

ATTITUDES AND OPINIONS OF VOTERS
TOWARD THE
IMLAY CITY COMMUNITY SCHOOLS

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An Opinion Survey
of
Registered Voters

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February, 2004

Conducted by

School Public Relations Consultant Services
Lansing and Williamston, Michigan

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METHODOLOGY OF THE SURVEY

An opinion survey of registered voters in the Imlay City School District was conducted between February 2 and 9, 2004. This survey, which sought voters' opinions and attitudes about the local public schools, was conducted by School Public Relations Consultant Services of Lansing and Williamston, Michigan.

A probability survey sample was drawn from the list of registered voters in the district (n = 7,852), with each of the voters assured an equal chance of being selected. The sample size of 367 was selected by systematic random sampling procedures, and was stratified by the two political precincts in the district. It was chosen to maintain a 95% sampling confidence, with a sampling error tolerance of +/- 5%. This means there is a 95% certainty that the range of opinions of respondents in the sampling reflects the same range of responses obtained if all of the voters were called during the same time period; assuming the same interviewers and the same questionnaire; with a sampling error factor of + or - 5%. Sampling error tolerances for the various subgroups in the total sample are larger, due to the smaller sizes of these subgroups. Sampling error tolerance for public school parents is +/- 8.3%, and for those who have no children in the Imlay City Community Schools +/- 6.3%.

The questionnaire was developed by Kathy Feaster, principal of the firm, following extensive input sessions with school district staff members, parents, Board of Education members and other citizens in the district.

Telephone interviews were conducted by interviewers from Marmen Computing, Inc., of Menominee, Michigan, who were trained in the use of the questionnaire by Mrs. Feaster.

All survey data was read and coded by SPR Consultant Services staff and was tabulated through the computer facilities of Marmen Computing. Results were analyzed and interpreted by Mrs. Feaster, who prepared this report.

Survey results are reported for all respondents in the survey and for two major subgroups. The first subgroup is voters who have children in the Imlay City Community Schools at the present time -- entitled PUBLIC SCHOOL PARENTS -- 37% of the total sample.

The second subgroup consists of voters who have children in private or parochial school, or who have pre-school age children only, or who have children who are not enrolled in the local public schools, or who have no children of school age or younger -- entitled NON-PARENTS -- 63% of the total sample.

Statistically significant differences of opinion occur between these two major subgroups when the difference in responses to a particular question is 10% or greater.

Other subgroup demographic information is shown in the composition of the survey sample at the end of this report.

Readers should note that, when indicating the opinions of lower elementary/upper elementary/middle school/high school parents, if a voter has

a child in each of these levels, their opinion is included in each of the levels reported. This is not so, of course, when reporting opinions of parents as a whole.

All figures shown in this report are in percentages, rounded to the nearest whole number. When columns do not total 100% it is due to rounding. When columns greatly exceed 100% it is due to multiple responses.

When columns are headed by "__ % of" and ended with "UNASKED" this means it is a follow-up question and only those who responded in a certain way to the prior question were asked this particular question. All percentages shown in these kinds of charts are percent of the whole, not percent of those who were asked the question.

It should also be noted that, when categories such as "some of the policies/procedures" or "certain programs and services" are listed in a chart, these are combined responses due to the fact that less than 1% cited any one of the individual responses included in the category.

When appropriate, comparative data is shown from the 2000 Voter Opinion Poll conducted in the district. Statistically significant differences of opinion occur between these polls when the difference in responses to the same question is 7% or greater.

RATING THE DISTRICT'S INFORMATION DELIVERY SYSTEM

Imlay City voters offer high ratings for the district's information delivery system – three out of four (75%) say the schools do a good (57%) to excellent (18%) job keeping them informed about what happens in the school district. Another one of ten (13%) say the schools do a fair job, 3% say poor and the other one of ten (10%) are unable to offer a rating.

More than eight of ten public school parents (84%) offer a "good to excellent" rating, as do seven of ten (70%) who have no children in the local public schools, with 15% of the "non-parents" unable to offer a rating.

Tell me, in your opinion, do the Imlay City schools do an excellent, good, fair or poor job of keeping you informed about what happens in the district?

<u>INFORMATION DELIVERY</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Excellent	18%	27%	13%
Good	57	57	57
Fair	13	13	12
Poor	3	3	3
Can't say/don't know	10	-	15

Information delivery ratings have increased significantly since the 2000 Voter Opinion Poll conducted in the district – from 66% "good to excellent" to the current 75% "good to excellent".

<u>INFORMATION DELIVERY</u>	<u>'00 All Resp.</u>	<u>'04 All Resp.</u>
Excellent	14%	18%
Good	52	57
Fair	15	13
Poor	7	3
Can't say/don't know	12	10

Suggestions to improve information delivery, offered by those who say it's either "fair" (13%) or "poor" (3%):

<u>16% of</u> TO IMPROVE INFORMATION DELIVERY	<u>16% of</u> <u>All</u> <u>Respondents</u>	<u>15% of</u> <u>Public</u> <u>School Parents</u>	<u>Non-</u> <u>Parents</u>
Mail letters/flyers	6%	7%	6%
Publish district newsletter more often	3	2	3
More detailed information in the newsletter	2	4	1
More detailed information in the newspapers	2	2	3
Personal contact/phone calls	2	2	1
Website/internet	1	2	1
Want no information about the schools	1	-	2
Other suggestions ^①	2	5	1
Can't say/don't know	1	2	1
(UNASKED)	(84)	(84)	(85)

(Multiple response question)

①Other suggestions: send a newsletter – don't get one; send more information home with students; more communication from teachers; more timely information; information on local cable channel; email; television; be more open/honest

SOURCES OF INFORMATION ABOUT THE IMLAY CITY COMMUNITY SCHOOLS

The leading source of school information in the Imlay City school district continues to be the district newsletter "Growing Together" – cited by nearly one-half of the voters (47%).

The next leading source of school information for voters is the Tri-City Times, cited by three of ten (29%). Other primary sources are students in the schools (20%), the Lapeer County Press (18%), school building newsletters (18%), notes and letters from the schools (12%), word-of-mouth from non-school related persons (10%), parents with children in the schools (10%) and teachers (10%).

Leading sources of information for public school parents are:

- *The district newsletter (50%)
- *School building newsletters (47%)
- *Their own and other students in the schools (31%)
- *Notes and letters from the schools (27%)

while the leading sources of information for those who have no children in the schools are:

- *The district newsletter (46%)
- *Tri-City Times (37%)
- *Lapeer County Press (24%)
- *Students in the schools (13%)
- *Word-of-mouth from non-school related persons (13%)

And, where do you get most of your information about the schools here?

