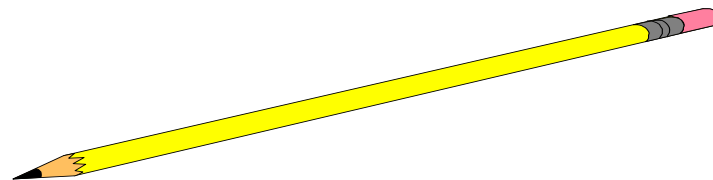




Del Mar Union School District

A Report of Survey Research
2006-2007 School Year



Symptoms or Problems? A Word of Caution About the Use of Data

The analysis of this survey discloses "symptoms," not "problems." This distinction is important. A fever is a symptom. The simple flu is most often the problem, but many other illnesses cause fevers as well. Similarly, disorderly behavior by students is a symptom of a number of different potential problems -- ineffective discipline policies at school, a lack of discipline in children's home life, etc.

A "symptom" is a piece of information that points in the direction of the underlying problem. If teachers complain about inadequate communication with the central administration, that is a symptom. The problem is a restatement of the symptom with its potential causes analyzed and understood.

The usual way to employ this type of data in the continuous improvement process (CIP) is to examine the symptom through a "Problem Solving Process." This will almost certainly involve further data gathering including focus groups, personal interviews, cross functional teams, etc.

In the CIP process, the "problem" and its "symptoms" are treated as "opportunities for improvements." Consensual change is the objective, and blame is avoided. The greatest value of the analysis in this report is that it helps to establish the priorities for a continuous improvement process.

As you review these results, we caution you to treat the findings as symptoms of problems that need to be analyzed and understood.

OVERVIEW OF Harris Interactive School Poll

The *Harris Interactive School Poll* has been designed to provide a school district with information necessary to engage in the *continuous improvement* of educational services.

Harris Interactive School Poll allows districts to *assess the current level of satisfaction* stakeholders have with most aspects of the school experience. The analysis determines the experiences and perceptions that have the largest *impact on satisfaction* and allows a district to develop a fact-based strategic plan to improve satisfaction among the populations they serve.

The system enables a district to *establish priorities* among potential improvements by *identifying the "vital few" actions* known to influence stakeholder satisfaction.

Harris Interactive School Poll has been designed primarily as a *management tool* for educators. The results provide strategic guidance for those responsible for the district as a whole, and for specific school areas and policies. It is not designed as an evaluative tool for personnel. In fact, the study provides feedback at the school and departmental level, but does not identify results for individual employees other than principals and the superintendent.

Throughout the analysis the emphasis is on the *improvements* a school can make and not on the absolute rating of a particular area or individual. The analysis is structured to facilitate the process of continuous improvement. What matters most is what and how to improve -- not the ratings at a point in time.

Improvement is possible no matter how high or low an area is rated. However, it is essential to concentrate on the "vital few" areas that will lead to improvement and to avoid issues of little or no consequence. *Impact analysis* is the statistical methodology that identifies these "vital few" for each portion of the questionnaire.

Throughout this report you will find references to general trends and findings that are **based on the data from the Harris Interactive database** of well over 150 school districts nationwide.

Each questionnaire was designed over the course of a year. Each questionnaire required dozens of focus groups, thorough pre-testing, and hundreds of hours of work on the part of school administrators, teachers, parents, and students. Three school districts, two New York State BOCES organizations, and consultants in the educational field were involved in the development process.



Harris Interactive School Poll METHODOLOGY



The core *Harris Interactive School Poll* program consists of four separate surveys. The elementary student, secondary student, teacher/staff, and parent surveys are each four pages in length. The questionnaires have been included as an Appendix to this report.

Each survey is an anonymous, written questionnaire that takes 15-20 minutes to complete. It asks the student, teacher/staff member, or parent about their experience with the school district as well as key overall measures of satisfaction.

The questionnaires employ a *specific design* which allows us to use a powerful statistical model to analyze the data. The design was originally developed on behalf of the Xerox Corporation in 1979. The design allows for the use of multivariate diagnostic methods of analysis, which provide much of the management information from the study. This design is called *impact analysis*.

An attempt is made to include all students (grades 3 or 4-12), all teachers and staff, and all parents in the study. For many reasons, including absenteeism, improperly filled out questionnaires, etc., the final sample does not include 100% of the possible respondents.

Student and Teachers/Staff surveys were administered during school time. The Parent survey was either mailed or taken home with the child. The response rates were sufficiently high enough that nonrespondent bias is not relevant. These results are highly reflective of the views of students, teachers, staff, and parents.

All questionnaires were tabulated by Harris Interactive. They were optically scanned and downloaded into a database for analysis.

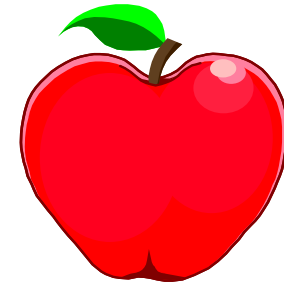
RESPONSE RATES

	<u>Popu- lation</u>	<u>Usable Returns</u>	<u>% Return</u>
Elementary Students	1700	1563	92%
Secondary Students	0	0	0%
Teachers/Staff	400	340	85%
Parents	4000	1654	41%

THE HARRIS INTERACTIVE SCHOOL POLL APPROACH

Our School Poll research has a number of unique elements:

1. Phrasing of most questions as dichotomous events rather than using repetitive rating scales
2. Collecting evaluative overall ratings and ratings of particular areas of interest
3. Combining the rate of occurrence of the experience and its importance into a summary statistic, which we call the Impact Index.



1. The Event-Oriented Approach

This is a major reason why the Harris Interactive School Poll is effective. Each questionnaire -- teachers/staff, students, and parents -- is designed in a manner that permits the use of appropriate and powerful statistical modeling. This modeling, which we call *impact analysis*, provides the assessment of the relative impact of various events, conditions, or circumstances on stakeholder satisfaction. There are several specific aspects to this approach.

The Use of Dichotomous (Yes/No) Questions: Each section of the questionnaire uses either a dichotomous (Yes/No, Satisfactory/Needs Improvement, Adequate/Inadequate) response or a three point scale where the responses are "Excellent," "Average" or "Poor." The items in each section come from several sources -- focus groups, volunteered responses to pre-test questionnaires, and the members of the faculty and staff of the school districts who reviewed the questionnaires during the pilot year. When respondents to satisfaction questionnaires talk about the things that make them satisfied or dissatisfied, they talk about very specific events, circumstances, or conditions they experience. The questions attempt to capture the respondent's language.

The number of items in each section reflects two conflicting requirements: (1) the need to include every event, condition, or circumstance that might have an important influence on stakeholder satisfaction, and (2) the need to keep the questionnaire to a manageable length. In each section, the necessity of reaching a compromise between these opposing requirements forced the deletions of some issues that appeared less important to the satisfaction of the respondents.

These items are the "symptoms" that our analysis links with varying degrees of satisfaction and dissatisfaction. These are the factors which we use to explain what is driving satisfaction. For example, an impact chart may indicate that the top issue for teachers is the effect of disorderly student behavior on overall teachers/staff satisfaction. This "symptom" may be mentioned by 46 percent of the respondents. We do not understand from this analysis what "causes" the disorderly behavior, but we know that the behavior is having a negative effect on the satisfaction of the employees in the schools.

Items are grouped logically by subject matter in a section, and the sections are designed to encompass the various ways that students, teachers and staff, and parents experience their schools and the district. ***There is a separate statistical analysis for every section in the questionnaires.***

THE HARRIS INTERACTIVE SCHOOL POLL APPROACH (Cont'd)

2. Evaluative Overall Ratings

The questionnaires include both an overall satisfaction rating and ratings of satisfaction with each functional area after the respondent has evaluated his/her experiences. This causes the respondent to think about specific events before giving an overall rating. The result is a more measured and educated answer from the respondent. *These satisfaction scores, measured on an eleven point scale, serve both as tracking measures of performance and as the basis (dependent variable) for the modeling process. (The A-F scale is converted to a 0-10 scale for rating.)*

A	=	10
A-	=	9
B+	=	8
B	=	7
B-	=	6
C+	=	5
C	=	4
C-	=	3
D+	=	2
D	=	1
F	=	0

3. The Impact Index

There are two important elements that are required to determine priorities for the improvement of stakeholder satisfaction:

- How often a problem (or symptom) occurs (Incidence Rate)
- The effect of the problem on satisfaction for those people who experience it (Importance Rating or Penalty)

How often a problem occurs is measured directly by the survey. How important the problem is among those who experience it is measured through a statistical technique called regression analysis. In these regressions, problems are the independent (predictor) variables and the satisfaction measures are the dependent (predicted) variables. That is to say, the problems respondents experience are used to explain how satisfied these stakeholders are.

The statistical modeling discloses several things: (1) the *relative rate of change in stakeholder satisfaction* that is associated with each of the events, circumstances, or conditions in the survey, (2) the *maximum score they can achieve within the model* if all of the important problems were eliminated, and (3) the *total amount of satisfaction* that can be explained exclusively on the basis of the variables in the model. This rate of change factor is sometimes called the *importance score* and sometimes referred to as the *penalty* associated with the various problems. We use the term "penalty" in our charts. The penalty provides the average loss of satisfaction for those people who experience a particular problem.

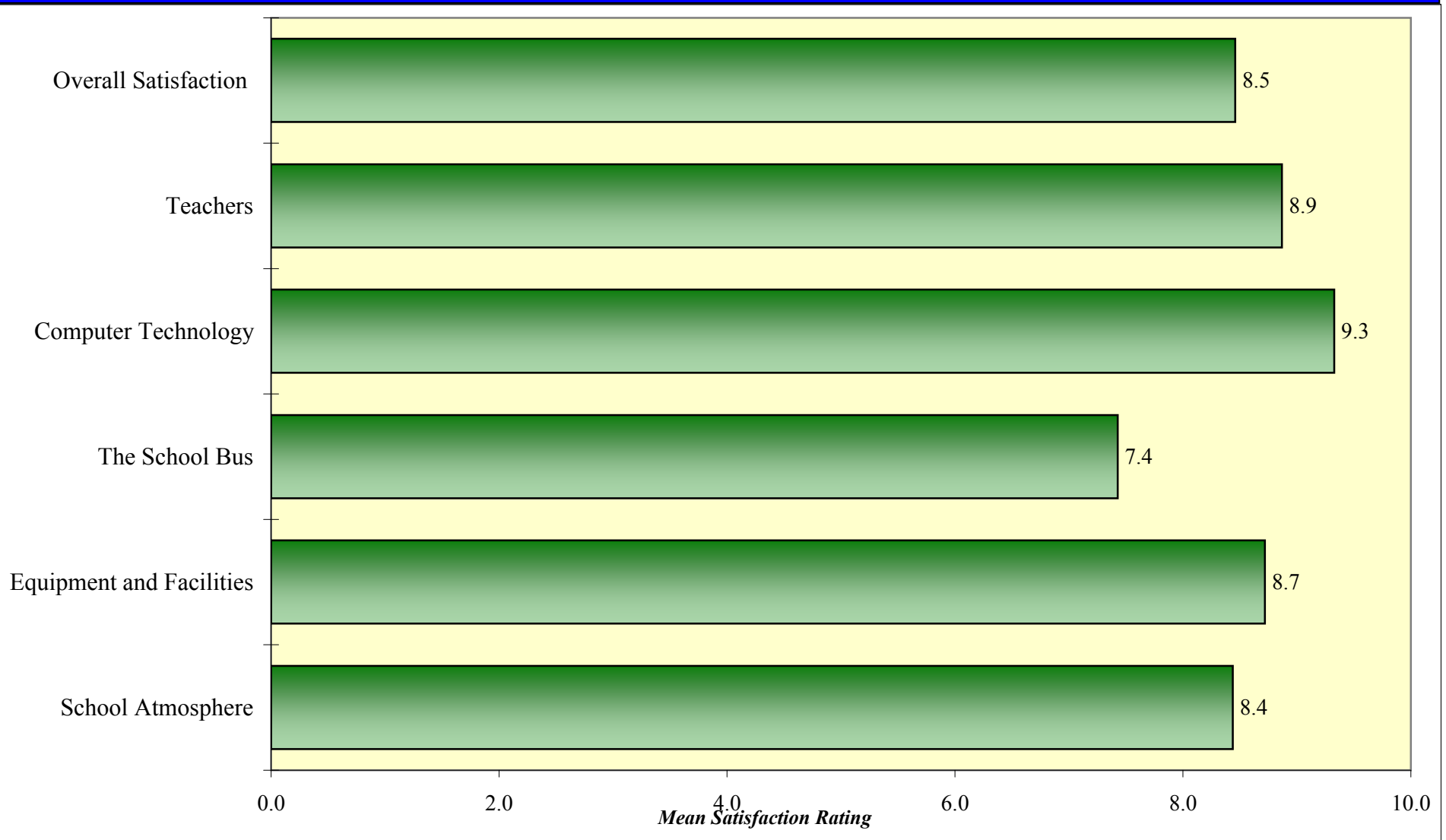
The *impact score* combines both the *incidence rate* and the *penalty*. The *incidence rate* is multiplied by the *penalty* for each variable where both scores are greater than zero. This value is then divided by the sum of these scores to produce an *impact score* for each variable. These *impact scores* always add to 100 percent.

Each *impact score* represents the *percentage of potential improvement* that is attributable to the elimination of each problem. The *percentage of improvement* is the distance between the *current score* and the *maximum possible score* predicted by the model. For example, let us say that the current score for overall teacher/staff satisfaction is 7.3, the maximum possible score predicted by the model is 9.3, and the impact of one of the issues, "Disorderly student behavior", is 17%. If the frequency of employees complaining about student behavior was reduced to zero, overall satisfaction would increase by 17% of the distance between 7.3 and 9.3, or by .34 to a total score of 7.64. By inference, if a district could eliminate all of the problems listed in the model, overall teachers/staff satisfaction would rise from 7.3 to 9.3. *The analysis provides a relative measure of the impact of each problem and points out which problems represent the greatest potential opportunity for improving employee satisfaction.*



OVERALL PERFORMANCE MEASURES

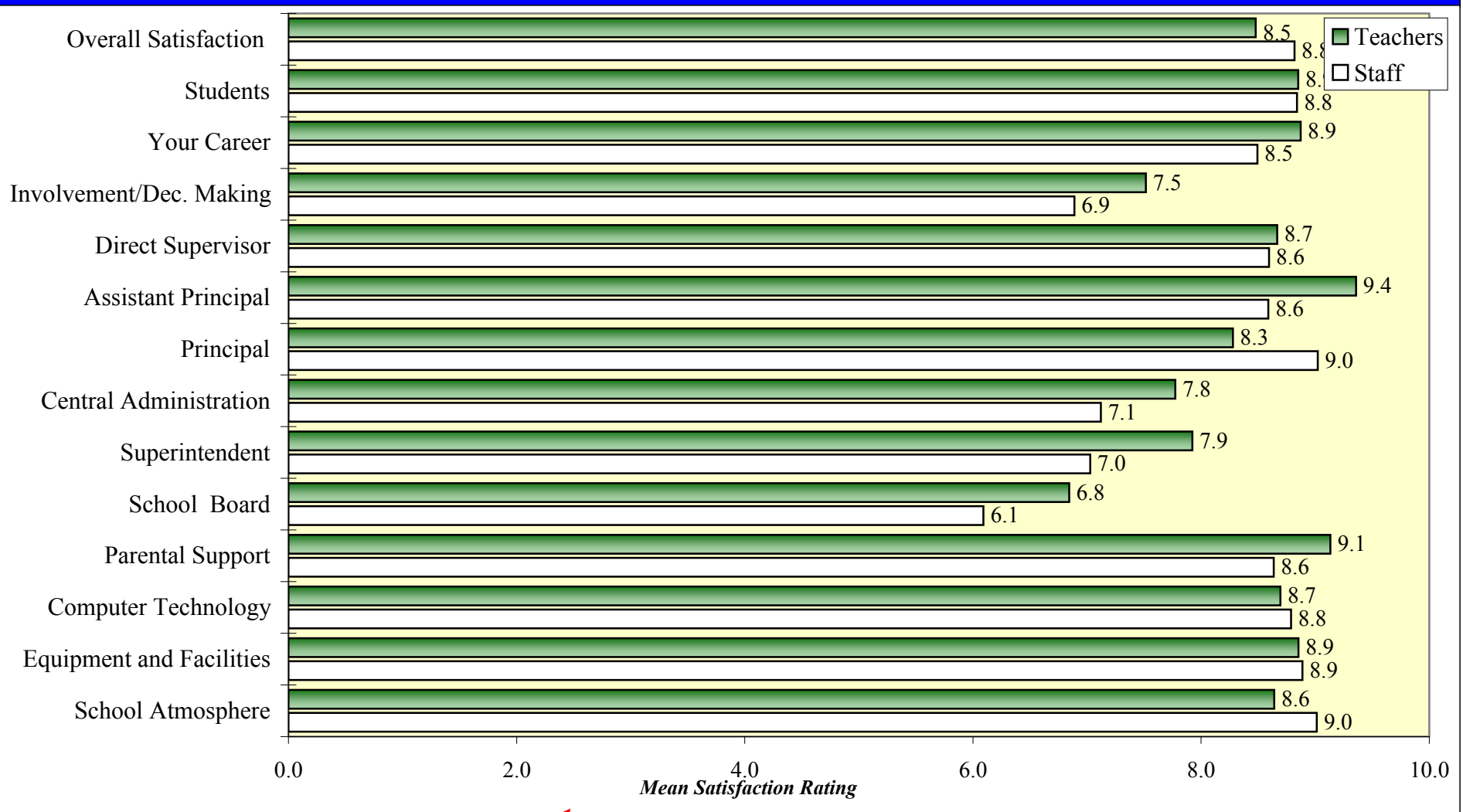
ELEMENTARY STUDENT RATINGS FOR AREAS OF THE SCHOOL DISTRICT



Elementary students rated six separate areas of the school district in this study. Specific results for these areas are contained later in the report.

The most common pattern on this chart is for younger (elementary) students to rate their teachers very highly, but to be more critical of the school bus service.

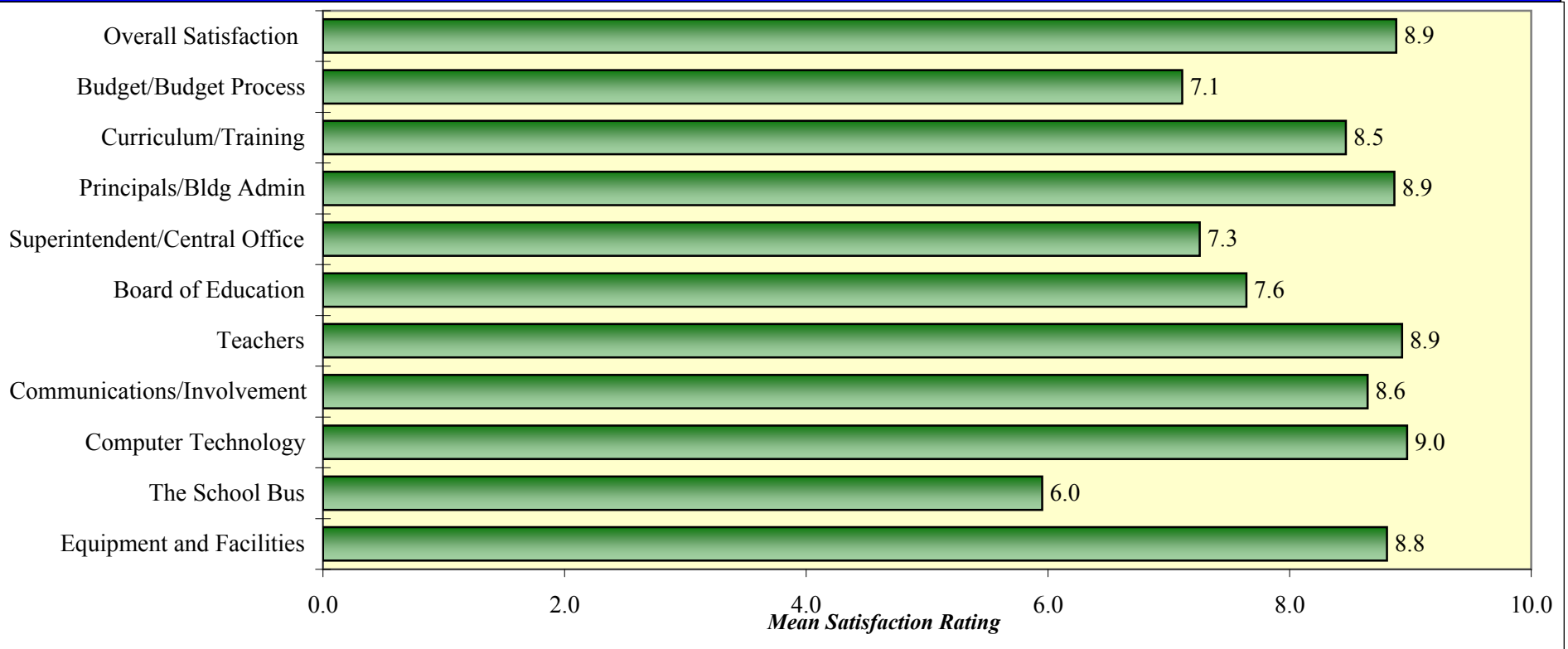
TEACHERS/STAFF RATINGS FOR AREAS OF THE SCHOOL DISTRICT



Teachers and staff rated fourteen separate areas of the school district in this study. Specific results for these areas are contained later in the report.

