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POLL OF CCSD RESIDENTS

RESEARCH RESULTS PREPARED
FOR

CHAPPAQUA CENTRAL SCHOOL DISTRICT

10.20.2011

METHODOLOGY

- Penn Schoen Berland conducted 252 phone interviews from October 5 - 9, 2011 among residents of Chappaqua Central School District.

Audience	Definition	N=	MOE
All	Total Sample	252	+/- 6.1%
Very Favorable	Respondents who are “Very favorable” towards the Chappaqua Central School District	166	+/- 7.6%
Less Than Very Favorable	Respondents who are “Somewhat favorable + somewhat unfavorable + very unfavorable” towards the Chappaqua Central School District	84	+/- 10.7%
Kids in CCSD	Currently have children attending CCSD	110	+/- 9.3%
No Kids in CCSD	Do not currently have children attending CCSD	122	+/- 8.8%



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KEY FINDINGS

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Residents have overwhelmingly positive perceptions of CCSD

- 95% are favorable, 66% very favorable

An excellent academic education, individual attention to students and accessibility of teachers and administrators are important to residents but they have come to expect these

The strongest drivers of favorability that can truly differentiate CCSD are:

- Energized and passionate teaching,
- Up-to-date classroom materials,
- Teaching students critical thinking skills and to have a healthy balance in their lives,
- And a high teacher-to-student ratio

69% say taxes are too high already and even a modest increase to maintain high quality education is not justified

- Yet, 75% expect tax increases in the future
- 44% say investing the same amount as comparable districts is appropriate, while 40% want a higher investment
- 74% agree property values would decline if the quality of CCSD's education declined

Residents want to be informed about CCSD through email (67%) and the district's electronic newsletter (34%)



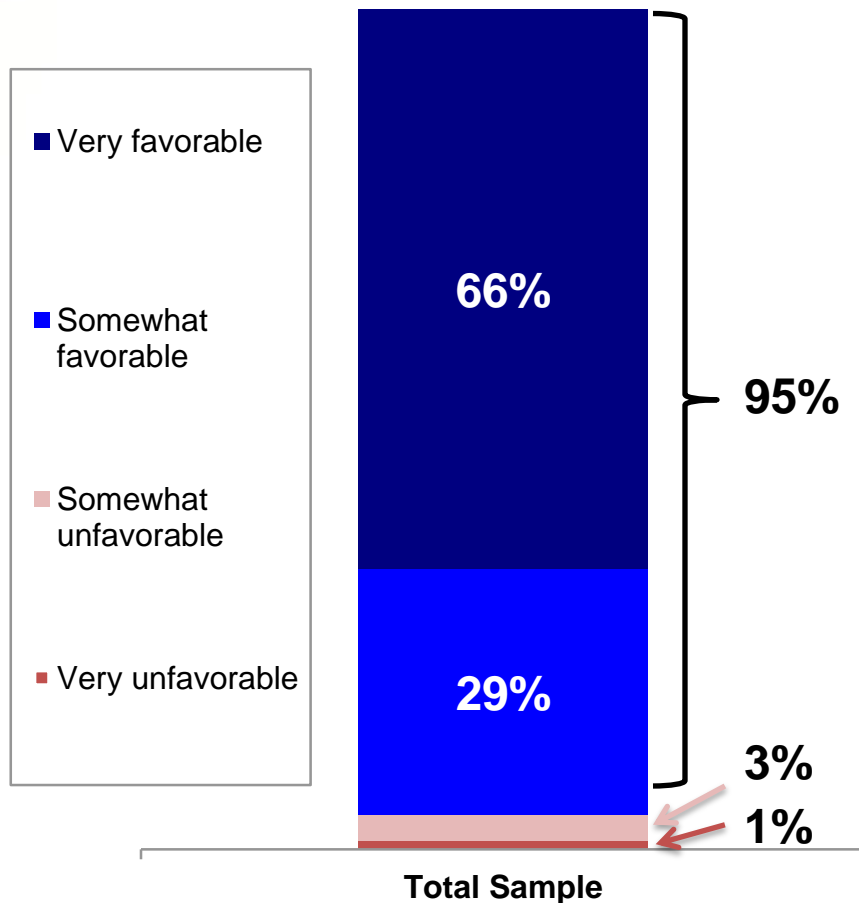
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VIEWS ON THE DISTRICT

