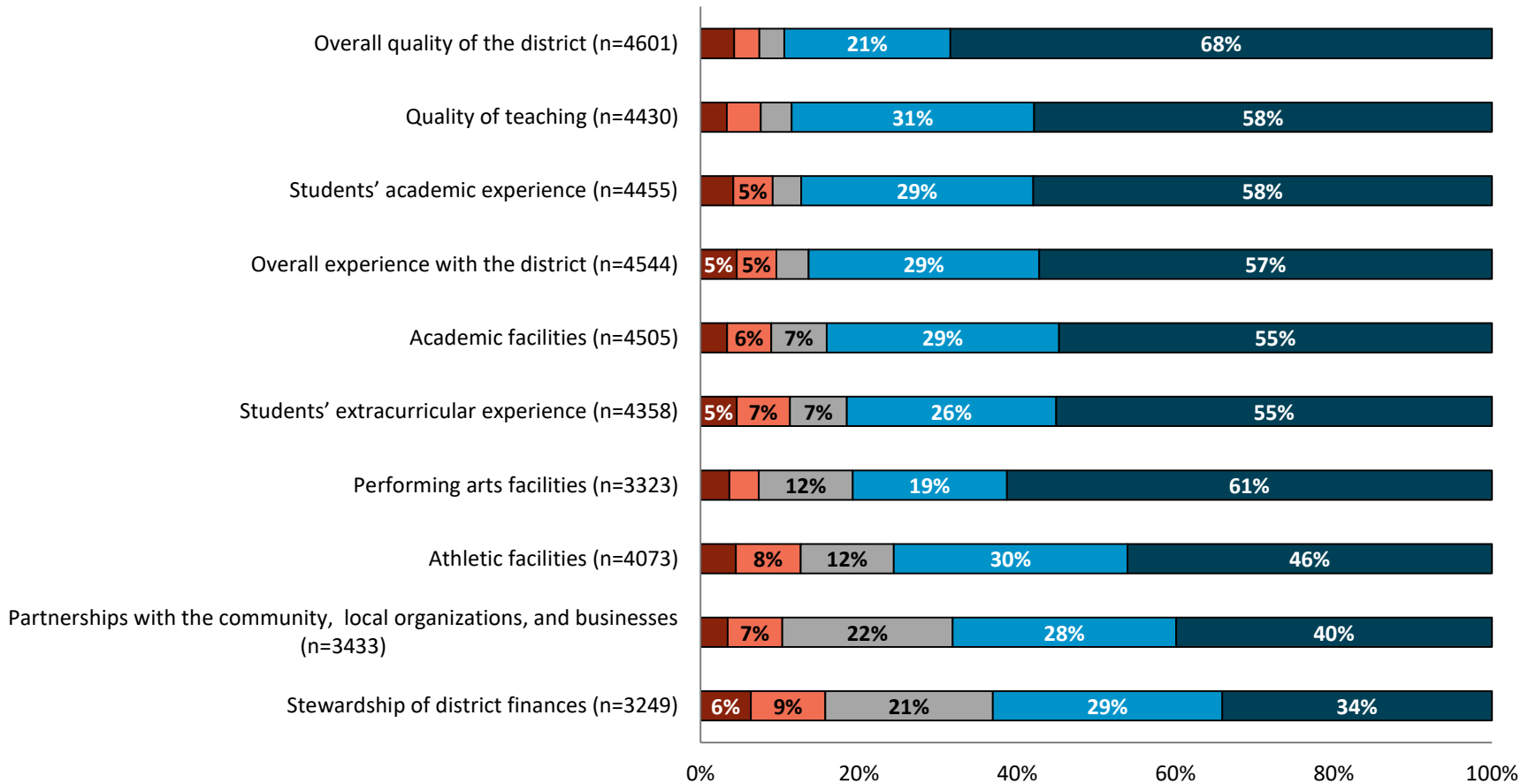# SECTION I:
OVERALL SATISFACTION

Overall Satisfaction with New Trier

Please indicate your satisfaction with New Trier related to the areas listed below.

■ Very Unsatisfied ■ Somewhat Unsatisfied ■ Neither Unsatisfied nor Satisfied ■ Somewhat Satisfied ■ Very Satisfied

Area	Somewhat Satisfied	Very Satisfied
Overall quality of the district (n=4601)	21%	68%
Quality of teaching (n=4430)	31%	58%
Students' academic experience (n=4455)	29%	58%
Overall experience with the district (n=4544)	29%	57%
Academic facilities (n=4505)	29%	55%
Students' extracurricular experience (n=4358)	26%	55%
Performing arts facilities (n=3323)	19%	61%
Athletic facilities (n=4073)	30%	46%
Partnerships with the community, local organizations, and businesses (n=3433)	28%	40%
Stewardship of district finances (n=3249)	29%	34%

Overall Satisfaction with New Trier by Affiliation

Please indicate your satisfaction with New Trier related to the areas listed below.
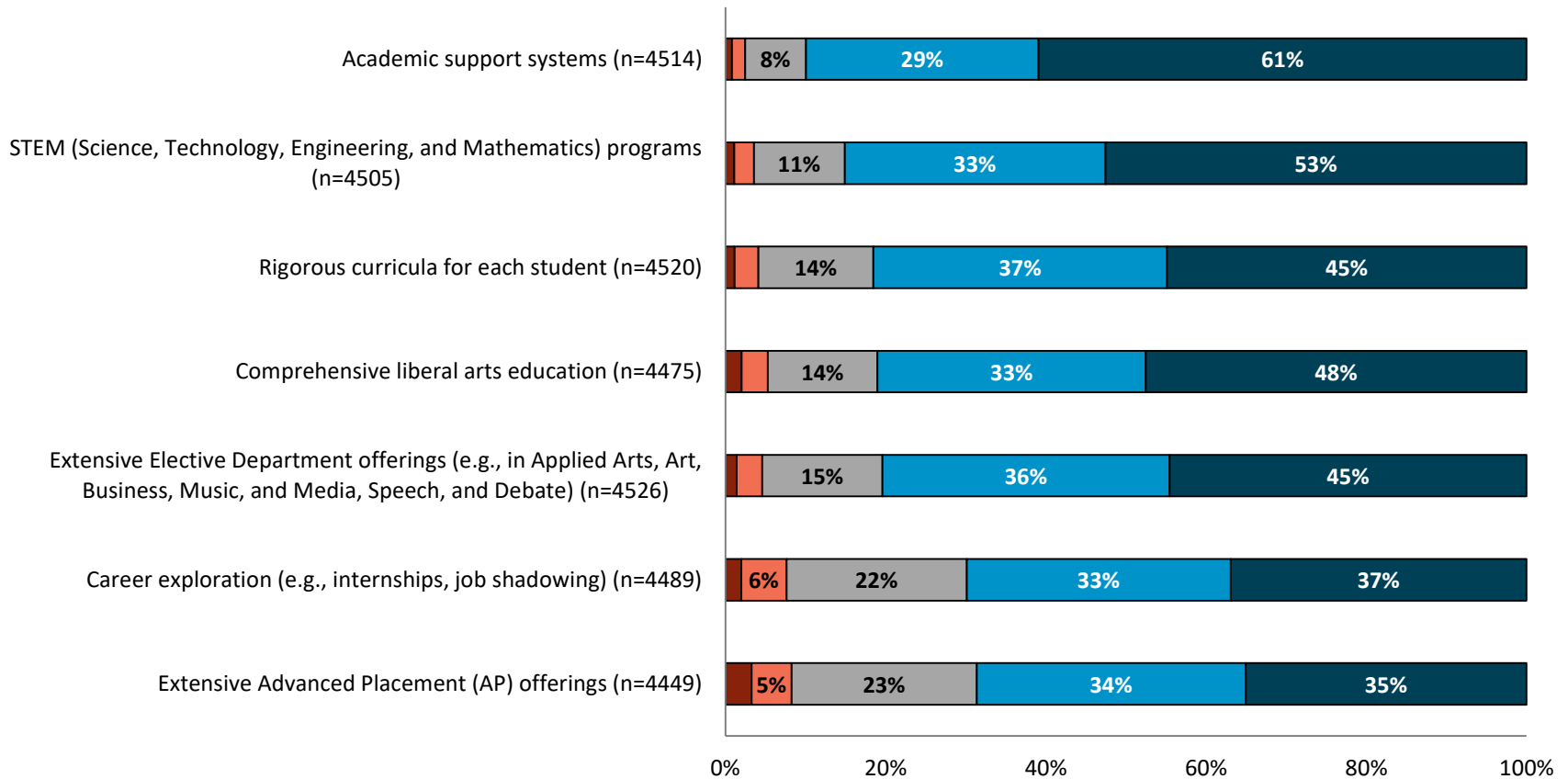*% Selecting "Somewhat" and "Very" Satisfied*
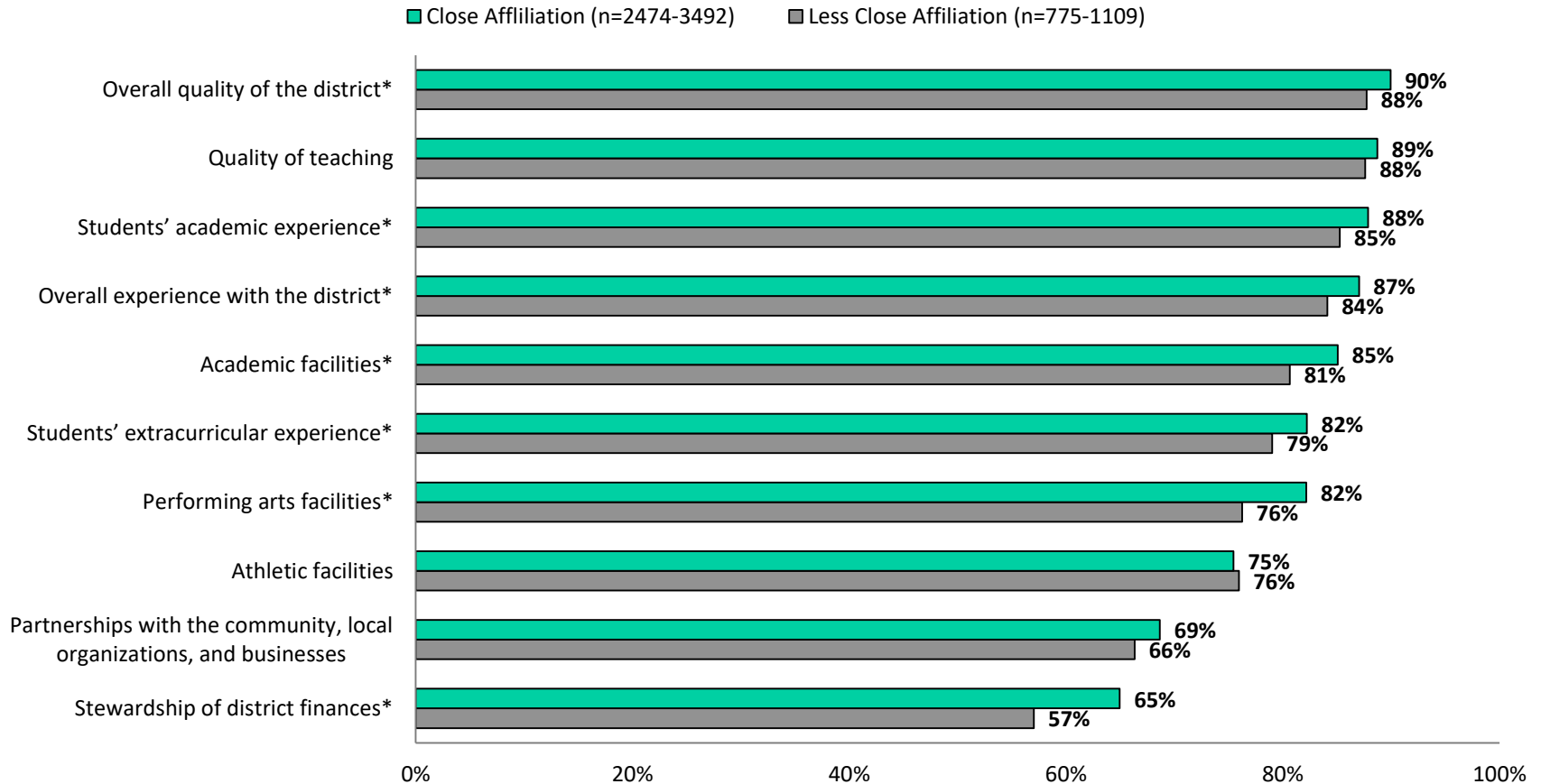
* Indicates a significant difference between groups (p < .05).

SECTION II:
ACADEMIC PROGRAMMING

Importance of Academic Programming

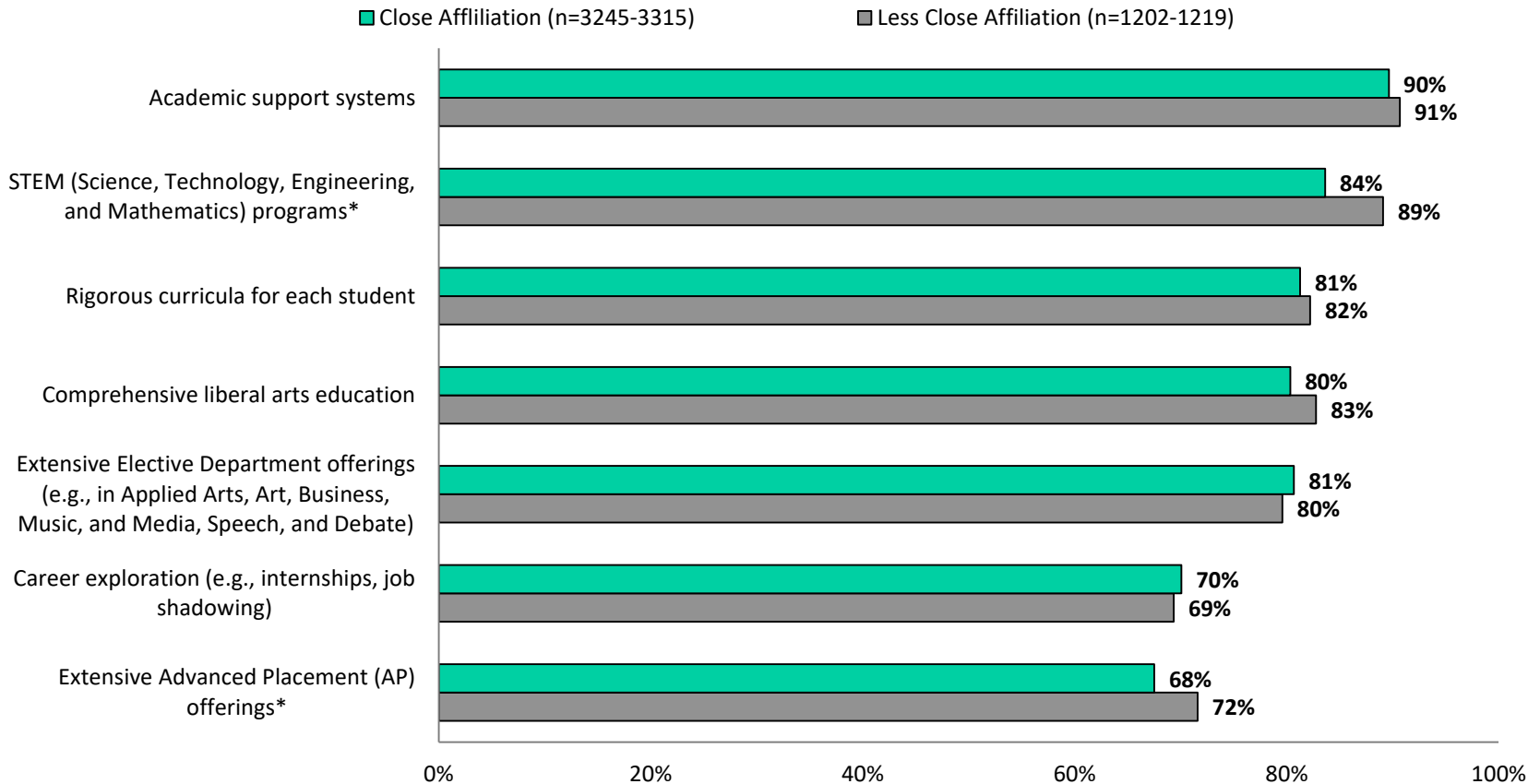**Please indicate how important each of the following areas related to academic programming are to you.**

Legend: ■ Not at all Important ■ Slightly Important ■ Moderately Important ■ Very Important ■ Extremely Important

Area	Moderately Important	Very Important	Extremely Important
Academic support systems (n=4514)	8%	29%	61%
STEM (Science, Technology, Engineering, and Mathematics) programs (n=4505)	11%	33%	53%
Rigorous curricula for each student (n=4520)	14%	37%	45%
Comprehensive liberal arts education (n=4475)	14%	33%	48%
Extensive Elective Department offerings (e.g., in Applied Arts, Art, Business, Music, and Media, Speech, and Debate) (n=4526)	15%	36%	45%
Career exploration (e.g., internships, job shadowing) (n=4489)	22% (incl. 6%)	33%	37%
Extensive Advanced Placement (AP) offerings (n=4449)	23% (incl. 5%)	34%	35%

Importance of Academic Programming by Affiliation

Please indicate how important each of the following areas related to academic programming are to you.
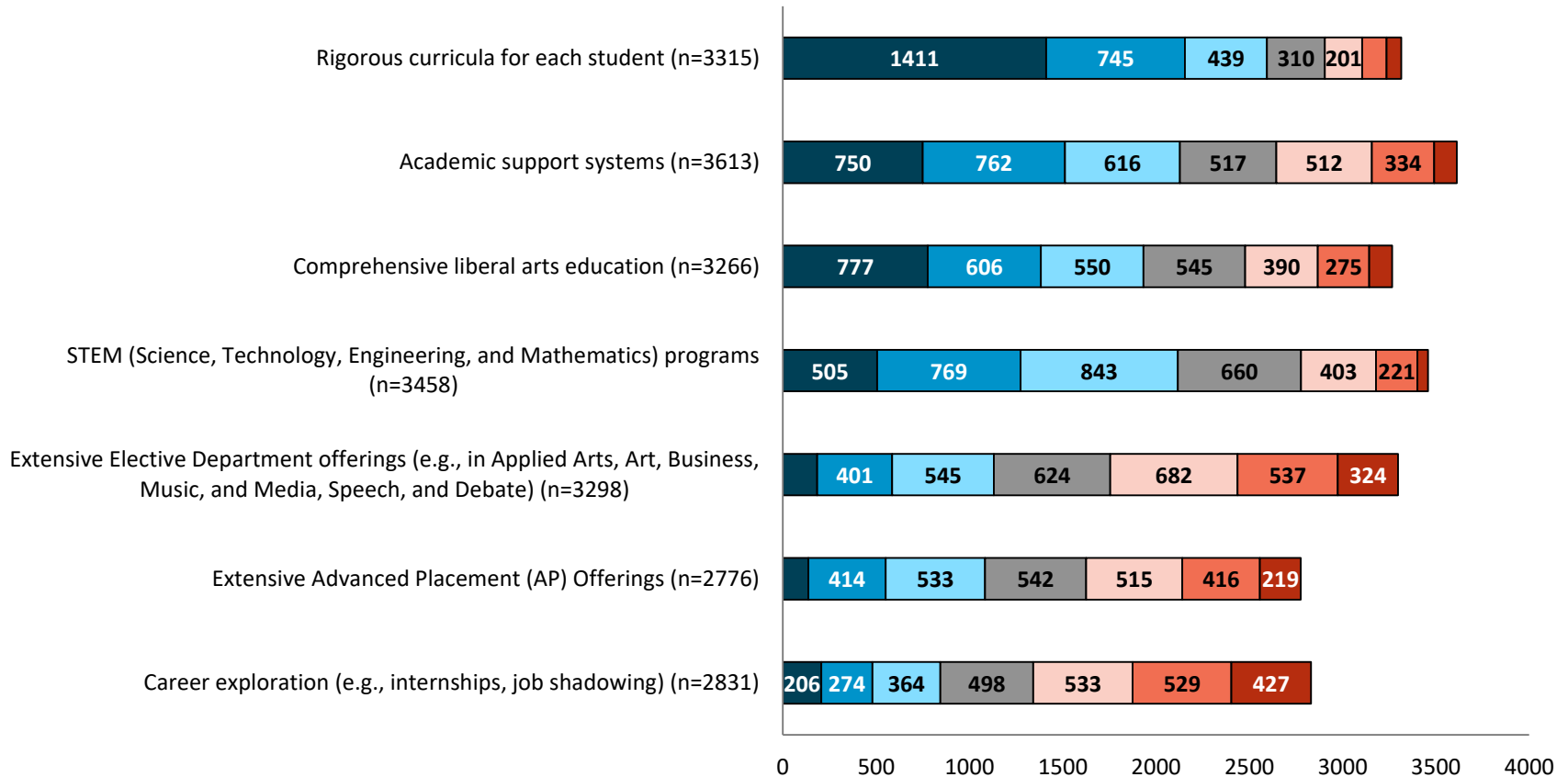
% Selecting "Very" or "Extremely" Important

■ Close Affliliation (n=3245-3315)   ■ Less Close Affiliation (n=1202-1219)

Area	Close Affiliation	Less Close Affiliation
Academic support systems	90%	91%
STEM (Science, Technology, Engineering, and Mathematics) programs*	84%	89%
Rigorous curricula for each student	81%	82%
Comprehensive liberal arts education	80%	83%
Extensive Elective Department offerings (e.g., in Applied Arts, Art, Business, Music, and Media, Speech, and Debate)	81%	80%
Career exploration (e.g., internships, job shadowing)	70%	69%
Extensive Advanced Placement (AP) offerings*	68%	72%

0%   20%   40%   60%   80%   100%

* Indicates a significant difference between groups (p < .05).

