

Results of Parent Opinion Polls
2011-12 School Year

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August 7, 2012



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EXECUTIVE SUMMARY **RESULTS OF 2011-12 PARENT OPINION POLLS**

This report presents results of opinion polls completed by parents of Fairbanks North Star Borough School District students in the spring semester of the 2011-12 school year.

Notable Facts:

The response rates were 25% at the elementary level and 21% at the secondary level. The percent of parents who gave their student's high school an A increased from 27% in 2010 to 38% in 2012.

What is Being Measured:

Opinion poll results provide the district with the opportunity to learn what parents think about various aspects of their students' schools. Questions vary from elementary to middle to high schools, but the topics include school climate, student supports, expectations and preparation, academic content areas, communication, and parental involvement. Parents were also asked to assign schools a letter grade and explain what they like most and least about the schools.

What the Results Show:

- A total of 2,485 polls were completed.
- 1,413 polls were completed by parents with children in elementary (K-8) schools.
- 1,072 surveys were completed by parents with students in secondary schools.
- 89% of parents gave elementary schools an A or a B.
- 80% parents gave middle schools an A or a B.
- 76% of parents gave high schools an A or a B.
- Overall, the majority of parents agreed with positive statements about the schools.

BACKGROUND

The importance of parent involvement in public education is emphasized in the federal Elementary and Secondary Education Act (ESEA), which requires that public schools promote the shared responsibility of parents, teachers, and students in working together for student success. Maintaining communication between school and home is an ongoing commitment of the Fairbanks North Star Borough School District. One of the many ways in which the district solicits parent input is through the distribution of surveys and polls such as the 2011-12 Parent Opinion Poll. The opinion polls address a variety of topics including academic programs, communication, parent involvement, student supports, school climate, and overall satisfaction with the schools; additional open-ended questions provide a forum for other parent input. This type of survey of parents is conducted every two years.

SURVEY METHODOLOGY

In January and February 2012, the school district conducted an opinion poll of the parents of all enrolled students. Three versions of the survey were administered. One version went to all elementary schools, including the four K-8 schools. At the secondary level, one version went to the parents of middle school and junior high students while another version went to the parents of high school students. Although the emphasis was on electronic data collection, paper survey forms were also made available. Parents were asked to complete the survey online via a web link which was posted to guardian accounts on PowerSchool (the district's online student information management system), sent electronically to parents who had registered an email address with the district, and distributed via school newsletters and bulletins. Additional opportunities to complete the surveys were made available in schools during spring parent-teacher conferences, and paper forms were available upon request for parents who lacked internet access. Neither the forms nor the survey website asked parents to identify themselves, thus encouraging parents to answer the questions honestly.

Prior to the launch of the polls, the assistant superintendents and principals were given the opportunity to modify the survey questions; the previously administered surveys were examined and questions were modified, added, and deleted. The district strives to strike a balance between having the same questions in multiple years (to allow for cross-year comparisons on key topics) and having questions which are relevant to the most recently implemented district initiatives.

Additionally, balance is sought between having similar questions across the elementary, middle, and high school survey versions (to allow for comparisons between school types) and having parental input on questions that align with other surveys of staff and students (to compare parent perceptions to those of other populations). Principals also have the opportunity to personalize their surveys by adding additional questions relevant to their school site.

Historically, similar parent surveys have been conducted every other spring with data entry and analysis occurring over the summer and results being made available to the administration in the fall. Electronic dissemination of the survey not only resulted in savings to the district in terms of the costs of paper, postage, and data entry wages, but also allowed for a shorter turnaround time. The timeline for the 2012 poll allowed responses to be reviewed by administrators and staff in the same semester of the school year that the information was collected.

RESPONSE RATES

As shown in Table 1, the response rate of elementary school parents was 25%, with individual school response rates ranging from 13% to 64%. As shown in Table 2, the response rate of secondary school parents was 21%, with individual school response rates ranging from 3% to 33%. Many parents completed one opinion poll but indicated they had multiple children attending the same school. The 2011-12 opinion poll collected data on the number of students included in each parental response, so response rates are calculated by dividing the total number of students represented by the completed polls by the number of students enrolled at the time of opinion poll distribution. This calculation assumes only one poll was completed per student.

Table 1
2011-12 Response Rates for Parents of Elementary Students by School

Elementary School	Enrollment	Number of Polls Returned*	Number of Students Represented*	Response Rate
Anderson	291	57	64	22%
Anne Wien	387	40	52	13%
Arctic Light	567	57	80	14%
Badger	521	84	105	20%
Barnette (K-8)	416	134	192	46%
Chinook (K-8)	154	20	32	21%
Crawford	293	59	78	27%
Denali	360	64	88	24%
Hunter	402	60	85	21%
Joy	441	67	99	22%
Ladd	514	57	85	17%
Nordale	374	37	54	14%
North Pole Elementary	433	78	108	25%
Pearl Creek	491	121	168	34%
Salcha	87	30	53	61%
Ticasuk Brown	521	67	88	17%
Two Rivers (K-8)	87	12	16	18%
University Park	520	116	158	30%
Watershed (K-8)	193	74	124	64%
Weller	542	90	125	23%
Woodriver	457	89	126	28%
TOTAL	8,051	1,413	1,980	25%

*Some parents filled out one survey, but indicated they have more than one child attending the school.

Table 2
2011-12 Response Rates for Parents of Secondary Students by School

Secondary School	Enrollment	Number of Polls Returned*	Number of Students Represented*	Response Rate
Ben Eielson Jr High	168	33	35	21%
Ben Eielson Sr High	258	46	63	24%
Hutchison High	357	97	117	33%
Lathrop High	1,157	210	239	21%
North Pole Middle	668	112	128	19%
North Pole High	704	122	143	20%
Randy Smith Middle	320	73	76	24%
Ryan Middle	402	68	72	18%
SON: NPA Jr	31	1	1	3%
SON: CEC & NPA Sr	171	19	19	11%
Tanana Middle	499	79	84	17%
West Valley High	1,017	212	241	24%
TOTAL	5,752	1,072	1,218	21%

*Some parents filled out one survey, but indicated they have more than one child attending the school.

