August, 2012

2012 Satisfaction Survey Project executive summary

2012 Survey Project goal

Gather data against which to measure improvement and to incorporate into planning processes and Board of Education decisions regarding school satisfaction and improvement.

Key findings of the 2012 survey

Results ave very similar to those of the 2011 surveys. There was little change in the major themes and generally stable results on most questions.

- **Staff does a good job:** Generally high satisfaction with teachers and support staff.

- **Schools are safe.** Generally high satisfaction with student safety.

- **Schools are well maintained.** Generally high satisfaction with maintenance and schools as good neighbors.

- **Work is satisfying:** High staff satisfaction with their work's importance and challenge, and the opportunities to learn and grow. This year's results showed some concerns around involvement in decision-making.

- **Excellence without exception:** Opinions on teaching and learning remain mixed, with parents and students ranking "challenging curriculum" among the areas of lowest satisfaction.

- **Address social-emotional environment:** This year's rankings on questions around respect, gossiping and bullying showed some movement but continue to raise concerns.

- **Manage facilities and finances well:** Satisfaction with space adequacy, portable classrooms and financial management continue to raise concerns.

The survey process was created to serve as a predecisional aid to the Board of Education in formulating final action to address satisfaction within district schools.

Introduction

Survey results set the stage for deeper inquiry

Satisfaction is the outcome of a complex relationship of factors which survey results begin to reveal. The survey results set the stage for deeper inquiry and fact finding by raising questions and promoting discussions. Survey results are limited by the questions that were asked, by the responses available to pick from and by the composition of the respondent groups. Results can be influenced by timing or proximity of events to the survey. The data do not provide quick answers, but used along with other sources of feedback help paint a picture of stakeholder satisfaction.

Survey process

An open invitation was extended to stakeholders to take the anonymous, online survey. Staff and students were given time during the school day to take the survey. Parents, community members and 2011 Hadley graduates were invited and encouraged to participate. The survey was publicized via E-News, Triblocal.com, Glenellynpatch.com, and in Chamber of Commerce E-blasts.

The district conducted three student surveys: grades 4 and 5, Hadley, and alumni from the Hadley class of 2011. Students could answer "Yes," "No," or "Don't Know." The district conducted four adult surveys: Staff, Hadley Parents, Elementary Parents and Community Members. Adult respondents selected answers from a five-point scale, 1 being highly dissatisfied, and 5 being highly satisfied, or 1 being strongly disagree and 5 being strongly agree (to a positive statement). They could also select "Don't Know."

About in-house survey data

The district chose to develop and conduct surveys in-house rather than contract with a professional opinion research consultant. This is because the board and administration felt that the ability to conduct surveys economically offset the limitations of using in-house surveys. Much of the value of a satisfaction survey process is in trend data that comes with repetition over time; however every survey repetition costs money when using professional polling services. Participants were not scientifically selected and do not constitute representative random samples. Respondents were on the honor system as far as belonging to the stakeholder group and taking the survey one time only.

Notes on analysis

- As a general observation, satisfaction is higher the closer the relationship; staff satisfaction being the highest in most areas and community satisfaction being the lowest in most areas. Satisfaction levels are mostly moderate to high-moderate.
- The Likert Scale responses were converted to index scores, or mean scores, for easier analysis and comparisons. The data in the summary is rounded to one decimal place.
- Staff and student response rates are high enough to provide confidence in the quality of the data. The response rate of the parent surveys would be high enough to provide confidence; however, the makeup of the sample does not represent the makeup of the overall parent population.

Introduction continued

- Responses to the alumni and community surveys were too few and un-representative to provide confidence in the data. These results have more in common with focus group data.
- The results are compared with the 2011 survey; however, two years of data does not constitute trend data. In general, there was little change among those items which ranked highest/lowest.
- Response rate was down for all stakeholder groups except students; we can speculate about why; perhaps survey fatigue and general lack of time contributed to this.