<u>INFORMATION SOURCES</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
District newsletter "Growing Together"	47%	50%	46%
Tri-City Times	29	16	37
Own children/other students	20	31	13
Lapeer County Press	18	8	24
School building newsletters	18	47	1
Notes/letters from the schools	12	27	3
Word-of-mouth from non-school related persons	10	6	13
Parents with children in the schools	10	9	10
Teachers	10	12	8
Own observation/personal involvement	8	9	7
LA View	6	3	7
School support staff members	4	4	5
School administrators	2	2	2
Spouse who is active in the schools	1	4	-
Marque on Highway 53	1	1	1
Television	1	1	1
Internet/district web page	1	2	-
Parent group meetings	1	2	-
School Board members/meetings	-	1	-
Get no information about the schools	3	-	5
Other sources①	1	1	1
Can't say/don't know	2	-	3

(Multiple response question)

①Other sources: Flint Journal; community calendar; school calendar

The majority of the leading sources of school information have remained about the same since the 2000 Poll, with the exception of school building newsletters – cited to a significantly greater degree in 2004 (18%) than in 2000 (9%) – and the Tri-City Times, which was cited by significantly fewer voters in 2004 (29%) than it was in 2000 (38%).

<u>INFORMATION SOURCES</u>	<u>'00 All Resp.</u>	<u>'04 All Resp.</u>
District newsletter	49%	47%
Tri-City Times	38	29
Own children/other students	21	20
Lapeer County Press	16	18
Building newsletters	9	18
Word-of-mouth – non-school related persons	14	10
Notes/letters from the schools	10	12
Teachers	10	10
Parents with children in the schools	9	10

QUALITY OF EDUCATION IN THE LOCAL PUBLIC SCHOOLS

Imlay City voters award high ratings to the quality of education provided by their local public schools – one-half (53%) say it's "good" and one of four (24%) say it's "excellent".

Nearly all of the voters with children in the schools offer a "good to excellent" rating (91%), as do seven of ten "non-parents (70%) – with two of ten "non-parents" (18%) unable to offer a rating. And the "good to excellent" ratings have climbed significantly in the ensuing years since the last voter poll – from 67% in 2000 to the current (77%).

How would you rate the quality of the education provided by the schools here – excellent, good, fair or poor?

<u>QUALITY OF EDUCATION</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Excellent	24%	28%	22%
Good	53	63	48
Fair	8	7	9
Poor	3	2	3
Can't say/don't know	11	-	18

<u>QUALITY OF EDUCATION</u>	<u>'00 All Resp.</u>	<u>'04 All Resp.</u>
Excellent	17%	24%
Good	50	53
Fair	13	8
Poor	6	3
Can't say/don't know	14	11

Regardless of their ratings, however, voters were asked for their suggestions to improve education:

And, what could be done to improve the quality of education in the Imlay City schools?

Leading the list of suggestions:

*Change certain policies and procedures (15%)
(none of which add up to 1% by themselves)

*Improve certain areas of the curriculum, programs and services (12%)
(none of which add up to 1% by themselves)

while one of ten (13%) say it's good now and needs no improvement, and four of ten (43%) are unable to offer any suggestions for improvement.

<u>TO IMPROVE QUALITY OF EDUCATION</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non- Parents</u>
Change certain policies/ procedures ^①	15%	16%	15%
Good now/needs no improvement	13	21	8
Improve certain areas of the curriculum/programs/services ^②	12	15	11
Smaller class size	7	8	7
More individual attention for students	6	11	3
Better, more caring, dedicated teachers	4	4	3
Offer a wider variety of classes	3	3	3
Improve parent-teacher communication	3	4	2
More parent involvement	3	2	3
Continuing education for teachers	2	4	1
Higher academic standards	1	2	1
More adequate funding	1	-	1
Other suggestions ^③	3	3	2
Can't say/don't know	43	23	54

(Multiple response question)

①Change certain policies/procedures: more emphasis on the 3 R's; improve discipline in the schools; screen teachers more carefully – do background checks; pay teachers more; teach the truth in social studies – America is not a democracy; less emphasis on sports; each teacher should use a variety of teaching techniques; higher salaries to motivate teachers to teach better; spend more money on necessities for students; schools should be more involved with the internet; should encourage more reading; focus on education not politics; teachers and counselors need to work closer together; should have half-day kindergarten; teach more about family values; improve communication between the schools; continue funding music and vocational education programs; spend money on education, not the buildings; listen to parents' concerns regarding abusive teachers; troubled kids should be put in special schools; get teachers who know how to deal with children with problems; hire dedicated teachers; teachers needs to be teachers, not friends; teachers need to follow through with promised solutions; teachers need to follow a strict format; less homework; teach good study habits; keep parents out of the schools and let teachers do their jobs; less time spent preparing for MEAP tests; provide study halls during the school day; provide more time for electives; offer less to Hispanics and more for all students; listen to parents with disabled kids on how to educate them; focus more on the arts; have at least three reading levels in reading groups, so they can learn at their own pace; stricter dress

code; fire everyone and hire people who don't treat kids with disabilities like freaks; more emphasis on history and current events; teach students some manners; stop wasting time on non-related courses like Spanish

②Improve certain areas of the curriculum/programs/services: more aides; up-to-date materials; enough books to go around; more computers; mentor program; more variety in English classes; more adult education classes; more Special Education; more extra-curricular activities; middle school alternative education for slow learners; more career guidance; a tutoring program; better math program; more/newer textbooks; better computer courses; more cultural programs; more for the gifted; more help for special needs students; better arts program; more college prep courses; life skills courses; more vocational education courses; teach home ec and shop; more AP classes; teach writing skills for high school students; better ESL program; technical writing courses; less electives

③Other suggestions: more community involvement in the schools; new School Board members; less drugs and gang problems; throw out the teachers union; hire me; more classroom space; update the facilities

Voters were also asked:

As you know the State of Michigan conducts a student assessment program every year – called the MEAP tests. How much value do the MEAP scores have when it comes to measuring the quality of education offered by a school district – a great deal of value, some value, little value, or no value at all?

In the eyes of two of ten voters (22%) MEAP scores have a great deal of value when it comes to measuring the quality of education in a school district, while four of ten (43%) feel they have at least some value. The other two of ten (22%), however, feel that MEAP scores have little (17%) or no value at all (5%) in measuring quality, and this was voiced by 26% of the parents as well as 20% of the "non-parents" in the district.

