



Centennial School District
Annual Communications Survey
Board Report

June 9, 2025

prepared by CESO Communications

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Table of Contents

Background	2
Demographics	
Overall	2
Students	4
Parents/Guardians	6
Staff	9
Key Findings	
Students	11
Parents/Guardians	12
Staff	14
Recommendations	
Students	16
Parents/Guardians	16
Staff	17
Conclusion	18



Annual Communications Survey •

Background

Centennial Schools conducted its annual online survey to gather insights from students, parents, and staff regarding their experiences, areas for improvement, and communication preferences. The survey, which was refined last year, tracks trends in stakeholder feedback over time. The survey was open from January 24, 2025 through February 11, 2025.

There were 4,187 responses collected, reflecting a decline from 5,087 in 2024, primarily due to a decrease in the number of student participants. Despite this, participation rates among parents and staff remained strong, offering valuable insights into district performance, communication, and engagement.

Demographics

Overall Participation

The survey had strong participation, with 4,187 responses, most of which came from students. The following table compares participation data from this year and last year.

	2025 Survey	2024 Survey	% Change
Overall responses	4,187	5,087	-18%
Students	2,896	3,814	-24%
Parents/Guardians	869	828	5%
Staff	422	445	-5%
Completion rate	93%	90%	3%
Students	97%	94%	3%
Parents/Guardians	79%	79%	0%
Staff	87%	73%	19%
Avg. Completion Time	3:51	3:33	8%
Students	3:20	2:13	50%
Parents/Guardians	5:29	4:45	15%
Staff	4:26	3:22	32%

As with last year’s survey, respondents could take the survey in English, Spanish and Somali. Most respondents participated in English, with a small percentage taking it in Spanish or Somali.

Survey Language	2025 Survey	2024 Survey
English	99.79%	99.74%
Spanish	0.17%	0.22%
Somali	0.05%	0.04%

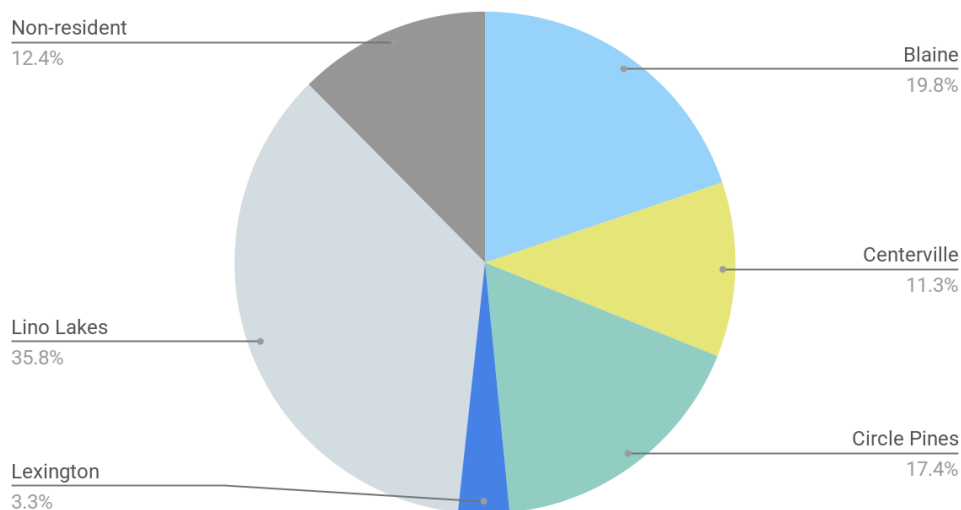
Overall Participant Demographics

Several demographic questions were included in the survey to provide insight into the degree to which the respondent pool represented the Centennial community and to assist with statistical analysis.

Community of Residence

In 2025, all respondents were asked to identify their community of residence to identify any trends in respondent participation. The majority of respondents (36%) said they live in Lino Lakes, followed by 20% in Blaine, 17% in Circle Pines, 11% in Centerville and 3% in Lexington. An additional 12% of respondents said they did not reside within the Centennial School District.

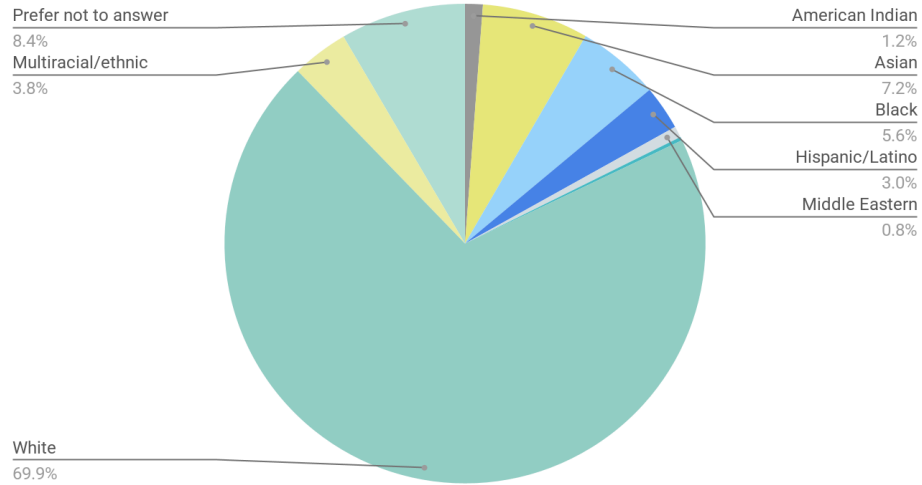
Community of Residence



Race/Ethnicity

All respondents were also asked to identify their race/ethnicity. The largest respondent group identified as White (70%), followed by 7% as Asian/Asian American, 6% as Black/African American, 4% as more than one race/ethnicity, and 3% as Hispanic/Latino. Additionally, 8% of respondents opted not to identify their race/ethnicity.

