

## **School Board Work Session**

Monday, February 10, 2025 7:00 PM

Waconia Public Schools - District Office - Conf Rm A, 512 Industrial Blvd.,  
Waconia, MN 55387

### **1. Community Surveys Presentation**

**Presenter:** Peter  
Leatherman, Morris-  
Leatherman

# Planning for Success in the New Normal

## Surveys and Feasibility Testing

Peter Leatherman  
*Morris Leatherman Company*





# Why Do a Community Survey?

- Measure broad indicators of community satisfaction with district
- Test feasibility for an operating, technology or bond referendum
- Evaluate how community members get information about the school district
- Test key messages and language to inform communication planning





## Common Survey Types: Opt-in

- Opt-in
  - Survey made available but does not involve random selection
  - Probability of being selected not known
  - Surveys delivered online and/or through the mail
    - Advantages
      - Good engagement tool if promoted well with opportunity for greater participation
      - Online surveys generally less expensive than random-sample surveys
    - Disadvantages
      - Potential for selection bias, which may reduce accuracy of data
      - Respondents typically over- or under-sampled based on self-interest in topic
      - Parents are often overrepresented in school district surveys
      - *“In self-selected or opt-in samples, respondents have selected themselves, and this means their answers may not be representative of the larger populations.” AAPOR*



## Common Survey Types: Scientific Survey

- Scientific Surveys
  - Common types include phone and mailed surveys
    - Every person in population has equal chance of being selected
    - Demographic targets with quotas
    - Goal is to have the demographics of the sample mirror the demographics of the population as a whole
  - *“The major advantage of probability-based sampling is that we can calculate how well the finding from the sample represents the total population” [within the margin of error] AAPOR*





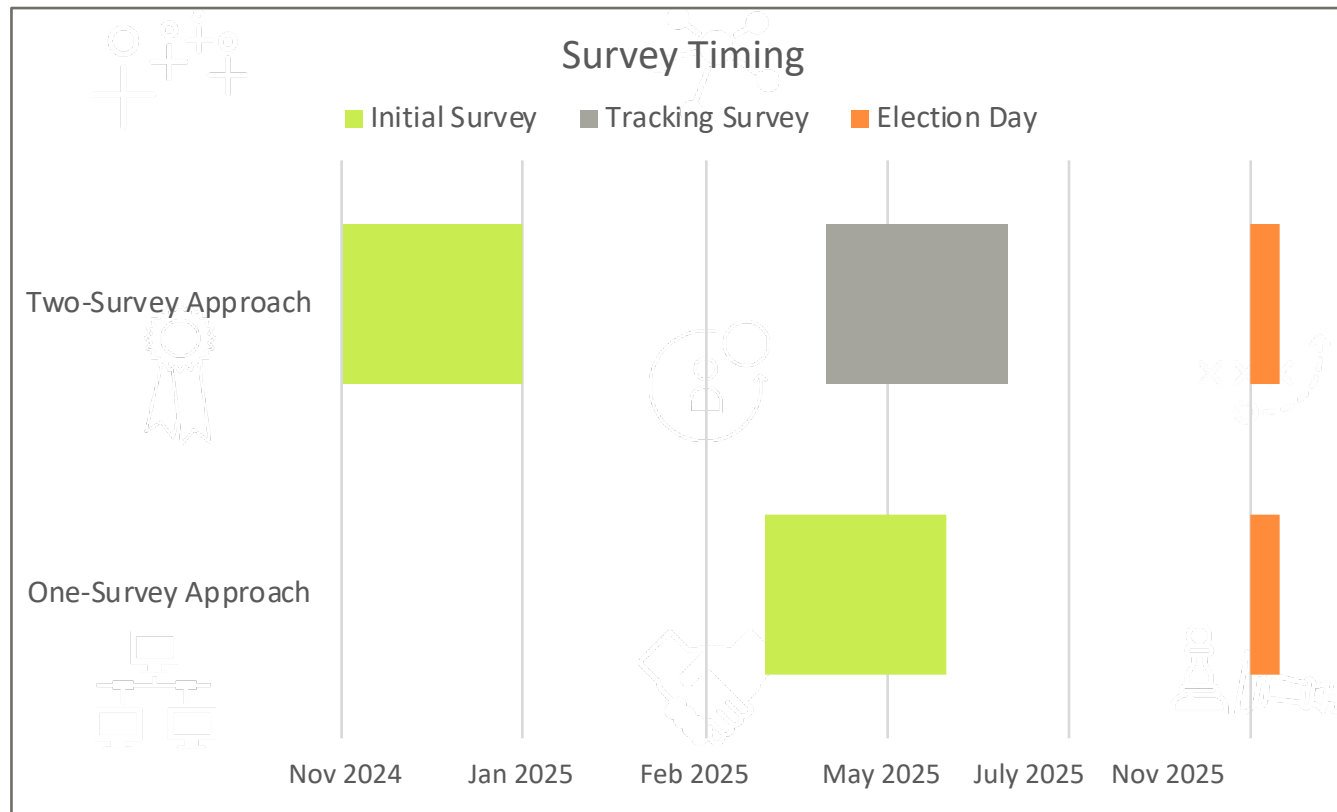
## Overview of Methodology

- Scientific survey with demographic targets most common approach
- Both demographic and predictive databases can be used to establish demographic counts and interview targets
- Call center provided with demographic targets for number of interviews (i.e., age, parent status, gender, race/ethnicity, region, past voting behavior)
- Average questionnaire of 10 to 15 minutes, typically less than 70 questions
- Interviews conducted by telephone (both landline and cell)





# Survey timing



Anticipate 6 – 8 weeks from approval of the questionnaire to completed project



## Summary

- Key reasons to conduct a community survey
  - Test feasibility of an operating, technology or bond referendum
  - Measure overall satisfaction with the District over a broad range of residents
  - Guide planning and decision-making
- Best practice seeks to match methodology with needs of District
  - Opt-in, non-probability survey for broader engagement
  - Scientific, random-sample survey for more precise measure of perspectives before high-stakes decisions



2. **Deans of Students History and Context**

**Presenter:** Shane  
Clausen and Paul  
Sparby



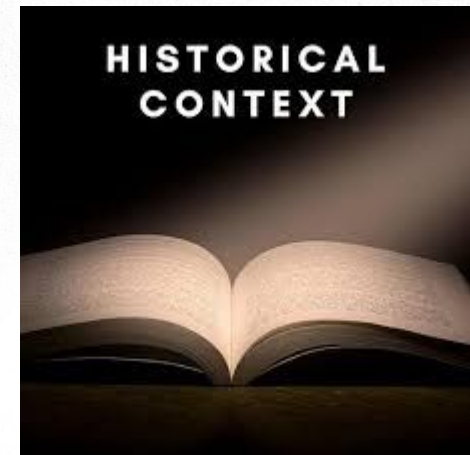
# School Board Presentation

## Dean Positions at WMS and WHS

**Presenters: Shane Clausen & Paul Sparby**

# How did the Dean positions come about in Fall of 2022?

- Post COVID Increased Office Referrals for Behavior
- Growth in Student Absences
- Academic Deficiencies
  - Need for additional interventions and student supports



# Dean of Students Funding History

- 2022-23 ESSR Funds (1.0 WMS/1.0 WHS)
- \* *Spring 2023 Budget Adjustment (next slide) \**
- 2023-24 ESSR Funds (0.5 Building/0.5 DES)
- 2024-25 Co-op Grant funded (0.5 Building/0.5 DES)

ESSR= Elementary and Secondary School Emergency Relief Fund  
DES= Department of Education Services



# Spring 2023 WREAP Line Item

Reduce 3.5 FTE from 6.5 FTE through the consolidation of technology integration, instructional coaches, and deans of students into 2.0 FTE Teaching and Learning Specialists (elementary and secondary TOSAs) to assume tech integration support.

**Note 1:** requires a new model for peer evaluation (PLC)

**Note 2:** 1.0 of coaching positions will be condensed into deans for 2023-24 (COVID funds used for deans)

FTE=Full Time Equivalent

TOSA=Teacher on Special Assignment

PLC=Professional Learning Community

WREAP=Waconia Public Schools Resources in Education Allocation Planning



# WMS Dean of Students Assignments

- **Office Referrals/Discipline**
  - Investigate situations, communicate with students and families, collaborate with principals, provide SEL support, Oversee non-exclusionary discipline practices (ie BIP), detention coordinator
- **PBIS Program Lead Teacher (Implementation Year 3 of 3)**
  - Student and Staff Training, Student and Staff Communication, Data Gathering, Data analysis
- **Student Support**
  - Key member of the SAT Team, Multiple Committees (PBIS, Polar Plunge, Anti-Bullying, Grading for Learning)

SEL= Social Emotional Learning

BIP= Behavior Intervention Plan

PBIS= Positive Behavioral Interventions and Supports (K-8 program)

SAT= Student Assistance Team



# WMS Dean of Students Assignments

- WEB 6th Grade Transition Program Leader
- Building/Staff Support
  - IEP meetings, collaborate with staff on classroom and student needs, plan and attend extracurricular activities, hallway and lunch safety and supervision
- Instructional Coach Support for Probationary Staff Teachers and continuing contract upon request.
- Districtwide Professional Development- BELONG initiative
- Building Representative at District wide Committees (Technology)

IEP=Individual Education Plan  
WEB=Where Everyone Belongs



# WMS Office Referral Events

	2021-22 Office Referral Events	2022-23 Office Referral Events	2023-24 Office Referral Events	2024-25 Office Referral Events (1/7/25)
Principal	66/338 (20%)	15/297 (8%)	35/342 (10%)	5/68 (7%)
Asst. Principal(s)	150/338 (44%) <i>(0.5 FTE)</i>	80/297 (27%)	142/342 (42%) <i>(Dean role)</i>	30/68 (44%) <i>(Interim AP)</i>
Dean	122/338 (36%) <i>(0.5 FTE)</i>	202/297 (68%) <i>(No DES duties)</i>	165/342 (48%)	33/68 (49%)
Total Avg. per day	1.98	1.74	2	1.16



# WHS Dean of Students Assignments

- **Attendance**
  - Establish and follow attendance process, meet with students, communicate with families, work with other stakeholders (teachers, counselors, Carver County)
- **Discipline**
  - Investigate situations, communicate with students and families, collaborate with principals, provide SEL support
- **WILD Time**
  - Schedule sessions, send reminders to students and staff, arrange coverage, follow up with students who do not sign up
- **Student Support**
  - Part of the SAT Team, MTSS Committee,
- **Building/Staff Support**
  - IEP meetings, collaborate with staff on classroom and student needs, plan and attend ceremonies (Academic Awards, Graduation, etc.)

MTSS=Multi-Tiered System of Supports



# WHS Dean of Students Assignments

- **Attendance**

- Meet with an average of 40 students/week
- Met with 241 individual students to date
- Parent emails; letters, and phone calls
- Pre-Diversion meetings with county (7 to date)
- Post-covid attendance issues

- **Discipline**

- Met with 394 students to date (attendance and behavior)
- See office referral slide for additional data

- **Building/Staff Support**

- IEP meetings: 51 to date
- Sub coverage (28 class periods to date)

\*updated 1/22/25



# WHS Office Referral Events

	2021-22 Office Referral Events	2022-23 Office Referral Events	2023-24 Office Referral Events	2024-25 Office Referral Events (1/22/2025)
Principal	22/129 (17%)	15/156 (10%)	10/148 (7%)	17/123 (14%)
Asst. Principal	107/129 (83%)	49/156 (31%)	24/148 (16%)	17/123 (14%)
Dean	No Dean @ WHS	92/156 (59%)	114/148 (77%)	91/123 (72%)

updated 1/22/25



# Contrasting with Role of Principal

With the Dean of Students, the Principal and Assistant principals have time to manage tasks including:

- Providing instructional leadership and visibility in classrooms and common spaces
- Conducting formal and informal classroom observations, evaluations, and coaching conversations
- Leadership for strategic planning and school improvement
- Managing and monitoring site budgets

It is also notable that day to day responsibilities for principals increased after the reduction of the Teaching and Learning Managers (WREAP slide earlier) including:

- Administrative oversight of summer programming, night school, and WLC
- Coordination of standardized assessments
- Additional evaluations and coaching conversations

WREAP= Waconia Public Schools Resources in Education Allocation Planning



# Middle School Admin Comparisons

School	Students	Asst. Principals	Licensed Deans	TOSA Deans	Counselor	Social Workers	Total FTEs	School Resource Officer	Additional comments or clarification
Chaska MS East (3 MS)	680	1	1	1	2	1	6	Shared	Inst. Coach 1.0/Curriculum Support 1.0
Sartell MS	992	1	0	0	2	1	4	Shared	1.0 Security/Hall Monitor
Discovery MS (Alexandria)	900	1	0	2	0	1.5	4.5	Yes- On site	
New Prague	940	1	0	0	2	1	4	Shared	Note: Need more help
Orono MS	730	1	0	0	1	1	3	Shared	1 Academic and 1 Behavior Interventionist
Bloomington (3 MS Sites)	600-700	1	0	1	2	1	5	Shared	Shared Cultural Liaisons/Security Monitor
Waconia	880	1	0	1*	2	1	5	Shared	*Dean shared w/ DES



# High School Admin Comparisons

HIGH SCHOOL	9-12 ENROLLMENT	FTEs = AP	FTE's = ADs	FTEs = Deans	FTEs = Counselors	Total FTEs	Additional comments or clarification
Chaska High School	1500	1.00	1.50	2.00	4.00	<b>8.50</b>	
Chanhassen High School	1390	1.00	1.50	2.00	4.00	<b>8.50</b>	
New Prague High School	1344	2.00	1.00	0.00	4.00	<b>7.00</b>	
Orono High School	1000	1.00	1.00	0.00	3.00	<b>5.00</b>	1.0 hall monitor
Bloomington Jefferson High School	1750	2.00	1.00	1.00	5.00	<b>9.00</b>	We have 2 student support specialists as well.
St. Louis Park High School	1425	2.00	1.00	0.00	4.00	<b>7.00</b>	5 behavior support specialists
Alexandria High School	1326	1.00	1.00	1.00	4.00	<b>7.00</b>	
Mahtomedi High School	1189	1.00	1.00	0.00	4.00	<b>6.00</b>	
Owatonna High School	1475	2.00	1.00	1.00	5.00	<b>9.00</b>	
Sartell High School	1280	2.00	1.00	0.00	4.00	<b>7.00</b>	
St. Francis High School	1200	2.00	1.00	0.00	3.00	<b>6.00</b>	
Waconia High School	1353	1.00	1.00	1.0	3.00	<b>6.00</b>	*Dean is shared position with DES





# Questions?

3. **Department of Education Services (DES)  
Positions**

**Presenter:** Erika  
Nesvig, Director of  
Education Services



# Department of Educational Services

February 10, 2025

# Teaching and Learning Department

Prior to 2023-2024  
5 FTE

**Director of Teaching and Learning**

**2 Teaching and Learning Managers**

**2 Instructional Coaches**



# Department of Educational Services

2023-2025

3 FTE

**Director of Teaching and Learning**

**1 Instructional Coach**

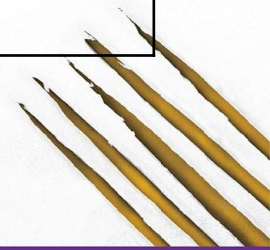
**Dean at WMS and WHS - (.5 DES)**



# Shift in Responsibilities

Director	Instructional Coach	Deans	Principals/APs
Staff Development Curriculum Review Cycle MDE Reporting School Improvement Plans Data Grants EL Program District Assessment Coordinator PGRE	Elementary Instructional Coach Mentor Program PGRE Staff Development Elementary GT Lead	New Teacher Instructional Coach PGRE Secondary Staff Development	Teacher Evaluations SAT Teams WLC

EL= English Language  
 PGRE= Professional Growth, Reflection and Evaluation  
 GT=Gifted and Talented  
 SAT= Student Assistance Teams  
 WLC= Waconia Learning Center



# READ Act

## READ Act Requirements Completed:

- By 2024-2025 - Kindergarten through 3rd grade must be assessed through state approved literacy screener.
- By 2025-2026 - Provide evidence-based reading training to staff to elementary and special education staff.
- By 2026-2027 - Adopt an evidenced-based reading curriculum.

## Next Step:

- By August 2025 employ a literacy lead.



# Literacy Lead

## Additional 1.0 FTE in DES

A district literacy lead must collaborate with district administrators and staff to support the implementation or requirements under the READ Act.

### Core Responsibilities in ISD110

- Instructional coach for new reading curriculum.
- Support implementation of interventions at elementary.
- Support data collection and analysis to support student growth.
- Support parent notification and support for students not reading at grade level.





Questions?

4. **Superintendent Update**

**Presenter:** Dr. Brian  
Gersich

4.A. Priorities Results



# Visioning and Priorities

February 10, 2025

# WACONIA PUBLIC SCHOOLS 2024–2028 Strategic Plan



**WACONIA**  
PUBLIC SCHOOLS ISD 110

## OUR MISSION

ISD 110 maximizes opportunities for all students to **explore their passions and create their success** by committing to a community that includes academic rigor, social growth, and emotional wellbeing.



## OUR VISION

ISD 110 commits to:

- Inspiring students to explore a variety of pathways including academic offerings and extra curricular activities that will allow them to recognize who they are and who they will become.
- Fostering a community with a collective sense of belonging and wellbeing.
- Establishing efficient systems and structures as part of a world-class school district that will create opportunities for staff to engage in innovative teaching and students to experience academic success.