<u>VALUE OF MEAP SCORES IN MEASURING QUALITY OF EDUCATION</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
A great deal of value	22%	22%	22%
Some value	43	44	42
Little value	17	22	13
No value at all	5	4	7
Can't say/undecided	13	7	16

Reasons offered by those who feel MEAP scores have a great deal of value when it comes to measuring the quality of education (22%):

<u>WHY GREAT DEAL OF VALUE</u>	22% of All Respondents	22% of Public School Parents	22% of Non- Parents
Scores reflect how much students have learned	10%	10%	10%
Shows where students need help/what to work on	4	3	5
Only way to measure quality/compare districts	4	7	2
Reflects how well teachers are teaching	3	2	3
Other reasons ^①	4	5	3
Can't say/don't know	5	4	7
(UNASKED)	(78)	(78)	(78)

(Multiple response question)

①Other reasons: students learn how to focus on what they're taught; shows how my students compare with others; helps public to know that the schools are trying to teach the core curriculum; gives students something to score on; need to have some sort of measurement; requires schools to reach certain standards; gives students something to strive for; makes students study to stay on top of it; students will do as good on the test as they know how to; helps the students meet the standards

Reasons offered by those who say MEAP scores have some value (43%):

43% of <u>WHY SOME VALUE</u>	44% of <u>All Respondents</u>	42% of <u>Public School Parents</u>	Non- <u>Parents</u>
Scores reflect how much students have learned	9%	12%	7%
Some students don't do well on tests/stress, pressure can cause inaccurate results	8	7	9
Only a tool/should not be the only measurement	6	7	5
Only tests core curriculum/much more to education	5	2	6
Allows comparison with other districts	4	2	6
They teach to the test/don't focus on overall education	3	4	3
Shows where students need help	2	5	-
Other problems①	5	9	2
Other benefits②	2	2	2
(UNASKED)	(57)	(56)	(58)

(Multiple response question)

①Other problems: most people don't understand them, so how can they measure the quality of education; some of it is quality of education, but some is how smart the kids are; students are not prepared for MEAP at the high school; only measures the quality of the students, not the teachers; not 100% accurate; test scores label the children; still no change after taking the test; results can be distorted; too many variables; teacher involvement more important than tests

②Other benefits: shows if there's consistency in curriculum; helps determine how well a teacher is communicating with the students; can compare scores to see which teaching methods work best; shows the level of teaching; helps the stronger students move on; helps standardize education statewide; provides information on area students

And, reasons offered by those who say they have little value (17%):

<u>WHY LITTLE VALUE</u>	17% of All Respondents	22% of Public School Parents	13% of Non- Parents
They teach to the test/don't focus on overall education	4%	4%	5%
Many students don't do well on tests/stress can cause inaccurate results	4	5	3
Only tests core curriculum	4	3	4
Many students don't take it seriously/lowers a district's score	2	2	1
Other problems ^①	5	9	2
(UNASKED)	(83)	(78)	(87)

(Multiple response question)

^①Other problems: test not well designed; it's off the wall, irrelevant, meaningless; each school system is different; too many variables in testing; standardized tests don't really help students move on; not a measure of how good teachers are, just how smart kids are; it depends too much on who gives the test; the tests only measure children, not educators; doesn't help to improve the quality of education; one on one with teachers is more important; waste of money – doesn't help students in any way; not an accurate way to measure the quality of education; they don't do enough with the information from the tests; it doesn't help students prepare for college; does more for the school itself, not the students

Those who say that MEAP tests have "no value at all" in measuring the quality of education (5%), say this is because "they teach to the test – it doesn't really reflect quality" (3%), and other problems (4%), such as "colleges don't require MEAP scores", "it uses an across the board test for all schools", "testing puts so much pressure on students that they don't perform normally", "tests aren't accurate", "most children think it's a waste of time and don't try to get good scores", "each child learns differently – tests don't prove anything" or "students can have an off day during the tests".

STRENGTHS AND WEAKNESSES

Imlay City voters recognize both strengths and weaknesses in their local public schools, but the strengths far outweigh the weaknesses – by nearly a two to one margin.

More than seven of ten (74%) cite at least one area of strength in the schools, while four of ten (40%) cite an area of weakness.

Leading the list of strengths:

*Many strong, dedicated, caring teachers (28%)

*Good quality of education (10%)

Public school parents cite significantly more strengths than "non-parents" – nearly all of the parents (91%) mention at least one strength versus 63% of the "non-parents" – with more than three of ten "non-parents" (35%) unable to think of any strengths.

No major weaknesses were cited by voters (10% or greater is considered to be "major"). The leading weakness "some of the policies and procedures" (17%) is a combination of many policies and procedures – none of which add up to 1% by themselves.

Six of ten voters (60%) either say there are no weaknesses in the schools (23%) or can't think of any (37%).

Public school parents also cite significantly more weaknesses in the schools (58%) than "non-parents" (30%), with the majority of "non-parents" (51%) unable to think of any.

Tell me, what do you like about the schools here – what are their strengths?

<u>STRENGTHS</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Many strong, dedicated, caring teachers	28%	36%	22%
Good quality of education	10	13	8
Sports program	8	7	9
Small, close-knit schools, with a friendly atmosphere	8	11	7
Good buildings/facilities – well-maintained	8	6	10
Individual attention given to students	8	10	7
Variety of class offerings	8	12	6
Certain areas of the curriculum/programs/services ^①	8	9	7
Good parent-teacher communication	7	15	2
Some of the policies/procedures ^②	6	9	4
Variety of extra-curricular activities	5	4	6
Good class size	3	4	3
The Music program	3	4	3
Good building principals	3	6	1
Skilled support staff	3	5	1
Some good classroom teachers	2	2	2
Community oriented/involved with the community	2	2	2
Parent involvement in the schools	2	2	2
Good discipline	2	2	2
Good administration/management of the schools	1	2	1
Schools are centrally located	1	1	2
Schools are safe	1	3	-
Everything is a strength	1	2	1
There are no strengths	2	2	2
Other strengths ^③	3	2	3
Can't say/don't know	24	7	35

(Multiple response question)

①Certain areas of the curriculum/programs/services: transportation services; good counselors; good technology; adult education; Special Education; fine arts; reading program; elementary program; computer classes; math; art; variety of programs for slow-learners; foreign languages; government; DARE program; Head Start; vocational technical center

②Some of the policies/procedures: good communication with the community; they listen to parents' concerns; supportive of the families – family oriented; welcome parents' input – doors always open; work well with parents regarding bus routes; positive attitude toward education; open to the community; teachers highly involved with extra-curricular activities; team teaching at the middle school; up-to-date teaching methods; emphasis on diversity; they teach the children good values; good moral values

③Other strengths: adequate funding; well-behaved students; strong school spirit; PTA; do well in MEAP tests; system about the right size for manageability; smaller size gives kids a better chance to be involved

And, what don't you like about them – what are their weaknesses?

