

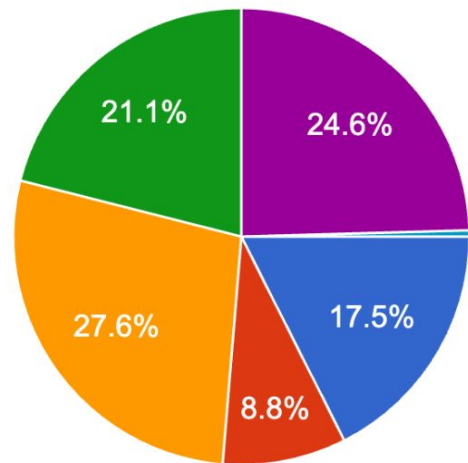
Madison Public Schools Community Survey



June 2026

School your child attends

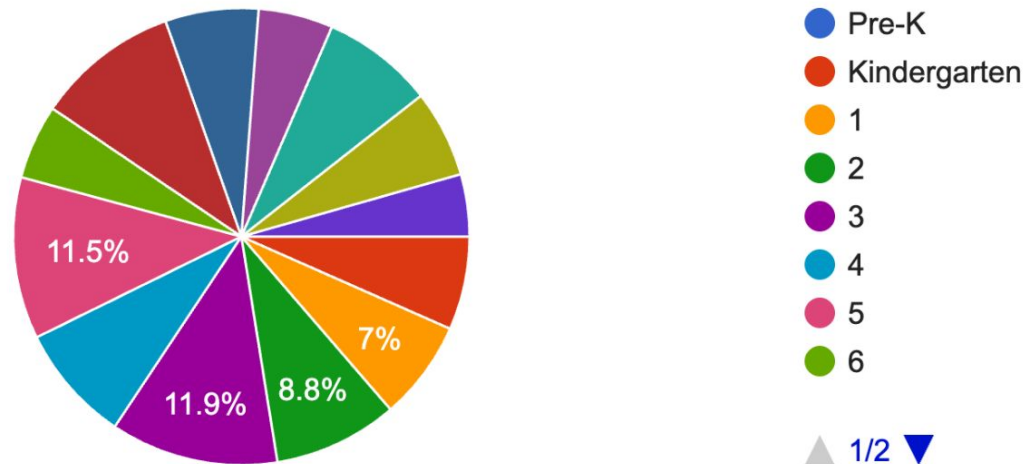
228 responses



- Central Avenue School
- Kings Road School
- Torey J Sabatini School
- Madison Junior School
- Madison High School
- Out of District Placement

Grade level of your child

227 responses



Academics

Elementary, Middle, High

Elementary

• 98 responses

TOP STRENGTHS

ELA curriculum & literacy instruction (17)

"Intentional and effective," parents say

Dedicated classroom teachers (17)

Strong math, reading, and writing results

G&T / Differentiated pull out instruction (7)

New offerings well received

Well-rounded curriculum & electives (4)

Spanish, arts seen as strong

MJS

• 41 responses

TOP STRENGTHS

Passionate, caring teachers (5)

"Cornerstone of the school"

Math rigor & accelerated track (4)

Program praised as strong

Music & specials (4)

Music, encore praised

MHS

• 55 responses

TOP STRENGTHS

Strong AP/Honors, math & science (9)

Most-praised academic theme

Dedicated, high-quality teachers (5)

Go above and beyond

Broad course variety & electives (5)

A genuine strength

TOP GROWTH AREAS

Curriculum consistency across classrooms (11)

Rigor varies by teacher/section

Academic challenge & enrichment gaps (10)

High performers under-challenged

Math program rigor & support (6)

Want a stronger, better-resourced program

TOP GROWTH AREAS

Technology / screen-time reliance (12)

Most-raised theme district-wide

More rigor for advanced students (4)

Tougher ELA/math coursework/world language daily for grade 6

Communication & grading consistency (3)

Inconsistent Genesis use

TOP GROWTH AREAS

World language quality & staffing (5)

Request for more rigor & consistency

Math program & instruction quality (4)

Unclear course sequence

More rigor in honors/AP & core (4)

More opportunities for feedback on individual learning



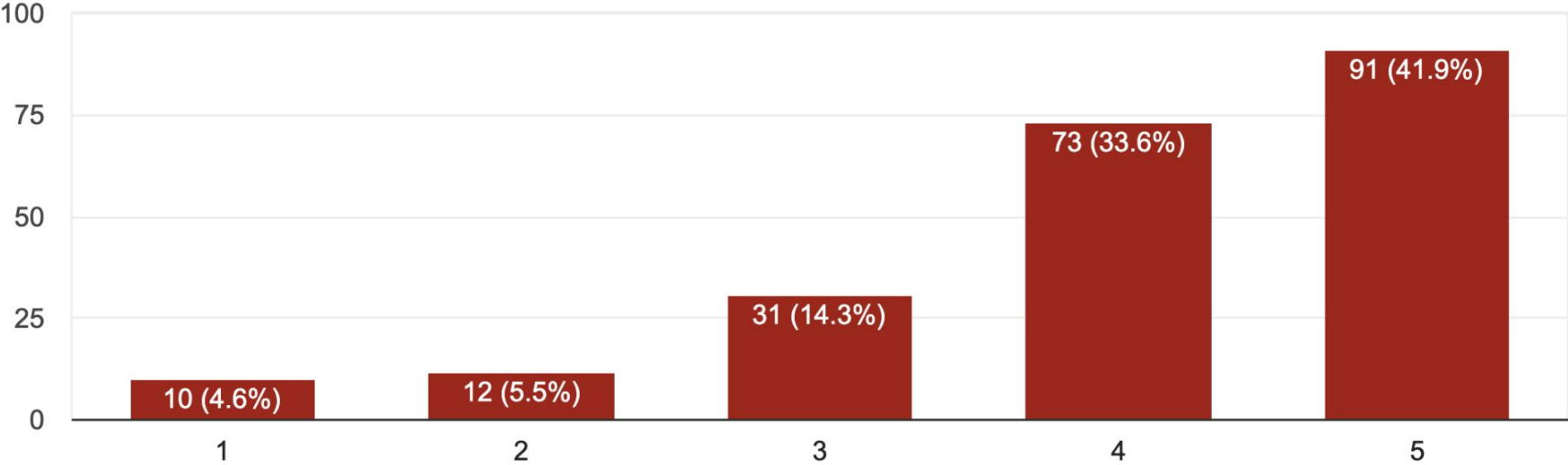
Nurturing a Supportive Environment

- **Safety & Respect:** Early indicators show solid baseline comfort, with many parents reporting that their children feel safe and respected within their schools.
- **The "*Belonging*" Variable:** While mostly positive, some variations suggest a need to focus on student belonging and inclusion across different grade levels.
- **Conflict Resolution:** Mixed feedback highlights a strong desire for schools to intervene rapidly and transparently when bullying or peer conflict arises.

“Good leadership & great teachers - caring environment.” ~ Elementary School Parent

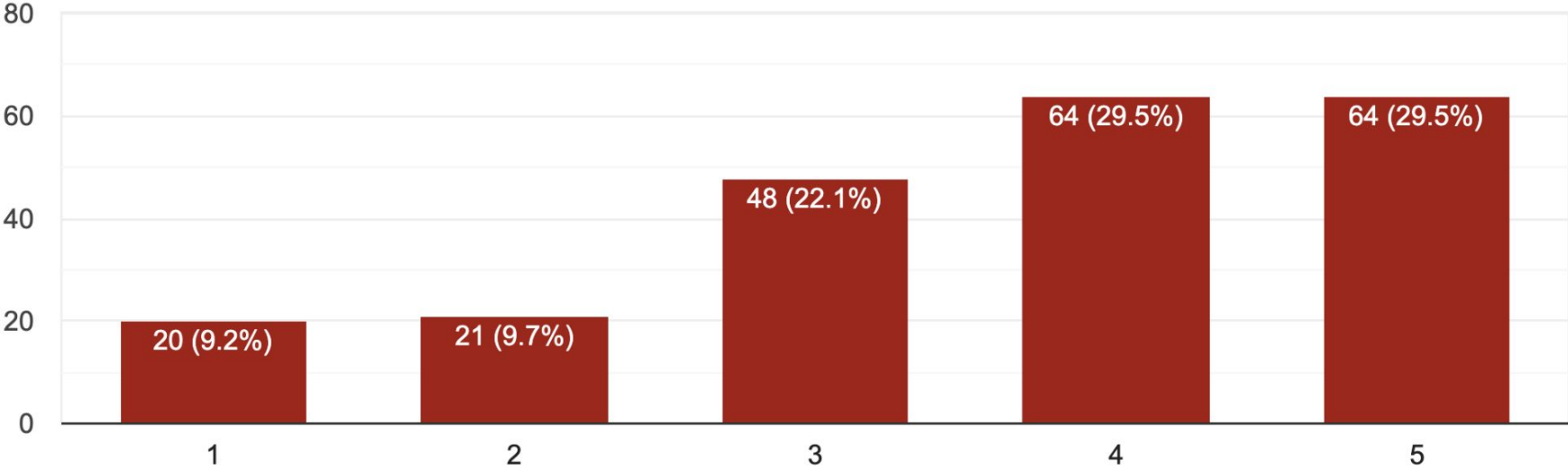
The school provides a positive learning environment.

217 responses



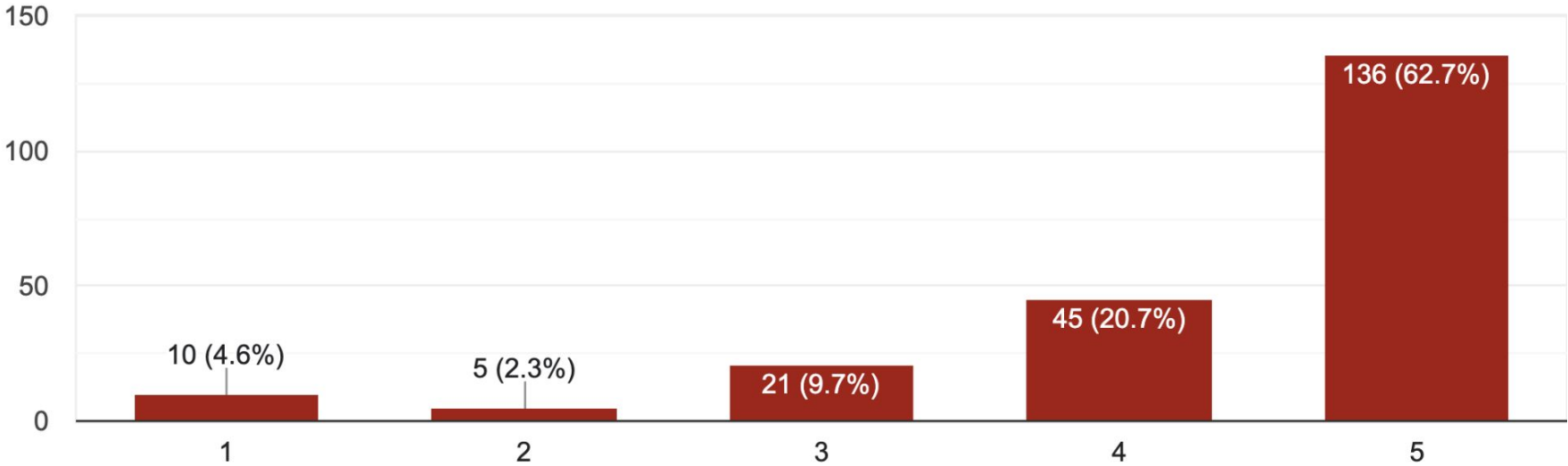
The school makes decisions in students' best interests.