The most common pattern on this chart is for employees to be most critical of parental support and of the central office/Superintendent. It is well known in employee research that employees tend to rate the managers at the top of an organization lower than those in middle management positions. Also, employees are usually more critical of an organization than customers are.

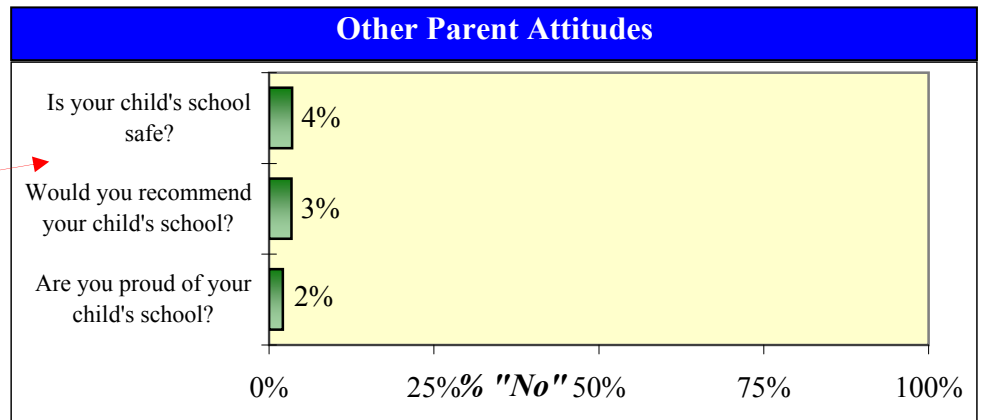
PARENT RATINGS FOR AREAS OF THE SCHOOL DISTRICT



Parents rated eleven separate areas of the school district in this study. Specific results for these areas are contained later in the report.

The most common result is for parents to be most critical of a District's curriculum and of the budget process. It is also common to see parents desire more involvement. Parents tend to be very supportive of teachers and building administrators.

Some other important parent attitudes.

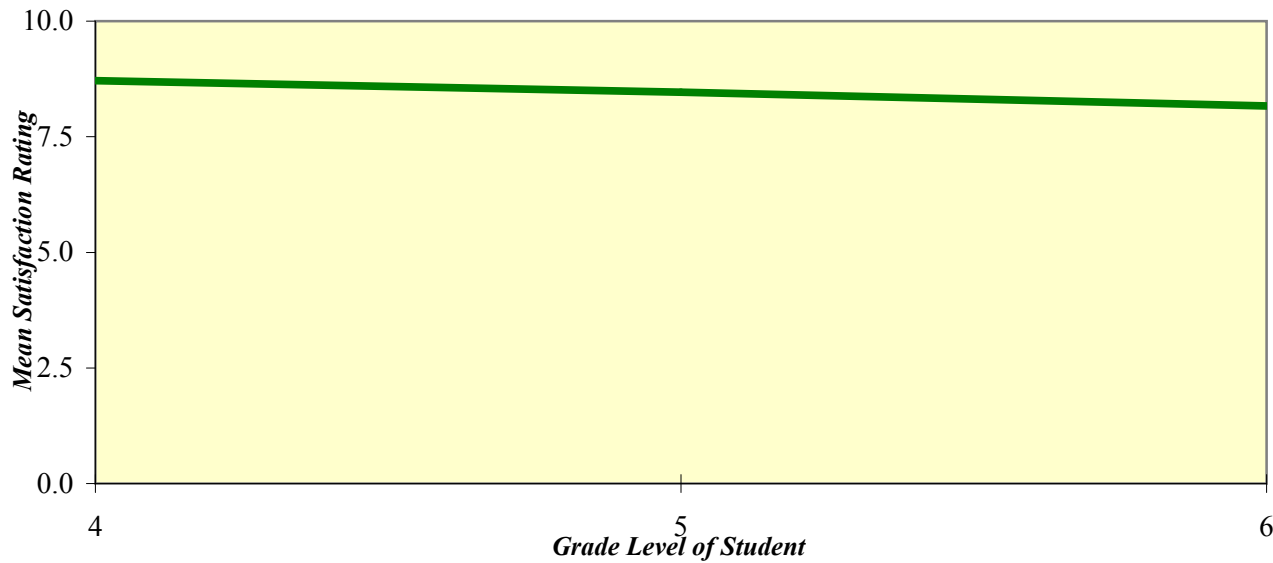




DISTRICT PERFORMANCE AMONG KEY SUBGROUPS

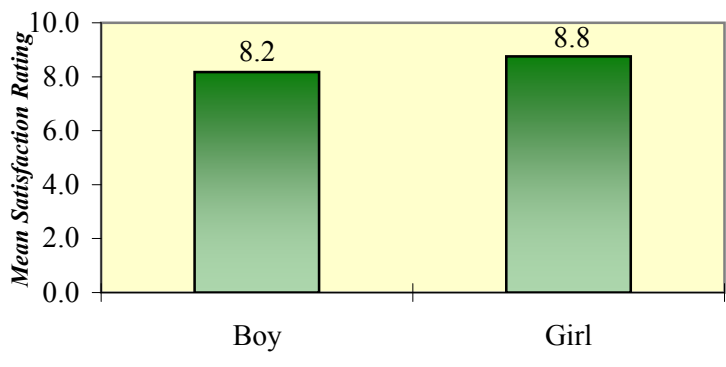
STUDENT SATISFACTION RATINGS: KEY SUBGROUPS

**Student Satisfaction
by Grade Level**



The trend is for students to start at a high satisfaction level, and for this rating to decrease as the child gets older. Drop-offs tend to be sharp in middle school years or whenever the student changes buildings. (NOTE: Primary students not surveyed.)

**Elementary Student Satisfaction
by Gender of Student**



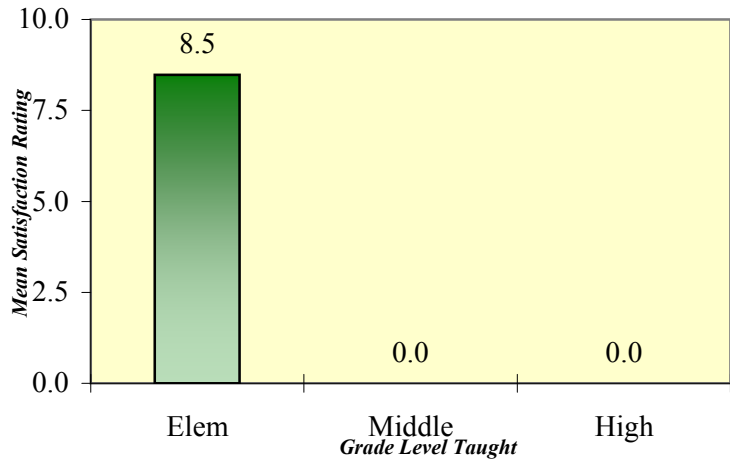
It is most common to find that girls report a higher satisfaction level than boys. This is primarily due to a small cluster of boys who report an extreme dissatisfaction with their school experience. When this group of boys is excluded from the analysis, boys and girls usually will report nearly identical satisfaction ratings.

**Secondary Student Satisfaction
by Gender of Student**

No Secondary Data

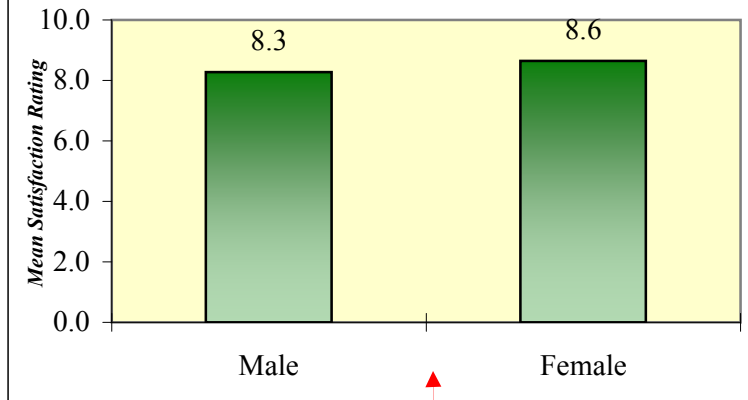
TEACHERS/STAFF SATISFACTION RATINGS: KEY SUBGROUPS

Teacher Satisfaction by Grade Level Taught



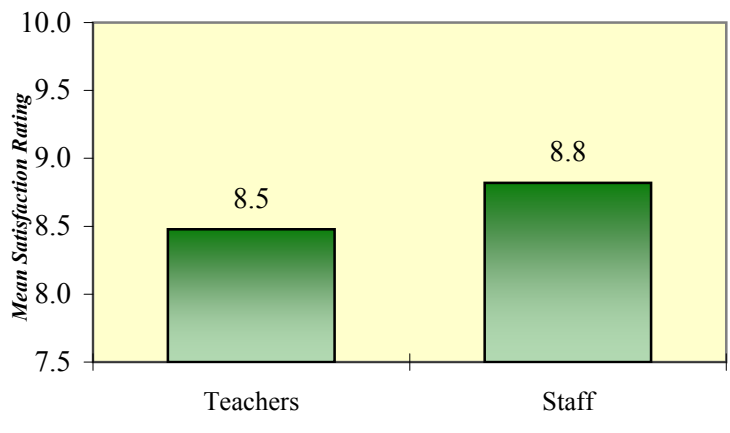
It is typical to see the satisfaction level of stakeholders fall in upper grade levels. The most common pattern shows sharp decreases in the middle school years, and further decreases in high school grades.

Teachers/Staff Satisfaction by Gender of Employee



Female teachers and staff typically report higher satisfaction scores than males. The same is true for female students and parents.

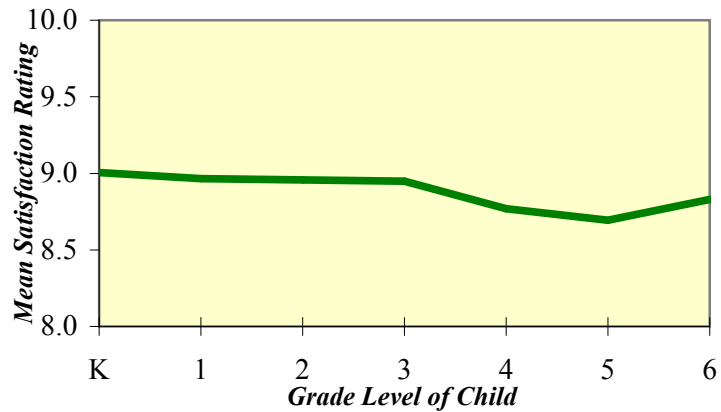
Teachers vs. Staff Satisfaction



Staff members in any given district tend to be more satisfied than teachers.

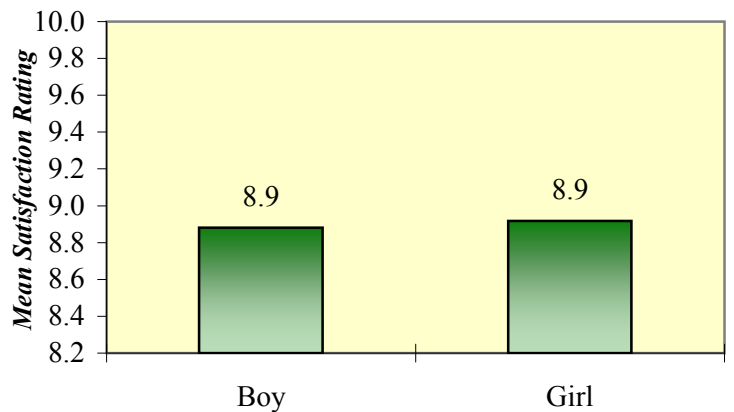
PARENT RATINGS: KEY SUBGROUPS

**Parent Satisfaction
by Grade Level of Child**



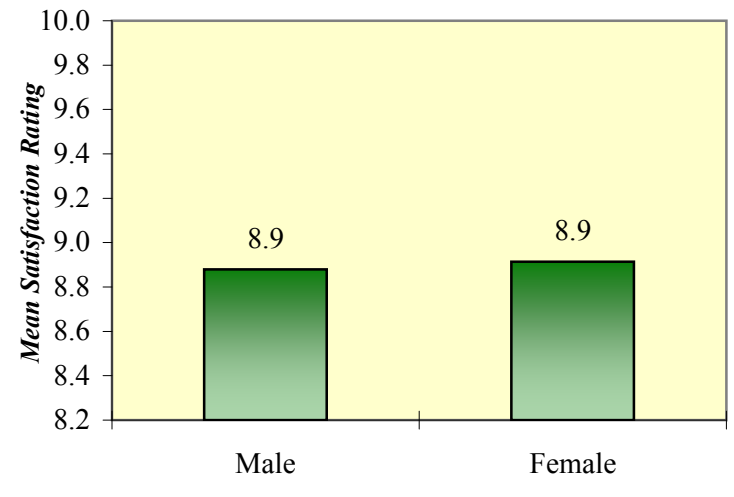
It is typical to see the satisfaction level of stakeholders fall in upper grade levels. The most common pattern shows sharp decreases in the middle school years, and further decreases in high school grades. Parents will sometimes show a rise in satisfaction during the final two years of school.

**Parent Satisfaction
by Gender of Child**



There is usually a slightly higher satisfaction rating for parents of girls than for parents of boys.

**Parent Satisfaction
by Gender of Parent**



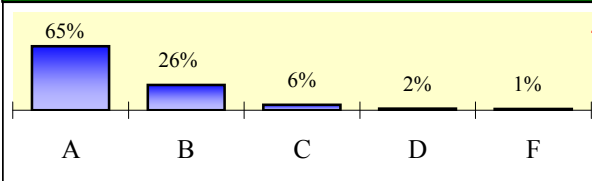
Female parents typically report higher satisfaction scores than males.



OVERALL SATISFACTION MODELS

OVERALL SATISFACTION MODEL: ELEMENTARY STUDENTS

Elementary Students' Satisfaction Rating Distribution

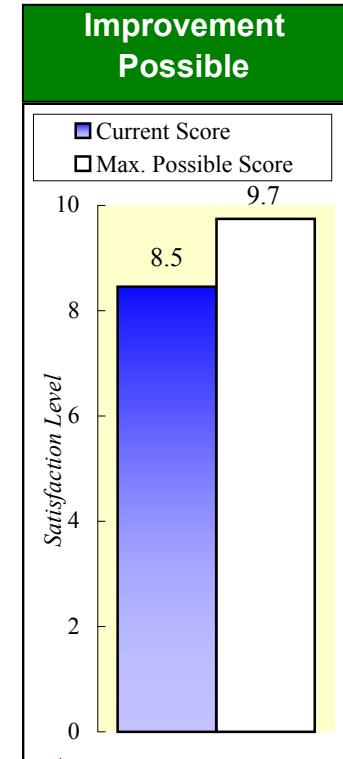


This graph shows the distribution of satisfaction scores elementary students provided for the overall satisfaction question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** from the current score to the maximum possible score, that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

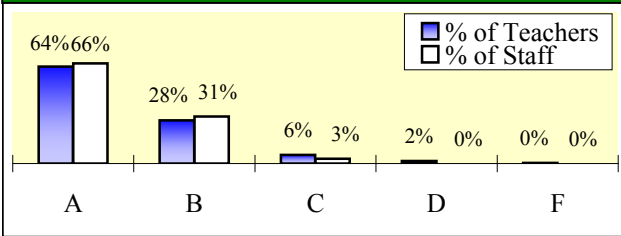
ISSUES INFLUENCING OVERALL SATISFACTION	% with Problem	Penalty	IMPACT INDEX
Main teacher: Give interesting homework?	45%	0.5	17%
Main teacher: Make class fun?	15%	0.8	9%
Do you like the food served in the lunch room?	36%	0.3	8%
Are most other students nice to you?	14%	0.7	8%
Main teacher: Help you outside of class time?	33%	0.3	7%
Are the rules at your school fair?	18%	0.5	7%
Are school buildings and grounds clean and in good condition?	14%	0.6	6%
Main teacher: Like you?	9%	0.8	6%
Is your classroom teacher prepared to train you on the computer?	27%	0.3	5%
Are students well-behaved while in school?	18%	0.4	5%
Is the temperature in your classrooms usually comfortable?	16%	0.4	5%
Is there enough seating in the lunch room?	16%	0.3	4%
Other than temperature, are classrooms comfortable?	8%	0.5	3%
Are you well-behaved at school?	5%	0.7	3%
Do you feel safe while in school?	3%	1.1	3%
Do students help each other with school work?	12%	0.3	2%
Do school computers meet your needs?	6%	0.5	2%



This graph shows the current overall satisfaction mean rating with the **maximum possible score**.

OVERALL SATISFACTION MODEL: TEACHERS/STAFF

Teachers'/Staff's Satisfaction Rating Distribution

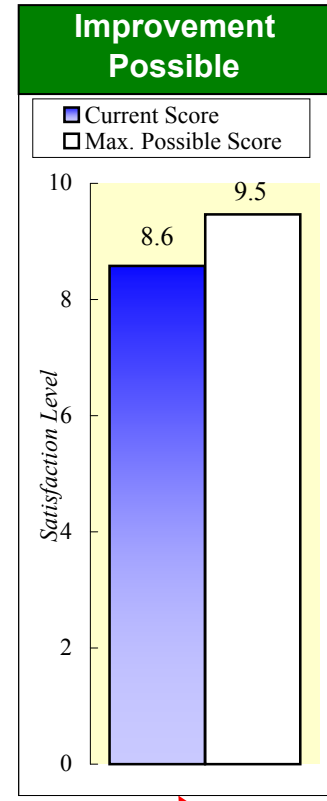


This graph shows the distribution of satisfaction scores teachers and staff provided for the overall satisfaction question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement**, from the current score to the maximum possible score, that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

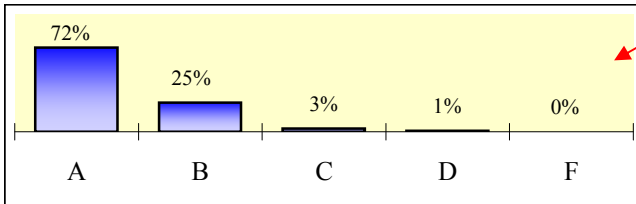
ISSUES INFLUENCING OVERALL SATISFACTION	% with Problem	Penalty	IMPACT INDEX
Do you have enough time for helping individual students?	34%	0.5	22%
Team building and problem solving?	12%	1.4	21%
Communications with your Direct Supervisor.	8%	1.8	18%
(Principal) Treat your conversations as confidential?	19%	0.7	16%
Student apathy that affects learning?	13%	0.8	12%
Do computers support and extend the learning process?	8%	0.8	8%
Do you feel safe while in school?	1%	2.1	3%



This graph shows the current overall satisfaction mean rating with the **maximum possible score**.

OVERALL SATISFACTION MODEL: PARENTS

Parents' Satisfaction Rating Distribution

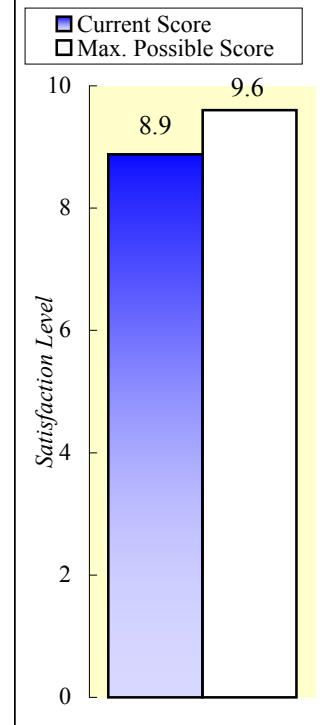


This graph shows the distribution of satisfaction scores parents provided for the overall satisfaction question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement**, from the current score to the maximum possible score, that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

Improvement Possible



This graph shows the current overall satisfaction mean rating with the **maximum possible score**.

