



Summary Report

The Community Engagement Survey: *Horseheads CSD*

Respondents: 920
January 2009



Group #1: *Parent of Current Student(s) in District School(s) - 635*

Group #2: *Owner of Business within the District - 23*

Group #3: *District Resident (Not in Group #1 or Group #2) - 262*

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The Community Engagement Survey (CES)

External Analysis

Purpose:

The CES is an external assessment of the practices of the school district. It includes the following correlates: Faculty and Staff, Athletics/Arts/Extracurricular Activities, Communication, Participation, Partnership/Community Outreach, Buildings and Grounds, Technology/Innovation, Academics/Results, Leadership, Environment, and Governance. This valuable tool allows districts to measure the perception that community members hold according to several critical areas. Standards of performance are rated on a 5 point scale of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. A Don't Know response was also provided. Respondents had an opportunity for open commentary. As well, a Preference Section checked certain key responses needed for future planning.

Reporting of Results:

Following, are the key correlates of the CES. These correlates contain the questions asked by district and represent the quantitative (percentage) results. Initially, each area is described. District results are reported below the correlate description and are based upon the percentage of respondents who either Agreed or Strongly Agreed with question. A combined percentage of 75% or greater would be considered an Asset according to the CES protocol. A total of 50% - 74% is deemed an Emerging Strength and below 50% is a Possible Risk. The information was presented to the Core Team who will be making further recommendations. The Core Team is asked to consider the PLC Associates, Inc. recommendations at the end of this Summary Report.

Key:

75% or greater Strongly Agree/Agree: **Asset**

50 – 74%: **Emerging Strength**

Below 50%: **Possible Risk**

Faculty and Staff:

Measures the level of confidence that the community has in the staff of the organization. Additionally, this area assesses the extent to which the community has had positive experiences when interacting.

Talented, expert staff 77%; Approachable, available staff 68%; Positive interactions with staff 65%

Athletics/Arts/Extracurricular Activities:

Tend to be viewed as a significant part of the educational experience. Programs, clubs, events and extracurricular activities are often seen by communities as components that add to the character and emotional development of the student.

Extracurriculars give good opportunities 79%, Good variety 76%; Extracurriculars, vital to education 86%

Communication:

Indicates levels of satisfaction that the district residents have about receiving sufficient amounts of information. This includes the extent to which information is timely, accurate and relevant. Communication is a significant component for engaging the community.

Receive information on district events 76%; Website and mailings are timely, accurate 77%; District reaches out to stakeholders 55%

Participation:

Involves the extent to which community members feel welcomed. Those districts who offer opportunities for involvement and make clear effort to invite people into activities, discussions and planning have a higher likelihood of creating a strong community coalition.

Opportunities for involvement offered 66%; Welcoming campus 64%; District/Community connection 49%

Partnership/Community Outreach:

Examines the connections and network of various community groups and associations. There is a clear advantage to involving groups of individuals including business leaders in supporting the work of the district.

Partnerships with community groups 39%; Involves business leaders and organizations 24%; Community support and interest 54%

Buildings and Grounds:

Looks at the appeal and integrity of our facilities. People take pride in well-maintained and updated facilities. Often, the school district serves as a hub for community activity. This correlate assesses the extent to which people feel they have access to facilities.

Buildings are updated 79%; Well kept grounds 90%; Facilities provide community access and enjoyment 57%

Technology/Innovation:

Examines the impact of technology on the educational process. It includes benefiting from the advances in technology as well as indicating the degree to which schools are adequately equipped.

Technology helps teaching 85%; Technology is beneficial 78%; Schools are equipped 70%

Academics/Results:

Measures the degree to which community members believe we prepare students for successful lives and careers. It also tests the confidence levels in our academic programs and extent to which people perceive we have a comprehensive continuum of services for all learners.

Outstanding programs 77%; Students are prepared for life experiences 67%; Programs offered for all learners 62%

Leadership:

Assesses the responsiveness and availability of leaders as well as the specific strength of the Board Of Education and District Leadership Team. Confidence levels in the future success of the organization rise when leadership provides a clear and comprehensive strategic direction.

Strong Administration 55%; Board of Education gives focus and direction 37%, School leaders are available 61%

Environment:

References the district's culture and the extent to which staff and students benefit from an atmosphere that supports teaching and learning. A safe, secure environment is fundamental to achievement.

Safe, supportive learning environment 80%; Culture of high achievement 69%; Staff positive, nurturing 63%

Governance:

Measures the confidence of the community in the district making fundamentally correct decisions in managing the resources of the district, and providing value to taxpayers/citizens.

District makes wise choices, capital improvements 47%; Responsible budgeting and taxes 46%; Provides value in education 82%

Preference Questions:

- * 39. A Pre-K program should be available at each Elementary School for all 4-year-olds within the District.
Yes: 69% No: 31%
- * 40. The Elementary Schools (PreK-4) are currently either at capacity or are over-crowded.
Yes: 56% No: 44%
- * 41. The District should re-open the Broad Street School to ease over-crowding at the four other Elementary Schools.
Yes: 58% No: 42%
- * 42. Have you ever accessed the District's website?
Yes: 82% No: 18%
- * 43. If so, do you access it more than once a month?
Yes: 37% No: 46% I Haven't Used It: 17%
- * 44. Do you have access to the internet in your home?
Yes: 96% No: 4%

Community Engagement Survey Interpretations and Recommendations:

1. Horseheads has **13** of the fundamental **Assets** in place as measured by the 75% SA/A designation.
2. There are **14** items at the **Emerging Strength** benchmark with **6** in the **Possible Risk** category.
3. The district should seek to improve its percentage of Assets through the development of Key Initiatives and Action Plans in the Strategic Planning process. A re-benchmarking in Academic Year 2011 is recommended with the continual reassessment until 75% of the performance standards are at the Asset Level. Additionally, the Core Team is well advised to build Strategic Intents (targets) linked to particular key questions that are considered higher leveraged.

Recommended Strategic Intents:

By ____, the District will have achieved Asset Level on 75% of its Community Engagement Survey Standards.

By ____, x% of district respondents will indicate SA/A on the following key questions (list):

Building People and Organizations