K-12 EDUCATION

Importance Ranking for Academic Programming

Please rank how important each of the following areas related to academic programming are to you in order of importance, with 1 being the most important.

■1 ■2 □3 ■4 □5 ■6 ■7

Rigorous curricula for each student (n=3315): 1411 | 745 | 439 | 310 | 201

Academic support systems (n=3613): 750 | 762 | 616 | 517 | 512 | 334

Comprehensive liberal arts education (n=3266): 777 | 606 | 550 | 545 | 390 | 275

STEM (Science, Technology, Engineering, and Mathematics) programs (n=3458): 505 | 769 | 843 | 660 | 403 | 221

Extensive Elective Department offerings (e.g., in Applied Arts, Art, Business, Music, and Media, Speech, and Debate) (n=3298): 401 | 545 | 624 | 682 | 537 | 324

Extensive Advanced Placement (AP) Offerings (n=2776): 414 | 533 | 542 | 515 | 416 | 219

Career exploration (e.g., internships, job shadowing) (n=2831): 206 | 274 | 364 | 498 | 533 | 529 | 427
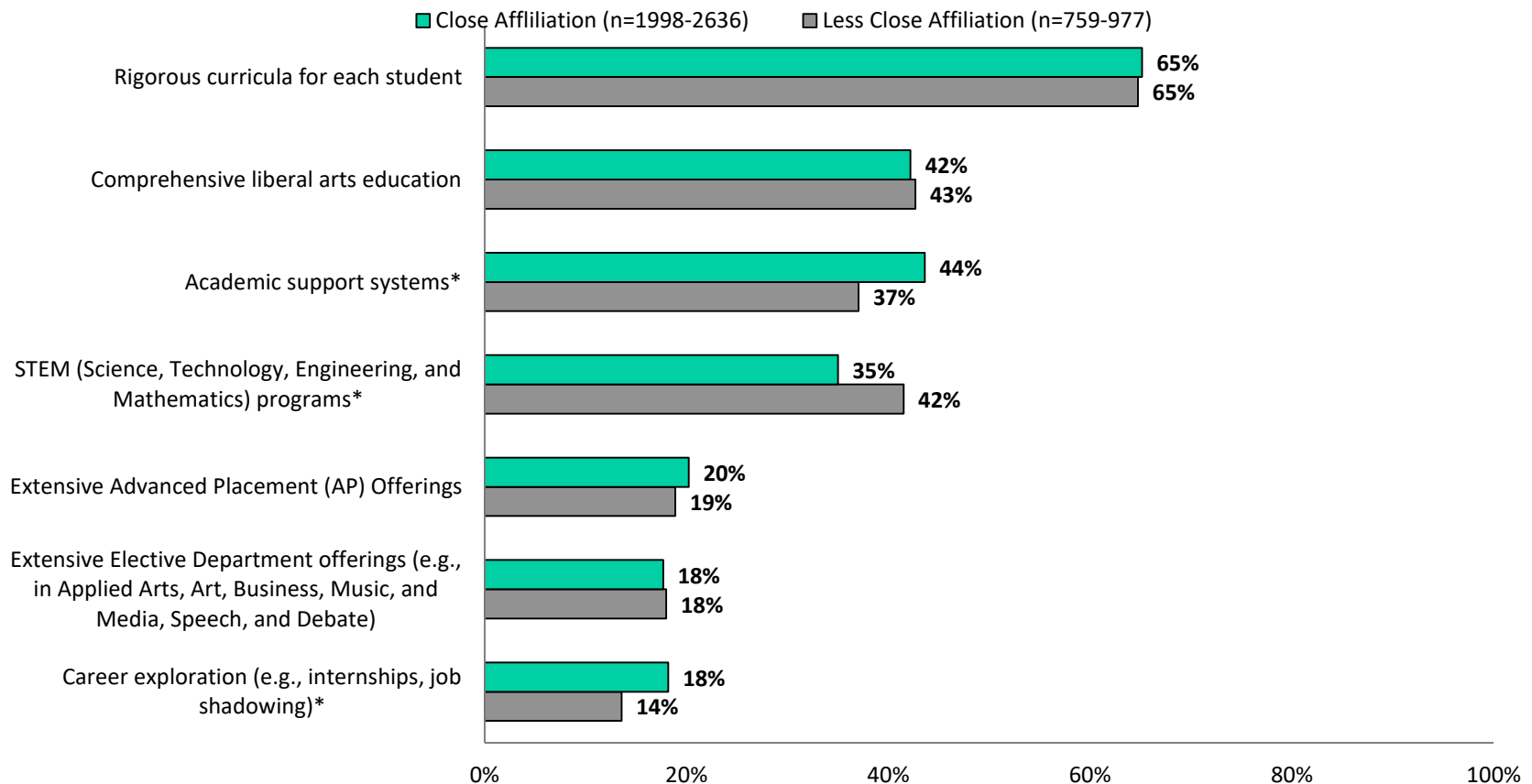
Note. Respondents only ranked items that they indicated were either "Very Important" or "Extremely Important." Data labels that are less than 200 are not shown.

K-12 EDUCATION

Importance Ranking for Academic Programming by Affiliation

Please rank how important each of the following areas related to academic programming are to you in order of importance, with 1 being the most important.

% Selecting "1" or "2" Ranking

■ Close Affiliation (n=1998-2636) ■ Less Close Affiliation (n=759-977)

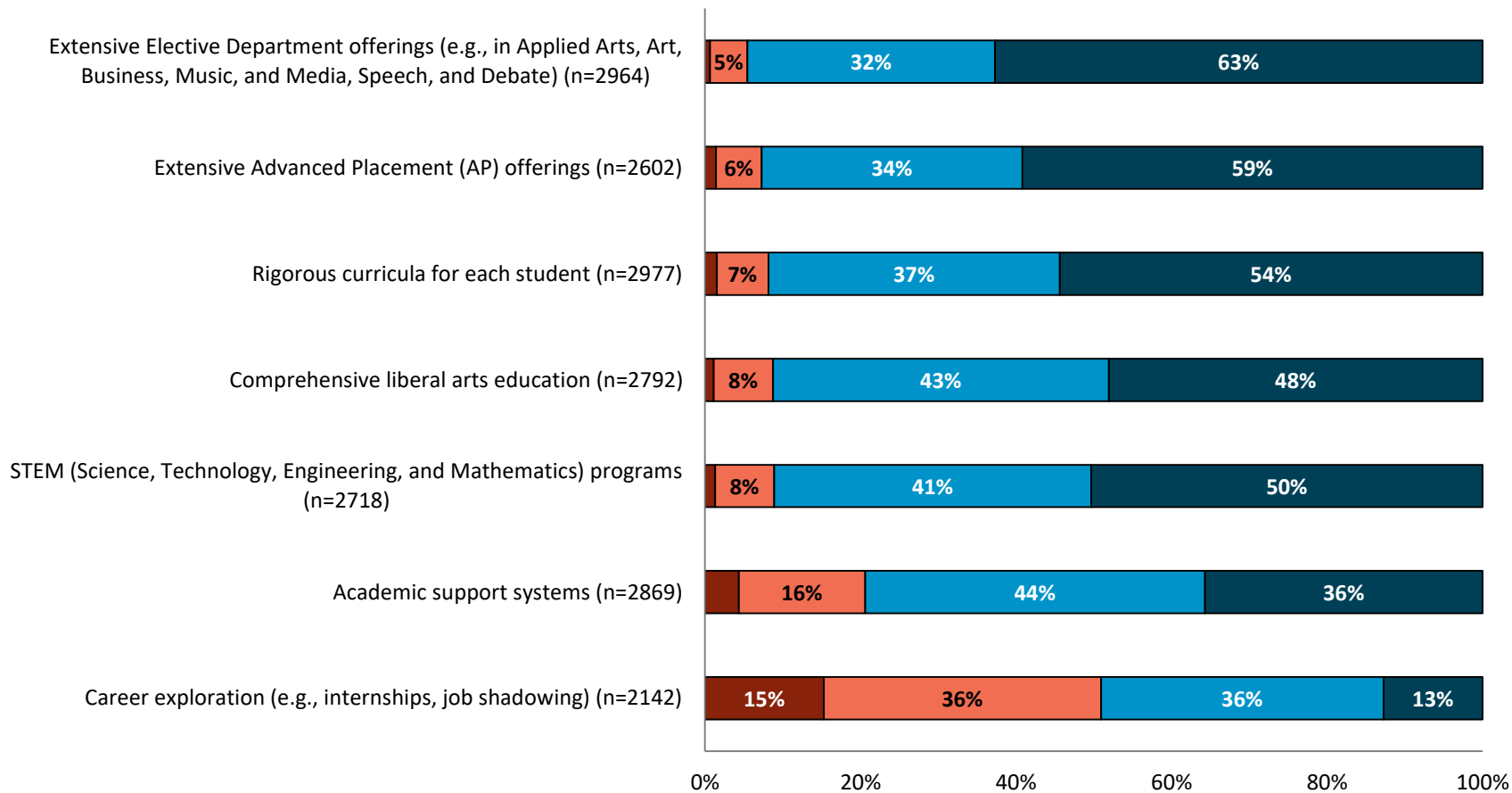| Area	Close Affiliation	Less Close Affiliation
Rigorous curricula for each student	65%	65%
Comprehensive liberal arts education	42%	43%
Academic support systems*	44%	37%
STEM (Science, Technology, Engineering, and Mathematics) programs*	35%	42%
Extensive Advanced Placement (AP) Offerings	20%	19%
Extensive Elective Department offerings (e.g., in Applied Arts, Art, Business, Music, and Media, Speech, and Debate)	18%	18%
Career exploration (e.g., internships, job shadowing)*	18%	14%

* Indicates a significant difference between groups (p < .05).

Note. Respondents ranked items that they indicated were either "Very Important" or "Extremely Important."

K-12 EDUCATION

Perceptions of Performance in Academic Programming

Please describe the district's performance in each of these areas related to academic programming.

■ Poor ■ Fair ■ Good ■ Excellent

Category	Poor	Fair	Good	Excellent
Extensive Elective Department offerings (e.g., in Applied Arts, Art, Business, Music, and Media, Speech, and Debate) (n=2964)		5%	32%	63%
Extensive Advanced Placement (AP) offerings (n=2602)		6%	34%	59%
Rigorous curricula for each student (n=2977)		7%	37%	54%
Comprehensive liberal arts education (n=2792)		8%	43%	48%
STEM (Science, Technology, Engineering, and Mathematics) programs (n=2718)		8%	41%	50%
Academic support systems (n=2869)		16%	44%	36%
Career exploration (e.g., internships, job shadowing) (n=2142)	15%	36%	36%	13%

0%   20%   40%   60%   80%   100%

* Indicates a significant difference between groups (p < .05).

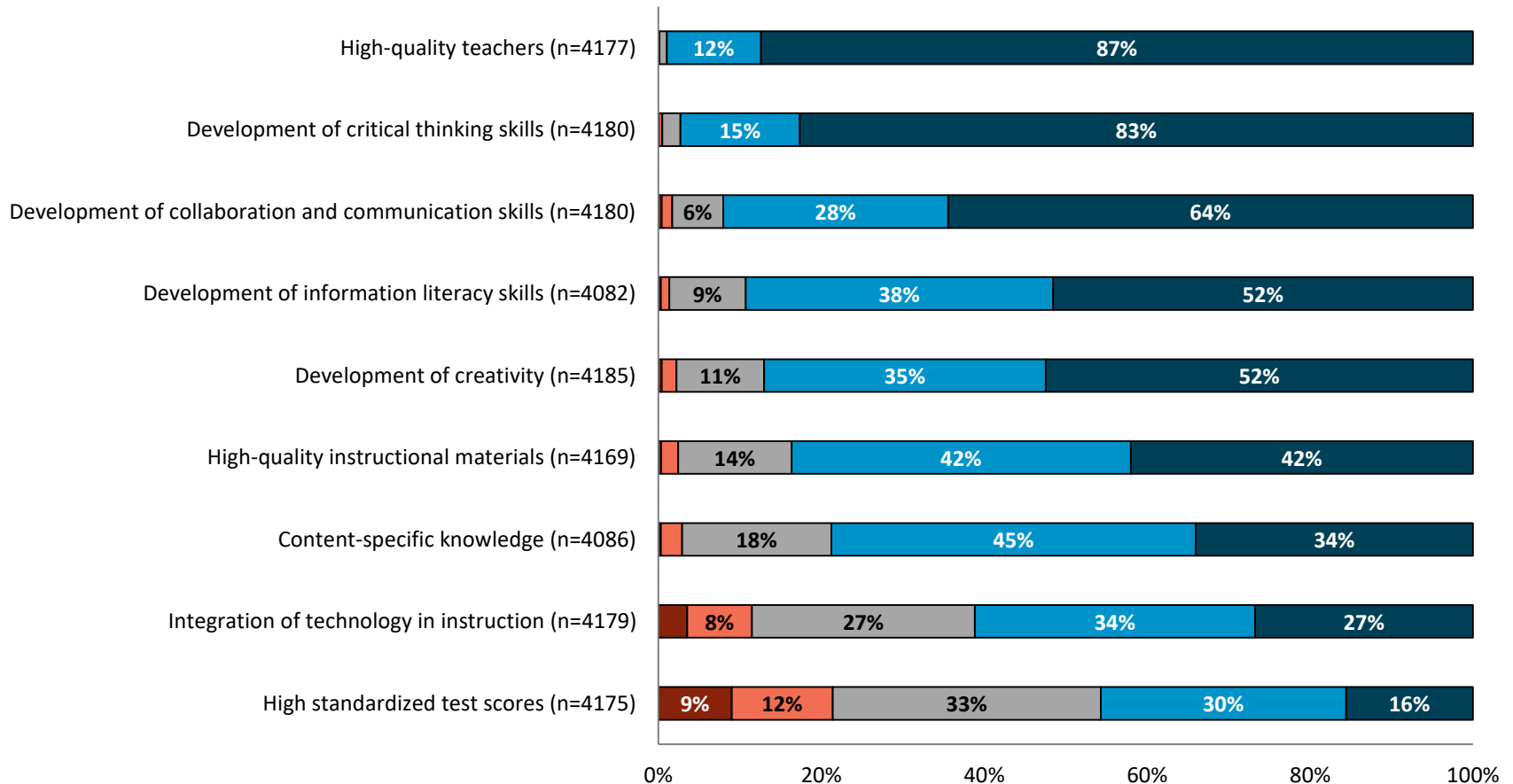*Note.* Question was shown to respondents categorized as "Close Affiliation." Data labels that are less than 5 percent are not shown.

