



IRVINGTON UNION FREE SCHOOL DISTRICT STRATEGIC PLANNING CUSTOM SURVEY REPORT



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Purpose of the Report

The purpose of this report was to present analyzed quantitative survey data for the Irvington Union Free School District (IUFSD).

Survey Characteristics

The survey consisted of eight sections. Each section consisted of a different type of question and response. Many of the questions were on a 5-point scale, some were on a 2-point scale (yes/no or ranking), and one open-ended question.

The purpose of the survey was to solicit stakeholder input. The stakeholders included 1) alumni, 2) administrators, 3) community members, 4) faculty and support staff, 5) parents and/or guardians, and 6) students. The complete survey can be found in the Appendix.

Procedures

On February 3, 2023, the online survey was distributed to six stakeholder groups: 1) alumni, 2) administrators, 3) community members, 4) faculty and support staff, 5) parents and/or guardians, and 6) students. The survey closed on February 19, 2023. Data were aggregated to provide an overall stakeholder perspective of IUFSD.. Data were analyzed using descriptive data, frequency data, and Chi-Square.

Summary of Report Layout

This report begins with overall findings based on survey results. Next, data is presented by participant group responses, then by section. The survey and open-ended responses can be found in the Appendices.

Executive Summary

The Irvington Union Free School District (IUFSD) survey was opened on February 3, 2023, and closed on February 19, 2023. There were 1785 survey entries. 1354 were partially or entirely filled out. 431 were completely blank. One alumni member filled out their role in the survey, but no other sections. Thus, their entry was removed, and alumni will not be discussed since there were no partial or complete entries for that stakeholder group.

Data Analysis

Data were analyzed using frequency counts, descriptive data, means, and chi-square. The open-ended responses were not analyzed. In the demographics, blank entries were counted toward "prefer not to answer." However, in sections B through G, blank entries and "don't know" were not counted toward the means.

Overall Results

The quantitative portion of the survey (closed-ended responses), revealed that the stakeholders reported the IUFSD district quality and effectiveness is above average in almost every area of the survey. On a scale from 1-5, the large majority of responses were 3.0 or higher.

Additionally, the participants' responses were quite similar, as determined by the low Standard Deviation (SD) results. An SD greater than 1 is considered high variability within the

data, meaning several respondents gave differing answers. However, the results of this survey revealed the majority of SDs were lower than 1.

The open-ended responses skewed toward areas to grow and improve, with some complimentary and positive responses.

Findings and Themes

Differing Results by Stakeholder Groups

Readers of this report can compare responses by participant groups in two different sections: 1) Survey Responses by Participant Groups and 2) Survey Responses by Section. Additionally, Appendices B and C include open-ended responses separated by respondent groups.

Overall, the district administrators rated the quality of education, programming, and equity practices higher than any other stakeholder group.

Overall, the parents and/or guardians rated the quality of education and programming the lowest of the stakeholder groups.

Overall, the community members rated the district equity practices the lowest of the stakeholder groups.

Overall, the students' responses were higher than their parents' but lower than the administrators and faculty and support staff. However, the students ranked the academic expectations the highest at all levels.

Within the Priorities for the Future section, the students, parents and/or guardians, and community members' responses varied somewhat from the administrators and faculty and support staff. For example, the students' responses focused on being ready for the next stage in life, whether that be next grade or college and career focused, as well as their social and emotional needs, safety, and enriching opportunities. The parents' and community members' priorities are similar. However, while administrators and faculty and support staff's top priorities included enriching opportunities and meeting the social and emotional needs, they did not include the students being next-grade ready or college and career ready.

Safety

Throughout the survey responses, it is clear that all stakeholders feel the schools in the district are safe. Through a statistical analysis (Chi-Square) of the questions regarding safety and the quality of education, the stakeholders that felt the schools were very safe also felt the quality of education was excellent. Additionally, certain indicators noted the high priority of the safety with high means, compared to other questions:

- State of the District Q8: District schools are safe (M = 4.24) - Top response in this section.

- State of the District Q15: Facilities are well maintained - Third-rated response in this section.
- Priority Q2: Addressing students' social and emotional needs - Second-rated priority in this section.
- Equity Q8: Students have at least one trusted adult in the building that they can rely on for help. (M = 3.83) - Top response in this section.
- Equity Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs. (M = 3.77) - Second response in this section.

Technology

Technology was addressed in three different parts of the survey: Twice in the "State of the District" section: Q11: *Technology is adequately integrated into the classroom* and Q19: *District technology infrastructure is sufficient to support the use of technology in the classroom*, and again as a strategic plan priority item *Integrating current technology into teaching and learning*.

Question 11 received a mean score of 3.84/5 and Question 19 a 3.54/5, which was the lowest mean score for this section. Regarding Priority Question 11, it was ranked 2nd lowest in the list of priorities. After an informal review of the open-ended responses, the responses are similar to Question 19, that the technology infrastructure, particularly the Wi-Fi, is not sufficient for the classroom or students' needs.

Culturally Responsive-Sustaining Education

Culturally Responsive-Sustaining Education was an area that was frequently addressed in the open-ended responses and had some of the largest gaps between participant groups. If the reader views the Survey Responses by Section, Section E, Total Mean, they will see that the Administrators' overall mean was much higher than the other stakeholder groups. It should also be noted, however, that the administrators had the lowest number of respondents (only 1%) and the least amount of diversity (69% White or Caucasian and 31% Prefer not to Respond).

The parent and/or guardians, faculty and support staff, and student self-identification were majority Asian, followed by White or Caucasian. The faculty and support staff self-identification was similar to the parents and/or guardians and students. However, in each group, at least 15% of respondents chose "prefer not to respond" or left that question blank.

Areas of strength in Culturally Responsive-Sustaining Education were also included in safety, as noted above:

- Students have at least one trusted adult in the building that they can rely on for help. (M = 3.83)
- Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs. (M = 3.77)

Areas of concern are noted by lower mean scores in their section:

- Equity: Q7: The diversity of the student population is represented in the teaching faculty and administration (M = 3.1)
- Under-represented students have equal opportunity to participate in advanced programming (M = 3.52)
- All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities (M = 3.55)
- Student voices are valued (State of the District question - rated lowest only by the students).

Overview of Results by Section

This section of the report will share the total results of all stakeholders, separated by section.

Section A: Demographics

Stakeholders Roles

The stakeholders' roles are indicated below. There was one empty survey by an alumni; therefore, it was removed. Alumni will not be discussed throughout this report since there were no partial or complete entries.

Stakeholder Group	n	%
Alumni	0	0
Administrators	13	1%
Community Members	43	3.2%
Faculty and Support Staff	163	12%
Parents and/or Guardians	519	38.3%
Students	616	45.5%

Demographics

Demographics are reported below by the stakeholder group, along with an overall representation.

Stakeholder Group	%	Stakeholder Group	%
Administrators <ul style="list-style-type: none"> White or Caucasian..... 69.2% Black or African American..... 0 Hispanic or Latino/a..... 0 Asian..... 0 American Indian or Alaska Native..... 0 Native Hawaiian or Pacific Islander..... 0 Two or More Races..... 0 Prefer not to Respond..... 30.8% 		Community Members <ul style="list-style-type: none"> White or Caucasian..... 71.4% Black or African American..... 0 Hispanic or Latino/a..... 4.8% Asian..... 9.5% American Indian or Alaska Native..... 0 Native Hawaiian or Pacific Islander..... 0 Two or More Races..... 0 Prefer not to Respond..... 14.3% 	
Faculty and Support Staff <ul style="list-style-type: none"> White or Caucasian..... 38.6% Black or African American..... 0.9% Hispanic or Latino/a..... 3.7% Asian..... 39.1% American Indian or Alaska Native..... 0 Native Hawaiian or Pacific Islander..... 0 Two or More Races..... 1.4% Prefer not to Respond..... 16.3% 		Parents and/or Guardians <ul style="list-style-type: none"> White or Caucasian..... 36.4% Black or African American..... 1.2% Hispanic or Latino/a..... 3.2% Asian..... 40.7% American Indian or Alaska Native..... 0.1% Native Hawaiian or Pacific Islander..... 0 Two or More Races..... 3.1% Prefer not to Respond..... 15.3% 	
Students <ul style="list-style-type: none"> White or Caucasian..... 33.3% Black or African American..... 2.5% Hispanic or Latino/a..... 3.9% Asian..... 39.4% American Indian or Alaska Native..... 0.7% Native Hawaiian or Pacific Islander..... 0.2% Two or More Races..... 5.4% Prefer not to Respond..... 14.6% 		Overall <ul style="list-style-type: none"> White or Caucasian..... 35.5% Black or African American..... 1.7% Hispanic or Latino/a..... 3.5% Asian..... 40.1% American Indian or Alaska Native..... 0.3% Native Hawaiian or Pacific Islander..... 0 Two or More Races..... 3.8% Prefer not to Respond..... 14.9% 	

Section B: State of the District: Overall Results

Section B: Section 1: focused on the State of the District. The first question asked participants to rate the overall quality of education in the district. The overall mean was 4.13 (SD = 0.80), which was in the “good” range.

Section B3 asked participants to rate their agreement with statements regarding the Irvington Union Free School District. Stakeholders rated the statements on a 5-point scale from *Strongly Disagree* (1) to *Strongly Agree* (5). The overall mean scores ranged from 3.59 to 4.24. The highest rated items related to the district schools being safe and well maintained, as well as the staff being provided with professional development. The lowest-rated questions were related to the District working to close the achievement and opportunity gap, making research- and data-informed decisions, and holding employees accountable to high standards.

Highest Rated Responses:

- District schools are safe (M = 4.24)
- The district provides staff with necessary professional development (M = 4.24)
- Facilities are well maintained (M = 3.97)

Lowest Rated Responses:

- The district is working to close the achievement and opportunity gap (M = 3.6)
- The district makes decisions based on information from data and research (M = 3.59)
- Employees are held accountable to high standards (M = 3.59)

Section C: Priorities for the Future: Overall Results

Section C2 surveyed participants regarding the four priorities that best represent what they believed should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years. There were 15 statements and an open-ended choice for “other.” The top and bottom four statements are listed below.

Highest Rated Responses:

1. Preparing students to be college and/or career ready.
2. Addressing students’ social and emotional needs.
3. Hiring and retaining quality teachers and administrators.
4. Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.

Lowest Rated Responses:

15. Promoting sustainability and environmental conservation.
14. Integrating current technology into teaching and learning.
13. Utilizing data and research to inform decision making.
12. Ensuring fiscal health.

Section D: Academic Expectations and Quality of Programming

Section D2 surveyed participants on the academic expectations at the district, elementary, middle, and high school levels. Participants were asked to rate the expectations at

each level on a 5-point scale (the coding is below), and were encouraged to skip responses if they did not have enough information. The statements are noted below with the mean scores.

Overall, all four statements, when the means are rounded, equal “about right” with a rounded mean of 3. Elementary skewed toward “too low” with a mean of 2.83, while the middle school scored higher with a mean of 3.03, and the high school scored the highest with a 3.07. The district, as a whole, scored 2.98.

Coding: 1 = *much too low*, 2 = *too low*, 3 = *about right*, 4 = *too high*, 5 = *much too high*

- Overall the academic expectations in the district are: M = 2.98 (about right)
- The academic expectations at the elementary schools are: M = 2.83 (about right)
- The academic expectations at the middle schools are: M = 3.03 (about right)
- The academic expectations at the high schools are: M = 3.07 (about right)

In Section D3 participants were asked to rate the quality of specific academic support and extra-curricular areas and their program options on a 5-point scale *Unsatisfactory* (1) to *Excellent* (5). Participants were encouraged to skip responses if they did not have enough information. This section consisted of 16 areas. The top and bottom three areas rated areas are noted below.

Overall, all programs rated between average (M = 3) and good (M = 4). The highest program mean was 3.95 (Library), and the lowest program mean was 3.52 (Foreign Languages).

Top three rated areas:

- Library (M = 3.95)
- Athletics and/or intramural sports (M = 3.93)
- Science (M = 3.92)

Lowest rated areas:

- World languages (foreign language) (M = 3.52)
- School/guidance counseling (M = 3.63)
- English/language arts/reading and writing (M = 3.64)

Section E: Equity

Section E surveyed participants regarding Equity. Participants were asked to select a response that best describes their agreement with each statement on a 5-point scale from *Strongly Disagree* (1) to *Strongly Agree* (5). They were encouraged to skip any question they did not feel they had sufficient information to answer. The statement agreements ranged from 3.10 to 3.83, which is in the range of “*neither disagree or agree*” to “*agree*.” The statements with the highest agreement were regarding students having a trusted adult for help, programs and partnerships to help address the basic needs of students, and discipline practices to reduce suspension are practiced. The statements with the lowest agreement were regarding the diversity of teaching faculty, discipline equity, and the value of student voice.

Statements with the Highest Agreement:

- Students have at least one trusted adult in the building that they can rely on for help (M = 3.83).

- Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs (M = 3.77).
- Discipline practices that avoid suspension are practiced (M = 3.71).

Statements with the Lowest Agreement:

- The diversity of the student population is represented in the teaching faculty and administration (M = 3.10).
- Discipline policies are equitably applied to all students (M = 3.44).
- Student voices are valued (M = 3.51).

Section F: Open-Ended Response

Section F asked participants for an open-ended response on other thoughts they had about the IUFSD. The analysis of these responses was outside of the purview of this report. HYA does not release qualitative or quantitative raw data as public documents.

Section G: “Portrait of an IUFSD Graduate”

Section G asked participants to choose five skills or characteristics they feel are most important for the future success of IUFSD graduates. The responses will help inform a Portrait of an IUFSD Graduate for the Strategic Plan. The responses were rated based on the highest mean score (2 being the highest score and 1 being the lowest score). There were 18 skills or characteristics to choose from.

Highest Rated Responses:

- Problem Solver (M = 1.52)
- Critical Thinker (M = 1.44)
- Effective Communicator (M = 1.37)
- Flexible Thinker (M = 1.35)
- Empathetic Citizen (M = 1.35)

Lowest Rated Responses:

- Detail Oriented (M = 1.05)
- Courageous (M = 1.10)
- Reflective (M = 1.10)
- Risk Taker (M = 1.14)
- Leader (M = 1.18)

Display of Overall Results by Section

This section will display each section's questions, in order on the survey, as the overall results. These are not disaggregated by stakeholder groups. They are the total results of all stakeholders.

Section B: State of the District: B2 Question: Overall Results

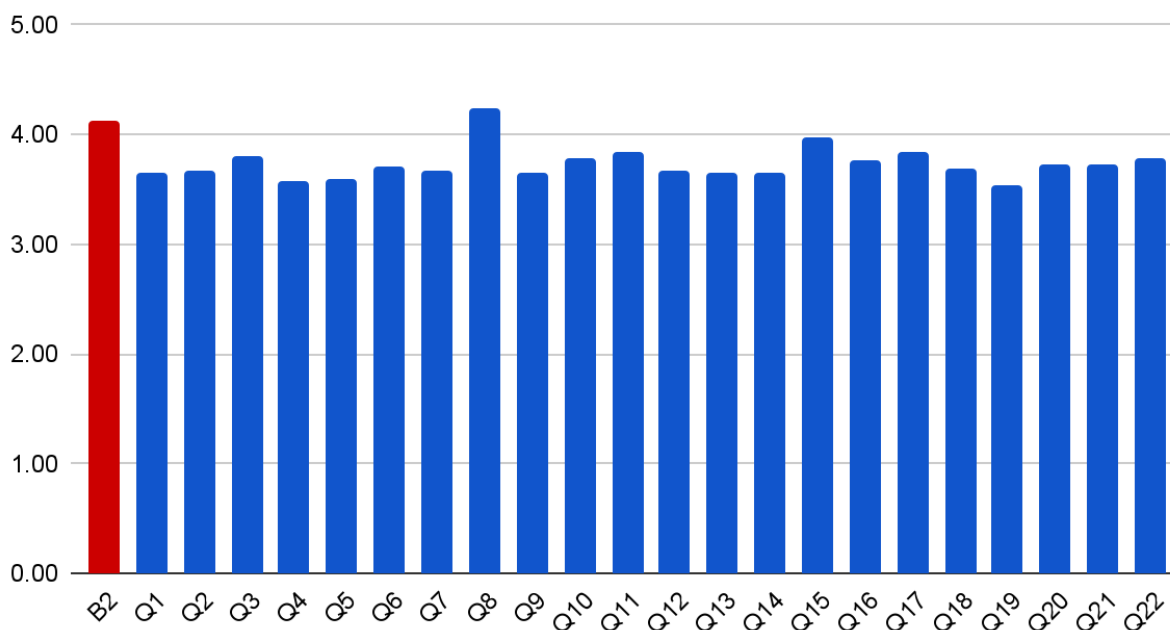
B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

B3 Question: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

State of the District: Overall Results



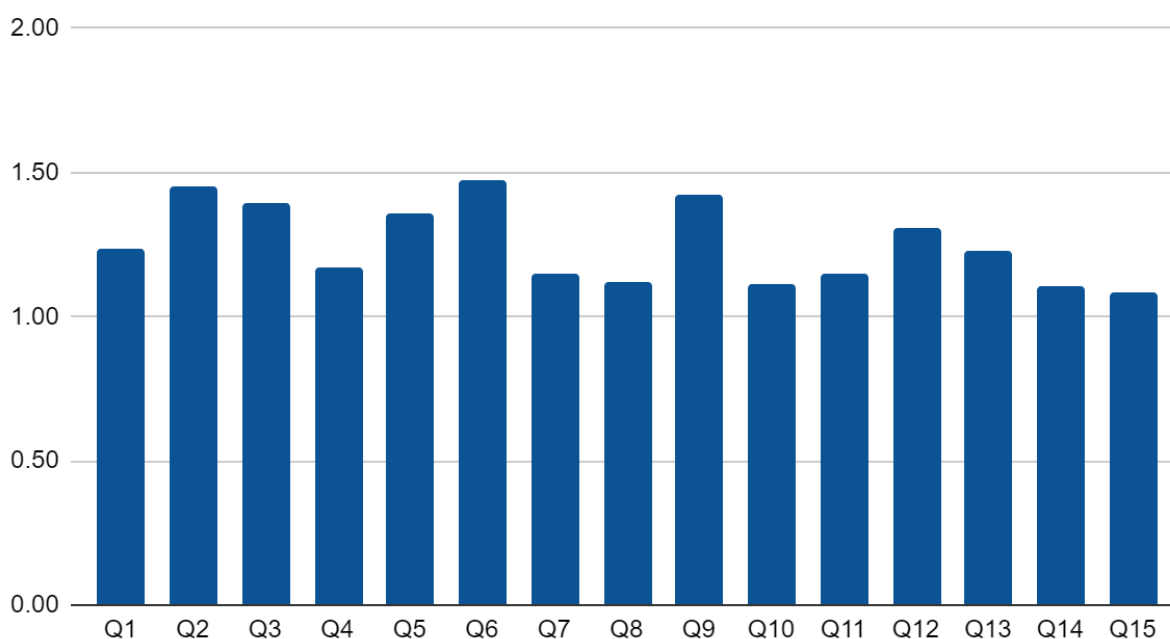
Section B: State of the District: Overall Results	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
B2: Please rate the overall quality of education in the District	4.13	0.8
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: The district has a clear and compelling shared vision for the future.	3.65	0.9
Q2: The district is heading in the right direction.	3.67	0.92
Q3: The district has high performance standards for all students.	3.8	0.99
Q4: The district makes decisions based on information from data and research.	3.59	0.98
Q5: The district is working to close achievement and opportunity gaps.	3.6	0.98
Q6: The district provides a well-rounded educational experience for all students.	3.71	1.01
Q7: Teachers implement instructional strategies to address individual learning needs.	3.67	1.05
Q8: District schools are safe.	4.24	0.78
Q9: The social and emotional needs of students are being addressed.	3.66	1.08
Q10: Students are on track to be ready for the next grade and ultimately college and career ready.	3.78	0.98
Q11: Technology is adequately integrated into the classroom.	3.84	0.99
Q12: The district engages the community as a partner to improve the school system.	3.66	1.02
Q13: There is transparent communication from the District.	3.65	1.04
Q14: The district engages with diverse racial, cultural and socio-economic groups.	3.64	1.08
Q15: Facilities are well maintained.	3.97	0.88
Q16: The district is fiscally responsible.	3.77	0.98
Q17: The district employs effective teachers, administrators and support staff in its schools.	3.83	0.97
Q18: Employees are held accountable to high standards.	3.7	1.01
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.	3.54	1.13
Q20: The District maintains high standards for all staff members.	3.73	1.02
Q21: The District provides staff with necessary resources.	3.73	0.96
Q22: The District provides staff with necessary professional development.	3.78	0.91

Section C: Priorities for the Future

Question: Given the following list, choose the four (4) statements that best represents what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

Priorities for the Future: Overall Results



Section C: Priorities for the Future: Overall Results	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Addressing achievement and opportunity gaps.	1.23	7
Q2: Addressing students' social and emotional needs.	1.45	2
Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.	1.39	4
Q4: Ensuring high student achievement on standardized tests.	1.17	8
Q5: Preparing students to be ready for the next grade.	1.36	5
Q6: Preparing students to be college and career ready.	1.47	1
Q7: Ensuring facilities can support a modern learning environment.	1.15	9
Q8: Ensuring fiscal health.	1.12	10
Q9: Hiring and retaining quality teachers and administrators.	1.42	3
Q10: Integrating current technology into teaching and learning.	1.11	11
Q11: Maintaining a positive relationship with the community.	1.15	9
Q12: Providing a safe environment for students and employees.	1.31	6
Q13: Teachers implement instructional strategies to address individual learning needs.	1.23	7
Q14: Utilizing data and research to inform decision making.	1.11	11
Q15: Promoting sustainability and environmental conservation.	1.08	12
Q16: Other:		

Section D: Academic Expectations

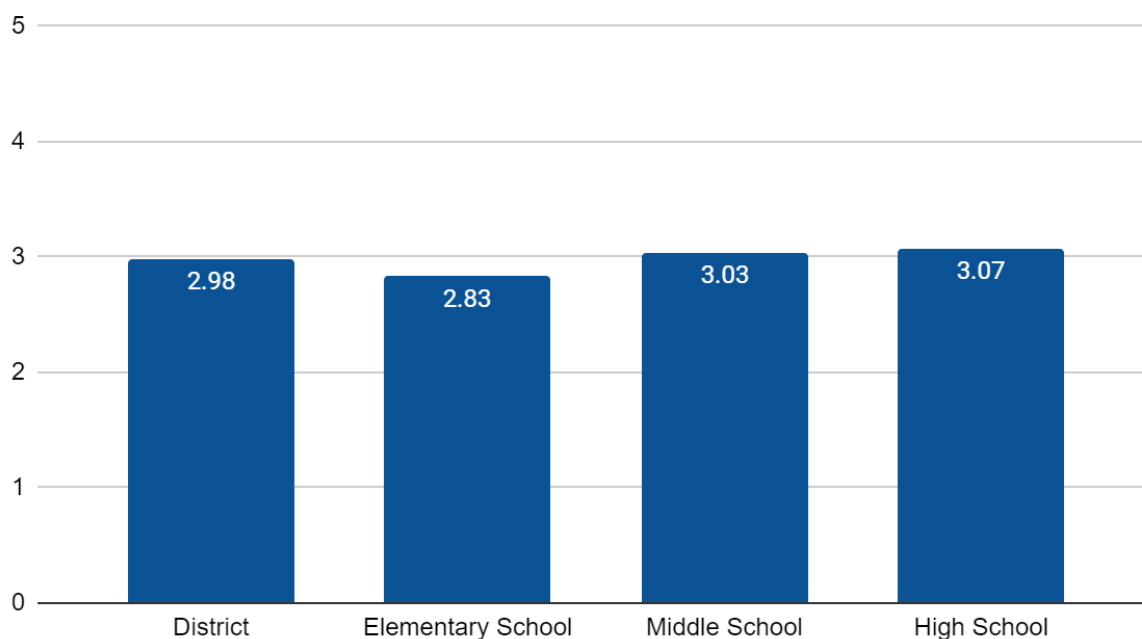
This section has two parts. The first part asked the stakeholders to respond to the academic expectations at the district level, as well as at each school level. The following section asked the stakeholders to rate 16 programs on a 5-point scale.

Academic Expectations Question: Please respond to the following statement.

- Q1: Overall, the academic expectations in the district are
- Q2: The academic expectations at the elementary schools are
- Q3: The academic expectations at the middle school are
- Q4: The academic expectations at the high school are

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

Academic Expectations: Overall Results



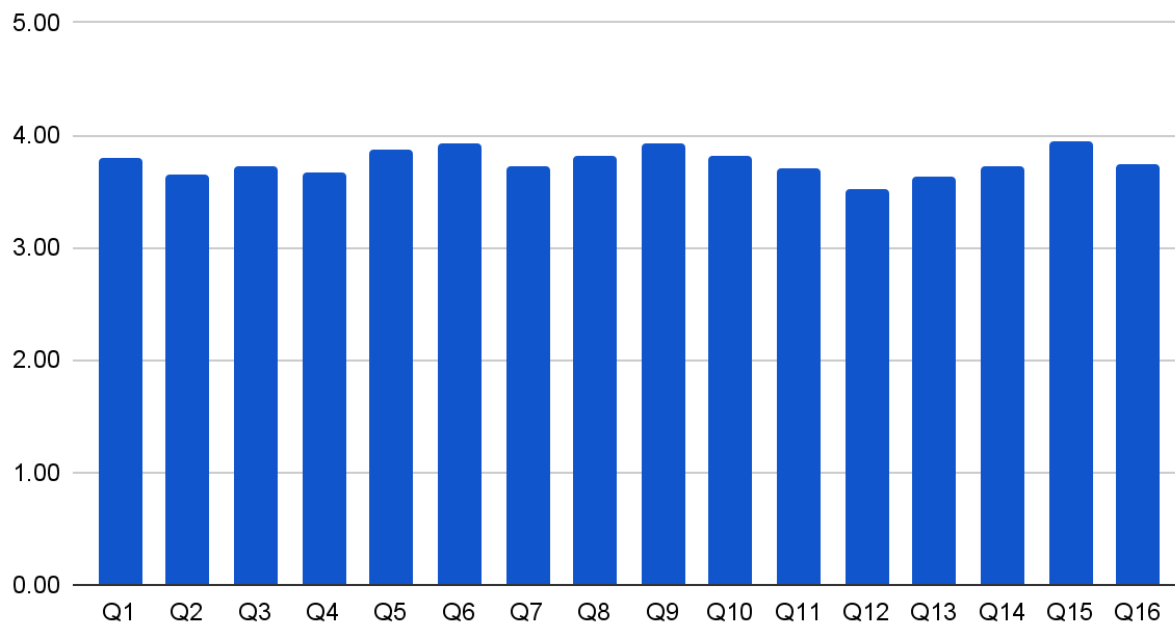
Section D: Quality of Programming (Academic Expectations)	Mean	SD
<i>1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high</i>		
Q1: Overall, the academic expectations in the district are:	2.98	0.6
Q2: The academic expectations at the elementary schools are:	2.83	0.61
Q3: The academic expectations at the middle schools are:	3.03	0.64
Q4: The academic expectations at the high schools are:	3.07	0.74

Section D: Quality of Programming

Please rate the quality of the following programs.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

Quality of Programming: Overall Results



Quality of Programming: Overall Results	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
Q1: Advance placement, honors, or accelerated courses	3.8	0.91
Q2: English/language arts/reading and writing	3.64	0.96
Q3: English Language Learners (ELL)	3.73	0.94
Q4: Extra-curricular	3.66	0.97
Q5: Fine arts (visual arts, music, theatre)	3.87	0.92
Q6: Athletics and/or intramural sports	3.93	0.89
Q7: Math	3.72	0.99
Q8: Physical education (PE) and health	3.81	0.89
Q9: Science	3.92	0.89
Q10: Social studies/history	3.81	0.93
Q11: Special education	3.7	1.1
Q12: World languages (foreign language)	3.52	1.17
Q13: School/guidance counseling	3.63	1.07
Q14: Related services (psychologists, speech, nursing, etc)	3.72	1.03
Q15: Library	3.95	0.89
Q16: STEM (PLTW, architecture, and engineering)	3.73	1.01

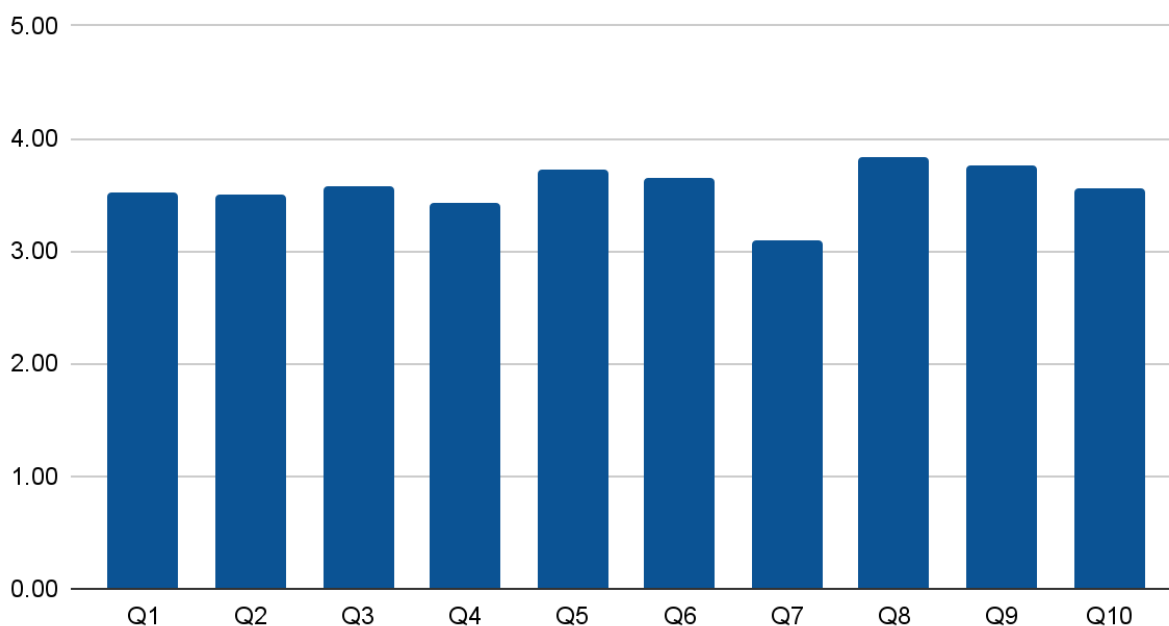
Section E: Equity

This section asks stakeholders to express their agreement with the following 10 statements on a 5-point scale.

Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

Coding: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neither disagree or agree*, 4 = *agree*, 5 = *strongly agree*

Equity: Overall Results



Equity: Overall Results	Mean	SD
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: Under-represented students have equal opportunity to participate in advanced programming.	3.52	1.12
Q2: Student voices are valued.	3.51	1.03
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.	3.58	1.05
Q4: Discipline policies are equitably applied to all students.	3.44	1.13
Q5: Discipline practices that avoid suspension are practiced.	3.71	0.95
Q6: The district allocates resources to ensure struggling students receive support.	3.66	1.04
Q7: The diversity of the student population is represented in the teaching faculty and administration.	3.1	1.19
Q8: Students have at least one trusted adult in the building that they can rely on for help.	3.83	1
Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	3.77	0.99
Q10: All students have access to resources or transportation necessary to participate in extra-curricular and co-curricular activities.	3.55	1.11

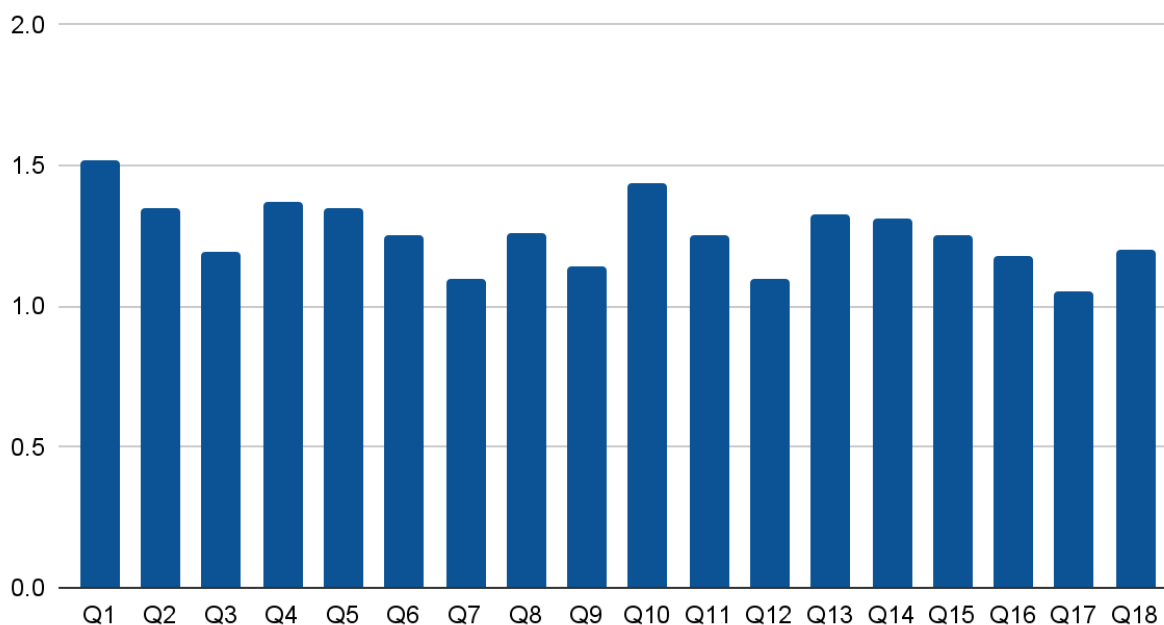
Section G: Portrait of an IUFSD Graduate

Section G asks stakeholders to choose five skills or characteristics they feel are most important for the future success of IUFSD graduates for the strategic plan.

The Strategic Plan will include a “Portrait of an IUFSD Graduate” that describes what all students should know and be able to do as a result of their experience in our schools. Please choose five skills or characteristics that you feel are most important for the future success of our students.

Scoring Code: 1 = no, 2 = yes

Portrait of an IUFSD Graduate: Overall Results



Portrait of an IUFSD Graduate: Skills or Characteristics: Overall Results	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Problem solver	1.52	1
Q2: Flexible thinker	1.35	4
Q3: Collaborative learner	1.19	10
Q4: Effective communicators	1.37	3
Q5: Empathetic citizen	1.35	4
Q6: Self-reliant	1.25	8
Q7: Reflective	1.1	13
Q8: Creative	1.26	7
Q9: Risk taker	1.14	12
Q10: Critical thinker	1.44	2
Q11: Curious	1.25	8
Q12: Courageous	1.1	13
Q13: Adaptive and flexible	1.33	5
Q14: Resilient and persistent	1.31	6
Q15: Strong initiative and self-drive	1.25	8
Q16: Leader	1.18	11
Q17: Detail oriented	1.05	14
Q18: Life-long learner	1.2	9

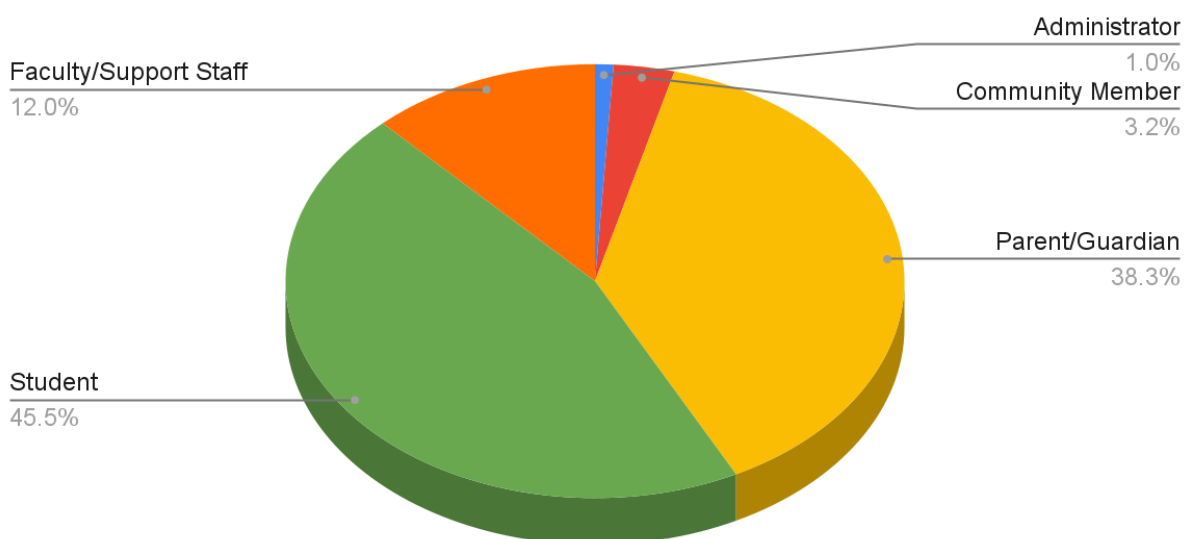
Survey Responses by Stakeholder Group

There were 1,354 total survey responses. The number of stakeholders by group is listed below:

Number and Percentage of Stakeholders by Group

	n	%		n	%
Administrator	13	1%	Student	616	45.5%
Community Member	43	3.2%	Faculty or Support Staff	163	12%
Parent/Guardian of a student attending school	519	38.3%	Recent Alumni (graduated within the past five years)	0	0%

Stakeholders' Identified Role



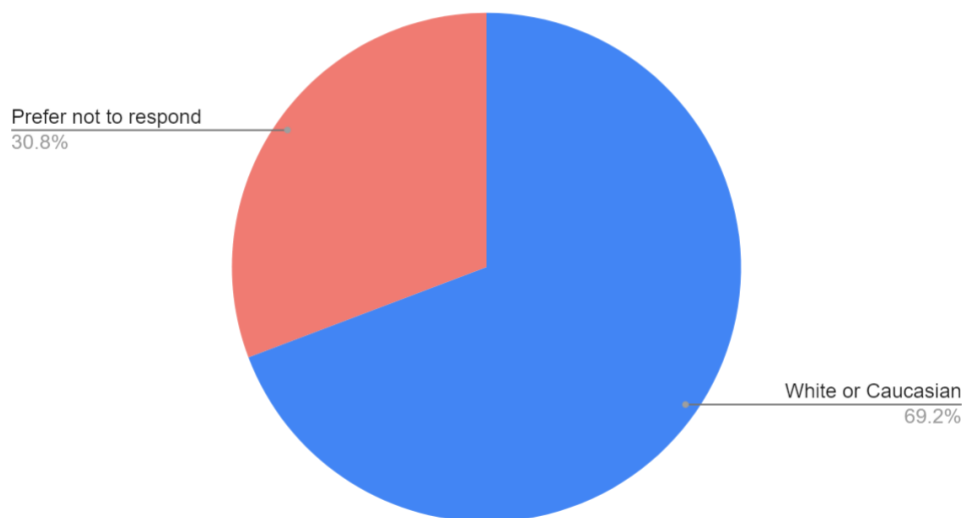
Responses by Administrators

13 (1% of respondents) Administrators participated in the survey.

Administrators' Self-Identification

White or Caucasian	9
Black or African American	0
Hispanic or Latino/a	0
Asian	0
American Indian or Alaska Native	0
Native Hawaiian or Pacific Islander	0
Two or More Races	0
Prefer not to respond	4

Administrators' Self-Identification



Section B: State of the District

B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

B3 Question: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

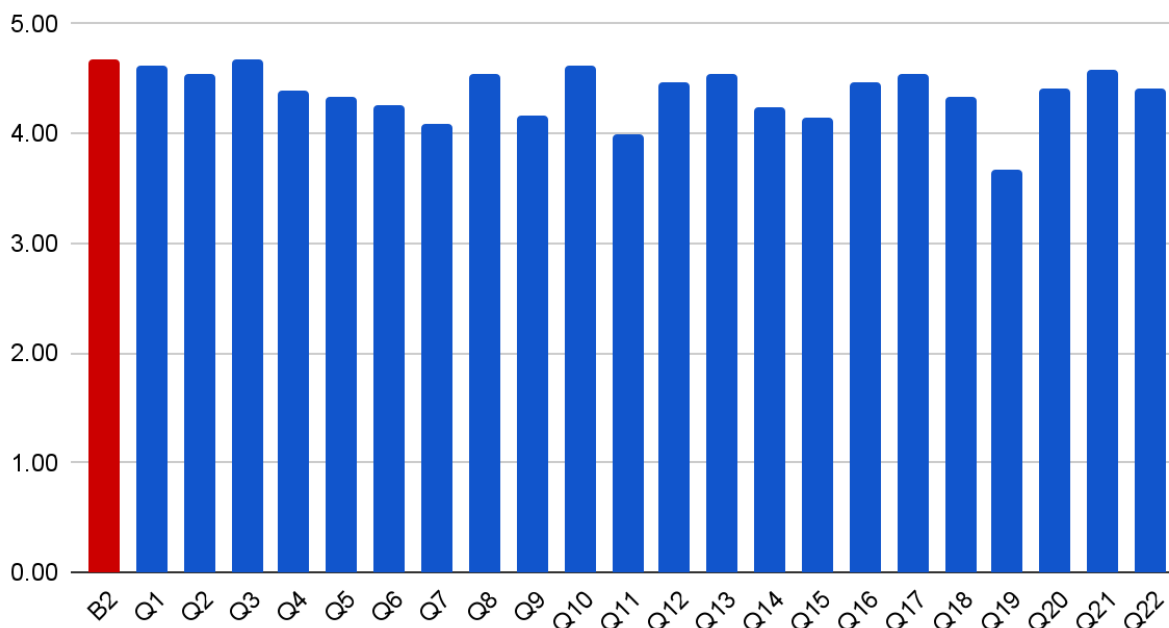
Items with the strongest agreement:

- Q3: The district has high performance standards for all students.
- Q1: The district has a clear and compelling shared vision for the future.
- Q10: Students are on track to be ready for the next grade and ultimately college and career ready.

Items with the least agreement:

- Q19: District technology infrastructure is sufficient to support use of technology in the classroom.
- Q11: Technology is adequately integrated into the classroom.
- Q15: Facilities are well maintained.

Administrators: Section 1: State of the District



Administrators: State of the District	Mean	SD
<i>Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
B2: Please rate the overall quality of education in the District	4.67	1.15
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: The district has a clear and compelling shared vision for the future.	4.62	1.12
Q2: The district is heading in the right direction.	4.54	1.13
Q3: The district has high performance standards for all students.	4.67	1.15
Q4: The district makes decisions based on information from data and research.	4.38	1.12
Q5: The district is working to close achievement and opportunity gaps.	4.33	1.15
Q6: The district provides a well-rounded educational experience for all students.	4.25	1.14
Q7: Teachers implement instructional strategies to address individual learning needs.	4.08	1.08
Q8: District schools are safe.	4.54	1.13
Q9: The social and emotional needs of students are being addressed.	4.17	1.11
Q10: Students are on track to be ready for the next grade and ultimately college and career ready.	4.62	1.12
Q11: Technology is adequately integrated into the classroom.	4	1.04
Q12: The district engages the community as a partner to improve the school system.	4.46	1.13
Q13: There is transparent communication from the District.	4.54	1.13
Q14: The district engages with diverse racial, cultural and socio-economic groups.	4.23	1.09
Q15: Facilities are well maintained.	4.15	1.28
Q16: The district is fiscally responsible.	4.46	1.13
Q17: The district employs effective teachers, administrators and support staff in its schools.	4.54	1.13
Q18: Employees are held accountable to high standards.	4.33	1.15
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.	3.67	0.98
Q20: The District maintains high standards for all staff members.	4.42	1.16
Q21: The District provides staff with necessary resources.	4.58	1.16

Q22: The District provides staff with necessary professional development.	4.42	1.16
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Administrators: Priorities for the Future

Question: Given the following list, choose the four (4) statements that best represent what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

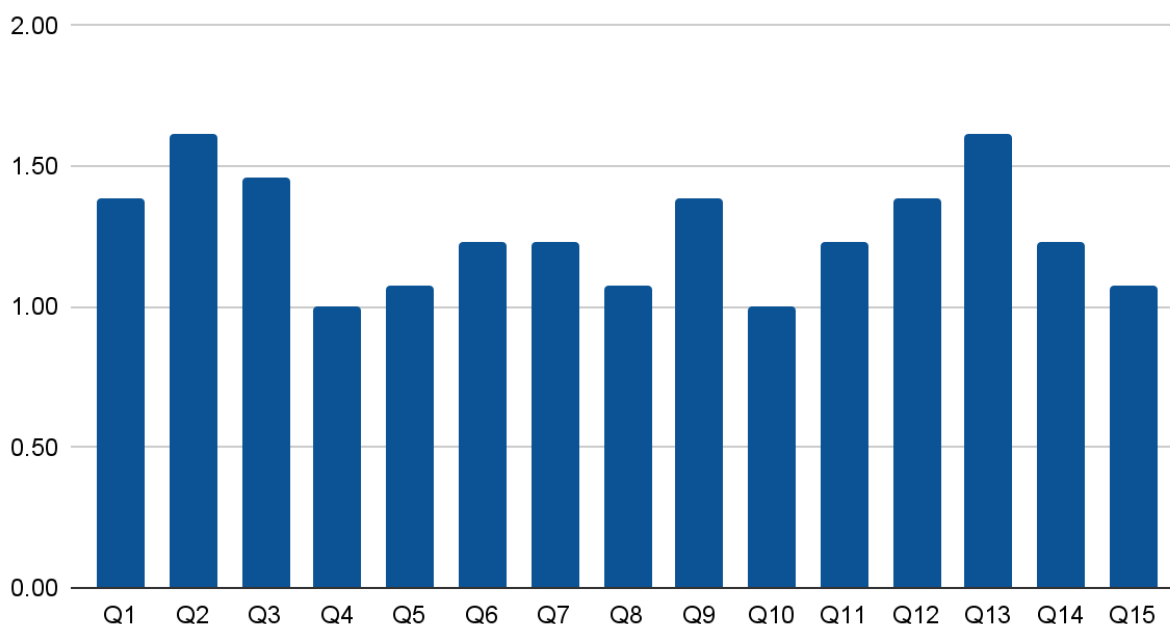
Items with the highest ranking:

- Q2: Addressing students' social and emotional needs.
- Q13: Teachers implement instructional strategies to address individual learning needs.
- Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.
- Q1: Addressing achievement and opportunity gaps.
- Q9: Hiring and retaining quality teachers and administrators.
- Q12: Providing a safe environment for students and employees.

Items with the lowest ranking:

- Q4: Ensuring high student achievement on standardized tests.
- Q10: Integrating current technology into teaching and learning.
- Q15: Promoting sustainability and environmental conservation.
- Q5: Preparing students to be ready for the next grade.
- Q8: Ensuring fiscal health.

Administrators: Priorities for the Future



Administrators: Priorities for the Future	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Addressing achievement and opportunity gaps.	1.38	3
Q2: Addressing students' social and emotional needs.	1.62	1
Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.	1.46	2
Q4: Ensuring high student achievement on standardized tests.	1	6
Q5: Preparing students to be ready for the next grade.	1.08	5
Q6: Preparing students to be college and career ready.	1.23	4
Q7: Ensuring facilities can support a modern learning environment.	1.23	4
Q8: Ensuring fiscal health.	1.08	5
Q9: Hiring and retaining quality teachers and administrators.	1.38	3
Q10: Integrating current technology into teaching and learning.	1	6
Q11: Maintaining a positive relationship with the community.	1.23	4
Q12: Providing a safe environment for students and employees.	1.38	3
Q13: Teachers implement instructional strategies to address individual learning needs.	1.62	1
Q14: Utilizing data and research to inform decision making.	1.23	4
Q15: Promoting sustainability and environmental conservation.	1.08	5
Q16: Other:		

Administrators: Quality of Programming

Academic Expectations:

Question: Please respond to the following statement.

Q1: Overall, the academic expectations in the district are

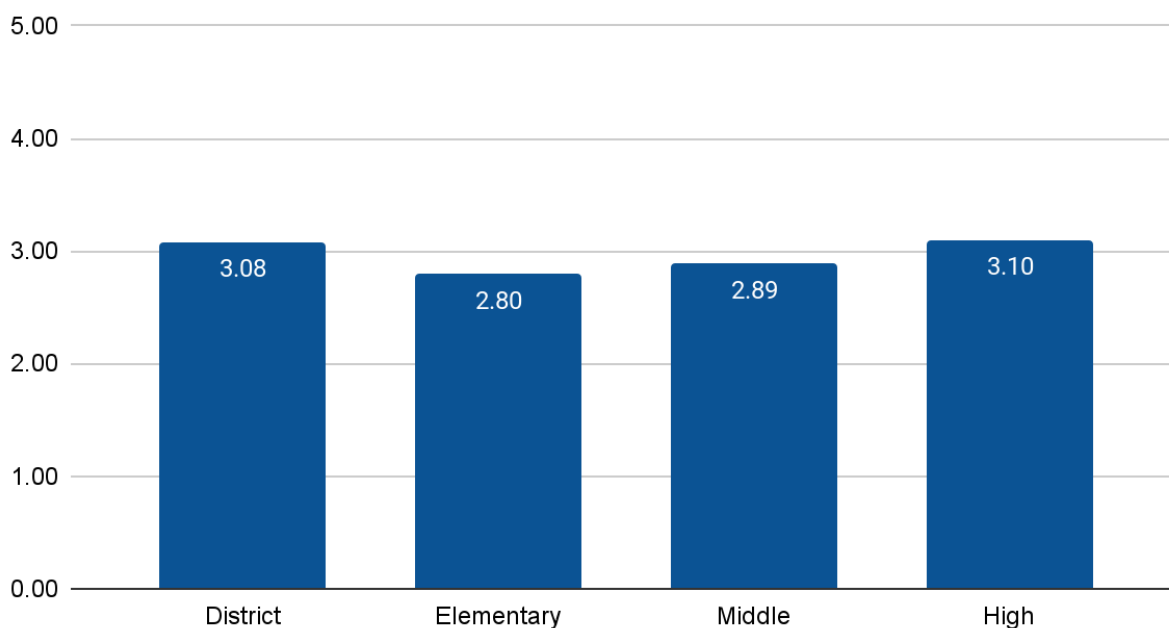
Q2: The academic expectations at the elementary schools are

Q3: The academic expectations at the middle school are

Q4: The academic expectations at the high school are

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

Administrators: Academic Expectations



Administrators: Section 3: Quality of Programming (Academic Expectations)	Mean	SD
<i>1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high</i>		
Q1: Overall, the academic expectations in the district are:	3.08	0.9
Q2: The academic expectations at the elementary schools are:	2.8	0.63
Q3: The academic expectations at the middle schools are:	2.89	0.78
Q4: The academic expectations at the high schools are:	3.1	0.99

Quality of Programming

Please rate the quality of the following programs

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

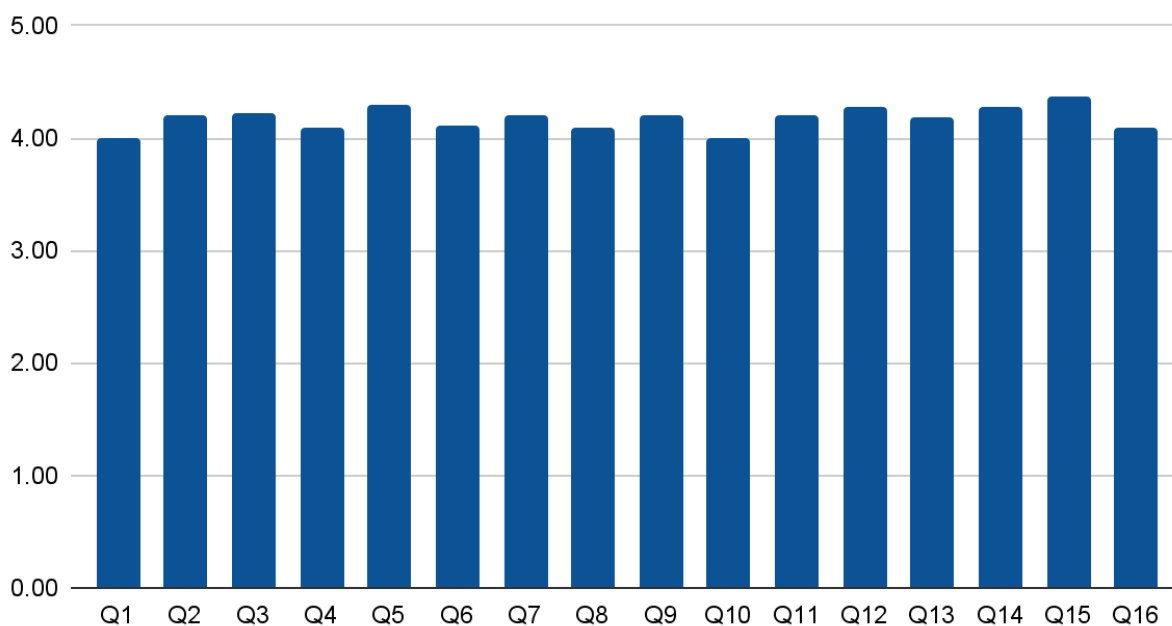
Items with the highest ranking:

- Q15: Library
- Q5: Fine arts (visual arts, music, theatre)
- Q12: World languages (foreign language)

Items with the lowest ranking:

- Q1: Advance placement, honors, or accelerated courses
- Q10: Social studies/history
- Q4: Extra-curricular

Administrators: Quality of Programming



Administrators: Section 3: Quality of Programming	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
Q1: Advance placement, honors, or accelerated courses	4	1.55
Q2: English/language arts/reading and writing	4.2	1.23
Q3: English Language Learners (ELL)	4.22	1.3
Q4: Extra-curricular	4.09	1.14
Q5: Fine arts (visual arts, music, theatre)	4.3	1.25
Q6: Athletics and/or intramural sports	4.11	1.27
Q7: Math	4.2	1.23
Q8: Physical education (PE) and health	4.1	1.2
Q9: Science	4.2	1.23
Q10: Social studies/history	4	1.15
Q11: Special education	4.2	1.23
Q12: World languages (foreign language)	4.29	1.5
Q13: School/guidance counseling	4.18	1.17
Q14: Related services (psychologists, speech, nursing, etc)	4.27	1.19
Q15: Library	4.36	1.21
Q16: STEM (PLTW, architecture, and engineering)	4.1	1.2

Administrators: Equity

Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

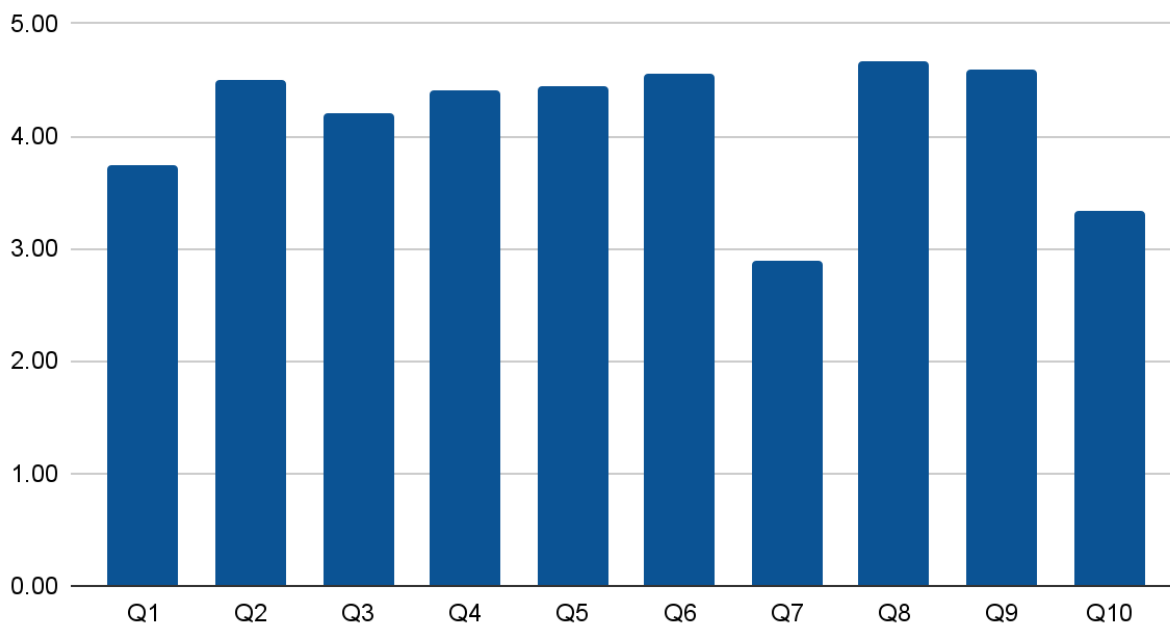
Items with the strongest agreement:

- Q8: Students have at least one trusted adult in the building that they can rely on for help.
- Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.
- Q6: The district allocates resources to ensure struggling students receive support.

Items with the least agreement:

- Q7: The diversity of the student population is represented in the teaching faculty and administration.
- Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.
- Q1: Under-represented students have equal opportunity to participate in advanced programming.

