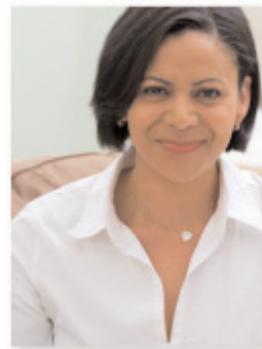


The Power of Know™



Community Consolidated School District 181 2015 Community Telephone Research Study

Final Report

September 23, 2015

Community Consolidated School District 181 2015 Community Telephone Research Study Executive Summary September 23, 2015

In late August and early September 2015, a 12- to 15-minute telephone survey was conducted with 400 randomly selected, registered voter, heads of household (either male or female) living within the boundaries of District 181 to learn their views on a host of issues, with a special emphasis on Hinsdale Middle School.

Calls were placed to landlines and cell phones, and the completed interviews were divided equally between those living in the drawing areas for Hinsdale Middle School and for Clarendon Hills Middle School. The data in this report that reflects the opinions of the entire survey group has a Margin of Error of plus or minus 5%. (The Margin of Error is larger within the demographic and geographic subgroups, because the number of participants in each group is smaller.)

The results of this study are as follows:

Evaluation of the district's performance

Respondents gave 10 of 16 different people, program, facility and district/patron relationship factors (plus the district's overall performance) a grade of "B" or better on the traditional A-F grading scale.

Factors with the highest grades included "Safety of students in the district," "Quality of education" and "Academic preparation of students for high school." Those that were graded below a "B" (although modestly so, in most cases) included "Performance of the superintendent," "Efforts of the district to report its plans and progress to citizens," and "Efforts of the district to involve citizens in decision-making."

Level of interest in the district among "typical" residents

Two different parts of the survey confirmed that the residents of District 181 are quite interested in a variety of factors related to the district.

First, again on the grading section, all the factors, except for "Performance of the superintendent," achieved what is known as Patron Hot Button status. To become a "Hot Button," a factor must have received a grade from at least 81% (or more than four out of five) of the survey participants – rather than them saying, "Don't know." Hot Buttons are considered the factors that come to mind first, when typical residents think about the school district. Having nearly all the factors qualify seems to affirm an active interest in district goings-on.

Second, five of 17 potential sources of district news are consulted “frequently” by at least 50% of the research participants, and an additional five sources are consulted that often by 41% to 47%. Again, this suggests a very active interest in the school district and its news.

Those at the top of the list included “Friends and neighbors,” “*The Hinsdalean* newspaper” and “The district’s printed *Annual Report*.”

District strengths and areas needing improvement

In separate open-ended questions, respondents were asked to identify what they considered to be the district’s strengths and where they thought the district needed to improve.

Leading the list of strengths were “Teachers,” “Strong academics/curriculum” and “Parental involvement.” Slightly more than one-fourth of the respondents (102) said, “Don’t know” to the question about needed improvements. The most frequently mentioned areas offered by those with an opinion were “Need to improve the facilities” and “Need to budget better/spend more wisely.”

Level of awareness of the facility challenges at Hinsdale Middle School

A total of 89% of the survey participants said they had heard or read something about the facility issues at Hinsdale Middle School. When those claiming awareness were asked (in an open-ended question) to identify what they had heard or read, the depth of this awareness became even more evident. Topping the list was “Mold problems,” followed by “Water leak/pipes broke” and “It’s overcrowded.”

Preferred option to address the Hinsdale Middle School problems

In separate questions, both the renovation/expansion and the new construction option were presented for respondent review. Participants were instructed to respond based on the merits of each option, with a promise that cost information would be forthcoming. They were also told that it would be acceptable to like one option, both options or neither one). The option for new construction had 64% who said that they “Like a lot” or “Like somewhat,” while 32% said the same thing about the renovation/expansion option.

Then, when asked to choose between the two options (again, based on the merits of each option, with no cost information being provided yet), 62% chose new construction and 18% selected renovation/expansion.

Impact of cost information on a respondent’s preference

Participants were then presented with the cost information for each option in separate sets of questions, based on the answer they had given above, to determine how much it affected a respondent’s preference. In other words, those who selected renovation/expansion answered one question set written for them, while this process was repeated for those who selected new construction, who said that they “like both” or who said they “like neither.”

While the full report contains the complete data from these questions, it is accurate to state that hearing the cost information had a very minimal effect on a respondent’s previously stated preference.

How the respondent would vote on a referendum that was for renovation/expansion and for one that was for new construction

Having heard all the cost information and stating whether or not it would impact their preference, participants were asked (in separate questions) how they would respond to a referendum for renovation/expansion and one for new construction, “if the election were held today.”

For renovation/expansion, 34% said they would “Strongly favor/Favor it,” if that was the option that appeared on the ballot, while 58% said the same thing about a ballot that featured the new construction option instead.

Preferences related to how the potential debt would be structured

More than two-thirds of the survey participants (68%, specifically) said that they would prefer a lower monthly cost/higher total cost approach, while 20% preferred the reverse.

Reaction to the Big Ideas

Participants were strongly supportive of two of the five “Big Ideas” that might be part of a future HMS – whether it was a renovation/expansion of the current structure or new construction.

Having dedicated space for S.T.E.M. instruction was deemed “Very important” or “Somewhat important” by 74% of the respondents, and 73% said the same thing about a parking garage or “similar solution.”

Less popular (below 50% combined “Very/Somewhat important” scores) were having the building feature a number of “green” aspects, having a Performance Center that would be used by the school and the community, and having a wellness center with features such as a walking track that, again, would be used by the school and the community.

Support or opposition to including long-range planning facility needs at the other schools in the district in the referendum

Only 15% of the respondents said they would be “Much more likely” or “Somewhat more likely” to support the referendum if it also included a series of facility issues (replacing roofs, repairing parking lots, etc.) that would be handled over the next 10 years and that would add \$79 to the cost of a referendum for the typical homeowner. Those on the negative side totaled 40%, while 42% said it would have no impact on their support or opposition.

Predictions on how the proposal would fare, what the respondent would do if such a proposal lost, and what impact there would be (if any), if another proposal from a taxing entity appeared on the ballot at the same time

Respondents were somewhat non-committal about how they thought a proposal would do, “if the election was held today,” as 28% predicted it would “Definitely” or “Probably” pass, while 37% said the opposite and an additional 36% said, “Not sure.” Those with an opinion overwhelmingly gravitated toward one of the two “Probably” options. That data, combined with the high percentage for “Not sure” responses, indicates a significant unwillingness to make a prediction at this time.

If a District 181 ballot issue was *not* successful, 226 respondents said it would have no impact on how they view the community, or they said that they would “still live here.” Most of the remaining respondents provided individual areas of concern, such as property values, their own emotional response to a loss, and what it would say about the community. There were a scant few who said they would view a defeat positively.

And if a District 181 proposal was on the ballot at the same time as another taxing entity, 30% said they would vote for the proposal from the school district and against the other one, 23% said they would have to see what the other proposal was for, and its cost, before deciding, 18% said they would vote “yes” on both, and 14% said they would vote “no” on both.

The full report that follows presents a series of findings, discussion of each of those findings, and all the questions, answers and appropriate cross-tabulations. A brief summary closes the report.

**Community Consolidated School District 181
2015 Community Telephone Research Study
Final Report
September 23, 2015**

Finding 1: Research participants gave 10 of 16 different people, program, facility and district/patron relationship factors a grade of “B” or better on the traditional A-F grading scale. Additionally, all but one of the factors qualified as a Patron Hot Button. These are the factors that, the results indicate, typical patrons think of first, when thinking about the school district.

In late August and early September 2015, a 12- to 15-minute telephone study was conducted with 400 randomly selected, registered voter, heads of household (either male or female) living within the boundaries of District 181. The goal of the survey was find out their thoughts on the district’s performance, on the ideas that are being considered for Hinsdale Middle School (and other needs) and on where they get their information about the school district, among other topics.

Calls were placed to landlines and cell phone numbers, and the completed interviews were divided into two groups, with 200 respondents (each) coming from residents living within the Hinsdale Middle School and the Clarendon Hills Middle School drawing areas. Because these quantities reflect the general population pattern, the results shown in this report that constitute the opinions of the entire participant group have a Margin of Error of plus or minus 5%. (The Margin of Error within the demographic and geographic subgroups is larger, because the number of respondents in the various subgroups is smaller.)

After clearing the qualification hurdles, respondents were asked to “grade” – A, B, C, D or F – 16 different people, program, facility and district/patron relationship factors, along with the district’s overall performance.

Starting this survey with such evaluation questions serves three purposes.

First, it provides an easy start for the respondents, giving them confidence that they can actively participate in this process without needing any “inside information.” Second, it offers the chance for the respondents and the interviewers to develop rapport, which will be important once the questions become more complex later in the survey.

Third, and most importantly, these questions provide respondents an opportunity to express their views on the district’s current performance – views that play a key role in their willingness to support a ballot measure, no matter how much they may like the ideas that ballot measure contains.

All of the grades for all of the factors are displayed below. However, to simplify the analysis, a 5-point weighted scale has also been applied.

In this scale, each grade of “A” is worth 5 points, down to each grade of “F” being worth 1 point. The point values are totaled, and then divided by the number of respondents willing to offer a grade (rather than saying, “Don’t know”) to arrive at a single number between 1.00 and 5.00.

Recognizing that an “A” – meaning a 5.00 – would be next to impossible (because it would require all those with an opinion to say, “A”), the dividing line between areas of strength and those that may need attention is considered a “B,” or 4.00. Taking into account the Margin of Error, a score as low as 3.80 is, statistically speaking, still considered a “B.”

In the case of District 181, 10 of the 16 factors – plus the district’s “overall” grade – eclipsed 3.80. Those with the highest scores were the following:

- Safety of students in the district – 4.71 (out of 5.00)
- Quality of education – 4.52
- Academic preparation of students for high school – 4.41
- Performance of teachers – 4.30
- The commitment by the district to provide appropriate technology for student use – 4.30

Having 10 of 16 factors (plus, again, the “overall grade”) achieve a score of 3.80 or higher on this exercise suggests the existence of a generally positive relationship between the school district and area residents.

