



Cape Elizabeth
School Building Advisory Committee (SBAC)
Conceptual Design Survey
May 2024

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Objectives

- The primary objectives of this research are to:
 - Determine dispositions toward three school building proposal Conceptual Designs and Identify the one Cape Elizabeth voters prefer.
 - Identify needed adjustments to the school building proposal Conceptual Designs.
- Specific learning includes:
 - Understanding residents' dispositions toward three school building proposal Conceptual Designs and why;
 - Determining which of three school building proposal Conceptual Designs Cape Elizabeth voters prefer and why;
 - Measuring the perceived importance of potential school building project outcomes;
 - Gauging Cape Elizabeth voters' engagement with SBAC information about the school buildings project; and
 - Understanding if voters feel more informed as a result of the SBAC communications
 - Assessing the impact of the property tax revaluation on opinions of a project and level of property tax increase, if any, residents would support to address the needs of the school buildings.

Methodology

- Data Collection – April 14, 2024 – April 22, 2024
 - Mailed a survey and informational packet to 3,983 Cape Elizabeth property owners (from Cape Elizabeth Town Assessor database) and renters
 - Survey packet included a cover letter with instructions, colored insert with renderings of three Conceptual Designs and information about each, a paper survey (with web survey link), and a postage paid return envelope.
 - Mail survey packets were available at Town Hall
 - The Web survey URL and insert information was posted on the SBAC pages of the Town website. Several Town emails were sent to encourage response
- Respondent Sample:
 - Eligible Cape Elizabeth voters 18 years of age or older – if there were multiple eligible voters living in a household, each eligible voter could respond
 - Received n=1,077 responses (n=718 web and n=359 paper); a response rate of 14.7% based on the current population of 7,309 adults 18 years or older
 - Strong response – usually target a 15% response to minimize non-response bias
 - A sample size of n=500 or greater is typically considered a meaningful quantity

Methodology: Sample Segments

- A random sample* size of n=1,077 yields a maximum sampling error of +/- 3.0 percentage points at the 95% level of confidence. That is, if the reported percentage is 50%, the point of greatest variability, one can be 95% confident that the percentage for the entire population would fall within the range of 47% and 53%. Sample tolerances for smaller subgroups are broader (n=97; +/- 10.0 percentage points).

	<u>Sample Size</u>
Total	(n=1,077)
Referendum Vote	
In Favor	n=482
Oppose	n=473
Did not vote/ Not aware/ Refused	n=107
Preferred Conceptual Design	
Concept B	n=149
Concept C	n=83
Concept E	n=506
None of the Options	n=196
Don't know	n=97

	<u>Sample Size</u>
Total	(n=1,077)
Reviewed SBAC Communications	
Yes	n=837
No, but aware of them	n=116
No, not aware of them	n=42**
Tax Increase Support	
0%	n=129
Less than 5%	n=149
5% to less than 10%	n=191
10% to less than 15%	n=146
15% or more/Whatever is needed	n=354
Not sure	n=77

- Responses are weighted to align the distribution of those who voted in favor or against the referendum with the actual results of the November 2022 election

*This is not a random sample, but the confidence interval serves as a proxy for sample tolerances.

**Caution, small base (n<50); use for directional purposes only.

Methodology: Sample Segments (cont'd)

- A random sample* size of n=1,077 yields a maximum sampling error of +/- 3.0 percentage points at the 95% level of confidence. That is, if the reported percentage is 50%, the point of greatest variability, one can be 95% confident that the percentage for the entire population would fall within the range of 47% and 53%. Sample tolerances for smaller subgroups are broader (n=49; +/- 14.0 percentage points).

	<u>Sample Size</u>
Total	(n=1,077)
Respondent Age	
18 to 44	n=239
45 to 64	n=388
65 or older	n=387
Prefer not to answer	n=49**
Household Income	
Less than \$100,000	n=212
\$100,000 to less than \$200,000	n=296
\$200,000 or more	n=295
Prefer not to answer	n=250

	<u>Sample Size</u>
Total	(n=1,077)
Years Lived in Cape Elizabeth	
Less than 5 years	n=144
5 to less than 15 years	n=350
15 years or more	n=532
Kids in Cape Elizabeth Schools	
Yes	n=405
No	n=638
Gender	
Male	n=392
Female	n=536

*This is not a random sample, but the confidence interval serves as a proxy for sample tolerances.

**Caution, small base (n<50); use for directional purposes only.

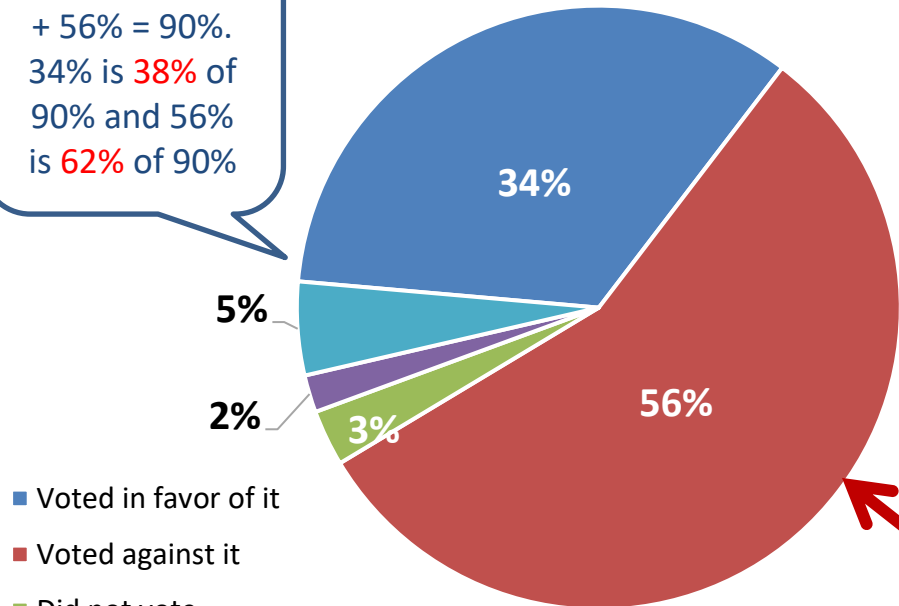
Respondent Profile

Vote on Proposal in November 2022 Election

Vote on Proposal in November 2022 Election

Base: All respondents (n=1,077)

Note that 34% + 56% = 90%.
34% is 38% of 90% and 56% is 62% of 90%



- Voted in favor of it
- Voted against it
- Did not vote
- Not aware/ Not a resident then/ Not old enough then
- Prefer not to answer

Actual Survey Responses (Raw Data)

• In Favor:	44.75%
• Opposed:	43.92%
• Other:	11.33%



November 2022 Vote

• In Favor:	38%
• Opposed:	62%



Weighting Factors

• In Favor:	1 = 0.756
• Opposed:	1 = 1.252
• Other:	1 = 1.000

Weighted Data

➤ Q15. We'd like to understand what you liked and did not like about the \$115.9 million school buildings bond proposal presented in the November 2022 election. Did you vote on it and if so, were you in favor of it or against it? (Aided, single response)

Respondent Profile

- The demographic composition of respondents align fairly well with U.S. Census data with the exception of household income, which skews a little higher among respondents and the youngest age groups, 18 to 34, which are light (motivating 18 to 34 year olds to complete surveys is a market research industry issue right now).
- The demographic profiles of the 2023 and 2024 samples align very closely.
- Respondent age is well balanced: similar percentages exist for ages 18 to 44 (19%), 45 to 54 (19%), 55 to 64 (17%), 65 to 74 (24%), and 75 or older (16%). Note that Maine is the oldest State in the nation and Cape Elizabeth is among the older towns in Cumberland County.
- One-half (50%) of respondents are female, while over one-third (37%) are male.
 - One in eight (12%) respondents declined to indicate their gender.
- One-half (50%) of respondents do not have children in their household.
 - Households represented in this research include children under age 5 (8%), 5 to under 10 (17%), 10 to under 15 (15%), 15 to under 19 (12%), and 19 or older (10%).
- Two-thirds (66%) of those who provided a response do not have children in Cape Elizabeth schools.
 - Similar percentages of respondents have students in Cape Elizabeth Middle (14%), and High (13%) schools and a slightly higher percentage have kids in the elementary (20%) school.
- Nearly one-third (32%) of respondents have lived in Cape Elizabeth for 30 years or more, and one in six (16%) have lived in Cape Elizabeth for 20 to less than 30 years.
- Over one-half of respondents are employed full (43%) or part (9%) time, while just over one-third (36%) are retired.
- One-quarter of respondents each have household incomes of less than \$100K (22%), \$100K to less than \$200K (27%), and \$200K or more (26%); one-quarter (25%) declined to indicate their income.

Respondent Profile (continued)

Age	2024 (n=1,063)	2023 (n=1,652)
18 to 24	1%	1%
25 to 34	1%	1%
35 to 44	17%	15%
45 to 54	19%	19%
55 to 64	17%	19%
65 to 74	24%	23%
75 to 84	14%	14%
85 or older	2%	2%
Prefer not to answer	5%	6%
Ages of Children in Household	2024 (n=1,064)	2023 (n=1,652)
Under 5 years old	8%	8%
5 to under 10 years old	17%	16%
10 to under 15 years old	15%	16%
15 to under 19 years old	12%	12%
19 years or older	10%	10%
None	51%	50%
Prefer not to answer	6%	7%

Years Lived in Cape Elizabeth	2024 (n=1,052)	2023 (n=1,652)
Less than one year	---	1%
1 to less than 5 years	12%	13%
5 to less than 10 years	16%	15%
10 to less than 15 years	15%	14%
15 to less than 20 years	6%	6%
20 to less than 30 years	16%	16%
30 years or more	32%	31%
Prefer not to answer	2%	4%
Currently Have Students in Cape Elizabeth Schools	2024 (n=1,043)	2023 (n=1,623)
Elementary (Grades K – 4)	20%	16%
Middle (Grades 5 – 8)	14%	14%
High School (Grades 9 – 12)	13%	15%
No	66%	67%
Gender	2024 (n=1,051)	2023 (n=1,652)
Female	50%	52%
Male	37%	36%
Non-binary	<1%	<1%
Prefer not to answer	13%	12%

Respondent Profile (continued)

Current Employment Status	2024 (n=1,063)	2023 (n=1,652)
Employed full-time (30 hours+/week)	43%	44%
Employed part-time (<30 hours/week)	9%	10%
Unemployed	<1%	1%
Retired	36%	35%
Military	---	<1%
Student	<1%	<1%
Stay at home parent	2%	3%
Other	2%	1%
Prefer not to answer	6%	6%
Household Income	2024 (n=1,053)	2023 (n=1,652)
Less than \$50,000	6%	6%
\$50,000 to less than \$75,000	7%	8%
\$75,000 to less than \$100,000	9%	10%
\$100,000 to less than \$150,000	16%	15%
\$150,000 to less than \$200,000	11%	11%
\$200,000 to less than \$250,000	8%	8%
\$250,000 or more	18%	18%
Prefer not to answer	25%	24%

Detailed Findings

Data note:

All of the results are based on Cape Elizabeth residents' perceptions and self-reported data. Perceptions do not always reflect facts.

November 2022 Referendum

Vote on Proposal in November 2022 Election (cont'd)

- Respondents ages 18 to 44 are significantly more likely than those 45 to 64, who in turn are significantly more likely than those 65 or older to have voted in favor of the November 2022 school buildings proposal, while those 65 or older are significantly more likely than those 18 to 64 to have voted against it.
- Compared to respondents with household incomes of \$100K or more, those with incomes of less than \$100K are significantly more likely to have voted against the proposal. Respondents with household incomes of \$200K+ are significantly more likely than those with incomes of \$100K to less than \$200K, who in turn are significantly more likely than those with incomes of less than \$100K to have voted in favor of the proposal.
- Those with children in Cape Elizabeth schools are significantly more likely than those without to have voted for the proposal, while those without kids in Cape Elizabeth schools are significantly more likely to have voted against the proposal.

Vote on Proposal in November 2022 Election

Base: All respondents

November 2022 Proposal	Age				HH Income				Kids in Schools	
	18 to 44 (n=238) A	45 to 64 (n=387) B	65+ (n=385) C	Refused (n=48*) D	<\$100K (n=212) E	\$100K - <\$200K (n=294) F	\$200K+ (n=295) G	Refused (n=247) H	Yes (n=403) I	No (n=635) J
Voted in favor of it	64% _{BCD}	38% _{BC}	19% _C	8%	18%	39% _{EH}	57% _{EFH}	21%	59% _J	22%
Voted against it	24%	52% _A	72% _{AB}	71% _{AB}	72% _{FG}	50% _G	37%	66% _{FG}	31%	68% _I
Did not vote	4% _D	3% _D	4% _D	---	3%	4%	2%	3%	3%	3%
Not aware/ Not a resident then/ Not old enough then	3% _D	2% _D	1% _D	---	2%	2%	1%	3%	2%	2%
Prefer not to answer	4%	4%	4%	20% _{ABC}	5%	5%	2%	7% _G	4%	4%

A,B,C,D,E,F,G,H,I,J: Significantly higher than the indicated column(s) at the 95% level of confidence. *Caution, small base (n<50); use for directional purposes only.

- Q15. We'd like to understand what you liked and did not like about the \$115.9 million school buildings bond proposal presented in the November 2022 election. Did you vote on it and if so, were you in favor of it or against it? (Aided, single response)

Vote on Proposal in November 2022 Election (cont'd)

- Respondents who prefer Conceptual Design E were significantly more likely than all other respondents to have voted in favor of the November 2022 proposal.
- Conversely, respondents who prefer Conceptual Design B or wouldn't support any of the designs were significantly more likely than all other respondents to have voted against the November 2022 proposal.
- Two-thirds of the respondents who don't know which Conceptual Design, if any, they would support voted against the November 2022 proposal.
- No meaningful significant differences emerged between men and women.

Vote on Proposal in November 2022 Election							
Base: All respondents who provided a response							
November 2022 Proposal	Preferred Conceptual Design					Gender	
	Design B (n=148)	Design C (n=82)	Design E (n=503)	None (n=194)	DK (n=96)	Male (n=391)	Female (n=534)
	A	B	C	D	E	F	G
Voted in favor of it	8%	27% _{AD}	65% _{BCDE}	7%	21% _{AD}	36%	38%
Voted against it	86% _{BCE}	64% _C	25%	85% _{BCE}	62% _C	57%	51%
Did not vote	2%	5%	4%	2%	3%	3%	3%
Not aware/ Not a resident then/ Not old enough then	1%	---	3% _{AB}	1%	6% _{AB}	2%	3%
Prefer not to answer	3%	4%	4%	4%	9%	2%	5% _F

A,B,C,D,E,F,G: Significantly higher than the indicated column(s) at the 95% level of confidence.

- Q15. We'd like to understand what you liked and did not like about the \$115.9 million school buildings bond proposal presented in the November 2022 election. Did you vote on it and if so, were you in favor of it or against it? (Aided, single response)

Vote on Proposal in November 2022 Election (cont'd)

- Age range groups were broadly represented in many of the different segments used in the analysis throughout this report.
- Retirees (65 or older) are well represented across Conceptual Design preferences. In addition, two-thirds (67%) of respondents from households earning less than \$100,000 are age 65 or older.
- Not surprisingly, the majority of respondents with children in the Cape Elizabeth school system are between the ages of 18 to 44 and 45 to 64.

Age Distribution Base: All respondents											
	Preferred Conceptual Design					HH Income				Kids in School	
Age	Design B (n=148) A	Design C (n=83) B	Design E (n=503) C	None (n=193) D	DK (n=97) E	<\$100K (n=380) F	\$100K - <\$200K (n=435) G	\$200K+ (n=448) H	Refused (n=389) I	Yes (n=404) J	No (n=637) K
18 to 44	8%	11%	33% ABDE	12%	9%	9%	22% _{FI}	33% _{FGI}	12%	40% _K	9%
45 to 64	29%	37%	35%	42% _A	39%	22%	37% _F	50% _{FGI}	33% _F	55% _K	27%
65 or older	54% _{CD}	52% _{CD}	30%	37%	48% _C	67% _{GHI}	41% _H	16%	39% _H	2%	60% _J
Refused	9% _{BC}	---	2% _B	9% _{BCE}	4%	2%	---	1%	16% _{FGH}	3%	4%

A,B,C,D,E,F,G,H,I,J,K: Significantly higher than the indicated column(s) at the 95% level of confidence.

➤ Q15. We'd like to understand what you liked and did not like about the \$115.9 million school buildings bond proposal presented in the November 2022 election. Did you vote on it and if so, were you in favor of it or against it? (Aided, single response)

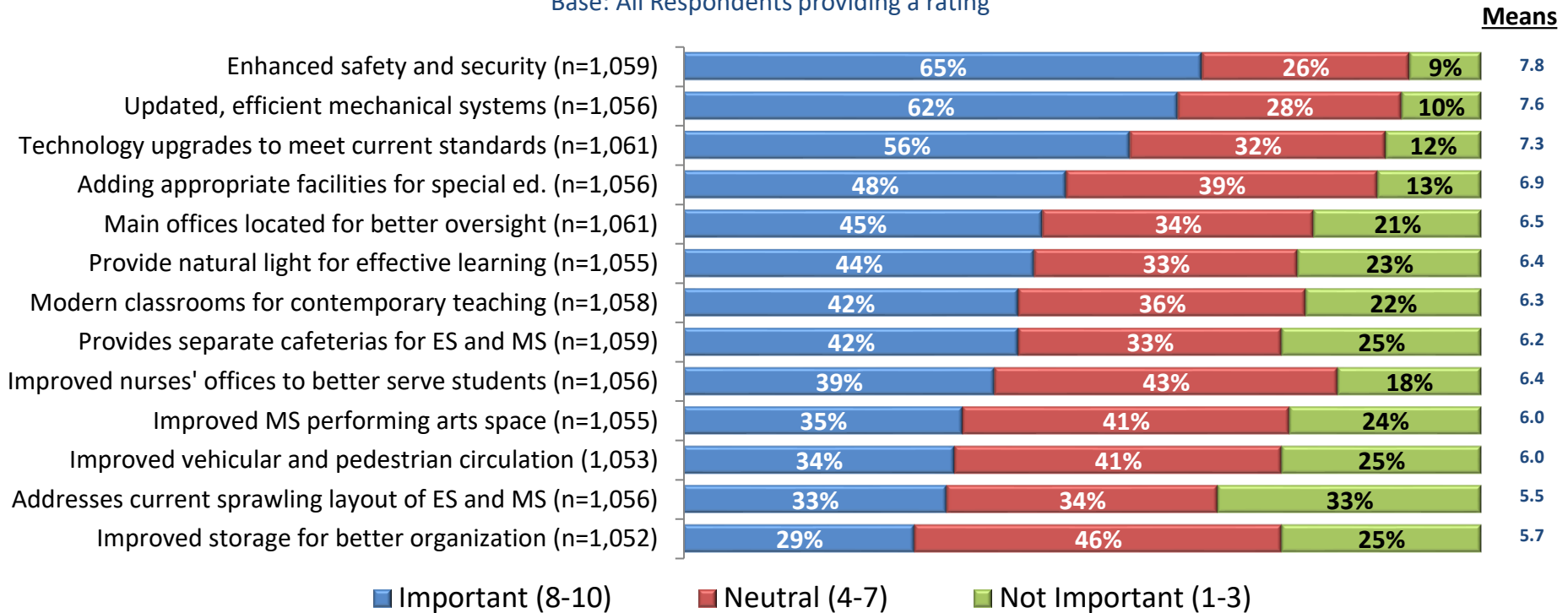
Perceived Importance of School Building Project Outcomes

Perceived Importance of Project Outcomes

- More than one-half of respondents felt positive about three outcomes: Enhanced safety and security (65%), Upgraded, efficient mechanical systems (62%), and Technology upgrades to meet current standards (56%).
- At one-third (33%) of responses, negative feelings were most broad for the outcome Addresses current sprawling layout of ES and MS.
- Many outcomes received substantial positive, neutral and negative ratings.

Perceived Importance of Project Outcomes*

Base: All Respondents providing a rating



■ Important (8-10)

■ Neutral (4-7)

■ Not Important (1-3)

*See Appendix A for additional data including medians

➤ Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1="Not at All Important"; 5-6="Neutral"; 10="Very Important")

Perceived Importance of Project Outcomes (cont'd)

- Not surprisingly, respondents who voted in favor of the November 2022 referendum and/or have kids in Cape Elizabeth schools are significantly more likely than their counterparts to give positive ratings to potential building outcomes.

Perceived Importance of Project Outcomes								
Percent "Important" (8-10)								
Base: Those who provided a response								
Project Outcomes	Referendum Vote			Kids in School		Years Lived in Cape		
	In Favor A	Oppose B	Other C	Yes D	No E	<5 years F	5 to <15 years G	15+ years H
Enhanced safety security	90% (n=478) _{BC}	49% (n=465)	67% (n=105) _B	74% (n=405) _F	61% (n=627)	74% (n=143) _H	71% (n=345) _H	61% (n=524)
Updated, efficient mechanical systems	91% (n=478) _{BC}	44% (n=463)	55% (n=104)	72% (n=404) _F	57% (n=624)	71% (n=143) _H	67% (n=344) _H	59% (n=522)
Technology upgrades to current stds.	86% (n=481) _{BC}	38% (n=463)	53% (n=106) _B	67% (n=405) _F	52% (n=628)	70% (n=143) _H	63% (n=345) _H	51% (n=526)
Appropriate facilities for Special Ed.	78% (n=479) _{BC}	28% (n=461)	51% (n=105) _B	62% (n=404) _F	42% (n=625)	62% (n=143) _H	55% (n=343) _H	42% (n=523)
Main offices located better oversight	76% (n=479) _{BC}	28% (n=465)	40% (n=106) _B	61% (n=405) _K	38% (n=628)	55% (n=143) _H	55% (n=346) _H	40% (n=525)
Natural light for effective learning	78% (n=477) _{BC}	22% (n=461)	45% (n=106) _B	60% (n=404) _F	36% (n=623)	57% (n=143) _H	53% (n=344) _H	37% (n=521)
Modern classrms – contemp. learning	79% (n=480) _{BC}	18% (n=461)	44% (n=106) _B	60% (n=405) _F	34% (n=625)	56% (n=143) _H	55% (n=344) _H	33% (n=525)

A,B,C,D,E,F,G,H: Significantly higher than the indicated column(s) at the 95% level of confidence.

