
Parent Attitude and Satisfaction Survey Report 2023-24

Anoka-Hennepin School District

Prepared by the Department of
Research, Evaluation and Testing



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Introduction

For the 2023-24 school year, a total of 3,358 parents or guardians (hereafter referred to as parents) completed the Parent Attitude and Satisfaction Survey (PASS) between May 13 and June 14, 2024. This number may include duplicated parents who completed surveys for students at more than one school or who completed both a web and a phone survey. All parents within the Anoka-Hennepin School District were sent a letter with information about how to access the PASS online, including instructions on how to access a translated version or a paper copy, if needed. In all, 24,562 letters were sent to district parents. Of all the parents in the school district, 1,181 parents voluntarily completed the online survey, which included 533 parents of one or more elementary school students, 273 parents of one or more middle school students, and 375 parents of one or more high school students. Given the voluntary nature of the web survey, the results cannot be generalized to the district population as a whole because these were not randomly selected as a representative sample and, therefore, these parents' responses do not necessarily represent the views of all parents. In particular, some student groups may be over or underrepresented in the web survey data.

In addition to the web survey, each year, an outside research agency conducts phone interviews of a random selection of parents, based on grade level. This year, a random selection of parents with a child in one of half of the district's elementary schools completed the phone survey. If the parent had more than one child in elementary school, they were asked to respond with their oldest child in mind. In total, 2,177 parents of students at one of the selected elementary schools completed the PASS over the phone. The results from the phone survey are reported separately from the web responses because they were selected to proportionally represent the racial/ethnic makeup of the elementary school enrollment at the selected sites and all those elementary schools equally, making the results statistically generalizable to this population of parents.

The PASS is used to measure parents' overall level of satisfaction with their child's school. In this survey, both online and via phone, parents rated twelve statements on a four-point Likert scale: (1) disagree, (2) somewhat disagree, (3) somewhat agree, and (4) agree. The statements were as follows:

1. In this school, teachers and staff care about my student.
2. My student's school is safe.
3. Teachers provide help for my student when needed.
4. Teachers in this school support me in helping my student learn at home.
5. I feel welcome at my student's school.
6. I feel respected at my student's school.
7. I feel my family is accepted at my student's school.
8. Teachers in this school challenge my student to do his or her best school work.
9. Teachers communicate regularly with me about my student's progress (e.g., posting of grades, e-mail, classroom website, phone calls, progress reports, etc.).
10. All staff (i.e., teachers, administrators, support staff) show my student respect in this school.
11. This school has a good leadership team and is well led.
12. Overall, my student's school provides a quality education.

In addition to the twelve survey items, parents were asked to provide demographic information, including their child's race or ethnicity, school, grade, whether their child participated in athletics or other after school activities, whether the student received or participated in any special programming, and parents' perception of the timeliness of communications. The survey also included two open-ended response items.

The first section of this report summarizes the percentage of parents who were satisfied with their child's school by indicating that they "agree" or "somewhat agree" with the twelve statements. To determine overall satisfaction, these percentages were averaged, considering the number of responses per item. A five-year trend for each of the twelve items is also reported. As the district ultimately strives for high levels of satisfaction, the trend data in the last section of the report only considers parents that "agree" with each statement and does not include responses of "somewhat agree."

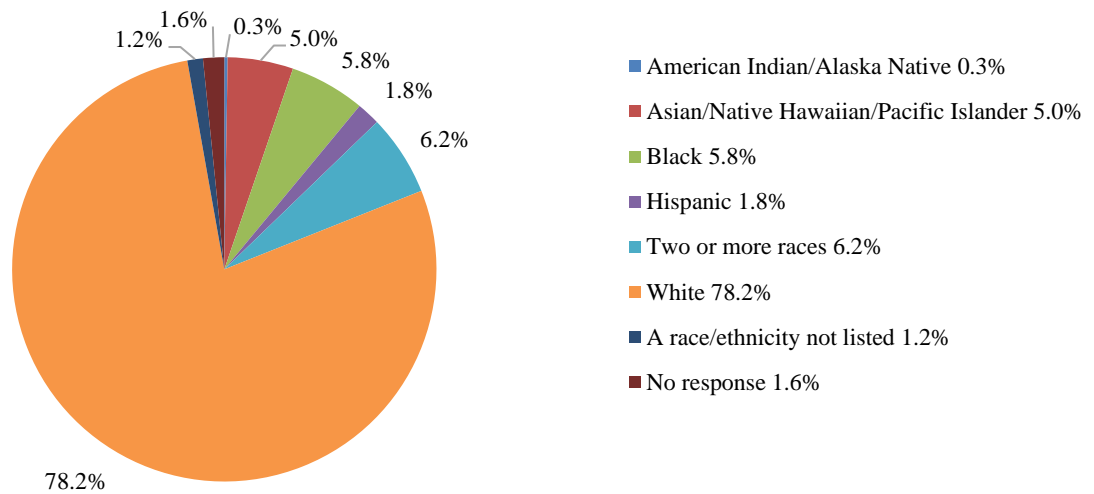
Key Findings

- Parent participation in the online survey was slightly lower (143 lower) than 2023, with a total of 3,358 respondents in 2024.
- Overall, 91% of district parents who completed the web survey were satisfied with their child's school. This is consistent with the rates in the prior two years. The percentage of parents who reported that they were satisfied with their child's school also remained consistent at the elementary and high school levels and increased at the middle school level.
- At the elementary level, parents of Students of Color were slightly more satisfied than parents of White students, while at the high school level, parents of Students of Color were slightly less satisfied than parents of White students. At the middle school level, parents of Students of Color and parents of White students reported similar satisfaction rates.
- Examining differences across grade levels, parents of kindergarten and grade 1 and 3 students were the most satisfied (97%) and parents of students in grade 11 were the least satisfied (84%) of K-12 parents. Keep in mind that parents were prompted to choose the grade aligned to their oldest child within the level. Although response rates were low, parents of students beyond grade 12 reported an 83% satisfaction rate, lower than the grade 11 rating.
- When comparing the satisfaction across sites reported in the current year to last year's satisfaction rates, the rate increased beyond 1% for seven out of 25 elementary schools, four out of six middle schools, and two out of five high schools.
- When focused to individual items, across elementary (on both the web and phone survey) and high school levels parents rated the items *Teachers and staff care about my student* statistically significantly higher than the level's respective average across items. Conversely, the item *Teachers communicate regularly with me about my student's progress* was rated significantly lower compared to the level's average across items at these same levels. Both parents who completed the elementary phone survey and parents who completed the middle school web survey rated the item *School is safe* significantly lower than the levels' average across items, while parents who completed the elementary web and middle school web surveys rated the item *I feel my family is accepted at my student's school* higher than their respective levels' average across items.
- Overall satisfaction at the elementary level was consistent across the web and phone respondents. The greatest difference between the web and phone versions of the survey was for the item *Teachers support me*, with 93% and 89% agreement, respectively.
- When asked to describe the district, parents had a wide range of responses. Common topics were around the district size, concerns about the school board, support for or concern about diversity, equity, and inclusion efforts, and academics.
- When focused just to the percentage of parents who agreed with each item (not including somewhat agreed), there was an increase from 2023 to 2024 for two items at the elementary level, three items at the middle school level, and four items at the high school level. The agreement rate remained within 1% of the rate reported in 2023 for nine items at the elementary level, five items at the middle school level, and seven items at the high school level.
 - The statement *My student's school is safe* decreased from 2020 to 2022 by 23% for middle school and 18% at the high school level. Since that time, agreement has remained stagnant at the middle school level and increased slightly (2% total) at the high school level to 59% and 60%, respectively.
 - The percentage of elementary and middle school parents who agreed with the statement *I feel welcome at my student's school* continued to increase for the third year in a row, now at 89% and 75%, respectively.
 - The percentage of parents who agreed with the statement *Overall, my student's school provides a quality education* remained stable from last year to this year at all three levels.

Demographics

The breakdown of students' ethnicity based on parent report on the web survey is shown in the graphic below. Compared to district enrollment, parents of American Indian, Asian, Black, and Hispanic students were underrepresented in the web survey, while parents of White students were over-represented. White students make up 55.7% of the district population but represent 78.2% of the web survey responses.

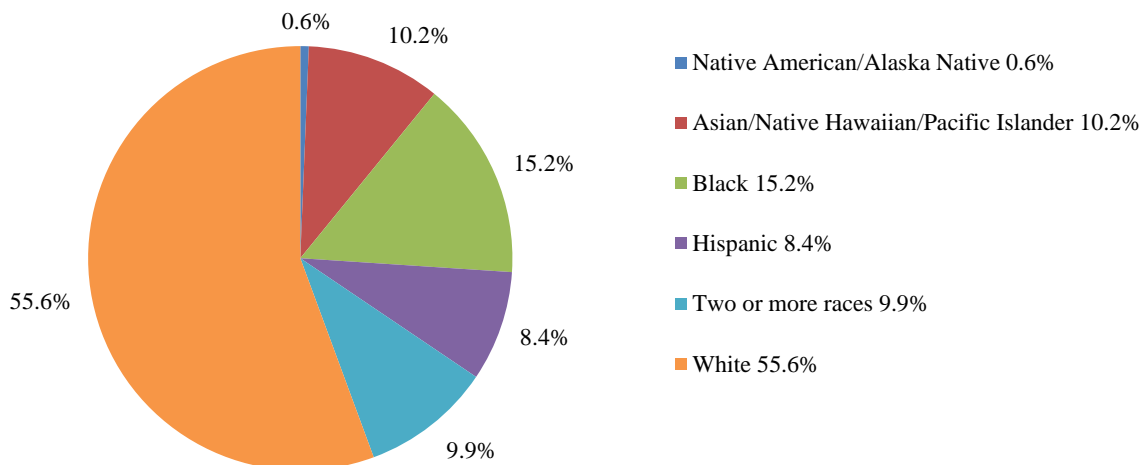
Students' ethnicity (web responses)



Note: Throughout the report, "American Indian/Alaska Native" is referred to as "American Indian" and "Asian/Native Hawaiian/Pacific Islander" is referred to as "Asian." Ethnicity options differed slightly between the web and phone surveys.

The ethnicity breakdown of students whose parents were surveyed over the phone is shown below. The breakdown of the sample mirrors the selected elementary school enrollment, meaning this sample is representative of these elementary schools' student population in terms of racial/ethnic makeup and is, therefore, generalizable to this group.

Selected elementary school students' ethnicity (phone responses)



Note: Throughout the report, "Native American/Alaska Native" is referred to as "American Indian" and "Asian/Native Hawaiian/Pacific Islander" is referred to as "Asian." Ethnicity options differed slightly between the web and phone surveys.

Parents were asked to indicate all the programs in which their child participates. The most common programs selected for elementary school parents were talent development/gifted education and special education programming, while parents of middle and high school students most often chose advanced or honors courses. In general, in Anoka-Hennepin, as students move from elementary to middle school and middle to high school, there are more opportunities to participate in programming. The data reflect these opportunities as high school students have a much lower rate of parents who indicated their child did not participate in any of the programming options by choosing “None.” In a separate item, parents of middle and high school students reported that their child participated in athletics or after school activities at a rate of 65% and 71%, respectively.

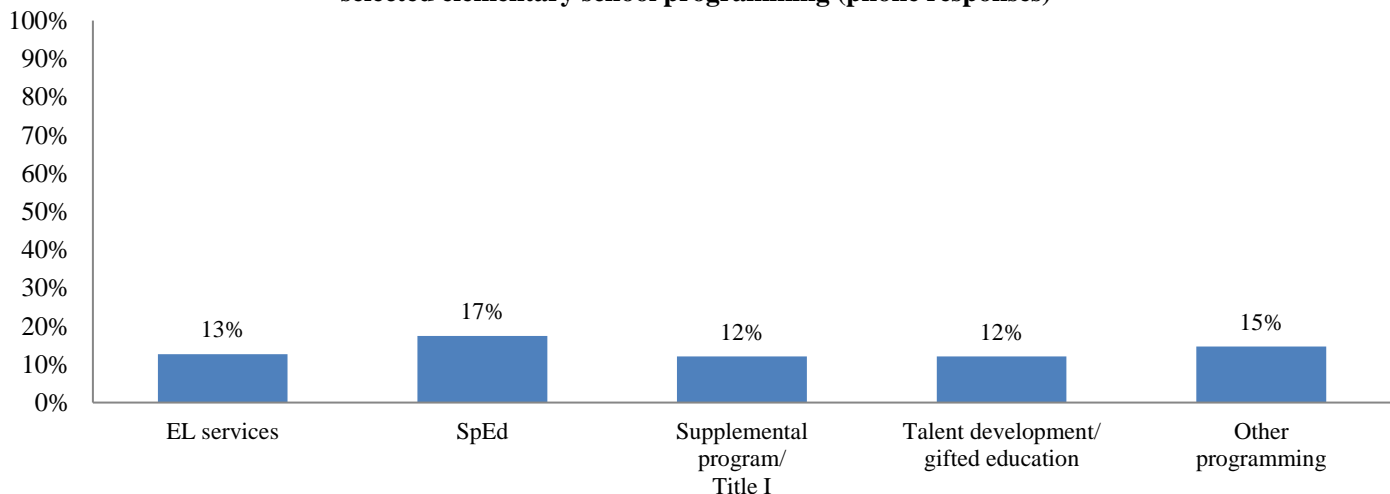
Percentage of parents reporting their student participated in school programming (web responses)

Program	Elementary	Middle	High
Advanced or honors courses	NA	47%	58%
AVID	NA	1%	2%
English language (EL) acquisition services	5%	1%	2%
Magnet programs (CEMS, BioMed, STEAM, IB diploma)	NA	NA	13%
PSEO	NA	NA	10%
Special education (SpEd)	18%	10%	11%
STEP	NA	NA	9%
Supplemental program/Title I	4%	NA	NA
Talent development/gifted education	23%	NA	NA
Other programming	7%	5%	4%
None	49%	38%	19%
No response	2%	2%	2%

Note: Parents could select more than one program. ‘NA’ indicates this was not a response option at that level. When satisfaction rates are reported for parents of students participating in these programs throughout this report, shortened versions of the response options may be used.

Parents of selected elementary school students who participated in the phone survey reported different participation rates in school programming, compared to those who completed the web survey, with the exception of parents who reported their child received special education services, which was reported at a similar rate. A greater proportion of parents indicated on the phone survey that their student received English language acquisition (EL) services as well as participated in supplemental/Title I programming, while a smaller proportion of parents indicated on the phone survey that their student as well as participated in talent development/gifted education. The percentages of program participation reported by the randomly selected phone survey participants more closely align to rates of students at the select sites than those reported in the voluntary web survey.