HR | K-12 EDUCATION

SECTION III:
CLASSROOM INSTRUCTION

Importance of Classroom Instruction

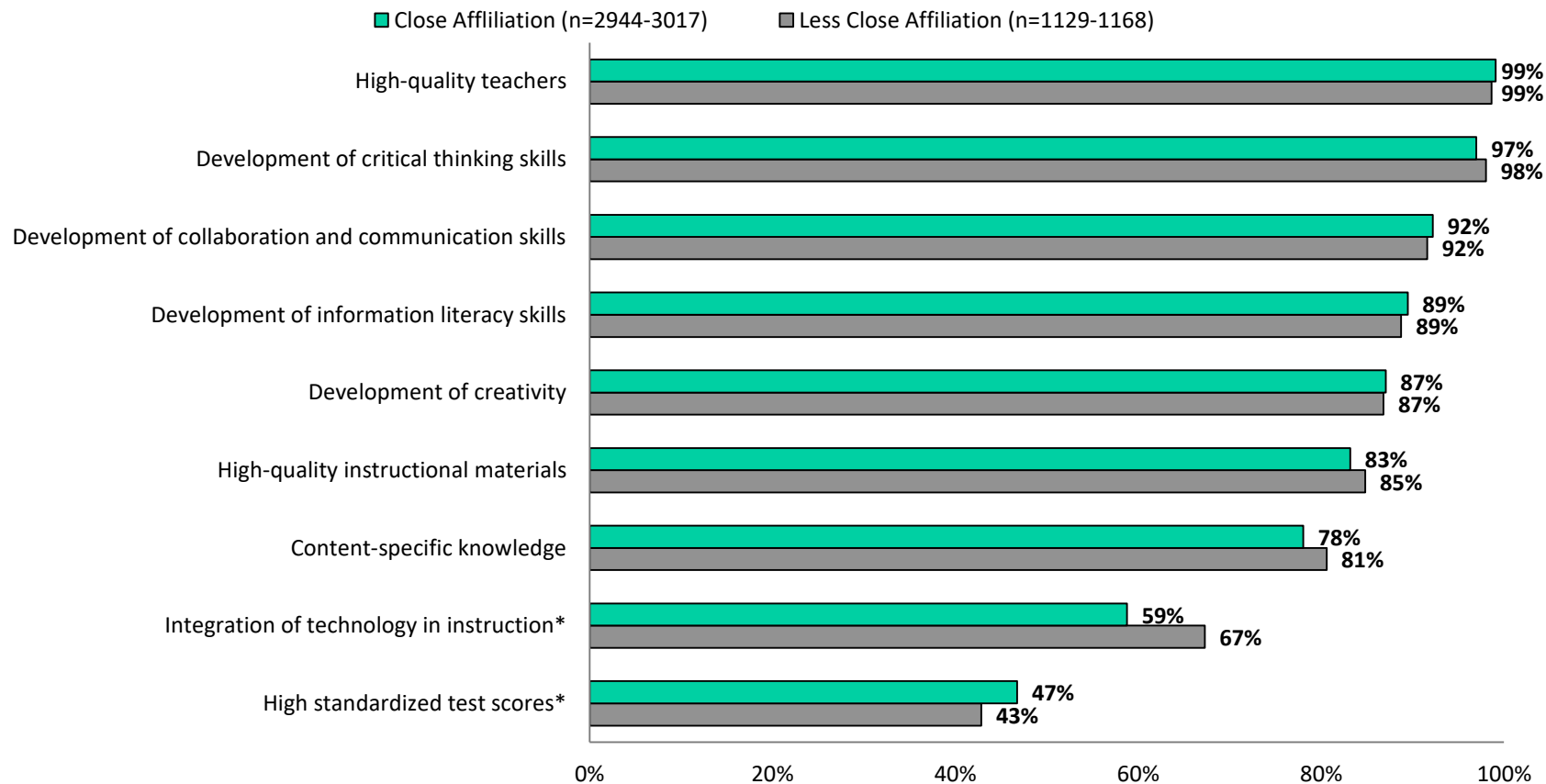Please indicate how important each of the following areas related to classroom instruction are to you.

Legend:
- Not At All Important
- Slightly Important
- Moderately Important
- Very Important
- Extremely Important

Area	Very Important	Extremely Important
High-quality teachers (n=4177)	12%	87%
Development of critical thinking skills (n=4180)	15%	83%
Development of collaboration and communication skills (n=4180)	6% / 28%	64%
Development of information literacy skills (n=4082)	9% / 38%	52%
Development of creativity (n=4185)	11% / 35%	52%
High-quality instructional materials (n=4169)	14% / 42%	42%
Content-specific knowledge (n=4086)	18% / 45%	34%
Integration of technology in instruction (n=4179)	8% / 27% / 34%	27%
High standardized test scores (n=4175)	9% / 12% / 33% / 30%	16%

Importance of Classroom Instruction by Affiliation

Please indicate how important each of the following areas related to classroom instruction are to you.
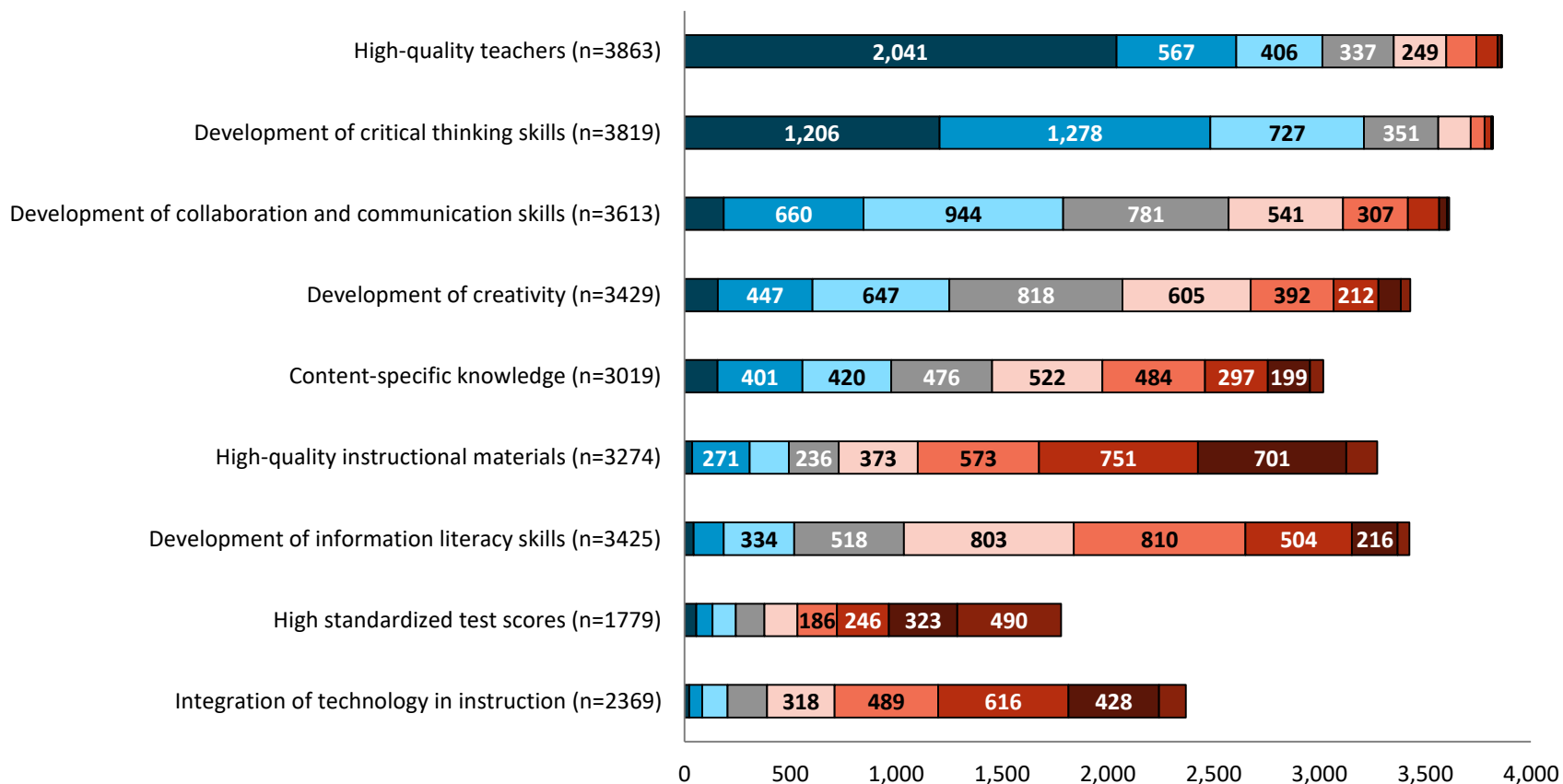
% Selecting "Very" or "Extremely" Important

■ Close Affliliation (n=2944-3017)   ■ Less Close Affiliation (n=1129-1168)

Area	Close Affiliation	Less Close Affiliation
High-quality teachers	99%	99%
Development of critical thinking skills	97%	98%
Development of collaboration and communication skills	92%	92%
Development of information literacy skills	89%	89%
Development of creativity	87%	87%
High-quality instructional materials	83%	85%
Content-specific knowledge	78%	81%
Integration of technology in instruction*	59%	67%
High standardized test scores*	47%	43%

* Indicates a significant difference between groups (p < .05).

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Importance Ranking for Classroom Instruction

Please rank how important each of the following areas related to classroom instruction are to you in order of importance, with 1 being the most important.
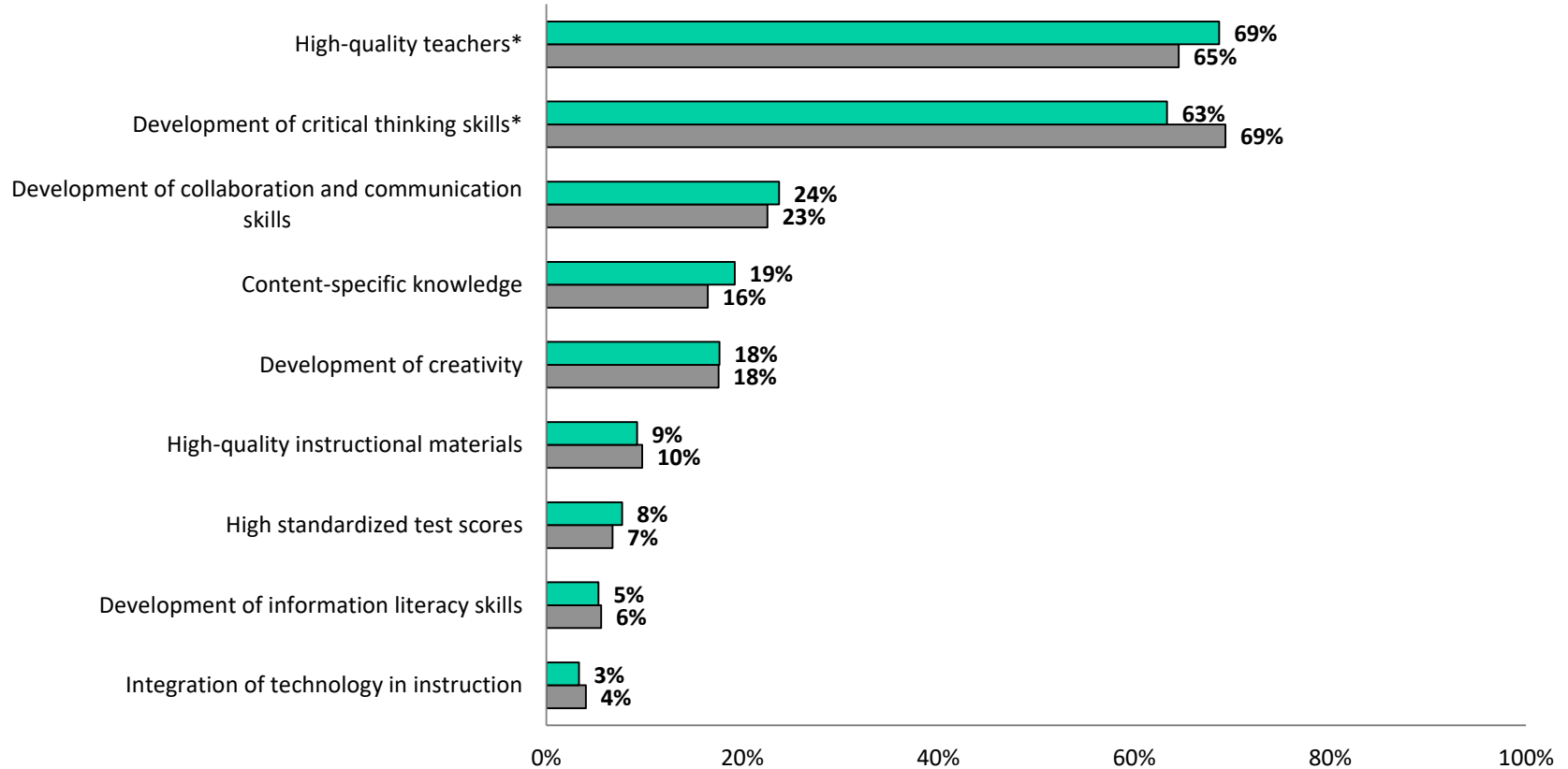
■1 ■2 □3 ■4 □5 ■6 ■7 ■8 ■9

Category	1	2	3	4	5	6	7	8	9
High-quality teachers (n=3863)	2,041	567	406	337	249				
Development of critical thinking skills (n=3819)	1,206	1,278	727	351					
Development of collaboration and communication skills (n=3613)		660	944	781	541	307			
Development of creativity (n=3429)		447	647	818	605	392	212		
Content-specific knowledge (n=3019)		401	420	476	522	484	297	199	
High-quality instructional materials (n=3274)	271		236	373	573	751	701		
Development of information literacy skills (n=3425)		334	518	803	810	504	216		
High standardized test scores (n=1779)				186	246	323	490		
Integration of technology in instruction (n=2369)			318	489	616	428			

Note. Respondents only ranked items that they indicated were either "Very Important" or "Extremely Important." Data labels that are less than 200 are not shown.

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Importance Ranking for Classroom Instruction by Affiliation

Please rank how important each of the following areas related to classroom instruction are to you in order of importance, with 1 being the most important.

Percentage of Respondents Who Ranked the Area as a "1" or a "2"

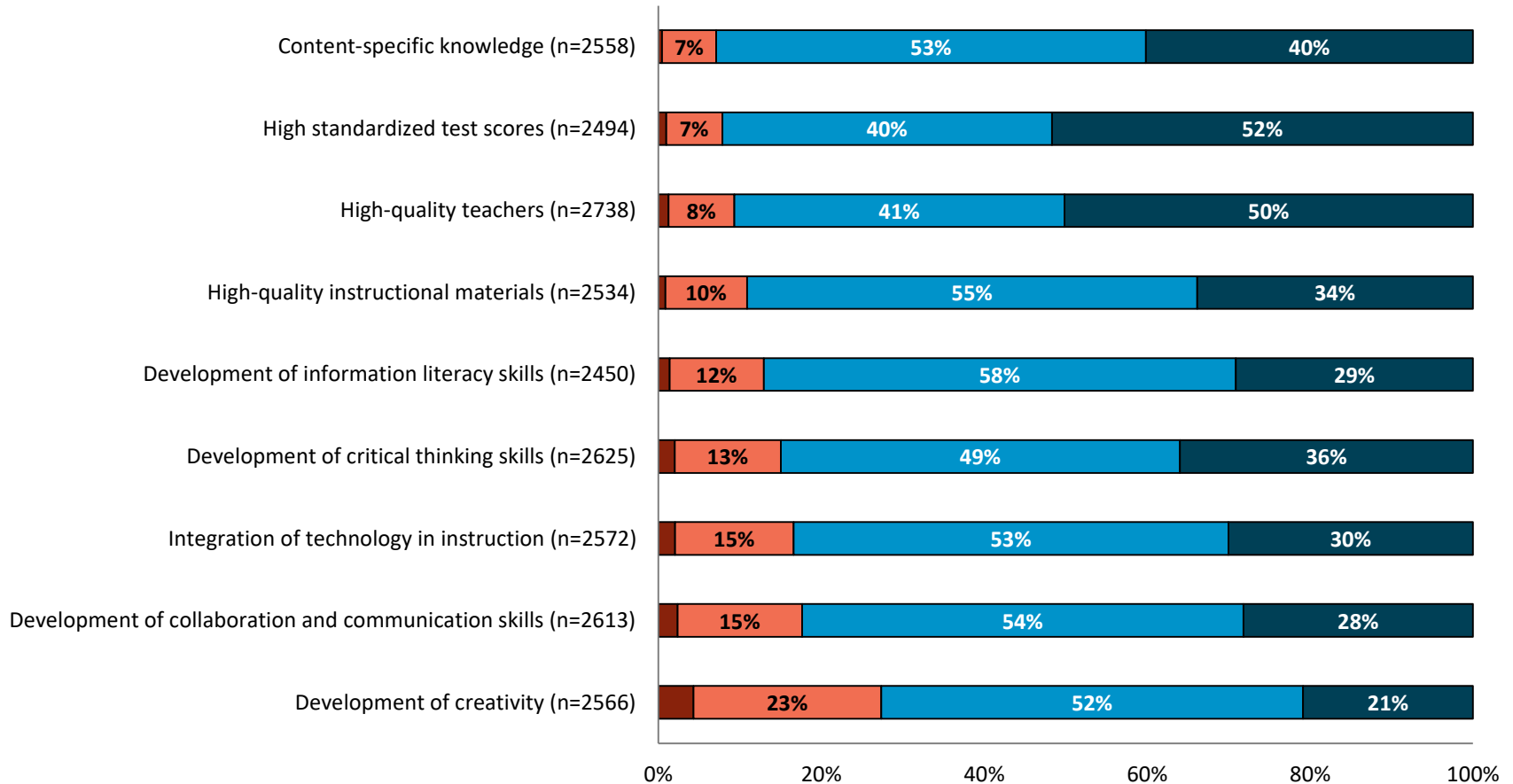■ Close Affliliation (n=1305-2777)   ■ Less Close Affiliation (n=474-1086)

Area	Close Affiliation	Less Close Affiliation
High-quality teachers*	69%	65%
Development of critical thinking skills*	63%	69%
Development of collaboration and communication skills	24%	23%
Content-specific knowledge	19%	16%
Development of creativity	18%	18%
High-quality instructional materials	9%	10%
High standardized test scores	8%	7%
Development of information literacy skills	5%	6%
Integration of technology in instruction	3%	4%

* Indicates a significant difference between groups (p < .05).

Note. Respondents ranked items that they indicated were either "Very Important" or "Extremely Important."

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Perceptions of Performance in Classroom Instruction

Please describe the district's performance in each of these areas related to classroom instruction…

■ Poor ■ Fair ■ Good ■ Excellent

Area	Poor	Fair	Good	Excellent
Content-specific knowledge (n=2558)		7%	53%	40%
High standardized test scores (n=2494)		7%	40%	52%
High-quality teachers (n=2738)		8%	41%	50%
High-quality instructional materials (n=2534)		10%	55%	34%
Development of information literacy skills (n=2450)		12%	58%	29%
Development of critical thinking skills (n=2625)		13%	49%	36%
Integration of technology in instruction (n=2572)		15%	53%	30%
Development of collaboration and communication skills (n=2613)		15%	54%	28%
Development of creativity (n=2566)		23%	52%	21%

Note. Question was shown to respondents categorized as "Close Affiliation."

SECTION IV: EXTRACURRICULAR PROGRAMMING

Importance of Extracurricular Programming

Please indicate how important each of the following areas related to extracurricular programming are to you.

