



**St. John Vianney  
2008 School Survey  
Final Report**

**2008 Survey of Parents & Teachers**

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## Introduction

In January 2008, a survey of St. John Vianney School was conducted of parents and teachers. Questions were created and approved by the Long Range Planning Committee of the School Board and Principal Jayme Hartmann. The goals of the survey were to:

- Examine perceptions of parents and teachers regarding the school and its programs
- Identify program strengths and weaknesses
- Provide direction for the future; and
- Follow-up on the survey conducted in 2005.

The Long Range Planning Committee chose the online program Survey Monkey to host the survey and tabulate results. To ensure responses remained anonymous, unique internet links were sent to each family and teacher. Only by clicking on the provided link would the respondent be able to access their survey. Other than the person completing the survey, no party had access to view the answers were submitted by any particular respondent thereby assuring anonymity.

Surveys were distributed to 323 families and 41 teachers. Of the 254 families (79% response) who started the survey, 231 completed the survey. Of the 31 teachers who started the survey, 30 completed the survey. The last survey was conducted in 2005, and since that time the 4k program was incorporated into the school. The 2008 survey reflects responses of 4k – 8<sup>th</sup> grade families. The school has an enrollment of 515 students.

The survey was organized into themed sections to assist respondents to comment on specific topics. These topics included the school environment, faith formation, faculty and staff, RSR, school board, home & school association, Bids for Kids, communication, individual assessment/curriculum, tuition, academic support, school security, extra curricular activities, future staffing, marketing, and high school preparedness. Opportunities to comment on any aspect of the school were encouraged.

## Executive Summary

The 231 families and 30 teachers who completed the survey, were almost unanimous in stating that St. John Vianney School (“SJV”) has an excellent reputation and is well respected in the community. Several factors seem to contribute to the success of SJV, including the strong relationship between faculty and parents, satisfied teachers, and strong parent involvement. Families were almost unanimous (99%) in reporting that the faculty is professional and caring and parents have many opportunities to be involved with their children’s education.

Parents overwhelmingly choose SJV School for a Catholic education and academic excellence. 95% of families agree that the school effectively teaches the Catholic Christian faith and 96% believe that SJV effectively integrates Catholic values throughout the school programs. 98% of families believe their children are able to integrate Catholic values outside the classroom and throughout their lives.

While most parents are satisfied with the overall progress of their children’s academic and social progress at SJV, the survey results indicate some areas that could be improved, specifically:

- RSR program,
- building security
- curriculum issues, specifically writing throughout the intermediate and junior high level; and
- Spanish curriculum expectations.

Parents identified they would like more communication and information in areas of:

- future staffing
- tuition
- school board issues, and
- the faith formation curriculum.

The Long Range Planning Committee received over 150 pages of comments, suggestions, and ideas to improve the school from parents and teachers. Each comment was read, reviewed, tallied, and shared. Issues have been identified and directed to the appropriate school administration (principal, faculty, & staff) and leadership committees for short-term and long range planning. The Long Range Planning Committee will work with the school administration and staff to communicate efforts to address these issues. A summary of the survey is presented on the following pages. Parents and teachers who would like additional information are welcome to contact the principal.

Overall, parents and teachers surveyed are satisfied with SJV. 97% of parents believe that their children enjoy going to school, while all teachers reported that they enjoyed working here and experienced a sense of belonging at SJV.

# Results of School Survey

## SCHOOL ENVIRONMENT

Parents and teachers were asked to review SJV's School Environment. Teachers' responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	Parents		Teachers	
	% Disagree	% Agree	% Disagree	% Agree
1. My child(ren) enjoy going to school here.	3	97	0	97
2. The school provides a safe and secure environment.	10	90	3	94
3. The relationship between faculty and parents is professional and caring.	1	99		
4. The school office operates efficiently.	2	98	0	100
5. The school building is adequate for the instructional program.	6	94	10	90
6. The classrooms and other instructional spaces provide an inviting and enriching environment.	4	96	3	97
7. Classroom materials and equipment are current and relevant to subject matter.	6	94	7	87
8. The school curriculum reflects current trends in education.	9	89		
9. The technology provided in classrooms (cable TV, video streaming, TV, VCR, computers, SMART board) effectively enhances the student learning experience.	2	96		
10. The needs of students with remedial academic needs are adequately met.	27	34	42	52
11. The needs of gifted and talented students are adequately met.	34	34	42	48
12. When we were new to SJV School, we felt welcomed by the community.	12	88		
13. I feel welcome when I visit the school.	4	96		
14. I experience a sense of belonging to the school community.	10	90	0	100
15. Parents have the opportunity to volunteer to assist in school activities.	1	99		
16. St. John Vianney School has a good reputation in the community.	3	97	0	100
17. St. John Vianney School promotes school spirit and camaraderie among students.	6	93	7	93

	Parents		Teachers	
18. The appearance and condition of the school's building and grounds is clean and appealing.	4	96	3	97
19. The playground is adequately supervised.	13	81	19	65
20. The lunchroom is adequately supervised.	8	86	7	74
21. My child(ren) receives appropriate attention by health room personnel.	2	89	0	84
22. The after-school care program provides adequate care for my child(ren).	4	19		
23. The policies in the Parent & Student Handbook are enforced consistently by school faculty and staff.	18	78	26	71

24. How many hours each month does your family volunteer at SJV School?

	Response Percent
None	9%
1-2 hours	28%
3-4 hours	30%
5 or more hours.	33%

25. In the next two years, do you see the number of hours you are able to volunteer...?

	Response Percent
Increasing	33%
Decreasing	16%
Staying the same	51%

Teachers were asked the following questions about the School Environment in addition to the questions asked above:

	% Disagree	% Agree
2. I enjoy working at St. John Vianney School.	0	100
3. My contribution to the school is valued.	3	94
4. The school provides a safe and secure environment.	3	97
15. The tuition is adequate and reflects the quality of education students receive.	0	52

## 26. School Environment Analysis:

Most parents and teachers find SJV a welcoming place. Overall, the faculty is seen as caring and responsive to students and parents. 99% of parents agree that there are many opportunities to get involved at SJV. Leadership committees continue with efforts to provide opportunities for parents to get involved during and after the school day. Parents were pleased to be able to bring small children along while volunteering at school.