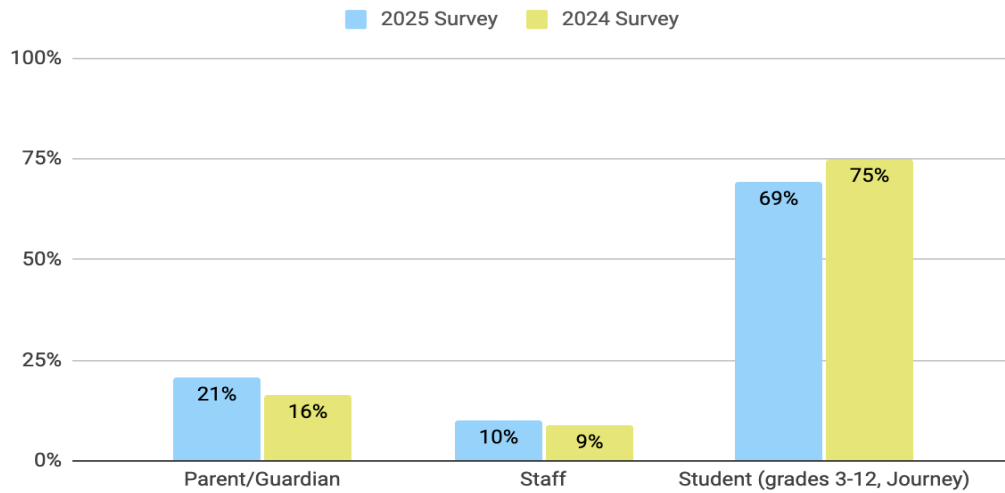
Race/Ethnicity



Primary District Relationship

As with the 2024 survey, the largest respondent group in 2025 are current Centennial students, comprising nearly three-quarters of survey respondents (75% and 69%, respectively). Both parent and staff participation grew in 2025.

Primary District Relationship



Student Demographics

A total of 2,896 students participated in the 2025 survey.

	2025 Survey	2024 Survey	% Change
Student Responses			
* started survey	2,896	3,814	-24%
Elementary (gr.3-5)	1,040	1,278	-19%
Secondary (gr. 6-12+)	1,851	2,481	-25%

Completed student surveys

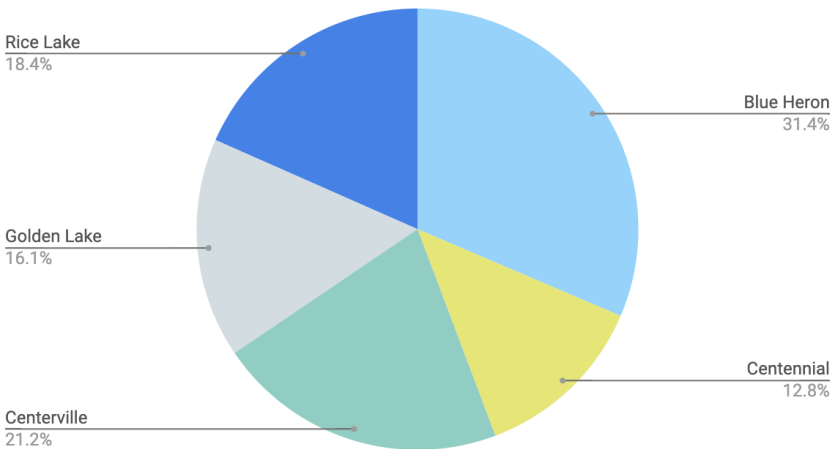
Upon further data analysis, the number of students who actually completed the 2025 survey decreased to 2,820.

	2025 Survey
Student Participation (completed)	2,820
Elementary	1,012
Secondary	1,808

Elementary Student Participation

The majority (31%) of elementary student responses came from Blue Heron, followed by Centerville (21%), Rice Lake (18%), Golden Lake (16%) and Centennial (13%),

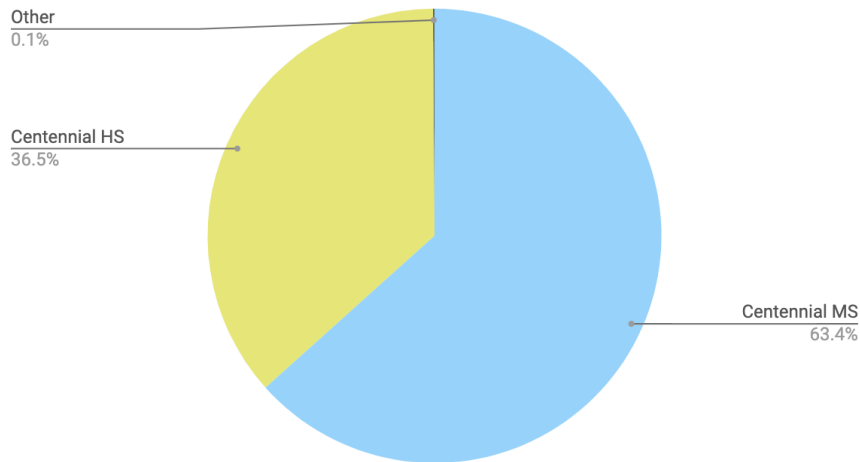
Elementary Student Participation by School



