

BLOOMINGDALE ELEMENTARY SCHOOLS DU PAGE SCHOOL DISTRICT 13



PARENT AND COMMUNITY SURVEY

FINAL REPORT
JUNE 2010



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APPENDICES: SURVEY INSTRUMENTS AND ITEM HISTOGRAMS

I. EXECUTIVE SUMMARY AND FINDINGS

The leadership of Bloomingdale Elementary Schools/Du Page School District 13 is dedicated to continuous quality improvement of the Bloomingdale community's schools. Therefore, District 13 administers a parent survey, community survey, administration, faculty and staff survey, and student surveys on a rotating basis every two years. In the spring of 2010, the district conducted the most recent parent and community surveys. The last parent and community surveys were administered in 2008. This report contains the results of those surveys, and the most recent findings based on these results.

Overall, community members and parents are extremely pleased with the quality of education provided by the district as is evidenced by both responses to forced-choice items in the surveys, as well as positive open-ended comments regarding the quality of District 13 schools. In many instances, results indicate that respondents have noticed improvement in many areas of the district.

This report is structured by presenting the findings first, followed by sections including more detailed results of each survey with comparisons to both the 2006 and 2008 results. The end of this report contains appendices with histograms of data pertaining to each survey item, with results broken down by school. ECRA based its findings on analysis of all of the data collected, and themes which emerged from each stakeholder group throughout the surveys. Findings are divided into the following categories as appropriate:

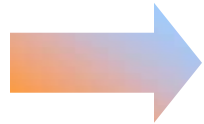
-  Academic Standards
-  Curriculum and Instruction
-  Teaching Staff
-  School Climate
-  Communication and Outreach
-  Extracurricular Activities
-  Facilities
-  Other Issues Important to District 13

Findings



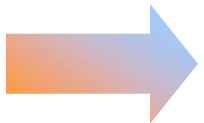
Holistic Finding

Parents and community members are highly satisfied with Bloomington District 13 and its schools. Over the course of five years, survey responses show an upward trend of continuous quality improvement on the part of the district. While there are general differences among schools in parent perceptions, there are no differences significant enough to constitute a disparity among schools in quality of education.



Curriculum and Instruction

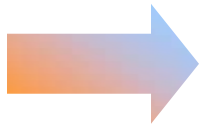
Parents are generally positive about the curriculum and instruction in District 13. They rate performance area programming most highly of the academic areas, and believe that District 13 has a high quality teaching staff. They continue to place importance on a program for the gifted and talented, as do community members. Parents also believe, however, that it is important to ensure that the district meet the needs of all students regardless of ability level, and in terms of relative strengths and weaknesses, the district may want to place a special focus on an initiative in this area. Community members also stress that character development is an important part of education, and support the notion that District 13 has a high quality teaching staff. In terms of relative strengths and weaknesses, community members target preparing students to value and interact with people from different cultures as a possible area for improvement.



Communication

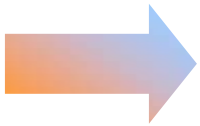
Parents are positive about communication in District 13; however, perceptions have remained more static in this area over the last five years than in other areas. The school office staff is highly perceived, and parents receive benefits from parent-teacher conferences. They also feel comfortable contacting school personnel with questions and concerns. Parents do generally feel that the Board of Education represents them in their work, while community members' level of agreement to this statement is somewhat lower. Community members say they hear good things about District 13, although their perceptions of how open communication is in the district are more marginal. Community members indicate their level of awareness of school events and functions, important issues facing District 13, and opportunities to become involved could be raised.

Use of the district's web site for information by both parents and community members has steadily increased over the course of five years, which is encouraging and indicates the district has some control over its messaging. Parents and community members also continue to read district publications, and these serve as valuable tools for District 13.



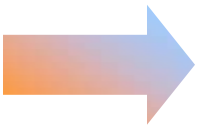
School Climate and Facilities

District 13 is perceived as a safe, quality environment for children. Parents feel safe sending their children to school, but want to ensure that discipline procedures remain an emphasis to maintain the quality learning environment. Community members agree that schools and school grounds are safe and orderly; however, they share the concern that discipline needs to be appropriately maintained. Parents and community members are proud of the district's school buildings and grounds.



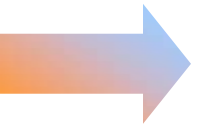
School Funding

Parents perception that increases in school funding are necessary to maintain a quality school system have grown stronger over the past five years; however, they do not necessarily agree that an increase in taxes is the answer, and community members support this opinion. Parents generally feel that District 13 budgets and spends its money appropriately, while community members' perceptions are more marginal in this area, although not particularly negative.



Important Issues

Hiring and retention of quality teachers and academic standards are the top two issues both parents and community members feel are important to the future of District 13. Both stakeholder groups also put student behavior and discipline toward the top. Issues of lesser importance to parents and community members include implementing a daily hot lunch program, offering full-day kindergarten, and keeping buildings well-maintained and up to date. Of particular note in this area is that both parents and community members are in high agreement of what the priorities of the district should be.



Areas of Significant Change

From the parent perspective, there are several areas that have experienced what could be considered more significant improvement since the 2008 survey, and many more since the 2006 survey. Academic areas experiencing more significant improvement since the 2008 survey include the gifted and foreign language programs, teaching students to work with others, the social, emotional and character development of students, preparation for high school and life, technology integration, special education program, and programming for students "in the middle" or performing below grade level. Other more significant improvements over 2008 include the school office staff, safety, respect in the schools, discipline procedures and special services such as counseling and social work. There are many more areas that demonstrate more significant improvement over 2006 in both parent and community mean ratings. Such areas are denoted by item in this report.

II. DEMOGRAPHIC INFORMATION

Sample Demographics / Household Information

In the spring of 2006, 2008 and 2010, District 13 administration, in conjunction with ECRA Group (ECRA), administered a parent survey and a community survey to measure the satisfaction of parents and community members with Bloomington Elementary Schools. The table below shows number of surveys returned by parents and community members.

<i>Group</i>	<i>Number of Surveys Returned in 2006</i>	<i>Number of Surveys Returned in 2008</i>	<i>Number of Surveys Returned in 2010</i>
Parents	410	343	440
Community Members	303	255	444

This year’s administration was very well received, with the highest return rate in several years for both parents and community members. A representative sample was ensured.

Each respondent was asked to provide demographic household information. Parents were asked to indicate the schools their children currently attend, as well as whether they plan to send younger children to Bloomington schools, and whether they have graduates of District 13 schools. Community members were also asked if they had children under the age of 5, and whether they planned to send them to District 13 schools. They were also asked whether their children are graduates of District 13. All were asked to denote how long they have lived in the community, the two most important sources of information from which they learn about District 13 schools, and the level to which they are involved with District 13. Demographic information is detailed in the tables that follow. These items summarize important characteristics of the sample used to draw inferences to all of the District 13 parents and community members.

Distribution of Parent Respondents: District 13 Attendance

<i>Item</i>	<i>Percent 2006*</i>	<i>Percent 2008*</i>	<i>Percent 2010*</i>
My child(ren) currently attend Westfield Middle School.	53.4	39.4	38.2
My child(ren) currently attend Erickson.	45.2	42.6	45.5
My child(ren) currently attend Du Jardin.	29.1	35.9	27.5
I have a child or children who formerly attended District 13 schools.	28.4	33.2	32.7
I have a child or children under the age of 5 and plan to send them to District 13.	18.0	15.7	20.5
I have a child or children under the age of 5 and DO NOT plan to send them to District 13.	.5	0	0
I have never had a child enrolled in District 13.	NA	NA	N/A

**Numbers do not add to 100 percent because parents have children in more than one school.*

As in previous years, the largest portions of respondents have children that currently attend Erickson. Westfield had the second largest group of respondents, followed by Du Jardin. The distribution of parent responses is similar to 2008.

Distribution of Community Respondents: District 13 Attendance

<i>Item</i>	<i>Percent 2006*</i>	<i>Percent 2008*</i>	<i>Percent 2010*</i>
I have a child or children who formerly attended District 13 schools.	48.7	51.0	47.5
I have a child or children under the age of 5 and plan to send them to District 13.	7.2	5.1	6.5
I have a child or children under the age of 5 and DO NOT plan to send them to District 13.	.8	1.2	1.1
I have never had a child enrolled in District 13.	38.4	34.9	36.5

**Numbers do not add to 100 percent because parents have children in more than one school, and approximately 5 percent of community members did not indicate which category was applicable to them.*

Distribution of Community Respondents in 2010 is also similar to the 2006 and 2008 distributions.

**Distribution of Parents:
Length of Time Their Child(ren) Have Attended District 13 Schools**

<i>Length of Time</i>	<i>Percent of Parents Responding (2006)</i>	<i>Percent of Parents Responding (2008)</i>	<i>Percent of Parents Responding (2010)</i>
Less than one year	11.2	12.4	10.8
One to three years	27.4	25.1	23.4
Four to six years	24.5	25.4	24.7
More than six years	36.9	37.2	41.1

Distribution of Parent Respondents: Length of Time They Have Lived in District 13

<i>Length of Time</i>	<i>Percent of Parents Responding (2006)</i>	<i>Percent of Parents Responding (2008)</i>	<i>Percent of Parents Responding (2010)</i>
Less than one year	5.1	5.0	3.0
One to three years	16.9	12.4	9.9
Four to six years	15.7	18.3	18.6
Six to 10 years	24.2	23.6	28.3
10 to 20 years	32.1	32.7	32
More than 20 years	6.0	8.0	8.2

A majority of the parent respondents have lived in the district for more than six years.

Distribution of Community Respondents: Length of Time They Have Lived in District 13

<i>Length of Time</i>	<i>Percent of Residents Responding (2006)</i>	<i>Percent of Residents Responding (2008)</i>	<i>Percent of Residents Responding (2010)</i>
Less than one year	3.7	1.3	.7
One to three years	7.3	7.9	6.0
Four to six years	8.8	4.2	7.4
Six to 10 years	10.3	9.2	10.5
10 to 20 years	37.4	28.9	29.5
More than 20 years	32.6	48.5	46

A majority of community respondents have lived in District 13 for at least 10 years. Almost half of the participants on the 2008 survey had resided in the community for more than 20 years. As a group, the community respondents have lived in the district longer than parents with children currently attending the District 13 schools.

**Distribution of Parent Respondents:
The Two Most Important Sources of Information about District 13**

<i>Source of Information</i>	<i>Percent of Parents Responding (2006)</i>	<i>Percent of Parents Responding (2008)</i>	<i>Percent of Parents Responding (2010)</i>
District 13 Publications	58	52	37
District 13 Students	38	36	27
District Web Page (www.sd13.org)	22	28	48
Teachers and Administrators	26	26	25
Neighbors and Friends	25	25	22
School Meetings	15	14	7
Newspaper	6	5	5
Email	2	4	13
Other	4	3	4

Parents get most of their information about District 13 from the web page, District 13 publications, and the District 13 students. Very few rely on the newspaper or school meetings as their primary sources of information. Reliance upon the web page for district information has increased dramatically since 2008, which is important to note and encouraging as it indicates the district has increasing control over information dissemination and district messaging.

**Distribution of Community Respondents:
The Two Most Important Sources of Information about District 13**

<i>Source of Information</i>	<i>Percent of Residents Responding (2006)</i>	<i>Percent of Residents Responding (2008)</i>	<i>Percent of Residents Responding (2010)</i>
District 13 Publications	59	53	46
Newspaper	49	41	39
Neighbors and Friends	39	28	31
District 13 Students	11	11	10
District Web Page (www.sd13.org)	6	9	12
Teachers and Administrators	7	7	6
Other	7	7	8
School Meetings	5	3	3
Email	1	1	3

The majority of District 13 community respondents rely on District 13 publications, the newspaper, and neighbors and friends for information about the schools. The fact that almost half of community members read district publications, as well as the fact that twice as many residents read the web page now as they did in 2006 (this number appears to be steadily increasing) indicates that the district does have some degree of control over the information and messaging the community receives.

Distribution of Parents: Involvement in District 13 Schools

<i>Item</i>	<i>Percent of Parents Responding (2006)</i>	<i>Percent of Parents Responding (2008)</i>	<i>Percent of Parents Responding (2010)</i>
I am actively involved with District 13.	28.9	28.5	20.8
I occasionally get involved with District 13.	58.7	58.2	63.0
I never get involved with District 13.	12.5	13.2	16.1

Though the percent of respondents who are actively involved with District 13 has decreased since 2008, District 13 parents still indicated a very high level of involvement with the schools. Only 16.1 percent of respondents indicated they never get involved with District 13.

Distribution of Community Members: Involvement in District 13 Schools

<i>Item</i>	<i>Percent of Residents Responding (2006)</i>	<i>Percent of Residents Responding (2008)</i>	<i>Percent of Residents Responding (2010)</i>
I am actively involved with District 13.	5.8	6.6	5.4
I occasionally get involved with District 13.	26.5	25.7	25.5
I never get involved with District 13.	67.7	67.7	69.1

The level of involvement of community members in District 13 schools has not changed greatly since 2006. Few are actively involved, however one-quarter of respondents indicate they are occasionally involved with the schools.

III. DATA ANALYSIS

The analysis of the questionnaire was conducted by item. Each forced-choice item asked parents and community members to indicate their level of agreement with the statement on a four-point Likert-type scale. Results of the forced-choice items are displayed in a series of tables listing the mean ratings of parent and community member responses.

A more detailed analysis of each item can be found in **APPENDICES A and B**. For this purpose, the *mean response* for each item was calculated separately for parents and community members and can be used to illustrate the relative strength and weakness of the ratings. Mean ratings are based on a scale from 1, indicating they strongly disagree with the statement, to 4, indicating they strongly agree.

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

Higher mean ratings reflect greater levels of agreement. The following general guidelines can be used when interpreting mean ratings.

-  **Any mean rating of a 3.0 or greater reflects general agreement to that item.**
-  **Any mean rating falling below a 3.0 should be reviewed and considered as an area for improvement.**







All item results are based on those respondents who chose to indicate their level of agreement or disagreement. Therefore, any respondent who felt that they did not have adequate information to respond accurately were excluded from that item's analysis. This method results in a more precise reflection of respondent perceptions.

Items Showing Significant Improvement

Because the ratings are so high there is little variability in the ratings, which means that smaller differences are significant. ECRA has identified all items that show a .1 or greater difference in mean ratings as being significant for the purpose of this report. Items showing .1 or greater over the 2008 ratings are identified with *; items showing .1 or greater over the 2006 ratings are identified with +.

IV. RESULTS OF THE PARENT SURVEY

The 2010 parent survey instrument consisted of 39 items (not including the household information) that asked parents to respond to a variety of issues concerning the quality of District 13 schools, as well as several items related to school funding and important issues in the district. Of those 39 items, 38 were forced-choice, and one was open-ended. The items were distributed among the following areas:

-  **Curriculum and Instruction**
-  **Communication with Parents and Community**
-  **School Climate**
-  **Student Services and Facilities**
-  **School Funding**
-  **Important Issues**

The “Results of Forced-Choice Items” section of the parent survey report is organized by the six preceding areas and presented in the order indicated in section A. The open-ended responses are summarized in section B. Comprehensive forced-choice item analyses are contained in **APPENDIX A**. The parent survey instrument can be found in **APPENDIX C**.

A. Results of Forced-Choice Items

Mean Ratings for Items Relating to Curriculum and Instruction

Sorted in descending order
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
<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
4.	Performance areas such as physical education, music, art and drama are important for a well-rounded education.+	3.53	3.57	3.66
8.	A program for the intellectually gifted and academically talented is important for meeting the needs of students.*+	3.34	3.43	3.54
15.	The school library meets student needs.+	3.33	3.37	3.43
13.	District 13 has a high quality teaching staff.+	3.28	3.34	3.42
14.	Teachers are accessible, approachable, and responsive to parents.	3.32	3.42	3.39
3.	A foreign language program is important for a well-rounded education.*+	3.21	3.24	3.39
5.	The schools are helping students develop the skills necessary to work cooperatively with others.*+	3.23	3.25	3.37
7.	The social and emotional development of students is an important focus for District 13 schools.*+	3.14	3.25	3.37
1.	The academic standards and expectations of the schools in District 13 are appropriate.+	3.19	3.30	3.35
6.	Technology is current and has been used effectively throughout the schools' educational programs.*+	3.14	3.22	3.35
12.	Appropriate emphasis is placed on the character development of students.*+	3.18	3.17	3.33
11.	Special Education programs are effectively meeting the needs of students.*+	3.07	3.19	3.31
2.	The school curriculum is preparing students for success in high school and in life.*	3.20	3.19	3.29
9.	The educational programs for children who are performing below grade level are meeting the needs of students.*+	2.92	3.10	3.23
10.	The educational programs are meeting the needs of the "kids in the middle".*+	3.02	3.04	3.18

* Item showing significant improvement over 2008 mean rating.

+Item showing significant improvement over 2006 mean rating.

As in 2008, parents responded with general levels of agreement to all items in the Curriculum and Instruction category. They feel most strongly that special performance areas and gifted programming are important for a well-rounded education. Among others, levels of agreement to the statements regarding the importance of gifted programming, the high quality teaching staff, and the importance of the foreign language program increased from 2008 to 2010.

It should be noted that the mean rating for every single curriculum and instruction item has improved slightly over the 2008 ratings, and even more significantly over the 2006 ratings, indicating a general trend of continuous quality improvement.

 Agreement
 Possible area for improvement

Mean Ratings for Items Relating to Communication with Parents

*Sorted in
descending
order*
↓

<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
17.	The school office staff is courteous, helpful and professional.*+	3.35	3.45	3.55
20.	Parent-Teacher conferences are helpful in understanding my child's or children's progress in school.	3.41	3.51	3.50
21.	I feel comfortable contacting school personnel with questions, problems, and/or concerns.	3.38	3.46	3.43
24.	Parental involvement and participation are encouraged and welcomed.	3.35	3.40	3.41
22.	Questions and concerns are answered in a timely manner by administrators and school staff.	3.31	3.40	3.40
16.	The administrators are accessible, approachable and responsive to parents.+	3.27	3.35	3.39
19.	Parents are encouraged to have regular contact with teachers to monitor their children's progress.	3.24	3.32	3.31
18.	The school nursing staff is courteous, helpful and professional.	3.29	3.32	3.30
23.	The Board of Education understands and represents the community in its work.+	3.10	3.22	3.20

* Item showing significant improvement over 2008 mean rating.
+ Item showing significant improvement over 2006 mean rating.

Parents show generally positive agreement with all statements regarding Communication, and ratings are more static with previous years for communication items when compared to the increases in curriculum and instruction items.

Parents feel that the school staff is courteous, helpful and professional and that parent-teacher conferences are helpful. Parents' level of agreement increased to statements that the school staff is courteous and helpful, that administrators are accessible, approachable and responsive, and that parental involvement and participation are encouraged and welcomed.

Agreement
 Possible area for improvement

Mean Ratings for Items Relating to School Climate

*Sorted in
descending
order*



<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
25.	Students feel safe at school.*+	3.38	3.39	3.51
26.	The schools provide a positive and orderly atmosphere for learning.+	3.33	3.37	3.46
27.	Students are treated with respect and are expected to respect others.*+	3.25	3.30	3.40
28.	Discipline procedures are appropriate and are administered fairly.*+	3.12	3.15	3.29

* Item showing significant improvement over 2008 mean rating.

+Item showing significant improvement over 2006 mean rating.

Parents' level of agreement to items related to school climate has increased slightly across all items since 2006. As in 2006 and 2008, the felt most strongly that students feel safe at school and that the schools provide a positive and orderly atmosphere for learning.

Mean Ratings for Items Relating to Student Services and Facilities

*Sorted in
descending
order*



<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
30.	The building and grounds of the schools are well-maintained and conducive to the learning environment.	3.36	3.38	3.42
31.	The transportation services of the district are meeting the needs of students.+	3.21	3.26	3.34
29.	Special services, including counseling and social work, are effectively meeting the needs of students.*+	3.07	3.23	3.33
32.	The after-school, extracurricular and athletic programs in District 13 are meeting the needs of students.+	3.12	3.20	3.22

* Item showing significant improvement over 2008 mean rating.

+Item showing significant improvement over 2006 mean rating.

Parents provided the highest levels of agreement to the statements that the building and grounds are well-maintained and conducive to learning and the transportation services of the district are meeting the needs of students.

Agreement
 Possible area for improvement

Mean Ratings for Items Relating to School Funding

*Sorted in
descending
order*
↓

<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
35.	Increases in school funding are necessary to maintain a quality school system.*+	3.07	3.28	3.39
34.	District 13 budgets and spends its money appropriately.	3.12	3.11	3.16
33.	District 13 is adequately funded.	3.17	3.20	3.06
46.	Sometimes it is necessary to increase taxes to maintain the quality of a school system.	2.93	2.88	2.92

* Item showing significant increase over 2008 mean rating.

+Item showing significant increase over 2006 mean rating.



Parents in 2010 agree to an even stronger level that increases in school funding are necessary to maintain a quality school system. Levels of agreement to the school funding items have increased since 2008, except to the statement that District 13 is adequately funded. The level of agreement to this item on the survey dropped noticeably since 2008. In addition, while the group of parent respondents did not indicate strong cohesiveness in agreement to the necessity of increasing taxes to maintain the quality of a school system, the ratings were nearly identical to those provided in 2006, when even more of the respondents felt that the district was adequately funded.

Agreement
 Possible area for improvement

Item Analysis – School Comparisons

Mean Ratings

<i>Item</i>	<i>Du Jardin</i>	<i>Erickson</i>	<i>Westfield</i>
The academic standards and expectations of the schools in District 13 are appropriate.	3.29	3.44	3.30
The school curriculum is preparing students for success in high school and in life.	3.24	3.36	3.23
A foreign language program is important for a well-rounded education.	3.37	3.39	3.35
Performance areas such as physical education, music, art and drama are important for a well-rounded education.	3.69	3.67	3.62
The schools are helping students develop the skills necessary to work cooperatively with others.	3.45	3.38	3.27
Technology is current and has been used effectively throughout the schools' educational programs.	3.35	3.35	3.35
The social and emotional development of students is an important focus for District 13 schools.	3.46	3.40	3.26
A program for the intellectually gifted and academically talented is important for meeting the needs of students.	3.54	3.61	3.47
The educational programs for children who are performing below grade level are meeting the needs of students.	3.32	3.30	3.11
The educational programs are meeting the needs of the "kids in the middle."	3.25	3.17	3.12
Special Education programs are effectively meeting the needs of students.	3.42	3.33	3.25
Appropriate emphasis is placed on the character development of students.	3.39	3.38	3.19
District 13 has a high quality teaching staff.	3.47	3.47	3.34
Teachers are accessible, approachable and responsive to parents.	3.55	3.49	3.39
The school library meets student needs.	3.49	3.43	3.35
The administrators are accessible, approachable and responsive to parents.	3.52	3.41	3.24
The school office staff is courteous, helpful and professional.	3.64	3.59	3.43
The school nursing staff is courteous, helpful and professional.	3.31	3.31	3.22

 Agreement
 Possible area for improvement

Item Analysis – School Comparisons

Mean Ratings

<i>Item</i>	<i>Du Jardin</i>	<i>Erickson</i>	<i>Westfield</i>
Parents are encouraged to have regular contact with teachers to monitor their children’s progress.	3.38	3.31	3.22
Parent-Teacher conferences are helpful in understanding my child’s or children’s progress in school.	3.56	3.51	3.41
I feel comfortable contacting school personnel with questions, problems, and/or concerns.	3.49	3.46	3.28
Questions and concerns are answered in a timely manner by administrators and school staff.	3.48	3.41	3.30
The Board of Education understands and represents the community in its work.	3.18	3.22	3.17
Parental involvement and participation are encouraged and welcomed.	3.44	3.46	3.33
Students feel safe at school.	3.63	3.51	3.40
The schools provide a positive and orderly atmosphere for learning.	3.55	3.49	3.37
Students are treated with respect and are expected to respect others.	3.51	3.45	3.23
Discipline procedures are appropriate and administered fairly.	3.37	3.33	3.15
Special services, including counseling and social work, are effectively meeting the needs of students.	3.36	3.42	3.20
The building and grounds of the schools are well-maintained and conducive to the learning environment.	3.32	3.50	3.38
The transportation services of the district are meeting the needs of students.	3.24	3.37	3.29
The after-school, extracurricular and athletic programs in District 13 are sufficient to meet the needs of students.	3.19	3.18	3.25
District 13 is adequately funded.	2.88	3.17	3.10
District 13 budgets and spends its money appropriately.	3.05	3.22	3.18
Increases in school funding by the State are necessary to maintain a quality school system.	3.58	3.27	3.32
Sometimes it is necessary to increase taxes to maintain the quality of a school system.	2.95	2.90	2.93

Agreement
 Possible area for improvement

(Questions 37 and 38) Respondents were asked to mark the four topics they think are most important to District 13, and the four topics they consider the least important to the district. The table on the following page shows the distribution of those results.

Sorted in
descending
order
↓

Percent Distributions of Parents

MOST IMPORTANT				LEAST IMPORTANT		
<i>2006</i>	<i>2008</i>	<i>2010</i>	<i>Important Issues</i>	<i>2010</i>	<i>2006</i>	<i>2008</i>
66	76	68	Hiring and retention of quality teachers	2	2	4
62	65	59	Academic standards	2	2	2
49	46	45	Maintaining lowest possible class size	15	18	25
33	36	32	Student behavior and discipline	7	6	12
30	34	29	Expanding technology capabilities	11	10	11
17	25	18	Student achievement (as measured by standardized testing)	16	17	23
22	22	18	Expanding the foreign language program	41	43	52
16	20	18	Planning for the future	10	7	16
16	25	17	Hiring and retention of quality administrators	11	9	14
18	13	15	Offering summer school programs	50	48	63
12	15	14	Programming for special needs students	11	10	19
18	16	11	Implementing a daily hot lunch program	60	58	69
N/A	N/A	11	Offering a full-day kindergarten	62	N/A	N/A
N/A	11	9	Keeping buildings well-maintained and up-to-date	14	N/A	16

Just as in 2006 and 2008, the hiring and retention of quality teachers, academic standards, maintaining the lowest possible class size, and student behavior and discipline remain the top four topics parents deem most important to the future of School District 13. The hiring and retention of quality administrators has dropped in importance, and while it was heavily stressed by some respondents in open-ended comments, expanding the foreign language program has also dropped in importance to parents since 2008.

B. Results of the Open-Ended Item

39. How can District 13 programs and services be improved?

Parents of District 13 students offered suggestions for ways in which programs and services could be improved, however the majority of respondents indicated that they could think of no ways to improve the district and were completely satisfied with the education provided in District 13 schools. Across the district, however, parents focused on improving or adding foreign language programs in the schools, improving the gifted programs, improving communication, and implementing effective discipline policies across the district.

In prior years parents have suggested expanding the foreign language program in the district. The focus on the necessity of foreign language ability has continued into 2010 and respondents from all three schools strongly request that foreign language be added at the elementary level and continue to be a focus in the curriculum through eighth grade. Parents have come to understand the importance of early childhood as a prime opportunity to acquire language skills and believe that by waiting until middle or high school to introduce a foreign language, educators are missing out on a critical window for learning.

Several of the respondents from across the district feel that the gifted program could be improved. Parents believe that their gifted children should be offered a more enriching curriculum and be challenged to a greater and new extent. Some of the parents indicated concern that the gifted program does not provide students with greater academic challenges, only additional work. They believe the students are “burning out” as opposed to being introduced to higher level learning experiences. Parents of gifted children would like to see a curriculum tailored to the needs of their children, as they believe that the needs of all students in the classroom should be met.

Another continuing theme in survey responses is the importance of clear and consistent communication across all areas within the district. A large portion of the parents indicated in written responses that they believe communication practices in the district are lacking. Parents at Du Jardin were least concerned about communication at the school level, but indicated that the district website should be updated. Parents from Westfield and Erickson exhibited a much higher level of frustration with the current common methods of communication. They would like more information to be available to them on the schools’ websites, including calendars and student achievement information. Several respondents also indicated that they have difficulty reaching their children’s teachers, and that communication they receive from teachers is not always reflective of how their children are achieving in school or of the report cards sent home.

Discipline has also remained a focus of parents in 2006, 2008, and in responses to the 2010 survey. Parents continue to be concerned with discipline and in particular, the amount of bullying occurring in the schools. This is especially a concern of parents of students attending Westfield. Parents indicated that, especially at the middle school level, the amount of bullying and associated misbehavior is escalating, noticeably, in the schools, on school grounds, and on busses. Parents suggest educators address this issue through stricter enforcement of

discipline policies and by working with students to address issues behind misbehavior, such as self-esteem and dealing with different types of relationships.

Parents indicated other areas they believe should be addressed by administrators in the district. They would like to see summer education programs offered through the district, at a reasonable price, a theme which has remained consistent since 2006. Across the district, parents continue to stress the importance of up-to-date math and science programs. More than one parent respondent from Erickson requested that a math specialist be available to students in the same way that a reading specialist is currently available to work with students. Parents across the district also recognize that there are several highly experienced and well-trained teachers in the schools. They wish to ensure that retention of the best teachers remains a priority in the district, and that all teachers are provided with the tools necessary to remain up-to-date with their teaching practices and have ample opportunity to expand their teaching skills.

Other items for improvement suggested by parents in 2010 include implementing a full day kindergarten in the elementary schools, continuing to address fiscal responsibility, improving and expanding transportation services offered by the district, remaining committed to high standards, implementing meaningful evaluations of teachers and administrators on a regular basis, and focusing on alignment and consistency in the curriculum.

V. RESULTS OF THE COMMUNITY SURVEY

The community survey instrument consisted of 34 items (not including the household information) that asked community members to respond to a variety of issues concerning the quality of District 13 schools, as well as several items related to school funding and important issues in the district. Of those 35 items, 34 were forced-choice, and one was open-ended. The items were distributed as follows:

- ✚ **Curriculum and Instruction**
- ✚ **Communication with Parents and Community**
- ✚ **Student Services and Facilities**
- ✚ **School Climate**
- ✚ **Awareness of District 13 Programs**
- ✚ **School Funding**
- ✚ **Important Issues**

The “Results of Forced-Choice Items” section of the community survey report is organized by the seven preceding areas and presented in the order indicated in section A. The open ended responses are summarized in section B. Comprehensive forced-choice item analyses are contained in **APPENDIX B**. The community survey instrument can be found in **APPENDIX D**.

A. Results of Forced-Choice Items

Mean Ratings for Items Relating to Curriculum and Instruction

Sorted in descending order
↓

Item	Statement	2006	2008	2010
5.	A program for the intellectually gifted and academically talented is important for quality schools.	3.31	3.40	3.40
7.	The character development of students is an important concern of District 13.+	3.24	3.37	3.35
9.	District 13 has a high quality teaching staff.+	2.98	3.24	3.29
2.	District 13 has high academic standards.+	3.03	3.21	3.28
1.*	The curriculum is preparing students to be successful learners in high school and in life.+	3.02	3.19	3.27
6.	Technology is current and has been used effectively throughout the school's educational programs.+	3.04	3.16	3.23
10.	Class sizes in District 13 are appropriate.+	3.00	3.15	3.18
4.	A foreign language program is important to quality schools.	3.13	3.27	3.14
3.	The instructional program is meeting the needs of students.+	2.92	3.06	3.10
8.	The schools prepare students to value and interact with people from different cultures.+	2.88	3.06	3.09

* Item showing significant improvement over 2008 mean rating.

+Item showing significant improvement over 2006 mean rating.

Levels of agreement increased from 2008 in response to several of the survey items, including statements that the district has high academic standards, the curriculum is preparing students to be successful learners in high school and in life, and that technology is current and has been used effectively throughout the school's educational programs. Community members, in contrast to parents, actually agree to a lesser extent than in 2008 that foreign language is important to quality schools. Community members continue to feel strongly that a program for intellectually gifted and academically talented students is important for quality schools.

High level of agreement
 Possible area for improvement

Mean Ratings for Items Relating to Communication with Community

*Sorted in
descending
order*
↓

<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
17.	I hear good things about District 13.+	3.07	3.25	3.24
16.	The district’s website (www.sd13.org) offers good information about the district.+	3.02	3.15	3.17
14.	There are adequate ways for community members to become involved in District 13.	2.95	3.08	2.98
11.	There is open communication in District 13, and different viewpoints are welcomed.	2.86	2.88	2.93
15.	District 13 effectively communicates the financial state of the district.	2.80	2.87	2.86
13.	The Board of Education encourages open communication and is approachable.	2.80	2.87	2.81
12.	The Board of Education represents parents and community members when making decisions.	2.70	2.84	2.79

* Item showing significant improvement over 2008 mean rating.
+Item showing significant improvement over 2006 mean rating.

District 13 continues to maintain a positive reputation in the community. Community members also agree that the district’s website is an effective means of communicating good information about the district. The community responses indicated that members have lower levels of agreement to the remaining communication items on the survey, including statements that the Board of Education represents parents and community members when making decisions and that it encourages open communication and is approachable. These are areas which have somewhat lower ratings than in 2008, though slightly higher than 2006.

High level of agreement
 Possible area for improvement

Mean Ratings for Items Relating to Student Services and Facilities

Sorted in descending order
↓

Item	Statement	2006	2008	2010
21.	District 13 schools provide students with a safe learning environment.+	3.19	3.27	3.30
22.	District 13 teachers are respected in the community.+	3.12	3.24	3.25
24.	Students are treated with respect and are expected to respect others.	N/A	3.18	3.19
23.	District 13 administrators are respected in the community.	N/A	3.06	3.09
25.	School discipline is appropriately maintained.	2.95	2.97	3.02

* Item showing significant improvement over 2008 mean rating.
+Item showing significant improvement over 2006 mean rating.

Since 2006 and 2008, community member respondents’ ratings of student services and facilities have increased. Community members believe the schools provide students with a safe learning environment and the teachers are respected in the community. Community members provided the lowest ratings of this section to school discipline in the community.

Mean Ratings for Items Relating to School Climate

Sorted in descending order
↓

Item	Statement	2006	2008	2010
18.	School sports and extracurricular programs for students are important.	3.36	3.46	3.45
19.	The buildings and grounds of the schools are well-maintained and conducive to the learning environment.	3.31	3.34	3.32
20.	The transportation services of the district are meeting the needs of students.+	3.17	3.31	3.28

* Item showing significant improvement over 2008 mean rating.
+Item showing significant improvement over 2006 mean rating.

Community members provided high levels of agreement to school climate items, though the ratings are slightly lower than in 2008.

High level of agreement
 Possible area for improvement

Mean Ratings for Items Relating to Awareness of District 13 Programs

*Sorted in
descending
order*
↓

<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
28.	I am adequately informed of school events and functions.	2.91	2.73	2.80
26.	I am knowledgeable of important issues facing District 13.	2.73	2.73	2.73
27.	I am aware of opportunities for community members to become involved in District 13.	2.77	2.78	2.71

* Item showing significant improvement over 2008 mean rating.

+Item showing significant improvement over 2006 mean rating.

Community members continue to show lower levels of agreement to items related to the awareness of District 13 programs. Ratings have increased since 2008 in response to the statement that community members are adequately informed of school events and functions. Levels of agreement have remained exactly the same since 2006 to the statement that community members are knowledgeable of important issues facing District 13. Agreement levels have decreased slightly since 2008 regarding the awareness of opportunities for community members to become involved in the district.

High level of agreement
 Possible area for improvement

Mean Ratings for Items Relating to School Funding

*Sorted in
descending
order*
↓

<i>Item</i>	<i>Statement</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
29.	District 13 is adequately funded.	3.13	3.22	3.08
31.	Increases in school funding are necessary to maintain a quality school system.+	2.57	3.06	2.99
30.	District 13 budgets and spends its money appropriately.	2.77	2.88	2.84
32.	Sometimes it is necessary to increase taxes to maintain the quality of a school system.	2.55	2.60	2.54

* Item showing significant improvement over 2008 mean rating.
+Item showing significant improvement over 2006 mean rating.

