



**SIGMA
ANALYTICS**

DATA MINING & RESEARCH



Perceptions Tracking Survey
Fall 2005

Final Report

A DIVISION OF
**HJ LINNEN
ASSOCIATES**
MANAGING KNOWLEDGE

200 - 2161 Scarth Street, Regina, SK S4P 2H8
Tel: 306.790.9840 Fax: 306.586-6211
Email: sigma@em.ca

Highlights

(Where ratings mentioned come from parents, they are identified as “parents.” Other ratings are for the population at large, including parents.)

- **Achieving educational objectives:** Parents of school children give favourable to strongly favourable ratings to their schools in areas such as teaching the basics and providing artistic, athletic and computer opportunities.
 - Average responses on the 1-5 scale range between 3.34 and 3.82.
 - Ratings were similar to those from 2000, except for adequacy of computer/internet, and artistic opportunities, which appear to have declined marginally.
- **School environment and services:** Parents’ ratings vary when asked to assess how their school division is achieving in selected areas.
 - School bus service rate 4.02, strongly positive.
 - While making good use of time in school rates a positive 3.41 overall, the specific question on good use of the month of June received a negative rating of 2.94.
- **Communications:** Ratings are strongly positive (3.36 to 3.71 average) for boards, in communicating school achievements to the community, and for teachers, in communicating expectations and progress to students.
 - However, parents feel markedly less positive about having a say in the school (3.24).
 - Communities are barely positive (3.07) in their rating of boards for giving communities a voice in the schools.
- **Educational standards and quality:** While 35.1% of respondents say academic standards are too low (roughly the same proportion as in 2000), overall quality of education is rated strongly positive, at 3.66 average – also about the same as in 2000.
- **Using resources well:** Respondents are strongly positive (3.66) about the use their school divisions make of available resources.
- **Preparing students for the future:** While the rating school divisions received is positive (3.27) on this measure of overall success, the average response was the lowest of eight tested.

- **Adequacy of school funding:** Respondents do not feel school boards have enough money to fund a high level of education (they give an average negative rating of 2.90).
 - Education is seen as a high priority, with respondents strongly favourable (3.64) to spending less elsewhere to provide more for education.
- **Sources of school funding:** Using property tax for education is supported by twice as many as oppose it, and receives a favourable overall rating of 3.37.
 - Ratings range from 3.09 among respondents on farms and acreages to 3.56 among those in the large cities.
 - Three in four feel the provincial share of school costs should be higher than it is.
- **Governance:** The principle of electing school boards to meet local needs receives a very favourable response averaging 3.88. Support is especially strong among those with the least education.
 - Six in 10 are aware of changes in school division organization. Awareness rises steadily from 56.4% in large cities, to 73.5% on farms and acreages.
 - School division amalgamation is viewed as a money-saver by a minority of respondents (40.1%), and a smaller minority (30.5%) believes that amalgamations will result in better educational outcomes for students.

Methodology

The results reported in this document derive from a random telephone survey of Saskatchewan residents conducted between November 22 and November 29, 2005. A stratified sample was used across 10 regions of the province to ensure adequate geographical representation. A total of 618 interviews were completed, which would yield a precision level of plus or minus 4.0%, 19 times out of 20. Data were weighted by gender to accurately reflect the provincial population.

The demographic analysis is statistically driven. Relationships that are statistically significant at the 95% confidence level are reported.

Comparisons are provided in this report to results from the 2000 survey. In the previous survey, respondents were given four-point scales (e.g. 'disagree strongly', 'disagree somewhat', 'agree somewhat', 'agree strongly') with an additional option of 'no opinion'. While exact comparisons are not possible, the responses from the current survey are made to approximate the previous results by:

- For the current survey, assigning half of the response percentage in the "3" category to both the 'disagree' and 'agree' sides of the scale. These roughly comparable percentages are shown in the charts for the current survey.
- For the previous survey, the percentages from the report were recalculated with the 'no opinion' category excluded. The 'strongly' and 'somewhat' categories were combined to form disagree and agree totals that are reported for comparative purposes below the charts in the current report.

Survey Results

SECTION A: Questions for K-12 Parents

Do you currently have any children in Kindergarten to Grade 12?

More than a third (35.3%) of potential respondents said they had children in Kindergarten to Grade 12 (K-12). Those with children in K-12 answered questions in Section A and everyone answered questions in the rest of the survey.

A1. On a 1 to 5 scale where 1 is “Strongly disagree” and 5 is “Strongly agree”, do you agree or disagree that the schools in your School Division are able to achieve the following objectives for education in the province?

The table below shows the mean response levels on the five-point scales for the education objectives in question A1, ranked from the strongest level of agreement to the least.

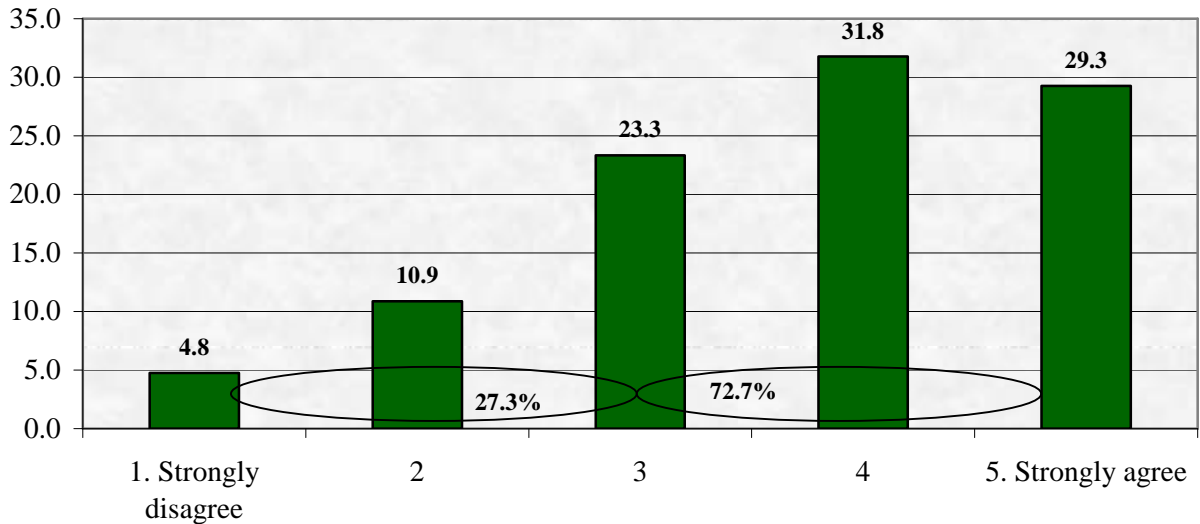
- The average response level is well above neutral (positive to strongly positive) for all objectives.
- Among these objectives, Saskatchewan residents clearly perceive that opportunities in athletics are best achieved.
- At the other end, respondents are considerably less likely to agree that educational objectives for art, music and drama are being met.

	Mean
A1b. Provide enough opportunities in athletics	3.82
A1a. Adequately teach reading, writing, math, and science	3.70
A1c. Supply sufficient access for computer learning	3.65
A1d. Adequately educate students in electronic technologies	3.61
A1e. Provide enough opportunities in art, music, and drama	3.34

A1a. Adequately educate students in the basics of reading, writing, math, and science

A1a. Adequately educate students in the basics of reading, writing, math, and science

Mean response level = 3.70



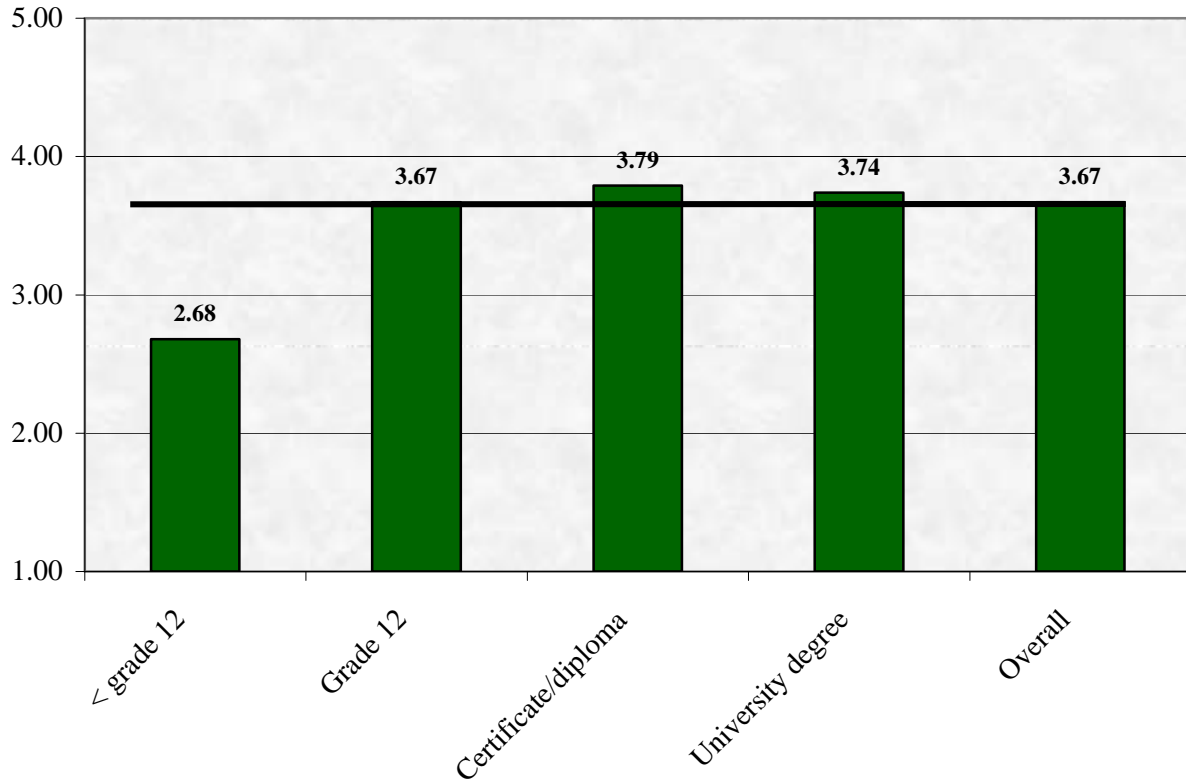
In the 2000 survey, well over two-thirds (71%) of K-12 parents surveyed agreed that their school was doing enough to ensure that their child “has mastered essential skills in reading, writing, math and science” and 29% disagreed.

Statistically Significant

Education Level

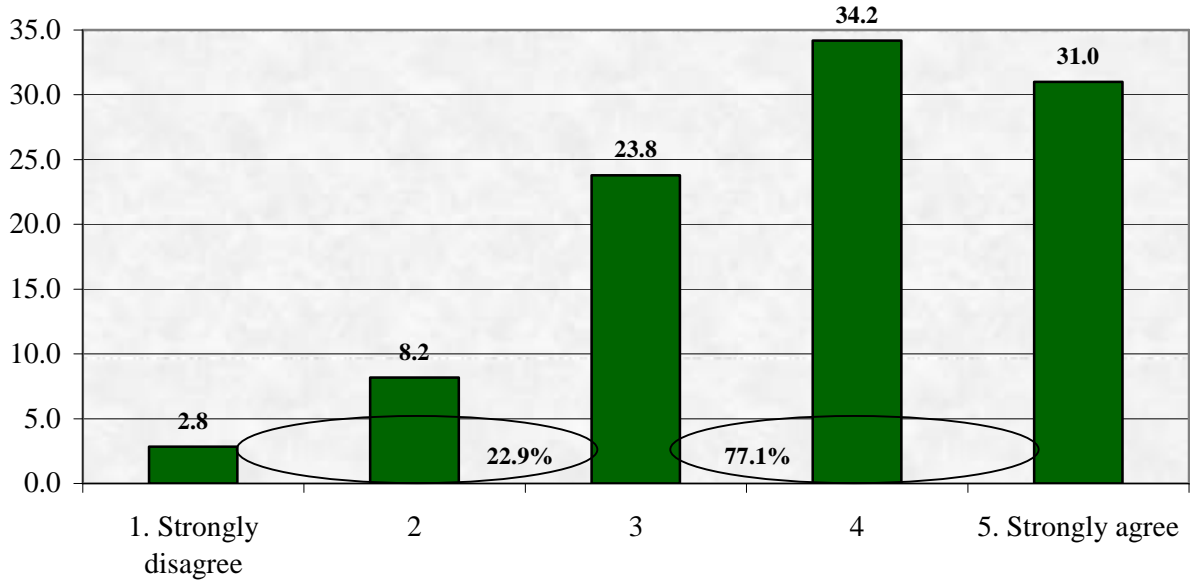
A1a. Adequately educate students in the basics of reading, writing, math, and science

1 = Strongly disagree, 5 = Strongly agree



A1b. Provide enough opportunities in sports and athletics

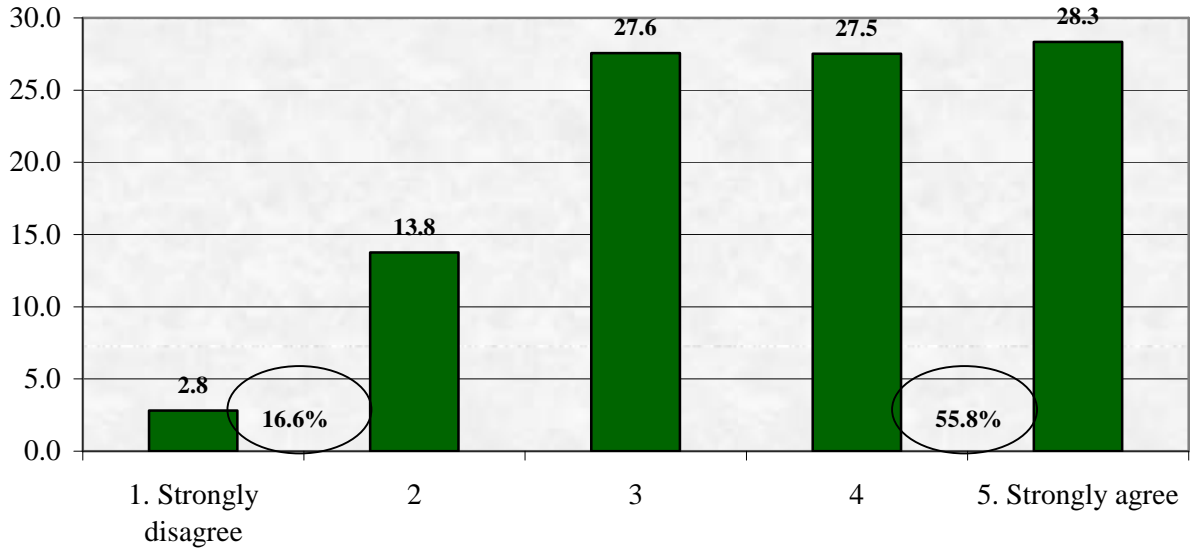
A1b. Provide enough opportunities in sports and athletics
Mean response level = 3.82



In 2000, 83% of the K-12 parents surveyed agreed that their child is receiving “sufficient opportunities in sports and athletics through school” and 17% disagreed.

A1c. Supply sufficient equipment and access for computer learning

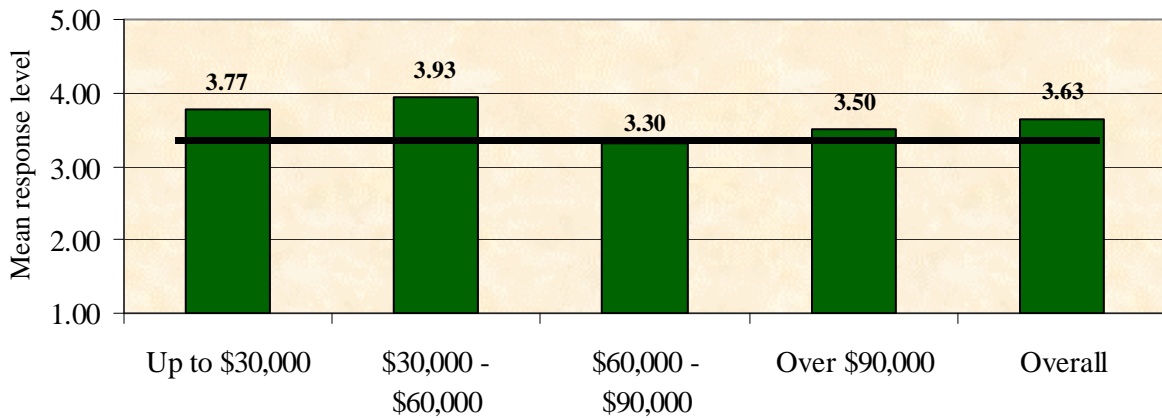
A1c. Supply sufficient equipment and access for computer learning
Mean response level = 3.65



Statistically Significant

Income Level

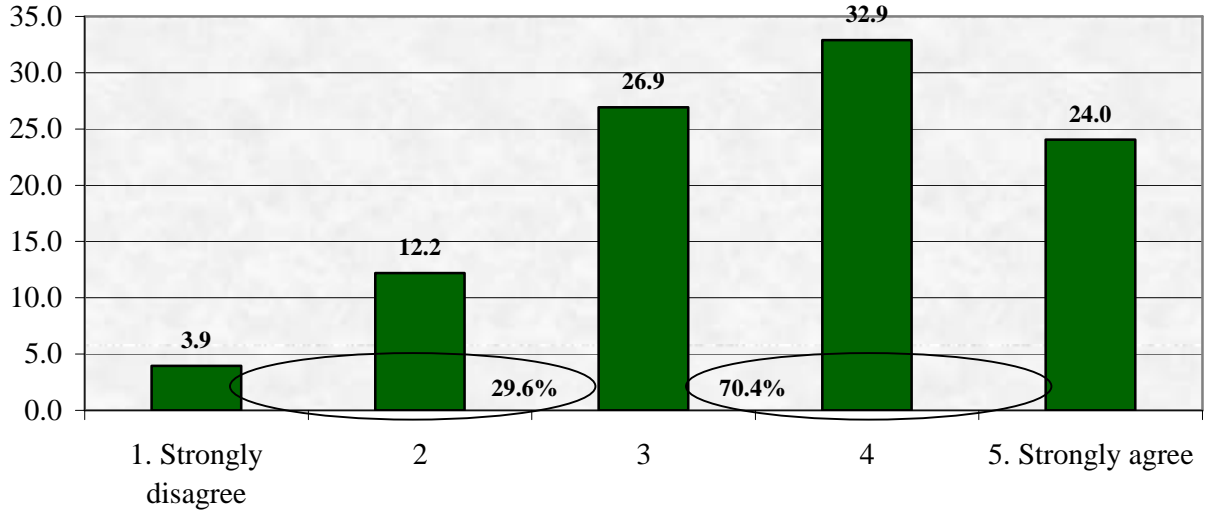
A1c. Supply sufficient equipment and access for computer learning
1= Strongly disagree, 5 = Strongly agree



A1d. Adequately educate students in electronic technologies like computers and the Internet

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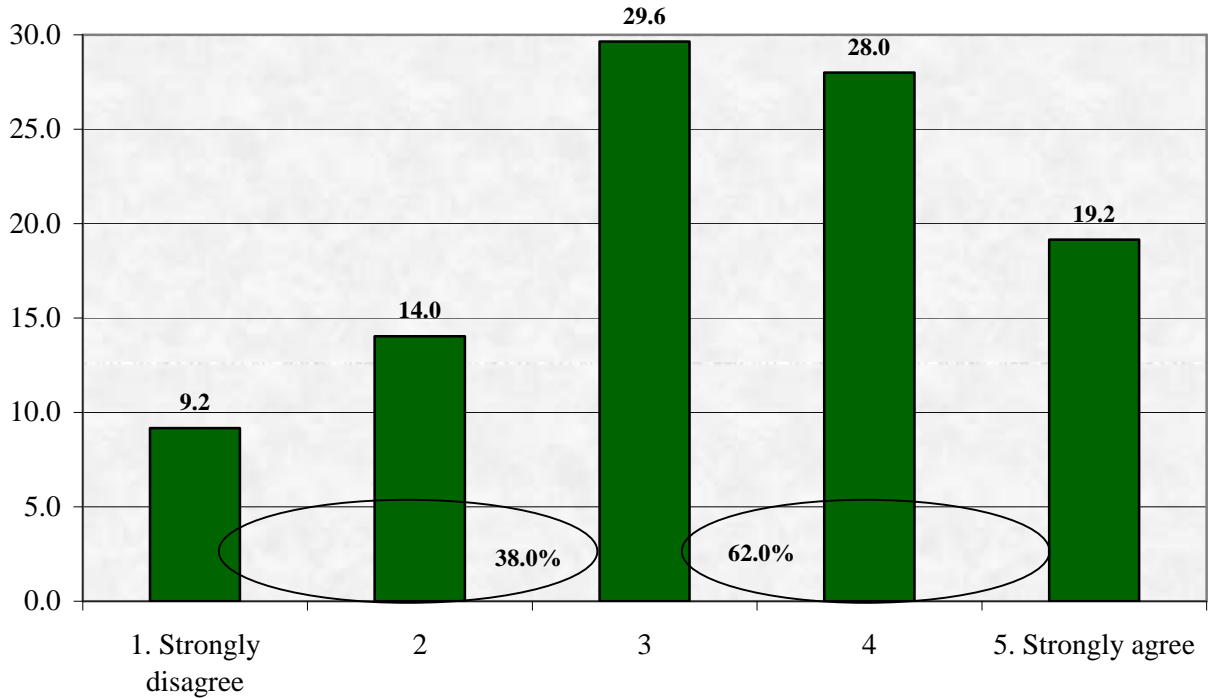
Mean response level = 3.61



In 2000, 88% of K-12 parents agreed that their child is receiving “sufficient exposure to new technologies in the classroom like computers and the Internet” and 12% disagreed.

A1e. Provide enough opportunities in art, music, and drama

A1e. Provide enough opportunities in art, music, and drama
Mean response level = 3.34

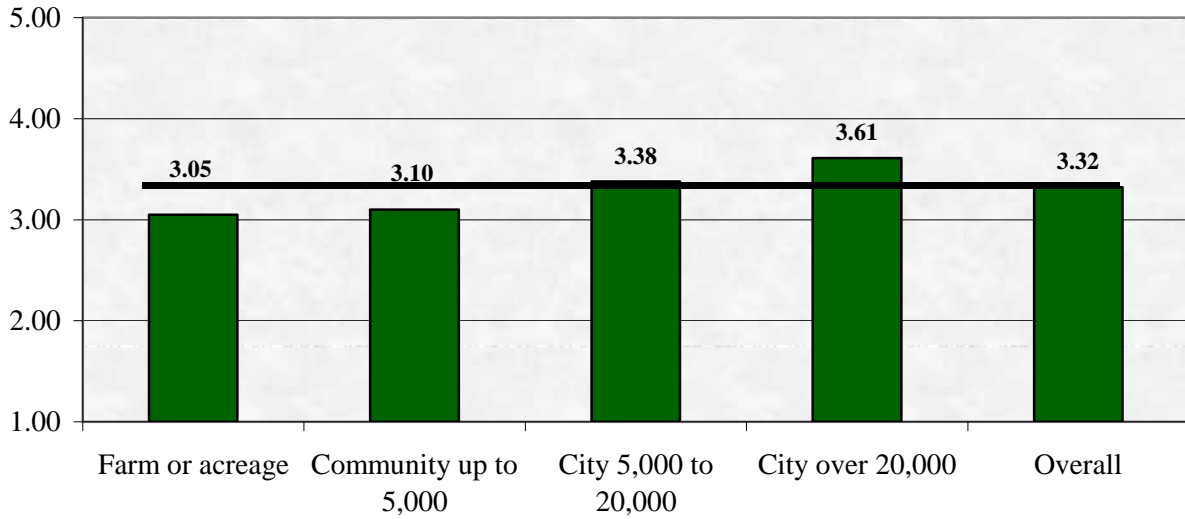


In 2000, 77% of K-12 parents agreed that their child is receiving “sufficient opportunities in the arts, music and drama through the school” and 23% disagreed.

Statistically Significant

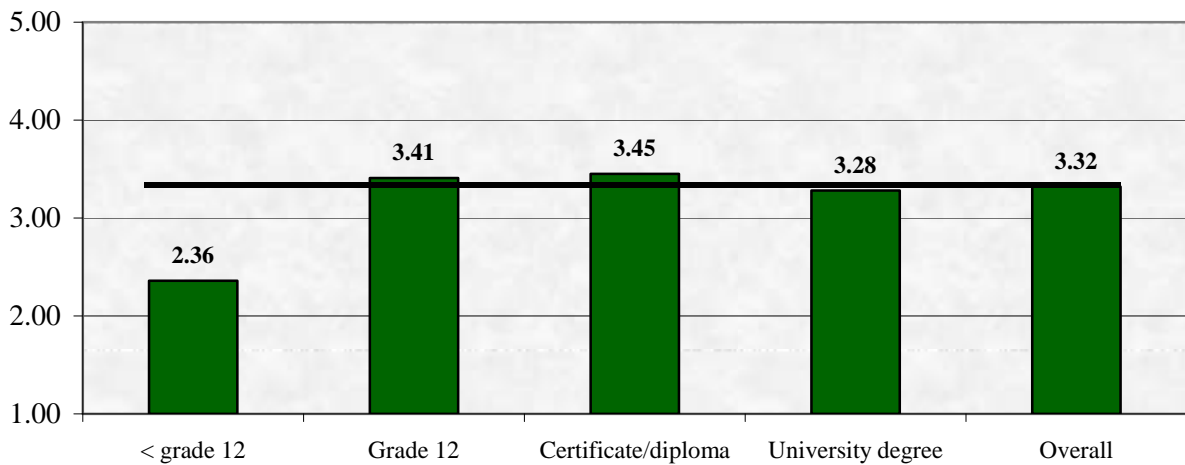
Residence Location

A1e. Provide enough opportunities in art, music, and drama
1 = Strongly disagree, 5 = Strongly agree



Education Level

A1e. Provide enough opportunities in art, music, and drama
1 = Strongly disagree, 5 = Strongly agree



A2. On a 1 to 5 scale where 1 is “Strongly disagree” and 5 is “Strongly agree”, do you agree or disagree that the schools in your School Division achieve the following?

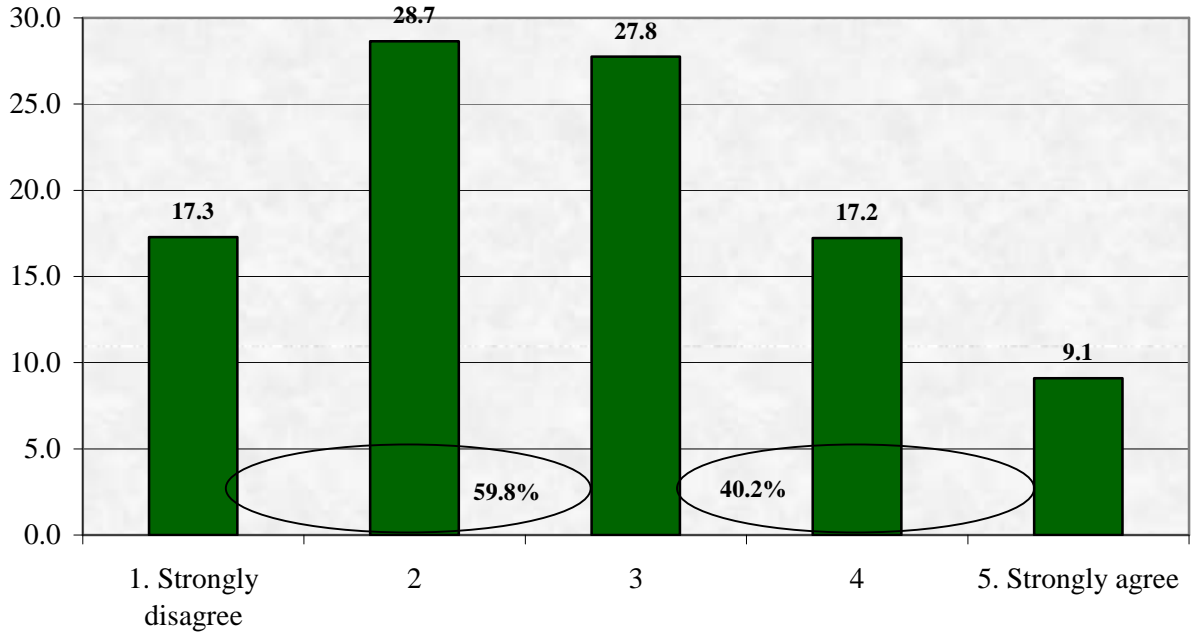
Mean response levels are shown in the table below for a range of operational goals, ranking them from highest to lowest level of agreement.

- Residents strongly believe that School Divisions are providing safe bus service.
- Challenging students and making effective use of their time receive strong agreement.
- Dealing with student harassment and behavioural problems receive a modest endorsement.
- Response is neutral to modestly negative about the effective use of the month of June.
- Taken together, respondents have a somewhat negative view of dealing with teachers who do not do a good job.

	Mean
A2e. Provide school bus service with adequate level of safety	4.02
A2b. Challenge students to achieve their potential	3.43
A2d. Ensure effective use of students' time spent in school	3.41
A2g. Deal with harassment of students by staff	3.27
A2c. Limit the impact of students' behavioural problems	3.18
A2f. Deal with harassment of students by other students	3.15
A2h. Make effective use of the month of June	2.94
A2a. Deal with teachers who do not do a good job	2.72

A2a. Deal effectively with teachers who do not do a good job

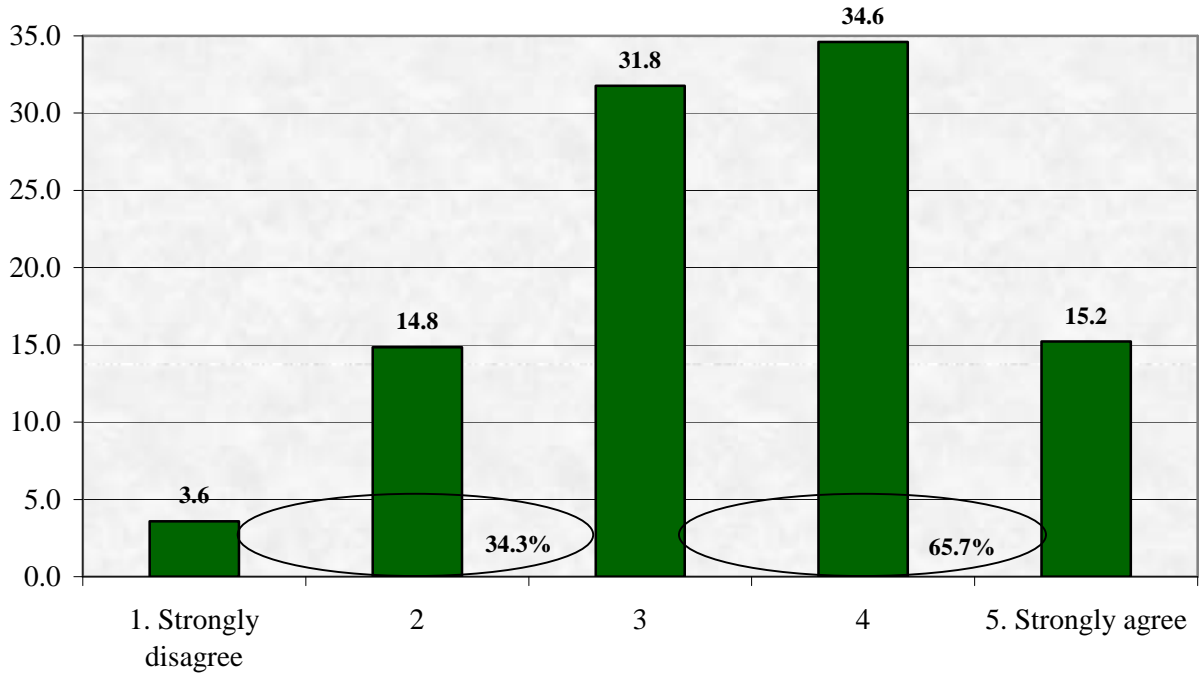
A2a. Deal effectively with teachers who do not do a good job
Mean response level = 2.72



In 2000, 32% of all K-12 parents surveyed agreed that “our schools deal effectively with teachers who do not do a good job” and 68% disagreed.