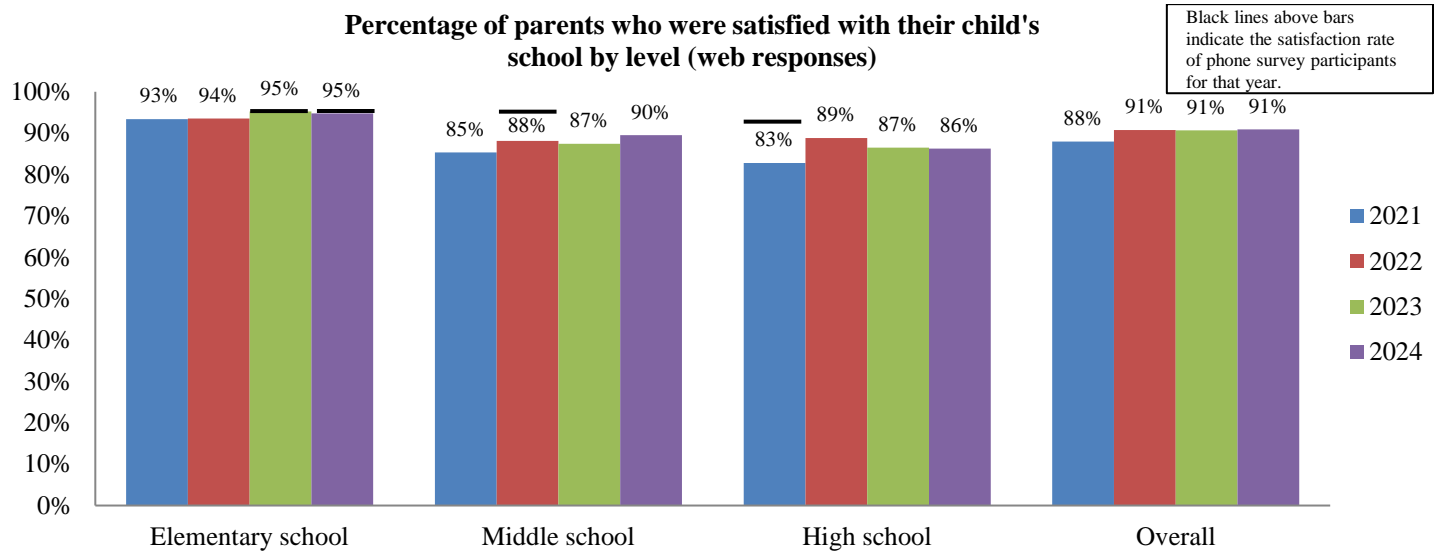
Percentage of parents with students who participated in selected elementary school programming (phone responses)



Note: Only parents with a student at one of the selected elementary schools were included in the phone survey sample. Parents were able to choose more than one service or program.

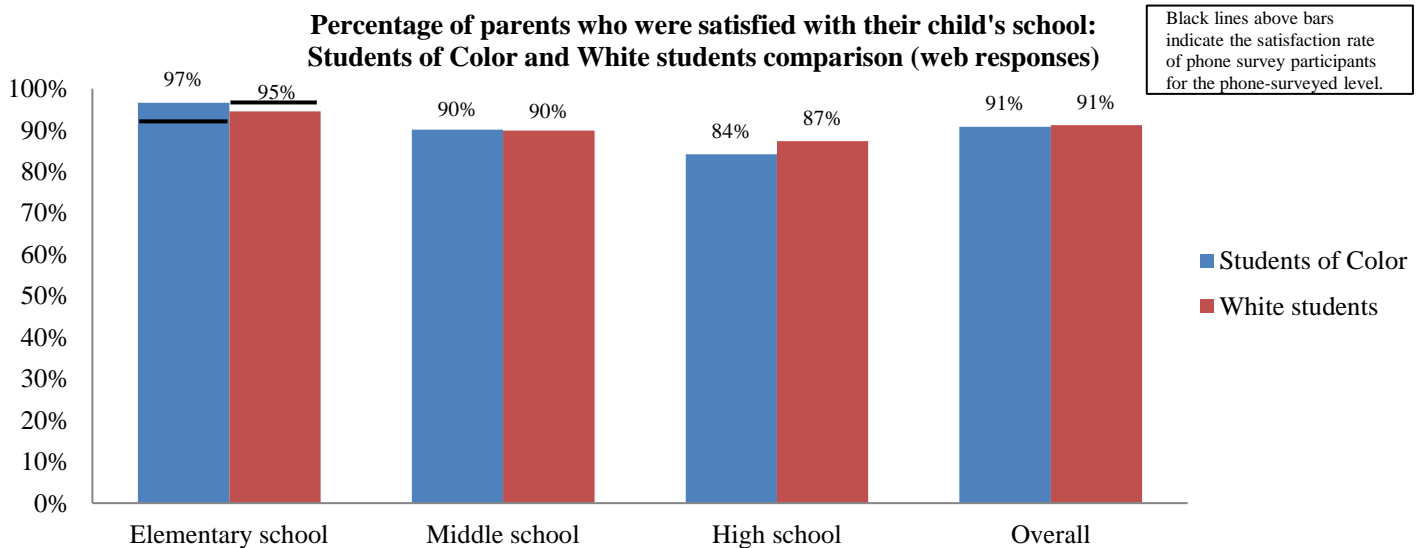
Percentage of parents who were satisfied with their child's school: Disaggregated by level, ethnicity, and school programming

In the graphics for this section, black lines above the bars indicate the satisfaction rate of phone survey participants for that year. Overall, the average satisfaction rate of parents remained consistent with last year. The percentage of parents who reported that they were satisfied with their child's school stayed about the same at the elementary and high school levels and increased by 3% at the middle school level from 2023.



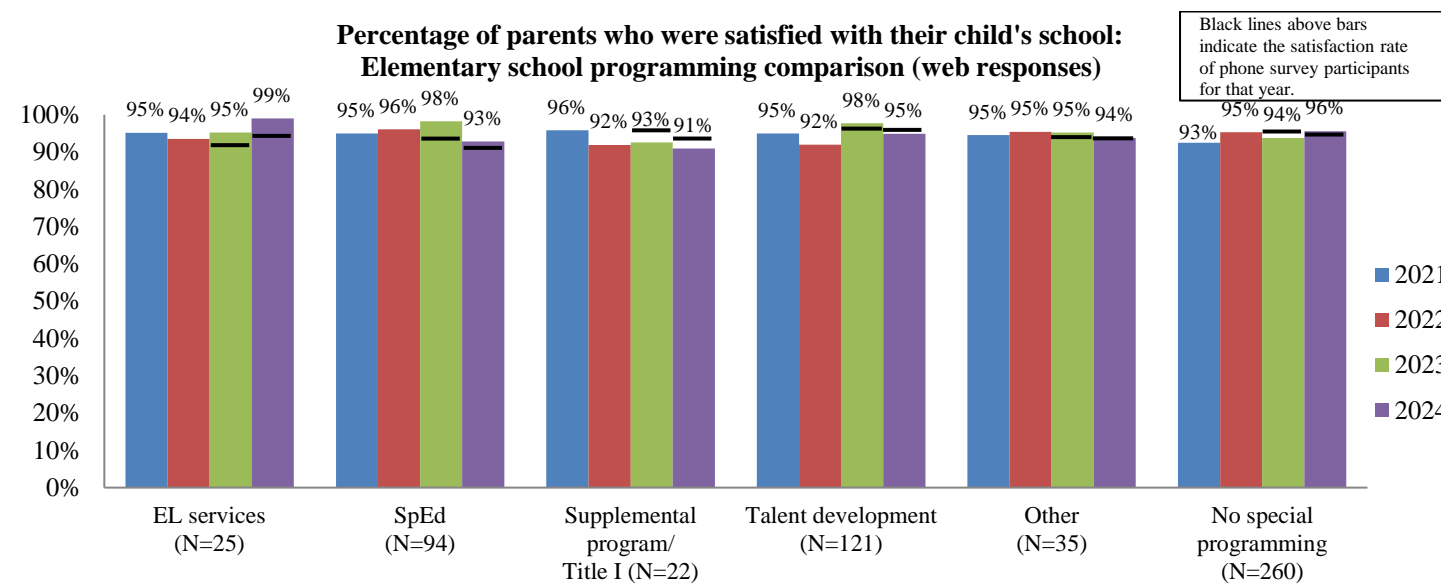
Note: These percentages represent a weighted average of the percentage of parents who reported that they "agree" or "somewhat agree" with the 12 statements listed on page 3. Note that in 2023, half of the elementary schools were represented in the phone survey and in 2024, the other half were surveyed.

Due to the small sample sizes within some of the racial/ethnic categories, all the parents of non-White students were combined to analyze the racial/ethnic factor. The overall satisfaction rate of parents of Students of Color and parents of White students are at 91%, the same rates as last year. At the elementary level, parents of Students of Color were more satisfied than parents of White students on the web survey, at the middle school level, both groups reported satisfaction at 90%, while at the high school level, parents of Students of Color were less satisfied than parents of White students.



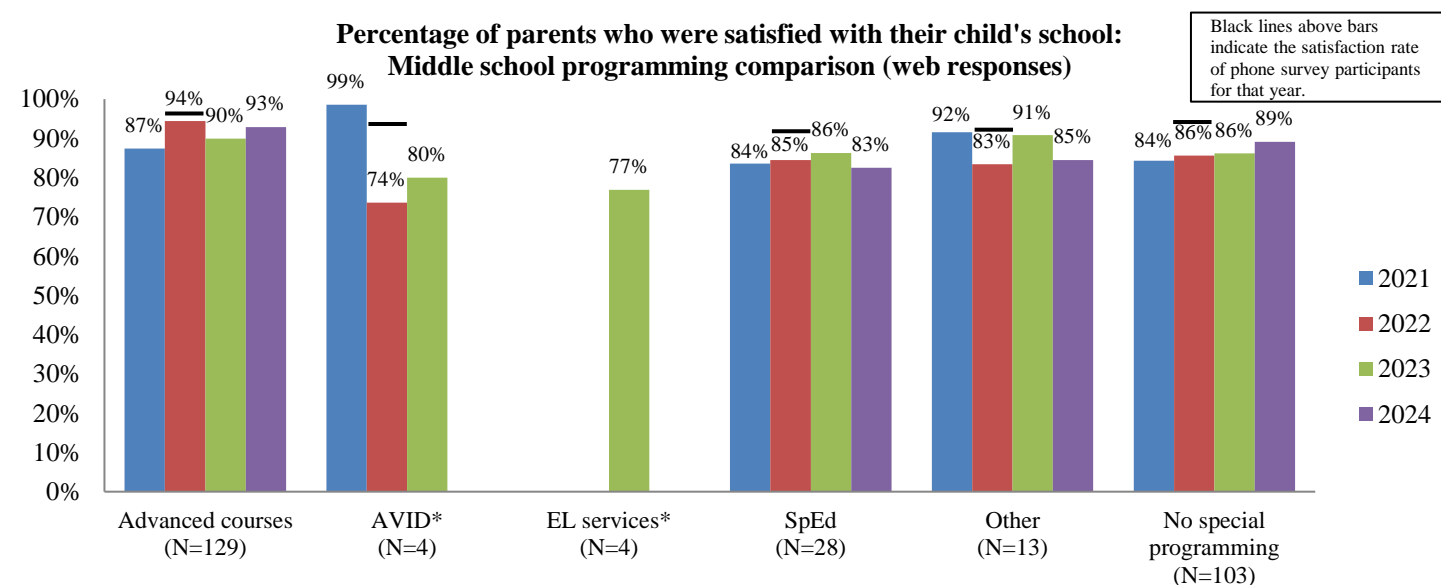
Note: These percentages represent a weighted average of the percentage of parents who reported that they "agree" or "somewhat agree" with the 12 statements listed on page 3.

Parents of elementary students who received English language (EL) services and no special programming increased their satisfaction rate on the web survey compared to 2023, by 4% and 2% respectively. Parents of elementary students who received special education (SpEd) services, supplemental/Title I services, or talent development services decreased their satisfaction rate from 2023 by 5%, 2% and 3% on the web survey, respectively. Parents of students who participated in other programming maintained a similar satisfaction rate compared to 2023. Please note the group size when interpreting these results.



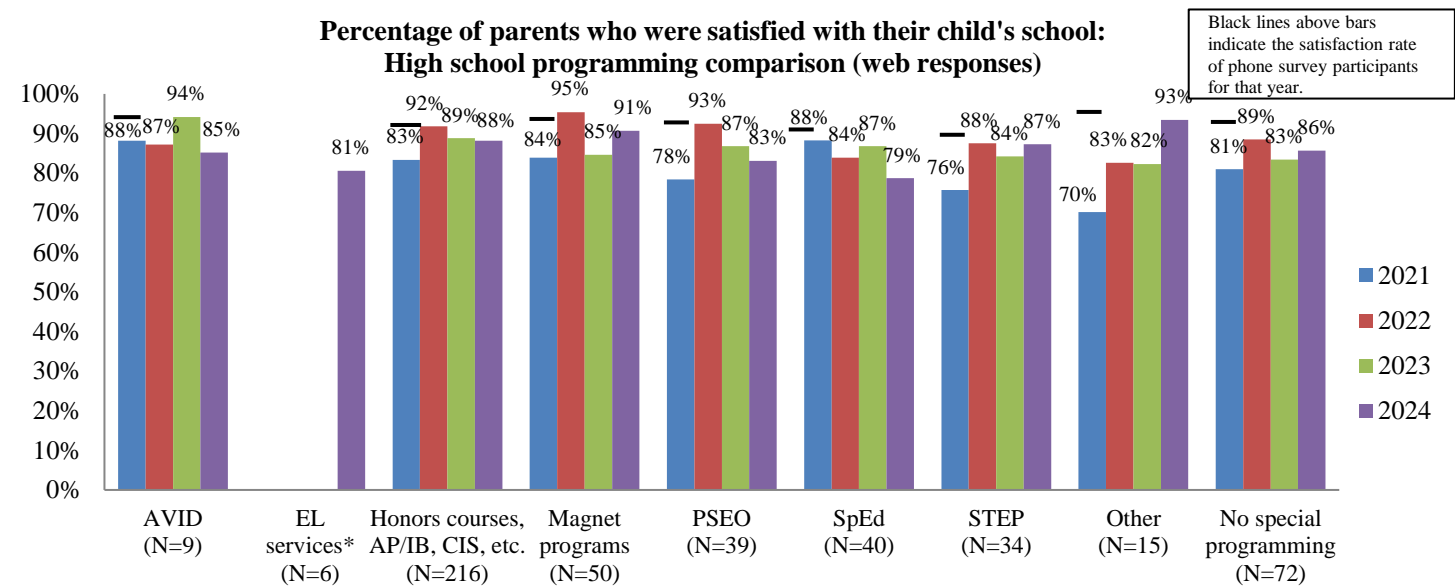
Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents with students in that program in the most recent year.

Parents of middle school students who participated in advanced courses reported a 3% increase in satisfaction whereas parents who reported their child received SpEd services or “other” programming decreased in their satisfaction rate by 3% and 6%, respectively, from 2023 to 2024. Parents who indicated their child did not participate in any special programming increased their satisfaction rate by 3% over this time. Please note the group size when interpreting these results.