The six factors that did not achieve a score of 3.80 or higher were:

- Performance of the superintendent – 3.79
- Efforts of the district to report its plans and progress to citizens – 3.79
- Efforts of the district to involve citizens in decision-making – 3.70
- The district’s record on making and fulfilling promises – 3.67
- The district’s responsiveness to citizen concerns – 3.66
- Performance of the District 181 Board of Education – 3.49

While every school district would prefer to have all of the factors graded a “B” or higher, it is important to note the pattern within these responses.

Specifically, factors related to items and personnel at the building level received strong marks, meaning that there is a high degree of satisfaction with the “educational product” being delivered and with those who are directly responsible for its delivery.

Those individuals who are more distant from the classroom (superintendent and School Board), plus the more nebulous district/resident relationship factors, typically receive somewhat lower grades than the other factors. That’s because respondents who don’t have a strong opinion on areas such as these tend to gravitate more toward the middle. The more “C” grades, the lower the overall score.

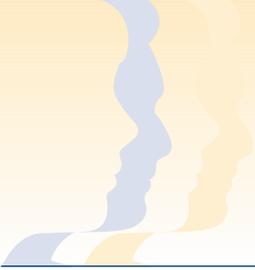
Again, this is not to suggest that these issues do not merit monitoring; they do. But the presentation of these findings would have a significantly different tone had the lower grades been for areas such as “Quality of education” or “Performance of teachers.”

Nonetheless, a cross-tabulation analysis was conducted on these lower-rated factors to determine if there were any notable differences of opinion based on specific demographic factors, or on where the individual lived.

In reviewing the results of this analysis, it is important to remember that the number of respondents in each group is smaller than the total of 400, meaning that the Margin of Error is larger. In very small groups (such as those who had been District 181 students themselves, which had only 38 participants) just a handful of answers that differ from those given by the larger subgroups in the same category can tend to make these differences look dramatic.

As such, it is best to look for trends, meaning instances where one subgroup within a specific factor (for example, the age of the respondents) always had the highest or lowest scores among all those in the category. In doing so, the following trends were noted:

- The older respondents were the most positive among the age subgroup on all but one factor, although the differences were not dramatic.
- With one exception (“Performance of the superintendent”), those participants who had had a district student in the past, but who no longer did, provided the highest scores in the student status category. Again, the differences were not dramatic, but it is somewhat unusual to not have current student families offer the highest scores, particularly considering the overall level of satisfaction.
- Clarendon Hills drawing area respondents were notably higher on all factors than Hinsdale drawing area participants.
- Female respondents had higher scores than male participants on all the factors, which would make the district fairly typical in terms of this demographic category.



- There were no discernable patterns based on how recently the respondent had been inside Hinsdale Middle School, the length of time the participant had lived in the district, and whether or not the participant had been a district student in the past.

The other part of this evaluation is the identification of Patron Hot Buttons, which are the factors that received grades (rather than an answer of “Don’t know”) from at least 81% of the survey participants. These are, therefore, the factors that “typical” patrons think of first, when they think of the school district.

The active interest in the community regarding District 181 was evident in this evaluation, as all but one of the graded factors (“Performance of the superintendent”) achieved Patron Hot Button status. This, plus results later in the survey regarding the number of sources that are frequently consulted for district news, affirms that District 181 is a regular topic of conversation in the community.

Questions 1-3 are not displayed, because these questions confirmed that the individual was a head of household, a registered voter and aware that he or she lived within the boundaries of District 181. A “yes” answer was required on questions 1 and 2, and the individual had to live in a portion of the district where there was still room under the quota (question 3) when he or she was contacted, for the interview to continue. Percentages may add to more or less than 100%, due to rounding. All verbatim comments shown in this report represent one comment, by one person. Had they been indicative of a trend, they would have appeared in enough quantity to be displayed in the chart associated with the question.

Good AFTERNOON/EVENING. I’m NAME, calling on behalf of your local school system, District 181, from Market Research Associates. I’m not selling anything. I’m calling today to ask you to rate the district and the education it delivers, and to ask for your input on some important school facility issues. My questions will take about 12 to 15 minutes. May I continue?

- 4. To make certain we have people who live in all parts of the school district participating in this survey, can you tell me if the children in your neighborhood usually go to Hinsdale Middle School or Clarendon Hills Middle School, once they reach sixth grade?** *Number of respondents in each group was identified by district leadership as being generally representative of the district’s population pattern.*

Response	Number/Percentage
Clarendon Hills	200/50%
Hinsdale	200/50%

As you know, students in school are traditionally given a grade of A, B, C, D or F to reflect the quality of their work. Based on your experience, the experience of your children, or things you have heard about District 181 from others, please tell me what grade you would give the school district on each of the following items. Let's start with...Questions 5 through 20 were rotated to eliminate "order bias."

5. Class sizes, meaning the number of students in each classroom

Response	Percentage
A	41%
B	30%
C	12%
D	1%
F	2%
Don't know (not read)	14%

6. Value received for the tax dollars spent

Response	Percentage
A	47%
B	29%
C	12%
D	7%
F	4%
Don't know (not read)	1%

7. Performance of teachers

Response	Percentage
A	53%
B	28%
C	10%
D	5%
F	1%
Don't know (not read)	3%

8. Quality of education

Response	Percentage
A	62%
B	30%
C	6%
D	1%
F	1%
Don't know (not read)	1%

9. The commitment by the district to provide appropriate technology for student use

Response	Percentage
A	43%
B	34%
C	11%
D	2%
F	1%
Don't know (not read)	10%

10. Performance of the superintendent

Response	Percentage
A	19%
B	36%
C	14%
D	2%
F	5%
Don't know (not read)	24%

11. Performance of school principals

Response	Percentage
A	38%
B	32%
C	10%
D	2%
F	3%
Don't know (not read)	14%

12. Performance of the District 181 Board of Education

Response	Percentage
A	13%
B	39%
C	24%
D	6%
F	7%
Don't know (not read)	12%

13. Efforts of the district to involve citizens in decision-making

Response	Percentage
A	22%
B	37%
C	21%
D	9%
F	4%
Don't know (not read)	8%

14. Efforts of the district to report its plans and progress to citizens

Response	Percentage
A	27%
B	36%
C	19%
D	6%
F	5%
Don't know (not read)	7%

15. The district's record on making and fulfilling promises

Response	Percentage
A	15%
B	34%
C	27%
D	2%
F	4%
Don't know (not read)	18%

16. The district's responsiveness to citizen concerns

Response	Percentage
A	21%
B	35%
C	20%
D	11%
F	3%
Don't know (not read)	9%

17. Safety of students in the district

Response	Percentage
A	76%
B	20%
C	3%
D	1%
F	0%
Don't know (not read)	<1%

18. Academic preparation of students for high school

Response	Percentage
A	54%
B	31%
C	9%
D	1%
F	1%
Don't know (not read)	3%

19. Social and emotional preparation of students for high school

Response	Percentage
A	38%
B	33%
C	14%
D	2%
F	1%
Don't know (not read)	13%

20. Quality of the school facilities

Response	Percentage
A	39%
B	27%
C	18%
D	13%
F	3%
Don't know (not read)	<1%

21. Thinking about everything you know or have heard about the district, what overall grade would you give District 181?

Response	Percentage
A	36%
B	45%
C	12%
D	5%
F	2%
Don't know (not read)	0%

Cross-tabulation: Weighted 5-point scale rating for each factor. Factors that scored at 3.80 or higher are the statistical equivalent of a “B” (or better). Items in boldface type are “Patron Hot Buttons,” meaning that at least 81% of the respondents were willing to offer a grade, rather than saying, “Don’t know.” These are the factors that typical patrons think of first, when they consider the performance of the school district.

Factor	5-point weighted scale rating
Safety of students in the district	4.71
Quality of education	4.52
Academic preparation of students for high school	4.41
Performance of teachers	4.30
The commitment by the district to provide appropriate technology for student use	4.30
Class sizes, meaning the number of students in each classroom	4.24
Social and emotional preparation of students for high school	4.20
Performance of school principals	4.16
Value received for the tax dollars spent	4.08
Overall grade	4.08
Quality of the school facilities	3.84
Performance of the superintendent	3.79
Efforts of the district to report its plans and progress to citizens	3.79
Efforts of the district to involve citizens in decision-making	3.70
The district’s record on making and fulfilling promises	3.67
The district’s responsiveness to citizen concerns	3.66
Performance of the District 181 Board of Education	3.49

Cross-tabulation: 5-point scale ratings for factors rated below 3.80 by the total survey group by age, length of time living in the district, and student status. Note: “n” equals the number of respondents in each group, and “age” will not square with the “overall” score, because nine respondents chose not to answer this question.

Factor	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Performance of the superintendent	3.79	3.63	3.78	3.89	3.66	3.79	3.82	3.83	3.81	3.59	3.73
Efforts of the district to report its plans and progress to citizens	3.79	3.75	3.75	3.81	3.68	3.84	3.78	3.79	3.85	3.54	3.73
Efforts of the district to involve citizens in decision-making	3.70	3.51	3.76	3.71	3.56	3.75	3.71	3.75	3.78	3.56	3.39
The district’s record on making and fulfilling promises	3.67	3.59	3.65	3.73	3.69	3.68	3.66	3.67	3.78	3.26	3.53
The district’s responsiveness to citizen concerns	3.66	3.60	3.62	3.73	3.65	3.62	3.69	3.70	3.76	3.46	3.35
Performance of the District 181 Board of Education	3.49	3.25	3.49	3.55	3.41	3.45	3.53	3.50	3.54	3.36	3.48

Cross-tabulation: 5-point scale ratings for factors rated below 3.80 by the total survey group by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group.

Factor	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Performance of the superintendent	3.79	3.66	3.91	3.81	3.79	3.87	3.70
Efforts of the district to report its plans and progress to citizens	3.79	3.62	3.96	3.78	3.79	3.91	3.64
Efforts of the district to involve citizens in decision-making	3.70	3.50	3.93	3.71	3.70	3.77	3.64
The district’s record on making and fulfilling promises	3.67	3.54	3.79	3.44	3.69	3.71	3.61
The district’s responsiveness to citizen concerns	3.66	3.53	3.79	3.45	3.68	3.70	3.61
Performance of the District 181 Board of Education	3.49	3.46	3.53	3.63	3.48	3.60	3.35

Cross-tabulation: 5-point scale ratings for factors rated below 3.80 by the total survey group by the last time the respondent was in HMS.
Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.”