## OUR STRATEGIC DIRECTIONS

### OUR CORE VALUES

#### Respect

We honor and listen to all voices to ensure everyone feels valued.

#### Collaboration

We achieve our common goals through trust, teamwork, and partnership.

#### Inclusiveness

We welcome all and seek multiple perspectives to create one connected community.

#### Empathy

We listen and act with genuine care.

#### Resilience

We empower one another and persevere with courage, determination, and optimism.



### Student Outcomes

- Elementary student performance on MCAs
- Middle school student performance on MCAs
- High school student readiness for post-high school success



### Student & Staff Experience

- Physically and emotionally safe at school
- Recognize & respond to cultural commonalities and differences. Feel welcomed, respected, and heard
- Access to inclusive academic, leadership, service and social experiences



### Systems & Structures

- Management of financial resources
- Proactive planning for and management of facilities
- Monitor & promote student enrollment

Strategic Direction	Description	Measure / Metric	Levels				
			Level 1	Level 2	Level 3	Level 4	Level 5
Delivering high-quality instruction that advances academic excellence	Elementary student performance on MCA	Percentage of 3rd-5th grade students who meet or exceed proficiency in reading	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
		Percentage of 3rd-5th grade students who meet or exceed proficiency in math	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	Middle school student performance on MCA	Percentage of 6th-8th grade students who meet or exceed proficiency in reading	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
		Percentage of 6th-8th grade students who meet or exceed proficiency in math	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	High school student readiness for post-high school success	Percent of students meeting 3 out of 4 benchmarks for the ACT	34% or below	35%-39%	40%-44%	45%-49%	50% or higher
		Percent of students taking at least one course designated for higher ed and future careers at WHS	65%-69%	70%-74%	75%-79%	80%-84%	85% or higher
Creating and maintaining an experience where students and staff feel safe and supported, engaged, and belong	Physically and emotionally safe at school.	Students surveyed agree or strongly agree they feel safe and supported	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Staff surveyed agree or strongly agree they feel safe and supported	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Percentage of district safety and emergency plans/drills followed with fidelity	86% & Below	87% - 89%	90% - 93%	94% - 96%	97% & above
	Recognize and respond to cultural commonalities and differences. Feel welcome, respected and heard.	Students and parent/guardians surveyed agree or strongly agree their student feels welcomed, respected, and heard	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Staff surveys agree or strongly agree they feel welcomed, respected, and heard	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Behavior referrals responded to with restorative and non-exclusionary practices	80% & Below	81% - 84%	85% - 88%	89% - 92%	93% & above
	Access to inclusive academic, leadership, service, and social experiences	Students and parent/guardians surveyed agree or strongly agree they are engaged and involved in school	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		High school students involved in academic, leadership, service, social, fine arts, and athletic clubs or activities	67% & Below	68% - 72%	73% - 77%	78% - 84%	85% & above
		Staff surveyed agree or strongly agree they are engaged and productive in their position	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
Establishing efficient, effective, and sustainable systems and structures to support the fulfillment of district vision	Management of financial resources	Unassigned fund balance at fiscal year-end	Less than -2%	-1.9% to 2.0%	2.1% to 5%	5.1% to 8%	Greater than 8%
		Findings from the annual ISD 110 audit	4 or more	3	2	1	0
	Proactive planning for and management of facilities	Facilities condition survey results indicate clean spaces in buildings (ranking from 1 to 5, 5 being the highest)	1.0 - 1.9	2.0 - 2.9	3.0 - 3.9	4.0 - 4.4	4.5 - 5
	Monitor and promote ISD 110 student enrollment	Net open enrollment for ISD 110	Less than -200	-200 to - 101	-100 to -51	-50 to 0	Greater than 0
% Wildcat Preschool students retained in Kindergarten or Preschool		less than 74%	75% to 79%	80% to 84%	85% to 89%	90% or greater	

# How did we get here?

- Fall site meetings (strategic plan, budget update, ability to consider what we need to meet our strategic plan)
- Full admin met with departments and buildings to facilitate process



# Questions during process

- What's working well?
- What isn't working as well as it could?
- Options and Ideas for Solutions
  - Pros
  - Cons
- Prioritizing the list



# After site meetings in December

- Building and department leaders brought lists to the full admin team
- Discussed and compiled themes
  - Confirm adheres to strategic priorities
  - Create consensus District list
- Shared list back with sites and departments for additional feedback
- Leadership team works to understand costs of list for spring (still in progress to gain clarity, cost, and plan)



Locate/identify additional funding sources

- grants
- private business
- state resources

#1 - levy/bond

Schedules to free up people to sub take on building/tasks district

#2

SPED model reviews

\* Solution: #1 Tosa Inst./Behavior Specialist

Pro

- Available for a classroom daily
- Teach/Partner w/ teachers on interventions/plans
- Teaching small group lessons
- Alternative to SPED referral
- Students build better skills b/f Middle/high school.

- 3 FTE
- Not Ln

\* Solution: Replace/Repair Instruction

Pro

- + Time on instruction
- + Staff experience/less frustration
- + Fewer technical issues/maybe more tech integration into learning.

\* Solution: K-1 class size always

Pro

- + Increase % of kids choosing ISD110
- + Foundational learning skills in place for higher % of kids.
- + Maintain or lower SPED referrals

Solution: Invest in Safety/Security (Doors/cameras/etc PA systems)

\* D

### Challenges

- Mental Health Support -
  - SEL
  - Behavior support for students
- Grade 5/ Specialist overcrowding of students in small space → higher behavior needs → challenge when trying to work collaboratively
- Daily # need to be flexible due to sub shortage
- Technology - resources outdated
  - help sometimes a challenge
- HR/payroll - need updated systems
- Maintenance - challenge to get things repaired
- Nutrient Services - loud lunch

Fing - Tech. Learning Inst. Coaches Behavior Supports ESP positions SUBS x 629 SPED (population growth)

hardware - old equipment inconsistent duct tape

planning/adopting lots of platforms SEL Continuum

improve tech resources

4

- students experience using tech
- efficient tech districtwide
- Support students in social emotional/needs of students
  - increase school therapist
  - Add Link at WMS
  - updated curriculum at elem + WMS - maybe renewed commitment
  - behavior management strategies for teacher

- Peaceful, happy children
- Students more in learning
- Executive function skills
- School therapist → no cost
- LINK - moving forward teachers have

Add a 4th specialist at elementary

- ability to teach all standards w/ diff materials
- increase enrollment because of if students

Strong Staff/ Collaboration

Inclusive

Unified BELONG PBIS/Teaching expectations/core

- Clean/safe buildings
- Building/team communication
- Preschool in Elem Overall transitions between
- Variety of course offerings (Explore your passions)
- Strong support services for what we need (counselor, social worker, nurse, custodial, etc)
- ESP's are good

Improved Communication (District level)

# Results from Process and Ranking



Sites and departments to review and develop:

- Replace/repair instructional technology
- Individualized student behaviors/needs (i.e. review SPED model, instructional/behavior support TOSA, methods for dealing with unique learners making class sizes feel unmanageable)
- Invest in safety and security infrastructure (i.e. cameras, PA systems, emergency communication)
- Adding a fourth specialist rotation at the elementary level
- Broad student behaviors/needs (i.e. training for existing staff)
- K-12 media support

Note: A theme is also advocating we maintain acceptable class sizes where possible.



# Class Sizes



We also heard that our team would like to advocate we commit to maintaining acceptable class sizes where possible.

Some context:

- Having and communicating transparent target ranges is a relatively new concept
- We've always, and will always, have to make tough decisions about FTE and class sizes
- Master scheduling with electives and offerings at secondary level is complex and is always a challenge to balance



# Additional perspective



Had the elementary target ranges been used in the past, consider the two years before we made budget cuts:

- 21-22 there were two grade levels that were over our set targets: grade 1 at BV and grade 1 at LT
- 22-23 there were two grade levels that were over our set targets: K at BV and grade 2 at LT

After budget cuts:

- 23-24 there were 2 grade levels over target: K at LT and grade 3 at LT
- This year there are 2 grade levels over target: grade 5 at BV and grade 5 at SV
- Also notable: Middle school average class sizes are lower today than before the cuts



# Next Steps

- Still working to understand details, associated cost estimates and proposals as to what we could afford to work into our budget
  - “One time” costs versus ongoing costs
- Review of revenue sources, restricted funds, other options
  - Some items on the list are very feasible to support relieving pressure from our team
- Technology review a factor, but as one example, we intend to find a way to start replacing instructional technology that is severely outdated





# Questions?

#### 4.B. Budget and Levy Review Timeline



## MEMORANDUM

**TO:** ISD 110 School Board

**FROM:** Dr. Brian Gersich, Superintendent

**DATE:** February 10, 2025

**SUBJECT:** Financial Planning and Levy Review

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### Introduction:

For the 2024-25 school year, one of the goals the school board requested of the superintendent was to, "Create a strategy and plan within the framework of long-term financial planning and goals to aid the board in assessing the extent to which current levies and bonds address the district's financial needs and help identify what needs exist for future local referendums." The purpose of this memorandum is to lay out some of the details and plans that are being provided relevant to that goal and the process to help the board determine what if any, action should be taken as it relates to long-term financial planning for ISD 110.

### Context and Timeline:

The data that will be provided in the upcoming weeks is to support understanding our short and long-term financial projections to provide for planning. Along the way, there may be other pieces of data that the board would like to see to encourage understanding and drive decisions. Certainly, it is critical to have a general knowledge of our budget history and projections to have discussions or make recommendations related to the potential of asking the community for additional money to support schools.

Items we intend to present include but are not limited to:

1. School Finance 101 - general understanding of how Minnesota Public Schools generate revenue and how those funds are spent
2. Long-term financial projections (3-5 years)
3. General needs and improvements to achieve our strategic goals and support our staff
4. Current condition of long-term needs related to instructional technology and technology infrastructure
5. History, context, and comparisons for general operating and capital project levies
6. General tax implications of various local levy options
7. Optional: Community survey to understand environmental and financial support opinions of the community.

**Conclusion and Next Steps:**

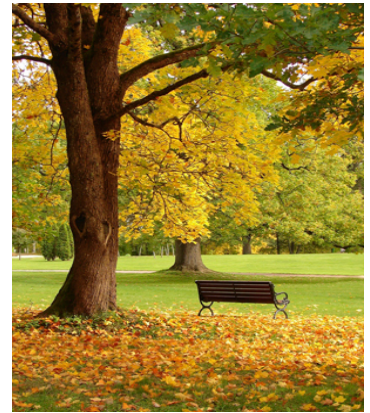
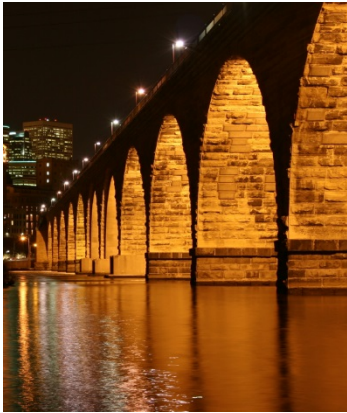
Ultimately the board would need to determine what, if any, steps should be taken related to the long-term planning for ISD 110. This could include efforts to increase revenues through a local referendum, a process to review and decrease expenses, or a combination of these. In the event that the board determines it appropriate to call for a referendum in November, the board would need to take official action in August. However, since there exists significant planning to prepare for that action, the board would likely need to take preliminary action and direct the superintendent to prepare for a fall referendum, likely by April or May.

5. **Discussion: Levy Survey**

**Presenter:** Matt  
Thomas

- Morris Leatherman is a full service market and research firm based in Minneapolis that is widely used by Twin Cities Metro Area school districts and beyond.
- Telephone survey of 400 randomly selected households in the District using landlines and cellular lines.
- 40 or 70 questions that would assess the attitudes and opinions of District residents on five separate but interrelated issues:
  - Issues facing the School District
  - Ratings and Evaluations of the District
  - Operating levy and technology levy atmospherics
  - Communications
  - Demographics
- Would provide results projectable to the entire district adult population within 5.0% in 95 out of 100 cases.
- Timeline: 8–10 weeks from start to finish
  - Planning with client to establish topics
  - Structuring of questions
  - Pre-testing and revisions
  - Fieldwork
  - Computer analysis and prepare written report
  - On-site presentation to Board
- Cost:
  - 40 question option: \$16,000
  - 70 question option: \$25,000
- Districts: Minnetonka, Eden Prairie, Westonka, Burnsville/Eagan/Savage, Robbinsdale, Anoka–Hennepin

- School Perceptions is a Wisconsin-based educational research firm that works with school districts, regional service agencies, as well as state and national orgs.
- Direct mail survey to all District households consisting of a welcome letter and 4–8 pages of questions. Respondents can fill out a paper survey and mail it back or scan a QR code and fill it out electronically.
- Not a random sample, inclusive of all district residents.
- Over the past five years they assert they have predicted an election's outcome with an accuracy greater than 90%.
- Timeline: 4 Months
  - Strategy Development
  - Survey Design
  - Survey Administration
  - Results Reporting
- Cost: \$11,000 plus printing and postage costs  
Approximate total: \$16,000
- Districts: Austin, Fergus Falls, Jordan, Mankato, Montevideo, Sauk Rapids–Rice, Chatfield, Edgerton



# Community Survey

## Prepared for Waconia Public Schools

Provided by Springsted Incorporated

May 2018

**Waconia Public Schools**  
Community Survey Results  
May 2018

## **Introduction**

Springsted Incorporated was retained by Waconia Public Schools to perform a scientific random-sample survey of the District's registered voters, to evaluate perceptions about the district in general and to gauge the community's support for a potential referendum under consideration by the District. This report is intended to supplement our initial presentation which summarized our overall findings and recommendations, by providing additional detail about support among different demographic groups.

Our survey included a random sample of 400 registered voters in the District, who were contacted between April 18<sup>th</sup> and May 1<sup>st</sup>. The random sample was designed to approximate a "mirror image" of all registered voters, with controls for age, gender, parent status, and location, among other factors. A summary of the survey's demographic targets is included later in this report.

Interviews consisted of 37 questions, with an average duration of 12.5 minutes. The refusal rate for the project was 13%, meaning that after contact was made and the voter's name and address were verified, 87% agreed to complete the phone interview.

Given the size of our survey sample, our demographic controls, and the number of registered voters in the District, the estimated margin of error for this survey is approximately  $\pm 4.8\%$ . In some cases, a question was presented in two different ways, with half of participants receiving each version. In these cases, the margin of error due to the smaller sample size is approximately  $\pm 6.9\%$ . Similarly, demographic information was limited for some dimensions. As a result, the margin of error for responses based on household income (N=389) is  $\pm 4.9\%$ , and for educational attainment (N=295) is  $\pm 5.6\%$ .

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**Who Was Called**

Before interviews were begun, we analyzed the District’s registered voter list to determine a number of demographic targets to ensure that a representative sample of the District’s voters was surveyed. These characteristics included sex, parent status, age, voting activity, and geographic location in the district.

Our completed interviews came very close to our demographic targets, as indicated on the accompanying table.

While not included as a demographic control, our survey also tracked whether callers were using cell phones or land line phones to receive our calls. For this survey, approximately 25% of interviews were completed with participants on cell phones. The proportion of cell phone users has grown considerably over the past decade. In the second half of 2016, the National Health Interview Survey revealed that more than half of American homes were wireless-only.

Demographic	Target	Surveyed	Difference
Males	48.2%	49.3%	1.1%
Females	51.8%	50.8%	-1.1%
Waconia 1st Ward	25.0%	29.0%	4.0%
Waconia 2nd Ward	31.9%	26.0%	-5.9%
NW/West/South District	12.3%	12.5%	0.2%
NE District	30.9%	32.5%	1.6%
Age 18-24	6.9%	8.0%	1.1%
25-34	13.6%	12.8%	-0.8%
35-44	22.3%	22.3%	-0.1%
45-54	22.7%	22.8%	0.1%
55-64	17.1%	15.5%	-1.6%
65+	17.5%	18.8%	1.3%
Parents	35.0%	32.5%	-2.5%
Non-parents/ Alumni parents	65.0%	67.5%	2.5%
Less Active/New	29.8%	28.5%	-1.3%
Active voters	50.5%	47.3%	-3.2%
Very Active voters	19.7%	24.3%	4.5%

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### **Support for Higher Operating Levy**

The pages below show details about support levels for increasing the District's current operating levy. The first two tables show support before and after receiving details about the potential levy increase.

In between the questions for initial support and informed support, participants were given two sets of statements describing specific elements of the existing operating levy. One section gave statement in the context of consequences to the district if the funding were not available. The other section talked in terms of improvements that could be made if the additional funds were approved. Half of the interview participants received the "consequences" section first, while the other half heard the "improvement" section first.

Within each list of items, as each statement was read, participants were asked whether the specific element made them more likely or less likely to support the proposal. Specific elements from each list were presented to each participant in random order. By randomizing the order of items and lists, we seek to minimize the effects of question order on our responses.

A detailed look at support for the increasing the operating levy by various demographic dimensions is shown on the following pages.

### **Benchmark Questions**

Our survey asked a handful of benchmark questions, intended to measure voter support for two potential referendum proposals. The first proposal involved renewing the District's current operating levy, which would not increase property taxes. The second included a potential increase in the District's operating levy, which would have an impact on future property taxes.