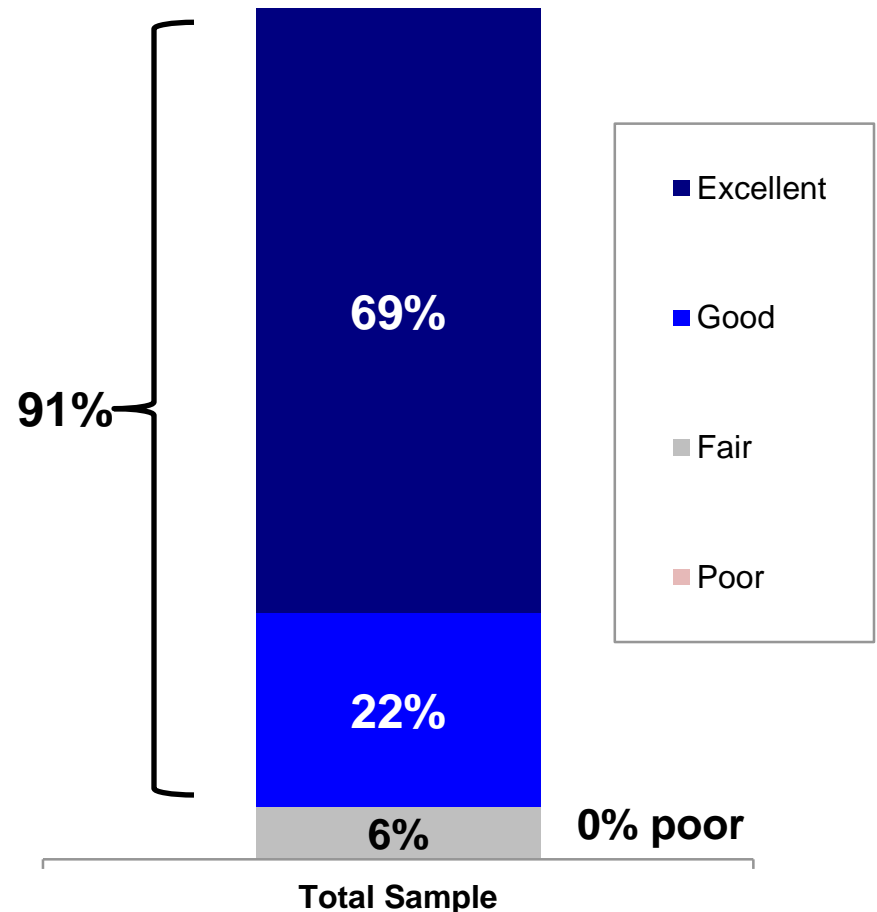
FAVORABILITY & QUALITY OF EDUCATION

- Residents have overwhelming positive views of the district, with over 9 in 10 having a favorable opinion and rating the quality of education highly

Favorability



Quality of Education



REASONS FOR FAVORABLE RATING

- Respondents who are favorable towards the district cite their children's experience within the district, positive feelings about the district, and high quality of teachers / education as the top reasons why

<i>Showing coded open-ended responses; one response per respondent</i>	Total Sample
Favorable	
My children attended school in the district	25%
Good district / Reputable / I like it, etc.	12%
Provides a good education	11%
Good faculty/teachers	7%
Neutral	
Mixed positive and negative mentions	7%
Negative	
All negatives	12%
Others	25%

ACTIVITIES AND SERVICES IMPORTANCE

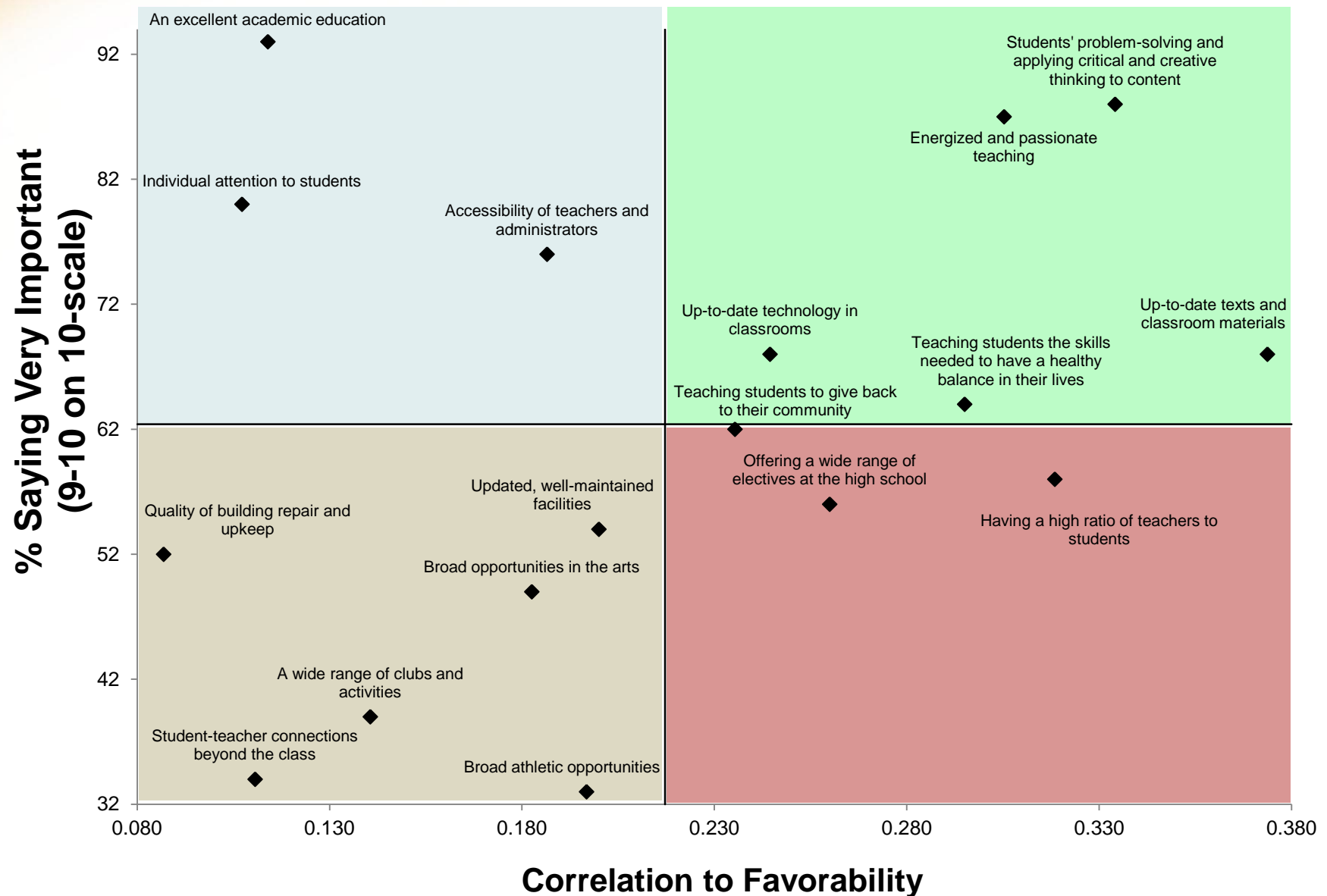
- An excellent academic education is most important to residents, while student-teacher connections beyond the classroom and athletic opportunities are seen as least important

