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DETROIT

Our Lady of Sorrows School

Catholic School Effectiveness Survey Report

Contents

Response Summary4

Report Summary4

 Most Important Standard of a Catholic School4

 Mission and Catholic Identity4

 Students4

 Faculty/Staff.....4

 Parents/Community.....5

 Recommendations5

 Academic Excellence.....5

 Students5

 Faculty/Staff.....5

 Parents/Community.....6

 Recommendations6

 Governance and Leadership6

 Students7

 Faculty/Staff.....7

 Parents/Community.....7

 Recommendations7

 Operational Vitality.....7

 Students8

 Faculty/Staff.....8

 Parents/Community.....8

 Recommendations8

Appendices9

 Appendix A: Demographic Data.....9

 Respondents - School Connection9

 Community Member - Breakdown10

 Gender11

 Race.....12

 Ethnicity13

 Religious Affiliation14

 Age15

Respondents - Parish Affiliation.....	15
Appendix B: NCEA Standards.....	16
Most Important Standard of a Catholic School	16
Mission and Catholic Identity	19
Academic Excellence.....	26
Governance and Leadership	34
Operational Vitality.....	41
Appendix C: Communication Preferences.....	47
Appendix D: Advertising Preferences	47
Appendix E: Enrichment and Extracurriculars	47
Appendix F: Faculty/Staff Profile	52

Response Summary

Total Respondents = 650

Parent/Guardian of Current Student = 376

Parent/Guardian of Former Student = 8

Faculty/Staff Member = 33

Student = 223

Community Member = 10

Report Summary

Most Important Standard of a Catholic School

Current Parents/Guardians feel that Academic Excellence is the most important standard of a Catholic School. Parents/Guardians of former students are divided with both Academic Excellence and Mission/Catholic Identity marked as the most important. Faculty/Staff, Students and Community Members feel that Mission and Catholic Identity is the most important standard.

Mission and Catholic Identity

The majority of respondents indicated that Religious Education was the most important attribute of Mission and Catholic Identity, with Catholic Identity also scoring high on importance.

Students

According to students, their school is strongest on the following item:

3. Our school's mission statement clearly says that we are a Catholic school.

Their school is weakest on the following items:

2. Our school's mission affects everything we do.
10. In our school, adults take time to pray together.

Faculty/Staff

According to faculty/staff, their school is strongest on the following items:

3. Our school mission clearly expresses a commitment to Catholic identity.
4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
7. Our school provides opportunities outside the classroom for students to participate in service activities for social justice.
12. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.

Their school is weakest on the following items:

6. Our school provides opportunities outside the classroom for students' faith formation and participation in retreats, prayer, Mass, sacraments, and other spiritual experiences.
11. Our school helps parents/guardians support the faith life of their child.
13. Every adult in the school supports the faith life of the school community.

Parents/Community

Parents are highly satisfied with how often their children attend Mass in this school.

According to parents/community members, their school is strongest on the following item:

3. Our school mission clearly expresses a commitment to Catholic identity.

Their school is weakest on the following items:

7. Our school provides opportunities outside the classroom for students to participate in service activities for social justice
12. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
13. Every adult in the school supports the faith life of the school community.

Recommendations

Focus on opportunities for adults (faculty, staff, parents, and community members) to engage in faith formation activities and service activities. Identify opportunities for students to be more involved in service and faith-based activities outside of their classroom experiences.

Academic Excellence

Students

According to students, their school is strongest on the following item:

14. Our school prepares students for the best high schools.
24. Our school offers programs and activities (such as sports, drama, clubs, or band) for students to develop their gifts and talents.
25. Our school invites parents to be involved in the school.

Their school is weakest on the following items:

16. In our classes, students spend most of the time solving problems, discussing ideas, creating their own work, reading, writing, speaking, and researching.
20. At our school, student work is graded fairly.
23. Our school offers guidance and resources (such as counselors, tutors and special teachers) to help students be successful.

Faculty/Staff

According to faculty/staff, their school is strongest on the following items:

24. Teachers use effective instruction to deliver the curriculum.

27. At our school, all administrators, faculty and staff engage in ongoing professional development.

Their school is weakest on the following item:

33. Our school provides enriching programs for students to develop their gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.

Parents/Community

18% of the parents who responded indicate that they have concerns about the large class size and 12% considered leaving due to the quality of the teachers in those classrooms. Additionally, 4% of the parents feel that the school has not provided the special education services that their children need.

The parents/community respondents indicated that their school was strongest on these items:

21. Our school has a clearly articulated rigorous curriculum infused with Gospel values, that prepare students for life and work.

27. At our school, all administrators, faculty and staff engage in ongoing professional development.

28. Our school uses standardized and teacher-developed assessments to document student learning and report the outcome to parents/guardians.

Their school is weakest on the following items:

25. At our school, teachers use different teaching approaches to meet the diverse needs of all students.

30. Teachers vary the types of assessments they use to monitor individual and class-wide student learning.

31. Our school communicates how well students are achieving in comparison to similar students locally and/or nationally.

32. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).

33. Our school provides enriching programs for students to develop their gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.

Recommendations

Professional development opportunities focused on formative and summative assessment, interpretation of standardized testing results as related to local and national achievement, continuous improvement of instruction and differentiation of instruction to meet the needs of all learners will be beneficial. Professional development on a learner-centered classroom, focusing on methods of guided instruction that spark creativity and problem-solving, would be a good option for this school. The data indicate that increased co-curricular and extracurricular offerings, both in number as well as a diverse selection, are highly desired. If a robust program is not in place for academically talented students, it would be advised to implement this to meet the needs of that population of students. Finally, the addition of guidance and resources for all learners would be beneficial.

Governance and Leadership

The majority of respondents indicated that a positive learning environment and the quality of the faculty/staff were the most important attributes of Governance and Leadership.

Students

In their survey responses, the students did not provide feedback indicating there were specific items that stood out as strengths or weaknesses in the area of Governance and Leadership.

Faculty/Staff

According to faculty/staff, their school is strongest on the following items:

15. A person or group (such as a pastor or a board), in collaboration with the school administration, takes responsibility for monitoring that the school is faithful to its mission, academically excellent and sound in its business decisions.
16. Our school administration effectively carries out its responsibilities in the areas of faith formation and instructional leadership.
17. Our school administration has authority to realize and implement the school's mission and vision.

Their school is weakest on the following items:

18. Our school administration involves all members of the school community to ensure a school culture that embodies the mission and vision.
19. Our school administration takes responsibility for the development and oversight of school programs, personnel, and school operations.

Parents/Community

16% of the parent respondents indicated that they considered leaving this school due to bullying, and 11% had concerns about the leadership.

According to parents/community members, their school is strongest on the following items:

16. Our school administration effectively carries out its responsibilities in the areas of faith formation and instructional leadership.
17. Our school administration has authority to realize and implement the school's mission and vision.
19. Our school administration takes responsibility for the development and oversight of school programs, personnel, and school operations.

Their school is weakest on the following item:

18. Our school administration involves all members of the school community to ensure a school culture that embodies the mission and vision

Recommendations

The school would benefit from involving all key stakeholders in the strategic planning and ongoing operational processes in order to reinforce a school culture that ensures that all members of the community understand the school's mission and vision. The concerns over bullying are at a level that indicates there should be further action to address this problem.

Operational Vitality

All respondents indicated that safety was the most important attribute of operational vitality.

Students

According to students, their school is strongest on the following item:

26. Our school provides the space, equipment and technology we need to learn.

The students did not indicate any weaknesses in the items that measured Operational Vitality.

Faculty/Staff

The faculty/staff indicated that the following were positively rated in term of strengths:

41. Our school's facilities, equipment, and technology management plans are designed to enhance teaching and learning.
36. Our school consistently shares its financial plan with the school community.

Their school is weakest on the following items:

37. Our school leaders take responsibility for ensuring that the financial plans and budgets are implemented using best practices.
42. Our school has an institutional advancement plan, based on our mission, which uses current and effective strategies for communications, marketing, enrollment management, and development.
38. Our school treats all personnel with consistency, fairness, and justice.
39. Our school maintains and shares plans for managing facilities and equipment.

Parents/Community

18% of the parent respondents indicated that they considered leaving this school due to concerns about the tuition costs.

The parents/community respondents identified the following as a Operational Vitality strength:

42. Our school has an institutional advancement plan, based on our mission, which uses current and effective strategies for communications, marketing, enrollment management, and development.

Their school is weakest on the following items:

36. Our school consistently shares its financial plan with the school community.
39. Our school maintains and shares plans for managing facilities and equipment.
40. Our school maintains and shares a technology management plan.

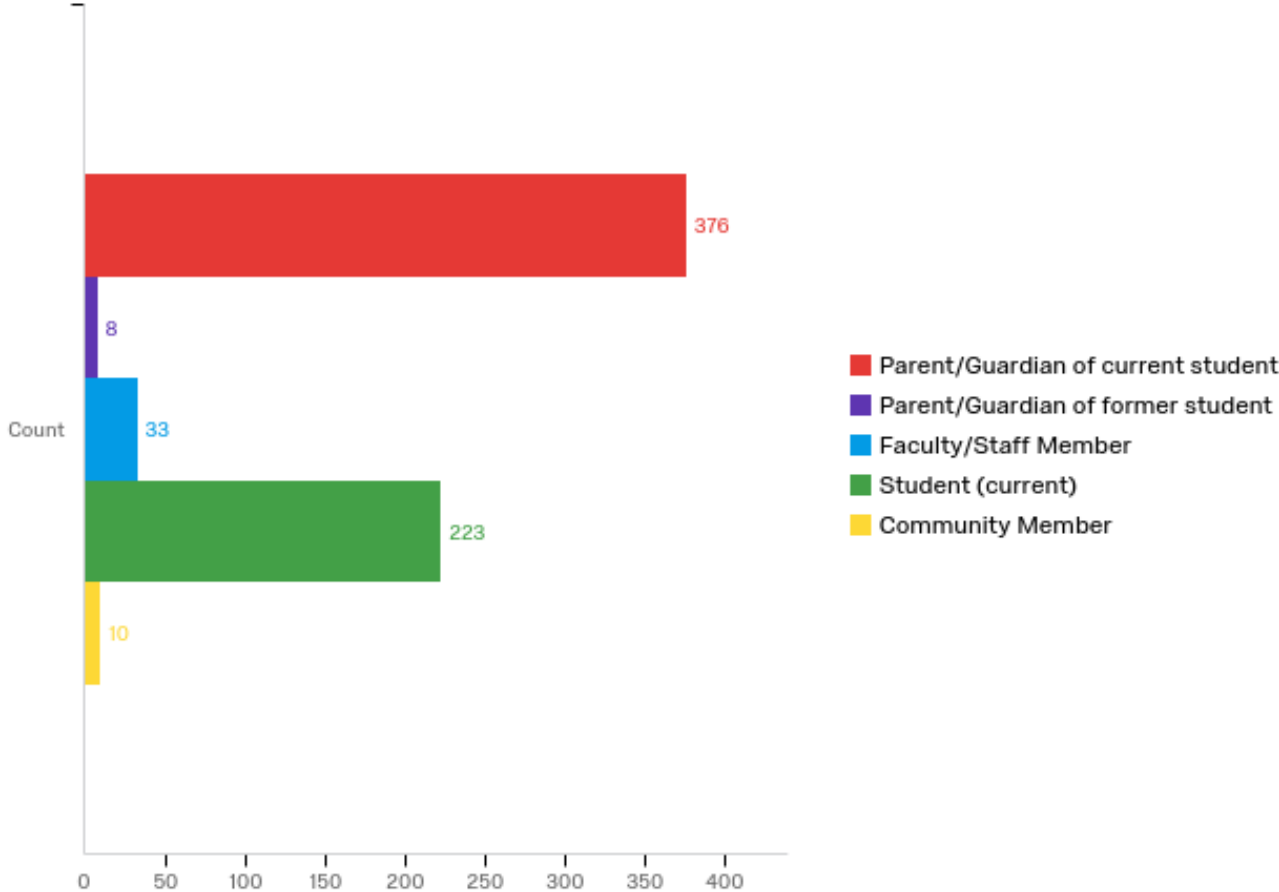
Recommendations

Many respondents were unaware of the school's financial and technology plans. If these are available to the stakeholders, it would be beneficial to make the various groups aware of how they can view this information. Improvements in the school's facilities, equipment and technology management plans would be beneficial. The data reflect a concern over the lack of equity in interactions between the administration and the faculty/staff.

Appendices

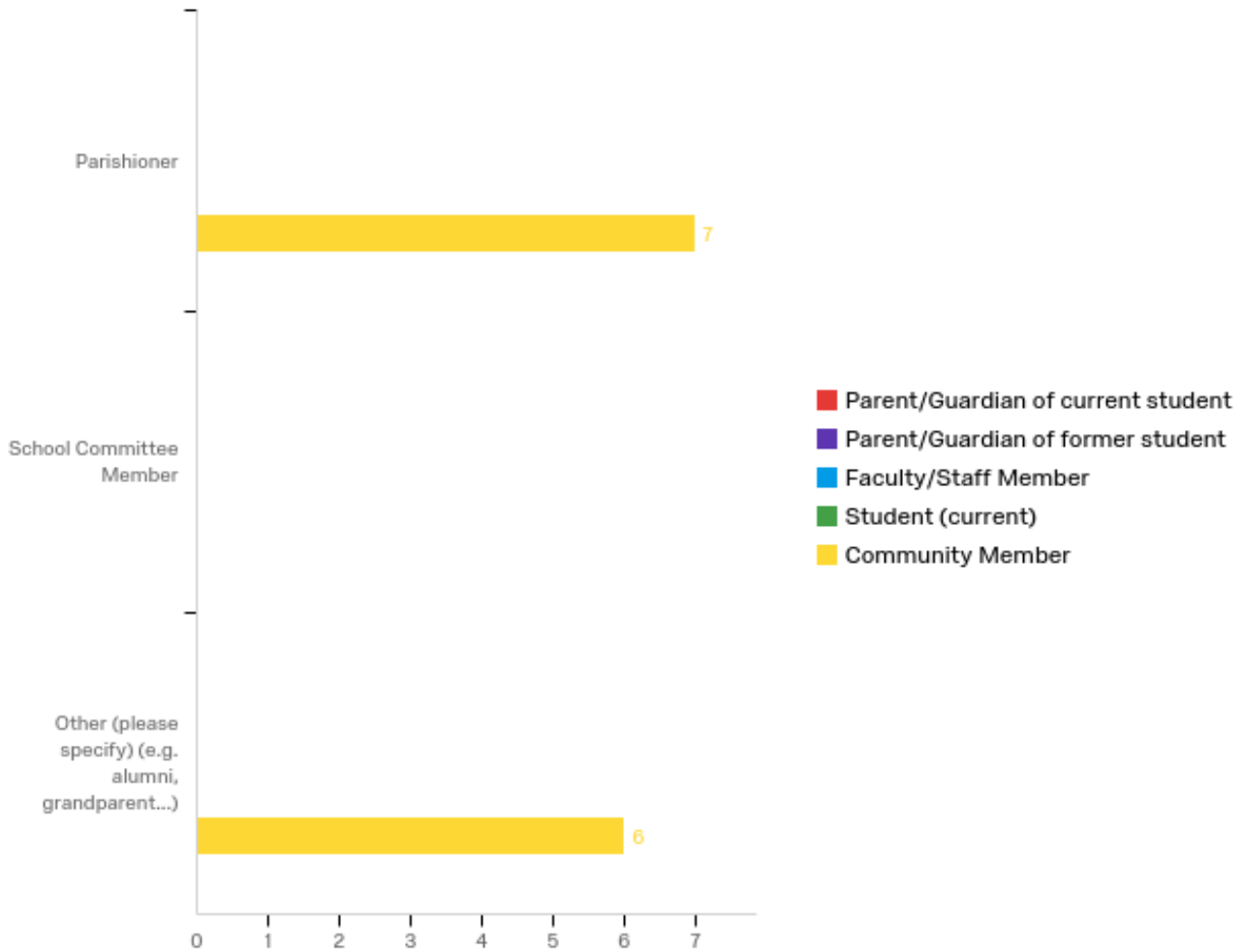
Appendix A: Demographic Data

Respondents - School Connection



Respondent School Connection	%	Count
Parent/ Guardian of current student	58%	376
Parent/ Guardian of former student	1%	8
Faculty/ Staff Member	5%	33
Student (current)	34%	223
Community Member	2%	10
Total	100%	650

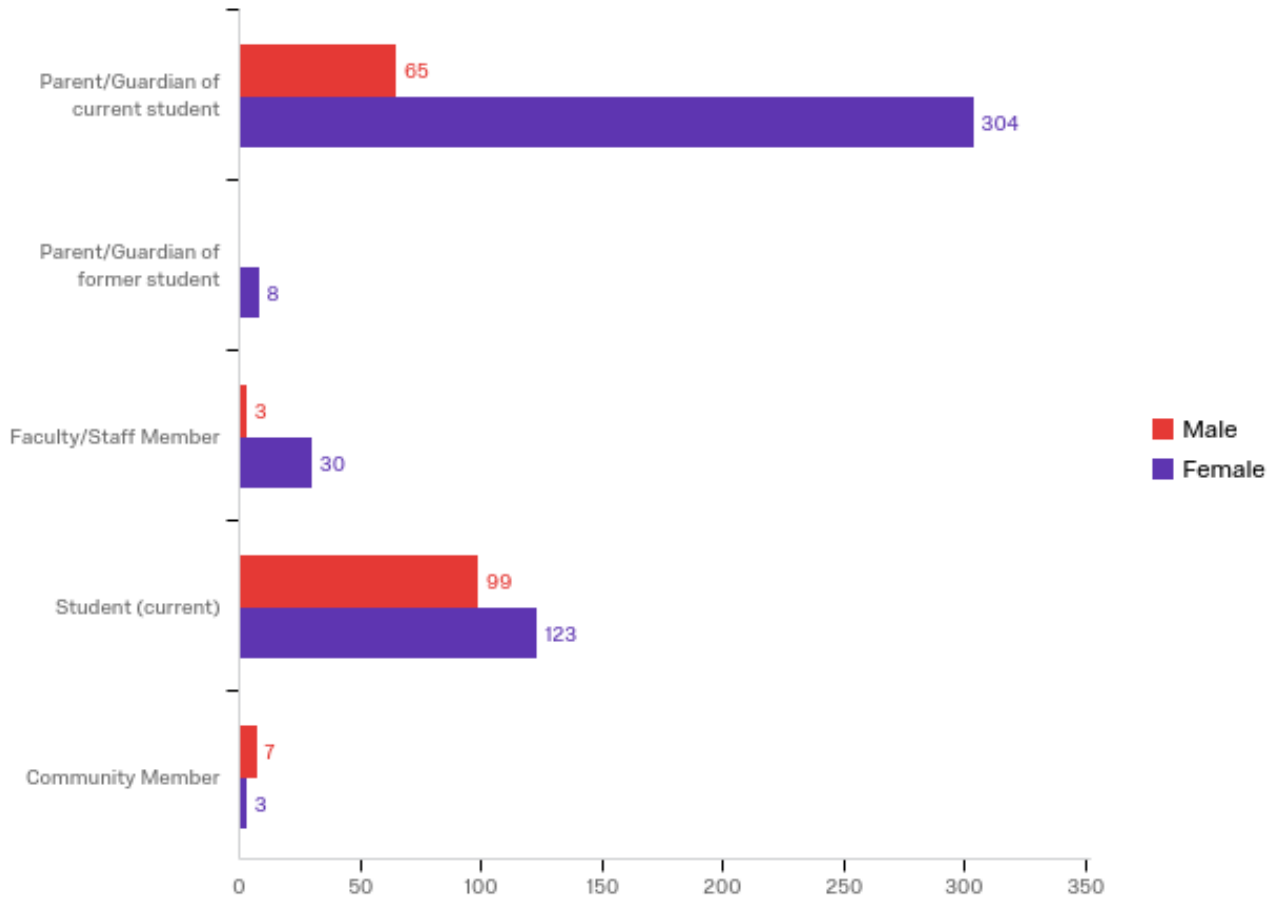
Community Member - Breakdown



Type of Community Member	%	Count
Parishioner	54%	7
School Committee Member	0%	0
Other (please specify) (e.g. alumni, grandparent...)	46%	6
Total	100%	13

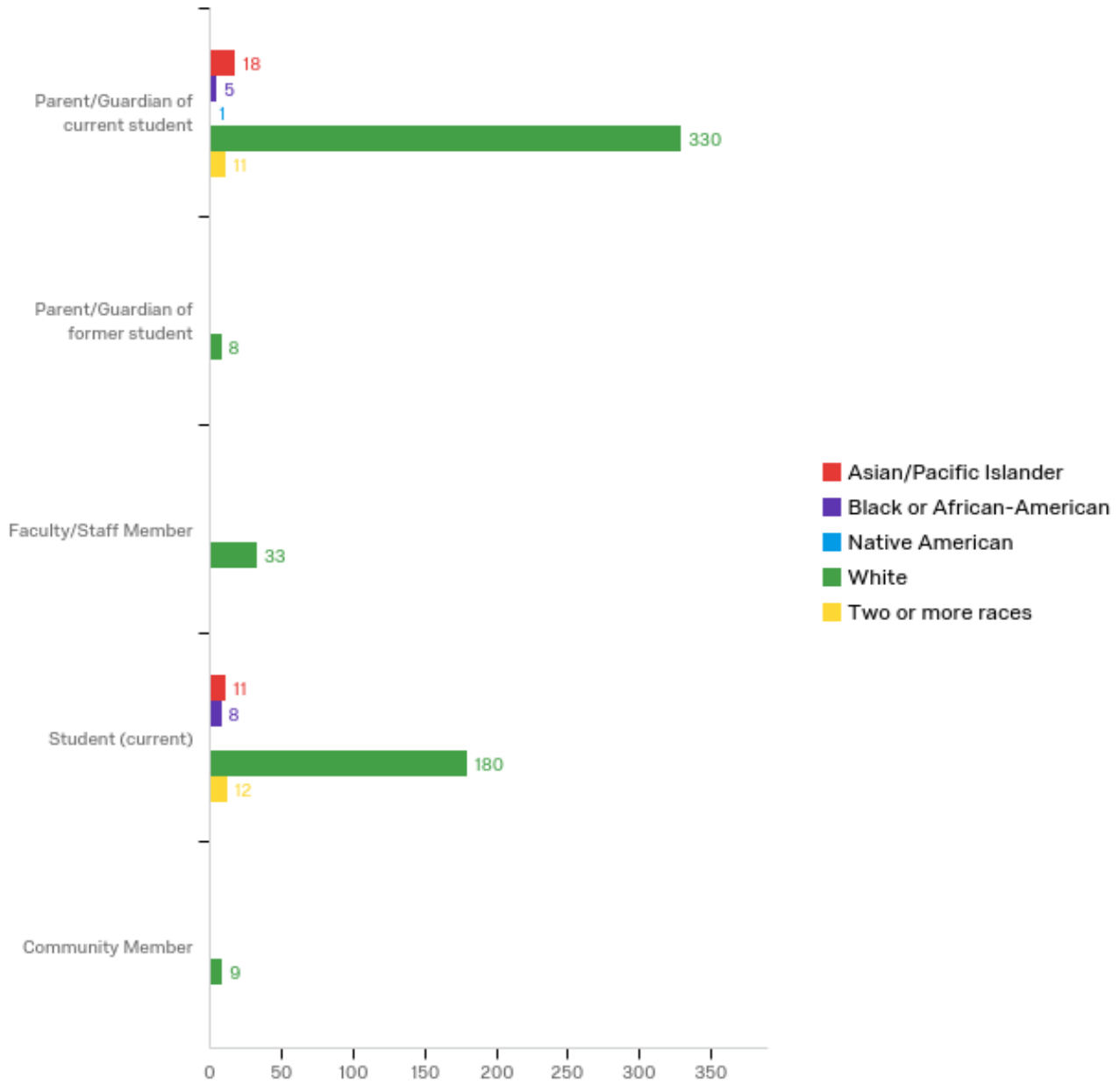
Other (text answers)
alumni
community member
Other
Alumni and potential prospective parent
Parent of former students; Parish Finance Council Member
Catechist at school RE program, former part time employee school, Sacristan/ Extraordinary minister of holy communion school and parish Masses, etc