Factor	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Performance of the superintendent	3.79	3.82	3.92	3.76	3.56
Efforts of the district to report its plans and progress to citizens	3.79	3.82	3.82	3.74	4.00
Efforts of the district to involve citizens in decision-making	3.70	3.74	3.89	3.66	3.63
The district’s record on making and fulfilling promises	3.67	3.71	3.66	3.65	3.68
The district’s responsiveness to citizen concerns	3.66	3.72	3.65	3.65	3.53
Performance of the District 181 Board of Education	3.49	3.50	3.57	3.47	3.43

Finding 2: “Teachers,” “Strong academics/curriculum” and “Parental involvement” were the most frequently mentioned strengths of District 181. In terms of areas needing improvement, the top answers (after “Don’t know”) were “Need to improve the facilities” and “Need to budget better/spend more wisely.

The evaluation section closed with two open-ended questions that asked respondents to share their thoughts on the district’s strengths and on areas that may need improvement.

The answers were coded – meaning common words, phrases and ideas were collected together – to identify which answers were the most frequently mentioned.

In doing so, the strengths at the top of the list were “Teachers” (83 mentions), “Strong academics/curriculum” (70 mentions) and “Parental involvement” (61 mentions).

On the subject of areas needing improvement, “Don’t know” was the most popular response (102 mentions), followed by “Need to improve the facilities” (97 mentions) and “Need to budget better/spend money more wisely” (63 mentions).

The fact that “Teachers” and “Strong academics/curriculum” were the top two strengths reinforces the fact that typical residents feel a greater sense of connection at the building level than at the district level. The areas needing improvement are also good news, of a sort.

Having “Don’t know” as the most frequent answer is typically the sign of a district that is well thought of, because it means that typical residents do not have a concern that is top of mind. The fact that 97 respondents identified the district’s facility issues suggests strong awareness of the challenges. And having an answer dealing with finances is quite common in this exercise these days. That answer is muted somewhat, however, by the strong grade seen earlier for “Value received for the tax dollars spent.”

Below each of the charts attached to these two questions are verbatim answers from individuals who had more than one comment to share (which was very prevalent), or that had thoughts that were not mentioned in enough quantity to earn a spot on the chart, or a combination. These always make for interesting reading. However, as mentioned earlier, it is important to remember that each is one comment, by one person, rather than a trend of note.

22. What do you think are the district’s strengths? *Responses below were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Teachers	83
Other (see below)	78
Strong academics/curriculum	70
Parental involvement	61
Don’t know	41
Strong financial position/tax base	24
Technology	18
Good communication	13
Safety	12

Verbatim “other” comments

Quality of education and teachers.

Offering different levels of classes within a subject.

They have good facilities.

The parents value education.

Quality of the education, the facilities and teachers.

Teachers; the majority of them care about their jobs and the progress of their students.
Electronics availability, iPads, Apple TVs, MacBook in the classrooms.

The families, because they encourage good studying.

Hiring practices of teachers and school facilities.

Strong academics and personal enrichment of the students.

Just preparing the students for high school and college.

Support of the community through taxes, ability to grow with the technology, training teachers, and the parents are great.

Quality of the teachers and the facilities.



Very good teachers and good students.

Small class sizes. The district has the support of taxpayers.

The teachers and quality facilities.

Utilizing all the tax money for teachers' salaries.

The facilities are nice. The schools are good to help the kids get a good education.

One thing I do feel good about is that my kids are safe. There is no gang activity or drug issues.

Community backing, teachers overall.

Its teachers, administration and the students are top notch.

Gives a good education and has great teachers.

Have a lot of money, so they have a nice salary for the teachers. Good facilities, despite the mold problems. Good extracurricular programs.

Ego; the way they market themselves.

Good teachers, involved parents, good curriculum and good art teachers.

They really put the kids first.

The course curriculum prepared our son well for Hinsdale Central, which is a very tough school, and Hinsdale Central prepared him for college.

The parents, some teachers.

Good preparation for high school.

Supportive parents, supportive principals.

Academics, curriculum, preparation.

Huge talent pool.

Small-town feel. High parental involvement. People move here for the schools.

The curriculum and teachers.

The district does try to keep up with technology, and they are good about informing parents about what's going on.

Attract good teachers and administration, strong curriculum, involved parent community.

Art department is excellent.

Making people think it's the best school district. A lot of smart kids go there.

Quality of teachers, good preparation of students for upper education.

Music department programs are excellent.

Quality of the teachers, the information given to parents, and the involvement of the parents and community.

Teachers, committed parents.

Parental involvement. The community supports the schools. Some teachers are excellent. Good facilities for the most part.

I feel it's continually making improvements.

Teachers and principals.

College prep is good. Strong curriculum.

I have only heard good things about the schools. I have never, however, had a child in school.

Parking is very good.

They have good teachers and good facilities.

Administrative leadership.

All I know is they did a good job educating my children.

Teachers are excellent. Academics are strong.

The good families here that produce motivated children who want to achieve and who have good behavior.

They put effort into making it a better district.

Class size. Proximity of school to homes in the neighborhood.

Teachers support their students. They go above and beyond normal teaching requirements.

The responsiveness of the counselor.

Dedication of teachers, parent involvement.

Academic success, looking at the whole child, parent and community partnership.

Quality of teachers and school staff. Preparation they have for the kids before they go to high school.

Professionalism, fiscally sound.

Good quality education. We pay high taxes, so the schools are good.

Commitment to the community. District management has been good. Quality of facilities and teachers.

Quality of teachers, curriculum.

Teachers and technology are the two big strengths.

Teaching, location is close to home, the kids can walk to school.

Location of the schools is convenient.

The quality of families and children that live in the district.

They don't have any.

Unbelievable parent support system, great staff.

Teachers and parent involvement, educational value.

Facilities and funds per student spent.

Very good preparation for high school and beyond.

Excellent facilities. Stable families. Motivated children.

Teachers and curriculum.

I grew up here and went to parochial school, but I always thought the district was superb. They focus more on kids that are gifted.

Committed parents, well-qualified teachers, great facilities.

The community helps. We have new teachers that come and go, but, overall, they are good.

Preparation for high school and college is excellent.

23. Where could the district improve? *Responses below were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Don't know	102
Need to improve the facilities	97
Other (see below)	84
Need to budget better/spend more wisely	63
Reduce class sizes	30
Better communication	24

Verbatim “other” comments

Board of Education needs to stop squabbling and get things done.

Teachers that have tenure need to move on.

They need additional language courses.

Addressing parents’ concerns, Special Education, failure to follow IEP; the teachers defend each other if there is a problem.

Better technology. I think if a teacher isn’t performing, they should be reevaluated.

Need to have resources for teachers that are efficient and effective, clear direction on curriculum early enough for teachers to be trained. Class size reduction being standardized, too many children to do their job effectively.

Better teaching, rather than handing out homework.

The School Board needs to be more responsive to parents.

There is no need for improvement.

Negotiation and compensation through salary. Infrastructure of buildings.

More open with its planning.

Not wasting money on outsourcing, being more efficient, making smart decisions fast.

Find a way to avoid too much homework.

We are way overpaying our teachers. One music teacher makes an absolute fortune.

More community involvement – with the current state of the buildings.

Its evaluation of teachers.

Relieve pressure that kids feel. There is too much stress and too much homework. There should be less teacher time off, like going on field trips and meetings.

They need to learn how to make do with the amount of money they have. Some teachers are making six figures. Problems do not go away by throwing money at them.

Hinsdale Middle School, consistency in administration.

Making the district run more efficiently and economically.

In helping kids get out of core curriculum and focusing on individuals. Stop generalizing the kids. Get off high horses about your pay.

Reevaluate some of the teachers; I don't believe in tenure.

The teachers with tenure don't have to be as accountable, because of the union. It creates complacency with some.

Facilities management, reliance on technology. The whole district relies on technology to be a babysitter. They don't teach spelling or math.

Better principals.

Facilities. The middle school needs attention badly. The lack of a gifted program.

Too many problems to mention.

Not taking as much of our tax dollars. Making better choices with the money they have now.

Spend a little less money per student.

The School Board. The students deserve to know who the superintendent and School Board are.

There are problems from the top on down. An administration that is top heavy and that seems more worried about perception than reality. Make the kids more accountable for their actions. Too soft.

Improving technology.

I'm not sure how the gifted program will be affected in the future. I don't think they should change it.

They should help the students that need it. The "less smart" students need more attention.

Needs to do a better job with long-range planning. Board of Education needs to work more with administration and not just be decision-makers.

A more diverse student body would improve the schools and the community as well.

Getting back to basics.

In curriculum. They are slow implementing new programs. Their math and science programs need to be updated.

Facilities, liberal teachers, more activities for non-sports-playing children.

Blow up HMS and build a new school.

Poor communication with parents whose child has graduated. We only know what is going on by reading *The Hinsdalean*. The district should let everyone know how to use the website and get updates.

Keeping the curriculum the same.

A special interest in managing the parents.

The Board members need to learn how to work together, instead of going their separate ways.

Facilities. Taxes are high and maintenance to prevent problems is lagging.

Letting everyone give opinions and suggestions clogs up the progress of every issue.

Social and emotional welfare.

None.

Less administration waste and more efficient use of current resources.

Maybe better budgeting. The parents pay for a lot that should be covered by the school.

Student differentiation, meaning taking kids out of class for help in a particular area, is a problem.

The teachers' union has too much power. It should work for the good of the students, not for its own benefit.

The quality of the teachers. The parents are invested in their children's education more than they are. So, the parents are what make the district a good one.

Communication, building and grounds.

They need to improve the way they handle their advanced students.

I am a sub teacher and don't know of any needed improvements.

Better in curriculum planning.

Their attitude toward bullying.

The superintendent must listen to the parents. The administration must care about learning for all. The math curriculum changes every year, depending on the newest trend on either coast.

The Board is getting involved with teacher performance and anything that has to do with the teachers.

In its administration, curriculum and transparency.

Too much politics everywhere. Seems watching out for themselves is number one priority, instead of the kids.

Building trust with the community.

Social issues of the community taught in school.

Do not raise taxes.

Educate better regarding bullying.

Separation from middle school.

Definitely the upper management, particularly the superintendent.