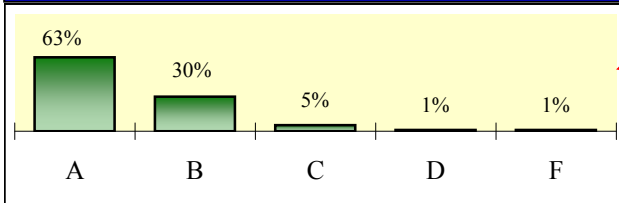
ISSUES INFLUENCING OVERALL SATISFACTION	% with Problem	Penalty	IMPACT INDEX
Are you getting enough feedback on your child's performance?	18%	0.6	17%
Have budget restrictions affected your child's education?	29%	0.3	13%
Extracurricular opportunities?	14%	0.4	9%
Does your child receive enough individual attention from teachers?	13%	0.4	8%
Is the homework assigned appropriate?	13%	0.4	8%
Do teachers communicate to you when your child has a problem?	7%	0.7	8%
Does school provide a safe environment for your child?	4%	1.2	8%
Were you satisfied with the administration's support given to your child?	4%	1.0	6%
Are administrators responsible in their handling of district finances?	10%	0.3	5%
Was the problem you took to the administration resolved satisfactorily?	7%	0.5	5%
Allowing you to be involved with your child's education?	5%	0.6	5%
Do you have a serious problem with any of your child's teachers?	5%	0.6	5%
Do teachers treat you with respect?	2%	0.8	3%



ATMOSPHERE OF THE SCHOOL

SCHOOL ATMOSPHERE: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



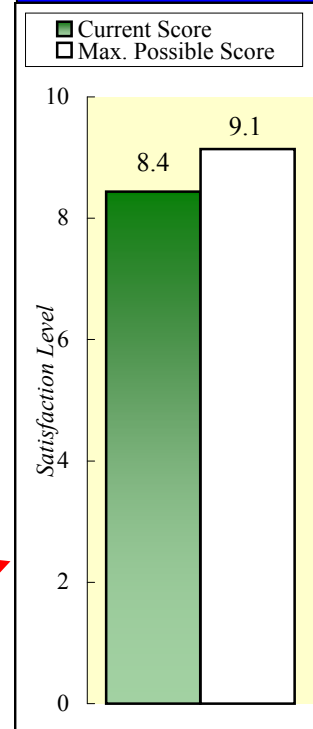
This graph shows the distribution of satisfaction scores elementary students provided for the overall atmosphere rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SCHOOL ATMOSPHERE ISSUES	% with Problem	Penalty	IMPACT INDEX
Are the rules at your school fair?	18%	0.9	23%
Are most other students nice to you?	14%	1.0	21%
Are students well-behaved while in school?	18%	0.6	15%
Is gossip a serious problem at school?	37%	0.2	13%
Is your school too crowded?	14%	0.4	9%
Do you feel safe walking to and from school?	5%	1.0	7%
Do you feel safe while in school?	3%	1.7	7%
Do students help each other with school work?	12%	0.3	5%
Are school assemblies usually interesting?	38%	0.0	0%

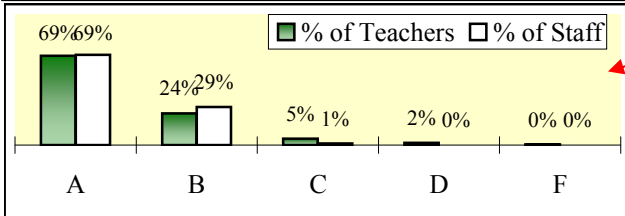
Improvement Possible



This graph shows the current elementary student mean rating for school atmosphere, along with the **maximum possible score**.

SCHOOL ATMOSPHERE: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution

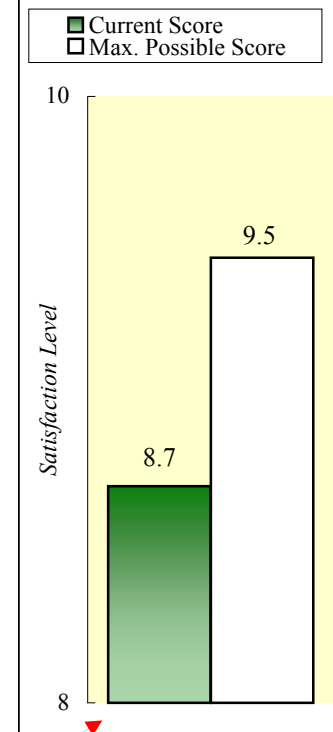


This graph shows the distribution of satisfaction scores teachers and staff provided for the overall school atmosphere rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

Improvement Possible



This graph shows the current teachers/staff mean rating for atmosphere, along with the **maximum possible score**.

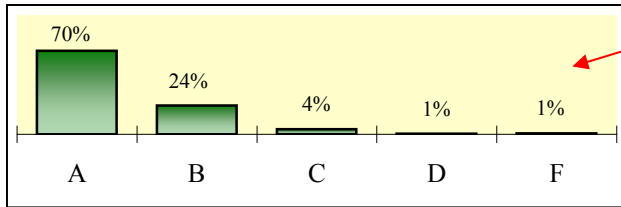
SCHOOL ATMOSPHERE ISSUES	% with Problem	Penalty	IMPACT INDEX
Do you have enough time for helping individual students?	38%	0.7	35%
Is gossip among teachers/staff a serious problem?	18%	1.3	31%
Do you have adequate time for classroom instruction?	16%	0.8	17%
Does your school expect academic excellence from all students?	6%	1.2	10%
Do you feel safe while in school?	2%	2.4	7%
Is your workload too high?	35%	0.0	0%
Do you have enough time for planning and grading?	34%	0.0	0%
Is student learning time protected from disruptions in your class?	29%	0.0	0%
Is vandalism a problem at school?	19%	0.0	0%
Is your school too crowded?	14%	0.0	0%
Do other teachers/staff go out of their way for you?	13%	0.0	0%
Is there enough time between classes?	9%	0.0	0%
Are there too many students in any of your classes?	8%	0.0	0%
Are rules for teachers/staff at your school fair?	7%	0.0	0%
Have you been assigned to classes you do not feel qualified to teach?	0%	0.0	0%



EQUIPMENT AND FACILITIES

EQUIPMENT AND FACILITIES: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



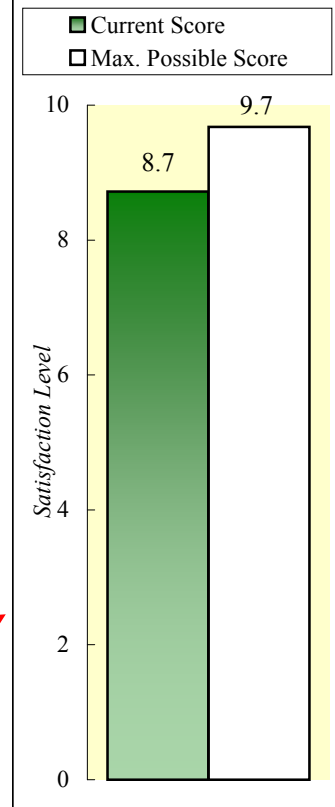
This graph shows the distribution of satisfaction scores elementary students provided for the overall equipment and facilities rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

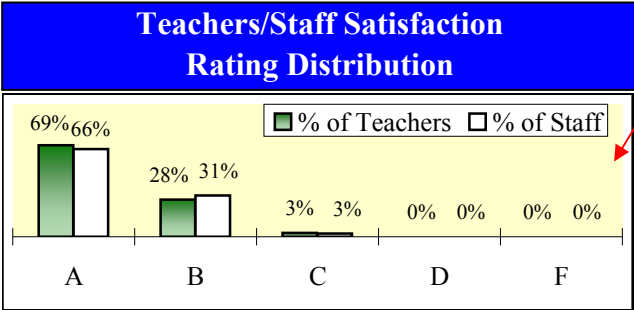
EQUIPMENT AND FACILITIES ISSUES	% with Problem	Penalty	IMPACT INDEX
Are school bathrooms clean?	50%	0.5	28%
Are school buildings and grounds clean and in good condition?	14%	1.2	17%
Do you like the food served in the lunch room?	36%	0.4	16%
Does the school library meet your needs?	21%	0.6	14%
Is the temperature in your classrooms usually comfortable?	16%	0.6	10%
Other than temperature, are classrooms comfortable?	9%	1.0	10%
Is there enough seating in the lunch room?	16%	0.3	5%
Are there enough textbooks for students?	9%	0.0	0%

Improvement Possible



This graph shows the current elementary student mean rating for equipment and facilities, along with the **maximum possible score**.

EQUIPMENT AND FACILITIES: TEACHERS/STAFF



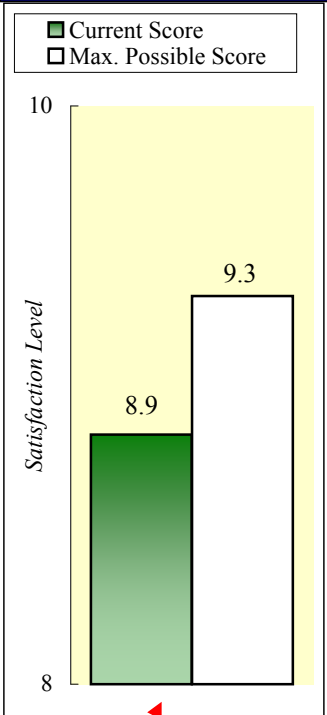
This graph shows the distribution of satisfaction scores teachers and staff provided for the overall equipment and facilities rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

EQUIPMENT AND FACILITIES ISSUES	% with Problem	Penalty	IMPACT INDEX
Do copiers/printers at your school meet your needs?	15%	0.9	30%
Are school buildings and grounds clean and in good condition?	9%	1.4	28%
Do library resources meet your needs?	16%	0.6	21%
Are your needs for working space met?	10%	0.9	21%
Do you spend too much of your own money on supplies?	39%	0.0	0%
Is there enough safe and accessible staff parking?	27%	0.0	0%
Is the temperature in your work area usually comfortable?	22%	0.0	0%
Are school bathrooms clean?	12%	0.0	0%
Do library resources meet the needs of your students?	8%	0.0	0%
Is there enough space in the library to accommodate your class(es) for research?	8%	0.0	0%
Does the teacher/staff lounge meet your needs?	7%	0.0	0%
Is the school's audiovisual (AV) equipment adequate?	7%	0.0	0%
Does equipment in your area meet the needs of students?	5%	0.0	0%
Are there enough current textbooks for students?	2%	0.0	0%
Other than temperature, are classrooms comfortable?	2%	0.0	0%
Are telephones available for you to use?	1%	0.0	0%

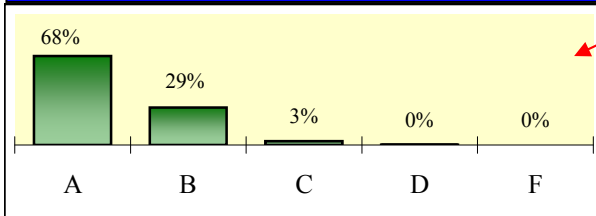
Improvement Possible



This graph shows the current teacher/staff mean rating for equipment and facilities, along with the **maximum possible score**.

EQUIPMENT AND FACILITIES: PARENTS

Parents Satisfaction Rating Distribution



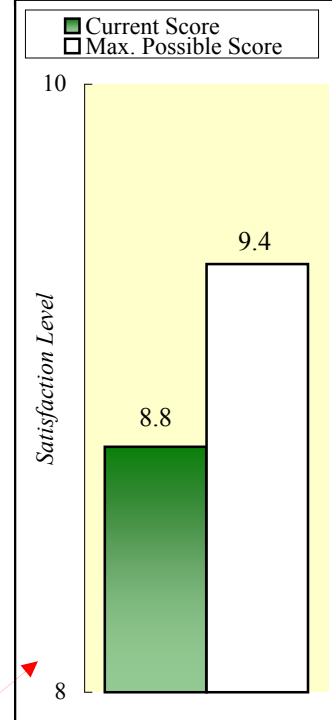
This graph shows the distribution of satisfaction scores parents provided for the overall equipment and facilities rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

EQUIPMENT AND FACILITIES ISSUES	% with Problem	Penalty	IMPACT INDEX
Is there enough safe and accessible parking?	44%	0.5	38%
Do athletic facilities/gym equipment meet your child's needs?	17%	0.8	22%
Is food served in the lunch room nutritious?	28%	0.2	12%
Are school buildings and grounds clean and in good condition?	3%	1.6	8%
Does the library meet your child's needs?	8%	0.5	6%
Are there enough resource materials for your child?	6%	0.6	6%
Does science/lab equipment meet your child's needs?	6%	0.4	4%
Are your child's classrooms comfortable?	2%	1.2	4%
Is your child's school too crowded?	27%	0.0	0%
Are there enough textbooks for your child?	3%	0.0	0%

Improvement Possible



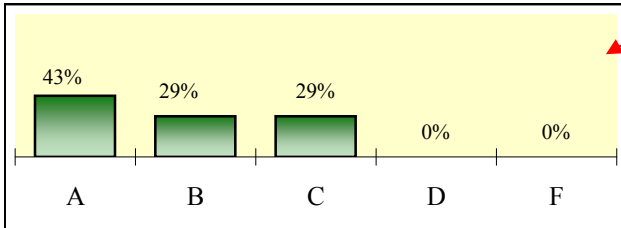
This graph shows the current parent mean rating for equipment and facilities, along with the **maximum possible score**.



THE SCHOOL BUS

THE SCHOOL BUS: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



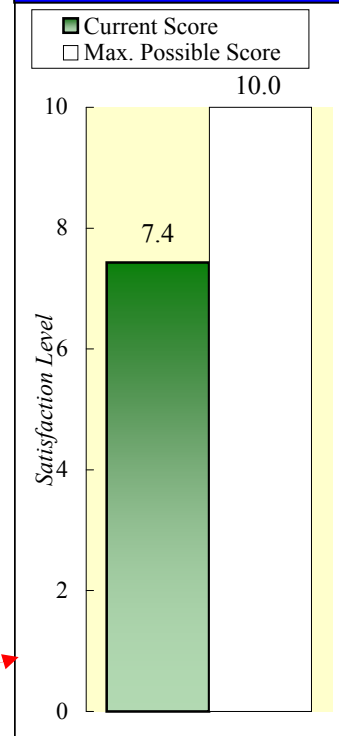
This graph shows the distribution of satisfaction scores elementary students provided for the overall school bus rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SCHOOL BUS ISSUES	% with Problem	Penalty	IMPACT INDEX
Is your bus clean?	29%	3.0	34%
Is your bus ride too long?	29%	2.0	23%
Is your bus driver helpful and friendly?	14%	4.0	22%
Is your bus usually on-time?	14%	3.0	16%
Is the bus stop close enough to your house?	14%	1.0	5%
Are students well-behaved on your bus?	29%	0.0	0%
Do you feel safe riding on your bus?	0%	0.0	0%

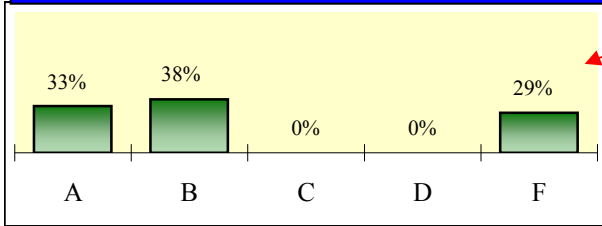
Improvement Possible



This graph shows the current elementary student mean rating for the school bus, along with the **maximum possible score**.

THE SCHOOL BUS: PARENTS

Parents Satisfaction Rating Distribution



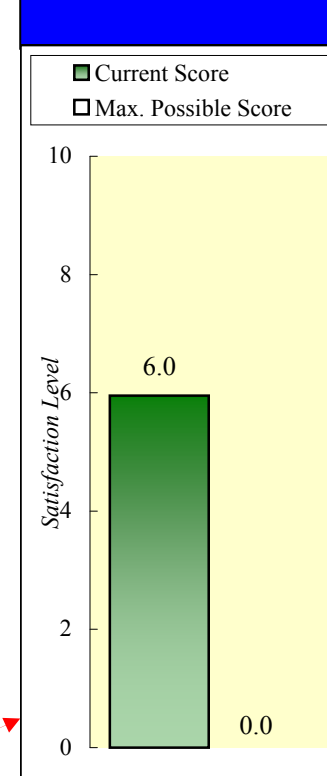
This graph shows the distribution of satisfaction scores parents provided for the overall school bus rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SCHOOL BUS ISSUES	% with Problem	Penalty	IMPACT INDEX
Is the bus stop close enough to your house?	30%	0.0	0%
Is your child's bus driver helpful and friendly?	25%	0.0	0%
Is your child's bus usually on-time?	20%	0.0	0%
Is your child's bus clean?	15%	0.0	0%
Are students well-behaved on your child's bus?	15%	0.0	0%
Is your child's bus ride too long?	15%	0.0	0%
Is your child safe riding on the bus?	10%	0.0	0%

Improvement Possible



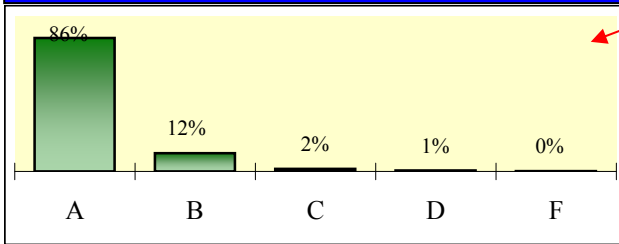
This graph shows the current parent mean rating for school busing, along with the **maximum possible score**.



COMPUTER TECHNOLOGY

COMPUTER TECHNOLOGY: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



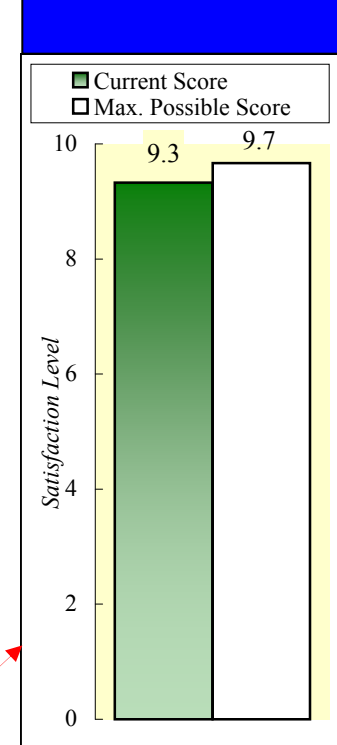
This graph shows the distribution of satisfaction scores elementary students provided for the overall computer technology rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

COMPUTER TECHNOLOGY ISSUES	% with Problem	Penalty	IMPACT INDEX
Are school computers available when you need them?	25%	0.4	34%
Do school computers help you learn?	7%	1.2	25%
Is your classroom teacher prepared to train you on the computer?	27%	0.3	22%
Do school computers meet your needs?	6%	1.0	19%
Do you use a computer at school?	2%	0.0	0%

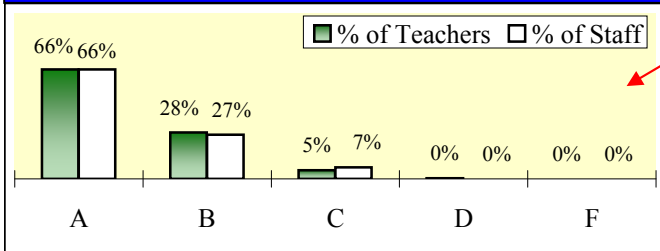
Improvement Possible



This graph shows the current elementary student mean rating for computer technology along with the **maximum possible score**.