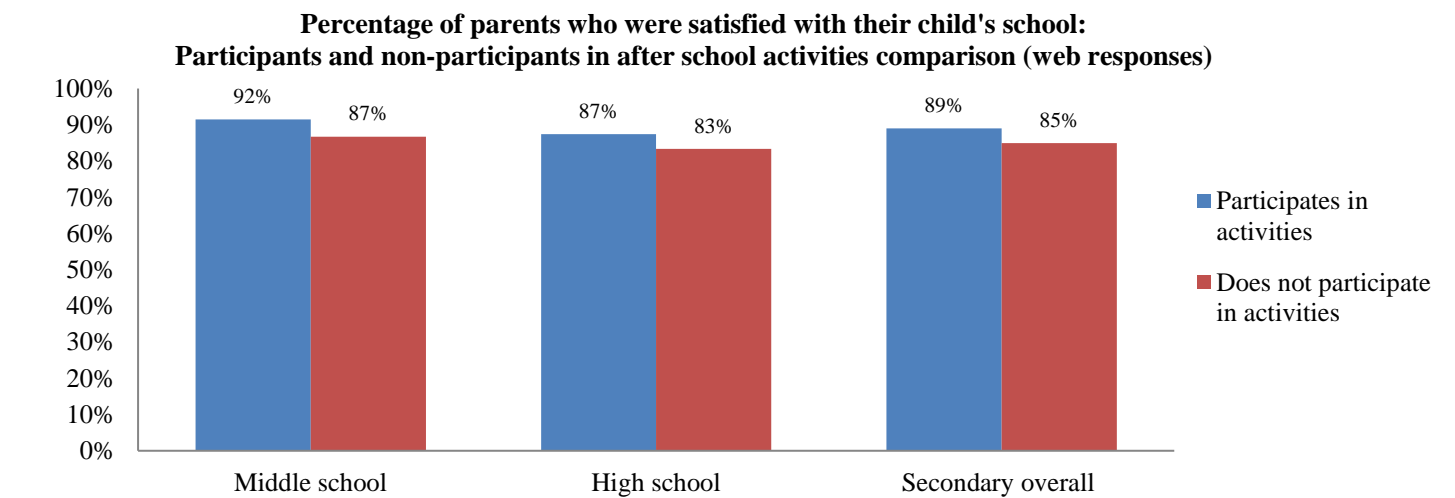
*Note: *Due to low cell sizes, the following groups were suppressed for having fewer than 5 respondents: AVID program in 2024 and EL Services in 2021-2022 and 2024. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents with students in that program in the most recent year.*

Satisfaction rates of parents of high school students decreased by more than 1% across three of seven programming areas with data reported in both 2023 and 2024. The largest decrease was for parents of students participating in AVID, which dropped by 9% after a 7% increase from 2022 to 2023. Parents of students who received SpEd services and students who participated in PSEO decreased, by 8% and 4%, respectively. The satisfaction rate remained similar to 2023 for parents whose child participated in honors courses, and the rate increased by 3%, 6%, and 11% for parents of students participating in STEP, magnet programs, and “other” programs, respectively. Please note the group size when interpreting these results.



Note: *Due to low cell sizes, the breakdown of data aligned to parents of students receiving EL services was suppressed for having fewer than 5 respondents per statement in 2021-2023. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents with students in that program in the most recent year.

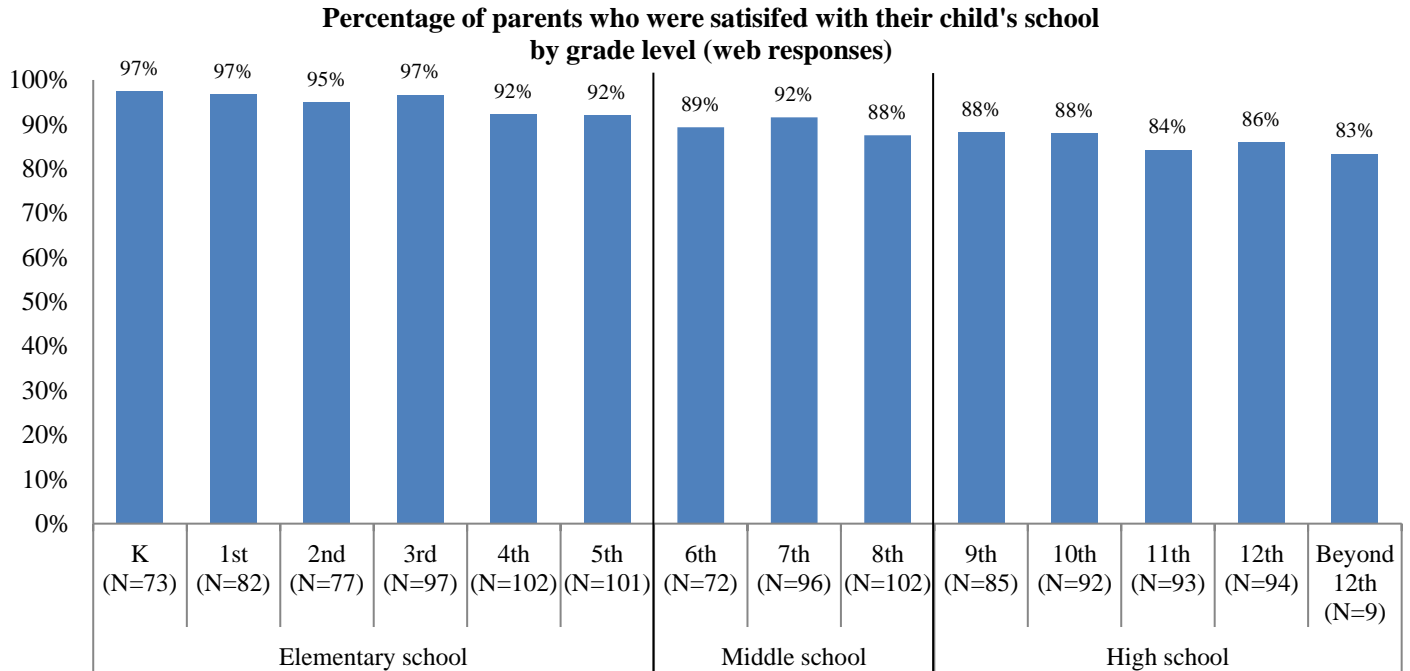
Parents of both middle and high school students reported being more satisfied (by 5% and 4%, respectively) with their child’s school if their student participated in after school activities compared to those whose child did not.



Note: Parents with a child in elementary school were not asked if their child participated in athletics or other after school activities. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3.

Percentage of parents who were satisfied with their child's school: Disaggregated by grade level

In general, parents of students in lower grades reported greater satisfaction with their child's school than parents of students in higher grades, with parents of elementary students being the most satisfied, with satisfaction rates between 92% and 97% across grades. Parents of secondary students reported being satisfied at rates between 83% and 92% across grades. Parents of kindergarten, first, and third grade students reported the highest rate of satisfaction (97%), and parents of eleventh grade students reported the lowest satisfaction rate (84%) of K-12 parents. Note that parents with more than one child at a level were instructed to respond to the survey with their oldest child in mind.

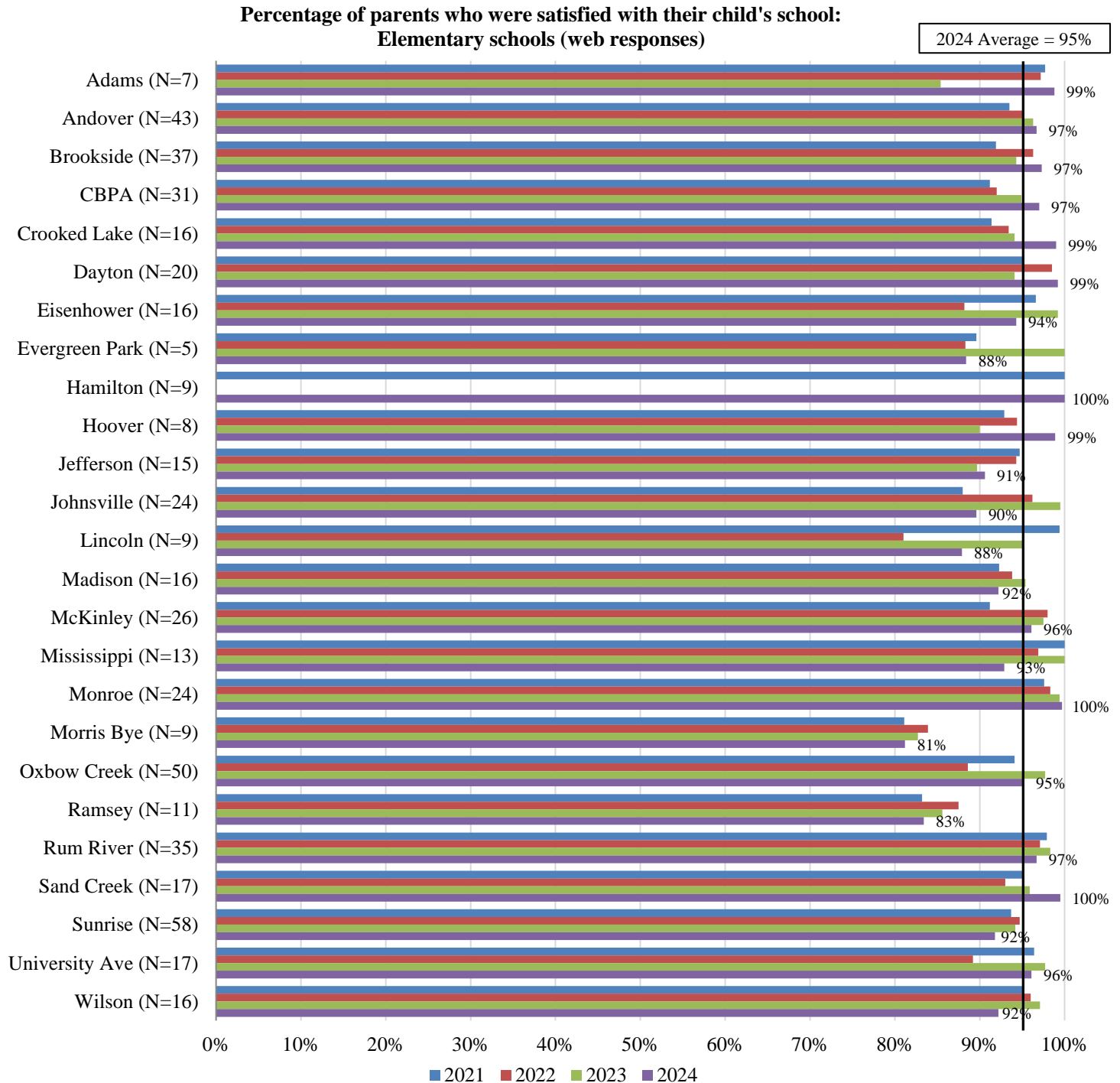


Note: These percentages represent a weighted average of the percentage of parents who reported that they "agree" or "somewhat agree" with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents with students in that grade level in the current year.

Percentage of parents who were satisfied with their child's school: Disaggregated by school

This section breaks down the satisfaction rate of parents by individual school at the elementary, middle, and high school levels. Please note group size when interpreting the results.

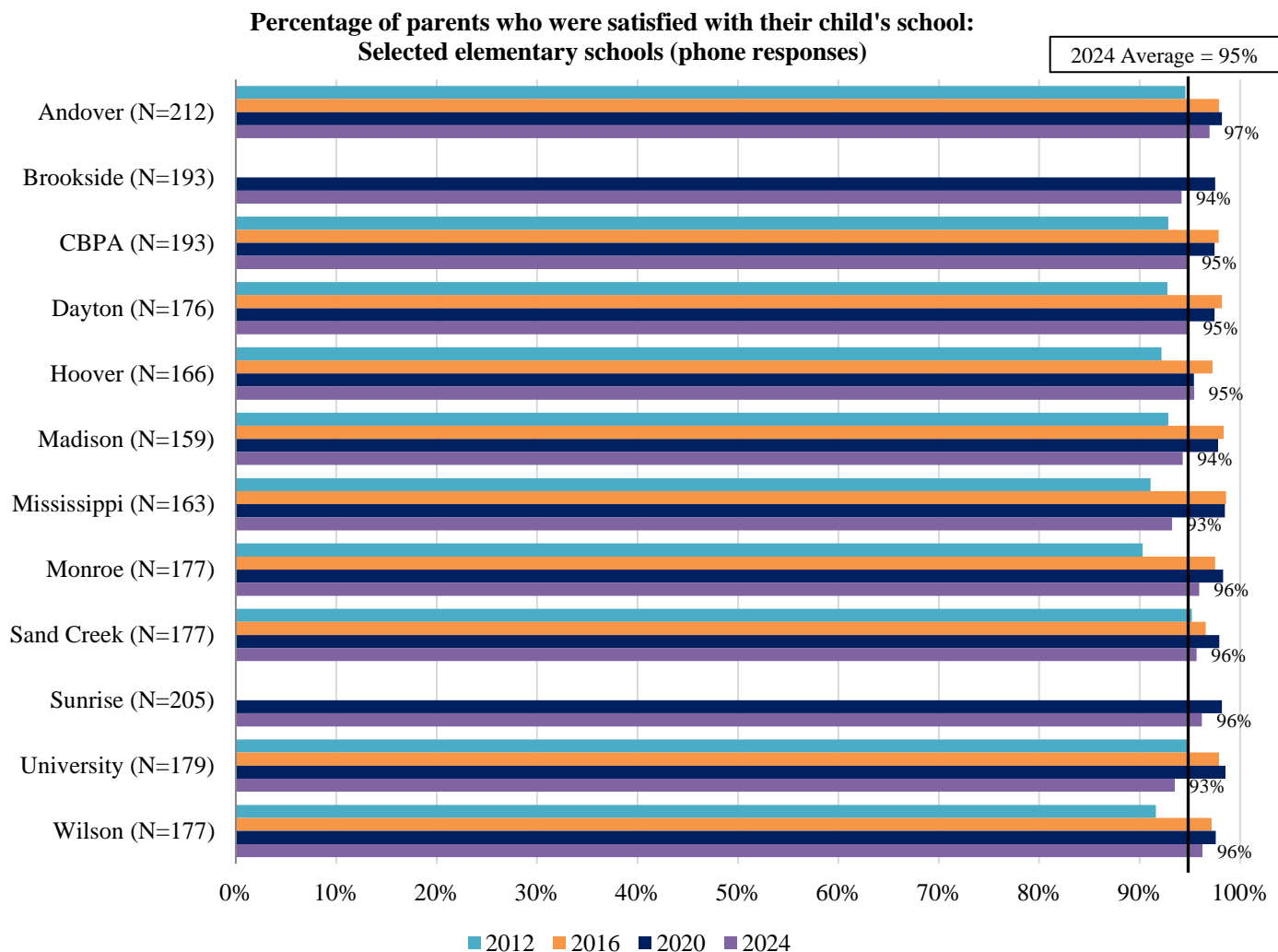
When examining the 2024 overall satisfaction on the web survey of parents at each elementary school, four sites maintained their satisfaction rate within 1% of last year, seven increased beyond 1% from last year, and 13 decreased beyond 1% from last year. One elementary school did not have reportable data in 2023. The vertical black line represents the average satisfaction rate at the elementary level in 2024. Keep respondent counts in mind when interpreting results.



Note: Data aligned to RTLCL were suppressed from site level breakdowns in 2024 for having fewer than 5 respondents per statement. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents at that school in the most recent year. Data labels display the satisfaction rate for the most recent year.

