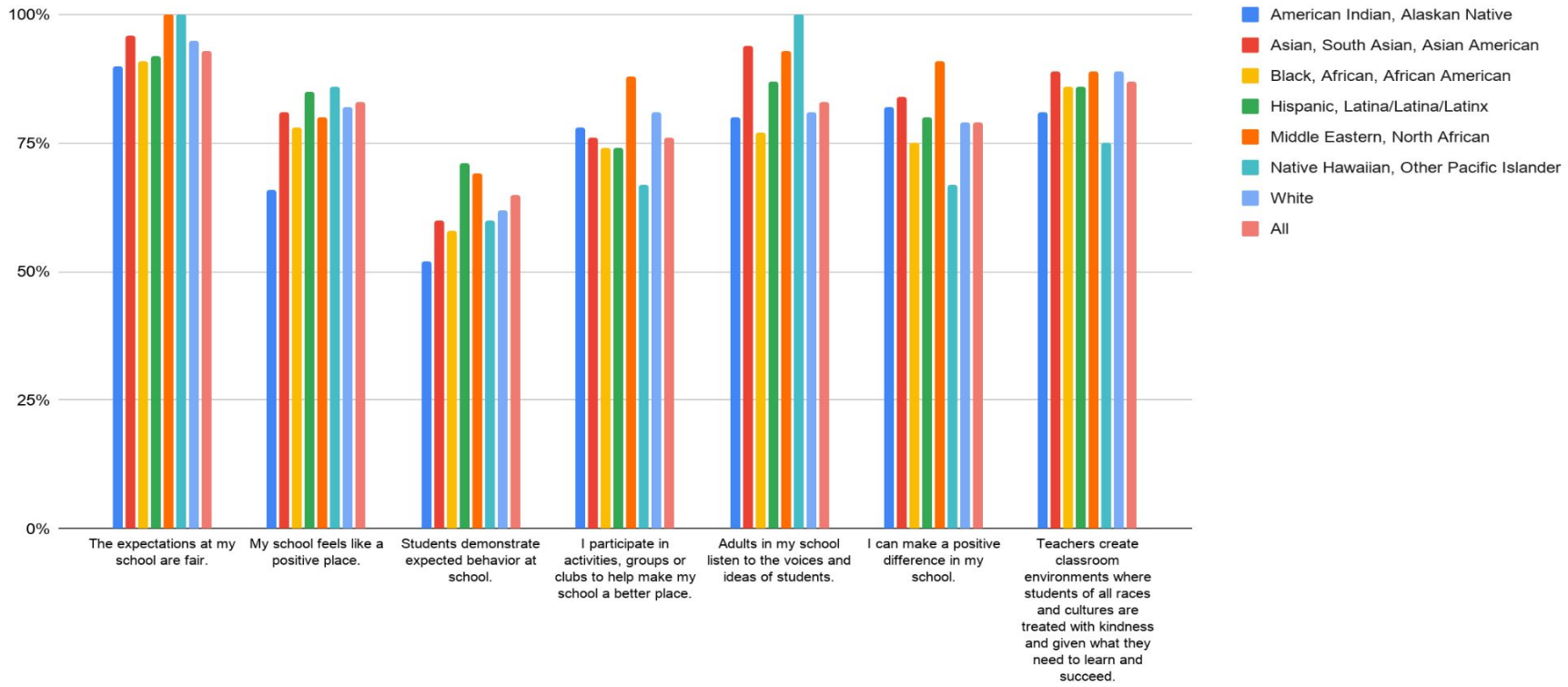

By Demographics (Grades 4-5)
Agree to Strongly Agree
100%
75%
50%
25%
0%
The school-wide expectations at my school are fair.
Students at my school follow the expectations.
I enjoy being part of my school community.
Adults listen to students' ideas at my school.
Students of all races and cultures are treated with kindness and given what they need to learn.
American Indian, Alaskan Native
Asian, South Asian, Asian American
Black, African, African American
Hispanic, Latina/Latina/Latinx
Middle Eastern, North African
Native Hawaiian, Other Pacific Islander
White
All