217 responses



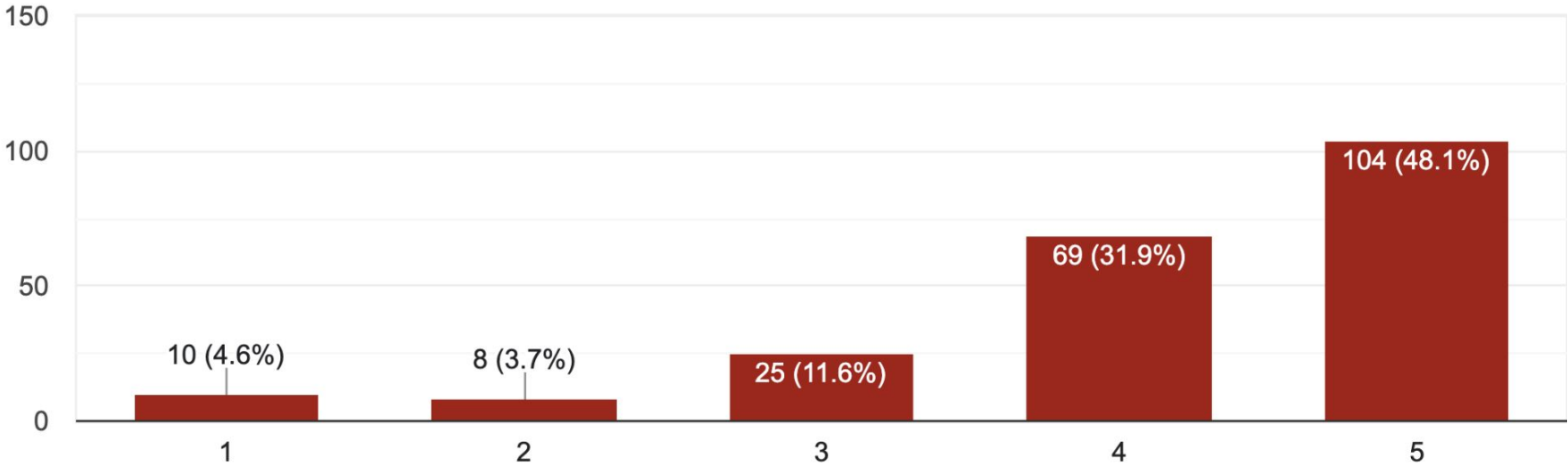
My child feels safe at school.

217 responses



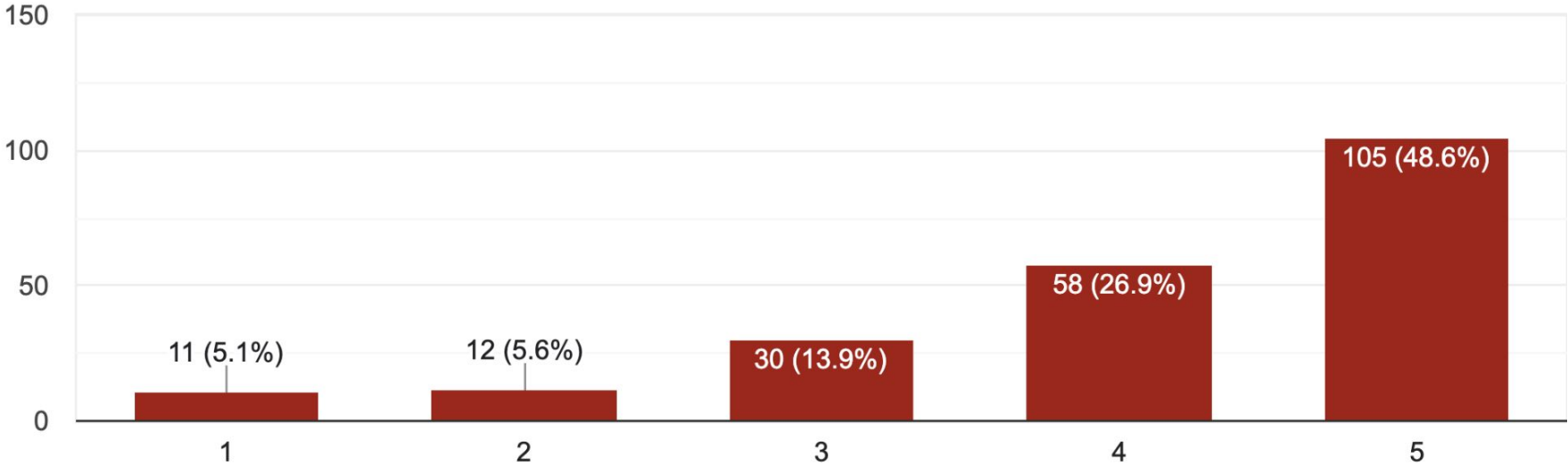
Students are treated with respect.

216 responses



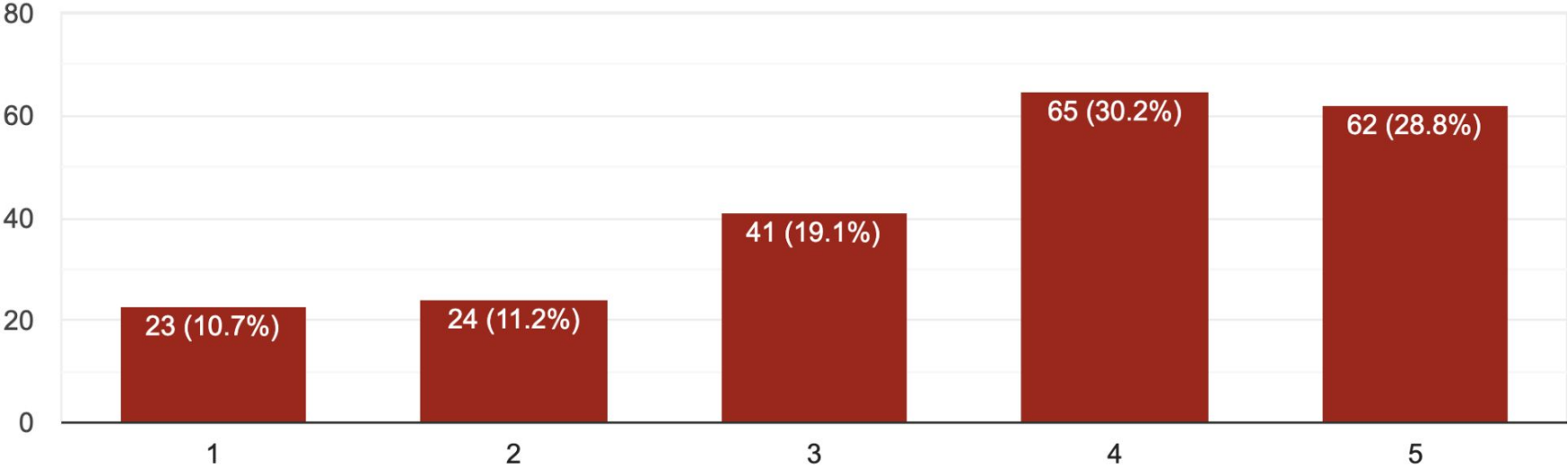
My child feels a sense of belonging.

216 responses



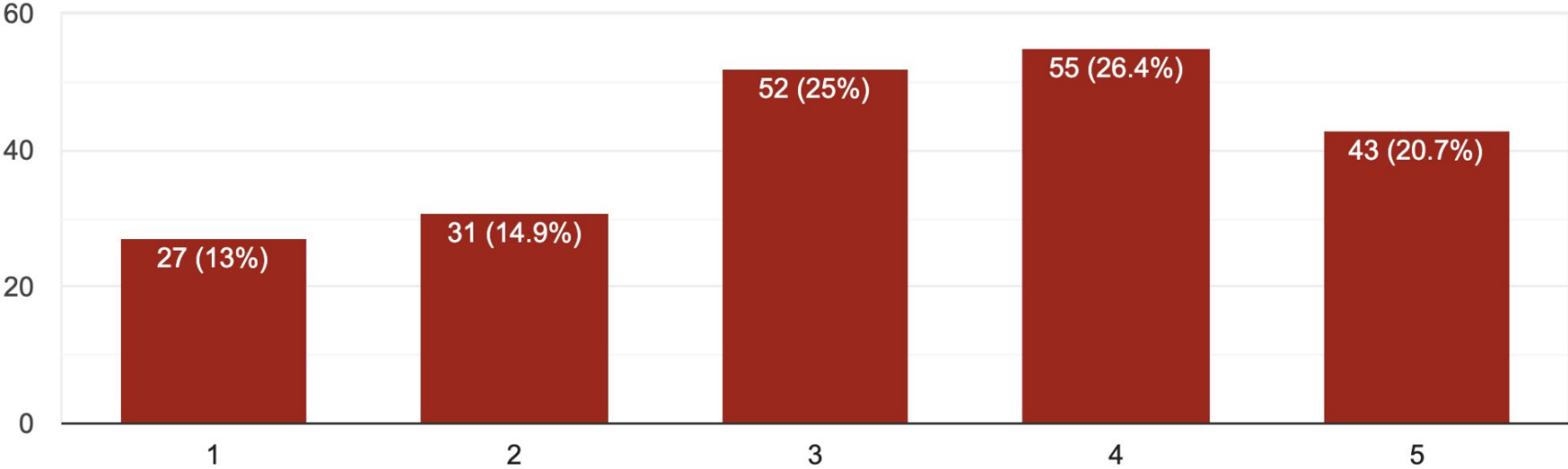
The school effectively addresses concerns when they arise.

215 responses



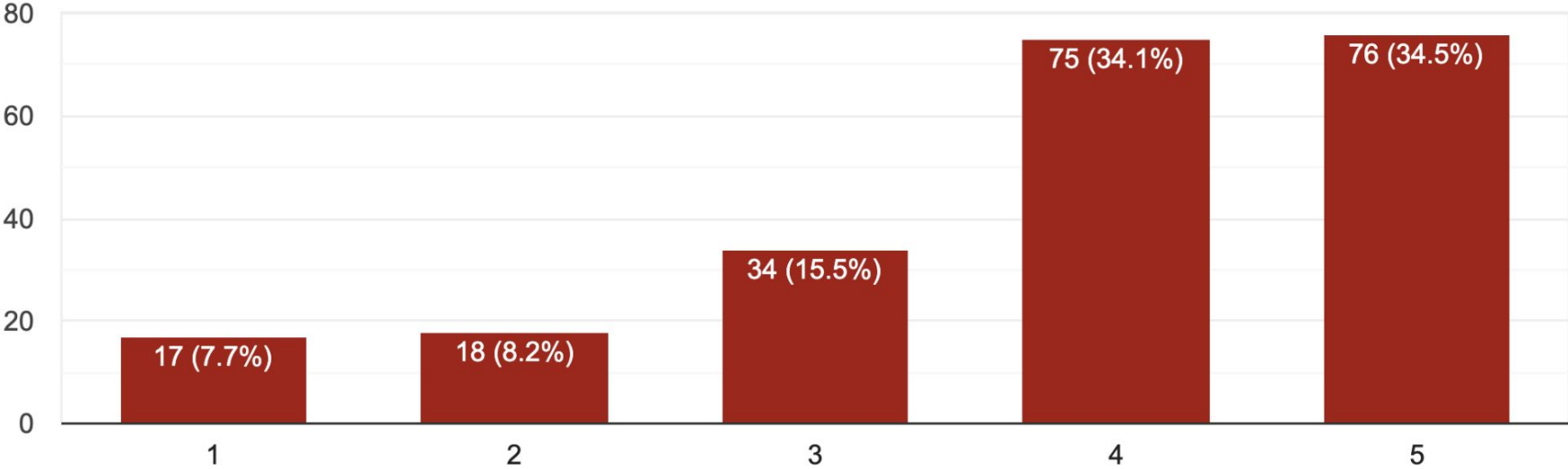
There are avenues for providing feedback at the district level.

208 responses



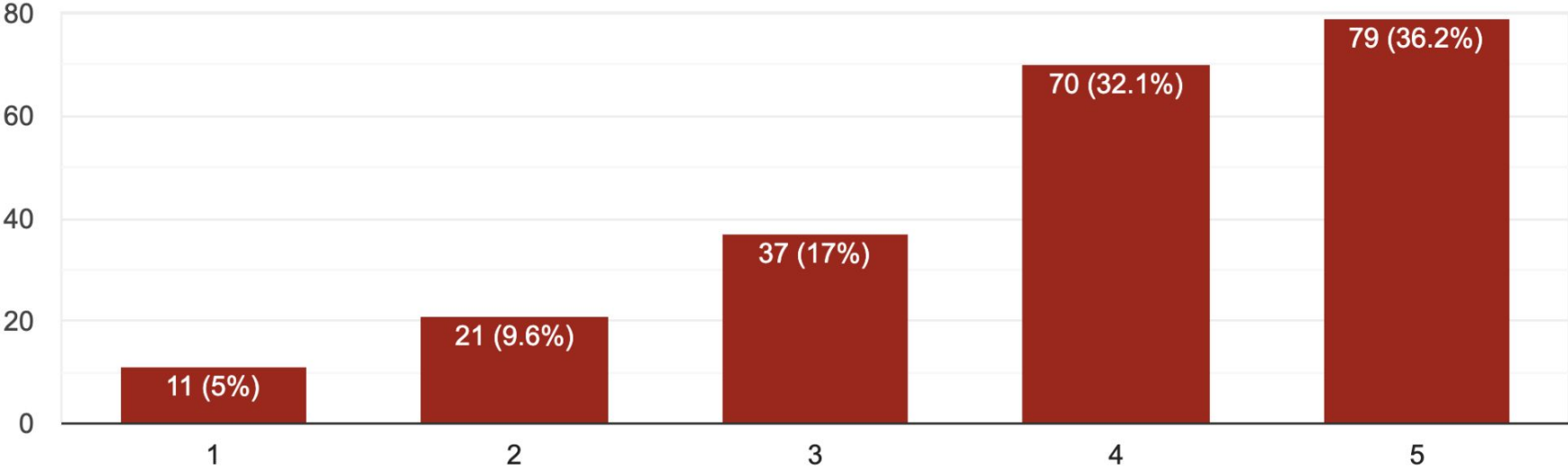
The school supports students' social and emotional well-being.