A2b. Effectively challenge students to achieve their potential

A2b. Effectively challenge students to achieve their potential
Mean response level = 3.43

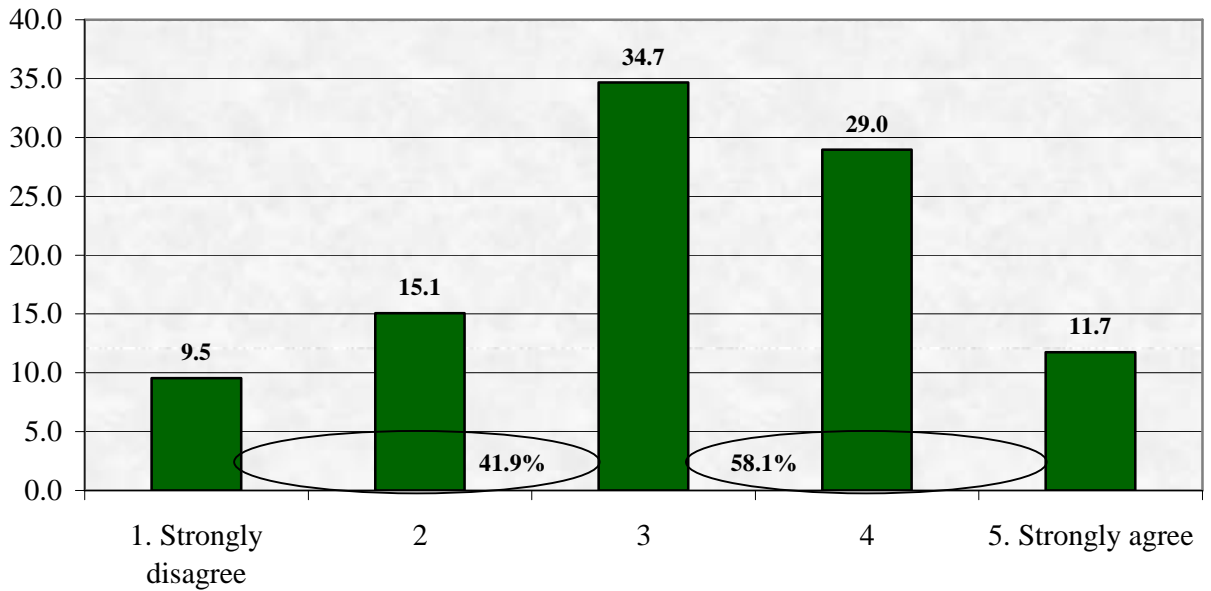


In 2000, 83% of K-12 parents surveyed agreed that their child's school has "established an atmosphere which challenges the student's potential" and 17% disagreed.

A2c. Effectively limit the negative impact of students' behavioural problems in the classroom

A2c. Effectively limit the negative impact of students' behavioural problems in the classroom

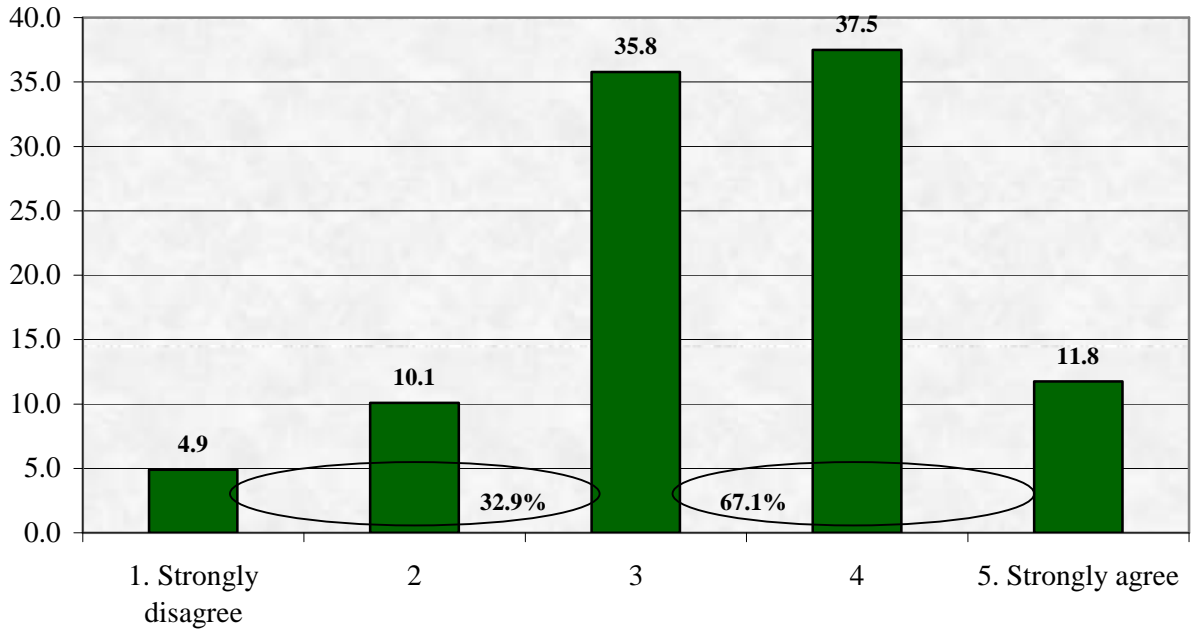
Mean response level = 3.18



In 2000, 55% of all K-12 parents surveyed disagreed that children with behavioural problems have “impacted negatively on the quality of education your child receives” and 45% agreed.

A2d. Ensure effective use of students' time spent in school

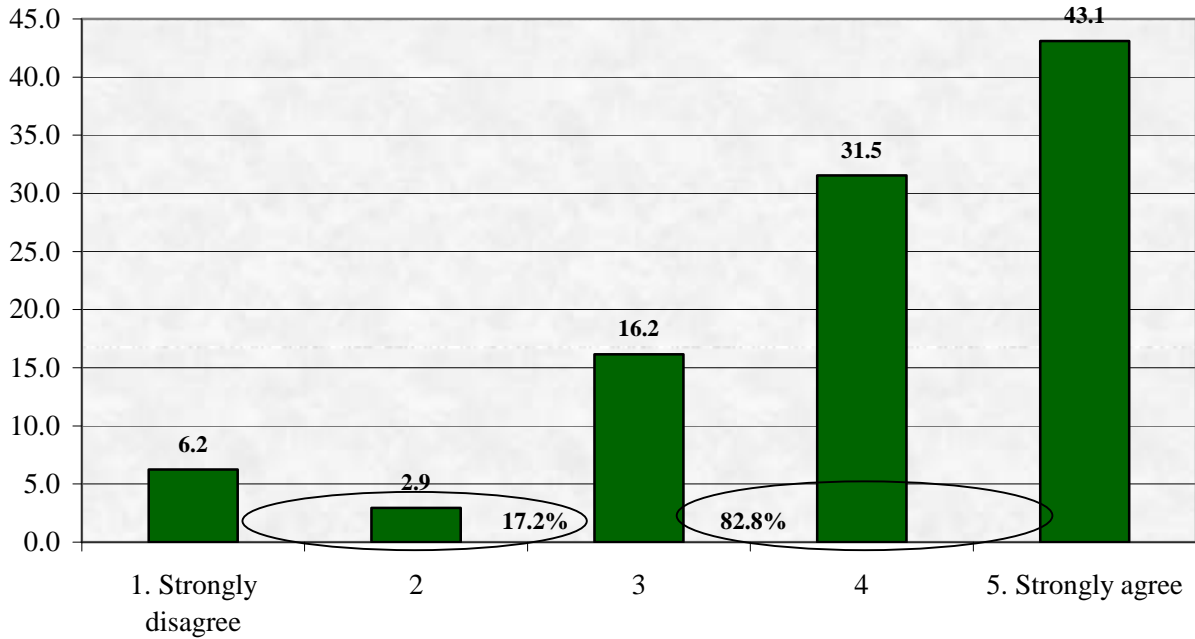
A2d. Ensure effective use of students' time spent in school
Mean response level = 3.41



In 2000, 76% of all K-12 parents surveyed agreed that “the time students spend in school is effectively used” and 24% disagreed.

A2e. Provide school bus service with an adequate level of safety

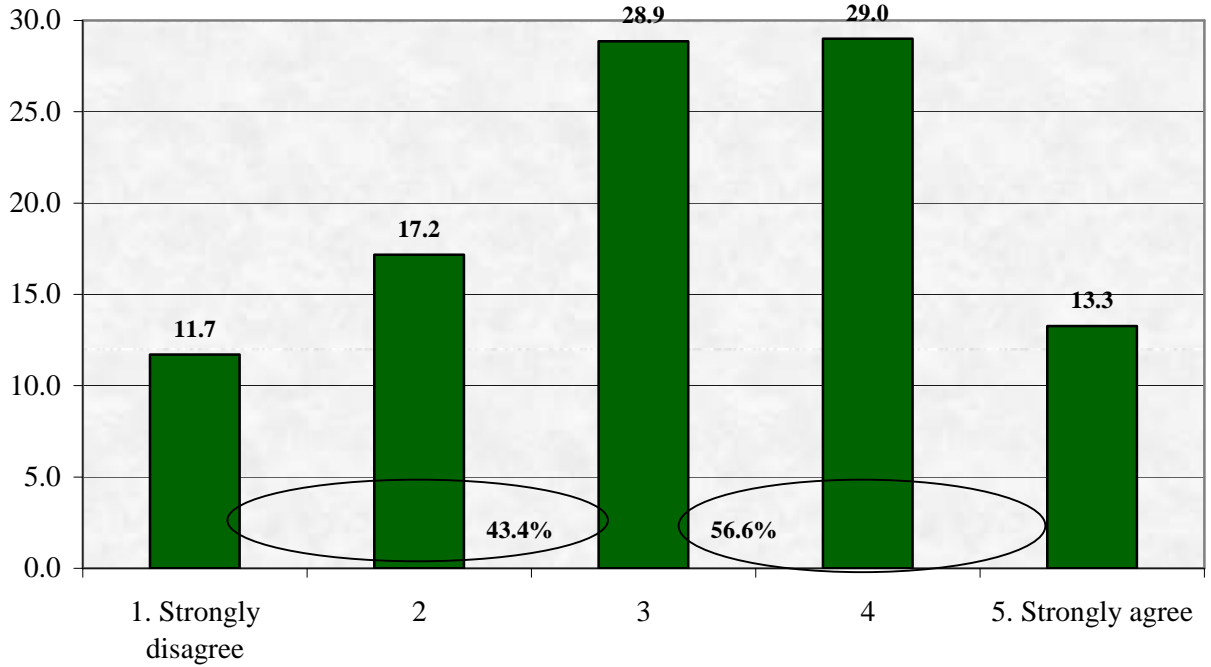
A2e. Provide school bus service with an adequate level of safety
Mean response level = 4.02



In 2000, 78% of all K-12 parents surveyed agreed that the school bus program “provides a safe environment for students” and 22% disagreed.

A2f. Adequately deal with harassment of students by other students

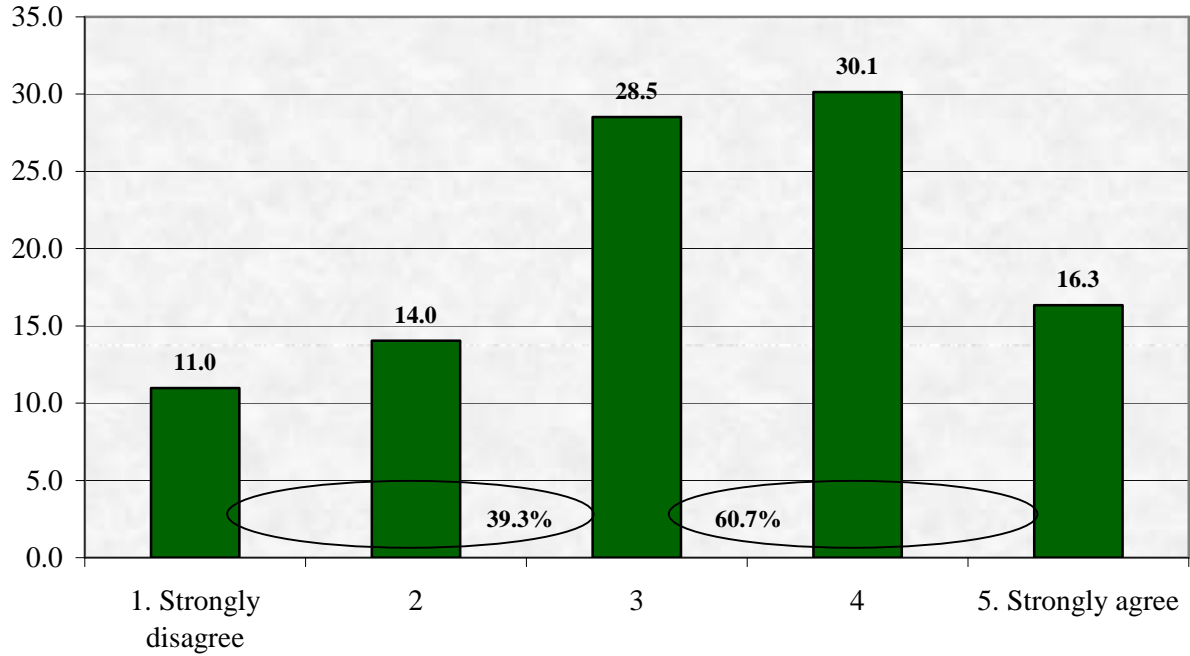
A2f. Adequately deal with harassment of students by other students



In 2000, 31% of all K-12 parents surveyed expressed some or a great deal of concern over harassment of students by other students, while 69% expressed little concern.

A2g. Adequately deal with harassment of students by teachers or staff

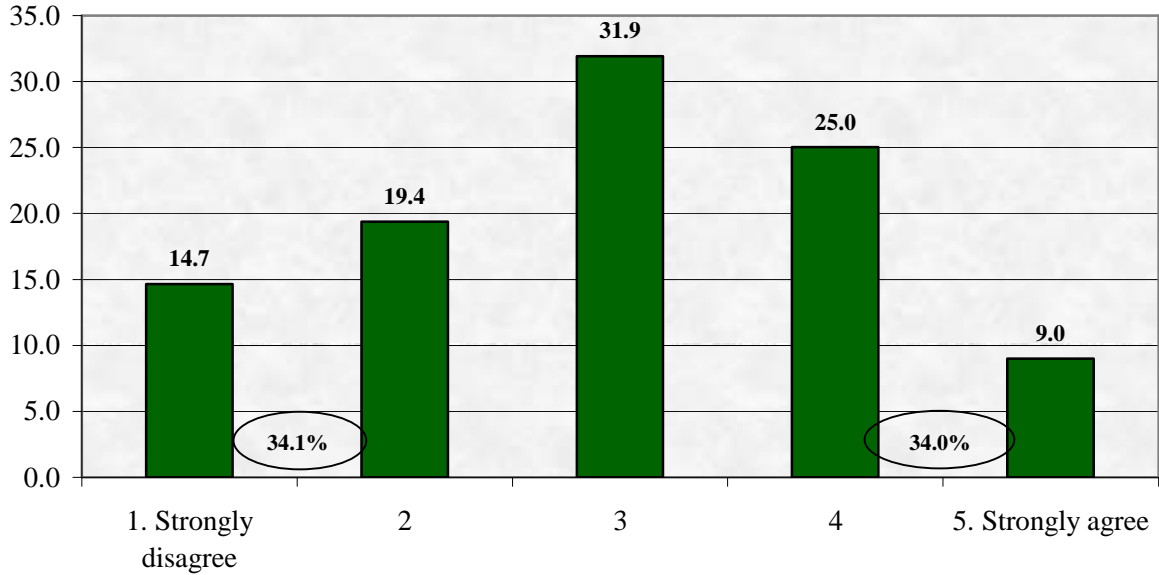
A2g. Adequately deal with harassment of students by teachers or staff
Mean response level = 3.27



In 2000, 14% of all K-12 parents surveyed expressed some or a great deal of concern over harassment of students by other students, while 86% expressed little concern.

A2h. Make effective use of the month of June for student learning

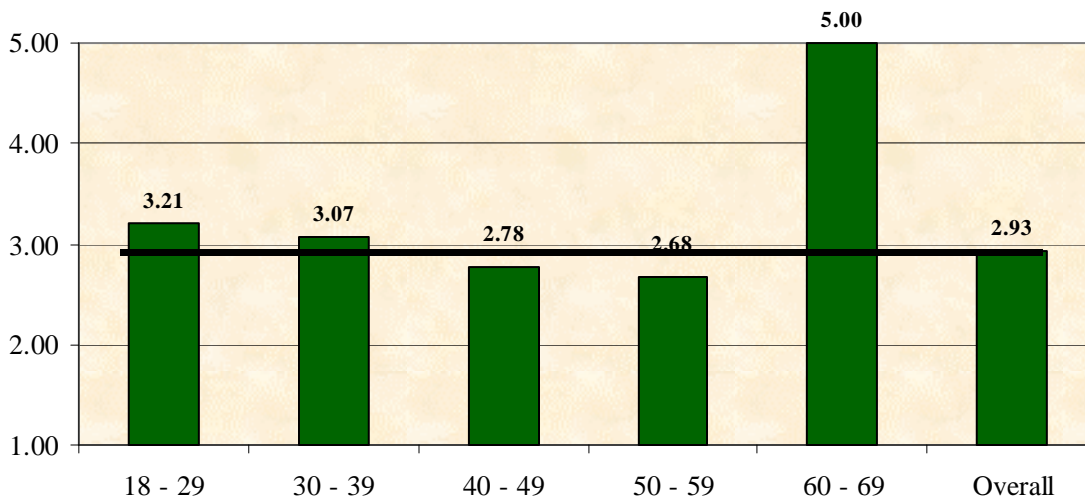
A2h. Make effective use of the month of June for student learning
 Mean response level = 2.94



Statistically Significant

Age

A2h. Make effective use of the month of June for student learning
 1 = Strongly disagree, 5 = Strongly agree



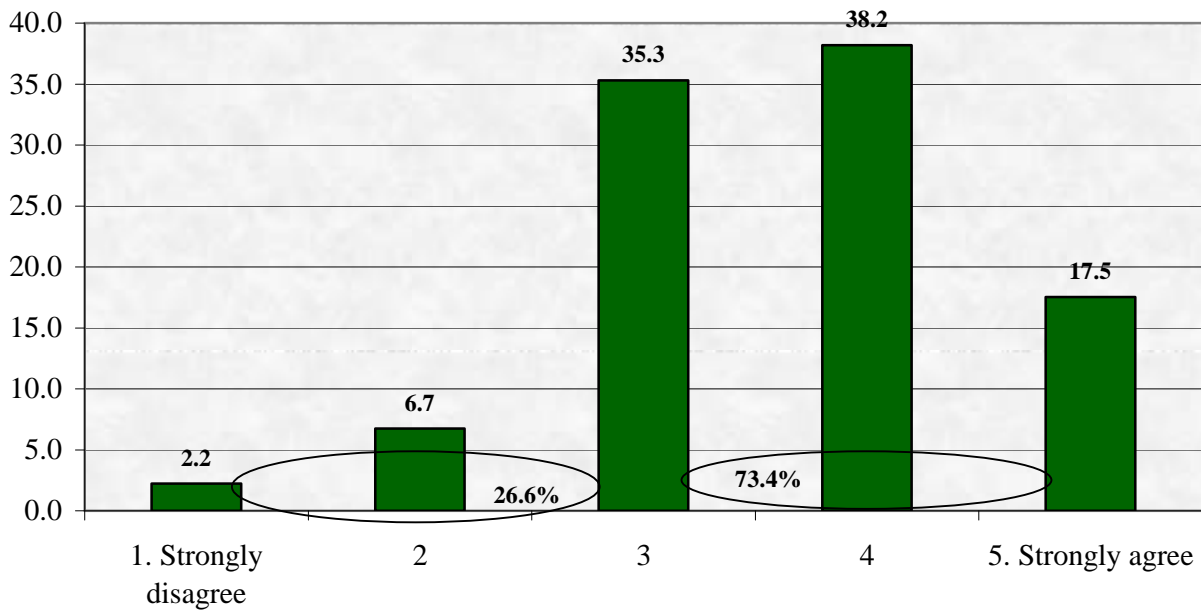
A3. On a 1 to 5 scale where 1 is “Strongly disagree” and 5 is “Strongly agree”, do you agree or disagree that the following communications objectives are being achieved in the schools in your School Division?

There is a high level of agreement among K-12 parents that teachers are effectively communicating both student progress to parents and expectations to students. Having an adequate say in school decisions receives a weaker average response.

	Mean
A3b. Teachers clearly communicate students' progress to their parents	3.71
A3a. Teachers effectively communicate learning expectations to students	3.62
A3c. Parents have an adequate say in school decisions	3.24

A3a. Teachers are effectively communicating learning expectations to students

A3a. Teachers are effectively communicating learning expectations to students
Mean response level = 3.62

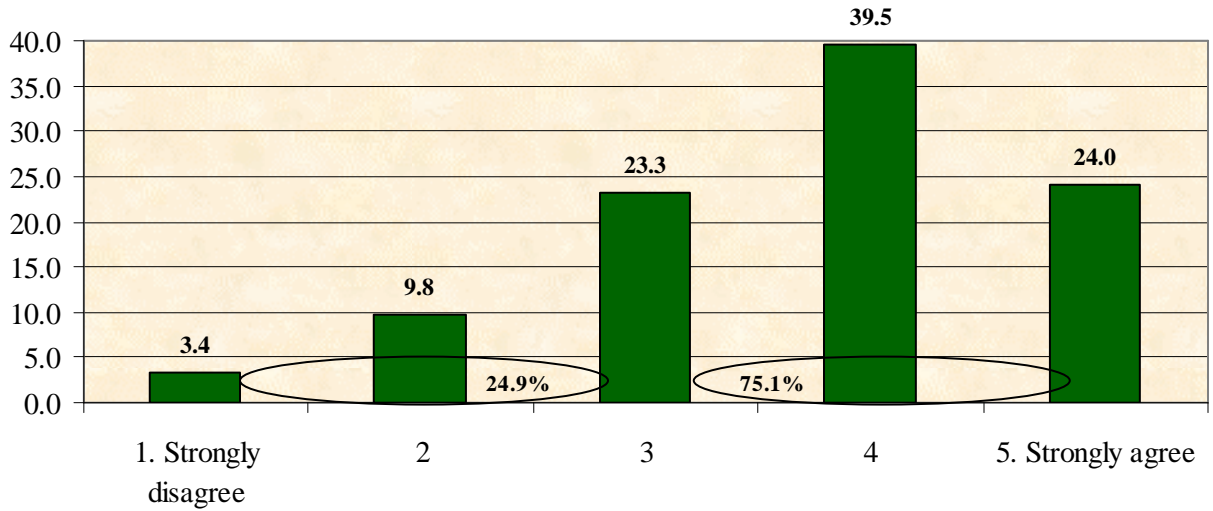


In 2000, 72% of all K-12 parents surveyed agreed that “your child’s teacher or school has effectively communicated to you what your child is expected to learn at his or her grade level” and 28% disagreed.

A3b. Teachers are clearly communicating students' progress to their parents during the year

A3b. Teachers are clearly communicating students' progress to their parents during the year

Mean response level = 3.71



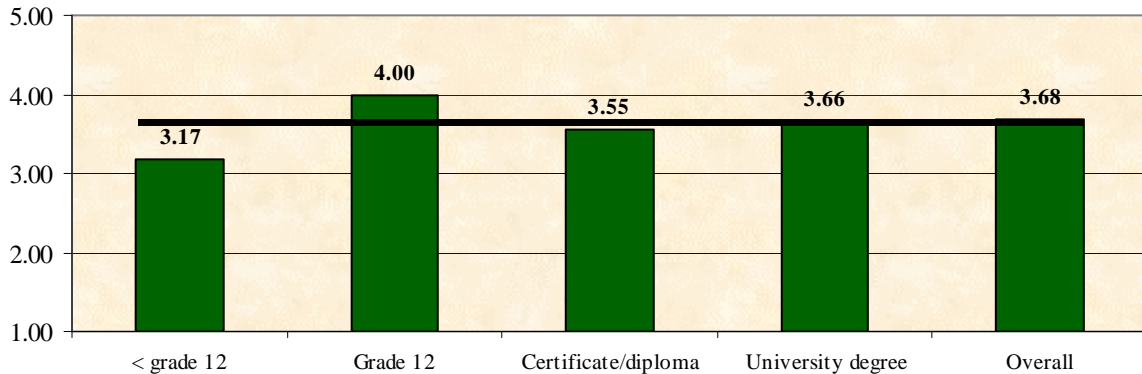
In 2000, 79% of all K-12 parents surveyed agreed “the teacher or the school clearly communicates how well your child is progressing during the school year” and 21% disagreed.

Statistically Significant

Education Level

A3b. Teachers are clearly communicating students' progress to their parents during the year

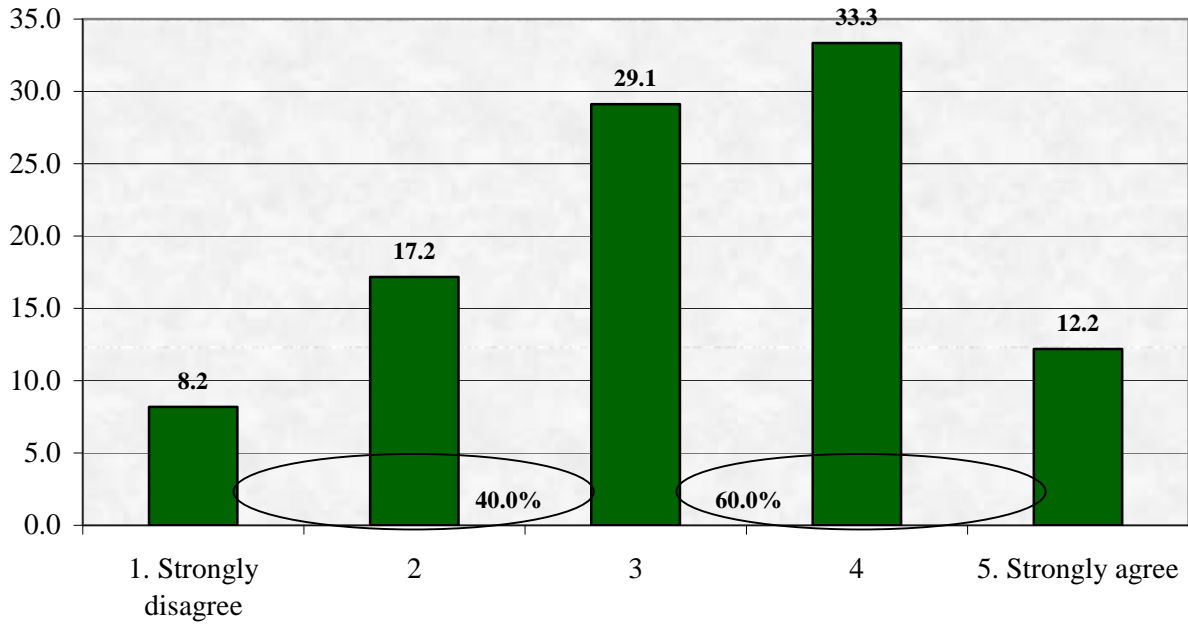
1 = Strongly disagree, 5 = Strongly agree



A3c. Parents have an adequate say in school decisions that affect their children

A3c. Parents have an adequate say in school decisions that affect their children

Mean response level = 3.24



In 2000, a substantial majority (65%) of K-12 parents surveyed agreed they had adequate say in school decisions that affect their children and 35% disagreed.

A4. Do you have a child that takes a school bus to or from school?

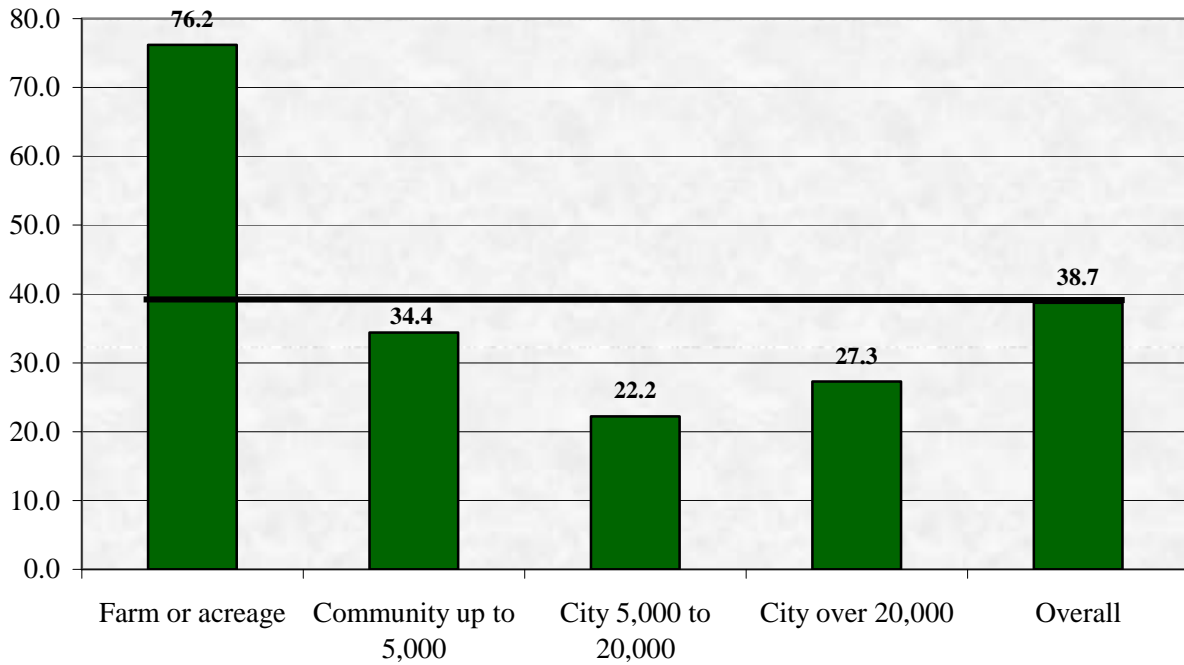
Four K-12 households in ten (39.2%) have a child that takes a school bus.