About year-to-year comparisons

We need to be cautious about drawing conclusions from the year-to-year comparisons. We have two years of data and should have at least three years before we can begin to identify trends. Also, while the survey process and questions are the same as last year, the respondents have changed. For the parent, community and staff survey, we do not know how many of the respondents took the survey both years; for the student surveys, there is respondent turnover due to grade changes, students leaving and new students joining the district. With some exceptions, changes between 2011 and 2011 are small, and with only two years to compare we don't know if changes indicate the start of a trend or are an anomaly. Areas where we see a bigger year-to-year change may be fertile ground for exploration through focus groups, staff conversations and targeted surveys.

Key system measures: Results on most of the key system questions shown on pages 3 and 4 show little movement: overall satisfaction with the district, pride in the schools, overall satisfaction in the areas of finances, facilities, and stakeholder relations all are stable.

Social-emotional data: For the most part, year-to-year results on the system measures of social-emotional factors are also stable, although there were some noticeable changes on a few questions. This is interesting because two major social-emotional learning initiatives were launched in 2011-2012: PBIS and the "Culture of Care" bully-prevention work. Where scores improved, can we tie that to these programs? Where scores dipped, can we tie that to a heightened awareness of what constitutes appropriate behavior? Further inquiry may help us find those answers.

Highs, lows and change: This summary presents an overview of each stakeholder group by showing the highest scores and the lowest scores. It also reports the items on which there was the greatest movement between 2011 and 2012. Overall, Hadley parent results have a wider range of scores and show more year-to-year movement than any other group. Note: this report deliberately avoids use of terms "improvement" or "decline" because a comparison of two years of data is not enough to indicate a trend.

Introduction continued

Response rates

	2011	**2012**
Staff	222 (77%)	**279 (65%)**
Hadley parents.	242 (23%)	**252 (17%)**
Elementary parents	389 (22%)	**352 (19%)**
Gr. 4-5 students.	702 (86%)	**686 (88%)**
Hadley students.	971 (80%)	**972 (80%)**
Community	76	**61**
Alumni (freshmen)	43	**14**

Next steps

The data will be used by the administration and the Teams for Excellence in context with other sources of stakeholder feedback to strengthen planning and continuous improvement processes. The Continuous Improvement Team will further review the results in light of the district scorecard, the administration will use them in its goal-setting process, and the Building Leadership Teams will use the data in their school improvement plan processes. The Board of Education may use this information as it prioritizes and plans for improvement. This Executive Summary will be communicated to internal and external stakeholders through a number of channels.

✔ Surveys measure opinions of the particular respondents at a given point in time

✔ Survey data do not provide answers, but are a starting point for further inquiry

✔ We have two years of data; three is the minimum needed to identify trends

✔ Respondents do not represent a scientifically random sample

System-wide data: Below is big picture satisfaction information on a range of key questions.

Satisfaction with District 41	2011	**2012**
Staff	4.2	**4.1**
Hadley parents	3.3	**3.3**
Elementary parents	3.8	**3.8**
Community	3.3	**3.4**

Proud of District 41 schools	2011	**2012**
Staff	4.4	**4.3**
Hadley parents	3.3	**3.3**
Elementary parents	3.8	**3.8**
Community	3.3	**3.6**
Gr. 4-5 students	78%	**77%**
Gr. 6-8 students	45%	**41%**

Satisfaction / academics	2011	**2012**
Staff	4.2	**4.2**
Hadley parents	3.3	**3.4**
Elementary parents	3.7	**3.8**
Community	3.5	**3.8**

Satisfaction / finances	2011	**2012**
Staff	3.9	**3.9**
Hadley parents	2.9	**3.3**
Elementary parents	3.5	**3.6**
Community	3.2	**3.1**

Satisfaction / facilities	2011	**2012**
Staff	3.7	**3.7**
Hadley parents	3.2	**3.5**
Elementary parents	3.5	**3.6**
Community	3.4	**3.4**

Satisfaction / stakeholder relations	2011	**2012**
Staff	3.9	**3.9**
Hadley parents	3.1	**3.3**
Elementary parents	3.6	**3.7**
Community	3.2	**2.9**

Satisfaction / student safety	2011	**2012**
Staff	4.4	**4.5**
Hadley parents	3.8	**3.9**
Elementary parents	4.2	**4.3**
Community	4.4	**4.3**
Gr. 4-5 students	89%	**87%**
Gr. 6-8 students	78%	**75%**