Community members continue to generally feel that the schools are adequately funded. They provided slightly lower ratings regarding the necessity to increase funding to maintain the school system, that the district budgets its money appropriately or that it is necessary to increase taxes.

High level of agreement
 Possible area for improvement

Items 34 and 35 on the community survey, asked respondents to mark the four topics they think are most important to District 13, and the four topics they consider the least important to the district. The table below shows the distribution of those results.

Sorted in
descending
order



Percent Distributions of Community Members

MOST IMPORTANT				LEAST IMPORTANT		
<i>2006</i>	<i>2008</i>	<i>2010</i>	<i>Important Issues</i>	<i>2006</i>	<i>2008</i>	<i>2010</i>
69	72	62	Hiring and retention of quality teachers	2	1	2
71	64	62	Academic standards	2	<1	2
39	42	37	Student behavior and discipline	6	4	6
26	19	28	Planning for the future	7	9	6
29	31	27	Expanding technology capabilities	10	9	9
30	27	26	Maintaining lowest possible class size	18	32	23
26	22	23	Student achievement (as measured by standardized testing)	17	22	14
16	18	18	Hiring and retention of quality administrators	9	13	13
19	18	15	Programming for special needs students	10	15	8
16	15	10	Expanding the foreign language program	43	44	41
13	6	10	Offering summer school programs	48	53	47
N/A	10	9	Keeping buildings well maintained and up-to-date	N/A	11	8
N/A	N/A	7	Offering full-day kindergarten	N/A	N/A	54
7	2	3	Implementing a daily hot lunch program	58	71	62

Community members feel the most important issues to the district include the hiring and retention of quality teachers, maintaining high academic standards, and focusing on student behavior and discipline. They felt the least important items on the survey list included implementing a hot lunch program or offering a full-day kindergarten. The important of expanding a foreign language program is lower for community members than for parents in the district.

B. Results of the Open-Ended Item

33. What are the strengths and/or areas for needed improvement in District 13?

Community members supporting District 13 schools overall believe that the schools are providing a high quality education for the area students. Many of the respondents indicated that their own children went to District 13 schools and are now successful adults. Of those familiar with the schools, many felt that strengths include highly-educated teachers, accessible administrators, strong academic programs, and a commitment to high standards. Many of the community members also recognized that while the economy as a whole is forcing individuals as well as communities to tighten their budgets, District 13 has demonstrated a high degree of fiscal responsibility over the years.

Many of the community member respondents also saw areas in the district in need of improvement. Some have concerns regarding the impending lack of funding that the majority of school districts are facing, and their own abilities to support themselves and their families. These respondents strongly oppose any increase in taxes and many suggested various reforms to decrease spending in the district, such as increasing class sizes, decreasing salaries, and firing teachers, staff, and administrators. Some of the respondents further indicated that reforms should be made in teacher retention policies.

Community members offered further ideas for improvements to the districts. Respondents wish to see continued focus on core academics, continuity in the curriculum across grade levels, improvements made to the math program, and more time spent focusing on the average students, who they believe have become a neglected group with all of teachers' energy going towards the far ends of the spectrum.

Another area which community members felt improvements could be made is in communication. Several felt uninformed as to happenings in the district and requested that they be provided information on issues such as test scores, finances, volunteer opportunities, teacher qualifications, district policies, and current issues. They also want to know how their district compares to others in the area.

Several of the community members also mentioned issues related to discipline and rule enforcement. They have concerns that rules are not evenly being enforced and that bullying is becoming an increasing problem in the schools. Other areas of concern for community members include accountability of the Board of Education to the community, the relationships between the leaders in the district and teachers, staff, and building administrators, a concern that students are academically overloaded and being over-tested, and the need for students to focus on study skills so as to be successful at higher levels of education.

APPENDICES: SURVEY INSTRUMENTS AND ITEM HISTOGRAMS

BLOOMINGDALE ELEMENTARY SCHOOLS

DU PAGE SCHOOL DISTRICT 13

DR. KIM PERKINS
Superintendent
DR. LINDA SCHIELKE
Assistant Superintendent

DISTRICT OFFICE
164 South Euclid Avenue
Bloomington, IL 60108-1634
(630) 893-9590
(630) 893-1818
www.sd13.org

March 2010

Dear District 13 Parents:

On behalf of the Board of Education, I would like to thank you for your continued support of District 13. There have been a number of significant improvements over the last couple of years in our schools, and the Board of Education is committed to maintaining a cycle of continuous improvement for the future.

It is for this reason that I am asking for your assistance. The enclosed survey will provide us with information about parents' perception of our schools. Please complete the survey, seal it in the enclosed envelope and return it to your child's teacher or to the school office **by April 23, 2010**. Your input and feedback will help us to monitor various aspects of our school district, and help us to determine how we can continually improve our schools. The results of the surveys will be compiled by ECRA Group, Inc., an independent research firm that will analyze the responses and prepare a report for the Board of Education.

If you have any thoughts or questions regarding this survey, please feel free to contact my office at 630-893-9590. Thank you for taking the time to complete this survey.

Sincerely,



Dr. Kim Perkins
Superintendent



Bloomington School District 13 Parent Survey

This survey measures the satisfaction of the District 13 parents with their schools. Items on this survey are organized in the areas of Curriculum and Instruction, Communication with Parents and Community, School Climate, Student Services and Facilities, School Funding, Important Topics Facing the District, and Household Information.

Items on this survey ask you to rate your level of agreement with various statements. If you have no information on which to base a rating, mark the "No Information" item in the response. Mark one choice per item unless otherwise specified. Please attach additional pages if you need more space for comments.

CURRICULUM AND INSTRUCTION

1. The academic standards and expectations of the schools in District 13 are appropriate.
 Strongly Agree Agree Disagree Strongly Disagree No Information

2. The school curriculum is preparing students for success in high school and in life.
 Strongly Agree Agree Disagree Strongly Disagree No Information

3. A foreign language program is important for a well-rounded education.
 Strongly Agree Agree Disagree Strongly Disagree No Information

4. Performance areas such as physical education, music, art and drama are important for a well-rounded education.
 Strongly Agree Agree Disagree Strongly Disagree No Information

5. The schools are helping students develop the skills necessary to work cooperatively with others.
 Strongly Agree Agree Disagree Strongly Disagree No Information

6. Technology is current and has been used effectively throughout the schools' educational programs.
 Strongly Agree Agree Disagree Strongly Disagree No Information

7. The social and emotional development of students is an important focus for District 13 schools.
 Strongly Agree Agree Disagree Strongly Disagree No Information

8. A program for the intellectually gifted and academically talented is important for meeting the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information

9. The educational programs for children who are performing below grade level are meeting the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information

10. The educational programs are meeting the needs of the "kids in the middle."
 Strongly Agree Agree Disagree Strongly Disagree No Information

11. Special Education programs are effectively meeting the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information

12. Appropriate emphasis is placed on the character development of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information

13. District 13 has a high quality teaching staff.
 Strongly Agree Agree Disagree Strongly Disagree No Information

14. Teachers are accessible, approachable and responsive to parents.
 Strongly Agree Agree Disagree Strongly Disagree No Information

15. The school library meets student needs.
 Strongly Agree Agree Disagree Strongly Disagree No Information

COMMUNICATION WITH PARENTS AND COMMUNITY

16. The administrators are accessible, approachable and responsive to parents.
 Strongly Agree Agree Disagree Strongly Disagree No Information
17. The school office staff is courteous, helpful and professional.
 Strongly Agree Agree Disagree Strongly Disagree No Information
18. The school nursing staff is courteous, helpful and professional.
 Strongly Agree Agree Disagree Strongly Disagree No Information
19. Parents are encouraged to have regular contact with teachers to monitor their children's progress.
 Strongly Agree Agree Disagree Strongly Disagree No Information
20. Parent-Teacher conferences are helpful in understanding my child's or children's progress in school.
 Strongly Agree Agree Disagree Strongly Disagree No Information
21. I feel comfortable contacting school personnel with questions, problems, and/or concerns.
 Strongly Agree Agree Disagree Strongly Disagree No Information
22. Questions and concerns are answered in a timely manner by administrators and school staff.
 Strongly Agree Agree Disagree Strongly Disagree No Information
23. The Board of Education understands and represents the community in its work.
 Strongly Agree Agree Disagree Strongly Disagree No Information
24. Parental involvement and participation are encouraged and welcomed.
 Strongly Agree Agree Disagree Strongly Disagree No Information

SCHOOL CLIMATE

25. Students feel safe at school.
 Strongly Agree Agree Disagree Strongly Disagree No Information
26. The schools provide a positive and orderly atmosphere for learning.
 Strongly Agree Agree Disagree Strongly Disagree No Information
27. Students are treated with respect and are expected to respect others.
 Strongly Agree Agree Disagree Strongly Disagree No Information
28. Discipline procedures are appropriate and are administered fairly.
 Strongly Agree Agree Disagree Strongly Disagree No Information

STUDENT SERVICES AND FACILITIES

29. Special services, including counseling and social work, are effectively meeting the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information
30. The building and grounds of the schools are well-maintained and conducive to the learning environment.
 Strongly Agree Agree Disagree Strongly Disagree No Information
31. The transportation services of the district are meeting the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information
32. The after-school, extracurricular and athletic programs in District 13 are sufficient to meet the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information

SCHOOL FUNDING

33. District 13 is adequately funded.
 Strongly Agree Agree Disagree Strongly Disagree No Information
34. District 13 budgets and spends its money appropriately.
 Strongly Agree Agree Disagree Strongly Disagree No Information
35. Increases in school funding by the State are necessary to maintain a quality school system.
 Strongly Agree Agree Disagree Strongly Disagree No Information
36. Sometimes it is necessary to increase taxes to maintain the quality of a school system.
 Strongly Agree Agree Disagree Strongly Disagree No Information

37. Mark the FOUR topics you think are MOST important for District 13.	Important Issues	38. Mark the FOUR topics you think are LEAST important for District 13.
<input type="checkbox"/>	Maintaining lowest possible class size	<input type="checkbox"/>
<input type="checkbox"/>	Expanding the foreign language program	<input type="checkbox"/>
<input type="checkbox"/>	Offering summer school programs	<input type="checkbox"/>
<input type="checkbox"/>	Expanding technology capabilities	<input type="checkbox"/>
<input type="checkbox"/>	Full-day kindergarten	<input type="checkbox"/>
<input type="checkbox"/>	Implementing a daily hot lunch program	<input type="checkbox"/>
<input type="checkbox"/>	Academic standards	<input type="checkbox"/>
<input type="checkbox"/>	Student achievement (as measured by standardized testing)	<input type="checkbox"/>
<input type="checkbox"/>	Programming for special needs students	<input type="checkbox"/>
<input type="checkbox"/>	Keeping school buildings well-maintained and up-to-date	<input type="checkbox"/>
<input type="checkbox"/>	Hiring and retention of quality teachers	<input type="checkbox"/>
<input type="checkbox"/>	Hiring and retention of quality administrators	<input type="checkbox"/>
<input type="checkbox"/>	Student behavior and discipline	<input type="checkbox"/>
<input type="checkbox"/>	Planning for the future	<input type="checkbox"/>

Please use the space provided to respond to the following question. Attach an additional page if needed.

39. How can District 13 programs and services be improved?

HOUSEHOLD INFORMATION

40. Mark all of the following that apply.

- My child(ren) attend:
 - Du Jardin Erickson Westfield
- I have a child or children who formerly attended District 13 schools.
- I have a child or children under the age of 5 and plan to send them to District 13.
- I have a child or children under the age of 5 and DO NOT plan to send them to District 13.

41. How long have your children attended District 13 schools?

- Less than one year Four to six years
- One to three years More than six years

42. How long have you lived in the District 13 community?

- Less than one year Four to six years 10 to 20 years
- One to three years Six to 10 years More than 20 years

43. Mark the **TWO** most important sources of your information about District 13 schools.

- Newspaper District 13 Students Teachers and Administrators
- Neighbors and Friends District 13 Publications School Meetings
- District Web Page (www.sd13.org) Email Other

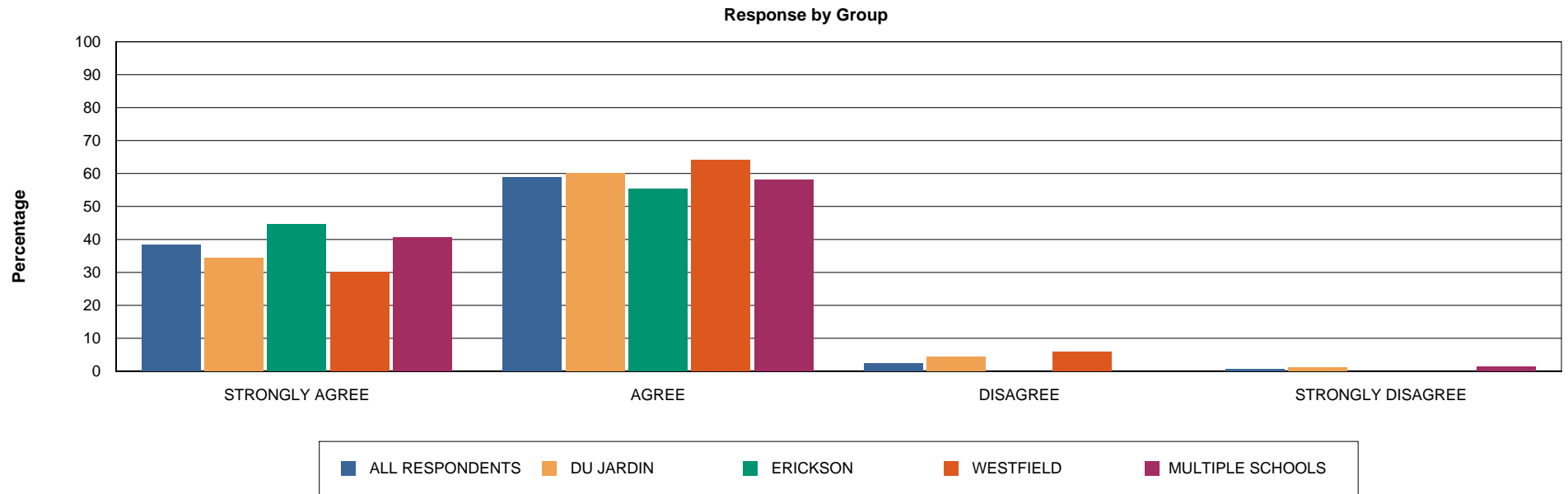
44. Which statement best describes your involvement with District 13?

- I am actively involved with District 13.
- I occasionally get involved with District 13. I never get involved with District 13.

Thank you for completing this survey. Your input is appreciated, and your responses will be kept confidential.

Please return your completed survey in the enclosed envelope to your child's teacher. You may send the survey with your child to school to return to his or her teacher or you may return it to the school office by April 23, 2010.

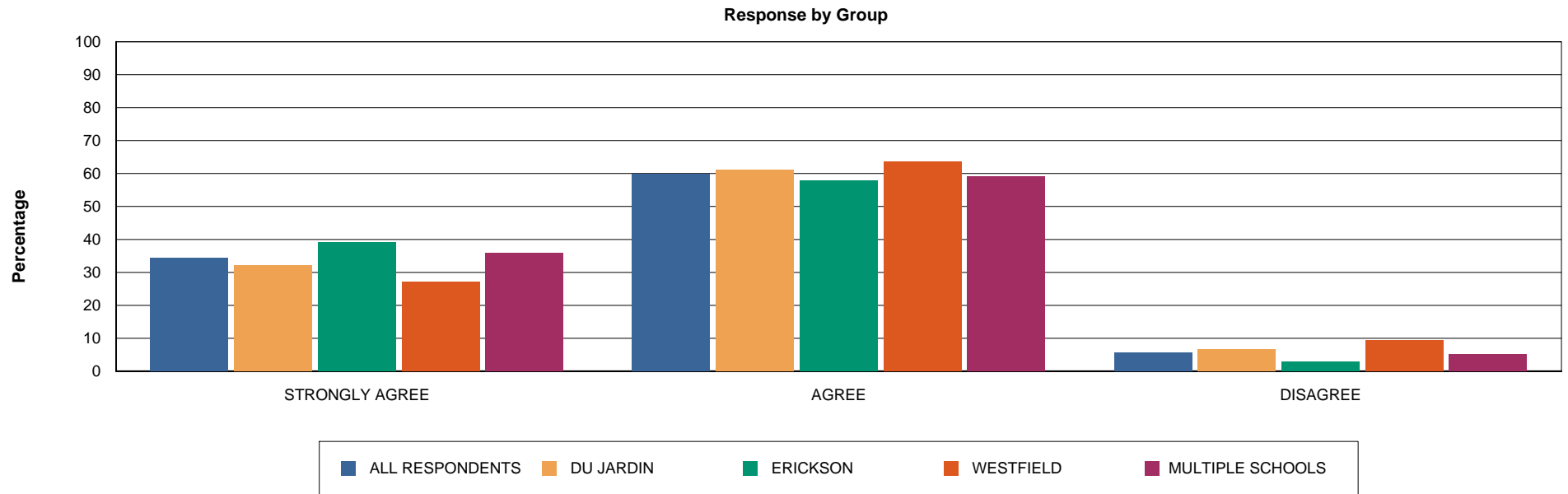
1 Academic Standards and expectations of the schools in D13 are appropriate.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	38%	34%	45%	30%	41%
	Count	152	32	61	26	32
AGREE	Percentage	59%	60%	55%	64%	58%
	Count	233	56	76	55	46
DISAGREE	Percentage	2%	4%	0%	6%	0%
	Count	9	4	0	5	0
STRONGLY DISAGREE	Percentage	1%	1%	0%	0%	1%
	Count	2	1	0	0	1

Q1	Mean	3.35	3.28	3.45	3.24	3.38
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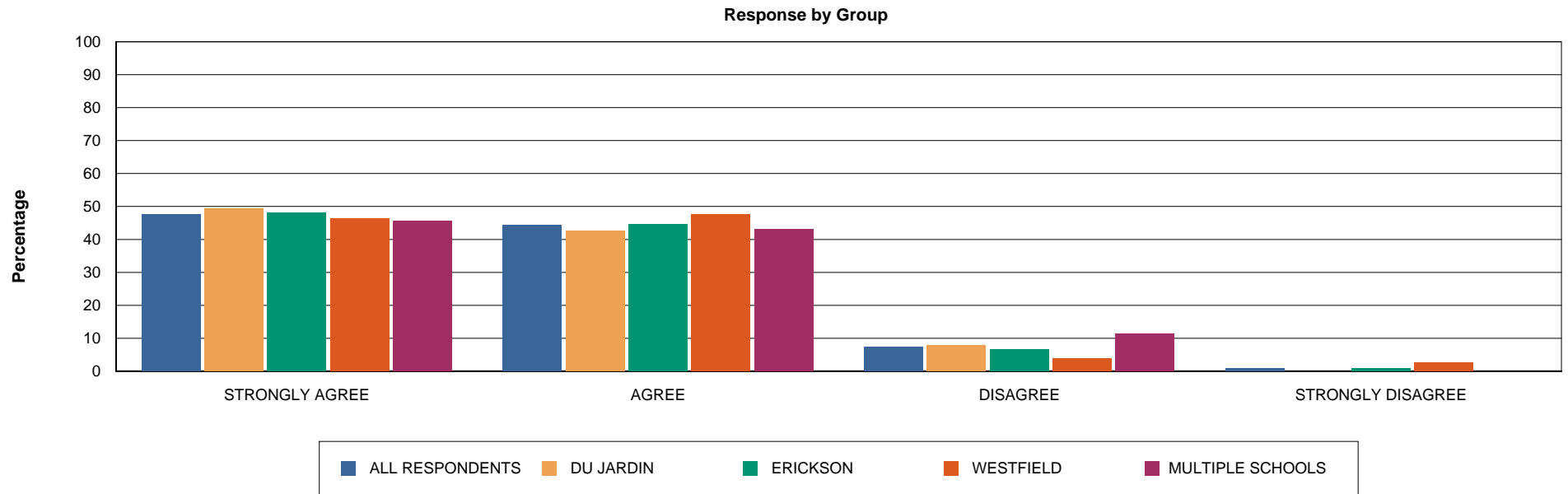
2 School Curriculum is preparing students for success in high school and in life.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	34%	32%	39%	27%	36%
	Count	133	29	52	23	28
AGREE	Percentage	60%	61%	58%	64%	59%
	Count	232	55	77	54	46
DISAGREE	Percentage	6%	7%	3%	9%	5%
	Count	22	6	4	8	4

Q2	Mean	3.29	3.26	3.36	3.18	3.31
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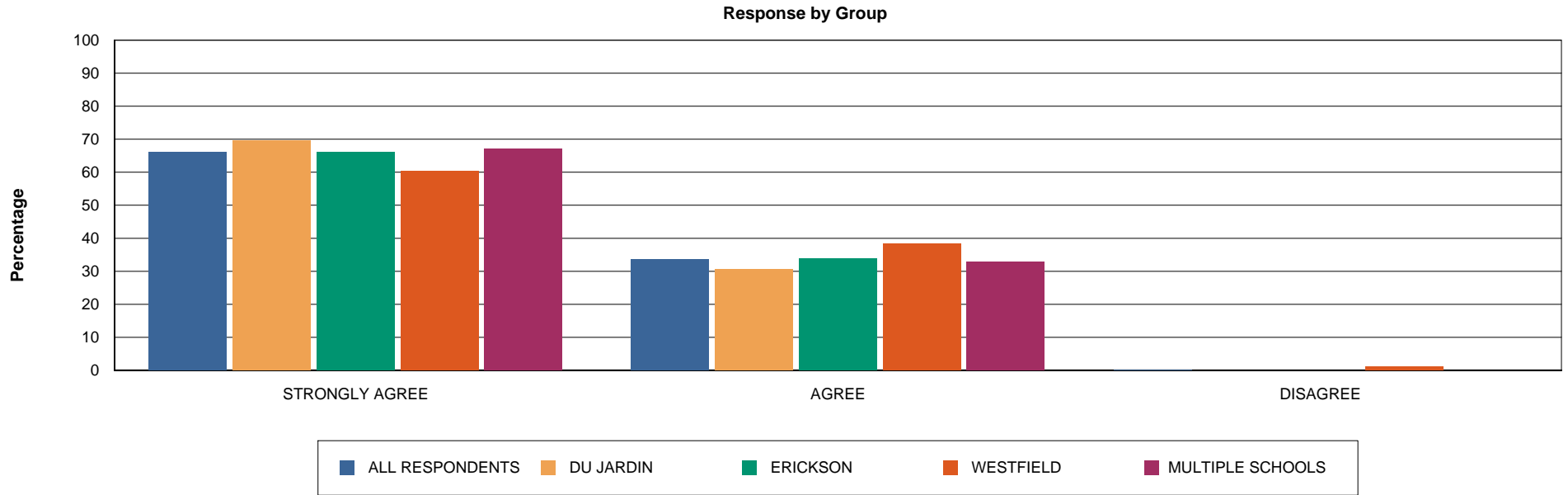
3 Foreign Language Program is important for a well-rounded education.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	48%	49%	48%	46%	46%
	Count	177	44	59	37	36
AGREE	Percentage	44%	43%	45%	48%	43%
	Count	165	38	55	38	34
DISAGREE	Percentage	7%	8%	7%	4%	11%
	Count	27	7	8	3	9
STRONGLY DISAGREE	Percentage	1%	0%	1%	3%	0%
	Count	3	0	1	2	0

Q3	Mean	3.39	3.42	3.40	3.38	3.34
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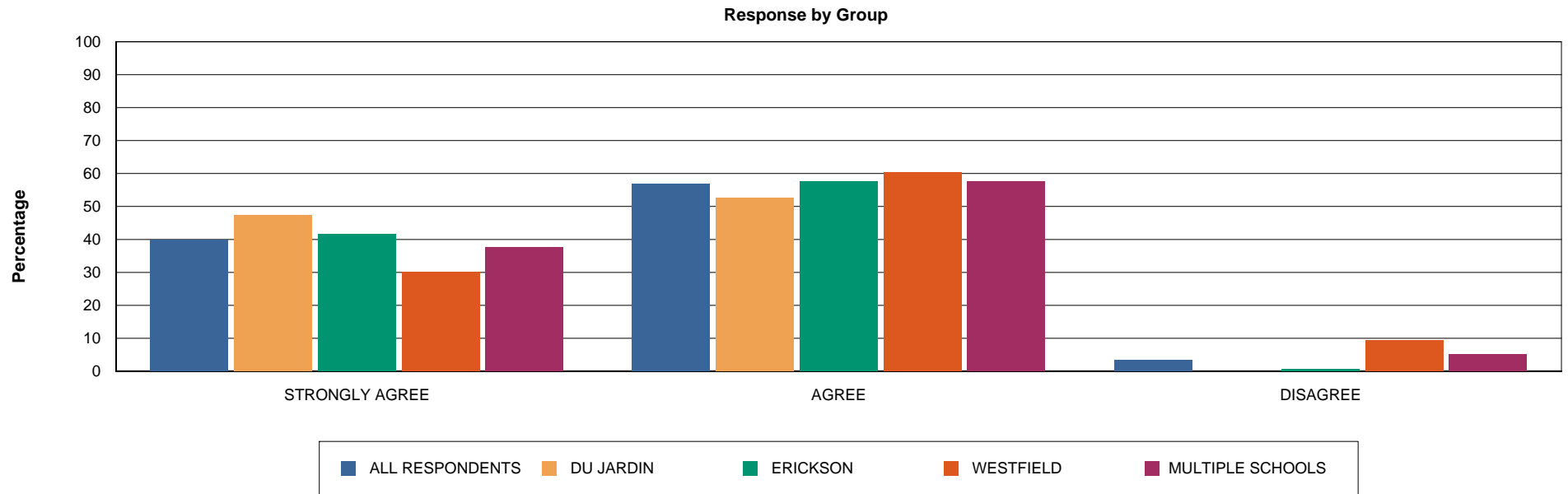
4 Performance areas such as PE, Music, Art, Drama are important for a well-rounded education.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	66%	69%	66%	60%	67%
	Count	267	66	92	52	55
AGREE	Percentage	34%	31%	34%	38%	33%
	Count	136	29	47	33	27
DISAGREE	Percentage	0%	0%	0%	1%	0%
	Count	1	0	0	1	0

Q4	Mean	3.66	3.69	3.66	3.59	3.67
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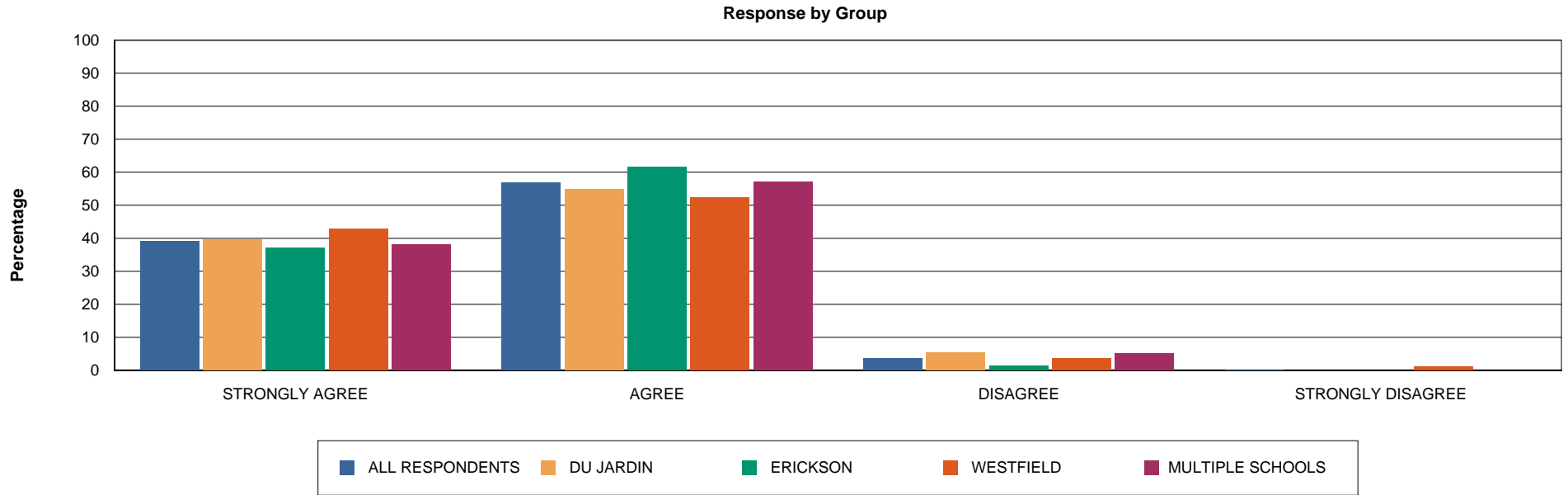
5 The Schools are helping students develop the skills necessary to work cooperatively with other.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	40%	47%	42%	30%	38%
	Count	159	44	57	26	30
AGREE	Percentage	57%	53%	58%	60%	58%
	Count	226	49	79	52	46
DISAGREE	Percentage	3%	0%	1%	9%	5%
	Count	13	0	1	8	4

Q5	Mean	3.37	3.47	3.41	3.21	3.33
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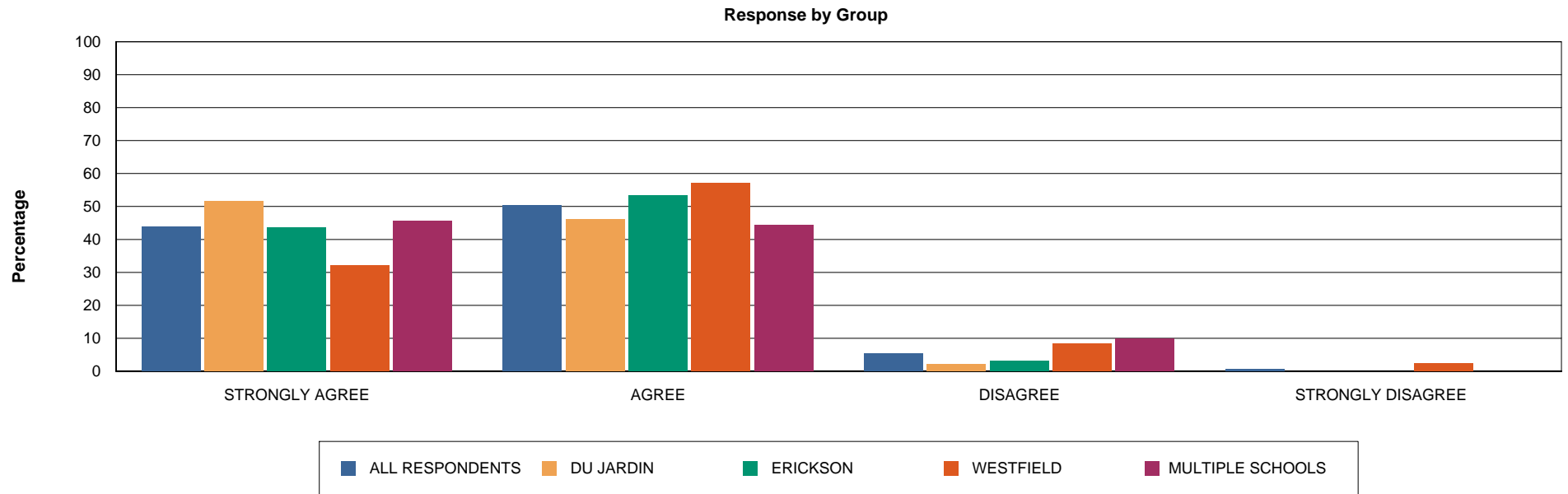
6 Technology is current and has been used effectively throughout the schools' educational program.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	39%	40%	37%	43%	38%
	Count	153	36	50	36	30
AGREE	Percentage	57%	55%	61%	52%	57%
	Count	222	50	83	44	45
DISAGREE	Percentage	4%	5%	1%	4%	5%
	Count	14	5	2	3	4
STRONGLY DISAGREE	Percentage	0%	0%	0%	1%	0%
	Count	1	0	0	1	0

Q6	Mean	3.35	3.34	3.36	3.37	3.33
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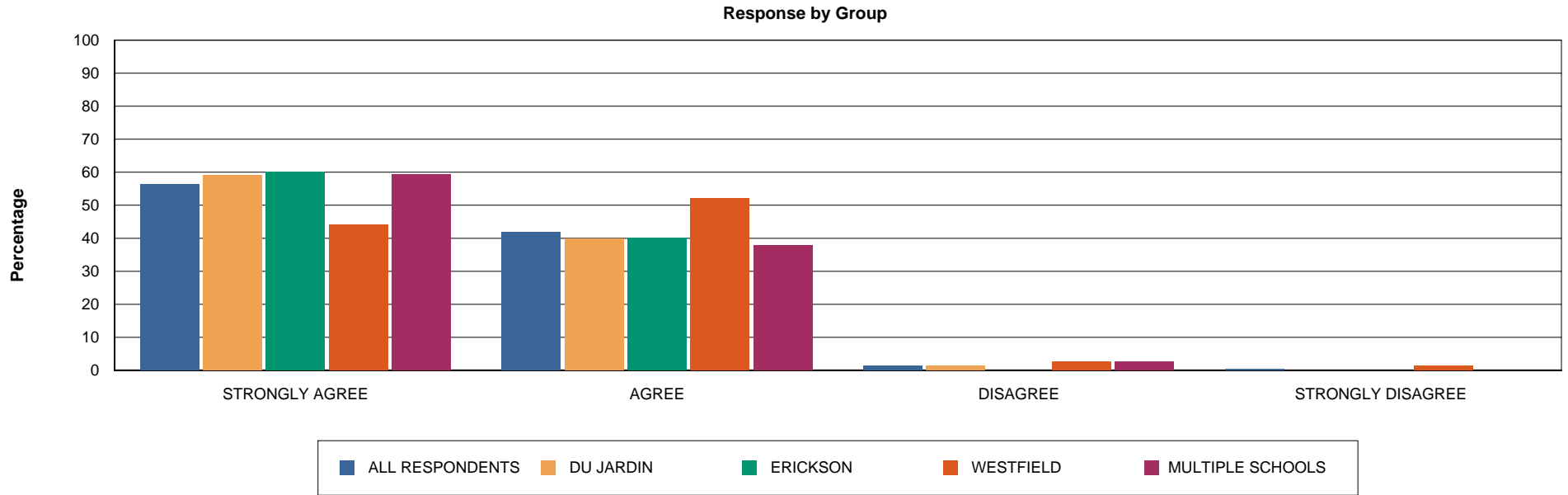
7 The social and emotional development of students is an important focus for D13 schools.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	44%	52%	44%	32%	46%
	Count	171	48	57	27	37
AGREE	Percentage	50%	46%	53%	57%	44%
	Count	197	43	70	48	36
DISAGREE	Percentage	5%	2%	3%	8%	10%
	Count	21	2	4	7	8
STRONGLY DISAGREE	Percentage	1%	0%	0%	2%	0%
	Count	2	0	0	2	0