In 2000, the number was slightly less (34%).

Statistically Significant

Residence Location

A4. Do you have a child that takes a school bus to or from school?
% saying 'Yes'



A5. Have you met personally with at least one teacher in the past year to discuss your child's progress?

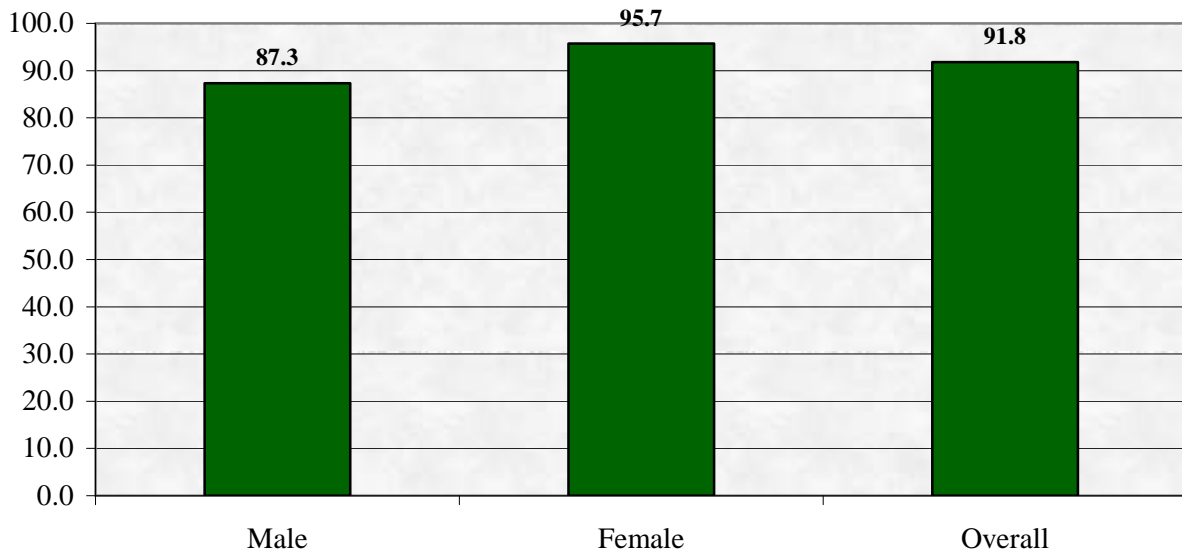
Almost all respondents (92.0%) say they met personally with a teacher in the past year to discuss their child's progress.

This number has gone up since 2000 (87%).

Statistically Significant

Gender

A5. Have you met personally with at least one teacher in the past year to discuss your child's progress?
% saying 'Yes'



SECTION B: Questions for All Respondents

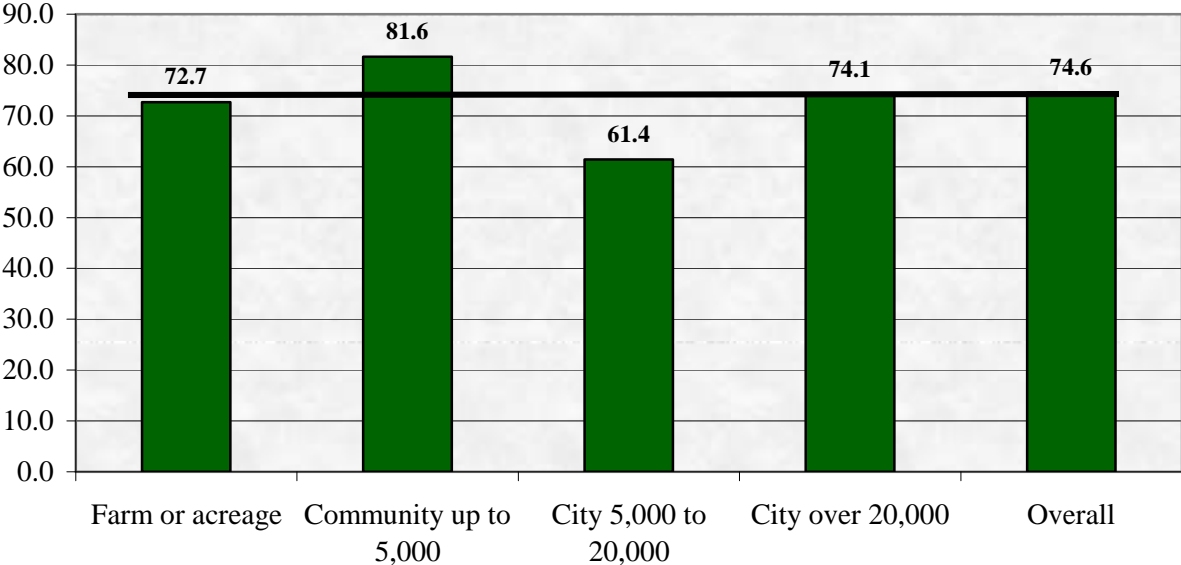
B1. Have you heard of the Saskatchewan School Boards Association?

Nearly three-quarters (73.3%) of Saskatchewan residents say they have heard of the Saskatchewan School Boards Association.

Statistically Significant

Residence Location

B1. Have you heard of the Saskatchewan School Boards Association?
% saying 'Yes'



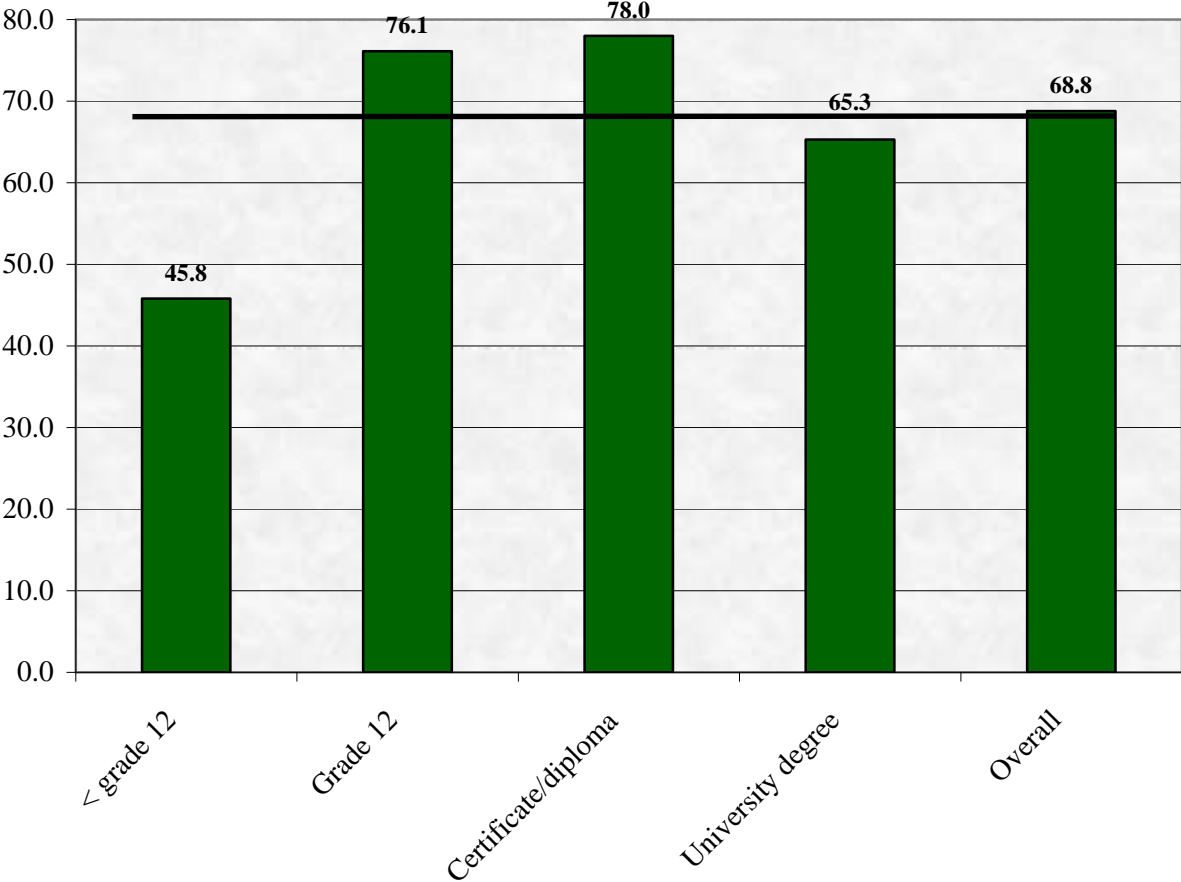
B1a. The Saskatchewan School Boards Association is made up of School Boards throughout Saskatchewan that voluntarily join together to promote education in the province. Are you aware that members of School Boards are elected locally?

Two-thirds (67.6%) of respondents are aware that School Board members are elected locally.

Statistically Significant

Education Level

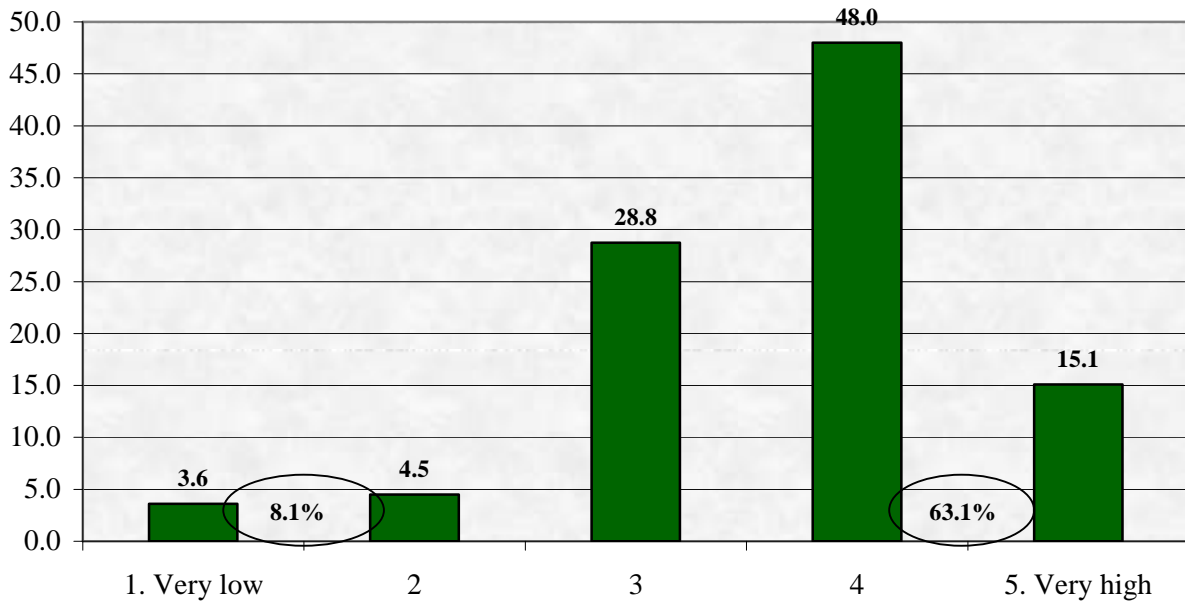
B1a. The Saskatchewan School Boards Association is made up of School Boards throughout Saskatchewan that voluntarily join together to promote education in the province. Are you aware that members of School Boards are elected locally?
% saying 'Yes'



B2. On a 1 to 5 scale where 1 is “Very low” and 5 is “Very high”, please rate the quality of education provided by schools in your School Division.

B2. On a 1 to 5 scale where 1 is 'Very low' and 5 is 'Very high', please rate the quality of education provided by schools in your School Division.

Mean response level = 3.66

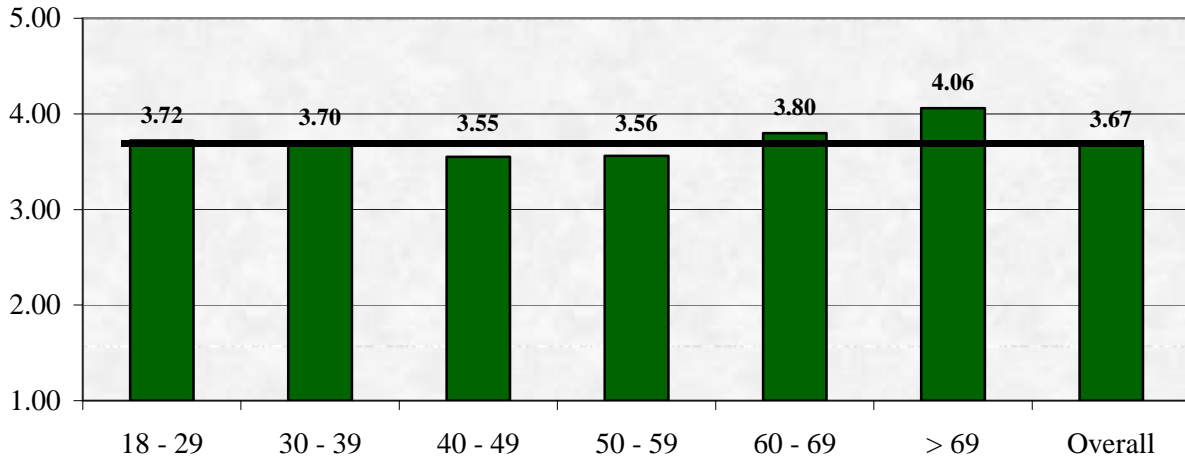


In 2000, an ordinal five-point scale was used, using typical school grades of A, B,C, D, or F. While the scales are not directly comparable, 57% rated the schools in their community with either an A or B in 2005, compared to 63% who currently rate their schools as either a 4 or 5.

Statistically Significant

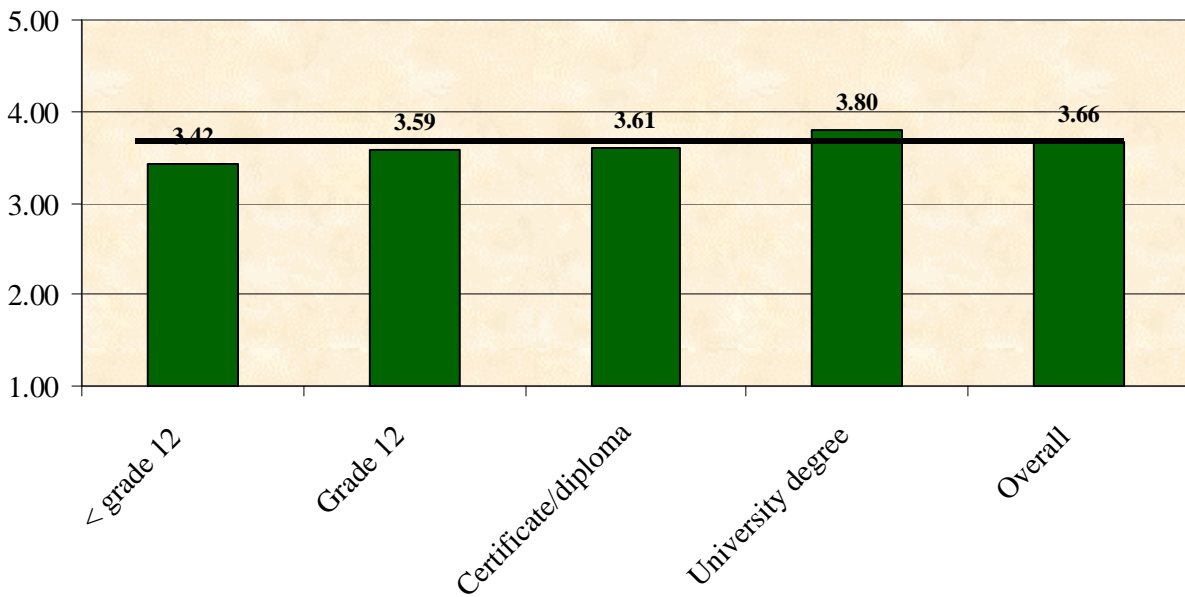
Age

B2. On a 1 to 5 scale where 1 is 'Very low' and 5 is 'Very high', please rate the quality of education provided by schools in your School Division.



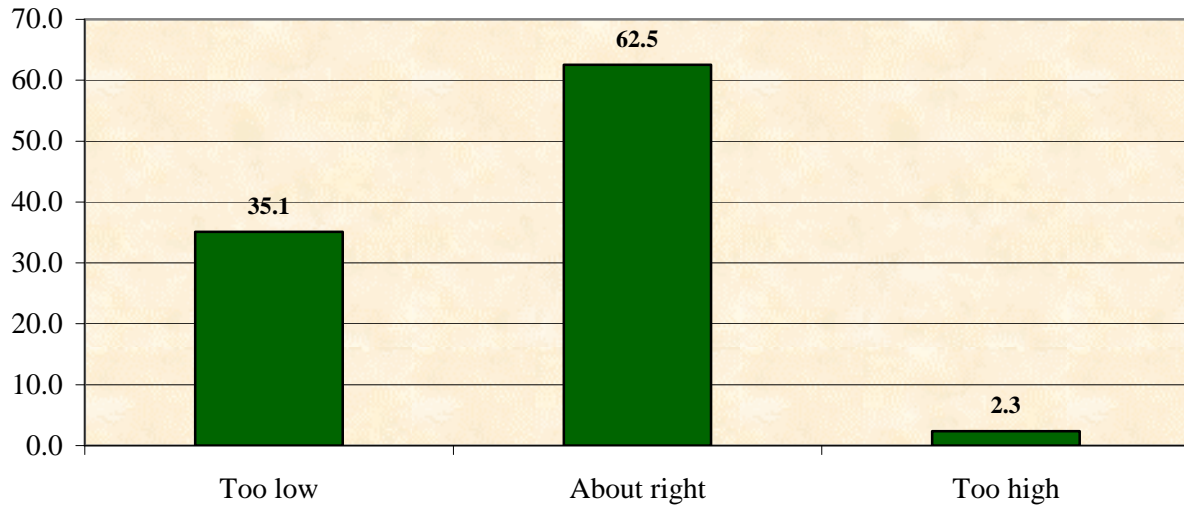
Education Level

B2. On a 1 to 5 scale where 1 is 'Very low' and 5 is 'Very high', please rate the quality of education provided by schools in your School Division.



B3. Are the standards set for academic achievement among Saskatchewan students too high, too low, or about right?

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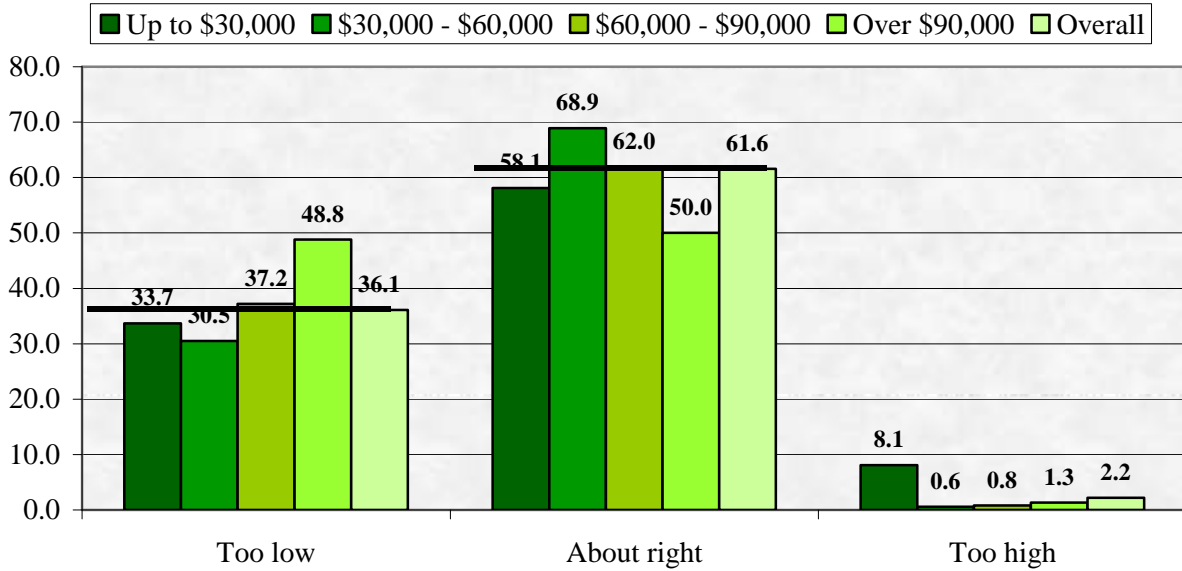


In 2000, most respondents (62%) stated that standards of academic achievement in our schools are currently set about right, as opposed to either too low (33%) or too high (5%).

Statistically Significant

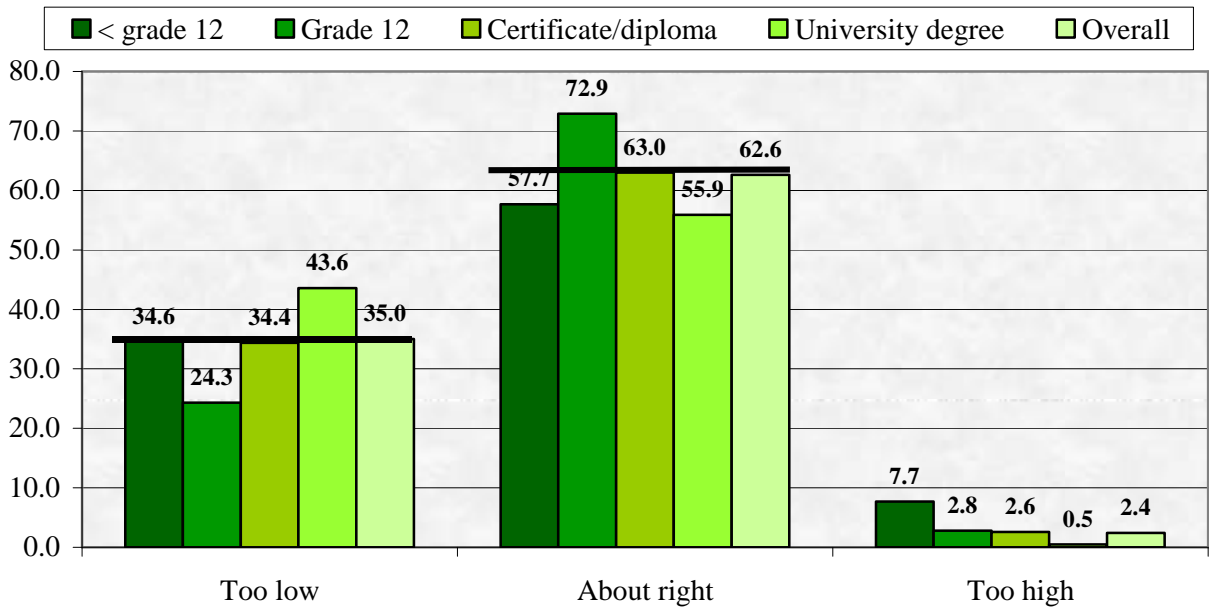
Income Level

B3. Are the standards set for academic achievement among Saskatchewan students too high, too low, or about right?



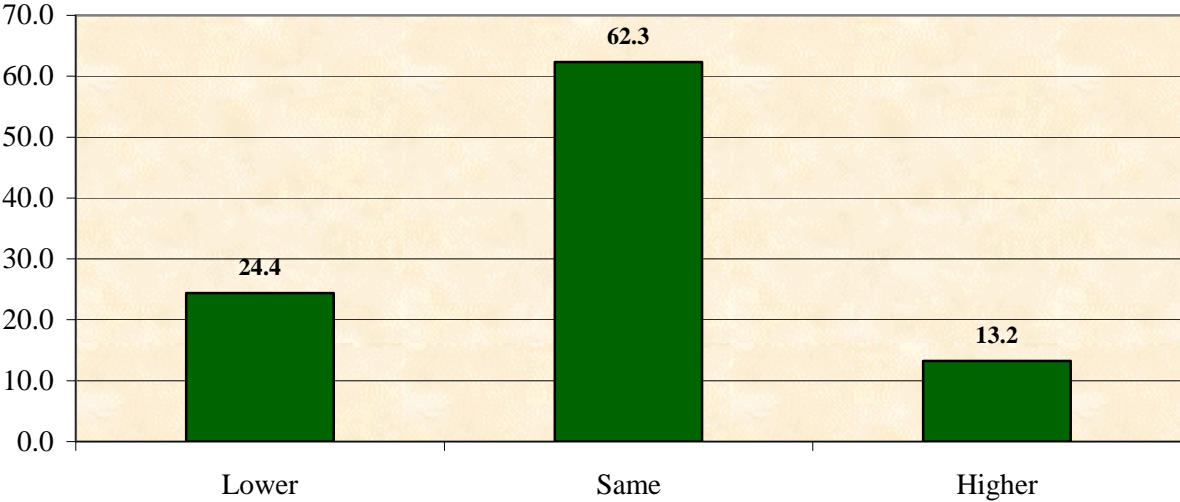
Education Level

B3. Are the standards set for academic achievement among Saskatchewan students too high, too low or about right?



B4. If Saskatchewan students were tested, would they score higher, lower, or about the same as students in other provinces?

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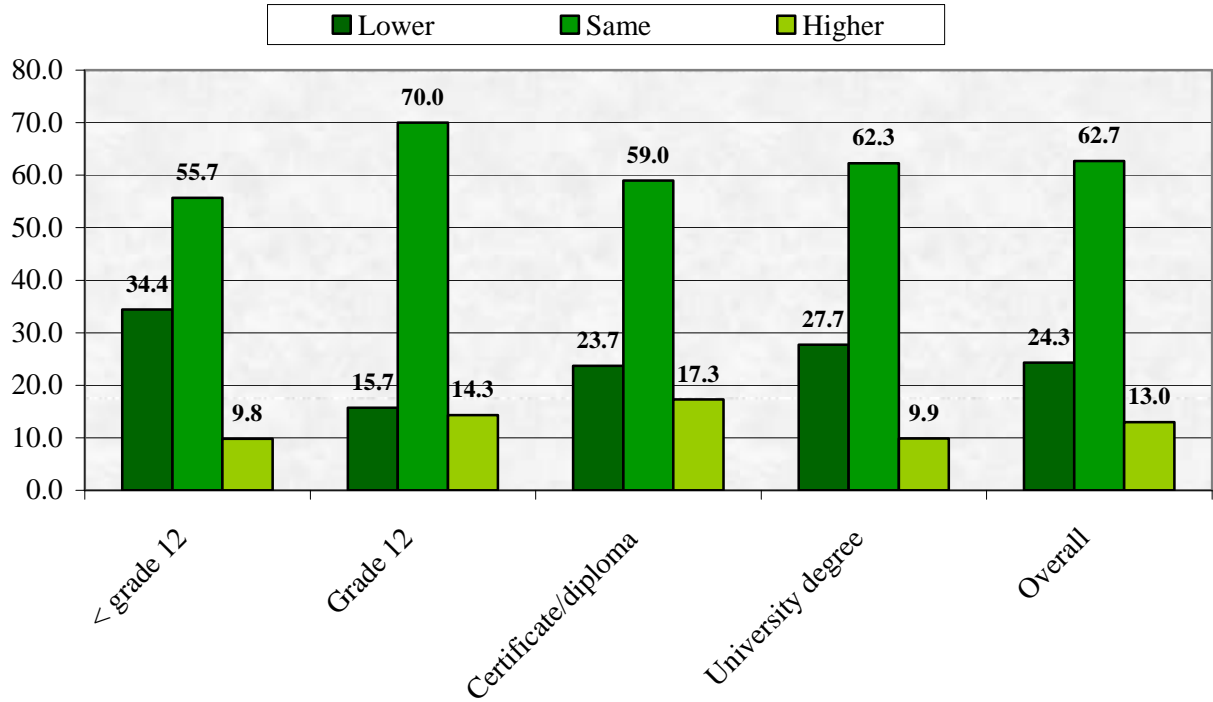
It is difficult to make a direct comparison here. In 2000, the question was worded: “In recent years of academic testing, would you think that Saskatchewan students have tended to score better, about the same, or worse than students from most other provinces?”

Reported results from 2000 include 32% saying they had no opinion. About half (48%) said ‘the same’, 11% said ‘better’, and 9% said ‘worse’. In 2005, 11% of respondents stated ‘Don’t know’. With those responses included, we have 54% saying the same, 12% saying higher, and 21% saying lower.

Statistically Significant

Education Level

B4. If Saskatchewan students were tested, would they score higher, lower or about the same as students in other provinces?



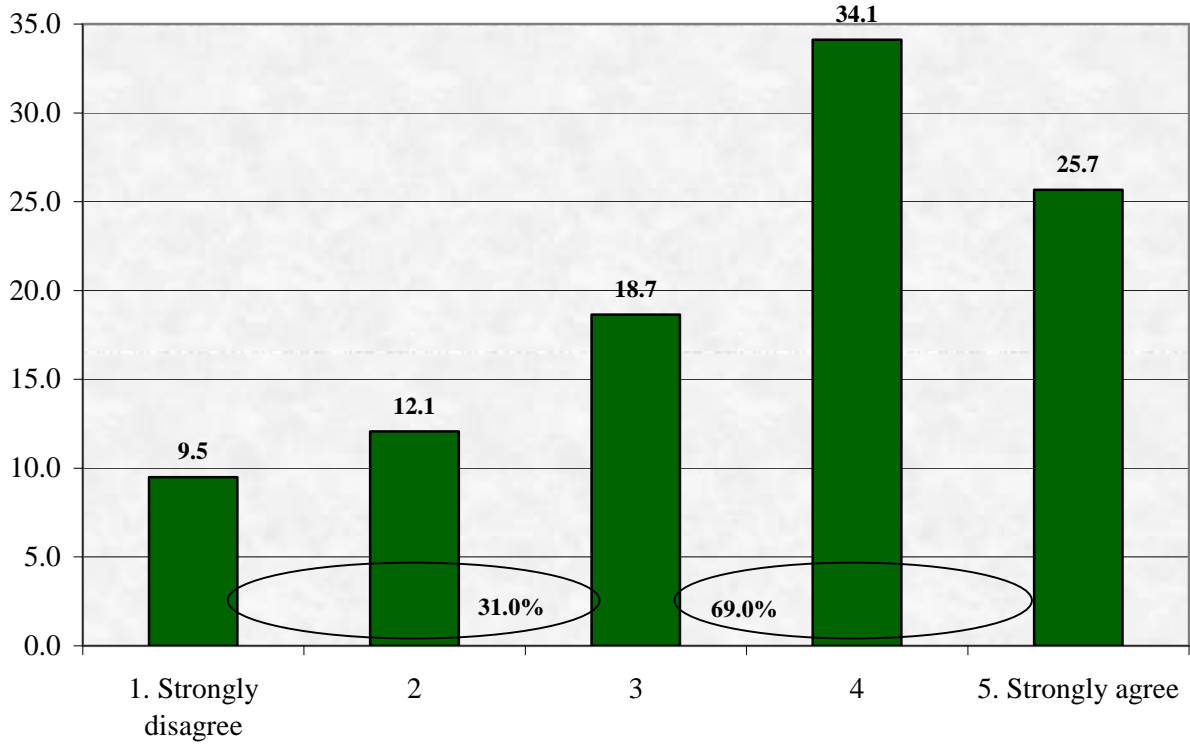
B5. On a 1 to 5 scale where 1 is “Strongly disagree” and 5 is “Strongly agree”, do you agree or disagree that your School Division is achieving the following?

