



School District U-46

Boundary Changes Survey

May 22, 2024

In April-May 2024, Creative Entourage conducted an online survey of residents in School District U-46. The purpose of the survey was to better understand the perceptions of planning around attendance area boundaries in the District from those who live and work in the community. One thousand five hundred forty (1,540) respondents completed the survey.

Factors in attendance boundary planning

Respondents were presented with “several factors that officials consider when planning school attendance area boundaries” and asked how significant each should be in boundary decisions. Majorities indicated that every factor in this section should be at least somewhat important in such decisions, while majorities cited classroom space, distance/travel time to schools, keeping siblings in the same school and stability as significant factors:

- Adequate classroom space for all students assigned to the school without the need to use mobile classrooms (75.6%, significant factor)
- Distance and travel time of students from a school (71.4%)
- Opportunity for siblings to attend the same school (71.0%)
- Stability of attendance boundary (avoid changes in two consecutive years) (68.7%)

Fewer than three in five said that two factors – enrollment by student group and natural boundaries – should be significant factors.

- Current and projected enrollments broken down by student groups (the number of students now and expected in the future, broken down by different groups like race, gender, or special needs) (28.2%, significant factor)
- Natural boundaries such as wetlands, railroad tracks, forest preserves, and main thoroughfares (20.3%)

Respondents were also asked to select their top five criteria from this list. Majorities placed six of these criteria among their top five.

- Adequate classroom space for all students assigned to the school without the need to use mobile classrooms (72.2%)
- Proximity of schools to where students live (69.7%)
- Distance and travel time of students from a school (69.4%)
- Feeder school alignment (allowing students to transition from elementary school to middle school to high school with essentially the same set of peers from the same geographic area of our district) (62.9%)
- Opportunity for siblings to attend the same school (57.5%)
- Stability of attendance boundary (avoid changes in two consecutive years) (53.6%)

Information about the District

When asked how they prefer to get information about District U-46, respondents were most likely to cite electronic communication methods:

- Emails from the school district (78.4%)
- Text messages (64.1%)
- Updates on the school district website (30.5%)
- School-level newsletters (23.7%)
- Postcards or newsletters in the postal mail (21.0%)
- Backpack fliers or letters sent home in student backpacks (19.9%)
- Facebook (17.7%)
- Phone calls from the district (14.8%)
- School district app (12.5%)
- Stories in community news outlets (5.3%)
- Instagram