Administrators: Equity



Section 4: Equity	Mean	SD
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: Under-represented students have equal opportunity to participate in advanced programming.	3.75	1.04
Q2: Student voices are valued.	4.5	0.53
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.	4.2	0.63
Q4: Discipline policies are equitably applied to all students.	4.4	0.7
Q5: Discipline practices that avoid suspension are practiced.	4.44	0.73
Q6: The district allocates resources to ensure struggling students receive support.	4.56	0.53
Q7: The diversity of the student population is represented in the teaching faculty and administration.	2.89	0.93
Q8: Students have at least one trusted adult in the building that they can rely on for help.	4.67	0.5
Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	4.6	0.52
Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.	3.33	1.22

Administrators: Portrait of an IUFSD Graduate: Characteristics and Skills

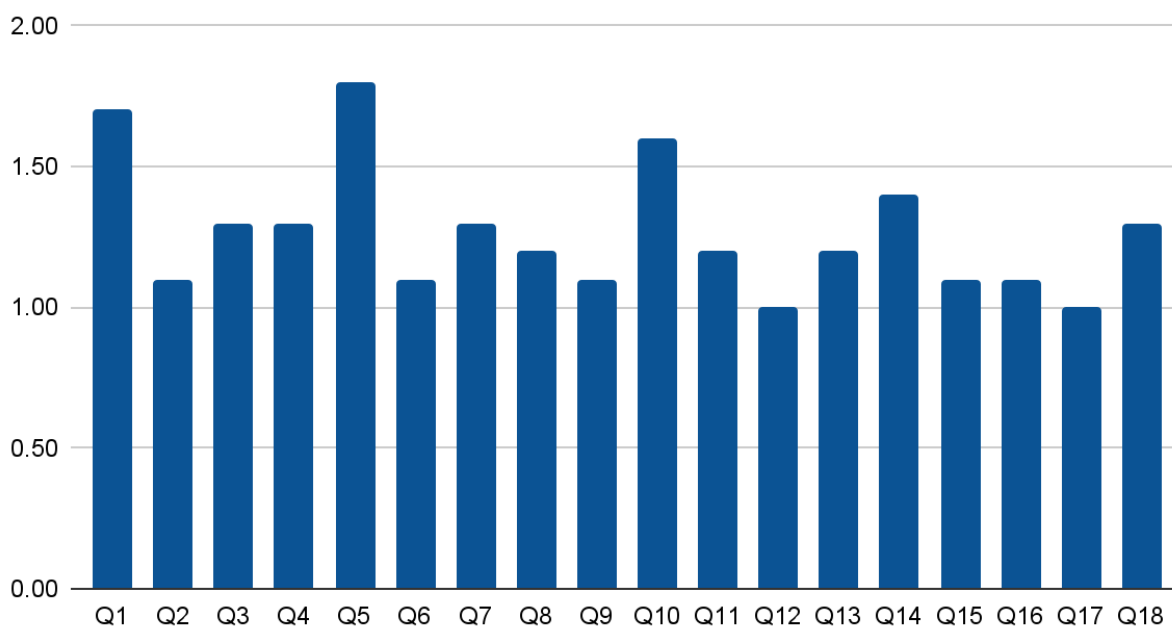
Items with the highest ranking:

- Q5: Empathetic citizen
- Q1: Problem solver
- Q10: Critical thinker
- Q14: Resilient and persistent
- Q3: Collaborative learner
- Q4: Effective communicators
- Q7: Reflective

Items with the lowest ranking:

- Q12: Courageous
- Q17: Detail oriented
- Q16: Leader
- Q15: Strong initiative and self-drive
- Q9: Risk taker
- Q6: Self-reliant
- Q2: Flexible thinker

Administrators: Portrait of an IUFSD Graduate



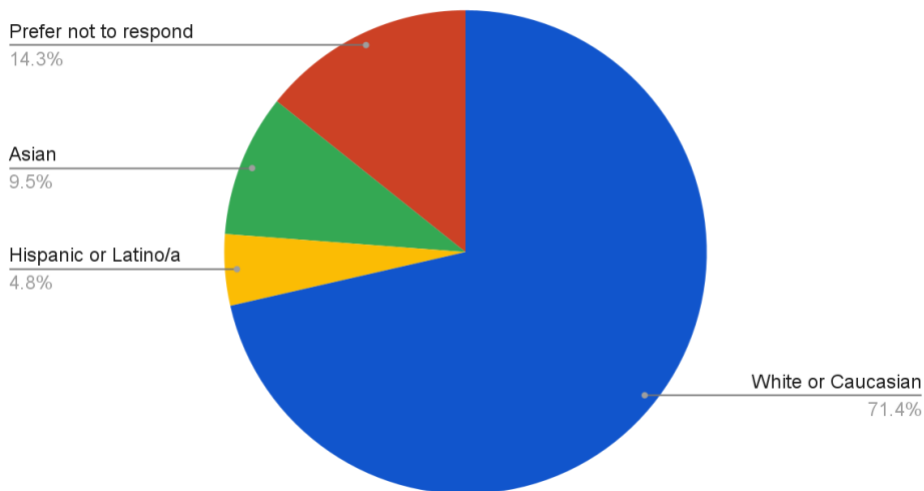
Administrators: Portrait of an IUFSD Graduate: Skills or Characteristics	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Problem solver	1.7	2
Q2: Flexible thinker	1.1	7
Q3: Collaborative learner	1.3	5
Q4: Effective communicators	1.3	5
Q5: Empathetic citizen	1.8	1
Q6: Self-reliant	1.1	7
Q7: Reflective	1.3	5
Q8: Creative	1.2	6
Q9: Risk taker	1.1	7
Q10: Critical thinker	1.6	3
Q11: Curious	1.2	6
Q12: Courageous	1	8
Q13: Adaptive and flexible	1.2	6
Q14: Resilient and persistent	1.4	4
Q15: Strong initiative and self-drive	1.1	7
Q16: Leader	1.1	7
Q17: Detail oriented	1	8
Q18: Life-long learner	1.3	5

Responses by Community Members

43 (3.2% of respondents) community members participated in the survey.

Community Members' Self Identification	n
White or Caucasian	30
Black or African American	0
Hispanic or Latino/a	2
Asian	4
American Indian or Alaska Native	0
Native Hawaiian or Pacific Islander	0
Two or More Races	0
Prefer not to respond	6

Community Members' Self-Identification



Community Members: State of the District

B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

B3 Question: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

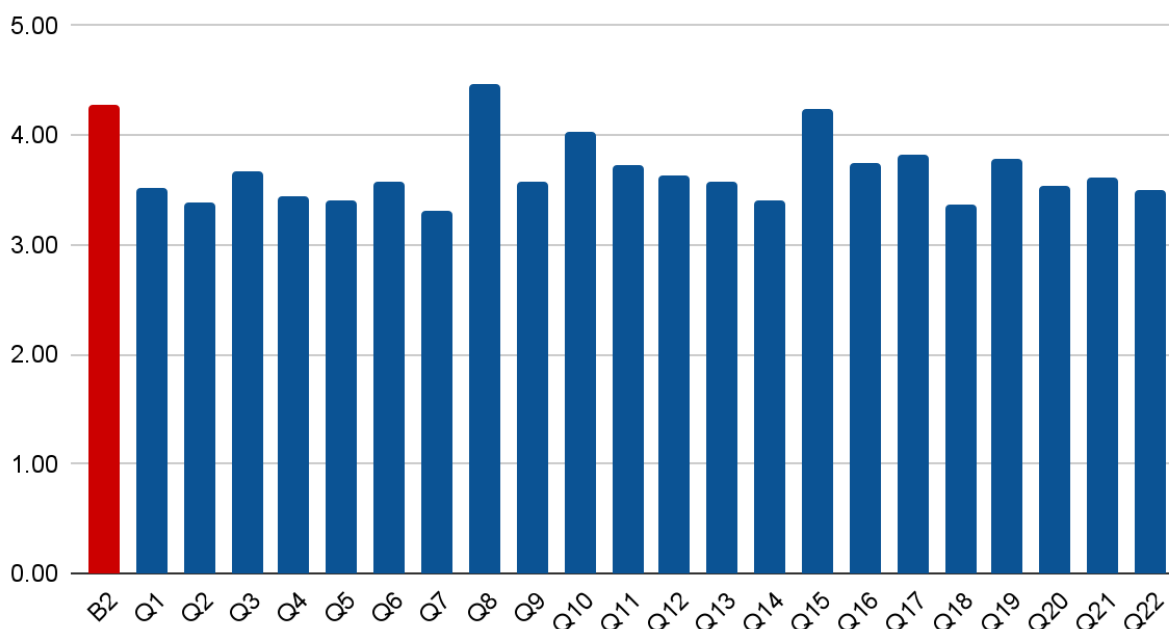
Items with the strongest agreement:

- Q8: District schools are safe.
- Q15: Facilities are well maintained.
- Q10: Students are on track to be ready for the next grade and ultimately college and career ready.

Items with the least agreement:

- Q7: Teachers implement instructional strategies to address individual learning needs.
- Q18: Employees are held accountable to high standards.
- Q2: The district is heading in the right direction.

Community Members: State of the District



Community Members: State of the District	Mean	SD
<i>Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
B2 Question: Please rate the overall quality of education in the District	4.28	0.69
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: The district has a clear and compelling shared vision for the future.	3.53	0.76
Q2: The district is heading in the right direction.	3.38	0.95
Q3: The district has high performance standards for all students.	3.68	0.86
Q4: The district makes decisions based on information from data and research.	3.44	0.93
Q5: The district is working to close achievement and opportunity gaps.	3.41	1.08
Q6: The district provides a well-rounded educational experience for all students.	3.58	1.03
Q7: Teachers implement instructional strategies to address individual learning needs.	3.31	0.97
Q8: District schools are safe.	4.46	0.6
Q9: The social and emotional needs of students are being addressed.	3.58	1.09
Q10: Students are on track to be ready for the next grade and ultimately college and career ready	4.03	0.91
Q11: Technology is adequately integrated into the classroom.	3.73	1.07
Q12: The district engages the community as a partner to improve the school system.	3.63	1.1
Q13: There is transparent communication from the District.	3.58	0.92
Q14: The district engages with diverse racial, cultural and socio-economic groups.	3.41	0.99
Q15: Facilities are well maintained.	4.23	0.74
Q16: The district is fiscally responsible.	3.74	1.07
Q17: The district employs effective teachers, administrators and support staff in its schools.	3.82	0.82
Q18: Employees are held accountable to high standards.	3.38	1.04
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.	3.79	0.73
Q20: The District maintains high standards for all staff members.	3.53	0.99
Q21: The District provides staff with necessary resources.	3.61	0.96

Q22: The District provides staff with necessary professional development.	3.5	0.81
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Community Members: Priorities for the Future

Question: Given the following list, choose the four (4) statements that best represent what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

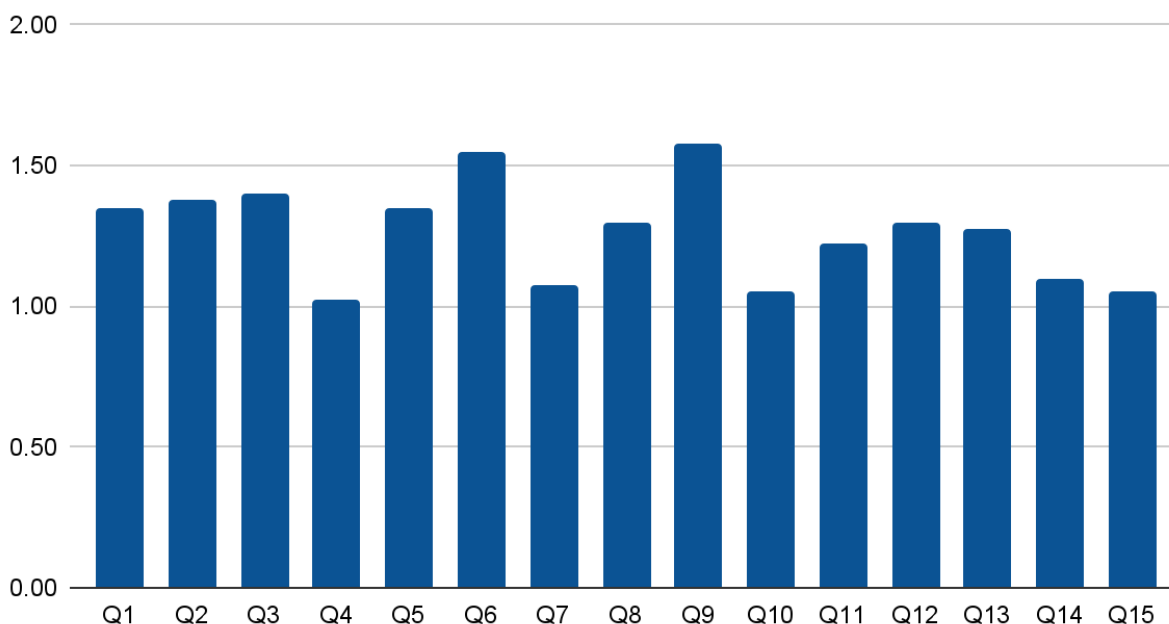
Items with the highest ranking:

- Q9: Hiring and retaining quality teachers and administrators.
- Q6: Preparing students to be college and career ready.
- Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.
- Q2: Addressing students' social and emotional needs.
- Q1: Addressing achievement and opportunity gaps.
- Q5: Preparing students to be ready for the next grade.

Items with the lowest ranking:

- Q4: Ensuring high student achievement on standardized tests.
- Q10: Integrating current technology into teaching and learning.
- Q15: Promoting sustainability and environmental conservation.
- Q7: Ensuring facilities can support a modern learning environment.
- Q14: Utilizing data and research to inform decision making.

Community Members: Priorities for the Future



Community Members: Priorities for the Future	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Addressing achievement and opportunity gaps.	1.35	5
Q2: Addressing students' social and emotional needs.	1.38	4
Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.	1.4	3
Q4: Ensuring high student achievement on standardized tests.	1.03	12
Q5: Preparing students to be ready for the next grade.	1.35	5
Q6: Preparing students to be college and career ready.	1.55	2
Q7: Ensuring facilities can support a modern learning environment.	1.08	10
Q8: Ensuring fiscal health.	1.3	6
Q9: Hiring and retaining quality teachers and administrators.	1.58	1
Q10: Integrating current technology into teaching and learning.	1.05	11
Q11: Maintaining a positive relationship with the community.	1.23	8
Q12: Providing a safe environment for students and employees.	1.3	6
Q13: Teachers implement instructional strategies to address individual learning needs.	1.28	7
Q14: Utilizing data and research to inform decision making.	1.1	9
Q15: Promoting sustainability and environmental conservation.	1.05	11
Q16: Other:		

Community Members: Quality of Programming

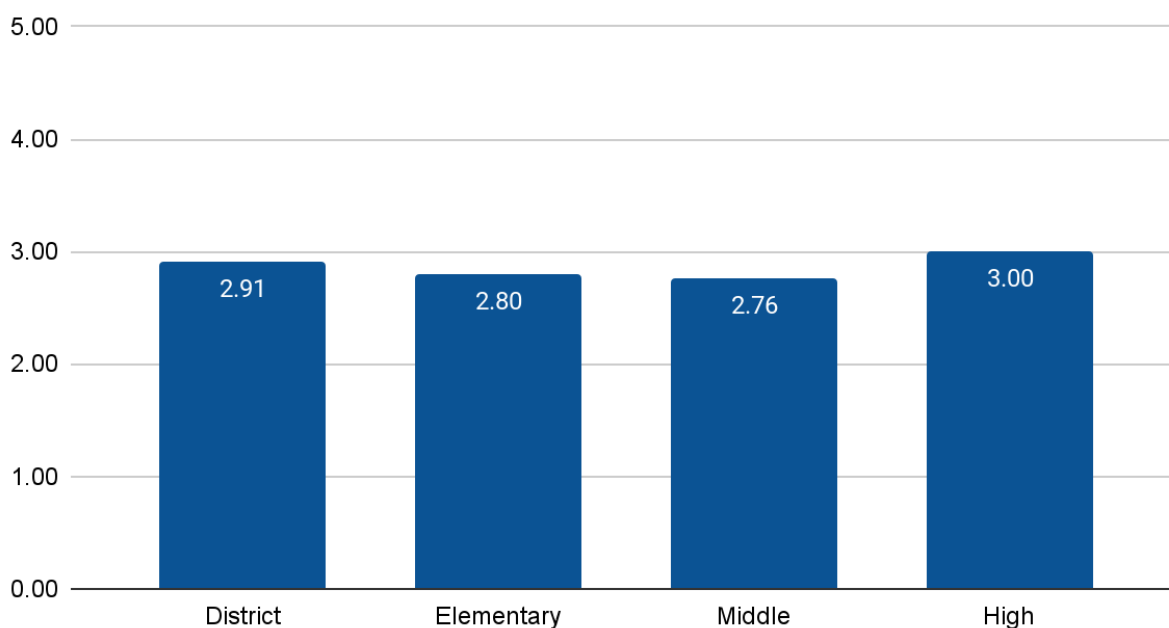
Academic Expectations:

Question: Please respond to the following statement.

- Q1: Overall, the academic expectations in the district are
 Q2: The academic expectations at the elementary schools are
 Q3: The academic expectations at the middle school are
 Q4: The academic expectations at the high school are

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

Community Members: Academic Expectations



Community Members: Quality of Programming (Academic Expectations)	Mean	SD
<i>1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high</i>		
Q1: Overall, the academic expectations in the district are:	2.91	0.58
Q2: The academic expectations at the elementary schools are:	2.8	0.41
Q3: The academic expectations at the middle schools are:	2.76	0.44
Q4: The academic expectations at the high schools are:	3	0.67

Community Members: Quality of Programming

Please rate the quality of the following programs

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

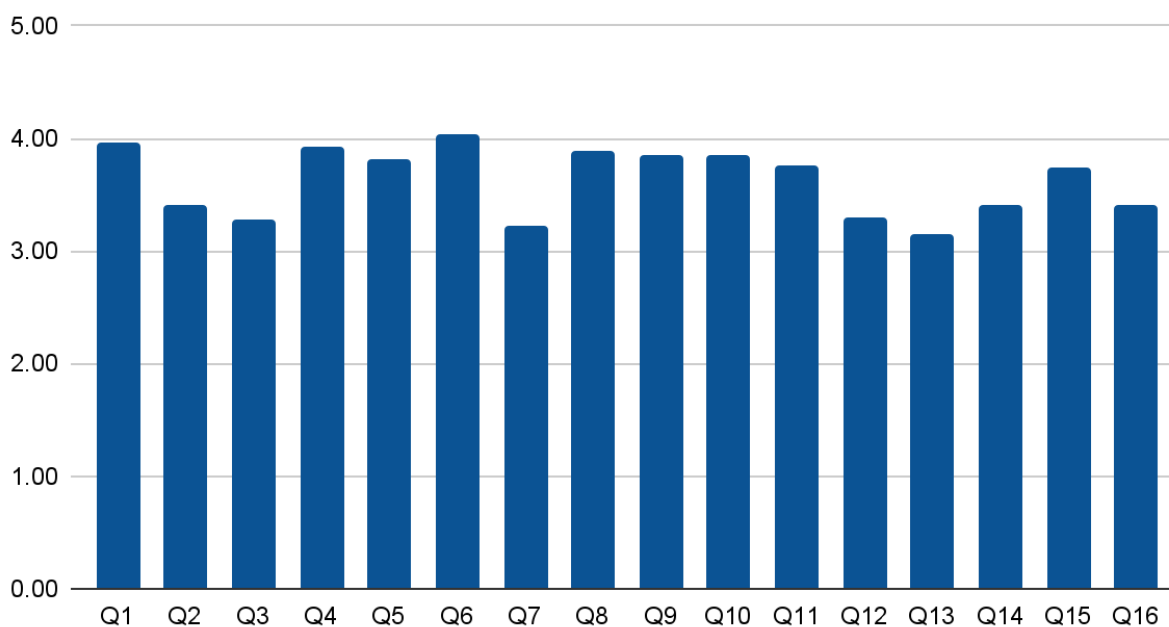
Items with the highest ranking:

- Q6: Athletics and/or intramural sports
- Q1: Advance placement, honors, or accelerated courses
- Q4: Extra-curricular

Items with the lowest ranking:

- Q13: School/guidance counseling
- Q7: Math
- Q3: English Language Learners (ELL)

Community Members: Quality of Programming



Community Members: Section 3: Quality of Programming	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
Q1: Advance placement, honors, or accelerated courses	3.96	0.73
Q2: English/language arts/reading and writing	3.4	1
Q3: English Language Learners (ELL)	3.29	0.76
Q4: Extra-curricular	3.93	0.87
Q5: Fine arts (visual arts, music, theatre)	3.81	1.02
Q6: Athletics and/or intramural sports	4.04	0.88
Q7: Math	3.23	0.86
Q8: Physical education (PE) and health	3.88	0.86
Q9: Science	3.85	0.77
Q10: Social studies/history	3.85	0.97
Q11: Special education	3.76	0.9
Q12: World languages (foreign language)	3.3	1.03
Q13: School/guidance counseling	3.15	0.82
Q14: Related services (psychologists, speech, nursing, etc)	3.4	1.05
Q15: Library	3.74	0.65
Q16: STEM (PLTW, architecture, and engineering)	3.41	0.8

Community Members: Equity

Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

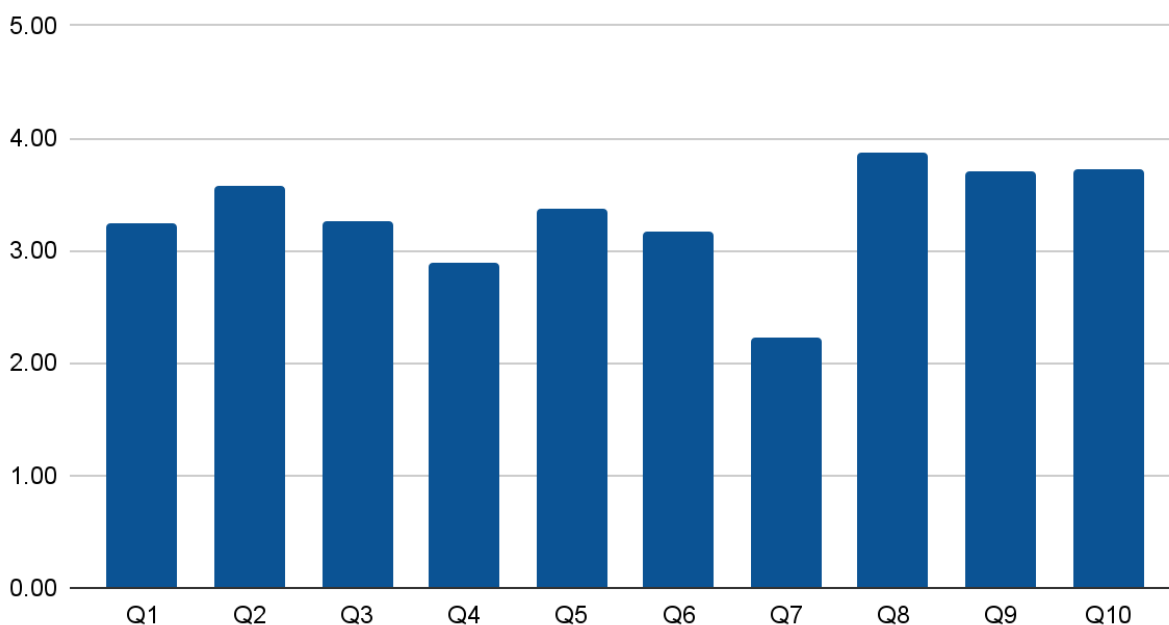
Items with the strongest agreement:

- Q8: Students have at least one trusted adult in the building that they can rely on for help.
- Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.
- Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.

Items with the least agreement:

- Q7: The diversity of the student population is represented in the teaching faculty and administration.
- Q4: Discipline policies are equitably applied to all students.
- Q6: The district allocates resources to ensure struggling students receive support.

Community Members: Equity



Community Members: Equity	Mean	SD
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: Under-represented students have equal opportunity to participate in advanced programming.	3.25	1.15
Q2: Student voices are valued.	3.58	0.89
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.	3.26	1.18
Q4: Discipline policies are equitably applied to all students.	2.89	1.22
Q5: Discipline practices that avoid suspension are practiced.	3.36	0.95
Q6: The district allocates resources to ensure struggling students receive support.	3.17	0.98
Q7: The diversity of the student population is represented in the teaching faculty and administration.	2.22	1
Q8: Students have at least one trusted adult in the building that they can rely on for help.	3.88	0.83
Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	3.7	0.86
Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.	3.72	0.84

Community Members: Portrait of an IUFSD Graduate: Characteristics and Skills

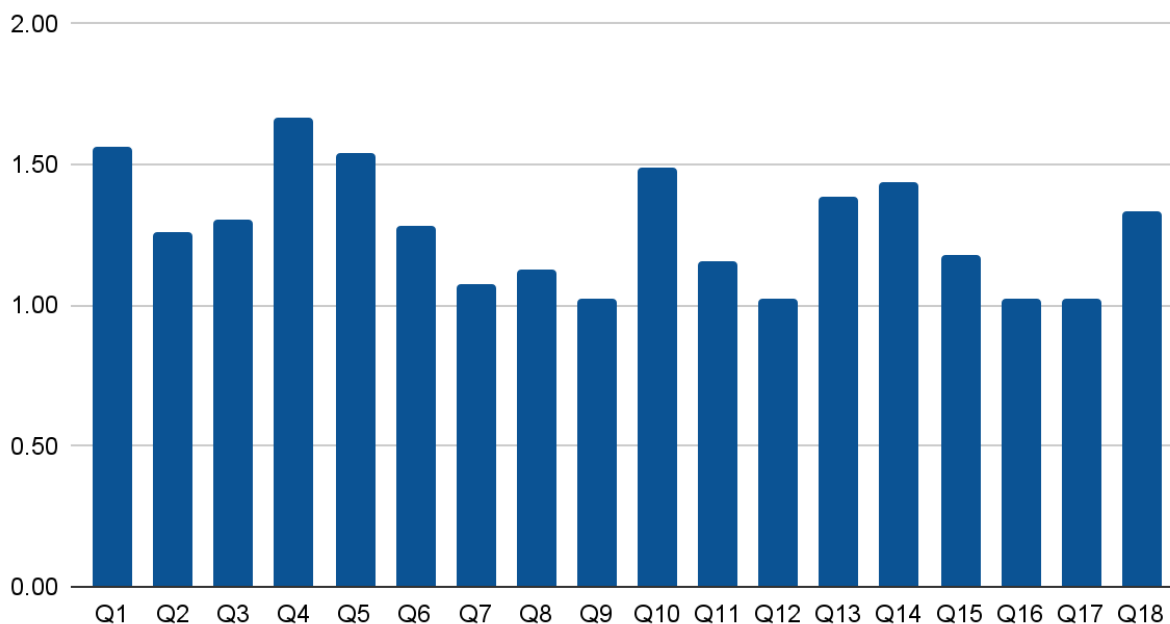
Items with the highest ranking:

- Q4: Effective communicators
- Q1: Problem solver
- Q5: Empathetic citizen
- Q10: Critical thinker
- Q14: Resilient and persistent

Items with the lowest ranking:

- Q17: Detail oriented
- Q16: Leader
- Q12: Courageous
- Q9: Risk taker
- Q7: Reflective

Community Members: Portrait of an IUFSD Graduate



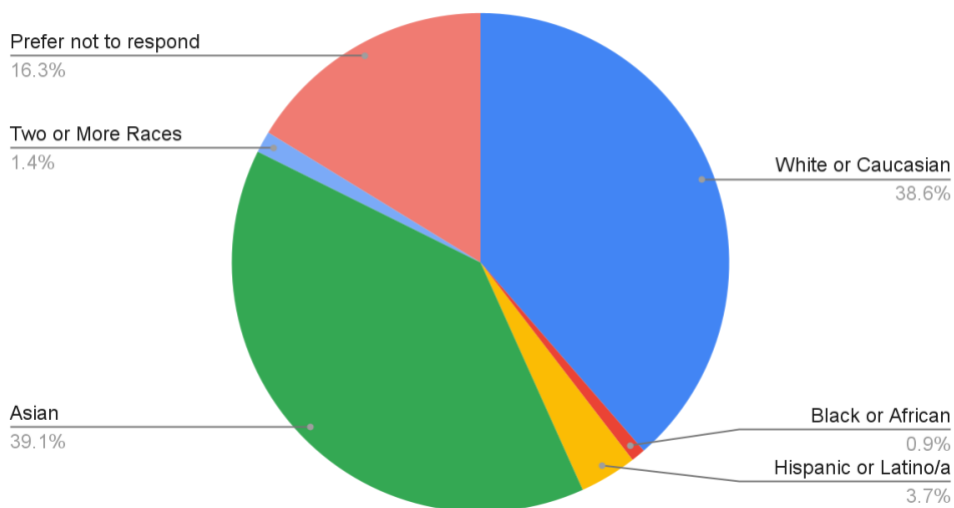
Community Members: Portrait of an IUFSD Graduate: Skills or Characteristics	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Problem solver	1.56	2
Q2: Flexible thinker	1.26	10
Q3: Collaborative learner	1.31	8
Q4: Effective communicators	1.67	1
Q5: Empathetic citizen	1.54	3
Q6: Self-reliant	1.28	9
Q7: Reflective	1.08	14
Q8: Creative	1.13	13
Q9: Risk taker	1.03	15
Q10: Critical thinker	1.49	4
Q11: Curious	1.15	12
Q12: Courageous	1.03	15
Q13: Adaptive and flexible	1.38	6
Q14: Resilient and persistent	1.44	5
Q15: Strong initiative and self-drive	1.18	11
Q16: Leader	1.03	15
Q17: Detail oriented	1.03	15
Q18: Life-long learner	1.33	7

Responses by Faculty and Support Staff

163 (12% of respondents) Faculty and Support Staff participated in the survey.

Faculty and Support Staff Self-Identification	n
White or Caucasian	83
Black or African American	2
Hispanic or Latino/a	8
Asian	84
American Indian or Alaska Native	0
Native Hawaiian or Pacific Islander	0
Two or More Races	3
Prefer not to respond	35

Faculty and Support Staff Self-Identification



Faculty and Support Staff: State of the District

B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

B3 Question: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

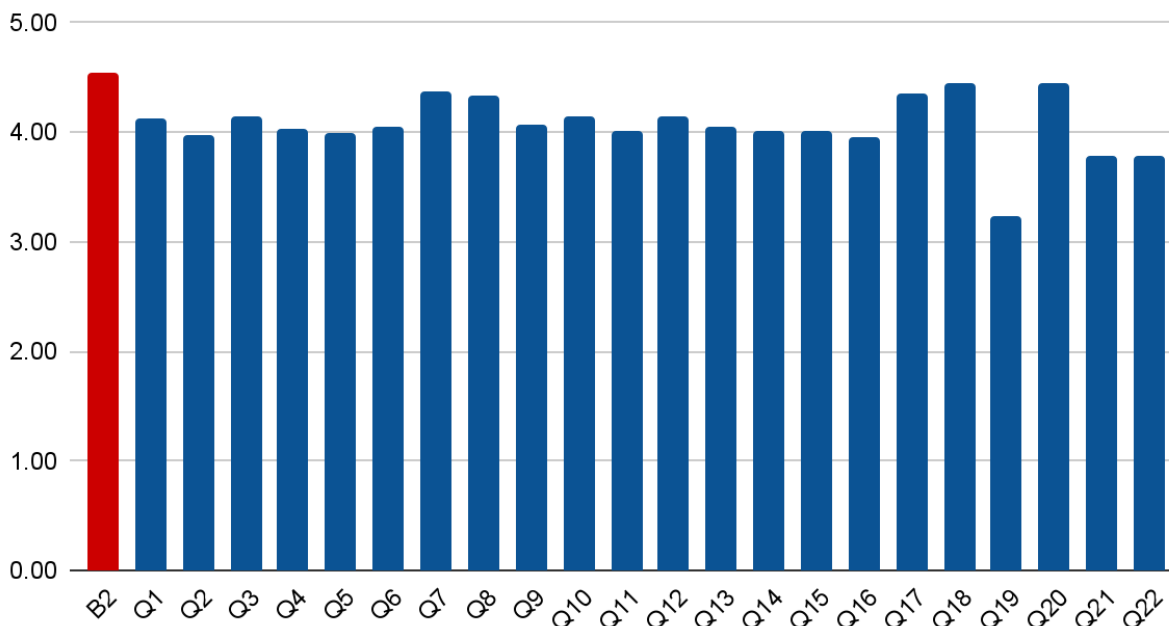
Items with the strongest agreement:

- Q20: The District maintains high standards for all staff members.
- Q18: Employees are held accountable to high standards.
- Q7: Teachers implement instructional strategies to address individual learning needs.
- Q17: The district employs effective teachers, administrators and support staff in its schools.