The table below shows the level of agreement among respondents that School Divisions are achieving a range of student-focused objectives. Generally, School Divisions are given a very favourable review across the range of objectives.

	Mean
B5b. Provides a safe environment for students	3.80
B5e. Makes effective use of available resources	3.66
B5f. Reflects community values to students	3.58
B5a. Provides enough days for learning in the school year	3.54
B5d. Enough student testing to compare Divisions and Provinces	3.40
B5h. Creates awareness of school objectives and achievements	3.36
B5c. Develops a sense of social responsibility	3.35
B5g. Prepares students for their future	3.27

B5a. Provides enough days for student learning in the school year

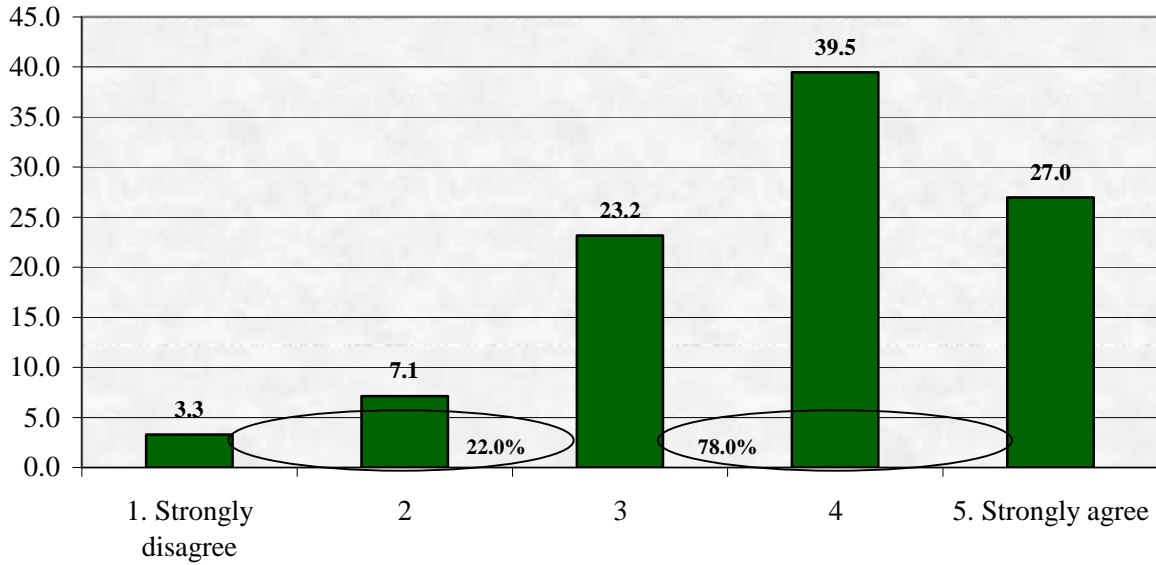
B5a. Provides enough days for student learning in the school year
Mean response level = 3.54



In 2000, a substantial majority (65%) agreed that students are spending enough days in school each year, and 35% disagreed.

B5b. Provides a safe environment for students

B5b. Provides a safe environment for students
Mean response level = 3.80

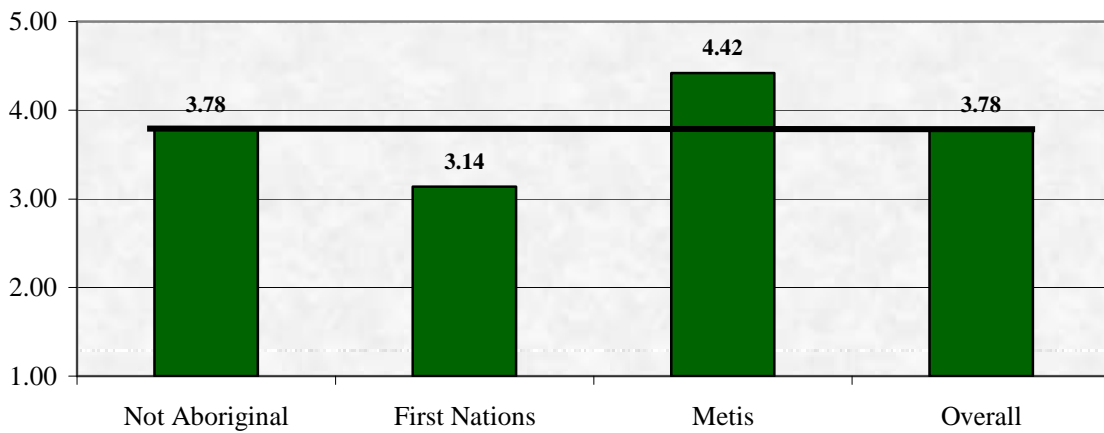


In 2000, 92% agreed that local schools are providing a safe environment for students, saying either safe or very safe, while 8% responded unsafe.

Statistically Significant

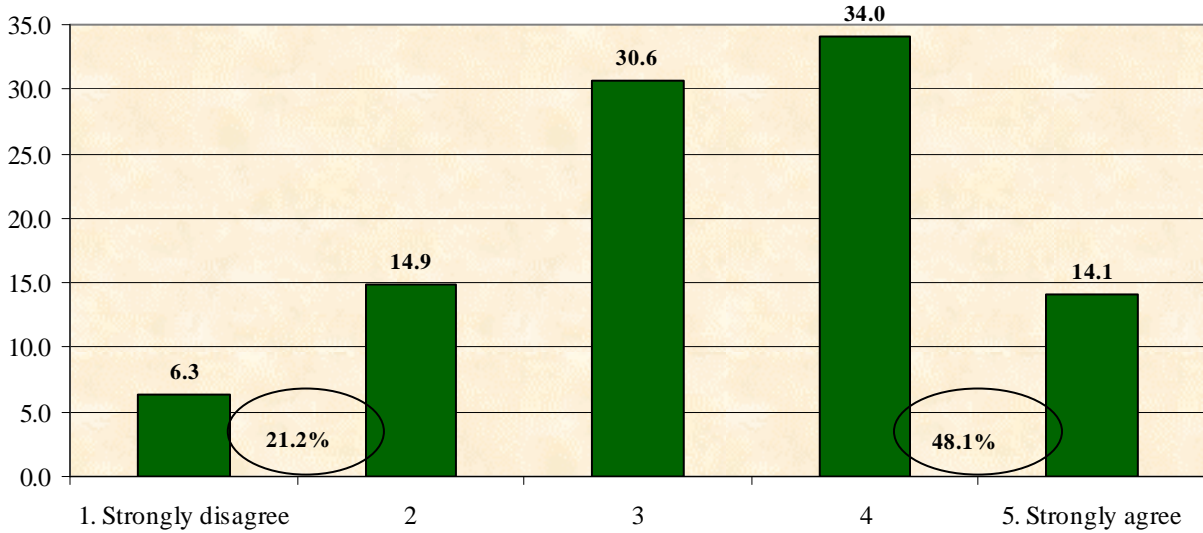
Aboriginal

B5b. Provides a safe environment for students
1 = Strongly disagree, 5 = Strongly agree



B5c. Adequately develops a sense of social responsibility among students

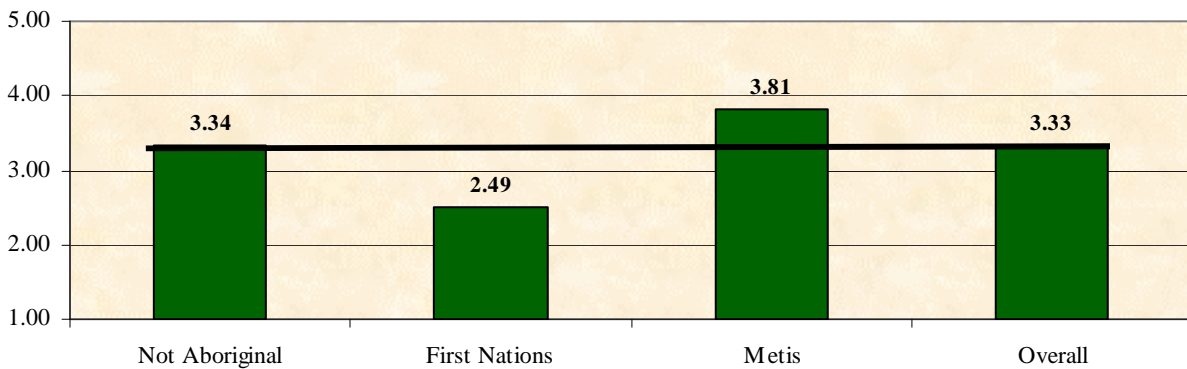
B5c. Adequately develops a sense of social responsibility among students
Mean response level = 3.35



Statistically Significant

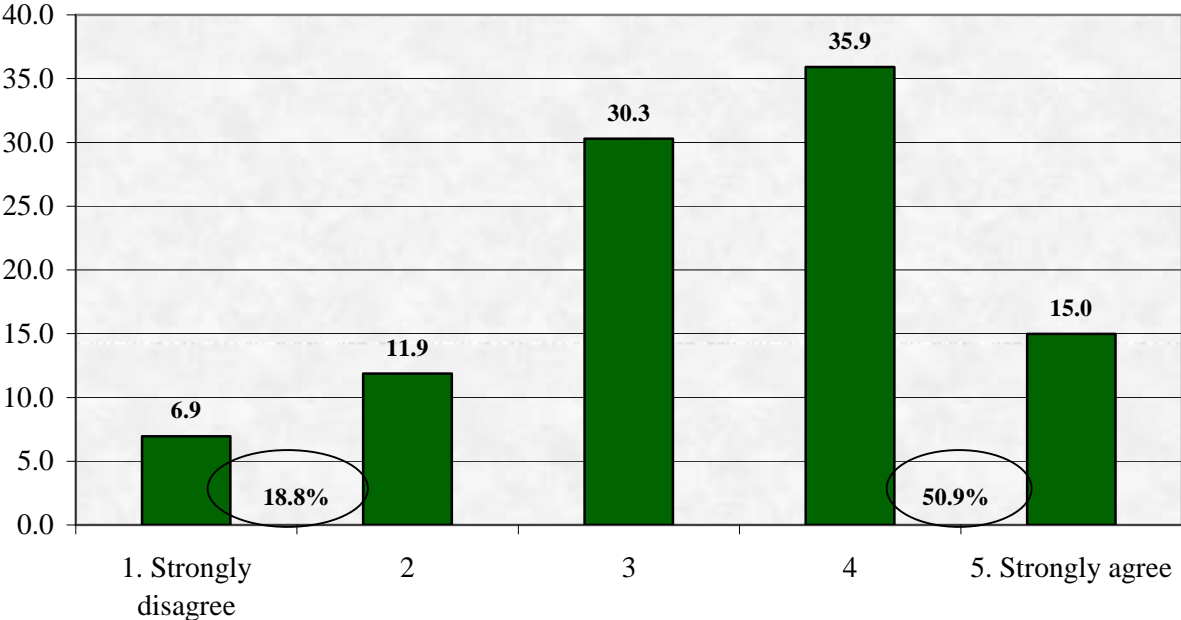
Aboriginal

B5c. Adequately develops a sense of social responsibility among students
1 = Strongly disagree, 5 = Strongly agree



B5d. Provides enough testing of student learning to compare to other School Divisions and Provinces

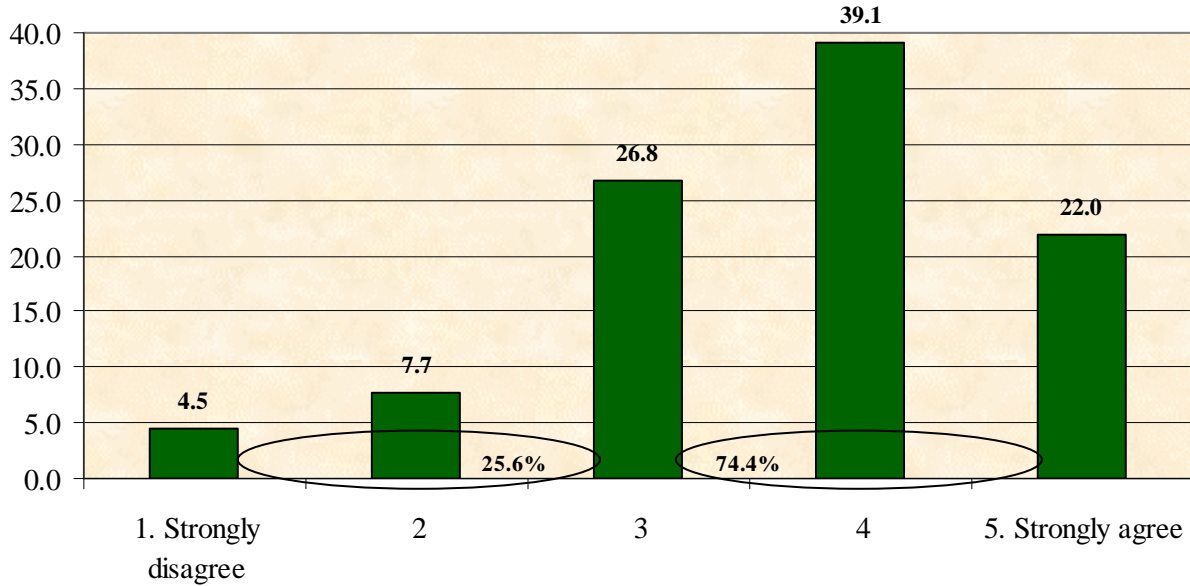
B5d. Provides enough testing of student learning to compare to other School Divisions and Provinces
Mean response level = 3.40



B5e. Makes effective use of the resources available to them

B5e. Makes effective use of the resources available to them

Mean response level = 3.66



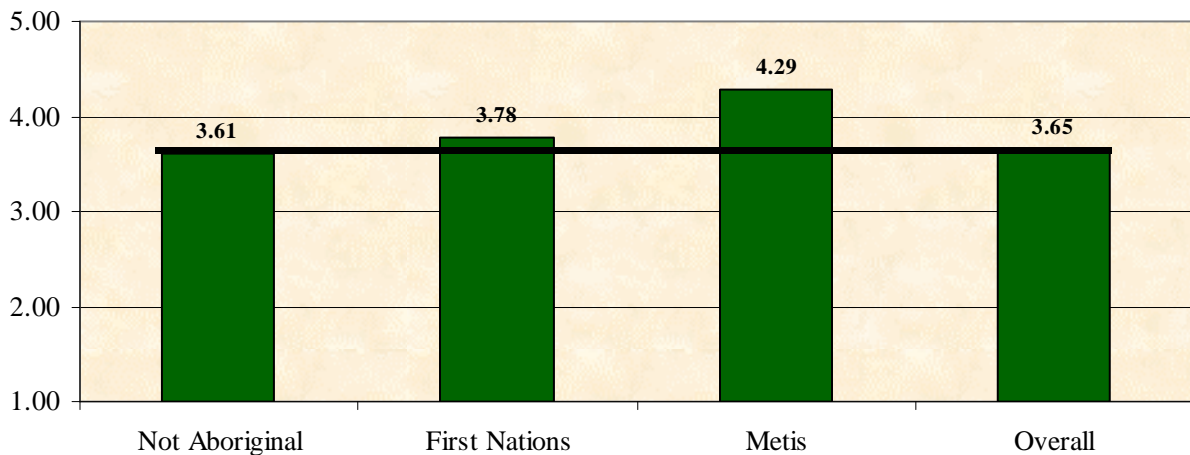
In 2000, 89% agreed that schools in their area are making effective use of the resources currently available, and 11% disagreed.

Statistically Significant

Aboriginal

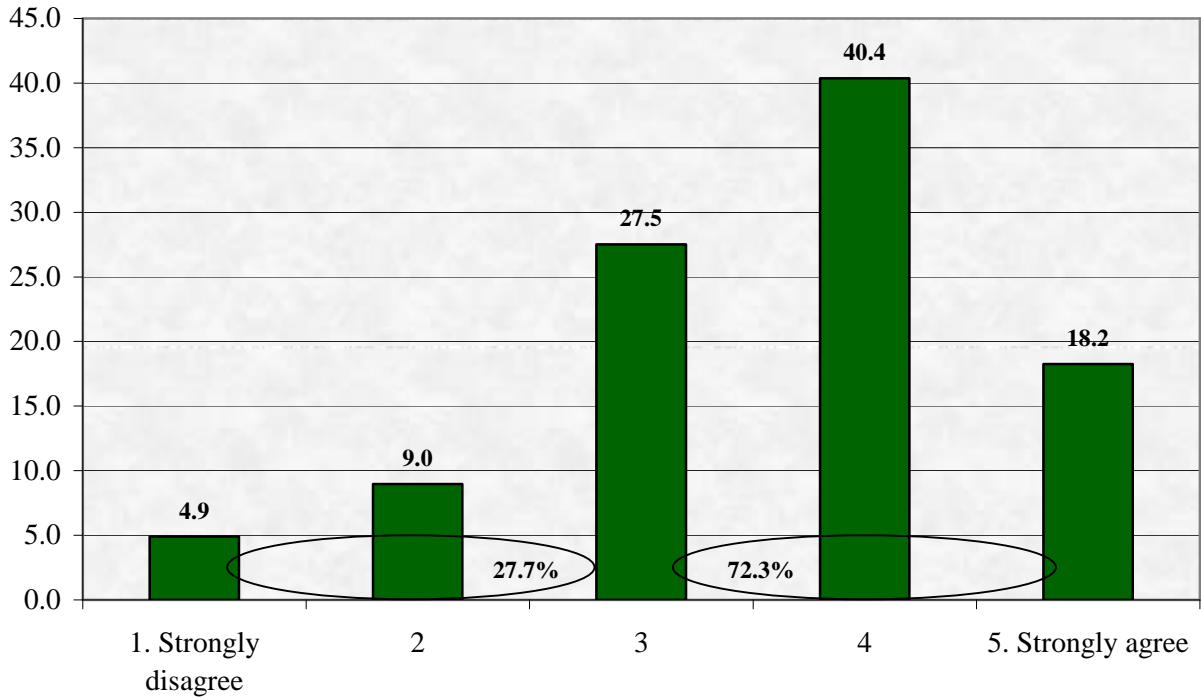
B5e. Makes effective use of the resources available to them

1 = Strongly disagree, 5 = Strongly agree



B5f. Adequately reflects community values to students

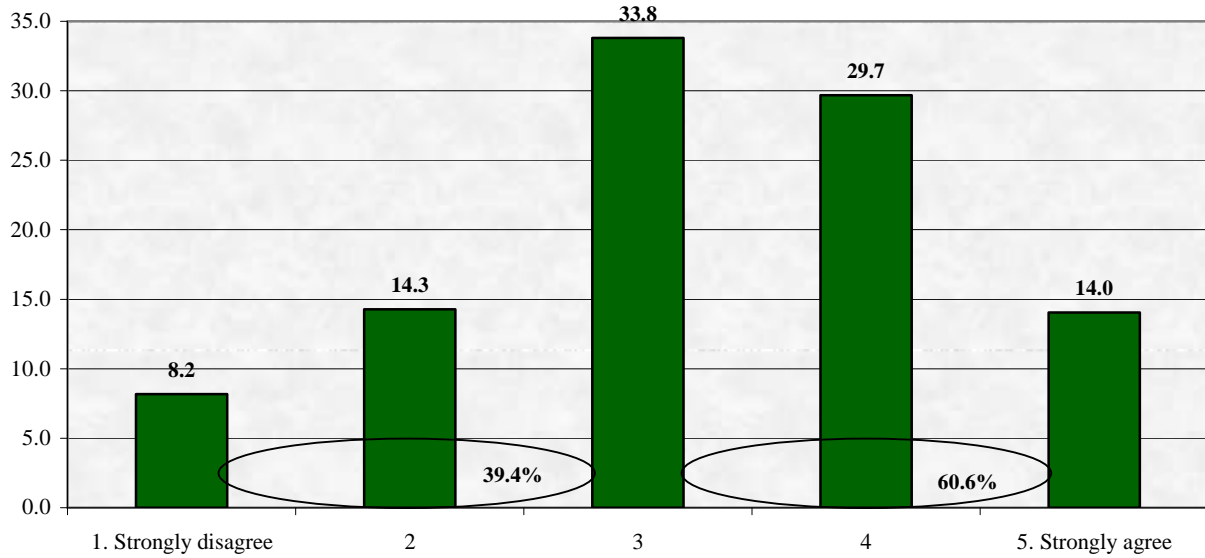
B5f. Adequately reflects community values to students
Mean response level = 3.58



To a different question in 2000, 62% agreed that schools “are fostering the development of social responsibility and community values”, and 38% disagreed.

B5g. Adequately prepares students for their future

B5g. Adequately prepares students for their future
Mean response level = 3.27

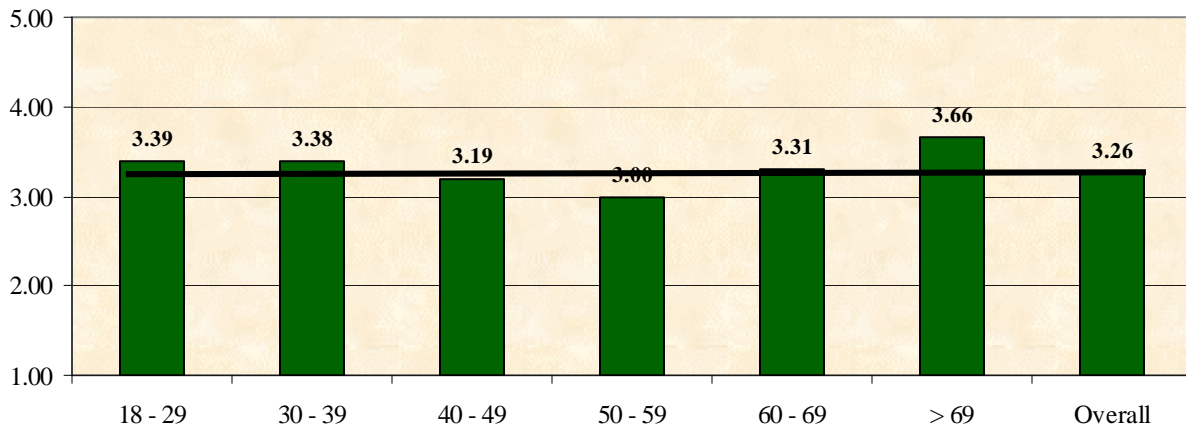


In 2000, 56% agreed that “in the overall sense, our schools today are adequately preparing children for their future after high school” and 44% disagreed.

Statistically Significant

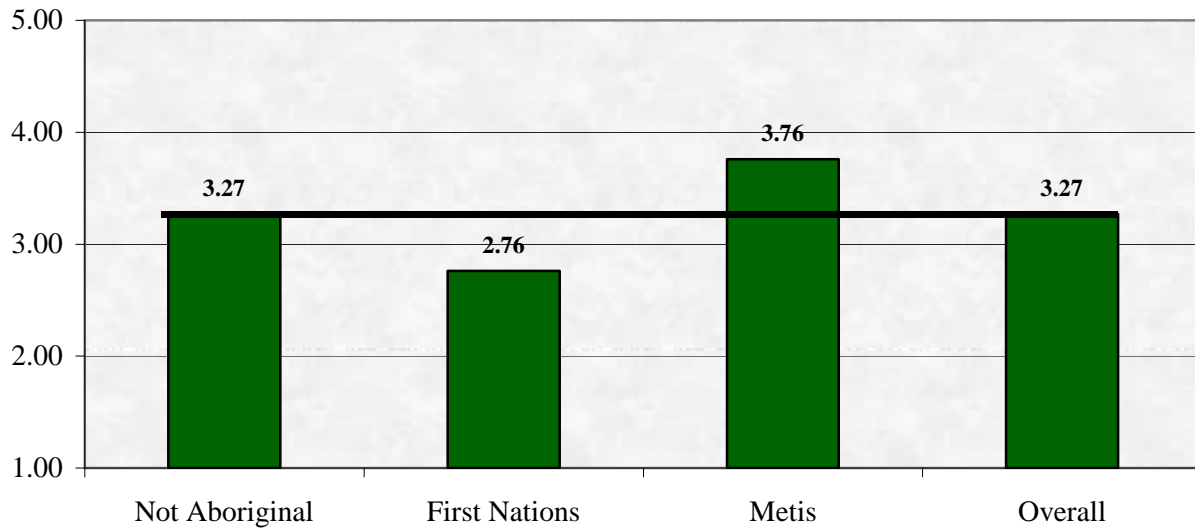
Age

B5g. Adequately prepares students for their future
1 = Strongly disagree, 5 = Strongly agree



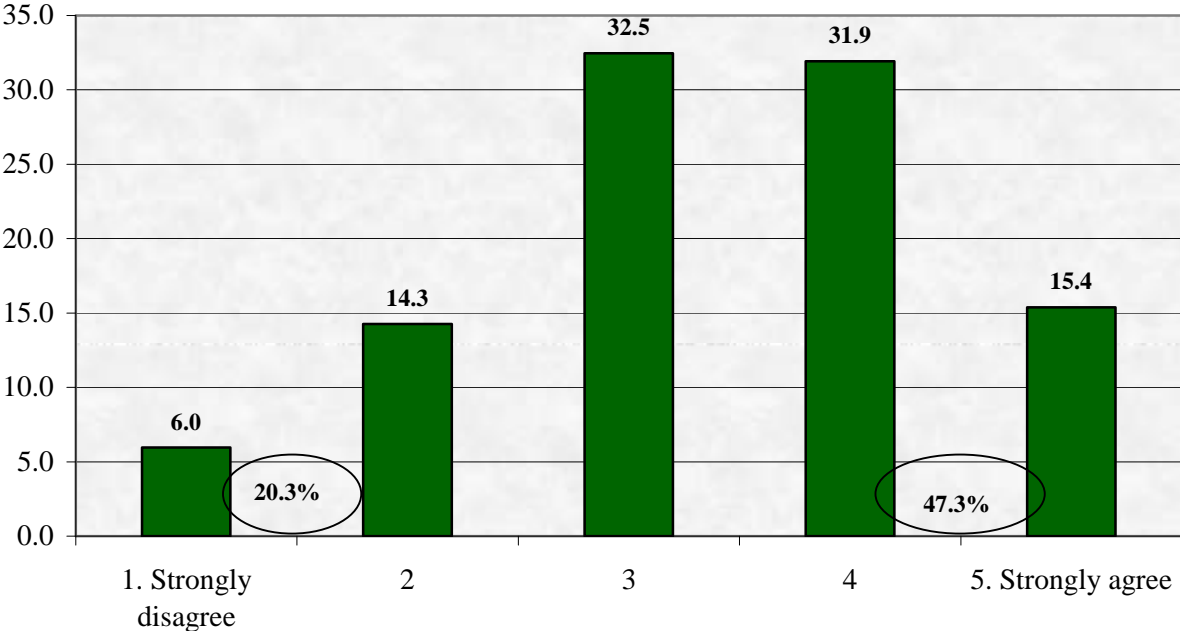
Aboriginal

B5g. Adequately prepares students for their future
1 = Strongly disagree, 5 = Strongly agree



B5h. Adequately makes the community aware of the objectives and achievements of its schools

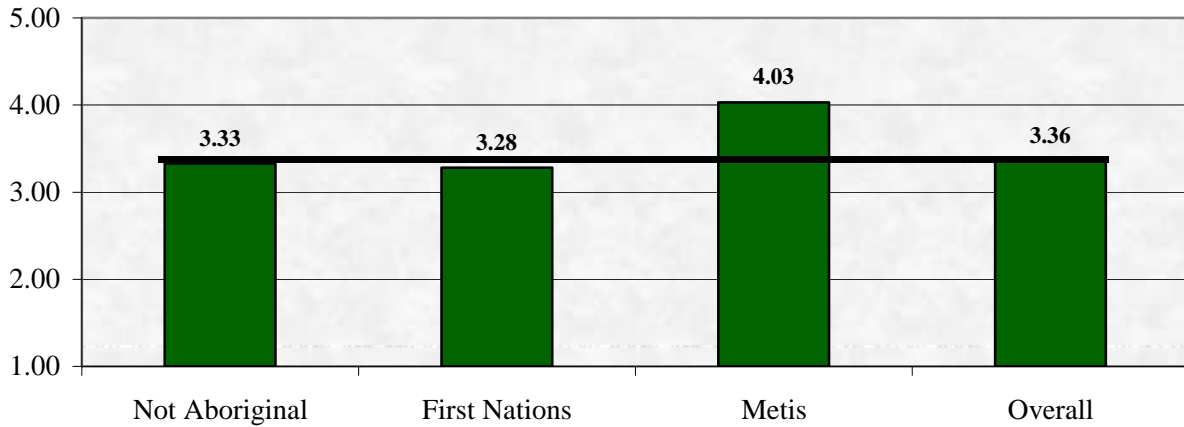
B5h. Adequately makes the community aware of the objectives and achievements of its schools
Mean response level = 3.36



Statistically Significant

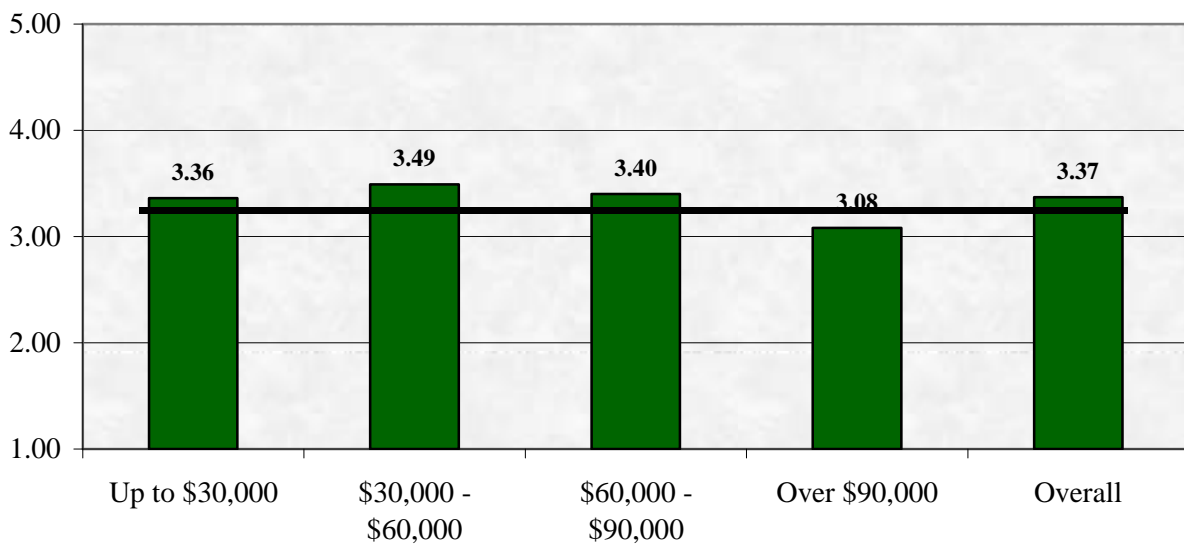
Aboriginal

B5h. Adequately makes the community aware of the objectives and achievements of its schools
1 = Strongly disagree, 5 = Strongly agree



Income Level

B5h. Adequately makes the community aware of the objectives and achievements of its schools
1 = Strongly disagree, 5 = Strongly agree



B6. On a 1 to 5 scale where 1 is “Strongly disagree” and 5 is “Strongly agree”, do you agree or disagree with the following statements.