220 responses



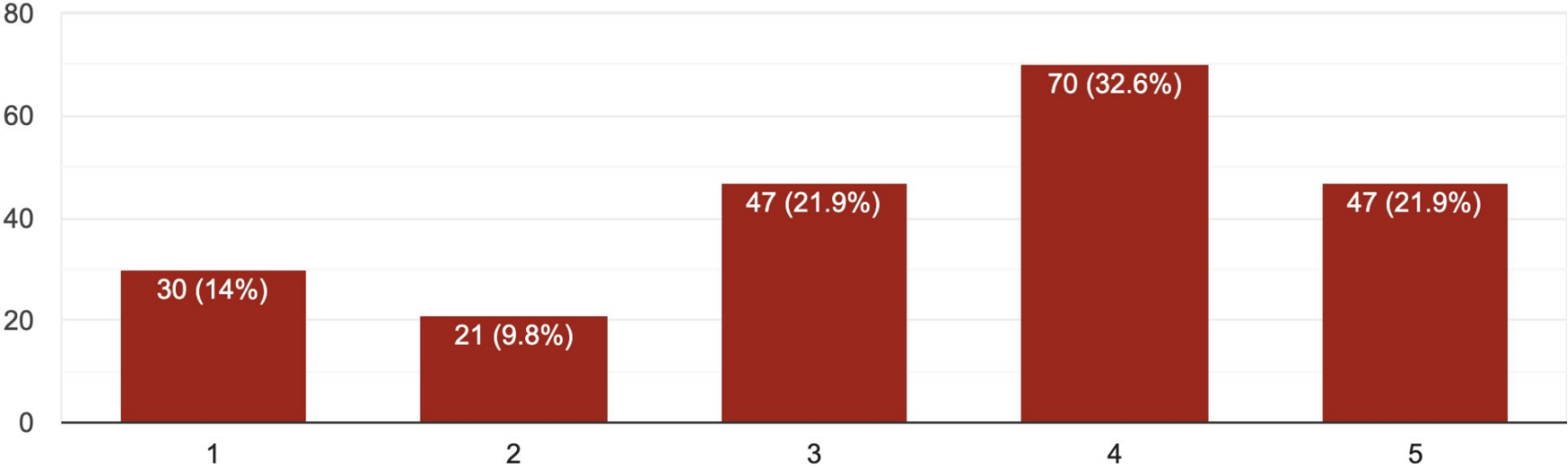
Students have access to needed supports.

218 responses



The school effectively addresses bullying/conflict.

215 responses



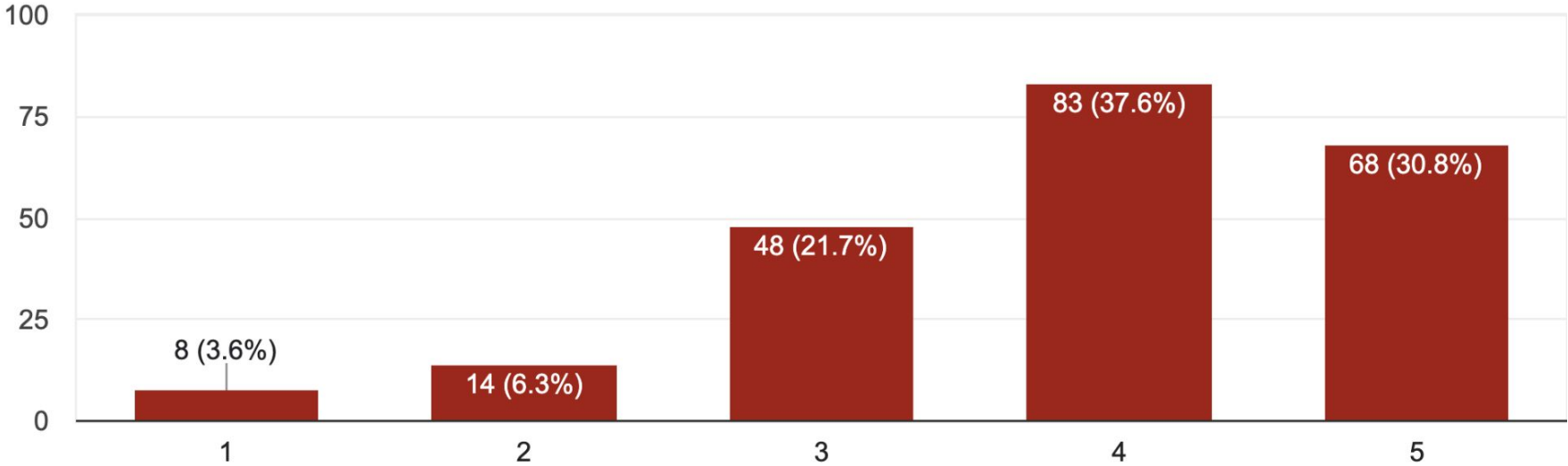
Meeting Diverse Learning Needs



- **Strong Instructional Foundations:** Parents frequently cite dedicated teaching staff as the primary academic strength of the district.
- **Curriculum Feedback:**
 - Notable appreciation for reading development and specialized electives (e.g., music/sciences).
 - Requests for a stronger, more consistent math program and structured pathways for gifted/talented students.
- **Intervention & Enrichment:** The community emphasizes the need for fast-tracked IEP/504 development and seamless enrichment opportunities.

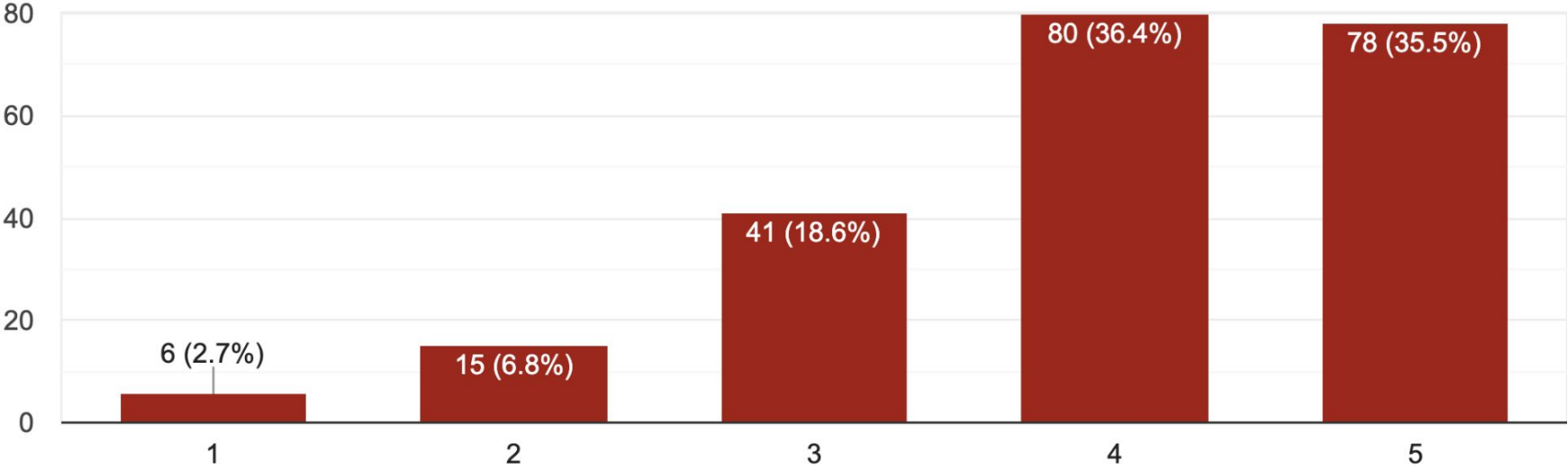
The classroom instruction that my child receives meets my child’s learning needs.

221 responses



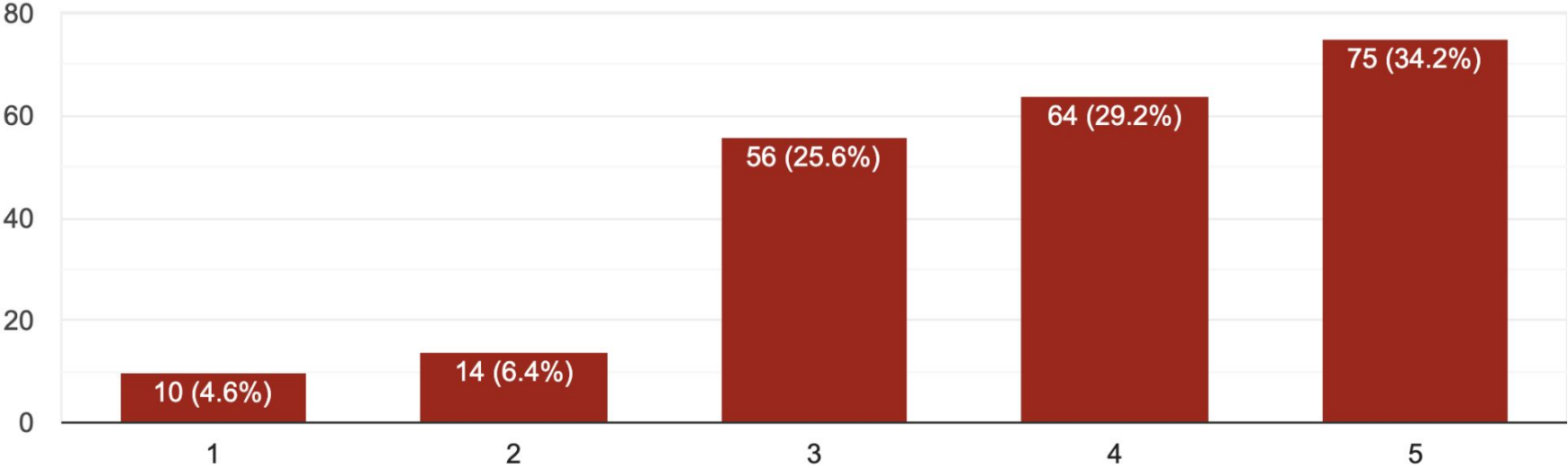
The curriculum adequately prepares my child for the next grade level.

220 responses



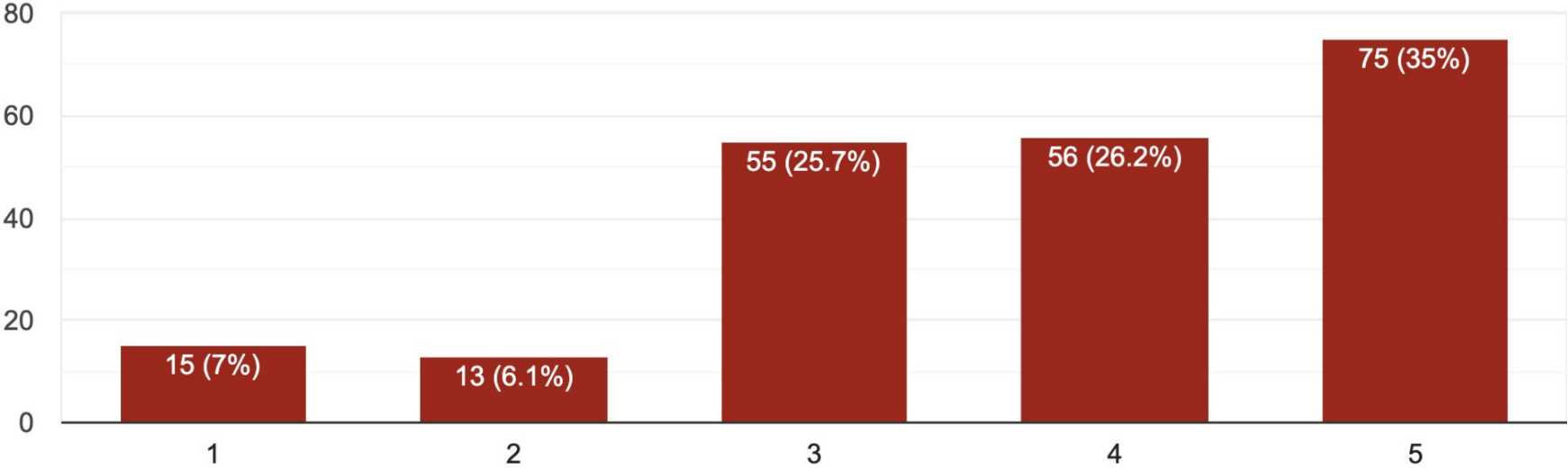
The curriculum provides my child with opportunities to develop strong reading and writing skills.