Q7	Mean	3.37	3.49	3.40	3.19	3.36
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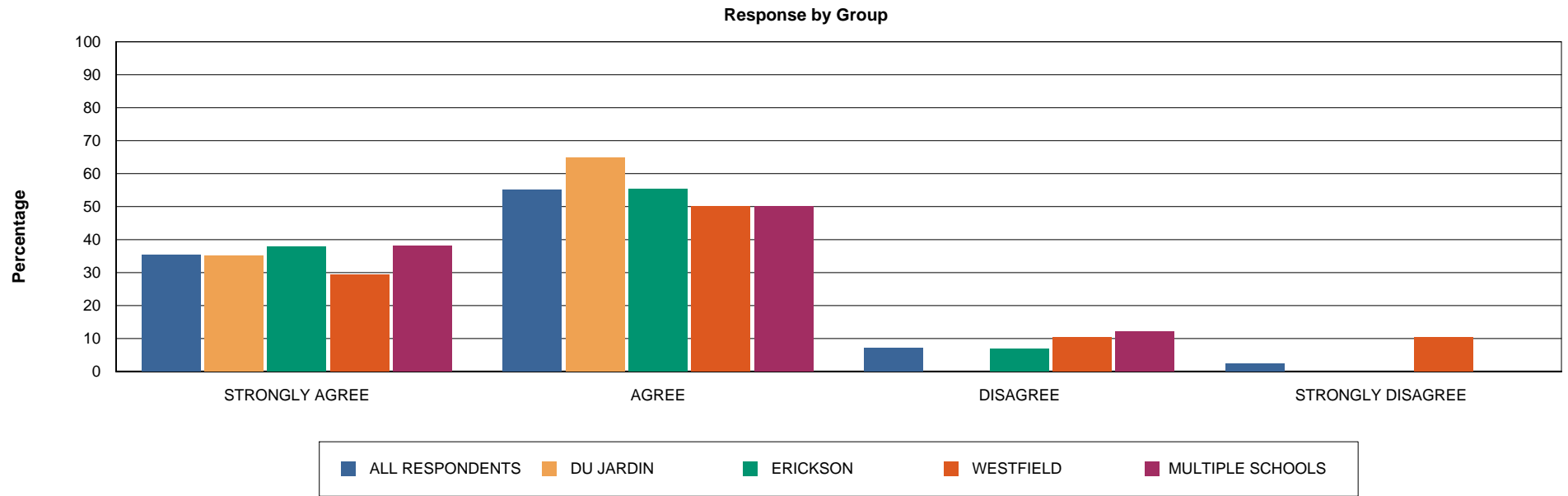
8 A program for the intellectually gifted and academically talented is important for meeting the needs of students.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	56%	59%	60%	44%	59%
	Count	194	46	69	33	44
AGREE	Percentage	42%	40%	40%	52%	38%
	Count	144	31	46	39	28
DISAGREE	Percentage	1%	1%	0%	3%	3%
	Count	5	1	0	2	2
STRONGLY DISAGREE	Percentage	0%	0%	0%	1%	0%
	Count	1	0	0	1	0

Q8	Mean	3.54	3.58	3.60	3.39	3.57
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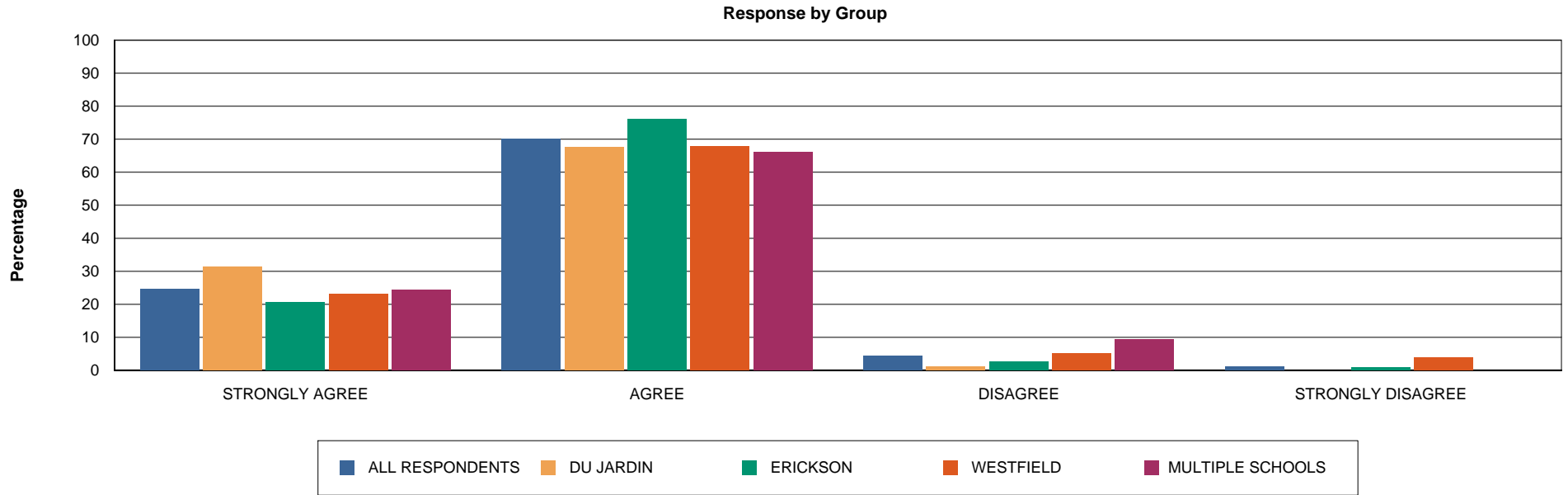
9 The educational programs for children who are performing below grade level are meeting the needs of students.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	35%	35%	38%	29%	38%
	Count	85	20	28	17	19
AGREE	Percentage	55%	65%	55%	50%	50%
	Count	133	37	41	29	25
DISAGREE	Percentage	7%	0%	7%	10%	12%
	Count	17	0	5	6	6
STRONGLY DISAGREE	Percentage	2%	0%	0%	10%	0%
	Count	6	0	0	6	0

Q9	Mean	3.23	3.35	3.31	2.98	3.26
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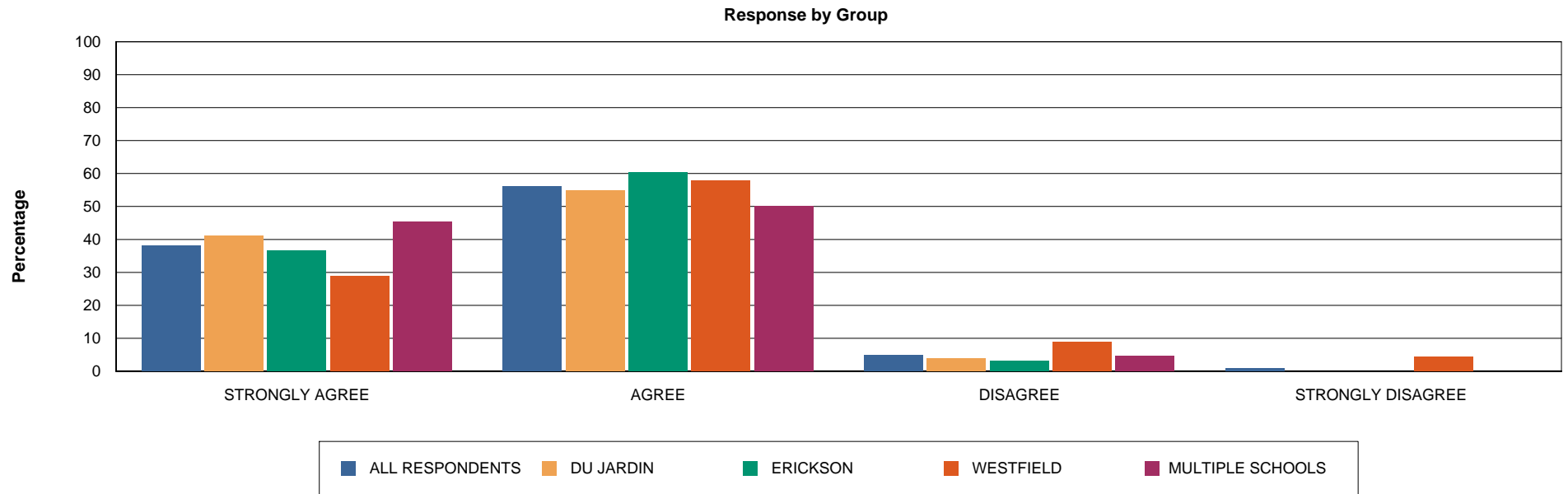
10 Educaitional programs are meeding the needs of the "kids in the middle".



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	25%	31%	21%	23%	24%
	Count	86	25	24	18	18
AGREE	Percentage	70%	68%	76%	68%	66%
	Count	246	54	89	53	49
DISAGREE	Percentage	4%	1%	3%	5%	9%
	Count	15	1	3	4	7
STRONGLY DISAGREE	Percentage	1%	0%	1%	4%	0%
	Count	4	0	1	3	0

Q10	Mean	3.18	3.30	3.16	3.10	3.15
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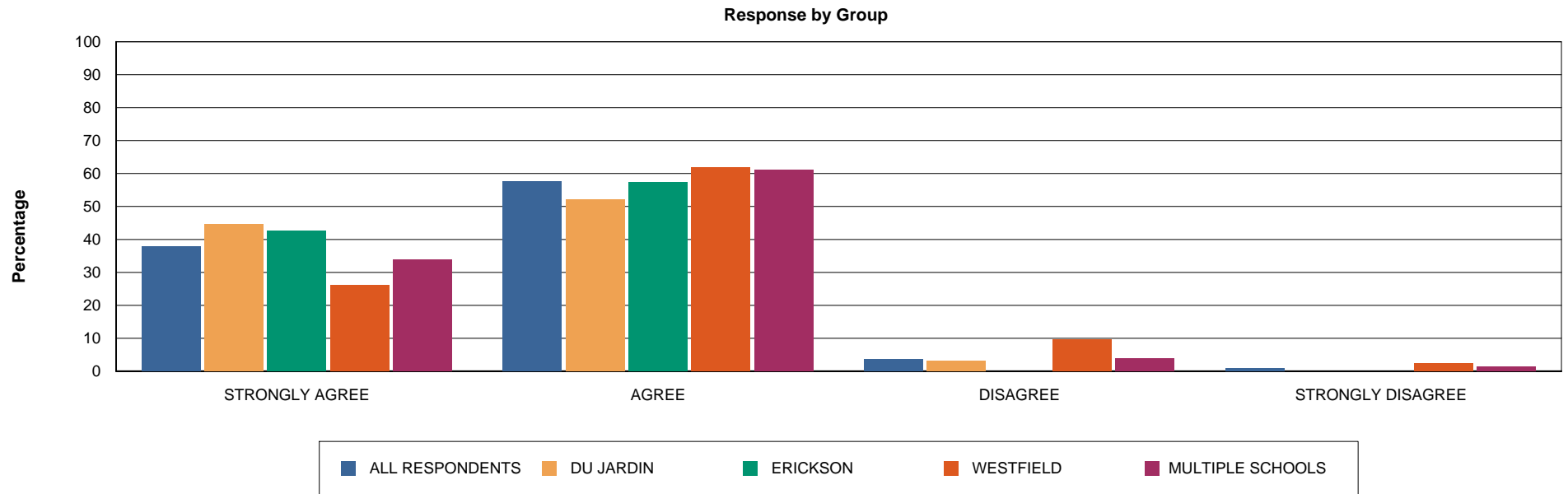
11 Special Education programs are effectively meeting the needs of students.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	38%	41%	37%	29%	45%
	Count	78	21	23	13	20
AGREE	Percentage	56%	55%	60%	58%	50%
	Count	115	28	38	26	22
DISAGREE	Percentage	5%	4%	3%	9%	5%
	Count	10	2	2	4	2
STRONGLY DISAGREE	Percentage	1%	0%	0%	4%	0%
	Count	2	0	0	2	0

Q11	Mean	3.31	3.37	3.33	3.11	3.41
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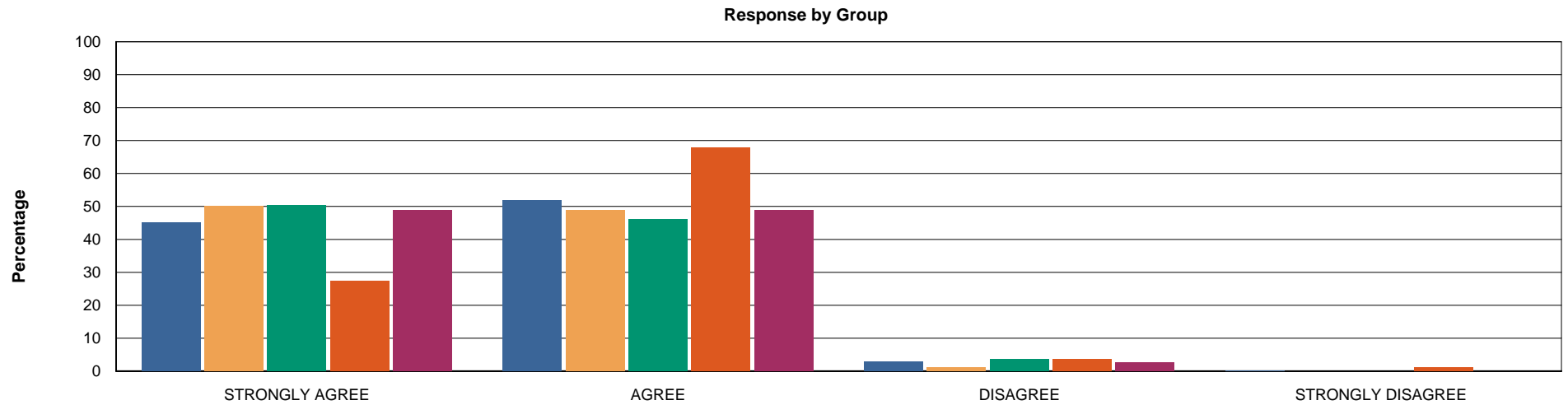
12 Appropriate emphasis is placed on the character development of students.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	38%	45%	43%	26%	34%
	Count	146	42	55	22	26
AGREE	Percentage	58%	52%	57%	62%	61%
	Count	222	49	74	52	47
DISAGREE	Percentage	4%	3%	0%	10%	4%
	Count	14	3	0	8	3
STRONGLY DISAGREE	Percentage	1%	0%	0%	2%	1%
	Count	3	0	0	2	1

Q12	Mean	3.33	3.41	3.43	3.12	3.27
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13 D13 has a high quality teaching staff.

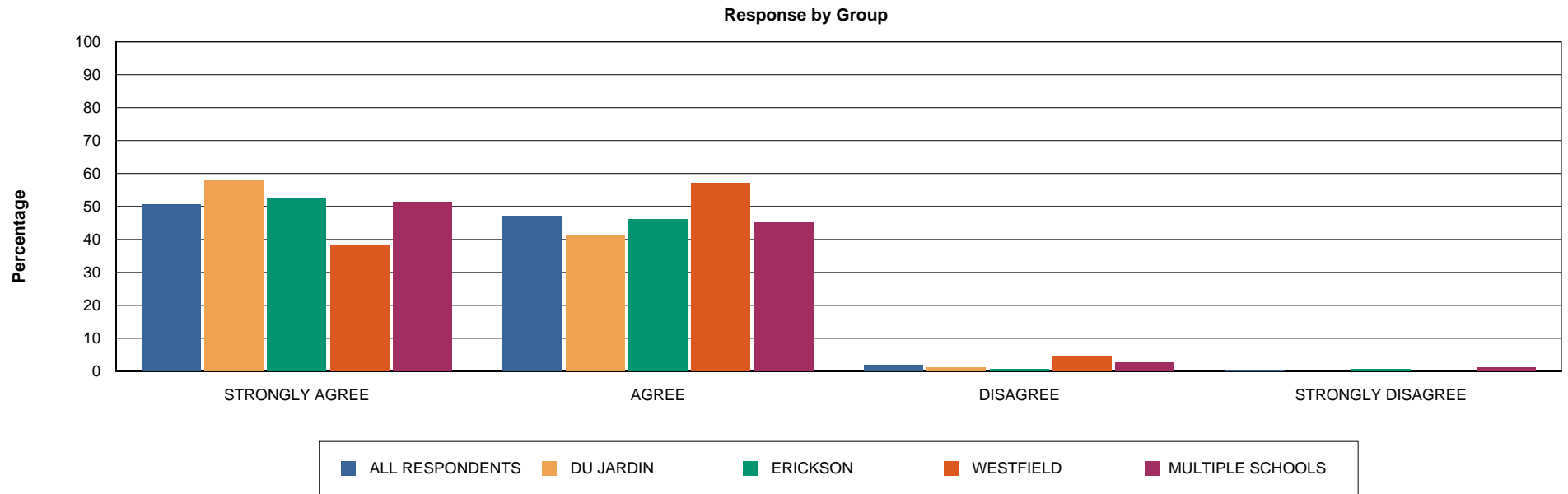


■ ALL RESPONDENTS ■ DU JARDIN ■ ERICKSON ■ WESTFIELD ■ MULTIPLE SCHOOLS

		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	45%	50%	50%	27%	49%
	Count	179	47	69	23	39
AGREE	Percentage	52%	49%	46%	68%	49%
	Count	205	46	63	57	39
DISAGREE	Percentage	3%	1%	4%	4%	3%
	Count	11	1	5	3	2
STRONGLY DISAGREE	Percentage	0%	0%	0%	1%	0%
	Count	1	0	0	1	0

Q13	Mean	3.42	3.49	3.47	3.21	3.46
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14 Teachers are accessible, approachable, and responsive to parents.

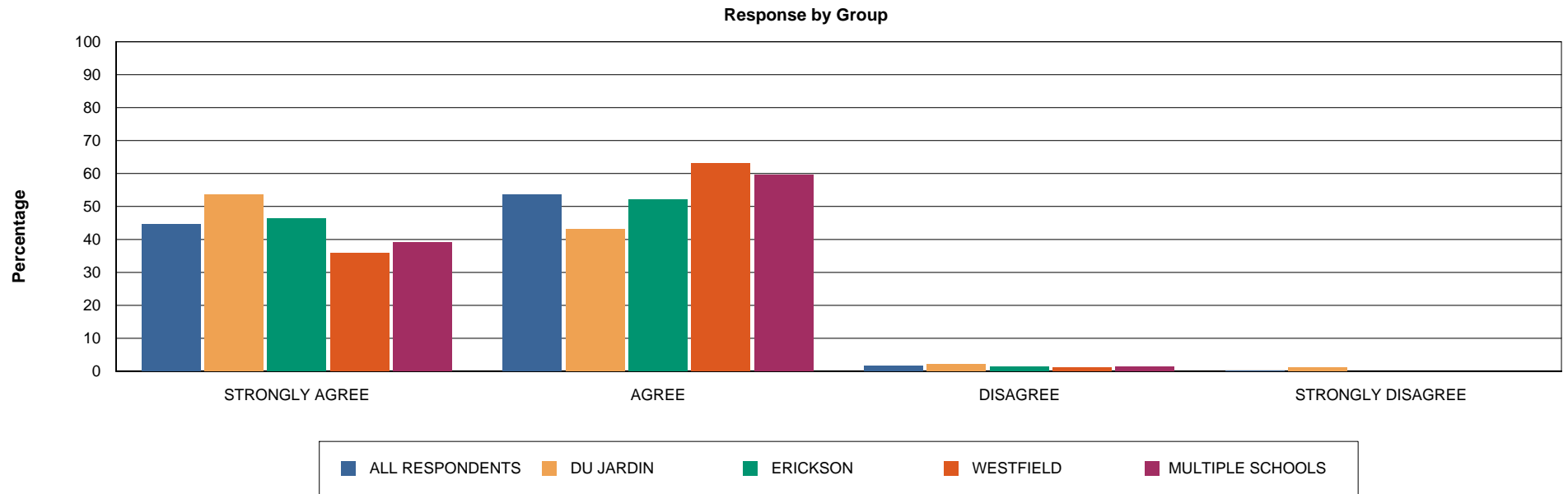


		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	50%	58%	53%	38%	51%
	Count	203	55	73	33	41
AGREE	Percentage	47%	41%	46%	57%	45%
	Count	189	39	64	49	36
DISAGREE	Percentage	2%	1%	1%	5%	3%
	Count	8	1	1	4	2
STRONGLY DISAGREE	Percentage	0%	0%	1%	0%	1%
	Count	2	0	1	0	1

Q14	Mean	3.48	3.57	3.50	3.34	3.46
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15

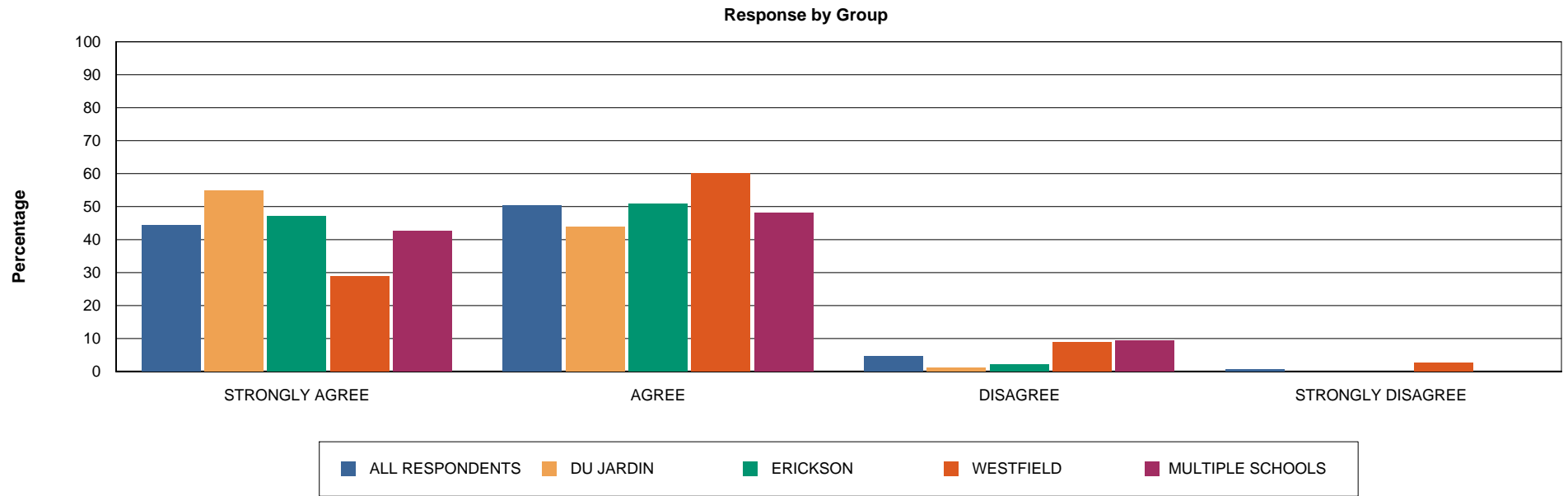
The School Library meets student needs.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	45%	54%	46%	36%	39%
	Count	176	51	64	29	31
AGREE	Percentage	54%	43%	52%	63%	59%
	Count	211	41	72	51	47
DISAGREE	Percentage	2%	2%	1%	1%	1%
	Count	6	2	2	1	1
STRONGLY DISAGREE	Percentage	0%	1%	0%	0%	0%
	Count	1	1	0	0	0

Q15	Mean	3.43	3.49	3.45	3.35	3.38
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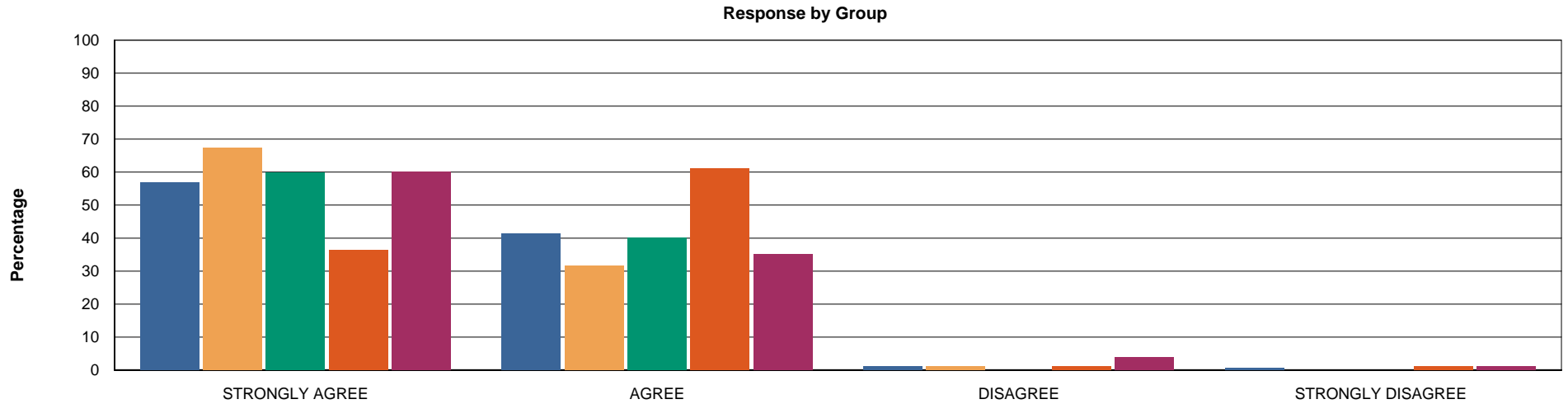
16 The Administrators are accessible, approachable, and responsive to parents.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	44%	55%	47%	29%	43%
	Count	170	50	64	23	32
AGREE	Percentage	50%	44%	51%	60%	48%
	Count	193	40	69	48	36
DISAGREE	Percentage	5%	1%	2%	9%	9%
	Count	18	1	3	7	7
STRONGLY DISAGREE	Percentage	1%	0%	0%	3%	0%
	Count	2	0	0	2	0

Q16	Mean	3.39	3.54	3.45	3.15	3.33
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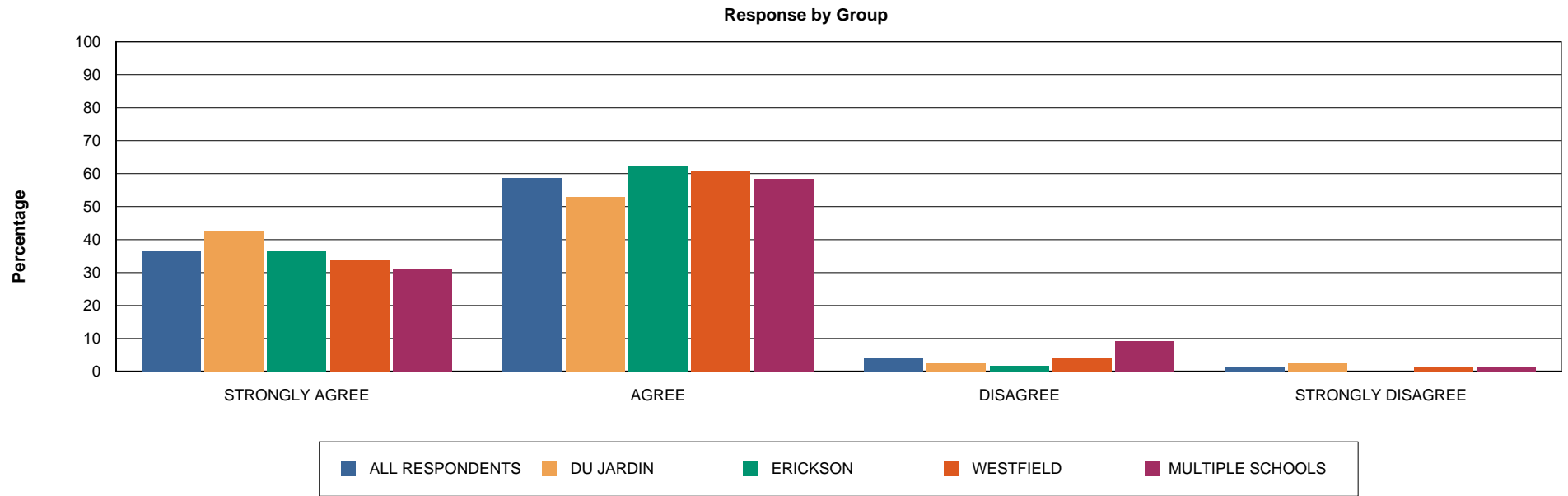
17 The school office staff is courteous, helpful, and professional.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	57%	67%	60%	36%	60%
	Count	226	64	82	31	48
AGREE	Percentage	41%	32%	40%	61%	35%
	Count	165	30	55	52	28
DISAGREE	Percentage	1%	1%	0%	1%	4%
	Count	5	1	0	1	3
STRONGLY DISAGREE	Percentage	1%	0%	0%	1%	1%
	Count	2	0	0	1	1

Q17	Mean	3.55	3.66	3.60	3.33	3.54
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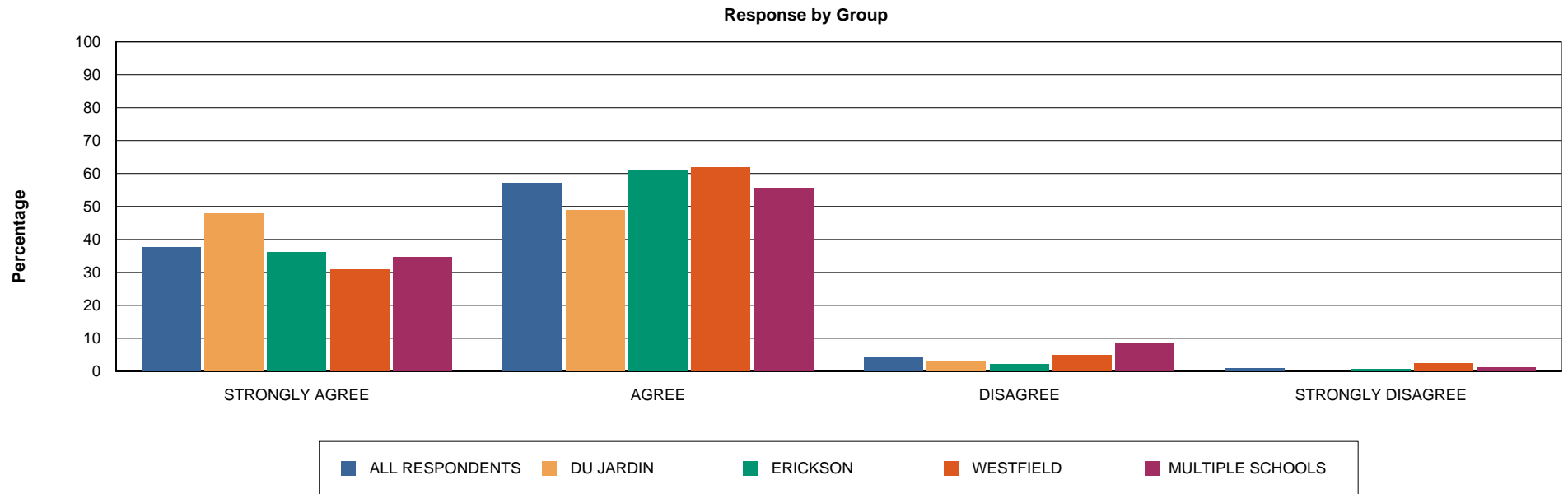
18 The school nursing staff is courteous, helpful, and professional.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	36%	43%	36%	34%	31%
	Count	130	37	44	24	24
AGREE	Percentage	59%	53%	62%	61%	58%
	Count	209	46	75	43	45
DISAGREE	Percentage	4%	2%	2%	4%	9%
	Count	14	2	2	3	7
STRONGLY DISAGREE	Percentage	1%	2%	0%	1%	1%
	Count	4	2	0	1	1

Q18	Mean	3.30	3.36	3.35	3.27	3.19
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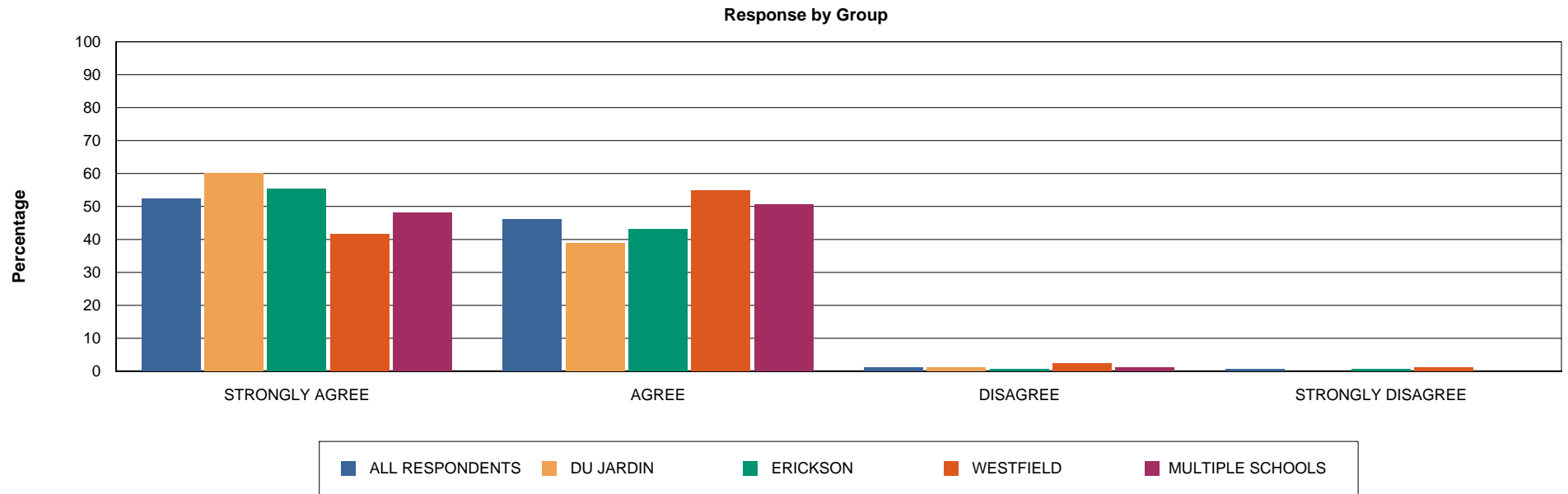
19 Parents are encouraged to have regular contact with teachers to monitor their children's progress.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	38%	48%	36%	31%	35%
	Count	149	45	49	26	28
AGREE	Percentage	57%	49%	61%	62%	56%
	Count	226	46	83	52	45
DISAGREE	Percentage	4%	3%	2%	5%	9%
	Count	17	3	3	4	7
STRONGLY DISAGREE	Percentage	1%	0%	1%	2%	1%
	Count	4	0	1	2	1

Q19	Mean	3.31	3.45	3.32	3.21	3.23
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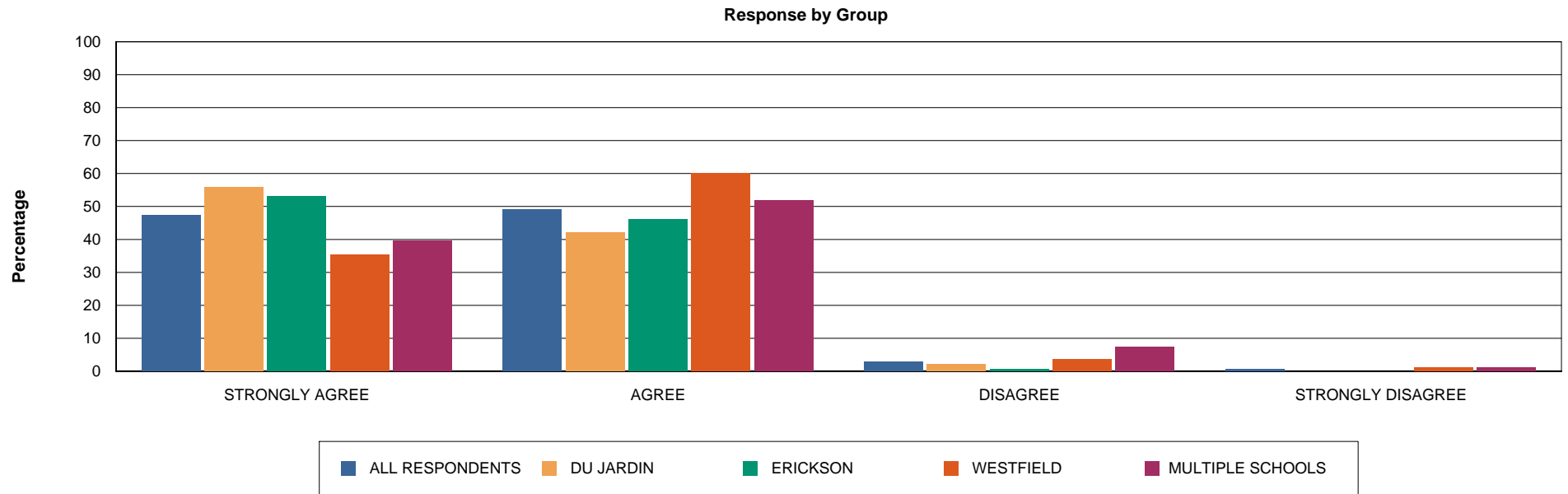
20 Parent-Teacher conferences are helpful in understanding my child's or children's progress in school.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	52%	60%	55%	42%	48%
	Count	209	57	77	35	39
AGREE	Percentage	46%	39%	43%	55%	51%
	Count	184	37	60	46	41
DISAGREE	Percentage	1%	1%	1%	2%	1%
	Count	5	1	1	2	1
STRONGLY DISAGREE	Percentage	1%	0%	1%	1%	0%
	Count	2	0	1	1	0