<u>WEAKNESSES</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
There are no weaknesses	23%	29%	19%
Some of the policies/ procedures①	17	27	11
Certain areas of the curriculum/ programs/services②	8	12	5
Poor quality of some teachers	4	7	2
Class size is too high	3	4	3
Building/facility concerns③	3	5	2
Lack of variety in class selection	2	3	2
Lack of parent-teacher communication	2	6	-
Lack of discipline/not strict enough	2	2	3
Too much emphasis on sports	2	2	2
Lack of individual attention for students	2	2	1
Favoritism – depends on who you/ your parents are	1	2	1
Other weaknesses④	4	4	3
Can't say/don't know	37	13	51

(Multiple response question)

①Some of the policies/procedures: poor quality of education; not enough staff on the playground or in the buses; discipline too strict in elementary school; kids get too much time off from school; they pass kids on rather than address their learning problems; spending money to put roof on bus garage/administration building; administration refuses to respond to threat when weapons are brought into school; income cut off for free lunch too high; always asking for more money; too much extra credit available for students; low academic standards; administrators' salaries are too high; not everyone can participate in sports; lack of communication between grade levels; lack

of organization; too little follow-up with at-risk kids; Spartan Pride Program alienates the kids who don't get voted in to it; teachers lack the right to discipline; elementary lunch period too short; lack of supervisors on buses; could set better moral standards; they call about every little problem; students get left out of sports because they don't have the money; many times students not allowed to take test/work books home to do their homework; very political - too much little picky stuff goes on; not open to Christianity; conduct of certain coach; they don't address the problems with bullying; they teach evolution; some teachers need to update their computer skills; teachers should teach, not try to be friends with students; lack of emphasis on reading and writing skills; they don't listen to parents' concerns regarding bad teachers; dress code is not enforced; too much emphasis on MEAP testing; lack of help for Hispanic students; full day kindergarten too much for kids that young; kindergartners should be able to take home library books; too many days off; emergency cards not detailed enough; lack of help for slow learners; sports programs focus too much on football and basketball and not enough on the other sports; mix ages too much on the bus; elementary grade level configuration; teachers and coaches who throw drinking parties for sports teams; police officers and administrators sell drugs which have been confiscated to students they are friends with; staff is overpaid; they don't teach good study habits; too many cliques; too much homework; too easy to get into Special Education; teachers have power play days and upset students; they push Spanish over other languages; children need to be able to drop classes if needed; girls' sports programs should get more attention; bullies should be required to receive counseling along with their parents; attendance policy is too lax; the way sports programs are run; gym dress policy; school day is too short

②Certain areas of the curriculum/programs/services: lack of computers; lack of computer classes; lack of textbooks; poor counseling program; lack of counselors; transportation services; Special Education; lower elementary math program; the math department; lack of phonics at lower elementary; weak science program; lack of programs for slow-learners; not enough cultural events; arts courses were cut; weak athletic program; lack of gifted programs; need more challenging college prep courses; sex education in kindergarten; too many electives, not enough sports programs; need a personal counseling program

③Building/facility concerns: poor sports facilities; lack of parking; no auditorium; lack of space

④Other weaknesses: paying taxes to support the schools; drugs on campus; problems with theft; gangs in the schools; lack of parental involvement; lack of adequate financing; they wouldn't hire my daughter after she graduated from college; students don't respect each other; everything is weak

ADEQUACY OF CURRICULUM IN THE IMLAY CITY SCHOOLS

Voters were also asked a number of questions concerning the adequacy of curriculum in the schools. First, all of the voters were asked this open end question:

Besides the mandated core curriculum - science, math, social studies and language arts - like reading, spelling

and so on – what other kinds of elective courses should be available for students to take?

Leading the list of elective courses voters feel should be available for students:

*Music (26%)

*Art (22%)

*Foreign languages (19%)

*Computer education (13%)

*Vocational education – job skill training (11%)

*Home Economics (11%)

*Physical Education (10%)

while 7% responded by indicating that the district offers enough electives now, and another two of ten (23%) were unable to offer any suggestions.

The leading suggestions were the same electives cited when this question was asked in the 2000 Voter Poll.

<u>ELECTIVES</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Music	26%	27%	25%
Art	22	28	19
Foreign languages	19	24	16
Computer education	13	13	12
Vocational education/job skill training	11	7	13
Home Economics	11	10	11
Physical Education	10	11	9
Shop	8	3	11
Specific Language Arts classes ^①	5	8	3
Life Skills classes	4	2	6
Technology/use of technology	4	4	4
College prep classes	3	4	3
Drama	3	4	3
Specific Science classes ^②	2	2	2
Specific vocational/technical classes ^③	2	3	2
Specific Social Studies classes ^④	2	-	3
Health	2	1	2
Specific Math classes ^⑤	2	3	1
Athletics	2	2	2
Consumer Economics	1	2	1
Driver's Education	1	1	1
Parenting skills	1	-	1
AP classes	1	1	1
Drug/alcohol education	-	1	-
AIDS/Sex Education	-	1	-
Other courses/programs/skills ^⑥	5	7	4
Offer enough electives now	7	7	7
Can't say/don't know	23	19	26

(Multiple response question)

①Specific Language Arts classes: sign language; critical thinking skills; journalism; literature; Biblical courses; ESL; penmanship; communication; writing; creative writing; more English; public speaking; more reading programs; forensics

②Specific Science classes: more variety; advanced science; psychology; environmental conservation; physiology

③Specific vocational/technical classes: basic business; business courses; accounting; FAA; computer repair; graphics; engineering; CAD; automotive maintenance; health occupations

④Specific Social Studies classes: geography; political science; world events; theology; more variety

⑤Specific Math classes: advanced math classes; more applied math; calculus; more math

⑥Other courses/programs/skills: study skills classes; career counseling; more

hands-on classes; Special Education; gun safety; tutoring; string orchestra; choir; keyboarding; community service classes; manners; fewer electives

And, when they were asked:

In your opinion, are there enough extra-curricular activities offered for students here – like sports, after-school programs and other student activities?

eight of ten (79%) indicated there are enough extra-curricular activities offered in the district, while 1% said too many are offered. Another six percent thought there should be more extra-curricular activities offered, and the other one of ten (14%) were unaware of the adequacy of these offerings.