FINDINGS

This report summarizes parent perceptions based on the results of the 2,485 opinion polls completed in January and February 2012.

Academic Content Areas

Table 3 presents results from five items concerning academic content areas; three of these questions were only asked at the elementary schools. The vast majority of parents at the elementary and secondary levels agreed that they were satisfied with the quality of their child’s education in language arts and mathematics. Language arts received the most positive response at the elementary and high school level while math received the most positive response among middle school parents.

Table 3*
Academic Content Areas in Elementary Schools

Academic Content Areas		Strongly Agree or Agree	Strongly Disagree or Disagree	Don’t Know
I am satisfied with the quality of education my child receives in language arts (reading, writing, speaking, listening, grammar and spelling) at this school.	Elementary	88%	11%	1%
	Middle	83%	17%	1%
	High	84%	13%	3%
I am satisfied with the quality of education my child receives in mathematics at this school.	Elementary	85%	13%	2%
	Middle	86%	12%	1%
	High	79%	19%	3%
I am satisfied with the quality of education my child receives in science at this school.	Elementary	83%	12%	5%
I am satisfied with the quality of education my child receives in social studies (geography, history, etc.) at this school.	Elementary	85%	9%	6%
The school is doing a good job teaching students computer skills .	Elementary	74%	10%	16%

Some rows may not total 100% due to rounding.

Communication with Parents and Parental Involvement

The parent opinion poll contained a set of questions about communication with parents and parental involvement; these results appear in Table 4. With regard to the effectiveness of teacher-parent communications, 89% of parents of elementary students agreed that they were effective, as did 75% of parents of middle school students and 69% of parents of high school students. The opinion poll asked parents to respond to the statement, “Communications between the principal and parents are effective.” About 85% of elementary parents agreed with the statement while 78% of middle school parents and 77% of high school parents agreed. Parents of middle school students

were also asked about communication with the middle school teams; 79% of parents agreed that communication was satisfactory while 20% disagreed. A large majority of all parents (between 88% and 92%) agreed with the statement, “This school does a good job of making parents aware of school rules.”

Table 4 also shows results from three statements directly related to parental involvement. In response to the statement, “The concerns of parents are reflected in the decisions made at my child’s school,” 70% of elementary parents agreed, compared to 53% of middle school parents and 50% of high school parents. More secondary than elementary parents disagreed with this statement and nearly one third of secondary parents responded they did not know. Results show 90% of elementary parents as well as 81% of middle school parents and 80% of high school parents agreed with the statement, “As a parent I feel comfortable visiting and getting involved in my child’s school.” There were considerable differences between responses from elementary and secondary parents for the statement, “Teachers let me know how I can help my student at home.” Approximately 88% of elementary parents agreed with the statement compared to only 59% of middle school parents and only 57% of high school parents.

Table 4*
Communication & Parental Involvement

Communication & Parental Involvement		Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
Communications between teachers and parents are effective.	Elementary	89%	10%	1%
	Middle	75%	21%	4%
	High	69%	26%	5%
Communications between the principal and parents are effective (notices, newsletters, etc).	Elementary	85%	12%	4%
	Middle	78%	15%	6%
	High	77%	16%	7%
The middle school team communicates well with parents.	Middle	79%	20%	0%
This school does a good job of making parents aware of school rules.	Elementary	92%	6%	1%
	Middle	88%	9%	3%
	High	88%	9%	3%
The concerns of parents are reflected in decisions made at this school.	Elementary	70%	12%	17%
	Middle	53%	17%	29%
	High	50%	20%	30%
As a parent, I feel comfortable visiting and getting involved at this school.	Elementary	90%	2%	2%
	Middle	81%	13%	4%
	High	80%	13%	6%
Teachers let me know how I can help my student at home.	Elementary	88%	10%	1%
	Middle	59%	34%	7%
	High	57%	37%	6%

Some rows may not total 100% due to rounding.

Student Expectations and Preparation

The parent opinion poll contained several questions related to expectations for students and their preparation to meet these expectations, as shown in Table 5. When asked if they believed their children's teachers have high expectations for them, 87% of elementary parents agreed. The question differed slightly at the secondary level, asking if teachers have high expectations of students in general; 78% of middle school and 76% of high school students' parents agreed. When parents of secondary students were asked if they agreed that "all students are encouraged to work to the best of their abilities," 76% of middle school parents and 73% of high school parents agreed. Most (93%) elementary parents agreed that, "Staff at this school care about my student's progress in school." About 80% of middle school and 81% of high school parents agreed with the statement. Approximately 87% of elementary parents agreed with the statement, "Homework assignments are appropriate for students," while 80% of middle school parents and 81% of high school parents agreed.

Transitioning from elementary to middle school and middle to high school often involves significant change for students as the school environments differ greatly. When asked if their student had a smooth transition to their current grade level, 88% of parents of middle school students and 87% of parents of high school students agreed. Most parents (85%) of both middle and high school students agreed that their students were well-prepared for the expectations of their current grade level.

Two questions appeared only on the high school polls. High school parents responded to the statement, "This school prepares students to continue their education after high school," with 81% indicating agreement. In response to the statement, "This school provides students with the skills necessary for entering the work force after high school," 66% of high school parents agreed, 16% disagreed, and 18% said they did not know.