While 94% of parents agree that the school building is adequate for the instructional program, there were comments about crowded spaces and deterioration of the building due to age. Parents and teachers complimented maintenance staff for making improvements to the building's cleanliness and overall appearance this year.

Parents identified cliques and bullying as concerns and would like to see better camaraderie among students. The majority of parents and teachers agree that adequate supervision is provided for the lunchroom and playground.

89% of parents perceive the school as reflective of current trends in education. In comparison to the 2005 survey results, 18% of parents then reported the needs of students with remedial needs being met whereas in 2008, the satisfaction of parents is nearly double (34%). 78% of parents and 71% of teachers agree that policies are enforced consistently by school faculty and staff. Both parents and teachers see room for improvement on the consistent enforcement of policies in the Parent & Student Handbook.

## FAITH FORMATION

Parents and teachers were asked to review SJV's Faith Formation. Teacher responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	Parents		Teachers	
	% Disagree	% Agree	% Disagree	% Agree
27. The school effectively teaches our faith.	5	95	3	90
28. The school effectively fosters Catholic Christian values.	6	94	0	97
29. Exposure to student prayer, liturgy, and other Catholic traditions (Stations of the Cross, Rosary, etc) are adequate.	10	90		
30. There is adequate priest/deacon presence with the students.	53	40	68	26
31. Catholic Christian values are integrated throughout the school program.	4	96		
32. The school encourages personal growth and self-esteem of my child(ren).	9	91	3	97
33. St. John Vianney School encourages vocations.	17	65		
34. My child(ren) applies(y) Catholic Christian values outside the classroom.	2	98	7	84
35. The school encourages reverence at liturgy.	4	93	3	90

Teachers were also asked:

	% Disagree	% Agree
22. The school contributes to the spiritual development of students.	0	97

### 36. Faith formation analysis:

Parents (94%) and teachers (97%) overwhelmingly agree that SJV effectively fosters Catholic Christian values. Parents spoke positively of daily prayer at school, children excited about learning their faith, and students inspired by classroom teachings. Parents would like to see more continuity between values taught at home/church/school and students' behavior on the playground, bus, and home.

Both parents and teachers see the need for increased priest and deacon presence at school. Many parents expressed disappointment and sadness with the situation involving the previous pastor as well as concern about the impact on students.

65% of parents responded that the school adequately encourages vocations. Parents point out that without a consistent priestly or religious life presence in the school, "Kids only see a priest on the altar, not a person with a fulfilling career/life." Many parents and teachers had positive comments about the interim administration's enthusiastic presence and participation with school events.

While 90% of parents agree students' exposure to prayer, liturgy, and other Catholic traditions are adequate, several commented that their children could benefit from additional exposure to the Rosary and other devotions.

Parent and teacher comments for improvement in faith formation were shared with the principal for review to identify suggestions for curriculum enhancements.

## FACULTY & STAFF

Parents and teachers were asked to review SJV's Faculty & Staff. Teacher responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	Parents % Disagree	Parents % Agree	TEACHERS % Disagree	TEACHERS % Agree
37. Faculty and school staff exhibit care and trust in dealing with students.	4	96	0	100

% Parent Response/% Teacher Response

	% Poor	% Fair	% Good	% Excellent
38. The relationship between the principal and parents is	1/0	6/4	45/48	48/48
39. The relationship between the principal and faculty / school staff is	0/0	4/7	54/36	42/57
40. The relationship between the faculty and parents is	0/0	9/7	56/57	35/36
41. The relationship between the school staff and parents is	0/0	6/3	57/65	37/32

	<b>% Disagree</b>	<b>% Agree</b>	<b>TEACHERS % Disagree</b>	<b>TEACHERS % Agree</b>
42. The reading specialist has made a positive impact in the classroom(s).	8	25	23	36
43. Students have benefited from early intervention and ongoing reading help from the reading specialist.	8	25	19	36
44. The salary for the reading specialist position was initially provided by the parish's Future 50 funds. I am willing to support a tuition increase to continue this service?	27	56	See need to continue... 10	74
45. The guidance counselor has made a positive impact in the classroom(s).	20	62	0	81
46. Our family has benefited from the guidance counselor.	32	37		
47. The salary for the guidance counselor was initially provided by the parish's Future 50 funds. I am willing to support a tuition increase to continue this service?	33	56	See need to continue... 3	90
48. My child(ren) is/are provided with opportunities to become a problem solver.	10	82	Students are... 3	90

Teachers were asked:

	<b>TEACHERS</b>	
	<b>% Disagree</b>	<b>% Agree</b>
33. The advice and direction provided by the guidance counselor are a positive influence on individual students.	0	81
34. The School Board and administration are consistently working to improve teacher salaries	23	42
35. My salary is fair and reasonable according to work load expectations.	55	42
36. Teacher workdays are adequate.	29	61
37. Teacher in-service days are time well-spent.	19	68
38. I am aware of opportunities to grow professionally.	7	87
39. I feel encouraged to take advantage of opportunities to grow professionally.	10	87

40. I spend \_\_\_\_\_ of my own money on classroom supplies.

	<b>TEACHER Response Percent</b>
a lot	36%
a little	58%
none	6%

41. Please tells us how much is spent.

	<b>TEACHER Response Percent</b>
\$1 - \$100	48%
\$101 - \$200	24%
\$201 - \$300+	28%

42. How much time do you spend beyond contracted school hours on classroom work?

	<b>TEACHER Response Percent</b>
a lot	71%
a little	26%
none	3%

	<b>TEACHER</b>	
	<b>% Disagree</b>	<b>% Agree</b>
43. I believe parents support the school discipline policy.	26	65

**Faculty & Staff Analysis:**

All of the teachers responding and 96% of parents agreed that faculty and staff at SJV exhibit care and trust in dealing with students. Parents spoke of dedicated, accessible, and caring teachers.