COMPUTER TECHNOLOGY: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



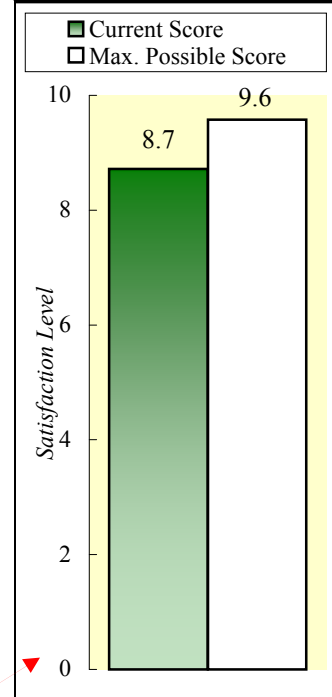
This graph shows the distribution of satisfaction scores teachers/staff provided for the overall computer technology rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

COMPUTER TECHNOLOGY ISSUES	% with Problem	Penalty	IMPACT INDEX
Do school computers meet the needs of your students?	19%	1.5	37%
Are computers integrated into your classroom curriculum?	15%	1.1	20%
Do you have access to continued computer training?	34%	0.5	19%
Do computers support and extend the teaching process?	10%	1.2	14%
Do computers support and extend the learning process?	9%	0.9	10%
Do you feel adequately trained on the computer?	25%	0.0	0%
Do school computers meet your needs?	17%	0.0	0%
Does your District allocate sufficient funds to support computer technology?	16%	0.0	0%
Do computers allow students to become better learners?	7%	0.0	0%

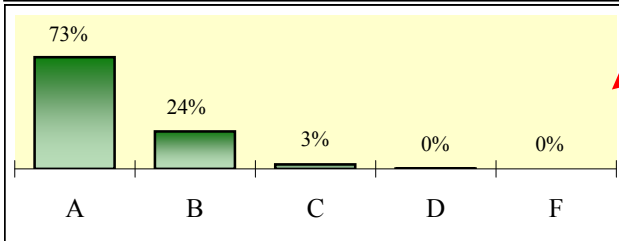
Improvement Possible



This graph shows the current teachers/staff mean rating for computer technology along with the **maximum possible score**.

COMPUTER TECHNOLOGY: PARENTS

Parents Satisfaction Rating Distribution

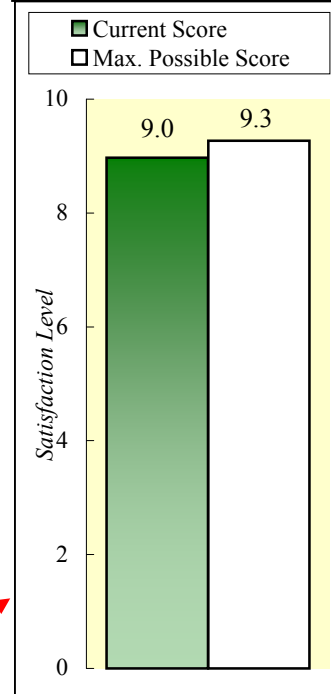


This graph shows the distribution of satisfaction scores parents provided for the overall computer technology rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

Improvement Possible



COMPUTER TECHNOLOGY ISSUES	% with Problem	Penalty	IMPACT INDEX
Does your district allocate sufficient funds to support computer technology?	19%	0.8	50%
Do school computers meet your child's needs?	4%	1.5	20%
Do school computers help your child learn?	5%	1.1	18%
Does your child receive training on how to use the computer?	5%	0.8	12%
Does your district have a policy regarding Internet access?	3%	0.0	0%
Does your school district have a Home Page on the World Wide Web?	1%	0.0	0%

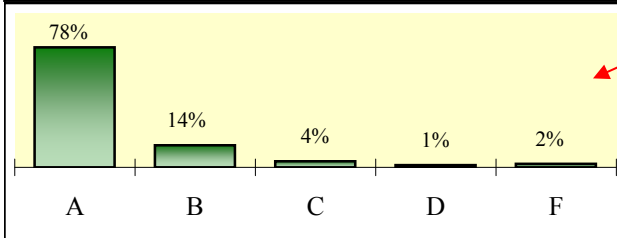
This graph shows the current parent mean rating for computer technology along with the **maximum possible score**.



QUALITY OF TEACHING

YOUR MAIN TEACHER: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores elementary students provided for the overall teacher rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

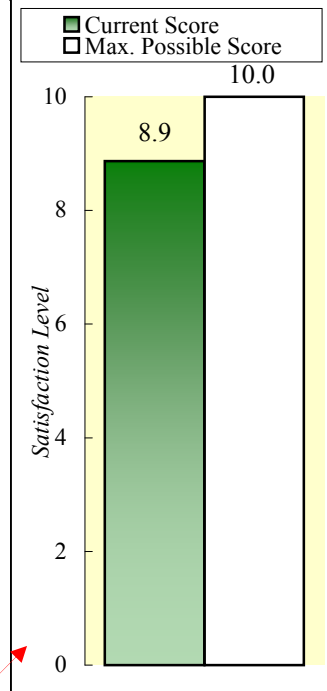
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

TEACHER ISSUES

Does the teacher who you spend the most time with...?

	% with Problem	Penalty	IMPACT INDEX
Main teacher: Make class fun?	15%	2.0	26%
Main teacher: Like you?	9%	2.2	17%
Main teacher: Give interesting homework?	45%	0.4	15%
Main teacher: Like some kids more than others?	35%	0.4	12%
Main teacher: Help you outside of class time?	33%	0.3	9%
Main teacher: Tell you how you are doing?	15%	0.4	6%
Main teacher: Help you want to learn?	10%	0.7	6%
Main teacher: Miss too many days of school?	7%	0.9	5%
Main teacher: Write comments on your papers?	10%	0.5	4%
Main teacher: Ask you to answer questions in class?	9%	0.0	0%
Main teacher: Do your parents know your main teacher?	1%	0.0	0%

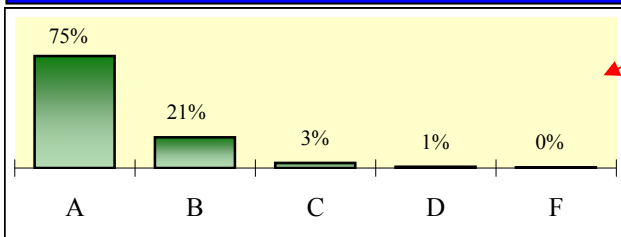
Improvement Possible



This graph shows the current elementary student mean rating for their main teacher along with the **maximum possible score**.

YOUR CHILD'S TEACHERS: PARENTS

Parent Satisfaction Rating Distribution



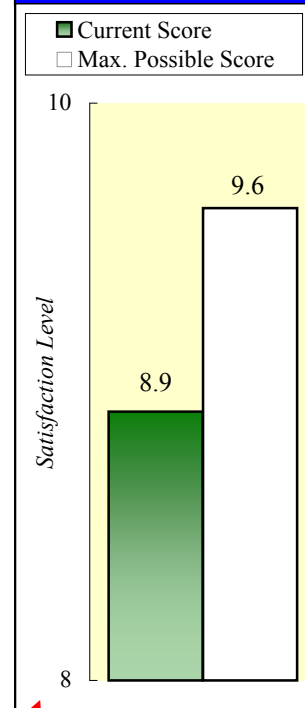
This graph shows the distribution of satisfaction scores parents provided for the overall teacher rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

TEACHER ISSUES	% with Problem	Penalty	IMPACT INDEX
Do teachers communicate to you when your child does something well?	21%	0.6	16%
Are you getting enough feedback on your child's performance?	19%	0.6	15%
Does your child receive enough individual attention from teachers?	14%	0.6	12%
Do teachers challenge your child to learn?	10%	0.7	10%
Do teachers communicate to you when your child has a problem?	8%	0.9	10%
Do you have a serious problem with any of your child's teachers?	6%	1.0	9%
Do teachers treat you with respect?	3%	1.7	7%
Is the homework assigned appropriate?	14%	0.3	6%
Do you communicate enough with your child's teachers?	13%	0.3	6%
Are teachers available when you need to speak with them?	4%	1.0	6%
Do teachers provide opportunities for parental involvement?	5%	0.5	3%
Are teacher salaries too low for the work they do?	54%	0.0	0%
Do you know most of your child's teachers?	7%	0.0	0%
Have you ever tried to have your child assigned to a different teacher?	6%	0.0	0%
Are teacher salaries too high for the work they do?	3%	0.0	0%

Improvement Possible



This graph shows the current parent mean rating for their child's teachers along with the **maximum possible score**.



OTHER TEACHERS/STAFF

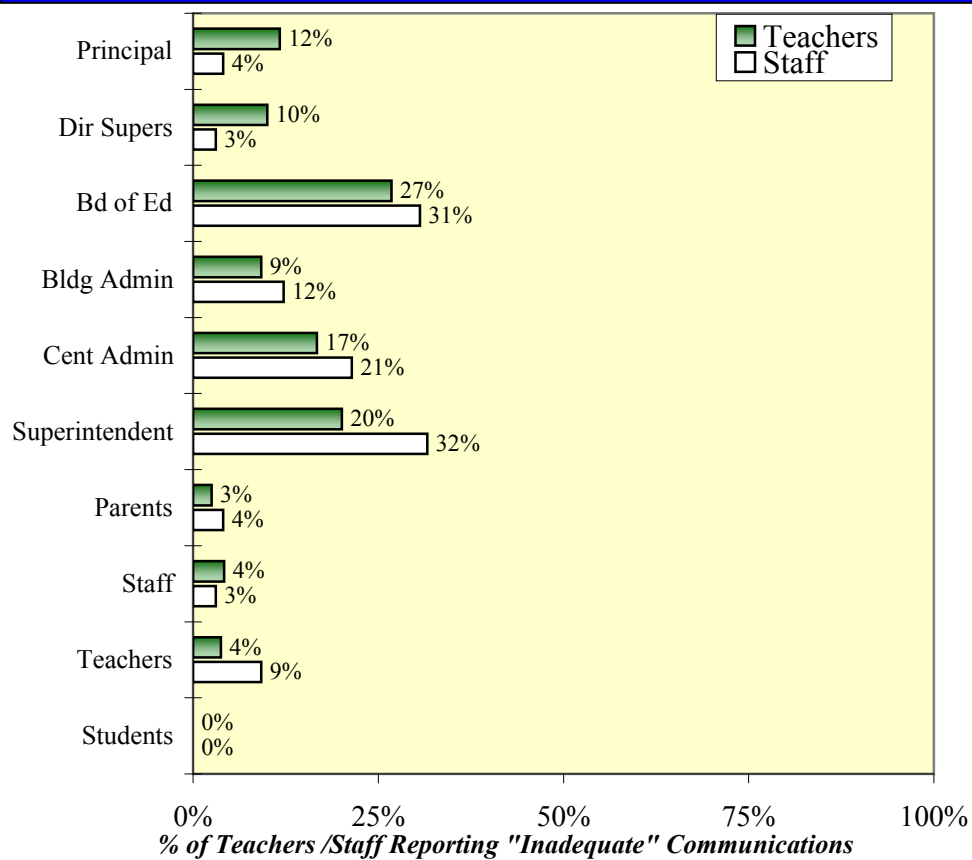
OTHER PEOPLE AT SCHOOL: ELEMENTARY STUDENTS

OTHER STAFF	%	%	%
	Excellent	Average	Poor
Music Teacher	48%	35%	18%
Reading Teacher	74%	22%	4%
Math Teacher	80%	16%	4%
Gym Teacher	58%	31%	11%
Art Teacher	73%	22%	5%
Principal	65%	25%	9%
Library Staff	71%	26%	3%
School Nurse	67%	26%	7%
Cafeteria Staff	47%	42%	11%
School Counselor	65%	29%	6%
Custodians	74%	21%	4%
School Secretaries	74%	22%	4%

Elementary Students were asked to rate the types of employees they come in contact with during the school day. The percent of students who rated each as "Excellent," "Average," or "Poor" is shown in the table above.

OTHER AREAS: TEACHERS/STAFF

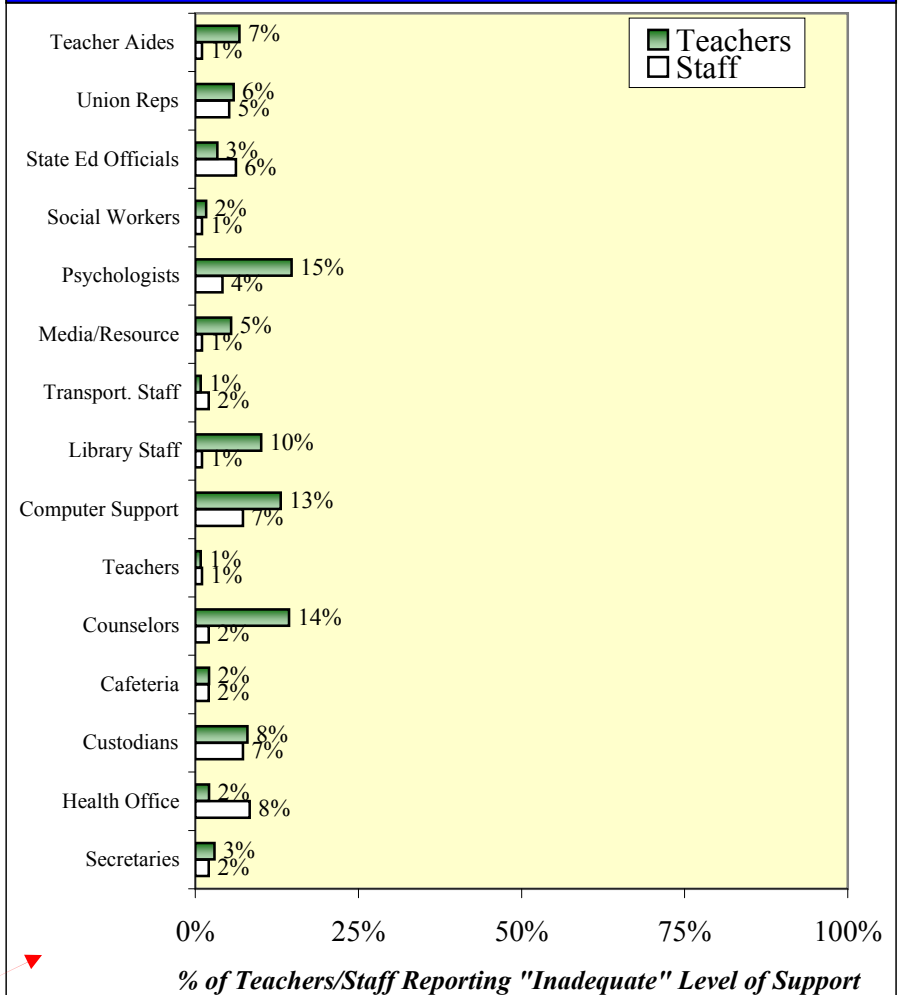
Teachers/Staff Perception of Communications



This graph shows the % of teachers and staff who feel that their communications with the listed types of employees is **"Inadequate."**

This graph shows the % of teachers and staff who feel that they receive an **"Inadequate"** level of support from the listed groups.

Teachers/Staff Perception of Support Received

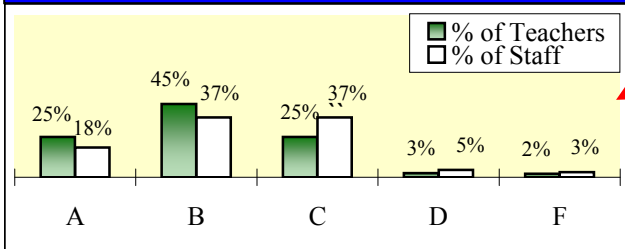




ADMINISTRATION OF THE SCHOOL AND DISTRICT

BOARD OF EDUCATION: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall Board of Education rating question.

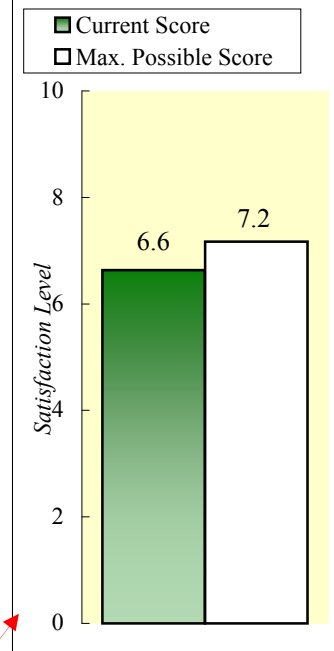
Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SCHOOL BOARD ISSUES Do these people ...?

	% with Problem	Penalty	IMPACT INDEX
(BOE) Show confidence in you?	15%	2.5	67%
(BOE) Provide direction for district/building?	12%	1.5	33%
(BOE) Provide you with feedback on your work?	24%	0.0	0%
(BOE) Reward outstanding performance?	23%	0.0	0%
(BOE) Make themselves available during the day?	17%	0.0	0%
(BOE) Ask for your suggestions/opinions?	17%	0.0	0%
(BOE) Provide you with support for your work?	17%	0.0	0%
(BOE) Show appreciation for your work?	14%	0.0	0%
(BOE) Handle student discipline fairly?	7%	0.0	0%
(BOE) Treat you with respect?	7%	0.0	0%
(BOE) Treat your conversations as confidential?	5%	0.0	0%

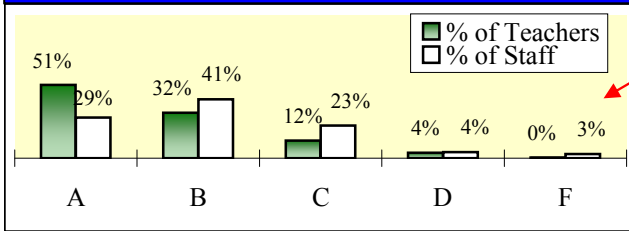
Improvement Possible



This graph shows the current teachers/staff mean rating for the Board of Education along with the **maximum possible score**.

SUPERINTENDENT: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall Superintendent rating question.

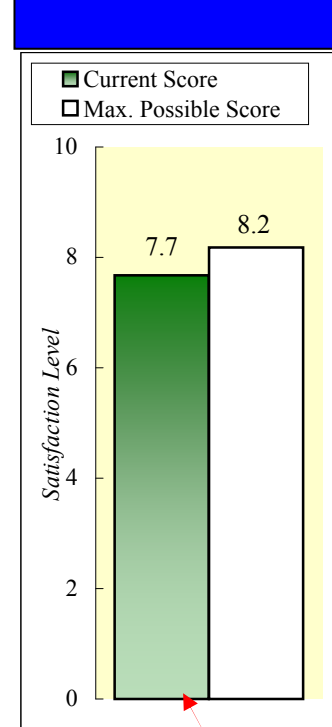
Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SUPERINTENDENT ISSUES Does this person...?

	% with Problem	Penalty	IMPACT INDEX
(Superintendent) Provide direction for district/building?	7%	3.1	43%
(Superintendent) Show appreciation for your work?	10%	1.6	32%
(Superintendent) Treat you with respect?	7%	1.8	25%
(Superintendent) Reward outstanding performance?	18%	0.0	0%
(Superintendent) Provide you with feedback on your work?	17%	0.0	0%
(Superintendent) Ask for your suggestions/opinions?	16%	0.0	0%
(Superintendent) Make himself/herself available during the day?	15%	0.0	0%
(Superintendent) Provide you with support for your work?	11%	0.0	0%
(Superintendent) Handle student discipline fairly?	7%	0.0	0%
(Superintendent) Show confidence in you?	6%	0.0	0%
(Superintendent) Treat your conversations as confidential?	5%	0.0	0%

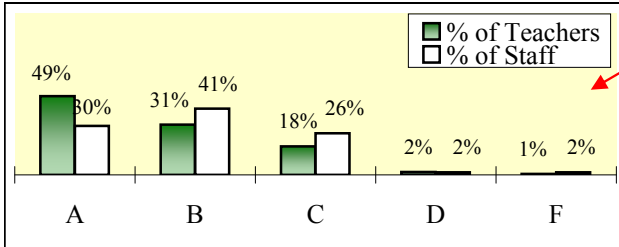
Improvement Possible



This graph shows the current teachers/staff mean rating for the Superintendent, along with the **maximum possible score**.

CENTRAL ADMINISTRATION: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall central administration rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

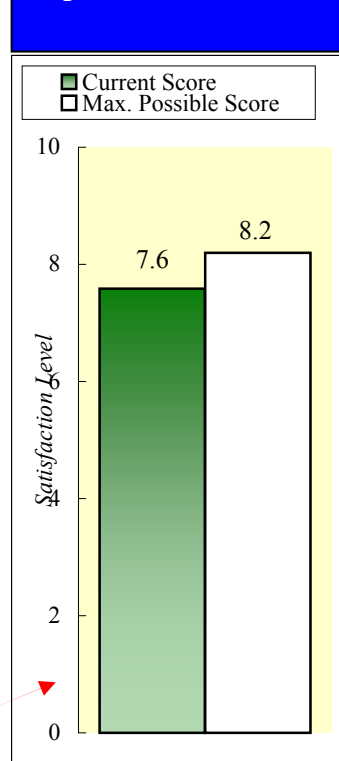
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

CENTRAL ADMINISTRATION ISSUES

Does this person/these people ...?