➤ Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1="Not at All Important"; 5-6="Neutral"; 10="Very Important")

Perceived Importance of Project Outcomes (cont'd)

- Not surprisingly, respondents who voted in favor of the November 2022 referendum and/or have kids in Cape Elizabeth schools are significantly more likely than their counterparts to give positive ratings to potential building outcomes.

Perceived Importance of Project Outcomes								
Percent "Important" (8-10)								
Base: Those who provided a response								
Project Outcomes	Referendum Vote			Kids in School		Years Lived in Cape		
	In Favor A	Oppose B	Other C	Yes D	No E	<5 years F	5 to <15 years G	15+ years H
Separate cafeterias for ES and MS	75% (n=480) _{BC}	21% (n=462)	38% (n=106) _B	58% (n=405) _F	34% (n=627)	56% (n=143) _H	54% (n=344) _H	33% (n=525)
Improved nurses' offices	70% (n=477) _{BC}	19% (n=462)	39% (n=106) _B	47% (n=403) _F	35% (n=625)	38% (n=142)	48% (n=345) _H	34% (n=522)
Improved MS performing arts space	66% (n=477) _{BC}	16% (n=462)	33% (n=106) _B	51% (n=403) _F	28% (n=624)	50% (n=142) _H	47% (n=345) _H	26% (n=522)
Improved vehicular/ped circulation	63% (n=475) _{BC}	16% (n=461)	38% (n=106) _B	48% (n=404) _F	27% (n=621)	43% (n=142) _H	42% (n=343) _H	28% (n=521)
Addresses current sprawling layout	70% (n=478) _{BC}	10% (n=463)	29% (n=105) _B	50% (n=404) _F	24% (n=624)	48% (n=142) _H	46% (n=344) _H	23% (n=524)
Improved storage	58% (n=477) _{BC}	11% (n=461)	28% (n=104) _B	43% (n=402) _F	23% (n=622)	39% (n=142) _H	37% (n=342) _H	23% (n=523)

A,B,C,D,E,F,G,H: Significantly higher than the indicated column(s) at the 95% level of confidence.

➤ Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1="Not at All Important"; 5-6="Neutral"; 10="Very Important")

Perceived Importance of Project Outcomes (cont'd)

- Younger respondents, who are more likely to have kids in Cape Elizabeth schools and more affluent respondents are significantly more likely than others to view potential project outcomes positively. Those who preferred not to give their age and/or household income were significantly less likely to give the outcomes positive ratings.

Perceived Importance of Project Outcomes								
Percent "Important" (8-10)								
Base: Those who provided a response								
Project Outcomes	Age				HH Income			
	18 to 44 A	45 to 64 B	65+ C	Refused D	<\$100K E	\$100K - <\$200K F	\$200K+ G	Refused H
Enhanced safety security	78% (n=239) _{BCD}	62% (n=383) _D	65% (n=382) _D	37% (n=45)*	64% (n=209) _H	69% (n=295) _H	74% (n=294) _{FEH}	53% (n=244)
Updated, efficient mechanical systems	76% (n=238) _{BCD}	61% (n=382) _D	60% (n=379) _D	28% (n=47)*	58% (n=207)	65% (n=283) _H	76% (n=294) _{FEH}	49% (n=245)
Technology upgrades to current stds.	72% (n=239) _{BCD}	54% (n=382) _D	54% (n=383) _D	34% (n=47)*	50% (n=209)	61% (n=294) _{FEH}	69% (n=294) _{FEH}	45% (n=246)
Appropriate facilities for Special Ed.	65% (n=238) _{BCD}	48% (n=382) _D	42% (n=381) _D	25% (n=45)*	41% (n=208)	53% (n=294) _{FEH}	63% (n=291) _{FEH}	34% (n=245)
Main offices located better oversight	65% (n=239) _{BCD}	47% (n=384) _{CD}	38% (n=381)	25% (n=47)*	42% (n=208) _H	49% (n=295) _H	60% (n=294) _{FEH}	32% (n=246)
Natural light for effective learning	66% (n=238) _{BCD}	43% (n=384) _D	38% (n=378) _D	15% (n=45)*	41% (n=209) _H	49% (n=291) _H	56% (n=293) _{FEH}	30% (n=244)
Modern clsrms – contemp. learning	67% (n=239) _{CDF}	45% (n=383) _{CD}	32% (n=380) _D	11% (n=46)*	32% (n=208)	47% (n=295) _{FEH}	62% (n=293) _{FEH}	27% (n=244)

A,B,C,D,E,F,G,H: Significantly higher than the indicated column(s) at the 95% level of confidence.

*Caution, small base (n<50); use for directional purposes only.

- Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1="Not at All Important"; 5-6="Neutral"; 10="Very Important")

Perceived Importance of Project Outcomes (cont'd)

- Younger respondents, who are more likely to have kids in Cape Elisabeth schools and more affluent respondents are significantly more likely than others to view potential project outcomes positively. Those who preferred not to give their age and/or household income were significantly less likely to give the outcomes positive ratings.

Perceived Importance of Project Outcomes								
Percent "Important" (8-10)								
Base: Those who provided a response								
Project Outcomes	Age				HH Income			
	18 to 44 A	45 to 64 B	65+ C	Refused D	<\$100K E	\$100K - <\$200K F	\$200K+ G	Refused H
Separate cafeterias for ES and MS	65% (n=239) _{BCD}	42% (n=383) _{CD}	34% (n=380) _D	16% (n=47)*	33% (n=208)	47% (n=295) _{FH}	57% (n=293) _{FEH}	29% (n=245)
Improved nurses' offices	54% (n=238) _{BCD}	36% (n=382) _D	36% (n=381) _D	13% (n=45)*	38% (n=208) _H	43% (n=294) _H	49% (n=293) _{FEH}	25% (n=243)
Improved MS performing arts space	56% (n=239) _{BCD}	37% (n=381) _{CD}	27% (n=379) _D	8% (n=46)*	30% (n=205)	37% (n=295) _H	50% (n=291) _{FEH}	23% (n=245)
Improved vehicular/ped circulation	54% (n=237) _{BCD}	35% (n=384) _{CD}	27% (n=376)	15% (n=46)*	25% (n=205)	41% (n=292) _{FEH}	47% (n=293) _{FEH}	23% (n=245)
Addresses current sprawling layout	59% (n=239) _{BCD}	33% (n=381) _{CD}	23% (n=380) _D	7% (n=46)*	23% (n=208)	37% (n=295) _{FEH}	49% (n=293) _{FEH}	21% (n=242)
Improved storage	49% (n=237) _{BCD}	27% (n=383) _D	23% (n=378) _D	11% (n=44)*	24% (n=207) _H	33% (n=292) _{FEH}	41% (n=292) _{FEH}	17% (n=243)

A,B,C,D,E,F,G,H: Significantly higher than the indicated column(s) at the 95% level of confidence.

➤ Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1="Not at All Important"; 5-6="Neutral"; 10="Very Important")

Perceived Importance of Project Outcomes (cont'd)

- Not surprisingly, the larger the tax increase respondents are willing to take on to support the school building project, the more likely (significantly) they are to consider the project outcomes positive. Those not sure of their support are significantly more likely than those willing to support a tax increase of 5% or less to view the outcomes positively.

Perceived Importance of Project Outcomes						
Percent "Important" (8-10)						
Base: Those who provided a response						
Project Outcomes	Tax Increase Support					
	0% A	<5% B	5%- <10% C	10%- <15% D	15+/ Need E	Not Sure F
Enhanced safety security	26% (n=128)	44% (n=147) _A	65% (n=188) _{AB}	77% (n=146) _{ABC}	90% (n=353) _{ABCDE}	77% (n=75) _{ABC}
Updated, efficient mechanical systems	15% (n=125)	35% (n=146) _A	59% (n=187) _{AB}	78% (n=146) _{ABC}	96% (n=352) _{ABCDE}	73% (n=76) _{ABC}
Technology upgrades to current stds.	13% (n=127)	29% (n=147) _A	50% (n=188) _{AB}	76% (n=146) _{ABCF}	91% (n=354) _{ABCDE}	61% (n=76) _{AB}
Appropriate facilities for Special Ed.	13% (n=128)	20% (n=147)	36% (n=188) _{AB}	59% (n=146) _{ABC}	85% (n=352) _{ABCDE}	59% (n=74) _{ABC}
Main offices located better oversight	8% (n=128)	20% (n=147) _A	41% (n=189) _{AB}	50% (n=146) _{AB}	82% (n=352) _{ABCDE}	53% (n=76) _{AB}
Natural light for effective learning	4% (n=128)	14% (n=146) _A	35% (n=188) _{AB}	56% (n=145) _{ABC}	85% (n=352) _{ABCDE}	44% (n=76) _{AB}
Modern clsrms – contemp. learning	4% (n=125)	12% (n=147) _A	30% (n=188) _{AB}	51% (n=146) _{ABC}	87% (n=354) _{ABCDE}	40% (n=76) _{AB}

A,B,C,D,E,F: Significantly higher than the indicated column(s) at the 95% level of confidence.

- Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1="Not at All Important"; 5-6="Neutral"; 10="Very Important")

Perceived Importance of Project Outcomes (cont'd)

- Not surprisingly, the larger the tax increase respondents are willing to take on to support the school building project, the more likely (significantly) they are to consider the project outcomes positive. Those not sure of their support are significantly more likely than those willing to support a tax increase of 5% or less to view the outcomes positively.

Perceived Importance of Project Outcomes Percent "Important" (8-10) Base: Those who provided a response						
Project Outcomes	Tax Increase Support					
	0% A	<5% B	5%- <10% C	10%- <15% D	15+/ Need E	Not Sure F
Separate cafeterias for ES and MS	2% (n=127)	13% (n=146) _A	31% (n=188) _{AB}	60% (n=146) _{ABC}	80% (n=353) _{ABCDE}	46% (n=76) _{ABC}
Improved nurses' offices	6% (n=126)	12% (n=147)	27% (n=188) _{AB}	48% (n=146) _{ABC}	75% (n=353) _{ABCDE}	47% (n=75) _{ABC}
Improved MS performing arts space	4% (n=127)	9% (n=146)	20% (n=188) _{AB}	48% (n=146) _{ABC}	74% (n=351) _{ABCDE}	34% (n=75) _{ABC}
Improved vehicular/ped circulation	4% (n=126)	10% (n=147)	23% (n=188) _{AB}	40% (n=144) _{ABC}	71% (n=350) _{ABCDE}	34% (n=76) _{AB}
Addresses current sprawling layout	1% (n=128)	3% (n=147)	15% (n=189) _{AB}	40% (n=146) _{ABCF}	80% (n=352) _{ABCDE}	24% (n=74) _{AB}
Improved storage	4% (n=128)	5% (n=147)	12% (n=185) _{AB}	33% (n=145) _{ABC}	69% (n=351) _{ABCDE}	27% (n=75) _{ABC}

A,B,C,D,E,F: Significantly higher than the indicated column(s) at the 95% level of confidence.

- Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1="Not at All Important"; 5-6="Neutral"; 10="Very Important")

Perceived Importance of Project Outcomes (cont'd)

- Respondents who prefer Conceptual Design E are significantly more likely than other respondents to give positive ratings to outcomes. Those who prefer Conceptual Design C are significantly more likely than those who prefer B or None to view outcomes positively as are those who prefer B to None. Respondents who “don’t know right now” tend to be more positive about the outcomes than those who prefer B.

Perceived Importance of Project Outcomes					
Percent “Important” (8-10)					
Base: Those who provided a response					
Project Outcomes	Conceptual Design				
	Design B A	Design C B	Design E C	None D	Don’t know E
Enhanced safety security	54% (n=145) _D	77% (n=82) _{AD}	86% (n=504) _{ABDE}	27% (n=193)	69% (n=96) _{AD}
Updated, efficient mechanical systems	41% (n=146) _D	76% (n=82) _{ADE}	88% (n=502) _{ABDE}	25% (n=191)	60% (n=96) _{AD}
Technology upgrades to current stds.	37% (n=146) _D	70% (n=83) _{ADE}	83% (n=505) _{ABDE}	19% (n=192)	53% (n=96) _{AD}
Appropriate facilities for Special Ed.	21% (n=145)	58% (n=83) _{ADE}	76% (n=501) _{ABDE}	17% (n=193)	38% (n=96) _{AD}
Main offices located better oversight	26% (n=146) _D	47% (n=83) _{AD}	73% (n=504) _{ABDE}	15% (n=193)	35% (n=96) _D
Natural light for effective learning	19% (n=143) _D	42% (n=83) _{AD}	75% (n=502) _{ABDE}	9% (n=193)	33% (n=96) _{AD}
Modern clsrms – contemp. learning	9% (n=145)	48% (n=83) _{ADE}	75% (n=504) _{ABDE}	9% (n=191)	27% (n=96) _{AD}

A,B,C,D,E: Significantly higher than the indicated column(s) at the 95% level of confidence.

➤ Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1=“Not at All Important”; 5-6=“Neutral”; 10=“Very Important”)

Perceived Importance of Project Outcomes (cont'd)

- Respondents who prefer Conceptual Design E are significantly more likely than other respondents to give positive ratings to outcomes. Those who prefer Conceptual Design C are significantly more likely than those who prefer B or None to view outcomes positively as are those who prefer B to None. Respondents who “don’t know right now” tend to be more positive about the outcomes than those who prefer B.

Perceived Importance of Project Outcomes					
Percent “Important” (8-10)					
Base: Those who provided a response					
Project Outcomes	Conceptual Design				
	Design B A	Design C B	Design E C	None D	Don’t know E
Separate cafeterias for ES and MS	19% (n=145) _D	37% (n=83) _{AD}	72% (n=504) _{ABDE}	8% (n=192)	31% (n=96) _{AD}
Improved nurses’ offices	14% (n=146)	45% (n=83) _{ADE}	66% (n=502) _{ABDE}	10% (n=191)	28% (n=95) _{AD}
Improved MS performing arts space	11% (n=145)	37% (n=83) _{AD}	62% (n=502) _{ABDE}	7% (n=191)	28% (n=95) _{AD}
Improved vehicular/ped circulation	12% (n=146)	29% (n=82) _{AD}	59% (n=499) _{ABDE}	8% (n=192)	32% (n=95) _{AD}
Addresses current sprawling layout	7% (n=146)	25% (n=83) _{AD}	63% (n=501) _{ABDE}	6% (n=193)	17% (n=94) _{AD}
Improved storage	9% (n=145)	16% (n=83) _D	54% (n=500) _{ABDE}	5% (n=190)	23% (n=96) _{AD}

A,B,C,D,E: Significantly higher than the indicated column(s) at the 95% level of confidence.

- Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1=“Not at All Important”; 5-6=“Neutral”; 10=“Very Important”)

School Building Conceptual Designs

Caption before Conceptual Design Questions:

BEFORE PROCEEDING, please review the information about and renderings of the three school building options presented in the enclosed pamphlet. Please note the conceptual designs are identified and presented in no particular order. The next series of questions are based on this information.

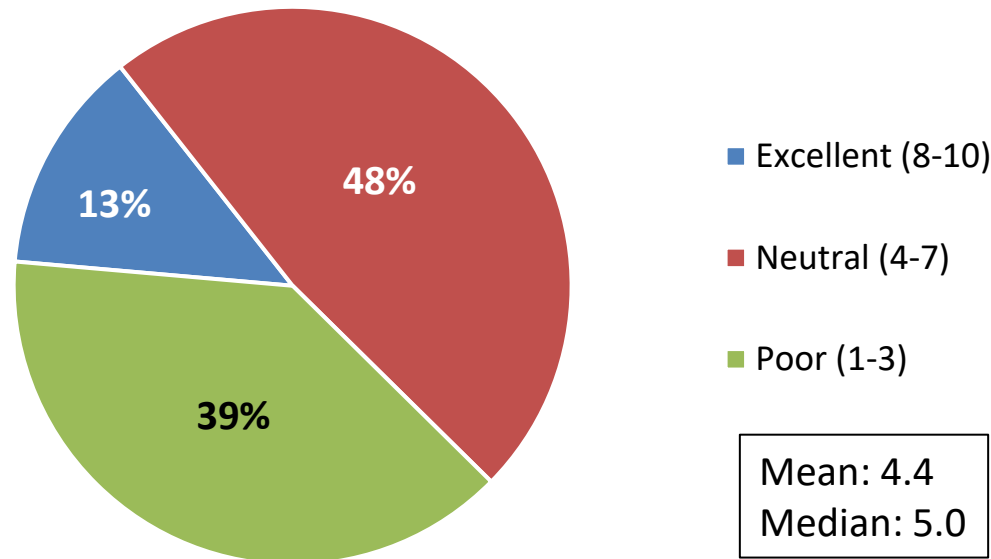
Conceptual Designs and the associated questions were randomized in the web survey.

Impressions of Conceptual Design C

- Just over one-tenth (13%) rated Conceptual Design C excellent. Nearly one-half (48%) gave a neutral rating and four-fifths (39%) provided a poor rating. Conceptual Design C garnered the lowest percentage of excellent ratings. The ratings of Conceptual Designs C and B were similar.
- The level of excellent ratings did not differ significantly across demographic segments.
- Younger respondents aged 18 to 44 (43%) were significantly more likely than older respondents 65 or older (34%) to rate C poor.
- A significantly higher percentage of those with kids in school (45%) than those with no kids in school (35%) rated C poor.

Impressions of Conceptual Design C*

Base: All Respondents who provided a response (n=1,003)



*Please see Appendix A for complete detail

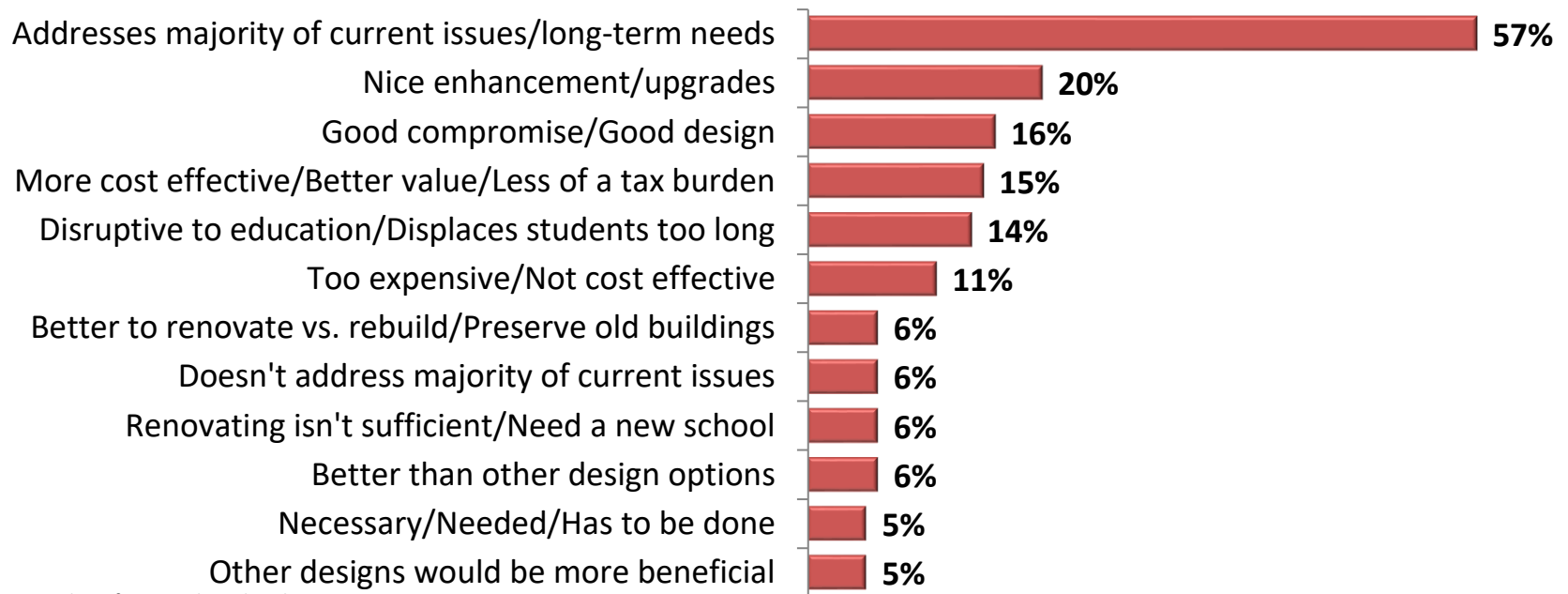
➤ Q3. Questions 3 and 4 are about Conceptual Design C. Please rate your overall impression of Conceptual Design C. (Ten-point scale: 1="Poor"; 5-6="Neutral"; 10="Excellent")

Impressions of Conceptual Design C (cont'd)

- Over one-half of respondents (57%) who rated Conceptual Design C excellent said it addresses most of the issues.
- One-fifth (20%) indicated C provided nice enhancements.
- Despite the positive ratings, there were some negative comments: disruptive to education (14%), too expensive (11%), doesn't address majority of the issues (6%), renovating isn't sufficient (6%), and other designs would be more beneficial (5%).