Items with the least agreement:

- Q19: District technology infrastructure is sufficient to support use of technology in the classroom.
- Q21: The District provides staff with necessary resources.
- Q22: The District provides staff with necessary professional development.

Faculty and Support Staff: State of the District



Faculty and Support Staff: State of the District	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
B2 Question: Please rate the overall quality of education in the District	4.54	0.71
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: The district has a clear and compelling shared vision for the future.	4.13	0.77
Q2: The district is heading in the right direction.	3.98	0.95
Q3: The district has high performance standards for all students.	4.15	1.04
Q4: The district makes decisions based on information from data and research.	4.03	0.94
Q5: The district is working to close achievement and opportunity gaps.	3.99	0.97
Q6: The district provides a well-rounded educational experience for all students.	4.04	1.04
Q7: Teachers implement instructional strategies to address individual learning needs.	4.36	0.82
Q8: District schools are safe.	4.33	0.79
Q9: The social and emotional needs of students are being addressed.	4.07	1.04
Q10: Students are on track to be ready for the next grade and ultimately college and career ready.	4.14	0.91
Q11: Technology is adequately integrated into the classroom.	4.02	1.01
Q12: The district engages the community as a partner to improve the school system.	4.15	0.77
Q13: There is transparent communication from the District.	4.04	0.95
Q14: The district engages with diverse racial, cultural and socio-economic groups.	4.01	1.01
Q15: Facilities are well maintained.	4.02	0.98
Q16: The district is fiscally responsible.	3.95	1.01
Q17: The district employs effective teachers, administrators and support staff in its schools.	4.36	0.87
Q18: Employees are held accountable to high standards.	4.45	0.81
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.	3.24	1.35
Q20: The District maintains high standards for all staff members.	4.45	0.71
Q21: The District provides staff with necessary resources.	3.79	1.1
Q22: The District provides staff with necessary professional development.	3.79	1.06

Faculty and Support Staff: Priorities for the Future

Question: Given the following list, choose the four (4) statements that best represent what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

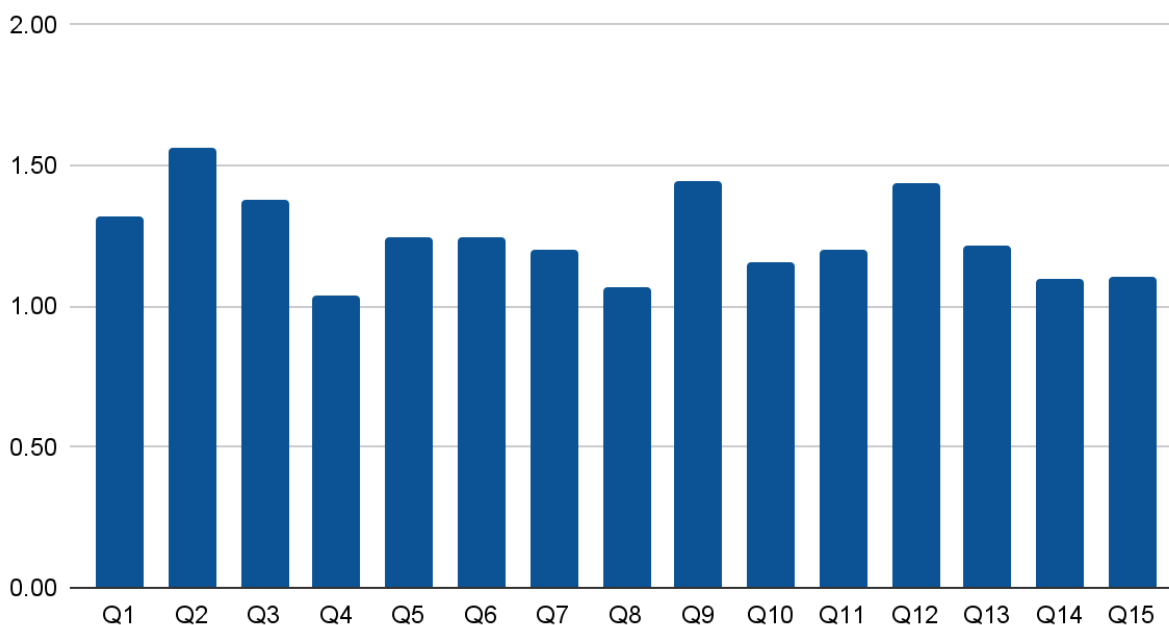
Items with the highest ranking:

- Q2: Addressing students' social and emotional needs.
- Q9: Hiring and retaining quality teachers and administrators.
- Q12: Providing a safe environment for students and employees.
- Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.

Items with the lowest ranking:

- Q4: Ensuring high student achievement on standardized tests.
- Q8: Ensuring fiscal health.
- Q14: Utilizing data and research to inform decision making.
- Q15: Promoting sustainability and environmental conservation.

Faculty and Support Staff: Priorities for the Future



Faculty and Support Staff: Priorities for the Future	Mean	Rank
<i>1 = no , 2 = yes</i>		
Q1: Addressing achievement and opportunity gaps.	1.32	4
Q2: Addressing students' social and emotional needs.	1.56	1
Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.	1.38	3
Q4: Ensuring high student achievement on standardized tests.	1.04	11
Q5: Preparing students to be ready for the next grade.	1.25	5
Q6: Preparing students to be college and career ready.	1.25	5
Q7: Ensuring facilities can support a modern learning environment.	1.2	7
Q8: Ensuring fiscal health.	1.07	10
Q9: Hiring and retaining quality teachers and administrators.	1.44	2
Q10: Integrating current technology into teaching and learning.	1.16	8
Q11: Maintaining a positive relationship with the community.	1.2	7
Q12: Providing a safe environment for students and employees.	1.44	2
Q13: Teachers implement instructional strategies to address individual learning needs.	1.21	6
Q14: Utilizing data and research to inform decision making.	1.1	9
Q15: Promoting sustainability and environmental conservation.	1.1	9
Q16: Other:		

Faculty and Support Staff: Quality of Programming

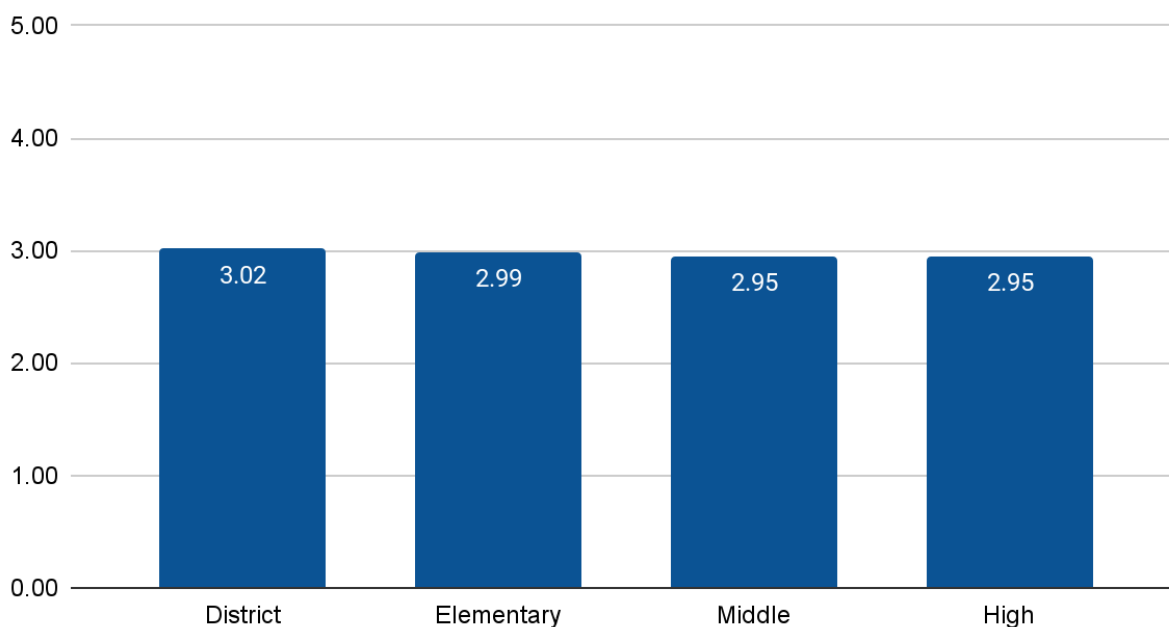
Academic Expectations:

Question: Please respond to the following statement.

- Q1: Overall, the academic expectations in the district are
 Q2: The academic expectations at the elementary schools are
 Q3: The academic expectations at the middle school are
 Q4: The academic expectations at the high school are

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

Faculty and Support Staff: Academic Expectations



Faculty and Support Staff: Quality of Programming (Academic Expectations)	Mean	SD
<i>1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high</i>		
Q1: Overall, the academic expectations in the district are:	3.02	0.4
Q2: The academic expectations at the elementary schools are:	2.99	0.38
Q3: The academic expectations at the middle schools are:	2.95	0.27
Q4: The academic expectations at the high schools are:	2.95	0.51

Faculty and Support Staff: Quality of Programming

Please rate the quality of the following programs

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

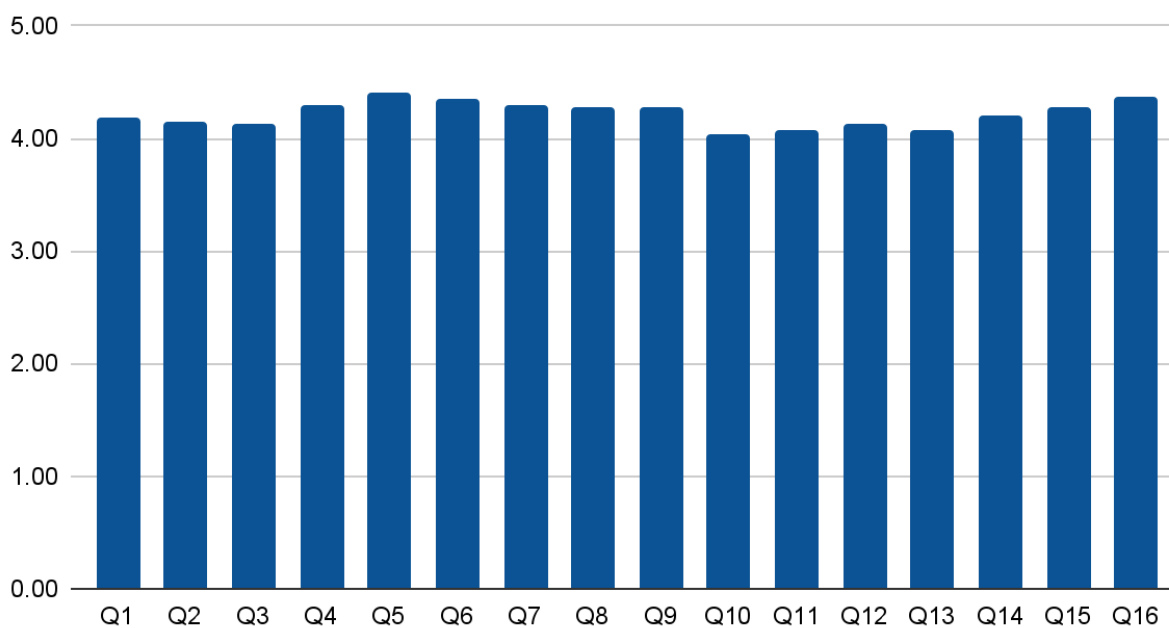
Items with the highest ranking:

- Q5: Fine arts (visual arts, music, theatre)
- Q6: Athletics and/or intramural sports
- Q16: STEM (PLTW, architecture, and engineering)

Items with the lowest ranking:

- Q10: Social studies/history
- Q11: Special education
- Q13: School/guidance counseling

Faculty and Support Staff: Quality of Programming



Faculty and Support Staff: Quality of Programming	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
Q1: Advance placement, honors, or accelerated courses	4.18	0.88
Q2: English/language arts/reading and writing	4.16	0.86
Q3: English Language Learners (ELL)	4.13	0.87
Q4: Extra-curricular	4.29	0.81
Q5: Fine arts (visual arts, music, theatre)	4.41	0.7
Q6: Athletics and/or intramural sports	4.36	0.74
Q7: Math	4.29	0.73
Q8: Physical education (PE) and health	4.27	0.77
Q9: Science	4.28	0.81
Q10: Social studies/history	4.04	0.99
Q11: Special education	4.07	0.95
Q12: World languages (foreign language)	4.13	0.99
Q13: School/guidance counseling	4.08	1.04
Q14: Related services (psychologists, speech, nursing, etc)	4.21	0.86
Q15: Library	4.28	0.76
Q16: STEM (PLTW, architecture, and engineering)	4.36	0.75

Faculty and Support Staff: Equity

Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

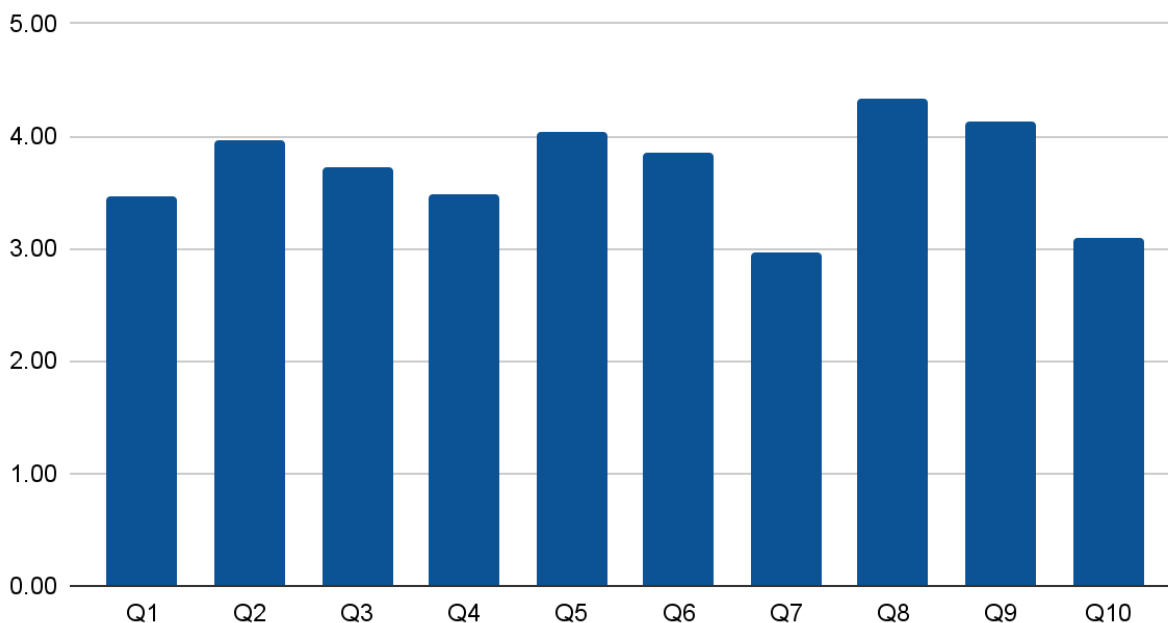
Items with the strongest agreement:

- Q8: Students have at least one trusted adult in the building that they can rely on for help.
- Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.
- Q5: Discipline practices that avoid suspension are practiced.

Items with the least agreement:

- Q7: The diversity of the student population is represented in the teaching faculty and administration.
- Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.
- Q1: Under-represented students have equal opportunity to participate in advanced programming.

Faculty and Support Staff: Equity



Faculty and Support Staff: Equity	Mean	SD
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: Under-represented students have equal opportunity to participate in advanced programming.	3.46	1.29
Q2: Student voices are valued.	3.96	0.89
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.	3.73	1.07
Q4: Discipline policies are equitably applied to all students.	3.48	1.23
Q5: Discipline practices that avoid suspension are practiced.	4.04	0.77
Q6: The district allocates resources to ensure struggling students receive support.	3.84	1.02
Q7: The diversity of the student population is represented in the teaching faculty and administration.	2.97	1.23
Q8: Students have at least one trusted adult in the building that they can rely on for help.	4.33	0.7
Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	4.12	0.93
Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.	3.1	1.44

Faculty and Support Staff: Portrait of an IUFSD Graduate: Characteristics and Skills

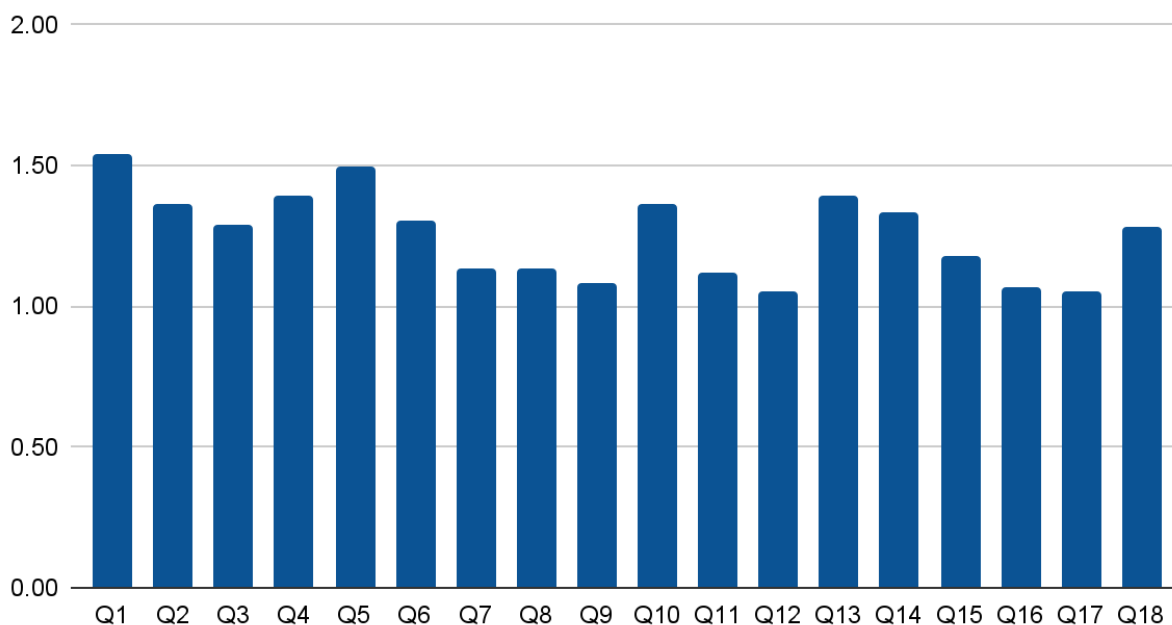
Items with the highest ranking:

- Q1: Problem solver
- Q5: Empathetic citizen
- Q4: Effective communicators
- Q13: Adaptive and flexible
- Q10: Critical thinker
- Q2: Flexible thinker

Items with the lowest ranking:

- Q17: Detail oriented
- Q12: Courageous
- Q16: Leader
- Q9: Risk taker
- Q11: Curious

Faculty and Support Staff: Portrait of an IUFSD Graduate



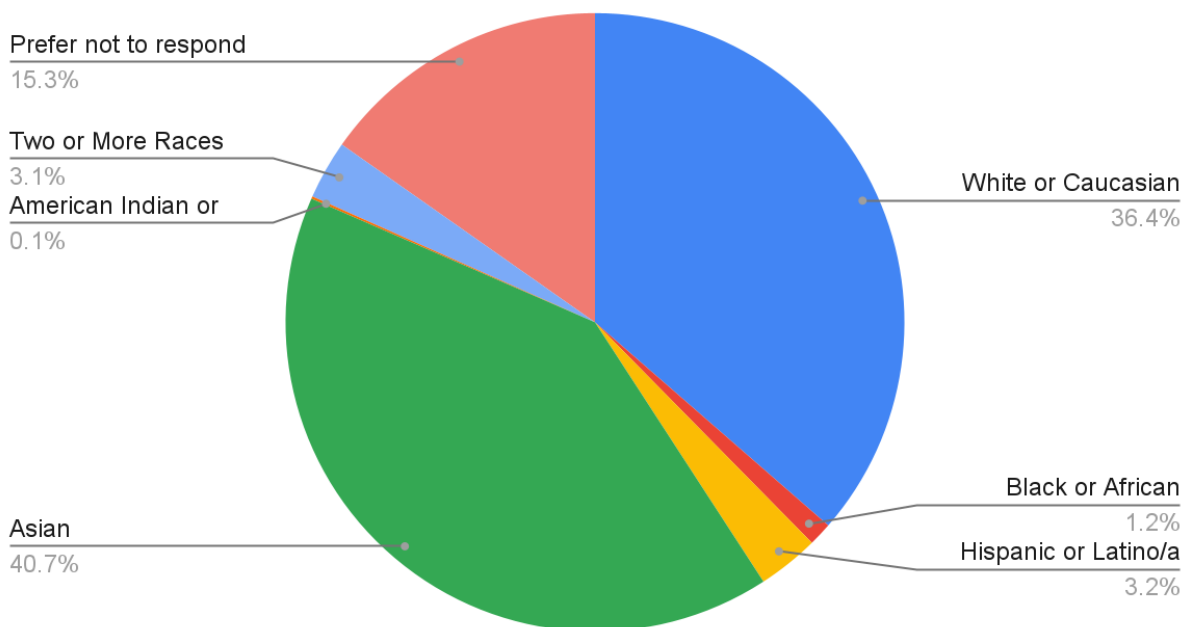
Faculty and Support Staff: Portrait of an IUFSO Graduate: Skills or Characteristics	Mean	Rank
<i>1 = no , 2 = yes</i>		
Q1: Problem solver	1.54	1
Q2: Flexible thinker	1.36	4
Q3: Collaborative learner	1.29	7
Q4: Effective communicators	1.39	3
Q5: Empathetic citizen	1.5	2
Q6: Self-reliant	1.31	6
Q7: Reflective	1.14	9
Q8: Creative	1.14	9
Q9: Risk taker	1.09	11
Q10: Critical thinker	1.36	4
Q11: Curious	1.12	10
Q12: Courageous	1.05	13
Q13: Adaptive and flexible	1.39	3
Q14: Resilient and persistent	1.34	5
Q15: Strong initiative and self-drive	1.18	8
Q16: Leader	1.06	12
Q17: Detail oriented	1.05	13
Q18: Life-long learner	1.29	7

Responses By Parents and/or Guardians

519 (42.2% of respondents) parents and/or guardians participated in the survey. The parents and/or guardians have at least one child attending an IUFSD school. We are unsure of the age or grade of the child, or the school they attend.

Parents and/or Guardians Self-Identification	n
White or Caucasian	296
Black or African American	10
Hispanic or Latino/a	26
Asian	331
American Indian or Alaska Native	1
Native Hawaiian or Pacific Islander	0
Two or More Races	25
Prefer not to respond or left blank	124

Parents and/or Guardians Self-Identification



Parents and Guardians: State of the District

B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

B3 Question: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

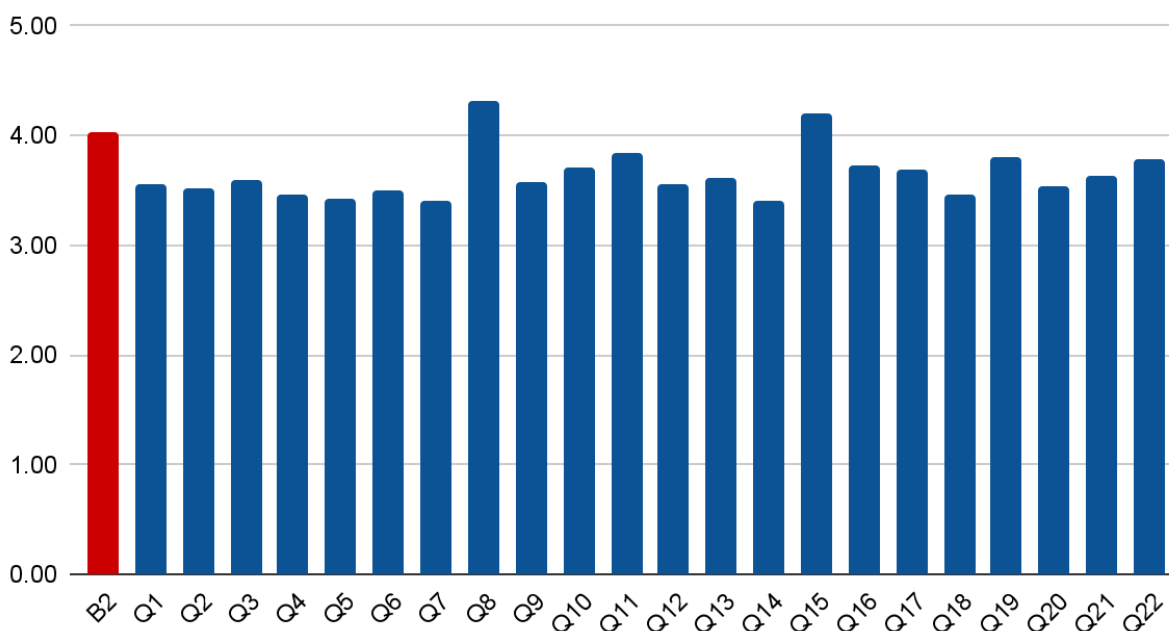
Items with the strongest agreement:

- Q8: District schools are safe.
- Q15: Facilities are well maintained.
- Q11: Technology is adequately integrated into the classroom.

Items with the least agreement:

- Q7: Teachers implement instructional strategies to address individual learning needs.
- Q14: The district engages with diverse racial, cultural and socio-economic groups.
- Q5: The district is working to close achievement and opportunity gaps.

Parents and Guardians: State of the District



Parents and Guardians: State of the District	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
B2 Question: Please rate the overall quality of education in the District	4.04	0.84
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: The district has a clear and compelling shared vision for the future.	3.56	0.92
Q2: The district is heading in the right direction.	3.52	0.96
Q3: The district has high performance standards for all students.	3.59	1.08
Q4: The district makes decisions based on information from data and research.	3.46	0.98
Q5: The district is working to close achievement and opportunity gaps.	3.43	1.05
Q6: The district provides a well-rounded educational experience for all students.	3.49	1.08
Q7: Teachers implement instructional strategies to address individual learning needs.	3.4	1.14
Q8: District schools are safe.	4.31	0.73
Q9: The social and emotional needs of students are being addressed.	3.57	1.12
Q10: Students are on track to be ready for the next grade and ultimately college and career ready.	3.71	1.01
Q11: Technology is adequately integrated into the classroom.	3.84	0.98
Q12: The district engages the community as a partner to improve the school system.	3.55	1.1
Q13: There is transparent communication from the District.	3.62	1.09
Q14: The district engages with diverse racial, cultural and socio-economic groups.	3.4	1.16
Q15: Facilities are well maintained.	4.21	0.73
Q16: The district is fiscally responsible.	3.72	0.99
Q17: The district employs effective teachers, administrators and support staff in its schools.	3.69	1.01
Q18: Employees are held accountable to high standards.	3.46	1.06
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.	3.81	0.93
Q20: The District maintains high standards for all staff members.	3.54	1.07
Q21: The District provides staff with necessary resources.	3.63	0.98
Q22: The District provides staff with necessary professional development.	3.79	0.94

Parents and/or Guardians: Priorities for the Future

Question: Given the following list, choose the four (4) statements that best represent what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

Items with the highest ranking:

- Q9: Hiring and retaining quality teachers and administrators.
- Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.
- Q6: Preparing students to be college and career ready.
- Q2: Addressing students' social and emotional needs.
- Q5: Preparing students to be ready for the next grade.

Items with the lowest ranking:

- Q15: Promoting sustainability and environmental conservation.
- Q11: Maintaining a positive relationship with the community.
- Q14: Utilizing data and research to inform decision making.
- Q10: Integrating current technology into teaching and learning.
- Q8: Ensuring fiscal health.

