



School Bell Times Study Survey Findings

Background

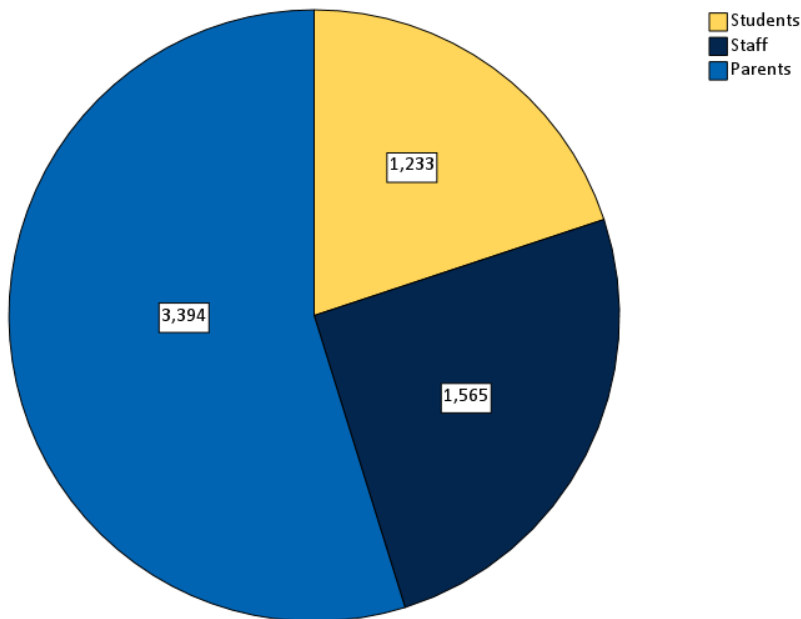
In an effort to garner feedback from parents, students, and staff, Arlington Public Schools created a series of surveys (parent, student and staff) regarding proposed changes to the bell schedule for the 2022-2023 academic year. The surveys were delivered through APS School Talk which is a regular communication for members of the APS community.

Analysis

Response Rates

There were 6192 respondents, in total, to the surveys. Of these, slightly over half (3394 or 54.8%) of the respondents identified themselves as parents of students within Arlington Public Schools. The second largest group of respondents (1565) identified as APS staff members. The full breakdown by role is below in Figure 1.

Figure 1. Response by Role

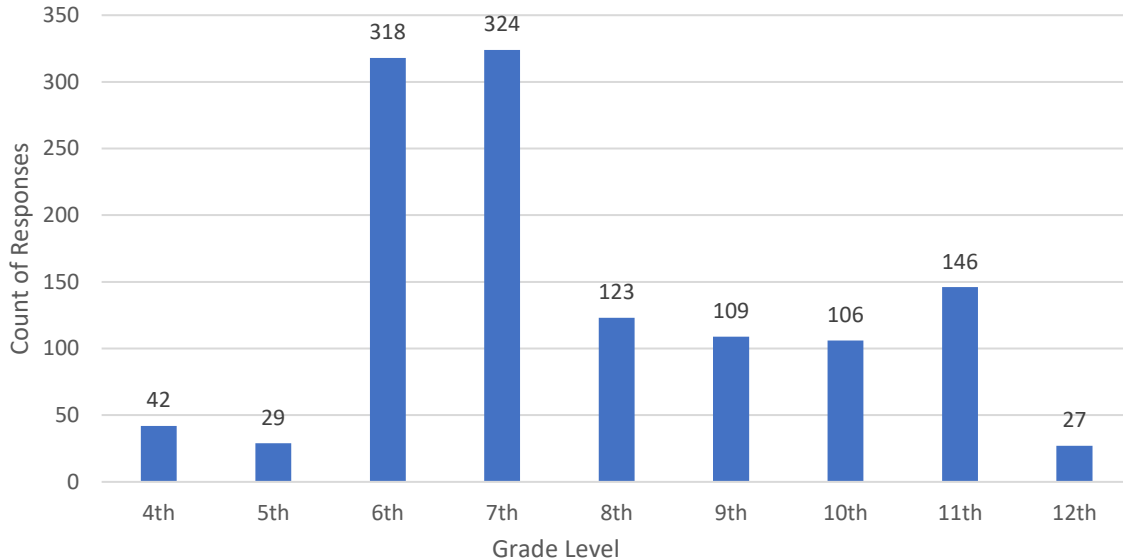


While there were responses from 46 school or work sites, response rates varied substantially across the different sites. Over half (53.4%) of the responses came from only 10 sites (Gunston Middle, Wakefield High, Swanson Middle, Yorktown Middle, Dorothy Ham Middle, Washington-Liberty High, Williamsburg Middle, Jefferson Middle, Kenmore Middle, and Arlington Tech/Career Center). There were 24 schools in total with over 100 responses, and these represented 82.8% of the total responses to the survey. A full list of the school and work sites with response rates for parents, staff and students can be found in Appendix A.

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Students in grades 4-12 responded to the survey. Students in 6th and 7th grade provided 52.1% of the student responses. The response rate by grade is provided in Figure 2. Response rates for grades 4, 5, and 12 were individually under 4% and collectively represented less than 10 percent of the responses.

Figure 2. Student Response by Grade



Students and parents were asked to identify how the student usually gets to school. There were 3376 parents who responded to this question, and their responses were relatively evenly divided between the three options: 36.6% bus riders, 33% walkers/bike riders, and 33.4% car riders. On the other hand, 41% of the 1228 student respondents reported that they were bus riders, and 31.8% reported that they were car riders. The remaining 27.2% reported that they walked or rode bikes to school.