Top Reasons for Rating of Conceptual Design C* -- (Excellent ratings of 8-10)

Base: Those who rated Conceptual Design C 8-10 and provided a response (n=93)



*Please see Appendix A for complete detail.

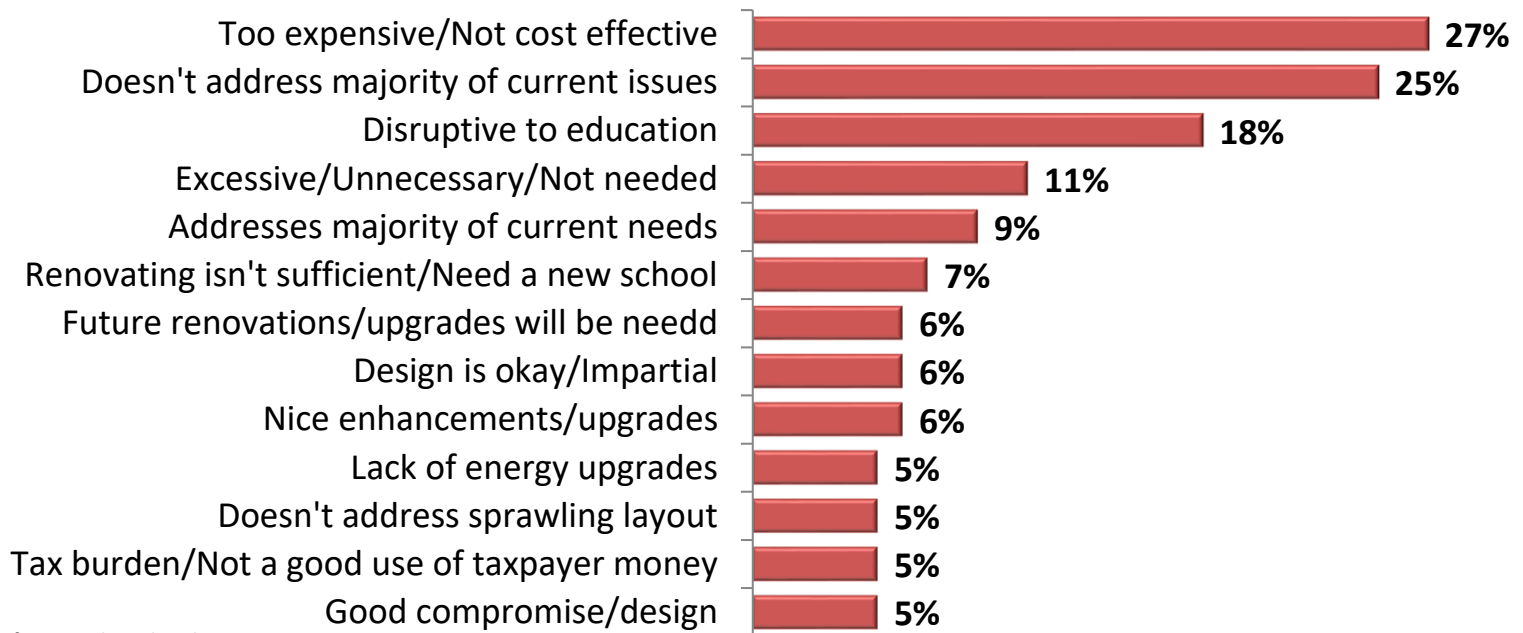
➤ Q4. Please explain the reasons for your rating of Conceptual Design C in Q3. (Unaided, multiple responses)

Impressions of Conceptual Design C (cont'd)

- The top four reasons for neutral ratings about Conceptual Design C are negative, but from different points of view (i.e., too much or too little): Too expensive (27%), Doesn't address majority of current issues (25%), Disruptive to education (18%), and Excessive/Unnecessary (11%).
- Some positive comments are mixed in such as Addresses majority of current needs (9%), Nice enhancements (6%), and Good compromise (6%).

Top Reasons for Rating of Conceptual Design C* -- (Neutral ratings of 4-7)

Base: Those who rated Conceptual Design C 4-7 and provided a response (n=307)



*Please see Appendix A for complete detail.

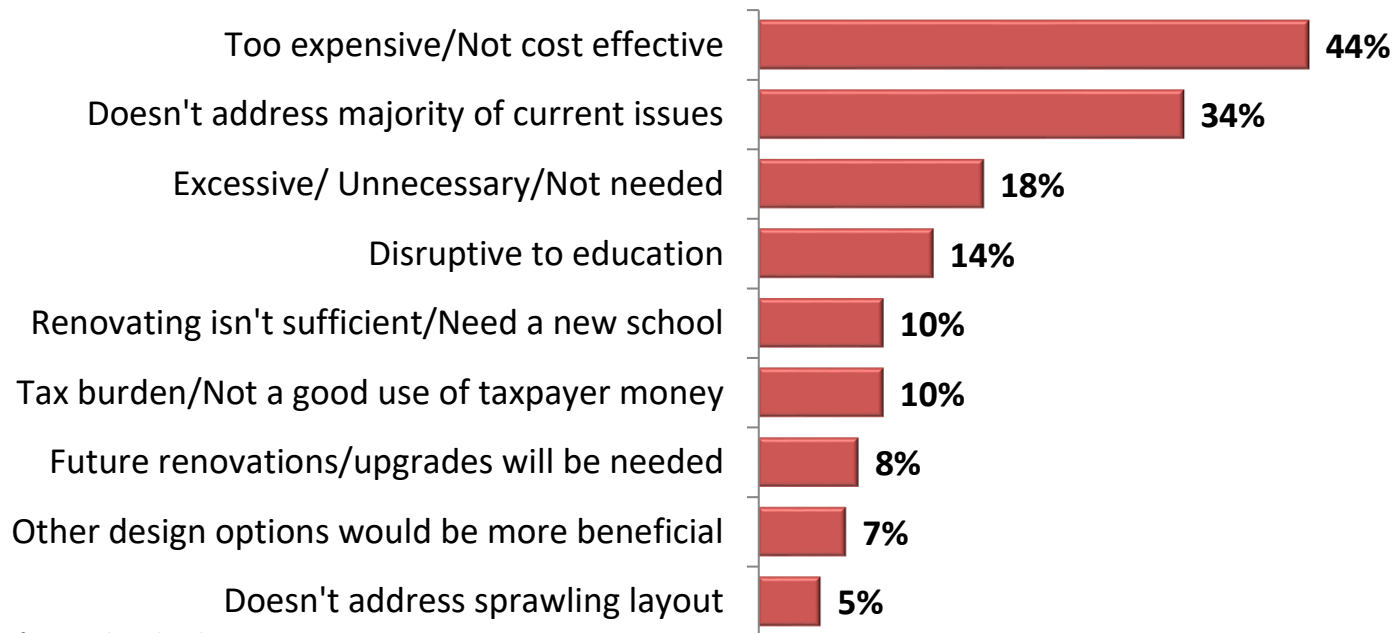
➤ Q4. Please explain the reasons for your rating of Conceptual Design C in Q3. (Unaided, multiple responses)

Impressions of Conceptual Design C (cont'd)

- Negative comments again, came from two directions; those who believe Conceptual Design C is too much and those who believe it is not enough.
- In terms of C being too much, over four-fifths of those who gave it a poor rating said it was Too expensive (44%). Almost one-fifth (18%) claimed C was Excessive and one in ten indicated it was not a Tax burden (10%).
- However, others thought C did not go far enough. One-third who gave Conceptual Design C a poor rating believe it Doesn't address the majority of current issues (34%) and one in ten (10%) feel renovating isn't sufficient.
- This group was also concerned about the disruption to education (14%) caused by this plan.

Top Reasons for Rating of Conceptual Design C* -- (Poor ratings of 1-3)

Base: Those who rated Conceptual Design C 1-3 and provided a response (n=326)



*Please see Appendix A for complete detail.

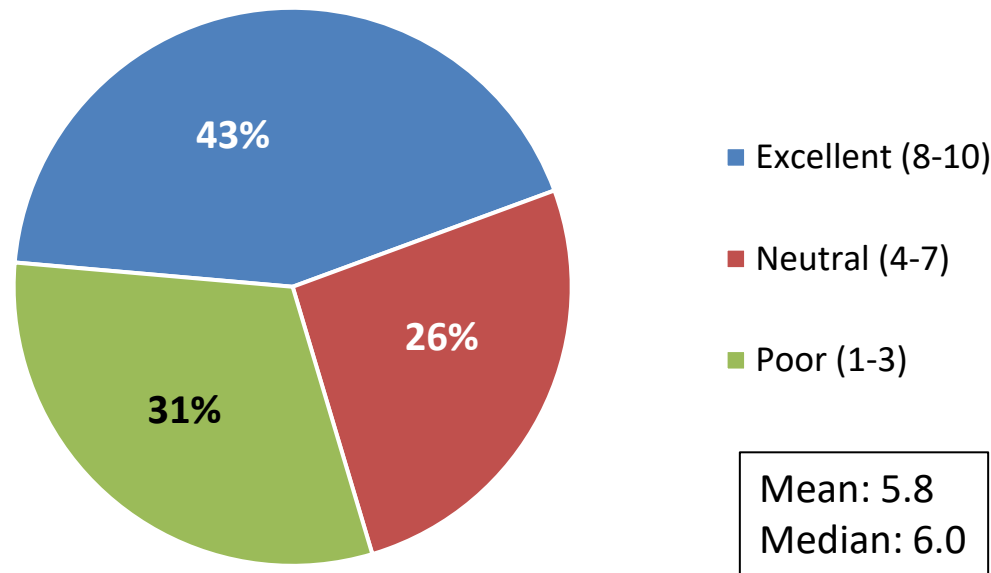
➤ Q4. Please explain the reasons for your rating of Conceptual Design C in Q3. (Unaided, multiple responses)

Impressions of Conceptual Design E

- Overall impressions of Conceptual Design E were spread considerably across the spectrum of excellent (43%), neutral (26%) and poor (31%) ratings. Conceptual Design E received the highest level of excellent ratings; more than double that of the other two designs. However, the percentage of poor ratings were in the same range.
- Excellent ratings decreased significantly as age segments get older: 18 to 44 (72%), 45 to 64 (41%) and 65 or older (34%). Respondents with kids in the Cape schools (61%) were significantly more likely than those with no kids in the school district (34%) to give Conceptual Design E an excellent rating.
- As household income increased the percent of excellent ratings increased significantly: <\$100K (33%), \$100K-<\$200K (47%), and \$200K or more (64%).

Impressions of Conceptual Design E*

Base: All Respondents (n=1,009)



*Please see Appendix A for complete detail

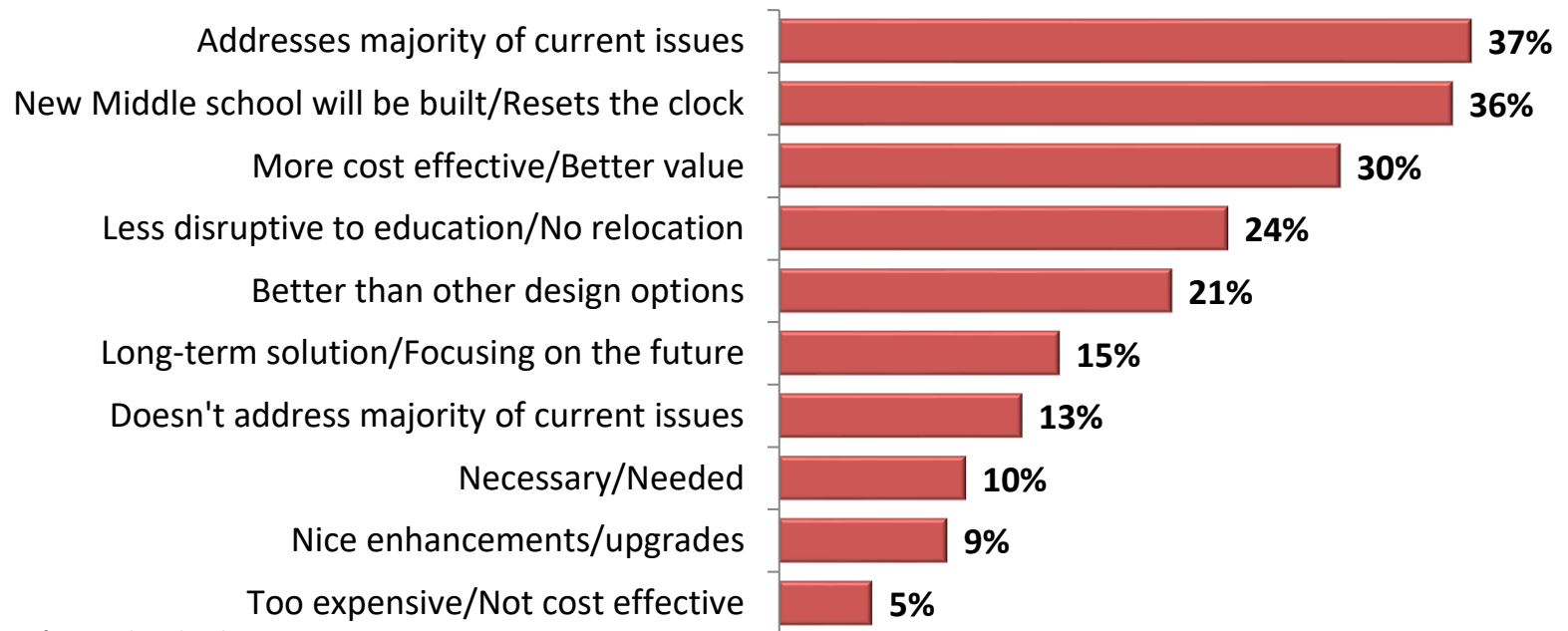
➤ Q5. Questions 5 and 6 are about Conceptual Design E. Please rate your overall impression of Conceptual Design E. (Ten-point scale: 1="Poor"; 5-6="Neutral"; 10="Excellent")

Impressions of Conceptual Design E (cont'd)

- Over one-third of those who rated Conceptual Design E excellent reported that it Addresses the majority of the current issues (37%) and Resets the clock with the building of a new Middle school (36%).
- Three in ten (30%) thought this solution was more cost effective and one-quarter (24%) appreciate not having to Relocate students and disrupt their education.
- Despite the high ratings, one in eight (13%) believe the concept Doesn't address the majority of the current issues and a small percentage (5%) feels E is Too expensive.

Top Reasons for Rating of Conceptual Design E* -- (Excellent ratings of 8-10)

Base: Those who rated Conceptual Design E 8-10 and provided a response (n=409)



*Please see Appendix A for complete detail.

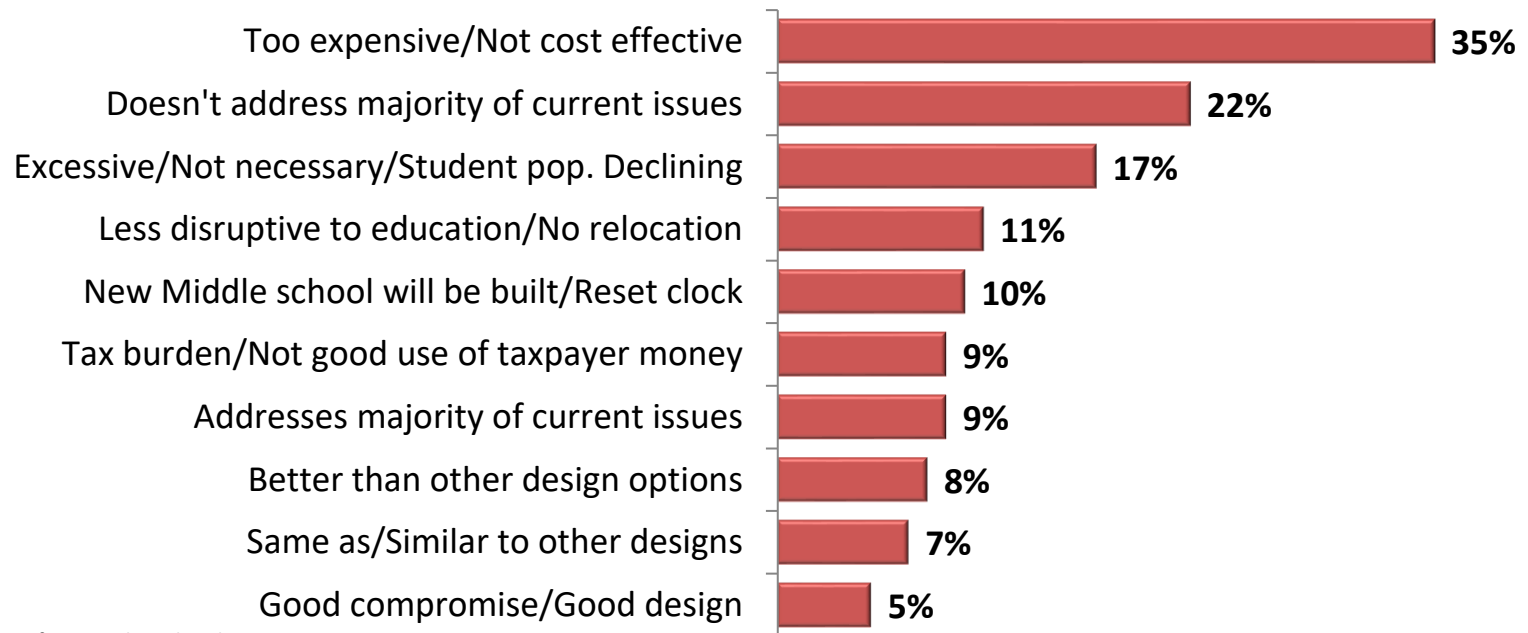
➤ Q6. Please explain the reasons for your rating of Conceptual Design E in Q5. (Unaided, multiple responses)

Impressions of Conceptual Design E (cont'd)

- With just over one-third (35%) of responses, Too expensive was the top reason for giving Conceptual Design E a neutral rating.
- The next two top reasons for a neutral rating were also negative: Doesn't address the majority of the current issues (22%), and Excessive/Not necessary (17%) – note the dichotomy of these two responses.
- About one in ten acknowledged that this option is less disruptive to education (11%) and believe building a new Middle school resets the clock on what needs to be done (10%).

Top Reasons for Rating of Conceptual Design E* -- (Neutral ratings of 4-7)

Base: Those who rated Conceptual Design E 4-7 and provided response (n=146)



*Please see Appendix A for complete detail.

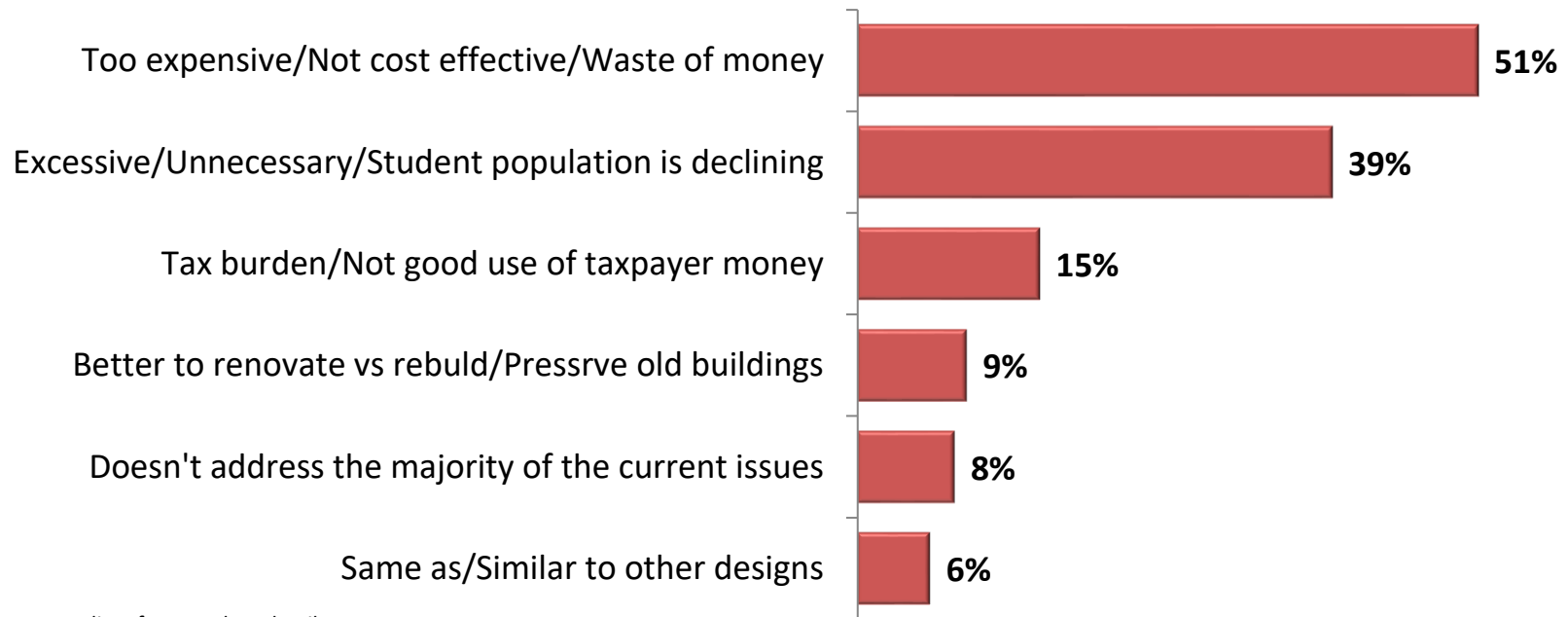
➤ Q6. Please explain the reasons for your rating of Conceptual Design E in Q5. (Unaided, multiple responses)

Impressions of Conceptual Design E (cont'd)

- One-half (51%) of respondents who rated Conceptual Design E poor, cited Too expensive as their reason for the rating, the most common response.
- Four-fifths (39%) believe Conceptual Design E is Excessive and unnecessary adding that the student population is declining.
- One in seven indicated the tax burden was the reason for their poor rating of E.