Parents and/or Guardians: Priorities for the Future	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Addressing achievement and opportunity gaps.	1.22	8
Q2: Addressing students' social and emotional needs.	1.39	4
Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.	1.53	2
Q4: Ensuring high student achievement on standardized tests.	1.16	9
Q5: Preparing students to be ready for the next grade.	1.35	5
Q6: Preparing students to be college and career ready.	1.5	3
Q7: Ensuring facilities can support a modern learning environment.	1.13	10
Q8: Ensuring fiscal health.	1.09	11
Q9: Hiring and retaining quality teachers and administrators.	1.59	1
Q10: Integrating current technology into teaching and learning.	1.09	11
Q11: Maintaining a positive relationship with the community.	1.06	13
Q12: Providing a safe environment for students and employees.	1.26	7
Q13: Teachers implement instructional strategies to address individual learning needs.	1.3	6
Q14: Utilizing data and research to inform decision making.	1.08	12
Q15: Promoting sustainability and environmental conservation.	1.06	13
Q16: Other:		

Faculty and Support Staff: Quality of Programming

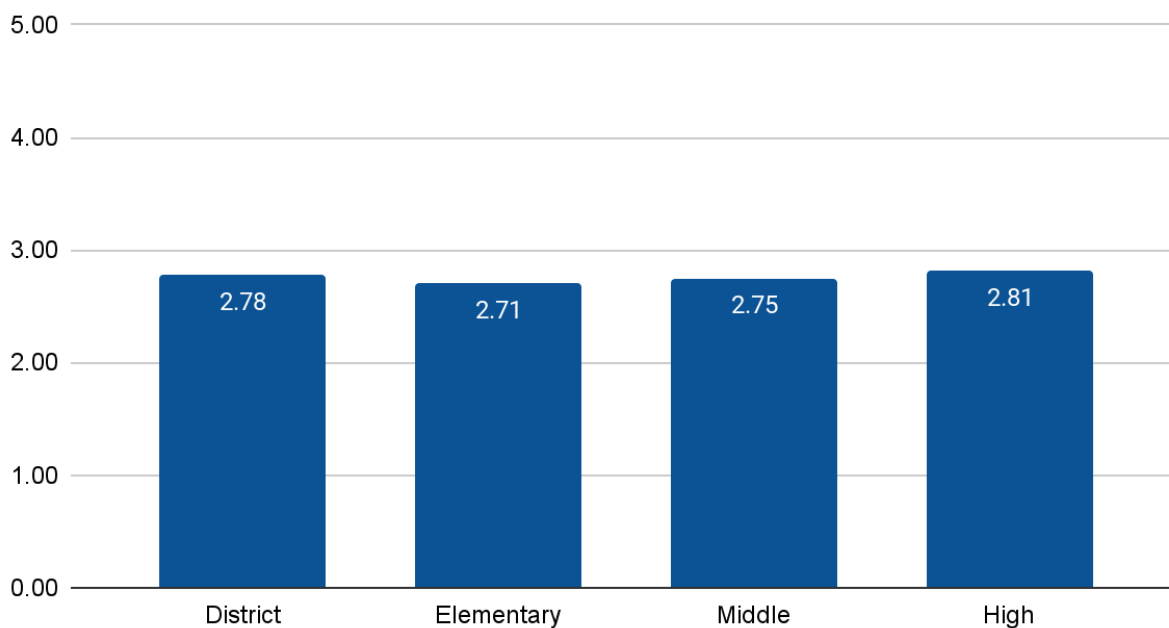
Academic Expectations:

Question: Please respond to the following statement.

- Q1: Overall, the academic expectations in the district are
 Q2: The academic expectations at the elementary schools are
 Q3: The academic expectations at the middle school are
 Q4: The academic expectations at the high school are

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

Parents and/or Guardians: Academic Expectations



Parents and/or Guardians: Academic Expectations	Mean	SD
<i>1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high</i>		
Q1: Overall, the academic expectations in the district are:	2.78	0.59
Q2: The academic expectations at the elementary schools are:	2.71	0.67
Q3: The academic expectations at the middle schools are:	2.75	0.61
Q4: The academic expectations at the high schools are:	2.81	0.71

Faculty and Support Staff: Quality of Programming

Please rate the quality of the following programs

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

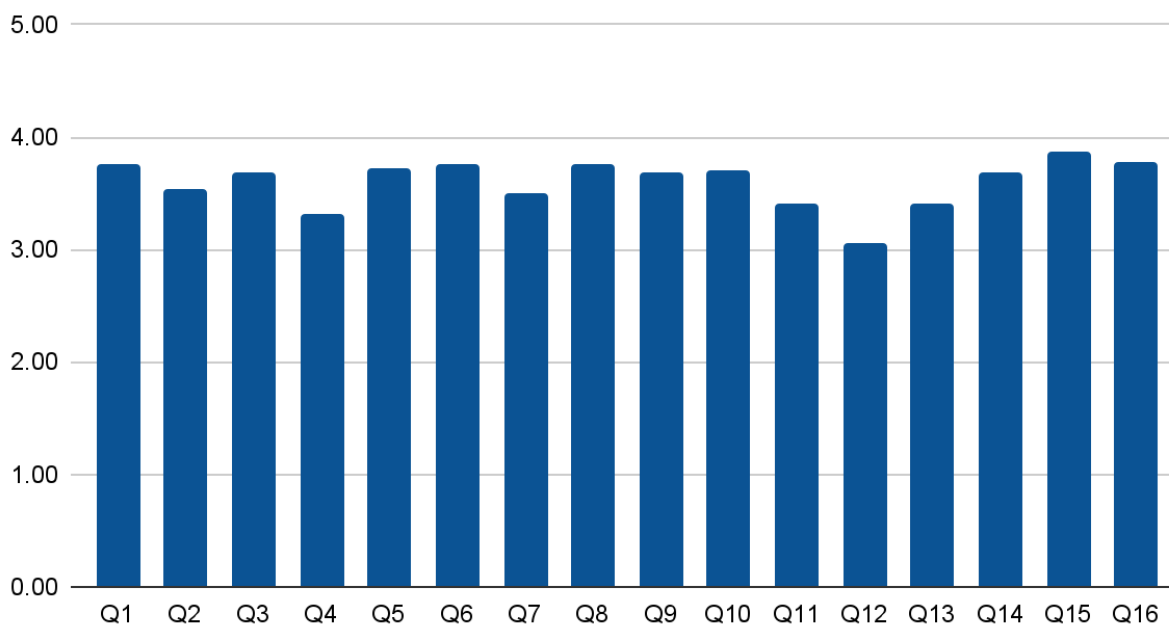
Items with the highest ranking:

- Q15: Library
- Q16: STEM (PLTW, architecture, and engineering)
- Q6: Athletics and/or intramural sports

Items with the lowest ranking:

- Q12: World languages (foreign language)
- Q4: Extra-curricular
- Q11: Special education

Parents and/or Guardians: Quality of Programming



Parents and/or Guardians: Quality of Programming	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
Q1: Advance placement, honors, or accelerated courses	3.76	0.88
Q2: English/language arts/reading and writing	3.53	0.98
Q3: English Language Learners (ELL)	3.68	0.99
Q4: Extra-curricular	3.32	1.02
Q5: Fine arts (visual arts, music, theatre)	3.73	0.95
Q6: Athletics and/or intramural sports	3.77	0.9
Q7: Math	3.51	1.02
Q8: Physical education (PE) and health	3.75	0.86
Q9: Science	3.69	0.9
Q10: Social studies/history	3.7	0.95
Q11: Special education	3.4	1.27
Q12: World languages (foreign language)	3.05	1.3
Q13: School/guidance counseling	3.41	1.1
Q14: Related services (psychologists, speech, nursing, etc)	3.68	1.07
Q15: Library	3.88	0.86
Q16: STEM (PLTW, architecture, and engineering)	3.78	0.98

Parents and/or Guardians: Equity

Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

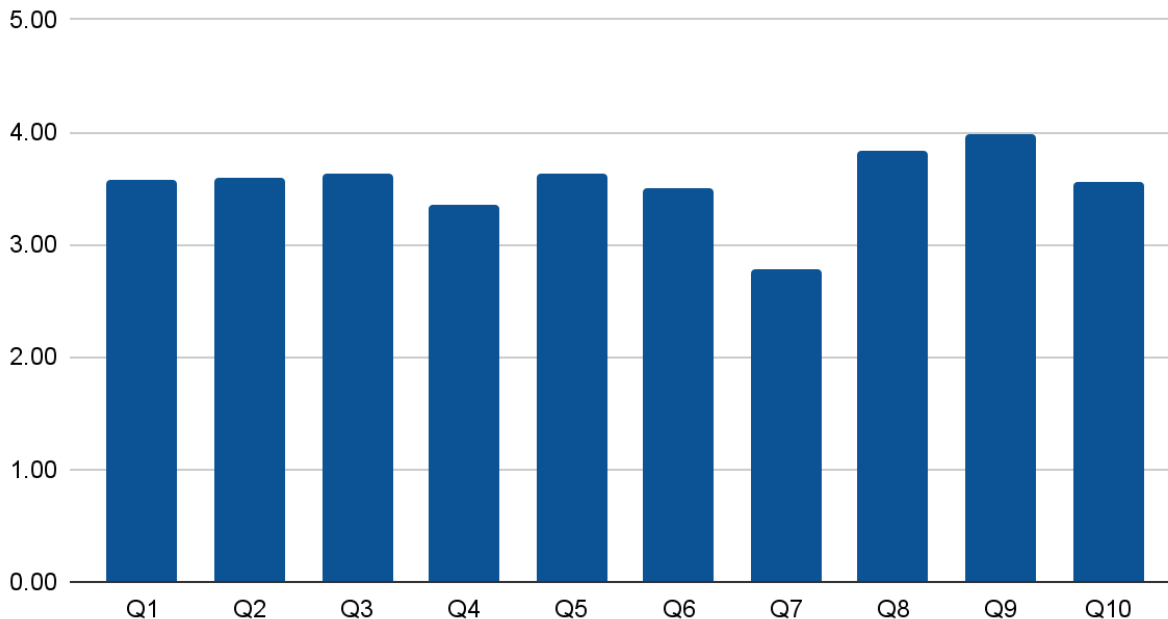
Items with the strongest agreement:

- Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.
- Q8: Students have at least one trusted adult in the building that they can rely on for help.
- Q5: Discipline practices that avoid suspension are practiced.
- Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.

Items with the least agreement:

- Q7: The diversity of the student population is represented in the teaching faculty and administration.
- Q4: Discipline policies are equitably applied to all students.
- Q6: The district allocates resources to ensure struggling students receive support.

Parents and/or Guardians: Equity



Parents and/or Guardians: Equity	Mean	SD
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: Under-represented students have equal opportunity to participate in advanced programming.	3.57	1.27
Q2: Student voices are valued.	3.59	0.99
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.	3.63	1.21
Q4: Discipline policies are equitably applied to all students.	3.35	1.26
Q5: Discipline practices that avoid suspension are practiced.	3.63	1.04
Q6: The district allocates resources to ensure struggling students receive support.	3.51	1.18
Q7: The diversity of the student population is represented in the teaching faculty and administration.	2.78	1.22
Q8: Students have at least one trusted adult in the building that they can rely on for help.	3.83	0.99
Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	3.99	0.92
Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.	3.56	1.21

Parents and/or Guardians: Portrait of an IUFSD Graduate: Characteristics and Skills

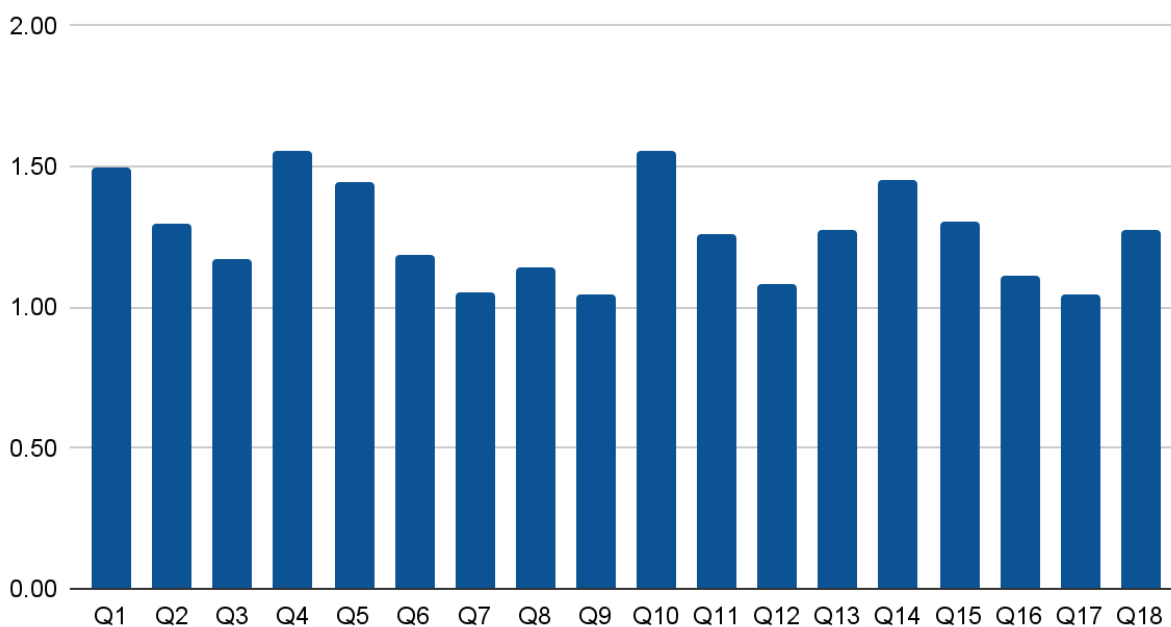
Items with the highest ranking:

- Q4: Effective communicators
- Q10: Critical thinker
- Q1: Problem solver
- Q14: Resilient and persistent
- Q5: Empathetic citizen

Items with the lowest ranking:

- Q17: Detail oriented
- Q9: Risk taker
- Q7: Reflective
- Q12: Courageous
- Q16: Leader

Parents and/or Guardians: Portrait of an IUFSD Graduate



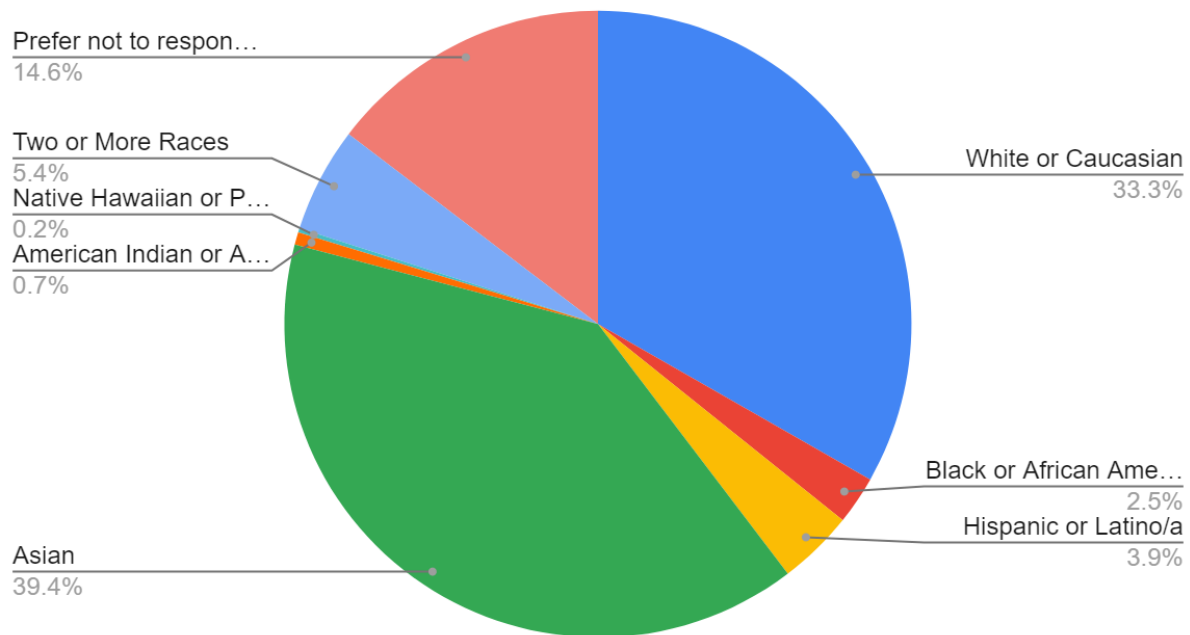
Parents and/or Guardians: Portrait of an IUFSD Graduate: Skills or Characteristics	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Problem solver	1.5	2
Q2: Flexible thinker	1.3	5
Q3: Collaborative learner	1.17	9
Q4: Effective communicators	1.56	1
Q5: Empathetic citizen	1.44	4
Q6: Self-reliant	1.19	8
Q7: Reflective	1.05	13
Q8: Creative	1.14	10
Q9: Risk taker	1.05	13
Q10: Critical thinker	1.56	1
Q11: Curious	1.26	7
Q12: Courageous	1.08	12
Q13: Adaptive and flexible	1.27	6
Q14: Resilient and persistent	1.45	3
Q15: Strong initiative and self-drive	1.3	5
Q16: Leader	1.11	11
Q17: Detail oriented	1.05	13
Q18: Life-long learner	1.27	6

Responses by Students

616 (45.5% of respondents) students participated in the survey. The students attend an IUFSO school. We are unsure of the age or grade of the students as well as the school the students attend.

Students Self-Identification	n
White or Caucasian	307
Black or African American	23
Hispanic or Latino/a	36
Asian	364
American Indian or Alaska Native	6
Native Hawaiian or Pacific Islander	2
Two or More Races	50
Prefer not to respond or left blank	135

Students' Self-Identification



Students: State of the District

B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

B3 Question: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

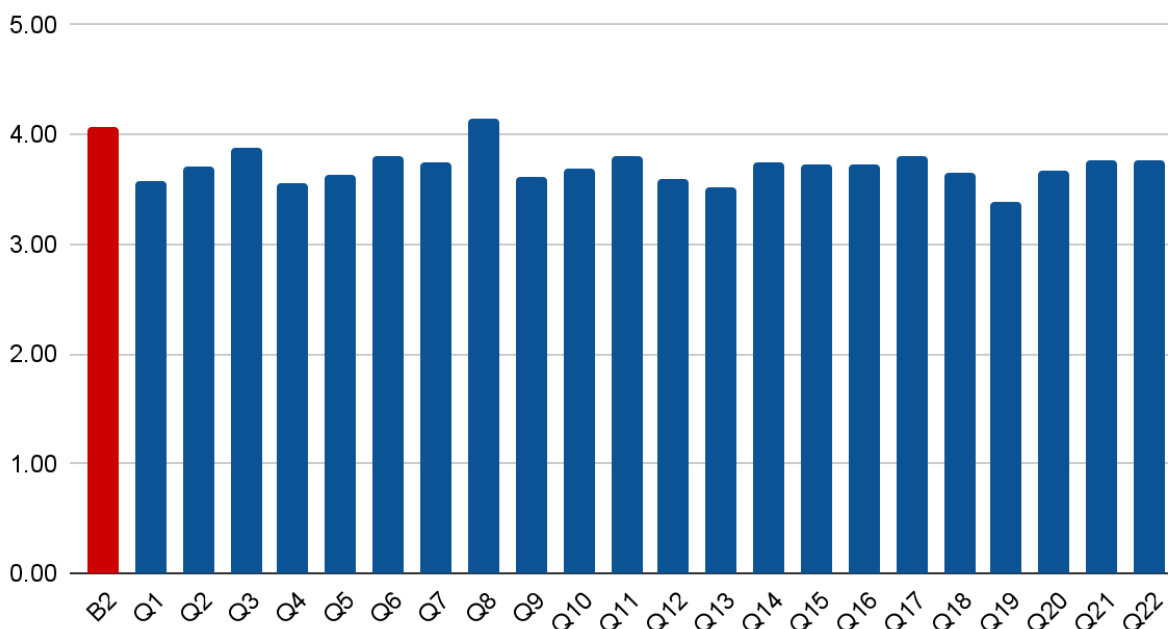
Items with the strongest agreement:

- Q8: District schools are safe.
- Q3: The district has high performance standards for all students.
- Q11: Technology is adequately integrated into the classroom.
- Q17: The district employs effective teachers, administrators and support staff in its schools.

Items with the least agreement:

- Q19: District technology infrastructure is sufficient to support use of technology in the classroom.
- Q13: There is transparent communication from the District.
- Q4: The district makes decisions based on information from data and research.

Students: State of the District



Students: State of the District	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
B2 Question: Please rate the overall quality of education in the District	4.08	0.74
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: The district has a clear and compelling shared vision for the future.	3.57	0.86
Q2: The district is heading in the right direction.	3.7	0.83
Q3: The district has high performance standards for all students.	3.88	0.86
Q4: The district makes decisions based on information from data and research.	3.55	0.95
Q5: The district is working to close achievement and opportunity gaps.	3.63	0.84
Q6: The district provides a well-rounded educational experience for all students.	3.8	0.87
Q7: Teachers implement instructional strategies to address individual learning needs.	3.74	0.93
Q8: District schools are safe.	4.14	0.81
Q9: The social and emotional needs of students are being addressed.	3.62	1.02
Q10: Students are on track to be ready for the next grade and ultimately college and career ready.	3.7	0.93
Q11: Technology is adequately integrated into the classroom.	3.81	0.98
Q12: The district engages the community as a partner to improve the school system.	3.6	0.94
Q13: There is transparent communication from the District.	3.53	0.96
Q14: The district engages with diverse racial, cultural and socio-economic groups.	3.75	0.97
Q15: Facilities are well maintained.	3.72	0.91
Q16: The district is fiscally responsible.	3.73	0.93
Q17: The district employs effective teachers, administrators and support staff in its schools.	3.81	0.91
Q18: Employees are held accountable to high standards.	3.65	0.88
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.	3.38	1.18
Q20: The District maintains high standards for all staff members.	3.66	0.94
Q21: The District provides staff with necessary resources.	3.77	0.85
Q22: The District provides staff with necessary professional development.	3.76	0.81

Students: Priorities for the Future

Question: Given the following list, choose the four (4) statements that best represent what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

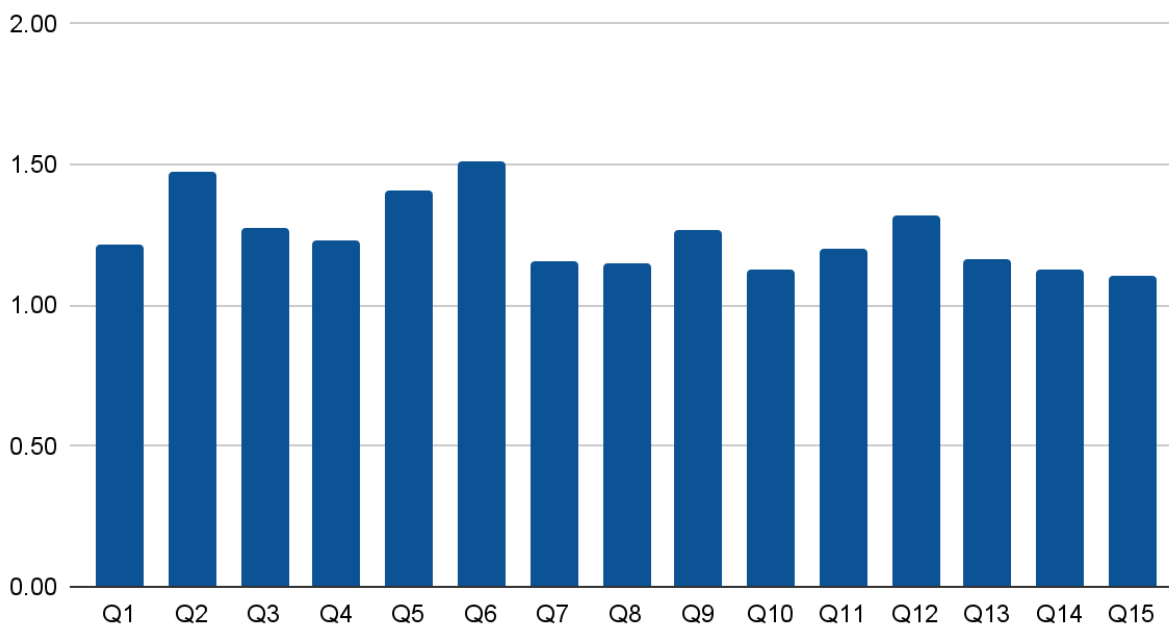
Items with the highest ranking:

- Q6: Preparing students to be college and career ready.
- Q2: Addressing students' social and emotional needs.
- Q5: Preparing students to be ready for the next grade.
- Q12: Providing a safe environment for students and employees.
- Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.

Items with the lowest ranking:

- Q15: Promoting sustainability and environmental conservation.
- Q14: Utilizing data and research to inform decision making.
- Q10: Integrating current technology into teaching and learning.
- Q8: Ensuring fiscal health.

Students: Priorities for the Future



Students: Section 2: Priorities for the Future	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Addressing achievement and opportunity gaps.	1.21	8
Q2: Addressing students' social and emotional needs.	1.47	2
Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.	1.28	5
Q4: Ensuring high student achievement on standardized tests.	1.23	7
Q5: Preparing students to be ready for the next grade.	1.41	3
Q6: Preparing students to be college and career ready.	1.51	1
Q7: Ensuring facilities can support a modern learning environment.	1.16	11
Q8: Ensuring fiscal health.	1.15	12
Q9: Hiring and retaining quality teachers and administrators.	1.27	6
Q10: Integrating current technology into teaching and learning.	1.13	13
Q11: Maintaining a positive relationship with the community.	1.2	9
Q12: Providing a safe environment for students and employees.	1.32	4
Q13: Teachers implement instructional strategies to address individual learning needs.	1.17	10
Q14: Utilizing data and research to inform decision making.	1.12	14
Q15: Promoting sustainability and environmental conservation.	1.11	15
Q16: Other:		

Students: Quality of Programming

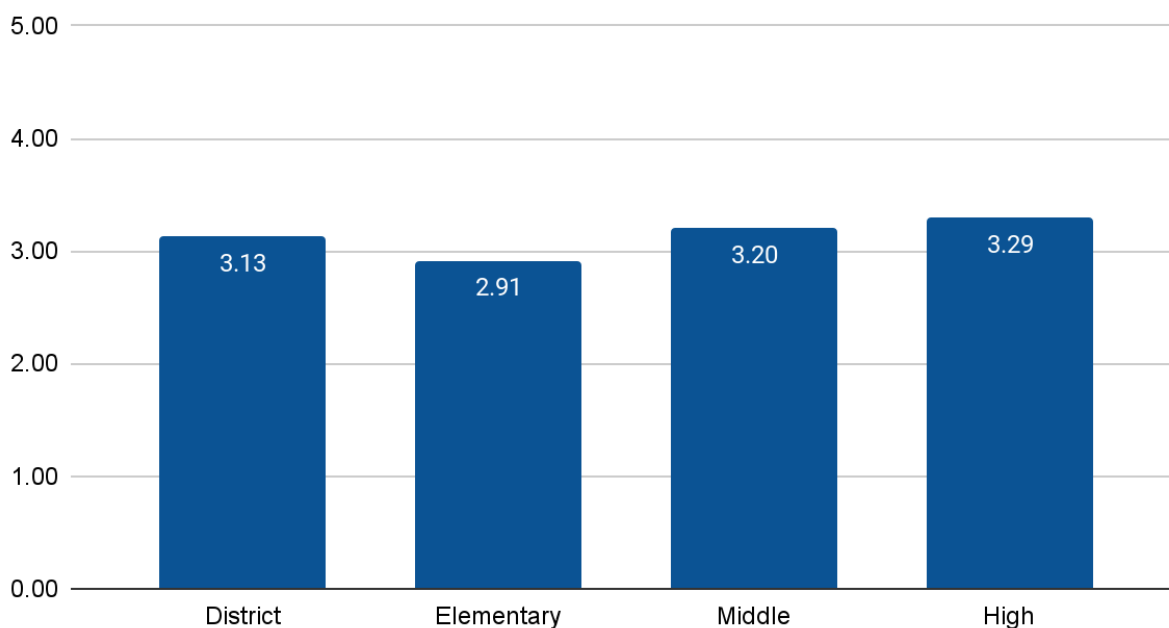
Academic Expectations:

Question: Please respond to the following statement.