■ Not at All Important ■ Slightly Important ■ Moderately Important ■ Very Important ■ Extremely Important
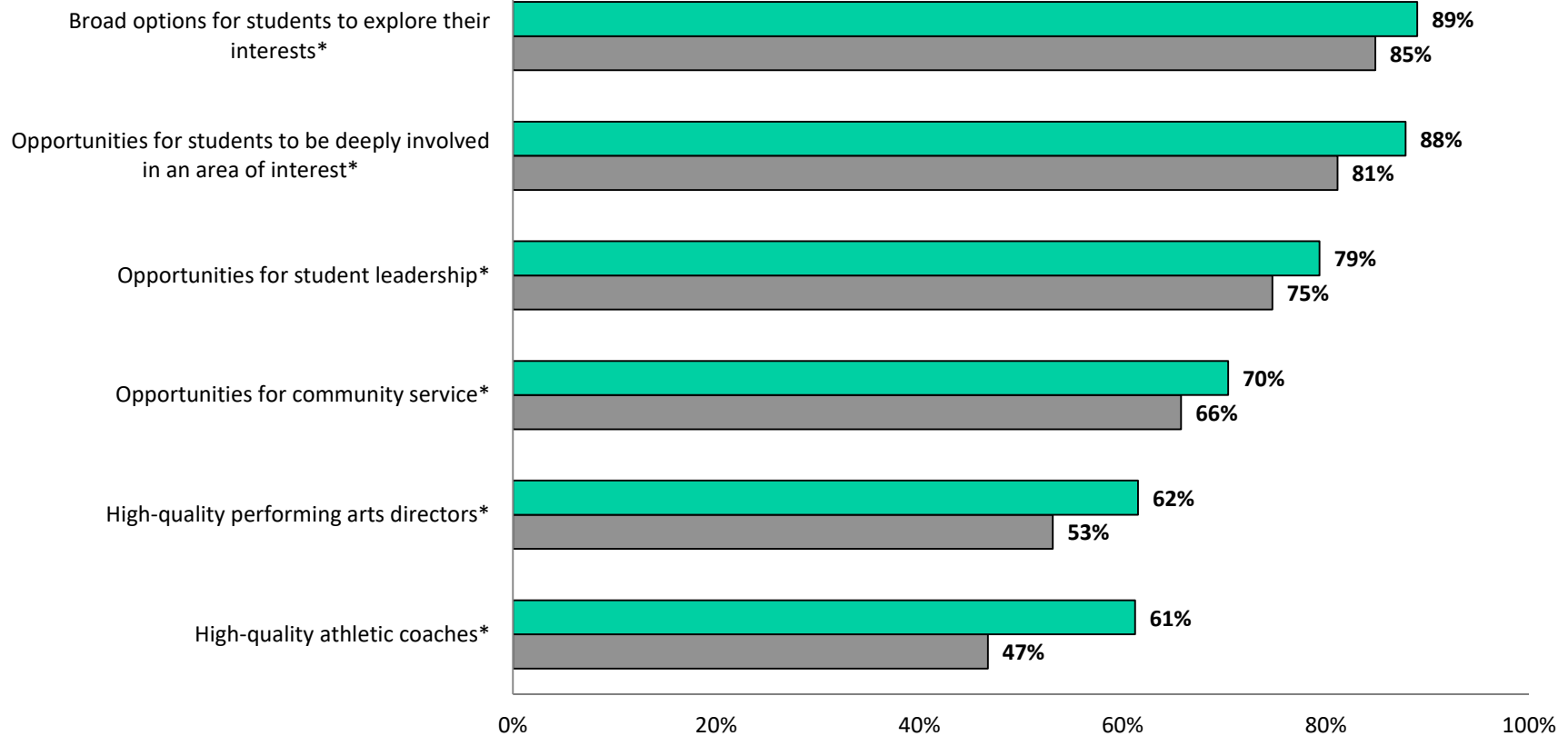
	Moderately Important	Very Important	Extremely Important
Broad options for students to explore their interests (n=3913)	10%	36%	52%
Opportunities for students to be deeply involved in an area of interest (n=3927)	12%	36%	50%
Opportunities for student leadership (n=3907)	17%	40%	38%
Opportunities for community service (n=3915)	6% / 23%	37%	32%
High-quality performing arts directors (n=3694)	5% / 8% / 28%	34%	25%
High-quality athletic coaches (n=3815)	6% / 10% / 27%	35%	22%

0% 20% 40% 60% 80% 100%
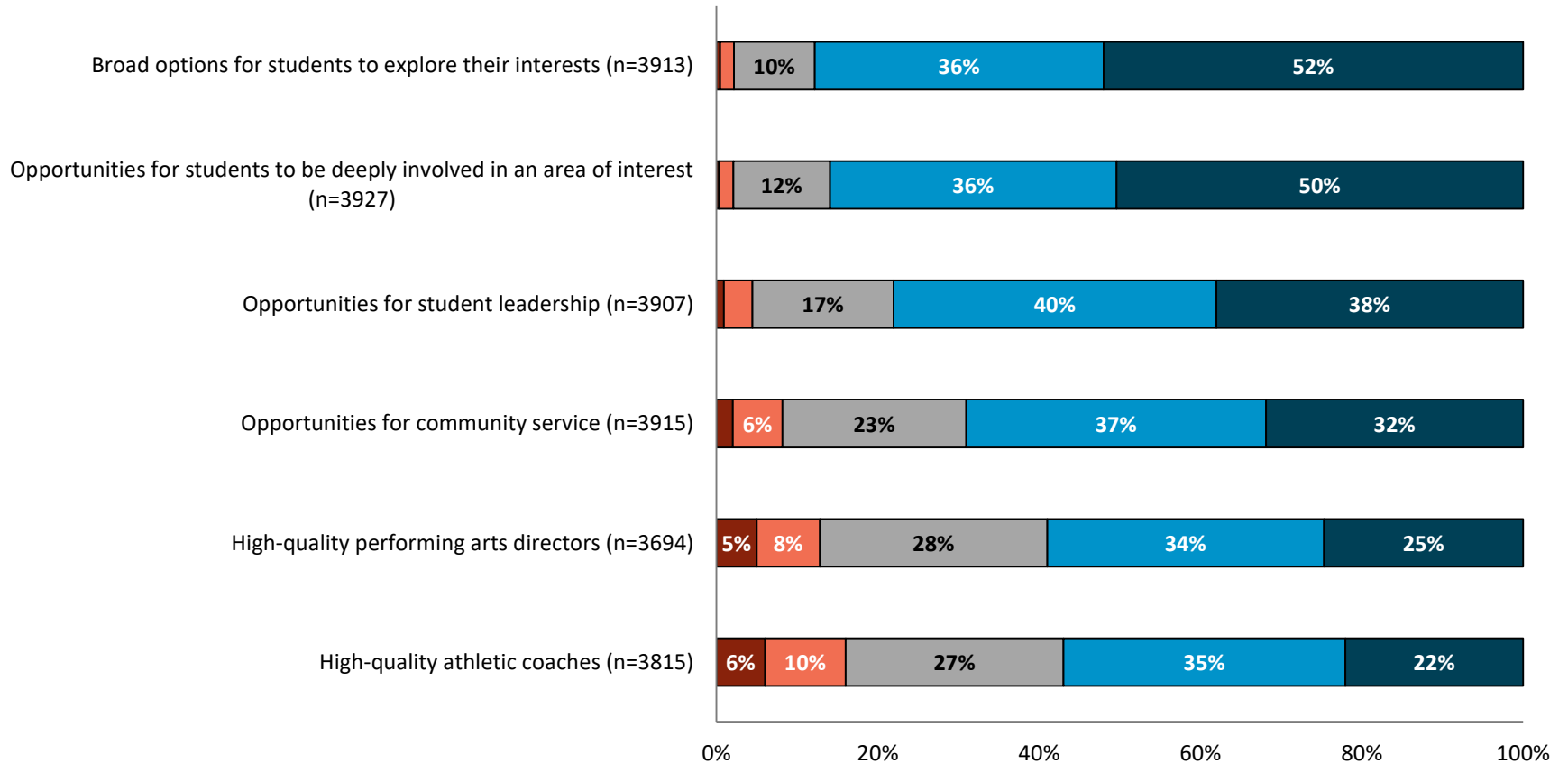
Importance of Extracurricular Programming by Affiliation

Please indicate how important each of the following areas related to extracurricular programming are to you.

% Selecting "Very" or "Extremely" Important

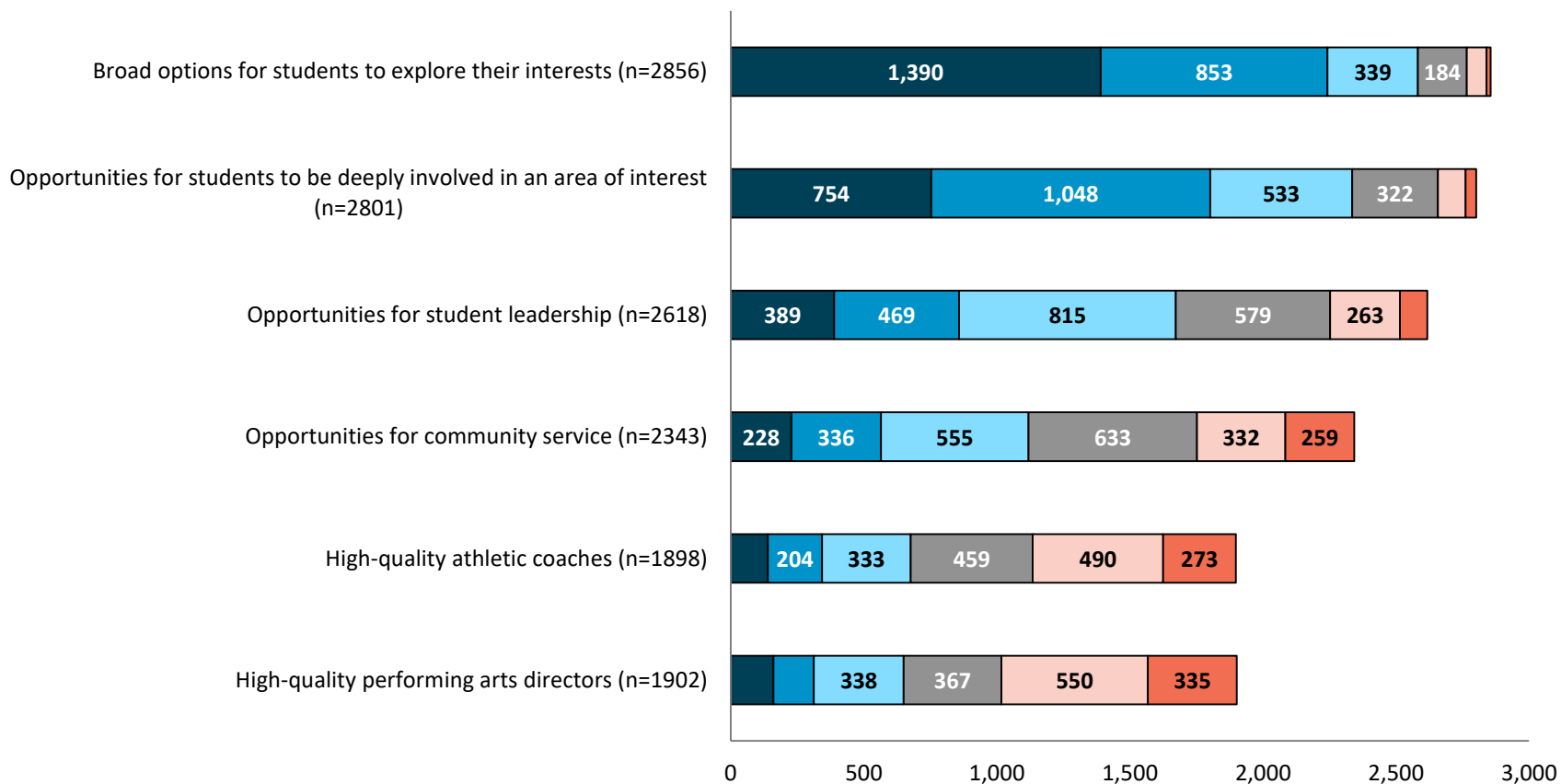■ Close Affiliation (n=2580-2792)　　■ Less Close Affiliation (n=1114-1135)

Broad options for students to explore their interests*
- Close Affiliation: 89%
- Less Close Affiliation: 85%

Opportunities for students to be deeply involved in an area of interest*
- Close Affiliation: 88%
- Less Close Affiliation: 81%

Opportunities for student leadership*
- Close Affiliation: 79%
- Less Close Affiliation: 75%

Opportunities for community service*
- Close Affiliation: 70%
- Less Close Affiliation: 66%

High-quality performing arts directors*
- Close Affiliation: 62%
- Less Close Affiliation: 53%

High-quality athletic coaches*
- Close Affiliation: 61%
- Less Close Affiliation: 47%

* Indicates a significant difference between groups (p < .05).

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Importance Ranking for Extracurricular Programming

Please rank how important each of the following areas related to extracurricular programming are to you in order of importance, with 1 being the most important.
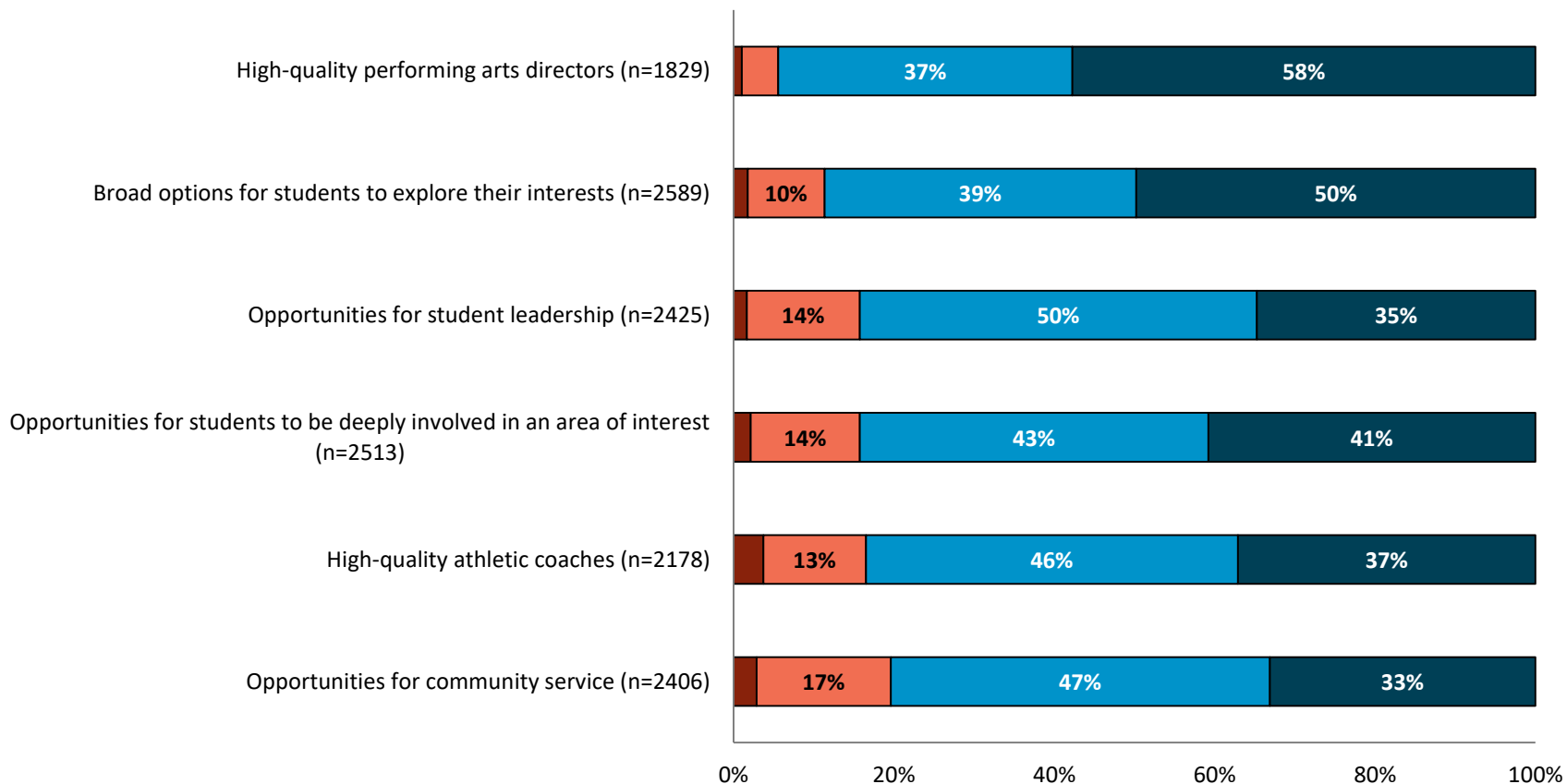
■ 1 ■ 2 □ 3 ■ 4 □ 5 ■ 6

Category	1	2	3	4	5	6
Broad options for students to explore their interests (n=2856)	1,390	853	339	184		
Opportunities for students to be deeply involved in an area of interest (n=2801)	754	1,048	533	322		
Opportunities for student leadership (n=2618)	389	469	815	579	263	
Opportunities for community service (n=2343)	228	336	555	633	332	259
High-quality athletic coaches (n=1898)		204	333	459	490	273
High-quality performing arts directors (n=1902)			338	367	550	335

Note. Respondents only ranked items that they indicated were either "Very Important" or "Extremely Important." Data labels that are less than 200 are not shown.

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Importance Ranking for Extracurricular Programming by Affiliation

Please rank how important each of the following areas related to extracurricular programming are to you in order of importance, with 1 being the most important.

% Selecting "1" or "2" Ranking

■ Close Affiliation (n=1399-2108)   ■ Less Close Affiliation (n=449-748)

Area	Close Affiliation	Less Close Affiliation
Broad options for students to explore their interests*	77%	82%
Opportunities for students to be deeply involved in an area of interest	64%	65%
Opportunities for student leadership	32%	34%
Opportunities for community service	23%	26%
High-quality athletic coaches*	19%	14%
High-quality performing arts directors	16%	17%

* Indicates a significant difference between groups (p < .05).

Note. Respondents ranked items that they indicated were either "Very Important" or "Extremely Important."

Perceptions of Performance for Extracurricular Programming

Please describe the district's performance in each of these areas related to extracurricular programming...

■ Poor ■ Fair ■ Good ■ Excellent

High-quality performing arts directors (n=1829): Good 37%, Excellent 58%

Broad options for students to explore their interests (n=2589): Fair 10%, Good 39%, Excellent 50%

Opportunities for student leadership (n=2425): Fair 14%, Good 50%, Excellent 35%

Opportunities for students to be deeply involved in an area of interest (n=2513): Fair 14%, Good 43%, Excellent 41%

High-quality athletic coaches (n=2178): Fair 13%, Good 46%, Excellent 37%

Opportunities for community service (n=2406): Fair 17%, Good 47%, Excellent 33%

Note. Question was shown to respondents categorized as "Close Affiliation."