The vast majority of the student respondents (866 or 70.5%) reported that they have a sibling that attends Arlington Public Schools (APS). On the other hand, only 20% of the staff responded that were also parents of an APS student.

Given the uneven response patterns by location and by student grade, cautions should be exercised when generalizing the results of these surveys.

Elementary School Schedule Changes - Perceived Benefits and Challenges

Each of the surveys provided two questions to assess the perceived benefits and challenges of a later start time for elementary students. Two additional questions assessed the benefits and challenges of an earlier start time for elementary students. Survey participants were able to select multiple options for these questions; therefore, the percentages will not sum to 100%.



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Later Start Times

Potential benefits: Only about half (52.3% of parents and 47.4% of staff) survey participants responded to this question. About a quarter of the parents (25.2%) and staff (26.6%) did not select any of the provided options for perceived benefits and, instead, selected none of the above for this item.

For parents, additional sleep was the most frequently cited benefit (24.3%) followed by an increased alertness in class (19.7%). Staff and student responses followed a similar pattern.

Table 1. Potential Benefits for a Later Start Time for Elementary (Parents and Staff)

| Responses | Parents | | Staff | |
|--|--------------|--------|--------------|--------|
| | Count | % | Count | % |
| Additional sleep | 826 | 24.34% | 257 | 16.42% |
| Improved mental health | 580 | 17.09% | 157 | 10.03% |
| Better physical health | 481 | 14.17% | 123 | 7.86% |
| Improved academic performance | 582 | 17.15% | 151 | 9.65% |
| Improved school attendance | 424 | 12.49% | 195 | 12.46% |
| Improved alertness during class | 669 | 19.71% | 204 | 13.04% |
| Improved sleep schedule | 639 | 18.83% | 145 | 9.27% |
| None of the above | 855 | 25.19% | 416 | 26.58% |
| (Did not answer) | 1,619 | 47.70% | 823 | 52.59% |
| Total | 6,675 | | 2,471 | |
| Because multiple answers per participant are possible, the total percentage may exceed 100%. | | | | |

Potential challenges. Only about half (52.3% of parents and 47.4% of staff) responded to this question. Fewer parents and staff selected the “none of the above” response to this question with only 17.8% and 9.3% of staff making this selection.

Again, parents, staff, and student had similar patterns regarding the challenges that they perceived with a later start time for elementary students. The top two concerns were that students would get out of school too late and that this would conflict with extracurricular activities.

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Table 2. Potential Challenges for a Later Start Time for Elementary (Parents and Staff)

| Responses | Parents | | Staff | |
|--|--------------|--------|--------------|--------|
| | Count | % | Count | % |
| Students get out of school too late | 762 | 22.45% | 490 | 31.31% |
| Less time for homework afterschool | 542 | 15.97% | 258 | 16.49% |
| Students getting home later from school sponsored extracurricular activities | 547 | 16.12% | 429 | 27.41% |
| Conflicts with evening extracurricular activities – non-school related | 889 | 26.19% | 454 | 29.01% |
| Students will stay up later versus going to sleep earlier | 622 | 18.33% | 362 | 23.13% |
| None of the above | 603 | 17.77% | 146 | 9.33% |
| (Did not answer) | 1,619 | 47.70% | 823 | 52.59% |
| Total | 5,584 | | 2,962 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.

Earlier Start Times

Potential benefits: Only about half (52.3% of parents and 47.4% of staff) of the survey participants responded to this question. About a quarter of the parents (25.8%) and 15% of staff did not select any of the provided options for perceived benefits and, instead, selected none of the above for this item.

The top two benefits of an earlier start for parents and staff were: (1) allowing more time for afternoon and evening activities, and (2) that an earlier start works better with the adults' schedules. Although there was limited student response, students also saw an advantage to having more time for afternoon and evening activities.

Table 3. Potential Benefits for an Earlier Start Time for Elementary (Parents and Staff)

| Responses | Parents | | Staff | |
|--|--------------|--------|--------------|--------|
| | Count | % | Count | % |
| An earlier start to the day allows for more time in the afternoon/evening for activities | 720 | 21.21% | 457 | 29.20% |
| An earlier start to the day works better with my current work schedule | 573 | 16.88% | 305 | 19.49% |
| An earlier start to the day allows for reduced childcare costs | 319 | 9.40% | 246 | 15.72% |
| None of the above | 874 | 25.75% | 234 | 14.95% |
| (Did not answer) | 1,619 | 47.70% | 823 | 52.59% |
| Total | 4,105 | | 2,065 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.

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Potential challenges: Only about half (52.3% of parents and 47.4% of staff) responded to this question. A smaller portion of parents (14.3%) did not select any of the provided options for perceived benefits and, instead, selected none of the above for this item. This was true for 17.6% of staff as well.

The top two challenges identified by parents were concerns connected to: (1) students being less alert and awake impacting attendance and performance (28.6%), and (2) that younger students would have to walk to bus stops in the dark (25.9%). Twenty-three percent of the staff shared the concern about students walking to the bus stop in the dark; and, of the 77 student respondents, 30 identified walking to the bus stop in the dark as a challenge.

Table 4. Potential Challenges for an Earlier Start Time for Elementary (Parents and Staff)

| Responses | Parents | | Staff | |
|--|--------------|--------|--------------|--------|
| | Count | % | Count | % |
| Students are less alert and awake potentially impacting attendance and performance | 969 | 28.55% | 268 | 17.12% |
| Younger students will be required to walk to bus stops in the dark | 878 | 25.87% | 360 | 23.00% |
| Older siblings will not be able to care for younger siblings | 252 | 7.42% | 198 | 12.65% |
| Childcare concerns | 520 | 15.32% | 254 | 16.23% |
| Impacts work schedule | 630 | 18.56% | NA | NA |
| None of the above | 484 | 14.26% | 275 | 17.57% |
| (Did not answer) | 1,619 | 47.70% | 823 | 52.59% |
| Total | 5,352 | | 2,178 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.