Participants were asked for their reaction to each proposal given only a general introduction to the idea, and then again after hearing details about the proposal. The purpose of these questions is to gauge whether voters feel more supportive after learning specifics about why the District is requesting funding and what it plans to do with the revenues.

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Q10: Initial support for increasing operating levy.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters	57.3%	37.3%	5.5%
Males	56.9%	36.5%	6.6%
Females	57.6%	37.9%	4.4%
Parents	75.4%	16.9%	7.7%
Alumni parents	42.3%	52.6%	5.1%
Non-parents	51.0%	44.8%	4.2%
Waconia 1st Ward	62.9%	32.8%	4.3%
Waconia 2nd Ward	60.6%	32.7%	6.7%
NW/West/South District	40.0%	50.0%	10.0%
NE District	56.2%	40.0%	3.8%
Less Active/New voters (0-2 of last 9 elections)	65.8%	28.1%	6.1%
Active voters (3-5 of last 9 elections)	60.3%	35.4%	4.2%
Very Active voters (6-9 of last 9 elections)	41.2%	51.5%	7.2%
Age 18-24	59.4%	40.6%	0.0%
25-34	60.8%	35.3%	3.9%
35-44	65.2%	28.1%	6.7%
45-54	64.8%	33.0%	2.2%
55-64	50.0%	46.8%	3.2%
65+	41.3%	45.3%	13.3%
High school	42.0%	53.6%	4.3%
Some college	64.6%	29.2%	6.3%
Bachelor's degree	59.0%	34.9%	6.0%
Graduate degree	65.6%	29.2%	5.2%
HH Income <\$20k	62.5%	37.5%	0.0%
\$20-30k	53.1%	43.8%	3.1%
\$30-50k	54.5%	39.4%	6.1%
\$50-75k	60.0%	36.2%	3.8%
\$75-100k	58.1%	33.8%	8.1%
>\$100k	52.7%	43.6%	3.6%

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Q23: Support for levy increase after hearing details.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>	<b>Change in Favor %</b>
All Voters	61.5%	35.8%	2.8%	4.3%
Males	61.4%	36.0%	2.5%	4.6%
Females	61.6%	35.5%	3.0%	3.9%
Parents	79.2%	16.2%	4.6%	3.8%
Alumni parents	50.0%	46.2%	3.8%	7.7%
Non-parents	54.2%	44.8%	1.0%	3.1%
Waconia 1st Ward	62.1%	33.6%	4.3%	-0.9%
Waconia 2nd Ward	64.4%	31.7%	3.8%	3.8%
NW/West/South District	46.0%	50.0%	4.0%	6.0%
NE District	64.6%	35.4%	0.0%	8.5%
Less Active/New voters (0-2 of last 9 elections)	67.5%	30.7%	1.8%	1.8%
Active voters (3-5 of last 9 elections)	65.6%	31.7%	2.6%	5.3%
Very Active voters (6-9 of last 9 elections)	46.4%	49.5%	4.1%	5.2%
Age 18-24	62.5%	37.5%	0.0%	3.1%
25-34	62.7%	33.3%	3.9%	2.0%
35-44	69.7%	25.8%	4.5%	4.5%
45-54	64.8%	31.9%	3.3%	0.0%
55-64	53.2%	46.8%	0.0%	3.2%
65+	53.3%	44.0%	2.7%	12.0%
High school	46.4%	50.7%	2.9%	4.3%
Some college	63.9%	34.9%	1.2%	-0.7%
Bachelor's degree	69.8%	28.1%	2.1%	10.8%
Graduate degree	70.8%	27.1%	2.1%	5.2%
HH Income <\$20k	62.5%	37.5%	0.0%	0.0%
\$20-30k	56.3%	43.8%	0.0%	3.1%
\$30-50k	66.7%	33.3%	0.0%	12.1%
\$50-75k	61.9%	35.2%	2.9%	1.9%
\$75-100k	64.2%	31.1%	4.7%	6.1%
>\$100k	50.9%	47.3%	1.8%	-1.8%

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**Potential Consequences**

“I am going to read some statements about potential impacts if the District decides to ask voters to approve an operating levy. Please tell me whether the information in each statement would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support the proposed operating levy.”

Q11: Without the new levy, the District would need to cut its budget by \$1.5 million for the 2019-2020 school year.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	31.5%	24.0%	12.5%	14.3%	16.0%	1.8%
Males	32.0%	23.4%	13.2%	15.2%	15.2%	1.0%
Females	31.0%	24.6%	11.8%	13.3%	16.7%	2.5%
Parents	40.8%	30.0%	10.0%	7.7%	9.2%	2.3%
Alumni parents	25.6%	20.5%	14.1%	16.7%	20.5%	2.6%
Non-parents	27.6%	21.4%	13.5%	17.7%	18.8%	1.0%
Waconia 1st Ward	40.5%	13.8%	12.1%	18.1%	13.8%	1.7%
Waconia 2nd Ward	33.7%	29.8%	10.6%	9.6%	14.4%	1.9%
NW/West/South District	18.0%	30.0%	14.0%	10.0%	26.0%	2.0%
NE District	26.9%	26.2%	13.8%	16.2%	15.4%	1.5%
Less Active/New voters	28.9%	26.3%	14.0%	14.9%	14.0%	1.8%
Active voters	37.0%	24.3%	9.0%	14.8%	13.2%	1.6%
Very Active voters	23.7%	20.6%	17.5%	12.4%	23.7%	2.1%
Age 18-24	21.9%	28.1%	6.3%	15.6%	28.1%	0.0%
25-34	35.3%	19.6%	7.8%	21.6%	13.7%	2.0%
35-44	36.0%	28.1%	9.0%	12.4%	12.4%	2.2%
45-54	33.0%	20.9%	17.6%	13.2%	14.3%	1.1%
55-64	30.6%	22.6%	17.7%	14.5%	12.9%	1.6%
65+	26.7%	25.3%	12.0%	12.0%	21.3%	2.7%
High school	27.5%	20.3%	13.0%	17.4%	20.3%	1.4%
Some college	33.3%	20.8%	14.6%	20.8%	10.4%	0.0%
Bachelor's degree	28.9%	30.1%	12.0%	15.7%	10.8%	2.4%
Graduate degree	37.5%	22.9%	13.5%	10.4%	13.5%	2.1%
HH Income <\$20k	43.8%	31.3%	12.5%	12.5%	0.0%	0.0%
\$20-30k	34.4%	21.9%	3.1%	15.6%	15.6%	9.4%
\$30-50k	27.3%	30.3%	6.1%	18.2%	18.2%	0.0%
\$50-75k	33.3%	26.7%	9.5%	15.2%	15.2%	0.0%
\$75-100k	33.8%	20.9%	12.2%	14.2%	16.2%	2.7%
>\$100k	21.8%	16.4%	29.1%	10.9%	21.8%	0.0%

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Q12A: Without the new levy, the District would need to eliminate up to 20 teachers.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	37.0%	19.5%	13.5%	13.0%	16.5%	0.5%
Males	39.6%	17.7%	11.5%	12.5%	17.7%	1.0%
Females	34.6%	21.2%	15.4%	13.5%	15.4%	0.0%
Parents	54.1%	16.4%	8.2%	11.5%	9.8%	0.0%
Alumni parents	30.0%	20.0%	15.0%	15.0%	17.5%	2.5%
Non-parents	29.3%	21.2%	16.2%	13.1%	20.2%	0.0%
Waconia 1st Ward	37.0%	11.1%	16.7%	22.2%	13.0%	0.0%
Waconia 2nd Ward	42.3%	26.9%	13.5%	5.8%	11.5%	0.0%
NW/West/South District	25.9%	11.1%	11.1%	18.5%	29.6%	3.7%
NE District	37.3%	23.9%	11.9%	9.0%	17.9%	0.0%
Less Active/New voters	31.0%	17.2%	15.5%	15.5%	20.7%	0.0%
Active voters	44.1%	20.4%	10.8%	14.0%	10.8%	0.0%
Very Active voters	30.6%	20.4%	16.3%	8.2%	22.4%	2.0%
Age 18-24	27.8%	16.7%	11.1%	16.7%	27.8%	0.0%
25-34	36.8%	21.1%	0.0%	21.1%	21.1%	0.0%
35-44	41.2%	23.5%	15.7%	11.8%	7.8%	0.0%
45-54	42.2%	11.1%	20.0%	11.1%	15.6%	0.0%
55-64	32.4%	24.3%	13.5%	13.5%	16.2%	0.0%
65+	33.3%	20.0%	10.0%	10.0%	23.3%	3.3%
High school	28.6%	17.1%	11.4%	20.0%	20.0%	2.9%
Some college	34.8%	21.7%	17.4%	8.7%	17.4%	0.0%
Bachelor's degree	40.5%	19.0%	16.7%	11.9%	11.9%	0.0%
Graduate degree	41.9%	20.9%	16.3%	4.7%	16.3%	0.0%
HH Income <\$20k	37.5%	12.5%	25.0%	12.5%	12.5%	0.0%
\$20-30k	35.0%	20.0%	5.0%	20.0%	15.0%	5.0%
\$30-50k	35.3%	23.5%	11.8%	11.8%	17.6%	0.0%
\$50-75k	29.8%	25.5%	19.1%	10.6%	14.9%	0.0%
\$75-100k	42.3%	19.2%	7.7%	16.7%	14.1%	0.0%
>\$100k	34.8%	4.3%	26.1%	4.3%	30.4%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q12B: Without the new levy, the District would need to increase class sizes.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	30.5%	23.5%	13.0%	18.0%	13.5%	1.5%
Males	31.7%	22.8%	10.9%	18.8%	15.8%	0.0%
Females	29.3%	24.2%	15.2%	17.2%	11.1%	3.0%
Parents	43.5%	26.1%	7.2%	13.0%	7.2%	2.9%
Alumni parents	26.3%	10.5%	13.2%	26.3%	21.1%	2.6%
Non-parents	22.6%	26.9%	17.2%	18.3%	15.1%	0.0%
Waconia 1st Ward	32.3%	21.0%	8.1%	22.6%	12.9%	3.2%
Waconia 2nd Ward	30.8%	23.1%	13.5%	17.3%	13.5%	1.9%
NW/West/South District	30.4%	17.4%	13.0%	26.1%	13.0%	0.0%
NE District	28.6%	28.6%	17.5%	11.1%	14.3%	0.0%
Less Active/New voters	35.7%	26.8%	8.9%	17.9%	10.7%	0.0%
Active voters	30.2%	28.1%	8.3%	14.6%	16.7%	2.1%
Very Active voters	25.0%	10.4%	27.1%	25.0%	10.4%	2.1%
Age 18-24	21.4%	28.6%	0.0%	21.4%	28.6%	0.0%
25-34	25.0%	28.1%	12.5%	25.0%	9.4%	0.0%
35-44	39.5%	31.6%	5.3%	10.5%	10.5%	2.6%
45-54	37.0%	21.7%	15.2%	10.9%	13.0%	2.2%
55-64	20.0%	20.0%	24.0%	16.0%	20.0%	0.0%
65+	28.9%	15.6%	15.6%	26.7%	11.1%	2.2%
High school	23.5%	11.8%	14.7%	26.5%	23.5%	0.0%
Some college	56.0%	12.0%	12.0%	4.0%	16.0%	0.0%
Bachelor's degree	24.4%	36.6%	22.0%	12.2%	4.9%	0.0%
Graduate degree	35.8%	18.9%	13.2%	18.9%	9.4%	3.8%
HH Income <\$20k	50.0%	25.0%	12.5%	12.5%	0.0%	0.0%
\$20-30k	33.3%	33.3%	16.7%	8.3%	8.3%	0.0%
\$30-50k	31.3%	18.8%	0.0%	31.3%	18.8%	0.0%
\$50-75k	27.6%	25.9%	10.3%	15.5%	19.0%	1.7%
\$75-100k	34.3%	18.6%	14.3%	20.0%	10.0%	2.9%
>\$100k	18.8%	28.1%	21.9%	18.8%	12.5%	0.0%

\*Half of participants were given this question. Margin of error is approximately  $\pm 6.9\%$ .

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Q13: Without the new levy, the District would need to make cuts to music and art programs.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	29.0%	24.8%	12.0%	16.5%	16.3%	1.5%
Males	28.4%	24.9%	11.2%	19.3%	15.7%	0.5%
Females	29.6%	24.6%	12.8%	13.8%	16.7%	2.5%
Parents	44.6%	24.6%	6.9%	13.1%	9.2%	1.5%
Alumni parents	19.2%	24.4%	12.8%	24.4%	17.9%	1.3%
Non-parents	22.4%	25.0%	15.1%	15.6%	20.3%	1.6%
Waconia 1st Ward	25.0%	22.4%	12.9%	16.4%	20.7%	2.6%
Waconia 2nd Ward	33.7%	26.9%	13.5%	12.5%	10.6%	2.9%
NW/West/South District	28.0%	24.0%	8.0%	26.0%	14.0%	0.0%
NE District	29.2%	25.4%	11.5%	16.2%	17.7%	0.0%
Less Active/New voters	25.4%	28.1%	11.4%	17.5%	15.8%	1.8%
Active voters	33.9%	23.8%	10.6%	16.4%	14.8%	0.5%
Very Active voters	23.7%	22.7%	15.5%	15.5%	19.6%	3.1%
Age 18-24	25.0%	18.8%	12.5%	18.8%	21.9%	3.1%
25-34	29.4%	25.5%	7.8%	25.5%	9.8%	2.0%
35-44	37.1%	23.6%	9.0%	16.9%	12.4%	1.1%
45-54	36.3%	20.9%	14.3%	15.4%	13.2%	0.0%
55-64	22.6%	24.2%	16.1%	8.1%	27.4%	1.6%
65+	17.3%	33.3%	12.0%	17.3%	17.3%	2.7%
High school	24.6%	18.8%	11.6%	23.2%	20.3%	1.4%
Some college	29.2%	25.0%	12.5%	12.5%	18.8%	2.1%
Bachelor's degree	33.7%	26.5%	10.8%	13.3%	14.5%	1.2%
Graduate degree	33.3%	27.1%	14.6%	9.4%	13.5%	2.1%
HH Income <\$20k	43.8%	25.0%	12.5%	12.5%	6.3%	0.0%
\$20-30k	34.4%	25.0%	3.1%	12.5%	21.9%	3.1%
\$30-50k	24.2%	27.3%	15.2%	9.1%	18.2%	6.1%
\$50-75k	30.5%	19.0%	13.3%	17.1%	18.1%	1.9%
\$75-100k	29.7%	28.4%	10.1%	15.5%	15.5%	0.7%
>\$100k	20.0%	20.0%	18.2%	25.5%	16.4%	0.0%