Secondary Student Participation

The majority (63%) of secondary student responses came from middle school, compared to 37% from high school. A very small number (n=2) of students identified as attending one of the district's other schools/programs – Centennial ALC, Pines or Journey.

Secondary Participation by School/Program

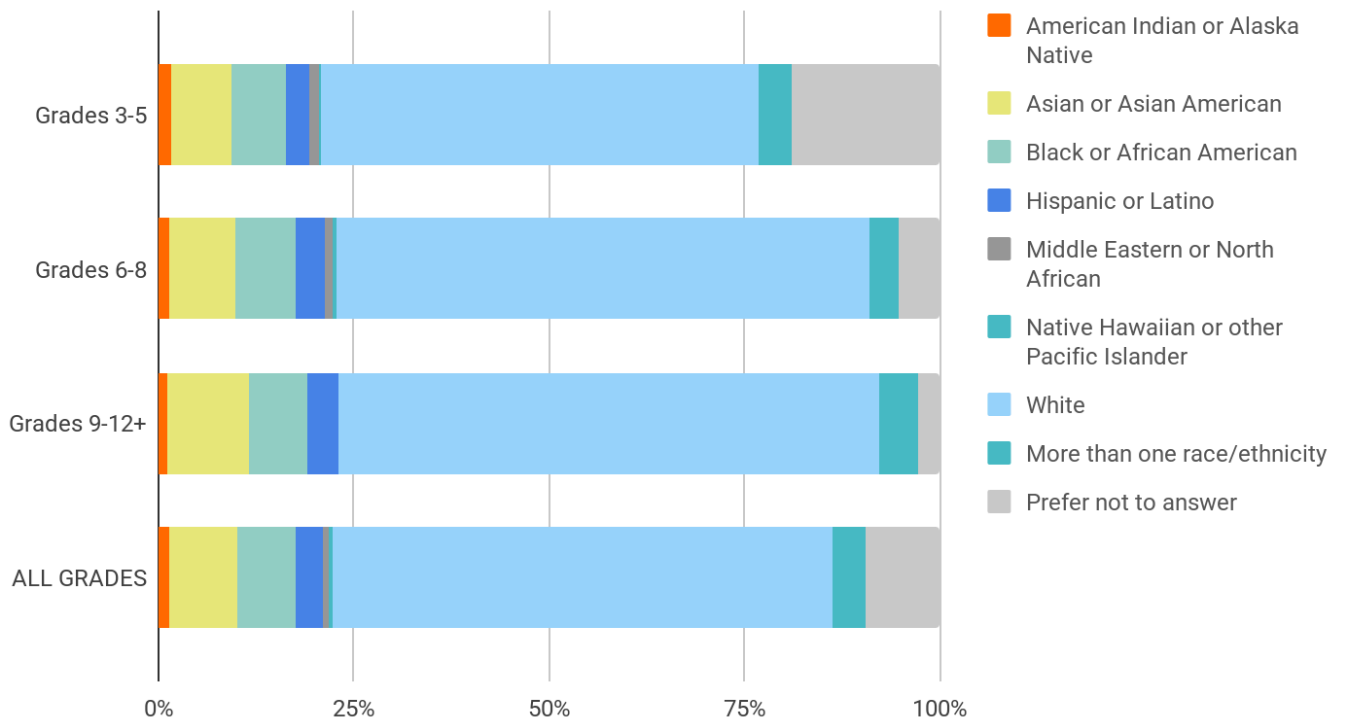


Student Race/Ethnicity

The majority of student respondents who completed the survey (64%) self-identify as White, followed by Asian (9%), Black (7%) and more than one race/ethnicity (4%). An additional 10% of student respondents chose not to identify their race/ethnicity.

The distribution of student race/ethnicity by grade band (elementary, middle, high) mostly mirrors the overall findings. The exception is the significantly larger percentage of elementary students opting not to identify their race/ethnicity (19%), compared to only 5% of middle school students and 3% of high school students.

Student Participation by Race/Ethnicity



Parent/Guardian Demographics

Parent Participation

Overall, 869 parents participated in the 2025 survey, representing an increase over last year's survey.