Middle School Schedule Changes - Perceived Benefits and Challenges

Each of the surveys provided two questions to assess the perceived benefits and challenges of a later start time for middle school students. Two additional questions assessed the benefits and challenges of an earlier start time for middle school students. Survey participants were able to select multiple options for these questions; therefore, the percentages will not sum to 100%.

Later Start Times

Potential benefits. There were substantially more student responses to this question, but far fewer responses from both parents and staff. Of the 1233 students who participated in the survey, 763 or 61.9% responded to this question. On the other hand, slightly over a quarter of parents (26.6%) and staff (25.6%) chose to respond to this question. For parents and staff, this is about half the response rate that was observed for the questions for elementary schedules.

Nearly half (45.5%) of the students saw the possibility of getting additional sleep as a benefit of a later start time. This was echoed by parents (21.3%) and staff (10.9%) as the most highly endorsed benefit of a later start time for middle school students. The three groups also coalesced on improved alertness in during class as the second most endorsed benefit of a later start time.



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Table 5. Potential Benefits for a Later Start Time for Middle School (Parents, Students and Staff)

| Responses | Parents | | Staff | | Students | |
|---------------------------------|--------------|--------|--------------|--------|--------------|--------|
| | Count | % | Count | % | Count | % |
| Additional sleep | 724 | 21.33% | 170 | 10.86% | 561 | 45.50% |
| Improved mental health | 544 | 16.03% | 99 | 6.33% | NA | NA |
| Better physical health | 455 | 13.41% | 74 | 4.73% | NA | NA |
| Improved academic performance | 529 | 15.59% | 96 | 6.13% | 346 | 28.06% |
| Improved school attendance | 322 | 9.49% | 99 | 6.33% | 320 | 25.95% |
| Improved alertness during class | 586 | 17.27% | 128 | 8.18% | 376 | 30.49% |
| Improved sleep schedule | 563 | 16.59% | 99 | 6.33% | NA | NA |
| None of the above | 144 | 4.24% | 185 | 11.82% | 180 | 14.60% |
| (Did not answer) | 2,492 | 73.42% | 1,164 | 74.38% | 470 | 38.12% |
| Total | 6,359 | | 2,114 | | 2,253 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.

Potential challenges: The response rates for this question mirror those of the prior question. Of the 1233 students who participated in the survey, 763 or 61.9% responded to this question. On the other hand, slightly over a quarter of parents (26.6%) and staff (25.6%) chose to respond to this question. For parents and staff, this is about half the response rate that was observed for the questions for elementary schedules.

Nearly half (43.3%) of the students were concerned that a later start time would lead to getting out of school too late. Related to this, over 30% of the students anticipated that this would adversely impact after school activities (homework and both school and non-school related extracurricular activities. Parents and staff responses were more evenly spread but also reflected a concern about the impact on extracurricular activities.

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Table 6. Potential Challenges for a Later Start Time for Middle School (Parents, Students and Staff)

| Responses | Staff | | Students | |
|--|--------------|--------|--------------|--------|
| | Count | % | Count | % |
| Students get out of school too late | 292 | 18.66% | 534 | 43.31% |
| Less time for homework afterschool | 215 | 13.74% | 427 | 34.63% |
| Students getting home later from school sponsored extracurricular activities | 320 | 20.45% | 388 | 31.47% |
| Conflicts with evening extracurricular activities – non-school related | 290 | 18.53% | 425 | 34.47% |
| Students will stay up later versus going to sleep earlier | 278 | 17.76% | 324 | 26.28% |
| None of the above | 34 | 2.17% | 113 | 9.16% |
| (Did not answer) | 1,164 | 74.38% | 470 | 38.12% |
| Total | 2,593 | | 2,681 | |

Earlier Start Times

Potential benefits: The participation rate on this question for students, parents and staff mirrors that of the prior two questions. Students, again, had the largest response rates despite reflecting a substantially smaller pool of respondents (1233) in comparison to parents (3394).

The most favored advantage of an earlier start time was the opportunity to have more time for afternoon and evening activities. Thirty-seven percent of the students endorsed this response, and it was the most frequently endorsed response for both parents and staff as well.

Table 7. Potential Benefits for an Earlier Start Time for Middle School (Parents, Students and Staff)

| Responses | Parents | | Staff | | Students | |
|--|--------------|--------|--------------|--------|--------------|--------|
| | Count | % | Count | % | Count | % |
| An earlier start to the day allows for more time in the afternoon/evening for activities | 304 | 8.96% | 261 | 16.68% | 456 | 36.98% |
| An earlier start to the day works better with my current work schedule | 163 | 4.80% | 206 | 13.16% | NA | NA |
| An earlier start to the day allows for reduced childcare costs | 57 | 1.68% | 141 | 9.01% | NA | NA |
| Ability to complete homework earlier in the afternoon/evening | NA | NA | NA | NA | 395 | 32.04% |
| None of the above | 558 | 16.44% | 117 | 7.48% | 252 | 20.44% |
| (Did not answer) | 2,492 | 73.42% | 1,164 | 74.38% | 470 | 38.12% |
| Total | 3,574 | | 1,889 | | 1,573 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.