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Q14A: Without the new levy, the District would need to make cuts to its world language programs.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	21.5%	27.5%	14.5%	14.0%	20.0%	2.5%
Males	24.0%	24.0%	15.6%	18.8%	16.7%	1.0%
Females	19.2%	30.8%	13.5%	9.6%	23.1%	3.8%
Parents	27.9%	29.5%	14.8%	13.1%	13.1%	1.6%
Alumni parents	15.0%	27.5%	17.5%	17.5%	17.5%	5.0%
Non-parents	20.2%	26.3%	13.1%	13.1%	25.3%	2.0%
Waconia 1st Ward	14.8%	29.6%	16.7%	13.0%	20.4%	5.6%
Waconia 2nd Ward	46.2%	19.2%	5.8%	11.5%	15.4%	1.9%
NW/West/South District	0.0%	29.6%	14.8%	22.2%	29.6%	3.7%
NE District	16.4%	31.3%	19.4%	13.4%	19.4%	0.0%
Less Active/New voters	22.4%	29.3%	20.7%	6.9%	20.7%	0.0%
Active voters	23.7%	26.9%	11.8%	17.2%	17.2%	3.2%
Very Active voters	16.3%	26.5%	12.2%	16.3%	24.5%	4.1%
Age 18-24	33.3%	11.1%	22.2%	0.0%	33.3%	0.0%
25-34	26.3%	26.3%	15.8%	15.8%	15.8%	0.0%
35-44	17.6%	31.4%	17.6%	11.8%	19.6%	2.0%
45-54	22.2%	26.7%	11.1%	17.8%	20.0%	2.2%
55-64	24.3%	18.9%	16.2%	21.6%	16.2%	2.7%
65+	13.3%	43.3%	6.7%	10.0%	20.0%	6.7%
High school	14.3%	25.7%	8.6%	28.6%	17.1%	5.7%
Some college	21.7%	26.1%	8.7%	8.7%	34.8%	0.0%
Bachelor's degree	16.7%	31.0%	21.4%	11.9%	19.0%	0.0%
Graduate degree	27.9%	25.6%	11.6%	14.0%	16.3%	4.7%
HH Income <\$20k	25.0%	37.5%	12.5%	25.0%	0.0%	0.0%
\$20-30k	25.0%	20.0%	15.0%	5.0%	25.0%	10.0%
\$30-50k	29.4%	29.4%	11.8%	11.8%	17.6%	0.0%
\$50-75k	21.3%	23.4%	6.4%	21.3%	25.5%	2.1%
\$75-100k	19.2%	30.8%	19.2%	14.1%	14.1%	2.6%
>\$100k	13.0%	26.1%	21.7%	8.7%	30.4%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q14B: Without the new levy, the District would need to make cuts to its foreign language programs.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	20.0%	25.5%	14.5%	22.0%	15.0%	3.0%
Males	15.8%	27.7%	14.9%	25.7%	14.9%	1.0%
Females	24.2%	23.2%	14.1%	18.2%	15.2%	5.1%
Parents	33.3%	24.6%	14.5%	20.3%	5.8%	1.4%
Alumni parents	5.3%	26.3%	15.8%	15.8%	28.9%	7.9%
Non-parents	16.1%	25.8%	14.0%	25.8%	16.1%	2.2%
Waconia 1st Ward	21.0%	27.4%	12.9%	17.7%	16.1%	4.8%
Waconia 2nd Ward	21.2%	21.2%	11.5%	26.9%	17.3%	1.9%
NW/West/South District	17.4%	30.4%	13.0%	17.4%	17.4%	4.3%
NE District	19.0%	25.4%	19.0%	23.8%	11.1%	1.6%
Less Active/New voters	26.8%	26.8%	14.3%	21.4%	8.9%	1.8%
Active voters	19.8%	24.0%	13.5%	22.9%	17.7%	2.1%
Very Active voters	12.5%	27.1%	16.7%	20.8%	16.7%	6.3%
Age 18-24	28.6%	21.4%	7.1%	28.6%	14.3%	0.0%
25-34	15.6%	25.0%	15.6%	25.0%	12.5%	6.3%
35-44	23.7%	23.7%	10.5%	26.3%	13.2%	2.6%
45-54	34.8%	17.4%	17.4%	17.4%	13.0%	0.0%
55-64	4.0%	28.0%	20.0%	20.0%	24.0%	4.0%
65+	11.1%	35.6%	13.3%	20.0%	15.6%	4.4%
High school	17.6%	26.5%	5.9%	14.7%	32.4%	2.9%
Some college	24.0%	20.0%	20.0%	20.0%	16.0%	0.0%
Bachelor's degree	19.5%	31.7%	14.6%	22.0%	9.8%	2.4%
Graduate degree	24.5%	26.4%	17.0%	18.9%	9.4%	3.8%
HH Income <\$20k	25.0%	25.0%	12.5%	25.0%	12.5%	0.0%
\$20-30k	16.7%	41.7%	16.7%	16.7%	8.3%	0.0%
\$30-50k	6.3%	43.8%	6.3%	25.0%	18.8%	0.0%
\$50-75k	22.4%	24.1%	13.8%	20.7%	17.2%	1.7%
\$75-100k	24.3%	21.4%	11.4%	21.4%	15.7%	5.7%
>\$100k	15.6%	15.6%	25.0%	28.1%	12.5%	3.1%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q15: Without the new levy, the District would need to reduce after-school athletics and extracurricular activities.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	28.5%	26.3%	11.8%	15.8%	15.3%	2.5%
Males	28.9%	25.9%	12.2%	15.7%	15.7%	1.5%
Females	28.1%	26.6%	11.3%	15.8%	14.8%	3.4%
Parents	46.9%	22.3%	9.2%	9.2%	10.0%	2.3%
Alumni parents	24.4%	19.2%	12.8%	19.2%	21.8%	2.6%
Non-parents	17.7%	31.8%	13.0%	18.8%	16.1%	2.6%
Waconia 1st Ward	26.7%	25.0%	12.9%	16.4%	14.7%	4.3%
Waconia 2nd Ward	31.7%	28.8%	10.6%	15.4%	11.5%	1.9%
NW/West/South District	22.0%	28.0%	10.0%	18.0%	22.0%	0.0%
NE District	30.0%	24.6%	12.3%	14.6%	16.2%	2.3%
Less Active/New voters	28.1%	27.2%	12.3%	14.9%	14.0%	3.5%
Active voters	32.8%	27.5%	9.5%	13.8%	15.3%	1.1%
Very Active voters	20.6%	22.7%	15.5%	20.6%	16.5%	4.1%
Age 18-24	25.0%	15.6%	9.4%	21.9%	25.0%	3.1%
25-34	25.5%	33.3%	13.7%	17.6%	7.8%	2.0%
35-44	37.1%	19.1%	7.9%	16.9%	15.7%	3.4%
45-54	33.0%	26.4%	12.1%	9.9%	17.6%	1.1%
55-64	25.8%	19.4%	16.1%	17.7%	17.7%	3.2%
65+	18.7%	40.0%	12.0%	16.0%	10.7%	2.7%
High school	23.2%	24.6%	8.7%	23.2%	17.4%	2.9%
Some college	29.2%	25.0%	20.8%	8.3%	12.5%	4.2%
Bachelor's degree	32.5%	21.7%	12.0%	16.9%	14.5%	2.4%
Graduate degree	34.4%	25.0%	15.6%	11.5%	12.5%	1.0%
HH Income <\$20k	43.8%	18.8%	12.5%	18.8%	6.3%	0.0%
\$20-30k	31.3%	25.0%	12.5%	12.5%	15.6%	3.1%
\$30-50k	24.2%	30.3%	9.1%	18.2%	15.2%	3.0%
\$50-75k	30.5%	24.8%	13.3%	15.2%	15.2%	1.0%
\$75-100k	28.4%	29.7%	9.5%	15.5%	14.9%	2.0%
>\$100k	21.8%	16.4%	18.2%	18.2%	20.0%	5.5%

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**Potential Improvements**

“I am going to read some statements about opportunities and improvements that could be realized if the voters approve an operating levy. Please tell me whether the information in each statement would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an operating levy.”

Q16: With the new levy, the District would be able to maintain or reduce average class sizes.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	38.5%	26.5%	10.5%	11.0%	11.3%	2.3%
Males	38.1%	25.9%	11.2%	10.2%	12.7%	2.0%
Females	38.9%	27.1%	9.9%	11.8%	9.9%	2.5%
Parents	53.1%	29.2%	7.7%	5.4%	3.1%	1.5%
Alumni parents	26.9%	21.8%	12.8%	20.5%	17.9%	0.0%
Non-parents	33.3%	26.6%	11.5%	10.9%	14.1%	3.6%
Waconia 1st Ward	44.0%	22.4%	6.9%	12.1%	11.2%	3.4%
Waconia 2nd Ward	41.3%	26.9%	9.6%	11.5%	9.6%	1.0%
NW/West/South District	30.0%	26.0%	16.0%	12.0%	12.0%	4.0%
NE District	34.6%	30.0%	12.3%	9.2%	12.3%	1.5%
Less Active/New voters	38.6%	29.8%	8.8%	9.6%	8.8%	4.4%
Active voters	43.9%	23.3%	9.0%	13.2%	9.5%	1.1%
Very Active voters	27.8%	28.9%	15.5%	8.2%	17.5%	2.1%
Age 18-24	28.1%	28.1%	12.5%	15.6%	12.5%	3.1%
25-34	39.2%	23.5%	15.7%	9.8%	7.8%	3.9%
35-44	49.4%	25.8%	6.7%	12.4%	4.5%	1.1%
45-54	50.5%	20.9%	5.5%	8.8%	13.2%	1.1%
55-64	33.9%	19.4%	12.9%	14.5%	14.5%	4.8%
65+	18.7%	41.3%	14.7%	8.0%	16.0%	1.3%
High school	33.3%	24.6%	8.7%	15.9%	17.4%	0.0%
Some college	41.7%	29.2%	10.4%	8.3%	8.3%	2.1%
Bachelor's degree	38.6%	25.3%	10.8%	8.4%	15.7%	1.2%
Graduate degree	42.7%	31.3%	7.3%	8.3%	7.3%	3.1%
HH Income <\$20k	50.0%	31.3%	12.5%	6.3%	0.0%	0.0%
\$20-30k	34.4%	34.4%	3.1%	6.3%	18.8%	3.1%
\$30-50k	33.3%	30.3%	9.1%	9.1%	18.2%	0.0%
\$50-75k	41.9%	22.9%	12.4%	8.6%	13.3%	1.0%
\$75-100k	41.9%	26.4%	11.5%	12.2%	5.4%	2.7%
>\$100k	27.3%	25.5%	9.1%	14.5%	18.2%	5.5%

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Q17A: With the new levy, the District would be able to increase funding for guidance counselors and social workers.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	31.0%	30.0%	8.5%	16.5%	13.0%	1.0%
Males	31.3%	30.2%	8.3%	13.5%	14.6%	2.1%
Females	30.8%	29.8%	8.7%	19.2%	11.5%	0.0%
Parents	41.0%	29.5%	8.2%	13.1%	8.2%	0.0%
Alumni parents	27.5%	30.0%	7.5%	17.5%	17.5%	0.0%
Non-parents	26.3%	30.3%	9.1%	18.2%	14.1%	2.0%
Waconia 1st Ward	29.6%	25.9%	14.8%	18.5%	11.1%	0.0%
Waconia 2nd Ward	28.8%	42.3%	5.8%	9.6%	13.5%	0.0%
NW/West/South District	22.2%	14.8%	3.7%	40.7%	18.5%	0.0%
NE District	37.3%	29.9%	7.5%	10.4%	11.9%	3.0%
Less Active/New voters	27.6%	34.5%	8.6%	10.3%	17.2%	1.7%
Active voters	37.6%	28.0%	7.5%	15.1%	10.8%	1.1%
Very Active voters	22.4%	28.6%	10.2%	26.5%	12.2%	0.0%
Age 18-24	22.2%	33.3%	11.1%	16.7%	16.7%	0.0%
25-34	36.8%	26.3%	5.3%	21.1%	10.5%	0.0%
35-44	31.4%	29.4%	7.8%	19.6%	9.8%	2.0%
45-54	33.3%	26.7%	6.7%	13.3%	17.8%	2.2%
55-64	35.1%	21.6%	8.1%	21.6%	13.5%	0.0%
65+	23.3%	46.7%	13.3%	6.7%	10.0%	0.0%
High school	28.6%	20.0%	14.3%	31.4%	5.7%	0.0%
Some college	39.1%	26.1%	0.0%	13.0%	17.4%	4.3%
Bachelor's degree	31.0%	26.2%	14.3%	9.5%	19.0%	0.0%
Graduate degree	32.6%	39.5%	4.7%	14.0%	9.3%	0.0%
HH Income <\$20k	37.5%	25.0%	12.5%	25.0%	0.0%	0.0%
\$20-30k	25.0%	40.0%	5.0%	10.0%	20.0%	0.0%
\$30-50k	29.4%	47.1%	0.0%	11.8%	11.8%	0.0%
\$50-75k	29.8%	25.5%	10.6%	19.1%	14.9%	0.0%
\$75-100k	33.3%	29.5%	9.0%	17.9%	10.3%	0.0%
>\$100k	30.4%	17.4%	13.0%	13.0%	21.7%	4.3%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q17B: With the new levy, the District would be able to increase support for students with mental health needs.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	41.5%	26.5%	12.5%	7.5%	11.0%	1.0%
Males	38.6%	23.8%	14.9%	7.9%	12.9%	2.0%
Females	44.4%	29.3%	10.1%	7.1%	9.1%	0.0%
Parents	56.5%	29.0%	7.2%	2.9%	4.3%	0.0%
Alumni parents	23.7%	28.9%	10.5%	15.8%	21.1%	0.0%
Non-parents	37.6%	23.7%	17.2%	7.5%	11.8%	2.2%
Waconia 1st Ward	46.8%	22.6%	11.3%	6.5%	12.9%	0.0%
Waconia 2nd Ward	36.5%	28.8%	11.5%	11.5%	9.6%	1.9%
NW/West/South District	39.1%	30.4%	17.4%	4.3%	8.7%	0.0%
NE District	41.3%	27.0%	12.7%	6.3%	11.1%	1.6%
Less Active/New voters	50.0%	30.4%	7.1%	3.6%	7.1%	1.8%
Active voters	42.7%	21.9%	12.5%	9.4%	13.5%	0.0%
Very Active voters	29.2%	31.3%	18.8%	8.3%	10.4%	2.1%
Age 18-24	42.9%	28.6%	7.1%	0.0%	21.4%	0.0%
25-34	46.9%	28.1%	12.5%	6.3%	6.3%	0.0%
35-44	50.0%	23.7%	7.9%	7.9%	10.5%	0.0%
45-54	60.9%	17.4%	6.5%	4.3%	8.7%	2.2%
55-64	20.0%	24.0%	20.0%	16.0%	20.0%	0.0%
65+	22.2%	37.8%	20.0%	8.9%	8.9%	2.2%
High school	35.3%	17.6%	11.8%	17.6%	14.7%	2.9%
Some college	52.0%	24.0%	12.0%	4.0%	8.0%	0.0%
Bachelor's degree	39.0%	31.7%	9.8%	7.3%	12.2%	0.0%
Graduate degree	49.1%	26.4%	13.2%	3.8%	5.7%	1.9%
HH Income <\$20k	62.5%	25.0%	12.5%	0.0%	0.0%	0.0%
\$20-30k	33.3%	25.0%	0.0%	16.7%	8.3%	16.7%
\$30-50k	43.8%	31.3%	0.0%	6.3%	18.8%	0.0%
\$50-75k	43.1%	24.1%	6.9%	10.3%	15.5%	0.0%
\$75-100k	42.9%	27.1%	20.0%	5.7%	4.3%	0.0%
>\$100k	37.5%	21.9%	18.8%	6.3%	15.6%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q18: With the new levy, the District would be able to strengthen its engineering and technology programs.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	42.3%	29.3%	8.5%	9.3%	10.5%	0.3%
Males	43.1%	28.4%	9.1%	8.1%	11.2%	0.0%
Females	41.4%	30.0%	7.9%	10.3%	9.9%	0.5%
Parents	55.4%	32.3%	6.2%	1.5%	4.6%	0.0%
Alumni parents	38.5%	23.1%	6.4%	17.9%	14.1%	0.0%
Non-parents	34.9%	29.7%	10.9%	10.9%	13.0%	0.5%
Waconia 1st Ward	44.8%	25.9%	7.8%	11.2%	10.3%	0.0%
Waconia 2nd Ward	36.5%	34.6%	9.6%	7.7%	10.6%	1.0%
NW/West/South District	40.0%	30.0%	6.0%	12.0%	12.0%	0.0%
NE District	45.4%	27.7%	9.2%	7.7%	10.0%	0.0%
Less Active/New voters	44.7%	32.5%	10.5%	6.1%	6.1%	0.0%
Active voters	47.6%	26.5%	5.3%	10.1%	10.6%	0.0%
Very Active voters	28.9%	30.9%	12.4%	11.3%	15.5%	1.0%
Age 18-24	40.6%	31.3%	9.4%	6.3%	12.5%	0.0%
25-34	47.1%	35.3%	3.9%	3.9%	9.8%	0.0%
35-44	46.1%	29.2%	5.6%	11.2%	7.9%	0.0%
45-54	49.5%	29.7%	8.8%	3.3%	8.8%	0.0%
55-64	33.9%	24.2%	11.3%	11.3%	17.7%	1.6%
65+	33.3%	28.0%	12.0%	17.3%	9.3%	0.0%
High school	34.8%	24.6%	5.8%	21.7%	13.0%	0.0%
Some college	52.1%	27.1%	4.2%	6.3%	10.4%	0.0%
Bachelor's degree	41.0%	32.5%	10.8%	4.8%	10.8%	0.0%
Graduate degree	44.8%	30.2%	9.4%	6.3%	8.3%	1.0%
HH Income <\$20k	50.0%	37.5%	0.0%	12.5%	0.0%	0.0%
\$20-30k	40.6%	28.1%	9.4%	12.5%	6.3%	3.1%
\$30-50k	48.5%	21.2%	3.0%	12.1%	15.2%	0.0%
\$50-75k	41.0%	31.4%	3.8%	7.6%	16.2%	0.0%
\$75-100k	40.5%	34.5%	10.1%	7.4%	7.4%	0.0%
>\$100k	41.8%	16.4%	16.4%	12.7%	12.7%	0.0%

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Q19: With the new levy, the District would be able to enhance programs to help students better prepare for work or college after high school.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	39.0%	34.5%	8.0%	9.3%	9.0%	0.3%
Males	36.0%	37.6%	8.1%	9.1%	9.1%	0.0%
Females	41.9%	31.5%	7.9%	9.4%	8.9%	0.5%
Parents	56.2%	33.1%	6.2%	1.5%	3.1%	0.0%
Alumni parents	32.1%	34.6%	6.4%	12.8%	14.1%	0.0%
Non-parents	30.2%	35.4%	9.9%	13.0%	10.9%	0.5%
Waconia 1st Ward	41.4%	27.6%	10.3%	12.9%	7.8%	0.0%
Waconia 2nd Ward	41.3%	34.6%	5.8%	7.7%	9.6%	1.0%
NW/West/South District	36.0%	40.0%	8.0%	6.0%	10.0%	0.0%
NE District	36.2%	38.5%	7.7%	8.5%	9.2%	0.0%
Less Active/New voters	41.2%	31.6%	11.4%	8.8%	7.0%	0.0%
Active voters	41.3%	34.4%	4.8%	10.6%	9.0%	0.0%
Very Active voters	32.0%	38.1%	10.3%	7.2%	11.3%	1.0%
Age 18-24	25.0%	34.4%	9.4%	18.8%	12.5%	0.0%
25-34	43.1%	31.4%	7.8%	9.8%	7.8%	0.0%
35-44	43.8%	33.7%	7.9%	7.9%	6.7%	0.0%
45-54	48.4%	30.8%	7.7%	4.4%	8.8%	0.0%
55-64	29.0%	30.6%	6.5%	14.5%	17.7%	1.6%
65+	33.3%	45.3%	9.3%	8.0%	4.0%	0.0%
High school	36.2%	31.9%	4.3%	18.8%	8.7%	0.0%
Some college	39.6%	43.8%	4.2%	0.0%	12.5%	0.0%
Bachelor's degree	31.3%	37.3%	10.8%	8.4%	12.0%	0.0%
Graduate degree	50.0%	28.1%	9.4%	5.2%	6.3%	1.0%
HH Income <\$20k	62.5%	25.0%	6.3%	6.3%	0.0%	0.0%
\$20-30k	34.4%	34.4%	12.5%	9.4%	6.3%	3.1%
\$30-50k	33.3%	48.5%	0.0%	9.1%	9.1%	0.0%
\$50-75k	40.0%	34.3%	2.9%	12.4%	10.5%	0.0%
\$75-100k	41.9%	36.5%	8.1%	6.1%	7.4%	0.0%
>\$100k	30.9%	25.5%	16.4%	12.7%	14.5%	0.0%