Ranked by Total Sample – “Very Important”	Total Sample	
	Very Important	Important / Not important*
An excellent academic education	93%	98% / 0%
Students' problem-solving and applying critical and creative thinking to content	88%	96% / 3%
Energized and passionate teaching	87%	96% / 2%
Individual attention to students	80%	98% / 2%
Accessibility of teachers and administrators	76%	97% / 2%
Up-to-date texts and classroom materials	68%	93% / 5%
Up-to-date technology in classrooms	68%	96% / 3%
Teaching students the skills needed to have a healthy balance in their lives	64%	84% / 14%
Teaching students to give back to their community	62%	92% / 6%
Having a high ratio of teachers to students	58%	90% / 8%
Offering a wide range of electives at the high school	56%	88% / 10%
Updated, well-maintained facilities	54%	98% / 2%
Quality of building repair and upkeep	52%	93% / 6%
Broad opportunities in the arts	49%	86% / 11%
A wide range of clubs and activities	39%	88% / 9%
Student-teacher connections beyond the class	34%	75% / 21%
Broad athletic opportunities	33%	83% / 15%

* Important = “Very + some what important” / Not important = “Not very + not at all important”

Q6-22: Is this.....?

ACTIVITIES AND SERVICES IMPORTANCE



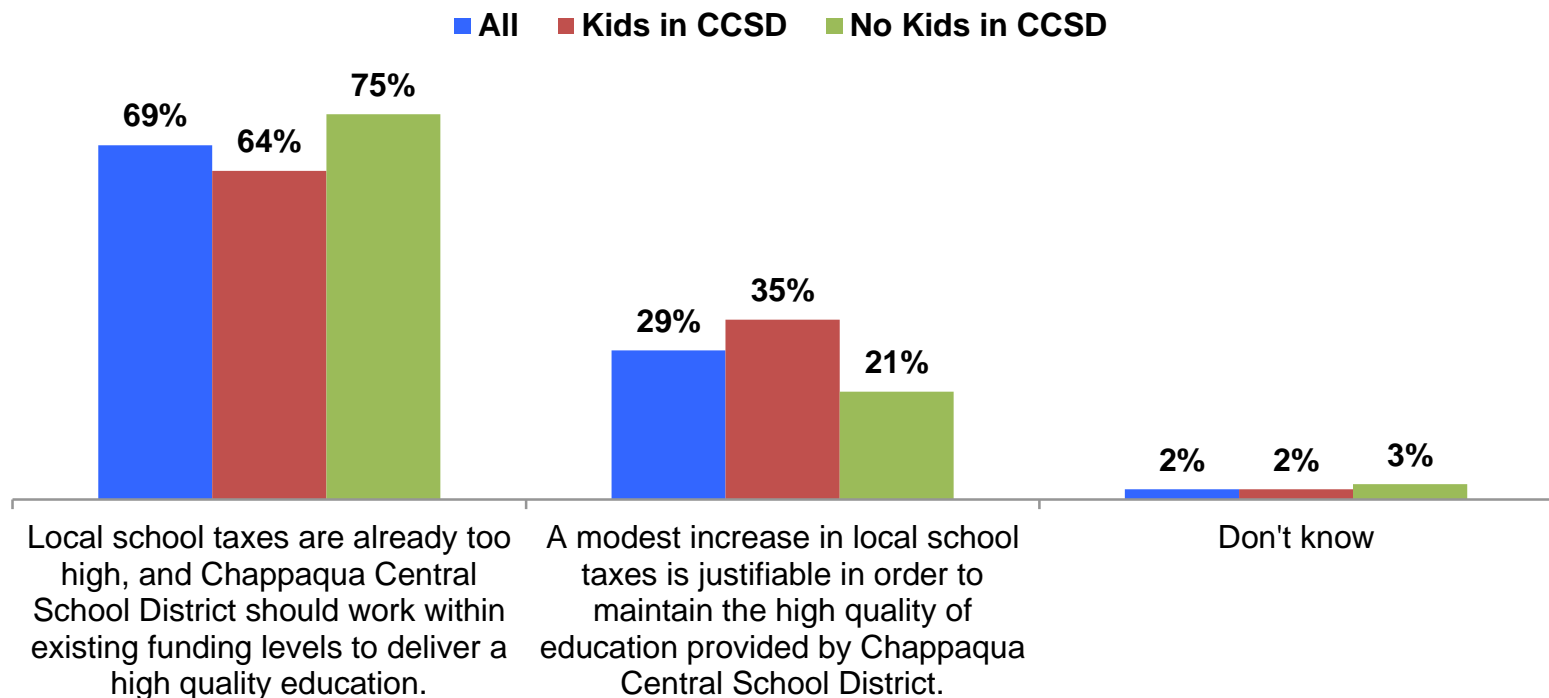


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LOCAL EDUCATION FUNDING

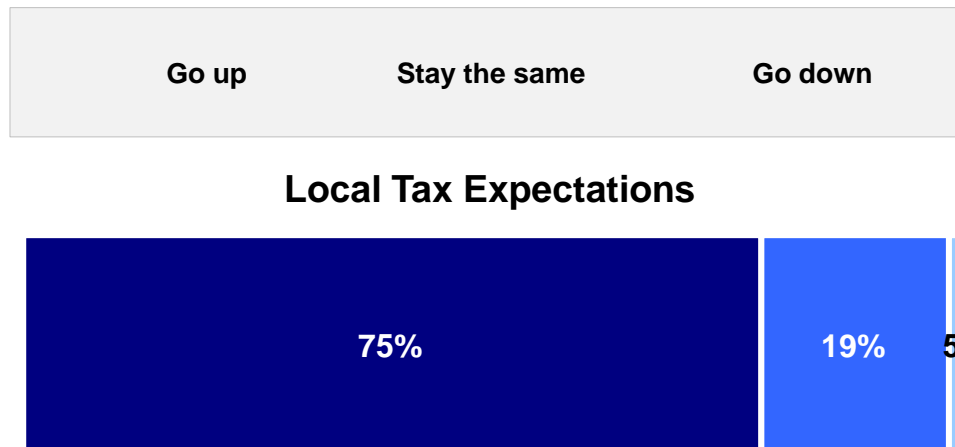
LOCAL SCHOOL TAXES

- Taxes in the district are seen as too high by 7 in 10 residents, indicating the community would not be highly receptive to future tax increases even if they would benefit the school system
- Those without children attending CCSD are more likely to say that local school taxes are already too high



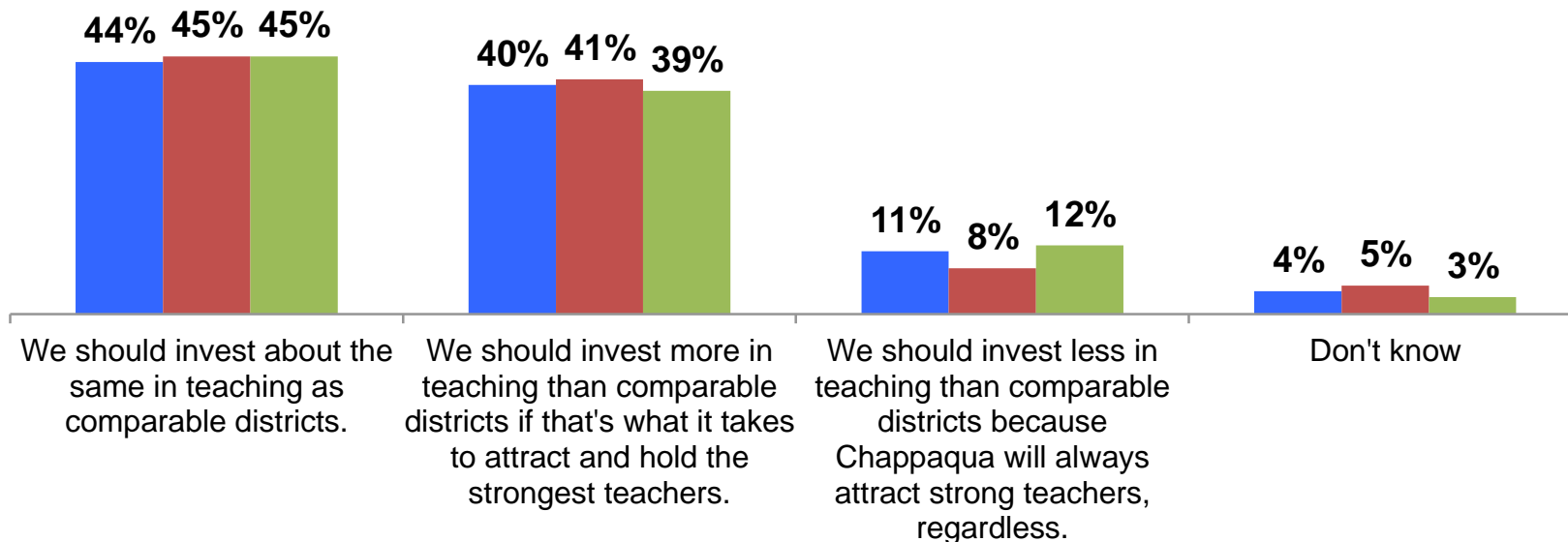
LOCAL SCHOOL TAXES

- Despite feeling that taxes are already too high, three-quarters of respondents feel it is inevitable that taxes will increase over the next five years
- This is true among those with children attending CCSD and those without children attending CCSD