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Potential challenges: The participation rate on this question for students, parents and staff mirrors that of the prior three questions.

All three respondent groups favored responses that earlier start times could lead to students receiving less sleep and the potential impact of being less alert on attendance and performance. In addition, 20% of the students identified walking to school in the dark as a challenge of earlier start times.

Table 8. Potential Challenges for an Earlier Start Time for Middle School (Parents, Students and Staff)

| Responses | Parents | | Staff | | Students | |
|--|--------------|--------|--------------|--------|--------------|--------|
| | Count | % | Count | % | Count | % |
| I will have to walk to the bus stop in the dark | NA | NA | NA | NA | 246 | 19.95% |
| Students are less alert and awake potentially impacting attendance and performance | 653 | 19.24% | 171 | 10.93% | 351 | 28.47% |
| Older siblings will not be able to care for younger siblings | 93 | 2.74% | 120 | 7.67% | NA | NA |
| Childcare concerns | 95 | 2.80% | 108 | 6.90% | NA | NA |
| Students will receive less sleep | 657 | 19.36% | 151 | 9.65% | 493 | 39.98% |
| None of the above | 172 | 5.07% | 157 | 10.03% | 233 | 18.90% |
| (Did not answer) | 2,492 | 73.42% | 1,164 | 74.38% | 470 | 38.12% |
| Total | 4,162 | | 1,871 | | 1,972 | |
| Because multiple answers per participant are possible, the total percentage may exceed 100%. | | | | | | |

High School Schedule Changes - Perceived Benefits and Challenges

Each of the surveys provided two questions to assess the perceived benefits and challenges of a later start time for high school students. Two additional questions assessed the benefits and challenges of an earlier start time for high school students. Survey participants were able to select multiple options for these questions; therefore, the percentages will not sum to 100%.

Later Start Times

Potential benefits: Response rates dropped for this block of questions. Students who participated in the survey responded to the questions tied to high school at about half the rate (31.8% vs. 61.9%) that they had for the middle school question block. Of the parents and staff who participated in the survey, fewer parents (21%) and staff (23.5%) responded to this question block. Response rates for parents and staff were at about half the rate that was observed on the elementary item block.

Additional sleep was the most frequently identified benefit identified by students, parents and staff. There were 784 respondents (combined students, parents, and staff) who also identified that later start times would lead to improved alertness in class. Improved mental health was selected by a combined group of 750 students, parents, and staff.

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Table 9. Potential Benefits for a Later Start Time for High School (Parents, Students and Staff)

| Responses | Parents | | Staff | | Students | |
|---------------------------------|--------------|--------|--------------|--------|--------------|--------|
| | Count | % | Count | % | Count | % |
| Additional sleep | 522 | 15.38% | 142 | 9.07% | 273 | 22.14% |
| Improved mental health | 425 | 12.52% | 107 | 6.84% | 218 | 17.68% |
| Better physical health | 335 | 9.87% | 72 | 4.60% | 157 | 12.73% |
| Improved academic performance | 401 | 11.81% | 101 | 6.45% | 198 | 16.06% |
| Improved school attendance | 258 | 7.60% | 122 | 7.80% | 202 | 16.38% |
| Improved alertness during class | 456 | 13.44% | 116 | 7.41% | 212 | 17.19% |
| Improved sleep schedule | 399 | 11.76% | 88 | 5.62% | NA | NA |
| None of the above | 153 | 4.51% | 188 | 12.01% | 95 | 7.70% |
| (Did not answer) | 2,682 | 79.02% | 1,198 | 76.55% | 841 | 68.21% |
| Total | 5,631 | | 2,134 | | 2,196 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.

Potential challenges: The participation rate on this question for students, parents and staff mirrors that of the prior question.

Across the three respondent groups, the two most frequently identified challenges to a later start time to high schools were: (1) students getting out of school too late, and (2) students getting home later from athletic practices. In addition, 20.3% of the student survey participants expressed concern that a later start time would leave less time for homework.

Table 10. Potential Challenges for a Later Start Time for High School (Parents, Students and Staff)

| Responses | Parents | | Staff | | Students | |
|--|--------------|--------|--------------|--------|--------------|--------|
| | Count | % | Count | % | Count | % |
| Students get out of school too late | 296 | 8.72% | 252 | 16.10% | 289 | 23.44% |
| Less time for homework afterschool | 305 | 8.99% | 210 | 13.42% | 250 | 20.28% |
| Students getting home later from athletic practices | 327 | 9.63% | 273 | 17.44% | 224 | 18.17% |
| Conflicts with getting to sporting events against other school divisions | 247 | 7.28% | 248 | 15.85% | 161 | 13.06% |
| Students will stay up later versus going to sleep earlier | 293 | 8.63% | 249 | 15.91% | 194 | 15.73% |
| None of the above | 205 | 6.04% | 40 | 2.56% | 44 | 3.57% |
| (Did not answer) | 2,682 | 79.02% | 1,198 | 76.55% | 841 | 68.21% |
| Total | 4,355 | | 2,470 | | 2,003 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.



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Earlier Start Times

Potential benefits: The participation rate on this question for students, parents and staff mirrors that of the prior two questions.

The primary benefit of an earlier start time for high schools for all three respondent groups was that the schedule would allow more time in the afternoon and evenings for activities. Students (165) also specifically suggested that an earlier start time would fit better with their work schedule.