By Demographics (Grades 6-12+) Agree to Strongly Agree

RICHFIELD PUBLIC SCHOOLS

	American Indian, Alaskan Native	Asian, South Asian, Asian American	Black, African, African American	Hispanic, Latina/Latina/Latinx	Middle Eastern, North African	Native Hawaiian, Other Pacific Islander	White	All
The expectations at my school are fair.	90%	96%	91%	92%	100%	100%	95%	93%
My school feels like a positive place.	66%	81%	78%	85%	80%	86%	82%	83%
Students demonstrate expected behavior at school.	52%	60%	58%	71%	69%	60%	62%	65%
I participate in activities, groups or clubs to help make my school a better place.	78%	76%	74%	74%	88%	67%	81%	76%
Adults in my school listen to the voices and ideas of students.	80%	94%	77%	87%	93%	100%	81%	83%
I can make a positive difference in my school.	82%	84%	75%	80%	91%	67%	79%	79%
Teachers create classroom environments where students of all races and cultures are treated with kindness and given what they need to learn and succeed.	81%	89%	86%	86%	89%	75%	89%	87%

By Demographics (Grades 6 -12+)
Agree to Strongly Agree

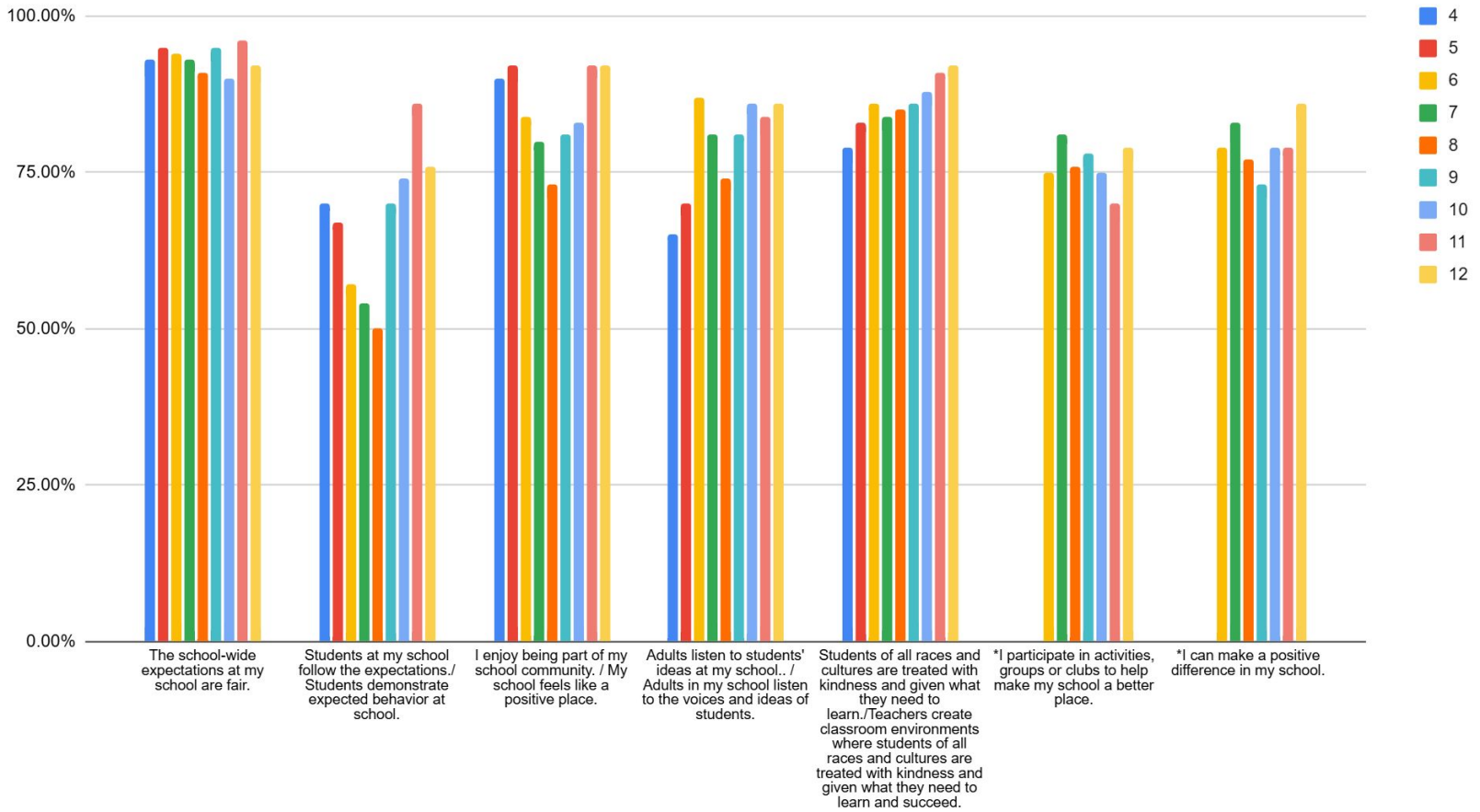


By Grade (4-12+)
Agree to Strongly Agree

RICHFIELD PUBLIC SCHOOLS

	4	5	6	7	8	9	10	11	12
The school-wide expectations at my school are fair.	93%	95%	94%	93%	91%	95%	90%	96%	92%
Students at my school follow the expectations./ Students demonstrate expected behavior at school.	70%	67%	57%	54%	50%	70%	74%	86%	76%
I enjoy being part of my school community. / My school feels like a positive place.	90%	92%	84%	80%	73%	81%	83%	92%	92%
Adults listen to students' ideas at my school.. / Adults in my school listen to the voices and ideas of students.	65%	70%	87%	81%	74%	81%	86%	84%	86%
Students of all races and cultures are treated with kindness and given what they need to learn./Teachers create classroom environments where students of all races and cultures are treated with kindness and given what they need to learn and succeed.	79%	83%	86%	84%	85%	86%	88%	91%	92%
*I participate in activities, groups or clubs to help make my school a better place.			75%	81%	76%	78%	75%	70%	79%
*I can make a positive difference in my school.			79%	83%	77%	73%	79%	79%	86%