Q20	Mean	3.50	3.59	3.53	3.37	3.47
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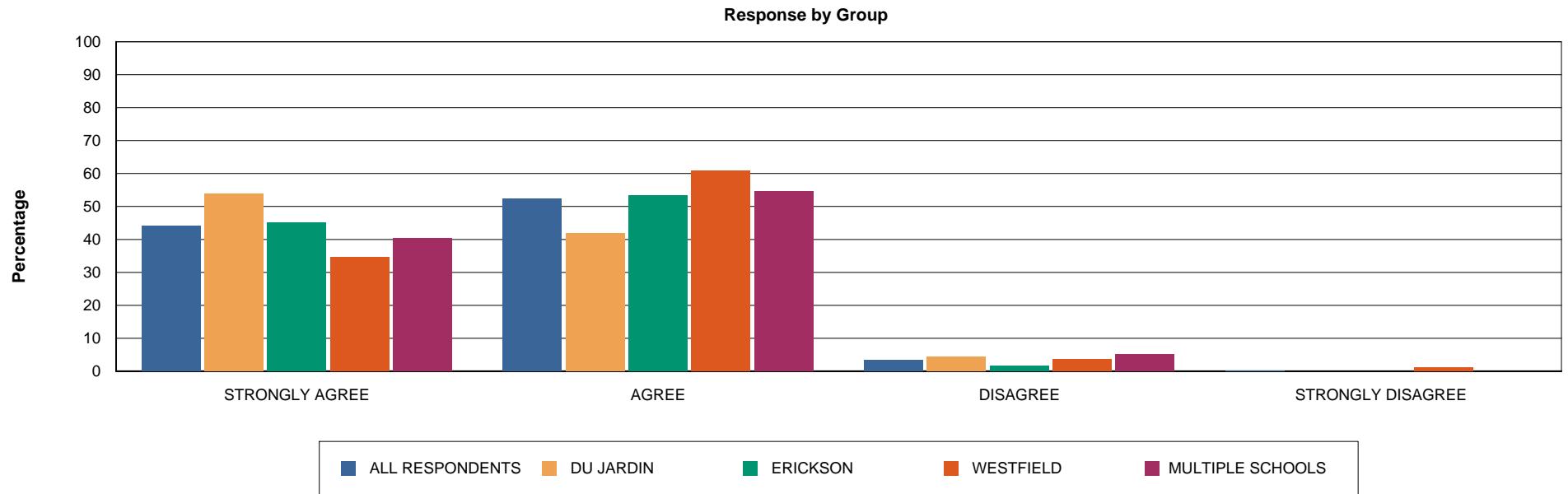
21 I feel comfortable contacting school personnel with questions, problems, and/or concerns



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	47%	56%	53%	35%	40%
	Count	190	53	74	30	32
AGREE	Percentage	49%	42%	46%	60%	52%
	Count	197	40	64	51	42
DISAGREE	Percentage	3%	2%	1%	4%	7%
	Count	12	2	1	3	6
STRONGLY DISAGREE	Percentage	0%	0%	0%	1%	1%
	Count	2	0	0	1	1

Q21	Mean	3.43	3.54	3.53	3.29	3.30
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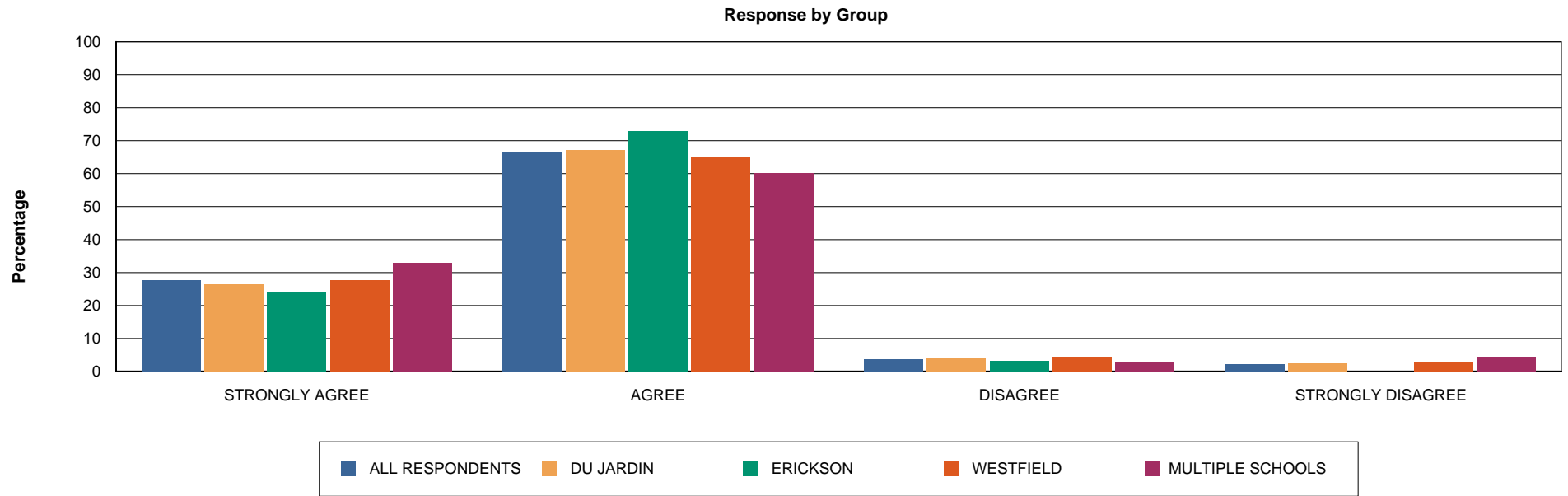
22 Questions and concerns are answered in a timely manner by administrators and school staff.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	44%	54%	45%	35%	40%
	Count	171	50	60	29	31
AGREE	Percentage	52%	42%	53%	61%	55%
	Count	203	39	71	51	42
DISAGREE	Percentage	3%	4%	2%	4%	5%
	Count	13	4	2	3	4
STRONGLY DISAGREE	Percentage	0%	0%	0%	1%	0%
	Count	1	0	0	1	0

Q22	Mean	3.40	3.49	3.44	3.29	3.35
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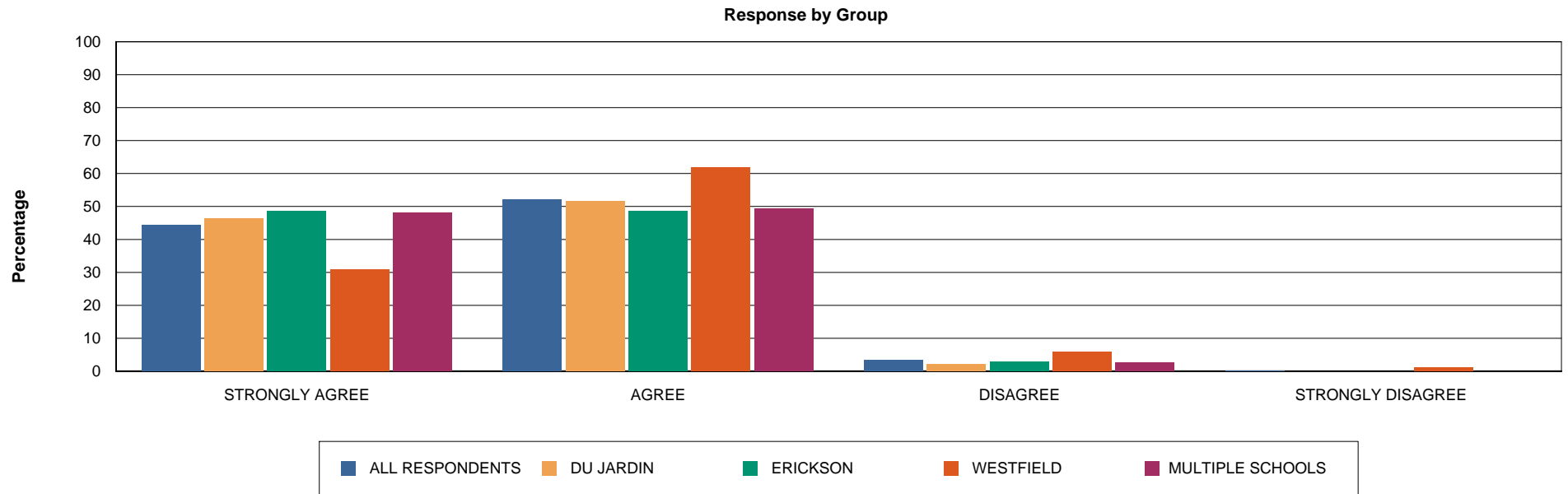
23 The Board of Education understands and represents the community in its work.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	28%	26%	24%	28%	33%
	Count	86	20	23	19	23
AGREE	Percentage	67%	67%	73%	65%	60%
	Count	208	51	70	45	42
DISAGREE	Percentage	4%	4%	3%	4%	3%
	Count	11	3	3	3	2
STRONGLY DISAGREE	Percentage	2%	3%	0%	3%	4%
	Count	7	2	0	2	3

Q23	Mean	3.20	3.17	3.21	3.17	3.21
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24 Parental involvement and participation are encouraged and welcomed.

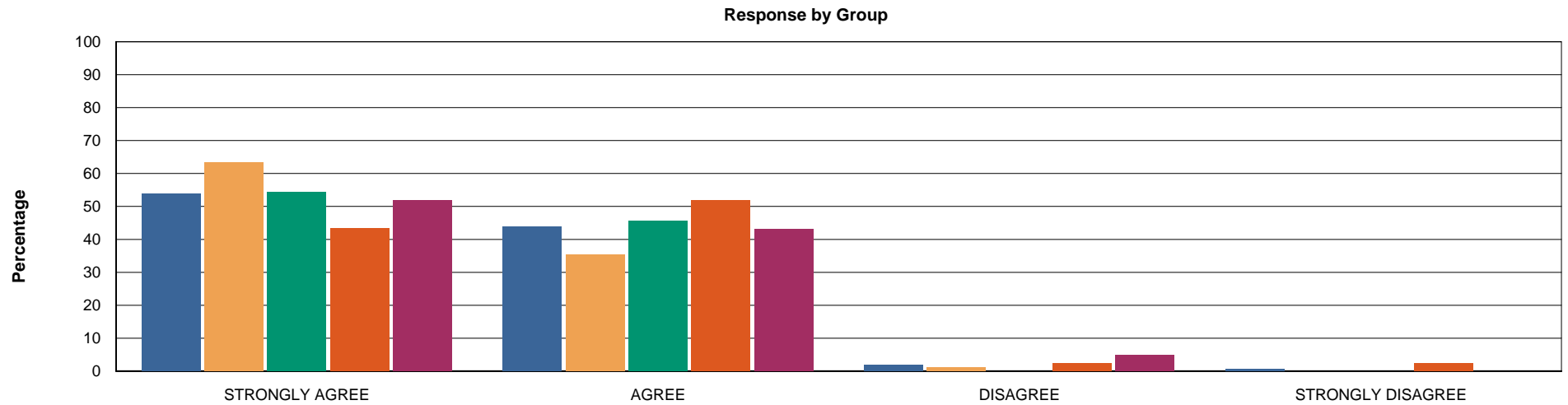


		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	44%	46%	49%	31%	48%
	Count	175	44	66	26	38
AGREE	Percentage	52%	52%	49%	62%	49%
	Count	206	49	66	52	39
DISAGREE	Percentage	3%	2%	3%	6%	3%
	Count	13	2	4	5	2
STRONGLY DISAGREE	Percentage	0%	0%	0%	1%	0%
	Count	1	0	0	1	0

Q24	Mean	3.41	3.44	3.46	3.23	3.46
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25

Students feel safe at school.

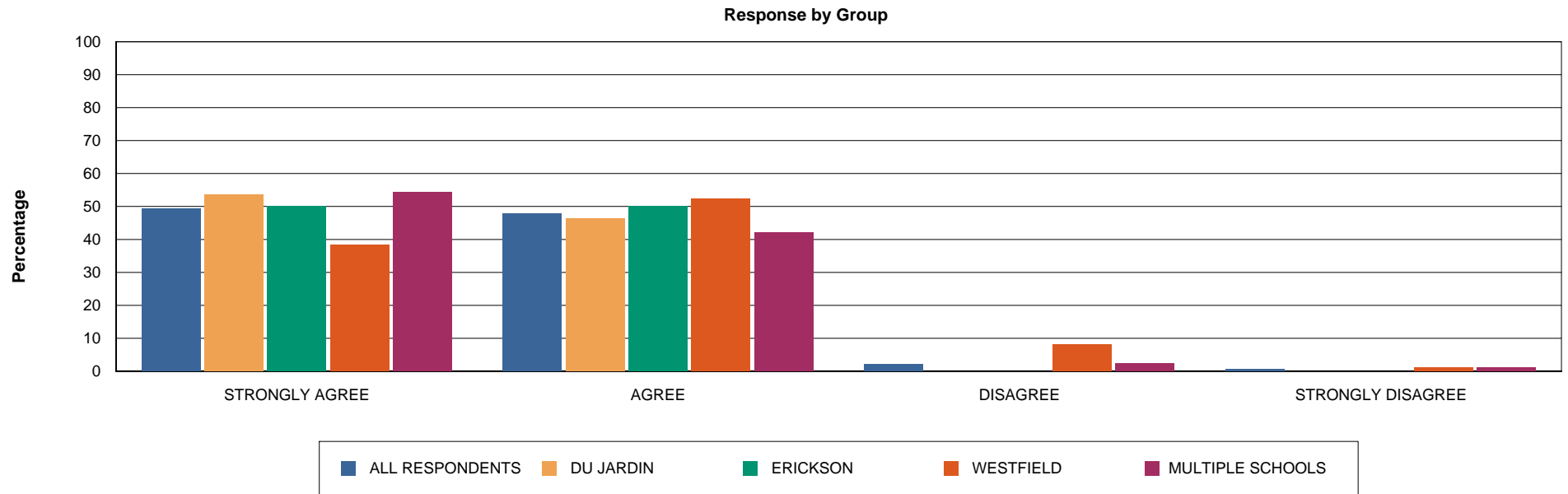


■ ALL RESPONDENTS ■ DU JARDIN ■ ERICKSON ■ WESTFIELD ■ MULTIPLE SCHOOLS

		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	54%	63%	54%	43%	52%
	Count	213	59	75	36	42
AGREE	Percentage	44%	35%	46%	52%	43%
	Count	174	33	63	43	35
DISAGREE	Percentage	2%	1%	0%	2%	5%
	Count	7	1	0	2	4
STRONGLY DISAGREE	Percentage	1%	0%	0%	2%	0%
	Count	2	0	0	2	0

Q25	Mean	3.51	3.62	3.54	3.36	3.47
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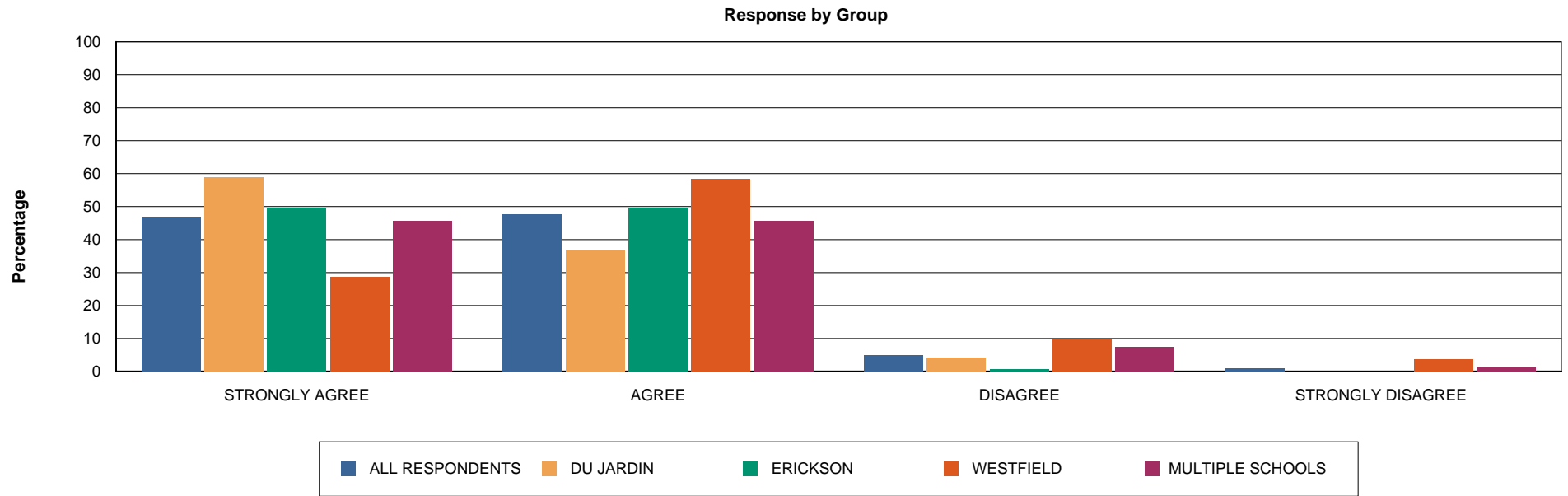
26 The schools provide a positive and orderly atmosphere for learning.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	49%	54%	50%	38%	54%
	Count	198	51	69	33	44
AGREE	Percentage	48%	46%	50%	52%	42%
	Count	192	44	69	45	34
DISAGREE	Percentage	2%	0%	0%	8%	2%
	Count	9	0	0	7	2
STRONGLY DISAGREE	Percentage	0%	0%	0%	1%	1%
	Count	2	0	0	1	1

Q26	Mean	3.46	3.54	3.50	3.28	3.49
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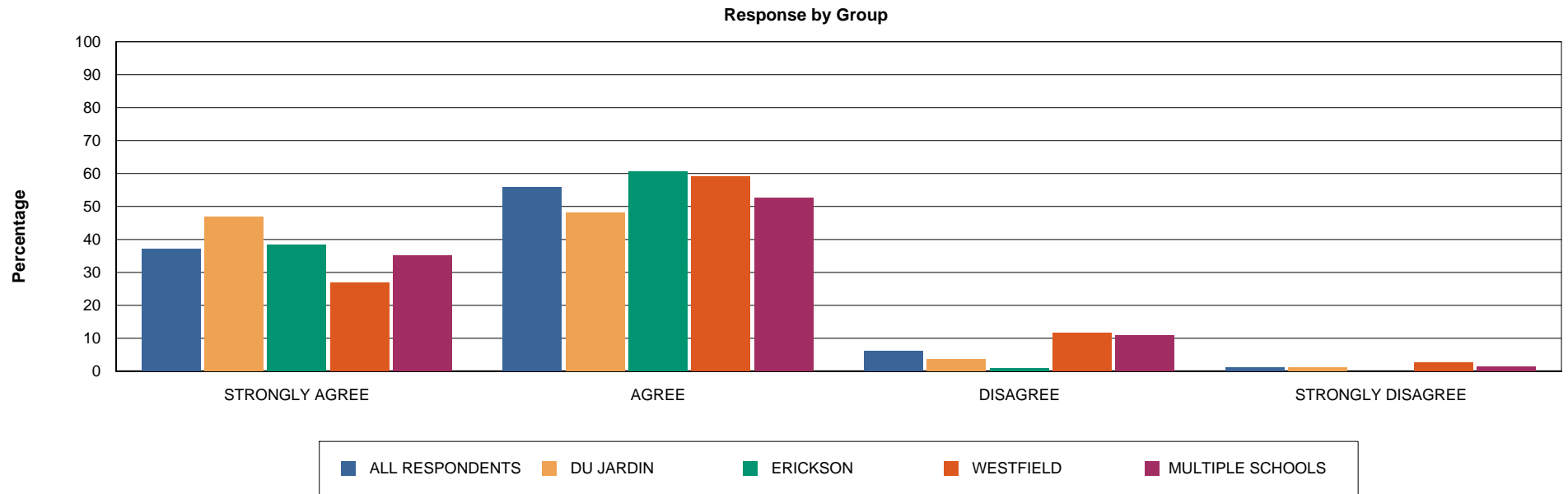
27 Students are treated with respect and are expected to respect others.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	47%	59%	50%	29%	46%
	Count	186	56	68	24	37
AGREE	Percentage	47%	37%	50%	58%	46%
	Count	189	35	68	49	37
DISAGREE	Percentage	5%	4%	1%	10%	7%
	Count	19	4	1	8	6
STRONGLY DISAGREE	Percentage	1%	0%	0%	4%	1%
	Count	4	0	0	3	1

Q27	Mean	3.40	3.55	3.49	3.12	3.36
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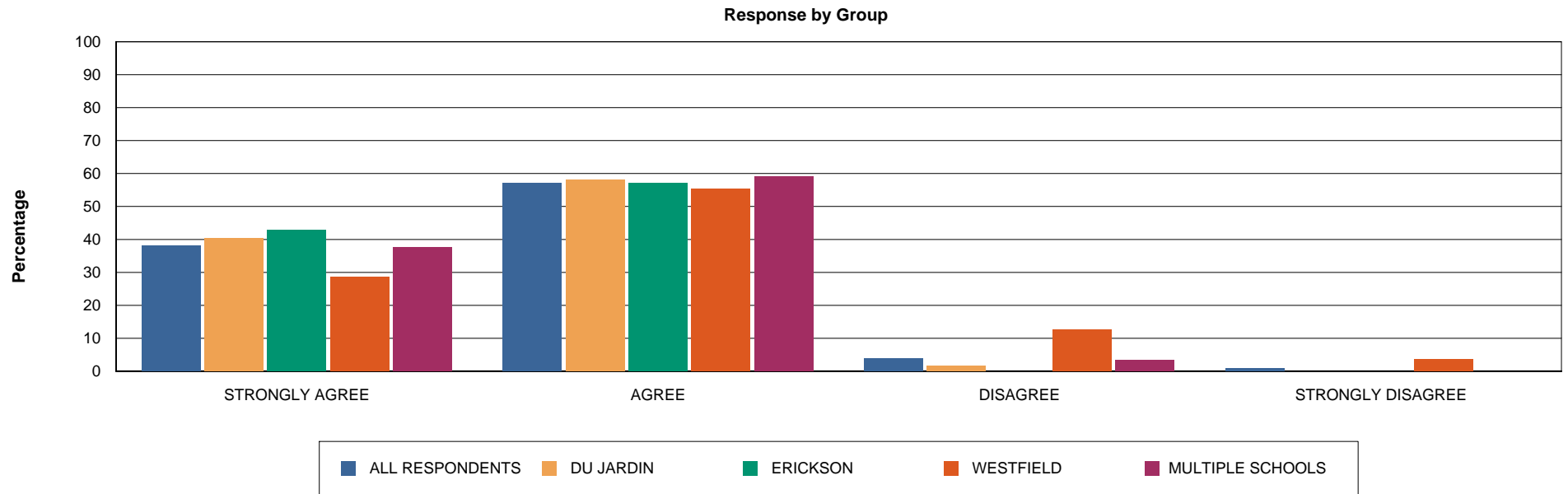
28 Discipline procedures are appropriate and are administered fairly.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	37%	47%	38%	27%	35%
	Count	130	38	45	21	26
AGREE	Percentage	56%	48%	61%	59%	53%
	Count	196	39	71	46	39
DISAGREE	Percentage	6%	4%	1%	12%	11%
	Count	21	3	1	9	8
STRONGLY DISAGREE	Percentage	1%	1%	0%	3%	1%
	Count	4	1	0	2	1

Q28	Mean	3.29	3.41	3.38	3.10	3.22
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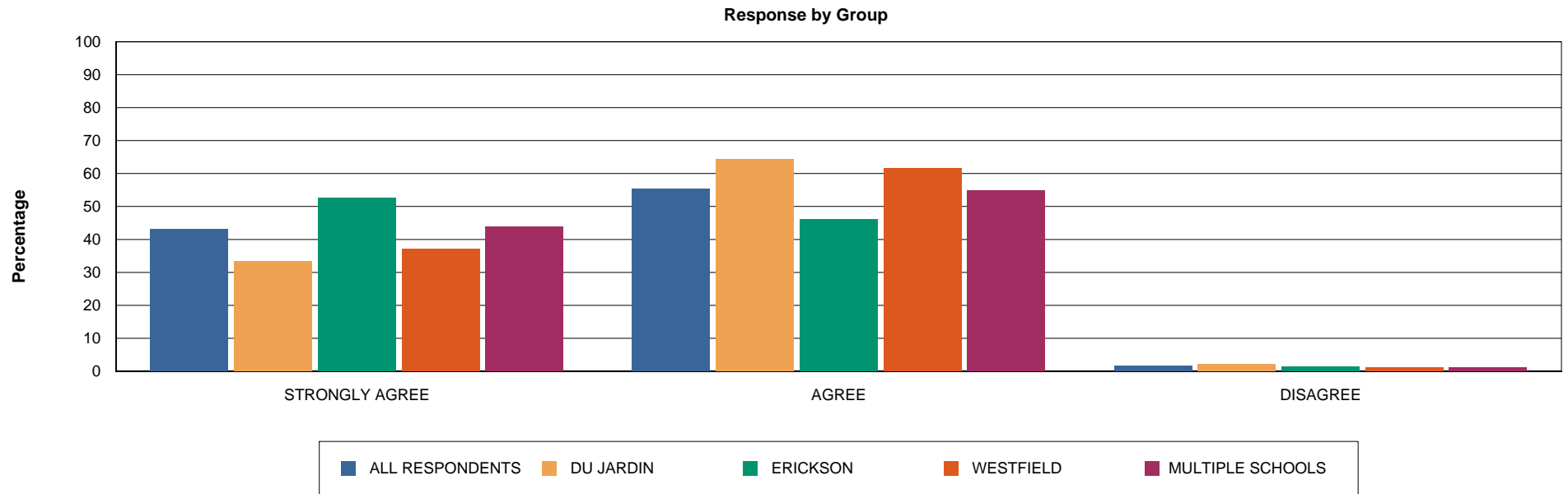
29 Special Services, including counseling and social work, are effectively meeting the needs of students.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	38%	40%	43%	29%	38%
	Count	98	25	33	16	23
AGREE	Percentage	57%	58%	57%	55%	59%
	Count	147	36	44	31	36
DISAGREE	Percentage	4%	2%	0%	13%	3%
	Count	10	1	0	7	2
STRONGLY DISAGREE	Percentage	1%	0%	0%	4%	0%
	Count	2	0	0	2	0

Q29	Mean	3.33	3.39	3.43	3.09	3.34
------------	-------------	------	------	------	------	------

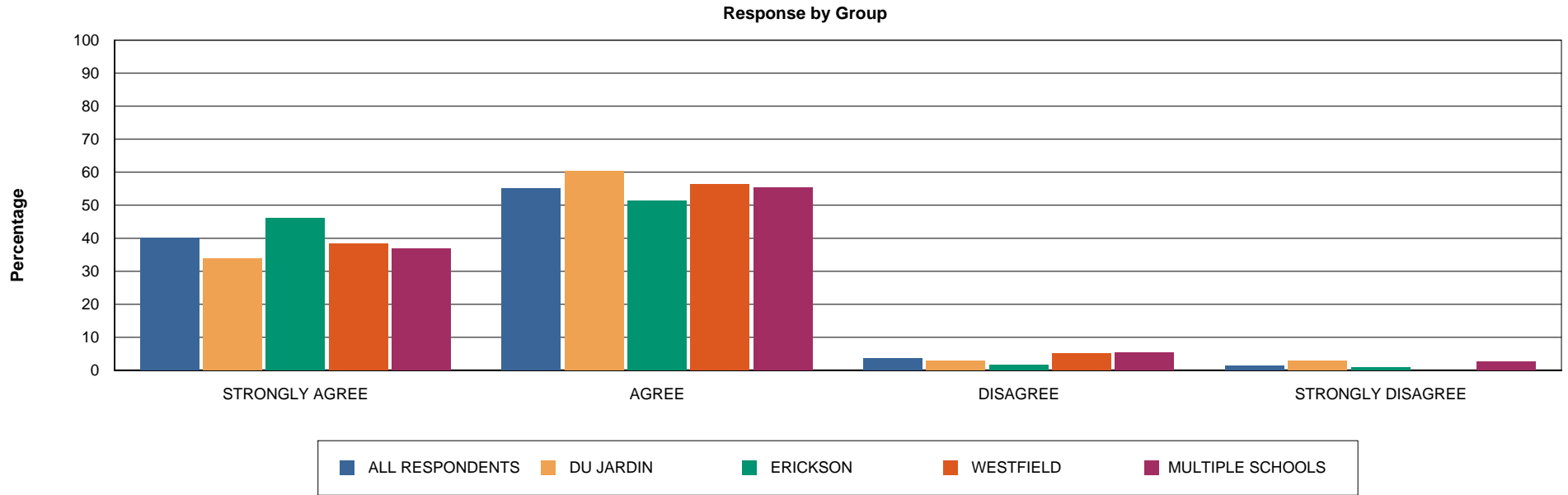
30 The Building and grounds of the schools are well-maintained and conducive to the learning environment.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	43%	33%	53%	37%	44%
	Count	171	30	72	32	36
AGREE	Percentage	55%	64%	46%	62%	55%
	Count	219	58	63	53	45
DISAGREE	Percentage	2%	2%	1%	1%	1%
	Count	6	2	2	1	1

Q30	Mean	3.42	3.31	3.51	3.36	3.43
------------	-------------	------	------	------	------	------

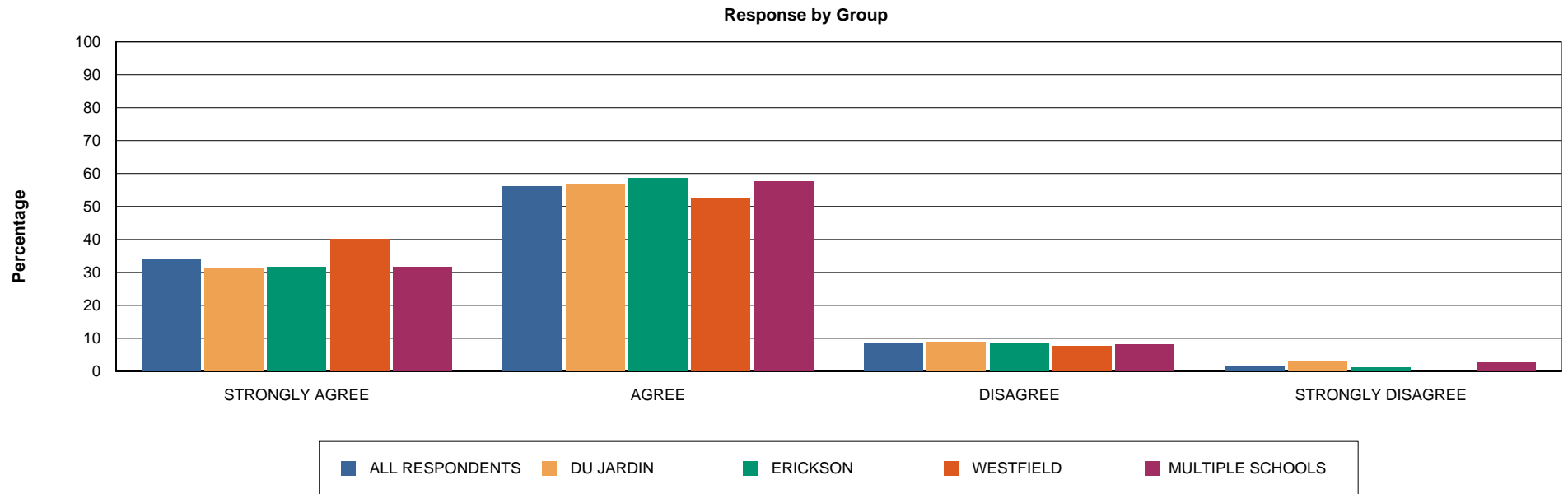
31 The Transportation services of the district are meeting the needs of students.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	40%	34%	46%	38%	37%
	Count	136	23	54	30	28
AGREE	Percentage	55%	60%	51%	56%	55%
	Count	187	41	60	44	42
DISAGREE	Percentage	4%	3%	2%	5%	5%
	Count	12	2	2	4	4
STRONGLY DISAGREE	Percentage	1%	3%	1%	0%	3%
	Count	5	2	1	0	2

Q31	Mean	3.34	3.25	3.43	3.33	3.26
------------	-------------	------	------	------	------	------

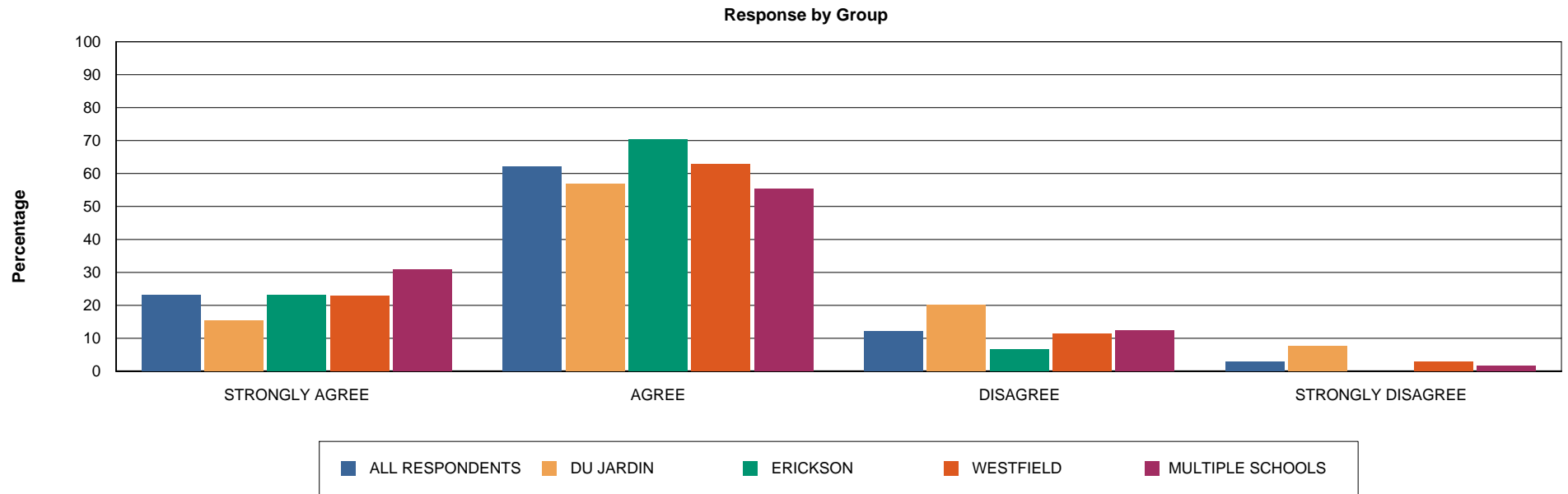
32 The after-school, extracurricular and athletic programs in D13 are sufficient to meet the needs of students.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	34%	31%	32%	40%	32%
	Count	106	21	29	32	23
AGREE	Percentage	56%	57%	59%	53%	58%
	Count	176	38	54	42	42
DISAGREE	Percentage	8%	9%	9%	8%	8%
	Count	26	6	8	6	6
STRONGLY DISAGREE	Percentage	2%	3%	1%	0%	3%
	Count	5	2	1	0	2