Top Reasons for Rating of Conceptual Design E* -- (Poor ratings of 1-3)

Base: Those who rated Conceptual Design E 1-3 and gave a response (n=218)



*Please see Appendix A for complete detail.

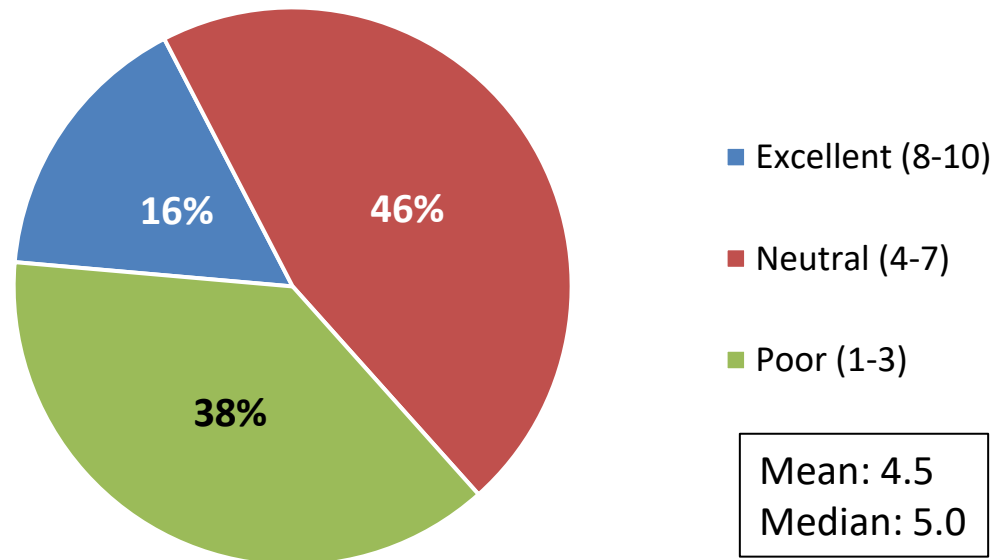
➤ Q6. Please explain the reasons for your rating of Conceptual Design E in Q5. (Unaided, multiple responses)

Impressions of Conceptual Design B

- Just under one-fifth (16%) rated Conceptual Design B excellent, while almost one-half (46%) gave it a neutral rating. Almost two-fifths (38%) consider the option poor.
- Older respondents 65 or older (19%) and 45 to 64 (16%) were significantly more likely than younger respondents 18 to 44 (9%) to rate Conceptual Design B excellent.
- Respondents with no kids in the Cape schools (18%) were significantly more likely than those with kids in the Cape schools (13%) to rate this design excellent.
- One-half of those 18 to 44 (52%) and those with kids in Cape schools (50%) rated this concept poor, a significantly higher percentage than their respective counterparts.

Impressions of Conceptual Design B*

Base: All Respondents (n=998)



*Please see Appendix A for complete detail

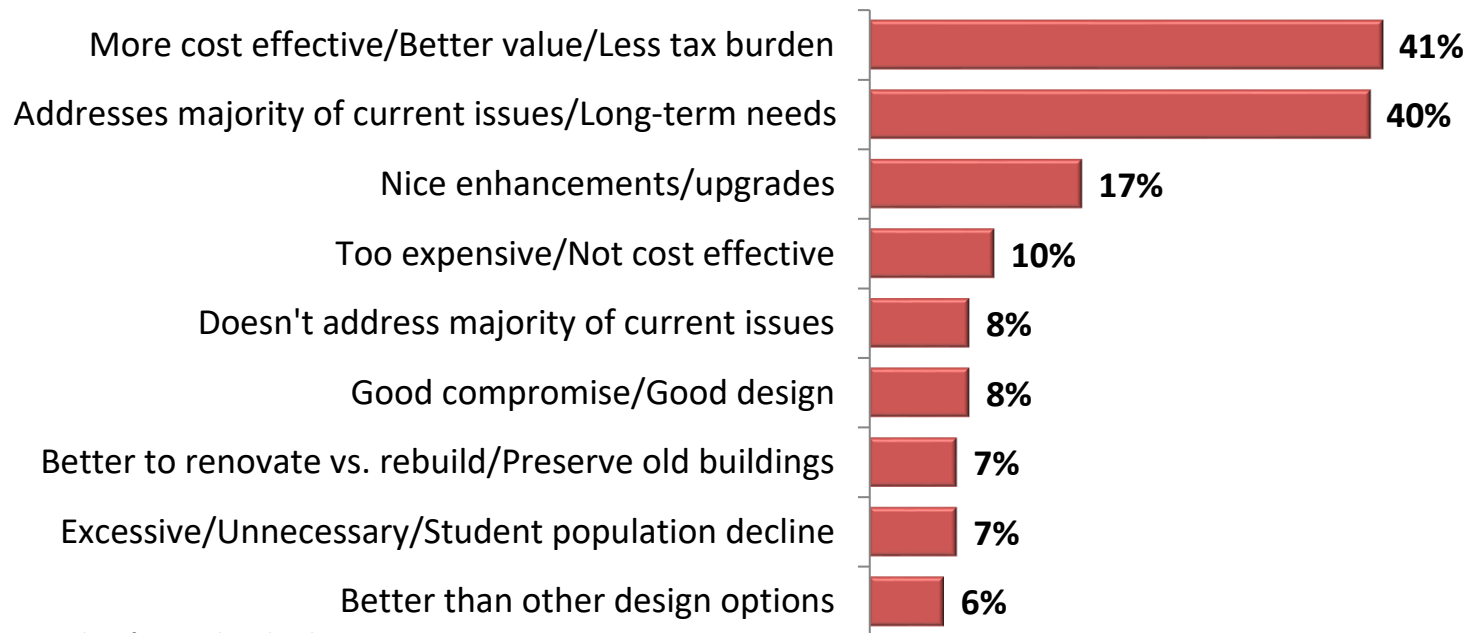
➤ Q7. Questions 7 and 8 are about Conceptual Design B. Please rate your overall impression of Conceptual Design B. (Ten-point scale: 1="Poor"; 5-6="Neutral"; 10="Excellent")

Impressions of Conceptual Design B (cont'd)

- The top two reasons by far for rating Conceptual Design B excellent are Most cost effective (41%) and Addresses majority of current issues (40%). The third most common response, Nice enhancements (17%) was also positive.
- Despite the top box ratings, Conceptual Design B received some negative responses for excellent ratings: Too expensive (10%) and Doesn't address the majority of the current issues (9%).

Top Reasons for Rating of Conceptual Design B* -- (Excellent ratings of 8-10)

Base: Those who rated Conceptual Design B 8-10 and gave a response (n=103)



*Please see Appendix A for complete detail.

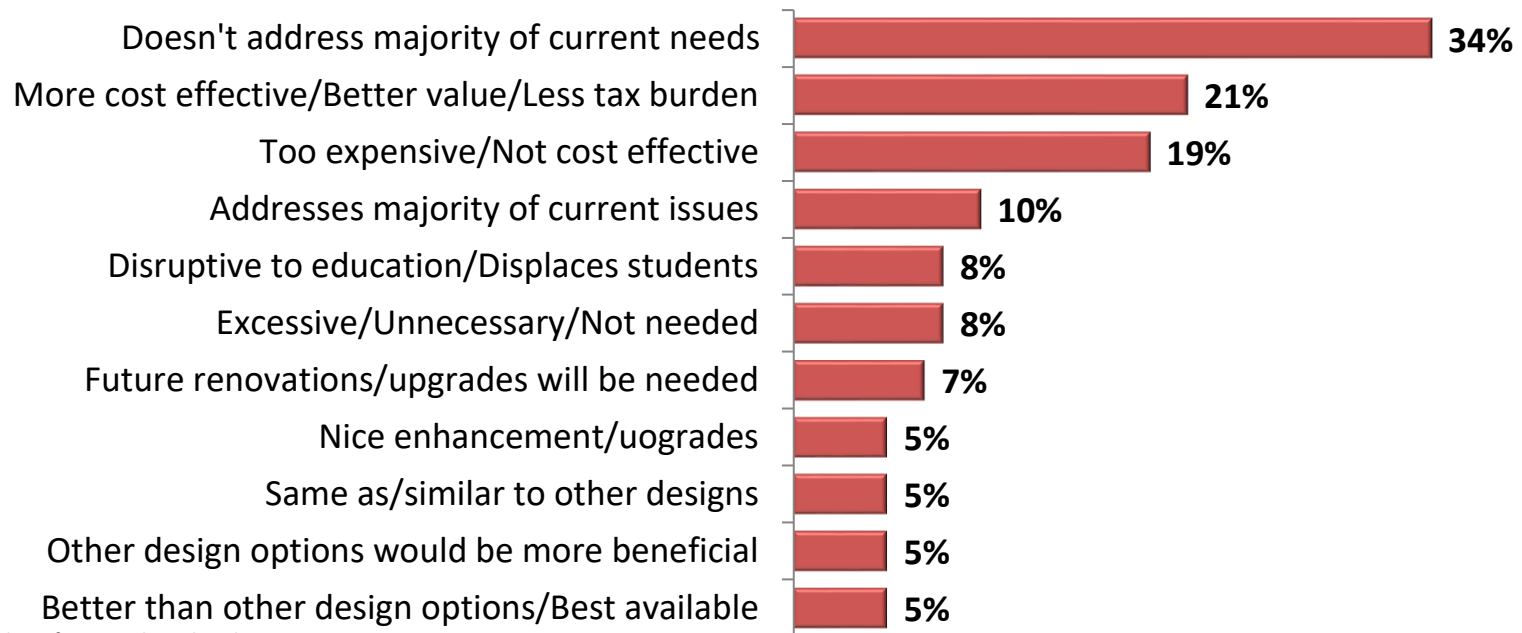
➤ Q8. Please explain the reasons for your rating of Conceptual Design B in Q7. (Unaided, multiple responses)

Impressions of Conceptual Design B (cont'd)

- As is typical with neutral ratings, reasons for the ratings span positive and negative sentiment.
- One-third (34%) of respondents who rated Conceptual Design B neutral explained that they felt the design Doesn't address the majority of the current needs.
- One-fifth (21%) rationalized that Conceptual Design B is More cost effective.
- Yet, one-fifth (19%) believe the option is Too expensive.
- Contradicting the most common reason, one in ten (10%) rated the design neutral because they feel it Addresses the majority of the current issues.

Top Reasons for Rating of Conceptual Design B* -- (Neutral ratings of 4-7)

Base: Those who rated Conceptual Design B 4-7 and gave a response (n=290)



*Please see Appendix A for complete detail.

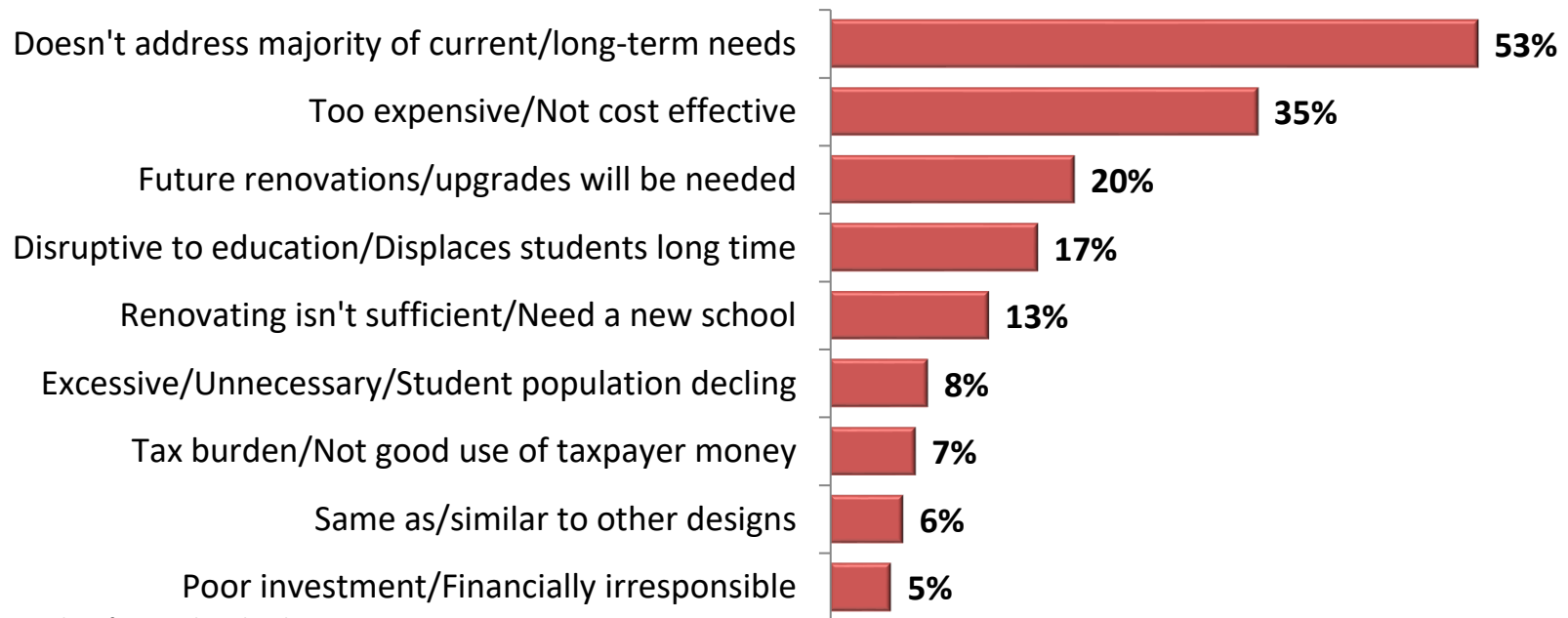
➤ Q8. Please explain the reasons for your rating of Conceptual Design B in Q7. (Unaided, multiple responses)

Impressions of Conceptual Design B (cont'd)

- Among respondents who rated Conceptual Design B poor, just over one-half commented that the design Doesn't address the majority of the current needs (53%). And, one-fifth (20%) feel future renovations/upgrades will be needed. A contingent also offered that renovating isn't sufficient/Need a new school (13%).
- But, just over one-third (35%) of this group believe B is Too expensive/Not cost effective. Also there are opinions that B is excessive/Unnecessary because they feel student enrollment is declining (8%) and the tax burden of concept B is too much.

Top Reasons for Rating of Conceptual Design B* -- (Poor ratings of 1-3)

Base: Those who rated Conceptual Design C 1-3 and provided a response (n=336)



*Please see Appendix A for complete detail.

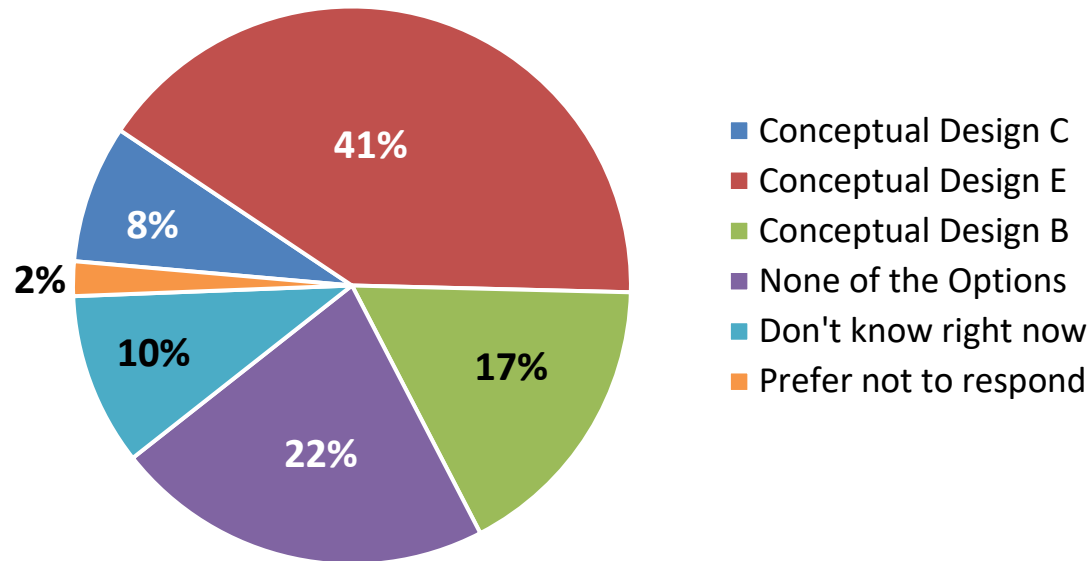
➤ Q8. Please explain the reasons for your rating of Conceptual Design B in Q7. (Unaided, multiple responses)

Preferred Conceptual Design

- Conceptual Design E was selected as their preferred option by two-fifths (41%) of respondents, more than double the percentage of respondents who preferred the other Conceptual Designs combined (Conceptual Designs B (17%) and C (8%)). However, one-fifth (22%) wouldn't support any of the options and one in ten (10%) don't know right now which design they would support.
- The majority of young respondents 18 to 44 (70%) prefer E, a significantly higher percentage than older age segments 45 to 64 (41%) and 65 or older (32%). This was the top selection for all age segments.
- A significantly higher percent of respondents with kids in Cape schools prefer E compared to others (61% vs. 33%).

Preferred Conceptual Design

Base: All Respondents who provided a response (n=1,051)



- Conceptual Design C
- Conceptual Design E
- Conceptual Design B
- None of the Options
- Don't know right now
- Prefer not to respond

➤ Q9. This is not a vote. In fact, the final school buildings proposal for the next referendum could look quite a bit different as new information is learned and we try to build a community consensus as possible. Based on what you know at this point, please select the one Conceptual Design that you currently support most. You can also select none of them or you don't know right now. (Aided, single response)

Preferred Conceptual Design (cont'd)

Preferred Conceptual Design

Base: All respondents who provided a rating

Ratings of Conceptual Designs	Conceptual Design				
	Design B A	Design C B	Design E C	None D	Don't Know E
Conceptual Design B	(n=143)	(n=81)	(n=492)	(n=175)	(n=83)
8-10	57% _{BCDE}	15% _C	5%	7%	17% _{CD}
4-7	39%	51% _C	39%	46%	76% _{ABCD}
1-3	4%	34% _{AE}	56% _{ABDE}	47% _{BCE}	7%
Conceptual Design C	(n=142)	(n=84)	(n=498)	(n=172)	(n=86)
8-10	12% _D	68% _{ACDE}	9% _D	1%	12% _D
4-7	52% _{BD}	30%	51% _{BD}	32%	74% _{ABCD}
1-3	36% _{BE}	2%	40% _{BE}	67% _{ABCE}	14% _B
Conceptual Design E	(n=141)	(n=79)	(n=502)	(n=177)	(n=86)
8-10	6%	17% _{AD}	88% _{ABDE}	2%	19% _{AD}
4-7	27% _C	52% _{ACD}	11%	28% _C	57% _{ACD}
1-3	67% _{BCE}	31% _C	1%	70% _{BCE}	24% _C

A,B,C,D,E: Significantly higher than the indicated column(s) at the 95% level of confidence.

- Q9. This is not a vote. In fact, the final school buildings proposal for the next referendum could look quite a bit different as new information is learned and we try to build a community consensus as possible. Based on what you know at this point, please select the one Conceptual Design that you currently support most. You can also select none of them or you don't know right now. (Aided, single response)

Preferred Conceptual Design (cont'd)

- Not surprisingly, the larger the tax increase respondents are willing to take on to support the school building project, the more likely (significantly) they are to prefer the more expensive Conceptual Designs.
- Just over one-third (38%) of respondents “Not Sure” what level of property tax increase they would support prefer Conceptual Design E, the highest percentage across the designs.
- Few of those who would not support any property tax increase selected a preferred design.

Preferred Conceptual Design Base: Those who provided a response						
Preferred Conceptual Design	Tax Increase Support					
	0% A (n=126)	<5% B (n=146)	5%- <10% C (n=186)	10%- <15% D (n=144)	15+%/Need E (n=351)	Not Sure F (n=77)
Conceptual Design E	2%	6%	23% _{AB}	70% _{ABCF}	86% _{ABCDF}	38% _{ABC}
Conceptual Design C	13% _E	29% _{CDEF}	39% _{ABDEF}	7%	1%	9% _E
Conceptual Design B	1%	8% _A	13% _{AE}	13% _{AE}	3%	21% _{ABE}
None	75% _{BCDEF}	36% _{CDEF}	12% _{DE}	3%	4%	9%
Don't know	5%	17% _{CDE}	12% _{AE}	8%	5%	21% _{ADE}
Prefer not to Respond	4% _D	5% _{DE}	1%	---	1%	2%

A,B,C,D,E,F: Significantly higher than the indicated column(s) at the 95% level of confidence.