We need more value for the dollar.

More focus on the core subjects, instead of foreign languages.

Address Hinsdale Middle School.

Try to find a way to fund programs more efficiently.

The Board of Education needs to change some of its members.

An increased stewardship of tax dollars.

The district should not be a rubber stamp for the teachers' union.

Improve the relationship with teachers and administration.

Facilities are older. Some upgrades are needed. Some teachers need to be replaced. We live near The Lane. People park there, with children coming in front and behind cars. We have called the school, but nothing is done.

The district, at times, overreaches. There is talk of a rain garden. That is not necessary.

Stop raising taxes. It seems like we pay the teachers an enormous amount.

We need more programs and considerations for kids with special needs.

Besides the fact that HMS needs to be replaced, the district could also be less top heavy, especially with salaries.

Facilities at Hinsdale Middle School; need to rethink the gifted program.

They have too many changes. They should select a plan and stick with it.

Hoping for improvement.

Finding 3: There is a significant level of awareness of the issues surrounding Hinsdale Middle School. That awareness is very specific and overwhelmingly accurate.

The section of the survey focusing on Hinsdale Middle School began by asking participants if they had heard or read anything about issues at HMS and, if so, what had they heard or read. The responses to both of these questions were very strong.

Specifically, 89% of the survey participants said that they had heard or read about the “significant facility issues” at Hinsdale Middle School.

When the 357 participants who claimed to be aware were asked to be specific about what they had heard or read, the responses were led by “Mold problems” (94 mentions), “Water leak/pipes broke” (68 mentions) and “It’s overcrowded” (41 mentions).

The answers that did not appear in sufficient quantity to be displayed on the chart associated with the question showed a level of awareness of such situations as the need for temporary classrooms, the out-of-date/inefficient design and the parking challenges.

As the district considers the options for HMS, these results are very good news, because it affirms that the problems are already very well-known.

24. As you may have read or heard yourself or perhaps heard about from others, Hinsdale Middle School has been dealing with a number of significant facility issues. Do you remember hearing or reading about any of these issues?

Response	Percentage
Yes	89%
No	11%

25. What specifically do you recall reading or hearing about regarding the facility issues at Hinsdale Middle School? *Asked only of the 357 respondents who answered “yes” on question 24. Responses below were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed.*

Response	Number
Mold problems	94
Other (see below)	92
Water leak/pipes broke	68
It’s overcrowded	41
Asbestos problem	38
No restrooms on the third floor	14
Gym is on the third floor	10

Verbatim “other” comments

The building needs to come down and be replaced.

It looks like it’s under construction across the street.

Portable classrooms are not available on the first day of school.

Roof conditions, mold, water damage continue to be issues. Classes are being held in trailers outside.

Want to build a new one.

The design of the building.

They are building several temporary classrooms, so it must be very crowded.

It’s just outdated. It was never an appropriate plan for a school.

Overcrowding, the mold, old school – not in good shape.

Had a terrible situation with burst pipes in the winter and it took too long to repair.

The building is obsolete.

Mold and overcrowding.

It was bad years ago when my sons attended, and now it had black mold last winter. The layout is terrible.

The building facility is not up to par.

The mold is a huge issue that affected my children. Inconvenience of the gym. I don't think it should be on the third floor, because of the health issues.

Drywall had to be torn out when a mold issue was discovered. The district has plenty of money and should not burden taxpayers with the bill. It can afford to build a new HMS.

Number one problem is the mold. Class configuration is poor and the building setup is not conducive to learning.

Poorly planned layout and parking.

Needs to be completely replaced.

Old, horrible building that needs to be modernized.

They have a leak that has caused mold. The sound noise issues, due to the open classrooms.

It needs updated facilities.

The building was a poor choice from the beginning. Overcrowding was inevitable.

The school is failing in health terms.

Water leak in the roof, overcrowding, lack of technology.

Mold, water leaks, and roof needs to be repaired.

The roof, internal architectural layout, open classroom vs. closed classroom.

It was originally designed as an open classroom school, but they are having structural issues.

The building is old and has had mold and plumbing issues.

That they may build a new facility.

The leaks and the mold.

The building is an absolute mess. Currently, overcrowded and has mold issues.

Water leaks, overcrowding, mold.

Crowded and the floor plan was poor to begin with.

Bad layout, along with mold problems.

The school has been a debacle ever since it was built. It should not be in downtown Hinsdale. It's dangerous.

Water damage, mold, overcrowding and strange layout. Temporary classrooms are in use.

Mold. Get rid of the facility.

Air quality at HMS is poor. Windows cannot be opened. Some attempt was made to correct the problem. My son used to come home with headaches. The gym is on the top floor, and there are no restrooms. Very odd layout for a school.

Leaks in the roof, water damage and the mold.

Mold, flooding, outdated structure.

Leaks, mold, crowding.

Mold from water issues. Gym on the third floor with no restrooms on the third floor. Overcrowding.

Mold, overcrowding, flooding.

Bad roof, flooding, mold and asbestos issues.

Mold, water leaks. My children had to be sent to other facilities. Now, they have temporary classrooms.

Asbestos, mold and gym on third floor, which is stifling hot.

Very outdated.

Most recently, leaking roof and mold.

Mold and crowding.

Lacks permanent classrooms. It had some asbestos that had to be removed, along with mold.



About pipes breaking during the wintertime and the mold.

The student population, number of students, fire safety.

Their facility issues and mold. The school is too small to accommodate the students.

Roofing issues, along with mold. However, I prefer substituting at HMS. CMS is my least favorite, even though it is a new, beautiful building. The atmosphere is not as pleasant as HMS.

Had a pipe burst, because it was not properly insulated, causing mold issues.

Mold is terrible and never goes away. They did not bother to get two or three estimates. They wasted money on Service Pro and the children got sick and are sick now. In winter, a pipe burst and kids had to be bussed elsewhere.

Needs new roof.

The leaky roof, the mold, poor building configuration.

The parking issues and the layout.

Where do I start? Mold, bad roof, overcrowded. I could go on and on.

Facilities, meetings and Board meetings.

The mold issue and overcrowding. They had to add mobile classrooms this year.

Water intrusion and mold.

There was the mold problems, air-conditioning up by the gymnasium, leak.

The danger of the building being so old.

They have had some severe building issues. The condition of the building is not conducive to adding on.

Needs to be torn down. It's old and not good for a proper education.

Mold. The whole layout is difficult. Overcrowding results in temporary classrooms. The children are so uncomfortable in cramped classrooms. Something must be done.

The layout has the gymnasium on the third floor. Hard to get up there. They have had issues with mold and classrooms without windows.

The floor plan of HMS is a problem.

It has lots of temporary classrooms.

Hinsdale school is an absolute disaster.

Mold, air quality, lack of awareness, upkeep, classroom space, lack of preparation.

Too many problems to mention them all.

They have flooding problems and they have some mold issues. Their facilities are overcrowded and out of date.

Roof, HVAC and poor design.

Electric heat has created a comfort problem. Water damage has created mold. Temporary classrooms have had to be put in place, due to overcrowding and discomfort.

The school has not been adequately maintained, so the district is asking for help. The building has had problems for a long time.

Flooding and mold have been ruining the facilities.

It's going to cost me more money and I'm against it. Our taxes are ridiculous.

The mold and leaky pipes.

It's what they call an old building, the mold issue.

Water damage and mold.

The facilities are disintegrating.

The layout with open classrooms creates noise issues, along with building problems, like water leaks and mold.

The school is not that old and not taken care of very well, which caused mold issues.

Conditions are horrible inside HMS. It needs to be replaced.

Mold, leaky roof, poorly designed, expensive redo, too small.

Building issues, temperature in classrooms. It's either too hot or cold.

Poor air quality, due to mold and asbestos.

Overcrowding and flooding.

Finding 4: When presented with the option to either renovate/expand Hinsdale Middle School or to build a new HMS on the same piece of property, the clear first choice, at the time this survey was taken, was to build a new facility.

Having now queried the participants about what they knew about the facility issues at Hinsdale Middle School, the survey then explained the process that had been undertaken to identify suitable solutions. Participants were told that the facility committee had narrowed the options to two, each of which would be detailed in the questions to follow.

Very importantly, respondents were told that they could like one, both or neither of the options. This protects the respondent from feeling that he or she is being asked to select his or her favorite via these questions.

The matter-of-fact details about each option were then presented in separate questions. These two questions were rotated, meaning that half of the participants heard about the renovation/expansion option first, while the other half heard about the new construction option first.

At the conclusion of each question, participants were asked to share their reaction, using the following scale, “I like it a lot,” “I like it somewhat,” “I’m neutral,” “I dislike it somewhat” or “I dislike it a lot.” (“Don’t know” was also available for the interviewer to record as necessary, but it was not an option that was read to the respondents.)

When the combined percentage for the two “Like” answers is compared to the combined percentage of the two “Dislike” responses, it seems clear that the preference, at this time, is for a new facility.

Specifically:

- The combined percentage for the two “Like” answers for a new building is 64%, while the combined “Dislike” percentage is 21%.
- The renovation/expansion option had 32% who said that they “Like it a lot” or “Like it somewhat,” and 47% who said that they “Dislike it somewhat” or “Dislike it a lot.”

In the cross-tabulation analysis, the percentages varied somewhat, but all 20 subgroups had a higher combined “Like” percentage for the option to build a new school than for the option to renovate/expand the current Hinsdale Middle School.

Participants were then asked to select their preference – based solely on the description of the options that had just been provided to them – and the pattern was the same, as 62% chose new construction, while 18% chose renovation/expansion.

Area residents, school officials, architects and other consultants have worked on a 10 year-facility master plan. The most significant facility need is finding a long-term solution to the challenges at Hinsdale Middle School that would address the overcrowding, deal with the issues that are associated with an aging school building and provide a more conducive and modern learning environment. Addressing these issues would likely have a positive impact on home values in the area. Based on input from the community, the facility committee has narrowed the options down to two.