- Q1: Overall, the academic expectations in the district are
 Q2: The academic expectations at the elementary schools are
 Q3: The academic expectations at the middle school are
 Q4: The academic expectations at the high school are

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

Students: Academic Expectations



Community Members: Section 3: Quality of Programming (Academic Expectations)	Mean	SD
<i>1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high</i>		
Q1: Overall, the academic expectations in the district are:	3.13	0.59
Q2: The academic expectations at the elementary schools are:	2.91	0.58
Q3: The academic expectations at the middle schools are:	3.2	0.64
Q4: The academic expectations at the high schools are:	3.29	0.75

Students: Quality of Programming

Please rate the quality of the following programs

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

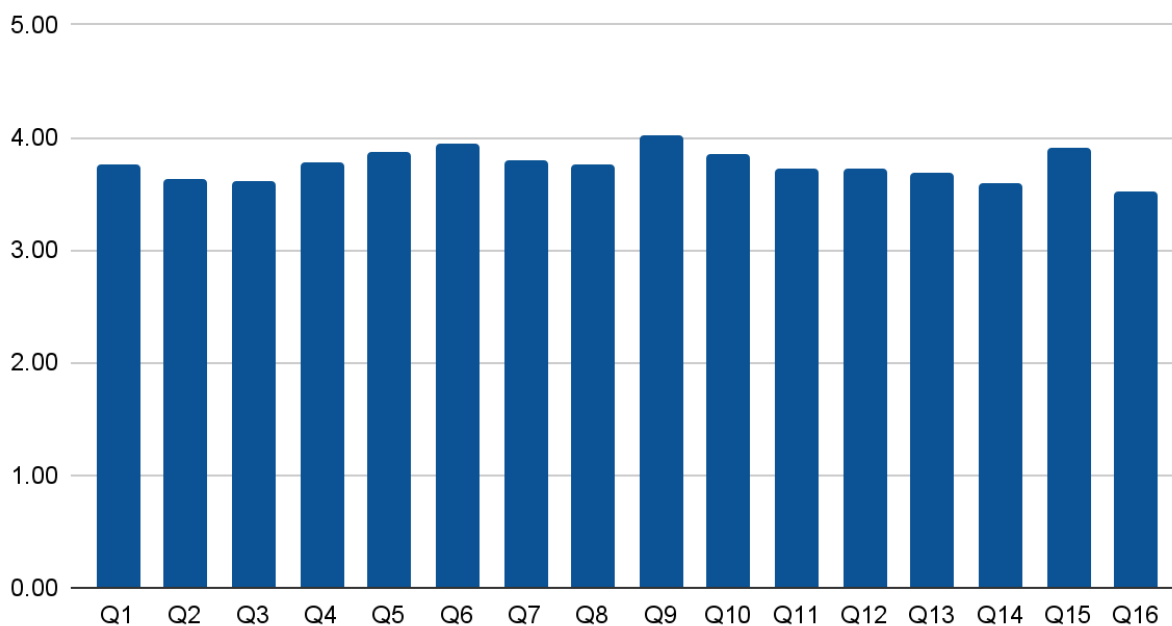
Items with the highest ranking:

- Q9: Science
- Q6: Athletics and/or intramural sports
- Q15: Library

Items with the lowest ranking:

- Q16: STEM (PLTW, architecture, and engineering)
- Q14: Related services (psychologists, speech, nursing, etc)
- Q3: English Language Learners (ELL)

Students: Quality of Programming



Students: Quality of Programming	Mean	SD
<i>1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent</i>		
Q1: Advance placement, honors, or accelerated courses	3.76	0.91
Q2: English/language arts/reading and writing	3.63	0.93
Q3: English Language Learners (ELL)	3.62	0.91
Q4: Extra-curricular	3.78	0.84
Q5: Fine arts (visual arts, music, theatre)	3.87	0.88
Q6: Athletics and/or intramural sports	3.95	0.87
Q7: Math	3.8	0.95
Q8: Physical education (PE) and health	3.76	0.91
Q9: Science	4.01	0.85
Q10: Social studies/history	3.84	0.88
Q11: Special education	3.72	1.01
Q12: World languages (foreign language)	3.73	0.98
Q13: School/guidance counseling	3.69	1.02
Q14: Related services (psychologists, speech, nursing, etc)	3.59	0.99
Q15: Library	3.92	0.93
Q16: STEM (PLTW, architecture, and engineering)	3.53	1.02

Students: Equity

Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

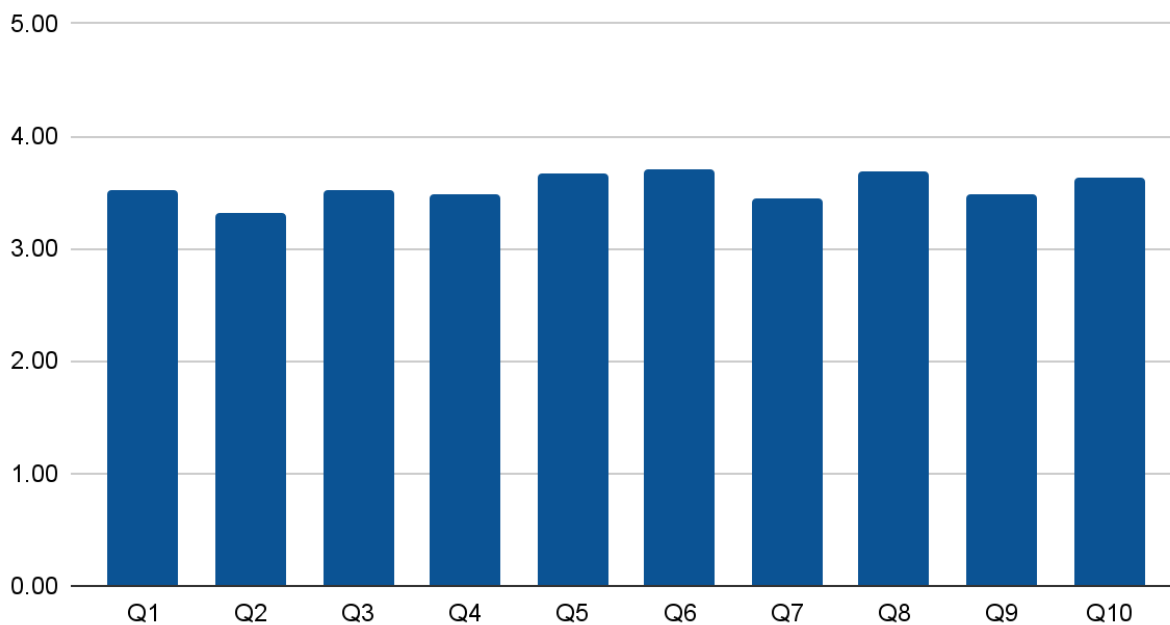
Items with the strongest agreement:

- Q6: The district allocates resources to ensure struggling students receive support.
- Q8: Students have at least one trusted adult in the building that they can rely on for help.
- Q5: Discipline practices that avoid suspension are practiced.

Items with the least agreement:

- Q2: Student voices are valued.
- Q7: The diversity of the student population is represented in the teaching faculty and administration.
- Q4: Discipline policies are equitably applied to all students.

Students: Equity



Students: Equity	Mean	SD
<i>1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree</i>		
Q1: Under-represented students have equal opportunity to participate in advanced programming.	3.52	0.99
Q2: Student voices are valued.	3.32	1.06
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.	3.52	0.95
Q4: Discipline policies are equitably applied to all students.	3.48	1.01
Q5: Discipline practices that avoid suspension are practiced.	3.66	0.93
Q6: The district allocates resources to ensure struggling students receive support.	3.71	0.92
Q7: The diversity of the student population is represented in the teaching faculty and administration.	3.45	1.06
Q8: Students have at least one trusted adult in the building that they can rely on for help.	3.69	1.04
Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	3.49	1
Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.	3.64	0.93

Students: Portrait of an IUFSD Graduate: Characteristics and Skills

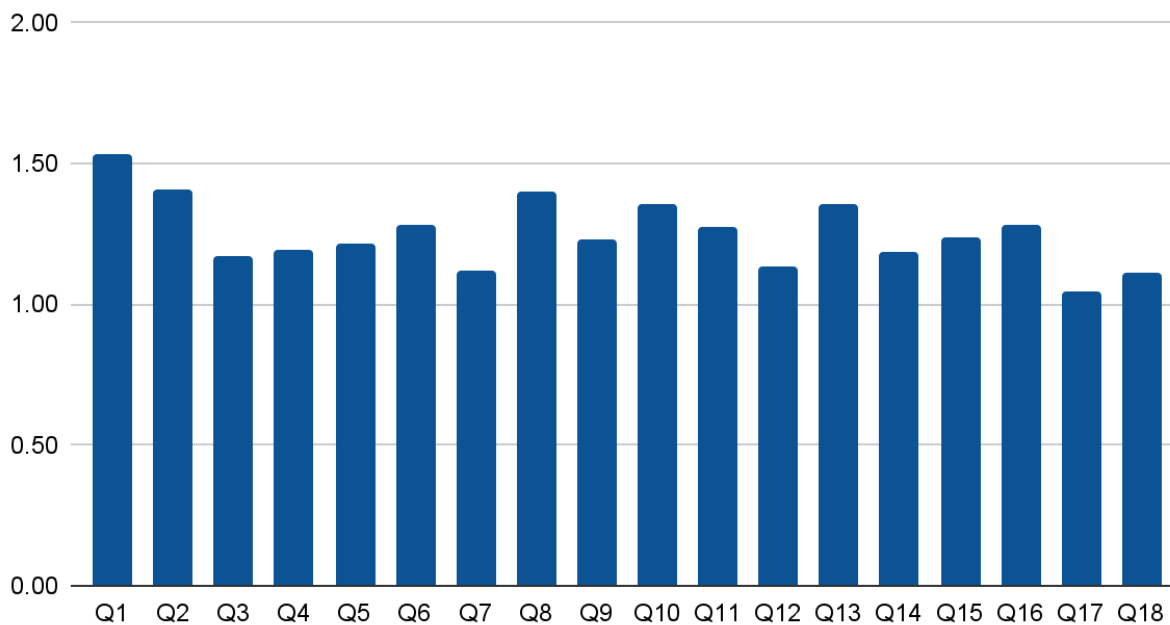
Items with the highest ranking:

- Q1: Problem solver
- Q2: Flexible thinker
- Q8: Creative
- Q10: Critical thinker
- Q13: Adaptive and flexible

Items with the lowest ranking:

- Q17: Detail oriented
- Q18: Life-long learner
- Q7: Reflective
- Q12: Courageous
- Q3: Collaborative learner

Students: Portrait of an IUFSD Graduate



Students: Portrait of an IUFSD Graduate: Skills or Characteristics	Mean	Rank
<i>1 = no, 2 = yes</i>		
Q1: Problem solver	1.53	1
Q2: Flexible thinker	1.41	2
Q3: Collaborative learner	1.17	12
Q4: Effective communicators	1.2	10
Q5: Empathetic citizen	1.21	9
Q6: Self-reliant	1.28	5
Q7: Reflective	1.12	14
Q8: Creative	1.4	3
Q9: Risk taker	1.23	8
Q10: Critical thinker	1.36	4
Q11: Curious	1.27	6
Q12: Courageous	1.13	13
Q13: Adaptive and flexible	1.36	4
Q14: Resilient and persistent	1.19	11
Q15: Strong initiative and self-drive	1.24	7
Q16: Leader	1.28	5
Q17: Detail oriented	1.05	16
Q18: Life-long learner	1.11	15

Survey Responses by Section

This section of the report will share total results by all stakeholders, separated by section and by stakeholder group.

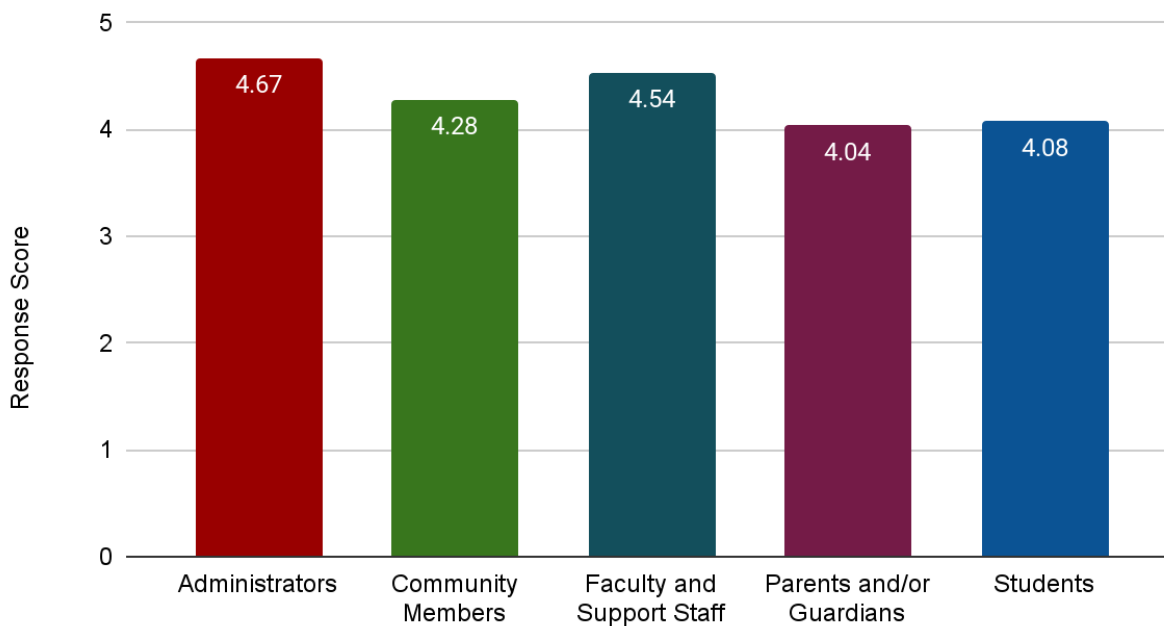
Section B: State of the District: B2 Question

B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

	Total Mean (Overall)
Administrators	4.67
Community Members	4.28
Faculty and Support Staff	4.54
Parents and/or Guardians	4.04
Students	4.08

Overall Quality of the Education



Section B: State of the District

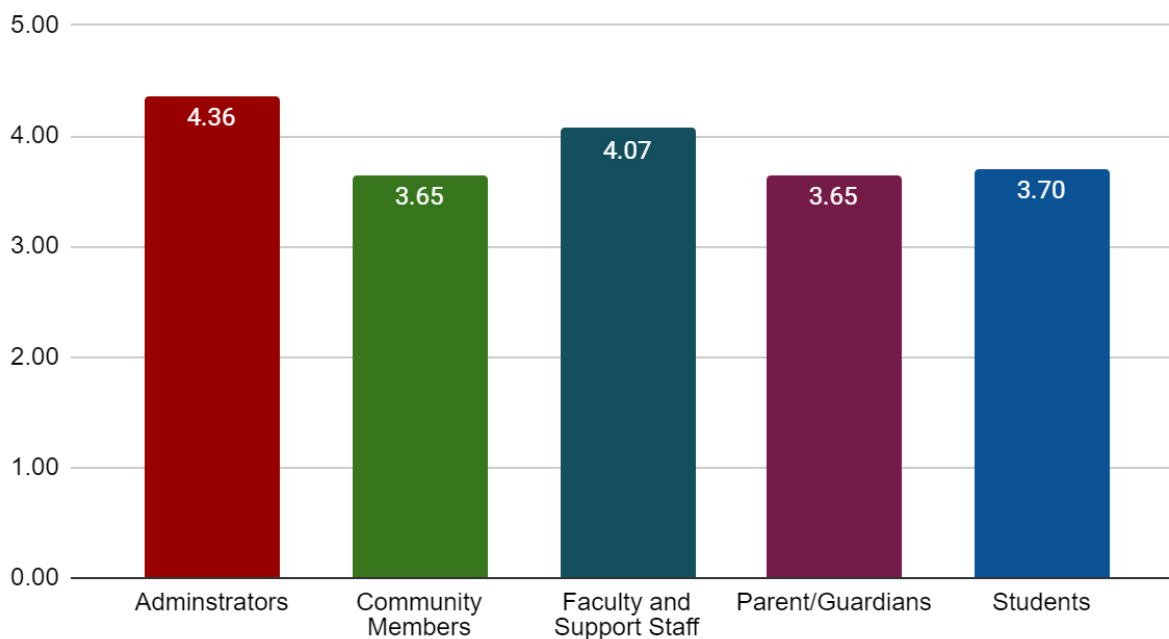
B3 Questions: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

Total Mean by Participant Group

	Mean
Administrators	4.36
Community Members	3.65
Faculty and Support Staff	4.07
Parent/Guardians	3.65
Students	3.70

State of the District Total Mean by Respondent Group



State of the District Questions 1 - 5:

Q1: The district has a clear and compelling shared vision for the future.

Q2: The district is heading in the right direction.

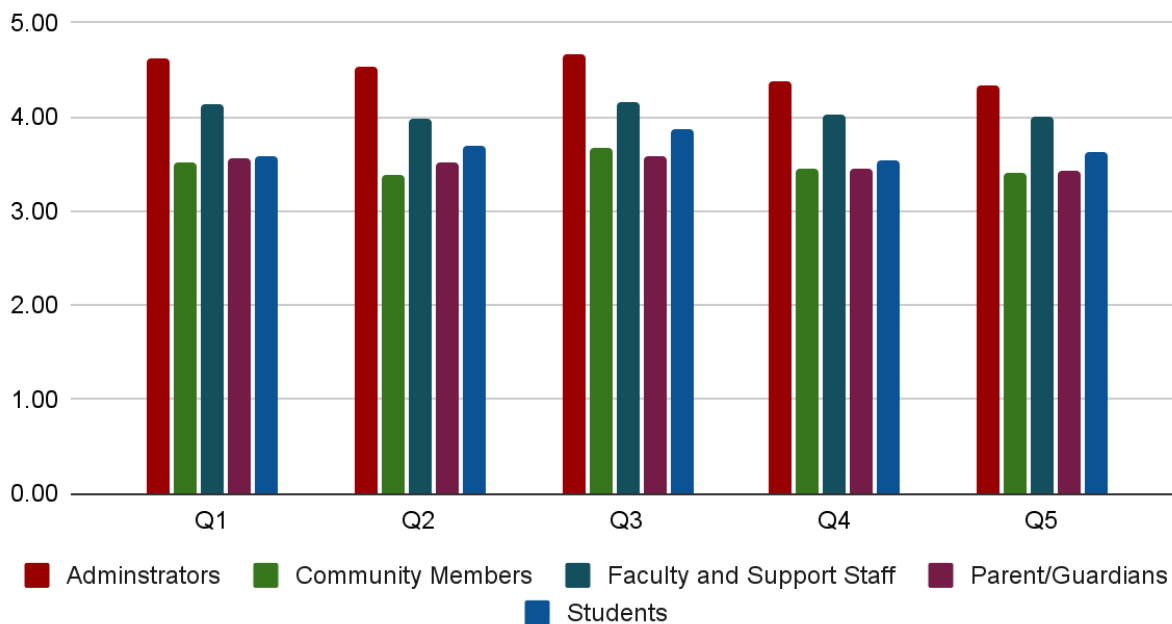
Q3: The district has high performance standards for all students.

Q4: The district makes decisions based on information from data and research.

Q5: The district is working to close achievement and opportunity gaps.

	Means				
	Q1	Q2	Q3	Q4	Q5
Administrators	4.62	4.54	4.67	4.38	4.33
Community Members	3.53	3.38	3.68	3.44	3.41
Faculty and Support Staff	4.13	3.98	4.15	4.03	3.99
Parents and/or Guardians	3.56	3.52	3.59	3.46	3.43
Students	3.57	3.7	3.88	3.55	3.63

State of the District Questions 1-5



State of the District Questions 6 - 10:

Q6: The district provides a well-rounded educational experience for all students.

Q7: Teachers implement instructional strategies to address individual learning needs.

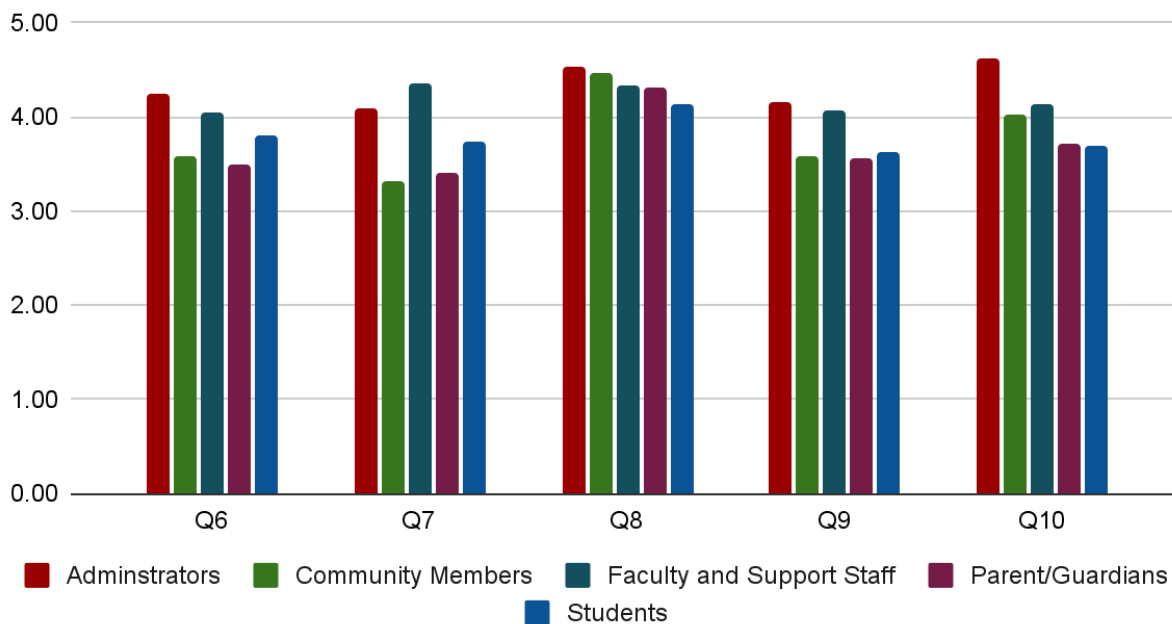
Q8: District schools are safe.

Q9: The social and emotional needs of students are being addressed.

Q10: Students are on track to be ready for the next grade and ultimately college and career ready.

	Means				
	Q6	Q7	Q8	Q9	Q10
Administrators	4.25	4.08	4.54	4.17	4.62
Community Members	3.58	3.31	4.46	3.58	4.03
Faculty and Support Staff	4.04	4.36	4.33	4.07	4.14
Parents and/or Guardians	3.49	3.4	4.31	3.57	3.71
Students	3.80	3.74	4.14	3.62	3.7

State of the District Questions 6-10



State of the District Questions 11 - 15:

Q11: Technology is adequately integrated into the classroom.

Q12: The district engages the community as a partner to improve the school system.

Q13: There is transparent communication from the District.

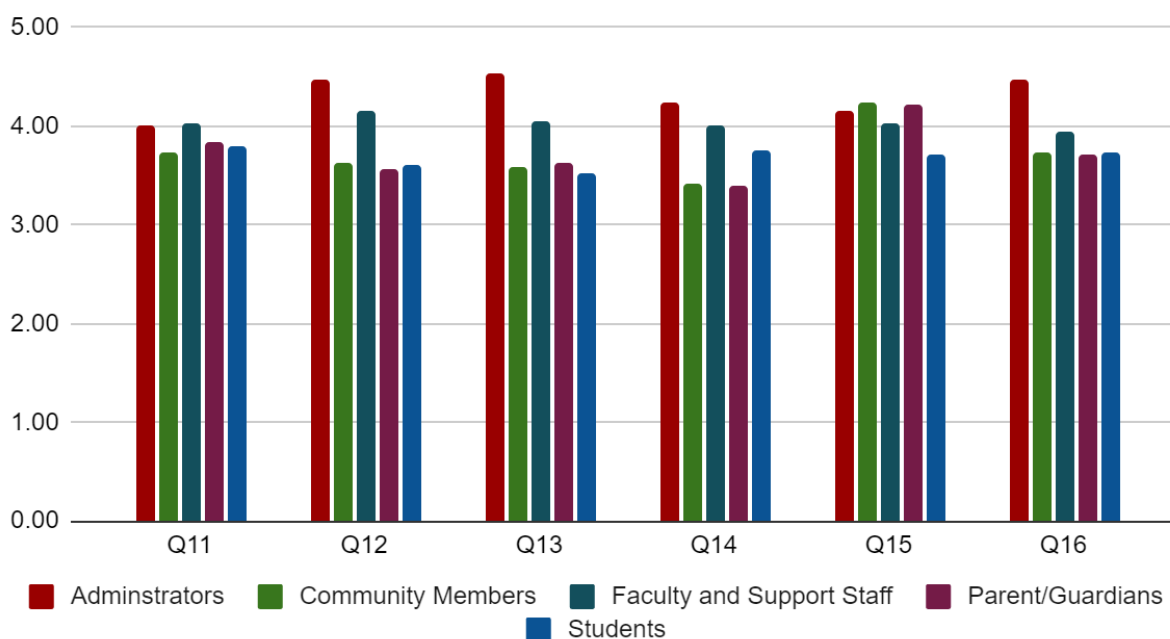
Q14: The district engages with diverse racial, cultural and socioeconomic groups.

Q15: Facilities are well maintained.

Q16: The district is fiscally responsible.

	Means					
	Q11	Q12	Q13	Q14	Q15	Q16
Administrators	4	4.46	4.54	4.23	4.15	4.46
Community Members	3.73	3.63	3.58	3.41	4.23	3.74
Faculty and Support Staff	4.02	4.15	4.04	4.01	4.02	3.95
Parents and/or Guardians	3.84	3.55	3.62	3.4	4.21	3.72
Students	3.81	3.6	3.53	3.75	3.72	3.73

State of the District Questions 11-16

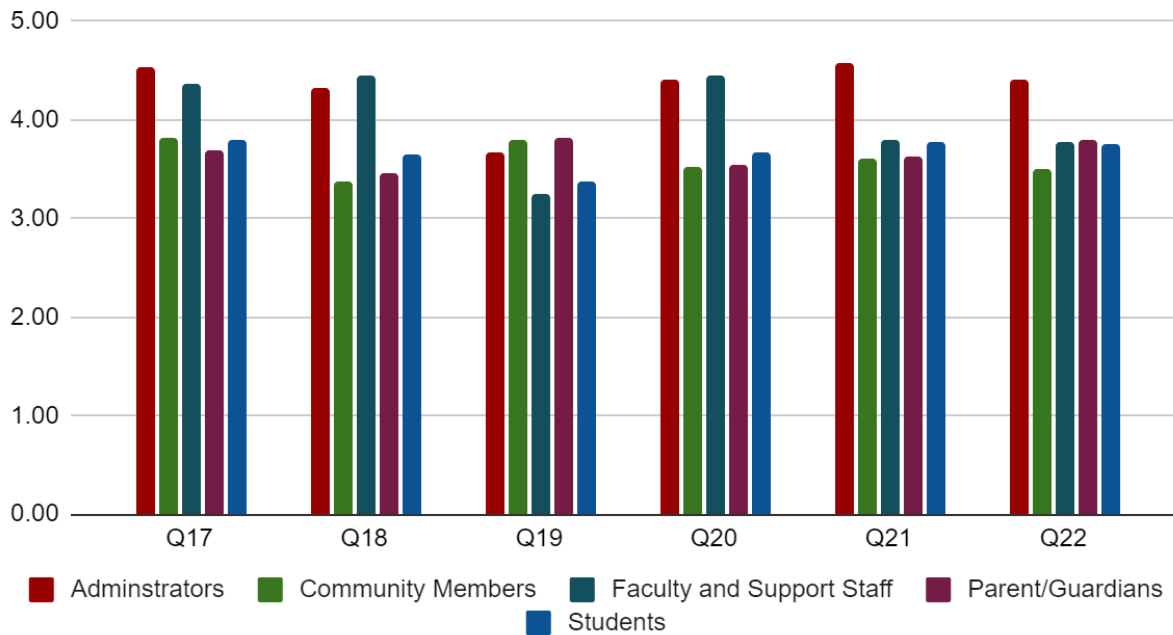


State of the District Questions 17 - 22:

Q17: The district employs effective teachers, administrators and support staff in its schools.
Q18: Employees are held accountable to high standards.
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.
Q20: The District maintains high standards for all staff members.
Q21: The District provides staff with necessary resources.
Q22: The District provides staff with necessary professional development.

	Means					
	Q17	Q18	Q19	Q20	Q21	Q22
Administrators	4.54	4.33	3.67	4.42	4.58	4.42
Community Members	3.82	3.38	3.79	3.53	3.61	3.5
Faculty and Support Staff	4.36	4.45	3.24	4.45	3.79	3.79
Parents and/or Guardians	3.69	3.46	3.81	3.54	3.63	3.79
Students	3.81	3.65	3.38	3.66	3.77	3.76

State of the District Questions 17-22



Section C: Priorities for the Future

Question: Given the following list, choose the four (4) statements that best represents what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

Top four priorities by mean scores:

1. Preparing students to be college and/or career ready.
2. Addressing students' social and emotional needs.
3. Hiring and retaining quality teachers and administrators.

4. Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.

	Top Priority 1	Top Priority 2	Top Priority 3	Top Priority 4	Top Priority 5 (if tie)	Top Priority 6 (if tie)
Admin-istrators	Q2: Addressing students' social and emotional needs	Q12: Instructional strategies to address individual needs	Q3: Wide array of enriching opportunities	Q1: Addressing achievement and opportunity gaps	Q9: Hiring and retaining quality teachers and administrators	Q11: Safe environment for students and employees
Community Members	Q9: Hiring and retaining quality teachers and administrators	Q6: Preparing students to be college and career ready	Q3: Wide array of enriching opportunities	Q2: Addressing students' social and emotional needs	Q1: Addressing achievement and opportunity gaps	Q5: Preparing students to be ready for the next grade
Faculty and Support Staff	Q2: Addressing students' social and emotional needs	Q9: Hiring and retaining quality teachers and administrators	Q12: Safe environment for students and employees	Q3: Wide array of enriching opportunities		
Parents and/or Guardians	Q9: Hiring and retaining quality teachers and administrators	Q3: Wide array of enriching opportunities	Q6: Preparing students to be college and career ready	Q2: Addressing students' social and emotional needs	Q5: Preparing students to be ready for the next grade	
Students	Q6: Preparing students to be college and career ready	Q2: Addressing students' social and emotional needs	Q5: Preparing students to be ready for the next grade	Q3: Wide array of enriching opportunities	Q12: Safe environment for students and employees	

Priorities and Focus of the Board of Education and Superintendent in the next 3-5 years

Overall Ranking:

Rank	Question	Mean
1	Q6: Preparing students to be college and career ready.	1.47

2	Q2: Addressing students' social and emotional needs.	1.45
3	Q9: Hiring and retaining quality teachers and administrators.	1.42
4	Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.	1.39
5	Q5: Preparing students to be ready for the next grade.	1.36
6	Q12: Providing a safe environment for students and employees.	1.31
7	Q1: Addressing achievement and opportunity gaps.	1.23
7	Q13: Teachers implement instructional strategies to address individual learning needs.	1.23
8	Q4: Ensuring high student achievement on standardized tests.	1.17
9	Q7: Ensuring facilities can support a modern learning environment.	1.15
9	Q11: Maintaining a positive relationship with the community.	1.15
10	Q8: Ensuring fiscal health.	1.12
11	Q10: Integrating current technology into teaching and learning.	1.11
11	Q14: Utilizing data and research to inform decision making.	1.11
12	Q15: Promoting sustainability and environmental conservation.	1.08
	Q16: Other:	

Priorities and Focus Questions 1 - 5:

Q1: Addressing achievement and opportunity gaps.

