



Community Satisfaction



Parent Satisfaction

2009 Community Satisfaction Survey Results

Second Edition

Student Satisfaction



Teacher Satisfaction



**Arlington
Public
Schools**

www.apsva.us

A report of selected results from the
2009 Community Satisfaction Survey conducted
by the polling company™, inc.
September 2009



Dear Arlington Parents, Other Residents, Teachers, and Students:

Arlington Public Schools takes seriously its responsibility to evaluate its activities. The *APS Framework for Systematic Accountability and Evaluation* explains that the purpose of this evaluation is to:

- Spur continuous improvement by students, staff, schools, departments, programs and the school system as a whole,
- Ensure the effective use of resources to achieve the system's goals,
- Facilitate sound and effective decision-making, and
- Hold staff, schools, departments, programs and the school system accountable for their contributions to the achievement of these aims.

As part of its evaluation activities, APS conducted a Community Satisfaction Survey in 1999, 2002, 2004, 2007, and 2009. The survey seeks to gauge the attitudes of Arlington residents, parents, teachers, and students about a number of issues that relate to the work of the Arlington Public Schools. By design, the surveys repeat selected questions also included on the annual national surveys of the public's attitudes toward public schools conducted by the Gallup organization for the Phi Delta Kappa (PDK) association of professional educators, thus permitting us to track shifts in Arlington attitudes and to compare those attitudes with national samples.

To help ensure that the surveys are conducted scientifically and without bias, APS contracts with third-party organizations. The 2009 Community Satisfaction Survey was conducted by **the polling company™, inc.** which worked closely with the school system's Office of Planning and Evaluation and the Superintendent's Advisory Committee on Accountability and Evaluation, a group that reviewed the questions and suggested topics to be included in the survey. We are indebted to the concerned citizens and staff members who volunteer their time on the Committee.

Arlington residents express very positive opinions about their schools, with "grades" rising consistently since the first survey was conducted 10 years ago. For example,

- 77% of non-parent community members awarded Arlington Public Schools an "A" or "B" grade. This result contrasts with the 2008 PDK survey, in which 46% of the respondents gave the schools in their own communities "A's" or "B's." Moreover, since the question was first asked in 2002, the Arlington community's "A" and "B" grades have risen from 46%. At the same time, the percentage of community members who "don't know" or don't state an opinion about APS has dropped from 44% to only 15%. If those 15% are removed, the percentage of community members awarding APS an "A" or "B" grade rises to 91%.

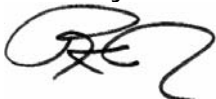
- 94% of parents, 98% of teachers, and 72% of students awarded Arlington Public Schools an “A” or “B” grade. The proportion of parents awarding the Arlington Public Schools an “A” rose from 24% in 1999 to 57% in 2009.
- Stakeholders were about as favorable toward their own school as toward Arlington Public Schools as a whole. Overall, 94% of parents, 93% of teachers, and 71% of students awarded their school an “A” or a “B.” This contrasts with the PDK/Gallup experience, where parents typically award their child’s school considerably higher marks than the local school system as a whole. (In 2008, 72% of parents nationally gave their oldest child’s school “A” or “B” grades.) The proportion of Arlington parents giving their child’s school an “A” rose from 44% in 1999 to 63% in 2009.
- A majority of parents (64%), community members (57%), and teachers (69%) believes that it is the responsibility of the public schools to close achievement gaps. On a related question, parents (74%), community members (49%), and teachers (82%) tend to believe APS has been either “somewhat” or “very” successful in narrowing achievement gaps.
- In total, 86% of parents and 63% of community members agreed “somewhat” or “strongly” that their tax-dollar investment in Arlington Public Schools is well spent.
- Community members were increasingly positive toward their involvement with Arlington Public Schools, including 82% who were “somewhat” or “very” satisfied with their access to APS facilities.

Other subjects explored in the study include the student experience, questions of cultural sensitivity, the teacher and staff-member experience, and the academic achievement gap. All-in-all, you will find that the portrait of your school system painted in this year’s survey is very positive, and one of which you can be very proud.

We will use these results, both the positive and those that point to short-comings, as a way of improving the school system and to begin the process of constructing our next Strategic Plan.

Readers of this document who are interested in other evaluations of the activities of the Arlington Public Schools are invited to contact the Office of Planning and Evaluation or to visit the APS website www.apsva.us.

Sincerely,



Patrick K. Murphy, Ed.D.
Superintendent

Highlights of the 2009 Community Satisfaction Survey

The 2009 Community Satisfaction Survey marks the fifth year in which Arlington Public Schools (APS) has completed a countywide survey of key stakeholder groups. The 2009 survey was conducted by a market research firm incorporated in Virginia and headquartered in Washington, DC, **the polling company™**. Four populations were surveyed separately: (1) parents of APS students; (2) Arlington County community members; (3) current APS teachers; and (4) current APS students. The survey instruments were designed to address Arlington Public Schools' strategic goals, and the results are intended to guide decision-makers in identifying areas of strengths and areas of concern.

This report contains a summary of the survey results, and was prepared by the APS Office of Planning and Evaluation. The full report prepared by **the polling company™** can be found at www.apsva.us/css. The major findings discussed in this summary report are highlighted below.

Areas of Positive Performance:

- Strong majorities of all stakeholder groups awarded Arlington Public Schools an "A" or a "B." Parents and students afforded high marks to their own schools, their teachers, and their principals as well.
- Students reported experiencing high levels of feeling respected, welcomed, and supported at Arlington Public Schools, but fewer pupils described a fondness for attending school.
- Small proportions of students described feeling threatened or encountering bullying in Arlington Public Schools, while more pupils relayed the bullying experiences of others. Strong majorities of parents and students reported feelings of general safety in schools.
- It was a widely held belief among audiences that Arlington Public School classrooms hold an appropriate number of students.
- Majorities of parents, community members, and teachers assigned importance to closing the academic achievement gap, and believed it could be done while maintaining high standards for students. This suggests continued support for the strategic plan goal of closing the achievement gap.
- The majority of community members were satisfied with access to school facilities, and a high number of these residents said they had used the schools' facilities in the past year. Area residents also commended the current process of information dissemination for APS events.

Areas of Concern:

- More than a quarter of students said they did *not* have an adult in the school with whom they could "talk about almost anything."
- While parents, community members, and teachers placed the responsibility for closing the academic achievement gap on the public schools, relatively lower percentages in each audience believed Arlington Public Schools has been successful in closing the gap.
- While parents provided high ratings for communication with teachers, instructors at Arlington Public Schools were more reserved in their positive reflection on the parent-teacher relationship.

The entire survey is available on the APS website at www.apsva.us/css

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Additional information is provided in the full report, which is available online at www.apsva.us/css, and includes:

Appendix B: Glossary of Polling and Education Terms

Appendix C: Indices for

- Cultural Competence
- School Climate
- Bullying Exposure
- Student Encouragement

Appendix D: Topline Results

Appendix E: Survey Instruments

The survey was conducted by **the polling company™, inc.**

This report was prepared by the Office of Planning and Evaluation. For more information on the survey, contact Lisa Stengle at (703) 228-8663.

Acknowledgements

Planning and Evaluation would like to extend appreciation and thanks to the following contributors to the 2009 survey:

- The Superintendent's Advisory Committee on Accountability and Evaluation;
- Silvia Koch and Stella Martinez, Intake Center;
- The Department of Instruction;
- Amy Ramirez, Claudia Stucki and Helene Hartman, Planning and Evaluation;
- Jim Long and Bruce Kingston, Print Shop; and
- Lori Rottenberg, editor.

Overview of the 2009 Community Satisfaction Survey

APS Survey Process

During the fall of 2008, Arlington Public Schools contracted with **the polling company™, inc.** to conduct individual surveys of four stakeholder groups: (1) parents of APS students; (2) Arlington County community members; (3) current APS teachers; and (4) APS students. The surveys were developed to respond to the Arlington Public Schools' Strategic Plan goals, and provide the results for a number of the indicators used to measure progress in these areas. The surveys are designed to evaluate overall levels of satisfaction and identify areas in need of improvement. The Planning and Evaluation Office and the Superintendent's Advisory Committee on Accountability and Evaluation (Advisory Committee) were responsible for the overall direction of the survey.

Comparing Results

Across Stakeholder Groups

Where applicable, the report for Arlington Public Schools compares results on similar questions across the stakeholder groups of parents, community members, teachers, and students.

Nationally

The 2009 Community Satisfaction Surveys were designed to include items that could be compared to national data on public satisfaction with public schools, allowing for better gauging and interpretation of Arlington responses.

Many of the questions in the Arlington survey are comparable to the results of the 2008 *Phi Delta Kappa/Gallup Poll (PDK) of the Public's Attitudes Towards Public Schools*, though earlier PDK/Gallup Polls have also been referenced based on the availability of data for certain inquiries. Where applicable, the Arlington Public Schools report and analysis includes results of the national poll for comparison to local results for community members and parents.

The most recent administration of the Phi Delta Kappa/Gallup poll reported on responses for "all respondents" and did not report separately on the responses by "parents of public school students" and other respondents identified by PDK as having "no children in school." Therefore, comparisons to the audiences of parents and community members in Arlington should be made with caution since this survey does not combine the results of the parents with community members. Details on the Phi Delta Kappa/Gallup survey can be found on the website <http://www.pdkintl.org/kappan/kpollpdf.htm>.

Over Time

The 2009 Community Satisfaction Survey was developed to include questions that could be compared across years. Where applicable and statistically significant, the report and analysis of the 2009 Community Satisfaction Survey contains data from similar surveys conducted in 2002, 2004, and 2007, providing a basis for monitoring levels of satisfaction over time.

For questions included in previous surveys, this report compares results over time. It is important to note that the survey administration procedures have evolved over time. Since 2002, parents and community members were surveyed by telephone, and beginning in 2007, teachers were surveyed online. Phrasing of questions or the inclusion of answer choices that differ from the 2009 Community Satisfaction Survey are noted, as applicable.

Overview of the 2009 Community Satisfaction Survey

Notes on Methodology and Procedures

In collaboration with the APS Planning and Evaluation Office and the Superintendent's Advisory Committee, **the polling company™, inc.** developed the 2009 Community Satisfaction Survey of parents, community members, teachers, and students. An explanation of complete data collection procedures and protocol can be found in Appendix A, while some general points about the methodology are explained below.

For ease of reporting, the results for the four main groups (community, parents, teachers, and students) apply a +/-4% (or less) allowance for sampling error at the 95% confidence level. This means that in 19 out of 20 cases, the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same methodology and sampling method across the same population.

In selected inquiries in the 2009 parent, community member, and teacher surveys, new answer categories were added, including "don't know," "refused," and "not applicable/no basis to judge." These responses were incorporated into the 2009 surveys to provide survey-takers with the option to "opt-out" of a substantive response to an inquiry, thereby preventing an answer bias.

Reporting Results

This report includes selected results from the 234-page report prepared by **the polling company™, inc.** for the Arlington Public Schools. The full report is available on the APS website at www.apsva.us/css. The items were selected by the Advisory Committee based on the members' early review of the 2009 survey results.

