

Executive Summary

Spooner Area School District Community Survey

Generally speaking, Spooner Area School District residents are very pleased with their schools, giving them significantly higher grades than in a similar 2005 survey of community opinion.

This is an overview of the community telephone survey that was conducted in the Spooner Area School District April 15-17, 2009.

Using an A,B,C,D,F grading scale, 75 percent of respondents give the Spooner Area School District a grade of A or B. This is 29 percentage points higher than the grade given to local schools in Phi Delta Kappa/Gallup's 40th annual national sampling of Americans.

Survey respondents also were asked to use the ABC grading scale to rate five additional items:

- the School District's relationship with the community (78% A or B)
- opportunities for citizen involvement in the schools (73% A or B)
- the quality of the School District's curriculum (70% A or B)
- survey respondent's knowledge of Spooner's educational program (69% A or B)
- the Spooner Area School District's reputation (74% A or B)

Eighty-five percent of Spooner Area School District residents say they are "very well informed" or "somewhat well informed" about what is happening in the schools. As one might expect, parents are better informed about schools than those without school-age children ("nonparents"). Forty-two percent of parents say they are "very well informed" about what is happening in the Spooner Area School District. Twenty-six percent of non-parents say that they are "very well informed."

The number one source of school information for both parents and nonparents is "school publications/newsletters," followed by "newspapers" and "my children/students."

Asked what types of school information interests them, 23 percent of respondents say "information about the curriculum/what students are learning." School "activities/events" is the second most frequently mentioned information of interest (16%).

Eighty-seven percent of parents report that parent-teacher conferences are "very

informative” or “somewhat informative,” and 91 percent say that they are “very satisfied” or “somewhat satisfied” with communication between teachers and parents. Three-quarters of parents say the Spooner Area School District places “about the right amount” of emphasis on student achievement testing.

Less than one-half of respondents (38%) favor the Spooner Area School District offering more before- and after-school programming for children. Parent respondents are split on the question with 43 percent favoring more before- and after-school programming and 44 percent opposed.

At the same time 61 percent of respondents say the Spooner Area School District should offer more adult and community education programs. Support for program expansion was expressed by 58 percent of parents and 68 percent of nonparents.

Sixty-eight percent of respondents--71 percent of parents and 61 percent of nonparents--also express support for a community based kindergarten program for four-year olds. Less than one-third of all respondents say such a program is “not a good idea.”

When asked to rank the importance of several Spooner Area School District programs and services, over one-half give “very important” ratings to “teaching students to use computers” (69%), “guidance and counseling services” (65%), “programs for students who are at-risk” (58%), “programs for gifted and talented students” (55%), “physical education” (56%), “health education” (54%), and “vocational-technical education” (52%). “Family and consumer education” and “after-school activities” rank last with “very important” ratings of 38 percent and 33 percent, respectively.

Eighty-one percent of the survey respondents say that they have a computer and printer at home, and 94 percent of those computers have Internet access. Seventy-one percent of respondents with computers at home report accessing the School District’s website, and 89 percent of those who accessed the website say they found it “informative.”

When asked to identify “the single best thing” about the Spooner Area School District, respondents say “teachers” (22%). “All staff” and “school facilities” round out the top three single best things about the District with seven percent and five percent, respectively.

As an indicator of community support for the School District’s direction, when asked what one change they would make in the Spooner Area School District, most respondents to the question (40%) said “nothing/no change.”

The community survey was conducted on behalf of the Spooner Area School District by Banach, Banach & Cassidy, an independent survey research firm. The survey of 450 randomly selected Spooner Area School District residents has a 4.3 percent margin of error.



Report of Findings

Spooner Area School District Community Survey

This report presents findings of a community telephone survey conducted in the Spooner Area School District (SASD) April 15-19, 2009

Four-hundred-fifty randomly selected SASD residents ages 18 and older were interviewed by professional, impartial interviewers. The average interview length was ten minutes and 12 seconds. Respondents were selected using a systematic random sampling methodology.

The questionnaire was developed by the independent research firm Banach, Banach & Cassidy (BB&C) following input from representatives of the Spooner Area School District. The 47-question instrument assessed opinions on a wide range of topics, from perceptions of educational quality to perceptions of the importance of various SASD programs and services.

The survey has a 95% level of confidence with a plus/minus 4.3% sampling error at the 50:50 split. (The confidence level for parent respondents is 95% plus/minus 3.7%; for nonparent respondents the confidence level is 95% plus/minus 7.8%.)