219 responses



Intervention and enrichment opportunities help my child succeed.

214 responses



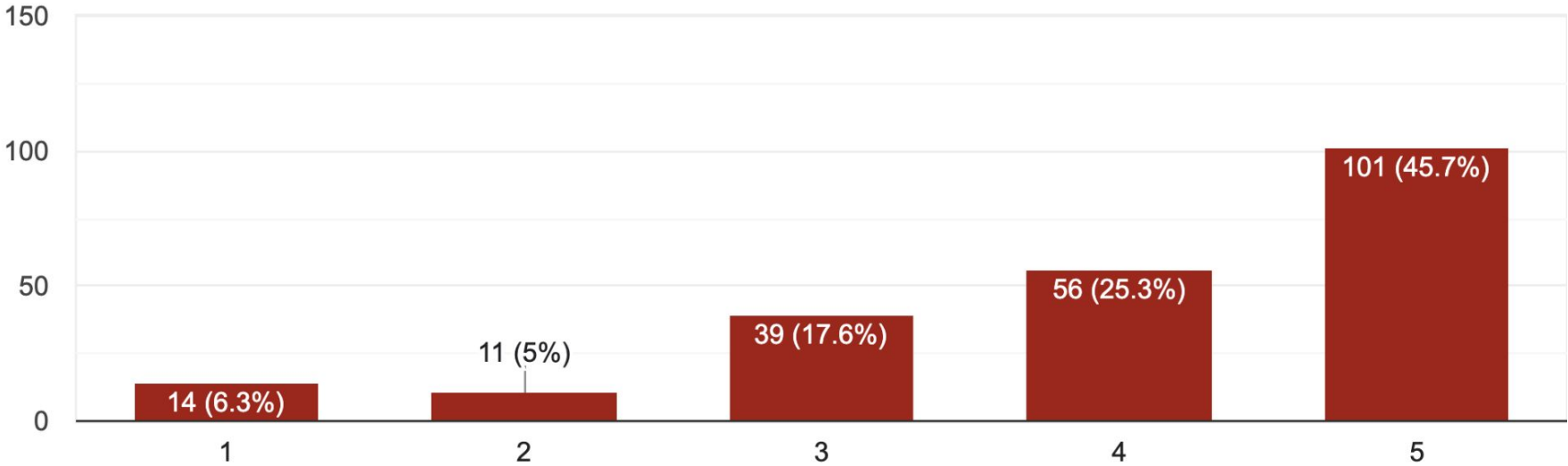
School-to-Home Communication



- High willingness to contact staff; teachers are viewed as accessible and collaborative.
- School communication is generally viewed as clear and timely, though some platforms (like virtual backpacks) receive mixed preferences.
- Parents want more continuous, deeply meaningful data regarding their child's academic and developmental trajectory

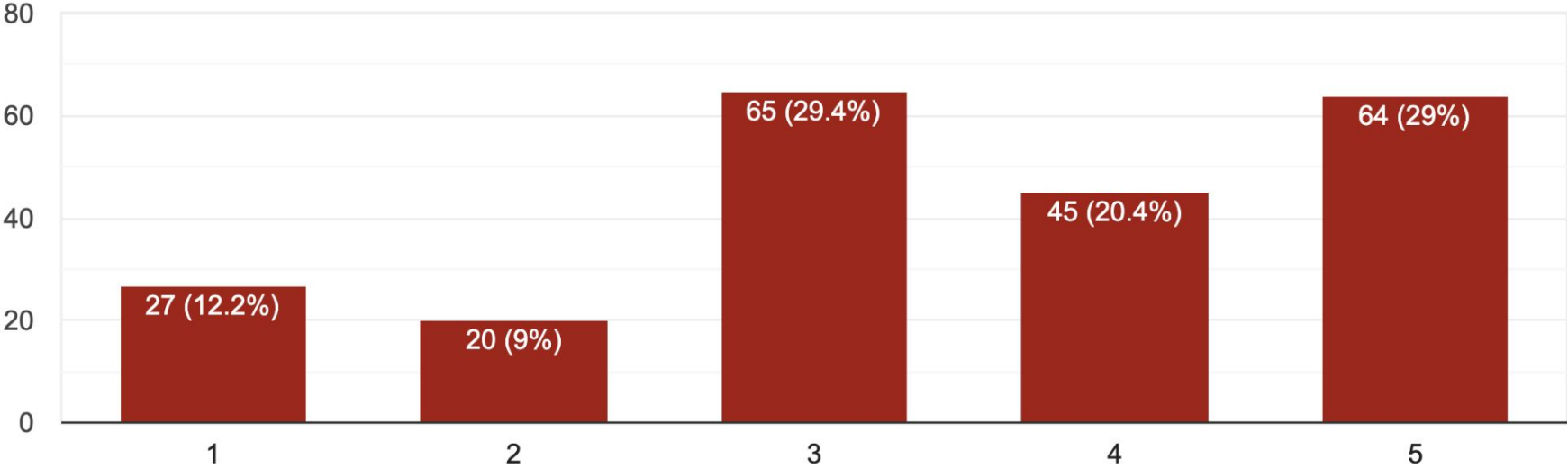
School communication is clear and timely.

221 responses



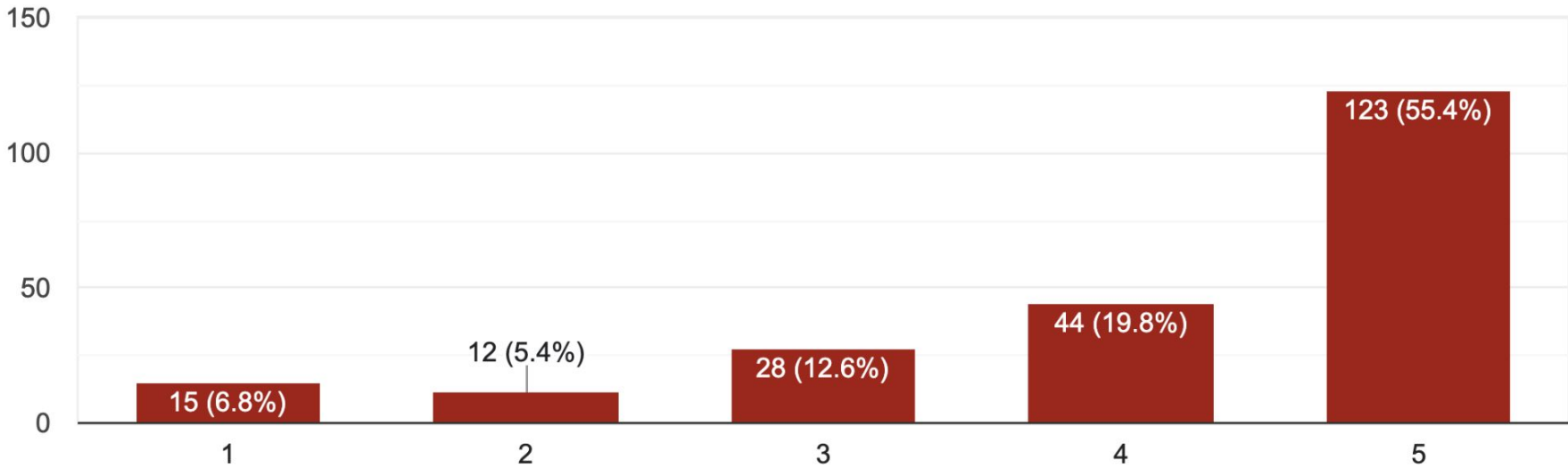
I receive meaningful feedback on my child's progress.

221 responses



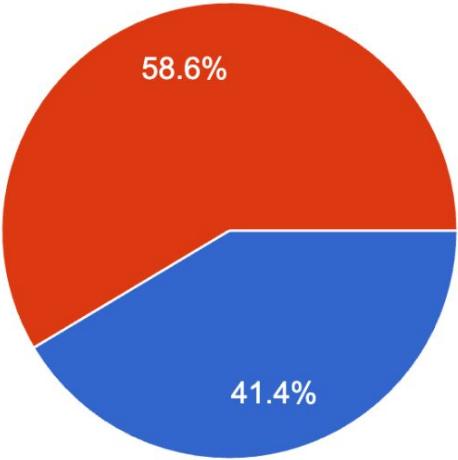
I feel comfortable contacting staff.

222 responses



Identify the plan under which your child receives services:

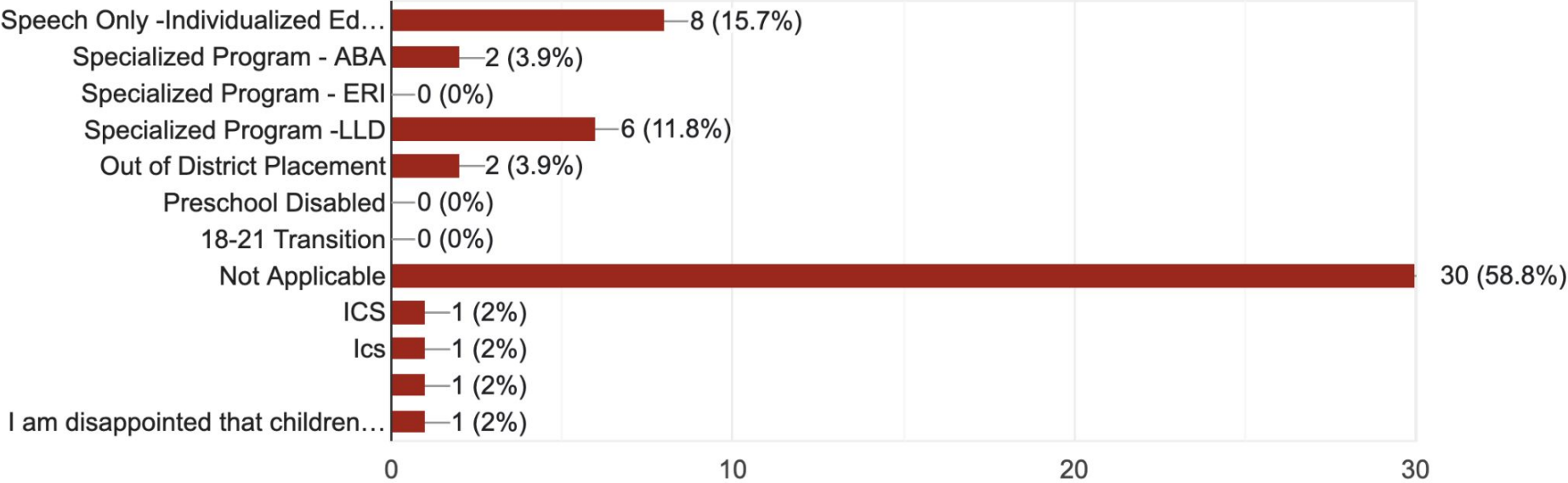
70 responses



- 504 Accomodation Plan
- Individualized Education Program (IEP)

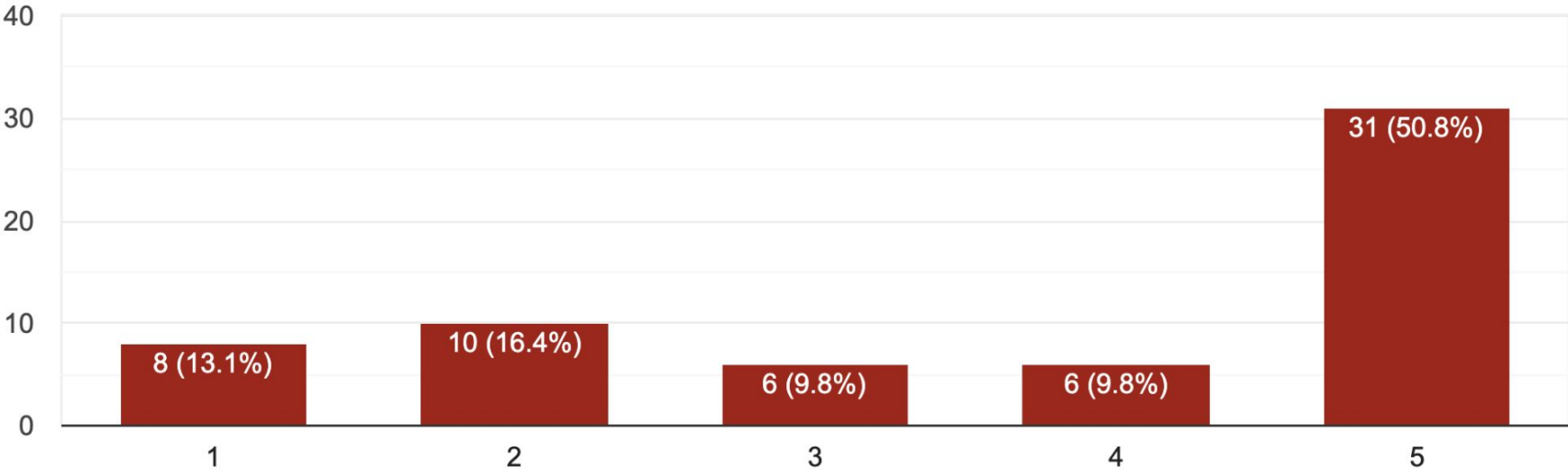
If your child has an Individualized Education Program (IEP) and is enrolled in a specialized program indicated the program.