SECTION V:
SCHOOL CULTURE AND CLIMATE

Importance of School Culture and Climate

Please indicate how important each of the following areas related to school culture and climate are to you.
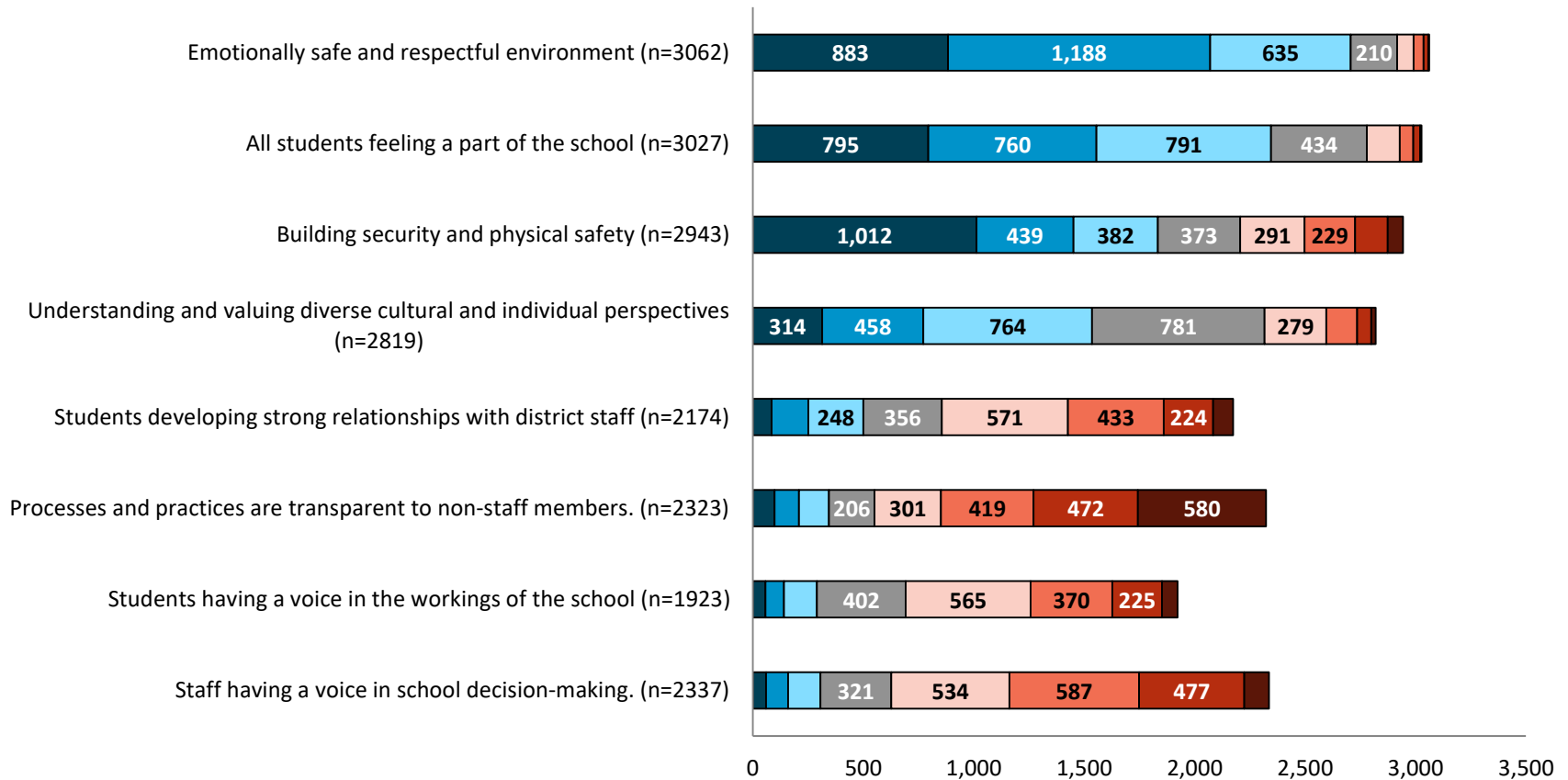
Legend: ■ Not At All Important ■ Slightly Important ■ Moderately Important ■ Very Important ■ Extremely Important

Area	Moderately Important	Very Important	Extremely Important
Emotionally safe and respectful environment (n=3771)	7%	20%	70%
All students feeling a part of the school (n=3762)	9%	29%	60%
Building security and physical safety (n=3770)	10%	24%	63%
Understanding and valuing diverse cultural and individual perspectives (n=3777)	5% / 12%	28%	54%
Processes and practices are transparent to non-staff members (n=3581)	23%	39%	32%
Staff having a voice in school decision-making (n=3698)	6% / 24%	42%	26%
Students developing strong relationships with district staff (n=3748)	7% / 27%	36%	27%
Students having a voice in the workings of the school (n=3757)	11% / 32%	32%	22%
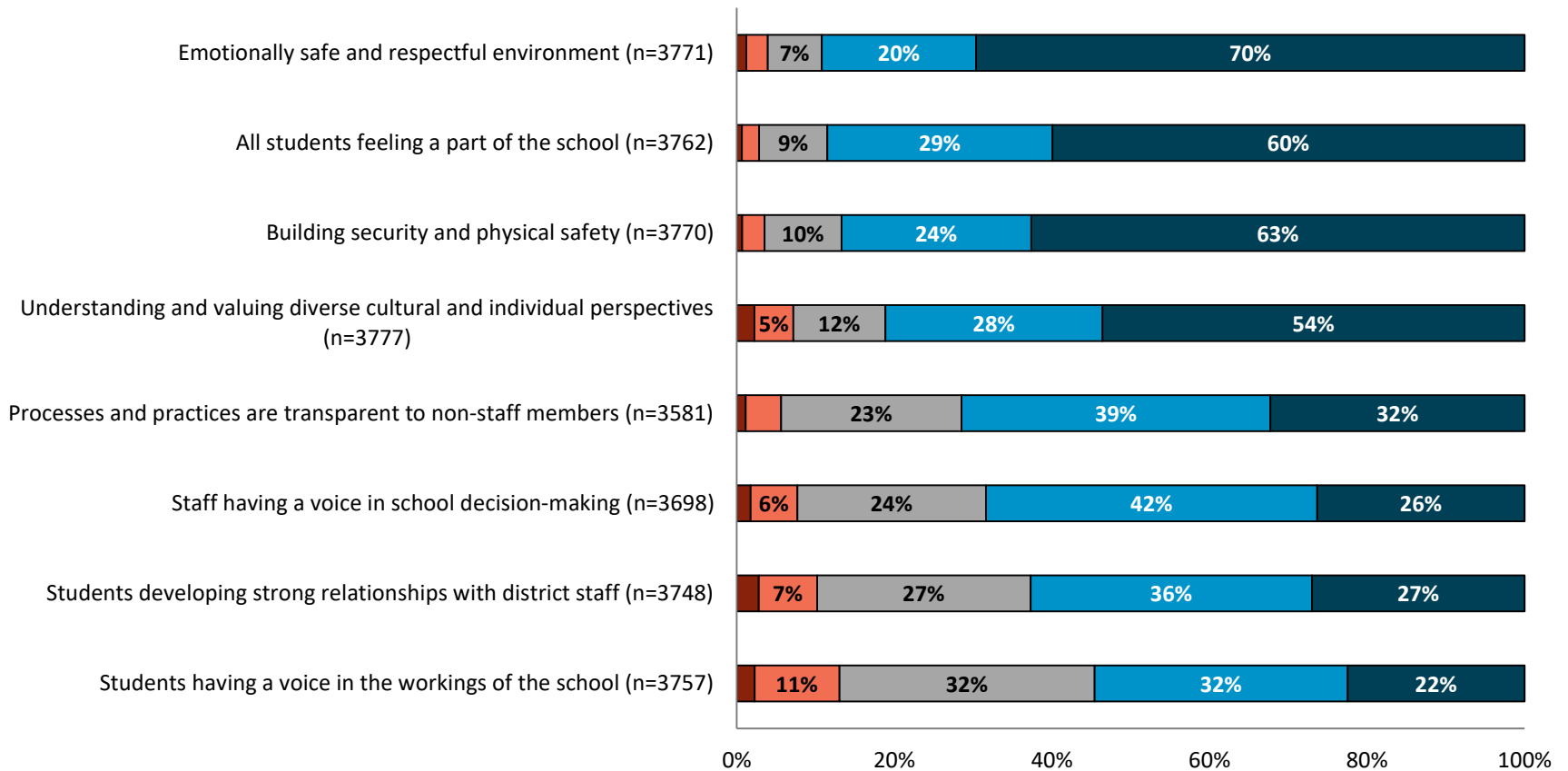
Importance of School Culture and Climate by Affiliation

Please indicate how important each of the following areas related to school culture and climate are to you.

% Selecting "Very" or "Extremely" Familiar

■ Close Affiliation (n=2521-2668)　■ Less Close Affiliation (n=1060-1109)

* Indicates a significant difference between groups (p < .05).

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Importance Ranking for School Culture and Climate

Please rank how important each of the following areas related to school culture and climate are to you in order of importance, with 1 being the most important.

Legend: ■1 ■2 ■3 ■4 ■5 ■6 ■7 ■8
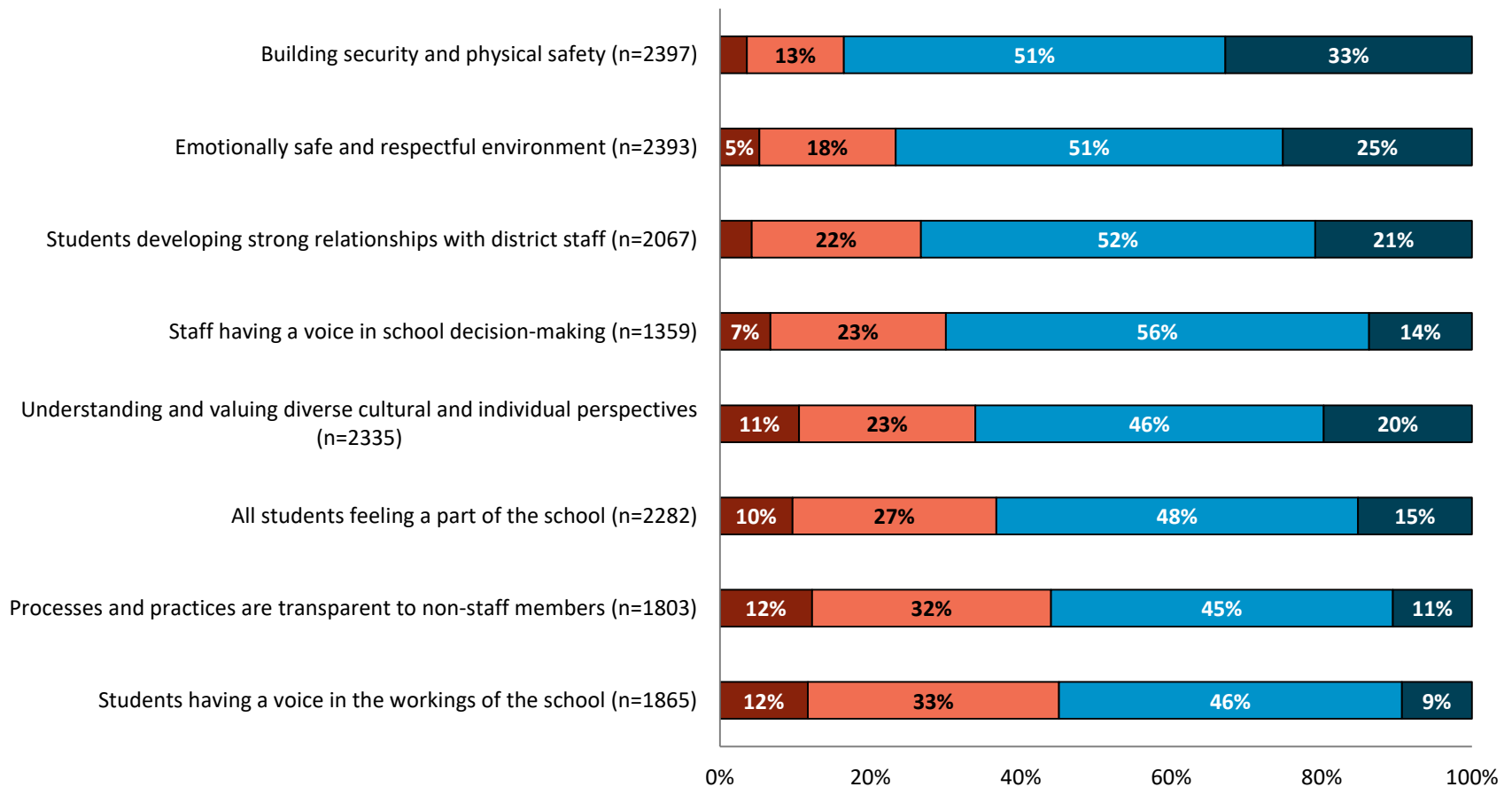
Category			
Emotionally safe and respectful environment (n=3062)	883	1,188	635	210
All students feeling a part of the school (n=3027)	795	760	791	434
Building security and physical safety (n=2943)	1,012	439	382	373	291	229
Understanding and valuing diverse cultural and individual perspectives (n=2819)	314	458	764	781	279
Students developing strong relationships with district staff (n=2174)	248	356	571	433	224
Processes and practices are transparent to non-staff members. (n=2323)	206	301	419	472	580
Students having a voice in the workings of the school (n=1923)	402	565	370	225
Staff having a voice in school decision-making. (n=2337)	321	534	587	477

Note. Respondents only ranked items that they indicated were either "Very Important" or "Extremely Important." Data labels that are less than 200 are not shown.

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Importance Ranking for School Culture and Climate by Affiliation

Please rank how important each of the following areas related to school culture and climate are to you in order of importance, with 1 being the most important.

% Selecting "1" or "2" Ranking

■ Close Affliliation (n=1480-2184) ■ Less Close Affiliation (n=443-878)

Area	Close Affiliation	Less Close Affiliation
Emotionally safe and respectful environment	67%	69%
All students feeling a part of the school	51%	51%
Building security and physical safety*	47%	55%
Understanding and valuing diverse cultural and individual perspectives	28%	27%
Students developing strong relationships with district staff*	13%	8%
Processes and practices are transparent to non-staff members.	9%	10%
Students having a voice in the workings of the school*	8%	4%
Staff having a voice in school decision-making.	7%	6%

* Indicates a significant difference between groups (p < .05).

Note. Respondents ranked items that they indicated were either "Very Important" or "Extremely Important."

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Perceptions of Performance for School Culture and Climate

Please describe the district's performance in each of these areas related to school culture and climate...

■ Poor ■ Fair ■ Good ■ Excellent

Building security and physical safety (n=2397): 13% | 51% | 33%

Emotionally safe and respectful environment (n=2393): 5% | 18% | 51% | 25%

Students developing strong relationships with district staff (n=2067): 22% | 52% | 21%

Staff having a voice in school decision-making (n=1359): 7% | 23% | 56% | 14%

Understanding and valuing diverse cultural and individual perspectives (n=2335): 11% | 23% | 46% | 20%

All students feeling a part of the school (n=2282): 10% | 27% | 48% | 15%

Processes and practices are transparent to non-staff members (n=1803): 12% | 32% | 45% | 11%

Students having a voice in the workings of the school (n=1865): 12% | 33% | 46% | 9%

Note. Question was shown to respondents categorized as "Close Affiliation."

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SECTION VI:
SOCIAL AND EMOTIONAL LEARNING AND HEALTH

Importance of Social and Emotional Learning and Health

Please indicate how important each of the following areas related to students' social and emotional learning and health are to you.
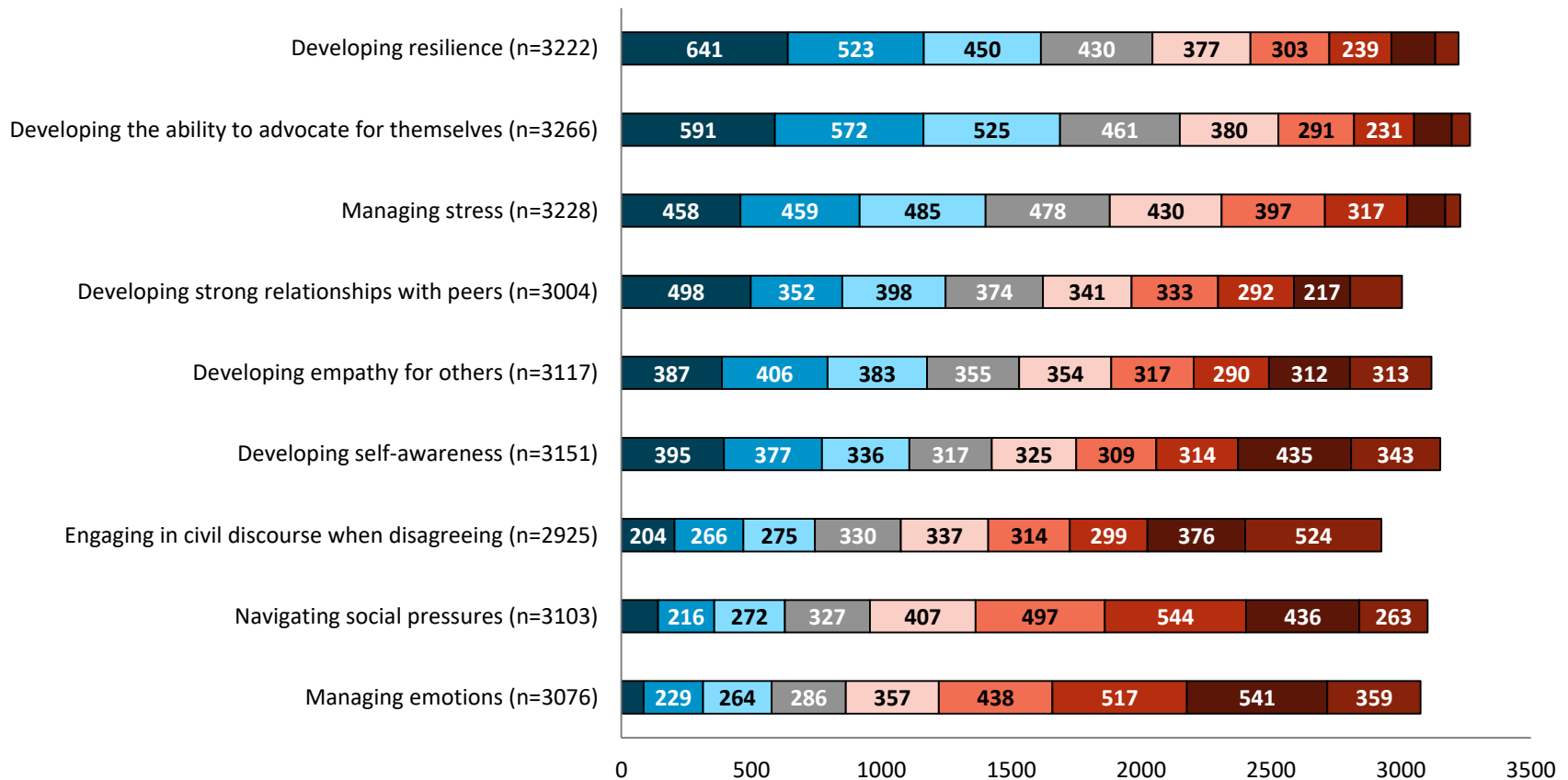
Legend: ■ Not At All Important   ■ Slightly Important   ■ Moderately Important   ■ Very Important   ■ Extremely Important