Provides challenging curriculum	2011	**2012**
Staff	4.2	**4.2**
Hadley parents	3.3	**3.3**
Elementary parents	3.7	**3.7**
Community	3.8	**3.8**
Gr. 4-5 students	30%	**29%**
Gr. 6-8 students	40%	**38%**

Meets the needs of all students	2011	**2012**
Staff	3.7	**3.7**
Hadley parents	3.2	**3.1**
Elementary parents	3.5	**3.6**
Community	3.3	**3.4**

Prepares children for the future	2011	**2012**
Staff	4.0	**4.0**
Hadley parents	3.2	**3.1**
Elementary parents	3.7	**3.8**
Community	3.7	**3.5**

D41 uses money and resources well	2011	**2012**
Staff	3.7	**3.6**
Hadley parents	2.9	**3.2**
Elementary parents	3.4	**3.6**
Community	3.1	**2.9**

Adequate space for students	2011	**2012**
Staff	3.1	**3.3**
Hadley parents	2.9	**3.2**
Elementary parents	3.1	**3.4**
Community	3.5	**2.9**

Satisfaction/Board	2011	**2012**
Staff	3.6	**3.1**
Hadley parents	3.2	**3.2**
Elementary parents	3.5	**3.6**
Community	3.1	**3.1**

Satisfaction /administration	2011	**2012**
Staff	3.8	**3.7**
Hadley parents	3.1	**3.0**
Elementary parents	3.5	**3.6**
Community	3.0	**2.8**

System-wide data continued

Satisfaction / principals	2011	**2012**
Staff	3.8 . .	**3.7**
Hadley parents	3.1 . .	**2.9**
Elementary parents	3.7 . .	**3.8**
Community	3.4 . .	**3.1**

Satisfaction / teachers	2011	**2012**
Staff	4.5 . .	**4.5**
Hadley parents	3.7 . .	**3.5**
Elementary parents	4.0 . .	**4.1**
Community	4.0 . .	**4.0**

Satisfaction / support staff	2011	**2012**
Staff	4.4 . .	**4.5**
Hadley parents	3.6 . .	**3.5**
Elementary parents	4.1 . .	**4.2**

D41 makes good decisions on behalf of children

	2011	**2012**
Staff	4.1 . .	**4.0**
Hadley parents	3.2 . .	**3.2**
Elementary parents	3.8 . .	**3.8**
Community	3.3 . .	**3.4**

D41 provides a good value in education

	2011	**2012**
Staff	4.3 . .	**4.3**
Hadley parents	3.0 . .	**3.2**
Elementary parents	3.7 . .	**3.8**
Community	3.5 . .	**3.2**

Satisfaction / communicating with the public

	2011	**2012**
Staff	4.1 . .	**4.0**
Hadley parents	3.3 . .	**3.7**
Elementary parents	3.9 . .	**3.9**
Community	3.4 . .	**3.3**

Would you recommend your school/D41?

	2011	**2012**
Staff	4.3 . .	**4.3**
Hadley parents	3.4 . .	**3.3**
Elementary parents	3.9 . .	**3.9**
Community	3.4 . .	**3.6**

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Social-emotional data:

Below is information related to the social-emotional climate of the schools.

Teach children to be respectful	2011	**2012**
Staff	3.7	**3.9**
Hadley parents	3.3	**3.5**
Elementary parents	4.1	**4.2**
Community	3.7	**3.7**

Keep children safe	2011	**2012**
Staff	4.4	**4.4**
Hadley parents	3.8	**3.9**
Elementary parents	4.2	**4.3**
Community	4.3	**4.3**
Gr. 4-5 students	89%	**87%**
Gr. 6-8 students	78%	**75%**

Child looks forward to school	2011	**2012**
Staff	4.3	**4.2**
Hadley parents	3.3	**3.3**
Elementary parents	4.1	**4.2**
Gr. 4-5 students	67%	**66%**
Gr. 6-8 students	50%	**50%**

Child looks forward to lunchtime	2011	**2012**
Gr. 4-5 students	90%	**92%**
Gr. 6-8 students	90%	**86%**