The 2009 survey presented Spooner Area School District respondents with many of the same questions as a community survey conducted October 3-6, 2005. Where there is comparative data, the 2005 percentages appear in brackets [xx%] in the narrative section of this report. Of course, the 2009 tables in this report can be compared directly with the tables in the 2005 *Report of Findings*.

Note that numbers in the narrative portion of this report may not add to 100 due to rounding or multiple responses to a question.

Grading the Spooner Area School District

Respondents were asked to use the traditional A,B,C,D, F-scale to grade the Spooner Area School District, all things considered. Seventy-five percent of respondents [51% in 2005] give the Spooner Area School District a grade of A or B.

As a matter of comparison, when respondents to the most recent *Phi Delta Kappa/ Gallup Poll of the Public's Attitudes Toward the Public Schools* (the 40th annual PDK/ Gallup poll) were asked to grade the schools in their community, 46 percent of the respondents gave their local public schools a grade of A or B.

As was the case in the national sampling, SASD parents award the Spooner Area School District a higher grade (81% [55% in 2005] A or B) than do SASD nonparents* (62% [49% in 2005] A or B). In both cases, this is a significant improvement over the 2005 percentages.

* "Nonparent" is defined as a respondent without school-age children.

QUESTION 5:

Students are often given the grades A, B, C, D, and FAIL to show how well they are doing in school. Suppose the Spooner School District was being graded in the same way. All things considered, what grade would you give the Spooner School District, an A, B, C, D, or FAIL?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
A	121 26.89%	83 27.7%	38 25.3%
B	215 47.78%	160 53.3%	55 36.75%
C	55 12.22%	39 13%	16 10.7%
D	17 3.78%	9 0.3%	8 5.3%
F	1 0.22%	1 0.3%	0 0%
Can't Say	41 9.11%	8 2.7%	33 22%

Grading other aspects of the Spooner Area School District

Respondents were asked to use the ABC-scale to grade five aspects of the SASD, ranging from the SASD's relationship with the community to the School District's reputation.

Seventy-eight percent of the respondents [41% in 2005] grade the School District's relationship with the community an A or B. Just four percent of the respondents (18 people) awarded a grade of D, and no respondents assigned a failing grade to the School District.

Over 73 percent of the respondents [52% in 2005] give "opportunities for citizen involvement in the schools" a grade of A or B, while about two of every five respondents (41%) give an A/B grade to "the quality of the Spooner School District's relationship with the community."

The Spooner Area School District's curriculum receives an A/B grade from 70 percent of the respondents [56% in 2005].

More than two-thirds of the respondents (69%) [55% in 2005] give an A/B grade to their "knowledge or understanding of the educational program."

In this survey 74 percent of respondents assign an A/B grade to the District's reputation--a 25-point improvement over the 49% who assigned an A/B grade to the District's reputation in 2005.

All grading questions are displayed on the following pages.

QUESTION 6:

The quality of the Spooner School District's relationship with the community... would you grade that an A, B, C, D, or FAIL?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
A	158 35.11%	107 35.7%	51 34%
B	191 42.44%	130 43.3%	61 40.7%
C	55 12.22%	42 14%	13 8.7%
D	18 4%	7 2.3%	11 7.3%
F	0 0%	0 0%	0 0%
Can't Say	28 6.22%	14 4.7%	14 9.3%

QUESTION 7:

Opportunities for citizen involvement in the schools ... would you grade that an A, B, C, D, or FAIL?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
A	173 38.44%	125 35.7%	48 32%
B	157 34.89%	113 37.7%	44 29.3%
C	57 12.67%	38 12.7%	19 12.7%
D	11 2.44%	3 1%	8 5.3%
F	5 1.11%	3 1%	2 1.3%
Can't Say	47 10.44%	18 6%	29 19.3%

QUESTION 8:

The quality of the Spooner School District's curriculum ... would you grade that an A, B, C, D, or FAIL?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
A	136 30.22%	92 30.7%	44 29.3%
B	177 39.33%	139 46.3%	38 25.3%
C	67 14.89%	47 15.7%	20 13.3%
D	6 1.33%	4 1.3%	2 1.3%
F	2 0.44%	1 0.3%	1 0.75
Can't Say	62 13.78%	17 5.7%	45 30%

QUESTION 9:

Your knowledge of Spooner's educational program ... would you grade that an A, B, C, D, or FAIL?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
A	132 29.33%	94 31.3%	38 25.3%
B	178 39.56%	140 46.7%	38 25.3%
C	67 14.89%	41 13.7%	26 17.3%
D	21 4.67%	6 2%	15 10%
F	17 3.78%	6 2%	11 7.3%
Can't Say	35 7.78%	13 14.3%	22 14.7%

QUESTION 10:

The Spooner School District's reputation ... would you grade that an A, B, C, D, or FAIL?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
A	139 30.89%	93 31%	46 30.7%
B	193 42.89%	128 42.7%	65 43.3%
C	69 15.33%	51 17%	18 12%
D	20 4.44%	14 4.7%	6 4%
F	5 1.11%	3 1%	2 1.3%
Can't Say	24 5.33%	11 3.7%	13 8.7%

How well informed

Most respondents (85%) [73% in 2005] say that they are “very well” or “somewhat well informed” about what is happening in the Spooner Area School District. Just 15 percent say they are “not too well informed.”

As one might expect, more parents than nonparents say they are “very well” or “somewhat well informed” about school programs and services (91% and 72%, respectively). Nonetheless, in the case of both parents and nonparents, these are high percentages that reflect well on the SASD’s communication initiatives.

QUESTION 11:

How well informed would you say you are about what is happening in the Spooner School District – would you say you are *very well informed*, *somewhat well informed*, or *not too well informed*?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Very well Informed	165 36.67%	126 42%	39 26%
Somewhat well Informed	217 48.22%	148 49.3%	69 46%
Not too Well Informed	68 15.11%	26 8.7%	42 28%
Can’t Say	0 0%	0 0%	0 0%

Sources of school information

Most respondents (20%) get their school information from “school publications/newsletters.” (“District publications/newsletters” were mentioned as an information source by nine percent of respondents.)

“Newspapers” rank second on the list with 19 percent of respondents identifying them as an information source, and “my children/students” rank third with 17 percent of respondents.

Note that nonparents are more likely than parents to rely on “newspapers,” “district publications/newsletters,” and “friends/neighbors” for their school information.

“School publications/newsletters” are important information sources for both parents and nonparents.

QUESTION 12:

Where do you get your school information?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	816 100%	561 100%	255 100%
District Publications/ Newsletters	74 9.07%	39 7%	35 13.7%
School Publications/ Newsletters	164 20.1%	118 21%	46 18%
Communications from Classroom teachers	55 6.74%	49 8.7%	6 2.4%
School District Website	63 7.72%	59 10.5%	4 1.6%
Newspapers	156 19.12%	82 14.6%	74 29%
Radio/TV	4 0.5%	3 0.5%	1 0.4%

My Children/ Students	140 17.16%	124 22.1%	16 6.3%
Friends/ Neighbors	93 11.4%	49 8.7%	44 17.3%
Other	67 8.21%	38 6.8%	29 11.4%

Information of interest

When asked what types of school information interests them, 23 percent of respondents [21% in 2005] say, “information about the curriculum/what students are learning.” Note that interest in the curriculum/what students are learning is about equal for parents and those without school-age children.

Second on the list of information of interest is school “activities/events” (16%) followed by “sports” with 11 percent.

QUESTION 13:

What types of school information interest you?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	816 100%	560 100%	256 100%
None	56 6.86%	31 5.5%	25 9.8%
Curriculum/ What Student are learning	191 23.4%	135 24.1%	56 21.9%
Finance Information	62 7.6%	39 7%	23 9%
School Teachers/ Staff	59 7.23%	42 7.5%	17 6.6%
Goals/ Priorities	68 8.33%	54 9.6%	14 5.5%
Test Scores	53 6.5%	37 6.6%	16 6.3%
Sports	90 11%	63 11.3%	27 10.5%
Activities/Events	135 16.54%	104 18.6%	31 12.1%
Other	102 12.5%	55 9.8%	47 18.4%

The value of parent conferences

Parent respondents overwhelmingly agree that parent-teacher conferences are informative. Fifty-four percent of parents say conferences are “very informative” while one-third of parents say they are “somewhat informative.”

When asked what could be done to improve the structure or content of parent-teacher conferences, 45 percent of parents queried say “nothing/okay as is.” Eighteen percent of parents say they would like “more one-on-one time with teachers” at conferences.

QUESTION 14:

Would you say that parent-teacher conferences are very informative, somewhat informative, or not too informative?