In the current poll, significantly more voters are under the impression that there are adequate activities offered than voters in the 2000 Poll (79% versus 72%).

ADEQUATE EXTRA-CURRICULAR ACTIVITIES

	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Yes	79%	84%	75%
No, not enough	6	10	4
Too many are offered	1	1	1
Can't say/don't know	14	4	19

Those who feel that too few extra-curricular activities are offered (6%) say that more clubs should be offered (1%); sports for younger children (1%); fine arts activities (1%); or other suggestions (3%) such as a latchkey program; more soccer; cheerleading; more of the ones already offered; swimming; more sports programs; or the high school gym should be open for students on the weekends.

Then voters were asked:

In your opinion, are the Imlay City schools doing a strong, adequate or weak job in (preparing students to succeed in college) (preparing students for the workplace)?

Three of ten (34%) believe that the schools do a strong job preparing students to succeed in college, while nearly four of ten (37%) say they do an adequate job. Only five percent feel this area of the curriculum is weak, while the other two of ten (23%) are unable to offer a rating.

Two of ten (22%) also believe the schools do a strong job preparing students for the workplace, while four of ten (38%) say adequate. One of ten (13%) believe this area of the curriculum is weak, however, while the other three of ten (28%) are unaware of it's adequacy.

**PREPARING STUDENTS
TO SUCCEED IN COLLEGE**

	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non- Parents</u>
Strong	34%	28%	38%
Adequate	37	44	32
Weak	5	6	5
Can't say/don't know	23	22	25

**PREPARING STUDENTS
FOR THE WORKPLACE**

	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non- Parents</u>
Strong	22%	19%	24%
Adequate	38	42	35
Weak	13	14	13
Can't say/don't know	28	25	29

Parents with children in the Imlay City Community Schools were also asked a series of questions concerning the adequacy of six specific curriculum areas:

How would you rate the (reading program) (writing program) (math program) (science program) (social studies) (health) – strong, adequate or weak?

Nearly one-half of the parents (47%) believe the reading program is strong – particularly elementary school parents – while four of ten (40%) say it's adequate and 7% that it's weak.

<u>READING</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
Strong	47%	65%	68%	46%	33%
Adequate	40	28	29	44	46
Weak	7	4	-	2	11
Can't say/don't know	7	2	2	8	10

Nearly one-half of the parents (47%) also believe the math program is strong, while another 47% say it's adequate and 5% that it's weak.

<u>MATH Parents</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
Strong	47%	52%	54%	58%	46%
Adequate	47	44	39	38	46
Weak	5	2	5	4	8
Can't say/don't know	2	2	2	-	-

Three of ten (33%) – nearly one-half of the upper elementary parents (46%) – say the science program is strong, while one-half (50%) believe it's adequate and 4% that it's weak.

<u>SCIENCE</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
Strong	33%	30%	46%	35%	29%
Adequate	50	39	46	52	59
Weak	4	7	5	4	3
Can't say/don't know	13	24	2	8	10

Three of ten (33%) – particularly elementary school parents – also believe that the writing program in the Imlay City schools is strong, while one-half (48%) believe it's adequate. Another two of ten (16%) – particularly high school parents (22%) – consider it to be weak, and this is the only area of the curriculum where a major weakness (10% or greater) is cited.

<u>WRITING</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
Strong	33%	46%	51%	35%	24%
Adequate	48	44	42	50	51
Weak	16	7	7	15	22
Can't say/don't know	3	4	-	-	3

Social studies is believe to be strong by two of four parents (24%), while the majority (53%) feel it's adequate and 9% feel it's weak.

<u>SOCIAL STUDIES</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
Strong	24%	28%	34%	23%	25%
Adequate	53	41	61	58	56
Weak	9	4	2	17	10
Can't say/don't know	13	26	2	2	10

And two of ten (19%) believe the health program is strong, while the majority (56%) say it's adequate and 7% believe it's weak.

<u>HEALTH</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
Strong	19%	24%	29%	21%	10%
Adequate	56	48	54	58	62
Weak	7	4	5	8	8
Can't say/don't know	19	24	12	13	21

The following is a comparative chart of all parents' feelings on these particular areas of the curriculum:

<u>CURRICULUM AREAS - ALL PARENTS</u>	<u>Strong</u>	<u>Adequate</u>	<u>Can't Weak</u>	<u>Say</u>
Reading	47%	40%	7%	7%
Math	47	47	5	2
Science	33	50	4	13
Writing	33	48	16	3
Social Studies	24	53	9	13
Health	19	56	7	19

ACADEMIC STANDARDS

Six of ten voters (62%) – seven of ten public school parents (74%) and the majority of “non-parents” (56%) – believe that the academic standards for students in the Imlay City schools are about right. Another two of ten (19%), however, feel they're too low, while 4% say they're too high, and 15% are unable to make such a judgement.

Voters' opinions on the academic standards in the district have changed significantly since the 2000 Poll, with a significant increase of those who feel they are "about right" (from 55% in '00 to 62% in '04).

What about the expectations of the schools – the academic standards – would you say they're too high, about right, or not high enough? and if "too high" or "not high enough" at which level – elementary, middle school or high school?

<u>ACADEMIC STANDARDS</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Too high	4%	6%	2%
Elementary school	2	3	1
Middle school	1	1	1
High school	2	2	2
About right	62%	74%	56%
Too high at some grade levels/ not high enough at others	-	1	-
Not high enough	19%	16%	21%
Elementary school	9	7	10
Middle school	11	12	10
High school	15	13	16
Can't say/don't know	15%	4%	21%

(Multiple response question)

<u>ACADEMIC STANDARDS</u>	<u>'00 All Resp.</u>	<u>'04 All Resp.</u>
Too high	3%	4%
Elementary school	1	2
Middle school	1	1
High school	1	2
About right	55%	62%
Not high enough	25%	19%
Elementary school	13	9
Middle school	16	11
High School	20	15
Can't say/don't know	17	15%

HOW MUCH HOMEWORK SHOULD STUDENTS HAVE?

Public school parents were also asked a series of questions on the amount of homework students should have each day.

At the lower elementary level (K-2) parents as a whole are fairly evenly divided between ten minutes a day (35%) and twenty minutes a day (35%), while one of ten (14%) say they should have thirty minutes of homework each day. And parents with children at the lower elementary level are also divided between ten (41%) and twenty (44%) minutes of homework a day.