Table 5*
Student Expectations and Preparation

Student Expectations and Preparation		Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
Teachers have high expectations for my child and challenge him/her to do his/her best.	Elementary	87%	9%	3%
	Middle	78%	16%	6%
	High	76%	18%	6%
Teachers have high expectations of students and challenge them to do their best.	Middle	76%	15%	9%
	High	73%	18%	10%
At this school, all students are encouraged to work to the best of their abilities.	Middle	76%	15%	9%
	High	73%	18%	10%
The staff at this school cares about my student's progress in school.	Elementary	93%	6%	1%
	Middle	80%	16%	4%
	High	81%	14%	5%
Homework assignments are appropriate for students.	Elementary	87%	11%	2%
	Middle	80%	17%	3%
	High	81%	16%	3%
My student had a smooth transition to his/her current grade level.	Middle	88%	12%	1%
	High	87%	13%	1%
My student was well-prepared for the expectations of their current grade level.	Middle	85%	12%	3%
	High	85%	12%	3%
This school prepares students to continue their education after high school.	High	81%	9%	10%
This school provides students with the skills necessary for entering the workforce after high school.	High	66%	16%	18%

Some rows may not total 100% due to rounding.

Student Supports

There are a wide array of people and programs that help support students in their educational endeavors, from teachers to extracurricular activities to counseling programs. The parent opinion polls contained a number of questions regarding several key aspects of student supports; these results appear in Table 6. The majority of responding parents share the opinion that the schools have high quality, professional teachers, with 92% of elementary parents, 78% of middle school parents, and 80% of high school parents indicating agreement. Parents of elementary school students (31%) and middle school students (28%) were more likely than parents of high school students (14%) to indicate they did not know if services provided by the counseling department were adequate for their student's needs, while 70% of high school parents indicated agreement. When elementary school parents were asked to respond to the statement, "This school has programs that adequately meet the needs of students with special needs," 46% of elementary school parents agreed while 47% indicated they did not know. When middle and high school parents were asked to respond to the statement, "This school has effective programs for

students with special needs,” 29% of middle school parents and 28% of high school parents agreed, but the majority (67%) indicated they did not know.

At the secondary level, polls included the statement, “This school has an effective drug prevention program.” About 54% of middle school parents and 37% of high school parents agreed with the statement, with 41% of parents at both levels indicating they did not know.

Approximately 89% of middle school parents and 90% of high school parents agreed with the statement, “Our school provides a variety of extracurricular and athletic activities for students.” Secondary parents were also asked if they agreed that “there are lots of opportunities for students to talk to teachers one-on-one.” High school parents (65%) agreed with this statement more frequently than middle school parents (56%). The parents of middle school students were asked if they felt the middle school model was helpful for students; the model polled favorably with 74% of parents agreeing.

Table 6*
Student Supports

Student Supports		Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
This school has high quality and professional teachers.	Elementary	92%	5%	2%
	Middle	78%	13%	8%
	High	80%	12%	7%
Services provided by the counseling program at this school are adequate for my student's needs.	Elementary	62%	7%	31%
	Middle	59%	13%	28%
	High	70%	16%	14%
This school has programs that adequately meet the needs of students with special needs.	Elementary	46%	7%	47%
This school has effective programs for students with special needs.	Middle	29%	7%	64%
	High	28%	6%	67%
This school has an effective drug prevention program.	Middle	54%	5%	41%
	High	37%	12%	41%
This school provides a variety of extra-curricular and athletic activities for students.	Middle	89%	6%	5%
	High	90%	5%	5%
At this school, there are lots of opportunities for students to talk to teachers one-on-one.	Middle	56%	19%	24%
	High	65%	18%	18%
The middle school model is helpful for students.	Middle	74%	13%	12%

Some rows may not total 100% due to rounding.

School Climate

The parent opinion poll included twelve items related to the school environment and overall atmosphere of the school; these results are summarized in Table 7. The majority of parents (95% at elementary schools, 89% at middle schools and 89% at high schools) agreed that their student “enjoys attending this school.” When parents were asked to respond to the statement, “New students are welcomed easily into this school,” more than a third of secondary parents stated they did not know, but 79% of elementary parents indicated agreement with the statement. Responses to the statement, “This school provides a safe learning environment for students” indicated that 94% of elementary parents, 87% of middle school parents, and 88% of high school parents agreed. Regarding student discipline, 71% of elementary parents, 48% of middle school parents, and 47% of high school parents agreed that students were disciplined appropriately, while approximately 1/3 of secondary parents indicated they did not know. When asked if students who broke rules were treated fairly, 63% of elementary parents, 45% of middle school parents and 42% of high school parents agreed while 30% of elementary, 42% of middle, and 47% of high school parents said they did not know.

About 63% of elementary parents, 45% of middle school parents, and 43% of high school parents agreed that conflicts were resolved quickly and fairly at their child’s school, while more than a third of parents at the secondary level stated they did not know. When asked if decisions at the school were based on students’ best interests, 77% of elementary parents agreed compared to 62% of middle and 53% of high school parents. A high percentage of parents were in agreement with the statement, “Students are encouraged to understand and get along with other people,” with 93% of elementary parents, 81% of middle school parents, and 80% of high school parents agreeing.

About 90% of elementary parents agreed that students and staff have a positive working relationship with each other, as did 78% of middle and high school parents. Most elementary (91%) and secondary parents (90%) agreed with the statement, “The office staff is courteous and helpful.” Regarding school buildings and grounds, 93% of elementary parents agreed that they were attractive and well-maintained, while 88% of middle school parents and 90% of high school parents agreed. Secondary parents were asked if they agreed with the statement “Students are welcomed at this school regardless of race, gender, cultural background, disability, religion, sexual orientation, skin color, or other differences.” While 79% of parents agreed and 4%

disagreed, 16% of middle school parents and 18% of high school parents indicated they did not know.