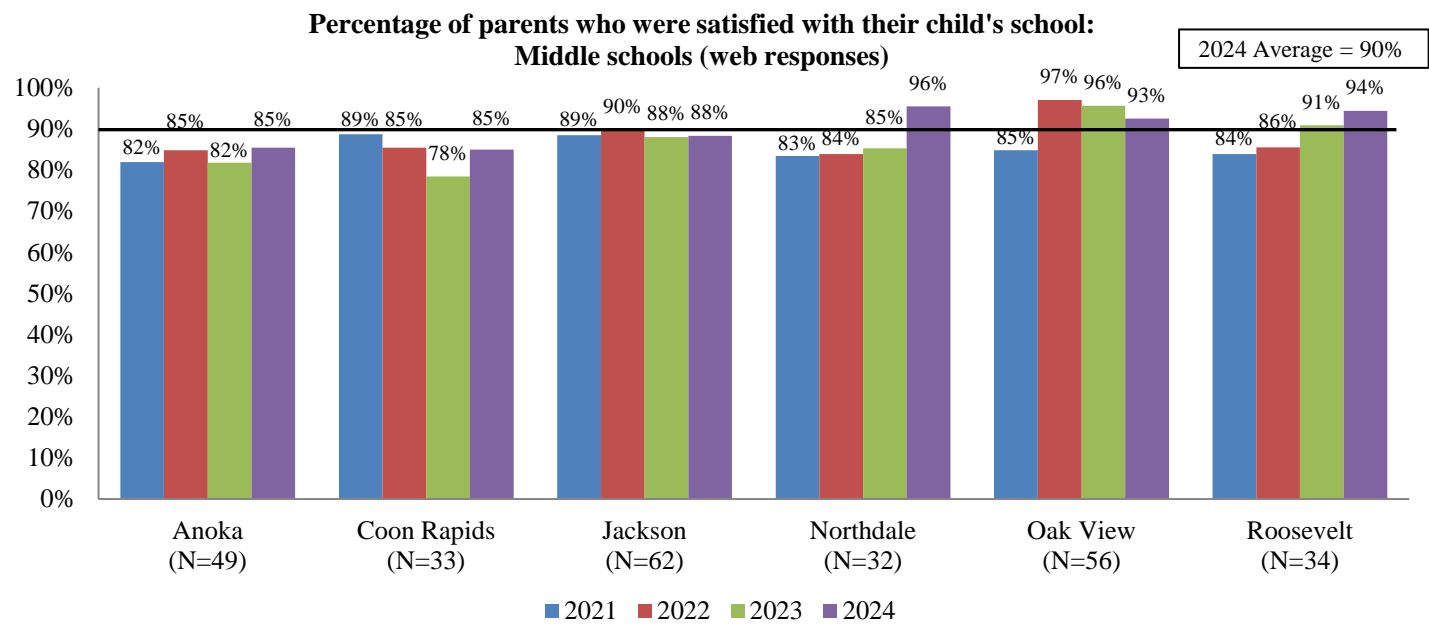
The graph below depicts the satisfaction rates of select elementary school parents on the past four phone survey administrations for these sites. Historically, satisfaction has been high on the phone survey. Two out of 12 elementary schools surveyed over the phone in 2024 stayed within a percentage of their satisfaction rates in 2020, while 11 out of 13 decreased their satisfaction rates by more than 1%. Three of the 2024 phone surveyed elementary schools experienced the lowest satisfaction rates seen in the last four phone administrations.

Responses from elementary school parents who completed the phone survey, which is an ethnically representative sample of the select elementary school populations, showed varied satisfaction rates compared to elementary school parents who completed the web survey. Three schools showed higher satisfaction rates of the representative sample, while seven schools showed lower satisfaction rates of the representative sample, and two schools had less than 1% difference between satisfaction rates reported on the phone and web surveys. The vertical black line represents the overall average satisfaction rate of selected elementary schools (95%) in 2024 on the phone survey.



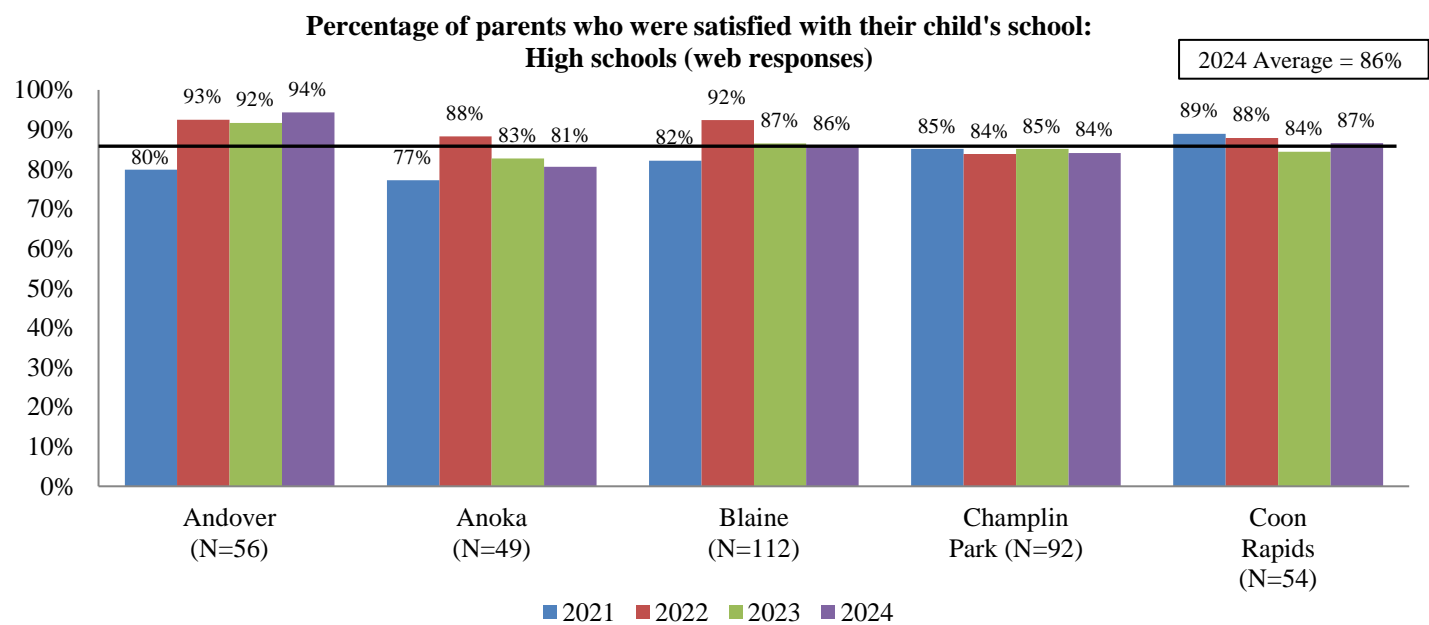
Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents at that school in the most recent year. Data labels display the satisfaction rate in the most recent year.

From 2023 to 2024, the satisfaction rate among parents of middle school students increased by more than 1% at four middle schools, with the largest increase being 11% at Northdale Middle School. Satisfaction rates at the remaining two traditional sites either decreased from last year or remained within 1% of last year’s rate. The horizontal black line represents the average 2024 middle school level satisfaction rate (90%).



Note: Data aligned to Compass Programs and RTLC were suppressed from site level breakdowns for having fewer than 5 respondents per statement. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents at that school in the most recent year.

The satisfaction rate of parents of high school students remained within 1% of the rates in 2023 for two of the district’s traditional high schools, while satisfaction rates decreased beyond 1% at one high school and increased at two high schools. The largest change from 2023 to 2024 was a 3% increase at Coon Rapids High School. The horizontal black line represents the 2024 overall average satisfaction rate of all high schools (86%).



Note: Data aligned to A-H Technical HS, Bridges, Compass Programs, Pathways, RTLC, Sandburg Regional HS, Secondary Virtual, and STEP were suppressed from site level breakdowns for having fewer than 5 respondents per statement. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed on page 3. Numbers in parentheses represent the number of respondents at that school in the most recent year.

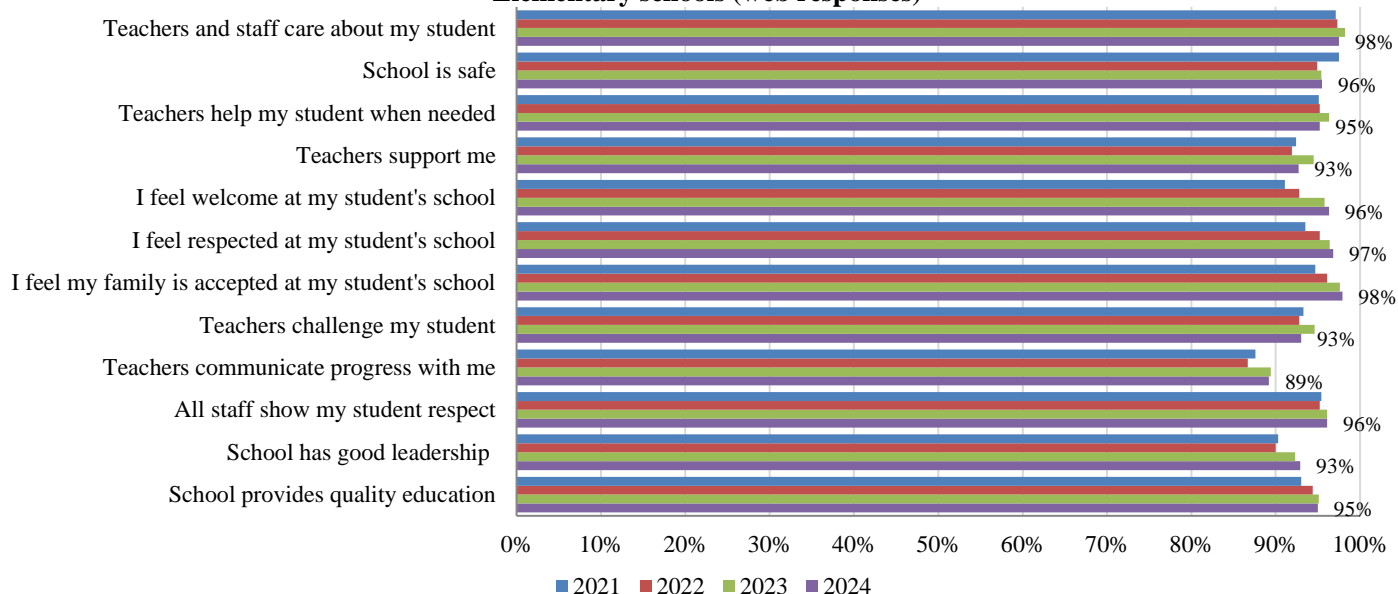
Responses to each survey item by level

The following graphics illustrate the percentages of parents who selected “agree” or “somewhat agree” with each statement, organized by school level, over the past four years. Data labels are shown for the most recent year only. In this section, abbreviated versions of items are used for graphics and in text.

At the elementary level, ten of the 12 items maintained an agreement rate within 1% of 2023, while two items decreased by 2% from 2023 to 2024. These items were *Teachers challenge my student* and *Teachers support me*.

Percentage of parents who agreed or somewhat agreed with each item:

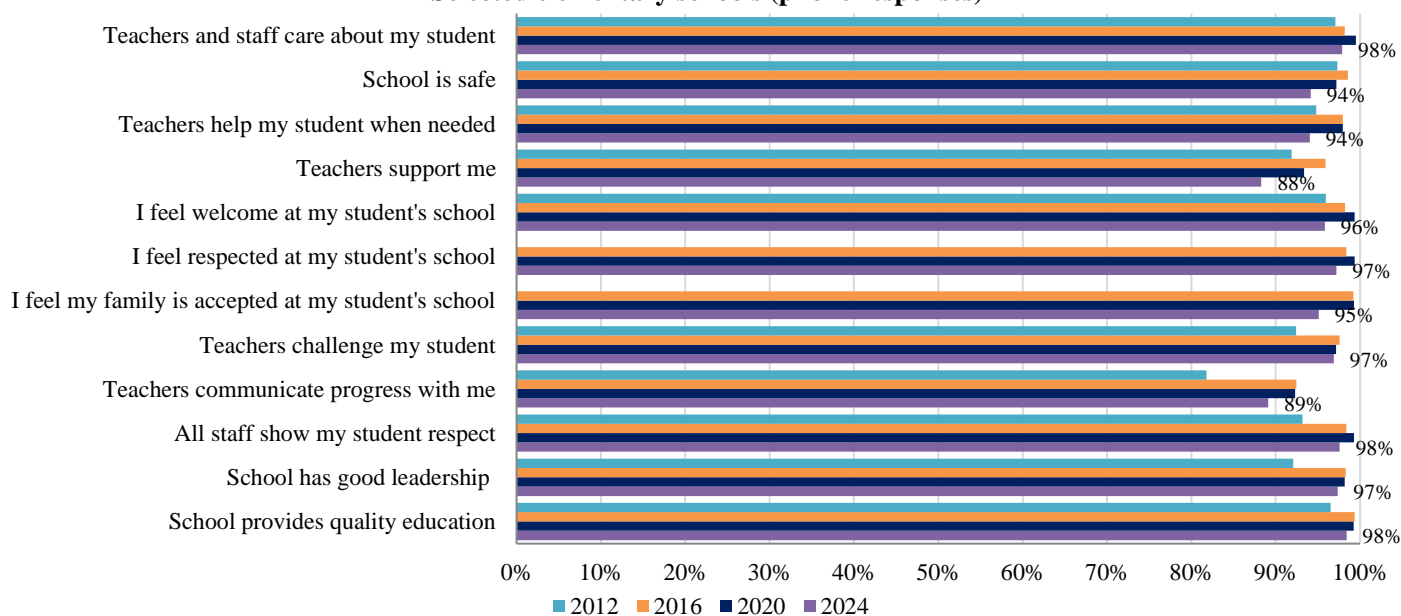
Elementary schools (web responses)



On the elementary school phone survey, the percentage of agreement remained within 1% since the last phone survey administration of these selected elementary schools (in 2020) for four of the 12 items, and decreased beyond 1% for eight items, and increased for none of the items. The largest decrease was for the item *Teachers support me* which decreased by 5% since the last time parents from these selected elementary schools were surveyed via the phone.