Saskatchewan residents are skeptical that School Boards have enough funds to provide high quality education (mean = 2.90). They give education a high priority within government revenues (mean = 3.64).

On average, respondents are neutral to barely positive about having enough voice through their School Boards in shaping the education of their students (mean = 3.07). They are more positive about having an adequate say in school-based decisions (mean = 3.24) at question A3.

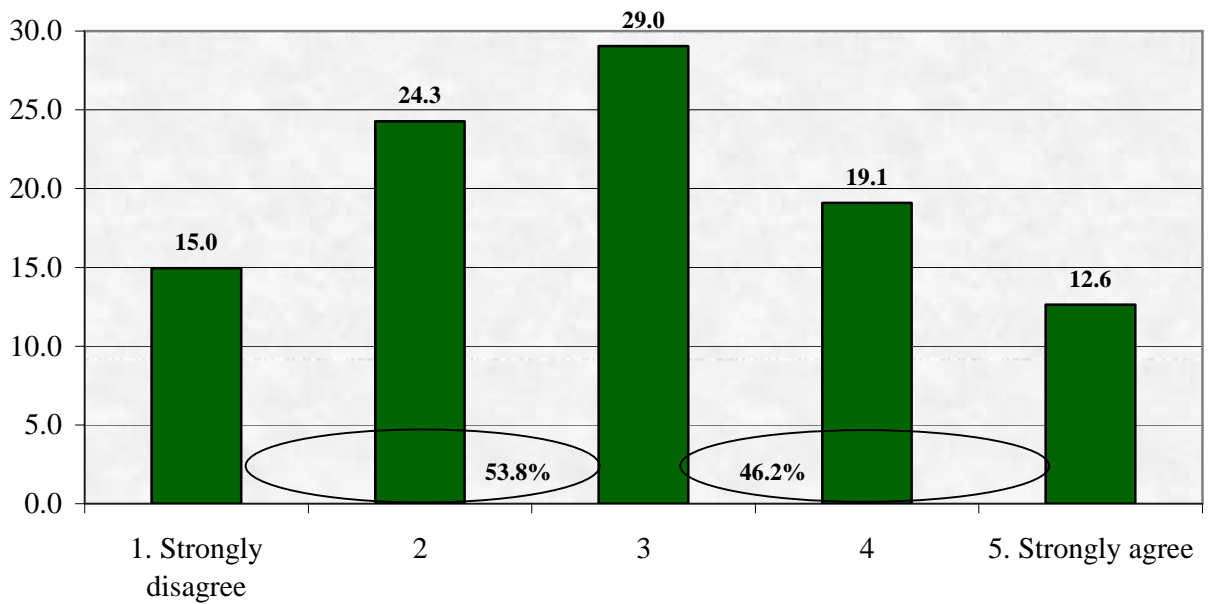
Respondents strongly endorse the idea of making Aboriginal history and culture a part of the provincial curriculum (mean = 3.64).

	Mean
B6b. The Government should spend less money elsewhere to provide more for education.	3.64
B6c. Aboriginal history and culture should be part of the Saskatchewan curriculum.	3.64
B6d. School Boards give the community a voice in the education of their students.	3.07
B6a. School Boards have enough funds to provide a high standard of education.	2.90

B6a. School Boards in Saskatchewan have enough funds to provide a high standard of education.

B6a. School Boards in Saskatchewan have enough funds to provide a high standard of education.

Mean response level = 2.90

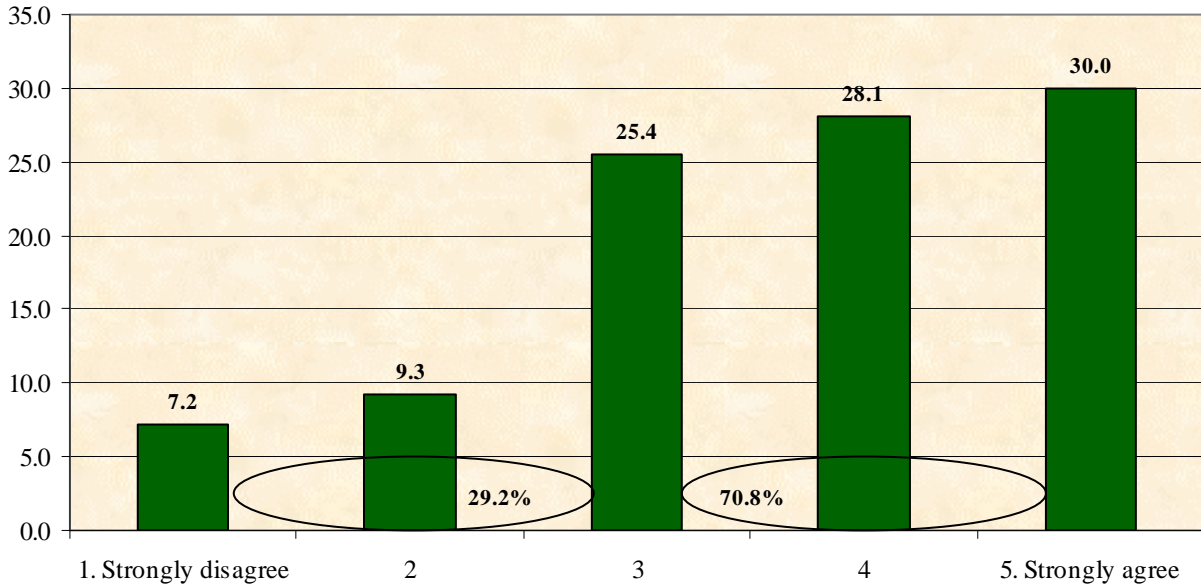


In 2000, 53% agreed that the local school board has adequate funds to provide a high standard of education and 47% disagreed.

B6b. The Provincial Government should spend less money in other areas to provide more for education.

B6b. The Provincial Government should spend less money in other areas to provide more for education.

Mean response level = 3.64



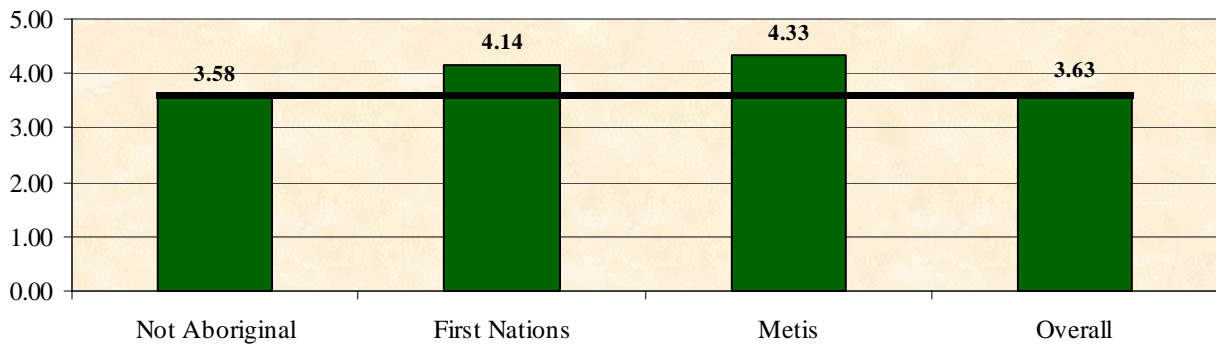
In 2000, 77% agreed that there are areas where the government should spend less money so it could make more funds available for education, and 23% disagreed.

Statistically Significant

Aboriginal

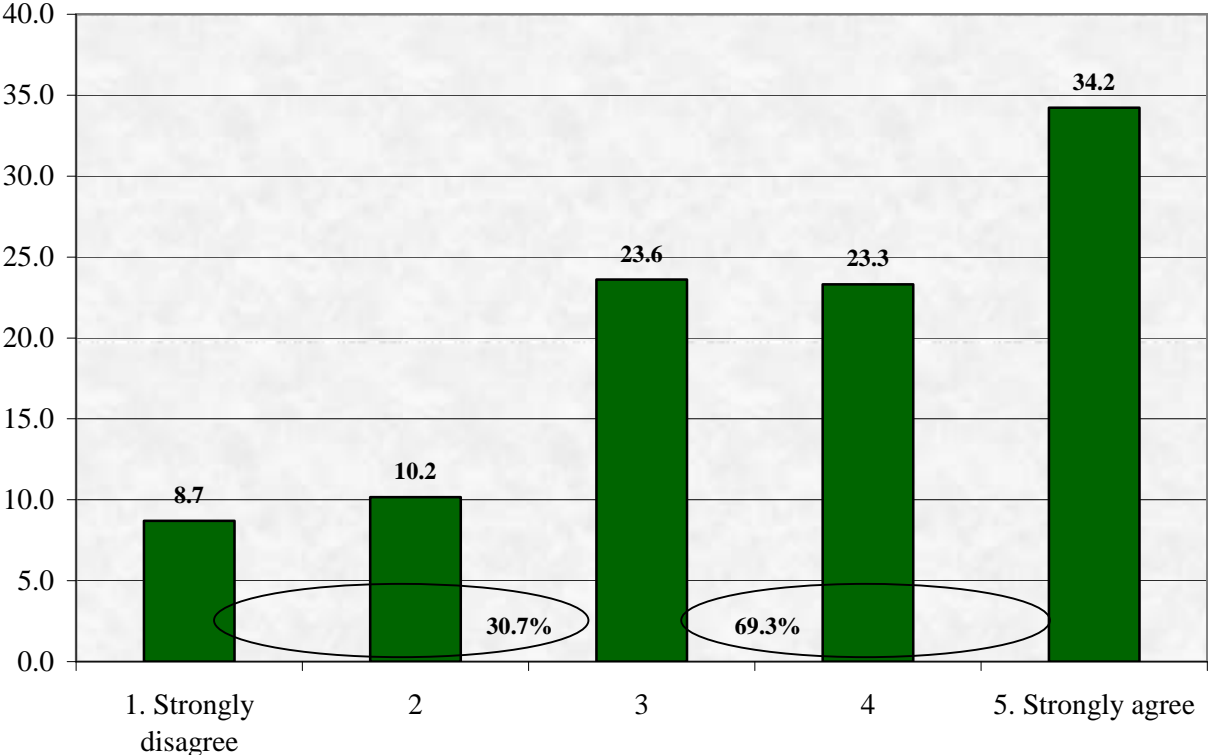
B6b. The Provincial Government should spend less money in other areas to provide more for education.

1 = Strongly disagree, 5 = Strongly agree



B6c. Aboriginal history and culture should be part of the Saskatchewan curriculum.

B6c. Aboriginal history and culture should be part of the Saskatchewan curriculum.
Mean response level = 3.64



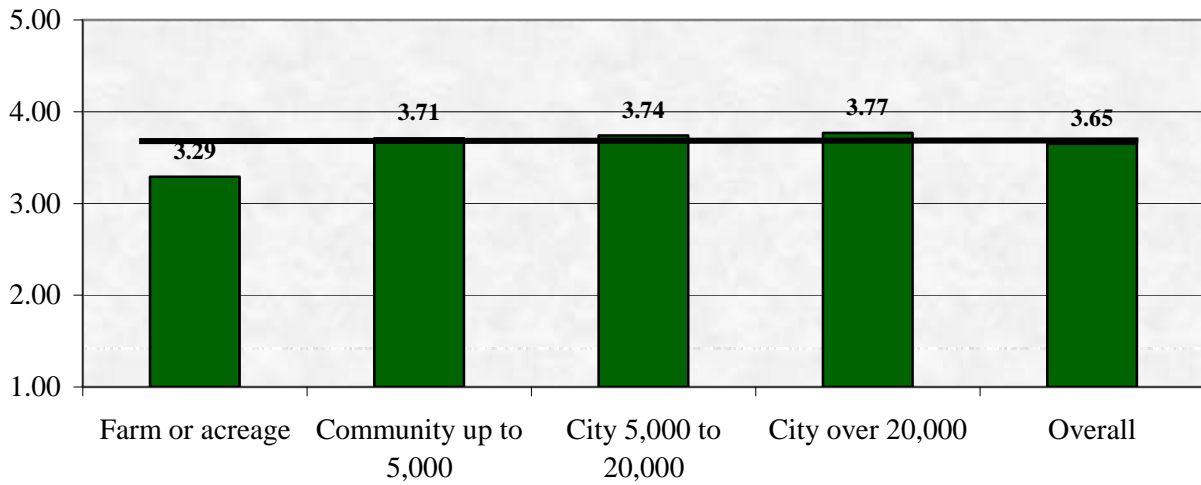
In 2000, 72% agreed that Aboriginal history and culture should be a part of the curriculum in all Saskatchewan schools, and 28% disagreed.

Statistically Significant

Residence Location

B6c. Aboriginal history and culture should be part of the Saskatchewan curriculum.

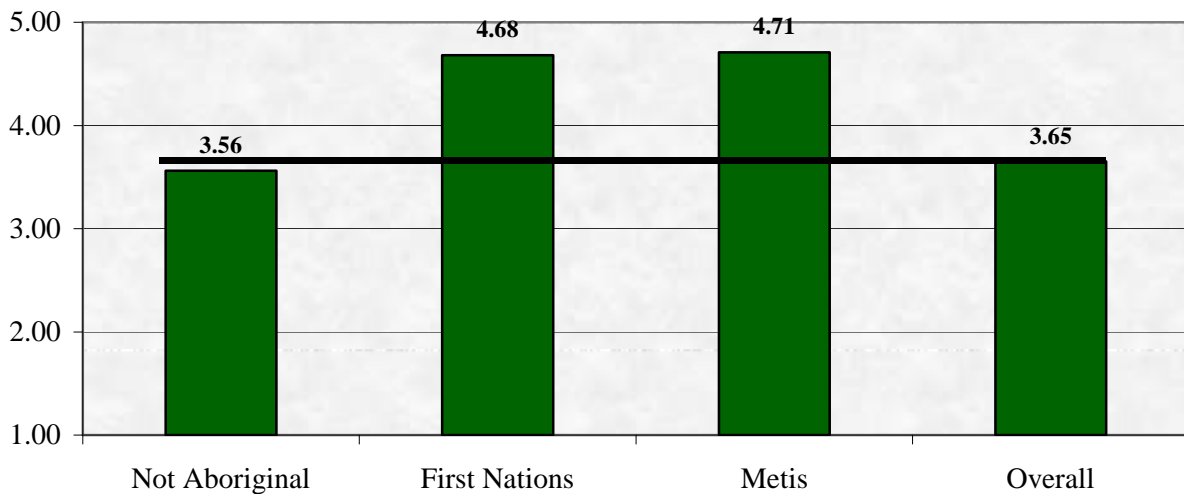
1 = Strongly disagree, 5 = Strongly agree



Aboriginal

B6c. Aboriginal history and culture should be part of the Saskatchewan curriculum.

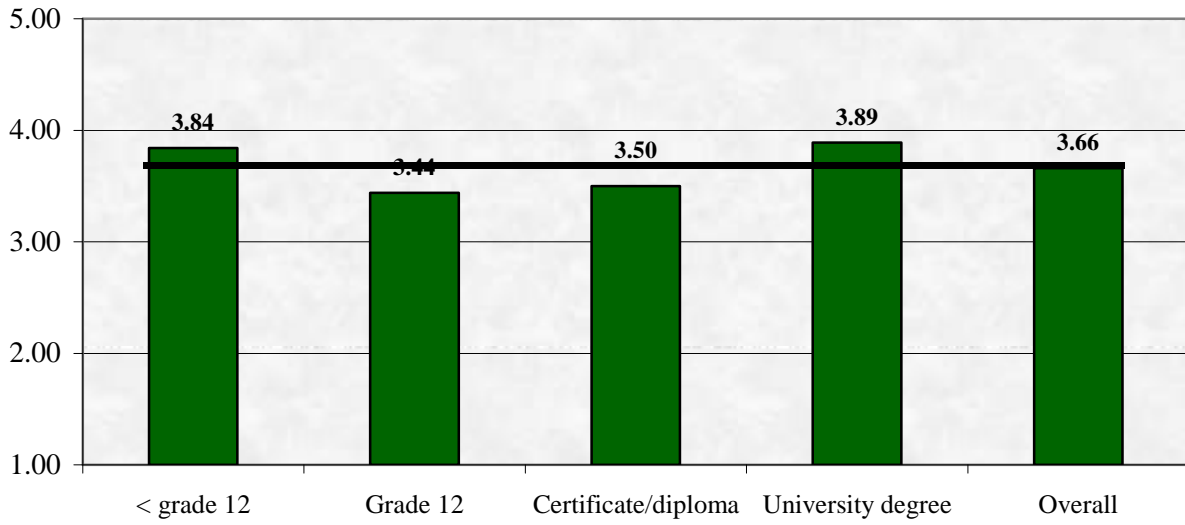
1 = Strongly disagree, 5 = Strongly agree



Education Level

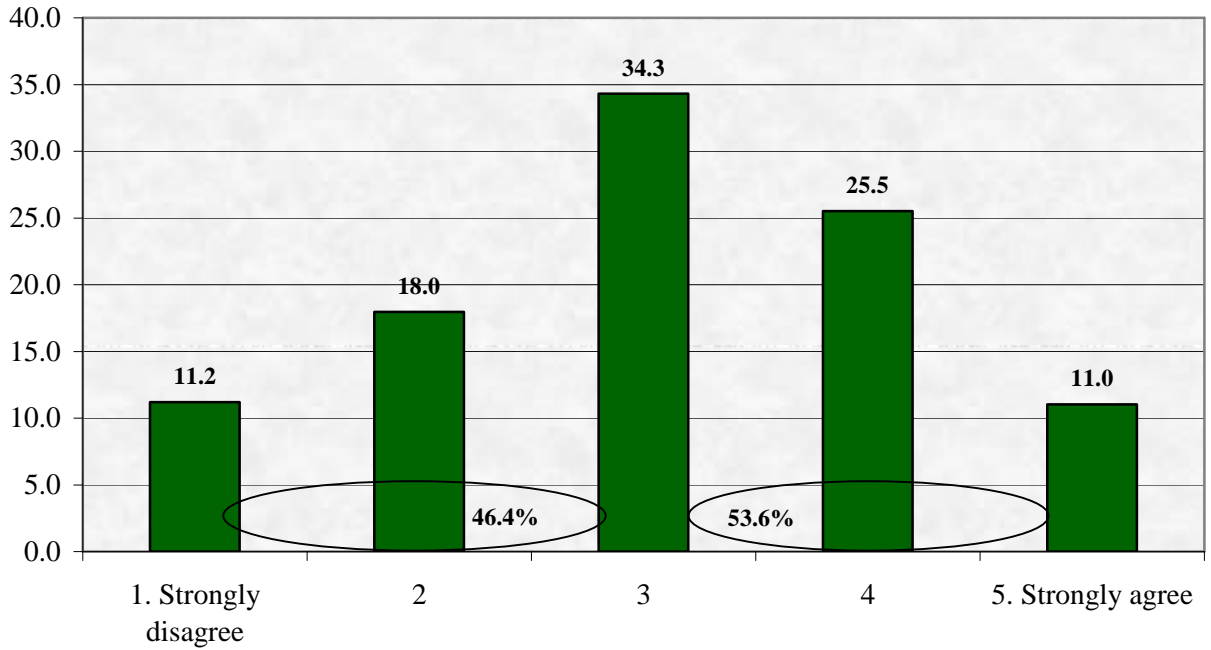
B6c. Aboriginal history and culture should be part of the Saskatchewan curriculum.

1 = Strongly disagree, 5 = Strongly agree



B6d. School Boards make enough effort to give the local community an effective voice in the education of their students.

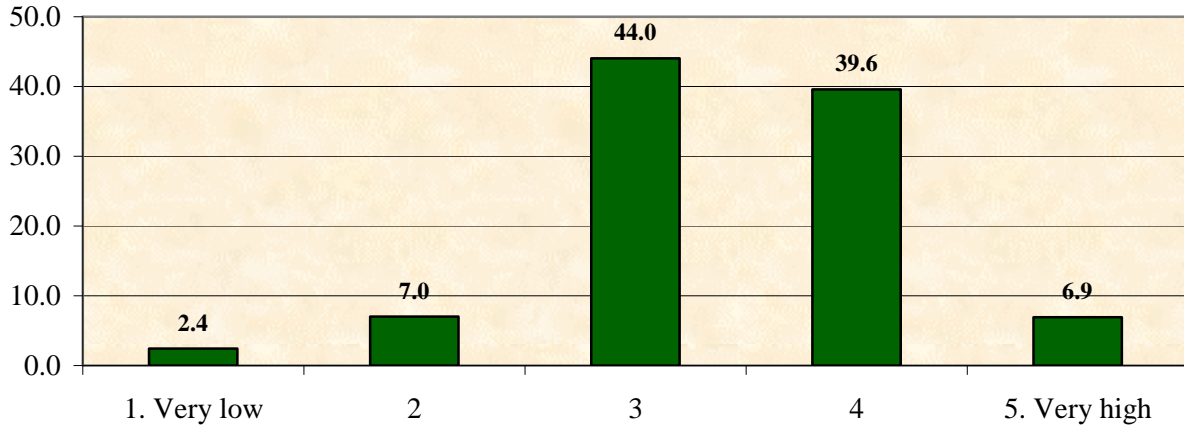
B6d. School Boards make enough effort to give the local community an effective voice in the education of their students.
Mean response level = 3.07



In 2000, 70% agreed that their local school board is devoting enough time and effort to providing opportunities for input from parents and other interested citizens, and 30% disagreed.

B7. Thinking of all Saskatchewan schools, how would you rate the quality of education across the province? Use a 1 to 5 scale where 1 is “Very low” and 5 is “Very high”.

B7. Thinking of all Saskatchewan schools, how would you rate the quality of education across the province?
Mean response level = 3.42

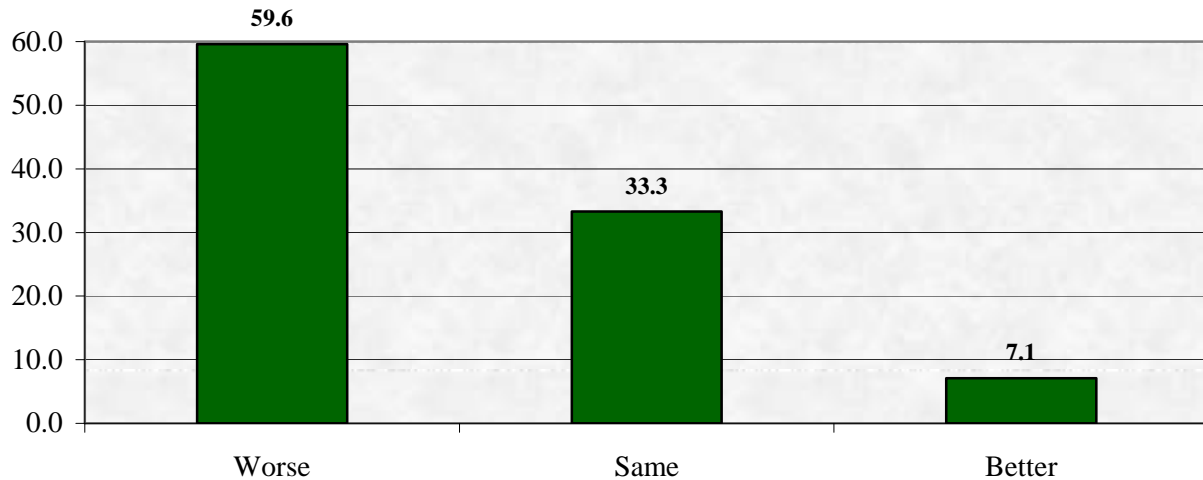


Response percentages on this question were not reported for the 2000 survey.

SECTION C: Governance

C1. If the Provincial Government, rather than School Boards, ran the schools, would the quality of education be better, worse, or about the same as now?

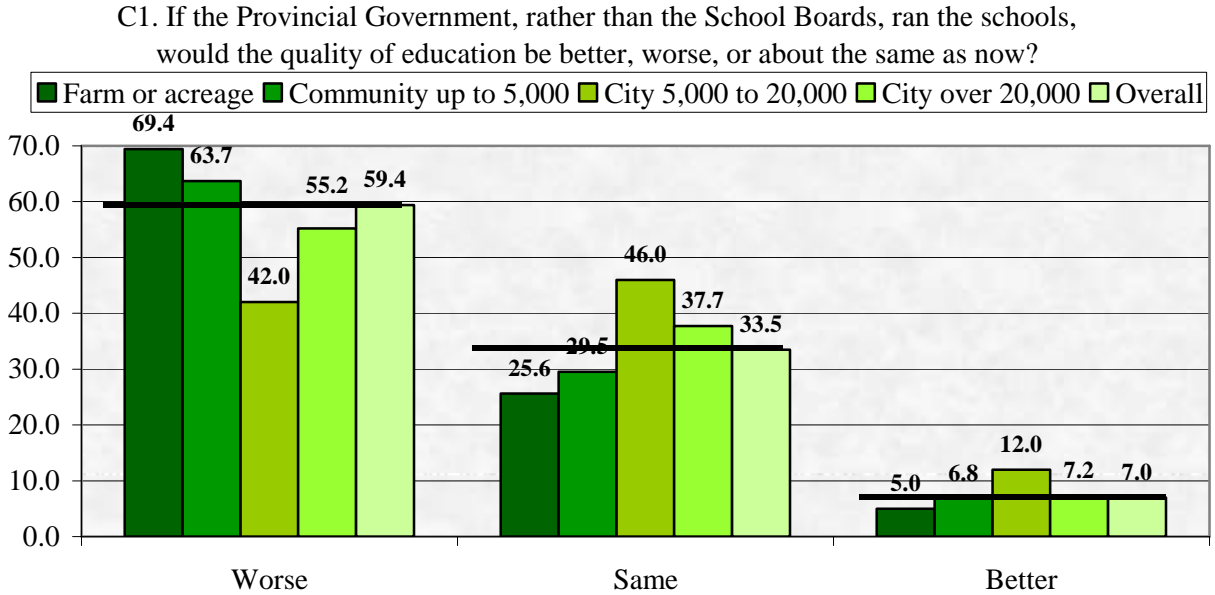
C1. If the Provincial Government, rather than School Boards, ran the schools, would the quality of education be . . . ?



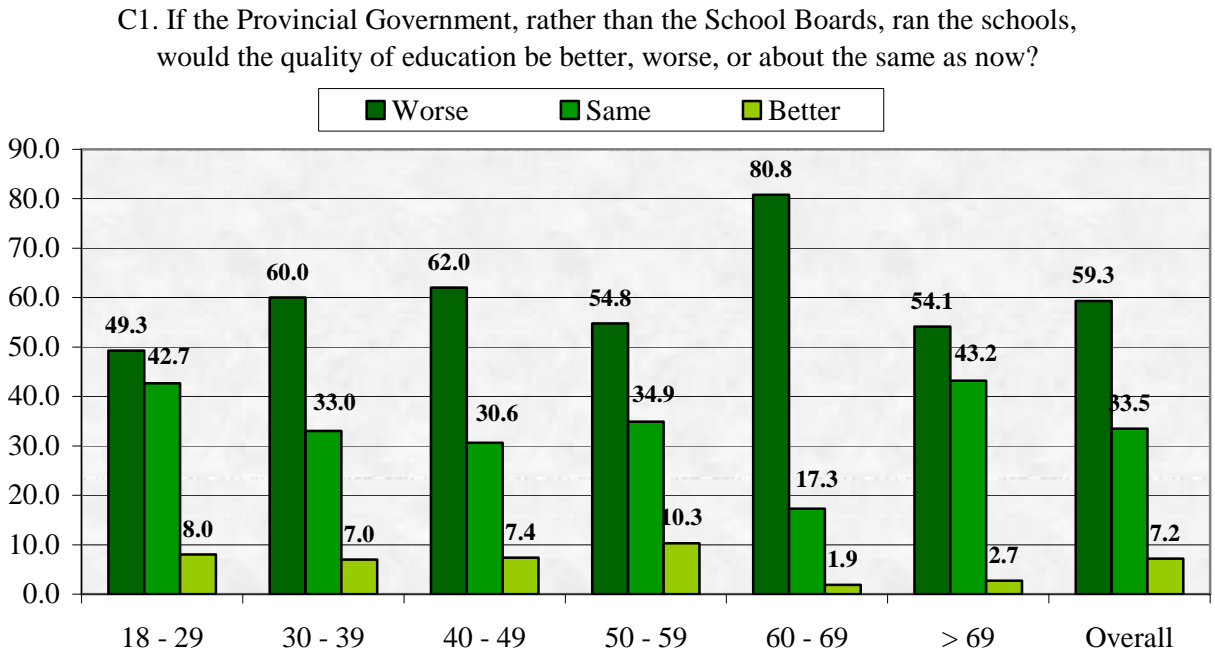
The proportion of respondents that agrees it would be better if the provincial government ran the schools (7%) has been cut in half from the 2000 survey (15%). Those (60%) who think it would be worse have grown in number from the previous survey (51%). Those (33%) who think it would be the same have pretty much remained the same since 2000 (34%).