Area	Moderately Important	Very Important	Extremely Important
Developing the ability to advocate for themselves (n=3615)	5%	25%	69%
Managing stress (n=3609)	5%	26%	67%
Developing resilience (n=3607)	5%	26%	68%
Developing self-awareness (n=3602)	7%	33%	59%
Developing empathy for others (n=3614)	8%	27%	63%
Navigating social pressures (n=3605)	8%	33%	57%
Managing emotions (n=3608)	9%	38%	51%
Developing strong relationships with peers (n=3614)	11%	40%	47%
Engaging in civil discourse when disagreeing (n=3568)	11%	36%	50%
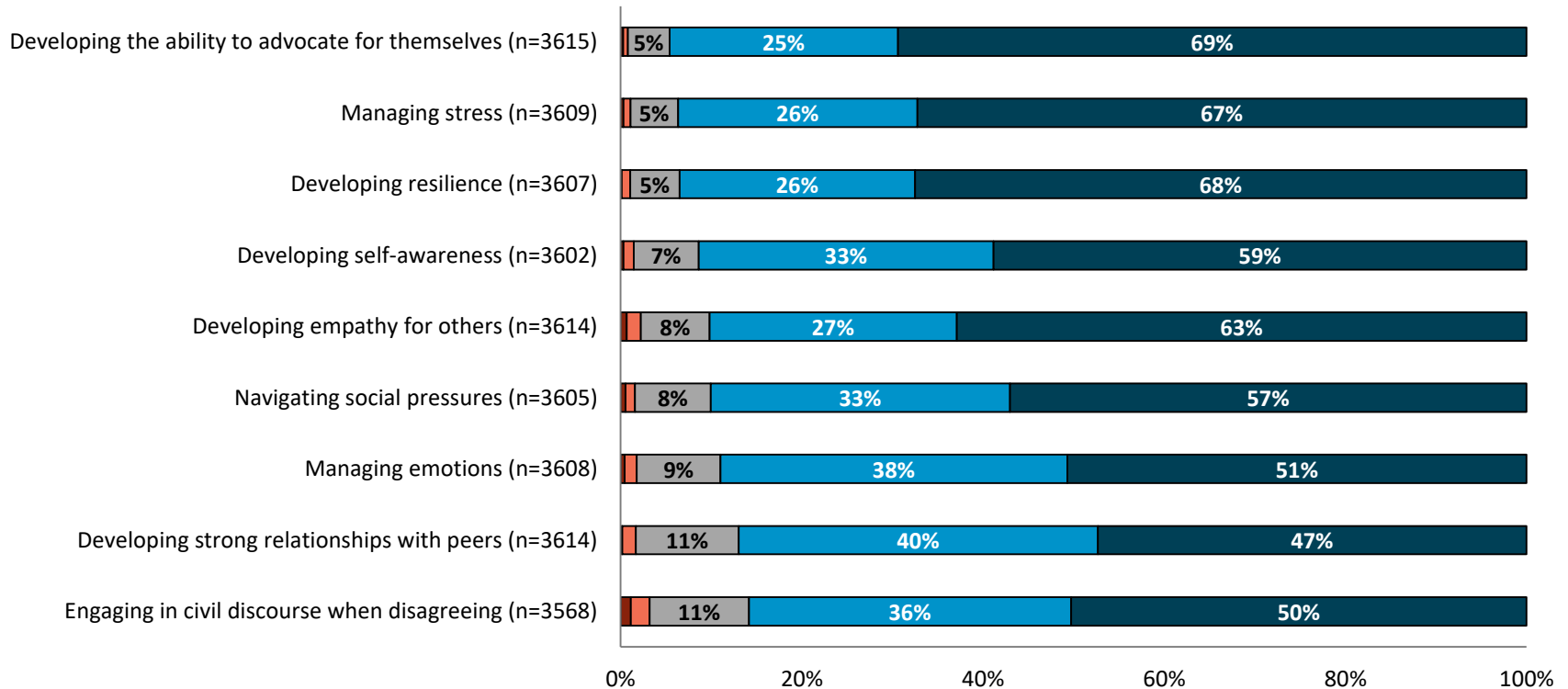
Importance of Social and Emotional Learning and Health

Please indicate how important each of the following areas related to students' social and emotional learning and health are to you.

% Selecting "Very" or "Extremely" Important
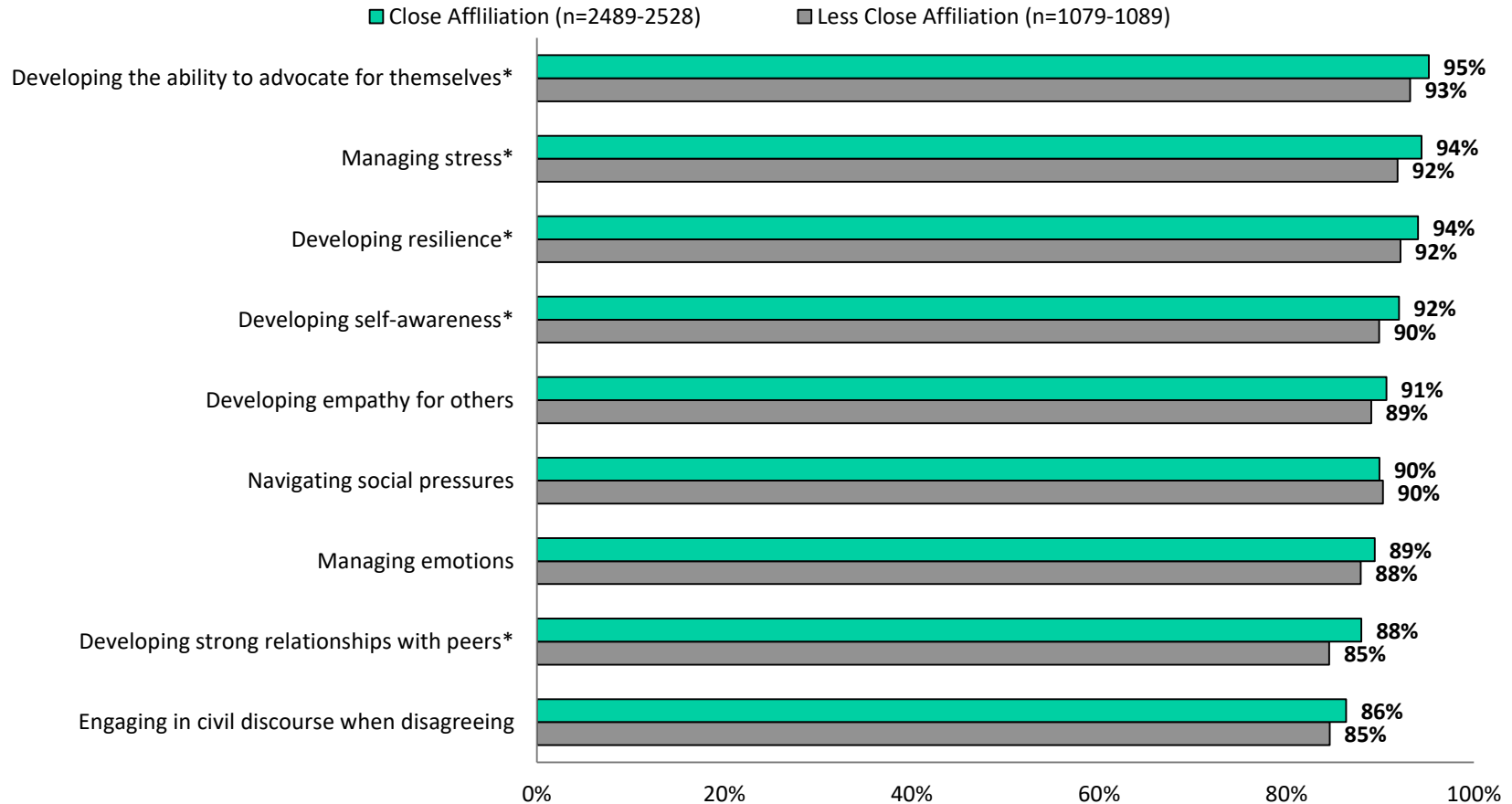
■ Close Affiliation (n=2489-2528)   ■ Less Close Affiliation (n=1079-1089)

Area	Close Affiliation	Less Close Affiliation
Developing the ability to advocate for themselves*	95%	93%
Managing stress*	94%	92%
Developing resilience*	94%	92%
Developing self-awareness*	92%	90%
Developing empathy for others	91%	89%
Navigating social pressures	90%	90%
Managing emotions	89%	88%
Developing strong relationships with peers*	88%	85%
Engaging in civil discourse when disagreeing	86%	85%

* Indicates a significant difference between groups (p < .05).

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Importance Ranking for Social and Emotional Learning and Health

Please rank how important each of the following areas related to students' social and emotional learning and health are to you in order of importance, with 1 being the most important.

■1 ■2 ■3 ■4 □5 □6 ■7 ■8 ■9

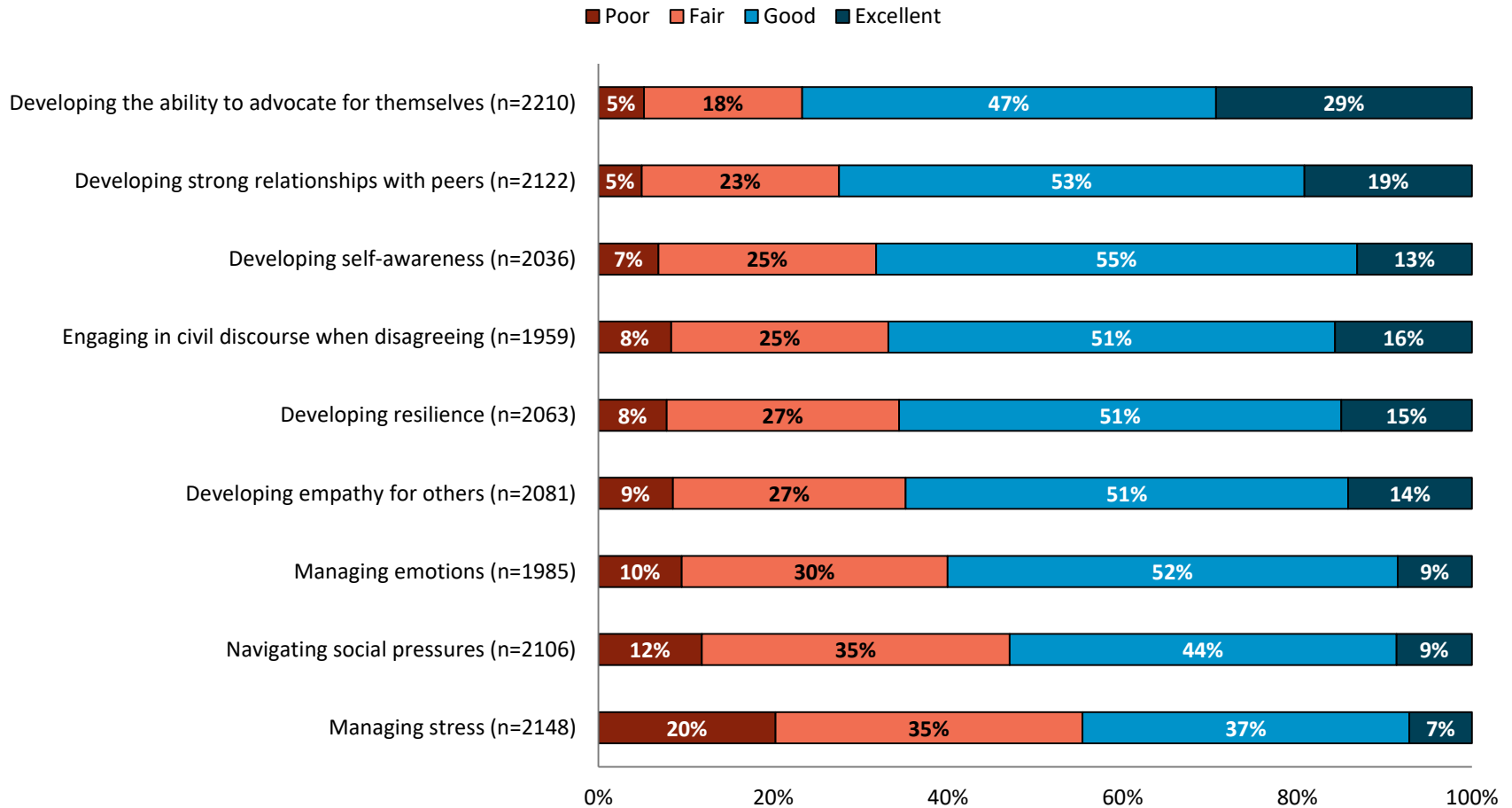| Area	1	2	3	4	5	6	7	8	9
Developing resilience (n=3222)	641	523	450	430	377	303	239		
Developing the ability to advocate for themselves (n=3266)	591	572	525	461	380	291	231		
Managing stress (n=3228)	458	459	485	478	430	397	317		
Developing strong relationships with peers (n=3004)	498	352	398	374	341	333	292	217	
Developing empathy for others (n=3117)	387	406	383	355	354	317	290	312	313
Developing self-awareness (n=3151)	395	377	336	317	325	309	314	435	343
Engaging in civil discourse when disagreeing (n=2925)	204	266	275	330	337	314	299	376	524
Navigating social pressures (n=3103)		216	272	327	407	497	544	436	263
Managing emotions (n=3076)		229	264	286	357	438	517	541	359

Note. Respondents only ranked items that they indicated were either "Very Important" or "Extremely Important." Data labels that are less than 200 are not shown.

Importance Ranking for Social and Emotional Learning and Health by Affiliation

Please rank how important each of the following areas related to students' social and emotional learning and health are to you in order of importance, with 1 being the most important.

% Selecting "1" or "2" Ranking

■ Close Affiliation (n=2060-2300)   ■ Less Close Affiliation (n=865-966)

Area	Close Affiliation	Less Close Affiliation
Developing resilience*	35%	39%
Developing the ability to advocate for themselves*	38%	31%
Managing stress*	30%	24%
Developing strong relationships with peers	27%	30%
Developing empathy for others	25%	27%
Developing self-awareness	24%	25%
Engaging in civil discourse when disagreeing*	15%	18%
Navigating social pressures*	10%	15%
Managing emotions	10%	10%

* Indicates a significant difference between groups (p < .05).

Note. Respondents ranked items that they indicated were either "Very Important" or "Extremely Important."

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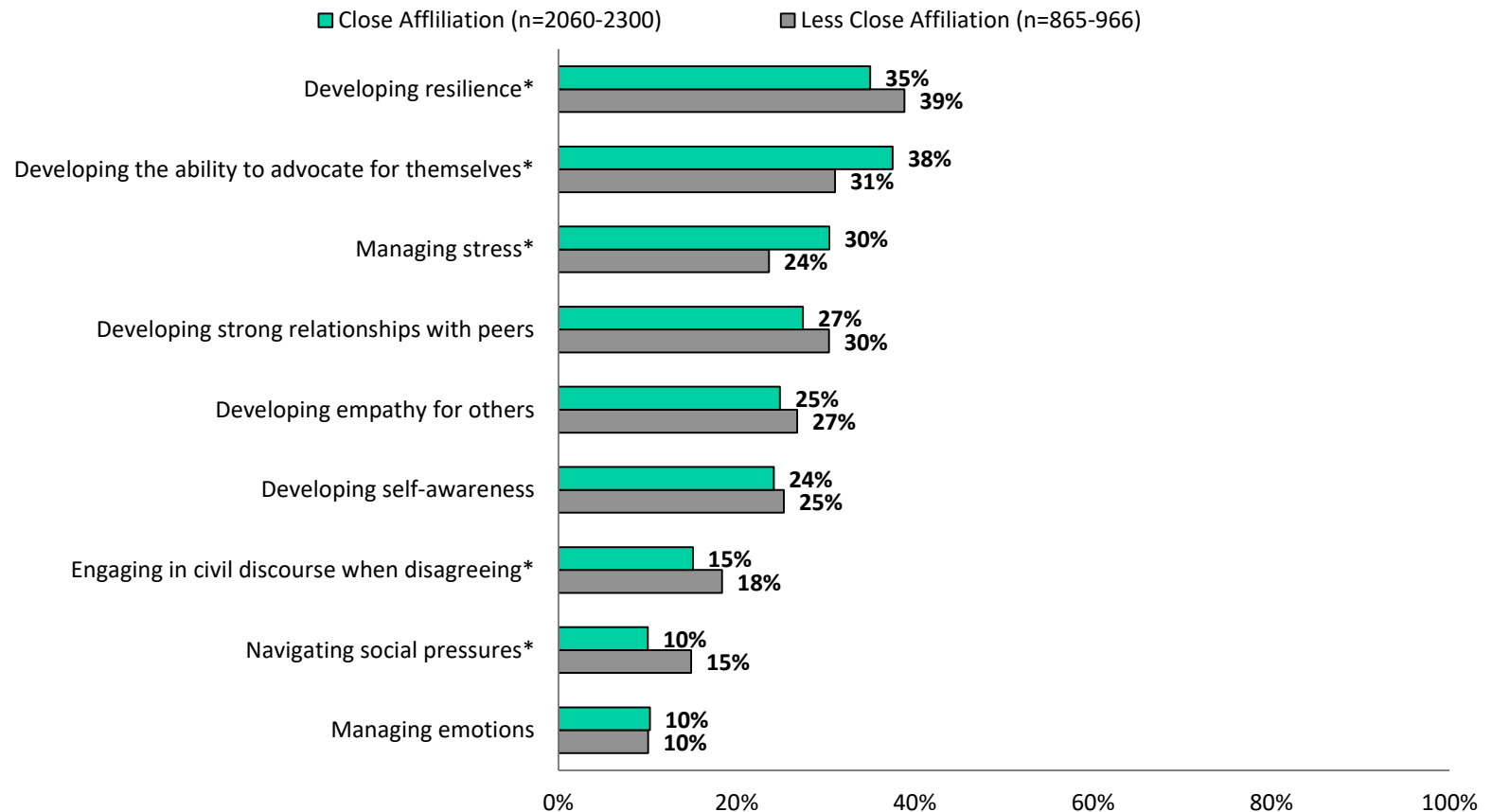
Perceptions of Performance for Social and Emotional Learning and Health

Please describe the district's performance in each of these areas related to students' social and emotional learning and health...

Legend: ■ Poor ■ Fair ■ Good ■ Excellent

Area	Poor	Fair	Good	Excellent
Developing the ability to advocate for themselves (n=2210)	5%	18%	47%	29%
Developing strong relationships with peers (n=2122)	5%	23%	53%	19%
Developing self-awareness (n=2036)	7%	25%	55%	13%
Engaging in civil discourse when disagreeing (n=1959)	8%	25%	51%	16%
Developing resilience (n=2063)	8%	27%	51%	15%
Developing empathy for others (n=2081)	9%	27%	51%	14%
Managing emotions (n=1985)	10%	30%	52%	9%
Navigating social pressures (n=2106)	12%	35%	44%	9%
Managing stress (n=2148)	20%	35%	37%	7%

Note. Question was shown to respondents categorized as "Close Affiliation."

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SECTION VII: COMMUNICATION

Experience with Communication at New Trier

Please think about your experience with New Trier and indicate how much you disagree or agree with the following statements related to communication.

■ Strongly Disagree ■ Disagree ■ Neither Disagree nor Agree ■ Agree ■ Strongly Agree

Statement	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
When I need help from teachers and advisors, they respond effectively.‡ (n=2316)		7%	11%	47%	33%
Students have access to the information they need from teachers to understand their progress.‡ (n=2297)		10%	14%	50%	23%
The district communicates effectively with parents.† (n=1859)		10%	17%	48%	21%
The district presents programming for parents that is relevant to me.† (n=1742)		7%	24%	45%	21%
When I need help from district and school administrators, they respond effectively.‡ (n=2058)		11%	20%	42%	22%
The district communicates effectively with the community. (n=3004)		10%	23%	47%	16%
When I need information about the district, I have a reliable source to which I go. (n=2953)		14%	24%	40%	18%
The district is transparent with community members about district decision-making. (n=2802)		15%	30%	37%	11%

† indicates a choice that was shown *only* to parents of current students or parents of graduated students.
‡ indicates a choice that was shown *only* to respondents categorized as "Close Affiliation."