	2025 Survey	2024 Survey	% Change
Parent Participation (started survey)	869	828	5%

Completed parent surveys

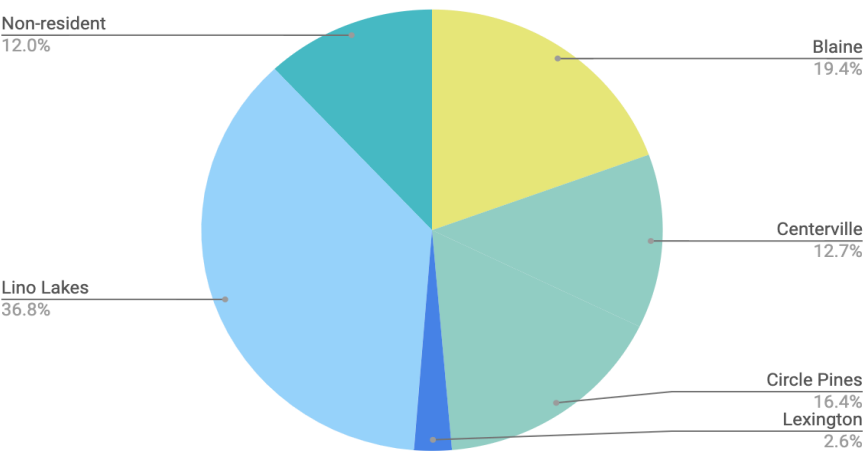
Upon further data analysis, the number of parents who completed the 2025 survey decreases to 761.

	2025 Survey
Parent Participation (completed)	761

Parent Community of Residence

In 2025, respondents were asked to identify their community of residence in order to identify any trends in respondent participation. The majority of parent respondents (37%) said they live in Lino Lakes, followed by 19% in Blaine, 16% in Circle Pines, 13% in Centerville and 3% in Lexington. An additional 12% of respondents said they did not live within the Centennial School District.

Parents by Residence

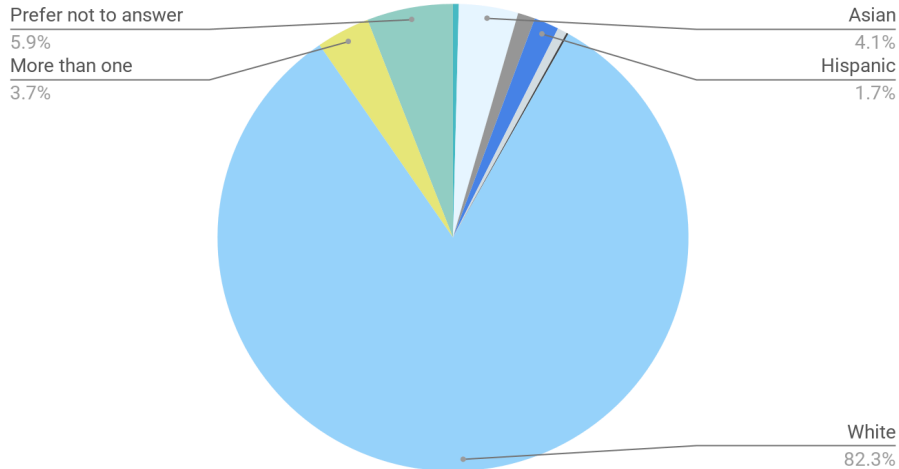


Parent Race/Ethnicity

The largest parent respondent group identified as White (82%), followed by Asian (4%), more than one race/ethnicity (4%), Hispanic/Latino (2%), and Black (2%). Less than 1% of parents identify as American Indian/Alaska Native, Middle Eastern/North African and Native

Hawaiian/Other Pacific Islander. Additionally, 6% of parent respondents chose not to identify their race/ethnicity.

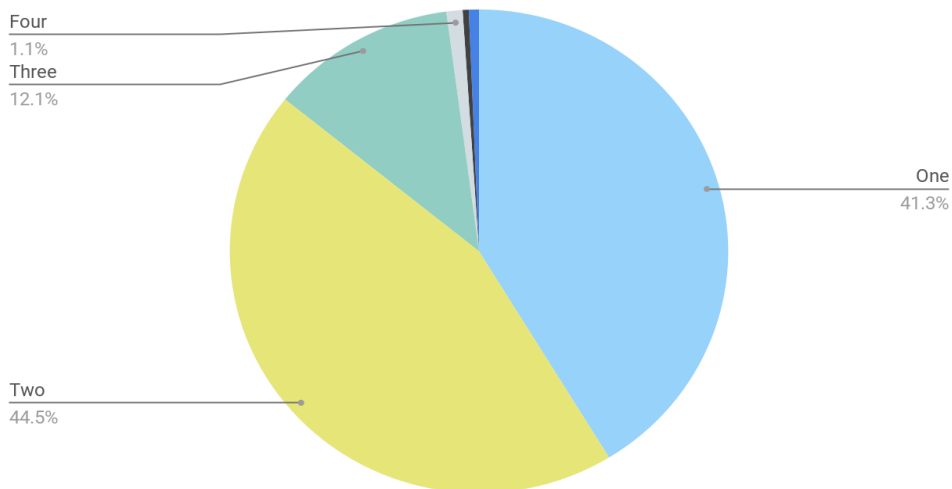
Parents by Race/Ethnicity



Number of Children Enrolled

Parents were allowed to complete the survey for each child they have enrolled in Centennial Schools. Of the 761 parents who completed the survey, the majority (45%) identify having two children enrolled in the district, followed by 41% with one child enrolled, 12% with three children enrolled and 1% with four children enrolled. A small number of parents (n=8) identified as having five or more children enrolled in Centennial Schools.