By Grade (4 - 12+)
Agree to Strongly Agree

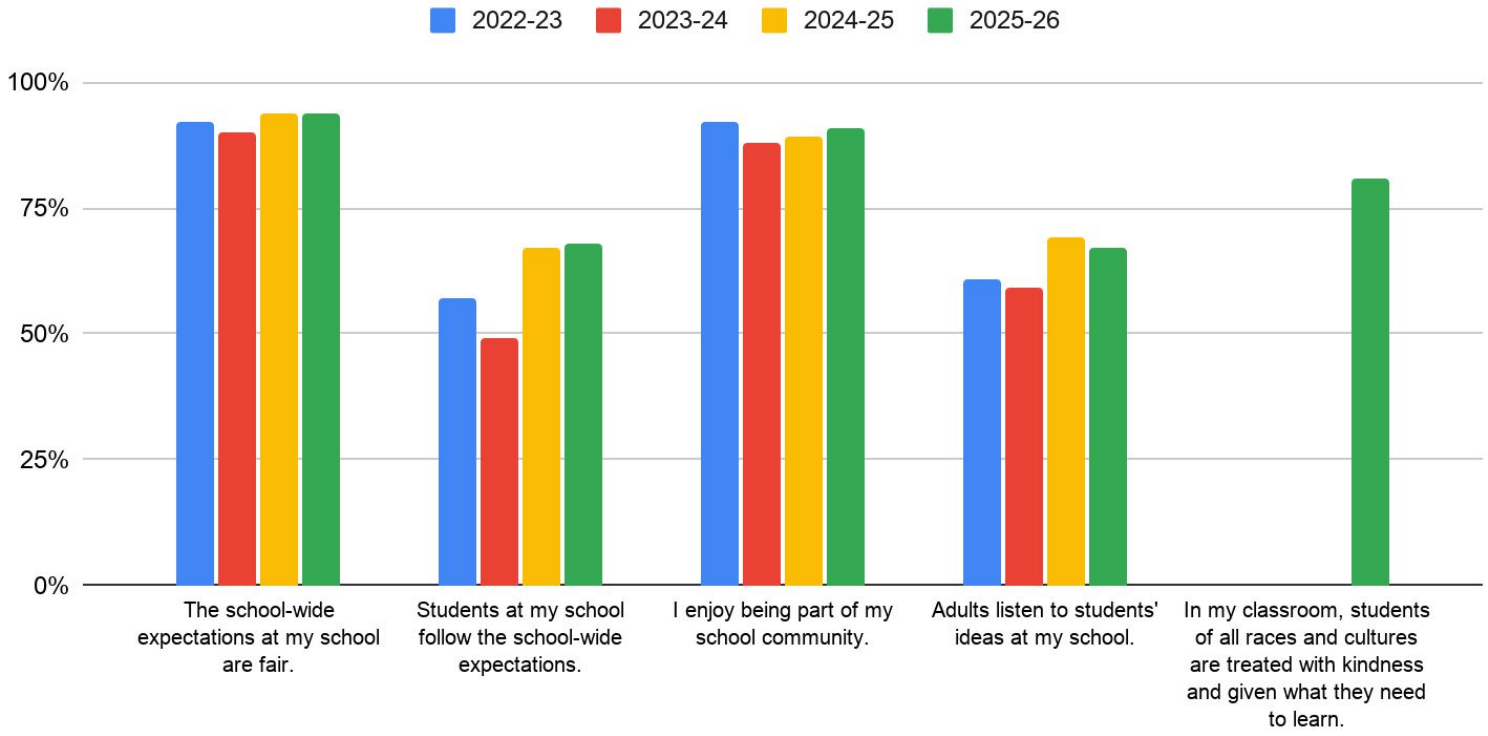


Trend Data (Grades 4-5)
Agree to Strongly Agree

RICHFIELD PUBLIC SCHOOLS

	2022-23	2023-24	2024-25	2025-26
The school-wide expectations at my school are fair.	92%	90%	94%	94%
Students at my school follow the school-wide expectations.	57%	49%	67%	68%
I enjoy being part of my school community.	92%	88%	89%	91%
Adults listen to students' ideas at my school.	61%	59%	69%	67%
In my classroom, students of all races and cultures are treated with kindness and given what they need to learn.				81%