Table 7*
School Climate

School Climate		Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
My child/student enjoys attending this school.	Elementary	95%	4%	1%
	Middle	87%	12%	1%
	High	89%	9%	1%
New students are welcomed easily into this school.	Elementary	79%	4%	16%
	Middle	60%	5%	35%
	High	59%	5%	36%
This school provides a safe learning environment for students.	Elementary	94%	4%	2%
	Middle	87%	8%	5%
	High	88%	7%	5%
Students are disciplined appropriately at this school.	Elementary	71%	10%	19%
	Middle	48%	18%	34%
	High	47%	17%	36%
When students break rules at this school, they are treated fairly .	Elementary	63%	6%	30%
	Middle	45%	13%	42%
	High	42%	11%	47%
Conflicts are resolved quickly and fairly at this school.	Elementary	63%	9%	28%
	Middle	45%	16%	38%
	High	43%	13%	44%
At this school, decisions are made based on what is best for students.	Elementary	77%	12%	12%
	Middle	62%	17%	21%
	High	53%	22%	25%
Students are encouraged to understand and get along with other people.	Elementary	93%	4%	3%
	Middle	81%	7%	12%
	High	80%	5%	14%
Students and staff have a positive working relationship with each other.	Elementary	90%	5%	6%
	Middle	78%	10%	12%
	High	78%	10%	12%
The office staff is courteous and helpful.	Elementary	91%	7%	1%
	Middle	90%	7%	2%
	High	90%	6%	3%
The school building and grounds are attractive and well-maintained.	Elementary	93%	6%	1%
	Middle	88%	11%	1%
	High	90%	8%	2%
Students are welcomed at this school regardless of race, gender, cultural background, disability, religion, sexual orientation, skin color, or other differences .	Middle	79%	4%	16%
	High	79%	4%	18%

*Some rows may not total 100% due to rounding.

Secondary Reform

Parents of high school students were also asked about several topics relevant to the district’s secondary reform initiative, and those results are displayed in Table 8. About 90% of parents indicated that their “student has started thinking about a career or college.” About 93% of parents indicated they were confident their student would graduate. About half of the responding parents stated they were aware of their student’s Personal Learning Plan and fully understood Career Clusters and Career Pathways, while only 42% indicated that they understood the purpose of the school’s Professional Learning Communities.

Table 8*
Secondary Reform

		Strongly Agree or Agree	Strongly Disagree or Disagree	Don’t Know
My student has started thinking about a career or college after high school.	High	90%	8%	2%
I am confident that my student will graduate from high school.	High	93%	5%	2%
I am aware that my student has a Personal Learning Plan (sometimes known as 4+2 plan or Career Pathway Plan).	High	51%	22%	27%
I fully understand what is meant by the term “ Career Clusters ” and “ Career Pathways. ”	High	52%	27%	22%
I understand the purpose of the school’s Professional Learning Communities.	High	42%	28%	30%

*Some rows may not total 100% due to rounding.

Grades Given to the Schools

The opinion polls asked parents to give an overall grade to their school; these results are found in Table 9. When asked to assign a grade, 89% of parents gave their child’s elementary school an A or a B. Approximately 80% of middle school parents and 76% of high school parents gave their school an A or a B. These results are summarized in Table 9 and Graphs 1 – 3 which follow.

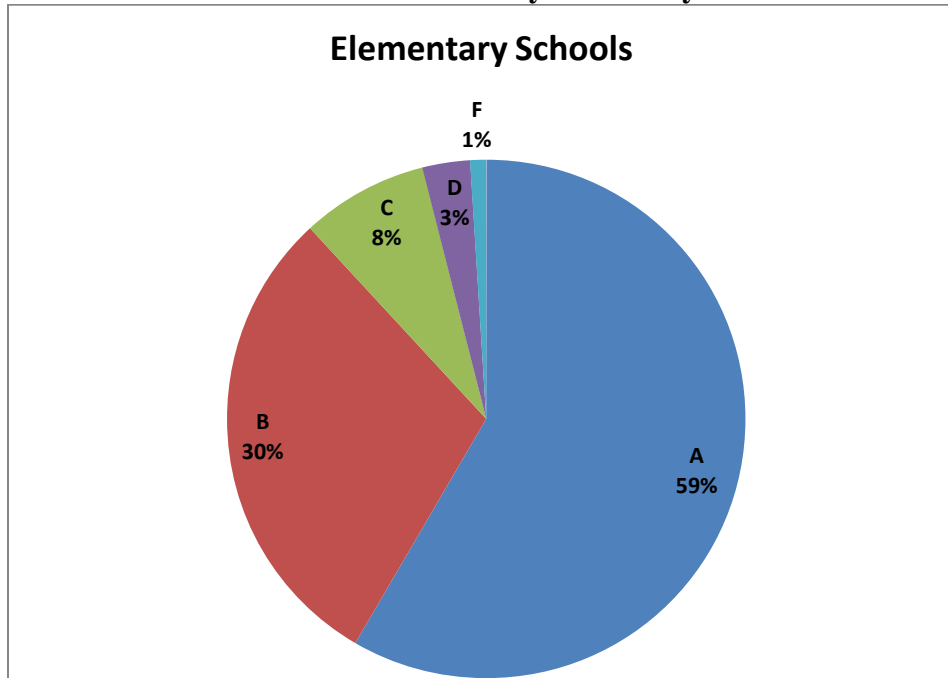
Table 9*
Grades Given to Schools by Parents

SCHOOL TYPE	A	B	C	D	F
Elementary Schools**	59%	30%	8%	3%	1%
Middle Schools	36%	44%	12%	7%	1%
High Schools	38%	38%	18%	5%	1%