	TOTAL PARENTS
BASE=TOTAL SAMPLE	300 100%
Very Informative	162 54%
Somewhat Informative	100 33.33%
Not too Informative	28 9.33%
Can't Say/ No response	10 3.33%

QUESTION 15:

What could we do to improve the structure or content of parent-teacher conferences?

	TOTAL PARENTS
BASE=TOTAL SAMPLE	312 100%
Nothing/Okay As Is	139 44.55%
More Convenient Times	11 3.53%
More Frequent Conferences	10 3.21%
Less Frequent Conferences	1 0.32%
Eliminate Parent Conferences	1 0.32%
Hold On-Line Conferences	0 0%
More One-on-One Time With Teachers	57 18.27%
More Private Locations	13 4.17%
Can't Say/ No Response	21 6.73%
Other	59 18.91%

Teacher-parent communication

Ninety-one percent of parent respondents report that they are satisfied with parent-teacher communication. One-half of the parents (50%) say they are “very satisfied” and 41 percent say they are “somewhat satisfied.”

While more than one-third of parents (35%) say parent-teacher communication is “okay as is,” 14 percent say they would like more emails from teachers and nine percent say it would be okay to telephone parents when necessary.

QUESTION 16:

How satisfied are you with communication between teachers and parents... would you say you are very satisfied, somewhat satisfied, or not too satisfied?

	TOTAL PARENTS
BASE=TOTAL SAMPLE	300 100%
Very Satisfied	150 50%
Somewhat Satisfied	122 40.67%
Not too Satisfied	23 7.67%
Can't Say/ No response	5 1.67%

QUESTION 17:

What could we do to improve communication between teachers and parents?

	TOTAL PARENTS
BASE=TOTAL SAMPLE	351 100%
Nothing/Okay As Is	124 35.33%
More Emails from Teachers	49 13.96%
More Notes from Teachers	33 9.4%
More Classroom Newsletters	10 2.85%
Telephone Calls to Parents When Necessary	32 9.12%
More About Curriculum/ Classroom Activities	4 1.14%
More About My Child's Progress/Grades	14 3.99%
Parent Involvement in The Classroom	7 2%
Other	56 15.95%
Can't Say/ No Response	22 6.27%

Expanding summer school

Parent respondents were asked for their suggestions relative to expanding the summer school program. About two-thirds of parents (67%) offer no suggestions. In terms of concrete suggestions, five percent mentioned “recreation and sports programs,” and three percent of parents suggested “math programs” and “arts and crafts.”

QUESTION 18:

The school district is considering an expansion of its summer school program. Are there any programs or activities that you would like to see added to the summer school program?

	TOTAL PARENTS
BASE=TOTAL SAMPLE	325 100%
No/Can't Say/No Response	219 67.38%
Remedial Programs in Academic Areas	9 2.77%
Reading Programs	8 2.46%
Writing Programs	6 1.85%
Math Programs	10 3.08%
Science Programs	4 1.23%
Recreation/Sports Programs	15 4.62%
Arts and Crafts	10 3.08%
Musical Programs	6 1.85%
Other	38 11.69%

QUESTION 24:

Like many Wisconsin school districts, Spooner is considering a community-based kindergarten program for four-year olds. This half-day preschool program would help assure that youngsters are ready to learn when they enroll in regular kindergarten. Do you think offering a kindergarten program for four-year olds is a good idea or not?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Good Idea	305 67.78%	214 71.3%	91 60.7%
Not a Good Idea	130 28.89%	73 24.3%	57 38%
Can't Say/ No response	15 3.33%	13 4.3%	2 1.3%

Spooner goes green

The Spooner Area School District has initiated several measures to make the District environmentally friendly or “green.” Most respondents (59%) could not suggest any additional measures that the District should consider. However, nine percent suggested “solar power,” eight percent mentioned “recycling,” and five percent suggested changes in District “lighting.”

QUESTION 25:

Spooner schools have been conserving energy and taking responsibility for protecting the environment. For example, all schools now have high efficiency, geothermal heating systems. Can you think of any other environmental or so called green issues that the school district should consider?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	504 100%	337 100%	167 100%
No/Can't Say/No Response	296 58.73%	189 56.1%	107 12.2%
Insulation and Weather Proofing	8 1.59%	6 1.8%	2 1.2%
Lighting	26 5.16%	18 5.3%	8 4.8%
Watering/Irrigation	4 0.79%	3 0.9%	1 0.6%
School Bus Fuel/Emissions	6 1.19%	1 0.3%	5 3%
Solar Power	44 8.73%	32 9.5%	12 7.2%
Wind Power	20 3.97%	12 3.6%	8 4.8%
Recycling	42 8.33%	35 10.4%	7 4.2%
Other	58 11.51%	41 12.2%	17 10.2%

Spoooner residents are “connected”

Eighty-one percent of Spooner respondents have a computer and a printer at home, and of those with computers, 94 percent have Internet access.