51 responses



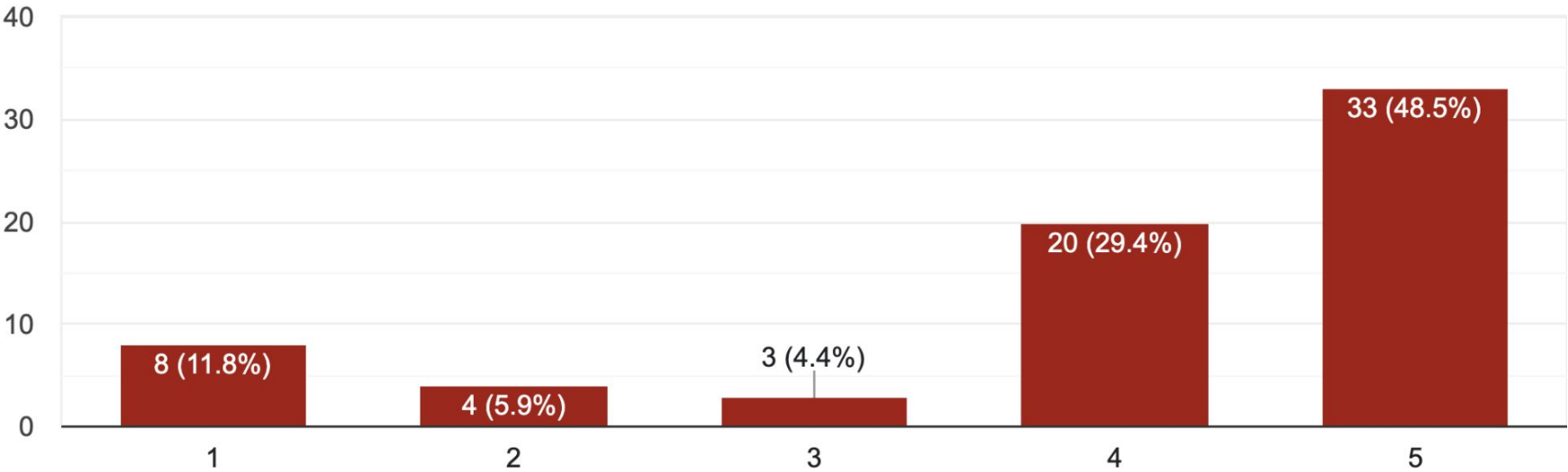
I feel comfortable contacting my child's IEP case manager/staff member managing my child's 504 Plan.

61 responses



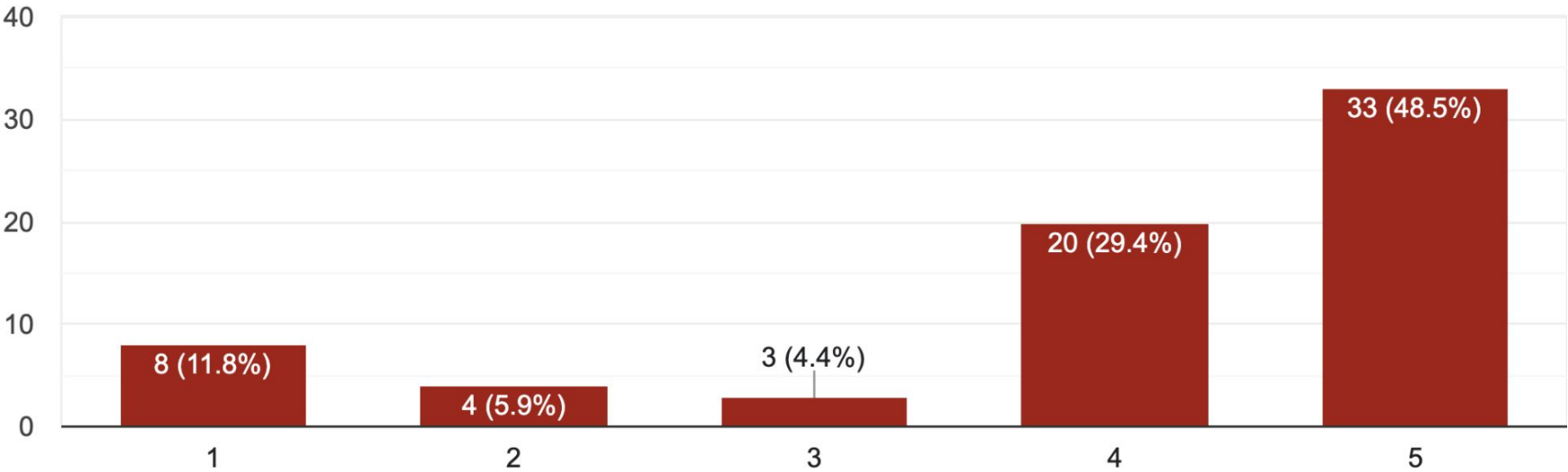
I understand my child's: - IEP (goals/modifications/accommodations) - 504 (accommodation).

68 responses



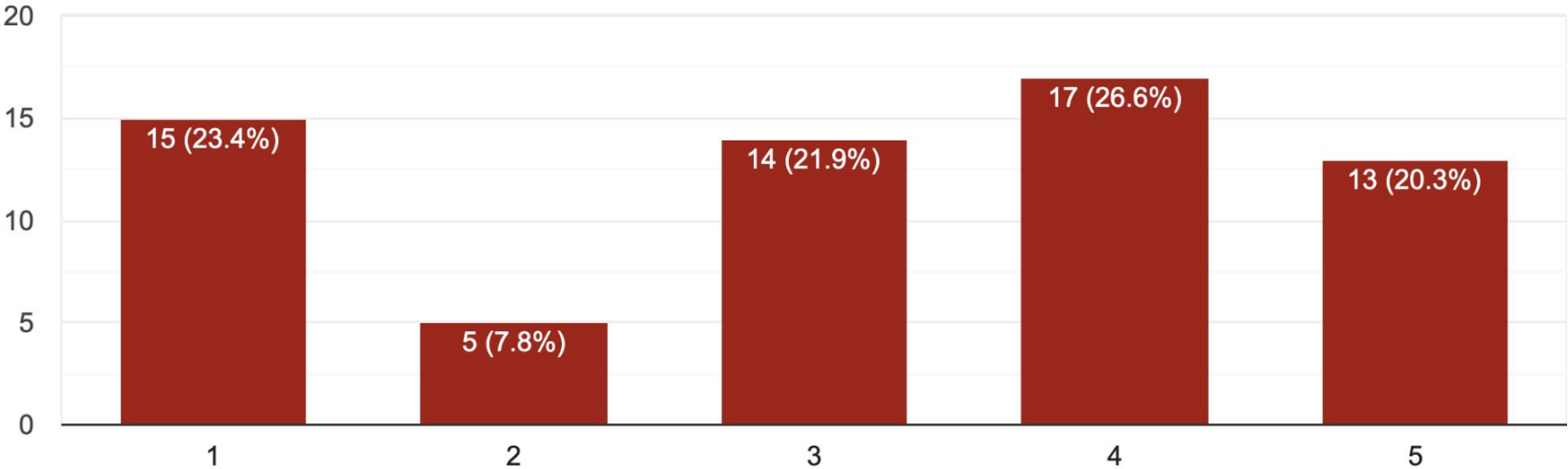
I understand my child's: - IEP (goals/modifications/accommodations) - 504 (accommodation).

68 responses



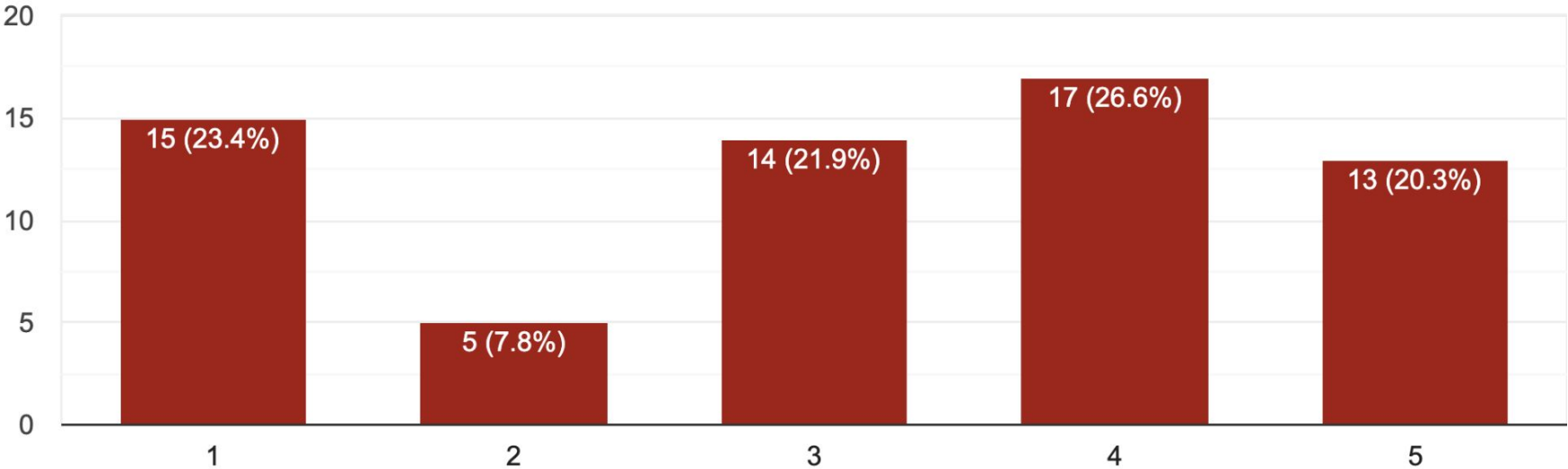
The district communicates effectively with families of children with IEPs/504 Plans including out-of-district families.

64 responses



The district communicates effectively with families of children with IEPs/504 Plans including out-of-district families.

64 responses



Technology & AI Use

All Buildings • 216 responses

KEY FINDINGS

1

Screen time seen as excessive

52% of parents say screen time is “too much,” versus 32% who call it “about right.”

2

Attention & focus is the top worry

70% of respondents flagged impact on attention/focus as a concern about school-issued devices — the most-selected concern district-wide.

3

AI is the lowest-scoring area

Comfort with classroom AI use (2.72/5) and confidence AI is used safely (2.77/5) rank as the two lowest-rated items in the survey.

4

Screen amount & over-reliance follow closely

65% cited the amount of screen time and 56% cited over-reliance on technology as specific concerns.

5

Limited visibility after school hours

22% want clearer monitoring of school-issued devices once students are away from the building.