Q32	Mean	3.22	3.16	3.21	3.33	3.18
------------	-------------	------	------	------	------	------

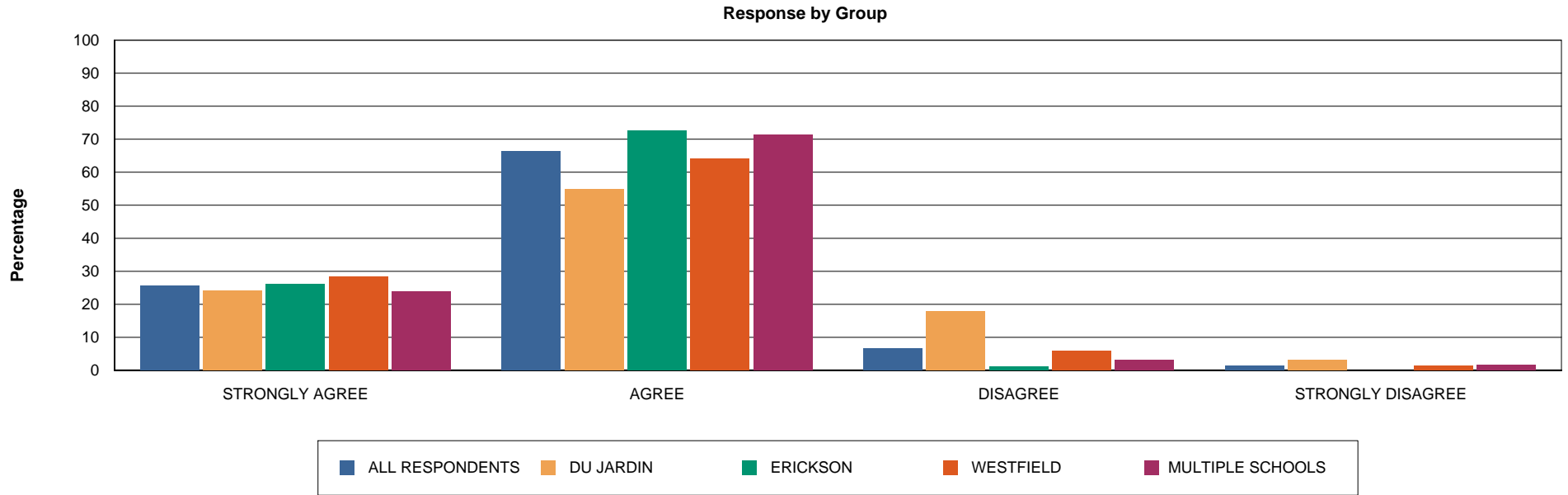
33 D13 is adequately funded.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	23%	15%	23%	23%	31%
	Count	67	10	21	16	20
AGREE	Percentage	62%	57%	70%	63%	55%
	Count	181	37	64	44	36
DISAGREE	Percentage	12%	20%	7%	11%	12%
	Count	35	13	6	8	8
STRONGLY DISAGREE	Percentage	3%	8%	0%	3%	2%
	Count	8	5	0	2	1

Q33	Mean	3.05	2.80	3.16	3.06	3.15
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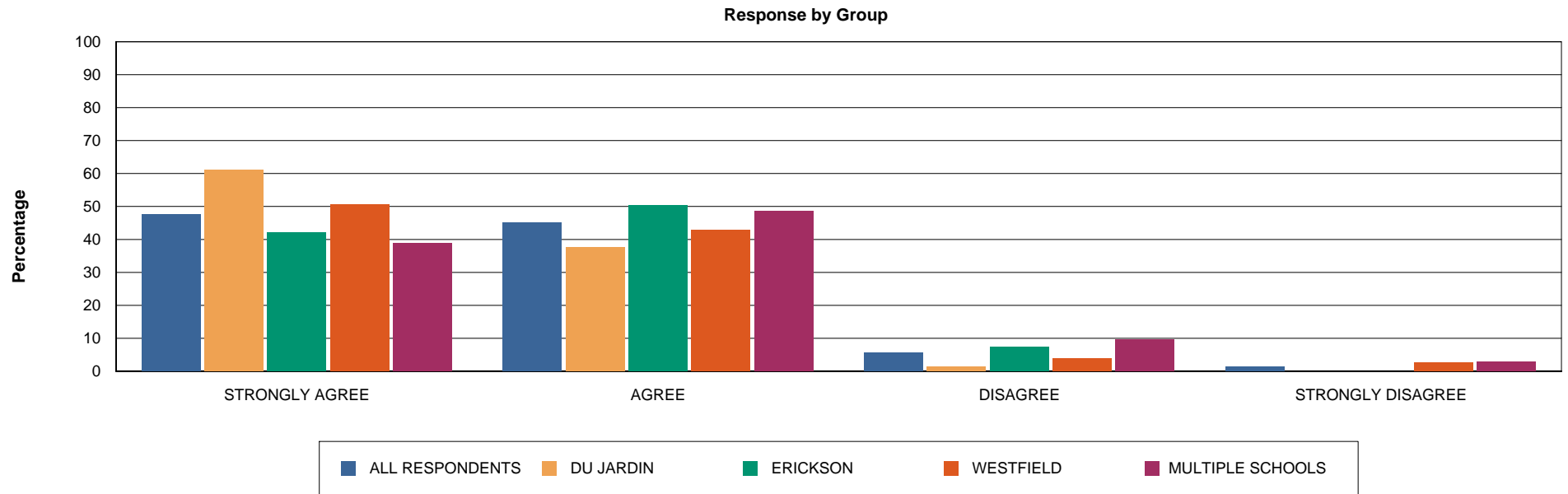
34 D13 Budgets and spends its money appropriately.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	26%	24%	26%	28%	24%
	Count	71	15	22	19	15
AGREE	Percentage	66%	55%	73%	64%	71%
	Count	183	34	61	43	45
DISAGREE	Percentage	7%	18%	1%	6%	3%
	Count	18	11	1	4	2
STRONGLY DISAGREE	Percentage	1%	3%	0%	1%	2%
	Count	4	2	0	1	1

Q34	Mean	3.16	3.00	3.25	3.19	3.17
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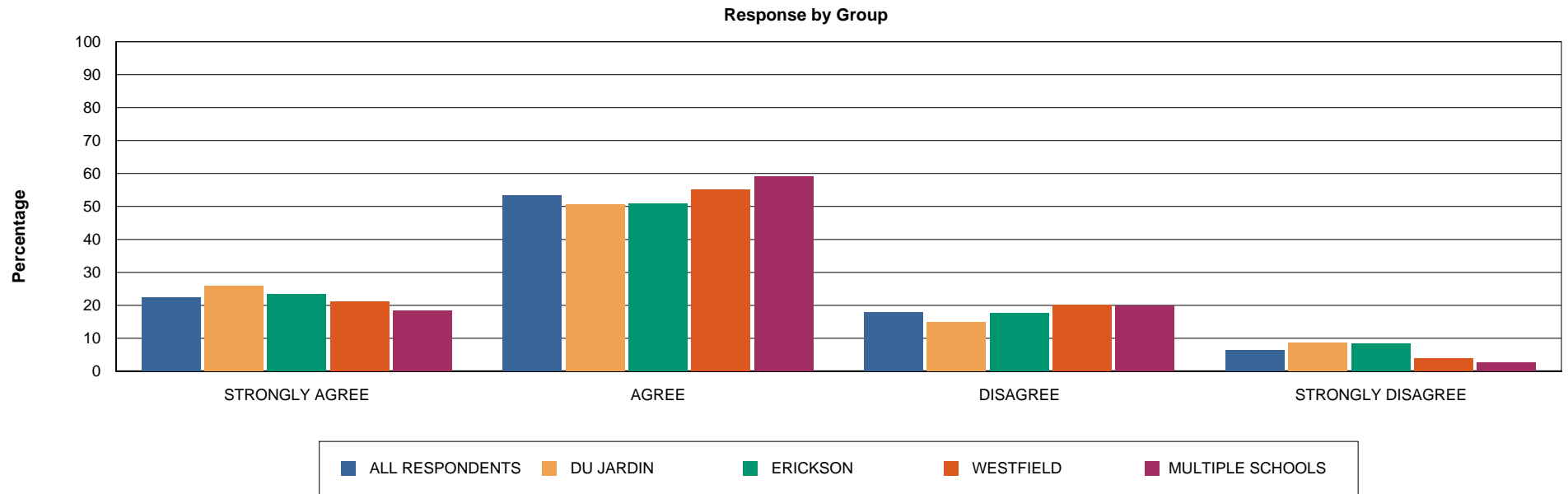
35 Increases in school funding by the State are necessary to maintain a quality school system.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	48%	61%	42%	51%	39%
	Count	160	47	46	39	28
AGREE	Percentage	45%	38%	50%	43%	49%
	Count	152	29	55	33	35
DISAGREE	Percentage	6%	1%	7%	4%	10%
	Count	19	1	8	3	7
STRONGLY DISAGREE	Percentage	1%	0%	0%	3%	3%
	Count	5	0	0	2	2

Q35	Mean	3.39	3.60	3.35	3.42	3.24
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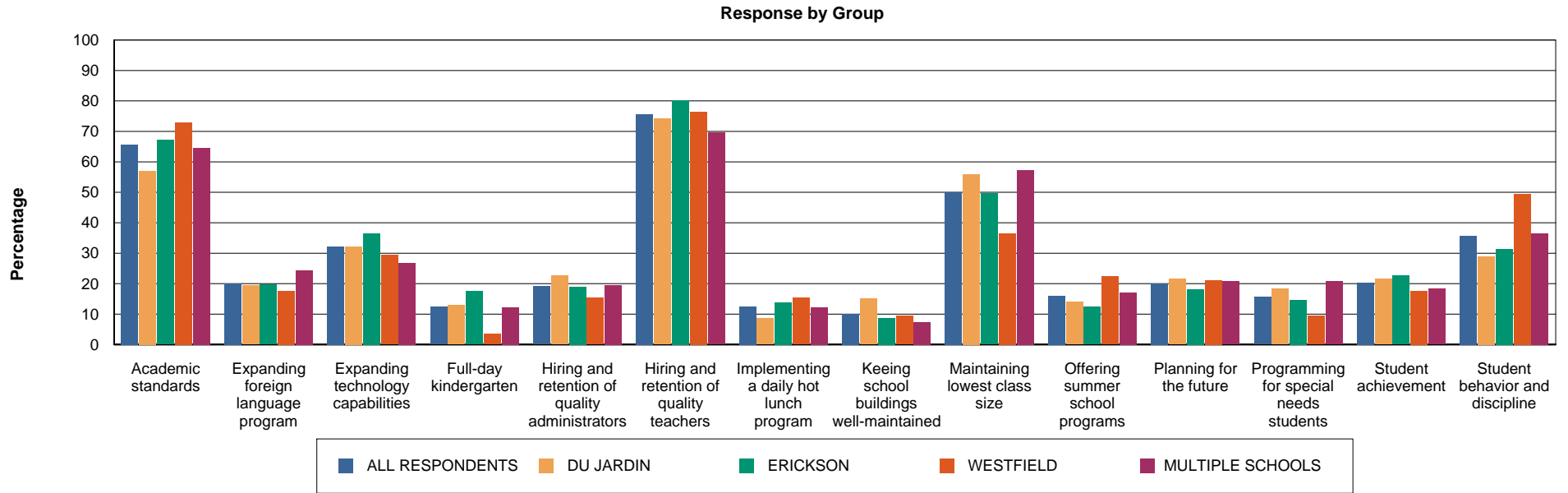
36 Sometimes it is necessary to increase taxes to maintain the quality of a school system.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
STRONGLY AGREE	Percentage	22%	26%	23%	21%	18%
	Count	80	21	28	17	14
AGREE	Percentage	53%	51%	51%	55%	59%
	Count	191	41	61	44	45
DISAGREE	Percentage	18%	15%	18%	20%	20%
	Count	64	12	21	16	15
STRONGLY DISAGREE	Percentage	6%	9%	8%	4%	3%
	Count	23	7	10	3	2

Q36	Mean	2.92	2.94	2.89	2.94	2.93
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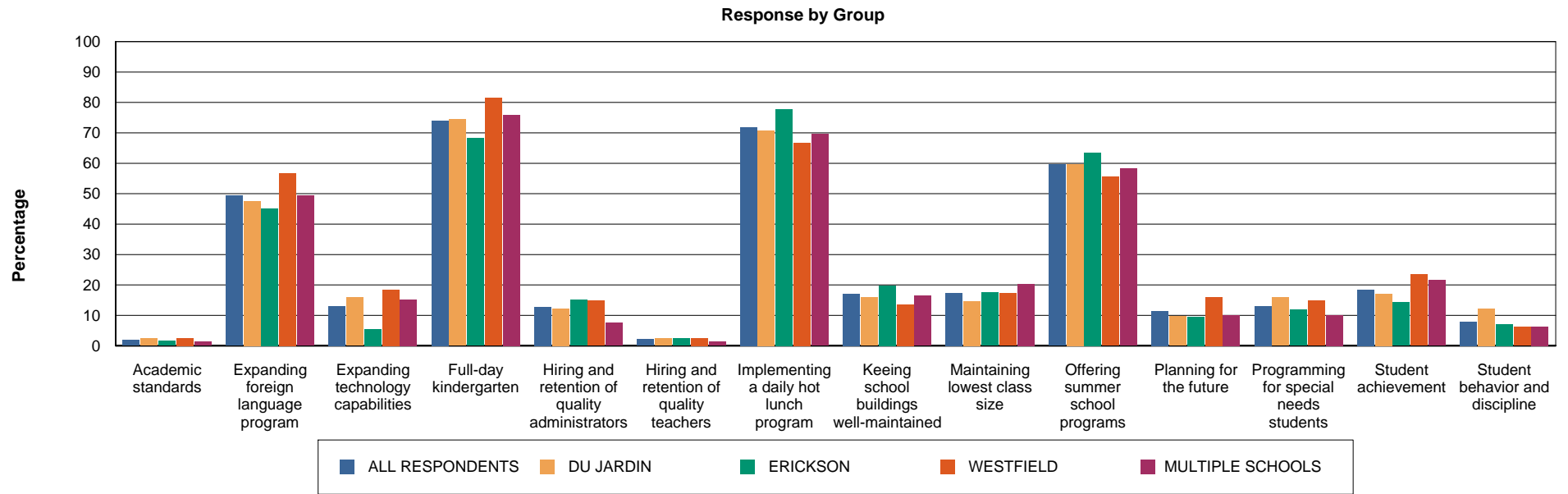
37 Mark the FOUR topics you think are MOST important for District 13.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
Academic standards	Percentage	66%	57%	67%	73%	65%
	Count	261	53	92	62	53
Expanding foreign language program	Percentage	20%	19%	20%	18%	24%
	Count	80	18	27	15	20
Expanding technology capabilities	Percentage	32%	32%	36%	29%	27%
	Count	128	30	50	25	22
Full-day kindergarten	Percentage	12%	13%	18%	4%	12%
	Count	49	12	24	3	10
Hiring and retention of quality administrators	Percentage	19%	23%	19%	15%	20%
	Count	76	21	26	13	16
Hiring and retention of quality teachers	Percentage	76%	74%	80%	76%	70%
	Count	301	69	110	65	57

		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
Implementing a daily hot lunch program	Percentage Count	13% 50	9% 8	14% 19	15% 13	12% 10
Keeping school buildings well-maintained	Percentage Count	10% 40	15% 14	9% 12	9% 8	7% 6
Maintaining lowest class size	Percentage Count	50% 199	56% 52	50% 68	36% 31	57% 47
Offering summer school programs	Percentage Count	16% 64	14% 13	12% 17	22% 19	17% 14
Planning for the future	Percentage Count	20% 80	22% 20	18% 25	21% 18	21% 17
Programming for special needs students	Percentage Count	16% 62	18% 17	15% 20	9% 8	21% 17
Student achievement	Percentage Count	20% 81	22% 20	23% 31	18% 15	18% 15
Student behavior and discipline	Percentage Count	36% 142	29% 27	31% 43	49% 42	37% 30

38 Mark the FOUR topics you think are LEAST important for District 13.

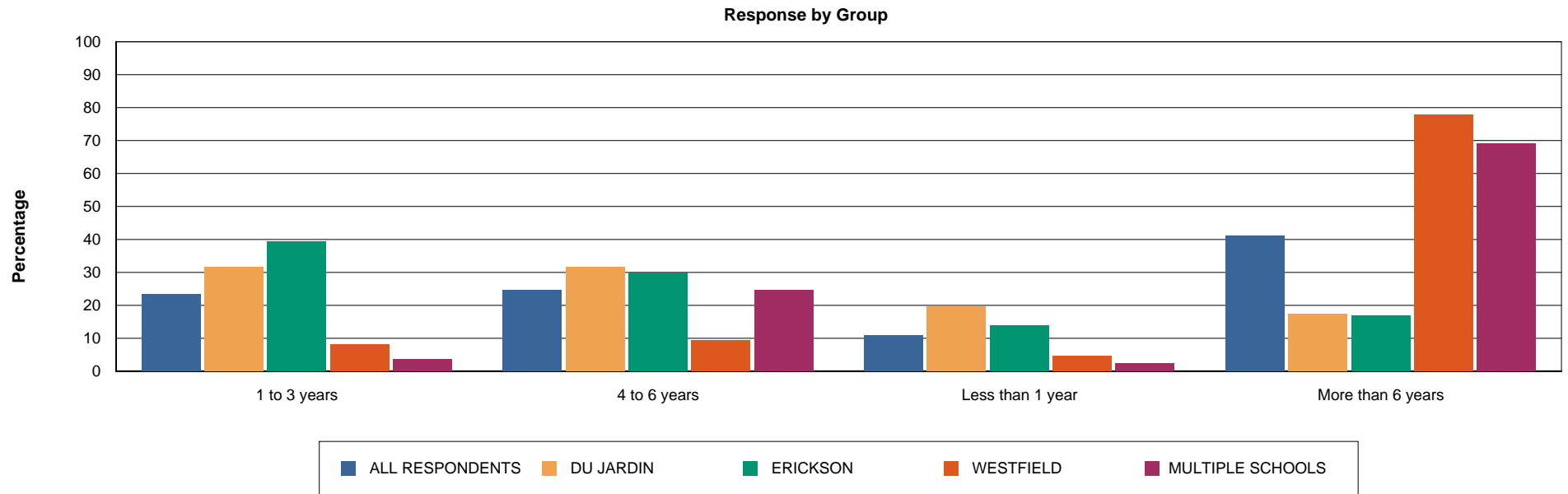


		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
Academic standards	Percentage	2%	2%	2%	2%	1%
	Count	7	2	2	2	1
Expanding foreign language program	Percentage	49%	48%	45%	57%	49%
	Count	182	39	57	46	39
Expanding technology capabilities	Percentage	13%	16%	6%	19%	15%
	Count	48	13	7	15	12
Full-day kindergarten	Percentage	74%	74%	68%	81%	76%
	Count	273	61	86	66	60
Hiring and retention of quality administrators	Percentage	13%	12%	15%	15%	8%
	Count	47	10	19	12	6
Hiring and retention of quality teachers	Percentage	2%	2%	2%	2%	1%
	Count	8	2	3	2	1

		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
Implementing a daily hot lunch program	Percentage Count	72% 265	71% 58	78% 98	67% 54	70% 55
Keeping school buildings well-maintained	Percentage Count	17% 63	16% 13	20% 25	14% 11	16% 13
Maintaining lowest class size	Percentage Count	17% 64	15% 12	17% 22	17% 14	20% 16
Offering summer school programs	Percentage Count	60% 220	60% 49	63% 80	56% 45	58% 46
Planning for the future	Percentage Count	11% 42	10% 8	10% 12	16% 13	10% 8
Programming for special needs students	Percentage Count	13% 48	16% 13	12% 15	15% 12	10% 8
Student achievement	Percentage Count	18% 68	17% 14	14% 18	23% 19	22% 17
Student behavior and discipline	Percentage Count	8% 29	12% 10	7% 9	6% 5	6% 5

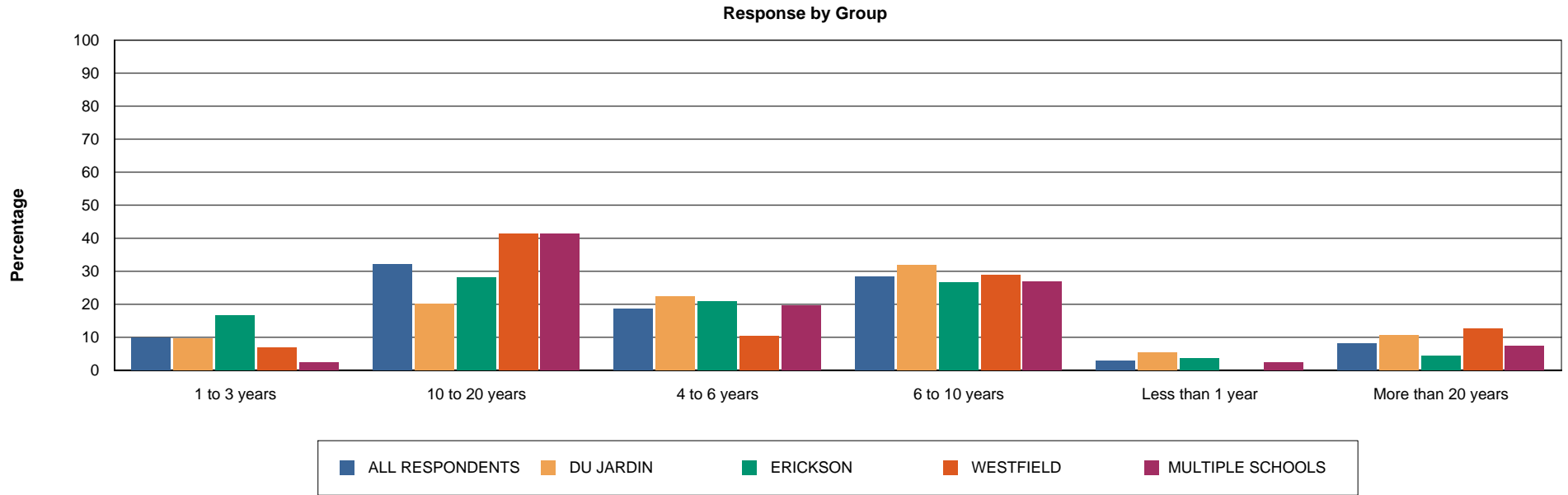
41

How long have your children attended District 13 schools?



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
1 to 3 years	Percentage	23%	32%	39%	8%	4%
	Count	93	29	54	7	3
4 to 6 years	Percentage	25%	32%	30%	9%	25%
	Count	98	29	41	8	20
Less than 1 year	Percentage	11%	20%	14%	5%	2%
	Count	43	18	19	4	2
More than 6 years	Percentage	41%	17%	17%	78%	69%
	Count	163	16	23	67	56

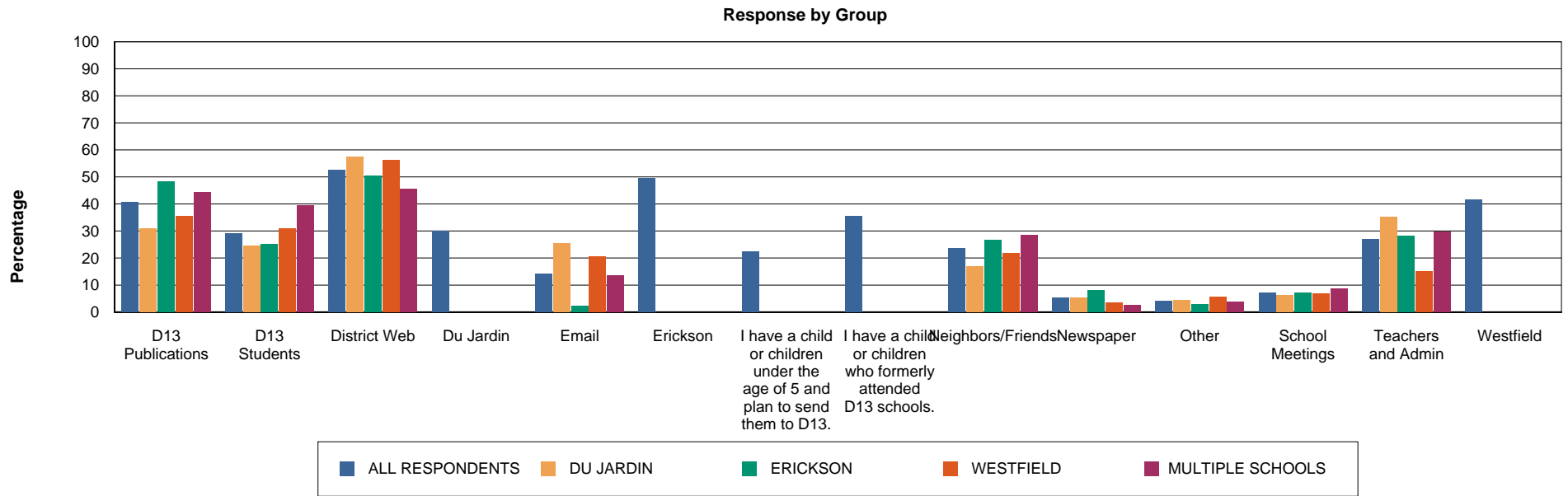
42 How long have you lived in the District 13 community



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
1 to 3 years	Percentage	10%	10%	17%	7%	2%
	Count	40	9	23	6	2
10 to 20 years	Percentage	32%	20%	28%	41%	41%
	Count	129	19	39	36	34
4 to 6 years	Percentage	19%	22%	21%	10%	20%
	Count	75	21	29	9	16
6 to 10 years	Percentage	28%	32%	27%	29%	27%
	Count	114	30	37	25	22
Less than 1 year	Percentage	3%	5%	4%	0%	2%
	Count	12	5	5	0	2
More than 20 years	Percentage	8%	11%	4%	13%	7%
	Count	33	10	6	11	6

43

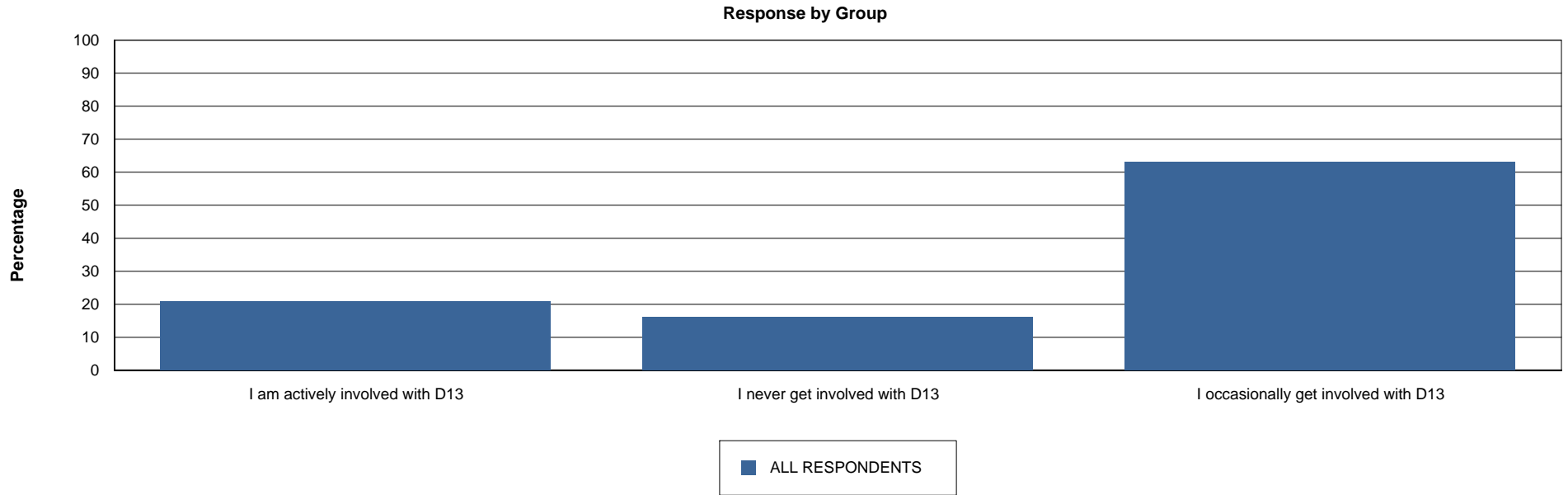
Mark the TWO most important sources of your information about District 13 schools.



		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
D13 Publications	Percentage	41%	31%	48%	36%	44%
	Count	163	29	67	31	36
D13 Students	Percentage	29%	24%	25%	31%	40%
	Count	117	23	35	27	32
District Web	Percentage	52%	57%	50%	56%	46%
	Count	211	54	70	49	37
Du Jardin	Percentage	30%	0%	0%	0%	0%
	Count	121	0	0	0	0
Email	Percentage	14%	26%	2%	21%	14%
	Count	57	24	3	18	11
Erickson	Percentage	50%	0%	0%	0%	0%
	Count	200	0	0	0	0

		ALL RESPONDENTS	DU JARDIN	ERICKSON	WESTFIELD	MULTIPLE SCHOOLS
I have a child or children under the age	Percentage Count	22% 90	0% 0	0% 0	0% 0	0% 0
I have a child or children who formerly	Percentage Count	36% 144	0% 0	0% 0	0% 0	0% 0
Neighbors/Friends	Percentage Count	24% 95	17% 16	27% 37	22% 19	28% 23
Newspaper	Percentage Count	5% 21	5% 5	8% 11	3% 3	2% 2
Other	Percentage Count	4% 16	4% 4	3% 4	6% 5	4% 3
School Meetings	Percentage Count	7% 29	6% 6	7% 10	7% 6	9% 7
Teachers and Admin	Percentage Count	27% 109	35% 33	28% 39	15% 13	30% 24
Westfield	Percentage Count	42% 168	0% 0	0% 0	0% 0	0% 0

44 Which statement best describes your involvement with District 13?



		ALL RESPONDENTS
I am actively involved with D13	Percentage	21%
	Count	84
I never get involved with D13	Percentage	16%
	Count	65
I occasionally get involved with D13	Percentage	63%
	Count	254

BLOOMINGDALE ELEMENTARY SCHOOLS

DU PAGE SCHOOL DISTRICT 13

DR. KIM PERKINS
Superintendent
DR. LINDA SCHIELKE
Assistant Superintendent

DISTRICT OFFICE
164 South Euclid Avenue
Bloomington, IL 60108-1634
(630) 893-9590
(630) 893-1818
www.sd13.org

March 2010

Dear District 13 Residents:

On behalf of the Board of Education, I would like to thank you for your continued support of District 13. There have been a number of significant improvements over the last couple of years in our schools, and the Board of Education is committed to maintaining a cycle of continuous improvement for the future.

It is for this reason that I am asking for your assistance. The enclosed survey will provide us with information from the community and your perception of our schools. Please complete the survey, seal it in the enclosed envelope and return it **by April 23, 2010**. Your input and feedback will help us to monitor various aspects of District 13, and help us to determine how we can continually improve. The results of the surveys will be compiled by ECRA Group, Inc., an independent research firm that will analyze the responses and prepare a report for the Board of Education.

If you have any thoughts or questions regarding this survey, please feel free to contact my office at 630-893-9590. Thank you for taking the time to complete this survey.

Sincerely,



Dr. Kim Perkins
Superintendent



Bloomington School District 13 Community Survey

This survey measures the satisfaction of the community with District 13. Items on this survey are organized in the areas of Curriculum and Instruction, Communication with Parents and Community, Student Services and Facilities, School Climate, Awareness of District 13 Programs, School Funding, Important Topics Facing the District, and Household Information. Your input is appreciated and important to the School Board and Administration of District 13.

Items on this survey ask you to rate your level of agreement with various statements. If you have no information on which to base a rating, mark the "No Information" item in the response. Mark one choice per item unless otherwise specified. Please attach additional pages if you need more space for comments.

CURRICULUM AND INSTRUCTION

- 1. The curriculum is preparing students to be successful learners in high school and in life.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 2. District 13 has high academic standards.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 3. The instructional program is meeting the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 4. A foreign language program is important to quality schools.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 5. A program for the intellectually gifted and academically talented is important for quality schools.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 6. Technology is current and has been used effectively throughout the schools' educational programs.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 7. The character development of students is an important concern of District 13.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 8. The schools prepare students to value and interact with people from different cultures.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 9. District 13 has a high-quality teaching staff.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 10. Class sizes in District 13 are appropriate.
 Strongly Agree Agree Disagree Strongly Disagree No Information

COMMUNICATION WITH PARENTS AND COMMUNITY

- 11. There is open communication in District 13, and different viewpoints are welcomed.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 12. The Board of Education represents parents and community members when making decisions.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 13. The Board of Education encourages open communication and is approachable.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 14. There are adequate ways for community members to become involved in District 13.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 15. District 13 effectively communicates the financial state of the district.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 16. The district's website (www.sd13.org) offers good information about the district.
 Strongly Agree Agree Disagree Strongly Disagree No Information

- 17. I hear good things about District 13.
 Strongly Agree Agree Disagree Strongly Disagree No Information

STUDENT SERVICES AND FACILITIES

18. School sports and extracurricular programs for students are important.
 Strongly Agree Agree Disagree Strongly Disagree No Information
19. The building and grounds of the schools are well-maintained and conducive to the learning environment.
 Strongly Agree Agree Disagree Strongly Disagree No Information
20. The transportation services of the district are meeting the needs of students.
 Strongly Agree Agree Disagree Strongly Disagree No Information

SCHOOL CLIMATE

21. District 13 schools provide students with a safe learning environment.
 Strongly Agree Agree Disagree Strongly Disagree No Information
22. District 13 teachers are respected in the community.
 Strongly Agree Agree Disagree Strongly Disagree No Information
23. District 13 administrators are respected in the community.
 Strongly Agree Agree Disagree Strongly Disagree No Information
24. Students are treated with respect and are expected to respect others.
 Strongly Agree Agree Disagree Strongly Disagree No Information
25. School discipline is appropriately maintained.
 Strongly Agree Agree Disagree Strongly Disagree No Information

AWARENESS OF DISTRICT 13 PROGRAMS

26. I am knowledgeable of important issues facing District 13.
 Strongly Agree Agree Disagree Strongly Disagree No Information
27. I am aware of opportunities for community members to become involved in District 13.
 Strongly Agree Agree Disagree Strongly Disagree No Information
28. I am adequately informed of school events and functions.
 Strongly Agree Agree Disagree Strongly Disagree No Information

SCHOOL FUNDING

29. District 13 is adequately funded.
 Strongly Agree Agree Disagree Strongly Disagree No Information
30. District 13 budgets and spends its money appropriately.
 Strongly Agree Agree Disagree Strongly Disagree No Information
31. Increases in school funding by the State are necessary to maintain a quality school system.
 Strongly Agree Agree Disagree Strongly Disagree No Information
32. Sometimes it is necessary to increase taxes to maintain the quality of a school system.
 Strongly Agree Agree Disagree Strongly Disagree No Information

Please use the space provided to respond to the following question. Attach an additional page if needed.

33. What are the strengths and/or areas for needed improvement in District 13?

The following are important issues facing school districts today.