Using the Results for Continuous Improvement

Surveys provide an effective method for public entities to assess relative levels of satisfaction, knowledge, and opinion, and to solicit suggestions for modifying or improving services. The results reported in this survey will be shared with staff responsible for APS schools, programs, and services. It is expected that the results will be used across the system.

Those likely to use the results include advisory groups, principals, supervisors, assistant superintendents, the superintendent, school board members, and the Arlington community. The survey will be repeated again in the future for trending and tracking purposes.

Public Support for Schools

Ratings for the Arlington Public Schools

What overall grade would you give the public schools in Arlington: A, B, C, D, or F, where A is outstanding, B is very good, C is average, D is poor, and F is failing?

	2009 Community Satisfaction Survey				PDK '08¹
	Parent (N=605)	Community (N=601)	Teacher (N=632)	Student (N=990)	Parent & Comm.
A	57%	37%	57%	28%	12%
B	37%	40%	41%	44%	34%
C	4%	7%	2%	22%	30%
D	*	1%	*	2%	11%
F	-	1%	-	2%	5%
Don't know	1%	15%	-	-	8%

2009 Results:

- In total, 94% of parents, 98% of teachers, and 77% of community members awarded Arlington Public Schools an "A" or "B."
- Parents and teachers were more apt than community members and students to give Arlington Public Schools an "A."
- Twenty-two percent of students graded Arlington Public Schools with a "C," more than three times that of any other audience surveyed.
- Fifteen percent of community members did not feel comfortable providing a grade for Arlington Public Schools, and as such, passed on the question.

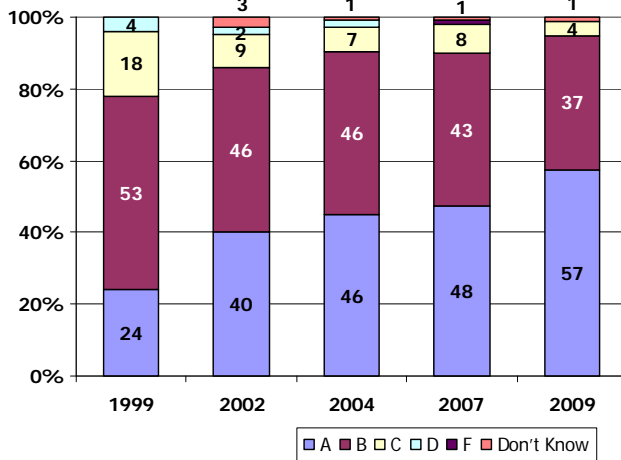
Comparison to Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public School:

- While the stakeholder groups in Arlington varied in their grading of the public schools, parents and community members both rated Arlington Public Schools more positively than did participants in the PDK/Gallup Poll on a nationwide level.
- Twelve percent of PDK/Gallup Poll respondents gave the public schools in their area an "A," compared to 57% of parents and 37% of community members in Arlington County.
- In addition, few respondents in the Arlington Public Schools study awarded the public school system a "C," "D" or "F," compared to 30%, 11% and 5%, respectively, of the national audience examined in the PDK/Gallup Poll.

¹ [1] The question in the Phi Delta Kappa/Gallup Poll is phrased: "Students are often given the grades of A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give the public schools here – A, B, C, D, or FAIL?"

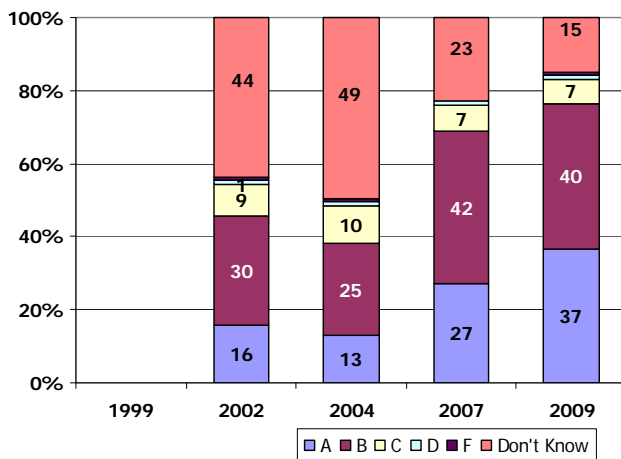
Ratings for the Arlington Public Schools

Parent Ratings for APS from 1999 to 2009



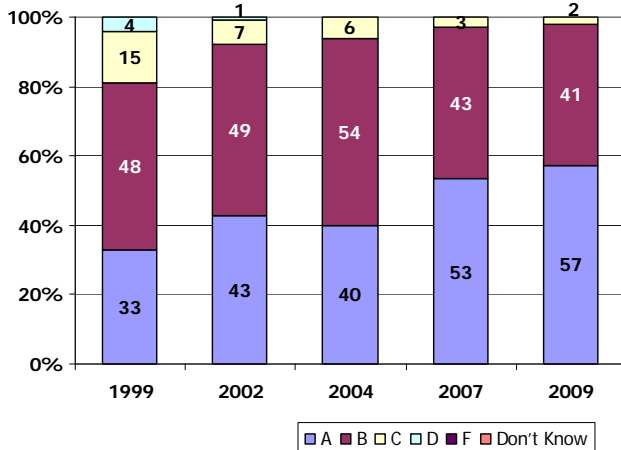
- The proportion of parents awarding Arlington Public Schools an "A" has varied over the past decade. However, this year's survey provides the highest percentage of "A's" from parents since 1999.
- In 2009, 57% of parents gave an "A" to the public schools in Arlington, compared to 48% in 2007, 46% in 2004, 40% in 2002, and 24% in 1999.

Community Ratings for APS from 2002 to 2009



- Community members were surveyed for the first time in 2002.
- A growing percentage of community members has awarded Arlington Public Schools an "A" since 2004. In 2009, 37% of community members gave an "A" to the public schools in Arlington, compared to 27% in 2007.
- In addition, the percentage of community members willing to grade Arlington Public Schools has increased greatly. Fifteen percent of community members could not or would not rate Arlington Public Schools in 2009 compared to 23% in 2007, 49% in 2004, and 44% in 2002.

Teacher Ratings for APS from 1999 to 2009



- In 2009, 98% of teachers awarded Arlington Public Schools an "A" or "B," compared to 96% in 2007, 93% in 2004, 92% in 2002, and 81% in 1999.
- Since 2002, no more than 7% of teachers have assigned Arlington Public Schools a grade of "C" or lower. In 1999, 15% of teachers awarded Arlington Public Schools a "C."

Rating One's Own School

What overall grade would you give [your/your child's/my school] school: A, B, C, D, or F?				
	Parent (N=605)	Teacher (N=632)	Student (N=988)	PDK (Parents)
A	63%	55%	33%	30%
B	31%	38%	38%	42%
C	6%	6%	20%	14%
D	1%	1%	6%	5%
F	*	-	2%	4%
Don't know	*	-	-	5%
Refused	-	-	-	-
Not applicable/ No basis to judge	-	-	-	-

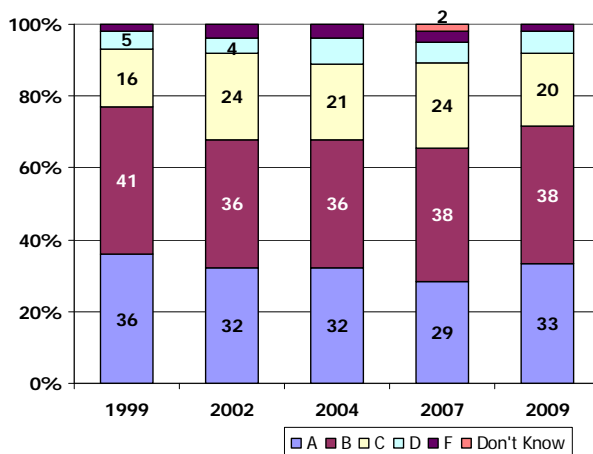
2009 Results:

- Overall, 94% of parents, 93% of teachers, and 71% of students awarded their school an "A" or "B."
- The majority of parents (63%) and teachers (55%) granted an "A" to their children's or their own schools.
- Students were more than three times as likely as parents and teachers to assign their school a "C" (20% of students, 6% of both parents and teachers).

Comparison to Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public School:

- Parents in Arlington County were more than twice as likely as respondents nationwide to rate their children's school with an "A" (63% of parents vs. 30% participants in the PDK/Gallup Poll).
- Similarly, 14% of respondents on a national level rated their children's schools as a "C," compared to 6% of parents in Arlington County.

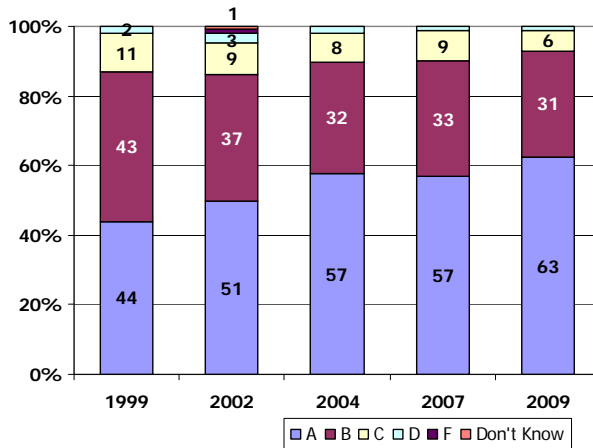
Student Ratings for Their Own School from 1999 to 2009



- Students have varied in their ratings of their own school since 1999. The percentage of "As" awarded by students to their schools increased from 29% in 2007 to 33% in 2009, while the proportion of "Bs" given remained constant.
- One-in-five students (20%) gave their school a "C" in 2009, relatively consistent with the results since 1999.

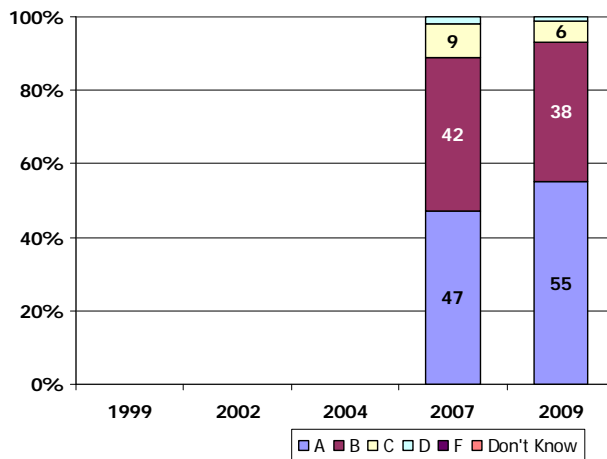
Rating One's Own School

Parent Ratings for Their Child's School from 1999 to 2009



- In 2009 94% of parents awarded their children's schools an "A" or "B," compared to 90% in 2007, 89% in 2004, and 87% in both 2002 and 1999.
- 2009 results included the highest percentage of "As" awarded and the lowest levels of "Bs" and "Cs" given by parents to their child's schools since 1999.