	% with Problem	Penalty	IMPACT INDEX
(Central Admin.) Provide you with support for your work?	12%	2.7	53%
(Central Admin.) Provide direction for district/building?	13%	1.4	30%
(Central Admin.) Handle student discipline fairly?	7%	1.5	17%
(Central Admin.) Reward outstanding performance?	18%	0.0	0%
(Central Admin.) Ask for your suggestions/opinions?	16%	0.0	0%
(Central Admin.) Provide you with feedback on your work?	16%	0.0	0%
(Central Admin.) Make themselves available during the day?	13%	0.0	0%
(Central Admin.) Show appreciation for your work?	10%	0.0	0%
(Central Admin.) Treat your conversations as confidential?	8%	0.0	0%
(Central Admin.) Treat you with respect?	8%	0.0	0%
(Central Admin.) Show confidence in you?	7%	0.0	0%

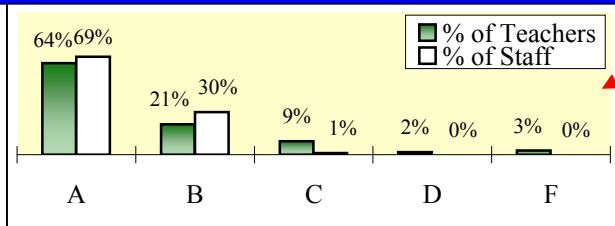
Improvement Possible



This graph shows the current teachers/staff mean rating for central administration, along with the **maximum possible score**.

BUILDING ADMINISTRATION/PRINCIPAL: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall building administration/principal rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

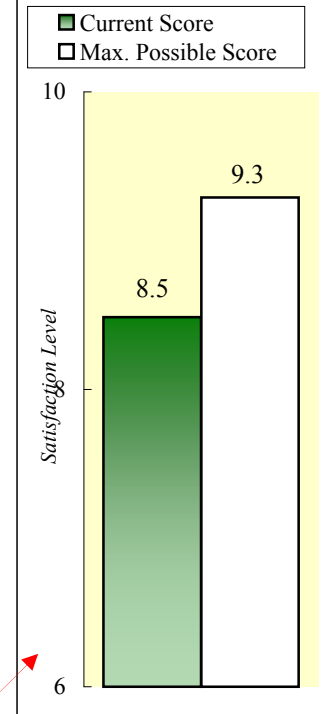
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

BUILDING ADMIN./PRINCIPAL ISSUES

Does this person/these people ...?

	% with Problem	Penalty	IMPACT INDEX
(Principal) Treat your conversations as confidential?	19%	1.1	26%
(Principal) Treat you with respect?	7%	2.5	22%
(Principal) Show confidence in you?	7%	2.0	18%
(Principal) Handle student discipline fairly?	10%	1.4	17%
(Principal) Provide direction for district/building?	3%	2.5	9%
(Principal) Make themselves available during the day?	5%	1.3	8%
(Principal) Reward outstanding performance?	20%	0.0	0%
(Principal) Ask for your suggestions/opinions?	12%	0.0	0%
(Principal) Show appreciation for your work?	10%	0.0	0%
(Principal) Provide you with feedback on your work?	9%	0.0	0%
(Principal) Provide you with support for your work?	7%	0.0	0%

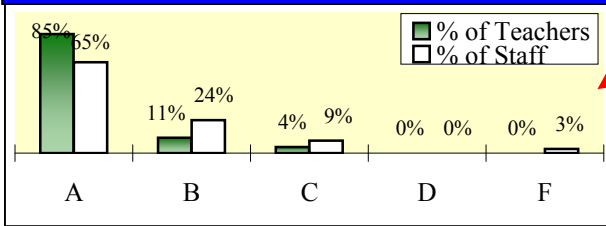
Improvement Possible



This graph shows the current teachers/staff mean rating for building administration/principal, along with the **maximum possible score**.

ASSISTANT PRINCIPAL: TEACHERS/ STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall assistant principal rating question.

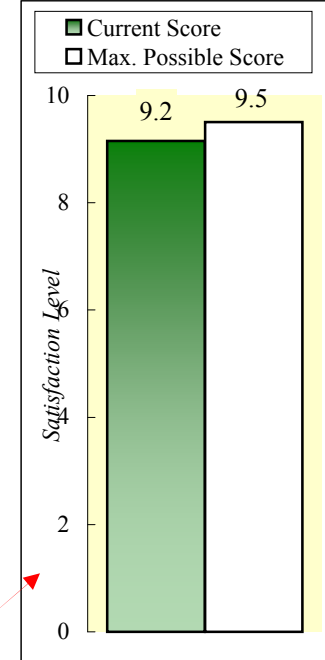
Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

ASSISTANT PRINCIPAL ISSUES Does this person ...?

Does this person ...?	% with Problem	Penalty	IMPACT INDEX
(Asst. Principal) Show confidence in you?	4%	3.6	40%
(Asst. Principal) Ask for your suggestions/opinions?	8%	1.4	30%
(Asst. Principal) Make themselves available during the day?	6%	1.8	30%
(Asst. Principal) Reward outstanding performance?	10%	0.0	0%
(Asst. Principal) Provide you with feedback on your work?	6%	0.0	0%
(Asst. Principal) Treat your conversations as confidential?	5%	0.0	0%
(Asst. Principal) Show appreciation for your work?	5%	0.0	0%
(Asst. Principal) Provide direction for district/building?	4%	0.0	0%
(Asst. Principal) Handle student discipline fairly?	3%	0.0	0%
(Asst. Principal) Provide you with support for your work?	3%	0.0	0%
(Asst. Principal) Treat you with respect?	2%	0.0	0%

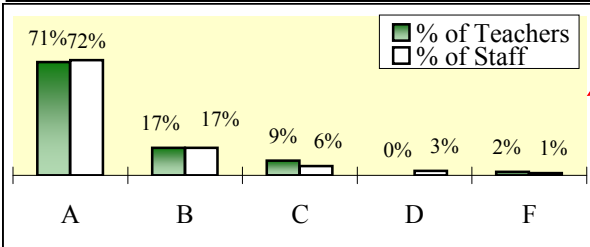
Improvement Possible



This graph shows the current teachers/staff mean rating for assistant principal, along with the **maximum possible score**.

DIRECT SUPERVISOR: TEACHERS/STAFF

Teacher/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall direct supervisor rating question.

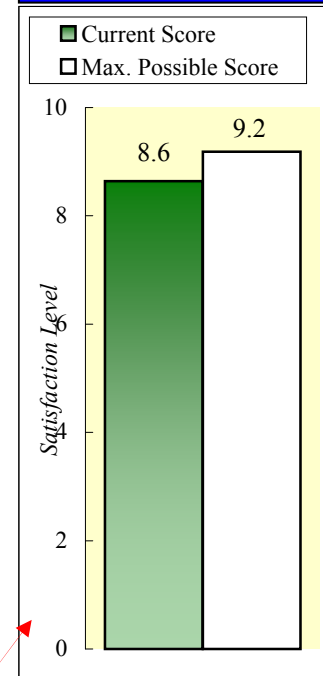
Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

DIRECT SUPERVISOR ISSUES Does this person...?

	% with Problem	Penalty	IMPACT INDEX
(Direct Supervisor) Treat you with respect?	5%	2.7	25%
(Direct Supervisor) Handle student discipline fairly?	5%	2.5	23%
(Direct Supervisor) Show confidence in you?	4%	2.7	20%
(Direct Supervisor) Provide direction for district/building?	4%	2.1	16%
(Direct Supervisor) Make himself/herself available during the day?	4%	2.1	16%
(Direct Supervisor) Reward outstanding performance?	14%	0.0	0%
(Direct Supervisor) Treat your conversations as confidential?	9%	0.0	0%
(Direct Supervisor) Ask for your suggestions/opinions?	8%	0.0	0%
(Direct Supervisor) Show appreciation for your work?	8%	0.0	0%
(Direct Supervisor) Provide you with feedback on your work?	7%	0.0	0%
(Direct Supervisor) Provide you with support for your work?	6%	0.0	0%

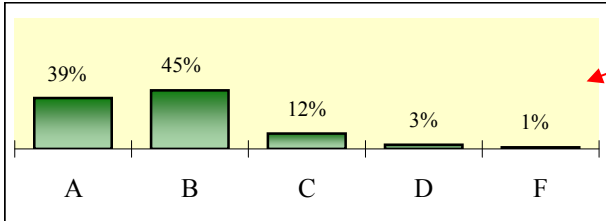
Improvement Possible



This graph shows the current teacher/staff mean rating for their direct supervisor, along with the **maximum possible score**.

BOARD OF EDUCATION: PARENTS

Parent Satisfaction Rating Distribution

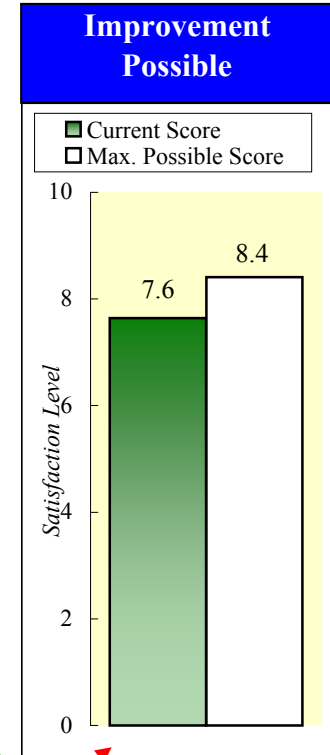


This graph shows the distribution of satisfaction scores parents provided for the overall Board of Education rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

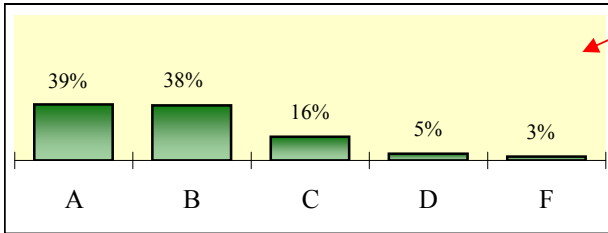
BOARD OF EDUCATION ISSUES	% with Problem	Penalty	IMPACT INDEX
(Board) Responding to the needs and concerns of parents?	28%	1.5	54%
(Board) Providing opportunities for parental involvement?	10%	1.4	18%
(Board) Managing negotiations with teachers/staff over salaries?	15%	0.8	15%
(Board) Improving the overall quality of instruction?	11%	0.9	13%
(Board) Improving the course offerings in the schools?	16%	0.0	0%
(Board) Developing ways to maintain discipline in the schools?	14%	0.0	0%



This graph shows the current parent mean rating for the Board of Education, along with the **maximum possible score**.

SUPERINTENDENT/CENTRAL ADMINISTRATION: PARENTS

Parents Satisfaction Rating Distribution



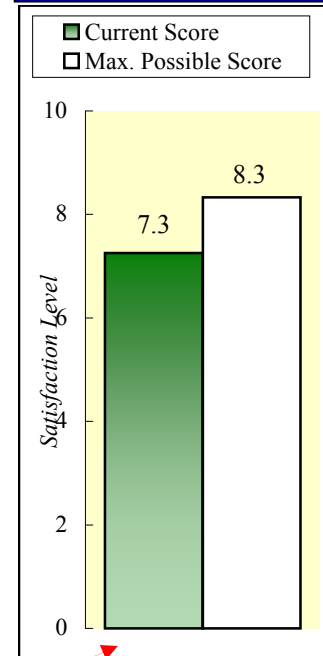
This graph shows the distribution of satisfaction scores parents provided for the overall Superintendent/central administration rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SUPERINTENDENT/CENTRAL ADMINISTRATION ISSUE	% with Problem	Penalty	IMPACT INDEX
(Super./Central) Responding to the needs and concerns of parents?	30%	2.2	61%
(Super./Central) Providing opportunities for parental involvement?	12%	1.5	16%
(Super./Central) Managing negotiations with teachers/staff over salaries?	15%	1.0	15%
(Super./Central) Improving the overall quality of instruction?	11%	0.8	8%
(Super./Central) Improving the course offerings in the schools?	16%	0.0	0%
(Super./Central) Developing ways to maintain discipline in the schools?	13%	0.0	0%

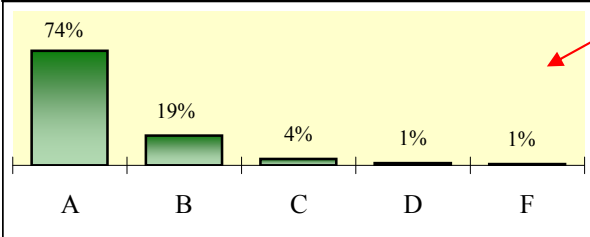
Improvement Possible



This graph shows the current parent mean rating for Superintendent/central administration, along with the **maximum possible score**.

PRINCIPAL/BUILDING ADMINISTRATION: PARENTS

Parents Satisfaction Rating Distribution

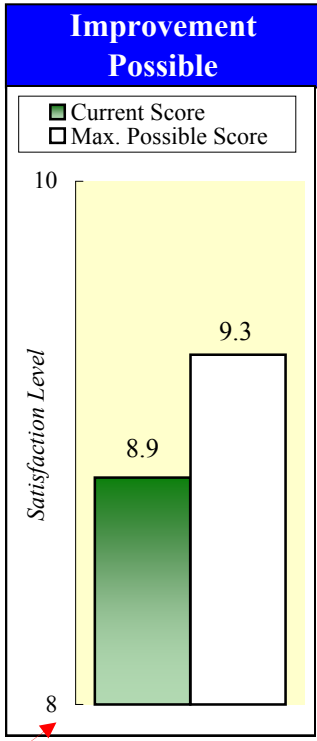


This graph shows the distribution of satisfaction scores parents provided for the overall principal/building administration rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

PRINCIPAL/BUILDING ADMIN. ISSUES	% with Problem	Penalty	IMPACT INDEX
Was the problem you took to the administration resolved satisfactorily?	8%	2.5	40%
Are you treated with respect by administrators?	4%	3.2	26%
Does the building administration provide opportunities for parental involvement?	6%	1.0	12%
Were you satisfied with the administration's support given to your child?	4%	1.5	12%
Do you know your child's principal or vice principal?	5%	1.0	10%
Have you ever taken a problem to the administration?	38%	0.0	0%
Has your child needed the administration's support?	27%	0.0	0%



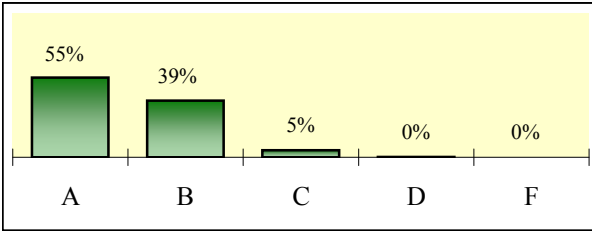
This graph shows the current parent mean rating for principal/building administration, along with the **maximum possible score**.



CURRICULUM/TRAINING

CURRICULUM/TRAINING: PARENTS

Parents Satisfaction Rating Distribution

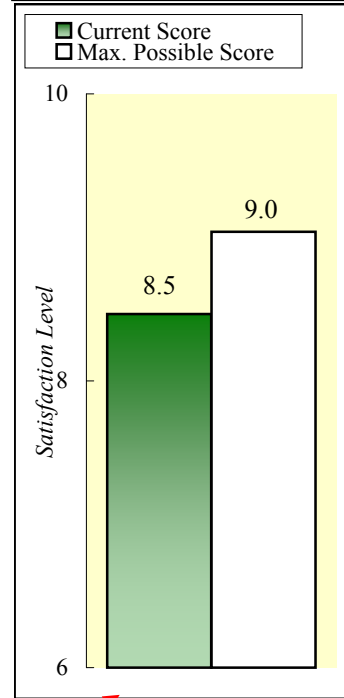


This graph shows the distribution of satisfaction scores parents provided for the overall curriculum/training rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

Improvement Possible



This graph shows the current parent mean rating for curriculum/training, along with the **maximum possible score**.

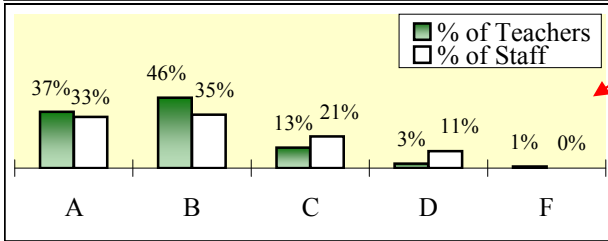
CURRICULUM/TRAINING ISSUES	% with Problem	Penalty	IMPACT INDEX
Required academic curriculum?	11%	1.1	21%
Extracurricular opportunities?	17%	0.6	16%
Courses for advanced students?	30%	0.2	11%
Competitive athletic opportunities?	25%	0.3	11%
Preparation of students for the work world?	10%	0.5	9%
Training in the use of computers?	9%	0.6	9%
Training for dealing with issues such as drugs, AIDS, crime, etc.?	12%	0.4	8%
Courses for children with learning disabilities?	9%	0.5	8%
Preparation of students for taking standardized tests?	8%	0.5	7%
Variety of academic courses available?	10%	0.0	0%
Counseling on the selection of courses?	8%	0.0	0%
Preparation of students for college?	7%	0.0	0%



INVOLVEMENT IN DECISION MAKING/ COMMUNICATIONS

INVOLVEMENT IN DECISION MAKING: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall involvement in decision making rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

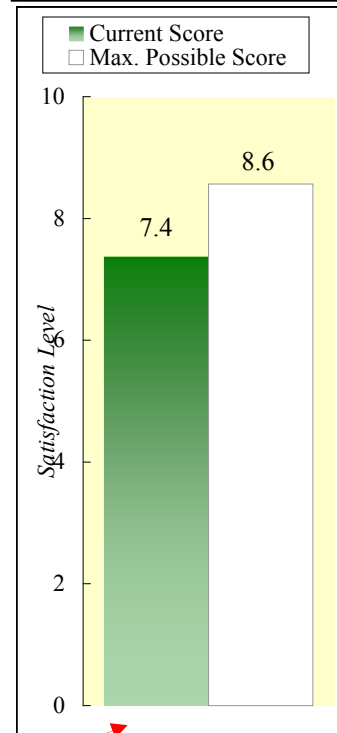
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

INVOLVEMENT IN DECISION MAKING ISSUES

How would you rate your level of involvement in ...?

	% with Problem	Penalty	IMPACT INDEX
Policies that affect you?	35%	1.1	34%
Team building and problem solving?	14%	1.9	24%
The training you receive?	28%	0.9	23%
Shaping the school curriculum?	16%	1.3	19%
The budget development process?	44%	0.0	0%
Hiring decisions?	33%	0.0	0%
Evaluating your peers?	28%	0.0	0%
Policies that affect students?	25%	0.0	0%
Establishing grading procedures?	13%	0.0	0%
Student promotion/retention?	10%	0.0	0%
Establishing student activities?	9%	0.0	0%
Your own performance appraisal?	8%	0.0	0%
The subjects/grades you teach?	6%	0.0	0%

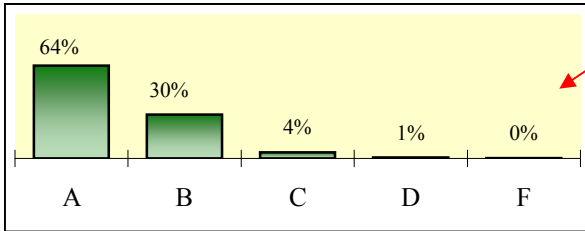
Improvement Possible



This graph shows the current teachers/staff mean rating for involvement in decision making along with the **maximum possible score**.