Sevety-one percent of computers owners say they have accessed the SASD’s website, and 89 percent of those say that they found the website informative. Eight percent say the website could be improved by making information more current. Five percent suggested adding a calendar of school district events and activities.

QUESTION 26:

Do you have a computer and printer at home?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Yes	363 80.67%	258 86%	105 70%
No	86 19.11%	41 13.7%	45 30%
Can’t Say/ No response	1 0.22%	1 0.3%	0 0%

QUESTION 27:

Do you have access to the Internet on your computer?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	363 100%	258 100%	105 100%
Yes	341 93.94%	248 82.7%	93 62%
No	22 6.06%	10 3.3%	12 8%
Can’t Say/ No response	0 0%	0 0%	0 0%

QUESTION 28:

Have you ever accessed the school district's website?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	341 100%	248 100%	93 100%
Yes	242 70.97%	206 68.7%	36 24%
No	99 29.03%	42 14%	57 38%
Can't Say/ No response	0 0%	0 0%	0 0%

QUESTION 29:

Did you find the school district's website informative?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	242 100%	206 100%	36 100%
Yes	215 88.84%	184 61.3%	31 20.7%
No	23 9.5%	18 6%	5 3.3
Can't Say/ No response	4 1.65%	4 1.3%	0 0%

QUESTION 30:

Do you have any suggestions that would make the website more informative or interesting?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	263 100%	217 100%	46 100%
No/Can't Say/No Response	146 55.51%	126 58.1%	20 43.5%
More Student Photos	4 1.52%	4 1.8%	0 0%
More Curriculum News	5 1.9%	2 0.9%	3 6.5%
Calendar of Events/Activities	14 5.32%	11 5.1%	3 6.5%
More Classroom News	2 0.76%	1 0.5%	1 2.2%
More Current Information	22 8.37%	16 7.4%	6 13%
More on School/District Goals	4 1.52%	3 1.4%	1 2.2%
More on Student/Achievement/Test Scores	8 3.04%	5 2.3%	3 6.5%
Other	58 22.05%	49 22.6%	9 19.6%

Time on testing

Three-quarters of parent respondents [56% in 2005] say that the Spooner Area School District places “about the right amount” of emphasis on achievement testing. Six percent [7% in 2005] say that there is “too much” emphasis on achievement testing, and ten percent [14% in 2005] say there is “not enough” emphasis.

QUESTION 19:

In your opinion, is there too much emphasis on student achievement testing in the Spooner Schools, not enough emphasis on testing, or about the right amount?

	TOTALPARENTS
BASE=TOTAL SAMPLE	300 100%
Too Much	19 6.33%
Not Enough	29 9.67%
About the Right Amount	226 75.33%
Can't Say/ No response	26 8.67%

Programming beyond the regular school day

Forty-two percent of Spooner respondents [46% in 2005] say that the District should offer more before- and after-school programs for children. Parents are more supportive of before- and after-school programs for children than are nonparents (43% vs. 29%) [59% vs. 41% in 2005].

QUESTION 20:

Do you think the Spooner School District should offer more before- and after-school programs for children?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Yes	171 38%	128 42.7%	43 28.7%
No	188 41.78%	131 43.7%	57 38%
Can't Say/ No response	91 20.22%	41 13.7%	50 33.3%

Community involvement in the schools

Seeking to strengthen an already strong community involvement program, the District asked respondents what ideas they had for becoming more involved in the schools. Most respondents (75%0 offer no suggestions. The top two suggestions for being more involved are “attending school programs/events” (6%) and “serving as an aide to teachers” (3%).