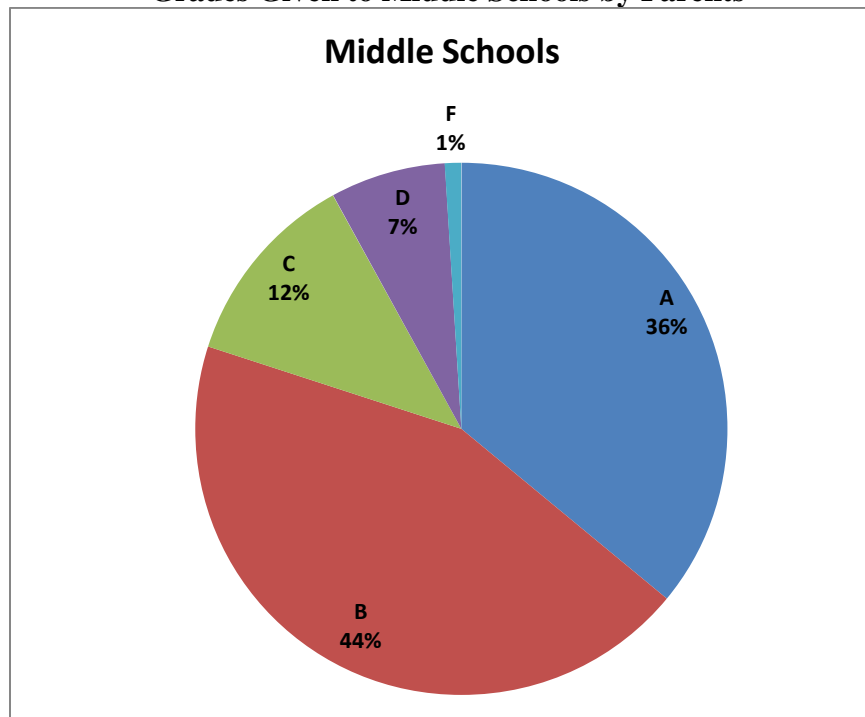
*Some rows may not total 100% due to rounding.

**Includes K-8 schools (Barnette, Chinook, Two Rivers, and Watershed)

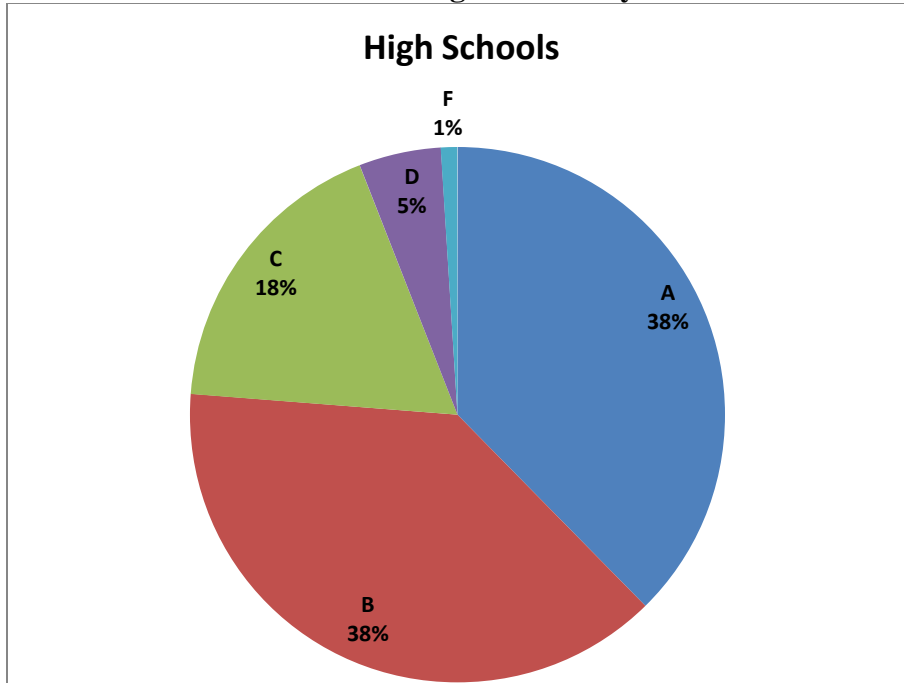
Graph 1
Grades Given to Elementary Schools by Parents