At the lower elementary level – grades K - 2 – how much homework should students have each day – 10 minutes a day, 20 minutes, 30 minutes, or more than 30 minutes a day?

<u>LOWER ELEMENTARY HOMEWORK</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
No homework	7%	2%	5%	13%	11%
Less than 10 minutes a day	3	-	5	6	5
10 minutes a day	35	41	22	35	32
20 minutes	35	44	49	31	32
30 minutes	14	11	17	8	11
More than 30 minutes	2	-	-	2	3
Depends on the child	3	2	2	4	3
Undecided	2	-	-	-	3

Nearly one-half of the parents (47%) believe that students at the upper elementary level (grades 3-5) should have about thirty minutes a day of homework, while three of ten (34%) say thirty to forty-five minutes. Forty-six percent of the parents with children at that level opt for thirty minutes a day, while 44% say thirty to forty-five minutes.

What about at the upper elementary level – grades 3 - 5 – how much homework should they have – 30 minutes a day, 30 to 45 minutes, or more than 45 minutes a day?

UPPER ELEMENTARY HOMEWORK	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
No homework	3%	2%	2%	6%	5%
Less than 30 minutes a day	7	4	2	8	10
30 minutes a day	47	59	46	50	40
30 to 45 minutes	34	24	44	33	35
More than 45 minutes	5	7	2	-	5
Depends on the child	2	2	2	-	2
Undecided	3	2	-	2	5

Four of ten (43%) believe that middle students should have about an hour of homework each day – and four of ten middle school parents (44%) agree. Another three of ten (27%) prefer forty-five minutes of homework, and two of ten (17%) prefer thirty minutes.

What about at the middle school level – grades 6 - 8 – how much homework should they have – 30 minutes a day, 45 minutes, an hour, or more than an hour a day?

MIDDLE SCHOOL HOMEWORK	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
No homework	2%	2%	-%	4%	3%
Less than 30 minutes a day	2	-	-	2	3
30 minutes	17	11	7	21	29
45 minutes	27	33	37	25	19
An hour	43	44	49	44	37
More than an hour	4	4	2	2	3
Depends on the child	2	2	2	-	2
Undecided	4	4	2	2	5

And, forty-five percent say there should be about an hour a day of homework at the high school level – and 43% of the high school parents agree – while three of ten (29%) say an hour and a half of homework.

And at the high school level – a hour a day, a hour and a half, two hours, or more than two hours a day?

<u>HIGH SCHOOL HOMEWORK</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
No homework	2%	2%	-%	4%	3%
Less than one hour	8	2	2	8	13
One hour a day	45	48	56	54	43
An hour and a half	29	37	29	23	24
Two hours	7	2	2	8	8
More than two hours	3	2	2	-	3
Depends on the child	3	2	5	-	3
Undecided	3	4	2	2	3

In summation:

Lower elementary level - 35% 10 minutes
 35% 20 minutes

Upper elementary level - 47% 30 minutes
 34% 30 to 45 minutes

Middle school level - 27% 45 minutes
 43% one hour

High school level - 45% one hour
 29% an hour and a half

PARENTS' RATINGS OF TRANSPORTATION SERVICES AND THE SCHOOL LUNCH PROGRAM

Three out of four parents (76%) rate the district's transportation services as good (40%) to excellent (36%), with the highest ratings (82% "good to excellent") offered by middle school parents. Another ten percent of the parents say busing for students is fair, only 4% say poor and the other 10% are unable to offer a rating.

And nearly three of four parents (73%) rate the school lunch program as good (50%) to excellent (23%) - with the highest ratings offered by parents of lower elementary students (80% "good to excellent"). Another two of ten parents (16%) say the school lunch program is fair, 7% say it's poor, and 4% are unable to offer a rating.

How would you rate (transportation services - busing for students) (the school lunch program) - excellent, good, fair or poor?

<u>TO IMPROVE SCHOOL LUNCH PROGRAM</u>	<u>All Parents</u>	<u>Low.El. Parents</u>	<u>Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>
Serve more healthy/ nutritious food	8%	4%	7%	10%	8%
Change certain policies/procedures①	7	13	12	2	2
Better tasting food	3	2	7	4	3
More variety	3	-	5	4	3
Offer a salad bar	2	-	-	2	3
Enough food/don't run out	2	2	-	-	2
Longer lunch period/ more time to eat	1	2	-	2	-
Fresher food	1	-	-	-	2
Other menu suggestions②	4	-	2	4	6
(UNASKED)	(77)	(83)	(74)	(83)	(77)

(Multiple response question)

①Change certain policies/procedures: take the soda machines out; parents should be able to access student's spending accounts on the computer; bigger portions; eliminate junk food; keep better track of what students eat

②Other menu suggestions: more choices for kids with allergies; more fruits and vegetables; more side dishes; more foods for kids on a special diet

VOTERS' IMPRESSIONS OF STUDENT SAFETY IN THE SCHOOLS

The vast majority of voters (90%) feel that most of the time children are safe and secure in the Imlay City schools – 96% of the public school parents feel this way as do 87% of those who have no children in the local public schools.

Voters' impressions of student safety has changed significantly in the ensuing years between the polls – in 2000 80% felt the schools were safe and secure most of the time, and this feeling has increased to 90% in 2004.

Do you feel (your child is) (your children are) (the students are) safe and secure in the Imlay City schools most of the time, only some of the time, hardly ever or never?

<u>SAFE AND SECURE IN THE SCHOOLS</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Most of the time	90%	96%	87%
Only some of the time	2	3	2
Hardly ever	1	-	1
Never	1	2	-
Don't know	7	-	10

<u>SAFE/SECURE IN THE SCHOOLS</u>	<u>'00 All Resp.</u>	<u>'04 All Resp.</u>
Most of the time	80%	90%
Only some of the time	9	2
Hardly ever	1	1
Never	1	1
Don't know	9	7

Solutions to make the schools safer offered by those who feel children are safe in the Imlay City schools "only some of the time"(2%), "hardly ever" (1%), or "never" (1%):

Elementary school solutions: security personnel at the elementary school entrances (1%), and other suggestions (2%) such as metal detectors; install cameras; more parent involvement; more supervision on playgrounds and in the halls; address bullying; or don't allow schools to drug kids – this is the MD's job.

Middle school solutions: security personnel at the entrance (1%) and other suggestions (1%) such as metal detectors; install cameras; or address bullying.

High school solutions: security personnel at the entrance (1%) and other suggestions (2%) such as metal detectors; security cameras; address bullying; more security people; or listen to parents who do get involved – allegations must be investigated or kids can't trust any adult.