Trend Data (Grades 4-5)
Agree to Strongly Agree

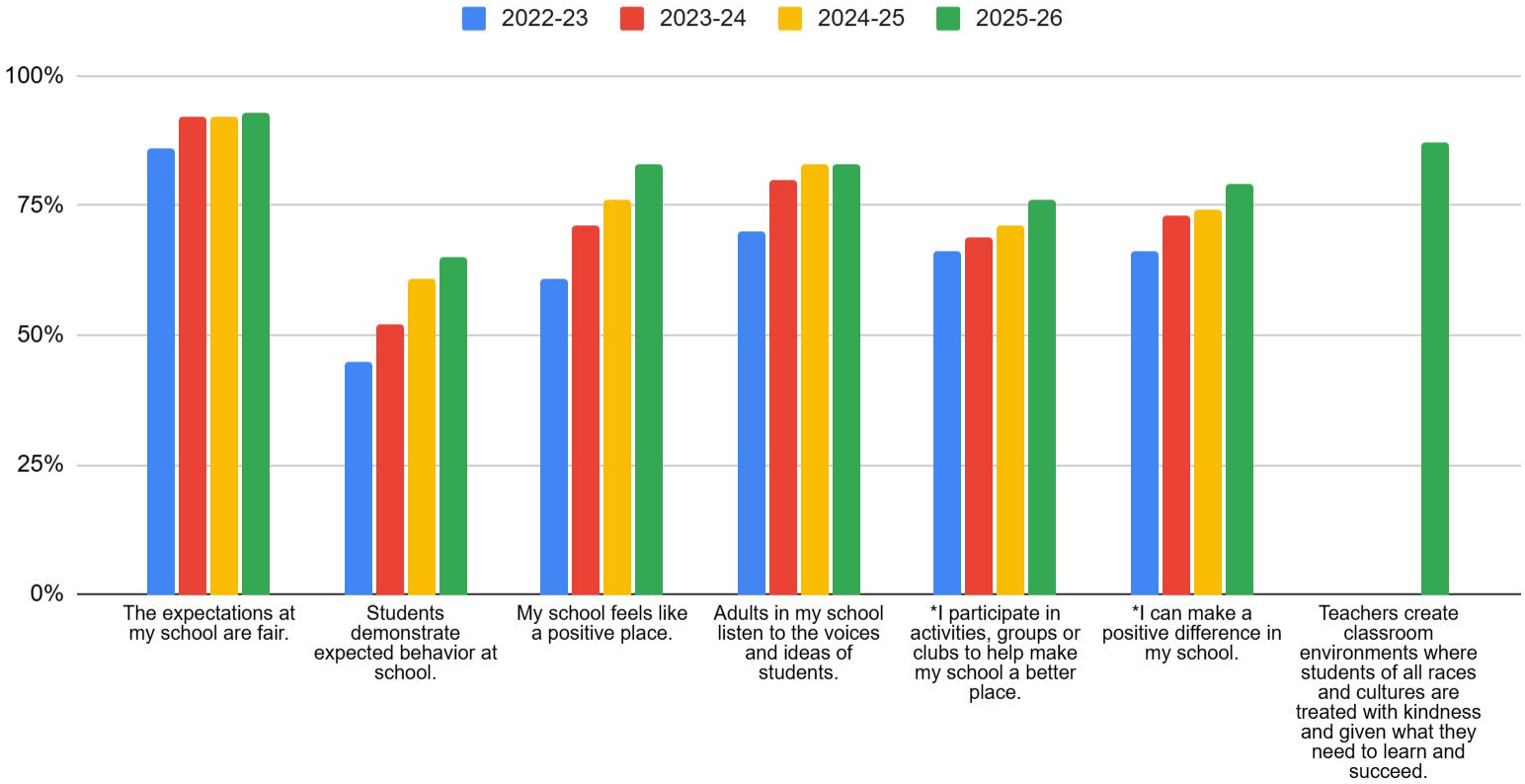


Trend Data (Grades 6-12+)
Agree to Strongly Agree

RICHFIELD PUBLIC SCHOOLS

	2022-23	2023-24	2024-25	2025-26
The expectations at my school are fair.	86%	92%	92%	93%
Students demonstrate expected behavior at school.	45%	52%	61%	65%
My school feels like a positive place.	61%	71%	76%	83%
Adults in my school listen to the voices and ideas of students.	70%	80%	83%	83%
*I participate in activities, groups or clubs to help make my school a better place.	66%	69%	71%	76%
*I can make a positive difference in my school.	66%	73%	74%	79%
Teachers create classroom environments where students of all races and cultures are treated with kindness and given what they need to learn and succeed.				87%

Trend Data (Grades 6-12+)
Agree to Strongly Agree



Positive Longitudinal Trends (2022–2026)

RICHFIELD PUBLIC SCHOOLS

Across both age brackets,ratings have **steadily improved** across nearly every indicator over the past four years:

- **Perception of Student Behavior Has Significantly Improved:**
  - **Grades 4–5:** Rose from **57%** (2022-23) to **68%** (2025-26).
  - **Grades 6–12+:** Surged from **45%** (2022-23) to **65%** (2025-26).

- **School Positivity Is Up Substantially:**
  - Secondary students reporting that their school "feels like a positive place" jumped 22 percentage points, from **61%** to **83%**.

- **Increased Student Engagement & Agency (Grades 6–12+):**
  - Participation in activities/clubs rose from **66%** to **76%**.
  - Belief that students can make a positive difference increased from **66%** to **79%**.

Grade-Level Patterns

RICHFIELD PUBLIC SCHOOLS

- **The "Middle School Dip" (Grades 7–8):**