Gender



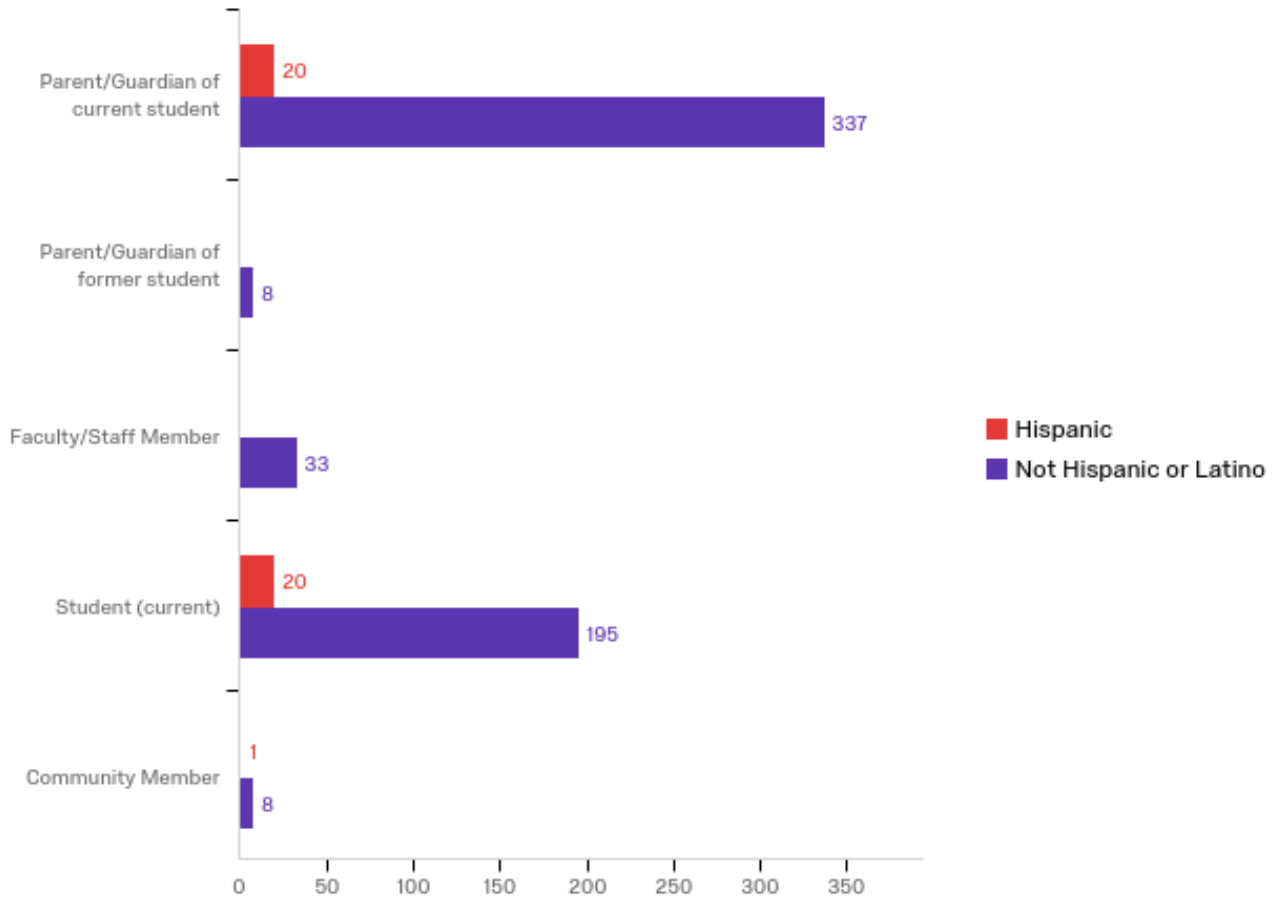
Respondent Type	Male		Female		Total
	Percentage	Count	Percentage	Count	
Parent/ Guardian of current student	18%	65	82%	304	369
Parent/ Guardian of former student	0%	0	100%	8	8
Faculty/ Staff Member	9%	3	91%	30	33
Student (current)	45%	99	55%	123	222
Community Member	70%	7	30%	3	10

Race



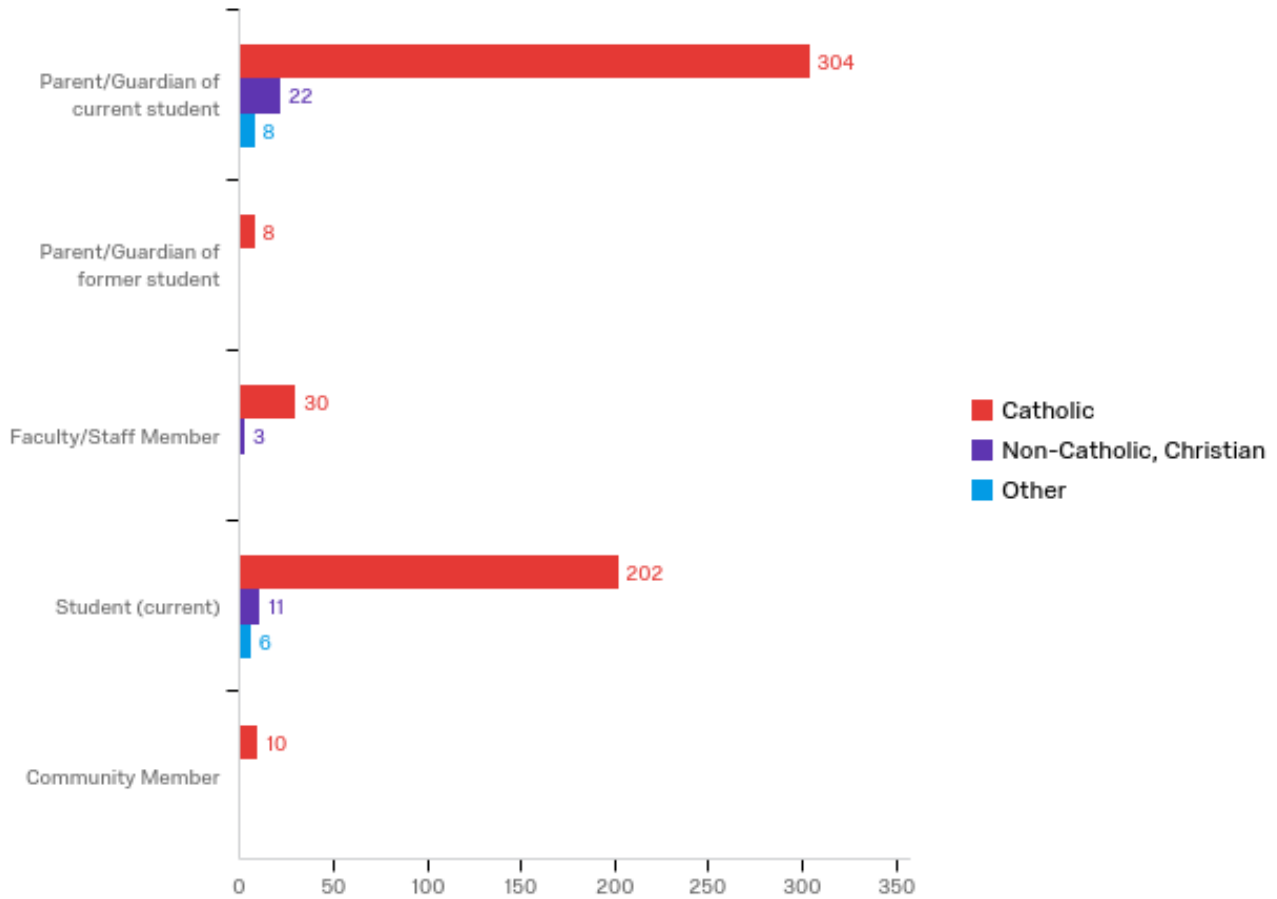
Respondent Type	Asian/Pacific Islander		Black or African-American		Native American		White		Two or more races		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Parent/ Guardian of current student	5%	18	1%	5	0%	1	90%	330	3%	11	365
Parent/ Guardian of former student	0%	0	0%	0	0%	0	100%	8	0%	0	8
Faculty/ Staff Member	0%	0	0%	0	0%	0	100%	33	0%	0	33
Student (current)	5%	11	4%	8	0%	0	85%	180	6%	12	211
Community Member	0%	0	0%	0	0%	0	100%	9	0%	0	9

Ethnicity



Respondent Type	Hispanic		Not Hispanic or Latino		Total
Parent/ Guardian of current student	6%	20	94%	337	357
Parent/ Guardian of former student	0%	0	100%	8	8
Faculty/ Staff Member	0%	0	100%	33	33
Student (current)	9%	20	91%	195	215
Community Member	11%	1	89%	8	9

Religious Affiliation



Respondent Type	Catholic	Non-Catholic, Christian	Other	Total
Parent/ Guardian of current student	91%	7%	2%	334
Parent/ Guardian of former student	100%	0%	0%	8
Faculty/ Staff Member	91%	9%	0%	33
Student (current)	92%	5%	3%	219
Community Member	100%	0%	0%	10

Age

Respondent Type	Under 12 years old		12-17 years old		18-24 years old		25-34 years old		35-44 years old		45-54 years old		55-64 years old		65-74 years old		75 years or older		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Parent/Guardian of current student	3%	11	2%	6	0%	0	13%	47	49%	180	30%	111	3%	11	0%	1	0%	0	367
Parent/Guardian of former student	13%	1	0%	0	0%	0	0%	0	13%	1	13%	1	50%	4	13%	1	0%	0	8
Faculty/ Staff Member	0%	0	0%	0	3%	1	30%	10	21%	7	18%	6	24%	8	3%	1	0%	0	33
Student (current)	37%	82	62%	139	0%	0	0%	0	0%	1	0%	0	0%	1	0%	0	0%	0	223
Community Member	0%	0	0%	0	0%	0	25%	2	25%	2	0%	0	50%	4	0%	0	0%	0	8

Respondents - Parish Affiliation

Parish Affiliation	%	Count
Our Lady of Sorrows Parish - Farmington	80%	436
Other (please specify)	11%	59
St. Colette Parish - Livonia	1%	7
Our Lady of Albanians Parish - Southfield	1%	4
St. Joseph Parish - South Lyon	1%	4
Holy Family Parish - Novi	1%	3
Prince of Peace Parish - West Bloomfield	1%	3
Our Lady of Good Counsel Parish - Plymouth	<1%	2
Our Lady of Victory Parish - Northville	<1%	2
St. Fabian Parish - Farmington Hills	<1%	2
St. Gerald Parish - Farmington	<1%	2
St. Hugo of the Hills Parish - Bloomfield Hills	<1%	2
St. James Parish - Novi	<1%	2
St. Mary Parish - Royal Oak	<1%	2
Christ the King Parish - Detroit	<1%	1
Divine Providence Parish (Lithuanian) - Southfield	<1%	1
Marian High School Chapel - Bloomfield Hills	<1%	1
Our Lady of Grace Vietnamese Parish - Warren	<1%	1
Our Lady of Refuge Parish - Orchard Lake	<1%	1
Our Lady of the Lakes Parish - Waterford	<1%	1
Our Lady Queen of Martyrs Parish - Beverly Hills	<1%	1
Resurrection Parish - Canton	<1%	1
Sacred Heart Parish - Dearborn	<1%	1
St. Andre' Bessette Parish - Ecorse	<1%	1
St. Andrew Parish - Rochester	<1%	1

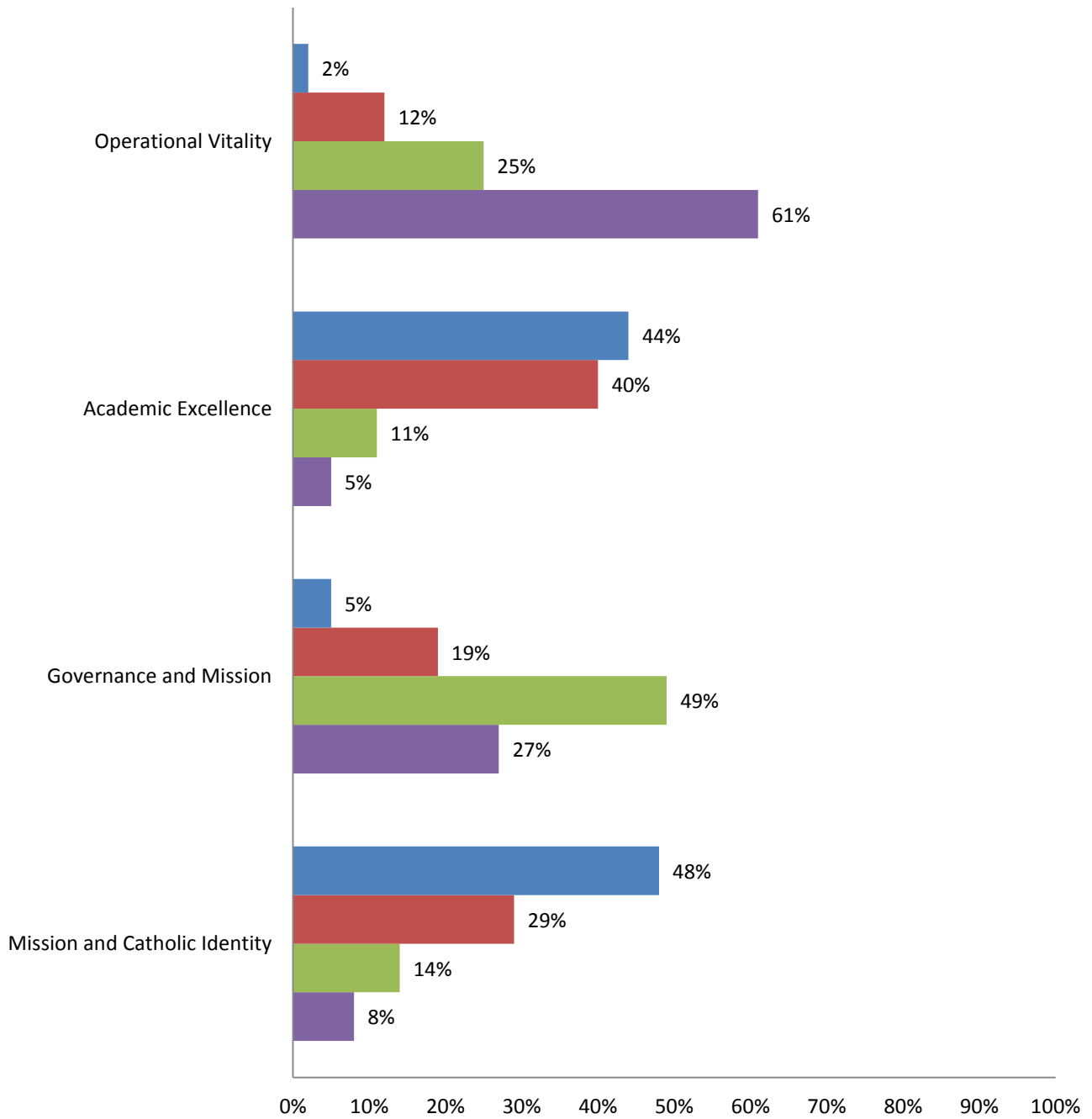
St. Frances Cabrini Parish - Allen Park	<1%	1
St. John Neumann Parish - Canton	<1%	1
St. Joseph the Worker Parish - Lake Orion	<1%	1
St. Kenneth Parish - Plymouth	<1%	1
St. Michael Parish - Livonia	<1%	1
St. Priscilla Parish - Livonia	<1%	1
St. William Parish - Walled Lake	<1%	1

Appendix B: NCEA Standards

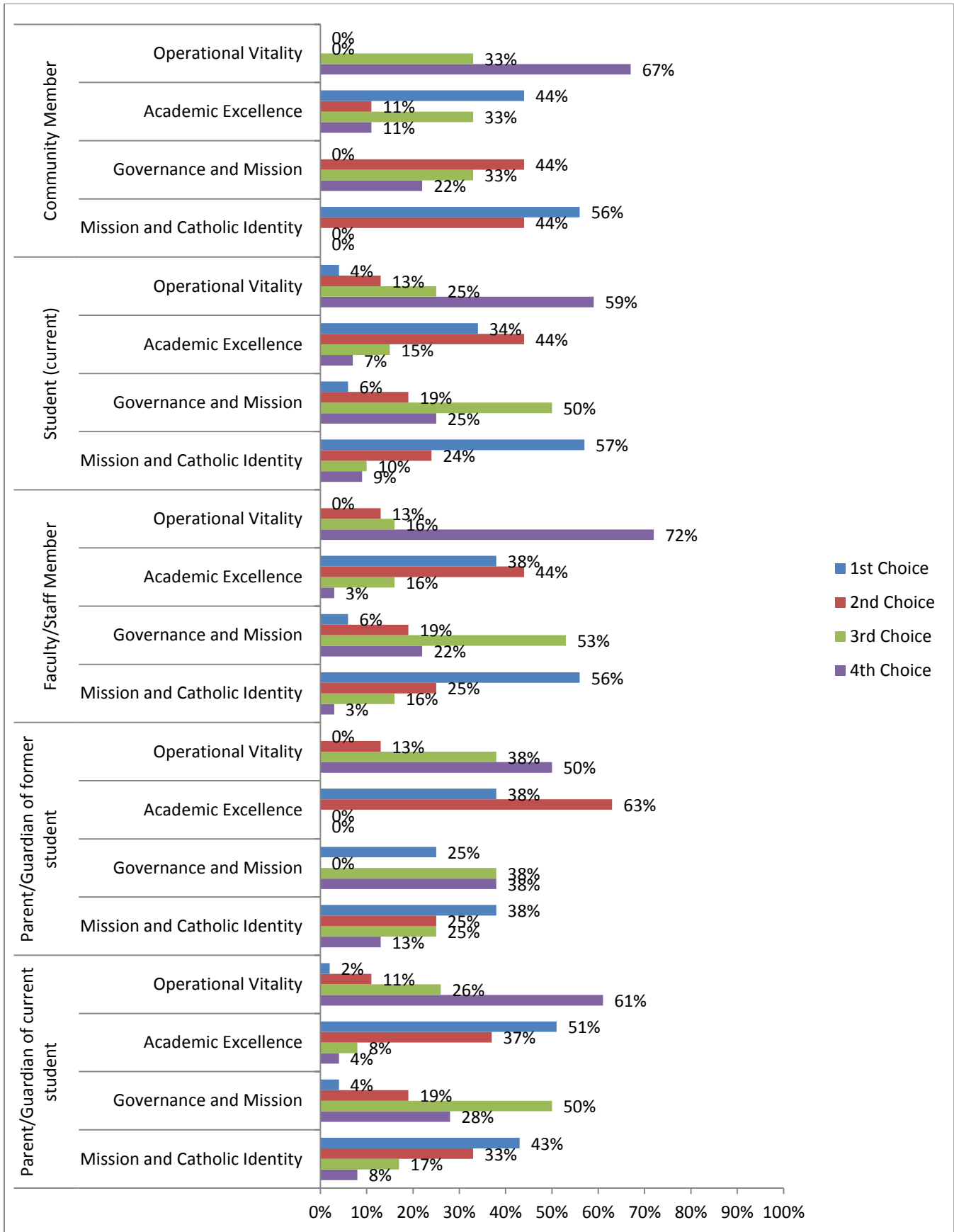
Most Important Standard of a Catholic School

Connection to School	Most Important Standard			Least Important Standard
Parent/Guardian of current student	Academic Excellence	Mission and Catholic Identity	Governance and Mission	Operational Vitality
Parent/Guardian of former student	Academic Excellence TIED WITH Mission and Catholic Identity		Governance and Mission	Operational Vitality
Faculty/Staff Member	Mission and Catholic Identity	Academic Excellence	Governance and Mission	Operational Vitality
Student (current)	Mission and Catholic Identity	Academic Excellence	Governance and Mission	Operational Vitality
Community Member	Mission and Catholic Identity	Academic Excellence	Governance and Mission	Operational Vitality

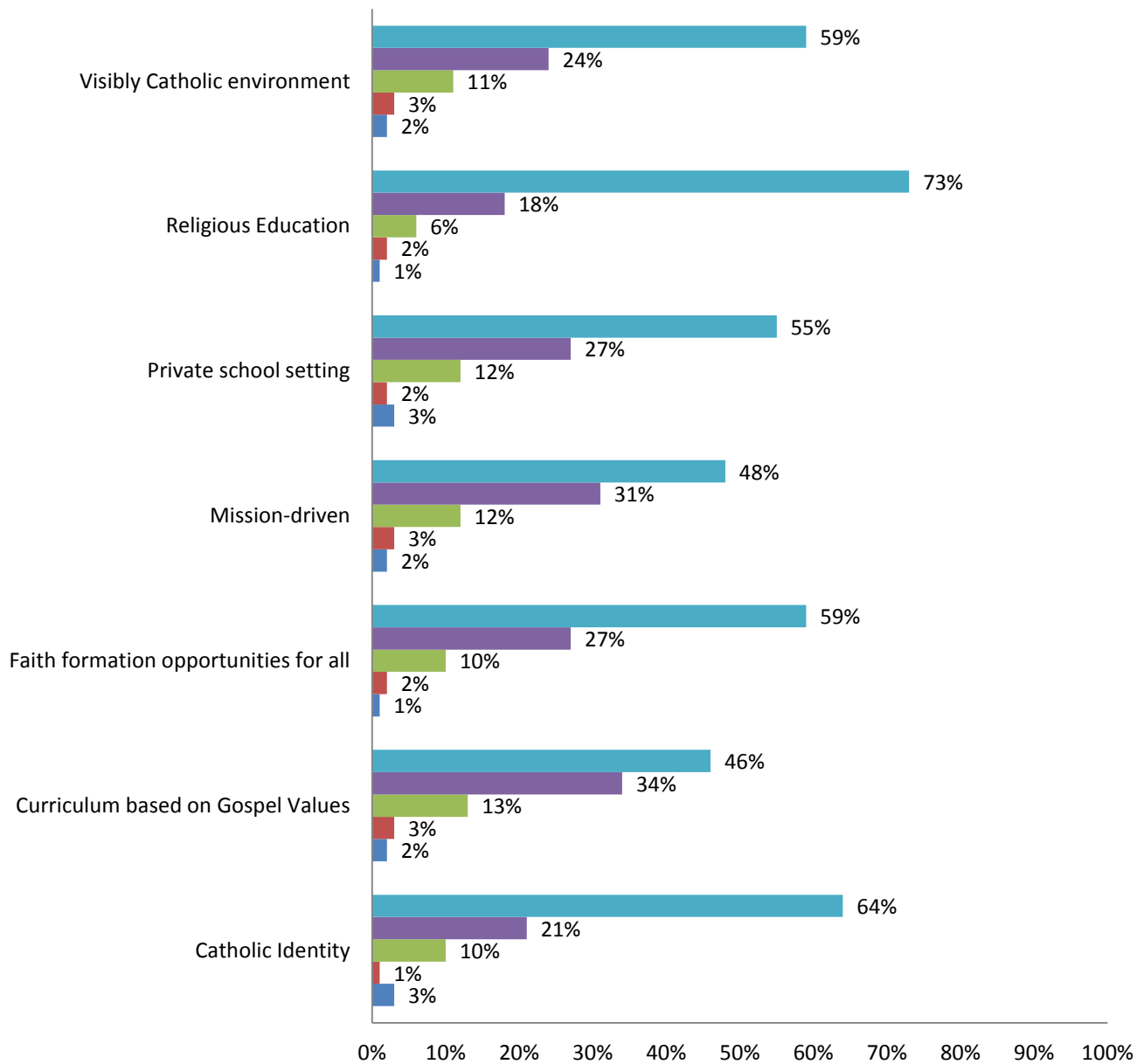
All Respondents Combined



	Mission and Catholic Identity	Governance and Mission	Academic Excellence	Operational Vitality
■ 1st Choice	48%	5%	44%	2%
■ 2nd Choice	29%	19%	40%	12%
■ 3rd Choice	14%	49%	11%	25%
■ 4th Choice	8%	27%	5%	61%