34. Mark the FOUR topics you think are MOST important for District 13.	Important Issues	35. Mark the FOUR topics you think are LEAST important for District 13.
<input type="checkbox"/>	Maintaining lowest possible class size	<input type="checkbox"/>
<input type="checkbox"/>	Expanding the foreign language program	<input type="checkbox"/>
<input type="checkbox"/>	Offering summer school programs	<input type="checkbox"/>
<input type="checkbox"/>	Expanding technology capabilities	<input type="checkbox"/>
<input type="checkbox"/>	Full-day kindergarten	<input type="checkbox"/>
<input type="checkbox"/>	Implementing a daily hot lunch program	<input type="checkbox"/>
<input type="checkbox"/>	Academic standards	<input type="checkbox"/>
<input type="checkbox"/>	Student achievement (as measured by standardized testing)	<input type="checkbox"/>
<input type="checkbox"/>	Programming for special needs students	<input type="checkbox"/>
<input type="checkbox"/>	Keeping buildings well-maintained and up-to-date	<input type="checkbox"/>
<input type="checkbox"/>	Hiring and retention of quality teachers	<input type="checkbox"/>
<input type="checkbox"/>	Hiring and retention of quality administrators	<input type="checkbox"/>
<input type="checkbox"/>	Student behavior and discipline	<input type="checkbox"/>
<input type="checkbox"/>	Planning for the future	<input type="checkbox"/>

HOUSEHOLD INFORMATION

36. Mark all of the following that apply.

- I have a child/children in District 13 at the present time. They attend (mark all that apply):
 - Du Jardin
 - Erickson
 - Westfield
- I have a child or children who formerly attended District 13 schools.
- I have a child or children under the age of 5 and plan to send them to District 13.
- I have a child or children under the age of 5 and DO NOT plan to send them to District 13.
- I have never had a child enrolled in District 13.

37. How long have you lived in the District 13 community?

- Less than one year
- One to three years
- Four to six years
- Six to 10 years
- 10 to 20 years
- More than 20 years

38. Mark the **TWO** most important sources of your information about District 13 schools.

- Newspaper
- District 13 Students
- Teachers and Administrators
- Neighbors and Friends
- District 13 Publications
- School Meetings
- District Web Page (www.sd13.org)
- Email
- Other

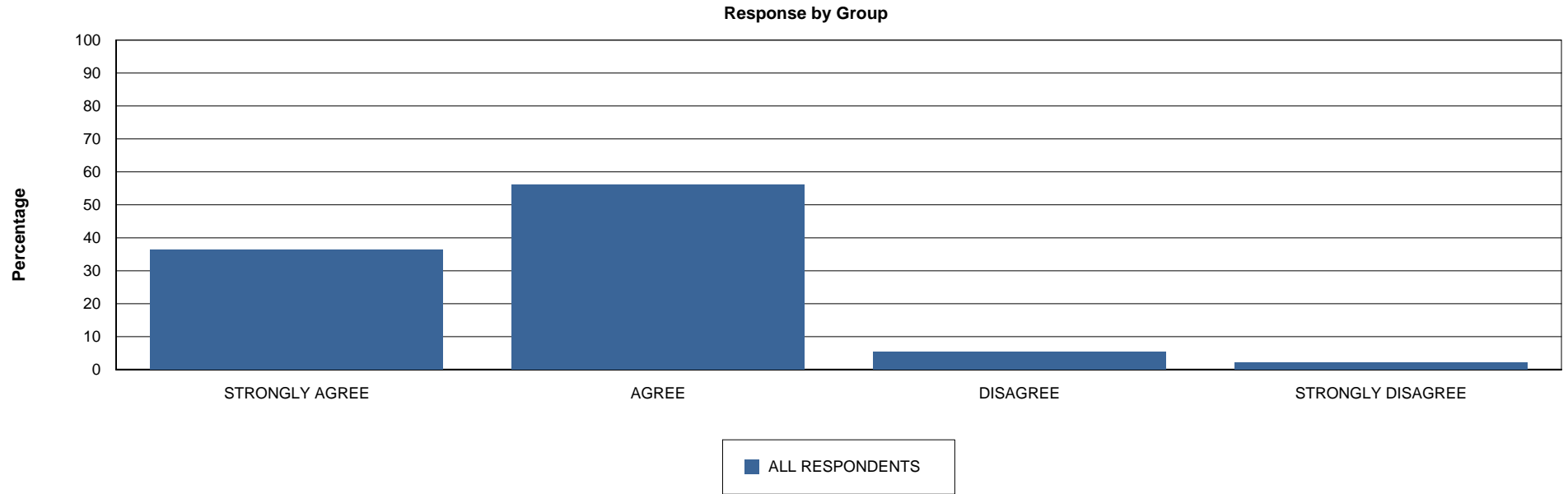
39. Which statement best describes your involvement with District 13?

- I am actively involved with District 13.
- I occasionally get involved with District 13.
- I never get involved with District 13.

Thank you for completing this survey. Your input is appreciated, and your response will be kept confidential.

***Please return your completed survey by April 23, 2010, in the envelope provided to:
ECRA Group, 5600 N. River Road Suite 180, Rosemont, IL 60018.***

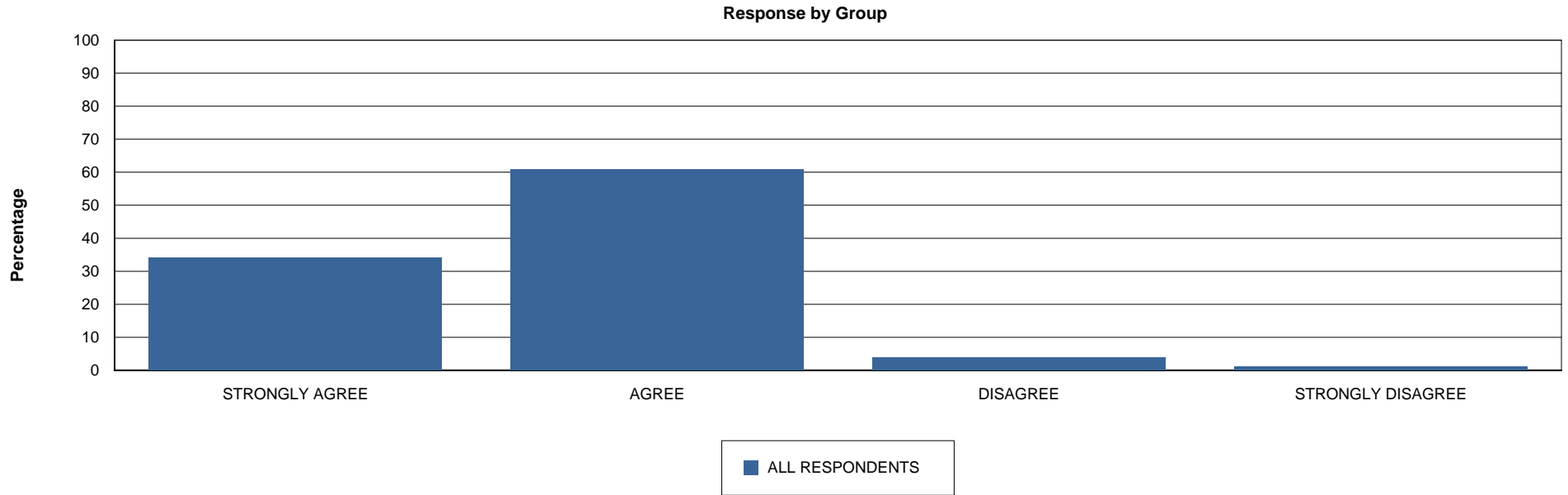
1 The curriculum is preparing students to be successful learners in high school and life.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	36%
	Count	88
AGREE	Percentage	56%
	Count	136
DISAGREE	Percentage	5%
	Count	13
STRONGLY DISAGREE	Percentage	2%
	Count	5

Q1	Mean	3.27
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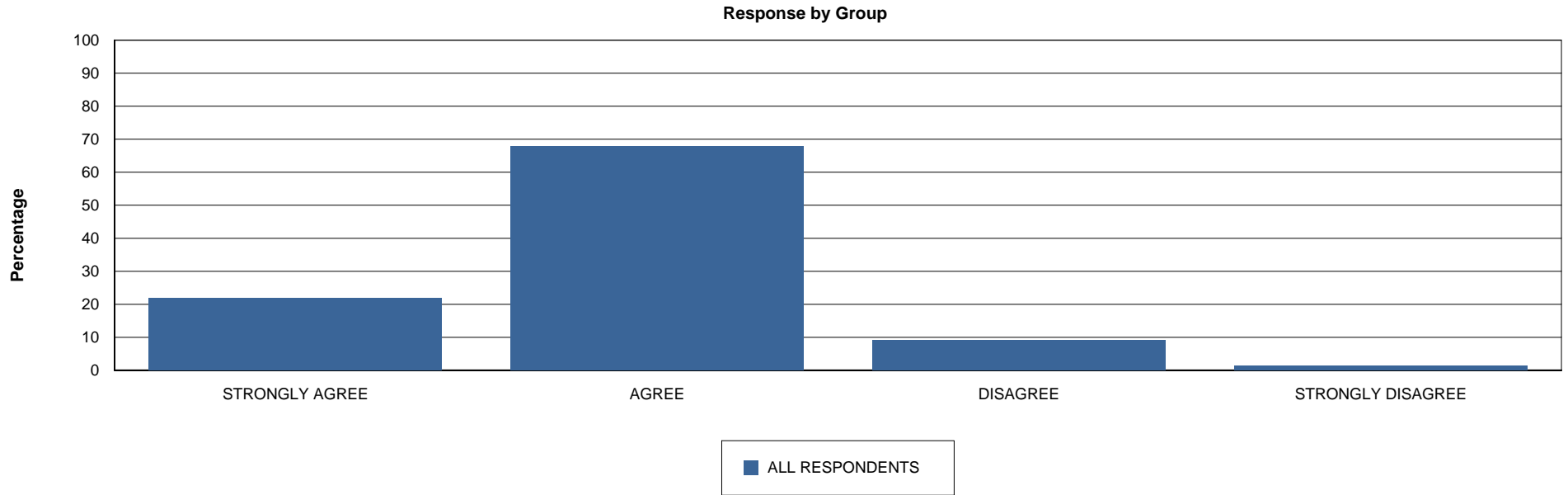
2 D13 has high academic standards



		ALL RESPONDENT
STRONGLY AGREE	Percentage	34%
	Count	87
AGREE	Percentage	61%
	Count	156
DISAGREE	Percentage	4%
	Count	10
STRONGLY DISAGREE	Percentage	1%
	Count	3

Q2	Mean	3.28
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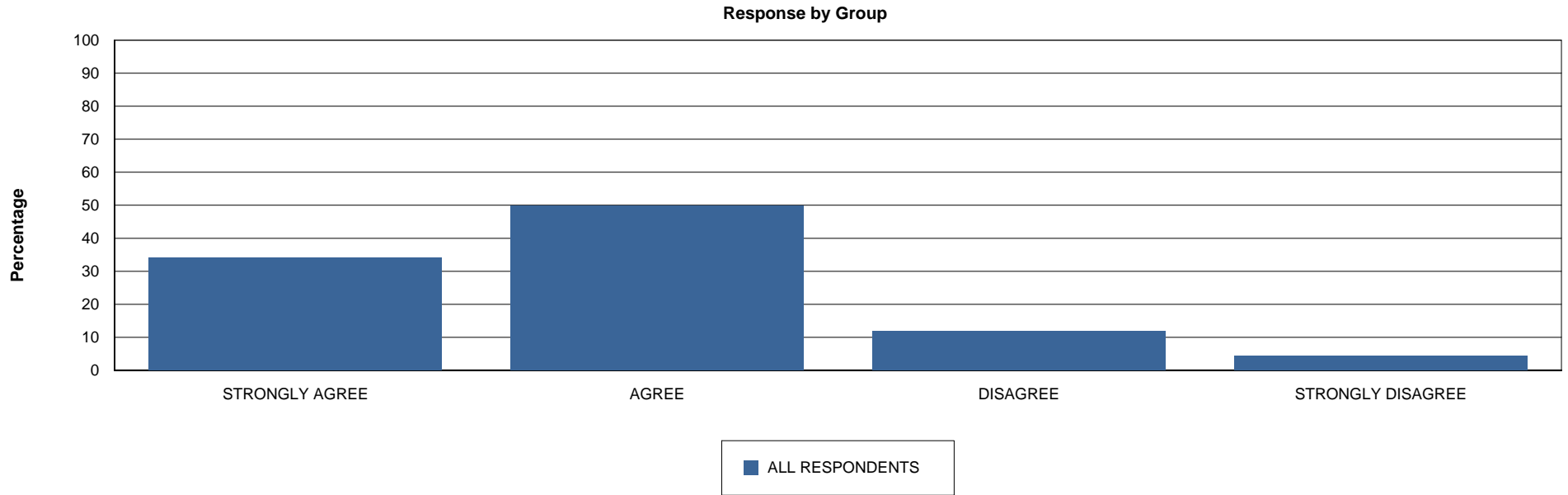
3 The instructional program is meeting the needs of students.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	22%
	Count	48
AGREE	Percentage	68%
	Count	149
DISAGREE	Percentage	9%
	Count	20
STRONGLY DISAGREE	Percentage	1%
	Count	3

Q3	Mean	3.10
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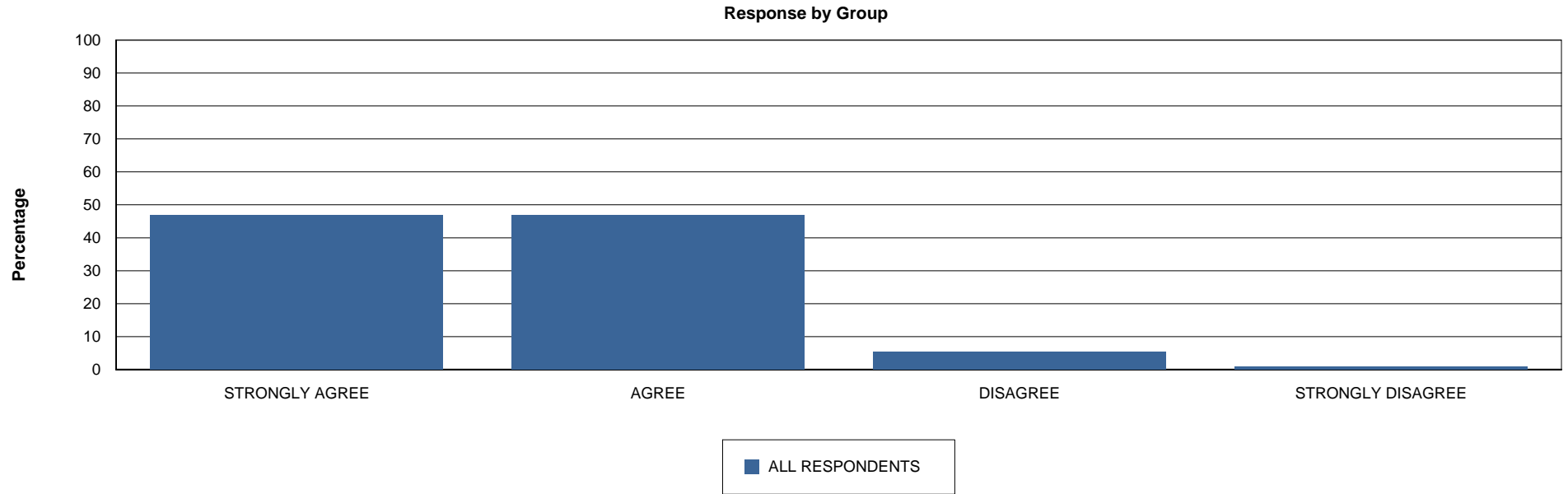
4 A foreign language program is important to quality schools.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	34%
	Count	110
AGREE	Percentage	50%
	Count	161
DISAGREE	Percentage	12%
	Count	38
STRONGLY DISAGREE	Percentage	4%
	Count	14

Q4	Mean	3.14
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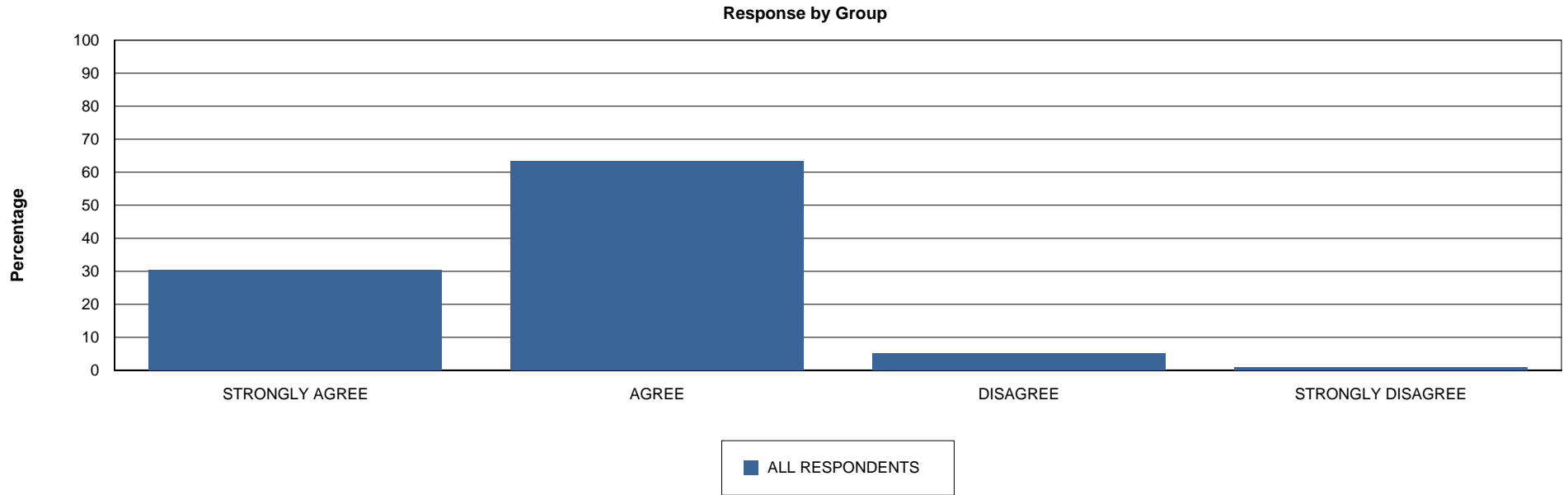
5 A program for the intellectually gifted and academically talented is important for quality schools.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	47%
	Count	155
AGREE	Percentage	47%
	Count	155
DISAGREE	Percentage	5%
	Count	18
STRONGLY DISAGREE	Percentage	1%
	Count	3

Q5	Mean	3.40
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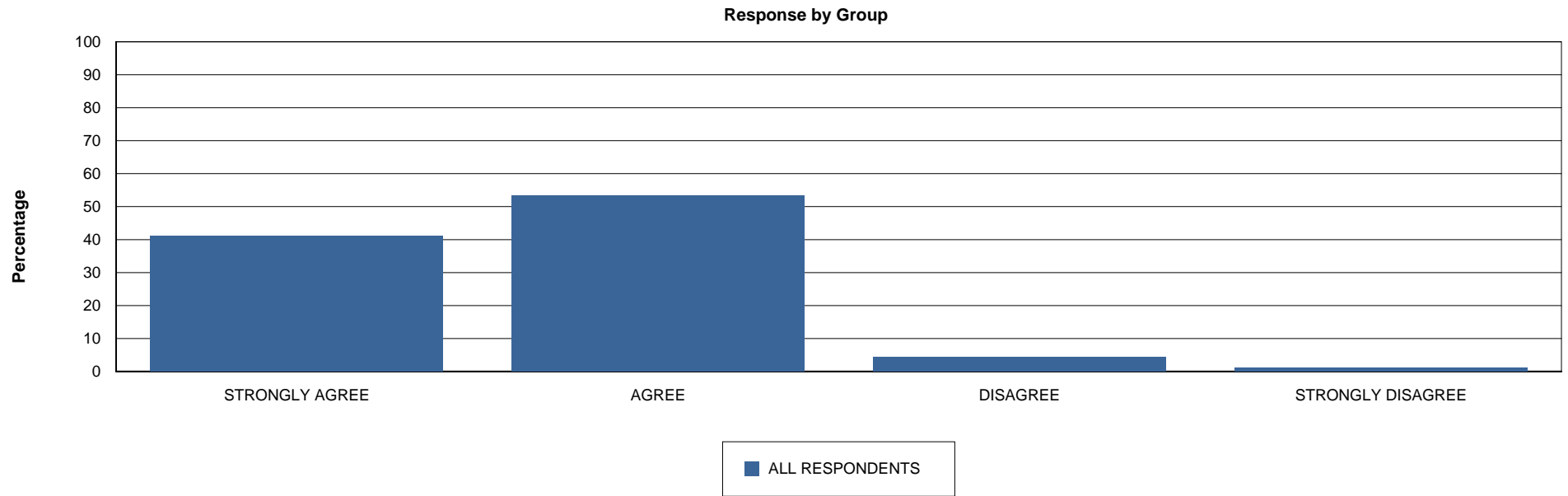
6 Technology is current and has been used effectively throughout the schools' educational programs.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	30%
	Count	64
AGREE	Percentage	63%
	Count	133
DISAGREE	Percentage	5%
	Count	11
STRONGLY DISAGREE	Percentage	1%
	Count	2

Q6	Mean	3.23
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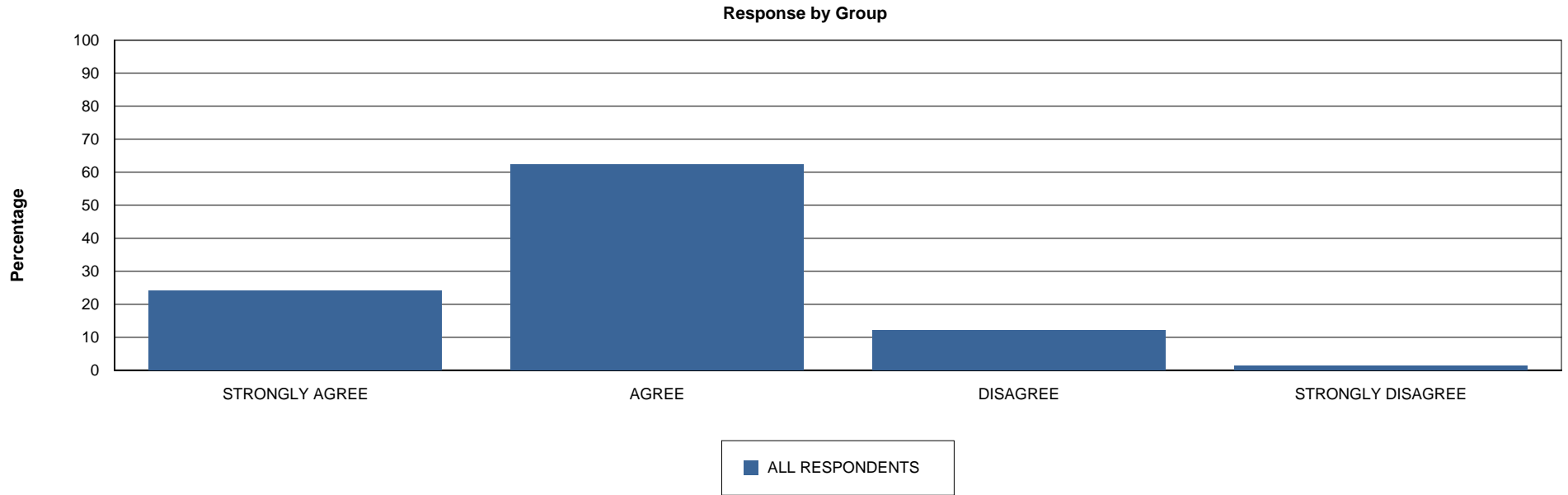
7 The character development of students is an important concern of D13.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	41%
	Count	114
AGREE	Percentage	53%
	Count	148
DISAGREE	Percentage	4%
	Count	12
STRONGLY DISAGREE	Percentage	1%
	Count	3

Q7	Mean	3.35
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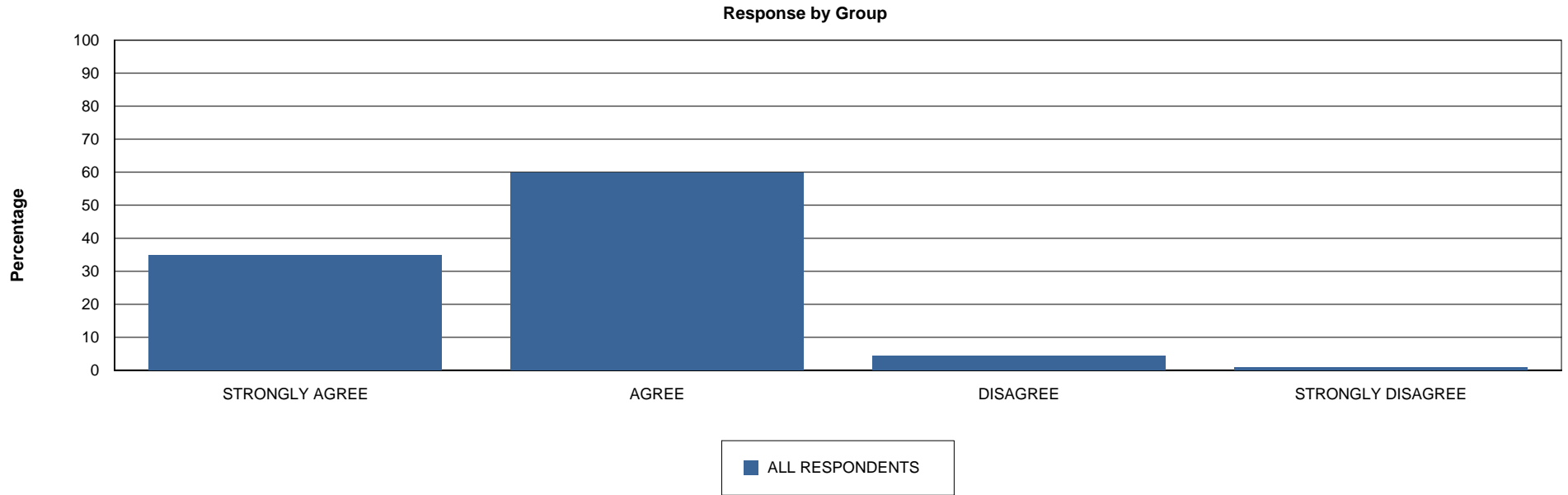
8 The schools prepare students to value and interact with people from different cultures.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	24%
	Count	54
AGREE	Percentage	62%
	Count	139
DISAGREE	Percentage	12%
	Count	27
STRONGLY DISAGREE	Percentage	1%
	Count	3

Q8	Mean	3.09
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9 D13 has a high-quality teaching staff.

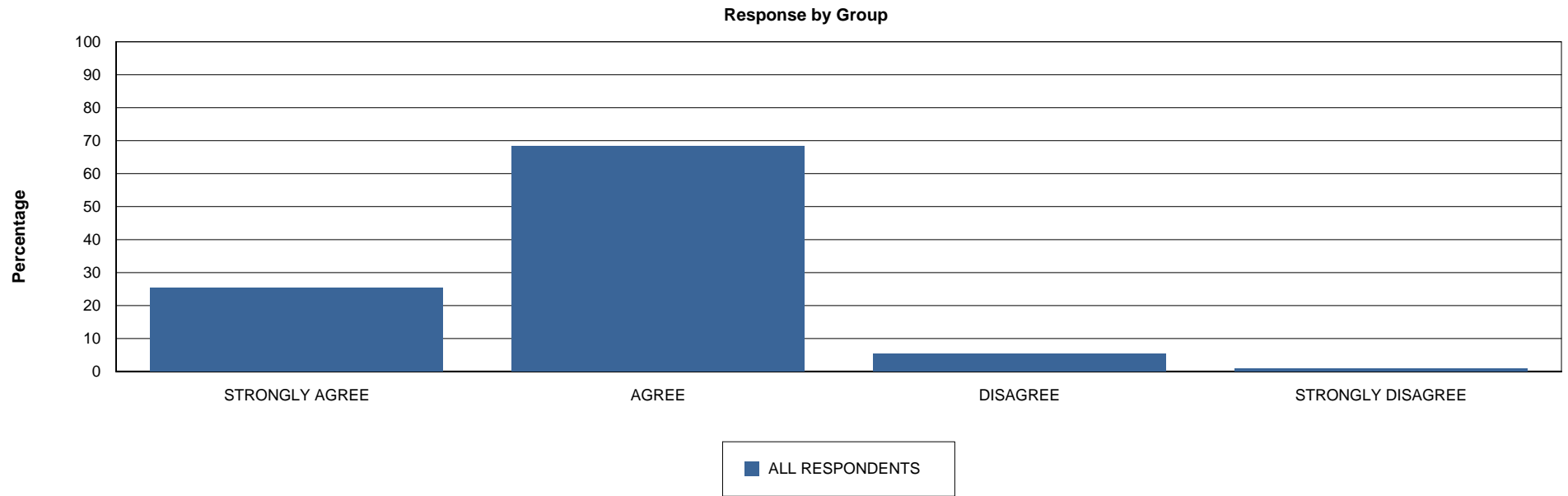


		ALL RESPONDENT
STRONGLY AGREE	Percentage	35%
	Count	79
AGREE	Percentage	60%
	Count	135
DISAGREE	Percentage	4%
	Count	10
STRONGLY DISAGREE	Percentage	1%
	Count	2

Q9	Mean	3.29
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10

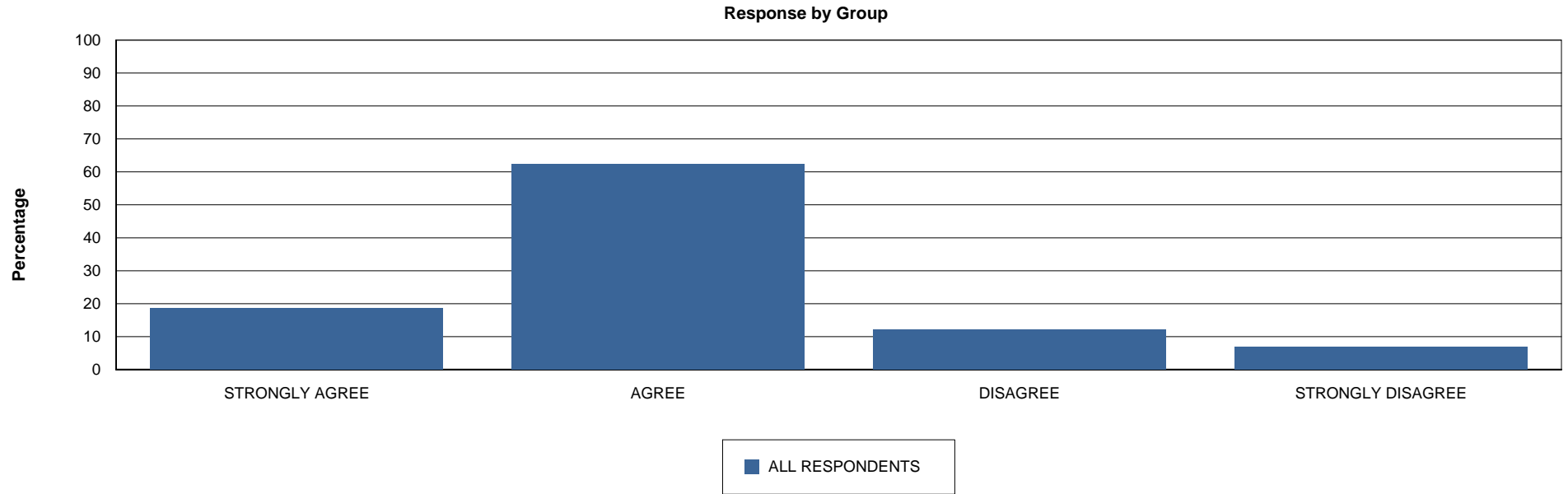
Class sizes in D13 are appropriate.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	25%
	Count	52
AGREE	Percentage	68%
	Count	140
DISAGREE	Percentage	5%
	Count	11
STRONGLY DISAGREE	Percentage	1%
	Count	2

Q10	Mean	3.18
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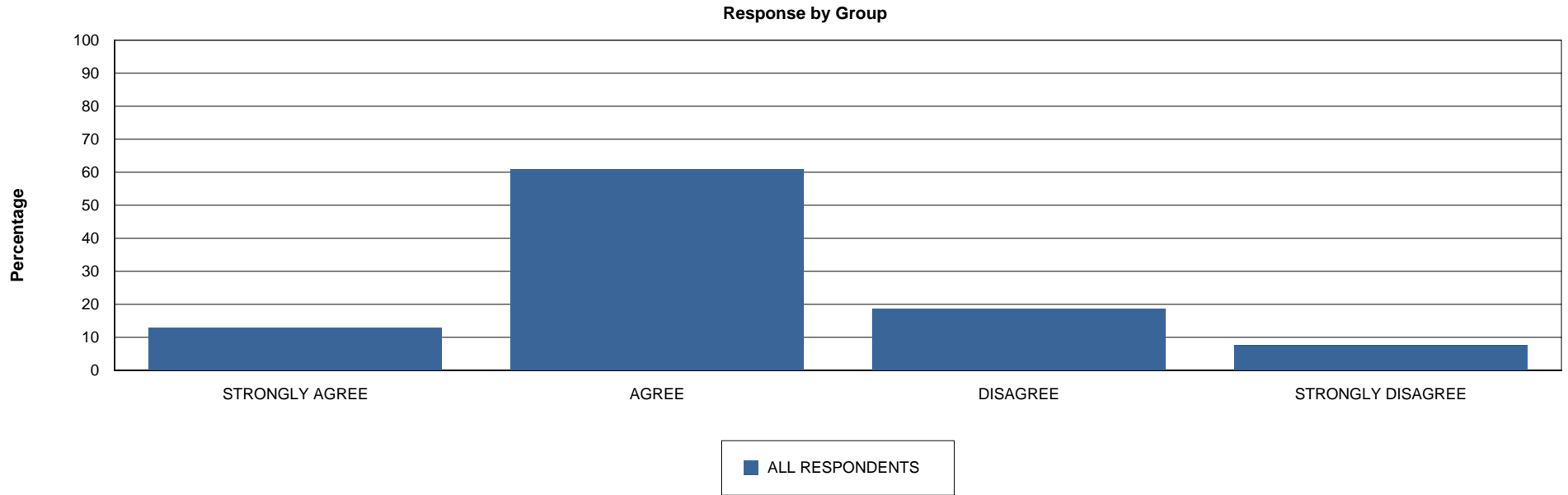
11 There is open communication in D13, and different viewpoints are welcomed.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	19%
	Count	40
AGREE	Percentage	62%
	Count	134
DISAGREE	Percentage	12%
	Count	26
STRONGLY DISAGREE	Percentage	7%
	Count	15

