



Town of Cheshire
The bedding plant capital of Connecticut



2021 CHESHIRE SCHOOL MODERNIZATION SURVEY RESULTS

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Prepared for:
Cheshire School Modernization Committee

Prepared by:
The Center for Research & Public Policy, Inc.



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Moreover, no information regarding these findings will be released without the written consent of an authorized representative of Cheshire School Modernization Committee.

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1 INTRODUCTION

The Center for Research & Public Policy (CRPP) is pleased to present the results to two surveys on behalf of the Town of Cheshire School Modernization Committee (SMC). The surveys were conducted to collect resident and business owner /manager input regarding the modernization of Cheshire's Public Schools.

The research study included 400 completed random phone surveys among residents of Cheshire. A second, identical, survey was completed by 903 Cheshire resident respondents online. Within the two surveys, 132 respondents self-identified as owners and/or managers of a business located in Cheshire.

The phone survey (N=400) was conducted February 8-24, 2021. The online version of the survey (N=903) was conducted between February 1-24, 2021.

The survey included the following areas for investigation:

- Quality of life living in Cheshire;
- Current standard of living;
- Overall impression of Cheshire town services and public schools;
- Interest in the planning process for school modernization;
- Perceived importance of modernizing the Cheshire public schools;
- Awareness and knowledge levels for required needs identified by SMC;
- Overall support or opposition to modernizing Cheshire public schools;
- Reasons for support or opposition to modernizing the schools;
- Sources for information about the Cheshire school system and town;
- Personal history of Cheshire public schools use; and,
- Demographics.

Section 2 of this report discusses the Methodology used in the study, while Section 3 includes Highlights derived from an analysis of the quantitative research. Section 4 is a Summary of Findings from the survey.

Section 5 is an Appendix to the report containing the crosstabulations and the survey instrument employed.

METHODOLOGY

Using a quantitative research design, CRPP completed phone (cell and landline) surveys among 400 residents of the Town of Cheshire. An online survey was also completed among 903 Cheshire residents. A total of 132 respondents, between both surveys, self-identified as owners and/or managers of a business in Cheshire.

Survey design input was provided by CRPP as well members of the SMC.

Survey design is a careful, deliberative process to ensure fair, objective and balanced surveys. Staff members, with years of survey design experience, edit out any bias. Further, all scales used by CRPP (either numeric, such as one through ten, or wording such as strongly agree, somewhat agree, somewhat disagree, or strongly disagree) are balanced evenly. Additionally, placement of questions is carefully accomplished so that order has minimal impact.

Telephone Survey

All telephone interviews were conducted during February 8-24, 2021. Residents were contacted by phone between 5:00 p.m. and 9:00 p.m. weekdays and 10:00 a.m. and 4:00 p.m. on the weekend. Respondents qualified for the survey if they were a resident of the town of Cheshire and 18 years of age or older.

All population-based surveys conducted by CRPP are approximately proportional to population contributions within states, towns, and known census tract, group blocks and blocks. This distribution ensures truly representative results without significant under-or-over representation of various geographic or demographic groups within a sampling frame.

CRPP utilized a “super random digit” sampling procedure, which derives a working telephone sample of both listed and unlisted telephone numbers. This method of sample selection eliminates any bias toward only listed telephone numbers. Additionally, this process allows randomization of numbers, which equalizes the probability of qualified respondents being included in the sampling frame. A “mixed access” sample of both cell and landline phone numbers was utilized. English and Spanish speaking researchers were available.

Statistically, a sample of 400 completed surveys has an associated margin for error of +/- 4.9% at a 95% confidence level.

Online Survey

CRPP programmed an online version of the survey instrument. The online version was open to all residents town wide. Cheshire residents and business managers / owners were encouraged to go to the online link and complete the survey. All online surveys were completed between February 1-24, 2021.

The link was posted on various websites including the town of Cheshire site. Outreach to encourage participation included posting the link on town and committee social media pages, in the Cheshire community forum “Patch”, emailed to available distribution lists and more.

Overall

All facets of the study were completed and managed by CRPP's senior staff and researchers. These aspects included: survey design, sample plan design, pretest, computer programming, fielding, coding, editing, verification, validation and logic checks, computer analysis, analysis, and report writing.