DISCIPLINE IN THE IMLAY CITY COMMUNITY SCHOOLS

Voters were asked to express their feelings about the adequacy of discipline in their local public schools:

Based on how you feel, would you say that discipline in Imlay City (elementary schools) (the middle school) (the high school) is too strict, about right or not strict enough?

One-half of the voters (50%) – seven of ten public school parents (69%) and four of ten “non-parents” (39%) – are under the impression that discipline is about right in the elementary schools – and 72% of the lower elementary school parents and 83% of the upper elementary school parents agree with this assessment.

Another one of ten (14%) believe that discipline at this level is not strict enough, 2% say it’s too strict and the other three of ten (34%) are unable to offer an opinion.

<u>ELEMENTARY SCHOOLS</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Too strict	2%	3%	1%
About right	50	69	39
Not strict enough	14	16	13
Can’t say/don’t know	34	13	47

<u>ELEMENTARY SCHOOLS</u>	<u>Low.El. Upr.El. Parents</u>	<u>M. S. Parents</u>	<u>H. S. Parents</u>	<u>Parents</u>
Too strict	-%	2%	6%	5%
About right	72	83	69	67
Not strict enough	20	7	15	14
Can’t say/don’t know	9	7	10	14

Four of ten (43%) believe that discipline at the middle school is about right – one-half of the public school parents (50%) and 38% of the “non-parents” – and 65% of those who have children in the middle school agree.

One of ten voters (13%) are under the impression that middle school discipline is not strict enough, 2% feel it’s too strict, and the other four of ten (42%) admit they are unaware of the adequacy of discipline at this level.

<u>MIDDLE SCHOOL</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Too strict	2%	6%	-%
About right	43	50	38
Not strict enough	13	16	11
Can’t say/don’t know	42	28	50

<u>MIDDLE SCHOOL</u>	Low.El. <u>Parents</u>	Upr.El. <u>Parents</u>	M. S. <u>Parents</u>	H. S. <u>Parents</u>	<u>Parents</u>
Too strict		2%	2%	8%	10%
About right		37	49	65	62
Not strict enough		11	7	19	19
Can't say/don't know		50	42	8	10

And, four of ten voters (42%) also believe that high school discipline is about right – 49% of the public school parents and 38% of the “non-parents” – and 75% of the high school parents agree.

Another fifteen percent are under the impression that discipline at the high school is not strict enough, 1% feel it's too strict, and the other four of ten (42%) admit that they are unaware of the adequacy of discipline at the high school level.

<u>HIGH SCHOOL</u>	All <u>Respondents</u>	Public <u>School Parents</u>	Non- <u>Parents</u>
Too strict	1%	2%	1%
About right	42	49	38
Not strict enough	15	16	15
Can't say/don't know	42	34	46

<u>HIGH SCHOOL</u>	Low.El. <u>Parents</u>	Upr.El. <u>Parents</u>	M. S. <u>Parents</u>	H. S. <u>Parents</u>	<u>Parents</u>
Too strict		-%	2%	4%	2%
About right		24	37	54	75
Not strict enough		15	7	21	21
Can't say/don't know		61	54	21	3

Regardless of their impression of discipline at the various levels, voters were then asked:

And, what should be done to improve discipline in the schools?

More than four of ten (44%) were unable to offer any suggestions to improve discipline, while another two of ten (21%) believe that it's good now and there's no need to improve it.

<u>TO IMPROVE DISCIPLINE</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Good now/no need to improve	21%	32%	15%
Change certain policies/ procedures①	11	16	9
Notify parents sooner when students misbehave	4	4	4
Establish firm, uniform rules and enforce them consistently/ no favoritism	4	5	3
Specific punishment suggestions②	4	4	4
Parents need to back the teachers	4	3	4
More parent involvement in the schools	3	1	4
Hold parents accountable – discipline begins at home	3	2	3
Teachers should have more authority to discipline	3	2	3
Change the laws	2	2	3
Approach discipline on a case by case basis	1	1	2
Other suggestions③	1	2	-
Can't say/don't know	44	30	52

(Multiple response question)

①Change certain policies/procedures: make sure students and parents know the consequences of breaking the rules; teachers need to be better disciplinarians; more individual attention for students; teach/demand respect from students; be tougher on kids involved in drugs; institute a "love and logic" discipline program; higher expectations of kids' behavior; listen to kids when they report students with weapons and punish the weapon carrier; have counselors talk to problem children, instead of having police escort them home; be more strict at the elementary level to prepare them for middle school and high school; investigate – stop down-playing the problems; make parents better aware of the rules; don't be so strict on non-important issues; implement a reward system for those who do behave well; remove candy and pop machines – too much sugar; middle school discipline should be like high school discipline; change attendance policy regarding tardiness and absenteeism – it's discouraging for students; get the troublemakers help; teach creative ways of conflict resolution; eliminate after-school detention;

react to situations immediately; get counselors more involved; more hall monitors; principals should be out there seeing what really goes on; principals need more authority; teachers need to see what's going on and not let the "good" kids get away with things; smaller class size; enforce the dress code; more strict dress code; more communication with the students; don't allow bad language in the schools; more people to watch the students; raise GPA for sports participation; parenting classes for the parents; more strict about absenteeism; zero tolerance for bullying; stop giving detentions for anything and everything at the middle school – it's petty

②Specific punishment suggestions: expel troublemakers/chronic offenders; move the seats of troublemakers so teachers can watch them; in-school suspension; punish by staying after school and writing sentences; stiffer punishments; classes on how to behave; parents should be brought to school and embarrassed by what their kids have done; make parents come in with their kids for detention

③Other suggestions: bring back the Ten Commandments; have students salute the Flag; bring prayer back in the schools

IMPORTANCE OF AN AUDITORIUM FOR STUDENT AND COMMUNITY USE

When voters were asked:

When the high school was built, it did not include an auditorium. In your opinion, how important is it to have an auditorium for student and community use – very, somewhat, or not too important?

one-half (50%) indicated that it's very important to have an auditorium for student and community use, while another three of ten (29%) say it's somewhat important. Two of ten (20%), however, feel an auditorium is either not too (19%) or not at all important (1%).

Voters place nearly the same importance on an auditorium in 2004 as they did in the 2000 Poll. (Readers should note, however, that they were not asked about their willingness to pay for an auditorium, and there is a difference between feeling something is important and being willing to pay for it.)