Table 11. Potential Benefits for an Earlier Start Time for High School (Parents, Students and Staff)

| Responses | Parents | | Staff | | Students | |
|--|--------------|--------|--------------|--------|--------------|--------|
| | Count | % | Count | % | Count | % |
| An earlier start to the day allows for more time in the afternoon/evening for activities | 257 | 7.57% | 232 | 14.82% | 204 | 16.55% |
| An earlier start to the day works better with my current work schedule | 82 | 2.42% | 134 | 8.56% | 165 | 13.38% |
| Limited constraints to sporting events in neighboring school divisions | 107 | 3.15% | 135 | 8.63% | 91 | 7.38% |
| None of the above | 427 | 12.58% | 119 | 7.60% | 150 | 12.17% |
| (Did not answer) | 2,682 | 79.02% | 1,198 | 76.55% | 841 | 68.21% |
| Total | 3,555 | | 1,818 | | 1,451 | |

Because multiple answers per participant are possible, the total percentage may exceed 100%.

Potential challenges: The participation rate on this question for students, parents and staff mirrors that of the prior three questions.

Receiving less sleep and being less alert (impacting attendance and performance) were the two most cited examples of challenges for an earlier start time for high schools. These were shared concerns across the respondent groups.



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Table 12. Potential Challenges for an Earlier Start Time for High School (Parents, Students and Staff)

| Responses | Parents | | Staff | | Students | |
|--|--------------|--------|--------------|--------|--------------|--------|
| | Count | % | Count | % | Count | % |
| I will have to walk to the bus stop in the dark | NA | NA | NA | NA | 130 | 10.54% |
| Students are less alert and awake potentially impacting attendance and performance | 533 | 15.70% | 168 | 10.73% | 227 | 18.41% |
| Older siblings will not be able to care for younger siblings | 95 | 2.80% | 125 | 7.99% | 58 | 4.70% |
| Students will receive less sleep | 502 | 14.79% | 155 | 9.90% | 291 | 23.60% |
| Reduced time to complete homework | 122 | 3.59% | 39 | 2.49% | 130 | 10.54% |
| Reduced time for early morning instructional programs | NA | NA | 69 | 4.41% | NA | NA |
| None of the above | 128 | 3.77% | 131 | 8.37% | 82 | 6.65% |
| (Did not answer) | 2,682 | 79.02% | 1,198 | 76.55% | 841 | 68.21% |
| Total | 4,062 | | 1,885 | | 1,759 | |
| Because multiple answers per participant are possible, the total percentage may exceed 100%. | | | | | | |

Scenarios

Each of the individual scenarios was presented to the parents, students and staff. For each, the respondent group was asked to make one of three selections for the scenario: (1) I support implementation in 2022-2023, (2) I do not support implementation in 2022-2023, and (3) Do not change the start time, and I do not see the need for any further student in the future.

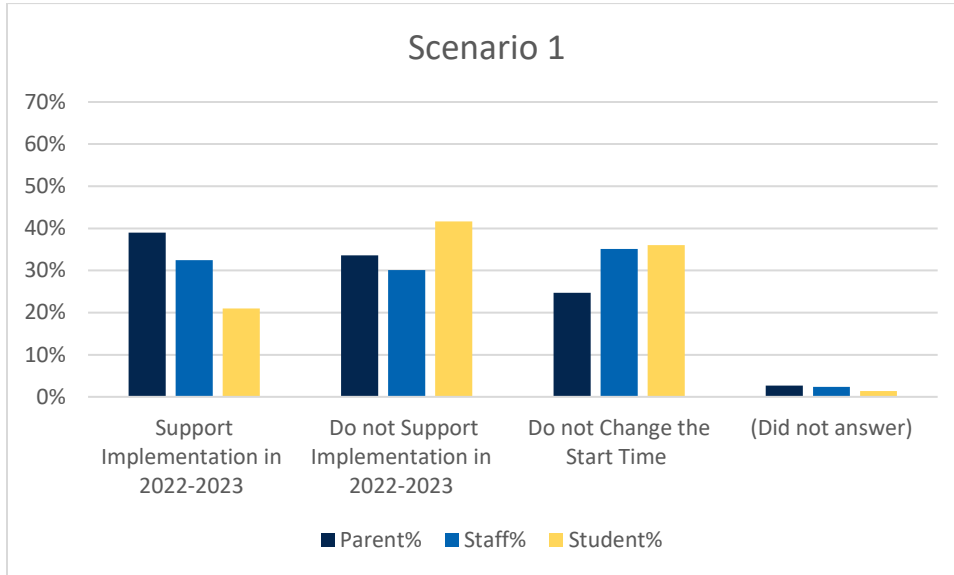
Finally, parents, staff and students were asked to choose one of six schedule options for next year (Scenarios 1-5 or keeping the same schedule).

The following figures represent the responses for each of the participant groups to each of the scenarios. No single scenario had a majority of respondents in favor of implementation in the 2022-2023 academic year.

In the first of the following figures, the participants responses for scenario 1 are listed. Scenario 1 had a slight advantage over Scenario 4 when participants were asked about the scenarios individually. This was the most favored Scenario by parents and staff with 39% of parents and 32% of staff supporting implementation of Scenario 1 in 2022-2023.