Statistically Significant

Residence Location

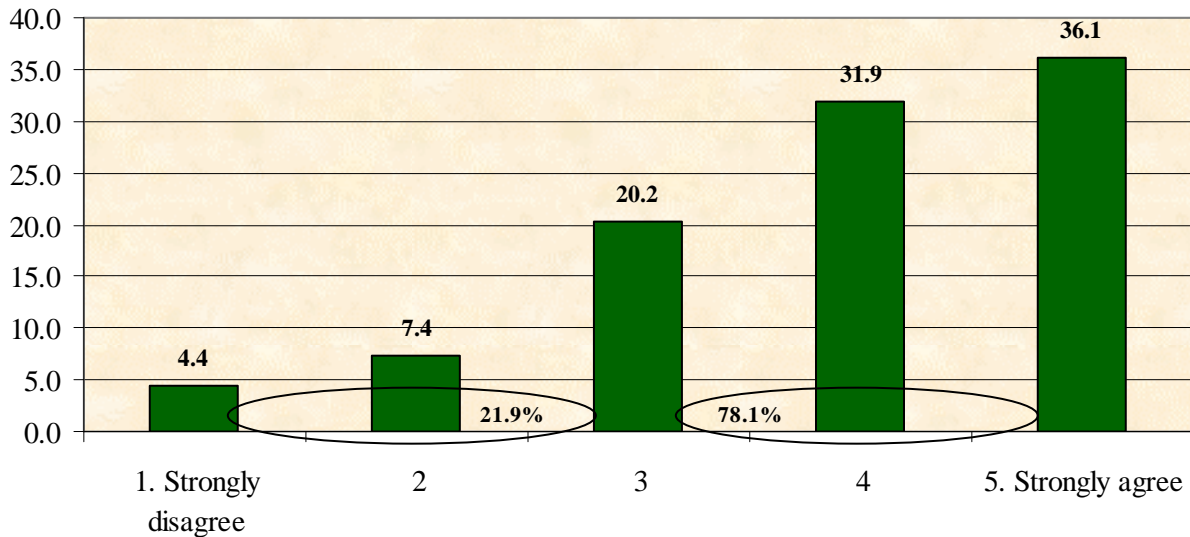


Age



C2. On a 1 to 5 scale where 1 is “Strongly disagree” and 5 is “Strongly agree”, do you agree or disagree with the following statement? Electing School Boards is a good way to ensure that the education system is managed to meet the needs of local communities.

C2. Electing School Boards is a good way to ensure that the education system is managed to meet the needs of local communities
Mean response level = 3.88



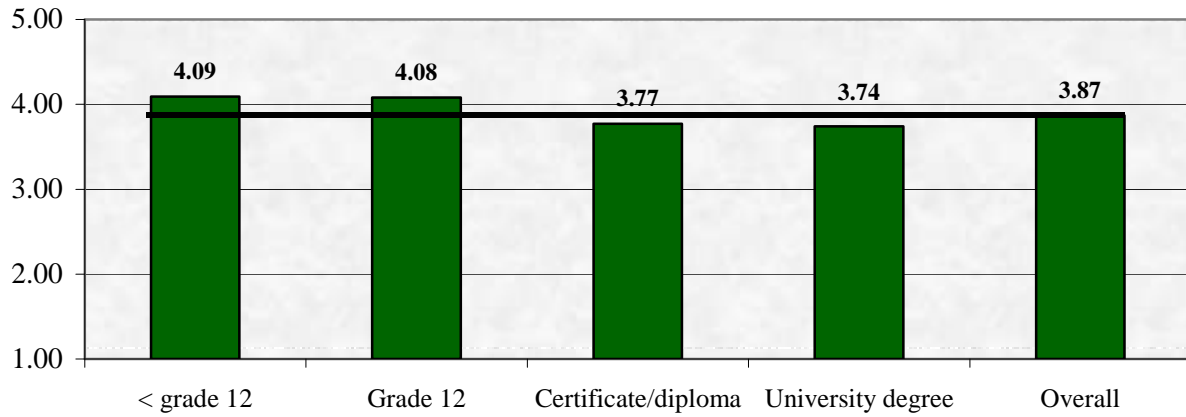
When asked in 2000 whether they agreed or disagreed with the following statement: “Because school board trustees are elected locally, the community has more control over the direction of the school”, 83% agreed and 17% disagreed.

Statistically Significant

Education Level

C2. Electing School Boards is a good way to ensure that the education system is managed to meet the needs of local communities.

1 = Strongly disagree, 5 = Strongly agree



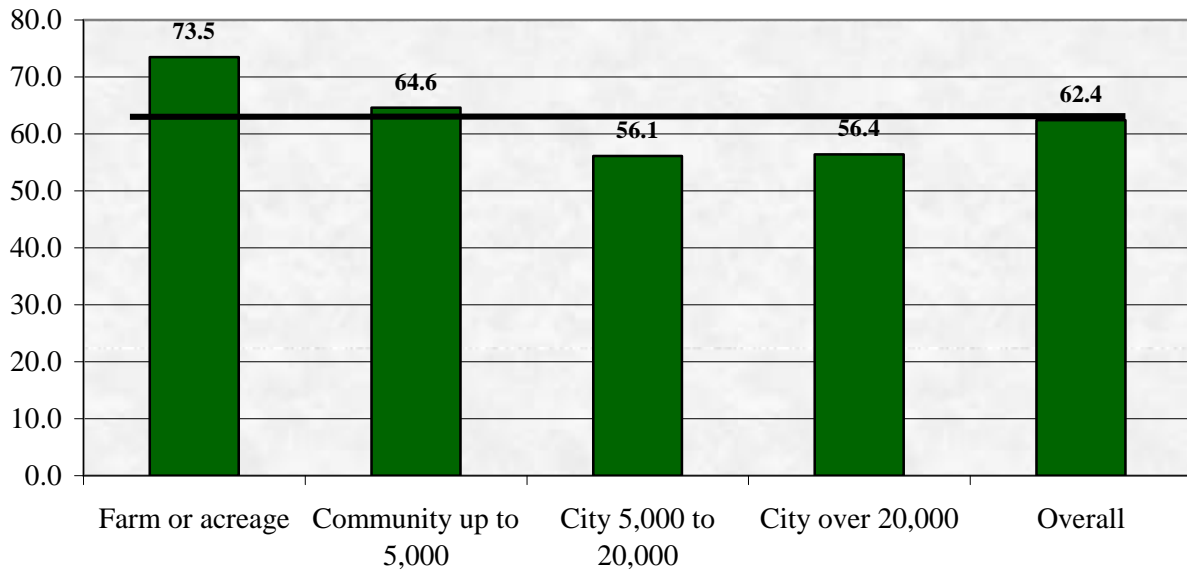
C3. Are you aware that changes are being made to the way Saskatchewan School Divisions are organized?

A substantial majority (61.9%) of respondents are aware that changes are being made to how School Divisions are organized.

Statistically Significant

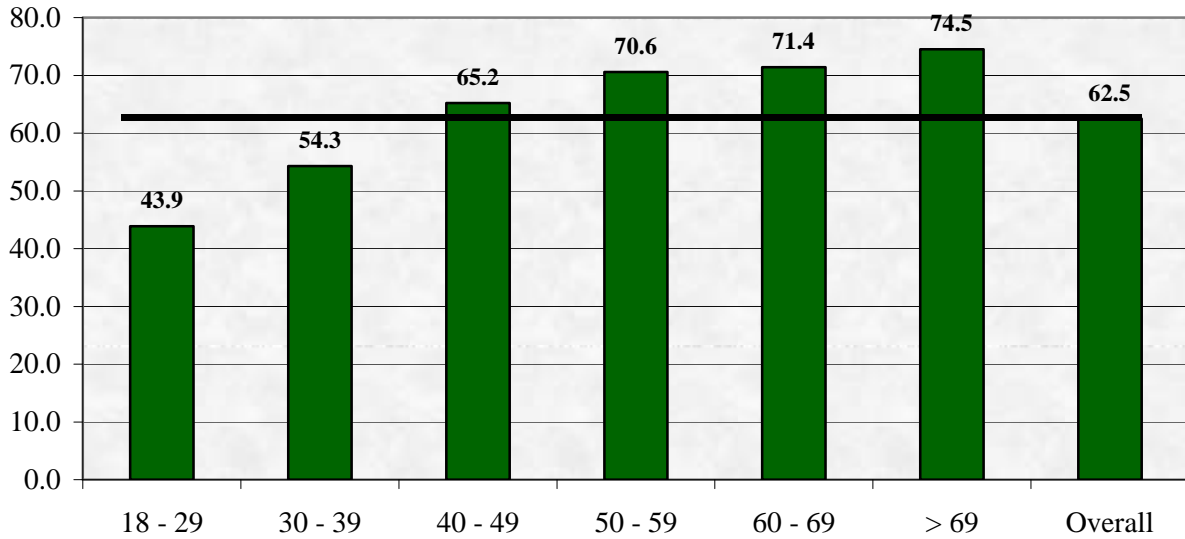
Residence Location

C3. Are you aware that changes are being made to the way Saskatchewan School Divisions are organized?
% saying 'Yes'



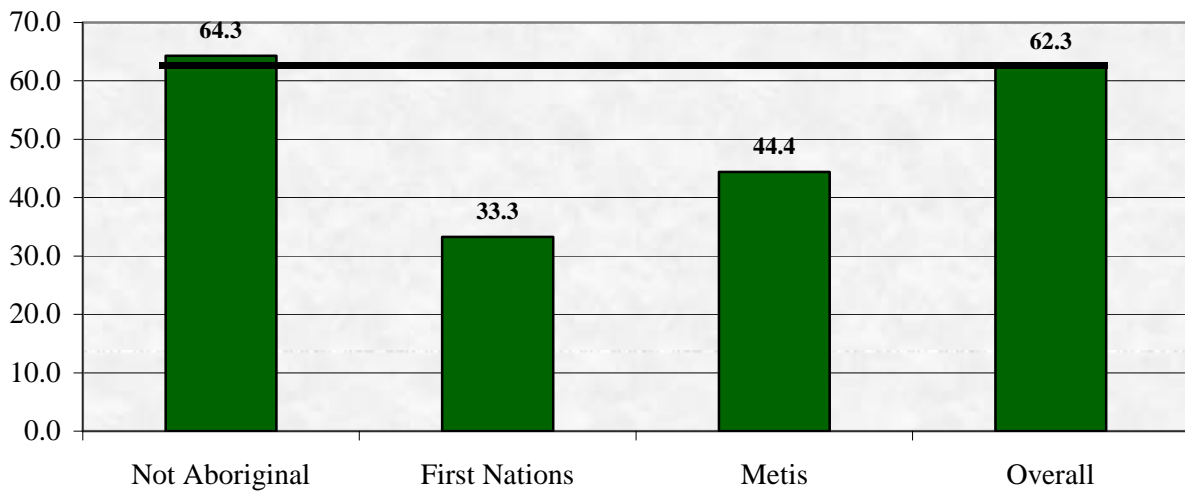
Age

C3. Are you aware that changes are being made to the way Saskatchewan School Divisions are organized?
% saying 'Yes'



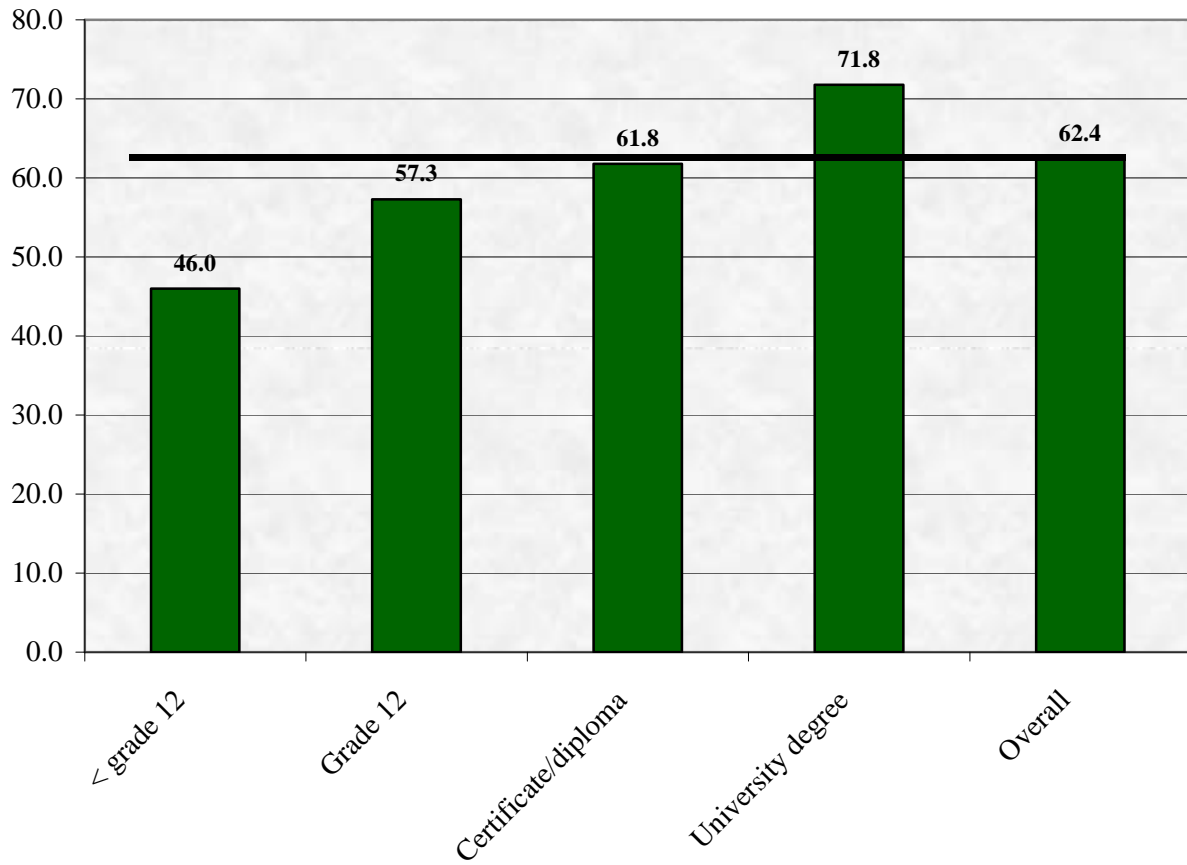
Aboriginal

C3. Are you aware that changes are being made to the way Saskatchewan School Divisions are organized?
% saying 'Yes'



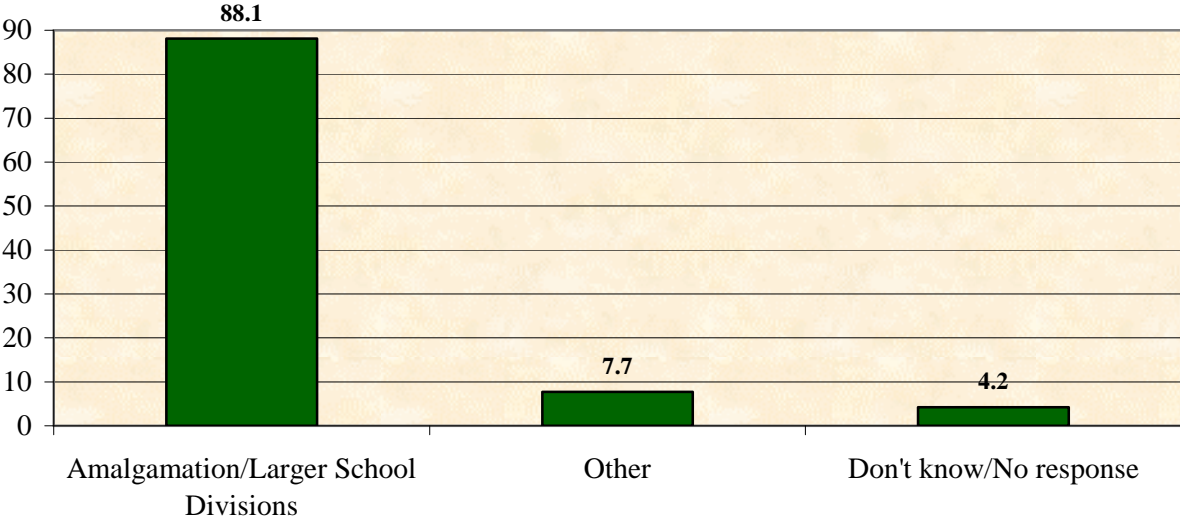
Education Level

C3. Are you aware that changes are being made to the way Saskatchewan School Divisions are organized?
% saying 'Yes'



C3a. What is the major change you have heard about? (Open-ended)

C3a. What is the major change you have heard about?



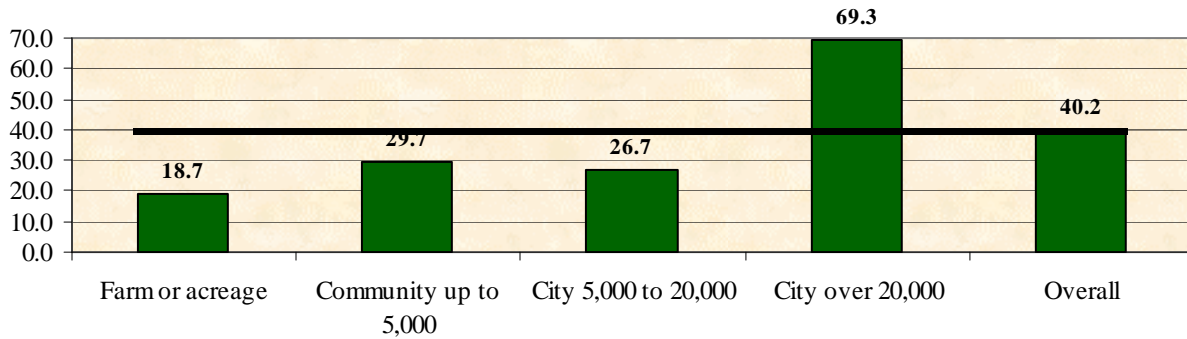
C3b. The major organizational change is that rural School Divisions are being amalgamated. Do you think this change will save money?

A minority of respondents (40.1%) thinks that organizational change for rural School Divisions will save money. Those in large cities are much more likely to expect savings than those living elsewhere.

Statistically Significant

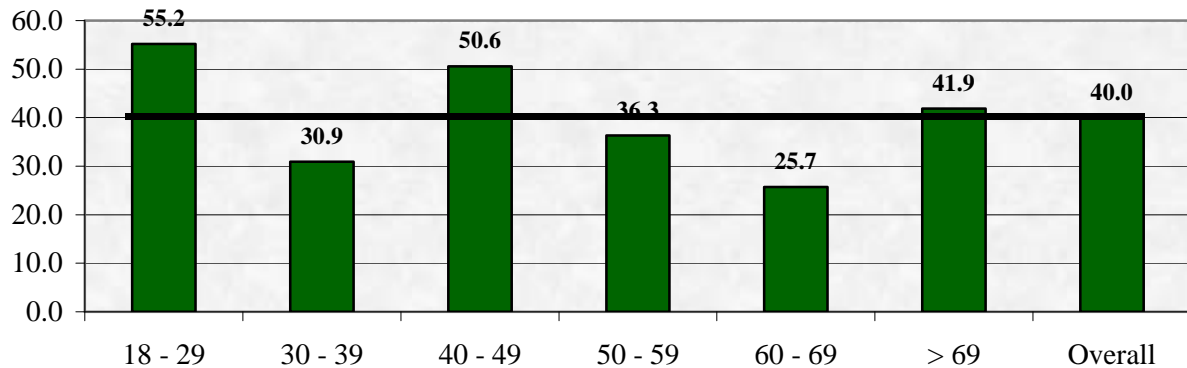
Residence Location

C3b. The major organizational change is that rural School Divisions are being amalgamated.
Do you think this change will save money?
% saying 'Yes'



Age

C3b. The major organizational change is that rural School Divisions are being amalgamated. Do you think this change will save money?
% saying 'Yes'



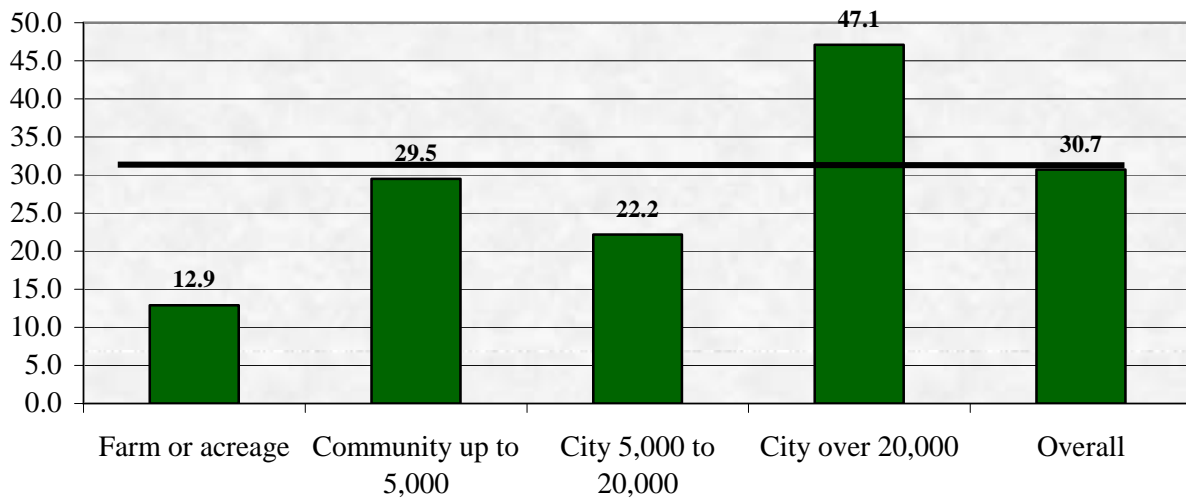
C3c. Do you think that amalgamation of rural School Divisions will improve education outcomes for students?

Less than a third (30.5%) of respondents thinks that education outcomes for students will improve with amalgamation of rural School Divisions.

Statistically Significant

Residence Location

C3c. Do you think that amalgamation of rural School Divisions will improve education outcomes for students?
% saying 'Yes'



C4. On a 1 to 5 scale where 1 is “Least believable” and 5 is “Most believable”, how believable are the following when it comes to speaking about education in Saskatchewan?

The relative credibility among stakeholders of spokesperson in education is summarized in the table below. The mean response levels provide a ranking from most to least believable. The eleven stakeholders in the current survey are ranked from a different perspective in question A5 below.

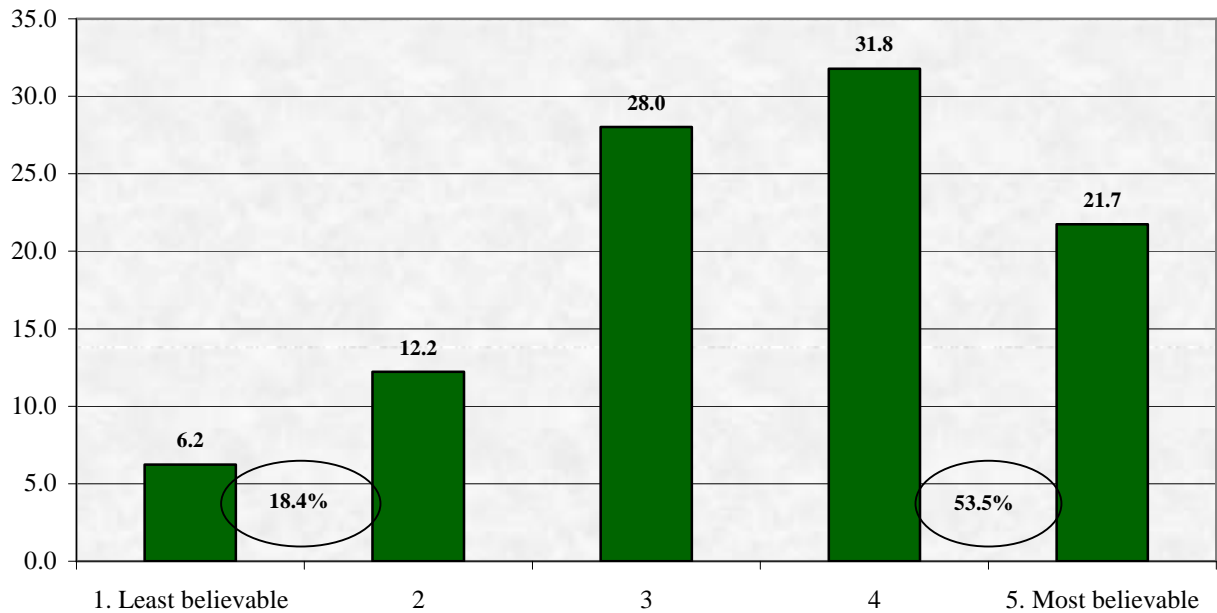
	Mean
C4k. A teacher at your school	4.09
C4f. The principal of your local school	4.08
C4g. A group of students	3.65
C4d. A spokesperson from the STF	3.55
C4a. A professor from a Saskatchewan university	3.51
C4e. A member of a Board of Education	3.50
C4j. School secretary	3.46
C4b. A spokesperson from the SSBA	3.39
C4c. An official from the Department of Learning	3.07
C4i. Caretaker	2.91
C4h. School bus driver	2.83

In 2000, respondents were asked to choose first and second choices from a selection of eight categories of people involved in education, as to which would be “the most believable in speaking on educational matters in Saskatchewan schools.” They are ranked from most to least frequently chosen in the table below. The effect of having grouped support staff into one category is evident since those who are furthest from the instructional interface – caretakers and bus drivers – have dropped to the bottom when separated from admin support staff in the current survey. School secretaries enjoy a higher credibility rating in their own right when speaking on educational matters.

	2000 Rank
School principal	1
Group of students	2
Bus drive, secretary, etc.	3
Local school board member	4
STF spokesperson	5
SSTA spokesperson	6
Department of Learning official	7
University professor	8

C4a. A professor from a Saskatchewan university

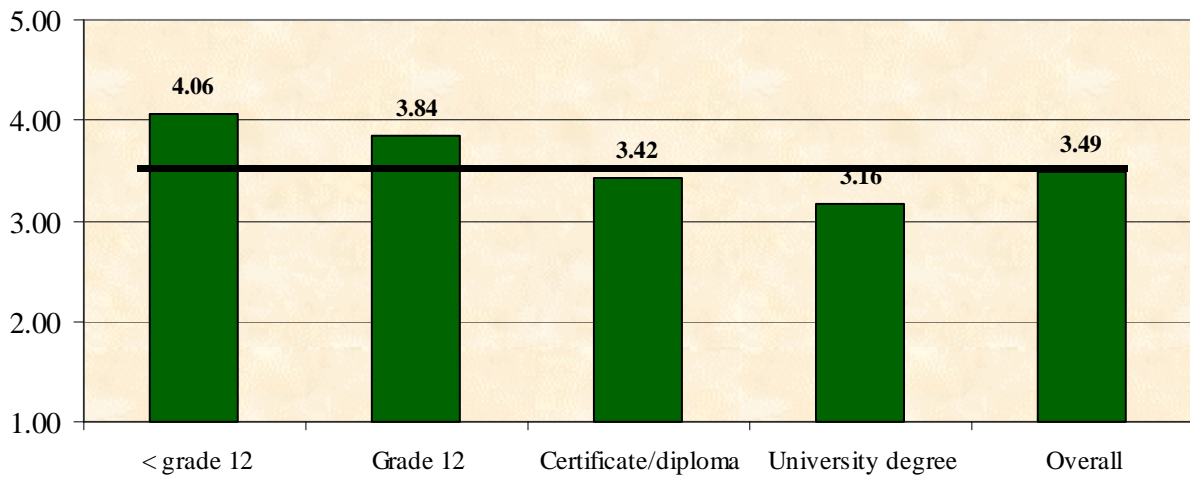
C4a. A professor from a Saskatchewan university
Mean response level = 3.51



Statistically Significant

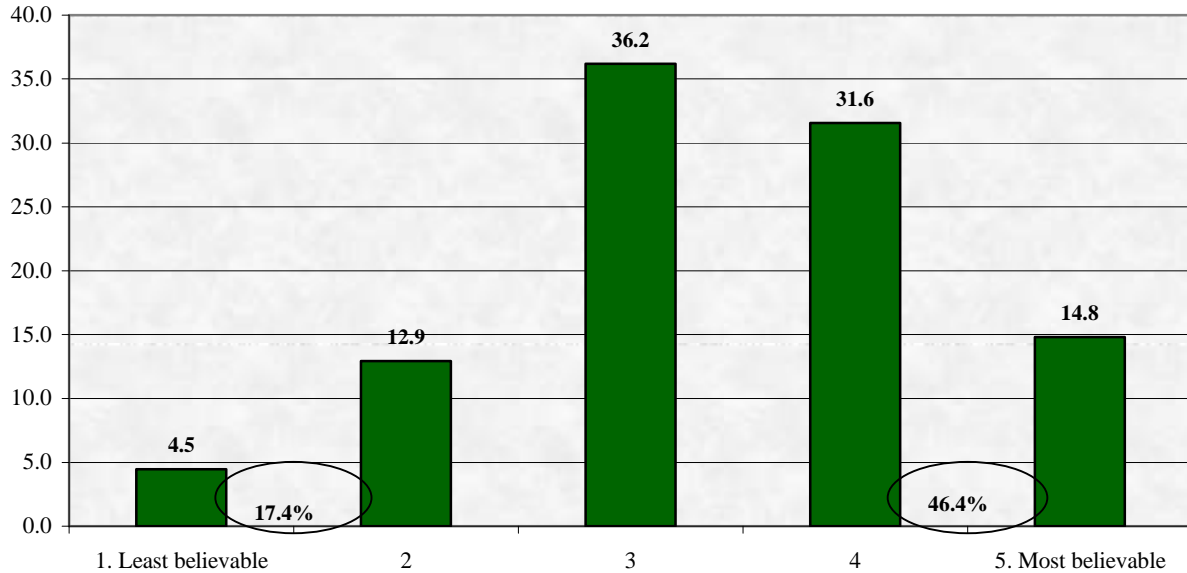
Education Level

C4a. A professor from a Saskatchewan university
1 = Least believable, 5 = Most believable



C4b. A spokesperson from the Saskatchewan School Boards Association

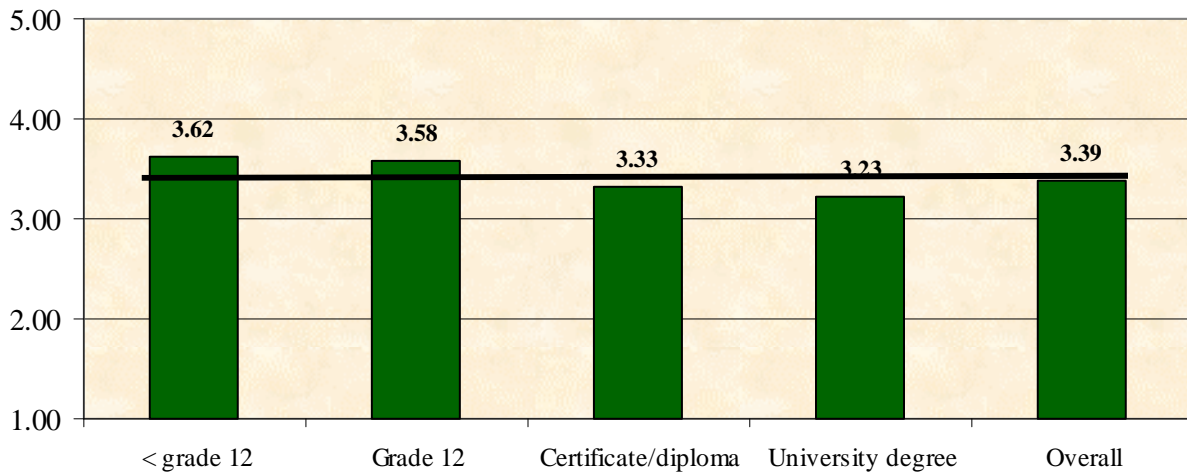
C4b. A spokesperson from the Saskatchewan School Boards Association
Mean response level = 3.39