Q11	Mean	2.93
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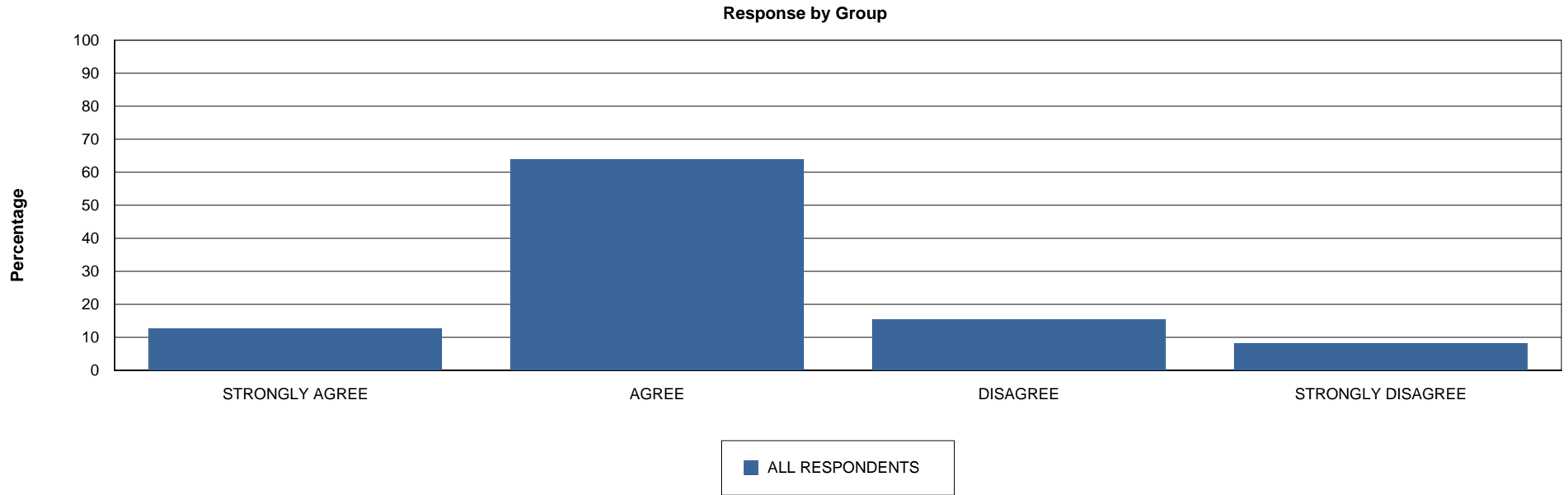
12 The Board of Education represents parents and community members when making decisions.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	13%
	Count	25
AGREE	Percentage	61%
	Count	118
DISAGREE	Percentage	19%
	Count	36
STRONGLY DISAGREE	Percentage	8%
	Count	15

Q12	Mean	2.79
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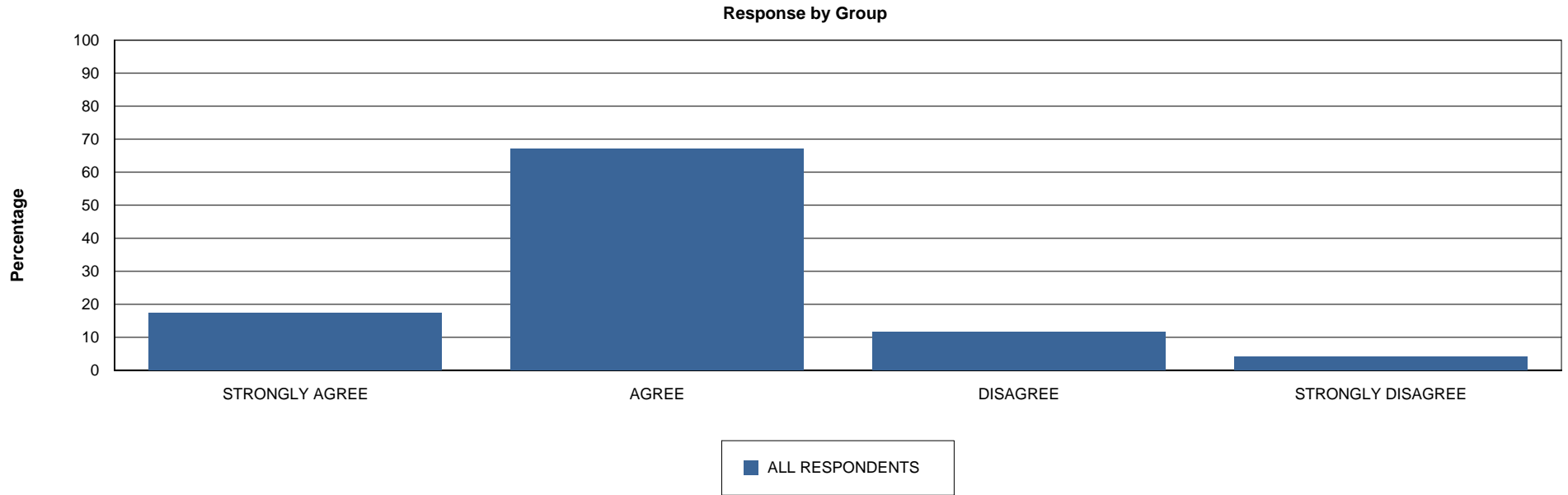
13 The BOE encourages open communication and is approachable.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	13%
	Count	23
AGREE	Percentage	64%
	Count	116
DISAGREE	Percentage	15%
	Count	28
STRONGLY DISAGREE	Percentage	8%
	Count	15

Q13	Mean	2.81
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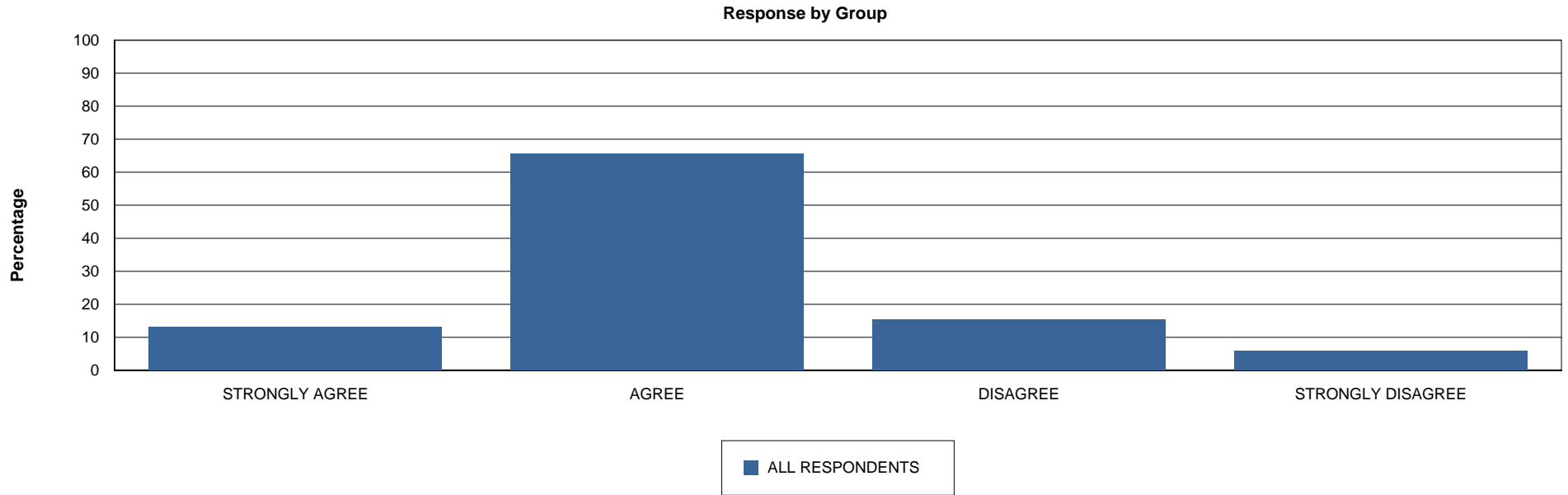
14 There are adequate ways for community members to become involved in D13.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	17%
	Count	39
AGREE	Percentage	67%
	Count	150
DISAGREE	Percentage	12%
	Count	26
STRONGLY DISAGREE	Percentage	4%
	Count	9

Q14	Mean	2.98
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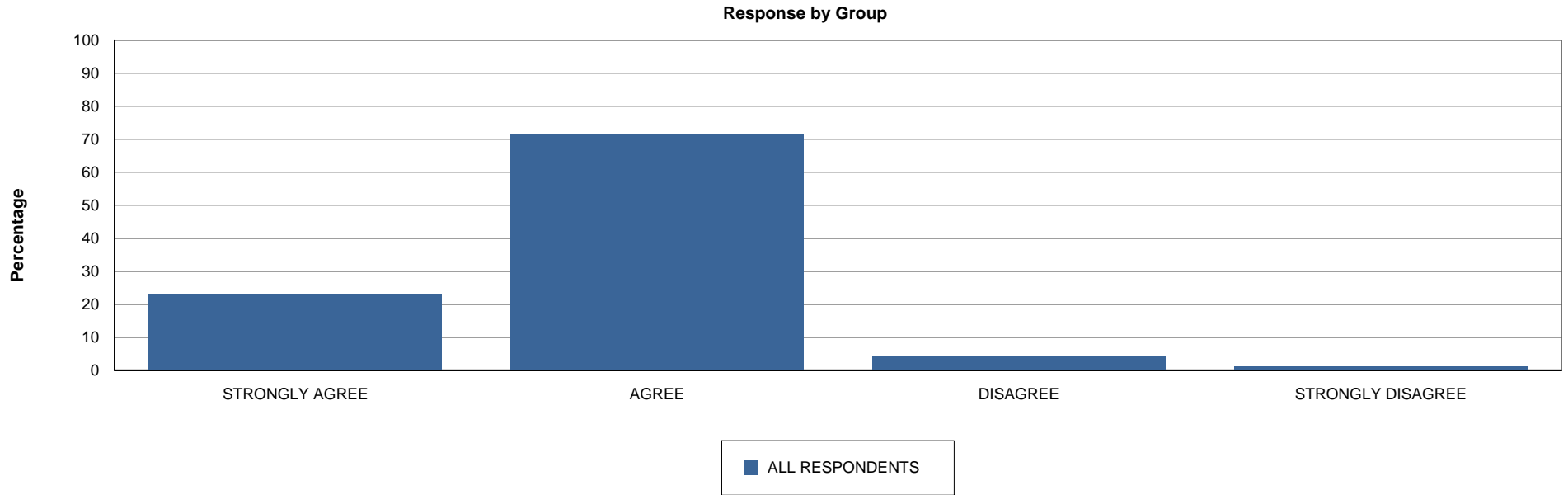
15 D13 effectively communicates the financial state of the district.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	13%
	Count	31
AGREE	Percentage	66%
	Count	154
DISAGREE	Percentage	15%
	Count	36
STRONGLY DISAGREE	Percentage	6%
	Count	14

Q15	Mean	2.86
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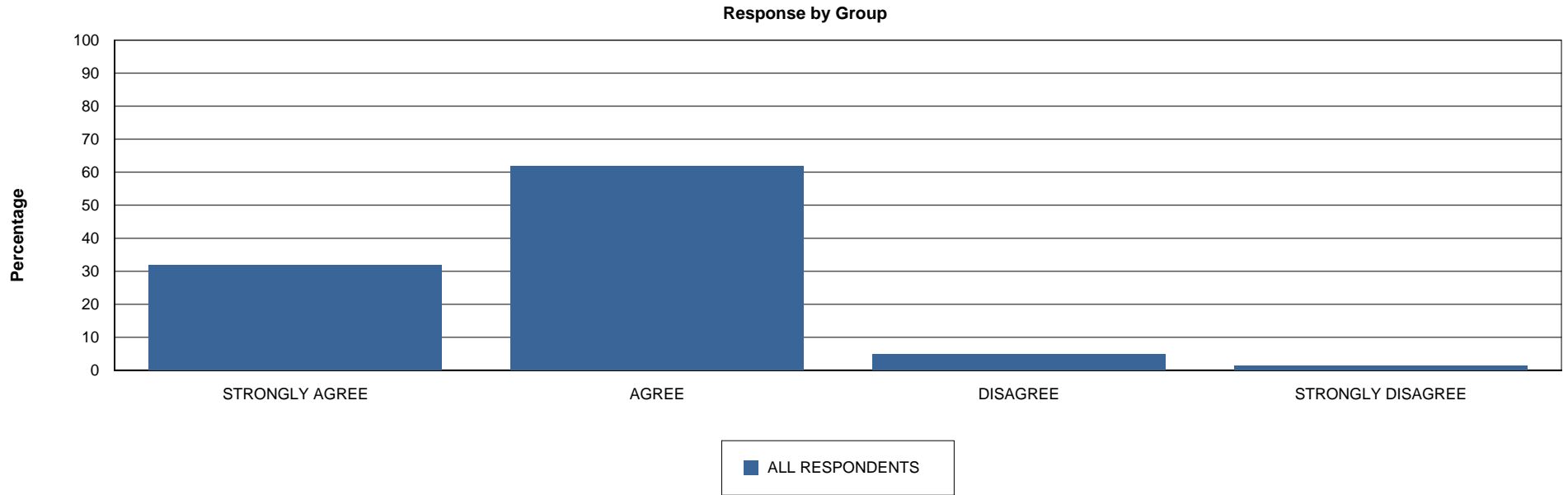
16 The district's websites offers good information about the district.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	23%
	Count	43
AGREE	Percentage	72%
	Count	134
DISAGREE	Percentage	4%
	Count	8
STRONGLY DISAGREE	Percentage	1%
	Count	2

Q16	Mean	3.17
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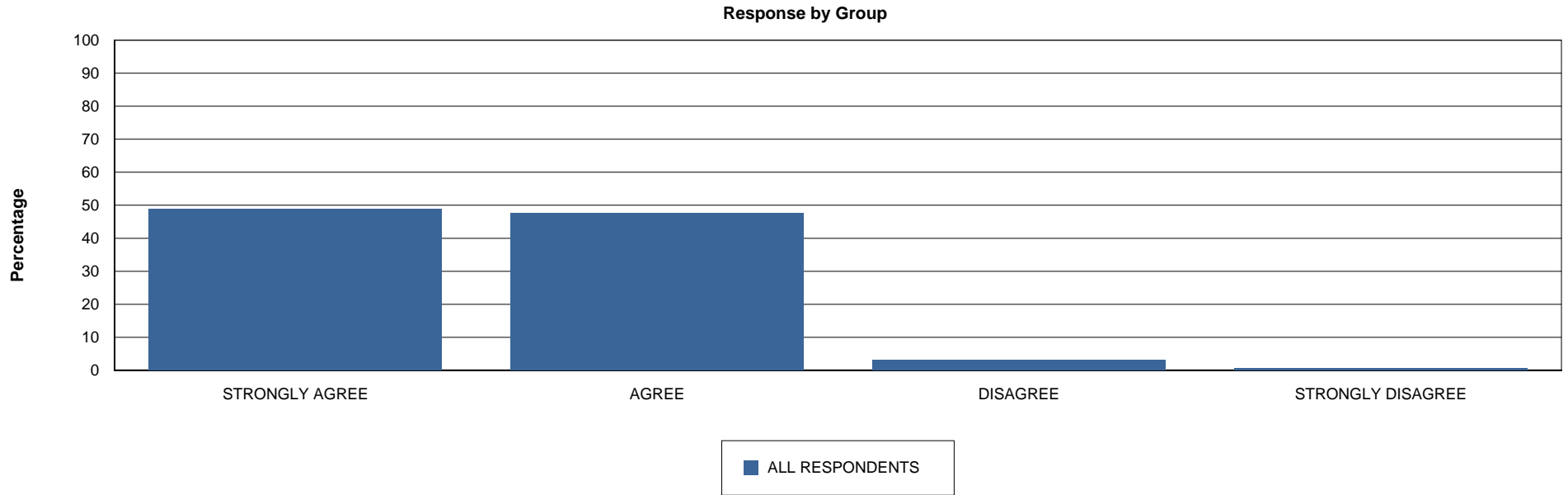
17 I hear good things about D13.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	32%
	Count	91
AGREE	Percentage	62%
	Count	177
DISAGREE	Percentage	5%
	Count	14
STRONGLY DISAGREE	Percentage	1%
	Count	4

Q17	Mean	3.24
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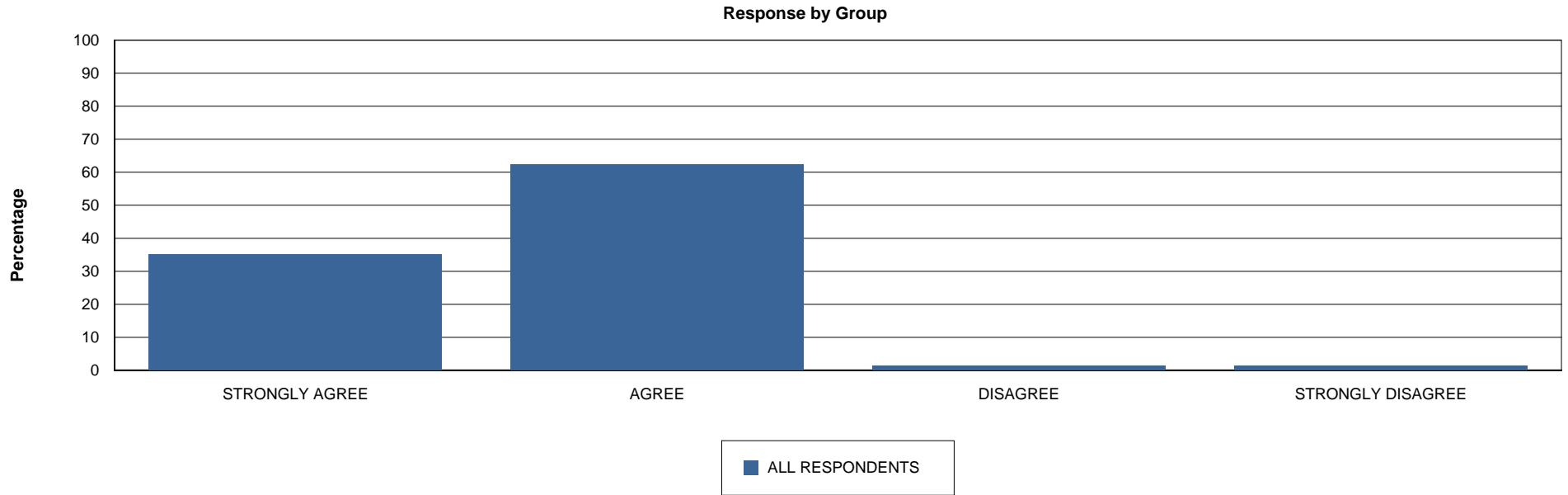
18 School sports and extracurricular programs for students are important.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	49%
	Count	174
AGREE	Percentage	48%
	Count	170
DISAGREE	Percentage	3%
	Count	11
STRONGLY DISAGREE	Percentage	1%
	Count	2

Q18	Mean	3.45
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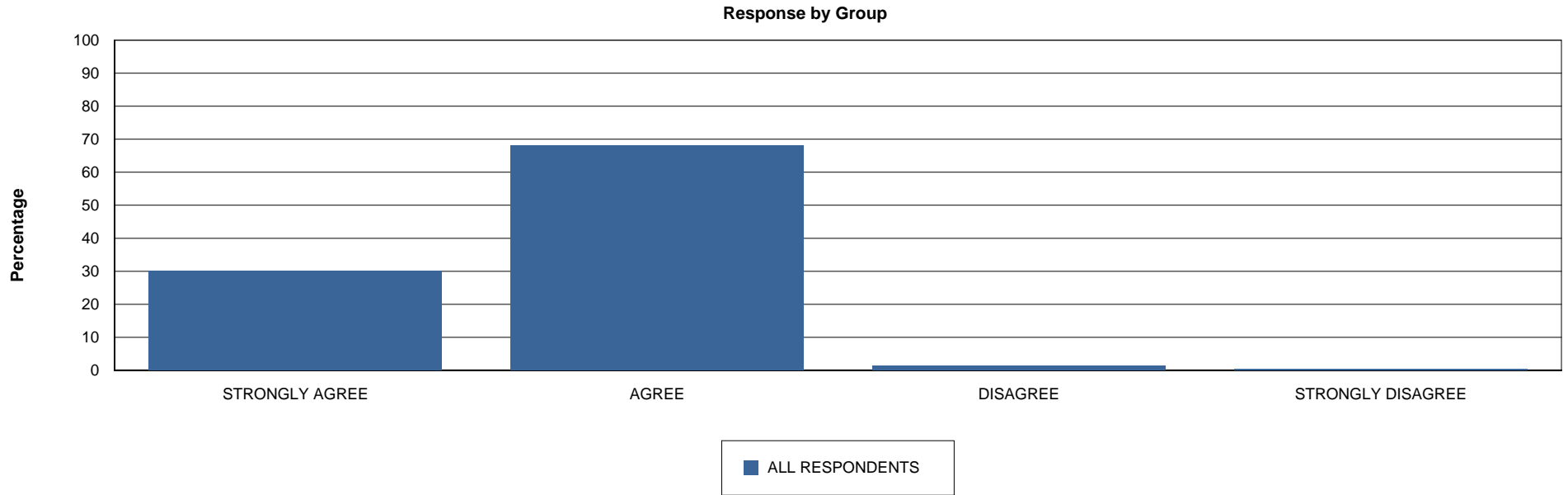
19 The building and grounds of the schools are well-maintained and conducive to the learning environment.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	35%
	Count	109
AGREE	Percentage	62%
	Count	194
DISAGREE	Percentage	1%
	Count	4
STRONGLY DISAGREE	Percentage	1%
	Count	4

Q19	Mean	3.31
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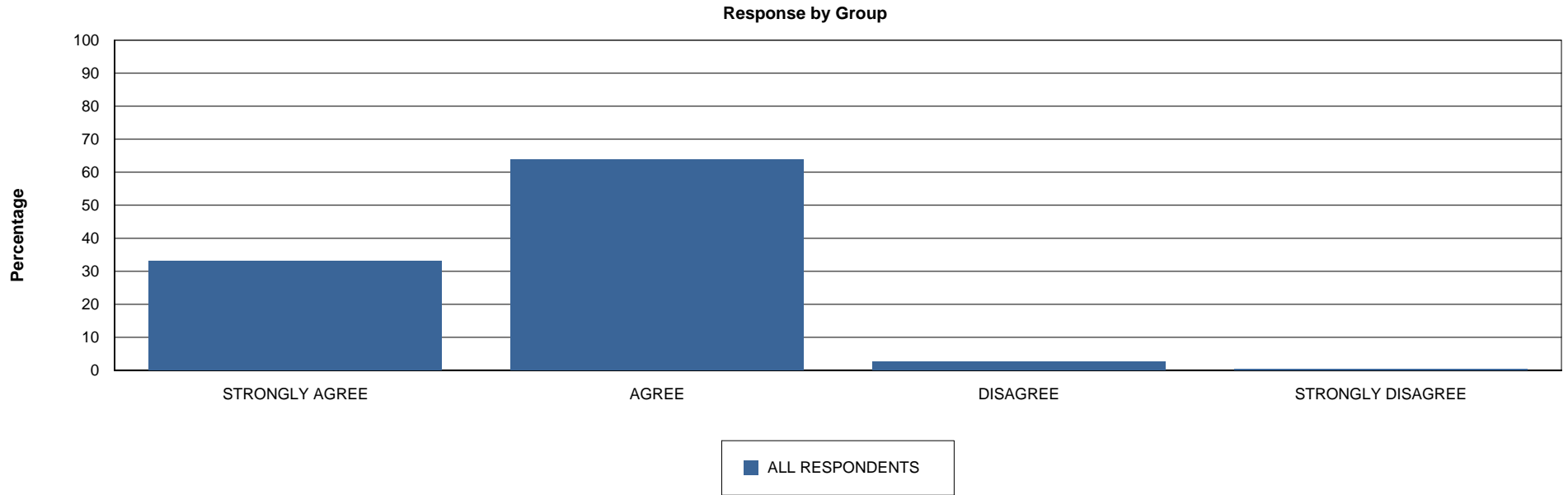
20 The transportation services of the district are meeting the needs of students.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	30%
	Count	62
AGREE	Percentage	68%
	Count	140
DISAGREE	Percentage	1%
	Count	3
STRONGLY DISAGREE	Percentage	0%
	Count	1

Q20	Mean	3.28
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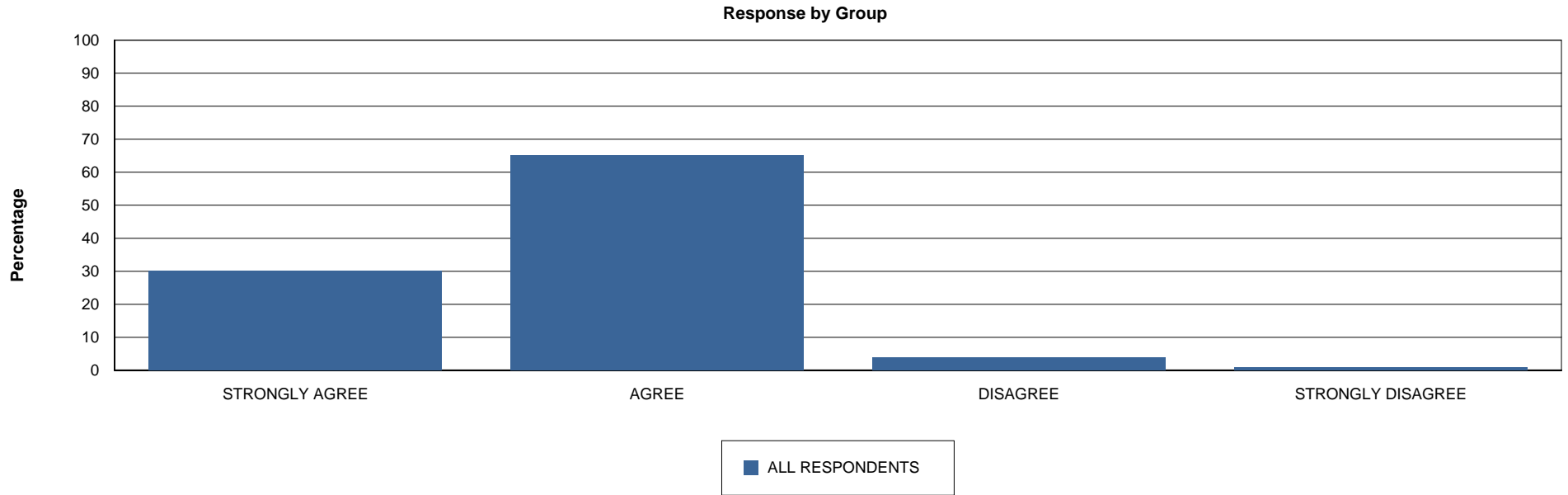
21 D13 schools provide students with a safe learning environment.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	33%
	Count	87
AGREE	Percentage	64%
	Count	168
DISAGREE	Percentage	3%
	Count	7
STRONGLY DISAGREE	Percentage	0%
	Count	1

Q21	Mean	3.30
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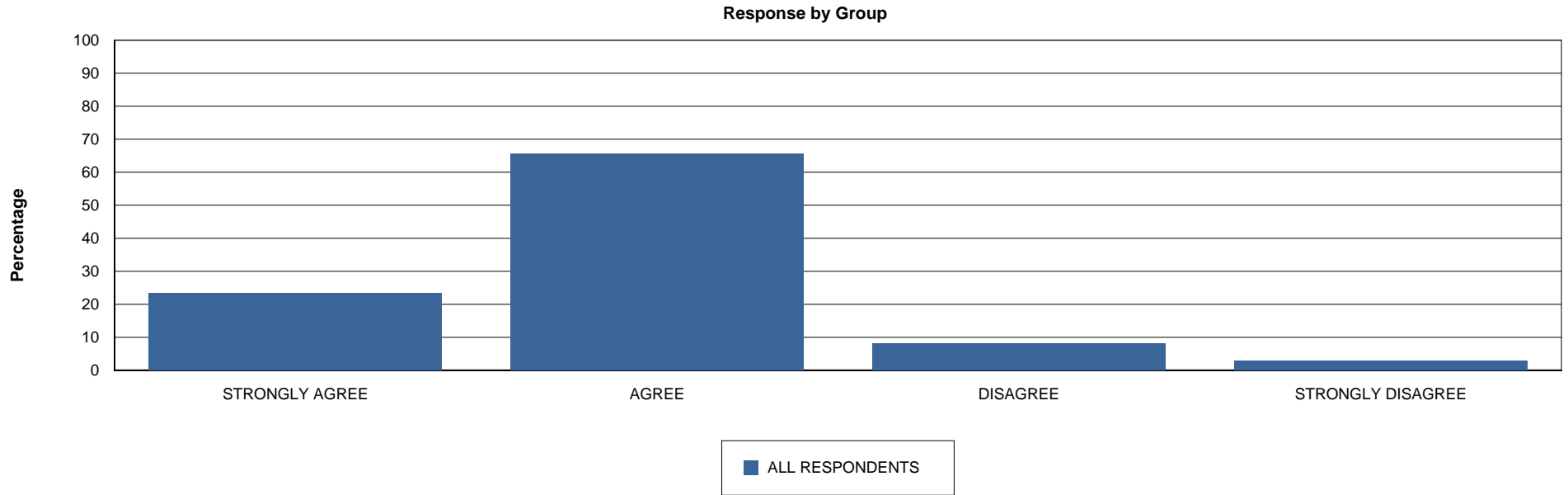
22 D13 teachers are respected in the community.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	30%
	Count	76
AGREE	Percentage	65%
	Count	164
DISAGREE	Percentage	4%
	Count	10
STRONGLY DISAGREE	Percentage	1%
	Count	2

Q22	Mean	3.25
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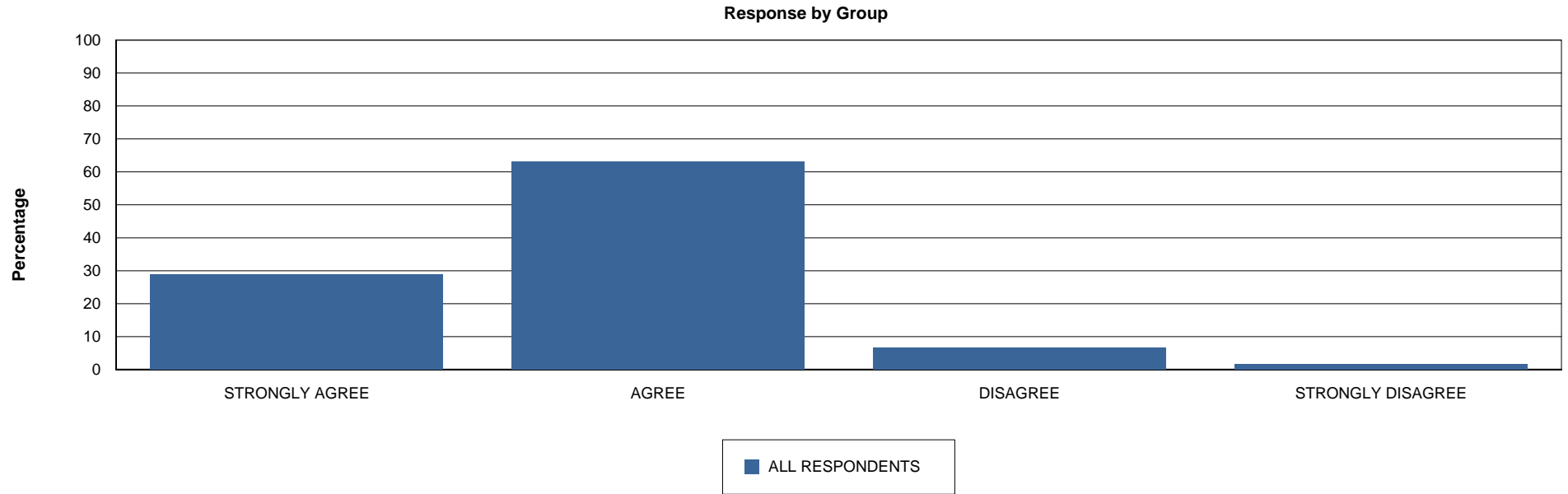
23 D13 administrators are respected in the community.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	23%
	Count	55
AGREE	Percentage	66%
	Count	154
DISAGREE	Percentage	8%
	Count	19
STRONGLY DISAGREE	Percentage	3%
	Count	7

Q23	Mean	3.09
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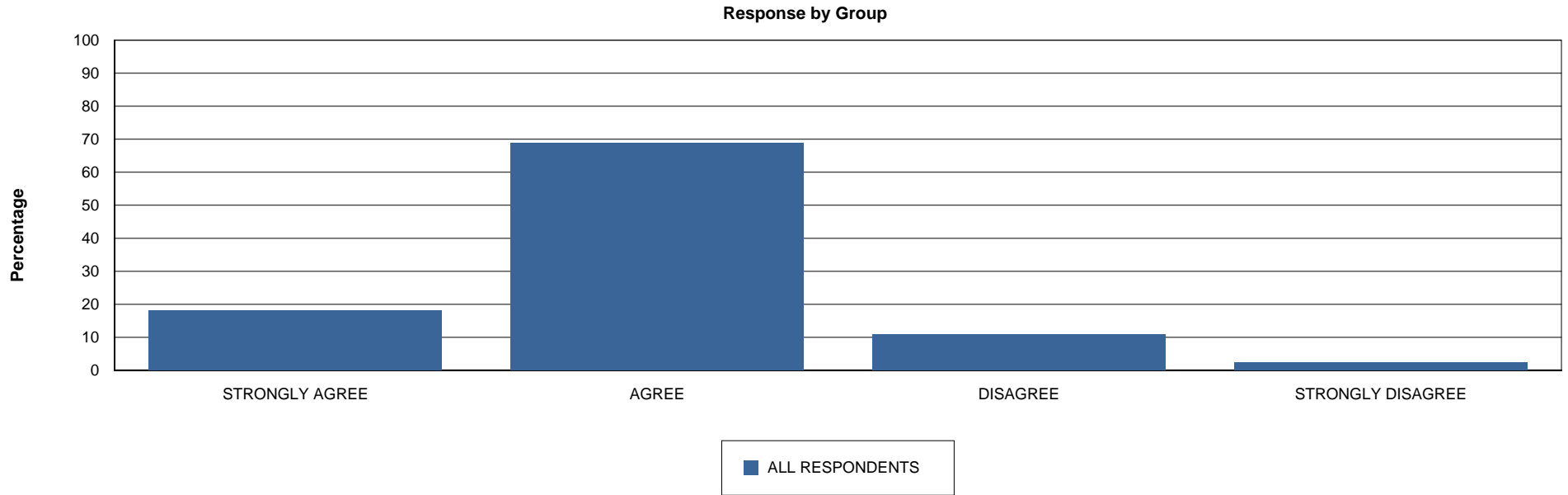
24 Students are treated with respect and are expected to respect others.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	29%
	Count	70
AGREE	Percentage	63%
	Count	153
DISAGREE	Percentage	7%
	Count	16
STRONGLY DISAGREE	Percentage	2%
	Count	4

Q24	Mean	3.19
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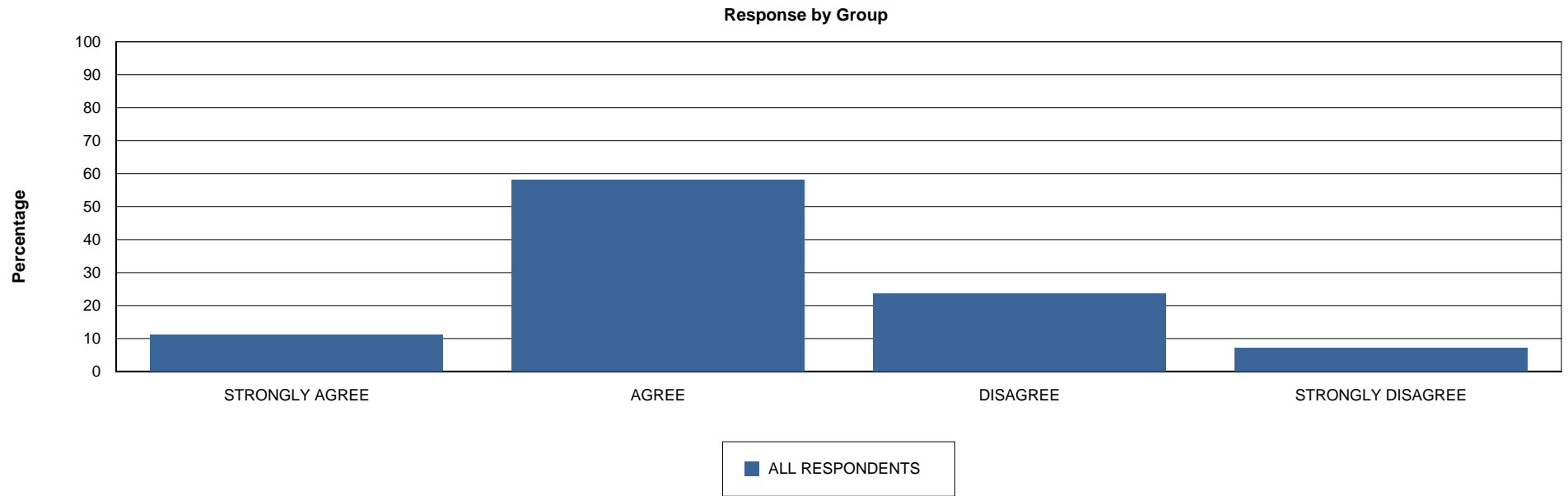
25 School discipline is appropriately maintained.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	18%
	Count	38
AGREE	Percentage	69%
	Count	145
DISAGREE	Percentage	11%
	Count	23
STRONGLY DISAGREE	Percentage	2%
	Count	5