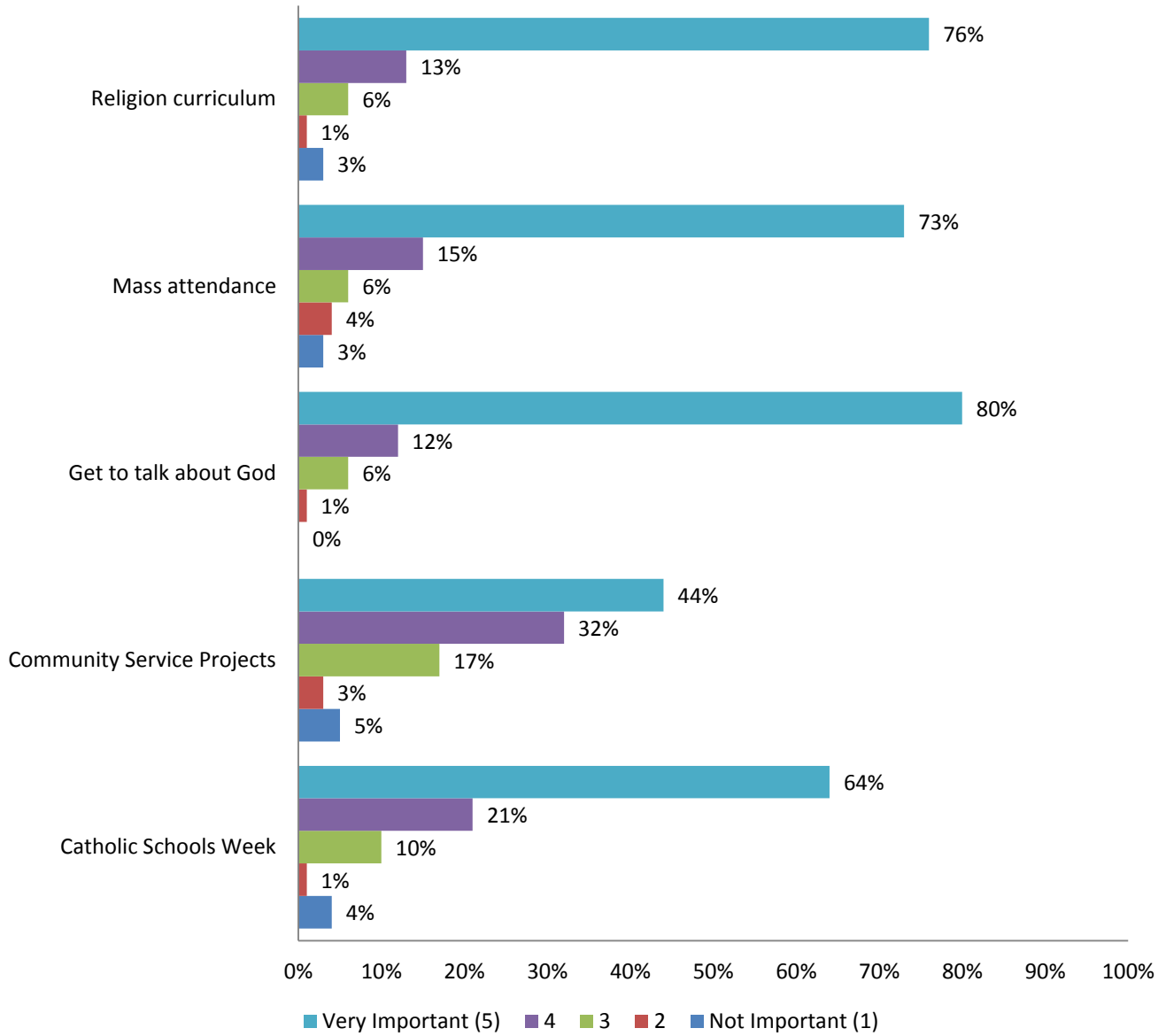


Mission and Catholic Identity - General Questions

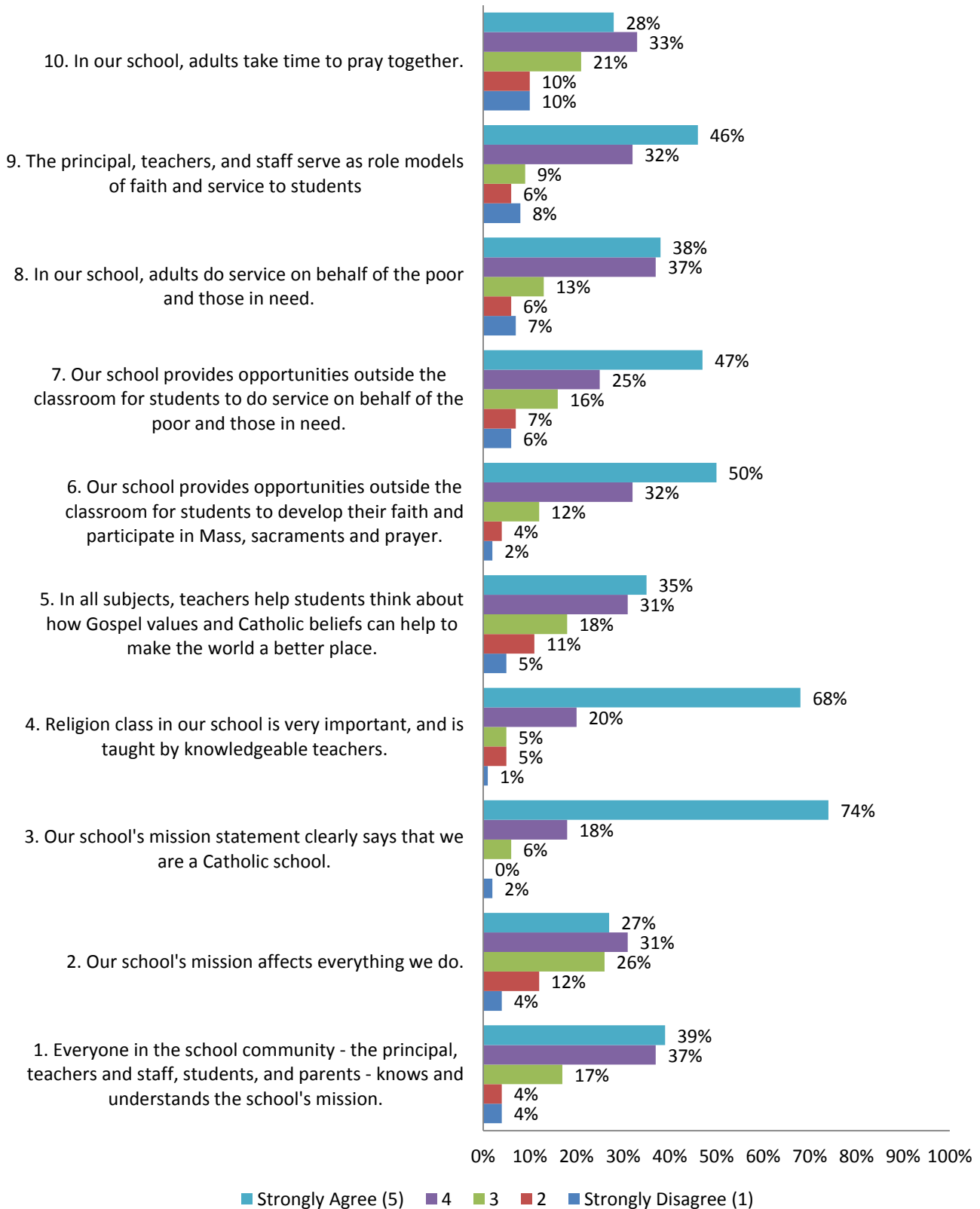


	Catholic Identity	Curriculum based on Gospel Values	Faith formation opportunities for all	Mission-driven	Private school setting	Religious Education	Visibly Catholic environment
Very Important (5)	64%	46%	59%	48%	55%	73%	59%
4	21%	34%	27%	31%	27%	18%	24%
3	10%	13%	10%	12%	12%	6%	11%
2	1%	3%	2%	3%	2%	2%	3%
Not Important (1)	3%	2%	1%	2%	3%	1%	2%

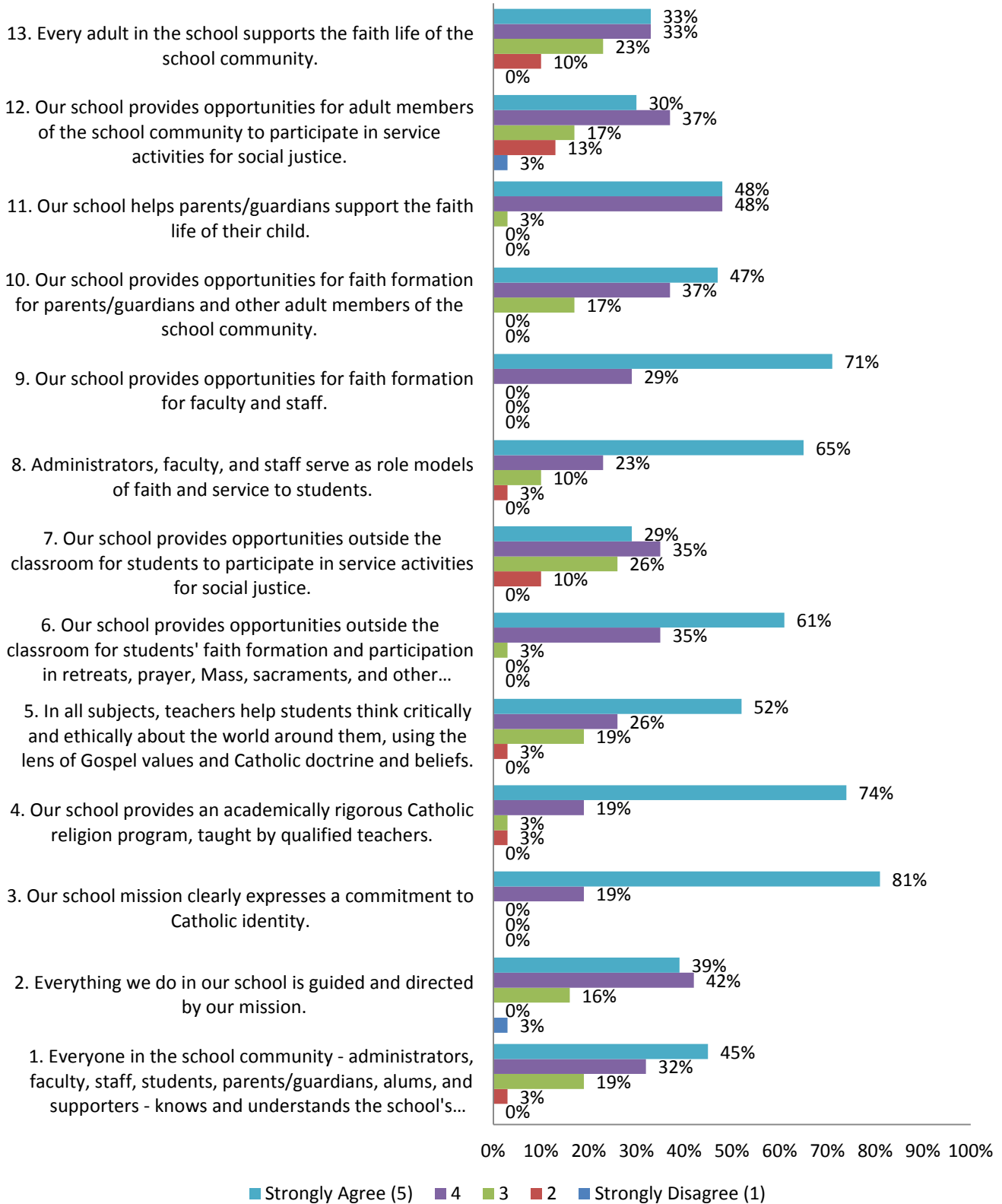
How important are each of the following with regard to the quality of your school experience at **this school?**



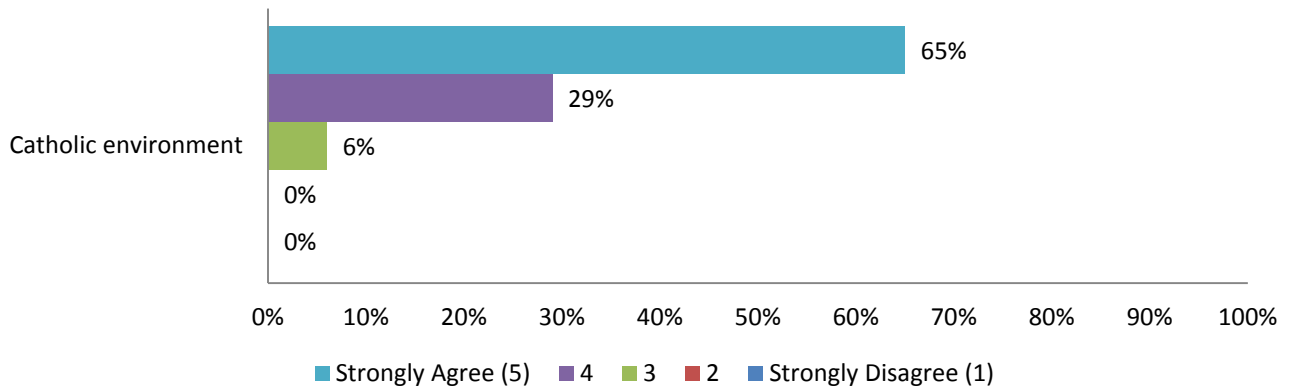
Grades 4-8 Survey Questions



Faculty/Staff Survey Questions



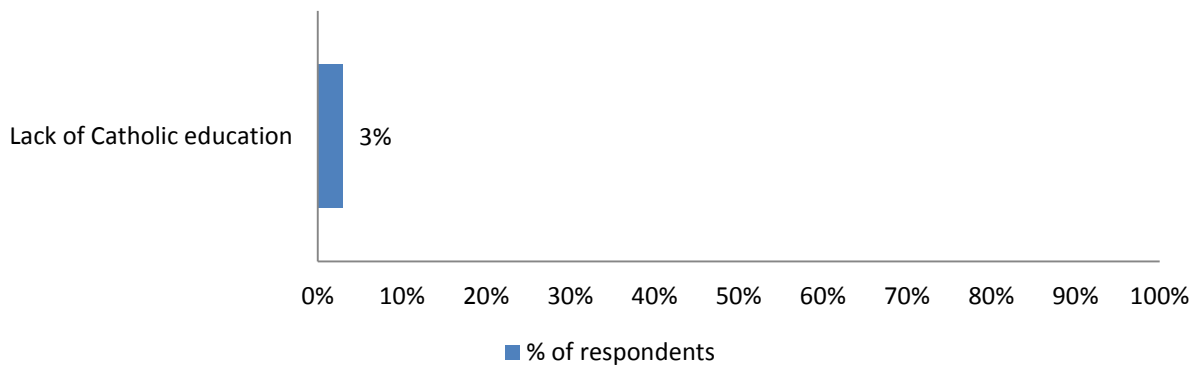
Factors that influenced my decision to work at this school



Other (text answers)
Faithful to preaching the Gospel

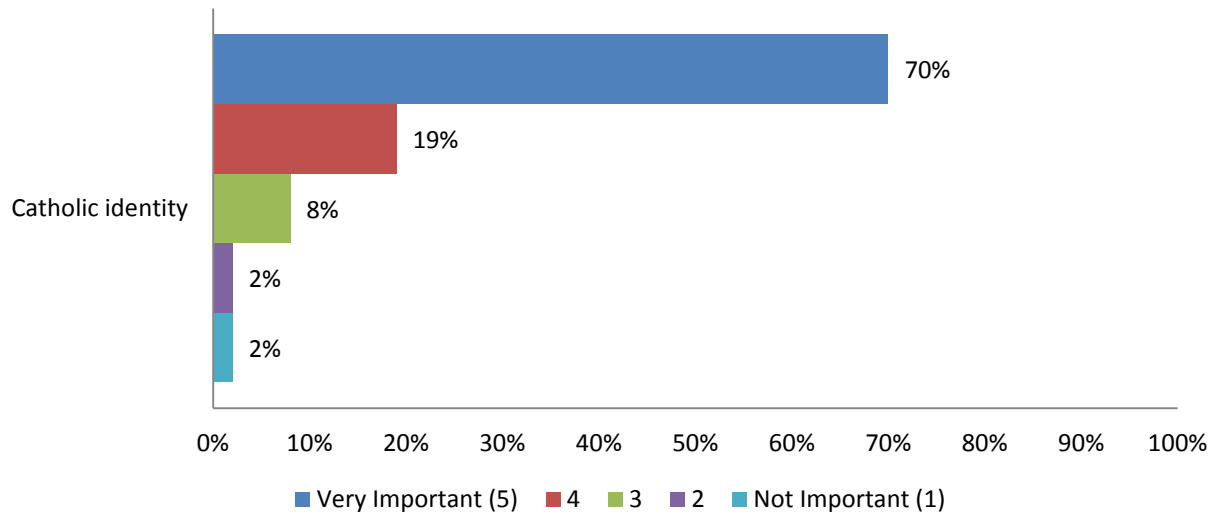
Parents/Community

Considered leaving this school because of these factors



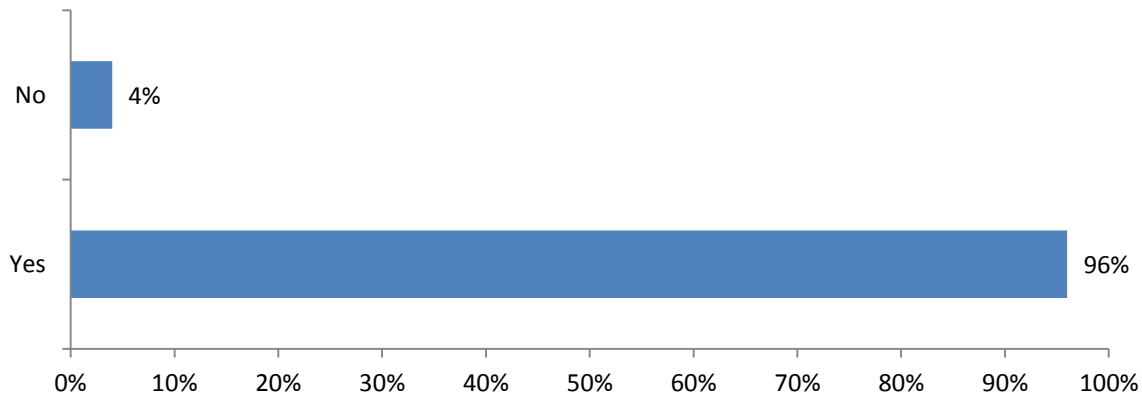
Other (text answers)	
Quality in everything	community attitude
Divisive community -- we have a growing population of one particular ethnic group that is very exclusive and entitled. It makes it challenging for those that are not of the same	Some children and families are not exactly what I would consider nice. There are many families who act very entitled and rude.
Culture of the school	Decreased number of Roman Catholics in the school
If moral and family values deteriorate	Too clicky
Attitudes of other families, children that are being sent to OLS for private school status and not Catholic values, politics with the PTG and fundraising	School is unable to remove problem families that do not uphold catholic values.
Too large, Discipline lacking, disorderly, opportunity for education in virtues with the Dominican Sisters, parents have unique parenting style not necessarily in line with my philosophies and it leads to feeling alone and isolated, I need a distinctively Roman Catholic Education	

Importance in decision to send your child(ren) to this school

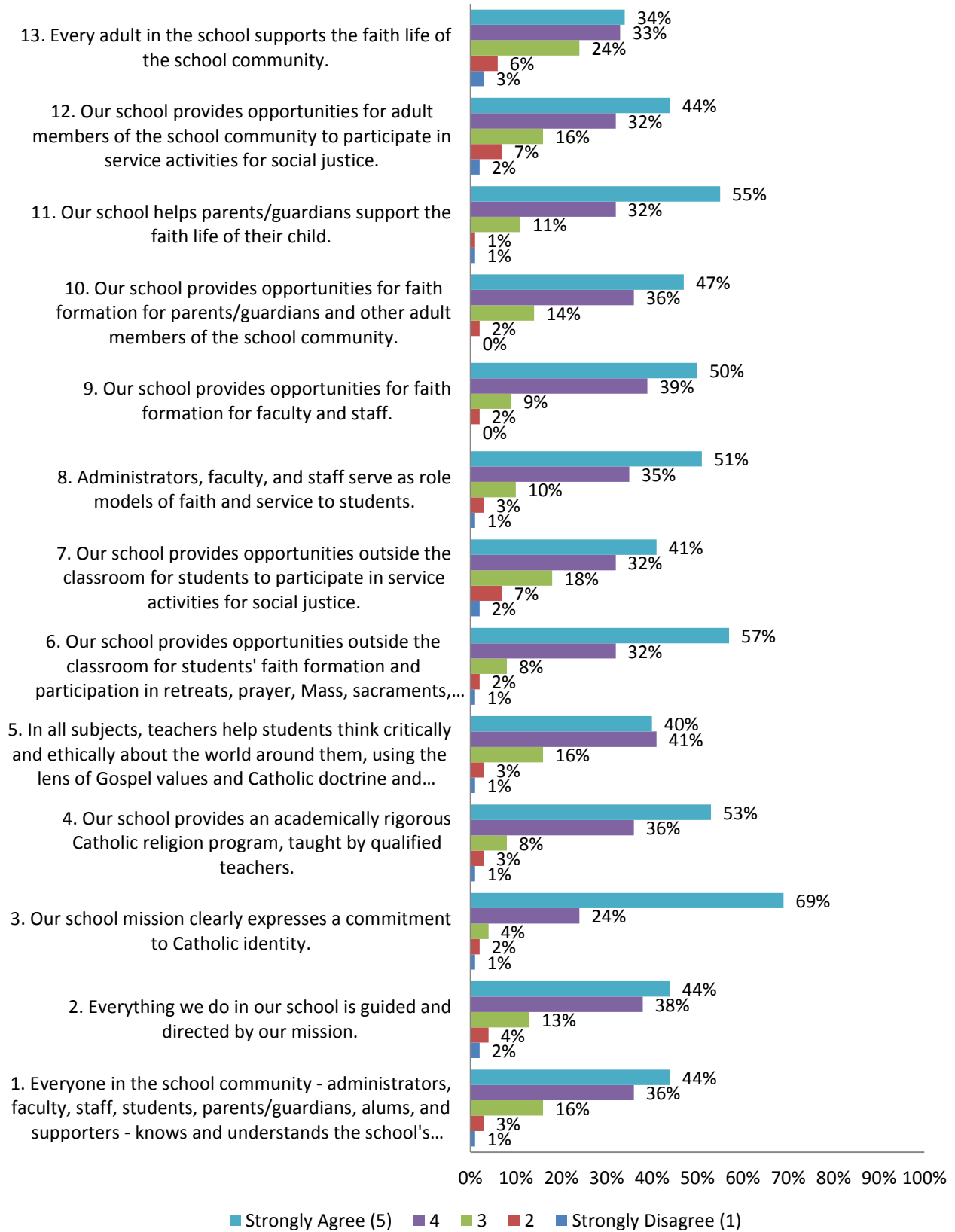


Other (text answers)	
enviroment	Faith education
Discipline and values relative to public schools	Strong community atmosphere
High moral standards. Unfortunately this is degrading in grades 3 and below.	I like being able to wish "Merry Christmas" and "Happy Easter" without concern of offending anyone. Catholic schools allow us to be with like minded people.
School culture/ are kids and families kind	Faith
Catholic Values/ non libetakized	Happy environment
Moral values	Catholic instructor
Culture / Environment	Recommendations
environment	

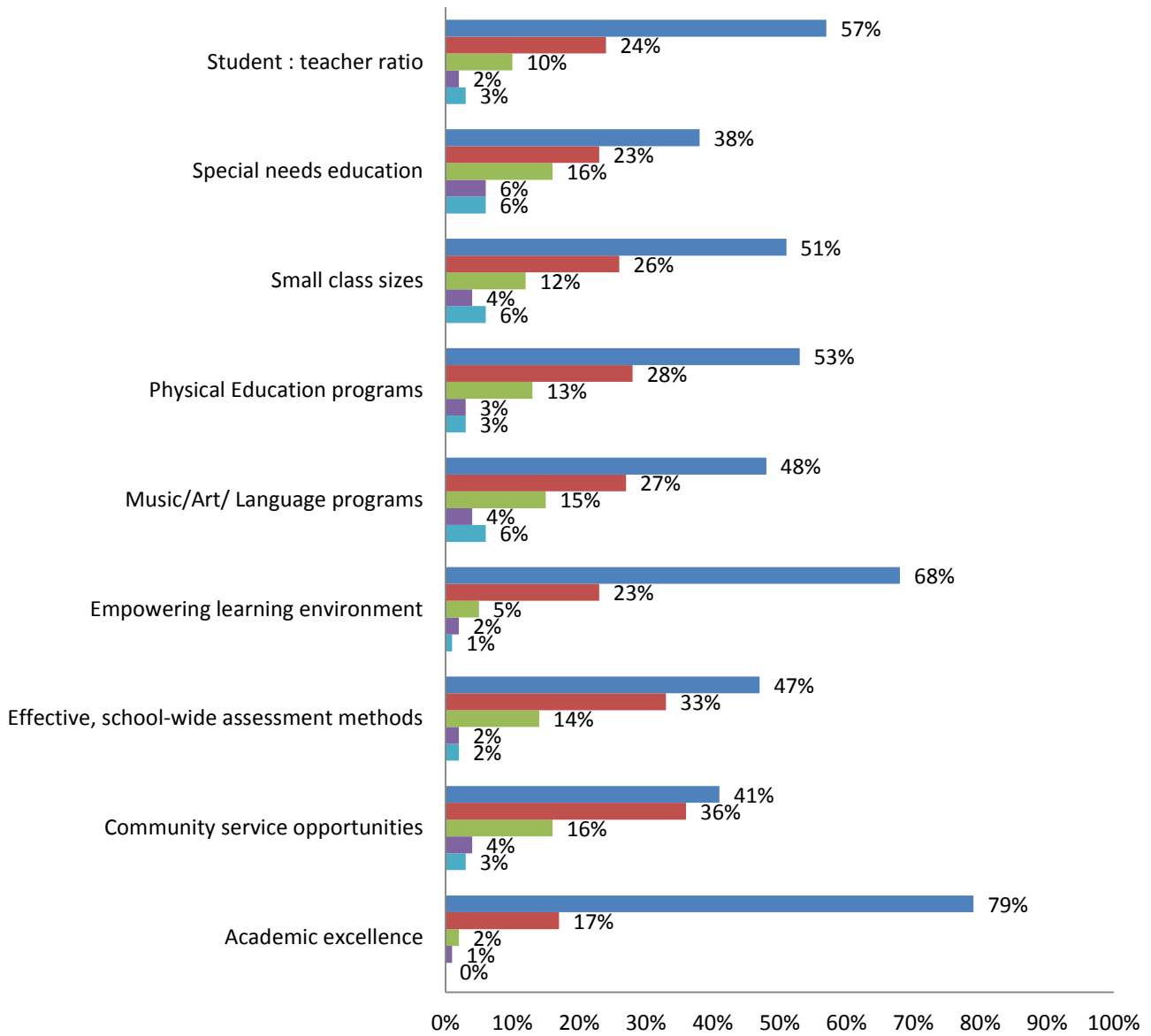
Satisfied with how often your child(ren) attends Mass while in school?