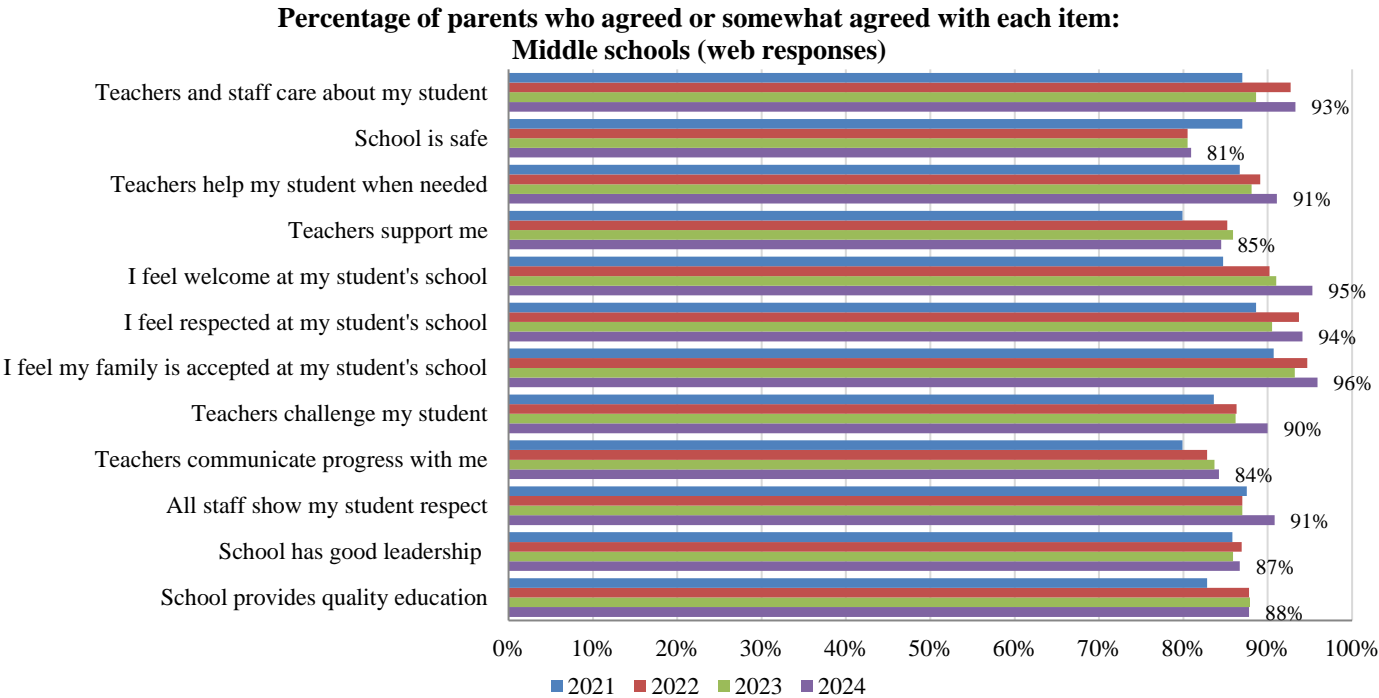
Percentage of parents who agreed or somewhat agreed with each item:

Selected elementary schools (phone responses)

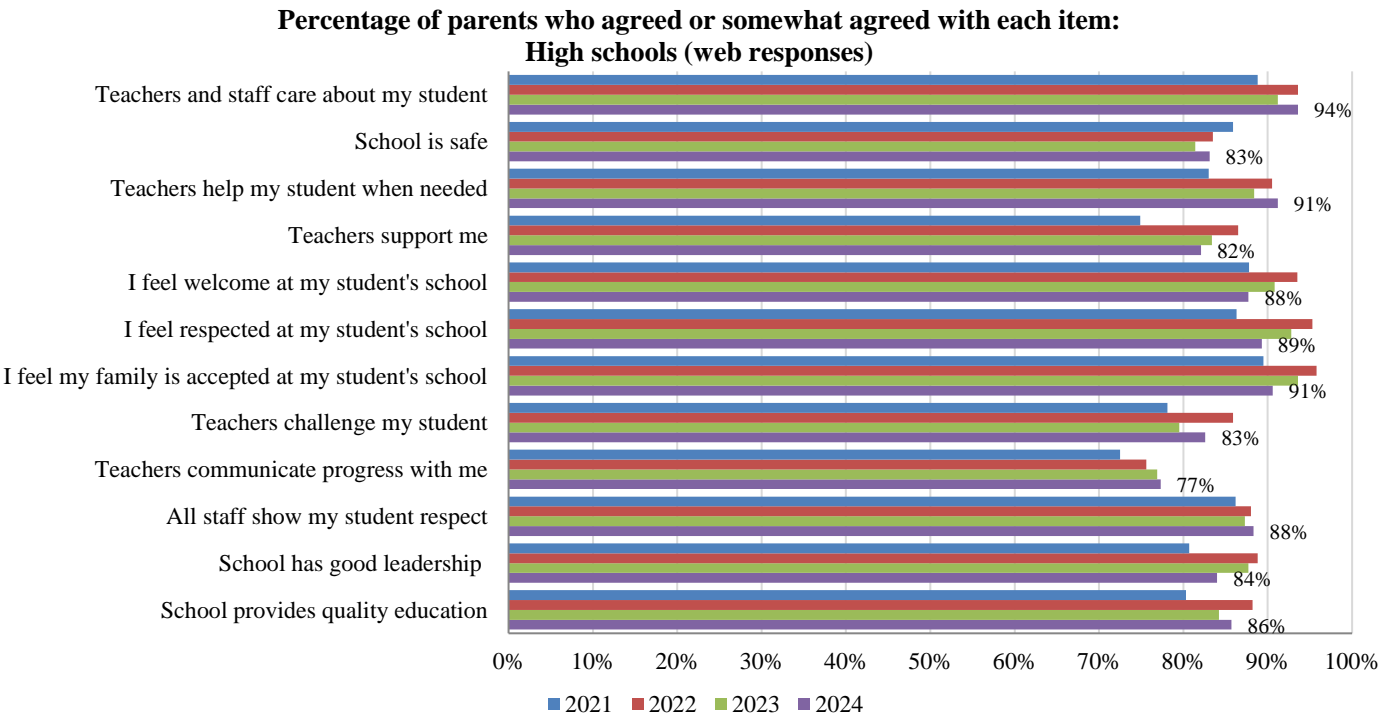


Note: The items “I feel respected at my student's school” and “I feel my family is accepted at my student's school” were added to the survey in 2015.

On the middle school web survey, parents’ percentage agreement remained within 1% of last year for five of the 12 items. The other seven items, increased beyond 1%, with the greatest increases being for the items *Teachers and staff care about my student*, *I feel welcome at my student's school*, *Teachers challenge my student*, and *All staff show my student respect* all of which increased by 4% from 2023 to 2024.



On the high school web survey, parent agreement maintained within 1% of last year for three of the 12 items, increased by more than 1% for five items, and decreased by more than 1% for the remaining four items. Three of the items increased by 3%, which was the largest amount of increase from 2023 to 2024. The greatest decreases were for the items *School has good leadership* and *I feel respected at my student's school*, both of which decreased by 4%.



The tables below display the percentage of parents who selected “agree” or “somewhat agree” for each statement. The first table reports item level responses by grade level, while the tables on pages 17-19 report item level responses by school. The “Overall average” reported across tables is the average of the percentages across all items weighted by the number of responses to each item. The colored cells in the tables represent the items whose agreement was statistically significantly greater than the level’s/school’s overall average (green cells) as well as items that were significantly less than that level’s/school’s overall average (red cells). Items shown in white cells were not statistically different than the level’s/school’s overall average. Across these tables, items for which patterns exist across levels or schools are called out.

Regarding the breakdown by level, there were a few items that showed the same pattern of significant differences across multiple levels. Across elementary school (both web and phone) and high school responses, parents rated the item, *Teachers and staff care about my students* significantly higher than the respective level’s overall average and the item *Teachers communicate progress with me* significantly lower than the respective level’s overall average. Parents of elementary students who responded to the phone survey, as well as middle school parents rated the item *School is safe* significantly lower than their level’s average rating. Parents of elementary and middle school students who participated in the web survey rated the item *I feel my family is accepted at my student’s school* statistically significantly higher than that level’s overall average.

Survey item agreement by level				
Survey statement	Elementary schools		Middle schools	High schools
	Web	Phone	Web	Web
Teachers and staff care about my student	98%	98%	93%	94%
School is safe	96%	94%	81%	83%
Teachers help my student when needed	95%	94%	91%	91%
Teachers support me	93%	88%	85%	82%
I feel welcome at my student's school	96%	96%	95%	88%
I feel respected at my student's school	97%	97%	94%	89%
I feel my family is accepted at my student's school	98%	95%	96%	91%
Teachers challenge my student	93%	97%	90%	83%
Teachers communicate progress with me	89%	89%	84%	77%
All staff show my student respect	96%	98%	91%	88%
School has good leadership	93%	97%	87%	84%
School provides quality education	95%	98%	88%	86%
Overall average	95%	95%	90%	86%

Item value is significantly greater than level’s overall average

Item value is statistically equivalent to level’s overall average

Item value is significantly less than level’s overall average

Note: Percentages represent the proportion of parents who selected “agree” or “somewhat agree” for each item. The overall average is weighted by the number of respondents for each item. Significant differences are identified by a test of significant proportions and are reported when $p < 0.05$.

Within elementary schools, parents who responded to the web survey typically responded similarly across items, taking into account respondent counts at each site. Therefore, there were no patterns across sites with the same item being statistically significantly different than the site's overall average agreement on the web survey.

Survey item agreement by elementary school (web survey)														
Statement	Adams	Andover	Brookside	CBPA	Crooked Lake	Dayton	Eisenhower	Evergreen Park	Hamilton	Hoover	Jefferson	Johnsville	Lincoln	Madison
<i>Number of respondents</i>	7	43	37	31	16	20	16	5	9	8	15	24	9	16
Staff care about my student	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	93%	92%	100%	94%
School is safe	100%	91%	100%	100%	100%	95%	94%	80%	100%	100%	87%	75%	78%	100%
Teachers help my student	100%	98%	95%	100%	100%	100%	88%	80%	100%	100%	93%	88%	89%	100%
Teachers support me	100%	95%	95%	90%	94%	100%	88%	80%	100%	100%	93%	96%	78%	94%
I feel welcome	86%	100%	97%	100%	100%	100%	94%	100%	100%	100%	87%	92%	89%	94%
I feel respected	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	93%	92%	100%	94%
My family is accepted	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	93%	96%	100%	94%
Teachers challenge my student	100%	98%	95%	94%	100%	100%	94%	80%	100%	100%	93%	92%	89%	81%
Teachers communicate progress	100%	91%	87%	90%	94%	95%	81%	60%	100%	88%	80%	92%	78%	88%
All staff show my student respect	100%	100%	100%	97%	100%	100%	94%	100%	100%	100%	87%	92%	100%	88%
School has good leadership	100%	93%	100%	100%	100%	100%	100%	80%	100%	100%	93%	83%	67%	88%
School provides quality education	100%	98%	100%	94%	100%	100%	100%	100%	100%	100%	93%	88%	89%	94%
Overall average (web)	99%	97%	97%	97%	99%	99%	94%	88%	100%	99%	91%	90%	88%	92%

Statement	McKinley	Mississippi	Monroe	Morris Bye	Oxbow Creek	Ramsey	Rum River	Sand Creek	Sunrise	University Ave	Wilson	All elementary schools (web)
<i>Number of respondents</i>	26	13	24	9	50	11	35	17	58	17	16	533
Staff care about my student	96%	100%	100%	89%	96%	91%	97%	100%	97%	100%	94%	98%
School is safe	100%	100%	100%	89%	100%	82%	97%	100%	97%	100%	94%	96%
Teachers help my student	96%	92%	100%	78%	98%	82%	97%	100%	91%	94%	94%	95%
Teachers support me	92%	85%	100%	78%	96%	73%	94%	100%	91%	88%	88%	93%
I feel welcome	100%	100%	100%	78%	98%	82%	100%	100%	93%	100%	88%	96%
I feel respected	100%	100%	100%	78%	96%	82%	100%	100%	93%	100%	88%	97%
My family is accepted	100%	100%	100%	89%	96%	91%	100%	100%	95%	100%	94%	98%
Teachers challenge my student	89%	77%	100%	75%	94%	91%	89%	100%	91%	94%	94%	93%
Teachers communicate progress	85%	92%	96%	78%	84%	82%	94%	100%	90%	88%	100%	89%
All staff show my student respect	100%	92%	100%	89%	96%	100%	97%	94%	90%	100%	94%	96%
School has good leadership	100%	85%	100%	78%	94%	64%	100%	100%	83%	94%	88%	93%
School provides quality education	96%	92%	100%	78%	94%	82%	94%	100%	91%	94%	94%	95%
Overall average (web)	96%	93%	100%	81%	95%	83%	97%	100%	92%	96%	92%	95%

Item value is significantly greater than school's overall average

Item value is statistically equivalent to school's overall average

Item value is significantly less than school's overall average

Note: For respondent confidentiality, RTLC data were suppressed from site level breakdowns for having fewer than 5 respondents per statement. These percentages include parents who selected "agree" or "somewhat agree" based on web responses. Significant differences are identified by a test of significant proportions and are reported when $p < 0.05$.

Across all of the elementary sites that were surveyed over the phone, the items *Teachers support me* and *Teachers communicate progress* were rated significantly lower than the overall average for that school. The item *School provides quality education* was rated significantly higher than the overall average for seven schools. Within most of the selected elementary schools who were surveyed over the phone, parents typically responded similarly across items. Four sites experienced slightly greater variability across items, with four or more items being significantly different from that site's overall average (Dayton, Hoover, Madison, and Sunrise).

Survey item agreement by elementary school (phone survey)													
Statement	Andover	Brookside	CBPA	Dayton	Hoover	Madison	Mississippi	Monroe	Sand Creek	Sunrise	University	Wilson	All elementary schools (phone)
<i>Number of respondents</i>	212	193	193	176	166	159	163	177	177	205	179	177	2178
Staff care about my student	99%	97%	98%	98%	99%	97%	97%	98%	98%	98%	96%	99%	98%
School is safe	97%	93%	93%	95%	95%	92%	90%	97%	95%	94%	93%	95%	94%
Teachers help my student	95%	93%	93%	95%	93%	94%	92%	94%	95%	94%	94%	96%	94%
Teachers support me	89%	87%	89%	85%	88%	86%	86%	92%	92%	92%	83%	89%	88%
I feel welcome	99%	96%	94%	95%	95%	95%	93%	97%	94%	97%	95%	99%	96%
I feel respected	99%	96%	97%	97%	99%	98%	93%	99%	96%	99%	96%	98%	97%
My family is accepted	97%	95%	95%	94%	97%	96%	94%	95%	95%	97%	93%	94%	95%
Teachers challenge my student	99%	96%	96%	97%	97%	94%	98%	97%	98%	97%	96%	98%	97%
Teachers communicate progress	94%	88%	90%	87%	86%	85%	88%	89%	90%	93%	85%	91%	89%
All staff show my student respect	100%	96%	97%	98%	98%	97%	96%	98%	98%	98%	97%	99%	98%
School has good leadership	98%	95%	96%	97%	99%	99%	96%	98%	98%	98%	97%	98%	97%
School provides quality education	99%	98%	98%	99%	99%	99%	96%	98%	99%	100%	98%	99%	98%
Overall average (web)	97%	94%	95%	95%	95%	94%	93%	96%	96%	96%	93%	96%	95%

Item value is significantly greater than school's overall average

Item value is statistically equivalent to school's overall average

Item value is significantly less than school's overall average

Note: These percentages include parents who selected "agree" or "somewhat agree" based on web responses. Significant differences are identified by a test of significant proportions and are reported when $p < 0.05$.

In general, parents of middle school students at a site typically responded similarly across items. There were no patterns across sites with the same item being statistically significantly different than the site's overall average agreement on the web survey.