Teacher Ratings for Their Own School from 2007 to 2009



- Teachers were asked this question for the first time in 2007.
- In 2009, 93% of teachers gave above-average grades to their own schools, compared to 89% in 2007.
- The percentage of "Cs" given by teachers to their own schools decreased to its lowest level since 2007 to 6% in 2009.

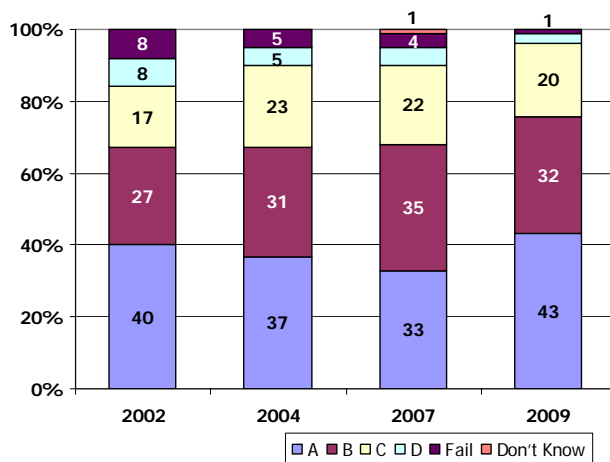
Grades for Principals

What overall grade would you give the principal in [your child's/your] school: A, B, C, D, or F?			
	Parent (N=605)	Teacher (N=632)	Student (N=995)
A	61%	48%	43%
B	24%	33%	32%
C	6%	12%	20%
D	1%	5%	3%
F	1%	1%	1%
Don't know	8%	-	-
Refused	-	-	-
Not applicable/ No basis to judge	-	2%	-

2009 Results:

- Overall, 85% of parents, 81% of teachers and 75% of students gave their principals or children's principals an "A" or a "B."
- More than three in five parents (63%) gave the highest grades to their children's principals, compared to 48% of teachers and 43% of students.
- Students were eight points more likely than teachers and 14 points more likely than parents to award their principals a "C."
- Eight percent of parents did not feel comfortable offering an opinion on their child's principal.

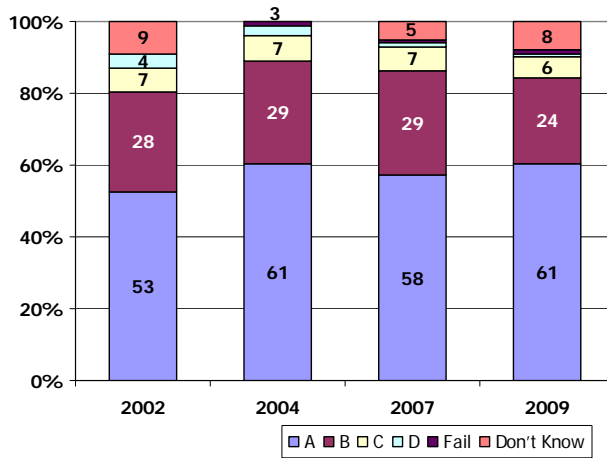
Student Grades for Their School's Principal from 2002 to 2009



- "As" awarded to principals by their pupils reached their highest level this year since 2002. In 2009, 43% of students rated their principals with an "A," compared to 33% in 2007, 36% in 2004, and 37% in 2002.
- One-in-five pupils (20%) gave a "C" to their principals, slightly lower than in 2004 and 2007.
- What's more, just 3% of students graded their principals as a "D," and only 1% awarded an "F," the lowest levels since 2002.

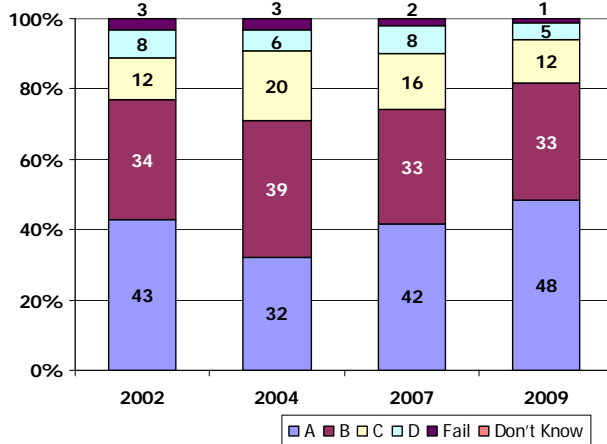
Grades for Principals

Parent Grades for Their School's Principal from 2002 to 2009



- In sum, 85% of parents awarded their children's principals an "A" or a "B" in 2009, compared to 87% in 2007, 83% in 2004, and 80% in 2002.
- More than three in five parents (61%) gave their children's principals the top grade of "A," the highest level recorded since 2002.

Teacher Grades for Their School's Principal from 2002 to 2009



- Overall, four in five teachers (80%) assigned their principals an "A" or a "B" in 2009, compared to 75% in 2007, 70% in 2004, and 77% in 2002.
- In 2009, nearly one-half of teachers (48%) gave their principals an "A," the highest level since 2002.
- An additional 12% of teachers gave a grade of "C" to their principals, while 5% gave a "D," the lowest percentages for those grades since 2002.

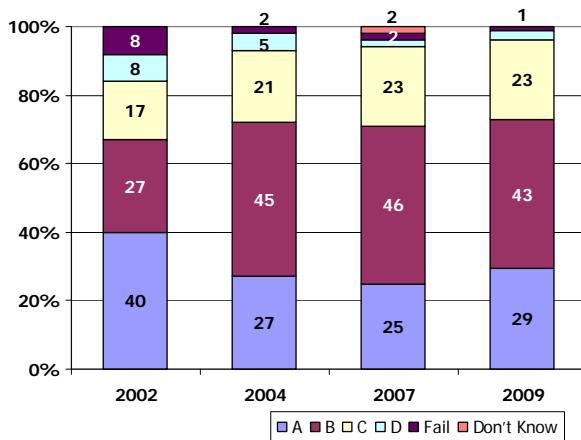
Grades for APS Teachers

What overall grade would you give the teachers in [your child's/your] school?		
	Parent (N=605)	Student (N=990)
A	62%	29%
B	31%	43%
C	6%	23%
D	1%	3%
F	-	1%
Don't know	2%	-
Refused	-	-

2009 Results:

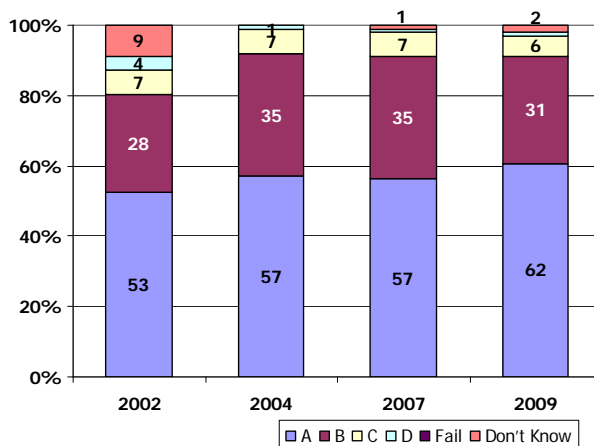
- More than twice the number of parents than students gave teachers in their schools an "A" (62% of parents vs. 29% of students).
- Students were more likely than parents to award their teachers a "B" (43% vs. 31%) or "C" (23% vs. 6%).

Student Grades for Their Teachers from 2002 to 2009



- In sum, 72% of students rated their teachers with top grades ("A" or "B") in 2009, compared to 71% in 2007, 72% in 2004, and 69% in 2002.
- The proportion of students awarding their teachers with "As" in 2009 increased four points from 2007, while the percentage assigning "Cs" remained constant.

Parent Grades for Their Child's Teachers from 2002 to 2009



- Overall, 93% of parents gave an "A" or "B" to their children's teachers, compared to 92% in 2007, 90% in 2004, and 90% in 2002.
- In fact, more than three in five parents (62%) gave the teachers in their children's schools an "A," the highest percentage since 2002.

Taxpayers Rate Tax Spending by APS

"My tax dollars are being well spent by the Arlington public school system."		
	Parent (N=605)	Community (N=601)
Strongly agree	50%	28%
Somewhat agree	36%	35%
Neither agree nor disagree	5%	18%
Somewhat disagree	6%	6%
Strongly disagree	1%	4%
Don't know	3%	8%
Refused	*	-

*Less than one-half of one percent.

2009 Results:

- In total, 86% of parents and 63% of community members agreed "somewhat" or "strongly" that their tax-dollar investment in Arlington Public Schools is well spent. What's more, one-half of parents (50%) were in strong accordance with this statement.
- Community members were more than three times as likely as parents to "neither agree nor disagree" with the statement on tax dollars and school spending (18% vs. 5%).
- Community members were five points more likely than parents to answer "don't know" to this inquiry.

Comparison to Past Results: Parents and Community Members

In the 2002, 2004, and 2007 studies, this inquiry was asked as a yes/no question: "Do you think your tax dollars are being well spent in the school system?" The results are not comparable to the 2009 question that asked for a more precise level of agreement, but the results are included for context.

	Past Results on a Similar Question					
	Parent			Community		
	2002	2004	2007	2002	2004	2007
Yes	83%	83%	83%	59%	48%	60%
No	10%	12%	13%	16%	12%	20%
Don't Know	5%	7%	4%	25%	40%	20%

Providing a Responsive Education

Feedback on Class Size

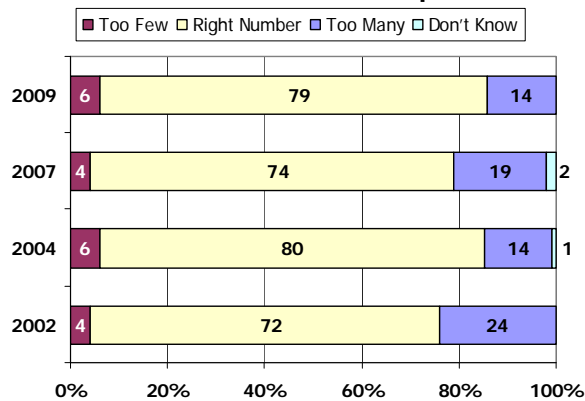
How do you feel about the number of students in [your child's/your] classes? Would you say there are too many students, just the right number of students, or too few students?

	Parent (N=605)	Teacher (N=632)	Student (N=998)
Just the right number of students	68%	66%	80%
Too many students	26%	23%	14%
Too few students	1%	1%	6%
Don't know	4%	-	-
Refused	1%	-	-
Not applicable/ No basis to judge	-	10%	-

2009 Results:

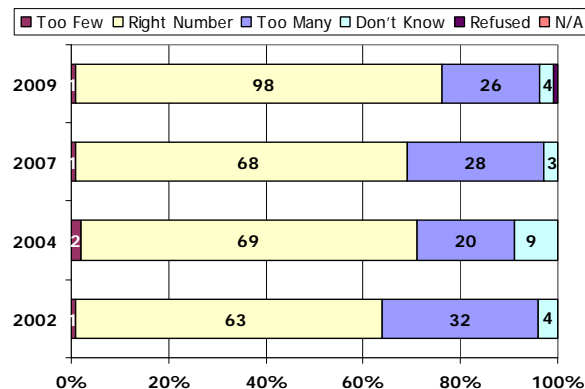
- Students were more inclined than parents and teachers to believe their classrooms or their children's classrooms hold an appropriate number of students (79% of students vs. 68% of parents and 66% of teachers).
- More than one-quarter of parents (26%) thought classrooms held too many pupils, compared to 23% of teachers and 14% of students.