Parent/Community Survey Questions

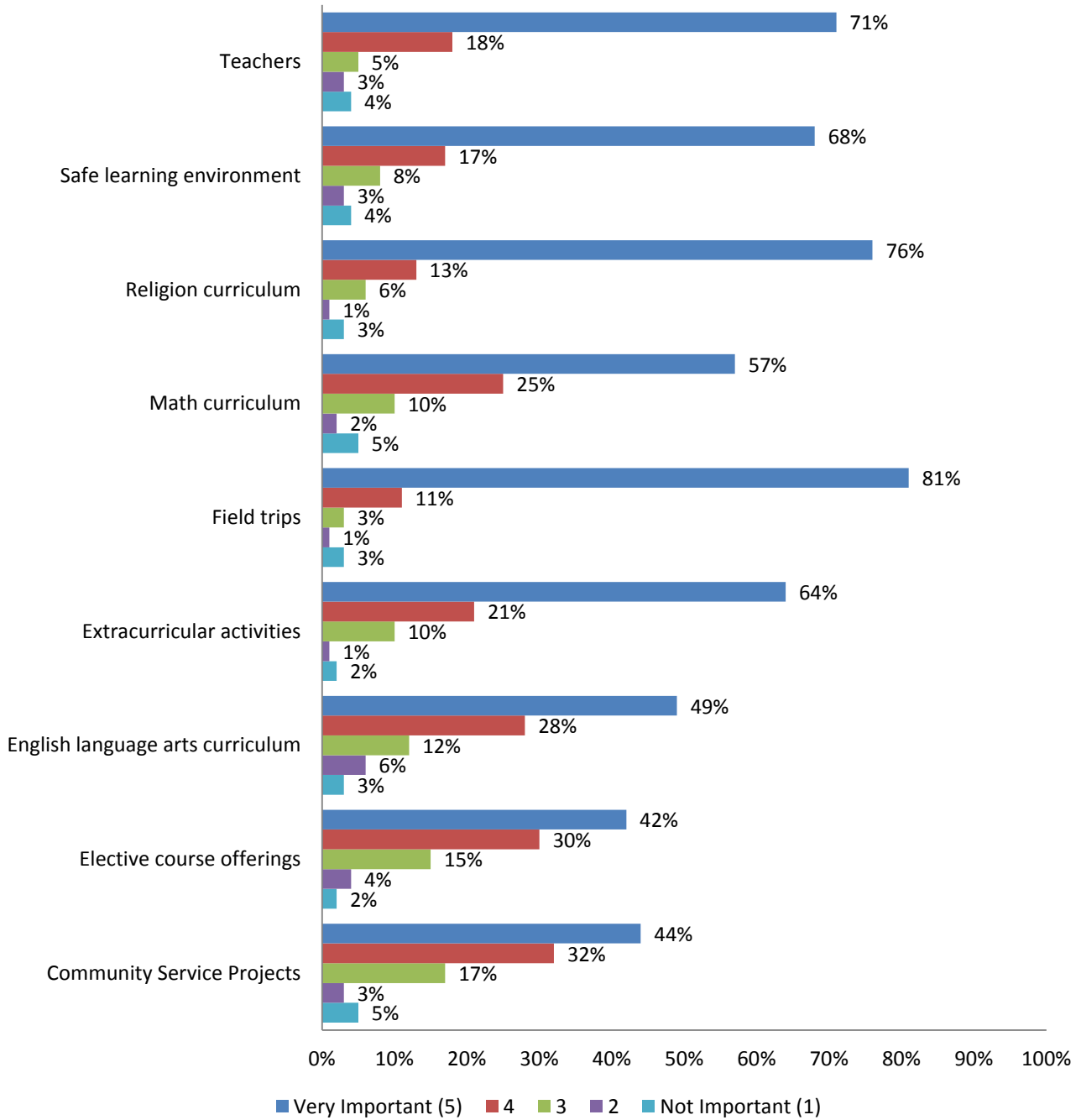


Academic Excellence - General Questions



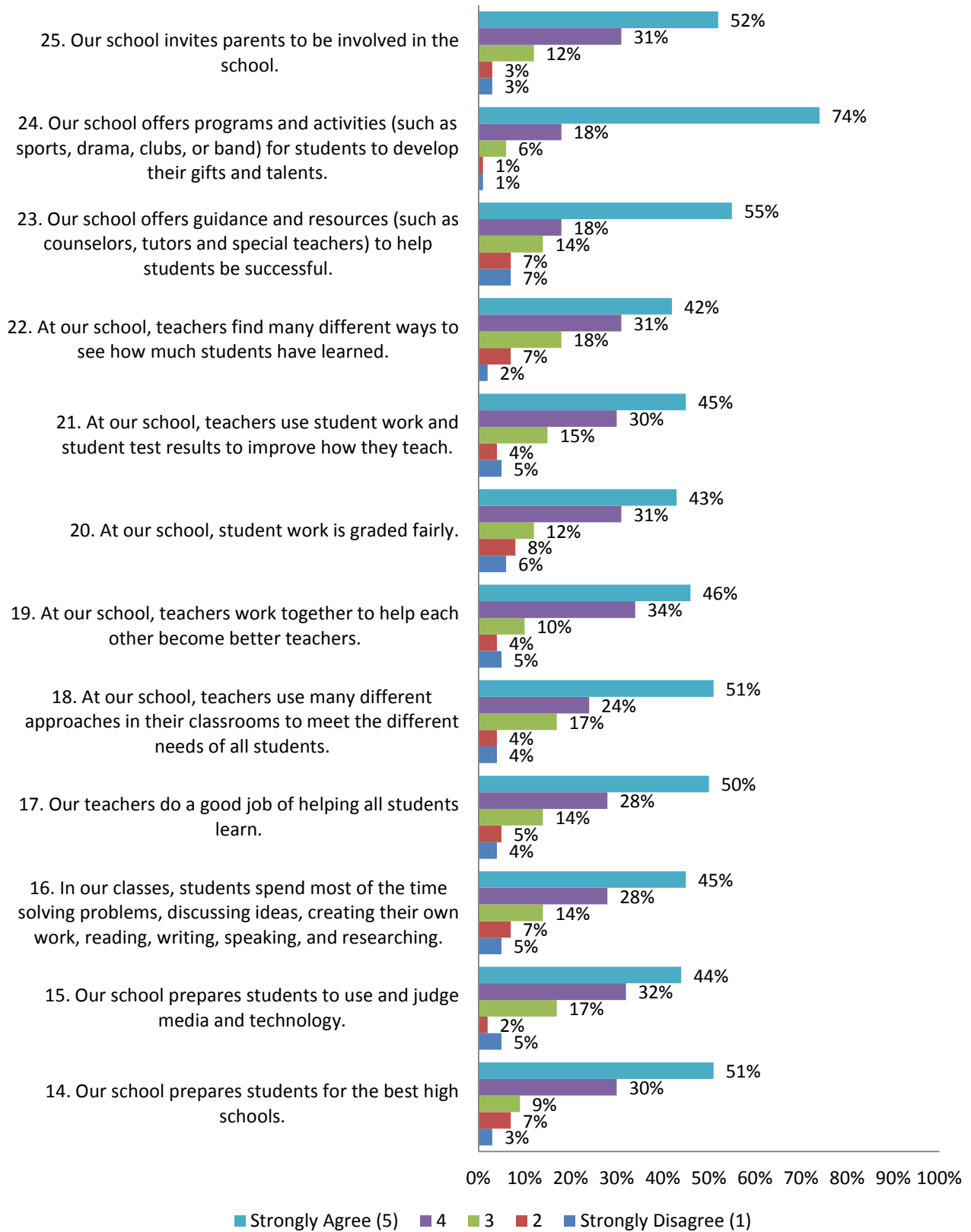
	Academic excellence	Community service opportunities	Effective, school-wide assessment methods	Empowering learning environment	Music/Art / Language programs	Physical Education programs	Small class sizes	Special needs education	Student : teacher ratio
Very Important (5)	79%	41%	47%	68%	48%	53%	51%	38%	57%
4	17%	36%	33%	23%	27%	28%	26%	23%	24%
3	2%	16%	14%	5%	15%	13%	12%	16%	10%
2	1%	4%	2%	2%	4%	3%	4%	6%	2%
Not Important (1)	0%	3%	2%	1%	6%	3%	6%	6%	3%

How important is the following with regard to the quality of your school experience at this school?

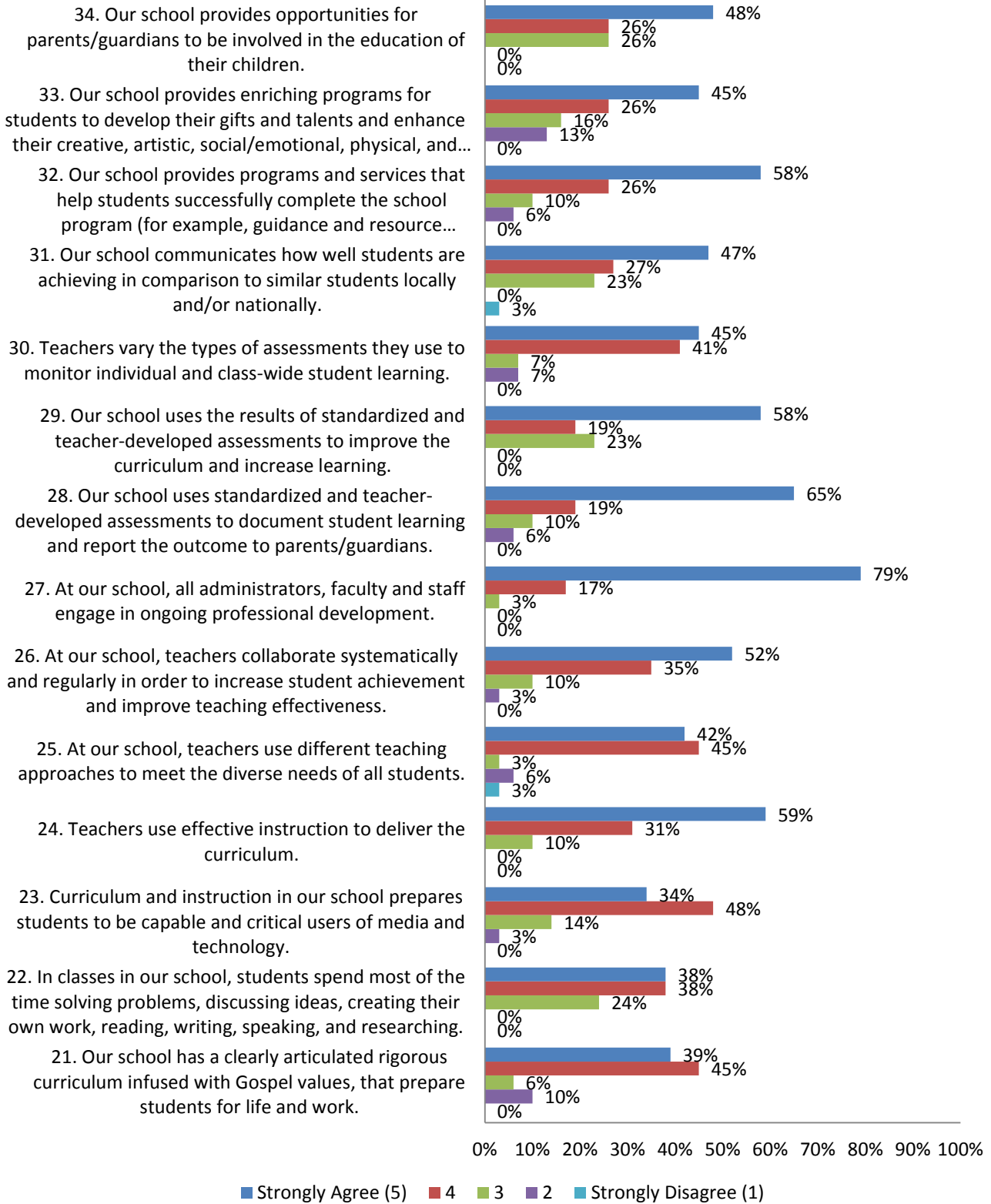


Other (text answers)	
FIELD TRIPSSSSS	math
homework	Reading Cirriculum
homework	Spirit Weeks
Sports	Staff

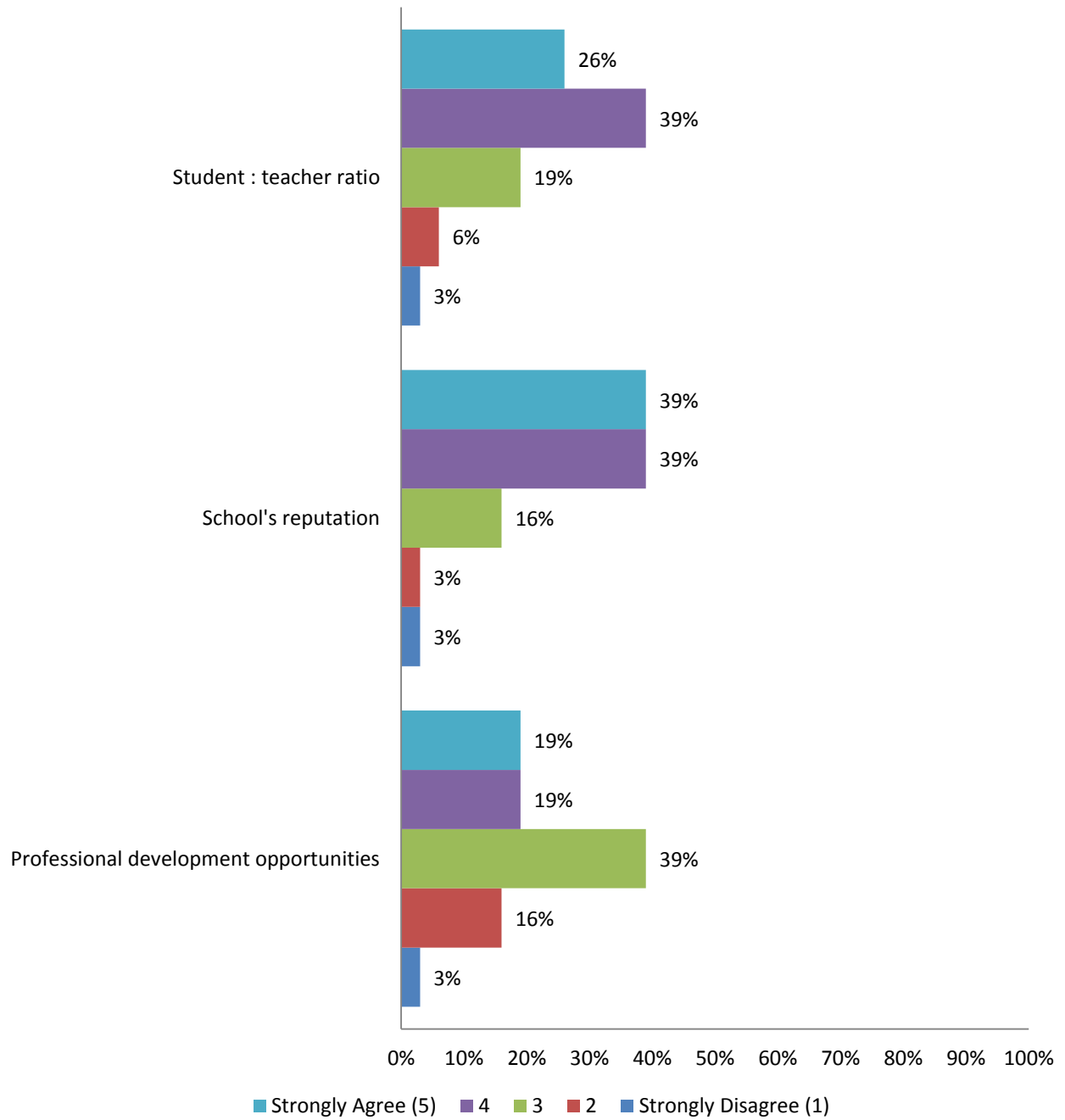
Grades 4-8 Survey Questions



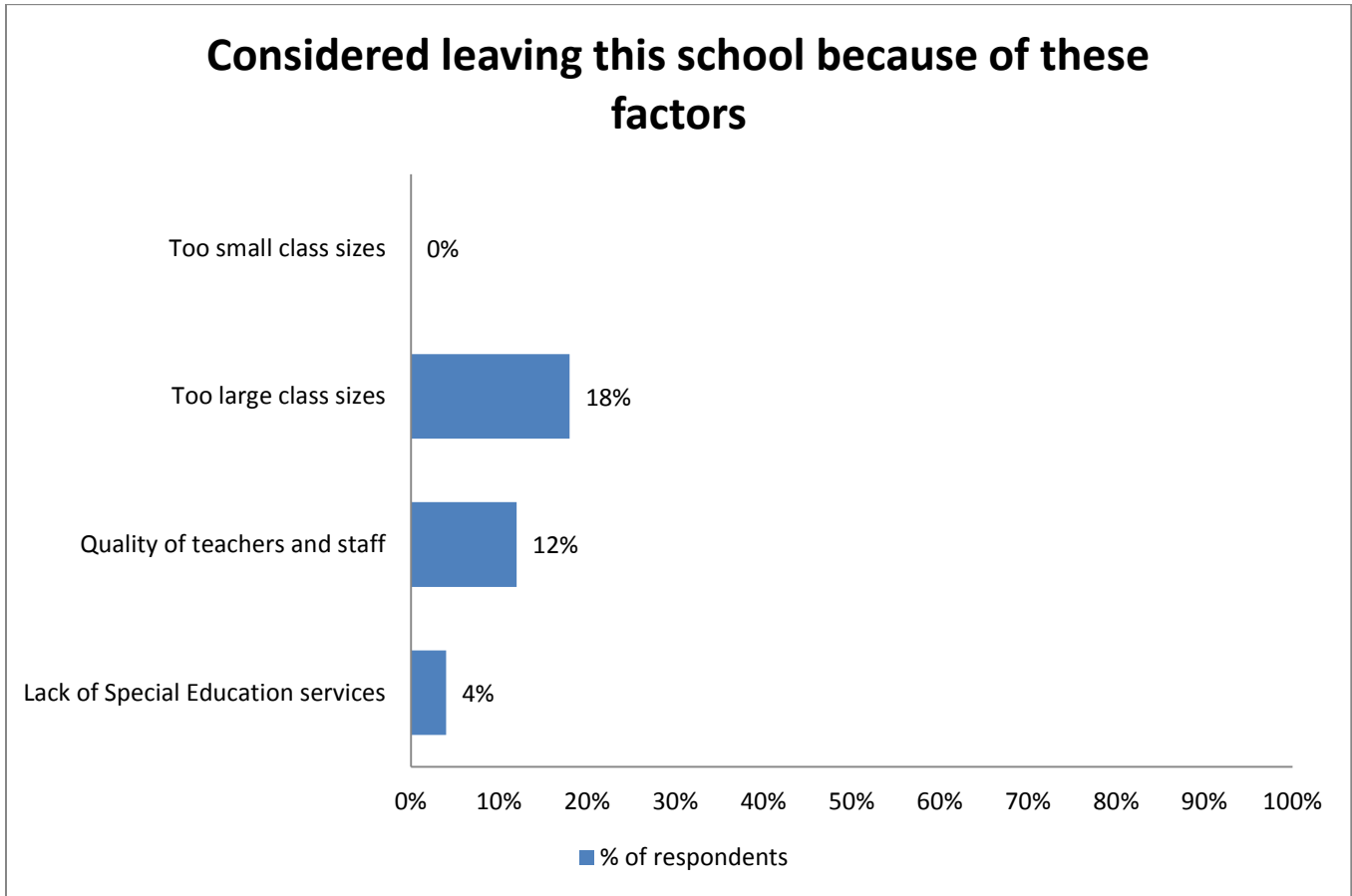
Faculty/Staff Survey Questions



Factors that influenced my decision to work at this school

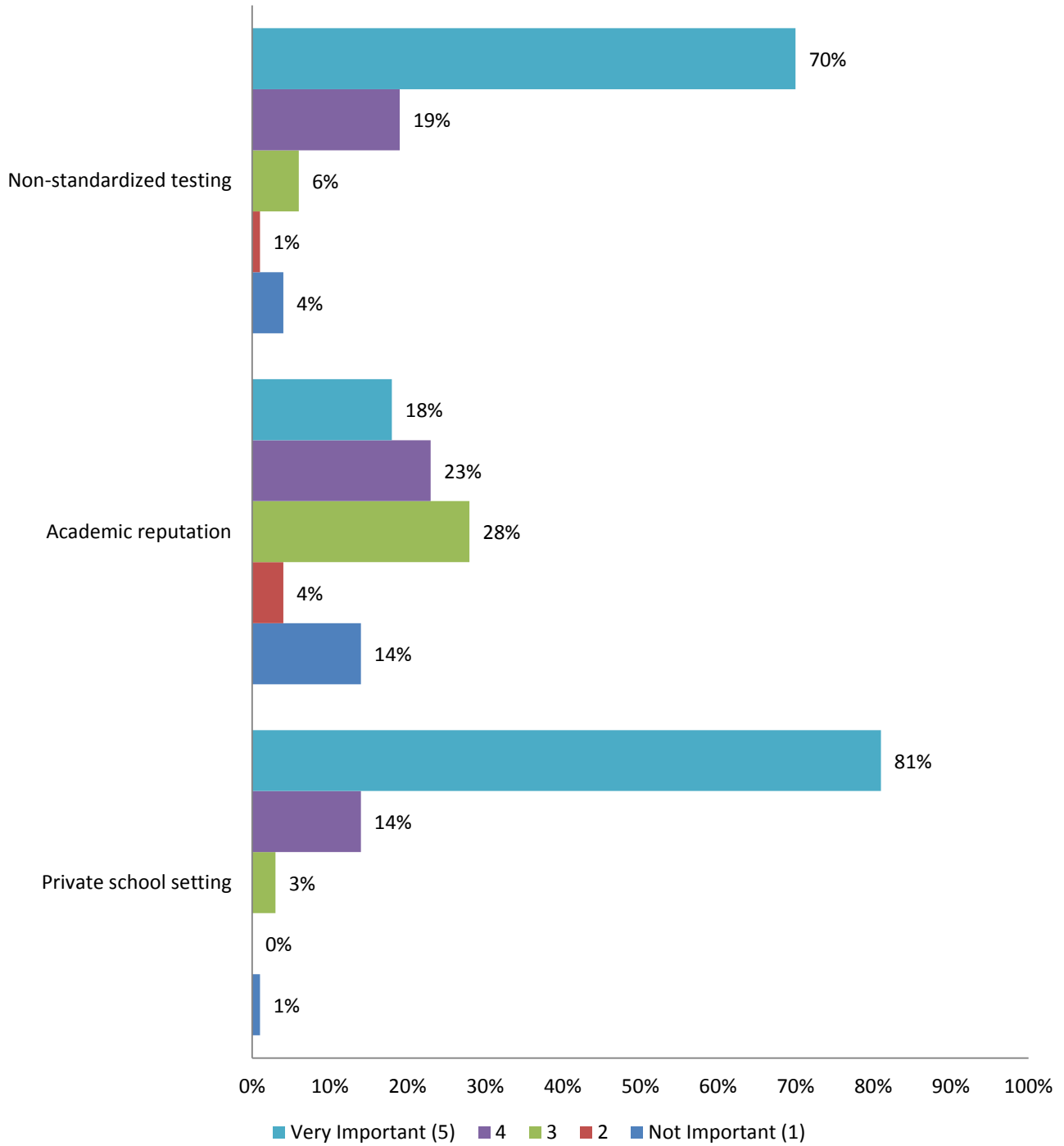


Other (text answers)
English/literature are separate subjects



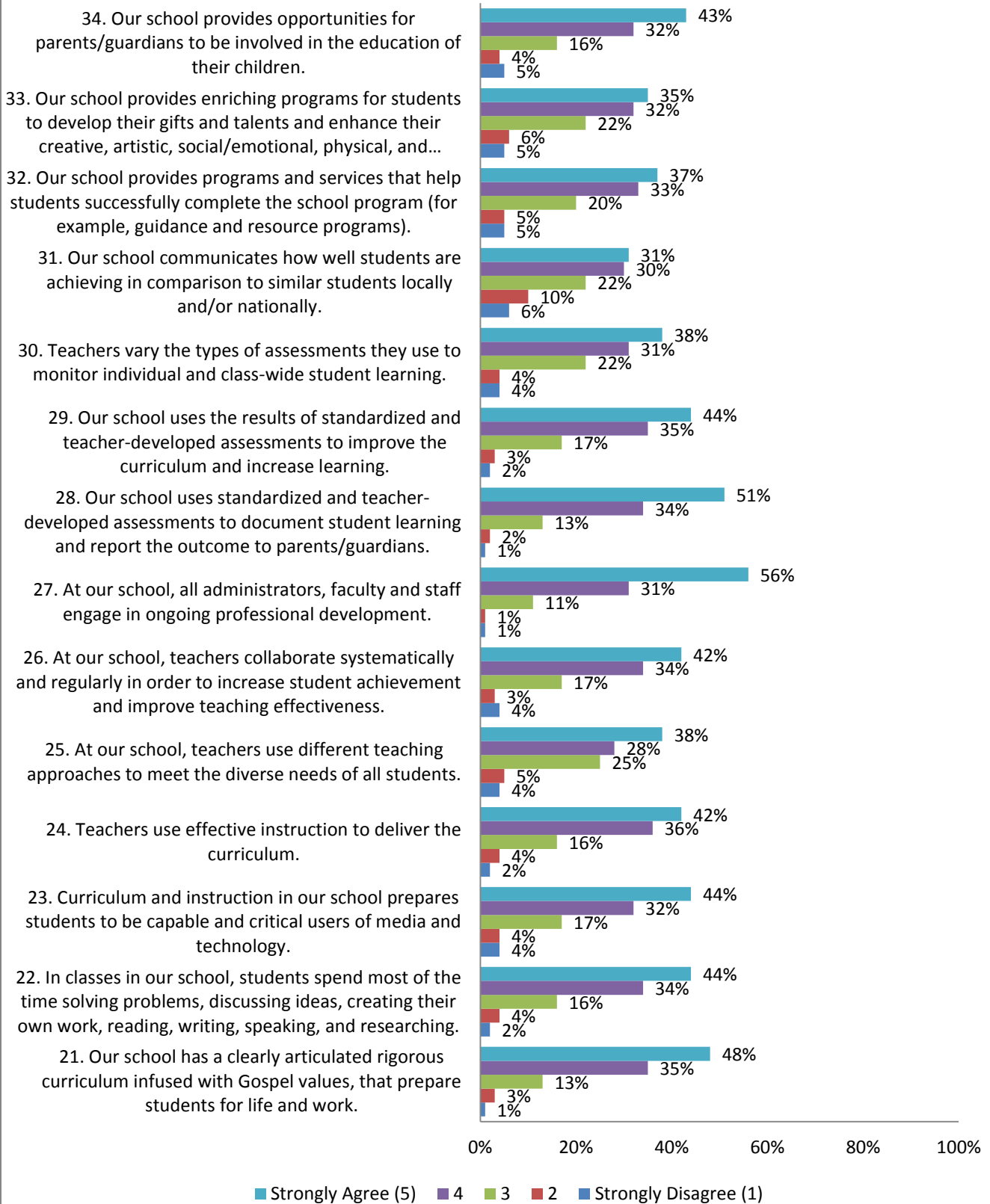
Other (text answers)	
Our local public school is very good and children would receive a quality education equal to or better	Quality of Curriculum
art	Decline in academic excellence level
STEM program, better technology	Amount of homework is often ridiculous
Decline of Curriculum	to take advantage if programs not offered at OLS
Wanted U of D Jesuit Academy	Too much homework
Lack of Gifted Programs	Too large, Discipline lacking, disorderly
Academic rigor	lack of help from some teachers
Accepting to many students, teachers rush through teaching, teachers are not as patient, kids come home with so much homework and forces us parents to pay so much extra for tutors.	It's not the quality of the teachers, but I do believe our Lady of Sorrows is not as innovative as other public schools. I am a public school educator and Catholic schools always seem to be behind about 2 to 3 years. For example the steam project as something that my district has had for at least three years. Earliest starts it's just starting it now.
Rigidity of class curriculum which does not allow above average students to be challenged and learn at the appropriate level.	Such a big school, it's our first year so it sometimes can be overwhelming. We are adjusting daily. I love the sense of a community and "family" that you sometimes see at smaller schools but overall Sorrows is #1 in the Metro.
Location of other school closer to my house and academically is a stronger school.	There are too many students... can't enjoy the small community format. It becomes overwhelming at school events pick up and drop off.
Lack of technology	Too much homework, need for more accelerated learning
Academics appear to be behind public schools, many of the faster learners need to wait until other students are caught up. Much of the homework appears to be busywork, not requiring critical thinking	grade acceleration if child is advanced for the class