Importantly, readers of this report should note that any survey is analogous to a snapshot in time and results are only reflective of the time in which the survey was undertaken. Should concerted public relations or information campaigns be undertaken during or shortly after the fielding of the survey, the results contained herein may be expected to change and should be, therefore, carefully interpreted and extrapolated.

Cross tabulations of data were developed and are included with this report. These compare core survey questions by demographic subgroups such as: number of years living in Cheshire, age, residents with /without children, likeliness to vote in referendum, income, school attendance zone, voting location, ownership / management of a business, and gender.

Each qualified resident who lives or manages / owns a business in Cheshire had an equal chance for participating in the phone survey. Statistical random error, however, can never be eliminated but may be significantly reduced by increasing sample size.

HIGHLIGHTS

ON QUALITY OF LIFE

Impressively, a large majority of survey respondents, 98.5%, reported their quality of life living in Cheshire as very good (65.8%) or good (32.8%).

Similarly, a strong majority of respondents, 91.3%, suggested their current standard of living, compared to two years ago, had either improved (22.8%) or there was no movement but is good (68.5%). Some noted their standard of living saw no movement and is not so good (3.5%) or has declined (3.5%).

A strong rating for town of Cheshire services was recorded. A large percentage of respondents (90.3%) rated town services positively – ratings of seven to ten on a ten-point scale.

Survey respondents offered similarly strong ratings for Cheshire public schools at 82.6% -- ratings of seven to ten on a ten-point scale.

MODERNIZING CHESHIRE PUBLIC SCHOOLS

Over three-quarters of all phone survey respondents, 78.5%, indicated they were very interested or somewhat interested in the planning process for Cheshire public school modernization.

A large majority, 86.5%, indicated they consider the modernization of Cheshire public schools as very (54.3%) or somewhat (32.3%) important.

In a town-wide school modernization effort, the considerations respondents named as most important included (in declining order): improving IT technology (38.8%), improving air quality/ventilation (29.8%), modernizing the schools (29.8%), renovating facilities (27.0%), meeting ADA requirements (26.3%), becoming more energy efficient (25.5%) and designing schools for better teaching and learning (22.5%).

Fewer respondents named the following considerations as “most important”: improving driveway traffic patterns for cars/buses/pedestrians (10.3%), improved pick up/drop off traffic patterns ((9.8%), more athletic / sports programs (8.0%) and increased storage space (5.3%).

AWARENESS/KNOWLEDGE

The survey was designed to measure awareness of several needs identified by the Cheshire SMC that required attention. Strongest awareness (very and somewhat aware) was recorded for (in declining order): increasing operational costs (84.0%), older school facilities cost significantly more for upkeep (79.3%), and most Cheshire schools were built prior to the 1950’s (78.0%).

Lower awareness levels were recorded for: some schools not currently meeting ADA requirements (59.3%), and the potential for 15% public school enrollment growth before 2025 (48.0%).

STATEMENTS: MOVING FORWARD

Large majorities of survey respondents agreed (strongly or somewhat) that school modernization communication efforts should distinguish between required and desired upgrades in a modernization effort (93.8%).

Importantly, 90.3% of all survey respondents agreed (strongly or somewhat) that they could be convinced to support funding school modernization if they clearly understood the need.

Others agreed (strongly or somewhat) that modernized schools are important in preparing competitive students, important in maintaining home values, that modernized school facilities impact economic development positively, and education quality is impacted by the quality of school facilities – 88.5%, 87.3%, 82.3% and 81.8%, respectively.

SUPPORT AND OPPOSITION

There exists strong support (strongly or somewhat) for school modernization in Cheshire. In more than an eight-to-one result, 84.8% noted they would either strongly (50.7%) or somewhat support (34.1%) public school modernization. Others, 11.1% suggested they were strongly (6.3%) or somewhat opposed (4.8%) to school modernization.

While respondents were not, yet, presented with the costs to taxpayers for public school modernization, there is strong foundational support for such efforts. Communication of the need as well as delineation between required and desired needs will help residents make their respective decisions on support.

In an open-end format question, all respondents were asked why they supported or opposed public school modernization. A second open-end format question followed asking each respondent to name three or four things they would need to see, hear, or better understand before they would be likely or even more likely to support modernizing Cheshire public schools in a November 2021 referendum. Thousands of responses to these open-end format questions were collected and are presented within the appendix to this report.