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Q20: With the new levy, the District would be able to provide more staff and programs for students struggling in math and reading.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	44.3%	27.3%	7.8%	10.0%	9.5%	1.3%
Males	43.7%	25.4%	10.2%	8.6%	10.7%	1.5%
Females	44.8%	29.1%	5.4%	11.3%	8.4%	1.0%
Parents	61.5%	27.7%	3.8%	3.1%	3.8%	0.0%
Alumni parents	32.1%	29.5%	9.0%	15.4%	11.5%	2.6%
Non-parents	37.5%	26.0%	9.9%	12.5%	12.5%	1.6%
Waconia 1st Ward	45.7%	21.6%	10.3%	10.3%	10.3%	1.7%
Waconia 2nd Ward	44.2%	27.9%	3.8%	14.4%	8.7%	1.0%
NW/West/South District	38.0%	36.0%	6.0%	8.0%	10.0%	2.0%
NE District	45.4%	28.5%	9.2%	6.9%	9.2%	0.8%
Less Active/New voters	50.9%	25.4%	9.6%	6.1%	7.0%	0.9%
Active voters	45.0%	26.5%	4.2%	12.7%	10.6%	1.1%
Very Active voters	35.1%	30.9%	12.4%	9.3%	10.3%	2.1%
Age 18-24	43.8%	21.9%	12.5%	6.3%	12.5%	3.1%
25-34	45.1%	27.5%	7.8%	3.9%	13.7%	2.0%
35-44	51.7%	27.0%	3.4%	9.0%	9.0%	0.0%
45-54	51.6%	27.5%	6.6%	4.4%	8.8%	1.1%
55-64	35.5%	17.7%	14.5%	22.6%	9.7%	0.0%
65+	33.3%	37.3%	6.7%	13.3%	6.7%	2.7%
High school	39.1%	17.4%	8.7%	21.7%	11.6%	1.4%
Some college	54.2%	22.9%	6.3%	8.3%	8.3%	0.0%
Bachelor's degree	43.4%	30.1%	9.6%	9.6%	7.2%	0.0%
Graduate degree	47.9%	29.2%	6.3%	7.3%	7.3%	2.1%
HH Income <\$20k	50.0%	31.3%	12.5%	6.3%	0.0%	0.0%
\$20-30k	46.9%	21.9%	9.4%	9.4%	12.5%	0.0%
\$30-50k	54.5%	21.2%	3.0%	9.1%	12.1%	0.0%
\$50-75k	41.9%	28.6%	1.9%	12.4%	13.3%	1.9%
\$75-100k	47.3%	30.4%	6.8%	8.8%	6.1%	0.7%
>\$100k	32.7%	21.8%	20.0%	12.7%	9.1%	3.6%

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Q21: With the new levy, the District would be able to support educational priorities being developed through the district's strategic planning process.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	21.0%	36.8%	14.8%	12.8%	12.0%	2.8%
Males	18.3%	36.0%	17.3%	13.7%	12.2%	2.5%
Females	23.6%	37.4%	12.3%	11.8%	11.8%	3.0%
Parents	31.5%	41.5%	13.1%	6.9%	5.4%	1.5%
Alumni parents	19.2%	29.5%	12.8%	17.9%	17.9%	2.6%
Non-parents	14.6%	36.5%	16.7%	14.6%	14.1%	3.6%
Waconia 1st Ward	22.4%	34.5%	14.7%	12.1%	12.9%	3.4%
Waconia 2nd Ward	18.3%	39.4%	13.5%	13.5%	13.5%	1.9%
NW/West/South District	14.0%	34.0%	18.0%	18.0%	12.0%	4.0%
NE District	24.6%	37.7%	14.6%	10.8%	10.0%	2.3%
Less Active/New voters	23.7%	39.5%	15.8%	7.0%	10.5%	3.5%
Active voters	22.2%	39.7%	10.6%	12.7%	12.2%	2.6%
Very Active voters	15.5%	27.8%	21.6%	19.6%	13.4%	2.1%
Age 18-24	12.5%	46.9%	18.8%	6.3%	15.6%	0.0%
25-34	25.5%	37.3%	9.8%	13.7%	11.8%	2.0%
35-44	24.7%	41.6%	14.6%	5.6%	12.4%	1.1%
45-54	24.2%	39.6%	9.9%	14.3%	8.8%	3.3%
55-64	16.1%	27.4%	14.5%	19.4%	17.7%	4.8%
65+	17.3%	30.7%	22.7%	16.0%	9.3%	4.0%
High school	20.3%	24.6%	13.0%	23.2%	15.9%	2.9%
Some college	10.4%	47.9%	18.8%	8.3%	12.5%	2.1%
Bachelor's degree	16.9%	42.2%	18.1%	10.8%	12.0%	0.0%
Graduate degree	29.2%	36.5%	9.4%	13.5%	7.3%	4.2%
HH Income <\$20k	18.8%	50.0%	25.0%	6.3%	0.0%	0.0%
\$20-30k	6.3%	50.0%	12.5%	9.4%	12.5%	9.4%
\$30-50k	33.3%	27.3%	3.0%	24.2%	12.1%	0.0%
\$50-75k	21.9%	39.0%	11.4%	13.3%	12.4%	1.9%
\$75-100k	24.3%	35.8%	14.2%	12.2%	10.1%	3.4%
>\$100k	10.9%	30.9%	25.5%	12.7%	18.2%	1.8%

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Q22: With the new levy, the District would be able to continue investing in high-quality academic offerings for students at all grade levels.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	41.0%	27.0%	10.8%	10.8%	9.3%	1.3%
Males	40.6%	24.4%	15.7%	8.1%	10.2%	1.0%
Females	41.4%	29.6%	5.9%	13.3%	8.4%	1.5%
Parents	58.5%	22.3%	8.5%	4.6%	4.6%	1.5%
Alumni parents	33.3%	24.4%	11.5%	12.8%	16.7%	1.3%
Non-parents	32.3%	31.3%	12.0%	14.1%	9.4%	1.0%
Waconia 1st Ward	45.7%	23.3%	6.9%	13.8%	8.6%	1.7%
Waconia 2nd Ward	36.5%	30.8%	12.5%	10.6%	7.7%	1.9%
NW/West/South District	34.0%	34.0%	12.0%	4.0%	14.0%	2.0%
NE District	43.1%	24.6%	12.3%	10.8%	9.2%	0.0%
Less Active/New voters	43.0%	29.8%	11.4%	10.5%	5.3%	0.0%
Active voters	44.4%	26.5%	7.4%	12.2%	7.9%	1.6%
Very Active voters	32.0%	24.7%	16.5%	8.2%	16.5%	2.1%
Age 18-24	37.5%	37.5%	6.3%	9.4%	9.4%	0.0%
25-34	43.1%	31.4%	5.9%	9.8%	7.8%	2.0%
35-44	44.9%	28.1%	10.1%	10.1%	4.5%	2.2%
45-54	47.3%	18.7%	14.3%	9.9%	8.8%	1.1%
55-64	35.5%	22.6%	11.3%	12.9%	16.1%	1.6%
65+	33.3%	32.0%	12.0%	12.0%	10.7%	0.0%
High school	33.3%	24.6%	8.7%	18.8%	14.5%	0.0%
Some college	52.1%	18.8%	10.4%	10.4%	8.3%	0.0%
Bachelor's degree	42.2%	24.1%	13.3%	10.8%	9.6%	0.0%
Graduate degree	49.0%	28.1%	8.3%	5.2%	7.3%	2.1%
HH Income <\$20k	62.5%	25.0%	6.3%	6.3%	0.0%	0.0%
\$20-30k	37.5%	25.0%	15.6%	9.4%	9.4%	3.1%
\$30-50k	42.4%	21.2%	9.1%	15.2%	12.1%	0.0%
\$50-75k	42.9%	27.6%	6.7%	10.5%	11.4%	1.0%
\$75-100k	39.9%	31.8%	11.5%	8.8%	6.8%	1.4%
>\$100k	34.5%	18.2%	16.4%	16.4%	12.7%	1.8%

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**Cost Sensitivity**

After the initial and informed support levels were tested, we then tested the effects of various potential tax impacts on our respondents' level of support.

Survey participants were given four potential cost levels for the proposed referendum, and asked whether they would favor or oppose the proposal based on the cost. Half of participants were told that the tax impacts applied to an average-priced home; the other half were told that the impacts were for a home with a value of \$300,000.

The three tax impact levels were given in random order to each participant. This randomization helps neutralize the tendency for participants to give a response based on what they think the next prompt will be.

Responses to the tax impact questions are shown on the following pages.

**Waconia Public Schools**  
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Q24A. Property taxes will increase annually by \$195 for an average priced home.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	66.0%	33.0%	1.0%
Males	67.7%	32.3%	0.0%
Females	64.4%	33.7%	1.9%
Parents	82.0%	16.4%	1.6%
Alumni parents	60.0%	40.0%	0.0%
Non-parents	58.6%	40.4%	1.0%
Waconia 1st Ward	68.5%	27.8%	3.7%
Waconia 2nd Ward	73.1%	26.9%	0.0%
NW/West/South District	44.4%	55.6%	0.0%
NE District	67.2%	32.8%	0.0%
Less Active/New voters	72.4%	27.6%	0.0%
Active voters	71.0%	26.9%	2.2%
Very Active voters	49.0%	51.0%	0.0%
Age 18-24	66.7%	33.3%	0.0%
25-34	68.4%	31.6%	0.0%
35-44	72.5%	25.5%	2.0%
45-54	60.0%	40.0%	0.0%
55-64	64.9%	32.4%	2.7%
65+	63.3%	36.7%	0.0%
High school	54.3%	42.9%	2.9%
Some college	73.9%	26.1%	0.0%
Bachelor's degree	64.3%	35.7%	0.0%
Graduate degree	72.1%	27.9%	0.0%
HH Income <\$20k	62.5%	37.5%	0.0%
\$20-30k	50.0%	50.0%	0.0%
\$30-50k	76.5%	23.5%	0.0%
\$50-75k	61.7%	36.2%	2.1%
\$75-100k	73.1%	25.6%	1.3%
>\$100k	52.2%	47.8%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

**Waconia Public Schools**  
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Q24B. Property taxes will increase annually by \$195 on a home valued at \$300,000.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	62.0%	33.5%	4.5%
Males	64.4%	33.7%	2.0%
Females	59.6%	33.3%	7.1%
Parents	84.1%	14.5%	1.4%
Alumni parents	52.6%	42.1%	5.3%
Non-parents	49.5%	44.1%	6.5%
Waconia 1st Ward	59.7%	33.9%	6.5%
Waconia 2nd Ward	55.8%	40.4%	3.8%
NW/West/South District	65.2%	34.8%	0.0%
NE District	68.3%	27.0%	4.8%
Less Active/New voters	75.0%	19.6%	5.4%
Active voters	58.3%	37.5%	4.2%
Very Active voters	54.2%	41.7%	4.2%
Age 18-24	71.4%	21.4%	7.1%
25-34	56.3%	40.6%	3.1%
35-44	81.6%	18.4%	0.0%
45-54	71.7%	21.7%	6.5%
55-64	40.0%	56.0%	4.0%
65+	48.9%	44.4%	6.7%
High school	47.1%	44.1%	8.8%
Some college	80.0%	20.0%	0.0%
Bachelor's degree	61.0%	36.6%	2.4%
Graduate degree	66.0%	32.1%	1.9%
HH Income <\$20k	62.5%	37.5%	0.0%
\$20-30k	58.3%	41.7%	0.0%
\$30-50k	68.8%	31.3%	0.0%
\$50-75k	65.5%	32.8%	1.7%
\$75-100k	61.4%	28.6%	10.0%
>\$100k	53.1%	43.8%	3.1%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

**Waconia Public Schools**  
Community Survey Results  
May 2018

Q25A. Property taxes will increase annually by \$260 for an average priced home.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	53.0%	45.5%	1.5%
Males	50.0%	49.0%	1.0%
Females	55.8%	42.3%	1.9%
Parents	72.1%	26.2%	1.6%
Alumni parents	40.0%	60.0%	0.0%
Non-parents	46.5%	51.5%	2.0%
Waconia 1st Ward	53.7%	42.6%	3.7%
Waconia 2nd Ward	59.6%	38.5%	1.9%
NW/West/South District	33.3%	66.7%	0.0%
NE District	55.2%	44.8%	0.0%
Less Active/New voters	56.9%	43.1%	0.0%
Active voters	60.2%	37.6%	2.2%
Very Active voters	34.7%	63.3%	2.0%
Age 18-24	44.4%	55.6%	0.0%
25-34	57.9%	42.1%	0.0%
35-44	62.7%	35.3%	2.0%
45-54	51.1%	48.9%	0.0%
55-64	56.8%	43.2%	0.0%
65+	36.7%	56.7%	6.7%
High school	40.0%	57.1%	2.9%
Some college	39.1%	60.9%	0.0%
Bachelor's degree	57.1%	42.9%	0.0%
Graduate degree	67.4%	32.6%	0.0%
HH Income <\$20k	75.0%	25.0%	0.0%
\$20-30k	45.0%	55.0%	0.0%
\$30-50k	64.7%	35.3%	0.0%
\$50-75k	40.4%	57.4%	2.1%
\$75-100k	59.0%	38.5%	2.6%
>\$100k	47.8%	52.2%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

**Waconia Public Schools**  
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May 2018

Q25B. Property taxes will increase annually by \$260 on a home valued at \$300,000.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	50.5%	47.5%	2.0%
Males	48.5%	51.5%	0.0%
Females	52.5%	43.4%	4.0%
Parents	72.5%	27.5%	0.0%
Alumni parents	42.1%	52.6%	5.3%
Non-parents	37.6%	60.2%	2.2%
Waconia 1st Ward	54.8%	43.5%	1.6%
Waconia 2nd Ward	44.2%	55.8%	0.0%
NW/West/South District	56.5%	43.5%	0.0%
NE District	49.2%	46.0%	4.8%
Less Active/New voters	64.3%	33.9%	1.8%
Active voters	47.9%	52.1%	0.0%
Very Active voters	39.6%	54.2%	6.3%
Age 18-24	50.0%	50.0%	0.0%
25-34	59.4%	40.6%	0.0%
35-44	63.2%	36.8%	0.0%
45-54	65.2%	32.6%	2.2%
55-64	32.0%	68.0%	0.0%
65+	28.9%	64.4%	6.7%
High school	35.3%	58.8%	5.9%
Some college	68.0%	32.0%	0.0%
Bachelor's degree	48.8%	51.2%	0.0%
Graduate degree	56.6%	41.5%	1.9%
HH Income <\$20k	50.0%	50.0%	0.0%
\$20-30k	50.0%	50.0%	0.0%
\$30-50k	50.0%	43.8%	6.3%
\$50-75k	51.7%	48.3%	0.0%
\$75-100k	55.7%	41.4%	2.9%
>\$100k	37.5%	62.5%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

**Waconia Public Schools**  
Community Survey Results  
May 2018

Q26A. Property taxes will increase annually by \$325 for an average priced home.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	44.0%	56.0%	0.0%
Males	42.7%	57.3%	0.0%
Females	45.2%	54.8%	0.0%
Parents	62.3%	37.7%	0.0%
Alumni parents	32.5%	67.5%	0.0%
Non-parents	37.4%	62.6%	0.0%
Waconia 1st Ward	40.7%	59.3%	0.0%
Waconia 2nd Ward	50.0%	50.0%	0.0%
NW/West/South District	29.6%	70.4%	0.0%
NE District	47.8%	52.2%	0.0%
Less Active/New voters	46.6%	53.4%	0.0%
Active voters	51.6%	48.4%	0.0%
Very Active voters	26.5%	73.5%	0.0%
Age 18-24	38.9%	61.1%	0.0%
25-34	47.4%	52.6%	0.0%
35-44	51.0%	49.0%	0.0%
45-54	40.0%	60.0%	0.0%
55-64	54.1%	45.9%	0.0%
65+	26.7%	73.3%	0.0%
High school	34.3%	65.7%	0.0%
Some college	30.4%	69.6%	0.0%
Bachelor's degree	50.0%	50.0%	0.0%
Graduate degree	58.1%	41.9%	0.0%
HH Income <\$20k	62.5%	37.5%	0.0%
\$20-30k	50.0%	50.0%	0.0%
\$30-50k	29.4%	70.6%	0.0%
\$50-75k	31.9%	68.1%	0.0%
\$75-100k	51.3%	48.7%	0.0%
>\$100k	43.5%	56.5%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