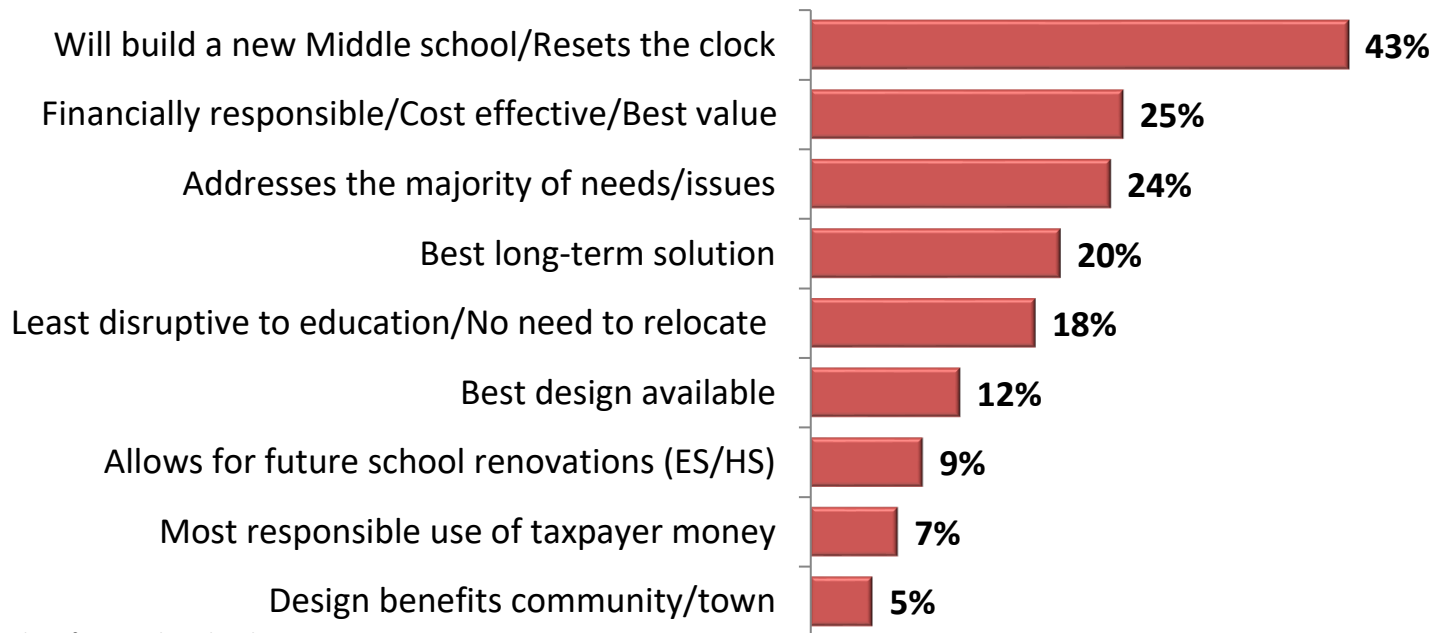
➤ Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1=“Not at All Important”; 5-6=“Neutral”; 10=“Very Important”)

Top Reasons for Preferring Conceptual Design E

- The top reason by far for preferring Conceptual Design E is the provision to build a new Middle school (43%). The thought is that it resets the clock for the school.
- Cost, in terms of being the best value and most financially responsible was cited by one-quarter (25%) of respondents who prefer E.
- One-quarter (24%) who prefer E believe the design addresses the majority of the school building needs and issues.
- One-fifth (20%) consider E the best long-term solution.

Top Reasons for Preferring Conceptual Design E*

Base: Those who prefer Conceptual Design E and provided a response (n=407)



*Please see Appendix A for complete detail.

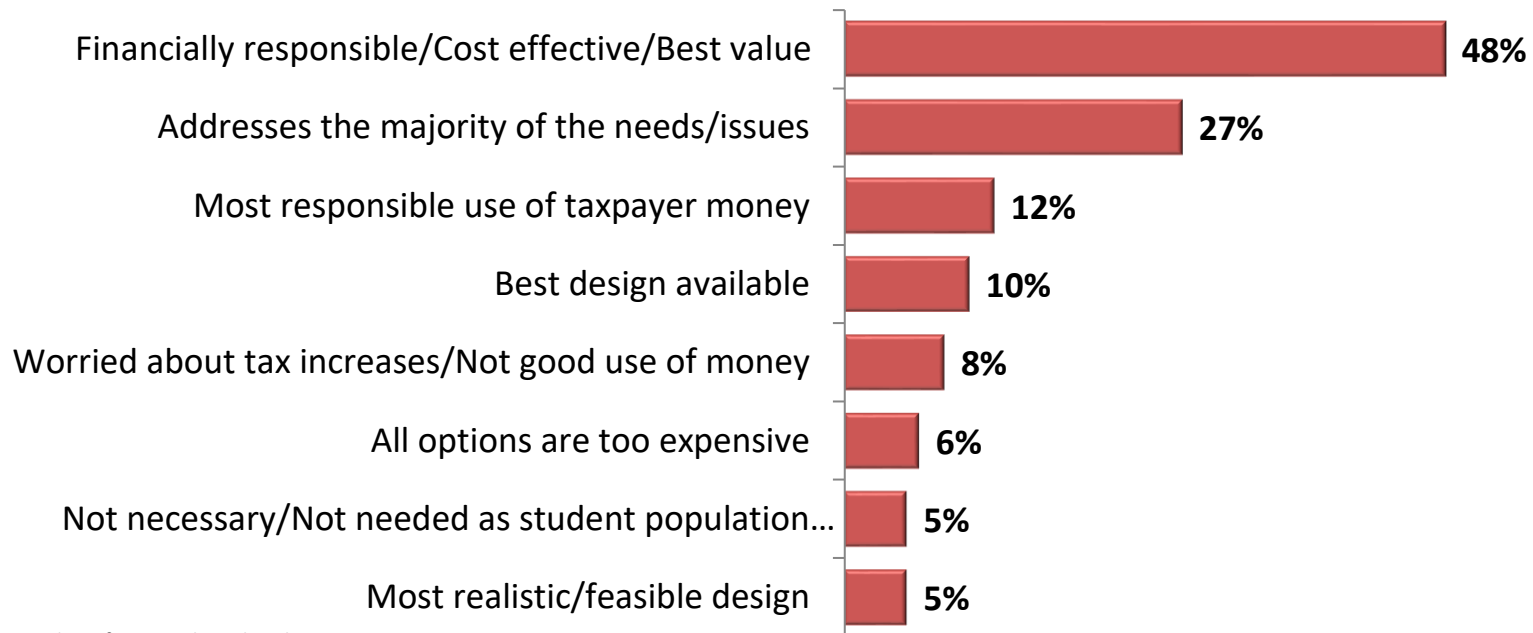
➤ Q10. Please explain your reasons for the response you provided in Q9. (Unaided, multiple responses)

Top Reasons for Preferring Conceptual Design B

- Financially responsible/cost effective/best value was the top reason given by almost one-half (48%) of respondents who prefer Conceptual Design B. This is the second most frequently mentioned reason given for preferring Concept E.
- One-quarter (27%) of respondents who prefer B believe it addresses the majority of the needs/issues.
- Most responsible use of taxpayer money (12%) and Best design available (10%) round out the top reasons for preferring Conceptual Design B.

Top Reasons for Preferring Conceptual Design B*

Base: Those who prefer Conceptual Design B and provided a response (n=118)



*Please see Appendix A for complete detail.

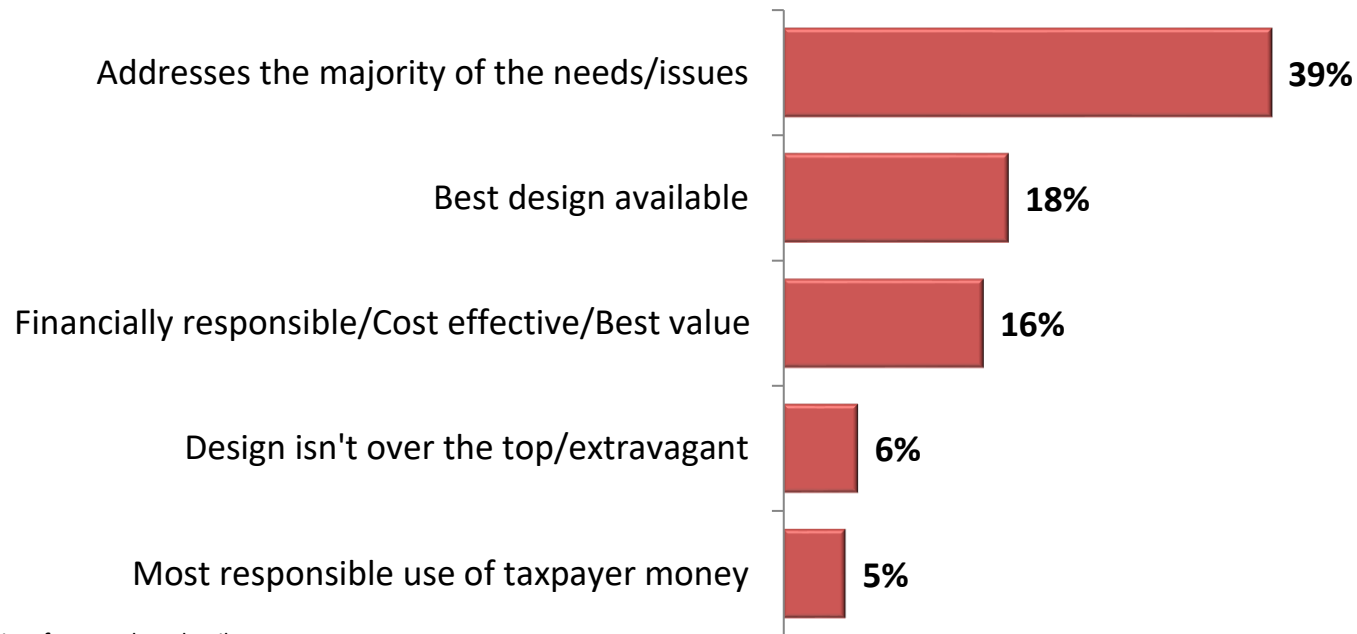
➤ Q10. Please explain your reasons for the response you provided in Q9. (Unaided, multiple responses)

Top Reasons for Preferring Conceptual Design C

- Two-fifths (39%) of respondents who prefer Conceptual Design C believe it addresses the majority of needs and issues.
- One-fifth (18%) who prefer C consider it the Best design available.
- One in six (16%) prefer C because they feel it is Financially responsible, cost effective and the best value.

Top Reasons for Preferring Conceptual Design C*

Base: Those who prefer Conceptual Design C and provided a response (n=56)



*Please see Appendix A for complete detail.

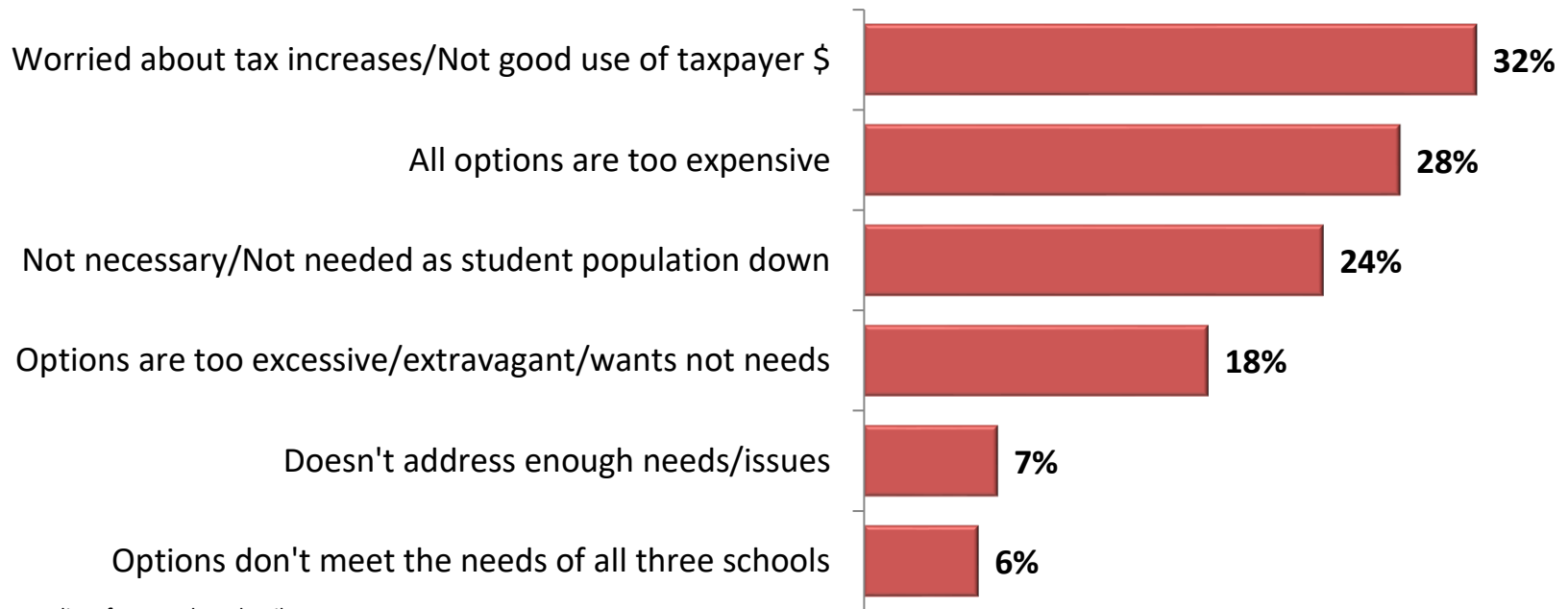
➤ Q10. Please explain your reasons for the response you provided in Q9. (Unaided, multiple responses)

Top Reasons for Selecting “None of the Options”

- Those who do not prefer any of the options and would not support any of them are very focused on the cost of the options.
- One-third (32%) who selected “None of the Options” are worried about tax increases and over one-quarter (28%) believe all of the options are too expensive.
- One-quarter (24%) do not think the concepts are necessary especially given their opinion that the student population is declining. On top of that, 18% consider the options too excessive and extravagant.

Top Reasons for Selecting “None of the Options”*

Base: Those who selected “None of the Options” and provided a response (n=158)



*Please see Appendix A for complete detail.

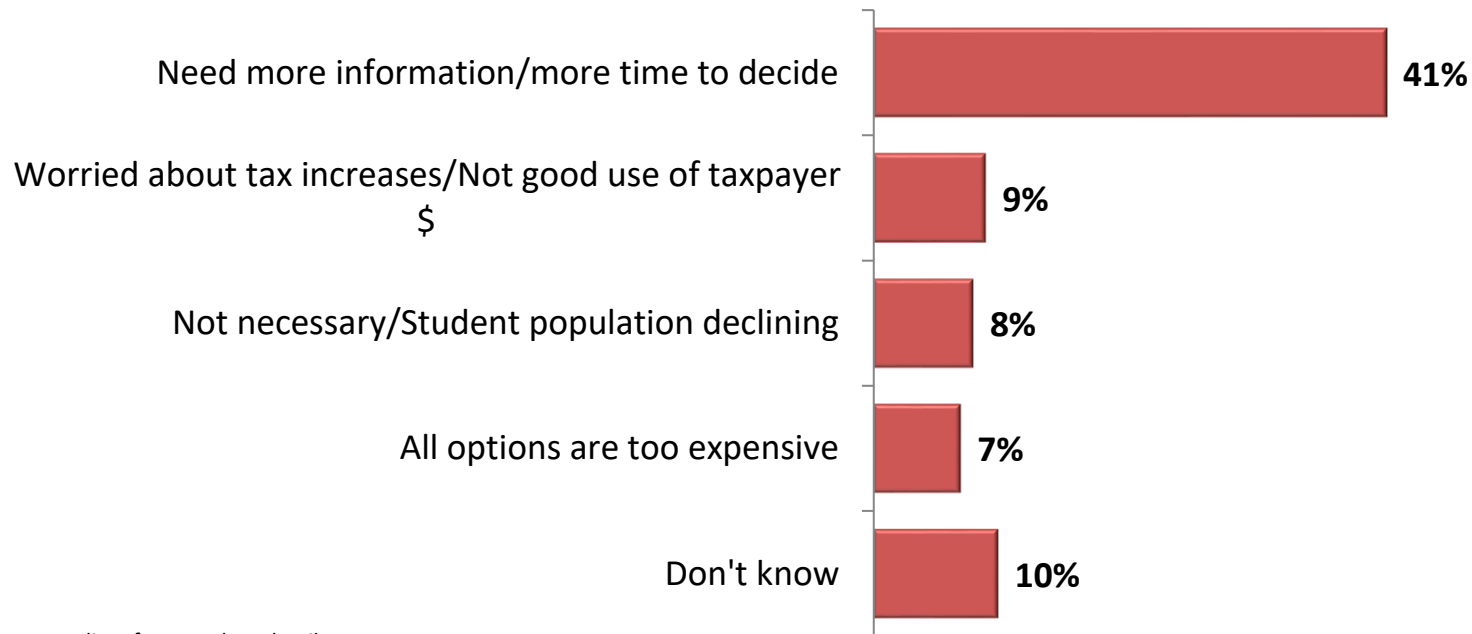
➤ Q10. Please explain your reasons for the response you provided in Q9. (Unaided, multiple responses)

Top Reasons for Selecting “Don’t know right now”

- Two-fifths (41%) of those who could not select a preferred Conceptual Design and instead selected “Don’t know right now” or “Prefer not to answer” indicated they need said they need more information and more time to decide, by far the most common response of this group.
- Cost is a concern among these respondents as some worry about tax increases (9%) and others believe all of the options are too expensive (7%).
- Like in other segments, some people believe the work is not necessary as they are of the opinion the student population is declining.

Top Reasons for Selecting “Don’t Know Right Now”*

Base: Those who selected “Don’t know right now”/Prefer not to respond and provided a response (n=67)



*Please see Appendix A for complete detail.

➤ Q10. Please explain your reasons for the response you provided in Q9. (Unaided, multiple responses)

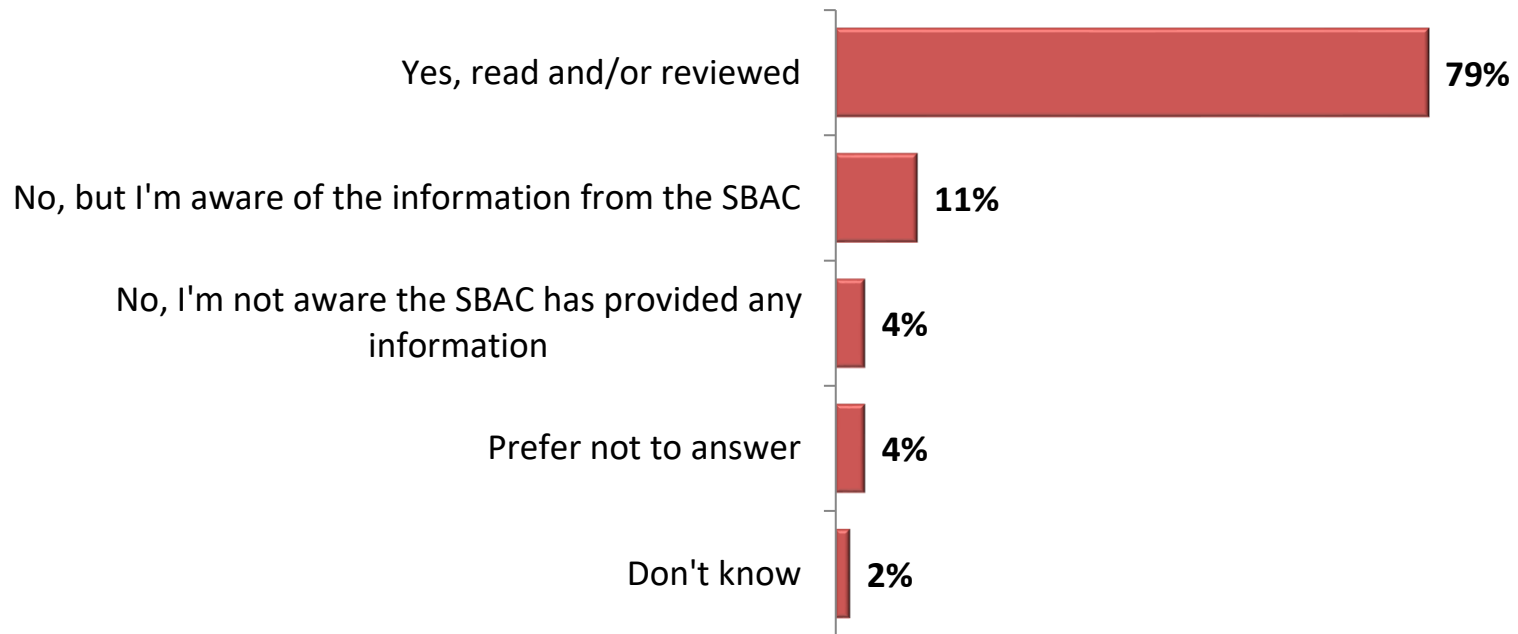
SBAC Information Provided

Engagement with SBAC Information Provided

- Most respondents (79%) have read and/or reviewed SBAC information.
 - Those 18 to 44 (84%) and 45 to 64 (81%) are significantly more likely than those 65 or older (75%) to have read and/or reviewed SBAC information.
 - A higher percentage of those with kids in Cape schools (83%) than others (77%) have read and/or reviewed SBAC information.
 - Respondents who prefer Conceptual Design C (72%) or don't know right now (63%) are significantly less likely than those who prefer E (84%), B (81%) or none of the options (82%) to have read and/or reviewed SBAC information.
- Another 11% are aware of the SBAC information, but have not looked at it. Only 4% reported not being aware of SBAC information.