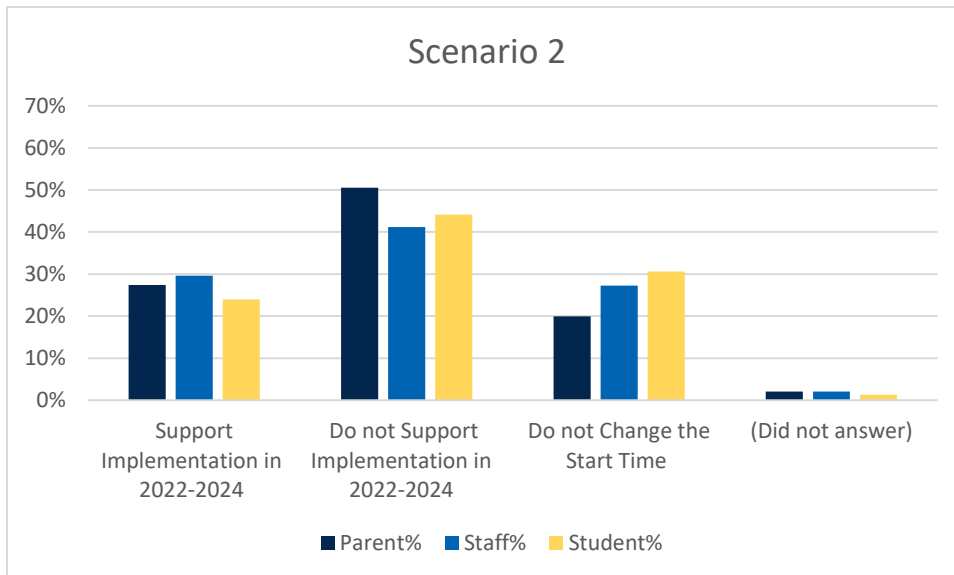
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Figure 3. Responses for Scenario 1



Slightly more than half (51%) of parents were opposed to the implementation of Scenario 2 in the 2022-2023 academic year. There was little variation in student support across the first four scenarios.

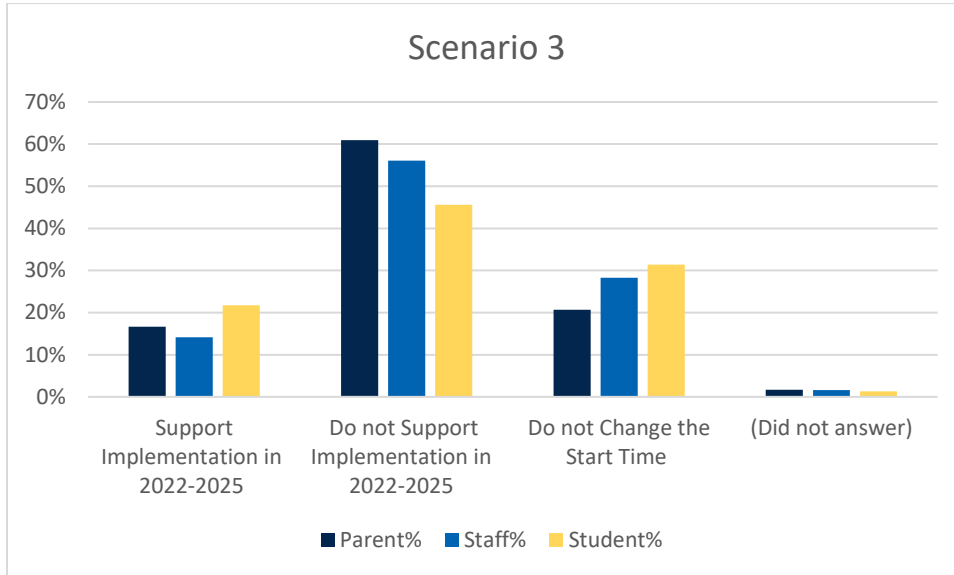
Figure 4. Responses for Scenario 2



Scenarios 3 and 5 had the strongest opposition to implementation. Over half the parents and staff who participated in the survey were in opposition to the implementation of Scenario 3.

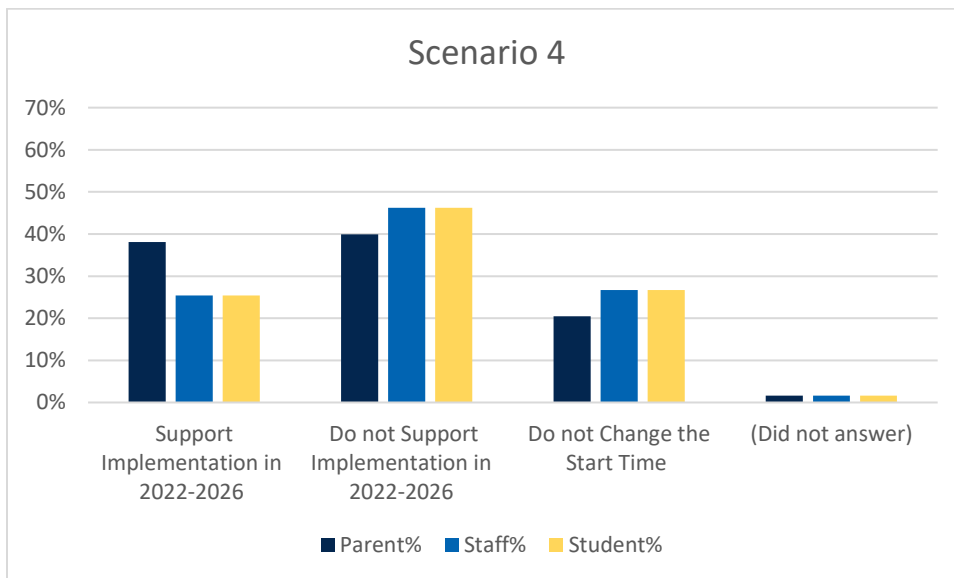
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Figure 5. Responses for Scenario 3



Scenario 4 had favorable responses at a rate similar to Scenario 1. Of the parents who participated in the survey, 38% supported the implementation of Scenario 4 in the 2022-2023 academic year. Students favored Scenario 4 (25%) in comparison to Scenario 1 (21%)