Current and Preferential Reception of Information

In which of the following ways <u>do you currently get</u> information about New Trier? Please select all that apply. (n=3507)

Category	%
School or district website	59%
Other district communications^	50%
Local media (print or digital)	49%
Face-to-face conversations with community members	38%
Face-to-face conversations with New Trier staff	27%
School or district social media feeds (Facebook, Twitter, Instagram)	26%
Social media feeds not affiliated with New Trier	15%
Websites not affiliated with New Trier	7%
I do not currently get information about New Trier	13%

In which of the following ways <u>would you prefer</u> to receive information from New Trier? Please select all that apply. (n=3442)

Category	%
E-mails	68%
Postings on the school or district website	48%
Hard-copy mailings	27%
Face-to-face conversations	26%
Postings on school or district social media feeds (Facebook, Twitter)	24%
Text messages	20%
I do not wish to receive information from New Trier	11%
Phone calls	6%
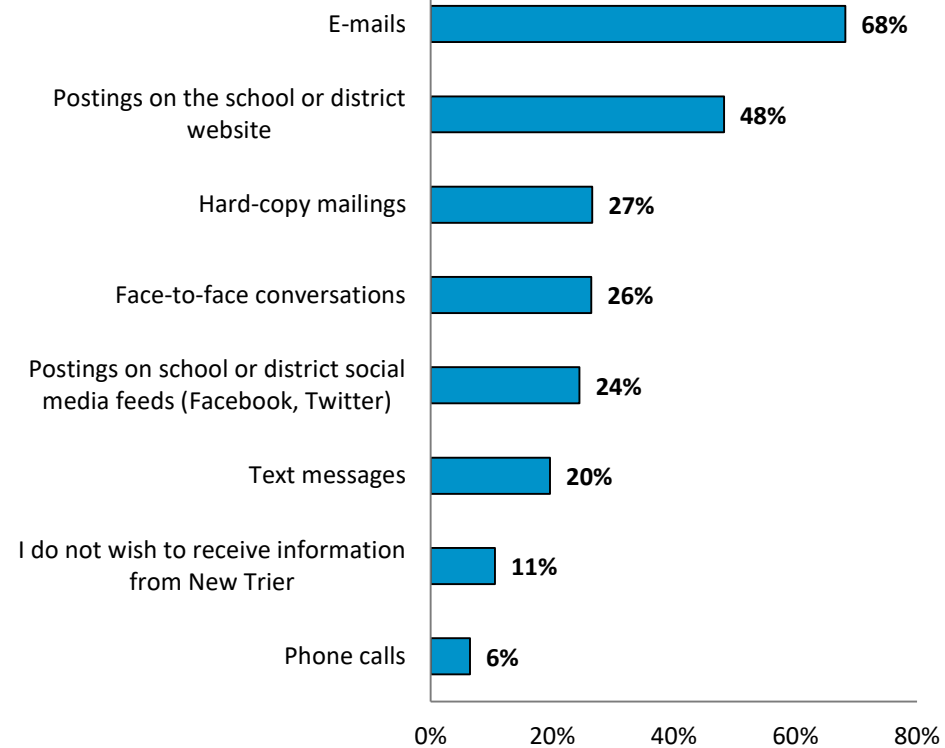
^Other district communications (text messages, hard-copy mailings, e-mails, phone calls)

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SECTION VIII:
STRATEGIC PRIORITIES

Areas to Prioritize Over the Next Five Years

All of the areas listed below are important for the school, but which of the following areas does the district need to prioritize the most over the next five years? Please select up to four areas.
(n=3492)

Area	Percentage
Hiring and retaining high-quality staff	64%
Supporting students' physical, emotional, and social well-being	58%
School culture and climate	44%
Classroom instruction	42%
Academic support services	34%
Curricula	28%
Maintaining an efficient and balanced budget	24%
Ensuring facilities are high-quality and meet student needs	23%
Extracurricular programming	14%
Leadership	11%
Parent and community engagement	6%
Partnerships with local organizations and businesses	4%
Other	8%

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Areas to Prioritize Over the Next Five Years by Affiliation

All of the areas listed below are important for the school, but which of the following areas does the district need to prioritize the most over the next five years? Please select up to four areas.

■ Close Affiliation (n=2430)　　　■ Less Close Affiliation (n=1062)

Area	Close Affiliation	Less Close Affiliation
Hiring and retaining high-quality staff	65%	63%
Supporting students' physical, emotional, and social well-being	58%	56%
School culture and climate*	45%	40%
Classroom instruction*	41%	46%
Academic support services	34%	32%
Curricula*	26%	33%
Ensuring facilities are high-quality and meet student needs	24%	22%
Maintaining an efficient and balanced budget*	23%	28%
Extracurricular programming	14%	13%
Leadership	11%	9%
Parent and community engagement	6%	6%
Partnerships with local organizations and businesses*	5%	2%
Other*	9%	5%

* Indicates a significant difference between groups (p < .05).

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SECTION IX: DEMOGRAPHICS

Community and Gender

What community do you live in?
(n= 3498)

Community	Percent
Wilmette	43%
Winnetka	21%
Glencoe	13%
Northfield	5%
Glenview	5%
Kenilworth	3%
Northbrook	1%
Other	9%
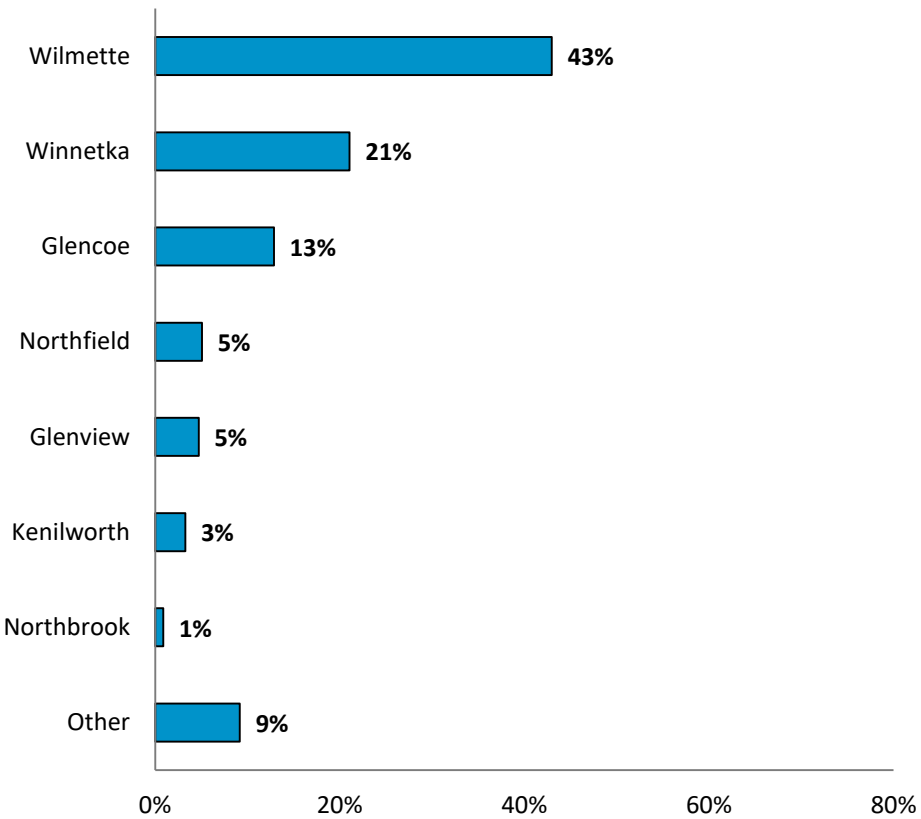
With which gender do you most identify?
(n=3484)

Gender	Percent
Female	64%
Male	30%
Other/Nonbinary	0%
I prefer not to respond	5%

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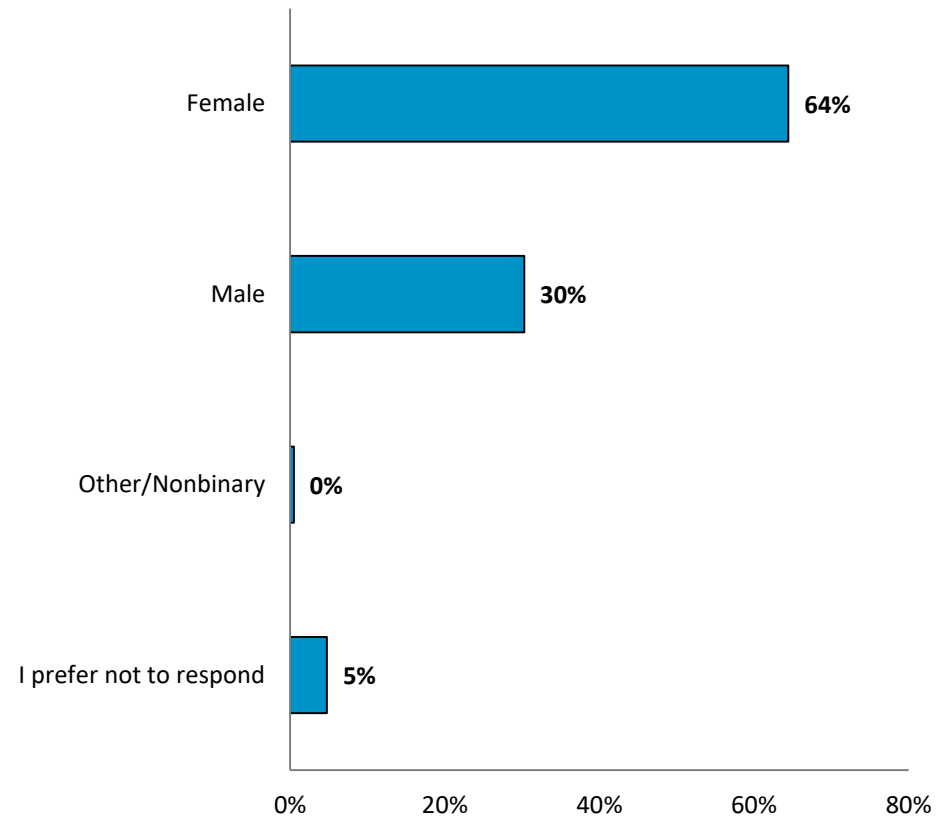
Affiliation With New Trier

Which of the following best describes your affiliation with New Trier?
(n=4893)

Affiliation	Percentage
Parent of graduated student	29%
Parent of current student	27%
Parent of incoming or future student	24%
Alumnus/a	24%
Community member	17%
Student	14%
Teacher/Administrator	4%
Support staff	1%
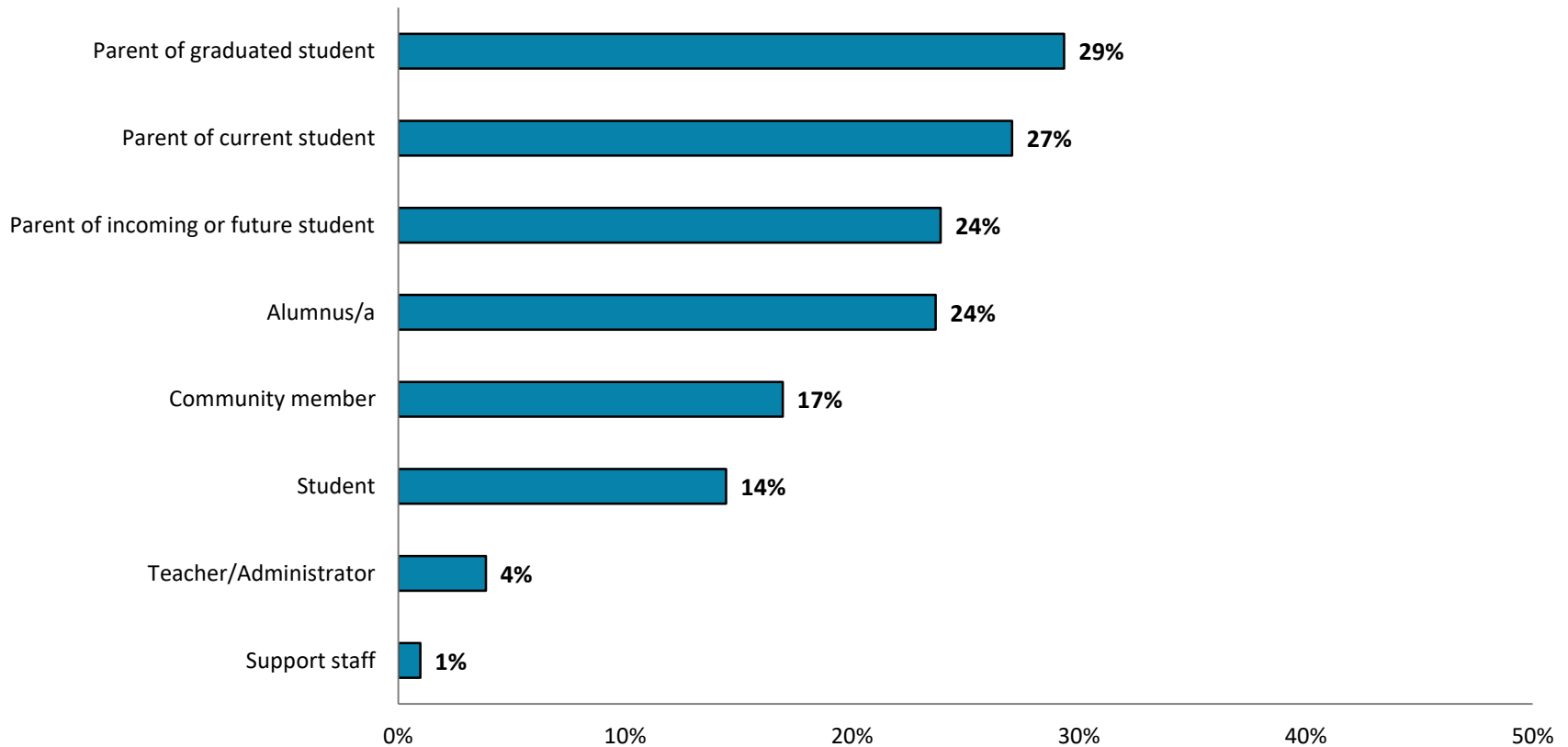
Note. Respondents (with the exception of current students) were able to choose multiple affiliations. Therefore, percentages do not add up to 100 percent.

Campus, Grade, and/or Graduation Date

What is your current campus assignment? (n=237)

80%
60%
40%
20%
0%

- Northfield: 28%
- Winnetka: 60%
- Commuter: 12%
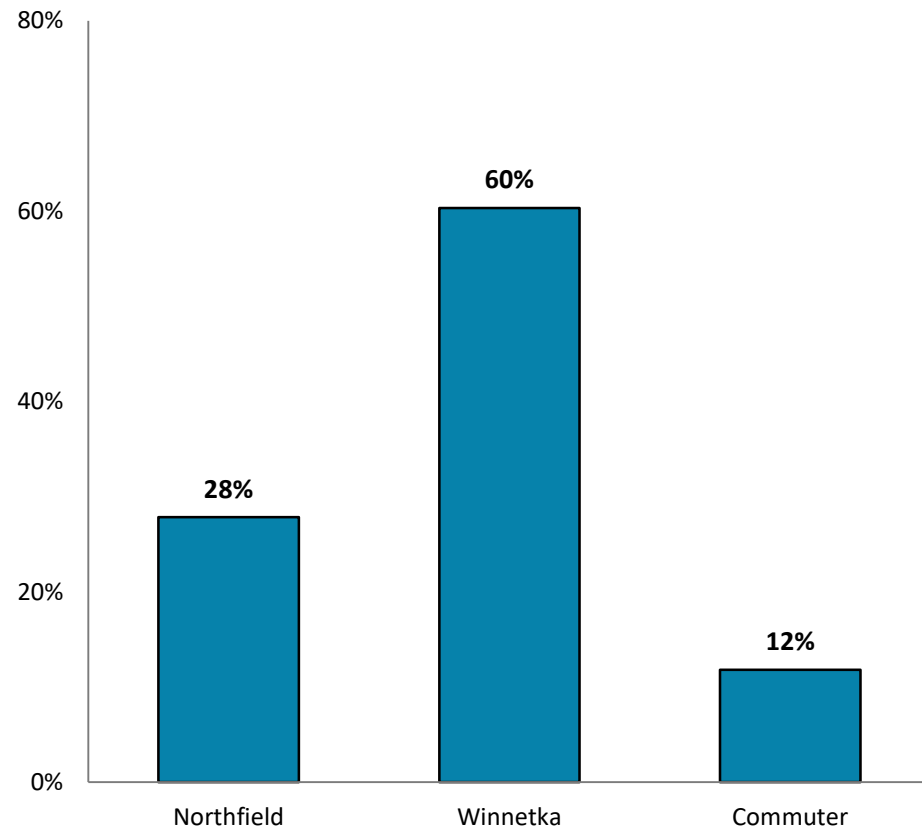
Note. This question was displayed to teachers/administrators and support staff only.

In what grade are you currently? (i.e., during the 2018-19 school year)? (n=707)

50%
40%
30%
20%
10%
0%

- Grade 9: 32%
- Grade 10: 24%
- Grade 11: 21%
- Grade 12: 22%
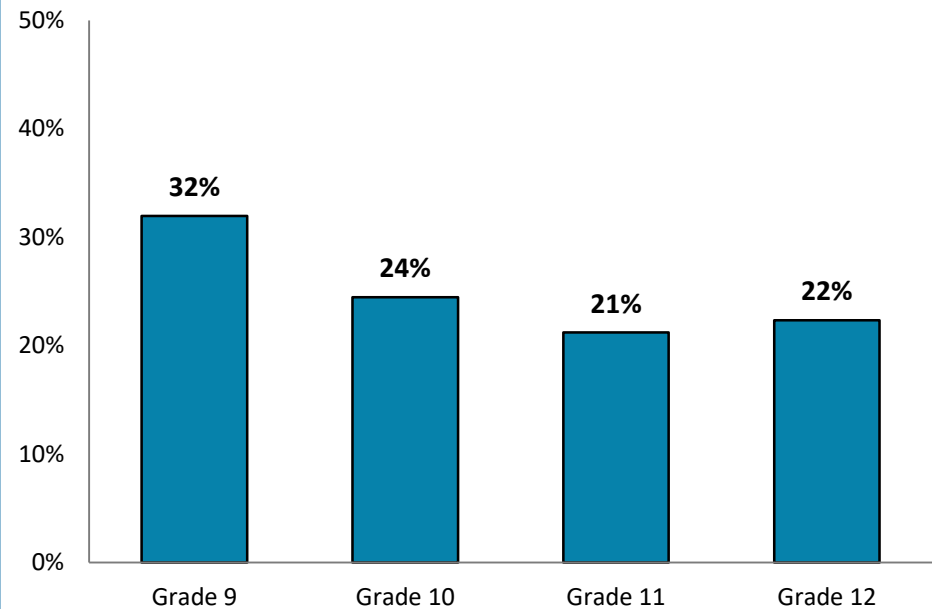
Note. This question was displayed to current students only.