Survey item agreement by middle school (web survey)							
Statement	Anoka	Coon Rapids	Jackson	Northdale	Oak View	Roosevelt	All middle schools
Number of respondents	49	33	62	32	56	34	273
Staff care about my student	94%	88%	94%	100%	96%	91%	93%
School is safe	78%	61%	86%	84%	82%	94%	81%
Teachers help my student	92%	94%	87%	100%	91%	91%	91%
Teachers support me	76%	82%	84%	100%	89%	82%	85%
I feel welcome	90%	94%	95%	97%	96%	100%	95%
I feel respected	90%	91%	95%	97%	95%	100%	94%
My family is accepted	96%	94%	92%	97%	100%	100%	96%
Teachers challenge my student	85%	88%	90%	94%	93%	91%	90%
Teachers communicate progress	72%	85%	81%	97%	88%	94%	84%
All staff show my student respect	86%	79%	92%	97%	95%	97%	91%
School has good leadership	88%	85%	76%	91%	93%	97%	87%
School provides quality education	81%	82%	89%	94%	91%	94%	88%
Overall average (web)	85%	85%	88%	96%	93%	94%	90%

Item value is significantly greater than school's overall average

Item value is statistically equivalent to school's overall average

Item value is significantly less than school's overall average

Note: For respondent confidentiality, Compass Programs and RTLC data were suppressed from site level breakdowns for having fewer than 5 respondents per statement. These percentages include parents who selected "agree" or "somewhat agree" based on web responses. Significant differences are identified by a test of significant proportions and are reported when $p < 0.05$.

Within high schools, parents typically responded similarly across items. There were no patterns across sites with the same items being statistically significantly different than the site's overall average agreement.

Survey item agreement by high school (web survey)							
Statements	Andover	Anoka	Blaine	Champlin Park	Coon Rapids	Other High Schools	All high schools
Number of respondents	56	49	112	92	54	12	375
Staff care about my student	100%	90%	93%	92%	93%	100%	94%
School is safe	95%	78%	84%	79%	78%	100%	83%
Teachers help my student	96%	86%	93%	88%	91%	100%	91%
Teachers support me	87%	80%	80%	83%	78%	100%	82%
I feel welcome	98%	84%	88%	84%	87%	92%	88%
I feel respected	96%	84%	89%	88%	89%	92%	89%
My family is accepted	98%	85%	92%	87%	91%	92%	91%
Teachers challenge my student	89%	74%	83%	82%	85%	83%	83%
Teachers communicate progress	82%	74%	76%	76%	78%	92%	77%
All staff show my student respect	100%	84%	88%	86%	85%	92%	88%
School has good leadership	95%	76%	79%	82%	93%	92%	84%
School provides quality education	95%	76%	86%	82%	92%	83%	86%
Overall average (web)	94%	81%	86%	84%	87%	93%	86%

Item value is significantly greater than school's overall average

Item value is statistically equivalent to school's overall average

Item value is significantly less than school's overall average

Note: For respondent confidentiality, data aligned to A-H Technical HS, Bridges, Compass Programs, Pathways, RTLC, Sandburg Regional HS, Secondary Virtual, and STEP were suppressed from site level breakdowns for having fewer than 5 respondents per statement. These percentages include parents who selected "agree" and "somewhat agree" based on web responses. Significant differences are identified by a test of significant proportions and are reported when $p < 0.05$.

Responses to open-ended survey questions

Parents who participated in the web survey were asked *How would you describe the Anoka-Hennepin School District to friends and family members?* as an open-ended question. The following themes emerged from this item.

- District size was frequently mentioned. Some said the district feels small, despite being large. Some feel the district's size was a benefit in the number of opportunities for students, and others felt the large size had a negative impact on students.
- Many parents mentioned the school board, specifically the dysfunction and political division of the current board causing concerns for the future of the district and potential impacts on students.
- Diversity and inclusion efforts were mentioned as a positive by some, while others see them as a negative aspect.
- Academic quality was a topic brought up by many, with some feeling quality has declined while others state that the district provides a high-quality education. At each level, some parents commented that quality declines as students move through the system to higher grade levels. There were also comments around the inconsistencies in quality and opportunities across schools.
- Discipline and safety were top concerns brought forward by parents.
- High quality teaching and administrative staff were commonly mentioned, with comments being positive overall.
- Special education programming was brought up as a highlight for some while others felt the programming is lacking.
- Communication was another theme, with some feeling it is effective and others finding it lacking.
- Political influences were also brought up, with parents expressing concerns about political issues influencing curriculum and student experiences. Some feel the district is too liberal, while others feel it is too conservative.

While many topics were addressed by parents of students at every level, there were some nuances in the content or tone of the response:

Elementary school:

- While both praise and criticisms were present in the responses at the elementary level, the tone was generally the most positive, using descriptions like “amazing” and “best in the state.”
- Responses more heavily focused on the merits of individual schools or programs, rather than the district overall.
- Concerns around the district size and overcrowding were more prevalent at the elementary level.
- Mentions of staff were more positive than at other levels, with an emphasis on caring, supportive teachers and administrative staff.
- Opinions in support of or against diversity and inclusion efforts were most balanced among elementary parents.

Middle school:

- Generally, parents of middle school students were more moderate in critiques, highlighting both positives and negatives.
- Middle school parents were critical of the district's academics, stating that rigor has declined in recent years.
- Concerns about the direction and unpredictability of the district in relation to the school board were especially prevalent at the middle school level.
- Concerns about funding and distribution of resources were highlighted.
- Regarding diversity, equity, and inclusion efforts, middle school parents had more favorable commentary regarding these efforts and pointed out concerns about conservative influences.

High school:

- Generally, responses from parents of high school students were more critical, with a stronger negative tone.
- Criticism of leadership including both principals and school board members was stronger at this level.
- Parents highlighted safety and security concerns to a greater extent than at other levels.
- Regarding diversity, equity, and inclusion efforts, high school parents had less favorable commentary regarding these topics, pointing out concerns about gender pronouns and indoctrination.

Parents of elementary school students who were surveyed over the phone were also asked the open-ended question *How would you describe the Anoka-Hennepin School District to friends and family members?* Approximately 19% of those parents said the district was average, 16% said the district has good teachers, and 12% said the district has good academics. Other common responses were that the district was well-run, excellent, large, and has good communication.

Parents' open-ended descriptions of the district

Response	Number of respondents	Percentage of respondents	Response	Number of respondents	Percentage of respondents
Average	407	18.7%	Community involvement	5	0.2%
Good teachers	348	16.0%	Middle of the road	4	0.2%
Good academics	252	11.6%	Poor communication	4	0.2%
Well-run	238	10.9%	Provides good education	4	0.2%
Excellent	205	9.4%	Safe	4	0.2%
Big/large district	201	9.2%	Good technology	4	0.2%
Large class sizes	168	7.7%	Good sports	4	0.2%
Good communication	160	7.3%	Inequity between schools	2	0.1%
Bullying	57	2.6%	Inclusive	2	0.1%
Lack of discipline	37	1.7%	Staff shortages	2	0.1%
Good programs	26	1.2%	Declining achievement stats	1	0.05%
Don't know/refused	12	0.6%	High achievement stats	1	0.05%
Scattered	10	0.5%	Focused on success	1	0.05%
Poor academics	8	0.4%	Poor district management	1	0.05%
Diverse	8	0.4%	Declining enrollment	1	0.05%

Note: These response themes were provided by the outside agency hired to conduct the phone survey.

On the phone survey, when parents indicated that they disagreed or somewhat disagreed with the statement *I feel my family is accepted at my child's school* (N=106), they were asked the open-ended follow-up question, *What could the school do differently to make you feel more accepted?* The three most common responses were related to reduction in prejudice, anti-bullying policies, and a desire for more parent involvement. Other common responses included student diversity classes and getting to know each child. Please note the number of responses when interpreting the results.

Parents' open-ended descriptions of what the district should do differently to make them feel more accepted

Response	Number of respondents	Percentage of respondents	Response	Number of respondents	Percentage of respondents
Less prejudiced	27	25.5%	Special education training for staff	4	3.8%
Anti-bullying policies	23	21.7%	More friendly	4	3.8%
More parent involvement	12	11.3%	Nothing	3	2.8%
Student diversity classes	9	8.5%	Better communication	3	2.8%
Get to know each child	9	8.5%	Don't know/refused	1	0.9%
More diversity	6	5.7%	More welcoming to LGBTQIA+	1	0.9%
Staff diversity classes	4	3.8%			

Note: These response themes were provided by the outside agency hired to conduct the phone survey.

Parents who participated in the phone survey and indicated that they disagreed or somewhat disagreed with the statement *Teachers communicate regularly with me about my student's progress, for example by e-mail, the classroom website, phone calls and progress reports* (N=237), were also asked the open-ended follow-up question, *How could the communication from your student's teachers be more helpful?* Parents largely suggested more proactive communication (24%) and more frequent communication (24%) as potential improvements.

Parents' open-ended descriptions of how communication could be more helpful

Response	Number of respondents	Percentage of respondents
More proactive	56	23.6%
More frequent	56	23.6%
Telephone calls	33	13.9%
Up-to-date	25	10.5%
Emails	24	10.1%

Response	Number of respondents	Percentage of respondents
Text messages	18	7.6%
Positive feedback	12	5.1%
Personalized	10	4.2%
Flyers from teachers	3	1.3%

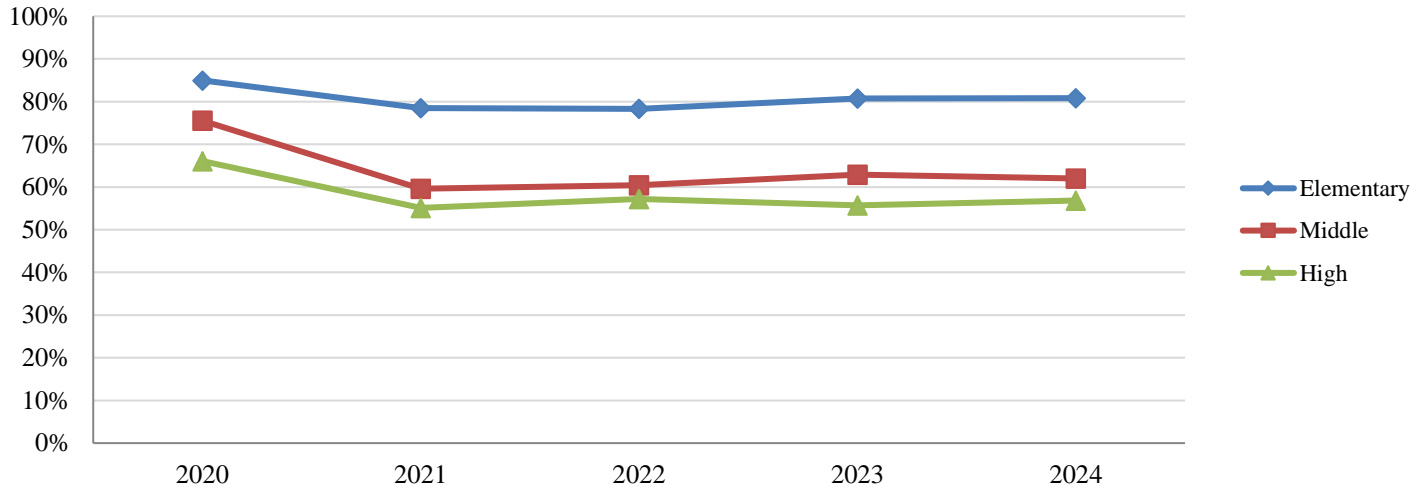
Note: These response themes were provided by the outside agency hired to conduct the phone survey.

Trend data: Percentage of parents who indicated they “agree” with each statement

(Web survey; analysis does not include “somewhat agree”)

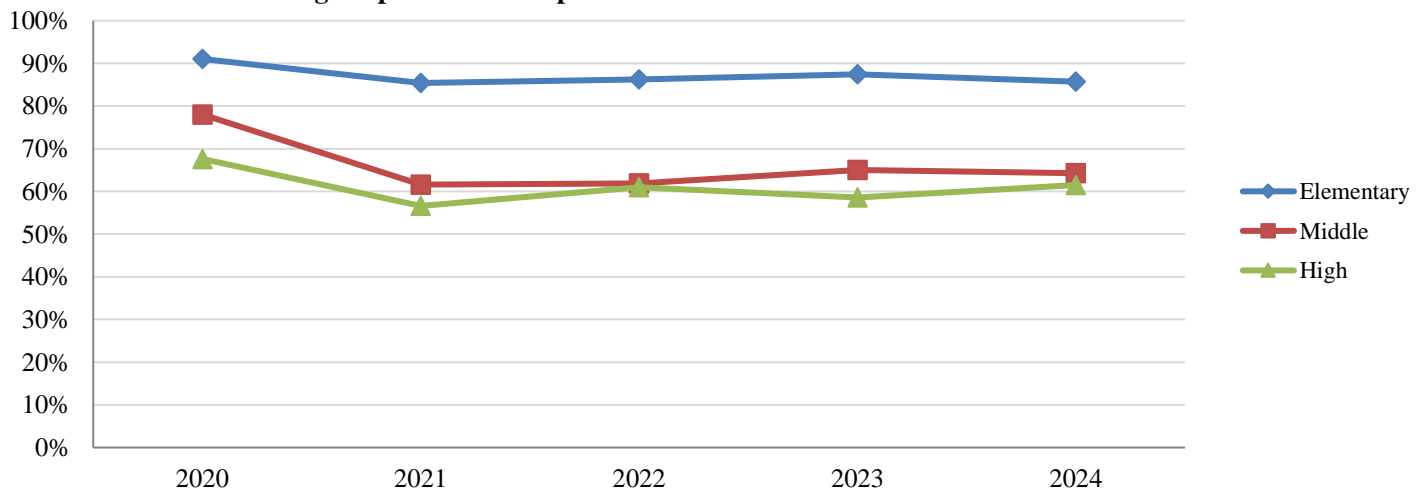
The following graphics illustrate five-year trends of the percentage of parents who indicated that they “agree” with each of 12 statements about their school experience. Overall, when compared to last year, the percentage of parents who agreed maintained within 1% of last year’s rate at all three levels. From 2023 to 2024, the percentage of parents who agreed with each item showed increases larger than 1% for two items at the elementary school level, three items at the middle school level, and four items at the high school level. The agreement rate remained within 1% of the level reported in 2023 for nine, five, and seven items at the elementary, middle, and high school levels, respectively.