COMMUNICATION

The leading sources for information about the Cheshire public school system and town included (in declining order): local print newspapers (51.2%), friends/family/neighbors/co-workers (33.3%), the internet (22.5%), directly from the schools/system (12.3%), the Cheshire town website (12.0%) and the Cheshire schools website (11.8%).

The leading social media platforms included (in declining order): Facebook (56.0%), Twitter (20.8%), Instagram (17.8%), YouTube (10.0%) and LinkedIn (6.3%).

HISTORY OF CHESHIRE PUBLIC SCHOOL USE

Significant numbers of Cheshire residents report visiting and using Cheshire public schools over the years. Cheshire High School was visited/used the most (76.0%) followed by Dodd Middle School, Highland School and Doolittle School – 57.3%, 48.0%, and 39.5%, respectively.

The leading reasons for the visits or use included (in declining order): athletic field/sport events (52.4%), voting (51.6%), parent/teacher events/conferences (44.4%), student events (36.6%), and family events (33.6%).

SUMMARY 4 OF FINDINGS

Readers are reminded that the narrative throughout this report refers to composite aggregate telephone survey data – 400 residents. Text, tables and graphs throughout this report present these composite results. The online survey results (N=903) are also often displayed within tables and graphs held within this report. In addition, composite results (N=132) from respondents self-identifying as a business owner / manager in either the phone or online survey are displayed within the tables and graphs.

QUALITY OF LIFE

All respondents were asked to report their overall quality of life in Cheshire, Connecticut. A large majority, 98.5%, suggested their quality of life was very good (65.8%) or good (32.8%). Results are displayed in the following table.

Overall Quality of Life	Percent Phone	Percent Online	Percent Business
Very good	65.8	58.9	68.9
Good	32.8	40.0	29.5
Poor	1.3	0.9	0.8
Very poor	0.0	0.1	0.8
Unsure	0.3	0.1	0.0
Total Very good or Good	98.5	98.9	98.5

A large majority of respondents, 91.3%, see their standard of living as improved (22.8%) compared to two years ago, or no movement, but good (68.5%). Some, 7.0%, suggested their standard of living had either no movement or was not so good (3.5%) and has declined (3.5%). Results are displayed in the following table.

Standard of Living Compared to Past	Percent Phone	Percent Online	Percent Business
Improved	22.8	30.3	28.8
No movement, but good	68.5	60.1	58.5
No movement, and not so good	3.5	2.1	2.3
Has declined	3.5	6.4	7.6
Unsure	1.8	1.0	3.0
Total Improved or No movement, but good	91.3	90.5	87.1

Respondents were asked to rate their overall impression of the quality of Cheshire town services (such as policing, emergency, library, and parks and recreation) and public schools on a scale of one to ten where one is very poor and ten is very good. A large majority of respondents indicated a positive overall impression, with a seven to ten rating, of Cheshire town services (90.3%) and Cheshire public schools (82.6%). Results are displayed in the following table.

OVERALL IMPRESSIONS	PHONE PERCENT (7-10 RATING)	ONLINE PERCENT (7-10 RATING)	BUSINESS PERCENT (7-10 RATING)
Cheshire town services	90.3	88.0	90.1
Cheshire public schools	82.6	85.2	85.7

MODERNIZING CHESHIRE PUBLIC SCHOOLS

Respondents were provided with the following brief description of the Cheshire SMC and goals.

A committee has been charged with collecting input from residents to assist town leaders in developing the plans for modernizing Cheshire Public Schools. The Cheshire School Modernization Committee (SMC), over the past year and a half, has been studying public school needs and associated costs for both new construction and renovation.

For the purposes of this survey, the term modernization is more than just new construction, refurbishing or renovation of buildings and may include adding modern technology, updating learning spaces, meeting building codes as well as Americans with Disabilities / ADA accessibility requirements.

Interest

Respondents were asked how interested they were in the planning process for Cheshire Public School modernization. Over three-quarters of respondents, 78.5%, indicated they were very (37.0%) or somewhat interested (41.5%). Results are displayed in the following table.

Interest in Public School Modernization	Percent Phone	Percent Online	Percent Business
Very interested	37.0	49.2	49.2
Somewhat interested	41.5	42.3	43.9
Somewhat uninterested	8.3	4.1	0.8
Not at all interested	11.0	3.3	5.3
Unsure / Don't know	2.3	1.1	0.8
Total Very or Somewhat interested	78.5	91.5	93.2

Respondents were asked how important it is that Cheshire Public Schools are modernized. A large percentage, 86.5%, indicated modernization was very (54.3%) or somewhat important (32.3%). Results are displayed in the following table.