Q25	Mean	3.02
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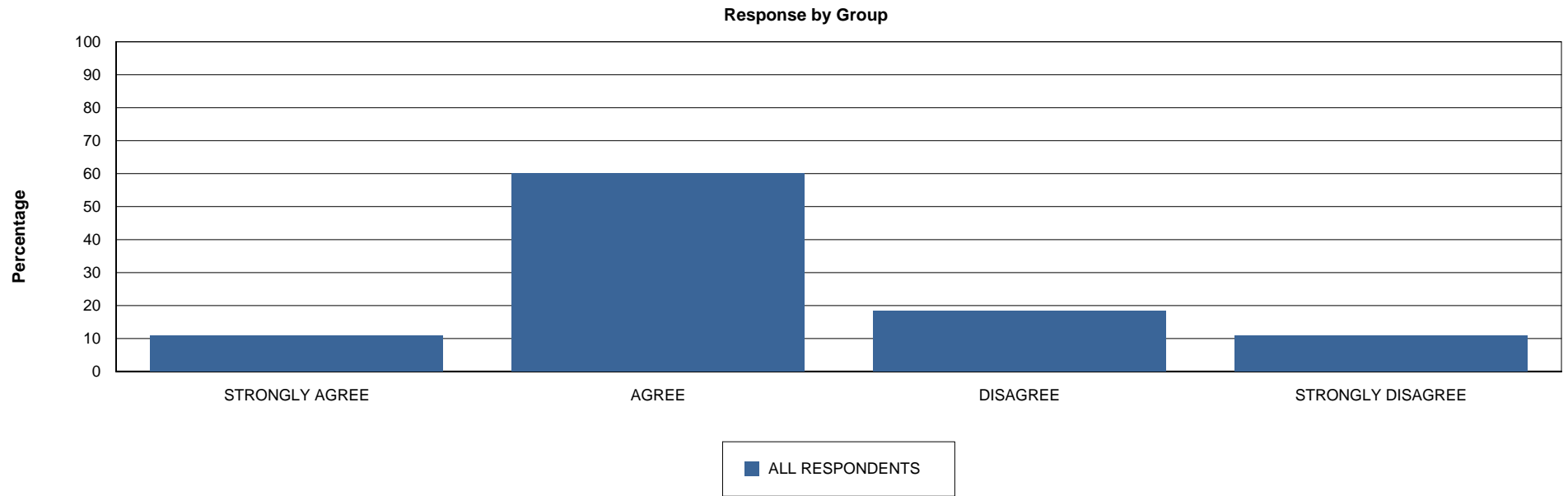
26 I am knowledgeable of important issues facing D13.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	11%
	Count	23
AGREE	Percentage	58%
	Count	121
DISAGREE	Percentage	24%
	Count	49
STRONGLY DISAGREE	Percentage	7%
	Count	15

Q26	Mean	2.73
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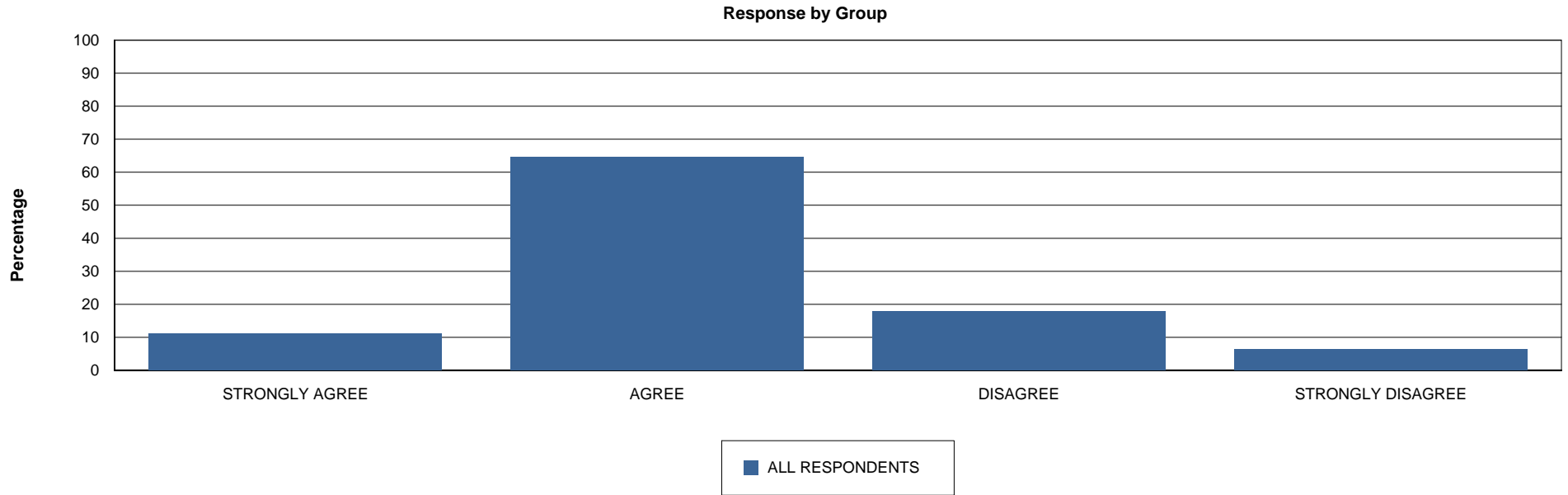
27 I am aware of opportunities for community members to become involved in D13.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	11%
	Count	23
AGREE	Percentage	60%
	Count	128
DISAGREE	Percentage	18%
	Count	39
STRONGLY DISAGREE	Percentage	11%
	Count	23

Q27	Mean	2.71
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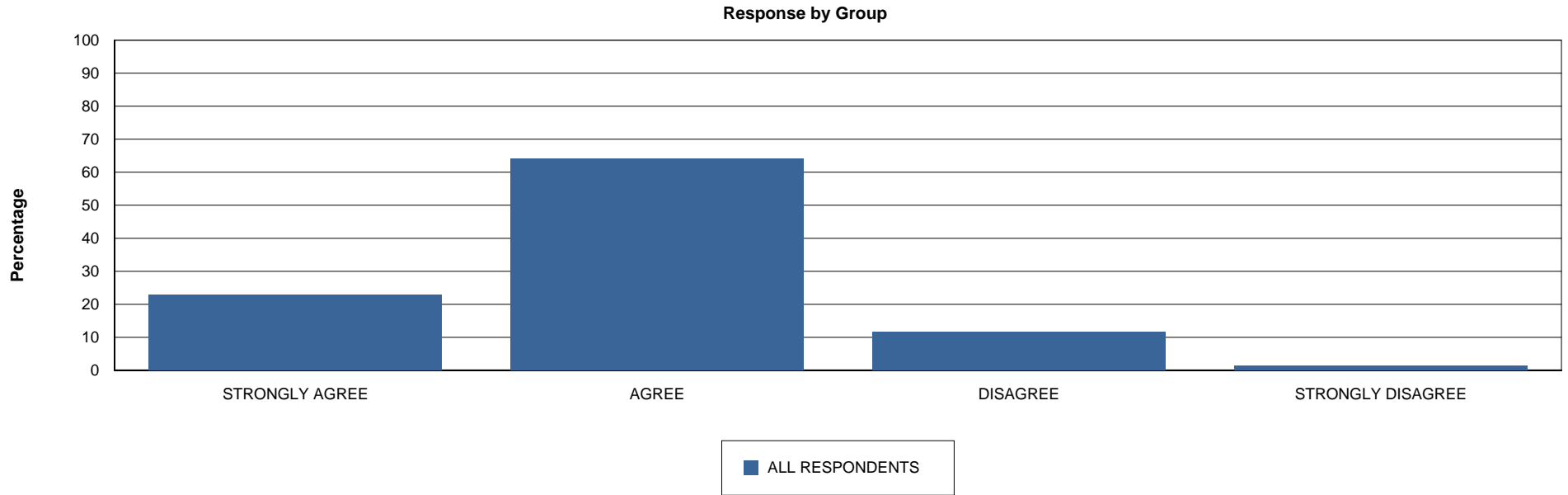
28 I am adequately informed of school events and functions.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	11%
	Count	26
AGREE	Percentage	65%
	Count	152
DISAGREE	Percentage	18%
	Count	42
STRONGLY DISAGREE	Percentage	6%
	Count	15

Q28	Mean	2.80
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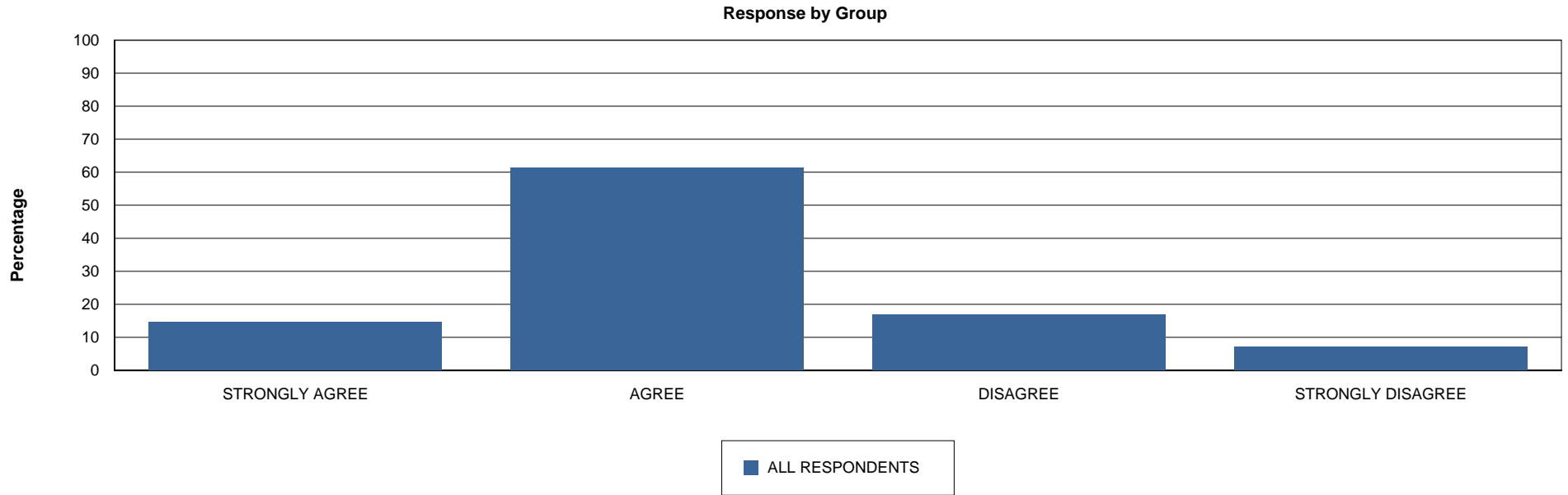
29 D13 is adequately funded.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	23%
	Count	49
AGREE	Percentage	64%
	Count	137
DISAGREE	Percentage	12%
	Count	25
STRONGLY DISAGREE	Percentage	1%
	Count	3

Q29	Mean	3.08
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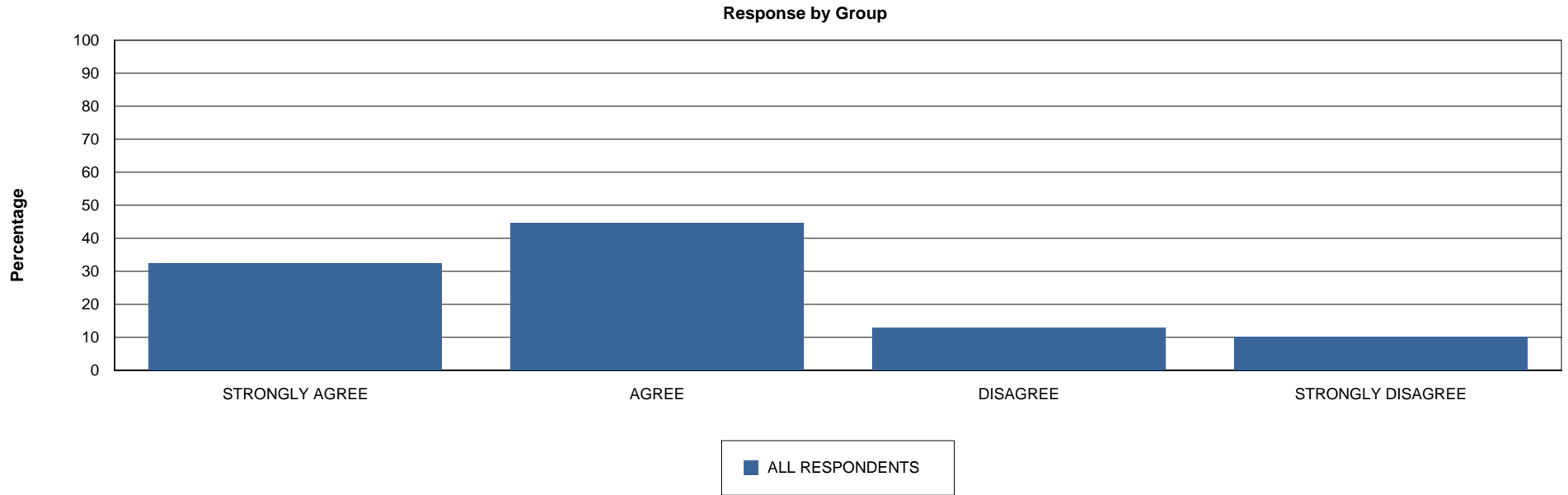
30 D13 budgets and spends its money appropriately.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	15%
	Count	27
AGREE	Percentage	61%
	Count	113
DISAGREE	Percentage	17%
	Count	31
STRONGLY DISAGREE	Percentage	7%
	Count	13

Q30	Mean	2.84
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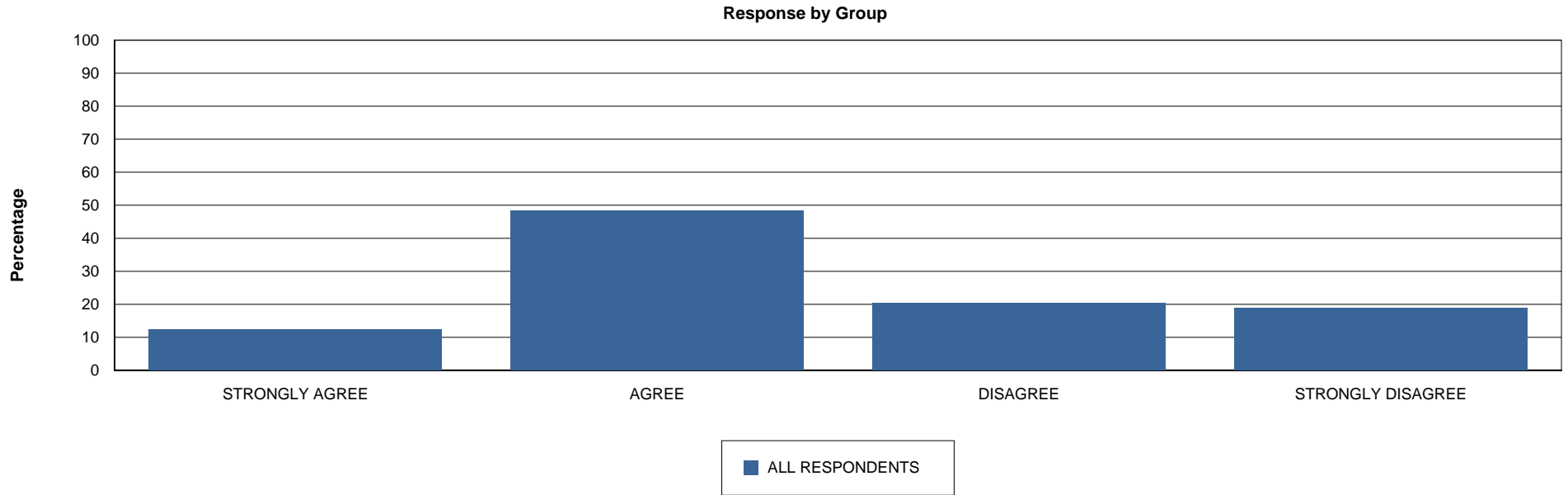
31 Increases in school funding by the State are necessary to maintain a quality school system.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	32%
	Count	102
AGREE	Percentage	45%
	Count	141
DISAGREE	Percentage	13%
	Count	41
STRONGLY DISAGREE	Percentage	10%
	Count	32

Q31	Mean	2.99
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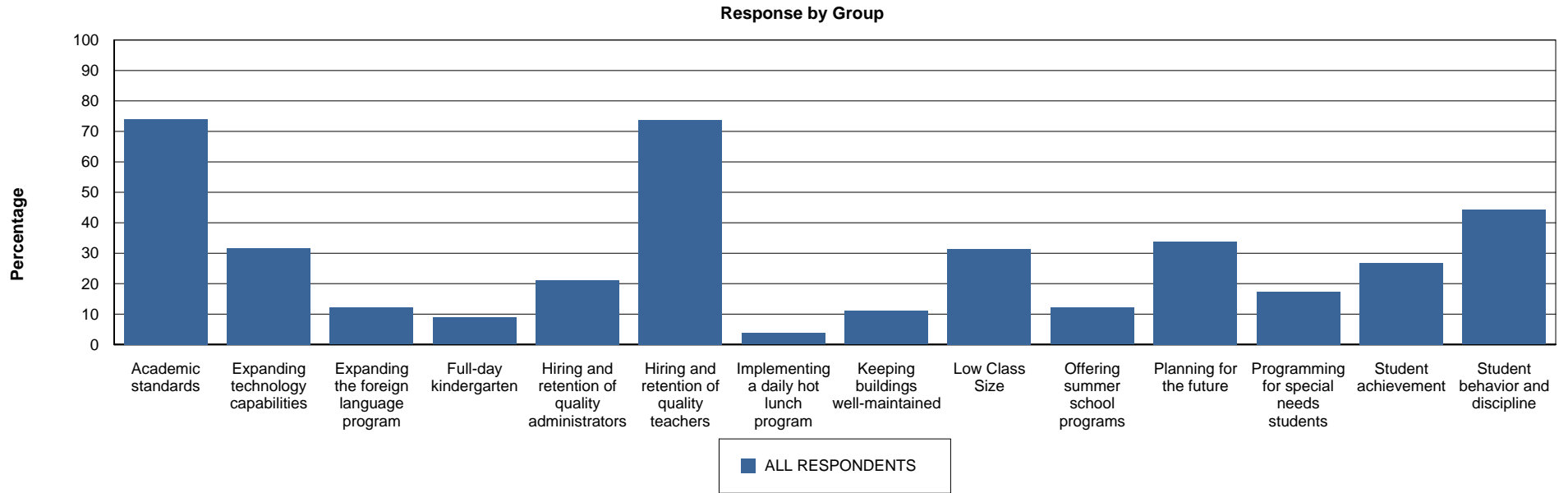
32 Sometimes it is necessary to increase taxes to maintain the quality of a school system.



		ALL RESPONDENT
STRONGLY AGREE	Percentage	12%
	Count	43
AGREE	Percentage	48%
	Count	168
DISAGREE	Percentage	20%
	Count	71
STRONGLY DISAGREE	Percentage	19%
	Count	66

Q32	Mean	2.54
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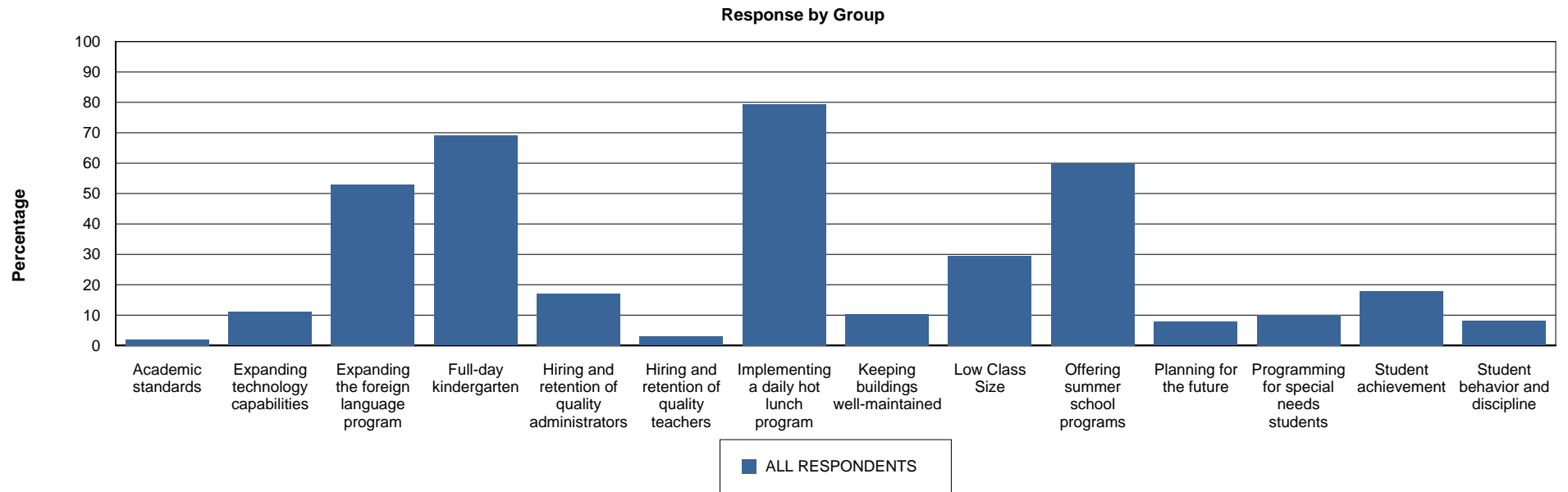
34 Mark the FOUR topics you think are MOST important for District 13.



		ALL RESPONDENT
Academic standards	Percentage	74%
	Count	276
Expanding technology capabilities	Percentage	32%
	Count	118
Expanding the foreign language program	Percentage	12%
	Count	45
Full-day kindergarten	Percentage	9%
	Count	33
Hiring and retention of quality administrators	Percentage	21%
	Count	79
Hiring and retention of quality teachers	Percentage	74%
	Count	275

		ALL RESPONDENT
Implementing a daily hot lunch program	Percentage Count	4% 14
Keeping buildings well-maintained	Percentage Count	11% 41
Low Class Size	Percentage Count	31% 117
Offering summer school programs	Percentage Count	12% 45
Planning for the future	Percentage Count	34% 126
Programming for special needs students	Percentage Count	17% 65
Student achievement	Percentage Count	27% 100
Student behavior and discipline	Percentage Count	44% 165

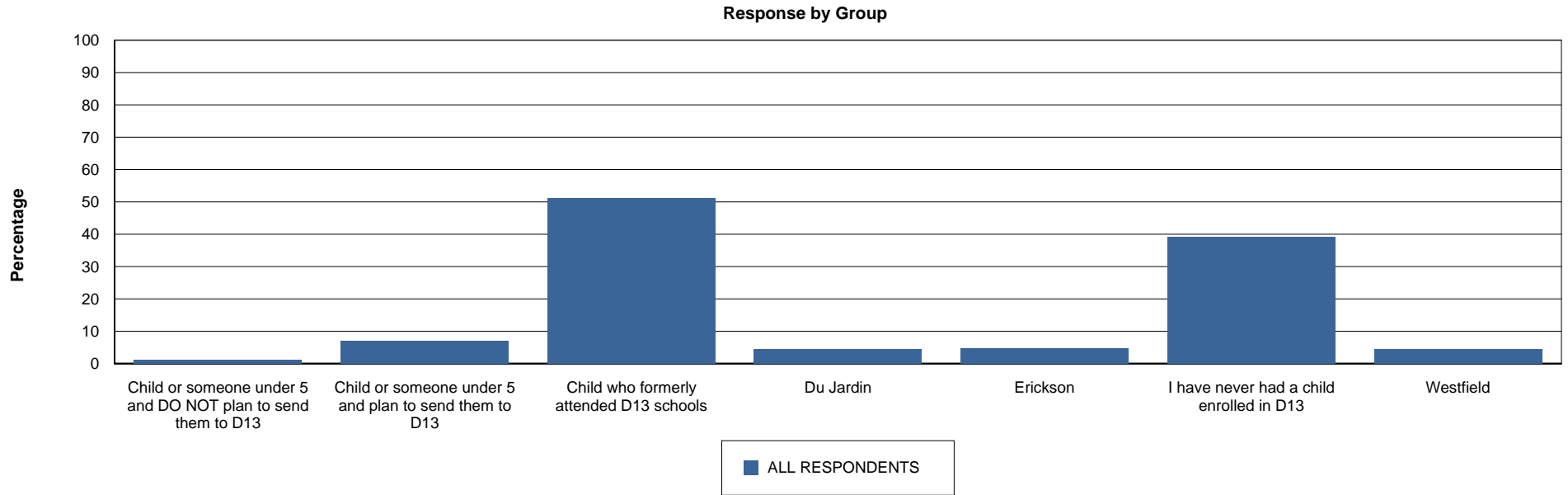
35 Mark the FOUR topics you think are LEAST important for District 13.



		ALL RESPONDENT
Academic standards	Percentage	2%
	Count	7
Expanding technology capabilities	Percentage	11%
	Count	38
Expanding the foreign language program	Percentage	53%
	Count	183
Full-day kindergarten	Percentage	69%
	Count	238
Hiring and retention of quality administrators	Percentage	17%
	Count	59
Hiring and retention of quality teachers	Percentage	3%
	Count	10

		ALL RESPONDENT
Implementing a daily hot lunch program	Percentage Count	79% 274
Keeping buildings well-maintained	Percentage Count	10% 36
Low Class Size	Percentage Count	30% 102
Offering summer school programs	Percentage Count	60% 207
Planning for the future	Percentage Count	8% 27
Programming for special needs students	Percentage Count	10% 35
Student achievement	Percentage Count	18% 62
Student behavior and discipline	Percentage Count	8% 28

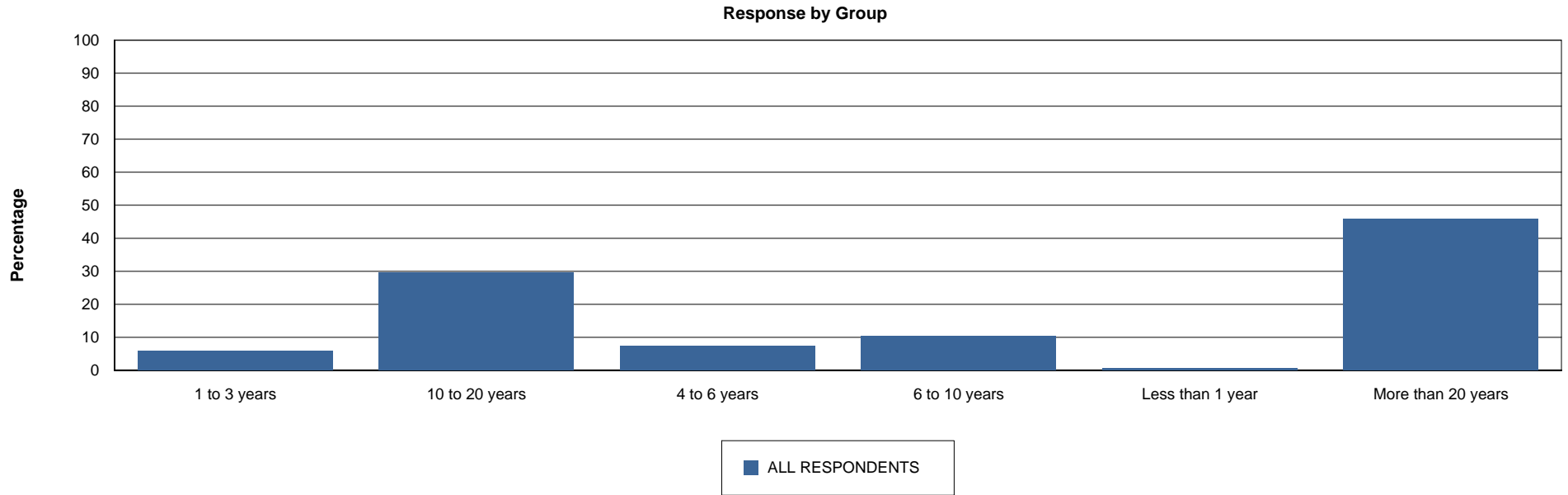
36 Mark all of the following that apply.



		ALL RESPONDENT
Child or someone under 5 and DO NOT plan to	Percentage	1%
	Count	5
Child or someone under 5 and plan to send them	Percentage	7%
	Count	29
Child who formerly attended D13 schools	Percentage	51%
	Count	211
Du Jardin	Percentage	4%
	Count	18
Erickson	Percentage	5%
	Count	19
I have never had a child enrolled in D13	Percentage	39%
	Count	162

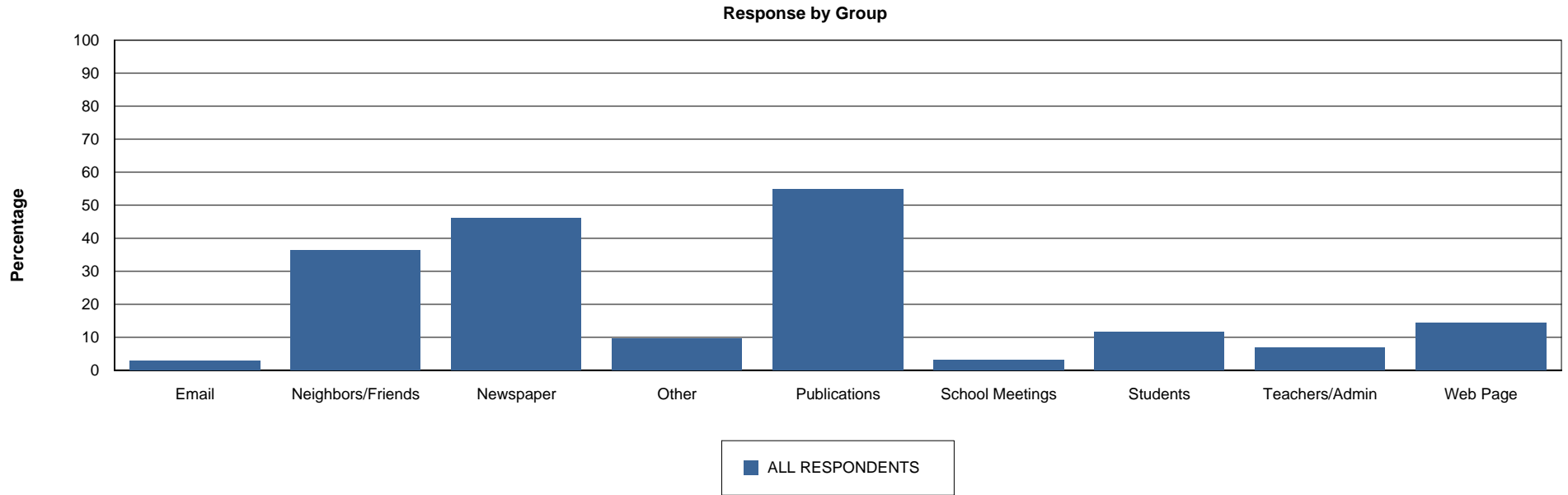
		ALL RESPONDENT
Westfield	Percentage	4%
	Count	18

37 How long have you lived in the D13 community?



		ALL RESPONDENT
1 to 3 years	Percentage	6%
	Count	25
10 to 20 years	Percentage	30%
	Count	124
4 to 6 years	Percentage	7%
	Count	31
6 to 10 years	Percentage	10%
	Count	44
Less than 1 year	Percentage	1%
	Count	3
More than 20 years	Percentage	46%
	Count	193

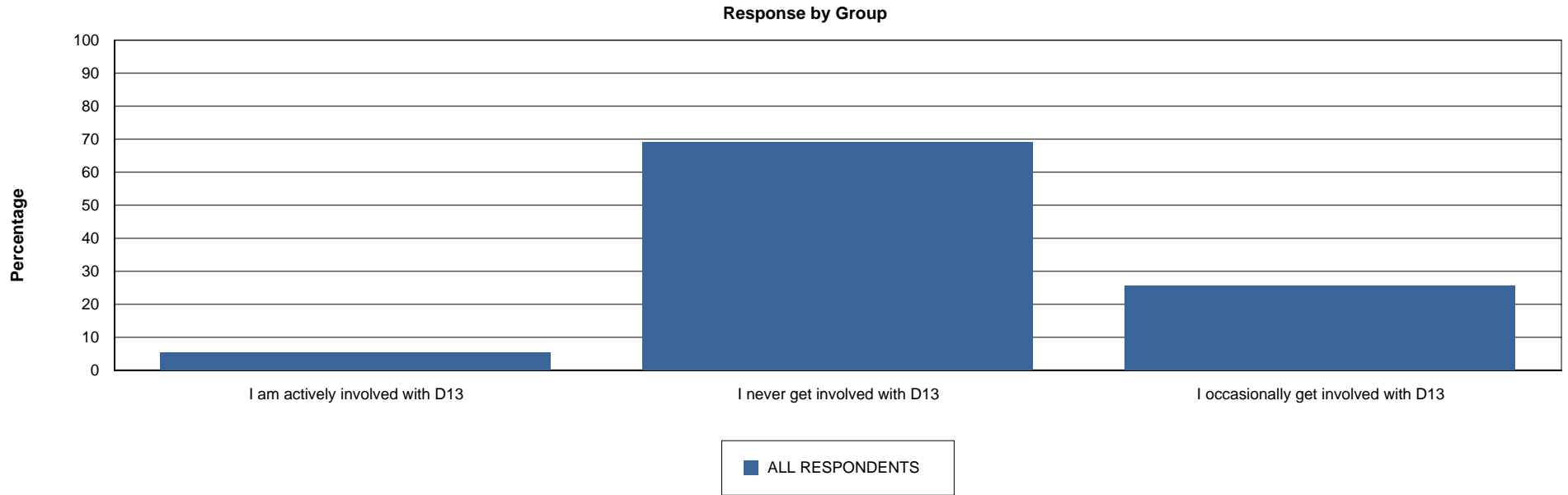
38 Mark the TWO most important sources of your information about District 13 schools.



		ALL RESPONDENT
Email	Percentage	3%
	Count	11
Neighbors/Friends	Percentage	36%
	Count	136
Newspaper	Percentage	46%
	Count	173
Other	Percentage	10%
	Count	36
Publications	Percentage	55%
	Count	206
School Meetings	Percentage	3%
	Count	12

		ALL RESPONDENT
Students	Percentage Count	12% 44
Teachers/Admin	Percentage Count	7% 26
Web Page	Percentage Count	14% 54

39 Which statement best describes your involvement with D13?



		ALL RESPONDENT
I am actively involved with D13	Percentage	5%
	Count	22
I never get involved with D13	Percentage	69%
	Count	284
I occasionally get involved with D13	Percentage	26%
	Count	105