COMMUNICATIONS/INVOLVEMENT: PARENTS

Parents Satisfaction Rating Distribution



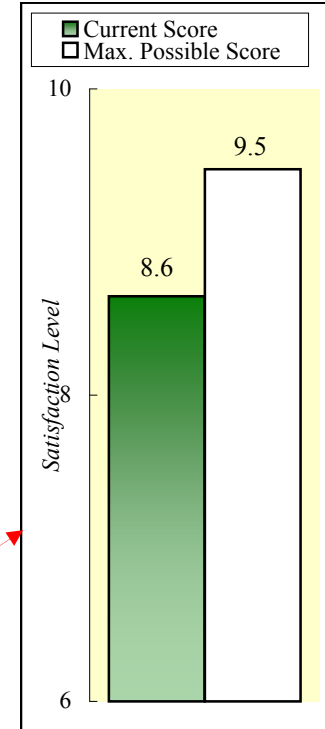
This graph shows the distribution of satisfaction scores parents provided for the overall communications and involvement rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

COMMUNICATIONS/INVOLVEMENT ISSUES	% with Problem	Penalty	IMPACT INDEX
Allowing your input into the selection of your child's teachers?	38%	0.6	27%
Including parents' views when making decisions?	21%	0.7	18%
Keeping you informed about your child's academic progress?	12%	0.9	12%
Communicating when your child has a problem?	11%	0.9	12%
Working with you to meet the special needs of your child?	11%	0.8	11%
Keeping you informed about school activities?	8%	0.8	8%
Providing enough parent-teacher conferences/open houses?	8%	0.7	7%
Allowing you to be involved with your child's education?	5%	0.9	5%
Providing volunteer opportunities?	2%	0.0	0%

Improvement Possible



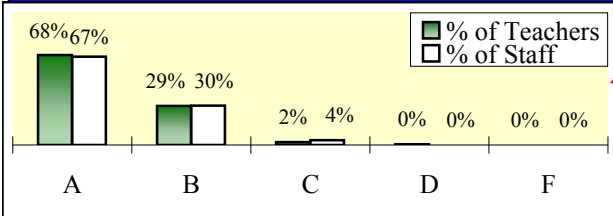
This graph shows the current parent mean rating for communications and involvement, along with the **maximum possible score**.



SATISFACTION WITH STUDENTS

SATISFACTION WITH STUDENTS: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall student rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

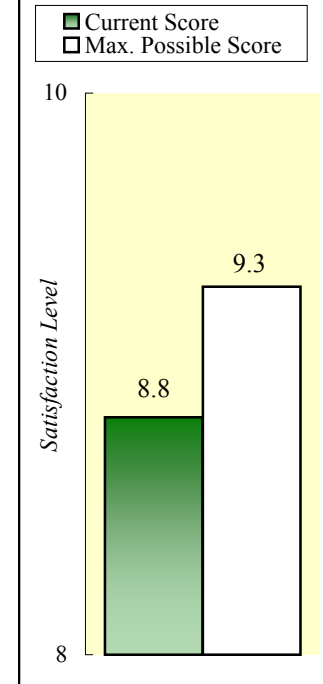
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SATISFACTION WITH STUDENTS ISSUES

Is the following a problem at your school?

	% with Problem	Penalty	IMPACT INDEX
School rules do not keep order and discipline?	11%	1.0	24%
A lack of student support for one another?	14%	0.6	20%
Student apathy that affects learning?	13%	0.7	19%
Lack of recognition of student athletic achievement?	13%	0.6	17%
Lack of recognition of student academic achievement?	5%	0.9	10%
Students lacking basic skills?	5%	0.9	10%
Too much competition for grades?	28%	0.0	0%
Student absenteeism?	23%	0.0	0%
Inadequate student counseling services?	22%	0.0	0%
Disorderly student behavior?	21%	0.0	0%
Inappropriate student dress?	18%	0.0	0%
Lack of recognition of student extracurricular achievement?	10%	0.0	0%
Racial/ethnic discord?	7%	0.0	0%
Student fighting?	6%	0.0	0%
Students cheating?	4%	0.0	0%
Threats to teachers/staff by students?	1%	0.0	0%
Guns or knives brought to school by students?	1%	0.0	0%
Student tobacco use?	0%	0.0	0%
Student alcohol use?	0%	0.0	0%

Improvement Possible



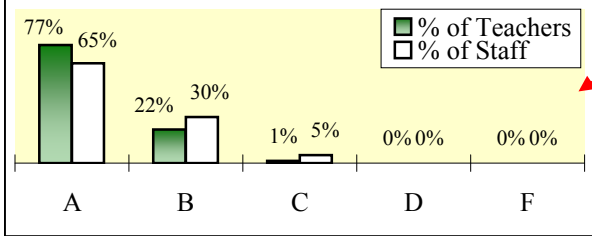
This graph shows the current teachers/staff mean rating for students along with with the **maximum possible score**.



PARENTAL SUPPORT

PARENTAL SUPPORT: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall parental support rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

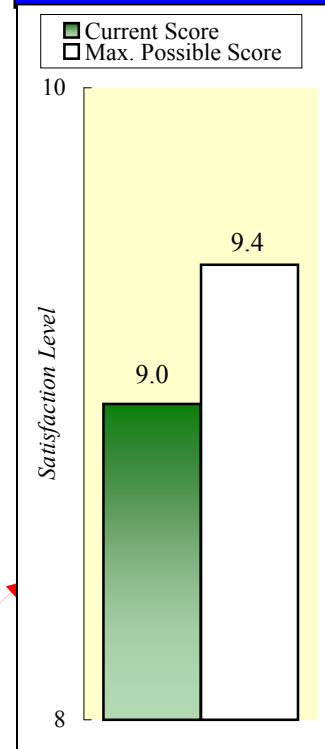
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

PARENTAL SUPPORT ISSUES

In your school, how would you rate ...?

	% with Problem	Penalty	IMPACT INDEX
Parental support of the school discipline policy?	17%	1.0	37%
Parental support for homework/ home learning?	8%	1.2	21%
Home environments which promote learning?	6%	1.0	14%
Parental support of your work?	4%	1.4	13%
Parental involvement in their child's education?	4%	1.2	11%
Parental support for extracurricular activities?	2%	1.0	4%
Parental understanding of the school curriculum?	14%	0.0	0%
Communication with parents?	1%	0.0	0%
Parental support for the school?	1%	0.0	0%

Improvement Possible



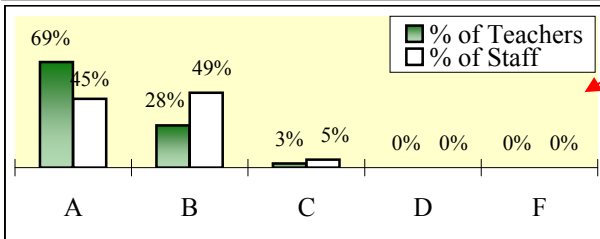
This graph shows the current teachers/staff mean rating for parental support, along with the **maximum possible score**.



SATISFACTION WITH CAREER

YOUR CAREER: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution

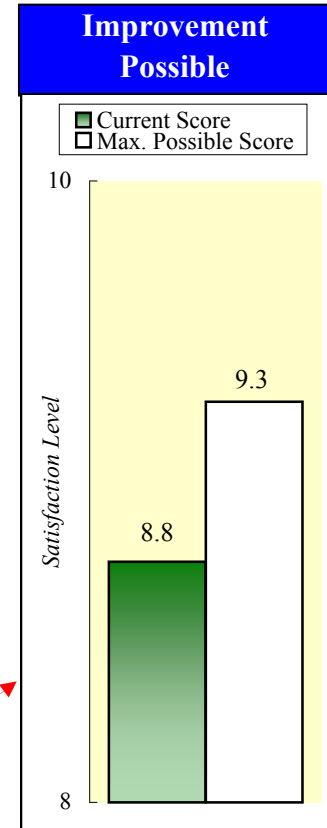


This graph shows the distribution of satisfaction scores teachers and staff provided for the overall career rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

YOUR CAREER ISSUES	% with Problem	Penalty	IMPACT INDEX
Is your job secure?	20%	0.8	37%
Does your District provide adequate opportunities for training?	20%	0.8	36%
Is teacher/staff excellence recognized and rewarded in your district?	16%	0.8	27%
Is your salary fair for the work you do?	61%	0.0	0%
Are counseling services adequate for your needs?	18%	0.0	0%
Are you challenged to continually improve?	10%	0.0	0%
Are you treated as a professional by the community?	7%	0.0	0%
Do your supervisors feel your job is valuable?	5%	0.0	0%
Do you enjoy your work?	1%	0.0	0%



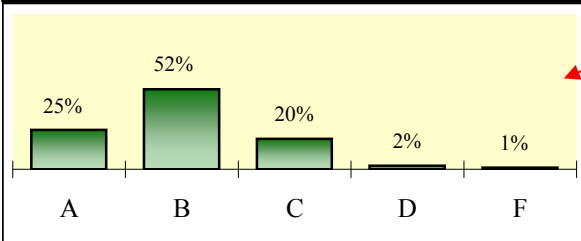
This graph shows the current teachers/staff mean rating for their career along with the **maximum possible score**.



BUDGET/THE BUDGET PROCESS

BUDGET/BUDGET PROCESS: PARENTS

Parents Satisfaction Rating Distribution



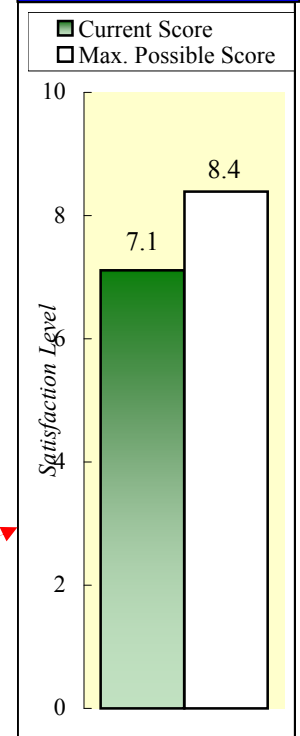
This graph shows the distribution of satisfaction scores parents provided for the overall budget/budget process rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

BUDGET/BUDGET PROCESS	% with Problem	Penalty	IMPACT INDEX
Does your school district do a good job communicating regarding the school budget?	33%	1.4	37%
Have budget restrictions affected your child's education?	45%	0.8	28%
Do you have an opportunity for input into the budget process?	44%	0.6	20%
Are administrators responsible in their handling of district finances?	15%	1.3	15%
Did you vote in the most recent school board/budget election?	17%	0.0	0%
(If yes) Did you vote yes in the budget vote last year?	12%	0.0	0%
Do your schools give you a good value for your tax dollar?	8%	0.0	0%

Improvement Possible



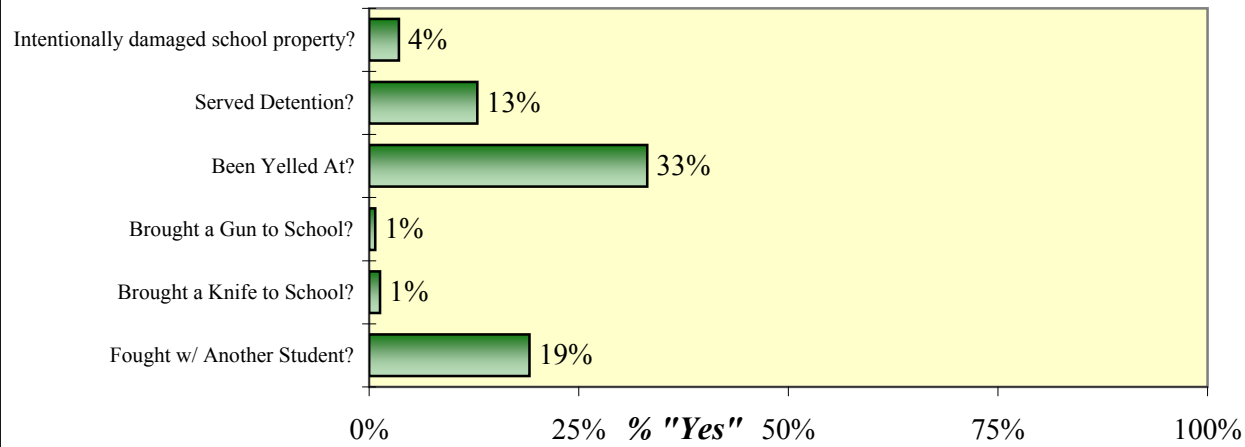
This graph shows the current parent mean rating for budget/budget process along with the **maximum possible score**.



OTHER ATTITUDES AND BEHAVIORS

OTHER IMPORTANT ATTITUDES/BEHAVIORS: STUDENTS

Elementary Student Risk Behaviors



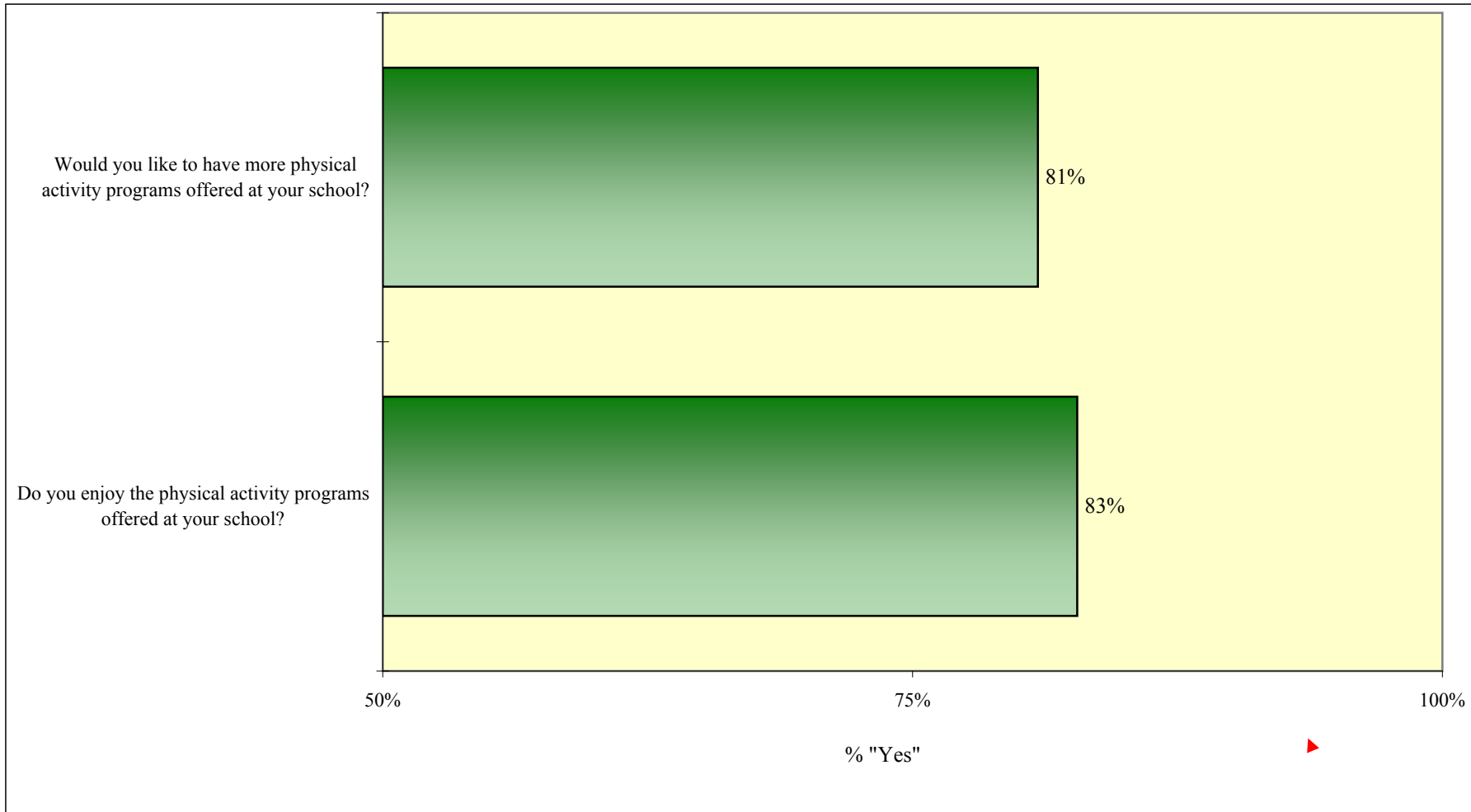
These charts show risk behaviors. High levels of these behaviors can point to a need for an intervention program.

Secondary Student Risk Behaviors

No Secondary Data

OTHER IMPORTANT ATTITUDES/BEHAVIORS: STUDENTS (Cont'd)

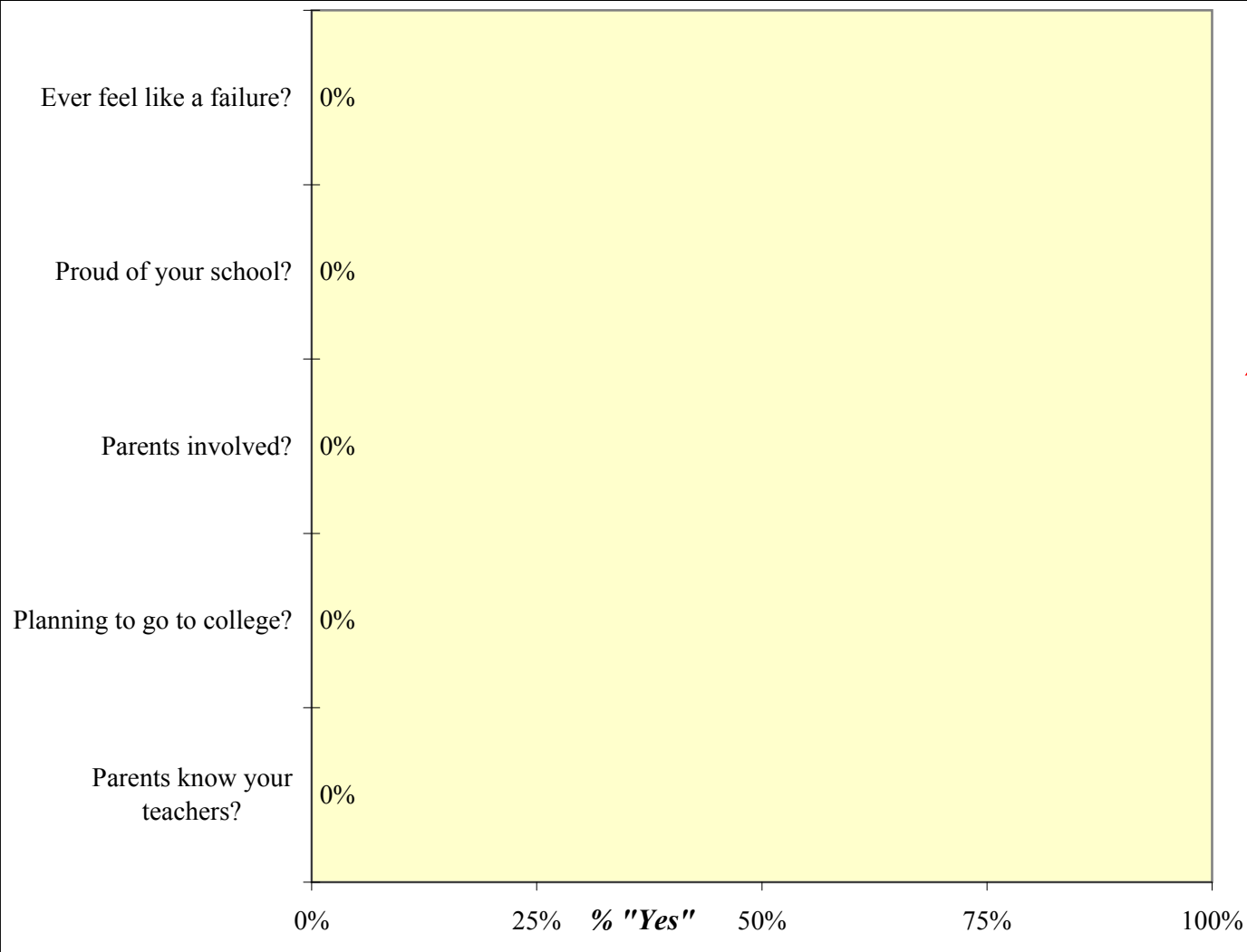
Elementary Students Physical Activity



This chart shows the attitudes of elementary students toward their physical activity programs.