Graph 2
Grades Given to Middle Schools by Parents



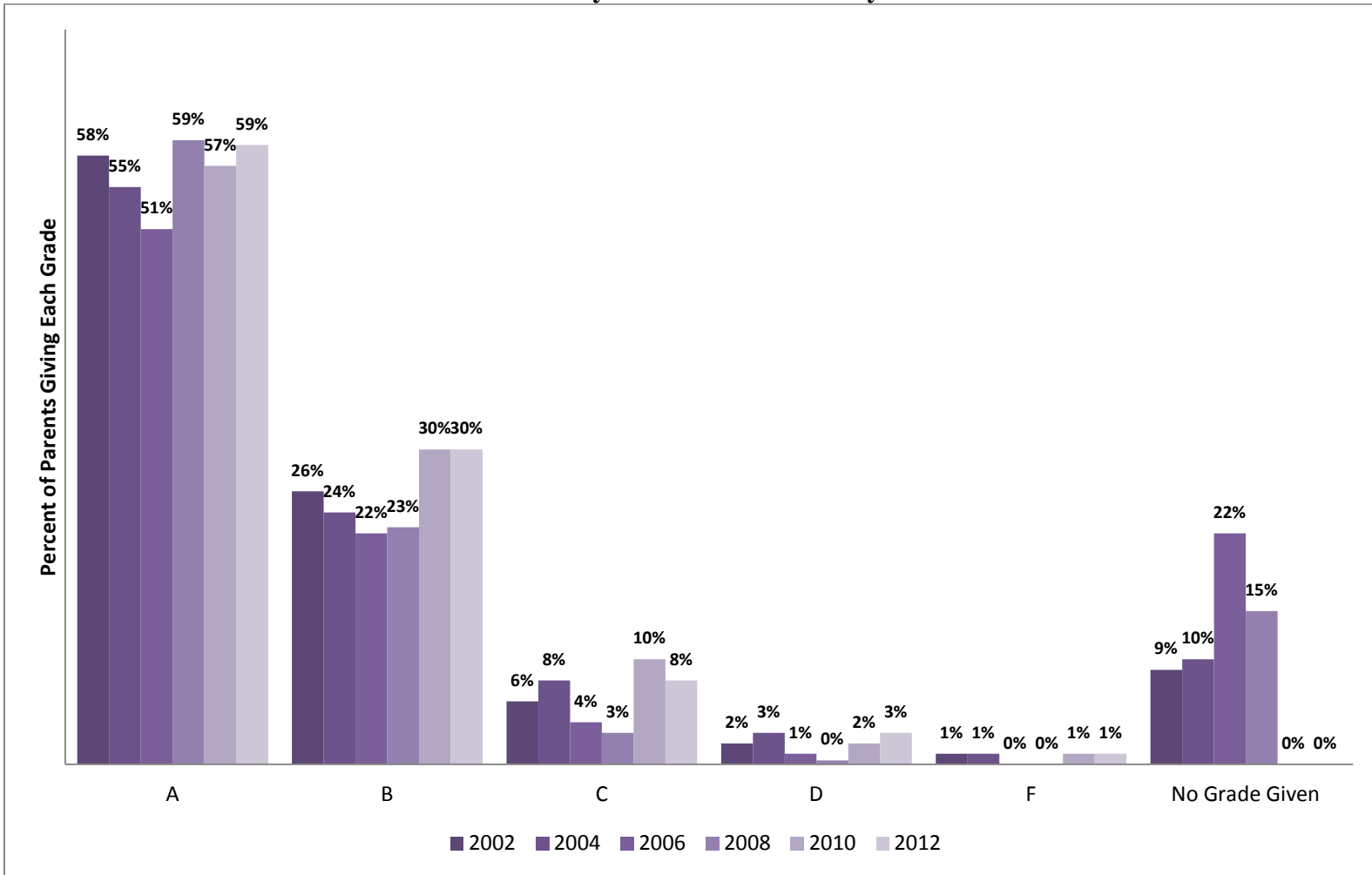
Graph 3
Grades Given to High Schools by Parents



Historical Grade Distributions

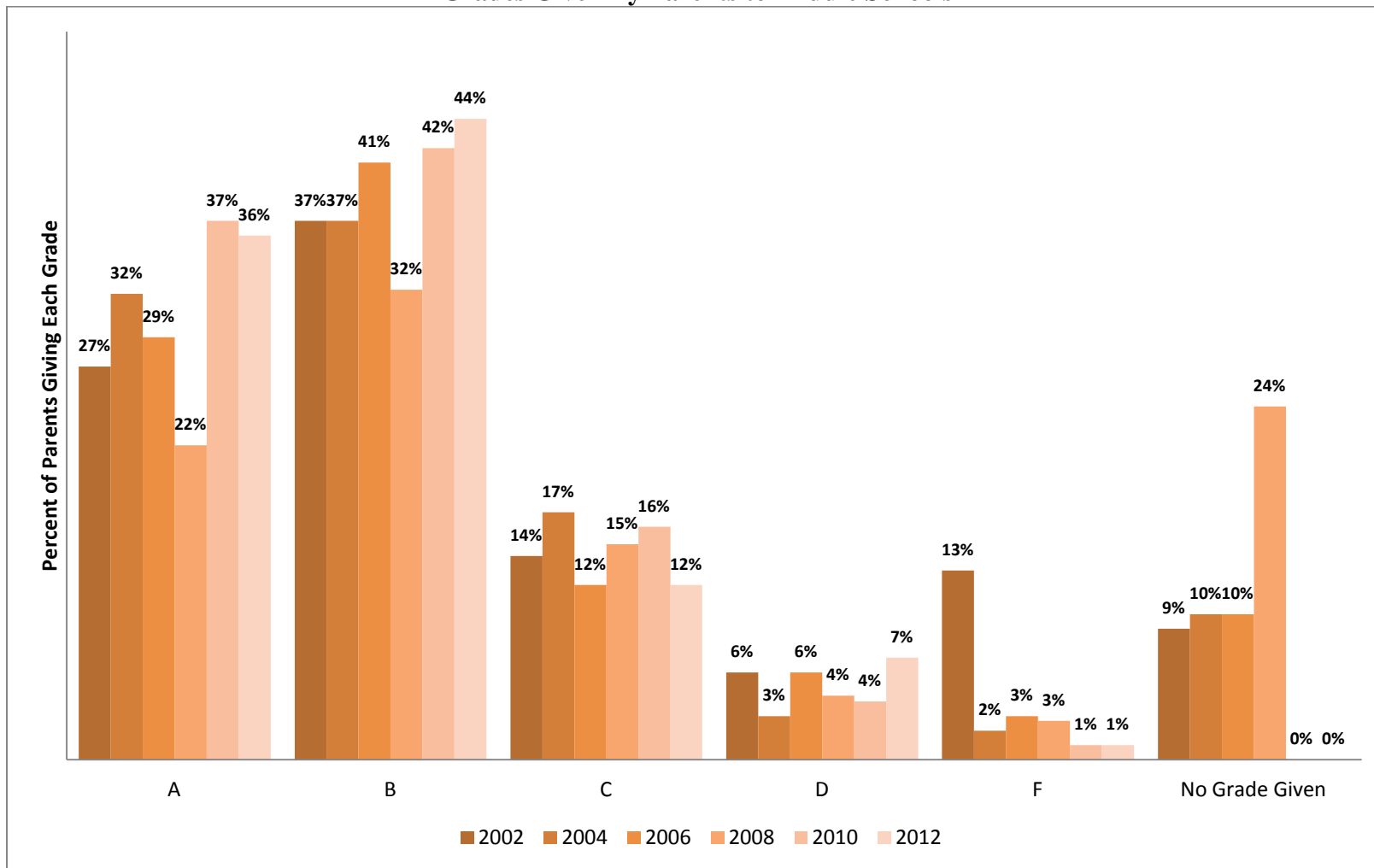
Graphs 4 – 6 provide a historical view of the grades assigned by parents in recent years. It should be noted that the online format of the surveys reduced the number of parents who skipped this grading question, so less than 1% of parents did not assign a grade in 2010 and 2012.