Parents and teachers were asked to evaluate the impact of the guidance counselor and reading specialist positions at SJV. Many parents and teachers outside of primary grades have little to no known experience with the reading specialist, as only 33% were able to assess the position's impact. 25% of parents responding agreed the reading specialist has made a positive impact in the classroom and the same percentage agreed students have benefited from the reading specialist's help. While all teachers were surveyed regarding the reading specialist, the focus for

this position is primary students. Over one-third of teachers agreed that the reading specialist has made a positive impact in the classroom and agree that students have benefited from early intervention and ongoing reading help from the specialist. Teachers suggest the hours and availability of the reading specialist should be increased so more students can utilize the services.

56% of parents support a tuition increase to continue funding the reading specialist position. Several mentioned that their own children may have not used the reading specialist, but they see the value of having the service available at SJV.

62% of parents agree that the guidance counselor has made a positive impact in the classroom. There were positive comments about the programming offered to help children handle emotions and issues they encounter in their daily lives. Some parents are pleased that children are comfortable approaching the guidance counselor for help. 81% of teachers agreed that the lessons presented by the guidance counselor positively impact the classroom. The same percentage agrees that the advice and direction provided by the guidance counselor is a positive influence on students.

Several parents suggest the guidance counselor should be a resource for addressing bullying and clique formation at school. Some parents commented a few guidance topics were inappropriate for the grade level and wished for better communication before and after materials are introduced to students. A few would like to see a greater connection between guidance topics and Catholic teachings and values.

56% of parents support a tuition increase to fund the guidance counselor position. Similar to discussion of the reading specialist position, several parents commented on seeing the value of having a guidance counselor available at SJV even though their families may not have perceived the need or used the service yet.

Teachers appreciate the School Board's efforts to increase their salaries as they are able and Home & School Association's generous support of classroom enhancements.

The principal has received all comments and suggestions related to faculty and staff.

**RESPECT, SPIRITUALITY, RESPONSIBILITY (RSR)**  
**(4th – 8th grade parents and teachers)**

Parents and teachers were asked to review SJV’s RSR Program. Teachers’ responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

Please note that only families with a 4<sup>th</sup> – 8<sup>th</sup> grade student were asked these questions.

49. I have a 4th – 8th grade student?

Yes	64%
No	36%

I am a 4<sup>th</sup> – 8<sup>th</sup> grade or Specials Teacher  
**TEACHER**

Yes	45%
No	55%

51. RSR is a

	Parents	TEACHERS %
communication tool	5%	26%
an expectation of behavior	20%	7%
both	69%	67%
neither	4%	0%
I don’t know	2%	0%

	<b>% Disagree</b>	<b>% Agree</b>	<b>TEACHERS % Disagree</b>	<b>TEACHERS % Agree</b>
52. I understand the RSR program.	11	89		
53. I understand the purpose for a study check.	5	95		
54. I understand the purpose for a behavior check.	4	96		
55. I feel the RSR program is positive.	25	74		
56. My child(ren) feel(s) the RSR program is positive.	32	67	Students feel 54	33
57. Students respect the rights of others.	15	84	27	73
58. Students respect school property.	13	86	33	67
59. The RSR program is effective.	31	65	33	40
60. A behavior check is a useful communication tool between school and home.	12	85	27	66
61. A study check is a useful communication tool between school and home.	13	86	20	73
62. The RSR program defines behaviors that students should exemplify.	15	83	0	93
63. Behavior checks are delivered consistently.	42	35	47	33
64. Study checks are delivered consistently.	32	57	13	60
65. My child(ren) understand(s) the consequences of his/her inappropriate behavior.	4	96		
66. My child(ren) understand(s) the rewards for his/her positive behavior.	14	84		
67. Students should exemplify cumulative traits of respect, spirituality, and responsibility that St. John Vianney School promotes.	1	98	0	93

In addition, teachers were asked:

What is the process for issuing a study check in your classroom?

Teachers responded that study checks are issued for missing, poorly done and incomplete work as well as when work is left at home.

What is the process for issuing a behavior check in your classroom?

Teachers stated that a behavior check is given when a student has violated the classroom or school rules. Most teachers stated that they will issue a warning first before giving a behavior check.

68. RSR Analysis:

Most parents and teachers found the RSR program to be good in theory though needing improvements. Overall, parents and teachers overwhelmingly agreed that students should exemplify cumulative traits of respect, spirituality, and responsibility that SJV promotes. The majority of the parents responded that the program is positive, though many would like to see more positive reinforcements incorporated.

In comparison to the 2005 survey, 44% of parents then stated the RSR program was effective, whereas today, 65% report its effectiveness. While 85% of parents today said study checks and behavior checks are a useful communication tool, there is concern in the area of consistent and subjective delivery. Teachers suggested implementing an electronic system to ensure parents receive communications.

The RSR committee has received and is reviewing all of the comments suggested by parents for areas to improve. The committee will address issues suggested such as Honor's lunch, fair and equitable evaluation of students, positive rewards and support of the program at all levels.