QUESTION 21:

The Spooner School District wants parents and other community members involved in the schools. Can you name any ways that you personally would like to be more involved with our schools?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	464 100%	309 100%	155 100%
No/Can't Say/No Response	348 75%	222 71.8%	126 81.3%
Tutoring Students	11 2.37%	7 2.3%	4 2.6%
Making Class Presentations	9 1.94%	7 2.3%	2 1.3%
Serving as an Aide To Teachers	16 3.45%	13 4.2%	3 1.9%
Doing Office Work	4 0.86%	1 0.3%	3 1.9%
Attending School Programs/Events	28 6.03%	22 7.1%	6 3.9%
Other	48 10.34%	37 12%	11 7.1%

Expansion of adult and community education

Sixty-one percent of respondents favor the School District offering more adult and community education programs. While 58 percent of parents support more adult and community education programming, the expansion is supported by 68 percent of nonparents.

QUESTION 22:

Do you believe the Spooner School District should offer more adult and community education programs?

	TOTAL	PARENTS	NON -PARENTS
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Yes	276 61.33%	174 58%	102 68%
No	119 26.44%	83 27.7%	36 24%
Can't Say/ No response	55 12.22%	43 14.3%	12 8%

Making school facilities available

“Community recreation” leads the list of suggestions for expanding evening and weekend use of school facilities, mentioned by eight percent of respondents.

QUESTION 23:

Spooner schools have always been available to the community for various meetings, activities, and events. Can you think of any ways that the school district could expand the evening and weekend use of school facilities for youngsters and adults in the community?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	475 100%	315 100%	160 100%
No/Can't Say/No Response	306 64.42%	197 62.5%	109 68.1%
Adult Education Classes	14 2.95%	6 1.9%	8 5%
Community Recreation	37 7.79%	31 9.8%	6 3.8%
Youth Recreation Groups/Leagues	19 4%	16 5.1%	3 1.9%
Civic Groups	3 0.63%	3 1%	0 0%
Scouting Groups	3 0.63%	2 0.6%	1 0.6%
Church/Religious Groups	4 0.84%	4 1.3%	0 0%
Tutoring/Additional Help with Schoolwork	5 1.05%	2 0.6%	3 1.9%
Other	84 17.68%	54 17.1%	30 18.8%

Kindergarten for four-year olds

Both parents (71%) and nonparents (61%) support a community-based kindergarten program for four-year olds.

QUESTION 24:

Like many Wisconsin school districts, Spooner is considering a community-based kindergarten program for four-year olds. This half-day preschool program would help assure that youngsters are ready to learn when they enroll in regular kindergarten. Do you think offering a kindergarten for four-year olds is a good idea or not?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Good Idea	305 67.78%	214 71.3%	91 60.7%
Not a Good Idea	130 28.89%	73 24.3%	57 38%
Can't Say/ No response	15 3.33%	13 4.3%	2 1.3%

Important programs and services

Respondents were presented with a list of SASD programs and services and, in the case of each one, asked to indicate how important it is for the Spooner schools to offer the program or service. Respondents used a five-point scale ranging from very important (1) to not important (5).

The programs and services are ranked below by the number of respondents saying the program or service is “very important.” For comparison purposes, the percentages from the 2005 survey appear in the right-hand column.

<u>Program or Service</u>	<u>Percent saying program is “very important”</u>	
	<u>2009</u>	<u>2005</u>
Teaching students to use computers	69%	61%
Guidance and counseling services	65	57
Programs for students who are at-risk	58	52
Physical education	56	42
Programs for gifted and talented students	55	47
Health education	54	44
Vocational-technical education	52	52
Music programs such as choir and band	47	41
Art	45	34
Foreign language	40	35
Sports	40	29
Family and consumer education	38	33
After-school activities	33	26

QUESTION 31:

Next I'm going to read you a list of programs and services offered by the Spooner School District. After each one, please use a five-point scale to tell me how important you think it is for the Spooner schools to offer that program or service. A rating of one means it is very important, and a rating of five means it is not important at all. A rating of three is half way between very important and not at all important. Guidance and counseling services ... would you give guidance and counseling services a rating of 1, 2, 3, 4, or 5?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	350 100%	300 100%	150 100%
1	294 65.33%	213 71%	81 54%
2	74 16.44%	47 15.7%	27 18%
3	41 9.11%	19 6.3%	22 14.7%
4	9 2%	2 0.7%	7 4.7%
5	11 2.44%	8 2.7%	3 2%
Can't Say	21	11	10

4.67%

3.7%

6.7%

QUESTION 32:

Music programs such as choir and band...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1	210 46.67%	141 47%	69 46%
2	118 26.22%	76 25.3%	42 28%
3	65 14.44%	49 16.3%	16 10.7%
4	21 4.67%	16 5.3%	5 3.3%
5	16 3.56%	9 3%	7 4.7%
Can't Say	20	9	11