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Graduation Year

In what year did you graduate?
(n=1159)

- Before 2010: 47%
- 2010 - 2018: 53%
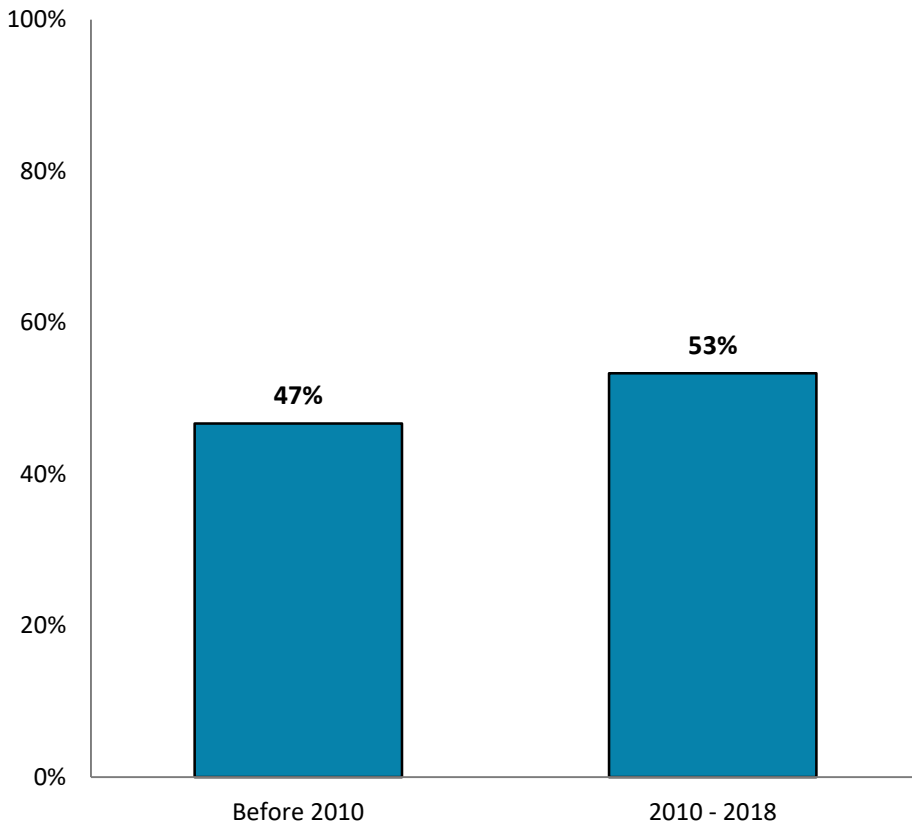
Note. This question was displayed to alumnus/a only.

In what year did your child graduate?
(n=1436)

- Before 2010: 28%
- 2010 - 2018: 72%
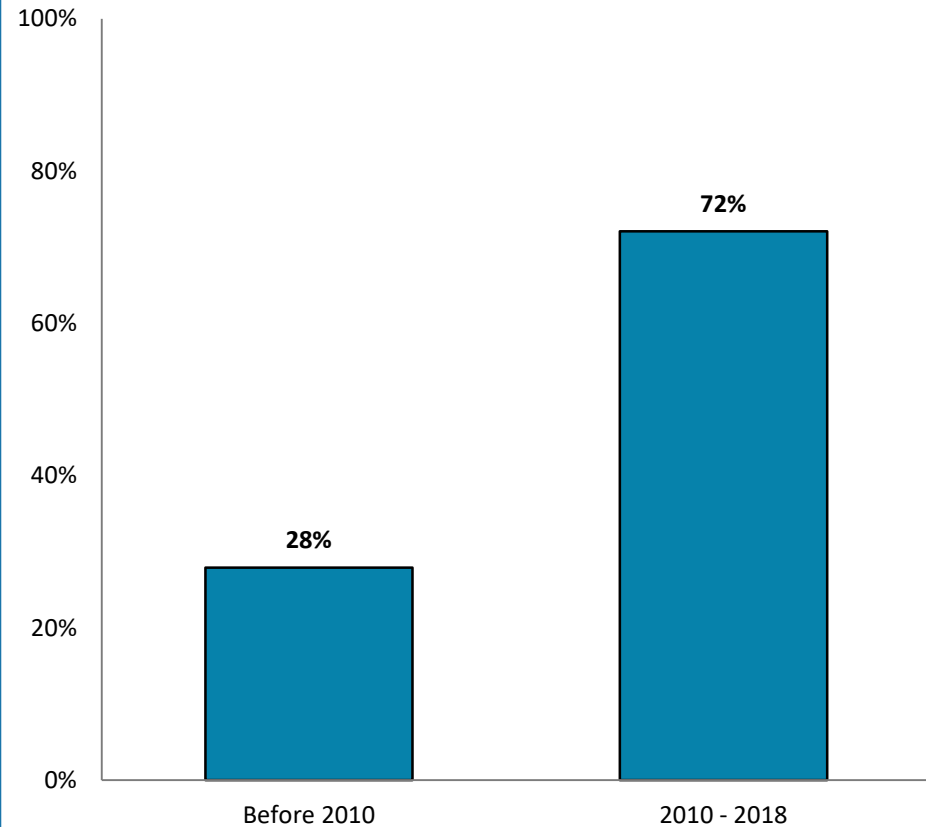
Note. This question was displayed to parents of graduated students only.

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Assistance and Programs

Do you have a child that receives or received financial assistance?
(n=2516)

- No: 97%
- Yes: 2%
- I prefer not to respond: 1%

Do you have a child that receives or received English as a Second Language (ESL) services?
(n=2517)

- No: 99%
- Yes: 1%
- I prefer not to respond: 1%
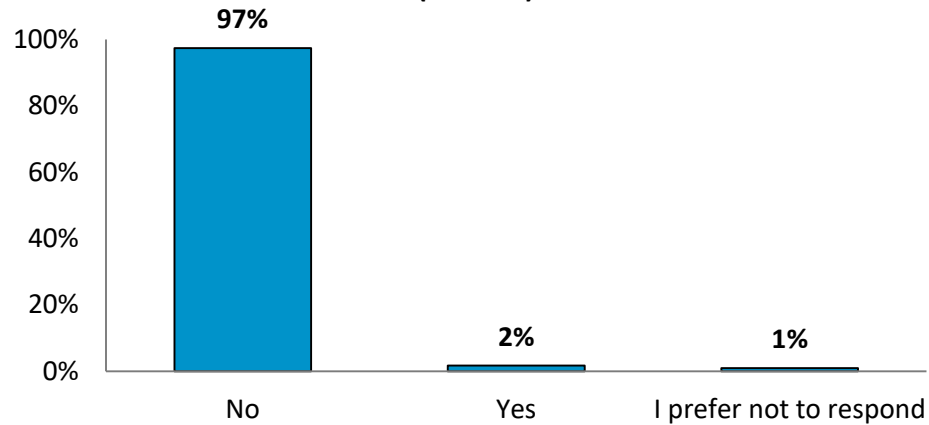
Do you have a child that has or had an individualized education program (IEP)?
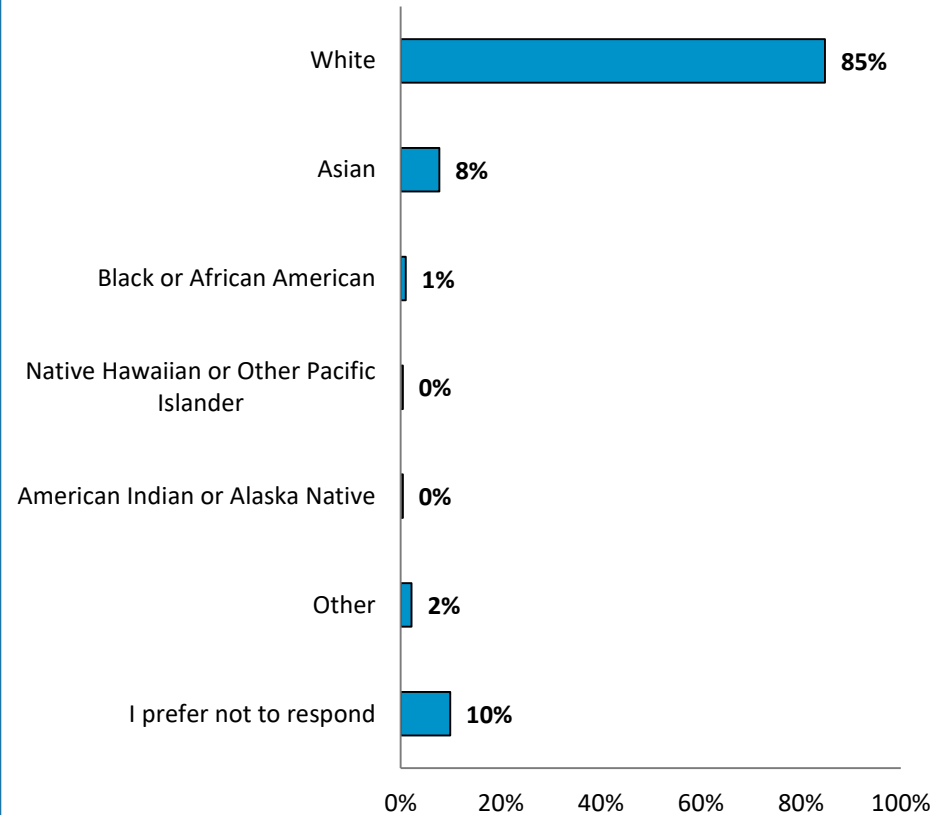**(n=2513)**

- No: 71%
- Yes: 29%
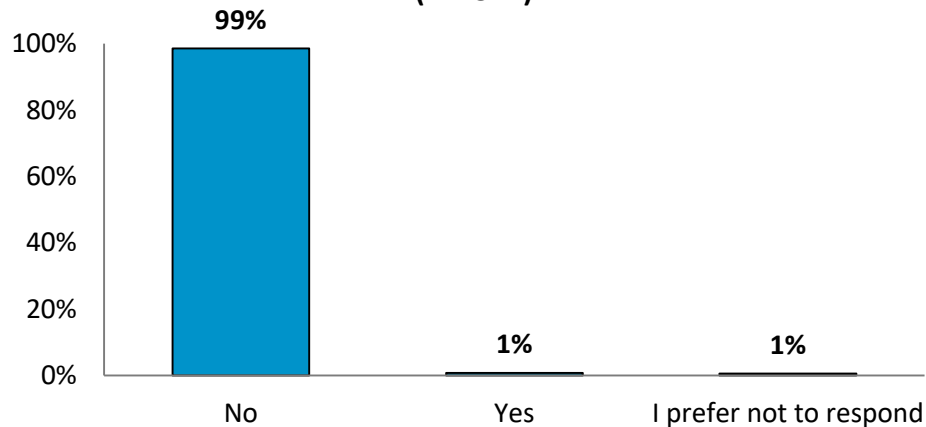
Note. All questions were displayed to parents of incoming or future students, parents of current students, and parents of graduated students.

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Race and Ethnicity

What is your ethnicity?
(n=3478)

- Non-Hispanic: 88%
- Hispanic: 3%
- I prefer not to respond: 9%
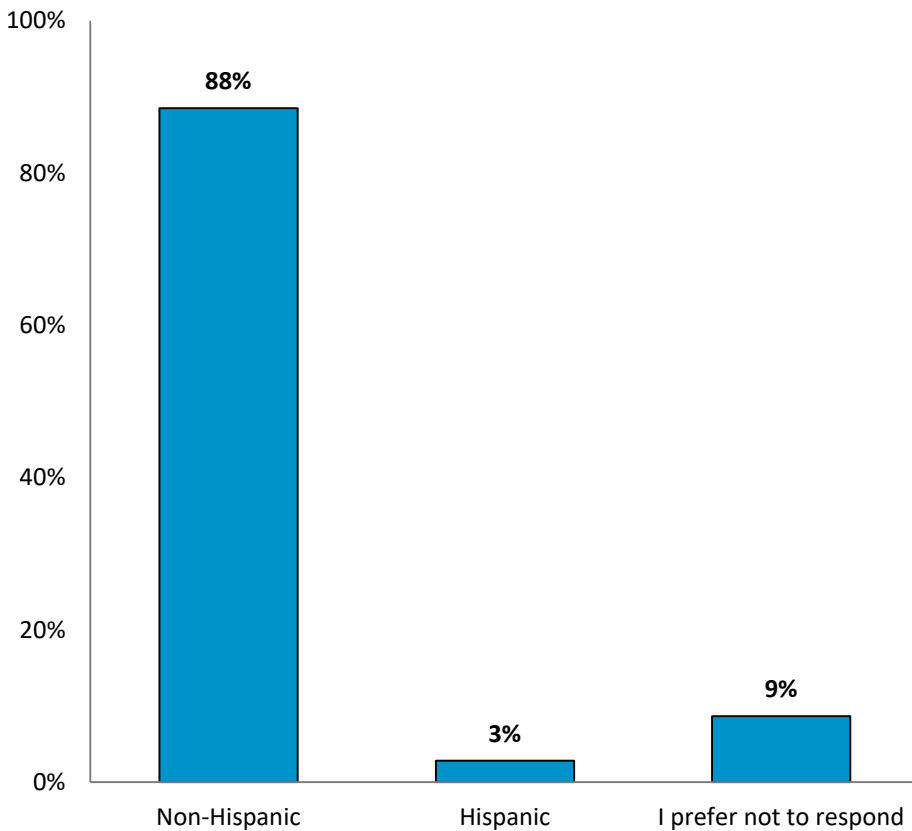
Of what ethnicity are your children?
(n= 2504)
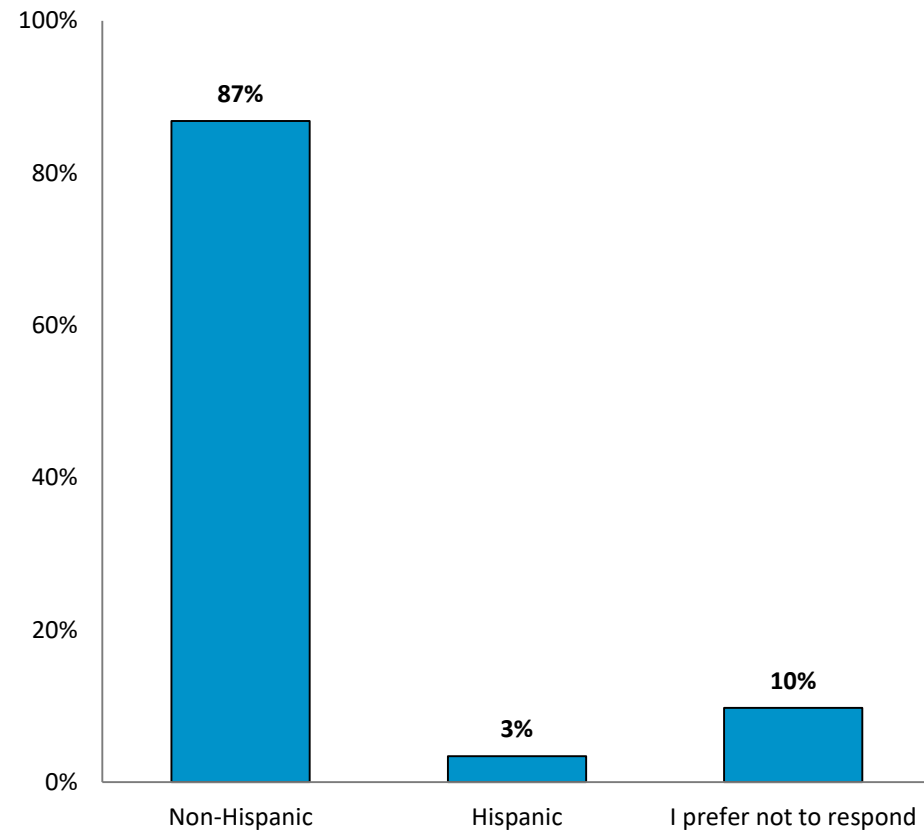
- Non-Hispanic: 87%
- Hispanic: 3%
- I prefer not to respond: 10%

Note. This question was displayed to parents of incoming or future students, parents of current students, and parents of graduated students.

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Race and Ethnicity

What is your race? (n=3476)

Category	Percentage
White	85%
Asian	6%
Black or African American	1%
Native Hawaiian or Other Pacific Islander	0%
American Indian or Alaska Native	0%
Other	1%
I prefer not to respond	9%
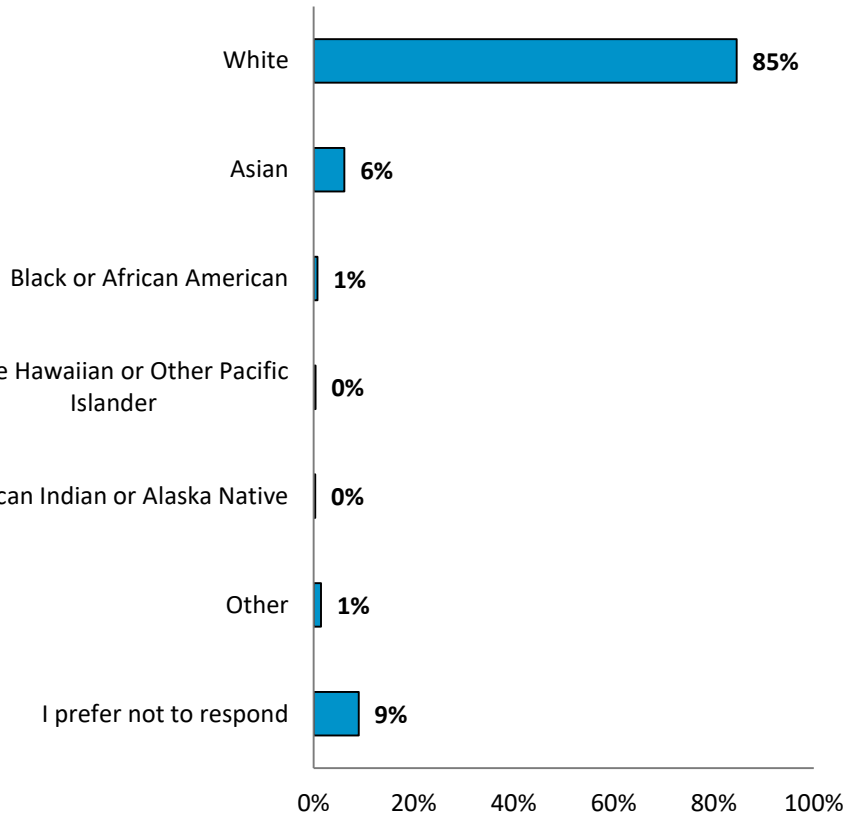
Of what race(s) are your children? (n=2497)

Category	Percentage
White	85%
Asian	8%
Black or African American	1%
Native Hawaiian or Other Pacific Islander	0%
American Indian or Alaska Native	0%
Other	2%
I prefer not to respond	10%

Note. This question was displayed to parents of incoming or future students, parents of current students, and parents of graduated students.

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Methodology Notes

- In the following report, both aggregated and segmented results are presented.

  - Segment: Affiliation (Close Affiliation vs. Less Close Affiliation)

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.

- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*); however, for some charts sample sizes may be small and results should be interpreted with caution.

- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

- For full aggregate and segmented results, please consult the accompanying data supplement.

- The survey was fielded online using the Qualtrics software platform in September of 2018.

- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.