Importance in decision to send your child(ren) to this school

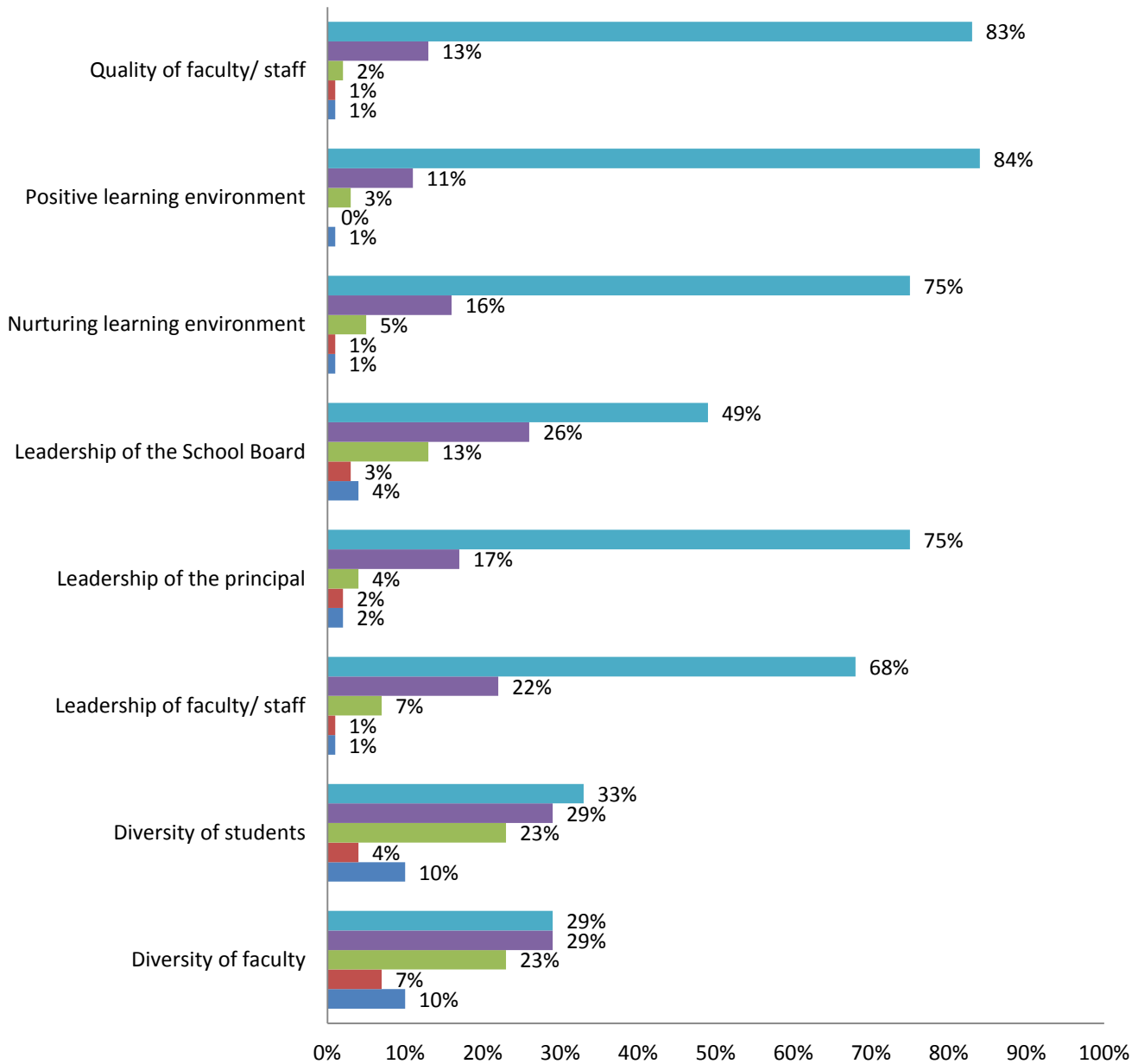


Other (text answers)	
small class size	Class size, teacher and aid both in each KG classroom

Parent/Community Survey Questions

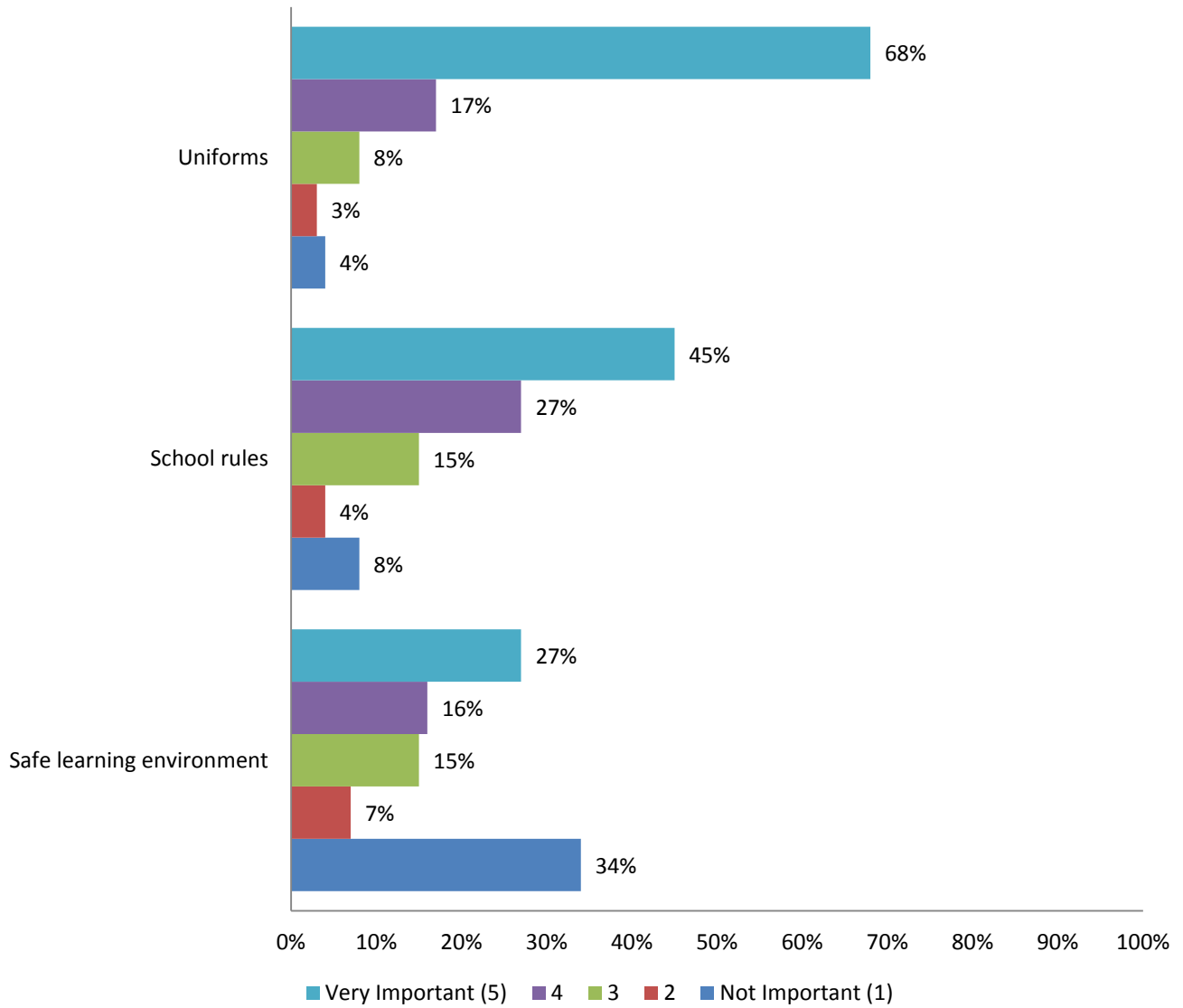


Governance and Leadership - General Questions



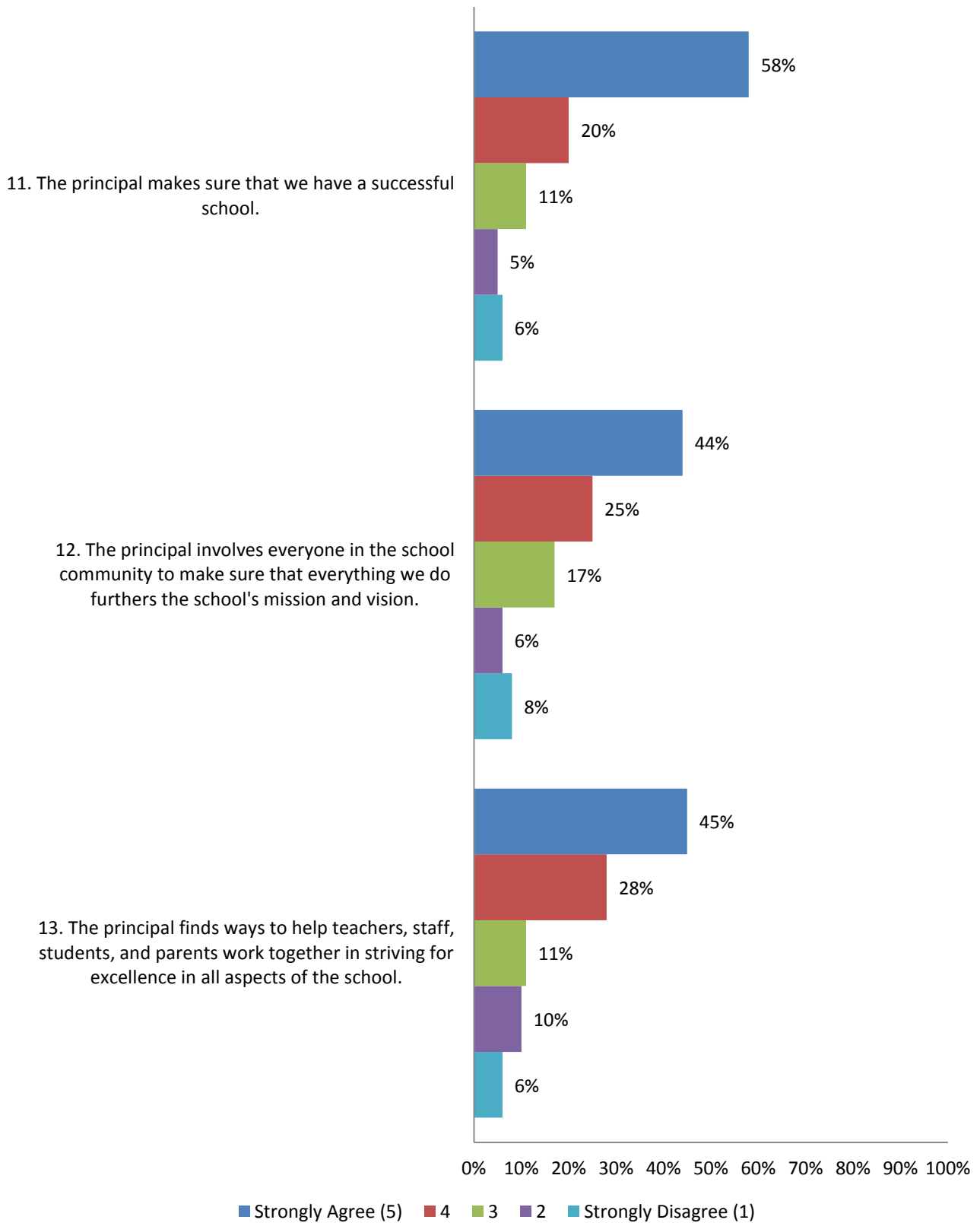
	Diversity of faculty	Diversity of students	Leadership of faculty/ staff	Leadership of the principal	Leadership of the School Board	Nurturing learning environment	Positive learning environment	Quality of faculty/ staff
Very Important (5)	29%	33%	68%	75%	49%	75%	84%	83%
4	29%	29%	22%	17%	26%	16%	11%	13%
3	23%	23%	7%	4%	13%	5%	3%	2%
2	7%	4%	1%	2%	3%	1%	0%	1%
Not Important (1)	10%	10%	1%	2%	4%	1%	1%	1%

How important is the following with regard to the quality of your school experience at this school?

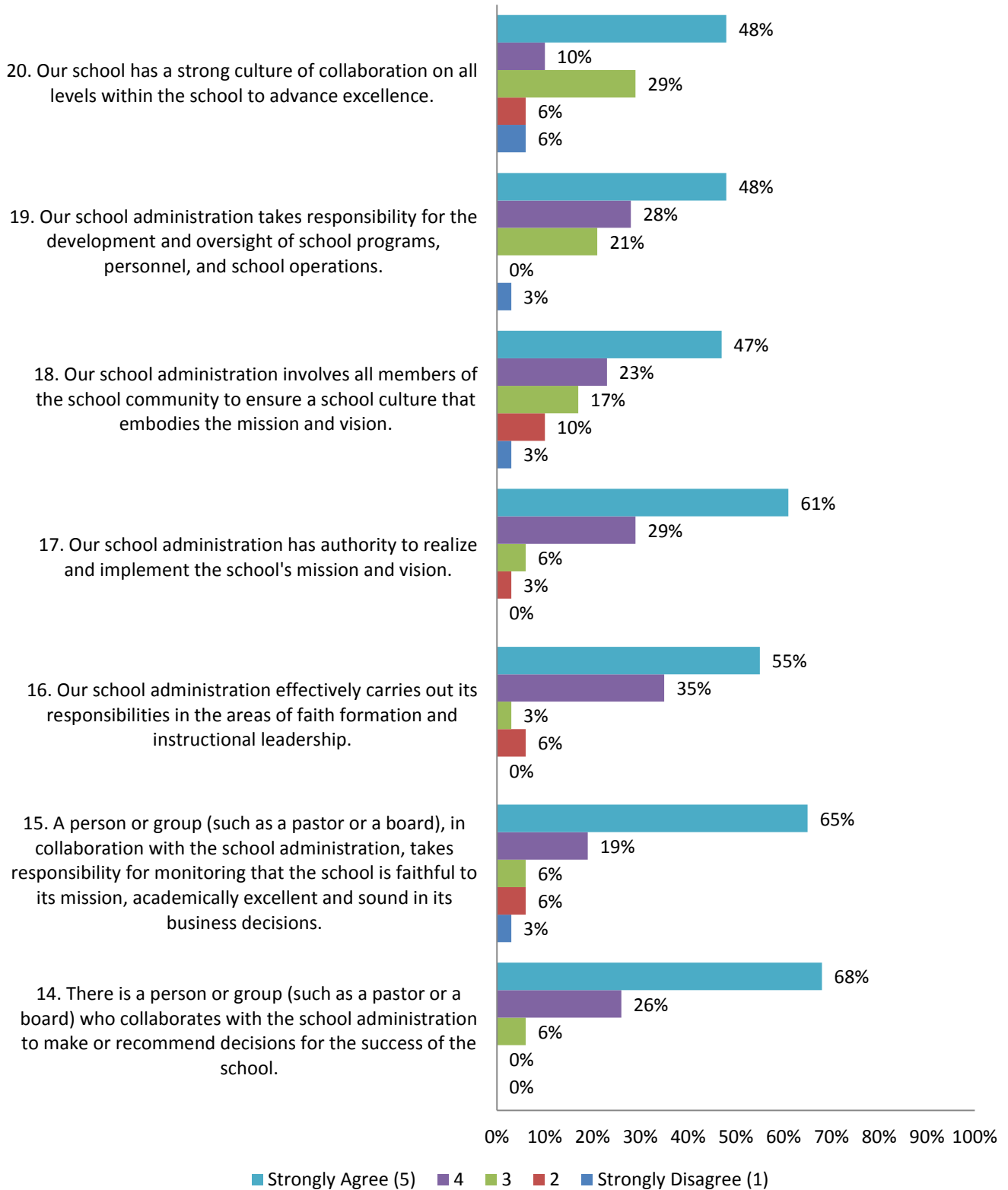


Other (text answers)	
Indoor recess	more free dress days
free dress once a week	Recess
Vending Machines	no uniforms
Voice of students	no uniforms
Choice to stay in at recess for kids with nothing to do at recess. PLEASE	