I'm now going to read you a brief description of each of the options. You could like one, both or neither. After these next two questions, I have some questions that deal with the cost of each option. But, right now, I'm interested in your thoughts on which one is the better choice for students, staff and the community. Remember, it's OK to like one, both or neither of the choices. *Questions 26 and 27 were rotated.*

26. One option is to extensively renovate and expand onto the existing Hinsdale Middle School building. This renovation and expansion would address the overcrowding problems, offer a solution to the building issues, and create a better learning environment for students. If this option was selected, the district would need to make arrangements to accommodate the needs of Hinsdale Middle School students while the expansion and renovation was underway. Based on this information, which of the following statements best describes your reaction to the option to renovate the existing Hinsdale Middle School? Choices, except where indicated, were read to respondents.

Response	Percentage
I like it a lot	10%
I like it somewhat	22%
I'm neutral	17%
I dislike it somewhat	13%
I dislike it a lot	34%
Don't know (not read)	4%

27. One option is to rebuild Hinsdale Middle School adjacent to the current school on the same piece of property. The option to rebuild would address the overcrowding problems, offer a solution to the building issues, and create a better learning environment for students. Students would continue to use the current Hinsdale Middle School while the new one is being built. The existing school would then likely be torn down, once the new HMS was completed. While the construction of the new school was underway, green space on the property would be limited and there would need to be a new traffic pattern. Based on this information, which of the following best describes your reaction to the option to build a new Hinsdale Middle School on the same piece of property where the current one is today? Choices, except where indicated, were read to respondents.

Response	Percentage
I like it a lot	41%
I like it somewhat	23%
I'm neutral	13%
I dislike it somewhat	2%
I dislike it a lot	19%
Don't know (not read)	3%

28. Now that you have heard about each option, which do you think is the better solution? Remember, I'll be sharing information about the cost differences next. Right now I just want to know which of the two ideas you think is the best one. Is it...Choices, except where indicated, were read to respondents. Choices were read in the same order as they were presented above.

Response	Percentage
Renovating the current Hinsdale Middle School	18%
Building a new Hinsdale Middle School on the same piece of property where the current HMS stands today	62%
Like both (not read)	1%
Like neither (not read)	9%
Can't answer without the cost information (not read)	5%
Don't know (not read)	5%

Cross-tabulation: Combined “I like it a lot/somewhat” and “I dislike it somewhat/a lot” percentages for building new and for renovation by age, length of time living in the district, and student status. Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because nine respondents chose not to answer this question.

Response	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Renovation/expansion – Like	32%	27%	34%	33%	35%	28%	33%	35%	28%	35%	31%
Renovation/expansion – Dislike	47%	54%	45%	45%	44%	50%	46%	49%	46%	50%	46%
Build new – Like	64%	59%	66%	61%	67%	65%	61%	70%	58%	58%	62%
Build new – Dislike	21%	22%	18%	21%	21%	17%	22%	15%	24%	31%	16%

Cross-tabulation: Combined “I like it a lot/somewhat” and “I dislike it somewhat/a lot” percentages for building new and for renovation by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group.

Response	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Renovation/expansion – Like	32%	28%	36%	47%	30%	34%	28%
Renovation/expansion – Dislike	47%	53%	42%	42%	48%	42%	53%
Build new – Like	64%	63%	64%	53%	65%	62%	65%
Build new – Dislike	21%	20%	21%	32%	19%	19%	21%

Cross-tabulation: Combined “I like it a lot/somewhat” and “I dislike it somewhat/a lot” percentages for building new and for renovation by the last time the respondent was in HMS. Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.”

Response	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Renovation/expansion – Like	32%	34%	28%	32%	32%
Renovation/expansion – Dislike	47%	52%	45%	48%	28%
Build new – Like	64%	68%	57%	63%	64%
Build new – Dislike	21%	18%	19%	22%	24%

Finding 5: When the approximate costs for each option were presented, the effect on the level of support for each one was minimal. In other words, those who initially preferred new construction still did (for the most part) after hearing the costs. The same was true for those who preferred renovation/expansion.

The survey then introduced the approximate cost of each option to see how it might affect the participants' views.

There were separate, but similar, questions provided to those who preferred renovation/expansion, those who preferred new construction, those who said that they "like both" and those who said that they "like neither."

In these questions, respondents were given the approximate cost for the two options and were asked to state whether this information made them "Much more in favor of (their preferred option)," "Somewhat more in favor," "It has no impact on my views," "Somewhat more opposed" or "Much more opposed."

Those respondents who had stated a preference for one of the two options and then chose one of the "Opposed" answers in the question that presented the costs were asked if this meant that they were now more in favor of the other option or that did they now not like either one. (Those who selected "like both" or "like neither," rather than stating a preference, were asked if the cost information now made one option preferable or if they were staying with their original response.)

The results below show all the questions for all the options. However, each participant skipped the questions that did not pertain to him or her, which makes the clear presentation of this data somewhat difficult in a report like this.

In summary, the results were as follows:

- 80% of those who had said they preferred renovation/expansion said they were either "Much more in favor" or "Somewhat more in favor" of it after hearing the cost information. (While 80% is an impressive number, it is important to remember that that is 80% of the 18% of the total survey group who said they preferred renovation/expansion.)
- 73% of those who preferred new construction were either "Much" or "Somewhat" more in favor of that option, after hearing the cost information.
- 45% of the small group of people who initially said that they "dislike both" said they now preferred the construction/renovation option after hearing the costs, while 42% said "Don't know."
- And 33% of the similarly small group of respondents who initially said, "Like both," now chose the new construction, while the remaining 67% said that they "Still like both."

Essentially, these results suggest that the cost difference between the two options appears to have only a slight impact on the level of support for each one.

Asked of those who said they preferred renovation/expansion

29. The estimated cost of renovating and expanding the existing Hinsdale Middle School is 50 million dollars, resulting in a tax increase of 190 dollars per year for the owner of a home valued at 5 hundred thousand dollars. The estimated cost of building a new Hinsdale Middle School instead, is approximately 65 million dollars. This would result in a tax increase of 253 dollars per year, again, for the owner of a home valued at 5 hundred thousand dollars. In either case, the cost might be significantly lower, depending on how the project is financed. But, as of today, these are the costs for each option. How does this information impact your preference for renovation, if at all? Does it make you...*Asked only of the 73 respondents who selected the “renovation” option in question 28. Percentages are of 73, rather than 400. Choices, except where indicated, were read to respondents. After this question, all the respondents – except for the one respondent who answered “much more opposed” – skipped to question 35.*

Response	Percentage
Much more in favor of renovation than building a new building	51%
Somewhat more in favor	29%
It has no impact on my views	14%
Somewhat more opposed	0%
Much more opposed	1%
Don't know (not read)	5%

30. Does this mean that you would now prefer building a new Hinsdale Middle School, instead of renovating the current building, or does it mean you are now not in favor of either option? *Asked only of the one respondent who answered “Much more opposed” on question 29. Choices, except where indicated, were read to respondents. After answering this question, the respondent skipped to question 37, because of his or her expressed opposition to both options for HMS.*

Response	Percentage
Yes, I now prefer building a new Hinsdale Middle School	0%
I am now not in favor of either option	100%
Don’t know (not read)	0%

Asked of those who said they preferred building a new middle school

31. The estimated cost of building a new Hinsdale Middle School is approximately 65 million dollars. This would result in a tax increase of 253 dollars per year for the owner of a home valued at 5 hundred thousand dollars. The estimated cost of renovating and expanding the existing Hinsdale Middle School is 50 million dollars, resulting in a tax increase of 190 dollars per year, again, for the owner of a home valued at 5 hundred thousand dollars. In either case, the cost might be significantly lower, depending on how the project is financed. But, as of today, these are the costs for each option. How does this information impact your preference for building a new Hinsdale Middle School, if at all? Does it make you...? *Asked only of the 248 respondents who selected the “new construction” option in question 28. Percentages are of 248, rather than 400. Choices, except where indicated, were read to respondents. After this question, all the respondents – except for the 22 who answered either “Somewhat more opposed” or “Much more opposed” – skipped to question 35.*

Response	Percentage
Much more in favor of building a new Hinsdale Middle School than renovating the current building	68%
Somewhat more in favor	5%
It has no impact on my views	18%
Somewhat more opposed	6%
Much more opposed	2%
Don’t know (not read)	0%

32. Does this mean that you would now prefer renovating the current Hinsdale Middle School, instead of building a new school on the same piece of property, or does it mean you are now not in favor of either option? *Asked only of the 22 respondents who answered either “Somewhat more opposed” or “Much more opposed” on question 31. Percentages are of 22, rather than 400. Choices, except where indicated, were read to respondents. After answering this question, the respondents skipped to question 35.*

Response	Percentage
Yes, I now prefer renovating the current building	59%
I am now not in favor of either option	0%
Don’t know (not read)	41%

Asked of those who said they “liked both”

33. The estimated cost of renovating and expanding the existing Hinsdale Middle School is 50 million dollars, resulting in a tax increase of 190 dollars per year for the owner of a home valued at 5 hundred thousand dollars. The estimated cost of building a new Hinsdale Middle School, instead, is approximately 65 million dollars. This would result in a tax increase of 253 dollars per year, again, for the owner of a home valued at 5 hundred thousand dollars. In either case, the cost might be significantly lower, depending on how the project is financed. But, as of today, these are the costs for each option. Knowing this information, do you now prefer one over the other, or do you still like both? *Asked only of the three respondents who answered that they “liked both options” on question 29. Percentages are of three, rather than 400. Choices were not read, because the ending language on the question served that purpose. After answering this question, all the respondents skipped to question 35.*

Response	Percentage
Prefer renovating the current building	0%
Prefer building a new Hinsdale Middle School	33%
Still like both	67%
Like neither one	0%
Don’t know (not read)	0%

Asked of those who said that they “liked neither”

34. The estimated cost of building a new Hinsdale Middle School is approximately 65 million dollars. This would result in a tax increase of 253 dollars per year for the owner of a home valued at 5 hundred thousand dollars. The estimated cost of renovating and expanding the existing Hinsdale Middle School instead, is 50 million dollars, resulting in a tax increase of 190 dollars per year, again, for the owner of a home valued at 5 hundred thousand dollars. In either case, the cost might be significantly lower, depending on how the project is financed. But, as of today, these are the costs for each option. Knowing this information, do you now prefer one option more than the other? *Asked only of the 76 respondents who answered that they “Like neither,” “Can’t answer without the cost information” or “Don’t know” on question 29. Percentages are of 76, rather than 400.*

Response	Percentage
Prefer renovating the current building	8%
Prefer building a new Hinsdale Middle School	5%
Like both	0%
Still like neither one	45%
Don’t know (not read)	42%

Finding 6: The preference pattern continued when all the respondents were asked – in separate questions – how they would vote if the district presented a referendum that was for renovation/expansion or if the referendum was for new construction, “if the election were held today.” A total of 58% of the total survey group said that they would “Strongly favor” or “Favor” a referendum for new construction, while 34% said the same thing about the renovation/expansion option.