## SCHOOL BOARD

Parents and teachers were asked to review SJV’s School Board. The table shows the percentage of responses. If a question did not apply, families were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	<b>% Disagree</b>	<b>% Agree</b>
69. School Board members are representative of the school community.	7	84
70. I know how the nomination/selection process works to get on School Board.	39	58
71. I understand the advisory role of School Board.	26	71
72. I understand the issues appropriate for School Board vs. Home & School Association.	26	71
73. School Board is effective in providing support to administration and faculty.	5	82
74. I read School Board minutes online.	62	33
75. I am aware that I can bring an issue for discussion during open forum of school board meetings.	22	77

### 76. School Board Analysis:

84% of parents agree School Board members are representative of the community. Additionally, three-fourths of the parent community understands the advisory role of School Board as well as issues that are appropriate for the principal, School Board and the Home & School Association. However, only 58% of parents understand the discernment process as a means of selection for School Board membership.

82% of parents stated that the School Board is effective in providing support to the administration and faculty. However, parents would like School Board to improve communication to the rest of the school community in terms of issues that are being discussed as well as posting minutes of monthly meetings on the school website on a timely basis. In general, parents were not aware that they are welcome to attend School Board meetings. Parents commenting appreciated the time and talents of School Board members.

School Board members have received all comments suggested by parents and teachers for improvement.

## HOME & SCHOOL ASSOCIATION

Parents were asked to review SJV's Home & School Association. The table shows the percentage of responses. If a question did not apply, families were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	<b>% Disagree</b>	<b>% Agree</b>
77. I understand the role of Home & School Association.	9	90
78. The Home and School Association works effectively with parents and faculty/staff.	3	90
79. I understand how my family benefits from the Market Day fundraising program.	8	91
80. I understand how my family benefits from the Scrip fundraising program.	5	94
81. I agree with the school's policy that my child(ren) does not participate in door-to-door fundraising projects.	2	97
82. Home and School funds are spent in appropriate ways (teacher appreciation, assemblies, speakers, and technology).	7	91
83. Opportunities to serve on committees that make school-wide decisions/choices are available to me.	3	94
84. I read the Home & School Association minutes online.	57	38
85. I like the alternating AM/PM format for monthly Home & School Association meetings.	9	69
86. I feel it is important to attend the Home & School meeting.	36	55

87. Which social activities below enhance the school experience for your child(ren) and family:	Response Percent
High Interest Day	86%
Assemblies	85%
Catholic Schools Week Activities	80%
VIP Day	79%
Secret Santa Shoppe	76%
Fine Arts – Play	71%
Spiritwear	71%
Fine Arts – Vianney Varieties	68%
Book Fair	66%
Pizza Bash	62%
Ice Cream Social	57%
Trivia Night	48%
Uniform Resale	47%
Pasta/Chicken Dinner	36%
School Pak	26%

88. Please suggest events you would like to see Home & School sponsor:  
(see narrative)

89. Home & School Association Analysis:

Parents seem pleased with the variety of activities and programs that Home & School sponsors. Parents commenting appreciate the time, energy, and creativity of Home & School volunteers and find ample opportunities to get involved. Parents suggested improvements to specific events and activities like VIP Day or High Interest Day which have been forwarded to Home & School committees for review.

Asked to suggest additional events to be sponsored by Home & School, parents suggested a variety of events such as father/son get-togethers, a Career Day for junior high students and more. These suggestions and others were forwarded to the Home & School Executive Committee for review.

Only 55% of parents agree that it is important to attend Home & School meetings. Parents cited the length of meetings and scheduling conflicts. 69% of parents like the alternating AM/PM format for meetings to accommodate parent schedules.

While 91% of parents agree Home & School funds are spent in appropriate ways, several expressed concern about having adequate input in the way funds are allocated.

## BIDS FOR KIDS BIENNIAL AUCTION

For each question asked of parents, the accompanying table shows the percentage of families that indicated each possible response. If the question did not apply to the family situation, it was asked that a response of Not Applicable (N/A) be given.

	<b>% Disagree</b>	<b>% Agree</b>
90. I understand how the Bids for Kids biennial auction benefits the school.	10	90

91. We (I) attended a Bids for Kids biennial auction.

	<b>Response Percent</b>
Yes	72%
No	28%

	<b>% Disagree</b>	<b>% Agree</b>
92. We (I) liked the format of the 2007 Bids for Kids auction.	14	7

\*\* Figures are for those who DID attend auction \*\*

	<b>% Disagree</b>	<b>% Agree</b>
92. We (I) liked the format of the 2007 Bids for Kids auction.	6	16

\*\* Figures are for those who DID NOT attend auction \*\*

<b>93. We (I) prefer to have the event</b>	<b>Response Percent</b>
at school	56%
offsite	5%
No preference	39%

<b>94. We (I) prefer a</b>	<b>Response Percent</b>
Formal event	26%
Casual event	31%
Either event	43%

<b>95. We (I) would attend Bids for Kids in 2009.</b>	<b>Response Percent</b>
yes	57%
probably	21%
not sure	16%
no	6%

96. Bids for Kids analysis:

Parents that didn't attend the 2007 Bids for Kids auction cited reasons for not attending such as being unaware of the event (new families since 2006), scheduling conflicts, childcare issues, financial considerations, or issues with the social atmosphere.

Issues such as ticket prices, table seating, casual vs. formal attire, and simplifying the planning to increase overall profit were raised. Parents expressed appreciation that there are many ways to contribute, at both high and low price points or through donation of items or volunteer hours. Parents generally want an opportunity to participate and be recognized at the event. Overall, parents appreciate the funds raised at Bids for Kids and the efforts of chairs and volunteers to put on the event. Several parents would like to know in advance where funds may be allocated.