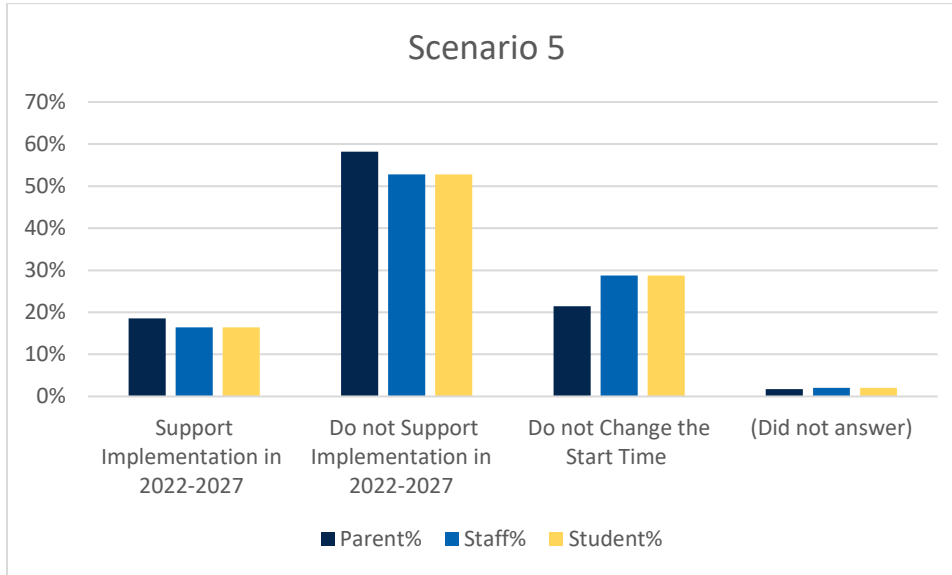
Figure 6. Responses for Scenario 4



Scenario 5 was the most negatively viewed of the options with over 50% of each respondent group indicating that they did not support the implementation of this scenario in the 2022-2023 academic year.

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Figure 7. Responses for Scenario 5



Given the responses to the individual scenarios, there is no single scenario that is deemed a clear favorite. For parents, Scenarios 1 and 4 were the most popular. For staff, it was scenarios 1 and 2. Students on the other hand, slightly favored Scenarios 2 and 4.

The most popular response across response groups was to keep the current schedule and to discontinue further study.

Table 13. Scenario Preferences by Respondent Group

| Responses | Parents | | Staff | | Students | |
|------------------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Count | % | Count | % | Count | % |
| Scenario 1 | 617 | 18.18% | 237 | 15.14% | 108 | 8.76% |
| Scenario 2 | 446 | 13.14% | 293 | 18.72% | 153 | 12.41% |
| Scenario 3 | 118 | 3.48% | 49 | 3.13% | 89 | 7.22% |
| Scenario 4 | 707 | 20.83% | 138 | 8.82% | 141 | 11.44% |
| Scenario 5 | 160 | 4.71% | 50 | 3.19% | 74 | 6.00% |
| Keep Current Schedule | 1,231 | 36.27% | 763 | 48.75% | 654 | 53.04% |
| (Did not answer) | 115 | 3.39% | 35 | 2.24% | 14 | 1.14% |
| Total Responses | 3,394 | 100% | 1,565 | 100% | 1,233 | 100% |



School Bell Times Study Survey Findings

APPENDIX A – Combined Responses

Table 14. Response by School or Work Location

| School or Work Setting | Response Count by Role | | | Total |
|--|------------------------|---------|-------|-------|
| | Parent | Student | Staff | |
| Gunston Middle | 139 | 279 | 39 | 457 |
| Wakefield High | 137 | 158 | 114 | 409 |
| Swanson Middle | 165 | 170 | 71 | 406 |
| Yorktown High | 216 | 93 | 72 | 381 |
| Dorothy Hamm Middle | 152 | 133 | 58 | 343 |
| Washington-Liberty High | 180 | 66 | 66 | 312 |
| Williamsburg Middle | 174 | 41 | 62 | 277 |
| Jefferson Middle | 139 | 24 | 94 | 257 |
| Kenmore Middle | 88 | 109 | 59 | 256 |
| Arlington Tech/Arlington Career Center | 98 | 45 | 67 | 210 |
| Claremont Immersion | 133 | 4 | 43 | 180 |
| Cardinal Elementary | 138 | 7 | 30 | 175 |
| Jamestown Elementary | 116 | 7 | 31 | 154 |
| Discovery Elementary | 104 | 4 | 40 | 148 |
| Taylor Elementary | 104 | 6 | 27 | 137 |
| Arlington Traditional | 82 | 4 | 50 | 136 |
| Abingdon Elementary | 92 | 6 | 33 | 131 |
| Alice West Fleet Elementary | 66 | 3 | 49 | 118 |
| Tuckahoe Elementary | 79 | 6 | 30 | 115 |
| Escuela Key Elementary | 83 | 4 | 23 | 110 |
| Montessori Public School of Arlington | 88 | 1 | 21 | 110 |
| Glebe Elementary | 75 | 4 | 23 | 102 |
| Ashlawn Elementary | 69 | 5 | 27 | 101 |
| Campbell Elementary | 78 | | 23 | 101 |
| Nottingham Elementary | 75 | 2 | 18 | 95 |
| Arlington Science Focus | 62 | 3 | 27 | 92 |
| Oakridge Elementary | 65 | 1 | 26 | 92 |
| HB Woodlawn Secondary Program Grade 9-12 | 72 | | 18 | 90 |
| Long Branch Elementary | 56 | 2 | 20 | 78 |
| Hoffman-Boston Elementary | 34 | 2 | 39 | 75 |
| Innovation Elementary | 44 | 1 | 21 | 66 |
| HB Woodlawn Secondary Program Grade 6-8 | 45 | | 18 | 63 |
| Barcroft Elementary | 39 | 2 | 19 | 60 |
| Dr. Charles R. Drew Elementary | 32 | 2 | 24 | 58 |
| Barrett Elementary | 21 | 1 | 35 | 57 |