Number of Enrolled Children

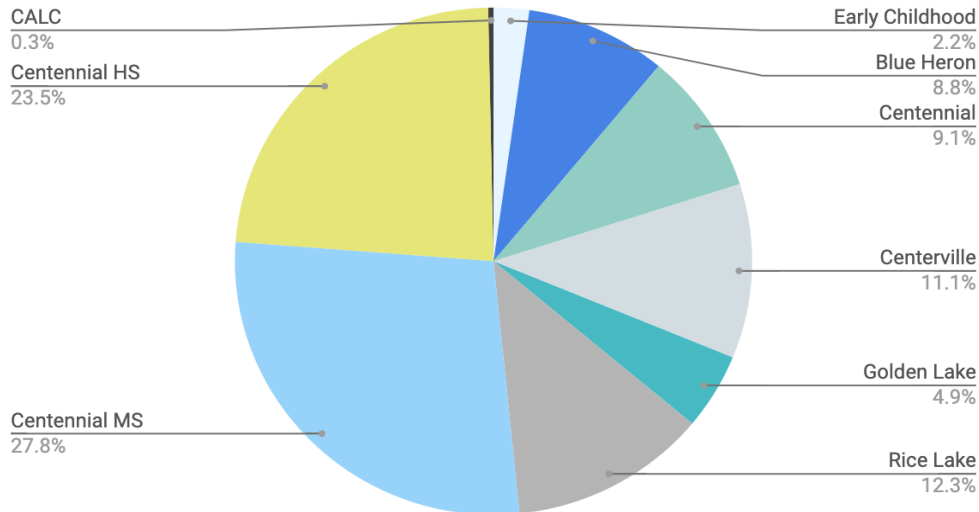


Schools Enrolled

More than one-quarter (28%) of parent respondents report having a child enrolled at Centennial Middle School, and 24% have a child enrolled at Centennial High School. Rice Lake (12%), Centerville (11%), Centennial (9%) and Blue Heron (9%) elementary schools round out the next

group of parent respondents. Smaller percentages of parents say they have children enrolled in Golden Lake (5%), Early Childhood (2%) and CALC (0.3%).

Schools Enrolled



Staff Demographics

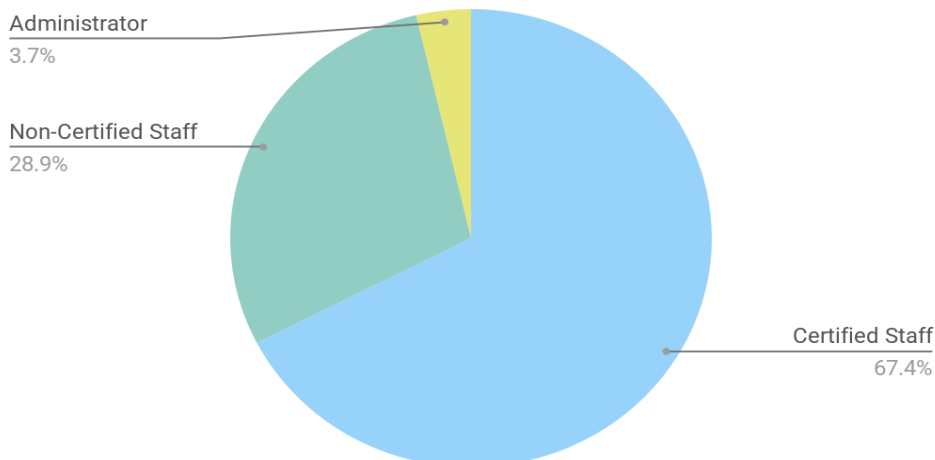
Overall, 436 staff members participated in the 2025 survey.

	2025 Survey	2024 Survey	% Change
Staff Participation	436	358	22%
<i>Certified Staff</i>	294	239	23%
<i>Non-Certified Staff</i>	126	102	24%
<i>Administrator</i>	16	17	-6%

Staff Role

As with the 2024 survey, the majority (67%) of staff survey respondents identify as certified staff, followed by non-certified staff (29%), and administrators (4%).