4.44% 3% 7.3%

QUESTION 33:
Art...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1	203 45.11%	138 46%	65 43.3%
2	123 27.33%	86 28.7%	37 24.7%
3	82 18.22%	55 18.3%	27 18%
4	15 3.33%	10 3.3%	5 3.3%
5	7 1.56%	4 1.3%	3 2%
Can't Say	20 4.44%	7 2.3%	13 8.7%

QUESTION 34:
Foreign language...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
1	181 40.22%	121 40.3%	60 40%
2	128 28.44%	88 29.3%	40 26.7%
3	80 17.78%	56 18.7%	24 16%
4	19 4.22%	14 4.7%	5 3.3%
5	15 3.33%	8 2.7%	7 4.7%
Can't Say	27	13	14

6%

4.3%

9.3%

QUESTION 35:
Health education ...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
1	243 54%	169 56.3%	74 49.3%
2	112 24.89%	70 23.3%	42 28%
3	56 12.44%	40 13.3%	16 10.7%
4	10 2.22%	7 2.3%	3 2%
5	9 2%	5 1.7%	4 2.7%
Can't Say	20 4.44%	9 3%	11 7.3%

QUESTION 36:

Vocational-technical education, which is sometimes called industrial arts ... ?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
1	234 52%	151 50.3%	83 53.3%
2	121 26.89%	86 28.7%	35 23.3%
3	56 12.44%	42 14%	14 9.3%
4	10 2.22%	9 3%	1 0.7%
5	6 1.33%	2 0.7%	4 2.7%
Can't Say	23	10	13

5.11% 3.3% 8.7%

QUESTION 37:
Programs for students who are at-risk...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
1	260 57.78%	184 61.3%	76 20.7%
2	92 20.44%	57 19%	35 23.3%
3	42 9.33%	24 8%	18 12%
4	9 2%	8 2.7%	1 0.7%
5	12 2.67%	7 2.3%	5 3.3%
Can't Say	35 7.78%	20 6.7%	15 10%

QUESTION 38:

Programs for gifted and talented students ...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1	246 54.67%	170 56.7%	76 50.7%
2	106 23.56%	68 22.7%	38 25.3%
3	45 10%	30 10%	15 10%
4	19 4.22%	13 4.3%	6 4%
5	10 2.22%	8 2.7%	2 1.3%
Can't Say	24 5.33%	11 3.7%	13 8.7%

QUESTION 39:
Physical education ...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
1	250 55.56%	179 29.7%	71 47.3%
2	108 24%	66 22%	42 28%
3	60 13.33%	42 14%	18 12%
4	11 2.44%	5 1.7%	6 4%
5	7 1.56%	4 1.3%	3 2%
Can't Say	14 3.11%	4 1.3%	10 6.7%

QUESTION 40:

Teaching students to use computers ...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1	312 69.33%	213 71%	99 66%
2	75 16.67%	53 17.7%	22 14.7%
3	26 5.78%	13 4.3%	13 8.7%
4	11 2.44%	8 2.7%	3 2%
5	11 2.44%	9 3%	2 1.35
Can't Say	15 3.33%	4 1.3%	11 7.3%

QUESTION 41:

Family and consumer education (or what used to be called “home economics”)...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1	170 37.78%	114 38%	56 37.3%
2	154 34.22%	104 34.7%	50 33.3%
3	78 17.33%	55 18.3%	23 15.3%
4	17 3.78%	10 3.3%	7 4.7%
5	8 1.78%	6 2%	2 1.3%

Can't Say	23 5.11%	11 3.7%	12 8%
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QUESTION 42:
After-school activities...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1	149 33.11%	108 36%	41 27.3%
2	143 31.78%	100 33.3%	43 28.7%
3	88 19.56%	49 16.3%	39 26%
4	29 6.44%	22 7.3%	7 4.7%
5	16 3.56%	10 3.3%	6 4%
Can't Say	25 5.56%	11 3.7%	14 9.3%

QUESTION 43:
Sports ...?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1	180 40%	126 42%	54 36%
2	122 27.11%	93 31%	29 19.3%
3	87 19.33%	50 16.7%	37 24.7%
4	29 6.44%	16 5.3%	13 8.7%
5	17 3.78%	10 3.3%	7 4.7%
Can't Say	15	5	10

3.33%

1.7%

6.7%

The best thing about the Spooner Area School District

Across the board, the answer is “teachers.”