The comments and suggestions submitted by parents were quite varied and forwarded to the 2009 Bids for Kids committee chairs.

## COMMUNICATION

Parents and teachers were asked to review SJV's Communication systems. Teacher responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	% Disagree	% Agree	TEACHERS % Disagree	TEACHERS % Agree
97. Red Folder is an effective communication tool between school and home.	7	93	3	90
98. Shamrock Weekly is an effective communication tool between school and home.	2	98	7	90
99. Shamrock Weekly should be emailed to parents.	37	58	Emailed to staff... 32	61
100. Shamrock Weekly is easy to read.	9	91		
101. Teacher websites are useful.	7	88	Parents use my website... 16	55
102. Webgrader is useful.	3	85		
103. The school website is well organized and provides me with useful information.	8	81	3	74

104. How often do you visit the school website?

	Response Percent	TEACHER Response Percent
Never	8%	13%
Daily	2%	7%
Weekly	34%	13%
Monthly	30%	19%
Rarely	26%	48%

	% Disagree	% Agree
105. Parents receive sufficient information about the academic progress of their child(ren).	11	89
106. Parents receive timely information about the academic progress of their child(ren).	13	87

107. Communication Analysis:

Parents and teachers are satisfied with the level of and variety of communication at SJV and are pleased with the Red Folder and Shamrock Weekly. While some parents find them easy to read and full of valuable information, others suggest there is a lot of information that may not be relevant to them. Teachers are pleased with the level of communication between home and school.

Parents and teachers are happy with the school's website. They state that it is organized and contains valuable information.

Overall, 88% of parents are pleased with teacher websites. Parents appreciate that the websites are routinely updated. Teachers welcome parents utilizing the teacher web for updated communication regarding homework projects, upcoming class events, and curriculum overviews.

## INDIVIDUAL STUDENT ASSESSMENT/CURRICULUM

Parents were asked to review SJV's Curriculum and individual student assessment. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable.

Parents were asked to evaluate their:

- child(ren)'s learning progression within a subject (do you believe they are moving forward in their understanding of the subject matter?),
- expectation or experience with the material (how your child is responding to what is being taught) and
- expectation of the curriculum (what is being taught for that subject).

Each child's experience was evaluated separately.

108. How many children do you have attending St. John Vianney School?

	Response Percent
1	42%
2	43%
3	11%
4	3%
5	1%

The results for each subject are set below, first giving the total overall percentage for the school and then actual numbers for each grade level. A total of 406 students were assessed (206 Primary, 128 Intermediate, and 72 Junior High).

110. I believe my child is progressing well in Religion.

	<b>OVERALL (406)</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	96%	201	122	66
Disagree	3%	2	6	6

111. I believe my child is finding Religion to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	17%	28	23	18
Just Right	76%	169	91	50
Challenging	4%	0	14	4

112. I believe the Religion curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	9%	14	11	13
Adequate	85%	184	105	58
Challenging	4%	5	11	0

113. I believe my child is progressing well in Social Studies.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	94%	197	117	66
Disagree	6%	6	11	6

114. I believe my child is finding Social Studies to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	7%	20	6	4
Just Right	75%	173	85	48
Challenging	17%	10	37	20

115. I believe the Social Studies curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	4%	5	5	5
Adequate	85%	193	96	55
Challenging	11%	5	27	12

116. I believe my child is progressing well in Spanish.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	80%	163	110	53
Disagree	16%	27	18	19

117. I believe my child is finding Spanish to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	16%	29	24	12
Just Right	61%	124	84	39
Challenging	19%	37	20	21

118. I believe the Spanish curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	19%	28	33	16
Adequate	71%	149	88	51
Challenging	6%	13	7	5

119. I believe my child is progressing well in Science.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	94%	192	123	66
Disagree	5%	11	5	6

120. I believe my child is finding Science to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	7%	18	8	3
Just Right	73%	158	82	56
Challenging	19%	27	38	13

121. I believe the Science curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	5%	8	6	7
Adequate	80%	175	94	55
Challenging	13%	15	28	10

122. I believe my child is progressing well in Math.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	93%	191	116	68
Disagree	6%	11	12	4

123. I believe my child is finding Math to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	16%	39	17	7
Just Right	61%	128	77	41
Challenging	23%	36	34	24

124. I believe the Math curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	11%	18	15	12
Adequate	72%	160	95	39
Challenging	14%	20	18	18

125. I believe my child is progressing well in Writing.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	73%	171	93	32
Disagree	26%	30	35	40

126. I believe my child is finding Writing to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	13%	15	17	19
Just Right	59%	133	77	29
Challenging	28%	55	34	24

127. I believe the Writing curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	26%	22	39	46
Adequate	66%	161	84	24
Challenging	8%	20	11	2

128. I believe my child is progressing well in Reading.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	92%	194	118	59
Disagree	8%	9	10	13

129. I believe my child is finding Reading to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	18%	32	26	17
Just Right	62%	130	81	42
Challenging	18%	41	21	13

130. I believe the Reading curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	13%	14	16	24
Adequate	77%	163	105	44
Challenging	9%	26	7	4

131. I believe my child is progressing well in Physical Education.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	95%	196	122	67
Disagree	4%	7	6	5

132. I believe my child is finding Physical Education to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	18%	37	35	23
Just Right	62%	163	90	49
Challenging	18%	3	3	0

133. I believe the Physical Education curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	13%	16	24	13
Adequate	86%	187	104	59
Challenging	0%	0	0	0

134. I believe my child is progressing well in Music.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	97%	204	122	69
Disagree	3%	2	6	3

135. I believe my child is finding Music to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	7%	12	12	6
Just Right	84%	187	97	56
Challenging	9%	7	19	10