Engagement with Information SBAC has Provided

Base: All Respondents who provided a response (n=1,047)



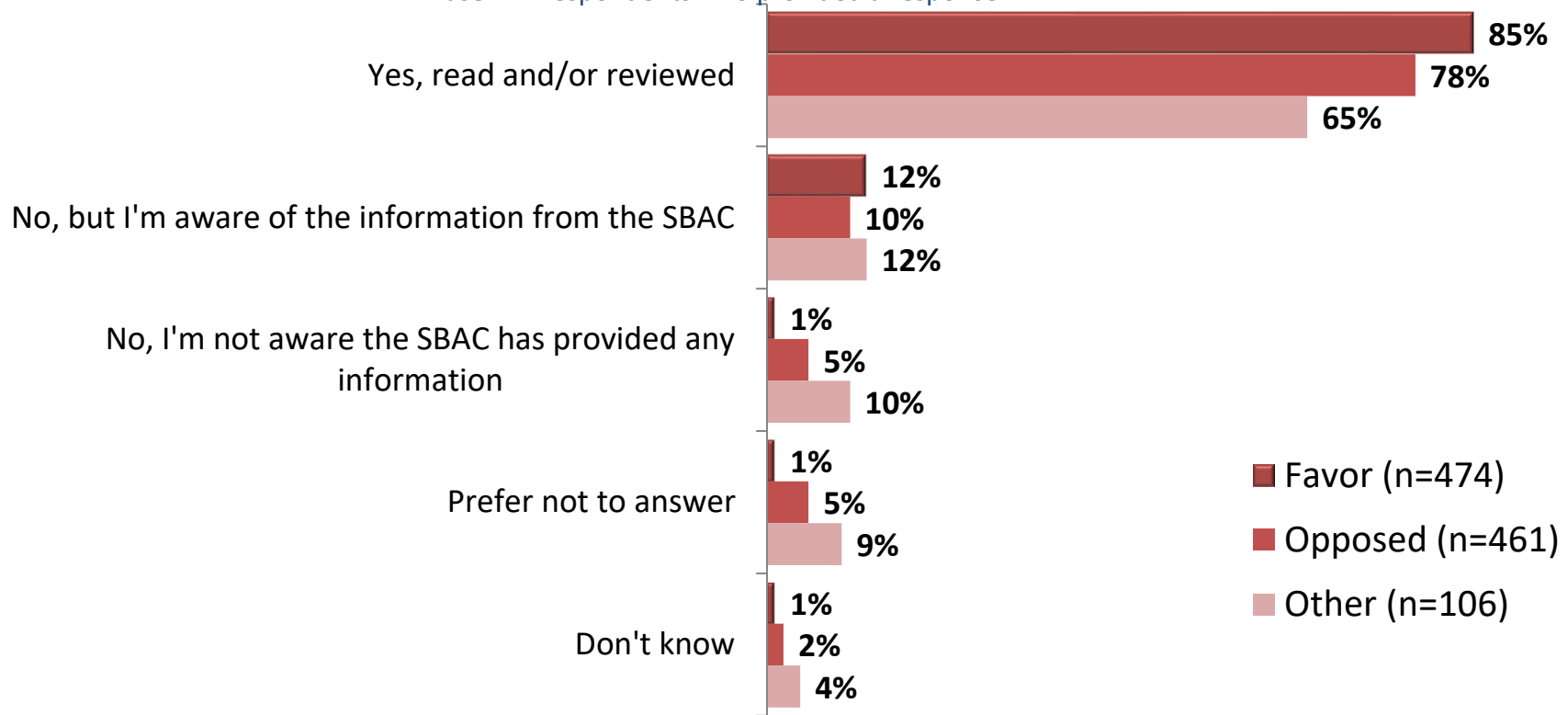
➤ Q11. Have you read and/or reviewed any of the information that the School Building Advisory Committee (SBAC) has produced and distributed? (Aided, single response)

Engagement with SBAC Information Provided (cont'd)

- A significantly higher percentage of those who voted in favor (85%) of the November 2022 referendum proposal than those who opposed it (78%) and others (65%) have read and/or reviewed SBAC information. The difference between those who opposed the referendum and others is significant as well.

Engagement with Information SBAC has Provided By November 2022 Referendum Vote

Base: All Respondents who provided a response



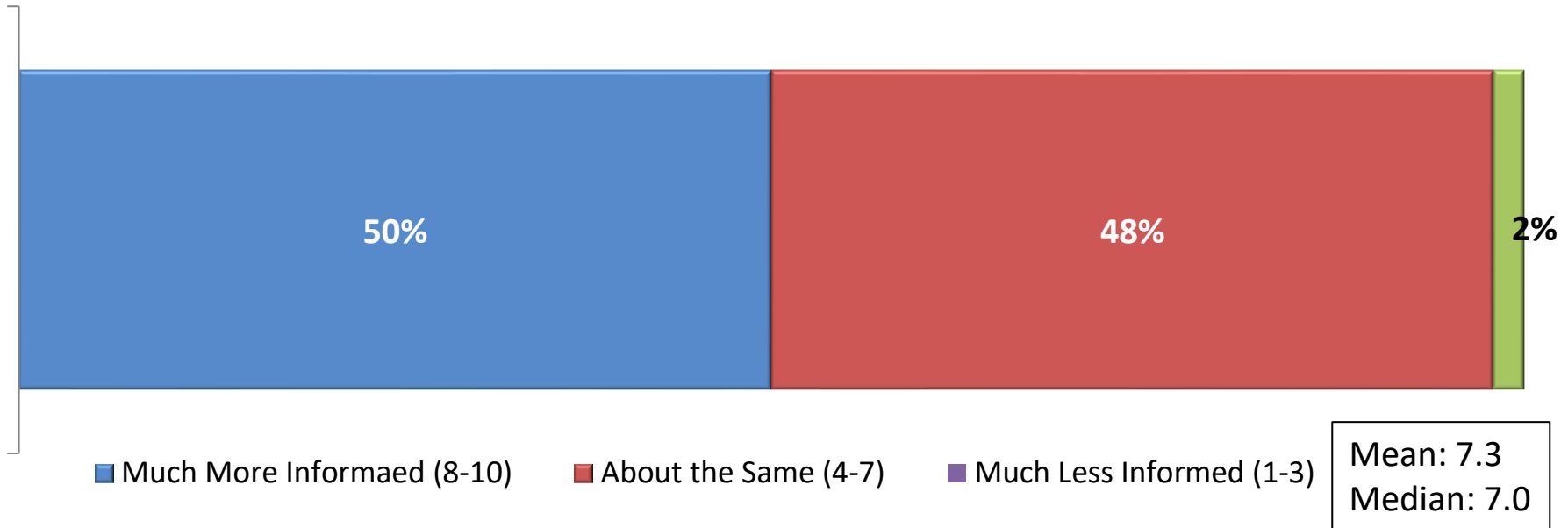
➤ Q11. Have you read and/or reviewed any of the information that the School Building Advisory Committee (SBAC) has produced and distributed? (Aided, single response)

Impact of SBAC Information Provided

- One-half (50%) of respondents who read and/or reviewed SBAC information indicated that it made them more informed than they were about six months ago.
- Almost one-half (48%) of respondents who read and/or reviewed SBAC information reported that they are at about the same level of being informed as they were six months ago.
- Few (2%) respondents feel they are less informed than they were six months ago as a result of reading and/or reviewing SBAC information.

Impact of SBAC Information Provided*

Base: Those who have read and/or reviewed SBAC information and provided a response (n=826)



*Please see Appendix A for complete detail

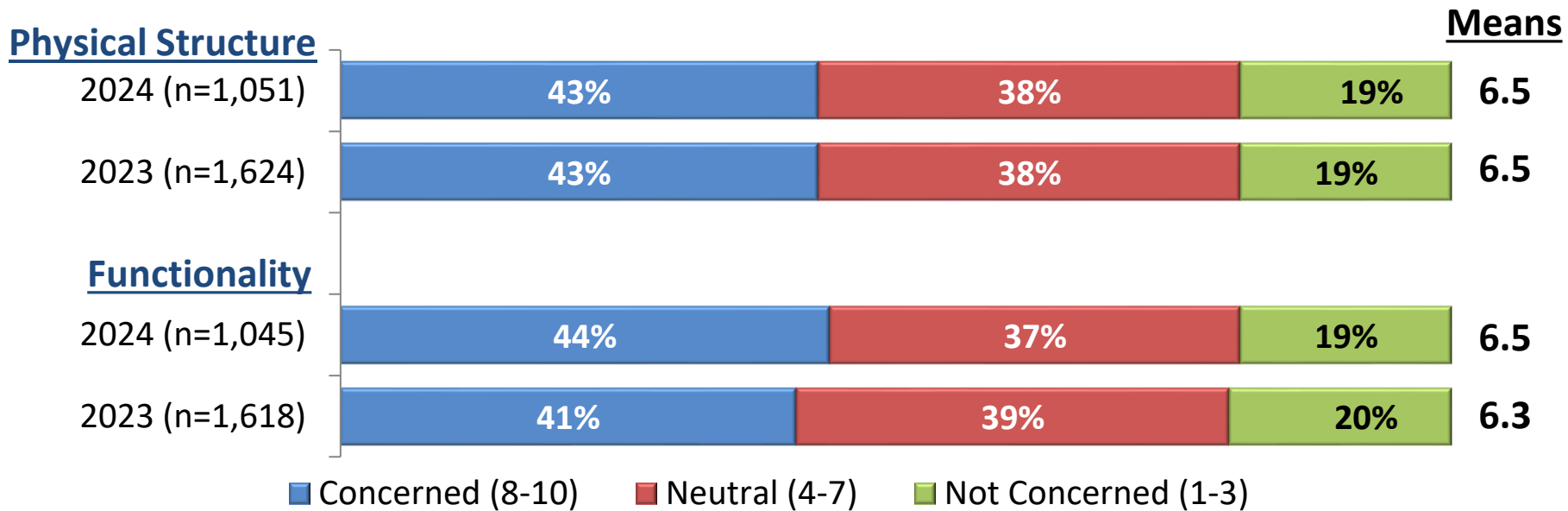
➤ Q12. If you have read and/or reviewed any information provided by the SBAC, please rate the extent to which you feel less or more informed than you did about six months ago. (Ten-point scale: 1="Much Less Informed"; 4-5="About the Same"; 10="Much More Informed")

Concern About Current Condition of Buildings (cont'd)

- The level of concern respondents have for the physical structure and functionality of the Cape Elizabeth school buildings has remained unchanged since the summer of 2023.
- A higher percentage of respondents are concerned about the physical structure and functionality of the Cape Elizabeth school buildings than are not concerned.

Concern About Current Condition of Buildings*

Base: Those who provided a response



*Please see Appendix A for complete detail including medians

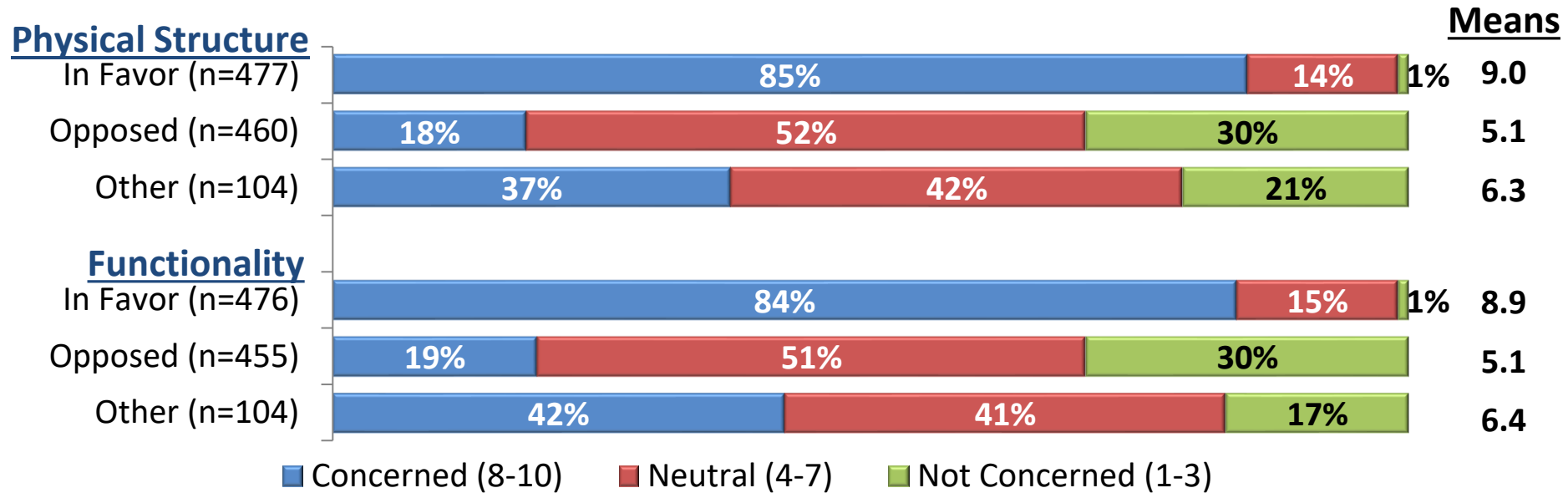
➤ Q1. To what extent are you not concerned or concerned, if at all, about the current condition of the Cape Elizabeth school buildings? (Ten-point scale: 1="Not at All Concerned"; 4-7="Neutral"; 10="Very Concerned")

Concern About Current Condition of Buildings (cont'd)

- Most respondents who voted in favor of the November 2022 referendum are concerned about the physical structure (85%) and functionality (84%) of the Cape school buildings; significantly higher percentages than those reported by respondents who opposed the referendum or didn't vote (other) on the referendum.
- The percent concerned among other respondents is also significantly higher than the percent concerned among those opposed.

Concern About Current Condition of Buildings*

Base: Those who provided a response



*Please see Appendix A for complete detail

➤ Q1. To what extent are you not concerned or concerned, if at all, about the current condition of the Cape Elizabeth school buildings? (Ten-point scale: 1="Not at All Concerned"; 4-7="Neutral"; 10="Very Concerned")

Concern About Current Condition of Buildings (cont'd)

- Please see the following slide for subgroup comparisons regarding concern with the current condition of the school buildings.
 - Compared to residents of 15 years or more, newer Cape Elizabeth residents are significantly more likely to be concerned about the physical structure and functionality of the current buildings.
 - Likewise, respondents ages 18 to 44 are significantly more likely than those 45 to 64, who in turn are significantly more likely than those 65 or older to be concerned about the physical structure and functionality of the current school buildings, as are respondents with children in Cape Elizabeth schools compared to those without.
 - Respondents with kids in Cape Elizabeth schools are significantly more likely than others to be concerned about the physical structure and functionality of the school buildings.
 - Respondents with household incomes of \$200K or more are significantly more likely than those with incomes of \$100K to less than \$200K, who in turn are significantly more likely than those with incomes of less than \$100K to indicate concern about the physical structure and functionality of the current buildings.
 - The higher the tax increase to support the needs of the Cape Elizabeth school buildings the more significantly likely the respondents are concerned about the physical structure and functionality of the school buildings.

➤ Q1. To what extent are you not concerned or concerned, if at all, about the current condition of the Cape Elizabeth school buildings? (Ten-point scale: 1="Not at All Concerned"; 10="Very Concerned")

Concern About Current Condition of Buildings (cont'd)

Concern About Current Condition of Buildings

Percent "Concerned" (8-10)

Base: Those who provided a response

Aspects	Years Lived in Cape			Age				Kids in Schools	
	<5 years A	5 to <15 years B	15+ years C	18 to 44 D	45 to 64 E	65+ F	Refused G	Yes H	No I
Physical structure	60% (n=141) _C	54% (n=346) _C	34% (n=517)	67% (n=239) _{EEG}	45% (n=379) _{EG}	33% (n=378) _G	15% (n=45)*	61% (n=403) _I	34% (n=621)
Functionality	62% (n=144) _C	55% (n=344) _C	35% (n=512)	69% (n=239) _{EEG}	45% (n=379) _{EG}	35% (n=372) _G	10% (n=45)*	62% (n=404) _I	35% (n=614)

Aspects	HH Income				Tax Increase Support					
	<\$100K A	\$100K- <\$200K B	\$200K+ C	Refused D	0% E	1%-<5% F	5%- <10% G	10%- <15% H	15%+/ Needed J	Not Sure K
Physical structure	32% (n=205)	46% (n=291) _{AD}	64% (n=295) _{ABD}	29% (n=241)	4% (n=127)	7% (n=143)	29% (n=189) _{EF}	59% (n=144) _{EEGK}	90% (n=351) _{EEGJK}	40% (n=74) _{EF}
Functionality	35% (n=203)	45% (n=290) _{AD}	64% (n=293) _{ABD}	32% (n=240)	5% (n=126)	10% (n=141)	28% (n=187) _{EF}	57% (n=142) _{EEG}	91% (n=351) _{EEGJK}	43% (n=75) _{EEG}

A,B,C,D,E,F,G,H,I: Significantly higher than the indicated column(s) at the 95% level of confidence.

*Caution, small base (n<50); use for directional purposes only.

➤ Q1. To what extent are you not concerned or concerned, if at all, about the current condition of the Cape Elizabeth school buildings? (Ten-point scale: 1="Not at All Concerned"; 10="Very Concerned")

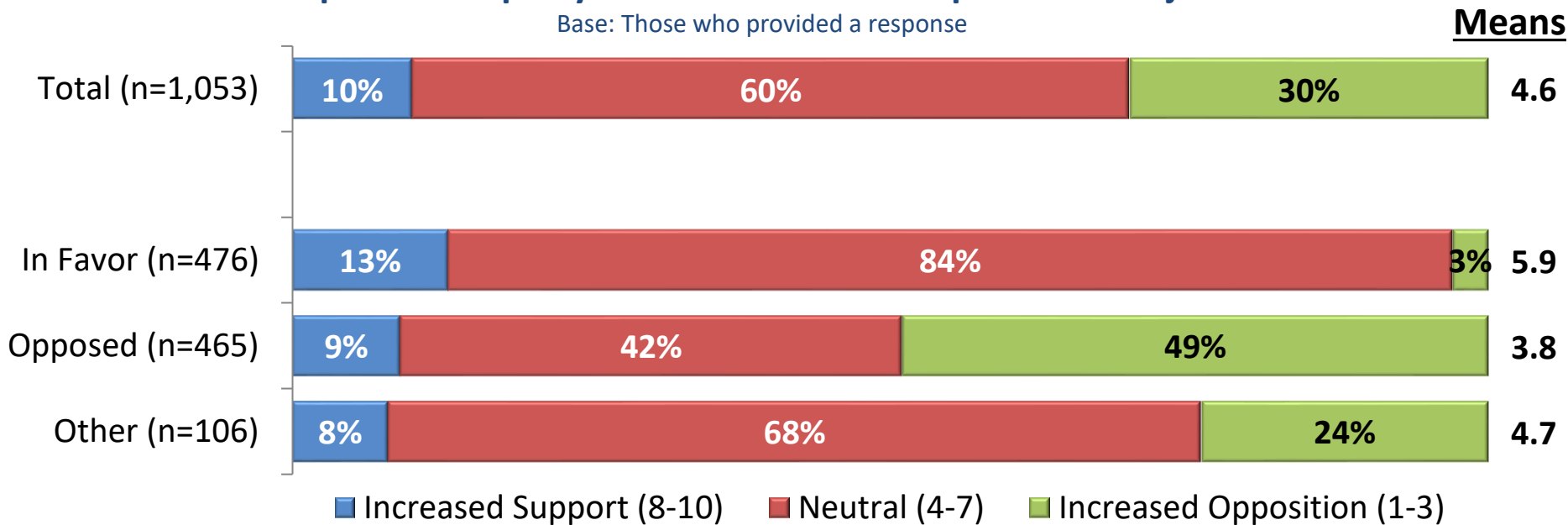
Property Tax Implications

Impact of Property Tax Revaluation on Opinion of Project

- Overall, one in ten (10%) respondents indicated the property revaluation increased their support of the school building project while three in ten (30%) reported that it increased their opposition to it. Most, three-fifths (60%) said it did not impact their position.
- Those who voted against the November 2022 referendum proposal were significantly more likely than others and those who voted in favor to say the property tax revaluation increased their opposition. Others are significantly more likely than those who voted in favor to say the property tax revaluation increased their opposition to the school building project.

Impact of Property Tax Revaluation on Opinion of Project*

Base: Those who provided a response



*Please see Appendix A for complete detail

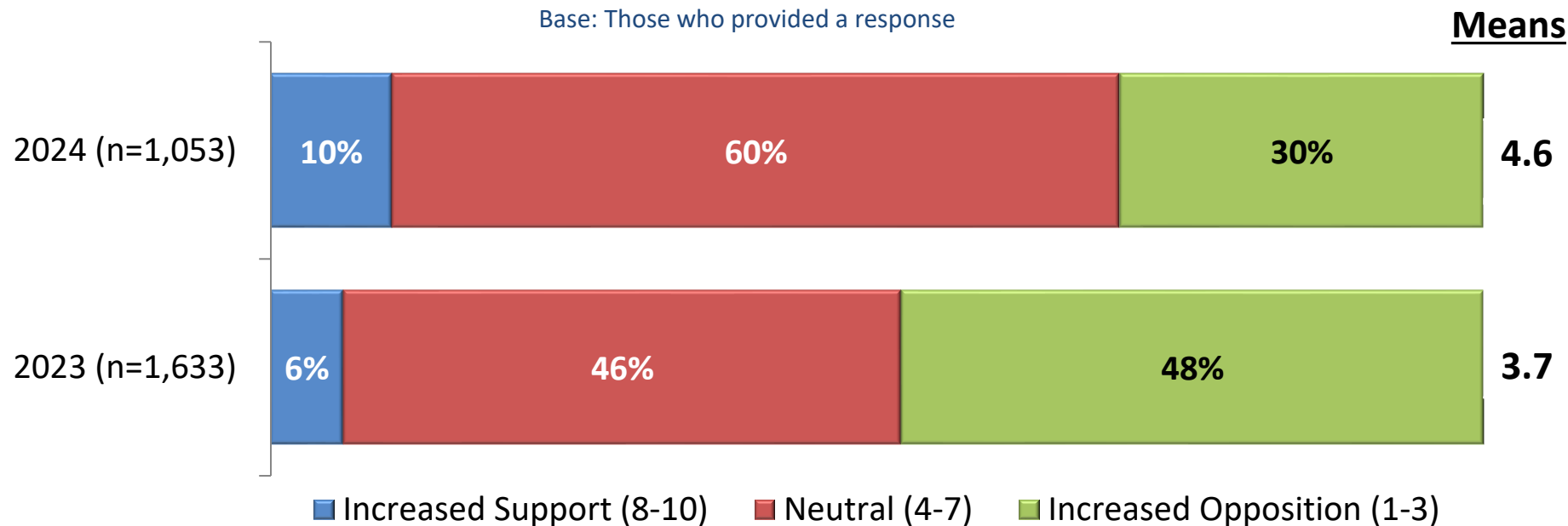
➤ Q14. To what extent did the pending property tax revaluation impact, if at all, your opinion about the school buildings project? (Ten-point scale: 1="Greatly Increased My Opposition"; 10="Greatly Increased My Support")

Impact of Property Tax Revaluation on Opinion of Project (cont'd)

- Three in ten (30%) respondents indicated the property tax revaluation increase their opposition to the school buildings project, down significantly from 48% in 2023.
- One in ten (10%) reported the property tax revaluation increased their support of the school buildings project, up significantly from 6% in 2023.
- The percent of neutral ratings now represent the majority of respondents, up significantly from 2023.