RESOURCE ALLOCATION

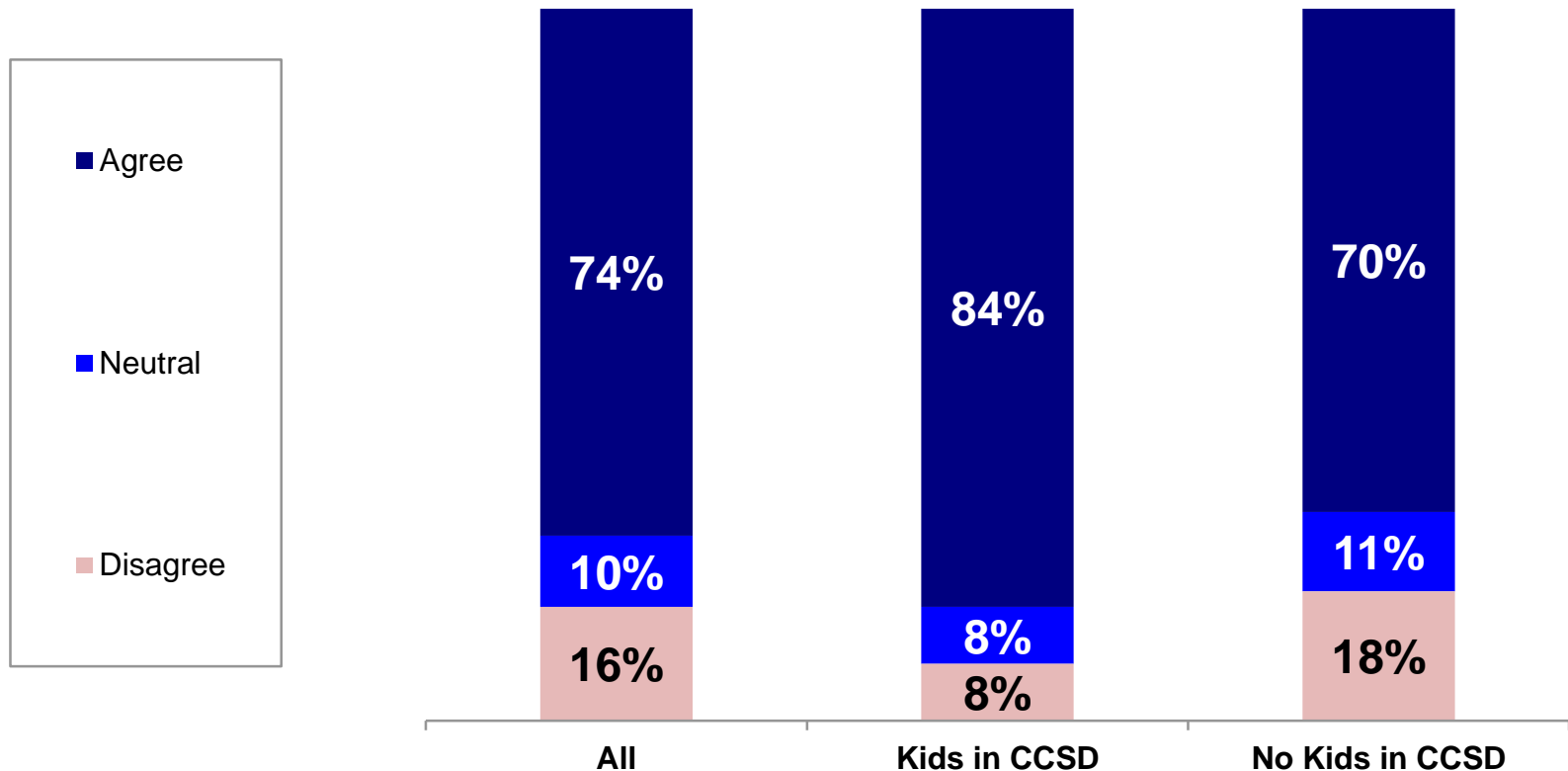
- Residents are somewhat torn about the funding of teaching in the district
- Just over 4 in 10 residents feel the district should match funding to that of comparable districts, while a similar percentage feel the district should invest more in order to attract and hold the strongest teachers
- This view is consistent regardless of whether the resident has children attending CCSD or not



SCHOOL SYSTEM'S IMPACT ON PROPERTY TAXES

- Property values and the quality of the public school system are seen as correlated, with nearly three-quarters of residents agreeing that if the quality of the school system declines, property values will also decline
- This view is stronger among those with children attending CCSD

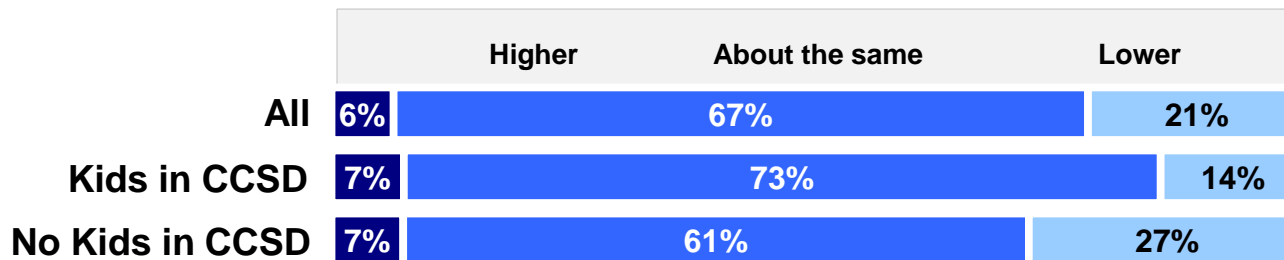
Property values in the community will fall if the quality of the public school system declines in the future.