136. I believe the Music curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	2%	2	3	3
Adequate	65%	193	109	60
Challenging	9%	11	16	9

137. I believe my child is progressing well in Computer class.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	89%	183	116	64
Disagree	5%	10	2	8

138. I believe my child is finding Computer class to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	22%	40	33	16
Just Right	73%	149	92	54
Challenging	2%	4	3	2

139. I believe the Computer curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	17%	29	27	16
Adequate	79%	163	101	55
Challenging	1%	1	0	1

140. I believe my child is progressing well in Art.

	<b>OVERALL</b>	<b>Primary (out of 206 responses)</b>	<b>Intermediate (out of 128 responses)</b>	<b>Junior High (out of 72 Responses)</b>
Agree	99%	204	128	71
Disagree	1%	2	0	1

141. I believe my child is finding Art to be:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Easy	11%	23	13	10
Just Right	86%	180	112	59
Challenging	2%	3	3	3

142. I believe the Art curriculum is:

	<b>OVERALL</b>	<b>Primary</b>	<b>Intermediate</b>	<b>Junior High</b>
Insufficient	2%	6	2	1
Adequate	94%	189	122	70
Challenging	2%	3	4	1

Please respond to the following statements...

Primary

	<b>Disagree</b>	<b>Agree</b>
144. My child needs help in completing homework assignments too often.	141	47
145. Discipline procedures are fair and just.	138	60
146. My child develops leadership and responsibility skills at St. John Vianney School.	8	190
147. Teacher expectations are reasonable for my child's academic progress.	20	178
148. My child's homeroom teacher communicates effectively.	12	186

Please respond to the following statements...

Intermediate

	<b>Disagree</b>	<b>Agree</b>
144. My child needs help in completing homework assignments too often.	86	42
145. Discipline procedures are fair and just.	86	42
146. My child develops leadership and responsibility skills at St. John Vianney School.	14	114
147. Teacher expectations are reasonable for my child's academic progress.	16	112
148. My child's homeroom teacher communicates effectively.	13	115

Please respond to the following statements...

Junior High

	<b>Disagree</b>	<b>Agree</b>
144. My child needs help in completing homework assignments too often.	65	7
145. Discipline procedures are fair and just.	62	10
146. My child develops leadership and responsibility skills at St. John Vianney School.	18	54
147. Teacher expectations are reasonable for my child's academic progress.	17	55
148. My child's homeroom teacher communicates effectively.	8	58

Teachers were asked:

TEACHERS

	% Disagree	% Agree
54. Instructional materials and equipment are effective resources.	7	93
57. Classroom materials and equipment are adequate in quantity.	19	78
62. Parents communicate the amount of their children's homework is too much too little just right.	3	65
63. Webgrader is useful.	0	84

149. Individual Assessment/Curriculum Analysis:

Parents indicated that the curriculum at SJV is strong. They are most pleased with student development in most every course. Statistical changes and parent concerns were noted in Spanish, Writing, and Computers.

Spanish. Survey results from 2005 were compared with results in 2008. Significant improvements were noted in Spanish. In 2005, 28% of parents then responded their child(ren) was progressing well in Spanish compared to 80% in 2008. In the past three years, it appears consistent staffing in Spanish has resulted in improved satisfaction from parents and the return of the curriculum for primary students. Parents today expressed they would like to know curriculum expectations for Spanish at each level and would like more instructional materials, classroom texts and other resource materials for the Spanish program.

Reading. In 2005, 88% of parents expressed their child was progressing in Reading. Improvements were noted in the intermediate level where in 2005, 85% of parents reported their child was progressing, whereas in 2008, 93% noted progress. Success in this area may be a result of the Jolly Phonics program, Jolly Phonics was introduced in kindergarten for this year's 5<sup>th</sup> grade class, and the implementation of the Reading Specialist services. The reading program appears to be strong in the Primary level with 96% parents agreeing that their children are progressing well; however, the satisfaction rate drops to 92% in Intermediate. One-third of parents in Junior High suggest that the reading curriculum for those grades is insufficient.

Computers. In computers, 89% of parents report that their child(ren) is progressing well. Parents expressed concern with knowing curriculum expectations. Parents perceive students are not learning keyboarding skills as they had in previous years.

Writing. One area that received many comments throughout all grades was writing. Parents would like children to learn a variety of writing abilities (such as grammar, paragraph development, persuasive, expository, compare and contrast, and basic research writing styles, etc) for their respective grade level.

Parents and teachers had many comments, suggestions and questions regarding the writing curriculum for their child(ren)/students. Perspectives regarding advanced/accelerated math, homework issues, physical education, social studies, family projects, classroom size, and many more suggestions were shared with the principal for consideration in developing curriculum enhancement recommendations.

Overall, SJV's curriculum more than adequately prepares students to succeed in high school and beyond. Students continue to excel in local, state, and national standardized testing – often significantly surpassing peers in area schools.

## TUITION

Parents were asked to review the tuition at SJV. The table shows the percentage of responses. If a question did not apply, families were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	<b>% Disagree</b>	<b>% Agree</b>
150. Tuition and school fees are reasonable and reflect the quality of education my child(ren) receives.	8	91

151. How would you rate the present tuition at SJV School?

	<b>Response Percent</b>
High	14%
Reasonable	81%
Low	5%

152. What impact does SJV School tuition have on your family budget?

	<b>Response Percent</b>
Significant	29%
Moderate	50%
Minimal	21%

153. Tuition Analysis:

Many parents commented that SJV's tuition is generally competitive with other Catholic schools in the area and they are satisfied with the educational value they receive at SJV. Several parents cautioned that consistent tuition increases may force families to re-evaluate value versus costs.