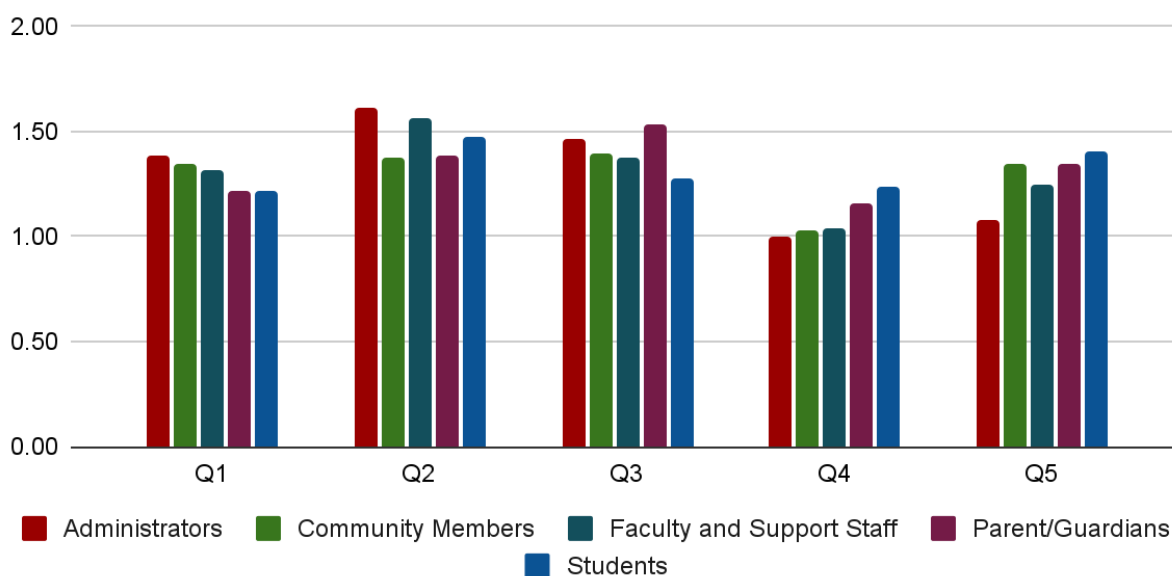
Q2: Addressing students' social and emotional needs.

Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.

Q4: Ensuring high student achievement on standardized tests.

Q5: Preparing students to be ready for the next grade.

Priorities and Focus for the Board of Education and Superintendent Questions 1-5



Priorities and Focus Questions 6 - 10

Q6: Preparing students to be college and career ready.

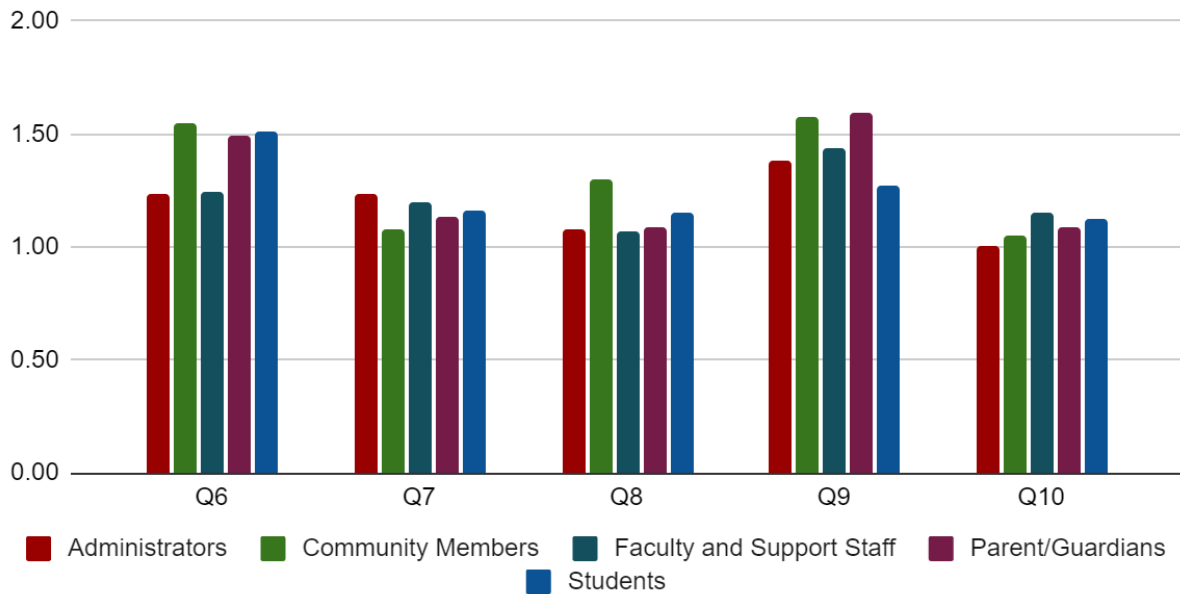
Q7: Ensuring facilities can support a modern learning environment.

Q8: Ensuring fiscal health.

Q9: Hiring and retaining quality teachers and administrators.

Q10: Integrating current technology into teaching and learning.

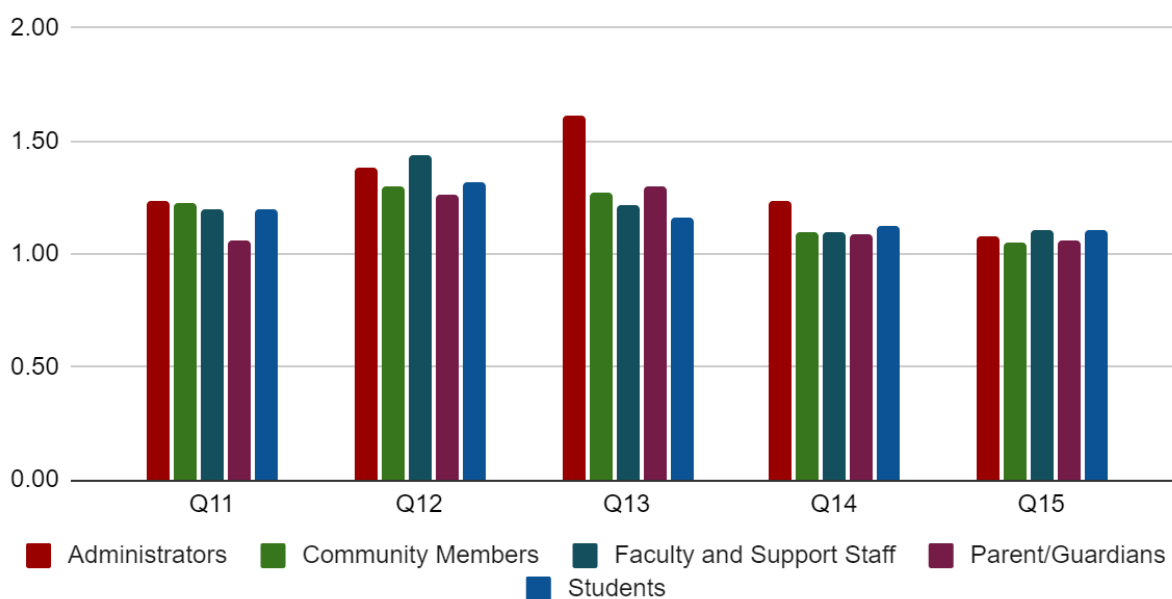
Priorities and Focus for the Board of Education and Superintendent Questions 6-10



Priorities and Focus Questions 11 - 15

Q11: Maintaining a positive relationship with the community.
Q12: Providing a safe environment for students and employees.
Q13: Teachers implement instructional strategies to address individual learning needs.
Q14: Utilizing data and research to inform decision making.
Q15: Promoting sustainability and environmental conservation.

Priorities and Focus for the Board of Education and Superintendent Questions 11-15



Section D: Academic Expectations

Question: Please respond to the following statement.

Q1: Overall, the academic expectations in the district are

Q2: The academic expectations at the elementary schools are

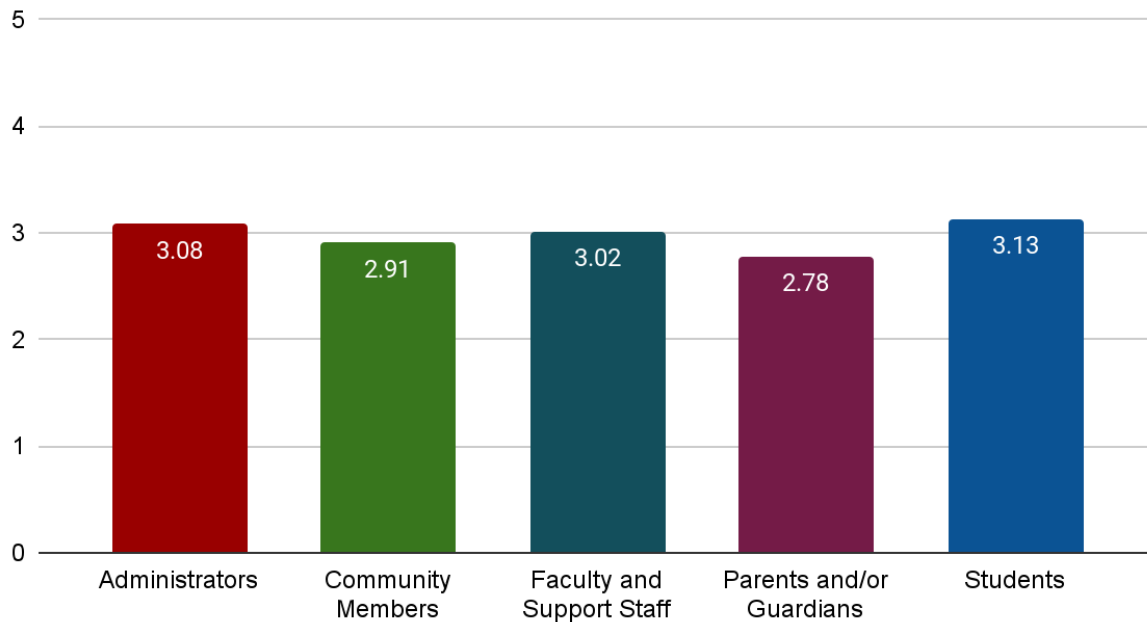
Q3: The academic expectations at the middle school are

Q4: The academic expectations at the high school are

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

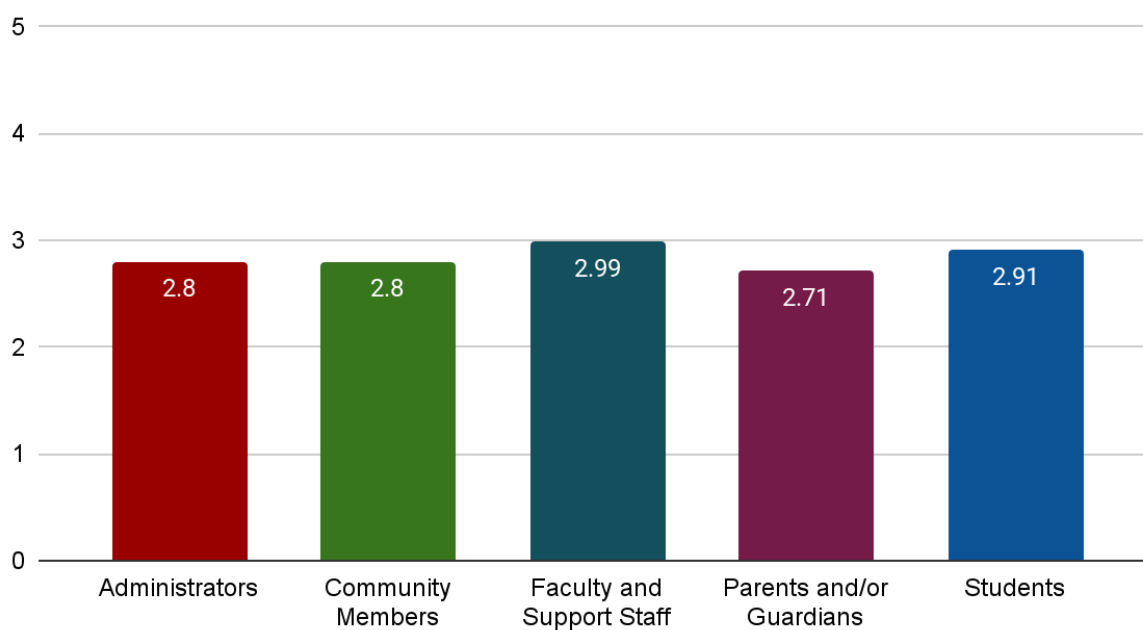
District-Level	
Administrators	3.08
Community Members	2.91
Faculty and Support Staff	3.02
Parents and/or Guardians	2.78
Students	3.13

Academic Expectations: District Level



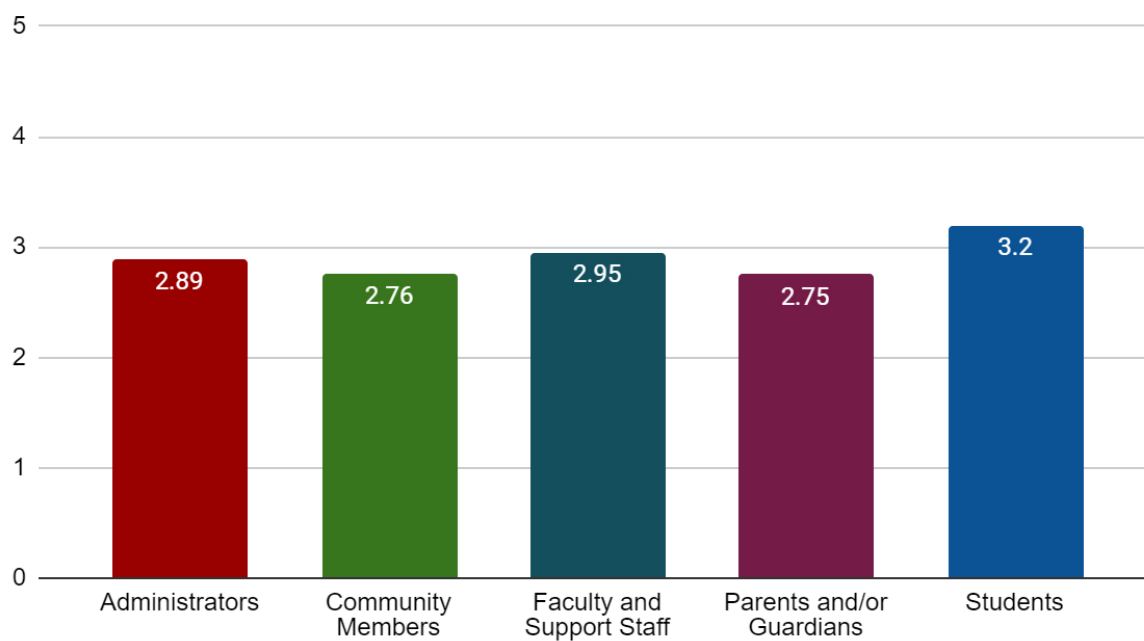
Elementary School Level	
Administrators	2.8
Community Members	2.8
Faculty and Support Staff	2.99
Parents and/or Guardians	2.71
Students	2.91

Academic Expectations: Elementary School Level



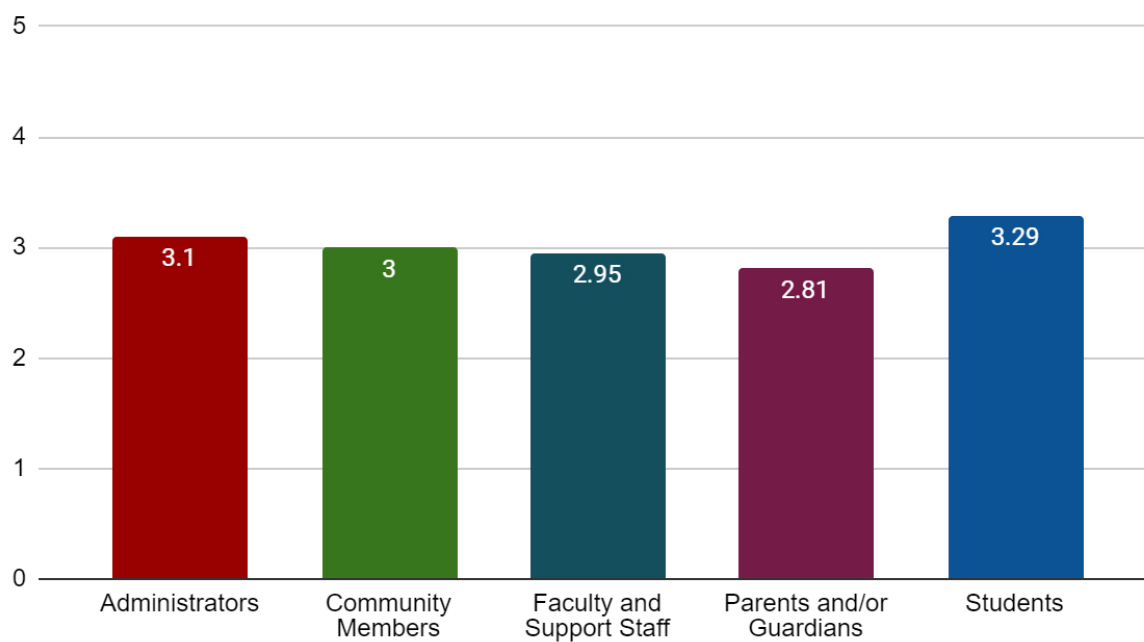
Middle School Level	
Administrators	2.89
Community Members	2.76
Faculty and Support Staff	2.95
Parents and/or Guardians	2.75
Students	3.2

Academic Expectations: Middle School Level



High School Level	
Administrators	3.10
Community Members	3
Faculty and Support Staff	2.95
Parents and/or Guardians	2.81
Students	3.29

Academic Expectations: High School Level



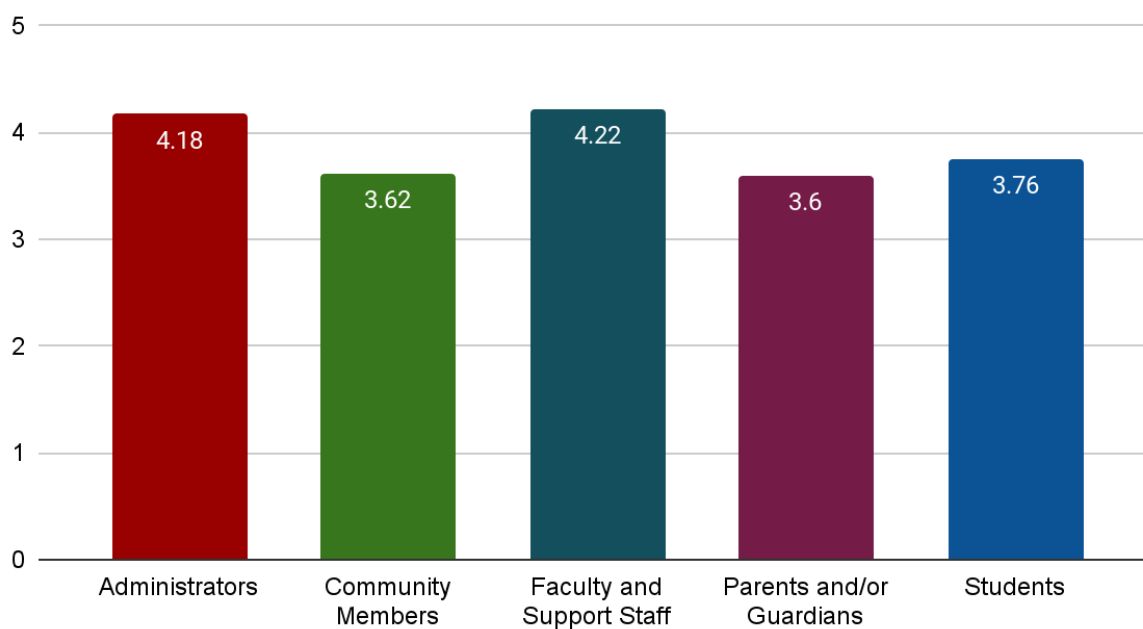
Section D: Quality of Programming

Please rate the quality of the following programs

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

	Total Mean
Administrators	4.18
Community Members	3.62
Faculty and Support Staff	4.22
Parents and/or Guardians	3.6
Students	3.76

Quality of Programming

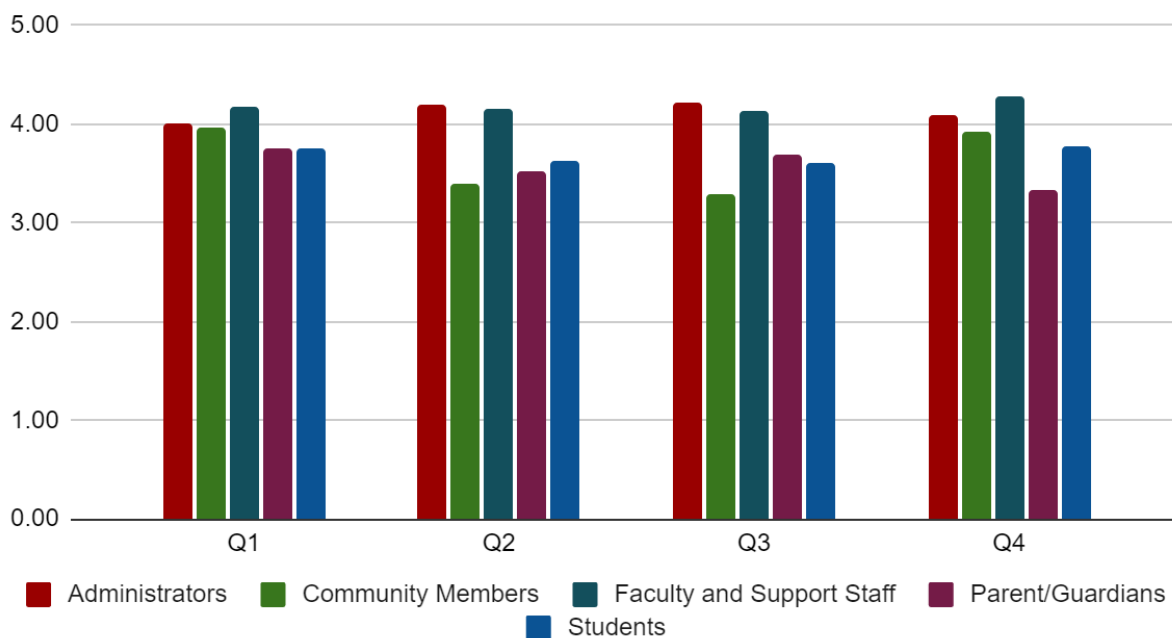


Quality of Programming Questions 1 - 4:

Q1: Advance placement, honors, or accelerated courses
Q2: English/language arts/reading and writing
Q3: English Language Learners (ELL)
Q4: Extra-curricular

	Means			
	Q1	Q2	Q3	Q4
Administrators	4.00	4.20	4.22	4.09
Community Members	3.96	3.4	3.29	3.93
Faculty and Support Staff	4.18	4.16	4.13	4.29
Parents and/or Guardians	3.76	3.53	3.68	3.32
Students	3.76	3.63	3.62	3.78

Quality of Programming: Questions 1-4

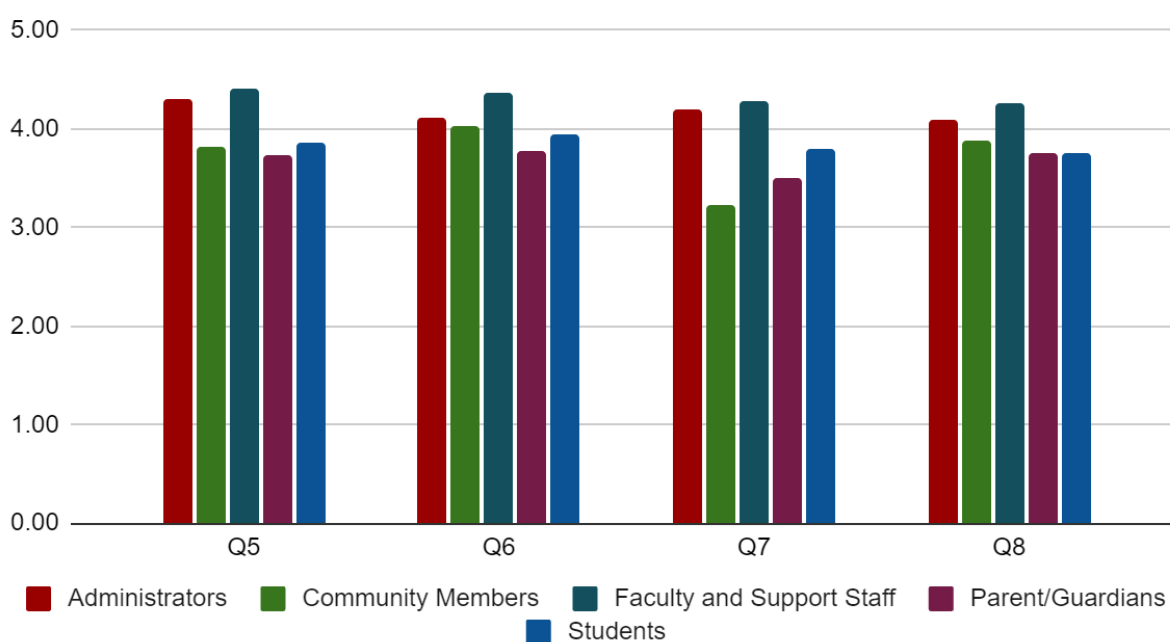


Quality of Programming: Questions 5 - 8

Q5: Fine arts (visual arts, music, theatre)
Q6: Athletics and/or intramural sports
Q7: Math
Q8: Physical education (PE) and health

	Means			
	Q5	Q6	Q7	Q8
Administrators	4.30	4.11	4.20	4.10
Community Members	3.81	4.04	3.23	3.88
Faculty and Support Staff	4.41	4.36	4.29	4.27
Parents and/or Guardians	3.73	3.77	3.51	3.75
Students	3.87	3.95	3.80	3.76

Quality of Programming: Questions 5-8

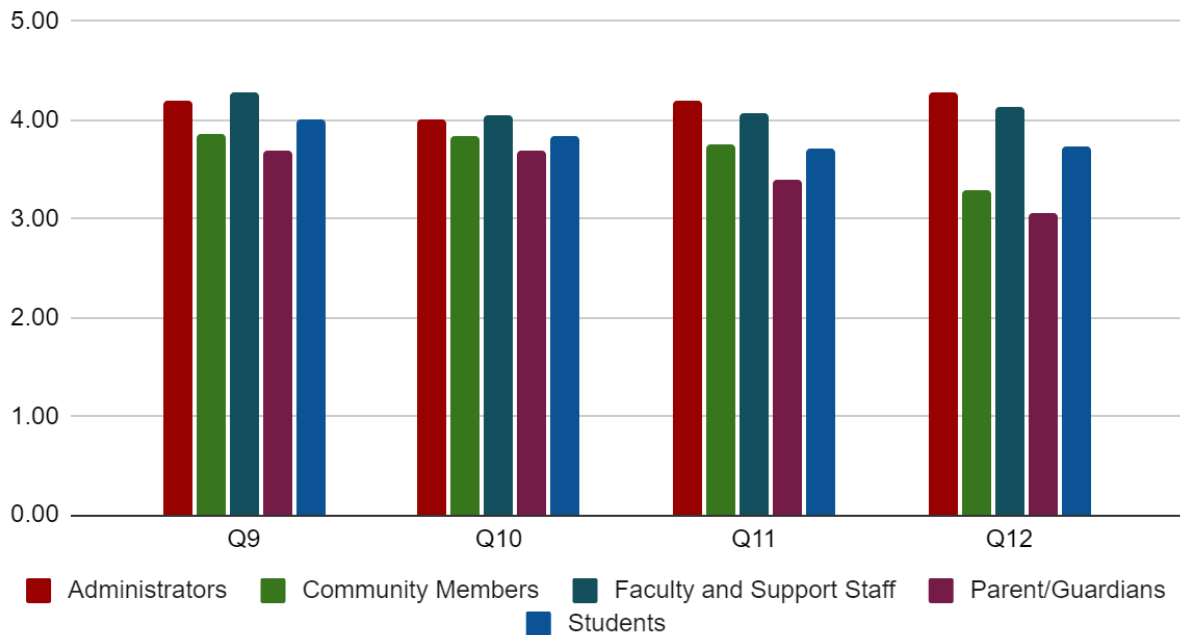


Quality of Programming: Questions 9-12

Q9: Science
Q10: Social studies/history
Q11: Special education
Q12: World languages (foreign language)

	Means			
	Q9	Q10	Q11	Q12
Administrators	4.20	4.00	4.20	4.29
Community Members	3.85	3.85	3.76	3.30
Faculty and Support Staff	4.28	4.04	4.07	4.13
Parents and/or Guardians	3.69	3.70	3.40	3.05
Students	4.01	3.84	3.72	3.73