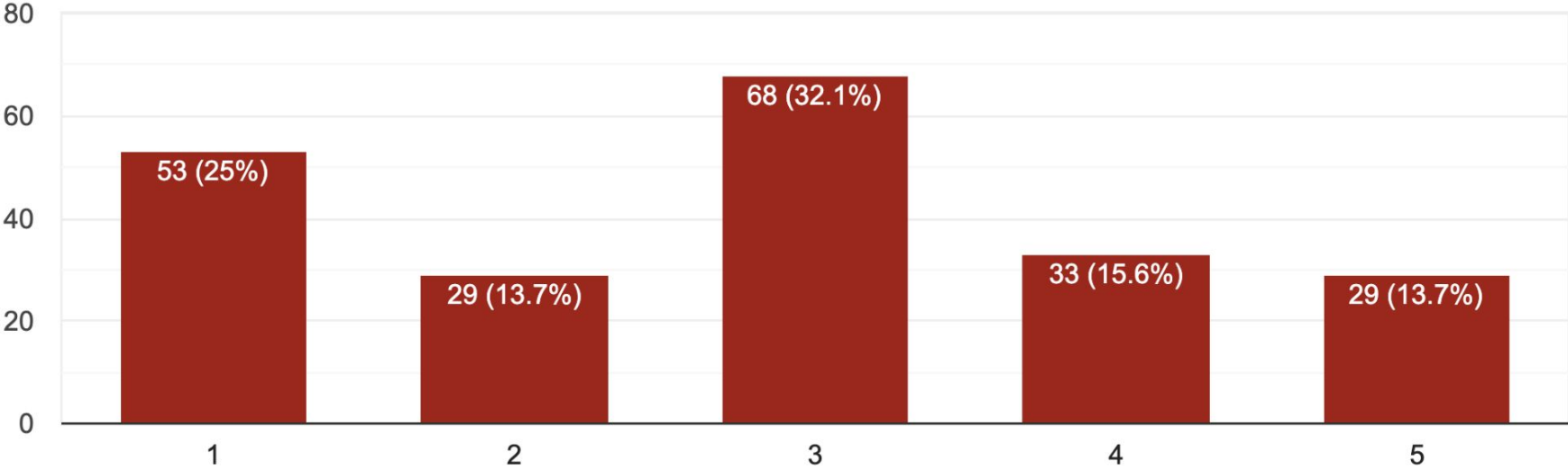
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The district has become too dependent on computers, and does not seem to have a plan on how to handle AI going forward. It sort of feels like the Wild West.

— Madison parent, District-Wide

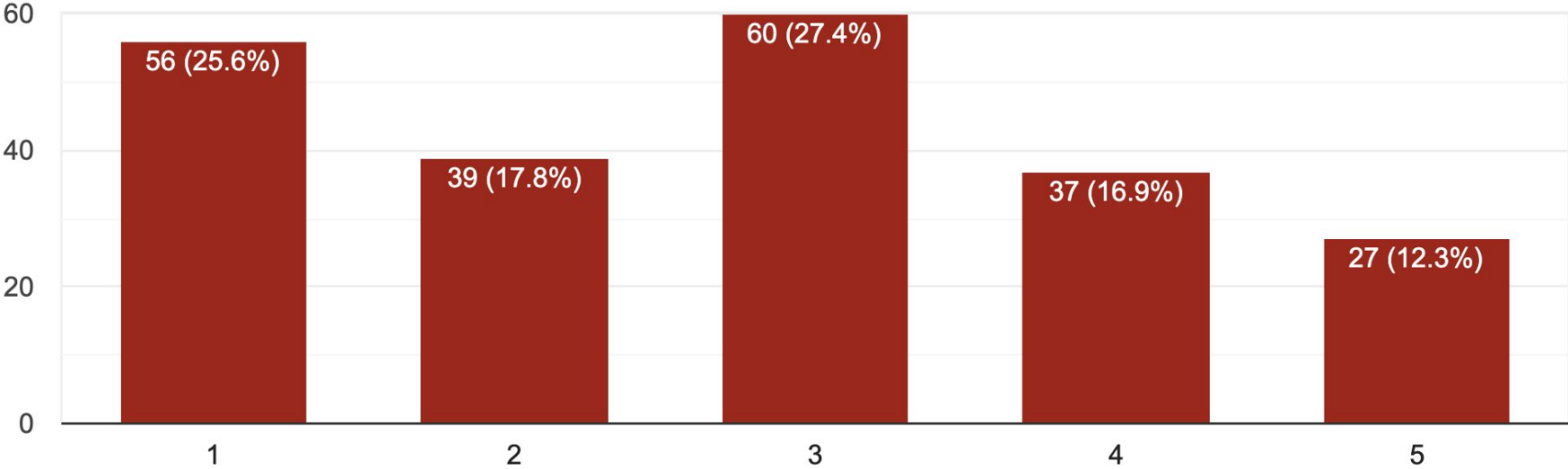
The amount of screen time is appropriate for my child’s grade level.

212 responses



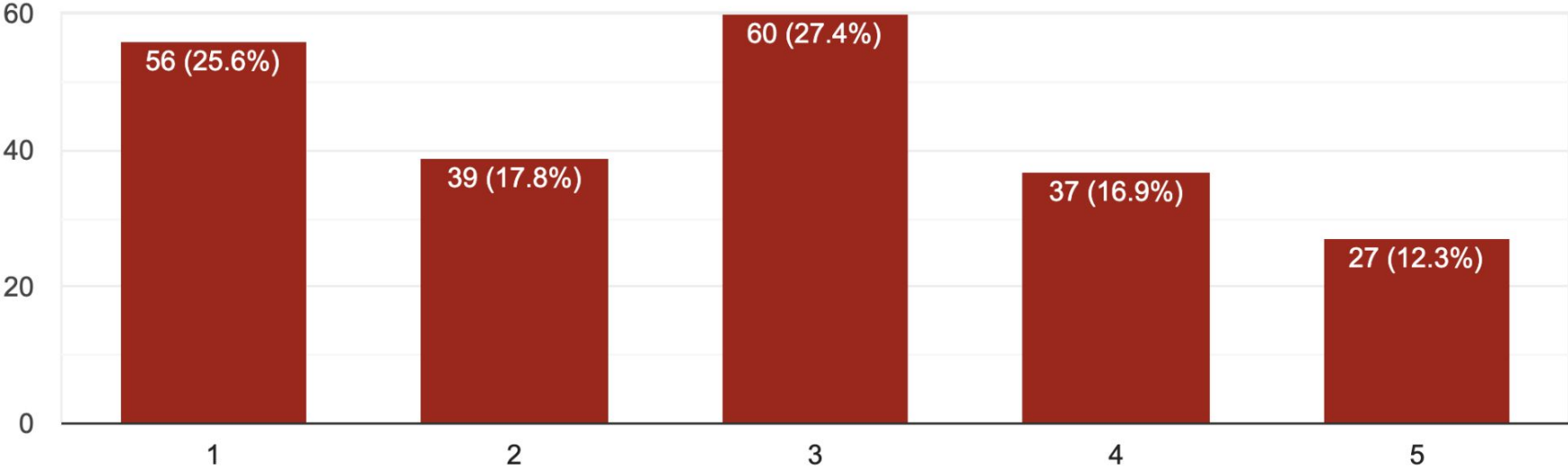
I understand how technology is used in my child’s classroom.

219 responses



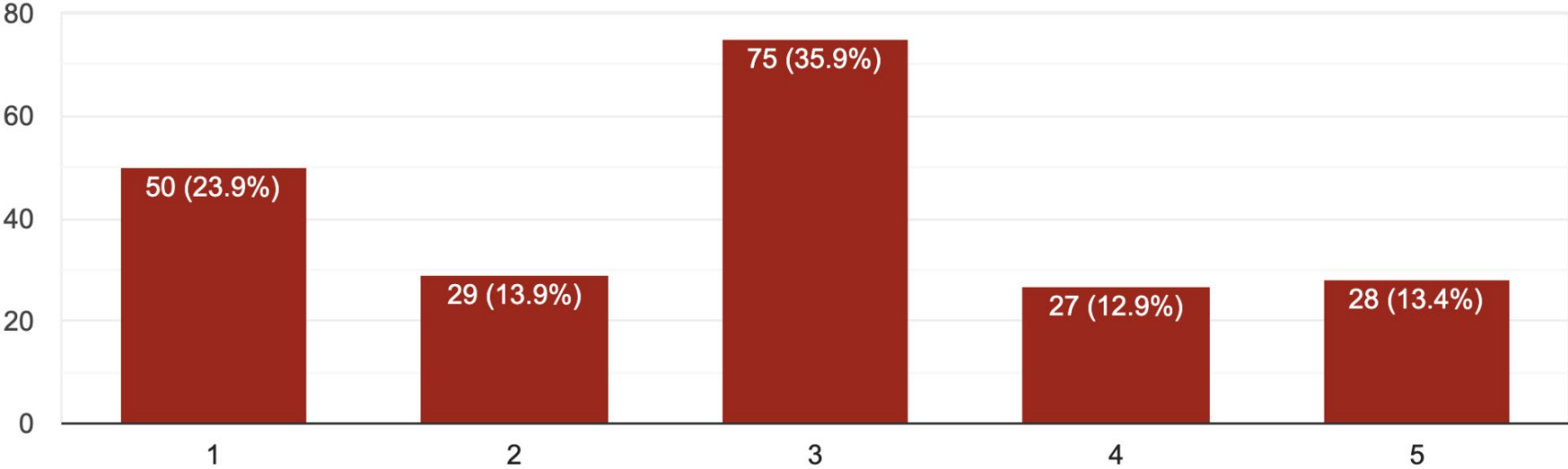
I understand how technology is used in my child’s classroom.

219 responses



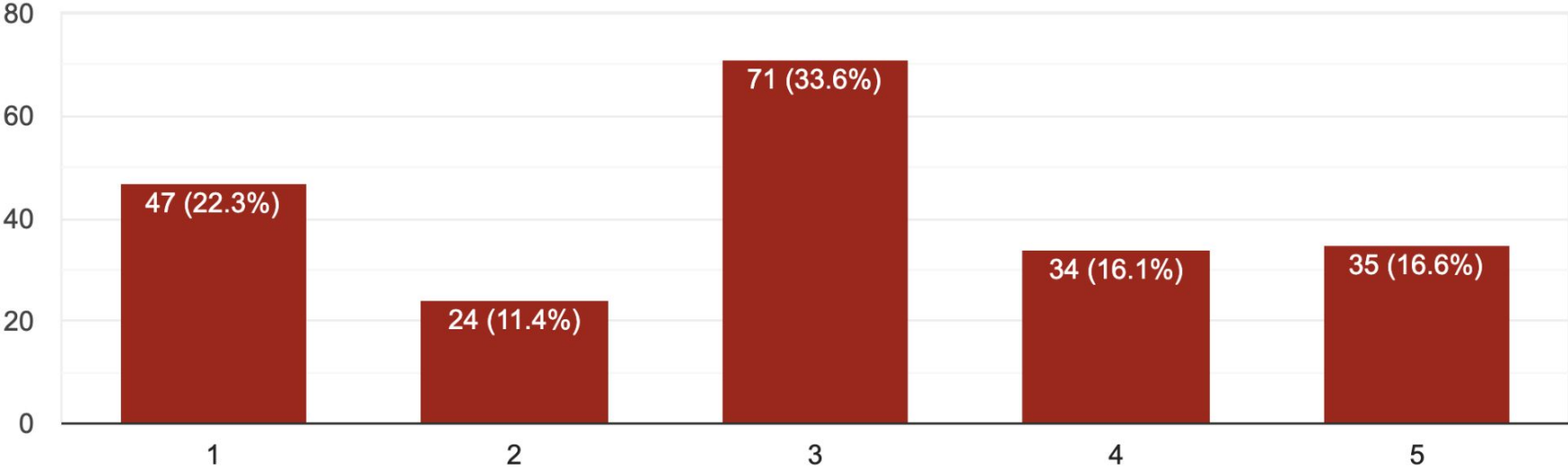
Teachers appropriately monitor technology use.