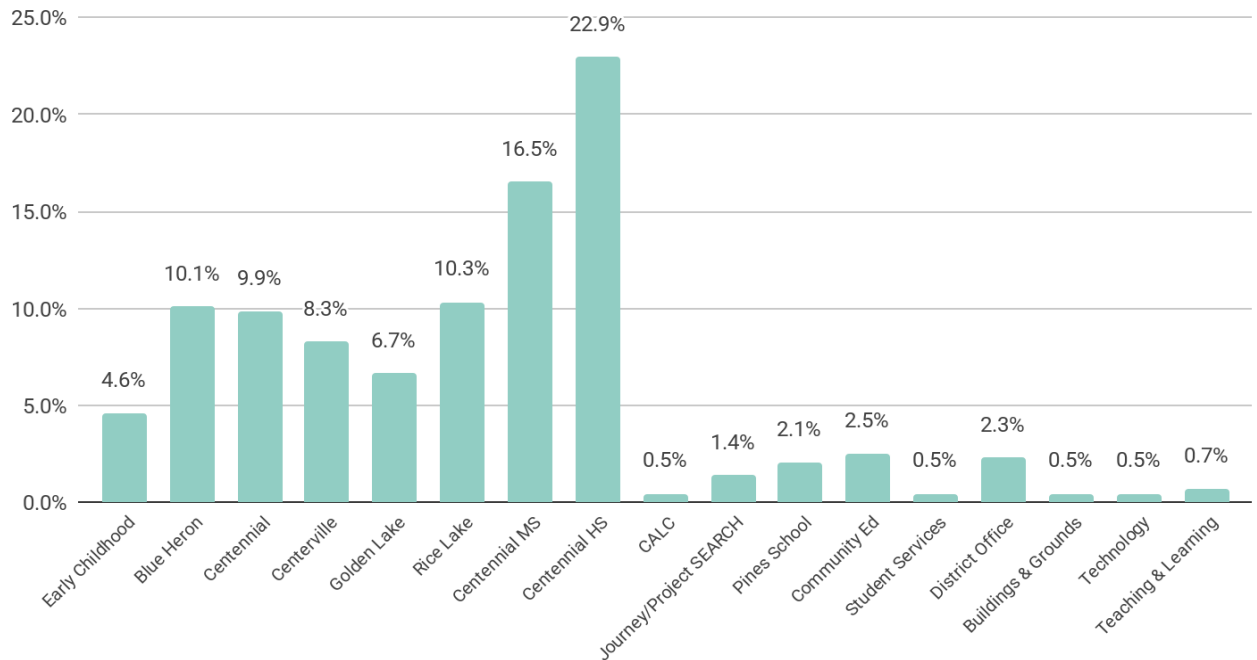
Staff Participation by Role



Primary Work Location

The majority (23%) of staff survey respondents identify their primary location as Centennial High School, followed by Centennial Middle School with 17%, Rice Lake Elementary and Blue Heron Elementary at 10%.

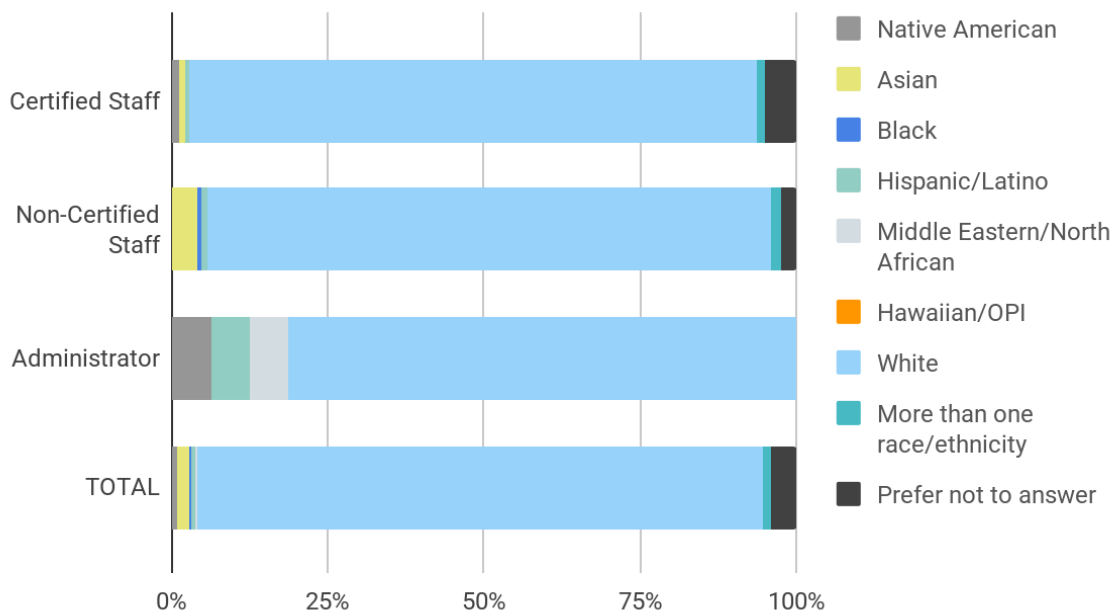
Staff Participation by Location



Staff Race/Ethnicity

Most (90%) of staff respondents identify their race/ethnicity as White. Due to only a small percentage of staff identifying as non-white, additional analysis was not conducted on staff responses.

Staff Participation by Race/Ethnicity



Key Findings

Overall Student Experience & Engagement

- Student satisfaction remains high, particularly in elementary grades (94% favorability). However, middle and high school students report lower enjoyment, with satisfaction declining in upper grades.
- Bullying, inclusion and student support remain concerns, particularly at the middle and high school levels.
- Dissatisfaction with school policies (hall pass systems, technology use) was a recurring theme among secondary students.

School Climate & Belonging

- Elementary students report strong feelings of inclusion and connection (98% agreement), especially in early grades.
- Middle and high school students experience a decline in connectedness, particularly in grades 8 and 11, with a decrease in adult connections and inclusion.

Academic Engagement & Support

- Students give high marks for instruction and support in elementary grades (98%).
- In middle school, satisfaction with instruction and support drops significantly (both 56%), especially among 8th graders.
- High school students report improved satisfaction with instruction by grade 12 but show concern in grade 11 regarding clarity of expectations and inclusion.