Graph 4*
Grades Given By Parents to Elementary Schools



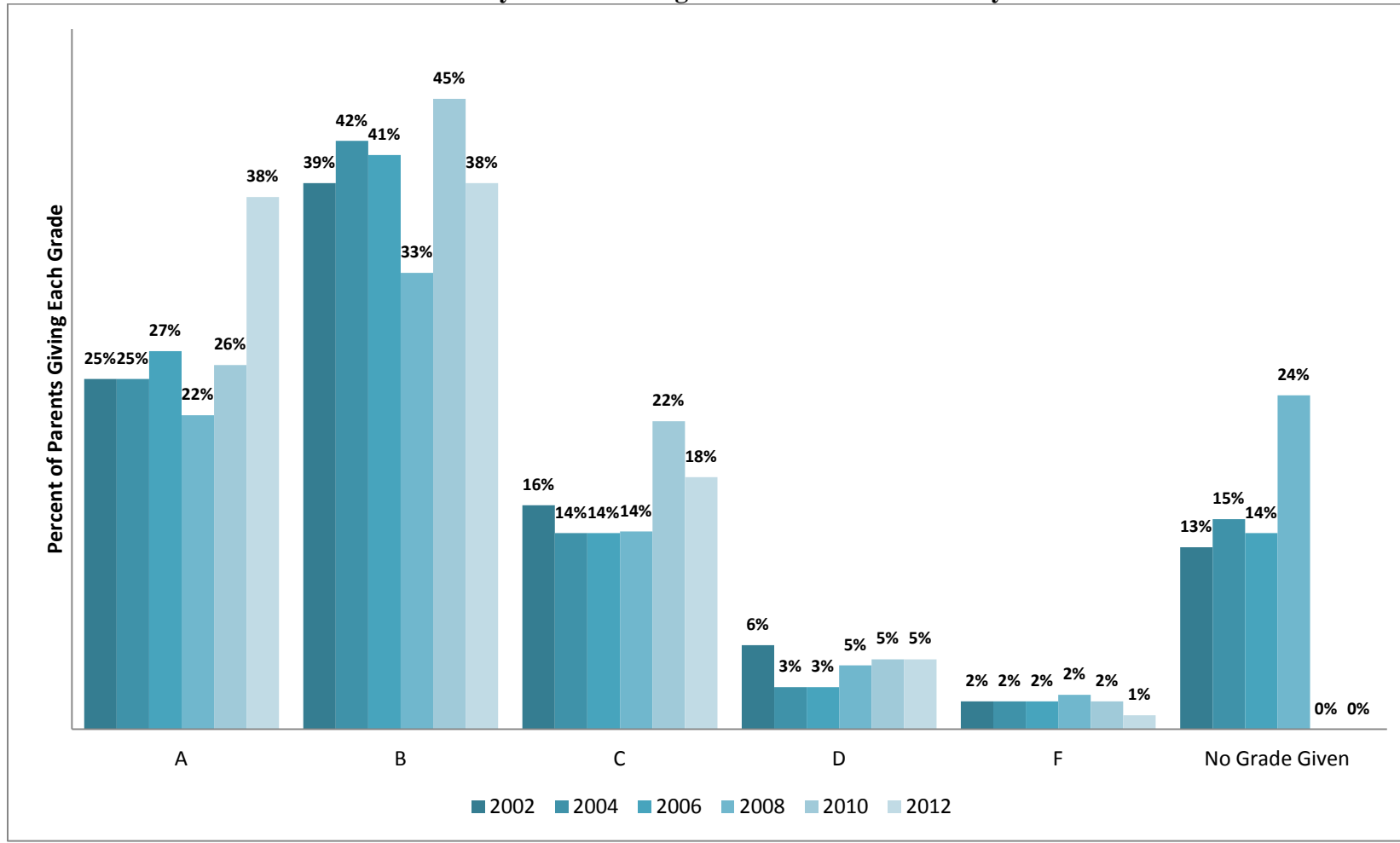
** Note: The online format of the surveys reduced the number of parents who skipped this grading question, so less than 1% of parents did not assign a grade in 2010.*

Graph 5*
Grades Given By Parents to Middle Schools



** Note: The online format of the surveys reduced the number of parents who skipped this grading question, so less than 1% of parents did not assign a grade in 2010.*

Graph 6*
Grades Given By Parents to High Schools/Other Secondary Schools



** Note: The online format of the surveys reduced the number of parents who skipped this grading question, so less than 1% of parents did not assign a grade in 2010.*

What Parents Like Most and Least

In addition to answering the questions described earlier in this report, parents were asked to comment on three open-ended questions. The responses to the question of “Why did you assign the grade you did?” were widely varied with most people referencing the specific experiences of their student at the school. When responding to the question of what they liked best about each school, “teachers”, “school staff”, and “the principal” were most commonly listed as what parents liked best. Other common comments referred to the overall friendliness and positive school atmosphere. Middle school parents also frequently listed the middle school structure, teams, and communication as some of the best things about the schools. High school parents frequently listed communication and staff responsiveness to student needs, rigorous academics, and extra-curricular activities as some of the best things about the schools.