<u>AUDITORIUM</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Very important	50%	46%	52%
Somewhat important	29	34	26
Not too important	19	18	20
Not at all important	1	2	-
Undecided	1	-	2

<u>AUDITORIUM</u>	<u>'00 All Resp.</u>	<u>'04 All Resp.</u>
Very important	49%	50%
Somewhat important	31	29
Not too important	16	19
Not at all important	3	1
Undecided	1	1

LONG-TERM DEVELOPMENT OF THE AREA

Two questions asked on behalf of government officials of Imlay City and Imlay Township were also included in the survey. First, voters were told:

At the request of Imlay City and Imlay Township government officials, two questions have been included in this survey – which do not relate to the school district.

and then they were asked:

As you probably know, the governments of Imlay City and Imlay Township are working together on the long-term development of the area. One thing they are considering is a community park – that includes baseball fields, a regulation soccer field and a cross country fitness trail. Do you agree or disagree with this idea?

Three out of four voters (74%) agree on the idea of developing a community park for the area, while one of ten (12%) disagree, 8% say their opinion would depend upon the cost and financing of the project, and 6% are undecided.

<u>COMMUNITY PARK</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non-Parents</u>
Agree	74%	76%	72%
Disagree	12	12	13

Depends on cost/financing	8	10	7
Undecided	6	2	8

Those who agree with the idea (74%) offer these suggestions for other things to include in the community park:

<u>OTHER THINGS TO INCLUDE IN A COMMUNITY PARK</u>	74% of 76% of All Respondents	72% of Public School Parents	Non- Parents
Playground/playground equipment	18%	23%	15%
Swimming pool	7	8	7
Basketball courts	7	7	6
Tennis courts	5	4	7
Picnic area/picnic tables	5		
Skateboard/roller blade ramps/facilities	5	6	4
Walking trails	4	2	5
Covered pavilions	3	3	3
Ice/hockey rink	3	5	2
Bike path	3	4	2
Restrooms	3	4	2
Drinking fountains	2	3	2
Community/recreation center	2	2	2
Volleyball courts	2	4	1
Football field	2	3	1
Security for the park	2	1	2
Other athletic/physical activity areas ^①	6	7	5
Other buildings/facilities ^②	4	3	5
Other suggestions ^③	2	1	3
None/no others	10	10	10
Can't say/don't know	15	10	17
(UNASKED)	(26)	(24)	(28)

(Multiple response question)

①Other athletic/physical activity areas: other sports areas that would give teens something to do; small football field for the little kids; track and field; golf course; sledding hill; softball fields; roller hockey rink; horseshoe pits; round track; more soccer fields; exercise area; area for cheerleading practice; squash/handball courts; cross country ski trails; roller hockey court

②Other buildings/facilities: water park/water slide area; permanent band stand; teen center; concession stand; adequate parking; a theater; benches; food court; space for a recreation league; nature center; lighting; bleachers

③Other suggestions: put the auditorium there; would like to see it closer to town, more centrally located; summer music program; dog park; some kind of memorial; strong horticulture program; family oriented area where families

can engage in activities peacefully

And, those who disagree with the idea of a community park (12%) offered these reasons:

12% of WHY DISAGREE WITH COMMUNITY PARK	12% of All <u>Respondents</u>	13% of Public <u>School Parents</u>	Non- <u>Parents</u>
Enough parks/fields now	6%	5%	7%
Money could be better spent elsewhere	4	4	3
Would cost too much/raise taxes	2	2	2
Would be underused	1	-	2
Other reasons ^①	2	2	1
(UNASKED)	(88)	(88)	(87)

(Multiple response question)

^①Other reasons: present parks and community properties are getting run down and not being taken care of; those in charge don't know who will maintain it and how much it will cost; they need these fields closer to the school, not in a park; use the money for an indoor pool; those things should be in the schools; not a priority right now

And, nearly six of ten voters (56%) also say that the city and townships should pursue the development of the area's abandoned railroad tracks, while two of ten (21%) disagree with the idea, 4% say their opinion would depend upon the cost, another two of ten (16%) are undecided and 3% say they are unfamiliar with the project.

Voters who disagree with developing the abandoned tracks have decreased significantly in the past four years from 30% in 2000 to 21% in 2004.

And, do you think the city and townships should pursue the development of the abandoned railroad tracks – called the "Rails to Trails" project?

<u>PURSUE DEVELOPMENT OF "RAILS TO TRAILS" PROJECT</u>	<u>All Respondents</u>	<u>Public School Parents</u>	<u>Non- Parents</u>
Yes	56%	58%	56%
No, should not	21	18	22
Depends on the cost	4	7	3
Unfamiliar with the project	3	4	2
Undecided	16	14	17

**PURSUE DEVELOPMENT
OF "RAILS TO TRAILS" PROJECT**

	'00 <u>All Resp.</u>	'04 <u>All Resp.</u>
Yes	53%	56%
No, should not	30	21
Depends on the cost	2	4
Unfamiliar with the project	-	3
Undecided	15	16

COMPOSITION OF THE SURVEY SAMPLE

(95% Confidence Level
+/- 5% Sample Error)

N = 367

Designation of Respondents

*Respondents with children in the Imlay City Schools	36%
*Parents with children in lower elementary school	13%
*Parents with children in upper elementary school	11%
*Parents with children in middle school	13%
*Parents with children in high school	17%
Respondents with children in private or parochial school	1%
*Respondents with children in Imlay City Schools and in private or parochial school	1%
Respondents with preschool age children only	4%
Respondents with children not currently enrolled in the local schools	4%
Respondents who formerly had children in the Imlay City Schools	35%
Respondents who have never had children in the Imlay City Schools	25%

Gender of Respondents

Female	62%
Male	38

Age of Respondents

18 through 24 years old	3%
25 through 34 years old	14
35 through 44 years old	22
45 through 54 years old	24
55 through 64 years old	19
65 years old and over*	18
Declined to respond	1

*Of the 18% who are 65 and over, 10% are between the ages of 65 and 74 and 8% are 75 years old and over

Length of Residency in District

Less than one year	-%
One through four years	12
Five through nine years	13
Ten or more years	75

Occupation of Respondents

Retired	24%
Operator/fabricator/laborer	11
Homemaker	9
Clerical	8
Executive/professional/manager	8
Skilled craftsman/foreman	8
Service worker	8
Technical	6
Business owner/self-employed	6
Education	4
Farmer	3
Sales	2
Government/public official/police/fire	1
Unemployed	1
Student	-1

Precinct of Respondents

	<u>% of Actual</u>	<u>% of Sample</u>
Precinct One	52%	52%
Precinct Two	48	48