Safety & Well-Being

- Elementary students generally feel safe (94%), though some still cite bullying and bus safety concerns.
- Middle and high school students report decreased feelings of safety by 8th and 11th grades.
- Open-ended responses reveal concerns about bullying, with students expressing that staff often fail to intervene effectively.

Student Voice & Feedback

- Enjoyment of school declines steeply with age: 81% (elementary), 56% (middle), 60% (high school).
- Students call for:
 - More engaging learning environments (especially in math and science).
 - Greater student input into policies, especially around advisory periods and spirit events.

- Improved school infrastructure and facilities, such as bathrooms, air circulation, and hallway congestion.

Overall Parent Satisfaction & Communication

- Satisfaction with student experiences remains strong at 94%, with improvements in responsiveness (+3%) from school staff.
- Elementary schools and Early Childhood parents report higher satisfaction rates compared to secondary school parents.
- Black and Asian families report the highest overall satisfaction, while Hispanic and multiracial families report slightly lower favorability, particularly in cultural inclusivity and academic challenge.
- Parents feel well-informed about school and district-level events, activities and initiatives, with 96% satisfaction in school-level communication and 96% in district-level communication.
- Email remains the preferred communication channel, with text messaging gaining traction for district-wide updates.

School Climate & Belonging

- Parents across the district report high satisfaction with school safety (95%), respect for cultural diversity (95%), and peer connections (92%).
- Early Childhood families expressed near-universal satisfaction across all measures.
- Elementary schools also scored highly overall, especially in culture, safety and teacher support.
- Satisfaction dips slightly in middle and high schools, particularly in student enjoyment and adult connections, with high school families reporting the lowest overall satisfaction, although still relatively high at 84%.

Academic Support & Confidence

- Across all schools, parents expressed strong confidence in their child's ability to succeed (94%-100%).
- Teacher support and academic challenge remained strong at elementary levels but declined modestly in secondary schools.
- Open-ended feedback emphasized concerns with:
 - Concerns about large class sizes and the impact on learning
 - Disparities in special education services and IEP implementation
 - The need for more consistent behavior support to ensure learning is not disrupted

Safety & Student Well-Being

- Although the majority of parents feel their children are safe at school, many shared concerns related to:
 - Bullying prevention, especially at the middle and high school levels
 - Mental health support, with calls for more counselors, social workers, and behavioral interventions
 - Safety issues around bus rides, drop-off zones, and supervision on playgrounds
- Parents also emphasized the need for emotional and behavioral support systems that don't compromise the learning environment.

Communication & Brand Alignment

- 96% of parents feel informed about both school-level and district-level communications.
- Email is the top communication method across all school levels and demographic groups.
- Text messages and e-newsletters are especially valued in early childhood and elementary grades.
- Social media is the least preferred method among all schools and racial/ethnic groups.
- Parents strongly align with the district's brand messages:
 - Message 2 ("embraced by a learning community") had the highest support (86%)
 - Message 3 ("opportunities to discover true potential") had the most disagreement (18%), particularly among high school parents and those who preferred not to identify race.
- Open-ended feedback emphasized:
 - A desire for stronger two-way communication, particularly in special education and discipline issues
 - Varied opinions on the district's approach to equity and inclusion, with some calling for stronger commitments and others urging a more neutral stance

Overall Staff Experience & Engagement

- Staff satisfaction remains high, although some declines were noted compared to last year in perceived leadership visibility (-5%) and shared commitment to high expectations (-3%).
- Concerns about class sizes, student behavior, and special education support persist, with staff stating they feel under-resourced and unsupported.

School Climate & Belonging

- Overall satisfaction with leadership communication is high, but certified staff report lower feelings of being respected and connected (80%) compared to non-certified (90%) and administrators (92%).

- Centennial High School and Middle School report the lowest sense of belonging, particularly in Pride and Respect & Connection.
- Open-ended comments reflect a perceived lack of support and recognition from district leadership.
- Staff want more presence and visibility from administrators, especially at secondary levels.

Professional Support & Development

- Staff broadly agree they use data to improve their practice (94%).
- Curriculum support, instructional materials, and access to professional development were cited as lacking, especially at the secondary level.
- Special education staff raised concerns about unsustainable caseloads, insufficient paraprofessional support, and lack of collaboration.

Well-Being & Work Conditions

- Employee well-being is a noted concern, with staff reporting feelings of burnout, undervalued, and disconnected.
- Staff across all roles emphasized the need for more consistent expectations regarding student behavior, as well as improved mental health support for both students and staff.

Feedback & Alignment

- Agreement with district brand messages is generally strong (87%-94%), but Message 3 (“opportunities and programs to help students discover their potential”) had lower support, especially at CHS (70%) and CMS (69%).

Brand Messaging

New this year were survey questions for parents/guardians and staff members about the district’s three key brand messages.

- MESSAGE 1.** Centennial School District 12 is a high-performing, academically-focused organization with a deep tradition of surrounding the community’s children with love and understanding expressed through heartfelt relationships.
- MESSAGE 2.** Through the commitment of our talented and highly experienced teachers and staff, each Centennial student is embraced as part of our learning community and encouraged to excel in all that they do.
- MESSAGE 3.** Centennial Schools confidently surrounds every student with the opportunities, programs and services they need to excel and discover their true purpose and potential.