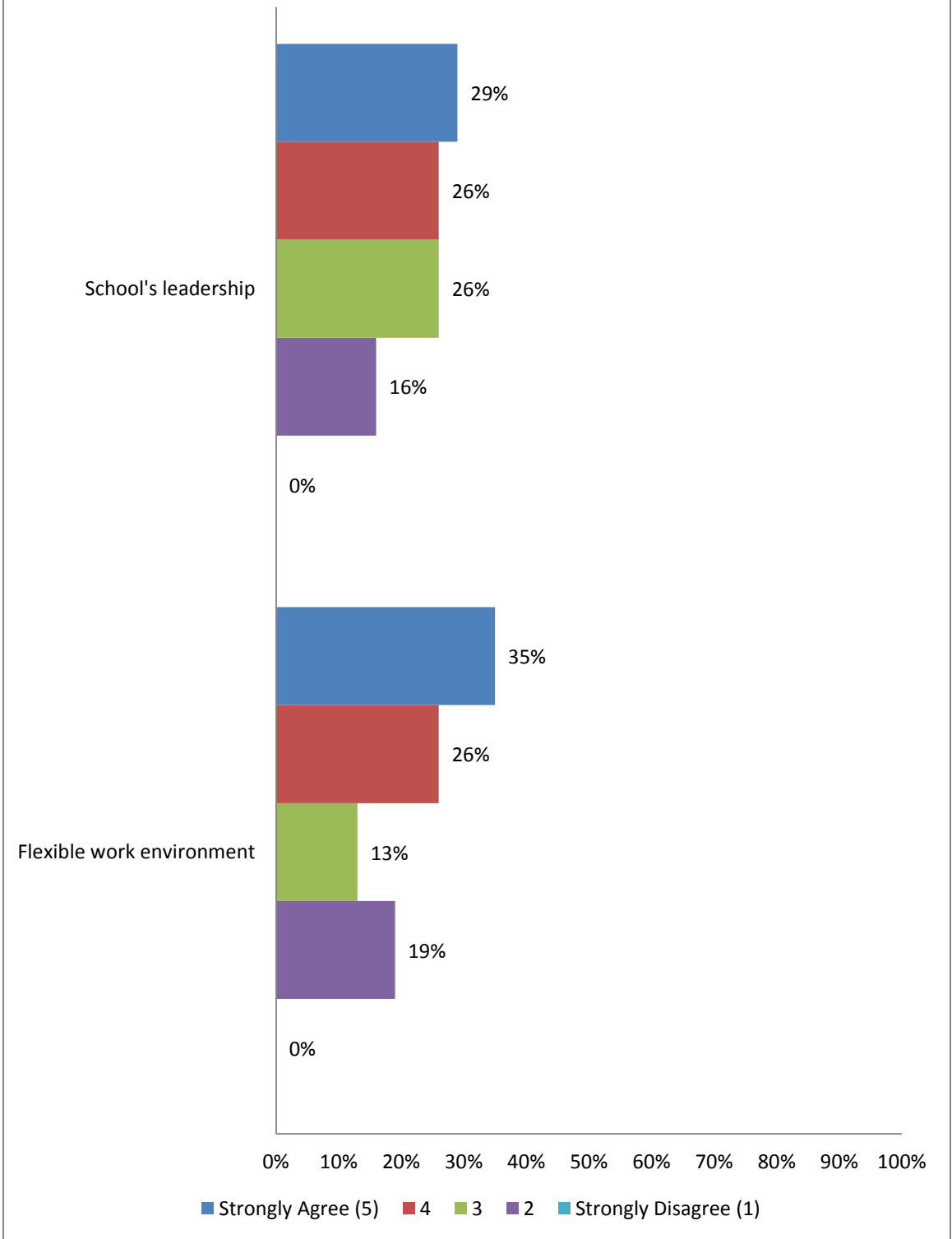
Grades 4-8 Survey Questions

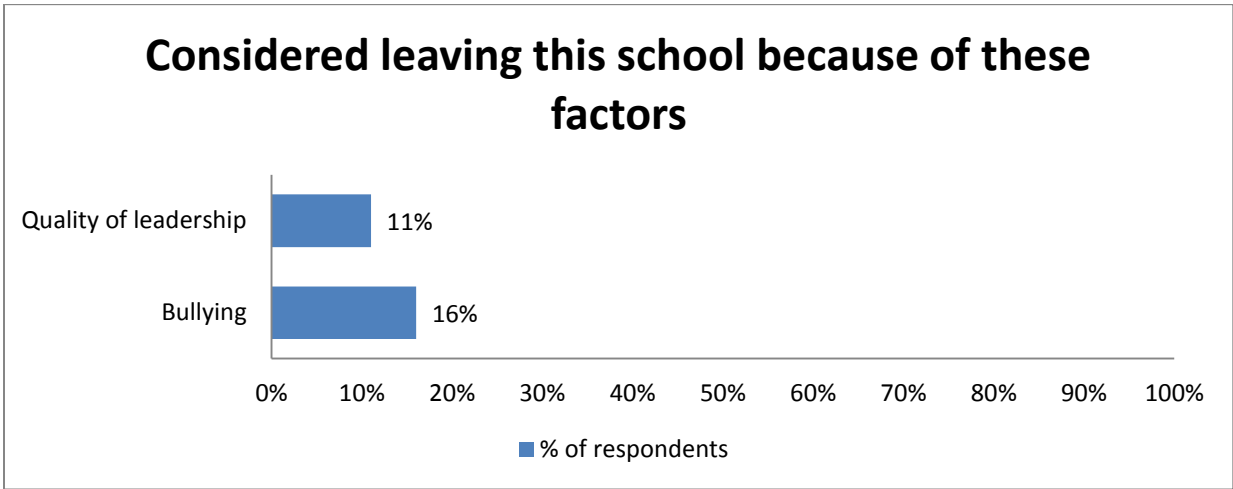


Faculty/Staff Survey Questions

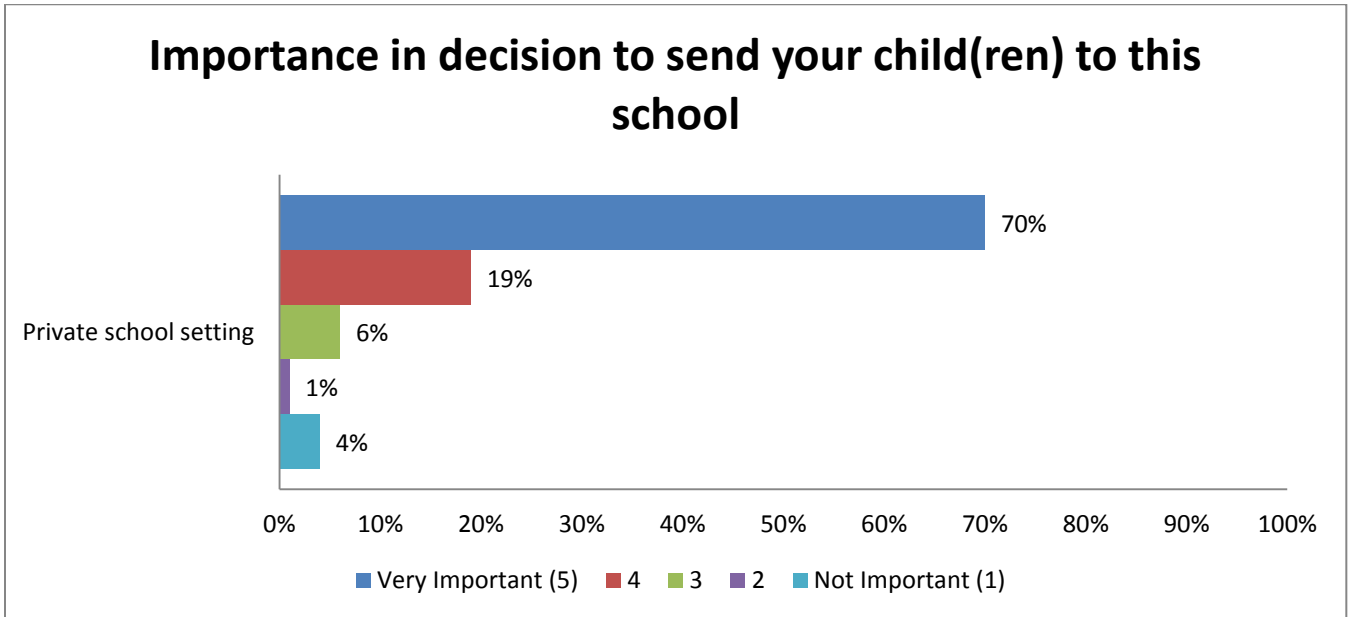


Factors that influenced my decision to work at this school

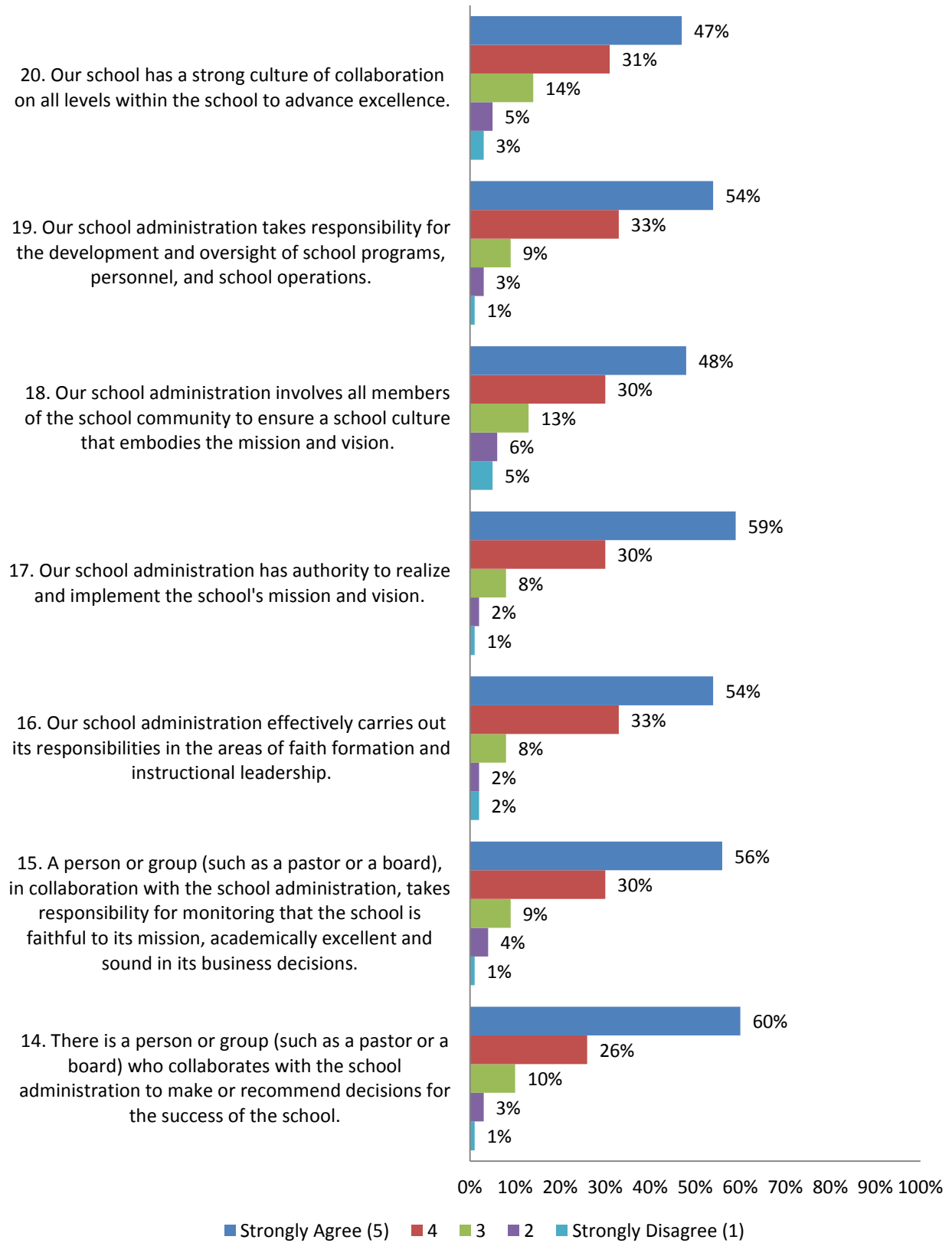




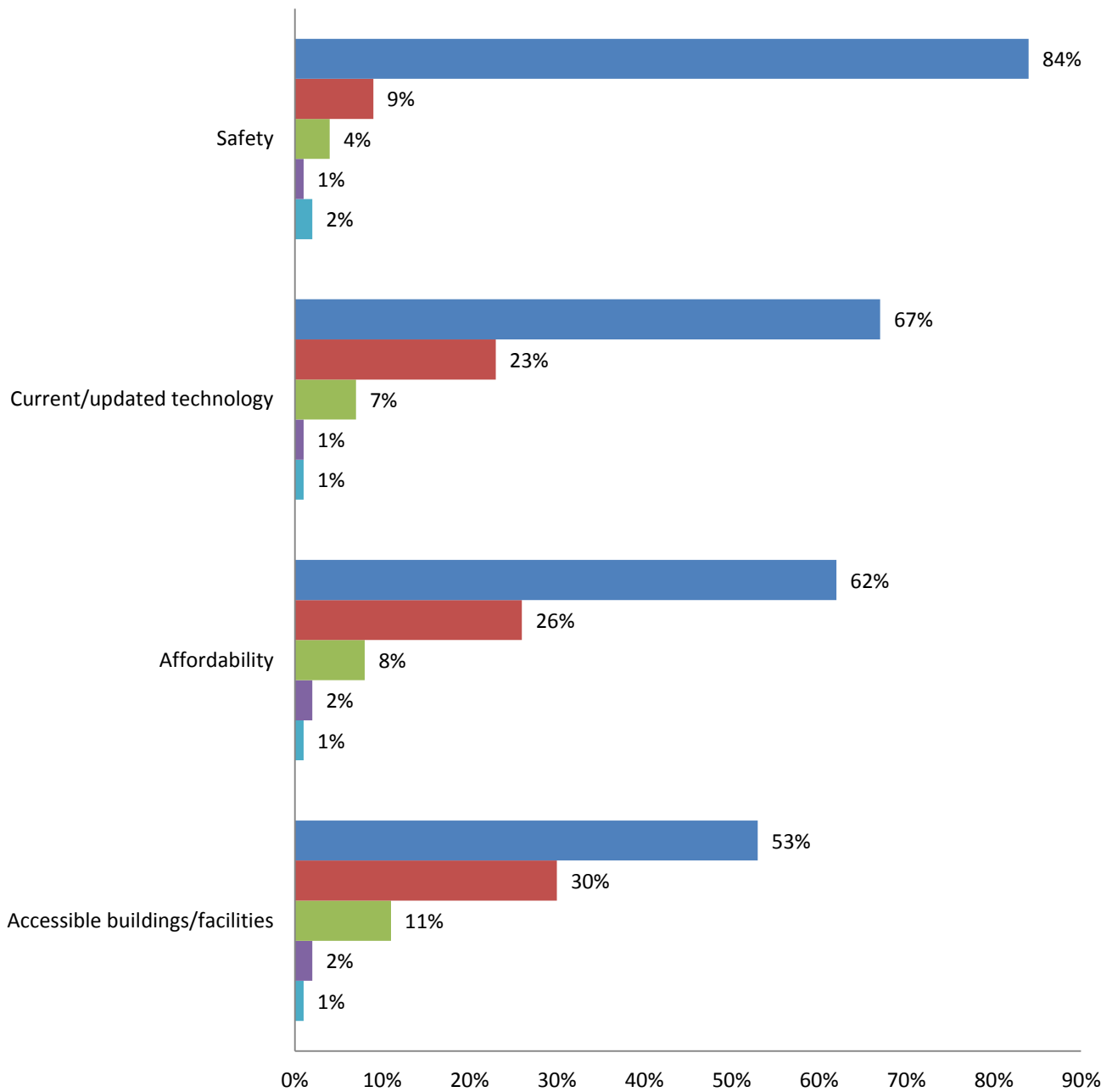
Other (text answers)	
school administration	Behavior policy
For two out of her four years attending OLS, our daughter has had to deal with boys in her classroom that are disruptive and don't seem to be disciplined at home by their parents. There are 3-4 "usual suspects" that are not well behaved, create chaos on the classroom, and don't seem to ever be disciplined in ways that align with why we chose a Catholic school.	Lack of diversity with the enrollment of students.
No ramifications to bad behavior.	The school is not inclusive. OLS does not treat families equally.
Teachers turning a blind eye on certain student behaviors. Students getting away with not following the rules.	No diversity in the school. Parents who donate the most rule the school. Safety concerns on recess
Lack of discipline for disruptive students. Group punishment due to the actions of one student. My child should not be penalized because the teacher does not know who "caused the problem".	Large teacher and administration turnaround
Diversity	Very unhappy with how situations are handled
Start and end time to late, need to finish earlier	Lack of diversity



Parent/Community Survey Questions

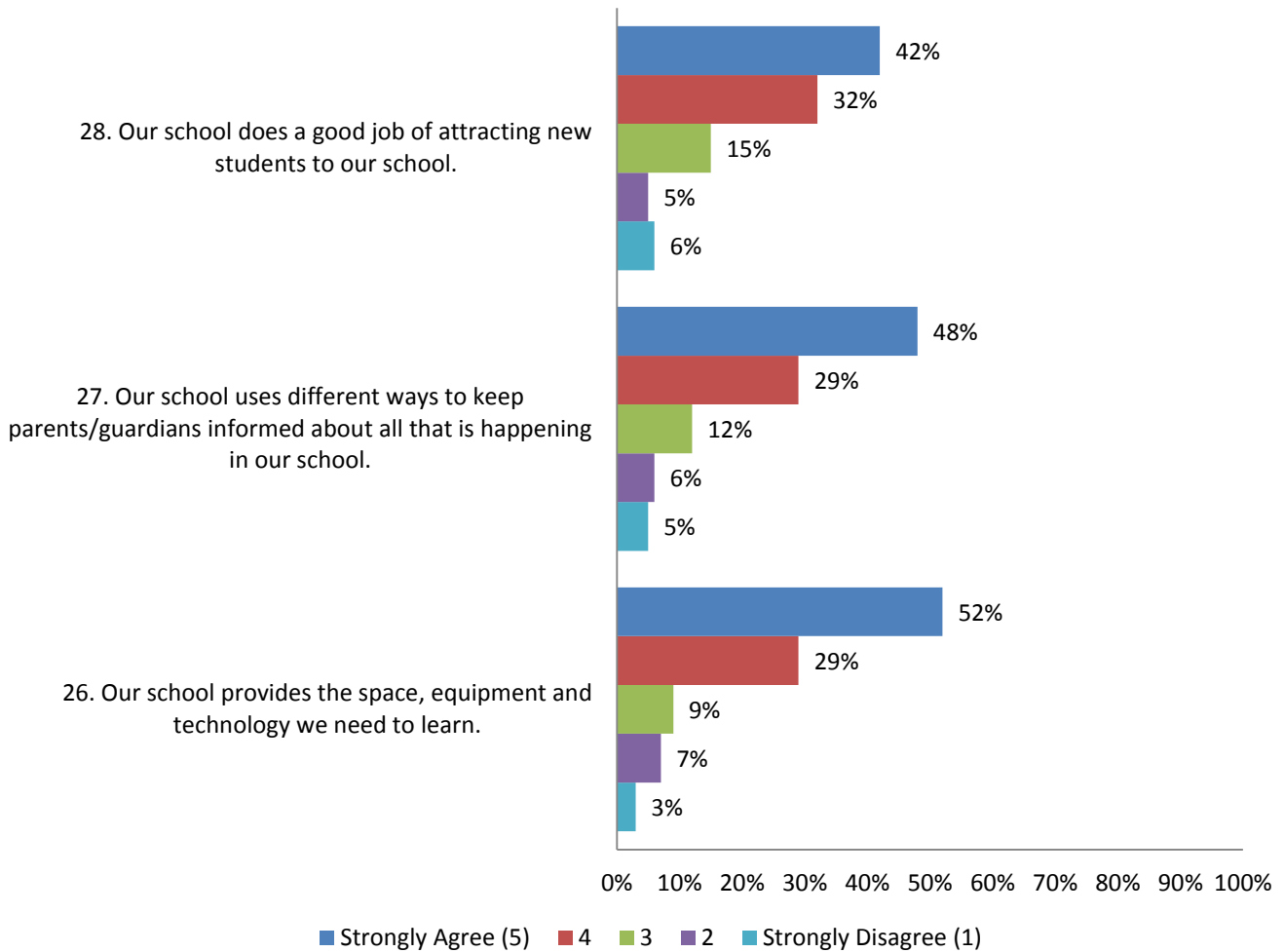


Operational Vitality - General Questions

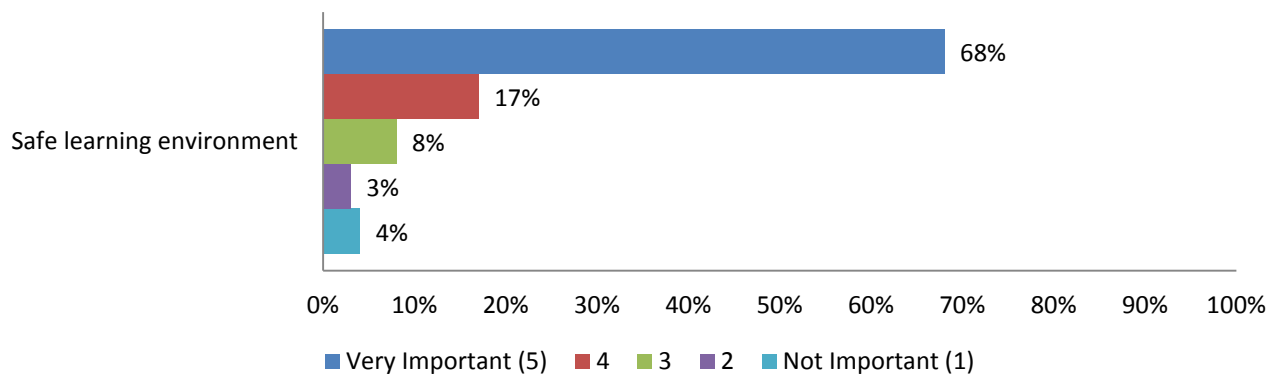


	Accessible buildings/facilities	Affordability	Current/updated technology	Safety
Very Important (5)	53%	62%	67%	84%
4	30%	26%	23%	9%
3	11%	8%	7%	4%
2	2%	2%	1%	1%
Not Important (1)	1%	1%	1%	2%

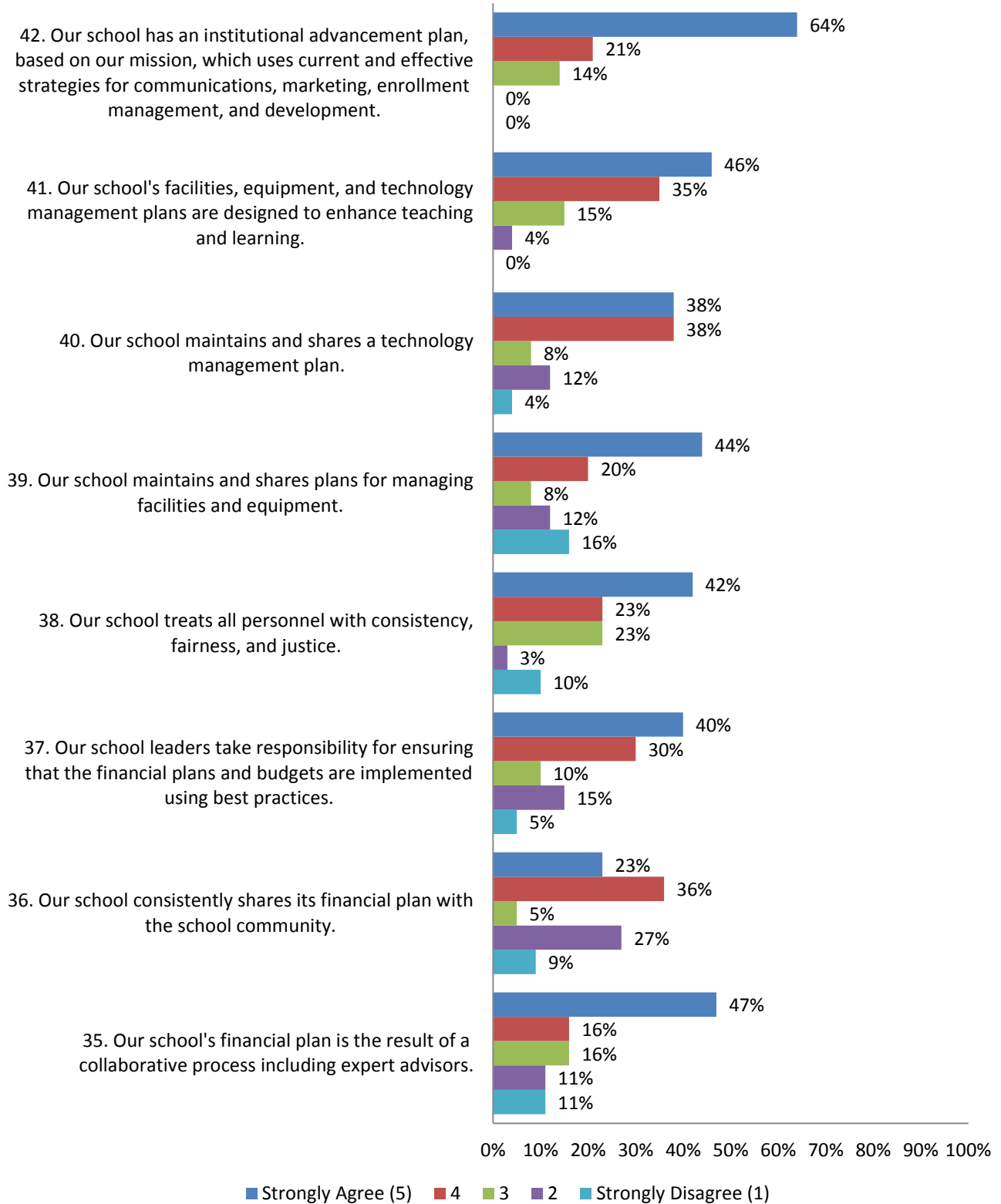
Grades 4-8 Survey Questions



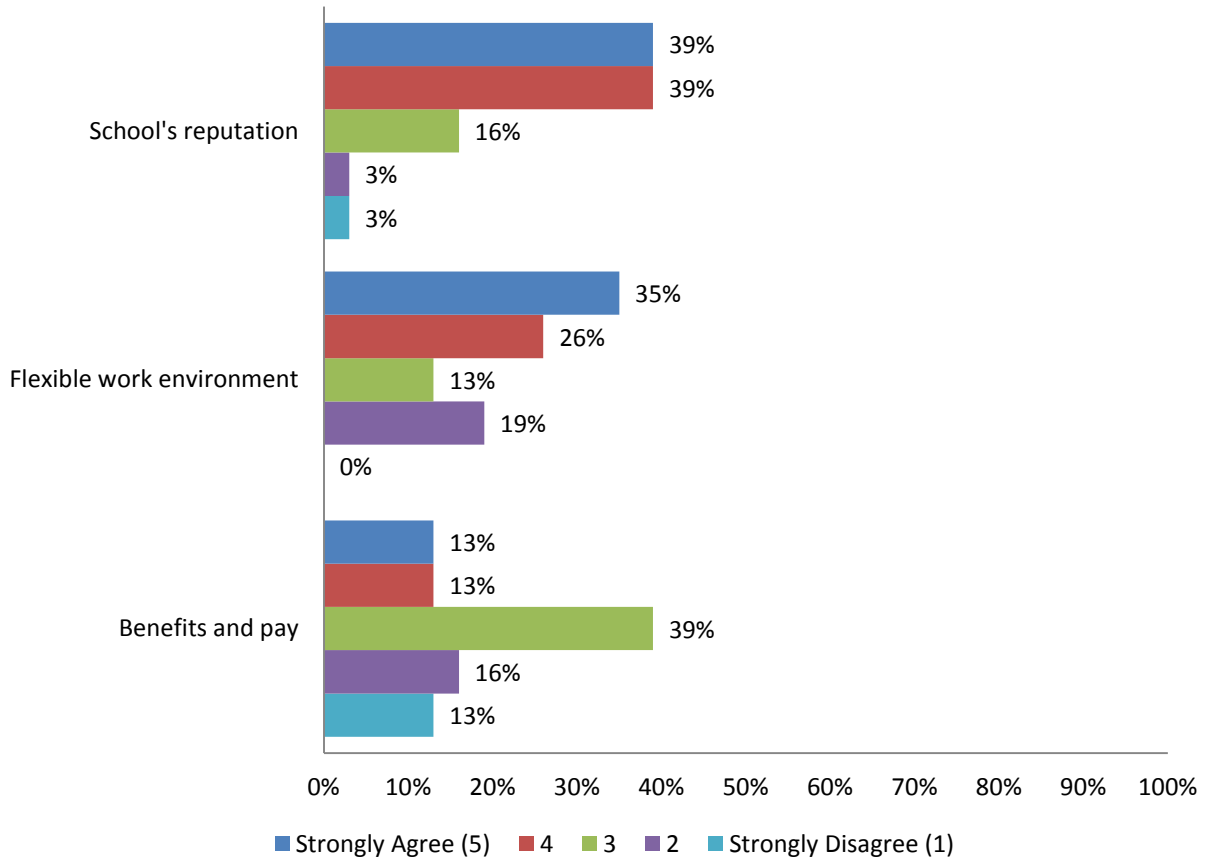
How important is the following with regard to the quality of your school experience at this school?