Student Impressions of Class Size from 2002 to 2009



- Students' assessments of the number of pupils per classroom have remained relatively unchanged since 2004.
- In 2009, 79% of students believed the amount of pupils in each classroom is "just right," a five-point increase from 2007.

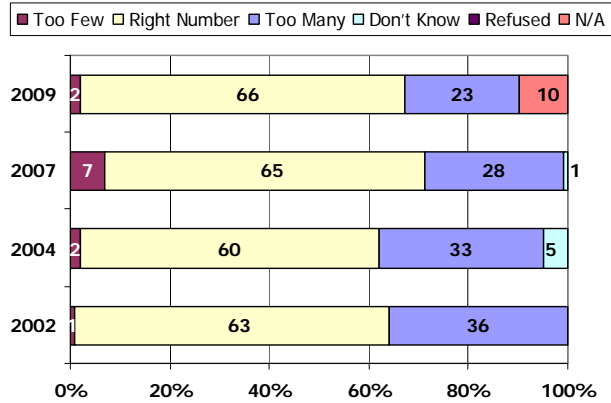
Parent Impressions of Class Size from 2002 to 2009



- The percentage of parents who reported that there is an appropriate number of pupils in each classroom in 2009 (68%) remained consistent with levels in 2007 (68%) and 2004 (69%).
- The percentage of parents who believed there are too many children in the classroom has varied annually since 2002, but decreased slightly from 28% in 2007 to 26% in 2009.
- Only 1% of parents believed there are too few students in the classroom in the 2009 study.

Feedback on Class Size

Teacher Impressions of Class Size from 2002 to 2009



- The percentage of teachers who reported there were too many students in their classroom has varied since 2002. More than seven in ten teachers (73%) in 2009 reported the satisfaction with the number of students per classroom, an increase of 9 points from 2007.
- One in ten teachers (10%) surveyed did not feel comfortable making a judgment on this inquiry, and were not included in the above results for 2009.

Instruction in a Second Language

In your opinion, should instruction in a second language (that is, in addition to English) begin in elementary school, middle school, or high school?

	Parent (N=605)	PDK (All respondents)
	2009	2007
Elementary School	77%	70%
Middle School	17%	18%
High School	3%	11%
Not at all	1%	-
Don't know	2%	1%
Refused	-	-

2009 Results:

- More than three-fourths (77%) of Arlington parents felt that their child should start learning a second language in elementary school. Seventeen percent thought middle school would be best, and 3% said high school.

Comparison to Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward Learning a Second Language:

- Arlington parents were more apt than PDK/Gallup poll respondents surveyed in 2007 to want students to start learning a second language in elementary school (77% vs. 70%).
- The largest disparity between Arlington parents and PDK/Gallup respondents centered on undertaking a foreign language in high school: 3% of Arlington caregivers felt this was best, compared to 11% of PDK respondents.

The Student Experience

Students' Attitudes about Arlington Public Schools

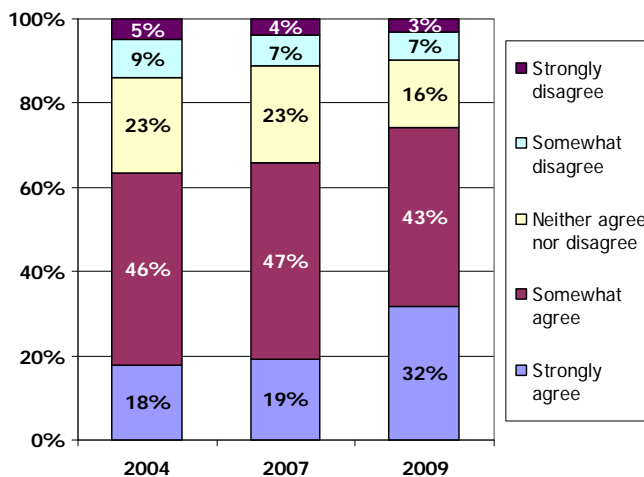
	"I feel respected at school."	"I feel supported in my school."	"I feel welcomed at school."
	Student (N=1,005)	Student (N=1,001)	Student (N=1,002)
Strongly agree	32%	40%	44%
Somewhat agree	43%	38%	34%
Neither agree nor disagree	16%	15%	16%
Somewhat disagree	7%	6%	3%
Strongly disagree	3%	2%	2%

2009 Results:

- Three-fourths of students (75%) felt respected at school.
- Two-fifths of pupils at Arlington Public Schools (40%) were in strong agreement with the statement, "I feel supported in my school," and an additional 38% were "somewhat" so.
- Of the 78% who agreed they feel welcomed at school, 44% felt so "strongly" and 34% felt so "somewhat."
- Sixteen percent of students could not or would not offer an opinion in either direction on feeling respected or welcomed at school, while 15% did the same with regard to feeling supported.

The following charts examine students' feelings of being respected, supported, and welcomed over time by comparing this year's data to data from similar questions in 2004 and 2007.

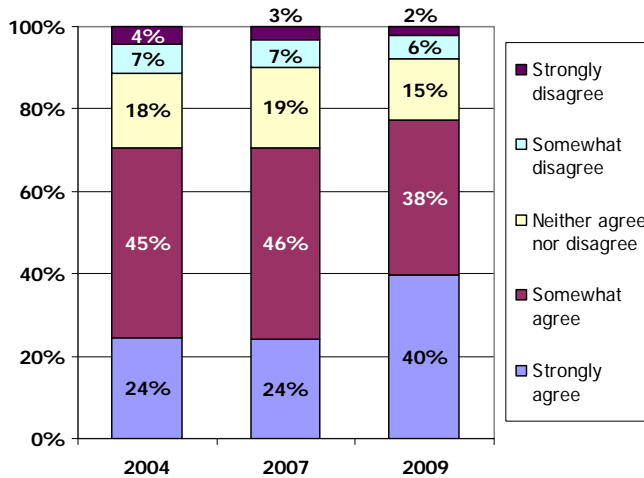
Students Feel Respected, from 2004 to 2009



- Between 2004 and 2009, there was a 14-point increase (18% to 32%) in the percentage of students who "strongly" agreed they felt respected at school.
- During that same time period, those who disagreed that they are respected dropped by four points (14% in 2004 to 10% in 2009).

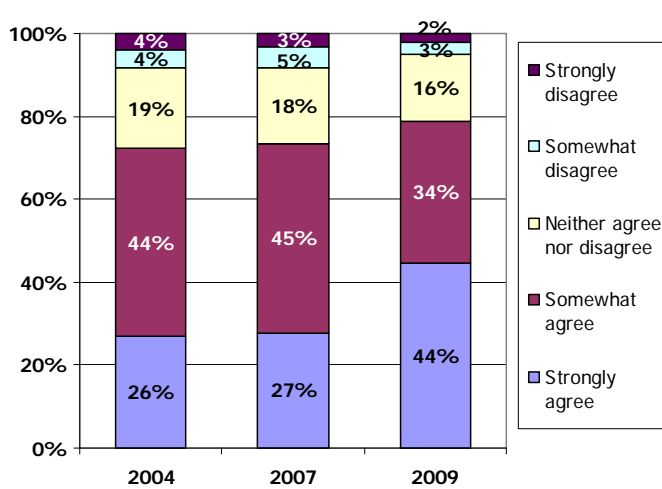
Students' Attitudes about Arlington Public Schools

Students Feel Supported, from 2004 to 2009



- The percentage of students who felt "strongly" supported increased significantly from 2007 to 2009.

Students Feel Welcomed, from 2004 to 2009



- Since 2004, the percentage of students who agreed "strongly" or "somewhat" that they "feel welcomed at school" has increased eight points from 70% in 2004 to 78% in 2009. Intensity of response has grown sharply as well: in 2004, 26% of students were in strong agreement; in 2009, that figure was 44%.
- Roughly the same percentage of students has not felt comfortable in their classrooms over the years, although there was a small decrease in the number of these students in 2009 (8% in 2004 and 2007 either "strongly" or "somewhat" disagreed, while 5% in 2009 felt the same).

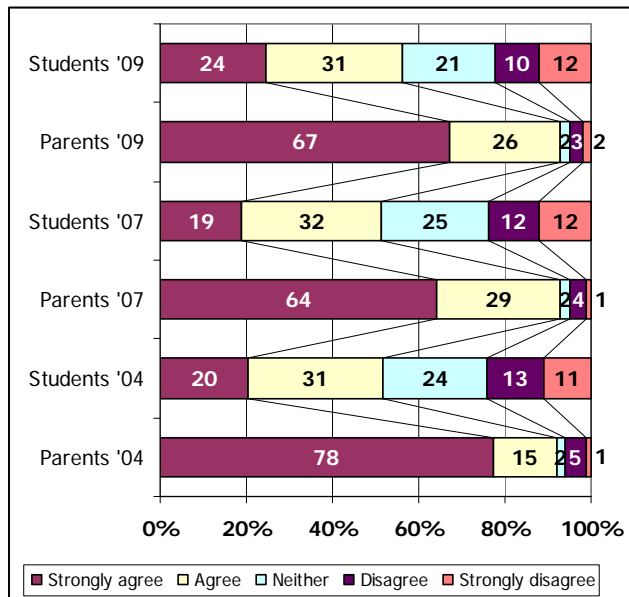
Students' Attitudes about Arlington Public Schools

	"My child likes to go to school." Parent (N=605) 2009	"I like to go to school." Student (N=988) 2009
Strongly agree	67%	24%
Somewhat agree	26%	31%
Neither agree nor disagree	2%	21%
Somewhat disagree	3%	10%
Strongly disagree	2%	12%

2009 Results:

- Ninety-three percent of parents agreed that their child enjoys attending school in 2009, and more than two-thirds of them (67%) "strongly" agreed.
- Nearly one-fourth (24%) of students were very keen on going to school, and almost one-third (31%) were "somewhat" enthusiastic about entering Arlington Public Schools' doors daily. Twenty-one percent of students did not provide an opinion on this matter, while 22% disagreed that they liked going to school.

Student and Parent Responses to "Student Likes to Go to School" from 2004 to 2009



Students

- The percentages of students who agree to some degree that they like school have remained relatively constant since 2004 (51% in 2004 and 2007, and 55% in 2009).
- The percentage of students in enthusiastic agreement with the statement "I like to go to school" increased by four points between 2004 and 2009 (20% to 24%).