209 responses



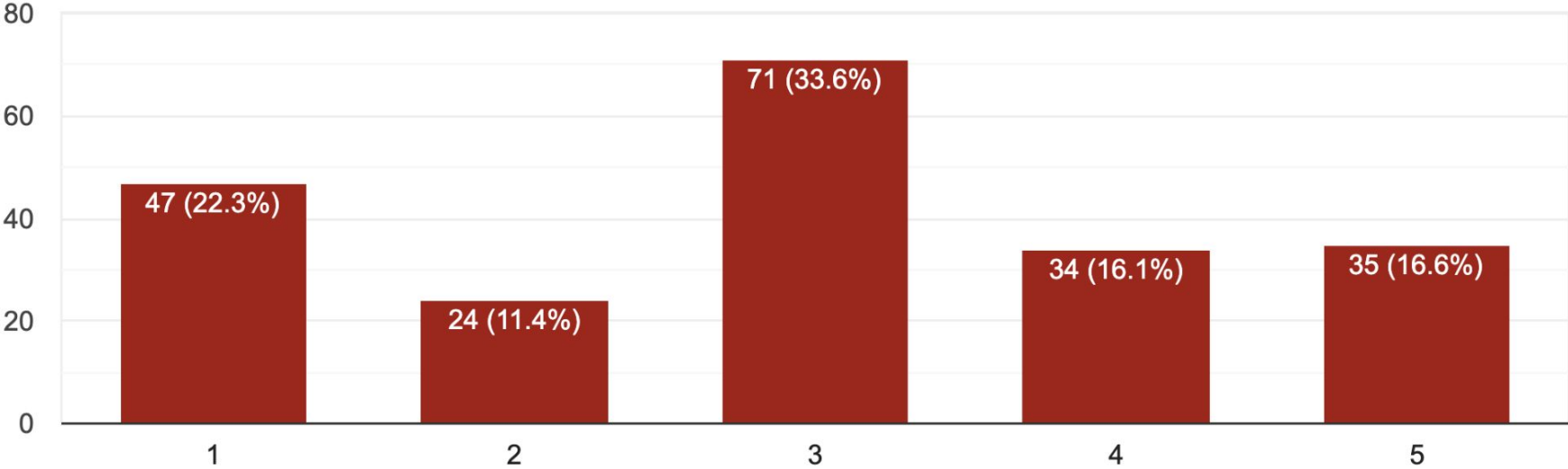
Technology use is balanced with non-digital instruction.

211 responses



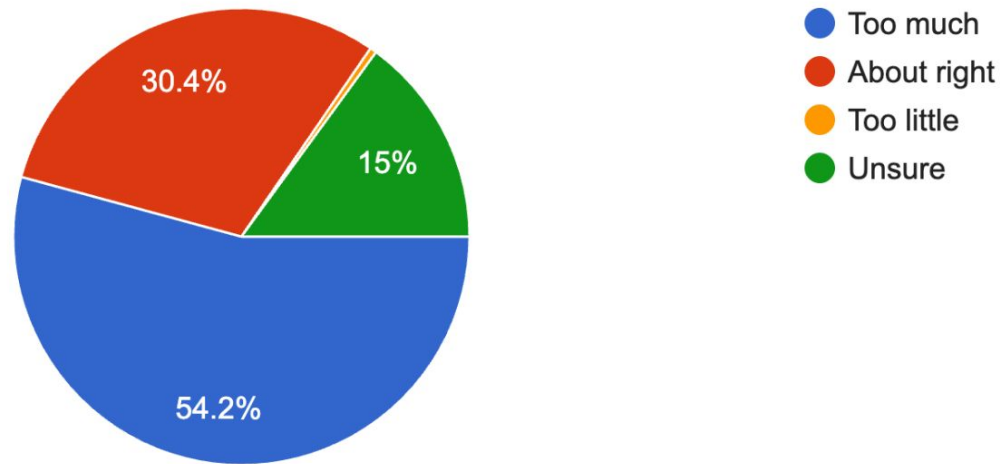
Technology use is balanced with non-digital instruction.

211 responses



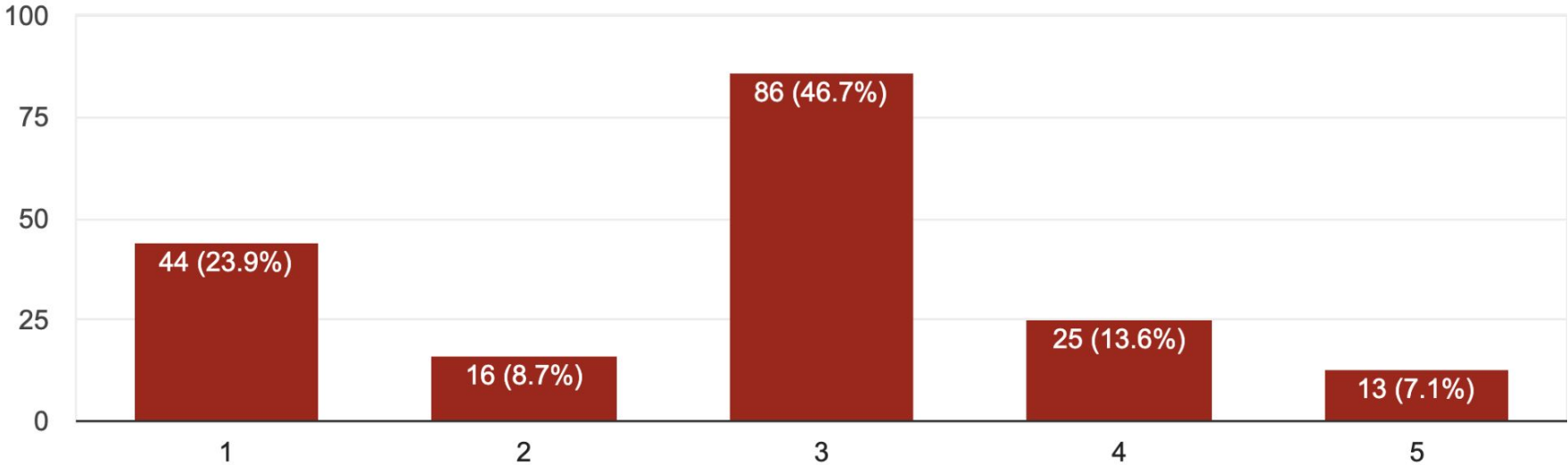
Compared to your expectations, your child’s school screen time is:

214 responses



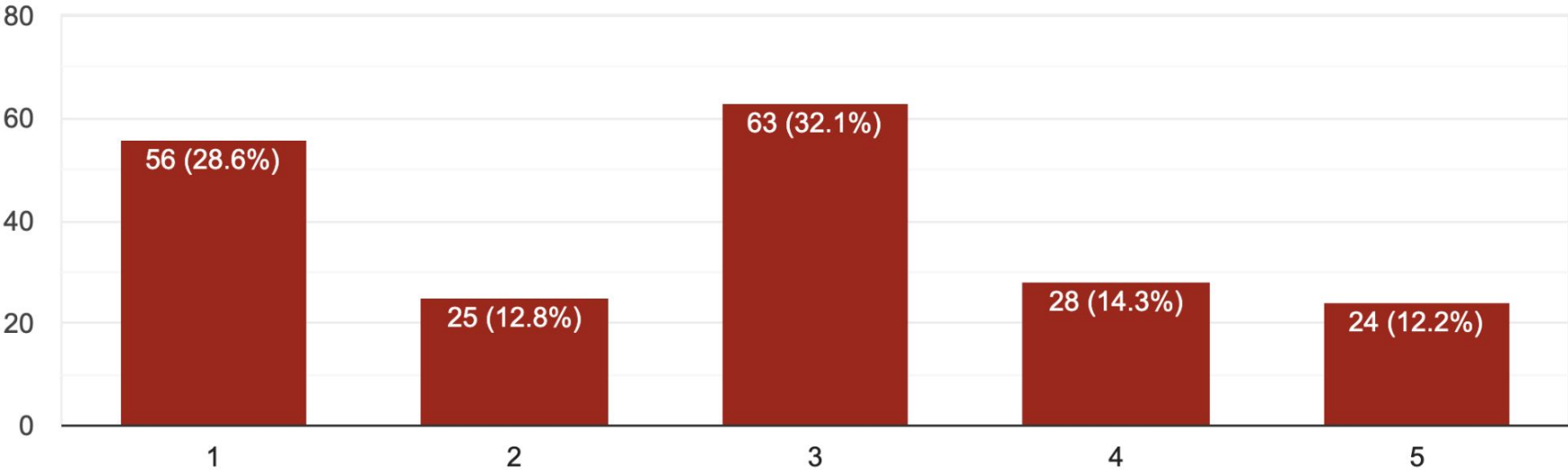
The district uses artificial intelligence (AI) tools in schools in a safe and developmentally appropriate manner.

184 responses



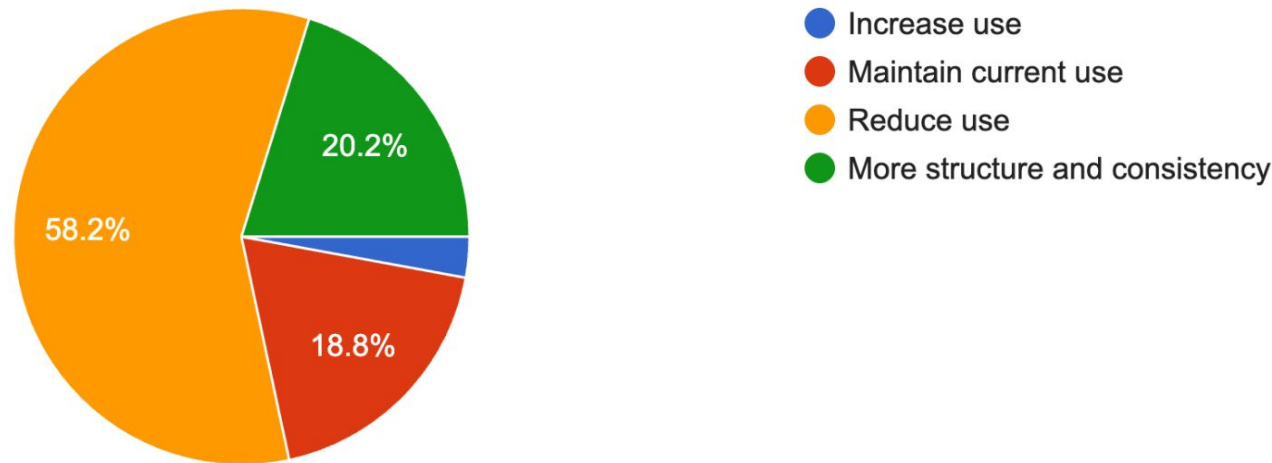
I feel comfortable with appropriate use of artificial intelligence (AI) tools to support teaching and learning in my child’s classroom.

196 responses



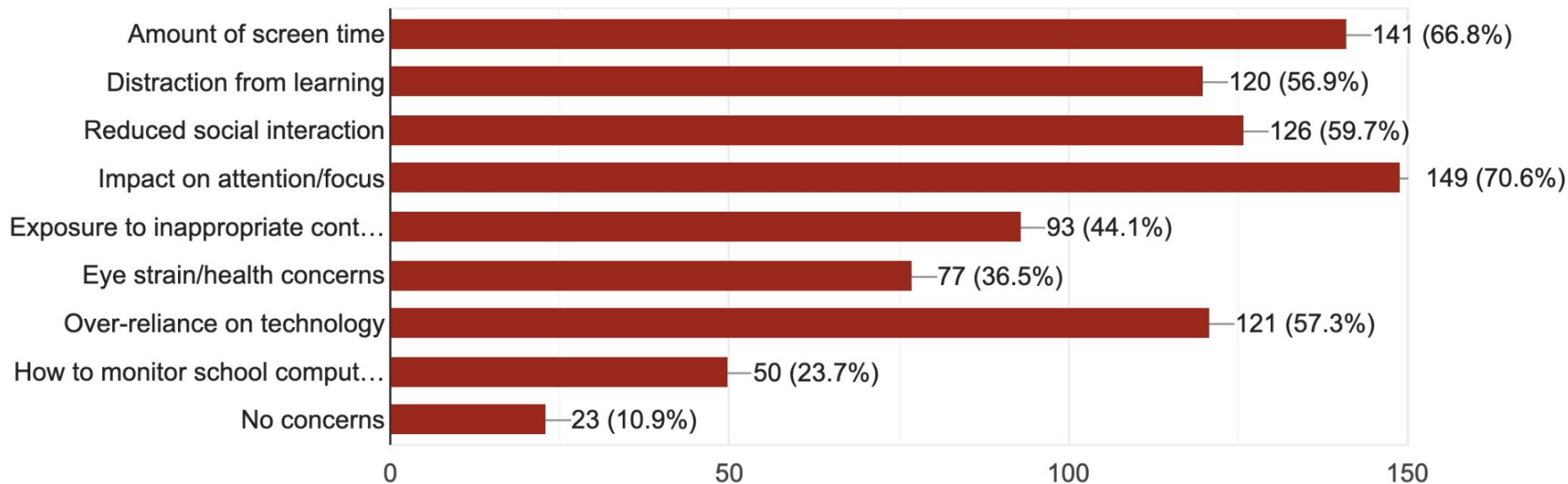
What would you like to see regarding technology use?