Percentage agreement overall

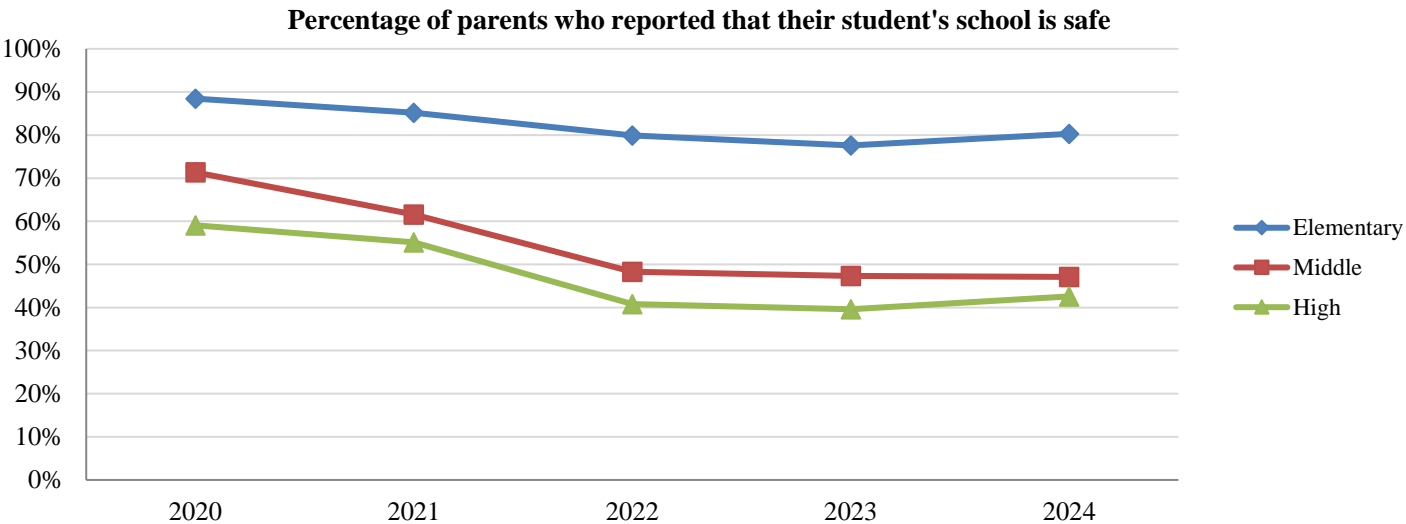


The percentage of parents who “agree” with the statement, *In this school, teachers and staff care about my student* maintained within 1% of last year at the elementary and middle levels and increased by 3% at the high school level.

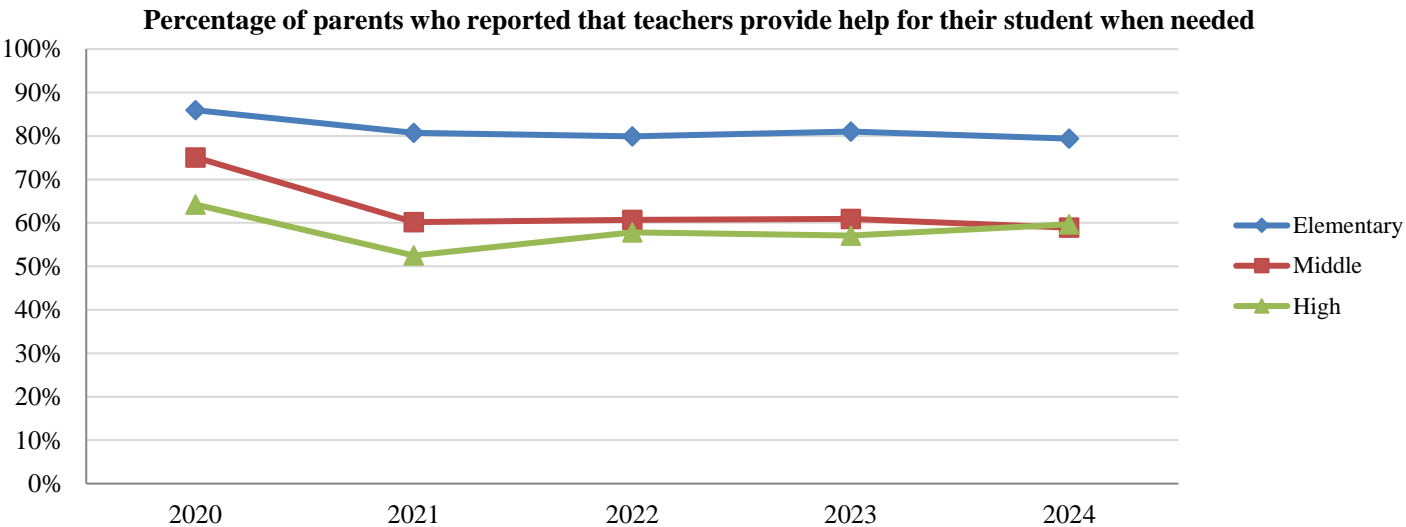
Percentage of parents who reported that teachers and staff care about their student



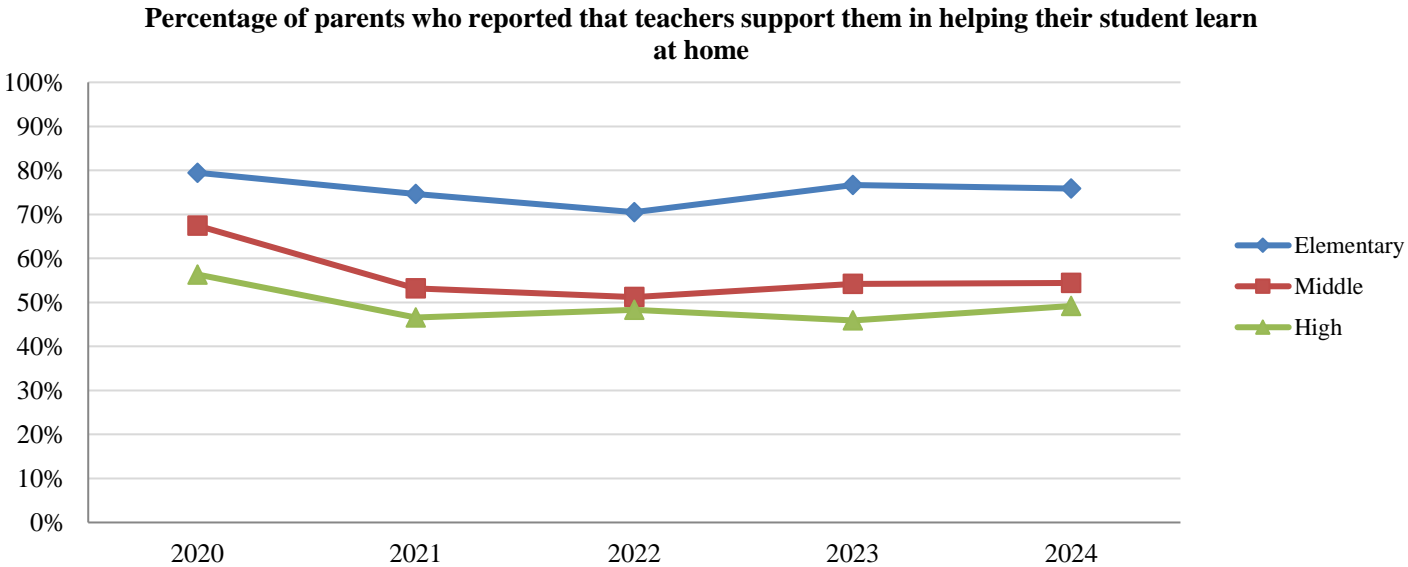
The percentage of parents who agreed with the statement *My student's school is safe* maintained within 1% of 2023 at the middle level and increased by 2% and 3% at the elementary and high school levels, respectively. From 2020 to 2022, the percentage of middle school parents who agree that their student's school is safe has decreased by a total of 23%, but agreement has leveled off over the past few years, staying around 47%. An 18% decrease occurred at the high school level over this same time period, followed by an increase in 2024.



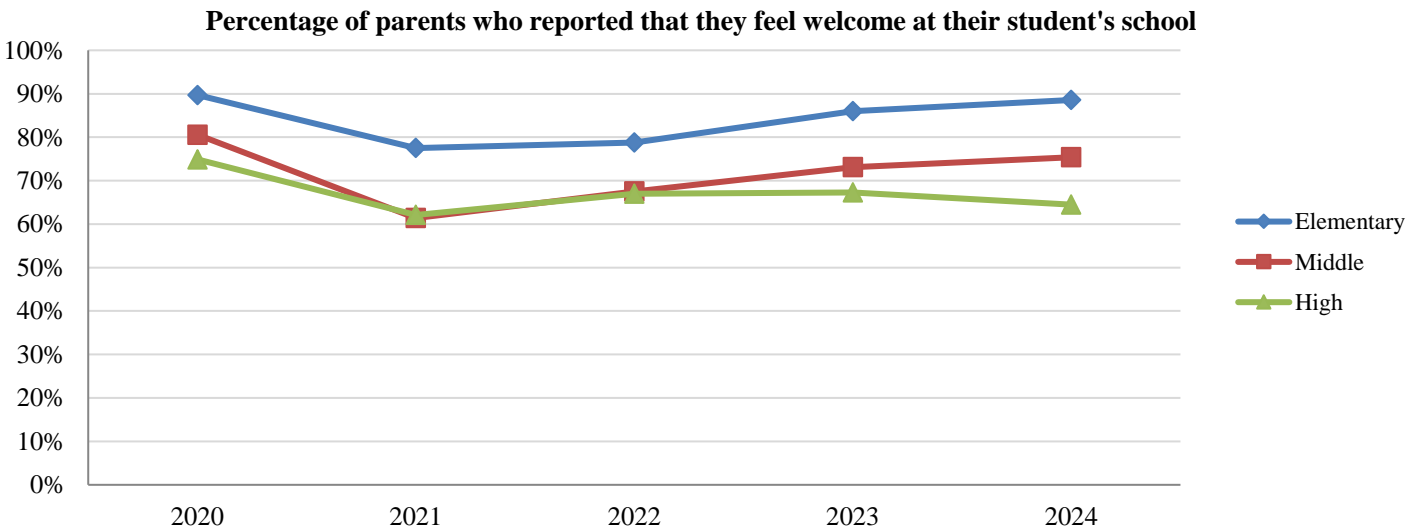
The percentage of parents who agreed with the statement *Teachers provide help for my student when needed* decreased by 2% at both the elementary and middle school levels and increased by 3% for parents of high school students from 2023 to 2024.



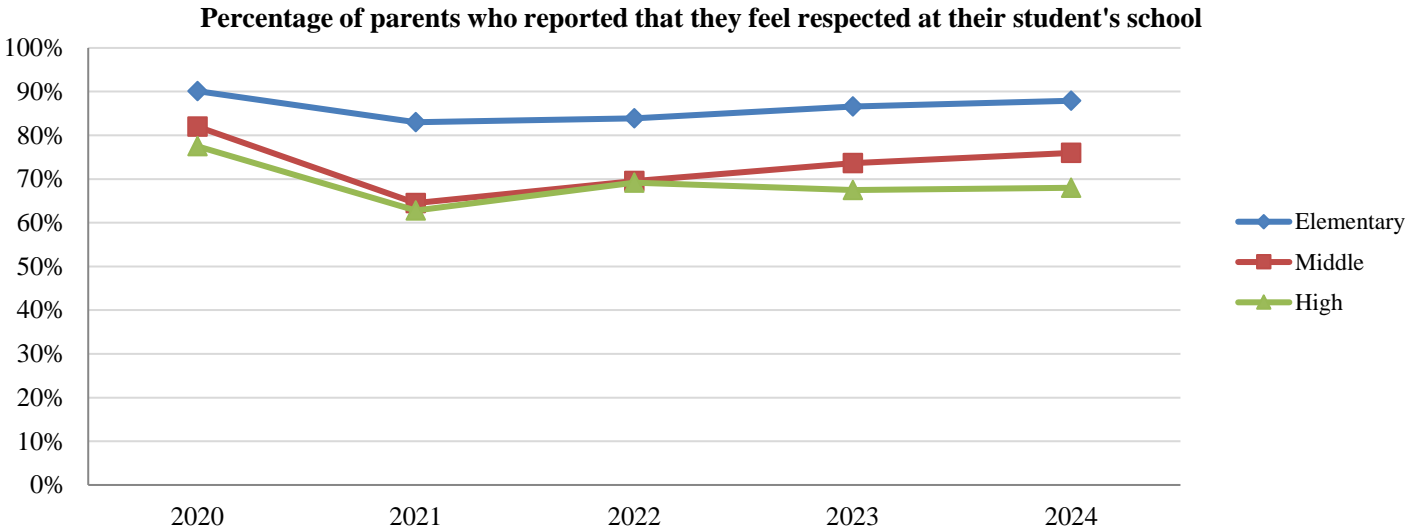
The percentage of parents who agreed with the statement *Teachers in this school support me in helping my student learn at home* remained within 1% of 2023 at the elementary and middle levels and increased by 3% at the high school level.



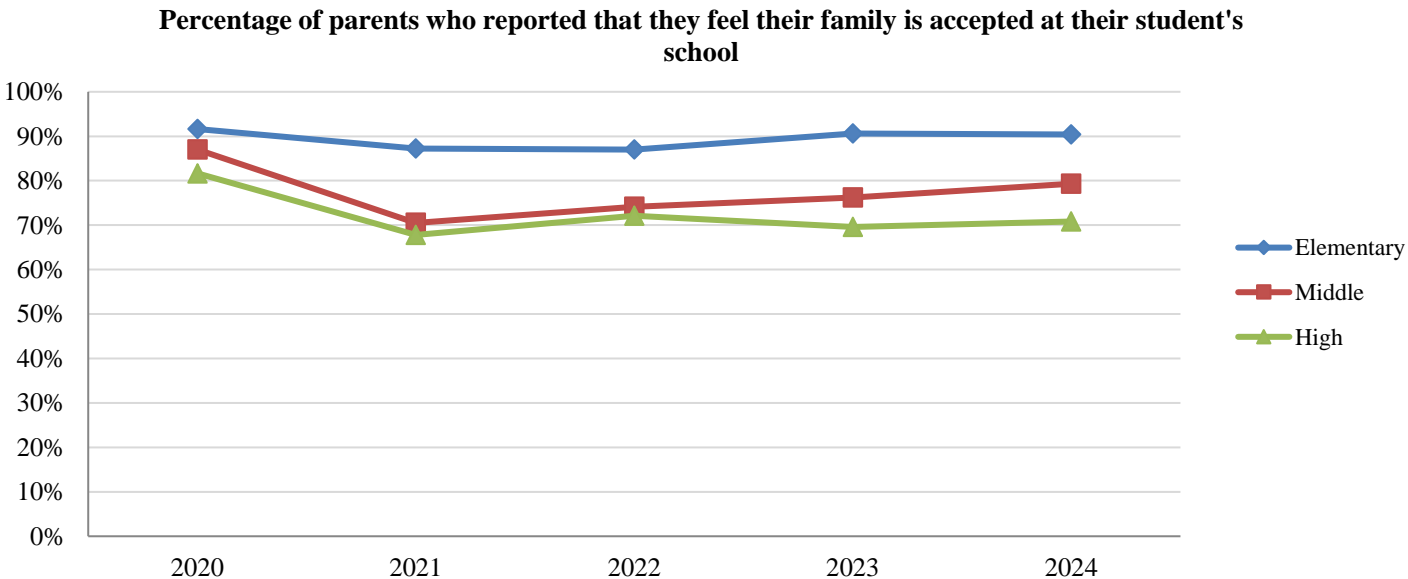
In 2024, the percentage of parents who agreed with the statement *I feel welcome at my student's school* increased across the elementary and middle levels for the third year in a row after a dip from 2020 to 2021. The high school level experienced the same dip from 2020 to 2021 but has not rebounded in the same way that elementary and middle school levels have.