**Waconia Public Schools**  
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Q26B. Property taxes will increase annually by \$325 on a home valued at \$300,000.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	39.5%	57.5%	3.0%
Males	39.6%	58.4%	2.0%
Females	39.4%	56.6%	4.0%
Parents	58.0%	37.7%	4.3%
Alumni parents	31.6%	68.4%	0.0%
Non-parents	29.0%	67.7%	3.2%
Waconia 1st Ward	41.9%	53.2%	4.8%
Waconia 2nd Ward	32.7%	63.5%	3.8%
NW/West/South District	39.1%	60.9%	0.0%
NE District	42.9%	55.6%	1.6%
Less Active/New voters	44.6%	51.8%	3.6%
Active voters	42.7%	55.2%	2.1%
Very Active voters	27.1%	68.8%	4.2%
Age 18-24	42.9%	57.1%	0.0%
25-34	43.8%	53.1%	3.1%
35-44	50.0%	50.0%	0.0%
45-54	56.5%	39.1%	4.3%
55-64	28.0%	68.0%	4.0%
65+	15.6%	80.0%	4.4%
High school	32.4%	64.7%	2.9%
Some college	60.0%	36.0%	4.0%
Bachelor's degree	39.0%	61.0%	0.0%
Graduate degree	43.4%	52.8%	3.8%
HH Income <\$20k	37.5%	62.5%	0.0%
\$20-30k	50.0%	50.0%	0.0%
\$30-50k	31.3%	68.8%	0.0%
\$50-75k	44.8%	51.7%	3.4%
\$75-100k	40.0%	55.7%	4.3%
>\$100k	28.1%	68.8%	3.1%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q27A. Property taxes will increase annually by \$390 for an average priced home.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	35.5%	62.0%	2.5%
Males	36.5%	60.4%	3.1%
Females	34.6%	63.5%	1.9%
Parents	45.9%	52.5%	1.6%
Alumni parents	35.0%	62.5%	2.5%
Non-parents	29.3%	67.7%	3.0%
Waconia 1st Ward	25.9%	70.4%	3.7%
Waconia 2nd Ward	48.1%	50.0%	1.9%
NW/West/South District	33.3%	66.7%	0.0%
NE District	34.3%	62.7%	3.0%
Less Active/New voters	37.9%	58.6%	3.4%
Active voters	38.7%	59.1%	2.2%
Very Active voters	26.5%	71.4%	2.0%
Age 18-24	27.8%	66.7%	5.6%
25-34	47.4%	52.6%	0.0%
35-44	35.3%	64.7%	0.0%
45-54	28.9%	66.7%	4.4%
55-64	48.6%	48.6%	2.7%
65+	26.7%	70.0%	3.3%
High school	28.6%	68.6%	2.9%
Some college	17.4%	82.6%	0.0%
Bachelor's degree	40.5%	57.1%	2.4%
Graduate degree	46.5%	51.2%	2.3%
HH Income <\$20k	50.0%	50.0%	0.0%
\$20-30k	30.0%	65.0%	5.0%
\$30-50k	23.5%	70.6%	5.9%
\$50-75k	36.2%	63.8%	0.0%
\$75-100k	39.7%	59.0%	1.3%
>\$100k	30.4%	65.2%	4.3%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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May 2018

Q27B. Property taxes will increase annually by \$390 on a home valued at \$300,000.

	<b>Favor</b>	<b>Oppose</b>	<b>Undecided/ Refused</b>
All Voters*	34.5%	64.0%	1.5%
Males	34.7%	64.4%	1.0%
Females	34.3%	63.6%	2.0%
Parents	50.7%	47.8%	1.4%
Alumni parents	26.3%	73.7%	0.0%
Non-parents	25.8%	72.0%	2.2%
Waconia 1st Ward	37.1%	59.7%	3.2%
Waconia 2nd Ward	34.6%	65.4%	0.0%
NW/West/South District	26.1%	73.9%	0.0%
NE District	34.9%	63.5%	1.6%
Less Active/New voters	39.3%	58.9%	1.8%
Active voters	38.5%	61.5%	0.0%
Very Active voters	20.8%	75.0%	4.2%
Age 18-24	42.9%	57.1%	0.0%
25-34	28.1%	71.9%	0.0%
35-44	44.7%	55.3%	0.0%
45-54	56.5%	41.3%	2.2%
55-64	24.0%	76.0%	0.0%
65+	11.1%	84.4%	4.4%
High school	23.5%	76.5%	0.0%
Some college	52.0%	44.0%	4.0%
Bachelor's degree	39.0%	61.0%	0.0%
Graduate degree	41.5%	56.6%	1.9%
HH Income <\$20k	25.0%	75.0%	0.0%
\$20-30k	41.7%	58.3%	0.0%
\$30-50k	37.5%	62.5%	0.0%
\$50-75k	39.7%	60.3%	0.0%
\$75-100k	34.3%	62.9%	2.9%
>\$100k	25.0%	71.9%	3.1%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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**Funding Environment**

After the tax impact questions were asked, participants were presented with statements about the District's funding environment and challenges, and asked whether each statement made them more likely or less likely to support the proposed levy increase.

Q28: Each year, Waconia receives nearly \$1,500 less per student than the Minnesota average in state funding.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	31.0%	25.5%	17.3%	14.8%	9.5%	2.0%
Males	31.0%	24.4%	18.8%	13.2%	11.2%	1.5%
Females	31.0%	26.6%	15.8%	16.3%	7.9%	2.5%
Parents	43.1%	23.8%	16.2%	8.5%	6.9%	1.5%
Alumni parents	24.4%	28.2%	10.3%	24.4%	12.8%	0.0%
Non-parents	25.5%	25.5%	20.8%	15.1%	9.9%	3.1%
Waconia 1st Ward	33.6%	25.0%	18.1%	13.8%	6.0%	3.4%
Waconia 2nd Ward	28.8%	26.0%	22.1%	11.5%	9.6%	1.9%
NW/West/South District	26.0%	22.0%	4.0%	28.0%	20.0%	0.0%
NE District	32.3%	26.9%	17.7%	13.1%	8.5%	1.5%
Less Active/New voters	32.5%	24.6%	21.1%	9.6%	9.6%	2.6%
Active voters	35.4%	27.5%	14.3%	13.2%	7.4%	2.1%
Very Active voters	20.6%	22.7%	18.6%	23.7%	13.4%	1.0%
Age 18-24	18.8%	37.5%	18.8%	9.4%	15.6%	0.0%
25-34	39.2%	11.8%	19.6%	21.6%	5.9%	2.0%
35-44	34.8%	25.8%	13.5%	16.9%	6.7%	2.2%
45-54	36.3%	22.0%	25.3%	6.6%	7.7%	2.2%
55-64	27.4%	24.2%	17.7%	12.9%	12.9%	4.8%
65+	22.7%	34.7%	9.3%	21.3%	12.0%	0.0%
High school	30.4%	15.9%	14.5%	26.1%	11.6%	1.4%
Some college	39.6%	22.9%	12.5%	14.6%	8.3%	2.1%
Bachelor's degree	20.5%	38.6%	20.5%	10.8%	9.6%	0.0%
Graduate degree	38.5%	26.0%	14.6%	7.3%	8.3%	5.2%
HH Income <\$20k	37.5%	25.0%	12.5%	18.8%	6.3%	0.0%
\$20-30k	37.5%	25.0%	9.4%	9.4%	12.5%	6.3%
\$30-50k	24.2%	33.3%	9.1%	21.2%	12.1%	0.0%
\$50-75k	24.8%	31.4%	20.0%	12.4%	11.4%	0.0%
\$75-100k	34.5%	25.7%	16.9%	15.5%	5.4%	2.0%
>\$100k	29.1%	9.1%	25.5%	16.4%	14.5%	5.5%

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Q29: Waconia is one of the only school districts in the area without a voter-approved operating levy.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	21.5%	27.8%	27.3%	11.3%	10.3%	2.0%
Males	22.3%	23.9%	28.4%	11.7%	12.2%	1.5%
Females	20.7%	31.5%	26.1%	10.8%	8.4%	2.5%
Parents	32.3%	30.8%	18.5%	8.5%	6.9%	3.1%
Alumni parents	14.1%	32.1%	20.5%	16.7%	16.7%	0.0%
Non-parents	17.2%	24.0%	35.9%	10.9%	9.9%	2.1%
Waconia 1st Ward	19.8%	26.7%	31.9%	9.5%	9.5%	2.6%
Waconia 2nd Ward	24.0%	30.8%	22.1%	12.5%	7.7%	2.9%
NW/West/South District	16.0%	28.0%	22.0%	12.0%	22.0%	0.0%
NE District	23.1%	26.2%	29.2%	11.5%	8.5%	1.5%
Less Active/New voters	24.6%	21.9%	30.7%	12.3%	8.8%	1.8%
Active voters	23.3%	30.2%	25.9%	9.5%	8.5%	2.6%
Very Active voters	14.4%	29.9%	25.8%	13.4%	15.5%	1.0%
Age 18-24	21.9%	18.8%	34.4%	15.6%	9.4%	0.0%
25-34	33.3%	19.6%	27.5%	7.8%	9.8%	2.0%
35-44	28.1%	24.7%	28.1%	10.1%	5.6%	3.4%
45-54	14.3%	35.2%	27.5%	9.9%	11.0%	2.2%
55-64	21.0%	21.0%	32.3%	9.7%	12.9%	3.2%
65+	14.7%	37.3%	18.7%	16.0%	13.3%	0.0%
High school	17.4%	24.6%	27.5%	15.9%	11.6%	2.9%
Some college	20.8%	35.4%	29.2%	8.3%	4.2%	2.1%
Bachelor's degree	19.3%	26.5%	28.9%	13.3%	10.8%	1.2%
Graduate degree	27.1%	30.2%	22.9%	8.3%	8.3%	3.1%
HH Income <\$20k	31.3%	25.0%	18.8%	18.8%	6.3%	0.0%
\$20-30k	21.9%	31.3%	18.8%	12.5%	12.5%	3.1%
\$30-50k	15.2%	30.3%	30.3%	6.1%	18.2%	0.0%
\$50-75k	18.1%	30.5%	27.6%	11.4%	10.5%	1.9%
\$75-100k	25.7%	27.7%	25.7%	11.5%	7.4%	2.0%
>\$100k	20.0%	16.4%	36.4%	10.9%	12.7%	3.6%

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Q30A: In terms of state funding per student, Waconia is in the bottom one percent of all Minnesota school districts.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	29.5%	29.5%	17.5%	14.0%	9.5%	0.0%
Males	32.3%	27.1%	22.9%	8.3%	9.4%	0.0%
Females	26.9%	31.7%	12.5%	19.2%	9.6%	0.0%
Parents	44.3%	24.6%	18.0%	4.9%	8.2%	0.0%
Alumni parents	22.5%	32.5%	10.0%	20.0%	15.0%	0.0%
Non-parents	23.2%	31.3%	20.2%	17.2%	8.1%	0.0%
Waconia 1st Ward	27.8%	24.1%	25.9%	14.8%	7.4%	0.0%
Waconia 2nd Ward	30.8%	40.4%	13.5%	9.6%	5.8%	0.0%
NW/West/South District	25.9%	25.9%	3.7%	22.2%	22.2%	0.0%
NE District	31.3%	26.9%	19.4%	13.4%	9.0%	0.0%
Less Active/New voters	31.0%	20.7%	25.9%	13.8%	8.6%	0.0%
Active voters	34.4%	33.3%	14.0%	12.9%	5.4%	0.0%
Very Active voters	18.4%	32.7%	14.3%	16.3%	18.4%	0.0%
Age 18-24	38.9%	11.1%	27.8%	16.7%	5.6%	0.0%
25-34	42.1%	31.6%	5.3%	21.1%	0.0%	0.0%
35-44	29.4%	33.3%	15.7%	11.8%	9.8%	0.0%
45-54	26.7%	24.4%	28.9%	8.9%	11.1%	0.0%
55-64	29.7%	24.3%	21.6%	10.8%	13.5%	0.0%
65+	20.0%	46.7%	0.0%	23.3%	10.0%	0.0%
High school	20.0%	31.4%	8.6%	22.9%	17.1%	0.0%
Some college	26.1%	39.1%	17.4%	17.4%	0.0%	0.0%
Bachelor's degree	28.6%	31.0%	23.8%	7.1%	9.5%	0.0%
Graduate degree	37.2%	32.6%	14.0%	7.0%	9.3%	0.0%
HH Income <\$20k	25.0%	37.5%	12.5%	25.0%	0.0%	0.0%
\$20-30k	20.0%	40.0%	15.0%	10.0%	15.0%	0.0%
\$30-50k	29.4%	35.3%	5.9%	11.8%	17.6%	0.0%
\$50-75k	25.5%	31.9%	14.9%	17.0%	10.6%	0.0%
\$75-100k	33.3%	25.6%	20.5%	14.1%	6.4%	0.0%
>\$100k	26.1%	26.1%	26.1%	8.7%	13.0%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q30B: Ninety-nine percent of Minnesota school districts receive more state funding per student than Waconia.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters*	26.0%	27.0%	17.5%	15.5%	14.0%	0.0%
Males	29.7%	20.8%	16.8%	14.9%	17.8%	0.0%
Females	22.2%	33.3%	18.2%	16.2%	10.1%	0.0%
Parents	43.5%	27.5%	8.7%	10.1%	10.1%	0.0%
Alumni parents	10.5%	21.1%	21.1%	26.3%	21.1%	0.0%
Non-parents	19.4%	29.0%	22.6%	15.1%	14.0%	0.0%
Waconia 1st Ward	24.2%	24.2%	21.0%	17.7%	12.9%	0.0%
Waconia 2nd Ward	17.3%	32.7%	23.1%	11.5%	15.4%	0.0%
NW/West/South District	30.4%	21.7%	4.3%	13.0%	30.4%	0.0%
NE District	33.3%	27.0%	14.3%	17.5%	7.9%	0.0%
Less Active/New voters	32.1%	32.1%	16.1%	14.3%	5.4%	0.0%
Active voters	29.2%	28.1%	14.6%	12.5%	15.6%	0.0%
Very Active voters	12.5%	18.8%	25.0%	22.9%	20.8%	0.0%
Age 18-24	21.4%	35.7%	21.4%	14.3%	7.1%	0.0%
25-34	28.1%	34.4%	15.6%	3.1%	18.8%	0.0%
35-44	39.5%	23.7%	13.2%	10.5%	13.2%	0.0%
45-54	28.3%	28.3%	19.6%	15.2%	8.7%	0.0%
55-64	20.0%	20.0%	24.0%	16.0%	20.0%	0.0%
65+	15.6%	24.4%	15.6%	28.9%	15.6%	0.0%
High school	17.6%	17.6%	23.5%	20.6%	20.6%	0.0%
Some college	44.0%	24.0%	8.0%	12.0%	12.0%	0.0%
Bachelor's degree	17.1%	31.7%	14.6%	22.0%	14.6%	0.0%
Graduate degree	32.1%	32.1%	22.6%	7.5%	5.7%	0.0%
HH Income <\$20k	25.0%	25.0%	0.0%	25.0%	25.0%	0.0%
\$20-30k	41.7%	8.3%	25.0%	25.0%	0.0%	0.0%
\$30-50k	18.8%	37.5%	6.3%	18.8%	18.8%	0.0%
\$50-75k	31.0%	27.6%	12.1%	13.8%	15.5%	0.0%
\$75-100k	25.7%	27.1%	20.0%	14.3%	12.9%	0.0%
>\$100k	18.8%	21.9%	31.3%	15.6%	12.5%	0.0%

\*Half of participants were given this question. Margin of error is approximately ±6.9%.

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Q31: For the past decade, state education funding has not kept up with inflation and increasing education costs.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	21.0%	33.0%	19.3%	15.0%	9.8%	2.0%
Males	20.3%	33.5%	19.8%	13.2%	11.7%	1.5%
Females	21.7%	32.5%	18.7%	16.7%	7.9%	2.5%
Parents	31.5%	38.5%	15.4%	10.0%	3.1%	1.5%
Alumni parents	15.4%	29.5%	12.8%	24.4%	16.7%	1.3%
Non-parents	16.1%	30.7%	24.5%	14.6%	11.5%	2.6%
Waconia 1st Ward	15.5%	33.6%	23.3%	17.2%	6.9%	3.4%
Waconia 2nd Ward	25.0%	35.6%	20.2%	10.6%	6.7%	1.9%
NW/West/South District	16.0%	32.0%	6.0%	26.0%	18.0%	2.0%
NE District	24.6%	30.8%	20.0%	12.3%	11.5%	0.8%
Less Active/New voters	24.6%	33.3%	20.2%	13.2%	7.0%	1.8%
Active voters	20.6%	33.9%	19.0%	16.4%	7.9%	2.1%
Very Active voters	17.5%	30.9%	18.6%	14.4%	16.5%	2.1%
Age 18-24	21.9%	28.1%	31.3%	9.4%	9.4%	0.0%
25-34	27.5%	31.4%	11.8%	15.7%	9.8%	3.9%
35-44	23.6%	39.3%	12.4%	18.0%	4.5%	2.2%
45-54	17.6%	34.1%	24.2%	15.4%	7.7%	1.1%
55-64	21.0%	19.4%	25.8%	12.9%	17.7%	3.2%
65+	17.3%	38.7%	16.0%	14.7%	12.0%	1.3%
High school	13.0%	31.9%	21.7%	18.8%	13.0%	1.4%
Some college	22.9%	39.6%	14.6%	16.7%	4.2%	2.1%
Bachelor's degree	19.3%	31.3%	24.1%	12.0%	13.3%	0.0%
Graduate degree	25.0%	37.5%	13.5%	11.5%	8.3%	4.2%
HH Income <\$20k	31.3%	25.0%	18.8%	18.8%	6.3%	0.0%
\$20-30k	21.9%	37.5%	9.4%	15.6%	12.5%	3.1%
\$30-50k	18.2%	39.4%	12.1%	12.1%	18.2%	0.0%
\$50-75k	22.9%	32.4%	21.9%	11.4%	10.5%	1.0%
\$75-100k	20.9%	35.1%	18.2%	17.6%	6.1%	2.0%
>\$100k	16.4%	21.8%	29.1%	14.5%	12.7%	5.5%

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Q32: The funding approved in 2014 can only be used for construction and renovations, while the new levy would support classrooms and educational programs.