After wending their way through the various questions designed to determine what impact cost would have on a respondent’s preference, the survey then asked participants how they would vote, “if the election were held today” on a referendum for renovation/expansion and, in a separate question, how they would vote on a referendum for new construction.

The strong preference for new construction continued here, as 58% said they would either “Strongly favor” or “Favor” a referendum, if it was for new construction, while 34% said the same thing for the renovation/expansion option.

The cross-tabulation analysis confirmed that the preference for new construction was unaffected by demographic characteristics or where the respondent lived.

The percentage of those who said either “Strongly favor” or “Favor” on a referendum for new construction ranged from 46% (the small group of private school families), up to 63% (those who had been inside HMS within the past three months). For renovation/expansion, the range was 30% (respondents living in the Hinsdale Middle School drawing area), up to just 42% (respondents who had lived in the district up to five years and respondents who had been a District 181 student themselves).

35. If District 181 put a referendum on the ballot to fund the renovation and expansion of Hinsdale Middle School, instead of building a new HMS, how do you think you would vote, if the election were held today? Would you... *Asked of 399 respondents – all but the individual who initially had a preference, but who changed to “Now I don’t like either one” when the costs were presented. Choices, except where indicated, were read to respondents.*

Response	Percentage
Strongly favor it	8%
Favor it	26%
Lean favor (not read)	<1%
Lean oppose (not read)	2%
Oppose	24%
Strongly oppose	32%
Don’t know (not read)	8%

36. How about if District 181 put a referendum on the ballot to fund the building of a new Hinsdale Middle School, instead of renovating the current building? How do you think you would vote, if the election were held today? Would you... *Asked of 399 respondents – all but the individual who initially had a preference, but who changed to “Now I don’t like either one,” when the costs were presented. Choices, except where indicated, were read to respondents.*

Response	Percentage
Strongly favor it	41%
Favor it	17%
Lean favor (not read)	1%
Lean oppose (not read)	<1%
Oppose	13%
Strongly oppose	20%
Don’t know (not read)	8%

Cross-tabulation: Combined “Strongly favor it/Favor it” percentage for renovation/expansion and for building a new HMS by age, length of time living in the district, and student status. Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because nine respondents chose not to answer this question.

Strongly favor it/Favor it percentage	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Renovation and expansion	34%	36%	33%	35%	42%	32%	33%	33%	31%	31%	41%
Building a new HMS	58%	55%	56%	57%	56%	59%	56%	59%	57%	46%	57%

Cross-tabulation: Combined “Strongly favor it/Favor it” percentage for renovation/expansion and for building a new HMS by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group.

Strongly favor it/Favor it percentage	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Renovation and expansion	34%	30%	38%	42%	33%	34%	33%
Building a new HMS	58%	58%	55%	55%	58%	58%	56%

Cross-tabulation: Combined “Strongly favor it/Favor it” percentages for renovation/expansion and for building a new HMS by the last time the respondent was in HMS. Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.”

Strongly favor it/Favor it percentage	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Renovation and expansion	34%	31%	39%	32%	40%
Building a new HMS	58%	63%	51%	58%	52%

Finding 7: When presented with a choice, respondents strongly preferred a proposal that would have a lower monthly cost/higher total cost than the reverse.

The final question in the section about the options for Hinsdale Middle School asked the participants if they would rather have a lower overall cost or a lower monthly cost.

More than two-thirds of the participants said that they would prefer a lower monthly cost, even knowing that it would mean a higher total cost. Only 20% made the opposite selection (higher monthly cost, in exchange for a lower total cost).

With the exception of the small group of private school families who participated in the survey, the preference for a lower monthly cost was consistent, with the lowest percentage being a strong 60% (the small group of respondents who had never been inside Hinsdale Middle School).

37. Generally speaking, do you think it’s best for a school district bond to have a lower monthly cost for taxpayers, which would mean a longer period to pay off the bonds, or a higher monthly cost to taxpayers, which would mean a shorter period to pay off the bonds? *Choices, except as indicated, were read to respondents.*

Response	Percentage
Lower monthly cost, higher total cost	68%
Higher monthly cost, lower total cost	20%
Don’t like either one/Don’t want any tax increase (not read)	5%
Don’t know (not read)	7%

Cross-tabulation: Preference for how the debt would be structured by age, length of time living in the district, and student status.
Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because nine respondents chose not to answer this question.

Response	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Lower monthly/Higher total	68%	62%	72%	68%	67%	67%	69%	70%	69%	50%	70%
Higher monthly/Lower total	20%	22%	17%	21%	19%	20%	20%	19%	18%	27%	23%

Cross-tabulation: Preference for how the debt would be structured by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group.

Response	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Lower monthly/Higher total	68%	66%	71%	71%	68%	69%	67%
Higher monthly/Lower total	20%	19%	21%	24%	19%	14%	27%

Cross-tabulation: Preference for how the debt would be structured by the last time the respondent was in HMS. Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.”

Response	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Lower monthly/Higher total	68%	71%	64%	70%	60%
Higher monthly/Lower total	20%	16%	28%	18%	20%

Finding 8: Two of the five “Big Ideas” that could potentially be a part of any changes at HMS (whether it was renovation/expansion or new construction) generated strong support among survey participants – having space in the school designed specifically for S.T.E.M. curriculum, and having a parking garage or “similar solution” that would help to alleviate the well-known parking challenges at the school and within downtown Hinsdale. There was also fairly strong support for having “equivalent” facilities at Hinsdale Middle School and Clarendon Hills Middle School.

The survey then turned to what the facility committee has deemed the “Big Ideas” – concepts that are being considered for Hinsdale Middle School, whether the decision is for renovation/expansion or new construction.

After an introduction that explained that the decisions on these Big Ideas would be guided by cost and by space availability, separate questions were asked about each one. Respondents were asked to say whether they thought each idea was “Very important,” “Somewhat important,” “Neither important nor unimportant,” “Not very important” or “Not at all important,” as decisions are being made about the components of the HMS solution.

The combined “Very important/Somewhat important” percentages for each Big Idea were as follows (descriptions of the Ideas are truncated):

- Having space in the school dedicated for instruction in Science, Technology, Engineering and Math (also known as S.T.E.M.) – 74%
- Constructing a parking garage or a “similar solution” to address the parking issues – 73%
- Having an environmentally-friendly school with an energy-efficient design and other “green” components – 47%
- Building a Performance Center for use by music and theater students in the school and by the community – 44%
- Having a wellness area with a walking track and fitness center that would be available for students and the community – 38%

The cross-tabulation analysis revealed that this pattern of support remained essentially stable among all the demographic and geographic subgroups. Interestingly, there were no segments in which one subgroup was always higher than its peers on the entire set of Big Ideas.

Staying with the theme of what to include in a facility, respondents were asked how important it was to them that Hinsdale Middle School and Clarendon Hills Middle School have equivalent – not identical – school facilities.

A total of 63% said they found it either “Very important” or “Somewhat important,” while 25% said it was either “Not very important” or “Not at all important.”

There were some interesting – although relatively modest – differences within two of the cross-tabulation segments on the subject of equivalent facilities.

- The combined “Very/Somewhat important” percentage was 68% among Clarendon Hills Middle School drawing area respondents and 58% for those living in the Hinsdale Middle School drawing area.
- 71% of the small group of respondents who had been a student themselves said the same thing, while those who had not been a student stood at 62%.

In addition to considering the facility options for Hinsdale Middle School, the committee has also identified what they are calling “Big ideas” that may or may not be part of the Hinsdale Middle School solution, depending on the cost and the availability of space. Please tell me if you think it would be very important, somewhat important, neither important nor unimportant, not very important or not at all important for the district to include any of these ideas in the final plans for HMS – whether it was a renovation or a new building.

Questions 38 through 42 were rotated. On all questions, choices, except where indicated, were only reread to the respondent if requested.

38. A Performance Center that would be used for music and theater by the school district and also the community.

Response	Percentage
Very important	18%
Somewhat important	26%
Neither important nor unimportant	12%
Not very important	16%
Not at all important	24%
Don’t know (not read)	4%

39. Space that would be dedicated specifically for instruction in Science, Technology, Engineering and Math, also known as STEM (SAY AS A WORD, NOT THE LETTERS), with facilities that could include new science labs, a planetarium, a robotics station and an engineering center.

Response	Percentage
Very important	45%
Somewhat important	29%
Neither important nor unimportant	10%
Not very important	2%
Not at all important	12%
Don't know (not read)	3%

40. A wellness area that could include a walking track and a fitness center, both of which would be available to students and to community members.

Response	Percentage
Very important	11%
Somewhat important	27%
Neither important nor unimportant	13%
Not very important	18%
Not at all important	30%
Don't know (not read)	2%

41. Having an environmentally-friendly school that would feature an energy-efficient design and could also include a greenhouse, a nature observatory and a community garden that students and the community could work on together, producing fruits and vegetables that could help organizations, such as Hinsdale Family Services.

Response	Percentage
Very important	20%
Somewhat important	27%
Neither important nor unimportant	14%
Not very important	15%
Not at all important	22%
Don't know (not read)	2%

42. A parking garage or a similar solution that would have spaces for school staff and visitors, as well as parking spaces for public use to help alleviate the parking challenges in downtown Hinsdale.

Response	Percentage
Very important	44%
Somewhat important	29%
Neither important nor unimportant	9%
Not very important	6%
Not at all important	10%
Don't know (not read)	2%

43. In some school districts, the available school facilities may differ from school to school, while in other districts they are equivalent, although not always identical. How important is it to you that Hinsdale Middle School and Clarendon Hills Middle School have equivalent school facilities? Is it...Choices, except where indicated, were read to respondents.

Response	Percentage
Very important	38%
Somewhat important	25%
Neither important nor unimportant	11%
Not very important	7%
Not at all important	18%
Don't know (not read)	1%

Cross-tabulation: Combined “Very important/Somewhat important” percentage for each “Big Idea” and the importance of having equivalent facilities by age, length of time living in the district, and student status. Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because nine respondents chose not to answer this question.