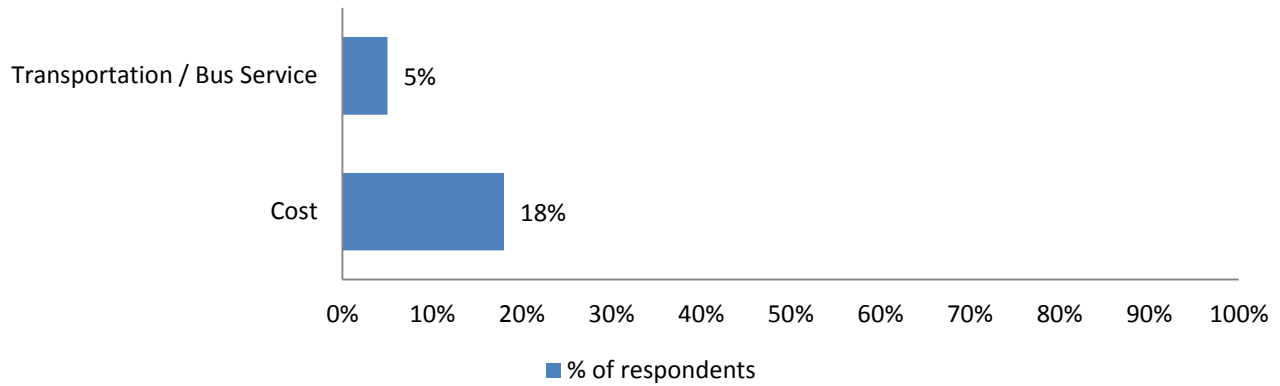
Faculty/Staff Survey Questions



Factors that influenced my decision to work at this school

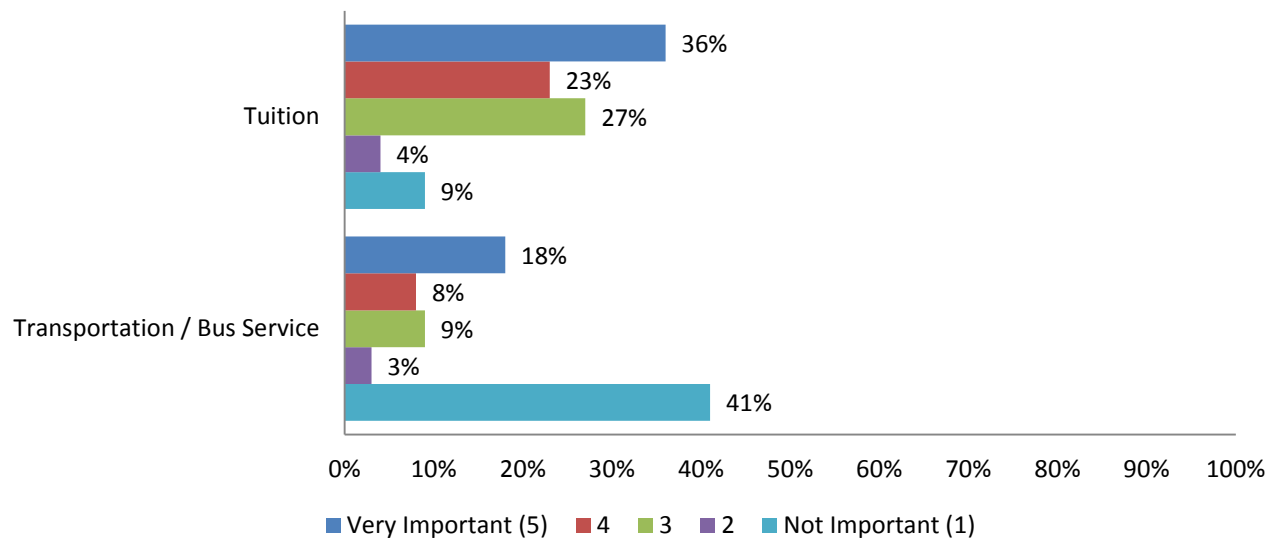


Considered leaving this school because of these factors



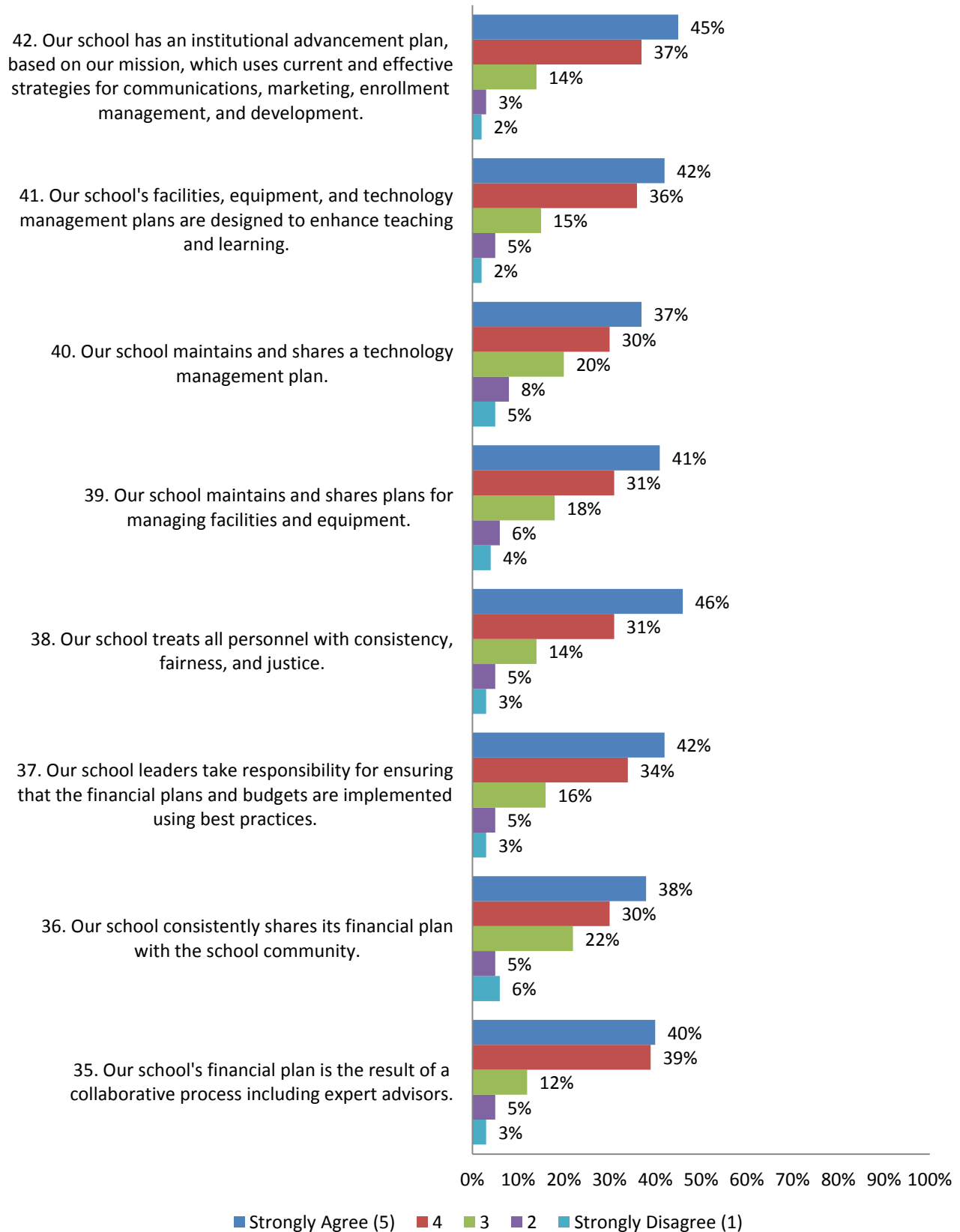
Other (text answers)	
Location	It a little far from home
Too far from home/ not our home parish	The parking lot small.
Location of other school closer to my house and academically is a stronger school.	We live in West Bloomfield is a little far but well worth it
No high school	

Importance in decision to send your child(ren) to this school



Other (text answers)
Overall location
Safety

Parent/Community Survey Questions



Appendix C: Communication Preferences

	How would you prefer to receive communications about this school?							
	Email	In person	Newsletter	Phone call	Social media	Text message	U.S. Mail	Other
Parent/ Guardian of former student	4 57%	0 0%	3 43%	0 0%	0 0%	0 0%	0 0%	0 0%
Community Member	5 63%	0 0%	2 25%	0 0%	0 0%	0 0%	0 0%	1 13%
Parent/ Guardian of current student	285 82%	2 1%	12 3%	4 1%	4 1%	28 8%	9 3%	5 1%
Faculty/ Staff Member	20 74%	1 4%	2 7%	0 0%	1 4%	2 7%	0 0%	1 4%
Student (current)	121 55%	15 7%	0 0%	7 3%	15 7%	41 19%	8 4%	14 6%

SUMMARY:

- Parents/Guardians of former students prefer either Email Communication or Newsletters.
- Parents/Guardians of current students, Faculty/Staff, Students and Community Members prefer Email Communication.

Appendix D: Advertising Preferences

	What type of advertising would be most effective to reach you?												
	Brochures/ pamphlets / fliers	Church	Door to door	Fliers	News- paper	Phone	Prom- otional items	Radio	School events	Social media	Tele- vision	U.S. Mail	Word of mouth
Parent/ Guardian of current student	105 33%	93 29%	3 1%	38 12%	16 5%	38 12%	16 5%	20 6%	113 35%	138 43%	15 5%	84 26%	107 33%
Faculty/ Staff Member	1 25%	1 25%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 75%	1 25%	0 0%	1 25%	2 50%

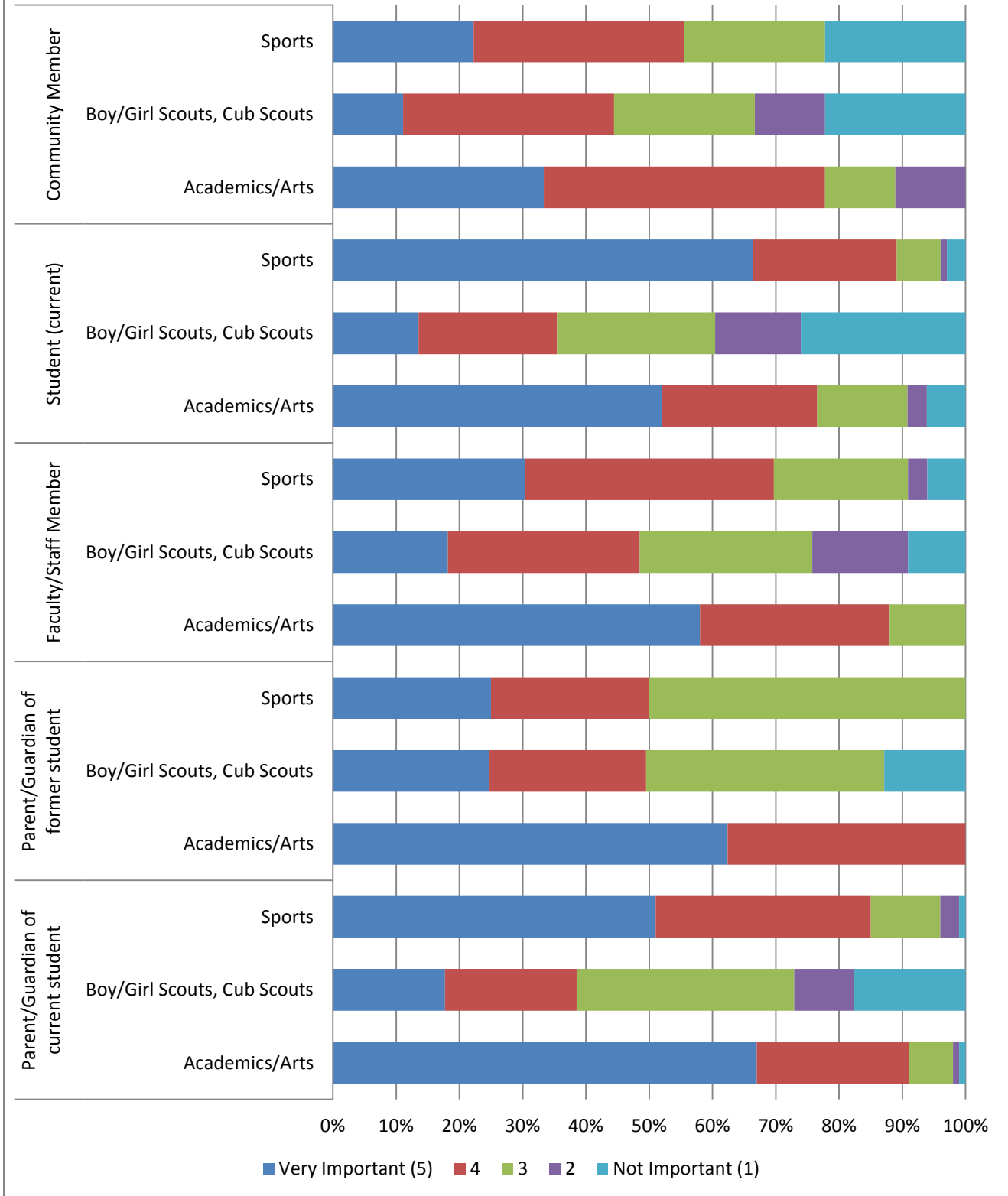
SUMMARY:

- Parents/Guardians generally prefer social media for advertising efforts.
- Faculty/Staff prefer school events as their source of advertising efforts.

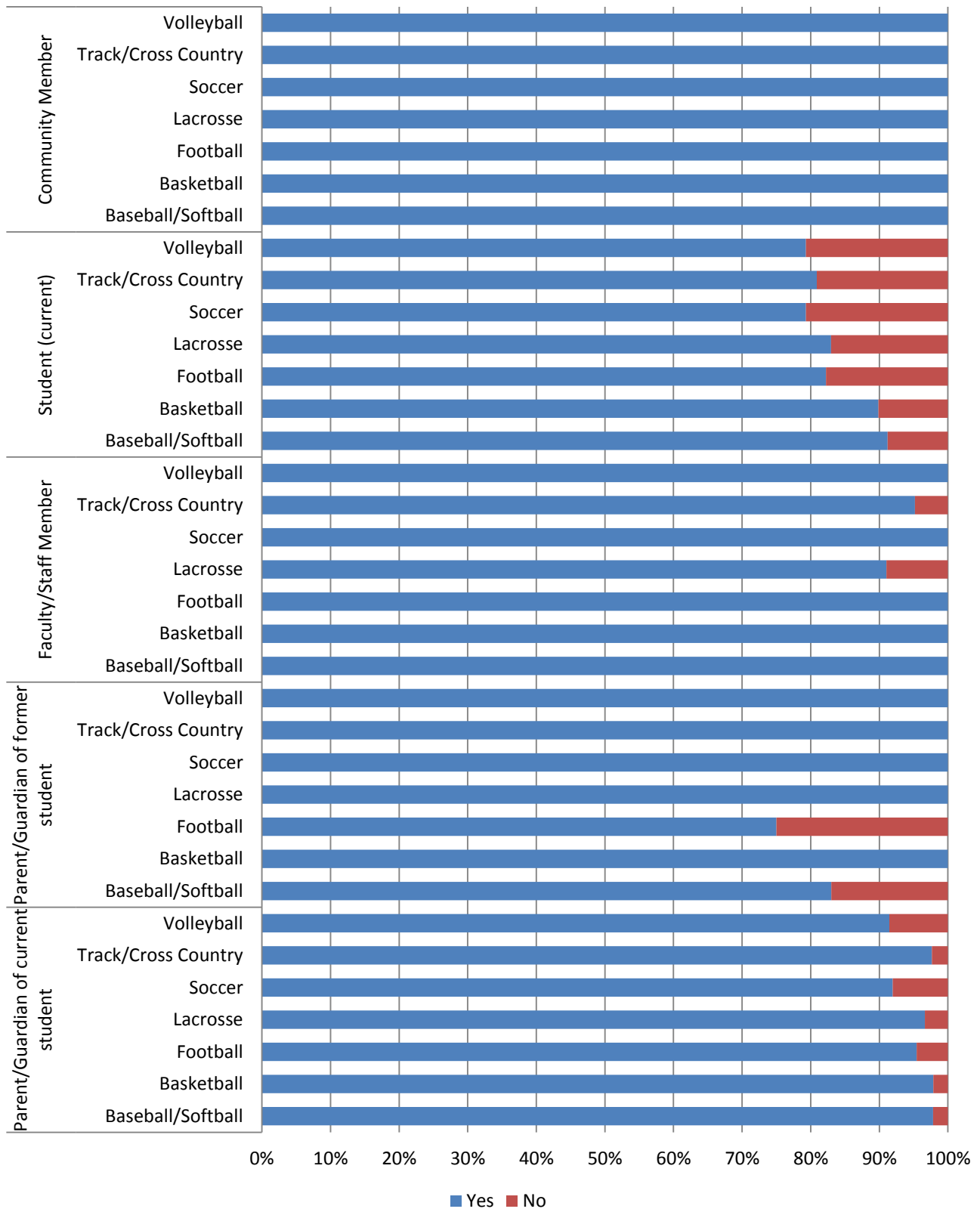
Appendix E: Enrichment and Extracurriculars

	Students: Importance of Extracurricular Activities in their Academic Experience				
	Very Important (5)	4	3	2	Not Important (1)
	Student (current)	136	45	22	3

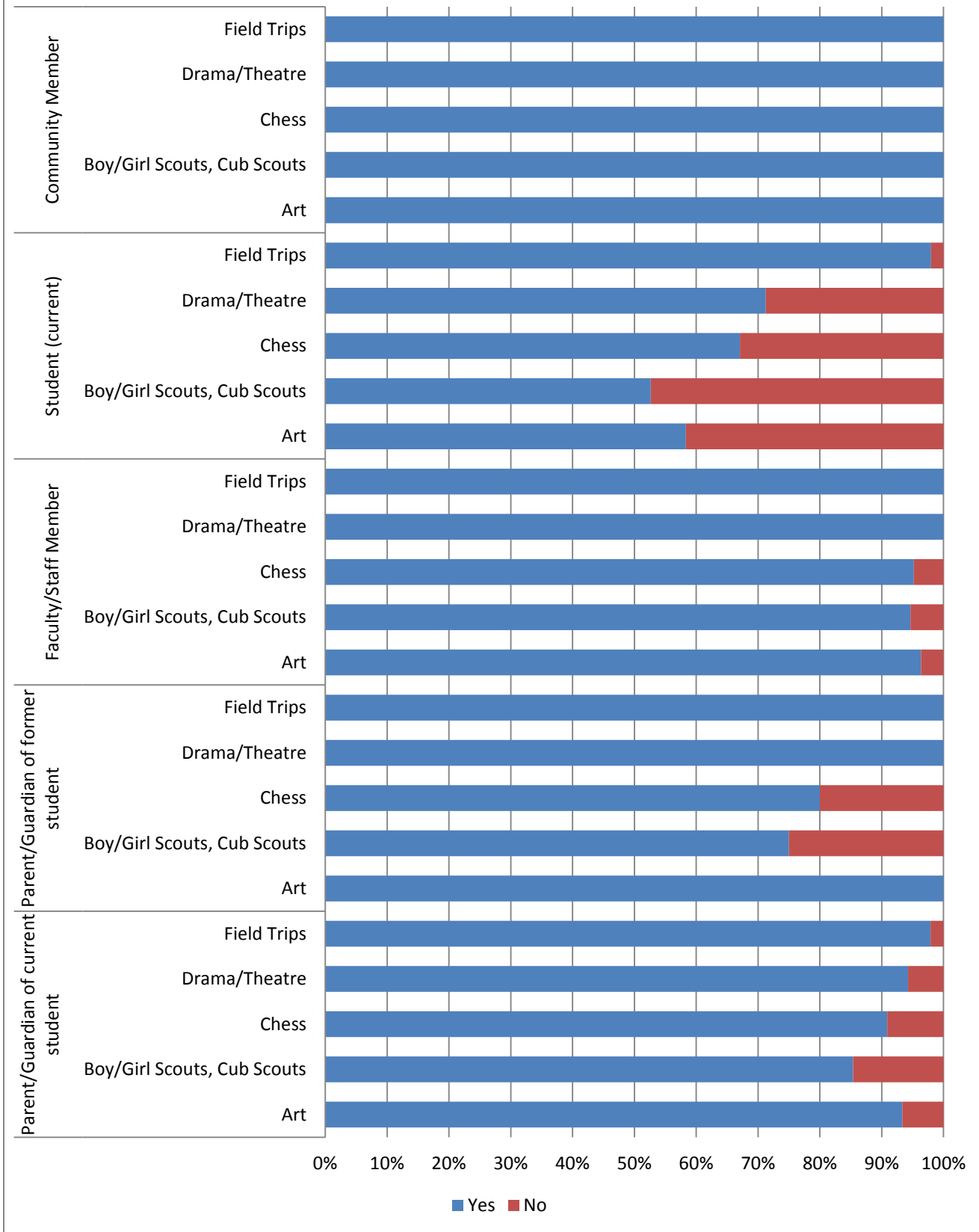
Importance of Student Enrichment and Extracurricular Opportunities



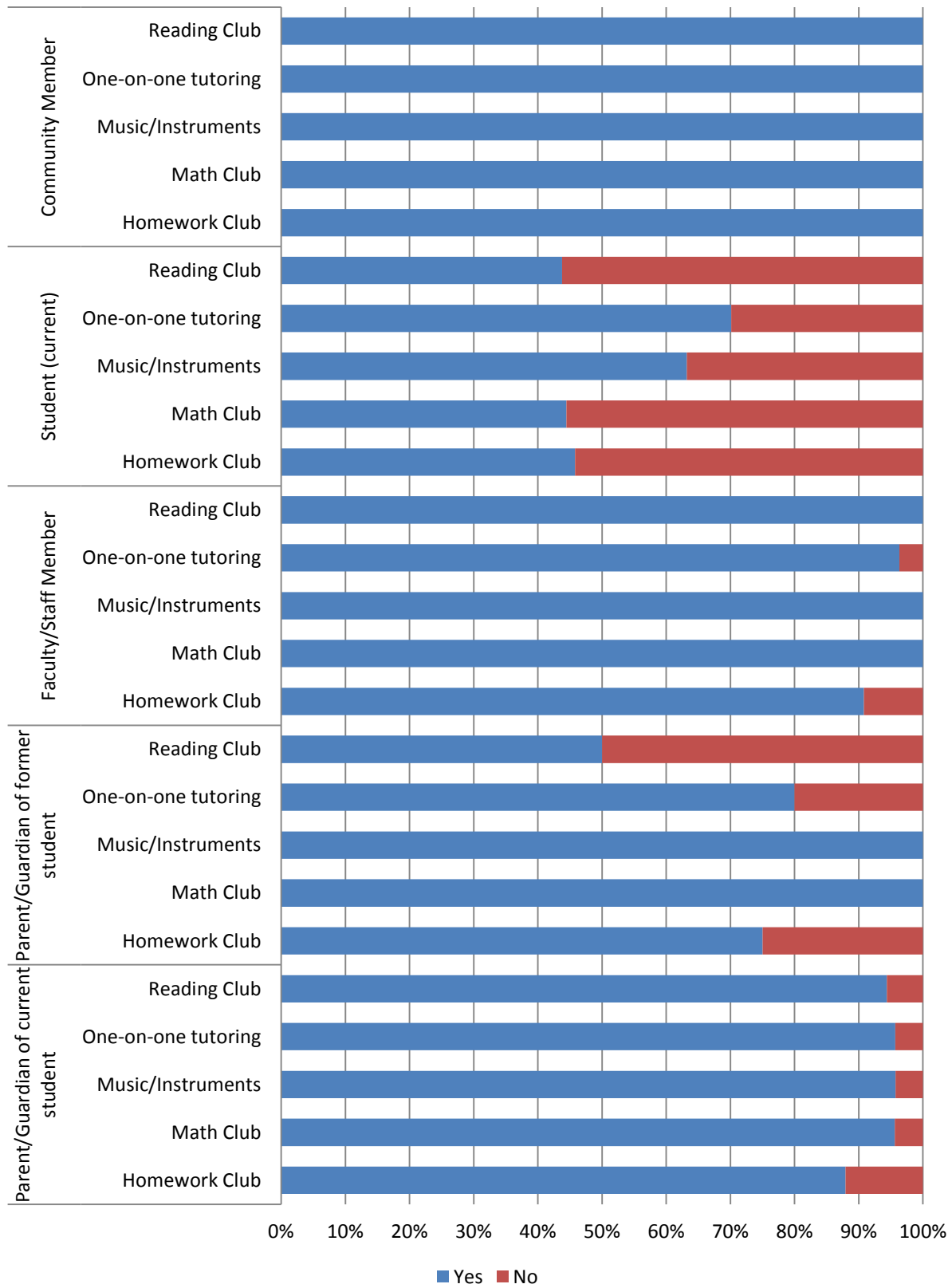
Want Athletic Extracurriculars at Your School?