	<b>Much more</b>	<b>Somewhat more</b>	<b>No difference</b>	<b>Somewhat less</b>	<b>Much less</b>	<b>Don't know</b>
All Voters	31.3%	29.8%	14.5%	15.3%	8.0%	1.3%
Males	28.4%	32.0%	15.7%	14.7%	8.6%	0.5%
Females	34.0%	27.6%	13.3%	15.8%	7.4%	2.0%
Parents	46.9%	36.2%	6.9%	6.2%	3.8%	0.0%
Alumni parents	25.6%	28.2%	14.1%	15.4%	16.7%	0.0%
Non-parents	22.9%	26.0%	19.8%	21.4%	7.3%	2.6%
Waconia 1st Ward	32.8%	24.1%	20.7%	14.7%	5.2%	2.6%
Waconia 2nd Ward	29.8%	33.7%	13.5%	18.3%	3.8%	1.0%
NW/West/South District	28.0%	30.0%	2.0%	18.0%	22.0%	0.0%
NE District	32.3%	31.5%	14.6%	12.3%	8.5%	0.8%
Less Active/New voters	35.1%	31.6%	14.0%	13.2%	4.4%	1.8%
Active voters	34.9%	28.6%	14.8%	13.8%	7.4%	0.5%
Very Active voters	19.6%	29.9%	14.4%	20.6%	13.4%	2.1%
Age 18-24	34.4%	21.9%	21.9%	15.6%	6.3%	0.0%
25-34	35.3%	35.3%	7.8%	13.7%	5.9%	2.0%
35-44	37.1%	36.0%	11.2%	13.5%	2.2%	0.0%
45-54	30.8%	29.7%	20.9%	9.9%	7.7%	1.1%
55-64	29.0%	19.4%	9.7%	22.6%	16.1%	3.2%
65+	22.7%	30.7%	16.0%	18.7%	10.7%	1.3%
High school	21.7%	31.9%	10.1%	24.6%	10.1%	1.4%
Some college	35.4%	25.0%	18.8%	16.7%	2.1%	2.1%
Bachelor's degree	33.7%	28.9%	14.5%	12.0%	10.8%	0.0%
Graduate degree	31.3%	37.5%	10.4%	10.4%	7.3%	3.1%
HH Income <\$20k	37.5%	31.3%	12.5%	12.5%	6.3%	0.0%
\$20-30k	34.4%	25.0%	9.4%	9.4%	18.8%	3.1%
\$30-50k	21.2%	36.4%	21.2%	12.1%	9.1%	0.0%
\$50-75k	32.4%	29.5%	13.3%	14.3%	10.5%	0.0%
\$75-100k	35.8%	31.8%	12.2%	14.9%	4.1%	1.4%
>\$100k	20.0%	20.0%	23.6%	25.5%	7.3%	3.6%

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**Community Perceptions**

The next section of our survey deals with questions about voters' perception and opinions of the District. These responses are intended to provide the District with an idea about the general environment it might expect to encounter if it proceeds with the proposed referendum effort.

Q5: Grade the district.

	A	B	C	D	F	No opinion
All Voters	36.8%	40.0%	8.3%	4.5%	1.8%	8.8%
Males	36.5%	41.6%	8.1%	4.6%	2.0%	7.1%
Females	36.9%	38.4%	8.4%	4.4%	1.5%	10.3%
Parents	55.4%	30.0%	7.7%	3.1%	0.0%	3.8%
Alumni parents	35.9%	35.9%	12.8%	3.8%	6.4%	5.1%
Non-parents	24.5%	48.4%	6.8%	5.7%	1.0%	13.5%
Waconia 1st Ward	44.0%	40.5%	8.6%	1.7%	0.9%	4.3%
Waconia 2nd Ward	32.7%	48.1%	5.8%	1.9%	2.9%	8.7%
NW/West/South District	32.0%	38.0%	14.0%	0.0%	6.0%	10.0%
NE District	35.4%	33.8%	7.7%	10.8%	0.0%	12.3%
Less Active/New voters	35.1%	46.5%	4.4%	7.0%	0.0%	7.0%
Active voters	40.7%	38.1%	7.4%	3.7%	0.5%	9.5%
Very Active voters	30.9%	36.1%	14.4%	3.1%	6.2%	9.3%
Age 18-24	46.9%	37.5%	9.4%	6.3%	0.0%	0.0%
25-34	29.4%	51.0%	7.8%	2.0%	2.0%	7.8%
35-44	46.1%	36.0%	6.7%	1.1%	0.0%	10.1%
45-54	38.5%	42.9%	4.4%	11.0%	0.0%	3.3%
55-64	29.0%	45.2%	12.9%	1.6%	3.2%	8.1%
65+	30.7%	30.7%	10.7%	4.0%	5.3%	18.7%
High school	31.9%	37.7%	10.1%	4.3%	2.9%	13.0%
Some college	45.8%	43.8%	6.3%	2.1%	0.0%	2.1%
Bachelor's degree	37.3%	33.7%	12.0%	7.2%	0.0%	9.6%
Graduate degree	35.4%	42.7%	7.3%	4.2%	1.0%	9.4%
HH Income <\$20k	37.5%	37.5%	0.0%	0.0%	0.0%	25.0%
\$20-30k	40.6%	31.3%	9.4%	6.3%	0.0%	12.5%
\$30-50k	30.3%	45.5%	6.1%	0.0%	6.1%	12.1%
\$50-75k	30.5%	43.8%	9.5%	6.7%	2.9%	6.7%
\$75-100k	40.5%	36.5%	8.8%	4.7%	1.4%	8.1%
>\$100k	40.0%	41.8%	7.3%	3.6%	0.0%	7.3%

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Q6: Basis for grading the District.

	Experience as student	Children's experience	Friends & neighbors	Info from District	Social media	TV/radio/newspaper	No opinion
All Voters	19.0%	32.8%	19.0%	7.0%	4.0%	8.8%	9.5%
Males	20.8%	31.5%	17.8%	6.1%	3.6%	11.2%	9.1%
Females	17.2%	34.0%	20.2%	7.9%	4.4%	6.4%	9.9%
Parents	14.6%	60.6%	6.6%	5.1%	2.2%	1.5%	9.5%
Alumni parents	14.1%	62.0%	7.0%	9.9%	2.8%	4.2%	0.0%
Non-parents	27.5%	2.4%	37.1%	8.4%	6.6%	18.0%	0.0%
Waconia 1st Ward	14.7%	38.8%	19.0%	8.6%	6.0%	6.0%	6.9%
Waconia 2nd Ward	14.4%	28.8%	15.4%	8.7%	5.8%	17.3%	9.6%
NW/West/South District	16.0%	46.0%	16.0%	6.0%	0.0%	2.0%	14.0%
NE District	27.7%	25.4%	23.1%	4.6%	2.3%	6.9%	10.0%
Less Active/New voters	20.2%	25.4%	19.3%	7.0%	7.0%	13.2%	7.9%
Active voters	20.1%	36.0%	19.6%	5.8%	3.7%	6.3%	8.5%
Very Active voters	15.5%	35.1%	17.5%	9.3%	1.0%	8.2%	13.4%
Age 18-24	40.6%	3.1%	21.9%	6.3%	6.3%	15.6%	6.3%
25-34	39.2%	15.7%	21.6%	3.9%	9.8%	0.0%	9.8%
35-44	9.0%	55.1%	18.0%	6.7%	1.1%	3.4%	6.7%
45-54	13.2%	40.7%	16.5%	5.5%	5.5%	13.2%	5.5%
55-64	24.2%	27.4%	22.6%	8.1%	1.6%	11.3%	4.8%
65+	10.7%	25.3%	17.3%	10.7%	2.7%	10.7%	22.7%
High school	24.6%	26.1%	17.4%	7.2%	4.3%	13.0%	7.2%
Some college	20.8%	31.3%	16.7%	14.6%	0.0%	8.3%	8.3%
Bachelor's degree	14.5%	41.0%	14.5%	7.2%	3.6%	8.4%	10.8%
Graduate degree	15.6%	37.5%	18.8%	6.3%	6.3%	8.3%	7.3%
HH Income <\$20k	31.3%	43.8%	0.0%	0.0%	0.0%	6.3%	18.8%
\$20-30k	9.4%	25.0%	31.3%	6.3%	0.0%	12.5%	15.6%
\$30-50k	24.2%	24.2%	12.1%	9.1%	3.0%	12.1%	15.2%
\$50-75k	22.9%	31.4%	13.3%	10.5%	6.7%	6.7%	8.6%
\$75-100k	13.5%	39.9%	23.0%	4.7%	2.0%	8.8%	8.1%
>\$100k	23.6%	27.3%	18.2%	7.3%	7.3%	10.9%	5.5%

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Q7: Rate how well the District manages its finances.

	A	B	C	D	F	No opinion
All Voters	19.0%	45.0%	14.0%	5.8%	2.5%	13.8%
Males	22.8%	41.1%	15.7%	4.6%	2.5%	13.2%
Females	15.3%	48.8%	12.3%	6.9%	2.5%	14.3%
Parents	23.1%	47.7%	9.2%	3.1%	1.5%	15.4%
Alumni parents	11.5%	46.2%	20.5%	9.0%	6.4%	6.4%
Non-parents	19.3%	42.7%	14.6%	6.3%	1.6%	15.6%
Waconia 1st Ward	19.8%	51.7%	12.9%	6.9%	0.0%	8.6%
Waconia 2nd Ward	22.1%	41.3%	18.3%	1.0%	2.9%	14.4%
NW/West/South District	10.0%	42.0%	18.0%	6.0%	12.0%	12.0%
NE District	19.2%	43.1%	10.0%	8.5%	0.8%	18.5%
Less Active/New voters	28.1%	43.0%	11.4%	5.3%	0.0%	12.3%
Active voters	13.8%	52.4%	12.2%	3.7%	2.6%	15.3%
Very Active voters	18.6%	33.0%	20.6%	10.3%	5.2%	12.4%
Age 18-24	43.8%	31.3%	15.6%	0.0%	0.0%	9.4%
25-34	13.7%	45.1%	17.6%	2.0%	3.9%	17.6%
35-44	21.3%	50.6%	9.0%	3.4%	0.0%	15.7%
45-54	11.0%	57.1%	11.0%	12.1%	2.2%	6.6%
55-64	14.5%	51.6%	14.5%	4.8%	3.2%	11.3%
65+	22.7%	24.0%	20.0%	6.7%	5.3%	21.3%
High school	10.1%	50.7%	23.2%	4.3%	2.9%	8.7%
Some college	29.2%	41.7%	8.3%	2.1%	0.0%	18.8%
Bachelor's degree	22.9%	45.8%	9.6%	8.4%	1.2%	12.0%
Graduate degree	17.7%	43.8%	14.6%	8.3%	3.1%	12.5%
HH Income <\$20k	12.5%	31.3%	31.3%	0.0%	6.3%	18.8%
\$20-30k	28.1%	34.4%	15.6%	9.4%	3.1%	9.4%
\$30-50k	21.2%	39.4%	15.2%	3.0%	3.0%	18.2%
\$50-75k	14.3%	52.4%	13.3%	3.8%	4.8%	11.4%
\$75-100k	18.9%	47.3%	9.5%	7.4%	0.7%	16.2%
>\$100k	23.6%	36.4%	21.8%	7.3%	1.8%	9.1%

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Q33: Please tell me whether you agree with this statement: “The Waconia School District can be trusted to manage money properly.”

	<b>Strong agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strong disagree</b>	<b>No response</b>
All Voters	14.0%	42.3%	22.5%	11.5%	9.8%
Males	13.2%	41.6%	22.3%	13.7%	9.1%
Females	14.8%	42.9%	22.7%	9.4%	10.3%
Parents	18.5%	46.9%	16.2%	7.7%	10.8%
Alumni parents	16.7%	38.5%	19.2%	19.2%	6.4%
Non-parents	9.9%	40.6%	28.1%	10.9%	10.4%
Waconia 1st Ward	17.2%	39.7%	25.9%	6.0%	11.2%
Waconia 2nd Ward	11.5%	46.2%	22.1%	13.5%	6.7%
NW/West/South District	10.0%	40.0%	24.0%	18.0%	8.0%
NE District	14.6%	42.3%	19.2%	12.3%	11.5%
Less Active/New voters	15.8%	43.9%	26.3%	6.1%	7.9%
Active voters	13.8%	41.8%	22.8%	10.6%	11.1%
Very Active voters	12.4%	41.2%	17.5%	19.6%	9.3%
Age 18-24	12.5%	43.8%	31.3%	9.4%	3.1%
25-34	19.6%	37.3%	23.5%	9.8%	9.8%
35-44	13.5%	47.2%	20.2%	7.9%	11.2%
45-54	12.1%	42.9%	22.0%	15.4%	7.7%
55-64	14.5%	30.6%	24.2%	14.5%	16.1%
65+	13.3%	48.0%	20.0%	10.7%	8.0%
High school	11.6%	42.0%	26.1%	10.1%	10.1%
Some college	14.6%	56.3%	18.8%	4.2%	6.3%
Bachelor's degree	18.1%	30.1%	24.1%	14.5%	13.3%
Graduate degree	16.7%	44.8%	16.7%	12.5%	9.4%
HH Income <\$20k	18.8%	50.0%	25.0%	0.0%	6.3%
\$20-30k	9.4%	40.6%	21.9%	15.6%	12.5%
\$30-50k	18.2%	45.5%	27.3%	3.0%	6.1%
\$50-75k	12.4%	44.8%	21.9%	11.4%	9.5%
\$75-100k	14.9%	40.5%	22.3%	11.5%	10.8%
>\$100k	10.9%	38.2%	23.6%	20.0%	7.3%

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Q34: Please tell me whether you agree with this statement: "I would never vote for a tax increase, no matter what the amount or what the money raised would be used for."

	<b>Strong agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strong disagree</b>	<b>No response</b>
All Voters	4.5%	14.8%	40.8%	36.0%	4.0%
Males	6.1%	17.3%	39.6%	34.0%	3.0%
Females	3.0%	12.3%	41.9%	37.9%	4.9%
Parents	2.3%	10.0%	37.7%	46.9%	3.1%
Alumni parents	2.6%	16.7%	42.3%	37.2%	1.3%
Non-parents	6.8%	17.2%	42.2%	28.1%	5.7%
Waconia 1st Ward	3.4%	14.7%	43.1%	33.6%	5.2%
Waconia 2nd Ward	10.6%	20.2%	40.4%	26.9%	1.9%
NW/West/South District	4.0%	14.0%	38.0%	42.0%	2.0%
NE District	0.8%	10.8%	40.0%	43.1%	5.4%
Less Active/New voters	4.4%	17.5%	36.8%	34.2%	7.0%
Active voters	5.3%	13.2%	39.2%	39.2%	3.2%
Very Active voters	3.1%	14.4%	48.5%	32.0%	2.1%
Age 18-24	9.4%	21.9%	31.3%	28.1%	9.4%
25-34	5.9%	15.7%	33.3%	41.2%	3.9%
35-44	0.0%	9.0%	44.9%	44.9%	1.1%
45-54	7.7%	17.6%	37.4%	30.8%	6.6%
55-64	6.5%	12.9%	38.7%	37.1%	4.8%
65+	1.3%	16.0%	50.7%	30.7%	1.3%
High school	2.9%	17.4%	52.2%	24.6%	2.9%
Some college	2.1%	12.5%	35.4%	45.8%	4.2%
Bachelor's degree	7.2%	15.7%	31.3%	42.2%	3.6%
Graduate degree	6.3%	13.5%	41.7%	35.4%	3.1%
HH Income <\$20k	0.0%	6.3%	31.3%	56.3%	6.3%
\$20-30k	0.0%	18.8%	40.6%	40.6%	0.0%
\$30-50k	3.0%	15.2%	54.5%	24.2%	3.0%
\$50-75k	12.4%	12.4%	38.1%	34.3%	2.9%
\$75-100k	2.0%	14.9%	40.5%	39.2%	3.4%
>\$100k	1.8%	20.0%	43.6%	27.3%	7.3%

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Q35: Please tell me whether you agree with this statement: “Strong public schools are directly linked to the quality of life and viability of our community.”