School Bell Times Study Survey Findings

Table 14. Response by School or Work Location (page 2)

| School or Work Setting | Response Count by Role | | | Total |
|--|------------------------|---------|-------|-------|
| | Parent | Student | Staff | |
| Carlin Springs Elementary | 15 | | 41 | 56 |
| Randolph Elementary | 23 | | 19 | 42 |
| Syphax | | | 37 | 37 |
| HB Woodlawn Secondary Program 9-12th Grade | | 26 | | 26 |
| Arlington Community High | 6 | 4 | 11 | 21 |
| Virtual Learning Program | 5 | | 9 | 14 |
| Eunice Kennedy Shriver Program | 3 | | 9 | 12 |
| New Directions/Langston HS Cont Program | | | 10 | 10 |
| Facilities | | | 9 | 9 |
| HB Woodlawn Secondary Program 6-8th Grade | | 8 | | 8 |
| Integration Station | 2 | | 3 | 5 |
| Totals | 3394 | 1233 | 1565 | 6192 |



School Bell Times Study Survey Findings

APPENDIX B – Outside Activities

Table 15. After-School Activities

| Responses | Parents | | Students | |
|--|--------------|--------|--------------|--------|
| | Count | % | Count | % |
| Plays on a school athletic team | 882 | 25.99% | 431 | 34.96% |
| Participates in non-athletic extracurricular activities | 1,793 | 52.83% | 521 | 42.25% |
| Has a job after school | 119 | 3.51% | 119 | 9.65% |
| Provides childcare for siblings after school | 118 | 3.48% | 107 | 8.68% |
| Participates in Extended Day/Check In | 688 | 20.27% | 580 | 47.04% |
| None of the above | 841 | 24.78% | 261 | 21.17% |
| (Did not answer) | 20 | 0.59% | 4 | 0.32% |
| Total Responses | 4,461 | | 2,023 | |
| Because multiple answers per participant are possible, the total percentage may exceed 100%. | | | | |



School Bell Times Study Survey Findings

APPENDIX C – Parental Interest in Extended Day/Check In

Table 16. Parental Interest in Extended Day/Check In for Elementary or Middle Students

| Schedule Change | (Did not answer) | | No | | Yes | |
|-----------------|------------------|-------|-------|-------|-------|-------|
| | Count | % | Count | % | Count | % |
| Later Start | 728 | 21.4% | 1909 | 56.2% | 757 | 22.3% |
| Earlier Start | 724 | 21.3% | 1884 | 55.5% | 786 | 23.2% |

School Bell Times Study Survey Findings

APPENDIX D – Scenarios

Table 17. Responses for the Individual Scenarios by Respondent Group

| Scenario | Responses | Parent Count | Parent % | Staff Count | Staff % | Student Count | Student % |
|----------|--|--------------|----------|-------------|---------|---------------|-----------|
| 1 | Support Implementation in 2022-2023 | 1,323 | 39% | 508 | 32% | 259.00 | 21% |
| | Do not Support Implementation in 2022-2023 | 1,141 | 34% | 471 | 30% | 513.00 | 42% |
| | Do not Change the Start Time | 839 | 25% | 549 | 35% | 444.00 | 36% |
| | (Did not answer) | 91 | 3% | 37 | 2% | 17.00 | 1% |
| 2 | Support Implementation in 2022-2024 | 930 | 27% | 463 | 30% | 296.00 | 24% |
| | Do not Support Implementation in 2022-2024 | 1,716 | 51% | 644 | 41% | 544.00 | 44% |
| | Do not Change the Start Time | 677 | 20% | 426 | 27% | 377.00 | 31% |
| | (Did not answer) | 71 | 2% | 32 | 2% | 16.00 | 1% |
| 3 | Support Implementation in 2022-2025 | 566 | 17% | 221 | 14% | 268.00 | 22% |
| | Do not Support Implementation in 2022-2025 | 2,069 | 61% | 877 | 56% | 562.00 | 46% |
| | Do not Change the Start Time | 702 | 21% | 442 | 28% | 387.00 | 31% |
| | (Did not answer) | 57 | 2% | 25 | 2% | 16.00 | 1% |
| 4 | Support Implementation in 2022-2026 | 1,292 | 38% | 397 | 25% | 397.00 | 25% |
| | Do not Support Implementation in 2022-2026 | 1,354 | 40% | 724 | 46% | 724.00 | 46% |
| | Do not Change the Start Time | 694 | 20% | 418 | 27% | 418.00 | 27% |
| | (Did not answer) | 54 | 2% | 26 | 2% | 26.00 | 2% |
| 5 | Support Implementation in 2022-2027 | 631 | 19% | 257 | 16% | 257.00 | 16% |
| | Do not Support Implementation in 2022-2027 | 1,974 | 58% | 826 | 53% | 826.00 | 53% |
| | Do not Change the Start Time | 729 | 21% | 450 | 29% | 450.00 | 29% |
| | (Did not answer) | 60 | 2% | 32 | 2% | 32.00 | 2% |