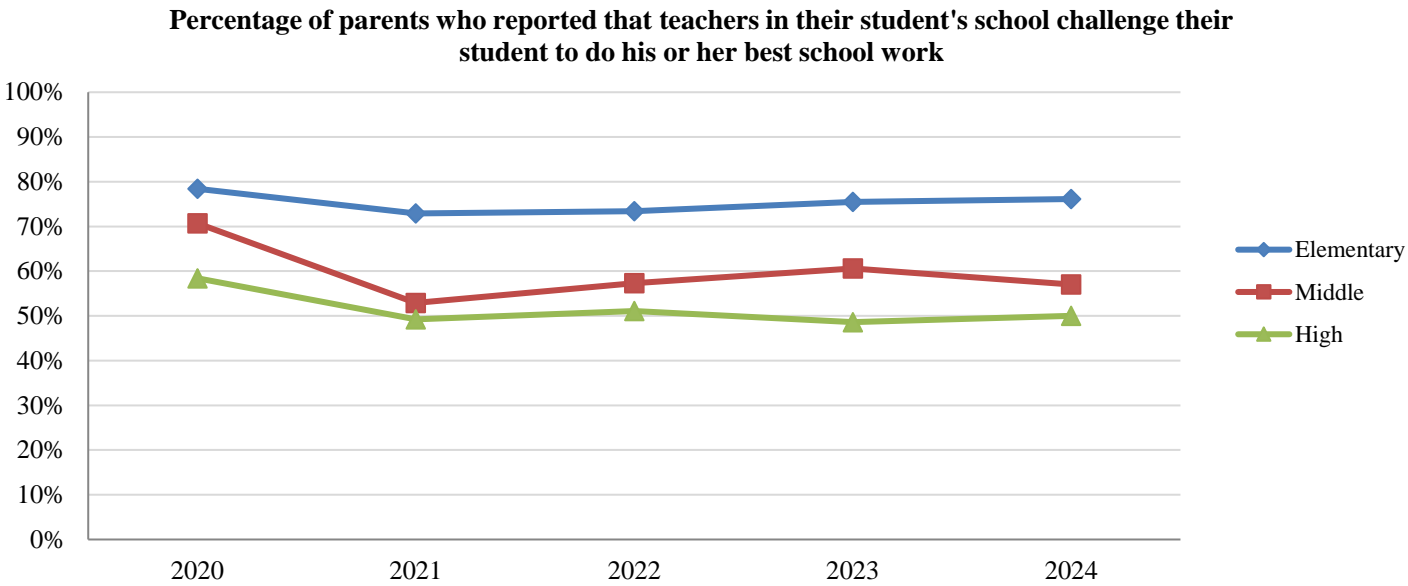
The percentage of parents who agreed with the statement *I feel respected at my student's school* increased at the middle school levels from 2023 to 2024 by 3% and maintained within 1% at the elementary and high school levels. In 2021, across all levels, the percentages of parents who agreed that they feel respected at their student's school were at all-time lows since the item was added to the survey in 2015. This occurred after 2020, when the agreement rate at the elementary and high school levels was the highest it had been for this item since the item's inception. At the middle school level, the highest rate (84%) occurred in 2017.



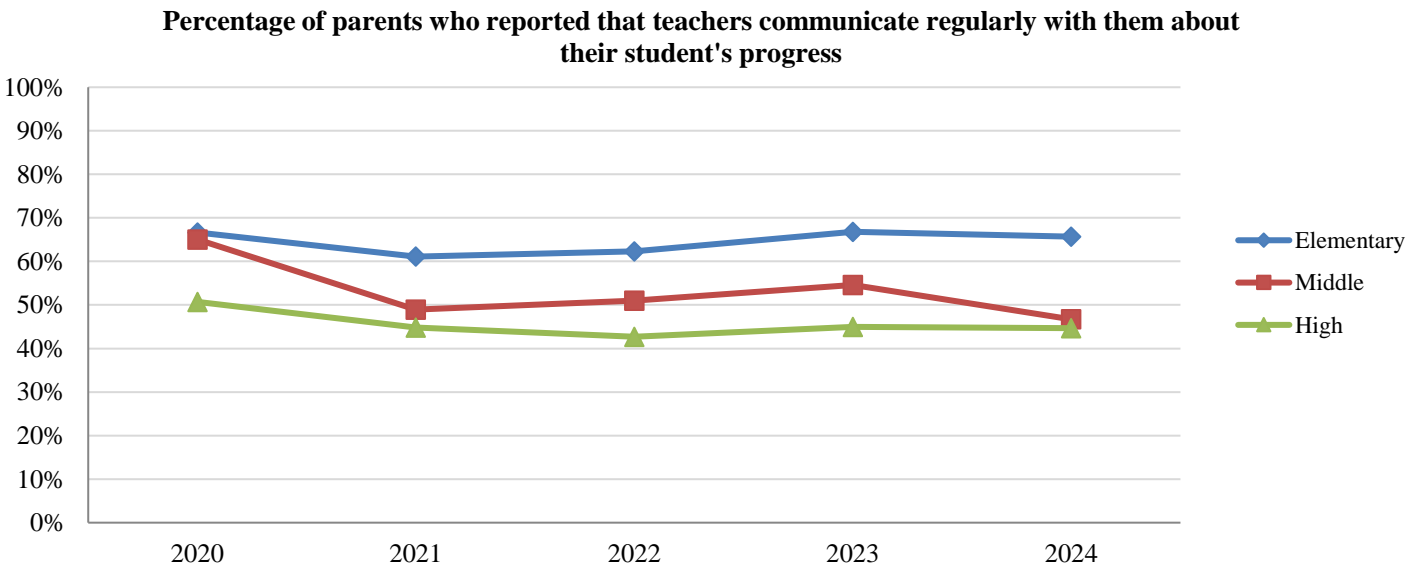
The percentage of parents who agreed with the statement *I feel my family is accepted at my student's school* increased at the middle school level and maintained a similar rate as 2023 at the elementary and high school levels. In 2021, agreement on this item dropped for middle and high school, to reach the lowest levels since the survey item was added in 2015. The agreement rates at the middle and high school levels spiked in 2020, dropped in 2021 and have been slowly increasing since then. They have not yet returned to the rates seen prior to 2020.



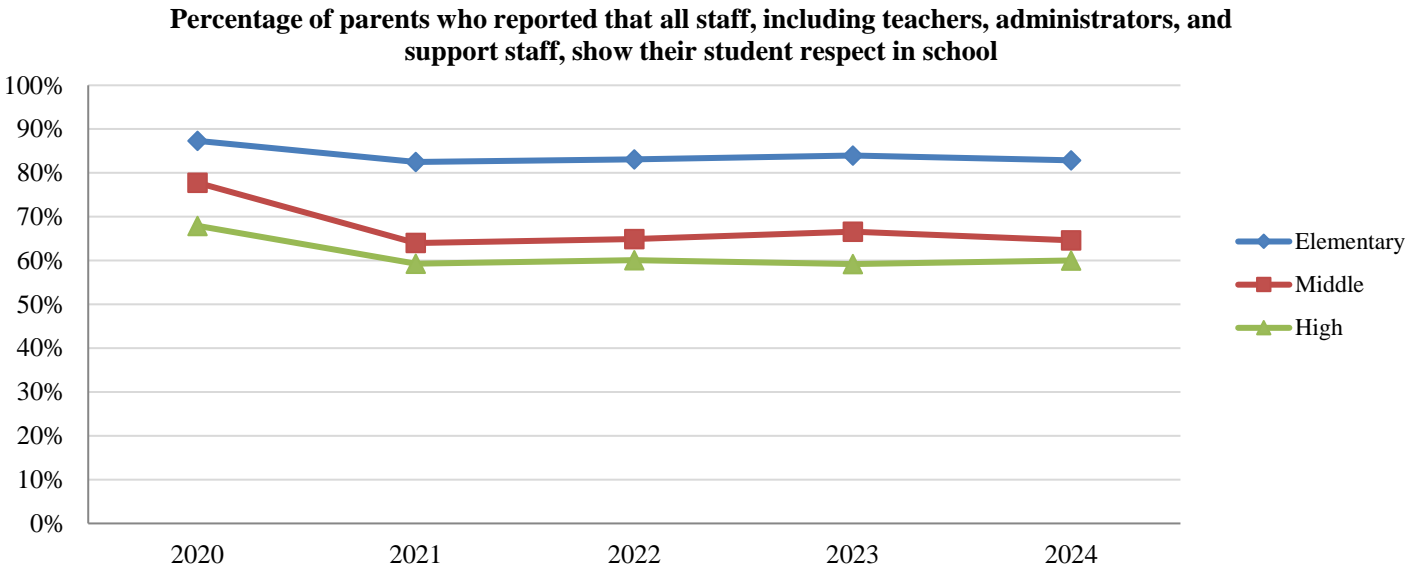
The percentage of parents who agreed with the statement *Teachers in this school challenge my student to do his or her best school work* maintained similar rates to last year at the elementary and high school levels and decreased by 4% from 2023 to 2024 at the middle school level.



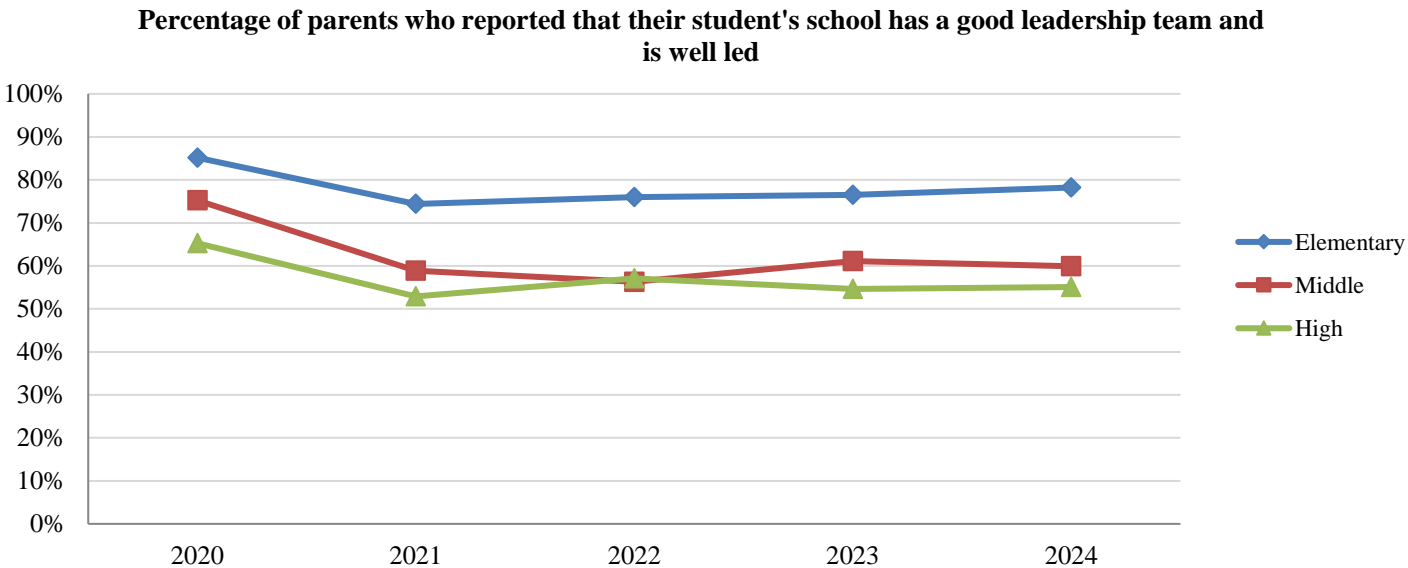
The percentage of parents who agreed with the statement *Teachers communicate regularly with me about my student's progress* maintained similar rates at the elementary and high school levels and decreased by 8% to 47% at the middle school level from 2023 to 2024. This is the lowest agreement rate for this item at the middle school level since 2011, when it was 41%.



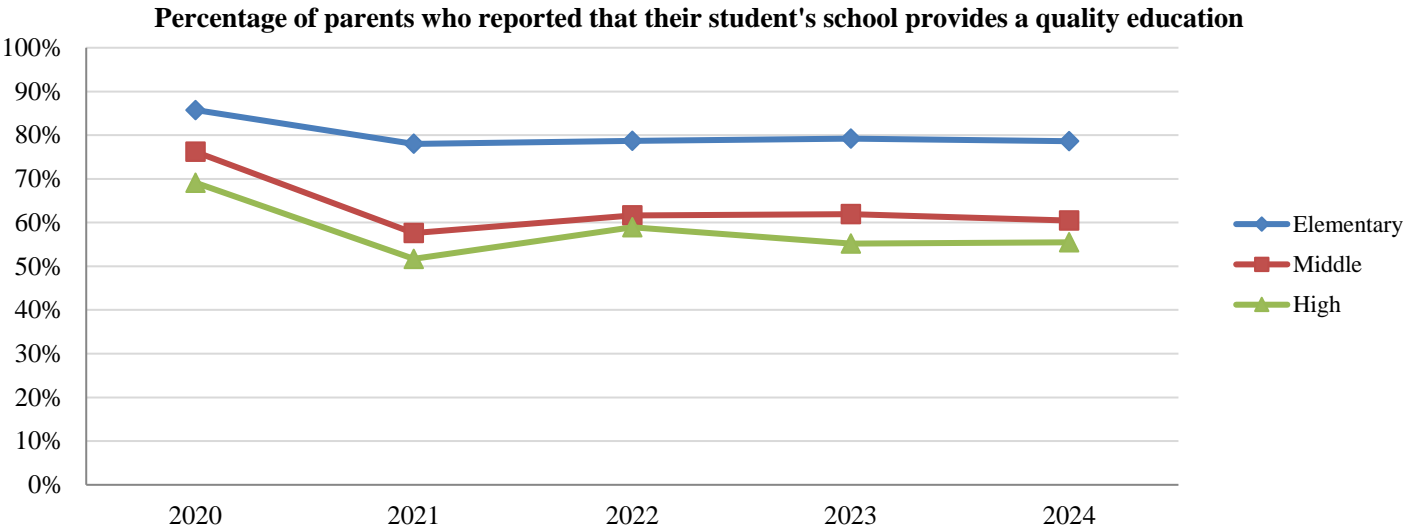
The percentage of parents who agreed with the statement *All staff (teachers, administrators, and support staff) show my student respect in school* maintained a similar rate to 2023 at the elementary and high school levels and has been fairly stable over the past four years. Parents of middle school students agreed with this item at a rate 2% lower in 2024 when compared to 2023, but the rate is similar to the prior two years (2021 and 2022).



The percentage of parents who agreed with the statement *This school has a good leadership team and is well led* remained within 1% of the 2023 rate at all three levels.



The percentage of parents who agreed with the statement *Overall, my student’s school provides a quality education* maintained a rate within 1% from 2023 to 2024 at all three levels.



This report was created by the Research, Evaluation and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.ahschools.us/ret, or call (763) 506-1000 and request the RET department.