OTHER IMPORTANT ATTITUDES/BEHAVIORS: STUDENTS (Cont'd)

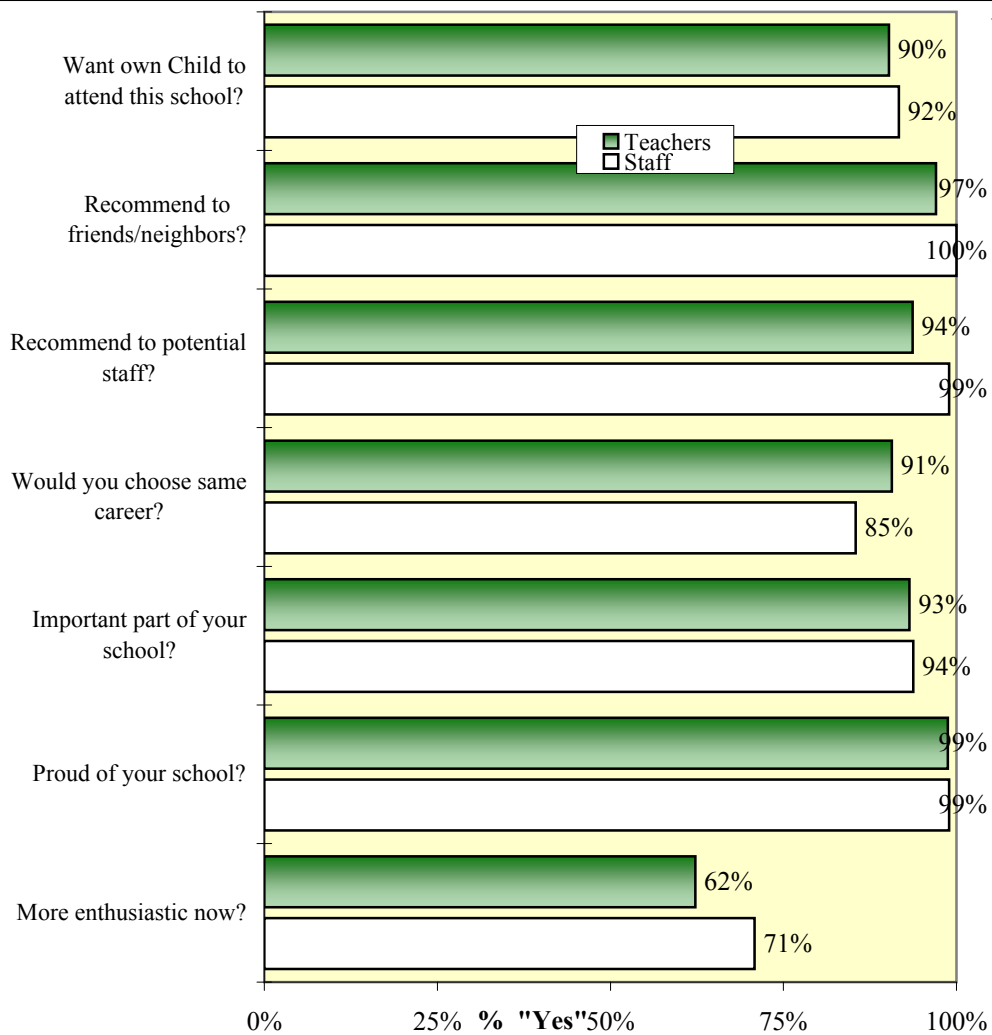
Secondary Student -- Other Attitudes



This chart shows some other important attitudes held by the secondary students in the District. The percentage shown is the % who responded "Yes" to the question.

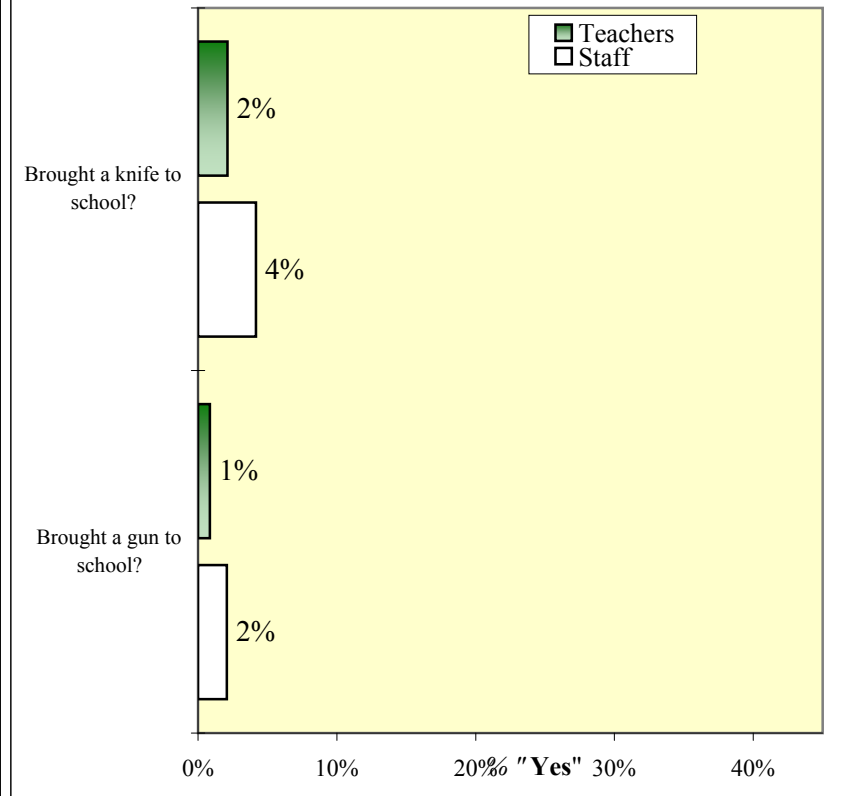
OTHER IMPORTANT ATTITUDES/BEHAVIORS: TEACHERS/STAFF

Other Teachers/Staff Attitudes



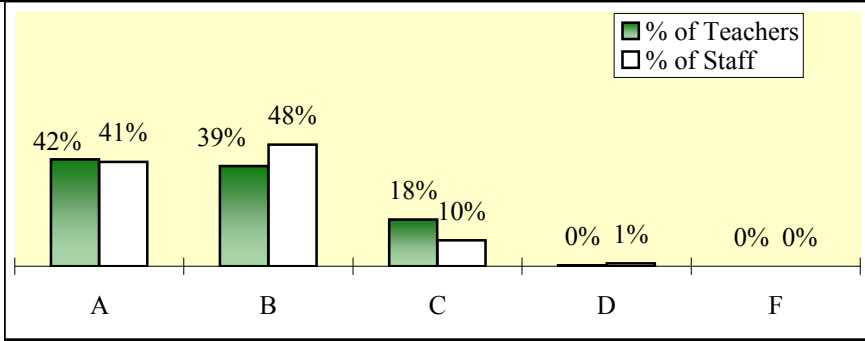
These charts contain some key attitudes and risk behaviors that a district may wish to track over time.

Teachers/Staff Risk Behaviors



OTHER IMPORTANT ATTITUDES/BEHAVIORS: TEACHERS/ STAFF

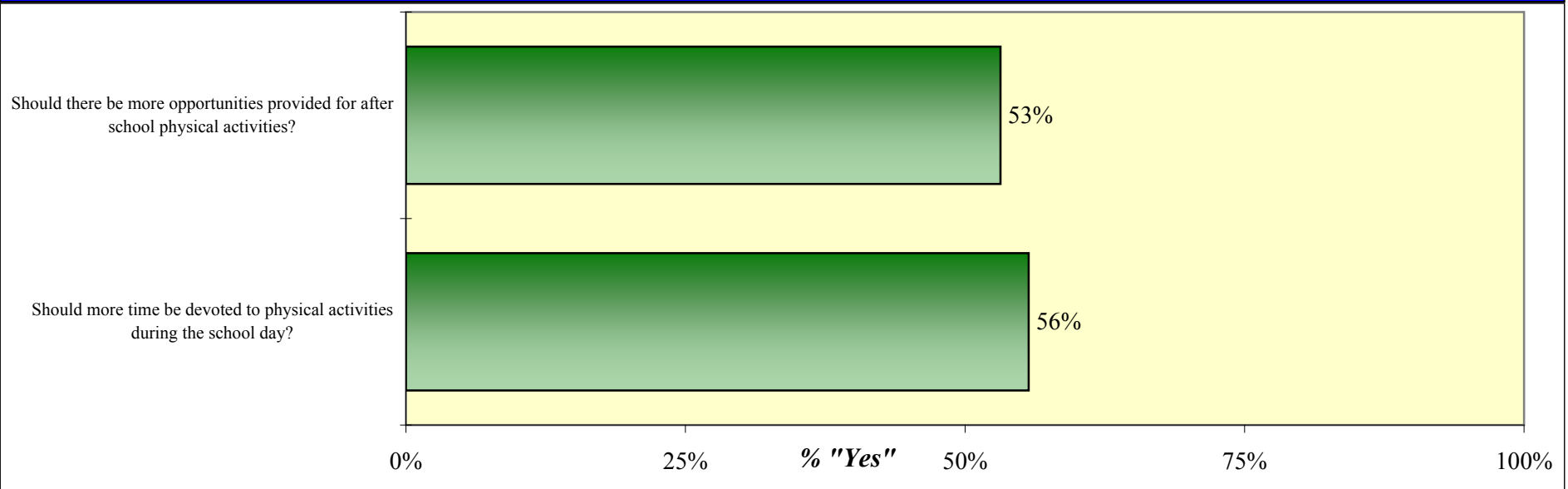
**Teachers/ Staff Satisfaction
Physical Activity Rating Distribution**



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall physical activity opportunities rating question.

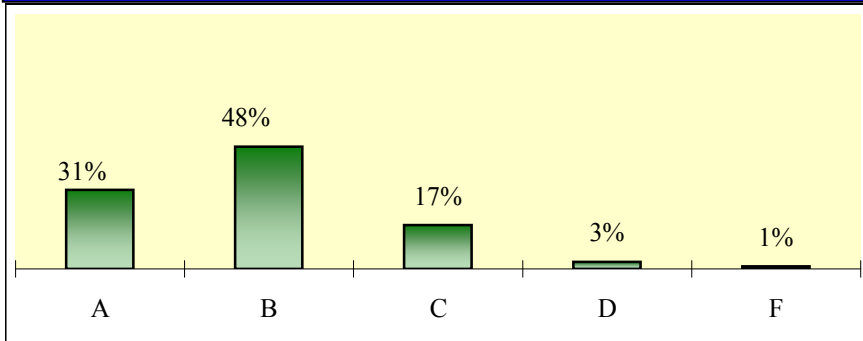
This chart shows the attitudes of teachers and staff in the District toward physical activity issues. The percent shown is the percent who responded "yes" to the question.

**Teachers/ Staff
Physical Activity Issues**



OTHER IMPORTANT ATTITUDES/BEHAVIORS: PARENTS

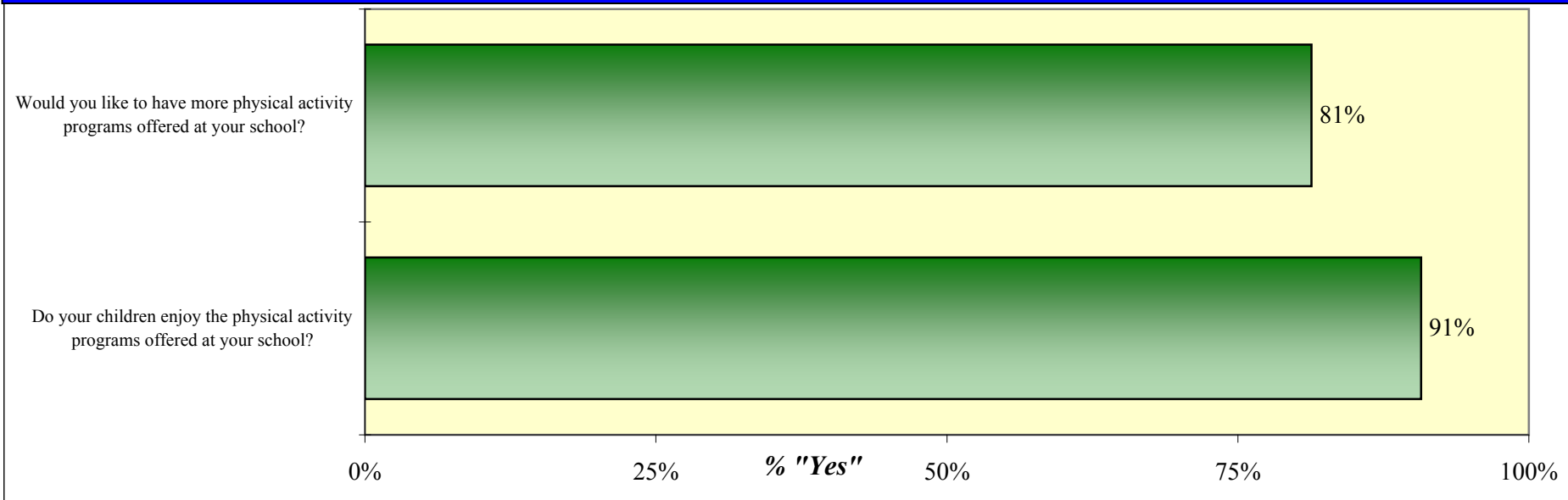
**Parents Satisfaction
Physical Activity Rating Distribution**



This graph shows the distribution of satisfaction scores parents provided for the overall physical activity opportunities rating question.

This chart shows the attitudes of parents in the District toward physical activity issues.

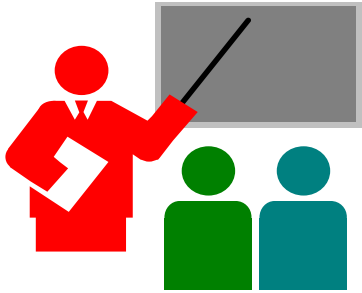
Parents Physical Activity





APPENDICES

APPENDIX 1: The Harris Interactive School Poll Perspective



The Quality Movement

By conducting the *Harris Interactive School Poll*, the district has embraced at least two important tenets of the quality movement:

- A commitment that customers will drive quality, and
- A focus on solutions that are grounded in reliable facts and data.

The quality movement is possibly the single most important social movement to have taken place during the 1980's in the United States. It grew out of the failure of many American industries to compete successfully with the Japanese and the Germans. From automobiles to electronics to steel, Japanese and German manufacturers set international standards for quality, and established themselves as quality manufacturers.

An appropriate example of the power of the quality movement is the Xerox Corporation. Between 1975 and 1980, Xerox lost market share to the Japanese. Although Xerox created the modern copier industry almost single handedly in the 1960's, this decline was rapid. The issue for Xerox was quality, and the company acknowledged its problems by confronting its quality failure directly. Today, Xerox manufactures the highest quality copiers in the world, at prices that often cannot be matched abroad, and the firm continues to regain market share from the Japanese.

The strategy that saved Xerox was its adoption of the values and methods of the quality movement. Xerox leadership committed itself to the philosophy of total customer satisfaction, and sought to re-create the culture of the firm.

How Does Quality Apply to Education?

This country's ability to compete depends heavily on the quality of the educational system. We must have employees who can compete with their international counterparts in literacy, math competency, and problem solving. The quality movements in business and industry cannot be successful unless public education commits itself to a quality movement of its own.

MEASURING QUALITY IN EDUCATION

Measurement is an essential component of any school improvement system. Reliable information can ensure that customers drive quality, and that educators focus on issues that will make a difference. "If you can't measure it, you can't do anything about it!"

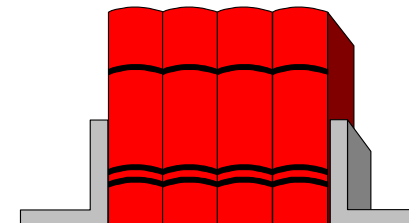
There are two separate, interrelated approaches to quality measurement. The first is the manufacturing approach. With the manufacturing approach, the central issue is to reduce the failure rate of products. Motorola, for example, established a defect rate goal of Six Sigma, or 3.4 or fewer failures per million. Motorola's improvement in quality was one of the reasons for its success in winning the Malcolm Baldrige Quality Award. A key to Motorola's success has been objective measurement: the company set out to measure defect rates for every aspect of its operation, from production to finance to marketing.

The second measurement approach is provided by the Xerox experience. Xerox chose to focus most heavily on documenting the satisfaction of customers, both external and internal. For Xerox, the objective was total customer satisfaction.

The two approaches are not exclusive. Both Motorola and Xerox employ both types of measurement. These approaches have a great deal to contribute to public education. In education, the equivalent of the Motorola defect rate is to document such outcomes as drop out rates, failure rates, performance on various tests, and the number of graduates with advanced achievement.

There are strategies of measurement available for these variables, and although they may not be perfect, there is a wealth of this type of performance data available on the public schools. The educational equivalent of total customer satisfaction is to examine the reactions of students, teachers/staff, and parents.

School Poll focuses on the manner in which students, teachers, staff, and parents experience services provided by the district. They experience service delivery through defined events, circumstances, and conditions. Therefore, School Poll aims to measure and analyze behaviors of those responsible for the events, circumstances, and conditions that students, teachers/staff, and parents experience.



THE ROLE OF ATTITUDES

Attitudes are important in satisfaction research, but are considered to be consequences of service delivery, and not causes. Attitudes are important because they affect the future behavior of students, teachers/staff, and parents. To the extent that a district has influence over attitudes, they exercise that influence through behavior, which presumably they can control.

Attitudes are clearly influenced by items over which the district has no control: previous experiences, family background, economic circumstances, etc. Attitudinal components shaped by these elements are important, but the district has little control over what took place in the past.

While important to document attitudes, the only way to affect them is by changing components of the service itself. Attitudinal research does not provide information that is concrete or fixable. What a school district wants to do is fix the causes over which it has control.

Today's behavior is tomorrow's attitude. A child's orientation toward school is the product of many discrete experiences that occur over the life of the child in the educational process. The teacher of today inherits all of the past victories or failures of the child, and those victories and defeats will be registered in the child's attitudes toward education. *Harris Interactive School Poll* focuses on items over which educators have direct or indirect control. Improvements made today will result in positive changes.



ADDITIONAL SERVICES

Harris Interactive encourages your district to call to discuss the results of the study. The personnel working on the project have years of experience interpreting market research data, and can be an important source of guidance for your district throughout the school year.

There are additional services your district may wish to consider:

Additional Copies of the Research Report: Additional copies are offered at \$100 each for the District report, \$75 each for the Building level reports. (Districts are encouraged to copy the reports provided.)

Additional Copies of Banner Tables: Four Banner tables, one for each survey, are included with the report. Additional copies are available for \$50 per table.

An In-Person Presentation of Results: Available for \$2,000 plus travel expenses. For Upstate New York Districts, the fee is \$500 plus expenses.

Data on CD: Raw data provided in a format specified by you, available at \$150. District report available on diskette for \$100, building reports on diskette for \$25 each.

Cross-Tabulations: Cross-tabs of any two questions in the survey are available for \$20 each.

Custom-Designed Banner Tables: The district can specify up to 22 banner points for each survey. Available at \$250 per table.