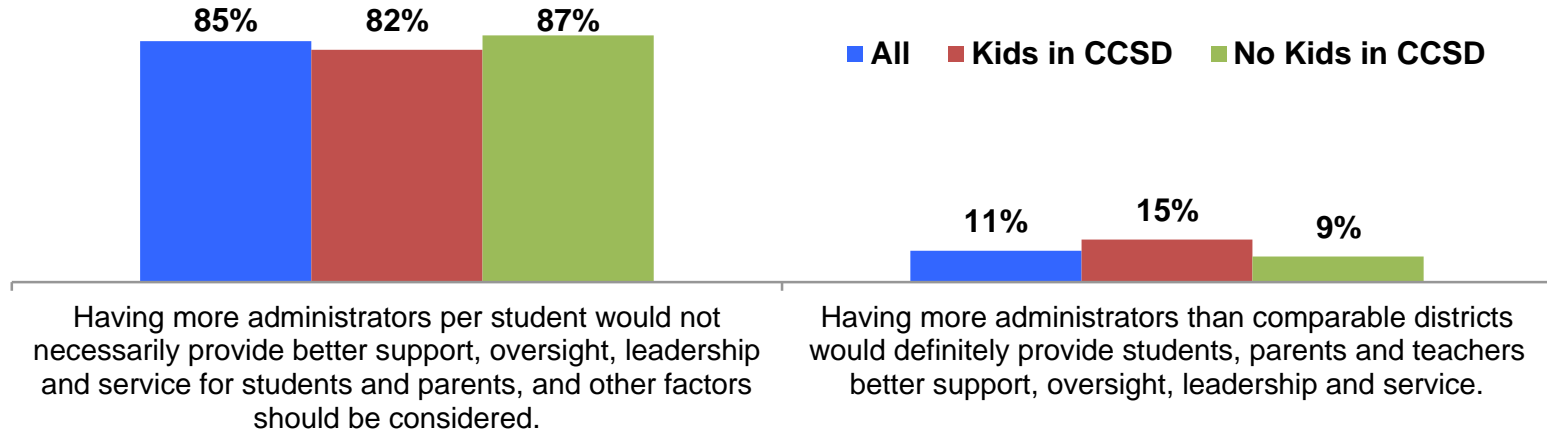
ADMINISTRATION

- Two-third of residents feel the administrator to student ratio should match that of comparable districts
- Additionally, increasing the ratio is not seen as a guarantee that students' experiences would improve
- Those without children in CCSD are more likely to favor a lower ratio

Ratio of Students to Administrators



Administration Resources



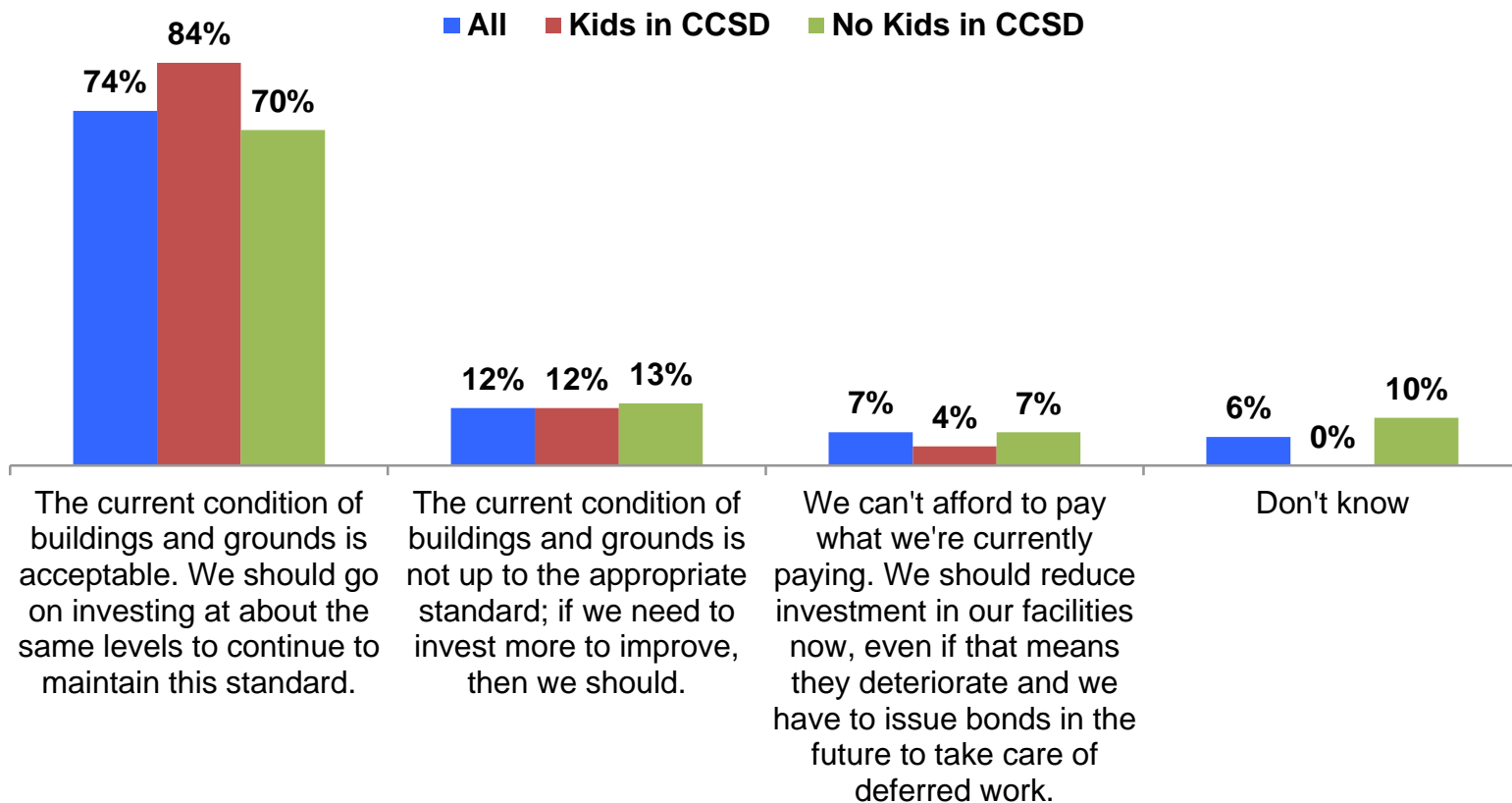
*Please note: Don't Know is not shown

Q25: Do you think Chappaqua should have a higher ratio of administrators to students than comparable districts, should it be lower or should it be about the same?