Importance of Public School Modernization	Percent Phone	Percent Online	Percent Business
Very important	54.3	66.8	65.2
Somewhat important	32.3	25.9	26.5
Somewhat unimportant	5.3	3.3	2.3
Not at all important	6.3	2.9	5.3
Unsure / Don't know	2.0	1.1	0.8
Total Very or Somewhat important	86.5	92.7	91.7

Respondents were asked to name the most important considerations in the town modernization effort. Highest considerations included improving IT or technology (38.8%), schools should improve air quality / ventilation (29.8%) and modernization of schools (29.8%). Results are displayed in the following table.

Important Considerations	Percent Phone	Percent Online	Percent Business
Improving IT or technology	38.8	54.3	45.5
Schools should improve air quality/ventilation	29.8	73.2	56.1
Modernization of schools	29.8	59.1	53.0
Renovation of school building facilities	27.0	44.0	48.5
School buildings should meet Americans with Disabilities (ADA) requirements	26.3	64.5	51.5
Schools should improve energy efficiency	25.5	55.3	46.2
Schools that are better designed for teaching and learning	22.5	74.9	54.5
Schools need to prevent overcrowding and meet space needs	21.8	60.4	46.2
Ensuring schools are built to codes	21.5	57.1	46.2
New school construction	21.5	38.4	37.9
Schools that are safe and secure for students, faculty and staff	20.8	80.5	59.1
Increasing services and spaces for students with special needs	20.0	40.3	31.1
Efforts to ensure our students graduate with competitive skills	17.8	60.2	37.9
Improved climate control and air conditioning	15.8	60.0	41.7
Other	15.8	2.7	4.5
Schools that are better designed to attract new families to town	14.8	25.7	25.0
Increasing test scores	13.5	14.7	15.2
Improved athletic fields/playgrounds	11.3	32.3	22.0
More arts programs	11.3	33.2	31.1
Improve traffic patterns for cars, buses and pedestrians	10.3	38.0	28.0
Improve driveway traffic patterns for pick up/drop off	9.8	42.6	33.3
All of the above	8.5	--	5.3
More athletic / sports programs	8.0	19.6	12.1
Increase storage space	5.3	10.7	9.8
None – no need for modernizing Cheshire Public Schools	4.3	2.8	2.3
Unsure/no suggestions	2.5	0.2	1.5

Other responses included: addressing mold and other repairs, more diverse teaching staff and materials, teach basics for integration into adult world, no improvements needed, wider range of classes, fewer funds for athletics, better teachers, consider decline of student enrollment, use of school bus GPS tracking, maintain K-6 programs, bullying to stop, new lockers for high school students, increased opportunity to walk / bike to schools, cost analysis or new building vs. renovation, life skill programs needed, more tech programs, elementary bathroom upgrades, schools to better share space, modify school start times for Dodd and CHS, new high school, inclusion of people with disabilities, improve education, safety and security, general repairs, focus on curriculum, alternative programs, and more space for social distancing.

Awareness/Knowledge

Respondents were presented with several needs that have been identified by the Cheshire SMC that require attention. Needs that respondents were most aware of included: demand for school services and operational costs are increasing (84.0%) and older Cheshire public school buildings cost significantly more for maintenance and keep (79.3%).

Lower awareness was indicated for: some school buildings that do not currently meet Americans with Disabilities (ADA) requirements (59.3%) and there is potential for 15% public school enrollment growth between 2020 and 2025 which will result in accelerated overcrowding (48.0%).

The following table holds the cumulative totals, in declining order, for those indicating they were **very or somewhat aware** of the required attention.