Statistically Significant

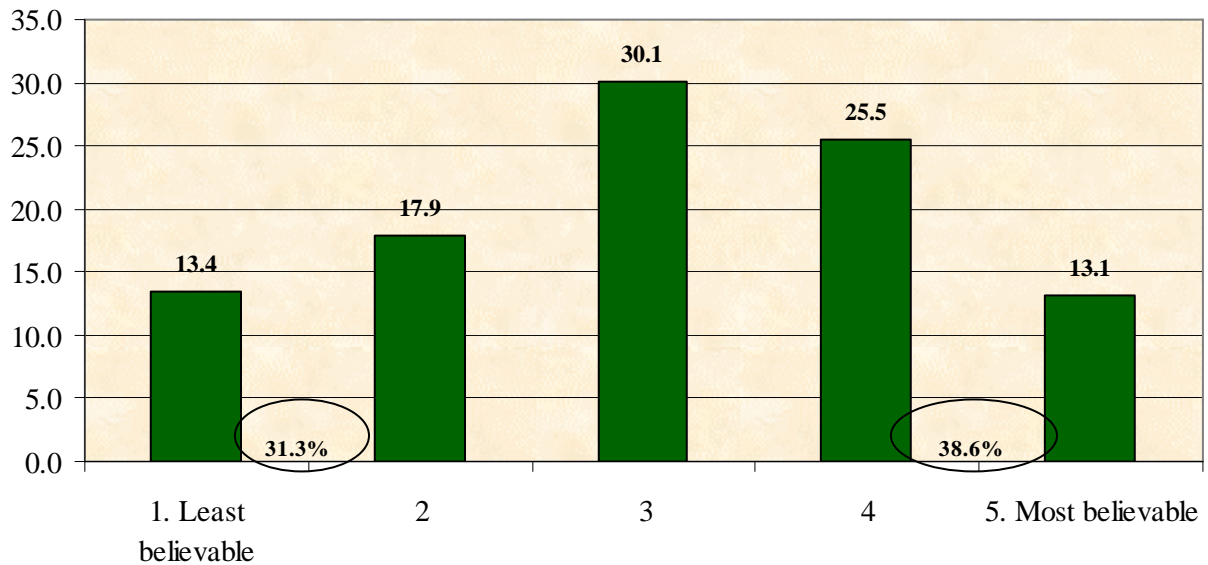
Education Level

C4b. A spokesperson from the Saskatchewan School Boards Association
1 = Least believable, 5 = Most believable



C4c. An official from the provincial Department of Learning

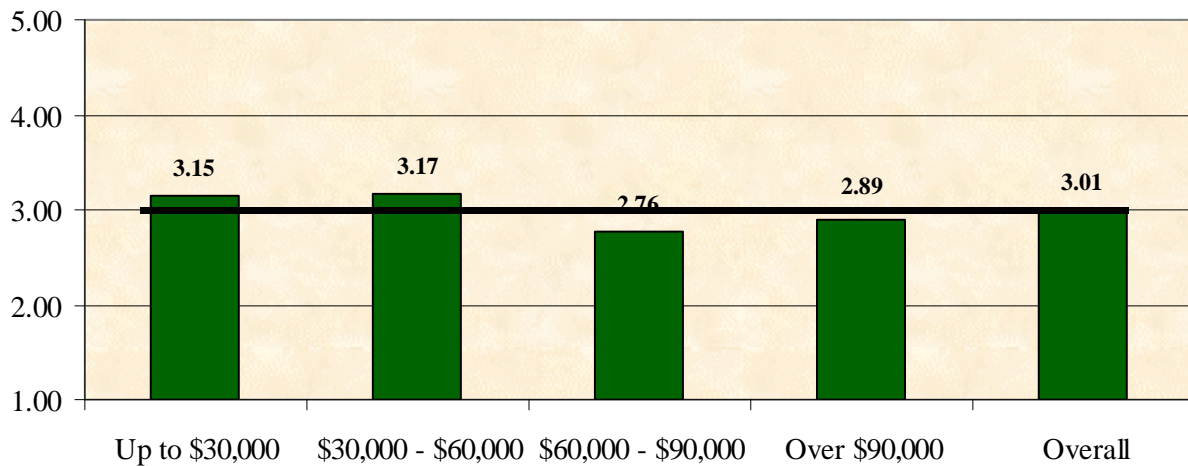
C4c. An official from the provincial Department of Learning
Mean response level = 3.07



Statistically Significant

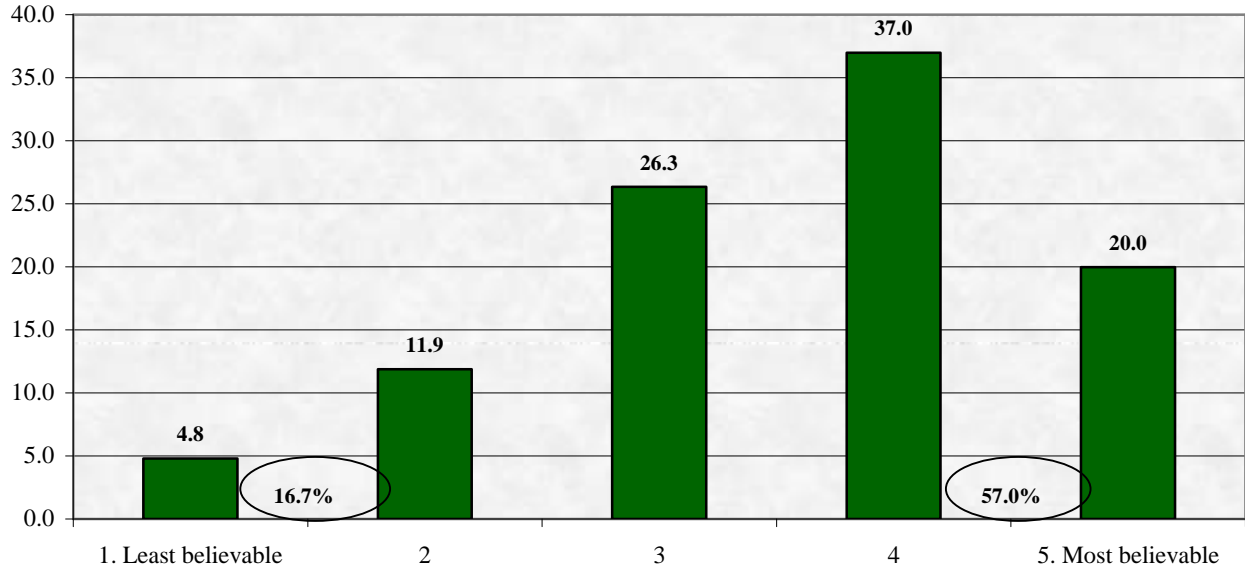
Income Level

C4c. An official from the provincial Department of Learning
1 = Least believable, 5 = Most believable



C4d. A spokesperson from the Saskatchewan Teachers' Federation

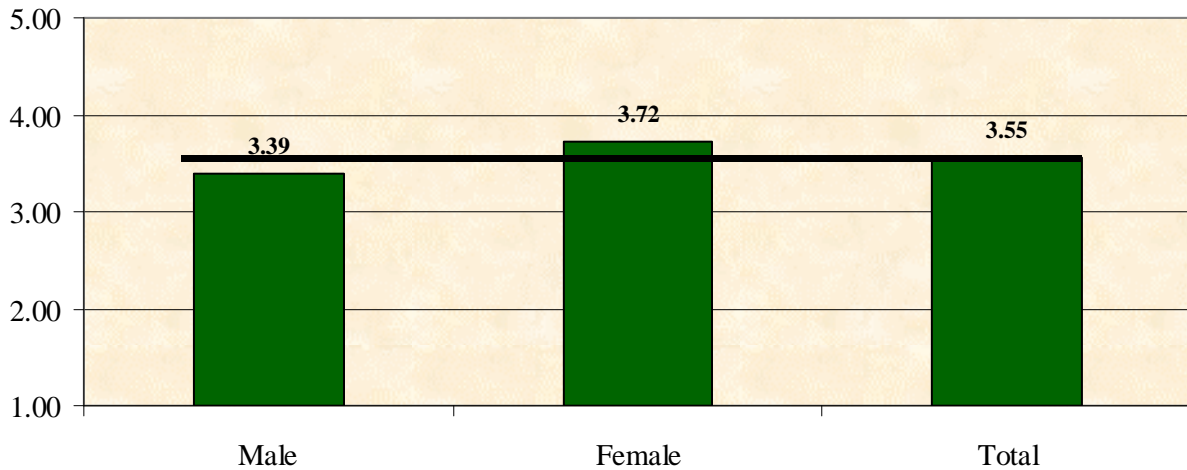
C4d. A spokesperson from the Saskatchewan Teachers' Federation
Mean response level = 3.55



Statistically Significant

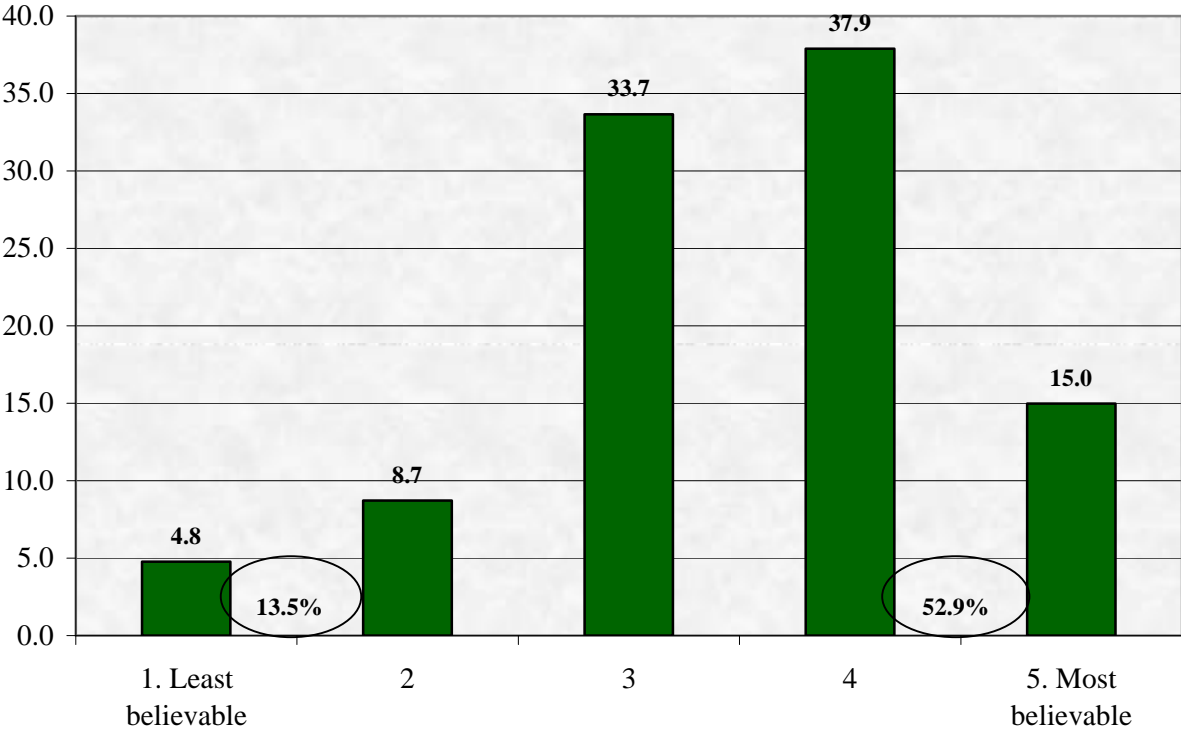
Gender

C4d. A spokesperson from the Saskatchewan Teachers' Federation
1 = Least believable, 5 = Most believable



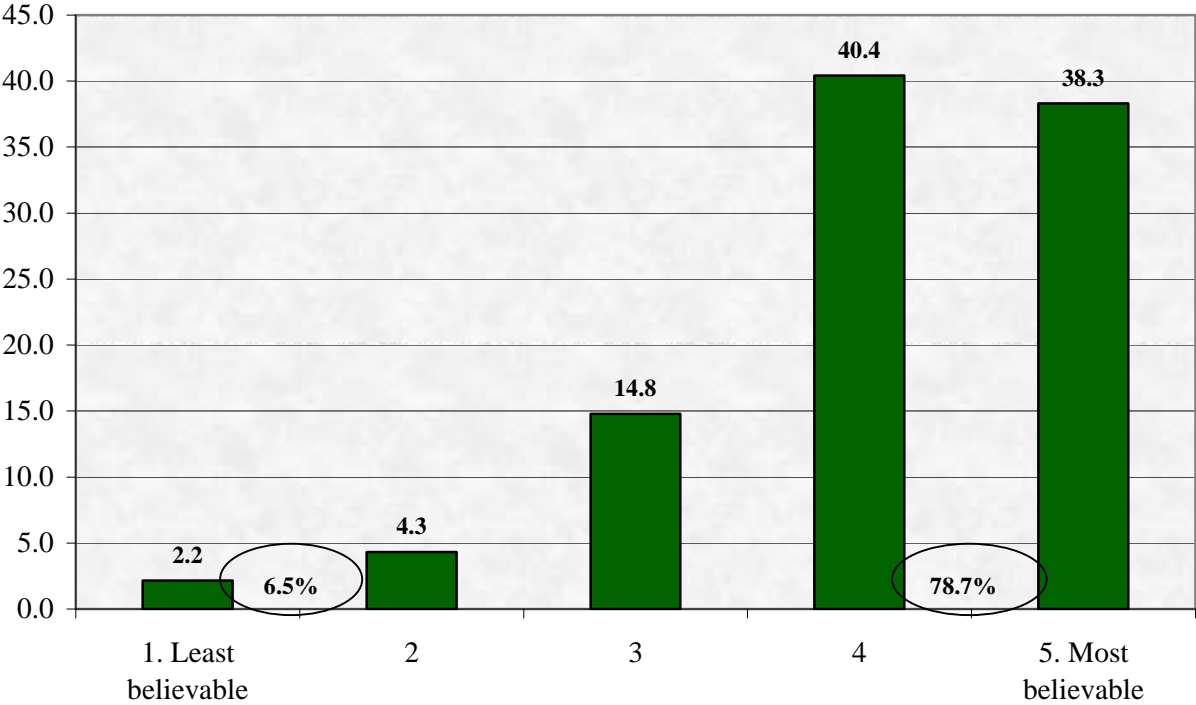
C4e. A member of a Board of Education

C4e. A member of a Board of Education
Mean response level = 3.50



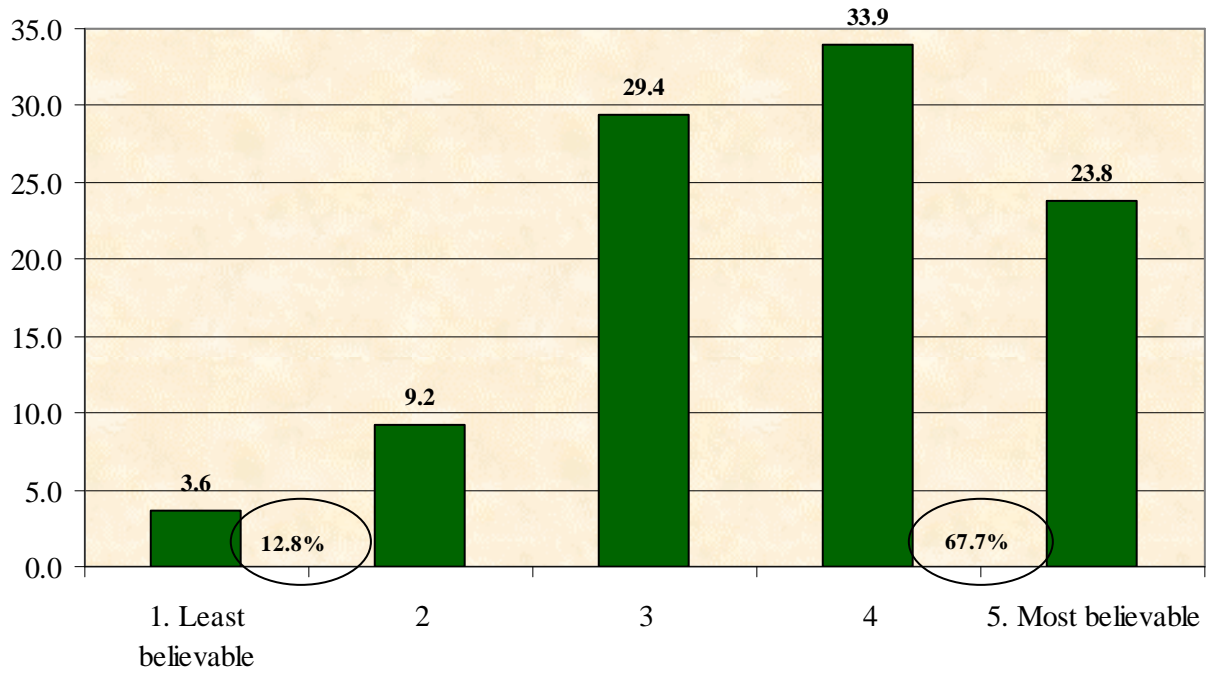
C4f. The principal of your local school

C4f. The principal of your local school
Mean response level = 4.08



C4g. A group of students

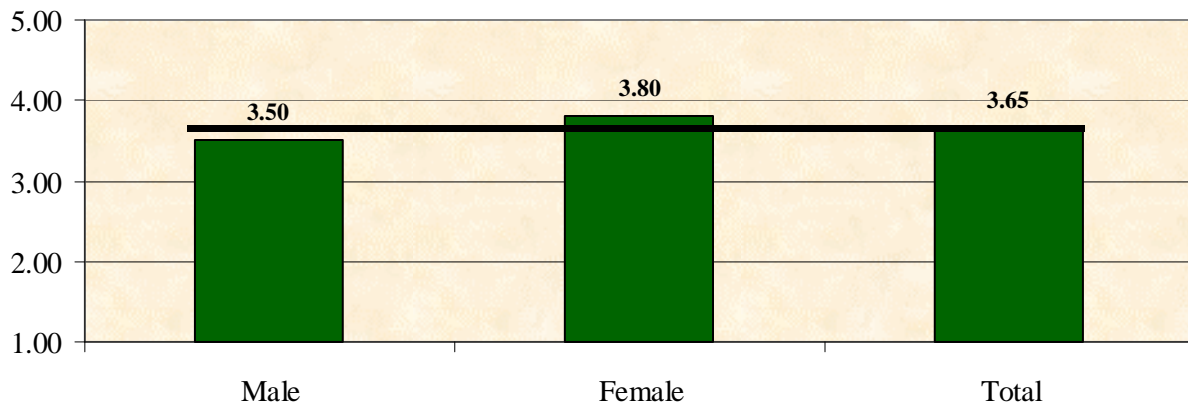
C4g. A group of students
Mean response level = 3.65



Statistically Significant

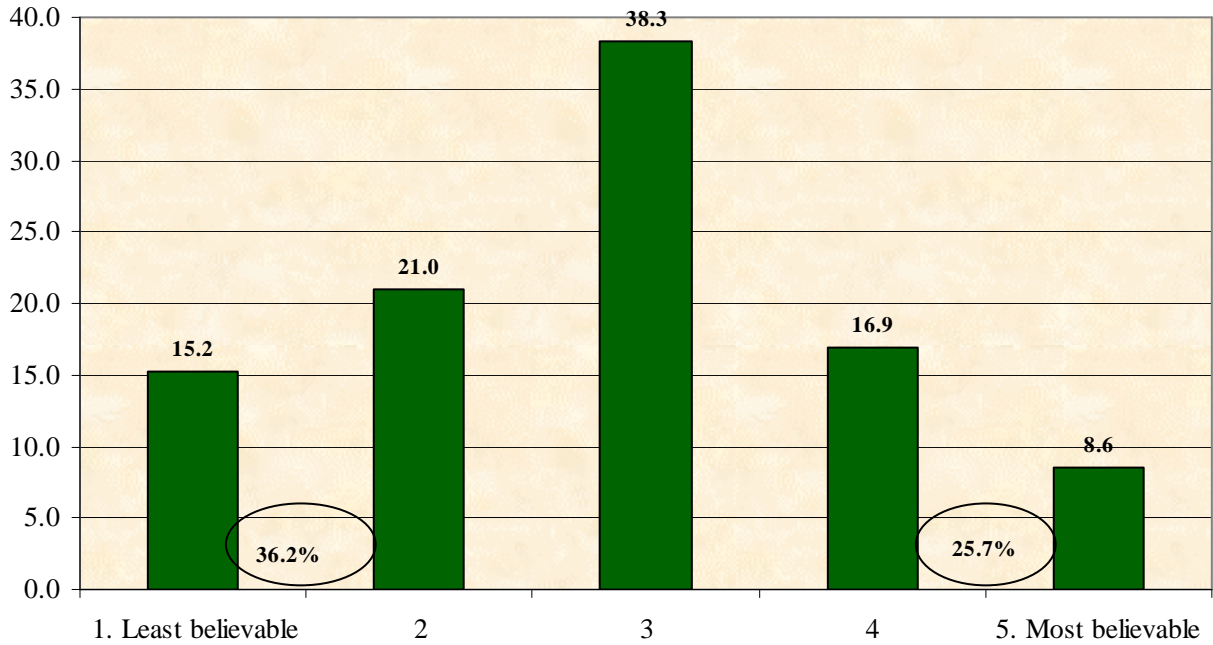
Gender

C4g. A group of students
1 = Least believable, 5 = Most believable



C4h. A school bus driver

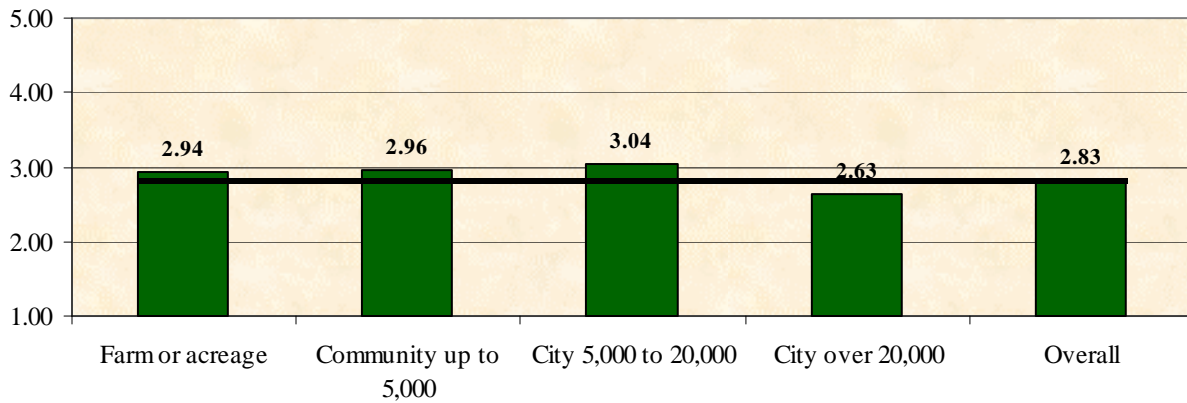
C4h. A school bus driver
Mean response level = 2.83



Statistically Significant

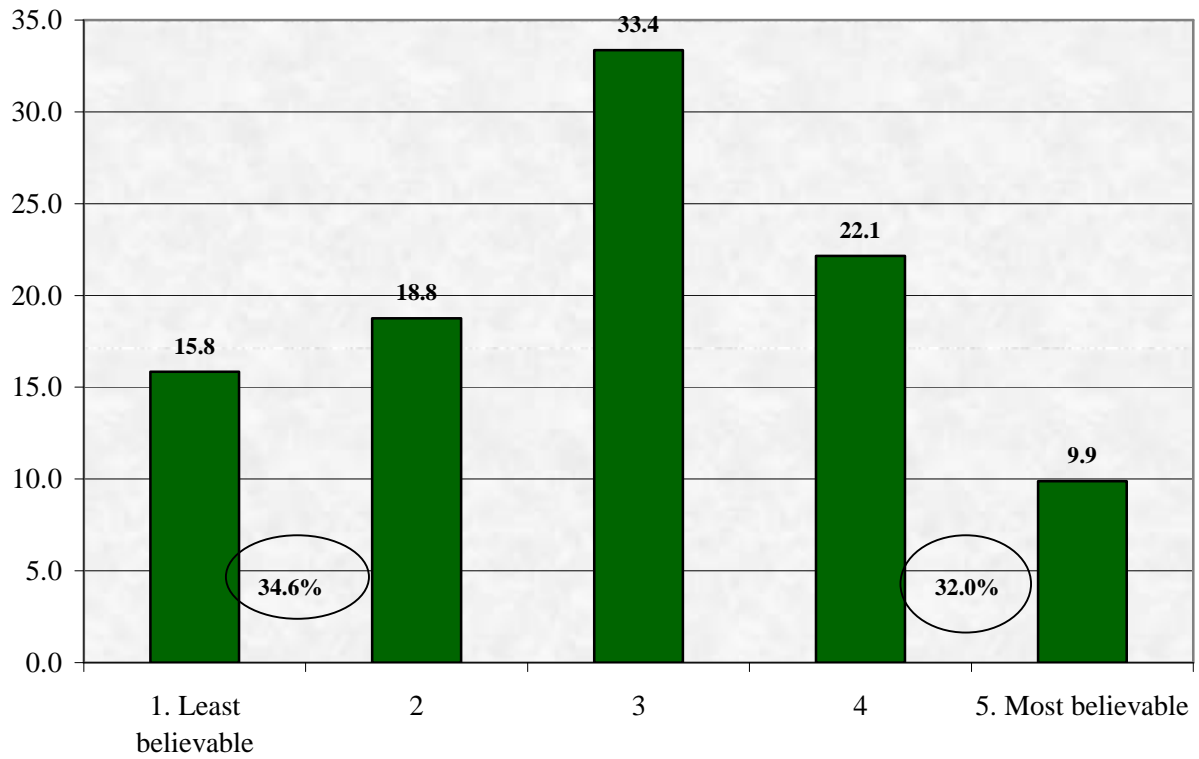
Residence Location

C4h. A school bus driver
1 = Least believable, 5 = Most believable



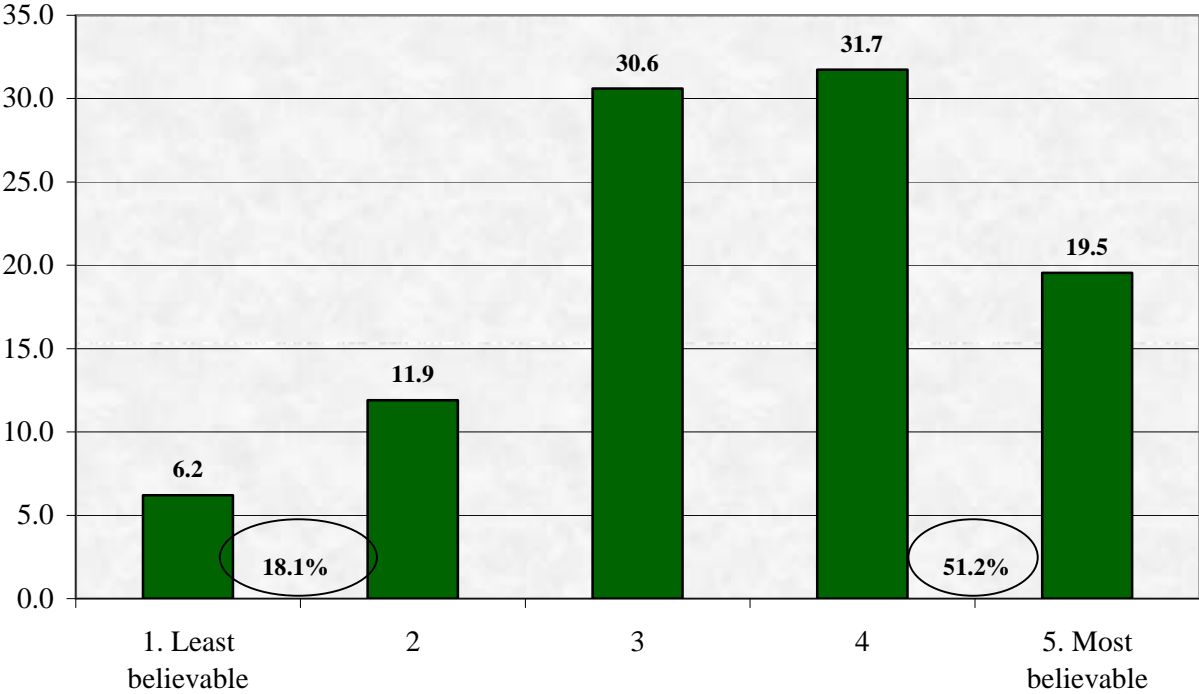
C4i. Caretaker

C4i. Caretaker
Mean response level = 2.91



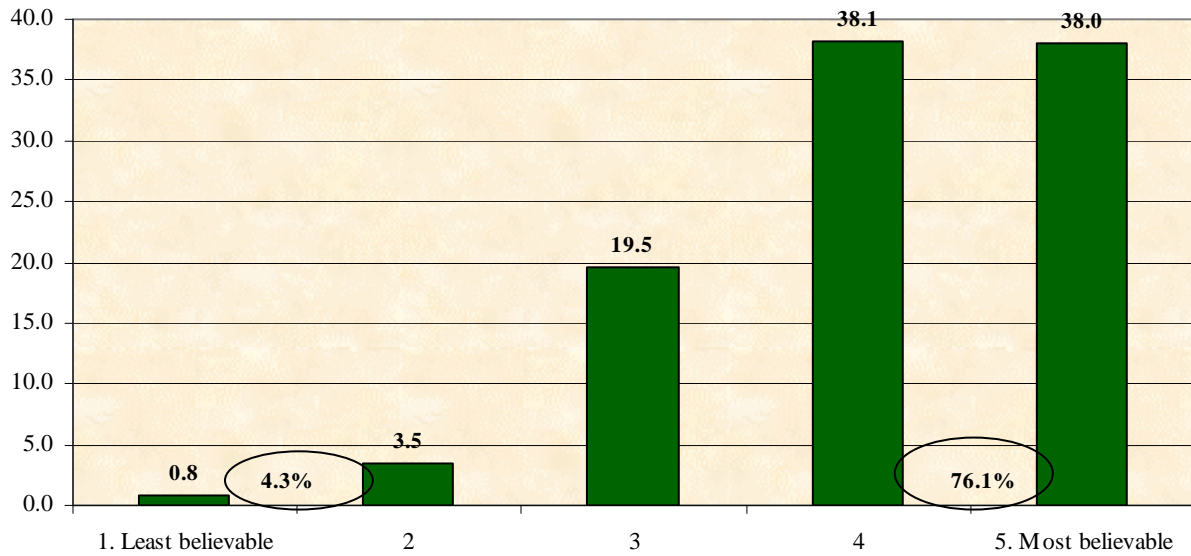
C4j. School secretary

C4j. School secretary
Mean response level = 3.46



C4k. A teacher at your school

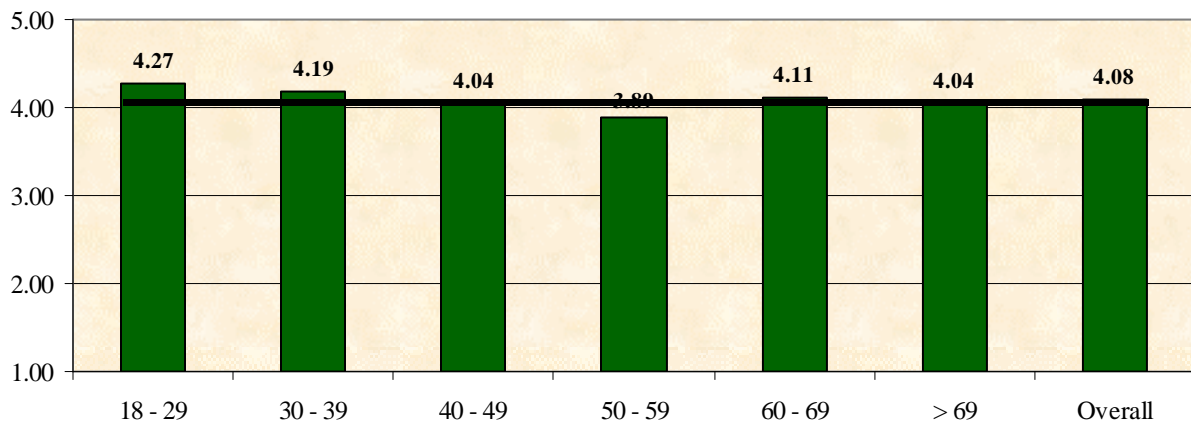
C4k. A teacher at your school
Mean response level = 4.09