One issue consistently mentioned in relation to tuition were extra fees including playground fee, resource fee, Home & School fee as well as spontaneous fees for field trips, gifts, graduation and classroom activities and school fundraisers. Some parents suggested these fees could be combined and where possible, minimized.

Another issue frequently mentioned was the half-day 4k program having the same tuition as full-day students.

Several parents suggested that teacher salaries be a priority in order to retain and attract quality staff. Parent recommendations and perspectives on tuition were shared with members of School Board and the principal for consideration and review in short-term and long range planning.

## ACADEMIC SUPPORT

Parents were asked to review SJV's Student Academic Support. The table shows the percentage of responses. If a question did not apply, families were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

154. My child(ren) has/have received tutoring outside of school hours (not including parental assistance).

	Response Percent
Yes	23%
No	77%

155. Parents were asked to indicate the number of hours, subjects, and grade level for tutoring. See narrative for parent responses.

156. Was this tutoring provided by a teacher at SJV:

	Response Percent
Yes	35%
No	65%

157. Was this tutoring for:

	Response Percent
remedial help	52%
enrichment/acceleration	20%
Other (please specify)	28%

158. Academic support analysis:

More than three-fourths of parents surveyed reported satisfaction with their child's understanding of curriculum taught at SJV. Outside tutoring is used by only 23% of parents for remedial support and academic enrichment. In comparison to 2005, 29% of parents then reported their child(ren) was receiving outside tutoring services. Families use tutoring most commonly for math and reading. 35% of those who use tutoring use an SJV teacher outside of school hours. Several parents suggested they would like to see the option of more accelerated learning challenges for students in the classroom who are ready. Information on options for tutoring by SJV teachers would also be appreciated by a handful of parents. All comments, suggestions, and ideas related to academic support were shared with the principal for review and assessment.

## SCHOOL SECURITY

Parents and teachers were asked to review SJV's Security. Teachers' responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	% Disagree	% Agree	TEACHERS % Disagree	TEACHERS % Agree
159. My child(ren) is/are safe at school.	11	89	3	97
160. Security at the school is adequate.	24	76	26	74
161. Parent/visitor badges are an effective security procedure.	28	69	10	90
162. School office doors and parish access doors to school should be locked and a system should be used to allow visitors to enter the school.	26	72	19	81
163. Cameras should be mounted on school grounds.	39	56	61	29
164. I would support an increase in tuition to cover security enhancements.	43	55		

### 165. School security analysis:

Overall, parents and teachers agree that children are safe at SJV. 76% of parents and 74% of teachers responded that school security is adequate. While the majority of parents and teachers report visitor badges are effective, access into the school through the school office doors is a concern. Parents and teachers would like to see the door(s) between the parish office and school locked. Parents commented that preventive measures such as this and a better visitor check-in system need to be put in place before the school takes further action on installing some type of advanced security system. Only 56% of parents and 29% of teachers agree that cameras should be installed on school grounds, but, comments suggest this is not necessarily the best or first option to improve security. Approximately half of the parents would support a tuition increase to pay for enhancements to school security. Other parents suggest using monies from a school fundraiser.

Teacher and parent recommendations and suggestions for building security were shared with the parish Building & Grounds Committee for review and consideration.

## EXTRA-CURRICULAR ACTIVITIES

Parents and teachers were asked to review SJV's Extra-Curricular Activities. Teachers' responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	<b>% Disagree</b>	<b>% Agree</b>	<b>TEACHERS % Disagree</b>	<b>TEACHERS % Agree</b>
166. The school provides an adequate variety of extra-curricular activities and opportunities (chess club, music, Scouts, forensics, drama, athletics, and newspaper) for my child(ren).	5	91	0	97
167. Advanced math should be offered as part of junior high curriculum.	7	81		
168. Advanced/High School equivalency Spanish should be offered as part of the junior high curriculum.	19	67		
169. A student science fair or similar open house of science/math should be organized for students.	20	69		
170. Students should have the opportunity to participate in school-wide Odyssey of the Mind, mathnasium, Lego/robotics or other team-building local/state/national type contest submission.	6	82		

The parish athletic program adequately develops:

	<b>% Disagree</b>	<b>% Agree</b>	<b>TEACHERS % Disagree</b>	<b>TEACHERS % Agree</b>
171. sportsmanship	13	64	55	3
172. discipline	6	71	45	10
173. respect for authority	8	70	45	6
174. physical well-being for my child(ren)	3	74	58	3

	<b>% Disagree</b>	<b>% Agree</b>
175. I would support an increase of user fees for teacher leadership of an extra-curricular activity.	24	66

In addition, teachers were asked:

	<b>% Disagree</b>	<b>% Agree</b>
67. I would lead a student activity/extra-curricular if I received compensation.	32	49

#### 176. Extra-Curricular Activity Analysis:

Parents are overall pleased and state that SJV offers a wide-range of extra-curricular activities for students. Almost half of teachers said (49 %) they would lead a student activity/extra-curricular (academic teams, crafts, curriculum related, study hall) if they received compensation. A majority of parents (66%) support an increase of user fees for teacher leadership of an extra-curricular activity. Most parents agree that teachers heading extra-curriculars at SJV should be compensated in some way; however, parents also agree that it is not necessary to compensate a teacher if there are parents who are willing to volunteer their time to complete the same responsibilities. Parents would like to see more academic extra-curricular activities.

Recommendations and suggestions regarding extra-curricular programs were forwarded to the Athletic Board and School Board's Enrichment sub-Committee for consideration and review.

## FUTURE STAFFING FOR SCHOOL

Parents and teachers were asked to review SJV's Future Staffing needs. Teachers' responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

I see a need for the following future personnel:

	% Disagree	% Agree	TEACHERS % Disagree	TEACHERS % Agree
177. Associate Principal - (collaborate on curriculum development, evaluate personnel and provide support to the principal)	42	52	55	32
178. Development Director - (solicit 3rd source funding to keep tuition manageable)	41	53	48	42

Parents responded to the following statements...