Required Needs	Percent Phone	Percent Online	Percent Business
Demand for school services and operational costs are increasing	84.0	94.5	92.4
Older Cheshire school buildings cost significantly more for maintenance and upkeep	79.3	84.7	84.8
Most Cheshire public schools were built in the 1950's	78.0	85.8	90.2
In 2014, the Kindergarten classes became full-day programs. This change utilized additional classrooms	73.5	83.9	82.6
Improvements for safety and security within the schools has been identified as a need	72.0	83.4	81.8
Outdated Cheshire schools make it difficult to allow access to or install newer technology	71.5	83.8	82.6
The last public school built was in the 1970's	65.8	78.3	82.6
To more effectively serve our special education students and more efficiently provide services, additional special education classes have been created in town	64.8	60.0	64.4
State funding provided to Cheshire for schools is stagnant	62.3	64.3	68.2
Some school buildings do not currently meet Americans with Disabilities (ADA) requirements	59.3	59.5	62.1
Based on projections, there is potential for a 15% public school enrollment growth between 2020 and 2025 which will result in accelerated overcrowding	48.0	58.3	61.4

Statements: Moving Forward

Respondents were asked how strongly they agreed or disagreed with several statements related to Cheshire Public Schools. Respondents held the strongest agreement for the statements: public communication of modernization needs should distinguish between required and desired upgrades (93.8%), and I could be convinced to support funding school modernization if I clearly understood the need (90.3%).

The following table holds the cumulative totals, in declining order, for those indicating they **strongly or somewhat agreed** with the statement.

Statements on Moving Forward	Percent Phone	Percent Online	Percent Business
Public communication of modernization needs should distinguish between required and desired upgrades	93.8	94.5	93.2
I could be convinced to support funding school modernization if I clearly understood the need	90.3	89.3	86.4
Modernized public schools in Cheshire are important to preparing and graduating competitive students	88.5	86.3	83.3
Modernized public schools in Cheshire are important to maintaining home property values	87.3	88.2	86.4
Having modern school facilities in Cheshire will impact economic development in a positive way	82.3	83.2	78.8
Education quality is impacted by the quality of school facilities	81.8	83.6	80.3

Support and Opposition

Respondents were provided with the following statements:

An independent study has projected an increase in Cheshire enrollment at the K-6 level of more than 650 students and an increase in enrollment at the grade 7 – 8 level of 200 students over the next decade which will exceed the system’s student capacity.

The Cheshire School Modernization Committee has studied various scenarios for updating the schools and providing the needed additional space to meet projected future needs.

While the final details and associated costs are not yet available, respondents were asked, generally and overall, how likely they are to support or oppose the modernization of Cheshire Public Schools in a referendum.

A large majority (84.8%) suggested they would either strongly support (50.7%) or somewhat support (34.0%) school modernization in a referendum. Others noted they would be somewhat or strongly opposed (11.1%). A few said, “it depends” (2.5%) or were unsure (1.8%).

Support for / opposition to public-school modernization	Percent Phone	Percent Online	Percent Business
Strongly support	50.7	65.4	62.1
Somewhat support	34.0	17.4	18.9
Total Support	84.8	82.8	81.1
Somewhat oppose	6.3	4.2	3.8
Strongly oppose	4.8	4.1	7.6
Total Oppose	11.1	8.3	11.4
Depends	2.5	6.9	6.8
Unsure / Don’t know	1.8	2.0	0.8

In an open-end format question, all respondents were asked why they supported or opposed public school modernization. A second open-end format question followed asking each respondent to name three or four things they would need to see, hear, or better understand before they would be likely or even more likely to support modernizing Cheshire public schools in a November 2021 referendum.

Over one thousand responses to these open-end format questions were collected and are presented within the appendix to this report.

COMMUNICATION

Respondents were asked where they usually get information about the Cheshire public school system and town. The leading sources included local print newspapers, friends/neighbors/family/co-workers, and websites.

Sources for Information	Percent Phone	Percent Online	Percent Business
Local newspapers: printed	51.2	44.0	47.7
Friends / Family / Neighbors/ Co-workers	33.3	39.8	39.4
Internet / Websites	22.5	57.1	50.0
Other	14.0	2.7	9.8
Directly from schools / school system	12.3	38.2	32.6
Cheshire Town Website	12.0	17.3	15.9
Cheshire Schools Website	11.8	33.3	25.0
Local newspapers: Online	11.5	15.9	16.7
Social Media such as Facebook	11.0	49.1	34.8
Cheshire Town communication	9.0	34.9	26.5
Emails	8.5	32.4	18.9
TV	5.5	5.9	2.3
The Cheshire School Modernization Committee FaceBook page	5.5	15.5	14.4
Cheshire School Modernization Committee website	5.0	16.3	15.9
DK	2.5	0.9	1.5
Flyers / Brochures	2.3	1.9	2.3
Radio	1.8	1.1	1.5
Employer	1.8	5.2	3.8
Nextdoor or similar community forum	1.8	5.3	3.8
State news outlets (papers, radio, TV)	1.5	4.4	2.3
Direct mail	1.3	3.0	3.0
Cheshire School Modernization Committee Twitter page	1.0	3.7	4.5
Blogs	0.8	0.4	0.8