Q26: When you think about the resources that Chappaqua devotes to administration, which is closest to your view?

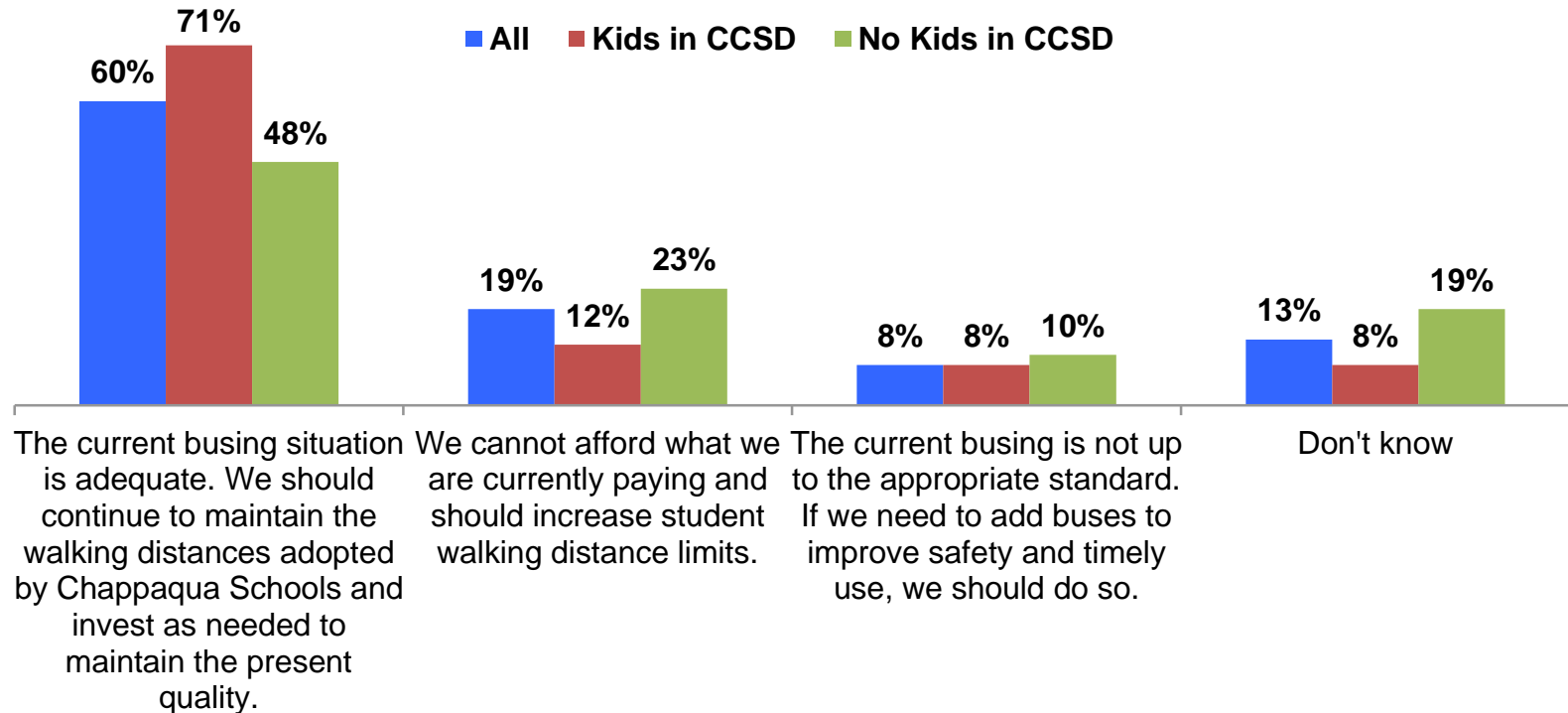
BUILDING & GROUNDS RESOURCES

- Three-quarters of residents are satisfied with the current condition of school district buildings and grounds and feel the community should continue to invest the same amount towards buildings and grounds
- Those with children attending CCSD are more likely to say the condition of the building and grounds is acceptable



BUSING RESOURCES

- The majority of residents are also content with the amount of resources devoted to transportation and busing
- Those with children attending CCSD are more likely to say the current busing situation is adequate