208 responses



What concerns, if any, do you have about the use of technology on school-issued devices at school? (Select all that apply)

211 responses



Beyond the Classroom

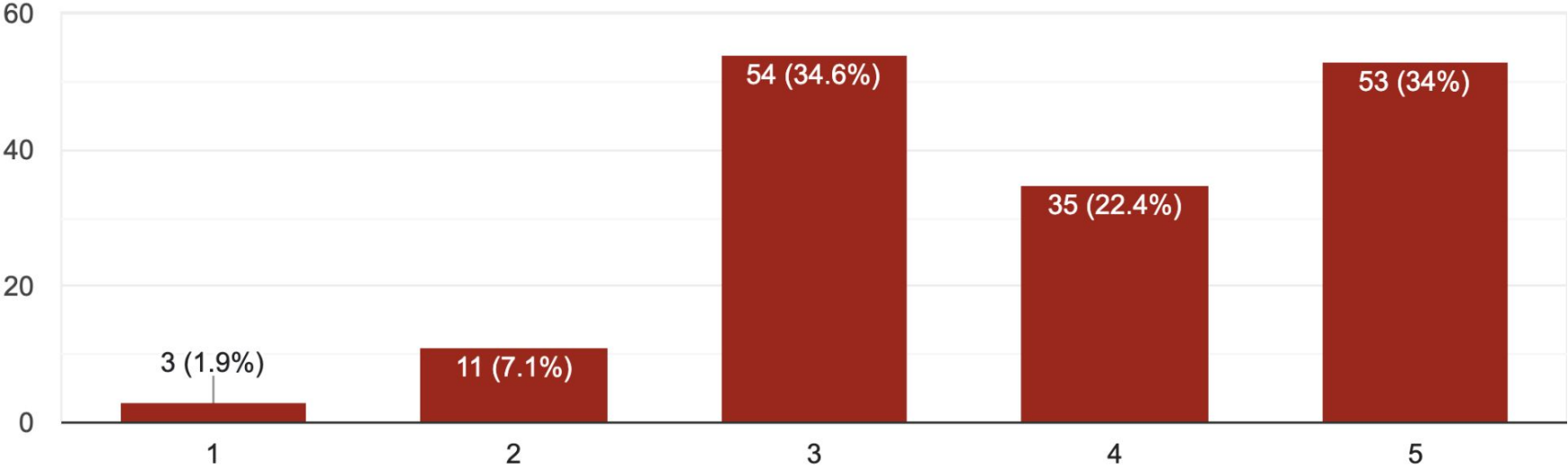


Clubs, Activities & Athletics

- **Engaging Student Interests:** Extracurricular offerings, specifically music and performing arts are recognized as transformative for student connection and grade performance.
- **Athletic Alignment:** Athletics are valued, though feedback indicates an opportunity to review coach-athlete support dynamics and expand program variety.
- **Inclusion:** Ensuring out-of-district students and those with specialized education plans maintain seamless access to all after-school activities remains a priority.

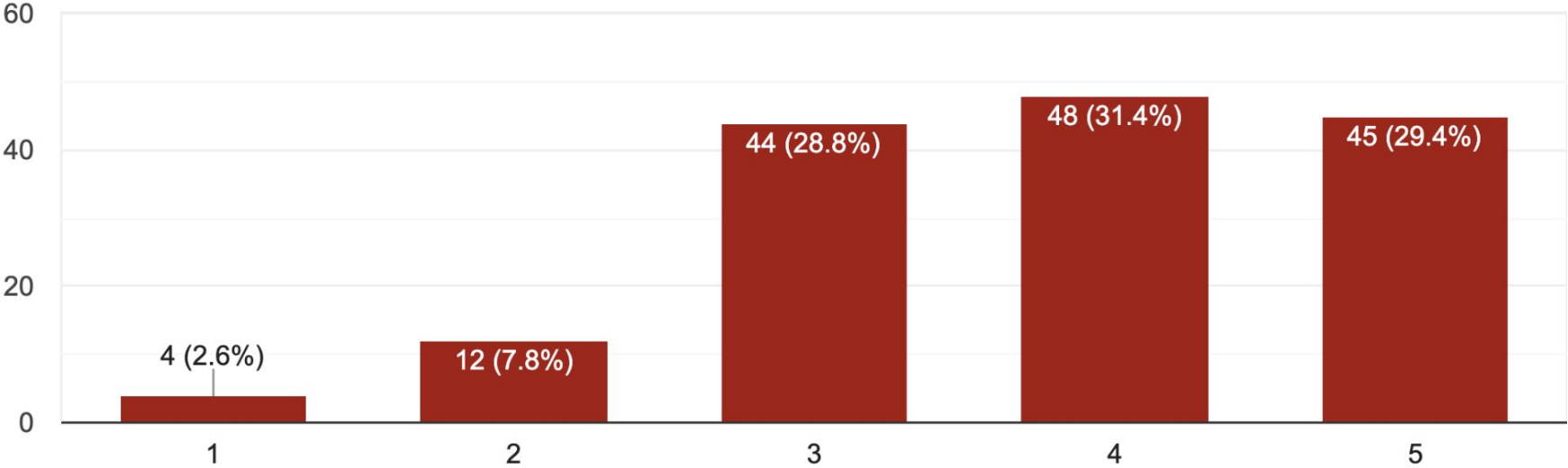
Students are encouraged to participate in clubs/activities.

156 responses



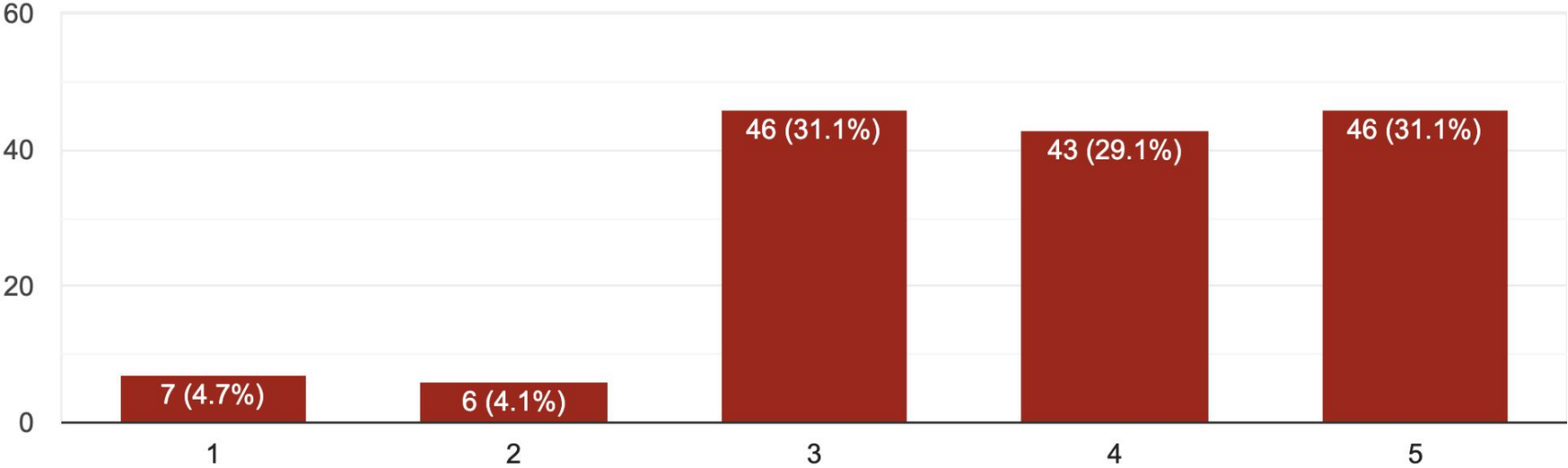
Clubs meet student interests.

153 responses



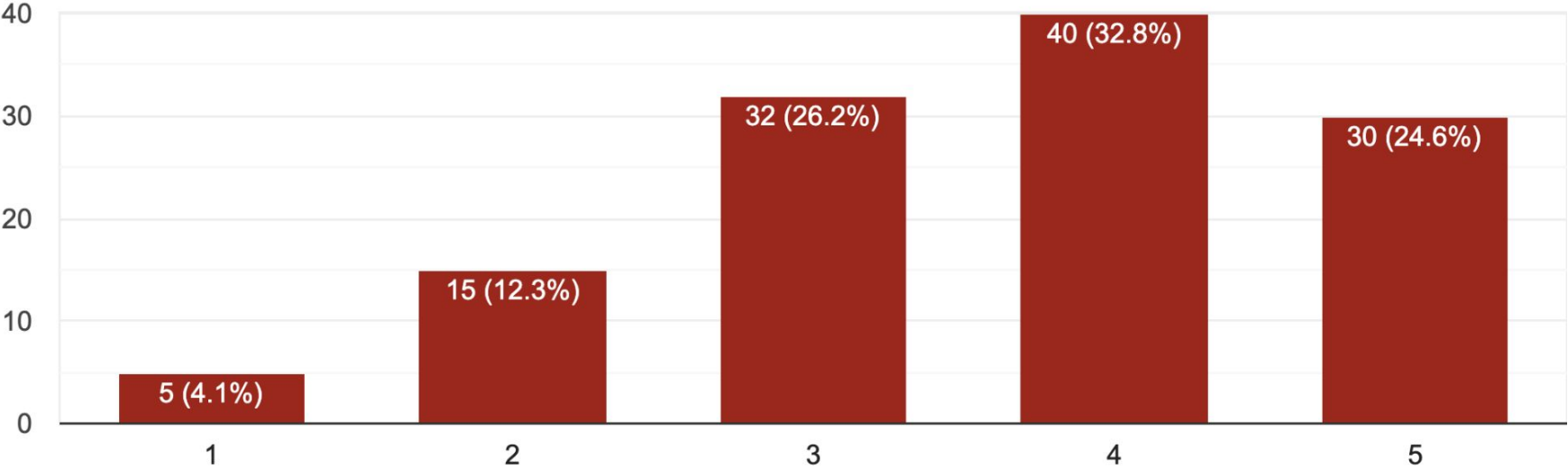
Advisors effectively support students.

148 responses



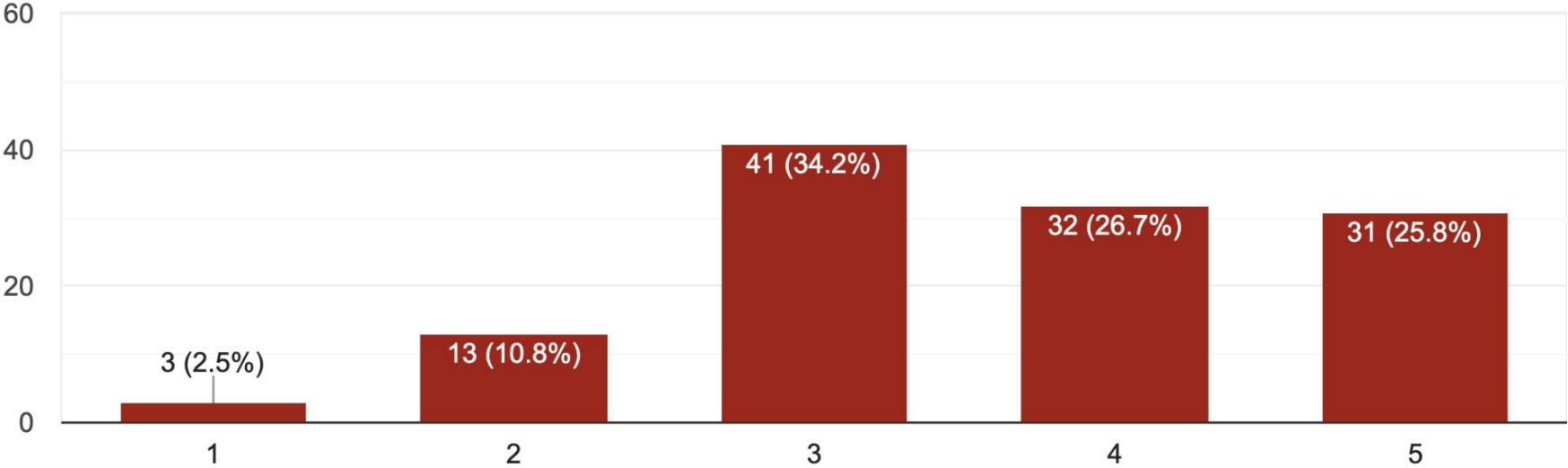
Madison has an appropriate Athletic Department that supports the students interest.

122 responses



Students are encouraged to participate in athletics.

120 responses



Coaches effectively support student-athletes.

116 responses