Teachers know child well	2011	**2012**
Staff	4.4	**4.5**
Hadley parents	3.3	**3.5**
Elementary parents	4.2	**4.2**

Other children treat me respectfully

	2011	**2012**
Gr. 4-5 students	77%	**77%**
Gr. 6-8 students	74%	**69%**

Children treat each other with respect

	2011	**2012**
Staff	3.7	**3.7**
Hadley parents	3.1	**3.0**
Elementary parents	3.8	**3.8**
Gr. 4-5 students	31%	**33%**
Gr. 6-8 students	19%	**21%**

Adults treat children with respect

	2011	**2012**
Gr. 4-5 students	81%	**77%**
Gr. 6-8 students	52%	**52%**

Most kids are friendly	2011	**2012**
Gr. 4-5 students	81%	**82%**
Gr. 6-8 students	73%	**68%**

I am treated fairly at school	2011	**2012**
Gr. 4-5 students	76%	**77%**
Gr. 6-8 students	72%	**72%**

Conflicts resolved quickly, fairly

	2011	**2012**
Staff	3.7	**3.7**
Hadley parents	3.1	**3.0**
Elementary parents	3.7	**3.8**

Gossip not a problem among students

	2011	**2012**
Staff	3.0	**3.1**
Hadley parents	2.8	**2.3**
Elementary parents	3.3	**3.4**

Kids are too gossipy	2011	**2012**
Gr. 4-5 students	34%	**42%**
Gr. 6-8 students	50%	**57%**

Bullying not a problem among students

	2011	**2012**
Staff	3.0	**3.2**
Hadley parents	2.8	**2.6**
Elementary parents	3.3	**3.4**

Have you ever been bullied at school

	2011	**2012**
Gr. 4-5 students	40%	**42%**
Gr. 6-8 students	39%	**38%**

Are you ever worried about being bullied?

	2011	**2012**
Gr. 4-5 students	29%	**31%**
Gr. 6-8 students	27%	**26%**

Do you have at least one good friend at school?

	2011	**2012**
Gr. 4-5 students	97%	**98%**
Gr. 6-8 students	97%	**97%**

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Staff survey

279 of 430 staff members took the survey, a 65% response rate.

Respondents were distributed pretty equally among schools. 66% of respondents were certified staff.

Highest satisfaction	
I often do more than is expected of me 4.8	
I know my work is important 4.7	
Satisfaction with teachers. 4.5	
Parents are welcome in my building. 4.6	
I find my work challenging 4.6	
Staff members respect confidentiality of student information 4.5	
Treat community members respectfully 4.5	
Satisfaction with support staff. 4.5	
Keep children safe 4.5	
Provide appropriate open-house opportunities. 4.5	
I know what is expected of me at work 4.5	
Most teachers know their students well 4.5	
I'm prepared to manage my classroom effectively 4.5	
I feel safe at work 4.5	

Lowest satisfaction

Gossip is not a problem among students
at my school 3.1

Bullying is not a problem at my school 3.2

Provide adequate space for students 3.3

My opinions about school matter 3.3

Teaching science 3.3

Use portable classrooms as an
alternative to enlarging schools. 3.4

Teaching social studies 3.4

Gossip among staff members is not a problem 3.6

I have adequate opportunities to be involved in
workplace decisions 3.6

I know what is going on at my building and why 3.6

Teaching citizenship 3.6

I feel that workplace stress is manageable 3.6

The district uses money and resources well 3.6

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Staff survey

Rankings showing the most change year-to-year	2011	**2012**

Rankings showing the most positive movement

Children know what is expected	4.1	**4.3**
Teaching children to be respectful	3.7	**3.9**
Bullying is not a problem at my school:	3.0	**3.2**

Rankings showing the most negative movement

My opinions about school matter.	3.6	**3.3**
Opportunities to learn appropriate technology skills	4.5	**4.2**
If I have a question or concern about a workplace matter, I can usually get it resolved	4.1	**3.9**
Involve community members in decision making	4.1	**3.9**
Consider diverse opinions	4.0	**3.8**
Building is headed in the right direction	4.0	**3.8**
The rules for staff are fair	4.4	**4.2**
Teaching art	4.4	**4.2**

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Hadley Parent survey:

252 Hadley parents responded. Assuming each respondent represented one family, this is a 17% response rate. Respondents were mostly white females.