Impact of Property Tax Revaluation on Opinion of Project*

Base: Those who provided a response



■ Increased Support (8-10) ■ Neutral (4-7) ■ Increased Opposition (1-3)

*Please see Appendix A for complete detail

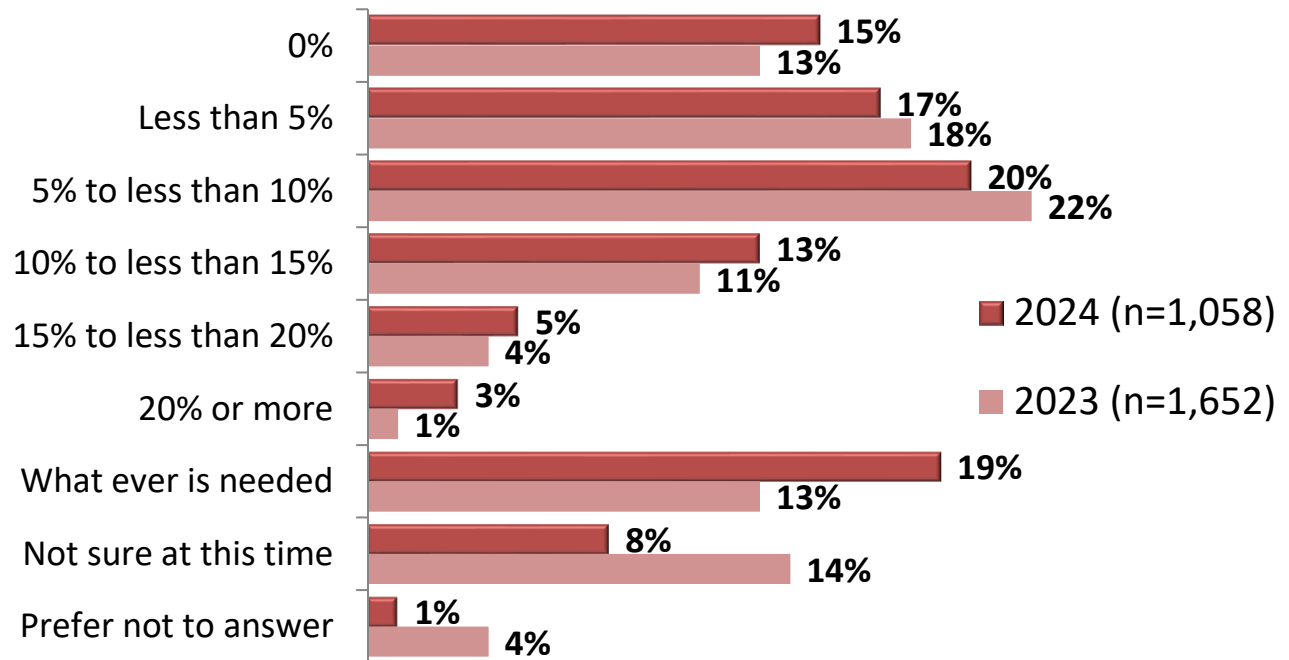
➤ Q14. To what extent has the property tax revaluation impacted, if at all, your opinion about the school buildings project? (Ten-point scale: 1="Greatly Increased My Opposition"; 10="Greatly Increased My Support")

Level of Property Tax Increase Supported for School Buildings

- Compared to responses in the 2023 SBAC survey, 2024 respondents exhibited a slight increase in those who would not support a tax increase for the school buildings project, but demonstrated stronger support for paying whatever it would take to support the school buildings project.
- Working from the highest level of support down to the range where the 51st percentile is reached is 5% to less than 10%, the same range it was at in 2023.

Level of Property Tax Increase Supported for School Buildings

Base: All Respondents who provided a response



➤ Q13. Based on your understanding of the needs of the school buildings in Cape Elizabeth, what level of property tax increase, if any, would you support for these needs? (Aided, single response)

Level of Property Tax Increase Supported for School Buildings (cont'd)

- Not surprisingly, those who voted in favor of the November 2022 referendum proposal are significantly more likely than those who opposed the referendum to support a property tax increase of 10% or more to pay for the school buildings project.
- Compared to respondents who have lived in Cape Elizabeth for less than 15 years, longer-tenured residents are significantly more likely not to be willing to support a tax increase or to support a tax increase of less than 5%.

Level of Property Tax Increase Supported for School Buildings						
Base: All respondents						
Level of Property Tax Increase Supported for School Buildings	Referendum Vote			Years Lived in Cape		
	In Favor (n=478) A	Oppose (n=467) B	Other (n=107) C	<5 years (n=144) D	5 to <15 years (n=346) E	15+ years (n=526) F
0% (not willing to support tax increase for project)	1%	24% _{AC}	11% _A	7%	7%	19% _{DE}
Less than 5%	3%	25% _A	20% _A	11%	15%	19% _D
5% to less than 10%	9%	27% _A	21% _A	18%	15%	24% _D
10% to less than 15%	18% _{BC}	11%	9%	15%	14%	13%
15% to less than 20%	12% _{BC}	1%	4%	7%	7%	4%
20% or more	6% _{BC}	1%	1%	4%	4% _F	1%
I would pay whatever is needed	46% _{BC}	2%	22% _B	33% _F	29% _F	11%
Not sure at this time	6%	8%	8%	4%	8%	8%
Prefer not to answer	1%	1%	4%	1%	1%	1%

A,B,C,D,E,F: Significantly higher than the indicated column(s) at the 95% level of confidence.

➤ Q13. Based on your understanding of the needs of the school buildings in Cape Elizabeth, what level of property tax increase, if any, would you support for these needs? (Aided, single response)

Level of Property Tax Increase Supported for School Buildings (cont'd)

- Younger respondents, ages 18 to 44, are significantly more likely to support tax increases of 10% or more, while older respondents are more likely not to be willing to support a tax increase or to support a tax increase of less than 10%, as are respondents with kids in Cape Elizabeth schools compared to those without.
- Compared to respondents with household incomes of less than \$100K, higher income respondents are significantly more likely to support tax increases of 10% or more. Lower income respondents are significantly more likely not to support a tax increase or to support an increase of less than 5%.

Level of Property Tax Increase Supported for School Buildings

Base: All respondents

Level of Property Tax Increase Supported for School Buildings	Age				HH Income				Kids in Schools	
	18 to 44 (n=239) A	45 to 64 (n=384) B	65+ (n=382) C	Refused (n=47)* D	<\$100K (n=211) E	\$100K - <\$200K (n=294) F	\$200K+ (n=292) G	Refused (n=246) H	Yes (n=404) I	No (n=629) J
0% (not willing to support tax increase for project)	6%	15% _A	15% _A	41% _{ABC}	25% _{FG}	7%	4%	23% _{FG}	9%	17% _I
Less than 5%	9%	17% _A	19% _A	20%	22% _{FG}	12%	11%	23% _{FG}	10%	20% _I
5% to less than 10%	12%	20% _A	25% _A	15%	19%	25% _G	16%	20%	14%	23% _I
10% to less than 15%	11% _D	13% _D	15% _D	2%	10%	18% _{EH}	16% _{EH}	7%	13%	13%
15% to less than 20%	6% _D	5% _D	5% _D	---	4%	5%	8% _H	3%	7% _I	4%
20% or more	4% _D	3% _D	1% _D	---	2%	2%	6% _{EFH}	1%	4% _J	2%
I would pay whatever is needed	44% _{BCD}	18% _{BC}	9%	8%	7%	24% _{EH}	33% _{EFH}	12%	37% _J	10%
Not sure at this time	5%	7%	9%	8%	9%	6%	6%	10%	5%	9%
Prefer not to answer	1%	1%	1%	5%	1%	1% _G	---	2% _G	---	2%

A,B,C,D,E,F,G,H,I,J: Significantly higher than the indicated column(s) at the 95% level of confidence. *Caution, small base (n<50); use for directional purposes only.

➤ Q13. Based on your understanding of the needs of the school buildings in Cape Elizabeth, what level of property tax increase, if any, would you support for these needs? (Aided, single response)

Level of Property Tax Increase Supported for School Buildings (cont'd)

- Among respondents who prefer Conceptual Designs B or C the level of property tax increase would have to be in the range of 5% to less than 10%..
- Among respondents who prefer Conceptual Design E, the property tax increase could be in the range of 15% to 20%.
- Respondents who indicated they didn't know which Conceptual Design they prefer at this time would collectively support a property tax increase of less than 5%. However, 16% of this segment don't know what they would support for a property tax increase. Notably, when a final Conceptual Design is selected the range of "acceptable" property tax increase could shift.

Level of Property Tax Increase Supported for School Buildings

Base: All respondents

Level of Property Tax Increase Supported for School Buildings	Conceptual Design				
	Design B (n=148) A	Design C (n=83) B	Design E (n=503) C	None (n=192) D	Don't Know (n=96) E
0% (not willing to support tax increase for project)	11% _{BC}	1%	1%	51% _{ABCE}	7% _C
Less than 5%	29% _{BC}	16% _C	2%	27% _{BC}	28% _{BC}
5% to less than 10%	47% _{BCDE}	31% _{CD}	11%	11%	24% _{CD}
10% to less than 15%	5%	20% _{AD}	22% _{ADE}	2%	10% _D
15% to less than 20%	1%	1%	10% _{ABDE}	1%	5%
20% or more	---	---	6% _{ABDE}	1%	---
I would pay whatever is needed	<1%	10% _A	40% _{ABDE}	4% _A	8% _A
Not sure at this time	4%	19% _{ACD}	7% _D	3%	16% _{ACD}
Prefer not to answer	2%	2%	1%	---	1%

A,B,C,D,E: Significantly higher than the indicated column(s) at the 95% level of confidence.

- Q13. Based on your understanding of the needs of the school buildings in Cape Elizabeth, what level of property tax increase, if any, would you support for these needs? (Aided, single response)

Appendix A

Additional Data

Appendix A: Additional Data (cont'd)

- Q1. To what extent are you not concerned or concerned, if at all, about the current condition of the Cape Elizabeth school buildings? (Ten-point scale: 1="Not at All Concerned"; 4-7="Neutral"; 10="Very Concerned")

(NOTE: Individual percentages may not add up to NETS in charts due to rounding)

<u>Physical Structure</u>	1	2	3	4	5	6	7	8	9	10	Median
Total (n=1,051)	8%	5%	6%	5%	11%	10%	12%	12%	8%	23%	7.0
Voted in Favor (n=477)	<1%	<1%	1%	1%	1%	4%	9%	16%	14%	55%	10.0
Voted Against (n=460)	13%	8%	10%	7%	17%	14%	14%	9%	4%	4%	5.0
Other (n=104)	8%	8%	6%	5%	11%	9%	18%	13%	8%	16%	7.0

<u>Functionality</u>	1	2	3	4	5	6	7	8	9	10	Median
Total (n=1,045)	9%	6%	5%	6%	10%	10%	11%	13%	9%	22%	7.0
Voted in Favor (n=476)	<1%	<1%	<1%	1%	1%	4%	9%	17%	15%	51%	10.0
Voted Against (n=455)	13%	9%	8%	8%	16%	14%	13%	10%	5%	5%	5.0
Other (n=104)	10%	7%	1%	9%	9%	13%	11%	12%	11%	20%	7.0

Appendix A: Additional Data (cont'd)

- Q2. Please rate how not important or important each of the following school building project outcomes are to you. (Ten-point scale: 1=“Not at All Important”; 5-6=“Neutral”; 10=“Very Important”) (**NOTE:** Individual percentages may not add up to NETS in charts due to rounding)

Outcomes ↓	Ratings →	1	2	3	4	5	6	7	8	9	10	Median
Enhanced safety security (n=1,059)		4%	2%	3%	3%	6%	7%	10%	15%	11%	39%	9.0
Updated, efficient mechanical systems (1,056)		4%	2%	4%	3%	5%	7%	13%	19%	12%	30%	8.0
Technology upgrades to current stds. (n=1,061)		5%	2%	4%	3%	7%	8%	13%	18%	13%	26%	8.0
Appropriate facilities for Special Ed. (n=1,056)		7%	2%	4%	4%	10%	10%	15%	17%	10%	21%	7.0
Main offices located better oversight (n=1,061)		11%	5%	5%	4%	8%	10%	11%	16%	8%	21%	7.0
Natural light for effective learning (n=1,055)		12%	5%	6%	4%	7%	10%	12%	13%	10%	20%	7.0
Modern classrms – contemp. Learning (n=1,058)		11%	5%	6%	7%	7%	10%	11%	13%	9%	21%	7.0
Separate cafeterias for ES and MS (1,059)		14%	5%	6%	5%	9%	9%	10%	12%	8%	21%	7.0
Improved nurses’ offices (n=1,056)		8%	5%	5%	6%	10%	14%	15%	15%	9%	15%	7.0
Improved MS performing arts space (n=1,055)		12%	5%	7%	7%	9%	13%	13%	13%	7%	14%	6.0
Improved vehicular/ped circulation (n=1,053)		11%	6%	8%	5%	9%	13%	14%	13%	7%	14%	6.0
Addresses current sprawling layout (n=1,056)		18%	7%	8%	6%	7%	13%	9%	8%	7%	18%	6.0
Improved storage (n=1,052)		13%	6%	6%	7%	10%	16%	14%	12%	7%	10%	6.0

Appendix A: Additional Data (cont'd)

- Q3. Questions 3 and 4 are about Conceptual Design C. Please rate your overall impression of Conceptual Design C. (Ten-point scale: 1="Poor"; 5-6="Neutral"; 10="Excellent")
- Q5. Questions 5 and 6 are about Conceptual Design E. Please rate your overall impression of Conceptual Design E. (Ten-point scale: 1="Poor"; 5-6="Neutral"; 10="Excellent")
- Q7. Questions 7 and 8 are about Conceptual Design B. Please rate your overall impression of Conceptual Design B. (Ten-point scale: 1="Poor"; 5-6="Neutral"; 10="Excellent")

(NOTE: Individual percentages may not add up to NETS in charts due to rounding)

Conceptual Designs ↓	Ratings →	1	2	3	4	5	6	7	8	9	10
Conceptual Design C (n=1,003)		21%	8%	10%	11%	16%	12%	9%	8%	3%	2%
Conceptual Design E (n=1,009)		18%	6%	8%	6%	9%	5%	6	13%	12%	18%
Conceptual Design B (n=998)		21%	7%	10%	10%	16%	11%	9%	9%	3%	4%

Medians: Design C: 5.0, Design E: 6.0, Design B: 5.0

Appendix A: Additional Data (cont'd)

- Q4. Please explain the reasons for your rating <<8-10>> of Conceptual Design C in Q3. (Unaided, multiple responses)

Reasons for Rating Conceptual Design C (8-10)	
Base: Those who rated Conceptual Design C (8-10) and provided a response (n=93)	
Addresses majority of current issues/long-term needs / Comprehensive	57%
Nice enhancements/upgrades (security, more space, etc.)	20%
Good compromise / Good design / I like the design	16%
More cost effective / Better value / Less of a tax burden	15%
Disruptive to education / Displaces students during lengthy renovations	14%
Too expensive / Not cost effective / Waste of money	11%
Better to renovate vs. rebuild / Preserve old buildings	6%
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	6%
Renovating isn't sufficient / Need a new school	6%

Reasons for Rating Conceptual Design C (8-10)	
Base: Those who rated Conceptual Design C (8-10) and provided a response (n=93)	
Better than other design options / Best option available	6%
Necessary / Needed / Has to be done	5%
Other design options would be more beneficial/worth the money	5%
Doesn't address sprawling layout	3%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	2%
Same as/similar to other designs	2%
Excessive / Unnecessary / Not needed as student population is declining	1%
Need more information/clarification on design	1%
Nothing / None / NA	1%

Appendix A: Additional Data (cont'd)

- Q4. Please explain the reasons for your rating <<4-7>> of Conceptual Design C in Q3. (Unaided, multiple responses)

Reasons for Rating Conceptual Design C (4-7)	
Base: Those who rated Conceptual Design C (4-7) and provided a response (n=307)	
Too expensive / Not cost effective / Waste of money	27%
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	25%
Disruptive to education / Displaces students during lengthy renovations	18%
Excessive / Unnecessary / Not needed as student population is declining	11%
Addresses majority of current issues/long-term needs / Comprehensive	9%
Renovating isn't sufficient / Need a new school	7%
Other design options would be more beneficial/worth the money	7%
Future renovations/upgrades will be needed / "Kicking the can down the road"	6%
Design is okay / Neutral feelings / Impartial	6%
Nice enhancements/upgrades (security, more space, etc.)	6%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	5%

Reasons for Rating Conceptual Design C (4-7)	
Base: Those who rated Conceptual Design C (4-7) and provided a response (n=307)	
Doesn't address sprawling layout	5%
Tax burden / Not good use of taxpayer money	5%
Good compromise / Good design / I like the design	5%
More cost effective / Better value / Less of a tax burden	4%
Need more information/clarification on design	4%
Better than other design options / Best option available	3%
Same as/similar to other designs	2%
Don't like the design (general)	2%
Poor investment / Financially irresponsible	1%
Better to renovate vs. rebuild / Preserve old buildings	1%
Necessary / Needed / Has to be done	<1%
Less disruptive to education / No relocation	<1%
Don't know / Not sure	1%
Nothing / None / NA	2%

Appendix A: Additional Data (cont'd)

- Q4. Please explain the reasons for your rating <<1-3>> of Conceptual Design C in Q3. (Unaided, multiple responses)

Reasons for Rating Conceptual Design C (1-3)	
Base: Those who rated Conceptual Design C (1-3) and provided a response (n=326)	
Too expensive / Not cost effective / Waste of money	44%
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	34%
Excessive / Unnecessary / Not needed as student population is declining	18%
Disruptive to education / Displaces students during lengthy renovations	14%
Renovating isn't sufficient / Need a new school	10%
Tax burden / Not good use of taxpayer money	10%
Future renovations/upgrades will be needed / "Kicking the can down the road"	8%
Other design options would be more beneficial/worth the money	7%
Doesn't address sprawling layout	5%

Reasons for Rating Conceptual Design C (1-3)	
Base: Those who rated Conceptual Design C (1-3) and provided a response (n=326)	
Poor investment / Financially irresponsible	4%
Same as/similar to other designs	4%
Don't like the design (general)	3%
Better to renovate vs. rebuild / Preserve old buildings	2%
Better than other design options / Best option available	1%
Addresses majority of current issues/long-term needs / Comprehensive	1%
Need more information/clarification on design	1%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	<1%
Nice enhancements/upgrades (security, more space, etc.)	<1%
Other	1%
Nothing / None / NA	<1%

Appendix A: Additional Data (cont'd)

- Q6. Please explain the reasons for your rating <<8-10>> of Conceptual Design E in Q5. (Unaided, multiple responses)

Reasons for Rating Conceptual Design E (8-10)	
Base: Those who rated Conceptual Design E (8-10) and provided a response (n=409)	
Addresses majority of current issues/long-term needs / Comprehensive	37%
New middle school will be built / "Resets the clock"	36%
More cost effective / Better value / Less of a tax burden	30%
Less disruptive to education / No relocation	24%
Better than other design options / Best option available	21%
Long-term solution / Focusing on the future	15%
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	13%
Necessary / Needed / Has to be done	10%
Nice enhancements/upgrades (security, more space, etc.)	9%
Too expensive / Not cost effective / Waste of money	5%

Reasons for Rating Conceptual Design E (8-10)	
Base: Those who rated Conceptual Design E (8-10) and provided a response (n=409)	
Good compromise / Good design / I like the design	3%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	3%
Renovating isn't sufficient / Need a new school	3%
Excessive / Unnecessary / Not needed as student population is declining	2%
Other design options would be more beneficial/worth the money	1%
Doesn't address sprawling layout	1%
Need more information/clarification on design	1%
Better to renovate vs. rebuild / Preserve old buildings	<1%
Tax burden / Not good use of taxpayer money	<1%
Other	1%
Don't know/ Not sure	<1%

Appendix A: Additional Data (cont'd)

- Q6. Please explain the reasons for your rating <<4-7>> of Conceptual Design E in Q5. (Unaided, multiple responses)

Reasons for Rating Conceptual Design E (4-7)	
Base: Those who rated Conceptual Design E (4-7) and provided a response (n=146)	
Too expensive / Not cost effective / Waste of money	35%
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	22%
Excessive / Unnecessary / Not needed as student population is declining	17%
Disruptive to education / Displaces students during lengthy renovations	11%
New middle school will be built / "Resets the clock"	10%
Tax burden / Not good use of taxpayer money	9%
Addresses majority of current issues/long-term needs / Comprehensive	9%
Better than other design options / Best option available	8%
Same as/similar to other designs	7%
Good compromise / Good design / I like the design	5%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	4%
Better to renovate vs. rebuild / Preserve old buildings	3%