Parents

- While equal percentages of parents in 2004 and 2009 said their children like attending school (both 93%), 2009 data show an 11-point decrease in intensity from 78% in 2004 to 67% in 2009.
- Since 2004, no more than 6% of parents have disagreed that their children enjoy attending school (5% disagreed "strongly" or "somewhat" in 2009).

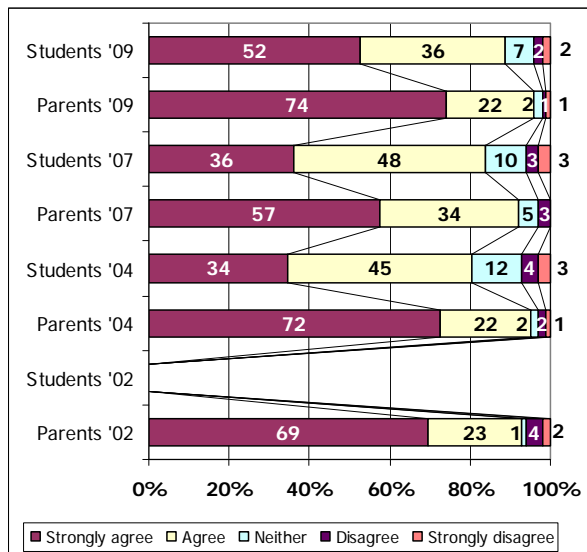
Students' Attitudes about Arlington Public Schools

	"My child feels safe at school."	"I feel safe at school."
	Parent (N=605)	Student (N=1,003)
	2009	2009
Strongly agree	74%	52%
Somewhat agree	22%	36%
Neither agree nor disagree	2%	7%
Somewhat disagree	1%	2%
Strongly disagree	1%	2%

2009 Results:

- Almost all parents (96%) surveyed believed their children felt safe at school, with the majority agreeing "strongly" (74%).
- Eighty-eight percent of students agreed that schools are safe, and again, the majority (52%) were in strong concurrence with this statement.

Student and Parent Responses to "I/My Child Feels Safe at School" from 2004 to 2009



Students

- In total, 88% of students reported feeling safe in school, compared to 84% in 2007, and 79% in 2004.
- The percentage of students who "strongly" agreed with this statement grew 16 points from 36% in 2007 to 52% in 2009.

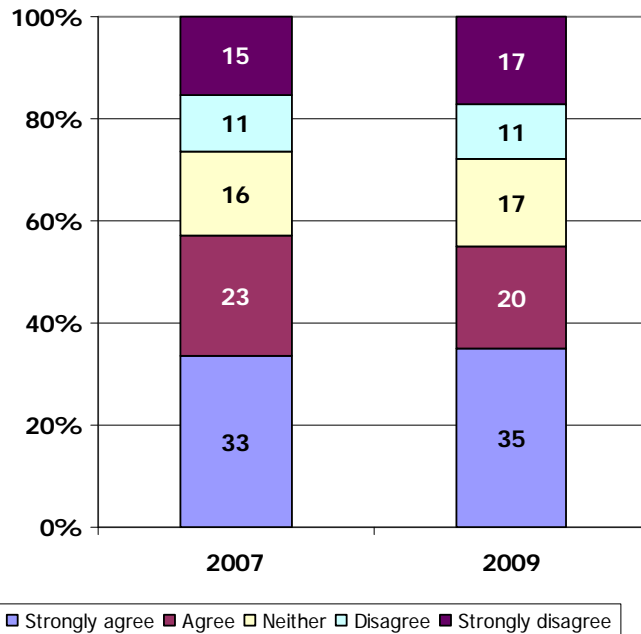
Parents

- The percentage of parents in strong agreement with the statement "my child feels safe at school" has varied since 2002, though parents' assessments on this topic were very positive in 2009 (74% "strongly" or "somewhat" agreed with this).
- Since 2004, no more than 6% of parents have disagreed that their child enjoys a sense of safety at Arlington Public Schools.

Adult Guidance for Students

Student Reporting "There Is at Least One Adult in the School with Whom I Can Talk about Almost Anything" from 2007 to 2009

- More than one-half (55%) of students felt they have someone with whom they could discuss anything during the school day should the need arise.
- Twenty-eight percent disagreed to some extent with this statement, and 17% did not offer an opinion in either direction.



Comparison to Past Results: Students

- In 2009, 28% of students disputed the statement "strongly" or "somewhat," compared to 26% in 2007.

Teacher Expectations and Encouragement of Students

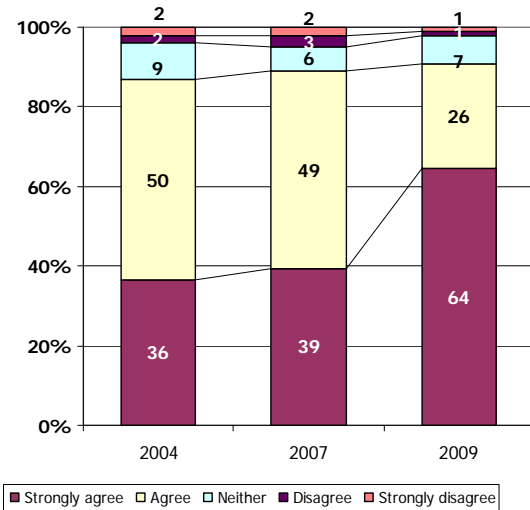
	"The teachers encourage [my child] to always do well at school."			"My teachers encourage me to always do well at school."		
	Parent (N=605)			Student (N=995)		
	2004	2007	2009	2004	2007	2009
Strongly agree	81%	72%	75%	39%	40%	56%
Somewhat agree	15%	24%	19%	41%	40%	28%
Neither agree nor disagree	2%	2%	2%	13%	12%	11%
Somewhat disagree	1%	1%	3%	4%	3%	2%
Strongly disagree	*	*	*	3%	2%	2%
Don't know	2%	*	1%	-	-	-
Refused	-	-	-	-	-	-

2009 Results:

- In total, 94% of parents and 84% of students believed that teachers encourage students to excel in the classroom.
- Eleven percent of students did not offer an opinion on this topic one way or the other.

Teacher Expectations and Encouragement of Students

Students Reporting “My Teachers Expect Me to Do Well at School” from 2007 to 2009



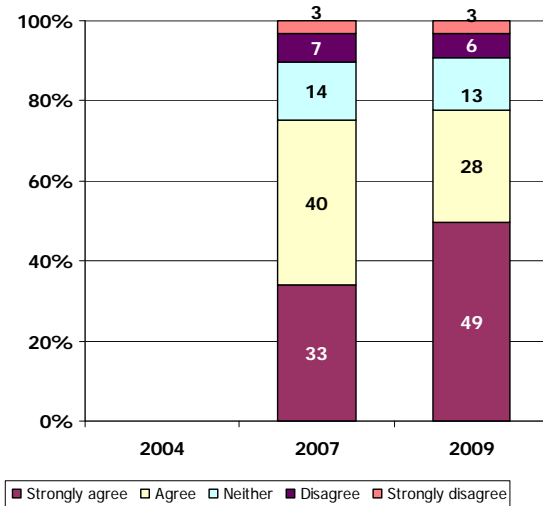
2009 Results

- Nearly two-thirds (64%) of students “strongly” agreed that their instructors expect them to do well in school, while an additional 26% “somewhat” concurred with this statement.

Comparison to Past Results

- The proportion of students that strongly agreed that teachers push them to do their best has nearly doubled since 2004 (36% to 64% in 2009), while the percentage of students who agreed somewhat has declined by almost one-half (50% to 26%).

Students Reporting “My Teachers Expect All Students to Do Well at School” from 2007 to 2009



2009 Results:

- Almost one-half of students (49%) “strongly” agreed that teachers maintain the same high expectations for all students, and an additional 28% reported less intense agreement with this statement.

Comparison to Past Results

- Since 2007, there was a 16-point increase among students who “strongly” agreed that teachers push all students to exceed equally (33% to 49%). There was also a 12-point decrease among those who agreed “somewhat” so.
- No more than 10% have disagreed that there are uniform expectations of pupils by teachers in since 2007.

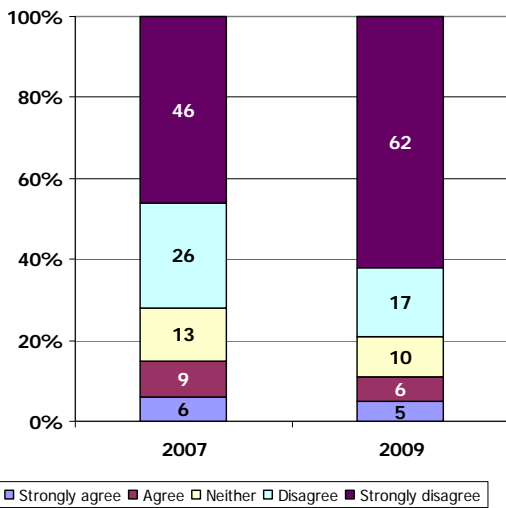
Exposure to Bullying

	"My child is worried about bullying in the school."	"I feel threatened by bullies in my school."	"I was bullied at school (this year)."	"I saw someone else bullied at school."
	Parent (N=605)	Student (N=998)	Student (N=987)	Student (N=982)
Strongly agree	6%	5%	7%	19%
Somewhat agree	15%	6%	7%	20%
Neither agree nor disagree	3%	10%	8%	15%
Somewhat disagree	24%	17%	10%	14%
Strongly disagree	50%	62%	66%	29%
Don't know	2%	-	-	-

2009 Results:

- Slightly more than one-fifth (21%) of parents agreed either "strongly" or "somewhat" that their child was concerned about bullying at school.
- Eleven percent of students felt threatened by bullies, and 14% reported actually being harassed this school year. Nearly two-fifths (39%) said they witnessed mistreatment of a classmate by a peer.

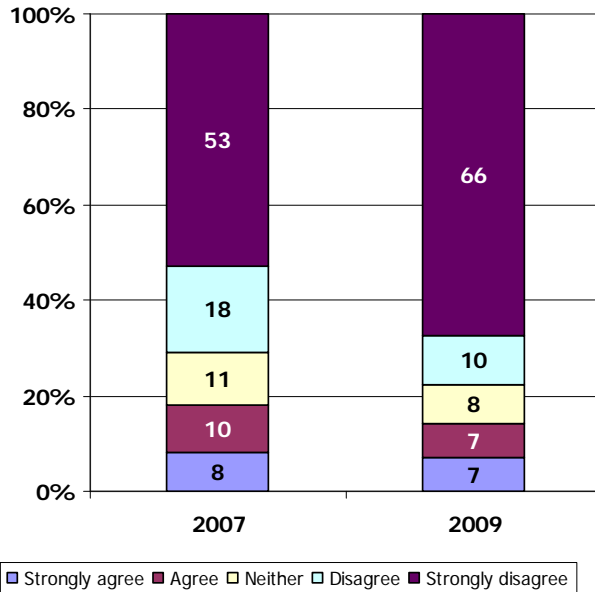
Students Reporting "I Feel Threatened by Bullies in My School" from 2007 to 2009



- Small percentages of students reported feeling in danger from school bullies, and the proportion that felt this way has steadily decreased, from 15% in 2007 to 11% in 2009.
- In total, 79% of students disagreed "strongly" or "somewhat" that they were intimidated by bullies in Arlington Public Schools in 2009, up from 72% in 2007. In fact, 62% of students strongly disagreed with this statement in 2009.