Highest satisfaction

My child knows what is expected at school. 4.1

Schools are considerate neighbors. 4.0

School buildings/grounds are clean and
well-maintained 4.0

Keep children safe. 3.9

School registration runs smoothly.. . . . . 3.9

I know what school expects from me. 3.8

Communication with the public 3.7

Equip schools with technology for learning 3.7

Teach children to use technology for learning 3.7

Community members treated respectfully 3.7

Fitness and health. 3.7

Maintain an informative Web site. 3.7

Lowest satisfaction

Gossip is not a problem among students
at my child's school.. . . . . 2.3

Bullying is not a problem at my child's school. 2.6

Satisfaction with principals 2.9

Children treat each other with respect
at school. 3.0

Assign an appropriate level of homework 3.0

Satisfaction with administration 3.0

Teach children to be critical thinkers 3.0

Conflicts resolved quickly and fairly. 3.0

Appropriate parent-teacher conferences. 3.0

Planning for the future. 3.0

Preparing children for the future 3.1

Meeting the learning needs of all children. 3.1

Preparing children for the next grade. 3.1

Helping me understand how to help my child 3.1

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Hadley Parent survey

Rankings showing the most change year-to-year	2011	**2012**
Rankings showing the most positive movement		
School registration runs smoothly.	3.5	**3.9**
Communicate with the public.	3.3	**3.7**
Maintain an informative Web site	3.3	**3.7**
Consider diverse opinions	3.0	**3.4**
Opportunities for parents to be involved	3.2	**3.6**
Providing information about its finances	3.2	**3.6**
Appropriate open-house opportunities	3.0	**3.4**
Respond to questions from the community	3.1	**3.5**
Parents feel welcome at school	3.1	**3.5**
Appropriate parent-teacher conferences	2.7	**3.0**
Satisfaction with finances	2.9	**3.3**
I know what school expects from me.	3.3	**3.8**
Buildings/grounds clean and well-maintained.	3.5	**4.0**
My child knows what is expected at school.	3.6	**4.1**
Schools are considerate neighbors	3.4	**4.0**
Use of portable classrooms as an alternative to enlarging schools	2.9	**3.4**
Rankings showing the most negative movement		
Gossip is not a problem among students at my child's school	2.8	**2.3**
Bullying is not a problem among students at my child's school.	2.8	**2.6**
Teaching writing.	3.0	**2.8**
Satisfaction with principals	3.1	**2.9**

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Elementary Parent survey:

389 elementary parents responded. Assuming each respondent represented one family, this is a 19% response rate. Respondents were mostly white females.

Highest satisfaction	
My child knows what is expected at school.	4.4
Schools are considerate neighbors.	4.3
School registration runs smoothly.	4.3
Make parents feel welcome at school	4.2
School buildings and grounds are clean, well-maintained	4.2
Provide ample opportunities for parents to be involved	4.2
The rules are fair at my child's school.	4.2
My child looks forward to going to school.	4.2
My child's teachers know my child well.	4.2
Satisfaction with support staff.	4.2
Teach children to be respectful	4.2
Keep children safe.	4.3

Lowest satisfaction	
Use portable classrooms as an alternative to enlarging schools	3.2
Provide adequate space for students	3.4
Gossip is not a problem among students at my child's school.	3.4
Teaching Writing	3.4
Bullying is not a problem at my child's school.	3.4
Teaching Science	3.5
Teaching Social Studies	3.5
Plan for the future	3.5
Assign an appropriate level of homework	3.5

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Elementary Parent survey

Rankings showing the most change year-to-year	2011	**2012**
Rankings showing the most positive movement		
Satisfaction with support staff.	4.1	**4.2**
Meet the learning needs of all children.	3.5	**3.6**
Gossip is not a problem among students at my school.	3.3	**3.4**
Conflicts resolved quickly and fairly.	3.7	**3.8**
Provide information about its finances.	3.7	**3.8**
Satisfaction with finances.	3.5	**3.6**
District 41 collaborates effectively.	3.7	**3.9**
District 41 uses its money and resources well.	3.4	**3.6**
Provide adequate space for students.	3.1	**3.4**
Rankings showing the most negative movement		
Informative Web site.	4.1	**4.0**
Respond promptly to community.	3.9	**3.8**
School registration runs smoothly.	4.4	**4.3**
Teaching writing.	3.5	**3.4**

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Community survey:

This survey was for residents who do not have children in our schools *at this time*.