Preferred Enrichment Extracurriculars

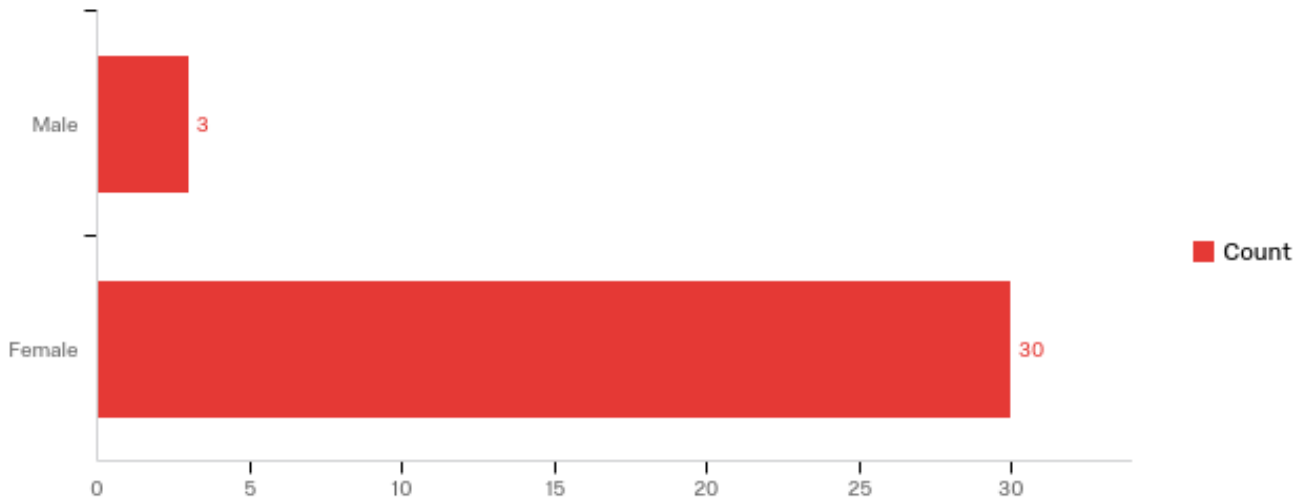


Preferred Enrichment Extracurriculars



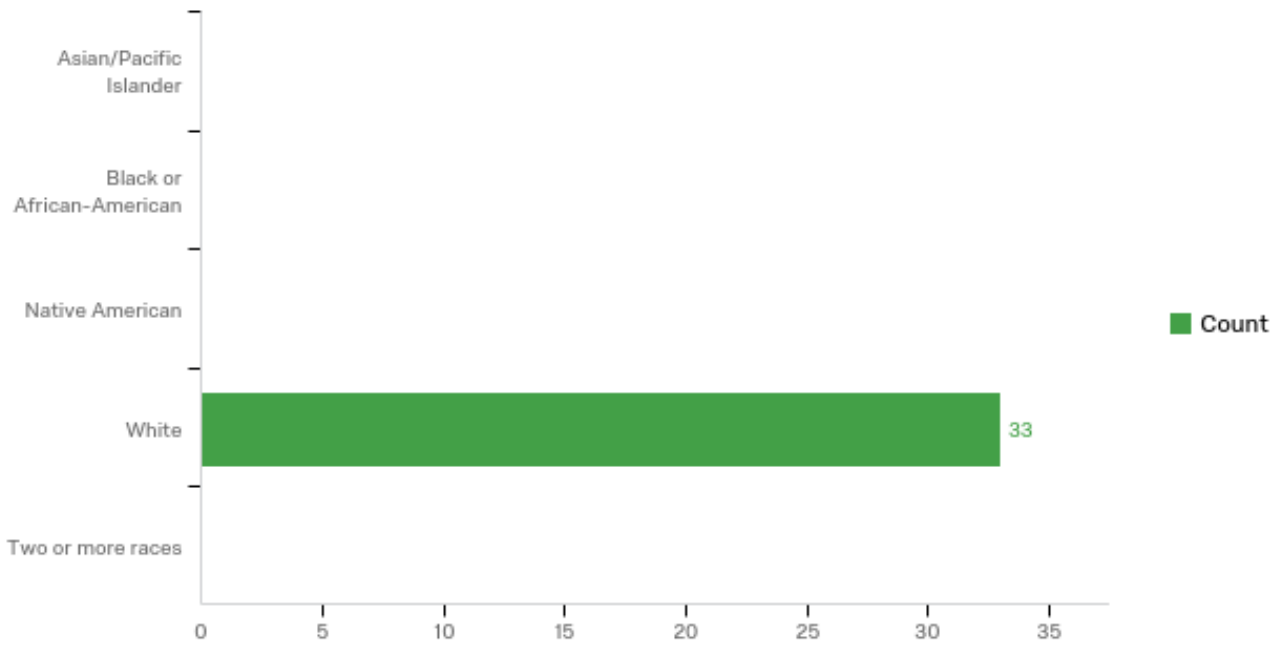
Appendix F: Faculty/Staff Profile

Gender



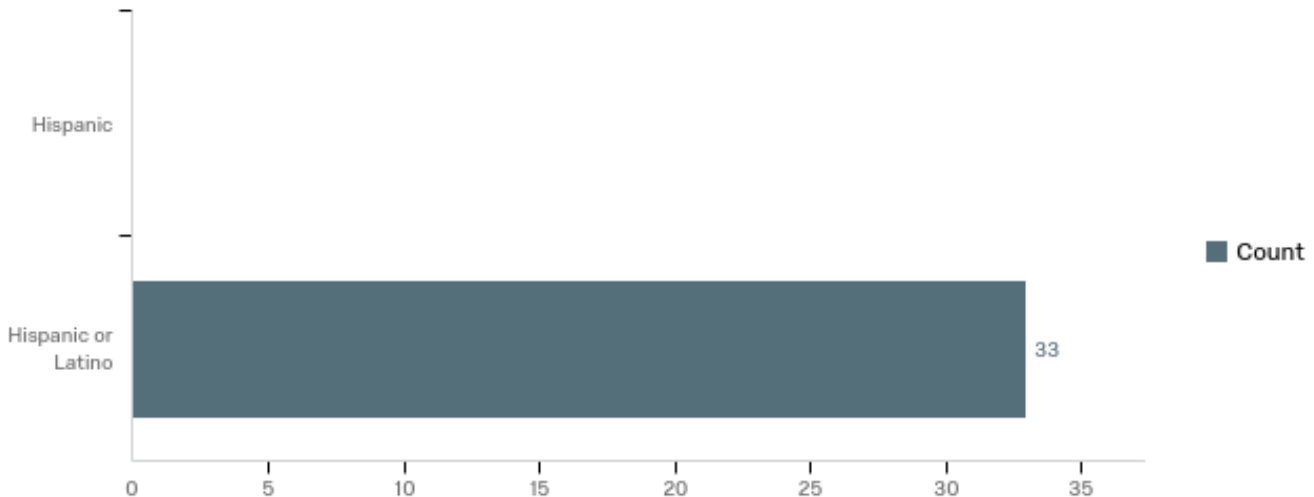
Answer	%	Count
Male	9%	3
Female	91%	30
Total	100%	33

Race



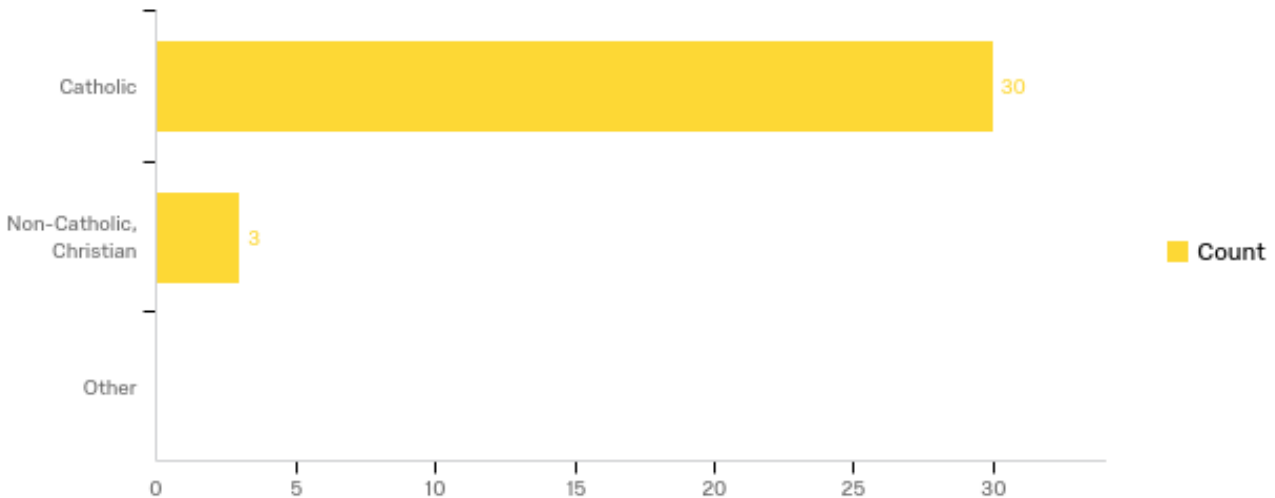
Answer	%	Count
Asian/Pacific Islander	0%	0
Black or African-American	0%	0
Native American	0%	0
White	100%	33
Two or more races	0%	0
Total	100%	33

Ethnicity



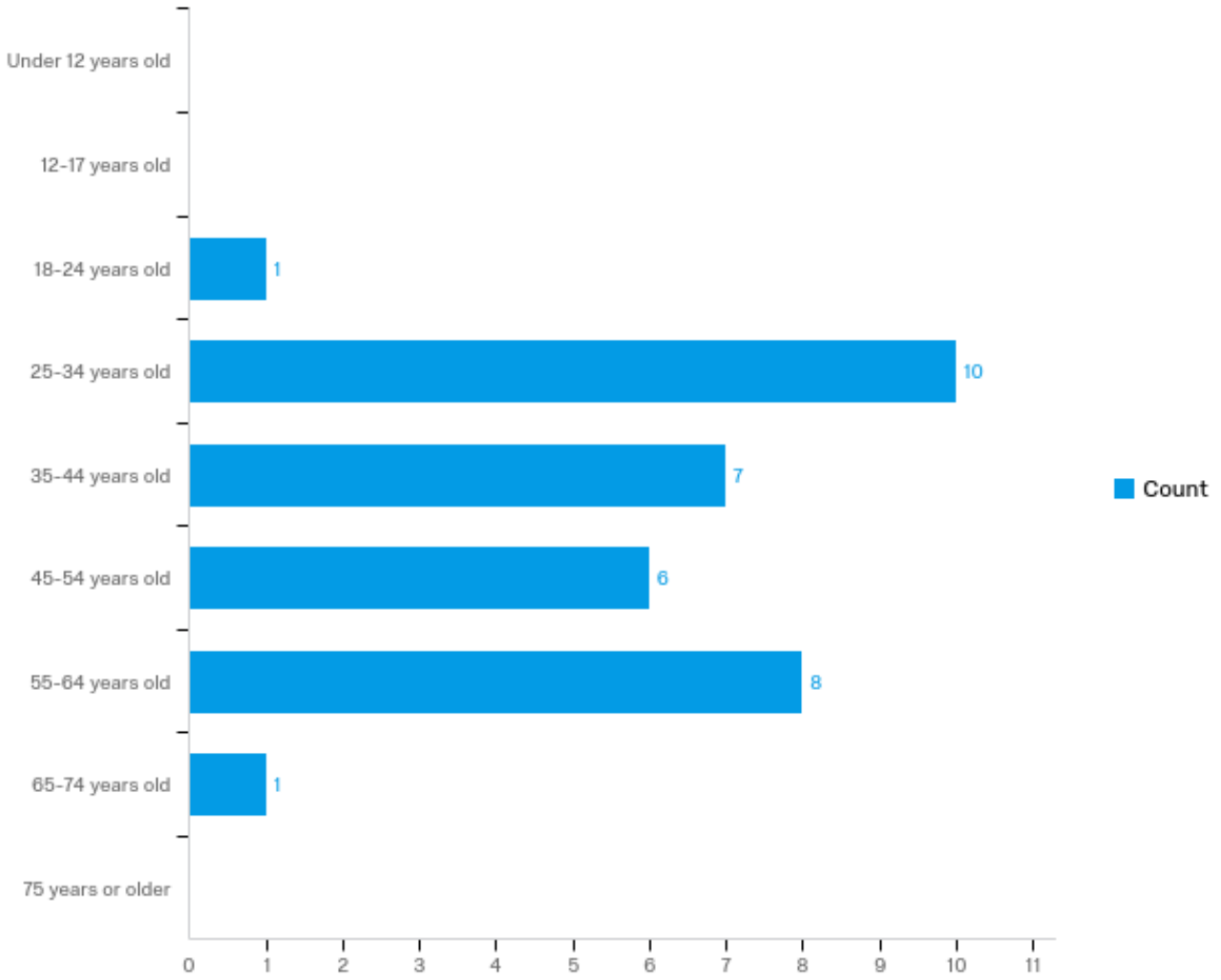
Answer	%	Count
Hispanic	0%	0
Not Hispanic or Latino	100%	33
Total	100%	33

Religious Affiliation



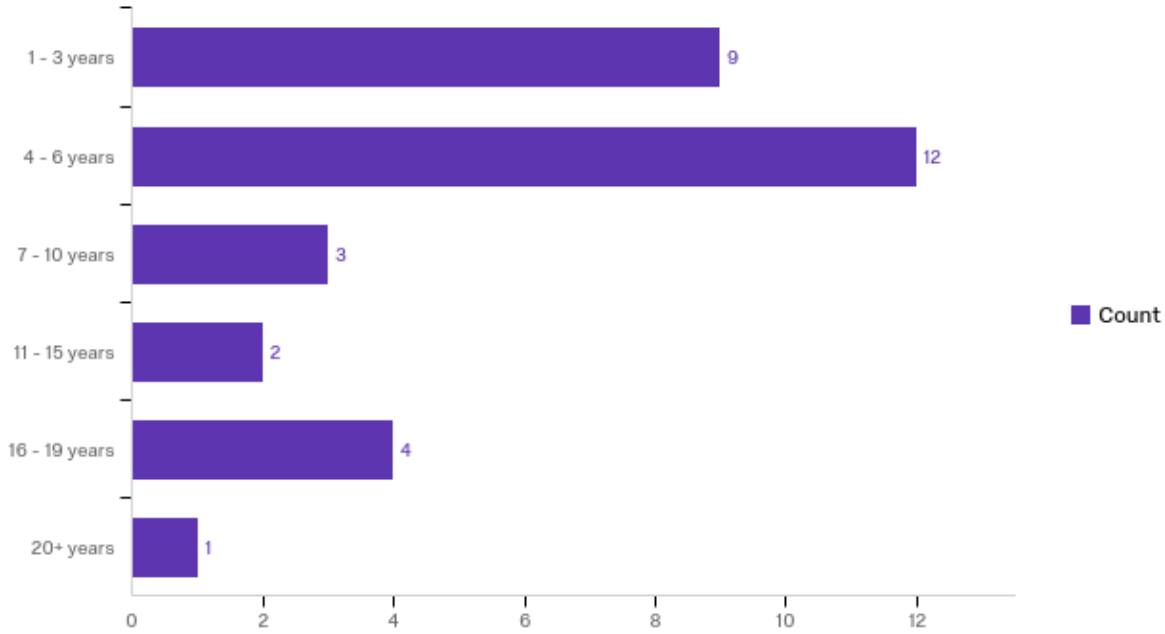
Answer	%	Count
Catholic	91%	30
Non-Catholic, Christian	9%	3
Other	0%	0
Total	100%	33

Age



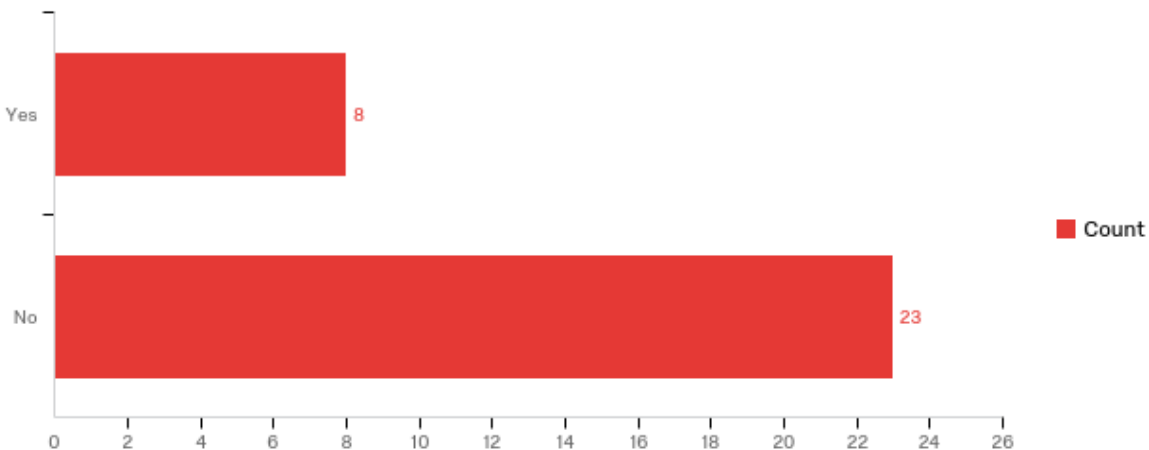
Answer	%	Count
Under 12 years old	0%	0
12-17 years old	0%	0
18-24 years old	3%	1
25-34 years old	30%	10
35-44 years old	21%	7
45-54 years old	18%	6
55-64 years old	24%	8
65-74 years old	3%	1
75 years or older	0%	0
Total	100%	33

How long have you been employed at this school?



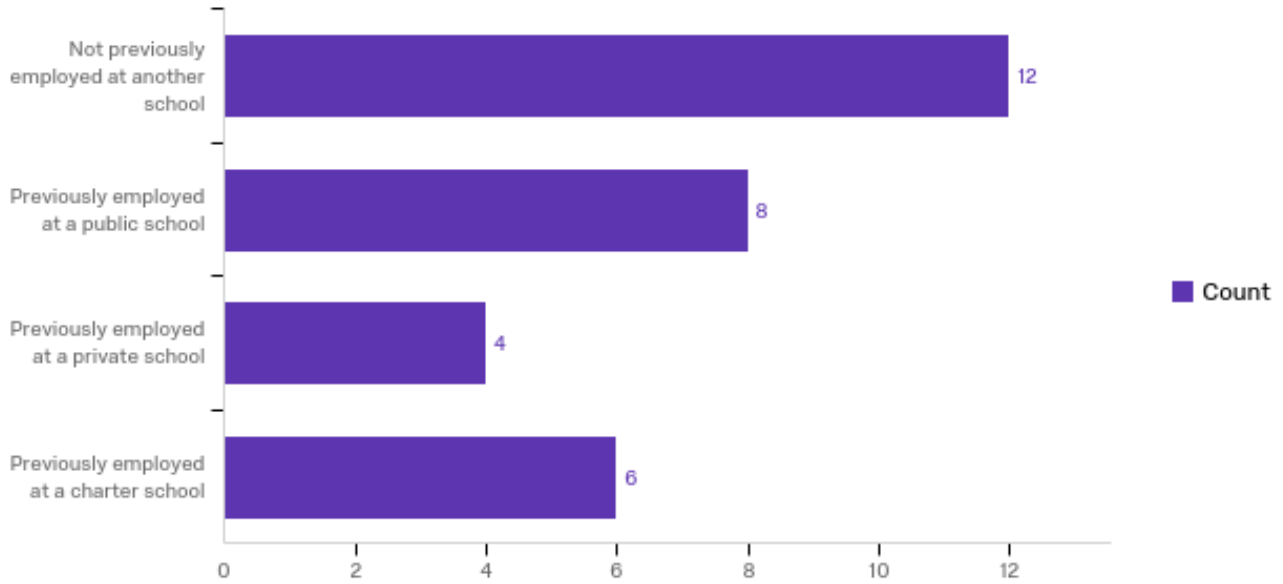
Answer	%	Count
1 - 3 years	29%	9
4 - 6 years	39%	12
7 - 10 years	10%	3
11 - 15 years	6%	2
16 - 19 years	13%	4
20+ years	3%	1
Total	100%	31

Have you been previously employed at another Catholic school within the Archdiocese of Detroit?



Answer	%	Count
Yes	26%	8
No	74%	23
Total	100%	31

Have you been previously employed at another public, private, or charter school?



Answer	%	Count
Not previously employed at another school	40%	12
Previously employed at a public school	27%	8
Previously employed at a private school	13%	4
Previously employed at a charter school	20%	6
Total	100%	30

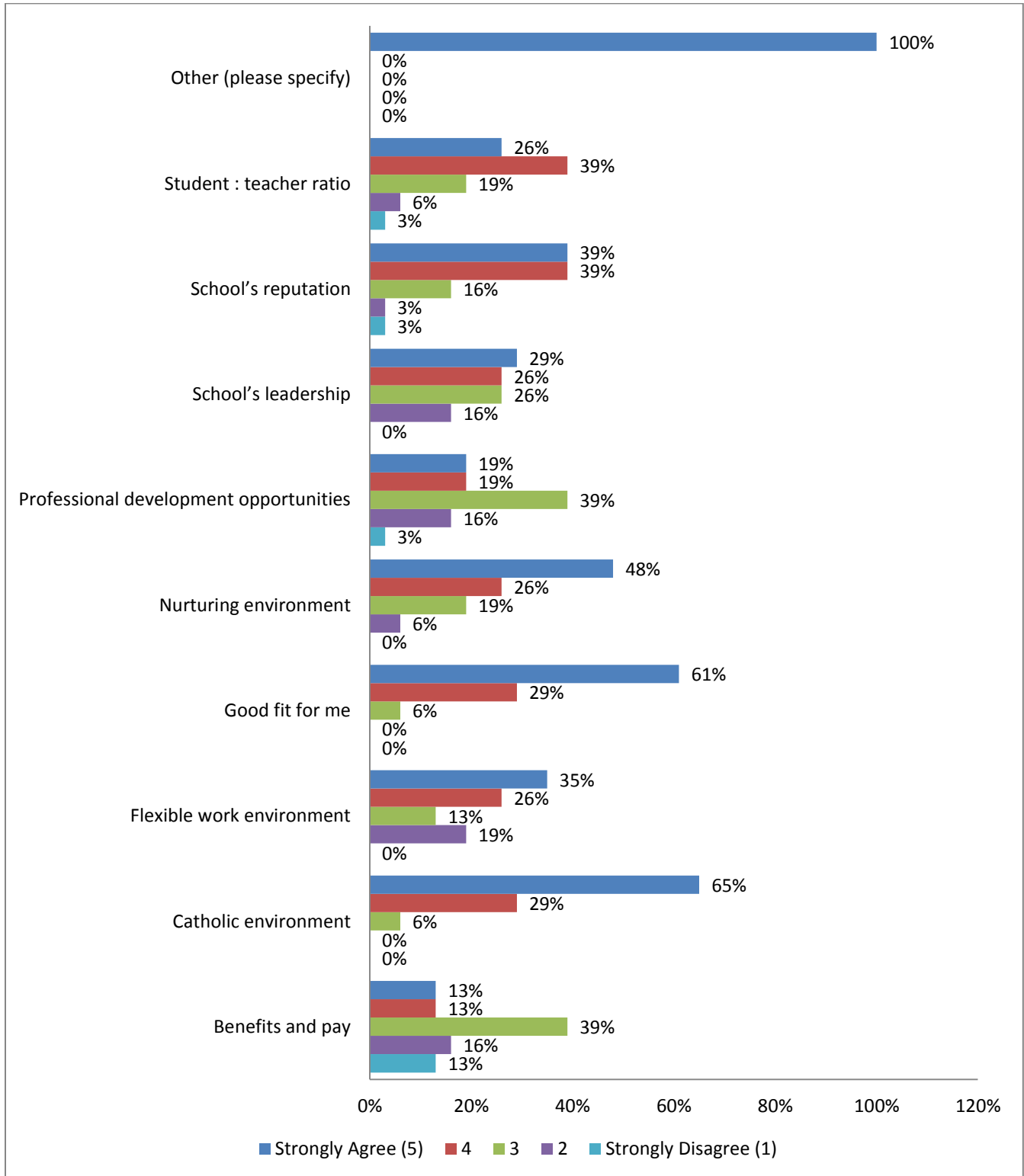
Did you attend this school?

Answer	%	Count
Yes	16%	5
No	84%	26
Total	100%	31

Did you attend another Catholic School?

Answer	%	Count
Yes	58%	18
No	42%	13
Total	100%	31

The following factors influenced my decision to work at this school:



Other (text answers)

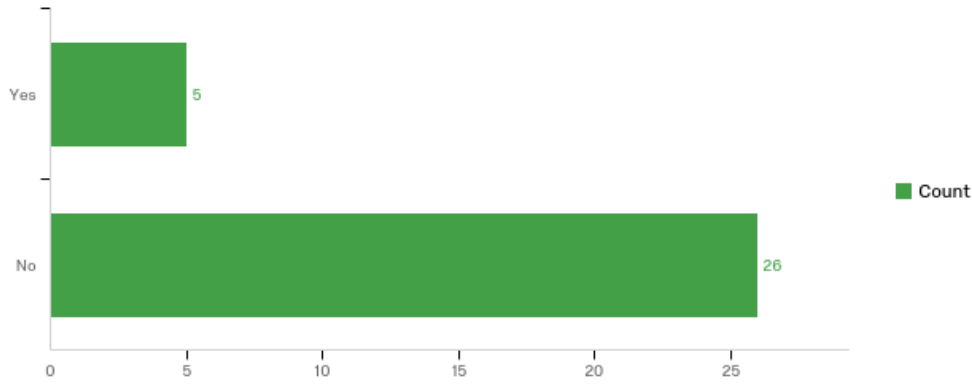
School size

Alumni

Faithful to preaching the Gospel

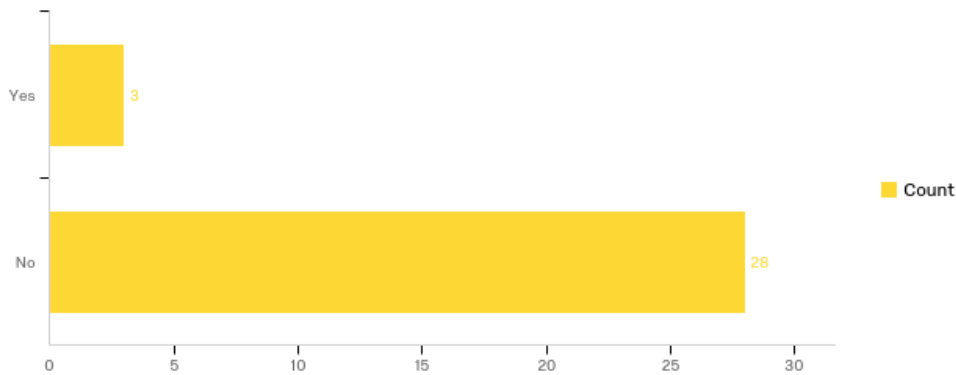
English/literature are separate subjects

Do you have children currently attending this school?



Answer	%	Count
Yes	16%	5
No	84%	26
Total	100%	31

Do you have children currently attending a different Catholic School in the Archdiocese of Detroit?



Answer	%	Count
Yes	10%	3
No	90%	28
Total	100%	31



Report data from the Catholic School Effectiveness Survey administered through a partnership between Madonna University and the University of Detroit Mercy.

*Developed by the Center for Catholic School Effectiveness, School of Education, Loyola University Chicago
In partnership with the Roche Center for Catholic Education, Lynch School of Education, Boston College (2012)*