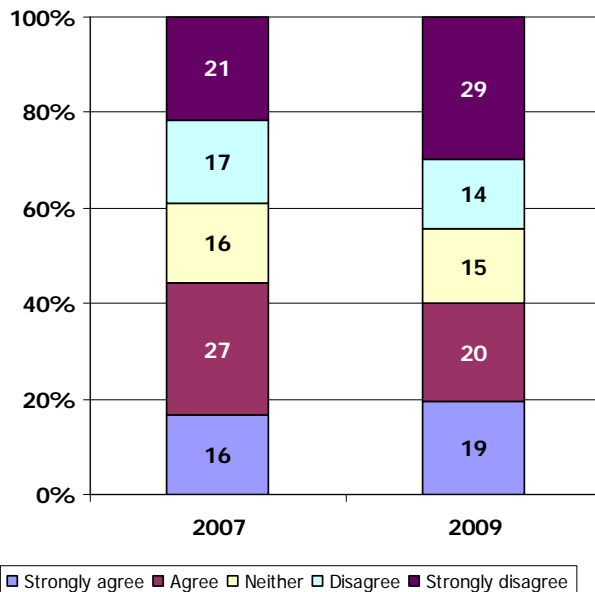
Exposure to Bullying

Students Reporting "I Was Bullied at School (This Year)" from 2007 to 2009



- More than three-quarters of students (76%) disagreed that they had been bullied, and 66% strongly disagreed that they had been. Overall disagreement with this statement has increased from 71% in 2007 to 76% in 2009.
- A combined total of 14% admitted to being bullied this school year, but it represented a four-point drop from 2007.

Students Reporting "I Saw Someone Else Bullied at School This Year" from 2007 to 2009



- While 76% of students in the previous question said they had not personally experienced actual or threatened bullying, 39% said they have seen it happen to someone else at school. This is down from 43% in 2007.
- Since 2007, more students have disagreed that they observed others being bullied during the school day (21% in 2007 and 29% in 2009 "strongly disagreed").

Cultural Sensitivity and Closing the Achievement Gap

Perceived Acceptance by Staff and Students

	"I feel students of my race or culture are accepted by staff at school."	"I feel students of my race or culture are accepted by students at school."
	Student (N=998)	Student (N=999)
Strongly agree	61%	49%
Somewhat agree	21%	30%
Neither agree nor disagree	9%	13%
Somewhat disagree	5%	5%
Strongly disagree	2%	3%

2009 Results:

- To further delve into perceptions on race at Arlington Public Schools, students were asked two additional questions on acceptance within the schools.
- More than four-fifths (82%) of students either "strongly" or "somewhat" agreed that "students of their race or culture were accepted by staff at school;" and 79% felt children of other races were accepted by other students at school. Few students disagreed with either statement.

Importance of Closing the Academic Achievement Gap

Black and Hispanic students generally score lower on standardized tests than White students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students?						
	Parent (N=605)		Community (N=601)		Teacher (N=632)	PDK (All respondents)
	2007	2009	2007	2009	2009	2006
Very important²	74%	74%	67%	66%	70%	67%
Somewhat important	17%	19%	23%	21%	18%	21%
Somewhat unimportant	2%	3%	3%	4%	2%	5%
Very unimportant	2%	1%	3%	3%	8%	5%
Don't know/Unsure	4%	3%	4%	4%	2%	2%
Refused	1%	-	*	1%	-	-

2009 Results:

- Parents were more apt than community members or teachers to say closing the achievement gap is important (93% of parents said this was “very” or “somewhat” important, compared to 87% of community members and 88% of teachers who reported the same).
- Teachers were more than twice as likely as community members, and eight times more inclined than parents to say closing the achievement gap was “very unimportant” (8% vs. 4% vs. 1%).
- Small percentages of respondents in each audience did not feel comfortable offering an opinion on the subject of the achievement gap.

Comparison to Past Results:

- From 2007 to 2009, the percentage of parents who felt closing the achievement gap was “very” or “somewhat” important increased from 91% to 93%. Both community members and teachers reported lower levels of importance for closing the academic achievement gap in 2009 than in 2007 (community members, 90% in 2007 to 87% in 2009; teachers, 95% in 2007 to 88% in 2009).

Comparison to Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools:

- Arlington parents felt closing the achievement gap was more important than PDK/Gallup poll respondents nationwide (93% vs. 88% either “strongly” or “somewhat” important).
- Community members, however, reported similar feelings toward closing the achievement gap as the PDK/Gallup respondents (87% vs. 88%).

² The answer categories for this inquiry in the 2007 study included “Very important,” “Somewhat important,” “Not too important,” “Not at all important,” “Don't know (not read),” and “Refused (not read).”

Maintaining High Standards While Closing the Academic Achievement Gap

Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children, or not?				
	Parent (N=605)	Community (N=601)	Teacher (N=632)	PDK ³ (Parents & Community)
Yes	79%	75%	78%	81%
No	13%	15%	6%	17%
Don't know	8%	11%	-	2%
Unsure	-	-	17%	-

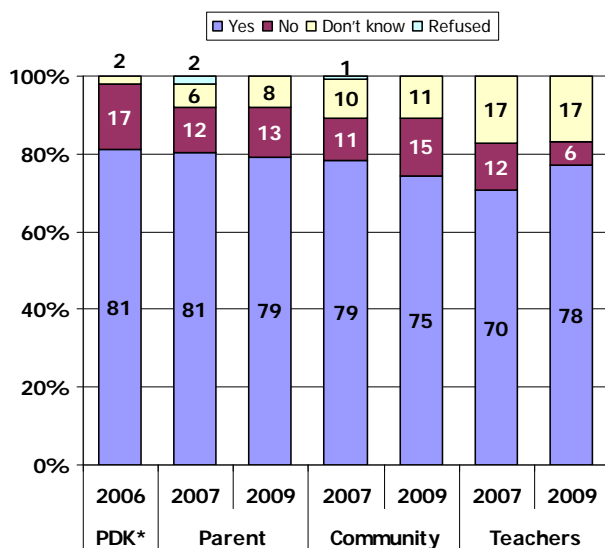
2009 Results

- Parents, community members, and teachers all reported a statistically equal belief (i.e., "yes") that the achievement gap can be narrowed while maintaining high academic standards high for all children.

Comparison to Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools:

- Arlington parents and community members had slightly less confidence than PDK/Gallup poll respondents nationwide that the achievement gap can be narrowed while maintaining academic rigor for all students (79% and 75% vs. 81%, respectively).
- Parents and community members were less likely than respondents to the PDK/Gallup poll to have felt that the gap could be tightened in this manner (13% and 15% vs. 17%, respectively).
- Considerably more local parents and community members than PDK respondents provided a "don't know" response when probed about tightening the gap (8% and 11% vs. 2%).

Parents, Community, and Teacher Beliefs about the Achievement Gap from 2007 to 2009



Parents and Community Members

- Both parents and community members felt less strongly in 2009 than in 2007 about the schools' ability to close the achievement gap while still maintaining high standards for all children. Those in agreement with the statement decreased from 81% to 79% for parents, and from 79% to 75% among community members.

Teachers

- In contrast to parents and community members, teachers have steadily increased their belief that it is possible to close the gap while keeping course work challenging for all students from 70% in 2007 to 78% in 2009.

³ Data from the 2006 Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, the most recent year in which this question was asked. The question was presented to respondents as: "Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children or not?" with answer options "can be narrowed," "can not be narrowed," and "don't know."

Responsibility of Closing the Academic Achievement Gap

In your opinion, is it the responsibility of the public schools to close the achievement gap between White students and Black and Hispanic students, or not?

	Parent (N=605)	Community (N=601)	Teacher (N=632)	PDK ⁴ (All respondents)
Yes	64%	57%	69%	57%
No	29%	27%	9%	39%
Don't know	6%	15%	22%	4%
Refused	1%	-	-	-

2009 Results:

- Teachers were more likely than other respondents to feel that it is the responsibility of public schools to close the achievement gap (69% vs. 64% of parents and 57% of community members).
- Slightly less than one-sixth (15%) of community members were unsure on whose shoulders this responsibility falls.

Comparisons to Phi Delta Kappa/Gallup Poll of the Achievement Gap:

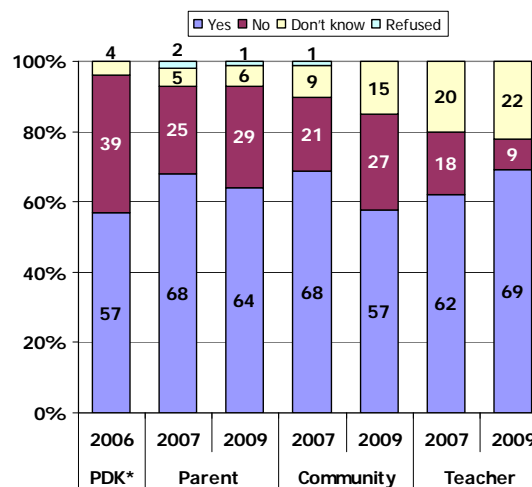
- Arlington parents were more likely than respondents to the PDK/Gallup Poll to have said that the responsibility of closing the achievement gap rests with the public schools (64% vs. 57%); community members were in equal agreement with the nationwide poll data.

Past Results: Parents and Community Members

- Agreement that closing the achievement gap falls to public schools decreased among both parents and community members between 2007 and 2009.
- Fifteen percent of community members did not feel comfortable answering this question – a six-point increase from 2007.

Past Results: Teachers

- Since 2007, there has been a steady uptick of the percentage of teachers who do feel closing the gap falls to the schools. Since 2007, there has been a seven-point increase, from 62% to 69% in 2009.
- The percentage of teachers who were not sure whose responsibility it was to close the achievement gap increased from 20% in 2007 to 22% in 2009.
- Since 2007, the proportion of teachers who felt that it is not the school's duty to close the gap has decreased by half (18% to 9%).



⁴ Data from the 2006 Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, the most recent year in which this inquiry was asked. Question was asked as "In your opinion, is it the responsibility of the public schools to close the achievement gap between white students and black and Hispanic students or not?"