61 community members took the survey.

Highest satisfaction		**Lowest satisfaction**	
Children safe.	4.3	Satisfaction with administration	2.8
Schools/grounds clean and well-maintained	4.2	Long-Range Plan.	2.9
Schools are considerate neighbors.	4.1	The district uses money and resources well	2.9
Equip schools with technology for learning	4.1	Satisfaction with stakeholder relations	2.9
Teach technology	4.0	Involve community members in decision making.	3.0
Teachers.	4.0	Consider diverse opinions.	3.0
Teach the basics	3.9	Satisfaction with Board of Education	3.1
Satisfaction with academics	3.8	Respond promptly to questions from the community	3.1
Appropriate and challenging curriculum	3.8	Satisfaction with finances.	3.1
Portable classrooms	3.8	Satisfaction with principals	3.1
Teach children to be respectful	3.7	Information to the community about its finances	3.2
Proud of District 41 schools.	3.6	Good value in education.	3.2
Recommend District 41 schools.	3.6	District 41 is involved in and is supportive of civic organizations within the community.	3.2
		Sound district management overall	3.2

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Community survey

Rankings showing the most change year-to-year	2011	**2012**
Rankings showing the most positive movement		
Use portable classrooms as an alternative to enlarging schools	3.6	**3.8**
I would recommend District 41 schools	3.4	**3.6**
Satisfaction with academics	3.5	**3.8**
Proud of District 41 schools	3.3	**3.6**
Rankings showing the most negative movement		
Respond promptly to questions from the community	3.5	**3.1**
Involve community members in decision making	3.3	**3.0**
Provide information to the community about its finances	3.5	**3.2**
Satisfaction with stakeholder relations	3.2	**2.9**
Provide a good value in education	3.5	**3.2**
Maintain an informative Web site	3.8	**3.5**
District 41 is involved in and is supportive of civic organizations within the community	3.5	**3.2**

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Hadley student survey: 972, or 80%, of students responded, fairly well distributed among grade levels.

Highest satisfaction	
One good friend at school	97%
I understand class rules	92%
Social studies.	87%
I look forward to lunch	86%
I know what teachers expect	82%
Math.	82%
Science.	81%
I can get help when need it	81%
Work habits.	79%
Building is clean/ready for day.	78%
Exploratory/PE.	78%
Happy with my progress	78%

Lowest satisfaction	
Children treat each other with respect	21%
Worry about being bullied	26%
Ever been bullied	38%
Excited about what I am learning	38%
Schoolwork is challenging	38%
Proud of school	41%
Teachers inspire me to learn	49%
I look forward to school.	50%
Adults treat kids respectfully	52%
Kids are too gossipy	57%
I have an adult to go to for support	64%
Learning technology skills	64%

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Hadley student survey

Rankings showing the most change year-to-year	2011	**2012**
Rankings showing the most positive movement		
Building clean/ready for day	73%	**78%**
Exploratory	73%	**78%**
Satisfaction with outdoor spaces	58%	**70%**
Rankings showing the most negative movement		
Kids are respectful to me	74%	**69%**
Kids are friendly	73%	**68%**
Kids are too gossipy*	50%	**57%**
Science	76%	**81%**
Proud of school	45%	**41%**
I Look forward to lunch	90%	**86%**
Physical Education	82%	**78%**

* In the case of this question, an increase in percentage indicates a decline in satisfaction.

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Elementary student survey: 686, or 88%, of students responded.