Reasons for Rating Conceptual Design E (4-7)	
Base: Those who rated Conceptual Design E (4-7) and provided a response (n=146)	
More cost effective / Better value / Less of a tax burden	3%
Necessary / Needed / Has to be done	3%
Nice enhancements/upgrades (security, more space, etc.)	3%
Renovating isn't sufficient / Need a new school	2%
Long-term solution / Focusing on the future	2%
Need more information/clarification on design	2%
Disruptive to education / Displaces students during lengthy renovations	1%
Design is okay / Neutral feelings / Impartial	1%
Don't like the design (general)	1%
Future renovations/upgrades will be needed / "Kicking the can down the road"	<1%
Other design options would be more beneficial/worth the money	<1%
Other	2%
Don't Not sure	1%
Nothing / None / NA	2%

Appendix A: Additional Data (cont'd)

- Q6. Please explain the reasons for your rating <<1-3>> of Conceptual Design E in Q5. (Unaided, multiple responses)

Reasons for Rating Conceptual Design E (1-3)	
Base: Those who rated Conceptual Design E (1-3) and provided a response (n=218)	
Too expensive / Not cost effective / Waste of money	51%
Excessive / Unnecessary / Not needed as student population is declining	39%
Tax burden / Not good use of taxpayer money	15%
Better to renovate vs. rebuild / Preserve old buildings	9%
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	8%
Same as/similar to other designs	6%
Doesn't address sprawling layout	3%
Other design options would be more beneficial/worth the money	3%
Need more information/clarification on design	2%
Poor investment / Financially irresponsible	1%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	1%

Reasons for Rating Conceptual Design E (1-3)	
Base: Those who rated Conceptual Design E (1-3) and provided a response (n=218)	
Better than other design options / Best option available	1%
Good compromise / Good design / I like the design	1%
Addresses majority of current issues/long-term needs / Comprehensive	1%
Future renovations/upgrades will be needed / "Kicking the can down the road"	<1%
Disruptive to education / Displaces students during lengthy renovations	<1%
New middle school will be built / "Resets the clock"	<1%
More cost effective / Better value / Less of a tax burden	<1%
Less disruptive to education / No relocation	<1%
Other	2%

Appendix A: Additional Data (cont'd)

- Q8. Please explain the reasons for your rating <<8-10>> of Conceptual Design B in Q7. (Unaided, multiple responses)

Reasons for Rating Conceptual Design B (8-10)	
Base: Those who rated Conceptual Design B (8-10) and provided a response (n=103)	
More cost effective / Better value / Less of a tax burden	41%
Addresses majority of current issues/long-term needs / Comprehensive	40%
Nice enhancements/upgrades (security, more space, etc.)	17%
Too expensive / Not cost effective / Waste of money	10%
Good compromise / Good design / I like the design	8%
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	8%
Better to renovate vs. rebuild / Preserve old buildings	7%
Excessive / Unnecessary / Not needed as student population is declining	7%
Better than other design options / Best option available	6%

Reasons for Rating Conceptual Design B (8-10)	
Base: Those who rated Conceptual Design B (8-10) and provided a response (n=103)	
Other design options would be more beneficial/worth the money	4%
Tax burden / Not good use of taxpayer money	4%
Same as/similar to other designs	3%
Future renovations/upgrades will be needed / "Kicking the can down the road"	2%
Disruptive to education / Displaces students during lengthy renovations	2%
Necessary / Needed / Has to be done	1%
Less disruptive to education / No relocation	1%
Design is okay / Neutral feelings / Impartial	1%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	1%
Other	2%
Don't know/ Not sure	1%

Appendix A: Additional Data (cont'd)

- Q8. Please explain the reasons for your rating <<4-7>> of Conceptual Design B in Q7. (Unaided, multiple responses)

Reasons for Rating Conceptual Design B (4-7)	
Base: Those who rated Conceptual Design B (4-7) and provided a response (n=290)	
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	34%
More cost effective / Better value / Less of a tax burden	21%
Too expensive / Not cost effective / Waste of money	19%
Addresses majority of current issues/long-term needs / Comprehensive	10%
Disruptive to education / Displaces students during lengthy renovations	8%
Excessive / Unnecessary / Not needed as student population is declining	8%
Future renovations/upgrades will be needed / "Kicking the can down the road"	7%
	7%
Nice enhancements/upgrades (security, more space, etc.)	5%
Same as/similar to other designs	5%
Better than other design options / Best option available	5%
Other design options would be more beneficial/worth the money	5%

Reasons for Rating Conceptual Design B (4-7)	
Base: Those who rated Conceptual Design B (4-7) and provided a response (n=290)	
Tax burden / Not good use of taxpayer money	4%
Design is okay / Neutral feelings / Impartial	4%
Need more information/clarification on design	4%
Renovating isn't sufficient / Need a new school	3%
Doesn't address sprawling layout	3%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	2%
Better to renovate vs. rebuild / Preserve old buildings	2%
Good compromise / Good design / I like the design	2%
Don't like the design (general)	2%
Necessary / Needed / Has to be done	1%
Less disruptive to education / No relocation	1%
Poor investment / Financially irresponsible	1%
Long-term solution / Focusing on the future	<1%
Other	1%
Don't know / Not sure	1%
Nothing / None / NA	1%

Appendix A: Additional Data (cont'd)

- Q8. Please explain the reasons for your rating <<1-3>> of Conceptual Design B in Q7. (Unaided, multiple responses)

Reasons for Rating Conceptual Design B (1-3)	
Base: Those who rated Conceptual Design B (1-3) and provided a response (n=336)	
Doesn't address majority of current issues/long-term needs / "Band-Aid fix/approach" / Inadequate	53%
Too expensive / Not cost effective / Waste of money	35%
Future renovations/upgrades will be needed / "Kicking the can down the road"	20%
Disruptive to education / Displaces students during lengthy renovations	17%
Renovating isn't sufficient / Need a new school	13%
Excessive / Unnecessary / Not needed as student population is declining	8%
Tax burden / Not good use of taxpayer money	7%
Same as/similar to other designs	6%
Poor investment / Financially irresponsible	5%
Doesn't address sprawling layout	3%
Need more information/clarification on design	3%

Reasons for Rating Conceptual Design B (4-7)	
Base: Those who rated Conceptual Design B (1-3) and provided a response (n=336)	
Don't like the design (general)	2%
Other design options would be more beneficial/worth the money	2%
Better to renovate vs. rebuild / Preserve old buildings	2%
Lack of energy upgrades (heating, cooling, solar installation, etc.)	1%
Better than other design options / Best option available	1%
More cost effective / Better value / Less of a tax burden	1%
Addresses majority of current issues/long-term needs / Comprehensive	1%
Nice enhancements/upgrades (security, more space, etc.)	1%
Necessary / Needed / Has to be done	<1%
Other	<1%

Appendix A: Additional Data (cont'd)

- Q10. Please explain your reasons for the response <<Conceptual Design C>> you provided in Q9. (Unaided, multiple responses)

Reasons for Preferring Conceptual Design C	
Base: Those who prefer Conceptual Design C and provided a response (n=56)	
Addresses the majority of needs/issues (security, restroom renovations, nurses, etc.)	39%
Best design available / Best design (general)	18%
Financially responsible / Cost effective / Best value for price	16%
Design isn't over the top/extravagant / Best use of resources	6%
Most responsible use of taxpayer money / Tax impact	5%
Allows for future school renovations (ES and HS) / Renovations in stages	4%
Need more information/more time to decide	4%

Reasons for Preferring Conceptual Design C	
Base: Those who prefer Conceptual Design C and provided a response (n=56)	
Most holistic/comprehensive design	2%
Most realistic/feasible design	2%
Best long-term solution	2%
Worried about tax increases / Not good use of taxpayer money	2%
Not necessary / Not needed as student population is declining	2%
Will build a new middle school / "Resets the clock"	1%
Design benefits community/town	1%
Better to renovate vs. rebuild	1%
Best return on investment	1%
Other	4%

Appendix A: Additional Data (cont'd)

- Q10. Please explain your reasons for the response <<Conceptual Design E>> you provided in Q9. (Unaided, multiple responses)

Reasons for Preferring Conceptual Design E	
Base: Those who prefer Conceptual Design E and provided a response (n=407)	
Will build a new middle school / "Resets the clock"	43%
Financially responsible / Cost effective / Best value for price	25%
Addresses the majority of needs/issues (security, restroom renovations, nurses, etc.)	24%
Best long-term solution	20%
Least disruptive to education / No need to relocate students	18%
Best design available / Best design (general)	12%
Allows for future school renovations (ES and HS) / Renovations in stages	9%
Most responsible use of taxpayer money / Tax impact	7%
Design benefits community/town	5%

Reasons for Preferring Conceptual Design E	
Base: Those who prefer Conceptual Design E and provided a response (n=407)	
Most holistic/comprehensive design	3%
Best layout / Addresses sprawling layout	2%
Doesn't address enough needs/issues (security, cooling, solar energy, etc.)	1%
Options don't meet needs of all three schools (ES and HS renovations, 2 new schools, etc.)	1%
Worried about tax increases / Not good use of taxpayer money	1%
Best return on investment	<1%
Need more information/more time to decide	<1%
Options are too excessive/extravagant / Focusing on wants rather than needs	<1%
Other	1%

Appendix A: Additional Data (cont'd)

- Q10. Please explain your reasons for the response <<Conceptual Design B>> you provided in Q9. (Unaided, multiple responses)

Reasons for Preferring Conceptual Design B

Base: Those who prefer Conceptual Design B and provided a response (n=118)

Financially responsible / Cost effective / Best value for price	48%
Addresses the majority of needs/issues (security, restroom renovations, nurses, etc.)	27%
Most responsible use of taxpayer money / Tax impact	12%
Best design available / Best design (general)	10%
Worried about tax increases / Not good use of taxpayer money	8%
All options are too expensive	6%
Not necessary / Not needed as student population is declining	5%
Most realistic/feasible design	5%
Design isn't over the top/extravagant / Best use of resources	4%
Allows for future school renovations (ES and HS) / Renovations in stages	4%

Reasons for Preferring Conceptual Design B

Base: Those who prefer Conceptual Design B and provided a response (n=118)

Need more information/more time to decide	3%
Options are too excessive/extravagant / Focusing on wants rather than needs	2%
Better to renovate vs. rebuild	2%
Best return on investment	1%
Least disruptive to education / No need to relocate students	1%
Design benefits community/town	1%
Doesn't address enough needs/issues (security, cooling, solar energy, etc.)	1%
Most holistic/comprehensive design	1%

Appendix A: Additional Data (cont'd)

- Q10. Please explain your reasons for the response <<None of the Options>> you provided in Q9. (Unaided, multiple responses)

Reasons for Selecting None of the Options	
Base: Those who selected None of the Options and provided a response (n=158)	
Worried about tax increases / Not good use of taxpayer money	32%
All options are too expensive	28%
Not necessary / Not needed as student population is declining	24%
Options are too excessive/extravagant / Focusing on wants rather than needs	18%
Doesn't address enough needs/issues (security, cooling, solar energy, etc.)	7%
Options don't meet needs of all three schools (ES and HS renovations, 2 new schools, etc.)	6%

Reasons for Selecting None of the Options	
Base: Those who selected None of the Options and provided a response (n=158)	
Need more information/more time to decide	3%
Financially responsible / Cost effective / Best value for price	2%
Disruptive to education/community	1%
Most responsible use of taxpayer money / Tax impact	1%
Will build a new middle school / "Resets the clock"	1%
Addresses the majority of needs/issues (security, restroom renovations, nurses, etc.)	1%
Best long-term solution	1%
Other	4%
None / Nothing / NA	1%

Appendix A: Additional Data (cont'd)

- Q10. Please explain your reasons for the response <<None of the Options>> you provided in Q9. (Unaided, multiple responses)

Reasons for Selecting Don't Know Right Now/Prefer not to Respond	
Base: Those who selected Don't Know Right Now/Prefer not to Respond and provided a response (n=67)	
Need more information/more time to decide	41%
Worried about tax increases / Not good use of taxpayer money	9%
Not necessary / Not needed as student population is declining	8%
All options are too expensive	7%
Options are too excessive/extravagant / Focusing on wants rather than needs	3%
Options don't meet needs of all three schools (ES and HS renovations, 2 new schools, etc.)	2%
Will build a new middle school / "Resets the clock"	2%
Addresses the majority of needs/issues (security, restroom renovations, nurses, etc.)	2%
Best design available / Best design (general)	1%
Other	6%
Don't know / Not sure	10%
None / Nothing / NA	6%

Appendix A: Additional Data (cont'd)

- Q12. If you have read and/or reviewed any information provided by the SBAC, please rate the extent to which you feel less or more informed than you did about six months ago. (Ten-point scale: 1="Much Less Informed"; 4-5="About the Same"; 10="Much More Informed") (n=826)

(NOTE: Individual percentages may not add up to NETS in charts due to rounding)

<u>Much Less Informed</u>			<u>About the Same</u>				<u>Much More Informed</u>		
1	2	3	4	5	6	7	8	9	10
<1%	1%	1%	2%	16%	12%	19%	26%	12%	13%

Median: 7.0

Appendix A: Additional Data (cont'd)

- Q14. To what extent did the pending property tax revaluation impact, if at all, your opinion about the school buildings project? (Ten-point scale: 1="Greatly Increased My Opposition"; 10="Greatly Increased My Support")

(NOTE: Individual percentages may not add up to NETS in charts due to rounding)

	1	2	3	4	5	6	7	8	9	10	Median
Total (n=1,053)	17%	6%	8%	9%	25%	20%	5%	4%	3%	3%	5.0
Voted in Favor (n=476)	2%	1%	<1%	5%	34%	37%	8%	6%	3%	5%	6.0
Voted Against (n=465)	26%	9%	13%	11%	19%	9%	3%	4%	3%	3%	4.0
Other (n=106)	14%	4%	6%	12%	28%	24%	5%	5%	2%	1%	5.0

Appendix B

Questionnaire

Appendix B: Questionnaire



The work of the School Building Advisory Committee (SBAC) has reached another milestone where your input is essential. Every household in Cape Elizabeth has been mailed a copy of this survey and it is available online at <https://www.capeelizabethsbac.com/survey>. Your input is critically important to help us develop a school buildings proposal that will best serve the entire Cape Elizabeth community. Every person in your household who is 18 years of age or older is invited to complete the survey. Responses will remain **strictly confidential**—only Portland Research Group will review your individual responses. Completed surveys must be **received by Monday, April 22, 2024** to be included. Thank you for taking time to share your opinions!

1. To what extent are you not concerned or concerned, if at all, about the current condition of the Cape Elizabeth school buildings? (Please circle one rating for each)

	Not at All Concerned				Neutral				Very Concerned	
	1	2	3	4	5	6	7	8	9	10
a. Physical structure										
b. Functionality										

2. Please rate how not important or important each of the following school building project outcomes are to you. (Please circle one rating for each)

	Not at All Important				Neutral				Very Important	
	1	2	3	4	5	6	7	8	9	10
a. Enhanced safety and security										
b. Improved vehicular and pedestrian circulation										
c. Modern classrooms for contemporary teaching										
d. Addresses the current sprawling layout of the elementary and middle schools										
e. Main offices located for better oversight										
f. Provides separate cafeterias for the elementary and middle schools										
g. Improved middle school performing arts space										
h. Improved nurses' offices to better serve students										
i. Technology upgrades to meet current standards										
j. Updated, efficient mechanical systems										
k. Provide natural light for effective learning										
l. Improved storage to reduce clutter and create better organization of contents										
m. Adding appropriate facilities for special education programs										

BEFORE PROCEEDING, please review the information about and renderings of the three school building options presented in the enclosed pamphlet. Please note the conceptual designs are identified and presented in **no particular order**. The next series of questions are based on this information.

3. Questions 3 and 4 are about Conceptual Design C. Please rate your overall impression of Conceptual Design C. (Please circle one rating)

Poor				Neutral				Excellent	
1	2	3	4	5	6	7	8	9	10

4. Please explain the reasons for your rating of Conceptual Design C in Q3. (Please enter your response below)

5. Questions 5 and 6 are about Conceptual Design E. Please rate your overall impression of Conceptual Design E. (Please circle one rating)

Poor				Neutral				Excellent	
1	2	3	4	5	6	7	8	9	10

6. Please explain the reasons for your rating of Conceptual Design E in Q5. (Please enter your response below)

7. Questions 7 and 8 are about Conceptual Design B. Please rate your overall impression of Conceptual Design B. (Please circle one rating)

Poor				Neutral				Excellent	
1	2	3	4	5	6	7	8	9	10

8. Please explain the reasons for your rating of Conceptual Design B in Q7. (Please enter your response below)

Appendix B: Questionnaire (continued)

9. **This is not a vote.** In fact, the final school buildings proposal for the next referendum could look quite a bit different as new information is learned and we try to build as much of a community consensus as possible. Based on what you know at this point, please select the one Conceptual Design that you currently support most. You can also select none of them or you don't know right now. (Please select one response)

<input type="checkbox"/> Conceptual Design C	<input type="checkbox"/> None of the Options
<input type="checkbox"/> Conceptual Design E	<input type="checkbox"/> Don't know right now
<input type="checkbox"/> Conceptual Design B	<input type="checkbox"/> Prefer not to respond

10. Please explain your reasons for the response you provided in Q9. (Please enter your response below)

11. Have you read and/or reviewed any of the information that the School Building Advisory Committee (SBAC) has produced and distributed? (Please select one response)

<input type="checkbox"/> Yes	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> No, but I am aware of the information from the SBAC	<input type="checkbox"/> Don't know
<input type="checkbox"/> No, I'm not aware the SBAC has provided any information	

12. If you have read and/or reviewed any information provided by the SBAC, please rate the extent to which you feel less or more informed than you did about six months ago. (Please circle one rating)

Much Less Informed			About the Same				Much More Informed		
1	2	3	4	5	6	7	8	9	10

13. Based on your understanding of the needs of the school buildings in Cape Elizabeth, what level of property tax increase, if any, would you support for these needs? (Please select one response)

<input type="checkbox"/> 0% (I am not willing to support a tax increase for this project)	<input type="checkbox"/> 20% or more
<input type="checkbox"/> Less than 5%	<input type="checkbox"/> I would pay whatever is needed
<input type="checkbox"/> 5% to less than 10%	<input type="checkbox"/> Not sure at this time
<input type="checkbox"/> 10% to less than 15%	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> 15% to less than 20%	

14. To what extent has the property tax revaluation impacted, if at all, your opinion about the school buildings project? (Please circle one rating)

Greatly Increased My Opposition				No Impact		Greatly Increased My Support			
1	2	3	4	5	6	7	8	9	10

Some Information about You (This information will help us with our analysis, but will not be used to identify you in any way. Your responses will remain completely confidential.)

15. Briefly consider the \$115.9 million school buildings bond proposal presented in the November 2022 election. Did you vote on it and if so, were you in favor of it or against it? (Please select one response – keep in mind your responses are confidential. No matter what your response, we still want your opinions – it is critical to the success of the project)

<input type="checkbox"/> Voted in favor of it	<input type="checkbox"/> Did not vote	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> Voted against it	<input type="checkbox"/> Not aware of it/ Not a resident then/ Not old enough then	

16. To the nearest year, how many years have you lived in Cape Elizabeth? _____ years

17. Into which of the following does your age fall? (Please select one response)

<input type="checkbox"/> 18 to 24	<input type="checkbox"/> 45 to 54	<input type="checkbox"/> 75 to 84
<input type="checkbox"/> 25 to 34	<input type="checkbox"/> 55 to 64	<input type="checkbox"/> 85 or older
<input type="checkbox"/> 35 to 44	<input type="checkbox"/> 65 to 74	<input type="checkbox"/> Prefer not to answer

18. Please indicate the ages of children living in your household. (Please select all that apply)

<input type="checkbox"/> Under 5 years old	<input type="checkbox"/> 10 to under 15 years old	<input type="checkbox"/> 19 years or older	<input type="checkbox"/> None
<input type="checkbox"/> 5 to under 10 years old	<input type="checkbox"/> 15 to under 19 years old	<input type="checkbox"/> Prefer not to answer	

19. Do you currently have students in Cape Elizabeth schools? (Please select all that apply)

<input type="checkbox"/> Elementary (Grades pre-K – 4)	<input type="checkbox"/> Middle (Grades 5 – 8)	<input type="checkbox"/> High School (Grades 9 – 12)	<input type="checkbox"/> No
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20. What is your current employment status? (Please select one response)

<input type="checkbox"/> Employed full-time (30 hours or more per week)	<input type="checkbox"/> Retired	<input type="checkbox"/> Stay at home parent
<input type="checkbox"/> Employed part-time (less than 30 hours per week)	<input type="checkbox"/> Military	<input type="checkbox"/> Other
<input type="checkbox"/> Unemployed	<input type="checkbox"/> Student	<input type="checkbox"/> Prefer not to answer

21. Which of the following broad ranges best describes your 2023 annual household pre-tax income from all sources? (Please select one response)

<input type="checkbox"/> Less than \$50,000	<input type="checkbox"/> \$100,000 to less than \$150,000	<input type="checkbox"/> \$250,000 or more
<input type="checkbox"/> \$50,000 to less than \$75,000	<input type="checkbox"/> \$150,000 to less than \$200,000	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> \$75,000 to less than \$100,000	<input type="checkbox"/> \$200,000 to less than \$250,000	

22. How do you identify? Male Female Non-binary Prefer not to answer

Thank you very much for taking the time to participate in this research!
Please return your complete questionnaire in the enclosed postage-paid envelope to
Portland Research Group, P.O. Box 2212, South Portland, Maine 04116-2212.

For More Information

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