  - **Student Behavior:** Student perception of behavior drops significantly in middle school, hitting a low of **50%** in 8th grade before rebounding to **70%–86%** in high school (peaking at 86% in 11th grade).
  - **Community Positivity:** Drops from 92% in 5th grade down to **73%** in 8th grade, then recovers to **92%** by 11th/12th grade.

- **Adult Listening Perception Inverts with Age:**
  - In elementary grades, only **65%–70%** feel adults listen to their ideas.
  - In secondary grades, this jumps to **81%–87%** (peaking at 87% in 6th grade and 86% in 10th/12th grades).

Core Strengths Across the District

RICHFIELD PUBLIC SCHOOLS

- **Perception of Fair Rules:** Across all grades and demographic groups, fairness of school expectations consistently scores the highest (typically **92%–94%** overall).

- **Inclusion & Kindness:** A vast majority of secondary students (**87%**) and elementary students (**81%–83%**) feel classrooms treat students of all races and cultures with kindness and provide what they need to succeed.

Key Gaps & Areas for Improvement

RICHFIELD PUBLIC SCHOOLS

- **Student Behavior Perception Remains the Lowest Metric:**
  - Even with multi-year growth, "Students follow/demonstrate expected behavior" remains the lowest rated metric across all groups (64%–65% overall agree).

- **Elementary Adult Listening Gap:**
  - Elementary students (Grades 4–5) feel significantly less heard by adults (**68%** agree) compared to older students (**83%** agree).

- **Demographic Disparities in *Smaller Sample Subgroups*:**
  - **Native Hawaiian / Other Pacific Islander:** Reported noticeably lower scores in elementary enjoyment (**0%**) and adult listening (**25%**) compared to high scores in secondary grades.
  - **American Indian / Alaskan Native:** Elementary students reported lower satisfaction with adults listening (**50%**), though secondary scores in this area were strong (**80%**).