Highest satisfaction

I have one good friend at school 98%

I understand class rules 97%

Look forward to lunchtime. 92%

Reading/writing/math/PE 89%

I know what teacher expects. 88%

I feel safe at school 87%

I can get help when need it. 87%

I am happy with my progress. 87%

Building clean/ready for day 85%

Science. 84%

Kids are friendly 82%

Lowest satisfaction

Schoolwork challenging 29%

Worry about being bullied 31%

Kids treat other kids respectfully 33%

Ever been bullied 41%

Kids are too gossipy 41%

I am excited about learning 58%

I look forward to school. 66%

I have space for books/supplies 69%

Satisfied with clubs/activities 71%

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Elementary student survey

Rankings showing the most change year-to-year	2011	**2012**
Rankings showing the most positive movement		
I have space for books/supplies	65%	**69%**
I use computer lab/laptops regularly	60%	**70%**
Rankings showing the most negative movement		
I am excited about learning	65%	**58%**
Kids are too gossipy*	34%	**42%**
Teachers inspire learning	84%	**78%**
Satisfaction with clubs/activities	75%	**71%**
Adults treat kids respectfully	81%	**77%**
I can get materials I need in library	82%	**78%**
Science	88%	**84%**

* In the case of this question, an increase in percentage indicates a decline in satisfaction.

NOTE: Student questions were yes/no; the percentage of "yes" is reported; adult questions were on a Likert scale; mean results are reported.

Alumni survey:

14 students from the Hadley class of 2011 took the 17-question survey about their experience in District 41 from elementary school through Hadley.

Preparation for high school is the sum of a student's educational experience up to eighth grade. The alumni survey was meant to find out how well freshmen thought District 41 as a whole prepared them for high school.

Of the respondents to the 17-question survey, all but one taking honors or AP courses (most of them are taking multiple of these), all but one were involved in extracurricular activities, and all plan to go to college.

This group of students was more satisfied with the social-emotional aspects of District 41 than with the academic aspects, and feels that the district could do a better job preparing them for high school, academically and by more attention to study skills and preparing them for the increased homework load of Glenbard West.

Overall experience in D41	2011	2012
Great	12%	**14%**
Good	32%	**36%**
OK	29%	**36%**
Disappointing	26%	**14%**

Preparedness for entering high school

	2011	2012
Well prepared	35%	**29%**
Somewhat prepared	29%	**43%**
Not prepared	35%	**29%**

Time in D41 was helpful in

	2011	2012
building friendships	71%	**64%**

Time in D41 was helpful in learning to

	2011	2012
make good decisions	70%	**71%**

	2011	2012
Bullied at school while in D41	32%	**29%**

Conclusion

The 2012 Satisfaction Survey Project is part of the district's continuous improvement efforts and reflects its commitment to getting better together, and collecting data to know whether it has.

How we have used the survey results

The district has a number of initiatives underway that directly relate to the challenges reflected by the survey. Over time, these initiative should improve stakeholder satisfaction. Examples of these are:

- The renewed long-range plan—with its focus on 21st century learning, financial stability, ambassadorship and communication—will have a positive impact on all areas of the district.

- The work of the district Think Tank will accelerate change, possibly causing greater swings in opinion before resulting in higher sustained levels of satisfaction.

- Alignment of the curriculum to the more rigorous New Common Core is well underway.

- The Culture of Care bully-prevention initiative and district-wide implementation of PBIS address a range of social-emotional factors and provide ways for students, teachers and parents to contribute to a healthy school environment.

- Facility improvements such as the Hadley Courtyard renovation, the model classroom project and various capital improvements at all the schools demonstrate the value the district places on having appropriate facilities and its determination to optimize the limited space we have.

- Consistent and transparent financial processes have been in place for some time. The new Financial Advisory Committee and the district's work this spring with the Illinois Policy Institute's Transparency Project will help the district make sure its finances are sustainable and make its financial strengths more evident to the community.

- The district's work on its Positive Core (those attributes that define us when we're at our best) provides a powerful tool for the district to use in strengthening those things it does well. It provides a source of pride to stakeholders as we continue developing a positive culture that is focused on continuous improvement.

This Executive Summary will be used in context with other information to help the district and its Board of Education develop long- and short-term plans congruent with the district's Vision Statement, Learner Characteristics, Long-Range Plan and School Improvement Plans. In coordination with the Board's work on goals and planning, the administration, CIT and the BLTs will dig deeper into the data as part of their work over the course of the year.