Statistically Significant

Age

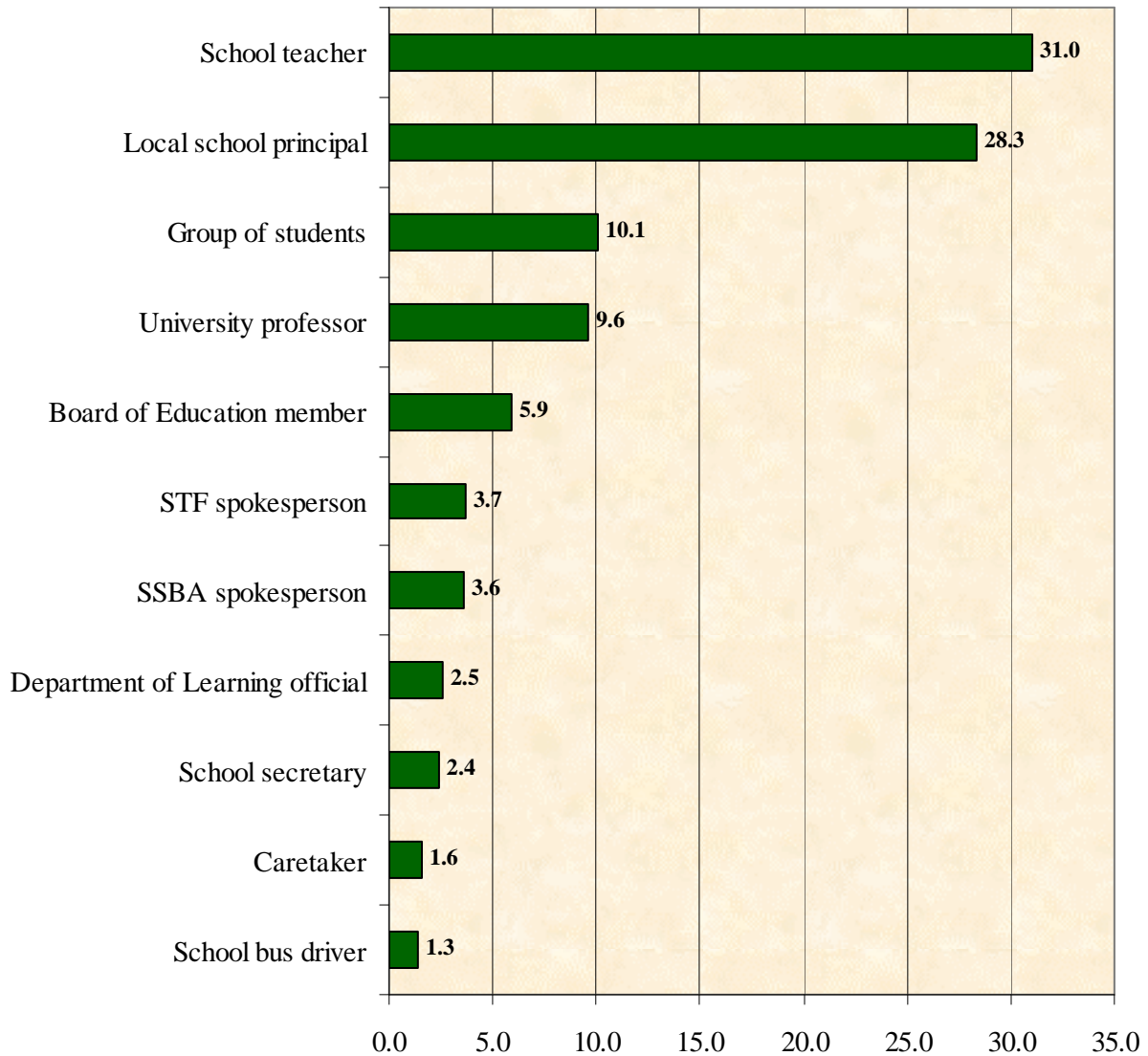
C4k. A teacher at your school
1 = Least believable, 5 = Most believable



C5. Which ONE of these people is the most believable?

When asked for a single selection of who is most believable, the ranking of stakeholders is similar to the pattern observed for the mean response levels at C4.

C5. Which ONE of these people is the most believable?

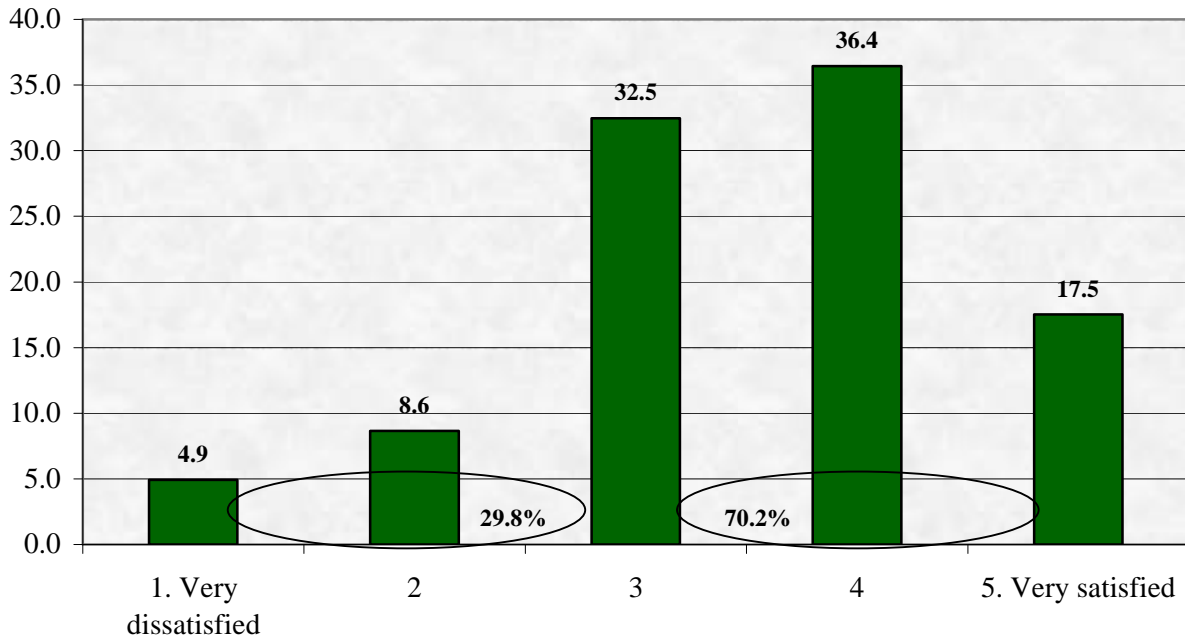


Rankings from the two perspectives (C4 and C5), plus comparative rankings from the 2000 survey, are summarized in the table below. Note that local school board members, ranking fourth in the previous survey, were not part of the selected stakeholder groups in the current survey.

	C5 rank (single choice)	C4 rank (mean response)	2000 Rank (1 st or 2 nd choice)
School teacher	1	1	-
Local school principal	2	2	1
Group of students	3	3	2
University professor	4	5	8
Board of Education member	5	6	-
STF spokesperson	6	4	5
SSBA spokesperson	7	8	6
Department of Learning official	8	9	7
School secretary	9	7	3
Caretaker	10	10	3
School bus driver	11	11	3

C6. Generally, how satisfied are you with the job being done by the School Board in your area? Use a 1 to 5 scale where 1 is “Very dissatisfied” and 5 is “Very satisfied”.

C6. Generally, how satisfied are you with the job being done by the School Board in your area?
Mean response level = 3.53

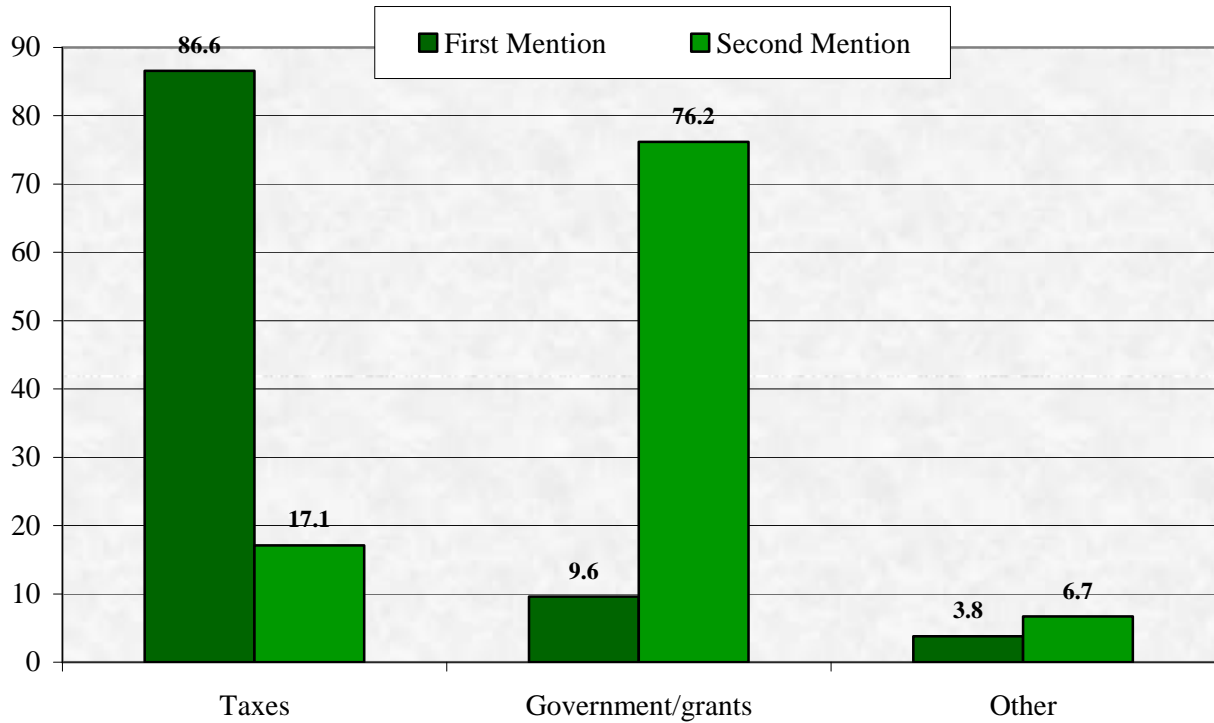


In 2000, 86% said they were satisfied and 14% were dissatisfied.

SECTION D: Taxation

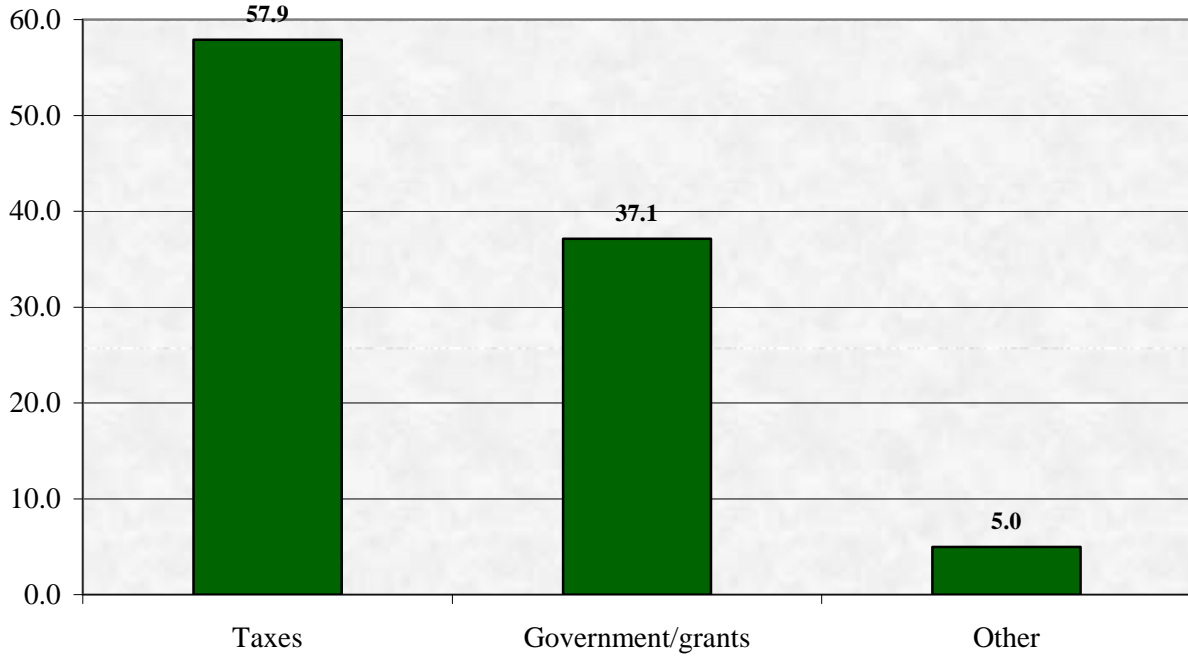
D1. When School Boards go to pay for education, what are their two major sources of revenue?

D1b. When School Boards go to pay for education, what are their two major sources of revenue?



D1b. When School Boards go to pay for education, what are their two major sources of revenue?

First and Second Mentions Combined

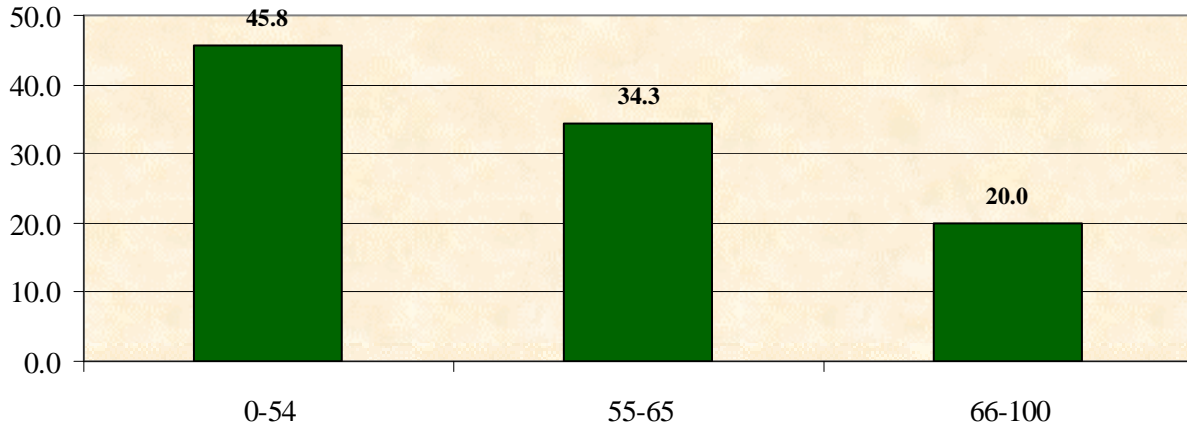


D2. The two major revenue sources are property taxes and provincial government grants. What percentage of total education costs do property taxes cover?

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Mean response = 52.02

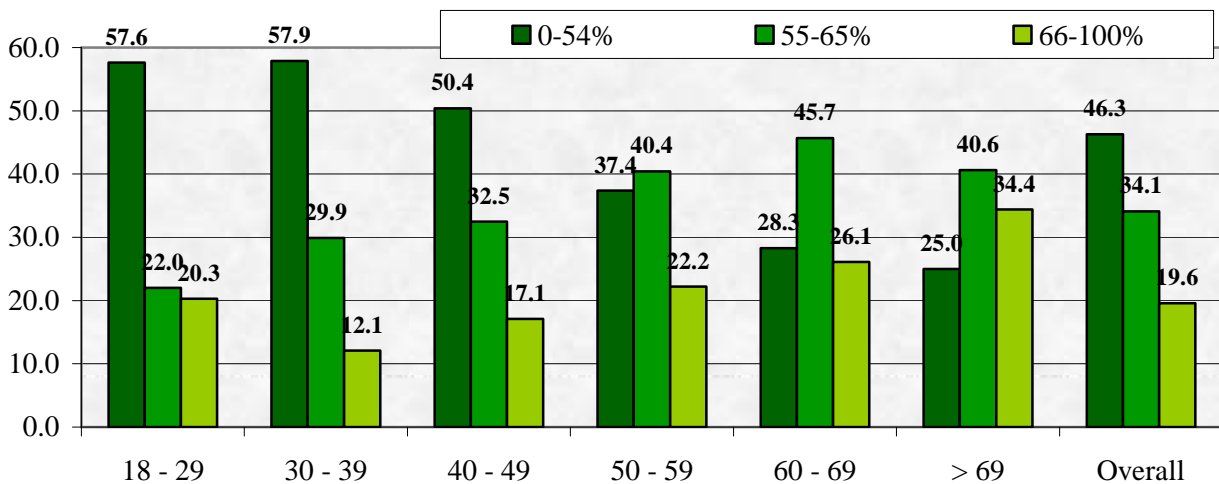
26.9% responded '60'.



Statistically Significant

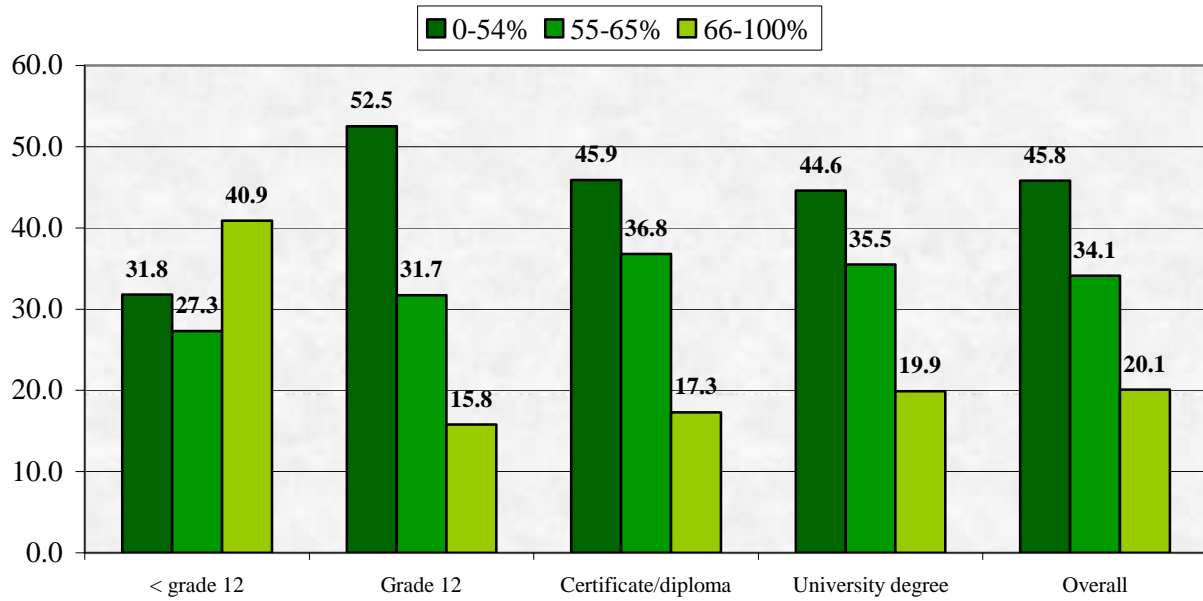
Age

D2. The two major revenue sources are property taxes and provincial government grants. What percentage of total education costs do property taxes cover?



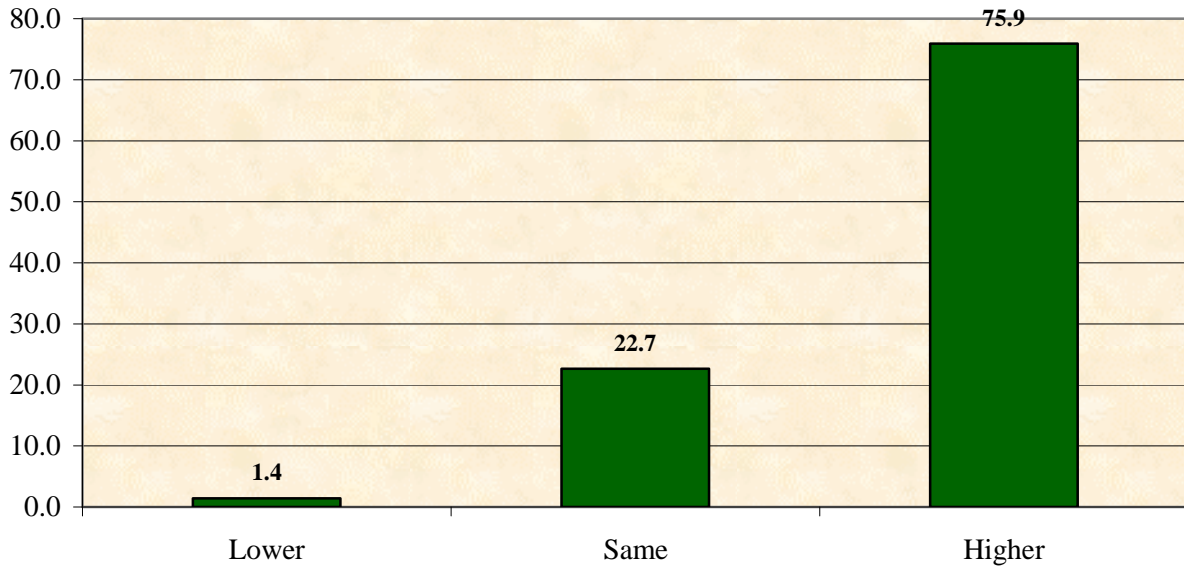
Education Level

D2. The two major revenue sources are property taxes and provincial government grants. What percentage of total education costs do property taxes cover?



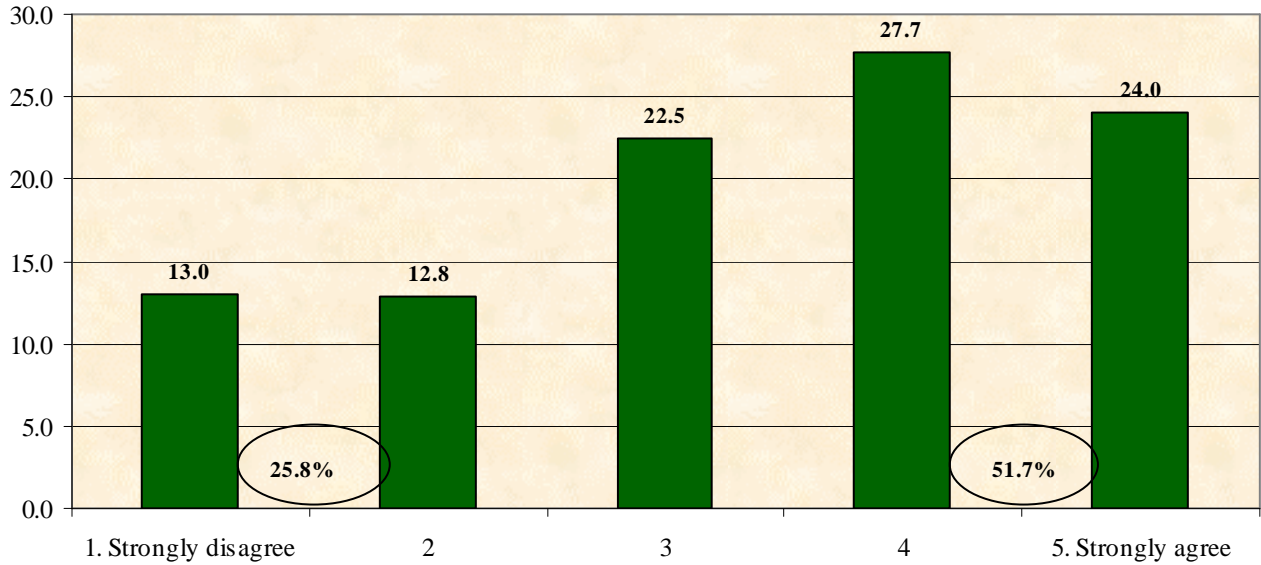
D3. The actual school cost share is about 60% from property taxes and about 40% from government grants. Assuming that education property taxes are kept in place, do you think the provincial government's share should be higher, lower, or about the same?

D3. If education property taxes are kept in place, do you think the government's share should be higher, lower, or about the same?



D4. Do you agree or disagree that property taxes should be used to pay for the cost of education in Saskatchewan? Use a 1 to 5 scale where 1 is “Strongly disagree” and 5 is “Strongly agree”.

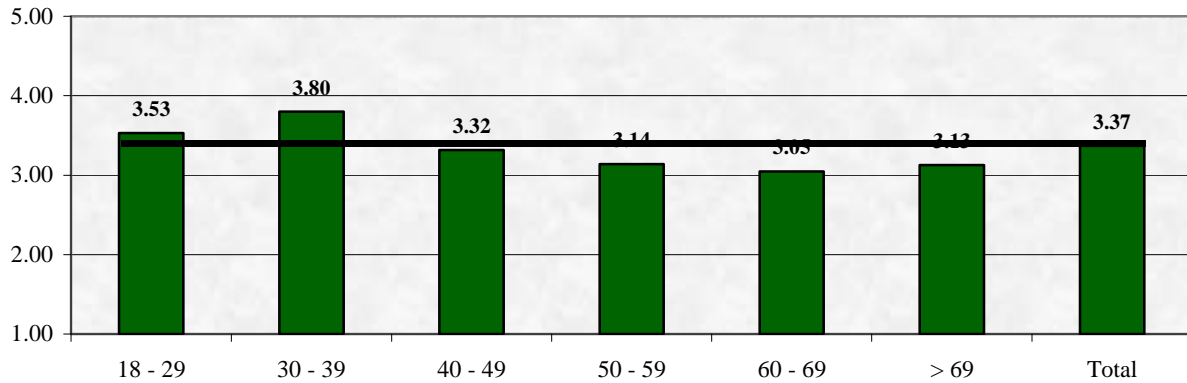
D4. Do you agree or disagree that property taxes should be used to pay for the cost of education in Saskatchewan? Use a 1 to 5 scale where 1 is 'Strongly disagree' and 5 is 'Strongly agree'.
 Mean response level = 3.37



Statistically Significant

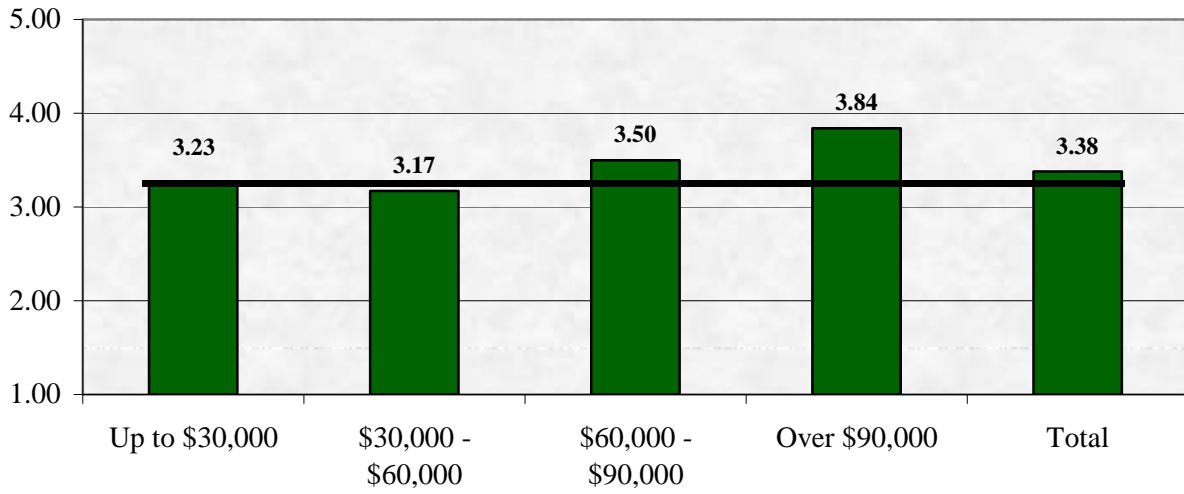
Age

D4. Do you agree or disagree that property taxes should be used to pay for the cost of education in Saskatchewan? Use a 1 to 5 scale where 1 is 'Strongly disagree' and 5 is 'Strongly agree'.



Income Level

D4. Do you agree or disagree that property taxes should be used to pay for the cost of education in Saskatchewan? Use a 1 to 5 scale where 1 is 'Strongly disagree' and 5 is 'Strongly agree'.



Residence Location

The statistical correlation between opinion about funding education through property taxes and the demographic variable residence location is clouded somewhat by the fact that residents of both small communities and small cities are much more evenly divided in their opinions across the five-point scale than are residents of either farms/acreages or the four largest cities.

Nevertheless, the difference between those living on farm or acreages and those living in the four largest cities is highly significant. The chart below shows that rural residents are much less likely than large city residents to agree with using property taxes to pay for education.

D4. Do you agree or disagree that property taxes should be used to pay for the cost of education in Saskatchewan? Use a 1 to 5 scale where 1 is 'Strongly disagree' and 5 is 'Strongly agree'.