ELEMENTARY STUDENTS
Harris Interactive Database / District Data

ATMOSPHERE
EQUIPMENT/FACILITIES
SCHOOL BUS
COMPUTER TECHNOLOGY
MAIN TEACHER
OVERALL SATISFACTION

ELEMENTARY STUDENTS	Harris %	District %
SCHOOL ATMOSPHERE ISSUES	Problem	Problem
Is gossip a serious problem at school?	44%	37%
Are students well-behaved while in school?	31%	18%
Are school assemblies usually interesting?	23%	38%
Is your school too crowded?	22%	14%
Are the rules at your school fair?	20%	18%
Are most other students nice to you?	19%	14%
Do students help each other with school work?	19%	12%
Do you feel safe walking to and from school?	13%	5%
Do you feel safe while in school?	4%	3%
	Harris	District
Mean Overall Rating for School Atmosphere	7.9	8.4

ELEMENTARY STUDENTS	Harris %	District %
EQUIPMENT/FACILITIES ISSUES	Problem	Problem
Are school bathrooms clean?	47%	50%
Do you like the food served in the lunch room?	40%	36%
Is the temperature in your classrooms usually comfortable?	30%	16%
Does the school library meet your needs?	22%	21%
Are school buildings and grounds clean and in good condition?	21%	14%
Is there enough seating in the lunch room?	18%	16%
Other than temperature, are classrooms usually comfortable?	17%	9%
Are there enough textbooks for students?	15%	9%
	Harris	District
Mean Overall Rating for Equipment/ Facilities	7.9	8.7

ELEMENTARY STUDENTS	Harris %	District %
BUS ISSUES	Problem	Problem
Are students well-behaved on your bus?	64%	29%
Is your bus clean?	47%	29%
Is your bus usually on-time?	31%	14%
Is your bus driver helpful and friendly?	28%	14%
Is your bus ride too long?	27%	29%
Is the bus stop close enough to your house?	18%	14%
Do you feel safe riding on your bus?	17%	0%
	Harris	District
Mean Overall Rating for School Bus	6.5	7.4

ELEMENTARY STUDENTS	Harris %	District %
COMPUTER TECHNOLOGY ISSUES	Problem	Problem
Are school computers available when you need them?	35%	25%
Is your classroom teacher prepared to train you on the computer?	23%	27%
Do school computers meet your needs?	16%	6%
Do school computers help you learn?	11%	7%
Do you use a computer at school?	3%	2%
	Harris	District
Mean Overall Rating for Computer Technology	8.3	9.3

ELEMENTARY STUDENTS	Harris %	District %
DOES YOUR MAIN TEACHER...?	Problem	Problem
Give interesting homework?	37%	45%
Help you outside of class time?	36%	33%
Like some kids more than others?	34%	35%
Write comments on your papers?	18%	10%
Make class fun?	17%	15%
Tell you how you are doing?	15%	15%
Miss too many days of school?	9%	7%
Like you?	9%	9%
Help you want to learn?	8%	10%
Ask you to answer questions in class?	7%	9%
Do your parents know your main teacher?	4%	1%
	Harris	District
Mean Overall Rating for Main Teacher	8.8	8.9

ELEMENTARY STUDENTS	Harris %	District %
ISSUES IMPACTING OVERALL SATISFACTION*	Problem	Problem
Do you like the food served in the lunch room?	38%	36%
Does your main teacher give interesting homework?	36%	45%
Does the school library meet your needs?	21%	21%
Are the rules at your school fair?	20%	18%
Are school buildings and grounds clean and in good condition?	20%	14%
Are most other students nice to you?	18%	14%
Other than temperature, are classrooms comfortable?	16%	8%
Does your main teacher make class fun?	16%	15%
Do school computers help you learn?	10%	7%
Does your main teacher help you want to learn?	8%	10%
	Harris	District
Mean Rating for Overall Satisfaction	8.1	8.5

** These issues were identified as having an impact on satisfaction based on the Harris Interactive database. Specific overall satisfaction model for district will vary.*

TEACHERS/STAFF

Harris Interactive Database / District Data

ATMOSPHERE
COMPUTER TECHNOLOGY
EQUIPMENT/FACILITIES
PARENTAL SUPPORT
SCHOOL BOARD
SUPERINTENDENT
CENTRAL ADMINISTRATION
BUILDING ADMINISTRATION
ASSISTANT PRINCIPAL
DIRECT SUPERVISOR
INVOLVEMENT
CAREER
STUDENTS
OVERALL SATISFACTION

TEACHERS/STAFF SCHOOL ATMOSPHERE ISSUES	Harris % Problem	District % Problem
Do you have enough time for planning and grading?	55%	34%
Do you have enough time for helping individual students?	54%	38%
Is your workload too high?	45%	35%
Are there too many students in any of your classes?	44%	8%
Is student learning time protected from disruptions in your class?	43%	29%
Is your school too crowded?	37%	14%
Is vandalism a problem at school?	30%	19%
Do you have adequate time for classroom instruction?	25%	16%
Is gossip among teachers/staff a serious problem?	25%	18%
Do other teacher/staff go out of their way for you?	23%	13%
Does your school expect academic excellence from all students?	19%	6%
Is there enough time between classes?	18%	9%
Are rules for teachers/staff at your school fair?	12%	7%
Have you been assigned to classes you do not feel qualified to teach?	6%	0%
Do you feel safe while in school?	5%	2%
	Harris	District
Mean Overall Rating for School Atmosphere	7.4	8.7

TEACHERS/STAFF COMPUTER TECHNOLOGY ISSUES	Harris % Problem	District % Problem
Do school computers meet the needs of your students?	26%	19%
Does your district allocate sufficient funds to support computer technology?	26%	16%
Are computers integrated into your classroom curriculum?	26%	15%
Do you feel adequately trained on the computer?	24%	25%
Do school computers meet your needs?	20%	17%
Do you have access to continued computer training?	18%	34%
Do computers support and extend the teaching process?	13%	10%
Do computers support and extend the learning process?	12%	9%
Do computers allow students to become better learners?	12%	7%
	Harris	District
Mean Overall Rating for Computer Technology	7.5	8.7

TEACHERS/STAFF EQUIPMENT/ FACILITIES ISSUES	Harris % Problem	District % Problem
Do you spend too much of your own money on supplies?	56%	39%
Is the temperature in your work area usually comfortable?	39%	22%
Do copiers/printers at your school meet your needs?	35%	15%
Does the teacher/staff lounge meet your needs?	27%	7%
Is there enough safe and accessible staff parking?	27%	27%
Are school bathrooms clean?	26%	12%
Are school buildings and grounds clean and in good condition?	25%	9%
Are there enough current textbooks for students?	23%	2%
Are your needs for working space met?	23%	10%
Does equipment in your area meet the needs of students?	21%	5%
Do library resources meet your needs?	21%	16%
Is the school's audiovisual equipment adequate?	20%	7%
Is there usually enough space in the school library to accommodate your class for research?	18%	8%
Do library resources meet the needs of your students?	17%	8%
Other than temperature, are classrooms comfortable?	16%	2%
Are telephones available for you to use?	8%	1%
Mean Overall Rating for Equipment/Facilities	Harris 7.1	District 8.9

TEACHERS/STAFF PARENTAL SUPPORT ISSUES	Harris % Problem	District % Problem
Home environments which promote learning?	47%	6%
Parental understanding of the school curriculum?	44%	14%
Parental support for homework/ home learning?	42%	8%
Parental involvement in their child's education?	41%	4%
Parental support of the school discipline policy?	34%	17%
Parental support for the school?	27%	1%
Parental support of your work?	26%	4%
Communication with parents?	20%	1%
Parental support for extracurricular activities?	19%	2%
Mean Overall Rating for Parental Support	Harris 6.2	District 9.0

TEACHERS/STAFF SCHOOL BOARD ISSUES	Harris % Problem	District % Problem
Provide you with feedback on your work?	28%	24%
Reward outstanding performance?	27%	23%
Make themselves available during the day?	26%	17%
Ask for your suggestions/opinions?	25%	17%
Show appreciation for your work?	22%	14%
Provide you with support for your work?	20%	17%
Provide direction for the district/building?	18%	12%
Handle student discipline fairly?	13%	7%
Show confidence in you?	11%	15%
Treat you with respect?	11%	7%
Treat your conversations as confidential?	6%	5%
	Harris	District
Mean Overall Rating for the School Board	6.5	6.6

TEACHERS/STAFF SUPERINTENDENT ISSUES	Harris % Problem	District % Problem
Reward outstanding performance?	25%	18%
Provide you with feedback on your work?	23%	17%
Ask for your suggestions/opinions?	22%	16%
Show appreciation for your work?	18%	10%
Make themselves available during the day?	18%	15%
Provide you with support for your work?	17%	11%
Provide direction for the district?	12%	7%
Handle student discipline fairly?	10%	7%
Show confidence in you?	10%	6%
Treat you with respect?	9%	7%
Treat your conversations as confidential?	5%	5%
	Harris	District
Mean Overall Rating for the Superintendent	7.0	7.7

TEACHERS/STAFF	Harris %	District %
CENTRAL ADMINISTRATION ISSUES	Problem	Problem
Reward outstanding performance?	26%	18%
Provide you with feedback on your work?	23%	16%
Ask for your suggestions/opinions?	21%	16%
Show appreciation for your work?	19%	10%
Provide you with support for your work?	17%	12%
Make themselves available during the day?	15%	13%
Provide direction for the district?	14%	13%
Treat you with respect?	11%	8%
Handle student discipline fairly?	11%	7%
Show confidence in you?	10%	7%
Treat your conversations as confidential?	7%	8%

	Harris	District
Mean Overall Rating for the Central Administration	6.7	7.6

TEACHERS/STAFF	Harris %	District %
BUILDING ADMINISTRATION/ PRINCIPAL ISSUES	Problem	Problem
Reward outstanding performance?	32%	20%
Ask for your suggestions/opinions?	18%	12%
Provide you with feedback on your work?	17%	9%
Show appreciation for your work?	16%	10%
Handle student discipline fairly?	15%	10%
Provide you with support for your work?	14%	7%
Make themselves available during the day?	11%	5%
Show confidence in you?	9%	7%
Treat your conversations as confidential?	9%	19%
Provide direction for the building?	9%	3%
Treat you with respect?	8%	7%

	Harris	District
Mean Overall Rating for the Building Administration/ Principal	7.9	8.5

TEACHERS/STAFF ASSISTANT PRINCIPAL ISSUES	Harris % Problem	District % Problem
Reward outstanding performance?	31%	10%
Ask for your suggestions/opinions?	19%	8%
Handle student discipline fairly?	19%	3%
Provide you with feedback on your work?	17%	6%
Show appreciation for your work?	15%	5%
Provide you with support for your work?	13%	3%
Provide direction for your building?	11%	4%
Show confidence in you?	8%	4%
Treat your conversations as confidential?	8%	5%
Make themselves available during the day?	8%	6%
Treat you with respect?	7%	2%

	Harris	District
Mean Overall Rating for the Assistant Principal	7.8	9.2

TEACHERS/STAFF DIRECT SUPERVISOR ISSUES	Harris % Problem	District % Problem
Reward outstanding performance?	26%	14%
Ask for your suggestions/opinions?	12%	8%
Show appreciation for your work?	11%	8%
Provide you with feedback on your work?	11%	7%
Provide you with support for your work?	10%	6%
Provide direction for your district/building?	9%	4%
Make themselves available during the day?	8%	4%
Handle student discipline fairly?	8%	5%
Treat your conversations as confidential?	7%	9%
Treat you with respect?	7%	5%
Show confidence in you?	7%	4%

	Harris	District
Mean Overall Rating for Direct Supervisor	8.0	8.6

TEACHERS/STAFF INVOLVEMENT ISSUES	Harris % Problem	District % Problem
The budget development process?	49%	44%
Policies that affect you?	46%	35%
Hiring decisions?	40%	33%
Policies that affect students?	39%	25%
Evaluating your peers?	36%	28%
Shaping the school curriculum?	29%	16%
Team building and problem solving?	28%	14%
The training you receive?	27%	28%
Student promotion/retention?	26%	10%
Establishing grading procedures?	26%	13%
Establishing student activities?	19%	9%
Your own performance appraisal?	17%	8%
The subjects/grades you teach?	15%	6%

	Harris	District
Mean Overall Rating for Involvement	6.2	7.4

TEACHERS/STAFF CAREER ISSUES	Harris % Problem	District % Problem
Is your salary fair for the work you do?	60%	61%
Is teacher/staff excellence recognized and rewarded in your district?	35%	16%
Is your job secure?	25%	20%
Are counseling services adequate for your needs?	23%	18%
Are you treated as a professional by the community?	19%	7%
Does your district provide adequate funds for training?	15%	20%
Are you challenged to continually improve?	13%	10%
Do your supervisors feel your job is valuable?	9%	5%
Do you enjoy your work?	6%	1%

	Harris	District
Mean Overall Rating for Career	7.9	8.8

TEACHERS/STAFF STUDENT ISSUES	Harris % Problem	District % Problem
Students lacking basic skills?	54%	5%
Student apathy that affects learning?	54%	13%
Student absenteeism?	50%	23%
Disorderly student behavior?	49%	21%
A lack of student support for one another?	39%	14%
Inappropriate student dress?	38%	18%
Students cheating?	29%	4%
Student fighting?	28%	6%
School rules do not keep order and discipline?	28%	11%
Inadequate student counseling services?	25%	22%
Lack of recognition of student extracurricular achievement?	17%	10%
Student alcohol use?	17%	0%
Racial/ethnic discord?	17%	7%
Lack of recognition of student academic achievement?	16%	5%
Student tobacco use?	15%	0%
Too much competition for grades?	15%	28%
Threats to teachers/staff by students?	12%	1%
Lack of recognition of student athletic achievement?	11%	13%
Guns or knives brought to school by students?	7%	1%

	Harris	District
Mean Overall Rating for Students	6.8	8.8

TEACHERS/STAFF	Harris %	District %
ISSUES IMPACTING OVERALL SATISFACTION*	Problem	Problem
Disorderly student behavior.	44%	20%
Received recognition for a job well done.	39%	25%
Is your workload too high?	38%	30%
Parental involvement in their child's education?	32%	3%
School rules do not keep order and discipline.	25%	10%
Student fighting?	26%	6%
Team-building and problem solving?	22%	12%
Principal: Provide direction for district/building?	8%	3%
Are buildings and grounds clean and in good condition?	21%	8%
Communications with your principal.	13%	10%
Do your supervisors feel your job is valuable?	7%	4%
Are rules for teachers/staff at your school fair?	10%	6%
Do you feel safe while in school?	4%	1%
Mean Rating for Overall Satisfaction	Harris 7.2	District 8.6

** These issues were identified as having an impact on satisfaction based on the Harris Interactive database. Specific overall satisfaction model for district will vary.*



PARENTS

Harris Interactive Database / District Data

EQUIPMENT/FACILITIES
COMPUTER TECHNOLOGY
SCHOOL BUS
COMMUNICATION/INVOLVEMENT
CHILD'S TEACHERS
SCHOOL BOARD
SUPERINTENDENT
BUILDING ADMINISTRATION
CURRICULUM/TRAINING
BUDGET
OVERALL SATISFACTION

PARENTS EQUIPMENT AND FACILITIES ISSUES	Harris % Problem	District % Problem
Is there enough safe and accessible parking?	43%	44%
Is your child's school too crowded?	34%	27%
Is the food served in the lunch room nutritious?	23%	28%
Do athletic facilities/gym equipment meet your child's needs?	13%	17%
Are there enough resource materials for your child?	12%	6%
Does science/lab equipment meet your child's needs?	12%	6%
Are your child's classrooms comfortable?	11%	2%
Are there enough textbooks for your child?	10%	3%
Are school buildings and grounds clean and in good condition?	9%	3%
Does the school library meet your child's needs?	8%	8%
	Harris	District
Mean Overall Rating for Equipment and Facilities	7.8	8.8

PARENTS COMPUTER TECHNOLOGY ISSUES	Harris % Problem	District % Problem
Does your district allocate sufficient funds to support computer technology?	21%	19%
Does your child receive training on how to use the computer?	13%	5%
Do school computers meet your child's needs?	11%	4%
Do school computers help your child to learn?	8%	5%
Does your district have a Home Page on the World Wide Web?	4%	1%
Does your district have a policy regarding Internet access?	4%	3%
	Harris	District
Mean Overall Rating for Computer Technology	7.8	9.0

PARENTS SCHOOL BUS ISSUES	Harris % Problem	District % Problem
Are students well-behaved on your child's bus?	34%	15%
Is your child's bus ride too long?	19%	15%
Is your child's bus driver helpful and friendly?	17%	25%
Is your child's bus clean?	13%	15%
Is your child's bus usually on-time?	11%	20%
Is the bus stop close enough to your house?	11%	30%
Is your child safe riding on the bus?	10%	10%

Mean Overall Rating for School Bus	Harris 7.3	District 6.0
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PARENTS' COMMUNICATIONS/ INVOLVEMENT ISSUES How well does your school district do in...	Harris % Problem	District % Problem
Allowing your input into the selection of your child's teachers?	36%	38%
Including parents' views when making decisions?	27%	21%
Communicating when your child has a problem?	20%	11%
Keeping you informed about school activities?	16%	8%
Keeping you informed about your child's academic progress?	16%	12%
Working with you to meet the special needs of your child?	16%	11%
Providing enough parent-teacher conferences/open houses?	15%	8%
Allowing you to be involved with your child's education?	13%	5%
Providing volunteer opportunities?	11%	2%

Mean Overall Rating for Communications/ Involvement Issues	Harris 7.6	District 8.6
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PARENTS TEACHER ISSUES	Harris % Problem	District % Problem
Are teacher salaries too low for the work they do?	62%	54%
Do teachers communicate to you when your child does something well?	37%	21%
Are you getting enough feedback on your child's performance?	26%	19%
Do you communicate enough with your child's teachers?	25%	13%
Do teachers provide opportunities for parental involvement?	22%	5%
Does your child receive enough individual attention?	19%	14%
Do teachers communicate to you when your child has a problem?	18%	8%
Do you know most of your child's teachers?	17%	7%
Have you ever tried to have your child assigned to a different teacher?	14%	6%
Is the homework assigned appropriate?	13%	14%
Do you have a serious problem with any of your child's teachers?	12%	6%
Do teachers challenge your child to learn?	12%	10%
Are teachers available when you need to speak with them?	10%	4%
Are teacher salaries too high for the work they do?	5%	3%
Do teachers treat you with respect?	3%	3%

	Harris	District
Mean Overall Rating for Teachers	8.0	8.9

PARENTS SCHOOL BOARD ISSUES	Harris % Problem	District % Problem
Responding to the needs and concerns of parents?	29%	28%
Developing ways to maintain discipline in the schools?	27%	14%
Managing negotiations with teachers/staff over salaries?	23%	15%
Improving the course offerings in the schools?	23%	16%
Improving the overall quality of instruction?	21%	11%
Providing opportunities for parental involvement?	21%	10%

	Harris	District
Mean Overall Rating for the School Board	7.0	7.6

PARENTS SUPERINTENDENT/CENTRAL ADMINISTRATION ISSUES	Harris % Problem	District % Problem
Responding to the needs and concerns of parents?	27%	30%
Developing ways to maintain discipline in the schools?	25%	13%
Improving the course offerings in the schools?	21%	16%
Managing negotiations with teachers/staff regarding salaries?	21%	15%
Improving the overall quality of instruction?	21%	11%
Providing opportunities for parental involvement?	19%	12%

	Harris	District
Mean Overall Rating for Superintendent/ Central Administration	7.0	7.3

PARENTS BUILDING ADMINISTRATION ISSUES	Harris % Problem	District % Problem
Have you taken a problem to the administration? (% "yes")	39%	38%
Has your child needed the administration's support? (% "yes")	31%	27%
Do you know your child's principal or vice-principal?	14%	5%
Does the building administration provide opportunities for parental involvement?	13%	6%
Was the problem you took to the administration resolved satisfactorily?	13%	8%
Were you satisfied with the administration's support for your child?	9%	4%
Are you treated with respect by administrators?	6%	4%

	Harris	District
Mean Overall Rating for Building Administration	7.9	8.9

PARENTS CURRICULUM/ INSTRUCTION ISSUES	Harris % Problem	District % Problem
Counseling on the selection of courses?	21%	8%
Courses for advanced students?	21%	30%
Extracurricular opportunities?	20%	17%
Preparation of students for the work world?	20%	10%
Competitive athletic opportunities?	19%	25%
Training for dealing with issues such as AIDS, crime, etc.?	18%	12%
Preparation of students for college?	18%	7%
Preparation of students for taking standardized tests?	18%	8%
Training in the use of computers?	17%	9%
Variety of academic courses available?	17%	10%
Courses for children with learning disabilities?	17%	9%
Required academic curriculum?	15%	11%

Mean Overall Rating for Curriculum/Instruction	Harris 7.5	District 8.5
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PARENTS BUDGET ISSUES	Harris % Problem	District % Problem
Do you have an opportunity for input into the budget process?	42%	44%
Have budget restrictions affected your child's education?	39%	45%
Does your school district do a good job communicating regarding the budget?	33%	33%
Do your schools give you a good value for your tax dollar?	20%	8%
Did you vote in the most recent school board/ budget election?	16%	17%
Are administrators responsible in their handling of district finances?	14%	15%
Did you vote yes in the budget vote last year?	12%	12%

Mean Overall Rating for Budget	Harris 6.6	District 7.1
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PARENTS	Harris %	District %
ISSUES IMPACTING OVERALL SATISFACTION*	Problem	Problem
Do teachers communicate to you when your child does something well?	35%	20%
Does your school district do a good job communicating regarding the school budget?	23%	21%
Does your child receive enough individual attention from teachers?	18%	13%
Keeping you informed about your child's academic progress?	16%	12%
Keeping you informed about school activities?	15%	8%
Working with you to meet the special needs of your child?	15%	11%
Required academic curriculum?	12%	9%
Do teachers challenge your child to learn?	11%	9%
Was the problem you brought to the administration solved satisfactorily?	11%	7%
Are school buildings and grounds clean and in good condition?	8%	3%
Does school provide a safe environment for your child?	8%	4%
Were you satisfied with the administration's support given to your child?	7%	4%

	Harris	District
Mean Rating for Overall Satisfaction	7.9	8.9

** These issues were identified as having an impact on satisfaction based on the Harris Interactive database. Specific overall satisfaction model for district will vary.*