Quality of Programming: Questions 9-12



Quality of Programming: Questions 13-16

Q13: School/guidance counseling

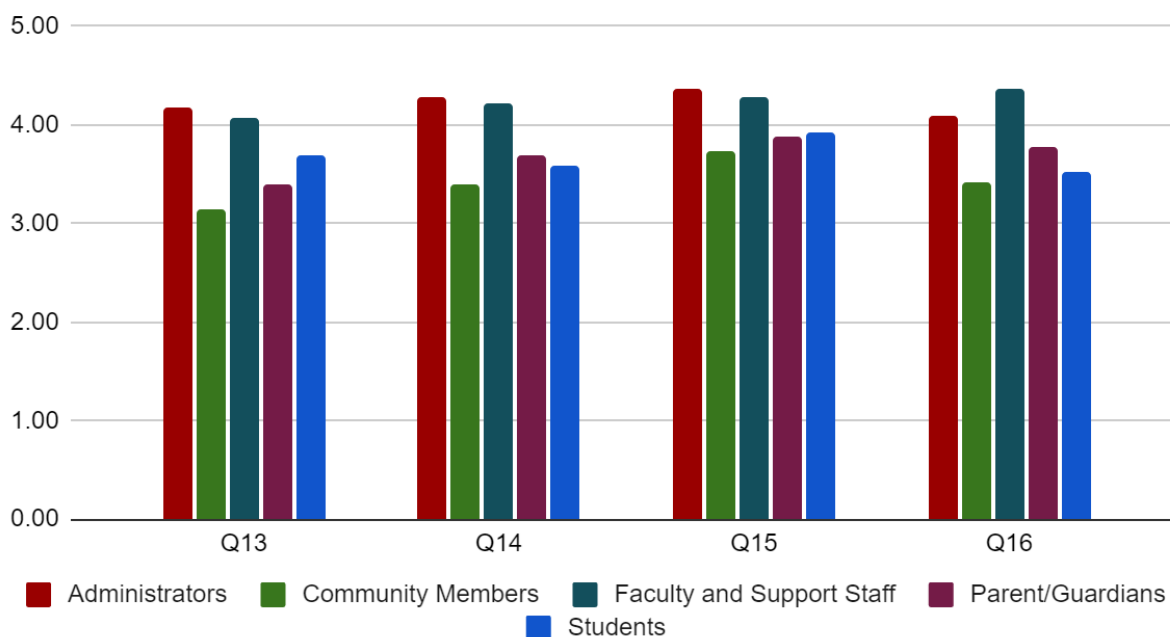
Q14: Related services (psychologists, speech, nursing, etc)

Q15: Library

Q16: STEM (PLTW, architecture, and engineering)

	Means			
	Q13	Q14	Q15	Q16
Administrators	4.18	4.27	4.36	4.10
Community Members	3.15	3.40	3.74	3.41
Faculty and Support Staff	4.08	4.21	4.28	4.36
Parents and/or Guardians	3.41	3.68	3.88	3.78
Students	3.69	3.59	3.92	3.53

Quality of Programming: Questions 13-16

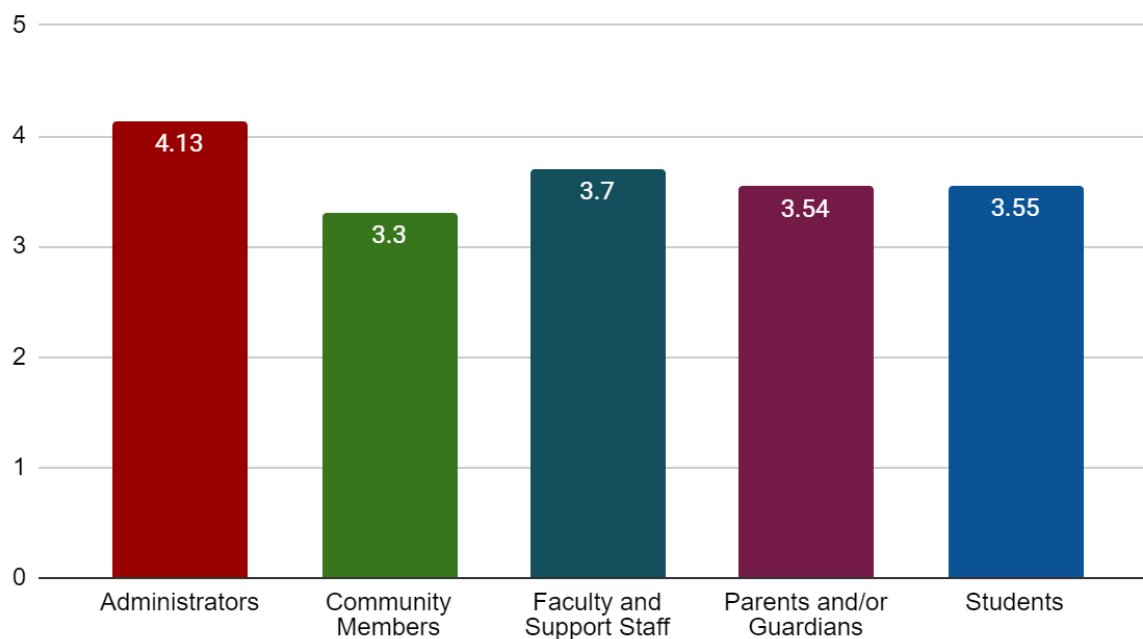


Section E: Equity

Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

	Total Mean (Overall)
Administrators	4.13
Community Members	3.3
Faculty and Support Staff	3.7
Parents and/or Guardians	3.54
Students	3.55

Equity: Total Means by Group



Equity: Questions 1 - 5

Q1: Under-represented students have equal opportunity to participate in advanced programming.

Q2: Student voices are valued.

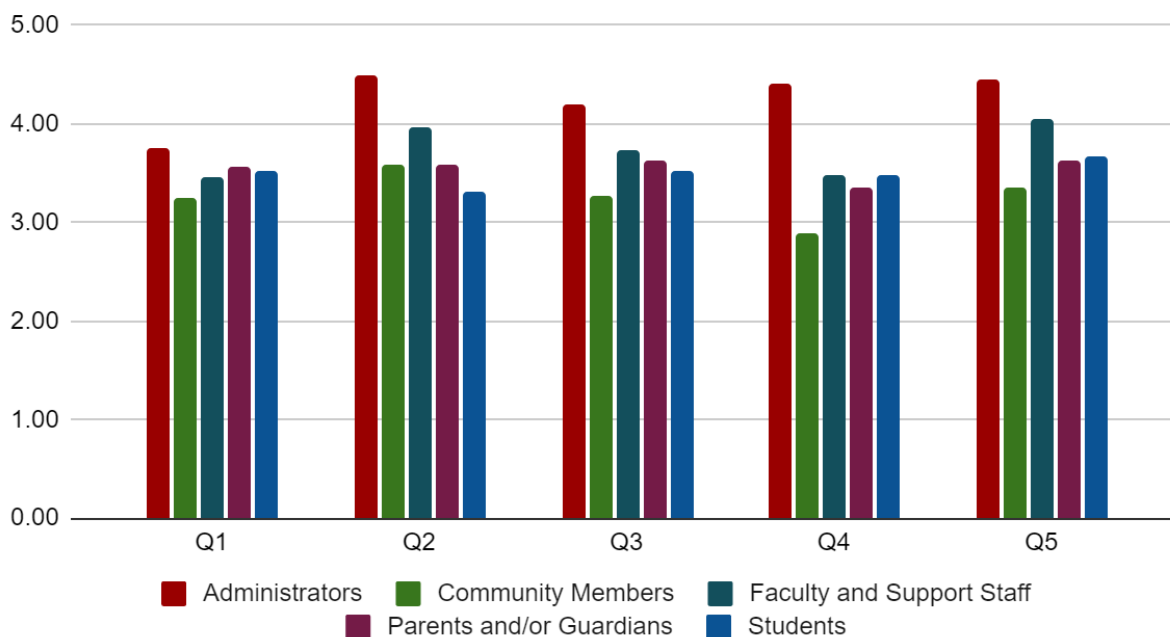
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.

Q4: Discipline policies are equitably applied to all students.

Q5: Discipline practices that avoid suspension are practiced.

	Means				
	Q1	Q2	Q3	Q4	Q5
Administrators	3.75	4.50	4.20	4.40	4.44
Community Members	3.25	3.58	3.26	2.89	3.36
Faculty and Support Staff	3.46	3.96	3.73	3.48	4.04
Parents and/or Guardians	3.57	3.59	3.63	3.35	3.63
Students	3.52	3.32	3.52	3.48	3.66

Equity: Questions 1-5



Equity: Questions 6 - 10

Q6: The district allocates resources to ensure struggling students receive support.

Q7: The diversity of the student population is represented in the teaching faculty and administration.

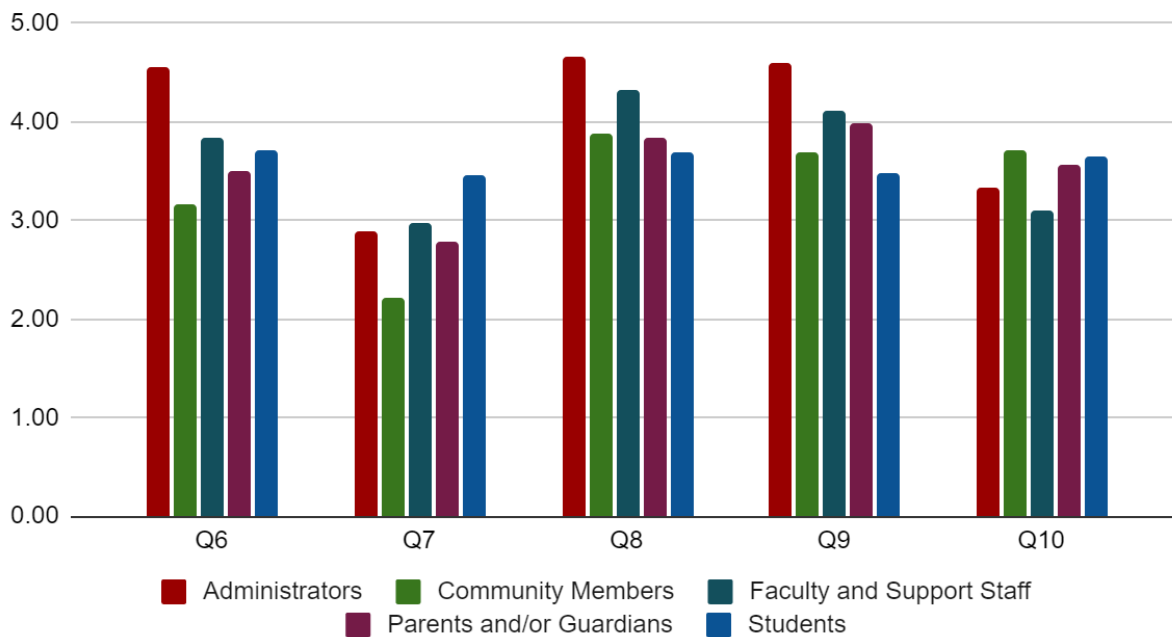
Q8: Students have at least one trusted adult in the building that they can rely on for help.

Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.

Q10: All students have access to resources or transportation necessary to participate in extracurricular and co-curricular activities.

	Means				
	Q6	Q7	Q8	Q9	Q10
Administrators	4.56	2.89	4.67	4.60	3.33
Community Members	3.17	2.22	3.88	3.70	3.72
Faculty and Support Staff	3.84	2.97	4.33	4.12	3.10
Parents and/or Guardians	3.51	2.78	3.83	3.99	3.56
Students	3.71	3.45	3.69	3.49	3.64

Equity: Questions 6-10



Section G: Portrait of an IUFSD Graduate

The Strategic Plan will include a “Portrait of an IUFSD Graduate” that describes what all students should know and be able to do as a result of their experience in our schools. Please choose five skills or characteristics that you feel are most important for the future success of our students.

Scoring Code: 1 = no, 2 = yes

Section Six Highest Rated Responses:

- Problem Solver (M = 1.52)
- Critical Thinker (M = 1.44)

- Effective Communicator (M = 1.37)
- Flexible Thinker (M = 1.35)
- Empathetic Citizen (M = 1.35)

	Top Response 1	Top Response 2	Top Response 3	Top Response 4	Top Response 5	Top Response 6 (if tie)	Top Response 7 (if tie)
Administrators	Q5: Empathetic Citizen	Q1: Problem Solver	Q10: Critical Thinker	Q14: Resilient and Persistent	Q3: Collaborative Learner	Q4: Effective Communicators	Q7: Reflective
Community Members	Q4: Effective Communicators	Q1: Problem Solver	Q5: Empathetic Citizen	Q10: Critical Thinker	Q14: Resilient and Persistent		
Faculty and Support Staff	Q1: Problem Solver	Q5: Empathetic Citizen	Q4: Effective Communicators	Q13: Adaptive and Flexible	Q10: Critical Thinker	Q2: Flexible Thinker	
Parents and/or Guardians	Q4: Effective Communicators	Q10: Critical Thinker	Q1: Problem Solver	Q14: Resilient and Persistent	Q5: Empathetic Citizen		
Students	Q1: Problem Solver	Q2: Flexible Thinker	Q8: Creative	Q10: Critical Thinker	Q13: Adaptive and Flexible		

Portrait of an IUFSD Graduate: Characteristics and Skills

Total Mean Ranking

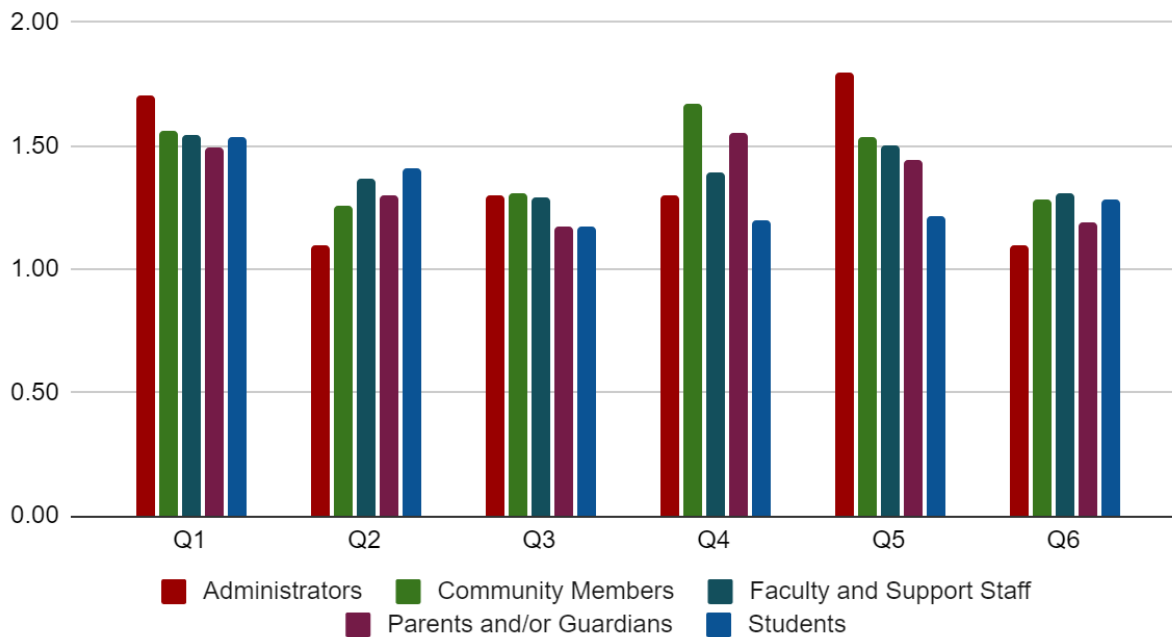
Rank	Question	Mean
1	Q1: Problem solver	1.52
2	Q10: Critical thinker	1.44
3	Q4: Effective communicator	1.37
4	Q2: Flexible thinker	1.35
4	Q5: Empathetic citizen	1.35
5	Q13: Adaptive and flexible	1.33
6	Q14: Resilient and persistent	1.31
7	Q8: Creative	1.26
8	Q6: Self-reliant	1.25
8	Q11: Curious	1.25
8	Q15: Strong initiative and self-drive	1.25
9	Q18: Life-long learner	1.2
10	Q3: Collaborative learner	1.19
11	Q16: Leader	1.18
12	Q9: Risk taker	1.14
13	Q7: Reflective	1.1
13	Q12: Courageous	1.1
14	Q17: Detail oriented	1.05
	Q16: Other:	

Portrait of an IUFSD Graduate: Questions 1 - 6

Q1: Problem solver
Q2: Flexible thinker
Q3: Collaborative learner
Q4: Effective communicators
Q5: Empathetic citizen
Q6: Self-reliant

	Means					
	Q1	Q2	Q3	Q4	Q5	Q6
Administrators	1.7	1.1	1.3	1.3	1.8	1.1
Community Members	1.56	1.26	1.31	1.67	1.54	1.28
Faculty and Support Staff	1.54	1.36	1.29	1.39	1.5	1.31
Parents and/or Guardians	1.5	1.3	1.17	1.56	1.44	1.19
Students	1.53	1.41	1.17	1.2	1.21	1.28

Portrait of an IUFSD Graduate: Questions 1-6

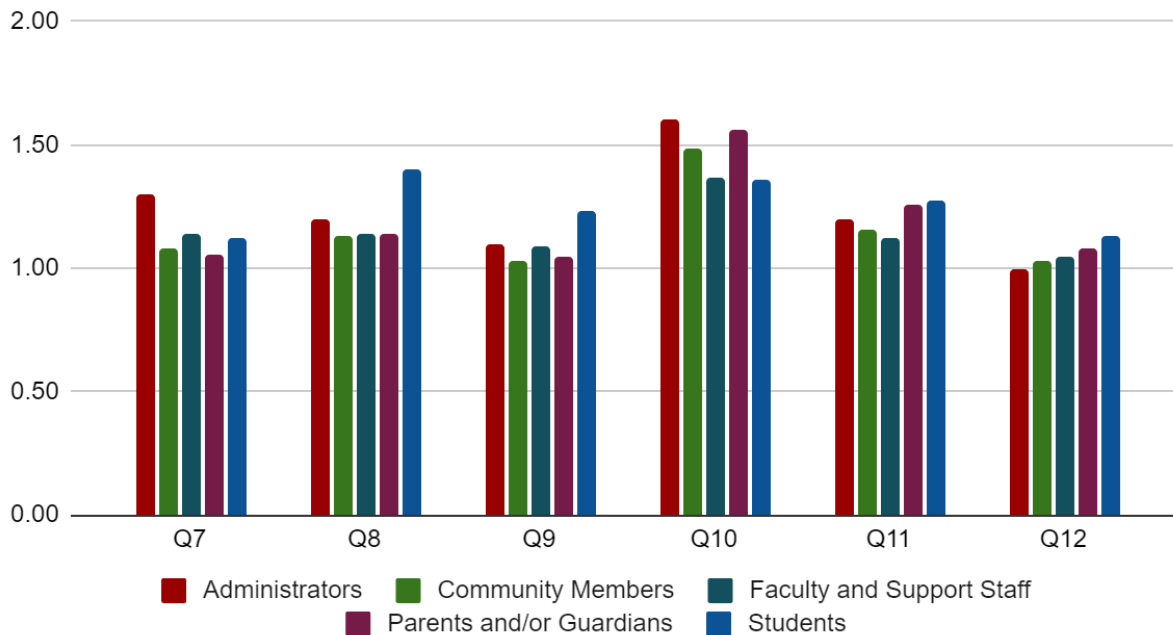


Portrait of an IUFSD Graduate: Questions 7 - 12

Q7: Reflective
Q8: Creative
Q9: Risk taker
Q10: Critical thinker
Q11: Curious
Q12: Courageous

	Means					
	Q7	Q8	Q9	Q10	Q11	Q12
Administrators	1.3	1.2	1.1	1.6	1.2	1
Community Members	1.08	1.13	1.03	1.49	1.15	1.03
Faculty and Support Staff	1.14	1.14	1.09	1.36	1.12	1.05
Parents and/or Guardians	1.05	1.14	1.05	1.56	1.26	1.08
Students	1.12	1.4	1.23	1.36	1.27	1.13

Portrait of an IUFSD Graduate: Questions 7-12



Portrait of an IUFSD Graduate: Questions 13 - 18

Q13: Adaptive and flexible

Q14: Resilient and persistent

Q15: Strong initiative and self-drive

Q16: Leader

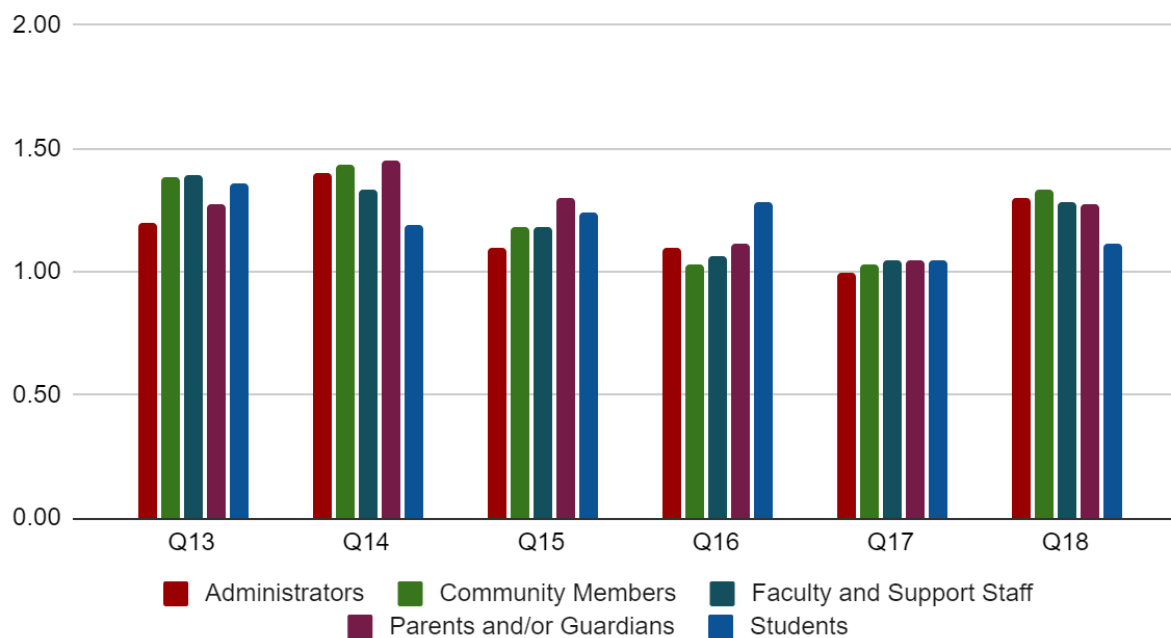
Q17: Detail oriented

Q18: Life-long learner

	Means					
	Q13	Q14	Q15	Q16	Q17	Q18
Administrators	1.2	1.4	1.1	1.1	1	1.3
Community Members	1.38	1.44	1.18	1.03	1.03	1.33
Faculty and Support Staff	1.39	1.34	1.18	1.06	1.05	1.29
Parents and/or Guardians	1.27	1.45	1.30	1.11	1.05	1.27

Students	1.36	1.19	1.24	1.28	1.05	1.11
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Portrait of an IUFSD Graduate: Questions 13-18



APPENDIX – STAKEHOLDER SURVEY

Thank you for choosing to participate in the State of the District Survey. As a school district stakeholder, your input is extremely valuable to the leadership of the district as they plan for the future. Please answer all items to the best of your ability. If you are a Parent/Guardian, you may choose to complete the survey one time for each child enrolled in the district.

The survey is being conducted by Hazard, Young, Attea and Associates, a third-party firm, which ensures that your responses are kept anonymous and confidential. Please note, your comments will be transcribed verbatim and may be made public; however, your comments will be anonymous unless you identify yourself.

Section A: Stakeholder Demographics

Choose a Language

Please indicate your role:

- Administrator
- Community Member
- Parent/Guardian of student attending school
- Student
- Support Staff
- Recent Alumni (graduated within the past five years)

Please indicate the school with which you have the closest affiliation.

- Dows Lane Elementary School
- Main Street School
- Irvington Middle School
- Irvington High School
- District Office
- Out of district special education placement

Section B: Section I: State of the District

B2 Question: Please rate the overall quality of the education of the District.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

B3 Questions: Please select a response from the options below that best describes your agreement with each statement.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

Section B: State of the District
Q1: The district has a clear and compelling shared vision for the future.
Q2: The district is heading in the right direction.
Q3: The district has high performance standards for all students.
Q4: The district makes decisions based on information from data and research.
Q5: The district is working to close achievement and opportunity gaps.
Q6: The district provides a well-rounded educational experience for all students.
Q7: Teachers implement instructional strategies to address individual learning needs.
Q8: District schools are safe.
Q9: The social and emotional needs of students are being addressed.
Q10: Students are on track to be ready for the next grade and ultimately college and career ready.
Q11: Technology is adequately integrated into the classroom.
Q12: The district engages the community as a partner to improve the school system.
Q13: There is transparent communication from the District.
Q14: The district engages with diverse racial, cultural and socio-economic groups.
Q15: Facilities are well maintained.
Q16: The district is fiscally responsible.
Q17: The district employs effective teachers, administrators and support staff in its schools.
Q18: Employees are held accountable to high standards.
Q19: District technology infrastructure is sufficient to support use of technology in the classroom.
Q20: The District maintains high standards for all staff members.
Q21: The District provides staff with necessary resources.

Q22: The District provides staff with necessary professional development.

Section C: Section II: Priorities for the Future

Directions: Given the following list, choose the four (4) statements that best represents what you believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years.

Coding: 1 = no, 2 = yes

Section C: Priorities for the Future
Q1: Addressing achievement and opportunity gaps.
Q2: Addressing students' social and emotional needs.
Q3: Ensuring a wide array of enriching opportunities through a well-rounded experience for all students.
Q4: Ensuring high student achievement on standardized tests.
Q5: Preparing students to be ready for the next grade.
Q6: Preparing students to be college and career ready.
Q7: Ensuring facilities can support a modern learning environment.
Q8: Ensuring fiscal health.
Q9: Hiring and retaining quality teachers and administrators.
Q10: Integrating current technology into teaching and learning.
Q11: Maintaining a positive relationship with the community.
Q12: Providing a safe environment for students and employees.
Q13: Teachers implement instructional strategies to address individual learning needs.
Q14: Utilizing data and research to inform decision making.
Q15: Promoting sustainability and environmental conservation.
Q16: Other (open-ended question)

Section D: Section III: Quality of Programming

Directions: In this section you will need to rate the quality of specific academic, support and extracurricular areas and their program options. If you don't have enough information to answer any questions, you can skip it.

D2: Please respond to the following statement.

Coding: 1 = much too low, 2 = too low, 3 = about right, 4 = too high 5 = much too high

- Q1: Overall, the academic expectations in the district are
 Q2: The academic expectations at the elementary schools are
 Q3: The academic expectations at the middle school are
 Q4: The academic expectations at the high school are

D3: Please rate the quality of the following programs.

Coding: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, 5 = excellent

Quality of Programming
Q1: Advance placement, honors, or accelerated courses
Q2: English/language arts/reading and writing
Q3: English Language Learners (ELL)
Q4: Extra-curricular
Q5: Fine arts (visual arts, music, theatre)
Q6: Athletics and/or intramural sports
Q7: Math
Q8: Physical education (PE) and health
Q9: Science
Q10: Social studies/history
Q11: Special education
Q12: World languages (foreign language)
Q13: School/guidance counseling
Q14: Related services (psychologists, speech, nursing, etc)
Q15: Library
Q16: STEM (PLTW, architecture, and engineering)

Section E: Section IV: Equity

Directions: Please select a response from the options below that best describes your agreement with each statement. You may skip any question you feel you do not have sufficient information to answer.

Coding: 1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree

Equity
Q1: Under-represented students have equal opportunity to participate in advanced programming.
Q2: Student voices are valued.
Q3: Underrepresented students are encouraged to participate in extra-curricular programs and activities.
Q4: Discipline policies are equitably applied to all students.
Q5: Discipline practices that avoid suspension are practiced.
Q6: The district allocates resources to ensure struggling students receive support.
Q7: The diversity of the student population is represented in the teaching faculty and administration.
Q8: Students have at least one trusted adult in the building that they can rely on for help.
Q9: Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.
Q10: All students have access to resources or transportation necessary to participate in extra-curricular and co-curricular activities.

E3: How do you self-identify:

White or Caucasian
 Black or African American
 Hispanic or Latino/a
 Asian
 American Indian or Alaska Native
 Native Hawaiian or Pacific Islander
 Two or More Races
 Prefer not to respond

Section F: Section V: Open-Ended Response

Directions: Please share other thoughts about the Irvington Union Free School District school experience or future considerations for the strategic plan.

Section G: Portrait of an IUFSD Graduate

Directions: The Strategic Plan will include a “Portrait of an IUFSD Graduate” that describes what all students should know and be able to do as a result of their experience in our schools. Please choose five skills or characteristics that you feel are most important for the future success of our students.

Coding: 1 = no, 2 = yes

Portrait of an IUFSD Graduate: Skills or Characteristics
Q1: Problem solver
Q2: Flexible thinker
Q3: Collaborative learner
Q4: Effective communicators
Q5: Empathetic citizen
Q6: Self-reliant
Q7: Reflective
Q8: Creative
Q9: Risk taker
Q10: Critical thinker
Q11: Curious
Q12: Courageous
Q13: Adaptive and flexible
Q14: Resilient and persistent
Q15: Strong initiative and self-drive
Q16: Leader
Q17: Detail oriented
Q18: Life-long learner

**Thank you for completing the survey. Your survey responses have been submitted.
End of Survey**