	<b>Strong agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strong disagree</b>	<b>No response</b>
All Voters	37.5%	44.5%	12.5%	3.5%	2.0%
Males	34.5%	47.2%	13.7%	3.6%	1.0%
Females	40.4%	41.9%	11.3%	3.4%	3.0%
Parents	53.8%	40.0%	5.4%	0.0%	0.8%
Alumni parents	29.5%	46.2%	15.4%	9.0%	0.0%
Non-parents	29.7%	46.9%	16.1%	3.6%	3.6%
Waconia 1st Ward	32.8%	46.6%	12.9%	3.4%	4.3%
Waconia 2nd Ward	39.4%	43.3%	14.4%	2.9%	0.0%
NW/West/South District	36.0%	46.0%	12.0%	6.0%	0.0%
NE District	40.8%	43.1%	10.8%	3.1%	2.3%
Less Active/New voters	38.6%	39.5%	16.7%	0.9%	4.4%
Active voters	40.2%	44.4%	10.1%	3.7%	1.6%
Very Active voters	30.9%	50.5%	12.4%	6.2%	0.0%
Age 18-24	25.0%	43.8%	28.1%	0.0%	3.1%
25-34	47.1%	35.3%	7.8%	5.9%	3.9%
35-44	47.2%	42.7%	7.9%	0.0%	2.2%
45-54	34.1%	48.4%	14.3%	1.1%	2.2%
55-64	35.5%	45.2%	11.3%	6.5%	1.6%
65+	30.7%	48.0%	13.3%	8.0%	0.0%
High school	30.4%	46.4%	15.9%	5.8%	1.4%
Some college	35.4%	47.9%	8.3%	4.2%	4.2%
Bachelor's degree	41.0%	42.2%	14.5%	2.4%	0.0%
Graduate degree	45.8%	40.6%	9.4%	2.1%	2.1%
HH Income <\$20k	37.5%	25.0%	25.0%	12.5%	0.0%
\$20-30k	37.5%	43.8%	12.5%	6.3%	0.0%
\$30-50k	21.2%	66.7%	9.1%	3.0%	0.0%
\$50-75k	41.0%	46.7%	8.6%	2.9%	1.0%
\$75-100k	38.5%	47.3%	8.8%	3.4%	2.0%
>\$100k	34.5%	30.9%	27.3%	1.8%	5.5%

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Q36: Please tell me whether you agree with this statement: “I am willing to invest in our schools as an investment in our community.”

	<b>Strong agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strong disagree</b>	<b>No response</b>
All Voters	29.5%	49.5%	13.5%	4.8%	2.8%
Males	27.4%	48.7%	15.2%	6.6%	2.0%
Females	31.5%	50.2%	11.8%	3.0%	3.4%
Parents	44.6%	48.5%	3.8%	0.8%	2.3%
Alumni parents	21.8%	55.1%	12.8%	9.0%	1.3%
Non-parents	22.4%	47.9%	20.3%	5.7%	3.6%
Waconia 1st Ward	29.3%	50.9%	13.8%	4.3%	1.7%
Waconia 2nd Ward	31.7%	43.3%	15.4%	6.7%	2.9%
NW/West/South District	24.0%	52.0%	14.0%	8.0%	2.0%
NE District	30.0%	52.3%	11.5%	2.3%	3.8%
Less Active/New voters	33.3%	45.6%	13.2%	3.5%	4.4%
Active voters	30.7%	50.3%	13.8%	3.7%	1.6%
Very Active voters	22.7%	52.6%	13.4%	8.2%	3.1%
Age 18-24	28.1%	37.5%	18.8%	9.4%	6.3%
25-34	37.3%	41.2%	15.7%	3.9%	2.0%
35-44	40.4%	50.6%	5.6%	1.1%	2.2%
45-54	27.5%	52.7%	13.2%	4.4%	2.2%
55-64	24.2%	45.2%	16.1%	9.7%	4.8%
65+	18.7%	58.7%	17.3%	4.0%	1.3%
High school	18.8%	55.1%	15.9%	7.2%	2.9%
Some college	41.7%	39.6%	12.5%	2.1%	4.2%
Bachelor's degree	25.3%	57.8%	13.3%	3.6%	0.0%
Graduate degree	32.3%	45.8%	12.5%	5.2%	4.2%
HH Income <\$20k	37.5%	37.5%	18.8%	6.3%	0.0%
\$20-30k	34.4%	31.3%	21.9%	6.3%	6.3%
\$30-50k	21.2%	60.6%	15.2%	3.0%	0.0%
\$50-75k	26.7%	55.2%	12.4%	5.7%	0.0%
\$75-100k	31.8%	50.7%	10.1%	3.4%	4.1%
>\$100k	29.1%	41.8%	20.0%	5.5%	3.6%

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Q37: Primary source for information about the District.

	<b>News- paper</b>	<b>Social media</b>	<b>Teachers and staff</b>	<b>Friends &amp; neighbors</b>	<b>District website</b>	<b>News- letters</b>	<b>District e-mails</b>	<b>Other/ no resp.</b>
All Voters	20.5%	2.8%	14.5%	29.0%	6.8%	6.5%	12.3%	7.8%
Males	18.3%	3.6%	16.2%	27.9%	6.1%	7.1%	12.2%	8.6%
Females	22.7%	2.0%	12.8%	30.0%	7.4%	5.9%	12.3%	6.9%
Parents	9.5%	2.4%	11.9%	21.4%	9.5%	16.7%	14.3%	14.3%
Alumni parents	18.5%	5.4%	4.3%	35.9%	5.4%	7.6%	13.0%	9.8%
Non-parents	22.9%	1.9%	18.4%	27.8%	6.8%	4.5%	11.7%	6.0%
Waconia 1st Ward	13.8%	3.4%	25.0%	31.0%	7.8%	6.0%	8.6%	4.3%
Waconia 2nd Ward	22.1%	3.8%	15.4%	18.3%	10.6%	7.7%	11.5%	10.6%
NW/West/South Dist.	44.0%	0.0%	4.0%	22.0%	4.0%	2.0%	12.0%	12.0%
NE District	16.2%	2.3%	8.5%	38.5%	3.8%	7.7%	16.2%	6.9%
Less Active/New	9.6%	4.4%	15.8%	33.3%	10.5%	5.3%	14.9%	6.1%
Active voters	15.3%	2.1%	17.5%	28.6%	6.9%	5.3%	14.3%	10.1%
Very Active voters	43.3%	2.1%	7.2%	24.7%	2.1%	10.3%	5.2%	5.2%
Age 18-24	6.3%	3.1%	15.6%	37.5%	6.3%	3.1%	15.6%	12.5%
25-34	5.9%	9.8%	9.8%	39.2%	7.8%	5.9%	17.6%	3.9%
35-44	9.0%	2.2%	21.3%	27.0%	9.0%	4.5%	16.9%	10.1%
45-54	17.6%	2.2%	23.1%	17.6%	9.9%	4.4%	16.5%	8.8%
55-64	22.6%	0.0%	9.7%	41.9%	6.5%	8.1%	4.8%	6.5%
65+	52.0%	1.3%	2.7%	24.0%	0.0%	12.0%	2.7%	5.3%
High school	24.6%	5.8%	8.7%	29.0%	8.7%	7.2%	4.3%	11.6%
Some college	14.6%	2.1%	10.4%	39.6%	10.4%	6.3%	10.4%	6.3%
Bachelor's degree	19.3%	1.2%	18.1%	30.1%	3.6%	6.0%	15.7%	6.0%
Graduate degree	30.2%	2.1%	18.8%	17.7%	6.3%	9.4%	12.5%	3.1%
HH Income <\$20k	25.0%	6.3%	6.3%	18.8%	0.0%	12.5%	25.0%	6.3%
\$20-30k	50.0%	0.0%	15.6%	25.0%	0.0%	0.0%	3.1%	6.3%
\$30-50k	24.2%	3.0%	9.1%	36.4%	6.1%	6.1%	12.1%	3.0%
\$50-75k	17.1%	2.9%	15.2%	27.6%	9.5%	8.6%	9.5%	9.5%
\$75-100k	19.6%	1.4%	18.2%	29.1%	8.1%	4.7%	10.8%	8.1%
>\$100k	10.9%	7.3%	10.9%	30.9%	3.6%	7.3%	21.8%	7.3%

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## Survey Language

The following pages contain the language used in the telephone surveys. Results in the analysis above were grouped into general categories, and do not correspond exactly to the order in which questions were posed to participants. Our analysis uses descriptions of the questions which should allow for ready identification in the survey instrument which follows.

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Hello. I'm calling on behalf of Waconia Public Schools, to ask local residents for their reaction to a number of important issues. This survey will take approximately 12 minutes, and your answers to the questions are very important. All of your answers will be strictly confidential. May I please speak with (NAME FROM LIST)?

IF NEEDED AT INTRODUCTION: This is a survey about issues in the Waconia Public Schools. I am not trying to sell anything.

IF NEEDED AT INTRODUCTION: If now is not a convenient time, can you let me know a better time, so I can call back?

IF NEEDED AT INTRODUCTION BECAUSE THE PERSON ASKS WHY YOU NEED TO SPEAK TO THE LISTED PERSON, OR IF THEY ASK TO PARTICIPATE INSTEAD: For statistical purposes, this survey can only be completed by this particular person.

If you are driving a car or doing any activity requiring your full attention right now, I need to call you back later. The first question is:

Q1: Are you registered to vote at [ADDRESS]?

1. Yes (GOTO Q2)
2. No (TERMINATE)
3. DK/REFUSED (TERMINATE)

Q2: Do you have any school-age children living in your household?

1. YES (GOTO Q3)
2. NO (GOTO Q4)
3. REFUSED (GOTO Q4)

Q3: Do you have any children attending a school in the Waconia Public School District?

1. YES (GOTO Q5)
2. NO (GOTO Q4)
3. REFUSED (GOTO Q4)

Q4: Do you have any grown children who attended Waconia schools in the past?

1. YES
2. NO
3. REFUSED

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- Q5: Students are often given the grades of A, B, C, D and F to denote the quality of their work. Suppose the public schools in your community were graded in the same way. What grade would you give the Waconia Public Schools?
1. A
  2. B
  3. C
  4. D
  5. F
  6. DON'T KNOW
  7. REFUSED
- Q6: Was the grade you just gave the school district based mainly on (RANDOM ORDER 1-6):
1. Your personal experience as a student
  2. The experience of your children
  3. The experiences of your friends and neighbors
  4. Information you receive directly from the school district
  5. Information you found on Facebook or other social media, or
  6. Information from media coverage such as TV, radio, or newspapers
  7. DK/REFUSED
- Q7: Consider the financial management of the school district. How would you grade the job the district has done in this area?
1. A
  2. B
  3. C
  4. D
  5. F
  6. DON'T KNOW
  7. REFUSED
- Q8: Please tell me briefly what you believe is the best thing about the Waconia Public Schools:
- \_\_\_\_\_
- Q9: If you could change one thing about the District, please briefly describe what you would change:
- \_\_\_\_\_
- Q10: The Waconia Public Schools is considering asking voters to approve a local operating levy to increase funding for its schools. The property tax increase would provide additional revenue to help avoid budget cuts, maintain core educational programs, and invest in high priority initiatives designed to improve student learning. Based on what you know now, would you favor or oppose such a proposal?
1. Favor
  2. Oppose
  3. UNDECIDED
  4. REFUSED

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[HALF OF RESPONDENTS GET CONSEQUENCES SECTION FIRST, THEN IMPROVEMENTS. HALF GET IMPROVEMENTS SECTION FIRST, THEN CONSEQUENCES]

[BEGIN CONSEQUENCES SECTION]

[IF SECOND SECTION, ADD 'NEXT' AS FIRST WORD] I am going to read some statements about potential impacts if the District decides to ask voters to approve an operating levy. Please tell me whether the information in each statement would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support the proposed operating levy. (RANDOM ORDER Q11-Q15) (SPLIT A/B)

	Much More Likely	Somewhat More Likely	Somewhat Less Likely	Much Less Likely	No Difference	DK
Q11: Without the new levy, the District would need to cut its budget by 1.5 million dollars for the 2019-2020 school year.	1	2	3	4	5	6
Q12A: Without the new levy, the District would need to eliminate up to 20 teachers.	1	2	3	4	5	6
Q12B: Without the new levy, the District would need to increase class sizes.	1	2	3	4	5	6
Q13: Without the new levy, the District would need to make cuts to music and art programs.	1	2	3	4	5	6
Q14A: Without the new levy, the District would need to make cuts to its world language programs.	1	2	3	4	5	6
Q14B: Without the new levy, the District would need to make cuts to its foreign language programs.	1	2	3	4	5	6
Q15: Without the new levy, the District would need to reduce after-school athletics and extracurricular activities.	1	2	3	4	5	6

[END CONSEQUENCES SECTION]

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[HALF OF RESPONDENTS GET CONSEQUENCES SECTION FIRST, THEN IMPROVEMENTS. HALF GET IMPROVEMENTS SECTION FIRST, THEN CONSEQUENCES]

[BEGIN IMPROVEMENTS SECTION]

[IF SECOND SECTION, ADD 'NEXT' AS FIRST WORD] I am going to read some statements about opportunities and improvements that could be realized if the voters approve an operating levy. Please tell me whether the information in each statement would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an operating levy. (RANDOM ORDER Q16-Q22)

	Much More Likely	Somewhat More Likely	Somewhat Less Likely	Much Less Likely	No Difference	DK
Q16: With the new levy, the District would be able to maintain or reduce average class sizes.	1	2	3	4	5	6
Q17A: With the new levy, the District would be able to increase funding for guidance counselors and social workers.	1	2	3	4	5	6
Q17B: With the new levy, the District would be able to increase support for students with mental health needs.	1	2	3	4	5	6
Q18: With the new levy, the District would be able to strengthen its engineering and technology programs.	1	2	3	4	5	6
Q19: With the new levy, the District would be able to enhance programs to help students better prepare for work or college after high school.	1	2	3	4	5	6
Q20: With the new levy, the District would be able to provide more staff and programs for students struggling in math and reading.	1	2	3	4	5	6
Q21: With the new levy, the District would be able to support educational priorities being developed through the district's strategic planning process.	1	2	3	4	5	6
Q22: With the new levy, the District would be able to continue investing in high-quality academic offerings for students at all grade levels.	1	2	3	4	5	6

[END IMPROVEMENTS SECTION]

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- Q23: Now that you have heard some more information about the District’s potential plans to increase funding through an operating levy, would you favor or oppose the District’s proposed levy?
1. Favor
  2. Oppose
  3. UNDECIDED
  4. REFUSED

Next, I’m going to ask about the potential cost of an operating levy on a homeowner with an average-priced home worth approximately three hundred thousand dollars. For each property tax increase, please tell me whether you would favor or oppose the new levy. (SPLIT SAMPLE A/B) (ROTATE ORDER) (IF RESPONSE IS “FAVOR,” DO NOT ASK LOWER AMOUNTS; IF RESPONSE IS “OPPOSE,” DO NOT ASK HIGHER AMOUNTS.)

	Favor	Oppose	UNDECIDED	REFUSED
Q24A: Property taxes will increase annually by \$195 for an average priced home.	1	2	3	4
Q24B: Property taxes will increase annually by \$195 on a home valued at three hundred thousand dollars.	1	2	3	4
Q25A: Property taxes will increase annually by \$260 for an average priced home.	1	2	3	4
Q25B: Property taxes will increase annually by \$260 on a home valued at three hundred thousand dollars.	1	2	3	4
Q26A: Property taxes will increase annually by \$325 for an average priced home.	1	2	3	4
Q26B: Property taxes will increase annually by \$325 on a home valued at three hundred thousand dollars.	1	2	3	4
Q27A: Property taxes will increase annually by \$390 for an average priced home.	1	2	3	4
Q27B: Property taxes will increase annually by \$390 on a home valued at three hundred thousand dollars.	1	2	3	4

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Now I'm going to share a few facts about the funding that the Waconia Public Schools gets from state and local sources. For each of these, I would like to you tell me if they make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support the proposed operating levy. (RANDOM ORDER Q28-Q32)

	Much More Likely	Somewhat More Likely	No Diff	Somewhat Less Likely	Much Less Likely	DK
Q28: Each year, Waconia receives nearly fifteen hundred dollars less per student than the Minnesota average in state funding.	1	2	3	4	5	6
Q29: Waconia is one of the only school districts in the area without a voter-approved operating levy.	1	2	3	4	5	6
Q30A: In terms of state funding per student, Waconia is in the bottom one percent of all Minnesota school districts.	1	2	3	4	5	6
Q30B: Ninety-nine percent of Minnesota school districts receive more state funding per student than Waconia.	1	2	3	4	5	6
Q31: For the past decade, state education funding has not kept up with inflation and increasing education costs.	1	2	3	4	5	6
Q32: The funding approved in 2014 can only be used for construction and renovations, while the new levy would support classrooms and educational programs.	1	2	3	4	5	6

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I am going to read you four statements. For each one, please tell me whether you strongly agree, agree, disagree, or strongly disagree with it. (RANDOM ORDER Q33-Q36)

	Strongly Agree	Agree	Disagree	Strongly Disagree	DK
Q33: The Waconia School District can be trusted to manage money properly.	1	2	3	4	5
Q34: I would never vote for a tax increase, no matter what the amount or what the money raised would be used for.	1	2	3	4	5
Q35: Strong public schools are directly linked to the quality of life and viability of our community.	1	2	3	4	5
Q36: I am willing to invest in our schools as an investment in our community.	1	2	3	4	5

Q37: From which of the following do you receive MOST of your information about the School District?  
(ROTATE ORDER)

1. Local newspaper, Waconia Patriot
2. Social media
3. Teachers and staff
4. Friends and neighbors
5. The District's website
6. District mailings
7. District emails and e-newsletters
8. Other: \_\_\_\_\_
9. DK/REFUSED

END: That's the end of the survey. Thank you very much for your time.