Arlington Public School Performance on Closing the Academic Achievement Gap

In your opinion, how successful do you think Arlington Public Schools has been in narrowing the academic achievement gap between minority and White students?			
	Parent (N=605)	Community (N=601)	Teacher (N=632)
Very successful	19%	7%	17%
Somewhat successful	55%	42%	65%
Somewhat unsuccessful	6%	8%	7%
Very unsuccessful	1%	1%	2%
Don't know/Unsure	8%	29%	2%
Refused	*	1%	-
Need more information/No basis to judge	11%	11%	7%

2009 Results:

- In this new question, parents and teachers said they believed that Arlington Public Schools' work to close the achievement gap has been successful, with 74% of parents saying the efforts were either "very" or "somewhat" successful as did 82% of teachers. Forty-nine percent of community members agreed.
- Furthermore, 7% of community members said Arlington Public Schools has been "very" successful, and six times that figure (42%) said the school system has been "somewhat" successful in narrowing the achievement gap. The same held true for parents, in which nearly three times as many said the schools have been "somewhat," and not "very" successful (55% vs. 19%). Teachers were four times as likely to have provided less powerful ratings (17% said "very" and 65% said "somewhat" successful).

Communication and Stakeholder Involvement

Arlington Public Schools Event Communication and Information

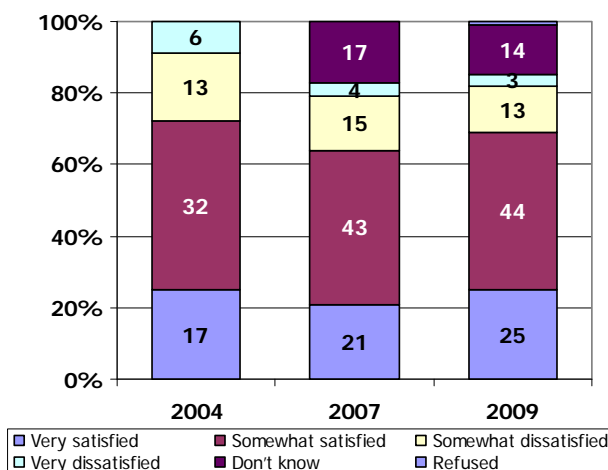
How satisfied are you with the degree to which the local schools inform the community of its events?			
	Community (N=601)		
	2004	2007	2009
Very satisfied	17%	21%	25%
Somewhat satisfied	32%	43%	44%
Somewhat dissatisfied	13%	15%	13%
Very dissatisfied	6%	4%	3%
Don't know	-	17%	14%
Refused	-	*	1%

2009 Results:

- In total, 69% of community members were either “very” or “somewhat” satisfied with the information they receive from Arlington Public Schools regarding events.

Community Satisfaction with Information about APS Events from 2004 to 2009

- The percentage of community members who were “very” or “somewhat” satisfied with the flow of information regarding events increased over the past three studies (49% in 2004, 64% in 2007, and 69% in 2009).
- Fourteen percent of respondents could not rate their satisfaction in regard to information output.



Community Access to Arlington Public School Facilities

How satisfied are you with your access to local schools' facilities?	
	Community (N=601)
Very satisfied	47%
Somewhat satisfied	35%
Somewhat dissatisfied	3%
Very dissatisfied	1%
Don't know	13%
Refused	2%

2009 Results:

- Nearly one-half (47%) of community members were “very satisfied” and an additional 35% were “somewhat satisfied” with access to local facilities. Thirteen percent of community members did not feel comfortable offering an opinion on this topic.

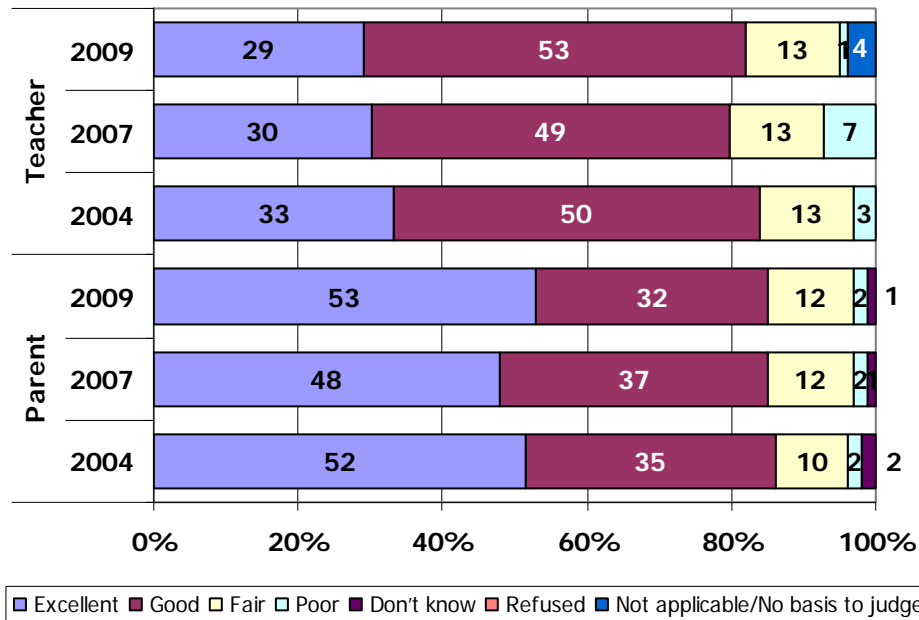
Parent-Teacher Communication

	How would you rate your communications with your child's teachers?	Overall, how would you rate your communications with your students' parents?
	Parent (N=605)	Teacher (N=632)
Excellent	53%	29%
Good	32%	53%
Fair	12%	13%
Poor	2%	1%
Don't know	1%	-
Not applicable/No basis to judge	-	4%

2009 Results:

- Parents were much more apt than teachers to rate communication between the two parties as "excellent" (53% vs. 29%); however, teachers were more likely than parents to say it is "good" by almost the same ratio (53% vs. 32%).

Parent and Teacher Ratings of Their Communication from 2004 to 2009



Parents

- The percentage of parents rating communications with teachers as "excellent" has remained relatively steady since 2004, though there was a dip in 2007 to 48%. 2009 marks the highest "excellent" rating (53%) for this question since 2004.

Teachers

- "Excellent" ratings by teachers regarding their communications with parents have decreased from 33% in 2004 to 30% in 2007 to 29% in 2009.

Influence on School Board Decision-Making

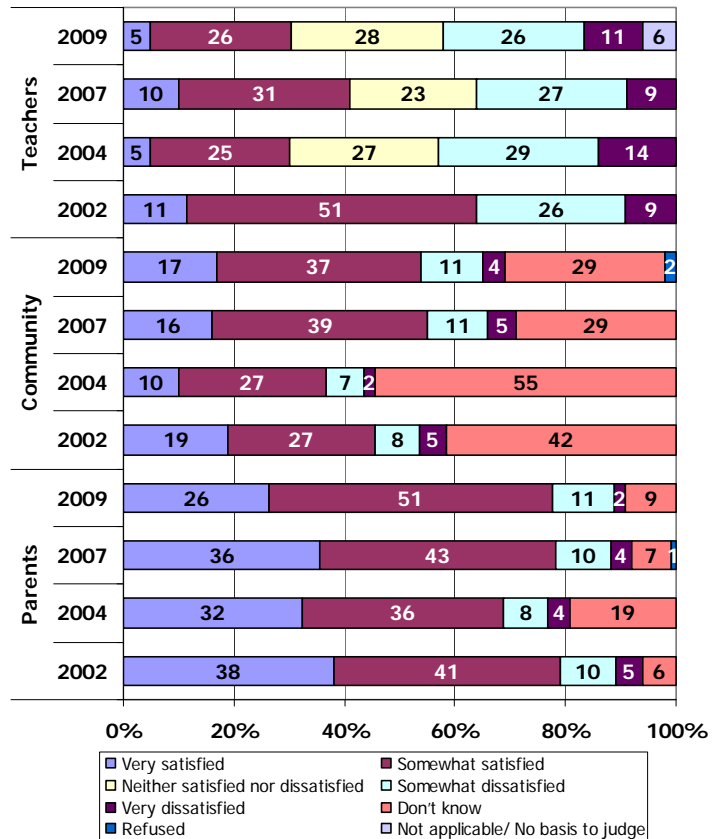
Parent, Community, and Teacher Satisfaction with Their Involvement in School Board Decision-Making from 2002 to 2009

2009 Results:

- Parents were more satisfied than community members or teachers with their involvement in the School Board's decision-making (77% vs. 54% and 31%, respectively).
- A small percentage of teachers were "very satisfied" (5%); a plurality was "neither satisfied nor dissatisfied" (28%).
- Nearly three in ten (29%) community members were unable or unwilling to rate their satisfaction levels on this issue.

Comparison to Past Results:

- The percentage of parents who were "very satisfied" with their involvement in the School Board's decision-making dropped sharply this year in comparison to previous years (26% in 2009 vs. 38% in 2002, 32% in 2004, and 36% in 2007).
- Please note that "neither satisfied nor dissatisfied" was provided as an answer option for the first time in 2009, which may account for some of the decreases in the previous questions.



Appendix A: 2009 Community Satisfaction Survey Methodology

Appendix A provide details on the process used to develop and conduct the 2009 survey.

Selection of the Survey Contractor

the polling company™, inc. was awarded the 2009 Community Satisfaction Survey project through a competitive bidding process conducted by Arlington Public Schools.

Methodological Approach

For the 2009 Community Satisfaction Survey and in collaboration with the APS Planning and Evaluation Office and the Superintendent's Advisory Committee, **the polling company™, inc.** developed one survey for each of the four stakeholder groups: (1) parents, (2) community members (3) teachers, and (4) students. Details on the specific criteria for each audience can be found in the "Sample Design and Profile of Respondents" section of the methodology. Each of the four surveys was conducted using the most appropriate and fruitful data collection method for each audience, administering a telephone survey of parents and community members, an online survey of teachers, and an in-person, paper survey of students.

Survey Design

Inquiries on the four survey instruments were developed to address the strategic goals of Arlington Public Schools, and where appropriate, contained inquiries on topics to be compared across stakeholder groups, to past APS studies, and to the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools.

Rotation of Answer Choices

As identified in the survey instruments and topline data reports, **the polling company™, inc.** rotated the answer choices on selected inquiries on the telephone survey of parents and community members and the online survey of teachers. Rotation of answer categories is employed to avoid response set bias, when respondents give an answer that is influenced by the sequence or order in which answer categories are provided.

Translation of Survey Instruments

The questionnaires for each audience were developed and reviewed in English. In preparation for the pre-testing of survey instruments (discussed in the next section), the Arlington Public Schools' Intake Center translated the parent, community member, and student surveys in the primary Spanish dialect spoken by the majority of Spanish-speaking residents in Arlington County.

Pre-Testing of Survey Instruments

the polling company™, inc. conducted pre-tests of all survey instruments with their corresponding audiences in January 2009 to ensure proper question wording and sequencing, a lack of confusion, and the ability of respondents to answer survey inquiries.

Data Collection Procedures

Survey of Parents and Community Members in Arlington Public Schools

Telephone surveys were conducted February 1 – March 8, 2009 for the parent survey and February 8-25, 2009 for the community member survey at a CATI facility (Computer-Assisted Telephone Interviewing) using live callers. Bilingual interviewers conducted all calls so that respondents could complete the survey in English or Spanish, depending on their preference.