	% Disagree	% Agree
179. I support a tuition increase for the funding of a future Associate Principal position.	52	42
180. I support a tuition increase for the funding of a future Development Director position.	66	27

181. Future staffing needs analysis:

Parent and teacher comments on future staffing needs reflect the need for more communication on how these positions would enrich the school and students. Parents and teachers suggested they would like additional information including a needs assessment, position responsibilities, costs and proposed funding sources, as well as full vs. part time commitments. Many parents and teachers prioritize the need to pay and keep the highest quality teachers possible. All parent and teacher comments regarding future staffing needs were shared with the principal and various School Board committees for review and consideration.

## MARKETING

Parents and teachers were asked to review SJV's Marketing Efforts. Teachers' responses are included where they were asked the same questions as parents. The table shows the percentage of responses. If a question did not apply, families and teachers were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

	% Disagree	% Agree
182. The school is well-marketed within the community (newspapers, articles, photos).	11	87

Parents responded to the following statement...

I send my child(ren) to this school for (please rank 1 being most important, 10 as least). **The ranked results are posted in green.**

	Rating Average
183. faith	2.26 (1 - most)
184. safe environment	4.89 (3)
185. reasonable tuition	6.62 (9)
186. social	6.49 (7)
187. diversity	8.26 (10 - least)
188. academic excellence	2.80 (2)
189. extra-curricular activities	6.55 (8)
190. size of school	5.94 (6)
191. parental involvement	5.45 (4)
192. welcoming community	5.71 (5)

	% Disagree	% Agree
193. The school is well-respected in the community.	3	97
194. The school does an adequate job promoting the school within the parish.	14	86
195. I feel proud to be a part of the St. John Vianney School community.	2	97

196. Marketing Analysis:

Parents agree that SJV is well-respected in the community and does an adequate job of promoting the school within the parish. 97% of parents agree that they are proud to be a part of the SJV community. Parents comment that the waiting list alone is evidence of SJV's reputation and marketing. Parents and teachers identified recommendations and suggestions for recruiting within the parish as early as parents attending baptism classes as well as frequent announcements in the parish bulletin regarding enrollment opportunities and Catholic Schools Week events. Parents commended members of Home & School's Public Relations Committee and School Board's Advancement Committees for their successful efforts to promote the school. All parent and teacher comments regarding marketing were shared with these leadership committees for analysis and review.

## HIGH SCHOOL PREPAREDNESS

Parents were asked to review how well SJV prepares its students for high school. The table shows the percentage of responses. If a question did not apply, families were asked to indicate a response of Not Applicable. For purposes of this survey report, strongly agree and agree responses have been combined as well as strongly disagree and disagree.

Only parents with students who graduated from SJV School were asked these questions.

197. My child(ren) has/has graduated from SJV?

	Response Percent
Yes	29%
No	71%

Parents responded to the following statement...

	% Disagree	% Agree
198. St. John Vianney School adequately prepares students for high school.	13	87

199. Students were most prepared in:

The majority of parents stated that SJV does an excellent job preparing students for high school. Parents identified their child(ren) was most prepared in math, science, social studies and Spanish.

200. Additional preparation could be fostered in:

While SJV does an excellent job preparing students for high school, parents would like to see additional preparation in English/writing/language arts as well as Spanish, math, science, social studies, and leadership/self-respect.

201. High School Preparedness Analysis:

Overall, parents perceive that their children are well prepared for high school. Several parents noted that their child(ren) had well-developed study skills, however, some parents recommended that recent graduates of SJV be surveyed again during their freshman year to gain a deeper understanding of how prepared they truly are. Parent recommendations regarding high school preparedness were shared with the principal for review and analysis.

## FINAL SURVEY COMMENTS

202. Please comment on what things you are most pleased with when considering your child(ren)'s experience at SJV School.

Parents are pleased with the faith-based education their children receive from SJV. In particular, they are pleased with student opportunities to practice their faith and build upon what they learned in the classroom and during liturgy. Parents appreciate many opportunities to participate in the classroom, join committee and leadership positions, and feel they belong to strong, supportive community. Parents report that SJV has quality teachers who genuinely care about students.

Parents agree that SJV is helping their child(ren) to become caring individuals. Children are developing close friendships and enjoy coming to school each day. Parents also like the feeling of a true Christian community. Parents are pleased with the variety of extra-curricular activities available to their children.

203. Please comment on improvements that would add value to your child(ren)'s experience at St. John Vianney School.

SJV is a highly respected school in the community. Students graduate with above average skills in academics, faith, and leadership. As a learning institution, the administration, faculty and staff and parents are continually looking for ways to improve. Teachers and parents have suggested communication as a priority.

While a majority of parents are satisfied with the overall progress of their children's academic and social progress at SJV, the survey results indicated some areas that could be improved, specifically:

- RSR program
- building security
- curriculum issues, specifically writing throughout the intermediate and junior high level
- Spanish curriculum expectations

Parents identified they would like more communication and information in areas of:

- future staffing
- tuition
- school board issues and
- faith formation curriculum.

These issues along with many suggestions regarding the guidance counselor and reading specialist positions, language arts curriculum, requests for money, an active and engaging pastor, athletics program, class sizes/enrollment issues, building security, amount of homework, gifts to charity, technology, students exemplifying responsibility, spirituality and responsibility and others have been identified and directed to the appropriate individuals (principal, faculty & staff, committee) for short term and long range planning. The Long Range Planning Committee of School Board will work with these areas to communicate efforts to address these issues.