When responding to the question, “What do you like least or what would you change about this school?” common responses at the elementary schools included issues with resource allocation and problems with student discipline. The most frequent parental complaints at the middle school level referred to a perceived lack of professionalism and communication from some teachers and a lack of rigor in either academics or discipline. Parental complaints at the high school level frequently referred to a specific teacher or department with reference to a low quality of instruction and/or unfair policies. A common theme across both elementary and secondary schools was the idea that high-performing students were not being challenged enough.

APPLICATIONS AND LIMITATIONS

Since the 2012 poll was conducted online, the results were distributed to the principals and assistant superintendents. The survey closed in February 2012 and individual school results were delivered to principals and district administrators in March. This process allowed for dissemination of the information and discussion among principals and their staff. The assistant superintendents for both elementary and secondary schools utilized the schools’ results when conducting personnel evaluations and goal-setting sessions with each of the principals, and the school and district results were topics of discussion at principal meetings.

Care must be taken to consider two factors which limit the extent to which the district can make broad statements regarding these results. The first factor is the relatively low percentage of parents (less than 30%) who completed the opinion polls. The second factor is the lack of knowledge about whether those parents who responded to the opinion poll are representative of all parents. There is no way to know from an anonymous opinion poll whether the results are demographically representative of the school and district population.

CONCLUSION

The biennial parent opinion poll provides a formalized process for district staff to collect and analyze parent perceptions at both the school and district levels. The result is two-pronged; parents are heard – further encouraging their participation and connectedness, while school staff learn about parent perceptions and identify areas for improvement. On a district level, results from parent opinion polls were positive, with the majority of parents agreeing that their child’s school provides high-quality, caring teachers, a quality curriculum, effective communication, and a safe learning environment. Overall parental satisfaction with the schools was consistently higher at the elementary level than at the secondary level.

Results from these parent opinion polls provide school leadership teams with the opportunity to study and address areas which parents did not rate as highly as others. School administrators were provided with school level data comparable to the district level data included in this report, along with transcribed comments from the open-ended questions regarding what parents liked best about each school and what parents indicated was in need of improvement.

Appendix A

Parent Opinion Poll Results
Compared to
Student and Staff Results at Secondary Schools

2011-12 School Year

MIDDLE SCHOOL & JUNIOR HIGH RESULTS 2012	STAFF	PARENTS	STUDENTS
Includes Ben Eielson Jr. High, North Pole Middle, Randy Smith Middle, Ryan Middle, and Tanana Middle Schools (North Pole Academy Junior High results are included with High School results)	Percent Who Agree or Strongly Agree		
At this school, students and staff have a positive working relationship with each other.	66%	78%	N/A
At this school, communications between teachers and parents are effective.	63%	75%	N/A
This school has high quality and professional teachers.	78%	78%	N/A
When students at this school break rules, they are treated fairly.	80%	45%	39%
Students are disciplined appropriately at this school.	66%	48%	N/A
At this school, all students are encouraged to work to the best of their abilities.	84%	76%	77%
Teachers at this school have high expectations of students and challenge them to do their best.	78%	78%	N/A
At this school, decisions are made based on what is best for students.	65%	62%	N/A
The concerns of parents are reflected in the decisions made at this school.	67%	53%	N/A
Conflicts are resolved quickly and fairly at this school.	56%	45%	N/A
At this school, there are lots of opportunities for students to talk to teachers one-on-one.	64%	56%	54%
Students are welcomed at this school regardless of race, gender, cultural background, disability, religion, skin color, sexual orientation, or other differences.	92%	79%	76%
This school provides a safe learning environment for students.	91%	87%	N/A
My student enjoys attending this school. (Parent) I am happy in school. (Student)	N/A	87%	57%
My student was well prepared for the expectations of his/her current grade level. (Parent) I was well prepared for the expectations of my current grade level. (Student)	N/A	85%	67%
My student had a smooth transition to his/her current grade level. (Parent) I had a smooth transition from my previous grade level to my current grade level. (Student)	N/A	88%	72%

HIGH SCHOOL RESULTS 2012	STAFF	PARENTS	STUDENTS
Includes Ben Eielson Sr High, Hutchison, Lathrop, North Pole High, and West Valley (North Pole Academy Junior High results are included with High School results)	Percent Who Agree or Strongly Agree		
At this school, students and staff have a positive working relationship with each other.	66%	78%	N/A
At this school, communications between teachers and parents are effective.	54%	69%	N/A
This school has high quality and professional teachers.	74%	80%	N/A
When students at this school break rules, they are treated fairly.	71%	42%	32%
Students are disciplined appropriately at this school.	61%	47%	N/A
At this school, all students are encouraged to work to the best of their abilities.	72%	73%	69%
Teachers at this school have high expectations of students and challenge them to do their best.	72%	76%	N/A
At this school, decisions are made based on what is best for students.	58%	53%	N/A
The concerns of parents are reflected in the decisions made at this school.	62%	50%	N/A
Conflicts are resolved quickly and fairly at this school.	50%	43%	N/A
At this school, there are lots of opportunities for students to talk to teachers one-on-one.	74%	65%	51%
Students are welcomed at this school regardless of race, gender, cultural background, disability, religion, skin color, sexual orientation, or other differences.	85%	79%	67%
This school provides a safe learning environment for students.	88%	88%	N/A
My student enjoys attending this school. (Parent)/ I am happy in school. (Student)	N/A	89%	49%
My student was well prepared for the expectations of his/her current grade level. (Parent) I was well prepared for the expectations of my current grade level. (Student)	N/A	85%	58%
My student had a smooth transition to his/her current grade level. (Parent) I had a smooth transition from my previous grade level to my current grade level. (Student)	N/A	87%	73%
I am confident that my student will graduate high school. (Parent) I am confident that I will graduate from high school. (Student)	N/A	93%	88%
My student has started thinking about a career or college after high school. (Parent) I have started thinking about a career or college after high school. (Student)	N/A	90%	77%