QUESTION 44:

In your opinion, what is the single best thing about the Spooner School District?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
Teachers	98 21.78%	76 25.3%	22 14.7%
All Staff	31 6.89%	19 6.3%	12 8%
Academic Program	12 2.67%	10 3.3%	2 1.3%
Variety of Programs/ Services	19 4.22%	10 3.3%	9 6%
School Facilities	22 4.89%	14 4.7%	8 5.3%
Small Town Environment	27 6%	19 6.3%	8 5.3%
District Leadership	3 0.67%	2 0.7%	1 0.7%
Sports	11 2.44%	9 3%	2 1.3%
After-School Activities	4 0.89%	3 1%	1 0.7%
Other	142 31.56%	97 32.3%	45 30%

No response/unclassified	81 18%	41 13.7%	40 26.7%
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Changing just one thing in Spooner

The fact that most respondents (40%) would change nothing in the Spooner Area School District is an indicator that things are going well.

QUESTION 45:

If you could change one thing in the Spooner School District, what one change would you make?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Nothing/No Change	181 40.22%	109 36.3%	72 48%
Improve Instruction	5 1.11%	5 1.7%	0 0%
Expand the Curriculum	8 1.78%	5 1.7%	3 2%
More After-School Activities	2 0.44%	2 0.7%	0 0%
Improve Communication	19 4.22%	15 5%	4 2.7%
Replace a Teacher	10 2.22%	9 3%	1 0.7%
Replace Staff	11 2.44%	7 2.3%	4 2.7%
Reduce Costs	9 2%	5 1.7%	4 2.7%
No response/unclassified	205 45.56%	143 47.7%	62 41.3%

Demographics

The demographics below indicate that most SASD survey respondents have lived in the District for 10 or more years. While parents and nonparents were randomly selected, parents were intentionally over-represented in the Spooner 2009 sample.

QUESTION 1:

How many years have you lived in the Spooner School District?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Less than one Year	9 2%	8 2.7%	1 0.7%
1-3 Years	25 5.56%	23 7.7%	2 1.3%
4-9 Years	79 17.56%	58 19.3%	21 14.0%
10+ Years	336 74.67%	211 70.3%	125 83.3%
Can't Say	1 0.22%	0 0%	1 0.7%

QUESTION 2:

Do you have children school age or younger?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	300 100%	150 100%
Yes	305 67.78%	300 100	5 3.3%
No	145 32.22%	0 0%	145 96.7%

QUESTION 3:

What grades are they in?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTAL SAMPLE	450 100%	443 100%	7 100%
Preschooler Doesn't Attend School	16 3.56%	15 3.4%	1 14.3%
Preschooler Enrolled in Preschool	26 5.78%	24 5.4%	2 28.6%
Elementary	151 33.56%	151 34.1%	0 0%
Junior High/ Middle School	129 28.67%	128 28.9%	1 14.3%
High School	128 28.45%	125 28.2%	3 42.9%

QUESTION 4:

Do your children attend a Spooner School District school, a nonpublic school, or are they home schooled?

	TOTAL	PARENTS	NON -PARENTS
BASE=TOTAL SAMPLE	314 100%	309 100%	5 100%
Spooner School District	300 95.55%	300 97.1%	0 0%
Nonpublic School	7 2.23%	6 1.9%	1 20%
Home Schooled	3 0.96%	2 0.6%	1 20%
Other	4 1.27%	1 0.3%	3 60%

QUESTION 46:

One final question: In what year were you born?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
1981-1991	17 3.78%	14 4.7%	3 2%
1980-1971	98 21.78%	97 32.3%	1 0.7%
1970-1961	134 29.78%	130 43.3%	4 2.7%
1960-1951	82 18.22%	46 15.3%	36 24%
1950-1941	49 10.89%	7 2.3%	42 28%
1940 or Earlier	62 13.78%	2 0.7%	60 40%
Refused/ No Response	8 1.78%	4 1.3%	4 2.7%

QUESTION 47 (RECORDED BY INTERVIEWER):

Respondent gender?

	TOTAL	PARENTS	NON -PARENTS
	—	—	—
BASE=TOTALSAMPLE	450 100%	300 100%	150 100%
Male	118 26.22%	76 25.3%	42 28%
Female	332 73.78%	224 74.7%	108 72%