Very important/ Somewhat important percentage	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Performance Center	44%	43%	46%	42%	49%	41%	40%	47%	45%	35%	39%
Dedicated STEM facilities	74%	78%	75%	69%	79%	79%	70%	73%	73%	69%	77%
Wellness area	38%	34%	36%	41%	35%	40%	36%	38%	37%	35%	38%
Environmentally-friendly design	47%	39%	53%	45%	51%	52%	44%	44%	47%	58%	49%
Parking garage/other solution	73%	73%	72%	74%	84%	70%	73%	72%	72%	77%	79%
Having equivalent facilities	63%	59%	63%	64%	65%	62%	63%	63%	62%	62%	66%

Cross-tabulation: Combined “Very important/Somewhat important” percentage for each “Big Idea” and the importance of having equivalent facilities by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group.

Very important/ Somewhat important percentage	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Performance Center	44%	42%	47%	34%	45%	43%	46%
Dedicated STEM facilities	74%	74%	74%	82%	73%	76%	73%
Wellness area	38%	37%	38%	39%	37%	38%	36%
Environmentally-friendly design	47%	46%	49%	37%	48%	46%	48%
Parking garage/other solution	73%	70%	77%	68%	74%	76%	69%
Having equivalent facilities	63%	58%	68%	71%	62%	66%	59%

Cross-tabulation: Combined “Very important/Somewhat important” percentage for each “Big Idea” and the importance of having equivalent facilities by the last time the respondent was in HMS. Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.”

Very important/ Somewhat important percentage	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Performance Center	44%	53%	45%	40%	44%
Dedicated STEM facilities	74%	77%	65%	74%	28%
Wellness area	38%	36%	39%	38%	28%
Environmentally-friendly design	47%	38%	51%	49%	56%
Parking garage/other solution	73%	66%	77%	74%	76%
Having equivalent facilities	63%	65%	58%	64%	60%

Finding 9: When asked about a possible addition to a referendum to address upkeep-type projects, such as roof replacements and parking lot repairs (and the additional cost that would be involved if these projects were added), 42% of the respondents said that doing so would have no impact on their support or opposition to a referendum, while 40% said they would either be “Somewhat” or “Much” less likely to support a referendum if these additional projects were added.

The referendum discussion closed with a question relating to needs at the other eight schools in the district that had been identified as part of a comprehensive facility analysis.

These needs included roof replacements, parking lot repairs, door and window upgrades, and plumbing improvements. The question indicated that these projects would take place over the next 10 years and that they would add \$79 to the referendum cost for the typical homeowner in the district.

The most popular response to this question was that adding these projects and this cost “Would have no impact on my support or opposition,” at 42%. Very close behind was the combination of those who said that it would make them “Somewhat less likely” or “Much less likely” to support a referendum, as 40% selected one of those two answers. Only 15% said including these projects would make them either “Much more likely” or “Somewhat more likely” to support a potential referendum.

The most interesting aspect of the cross-tabulation analysis is comparing the percentages between the negative and the “Would have no impact” groups.

Specifically, the “Somewhat/Much less likely” percentage was higher than the “Would have no impact” percentage in the following subgroups:

- Those age 18-34
- Those who had lived in the district up to five years
- Current student families
- Female respondents
- Those who had been inside HMS within the past month
- Those who had been inside HMS within the past year
- Those who had never been inside HMS

In three of the other subgroups, the scores were tied.

44. Besides addressing Hinsdale Middle School, the district has also been completing a comprehensive facility analysis for the other eight schools. That analysis has identified a number of needs to be addressed over the next 10 years in each school, such as roof replacements, parking lot repairs, door and window upgrades, and plumbing improvements. If these projects were included in the referendum and the cost increased by 79 dollars for the owner of a 5 hundred thousand dollar home, would this make you...Choices, except where indicated, were read to respondents.

Response	Percentage
Much more likely to support the referendum	4%
Somewhat more likely	11%
Somewhat less likely	19%
Much less likely	21%
Would have no impact on my support or opposition	42%
Other (not read – see below)	1%
Don't know (not read)	2%

Verbatim “other” comments

These should be part of normal maintenance.

This should be an entirely separate line item on the ballot.

Cross-tabulation: Combined “Much more/Somewhat more likely” percentage, “Somewhat/Much less likely” percentage and “Would have no impact” percentage for likelihood of support, if additional maintenance projects were added to the referendum by age, length of time living in the district, and student status. Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because nine respondents chose not to answer this question.

Response	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Much/Somewhat more likely	15%	15%	15%	15%	9%	19%	15%	15%	11%	23%	26%
Somewhat/Much less likely	40%	45%	38%	41%	47%	37%	40%	44%	40%	38%	31%
Would have no impact	42%	38%	44%	41%	37%	43%	43%	40%	46%	38%	38%

Cross-tabulation: Combined “Much more/Somewhat more likely” percentage, “Somewhat/Much less likely” percentage and “Would have no impact” percentage for likelihood of support, if additional maintenance projects were added to the referendum by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group.

Response	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Much/Somewhat more likely	15%	13%	18%	16%	15%	16%	15%
Somewhat/Much less likely	40%	41%	39%	42%	37%	42%	37%
Would have no impact	42%	43%	42%	42%	42%	39%	46%

Cross-tabulation: Combined “Much more/Somewhat more likely” percentage, “Somewhat/Much less likely” percentage and “Would have no impact” percentage for likelihood of support, if additional maintenance projects were added to the referendum by the last time the respondent was in HMS. Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.”

Response	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Much/Somewhat more likely	15%	14%	13%	17%	16%
Somewhat/Much less likely	40%	49%	43%	34%	40%
Would have no impact	42%	36%	42%	47%	24%

Finding 10: Survey participants provided further evidence of their high interest in school district news when they were asked to identify, from a list that was read to them, the potential sources of district news that they consulted “frequently.” Five of the sources were selected by at least half of the respondents, with another five being identified by at least 41%.

The survey began to draw to a close with a question that addressed the issue of where typical residents turn for school district news (beyond news about weather-related school closings).

From a list of 17 potential sources, respondents were asked to identify those they consulted “frequently” for the latest school district information.

Five of the 17 sources are being referred to “frequently” by at least 50% of the survey participants:

- Friends and neighbors – 80% (this is typically the top source)
- *The Hinsdalean* newspaper – 68%
- The district’s printed *Annual Report* – 54%
- The conversation at school sports events and social activities – 53%
- The district’s administration, either in person, or when a member of administration is quoted in the news media – 50%

Having nearly one-third of the sources reach 50%, or higher, is a clear indication of the level of interest in school district news among typical residents.

45. I have just a few more questions. I’m wondering where you turn for information about District 181, BESIDES news about weather-related school closings. I’m going to read a short list of people and places where you might turn for district news. If you consult this source frequently, say, “yes.” If you consult it only every so often, or you don’t consult it at all for district news, say, “no.” Let’s start with... List was read and rotated.

Source	Percentage
Friends and neighbors	80%
<i>The Hinsdalean</i> newspaper	68%
The district’s printed <i>Annual Report</i>	54%
The conversation at school sports events and social activities	53%
The district’s administration, either in person, or when a member of administration is quoted in the news media	50%
The School Board, either in person by attending a School Board meeting, by reading the Board summary or by listening to the Board podcast	47%
The district’s electronic or “e” newsletter	46%
Teachers in the district	46%
The school district’s website	45%
<i>The Doings</i> newspaper	41%
School principals in the district	39%
Individual school newsletters	35%
The Parent Teacher Organization, also known as the PTO	32%
<i>The Suburban Life</i> newspaper	24%
Social networking sites, like Facebook, Twitter and Instagram	19%
Local broadcast and cable television stations	18%
<i>The Clarendon Courier</i> newspaper	13%

Demographics and final questions regarding a possible referendum

The survey closed with a standard set of demographic questions – age, length of time living in the district, student status and gender (which is recorded, not asked) – that make it possible to conduct the cross-tabulation analysis.

This list was supplemented by questions that asked how recently the respondent had been inside Hinsdale Middle School and if they, themselves, had attended school in District 181.

After providing this demographic information, respondents were asked how they thought a referendum to address the “issues that we have been talking about” would turn out, if the election were held today. The results suggest the presence of a notable amount of uncertainty among the “typical residents” who were interviewed for this research.

A total of 37% said they thought it would “Probably not” or “Definitely not pass,” while 36% said they were “Not sure,” and 28% said it would “Definitely” or “Probably pass.”

A closer look at the results indicates that 57% of the respondents chose one of the two “probably” categories. Combined with the 36% who were “Not sure,” this result indicates a limited willingness to take a concrete position, suggesting strongly that a steady stream of benefit-driven messages will be critical between now and Election Day, as potential voters weigh their options.

Within the cross-tabulation analysis, only three subgroups (those who had lived in the district up to five years, those who had never been inside HMS and current student families) had more “Pass” than “Not pass” responses. In most of the other subgroups, the results were fairly close and included a healthy percentage of individuals in the “Not sure” category.

In terms of what the respondent would do if another taxing entity had a proposal on the ballot at the same time, 30% said they would only vote for the District 181 proposal, while 23% said it would depend on the other proposal and its cost. Only 18% said they would vote “yes” on both.

And, finally, when asked how their view of living in District 181 would be impacted, should a referendum from the district not pass, well over half of the participants (226, or 57%) said it “Would have no impact/would still live here,” while 57 participants (14%) said they thought their property value would go down.

My last few questions will help us divide our interviews into groups.