Other responses included: Personal visits to the school, students, serving in government, town committee members, watching meetings, PTO meetings, CPS teachers and administrators, employees, local coffee shops, word of mouth, going to Town Hall, The Cheshire Podcast, and BOE members.

Respondents were asked which, if any, social media platforms they use. The following table depicts the results collected.

Social media platforms used	Percent Phone	Percent Online	Percent Business
Facebook	56.0	79.5	75.8
Don't Use Social Media	33.5	9.7	15.2
Twitter	20.8	28.0	28.0
Instagram	17.8	45.8	37.9
YouTube	10.0	42.3	34.1
LinkedIn	6.3	26.1	24.2
Pinterest	4.8	21.4	15.2
Other	4.8	1.3	2.3
Snap Chat	3.8	8.9	6.1
Tik Tok	2.0	8.5	8.3
Nextdoor or similar community forum	1.8	7.6	2.3
Parler	1.3	1.0	1.5
WeChat	1.3	0.6	1.5
Yelp	1.0	7.9	3.0
Vero	1.0	0.4	0.8
Tumblr	1.0	0.8	0.0
WhatsApp	1.0	9.3	6.1
Foursquare	0.8	0.3	1.5
Gab	0.8	.3	0.8

Other responses included: Email, Reddit, Tumblr, Telegram, and MeWe.

HISTORY OF CHESHIRE PUBLIC SCHOOL USE

Respondents were asked which, if any, Cheshire Public Schools (inside or fields) they had visited or used over the years for any reason. Results are displayed here in declining order by phone data.

Public School Usage History	Percent Phone	Percent Online	Percent Business
Cheshire High School	76.0	87.8	88.6
Dodd Middle School	57.3	71.7	78.8
Highland School	48.0	70.3	75.8
Doolittle School	39.5	55.5	58.3
Norton School	38.5	55.0	68.2
Chapman School	35.3	52.0	52.3
Darcey School	32.8	52.0	54.5
Humiston School	21.5	27.5	35.6
None/Have not visited/use any	5.0	1.7	0.8
Unsure/ Don't know	2.0	0.3	0.0

Respondents who have visited school facilities were asked to indicate the reasons for the visits or usage. Results are presented here in declining order by phone data.

Reasons for visit	Percent Phone	Percent Online	Percent Business
Athletic fields/sport events	52.4	69.4	65.6
Voting	51.6	74.5	71.0
Parent/teacher events or conferences	44.4	75.6	63.4
Student events or productions	36.6	69.0	64.9
Family events	33.6	30.7	26.0
Inside sporting events	27.2	47.5	47.3
Community meetings / events	26.1	51.4	51.9
Other	22.8	12.2	17.6
Volunteering	16.4	31.0	32.1
Adult education	10.5	15.4	15.3
Exercise using school facilities	9.4	13.9	16.0
Shelter / Emergency facility use	2.4	2.6	3.1
Don't know / Unsure	1.6	0.2	0.0

Other responses included: Substitute teacher, early intervention program, current employee, past employee, past student, professional activities, Scouts, driving children to/from school, YMCA Summer Camp, Cheshire Train Show, member of town and state government, kindergarten orientation, playground, tour of school, adult league sports, SAT testing, Ion bank half marathon, holiday events, religious school classes, musical competitions, tutoring, and business interactions.