Overall, levels of agreement with the brand messages were favorable, with Message 2 being the most well-received (86%). In contrast, Message 3 received the lowest support, with 18% disagreeing with the statement, indicating areas for amplification among key audiences. Centennial High School parents and certified staff showed the lowest agreement with brand messages, suggesting a need to strengthen message alignment at these levels.

Recommendations

Based on the survey results, CESO Communications offers the following recommendations:

Recommendations for Students

Based on the student survey results, CESO Communications offers the following recommendations:

1. **Enhance Student Enjoyment & Engagement in Secondary Schools**
 - Expand elective courses, extracurricular activities, and leadership opportunities to improve engagement, particularly at the middle and high school where enjoyment ratings are lowest.
2. **Improve School Safety and Bullying Prevention**
 - Strengthen anti-bullying initiatives and ensure consistent enforcement of behavior policies, as safety ratings drop in middle school and concerns about bullying are prominent across all grade levels.
3. **Strengthen Academic Support and Teacher Effectiveness**
 - Consider teacher training in inclusive instruction and differentiated learning strategies, as student satisfaction with instruction drops at the middle school, where students request clearer expectations from teachers.
4. **Improve Student-Adult Relationships**
 - Focus on mentorship and advisory programs to increase the number of students who feel connected to at least one adult, particularly at the middle school and high school, where adult connection scores are lower than elementary levels.
5. **Evaluate & Adjust School Policies That Impact Student Experience**
 - Assess policies such as hall passes, locker access, and phone use, as multiple student groups voiced concerns that the rules are negatively impacting their school experience. If changes are not foreseeable, engage students to let them know that you hear their concerns but are not able to make such changes, and explain the reasons for this decision.

Recommendations for Parents/Guardians

Based on the parent/guardian survey results, CESO Communications offers the following recommendations:

1. **Continue Strong Communication Practices and Expand Personalization**
 - Maintain high-quality communication through email and newsletters while expanding text-based updates and personalized outreach to better reach all racial/ethnic groups, as parents report high satisfaction with feeling informed overall, but some subgroups show slightly lower ratings.
2. **Address Concerns with Class Sizes and Resource Allocation**
 - Assess staffing models to reduce class sizes, particularly in elementary schools and special education programs, as parents express concerns about the lack of personalized attention for students.
3. **Improve Special Education and Student Support Services**
 - Ensure consistent implementation of IEPs and 504 plans, assess and review special education staffing, and provide additional training for general education teachers, as parents indicate inconsistent support for their students with disabilities.
4. **Enhance School Safety and Bullying Prevention Efforts**
 - Strengthen bullying prevention strategies and student conflict resolution programs. While safety ratings remain high, some secondary parents express concerns about school climate at the middle school and high school.
5. **Assess Why Brand Messaging is Not Resonating with Some Parent Groups**
 - Clarify and/or assess why Brand Message 3 – *Opportunities and programs for student success* – had the lowest level of agreement among parents. Ensure that the brand's communication aligns with parents' perceptions.

Recommendations for Staff

Based on the staff survey results, CESO Communications offers the following recommendations:

1. **Increase Support for Student Behavior and Classroom Management**
 - Provide additional behavioral support for managing classroom disruptions, as teachers report increasing behavioral challenges and inconsistent discipline policies.
2. **Enhance Teacher and Staff Retention Efforts**
 - Enhance professional development and examine workload and resources to support the evolving needs of students and to address staff concerns about burnout, heavy workloads, and staff retention.

3. Improve Leadership Visibility & Communication

- Increase administrative presence and responsiveness, as ratings for principal/supervisor visibility dropped 5% from 2024, with staff saying they feel disconnected from district decision-making.

4. Address Special Education Resource Gaps

- Assess and review special education staffing, caseloads, and targeted training opportunities, as staff in this area report high workloads, lack of paraprofessional support, and inconsistent services for students with disabilities.

5. Assess Why Brand Messaging is Not Resonating with Some Staff Groups

- While Message 2 received the highest agreement, Message 3 had the lowest favorability, with nearly one-fifth of staff displaying disagreement. Conduct internal discussions or surveys to understand potential disconnects and improve alignment between brand messaging and staff perceptions.

Conclusion •

The 2025 Centennial Survey provides valuable insights into the experiences and perceptions of students, parents and staff across the district. While the data highlight strong overall satisfaction in many areas — particularly in elementary student experience, parent communication, and staff professionalism — it also reveals opportunities for improvement in key areas such as student engagement at the secondary level, behavioral support, staff retention, and equitable access to resources.

Moving forward, a notable area of focus is ensuring that students, staff and families feel heard and supported. The survey results suggest a growing need for expanded mental health services, targeted academic interventions, and increased administrative visibility. Additionally, some groups — particularly at the high school level and among certain staff roles — indicate that aspects of the messaging may not yet fully resonate with them. Exploring why these perceptions exist and identifying ways to bridge potential gaps between the brand and stakeholder experiences will be an important next step.

As Centennial Schools continue to evolve, proactive communication, inclusive decision-making, and a commitment to continuous improvement will be key to strengthening trust and engagement across the district. By leveraging the feedback from this survey, the district has a unique opportunity to enhance its learning environment, refine its approach to student and staff support, and foster a culture where all stakeholders feel valued and empowered.