46. How long have you, yourself, lived within the boundaries of District 181? Is it...*Choices were read to respondents.*

Response	Percentage
Less than 2 years	2%
2 years to 5 years	9%
More than 5 years to 10 years	14%
More than 10 years to 15 years	18%
More than 15 years	48%
I've lived here all my life	10%

47. In what age group are you? Is it...*Choices, except where indicated, were read to respondents.*

Response	Percentage
18 to 24	1%
25 to 34	17%
35 to 44	20%
45 to 54	23%
55 to 64	21%
65 or older	16%
Refused (not read)	2%

48. Did you, yourself, attend school in District 181?

Response	Percentage
Yes	10%
No	90%

49. When was the last time you, yourself, were inside Hinsdale Middle School? Was it...*Choices, except where indicated, were read to respondents.*

Response	Percentage
This month	15%
Within the last three months	8%
Within the last year	17%
More than one year ago	53%
I've never been inside Hinsdale Middle School	6%
Don't know/Don't remember (not read)	<1%

50. Do you have any children or grandchildren who attend school in District 181 right now? *Numbers, rather than percentages, displayed below.*

Response	Number
Yes, children	143
Yes, children and grandchildren	1
Yes, grandchildren	39
No	217

51. Do you have any children or grandchildren who previously were students in the district, but who have graduated? *Asked only of the 256 respondents who did not answer question 50 either "Yes, children" or "Yes, children and grandchildren." Numbers, rather than percentages, displayed below.*

Response	Number
Yes, children	166
Yes, children and grandchildren	3
Yes, grandchildren	7
No	80

52. Do you have any children or grandchildren who attend private or parochial school right now? *Asked only of the 87 respondents who did not answer question 51 either “Yes, children” or “Yes, children and grandchildren.” Numbers, rather than percentages, displayed below.*

Response	Number
Yes, children	25
Yes, children and grandchildren	1
Yes, grandchildren	3
No	58

53. I’m interested to hear what you think would happen, if an election on a referendum to address the issues that we have been talking about was held today. Do you think it would... *Choices were read to respondents.*

Response	Percentage
Definitely pass	1%
Probably pass	27%
Probably not pass	30%
Definitely not pass	7%
Not sure	36%

Cross-tabulation: Combined “Definitely/Probably pass” and “Probably/Definitely not pass” by age, length of time living in the district, and student status. Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because nine respondents chose not to answer this question.

Response	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Definitely/Probably pass	28%	30%	28%	26%	37%	30%	24%	35%	23%	19%	25%
Probably/Definitely not pass	37%	34%	41%	27%	33%	31%	41%	29%	42%	54%	34%

Cross-tabulation: Combined “Definitely/Probably pass” and “Probably/Definitely not pass” by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group.

Response	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Definitely/Probably pass	28%	28%	28%	26%	28%	30%	24%
Probably/Definitely not pass	37%	38%	36%	39%	37%	32%	43%

Cross-tabulation: Combined “Definitely/Probably pass” and “Probably/Definitely not pass” by the last time the respondent was in HMS. Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.”

Response	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Definitely/Probably pass	28%	32%	32%	24%	32%
Probably/Definitely not pass	37%	35%	33%	41%	20%

54. What if there was an additional ballot issue from another taxing entity on the ballot at the same time as a proposal from District 181? Assuming that the proposal from District 181 and the proposal from the other taxing entity seemed sensible, would you be likely to vote “yes” on both, vote “yes on one but “no” on the other, or vote “no” on both?

Response	Percentage
Yes on both	18%
Yes on the District 181 proposal and no on the other one	30%
Yes on the other one and no on the District 181 proposal	1%
No on both	14%
Would depend on the other proposal and its cost	23%
Don't know (not read)	16%

Cross-tabulation: Impact of possible ballot issue by another taxing entity on the support for a proposal by District 181 by age, length of time living in the district, and student status. Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because nine respondents chose not to answer this question. Also, only top answers shown.

Response	Overall score	18-34 (n=74)	35-54 (n=169)	55 or older (n=148)	Up to 5 years (n=43)	5 to 15 years (n=126)	More than 15 years (n=231)	Student, yes (n=144)	Student, past (n=169)	Student, private (n=26)	Student, never (n=61)
Would vote “yes” on both	18%	20%	19%	17%	30%	16%	17%	15%	17%	19%	28%
Would vote “yes” on the D181 proposal and “no” on the other one	30%	38%	24%	31%	35%	31%	28%	31%	28%	19%	34%
Would vote “no” on both	14%	12%	16%	11%	7%	11%	16%	10%	16%	27%	8%
Would depend on the other proposal and its cost (this answer was not one of the ones offered; however, the interviewer had this an option, based on the respondent’s answer)	23%	18%	22%	25%	19%	22%	24%	23%	25%	27%	15%

Cross-tabulation: Impact of possible ballot issue by another taxing entity on the support for a proposal by District 181 by middle school drawing area, whether or not the respondent was a past D181 student, and gender. Note: “n” equals the number of respondents in each group. Also, only top answers shown.

Response	Overall score	Hinsdale (n=200)	Clarendon Hills (n=200)	Yes, was a student (n=38)	No, was not a student (n=362)	Female (n=222)	Male (n=178)
Would vote “yes” on both	18%	17%	19%	13%	19%	18%	18%
Would vote “yes” on the D181 proposal and “no” on the other one	30%	28%	31%	34%	29%	28%	31%
Would vote “no” on both	14%	15%	12%	5%	14%	11%	17%
Would depend on the other proposal and its cost (this answer was not one of the ones offered; however, the interviewer had this an option, based on the respondent’s answer)	23%	26%	20%	26%	22%	23%	22%

Cross-tabulation: Impact of possible ballot issue by another taxing entity on the support for a proposal by District 181 by the last time the respondent was in HMS. Note: “n” equals the number of respondents in each group, but does not include the one respondent who said, “Don’t know.” Also, only top answers shown.

Response	Overall score	At least within the last three months (n=94)	At least within the last year (n=69)	More than one year ago (n=211)	Never been inside HMS (n=25)
Would vote “yes” on both	18%	16%	13%	20%	20%
Would vote “yes” on the D181 proposal and “no” on the other one	30%	34%	35%	24%	44%
Would vote “no” on both	14%	14%	10%	16%	4%
Would depend on the other proposal and its cost (this answer was not one of the ones offered; however, the interviewer had this an option, based on the respondent’s answer)	23%	19%	20%	26%	16%

55. If a future referendum to address the issues at Hinsdale Middle School did not pass, how would it impact your view of living in District 181? *Responses below were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Would have no impact/would still live here	226
Property value would go down	57
Would be disappointed	43
Other (see below)	30
Don't know/not sure	24
I would view it negatively	20

Verbatim “other” comments

I'd be very happy. That would mean that people have common sense.

The only reason I'm staying here was because my kids went to school and we wanted our property values to be higher.

It wouldn't matter, because the high schools are still good.

It would be a huge impact. I've got kids that are allergic to mold and I own my home here.

I think it would decrease our home value, and I would consider private school for my children.

It would make me think people are not for education.

Would improve my view substantially.

I think it would be sad, because it's needed.

No impact on us, but it might impact our selling our home in the future.

Wouldn't make much difference, because we plan to live here only another two years.

Somewhat. It would discourage me from thinking the people in Hinsdale are willing to make big decisions.

I would be disappointed, but by the time this happens, I wouldn't have kids in school.



We've always been known for good schools. If it didn't pass it would look poorly on us.

We would stay here. We need to think as broadly as we can on the students. They may have to make two tries to get it passed.

Not a whole lot. I still think it's a great learning district and the teachers are excellent.

Positively.

It would have somewhat of an impact and could reduce property values, but I would still stay here.

It would hurt.

We are building a house, so it is a little late now.

Negatively. I have a young child that has to go to that school.

I would have to find another middle school for my child.

I would feel less positive about living in the district.

It would not affect me, but the home values would be affected. My children and their children all go, or have gone to, Catholic schools

I would probably think it was just that people are tired of increased taxes, but that would be a mistake, in my opinion. The kids are our future.

I have lived here so long that it would not make me mad enough to move, but I would not be happy.

I would think that the powers that be would come up with something that would pass.

It would be negative.

It would hurt the community financially, because we all want the best for our kids.

It would be horrid.

Really not sure what impact it will have.

56. RECORD GENDER

Response	Percentage
Female	56%
Memo	45%

Summary

The results of the late August/early September telephone research with 400 randomly selected, head of household (male or female), registered voters who live in the district revealed that the “typical” resident in District 181:

- Believes that the district is delivering high-quality education, which is guided by strong professionals at the building level, but is a bit more modest in his or her evaluation of other personnel and factors outside the classroom related to the district/patron relationship.
- Is extremely aware of the facility challenges at Hinsdale Middle School, both the outdated design that is a poor fit for how education is delivered today and the infrastructure issues, such as burst water pipes and mold.
- Offers more support for the option to build a new middle school on the same piece of property where HMS sits today than for renovating and expanding the current facility.
- Makes it clear that cost will play a role in his or her decision-making, by preferring a lower monthly cost over a longer period of time, instead of a higher monthly cost/shorter time period, and by being generally unenthusiastic about the idea to address long-term facility needs at the other schools by adding to the cost of this referendum.
- Strongly supports the idea that HMS – either in a renovated/expanded state or new construction – and CHMS should have equivalent facilities and has some definitive views on the “Big Ideas” that the district has been discussing for HMS in the future.
- Is unsure, at least for today, how a referendum would turn out (particularly if there was a proposal from another taxing entity on the ballot at the same time).

The key findings are as follows:

First, even with the cost differences, a strong majority of typical residents believe that it makes little sense to try to make the current Hinsdale Middle School functional for today and the future.

Second, residents seem to want to focus primarily on the task at hand – solve the HMS issue – and have only a minimal appetite for most of the additional ideas that have been discussed for the facility in the future, or for adding onto the cost of the referendum by including what could be perceived as maintenance items to the price tag.

Third, in addition to having somewhat of a tepid response to most of these “extras,” the residents’ cost sensitivity is seen in the strong preference for a lower monthly cost – even if it means a higher total bill – than a higher monthly cost/lower total cost option.

These results are an echo from the focus groups and Key Opinion Leader interviews that were conducted previously. Participants in those processes believe that the ongoing HMS issue is a yoke around the district’s neck that is getting heavier and heavier, the more time that passes.

And while the additional ideas and the maintenance issues have merit at least at some level, there is a clear sense in all the data collected to date that the district risks being seen as somewhat opportunistic (as in, “We’re having a referendum anyway; why don’t we just include these items also?”), if it includes too much that is not perceived to be related to the task at hand – solving the HMS issue.

Whatever the district decides, it will be critical to keep the messages simple and consistent, focusing on the basics (What’s in the proposal? What will it cost me? Why should I vote yes?) at a macro level, while making the details available on the district website for those who are interested. Above all, it must be clear that this – whatever “this” ends up being – *will fix the HMS situation.*