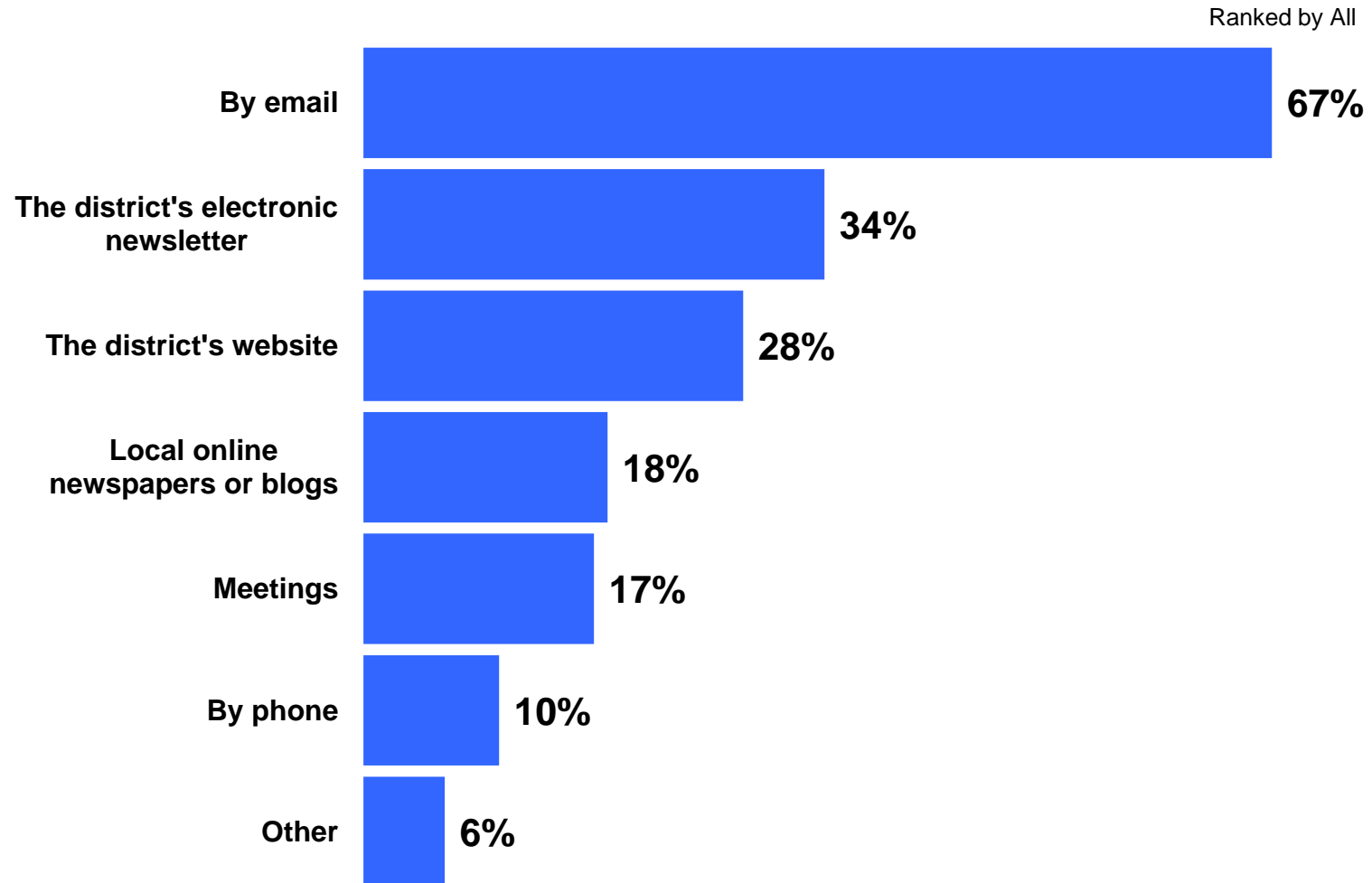


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SOURCES OF INFORMATION

COMMUNICATION CHANNELS

- Email, the district's electronic newsletter and website are the preferred channels for communication





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DEMOGRAPHICS

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	Total Sample	Very Favorable	Less Than Very Favorable
Gender			
Male	38%	38%	38%
Female	62%	62%	62%
Age			
18-24	1%	1%	0%
25-34	2%	2%	2%
35-44	16%	14%	19%
45-54	30%	29%	32%
55-64	26%	30%	20%
65+	21%	22%	18%
Don't know / Decline to answer	4%	2%	8%
Education			
Grade school	0%	0%	0%
Some high school	0%	0%	1%
High school graduate	4%	4%	5%
Some college	4%	4%	4%
College graduate	36%	36%	33%
Graduate school	54%	54%	55%
Technical school	2%	2%	2%
Don't know / Decline to answer	0%	1%	0%
Marital Status			
Married or have a partner	85%	86%	83%
Single	3%	3%	4%
Widowed	5%	6%	2%
Divorced	5%	4%	7%
Other	1%	1%	1%
Don't know / Decline to answer	2%	1%	2%
Home Ownership			
Own	94%	96%	92%
Rent	3%	3%	4%
Don't know	2%	1%	5%

DEMOGRAPHICS

	Total Sample	Total Very Favorable	Total Less Than Very Favorable
Family Relationship with School District			
No children	7%	7%	7%
Pre-school children	8%	8%	7%
Children in elementary school	16%	14%	20%
Children in middle school	20%	19%	23%
Children in high school	22%	20%	26%
Empty nester - children attended Chappaqua schools	48%	50%	45%
Empty nester - children never attended Chappaqua schools	2%	3%	1%
Faculty member	2%	3%	1%
Staff member	1%	2%	0%
Don't know / Decline to answer	2%	2%	1%
Number of Children Attending CCSD (Among those with Children Attending CCSD)			
Average Number of Children Currently Attending District	2%	2%	2%
Duration of Residency			
0-2 years	2%	3%	1%
3-5 years	8%	8%	7%
6-10 years	12%	12%	11%
11-20 years	27%	25%	31%
20 or more years	50%	51%	50%
Don't know / Decline to answer	1%	1%	0%
Income			
Less than \$35,000	2%	2%	1%
\$35,000-\$59,999	3%	4%	1%
\$60,000-\$99,999	9%	9%	8%
\$100,000 - \$250,000	31%	28%	36%
More than \$250,000	31%	30%	33%
Don't know / Decline to answer	25%	28%	20%