For the telephone survey of parents and community members, **the polling company™, inc.** implemented measures to gain cooperation and increase the response rate. In collaboration with **the polling company™, inc.**, the Superintendent of Arlington Public Schools sent an advance letter to all potential

respondents randomly selected to participate in the study. In addition, Arlington Public Schools provided a press release on their website to provide more information for interested parties.

Teachers at Arlington Public Schools

The survey of teachers at Arlington Public Schools was completed online. **the polling company™, inc.** e-mailed an invitation to participate in the study from the address survey@pollingcompany.com on February 10, 2009. The e-mail included information on the purpose of the study, an assurance of confidentiality of responses, and a link to partake in the study. Teachers were asked to log into the online questionnaire by providing their APS-issued e-mail address to which the invitation was sent. Data collected from teachers were examined collectively, and no identifying information that could reveal the personal identity of the participants was used in the analysis.

Teachers randomly selected to participate in the 2009 Community Satisfaction Survey were informed of the survey by a postcard sent from the Superintendent and distributed by Arlington Public Schools prior to data collection. Three reminder e-mails were sent to those teachers who had not yet completed the online survey on February 17, February 24, and March 2, 2009. The online survey was available for completion by selected teachers for more than three weeks (February 10 – March 5, 2009).

Students Enrolled in Arlington Public Schools

Student questionnaires were administered in selected health and physical education classes of students in grades 6-10, in homerooms of students in grade 5, and U.S. History classes of 11th-grade students. These classes were selected because every student is required to take that course in the grade identified. A principal or designated survey coordinator was chosen by the Planning and Evaluation Office to distribute and collect survey packets within each school. Each survey packet contained instructions to the designated survey proctor, questionnaires in English and Spanish to be completed, and number two pencils to fill in answer choices. Survey coordinators and proctors were given approximately two weeks (February 12-27, 2009) to administer the student survey in the selected classrooms. Survey packets were returned to the Planning and Evaluation Office in signed and sealed envelopes to protect the respondents' confidentiality, and the data was processed and delivered to **the polling company™, inc.** for analysis.

Sample Design and Profile of Respondents

Parents of Children Enrolled in Arlington Public Schools

The parent sample was designed to produce 600 completed interviews. **the polling company™, inc.** randomly selected a sample of parents from a full list provided by Arlington Public Schools. The sample was screened to ensure parents were referring to their oldest child throughout the course of the study, based on information appended to the sample file. The performance of the sample is included in the disposition table to the right. In total, 605 completed telephone surveys were collected with parents of Arlington Public School students, 488 in English and 117 in Spanish.

The overall margin of error for the survey is $\pm 3.9\%$ at a 95% confidence interval, meaning that in 19 out of 20 cases, the data obtained would not differ by any more than 3.9 percentage points in either direction if the survey were repeated multiple times employing the same methodology and sampling method. Margins of error for sub-groups among all audiences examined through cross-tabular analysis are higher.

The following groups were examined through cross-tabular analysis within the 2009 Community Satisfaction Survey of parents (completed interviews):

- Gender: Male (293), Female (312)
- Student School Level: Kindergarten or Pre-K (116), Elementary School (229), Middle School (115), High School (145)
- Race: White (345), Black (86), Asian (57), Another race (112)
- Ethnicity: Hispanic (159), Non-Hispanic (445)

Parents responding to the 2009 Community Satisfaction Survey answered selected demographic inquiries, which are included in the table to the right.

Sample Disposition for Parents	
Disposition Description	Number of records
Not Eligible	
Not applicable	49
Do not call response	31
Non-working number or Telco message	401
Telephone Numbers Used	
No answer	2806
Refusal to participate	144
Busy	62
Answering machine or voicemail	1,828
Completed interviews	605
Total	5,928

2009 Community Satisfaction Survey: Parent Sample (605 Respondents)	
Gender	
Male	48%
Female	52%
Race	
White	57%
African-American	14%
Asian	9%
Other	19%
Ethnicity	
Hispanic or Latino	26%
Not Hispanic or Latino	74%
Student Level Referenced in Study	
Kindergarten or Pre-K	19%
Elementary School	38%
Middle School	19%
High School	24%

Community Members in Arlington County

The community member sample was designed to produce 600 completed interviews. A targeted list of residents in Arlington County was purchased by **the polling company™, inc.** for use in the 2009 Community Satisfaction Survey. Once a respondent was reached on the telephone, they were screened to ensure that they did live in Arlington County and did not have a student currently attending Arlington Public Schools. The performance of the sample is included in the disposition table to the right. In total, 601 telephone surveys were completed with community members in Arlington, 581 in English and 20 in Spanish. The margin of error for the survey was $\pm 4.0\%$ at the 95% confidence interval. Arlington residents who were 18 and older *and* lived in a household that did not have any children currently enrolled in Arlington Public Schools were considered eligible to participate in the survey. The nearby table compares the demographic profile of Arlington County with that of the 2009 community member survey sample.

Sample Disposition for Community Members	
Disposition Description	Number of records
Not Eligible	
Not applicable	498
Do not call response	134
Non-working number or Telco message	1,271
Telephone Numbers Used	
No answer	7,112
Refusal to participate	1,393
Busy	218
Answering machine or voicemail	5,882
Completed interviews	601
Total	17,109

The following groups were examined through cross-tabular analysis within the 2009 Community Satisfaction Survey of community members (completed interviews):

- Gender: Male (295), Female (306)
- Age: 18-34 year olds (193), 35-44 year olds (110), 45-54 year olds (112), 55-64 year olds (85), 65 years and older (87)
- Race: White (477), Non-White (97)
- Ethnicity: Hispanic (70), Non-Hispanic (521)
- Other Language Spoken in Household: Yes (171), No (422)
- Region: North Arlington (358), South Arlington (220)
- Ever Had a Child in APS: Yes (130), No (453)
- Number of Adults in the Household: 1 (152), 2 (367), 3 or more (66)

	Arlington County ⁵	2009 Community Sample
	201,798 Population	601 Respondents
Gender		
Male	50%	49%
Female	50%	51%
Race		
White	68%	79%
African-American	8%	5%
Asian	9%	5%
Other	1%	7%
Ethnicity		
Hispanic or Latino	16%	12%
Not Hispanic or Latino	84%	87%
Age		
18-24	9%	2%
25-34	25%	30%
35-44	24%	18%
45-54	17%	19%
55-64	13%	14%
65-74	6%	8%
75+	5%	6%
Refused		4%

It should be noted that some of the subgroups in the 2009 Community Satisfaction Survey of community members were too small to draw scientifically significant conclusions about these cohorts within the study (less than 50 participants in the demographic group), including:

⁵ The United States Census Bureau: 2005-2007 American Community Survey 3-Year Estimates, Arlington County, Virginia.

- Race: Black (28), Asian (29), another race (40)
- Education: high school or less (14), high school graduate (33), some college (36), college graduate (180), graduate or professional degree (330)
- Household Annual Income: Less than \$40,000 (43), \$40,000-\$70,000 (67), \$70,000-\$90,000 (49), and \$90,000 and above (316)

Teachers in Arlington Public Schools

the polling company™, inc. compiled a random sample of teachers from a full list provided by Arlington Public Schools. The sample file included names, schools, position types, and the proportion of full-time employment held for that position. Among those teachers with multiple assignments, the location where they spend the most time was selected for the study. One inquiry in the teacher survey regarding rating one's own school referenced the name of the teacher's school or location. Results of the inquiry have only been examined in aggregate.

Teachers randomly selected for the sample were e-mailed an invitation to participate in the survey and were required to "log in" to the survey using their APS-issued e-mail address. Teachers were not able to complete the survey more than once. A total of 632 teachers participated in the online survey over the course of the study. The margin of error for the survey was $\pm 3.3\%$ at the 95% confidence interval.

The following groups were examined through cross-tabular analysis within the 2009 Community Satisfaction Survey of teachers (completed interviews):

- Gender: Male (107), Female (525)
- Age: 18-34 year olds (148), 35-44 year olds (167), 45-54 year olds (148), 55-64 year olds (152), 65 years and older (17)
- Race: White (506), Non-White (125)
- School Level or Type: Elementary School (314), Middle School (105), High School (122)
- Years of Experience in Arlington: 1-3 years (158), 4-6 years (90), 7-9 years (86), 10-15 years (130), 16-20 years (68), 21+ years (55)
- Total Years of Teaching Experience: 1-3 years (96), 4-6 years (53), 7-9 years (81), 10-15 years (173), 16-20 years (123), 21+ years (94)

It should be noted that some of the subgroups in the 2009 Community Satisfaction Survey of teachers were too small to draw scientifically significant conclusions about these cohorts within the study (less than 50 participants in the demographic group), including:

- Race or Ethnicity: Black (51), Hispanic or Latino (51), Asian (23)
- School Level or Type: Program (47), Central Administration (44)

Teachers answered select demographic inquiries in the 2009 survey in addition to demographic information collected at an earlier date and provided to **the polling company™, inc.** by Arlington Public Schools, which are presented in the table above.

2009 Community Satisfaction Survey: Teacher Sample (632 Respondents)	
Gender	
Male	17%
Female	83%
Age	
18-24	2%
25-34	22%
35-44	27%
45-54	24%
55-64	24%
65-74	3%
75+	-
Race and Ethnicity	
White	80%
African-American	8%
Hispanic or Latino	8%
Asian	4%
Other	*
School Level	
Elementary School	50%
Middle School	17%
High School	19%
Program Staff	7%
Central Administration	7%
Teaching Experience in Arlington County	
1-3 years	27%
4-6 years	15%
7-9 years	15%
10-15 years	22%
16-20 years	12%
21-30 years	9%
30+ years	1%

Arlington Public Schools Students

Student classrooms in grades 5-11 were selected by the polling company™, inc. from a full list provided by Arlington Public Schools, to represent a cross-section of elementary, middle, and high school classes. A limited number of students in grades 4 and 12 also participated in the survey based on their inclusion in the selected classrooms. A total of 1,008 questionnaires were collected from students, and the margin of error for the survey was ± 3.0% at the 95% confidence interval.

The following groups were examined through cross-tabular analysis within the 2009 Community Satisfaction Survey of students (completed interviews):

- Gender: Male (484), Female (506)
- Race: White (440), Non-White (472), Black (117), Asian (88), Another race (267)
- Ethnicity: Hispanic (336), Non-Hispanic (647)
- School Level: Elementary School (178), Middle School (407), High School (418)
- Other Language Spoken in the Household: Yes (520), No (472)

The table at right provides demographic information about the students responding to the 2009 survey.

2009 Community Satisfaction Survey: Student Sample (1,008 Respondents)	
Gender	
Male	49%
Female	51%
Race	
White	48%
African-American	13%
Asian	10%
Other	29%
Ethnicity	
Hispanic or Latino	34%
Not Hispanic or Latino	66%
Grade	
<i>Elementary School</i>	18%
4	*
5	18%
<i>Middle School</i>	39%
6	13%
7	16%
8	10%
<i>High School</i>	43%
9	14%
10	13%
11	15%
12	1%

Additional information is provided in the full report, which is available online at www.apsva.us/css.