DEMOGRAPHICS

YEARS LIVED IN CHESHIRE	PERCENT PHONE	PERCENT ONLINE
Less than 5	8.8	13.8
5 to less than 10	10.8	15.1
10 to less than 20	23.8	24.8
20 years or more	54.8	45.0
Don't know / Unsure	1.0	0.1
Refused	1.0	1.2
AVERAGE	24.1	22.7

AGE	PERCENT PHONE	PERCENT ONLINE
18-24	6.8	1.4
25-34	10.8	6.2
35-44	16.8	33.0
45-54	22.0	28.7
55-64	24.5	15.0
65 or older	19.3	13.8
Refused	-	1.9

CHILDREN	PERCENT PHONE	PERCENT ONLINE
No children	20.5	7.0
Children not yet of school age (pre-school or younger)	7.5	14.4
Children of school age currently attending Cheshire schools	30.0	57.1
Children of school age not attending Cheshire schools (private school, home school, etc)	2.0	3.1
Children who started in the Cheshire schools but left for private or other schools	3.3	4.2
Older (over 18) children who attended Cheshire schools in the past	34.0	31.1
Older (over 18) children who did not attend Cheshire schools (such as didn't live in Cheshire / attended private)	8.5	3.9
Unsure / Don't know	1.0	0.1
Refused	1.3	1.2

LIKELINESS TO VOTE IN A SCHOOL MODERNIZATION REFERENDUM	PERCENT PHONE	PERCENT ONLINE
Very likely	76.0	86.0
Somewhat likely	14.2	9.2
Somewhat unlikely	3.5	1.2
Not at all likely	2.8	1.4
Unsure	3.5	2.1

INCOME	PERCENT PHONE	PERCENT ONLINE
Under \$50,000	6.0	2.8
\$50,000 to less than \$75,000	7.8	4.3
\$75,000 to less than \$100,000	11.3	7.2
\$100,000 to less than \$175,000	18.0	28.7
\$175,000 to less than \$200,000	6.3	11.0
\$200,000 to less than \$225,000	5.0	6.6
\$225,000 to less than \$250,000	2.5	5.2
\$250,000 to less than \$300,000	1.5	4.9
\$300,000 or more	4.8	7.4
Unsure	7.5	.3
Prefer not to answer / refused	29.5	21.6

ATTENDANCE ZONE	PERCENT PHONE	PERCENT ONLINE
Chapman School	17.5	16.6
Doolittle School	22.3	26.0
Highland School	31.3	34.6
Norton School	19.3	20.3
Don't know/ Unsure	9.8	2.5

VOTING LOCATION	PERCENT PHONE	PERCENT ONLINE
District 1: Cheshire High School, 525 South Main Street	19.5	24.0
District 2: Chapman School, 38 Country Club Road	11.3	11.4
District 3: Artsplace, 1220 Waterbury Road	11.3	10.9
District 4: Norton School, 414 N. Brooksvale Road	19.8	19.7
District 5 and 5.3: Doolittle School, 735 Cornwall Avenue	11.0	11.3
District 6: Highland School, 490 Highland Avenue	13.8	13.5
District 7: Dodd Middle School, 100 Park Avenue	7.5	6.0
Don't know / Unsure	6.0	3.2

OWN / MANAGE BUSINESS?	PERCENT PHONE	PERCENT ONLINE
Yes	9.5	10.4
No	90.5	89.6

GENDER	PERCENT PHONE (by observation)	PERCENT ONLINE
Man	48.3	27.2
Woman	51.7	66.2
Transgender man	-	0.1
Non-binary	-	0.2
Prefer not to answer	-	6.1
Other	-	0.1

INTERPRETATION OF AGGREGATE RESULTS

The computer processed data for this survey are presented in the following frequency distributions. It is important to note that the wordings of the variable labels and value labels in the computer-processed data are largely abbreviated descriptions of the Questionnaire items and available response categories.

The frequency distributions include the category or response for the question items. Responses deemed not appropriate for classification have been grouped together under the “Other” code.

Each frequency distribution includes the absolute observed occurrence of each response (i.e. the total number of cases in each category). Immediately adjacent to the right of the column of absolute frequencies is the column of relative frequencies. These are the percentages of cases falling in each category response, including those cases designated as missing data. To the right of the relative frequency column is the adjusted frequency distribution column that contains the relative frequencies based on the legitimate (i.e. non-missing) cases. That is, the total base for the adjusted frequency distribution excludes the missing data. For many Questionnaire items, the relative frequencies and the adjusted frequencies will be nearly the same. However, some items that elicit a sizable number of missing data will produce quite substantial percentage differences between the two columns of frequencies. The careful analyst will cautiously consider both distributions.

The last column of data within the frequency distribution is the cumulative frequency distribution (Cum Freq.). This column is simply an adjusted frequency distribution of the sum of all previous categories of response and the current category of response. Its primary usefulness is to gauge some ordered or ranked meaning.